

Kindergarten Student Learning Plan

Week of April 20-24

[Click here to access ClassLink](#)

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

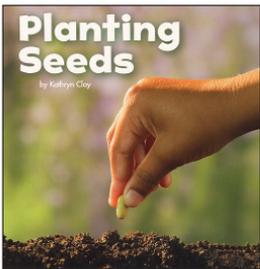
Reading and Writing:

[Click here for a video on how to get to the texts in Ed: Your Friend in Learning](#)

Click on the title of the book to access a document of the text

Module 8: Plants

In this module, we will learn about how much of the food we eat comes from plants. Let's learn about how plants grow and become the food on our plates. [Click here for Module 8 Get Curious Video](#)

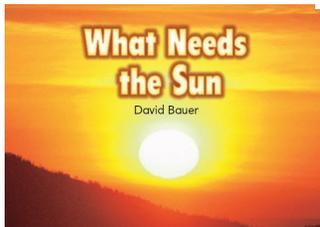
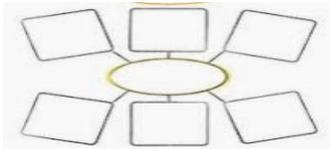


Planting Seeds

- After reading *Planting Seeds*, have your child review the steps of how seeds become a plant. Revisit the text if necessary.
- Have your child complete the Seed to Plant [Response Page](#) by illustrating and writing about how a seed becomes a plant. Remind your child when they write: their sentences should start with words like first, next, then, and finally.
- When they are done writing, ask your child to read their response.

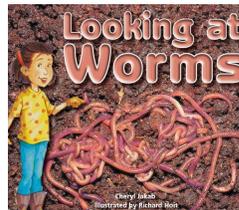
What Needs the Sun

Make a concept web to show things that need the sun. Label the center circle "What Needs the Sun?", then ask your child to write all the things that need sun from the story. Example:



Looking at Worms

Use the illustrations from the text to help you learn more about worms. Write or draw 2 interesting facts you learned about worms from the book you read.



Writing: Write a Worm Story

Think about something that might happen to a worm. Draw a picture to show what happens first, next, and last. Complete these sentences to tell about your picture:

First, the worm ____ .

Next, the worm ____ .

Finally, the worm ____ .

Building Foundational Literacy Skills:

- **Choice Reading 20 minutes daily** - read with and to your child daily from any book resources you have.
- **Word Work:** Guide children to say words sound-by-sound. **I will say a word and you will tell me all of its sounds. I will do the first one. Listen: cat. The word cat has three sounds. Its sounds are /c/ /ă/ /t/.** Say a familiar one-syllable word. **Listen: rug. What sounds? (/r/ /ŭ/ /g/)** Repeat with the words below: hat (/h/ /ă/ /t/), jet (/j/ /ĕ/ /t/), fill (/f/ /ĭ/ /l/), mop (/m/ /ŏ/ /p/), ran (/r/ /ă/ /n/), hen (/h/ /ĕ/ /n/), sip (/s/ /ĭ/ /p/), lock (/l/ /ŏ/ /k/), rub (/r/ /ŭ/ /b/) - You can do this activity orally and then have your child write the letters and words the next time you complete the activity.

- **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:

- [Click here for a project](#) that you can complete to extend your learning from Module 7: Zooming In!
- [Click here for handwriting practice pages.](#)

Math:

This week we will be working on:

- Addition: Model the action of joining to represent addition
- Counting: Count forward and backward to at least 20, with and without objects

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 3](#)



Click United States at the bottom of the screen.



Select Grade K at the bottom of the screen.



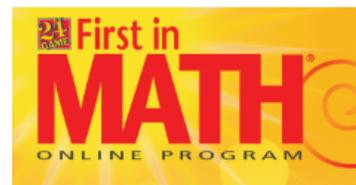
Click the lavender, Week 3 button.



Fluency Practice with First In Math:

→ 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-appropriate game on your own.

- ◆ [Click here for a video reminder](#) of how to get to last week's games like *Practice Gym* and *3-9 Addition*.
- ◆ Don't forget: Access First in Math through [Clever](#) or [ClassLink](#).



Games and Extension Opportunities:

- ❖ **Addition Plate**

- If you do not have numeral cards you can use a deck of cards (Ace to 9, the Ace represents the number 1), or tell your child a number to represent in each section of the plate.

❖ Plus One

- You can also write a number on paper and have your child represent it with a picture. Then ask them to show how they would add one and write the new number represented. You can use this [Online Die](#), if needed.
 - For a twist on the game, try playing where the winner is the first to connect 5 in a row!

❖ Minus One

- You can also write a number on paper and have your child represent it with a picture. Then ask them to show how they would take one away and write the new number represented. You can use this [Online Die](#), if needed.
 - For a twist on the game, try playing where the winner is the first to connect 5 in a row!

❖ Put Together Unknown Total (within 10)

- Use this for practice with addition word problems. Your child can use objects, pictures, number sentences, or any other math tools to help solve and represent the solutions.

❖ Which One Doesn't Belong

- This activity is not only designed to get your child thinking, but explaining their thinking as well! There is no single correct answer for this problem.

Additional Video Support

★ Introducing Types of Addition

- Click here to get a few ideas of the types of addition problems your little mathematician will see and the language to use with these types.

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: How can we sort plants and sort animals into groups by their physical characteristics?

[Parent Background Information](#)

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

Activities:

1. Stemscoedia ([English](#)) ([Spanish](#))
2. Science Rock
3. Career Connections -- Zoologist
4. Concept Review Games



Extension Opportunities:

1. Science Art ([English](#)) ([Spanish](#))
2. Brown bear cam <https://explore.org/livecams/brown-bears/brown-bear-salmon-cam-brooks-falls>
3. Polar bear cam <https://www.youtube.com/watch?v=3iRcu6kkjmw>
4. Polar bear cam <https://kids.sandiegozoo.org/videos/livecam/polar-bear-cam>
5. Black bear cam <https://www.oaklandzoo.org/black-bear-cams>

Social Studies:

Standards:

- b. 6A Identify basic human needs of food, clothing, and shelter.*
- b. 6B Explain the difference between needs and wants.*
- b. 6C Explain how basic human needs can be met such as through self-producing, purchasing, and trading.*

Questions to be answered:

How do people get the things they need and want?



Week 25--Consumers and Producers--

Students will understand the difference between consumers and producers and between goods and services. They will discuss needs and wants and the way people get things they need and want.

Activities:

[Writing Practice](#)

[Needs or Wants](#)

[Weekly Progress Check](#)

Specials:

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

GT Challenges:

- [This Week's Challenges](#)

Extra Opportunities:

- [Boston Children's Museum](#)
- [Virtual Tour of Mars from pictures from NASA's Curiosity Rover](#)

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.