

Kindergarten Student Learning Plan

Week of April 6 - 10

[Click here to access ClassLink](#)

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

Reading and Writing:

Reading Comprehension and Writing Focus: Module 7: Zoom In

[Click here for a video to show you how to access all the books on *Ed: My Friend in Learning*](#)

Listed below are four RIGBY readers. Choose at least two of the stories below to read and complete the activities provided.

Rainy Day

Reading Comprehension:

Create a T-chart, labeling columns "What Happens" and "How the Girls Feel," to compare the story's beginning, middle, and end. Have your child point out details to keep track of the story's elements.

Write about Rainy Day: Draw a picture of yourself at home on a rainy day. Think about what you do indoors when it rains and write about your favorite things to do when it rains.

Animals Hide

Reading

Comprehension: Have your child tell what this text is mostly about (animals that use color to hide). Guide them to give a retell of what they learned about how animals hide.

Write about Animals Hide: Draw a picture of your favorite animal hiding in nature and then write about it using this sentence frame: This is _____. Can you see _____?

Where Are We Going

Reading Comprehension:

Together, create a story structure chart. Help your child use it to identify the beginning, middle, and end of the story. Point out that the beginning introduces the characters, and the middle includes key events that lead to the ending, when the boy and his mom get to the zoo. Have children use the chart to help them give a simple retelling of the story.

Write About Where Are We Going?: Write about a time you went somewhere special. Who did you go with? How did you get there? What did you see along the way? Draw a picture of you on the way to that special place.

Hide and Seek

Reading

Comprehension:

Draw three boxes. Label them "Finding James," "Finding Nick," and "Finding Kate." Have children page through the book and retell what happens when Dad goes looking for each child. Have your child write and/or draw their response in each box.

Write About Hide and Seek: Think and write about a time when you played a game you like, and whom you played the game with.

Building Foundational Literacy Skills:

Play with sounds, letters, and words to help develop skills that are important for reading:

- Say a word and take turns thinking of words that rhyme until you can't think of any more!
- Ask your child to tell you a word that starts or ends the same way as another word: "Tell me a word that starts/ends like ____." (For example: Parent says "puppy," child can say "pig" or "popsicle" because they start with the /p/ sound. Or parent says "top," child can say "nap" or "jump" because they end with the /p/ sound.
- Choice Reading 20 minutes daily - read with and to your child daily from any book resources you have.
- Have your child solve What Am I? Rhyming Riddles:
 - I am hair that you wear on your head and rhyme with fig. What am I? (wig)
 - I am fun to throw and rhyme with fall. What am I? (ball)
 - I ring when you shake me and rhyme with shell. What am I? (bell)
 - You wear me on each foot and I rhyme with lock. What am I? (sock)
 - I can break easily and rhyme with class. What am I? (glass)
- **Computer Program Options:**
 - iRead computer program (found in Ed: Your Friend in Learning): This program works at each child's individual level and provides precise phonological and phonics practice for them.
 - Imagine Learning - Access Imagine Language & Literacy, an adaptive learning program, from your student's ClassLink account. [Click here to get started if this program is new for your child.](#)

Extension Opportunities:

- Read/listen to a book of your choice and write a [Book Review](#).
- 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](#)
- 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:

- Addition: Exploring the concept of Equality
- Position: Using Spatial Language (below, above, beside, next to, left, and right)

Origo Opportunities:

[Click here to take a virtual trip with our district through the Origo at Home option and hear some tips for navigating the site...or simply follow the steps below and explore:](#)

[Click to access Origo at Home Week 1](#)

Click United States at the bottom of the screen.



Select Grade K at the bottom of the screen.



Click the purple, Week 1 button.



First in Math Opportunities:

- Remember to continue working in First in Math to build fluency and have fun playing math games! You and your child can always use the suggestions from last week or find a new Kindergarten-level appropriate game on your own.
 - ◆ [Click here for a video reminder](#) of how to get to games like *Practice Gym* and *Five at a Time*.

Extension Opportunities:

- ❖ [Open Middle - Adding and Subtracting Within 10](#)
 - Click on the link and show your student the boxes on the page. Draw them on a piece of paper and have them use guess and check to make the equation true. Don't forget, you can only use each digit once!
- ❖ [Counting Cup](#)
 - For this activity you could use marbles, beans, or anything laying around the house. You can put several items in the cup and then have your student tip them out on the table. Have them count how many objects were tipped out, and how many must be left in the cup.
- ❖ [Would You Rather?](#)
 - Show your child the picture of candies and ask which they would rather have, the green and red candies, or the yellow and orange candies? As long as your child can justify their thinking mathematically, there is no right or wrong answer.
- ❖ [Convince Me That](#)
 - Show your student the number sentences. Have them explain how they know these number sentences have the same total (they can use pictures, objects, or simply talk about their thinking).
- ❖ [Nearby Numbers](#)
 - If you are unable to print the number cards, you can write the cards on paper and have your child fill in the missing numbers, explaining which number is one more or one less.
- ❖ [Race to Trace](#)
 - Challenge your student to a tracing race! Roll the dice, find the sum, and trace the number. See who can trace their numbers first.
- ❖ **Sets of Objects**
 - Give your student a set of small objects, like pennies or marbles, and ask them to find all the different ways to break the set into two parts: 7 pennies can be broken into sets of 1 and 6, 2 and 5, 3 and 4, etc. Repeat with sets from 4 to 10.
- ❖ **Hidden Directions**
 - Ask your child to give you directions to find a hidden item. Example: Take 3 steps to the left, turn to your right, walk straight ahead 5 steps, reach to your right and pick up the teddy bear.

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?

[Parent Background Information](#) (New this Week)

Please access STEMscopes via the student's class link account.



Activities:

1. Concept Review Game (might not work on iPad or tablets)
2. [Claim Evidence Reasoning](#) (English)
[Claim Evidence Reasoning](#) (Spanish)
3. [Concept Attainment Questions](#) (English)
[Concept Attainment Questions](#) (Spanish)

Extension Opportunities:

1. [Math Connection](#) (English)
[Math Connection](#) (Spanish)
2. [Houston Zoo Webcams](#)
3. <https://zoo cameras around the world.com/live-zoo-cameras/>
4. Video: [4 Basic Needs of Living Things -Animation Video for Kids](#)
5. Video: [The Needs of an Animal \(song for kids about 4 things animals need to survive\)](#)
6. Video: [The needs of a plant](#)

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).



SW Week 23--Celebrate America

Students will learn about the way American symbols, holidays and patriotic activities reflect the shared values, principles and beliefs of Americans.

Specials:

[Click here for the Music Learning Plan](#)

[Click here for the Art Learning Plan](#)

Extra Opportunities:

- [San Diego Zoo](#)
- Lunch Doodles with Mo Willems - draw with author and illustrator Mo Willems daily on YouTube at 12:00 pm #MOLunchdoodles. (videos are also recorded). For more information go to:
<https://www.kennedy-center.org/mowillems>
- Take a virtual tour of the Amazon RainForest. <https://www.youtube.com/watch?v=JEsV5rqbVnQ>
- Seattle Aquarium [#VirtualFieldTrip](#)

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.