Kindergarten Week 4 Reading and Writing Practice

The following are activities to do with kindergartner. Put a check each time you complete the task.

<table>
<thead>
<tr>
<th></th>
<th>Write your name</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• You can write on paper, with sidewalk chalk, on a whiteboard</td>
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<table>
<thead>
<tr>
<th></th>
<th>Write the alphabet</th>
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<tbody>
<tr>
<td></td>
<td>• You can write on paper, with sidewalk chalk, on a whiteboard</td>
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</table>

|   | Read the alphabet by saying the sounds. |

|   | Make and read as many words as you can with short e. |

|   | Read the sight words |

|   | Write the sight words |

|   | Read the story words |

|   | Read the story |

|   | Draw a picture to go with the story |

*If you finish all the tasks, start over and do them again. Read, read, read.

Read the alphabet by saying the sounds.

<table>
<thead>
<tr>
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Sight Words

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<td>you</td>
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<tr>
<td>was</td>
<td>his</td>
<td>for</td>
</tr>
</tbody>
</table>
The Mop is a Dog!

The dog is not a mop!

Chip and Josh can see the dog.

Josh can not run.

The dog is not big.

The dog can wag and sit.

And the dog can yip and yap!

Draw a picture to go with the story. Label your picture.
Chloe and her family were on a trip to a rain forest.

"The rain forest is very hot," said Chloe.

Chloe was looking for birds. There were so many trees. Chloe could see only little pieces of sky.

Plop!

A big raindrop fell on Chloe's face.

"The rain forest is very wet," said Chloe.

Chloe took another step. Uh-oh! Chloe slipped and fell in the mud.

"The rain forest is very muddy. But I am the muddiest!" said Chloe.
Kindergarten Writing Week 4

Write a story about a time you got muddy playing outside. Then, draw a picture to match your story. Share your story.
Directions: Last week you reminded yourself about communicating respectfully. This week you will review the importance of rules.

**Intro: Why Do We Have Rules?**

Rules help us get along.
Games have rules.
When I follow the rules, it is fun for all of us.

There are rules in class, too.
I raise my hand to speak.
I am a good listener.
I am kind to others.

My family teaches me rules at home.
I clean up after myself.
I do not run or shout inside.

Rules also keep us safe.
I cross the street with an adult.
We wait until the light is green.
I look both ways before I go.

Adults teach me rules.
My teacher makes sure I follow them.
I learn how to act at school
It is important to follow rules.
When I don’t, others might feel left out.
Or I might get hurt.

**Activity: Rules Help Us At Home**

Directions: Draw a picture of a rule at home.

Write the Rule you drew above.

____________________

____________________

____________________

____________________

____________________

This year in kindergarten students have been learning about spaces and places. In these at home learning opportunities you can continue this exploration. Some information may be review and some may be new. Feel free to use any resources you have (such as the internet or books) to explore the topics more each week. Each week will connect to the last as much as possible.

2019 Teachers’ Curriculum Institute teachtci.com
Where is My Leaf-Game

Play this game with two or more players—the more the merrier.

Materials

- 8–12 leaves that have fallen from the same kind of tree
- 1 box or bag to hold the leaves

Activity

Collect a batch of leaves that have fallen from one tree. Take them to a table to play a leaf-identification activity.

1. Spread your leaves on a table.

2. Each player chooses one leaf and studies it carefully for a minute or two.

3. Everyone returns his or her leaf to the bag.

4. Mix up the leaves gently and spread them out again.

5. Try to find your leaf as quickly as possible.

Compare leaves with the other players. Discover what makes your leaf different from all the other leaves. Is it the smallest? Is it the biggest? Does it have a special spot or mark on it? Does it have an unusual edge or shape?

When all players are sure they know how their leaf differs from all the others, return the leaves to the bag and let everyone draw a new leaf. Repeat the activity.

Extra-Sorting and Counting Leaves

Take the collection of leaves you gathered for this game.

Have your child sort the leaves into piles based on shape or size, then count the number of leaves in each pile.
# Physical Education Activity

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<tbody>
<tr>
<td>10— Crab Walk Steps</td>
<td>Jog in Place Count to 50</td>
<td>Superhero Hold Count to 10, repeat 3 times</td>
<td>Wall Sit Count to 20</td>
<td>15—Push Ups</td>
</tr>
<tr>
<td>V-Sit Hold Count to 20</td>
<td>Rub your Belly, Pat your Head 10 Times</td>
<td>5—Inchworms</td>
<td>20—Forward Arm Circles</td>
<td>20—Backward Arm Circles</td>
</tr>
<tr>
<td>15—Heel Raises</td>
<td>20—Bear Walk Steps</td>
<td>10—Tuck Jumps</td>
<td>10—Spin Jumps</td>
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<tr>
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<td>20—Jumping Jacks</td>
<td>20—Trunk Twists</td>
<td>25—Knee to Chest Curls</td>
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<tr>
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<td>10—Hops on Each Foot</td>
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<td>20—Twisting Crunches</td>
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**Directions:** Place an X in each box (or cover it with a coin) when you complete an exercise. See how many different BINGO’s you can get!
1) **Number Writing**: Write numerals 0 to 10.

2) **Object Counting**: Count and tell how many.

Write the number that shows how many ________.

If you circle 10 of the objects, how many more objects are there?

Write an addition sentence to match.

\[ 10 + \underline{\phantom{1}} = \underline{\phantom{1}} \]

3) **Shapes**: Positional Sentence Frames using shapes

Use the shape names to complete the following statements:

- The ________ is next to the ________.
- The ________ is above the ________.
- The ________ is below the ________.
4) **One Less Than**: Write or tell someone the number that is 1 less than the number given.

What number is one less than 3? ________

One less than 12? ________

Name the number that is one less than 6? ________

One less than 14? ________

What number is one less than 9? ________

5) **Cube Train**: Write an addition sentence to show the numbers that match each cube train

2 + _______ = _________

_______ + __________ = __________

_______ + __________ = __________

6) **Finger Play**: Have one partner hold up any number of fingers on two hands. Have the other partner write the numeral that shows the number of fingers.

Extra Practice: If your partner wrote a number, how could you show that many fingers?
7) **Ten Frame Counters**: How many counters are there in all?
How did you count them? Try counting them again in a different way.
Write the number that represents how many counters in all.

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Say all the sounds in the word- "bat," you say, /b/ /a/ /t/

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For this week's lesson, we're going to design and build a blanket fort! Blanket forts provide children of many ages with a fun and engaging way to use their imaginations and creative problem-solving skills. They may also provide younger children with a quiet place to be alone and relax or deescalate and self-regulate their emotions.

1. Identify the problem and ask questions. How can I build a blanket fort? What materials do I need to build a blanket fort? What can I do in or how can I use a blanket fort?
2. Brainstorm ideas which might answer these questions.
3. Make designs! Draw pictures of how you would like your blanket fort to look and function.
4. Build your blanket fort based upon your design! See below for tips and directions.
5. After you've completed your fort, don't forget to share your results and show off your hard work!