



Kindergarten eLearning Guide – Week 2

Math: Personal Financial Literacy

- The student will differentiate between money received as income and money received as a gift, list simple skills that are required for a job, distinguish between wants and needs, and identify income as a source to meet one's wants and needs.

Science: Basic Needs of Living Organisms

- The student will examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.

Language Arts: Avid Reading

- Students will listen to, enjoy, and talk about great books through online read alouds.
- Students will read books independently and continue to practice familiar reading strategies. Read daily for at least 25 minutes to maintain stamina.
- Students will practice familiar snap words and sort words with the "sh" digraph.
- Students will write a how-to piece on familiar topics.

Lectoescritura: Lectores Ávidos

- Estudiantes escucharán, disfrutarán y hablarán sobre libros a través lecturas en voz alta en línea.
- Estudiantes leerán por lo menos 20-25 minutos al día y practicar las estrategias de lectura.
- Estudiantes practicarán palabras comunes y decodificarán palabras con dígrafos formadas por consonantes, tales como "ch", "rr" y "ll"; e identificarán sílabas.
- Estudiantes escribirán piezas de enseñanza sobre temas conocidos.

Social Studies: Historical Figures

- Students will identify contributions of historical figures including Stephen F. Austin and Jose Antonio Navarro who helped shape the state.

Kindergarten eLearning Guide – MATH

Objectives

- Students will differentiate between money received as income and money received as a gift.
- Students will list simple skills that are required for a job.
- Students will distinguish between wants and needs as well as income as a source to meet one's wants and needs.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Guide your student through the following activities and support as needed.
 - **Activity 1: [Don't Look a Gift Horse in the Mouth](#)**
 - **Activity 2: [The Horse with a Pink Bow \(Part 1\)](#)**
 - **Activity 3: [The Horse with a Pink Bow \(Part 2\)](#)**
 - **Activity 4: [Kid Talk](#)**
 - **Activity 5: [Needs and Wants](#)**

For Students

- **Activity 1:** Listen to the story then determine if the scenario read to you is an example of income earned or money received as a gift.
- **Activity 2:** Listen to the story then list the skills one might need working at a restaurant.
- **Activity 3:** Identify the skills one might need working in different jobs then match the tools used for each job.
- **Activity 4:** Listen to story then sort the picture cards into two groups, wants and needs.
- **Activity 5:** Look through a magazine and cut out pictures of wants and needs. then sort and glue them under the correct category.

Additional Resources

- If you can access your campus math adaptive software, please do!

Kindergarten eLearning Guide – Science

Objectives

- Students will demonstrate their understanding of living organisms' basic needs.
- Students will demonstrate their understanding of an animals' basic needs.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Work with your child to complete the, "Concept Attainment Quiz."
- Work with your child to complete the, "Claim, Evidence, and Reasoning," (CER) scenario for basic needs.
- Work with your child to complete the, "Writing Science."

For Students

- Complete the, "Concept Attainment Quiz."
 - [English Concept Attainment Quiz](#)
 - [Spanish Concept Attainment Quiz](#)
- Read the, "Claim, Evidence, and Reasoning," (CER) scenario
 - [English CER](#)
 - [Spanish CER](#)
- Using the CER model, write your Claim and provide evidence and scientific reasoning to support your claim.
- Complete the, "Writing Science," student handout.
 - [English Writing Science](#)
 - [Spanish Writing Science](#)

Additional Resources

- [Brainpop: Plant Life Cycle](#)

Kindergarten eLearning Guide – LANGUAGE ARTS

Objectives

- Students will listen to, enjoy, and talk about great books through an online read aloud.
- Students will read books independently and continue to practice familiar reading strategies. Read daily for at least 20-25 minutes to maintain stamina.
- Students will practice familiar snap words and sort words with “sh” digraphs.
- Students will write a how-to piece on familiar topics.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Each day, choose an online read aloud for Kindergarten:
 - [Suggested Online Read Alouds](#)
- Each day, help your child find just-right books to read, enjoy, and practice familiar reading strategies.
- Each day, practice reading familiar snap words. You can use the snap word list below to create flash cards.
- Students will practice familiar snap words and sort words with “sh” digraphs.
- Each day, write a how-to piece (procedural text) on familiar routines in your child's life.



For Students

- Listen to read aloud online
 - [Suggested Online Read Alouds](#)
- Read independently
 - [Charts to support Independent Reading](#)
- Practice Snap Words
 - [Kindergarten Snap Words](#)
- Sort words with “sh” digraph
 - ["Sh" Digraph Picture Cards](#)
- Write a review about something you love
 - [Charts to support Writing How-To Pieces](#)
 - Student Sample Included

The Digraph Song

S and H put together say /sh/
S and H put together say /sh/
They connect to form one sound
Like in sheep and shower
They are letters that together say /sh/

T and H put together say /th/
T and H put together say /th/
They connect to form one sound
Like in this and think.
They are letters that together say /th/

C and H put together say /ch/
C and H put together say /ch/
They connect to form one sound
Like in chin and chow
They are letters that together say /ch/

Resources

- [Free Books Online](#)
 - Use QR code below
- [K-1 Reading Log](#)
- [What Successful Readers Do](#)



How Many Books Should I Read Each Week?	
Levels A-I	10-12 books
Levels J-K	8-10 books
Levels L-M	4-6 books
Levels N-Q	2-4 books
Levels R-T	1-4 books
Levels U+	50-70 pages

Kindergarten eLearning Guide – LECTURA/ESCRITURA

Objetivos

- Estudiantes escucharán, disfrutarán y hablarán sobre libros a través lecturas en voz alta en línea.
- Estudiantes leerán por lo menos 20-25 minutos al día y practicar las estrategias de lectura.
- Estudiantes practicarán palabras comunes y decodificarán palabras con dígrafos formadas por consonantes, tales como "ch", "rr" y "ll"; e identificarán sílabas.
- Estudiantes escribirán piezas de enseñanza sobre temas conocidos.

Nota: Las tareas no serán calificadas. Este trabajo es para apoyar la comprensión del área temática.

Para padres

- Elija títulos de la lista creada para kinder.
[Sugerencias de lectura en voz alta](#)
- Ayude a su hijo a encontrar un lugar para leer y disfrutar libros independientemente, mientras practica estrategias de lectura.
- Ayude a su hijo a practicar las palabras comunes. Puede usarla para crear tarjetas interactivas.
- Ayude a su hijo a practicar dividir palabras en sílabas.
- Aude a su hijo a escribir piezas de enseñanza sobre temas conocidos o en los cuales es experto.

Para estudiantes

- Escucha lecturas en voz alta
 - [Sugerencias de lecturas en voz alta](#)
- Lee independientemente
 - [Gráfica interactiva](#)
- Practica las palabras comunes
 - [Palabras comunes de kinder](#)
- Practica las palabras con sílabas abiertas con f, ch.
 - [Actividad](#)
- Escribe un libro de enseñanza
 - [Gráfica interactiva de apoyo](#)
 - [Revisa tu escritura](#)



Recursos

- [K- 1 Registro de lectura](#)
- [Lo que hacen los lectores exitosos](#)

¿ Cuántos libros debe leer cada semana?	
Niveles A-I	10-12 libros
Niveles J-K	8-10 libros
Niveles L-M	4-6 libros
Niveles N-Q	2-4 libros
Niveles R-T	1-4 libros
Niveles U+	50-70 páginas

Kindergarten eLearning Guide – Social Studies

Objectives

- Students will identify contributions of historical figures including Stephen F. Austin and Jose Antonio Navarro who helped shape the state.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Assist students when logging into websites.
- How to access [PebbleGo](#):
 - Use your child's school login information
- Assist students with any lesson plans.
- Review the new vocabulary word below and Texas poem.

For Students

- Day 1:
 - Read: [Stephen F. Austin](#)
 - Discuss: Who was Stephen F. Austin? Why is he important?
- Day 2:
 - Read: [Jose Antonio Navarro](#)
 - Discuss: Name 3 facts you learned about Jose Antonio Navarro. Draw a picture of one thing he did that you read about.
- Day 3:
 - Review vocabulary word with your student
- Read Aloud poem together:
- Day 4:
 - Study the [Map of Texas](#) and locate our capital: Austin, which was named after Stephen F. Austin. Can you also find Houston?
- Day 5:
 - Watch: [Two Brave Men of Texas](#)
 - Discuss: Contributions of Jose Navarro and Stephen F. Austin

contribution- the role someone plays in bringing change or helping someone advance



Resources

- No additional resources.

