

Kindergarten: Activities to Support Learning Targets

Grade: Kindergarten		Unit: Social Studies Activities	
Learning Target Social Studies: K	Activity	Activity	
Recognize state and national symbols and patriotic songs.	Learn and sing Arkansas's State Songs .	Learn more about Arkansas using the resources from the Secretary of State: A Book of Symbols & Activities About the Natural State .	
Understand the responsibilities of being a good citizen.	Watch this video to learn about how to be a good citizen.	Use the skills learned in the video to brainstorm ways you can be a good citizen in your community.	
Discuss ways that people improve the community.	Identify helpers in the community (e.g., nurses, police officers, firefighters) and discuss the ways they help the community.	Come up with ways you and your family can help to improve the community.	
Recognize that people use money to buy goods and services.	Talk about the different ways people pay for goods and services (e.g., coins, cash, credit/debit cards).	Play store! Act out paying money for a good. Explain the process of exchanging money for goods or services.	
Describe familiar places using words related to location, direction, and distance.	Describe how to get to a family member's house or a favorite park using words related to location, direction, and distance.	Similar to playing "Mother May I," practice walking different directions while another player calls out the location. Example: "walk 3 steps north."	
Use maps, globes, and photographs to identify and describe the physical characteristics of familiar places.	Use a map or photographs of your town or city to describe your favorite landmarks. For example, "Toad Suck Park in Conway is next to the Arkansas River."	Draw a map of your neighborhood. Include things like: a park, a local store, your house or apartment building, your school.	
Talk about cultural characteristics among families and in the community.	Read a children's book about a culture other than your own and make comparisons to your own life.	Talk to a friend about your holiday traditions. What things do you do the same? What are things you do differently? Why do you think you may cook different foods or sing different songs?	
Identify natural resources in the community which can be used to meet daily needs (e.g., water, trees, and soil).	Take a walk in your neighborhood and a local park and point out natural resources you see. Share ideas as to how they can be used to meet daily needs.	Brainstorm ways to practice good citizenship by helping protect the natural resources in your neighborhood or community.	
Brainstorm ways to practice good citizenship by helping protect the natural resources in your neighborhood or community.	Create and illustrate a timeline of important events in your life.	With parent/guardian permission, look at pictures of yourself from when you were a baby until now. What things have changed in your life? How have you changed?	

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Grade: Kindergarten		Unit: Science Activities
Learning Target Science: K	Activity	Activity Resources
Explain ways people can help take care of the Earth.	Ask child to help you with sorting the recycling. Discuss why it's important to recycle. Turn off water while brushing teeth. Discuss with child how that helps save water. Pick up trash in your neighborhood or a park. Discuss how everyone plays a part in taking care of the environment.	NASA Climate Kids
Understand that all plants and animals have needs that allow them to grow, change over time, and survive.	Grow a few lima beans in a bag (lima beans, wet paper towels, baggie). Put bag in a window. Discuss with child what beans need to grow and survive (sunlight and water).	Creaturepedia (PBS Kids)
Obtain information from local weather forecasts and use it to prepare for future weather.	Make a chart of the weather forecast in your area for the next week. Draw pictures of the weather for each day (sunny, cloudy, rainy) and write down the high and low temperature. What patterns do you notice?	Weather Report for Kids
Explore the ways objects can move when pushed or pulled.	Give child an object to move. Explore all the various ways it can be moved (e.g., push, pull, drag, slide, roll, bump). Talk about all the ways it moved (e.g., how a ball rolls down a ramp when it is pushed and when it is not pushed).	Making Objects Move
Talk about why people build things to protect themselves from weather elements (e.g., heat, sun, cold, and rain).	Create a shade shelter for an ice cube. Provide a variety of materials (cotton, paper, cardboard, popsicle sticks, tape, whatever you have on hand!) and allow child to design, build and test their idea with an ice cube on a sunny day.	PBS Kids: Zoom Engineering

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Grade: Kindergarten		Unit: Math Activities
Learning Target Math: K	Activity	Activity
Count the number of objects in a group up to 20 and compare the number of objects in two groups.	Give your child 2 sets of items (up to 20 items in all) and ask them questions about the groups. For example, if you have 9 red rocks and 11 yellow rocks, you could ask your child to count each set. Then ask which group has more – the red rocks or the yellow rocks? How many more yellow rocks do you have than red rocks? How many rocks do you have in all?	Develop a scavenger hunt for around your house. How many pairs of shoes can you find? How many toothbrushes are in your house? How many plates are in your cabinets? How many unmatched socks do you have? Create a list that has the item name and how many of each items you found. What was your largest number? What was your smallest number? Did you find the same amount for any of the items on your list?
Compare two numbers to identify which is greater than or less than the other.	War with Cards (use Ace – 10 only) Players split a deck of cards and simultaneously flip over their top cards. If the cards have the same value, each player lays three cards face down, then a new card face up. The card with the highest value wins all the cards from the round, including the face-down cards.	Using a pair of dice, each person will roll his/her dice. Decide who has the bigger number and who has the smaller number. Later on, each person will use two dice. Add the two numbers together. Then the other person will do the same. Decide who has the biggest/smallest number. Another extension is to use two dice to create the largest or smallest number possible. For example, if I roll a 6 and 1, I could make 61 or 16.
Add and subtract numbers within 10 fluently using objects or pictures.	Go Fish for 10 Game: Take out the face cards from a deck of playing cards. Pass each player 5 cards. Players take turns asking the other players for a specific number card to match to one of their own cards to make a total of 10. If the player they ask doesn't have what they asked for, then a card is drawn. Once a player has matched two cards that add to make ten, they lay them face up for all to see. Match all your cards to end the game. (taken/modified from Math Fact Fluency by Jennifer Bay-Williams and Gina Kling)	Divide a set of dominoes up between players. Each person turns over 1 domino and quickly adds the dots they see. The person with the highest number gets all of the dominoes just used. Play until all of the dominoes have been used. The one with the most dominoes is the winner.
Represent numbers less than or equal to 10 in more than one way (e.g., $9=6+3$ or $9=5+4$).	Math Limbo	Directions: Using the digits 0 to 9, fill in the boxes to create a true number sentences. What is largest number you can make? What is the smallest number you can make? $\boxed{} + \boxed{} = \boxed{}$

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Learning Target Math: K	Activity	Activity
Solve and represent real-world problems involving addition or subtraction within 10 using a variety of strategies (e.g., solve using objects, mental images, drawings, and/or verbal/written explanations).	In this website, you can choose the operation, type of problems to solve, and the range of the numbers that children will solve. Math Word Problems	Addition and Subtraction with 10 Put 10 objects in a paper sack (e.g., beans, blocks, pennies). Reach into the sack without looking and grab a handful of objects. Create simple math problems. Example: If you started with 10 objects in the sack and pulled out 3, your simple math problem would be $10 - 3 = 7$. See if you can create 2 subtraction problems and 2 addition problems.
Count to 100 by ones and tens.	Find items around your house that you can count (e.g., keys, cereal, shoes, rocks, flowers, leaves, beans, cotton balls, buttons). Ask your child how he/she counted the items and if there is another way he/she could count the items. Don't tell them how to count them – just observe how they counted them.	Using a deck of cards, turn over the top card and count on from that number to 20, 30, 50 100. When you turn over a 10, can you count by 10s to 30, 70, 100?
Understand that the place value of numbers from 11 to 19 contains ten ones and some leftover ones (e.g., $14 = 10 + 4$).	Directions: I have 2 ten-frames with counters on them. One ten-frame is full and the other one is not full. What could be the largest number I could make? What could be the smallest number I could make? What other numbers could I make? 	This site has several games that children can play to help them with counting to 20 and also build place value understanding. Free Account can be created. Place Value Games for Kindergarteners

Grade: Kindergarten		Unit: Literacy Activities
Learning Target Literacy: K	Activity	Activity Resources
Participate in discussions with others.	Teach your child to listen when others are talking and wait for his/her turn to respond. Think of conversation as a back and forth exchange like ping pong. You can pass an item such as a toy back and forth to show whose turn it is to speak. Give lots of opportunities for your child to practice this skill! Encourage your child to stay on topic during a conversation. They can do this by asking you questions about the topic, answering your questions, or building on what has already been said. This can be extended by using interesting, descriptive words in your conversation.	Tune In, Talk More, Take Turns Ideas to Spark Rich Conversation Activities to Encourage Language Development Conversation Cards
Blend individual sounds into words.	This is the process of saying the individual sounds and blending them into a word: /c/ /a/ /t/ = cat	Vowel Stars Word Steps
Segment words into individual sounds.	Segmenting is the process of breaking the whole word into its individual sounds. Cat= /c/ /a/ /t/ These activities are oral and students will look at pictures and name objects, then tell you the sounds that make up that word. Don't worry about your child spelling these words, as he or she has not learned all those correct combinations yet. The focus is on correct sounds.	Picture Slide Treasure Chest (Could be both blend and segment)
Name uppercase and lowercase letters.	Work on just a few letters at a time. Your child's name is a great place to start! When he/she can name the letter correctly, work on naming the letter fast without thinking about it. When your child is learning a letter name, say the name of the letter often so they have lots of opportunities to hear it and say it. "This is a y, you say y."	Letter Naming Activities
Say the most common sound for each letter in the alphabet.	Vowels make their short sound and their long sound (name). Try to clip sounds when saying those consonant sounds without adding "uh" to the end, like "B" says /b/, not /buh/.	Letter Recognition : Use the alphabet cards to say the most common sound for each letter. With vowels, we want students to know both the long vowel sound and short vowel sound. Most commonly, "c" says /k/.

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Learning Target Literacy: K	Activity	Activity
Match letters to sounds when reading.	Once your child knows the sounds for several letters, you can put those letters together to give them practice reading words. Start with a vowel followed by a consonant, like <i>at</i> or <i>up</i> . Then add a consonant at the beginning for words like <i>sat</i> and <i>cup</i> . You can put these words together to make phrases like <i>in the cup</i> or <i>sat on me</i> . Once your child can blend the sounds together to read these words or phrases correctly, they can work on reading them more quickly. You can also put more words together so students are reading sentences or longer text. See the "Read Simple Stories" section for more information on texts.	Ideas for Parents/Guardians
Read simple stories.	Choose a story that looks interesting and that your child has the letter/sound skills to read. If they need help with a word, have them make the sounds for each letter then blend the sounds together. By the end of the year, Kindergarteners should know all letter sounds and should be able to read closed syllable words such as <i>cat</i> and <i>fan</i> and open syllable words such as <i>hi</i> and <i>go</i> .	FlyLeaf Portal Reading Games Closed Syllables for Parents/Guardians Open Syllables for Parents/Guardians
Listen to a text and respond to questions..	Read a book to your child, tell a story, or play a story read aloud on a website. Talk with your child about who was in the story, what happened, or what was learned.	Listen and Learn with Audiobooks Epic Storytime Online
Write uppercase and lowercase letters.	Have your child write the letters of the alphabet while saying them out loud. For a fun game, say a letter and see how fast your child can write it.	Handwriting Paper How to Form Letters
Match sounds to letters when writing.	Use the linked sound/letter cards to help your child spell words. As they say a word, help them break it into individual sounds. Students can look at the cards to find a picture that begins with the same sound, then look below to see the letter used to spell that sound.	Ideas for Writing Stories Vowels Consonants

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Learning Target Literacy: K	Activity	Activity
Learn and use new vocabulary	Use new words in your daily conversations with your child, repeating them as often as makes sense to reinforce them and connect them to known words.	Reading Rockets Vocabulary Activities
Write to tell a story, to give information, or to give an opinion using grade-appropriate conventions.	In Kindergarten, the expectation by the end of the year is that students can write one to two legible, simple sentences with phonetic spelling to convey a message. Sentences should start with a capital letter and end with punctuation. (Phonetic spelling means that all the sounds in words are represented by letters, even if they don't follow the spelling rules.)	Narrative Story Sequence Organizer Expository (Informational Text) Fact Strip
Identify the major characters in a text.	Read a story with your child and have them name the characters to you. Then, have them tell you some details about the character (s).	Picture the Character