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| Kindergarten | 14 April 2020 | |
| Hello Friends | |
| I miss you so much and can’t wait to hear about all of the amazing fun you are having at home and the learning you will be doing too. Please send me pictures or little videos of you having fun outside, reading books or playing a math or literacy game with your family. It makes my heart smile to see your beautiful faces.  Love, Mrs. Tingley | |
| **Day 1** | |
| **Literacy** | **Numeracy** |
| **Read Aloud**  Follow this link: <https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html>  Scroll Down the page to “Day 1” and Click on “Take Me There”.  Watch Morris’ Disappearing Bag story.  After read aloud, please complete the “What Came First” activity from the links on the left hand side of the page  **Writing**  In the story you just heard, Morris was able to disappear inside his bag. That would be a helpful bag to have sometimes wouldn’t it? When I was a child, there were lots of foods that my mom and dad would cook that I wished I could have made disappear because I didn’t like them at all.  Think about two foods that you wish you could make disappear.  **To Do**: Draw a picture that shows the foods that you wish you could make disappear and write a sentence on your paper to match your picture. Don’t forget to start your sentence with a capital letter, put spaces between your words and end it with a stop mark. Use some of our sight words to help you. You can print out the sight word document attached to Friday’s email and your child can use it as they write.  **PARENTS**: It may be helpful to use a ruler to draw a couple of straight lines on their piece of paper so that their sentence is organized or feel free to print the attachment named “Writing Paper” from Friday’s email. Students should spend about 15 minutes working on this activity for today. | **Online activities**  Please log into your child’s Dreambox math account at <https://www.dreambox.com/canada> on your laptop, computer or iPad as per the directions sent earlier this week.  Students should work on assigned activities for at least 20 minutes.  **Technology Free Math Activity**  1. *Outcome: N3 – Representing numbers to 10*  Using a deck of cards (with all of the face cards removed), place cards in a pile upside down and have your child turn over the top card and count out that many coins, Cheerios, beans, marshmallows, pompoms etc… to make a set. Make sure they are counting one number for each object they move. Repeat this 10 times. At this point in the year, I would be focusing primarily on numbers 6-10 as some children find it difficult to make sets without getting mixed up with higher numbers. If you don’t have a deck of cards, you can easily make your own set of numeral cards using paper, cut into squares and ask your child to draw the numeral onto the card. See the following example. |
| **Day 2** | |
| **Literacy** | **Numeracy** |
| .  **Read Aloud**  Follow this link: <https://www.youtube.com/watch?v=j7vLnvyjl7I> Let your child watch the read aloud of Robert Munsch’s Mud Puddle.  **Word Work Activities for Short U vowel**   1. The word “mud” has a short “u” vowel sound like in the word **u**mbrella. Print out the worksheet that came in your email on Friday titled CVC Words with four pictures on it and ask your child to stretch out the beginning, middle and ending sound in each word and spell the word below the picture, one letter per box. If you do not have a printer, show your child the paper on your device and ask them to print the words on a piece of paper or white board, being careful to stretch out the three sounds per word. The middle vowel is always going to be a “u” since that is the sound we are working on this week and next. 2. For this activity, please use magnetic letters if you have them from your Introduction to Kindergarten Welcome bag or simply print the following letters on a little square of paper, one letter per square. (Letters needed for this activity are **r, t, c, n, g, h, u**) Spread the letters out in front of your child and ask them to spell the following words. Only do one at a time and then they will re-use the letters. Ask them to stretch out the sounds out loud so you can hear. Word List: **cut, rut, nut, rug, tug, hut, hug** 3. If you have a printer, please print out worksheet from Friday’s email that is titled “Lesson u.2” and ask your child to complete it. They are familiar with these.   **Sight Words**  Introduce new sight words (are, come). Print them onto paper of your choosing and review them as you have done with the blue cards all year.  Choose an activity from the “Sight Word Mat” document that was emailed on Friday to practice the new and old words. | **Online activities**  Please log into your child’s Dreambox math account at <https://www.dreambox.com/canada> on your laptop, computer or iPad as per the directions sent earlier this week.  Students should work on assigned activities for at least 20 minutes.  **Technology Free Math Activity**  1. *Outcome: N3 – Representing numbers to 10*  With a deck of cards, play Go Fish! or play any board game you have at home. If you don’t have cards, you can make up your own cards using paper. They don’t have to look like regular cards. Just putting the number on the card with or without dots is great. If you do decide to put dots on the cards, try and make them in the same pattern as you see on dice. This will help your child recognize the numbers at a glance.  2. *Outcome: SS1 – Comparing lengths of objects*  Find 6 objects and order them from shortest to longest. Objects can be anything from inside like pencils, forks, cars etc… to outside objects such as sticks, rocks etc… |
| **Day 3** | |
| **Literacy**  **Read Aloud**  Follow this link: <https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html>  Scroll Down the page to “Day 1” and Click on “Take Me There”.  Watch Rabbits story. Be sure to click the Read Along button at the top of the page so that your child can listen to the book being read aloud.  **Writing**  In this book, you learned about some things that bunnies have or special things that bunnies can do. Try and remember one or two things from the story and draw a picture and write a sentence that matches your picture. Remember to start with a capital letter, put spaces between all of your words and end your sentence with a stop mark. Use the sight word document you printed out for Monday’s writing again today. Do your neatest work as well.  *Ex. A rabbit likes to eat carrots.*  **PARENTS**: Feel free to print another writing paper from Friday’s email attachments or use blank paper and draw a couple of lines on it so that your child can write a neat sentence.  Students should spend about 15 minutes on this activity. We always talk about “If you think you’re done, you’ve only just begun.” That means if they rush to complete it and the time isn’t up yet, they can add more details to their picture or their words.  **Extra fun**  If your child wishes to, they can watch the Rabbit Roundup video under the “Take Me There” link on Day 1 to learn a bit more about rabbits. | **Numeracy**  **Online activities**  Please log into your child’s Dreambox math account at <https://www.dreambox.com/canada> on your laptop, computer or iPad as per the directions sent earlier this week.  Students should work on assigned activities for at least 20 minutes.  **Technology Free Math Activity**  1. *Outcome: N5 – Understanding more, fewer, same as*  Using a deck of cards (no face cards), turn over any two cards. Compare:    Say: 1 is fewer than 10. (We use the word fewer not less.)  2. *Outcome: SS1 – Comparing length of objects*  Follow this link: <https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html> Scroll down the page to “Day 1” and click on “Take Me There.” Scroll down to the Movement and Measurement activity and click “Do the Activity”. It is a white rabbit icon in pink square. This is a fun, kinaesthetic math activity that will get your child hopping! |
| **Day 4** | |
| **Literacy** | **Numeracy** |
| **Read Aloud**  Follow this link: <https://www.youtube.com/watch?v=h-apgoNwlhk> Let your child watch the read aloud of Mo Willem’s Don’t Let the Pigeon Drive the Bus.  **Word Work Activities for Short U vowel**  The word “bus” has a short vowel “u” sound as in **u**mbrella. We are working on learning to read and make words with short u words.   1. Parents, please print out the worksheet that was attached to Friday’s email that is titled “Name – Short U”. Have your child complete the worksheet. If you don’t have a printer, please just have them look at the pictures and print the words on paper or a whiteboard. 2. Please print out Friday’s attachment “Word Building” and cut out the letters at the top of the paper. Ask your child to stretch out the sounds for each picture and spell the words one at a time by moving the cut out letters into the proper box on the paper. If you do not have a printer, please just print the letters onto individual squares of paper and have them spell the words by looking at the pictures on the screen.   **Sight Words**  Review new words for this week (are,come) and choose a fun activity from the sight word document that was sent on Friday to review all words learned this year. | **Online activities**  Please log into your child’s Dreambox math account at <https://www.dreambox.com/canada> on your laptop, computer or iPad as per the directions sent earlier this week.  Students should work on assigned activities for at least 20 minutes.  **Technology Free Math Activity**  1. *Outcome: PR1 – Identifying, reproducing, extending and creating patterns.*  Use a deck of cards to create patterns: red, black, red, black. 5,4,5,4,5,4. Challenge them to try and create a different pattern. The two patterns above would be labelled as AB patterns because they only have 2 elements. *Extra challenge:* See if your child can make an ABC pattern such as 3,4,2,3,4,2 or an AABB pattern such as red, red, black, black or any other pattern they wish.  2. *Outcome: SS2 – Sort objects using a single attribute.*  Give your child ten random cards to sort.  Ask your child to describe how they sorted their cards.  By colour, suit, numbers? |
| **Reminders from Mrs. Tingley:**  In addition to the activities suggested above, students are encouraged to:   * **Read daily for 15 minutes**- Take time to read to or with your child and encourage them to read independently. This would be a great time to use Raz-Kids for independent reading if you wish. * **Physical activity for 30 minutes. Please see Ms. Bush’s amazing activities below.** * **Always remember how special you are and how much I love you!** | |

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| Physical Education | | | | | |  |  | | |
| While the 30 minutes of Physical activity a day is meant to be self directed look below for some awesome ideas! | | | | | | | | | |
| Venture outside! Create your own chalk exercise course! | | | | | |  | Stuck inside? Try some Yoga | | |
| Trophy | |  | Weekly Challenge - Be a good Neighbour! Go for a walk and pick up garbage you find! | | | | | | |
| Computer | |  | Online resources for more practice  <https://www.getepic.com/> - Our class code is zgc2046  <https://scratch.mit.edu/> or [www.code.org](http://www.code.org)  - Students who wish to access their account can email [alison.bush@nbed.nb.ca](mailto:alison.bush@nbed.nb.ca) for their login and password.  <https://musiclab.chromeexperiments.com/Song-Maker/> - Make some music. Share your links with Ms. Bush! | | | | | | |
| Final thought or words | | | | | | | | | |
| Link | Website: | | |  |  | | | Email | Email: [melanie.tingley@nbed.nb.ca](mailto:melanie.tingley@nbed.nb.ca) |
| <https://secure1.nbed.nb.ca/sites/ASD-W/maes/Pages/default.aspx> | | |  | | |  |