

Dear Parents -

It is never too early to talk to your child about racism.
If you would like to talk to your child about this topic
but don't know where to begin, check out this
[list of resources.](#)

Week 10: June 10th - June 16th

Parent Instructions

1. Complete the **Math** & **English** / **Spanish** Literacy sections first.
2. All other resources & lessons are optional.
3. For literacy, focus on your primary language first and then do the best you can in the second language.
4. Use below links to jump to the corresponding subject:

[Math](#)

[Literacy](#)

[Science/Social Studies/Health](#)

[Specialists](#)

Teacher






Dual: [Julie Mills](#), [Halie Marsh](#), [Jessica Young](#)

Contacts:

English: [Emily Tan](#), [Abigail Cisneros](#), [Benjamin Miramontes](#)

DAILY CHECKLIST

Today I...

- ☐ Completed 30 minutes of Math 
- ☐ Completed 30 minutes of Literacy 
- ☐ Checked my teacher's message on Seesaw  or ClassDojo 
- ☐ Completed a journal picture page. 
- ☐ Completed a science, social studies, or health activity



Fine Motor Activity

Make a Jellyfish!

<https://nontoygifts.com/paper-plate-jellyfish-craft-kids/>



What you will need:

- Paper plate cut in half
- Hole punch
- Yarn
- Googly eyes

- ☐ Completed at least **ONE** activity from a specialist class:

- ☐ Art
- ☐ Music
- ☐ P.E.
- ☐ Social/Emotional Support
- ☐ Creative Movement
- ☐ Library



NOTE: If you do not have access to the above materials, you can **draw a half circle on a piece of paper and cut it out**. For the tentacles, you can use **strips of paper, ribbon, tissue paper or string**. For the eyes, you can **draw them with crayons or markers**.



Math

30 minutes per day

Daily Routines:

English

[Count to 100](#)

[Shape ID flashcards](#) [Video](#) [Shapes Song](#)

[3D Shapes that I Know Song](#)

[Teen Number Flashcards](#) [Teens video](#)


[Math menu board](#) (choose 1 daily)

Spanish

[Count to 100 in Spanish](#)

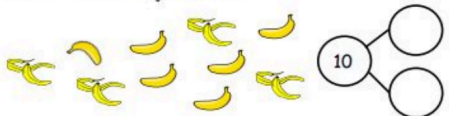
[2D shapes video](#) [Las Formas 2D](#)

[Number ID to 20 in Spanish](#)

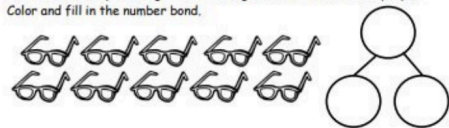
Day 1 June 10	Assignment	Activity
	<p>Practice Counting with Spider Man and the Kids (Click on both links)</p> <p> Learning goal: I can decompose 10 using a story, drawings, and number bonds.</p> <p>Watch: Lesson Video 27</p>	<p>https://drive.google.com/file/d/1-7ZUn7wkUV3shTYiKeLLOLmS9e-RD4Oh/view?usp=sharing</p> <p>If you don't have a printer you can write on the worksheet with the ipad.</p>

Name _____ Date _____

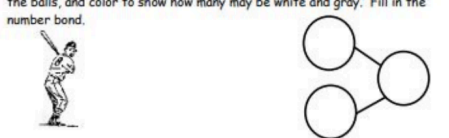
Benjamin had 10 bananas. He dropped some of the bananas. Fill in the number bond to show Benjamin's bananas.



Savannah has 10 pairs of glasses. 5 are green, and the rest are purple. Color and fill in the number bond.



Xavier had 10 baseballs. Some were white, and the rest were gray. Draw the balls, and color to show how many may be white and gray. Fill in the number bond.



EUREKA MATH Lesson 27: Model decompositions of 10 using a story situation, objects, and number bonds. engage^{ny} 267

Day 2
June 11

Assignment

Practice: [Subitizing to 10](#)



Learning Goal: I can model decomposing 10.

Watch: [Lesson Video](#) 28

Activity

https://drive.google.com/file/d/1TohtZtHHPFFyzUs_fHzkHs_ns3MMlwXR/view?usp=sharing

If you don't have a printer you can write on the worksheet with the ipad.

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 28 Homework K•4

Name _____ Date _____

Write a number bond to match each domino.

On the back of your paper, draw 1 of the dominoes and a blank number bond. Pretend you are the teacher, and ask an adult at home to fill it in.

EUREKA MATH | Lesson 28: Model decompositions of 10 using fingers, sets, taking apart, and number bonds. **engage^{ny}** 279

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Day 3
June 12

Assignment

Practice: [Subitizing with Shapes](#) (don't miss this one!)






Learning Goal: I can draw pictures using a 5 group to add to 9.

Watch: [Lesson Video](#) 29

Activity

<https://drive.google.com/file/d/1HEG6mxqm3cpZXw5tsxgUmZTRTyT5OclH/view?usp=sharing>

If you don't have a printer you can write on the worksheet with the ipad.

		<div data-bbox="873 170 1419 869"> <div> <div>NYS COMMON CORE MATHEMATICS CURRICULUM</div> <div>Lesson 29 Problem Set</div> <div>K•4</div> </div> <div> <div>Name _____</div> <div>Date _____</div> </div> <p>Izzy had a tea party with 7 teddy bears and 2 dolls. There were 9 friends at the party. Fill in the number bond and number sentence.</p> <div>  <div> <div>9</div> <div></div> <div></div> </div> </div> <div> $9 = \square + \square$ </div> <hr/> <p>Robin had 9 vegetables on her plate. She had 3 carrots and 6 peas. Draw the carrots and peas in the 5-group way. Fill in the number sentence.</p> <div>  <div> $9 = \square + \square$ </div> </div> <div> <div> <div>EUREKA MATH</div> <div>© 2018 Great Minds. eureka-math.org</div> </div> <div> <div>Lesson 29</div> <div>Represent pictorial decomposition and composition addition stories for 9 with 5-group drawings and equations with no unknowns.</div> </div> <div> <div>engage^{ny}</div> <div>292</div> </div> </div> </div>
<div>Day 4</div> <div>June 15</div>	<div>Assignment</div> <div> <div>Practice: Subitizing to 10</div> <div>  Learning Goal: I can model decomposing 10 using number bonds, pictures and number sentences. </div> <div>Watch: Lesson video #30</div> </div>	<div>Activity</div> <div> <p>I understand how hard these last few months have been and appreciate all the effort you have put into meeting your child's educational needs! The scores you will see on this report card will be based solely on participation and the standards that were reflected in the weekly lesson plans. See below/above for additional comments regarding your child's progress in reading and</p> </div>


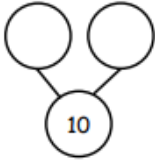
math.

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 30 Problem Set K•4

Name _____ Date _____

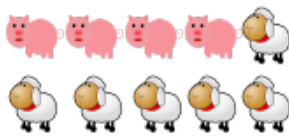
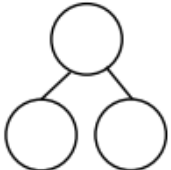
Fill in the number bonds, and complete the number sentences.

Ricky has 10 space toys. He has 7 rockets and 3 astronauts.

$10 = \square + \square$

Bianca has 4 pigs and 6 sheep on her farm. She has 10 animals altogether.

$\square + \square = \square$

EUREKA MATH Lesson 30: Represent pictorial decomposition and composition addition stories to 10 with 3-group drawings and equations with no unknowns. engage^{ny} 301

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https://drive.google.com/file/d/1m-dQr3NnjsFXvHYvQA6K1_Fx3l6mA0Yj/view?usp=sharing

If you don't have a printer you can write on the worksheet with the ipad.

Day 5
June 16

Assignment

Activity

Practice: [Number Talk](#)



Learning Goal: I can put together to add to 9 and 10.

Watch: [Lesson Video #31](#)

https://www.youtube.com/watch?v=TTQIJMNKmpw&disable_polymer=true

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 31 Problem Set K•4

Name _____ Date _____

Draw the story. Fill in the number sentence.

Zayne had 6 round crackers and 3 square crackers. How many crackers did Zayne have in all?

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Riley had 9 crayons. Her friend gave her 1 crayon. How many crayons did Riley have in all?

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

EUREKA MATH Lesson 31: Solve add-to with total unknown and put together with total unknown problems with totals of 9 and 10. engage^{ny} 315

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<https://drive.google.com/file/d/1l6wkxkMRndbNFCbEo1aq0a8V1TqXBXXL/view?usp=sharing>

If you don't have a printer you can write on the worksheet with the ipad.

Optional Math Resources

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What do I do if my child struggles?

Take a break from worksheets and start more math conversations in daily life. Count out snacks, cereal, silverware & dishes, socks, fruits or veggies, money, toys, blocks, etc. Show your child how we use math all around us. Create math stories - example: "We have 4 people in our family so we need 4 plates for dinner. How many cups do we need? How many do we need if your friend comes over for dinner?"

How can I challenge my child?

For additional activities:

1. Click on this link [Eureka](#)
2. Click on Kindergarten Mathematics Module 4 pdf link
3. scroll down to pg. 267 & 268, 279, 292 - 295, 301 - 304, 315 - 318

For Spanish worksheets -

1. click on above link
2. scroll to the bottom of the links and click on Kindergarten

		mathematics module 4: Spanish Zip folder for module 4. 3. Next click on folder and then lesson 27 - 31
	How can we reinforce this skill or concept at home?	Create math stories using objects in your home. Count out and then add or subtract. (See example in "What do I do if my student struggles?") Let them create, add on, take away, and change the endings. Illustrate math stories, create them with playdo, in the mud, playing with legos or blocks, etc. Let them create and show you the math.



LITERACY

30 minutes per day

Daily Routines:

English

- ☐ [Letter names/sounds](#) [Video](#)
- ☐ [Heart word practice](#)
- ☐ [CVC word flashcards](#)
- ☐ [Quilt games](#) (choose one per day)
- ☐ i-Ready - use [clever.com](#)

Spanish

- [Spanish Alphabet Song](#) [Video](#)
- [Letters and sounds in Spanish](#) [Video](#)
- [Syllables in Spanish](#)
- [Spanish heart word flashcards](#) [Video](#)
- iStation - use [clever.com](#)

English		Spanish (For Dual Classes)
Day 1 June 10 *Note to parents: This week we are focusing on informational text and realistic fiction! This week we will learn about the ocean!	<p>Before we get started learning about the ocean, start filling out this K-W-L Chart. (Write or draw your answers.)</p> <ul style="list-style-type: none"> What do you already know? What do you wonder? When you're done reading today's book, what did you learn? <p>Read: "Commotion in the Ocean"</p> <ul style="list-style-type: none"> Discuss the below questions with your child <ul style="list-style-type: none"> What kinds of animals live in the ocean? What was your favorite ocean animal in the book? Why? Is this story fiction, non-fiction, or realistic fiction? Do all the ocean creatures live up above? Or do some live down 	<p>"Grande y Pequeño"</p> <ol style="list-style-type: none"> You can print out the booklet and students can color the booklet, circle the sight words "Grande" and "Pequeño." Use two different colored highlighters to color each syllable then read the book. You can circle the adjective (describing words) in the sentence and circle the picture to match the meaning of the word. This will help build vocabulary in spanish :). <ul style="list-style-type: none"> Alternative option: <ol style="list-style-type: none"> If you can't print it off, make sure you can download it on the ipad, read it and draw a picture of one of the pages and write the

	<p>deep? If yes, what kinds of animals live in the deep?</p> <p>Complete your teacher-assigned iReady reading lesson.</p>	<p>sentence in their writing journal.</p> <p>2. Or your child can write a sentence of their own "El/La _____es grande/pequeño _____" (For example: El taco es grande").</p>
<p>Day 2 June 11</p>	<p>Join Mrs. Corkum as she reads Swimmy by Leo Lionni!</p> <ul style="list-style-type: none"> There is also a surprise art project at the end. Please come prepared with watercolors or other art supplies. Take a picture and show your teacher! <p>Complete your teacher-assigned iReady reading lesson.</p>	<p>This week we are learning about the ocean. Here is a fun video about the ocean animals as an introduction. Los animales en el mar</p> <ul style="list-style-type: none"> After watching the video, you can discuss every two ocean animals. You can figure out which one is large or "grande" or small "Pequeño." For example: El tiburón es más grande que la tortuga or el pez es más pequeño que el tiburón. Spark up conversation about what do you think sharks eat? What do you think fish eat? What does their environment look like?
<p>Day 3 June 12</p>	<p>Watch this short video all about dolphins!</p> <p>Learn to draw: A dolphin.</p> <ul style="list-style-type: none"> Remember to... <ul style="list-style-type: none"> Add details A setting (ocean) Use 3 star coloring (colors that make sense, color in the lines, make the white go away) At least 3 labels <p>After your drawing, choose two sentences to write!</p> <ul style="list-style-type: none"> My dolphin is _____. I like dolphins because _____. Dolphins are/can _____. Dolphins live in the _____. Dolphins like to _____. A fact I learned is _____. <p>Complete your teacher-assigned iReady reading lesson.</p>	<p>For today, students will be writing their responses in their journals. Re-watch the video Los animales en el mar.</p> <ul style="list-style-type: none"> Students will be comparing the size of every couple of ocean animals. For example: El tiburón es más grande que la tortuga or el pez es más pequeño que el tiburón. Please make sure to write 3 sentences making comparisons and then draw out the animals. Please review the 3-star coloring rules listed below to help with meeting first grade requirements. <p>Make sure to send your finished writing and drawings to your teacher through Seesaw or Class Dojo :).</p>



Happy Reading Hour

Join with us for the Happy Reading Hour at 1:00 - 2:00 in the afternoon! Click in the link below to join zoom to see and hear your teachers read books! We hope to see you there!

<https://zoom.us/j/5994443345?pwd=VGk1NFdrb0JTUzkyN00ycGZFQzJSUT09>

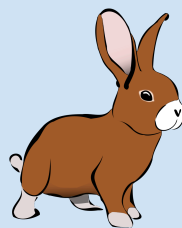
Meeting ID: 599 444 3345

Password: kinder

Day 4
June 15

- **Learn how to Spell with Whale Talk!**

- Now that you have learned about spelling words with 2 syllables, can you spell this?



(Pssst...parents...this is supposed to be a rabbit.)

- **W**

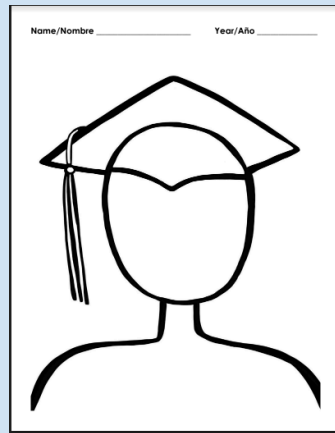
Complete your teacher-assigned iReady reading lesson

- Students will need to watch this informative video about the ocean. [Los animales que viven en el mar.](#)
- Describe what different types of oceans animals can live in and the temperatures.
- Discuss three fun facts that you learned from the video. Draw out what those facts look like on paper and make sure to label them.

Day 5
June 16

Day 5 Fun Day!

Kinder Graduation/Promotion is on Friday, June 19th! For fun, draw and color yourself using the below template :) Make sure to bring this with you to our final Happy Reading Hour!



[English Template](#)

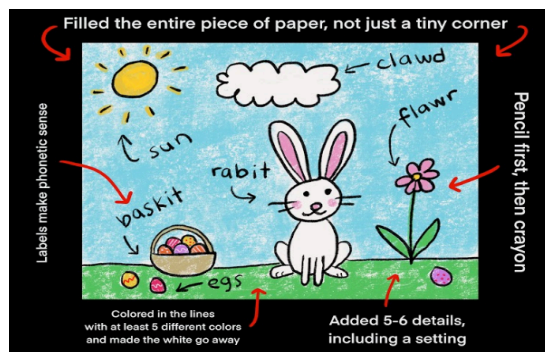
[Dual Template](#)

Complete your teacher-assigned iReady reading lesson.

Watch this educational video about crabs or "cangrejos" [El video sobre los cangrejos](#). Then you can make a crab at home and discuss what they eat and where they live.



Writing Expectations



DID I SCORE A 5/5?

- ☐ I used 3-star coloring.
- ☐ I started with pencil before coloring in my picture.
- ☐ I wrote at least 4 labels.
- ☐ I added at least 5 details.
- ☐ I filled up the whole page.

Optional Literacy Resources

What do I do if my child struggles?

- Take a break!
 - [Try this fun and easy movement break](#) at home - all you need is some painters tape!
 - [Gonoodle](#) is also a great resource for movement!
- If students need help with writing, you can use a highlighter to write out the sentence and have the students trace it with their pencil.

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Make sure students start at the top and end at the bottom when they form their letters/words.

- The saying for pencil grip goes: "baby shark baby shark take a bite"
- Look at an [alphabet chart](#) to help sound out words.
- Focus on only 1-3 pages of the book. Build that vocabulary & confidence first.

How can I **challenge** my child?

Spanish:

- www.arbolabc.com
- [Quizlet](#)- Students can play the Spanish high frequency word games, such as flash cards, learn, spell, test and match

English:

- Have your child add sentences to their ocean animal drawing from day 3 and more labels. Find another animal they can draw in the ocean on youtube! Make a book of ocean animals!
- Have your child fill out this [graphic organizer](#) to record the facts they read about marine habitats!! They can use this while reading *Commotion in the Ocean*, or they can use this while reading books on Epic.
- Practice writing CVCe words outside with chalk or water and a paintbrush! You can also just do this on a piece of paper if no chalk/paintbrush is available.
- Try hiding CVCe words around the house! Have your child find them and on a piece of paper, draw the picture of what the word is after they read it!
 - Ex: They find the word "cake," read it, and they draw a cake on their paper.

How can we reinforce these skills or concepts at home?

- Read some books about the ocean on [Epic!](#)
 - Go to explore > type ocean into the search bar > click read to me > choose books to read about the ocean!
- Search for heart words in the books you read on youtube and epic. See how many you can find!
- Dictate CVC words for your child to write with chalk or with water and a paintbrush (or use a cookie sheet and some salt or sugar)

Science, Social Studies and Health



Day 1
June 10

Echo Location!

Materials: Paper towel rolls, tin pan, tape.

Students demonstrate echolocation by whispering into a paper towel roll that is pointed toward the tin. A partner points the other paper towel toward the tin and places his/her ear on the roll. Students take turns. You can use wrapping paper rolls as well!

**Extension: You can whisper heart words or math problems and then solve or spell them!



Day 2
June 11

Exploring Coral Reefs:

<https://www.youtube.com/watch?v=J2BKd5e15Jc>

Day 3
June 12

Make your own marine habitat!

Materials: Shoe box, crayons or something to color with, blue, scissors, paint,

-If you are creating a specific habitat, gather your specific materials as needed

First, paint your box blue. Next, draw or trace and cut out/color your marine animals (I am not the best artist but I usually hold a paper up to my Ipad or computer screen and trace it). Place your marine animals into your habitat however you would like. I have found that hanging them from string has been a big hit!



Day 4
June 15

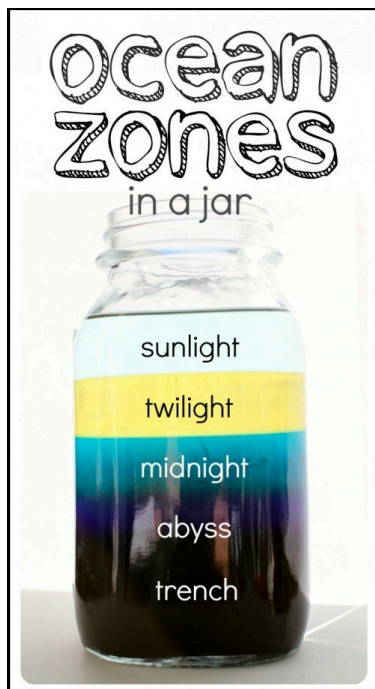
Make your own ocean zones!

Watch this [video](#) to learn about the zones of the ocean

Follow the link for instructions!

<https://www.icanteachmychild.com/make-ocean-zones-jar/>

Materials: jar, food coloring, jar, corn syrup, oil, dish soap, water, rubbing alcohol and funnels.



Day 5
June 16

Shark buoyancy experiment!

Before you start the experiment ask you child to make a prediction. Will the shark sink or float? Why or why not? "I think the shark will _____ because _____"

Now, start the experiment! Follow the link below for instructions/materials.

<https://kidminds.org/shark-science-bouyancy/>



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What do I do if my child struggles?

- Take a break
- Break down the task into smaller, more manageable parts
- Watch the video before the experiment

How can I challenge my child?

- Create new experiments or further the experiment by adding or taking away things

How can we reinforce this skill or concept at home?



Specialist Classes



Art



Music



Physical Education



Creative Movement



FAB, Library and Treehouse Lesson Plans

Related Common Core State Standards:

Math

CCSS.MATH.CONTENT.K.G.A.1

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

CCSS.MATH.CONTENT.K.G.B.6

Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Literacy

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.10

Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.L.K.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).