

# Kinder Student Learning Plan

Week of May 4 - 8

[Click here to access ClassLink](#)

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

## Reading and Writing:

Your child will take the **HMH Growth Measure Reading Assessment** as a measure of reading comprehension progress. The assessment should be completed independently to provide data on your child's independent reading level. This assessment is not a grade; it is an additional piece of data your child's teacher will use to determine areas of strength and how to best support your child as we begin school next year. If you have any questions, please contact your child's teacher for additional information.

[Click here for directions on accessing the Growth Measure and helpful tips.](#)

or

[Click here for a video on how to access the screener through Ed: Your Friend in Learning.](#)

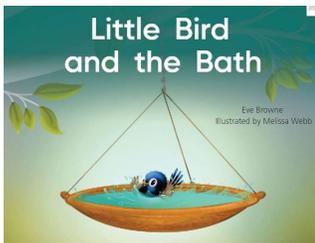
## Reading Focus:

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

Or click on each title to access a document of each text.

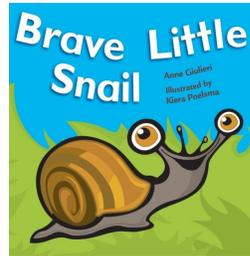
Choose one piece of text below and complete the activity provided:

### [Little Bird and the Bath](#)



Make three sketches of the bath. Describe what the bath looks like at the beginning, middle, and at the end of the story. Add the details they describe in the text to the sketches.

### [Brave Little Snail](#)



Think about how Little Snail is brave when climbing a leaf. When are you brave?

Write your response using this sentence frame: I am brave when I \_\_\_\_\_.

## Building Foundational Literacy Skills:

- **Choice reading:** for 20 minutes daily read with and to your child.
- **Word Work:** *I will say a word and then add a syllable to make a new word. When I add -bow to the end of rain, I get the word rainbow.* Have your child complete the following words:
  - Say tea. (tea) Add -pot to the end of tea. (teapot)
  - Say plane. (plane) Add air to the beginning of -plane. (airplane)
  - Say pan. (pan) Add -cakes to the end of pan. (pancakes)
  - Say rock. (rock) Add -et to the end of rock. (rocket)
  - Say fin. (fin) Add dol to the beginning of -fin. (dolphin)
  - Say chick. (chick) Add -ens to the end of chick. (chickens)
- **Computer Program Options:**
  - iRead computer program (found in Ed: Your Friend in Learning): This program works at your individual level and provides precise phonological and phonics practice for you.
  - Imagine Learning - Access Imagine Language & Literacy, an adaptive learning program, from your ClassLink account. Click here to [get started](#). Click here for [tips and fixes](#) for the program.

## Extension Opportunities:

- [Click here for handwriting practice pages](#)
- Read a book of your choice and complete a [book review](#).

## Math:

### This week we will be working on:

- Subtraction: real-world situations involving “take from” (where a quantity is decreasing)
- Subtraction: real-world situations involving “take apart” (a known total and an unknown part)

### 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 5](#)



Click United States at the bottom of the screen.

Select Grade K towards the bottom of the screen.

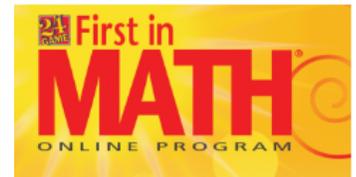
Click the orange, **Week 5** button.



### First in Math Opportunities:

→ Continue working in First in Math to build fluency and have fun playing math games! You can use the suggestions from last week or find a new Kindergarten-appropriate game on your own.

- ◆ [Click here for a reminder](#) of how to get to last week's games like *K-2 More or Less* and *3-9 Addition*.
- ◆ Don't forget: *Students must access First in Math through [Clever](#) or [ClassLink](#).*



### Extension Opportunities:

#### ❖ [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). Use the last slide to create your own Splat problem, or hide a portion of items being counted behind a piece of paper or your hand.

#### ❖ [Subtraction Within 10](#)

- Encourage your student to use the numbers 1 - 9 one time each to make two equivalent subtraction sentences. They may use pictures or objects to help their thinking. Have fun, as this problem may have multiple solutions. See if they can find them all!

#### ❖ [Minus One](#)

- Who can be the first to place all 10 counters (beans, cheerios, etc.) on the board? If you cannot print, you can lay your laptop flat and play on the screen, or recreate the board on paper.
  - Click here for an [Online Die](#), if needed.

#### ❖ [Ten Oranges](#)

- Does the orange fall from the tree? Work with these pictures and make a subtraction situation. You can print the pictures or have your child illustrate the solutions on a piece of paper.

❖ **Take From: Result Unknown**

- Use this for practice with subtraction word problems. Your student can use objects, pictures, number sentences, etc. to help solve and represent the solutions.

❖ **Family Math Questions:**

- Ask questions like: Sam had 9 cars in his toy box. His brother took some out of the toy box. How many cars could Sam have in his toy box now?
- Ask questions like: I had 7 cookies. Some were chocolate-chip and some were oatmeal. How many could be chocolate-chip and how many could be oatmeal?
  - For all questions, include: Think of as many different solutions as possible. You can draw a picture or use objects to help with your thinking.

**Additional Video Support:**

• **Introducing Types of Subtraction**

- Watch this video to learn more about the types of subtraction and to help your little mathematician use appropriate academic language for subtraction

**Science:**

**Standard:** TEKS K.10C Identify ways that young plants resemble the parent plants. TEKS K.10D Observe changes that are part of a simple life cycle of a plant: seed, seedlings, plant, flowers, and fruit.

**The question we want the students to be able to answer:** What characteristics do young plants have that resemble the parent plant? What is the life cycle of a plant?

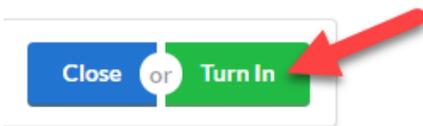
[Parent Background Information](#) (New Content this Week)

To access the activities, go to [ClassLink](#) and click the STEMscopes app

**Activities:**

1. Stemsopedia ([English](#)) ([Spanish](#))
2. Content Connection Video- Life Cycle
3. Science Rock

Don't forget to hit the "Turn in" button when you are done.



**Extension Opportunities:**

1. Science Art ([English](#)) ([Spanish](#))
2. Seed Germination Experiment for Kids <https://littlebinsforlittlehands.com/seed-jar-science-experiment-kids/>
3. Video [How to Grow a Bean Plant in a Jar](#)

**Social Studies:**

**Standards:**

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

14C Sequence and categorize information.

**Questions to be answered:**

Would you spend, save or donate your money?

## Week 27--Money

Students will understand the basic concepts of spending and saving money. They will recognize that U.S. currency comes in different forms.



### Activities:

- My Piggy Bank      [English](#)      [Spanish](#)
- Matching      [English](#)      [Spanish](#)
- Money      [English](#)      [Spanish](#)

### Enrichment:

- Write a sentence about the most important need and want you have and how much it would cost.
  - Draw a picture to match your writing
- Imagine you have \$5.00 to spend. Look through online catalogs and find pictures of things that total five dollars.
- Drop a penny in a cup of vinegar. Observe what happens to the coin. Record your observations.

## Specials:

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

## GT Challenges:

- [This Week's Challenges](#)

## Extra Opportunities:

- Grab your water bottle, load up your pack, and let's head out for our [virtual tour](#) of the Grand Canyon!
- [Click here](#) to write a note to your mom and celebrate her day!!



*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.*