



No School

Time

Monday

Tuesday

Wednesday

Thursday

Friday

8:00

Learning Warm-Up
Itsy Bitsy Spider Poem
 -Read the poem
Sound cards Cut apart the cards with the letters and the pictures to make flashcards.
 -Say each letter, the picture on the card, and the sound the letter makes.
Sight Words
 -Cut apart the sight words
 -Practice the sight word flashcards 3 times
 -Daily Sight Word activity journal

Learning Warm-Up
Itsy Bitsy Spider Poem
 - Complete the *Looking At Words* section
Sound cards
 -Say each letter, the picture on the card, and the sound the letter makes.
Sight words
 -Practice flashcards at least 3 times.
 -Daily Sight Word activity journal

Learning Warm-Up
Itsy Bitsy Spider Poem
 - Complete the *Playing With Sounds* section.
Sound cards
 -Say each letter, the picture on the card, and the sound the letter makes.
Sight words
 - Practice flashcards at least 3 times.
 -Daily Sight Word activity journal

Learning Warm-Up
Itsy Bitsy Spider Poem
 Complete the *Beginning to Read* Section
Sound cards
 -Say each letter, the picture on the card, and the sound the letter makes.
Sight word
 -Practice flashcards at least 3 times.
 -Daily Sight Word activity journal

8:30

Reading
 -Read "A Park" and "Setting the Table"
 -Sight Word Practice: Cut and glue for the words CAN & SEE.
 -Listen to someone read you a book. You can listen to books on the website: <https://lnkd.in/d/dQXvt7p>
 -Retell the story to a friend or family member
Comprehension
 -Use the comprehension choice board to select 1 question to answer.
 -Cross off that question after you answer it.

Reading
 -Read "I Can See"
 -Circle the sight words using these colors: I = red; can = yellow; see = green; the = blue; a = purple
 -Listen to someone read you a book. You can listen to books on the website: <https://lnkd.in/d/QXvt7p>
 -Retell the story to a friend or family member
Comprehension
 -Use the comprehension choice board to select 1 question to answer.
 -Cross off that question after you answer it.

Reading
 -Read both "I Can See" out loud 3 times. Read in a loud voice, in a soft voice, and in a silly voice.
 -Listen to someone read you a book. You can listen to books on the website <https://lnkd.in/dQXvt7p>
 -Retell the story to a friend or family member
Comprehension
 -Use the comprehension choice board to select 1 question to answer.
 -Cross off that question after you answer it.

Reading
 -Read both "A Park, "Setting the Table," and "I Can See" to someone else.
 -Listen to someone read you a book. You can listen to books on the website: <https://lnkd.in/dQXvt7p>
 -Retell the story to a friend or family member
Comprehension
 -Use the comprehension choice board to select 1 question to answer.
 -Cross off that question after you answer it.



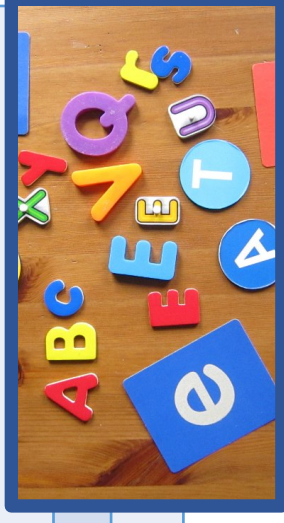
Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:30		Language/ Writing -Daily Writing Prompt using the April Calendar (write in your Draw/Write Journal) -Daily Language Practice Journal -Printing Letters Journal	Language/ Writing -Daily Writing Prompt using the April Calendar (write in your Draw/Write Journal) -Write the sight words in the word shape boxes Daily Language Practice Journal -Printing Letters Journal	Language/ Writing -Daily Writing Prompt using the April Calendar (write in your Draw/Write Journal) -Daily Write 5 sentences that start with "I CAN SEE THE". Draw a picture to match each sentence. Language Practice Journal -Printing Letters Journal	Language/ Writing -Daily Writing Prompt using the April Calendar (write in your Draw/Write Journal) -Daily Write 5 sentences that start with "I CAN SEE THE". Draw a picture to match each sentence. Language Practice Journal -Printing Letters Journal
10:00	No School				
11:00		Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option
12:00		LUNCH Phonics Complete the phonics activity page (cut and glue) for the letters Cc/Dd. Interactive Phonics Notebook	LUNCH Phonics Complete the -AN word family book. Interactive Phonics Notebook	LUNCH Phonics Read "Dan Ran" -Underline all of the words that end in -AN -Circle all of the words that end in -AT Interactive Phonics Notebook	LUNCH Phonics Phonics Paper: Draw a line to connect the word to the picture Phonics Paper: -Say the name of each picture -Write the sounds you hear on the line Interactive Phonics Notebook

Time	Monday	Tuesday	Wednesday	Thursday	Friday
12:30	No School	<p>Math</p> <p>-Count out loud to 100. -Solve the addition problems using activity sheet</p> <p>Daily Math Journal</p>	<p>Math</p> <p>-Count out loud to 100. -Complete the graphing paper: Piggy Shapes</p> <p>Daily Math Journal</p>	<p>Math</p> <p>-Count out loud to 100. -Solve the addition problems using activity sheet</p> <p>Daily Math Journal</p>	<p>Math</p> <p>-Count out loud to 100. -Complete the number sequencing paper</p> <p>Daily Math Journal</p>
1:00		<p>Social Studies</p> <p>Work on 'Earning, Spending and Saving' packet and complete one activity to go with the story.</p>	<p>Social Studies</p> <p>Work on 'Earning, Spending and Saving' packet and complete one activity to go with the story.</p>	<p>Social Studies</p> <p>Work on 'Earning, Spending and Saving' packet and complete one activity to go with the story.</p>	<p>Social Studies</p> <p>Work on 'Earning, Spending and Saving' packet and complete one activity to go with the story.</p>
1:30		<p>Art</p> <p>Draw My Home (see art and music packet)</p>	<p>Art</p> <p>ABC Scrap Paper Craft (see art and music packet)</p>	<p>Music</p> <p>Homemade Strummies (see art and music packet)</p>	<p>Art</p> <p>My Photo Journal (see art and music packet)</p>
2:00		<p>Science</p> <p>Science Journal Activity/Page</p>	<p>Science</p> <p>Science Journal Activity/Page</p>	<p>Science</p> <p>Science Journal Activity/Page</p>	<p>Science</p> <p>Science Journal Activity/Page</p>
2:30		<p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p>	<p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p>	<p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p>	<p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p>



Family and Student Supports:

Please review family letters for these content area assignments: <ul style="list-style-type: none">• Literacy• Math• Science• Social Studies• Art• Music	Student Learning Kits (to be distributed during the week of April 14, 2020)
	<p><u>Supplies:</u> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</p> <p><u>Math:</u> Math Journal</p> <p><u>Literacy:</u> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Journal</p> <p><u>Science:</u> Daily Science Activity Journal</p> <p><u>Art:</u> watercolor paint, paper</p> <p>Picture Book</p>



Additional Student Supports:

Individual Supports	Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the <i>Individual Supports</i> packet of information for additional access to individual student supports as needed.
English Language Learners	Please reference the <i>Academic Enrichment Packet for English Language Learners</i> to access additional student supports as needed.



Please reach out to your child’s school if you have any questions or need assistance with login information.

Online Learning and Additional Resources:

Websites and Applications to Supplement Learning Online for Preschool

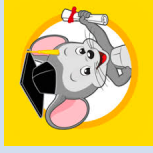
ABC Mouse (all subjects PK and K)

<https://www.abcmouse.com/redeem>

Step One: Click Link 'Redeem Code'

and enter code: SCH00L6225

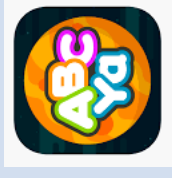
Step Two: Follow prompts to access ABC Mouse



ABCYA

Fun, interactive learning games and activities for preschool

<https://www.abcyva.com/>



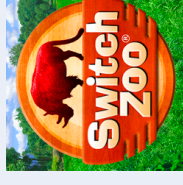
Scholastic Learn at Home

Access to books and read alouds along with literacy lessons to use at home.

<http://www.scholastic.com/learnathome>

Username: Learning20

Password: Clifford



Switchzoo

Interactive animal games for kids

<https://www.switchzoo.com/>

National Geographic Kids

Online, interactive learning resources for kids

<https://kids.nationalgeographic.com/>

Storynory Kids Learning Games

<https://www.storynory.com/>

Epic

Free, read aloud picture books

<https://www.getepic.com/>



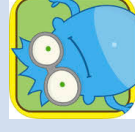
Virtual Piano Online

<https://www.onlinepianist.com/virtual-piano>

Play to Learn Preschool

Fun lessons, songs and activities

<https://www.facebook.com/PlayToLearnPS/>



Funbrain Jr.

Online learning games for preschool

<http://www.funbrainjr.com/>

Sesame Street

Interactive Learning Activities

<https://www.sesamestreet.org/?gclid=CiwKCAiwsMzzBRACEiwAx4lL>

[GxNX3QRuRQ9Ti0C Dm3ean6DpxODjCKeo2YKQoIfnwNXLgpgAvvW6](https://www.sesamestreet.org/?gclid=CiwKCAiwsMzzBRACEiwAx4lL)

[xoCNFUQAVD_BWE](https://www.sesamestreet.org/?gclid=CiwKCAiwsMzzBRACEiwAx4lL)

PBSKids

Online learning resources, activities and games for preschool

<https://pbskids.org/>



Happy Numbers

<https://help.happynumbers.com/en/collections/41588-for-parents>

Parents/teachers can create online accounts for free. Happy Numbers

is a great online tool for students to use for math learning. Teachers and/or parents can set up accounts.

Movement & Mindfulness Break Options:

Outside Play Activities	Playground Visit
Go Noodle https://family.gonoodle.com/	Go for a Run or Walk (with an adult)
The OT Toolbox https://www.theottoolbox.com/best-brain-breaks-videos-on-youtube/	Fluency and Fitness (free for 3 wks) https://fluencyandfitness.com/
Mind Yeti https://www.mindyeti.com	Positive Psychology https://positivepsychology.com/mindfulness-for-children-kids-activities/
Calm (app available also) https://www.calm.com/schools	Teach, Train, Love http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/

Social Emotional Development Resources:

Social and Emotional Foundations for Early Learning:
<http://csefel.vanderbilt.edu/resources/family.html>

A Parent Guide to Supporting Your Child's Social and Emotional Development at Home:
https://static.virtuallabschool.org/atmt/social/FC.Social.3.PreschoolDev_A1.NYCParentGuideSoc-Emotional.pdf



Daily Assignments Checklist

Name: _____ Week: _____

Dear Parents/Guardians,

In the work packet, you will find assignments for the below subjects. Most often there will be more than one assignment for a subject area. After your child completes the assignment(s) in each area, he/she should place a check in the box. This checklist will help your child monitor his/her completion of tasks, as well as promote responsibility. --Thank you!

Assignments	Mon.	Tues.	Wed.	Thurs.	Fri.
Learning Warm-Up					
Reading					
Language/ Writing					
Phonics					
Math					
Social Studies					
Art or Music					
Science					

Earning, Spending, and Saving



Imagine that there is a book that you want. You need to buy it to have it. And you need money to buy it.

People can earn money. That means they can get money for doing work. Lots of people have jobs so they can earn money.

People can spend money that they have. That means they can use it to buy something. If you earn money, you might be able to buy the book!

People can also save money. That way, they have money for later. If you save your money, one day you could get more books!

job

job

Definition

noun

1. work a person does every day or every week and gets paid for.

Does your job require you to wear a uniform?

2. a particular piece of work.

Cleaning the windows was a big job.

3. a duty or responsibility.

It's his job to mow the lawn.

4. (informal) a difficult task.

It was quite a job to convince him to go.

5. (informal) an operation using plastic surgery, done for the purpose of enhancing appearance.

She's in the hospital getting a nose job.

6. the performance of a particular task in terms of its quality.

Your daughter did a great job on her science project!

intransitive verb

1. to work at irregular jobs or by the piece.
2. to buy goods in large quantities and resell them to retail establishments.

transitive verb

1. to buy (goods) in large quantities from wholesale merchants and sell to retailers.
2. to assign (jobs) to various different contractors (often fol. by out).

These are some examples of how the word or forms of the word are used:

1. "I see you learned a lot about the memorial," said his father. "Great**job!**"
2. At the end of the day, his teacher said, "You did a good**job**, Jon!"
3. People have different **jobs**. There are teachers and firefighters. Some people are police officers. Some people are doctors.
4. Flowers look pretty, but they have a **job** too! They make sure new plants will grow. Seeds grow inside flowers. The seeds will fall to the ground.

money

mon · ey

Definition

noun

1. the coins or paper bills of a country that are used to buy things or pay for services.

How much money do we have in the bank?

2. any article that is used to represent comparative values and is exchangeable for goods and services; medium of trade.
3. wealth.
4. an unspecified amount of currency.

Spanish cognate

moneda: The Spanish word *moneda* means money.

These are some examples of how the word or forms of the word are used:

1. People don't spend all their **money** at the same time. They keep some for another time. That is called saving.
2. This month, the U.S. Mint (the place where **money** is made) began making one-dollar coins that show the faces of our presidents in the order they served in office.
3. "What do you do with the **money** they pay you?"
"I use it to buy supplies for my farm," he answered. "I also use it to pay the people who work for me."

spend

spend

Definition

verb

1. to use money to buy things.

He spent all his money.

I will spend my money on a new book.

2. to use time doing a particular activity.

He spends a lot of time watching TV.

3. to use up completely.

After the long rehearsal, her energy was spent.

intransitive verb

1. to disburse money.

These are some examples of how the word or forms of the word are used:

1. Jaguars are wild cats. They **spend** most of their time in small trees and on the forest floor.
2. Then the panda **spends** less time with its mother. It likes to be on its own. It will climb trees. It will sit in their branches.
3. An amphibian is an animal that **spends** part of its life in water and part on land. Most have smooth, wet skin. Frogs, toads, newts, and salamanders are amphibians.

Name: _____ Date: _____

1. How can you get the things that you want?



eat them



buy them

2. What do you need to buy things?



money



friends

3. What do people have to earn money?



a job



a family

4. What do we call it when we use money to buy something?



saving



spending

5. What does it mean to earn money?

Earning money means getting money for doing _____.

6. What did you learn from "Earning, Spending, and Saving"?

7. Draw a picture of someone saving money.



Draw a picture of your home!

A large rectangular area defined by a dotted blue line, intended for drawing a picture of a home.

What are a few words that describe your home?

Write a sentence about your favorite part of your house:

Kindergarten Week 1 Day 3 Art

Scrap paper, magazines and catalogs all crowd my recycle bin. So today I put them all to work for me and made this recycled alphabet craft using only one piece of paper that hadn't been rescued from the bin. It's fun, bright and makes a great long term cooperative art project for young kids. Pull it out when it's rainy and search for a few letters in a magazine, glue them on and add some more another day. I like projects like these because they teach young kids how be committed to something over more than 20 minutes. Also in classrooms these long term cooperative projects always seemed to be the greatest sources of pride for my students.

1. Gather your materials. You will need one large piece of paper, some construction paper scraps, glue, a pen, some magazines/catalogs and scissors.



2. Start by cutting your construction paper into squares (or any other shape)- this just makes a fun frame, you can skip this and simply glue the letters onto the



paper too.

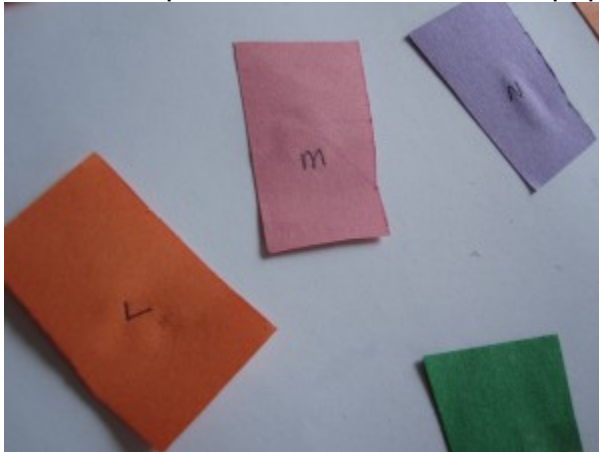
3. Glue them on. This is a fun way to get your child counting to 26, as well as figuring out how to fit all on one page. If your child is really young I would probably do this

before bringing them into the activity, just so their energy is on the letters, not the



set up.

4. Write the alphabet on the construction paper squares.



5. Cut some letters out of the magazines for your child if they need help. I did this for every age group I worked with up until school age. They are still challenged looking for the individual letters but not frustrated by looking for them in magazines that may or may not have what they need. * Tip ... auto magazines are great for these activities, because of the abundance of car makes with Z, Q and X letters



that are usually a pain to find.

6. Start adding the letters on. Go for as long as your child wants. This does not need



be be done in one sitting!

7. To make it more challenging for older kids have them find only upper or only



lowercase letters.

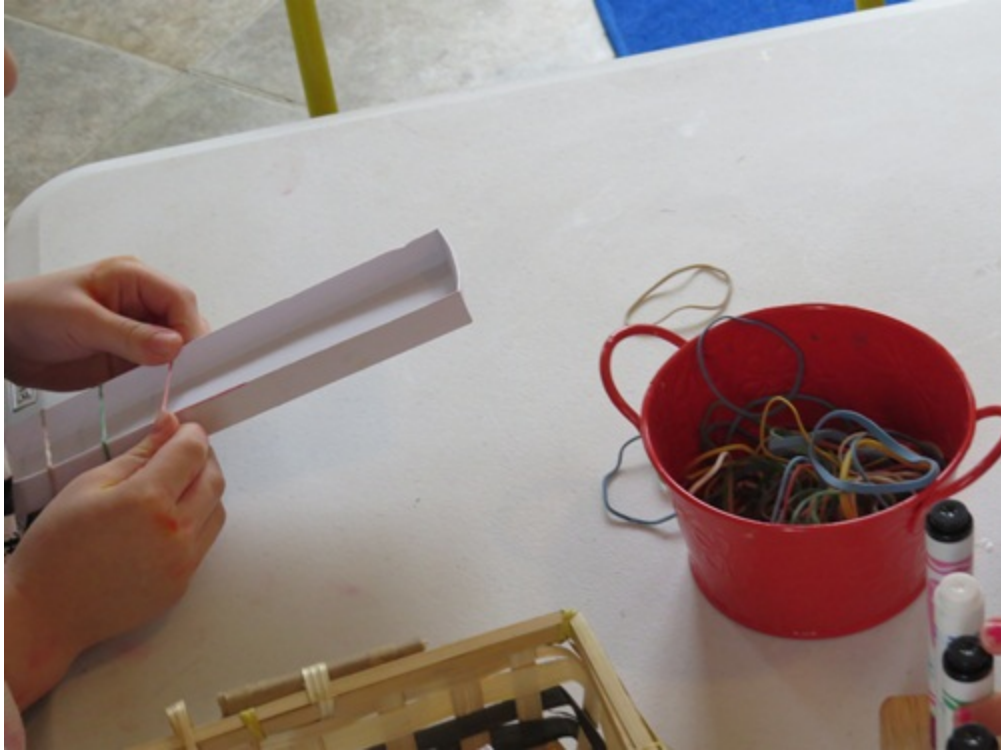
K week 2 Day 4 Homemade strummies

What you will need:

- Any size box (small is best for smaller hands!)
- A variety of rubber bands
- Markers/crayons to decorate



The children added rubber bands around the boxes to create the strings for the strummies. The children discovered that the smaller the rubber bands, the better the sound so they sorted through all sizes of rubber bands to find the smallest ones available





Exploring Sound and Vibration

To play a strummy, you simply pluck or strum your finger across the strings. Before heading off to make our strummies, the children explored a set of strummies I had already made and we talked together about the different sounds the strummy makes when you strum versus pluck the strings of the strummies...

My Photo Journal! K Weeks 1 & 2 Day 5

Pictures can tell a story! What is YOUR story?

What do I need? Any camera! (ask a caregiver for help!)

What do I do? Take as many pictures of things you find interesting, beautiful, gross, inspiring or just plain picture worthy as you can each week. Ask a caregiver to help you with the weekly theme! Make sure you save your work to share with friends and family!

Week 1: Changes

Perhaps you were going to visit family or take a vacation, or you are used to going to the park or a friend's house. Everything is different. Take pictures with a camera that show how your world has changed and explain why with an artist's statement.**

Week 2: Patience

When things change, sometimes we just want everything to be the way it used to be. To get through it we need patience. Take pictures that represent the idea of patience and explain why these images show patience for you.

Week 3: Staying home

Sometimes our home, or bedroom, or school, or any space we see every day can feel unexciting. Use your camera to zoom in on common objects and discover something new in the common and ordinary. Record your thoughts in an artist's statement.

**What is an artist's statement? Write or say few words telling the world why this picture matters to you.

Add the numbers to help Buzz collect nectar on his way Home to the hive.



Delicious Dandelions!

1 + 1 =

3 + 0 =

1 + 2 =

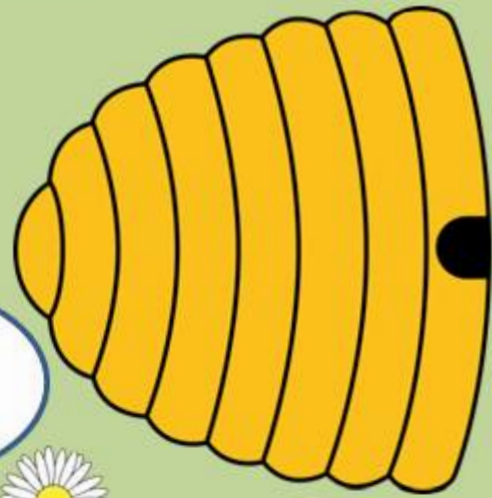
2 + 1 =

1 + 4 =

1 + 3 =

0 + 0 =

Look! Wild Violets!



4 + 1 =

2 + 3 =

3 + 1 =

2 + 0 =

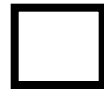
5 + 0 =

Hooray for Daisies!



Name: _____

Color:



blue



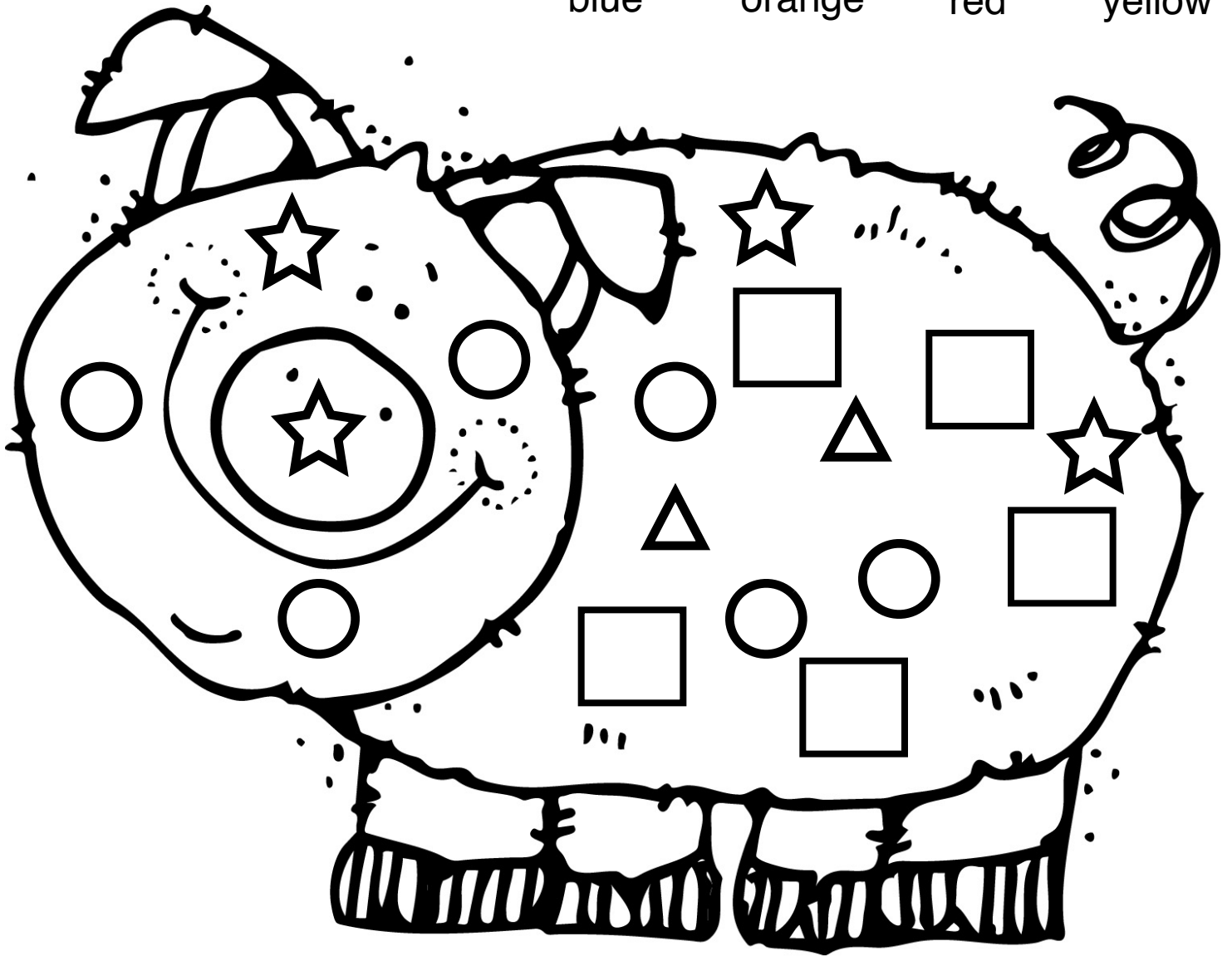
orange



red



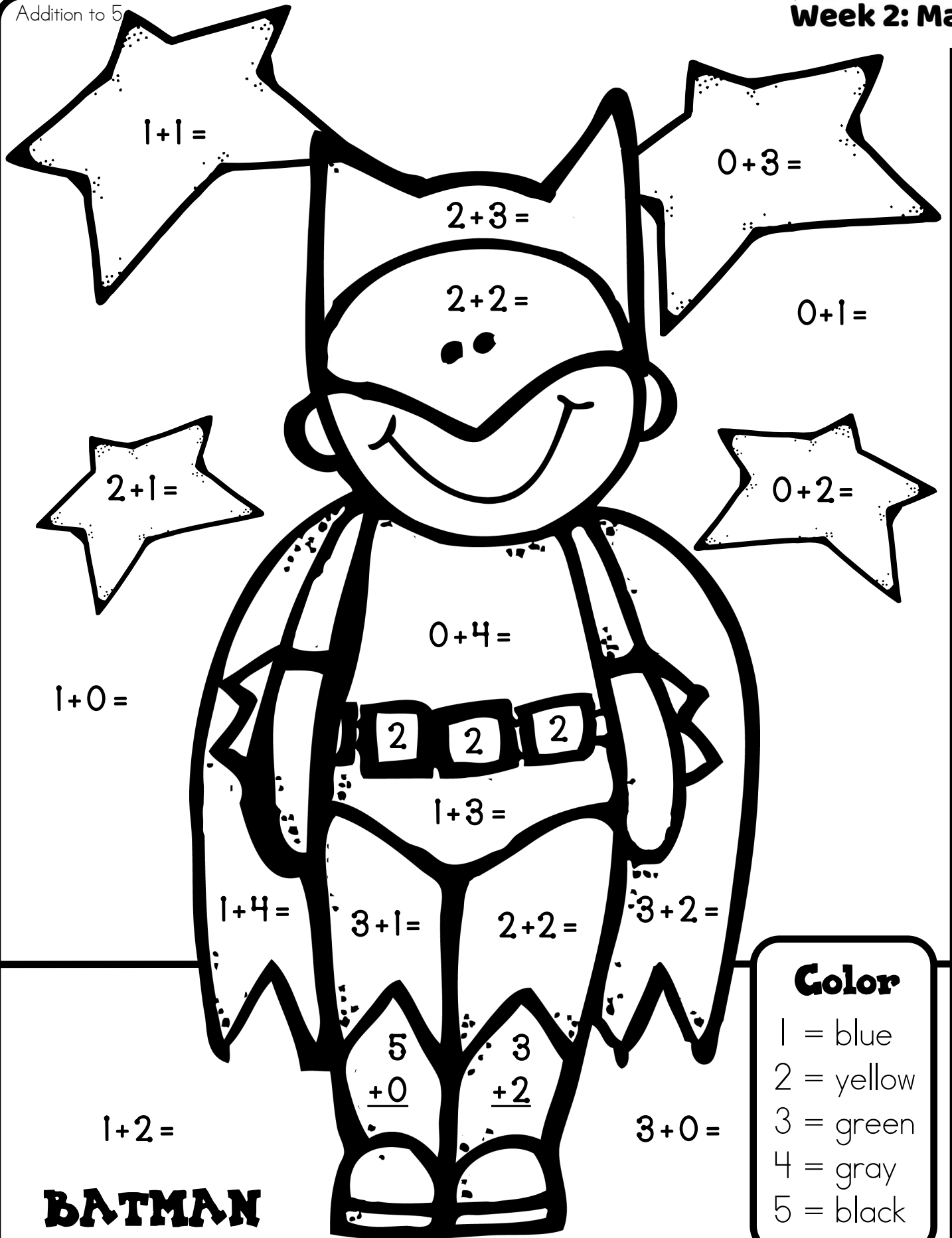
yellow



Count the shapes.

Color the graph.

Addition to 5



Color

- 1 = blue
- 2 = yellow
- 3 = green
- 4 = gray
- 5 = black

BATMAN

2012

1	2		4	5	6			9	
11			14		16	17	18		20
	22	23	24	25		27		29	30
31	32			35	36		38		
	42	43	44	45			48		50

	2	3		5		7		9	
11	12		14	15	16			19	
21	22	23			26	27			30
31			34				38		40
		43	44	45		47	48		50

Itsy Bitsy Spider

**The itsy bitsy spider
 Climbed up the water spout.
 Down came the rain
 And washed the spider out.
 Out came the sun
 And dried up all the rain.
 And the itsy bitsy spider
 Climbed up the spout again.**



Itsy Bitsy Spider

★ 2 ★

★ Looking at Words and Letters

- 1. Ask your child to find the shortest line in the poem and then count the words in that line.
- 2. Ask your child to find and underline each "s" in the poem.
- 3. Ask, *What is this poem about?*

★ Playing With Sounds

- 1. Say, *Let's change the word rain. What if we added "t" to the beginning? What word would that be? (train) What if the word started with "p"? (pain) What if it started with "spr"? (sprain)*
- 2. Say, *I will stretch out some words. You tell me what they are:*
rrr...aaay...nnn (rain)
c...aaay...mmm (came)
- 3. Say, *Now you try it. Stretch these words out: sun, spider.*

★ Beginning to Read

- 1. Ask your child to name some words that rhyme with *sun*. Write them as your child says them. To start off, offer some beginning sounds: "b," "f."
- 2. Say, *Do these words end with the same sound?*
itsy, bitsy down, came and, rain spout, out
- 3. Ask your child to draw a picture of the poem, then tell you what it is about.
- 4. Write *spout* on a sheet of paper. Point out the letters *-out*. Brainstorm, write, and read other words that rhyme and explain that all these words belong to the *-out* word family.
- 5. Together, choose two or three words from the poem. Add them to your word wall and practice these words daily. Or add them to your child's word bank (a collection of words on cards, one word per card).

a

me

come

to

with

you

what

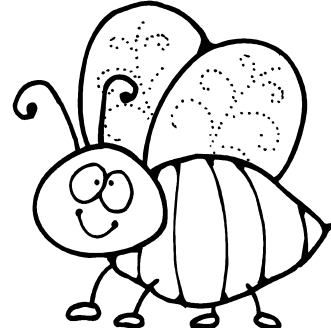
are

now

is

Name _____

see

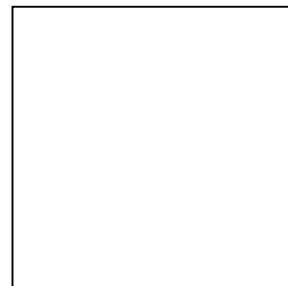
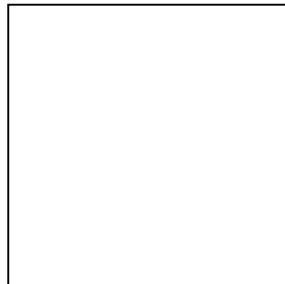
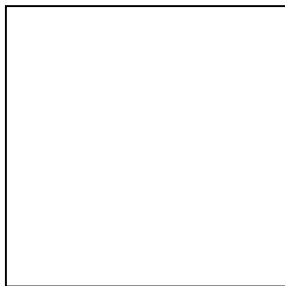


I see a yellow bee.

see

see

see



e

s

e

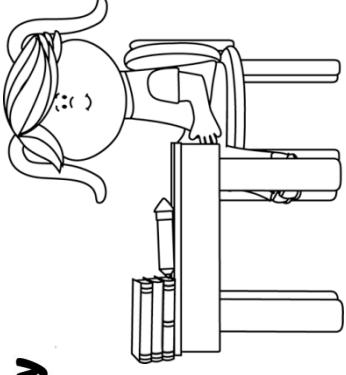
Name: _____



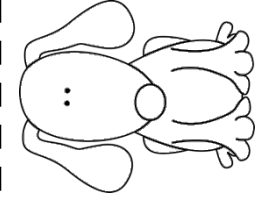
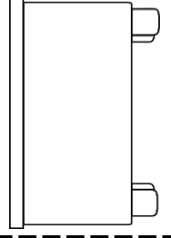
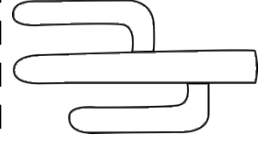
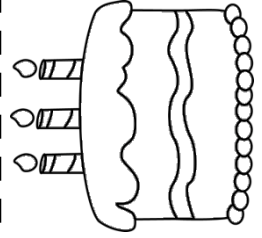
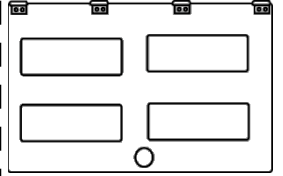
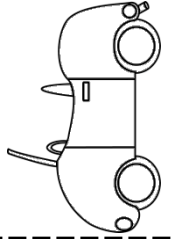
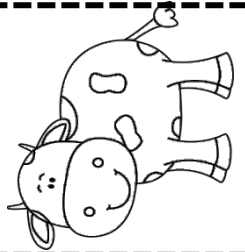
Cut.



Glue to match the beginning sound.

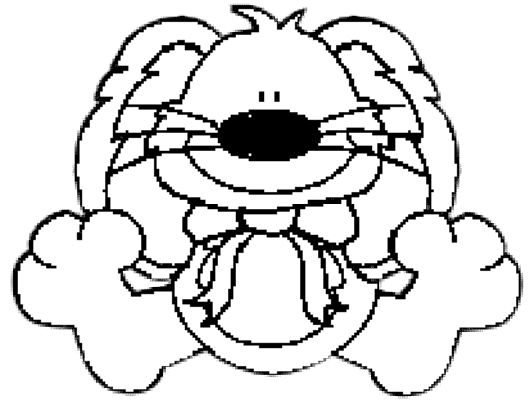


Dd				
Cc				



Name _____

can

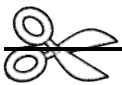
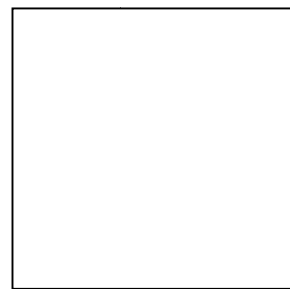
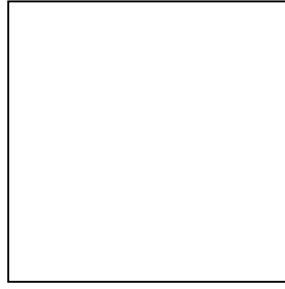
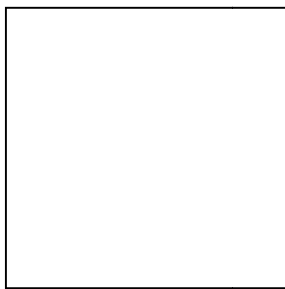


My bunny can hop.

can

can

can



n

a

c

I Can See

A Reading A-Z High-Frequency Word Book
Set A, Book 4

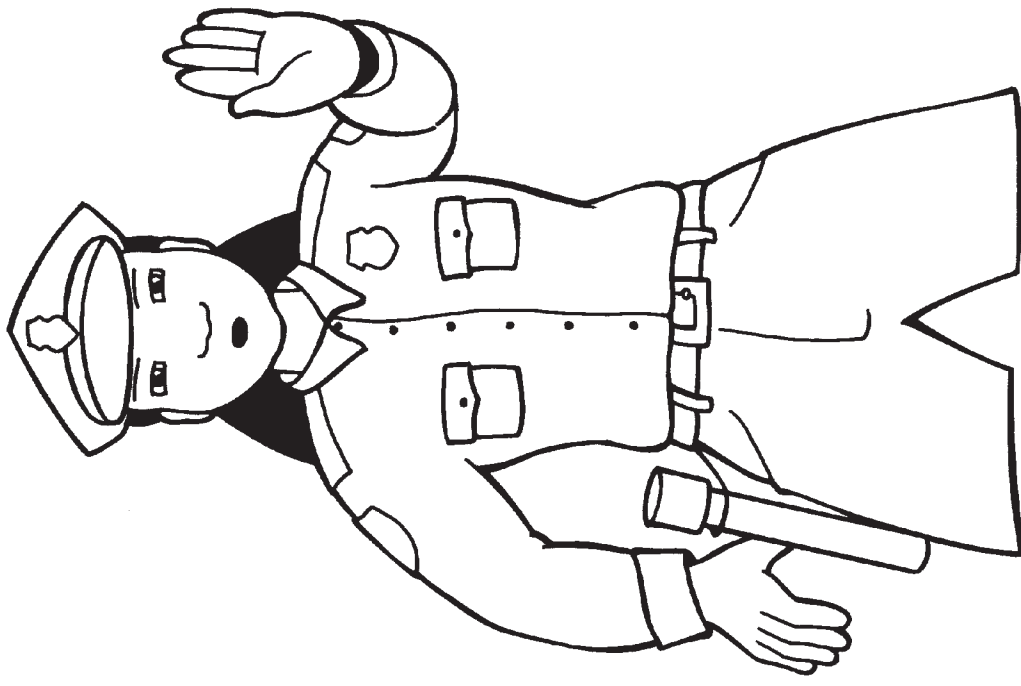


Reading a-z

Visit www.readinga-z.com
for thousands of books and materials.

HIGH-FREQUENCY WORDS

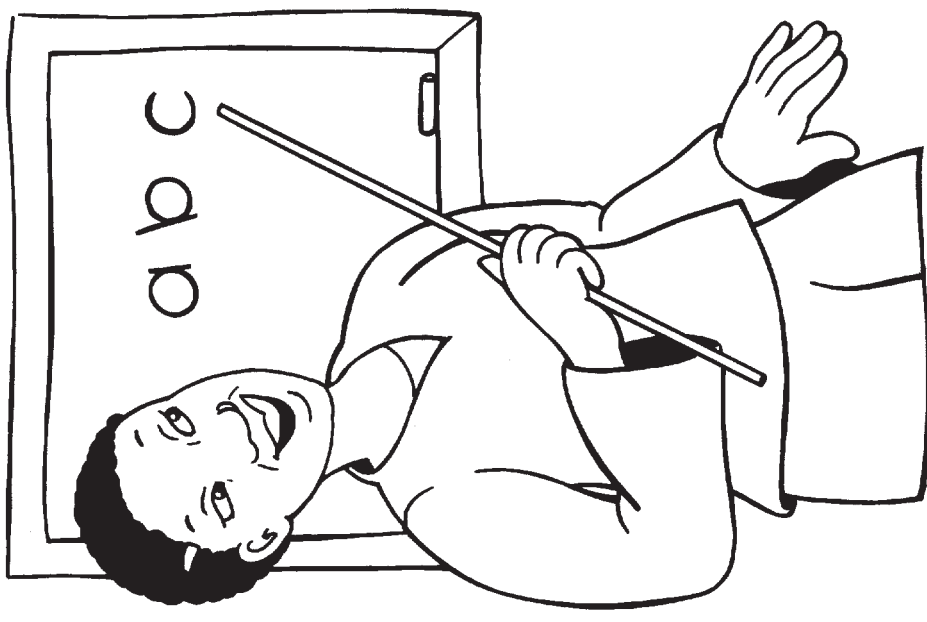
I Can See



Written by Bill Dinardo • Illustrated by Maria Voris

www.readinga-z.com

I Can See



Written by Bill Dinardo
Illustrated by Maria Voris

www.readinga-z.com

ELEMENTS USED IN THIS BOOK

New high-frequency words I, can, see

Reviewed high-frequency words a, the

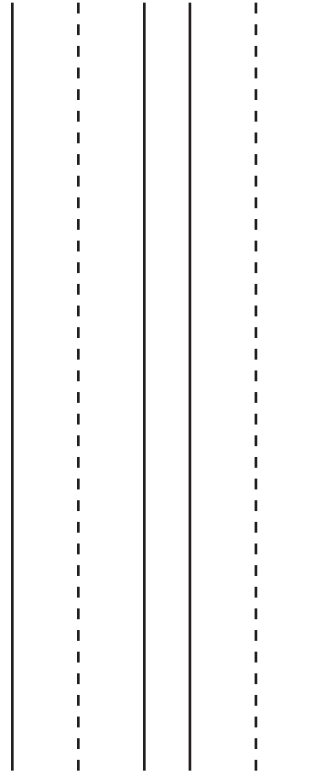
Story words teacher, doctor,
nurse, firefighter,
police officer,
carpenter,
plumber, pilot



I Can See
High-Frequency Word Book, Set A, Book 4
© Learning A-Z
Written by Bill Dinardo
Illustrated by Maria Voris

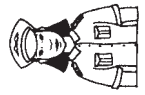
All rights reserved.

www.readinga-z.com

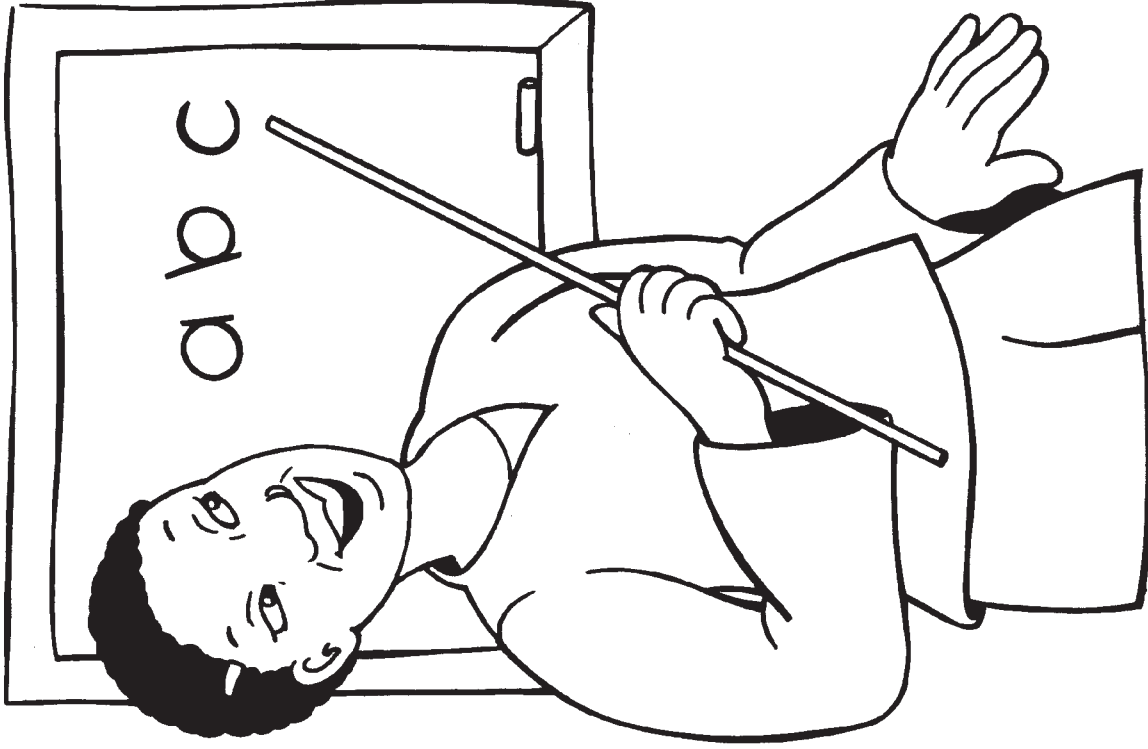




I can see the .



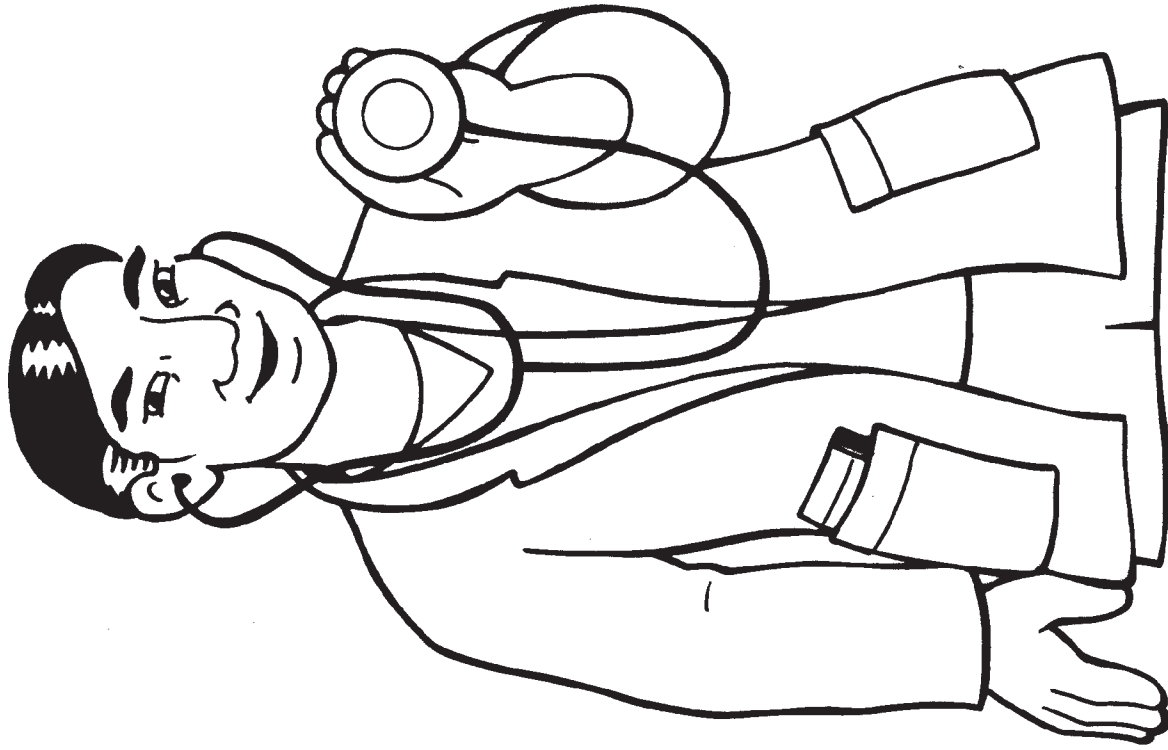
pilot



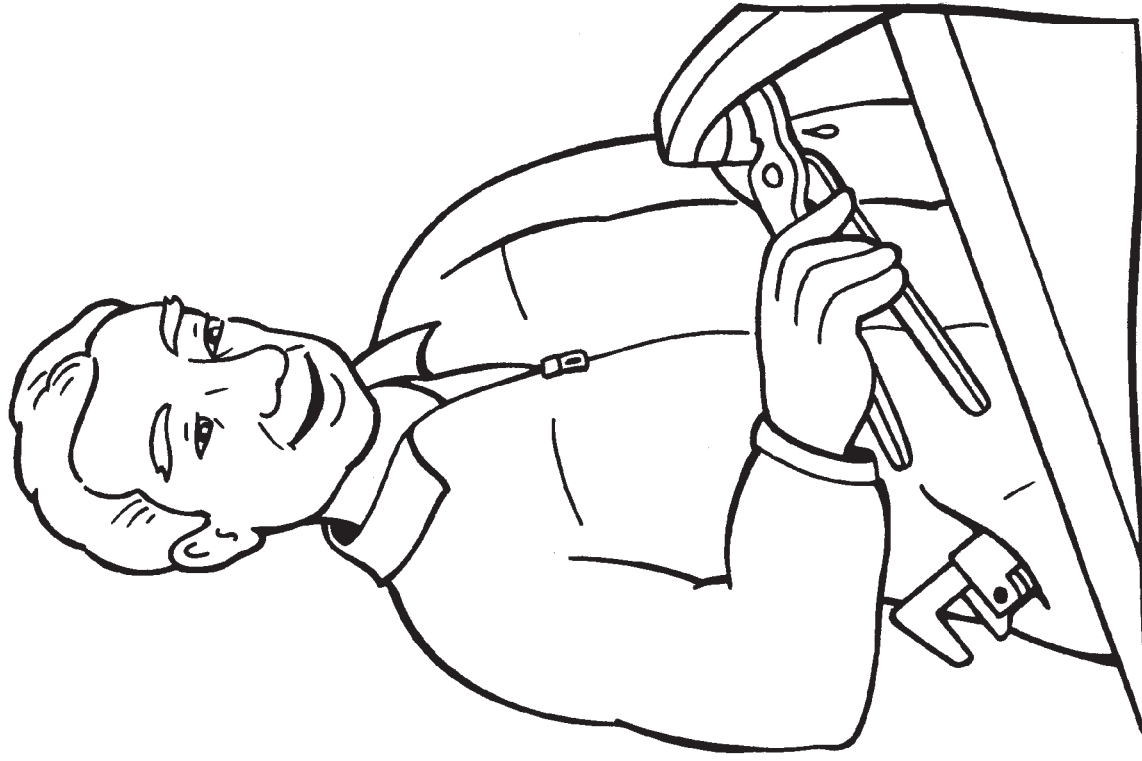
I can see a .



teacher

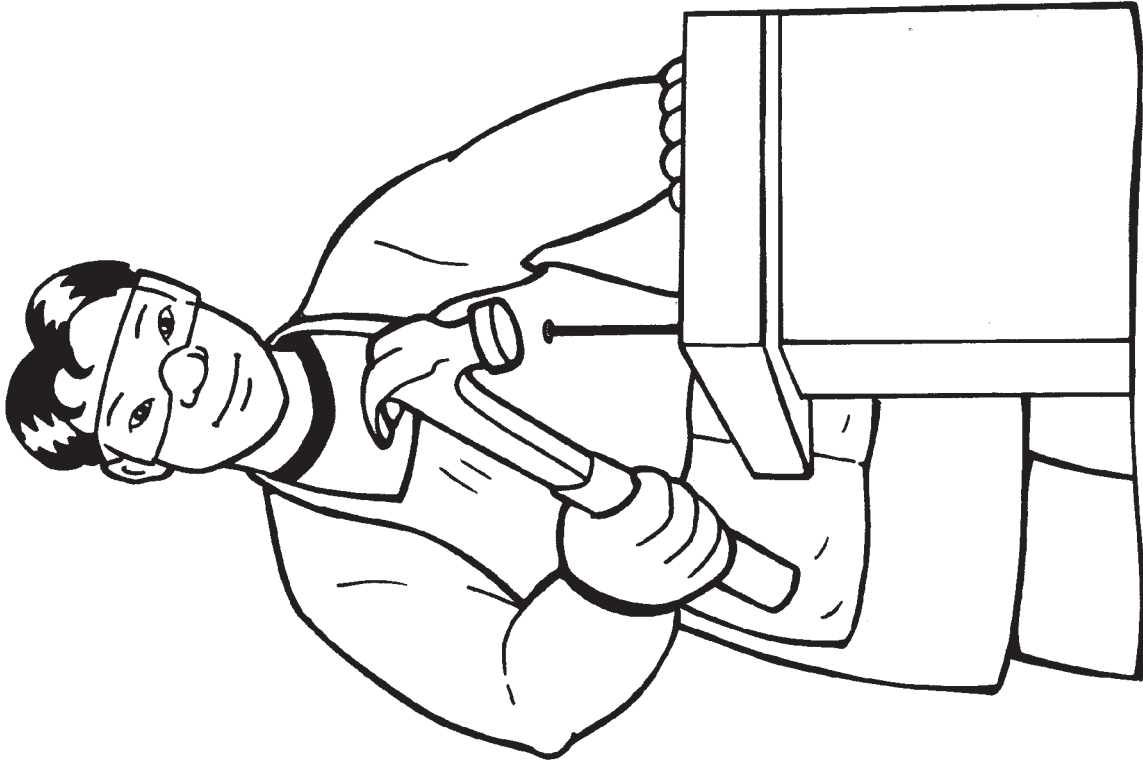


I can see the .
doctor



I can see a .
plumber

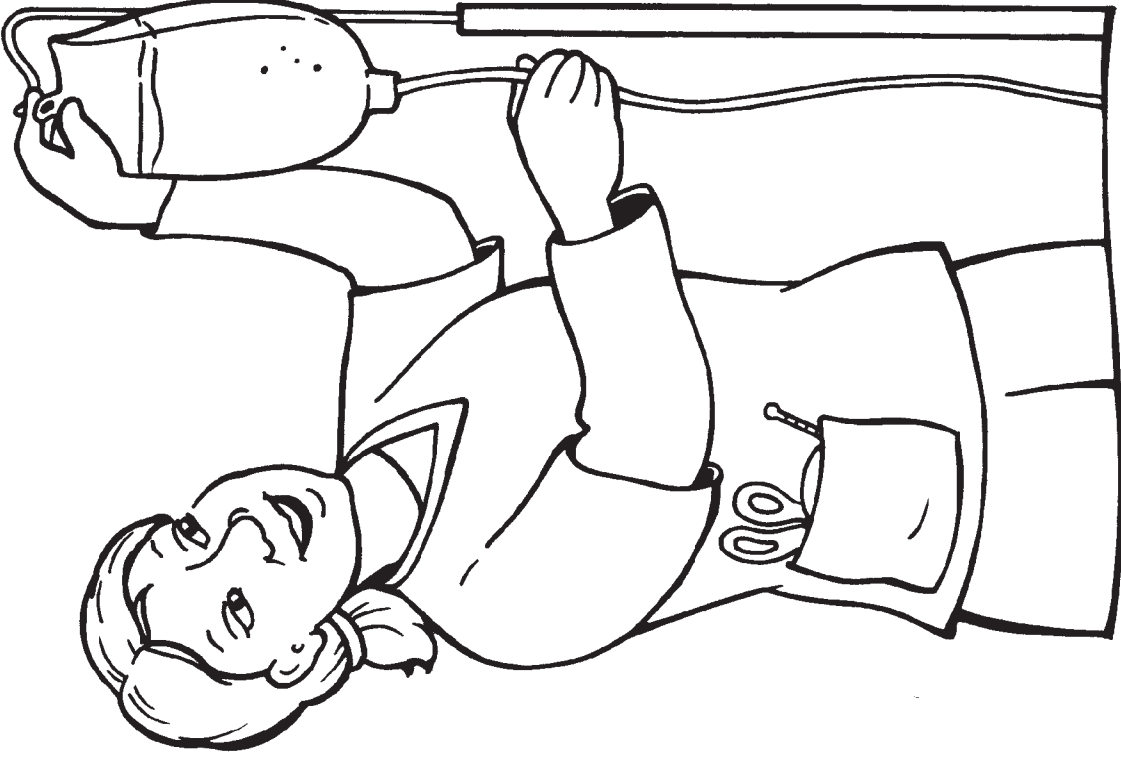




I can see the .



carpenter



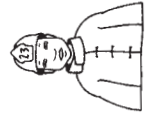
I can see a .



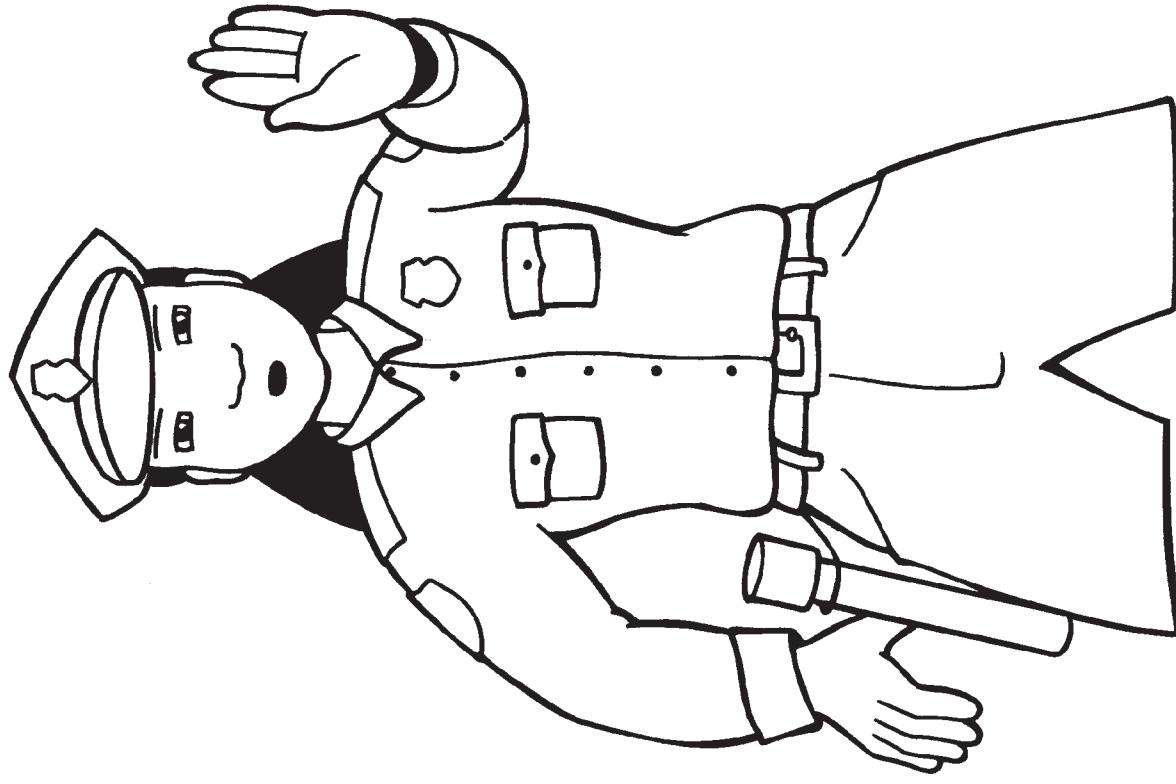
nurse



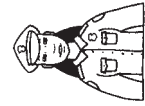
I can see the .



firefighter



I can see a .



police officer

My AN Word Family Picture Book

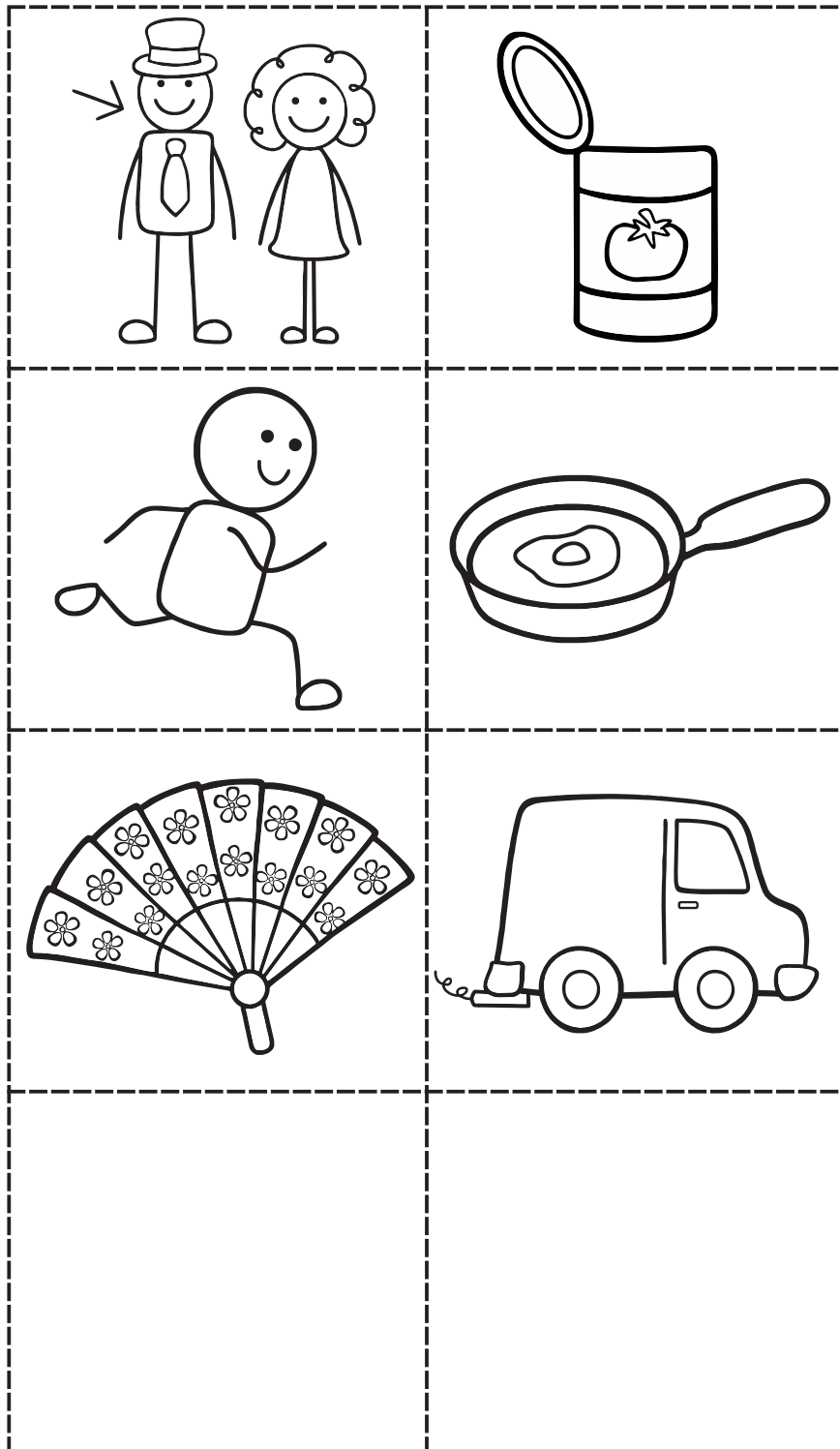
Name

© Lavinia Pop 2012

Images for the Picture Book

Choose 5 pictures, colour them, cut them out and then paste them into your booklet.
Write the words under each picture.

Book Assembly: Cut along the dotted lines. Arrange the pages in the desired order with the cover page on top, then staple on the left hand side.



Words on this page: man, can, ran, pan, fan, van

Wednesday Word Shapes

Word Bank

I can the
see a that
fan pat

Wednesday Sight Words

I see look at the an my
can play blue like will the yellow
name a with said very in what

Time 1

Time 2

Time 3

Friday Phonics: Say the name of the picture. Write the word on the line.







