

Week of 3/30/2020 Kindergarten Distance Learning

Hello Kindergarten Families,

Please continue to use the past weeks lesson plans that have been previously provided. They have lots of great ideas that can keep you busy.

Please pick the activities that support your child in the learning area that they need the most support in.

For example:

- If your child is continuing to work on their letters and sounds, then the phonics section is a priority.
- If your child is reading at a level A or B and knows all of their letters and sounds, then reading and going on Lexia daily is a priority.
- If your child is reading at a level C or higher, then writing and science activities are great activities for them.
- Also, another priority for your child is to identify the numbers 0-30 and count to 100 by 1's and 10's
- If you child can identify the numbers 0-30 and count to 100 by 1's and 10's, then working on addition problems is a great activity for them

Below are more activities you can do this week with some Spring worksheets attached. There are a total of 11 worksheets. If you do not have a printer, just do the best that you can. There are plenty of other activities you can do to keep you busy and learning.

Work on Sight Words:

Word of the week: play

- Monday: Write play on an index card and add it to your list of sight words to practice every day. Then use the [play worksheet](#) attached to practice the word: play.
- Tuesday: Practice reading all the sight words your child has been working on. Go over the word play again and then go on a sight word hunt in books to find the word play. How many times can they find the word play? Each time they find the word, have them write it down and then at the end count how many times they found the word play. If you want to include math you can use tally marks.
- Wednesday: Practice reading all the sight words your child has been working on and go over the word play again.
 - Cut up the word play (like a puzzle) and have them put the word together.
 - If you have playdough, have them make the word play out of playdough.
 - Play sight word tic-tac-toe using the word play. Draw a tic-tac-toe game board and instead of using x's and o's, your child can write the word play and you can choose a different sight word to write.
- Thursday: Practice reading all the sight words your child has been working on and go over the word play again.
 - With your child, orally practice saying sentences using the word play, like: I like to play soccer. I play with my toys.
 - Then have your child choose a sentence using the word play and write the sentence and then draw a picture to match their sentence.
- Friday: Practice reading all the sight words your child has been working on then test your child on the word play. By Friday your child should be able to read and write the word.

Reading:

- Be sure to go on Lexia every day for 15-20 min.
- Also, here is another reading resource that you may like provided by scholastic:
 - Go to: <https://classroommagazines.scholastic.com/support/learnathome.html>
 - Click on **PreK and Kindergarten** if your child is reading at levels between A-D
 - Click on **Grades 1 and 2** if your child is reading at a higher level and wants more of a challenge
- Do the **Easter Sequencing** worksheet. Have your child practice reading the short story. Then ask them what happened in the beginning, the middle, and the end. Then complete the worksheet.
- Have your child read books every day for 15 min

Work on Phonics:

- Use the 3 worksheets attached to work on CVC words and letter sounds.
- Extension activities for the **First Sound Matching Activity** worksheet:
 - Can you think of more words that start with those sounds? Make a list with your child.
 - Draw (or say) other words and ask your child what letter is at the beginning
 - If beginning sounds are an easy activity for your child, challenge them to see if they can write the beginning and ending sound of each word
 - Use any of the words to write sentences
- Extension activity for the **Word Families** worksheet:
 - Can you think of more words to add to these word families? Like, bit, kit, mit or glad, bad, crab. Make a list of these words and draw pictures to go with them.
 - Use any of these words to write sentences
- Do the **Color Word Families** worksheet. Encourage your child to color in the lines and to take their time, so they have work they are proud of.
 - Practice reading all the words in the worksheet
- If you are in Mrs. Price's class, she passed out the phonics workbook the last day before social distancing began. Feel free to do any pages from the workbook.

**Remember to find Jack Hartman's songs on YouTube. These songs are a good resource to use and fun to sing along.

Writing Time/Science:

- Do the **Label the Bunny** worksheet and talk about the different parts of a bunny in complete sentences. Like: A bunny has two feet.
- Then have your child write about the parts of a bunny and draw a picture to go with it. Encourage your child to have a beginning, a middle and an end. Use the sentence frames below to support your child in their writing:
 - Beginning Sentence:
 - I know many things about _____.
 - Middle sentences:
 - A bunny has _____.
 - A bunny has _____ and _____.
 - Ending Sentence:
 - I like bunnies!

Math:

- Do the 5 attached worksheets to practice number sense and addition.

- More activities:
 - Have your child practice writing their numbers to 30 every day
 - Grab a handful of something (legos, blocks, cheerios, etc) and have them count how many there are
 - Practice counting out loud to 100 by 1's and 10's every day
 - Every day, show them numbers from 0-30 on flash cards or index cards **out of order** and have them identify what the number is
 - If you are in Mrs. Meehan's class, she passed out the math investigations workbook the last day before distance learning began. Feel free to do any pages out of the workbook.

Please remember we are here for you, so if you have any concerns and/or issues please don't hesitate to reach out to us!

We miss you all!

Love,

Mrs. Price and Mrs. Meehan