

Brunswick School Department Home Learning Plans

Week 10
Grade K

May 25, 2020

Greetings Kindergarten Families!

Included is a packet for instructional support to utilize with your Kindergarten student. Every student in Kindergarten receives this consistent based learning plan. The work is intended to be implemented *daily* as suggested in the time allotments listed below. We understand and respect that you have constructed a daily routine that works for your household. Thank you for your efforts and time to make distant learning successful. Individual teachers will continue to provide you with additional resources each week. Feel free to add these supplemental resources to your weekly plan as fits your family's schedule.

This week (5/25-5/29) our team has included new material for your student. Our mini **Self Unit** on *Self, Family, Home, and Community* will reflect new concepts for your student to learn. We are asking you to have fun with this age appropriate topic and use your environment to allow students to explore more about themselves and their world. Questions we will be answering over the next few weeks are: **What is special about me? How is my family alike and different? How does my family celebrate or remember important occasions? Who lives and works in my neighborhood? Why are rules important? How can I be responsible in my home, neighborhood, city, world?**

Thank you so much for your flexibility and continued patience during this time of change and uncertainty. Remember to take frequent movement breaks and move about outdoors safely. Please contact your student's teacher if you have additional questions, comments, or needs.

Suggested Daily Learning Schedule:

Reading: 20 min.

Writing: 20 min.

Word Study: 10 min.

Math: 20 min.

Science/Social Studies: 20 min.

Diversified Arts: 20 min.

If you have any questions or concerns, please reach out directly to your child's classroom teacher. Stay safe, healthy and enjoy this unexpected time with your families.

Regards,

The Kindergarten Team

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Your teachers have created this plan to help you stay organized and engaged in learning. Some days include links to other pages.

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Read a book where the character plays a game or sport. Create a new game. Give your game a title and tell an adult how to play your game. Challenge yourself and try and play the game you created.	Read a book of your choice. Identify the front and back of the book and spine. Look at the front cover, and find the title, author's name and illustrator's name. Open the book and find the title page.	Read a book about pets or animals. Draw a picture of your pet or a pet you would like to have.	Read a book of your choice. Discuss what happens at the beginning, middle and end of the story.	Get a flashlight and a blanket. Get some books that take place at night. Turn off the lights and turn on your flashlight. Read your books under the blanket. When you are done reading, draw a picture of your favorite thing to do before bed. Write a sentence to match.
Writing	Write your first name like a pyramid. For example: M Ma Max Repeat with your last name.	Write a list from the -en word family (den, hen, etc). Draw a picture and label the words. Pick three words and use them in a sentence.	Fix these sentences by writing them correctly on a piece of paper. i will play the drum the sled is on the hill he sat on the step	Name the 4 seasons. Write two sentences about your favorite season. What is your favorite season and why do you like it? Use sentences like: -My favorite season is -I like it because	Read the sentences. Write them on a piece of paper and draw a picture to match. Underline the words that rhyme. The pot is hot. A pig has a wig. He can run in the sun.
Word Study Sight Words: red, orange, yellow, green, blue, purple, brown, black, white, gray	Make up a song or tune and sing the sight words while you spell them.	Write the sight words with your finger in flour, dirt, sand, etc.	Pick 5 different colored markers, and 5 sight words. Pick one color and write the sight word. Then write over it with each of the colors. Do this for each of the 5 words chosen.	Write the sight words on sticky notes or small pieces of paper. Lay the cards on the table. Have an adult call out a word and have the child swat the word. You could use a fly swatter, a wand, a spatula or your hand.	With chalk, make lily pads on the driveway or sidewalk. Write sight words on each lily pad. Have an adult call out a sight word. Hop to the correct lily pad. Keep playing to practice your sight words.

				Challenge yourself to see how many words you can swat in a minute.	
Math	<p>Write the problems on a piece of paper. Solve and write the answers in white crayon. Use a marker to color over and reveal the answers.</p> <p>5 - 2 = 3 - 3 = 1 + 3 = 2 + 3 = 4 - 0 = 2 + 2 =</p>	<p>Make 2 sets of number cards 0-10. Mix each set up and turn them face down. Turn over the top card from each stack. Create a subtraction sentence and solve. Remember the larger number goes first. So if you turn over a 4 and a 9, your sentence would be: 9 - 4 = ?</p>	<p>You'll need an empty water bottle, tweezers, and small items (elbow noodles or beads). Have an adult hold up a number card 0-20. Say the number and use tweezers to put that many objects in the bottle. Keep going to see if you fill the bottle.</p>	<p>Comparing Numbers Game: Make 2 sets of number cards 0-20. Mix them up and lay face down. Have each person pick a card. Compare two numbers. The person who has the biggest number keeps both cards. Continue playing until there are no more cards.</p>	<p>Draw a picture and solve. Write an addition sentence that looks like this</p> <p>___ + ___ = ___</p> <p>We have 0 purple pens and 4 green pens. How many pens do we have in all?</p>
Science / Social Studies	<p>Look in the mirror and draw a self portrait. Take your time and look carefully at each part of your face.</p>	<p>Find a baby picture of yourself. Compare yourself now to see what is the same and what has changed since you were a baby.</p>	<p>Play head, shoulder, knees, and toes to identify different body parts. Can you name 5 other body parts?</p>	<p>What do people need to live? Draw a picture of some of those items and label them.</p>	<p>What are "rules"? Why do we need them? What are the rules in your house? Why do you have those rules? Pick one home rule. Draw and write a poster about you following that rule. Write the rule at the top.</p>

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Diversified Arts

Art: Artist trading cards are super fun tiny cards made from any kind of colored or drawing paper glued on card stock, watercolor paper, or recycled material like the sides of cereal boxes. Rubber stamps, colored pencils, markers, pastels, stickers, collage materials, watercolors, fabric, newspaper and crayons are all great supplies to start with. Experiment with different combinations of materials!

After you've made some ATCs, have some fun by trading cards with your family or stuffed animals! Ideas for cards: animal drawings, a personal logo, cartoon drawings, a tiny story, a picture of a favorite place or tradition, drawings of the artist, etc.

Music: Continue to use the line singing and statue freezing warm ups provided week 1. Use the worksheet for this week with an adult. Answer the questions on the survey and then ask someone else in your home the questions. For more resources visit brunswick.k12.me.us/dmurfhy

PE: Hi Kindergarten friends! This week I'd like to see if you can build your own obstacle course. You can do this inside or outside your house and use anything you can find! I've put some helping hints on the next page! If you can, send me some pictures! I miss you all.
tpeck-moad@brunswick.k12.me.us

Library:

You are curious. Now is the time to find out about things that are right in front of you. What can you see from your own window or backyard? What insects are flying or crawling? What are the clouds doing now and for the next two minutes? Are there buds or leaves on the trees? What is coming up from the ground? Dandelions? What are the birds up to? Who is passing your house? What trucks, bikes, or cars do you see? Write or draw a list of things you see.

Second Step:
Explore pages 16-30

