

Parents, below you will find information regarding your child's learning packet for the week of March March 31-April 3 and April 6. A few paper resources will be available online but if you're not able to print out other options to facilitate learning will still be available throughout this lesson plan.

Reading: In reading this week we've shared the link to our read alouds for every day on the back of this page. The students' goal is to listen to the story and identify 2-3 facts from the book using complete sentences. Please make sure they're writing in complete sentences using an uppercase letter, finger spaces and circling beginning capitalization and end punctuation. Please have students circle the beginning of each sentence in green crayon and the ending in red crayon.

Monday- Have students log into clever and click on **Tumblebooks to listen to the story, A Butterfly is Patient**. Have students write down in complete sentences 2 facts they've learned from the story then use crayons or markers to illustrate a butterfly on the same sheet of paper.

Tuesday- Have students log into clever and click on **Tumblebooks to listen to the story, The Seasonal Cycle**. Have students write down in complete sentences 3 facts they've learned from the story on a sheet of paper.

Wednesday- Have students log into clever and click on **Tumblebooks to listen to the story, Baby Animals Playing**. Have students write down in complete sentences 3 facts they've learned from the story on a sheet of paper.

Thursday- After listening to the online read aloud, **Our Seasons on Tumblebooks**, students will write 3 facts learned from the story on a sheet of paper

Friday- After listening to the online read aloud, **Animals in Camouflage on Tumblebooks**, students will write 3 facts learned from the story on a sheet.

Please have students log on to Istation for 10-15 minutes daily using login card.

Phonics: This week we're learning about the letter Q. There are several fun and engaging videos on YouTube for the letter Q. We've shared links on both the back of this page and on the KCISD Website. Please have students complete their daily letter Q activity during the week. On **Monday** they will practice writing their letter by writing Qq using materials you have available chalk, paint, markers, pencils

etc. Feel free to share your creative handwriting practice with your child's teacher via Class Dojo! :) On **Tuesday** letter Q object search. Try to list as many objects you can find in your environment that have the Q sound. On **Wednesday** have students use their previously found letter Q words to create 2-3 sentences on any sheet of paper. **Thursday** begin letter Q book complete the first 5 pages. Stop at the page labeled Find It if you're able to print it out if not please access Starfall using your child's log in card and click on the ABC picture. Have your child listen to the q words created then write a sentence for each word on any sheet of paper. **Friday**-To review letters today students can go online to abcya.com and click on the K Circle. From there they will click on the Trace to the Beat Icon & have fun practicing writing the upper & lowercase letters! We'll also begin our study of s-blends such as sc, sk, sl, sn, sp, st. You will have a picture card for each blend posted online. **Monday** using the picture cards online you and your child can work together to sound out the pictures and write the words down on any sheet of paper. **Tuesday**-Have students focus on sc and sk then create a list of words with those blends **Wednesday**-Have students focus on sl and sn then create a list of words with those blends **Thursday**-Have students focus on sp and st then create a list of words with those blends **Friday**- Have students review all blends and search for words that begin with those blends around their environment and write sentences using 2-3 words on a sheet of paper.

Word Study:Monday- Have students complete their review worksheet online for identifying words they're to sound out and write the word for the corresponding picture. **Tuesday**- Review identifying middle sounds by completing the middle sound sort from the worksheet posted online. Beginning Wednesday of this week we're starting our study of manipulating middle sounds in words. Our goal is to have students identify and read words when the middle sound is changed. Practice with students identifying middle sounds in the words cat, pig, run, beg and hop by having students say, then write the word and circle the middle sounds. **Wednesday- Friday** Complete the middle sound sheet activity by using the picture cards posted online you can help students by sounding out the words then have them write down the word with the correct middle sound for each of the pictures (4 per day). They may record their answers on a sheet of paper.

Sight Word Practice: We're sending home lists 3-6 for this week along with several ideas on fun hands on learning activities to do with sight words. Each day they will focus on one specific list. Tuesday will be list 3, Wednesday is list 4 Thursday is list 5 and Friday is list 6. Please have your child choose 2 activities from the list provided for each day.

Writing:

MONDAY:

-Sentence stem: They went to see the ____ (adj) ____ (n) ____ (v). **1.** Have your child copy the sentence stem down using the writing paper attached. Your child must add in an adjective, a noun, and a verb. **2.** The noun must start with the letter Qq (ex. Quil, quarter, quarterback, quail, quilt, queen, etc). **3.** Please *encourage proper handwriting formation and technique.* **4.** Make sure to have them circle the beginning capital letter with a GREEN crayon and the ending punctuation with a RED crayon. **5.** Ask your child to identify which word is the adjective, noun, and verb. **6.** Your child will draw a picture to match what they wrote. Encourage them to add a setting with characters. *Follow this same procedure for each day.*

-Tracing letter Qq

TUESDAY:

-Sentence stem: I want to see the ____ (adj) ____ (n) ____ (v).

-Handwriting Without Tears: Pg. 20

Letter C - Big curve to the bottom

Letter O - Big curve, keep going! Stop.

WEDNESDAY:

-Sentence stem: My friend saw a ____ (adj) ____ (n) ____ (v).

-Handwriting Without Tears: Pg. 21

Letter Q - Big curve, keep going! Stop. Little line slides down.

Letter G - Big curve, little line up! Little line across.

THURSDAY:

-Sentence stem: How many people can see the ____ (adj) ____ (n) ____ (v)?

-Handwriting Without Tears: Pg. 22

Letter S - Little curve, turn, little curve towards the bottom.

Letter A - Big line slide down. Big line slide down. Little line across the middle.

FRIDAY:

-Sentence stem: How many people saw the____(adj)____(n)____(v)?

-Handwriting Without Tears: Pg. 23

Letter I - Big line down, little line across the top, little line across the bottom.

Letter T - Big line down, little line across the top.

Math: *DAILY: 1) Count to 100 using YouTube links on the last page if needed 2) Using a 100 chart have students practice counting on from any number. Do this at least twice a day. To make it fun, students can close their eyes and point to the number that they will start from (Example: start at 31 and count on to 100) 3) Count forward and back from 0-20 and 20-0. 4) Review 3D shapes learned so far by going over cylinder and cone posters, singing a 3D SHAPE song and watching 3D shape video on YouTube. 5) Please have students log on to IMAGINE MATH (with log in card) for at least 15 minutes everyday.*

DAY 1: Find the SPHERE poster in scanned documents. Read the poem about SPHERES and have them repeat it back to you. Then have them name SPHERES that they have seen. Then look at the other poster and discuss attributes (0 faces, 0 vertices, 0 edges). Complete front and back of SPHERES worksheet, if you are able to print. If not, then feel free to discuss questions orally and write responses on blank paper.

DAY 2: Find Lesson 18.3 in scanned documents and complete using directions on the bottom of each page. If you are unable to print, then do it orally. There is a sorting sheet for the first page of the lesson in this PDF file and it is labeled with date and shape. Use one side today and save the other side for Day 4.

DAY 3: Find the CUBES poster in the scanned documents (PDF file). Read the poem about CUBES and have them repeat it back to you. Then have them name CUBES that they have seen. Then look at the other poster and discuss attributes (6 faces, 8 vertices, 12 edges). Complete front and back of CUBE worksheet, if you can print it. If you are unable to print, then discuss questions orally and write responses on blank paper.

DAY 4: Find the "Cubey Cube" page in the PDF file and print, if possible. Have your child fill in the blanks using the CUBE poster, if needed. Then they can cut it out and glue/tape together to create a 3D model of a CUBE. Find Lesson 18.4 in the

PDF file and complete using directions on the bottom of each page. There is a sorting sheet for the first page of the lesson in this packet and it is labeled with date and shape.

DAY 5: Review all 3D shapes posters, discuss attributes and recite poems to help them remember. Complete "Color by Shape" activity, if you are able to print. If not, have your child point to shapes and name them. On another paper, there is a place to draw pictures of shapes they see. However, if you have a magazine, newspaper, flyer from the grocery store or anything they can cut out, then have them find a real life example of each shape. If you are unable to print, then divide a blank paper into four boxes. Label with each 3D shape (cube, cylinder, cone, sphere) and have them draw or cut out magazine pictures to go with each shape.

Science and Social Studies: In science, we will continue with plants, their parts, life cycle, and needs. Social Studies, we will be introducing American symbols and voting. **ASSIGNMENTS for all week:** **Science:** If your child planted a bean seed, continue to observe and watch it grow this week. Which parts have grown? Which parts are you still waiting to observe?

Monday - **SCIENCE** - Teach your child the "Flower, Stem, Leaves, and Roots" song that is sung to the tune, "Head, Shoulders, Knees and Toes" song. Flower is the head, stem is the body, leaves are your arms stretched out, and roots are your feet. If you have any plants or flowers, ask your child to identify the parts. **SOCIAL STUDIES** - Explain to your child that our country has certain symbols that represent great presidents, our pride, and our freedom. Part of that freedom involves voting. We are free to vote for who we want as our president. Start with the Liberty Bell. There are videos on YouTube that talk about its importance and why it is cracked. Emphasize to your child that people usually don't like cracked items and want to throw them away. The crack in the Liberty Bell, however, is special and has meaning to it. Draw and color a picture of the Liberty Bell. Make sure to darken the crack so it is easy to see. **TUESDAY** - **SCIENCE** - Remind your child of what plants need to grow, (nutrients, air, water, soil, sun).

Tell them that the body parts of plants can absorb the things needed to grow. The **ROOTS** absorb nutrients from the soil. The leaves are where the plant

makes its food. The plant can actually breathe in air although you cannot see a plant breathe. The ROOTS also absorb water from the soil and "shoot" it up through the stem. The plant also absorbs light from the sun. **ACTIVITY** - Label and color the, "Label the Flower" sheet. **SOCIAL STUDIES** - Tell your child how the Bald Eagle is a symbol of our freedom. There are YouTube videos on the Bald Eagle. Explain how its wide wing span helps it soar freely and for long distances through the sky, which represents us being free in America. **ACTIVITY** - Read, color and fold the 'Bald Eagle' booklet. **WEDNESDAY** - **Science** - Get a plant or flower. If you don't have one, please have your child neatly draw one and color it. Simply ask your child which part grows first, second, third, and fourth. Make sure they point to the roots, then the stem, the leaves, and then the flower part if it IS a flower. **SOCIAL STUDIES** - Tell your child that the White House is another national symbol. Why is it important? Who lives in it? The president lives there and he makes the laws for our country. BrainPop has a good video on national symbols. Click on *Government*, then *American symbols*. **THURSDAY** - **SCIENCE** - Cut out the "Life Cycle of a Plant" cards and put them into order. **SOCIAL STUDIES** - Tell your child about "voting" and that it is one of our freedoms. Voting means you get to make a choice. You get to choose what you want. We get to vote for the person we want to be our president. But, you only get one vote. You cannot vote for more than one thing or person. Watch, "What Does Voting Mean?" on YouTube. **ACTIVITY** - Get some chocolate chip cookies and Oreos. Each member of the family votes for the cookie they like the most. Use the "Cookie Election" sheet to record the votes and results. **FRIDAY** - **SCIENCE** - Ask your child what they have learned about plants. What are their body parts? What order do they grow in? What do plants need to grow? Which body part absorbs the nutrients and water from the soil? **ACTIVITY** - Listen to the "Song on Plants" video on YouTube. **SOCIAL STUDIES** - review the 3 national symbols and why they are important. Out of those 3, have your child vote for their favorite one and tell you WHY it is their favorite.

IMPORTANT NOTES:

- *Please use the bright colored card with their login information to log on to CLEVER, this will give them access to various computer programs they need for daily lessons. This was sent home in their bags last week.*
- *Please have your child read their decodable reader, Rex the Vet daily. Have them sound out unfamiliar words, answer the questions about the story and track the words using their finger as they read.*
- *Students can also do the homework activities in the sheet protectors in their RED folders.*
- *If you have any questions or concerns about any of the assignments please reach out to your child's teacher via Class Dojo or phone call.*

Links:

Read Alouds

Log into Tumblebooks using your child's login information for this week's books.

Phonics

<https://www.youtube.com/watch?v=L987a64I2cY> Letter Q song

<https://www.youtube.com/watch?v=US7-1k5oHdE> Letter Q song

<https://www.youtube.com/watch?v=ni6kpkaWyOI> Letter Q song

<https://www.youtube.com/watch?v=VscevkW9rIk> Letter Q Song

https://www.abcya.com/games/letter_trace ABCYA Letter Trace

<https://www.youtube.com/watch?v=54tbiF3gqhg> S Blends

<https://www.youtube.com/watch?v=Pm2vsIcve5Q> SC Blend

https://www.youtube.com/watch?v=2Zkn_WbWtfA SK Blend

<https://www.youtube.com/watch?v=r9MQaxDbjPY> SL Blend

<https://www.youtube.com/watch?v=FSFR8VLwj3Q> SN Blend

<https://www.youtube.com/watch?v=tHFNNAh4FII> SP Blend

https://www.youtube.com/watch?v=ec_-b7Cux7w ST Blend

Counting & Shape Videos

<https://www.youtube.com/watch?v=NWHc9MdkhWY> count to 100

<https://www.youtube.com/watch?v=bGetqbqDVaA> count to 100

<https://www.youtube.com/watch?v=guNdJ5MtX1A> 3D shapes

<https://www.youtube.com/watch?v=2cg-Uc556-Q> 3D shapes