To: Families and Caregivers of CMSD Students:

CMSD continues to send regular updates on the services and supports we are providing during the unprecedented closure of schools, as part of a state-wide effort to contain the spread of the COVID-19 virus.

In addition to the grab-and-go meals we are providing at 22 school sites each day, CMSD is also distributing learning packets, and I want to personally emphasize the value of these academic enrichment materials that are handed out with meals and posted on the CMSD website: ClevelandMetroSchools.org.

Research shows that children learn best when learning is continuous, which is why CMSD educators are working hard to produce interesting and thought-provoking materials that will keep students engaged and that will keep their minds active during this long break from school.

Recognizing that students are used to a consistent school schedule, I strongly encourage you to work with your child to develop a routine at home, to make time and space for quiet reading and active engagement with their learning materials and to praise them for their attention to their studies and their personal growth.

CMSD’s Academic Enrichment Plan, posted on CMSD’s website, includes lessons and a recommended daily schedule for students at every grade level, from PreK to 12. Digital lessons can be accessed online and print materials are available for pickup at all meal sites.

Thank you for the opportunity to emphasize the importance of academic enrichment in our students’ experience during this unprecedented time away from school. And thank you for the important role you play every day in our shared commitment to the safety, growth and future of Cleveland’s children.

Thank you.

Eric S. Gordon
CEO
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Learning Warm-Up</td>
<td>Learning Warm-Up</td>
<td>Learning Warm-Up</td>
<td>Learning Warm-Up</td>
<td>No School</td>
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<tr>
<td></td>
<td>Pat-a-Cake Poem</td>
<td>Pat-a-Cake Poem</td>
<td>Pat-a-Cake Poem</td>
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</tr>
<tr>
<td></td>
<td>- Read the poem</td>
<td>- Complete the Looking at Words section.</td>
<td>- Complete the Playing With Sounds section.</td>
<td>- Complete the Beginning to Read section.</td>
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<tr>
<td></td>
<td>Sound cards</td>
<td>Sound cards</td>
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<td></td>
<td>- Cut apart the cards with the letters and the</td>
<td>- Say each letter, the picture on the card, and</td>
<td>- Say each letter, the picture on the card, and</td>
<td>- Say each letter, the picture on the card, and</td>
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<tr>
<td></td>
<td>pictures to make flashcards.</td>
<td>the sound the letter makes.</td>
<td>the sound the letter makes.</td>
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<td></td>
<td>Sight Words</td>
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<td></td>
<td>- Cut apart the sight words to make flashcards</td>
<td>- Practice flashcards at least 3 times.</td>
<td>- Practice flashcards at least 3 times.</td>
<td>- Practice flashcards at least 3 times.</td>
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<td>- Practice at least 3 times.</td>
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<tr>
<td>8:30</td>
<td>Reading</td>
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<td></td>
<td>Sight Word Practice</td>
<td>Read &quot;A Park&quot;</td>
<td>Read &quot;Setting the Table&quot;</td>
<td>Read both &quot;A Park&quot; and &quot;Setting the Table&quot; out</td>
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<tr>
<td></td>
<td>- Cut and glue for the words THE &amp; PLAY.</td>
<td>- Circle the sight word <em>a</em> wherever you find</td>
<td>- Circle the sight word THE wherever you find</td>
<td>loud 3 times.</td>
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<tr>
<td></td>
<td>Read</td>
<td>it in the book.</td>
<td>it in the book.</td>
<td>- Read in a loud voice, in a soft voice, and</td>
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<tr>
<td></td>
<td>Listen to someone read you a book. You can</td>
<td>Read</td>
<td>Read</td>
<td>in a silly voice.</td>
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<tr>
<td></td>
<td>listen to books on the website</td>
<td>Listen to someone read you a book. You can</td>
<td>Listen to someone read you a book. You can</td>
<td>Listen to someone read you a book. You can</td>
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<td><a href="https://lnkd.in/dQXYt7p">https://lnkd.in/dQXYt7p</a></td>
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<td></td>
<td>Retell the story to a friend or family member</td>
<td>Retell the story to a friend or family member</td>
<td>Retell the story to a friend or family member</td>
<td>Retell the story to a friend or family member</td>
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<td></td>
<td>Comprehension Questions</td>
<td>Comprehension Questions</td>
<td>Comprehension Questions</td>
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<td></td>
<td>- Use the comprehension choice board to select</td>
<td>- Use the comprehension choice board to select</td>
<td>- Use the comprehension choice board to select</td>
<td>- Use the comprehension choice board to select</td>
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<td>1 question to answer.</td>
<td>1 question to answer.</td>
<td>1 question to answer.</td>
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<td></td>
<td>- Cross off that question after you answer it.</td>
<td>- Cross off that question after you answer it.</td>
<td>- Cross off that question after you answer it.</td>
<td>- Cross off that question after you answer it.</td>
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<td>Time</td>
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<td></td>
<td><strong>Language/ Writing</strong> Daily Writing Prompt using the April Calendar</td>
<td><strong>Language/ Writing</strong> Daily Writing Prompt using the April Calendar</td>
<td><strong>Language/ Writing</strong> Daily Writing Prompt using the April Calendar</td>
<td><strong>Language/ Writing</strong> Daily Writing Prompt using the April Calendar</td>
<td><strong>No School</strong></td>
</tr>
<tr>
<td>9:30</td>
<td>Brain Break: Choose a Movement &amp; Mindfulness Break Option</td>
<td>Brain Break: Choose a Movement &amp; Mindfulness Break Option</td>
<td>Brain Break: Choose a Movement &amp; Mindfulness Break Option</td>
<td>Brain Break: Choose a Movement &amp; Mindfulness Break Option</td>
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<td>LUNCH</td>
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<td>LUNCH</td>
<td>LUNCH</td>
<td>Brain Break:</td>
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<tr>
<td>10:00</td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td>Brain Break:</td>
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<tr>
<td></td>
<td>Phonics Paper (Mm/Tt) - Color and cut out each picture</td>
<td>Phonics Paper (Mm/Tt) - Color and cut out each picture</td>
<td>Phonics Paper (Mm/Tt) - Color and cut out each picture</td>
<td>Phonics Paper (Mm/Tt) - Color and cut out each picture</td>
<td>Brain Break:</td>
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<td></td>
<td>- Glue the picture to the letter they start with.</td>
<td>- Glue the picture to the letter they start with.</td>
<td>- Glue the picture to the letter they start with.</td>
<td>- Glue the picture to the letter they start with.</td>
<td>Brain Break:</td>
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<tr>
<td>11:00</td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td>Brain Break:</td>
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<td></td>
<td>Read &quot;Fat Cat, Fat Rat&quot; - Underline the words that end in -AT</td>
<td>Read &quot;Fat Cat, Fat Rat&quot; - Underline the words that end in -AT</td>
<td>Read &quot;Fat Cat, Fat Rat&quot; - Underline the words that end in -AT</td>
<td>Read &quot;Fat Cat, Fat Rat&quot; - Underline the words that end in -AT</td>
<td>Brain Break:</td>
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<td></td>
<td>- Write as many other words that you can think of that end with -AT</td>
<td>- Write as many other words that you can think of that end with -AT</td>
<td>- Write as many other words that you can think of that end with -AT</td>
<td>- Write as many other words that you can think of that end with -AT</td>
<td>Brain Break:</td>
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<tr>
<td>12:00</td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td>Brain Break:</td>
</tr>
<tr>
<td></td>
<td>Phonics Paper (Mm/Tt) - Say the name of each picture</td>
<td>Phonics Paper (Mm/Tt) - Say the name of each picture</td>
<td>Phonics Paper (Mm/Tt) - Say the name of each picture</td>
<td>Phonics Paper (Mm/Tt) - Say the name of each picture</td>
<td>Brain Break:</td>
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<tr>
<td></td>
<td>- Write the sounds you hear on the line.</td>
<td>- Write the sounds you hear on the line.</td>
<td>- Write the sounds you hear on the line.</td>
<td>- Write the sounds you hear on the line.</td>
<td>Brain Break:</td>
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<td>Time</td>
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<tr>
<td>12:30</td>
<td>Math</td>
<td>Social Studies</td>
<td>Math</td>
<td>Math</td>
<td>No School</td>
</tr>
<tr>
<td></td>
<td>Count out loud to 100.</td>
<td>Work on 'Cooking with a Cookbook' packet and complete one activity to go with the story.</td>
<td>Count out loud to 100.</td>
<td>Work on 'Cooking with a Cookbook' packet and complete one activity to go with the story.</td>
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<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
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<tr>
<td></td>
<td>Write numbers 0-20.</td>
<td>Work on 'Cooking with a Cookbook' packet and complete one activity to go with the story.</td>
<td>Graphing-Complete the Graphing Paper</td>
<td>Work on 'Cooking with a Cookbook' packet and complete one activity to go with the story.</td>
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<td></td>
<td>Social Studies</td>
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<td>Social Studies</td>
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<tr>
<td>1:00</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Music</td>
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<td></td>
<td>Work on 'Cooking with a Cookbook' packet and complete one activity to go with the story.</td>
<td>Work on 'Cooking with a Cookbook' packet and complete one activity to go with the story.</td>
<td>Work on 'Cooking with a Cookbook' packet and complete one activity to go with the story.</td>
<td>Make Tin Can Drums (see Art/Music Packet for Week 1).</td>
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<tr>
<td>1:30</td>
<td>Music</td>
<td>Music</td>
<td>Art</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘Composer Go Fish’ Game (see Art/Music Packet for Week 1).</td>
<td>'composer Go Fish' Game (see Art/Music Packet for Week 1).</td>
<td>Scrap Paper Art Project (see Art/Music Packet for Week 1).</td>
<td>Science Journal Activity/Page</td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>Science</td>
<td>Science</td>
<td>Music</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
<td>Make Tin Can Drums (see Art/Music Packet for Week 1).</td>
<td>Science Journal Activity/Page</td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td>Daily Wrap Up</td>
<td>Daily Wrap Up</td>
<td>Music</td>
<td>Daily Wrap Up</td>
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<tr>
<td></td>
<td>Discuss the activities from the day. Review what has been learned and created.</td>
<td>Discuss the activities from the day. Review what has been learned and created.</td>
<td>Make Tin Can Drums (see Art/Music Packet for Week 1).</td>
<td>Discuss the activities from the day. Review what has been learned and created.</td>
<td></td>
</tr>
</tbody>
</table>

No School
**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 [Individual Supports](#) packet of information for additional access to individual student supports as needed.

| Supplies: ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book |
| Math: Math Journal |
| **Literacy:** Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Journal |
| Science: Daily Science Activity Journal |
| Art: watercolor paint, paper |
| Picture Book |

**English Language Learners**

Please reference the [Academic Enrichment Packet for English Language Learners](#) to access additional student supports as needed.

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**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 and Kindergarten

<table>
<thead>
<tr>
<th>Application</th>
<th>Description</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABC Mouse (all subjects PK and K)</strong></td>
<td>Fun activities to supplement learning online.</td>
<td><a href="https://www.abcmouse.com/redeem">https://www.abcmouse.com/redeem</a></td>
</tr>
<tr>
<td><strong>Step One:</strong> Click Link ‘Redeem Code’</td>
<td>Step Two: Follow prompts to access ABC Mouse</td>
<td></td>
</tr>
<tr>
<td><strong>Step Two:</strong> Follow prompts to access ABC Mouse</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ABCYA</strong></td>
<td>Fun, interactive learning games and activities for prek and K</td>
<td><a href="https://www.abcya.com/">https://www.abcya.com/</a></td>
</tr>
<tr>
<td><strong>Scholastic Learn at Home</strong></td>
<td>Access to books and read alouds along with literacy lessons to use at home.</td>
<td><a href="http://www.scholastic.com/learnathome">http://www.scholastic.com/learnathome</a></td>
</tr>
<tr>
<td>Username: Learning20</td>
<td>Password: Clifford</td>
<td></td>
</tr>
<tr>
<td><strong>Switchzoo</strong></td>
<td>Interactive animal games for kids</td>
<td><a href="https://www.switchzoo.com/">https://www.switchzoo.com/</a></td>
</tr>
<tr>
<td><strong>National Geographic Kids</strong></td>
<td>Online, interactive learning resources for kids</td>
<td><a href="https://kids.nationalgeographic.com/">https://kids.nationalgeographic.com/</a></td>
</tr>
<tr>
<td><strong>Storynory Kids Learning Games</strong></td>
<td></td>
<td><a href="https://www.storynory.com/">https://www.storynory.com/</a></td>
</tr>
<tr>
<td><strong>Epic</strong></td>
<td>Free, read aloud picture books</td>
<td><a href="https://www.getepic.com/">https://www.getepic.com/</a></td>
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<tr>
<td><strong>Virtual Piano Online</strong></td>
<td></td>
<td><a href="https://www.onlinepianist.com/virtual-piano">https://www.onlinepianist.com/virtual-piano</a></td>
</tr>
<tr>
<td><strong>Play to Learn Preschool/Kindergarten</strong></td>
<td>Fun lessons, songs and activities</td>
<td><a href="https://www.facebook.com/PlayToLearnPS/">https://www.facebook.com/PlayToLearnPS/</a></td>
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<tr>
<td><strong>Sesame Street</strong></td>
<td>Interactive Learning Activities</td>
<td><a href="https://www.sesamestreet.org/?gclid=CjwKCAjwsMzzBRACEiwAx4I3X9RX29e7Q0_vCtAcKv7f2UNm51UOG_qRkZ3IiR98ZBHDI6DGtW5F_2oAaqEAQARw_wcB">https://www.sesamestreet.org/?gclid=CjwKCAjwsMzzBRACEiwAx4I3X9RX29e7Q0_vCtAcKv7f2UNm51UOG_qRkZ3IiR98ZBHDI6DGtW5F_2oAaqEAQARw_wcB</a></td>
</tr>
<tr>
<td><strong>PBSKids</strong></td>
<td>Online learning resources, activities and games for prek and K</td>
<td><a href="https://pbskids.org/">https://pbskids.org/</a></td>
</tr>
</tbody>
</table>
### Movement & Mindfulness Break Options:

<table>
<thead>
<tr>
<th>Outside Play Activities</th>
<th>Playground Visit</th>
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</thead>
<tbody>
<tr>
<td>Go Noodle</td>
<td>Go for a Run or Walk (with an adult)</td>
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<tr>
<td><a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a></td>
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</tr>
<tr>
<td>The OT Toolbox</td>
<td>Fluency and Fitness (free for 3 wks)</td>
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<tr>
<td>Mind Yeti</td>
<td>Positive Psychology</td>
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<tr>
<td>Calm (app available also)</td>
<td>Teach, Train, Love</td>
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</table>

### Social Emotional Development Resources:

|-----------------------------------------------------|-----------------------------------------------------------------------------------|
How to Help Your Child at Home with Reading

Basic Reading
Letter Identification and Letter Sounds
- For children having difficulty with letter identification and sounds pick a “Letter of the Day”
  - Make a letter flashcard
  - Have your child write out the letter and say the letter sound
  - Find items around the house that start with that letter/letter sound
- Create word labels for items around your home (door, television, table, etc.) and work to sound out the letter sounds to say the words
- Use online programs that focus on letters and letter sounds (see resources list)

Stuck on a Word?
- Chunk it: break the word into chunks they already know.
  - Example: m at, or fl at
- Stretch the word out: say each sound individually and then put the sounds together.
  - Example: ship…sh-ii-p…ship
- Look at the pictures
- Look for a word part you know.
  - Example: ship…I know “sh”, what does it sound like with “ip” at the end.
- Skip it: skip the unknown word, read to the end, go back and re-read the unknown word
- Come back to it: if it proves difficult, continuing reading to decrease frustration and come back to it later

Reading Fluency
- Read to your child every day. Encourage just right pacing (not too fast, not too slow), and make sure to attend to the punctuation (pausing at the end of sentences, adding expression based on punctuation marks).
- Have your child them re-read what you read to them. This is called “echo reading”
- Have your child read a passage or story more than once:
  - Read to a sibling or a pet
  - Call a family member and read the passage or story over the phone
  - Read to a friend via phone or video
  - Record them reading and play it back to them
- Support and compliment your child when they are reading correctly!

Assisting with Comprehension
Before and During Reading:
- Look through the reading passage or book and look at pictures or graphics. Discuss what you see and make a prediction about what you think will happen. During and after reading, adjust the prediction based on what you read.
- Make real-world connections (does the book remind you of something in your life? Another book, a movie, etc.)
- Stop and ask questions while reading. Ask questions with answers that can either be found in the reading or could be predictions about what might happen after the passage/story ends.

After Reading:
- Have your scholar summarize what they read. Use the “5 W’s”
  - Who was the story/passage about?
  - What was the story/passage about? Make sure to include the main idea, some details, and how the story/passage ended
    - What did the character(s) learn?
    - What would be a good title for the story/passage? If one is provided already, what would be a different title you would give the story/passage?
  - When did the story/passage occur? This would be most important for informative and historical passages
  - Where did the story/passage occur?
  - Why? This can be many things, why did a specific character act in a certain manner? Why was a decision made? etc.
  - How? If there was a problem discussed ask how your scholar would have solved the problem differently, or how did that make you feel?
How to Help Your Child at Home with Math

**Make it fun!** Practice math skills using games and things you might already have around the house and turn real-life activities into mathematical opportunities.

- A deck of cards: each person draws 2 cards and then adds, subtracts, or multiply the numbers reflected on the cards.
- Dice: can be used the same way as a deck of cards to work on basic facts.
- Candy Land: alter the board and instead of colors use numbers
- Yahtzee: basic addition
- Connect Four: problem solving, and strategic thinking
- Puzzles: perfect for working on spatial awareness
- Monopoly: have your child be the “banker” to work on money skills
- Battleship: graphing coordinates
- Uno: is numbers on cards to create calculation problems

**Calendar skills:** create a monthly calendar on a piece of paper. Mark special events (birthdays) or holidays. Review days of the week and calculate how many days there are until a special event. Don’t have a birthday or holiday coming up? Create one like “Family Movie Night” or “Ice Cream Sundae Day”

**Chunk assignments for easier completion/to ease frustration:** If there are 20 math problems to solve, complete 10 and take a break to move around. After the break go back and finish the other 10

**Fractions:** use round food items to discuss fractions. Example: Cut a frozen pizza into 8 pieces and talk about pieces individually (1 piece is 1/8) or in parts together (2 pieces is 2/8 or ¼).

**Greater than/Less than or Larger/Smaller:** Using a deck of cards. Before starting, decide if the student will be looking for the largest of smallest card. 2 players each draw a card the person with the largest card gets both.

**Manipulatives:** any small item can be used as a manipulative to help with basic facts. Examples: coins, blocks, pieces of paper cut into smaller pieces,

**Measurement:**
- Bake something and have your child measure out all of the ingredients for the recipe.
- Have your child measure different items around the house and compare the sizes (What is bigger? What is smaller? How many ___ does it take to measure the couch?)
- Take a walk outside for a movement break. While walking have them time how long it takes to go for the walk and get back home. Pick something outside like houses and have them count how many they pass while walking. You can also practice skip counting while you walk (example: for each step you take count by 2s, or 5s, or 10s).

**Money skills:** create a store using items around your house. Label each item with a dollar amount and have your child “shop” in your store or have them act as the cashier and make change.

**Number line or hundreds chart:** create a number line or hundreds chart to help with math calculation and counting

**Patterns:** use blocks or toys of similar colors to make a pattern. Example: 3 red Legos, 2 blue Legos, 3 yellow Legos, repeat.

**Sorting:** Gather a group of toys and have your child sort them based on similar attributes (color, size, shape, etc.). Do the same with a set of books and have your child sort them based on fiction vs. nonfiction, type of book, etc.

**Time:** create a schedule for the day with times attached. Start with times on the hour and then get progressively more difficult with times on the half hour and quarter hour. Give a specific time they can play a game or use tech. This will help work on math skills and will also help keep your child focused on different tasks throughout the day!
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a story about a marshmallow bunny that comes to life.</td>
<td>Describe your favorite thing to do at recess.</td>
<td>Pretend you are an animal in the zoo. Write about the day you escape!</td>
<td>The best thing to do on a rainy day is...</td>
<td>If you could pick a new name for yourself, what would it be and why?</td>
<td>Pretend you are an umbrella! Write about your day in the rain.</td>
<td>Spring is a time of new beginnings. What activity would you like to begin?</td>
</tr>
<tr>
<td>If you could add a new school subject, what would it be and why?</td>
<td>In spring, I love the smell of...</td>
<td>Write a funny story about the day it rained chocolate chips!</td>
<td>If I could be a butterfly for a day...</td>
<td>If you could eat anything for breakfast, what would it be and why?</td>
<td>Imagine you move to a new city. How would you make new friends?</td>
<td>Would you rather be as big as a giant or as small as a mouse?</td>
</tr>
<tr>
<td>Imagine you could be anyone else for one day! Who would it be and why?</td>
<td>Pretend you bumped into someone famous! Write a dialogue of your conversation.</td>
<td>List five things you like about your pet—or a pet you wish you had.</td>
<td>Write a poem about a rainy day.</td>
<td>Imagine you found an old treasure map. Where does it lead and what do you find there?</td>
<td>Today is Earth Day. What are three things you can do to help protect our planet?</td>
<td>Tell about a time you felt proud of yourself or someone in your family.</td>
</tr>
<tr>
<td>If you were a tour guide for your city, where would you take visitors? Why?</td>
<td>Imagine you are building a giant tree house. What does it look like?</td>
<td>Make a list of 10 items you would need to take to a sleepover.</td>
<td>Imagine you found a golden key. What does it open and what do you see there?</td>
<td>My favorite memory of my class this year is...</td>
<td>In spring, I love the smell of...</td>
<td>One spring day, I hopped into a hot air balloon and floated off to...</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>If you could donate a million dollars to any charity, which would it be and why?</td>
</tr>
</tbody>
</table>
Pat-a-Cake

Pat-a-cake, pat-a-cake,
Baker’s man,
Bake me a cake
As fast as you can.
Pat it and prick it
And mark it with a T.
Put it in the oven
For Tommy and me.
Looking at Words and Letters

☐ 1. Ask your child how many lines are in the poem. Invite him or her to number the lines.
☐ 2. Ask, Which is the longest line? How many words does it have?
☐ 3. Ask your child to find uppercase B. Say, Which word is Baker? Circle it. Which word is “Bake”? Underline it.
☐ 4. Have your child point to the first and last word in the poem, and then count all the words.

Playing With Sounds

☐ 1. Say, I’ll say two words. You tell me if they rhyme:

\[ \text{man, can} \quad \text{can, cake} \quad \text{cake, bake} \]

☐ 2. Say, Listen while I stretch out the sounds in these words. You tell me the words:

\[ \text{p . . . a . . . t (pat)} \]
\[ \text{m . . . a . . . n (man)} \]
\[ \text{b . . . a . . . k (bake)} \]

☐ 3. Say, I’ll say two words. You tell me if they start the same way:

\[ \text{man, mark} \quad \text{cake, bake} \quad \text{pat, put} \]

Beginning to Read

☐ 1. Write the following words on index cards or small slips of paper. Ask your child to sort them into two groups: long “a” words and short “a” words.

\[ \text{pat, man, fast, and (short “a”) cake, bake, baker’s (long “a”) } \]

☐ 2. Ask your child to circle the words in the poem that start with the sound “b.” Repeat with “p.”

☐ 3. Write the word man on a sheet of paper. Ask your child to name other words that rhyme with man (Ann, ban, can, Dan, fan, pan, ran, tan). Together, write these new words.

☐ 4. 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).
I like
the
my
can
we
play
see
will
Name______________________

I like the red ladybug.

the the the the

______________________

hte
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: sat, cat, mat, hat, bat, rat, bat
## Alphabet Borders

<table>
<thead>
<tr>
<th>glue</th>
<th>glue</th>
</tr>
</thead>
<tbody>
<tr>
<td>I i</td>
<td>Rr</td>
</tr>
<tr>
<td>Hh</td>
<td>Qq</td>
</tr>
<tr>
<td>Gg</td>
<td>Pp</td>
</tr>
<tr>
<td>Ff</td>
<td>Oo</td>
</tr>
<tr>
<td>Ee</td>
<td>Nn</td>
</tr>
<tr>
<td>Dd</td>
<td>Mm</td>
</tr>
<tr>
<td>Cc</td>
<td>Ll</td>
</tr>
<tr>
<td>Bb</td>
<td>Kk</td>
</tr>
<tr>
<td>Aa</td>
<td>Jj</td>
</tr>
<tr>
<td></td>
<td>Ss</td>
</tr>
</tbody>
</table>

*letter-picture strip*

©2005 The Florida Center for Reading Research (Revised, 2008)
Glue to match the beginning sound.

Mm  Tt
I like to play basketball.

play play play play play play

I p y a
## Reading Response Choice Board

Use your Draw/Write Journal to record your responses.

<table>
<thead>
<tr>
<th>Choice 1</th>
<th>Choice 2</th>
<th>Choice 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a prediction about what could happen in a next book.</td>
<td>Draw a picture of a new setting.</td>
<td>Draw a picture and tell about who was your favorite character in the story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choice 4</th>
<th>Choice 5</th>
<th>Choice 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a new ending to the story.</td>
<td>Draw and write about the problem in the story.</td>
<td>What is something you learned from the story?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choice 7</th>
<th>Choice 8</th>
<th>Choice 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a new cover for the book.</td>
<td>Draw and write about your favorite part of the story.</td>
<td>Draw and write about the main character in the story.</td>
</tr>
</tbody>
</table>
A Park

A Reading A-Z High-Frequency Word Book
Set A, Book 1

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

A swing
A sandbox pond
A seesaw jungle gym
jungle gym

sandbox
Setting the Table

High-Frequency Word Book, Set A, Book 2

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Written by Bill Dinardo
Illustrated by Nora Voutas

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Written by Kira Freed

www.readinga-z.com
<table>
<thead>
<tr>
<th><strong>ELEMENTS USED IN THIS BOOK</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New high-frequency word</td>
<td>the</td>
</tr>
<tr>
<td>Reviewed high-frequency words</td>
<td>none</td>
</tr>
<tr>
<td>Story words</td>
<td>fork, spoon, knife, plate, bowl, glass, cup, napkin</td>
</tr>
</tbody>
</table>

Setting the Table
High-Frequency Word Book, Set A, Book 2
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Illustrated by Nora Voutas

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www.readinga-z.com
The napkin.

The fork.
The **spoon**

The **cup**
The glass.

The knife.
The **plate**.

The **bowl**.
Fat Cat, Fat Rat

Cat sat.

Rat sat.

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Level 1, page 8
Cat sat, sat, sat.

Rat sat, sat, sat.

Fat, fat cat.

Fat, fat rat.
Wednesday Word Shapes

Word Bank

- can
- like
- at
- a
- play
- the
- park

Wednesday Sight Words

- can
- play
- look
- at
- the
- a
- my
- see
- because
- no
- like
- will
- be
- red
- name
- on
- with
- said
- very
- cat
- dog

Time 1

Time 2

Time 3
Friday Phonics: Say the name of the picture. Write the letters to make the word

1. __________
2. __________
3. __________
4. __________

1. __________
2. __________
3. __________
4. __________

1. __________
2. __________
3. __________
4. __________
Have you ever helped someone cook? Learning how to cook can be very helpful. You can make healthy, tasty food to eat.

There are all kinds of foods you can cook. One way to learn how to cook is to read a cookbook. A cookbook tells you how to make different foods. It tells you what things you need to make the food. Maybe you'll need milk, eggs, or oil. You need different things to make different foods. Some of these things you may have in your kitchen. Other things you may need to buy.

Make sure to read the cookbook carefully! Follow the steps correctly. That way your food will be tasty!
1. What can you learn to make healthy, tasty food?

- how to read
- how to cook

2. What tells you how to make different foods?

- a cookbook
- a story book
3. What might you need to make food?

- eggs
- a bicycle

4. Where can you get things to make food?

- your bedroom
- your kitchen
5. What can you read to learn how to cook?
You can read a __________.

6. What did you learn from "Cooking with a Cookbook"?

7. Draw someone using a cookbook.
Tuesday Math: Write the missing numbers

8  __  10  11  12  __  14  __  __  16

__  __  3  4  5  __  7  8  __  10

2  __  4  __  __  7  8  9  10  __

1  2  __  __  5  6  __  8  9  10  11

5  6  7  __  9  10  __  12  __  14  15

11  10  __  8  7  __  5  __  3  2  1

10  __  12  13  14  __  16  17  __  19

Write your numbers 0-20

__  __  __  __  __  __  __  __  __  __

__  __  __  __  __  __  __  __  __  __
**Wednesday Math:** Count the objects. Graph the number of each object.
Thursday Math: Solve the addition problems

1+1=   
1+4=   
1+3=   

5+0=   
2+2=   
4+1=   

3+2=   
1 +2=   
2+3=   

3+1=   
3+0=   
2+1=   

0+0=   
5+0=   
1+0=   

Solve the addition problems through 10

6+4=   
4+2=   
3+3=   

3+4=   
1+6=   
7+2=   

5+5=   
3+6=   
8+1=   

4+4=   
9+1=   
2+8=   

4+3=   
6+2=   
7+3=   
Friday Math: Count the objects. Write the number below. Circle the group with more.

Count the objects. Write the number below. Circle the group with less.
Art & Music K Week 1

Art M-W-F:
Free Draw-Paint-Build
Use whatever supplies you have to create a new work every day. It doesn’t have to be big—just something you like and care about. You can draw it with pencil or crayons, or use paints, or even build something with clay, paper and tape, cardboard—even Legos! Try to do something different each day for 10 minutes.
Photo journal
Use the guide for the photo journal to take pictures every day! Be sure to save your work to share with family and friends!

Music T-Th:
Listen to any song of your choice. Use your hands and feet to find the beat!

Play “Composer Go Fish” to learn about different composers.

Weekly Art & Music
Use the online resource guide to have a virtual visit to one of the world’s museums. Ask yourself:
1. What do I notice?
2. What do I see?
3. How does it make me feel?
Be sure to read all you can about the artists you see. Write a reflection of your experience. How did you feel? Did you like what you saw? Why? Why not?
Listen to a concert, an album side, or play your own music. Practice good audience behavior.
After, write or draw how the music made you feel. Why did you choose the music you listened to? Does it remind you of other songs?

Daily Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Count and Color</td>
<td>Music Composer Go Fish</td>
<td>Art Scrap paper alphabet</td>
<td>Music Mini Tin can drum</td>
<td>Art Photo Journal</td>
</tr>
</tbody>
</table>
How many colors does a rainbow have?

Red, Orange, Yellow, Green, Blue, Indigo, Violet
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 done in one sitting!

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

Go Fish!

A game to collect facts about the composers
Composer Go Fish! is an interactive game for 2-4 players. In this game, students will need to ask for and collect specific facts about a composer to create a 4 card set. This will reinforce important historical figures, musical works, facts, and game strategy skills. This is an excellent activity to use as a center and a small group sub activity. There are two levels of game play to vary the degree of difficulty. To increase the longevity of the Composer Go Fish!, it is recommended that they are printed on cardstock and laminated before use.

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W.A. Mozart
1756-1791
• Composed over 600 pieces
• Performed publicly at age 6
• Composed The Magic Flute

J.S. Bach
1685-1750
• Came from a musical family
• Composed Brandenburg Concerto
• Court musician for Duke of Weimar

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Beethoven
- Composed 9 symphonies
- Became deaf as an adult
- Composed Pastoral Symphony
- 1770-1827

Chopin
- Only wrote for piano
- Composed Minute Waltz
- From Poland
- 1810-1849

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Tchaikovsky

- Worked in civil service before composing
- From Russia
- Composed The Nutcracker
- 1840-1893

Handel

- Created the oratorio choral form
- Composed Water Music
- Became blind as an adult
- 1685-1759
1918-1990
• Paid for his own piano lessons at age 10
• Hosted the "Young People's Concerts"
• Composed West Side Story

1900-1990
• Used many styles to craft an "American" sound
• Composed Appalachian Spring
• Won the Pulitzer Prize and an Academy Award

Bernstein

Copland
Composers Go Fish! Directions - (2-4 Players)

The deck contains 8 composer sets of 4 cards each. The fact for each card is across the top of the card. The composer’s name and picture are in the middle section. The remaining 3 facts are listed at the bottom.

1. Shuffle the cards and deal 4 cards to each player.
2. Player with the closest upcoming birthday to today goes first.
3. The first player asks another player for a composer to match a card in the first player’s hand. Ex. The player says “Player X, I would like a Chopin card.” If the player has the match, he must give it to the first player. If not the player tells the first player to “Go Fish” (pick from the pile). If the card picked is the card the player asked for, the player shows the card and continues to ask other players for cards. If the card does not match, the turn is over.
4. Play continues as described to the left (clockwise).
5. When a complete set of 4 cards of the same composer is collected, they are placed in front of the player.
6. The game is over when all the cards are gone. The winner is the person with the most complete sets of composers.

Special Note: For a more difficult variation, players must ask for specific fact cards for each composer. Ex. The player says “Player X, I would like the Chopin card for 1810-1849.” All other directions remain the same.
1918-1990

• Paid for his own piano lessons at age 10
• Hosted the “Young People’s Concerts”
• Composed West Side Story

1900-1990

• Used many styles to craft an “American” sound
• Composed Appalachian Spring
• Won the Pulitzer Prize and an Academy Award
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Thank you so much for downloading this product! I hope you enjoy using it in your own classroom. I would love to see photos of how you integrate this product into your classroom! If you'd like to share, find me on Facebook or Instagram and post a pic! Be sure to follow me on TpT to receive updates when NEW products are posted!

Melissa

Other products you might enjoy...

Credits

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Supplies for Mini Tin Can Drums:

- small tin cans
- paint and paint brush
- 20 inch balloons, one per can
- scissors
- ribbon
- craft glue or hot glue is best (adult only)

1. Wash and dry your tin cans, removing the label.

2. Now add your paint. This is where you can get really creative. These are your drums, so decorate them any way you’d like. We added some zig-zags, even some black DecoArt Twinkles paint for some extra sparkle! Let the paint dry completely.

3. With your scissors, cut your balloon. You’ll want to cut farther down than you think, just about where it starts to get big toward the base. You can always cut more, so it’s best to start cutting closer to the top.

4. Stretch your balloon over your tin can. You need to stretch it as much as possible to get the best drum sound. If you’re having trouble with the stretching, you can help it stay in place with tape or glue dots. My balloons were good at sticking to the can and staying in place.

5. With your glue, add your ribbon to the seam of your balloon. This will help glue the balloon in place as well as glue on the ribbon.

6. Now it’s ready for some drum sticks. We used paper tubes, pencils, and paint brushes, all worked well! We even discovered that the sides of the tin can makes a great sound too, when you rub a pencil down the ribbed side. It’s an all-in-one musical instrument!
MUSIC PLAY: MAKE YOUR OWN TIN CAN DRUM

KIDS CRAFT

MAKE: TIN CAN DRUMS
YOU WILL NEED:

Empty tin cans of any size (think: coffee cans, soup cans)
Brown Kraft/Parcel Paper (or any kind of paper will do)
Ribbon
Tape
Hot glue gun and Hot glue
Crayons and Markers
Balloons
**Step 1**
Cut the base of the balloon off and stretch the top bubble part over the opening of the can. Pro Tip: Remove with a “safety can opener” the lids of any cans that don't have a plastic top. If you remove both ends of the can, your drum sound will be more effective but optionally you can just remove one side.

**Step 2**
Use electrical tape to affix the balloon to the can where it's stretched over the top. Optionally you can use regular clear tape.

**Step 3**
Measure the paper to fit the outside of the can by rolling your can along the paper and using a pencil to mark where you stop and start. Cut out the strip of paper.
Step 4
Begin decorating your paper strip. You can make any type of design or even draw pictures. We decided to make patterns for this project which turned out nicely once they were wrapped around the can. Use crayons and markers to create your designs.
Step 5
Once your artwork is complete, wrap the paper around the outside of your can and hot glue it on. Accessorize and continue to decorate with ribbon or ric rac if you wish.
You are now finished and your drums are ready to become sweet music to your ears! Or, at least the kids will certainly have fun and you will have made some beautiful crafty memories!
Page
2. Directions
3. Sheet to use with foam dry-erase block/cube
4. Sheet to use with included cut and paste note dice
5. Note Dice
6. Note Dice for students to fill in
Page

2. Directions
3. Sheet to use with foam dry-erase block/cube
4. Sheet to use with included cut and paste note dice
5. Note Dice
6. Note Dice for students to fill in
**Roll-A-Rhythm Song**

**Directions:** Draw rhythm notes that you know on the foam dry-erase cube with a dry-erase marker. Roll the cube. Write the rhythm note that lands on top. When you are finished, say and clap the rhythms.

<table>
<thead>
<tr>
<th>4</th>
<th>4</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
**Roll-A-Rhythm Song**

**Directions:** Cut out and paste the note dice together. Roll the dice. Write the rhythm note that lands on top. When you are finished, say and clap the rhythms.

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Note Dice

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