




## Kindergarten Home Learning- Week 8

Addressing NC kindergarten standards during summer learning, no technology needed.

	Reading/ Writing	Math	Science/ Social Studies	Move
<p><b>Day 1</b></p> <p><b>Read 20 mins</b></p> <p>--</p>	<p style="text-align: center;">☐</p> <p>Choose a simple story to read aloud to the child. Have the child “retell” the story to you while using the illustrations to support their understanding.. Encourage them to include who the story was about, where it happened and details about the events.</p> <p>Ask: Who was the most important character in the story? Was there more than one place that the story happened? If so, where and why was it important to the story to have the different settings. What was the character’s problem? How did they solve it?</p> <p style="text-align: center;"> <b>RL.K.1</b>  <b>RL.K.2</b>  <b>RL.K.3</b>  <b>SL.K.2</b>  <b>SL.K.4</b> </p>	<p style="text-align: center;">☐</p> <p>Gather up two types of small objects. Choose an amount from each group of objects. Mix up the objects. Ask the child how many there are <b>altogether</b>.</p> <p>Have the child write that total onto a piece of paper.</p> <p style="text-align: center;">Ex.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Child writes: <b>9</b></p> <p>Then ask the child to show how the two different objects can add up to 9. The child can show their thinking in several ways. They may sort the objects into two piles;</p> <div style="text-align: center;">  </div> <p style="text-align: center;">show on their fingers;</p> <p style="text-align: center;">or they may write an equation.</p> <p style="text-align: center;"><math>5+4=9</math></p> <p>The emphasis is to model how two sets of objects come together to represent the whole amount.</p> <p>Spend a few minutes with the child to attach meaning to the addition symbols (+ means and; = means the same as). When explaining the answer from the example above, model this vocabulary by saying,</p>	<p style="text-align: center;">☐</p> <p>Gather up several small objects such as legos, matchbox cars, small toys, etc.</p> <p>Find 3 containers. Fill each container with water. Have the child put several objects into each of the containers.</p> <p>Have the child observe and describe each of the containers. Would they say that they are all the same?</p> <p>Have the child describe how the weather can change?</p> <p style="text-align: center;">Ex: The air is cold sometimes and then if the sun comes out it warms up. If the temperature gets too cold, then there could even be snow.</p> <p>Have the child <b>predict or guess</b> what will happen if one container is put in the sun, one in the refrigerator and one in the freezer.</p> <p>Ask: What season could we think of as we put one container in the sun? What season could we think of as we put another container in the refrigerator? And finally what season could we think of as we put the 3rd container into the freezer?</p> <p>Put each container into</p>	<p style="text-align: center;">☐</p> <p>Get your heartrate up.</p> <p>Goal 30-60 mins</p>

		<p align="center"><b>“5 and 4 make 9” and “5 and 4 is the same as 9”</b></p> <p>Repeat this several times using different sets of amounts of objects that total an amount within 10.</p> <p align="center"><b>K.OA.3, K.OA.4</b></p>	<p>each specific place.</p> <p>Wait, wait, wait. Come back to it later that day or the next.</p> <p>Ask: What has changed? What made it change? What words are you using to describe each container? Are these words the same words we use when we describe weather?</p> <p align="center"><b>K.E.1.1, 1.2, 1.3</b></p>	
<p><b>Day 2</b></p> <p><b>Read 20 mins</b></p> <p>—</p>	<p align="center">☐</p> <p>Today, your child will create paper puppets to “act out” the story from Day 1.</p> <p>Have the child draw a picture of each character, Cut around each character’s picture and tape a pencil or small stick to the back of the picture to create a puppet.</p> <p>Then have the child draw a picture of the setting(s) where the story took place.</p> <p>While the child draws ask:</p> <ul style="list-style-type: none"> <li>Is there anything important that you need to add to the drawings of the</li> </ul>	<p align="center">☐</p> <p>Locate 5 pennies.</p> <p>Arrange the 5 pennies together.</p> <p align="center">Ex.</p>  <p>Prop up a book so that the child cannot see you arrange the pennies.</p> <p>Remove the book quickly and let your child view the pennies for just a few seconds.</p> <p>Return the book to hide the pennies.</p>	<p align="center">☐</p> <p>Ask your child to remember what happened to each container of water and objects from Day 1.</p> <p>Talk about the seasons that were associated with each location and why they thought of that specific season with the location. .</p> <p align="center">Ex:</p> <p>Refrigerator: Spring and/or Fall Freezer: Winter Sun: Summer</p> <p>Ask the child to draw a picture and write a sentence to tell how people change what they do for each season.</p>	<p align="center">☐</p> <p>Get your heartrate up.</p> <p>Goal 30-60 mins</p>

characters to help tell the story. (Ex. rainboots, a shovel in their hand, glasses, etc.)

- What details need to be added to the setting drawings to help show what is happening?
- Are there other puppets that need to be drawn that are not a character but might be important to help tell the story? (Ex. a dog, an object,
- Why was it important to draw all the characters in the story and not just the main one?

**RL.K.1**  
**RL.K.2**  
**RL.K.3**

Ask: How many pennies did you see?

Can you tell me what you saw? How did you know it was 5?

Ex: "I saw 4 pennies and then one more. 4 and 1 makes 5." OR "I saw 2 pennies and 3 more and that makes 5".

Rearrange the pennies and repeat. Have the pennies total numbers 2-5.

For each arrangement, encourage your child each time to explain what they saw. How did they see the pennies and come up with the total?

Examples:



or



or



**K.OA.6**  
**K.OA.5**

Ex.

Fall: "I wear a jacket in the fall because the air is cool."

"My friends and I can play in the pool because the sun makes things warm."

**K.H.1.2**  
**K.G.2.1**


**W.K.2**

Day 3



<p><b>Read 20 mins</b></p> <p>--</p>	<p>Using the puppets that the child made from Day 2, have the child “act out” the story from Day 1-2. Encourage them to start at the beginning, include important details, explain the character’s problem, use all of the character puppets, exchange the settings if need be and then finally tell how the character solved their problem.</p> <p>Maybe they could act out the story for a sibling or other person in the house. Perhaps the child may even wish to video their retelling and send to someone.</p> <p>(Hold on to these puppets for later use.)</p> <p><b>RL.K.1</b> <b>RL.K.2</b> <b>RL.K.3</b> <b>SL.K.2</b> <b>SL.K.4</b></p>	<p>Using the same 5 pennies from the day before. Line up the pennies and ask your child how many there are in all. Take one of the pennies away.</p> <p>Ask: How many are left when I take 1 away? Answer: “4”</p> <p>Take away another penny.</p> <p>Ask: Now how many are left? Answer: “3”</p> <p>Keep repeating this process until there are no more pennies left and the child gives the answer “zero” or “nothing”.</p> <p>Starting with 5 again, show the same process on your fingers. Take away one finger at a time, continuing to ask how many?</p> <p>Have the child use the pennies or their fingers to verbally answer the following:</p> <p>If I have 4 fingers and take away 2 fingers, how many are left?</p> <p>If I have 3 pennies and take away 2 pennies, how many are left?</p> <p>Repeat this process several times.</p> <p><b>K.OA.1, K.OA.5</b></p>	<p>To discover the ways in which you and your child are alike and different, ask each other some questions. You may use the following questions as a guide::</p> <p>What is the color of your hair? What is the color of your eyes? What is your favorite thing to drink? What is your favorite thing to eat? What is your favorite game to play? What is your favorite sport? What is your favorite flavor of ice cream? What is your favorite cookie? What is your favorite kind of pet? What is your favorite animal? What is your favorite season?</p> <p>Using a venn diagram, record your answers to show you are alike and different.</p> <p>Have the child draw a picture of themselves for circle A and a picture of you for circle B:</p> <div data-bbox="1016 1583 1378 1822" data-label="Diagram"> </div> <p>When there is something</p>	<p>Get your heartrate up.</p> <p>Goal 30-60 mins</p>
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			<p>that is alike, either draw or write the answer in the intersecting parts of the circle.</p> <p>If there are differences, then draw or write that specific answer in each person's individual part of the circle.</p> <p>After you have completed several questions, ask the child to describe how you are both alike and different.</p> <p>Ask: What would happen if you did this with your sibling, friend or grandparent?</p> <p style="text-align: center;"><b>K.C.1.1</b></p>	
<p><b>Day 4</b></p> <p><b>Read 20 mins</b></p> <p>---</p>	<p style="text-align: center;">☐</p> <p>Word Ladder Activity: To prepare for this activity, you will need 17 small pieces of paper. Write each letter below onto one of the pieces of paper:</p> <p style="text-align: center;">a i c d h n s w</p> <p>You will say the following words one at a time and state a sentence that includes the word. The child will manipulate the letter cards to spell each word. <b>Each time they spell a word, you or the child write the word onto one of the remaining blank pieces of paper.</b></p> <p>Ask:</p> <ol style="list-style-type: none"> <li>1. Spell the 2 letter word: <b>is</b></li> <li>2. Add a letter to spell <b>his</b>.</li> <li>3. Now spell <b>ash</b>.</li> </ol>	<p style="text-align: center;">☐</p> <p>Sit down with the child and show them the 5 pennies and explain that when you take away 1 penny you end up with 4 left. If you take something away, you will always have a smaller number for the answer. To help the child understand that the words take away, minus and subtraction all mean the same thing. Keep showing them the example: 5 pennies take away 1 penny makes 4 and use the different language for each example.</p> <p style="text-align: center;">Ex.</p> <p style="text-align: center;">5 take away 1 makes 4</p> <p style="text-align: center;">5 minus 1 makes 4</p> <p style="text-align: center;">5 subtract 1 makes 4.</p> <p>Also substitute the word "equal" for "makes".</p>	<p style="text-align: center;">☐</p> <p>Hide an object in a room of your home.</p> <p>Give the child clues as to where to find the object in relation to other objects by using positional words. .</p> <p>The object is near the sofa and it is to the right of the blue pillow.</p> <p>Then switch roles and have the child hide an object and give you clues using positional words to find the object.</p> <p>Ex.: near/far, left right, in/on, above/under, on top of/beneath, in front of/in back of)</p> <p>See if they can give multiple clues, using different position words to describe something in the</p>	<p style="text-align: center;">☐</p> <p>Get your heartrate up.</p> <p>Goal 30-60 mins</p>

	<p>4. Add one letter to spell <b>cash</b>.</p> <p>5. Change one of the letters to make it the word <b>dash</b>.</p> <p>6. Change one of the letters to spell <b>dish</b>.</p> <p>7. Change one of the letters to spell <b>wish</b>.</p> <p>8. Start all over and spell the word <b>in</b>.</p> <p>9. What can you add to the word <b>in</b> to make it <b>inch</b>?</p> <p>10. Keep the same letters but move them around to spell <b>chin</b>.</p> <p>11. Now for the challenge word! It will use all letters! Let's say it: "<b>sandwich</b>". Let's clap it:</p> <p> <b>sand w ich</b>.</p> <p>Ask how many parts or syllables they hear in the word sandwich. (ex. Two claps = 2 syllables.)</p> <p><b>Spell it! Ask:</b> Will knowing the syllables or parts help you spell this long word?</p> <p>Say: "Look how many words you made using those eight letters! Can you read each word on the word cards we made?"</p> <p>Then ask the child to sort the words in different ways. .</p> <p>Ex. They can sort the words by beginning sound,</p>	<p>Have the child show you how fast they can solve the following "take away", minus or subtraction problems within 5. (Remember to use the different subtraction vocabulary.)</p> <p>Ex: What is 5 take away 3? What is 3 take away 2? What is 4 minus 2? Etc.</p> <p>Observe for the child to show fluency in subtraction within 5. Look for: Accuracy: the correct answer Efficiency:</p> <p><b>K.OA.1, K.OA.5</b></p>	<p>same location</p> <p><b>K.G.1.4</b></p>	
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	<p>vowel sound, rhyming words, # of letters in each word.</p> <p><b>Writing:</b> Can you pick a word from the word cards and write a sentence with that word?</p> <p>Challenge: Can you use two of the words in one sentence?</p> <p>Ex: I put my sandwich on a blue dish.</p> <p>His wish is to have lots of cash.</p> <p><b>RF.K.3 a, b, c, d, e</b> <b>RF.K.4 a, b, d</b> <b>W.K.1</b></p>			
<p><b>Day 5</b></p> <p><b>Read 20 mins</b></p> <p>--</p>	<p>☐</p> <p>Using the puppets from earlier in the week, have the child imagine another adventure that the character(s) can experience.</p> <p>Do they need to draw a different setting(s) to show where the story happened?</p> <p>Do they need to create another character puppet?</p> <p>Have the child write an event or loosely linked events to tell their new story.</p> <p>While you read the story out loud, have the student “act out” the story using the puppet(s). Then switch</p>	<p>☐</p> <p>Give the child an object such as a straw, spoon, or pencil. Ask the child to find other objects that are longer.</p> <p>Ask the child to tell you how they know it is longer? Ex: (I know it is longer because it sticks out more.)</p> <p>Then repeat with finding objects that are shorter. Again ask the child to explain their findings.</p> <p>As children compare objects by <b>length</b>, they will discover the importance of lining up the ends of the objects to measure accurately.</p> <p>Now ask the child to find two objects and decide which is <b>lighter</b> and which is <b>heavier</b>.</p>	<p>☐</p> <p>Find time to sit and talk with the child about what rules they think might be different when they return to school. Ask them why that “new” or “changed” rule would be important. Will there be anything they think they will have to do differently?</p> <p>What rules or changes do they think will happen in other places such as a park, a library, a grocery store?</p> <p><b>K.H.1.1</b> <b>K.C&amp;G.1.2</b></p>	<p>☐</p> <p>Get your heartrate up.</p> <p>Goal 30-60 mins</p>



	<p>and have the child read the story and you “act out” it out.</p> <p><b>RL.K.1</b>  <b>RL.K.2</b>  <b>RL.K.3</b>  <b>W.K.6</b></p>	<p>Ask: Does the <b>size</b> of the object mattered?  Does what is made of matter?  What if they are made of the same material? If so, then what makes one heavier or lighter than the other? (Ex. two different cardboard boxes)</p> <p><b>K.MD.2</b></p>		
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