

<u>SUBJECT</u>	<u>LEARNING ACTIVITIES</u>
LITERACY	<p>Day 1:</p> <p>Directions:</p> <p>This week we are reading Frog and Toad Together. Click the link to read Chapter 1: The List.</p>  <p>After reading, think about the list Toad makes. His list seems a little silly, but lists are an important kind of writing that help us keep track of many things - from shopping lists to lists of things we need to get done!</p> <p>Like Toad, write down your own list of what you want to get done in one day. Then carry your list with you and cross things out as you do them. At the end of the day, think about this question: How did it make you feel to check things off your list? Was your experience like Toad's or was it different?</p> <p>Read on RazKids for 20 minutes!!</p>

Day 2:



Directions:

Read [Chapter 2 from Frog and Toad Together](#).

After reading click the link and watch Ms. Mac's video to learn about the ou vowel team.

<https://www.loom.com/share/40db8c76361c4cdb8b7f2a5e92decec2>

Practice reading and writing words that include the ou vowel team!

Read on [RazKids](#) for 20 minutes.

Day 3:



Directions:

Read [Chapter 3 from Frog and Toad Together](#).

After reading the Chapter, watch this video to learn about how the author uses special words called adjectives to describe and compare objects: <https://www.loom.com/share/590be396237a402ea63c3e1c9d4f28b4>. Choose one of the adjectives from the video and draw a picture of it. Share your drawing on Seesaw!

Read on [RazKids](#) for 20 minutes.

Day 4:



Directions:

Read [Chapter 4 from Frog and Toad Together](#). After you read the chapter, make a connection to your own life from the story. Watch this [video](#) for an example.

Draw and write about a time that you felt brave. What did you do? Was it the same or different from how Frog and Toad acted when they said they were feeling brave? You can use the sentence starter: "I felt brave when _____. My experience was/was not like Frog and Toad's because _____. Write 2-3 sentences to share your thinking.

Read on [RazKids](#) for 20 minutes.

	<p>Day 5: Every Friday you'll pick one activity from the Reading & Writing Choice Board. Watch this video to learn about the different choices you can make.</p> <p>Share your choice and your learning for Friday by taking a picture of your work. Post the picture to Seesaw or send it in an email to your teacher!</p> <p>Read on RazKids for 20 minutes.</p>
MATH	<p>Day 1: Counting Collection</p> <p>Materials: Paper, pencil, objects to count (Anything works! Legos, coins, socks, rocks, beans, etc.)</p> <p>Please watch this video</p> <p>Find a collection of objects. Then count the collection.</p> <p>Use this recording sheet (or make your own) to show exactly what each digit represents.</p> <p>Then write a number sentence to represent your collection.</p> <p>Check out this last video for the day.</p> <p>Login to Dreambox and practice for 20 minutes</p> <p>Day 2: Counting by tens and one</p> <p>Materials: Recording sheet (you can also use paper and make your own) and pencil</p> <p>Directions:</p> <p>Please watch this video</p> <p>How many tens are in 60 ones, 30 ones and 80 ones?</p> <p>You can use this recording sheet to show your thinking.</p>

Remember mathematicians look for patterns to help us solve problems.

Login to [Dreambox](#) and practice for 20 minutes

Day 3: What does not belong?

121	16
9	73

Materials: Recording sheet (you can also use paper and make your own) and Pencil

Directions:

1. Look at the four numbers and ask yourself, “What does not belong?” and “Why doesn’t it belong?”
2. Record your ideas in your math notebook or share your ideas with someone in your home. Use the sentence frame: “The _____ doesn’t belong because...”
3. There are multiple different answers for this! Challenge yourself to come up with three (or four!) different responses.
4. What does not belong [recording sheet](#)

Today we are also going to play a game called Shark Numbers. Please listen to this [video](#) for instructions on how to play the game.

[Shark Numbers Game](#)

Login to [Dreambox](#) and practice for 20 minutes

Day 4: Number Talk

Materials: Photo (below or on [these slides](#)), paper, pencil



Directions:

1. Look at the photo. Record your answer to the following questions (or discuss with someone in your home):

- What do you notice?
- What do you wonder?

2. Find the question for your grade level below and answer it!

3. If you have an older/younger sibling, share your question and your thinking with them!

Grade K	What do you see the most of in the picture? What do you see the least of in the picture? Complete the sentences based on the picture: I see more than 10 _____. I see less than 5 _____.
Grade 1	Jada had 14 tulips in her yard. She put some tulips in a vase and then 6 were left in her yard. How many tulips did Jada put in the vase?
Grade 2	A flower farm grew 529 tulips. The farm sold 100 tulips on Sunday. How many tulips were left on the farm?

	On Monday the farm sold 10 tulips. How many tulips were left on the farm?
Grade 3	A flower farm grew 529 tulips. A garden center grew 678 tulips. Find the total number of tulips grown.
Grade 4	A flower farm grew 529 tulips. What is 529 rounded to the nearest ten? To the nearest hundred? To the nearest thousand?
Grade 5	Tulips can be shipped in 58 pallets per truck. Each full pallet contains 18 crates of 100 un-sprouted bulbs and 6 crates of 60 sprouted bulbs. Write and evaluate a mathematical expression to represent the truck load of tulip bulbs.

Day 5: Math Choice Board

Directions:

Please watch [this video](#).

Every Friday you will click on [Math Choice Board](#).

You'll pick one math activity to complete.

Login to [Dreambox](#) and practice for 20 minutes