

Week of 1/10-1/14 Task List - Dewdney

Please check class Dojo everyday as that is where we will be communicating. The following work options are available to your scholars. If they do not work for your family, any practice around the follow skills that you can do at home (even for a few minutes) will support your scholar:

FOCUS SKILLS FOR WEEK:

- Number identification 0-10, then 10-20
- Rote counting (counting numbers out loud in order) as high as possible
- Letter sound and letter name review
- Shapes
- Play Planning: Before students play at home have them write a play on what they are going to do
- Graphics Practice (see directions at end of this document)

STUDENT WORK OPTIONS:

Supports from District:

<https://cityschools2013.sharepoint.com/:w:/s/curriculum/earlychildhood/ESr4hHZkUktCsVPjXmRaGP4BMkRj22Zea3txXwrlYzaMg?e=kZRGff>

Work Packets: Work packets are available to pick-up at the school (until 4 p.m. today and between 8 a.m. and 4 p.m. every other day this week) and the document can be found here for at-home printing if that is available to you:

<https://drive.google.com/file/d/1vVY0Hlt4gsKwSWCfwCV4DdVzyNqnQR51/view?usp=sharing>

Other online resources: This link was sent out on a Class Dojo post, but there are more resources her where students can engage in a variety of blended learning platforms across content areas:

https://docs.google.com/document/d/1l5ybZC9XaN-H2wCjtO9E3oG3_MRfi7-3owc51e7maTU/edit

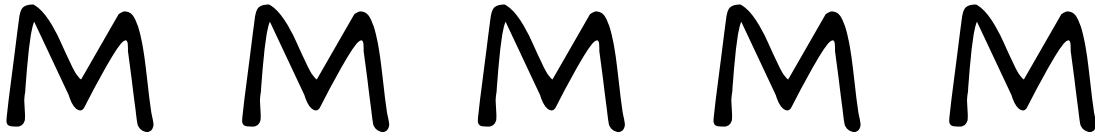
Zoom Session and Support: We will have a Zoom session every morning at 9 a.m. if you have a device and are able to login. After the session students should work on packet or the online learning platforms. You need to have any zoom account to be able to sign into the session on the device you are using. If we can support this in any way please let us know. If you message during that our Zoom block please know we may be delayed in responding.

ZOOM LINK: <https://bcps-k12-md-us.zoom.us/j/89267876816>

Graphics Practice

First, have your scholar trace the object below while using the following Private Speech: Children say “up, down, up, down” with each mountain then in the empty space below create their own “grass blowing in the wind” while using their self-talk.

Primero, pídale a su estudiante que trace el objeto a continuación mientras usa el siguiente Discurso privado: los niños dicen "arriba, abajo, arriba, abajo" con cada montaña y luego, en el espacio vacío de abajo, crean su propia "hierba que sopla en el viento" mientras usan su propio -hablar.



First, have your scholar trace the object below while using the following Private Speech: Children say “bump, bump, bump” with each wave then in the empty space below create their own “waves” while using their self-talk.

Primero, pídale a su estudiante que rastree el objeto a continuación mientras usa el siguiente Discurso privado: los niños dicen "choque, choque, choque" con cada ola y luego, en el espacio vacío a continuación, creen su propia "waves" mientras usan su diálogo interno.



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First, have your scholar trace the object below while using the following Private Speech: Children say “across, slant, across” with each zigzag then in the empty space below create their own “zig zags” while using their self-talk.

Primero, pídale a su estudiante que trace el objeto a continuación mientras usa el siguiente discurso privado: los niños dicen "a través, inclinado, a través" con cada zigzag y luego, en el espacio vacío a continuación, crean su propia "zig zags" mientras usan su autodiálogo. .



First, have your scholar trace the object below while using the following Private Speech: Children say “curve in, curve out” with each “snake” then in the empty space below create their own “snake” while using their self-talk.

Primero, pídale a su estudiante que trace el objeto a continuación mientras usa el siguiente discurso privado: los niños dicen "curva hacia adentro, curva hacia afuera" con cada "serpiente" y luego en el espacio vacío a continuación crean su propia "serpiente" mientras usan su diálogo interno.

