


# BSD Kindergarten Remote Learning Packet (English)




Dear Families,

English


This packet includes remote learning activities for your child for April 20-May 8. In addition to these daily lessons, we recommend that your child spends time each day reading independently, writing letters to friends or family, playing strategy or math games, playing outside, practicing mindfulness, and getting 60 minutes of physical activity. Your child’s teacher may try to call you to answer questions. The packet is organized by:




3-week calendar of activities




Math Lesson




Reading Lesson



Social Studies Lesson



Science Lesson




Extra Activities


Estimadas Familias:

Español


Este paquete informativo incluye actividades de aprendizaje remoto para su hijo del 20 de abril al 8 de mayo. Además de estas lecciones diarias, recomendamos que su hijo pase tiempo todos los días leyendo independientemente, escribiendo cartas a amigos o familiares, jugando juegos de estrategia o matemáticas, jugando afuera, practicando mindfulness (concientización) y haciendo 60 minutos de actividad física. El maestro de su hijo puede intentar llamarlo para responder a sus preguntas. El paquete informativo está dividido de la siguiente manera:




Calendario de actividades para 3 semanas




Lección de Matemáticas




Lección de Lectura



Lección de Estudios Sociales



Lección de Ciencias




Actividades Adicionales


Arabic

اللغة العربية


تتضمن هذه الحزمة أنشطة التعليم عن بعد لطفلك في الفترة من ٢٠/٤/٢٠٢٠ - ٨/٥/٢٠٢٠. بالإضافة إلى هذه الدروس اليومية، نوصي بأن يقضي طفلك الوقت كل يوم في القراءة بشكل مستقل، وكتابة الرسائل إلى الأصدقاء أو العائلة، أو لعب ألعاب ذات القوانين الاستراتيجية، الألعاب والمسائل الحسابية، أو اللعب خارج المنزل، والحصول على ٦٠ دقيقة من النشاط البدني. قد يحاول معلم طفلك الاتصال بك للإجابة على أسئلتكم. تم تنظيم الحزمة حسب الآتي




تقويم الأنشطة لمدة 3 أسابيع




درس رياضيات




درس القراءة



درس الدراسات الاجتماعية



درس العلوم




الأنشطة الإضافية

Qoysaska Qaaliga ahow,


Somali

Xirmadan waxaa ku jiro howlaha waxbarista fog oo loogu talagalay ilmahaaga Abriil 20-Maajo 8. Marka lagu daro casharadan maalinlaha ah, waxaan kugula talineynaa in cunuggaaga waqti geliyo maalin kasta aqrinta iskiis ah, u qorista waraaqaha asxaabta ama qoyska, ciyaaro istaraatiijiyadda ama cayaaraha xisaabta, banaanka ku ciyaaro, barbarto feejignaanta, iyo helitaanka 60 daqiiqo oo jimicsi ah. Cunugaaga macalinka ayaa laga yaabaa inuu ku soo waco si aad uga jawaabto su'aalo.


Xirmada waxaa diyaariyay::




Jadwalka howlaha 3-isbuuc




Casharka Xisaabta




Casharka Aqrinta



Casharka Cilmiga Bulshada



Casharka Sayniska




Howlaha Dheeraad ah


Уважаемые родители,

Russian


Этот пакет включает в себя занятия по дистанционному обучению вашего ребёнка с 20 апреля по 8 мая. В дополнение к этим ежедневным занятиям мы рекомендуем, чтобы ваш ребёнок каждый день проводил время за самостоятельным чтением, написанием писем друзьям или членам семьи, игрой в стратегические или математические игры, игрой на свежем воздухе, практикуя осознанность и получая 60 минут физической активности. Возможно учитель вашего ребенка вам позвонит, чтобы ответить на вопросы. Этот пакет составлен:




Календарь занятий на 3 недели




Урок Математики




Урок Чтения



Общественные науки



Естественные науки




Дополнительные занятия


학부모님께,

Korean


다음은 학부모님의 자녀가 4월 20-5월 8일까지 하게 될 원격 학습 수업 및 활동들입니다. 이 매일의 수업 이외에, 혼자 책 읽기, 친구 또는 가족에게 편지 쓰기, 전략적 사고를 필요로 하는 게임 또는 수학 게임하기, 야외에서 놀기, 마음 수련하기, 60분 동안 신체 활동하기 등을 매일 할 것을 권장합니다. 학생의 선생님께서 학부모님의 질문에 답하기 위해 연락할 것입니다. 수업 및 활동들은 다음과 같이 짜여 있습니다:




3주 동안 활동 캘린더




수학 수업




읽기 수업



사회 수업



과학 수업



과의 활동

亲爱的学生家庭： Chinese

这个数据包包括4月20日-5月8日为您孩子准备的远程学习活动。除了这些每天的日常课程外，我们建议您的孩子每天进行独立阅读，给朋友或家人写信，玩策略或数学游戏，在户外玩耍，练习正念及进行60分钟的体育锻炼活动。您孩子的老师可能会给您打电话来回答您的问题。





数据包包括：

 3周活动日历	 数学课程	 阅读课程
 社会学课程	 科学课程	 其他活动

保護者の皆様 Japanese

このパッケージには、4月20日から5月8日までのリモートラーニング（遠隔学習）アクティビティが含まれています。これらの毎日のレッスンに加え、以下を行うことを推奨します。読書、友人や親戚へ手紙を書く、算数に関連したゲームをする、外遊び、マインドフルネス、60分間の運動。ご質問があるか確認するため、教師より電話を差し上げることがあります。

パッケージは以下のように分類されています：

 3週間のアクティビティ	 算数のレッスン	 リーディングレッスン
 社会科レッスン	 理科レッスン	 その他の活動

Thân gửi các gia đình, Vietnamese

Đây là những hoạt động học sinh cần để tham gia học Online (remote learning) từ 20 tháng tư đến 8 tháng năm. Ngoài các bài học thường ngày, các em nên dành thời gian đọc sách, viết thư cho bạn bè, gia đình, giải toán hay đặt ra các tình huống để có cách giải quyết, ra ngoài chơi, thả lỏng đầu óc và nhớ là nên vận động cơ thể 60 phút. Giáo viên có thể điện thoại tới nhà để trả lời những thắc mắc của phụ huynh. Tài liệu được chuẩn bị bởi:

 Thời khoá biểu cho các hoạt động trong 3-tuần	 Toán	 Đọc
 Khoa học xã hội Lesson	 Khoa học	 Các hoạt động phụ trội

# Kindergarten Calendar



April 20-May 8

Week 1		
	Activities from the packet	Other Activities
Day 1	Exploring Lines Tinkering with Lines	Play a math or strategy game Read Aloud to your child for 20 minutes
Day 2	Math Lesson 1	Read 20 minutes
Day 3	Math Explore: Lines and Length Story Explore: Does your line tell a story?	Play a math or strategy game
Day 4	Math Lesson 2	Read 20 minutes
Week 2		
	Activities from the packet	Other Activities
Day 5	Exploring Color: Color Walk Exploring Color: Color Collections	Play a math or strategy game Read Aloud to your child for 20 minutes
Day 6	Math Lesson 3	Read 20 minutes
Day 7	Math Explore: Categories and Patterns Story Explore: Color Stories	Play a math or strategy game
Day 8	Exploring Color: Color Changes Math Lesson 4	Read 20 minutes
Week 3		
	Activities from the packet	Other Activities
Day 9	Exploring Light and Shadow	Play a math or strategy game Read Aloud to your child for 20 minutes
Day 10	Math Lesson 5	Read 20 minutes
Day 11	Tinkering with Light and Shadow Story Explore: Telling Shadow Stories	Play a math or strategy game
Day 12	Math Lesson 6	Read 20 minutes

DAY 1

# Family Explore!

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Exploring

## Lines

With Children

*Do you see...*

Circles

Straight Lines

Curves

Angles

Teaching **Preschool**  
PARTNERS

## Helping Children Notice & Explore Lines

When children explore and follow their interests, they are growing their **focused attention**. Focused attention will help children learn from their teachers in school.

Noticing and talking about lines with children will help them notice that **letters are made of lines** when they are learning to read and write.

Talk about the kinds of lines you see (curvy, straight, thick, thin). When you use words to describe lines you are helping your child learn more words. Research shows that children with **larger vocabularies** (more words to describe the world) do better in school.

### Say things like ...

- *You found a ... big circle, curvy path, long stick.*
- *I see you made a squiggly line, a thick blue line, a lot of pointy angles.*
- *Look! You built a road that looks like an S.*





## Family Explore Extras: Line

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### Exploring Lines

With your child, go on a scavenger hunt for straight lines both inside and outside of your home. *We're going on a line hunt, we're going to catch a line...*

You may find toothpicks, straws, chopsticks, twist ties, pencils, popsicle sticks, or maybe even items like spaghetti, or yarn, or string. Outside you may find lines such as sticks, blades of grass or stems.

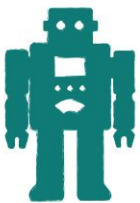
What other lines do you spy in your home and neighborhood - like telephone poles, or shower curtain rods, or street lights?

You could display your collection on a tray or baking sheet. Or, you could create a phone photo album of all the lines you found.

Talk to your child about your line collection. What do they notice? How are the lines that you found the same? How are they different? What is your favorite line? Why is it your favorite?



As you look for lines with your child, you are supporting your child's **focused attention** as they manage distractions and notice line details.



### Tinkering with Lines

With a small collection of line objects (pencils, pens, twist ties, yarn or string), ask, "What can we make with these?"

Your child may have ideas right away. If not, you can make a couple of suggestions both serious and silly - "I can make an airplane." "I can make a mustache." Or, you can provide a challenge, "I wonder how we could make a rocket ship with our lines."

What can be made with bendy lines (string, twist ties)? Can you make the letters of the names of people in your home? Can you make a smily face?



As you and your child explore what lines can make, you are helping them **create connections** between one thing (a line) and another (an airplane). You are also encouraging their **creativity and imagination**.





**Activity One (parent support may be needed):** Go for a walk through your neighborhood. Have the child write down or take pictures of numbers they find.

**Activity Two (mostly independent):** Walk around inside where you live. Where can you find numbers to write down?

**Hints:** Mailboxes, house numbers, speed limit signs. Inside the house, food containers, clothing sizes, clocks, etc.

**Challenge:** Put the numbers you found in order from least to greatest. Add some of the numbers together.

Numbers are all over the place! Go for a walk to find numbers around you. Take pictures or write down the numbers you find like these:



Write your numbers here:



### Math Explore: Lines and Length

How many lines did you find in your scavenger hunt? How many lines did you find in your home? How many lines did you find outside? Did you find more lines outside or inside?

With your child, see if you can arrange the line collection from shortest to tallest.

Use one of your lines (for example: a pencil) to be a unit of measurement. How many pencils tall are you? Your child? The cat? The couch?



As you explore the math in lines, you are **sorting and organizing** with your child. You are also helping your child see and talk about **similarities and differences**.



### Story Explore: Does Your Line Tell A Story?

In the story, "Harold and the Purple Crayon," Harold uses his crayon to draw a moon and then a world in which he goes for a walk, a ride in a boat, and a balloon adventure. He draws a town, an apple tree, a dragon, a picnic, and finally his bed to go to sleep.

What line story can you and your child create? All you need is a piece of paper - it could be notebook paper or the back of an envelope - and a pencil, pen or marker. As you move the pen across the paper, you begin your story.

"Once upon a time there was a ..."

"One day, the dog decided to ..."

Try to create the figures and ideas without lifting the pen from the paper. You and your child can trade the pen back and forth. Have fun with the results!



As you build a collaborative line story, you are helping your child find the words to **communicate their thoughts and ideas**. Your story conversations with your child will help them feel comfortable communicating their ideas in school.



### Line Resources

*Harold and the Purple Crayon* by Crockett Johnson  
Available on YouTube in English and in Spanish



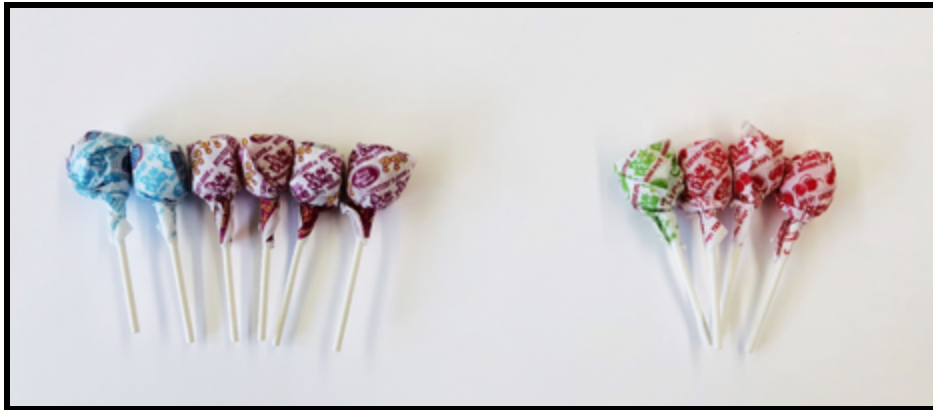
**Activity One (parent support may be needed):** Read the problem to your child. They can draw the lollipops, count them, and label them with numbers.

**Activity Two (mostly independent):** Today the number we are thinking about is 10. What are different ways you can draw the number 10?

**Hints:** Ask your child to point to the group of lollipops that is bigger. How do they know? Ask your child to count all of the lollipops. How many are there?

**Challenge:** How many lollipops could Sam have if he has more than Ashley and Amber together?

**Ashley has 4 lollipops. Amber has 6 lollipops. Which person has the greater amount of lollipops? How many lollipops do Ashley and Amber have together?**



Show your work here:

# Family Explore!

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Exploring  
**COLOR!**

As **RED** as a  
brick.

As **BLUE** as a  
bead.



As **PINK** as a  
petal.

As **GREEN** as  
a leaf.



## Helping Children Notice & Explore **COLOR**

Talk about the colors you see when you are out and about. When you use color words in your conversations, you are helping your child build vocabulary. Research shows that children with **Larger Vocabularies** (more words to describe the world) do better in school.

Don't worry about whether your child can correctly identify colors. That will come with time. Support your child's attempts to use color names even if they are made up words.

*Red-ee?? Oh ... You noticed that the milk carton is kind of red!  
Sometimes people call this color Maroon.*

Support your child to make connections with the colors they see in the world. When children have practice **Making Connections**, it will help them connect what they know to the new things they learn in Kindergarten.

*Yes! That is a blue truck just like your papa's truck. Let's see if there are  
any other blue trucks or cars in the parking lot.*

Notice color details in your environment. Noticing and exploring details helps children to focus and think. When children can **Focus Attention**, they will be able to learn more from their teachers in Kindergarten.

*Look at this leaf. I see orange speckles in with the green. I wonder what  
made the speckles?*



## Family Explore Extras: Color

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### Exploring Color

Because there are so many color variations in the world, there are endless opportunities to explore and talk about color. As a children's book of colors reminds us, "Apples are not always red" and "Grass is not always green."

**Color Walk.** Take a walk with your child around the block or even around your home. Where can you find their favorite color? Look for examples of a color. You could ask, "How many different blues can we find?" Talk about what you find. How do the colors connect to other things in your family life? Does the green leaf look like Papa's green eyes? Are there colors that help your child feel happy? Are there sad colors?

**Color Collection.** Take a bag or bowl outside and, with your child, collect a number of items of different colors. You can also do this around your home. To keep the collection a reasonable size, you could say that each item can be no larger than a hand.

As you hunt, ask, "What other colors do you see for our collection?" or "What else should we add to our collection?" When you have filled the bag, spread the items out on the sidewalk or floor or on a table. Talk about what you found. Ask, "What color do you think this is?" Or, "What should we call this color?" Or, "What does this color remind you of?" It's ok to create fanciful color names and descriptions. Your child may notice colors or details that had not occurred to you. Follow their lead. Don't worry if you end up talking about details or features that are not color-related. You are still having a learning, exploring conversation!



As you and your child talk about the collection, you are helping your child notice and **make connections** among the items or between the items and another idea. Making connections is an important learning skill.





**Activity One (parent support may be needed):** Read the question to your child. They can use the paper to draw the blocks and figure out what else Addie needs. They should label their thinking with numbers and letters/words.

**Activity Two (mostly independent):** Build a tower out of materials you have where you live. How tall can you make the tower? Count the objects in that tower.

**Hints:** The student can draw what Addie already has and then draw more until they get to ten.

**Challenge:** What would Addie need to do if she wanted to build a tower with 14 blocks?



Addie wants to build a tower that is 10 blocks tall.

What does she need to do to finish building her tower?

Show your work here:



## Math Explore: Categories and Patterns

Using the color collection, sort the items into color categories with your child. How are the items similar or different from each other? How could the color items be organized or arranged? Maybe make piles of similar colors? Or order them from light to dark?

Using the color categories, help your child create patterns. Start with simple patterns like *green, gray, green, gray*. Gradually add more elements to the pattern and see if they can solve the pattern puzzle. *Green, gray, pink, pink. Green, gray, pink, what next?*



As you explore color math, you are **sorting and organizing** with your child. You are also helping your child see and talk about **similarities and differences**. And, you are helping your child understand **patterns**. These are all essential math thinking skills.



## Story Explore: Color Stories

Children's author, Leo Lionni, created his illustrations of birds and bugs and animals using torn pieces of colored paper. In his book, *Little Blue, Little Yellow*, the characters were simple circles of blue and yellow who have adventures with other color circles.

With your child, tear colored paper shapes from things like junk mail, catalogs, or supermarket flyers. The shapes don't have to be precise. If your child wants to tear around images, that's fine.

Once you have a number of shapes, ask, "I wonder what story we could tell with these pieces?" or "What might happen if little (*pick the child's favorite color*) had an adventure?" If your child seems unsure, you could frame the question in terms of one of their interests such as, "I wonder how we could use these colors to tell a story about robots?"

As the story emerges, you can help your child find the pieces they need and ask questions like...

"And then what happened?" or "I wonder what might happen next?"

"Why did (*color character*) do that?"

If your child is excited by the story telling, you could take pictures with your phone or make a recording of your child sharing the events. Have fun with the results!



As you build a color story, you are helping your child find the words to **communicate their thoughts and ideas**. Story conversations with your child will help them feel comfortable communicating their ideas in school.



## Color Resources

*Little Blue and Little Yellow* and other videos of Leo Lionni's books read aloud are available on YouTube in English and in Spanish.



**Activity One (parent support may be needed):** How many spoons are there where you live? How many forks are there in where you live? Draw a picture of them.

**Activity Two (mostly independent):** Draw 6 spoons. Draw 7 forks.

**Hints:** If you have a lot of spoons and forks, you may only want to pull out up to 15 to make counting easier. Your child could pick up one fork or spoon at a time and draw it on the paper one-to-one.

**Challenge:** What do you have more of, spoons or forks? How many more do you have?

Draw your picture here:

**Color Changes.** Some things change color over time. A banana goes from green to yellow to brown. The color of a flower might deepen in tone or new colors may appear over the life of the bloom. Watch colors change with your child. Leave a green banana on the counter for a few days or make a daily visit to a neighborhood flowering bush. Talk with your child about the color changes. What do they notice? What is happening? What is changing? Take a picture with your phone each day to record the changes. The next day, compare the banana or flower with the picture and see if your child can find any color changes.



As you explore color with your child, you are supporting your child's **focused attention** as they manage distractions and **notice details**. You are supporting your child to notice and observe just **like a scientist**.

Your discussions with your child about colors, color variations and color changes helps grow your child's **communication skills**.



# Family Explore!

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Exploring  
Light &  
Shadow



That  
shadow is  
striped  
like a  
Zebra!

Can you make  
your shadow  
taller?

What shape does  
your shadow  
make?



## Helping Children Notice & Explore Light and Shadow

Whenever the sun is out in Oregon, it's time to go shadow hunting! Shadows are changeable - growing, shrinking, and moving. Shadows allow children to explore and to think about cause and effect.

Shadows, like clouds, can look like a lot of different things. As you talk with your child about shadows, help your child make connections between what they see and other things that look like the shadows. When children have practice **Making Connections**, it will help them connect what they know to the new things they learn in Kindergarten.

*What do you think this shadow looks like?*

*You noticed that the tire shadow looks like lips! What about the shadow from the slide. What do you think that looks like?*

Exploring light and shadow can help children think about why shadows happen and how they change. When children practice **Thinking Creatively and Reflectively**, it helps them make new discoveries and find creative solutions in Kindergarten and beyond.

*Look! My shadow is taller than yours? I wonder how your shadow could be the taller one?*

*When you hold your hands like that, your shadow looks like a spider. What other shadow shapes could you make with your hands?*

*Oh, no! What happened? Where did your shadow go?*





## Family Explore Extras: Light and Shadow



### Exploring Light and Shadow

**A sunny day** is a great time to explore light and shadow. With your child, see what kinds of shadows you can find. You might look for smaller shadows made by leaves or mailboxes or stop signs. Or, you might find big big shadows made by buildings or trees or clouds. How do shadows change as the day progresses? Do the shadows get longer or shorter? Does everything make a shadow?

Look at the shadows your bodies make. Can you make your shadow bigger or smaller? What does your shadow look like when you hold your arms in the air or jump or run? Can you catch your shadow? What happens if you try to combine shadows with your child. Can you become a 4 armed, two headed shadow creature? What other shadows can you make? Using your phone, take pictures of your shadow fun to talk about later.

**Sunshine through a window** provides an opportunity to explore the way that light passes through or bounces off of things. When the sun passes through translucent objects, it can make a colored shadow. What happens when you hold a piece of thin fabric up to the window? Can you change the colors with different fabrics? What happens when the sun shines through a glass of water? Through tea? Or a juice drink? What else will the sunlight pass through?

The sun's light will bounce off of shiny objects. You can explore bouncing light with your child with shiny items like a spoon or piece of tin foil or even a device screen. Sometimes bouncing light is a mystery to solve. When you find a light reflection, see if your child can find the source of the light.

**A light in the dark.** Some children may enjoy the slightly spooky fun of exploring a dark place with a flashlight. Other children are quite frightened of the dark and so this invitation may not be for them. With your child, create a cave of blankets over a table or a couple of chairs or make some space in a closet. Using a flashlight or the flashlight function on your phone, explore the dark with your child. How does the light from a flashlight change the way things look in the dark? What do you notice when it is totally dark? Can you see anything? What can you hear? What happens when you turn on the flashlight?



As your child shares their discoveries with you, they are finding satisfaction in their accomplishments. These conversations motivate children to **communicate their thoughts and emotions**.

As you play with the light and shadows with your child, you are helping them **grow the cooperative skills** that will support them when they work with their peers on school explorations and projects.

**Activity One (parent support may be needed):** Read the story Aida's Lemonade Stand to your child below. On the back, your child can work to figure out if she has enough lemons to make a group of ten.

**Activity Two (mostly independent):** Today we are working on the number 13. Can you find 13 objects and draw them?

**Hints:** Ask your child to count the lemons and circle ten. Do they have any left over? Change the number of lemons needed to 7 if your child needs an easier number.

**Challenge:** How many more lemons does Aida need to make a second recipe of lemonade?



Aida's Lemonade Stand

Aida loves to organize and count things. At the beginning of the school year, Aida was really excited about organizing and counting her school supplies, and she helped her friends do the same! Then, she helped organize and label her toys at home, too. She even organized some objects she found in nature.

#### Kindergarten Supply List

- Scissors
- Glue
- Crayons
- Pocket Folders
- Markers
- Pencils
- Pencil Box
- Tissues
- White Paper



This week, Aida noticed a big bowl of lemons in her kitchen. She wondered, "how many lemons is that?"



Aida had a great idea! "I will make some lemonade," Aida decided. She asked her dad for help with the recipe.

#### Lemonade Recipe

10 large lemons  
 1 cup sugar  
 6 cups of water  
 Ice





Aida's dad read the recipe to her. "It says you need 10 lemons," her dad explained. "Do you have enough lemons?"

Look at the lemons below, and decide if Aida has enough lemons:







## Tinkering with Light and Shadow

A light pointed at a wall can make a simple shadow theater. You can also hang a sheet between two chairs and point the light at the sheet. Using your hands, what shapes can you make? How could you make a tree? Or a flower? Or, a barking dog? Or a snake?

What happens when your child uses some of their favorite toys to make shadows? Can you still tell what it is? What sorts of toys and objects can be identified from a shadow?

Tinker with simple objects or pieces of cardboard to see what other shadows you can create. Play a shadow guessing game. You or your child can hold up an object to create a shadow. The other person has to guess what it is.



As you and your child explore what shadow shapes you can make, you are helping them **create connections** between one thing (a hand) and another (a barking dog). As they engage in the tinkering and trying things out, they are building **persistence** which will help them stick with problem solving in school.



## Story Explore: Telling Shadow Stories

Many cultures use shadow puppets to tell traditional stories. Shadow puppets can be made from paper or cardboard or toys (such as stuffed animals or cars) or even just your hands. Use a light pointed against the wall or behind a sheet, to create the shadows.

Invite your child to create a story with shadows. If your child has trouble thinking of a story, you could create a story from a recent family adventure (a visit to the beach, going shopping, a walk to the playground).

"What could we tell a story about?"

"Once upon a time there was a ..."

"One day, they decided to ..."

"And then what happened?"

Invite your child to create their own story and then perform it for the family. Or, take a video of the story with your phone to share and talk about later.



As your child creates their shadow story, they are **working with intention and purpose**. When children focus with intention and purpose, they are managing their attention, tuning out distractions, and persisting. These are important habits for school and life success.



## Light and Shadow Resources

Videos of *shadow puppet stories* from many different cultures are available on YouTube. You may want to preview the videos to be sure the story is appropriate for your child.



**Activity One (parent support may be needed):**

Show your child the example of the lemons in the ten frame. Have them draw the pencils in the empty ten frame on the next page.

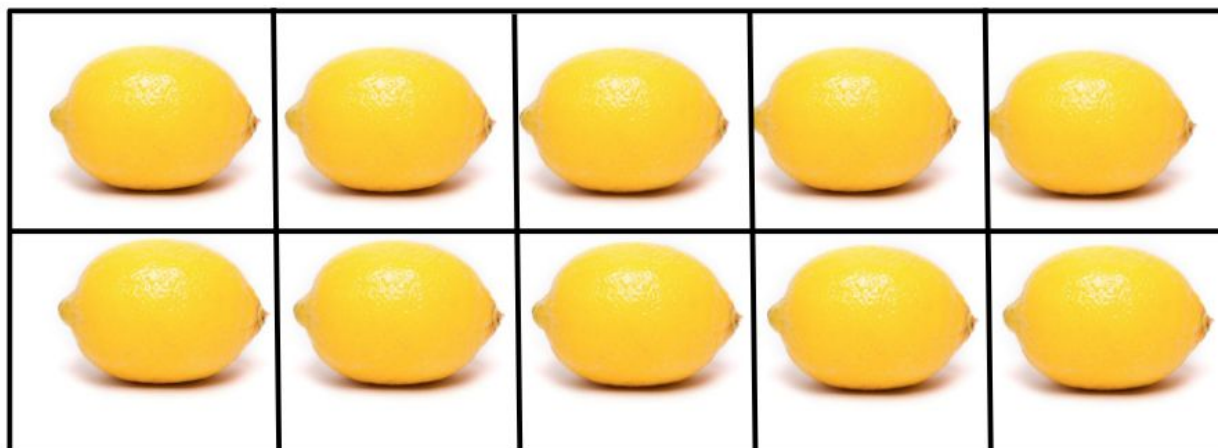
**Activity Two (mostly independent):** Go find 14 objects that you can count. Draw the 14 objects on paper. Can you make a group of 10 with some extras?

**Hints:** We want students to notice that teen numbers have a ten + some ones. They may need to get real objects (marbles, dry beans, etc.) to practice putting them into the ten frame instead of drawing.

**Challenge:** Go find a different teen number of objects to put in the blank ten frame. Write a number sentence using  $10 + \_\_ = \_\_$  that matches your ten frame.

Example: Lemons  $10 + 3 = 13$

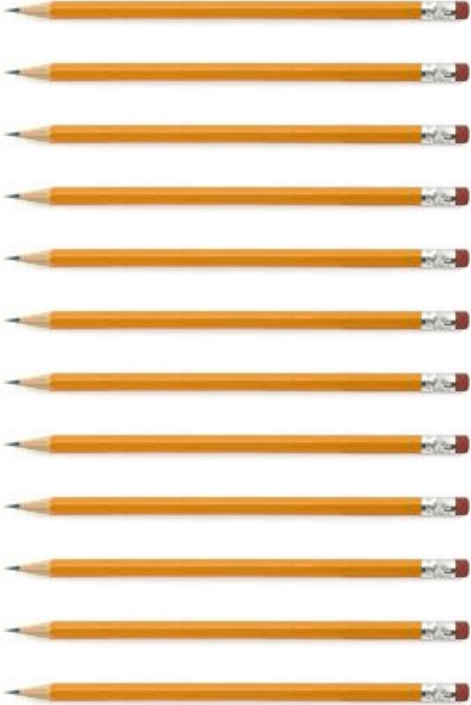
Ten Frame with Lemons Example:



Lesson 6 Continued

Your Turn:





Do it with objects you found:





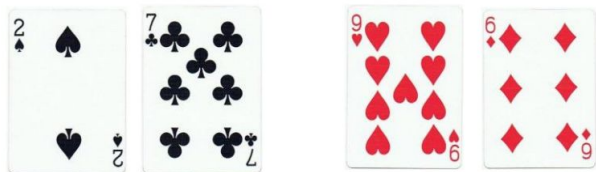
# Kindergarten Math Games☆

## Sort it

**Players** 2

**Materials:** Deck of cards

**How to Play:** Pick a way to sort the cards (color, suit, or numbers). Deal out the deck and players take turns finding cards that fit their sort. Look for creative ways to sort; even numbers, odd numbers, two cards with a sum of 10, etc.



## Addition Top-It

**Players** 2

**Materials:** Deck of cards, face cards worth ten, Ace worth 1 or 11.

**How to Play:** Each player turns over two cards and adds them together. The player with the greatest sum wins all the cards. Continue until all the cards are gone.



$$2 + 10 = 12$$

$$5 + 5 = 10$$

Player 1 wins all four cards.

## Give Me 10

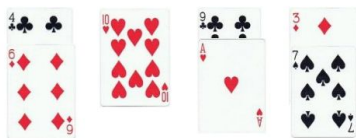
**Players** 2

**Materials:** Deck of cards, face cards removed, Ace worth one.

**How to Play:** Deal 10 cards face up.



Players take turns finding and removing combinations of cards that add up to 10.



Deal out cards so there are always 10 cards face up.

## Make 10

**Players** 2

**Materials:** 1 or 2 dice, scratch paper

**One die version:** One die is rolled. Players try to find what number needs to be added to make ten. The number needed to make ten becomes the player's score for that round.









is rolled, then a player would say 7 to make a 10 and their score is 7.

**Two dice version:** Two dice are rolled. Players must add or subtract to make a ten.



two sixes are rolled.  $6 + 6 = 12$  so  $12 - 2 = 10$  so 2 is the score.

# Elementary Body and Movement Calendar ☆

 <b>health. moves. minds.</b> <sup>TM</sup> <b>April 2020</b> <b>Elementary Mind &amp; Body Calendar</b>						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>National Health Observances</b> <ul style="list-style-type: none"> <li>• National Autism Awareness Month</li> <li>• National Minority Health Month</li> <li>• National Distracted Driving Awareness Month</li> <li>• Stress Awareness Month</li> <li>• April 7: World Health Day</li> </ul>						
<b>5 Mindful Snack</b> When eating a snack today, really pay attention to the taste, feel, sound, smell and look of the snack you're eating. What do you notice?	<b>6 Teacup Tip-ups</b> Place your hands on the ground and gently touch your forehead to the ground balancing your elbows on your knees.	<b>7 World Health Day</b> Did you know regular, moderate-intensity physical activity can help prevent diabetes? Go for a walk with an adult & discuss other ways to prevent diabetes.	<b>8 Musical Frogs</b>  This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).	<b>9 Bear Walk</b> With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.	<b>10 Before Bed Breathing</b> While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.	<b>11 Dribble Challenge</b> Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving?
<b>12 Fish Pose</b> Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds 	<b>13 Play Catch</b> Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.	<b>14 Wild Arms</b> As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x	<b>15 Mindful Senses</b> What do you notice around you? Find: 5 things you see 4 things you feel 3 things you hear 2 things smell 1 thing you taste	<b>16 Crawl Like a Seal</b> Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.	<b>17 How Fast Can You Go?</b> Pick a distance and see how fast you can run the distance.	<b>18 Inchworms</b> Keeping your legs straight place your hands on the ground, walk them into push-up position, and walk your legs up.
<b>19 Garland Pose</b> Practice your balance with this pose! 	<b>20 Rock Paper Scissors Tag</b> Meet in the middle, shoot, loser chases the winner back to safe zone. If tagged, join the other team.	<b>21 Commercial Break</b> Can you hold a plank for an entire TV commercial break?	<b>22 Wake and Shake</b> As soon as you get out of bed shake your body any way you like for 10 seconds. Are you up now? Good! Now jump up and down 10 times.	<b>23 Chair Pose</b> Hold for 30 seconds, relax then repeat. 	<b>24 Positive Talk</b> Be sure to talk to yourself today like you would talk to someone you love.	<b>25 Jump, Jump</b> Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.
<b>26</b> Put your favorite song on and make up a dance or fitness routine!	<b>27 Paper Plate Planks</b> In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest	<b>28 Step Jumps</b> Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.	<b>29 A Gratitude Attitude</b> Write down something you're thankful for and why.	<b>30</b> Try Savasana again. Use this to relax and wind down all year! 	<b>SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!</b> Yoga photos from <a href="http://www.forteyoga.com">www.forteyoga.com</a>	