

## Kindergarten Activities for the Week of April 27

**Theme:** Together when Apart

**Sight Words:** color words (blue, black, brown, gray, green, orange, pink, purple, red, white, yellow)

**Home Links to Complete:** 7.5 and 7.7

### Materials:

- CPS Provided Kindergarten Resource Packet (April 13 Packet, same as last week)
  - <https://cps.edu/SiteCollectionDocuments/enrichmentlearning/April13/Kindergarten-Resource-Packet-English-04-13-20.pdf>
- Blank pages for journaling OR April 27 Writing Journal
- April Math Journal

### Google Classroom:

- By Friday, post a picture/video of ONE activity from each subject (literacy, math, theme, writing) that your child is most proud of
- For literacy, evidence can include: a book read (Epic! included), sight word work, letter/sound practice

### Epic!:

- <https://www.getepic.com>
- Log onto your account to see assignments.
  - Currently, I am "assigning" readings (the books go with our weekly theme and math) that are both in the "Read to Me" format and not. Some students may be able to read the assignments independently and others not but all can definitely benefit from the books.
  - There are many great Audiobook options, too. Unfortunately, students are not able to see the pictures in these books, but it is still a great opportunity to engage with literature.

### ST Math:

- <https://web.stmath.com/start/?hsCtaTracking=0ab63128-b498-48aa-bf8e-4ca6e223f83a%7Cd9a71b25-31b6-4bd0-a2e2-76e8afb44ef2#/>
- This is a wonderful problem solving based way to learn math concepts

- You can make a free account to use through June 30. I highly encourage looking into this program. Those of you who have had kindergarteners at Ray in recent years may remember this. Students typically refer to it as JiJi (the name of the penguin). Let me know if you need any assistance.

Social Emotional Learning:

- Calm Classroom: Packet will be attached to blog post
- Second Step: <https://www.secondstep.org/covid19support/kindergarten-lessons> and <https://www.cfchildren.org/blog/2018/12/mindfulness-activity-gift-of-you/>

Movement:

- GoNoodle: <https://www.gonoodle.com>
- Page 23 of CPS provided (March 30) resource packet

Extras:

- Posted on my website: [rmaltz.weebly.com](http://rmaltz.weebly.com) (may be a few posts down at this point)
  - Beginning Sound Scavenger Hunt
  - Sight Word Bingo

	Reading	Math	Theme (Science/Social Studies)	Writing
Monday	<p>Read at least 20 minutes daily</p> <p>Practice reading, writing, and spelling sight words.</p> <p>Read a nonfiction book (many great options on Epic!) and talk</p>	<p>Complete activity "Day 4: More or Less Games" from p.17 of the April 13 packet. Don't forget to do the Extension activity as well!</p> <p>Read "More Than, Less Than" on Epic! Books</p>	<p>Read instructions for Grade K-2 Social Science Project: Together when Apart on p. 25.</p> <p>Complete Day 1 (Activity 1): Examining Historical Codes on pp. 26-28.</p> <p>Essential Questions:</p>	<p>Select one writing prompt from pp. 21-22 of the Kindergarten - March 30th Packet (older packet) to complete <b>OR</b></p> <p>A page from the April 27 Writing Journal</p>

	<p>about/write/draw two facts you learned.</p> <p>A <b>noun</b> is a person, place, thing, or animal. Draw and label five <u>people</u>. This can be a specific person, like your sibling, or just a boy or girl.</p>	<p>Complete a page from the April Math Journal</p>	<ul style="list-style-type: none"> <li>• What is a code? <b>Code:</b> a system of ____, ____, ____, or ____ used to send ____, sometimes ____</li> <li>• Why do you think people use codes? e.g. - Culpher Spy Ring Code from the American Revolution, Morse Code, Binary Code</li> </ul> <p>Challenge (optional): <u>This is not easy!</u> Read about the pigpen cipher at <a href="https://en.wikipedia.org/wiki/Pigpen_cipher">https://en.wikipedia.org/wiki/Pigpen_cipher</a>. Can you spell one sight word from this week using the pigpen cipher?</p>	<p>Pictures are to be WOW (meaning: there is a setting, characters, colors, details, labels).</p> <p>Students should have 1-2 sentences.</p> <p>At this point, sentences should include sight words spelled correctly, all other words spelled phonetically, capital at the beginning, finger spaces, and an end mark.</p>
<p>Tuesday</p>	<p>Read at least 20 minutes daily</p> <p>Practice reading, writing, and spelling sight words.</p> <p>Read a fiction book and talk about/draw/write what happened at the <b>beginning</b> of the story. Did you like the story?</p> <p>A <b>noun</b> is a person, place, thing, or animal. Draw and label five</p>	<p>Complete "Day 5: More or Less Games" on p. 17 of the packet, as well as the extension activity.</p> <p>Complete a page from the April Math Journal</p>	<p>Complete Day 2 (Activity 2): Developing Your Code on pp. 28-31.</p> <p>Watch on Youtube: Morse Code Alphabet Receiving Practice <a href="https://www.youtube.com/watch?v=6PRY-LczCB4&amp;feature=emb_title">https://www.youtube.com/watch?v=6PRY-LczCB4&amp;feature=emb_title</a></p> <p>Task: Using the Number Line Code on the top of p. 30, complete your Coded Message draft on pp. 30-31.</p>	<p>Select one writing prompt from pp. 21-22 of the Kindergarten - March 30th Packet (older packet) to complete <b>OR</b> A page from the April 27 Writing Journal</p> <p>Pictures are to be WOW (meaning: there is a setting, characters, colors, details, labels).</p>

	<p><u>places</u>. This can be a specific place, like Ray School, or just a school.</p>			<p>Students should have 1-2 sentences.</p> <p>At this point, sentences should include sight words spelled correctly, all other words spelled phonetically, capital at the beginning, finger spaces, and an end mark.</p>
<p>Wednesday</p>	<p>Read at least 20 minutes daily</p> <p>Practice reading, writing, and spelling sight words.</p> <p>Read a fiction book and talk about/draw/write what happened at the <u>middle</u> of the story. Was this a funny story?</p> <p>A <u>noun</u> is a person, place, thing, or animal. Draw and label five <u>things</u>. Examples: bike, toaster, table, stuffed animal.</p>	<p>Complete "Day 6: More or Less Games" on p. 17 of the packet.</p> <p>Read "Opposites: More and Less" on Epic! Books</p> <p>Complete a page from the April Math Journal</p>	<p>Complete Day 3 (Activity 3): Evaluating the Work on pp. 32-33.</p> <p>Tasks:</p> <ol style="list-style-type: none"> <li>1. Test your code.</li> <li>2. Cover the top part of p. 31 (message with regular words).</li> <li>3. Ask a friend or family member if they can use pp. 30-31 to decode your message accurately without the message with regular words.</li> </ol>	<p>Select one writing prompt from pp. 21-22 of the Kindergarten - March 30th Packet (older packet) to complete <u>OR</u> A page from the April 27 Writing Journal</p> <p>Pictures are to be WOW (meaning: there is a setting, characters, colors, details, labels).</p> <p>Students should have 1-2 sentences.</p> <p>At this point, sentences should include sight words spelled correctly, all other words spelled phonetically, capital at the beginning, finger</p>

				spaces, and an end mark.
Thursday	<p>Read at least 20 minutes daily</p> <p>Practice reading, writing, and spelling sight words.</p> <p>Read a fiction book and talk about/draw/write what happened at the <u>end</u> of the story. Did you like how this story ended?</p> <p>A <u>noun</u> is a person, place, thing, or animal. Draw and label five <u>animals</u>. Think about your pets, animals we have learned about, and animals at the zoo or aquarium.</p>	<p>Complete Home Link 7-5 "Counting by 10s"</p> <p>Watch "Count to 100 by 10s" video on Epic! Books</p> <p>Complete a page from the April Math Journal</p>	<p>Complete Day 4 (Activity 4): Finalizing the Work on pp. 33-35.</p> <p>Tasks:</p> <ol style="list-style-type: none"> <li>1. Edit your first draft. <ul style="list-style-type: none"> <li>• I will add...</li> <li>• I will try...</li> <li>• I will adjust...</li> </ul> </li> <li>2. Print p. 31 again and complete a final draft of your Coded Message.</li> <li>3. Remember to test your code!</li> </ol>	<p>Select one writing prompt from pp. 21-22 of the Kindergarten - March 30th Packet (older packet) to complete <u>OR</u></p> <p>A page from the April Writing Journal Plants</p> <p>Pictures are to be WOW (meaning: there is a setting, characters, colors, details, labels).</p> <p>Students should have 1-2 sentences.</p> <p>At this point, sentences should include sight words spelled correctly, all other words spelled phonetically, capital at the beginning, finger spaces, and an end mark.</p>
Friday	<p>Read at least 20 minutes daily</p> <p>Practice reading, writing, and spelling sight words.</p>	<p>Complete Home Link 7-7: Survey Record Sheet.</p> <p>Read "Graph It!" on Epic! Books</p> <p>Complete a page from</p>	<p>Complete Day 5 (Activity 5): Reflecting and Sharing on pp. 35-36.</p> <p>Tasks:</p> <ol style="list-style-type: none"> <li>1. Share the final draft of your code</li> </ol>	<p>Select one writing prompt from pp. 21-22 of the Kindergarten - March 30th Packet (older packet) to complete <u>OR</u></p>

	<p>Read a nonfiction book (many great options on Epic!) and talk about/write/draw two facts you learned.</p> <p>Pick one noun from each day and create a story. Draw/Write your story. Don't forget the details in our picture. What is the setting?</p>	<p>the April Math Journal</p>	<p>with a friend or family member.</p> <p>2. Have your friend or family member complete the sharing and write back on p. 36.</p> <p>Question to Explore:  <b>How can we communicate with others to share our thoughts and ideas?</b></p>	<p>A page from the April Writing Journal Plants</p> <p>Pictures are to be WOW (meaning: there is a setting, characters, colors, details, labels).</p> <p>Students should have 1-2 sentences.</p> <p>At this point, sentences should include sight words spelled correctly, all other words spelled phonetically, capital at the beginning, finger spaces, and an end mark.</p>
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