

Week 4 Resources & Enhancement Activities

Grade: Kindergarten

Week of: April 13 - April 17th

Guideline:

We worked hard to ensure that the Learning Plan provides accessibility for all learners. We hope that you see that there are options to engage learners at all levels. *These activities are not intended to replace the normal school day. For the elementary level, students are to turn in one student chosen **At this time we are expecting you to turn in one activity of your choice to your Teacher.*** We want you to take time to enjoy family, be safe, stay healthy and find time within this week to engage in learning opportunities. Feel free to create a schedule that works for you and your family. We strongly encourage each student to participate in approximately two hours a day. We want your brain working and challenging yourself, while staying safe and having fun.

Social Media Calendar for the week-
[Social Media Calendar April 13 - 17](#)

Teachers	Related Services
Mrs. Frazier rfrazier@fairhavenps.net Mrs. Rutkowski jrutkowski@fairhavenps.net Mrs. Santiago bsantiago@fairhavenps.net	Special Education- Dr. Biela sbiela@fairhavenps.net ELL- Mrs. Pickup spickup@fairhavenps.net SLP- Ms. Neely ineely@fairhavenps.net School Counselor- Mrs. Nogueira pnogueira@fairhavenps.net

Links:

(For Educators) <https://mass.pbslearningmedia.org/>
 (For Educators/ Families) <https://www.wgbh.org/distancelearning>

Subject:	Resource and Enhancement	Modifications/Accommodations
ELA - Reading	<ul style="list-style-type: none"> Read a book to your child and ask questions regarding the characters, setting and main idea. Comprehension Questions to Ask Continue to fill in your reading log and writing journal. Remember to put spaces 	Special Education Accommodations and Modifications- Reading

	<p>between words, use ending marks and use your sounds to write.</p> <ul style="list-style-type: none"> • Have your child use Lexia for 15 minutes daily. • Have your child read books from Epic! (Epic) 15 minutes daily. Refer to email sent. If the website is asking for a 'class code' reach out to your child's teacher. • Listen to Mrs. Frazier's Read Aloud and ask your child some of the comprehension questions linked below. Leo the Late Bloomer-Read Aloud <p>Comprehension Questions/Writing Activity - Leo the Late Bloomer</p> <ul style="list-style-type: none"> • Go on a Book Scavenger Hunt • Practice your sight words with our sight word slideshow. Sight Word Slide Show 	<p><u>Language Support and Helpful</u></p> <p><u>Reading Tips</u> </p> <p>Look for reading materials that contain some of these characteristics, especially for beginning readers:</p> <ul style="list-style-type: none"> • Pictures or illustrations that help explain the text • Story plots that are action-based or interactive • Limited text or wording on each page • Text that is repetitive or predictable • High-frequency words and useful vocabulary • Text that shows simple sentence structures
<p>ELA - Writing & Handwriting</p>	<ul style="list-style-type: none"> • Practice writing the following letters using correct formation: a, c, e, o, s Formations Guides can be found here: Foundations Lower Case Letters If you have access to a printer, here is the Foundations paper we use at school. Foundations Practice Paper • Write about things you can recycle at home after watching the science video. You can use the foundations paper shared above. • Be a Label Maker: Give your child sticky notes, index cards or pieces of paper. Have your child use their sounds to spell signs for items in the house such as the door, closet, chair, table, etc. Then they can go and hang the signs on the objects. The labels won't stay on forever, but it's a fun way to practice their phonics and writing skills. 	<p>Special Education Accommodations and Modifications- Writing</p> <p><u>Language Support and Helpful Writing Tips</u></p> <p>First, help your child come up with ideas by drawing a picture of what they want to write about. Next, help them label their drawing to create a visual word bank to use when they write. A word bank is a written list of words or phrases to support students with their writing. It is helpful for students to check off each word or phrase as it is used. This helps students stay organized and gain confidence in their writing abilities.</p>

<p>ELA - Phonemic Awareness & Phonics</p>	<ul style="list-style-type: none"> ● Practice reading the words and sentences on this list. Short i word list and sentences ● Check out the Fun Phonics Videos with Dr. Biela for this week! Have paper or a whiteboard handy for some spelling practice. There are enough videos for 5 days of learning and each video is approximately 10 minutes long. ● Practice your phonemic awareness skills. These are daily lessons that all kindergarten students participate in so it will be familiar to them. Heggerty Phonemic Awareness Lesson - # 1 Heggerty Phonemic Awareness Lesson - #2 	<p>Special Education Accommodations and Modifications- Phonics</p>
<p>Movement</p>	<ul style="list-style-type: none"> ● Practice balancing on 1 foot for 10 seconds with your eyes open and then with your eyes closed for 5 seconds. Then switch legs. ● Swinging Leg Balance ● Bear-walk from one room in your house to another room. ● Try walking in a straight line 'heel to toe' like we do in the classroom. 	
<p>Math</p>	<ul style="list-style-type: none"> ● Have your child work on 'Happy Numbers' for 15 minutes daily. This can be accessed through clever. ● Do a calendar time with your child for 5 minutes daily. Look at a calendar (physical or digital) and have your child find the current date, count to that date, talk about the name of the month, the days of the week and what is today, yesterday, tomorrow. Your child can probably reenact our daily calendar routine from school. ● Have your child help out in the kitchen. Use measuring spoons and measuring cups to measure out ingredients to make (cake, cookies, brownies, etc) Remember to talk about what holds more and less. ● Practice counting by 1's to 100 and by 10's to 100. ● Stuffie Search: Encourage your child to use positional words with this activity. Have your child choose a small stuffed animal. Next use a kitchen bowl large enough for the stuffie to go inside (or some other 	<p><u>Language Support</u> <i>for Positional Words Activity</i></p> <p>Do you remember everything we have learned about positional words? Positional words are prepositions that show where one object is in relation to another object. Positional words are important because they expand a child's vocabulary. Music can be a powerful tool for remembering concepts and important information. Watch the following video: Preposition by The Bazillions to help you remember and learn a new song!</p> <p>Sentence starters and frames provide support to help students get started in speaking or writing activities. Use these</p>

	<p>receptacle like a basket). Three times this week spend about 10 minutes moving the stuffy to a different place relative to the container. Next ask your child to locate the stuffed animal and orally state its location (behind, in front, above, below, inside). Another level would be to have your child choose the positional change and tell you and demonstrate the movement at the same tie. You can preface this idea by reading Peter Rabbit if you have a copy.</p>	<p>sample sentence frames to help you use positional words when describing where your stuffed animal is in relation to something else like a bowl or a basket:</p> <p><i>Sample Response:</i></p> <p>The <u>stuffed animal</u> is <u>inside</u> the <u>bowl</u>.</p> <p>The <u>stuffed animal</u> is <u>above</u> the <u>basket</u>.</p> <p>Special Education Accommodations and Modifications- Math</p>
<p>Social Studies</p>	<ul style="list-style-type: none"> • Wants and Needs: The results of this activity will help students see the difference between wants and needs. In advance, divide a sheet of paper (or some tape on the carpet creating two columns) into halves. Label one half "Wants" and the other half "Needs." To begin, have your child cut out five pictures that interest him or her from magazines, newspapers, or grocery flyers. Next, have a discussion with your child , one at a time, to explain why they chose each picture. Next have your child explain their reasoning as they place them in the appropriate category. Review if your child chose correctly and repeat one or two more times this week using different pictures. 	<p><u>Language Support</u> <i>for Wants and Needs Activity</i></p> <p>Do you remember everything we have learned about wants and needs? Learning about wants and needs is important. Watch the following video: Learning about Wants and Needs before trying the <i>Wants and Needs Social Studies Activity</i>. It will help you remember what we have learned about wants and needs.</p> <p>Special Education Accommodations and Modifications- Social Studies</p>
<p>Science</p>	<ul style="list-style-type: none"> • Watch the following video: Kids Go Green: Waste Less • After watching the video, ask your child some of the following questions: <i>Comprehension Questions</i> <ul style="list-style-type: none"> • Why is trash a problem for the environment? • How can you reduce trash? 	<p><u>Language Support</u> <i>for Kids Go Green Activity</i></p> <p>Sentence starters and frames provide support to help students get started in speaking or writing activities. Use these sentence starters to help you talk about trash, recycling, and the <i>Kids Go Green</i> video:</p>

	<ul style="list-style-type: none"> • How did the Green Team help their school recycle and compost more in the hallways? • How did the Green Team help their school recycle and compost more in the cafeteria? <p><i>Critical Thinking Questions</i></p> <ul style="list-style-type: none"> • What does it mean to reuse? What does it mean to recycle? • Why is it important to take care of the environment? How can you take care of the environment, like Queen, Sirran, and Veronica? • Have your child help you this week by sorting your recycling items (examples: paper, plastic, tin). 	<p>Trash is a problem for the environment because . . .</p> <p>I can reduce or lessen the amount of trash by . . .</p> <p>The Green Team helped their school recycle and compost more in the hallways by . . .</p> <p>The Green Team helped their school recycle and compost more in the cafeteria by . . .</p> <p>Special Education Accommodations and Modifications- Science</p>
Specialist:		Support
Innovation	<p>Click the link to access this week's Innovation lessons on Paper and recycled materials projects. Have fun creating! I can't wait to see what you make!</p> <p>https://docs.google.com/presentation/d/13TxA1tsWcZ1IYLnKIHl8yOxo7tFqa0IVN3_AVAFQo0w/edit?usp=sharing</p>	
Physical Education	<p>https://docs.google.com/document/d/1PtcmqVvNEdeK0b7xDda_z8LhBINloOeFzA1ekezQvRA/edit?usp=sharing</p> <p>https://docs.google.com/document/d/18q4LY0UYTJDyvfCjTanXjqcaXrpxh0AErZp2yXQQnq0/edit?usp=sharing</p> <p>https://docs.google.com/document/d/1EMqZE4h89TljoZPYh4DXcy8uqDJB1r8AbCfpSe9iBDE/edit?usp=sharing</p>	
Music	Kinder-4th Music	

<p>Art</p> 	<p>Send Me a picture of your Awesome Art Via Email hlong-roise@fairhavenps.net Or Make a video on flipgrid on your Clever site click on Mrs. Long-Roise site (view EFS ART TOO)</p> <p>Mrs. Long-Roise's Week 4 Art Plan</p> <p>Padlet for ideas</p>	
<p>Social and Emotional (Mrs. Nogueira)</p>	<p>Lesson 1: What are some fun things you are doing at home to stay busy. Draw, write or do a video of some activities you have done. Please share them if you can.</p> <p>Lesson 2: Draw or write about how you are feeling this week. For grade 1, what zone are you in? Green: happy, Blue: sad, bored or sick, Yellow: silly, frustrated or red: mad Talk with a family member about your feelings.</p> <p>Lesson 3: Remember the book that I read about the sea child. Try some of the breathing that she taught us to do. Remember how the sea animals joined her on the rock to do it with her. Breath in and out. Relax your body. Try it ten times. It feels so relaxing.</p> <p>Watch: <u>Time to Come in Bear - A Social Story about Social Distancing</u></p> <p>Time to Come in Bear</p>	