

5/7/20

Dear Students, Families, and Friends,

The activities on the next several pages were created for you to sharpen your skills, challenge yourself, and explore learning. These are not meant to replace classroom learning and parents are not being asked to replace teachers. If at any time, you are confused about an activity, need some extra support, or maybe just need to talk with someone, our teachers and staff are here for you.

- All teachers keep regular office hours from 9am until noon each school day.
- All teachers and staff can be contacted by email ([firstname.lastname@fsd145.org](mailto:firstname.lastname@fsd145.org)).
- Some teachers also use Remind, Schoology, or Google Classroom to send and receive messages.

For the most current information about our emergency closure and remote learning plans, please visit our website (<https://www.fsd145.org/emergency>) for regular updates. You will always find information sorted by date, so it should be easy to follow the most recent updates.

Take care and stay safe. We'll see you soon,

From all of us here at Freeport School District



Remote Learning Day Student Activities:

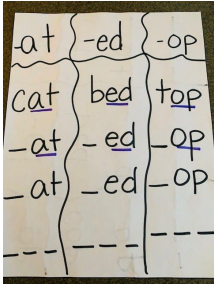

[May 7](#)                      [May 11](#)                      [May 18](#)                      [Social Emotional Learning \(SEL\)](#)  
[May 8](#)                      [May 12](#)                      [May 19](#)                      [Electives](#)  
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Kindergarten			5/7/20 - 5/20/20
Theme(s)	ELA Skills Focus	Math Skills Focus	Other Skills Focus
Review	Writing	Counting	
	Language	Addition	
	Vocabulary	Subtraction	
		Word Problems	

# Remote Learning Activities for Students

Kindergarten -- May 7th

Parents: Choose two activities from each page each day.

	Math Cog Math 2 Cog Math 3	Reading and Writing LLD 1-4 LLD 7-10	Science/ Social Studies	Extra Challenge
<b>Activity 1 and Instructions</b>	<p>Object Counting Fun! Grab 10 objects to count (spoons, pencils, toys, anything you like etc.) Count out all ten in a row. Now-take one away-how many left? (9) Now-take 3 away-how many left? (6) Now add 2-how many? (8) Now-take 4 away-how many? (4) *Continue on for a few more, then lay all 10 objects out and begin again! You can help your child say the equation out loud each time as well... "9 take away 3 equals 6" "6 plus 2 equals 8" Write the equations with your favorite color crayon if you like!</p>	<p>Word Fun! Have your child practice CVC words, we call them Word Families! Take a piece of paper and at the top write -at/-ed/-op. Drawing a line in between the word families. Write a word to start your child off. Then come up with a list of words for each family!</p>  <p>Enjoy this Jack Hartman Word family song! <a href="https://www.youtube.com/watch?v=DkUunCjP3Hs">https://www.youtube.com/watch?v=DkUunCjP3Hs</a></p>	<p>Properties of Matter: Scientists learn that matter has observable, physical properties and comes in many different shapes, colors, materials and sizes. <b>Materials per student:</b> a variety of crackers-5 or 6 per child napkin / paper / pencil / ruler <b>optional:</b> Look closely at the observable properties and features of each cracker. I asked them to take notice of any patterns they observed such as criss-cross or lattice textures and rows of tiny holes. I also encouraged students to choose specific, descriptive adjectives to use to describe the properties of each cracker.</p>	<p>Go outside with someone-tell what you see...sun, grass, flowers, bugs, animals etc.... Using all the I things you see write some simple sentences.</p>
<b>Activity 2 and Instructions</b>	<p>Use these same 10 objects to solve the equations... 4+3=      7+2= 3+2=      6-3= 5-1=      3+5= 10-5=     5+5= 2+2=      4+0= *Write the full equation, with the answer, down on paper. Have fun!</p>	<p>Sentence writing! Here are a few sight words you can choose from to write in a sentence: do, one, this, we, she</p> <p>Then have your child come up with a sentence using one of the words. For example...the word do. "I will <u>do</u> the dishes" Make sure to discuss capitalization and punctuation. Also reminding them of spaces in between the words, we call them "finger spaces". Your child can use their own finger to help them. Have your child also circle the sight word used in the sentence.</p> <p>Enjoy this sentence song from Jack Hartman! <a href="https://www.youtube.com/watch?v=Qh7hCqyfaPs">https://www.youtube.com/watch?v=Qh7hCqyfaPs</a></p>		

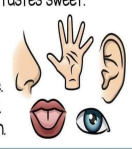
Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

Kindergarten -- May 8th

Parents: Choose two activities from each page each day.

	<b>Math</b> Cog Math 1,2,3	<b>Reading and Writing</b> LLD 1-2, 5-10	<b>Science/ Social Studies</b> ATL-Reg 2 SED 1-2, 4	<b>Extra Challenge</b> LLD 1-10 Cog Math 2-3
<b>Activity 1 and Instructions</b>	Grab a handful of coins from a pocket. It should have a mixture of pennies, nickels, and dimes. Sort coins into piles. Then count how many of each coin and how much you have of each. Then count how much money you have altogether by starting with the dimes first, then the nickels, then the pennies. Do this activity several times by taking out a different amount each time.	Schema is what we already know about a subject. Read a book, or watch a show about nature. What can you add to your schema about nature? Write a sentence about it and draw a picture. What was your <u>favorite</u> piece of new information and why? Draw a picture and write a sentence why it's your favorite.	<b>Science:</b> *Gather water; containers; food coloring; and oil. Talk to your child about the difference between oil and water and explain how they don't mix. You can even show kids this experiment without the food coloring. Then after your child sees it once, have them try it themselves with the food coloring. Talk about how molecules are different in oil and water.	<div style="text-align: center;"> <h2 style="color: #0070c0;">5 SENSES SCAVENGER HUNT</h2>  </div> <ul style="list-style-type: none"> <li>• Find something that makes a crunch sound.</li> <li>• Find something that tastes sour.</li> <li>• Find something that smells good.</li> <li>• Find something smooth.</li> <li>• Find 3 of the same thing.</li> <li>• Find something that smells bad.</li> <li>• Find something that tastes sweet.</li> <li>• Find something loud.</li> <li>• Find something long.</li> <li>• Find something soft.</li> <li>• Find something white.</li> <li>• Find something quiet.</li> <li>• Find something rough.</li> </ul>
<b>Activity 2 and Instructions</b>	Put 10 pennies and 10 nickels in a cup. Shake a dice to see how many coins to take out. If dice are not available, use a deck of cards without the face cards. Sort the coins and count how much money you have. How many nickels does it take to make 100 cents? How many dimes does it take to make 100 cents? This game may also be used with pennies and dimes.. To make it even more difficult, it may be used with pennies, nickels and dimes.	Read a story or listen to one online. Tell the problem of the story, and how it was solved...draw a picture of both.  *How would <b>you</b> end the story to solve the problem? What would you do differently? Draw a picture and write a sentence about it.	<b>Social Studies:</b> *Clean up something that isn't yours.	<p><b>Starfall.com</b> (free website for Pre-K, K, 1st, 2nd) Choose 3 activities. Have Fun!</p> <p><b>Count by 10 Videos::</b></p> <p><b>English:</b> <a href="http://www.viewpure.com/yQsDkINvrmw?start=0&amp;end=0">http://www.viewpure.com/yQsDkINvrmw?start=0&amp;end=0</a></p> <p><b>Spanish:</b> <a href="http://www.viewpure.com/pHgwUxGy08k?start=0&amp;end=0">http://www.viewpure.com/pHgwUxGy08k?start=0&amp;end=0</a></p>



Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

Kindergarten -- May 11th

Parents: Choose two activities from each page each day.

	<b>Math</b> COG 2 COG 3	<b>Reading and Writing</b> LLD 8 LLD 9 LLD 10	<b>Science/ Social Studies</b> K-E-SS2-1	<b>Extra Challenge</b>
<b>Activity 1 and Instructions</b>	<p style="text-align: center;"><b>Math Stories</b></p> <p>-Have an adult make up a math story. For example: "Let's say you invite 3 friends to come over. 1 of your friends leaves and goes home. How many friends are left to play with?" (2) You solve the problem by using your fingers, mental math, drawings, etc. Explain to the adult how you came up with the answer. Extension: Record the story on paper by drawing a picture of your friends with one leaving, or writing a number sentence <math>3-1=2</math>.</p>	<p style="text-align: center;"><b>Isolating Middle Sounds</b></p> <p>-Have an adult say a syllable word (can). You say the medial vowel (/a/). Keep playing using different words. Extension: Play the same game using long vowel sounds. For example an adult says, "cake." You say "a/."</p>	<p>How/why does rain fall from the sky? Fill a cup with water, spray shaving cream on the top of the water...</p>  <p>Drop dots of food coloring on to the top of the shaving cream. What happens? How is this like moisture collecting in the clouds? (Clouds are formed when water vapor rises into the air and condenses into tiny particles of dust.) *Fold a paper in half. On one side draw the jar/shaving cream experiment. On the other side draw the clouds and rain. On the back write 3 sentences about what you notice. Tally weather for this week. (cloudy, sunny, rainy, etc.)</p>	<p>Let's make a rainbow! Using either paint or construction paper, create a rainbow. If you're using construction paper, tear off little pieces of paper and glue them in an arc formation starting with your color of choice. Do about 6 or 7 different colors in all if you have that many colors available. If you would like to use paint, do the same process except use your index finger to dab onto the paper to make the rainbow instead. Once dry, turn it over and write a couple of sentences about your rainbow.</p> 
<b>Activity 2 and Instructions</b>	<p style="text-align: center;"><b>Numbers Plus One</b></p> <p>-Count out 5 objects. Then add one more. How many do you have now? Continue playing by having an adult say a random number from 0-9. You count out that many objects. Then add one more. How many objects are there now? The goal is understand each successive number name refers to a quantity that is one larger. (When you are counting the sequence 5, 6 ...<math>5+1=6</math>) Extension: Write number sentences as you add on one more object. (<math>5+1=6</math>, <math>2+1=3</math>, etc).</p>	<p style="text-align: center;"><b>Event Writing</b></p> <p>-Write about something you have done recently. Provide a reaction to what happened. Extension: Instead of writing one or two sentences about your event, write multiple sentences.</p>		

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# Remote Learning Activities for Students

Kindergarten -- May 12th

Parents: Choose two activities from each page each day.

	<b>Math</b> Cog 1 Cog 2	<b>Reading and Writing</b> LLD 8            LLD 4, 5, 6 LLD 9 LLD 10	<b>Science/ Social Studies</b> ATL Reg 1, 3	<b>Extra Challenge</b>
<b>Activity 1 and Instructions</b>	<p><b>Count Back from 20</b> Gather 20 objects or toys of your child's choice. Line them up and count them out. When you get to 20, tell your child you will be counting backwards starting from 20. Together, start to count back from 20 and take each item away as you count. Then have your child put items back in line and count back again</p> <p>Watch this song, get up and move your body by counting back from 20 <a href="https://www.youtube.com/watch?v=srPkt4k_O8">https://www.youtube.com/watch?v=srPkt4k_O8</a></p>	<p><b>**Discuss with your child the different people in your family</b></p> <p><b>**Together create a list of family members using pictures and words</b></p>	<p><u>Science:</u> <u>Make a bouncy egg</u> Supplies: A hard boiled egg Clear glass jar or bowl with lid Vinegar Place egg in a glass jar or deep glass bowl. Fill the jar or bowl with vinegar. Cover the container After a few minutes you will be able to see the vinegar reacting to the egg shell, bubbles will form and cover the egg After 24 hours replace the vinegar with new vinegar After 3 days remove the egg and have a bouncy good time!</p> <p><u>Social Studies</u> <b>**Have your child pretend that they are lost and need help</b> <b>**Pretend to be a police officer for your child to get help from</b> <b>**Have your child practice giving you correct information (Name, address, and phone number)</b></p>	<p><u>What's Missing Game?</u> <b>**Prepare a tray/cookie sheet with various items (small stuffed animal, can, toy car, spoon, etc.)</b></p> <p><b>**Cover with towel while your child closes their eyes or turns around</b></p> <p><b>**Take one item off the tray</b></p> <p><b>**Have child turn around/ open eyes and guess what's missing</b></p> <p><b>3D Shapes Search</b> Review 3d shapes: Cone Sphere Cube Cylinder Have your child find an example of each one within your household. Ask your child: What makes it a cone? Cylinder? Or Sphere? Or Cube?</p>
<b>Activity 2 and Instructions</b>	<p><b>Count by 5's</b> Get some pennies and some nickels. Count out 5 pennies and then take out a nickel to show your child that nickel represents the 5 pennies. Count another group of 5 pennies &amp; take out another nickel, keep going until you can get to least 30. Recount only the nickels by 5's until 30 and if your child can keep counting by 5 continue until you reach 60. See if you can make it to 100</p> <p>Watch this song, get up and count by 5 <a href="https://www.youtube.com/watch?v=amxVL9KUmq8">https://www.youtube.com/watch?v=amxVL9KUmq8</a></p>	<p>Fiction and nonfiction children's stories. Find 2 stories (either books or on youtube if you have access). One should be fiction (not real, make believe) and another is nonfiction (based on facts, or real events, people, etc) Read the books that you picked or watch on youtube. Ask your child which one is fiction and nonfiction and what details from the story make it so.</p>	<p><b>**Have your child pretend that they are lost and need help</b> <b>**Pretend to be a police officer for your child to get help from</b> <b>**Have your child practice giving you correct information (Name, address, and phone number)</b></p>	<p><b>3D Shapes Search</b> Review 3d shapes: Cone Sphere Cube Cylinder Have your child find an example of each one within your household. Ask your child: What makes it a cone? Cylinder? Or Sphere? Or Cube?</p>


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# Remote Learning Activities for Students

Kindergarten -- May 13th

Parents: Choose two activities from each page each day.

	<b>Math</b> Cog Math 3	<b>Reading and Writing</b> LLD 7 LLD 8 LLD 9 LLD 10	<b>Science/ Social Studies</b> ATL-Reg 1 SED 3 SED 5 LLD 1, 3 SS.CV.1.K	<b>Extra Challenge</b>
<b>Activity 1 and Instructions</b>	<p>Solve by drawing pictures and writing a number sentence.</p> <p>There were 4 yellow butterflies and 3 purple butterflies. How many butterflies in all?</p> <p>_____ + _____ = _____</p> <p>You have 4 pieces of candy. You eat 2 pieces. How many pieces are left?</p> <p>_____ - _____ = _____</p>	<div style="text-align: center;">  </div> <p>Write and draw about how to make a new friend.</p> <p>First, you _____.</p> <p>Next, you _____.</p> <p>Then, you _____.</p> <p>Last, you _____.</p>	<p>Social Studies: **Pretend to be a police officer. **Have your child practice giving correct information to help (phone number and address)</p> <p>Pick some items from your yard: dandelions, grass, rock etc. Fill a tub with an inch or two of water. Add in utensils, cups, bowls, etc.</p>	<p>Build a fort using blankets and pillows. Get a flashlight and read a book inside!</p> <p>Count to 100 by 5's. Then make up your own story problem for someone in your house to solve. Help them decide if they need to add or subtract.</p>
<b>Activity 2 and Instructions</b>	<p>Practice writing your numbers 1-30. Put a box around each 10. (10,20,30)</p>	<p>Read a story about an animal or listen to one online. Talk with your child about what they learned about that animal. Then have them write 1-3 sentences about the animal.</p> <p>Ex. A bear can _____. The bear is _____. The bear eats _____.</p>	<p>Add in utensils, cups, bowls, etc.</p> <p>Skills: Pretend play, cause and effect, sink or float, motor skills, vocabulary (stem, dandelion, pollen)</p>	

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Parent Signature: \_\_\_\_\_



# Remote Learning Activities for Students

Kindergarten -- May14th

Parents: Choose two activities from each page each day.

	<b>Math</b> COG MATH 1 COG MATH 2 COG MATH 3	<b>Reading and Writing</b> LLD 5 LLD 9	<b>Science/ Social Studies</b> ATL-Reg1 SED 3 LLD 1 LLD 4	<b>Extra Challenge</b>
<b>Activity 1 and Instructions</b>	<p style="text-align: center;"><b>Equations to 10</b></p> <p>Gather 10 pennies. Have your child shake and drop the pennies. Sort the pennies by heads &amp; tails. Count each pile and write an equation to show how many heads and how many tails.</p> <p>Ex: Your child counts 6 heads &amp; 4 tails.</p> <p><math>6 + 4 = 10</math></p> <p>Repeat this activity several times. See how many different ways you can make 10.</p> <p>Challenge: Use more pennies to add larger numbers.</p>	<div style="text-align: center;">  </div> <p>Have your child pick 5-10 letters and write them horizontally on a piece of paper.</p> <p>Next, have your child find objects around the house that begin with the letters they have chosen.</p> <p>Once your child has found an object for each letter, have them pick one object to draw and write 1-2 sentences about.</p>	<p>You will need: 2 clear containers, water, and different household substances (salt, pepper, flour, sugar, sand, coffee, etc.)</p> <p>Fill one container with hot water and the other with cold water.</p> <p>Ask your student to predict if the substance will dissolve or remain the same when put into the water. Place the substance into each cup and have your student share their observations. Can they make a chart to record their observations?</p>	<p>Read your favorite story and write a few sentences about what happens after the story ends. Use your imagination!</p> <p>Practice tying shoes</p>
<b>Activity 2 and Instructions</b>	<p style="text-align: center;"><b>Counting Objects</b></p> <p>Give your child a number from 1-20. Have them write that number. Then have them count out that many objects.</p> <p>Ex: You say 12. Your child writes the number 12 then finds 12 objects. (toys, blocks, stuffed animals, socks, etc.) Have your child count the objects.</p> <p>Challenge: Give your child numbers larger than 20.</p>	<p><b>Reading:</b></p> <p>Choose a book or story and read it with your family. This could be a story online or a book you already have.</p> <p>After reading the story, discuss who is the main character. Is the character like you or different? Why or why not?</p> <p>Draw a picture of that character and write 1-2 sentences.</p>		

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Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

Kindergarten -- May 15th

Parents: Choose two activities from each page each day.

	<b>Math</b> Cog Math 2 Cog Math 3	<b>Reading and Writing</b> LLD 9	<b>Science/ Social Studies</b> SS.CV.1.K	<b>Extra Challenge</b>
<b>Activity 1 and Instructions</b>	<p>Count to 100 by ones. (SAY IT IN A FUNNY VOICE!)</p> <p>Count to 100 by tens (SING IT!)</p> <p>Write the numbers 0-20</p> <p>Circle and say your favorite numbers!</p> <p>Before and After Game with a partner! (Numbers 0-10)</p> <p>Write numbers 0-10 in a row on paper.</p> <p>1st player says, "What comes after 3?"</p> <p>2nd player looks at number line and points and says, "4"</p> <p>1st player says, " What comes before 8?"</p> <p>2nd player looks at number line and points and says, "7"</p> <p>*Continue taking turns and pointing to the correct numbers on the number line together!</p>	<p>Digraph practice! These are the digraphs to practice</p> <p>Ch like in "cheese"</p> <p>Wh like in "whale"</p> <p>Th like in "thumb"</p> <p>Sh like in "sheep"</p> <p>Come up with a list of words that start with these sounds.</p> <p>Your child can also draw pictures of these words!</p>	<p style="text-align: center;"><b>What is a Family?</b></p> <p><b>Questions to Focus Assessment and Instruction:</b></p> <ol style="list-style-type: none"> <li>1. What is a family?</li> <li>2. How are families alike and different?</li> <li>3. How is a school like a family?</li> </ol> <p>Types of thinking: Compare and contrast: Identify some reasons for rules in school/home (e.g., provide order, predictability, and safety). Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).</p>	<p>Play Simon Says outside!</p> <p>Count to 100 by tens while skipping rope or doing jumping jacks!</p>
<b>Activity 2 and Instructions</b>	<p>Adding to 5! Try this first without counters!</p> <p>0+2=</p> <p>2+2=</p> <p>3+1=</p> <p>5+0=</p> <p>1+1=</p> <p>3+2=</p> <p>4+1=</p> <p>3+0=</p> <p>0+4=</p>	<p>Story Time! Have your child pick a book. Continue to practice asking them these important story element questions...</p> <p>"Where is the front cover?"</p> <p>"What does the author do?"</p> <p>"What does the illustrator do?"</p> <p>"Who are the characters in the story?"</p> <p>"What is the setting of the story?"</p> <p>Then have them draw characters from the story and the setting.</p> <p>Also talk about if the story was fiction(make believe) or non-fiction ( informational story that tells us facts that are true).</p>		

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Parent Signature: \_\_\_\_\_



# Remote Learning Activities for Students

Kindergarten -- May 18th

Parents: Choose two activities from each page each day.

	<b>Math</b> Cog Math 2-3	<b>Reading and Writing</b> LLD 1-2, 5-10	<b>Science/ Social Studies</b> Alt-Reg 2, SED 1-2, 4 SS.CV.2.K	<b>Extra Challenge</b> LLD 1-10, Cog Math 2-3
<b>Activity 1 and Instructions</b>	<p><b>Math Story Problems</b></p> <p>A lot of baby birds are born in the spring. A mother bluebird had 4 baby birds in her nest. One baby bird flew away to play with its friends.</p> <p>How many baby birds were left in the nest?</p> <p>How do you know?</p> <p>Draw a picture or act out the story problem. Write a number sentence to represent your problem.</p>	<p><b>Reading - Making Predictions-</b> Choose a book or story of your choice that you have not read.. Have someone read it to you OR listen to a story online. Make a prediction of what the story is about. As you read further to make more predictions. Were your predictions correct? OR did you get a surprise? Draw a picture of one prediction and write a sentence about it.</p>	<p><b>Science:</b> *Gather a muffin tin and a range of materials to go inside. Talk to your child about the sun and how temperatures can get high, especially on hot days. Ask them to predict what will and won't melt and write down their ideas of what to try. Then put it to the test! Put each item in the muffin tin, put it in the oven and see what items melt or not.</p> <p><b>Social Studies:</b> *Play a board game with someone. Remember to follow the rules and give a compliment to the winner.</p>	<p>Make a <b>Connection</b> to the story:</p> <p>Go to YouTube and listen to the story "Don't Let the Pigeon Drive the Bus" by Mo Willems. Readers make connections of their own lives with stories they read. When was there a time you wanted to persuade someone to let you do something? What did you want to do? What did you say to persuade them? Draw a picture and write a story about it.</p> <p><b>Starfall.com</b> (free website for Pre-K, K, 1st, 2nd) Choose 3 activities. Have Fun!</p> <p><b>Math Read Alouds</b></p> <p>English: <a href="https://bit.ly/2VOEIti">https://bit.ly/2VOEIti</a></p> <p>Spanish link: <a href="https://bit.ly/3bMjstP">https://bit.ly/3bMjstP</a></p>
<b>Activity 2 and Instructions</b>	<p>Tom walked 3 blocks to meet Manuel at his house. The two boys walked 4 more blocks to the park. How many blocks did Tom walk to get to the park in all?</p> <p>Draw a picture, use a number line or some other visual to solve the problem. Write an equation for the problem.</p> <p>Challenge: After they played, the boys walked back to Manuel's house, and then Tom walked the rest of the way home.</p> <p>How many blocks did Tom walk altogether by the time he got home?</p> <p>How many more blocks did Tom walk than Manuel?</p>	<p><b>Reading Elements-</b> Choose a book or story of your choice. Have someone read it to you OR listen to a story online. Who are the characters in the story? What is the setting of the story? (Where the story takes place) Draw a picture of the setting and write a sentence about it. What happened first in the story? What happened in the middle of the story? What happened at the end of the story? Draw a picture of each and write a sentence about each one. Practice re-telling the story to your mom, dad, brother or sister. Tell the story to your dog or cat!</p>		

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Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

Kindergarten -- May 19th

Parents: Choose two activities from each page each day.

	<b>Math</b> COG 2 COG3	<b>Reading and Writing</b> LLD LLD10	<b>Science/ Social Studies</b> SS.IS.6.K-2	<b>Extra Challenge</b>
<b>Activity 1 and Instructions</b>	<p style="text-align: center;"><b>Multiple Representations of a Number</b></p> <p>-Have an adult say a number from 1-10. Write down all the ways you can think of to represent that number. For example, to represent 5 you could write the numeral, write the word five, draw a picture of 5 objects, draw a picture of 3 kids with their 2 parents. Extension: Stretch your thinking to include more representations of five such as a nickel, 5 tally marks, a basketball team, 5 fingers, <math>2+3=5</math>, and <math>6-1+5</math>.</p>	<p style="text-align: center;"><b>I'm going on a picnic</b></p> <p>-Have an adult say a letter such as "B." You say, "I'm going on a picnic and I'm going to take ____." Whatever you say has to begin with the letter "B." Now have the adult repeat the same phrase, "I'm going on a picnic and I'm going to take ____." His/her word also has to begin with the letter "B." Extension: Play the same game using a different letter.</p>	<p>Get a piece of paper, divide it in half. Ask 10 people if they believe we will be able to return to school in the Fall. Record their names in the yes or no column based on their answer. What do you think will happen? How many votes did you have for yes? How many votes did you have for no? Which had the most? Which had the least? How can you take action based on your answer? (example: if you said yes, how will you prepare over the summer to get back in to the school day...if your answer was no, how will you prepare for the Fall?)</p>	<p>Mail time. Write a letter to a family member or friend. Include something you have done while you have been quarantined and ask them about what they have been up to. Ask them to write you back too!</p> <p>Play tic tac toe with someone.</p> <p>Using toothpicks and marshmallows, build a structure and see if you can get it to stand. Add to your structure to see how tall you can make it before it falls.</p> <p>Play with sidewalk chalk. Draw shapes, numbers, letters, sight words, or draw something using your imagination. Be creative!</p>
<b>Activity 2 and Instructions</b>	<p style="text-align: center;"><b>More or Less</b></p> <p>-Put a handful of objects in a spot on a table. Put more objects in another spot on the table. Compare the two sets by using matching or counting strategies. Use words such as greater than, less than, or the same to compare the two sets. Extension: Write a number sentence about sets. Example: <math>9 &gt; 2</math></p>	<p style="text-align: center;"><b>Draw and Label</b></p> <p>-Draw a picture of something you did recently or something you are going to do in the near future. Use sound spelling to label the objects in your picture. Extension: Write a sentence about your drawing.</p>		


Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

Kindergarten -- May 20th

Parents: Choose two activities from each page each day.










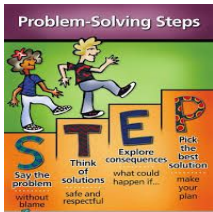




	<b>Math</b> Cog. Math 2 Cog. Math 4	<b>Reading and Writing</b> LLD 7 LLD 8 LLD 9	<b>Science/                      Social                      Studies</b> K.PS.2 SS.CV.2.K	<b>Extra                      Challenge</b>
<b>Activity 1                      and                      Instructions</b>	Write out 8 numbers in sequential order. You may choose the numbers based on your child's level. Leave out a couple of the numbers for them to fill in. IE. 6 7 ? 9 10 ? 12 13 Be sure to do several problems.	Put several objects that are easy to sound out inside a bag. Your child can pick out an object and try to sound it out. For added practice have them also write it.. Some items to use: pen, lid, hat, bag, gum, etc.	<b>Bag Ice Cream                      Need:</b> Whole milk 1C Vanilla- ½ tsp Sugar-1 T Salt-¼ C Ice Lg. & small ziplock bags  Pour milk, sugar and vanilla into a small bag. Fill the large bag ¾ full with ice. Place the small bag inside the large bag and close them both tightly. Shake the bag good and hard until the milk starts to harden.	
<b>Activity 2                      and                      Instructions</b>	<b>Measurement Detective!</b> **Pick different rooms in your house to measure  **Count your steps to see how long, wide, or both different rooms in your house are!  **Remember when counting steps not to leave any spaces between your feet. Put one right in front of the other	**Take out a box/bag or cereal (or any other other box of food you may have in your cupboard)  **Look for words/sight words you recognize  **Write the words a piece of paper  **Read the words you wrote	Be Safe: The weather is warming up and you will be outside more. Sit down and talk with the family on how to be safe when outside playing.	Draw a shape Square Circle Rectangle Triangle Hexagon  What can you turn it into? Be sure to add a lot of detail. IE: Rectangle can be turned into a truck or a circle can be turned into a pizza.

Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.

Parent Signature: \_\_\_\_\_

**Remote Learning Activities for Students**  
 Kindergarten -- (SEL) **Theme: Problem Solving/Conflict Resolution**  
 The columns below offer choices for student activities for any day.

**Social Emotional Learning Choice Board aligns with standards 2D.1a Identifies problems and conflicts and 2D.1b Applies problem solving steps to constructively resolve problems and conflicts.**

<p align="center"><b>Working Together</b></p> <p>Problem solving involves knowing how to work together with others to find a solution.</p>  <p>Help your child learn to work as a team by "writing" his/her own book. Ask the child to tell you their book's story. As they begin to talk, write their words down for them.</p> <p>After the words are down, he or she can draw the pictures for the book. Provide verbal praise for working together, such as "You did an awesome job writing your book."</p>	<p align="center"><b>Take these scenarios and brainstorm how you can solve them:</b></p> <ol style="list-style-type: none"> <li>I'm hungry, I didn't eat my breakfast. What should I do?</li> <li>I haven't brushed my teeth today. What should I do?</li> <li>My tote bag fell on the floor. What can I do about that?</li> <li>I'm feeling sleepy. What should I do?</li> <li>I can't find my shoes. Where should I look?</li> </ol>	<p align="center"><b>WHAT SHOULD I SAY? WHAT SHOULDN'T I SAY?</b></p> <p>When you are having a problem with a peer or family member, there are things you should and should not say.</p> <ol style="list-style-type: none"> <li>Draw a picture of yourself saying nice words.</li> <li>Draw a picture of yourself saying unkind words.</li> </ol> <p>Have a conversation with your child about the drawings. Discuss why unkind words will not help solve problems.</p>												
<p>Sometimes asking for help can be hard, but it is a skill we must all learn. When we have help we are more successful and get less frustrated.</p> <p>Use the following scenarios to practice asking for help in an assertive way.</p> <p><b>Example:</b> You are having trouble finding your favorite shirt.</p> <p><b>Ask for help:</b> Dad, can you please help me find my blue shirt with the dinosaur on it? I have looked in my dresser and under my bed and I cannot find it.</p> <p><b>Scenarios:</b></p> <ul style="list-style-type: none"> <li>You cannot find your favorite toy.</li> <li>It's clean-up time but the mess is too big to clean yourself.</li> <li>Your siblings keep bugging you even though you have asked them to stop.</li> <li>You can't figure out how to play a game you really like.</li> </ul>	<p align="center"><b>SCALE THE PROBLEM</b></p> <p>To solve problems you have to know the cause. Learn how to identify a problem.</p> <p align="center">HOW BIG IS YOUR PROBLEM</p> <table border="0"> <tr> <td align="center"><b>4</b></td> <td><b>Gigantic problem</b> You can change with a lot of help (getting lost, hitting, kicking, or punching a friend, throwing or breaking things, bullying).</td> <td></td> </tr> <tr> <td align="center"><b>3</b></td> <td><b>Big problem</b> You can change with a little help (someone is mean to you or takes something that is yours, a minor accident, needing help calming down).</td> <td></td> </tr> <tr> <td align="center"><b>2</b></td> <td><b>Medium problem</b> You can change with a little help (feeling sick, tired, or hungry, someone bothering you, being afraid, needing help).</td> <td></td> </tr> <tr> <td align="center"><b>1</b></td> <td><b>Little problem</b> You can change with a little reminder (not being line leader, not winning a game, not taking turns, making a mess).</td> <td></td> </tr> </table>	<b>4</b>	<b>Gigantic problem</b> You can change with a lot of help (getting lost, hitting, kicking, or punching a friend, throwing or breaking things, bullying).		<b>3</b>	<b>Big problem</b> You can change with a little help (someone is mean to you or takes something that is yours, a minor accident, needing help calming down).		<b>2</b>	<b>Medium problem</b> You can change with a little help (feeling sick, tired, or hungry, someone bothering you, being afraid, needing help).		<b>1</b>	<b>Little problem</b> You can change with a little reminder (not being line leader, not winning a game, not taking turns, making a mess).		<p align="center"><b>THINK OF POSITIVE WAYS YOU CAN SOLVE THE FOLLOWING PROBLEMS.</b></p> <p align="center">Use the STEPS below</p> <ul style="list-style-type: none"> <li>You bumped into a family member accidentally causing them to fall.</li> <li>You dropped your cup of juice on the floor.</li> <li>You pulled a book off of your bookshelf and a second book fell off and hit a family member.</li> <li>You accidentally tore your sibling's artwork.</li> </ul> 
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<p align="center"><b>CONTROL OR NO CONTROL</b></p> <p>In life, there are things you can control and things you cannot control. You can control yourself, your thoughts, your feelings, your emotions, and your actions.</p> <p align="center"><b>Create a Feelings Center at Home</b></p> <p>One way to help children begin exploring feelings and initiating conversations about them is to set up a feelings center in the home.</p> <ol style="list-style-type: none"> <li>Pick an appropriate area to set up.</li> <li>Place items in the space that allow for exploring feelings such as books, drawing materials, a mirror for practicing facial expressions, and stuffed animals or dolls for role play and interaction.</li> </ol> <p>Every time you're in your Feelings Center you are exploring your feelings and emotions and learning how they work.</p>	<p align="center"><b>Practice "I" Statements</b></p> <p>Teaching children how to use "I" statements at an early age helps increase their ability to be assertive when solving conflicts. When you start a sentence with, "I feel..." or "I think..." or "I don't like it when..." it allows the child to own their own unique feelings and emotions.</p> <p>Practice using "I" statements with your child to help them increase their assertiveness in a healthy and appropriate manner:</p> <p>I feel _____.</p> <p>I feel _____ when you _____.</p> <p>I don't like when _____.</p> <p>I wanted _____.</p> <p>I needed help when _____ but _____ happened.</p>	<p align="center"><b>It's OK to Fail</b></p> <p>Children need to know it is okay to fail. By having an open dialogue with your child, they will have more confidence in making decisions, making it ok to fail and to try again.</p> <p align="center"><b>HUDDLE UP QUESTION</b></p> <p><b>Huddle up with your child and say, "Growing up, one of the biggest problems I had to solve was... I was able to solve it by..."</b></p> <p>Have a good conversation about this.</p> <p>Draw a picture about what you discussed.</p>												




Parent Signature: \_\_\_\_\_



# Remote Learning Activities for Students

Kindergarten -- (Electives)

The columns below offer choices for student activities for any day.

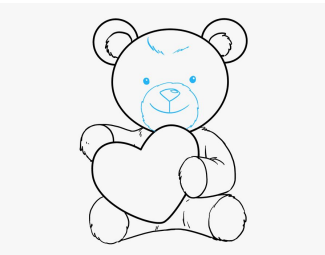
Art	Music	PE/Health
<p>Try to create a picture using your clothes. The clothes will be your color and you can fold, scrunch, and lay flat the laundry to help create texture in the painting. When you are done continue your practicing of crisp clean lines and folds by preparing them to be returned to their place in your closet or drawer.</p> <p>Example:</p>  <p>Extension: see an example video on you tube: <a href="https://youtu.be/SUQCKv5Rb04">https://youtu.be/SUQCKv5Rb04</a></p> <p>VA:Cr1.1.Ka; VA:Cr1.2.Ka; VA:Cr2.1.Ka; VA:Cr2.2.Ka</p>	<p>Write a list of 5 fruits or vegetables. Clap the syllables. Create a rhythm that matches. Ex. Watermelon is 4 syllables (wa-ter-mel-on) so you could clap: ♪♪♪♪ or ♪♪♪</p> <p>Challenge: Put all of your words/rhythms together to create one long rhythm pattern!</p> <p>MU:Cr1.1.Ka</p>	<p><b>It's Race Day!</b></p> <p>Time to work on your running skills. Pick a starting point and a finish line. If you're able to, time yourself from start to finish. If you don't have a timer available, count in your head. Race as many times as you can. What do you think will happen to your body the more times you run?</p> <p>Other ways to do this:</p> <ul style="list-style-type: none"> <li>- choose different distances</li> <li>- race against another family member</li> <li>- if enough family members, turn it into a relay.</li> </ul> <p>State Goal 20</p>
<p>Create a color wheel using objects in your house. The color wheel is in the same order as the rainbow but in a circular fashion.</p> <p>Example:</p>  <p>VA:Cr1.1.Ka ; VA:Cr2.1.Ka</p>	<p>Listen to several pieces of music and decide what the tempo (speed of the music) of each is:</p> <p>Adagio- Slow Andante- Walking speed Allegro- Fast Presto- Very Fast</p> <p>Move to the steady beat of the music to decide which tempo fits the best.</p> <p>Challenge: Create and perform movements that fit the tempo of your pieces</p> <p>MU:Pr4.1.Kc</p>	<p>Activity: Set a health-related goal (20.C.1a)</p> <p>During these times of quarantine and lock down, it is all too easy to fall into a routine of inactivity or to make bad health choices. The purpose of this activity is for your child to set a realistic health related goal and work towards achieving that goal. The process of choosing a goal might take some time so try to help your child identify something that the lockdown has made more difficult for them. This could be cutting back on screen time, eating less sugary foods, exercising more throughout the day, etc. Once your child has chosen a goal, they should choose a timeframe they want to complete the goal in.</p> <p>Example: I want to start doing exercises at home for 30 minutes a day for one whole week. Allow your child to be creative when setting up their goal. The goal has to be something they want to do/something they think is important.</p>
<p>Create a <u>site</u> word you learned this year, using objects around the house or outside.</p>  <p>VA:Cr1.1.Ka VA:Cr2.1.Ka</p>	<p>Answer the following questions on a piece of paper:</p> <p>What is your favorite song to sing? What is your favorite song or piece of music to listen to? What is your favorite song or piece of music to dance to? Are all 3 songs the same? Why or Why not?</p> <p>Challenge: Ask the same questions to a family member and record their answers</p> <p>MU:Re7.1.Ka</p>	<p>Balance is an even distribution of weight enabling someone or something to remain upright and steady.</p> <p>Find a few long objects like sticks, broom/mop handle, pen or pencil, baseball bat... try and balance these objects on your finger or hand.</p> <p>Which object is the easiest to balance? How long can you balance each object for? Can you balance one object in each hand? Which hand is easier? Can you balance an object in one hand longer than the other? Can you balance on one foot and balance an object in your hand?</p> <p>State Goal 19</p>

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

Kindergarten -- (Electives)

The columns below offer choices for student activities for any day.

Art	Music	PE/Health
<p>Draw a mask design that represents your interests.</p> <p>Example:</p>  <p>VA:Cr1.2.Ka ; VA:Cr2.3.Ka</p>	<p>Echo Clapping Game: Clap a rhythm pattern for a family member and ask them to clap it back for you. Switch turns. See how long you can make your patterns before someone forgets the whole thing! Challenge: Find something in the house to use as an instrument to play your rhythms on instead of clapping. I.e. 2 pencils as rhythm sticks MU:Cr1.1.K</p>	<p><b>Brushing Teeth Checklist</b> State Goal 22</p> <ol style="list-style-type: none"> <li>1.Wet toothbrush</li> <li>2.Squeeze toothpaste onto toothbrush</li> <li>3.Brush your teeth</li> <li>4.Spit the toothpaste into the sink</li> <li>5.Rinse toothbrush and your brush</li> <li>6.Smile</li> </ol> <p>Don't forget to brush at least two times a day, for two minutes each time.</p>
<p>Cut out a face from a picture in a newspaper, magazine, or old photograph (with adult permission). Glue the person or animal face onto a paper (tape it or place it if glue is not available). Then draw a different animal below to make its body.</p>  <p>VA:Cr2.1.Ka ; VA:Cr2.3.Ka</p>	<p>Sing a song from music class. Teach it to a family member and then sing the song using different dynamics( volume) Piano- soft Mezzo Piano - medium soft Mezzo Forte- medium loud Forte- Loud Challenge: Create your own song and pick which dynamic level is best for it.  MU:Pr4.1.Kc</p>	<p>Activity: All About Muscular Strength (20.A.1b)</p> <p>Muscular strength is a health related fitness concept that we practice at school during P.E. Muscular strength is your ability to push, pull, and lift heavy objects! We practice muscular strength by performing Push-Up Holds. Can you perform a Push-Up Hold for 30 seconds? We work on muscular strength because it is super helpful for a lot of different jobs and activities outside of school, such as Construction workers or nurses. Besides doing Push-Up Holds, what other exercises can you think of that would increase our muscular strength? Can you try them at home? What other jobs can you think of that would require lots of muscular strength?</p>
<p>Draw and design a postage stamp using any size piece of paper. Include a heart in the drawing. If able please color in.</p>  <p>VA:Cr2.3.Ka</p>	<p>Listen to a piece of music and write down your answers to the following questions:</p> <p>What tempo(speed) is this music?</p> <p>What dynamic (volume) level is this music?</p> <p>How does this music make me feel?</p> <p>Challenge: Ask a family member the same questions and compare your answers  MU:Re8.1.K</p>	<p>Skittles Workout</p> <p>For this activity, you will need a regular size bag of skittles. Take one skittle out of the bag at a time and perform the exercise and repetitions listed below for the color!</p> <p>Red: 5 pushups Orange: 8 Sit-ups Yellow: 10 Squats Green: 15 Jumping Jacks Purple: Run 1 Lap</p> <p>Figure out where you're running to before you start, some examples for distances to run are Run across your yard, around the kitchen table, to a street sign and back....</p> <p>How fast can you get through the whole bag of skittles!</p> <p><b>MAKE SURE YOU ARE NOT CHEWING SKITTLES WHILE PERFORMING THE EXERCISES</b></p> <p><b>**If you do not have skittles make your own by coloring red, orange, yellow, green, and purple dots or circles on a piece of paper. Now tear those dots/circles into their own piece of paper. Be sure to make enough of each color, try to make 5 or more of each color**</b></p> <p>State Goal 19</p>

Parent Signature: \_\_\_\_\_