

Kindergarten 5 Day Plan

We would like you to spend your days ensuring your kindergarteners have multiple opportunities for free play either indoors or outdoors. Below are some guidelines for other activities we recommend you include in your time away from school.

Play-based Learning: Create A Store

The Kindergarteners will create a store at home! Here are the guidelines to set up your store:

- Make a sign with the name for your store
- Decide which items from your home you will sell - the children can make the items or borrow items from around the house
- Price the objects
- Make signs for what you are selling and price tags
- Use real coins and have family members buy some items from the children
- Switch roles and have the children buy items from the adults in the family
- Have children make a grocery list - what will they buy from the store

You may change the type of store, name of the store, items sold, and prices as often as you would like. For example, you could have a toy store, grocery store, clothing store, book store, shoe store, etc.

Each day we hope the kindergarteners will have opportunities for literacy and numeracy exploration. Here are some examples of things we hope you would do each day:

Reading: Please read to your child every day! In addition, we recommend the following resources: www.getEpic.com and www.OneMoreStory.com. Choose one of the days to make a visit to your local library and have your child choose some new books to read!

Writing: Each day, please encourage your child to write an entry in their Gratitude Journal and/or at least one page in a three-part story (template pages provided).

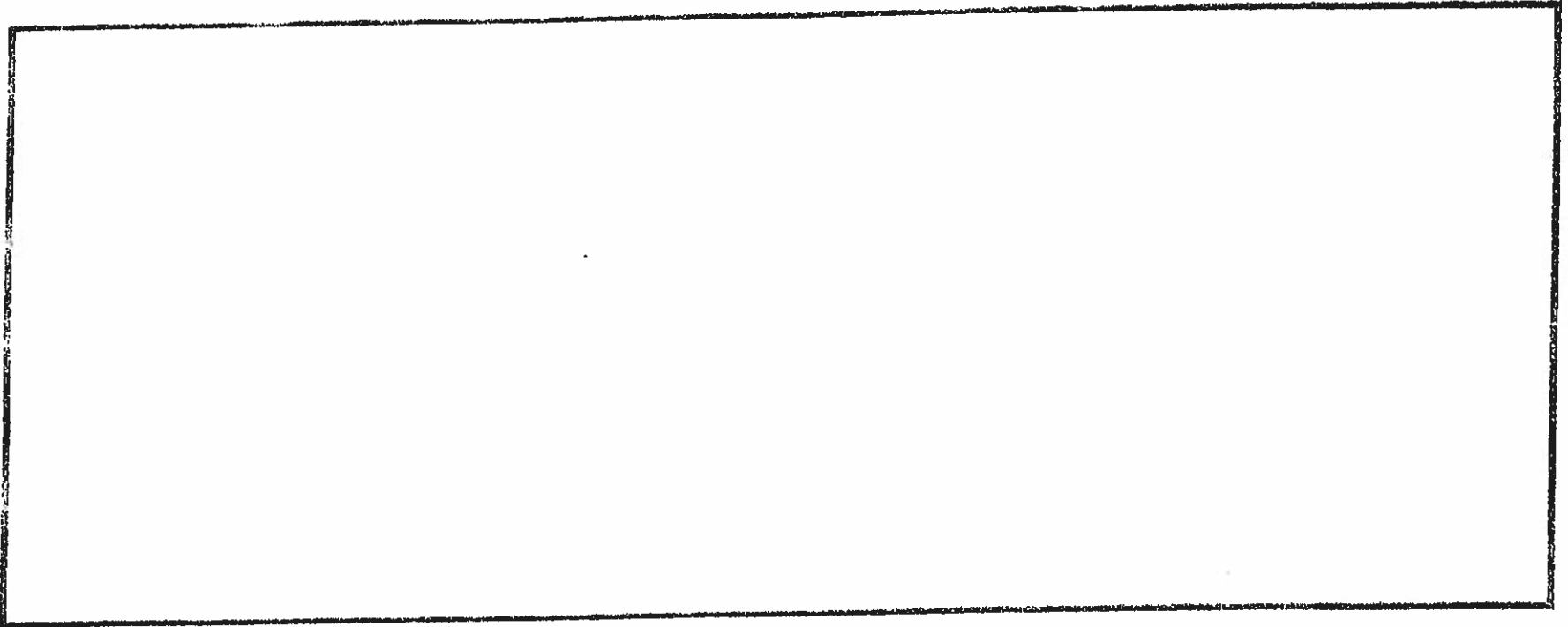
Math: For additional ideas of fun home math activities, please visit the Math Portal on the PBS website: www.phillipsbrooks.org/math.

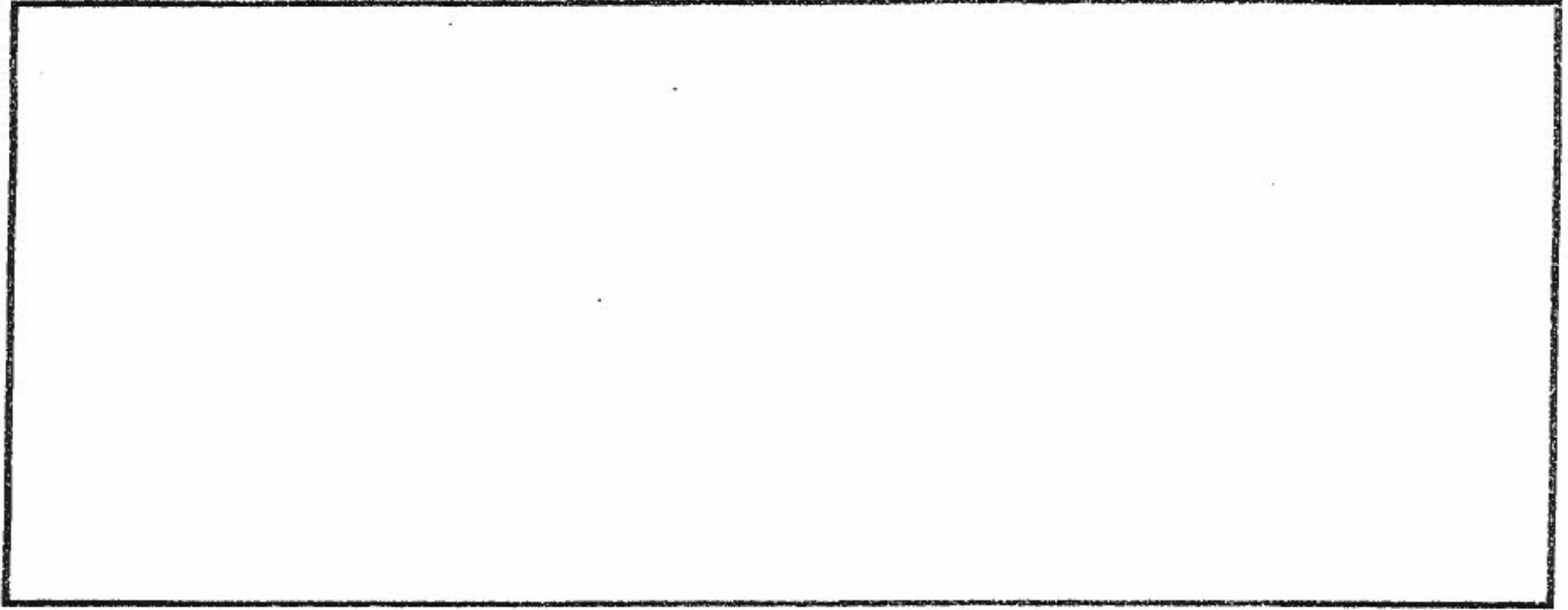
Additional suggested activities for each day:

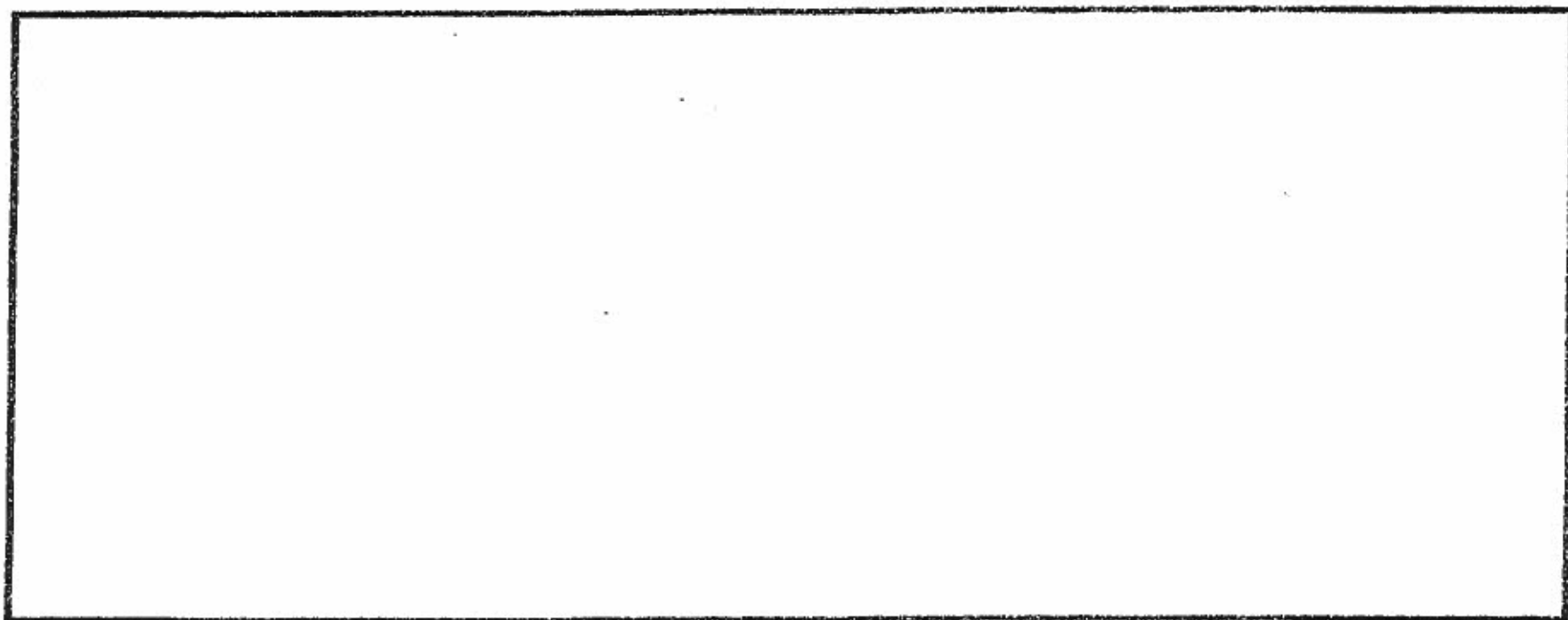
Day 1	Day 2	Day 3	Day 4	Day 5
<p>Math: Find something to sort (i.e. laundry, shoes, toys, etc).</p> <ul style="list-style-type: none"> - Sort by an attribute (size, shape, color). - Count how many in each group - Order your groups by quantity - Explain your thinking. <p>Letter Exploration: Make an uppercase and lowercase letter using toys or other household materials.</p>	<p>Math: Find shapes around your home. Draw and label what you find in the appropriate column on the provided worksheet.</p> <p>Letter Exploration: Make your name using toys or other household materials.</p>	<p>Math: Using items around your home (i.e. socks and pants or spoons and forks), make three different patterns. Share with an adult: How many parts do your patterns have? How many times do they repeat?</p> <p>Letter Exploration: Begin filling in your personal "My Alphabet Chart" with pictures corresponding to that letter's sound. We suggest a goal of 5 per day.</p>	<p>Math: Worksheet (3 pages): "I Can..."</p> <p>Follow the directions on the instructions sheet.</p> <p>Letter Exploration: Continue filling in your personal "My Alphabet Chart" with pictures corresponding to that letter's sound. We suggest a goal of 5 per day.</p>	<p>Math: Worksheet: Counting Coins. Gather a pile of coins together (pennies, nickels and dimes). Sort by type, then record findings using tally marks.</p> <p>Letter Exploration: Continue filling in your personal "My Alphabet Chart" with pictures corresponding to that letter's sound. We suggest a goal of 5 per day.</p>

Name _____

Date _____








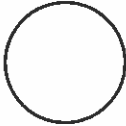

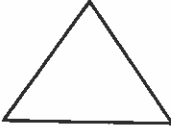
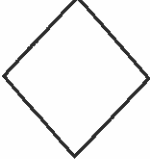
Date: _____

Today I am grateful for..

Name:

Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx
Yy	Zz	My Alphabet Chart	

SHAPES AROUND THE ROOM

I Can...

1. Roll the dice.



4

2. Put that number of cubes on ten frame.



3. Count how many more you need.



1

2

3

4

5

6

4. Say

I have 4.

I need 6 more to get to 10.

I have _____.

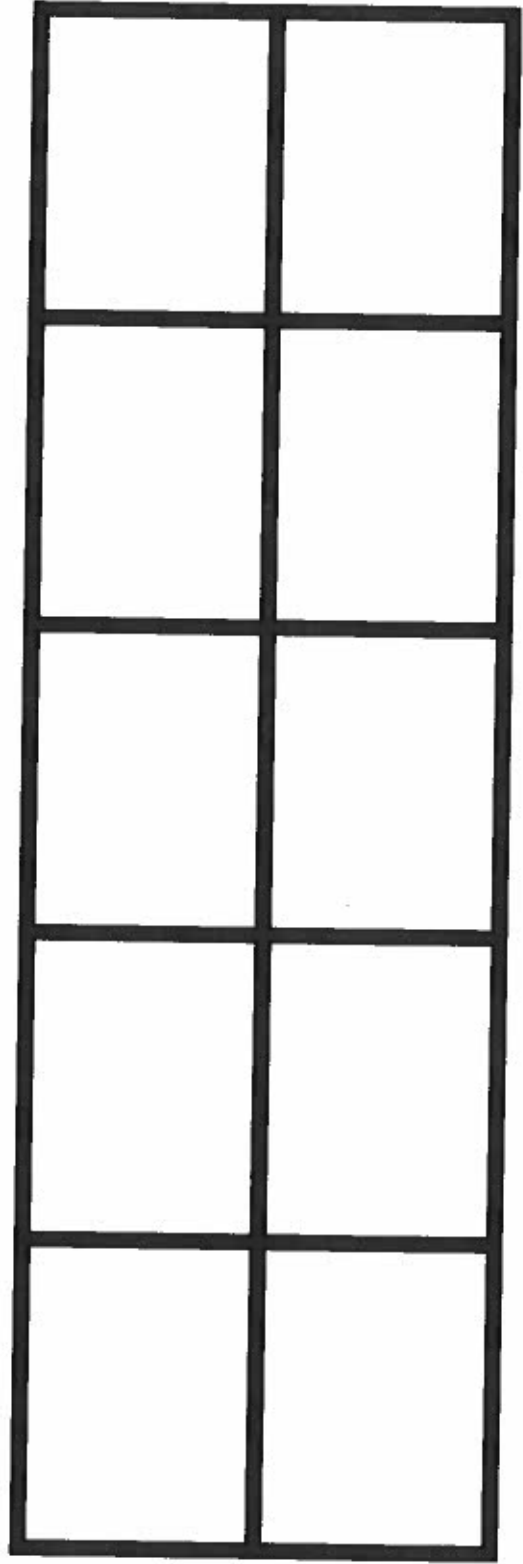
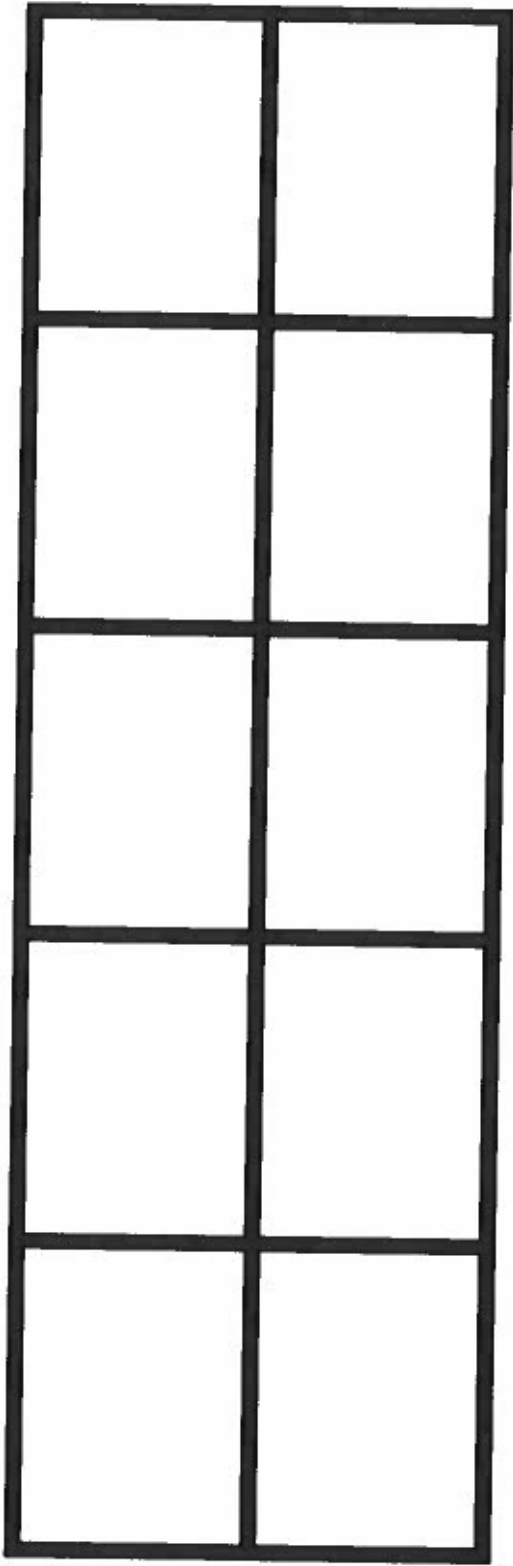
I need _____

more to get to 10.

I have _____.

I need _____

more to get to 10.



Name _____ Date _____

Counting Coins

Use tally marks to show your answer.

