

Combs from Home

Big Rocks for the Week of April 13th - April 17th

Students are expected to complete ALL assignments on the schedule below. You do have flexibility to complete them in the order that works best for your family.

Office Hours: A member of the Kindergarten team will be available to answer questions about the lessons Monday-Thursday from 1-2pm via Google Meet.

Please check your email on Thursdays for a link for your child's small group time each Friday. (Starting week of April 20th)

Recommended Time	Monday	Tuesday	Wednesday	Thursday	Friday
45 min	ELA (Lesson 1)	Math (Lesson 1)	ELA (Lesson 2)	Math (Lesson 2)	Differentiated Small groups (Starting week of April 20th!)
20 min	Dreambox	Dreambox	Dreambox	Dreambox	
15 min	Listen to a Book/Read-to-Self/Read-to Someone	Listen to a Book/Read-to-Self/Read-to- Someone	Listen to a Book/Read-to-Self/Read-to- Someone	Listen to a Book/Read-to-Self/Read-to- Someone	
30 min	Science (Lesson 1)	Science (Lesson 2)	Science (Lesson 3)	Science (Lesson 4)	Journaling
30 min	Team 8 Time	Team 8 Time	Team 8 Time	Team 8 Time	Team 8 Time

Daily Morning Meeting Videos: [Click Here!](#)

Weekly Sight Words: [Click Here!](#)

Covey Connection:

Habit 1: Be Proactive (Watch the Covey Connection Conversation Video [here](#).)

Habit 2: Begin With The End in Mind

Read to your child: We know that to begin with the end in mind, Habit 2, means we set a goal, which is something that we want to do or accomplish. After we decide on a goal, we need to make a plan to help us reach our goal, just as Darla did, in the Covey Connection Video from Ms. Carr this week. Darla, as you have learned, is an astronaut in training who is working very hard on making proactive choices. She has decided that she wants to travel to Mars when she is an adult. She already knows that everything in space floats, so before she can meet her goal of going to another planet, she needs to learn how to do space flips, eat in space, and fly a rocket ship.

In order for you to practice Habit 2 this week, you need to set a goal for something you would like to do and then make a plan for how to meet your goal. You will need to think about the amount of time it would take to meet your goal and the tools necessary to help you reach that goal. On a piece of paper,

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draw 3 big circles. In the first circle, draw or write the goal you have decided you would like to accomplish and the date by which you want to have that goal complete. In the second circle make a list of or draw tools you will need to meet your goal. In the last circle, draw the plan for, or steps you will take, to reach your goal.

Ms. Carr has decided that it will be her goal to meet with you once a week, through the Covey Connection Video, to talk about making proactive choices and helping Darla do the right thing. Her goal will be accomplished by May 15, 2020. The tools that she will need are an iPad and Darla's adventure story. She will make a calendar chart of the days from April 13, 2020 – May 15, 2020. She will set up her iPad to record one message each Monday. She will record the message on her iPad. That day she will upload her message on the Kindergarten Gator Gallery of Learning. Then she will put an X on that date on her calendar chart.

Your goal can be anything you would like to accomplish. Could it be that you will accept Coach Hook's walking challenge? Only you know the answer to that question! In the meantime, have fun using Habit 2, beginning with the end in mind!

Friday Journaling: Using sentences or drawings, show two things you enjoyed learning about this week!

Accommodations/Modifications Resources: [Click Here!](#)

Additional Resources: [Click Here!](#)

Lessons		
ELA	Math	Science

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Lesson 1:

Letterland:

Topic: Read and Spell with R-blends

Materials needed:

Paper, pencil/pen, notecards (optional*), & scissors (optional*)

*If you don't have notecards, you can cut pieces of paper into small cards.

*If you don't have scissors, you can rip the paper to the size you'd like.

Activity:

Please see the video [here](#) to explain this activity.

1. Divide a full sheet of paper into 7 boxes & at the top of each box write down each of the r-blends: br, cr, dr, fr, gr, pr, & tr.
2. Write down these words on small cards: brag, brick, crack, crush, drip, dress, fresh, frog, grass, grin, press, truck, & trap.
3. Then mix up & divide out each of the cards that you made with the r-blends words on them into each of the boxes (on the full sheet of paper), saying each sound then blending the word together as you place it in the correct box.

*Challenge: Time yourself to see how fast you can put each card in the correct box.

Reading/Writing:

Objective:

Compare two nonfiction texts on the same

Lesson 1:

Objective:

Correctly use objects to represent addition within 10.

Materials Needed:

Device, Paper, Pencil

Direct Instruction:

Watch, pause, and rewatch [this video](#) as needed.

Activity:

Instructions for the activity can be found in the [direct instruction video](#) or read below:

1. Draw a large oval on a piece of paper to represent a pond.
2. Tear or cut out up to 10 small pieces of paper to represent ducks.
3. Choose a specific number of "ducks" (between 5 and 10) to work with.
4. Place some of the ducks in the pond. Write down the number of ducks in the pond.
5. Add the rest of the ducks to the pond. Write down the number of ducks added to the pond.
6. Write the total number of ducks in the pond.
7. Repeat with a new beginning quantity of ducks in the pond.

Share:

Share your work with a friend or family member by talking with your family at dinnertime or by calling or FaceTiming a friend!

Lesson 1:

Watch this [video](#) for today's lesson.

After watching the video, write, draw and/or discuss with someone one new thing you learned today.

After watching I hope you are excited to learn more. What questions do you have about what we are learning this week? Write those questions down. You can even share them with me by emailing me at mmtyndall@wcpss.net.

Extension:

If you have a pond nearby, I invite you to go and explore it. Using your scientist eyes, make observations of the things you see, hear, and smell. What makes this habitat unique and special? What animals and plants live here?

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topic.

Materials Needed:

- "All About Ponds" writing paper. You can either use the template found [here](#) or use a plain piece of paper and draw the lines and boxes.
- Crayons, pencils, or whatever writing materials you have.

Direct Instruction:

Watch, pause, and rewatch [this video](#) as needed.

- You can rewatch a video of just the nonfiction Pond read aloud here. Or, you can access this book to read on your own on Big Universe: [Learning About Earth: Ponds](#)
- How to log in to Big Universe: Use this [link](#).

Activity:

1. Students will use the story above to help them write an "all about" informative piece.
2. Students will choose 1-3 details about ponds that they remember and write these in complete sentences on their paper.
3. Students will draw a picture of a pond to complete their informative writing piece.

An example of this activity can be found in the [Lesson 1](#) reading/writing folder for this week.

Lesson 2:

Objective:

Students can compare the difference between living and nonliving things.

Materials Needed:

Device, Paper, Pencil

Direct Instruction:

Watch, pause, and rewatch this [video](#) as needed.

Activity:

Instructions for the activity can be found in the video or read below:

1. With a parent, sibling, or FaceTime a friend and tell them how you know the difference between something that is living from something that is nonliving.
2. Next, make a t-chart on a piece of paper and sort the below items by living or nonliving. Share it with someone. Tell them how you knew where to sort them.
 - a. frog
 - b. cupcake
 - c. tree
 - d. book
 - e. duck

Extra Practice:

[Living and Nonliving Sort](#)

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Lesson 2:

Letterland:

Topic: Reviewing S, L, & R Blends

Materials Needed:

Paper, pencil/pen, device

Activity:

Please see the video [here](#) to explain this activity.

1. Log on to the Letterland app using your Wakeid account
 - a. Click "Phonics Readers"
 - b. Go to the third row/line & click on the story titled "Spin and Smash and other stories" (3a)
2. On a piece of paper, divide it into 3 parts and write down "l", "r" & "s" at the top of each section.
3. As you're reading each of these stories (you can press the speaker at the bottom to have it read it to you), record a tally mark for every l-blend, r-blend, or s-blend you come across. Which blend-category wins?

*Challenge: Write down each of those l-blend, r-blend, or s-blend words that you come across.

Reading/Writing:

Objective:

Compare two nonfiction texts on the same topic.

Materials Needed:

- Students will need to either use a Venn diagram template found [here](#) or draw

Lesson 2:

Objective:

Correctly use a variety of representations (fingers, objects, and written expressions) to solve addition word problems within 10.

Materials Needed:

Device, paper, pencil

Optional Materials:

Small manipulatives like beans, LEGO bricks, etc.

Direct Instruction:

Watch, pause, and rewatch [this video](#) as needed.

Activity:

Rewatch the [direct instruction video](#) if needed.

1. After getting a paper and pencil ready, access [this document](#).
2. Solve each of the story problems using the three strategies (finger counting, using objects, and writing an equation).
3. As an extension, act out each of the problems or make up your own addition stories!

Share:

Record a video of yourself solving one of the addition problems or call a family member or friend to tell them about your learning!

Lesson 3:

Objective:

Identify the animals that live and grow in a pond habitat.

Materials Needed:

Device, paper, pencil, crayons

Direct Instruction:

Watch, pause, and rewatch this [video](#) as needed.

Activity:

Draw a picture of your favorite pond animal. Write a sentence telling what your favorite pond animal is and why.

Extension Activities:

[Discovery Education Video: Pond Life](#)

[In a Small, Small Pond](#)

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- one on a blank paper you have.
- Students will need a pencil or some other writing utensil.

Direct Instruction:

Watch, pause, and rewatch [this video](#) as needed.

Activity:

1. Students will complete a Venn diagram comparing the nonfiction pond story from lesson 1 and the nonfiction pond story from today.
2. Students will compare the two books and write details that are only found in the first book in that circle.
3. Students will then do the same for the second book.
4. Students will write facts that are found in both books in the middle circle.
5. Students will need to write at least 2-3 facts in each section of the Venn diagram.

Lesson 4:**Objective:**

Students will observe and compare how an organism grows and develops over time.

Materials Needed:

Device, paper, pencil, scissors, glue

Direct Instruction:

Watch the following video about the frog life cycle. You will need to be logged into your wakelD portal and open Discovery Education, then the links will open.

- [Frog Life Cycle](#)

Activity:

Discuss with someone the 5 stages of the frog life cycle.

Complete the [Frog Life Cycle Cut-and-Paste](#). If you do not have a printer you can draw it out on any paper that you have. You can get creative with this by creating a model of the frog life cycle with items found in nature or from around your house.