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| Kindergarten | 20 April 2020 | |
| Hello Friends | |
| How have you been my friends? I hope you all had a wonderful Easter and haven’t been eating too much candy and chocolate! ☺ Thank you to those of you who sent me pictures of your learning and fun last week. It was so nice to see you having fun with your families. Did anybody try Ms. Bush’s chalk obstacle course? That looked like so much fun. I hope you have a great week of fun and learning and remember, you are special and I love you very much!  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 3” and Click on “Take Me There”.  Watch Is Your Mama a Llama? story.  After read aloud, please complete the “What Came First” activity from the links on the left hand side of the page  **Writing**  Draw a picture of you doing something with your mommy and write 1 or 2 sentences about it. Be sure to start your sentence with a capital letter, put spaces between your words and use a stop mark at the end. Try your best to stretch out the sounds you hear. Use our sight word document from last week to help you spell your words and use the alphabet chart included in Friday’s email attachment to help you find the proper letter sounds if needed, just like we do at school.  Ex. **I love to play snakes and ladders with my mom. We have fun together.** (Their writing might look more like this: **I love to play snaks and ladrs with mi mom. We hav fun togethr.)**  **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 out the “Writing Paper” template from Friday’s email attachment. 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 Activities**   1. Make a puzzle together. 2. Take a walk and find objects shaped like squares, triangles, circles and rectangles. 3. Using sidewalk chalk, make a hopscotch board and practice printing your numbers in each square. When it’s done, play hopscotch and count each number as you step on it. |
| **Day 2** | |
| **Literacy** | **Numeracy** |
| .  **Read Aloud**  Follow this link: https:  <https://www.youtube.com/watch?v=8ymZgqlHGDE>  Let your child watch the read aloud of BJ Novak’s The Book With No Pictures. This is a silly, fun read aloud and I hope they enjoy it. It does use the word “butt” once in the book to get the children to laugh. I just wanted to let you know in case that word is a bad word in your home.  **Word Work Activities for Short U vowel**   1. 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, b, n, g, m, d, f, 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: **mud, rut, bug, fun, dug, mut, run** 2. If you have a printer, please print out worksheet from Friday’s email attachment titled “Match It” and have your child complete it. They may need some support to understand that they draw one line from a word to a picture on other side.   **Sight Words**  Introduce new sight words (my, me). Follow links for sight word songs: <https://www.youtube.com/watch?v=pdtx3duaa5A>  <https://www.youtube.com/watch?v=PjomR8cSOso>  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 last 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 Activities**  1. *Outcome: N3 – Representing numbers to 10*  **War/Battlecards** (take out face cards) Teach Students how to play War, but call it something different if you want. You could call it Battlecards or something similar if you don’t like the word war.  To play: Divide cards in half between two players. On the count of three, each player flips over top card and compares to other person. The person with the highest card keeps them both. Count to three again and flip. Same rules apply. Continue playing until all cards end up in one person’s hand or until you get tired. If both cards flipped over are the same value, then a “war” or “battle” is declared. To win the battle, each player puts three cards upside down in front of them and then flips over the fourth card. The person with the highest value card keeps all the cards from the “battle” including the 2 that were tied initially. It’s lots of fun and great practice for knowing more/fewer and understanding values of numbers to 10.  2. *Outcome: SS2 – Sorting 3D objects using a single attribute.*  Sort a set of coins. (pennies, nickels, dimes, quarters, etc…) How many different ways can you sort the same set of coins? |
| **Day 3** | |
| **Literacy**  **Read Aloud**  Follow this link: <https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html>  Scroll Down the page to “Day 3” and Click on “Take Me There”.  Watch Animal Babies 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 some neat facts about baby animals. 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 and the Alphabet chart if needed. Do your neatest work as well.  *Ex. A baby swan is called a cygnet and it hatches from an egg.*  **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 Video: Taking Care of Baby under the “Take Me There” link on Day 3 to learn a bit more about baby animals. | **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 Activities**  1. *Outcome: N2: recognize at a glance and subitize. N1: counting on from number between 2 and 9.*  Play a board game with your child. (Try counting on from the biggest number when counting two dice.)  2. *Outcome: PR1 – Recognizing, extending and creating patterns.*  Draw an insect on paper and create a repeating pattern on its back.  Go for a nature walk and collect objects such as pinecones, acorns, leaves, sticks, rocks etc.. in a bag. When you get back home, empty out your findings and create as many repeating patterns as you can using the objects. |
| **Day 4** | |
| **Literacy**  **Read Aloud**  Follow this link: https:  <https://www.youtube.com/watch?v=OM9yNepC56M>  Let your child watch the read aloud of David Shannon’s No David!  **Word Work Activities for Short U vowel**   1. If you have a printer, please print out one of the worksheets from Friday’s email attachment titled “Draw It” or “Match the Word” and have your child complete **one** of them. It can be their choice. If you do not have a printer, the worksheet titled “Draw It” could be done on a piece of paper if you print the words for your child. You could also have your child make a small, mini booklet by cutting paper into smaller squares and print one word per page and they could illustrate the booklet. (Pages should be about the size of an index card.)   **Sight Words**  Review new sight words for this week (my, me).  a) Game – **Bug in a Rug** - Lay out your child’s new sight words from this week and last week and a few more from earlier this year on a table. Draw a small little bug on a piece of paper and cut it out. Hide the bug under one of the sight word cards laying on the table. Your child will read a sight word and lift up the card to see if the Bug is hiding under the Rug. Play until they find the bug. The children LOVE this game at school and I think it will be a hit at home too. Play as many times as you want with as many different words as you want.  If you don’t want to play Bug in a Rug, choose an activity from the “Sight Word Mat” document that was emailed last Friday to practice the new and old words. | **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 Activities**  *1. Outcome: N1 – Say the number that comes directly after or before another number without counting. Ex. 4,5 or 8,7*    **One More** **Game**– Using a deck of cards (Aces-9), count out 10 cards. (draw pile).  Turn the other cards face up on the table. Turn over one card in your draw pile. Find a card on the table that is one more.  **One Fewer Game –** Game is played the exact same way as above, but your child will find a card that is one fewer.  This is an important skill for the students to know and understand well. One more/one fewer. Another way to state this is your child is confused is to ask them to find a card that comes after or before.  b) You could also work on this concept outside by drawing a number line 1-10 (with #’s side by side) with chalk and ask your child to jump or throw a beanbag/rock onto the number that comes before/after. Visual cues may make this easier for some. |
| **Day 5** | |
| **Literacy**  **Read Aloud**  Ask your child to pick a book for you to read to them from their home library. Snuggle up together and enjoy the story together. Use the “Comprehension Questions” handout that was attached to Friday’s email and use some of the questions from the DURING and AFTER sections to ask your child. These types of questions are very good to use with any book you read at any time. Reading is more than just reading the words properly but we also need to understand what we are reading and these kinds of questions help build comprehension skills.  **Writing**  Print out a copy of the “Reading Comprehension worksheet” attached to Friday’s email and help your child complete it by either drawing pictures or writing words/sentences. They could even do a combination if they want. Who were the characters in the story? What is the setting or where did it take place? What happened at the beginning middle and end of the book? Use the sight word document you printed out for Monday’s writing again today and the Alphabet chart if needed. Do your neatest drawing, colouring and printing. Use lots of colours just like we do at school.  **PARENTS**: IF you do not have a printer, feel free to create your own template on blank paper similar to the one attached or they could also do a mini booklet by cutting paper in half, stapling and drawing/writing one section per page. (characters, setting, etc…)  Students should spend about 15 minutes on this activity. If your child is having difficulty retelling the story with a beginning, middle and end, it may be a good idea to use familiar stories like Three Little Pigs, etc… to practice. | **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: N1 – Say the number the comes directly after another number without counting. N2 – Subitize a familiar set of objects. (dice)*  **Two Dice Sums Game –** Print out a copy of the board game attached to Friday’s email called “Two Dice Sums”. If you don’t have a printer, you can very easily replicate the board game using your own paper.  To play: One player sits on one side of paper and other player uses the other side. Player 1 rolls two dice and counts the dots. (**Please note**: we have worked very hard on counting on from the larger number this year so if your child rolls a 5 and 3, they DO NOT start counting at 1 and touch each dot, but rather, they look at both dice and decide which one has the higher value and they state that number out loud. Then they proceed to count on from 5, by touching each dot on the smaller dice and say 6,7,8. Please model this for them as you take your turns too.) Once dots have been counted, cover up that number on your side of the board with any type of counter such as a coin or Cheerio. Next player goes. Play continues until one person has covered up all of their sums on the card. |
| **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! | | | | | | | | | |
| Let’s practice some throwing skills! | | | | | |  | Stuck inside? Why not dance! | | |
| Trophy | |  | Weekly Challenge - Help make dinner! Ask Mom or Dad (or another adult) if you can help make dinner or set the table! Now is the perfect time to learn these skills! | | | | | | |
| 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> | | |  | | |  |