

Week 6: May 13 - May 19

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



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

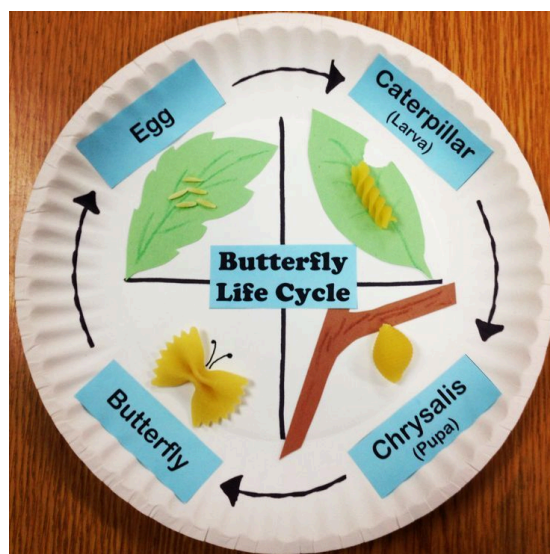
- ☐ Art
- ☐ Music
- ☐ P.E.
- ☐ Social/Emotional Support
- ☐ Creative Movement
- ☐ Library



Fine Motor Activity

[Watch this video on the life cycle of a butterfly](#)

Now make your own butterfly life cycle!



What you will need

1. Paper plate
2. Rice and various noodles
3. Markers/crayons/colored pencils

NOTE

If you do not have noodles, **drawing** the life cycle is perfect too! You also do not need to use paper for the labels. You can just **write** them.



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](#)


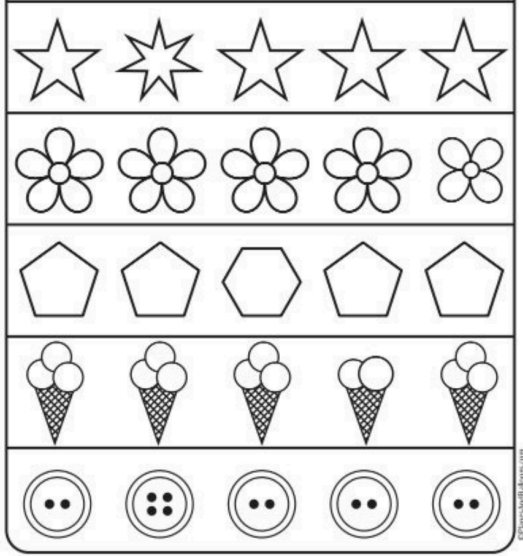
[Math menu board](#) (choose 1 daily)

Spanish

[Count to 100 in Spanish](#)

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

[Number ID to 20 in Spanish](#)

Day 1 May 13	Assignment	Activity
	<p>Warm-up: Subitizing</p> <p>Lesson:  I can describe why an object is different.</p> <p>I-ready lesson: Different/Diferente IXL Lesson - Different</p> <p>Optional Skill Review: WAR: Use a deck of playing cards with the Jack, Queen & King removed. Shuffle and pass out the deck face down equally between two players. On the count of 3, both turn over the top card from their pile face up. Whoever adds the two numbers correctly, wins both cards. Play for 10 minutes and whoever has the most cards after 10 minutes is the winner. (can also play by subtracting the two numbers)</p>	<p>https://drive.google.com/file/d/1DePGxHjR9Yw6ONt8yHmoBL6Lnir8b0OQ/view?usp=sharing</p> <div data-bbox="917 940 1437 1612"> <p>Name: _____</p> <p>Same or Different? Cross out the picture that is different from the rest.</p>  </div> <p>If you do not have a printer you can have your child point to the answer on the screen.</p>
Day 2 May 14	Assignment	Activity

Warm-up:

[Shapes Game](#)

Lesson:

 I can **compare** and **describe** why objects are the **same**.

I-ready lesson: Same/Equal

[IXL Lesson - Different & Same](#)

Optional Skill Review:

Count! - to 100 by 1's and 10's. Choose a random number (say 46 and count to 100 from that number). Can you count backward by 10's? Can you count backward by 1's?

If you can - can you count by 5's????

https://drive.google.com/file/d/1HIs_VU5rClaoLh16ciSwcK3ftAutu0fD/view?usp=sharing

If you do not have a printer you can have your child point to the answer on the screen.



Same and Different Objects

Kindergarten Activities Worksheet

Look at the picture on the left. On each row, circle the pictures that are the same and cross out the pictures that are different.



Online reading & math for K-5

www.k5learning.com

Day 3

May 15

Assignment

Warm-up: [Subitizing Rock](#)

Lesson:

 I can **compare** and **describe** the **length** of two objects.

I-ready lesson: Longer or Shorter/
Mas largo o mas corto

[IXL Long & Short](#)

Optional Skill Review:

[What is long? book](#)

Activity

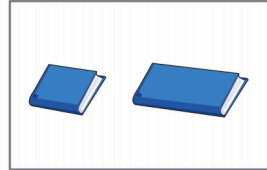
<https://drive.google.com/file/d/1nAuUY8NWoaLYGbdiYZ-F1z3RFXz80StAH/view?usp=sharing>

If you do not have a printer you can have your child point to the answer on the screen.

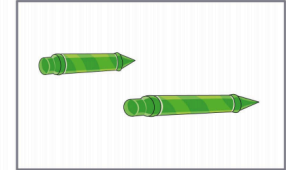
Name: Class:

Size: long and short

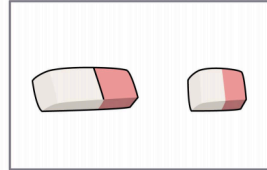
Which book is shorter ?



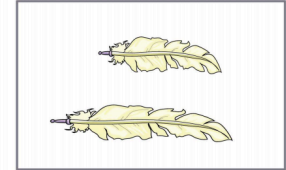
Which color is longer ?



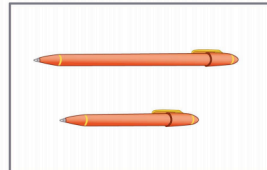
Which eraser is shorter ?



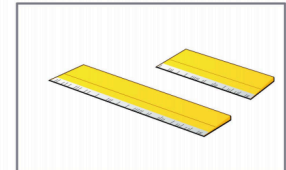
Which feather is longer ?



Which pen is shorter ?



Which ruler is longer ?




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Day 4
May 18

Assignment

Warm-up: [Subitizing Teens](#)

Lesson:

 I can **compare** objects and **describe** the **height** of two objects.


I-ready lesson: Taller or Shorter/ Mas alto o mas bajo.

[IXL Taller or Shorter](#)

Optional Skill Review:

[Subtraction](#)









Activity

Open with 


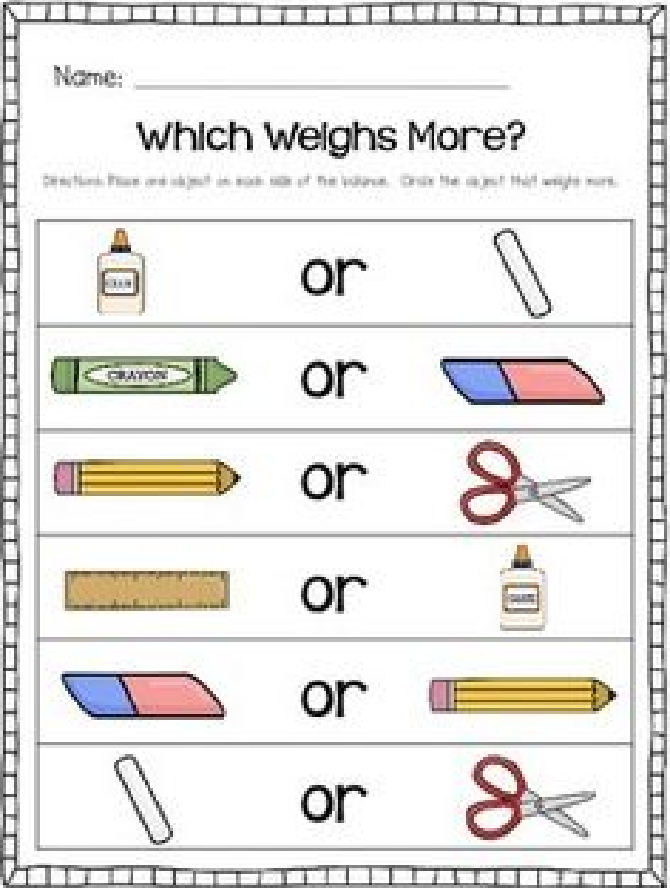
Name: _____

Cut out, sort and paste the pictures.

SHORTER	TALLER

<https://drive.google.com/file/d/1dEirSu-Az9Yoan93VbjpLUTwk7TpxhXp/view?usp=sharing>

		If you do not have a printer you can have your child point to the answer on the screen.
Day 5 May 19	Assignment	Activity
	<p>Warm-up: Subitizing Strings - what the video and see if you can find my mistake.</p> <p>Lesson:</p> <p> I can compare objects and describe the weight of two objects.</p> <p>I-ready lesson: Heavier or Lighter / Mas liviano o mas pesado. IXL Heavy or light</p> <p>Optional Skill Review: What is Heavy? book</p>	<p>https://drive.google.com/file/d/1NVyhtc3VQABmwo029leeplwBTHfT6Z2C/view?usp=sharing</p>  <p>If you do not have a printer you can have your child point to the answer on the screen.</p>

Optional Math Resources		
O P T I	What do I do if my child struggles?	Lots of repetition and talking - they will get it eventually. Right now, just share your thinking - "I notice that your glass is taller than my glass." and hold them next to each other. Also, only focus on one type of measurement - for example only focus on taller or larger. Look for the taller items everywhere for a day or two. Once they can identify the taller, then add the shorter one.

O N A L	How can I challenge my child?	For families who would like additional worksheet practice , this link provides more measurement practice: Engage New York Measurement Scroll down to downloadable resources, click Module 3: Full module, pages: 18-20, 26-28, 35-36, 44-47, 52-55.
	How can we reinforce this skill or concept at home?	Compare everything! Who is tallest in your family? Who is the shortest? Compare silverware, toys, etc. to determine height, length and weight. Take pictures or make a video!



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](#)


Day 1 May 13	English	Spanish (For Dual Classes)
	<p>Listen to <u>Inch by Inch</u> by Leo Lionni.</p> <ul style="list-style-type: none"> What is something LONG that the inchworm measured? What is something SHORT that the inchworm measured? <p>Activity: Go on a scavenger hunt around your house and find something that is:</p> <ul style="list-style-type: none"> 1 inch long 3 inches long 5 inches long 10 inches long 12 inches long <p>Write down all of the things you measured. Can you SOUND OUT their names? Share your hard</p>	<p>Listen to <u>What Should Soma Grow?</u></p> <ul style="list-style-type: none"> How did Soma plant the seeds? What was the process? What did he do to keep them alive? What animals keep trying to eat his garden? What type of plants did he plant? What happened at the end of the story? <p>Please make sure to do 20 minutes of I-station.</p>

Note to parents:

This week's literacy lessons will revolve around the themes of measurement and caterpillars.

Remember to check out the optional section (below) if you

<p>are looking for modifications or extensions!</p>	<p>work with your teacher on Class Dojo or Seesaw.</p> <p>Complete your teacher-assigned iReady reading lesson.</p>	
<p>Day 2 May 14</p>	<p>Learn how to draw a caterpillar</p> <ul style="list-style-type: none"> • How many inches long is your drawing? • Now draw another caterpillar that is LONGER, and one more that is SHORTER. • Color your drawing with 3-star coloring. <p>Read <u>Pete the Cat and the Cool Caterpillar</u>.</p> <ul style="list-style-type: none"> • What are some other bugs that Pete and his friends find? • How does Pete turn a regular old jar into a caterpillar habitat? Why is that important? • What happens to the caterpillar? Use the words "first/then/last" to describe the process. <p>Complete your teacher-assigned iReady reading lesson.</p>	<ul style="list-style-type: none"> - Watch How to Draw a Plant <ul style="list-style-type: none"> - Students will learn how to draw a plant and label the parts in spanish. - Now draw a plant that is shorter than the one you just drew. - Remember to do 3-star coloring. - Re-watch: What Should Soma Grow? <ul style="list-style-type: none"> - Re discuss the following questions. - How did Soma plant the seeds? What was the process? What did he do to keep them alive? - What animals keep trying to eat his garden? - What type of plants did he plant? - What happened at the end of the story? - Then write the sentence with the following sentence frame "<u>Tengo</u> una planta que es <u>muy</u> _____" Please make sure to send work to your teacher on Class Dojo or Seesaw.
<p>Day 3 May 15</p>	<p>Complete your teacher-assigned iReady reading lessons.</p>	<p>Complete your I-station Lessons for 20 minutes and come join us for Happy Reading Hour!</p>

	<p style="text-align: center;"><u>Happy Reading Hour</u></p> <p style="text-align: center;">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!</p> <ul style="list-style-type: none"> • <u>Zoom Link</u> • Meeting ID: 950 1707 7853 • Password: 1SpU99 • https://vansd.zoom.us/j/95017077853?pwd=VXdKRW9ldOdvSWRMMytMVi9yUFpXZz09 	
<p>Day 4 May 18</p>	<p>Re-read "Pete the Cat and the Cool Caterpillar"</p> <ul style="list-style-type: none"> • What was the setting? (where the story took place). • Draw a picture of your favorite setting in the book <ul style="list-style-type: none"> ◦ Make sure to add details! If it's outside, where outside? What was outside? (at the park?, zoo?, were there trees, grass, sun, sky, flowers, butterflies...?) <p>Complete your teacher-assigned iReady reading lesson.</p>	<p><u>Video of Silabas con A of Ms. Young</u></p> <p><u>Silabas con A Chart</u></p> <p>-Please watch the video and then you can make syllable flashcards with your child if you do not have a printer. They can practice these Daily. I will be doing the vowel 'E' next week.</p> <p><u>Video of Las Tarjetas Con Las Silabas A with Ms. Young</u></p> <p>Practice the flash cards with Ms. Young :)</p>
<p>Day 5 May 19</p> <p>Psst...looking for an extra challenge? Check out the "optional" section below for some more ideas.</p>	<p style="text-align: center;">Day 5 Fun Day!</p> <p>Dictate CVC words to your child and have him or her "write" them with objects found outside (sticks, leaves, pebbles, etc.).</p> <p>Try these words: cab, lab, bad, pad, fan, van, gap, tap, jam, ram</p> <p>Make sure to take a picture and share with your teacher! We would love to see!</p>  <p>Complete teacher-assigned i-Ready lesson.</p>	<p><u>Book with "Tengo" and "Muy"</u></p> <ul style="list-style-type: none"> • You can print out the booklet and students can color the booklet, circle the sight words "Tengo" and "Muy." Use two different colored highlighters to color each syllable then read the book. <ul 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 sentence in their writing journal. • Or your child can write a sentence of their own "Yo tengo un (una) _____." (For example: Yo tengo un flor). Then write a second sentence, "El/La _____es muy _____." (Example: El flor es muy bonito.)

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

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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. Make sure students start at the top and end at the bottom when they form their letters/words.
- Look at an [alphabet chart](#) to help sound out words.
- **Is your child struggling with the concept of setting?** Go on a "field trip" to different rooms of your home and describe the setting together. (Ex. "We are in the kitchen. It smells like breakfast cooking. It is spring so the sun is shining through the window and we can see new leaves growing outside. The kitchen has blue walls and lots of pots and pans everywhere.")
- **For the Day 5 activity:** If your child is still working on letter recognition, dictate **letters** instead of **words**.

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:

- **For Day 5's activity,** try writing CVCe words! Such as, cake, game, bike, rose, cube etc!
- Try playing this game with **CVCe nonsense words!**

Roll and Read
long vowel a_e nonsense words

1	2	3	4	5	6
tade	scame	flace	trape	rale	whave
wate	glame	gake	krame	ave	chage
nake	scave	rame	fave	kave	shate
jame	smake	dage	zane	clane	grane
tase	lage	sape	shage	brase	plake

- **No printer? No dice? No worries!** Use cards with numbers written on them instead. Turn a card over and that's the word you read. Instead of printing, write/draw the game on a separate piece of paper :)

How can we reinforce these skills or concepts at home?

- Read some books about butterflies on [Epic!](#)
 - Go to the search bar > type "butterflies" > click "read to me" > choose some books you'd like to read!
- Search for heart words in the books you read. See how many you can find!
- Looking for more spelling practice? Get outside and find rocks to paint letters on. (Nail polish and Sharpies work great, too!)



Science, Social Studies and Health



Day 1
May 13

Fill Up Your Worry Cup

In this lesson, you and your child and/or family will be talking about anxiety. Start a conversation with your child about worry/worrying. Explain how we all have things we worry about, they may be big or small, and they may make us feel uneasy. Let them know those feelings of worry can creep up on us, and it helps to talk about them. Let's take a few minutes today to think about things we worry

	<p>about. If your child is able, have them write down their worries on a strip of paper and crumple it up and put it in a cup. (I feel worried when _____, I feel scared when _____, I feel anxious when _____, etc.)</p> <p>After allowing writing time, one by one take them out of the cup and read what they wrote. You can also talk about your list, if you choose to write one. I have found that the more people in the class or family that participate, the more you learn and understand how different people have different anxieties.</p> <p>For the last part of this lesson, talk about and practice calming/coping strategies. First, ask your child if they have any strategies they already use. We often teach many strategies and then figure out what works best for each individual child. Some strategies to practice are imagining your favorite place, thinking about things you care about, take a break, or take 10 deep breaths.</p>
Day 2 May 14	<p>https://naturalhistory.si.edu/visit/virtual-tour/current-exhibits:</p> <p>Please explore this virtual field trip. If you choose to do so, please find the butterfly pavilion through this link!</p>
Day 3 May15	<p>Sensory Basket</p> <p>In each classroom at Sarah J is a sensory or calm down basket. Each sensory basket holds a waited rice bag, windmill to blow on, finger fidgets, putty, playdough, and any other tool for calming that the teacher wants. Students, when they are feeling frustrated, angry or need a break they can use the TOOLS in the sensory basket. Each time a student uses the basket, he or she will put a 2-4 minute timer on. When the time is up, they return to their desk.</p> <p>In this activity, you will be making a sensory basket! You may already have all of the tools or you might need to make some. Either way, having a basket prepared and ready will help children self-regulate when they are feeling frustrated.</p> <p>In previous weeks, you have made many tools that can be added to this basket!</p>
Day 4 May 18	<p>https://kcts9.pbslearningmedia.org/resource/Of850220-91b3-4e72-bf48-4d1f2821ceaf/butterfly-world-field-trip/</p> <p>This is a virtual field trip from PBS. At about this point in the year, we get caterpillars and watch them go through their life cycle.</p>

Day 5
May 19

Weight!

Items needed: Hanger, string or hooks, plastic cup or container (2), house hold objects, somewhere for the hangar to hang

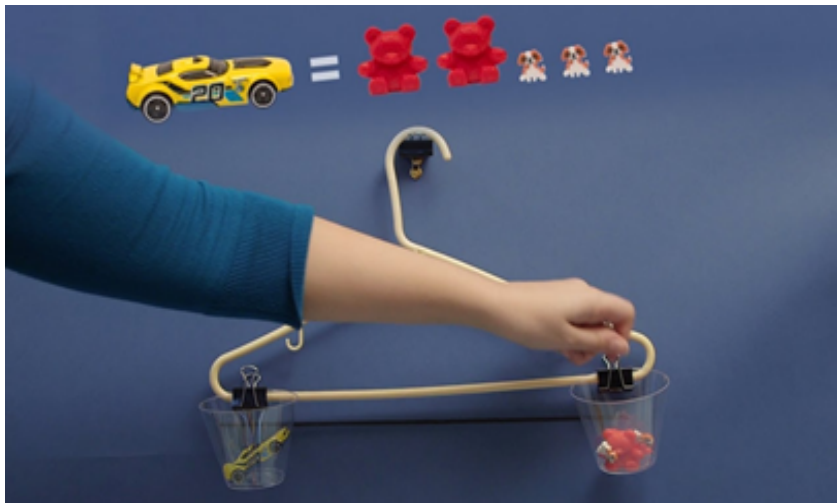
In this lesson, you will be gathering items from around your house and seeing how much they weigh against each other.

First, you will want to tie the string around the hanger (preferably hangars with the indentation on top so the string does not slide off). Then, you will poke holes in the tops of the cup or containers and tie your string to it. These are now what you will set your items in to weigh. Repeat the process for the other cup or container. (I have found that ziploc bags work as well) There are many different ways to attach the cups to the hanger, do what is easiest for you!

After this task is complete, have your child walk around your home or outside and gather items he or she thinks weigh the same, heavy objects, light objects, or things he or she does not know about!

After each experiment, have your child write down or talk about an equation. For example, in this picture, one race car = two bears and three small dogs.

Some guiding questions: Why is ---- heavier than -----? Why are they the same? Do you think these are hollow inside or filled? How did you choose your items?



O
P

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

T I O N A L	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

<p>ART</p>	<p>Click for Remote Learning Website</p>
<p>MUSIC</p>	<p>Click for Remote Learning Website</p>
	<p>Click for Remote Learning Website</p>
<p>Social</p> <p>Emotional</p>	<p>Click for Tree House Choice Board</p>

<p>Creative Move- Ment</p> 	<p>Click for Remote Learning Website</p>
<p>Library</p> 	<p>Click for Remote Learning Website</p>

Related Common Core State Standards:

Math

Describe and compare measurable attributes.

CCSS.MATH.CONTENT.K.MD.A.1

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

CCSS.MATH.CONTENT.K.MD.A.2

Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

CCSS.MATH.CONTENT.K.MD.B.3

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.1

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).