

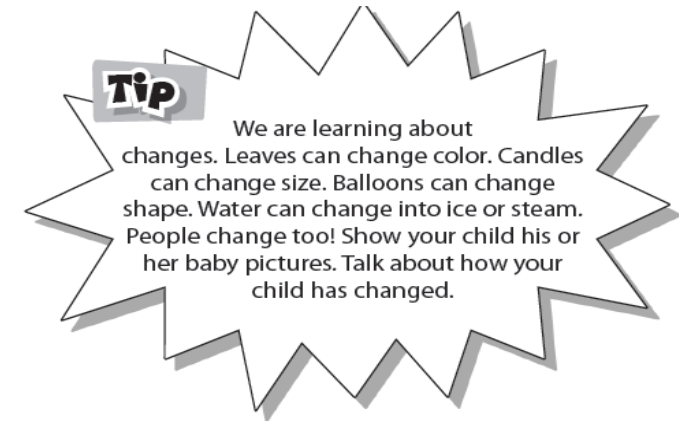


## Weekly Home Learning

Student Name: \_\_\_\_\_

Dear Family,

In school this week, we are exploring ways that objects change color, shape, and size. We are putting shapes together and taking them apart to make new shapes, designs, and pictures. We are also meeting Mr. X and learning about his letter and sound. Here are some things you can do at home this week to support your child's learning at school. Happy Learning!



| Monday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Tuesday                                                                                                                                                                                                                                                                                                                                                                  | Wednesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Thursday                                                                                                                                                                                                                                                                                                                                                                                                                      | Friday                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>Focus Question:<br/><b>How can objects change?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do simple experiments together to show change, such as boiling and freezing water.</li> <li><input type="checkbox"/> Have your child practice the letter forms for Xx. Use a crayon, marker, pen and/or pencil. Don't forget to review the /x/ sound and words that start with X.</li> <li><input type="checkbox"/> Discuss the Wow word: <b>alter</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a picture with your child using only shapes. Name the shapes as you work together.</li> <li><input type="checkbox"/> Go on a shape hunt around the house to discover items that are made up of multiple shapes.</li> <li><input type="checkbox"/> Discuss the Wow word: <b>inflate</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Sing about Mr. X and make an X with your body. See attached for Mr. X's song lyrics and visit: <a href="https://www.youtube.com/watch?v=o-WdU5AwTnc">https://www.youtube.com/watch?v=o-WdU5AwTnc</a> to hear the song.</li> <li><input type="checkbox"/> Read Mr. X's Meeting and Greeting Card with your child. Have your child share the card with someone in the family.</li> <li><input type="checkbox"/> Discuss the Wow word: <b>extraordinary</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask your child to tell you how Mr. X is different. Talk about appreciating differences.</li> <li><input type="checkbox"/> After reading, <i>Are We the Same?</i> discuss the pairs of objects in each picture. Talk about how they are the same and how they are different.</li> <li><input type="checkbox"/> Discuss the Wow word: <b>combine</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk with your child about this week's Wow Words. Ask: "What experiment should we try?"</li> <li><input type="checkbox"/> Practice combining different color with your child. Use paint, crayons, or chalk. Discuss with your child how the colors changed.</li> <li><input type="checkbox"/> Discuss the Wow word: <b>experiment</b></li> </ul> |
| Time Spent:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Time Spent:                                                                                                                                                                                                                                                                                                                                                              | Time Spent:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Time Spent:                                                                                                                                                                                                                                                                                                                                                                                                                   | Time Spent:                                                                                                                                                                                                                                                                                                                                                                                                      |
| 15   30   45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 15   30   45                                                                                                                                                                                                                                                                                                                                                             | 15   30   45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15   30   45                                                                                                                                                                                                                                                                                                                                                                                                                  | 15   30   45                                                                                                                                                                                                                                                                                                                                                                                                     |
| Circle the time spent each day.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                  |