

Kindergarten Student Learning Plan

Week of March 30 - April 3

[Click here to access ClassLink](#)

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

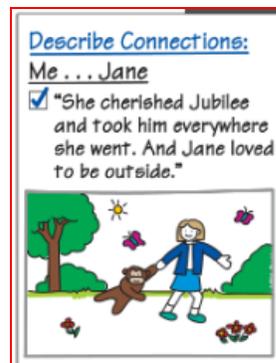
Reading and Writing:

Reading Comprehension Module 7: Zoom In!

[Click here for a video on how to access Ed: My Friend in Learning for the books this week](#)

Read the story, ***Me....Jane***. Complete the following activities: [Click here to listen to the story Me...Jane](#)
(all activities can be completed with any book your child reads)

- 1.) After reading ***Me...Jane***, have your child [describe connections](#) they can make using complete sentences.
- 2.) Reread the story and *Explain how a book's illustrations connect to its text. "The illustrations in a book show the meaning of the text. They help us understand the text better. They also make reading the text more fun!"*.
- 3.) Model how the illustrations on page 4-5 match the text "She cherished Jubilee and took him everywhere she went. And Jane loved to be outside." Think aloud: *"When I look at the illustration, I can see that Jane is holding Jubilee and bringing him with her. That shows how she took him everywhere she went! I also see that they are running around outside, which matches the text, "Jane loved to be outside."*
- 4.) Have your child make their own connections between the text and illustrations on pg.8-9, ask your child to discuss what part of the text the illustration shows. Then turn to pg. 26-27 and have your child discuss what part of the text the illustration shows.
- 5.) Have your child pick a line from the story to illustrate. [Connections Activity](#)



Writing Focus:

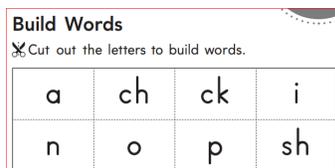
Read and enjoy the story, ***Jane Goodall and the Chimpanzees***

[Click here for the story to read on your own](#)

1. Review last week's learning about questions marks and periods. Notice the punctuation used in this book.
2. Have your child practice writing sentences using different punctuation such as periods, question marks, and exclamation marks.
3. Write a reading response to ***Jane Goodall and the Chimpanzees*** [Reading Response](#)

Building Foundational Literacy Skills:

1. Choice Reading 20 minutes daily - read with and to your child daily from any book resources you have.
2. Ch/Sh initial sound sort. Have your child sort the picture cards by their initial sound (ch/sh). Your child can then try to write the word for each picture card. [Picture Sort](#)
3. Ch/Sh word building - Have your child make the letter cards below to create their own words that contain the ch/sh sound. You can also call out words for your child to make. Then have your child write sentences or draw illustrations for each word they create.



4. Can your child find any ch/sh words in their choice reading books?
5. Computer Program Options:
 - a. iRead computer program (found in classlink): This program works at each child's individual level and provides precise phonological and phonics practice for them.
 - b. Imagine Learning - Access Imagine Language & Literacy, an adaptive learning program, from your ClassLink account. [Click here to get started if this program is new for your child](#)

Extension Activities (optional):

1. This week you read a biography about Jane Goodall, now let's learn about you!
 - a. Make an All About Me Picture!
 - b. Draw a picture of yourself
 - c. Write facts about yourself (name, age, interesting facts) using complete sentences.
2. Preview this document to help your students practice their handwriting strokes, the last pages show you the correct formations. [Click here for handwriting practice pages](#)
3. 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.2 (A): Count forward and backward to at least 20 with and without objects
- K.6(E): Classify and sort a variety of regular and irregular two- and three- dimensional figures regardless of orientation or size.

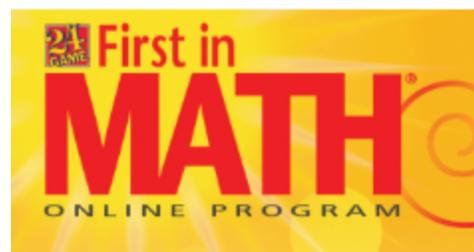
Students will build fluency with addition and numeracy, while reviewing shapes from last week by engaging in some thinking and computational games through First In Math and/or a few of the other selected resources below.

Fluency Practice with First In Math:

→ You must access First in Math *through* [Clever](#) or [ClassLink](#) first.

First in Math: K-2 World

- Gyms (Addition)
- Just the Facts (Addition)
- How Many- [Click here to see how to play.](#)
- Five at a Time
- Know and Show - Get in Shape
 - Click the video link below to see how to access the games in First in Math
 - [FIM Video Directions](#)



Fluency Sprints:

- [Sprint A](#)
- [Sprint B](#)

*Give your child 60 seconds to complete as many as possible. Use the same sprint several times during the week to see your child's growth.

Games and Extension Opportunities:

❖ [Composing Numbers](#)

❖ [Make Ten](#)

➤ You can also use a deck of playing cards to make your ten facts. (Use Ace-9 in the deck of cards, remember Ace will be 1, you can use the pictures on the cards to make that connection)

❖ [Making Apple Ten Packs](#)

➤ Ask your child how the groups would change if you had to have more yellow than red apples, or more red than yellow apples? What if we also had green apples, what combinations could you make?

❖ **Grab 10 objects and ask your child questions like the following:**

- Which numbers combine to make another number.
 - What makes 10? (5 and 5, 2 and 8, etc.)
 - What makes 8? (1 and 7, 4 and 4, etc.)

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 evidence can we collect that tells us something is living?

I found out last week that STEMscopes does not work well on tablets or iPads. So, I'm downloading and linking the activities that I can and adding different videos from YouTube. I hope this helps. If you could get into STEMscopes please continue to work in the app. Here is a link to help navigate STEMscopes [STEMscopes: Parent How To Video](#)

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. Science Rock Video
2. [Science Art](#): (English) Draw a picture of an animal and its basic needs (food, water, and shelter)
[Science Art](#): (Spanish)
3. Optional Videos:

Basic needs of animals -<https://www.youtube.com/watch?v=wOXay8rdzRg>
(Copy and paste URL into a different page to open)

The needs of a plant -

https://www.youtube.com/watch?v=dUBIQ1fTRzI&list=PL4pBF1ET3QDUaRQ1H9BsnDqxMfz_kRy9r

(Copy and paste URL into a different page to open)

Extension Opportunities:

1. [Science Applied](#) -Grow a seed (English)

[Science Applied](#) - Cultiva una semilla (Spanish)

2. Read the story: [Jack and the Beanstalk](#) (English)

Jack and Beanstalk (Spanish) <https://www.youtube.com/watch?v=1ILf63KMEQk>

(Copy and paste URL into a different page to open)

Social Studies:

Access Social Studies Weekly through ClassLink

In ClassLink, click on the Studies Weekly icon.

Student username is their school email

Password is their school's initials (lowercase) and their grade level (Ex: mes3)



Week 22: American Monuments

Students will learn about important buildings, statues and monuments associated with American history (e.g., the White House, Mount Rushmore). They will also learn about veterans and why we celebrate Veterans Day.

Extra Opportunities:

- Take [virtual tours](#) of National Parks, Museums, and landmarks across the globe.
- [Click here to watch the animals at the Houston Zoo](#)
- Seattle Aquarium [#VirtualFieldTrip](#)
- Museums are full of fascinating discoveries, check some out here: [Click here to visit National Museum of Natural History](#)

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.