

Kindergarten

Please complete at least one activity from reading, writing, math, music and PE each day T-F to be submitted for feedback.

Please submit work for feedback by choosing one of the following options:

1. Phone call or email to or from the teacher to summarize learning for the week.
2. Summary of Learning posted to the communication platform (Class Dojo and/or Google Classroom) your teacher is using.
3. Picture of completed work submitted on the designated communication platform your teacher is using.

Reading Standard/Skill: Reading/writing sight words and CVC words

Writing Standard/Skill: Drawing a picture and add details, writing complete sentences

Math Standard/Skill: Adding and subtracting, counting objects and identifying the number before and after.

Kindergarten Reading

<p>Practice reading sight words.</p> <p><u>Kindergarten Sight Words</u></p> <p>I like am the we go see can she a is has he little play and you big with for no jump one are have said two look me come here my to of what put want saw this blue red black orange yellow brown green purple pink</p>	<p>Practice reading CVC words.</p> <p>cat red hit hot rug dad let big top fun man hen fin not bug nap fed kid lot cut fat ten win pop mud tap pet sit mom but ran led fix hop dug sad pen did pot run lap wet bin dot jug bad get dig mop bun</p>	<p>Read a book or listen to a story from an online source.</p> <p>www.storylineonline.net</p> <p>Name the characters in the story. State your favorite part of the story.</p>	<p>Practice reading this short passage.</p> <p>I have a pet dog. My pet dog is big and brown. My big brown dog has a little ball. The little ball is yellow. He likes to play with his little yellow ball.</p>
<p>EL Modification: Choose one line read each day of the week. Monday: I like am the we go see Tuesday: can she a is has he little Wednesday: play and you big with for Thursday: no jump one are have Friday: said two look me come</p>	<p>EL Modification: N/A</p>	<p>EL Modification: Ask questions about the story. Ex: Was the story about an animal? _____ Who was the main character? _____ Where did the story take place? _____ My favorite part of the story was _____</p>	<p>EL Modification: Try one sentence each day. Sound out each word. Monday: I have a pet dog. Tuesday: My pet dog is big and brown. Wednesday: My big brown dog has a little ball. Thursday: The little ball is yellow. Friday: He likes to play with his little yellow ball.</p>

Kindergarten Writing

<p>Choose a sight word from the list and use it in 2 sentences.</p> <p>Example: <u>like</u> I like to play with my dog. She likes to run in the sun.</p>	<p>Write down 5 CVC words and use each in a sentence.</p> <p>Example: <u>fat set lip gum cot</u></p> <p>My cat is fat. He set the bat down. She has a fat lip. We can have gum. I nap on the cot.</p>	<p>Draw a picture and add details. Write 2 complete sentences that tell about the picture.</p>	<p>What is your favorite snack? Write about your favorite snack and why you like it. Try to use descriptive words.</p>
<p>EL Modification: Copy these sentences containing sight words</p> <ol style="list-style-type: none"> 1. I like to play with my dog. 2. She likes to run in the sun. <p>Make 1 sentence of your own.</p>	<p>EL Modification: Use each word in a sentence.</p> <ol style="list-style-type: none"> 1. jam 2. lot 3. tap 4. zip 5. Far 	<p>EL Modification: My picture is of a/an_____. My picture shows_____.</p>	<p>EL Modification: My favorite snack is_____</p> <p>I love it because_____</p> <p>My_____ makes it for m.</p>

Kindergarten Math

<p>Count the doors in your home. Write down that number then write down the number that comes before and after it on a number line.</p> <p>You can also do the same activity but count knobs, chairs, pillow, spoons.</p> <p>Example: 17 doors in my home.</p> <p>16 <u>17</u> 18</p>	<p>Practice adding and subtracting to 5.</p> <p>4+1= 5-2= 3+1= 4-3= 2+3= 3-1= 5+0= 2-2= 1+1= 1-0= 2+2= 5-3= 3+2= 5-4= 0+0= 5-1=</p>	<p>Collect 20 items. Examples: legos, pennies, coins, or spoons. Grab some and count them. Write down the number then write down the number that comes before and after it on a number line. Do this several times making sure you have different amounts.</p>	<p>Snack activity for adding and subtracting to 10. You can use your daily snacks (ex. Goldfish crackers, pretzels, chips, or cereal)</p> <p>Examples: Adding: say “put 4 in one hand and 3 in the other, now put them together and count. How many in all?” Subtracting: say “How many do you have in all? Now, eat 2 of your snacks and tell me how many are left?”</p>
<p>EL Modification: I counted _____ bedroom doors. I counted _____ bathroom doors We have _____ doors.</p>	<p>EL Modification:N/A</p>	<p>EL Modification: Fill in the missing number ___2,3 4___6 8,9___ 5___7 ___,8, 9</p>	<p>EL Modification</p> <p>Adding: I have 3 crackers in one hand and 4 crackers in the other hand. I have ___ crackers in all.</p> <p>Subtracting: I have 10 crackers in all. I eat 2 crackers from my hand. I have ___ crackers left.</p>

Music Standard/Skill: Review of multiple skills

Kindergarten PE				
<p>Yoga: https://www.cosmickids.com/category/watch/?energy=active&changed=energy OR</p> <ul style="list-style-type: none"> - While standing move your head sideways and front and back (3 times) - Roll your shoulders forward and backwards (3 times) - Lift your arms up and reach up as high as you can - Lean your body on one side then the other side - Reach forward and try to touch your toes - Swing your arms up and down then add a jump as you swing them upward - Arms out and rotate them forward and backward - Arms out and twist your body left and right - Rotate your hips - Jogging on your space, then high knees, bottom kicks 	<p>Plank Challenge: Start with forearms on the floor and knees down. Bring knees up, count to 10. If you can't make 10 go as long as you can!! Remember this is a challenge.</p> <p>Now lift right leg straight up, down. Now lift left leg straight up, down. Hold for a 10 count or as long as possible</p> <p>Now lift right arm straight out, down. Now lift left arm straight out, down. Hold for a 10 count or as long as possible.</p> <p>Do this 3 times, remember to keep good form and keep breathing. See if you can increase your count by 2 daily.</p>	<p>While brushing your teeth move your hips in the same motion as your toothbrush.</p> <p>With a family member use a bed sheet like a parachute in PE. Lift up and down to move the air underneath the sheet.</p> <p>Gather rounded objects of varying size. Starting with the largest object try walking around your house keeping the object between your knees.</p>	<p>Do you know about the movie "Toy Story". What toys belonged to Andy, the little boy? Buzz Lightyear the astronaut, Woody the cowboy, Ham the pig, Mr. Potato Head, (and others). The toys could move and talk except when a real person can see them. Because of this, you will be moving around like the toy which is called out, but when someone calls out "Andy's coming!", everyone has to freeze in a shape that looks like the toy might make. But before they can do this, you'll need to practice making the shapes like the toys. Spread out in your personal space, and practice these statues:</p> <p>Make a statue like Buzz might make. How are his arms and legs? Yes, straight. Make a Buzz shape with your body all the way on the floor...partly on the floor...up in the air. How would Woody look? Yes, curvy and loose. How would Woody look all the way on the floor? Partly on the floor? What about Ham? Yes, he would make an angular shape, using all his body parts on the floor. What about Mr. Potato Head? Yes, a wide shape. How would Mr. Potato Head look if he was all the way on the floor? Standing up?</p> <p>Now that everyone has had practice making the shapes, call out a toy. Challenge students to move around like the toy might move; then call out "Andy's coming!". Students should freeze in a shape the toy might make. Challenge them not to move! "He's gone!"-- students can begin to move again! Call out another toy to move; again, periodically call out "Andy's coming".</p> <p>You can also put on music; have students</p>	<p>Superhero PE with Joe: https://youtu.be/nMpSKmcdXBI</p>

<p>- 25 jumping jacks</p> <p>Sequence/Activities: It would be best if the students could do the following activities outside in the backyard on a grassy area. If that is not available, they can be done inside in the living room. If done inside, please be careful not to bump into any furniture in the house.</p> <p>- Start in a push up position on your hands and feet with your back straight. Touch your shoulders with the opposite hands. You can do at least 10 touches. Take a 30 seconds break then repeat at least 3 times.</p> <p>- Start in a push up position and face a partner. Both of you try to tap your partner's hands.</p> <p>- Start in a crab position and try to move a ball (you can make one with your socks if you do not have one) across the room.</p> <p>- Start in a crab position on your hands and your feet with your belly facing up. Face a partner and try to tap their feet with your feet.</p>			<p>move around using any movement. When you call out a toy's name, they must freeze in a shape that toy might make. Make sure they hold the freeze until you call "all clear!".</p>	
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Kindergarten Music

<p>Music With Two Beats:</p> <p>Music with two beats has one strong beat, and one weak beat. The first beat is often the strongest beat. When you count the beats, it feels like this:</p> <p>ONE two ONE two ONE two ONE two</p> <p>Feeling the two beats is easy! Here is a fun activity to help you feel the beats.</p> <p>1. Play some music you like to dance to. You may use this music if you prefer:</p> <p>https://www.youtube.com/watch?v=BceFGDcRTs8</p>	<p>2. Find the steady beat, and clap your hands to the beat. Can you feel the strong beats?</p> <p>ONE two ONE two ONE two ONE two</p>	<p>3 – When you are comfortable with clapping to the steady beat, try these cool variations:</p> <p>HANDS knees HANDS knees HANDS knees HANDS knees</p> <p>HANDS tummy HANDS tummy HANDS tummy HANDS tummy</p> <p>HANDS ears HANDS ears HANDS ears HANDS ears</p>	<p>4 – Now let’s move our feet! You can use a different song. Feel free to use this one if you prefer:</p> <p>https://www.youtube.com/watch?v=Rp41M49Vj9Y</p> <p>Stand up, and march to the two beats. Feel the beat in your feet!</p>	<p>5 – As you march, try to say the numbers to the beat.</p> <p>ONE two ONE two ONE two</p> <p>ONE two</p>
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