

Kindergarten Student Learning Plan

Week of April 13 - 17

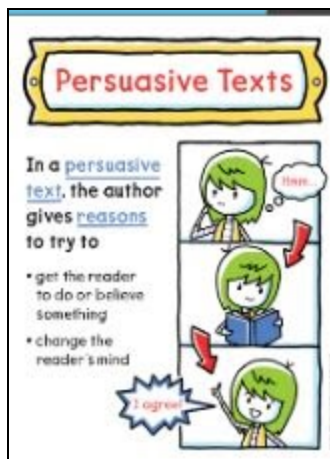
[Click here to access ClassLink](#)

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

Reading and Writing:

Reading Comprehension: Module 7: Zoom In

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



Complete the following activities for this week's story:

1. Before reading, ***Hey, Little Ant***, explain that ***Hey, Little Ant*** is a persuasive text in the form of a story, and it's the characters who have **opinions and reasons**. *We'll see what the characters in the story feel and think about a certain topic, and why! An opinion is what someone feels or thinks about something. Often an author or character will give reasons to explain why they feel or think the way they do about something.*
2. Read ***Hey, Little Ant*** and ask your child, *What do you think the boy should do?* Have your child support their responses.
3. After rereading ***Hey, Little Ant***, ask your child, *Why does the boy think he should squish the ant? Why does the ant think the boy should let him live?*
4. Have your child complete the following [Opinion & Reason Response](#)

Writing Focus:

Read and enjoy the text, ***Ants***

1. Notice how each sentence in ***Ants*** begins with a capital letter.
2. Write at least 3 interesting facts you learned about ants after reading ***Ants***. Be sure each of your sentences begins with a capital letter and ends with the appropriate punctuation.
3. Have your child read back what they wrote to you.

Building Foundational Literacy Skills:

1. Choice Reading 20 minutes daily - read with and to your child daily from any book resources you have.
2. Computer Program Options:
 - a. 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.
 - 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](#)
3. Play Bingo with the following word cards: [Bingo](#)
 - Choose a Bingo card and make 2 copies of the card. Cut one of the printed cards apart to use as your words to call out and use the other copy as your Bingo board.
 - If you have the word called aloud on your board, place a token on the word.
 - Play until your board is filled with tokens and you call out "Bingo!"

Extension Opportunities:

1. Write a response to the story ***Hey, Little Ant***. [Response](#)
2. Make a fact book about ants or any other animal who crawls around.
3. Write an [Acrostic Poem](#) using your name, decorate it to display in your house or share with your teacher.
4. [Click here for handwriting practice pages](#)

Math:

This week we will be working on:

- Representing teen numbers: Show teen numbers as a group (of ten ones and some ones) using representations, digits, and words.
- Counting: Count forward and backward to at least 20, with and without objects.
- Addition: Model the action of joining to represent addition

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 2](#)



Click United States at the bottom of the screen.



Select Grade K at the bottom of the screen.



Click the green, Week 2 button.



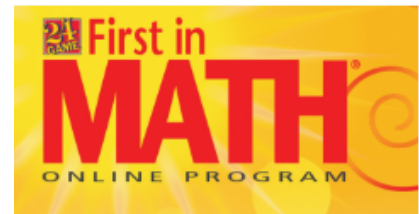
Students can build fluency with addition and numeracy by engaging in thinking and computational games through First In Math and/or a few of the other selected resources below.

Fluency Practice with First In Math:

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

First in Math: K-2 World

- K2 Gyms (Addition)
- K2 Just the Facts (Addition)
- K2 Misfits (Whole Numbers)
- See 3 (Shapes and Logic)
- 3 to 9 (Addition)
 - Click the video link below to see how to access the games in First in Math
 - [Week 4 FIM 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 Fluency Opportunities:

❖ [Decomposing Teen Numbers](#)

- Ask your child to break (decompose) a teen number into a group of ten and ones left over. You can make your own numeral cards or simply write a teen number for them. Use the ten frames provided or draw them on paper.

❖ [Splat](#)

- Show your child the Splat pictures. Ask them to determine how many dots are hiding behind the Splat (the number in the box is the total). You can also create your own Splats with different numbers, or hide a portion of items being counted behind a piece of paper or your hand.

❖ [Count on Two More](#)

- Give your child a number. Ask them to represent that number with a picture (like a ten frame from Decomposing Teen Numbers above) and then count on two more and represent the new number with a picture.

❖ [Teen Puzzles](#)

- See if your student can match all three representations of a teen number. If you are unable to print, you can draw each representation on three separate index cards and mix them up.

❖ [The Counting Race](#)

- Race your child past the finish line! Roll two dice and flip a coin. If heads, move forward the total on the dice, always counting aloud. If tails, move back. If you cannot move, you lose your turn. Print the game board or use your laptop screen.
 - Click here for [10-sided virtual dice](#).

❖ [Counting at Home](#)

- Get two groups of items (example: fruit loops and beans). Put some fruit loops and some beans out. Ask your child which group has the greatest amount or the least. Have them justify their thinking. Repeat with different amounts of items.

Additional Video Support:

★ [Using Discourse to Promote Understanding](#)

- Click here to get a few ideas of what kinds of questions to ask your little mathematician.

Science:

Standard: TEKS 10A: Sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape. TEKS 10B: Identify basic parts of plants and animals.

The question we want the students to be able to answer: What are some physical characteristics of living things?

[Parent Background Information](#) (New content this week)

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

Activities:

1. Picture vocabulary ([English](#)) ([Spanish](#))
2. Content Connection video-Plant and Animal Characteristics
3. Science Rock

Extension Opportunities:

1. Science Applied - Elephant Diagram ([English](#)) ([Spanish](#))
2. Live cam of African wildlife- <https://explore.org/livecams/african-wildlife/tembe-elephant-park>
3. Live cam of Elephants SanDiego Zoo- <https://www.sdzsafaripark.org/elephant-cam>



Social Studies:

Standards:

b.8.B Identify rules that provide order, security, and safety in the home and school.

b.14. B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.

Questions to be answered:

Everyone has rights and responsibilities.

What are your rights? What are your responsibilities?



Week 24--Rights and Responsibilities:

Students will discuss the individual rights and responsibilities they have as part of their family, school and community. They will demonstrate the characteristics of a good citizen.

Activities:

[Complete the Sentence](#)

[The Golden Rule](#)

Specials:

- [Click here for Art Learning Plans](#)
- [Click here for Music Learning Plans](#)

GT Challenges:

- [This Week's Challenges](#)

Extra Opportunities:

- <https://www.cmhouston.org/page/virtual-learning> The Children's Museum of Houston
- Try this [link](#) for additional books to read!

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.