BSD Kindergarten Remote Learning Packet 2 (English)





Kindergarten Calendar



May 11-29

Week 1							
	Activities from the packet	Other Activities					
Day 1	Family Explore: Exploring Texture	Play a math or strategy game Read Aloud to your child for 20 minutes					
Day 2	Math Lesson 7 Social Emotional Learning Activity 1	Read 20 minutes					
Day 3	Family Explore Extras: Texture	Play a math or strategy game					
Day 4	Math Lesson 8 Social Emotional Learning Activity 2	Read 20 minutes					
	Week 2						
	Activities from the packet	Other Activities					
Day 5	Noticing and Exploring Sound	Play a math or strategy game Read Aloud to your child for 20 minutes					
Day 6	Math Lesson 9 Social Emotional Learning Activity 3	Read 20 minutes					
Day 7	Family Explore Extras: Sound	Play a math or strategy game					
Day 8	Math Lesson 10 Social Emotional Learning Activity 4	Read 20 minutes					
	Week 3	3					
	Activities from the packet	Other Activities					
Day 9	Exploring Nature	Play a math or strategy game Read Aloud to your child for 20 minutes					
Day 10	Math Lesson 11 Social Emotional Learning Activity 5	Read 20 minutes					
Day 11	Family Explore Extras: Nature	Play a math or strategy game					
Day 12	Math Lesson 12 Social Emotional Learning Activity 6	Read 20 minutes					

DAY 1

Family Explore!









Exploring Texture!









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Helping Children Notice & Explore Texture

Texture is all around you! Children notice texture when they touch things with their fingers or toes or maybe rub something on their faces.

Describe what your child may be noticing. When you use texture 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.

You are rubbing your blankie on your face. It's a soft and fuzzy blankie!

You are pushing your toes down into the sand. What does it feel like?

Would you like to touch the sandpaper? It is rough! But it helps make the wood smooth.

Support your child to make connections with the textures they notice 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.

You noticed that Grandpa's face is scratchy like the sandpaper was scratchy. You made a great connection! I wonder what else feels scratchy?

As you talk about textures, you can wonder with your child about why objects and creatures have certain characteristics. Don't worry too much about the right answers! When children practice **Thinking Creatively and Reflectively**, it helps them make new discoveries and find creative solutions in Kindergarten and beyond.

Look at this slug. It looks slimey. I wonder how it makes the slime?

What a pretty rock! It is so smooth. How do you think it got so smooth?







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Activity One (parent support may be needed): You will need a sock or a crumpled piece of paper, and a bowl, box, or trash can. Show your child where they should stand to try to throw the sock/paper into	Hints: If your child needs a smaller number, have them do this 10 times instead of 15 for each round that they play.
the bowl. For each shot, your child should put a check under "went in" or "missed." Then, they can count up how many of the 15 throws went in and how many were missed.	Challenge: Write a number sentence that shows the number of times it when in and the times missed to make 15. Play several times and keep track of all the number sentences that make 15.
Activity Two (mostly independent): After the first time through this, your child may be able to play on their own or with a sibling.	

Indoor Basketball

Toss a sock in the bowl, and keep track of how many times it goes in, and how many times you miss.

Try	Went In	Missed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		



Family Explore Extras: Texture

Coarse

Downy

Prickly



Exploring Texture

It's So Fluffy! Finding Textures. Texture refers to how something looks or feels. Using your sense of touch, you and your child can explore the different textures around you. What is the softest thing you can find in your home? How about the bumpiest? How about the hairiest? Or, the fluffiest?

Here are a few texture words to add to the hunt. You and your child may think of others.

Velvety Wavy Bristly Indented Smooth Soft



As you and your child talk about ways to describe how objects look and feel, you are helping to increase the number of words that your child has to describe things. Exploring texture **vocabulary** will help them in school when they are **communicating** with others or **adding details** to their work.

A Texture Collection. Take a bag or bowl outside and, with your child, collect a number of items of different textures - leaves, seedpods, flower petals, pinecones, sticks, rocks. 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.

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 does this feel like?" Or, "How would you describe what this feels like?" Or, "Is it soft, like your favorite pillow? Or, smooth like your cheek? What do you think?"

Ask: "Which one is your favorite? Why do you like it?" "Which one is your least favorite?"

Your child may notice details that had not occurred to you. Follow their lead. Texture can be a personal sensory experience. Don't worry if your child identifies or describes the textures of things differently than you. 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.

What Could It Be? Guessing Texture. With your child, play a guessing game using the objects you collected. One person closes their eyes and holds out a hand, the other person places a mystery object in the hand. The goal is to explore the item with eyes

closed and guess what it is based on how it feels. When it is your turn, you can model how to play the game by talking through what you are feeling. For example, you might say, "It feels smooth on this side, and rough on this side, and pointy at the end. I think it might be a leaf!" Then, open your eyes to see if you are right.



Some children may find it *really* hard to keep their eyes closed. That's ok! Every time they try, they are are building **stamina** and **persistence**.

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

Your discussions with your child about texture and texture variations are helping your child's **communication skills** develop.

Math Explore: Categories and Patterns

Using your texture collection, sort the items into texture categories with your child. Talk about how the items are similar to or different from each other. How could the items be organized or arranged? Maybe you make piles of similar textures? Or order them from more to less of some texture - for example, soft to softer to softest.

Do you have more soft things or more hard things? More bumpy items or more smooth items?



As you explore texture math, you are **sorting and organizing** with your child. You are also helping your child think and talk about **similarities**, **differences and quantities**. These are essential math thinking skills.



Using your phone, take pictures of your texture explorations. Then at a quiet time such as after a meal or just before bed, share the photos with your child and together, tell the story of your adventures. You can use questions like,

> "Look at this picture. What did we find?" "What did you notice here?" "What did we do with these?" "What did this one feel like?" "What did you like best about our explorations?"



As you build a story of your texture explorations, you are helping your child find the words to **communicate their thoughts and ideas**. Conversations about daily experiences with your child will help them feel comfortable in school when they are asked to write about recent events in their lives.

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Activity One (parent support may be needed): How many windows are there where you live? More than 10 or less than 10? Draw a picture of the windows.	Hints: It may help students to count all the windows on their fingers as they walk around, then go back to draw that same number of windows on their paper.
Activity Two (mostly independent): Draw a picture of	
a house or building that has 11 windows.	Challenge: How many windows and doors are there where you live? Write a number sentence to show the number of windows and the number of doors added together.

Draw your picture here:

Day 4 Social Emotional Learning Lesson 2 📽



MINDFUL BREATHING:

Think of something that you love or that is a blessing in your life. Use your 5 senses to think about it more deeply. Does it have a smell, a taste, or a feeling? Can you hear or see it? Think of those things for a moment.

Now, take in a deep breathe while repeating the name of this blessing.

Breathe out slowly while imagining this thing that brings you joy.

Repeat this each day with a new blessing

IN - HOLD - OUT BREATHING

Inhale through your nose while counting to 5 Hold it while counting to 6 Exhale through your mouth while counting to 7

SQUEEZE AND BREATHE

- Find a stress ball, play doh, or other soft object to squeeze.
- Take in a deep breath as you squeeze.
- Breathe out slowly as you let go.

STARFISH BREATHING:

Breathe in as you trace up the star. Hold at the tip. Breathe out as you trace down. Go slowly.



Trace your finger around the race track. Breathe in while tracing the left side and out slowly while tracing the right side. (repeat daily)



BREATHE IN

BREATHE OUT



BELLY BREATHING:

Switch the focus of your breathing from your chest to your belly. Place one hand on your chest and one on your belly. Take a deep breathe. Notice your belly rise. Breathe out. Notice your belly fall.

BREATHE THE RAINBOW Imagine the color of the rainbow.



Take a deep breath while imagining you are breathing in each color.

<u>Red</u>: Breathe deeply through your nose, the warming calm of the color red. Hold it and feel the warmth in your chest. Blow that warmth back into the room, slowly with your mouth.

<u>Orange</u>: Breathe in the zesty excitement of the color orange in through your nose.. Hold it and feel the tingling joy in your heart. Blow that joy slowly back into the room with your mouth.

<u>Yellow</u>: Breathe deeply through your nose, the glowing rays of the color yellow. Hold it like sunshine beaming down on your face. Blow those rays back into the room, slowly with your mouth.

<u>Green</u>: Breathe in the morning dew of the color green through your nose.. Hold it and feel the feeling of a new morning in my arms. Blow the freshness of a new start back into the room with your mouth.

<u>Blue</u>: Breathe in the calming waves of the color blue. Hold it like you are floating on the top of that wave. Let that wave crash as you blow it's calmness back into the room with your mouth.

<u>Purple</u>. Breathe in the loving embrace of the color purple. Hold it like a tight hug for a moment. Blow the love of that hug slowly out of your mouth, back into the room.



Family Explore!



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Noticing & Exploring Sound With Children

Children's worlds are full of sounds. Some sounds are familiar and comforting. Other sounds may be mysterious or even a bit scary. Children often want to talk about sound to understand where it is coming from and what is making it.

What's that noise? As you talk with your child about the sounds they notice in their environment, help your child make connections between what they hear and other things that sound similar. When children have practice **Making Connections**, it will help them connect what they know to the new things they learn in school.

What do you think that sounds like?

You are hearing a tick tick tick sound. I wonder what that could be? What do you think it is? Let's investigate!

Children can produce a great deal of sound. Their explorations help them understand how sounds are made and how they change. When you engage children in intentionally creating sound and rhythm, you help them notice similarities, differences and patterns. When children recognize *same* sounds, *different* sounds and sounds in *sequence*, they are engaging in **Mathematical Thinking**.

I hear a pattern in the sound you are making. It is going tap, tap, TAP! tap, tap, TAP! What other sound patterns can you make?

Let's listen again! Is that the same sound?





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Activity One (parent support may be needed): Read the problem about Mia to your child. Your child can count the dollar bills to see how much she has and write on them the numbers as they count.	Hints: If 15 is too large for your child to count on their own, just show the first 2 rows of dollars and (ask them to find 9 objects).
Activity Two (mostly independent): Today the number we are thinking about is 19. Can you find 19 objects where you live?	Challenge: How many more dollars does Mia need to buy the blocks? Could she change any of the dollars out for \$5 or \$10 bills?

Mia is saving money to buy some new building blocks. The set she wants costs \$15. Does she have enough money?



Day 6 Social Emotional Learning Lesson 3 🏶



Family Explore Extras: Sound



Exploring Sounds

Sit with your child. Close your eyes. What sounds do you hear? When we close our eyes, we can pay attention to the sounds around us. The longer we listen, the more sounds come into focus.

You can listen for sounds at home; you can do it near an open window; you can listen to sounds anywhere outside. Talk with your child about what you hear. Describe the sounds. Do you hear the rumble of the refrigerator? The hum of the microwave? Do you hear cars? Buses? An airplane? Do you hear birds chirping or dogs barking? Do you hear any bees buzzing? Do you hear the wind or the rustle of leaves? Do you hear any mystery sounds? What might they be?

How many different sounds do you hear? How many different kinds of vehicles? How many different bird songs? Or, how many different dog barks? What sort of size or shape of dog might belong to those barks?



As you listen for sounds with your child, you are supporting your child's **focused attention** as they manage distractions and pay attention to what they are hearing. Practicing focusing attention will help children learn at school.



Tinkering with Sounds

There are many many household items that will create sounds. You can create a beat using boxes, or plastic tubs, or pots as the drum and tap on them with sticks, spoons, or with your hands. You can create different tones with pot lids of varying sizes or glass cups filled with different amounts of water or even blowing air over the edge of a bottle.

Outside, you can bang two sticks together, or two rocks, or beat out a rhythm on a tree trunk or the sidewalk. What does it sound like when a stick runs along a chainlink fence? What sound will a stick make on a metal sign pole? Even tapping on the sidewalk with different shoes will make different kinds of sound.

How many sounds can you make with your child using these simple items? Talk with your child about what you notice about the sounds. How are the sounds different from each other? Can you discover how to make a low sound and a high sound? Can you collaborate to make an interesting sequence of sounds? Can you create a tune like *Mary Had A Little Lamb* using just pot lids or cups of water?



As you and your child **collaborate** on creating sounds, you are nurturing your child's ability to **share ideas and work cooperatively** with others. This is an important trait for working successfully in groups at school.

Math Explore: Sound Patterns

Rhythm is a pattern of sound. Using some of your sound makers from *Sound Tinkering*, you and your child can create rhythms and sound patterns. You can also simply clap or tap on your knees. Some children *really* like to see just how loud or fast sounds can get, so it can be helpful to offer some rhythms to copy as a way of helping them focus on repeating the patterns. For instance, you could start with a simple pattern such as *long*, *short*, *short*, *long*, *short*, *short* and then add to it. Or, you could use a radio or an app on your phone to find music with interesting rhythms to imitate.



As you explore the rhythms with your child, you are helping your child notice **patterns** and talk about **similarities and differences**. These are mathematical thinking skills. When you work with your child to get a rhythm pattern just right, you are helping your child **practice persistence**, an important trait for problem solving.



Story Explore: Tell It With Sound Effects!

In Eric Carle's book, *Polar Bear, Polar Bear, What Do You Hear*, each animal is identified with a particular sound (a roaring lion, a fluting flamingo). Watch a reading of Eric Carle's story with your child on YouTube. Then, watch the book reading a second time and pause the video to create the sounds for each animal (what does *fluting* sound like?). Finally, you and your child could create your own version of the story with your own animals and animal sounds. If your child is interested, they could draw their version of the story or you could capture it with your phone to share with others.

What other stories can you create with your child that include dramatic voices and sound effects? For example, how could the story of the *Three Little Pigs* include sound? What would the wolf's voice be like? How about the pigs'? What would it sound like when the wolf knocks on the straw house, or the stick house or the brick house? What sound would the pigs make when they run from one house to the next? What does the wolf sound like as he blows at a house?



As you build a story with sound effects, you are engaging your child's **curiosity and imagination** in ways that will help them think of ideas to explore and stories to write about in school.



Sound Resources

Find amazing rhythms and sound patterns on YouTube using search words like Djembe, Samba, or Taiko.

Polar Bear, Polar Bear, What Do You Hear? is available on YouTube in English and in Spanish.

Day 8 Math Lesson 10

Activity One (parent support may be needed):	Hints: Start with just option one, and have your
Read the problem to your child. They can work to	child draw the 10 and 4 cookies.
draw the two different options and then decide	Try an easier "Would you rather?". Would you
what they would rather have to eat (it could be	rather have 5 chocolate chip cookies and 3
based on their favorite cookie since the two	sugar cookies OR 6 sugar cookies and 2
amounts are the same)	chocolate chip cookies?
Activity Two (mostly independent): Draw 14 of your favorite cookies or dessert and who you would like to share them with.	Challenge: What are other combinations of chocolate chip and sugar cookies that would make 14?

Would You Rather have ... ?



Draw your picture here:



DAY 9

Family Explore!









Exploring Nature with children









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Helping Children Notice & Explore NATURE

Nature is waiting just outside your door. Nature and natural materials are full of opportunities for exploration and conversation.

What kinds of living things do you find? Maybe trees, ferns, flowers, leaves. What kinds of creatures do you see? Maybe bugs, or spiders, or birds, or squirrels or even cats and dogs. What do you notice about the weather? How does the sun feel on your face? What does the rain sound like? What is the wind doing to the leaves in the trees? As you talk with your child about nature, you are helping them **Develop and Contribute Ideas** to a conversation. Sharing ideas with others helps children participate in learning discussions in school.

Encourage your child to **notice details** in natural materials. 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.

Look at this leaf. Do you see the drops of water on it? I wonder where the water came from?

Support your child to make connections between the details they find and other ideas or objects. You can share your ideas as well. When children have practice **Making Connections**, it will help them connect what they know to the new things they learn in school.

Do you see the white stripes in the purple flowers? Those look like fairies to you? How interesting! I think it looks like the flower is wearing a scarf.







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Day 10 Math Lesson 11

Activity One (parent support may be needed): Read the question to your child. They can draw plates to show the combinations they come up with.	Hints: Get out two real plates and 12 objects that they can pretend are cookies to act out putting cookies on two plates before
	drawing. Change the number of cookies to
Activity Two (mostly independent): Today the number we are thinking about is 12. Can you find 12 objects	8, if your child needs a smaller number.
where you live? Draw a picture of those objects.	Challenge: What are all the combinations he could make on the two plates? (10 and 2, 9 and 3, etc.)



Glenn baked cookies. He has two plates he can put them on.



Draw your picture here:



Day 10 Social Emotional Learning Lesson 5 📽

Family Explore Extras: Nature



Exploring Nature

Research has shown that spending time *with nature* reduces stress and increases positive mood. Being with nature does not mean that you have to head out into the woods. It can include spending time a park, going for a walk in the neighborhood, or even looking at a tree out of your window.

Do you hear what I hear? Being with nature can engage many of the senses. What do you and your child **see**? You might observe squirrels chasing each other up and down a tree or notice a robin as it hops across a lawn listening for worms. What do you hear? Do you **hear** birds chirping? Or maybe the pitter pat of rain falling as you listen through an open window. Do all flowers have a **smell**? Do trees have a smell? What about dirt? What does a pine cone **feel** like? How about a rock? Can you find a soft and fuzzy leaf? As you spend time with your child and nature, consider each of the senses and, together, share your experiences and observations.

Look closely. Nature is full of small details. When you look carefully, what details can you and your child find? Zoom in on leaves or flowers or ferns. What designs do you see? Can you find patterns in rocks or in tree bark? Take a picture of a flower or leaf with your phone and enlarge it. What details emerge when you can look closely? Some children (and some adults!) are nervous about touching natural materials. Phone photos can help children observe and get close without touching.

Take pictures of your nature explorations with your phone and, with the photos, talk about your experiences later during a bedtime routine or with family.



When you experience nature with your child, you are helping them **gather information through their senses** and using that information to make sense of the world. When focusing on details in nature, you are supporting your child to **tune out distractions** and focus their attention.



Tinkering in Nature

What can you and your child create with natural materials? Can you make a face with stones or build a tower of rocks? Could you build a house for bugs with sticks? Or, maybe with leaves? You and your child could build a fairy house or a nest and invite the birds to visit.

For nature building inspiration, search for *rock balancing* on YouTube. You'll find videos of people balancing rocks on top of each other to create delicate columns. What kind of rock column could you build with your child? How many blocks can you balance at one time?



Building with nature can be both rewarding and challenging. When you encourage your child to continue through the challenges, you are helping them develop **persistence** and discover the rewards of accomplishing a personal goal.

DAY 11

Math Explore: Natural Materials

Nature is full of opportunities for math and exploring math concepts in a meaningful way. Follow your child's lead when exploring math. What are they noticing or interested in?

Opportunities for counting: How many dandelions can you find in the lawn? How many butterflies did you see on your walk? If you were to bring a special rock home for each member of the family how many would you need? Once you have two special rocks, how many more do you need for the whole family?

Opportunities for measuring: If you line up pinecones, how many pinecones long is your foot? How many pinecones tall is your child? Try to give a big tree a hug. Do your arms fit all the way around? How about the arms of your child? How many people do you need to get all the way around the tree?

Opportunities for sorting and categorizing: Create small collections of natural materials leaves, sticks, stones, flowers. How many different ways can you sort the materials? For instance, are some leaves more round while others are oval? Or, are some leaves a dark green, while others are a lighter green or maybe a red color? How might you sort sticks? Maybe by length, or width, or texture?



Counting, measuring, sorting and categorizing are all math skills that your child will use at school as they explore and learn math concepts.

Story Explore: Sharing Stories with Nature

There are many children's books that tell the story of characters from nature. You can find stories of trees, of animals, diaries of worms, even of tales of bugs. What story can you and your child create with a character from nature? You could tell the story of a bird family and their adventures or the story of what a tree might be thinking. Your goal is to have fun and engage with your child in an experience of imagination and wonder. If your child is interested, they can draw, illustrate or act out their story.

If you and your child do some nature tinkering and building, you could help your child tell a "how to" story of how you built your tower or structure. What did you do first? What happened next? How did you keep going when it didn't work quite according to plan?



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. Stories about *how to do something* are a part of writing instruction in school. Your story experiences will help children feel confident during these lessons.



Nature Resources

Why do squirrels bury things? Where do bees go at night? Why do leaves change color? You can learn more about most everything in nature through a quick internet search. If you add the term "for kids" to your search, you will see more child- and family-friendly results.

Parent or Teacher Support will be needed, but students should do the thinking themselves to help the teacher get an idea of what other support or extension your child may need. You may read aloud and record responses for your child, but it should reflect their thinking. You may also get 12 real objects to lay out instead of counting the sticks on paper if you would like.

				 	How Many?
			6		Can you make a group of 10?
Show that	number	in a ten f	rame:		
					Are there extras loose ones?



Social Emotional Learning Lesson 6 🗣



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Mind and Body Bingo

Mark with an "X" the different activities you complete over the course of a week. How many different variations of BINGO can you get?

	-	-		
В		Ν	G	0
Go outside for a walk and find 10 things that start with the letter of your name.	Try a new healthy recipe.	Do a Mindful Minute.	Complete three tasks from the Mind & Body Calendar.	Call a friend or family member to check in.
Drink eight glasses of water.	Make a list of things for which you are grateful.	Back in the Day: Play a game you used to like when you were smaller.	Write a compliment to yourself and keep it to look at later.	Take three movement breaks in a day.
Write a letter to a friend or family member.	Complete all the yoga poses on the At Home Physical Activity Chart.	FREE	Draw or color a picture.	Find an object that you feel represents kindness.
Clean up your room before bed.	Device Detox: don't use any technology for three consecutive hours.	Put on some music and dance for five minutes.	Complete five exercises from the At Home Physical Activity Chart.	Try a new activity.
Share your feelings with someone or journal about school being closed.	Physical activity of your choice.	Complete a chore around the house.	10 jumping jacks 10 squats 10 bell jumps	Leave a kind note somewhere for somebody to find.

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