

Kindergarten Digital Learning: Week 4

April 13 - April 17, 2020

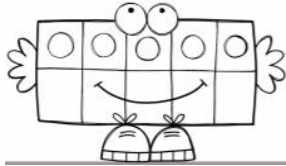
Students will be held accountable for the daily completion of one activity from each academic subject. Place a ✓ on the line next to each task once your child has completed the activity. If you choose, feel free to complete all the activities for each day! Please keep this paper and any other work associated with it as it will be turned into your child's teacher when school resumes if you cannot submit activities on Seesaw. **Please note that the completion of the Friday tasks will be taken for grades and should be submitted to your teacher by 7PM on Sunday night.**

Please make sure your student is completing both iRead (HMH Central) and iReady math at least twice a week for 20 minutes each.

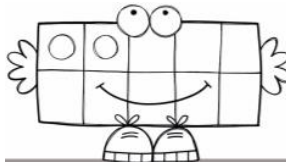
Please check the Kindergarten website (www.moekindergarten.weebly.com) regularly as we are updating the resources.

	MONDAY April 13th	TUESDAY April 14th	WEDNESDAY April 15th	THURSDAY April 16th	FRIDAY April 17th
Math: This week we are working on making 10.	____ Task 1: iReady math- 20 minutes ____ Task 2: Watch the following lesson to review how to make 10. https://safeyoutube.net/w/rJT2	____ Task 1: iReady math- 20 minutes ____ Task 2: In Seesaw, complete the "Butterfly Ten Frame" activity assigned to you.	____ Task 1: iReady math- 20 minutes ____ Task 2: Watch Ms. Walker's math lesson on making 10 using the link below: https://youtu.be/jEdosKO68qI	____ Task 1: iReady math- 20 minutes ____ Task 2: Draw dots on the ladybugs to help you fill in the equation in three different ways.	____ Graded Task: In iReady math, complete the assigned lesson and quiz. The title of the lesson is Numbers Partners for 10. *Please let your student complete this independently

Count how many circles are in the ten frame. Add more circles to make 10 and fill in the equation.



$$\square + \square = 10$$



$$\square + \square = 10$$

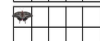
If you cannot access Seesaw, you can complete the activity on a piece of blank paper or print it from the end of this document.



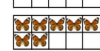
$6 + \square = 10$



$3 + \square = 10$



$1 + \square = 10$



$7 + \square = 10$

Once you have watched the video, try to solve the following word problems using one of the strategies she demonstrated.

There are 10 bananas in a bunch. Ms. Morris ate 3 bananas. Ms. Cook ate some too. How many bananas did Ms. Cook eat?

Mr. Francis has some cookies on a plate. Ms. Weiland gives him 6 more cookies and now there are 10 total cookies on his plate. How many cookies did Mr. Francis have to start with?



$10 = \square + \square$



$10 = \square + \square$



$10 = \square + \square$

Reading:
This week we are reading and focusing on non-fiction books (books that are true and teach the readers facts on a topic).

Task 1:
Watch the "Avid Nonfiction Reading" activity with Ms. Kistler assigned to you Seesaw being an avid reader of nonfiction books!



Task 2:
iRead: 20 minutes

Task 1:
Read the following prompt to your child:
"Today I want to teach you that reading nonfiction isn't all that different from reading fiction. Nonfiction readers use all the same strategies as fiction readers do when they are getting ready to read."

Review the Super Reader Chart (on kindergarten website) and tell your parents about the super powers.

Read a non-fiction book at home using all of your super powers! Tell someone at home which power you used.

Task 2:
iRead: 20 minutes

Task 1:
Read the following prompt to your child:
"Today I want to teach you that readers use the whole page and their whole brain to learn as much as possible about their books. They look closely at the entire page, and point and talk about everything they see- and most of all, readers ask questions. Readers especially think and wonder about key details: Who? What? When? Where? How? Why?"

Read a non-fiction book at home. As you are reading, turn and tell someone at home some questions you have about the book.

Task 2:
iRead: 20 minutes

Task 1:
Read the following prompt to your child:
"Today, I want to teach you that when readers want to learn from their books, they run their fingers across each page, trying to notice more and more, in both pictures and the words. As they do this, they say what they notice and then ask questions about those details. They might ask, "I wonder why... Or Where does...? Or What is this...?"

Read a non-fiction book at home. Come up with a question you have from the book.

I wonder why...

Task 2:
iRead: 20 minutes

Graded Task:
Watch Mr. Francis read the non-fiction book "Seeds".
<https://youtu.be/dIW3SwDU5hM>

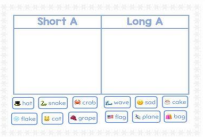
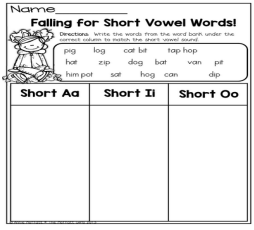

Write three new things you learned from the book.

1. _____

2. _____


3. _____

<p>Writing: This week we are working on "all about" writings.</p>	<p>Task 1: Read the following prompt to your child "We are starting a new unit this week: writing "all about" books! Today I want to teach you that to get started writing a teaching book, a writer often becomes a teacher and teaches people all about a topic. When doing that teaching, many writers find it helps to use a teaching voice and to use fingers to organize information. The way the writer teaches one thing, and then another, and then another about the topic."</p> <p>Think about a topic at home. Teach someone at home about your topic. Don't forget, use teaching voice and fingers (to plan your pages) to organize information. Begin writing an "all about" book. Look at the writing chart on the Kindergarten website</p>	<p>Task 1: Read the following prompt to your child "Today I want to teach you how to put your thoughts down on paper in an organized way. Each time you tap your finger for another subtopic."</p> <p>Continue writing your "all about" book from yesterday. Tell someone at home about each subtopic on every page.</p>	<p>Task 1: Read the following prompt to your child "Today I want to remind you that before you write a teaching book, you plan how your book will go. You plan your teaching books by saying your information across your fingers and then quickly sketching something you'll write on each of the pages."</p> <p>Begin a new all about book. Tell someone at home what each page is going to be about. Hold up one finger for each subtopic. Quickly sketch a drawing on each page before writing.</p>	<p>Task 1: Read the following prompt to your child "Today I want to remind you that when writing teaching books, you can touch, tell, sketch, and then write. Just as you did when writing small moment stories."</p> <p>Practice telling someone about a topic you want to teach them about.</p> <p>Continue working in your writing from yesterday.</p>	<p>Graded Task: On Seesaw, record and submit yourself reading your "all about" writing from this week.</p> <p>*Take a picture of the writing, then click on the microphone to record yourself so I can read along with you.</p>
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<p>Phonics: This week we are focusing on long and short vowel sounds.</p>	<p>Task 1: Review the long and short A sounds, like in acorn and apple.</p> <p>Complete the "Long and Short A Vowel Sort" activity assigned to you in Seesaw. If you can't access it, write the words on a piece of paper or print it from the end of the plans.</p> 	<p>Task 1: Review the long and short E sounds like in eagle and elephant.</p> <p>Watch this video on long and short vowel sounds. https://www.youtube.com/watch?v=0Au0bEOWxBc</p>	<p>Task 1: Review the long and short i sounds, like in ice and pig.</p> <p>Go on a hunt for objects in your house that have the short or long i vowel sound.</p>	<p>Task 1: Review the long and short o sounds, like in hope and hop.</p> <p>Review the long and short u sounds, like umbrella and unicorn.</p> <p>Go on a hunt for objects in your house that have the short or long o or u vowel sound.</p>	<p>Graded Task: Complete the "Short Vowel Sort" activity assigned to you on Seesaw. If you can't access it, write the word on a piece of paper or print the activity from the end of the lessons and e-mail to your teacher.</p> 
<p>Science: This week we are focusing on different animal habitats.</p>	<p>Task 1: Watch the Brain Pop Jr. video on Ocean Habitats. Take the easy online quiz when finished watching the video. https://jr.brainpop.com/science/habitats/oceanhabitats/</p>	<p>Task 1: Watch the Brain Pop Jr. video on Arctic Habitats. Take the easy quiz at the end of the video. https://jr.brainpop.com/science/habitats/arctichabitats/</p>	<p>Task 1: Watch the Brain Pop Jr. video on Desert Habitats. Take the easy quiz at the end on the video. https://jr.brainpop.com/science/habitats/desert/</p>	<p>Task 1: Watch the Brain Pop Jr. video on Forest Habitats. Take the easy quiz at the end of the video. https://jr.brainpop.com/science/habitats/forests/</p>	<p>Graded Task: Complete the "Whose Habitat is Whose?" activity assigned to you on Seesaw. If you can't access seesaw, please complete the sort at the end of the lessons.</p> 


Short A	Long A

 hat

 snake

 crab

 wave

 sad

 cake

 flake

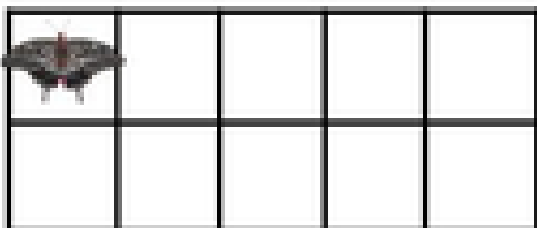
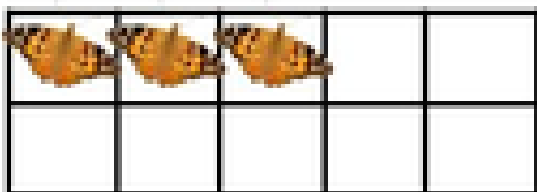
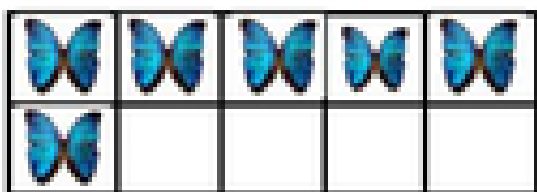
 cat

 grape

 flag

 plane

 bag



$$6 + \square = 10$$

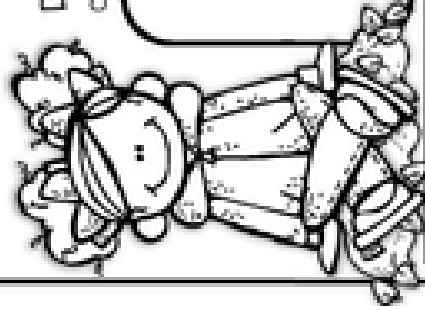
$$3 + \square = 10$$

$$1 + \square = 10$$

$$7 + \square = 10$$

Name _____

Falling for Short Vowel Words!



Directions: Write the words from the word bank under the correct column to match the short vowel sound.

pig log cat bit tap hop
hat zip dog bat van pit
him pot sat hog can dip

Short Aa	Short Ii	Short Oo

Animal Habitats

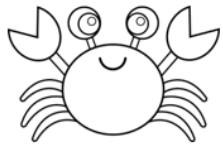
Cut out the animals on the next page and glue them under the correct habitat.

ocean

Rectangular Snip

forest

Arctic



crab



Raccoon



polar bear



Deer



squirrel



Seal



Moose



Bear



Octopus