

# Kindergarten Student Learning Plan

Week of April 27 - May 1

[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](#)

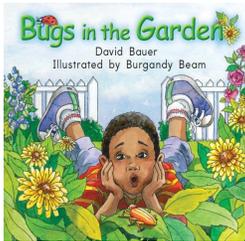
Or click on the title of the book to access a document of the text



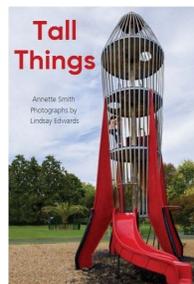
- Read [PB&J Hooray!](#) to learn about where the ingredients from PB&J come from! As you read or listen to this story, notice how the author uses sequencing to help you understand the information. The text tells us where the ingredients in a PB & J come from—in order.

- Complete this [sequencing page](#) to put the steps from the story in order.

### [Bugs in the Garden](#)



Draw a T-chart with the headings “Bugs” and “Boy.” Help your child recall the bugs in the book and list them in the “Bugs” column. Then guide your child to recall how the boy feels about each bug he sees. Record his feelings in the “Boy” column.



### [Tall Things](#)

1. Draw a picture of yourself with friends or family in your house or outside. Include things of all sizes.
2. Write to complete these sentences:  
I am taller than \_\_\_\_\_.  
I am as tall as \_\_\_\_\_.  
I am not tall like \_\_\_\_\_.

**Writing:** Think about all of the food that can be grown in a garden. Which is your favorite? What makes that food your favorite? Give your opinion and two reasons to support your opinion. Use this [Response Page](#) for your writing.

### **Building Foundational Literacy Skills:**

- **Choice Reading 20 minutes daily** - read with and to your child daily from any book resources you have.
- **Word Work:** Model how to isolate final sounds. **I will say a word and you will listen carefully for the last sound in the word.** Listen: boat. The last sound in the word boat is /t/. Have your child give you the final sound in the following words:
  - rope (/p/) rug (/g/), coat (/t/), fuel (/l/), doll (/l/), duck (/k/), buzz (/z/), leaf (/f/)
  - **Sound Scavenger Hunt:** Give your child a sound, for instance /k/. Have them go around the house and find things that end with that sound: fork, clock, sock, sink, book, etc.
- **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](#). Click here for [tips and fixes](#) for the program.

### **Extension Opportunities:**

- Read/listen to a book of your choice and write or draw about your favorite part.
- Review these [Words to Know](#):
  - Look for these words as you read. How many of these words can you find?
  - Choose 5 of these words and write a sentence using each.
- [Click here for handwriting practice pages](#)

Words to Know 8.3b

#### Speed Read

why	keep	would	made
made	would	keep	why
would	why	made	keep
keep	made	why	would

## Math:

### This week we will be working on:

- Addition: Model the action of joining to represent addition
- Addition: Build understanding of problem solving situations involving 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 4](#)



Click United States at the bottom of the screen.

Select Grade K at the bottom of the screen.

Click the turquoise, **Week 4** button.



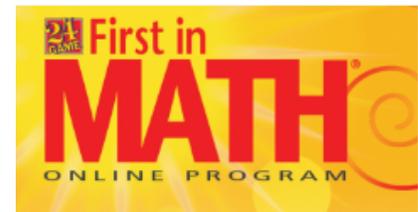
Students can build fluency with addition and numeracy by engaging in thinking and computational games through First In Math and/or a few of the other selected resources below.

### Fluency Practice with First In Math:

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

#### First in Math: K-2 World

- 3 to 9 (Addition)
- K-2 Gyms (Addition)
- K-2 More or Less
- K-2 Triplets
- K-2 Pundi's Puzzle



○ Click the link to see how to access the games in First in Math: [FIM Directions Week 6](#)

### 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:

#### ❖ [Dice Race](#)

- Work with your student by taking turns to roll dice, add, and see who can fill up their chart first! If you do not have dice you can make two sets of numeral cards (1 - 6).
  - You can also use these [Online Dice](#) if needed, just be sure to cover up the total.

#### ❖ [Domino Addition](#)

- How many different ways can your child make a total of 9? Play this game to practice! If you do not have dominoes you can give them a number up to 12 to represent with different combinations.
  - Here is a [picture of double-6 dominoes](#) for reference, if needed.

### ❖ [Ten Frame Challenge](#)

- Is there more than one answer to this Ten Frame Challenge? Ask your student to see if they can represent their answer! You can also draw a ten frame on paper to help.
  - Here is a [picture of a ten frame](#) if needed.

### ❖ [Open Middle - Domino Friends of Ten](#)

- If your child were to pick 3 dominoes out of a bag and they all had 10 dots...click the link and ask how they could be alike and different. If you do not have dominoes, you can use objects or pictures to represent the numbers.
  - Here is a [picture of double-6 dominoes](#), if needed.

### ❖ **Family Math Questions:**

- When your student is playing with small toys or using objects, ask them to act out addition problems. For example, if there were 4 green cars on the race track and 3 more cars joined them, how many total cars are on the race track now?
- When completing chores around the house, use addition language to ask questions like: If I put 6 plates in the dishwasher and you put 3 more plates in, how many total plates are in the dishwasher now? Keep the total between 10 and 12.

### **Additional Video Support:**

#### ★ [Exploring Add-To \(Active\) Addition](#)

- Watch this video to get background information about active addition (add-to). This will help your little mathematician develop academic language for addition.

## 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 the parts of plants and what are the parts of animals?

### [Parent Background Information](#)

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

### **Activities:**

1. Reading science ([English](#)) ([Spanish](#))
2. Claim evidence reasoning ([English](#)) ([Spanish](#))
3. Concept Attainment Questions ([English](#)) ([Spanish](#))



### **Extension Opportunities: Characterizing Plants and Animals**

Have your child continue characterizing plants and animals using real-world examples. Take your child outdoors to examine the plants (including trees) around your home. Have them find different types of plants and describe their characteristics with as many details as they can. Explain that a physical characteristic is something that can be observed or seen on the outside of a plant or animal. Encourage students to point out the leaves, stems, and roots wherever they are visible—you can often find tree roots above the ground. For further variety, here is a United States Botanical Garden virtual tour: <https://www.usbg.gov/take-virtual-tour>

To explore the characteristics of animals, have your child look for animals such as squirrels and birds. Encourage them to notice the parts that all animals have in common, yet how they differ. For example, most animals have forelimbs (limbs in the front) but some have legs, some have flippers, and others have wings. For further variety, here are some Zoo Webcams: <https://www.houstonzoo.org/explore/webcams/>

While exploring, have your child take pictures of the different plants and animals you encounter. If a camera is not available, draw or find pictures of plants and animals online or in magazines. Print the pictures and have your child sort them into various categories. Then sort the pictures yourself and challenge your child to figure out what characteristics you used to sort them. Allow creativity here, and challenge your child to come up with different ways of sorting. For example, first they might use color, then when sorting again use the type of limbs or size.

Here are some questions to discuss with your child:

1. What are some characteristics that animals have?
2. What are some characteristics that plants have?
3. Do you think plants and animals living in different areas have different characteristics? For example, do animals in cold places have different characteristics than animals in hot places? Explain.

## Social Studies:

### Standards:

*b 7A Identify jobs in the home, school, and community.*

*b 9A Identify authority figures in the home, school, and community.*

### Questions to be answered:

*What jobs do people do?*

*What do you want to be when you grow up?*



### Week 26--Jobs People Do

Students will learn about work and discuss the jobs people do in their communities. They will describe tools or equipment needed for some jobs.

### Activities:

- **Writing Practice**      [English](#)      [Spanish](#)
- **My Special Jobs**      [English](#)      [Spanish](#)
- **Jobs People Do**      [English](#)      [Spanish](#)

### Enrichment:

- Help your student locate Brazil. Refer to Page 3. Have them write a sentence about the Babassu nut that grows in Brazil.

## Specials:

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

## GT Challenges:

- [This Week's Challenges](#)

## Extra Opportunities:

- [Hubble Control Center](#)- Operations Room (NASA)
- [San Diego Zoo](#)
- Interview a family member. Come up with questions that you would like to know the answers to about that person. Write a biography about the person you interviewed and share the paper with them.

*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.*