

Hays CISD Home Learning



Kator

Week of/ *Semana*: May 18

Announcements and Important Links/*Anuncios y enlaces importantes*: Check Class Dojo for zoom link for office Hours and more instructions. A morning message will be posted Tuesday-Friday onto ClassDojo.

PK Choice Board

May 18-21 2020



<p>Draw a picture of something you want to do this Summer. Use "This Summer I want to _____"</p> <ul style="list-style-type: none"> - Pool - Swim - Picnic - Park - Hug - Take a trip - Fly a kite 	<p>Create your name with things around your house.</p> <ul style="list-style-type: none"> - Crayons - Markers - Chalk - Shaving Cream - Food - Dirt 	<p>Create your own obstacle course! Share a picture or video with your teacher!</p> 	<p>Draw a self portrait. Make sure to use "real colors". Try looking in a mirror when drawing your self portrait. Give your picture a lot of details.</p> 
<p>Post a video on the PK Flipgrid!</p> <ul style="list-style-type: none"> - Tell us your favorite PK memory - Say goodbye to your friends and teachers - Do your best impression of your teacher - Teach us a dancel <p>The link and password are posted on ClassDojo.</p>	<p>Bake something with your family! Share a picture of you enjoying your treat with your teacher!</p> 	<p>Write a letter/ email/ draw a picture and send it to someone you are missing!</p> 	<p>Read <u>Oh, The Places You'll Go! By Dr. Seuss</u></p> <p>-Print out this page and color/write where you will go or</p> <p>Draw yourself in a hot air balloon and use the sentence stem "I will go to _____"</p> 
<p>Join a Zoom meeting and chat with your teacher! Find the Zoom link on Dojo Class Story.</p> 	<p>Draw a flower. In the middle of the flower write your name. For each petal on your flower write something you have learned this school year.</p>	<p>Build a structure out of blocks, legos, cups, or any items that will work at your house! Be creative!</p> 	<p>Build a fort and read your favorite books. Send us a picture or video of your fort.</p> 

Hays CISD Home Learning



Week of/ **Semana:** May 11th

Conference Time / **Tiempo de conferencias:** Monday- Friday 9:00- 9:30 and 3:00 to 3:30

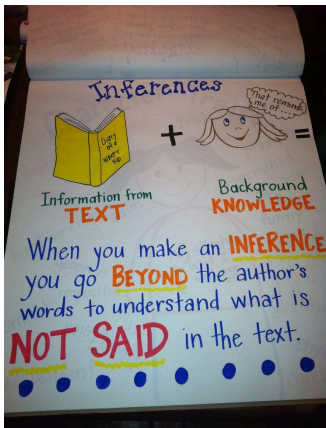
Announcements and Important Links/**Anuncios y enlaces importantes:** Check Class Dojo for zoom link for office Hours and more instructions. A morning message will be posted Tuesday-Friday onto ClassDojo.

Week of/Semana: 5/11 to 5/15

Content/ Contenido	Monday Objectives: We will make inferences and predictions about text.	Tuesday Objectives: We will make inferences and predictions about text.	Wednesday Objectives: We will make inferences and predictions about text.	Thursday Objectives: We will make inferences and predictions about text.	Friday Objectives: We will make inferences and predictions about text.	Other Resources/ Otros Recursos
Language Arts/ artes del lenguaje	<p><i>Good Morning Message</i> from child's teacher - Review of week</p> <p>Daily Literacy Routine:</p> <ul style="list-style-type: none"> -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet Phonics Song <p>Practice Heggerty Monday Heggerty</p> <p>-----</p> <p>Watch BrainPop- Making Predictions</p> <p>Username: teamhays_13 Password: learn</p> <p>Choose a book from home and practice your prediction skills.</p>	<p><i>Good Morning Message</i> from child's teacher - Weekly letter review video from child's teacher</p> <p>Daily Literacy Routine:</p> <ul style="list-style-type: none"> -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet Phonics Song <p>Practice Heggerty Tuesday Heggerty</p> <p>-----</p> <p>Watch the powerpoint below about making inferences, go through each photograph and make a guess based on clues from the picture to answer each question. Discuss why you are making that inference, what</p>	<p><i>Good Morning Message</i> with child's teacher - Mini Math Lesson</p> <p>Daily Literacy Routine:</p> <ul style="list-style-type: none"> -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet Phonics Song <p>Practice Heggerty Wednesday Heggerty</p> <p>-----</p> <p>Making Inferences- Color and Discuss</p> <p>Choose one or more of the pages from the link above to print, view, or simply draw a similar image on notebook paper. Point out details in the picture of what we know from the clues and also think about</p>	<p><i>Good Morning Message</i> with child's teacher- Teacher Choice Activity</p> <p>Daily Literacy Routine:</p> <ul style="list-style-type: none"> -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet Phonics Song <p>Practice Heggerty Thursday Heggerty</p> <p>-----</p> <p>I'm a Frog! By Mo Willems</p> <p>Watch the read aloud (link above) or find a book at home to work with an adult on inferencing. Remember making an inference is making a guess about something that isn't written in the words of a book. You can</p>	<p><i>Good Morning Message</i> with child's teacher - Read aloud</p> <p>Daily Literacy Routine:</p> <ul style="list-style-type: none"> -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet Phonics Song <p>Practice Heggerty Friday Heggerty</p> <p>-----</p> <p>Create a book/ Fun Friday! Fold, cut, staple several pieces of paper into a small book.</p> <p>Pick a letter and write a book drawing items from around the house that start with the letter.</p> <p>The focus of this project is to</p>	<p>Additional Resources:</p> <ul style="list-style-type: none"> -Beginning Sounds - Jack Hartmann -Exercise to the Beginning Letter Sounds - Jack Hartmann -Sound Blending with Animals -Sesame Street: Sing the Alphabet Song! <p>Games-</p> <ul style="list-style-type: none"> -Sesame Street (PBS Kids) -Raz Kids -ABCmouse <p>Brain Break</p>

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	<p>We predict what will happen next.</p> <p>Look at the cover- What do you think the book will be about? Can you tell if it is fiction (fake) or nonfiction (not fake)? Flip through the pages looking only at the pictures, can you tell what is going on? Talk with an adult about what you think is happening as you go through the pages and predict what will happen next. Now, have an adult read the book to you and see if any of your predictions were right!</p> <p>Sentence stems for making predictions-</p> <p>I predict she will... I think he will... Next, I think they are...</p>	<p>clues do you have to help you guess your answer? Making Inferences - Powerpoint Activity</p> <p>Clues from the pictures + what you already know (schema) = Inference</p> <p>We can make inferences about feelings, why things happen, where characters are, and what is happening.</p> <p>Sentence Stems for making an inference-</p> <p>I infer... My guess is... I think...</p> 	<p>what you were doing the last time you wore a bathing suit, etc.</p> <p>Then, discuss and use the sentence stems to answer the questions. Ex: Dan will _____. I know this because _____.</p> <p>For extra practice have your child write words related to the sentence stems. Ex: Dan will <u>swim</u>. I know this because- (write one) swimsuit, goggles, floatie.</p>	<p>do this by looking for clues in the pictures and thinking about what you already know.</p> <p>Guided Discussion Questions: How are elephant and piggie feeling throughout the book? What does their body or face tell you about their feelings? Have you ever made a face like that? How were you feeling and what made you feel that way?</p>	<p>practice letter name and letter sound recognition.</p> <p>Example: Child picks first letter of their last name "B" Some items they can draw/label</p> <ul style="list-style-type: none"> - bat - ball - box - banana - blocks <p>*Post a picture on your ClassDojo portfolio or send a picture to your teacher!</p>	<p>Resources: GoNoodle: Home Calm Cosmic Kids Yoga ReadyRosie</p> <p>Letter Factory-Letter Factory</p>
Content/	Monday	Tuesday	Wednesday	Thursday	Friday	Other

Hays CISD Home Learning



Contenido	Objectives: We will identify common 3D Shapes.	Objectives: We will identify common 3D Shapes.	Objectives: We will identify common 3D Shapes.	Objectives: We will identify common 3D Shapes.	Objectives: We will identify common 3D Shapes.	Resources/ Otros Recursos
Math/ matemáticas	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann -Count to 100 and then count by 2's to 20.</p> <p>-----</p> <p>3D Shape Review</p> <p>Use this for reference: 3D and 2D Shape Review Poster</p> <p>Discuss: 3D shapes and their names: Cylinder, Cone Sphere, and Cube. Review 2D shapes then review what 2D shapes help create 3D shapes!</p> <p>Example: To make a cube you need 6 squares/ to make a cylinder you need a square rolled up and 2 circles etc.</p> <p>Activity: Practice building your own 3D shapes with stuff around the house!</p> <p>Examples: play-doh and toothpicks/marshmallows and play-doh/Legos/ popsicle sticks/ cardboard/ books/ blocks/paper</p>	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann -Count to 100 and then count by 2's to 20.</p> <p>-----</p> <p>3D Shape Song - Singing Walrus</p> <p>Use this for reference: 3D and 2D Shape Review Poster</p> <p>Discuss: 3D shapes and their names: Cylinder, Cone Sphere, and Cube. Review 2D shapes then review what 2D shapes help create 3D shapes!</p> <p>Example: To make a cube you need 6 squares/ to make a cylinder you need a square rolled up and 2 circles etc.</p> <p>Activity: 1 P K Monster Mansion - Shape Match</p>	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann -Count to 100 and then count by 2's to 20.</p> <p>-----</p> <p>3D Shape Song</p> <p>Use this for reference: 3D and 2D Shape Review Poster</p> <p>Discuss: 3D shapes and their names: Cylinder, Cone Sphere, and Cube. Review 2D shapes then review what 2D shapes help create 3D shapes!</p> <p>Example: To make a cube you need 6 squares/ to make a cylinder you need a square rolled up and 2 circles etc.</p> <p>Activity: I-Spy 2D Shapes Go on a walk around your neighborhood!</p> <p>During your walk see how many 2D shapes you can find! Everytime you see a 2D shape see I spy and name that shape.</p> <p>Example: Tires of a car - circle/ windows of a house - square or rectangles etc.</p>	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann -Count to 100 and then count by 2's to 20.</p> <p>-----</p> <p>Jack Hartmann 3D Shapes</p> <p>Use this for reference: 3D and 2D Shape Review Poster</p> <p>Discuss: 3D shapes and their names: Cylinder, Cone, Sphere, and Cube. Review 2D shapes then review what 2D shapes help create 3D shapes!</p> <p>Example: To make a cube you need 6 squares/ to make a cylinder you need a square rolled up and 2 circles etc.</p> <p>Activity: Make a shape robot! Make a robot by drawing 2D shapes OR cut pieces of colored paper into any 2D shapes you want and create a shape robot!</p>	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann -Count to 100 and then count by 2's to 20.</p> <p>-----</p> <p>3D Shapes I know</p> <p>3D Shape Hunt Search around the house and find 3D shapes!</p> <p>Cylinder - soda can, food can etc. Cone - ice cream cone, party hat etc. Sphere - ball, globe etc. Cube - die, board book, cardboard box etc.</p> <p>Share what you found from your hunt with your teacher on your class dojo portfolio!</p>	<p>Additional Resources: Counting to 100- The Kiboomers Count to 100 Exercise- Jack Hartmann Welcome to the Zoo Counting to 100- Jack Hartmann Count to 100- Singing Walrus Counting By 2s- Tiny Tunes Counting by 2 - Number Line Count by 2 - Song</p>
Content/	Monday	Tuesday	Wednesday	Thursday	Friday	Other


Hays CISD Home Learning



Contenido	Objectives: Child describes life cycles of organisms.	Objectives: Child describes life cycles of organisms.	Objectives: Child describes life cycles of organisms.	Objectives: Child describes life cycles of organisms.	Objectives: Child describes life cycles of organisms.	Resources/ Otros Recursos
Science/ ciencias	<p>Watch the video: BrainPop Life Cycle of a Seed</p> <p>Discuss: The stages of a seed and plant. Talk about the grass plants we planted at school. Go outside to explore some plants.</p> <p>Create a book with each stage of a plant.</p> <p>OR</p> <p>Recreate the stages of a plant with items outside, or items you find in your house.</p> <p>*Post a picture on your ClassDojo portfolio or send a picture to your teacher!</p>	<p>Watch the video: Life Cycle of a Frog</p> <p>Discuss: How many stages are there in the life cycle? What does each stage look like?</p> <p>Make each of the life cycle stages out of objects found at home. (playdough, food, paper, glue, markers, outside materials, paints etc)</p> <p>*Post a picture on your ClassDojo portfolio or send a picture to your teacher!</p>	<p>Watch the video: Life cycle of a Butterfly</p> <p>Watch Video: Real Life Butterfly Cycle</p> <p>Discuss: How many stages are there? What is the butterfly called in each stage?</p> <p>Draw a picture of the butterfly life cycle or create a butterfly cycle with food.</p> <p>*Post a picture on your ClassDojo portfolio or send a picture to your teacher!</p>	<p>Watch the life cycle about mammals.</p> <p>Life Cycle Of Mammals</p> <p>Discuss: What characteristics does a mammal have? What are the stages in a mammal's life?</p> <p>Draw your favorite mammal in each stage of life. (For example, you would draw a puppy, child, adolescent, and adult.)</p> <p>*Post a picture on your ClassDojo portfolio or send a picture to your teacher</p>	<p>Watch Video: Baby Animals and Their Parents</p> <p>Watch : Are You My Mother?</p> <p>Match baby animals to adult animals using correct vocabulary</p> <p>Memory game: Match Baby Animals with Their Parents</p> <p>*Post a picture on your ClassDojo portfolio or send a picture to your teacher!</p>	<p>Additional Resources:</p> <p>Just A Tad</p> <p>RA First the Egg</p> <p>Butterflies by Melvin and Gilda Berger</p> <p>The Very Hungry Caterpillar</p> <p>Baby Animals and their Parents</p>
Content/	Monday	Tuesday	Wednesday	Thursday	Friday	Other

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Contenido	Objectives: We will learn about (specific landform) and its characteristics. I will talk about (specific landforms) and its characteristics.	Objectives: We will learn about (specific landform) and its characteristics. I will talk about (specific landforms) and its characteristics.	Objectives: We will learn about (specific landform) and its characteristics. I will talk about (specific landforms) and its characteristics.	Objectives: We will learn about (specific landform) and its characteristics. I will talk about (specific landforms) and its characteristics.	Objectives: We will learn about (specific landform) and its characteristics. I will talk about (specific landforms) and its characteristics.	Resources/ Otros Recursos
Social Studies/ Estudios sociales	Review the video about Landforms. This week we will be learning about <ul style="list-style-type: none"> Islands Oceans Rivers Lakes Types of Landforms Afterward review the four landforms they learned about last week. Canyons, plains, deserts and plateaus.	Today we are going to learn about Oceans. Watch the ocean part of Water Bodies Create your own wave bottle: Children use a funnel to pour a cup full of baby oil (or cooking oil) into a clear plastic bottle. They fill the bottle the rest of the way with water. We give the liquid a chance to settle, then add a few drops of blue food coloring. It's fun to watch the blue as it drops through the oil and "explodes" into the water 	Today we are going to learn about Rivers. Watch the river part of Water Bodies Create your own river. Directions: Create Tin Foil River	Today we are going to learn about Lakes. Watch the lake part of Water Bodies Create your own lake and see if the water will hold. You can create your own lake out of playdough, tape, tinfoil, mud, etc.	Today we are going to learn about Islands. Watch: Island Create your own island. Use a piece of paper or a paper plate, color blue for the water. Then take play-doh or mud from outside and place in the middle of your paper or plate. Go outside and gather grass, sticks, and rocks to put on your island. Remind your student that an island is land completely surrounded by water.	Additional Resources: Read Aloud Sing Along Island Read Aloud Island Game
Specials	Art, PE, Technology, Music and Library	Specials Activity Menu				

Week of/ **Semana:** May 4th

Hays CISD Home Learning



Conference Time / **Tiempo de conferencias:** Monday- Friday 9:00- 9:30 and 3:00 to 3:30

Announcements and Important Links/**Anuncios y enlaces importantes:** Check Class Dojo for zoom link for office Hours and more instructions. A morning message will be posted Tuesday-Friday onto ClassDojo.

Week of/Semana: 05/04 to 5/08

Content/ Contenido	Monday Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	Tuesday Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	Wednesday Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	Thursday Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	Friday Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	Other Resources/ Otros Recursos
Language Arts/ artes del lenguaje	<p><i>Good Morning Message</i> from child's teacher - Review of week</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet I Phonics Song</p> <p>Practice Heggerty Monday Heggerty</p> <p>-----</p> <p> Read Aloud and Discuss: The Koala Who Could (link) or use a book from home.</p> <p>Making Predictions &</p>	<p><i>Good Morning Message</i> from child's teacher - Weekly letter review video from child's teacher</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet I Phonics Song</p> <p>Practice Heggerty Tuesday Heggerty</p> <p>-----</p> <p>Draw a family portrait using markers , crayons, or a computer drawing application. Try to use real life colors for hair, eyes, clothing. Ex: if Mom</p>	<p><i>Good Morning Message</i> with child's teacher - Mini Math Lesson</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet I Phonics Song</p> <p>Practice Heggerty Wednesday Heggerty</p> <p>-----</p> <p> Read Aloud and Discuss: Giraffes Can't Dance (link) or use a book from home.</p> <p>Making Predictions &</p>	<p><i>Good Morning Message</i> with child's teacher- Teacher Choice Activity</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet I Phonics Song</p> <p>Practice Heggerty Thursday Heggerty</p> <p>-----</p> <p> Cover of book to show (link): Grumpy Monkey</p>	<p><i>Good Morning Message</i> with child's teacher - Read aloud</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet I Phonics Song</p> <p>Practice Heggerty Friday Heggerty</p> <p>-----</p> <p>Happy Fun Friday!</p> <p>Draw a picture of your teacher! Use real life colors and write your teacher's name on the paper. Take a picture of your drawing</p>	<p>Additional Resources: -Beginning Sounds - Jack Hartmann -Exercise to the Beginning Letter Sounds - Jack Hartmann -Sound Blending with Animals -Sesame Street: Sing the Alphabet Song!</p> <p>Games- -Sesame Street (PBS Kids)</p>

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	<p>Problem/Solution</p> <p><u>During the reading</u>, stop and ask what do you think might happen next?</p> <p><u>After reading</u> the book ask what was the problem in the story? What was the solution?</p>	<p>has brown hair use brown, if she has on a red shirt draw her shirt red.</p> <p>Writing Practice: Practice writing the name/title of your family members. Under their picture write each person's name or title (ex: Mom, Dad, sister, brother, etc.)</p> <p>Example video- Pickering Portrait- How to</p>	<p>Problem / Solution</p> <p><u>During the reading</u>, stop and ask what do you think might happen next?</p> <p><u>After reading</u> the book ask what was the problem in the story? What was the solution?</p>	<p><u>Before the reading</u> use picture clues from the cover and illustrations to predict what might happen in the story.</p> <p><u>During the reading</u> Have the student predict what may happen next in the story.</p> <p>Journal: Write/draw about a time when you felt grumpy. What made you feel better?</p>	<p>and send it to your teacher. She will be so excited!</p>	<p>-Raz Kids -ABCmouse</p> <p>Brain Break Resources: GoNoodle: Home Calm Cosmic Kids Yoga ReadyRosie</p> <p>Letter Factory-Letter Factory</p>
Content/ Contenido	<p>Monday Objectives: Child sorts objects that are the same and different into</p>	<p>Tuesday Objectives: Child collects data and organizes it in a graphic representation.</p>	<p>Wednesday Objectives: Child sorts objects that are the same and different into groups</p>	<p>Thursday Objectives: Child collects data and organizes it in a graphic representation.</p>	<p>Friday Objectives: Child sorts objects that are the same and different into</p>	<p>Other Resources/ Otros Recursos</p>

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	<p>groups and uses language to describe how the groups are similar and different.</p> <ul style="list-style-type: none"> - organizing objects with a common attribute - explaining same and different - explaining how objects are sorted - resort objects by a new rule when prompted 	<ul style="list-style-type: none"> - placing concrete objects or picture representations on a graph - comparing data on graphs and charts - using mathematical language to describe data (more, less, same, longer, shorter, etc) 	<p>and uses language to describe how the groups are similar and different.</p> <ul style="list-style-type: none"> - organizing objects with a common attribute - explaining same and different - explaining how objects are sorted - resort objects by a new rule when prompted 	<ul style="list-style-type: none"> - placing concrete objects or picture representations on a graph - comparing data on graphs and charts - using mathematical language to describe data (more, less, same, longer, shorter, etc) 	<p>groups and uses language to describe how the groups are similar and different.</p> <ul style="list-style-type: none"> - organizing objects with a common attribute - explaining same and different - explaining how objects are sorted - resort objects by a new rule when prompted 	
Math/ matemáticas	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann -Count to 100 and then count by 2's to 20.</p> <hr/> <p>Watch: Sorting Objects and Counting for Kids Sorting Games for Preschool & Kindergarten Kids Academy</p> <p>Discuss: Remind your student that you can sort objects in different ways like size, shape, color etc.</p> <p>Throughout the game ask what column is more, less, same, longer, shorter, etc.</p> <p>Ask what is the same and what is different</p> <p>Play: Fuzz Bugs: Counting, Sorting, Comparing</p>	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann -Count to 100 and then count by 2's to 20.</p> <hr/> <p>Watch: Graph and Tally Video</p> <p>Discuss: Remind your child that tally charts are used to record information.</p> <p>Materials: You will need a sheet of paper and marker/crayon/pencil.</p> <p>Spinner Tally Chart: Virtual Spinner</p> <p>Have your child label the tally chart by the colors on the spinner OR by number 1-10. (There is an option to uncheck numbers or colors)</p> <p><i>*If your student needs support, use a pencil to write words then have them trace it with marker or crayon</i></p> <p>Activity: Use the virtual spinner and have your child click "spin"</p>	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann -Count to 100 and then count by 2's to 20.</p> <hr/> <p>Watch: Sort the Same Group Two Different Ways Preschool and Kindergarten Kids Academy</p> <p>Discuss: Remind your student that you can sort objects in different ways like size, shape, color etc.</p> <p>Activity: Have students help sort laundry, find the correct tops to tupperware or dishes. Once your child has sorted the laundry, lids or the dishes have your child count the objects in each group</p>	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann -Count to 100 and then count by 2's to 20.</p> <hr/> <p>Watch: Tally Charts and Bar Graphs</p> <p>Username: teamhays_11 Password: Learn</p> <p>Discuss: Remind your child that bar graphs are used to show data recorded.</p> <p>Throughout the game ask what column is more, less, same, longer, shorter, etc.</p> <p>Ask what is the same and what is different</p> <p>Play: Fuzz Bugs: Creating and Interpreting a Bar Graph</p>	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann -Count to 100 and then count by 2's to 20.</p> <hr/> <p>Make Your Own Graph!</p> <p>Materials: You will need a sheet of paper and marker/crayon/pencil.</p> <p>Have your child do a survey then have your child pick a question to ask other family members around the house.</p> <p>Examples of Survey Questions: What is your favorite color? What is your favorite ice cream flavor? What is your favorite animal?</p> <p>OR</p> <p>Have your student sort laundry, dishes, or snacks (fruit loops, color goldfish, gummy bears etc). into groups</p>	<p>Additional Resources: 3 Little Firefighters</p> <p>Classic Sesame Street Sorting Shapes</p> <p>Graph and Tally Video</p>

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		<p>and have them tally what their spinner lands on. Do 10 spins or more!</p> <p>Discuss: What column is more, less, same, longer, shorter, etc.?</p>			<p>Tally Chart Activity: Have your child label the tally chart by ice cream flavors/ color/ animals etc.</p> <p><i>*If your student needs support, use a pencil to write words then have them trace it with marker or crayon</i></p> <p>Extended Activity (Optional) Once your child has completed the tally chart have them create their own bar graph with your help!</p>	
Content/ Contenido	<p>Monday Objectives: We will describe characteristics of (organisms), its life cycle and environment.</p>	<p>Tuesday Objectives: We will describe characteristics of (organisms), its life cycle and environment.</p>	<p>Wednesday Objectives: We will describe characteristics of (organisms), its life cycle and environment.</p>	<p>Thursday Objectives: We will describe characteristics of (organisms), its life cycle and environment.</p>	<p>Friday Objectives: We will describe characteristics of (organisms), its life cycle and environment.</p>	<p>Other Resources/ Otros Recursos</p>


Hays CISD Home Learning



	I will write about (organisms), their life cycles and their environment.	I will write about (organisms), their life cycles and their environment.	I will write about (organisms), their life cycles and their environment.	I will write about (organisms), their life cycles and their environment.	I will write about (organisms), their life cycles and their environment.	
Science/ ciencias	<p>We are going to be looking at desert animals this week and learning all about their characteristics, where they live, and what they eat.</p> <p>Bonus work: You can create a book with all your research and drawings.</p> <p>First watch Amazing Ways to Live In a Desert</p> <p>Ten types of Desert Animals</p> <p>Then decided what animal you want to research for the week. You can pick one of your choosing or pick from the list below.</p> <ul style="list-style-type: none"> • Fennec Fox • Ostrich • Desert Tortoise • Skin Drinking Desert Lizard • Sandfish Lizard • Scorpion • Addax Antelope • Camel • Rattlesnake • RoadRunner 	<p>Now that you have picked your animal I want to watch a video below or one that you find on your own.</p> <p>After watching the video I want you to draw a picture of your animal and tell me about the animals physical characteristics: color, size, shape, the way they move, body covering (skin, fur, scales, feathers, etc) and any interesting facts you have learned about.</p> <p>Here are some video links to help you observe your animal and learn about them.</p> <p>Fennec Fox</p> <p>Ostrich</p> <p>Desert Tortoise</p> <p>Scorpion</p> <p>Addax Antelope</p> <p>Camel</p> <p>Rattlesnake</p> <p>RoadRunner</p> <p>Roadrunner vs Rattlesnake</p>	<p>Review the video Needs of Animals</p> <p>After watching the video draw me a picture of where your animal lives (Shelter), and what your animal eats.</p> <p>If you don't want to draw a picture, create the shelter out of objects around the house or outside. You can also create what the animal eats with objects around the house.</p> <p>(For example the animal eats worms, you can create a worm out of playdough, rice, cereal, buttons etc.)</p>	<p>Pick one desert animal and one ocean animal.</p> <p>Draw me a picture of each animal and tell me why they are alike and why they are different.</p>	<p>Pick one of the three options below:</p> <p>Pick one to three desert animals. Make a video acting out how each animal moves.</p> <p>Make a video telling me cool facts you've learned about a desert animal.</p> <p>Make a book of all your facts to show me.</p>	<p>Additional Resources:</p> <p>Spelling Desert Animals</p> <p>Guess Who in the Desert</p> <p>Out in the Desert</p> <p>Desert Dance</p> <p>Sally The Camel</p>
Content/ Contenido	<p>Monday</p> <p>Objectives:</p> <p>We will learn about (specific landform) and its</p>	<p>Tuesday</p> <p>Objectives:</p> <p>We will learn about (specific landform) and its</p>	<p>Wednesday</p> <p>Objectives:</p> <p>We will learn about (specific landform) and its</p>	<p>Thursday</p> <p>Objectives:</p> <p>We will learn about (specific landform) and its</p>	<p>Friday</p> <p>Objectives:</p> <p>We will learn about (specific landform) and its</p>	<p>Other Resources/ Otros Recursos</p>

Hays CISD Home Learning



	characteristics. I will talk about (specific landforms) and its characteristics.	characteristics. I will talk about (specific landforms) and its characteristics.	characteristics. I will talk about (specific landforms) and its characteristics.	characteristics. I will talk about (specific landforms) and its characteristics.	characteristics. I will talk about (specific landforms) and its characteristics.	
Social Studies/ Estudios sociales	<p>Review the video about Landforms. This week we will be learning about</p> <ul style="list-style-type: none"> • Canyons • Plains • Deserts • Plateaus <p>Types of Landforms</p> <p>Afterward review the four landforms they learned about last week. Mountains, Valley, Hills, and Volcanos.</p>	<p>Today we are going to learn about canyons.</p> <p>The Grand Canyon</p> <p>Create a canyon of your own. You can use:</p> <ul style="list-style-type: none"> • Mud and playdough • Shredded up paper and gluing down • Watercolors • Paint • markers/crayons • Outside materials • Sand • Different foods • Blocks / toys <p>Be creative!</p>	<p>Today we are going to learn about plains.</p> <p>Plains</p> <p>(Parents your kids don't have to listen to this video they can just watch)</p> <p>After watching the video, create a plain on a sheet of paper. Gather grass from outside and either glue or tape on the paper.</p> <p>Once you have glued or taped the grass on your sheet of paper tell me what animals might live on a plain.</p>	<p>Today we are going to learn about deserts.</p> <p>Incredible Desert Life</p> <p>Make your own cactus. Tell me: How much rain does the desert get? Is it hot, cold or both? Why? What animals live there? Name some facts about a cactus.</p> <p>You can make your cactus out of different objects, depending what you have at home. Here are some ideas:</p> 	<p>Today we are going to learn about plateaus.</p> <p>Plateaus Pictures</p> <p>Explore the pictures of the different Plateaus. When you are done get a piece of paper. Draw one vertical line down the middle and one horizontal line across the middle.</p> <p>In each square write Canyon, Plains, Desert, and Plateaus.</p> <p>Then draw me a picture of each one.</p>	<p>Additional Resources:</p> <p>Build your own landform with different objects. (blocks, spices, mud, sticks, food etc.)</p> <p>Landform Memory game</p> <p>Island Explorer</p>
Specials	Art, PE, Technology, Music and Library	Specials Activity Menu				

Week of/ [Semana](#): April 27th

Hays CISD Home Learning



Conference Time / *Tiempo de conferencias*: Monday- Friday 9:00- 9:30 and 3:00 to 3:30

Announcements and Important Links/*Anuncios y enlaces importantes*: Check Class Dojo for zoom link for office Hours and more instructions. A morning message will be posted Tuesday-Friday onto ClassDojo.

Week of/Semana: 04/27 to 5/1						
Content/ Contenido	Monday Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	Tuesday Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	Wednesday Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	Thursday Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	Friday Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	Other Resources/ Otros Recursos
Language Arts/ artes del lenguaje	<p><i>Good Morning Message</i> from child's teacher - Review of week</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet Phonics Song </p> <p>Practice Heggerty Monday Heggerty </p> <p>-----</p> <p> Read Aloud and Discuss: Unlovable (link) or use a book from home.</p> <p>Making Predictions & Problem/Solution</p>	<p><i>Good Morning Message</i> from child's teacher - Weekly letter review video from child's teacher</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet Phonics Song </p> <p>Practice Heggerty Tuesday Heggerty </p> <p>-----</p> <p> Writing Practice: Practice writing the whole alphabet A-Z. Have your child pick 3-5 letters to draw a mini picture of something that starts with that letter.</p> <p>Example: "A" - Student draws a mini apple.</p>	<p><i>Good Morning Message</i> with child's teacher - Mini Math Lesson</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet Phonics Song </p> <p>Practice Heggerty Wednesday Heggerty </p> <p>-----</p> <p> Read Aloud and Discuss: Between the Lions: Sylvester and the Magic Pebble (link) or use a book from home.</p> <p>Making Predictions & Problem / Solution</p>	<p><i>Good Morning Message</i> with child's teacher- Teacher Choice Activity</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet Phonics Song </p> <p>Practice Heggerty Thursday Heggerty </p> <p>-----</p> <p> Making Predictions The Stray Dog- Read Aloud </p>	<p><i>Good Morning Message</i> with child's teacher - Read aloud</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet Phonics Song </p> <p>Practice Heggerty Friday Heggerty </p> <p>-----</p> <p>Create a book/ Fun Friday! Fold, cut, staple several pieces of paper into a small book.</p> <p><i>Use crayons, markers, stickers, whatever you have to create your book.</i></p> <p> Select a letter and write a</p>	<p>Additional Resources:</p> <p>-Beginning Sounds - Jack Hartmann -Exercise to the Beginning Letter Sounds - Jack Hartmann -Sound Blending with Animals -Sesame Street: Sing the Alphabet Song!</p> <p>Games-</p> <p>-Sesame Street (PBS Kids) -Raz Kids -ABCmouse</p>

Hays CISD Home Learning



During the reading, stop and ask what do you think might happen next?

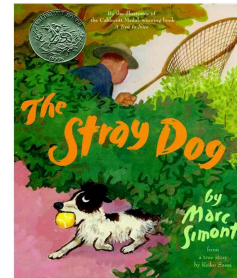
After reading the book ask what was the problem in the story?
What was the solution?

Have your student recite the letter name and sounds after completion.

**If your student needs support, use a marker to write letters and have them trace the letters.*

During the reading, stop and ask what do you think might happen next?

After reading the book ask what was the problem in the story?
What was the solution?



Cover of book to show (link):
<https://www.autism-products.com/product/live-oak-media-stray-dog-set-of-4-books-with-cd/>

Before the reading use picture clues from the cover and illustrations to predict what might happen in the story.

During the reading
Have student predict what may happen next in the story.

Journal:
If you kept a stray dog what would you name it? What games would you play?

Example: throw a ball/frisbee/play hide and seek/ race

book with items around their house that start with said letter.

The focus of this project is to practice letter name and letter sound recognition.

Example: Child picks first letter of their name "C"
Some items they can draw/ label

- Candy
- Coke
- Cat
- Corn
- Cup etc.

*Post a picture on your ClassDojo portfolio or send a picture to your teacher!

Brain Break Resources:

[GoNoodle:](#)
[Home](#)
[Calm](#)
[Cosmic Kids](#)
[Yoga](#)
[ReadyRosie](#)

Letter
Factory-[Letter Factory](#)

Hays CISD Home Learning



Content/ Contenido	Monday Objectives: We will remove objects from a set of 1-5 objects and state what is left. I will use objects to subtract from a set of 5.	Tuesday Objectives: We will remove objects from a set of 1-5 objects and state what is left. I will use objects to subtract from a set of 5.	Wednesday Objectives: We will remove objects from a set of 1-5 objects and state what is left. I will use objects to subtract from a set of 5.	Thursday Objectives: We will remove objects from a set of 1-5 objects and state what is left. I will use objects to subtract from a set of 5.	Friday Objectives: We will remove objects from a set of 1-5 objects and state what is left. I will use objects to subtract from a set of 5.	Other Resources/ Otros Recursos
Math/ matemáticas	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann</p> <p>-----</p> <p>Count to 100! Go on a walk and count out 100 steps. See how high you can go without a parent or sibling's help, then count along with help all the way to 100!</p> <p>Wow! Great job! We'll keep practicing counting to 100 for the rest of the week.</p> <p>Video links for practice Counting to 100: Counting to 100- The Kiboomers</p> <p>Count to 100 Exercise- Jack Hartmann</p> <p>Welcome to the Zoo Counting to 100- Jack Hartmann</p> <p>Count to 100- Singing Walrus</p>	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann</p> <p>-Count to 100!</p> <p>-----</p> <p>Now let's practice counting to 20 by twos! Watch the video of a frog jumping by 2's on a number line from 0-10 or make your own number line and count by 2s. Start at 0 and count up by two each time, 2, 4, 6, 8, 10! Great!</p> <p>Video links for practicing counting by 2s: Counting By 2s- Tinu Tunes</p> <p>Counting by 2 - Number Line</p> <p>Count by 2 - Song</p>	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann</p> <p>-Count to 100 and then count by 2's, to 20.</p> <p>-----</p> <p>5 Little Monkeys Jumping on the Bed</p> <p>Find 5 stuffed animals and recite "5 Little Stuffed Animals Jumping on the Bed" taking away one stuffed animal at a time.</p> <p>Discussion of story- there were 5 and then one went away, how many are left. Continue down to zero as each animal jumps off of bed. Then use the stuffed animals to act out simple math stories.</p> <p>Ex: There were 4 stuffed animal friends playing at the park, 2 friends had to go home (put 2 animals out of sight), How many are left at the park? Count together- 1-2- Yes! 2 friends!</p>	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann</p> <p>-Count to 100 and then count by 2's, to 20.</p> <p>-----</p> <p>Draw or print out a 5 frame/10 frame.</p> <p>Printable- 5 and 10 frames</p> <p>Virtual Ten Frames</p> <p>Use manipulatives (cereal pieces, mini marshmallows, pebbled, etc) to work through simple subtraction problems using numbers 0-5. For a challenge, print a 10 frame and use numbers 0-10.</p> <p>Ex: We have 5 pieces of cereal, if you take 3 pieces off (or eat 3), how many are left? $5-3=2$</p> <p>Start with 5 on the 5 frame, count the 5, now count out 3 and remove or eat, count the remaining to find out how many are left. Yes! 2 is correct!</p>	<p>Daily Math Routine: -Practice your numbers Numbers 0-10 by Jack Hartmann</p> <p>-Count to 100 and then count by 2's, to 20.</p> <p>-----</p> <p>Monster Musical Chairs- Read Aloud</p> <p>Play musical chairs with your family!</p> <p>Musical Chairs Song</p> <p>Happy Fun Friday!</p> <p>NumberBlocks- Learn to Subtract</p>	<p>Additional Resources: Subtraction Song for kids Subtraction Facts Subtraction Action Jack Hartmann Subtraction Cat 5 LITTLE SPECKLED FROGS Classic Nursery Rhymes English Songs For Kids Nursery Rhymes TV Big Ideas of Early Math</p> <p>NumberBlocks- Draw 1-10</p>

Hays CISD Home Learning



Content/ Contenido	Monday Objectives: We will describe characteristics of (organisms), its life cycle and environment. I will write about (organisms), their life cycles and their environment.	Tuesday Objectives: We will describe characteristics of (organisms), its life cycle and environment. I will write about (organisms), their life cycles and their environment.	Wednesday Objectives: We will describe characteristics of (organisms), its life cycle and environment. I will write about (organisms), their life cycles and their environment.	Thursday Objectives: We will describe characteristics of (organisms), its life cycle and environment. I will write about (organisms), their life cycles and their environment.	Friday Objectives: We will describe characteristics of (organisms), its life cycle and environment. I will write about (organisms), their life cycles and their environment.	Other Resources/ Otros Recursos
Science/ ciencias	<p>We are going to be looking at ocean animals this week and learning all about their characteristics, where they live, and what they eat.</p> <p>Bonus work: You can create a book with all your research and drawings.</p> <p>First watch Ocean Animal Video</p> <p>Then decided what animal you want to research for the week. You can pick one of your choosing or pick from the list below.</p> <p>Sea Lions Blue Whale Clown Fish Manta ray Sea Otter Orca Green Turtle Great White Shark Colorful Hermit Carb Giant Pacific Octopus</p>	<p>Now that you have picked your animal I want to watch a video below or one that you find on your own.</p> <p>After watching the video I need you to draw a picture of your animal and tell me about the animals physical characteristics: color, size, shape, the way they move, body covering (skin, fur, scales, feathers, etc)</p> <p>Here are some video links to help you observe your animal and learn about them.</p> <p>Sea Lions: Sea Lions Blue Whale: Blue Whale Clown Fish: Clown Fish Manta ray: Manta Ray Sea Otter: Sea Otter Orca: Orca Green Turtle: Green Turtle Great White Shark: Great White Shark Colorful Hermit Carb: Hermit Carb Giant Pacific Octopus: Octopus</p>	<p>Review the video Needs of Animals</p> <p>After watching the video draw me a picture of where your animal lives (Shelter), and what your animal eats.</p> <p>Bonus Questions: How do animals breathe underwater?</p>	<p>Pick two different ocean animals.</p> <p>Draw me a picture of each ocean animal and tell me why they are alike and why they are different.</p>	<p>Show your book or read your book/drawings to your teacher.</p> <p>Check out Virtual Aquarium again and see if you can find your ocean animal that your picked.</p>	<p>Additional Resources:</p> <p>Sea Animals Story</p> <p>Pout Pout Fish</p> <p>Ocean Animals Head to Tail Read Aloud</p> <p>Ocean Animal Learning Games</p> <p>Read Aloud Ocean Animals</p>

Hays CISD Home Learning



Content/ Contenido	Monday Objectives: We will learn about (specific landform) and its characteristics. I will talk about (specific landforms) and its characteristics.	Tuesday Objectives: We will learn about (specific landform) and its characteristics. I will talk about (specific landforms) and its characteristics.	Wednesday Objectives: We will learn about (specific landform) and its characteristics. I will talk about (specific landforms) and its characteristics.	Thursday Objectives: We will learn about (specific landform) and its characteristics. I will talk about (specific landforms) and its characteristics.	Friday Objectives: We will learn about (specific landform) and its characteristics. I will talk about (specific landforms) and its characteristics.	Other Resources/ Otros Recursos
Social Studies/ Estudios sociales	<p>Watch the videos on landforms. After, look at the discussion piece at the bottom.</p> <p>What Are Landforms</p> <p>Types of Landforms</p> <p>Exploring Landforms</p> <ul style="list-style-type: none"> - Mountains - Volcanos - Hills - Valleys - Plateaus - Canyons - Plains - Deserts - Islands - Oceans - Rivers - Lakes <p>💡 Discuss: Go for a walk and discuss what are landforms? Landforms are features of the Earth's surface. Discuss the different landforms from the video and landforms you can see on your walk.</p>	<p>Today we are going to learn about mountains. Look at different pictures of mountains. Mountains</p> <p>Watch Read Aloud: Bear Went Over the Mountain</p> <p>Optional: Go on a virtual hike on a mountain Virtual Hike</p> <p>Draw a picture of a mountain. Imagine that you are going on your own hike.</p> <ul style="list-style-type: none"> • What will you see? • How does it feel? • What do you smell? • What are you doing on your hike? <p>Send a picture of your mountain drawing to your teacher! We love to see your work and tell you what a great job you are doing!</p>	<p>Today we are going to look at the landform, hills.</p> <p>Look at the pictures: Hill Pictures</p> <p>What would you like to do for fun on a hill?</p> <ul style="list-style-type: none"> • Roll down a hill • Slide down a hill • Ride a bike down a hill • Run down a hill. <p>Tell your parent/teacher what you would like to do using the sentence stem,</p> <p>"I would like to _____ down a hill."</p>	<p>Today we are going to learn about Valleys.</p> <p>Watch BrainPop Landforms (teamhays_11, password learn) When watching listen closely to what they say about Valleys and Hills.</p> <p>Draw a picture of a valley and a hill. How are they alike and how they are different? Talk about the similarities and differences.</p>	<p>Today we are going to learn about volcanoes.</p> <p>Watch Bill Nye Volcanoes (This video is long but very cool to watch)</p> <ul style="list-style-type: none"> • Do you know what a volcano is? • Do you think a volcano is hot or cold? • What comes out of a volcano? • What do firemen do? • Is fire hot or cold? • What causes a fire? • How do we stop a fire? Can this work with a volcano too? <p>Make Your Own Volcano You will need: Large paper plate, Two 3 oz. paper cups, Aluminum foil, Scotch tape, 2 tablespoons of water ,1 tablespoon of baking soda ,2 tablespoons of vinegar, and a Large baking pan How to Make: *Tape the bottom of one of the cups to the middle of the paper plate.</p>	<p>Additional Resources:</p> <p>Build your own landform with different objects. (blocks, spices, mud, sticks, food etc.)</p> <p>Landform Memory game</p> <p>Island Explorer</p>

Hays CISD Home Learning



					<p>Tear off a piece of foil large enough to cover the cup and plate completely.</p> <p>Place the foil over the cup and plate and turn the foil under the plate edge. Tape foil in place.</p> <p>Poke a hole through the foil into the middle of the cup. Tear strips in the foil so that it may be easily folded down along the inside edge of the cup</p> <p>Place your volcano in the pan (an eruption can get messy!). Fill the volcano cup with the 2 tablespoons of water.</p> <p>Stir in the tablespoon of baking soda until it dissolves. Measure the 2 tablespoons of vinegar into the other paper cup.</p> <p>Ask your child to predict what will happen when you pour the vinegar into the volcano. Pour it in and watch it erupt!</p>	
Specials	Art, PE, Technology, Music and Library	Specials Activity Menu				

Week of/ *Semana*: April 20th

Conference Time / *Tiempo de conferencias*: Monday- Friday 9:00- 9:30 and 3:00 to 3:30

Hays CISD Home Learning



Announcements and Important Links/[Anuncios y enlaces importantes](#): Check Class Dojo Hours and more instructions. A morning message will be posted Tuesday-Friday onto ClassDojo.

for zoom link for office

Week of/Semana: 04/20 to 4/24

Content/ Contenido	Monday	Tuesday	Wednesday	Thursday	Friday	Other Resources/ Otros Recursos
	Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	Objectives: (1) We will identify the problem and solution within a story. (2) We will make predictions about what might happen next based on information known from a story and pictures/title/cover.	
Language Arts/ artes del lenguaje	<p><i>Good Morning Message</i> from child's teacher - Review of week</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet I Phonics Song</p>	<p><i>Good Morning Message</i> from child's teacher - Weekly letter review video from child's teacher</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet I Phonics Song</p>	<p><i>Good Morning Message</i> with child's teacher - Mini Math Lesson</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet I Phonics Song</p>	<p><i>Good Morning Message</i> with child's teacher- Teacher Choice Activity</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet I Phonics Song</p>	<p><i>Good Morning Message</i> with child's teacher - Read aloud</p> <p>Daily Literacy Routine: -Practice your name: Have your student practice writing their first and last name. -Practice saying your ABCs use link: Alphabet I Phonics Song</p>	Additional Resources: -Beginning Sounds - Jack Hartmann -Exercise to the Beginning Letter Sounds - Jack Hartmann -Sound Blending with Animals -Sesame Street: Sing the Alphabet Song!
Language Arts/ artes del lenguaje	<p>Practice Heggerty Monday Heggerty</p> <p>-----</p> <p> Read Aloud and Discuss: The Rainbow Fish (link) or use a book from home.</p>	<p>Practice Heggerty Tuesday Heggerty</p> <p>-----</p> <p> Journal/Writing Practice:</p> <p>Select a few letters and have your student practice writing them. If your student needs support,</p>	<p>Practice Heggerty Wednesday Heggerty</p> <p>-----</p> <p> Read Aloud and Discuss: Caps For Sale (link) or use a book from home.</p> <p>Making Predictions & Problem / Solution:</p>	<p>Practice Heggerty Thursday Heggerty</p> <p>-----</p> <p> Journal/Writing Practice:</p> <p>Select a few letters and have your student practice writing them. If your student needs</p>	<p>Practice Heggerty Friday Heggerty</p> <p>-----</p> <p>Fun Friday Writing Project!</p> <p>Fold, cut, staple several pieces of paper into a small book. Create an "All About Me!"</p>	<p>Games-</p> <p>-Sesame Street (PBS Kids) -Raz Kids -ABCmouse</p> <p>Brain Break</p>

Hays CISD Home Learning



	<p>Making Predictions & Problem/Solution: <u>During the reading</u>, stop and ask what do you think might happen next?</p> <p><u>After reading</u> the book ask what was the problem in the story? What was the solution?</p>	<p>use a marker to write letters and have them trace the letters.</p> <p>💡 Discuss/Review what a problem and solution is, ask your child to think about a problem they have had,</p> <p>✍️ Write/draw what the solution was.</p> <p>Example: Problem- My toy broke. Solution- Mom glued my toy back together. Child would draw mom gluing the toy and could copy words like "Mom" or "toy" or a simple sentence "Mom fixed my toy".</p>	<p><u>During the reading</u>, stop and ask what do you think might happen next?</p> <p><u>After reading</u> the book ask what was the problem in the story? What was the solution?</p>	<p>support, use a marker to write letters and have them trace the letters.</p> <p>💡 Discuss/Review predictions and what it means to guess what is coming next based on what you already know.</p> <p>✍️ Draw/write about what you think will happen this weekend. Think about what you already know...what happens most weekends, what do you do with your family?, Is there something that you do every weekend or most weekends?</p> <p>Ex: I think we will have movie night this weekend. Almost every Saturday we watch a movie together with popcorn and treats. It is a good guess that we will probably do it again this Saturday.</p>	<p>book.</p> <p>The focus of this project is YOU and all of the things that you like. Use crayons, markers, stickers, whatever you have to create your book.</p> <p>Some writing/topic ideas for pages in your book:</p> <ul style="list-style-type: none"> -What do you look like? -What makes you special? -How old are you? -Draw your friend(s) -Draw your family -Favorite food? -Favorite toy? -Favorite book? -Favorite animal? -Favorite color? <p>Choose 3-8 or make your own topics! Post a picture on your ClassDojo portfolio or send a picture to your teacher!</p>	<p>Resources:</p> <p>GoNoodle: Home Calm Cosmic Kids Yoga ReadyRosie</p> <p>Letter Factory-Letter Factory</p>
Content/ Contenido	<p>Monday Objectives:</p> <ul style="list-style-type: none"> -We will use objects to add up to 5. -I will use objects to add up to 5. 	<p>Tuesday Objectives: -</p> <ul style="list-style-type: none"> We will use objects to add up to 5. -I will use objects to add up to 5. 	<p>Wednesday Objectives:</p> <ul style="list-style-type: none"> -We will use objects to add up to 5. -I will use objects to add up to 5. 	<p>Thursday Objectives:</p> <ul style="list-style-type: none"> -We will use objects to add up to 5. -I will use objects to add up to 5. 	<p>Friday Objectives:</p> <ul style="list-style-type: none"> -We will use objects to add up to 5. -I will use objects to add up to 5. 	<p>Other Resources/ Otros Recursos</p>

Hays CISD Home Learning



Math/ matemáticas	Daily Math Routine: Count to 30 or as high as you can go. Practice counting the numbers on the calendar during morning meetings.	Daily Math Routine: Count to 30 or as high as you can go. Practice counting the numbers on the calendar during morning meetings.	Daily Math Routine: Count to 30 or as high as you can go. Practice counting the numbers on the calendar during morning meetings.	Daily Math Routine: Count to 30 or as high as you can go. Practice counting the numbers on the calendar during morning meetings.	Daily Math Routine: Count to 30 or as high as you can go. Practice counting the numbers on the calendar during morning meetings.	Additional Resources:
	<p>Students will watch Number Block Video to have an introduction to this week's lessons.</p> <p>Numberblocks - Time for Some Number Fun Learn to Count Learning Blocks</p> <p>Have your child write the numbers as the video goes along.</p> <p>Have your child say the numbers every time they hear the number.</p> <p>Example: if the numberblock says "2" have your child repeat the number "2".</p>	<p>Find different objects to work with (cereal, beads, rocks, beans, hair ties, cans of food etc)</p> <p>Draw three circles right next to each other on a piece of paper or use chalk outside. To start, put one object in the first circle and one object in the second circle. Then have the child count each object to come up with the sum. Put the sum in the third circle.</p> <p>Next clear all of the circles but the first one. In the second circle add two objects. Have your child count all the objects and put the sum in the third circle.</p> <p>Continue to add more objects into the second circle until the sum reaches 5.</p>	<p>Watch this video about adding by 1. ADD 'EM UP!</p> <p>Gather objects from yesterday.</p> <p>Draw two 5 frames</p> <div data-bbox="890 540 1199 597" style="border: 1px solid black; display: flex; width: 100px; height: 35px; margin-bottom: 5px;"></div> <div data-bbox="890 654 1199 711" style="border: 1px solid black; display: flex; width: 100px; height: 35px;"></div> <p>Have the child place one object on the first 5 frame. Then place one object on the second 5 frame. Have the child count and write the total. (1 + 1 = 2)</p> <p>Keep the one object on the first 5 frame. Add another object to the second 5 frame. Have the child count the total and write the number. Continue this until you get to the total 5.</p>	<p>Gather a group of objects from the last couple of days.</p> <p>Draw two circles again. Your child is going to practice making two groups that equal 5 (2+3, 4+1 5+0) Have them put objects in each circle, count the total and write the number.</p> <p>IF it doesn't equal 5 then have them try again.</p> <p>* Make sure they only have 5 objects to work with. This will help their problem solving skills.</p>	<p>Watch the math story. Your child can use a paper, pencil, crayon, marker, paint, chalk, or whiteboard.</p> <p>Make sure to pause the video to give your child time to draw the pictures and write the numbers.</p> <p>Make sure your child is counting when prompted.</p> <p>Math Story</p>	<p>Resources:</p> <p>Let's Learn Our Numbers 0-10 Counting Song for Kids Jack Hartmann</p> <p>Addition 1-10 Pizza Party Game Game</p> <p>Friends of 5 Learn to Add Math Song for Kids Jack Hartmann</p> <p>Adding For Toddlers, Pre-School and Kindergarten Children</p> <p>Let's Learn Our Addition Facts 1 Addition Song for Kids Math for Children Jack Hartmann</p> <p>Goldilocks Puzzle Game Games Sesame Street</p>
Content/ Contenido	Monday Objectives: -sorts, groups, and classifies objects in meaningful ways based on one or more properties	Tuesday Objectives: -Child <u>demonstrates</u> the importance of caring for our environment and our planet.	Wednesday Objectives: - describes properties and characteristics of objects	Thursday Objectives: -Child <u>demonstrates</u> the importance of caring for our environment and our planet.	Friday Objectives: -sorts, groups, and classifies objects in meaningful ways based on one or more properties - describes properties and	Other Resources/ Otros Recursos



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					characteristics of objects	
Science/ ciencias	<p>Watch: Recycling for Kids Recycling Plastic, Glass and Paper Recycle Symbol Kids Academy</p> <p>Students watch video and discuss the ways to recycle.</p> <p>💡 Review what can and cannot be recycled.</p> <p>♻️ Recycle sort: Have your child search around the house for items that can be recycled. Determine what items cannot be recycled.</p> <p>Examples: aluminum/ steel cans, paper, milk cartons, boxes, bottles etc.</p>	<p>Watch: https://jr.brainpop.com/science/conservation/reducereuserecycle/</p> <p>Username: Hays_11 Password: Learn</p> <p>Discuss: 💡 Ways we can help take care of our planet by reducing our use of resources.</p> <p>Possible Prompts: "How can we use less water around the house?"</p> <p>-When we are brushing our teeth would it be a good idea for me to turn off the water in between rinsing or is it OK for me to keep the water running? Why?"</p> <p>- "When I leave a room what should I do with the light switch/TV? Why?"</p>	<p>HAPPY EARTH DAY!</p> <p>Watch (optional): Reduce Reuse Recycle Song for Kids Earth Day Songs for Children The Kiboomers</p> <p>🌱 Go outside and explore with earth materials.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Create a rely course • Hot lava game • Make a picture with earth materials . • Build your name with earth materials. • Trace your shadow • Make a rock buddy 	<p>Watch: Big Earth, Little Me (qhok)</p> <p>🌱 Nature Walk: Go on a walk around your neighborhood or backyard and explore nature around you using the 5 senses (smell, touch, sight, sound, (if possible taste))</p> <p>Examples: Smelling a flower/ touching a rock/ leaf/ Hearing birds chirp etc.</p> <p><i>*Be cautious of allergies*</i></p> <p>📖 Journal: Draw one thing you saw on your nature walk. Practice writing the word.</p> <p>Example: Parent writes the word "flower" on a sticky note or extra sheet of paper so that the student can copy it.</p>	<p>🔍 Nature Hunt: Go outside and have your child search and collect the following natural resources.</p> <ul style="list-style-type: none"> - Leaf - Wood - Grass - Seed - Sticks - Dirt /Sand - Flower - Rock - Feather - Bug <p>Discuss: 💡 How all these objects are natural meaning they come from nature (and are not man made.</p> <p>Discuss: 💡 where the items originally come from (leaf = tree, feather = bird etc.)</p> <p>📖 Journal: Have your students draw the items they found from their nature hunt</p>	<p>Additional Resources:</p> <p>How to Recycle? - Song for Kids Lingokids - School Readiness in English</p> <p>The Earth And</p> <p>Brain Break Resources:</p> <p>GoNoodle: Home Calm Cosmic Kids Yoga ReadyRosie</p>
Content/ Contenido	<p>Monday</p> <p>Objectives: (1) We will learn about my local environment and how to make a map . (2) I will talk about where I live.</p>	<p>Tuesday</p> <p>Objectives: (1) We will learn about my local environment and how to make a map . (2) I will talk about where I live.</p>	<p>Wednesday</p> <p>Objectives: (1) We will learn about my local environment and how to make a map . (2) I will talk about where I live.</p>	<p>Thursday</p> <p>Objectives: (1) We will learn about my local environment and how to make a map . (2) I will talk about where I live.</p>	<p>Friday</p> <p>Objectives: (1) We will learn about my local environment and how to make a map . (2) I will talk about where I live.</p>	<p>Other Resources/ Otros Recursos</p>

Hays CISD Home Learning



Social Studies/ Estudios sociales	<p> Read Aloud: Bear About Town (link) Follow Bear about town to learn all of the places he goes and look at the map that was created.</p> <p>Where does Bear go each day? Do you have something like that in your city?</p> <p>Also bonus look for shapes in the story! Point out and name different shapes that you see.</p>	<p>Where do you live? Review the powerpoint Where I Live... Talk about where you live. What street do you live on? -where your neighbors live</p> <p>💡 What Neighborhood? -talk about landmarks in or near your neighborhood. Ex: a community pool or park, basketball courts, greenspace, entrance, or gas station/store closeby.</p> <p>💡 What City? -talk about places your child knows about in your city and the cities surrounding. Ex: grocery store, Target, movie theater, fishing pond, restaurant, etc.</p> <p>💡 What State? -talk about places within Texas that you have visited like the beach, a museum, another city a family member or friend lives in, etc.</p>	<p> Making a Map: I will make a map of my home and share it with my teacher and/or classmates via flipgrid or ClassDojo.</p>	<p>Click on the link google maps. Google Maps</p> <p>Look up:</p> <p>Pflugers Elementary Your Home address Your favorite place to eat Your favorite place to play Somewhere you want to go.</p> <p>Parents this is a good way to show them a map and what roads look like, what parks look like, where bodies of water are on a map.</p> <p>After looking at the map you can just switch to satellite view and show them what it looks like in real life.</p>	<p>Visit the virtual aquarium Virtual Aquarium</p> <p>After visiting, make a map of what your own aquarium would look like and what animals you would have.</p> <p>Parents make sure you click on explore scenes at the top to get to more places.</p>	<p>Additional Resources: Me on the map by Joan Sweeney</p> <p>I'm The Map - Dora The Explorer</p> <p>Google Maps</p> <p>Home Daniel Tiger's Neighborhood</p> <p>The Children's Museum of Indianapolis</p>
Specials	<p>Art, PE, Technology, Music and Library</p>	<p>Specials Activity Menu</p>				

Week of/ [Semana](#): April 14th

Conference Time / [Tiempo de conferencias](#): Monday- Friday 9:00- 9:30 and 3:00 to 3:30

Announcements and Important Links/[Anuncios y enlaces importantes](#): Check Class Dojo for zoom link for office Hours and more instructions. A morning message will be posted Tuesday-Friday onto ClassDojo.

Hays CISD Home Learning



Week of/Semana: 04/14 to 4/17

Content/ Contenido	Monday Objectives: N/A	Tuesday Objectives: Students will practice writing their first and last name in the correct order independently	Wednesday Objectives: Students will be able to label a book as fiction or nonfiction. Students will be able to identify the main elements of a story.	Thursday Objectives: Students will practice writing letters independently or with parent help if needed.	Friday Objectives: Students will be able to identify the main elements of a story. Students will journal their favorite character, part of a story, or imagine/write a new ending.	Other Resources/ Otros Recursos
Languag e Arts/ artes del lenguaje	HOLIDAY	<p><i>Good Morning Message</i> from child's teacher</p> <p>✍️ Name Practice - Practice Writing your student's first and last name.</p> <p>*If student has trouble, use a highlighter or marker to write name and have student trace it.</p>	<p><i>Good Morning Message</i> from child's teacher</p> <p>📖 Read a fiction or nonfiction book to student.</p> <p>💡 Talk about what's happening in the story, name the characters in the story, name the setting (where the story takes place).</p> <p>💡 Is the book fiction (made up for fun) or non-fiction (gives us real information, usually has real photographs)?</p> <p>💡 What happened in the beginning and then how did the story end?</p> <p>(use books available at home or books on YouTube)</p>	<p><i>Good Morning Message</i> with child's teacher</p> <p>✍️ Select a few letters and have your student practice writing them.</p> <p>✍️ Write letters with markers, crayons, colored, pencils</p> <p>*If your student needs support, use a highlighter to write letters and have them trace the letters.</p> <p>✍️ Create letters using beans, cereal, legos, playdough etc.</p>	<p><i>Good Morning Message</i> with child's teacher - Read aloud</p> <p>Book: Teacher's read aloud book choice</p> <p>✍️ Writing/drawing Prompts: -Draw a picture of your favorite character and label it. -Draw a picture and write about your favorite part of the story. -How could the story end differently? Write a new ending for the story.</p>	<p>Additional Resources: Raz Kids, ABCMouse (ask teacher for login information)</p> <p>Brain Break Resources: GoNoodle: Home Calm Cosmic Kids Yoga ReadyRosie Letter Factory-Letter Factory</p>
Content/ Contenido	Monday Objectives: N/A	Tuesday Objectives: Students will be able to identify shapes and shape attributes.	Wednesday Objectives: Students will be able to identify shapes and shape attributes.	Thursday Objectives: Students will be able to identify shapes and shape attributes.	Friday Objectives: Students will be able to identify shapes and shape attributes.	Other Resources/ Otros Recursos
Math/ matemáti cas	HOLIDAY	<p>💡 Look around your home to find objects that are squares and circles. Talk about</p>	<p>💡 Look around your home to find objects that are triangles and rectangles. Talk about how many (if any) sides and vertices/corners each shape has.</p>	<p>✍️ Draw shapes outside with chalk or on pieces of paper and tape to the ground. As you draw each</p>	<p>🎨 Make playdough together or use store bought playdough to create shapes with your</p>	<p>Additional Resources: Shapes Song-</p>

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		<p>how many (if any) sides and vertices/corners each shape has.</p> <p>🖋️ Draw a picture of 4 objects that you find.</p>	<p>🖋️ Draw a picture of 4 objects that you find.</p>	<p>shape talk about the name, number of sides, and number of vertices/corners (if any). We have learned square, circle, triangle, rectangle, rhombus (diamond), and oval.</p> <p>👦 Have your child jump to shapes as you call them out!</p>	<p>child. There are many ways to make shapes- roll out playdough and create shapes with “snakes”, give your child a safe cutting tool to cut into shapes, or use beads, pebbles, or similar to press into dough to make a shape.</p> <p>Easy Playdough Recipe Video</p> <p>Ingredients:</p> <ul style="list-style-type: none"> • Flour - 1 cup • Salt - 1/2 cup • Water - 1/2 cup • Food color or washable paint (optional) <p>Tip! Prevent food color from staining your hands by mixing the dough and food color drops in a sealable plastic bag.</p>	<p>Singing Walrus Name the Shape Game- Jack Hartmann</p> <p>Shapes, Sides, and Vertices- Jack Hartmann</p> <p>The Shape Song- Super Simple Songs</p> <p>Raz Kids, ABCMouse (ask teacher for login information)</p> <p>Brain Break Resources:</p> <p>GoNoodle: Home Calm</p> <p>Cosmic Kids Yoga ReadyRosie</p>
Content/ Contenido	Monday Objectives: N/A	Tuesday Objectives: Students will be able to tell the different parts of a plant	Wednesday Objectives: Students will be able to explore a plants parts by looking at it and drawing it	Thursday Objectives: Students will be able to classify what is living and nonliving	Friday Objectives: Students will be able to classify what is living and nonliving	Other Resources/ Otros Recursos
Science/ ciencias	HOLIDAY	💡 Watch this video to review the parts that make up a plant.	💡 Go for a walk outside and find a plant. (If you can't go outside review this slide show) Types of Plants	💡 Review Living and Non Living with a family member.	💡 Draw a horizontal line and a vertical line on a piece of paper to make a t-chart. Label one side	Additional Resources: Parts of a Plant -

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		Parts of a Plant 💡 After watching, talk about the parts of a plant and model with your body. Example- head=flower, stem=body, leaves=arms, and legs=roots	📖 After finding a plant. Draw, color and label the parts of the plant you found.	Living and NonLiving (You do not need to do the whole slide. Just do as much as your child is interested in.)	living and the other side nonliving. 📖 Go for a walk and write or draw pictures of living and nonliving objects that you see.	Jack Hartmann Living and Nonliving - Biology Kids living and nonliving 3-2- wonder BrainPop - Parts of a Plant Raz Kids, ABCMouse (ask teacher for login information) Brain Break Resources: GoNoodle: Home Calm Cosmic Kids Yoga ReadyRosie
Content/ Contenido	Monday Objectives: N/A	Tuesday Objectives: Students will be helping community members in their own home by helping an adult with dishes.	Wednesday Objectives: Students will identify and discuss what it means to be a caring community member.	Thursday Objectives: Students will review and compare different types of communities- rural, suburban, and urban.	Friday Objectives: Students will describe/draw the 3 main types of communities- rural, suburban, and urban.	Other Resources/ Otros Recursos
Social Studies/	HOLIDAY	💡 Practice being a helper! Work with your caregiver to	💡 What does it mean to be a community member?	💡 Review rural, urban, and suburban	💡 Pick rural, urban or suburban. If you were to visit that place what would	Additional Resources:

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Estudios sociales		help wash forks and spoons. Then sort them and put them away.	Brainstorm with someone in your living space ways everyone can be a caring community member. Community Helpers	How are these communities similar and different? https://jr.brainpop.com/socialstudies/communities/ruralsuburbanandurban/ (Username teamhays_11 password learn)	it look like? What would you see? ☞ Draw a picture or tell me about it.	Community Helper Quiz ABC Community Helpers Rural, Urban, Suburban Raz Kids , ABCMouse (ask teacher for login information) Brain Break Resources: GoNoodle: Home Calm Cosmic Kids Yoga ReadyRosie Letter Factory- Letter Factory
Specials	Art, PE, Technology, Music and Library	Specials Activity Menu				

Week of/ *Semana*: April 6th

Conference Time / *Tiempo de conferencias*: Monday- Friday 9:00- 9:30 and 3:00 to 3:30

Announcements and Important Links/*Anuncios y enlaces importantes*: Check Class Dojo for zoom link for office Hours and more instructions. A morning message will be posted Monday-Friday onto ClassDojo.

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Week of/Semana: 04/6 to 4/9

Content/ Contenido	Monday Objectives: Students will be able to work on retelling a story by focusing on characters, beginning, middle and end.	Tuesday Objectives: Students will be able to identify nonfiction and fiction books and tell their parents how to take care of a book.	Wednesday Objectives: Students will practice writing their first and last name in the correct order independently	Thursday Objectives: Students will be able to identify characters in the book	Friday Objectives:	Other Resources/ Otros Recursos
Language Arts/ artes del lenguaje	<p><i>Good Morning Message</i> from child's teacher - Review of week</p> <p>📖 After reading a story, write/draw about the story. (Or retell using the video)</p> <p>✍️ Writing/drawing Prompts: -Draw a picture of your favorite character and label it. -Draw a picture and write about your favorite part of the story. -How could the story end differently? Write a new ending for the story.</p>	<p><i>Good Morning Message</i> from child's teacher - Weekly letter review video from child's teacher</p> <p>📖 Read a fiction or nonfiction book to student.</p> <p>💡 Discuss how to take care of the books, the parts of the book, and discuss unfamiliar vocabulary in the book Ask Questions about the book: -Who are the characters? -Where did the story take place? -Can you tell me what happened in the story?</p>	<p><i>Good Morning Message</i> with child's teacher - Weather and Calendar</p> <p>✍️ Name Practice - Practice Writing your student's first and last name. *If student has trouble, use a highlighter or marker to write name and have student trace it.</p>	<p><i>Good Morning Message</i> with child's teacher - Read aloud</p> <p>📖 Step outside for some fresh air and read a book together with your child. After reading the book, have your child think of their favorite character.</p> <p>🎮 Play a game of charades where you and your child act out your favorite character.</p>	Friday: Holiday	<p>Additional Resources: Raz Kids, ABCMouse (ask teacher for login information)</p> <p>Brain Break Resources: GoNoodle: Home Calm Cosmic Kids Yoga ReadyRosie</p> <p>Letter Factory-Letter Factory</p>
Content/ Contenido	Monday Objectives: Students will work on counting in their head 1-5 without touching the objects.	Tuesday Objectives: Students will be working on writing numbers 1-10 and showing how to represent these numbers in a ten frame.	Wednesday Objectives: Students will be able to sort like objects. Students will then work on counting using one to one correspondence.	Thursday Objectives: Students will be able to identify the numbers in different forms and correlate dots and tens frames to actual numbers.	Friday Objectives:	Other Resources/ Otros Recursos
Math/ matemáticas	Display three to five objects on a table. Ask your child to count in their head. Then	✍️ Practice writing numbers (1-10) and then add dots to show how it would look on a ten	Go on a walk and gather objects that you see (leaves, rocks,	Practice number knowledge. Sit with your child to watch the google	Holiday	Additional Resources: Raz Kids , ABCMouse

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as	cover up one or two objects and ask your child how many are left now.	frame. <table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											acorns, sticks, etc). When you are done collecting, sort them into alike piles. Leaves go with leaves, rocks go with rocks. Then count how many are in each pile.	slide. Once the number comes up have them tell you what number it is. Number Knowledge	(ask teacher for login information) Brain Break Resources: GoNoodle: Home Calm Cosmic Kids Yoga ReadyRosie Letter Factory- Letter Factory
Content/ Contenido	Monday Objectives: Students will be able to observe and record outdoor surroundings.	Tuesday Objectives: Students will experiment with different objects to see which ones will float or sink.	Wednesday Objectives: Students will experiment, through trial and error, with objects at home to create a boat that floats.	Thursday Objectives: Students will be able to explore bubbles and make observations.	Friday Objectives:	Other Resources/ Otros Recursos									
Science/ ciencias	Go on a walk and look around your neighborhood.	Gather items that can get wet. Fill up the tub or a bowl of water.	Build a boat with materials found around your house. Example	Blow bubbles with your child. See if you can get the bubbles to stick	Holiday	Additional Resources: Raz Kids , ABCMouse									

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	<p>🖋️ Write or draw a picture of what you see. (if it is raining look out the window and draw or write what you are seeing)</p>	<p>💡 Predict which item will sink and which item will float. Then try it out and see if you were right.</p>	<p>items are playdough, paper, tin foil, sticks, pipe cleaners, straws, etc. Try to make a boat and then see if it will sink or float. Once you make something that floats try to see if you can put something on top and see if it still floats.</p>	<p>together. See if you can make a really big bubble or really small bubbles. If you don't have bubbles make your own: Materials: Large cup, 1/2 cup dish soap, 1 1/2 cups water, 2 teaspoons sugar Steps: Pour 1/2 cup of dish soap into a cup. Add 1 1/2 cups of water to the cup. Measure 2 teaspoons of sugar and add it to the mixture. Gently stir your mixture</p>		<p>(ask teacher for login information)</p> <p>Brain Break Resources: GoNoodle: Home Calm Cosmic Kids Yoga ReadyRosie</p> <p>Letter Factory-Letter Factory</p>
Content/ Contenido	<p>Monday Objectives: Students will practice kindness and helping others.</p>	<p>Tuesday Objectives: Students will practice understanding and creating a map.</p>	<p>Wednesday Objectives: Students will discuss ways to care for others then journal their thoughts.</p>	<p>Thursday Objectives: Students will practice kindness and helping others.</p>	<p>Friday Objectives:</p>	<p>Other Resources/ Otros Recursos</p>
Social Studies/ Estudios sociales	<p>💡 Have your child think of ways he/she can help others around the house (picking up their toys/helping set the table etc.) have your child</p>	<p>💡 Talk about important buildings in the area and their importance (grocery store/ gas station/ fire station etc.)</p>	<p>💡 What does caring mean? 🖋️ Journal/drawing prompt What are some</p>	<p>💡 Have your child think of ways they can help take care of people or pets in the family?</p>	<p>Holiday</p>	<p>Additional Resources: Raz Kids, ABCMouse (ask teacher for login information)</p>

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	choose one activity to do to be a helping hand in the house.	👤 Work together with your child to create a simple map of your neighborhood or home.	ways you show you care for other family members or friends?	👤 Draw a picture of people or pets in your family that you can help take care of.		Brain Break Resources: GoNoodle: Home Calm Cosmic Kids Yoga ReadyRosie Letter Factory- Letter Factory
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