

**Kindergarten
ELA
K Center Students will focus on: UNIT 16 & 17 of Superkids Club Consumable Book
Kelly, Christine, Nicole, Jen L.**

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Unit 16 Lesson 1 Page 1 - circle the children making noise and the letter Nn</p> <p>Page 2-3 circle the pictures that begin with /n/</p> <p>Extra activity: Read this poem with your child:</p> <p>The Frog I saw a little Frog He was cuter than could be.... He was sitting on a log And I'm sure he croaked at me!</p>	<p>Unit 16 Lesson 2 Page 4 - Write the letter Nn and write the sentence.</p> <p>Page 5- Write on and in to describe each picture.</p> <p>Page 6- Write question marks and the word, no.</p> <p>Extra activity: Find a picture in a magazine or book and have your child point out three major details in the picture</p>	<p>Unit 16 Lesson 3 Pages 7-11 - identify the title - understand the use of speech and thought balloons - monitor comprehension and use fix up tip: look at the pictures</p> <p>Extra activity: Have your child look in the mirror and say the letters and sounds... A says /a/ B says /b/ and help them focus on what their mouth looks like when they say the sounds</p>	<p>Unit 16 Lesson 4 Page 12 - read and circle the word that tells about the picture</p> <p>Extra activity: Read a story together and ask questions about the characters' thoughts and feelings.</p>	<p>Unit 16 Lesson 5 Page 13 - read and circle the words that match the picture (sit, belt, ribbon, fun)</p> <p>Page 14 - cut and paste the sentences that match the pictures. Tell a story about Cass becoming the Supernoodle, or leader.</p> <p>Extra activity: Roll up a piece of paper to make a snowball...toss it back and forth with your child, saying a word, such as GOT, your child needs to provide a rhyming word like HOT</p>
Day 6	Day 7	Day 8	Day 9	Day 10

<p>Unit 17 Lesson 1</p> <p>Page 15- Circle the M objects.</p> <p>Page 16- Circle the M objects and put an X on objects that do not make the M sound.</p> <p>Extra activity: Read this poem with your child: All of Me My hands are for clapping, My arms can hug tight, My fingers can snap, Or turn out the light!</p> <p>My legs are for jumping, My eyes help me see, This is my body and I love ALL OF ME!</p>	<p>Unit 17 Lesson 2</p> <p>Page 17- Write the letter M and m. Write the sentence.</p> <p>Page 18- Write m or n to complete the words.</p> <p>Extra activity: Break down the sounds of these words: got= /g/ /o/ /t/ had= /h/ /a/ /d/ lip= /l/ /i/ /p/</p>	<p>Unit 17 Lesson 3</p> <p>Page 19-25- Identify the title. Read the story.</p> <p>Extra activity: Read a book together and talk about where the story takes place (setting)</p>	<p>Unit 17 Lesson 4</p> <p>Page 19-25- Reread the story and check for comprehension.</p> <p>Page 26- Write the word for.</p> <p>Extra activity: Read this poem with your child to celebrate SPRING!!!! Spring is Here! Spring is here! Spring is here! Goodbye, snow. Flowers grow.</p> <p>Birds and bees, Leaves on trees! Hello Spring! Hello Spring!</p>	<p>Unit 17 Lesson 5</p> <p>Page 27 - Practice the letters Ll, Mm, Hh, Bb, Cc, and Mm.</p> <p>Page 28 - Cut and paste the word that matches each picture.</p> <p>Page 29 - Cut the word card. Cover each picture with the matching word.</p> <p>Extra activity: Say a sentence and clap one time for each word in the sentence... I see a worm=4 claps.</p>
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Math
K Center Students will focus on: TOPIC 8 (Lessons 8.1-8.10)
Aileen, Lisa, Kathy B., Trish, Jen L.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Compose and Represent Numbers to 5</p> <p>HOW: Use cereal or small objects to add numbers to 5 ($2+3=5$) & Give your child several household objects like pennies or paperclips. Ask him/her to make a group of 4 or 5 objects then ask your child to break apart the objects to show pairs of 4 or 5 and then write an equation to show one way to break apart 4 or 5. Repeat this activity with a different number of objects.</p> <p>Pages 435-438</p>	<p>Related Facts</p> <p>HOW: *Use cereal or small objects to show $2+2=4$ and $4-2=2$ & Using the same household objects as 8-1 ask your child to break that group into 2 smaller groups and write an equation about the groups. Then write an equation using plus or minus.</p> <p>Pages 441-444</p>	<p>Reasoning</p> <p>HOW: Tell your child a simple addition and subtraction story. Have your child solve them by drawing counters.</p> <p>Pages 447-450</p>	<p>Fluently Add and Subtract to 5</p> <p>HOW: Show your child the equation $2+3=?$ Have them solve the problem anyway they choose then have them explain how they solved it.</p> <p>Pages 453-456</p>	<p>Decompose and Represent Numbers 6 and 7</p> <p>HOW: Give your child a group of objects. Have him/her make a group of 6 or 7. Break apart the group into 2 groups. Write an equation about the objects.</p> <p>Pages 459-462</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Decompose and Represent Numbers 8 and 9</p> <p>HOW: Give your child pennies and count 8 or 9 aloud. Separate the pennies into 2 groups then write an equation about the groups.</p> <p>Pages 465-468</p>	<p>Decompose and Represent 10</p> <p>HOW: Draw 10 large circles on paper. Have your child count the number of circles. Have him/her put household objects on some of the circles. Have your child write an equation that tells how many circles are empty and how many have objects. The equation should equal 10.</p> <p>Pages 471-473</p>	<p>Solve Word Problems; both addends unknown</p> <p>HOW: Read aloud the following problem; "a shirt has 8 buttons. The buttons are either black or white. How many buttons of each color are on the shirt." Ask your child to draw a picture to solve the problem. Then complete the equation. $_ + _ = _$</p> <p>Pages 477-480</p>	<p>Find the Missing Part of 10</p> <p>HOW: Hold up your hands with one index finger straight and the rest bent. Ask your child to tell you the parts of 10 that your fingers show- 1 and 9. Then ask your child to write an equation for those parts of 10 ($1+9=10$) Repeat the activity with different combinations with straight and bent fingers.</p> <p>Pages 483-486</p>	<p>Continue to Find the Missing Part of 10</p> <p>HOW: Give 7 small objects to your child. Ask your child to add objects to make 10. Have them fill in the missing number in the equation $7+?=10$ (3) Repeat the activity with groups of 5, 8 and 9 objects.</p> <p>Pages 489-492</p>

SEL
Jacki, Suzanne, Jen T., Kathy M.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Review date, day of the week, weather.</p> <p>Ask I wonder question: I wonder would you rather have a pet dog or a pet monkey?</p> <p>Visualize to relieve stress: Have kids imagine what stress looks like and feels like inside their body, ask them to release it.</p>	<p>Review date, day of the week, weather.</p> <p>Ask I wonder question: If you had \$10 what would you buy at the store?</p> <p>Noise Isolation: Have kids focus on one noise that they hear around them. Describe it to themselves and recall the last time they heard it</p>	<p>Review date, day of the week, weather.</p> <p>Ask I wonder question: What is your favorite thing to eat?</p> <p>Name the Emotion you Have: Have kids call out the emotion they are feeling, this lets them know how the and others at home are feeling and how to interact with them based on that feeling.</p>	<p>Review date, day of the week, weather.</p> <p>Ask I wonder question: What is your favorite color? Tell me three things that are that color.</p> <p>Write down Rip Up Throw away your bad thoughts: Have students draw a picture of how they feel when they are upset, then throw it away.</p>	<p>Review date, day of the week, weather.</p> <p>Ask I wonder question: What is your favorite song? Can you sing it to me?</p> <p>Have kids say something positive to a family member and then have them reciprocate.</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Review date, day of the week, weather.</p> <p>Ask I wonder question: Would you rather go on a plane or on a boat?</p> <p>Have students go back and look at photographs of good memories, let kids describe how t</p> <p>Resources Needed: paper, pencil, crayons, scissors, pictures</p>	<p>Review date, day of the week, weather.</p> <p>Ask I wonder question: What is your favorite TV show? Why? Make a handshake with your child.</p> <p>Use this handshake to greet them each time you see them throughout the day.</p>	<p>Review date, day of the week, weather.</p> <p>Ask I wonder question: How could you help others feel better when they are sad? Empathy: thinking of sharing, and understanding the feelings of others.</p> <p>Draw a picture for someone who may be home alone. Leave it in their mailbox.</p>	<p>Review date, day of the week, weather.</p> <p>Ask I wonder question: Would you rather pet a snake or pet an alligator?</p> <p>Taking Turns: Play a board game with family members.</p> <p>Resources Needed: paper, pencil, crayons, scissors. Board game</p>	<p>Review date, day of the week, weather.</p> <p>Ask I wonder question: What makes you happy? Would you rather play in the snow or go swimming.</p> <p>Social Cues: Tell children to make different kind of faces, happy, sad, angry, scared. Ask them when they would make those types of faces.</p>

PT/OT
Jacki, Suzanne, Jen T., Kathy M.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Write your name using appropriate letter size and spacing 5 times on a piece of paper.</p> <p>Resources Needed: paper, pencil, crayons, scissors</p>	<p>Draw shapes (triangle, square, circle, hexagon, diamond, rectangle) on paper and have your child cut them out. Review the shape names....</p> <p>Resources Needed: paper, pencil, crayons, scissors</p>	<p>Write the letters of your child's name using sidewalk chalk or write on a piece of paper. Have children hop to each letter of their name in the correct order.</p> <p>Resources Needed: paper, pencil, crayons, scissors</p>	<p>Practice tying shoes, zipping coats and buttoning school shirts, and pants. Practice using a belt.</p> <p>Resources Needed: paper, pencil, crayons, scissors, clothing items</p>	<p>Count to 100 doing the following exercises for each set of ten: jumping jacks, hop on one foot, run in place, touch your toes.</p> <p>Resources Needed: paper, pencil, crayons, scissors</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Have a catch with a small ball count by tens each time someone catches.</p> <p>Resources Needed: paper, pencil, crayons, scissors</p>	<p>Seperate kinds of cereal by size, shape, and color then eat as a snack</p> <p>Resources Needed: paper, pencil, crayons, scissors, cereal</p>	<p>Cutting skills Cut coupons, or photographs and make a collage.</p> <p>Resources Needed: paper, pencil, crayons, scissors</p>	<p>Rainbow Write your name 5 times, using different colors of crayons, or markers.</p> <p>Resources Needed: paper, pencil, crayons, scissors</p>	<p>Write sight words, numbers, or letters on small pieces of paper. Call out something on the paper and then have your child run to go and get them and bring them back to you.</p> <p>Resources Needed: paper, pencil, crayons, scissors</p>

SCIENCE

K Center Students will focus on: Living vs. Nonliving Things

Aileen, Lisa, Kathy B., Trish, Jen L.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Introduce nonliving things</p> <p>Questions to ask: -What does Nonliving mean? -Give examples of living/nonliving things and ask which are nonliving</p>	<p>Make a list of 5 things that are nonliving and draw a picture of each</p>	<p>Introduce living things outside of the house- they are things that grow, reproduce and change (trees, plants...)</p>	<p>Make a list of 5 things that are nonliving and draw a picture of each</p>	<p>Compare and Contrast living and nonliving things</p> <p>Questions to ask: -What makes these alike, what makes these different?</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Take a nature walk and draw a picture of different plants you see</p>	<p>Name the parts of a plant (roots, stem, leaf, flower)</p>	<p>Draw a picture of a flower and label its parts</p>	<p>Pull up a weed and observe its roots</p>	<p>Take a nature walk and post pictures on Class Dojo (optional)</p>