

Kindergarten Student Learning Plan

Week of May 11 - 15

[Click here to access ClassLink](#)

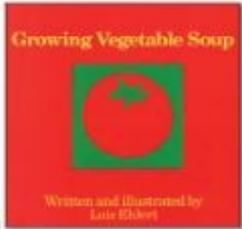
[*Click here for a video link for accessing Class Link*](#)

Reading and Writing:

Reading Focus: Poetry

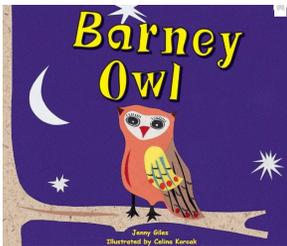
[Click here to watch a video on how to access the texts in Ed: Your Friend in Learning](#)

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



- Read [Growing Vegetable Soup](#).
- After you read, think about the importance of all the ingredients the dad and his children grew in order to make vegetable soup. If needed, look at the labels the author included to help you.
- Use this [response page](#) to draw and label things you need to grow vegetable soup.

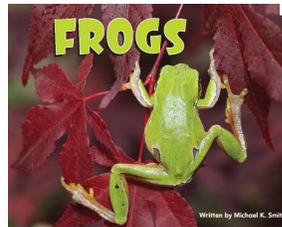
[Barney Owl](#)



Fold a piece of paper in half. On one half, draw a picture of something an owl does at night. On the other half, draw a picture of something an owl does during the day. Write or dictate to complete these sentences:

- At night, an owl ___ .
- During the day, an owl ____.

[Frogs](#)



On page 6, look at the frog as it swims in the pond. Then look at the tree frogs on page 7. Write or dictate what differences you see between the two types of frogs. Include why the frogs are different and how these differences help them in their habitats.

Writing Focus: What is your favorite food to make? Think about the steps needed to make this food. Use this [response page](#) to write or draw the steps to make your favorite food.

Foundational Skills:

- **Choice reading:** for 20 minutes daily with and to your child.
- **Word Work:**
 - Use this [word list](#) to practice consonant-vowel-consonant word reading. Point to each word and ask your child to read the words aloud. Then point to words at random and ask your child to read them aloud.
 - Have your child choose 5 of the words from the list and write a sentence using each word.
- **Computer Program Options:**
 - iRead computer program (found in Ed: Your Friend in Learning): This program works at your 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 child's ClassLink account. Click here to [get started](#). Click here for [tips and fixes](#) for the program.

Extension:

- Play [Syllable Squares](#). Partners will take turns choosing a picture card and saying the word aloud. You will count the syllables in the word and then move a game piece forward one space for each syllable. Partners will play until they reach the end of the game board.
- [Click here for handwriting practice pages](#).

Math:

This week we will be working on:

- Subtraction: real-world situations involving “cover” (when a quantity is being removed)
- Subtraction: representing solutions and writing equations

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 6](#)



Click United States at the bottom of the screen.

Select Grade K at the bottom of the screen.



Click the rose-colored, **Week 6** button.

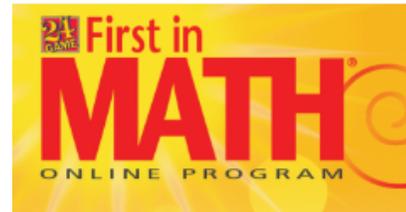
Students can build fluency with subtraction by engaging in thinking and computational games through First In Math and/or a few of the other selected resources below.

Fluency Practice with First In Math:

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

First in Math: K-2 World

- This week, try games like:
 - 3-to-9 Subtract
 - K2 More or Less
 - K2 How Many
 - K2 Five at a Time



- Click to see how to access these games *and more* in First in Math: [FIM Week 8 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:

❖ [Roll and Cover](#)

- Help your kindergartener build addition fluency up to 20! You can use any small item to cover the squares and even lay your laptop flat to play on the screen. Here is an [Online Die](#), if needed.
 - Now keep all the animals covered, and play a second time to build subtraction fluency. As each of you roll, remove the counters and say the subtraction sentence. Take turns until all counters have been removed.

❖ [Nearby Numbers](#)

- Help identify numbers that are one more and one less with this number track game. If you are unable to print the cards and boards, you can have your child write the numbers or use playing cards (where Ace = 1). Keep asking: which number is one more or one less?

❖ [Bears in a Cave](#)

- Challenge your student to find the hidden bears! You can change the number of bears to 10, 15, or 20. Be sure to ask your child to write a number sentence to match. You can use any small household objects instead of bears.

❖ [Which One Doesn't Belong?](#)

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

❖ [Hide the Cubes](#)

- See if your kindergartener can guess how many objects you have hiding behind your back! If you do not have connecting cubes you can use any objects such as beans or pennies. You can change the number of objects to 10, 15, or 20.

❖ **Family Math Questions:**

- Ask your student questions like the following: Joey had 8 grapes. He ate some of the grapes. How many grapes did he eat? How many grapes did he have left? Record as many solutions as possible.
- Show your child pieces of fruit (or other items). Have them count the fruit and explain that you are going to eat (remove) some. Remove the fruit as your child watches. Ask your child to tell you a subtraction equation to match the number of pieces of fruit that have been eaten (removed).

Additional Video Support:

★ [Introducing Types of Subtraction](#)

- Watch this video to get background information about comparison subtraction. This will help your little mathematician develop academic language to support 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 observations can we make about the life cycle of a plant?

[Parent Background Information](#)

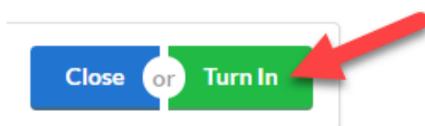
To access the activities, go to [ClassLink](#) and click the STEMscopes app.

Activities:

1. Reading Science ([English](#)) ([Spanish](#))
2. Claim Evidence Reasoning ([English](#)) ([Spanish](#))
3. Concept Attainment Questions ([English](#)) ([Spanish](#))



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



Extension Opportunities:

1. Science Applied ([English](#)) ([Spanish](#))
2. Video: [How Does A Seed Become A Plant?](#)
3. Video: [Farmer Plants the Seeds | Kids Song | Song Lyrics | Nursery Rhymes | Farming](#)

Social Studies:

Standards:

3B Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.

4C Identify tools that aid in determining location, including maps and globes.

6B Explain the difference between needs and wants.



Questions to be answered:

What is the difference between needs and wants?

Week 14--Review--Compass, Capital, Landforms, Seasons

Read the articles and answer the questions to earn coins.

Activities:

- Review [English](#) [Spanish](#)

Enrichment:

- Label Texas, Atlantic Ocean, Pacific Ocean and the Gulf of Mexico on a map.
- Talk with someone about one item that you really want but do not necessarily need.

Specials:

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

GT Challenges:

- [This Week's Challenges](#)

Extra Opportunities:

- [Virtual field trip to Ellis Island](#) Learn the history of historic Ellis Island and what it was like for the many immigrants who entered the United States from various countries and cultures.
- [Hubble Control Center](#)- Operations Room (NASA)

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.