**Distance Learning for Kindergarten**

Week 9: October 19-23, 2020 Subject: Social Studies

Topic: Community/Community Helpers/Self- Control/Rhymes/PBIS

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| **This Week’s Learning Goal****Introduction to the lesson**1. Hi Students and Parents! For this week’s lesson and activities your child will continue to learn about our community and Community Helpers. Review our word of the month “Self-Control”. **Self – Control** is to be able to control oneself. Keeping hands and feet to yourselves.

**Lesson objectives*** I can name the rules at LBJ Elementary School.
* I can state the PBIS rules.
* I can say the nursery rhymes.
* I can say the Pledge.
* I can say the LBJ’s Mission Statement.
* I can say the School Wide Learner Outcomes (SLO).
* I can say the Vision Statement.
* I can sing the national anthem “Start Spangled Banner”.
* I can share information about myself.
* I can say the rules.
* I can name my family members.
* I can say my birthday.
* I can name my friends.
* I can show self-control.
* I can state what a community is.
* I can name community helpers.

 **Lesson Activities**For this lesson, you will continue talking to your child about School Rules, PBIS Matrix, introduce and teach the 2nd Quarter Nursery Rhymes, the Pledge, the Star Spangled Banner and the Fanohge Chamorro. Students will be learning about our community and Community Helpers and review our word of the month “self-control”.**Daily Activity: Say Pledge, the Star Spangled Banner and the Fanohge Chamorro. Review School Rules, PBIS Matrix, 2nd Quarter Nursery Rhymes, Songs*** Being proud of who you are.
* Have your child talk about their interest.
* Being important, unique, different and special.
* Identifying parts of their body
* Know their birthday
* Naming family members
* Naming friends
* Discussing ways to practice self-control at school, home and in the community.
* Talk about what a community is
* Discuss and name community helpers

**Review - Self-Control**DEFINITION – Stop, and think, before you act.**What is self-control?*** Making good choices even when we don’t feel like it
* Deciding the best way to act and doing that
* Keeping hands and feet to ourselves

**Talk to your child about what a community is and name Community Helpers.**A **Community** – **is a place where people live, work and play.** * is a group of people living together in the same place.
* people in the community help each other and solve problems together.

Name examples of the community with your child (family, school, store, neighborhood, parks) Talk with your child about what work (career or job) is - what people do to make or earn a living Talk with your child about different Community Helpers: police officer, firefighter, guard crossing, paramedic, doctor, nurse, pharmacists, dentists, dental assistants, veterinarian, sanitation worker, mail carrier, bus driver, taxi or cab driver, famer, truck drivers, grocer, governor, mayor, teacher, librarian, barber, chef etc. **When naming community helpers and what they do, talk with your child about the tools or things they will need to do their job:**Examples: **A firefighter** is a community helper whose job is to put out fires and rescue people. Firefighters work in the fire station. The tools they use to put out fires are firefighting hose, portable fire pumps, ladders, axe, and a fire truck.**A mailman or a mail carrier** is a person who brings people their mail or letters, and works in the post office.**A construction** worker builds or fixes homes or roads and buildings. Construction workers use many tools to do their job such as a tape measure, saw, screwdriver, hammer, hard hat, and others. **A grocery clerk** works in the grocery store. Grocery clerks help the customer find the things they are looking for in the store. Assessment: Worksheet 1: Tools We Use- Cut and glue the pictures of tools to match with the community helper.Worksheet 2: Learning Careers Worksheet- Draw a line to match the community helpers with the tools they use.Worksheet 3: Construction Worker- Color the tools of a construction worker.**Lesson Resources**Internet/Computer/technology device Pledge, Vision Statement, Mission Statement, School-wide Learner Outcome posters, School-wide Discipline Expectations, LBJES PBIS Matrix |

**Distance Learning for Kindergarten**

Week 10: October 19- October 23, 2020 Subject: English Language Arts (ELA)

Topic: Focus on Letter Nn/ Recognition and Sounds of all letters/Rhyming Words/Initial Sounds/Sight Words

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| **This Week’s Learning Goal****Introduction to the lesson**Hi Students and Parents! For this week’s lesson and activities, you will be learning about Sight Words, the letter Nn, recognizing and sounds of all letters, reviewing rhyming words and initial (beginning/first) sound.**Lesson objectives*** Name and identify the letter Aa, Mm, Ss, Ee, Rr, Dd, Ff, Ii, Tt and Nn.
* Say the sounds of the letters Aa, Mm, Ss, Ee, Rr, Dd, Ff, Ii, Tt and Nn.
* Write uppercase and lowercase Aa, Mm, Ss, Ee, Rr, Dd, Ff, Ii, Tt and Nn.
* Copy, writing, drawing and complete journal writing.
* Identify rhyming words
* Recognize and name all upper and lower case letters and letter sounds (Aa-Zz).
* Say initial sound in the beginning of a word.
* Read sight words.

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| **Lesson Activities*****Everyday Lessons (Monday-Friday):*** * ***SIGHT WORDS: Have your child read the following words:***

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| **I** | **can** | **the** | **we** | **see** |

* **Identifying Letters: Have your child recognize and name all upper (Capital) - and lowercase letters of the alphabet (Aa-Zz) daily.**
* **Letter Sounds: Practice saying all the letter sounds (Aa-Zz).**
* **Beginning Sounds: Say a three letter word to your child. Have your child tell you the sound they hear at the beginning of the word you say.**

 ***For example:*** ***Parent- “I will tell you a word, you will tell me the sound you hear at the beginning of the word I say.” man”, what sound do you hear in the beginning of the word “man.”*** ***Child response- /m/.**** **Rhyming Words: Rhyming words are words that sounds the same at the end. Have your child review rhyming words.**

**I , can, the, we, see****\*Reminder: Please have your child write their names on all their worksheets. Thank you!*****Worksheet 1:*** *Practicing Writing: Nn(Upper and Lowercase): Practice writing the letter Nn by tracing the dotted lines correctly. When done tracing, write the letter independently on the lines provided.* (Credit: Annie Moffatt The Moffatt Girls 20)***Worksheet 2:*** *Beginning Sounds: Color the pictures that begin with the /n/ sound.* (Credit: Letter of the Week by Lavinia Pop,2013)***Worksheet 3:*** *Letter Hunt: Color the nests that have the letter Nn on them.* (Credit: 2014 Teachin ’Little Texan*)****Worksheet 4:*** *Beginning Sounds: Say the name of each picture. Write the missing letter to complete the word. Color the pictures.*  |
| **Assignments****Note:** Your child will be given a journal specifically for ELA for them to complete their daily journal writings. Your child will copy the following journal entries into their ELA journals.If your child is unable to copy the journal entries independently you may write the entries onto their journals with a highlighter and your ***child should trace the highlighted parts***. **After copying the journal entries, have your child draw a picture of what the journal entry is about. For ELA journals: the top, blank section is for their drawing and the bottom section is for writing.**  **Journal Writing****Journal entry #1 (Monday)****Today is Monday, October 19, 2020. I can write the letter Nn 5 times.****Journal entry #2 (Tuesday)****Today is Tuesday, October 20, 2020. I can draw pictures that begin with Nn.****Journal entry #3 (Wednesday)****Today is Wednesday, October 21, 2020. Living Things are things that are alive, that grow and change.****Journal entry #4 (Thursday)****Today is Thursday, October 22, 2020. Nonliving Things are not alive or living.****Journal entry #5 (Friday)****Today is Friday, October 23, 2020. I know what to do during an earthquake. Duck, Cover and Hold.** **Activity 1: Sight Words****Make flashcards for the following words:**

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| **I** | **can** | **the** | **we** | **see** |

**Use the flashcards to practice reading sight words daily.****NOTE: If you have access to internet you may have your child watch some of these videos below:**<https://www.youtube.com/watch?v=WP1blVh1ZQM&t=177s> (Letters Aa-Zz)<https://www.youtube.com/watch?v=xZx53RedAZ0> (letter Nn)<https://www.youtube.com/watch?v=uQx-MJVUIzc> (Exercise to Beginning sounds)<https://www.youtube.com/watch?v=JVYa4Vv4mYY> (Initial Sounds)<https://www.youtube.com/watch?v=3Cc1TL-0bXo> (Rhyming Words Game) |
| **Lesson Resources**Worksheets, , Computer, Internet, Letters Aa-Zz (poster/sheet)<https://www.youtube.com/watch?v=WP1blVh1ZQM&t=177s> (Letters Aa-Zz)<https://www.youtube.com/watch?v=xZx53RedAZ0> (letter Nn)<https://www.youtube.com/watch?v=uQx-MJVUIzc> (Exercise to Beginning sounds)<https://www.youtube.com/watch?v=JVYa4Vv4mYY> (Initial Sounds)<https://www.youtube.com/watch?v=3Cc1TL-0bXo> (Rhyming Words Game)Worksheet 1: Practicing Writing: Nn. (Credit: Annie Moffatt The Moffatt Girls 20)Worksheet 2: Beginning Sounds: (Credit: Letter of the Week by Lavinia Pop,2013)Worksheet 3: Letter Hunt: (Credit: 2014 Teachin ’Little Texan) |

**NOTE: Please have your child write their first and last name on each worksheet.**

**Distance Learning for Kindergarten**

 Week 10: October19-23, 2020     Subject: Math

          Topic: writing and identifying numbers, counting to 100, counting objects, 2D shapes, and making sets.

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| **This Week’s Learning Goal****Introduction to the lesson**Hi students and parents, for this week’s lesson your child will be learning how to count to 100, copy numbers (1-10), make sets (0-10), count objects (0-10), identify numbers (0-10), and 2D shapes.**Lesson objectives**I can listen to someone count out loud from 0-100.I can count from 0-100 independently.I can copy numbers 0-10. I can identify numbers 0-10.I can identify and trace two dimensional (2D) shapes.I can count objects 0-10I can make sets for numbers (0-10). |
| **Lesson Activities****Activity #1: (Monday – Friday)**Have your child watch the Youtube video on counting if you have access to the internet. Then have them practice counting (0-100). Video link: Title: The Big Number Song               By: Kids TV 123                 <https://www.youtube.com/watch?v=e0dJWfQHF8Y> **Activity #2: (Monday-Friday) Review 2D shapes**Parents have your child watch the video (if possible). Then after the video review the 2D shapes. You may review using the presentation emailed or the attached mini posters that were in week two’s lesson plan.1. Title: Shapes song

               By: The singing walrus              <https://www.youtube.com/watch?v=OEbRDtCAFdU>**Activity #3: (Monday-Friday)**Parents will help their child create flashcards for numbers (0-10). After the flashcards are created please practice identifying numbers (0-10) with your child.   |
| **Assignments****Monday**Worksheet: writing numbers (0-10)**Tuesday**Worksheet: ordering numbers (0-10)Directions: color the apples and the numbers (at the bottom). Next, cut the numbers. Then, paste the numbers in order (in each apple). **Wednesday**Worksheet: Order match (5-10)Directions: Count and color the objects. Then match the number of objects with the number on the left side. Lastly, paste the objects to match the number.**Thursday**Worksheet: Fish for squaresDirections: color all the squares. **Friday**Worksheet: Halloween (count and write how many?)Directions: Look at each picture at the bottom of the page. You will count how many of each object  is in the entire picture (at the top).Ex: you will count how many ghosts and write in the number of ghosts in the blank box next to the picture  (ghost) at the bottom of the page.  |
| **Lesson Resources**Halloween themes: count and write how many by Kid’s Learning BasketFish for squares by Olivia WalkerOrder Match, writing numbers, and ordering numbers are by Tracy Pippin  |

**Distance Learning for Kindergarten**

Week 10: October 19, - 23, 2020 Subject: Science

Topic: Pumpkins

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| **This Week’s Learning Goal****Introduction to the lesson**Hi Students and Parents! For this week’s lesson and activities your child will learn about the the life cycle of a pumpkin and the parts of a pumpkin, as it relates to how living things, such as plants, grow. **Lesson objectives*** I can verbally tell what I know about pumpkin.
* I can

**Lesson/Daily Activity: (Instructions/Strategies for the week)****Review Vocabulay:*** Life Cycle – the stages a living thing goes through during its life.
* Seed – a part of a plant which can grow into a new plant.
* Sprout – a small growth on a plant.
* Stem – the main stalk of a plant that grows above the ground
* Leaf – the flat part of a plant that helps to make food for the plant.
* Vine – the long stems on a plant that grows on the ground.

**Review Questions:**1. What do you know about pumpkins?
2. Can you tell the stages of how a pumpkin grows?
3. Can you name the parts of a pumpkin plant?
4. Does a pumpkin have a tall stem?
5. What is the stem (of a plant that grows on the ground) called?
6. What other kinds of plants grow from a vine?
7. Is a **pumpkin plant** living or nonliving?
8. Is a **pumpkin** living or nonliving?

**Activty 1: Talk About Pumpkins**1. Make a list of things you know about pumpkins.
2. What are some things made from pumpkins (pie, puree, turnovers, jack-o-lanterns, etc..)
3. Draw a picture of a pumpkin and color it.

**Activity 2: Read a Book about Pumpkins**1. Visit youtube.com and listen to a story about pumpkins.
2. Visit getepic.om and search for a book about pumpkins.
3. Draw a picture about your favorite part in the book and write a sentence about your drawing.

**Activity 3: Sing a Song about Pumpkins -** Introduce the song “I’m a Little Pumpkin”**“I’m a Little Pumpkin”** (to the tune of “I’m a Little Teapot)**I’m a little pumpkin,****Orange and round.** (motion a big circle with both arms to make a pumpkin in the air)**Here is my stem,** (place a fist on your head for a stem)**I grew in the ground**. (slide hands left to right, face down in front of you)**When I get all cut up,** (1 hand, palm facing up, and other hand doing a chopping motion on the palm)**Don’t you shout!** (use an index finger moving left to right to motion no)**Just open me up,** (with stem fist on the head, motion fist upward to pretend to open the stem)**And scoop me out!** (use one arm and hand to make a scooping motion)**Lesson Resources**Youtube.com, getepic.com, journal, pencil, crayons. |

1. What do you know about pumpkins?
2. Can you tell the stages of how a pumpkin grows?
3. Can you name the parts of a pumpkin plant?
4. Does a pumpkin have a tall stem?
5. What is the stem (of a plant that grows on the ground) called?
6. What other kinds of plants grow from a vine?
7. Is a **pumpkin plant** living or nonliving?
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**Distance Learning for Kindergarten**

Week 10: October 19-23, 2020 Subject: Physical Education and Health

Topic: Locomotor skills, Stranger Danger, and Fire drill

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| **This Week’s Learning Goal****Introduction to the lesson**Hi Students! For this lesson, you will have your child practice the basic locomotor skills, stranger danger, and practice what to do during an earthquake.  **Lesson objectives****Physical Education*** I can walk.
* I can run.
* I can jump.
* I can catch a ball.
* I can throw a ball.
* I can play safe.

**Health** * I am able to demonstrate ways to be safe from a stranger.
* I can drop, cover and hold when there is an earthquake..
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| **Lesson Activities**Physical Education Lesson**Activity #1: Practice locomotor skills** Have your child practice walking, running, jumping, catching a ball, and throwing a ball. Health Lesson**Activity #2: Stranger Danger – Practice “Safety Rules”** 1. Review the definition of a **stranger.** it is someone you do not know.
2. Review the word “Safety.” Now introduce the word, “**safety rule.”** A **safety rule** is a rule that keeps you safe. Explain that a safety rule are rules that apply at different places and in different times. For example, there are safety rules to follow at home, school, or out in the community. Make a red stop sign for students to raise during the safety questions. If the sentence tells us it is not safe, raise your stop sign. If the sentence tells us it is safe, keep your stop sign down. The following are suggested rules:
3. I will not give my name and address to a stranger if I answer the telephone.
4. I will talk to strangers.
5. I will not go near a care driven by a stranger.
6. I will remember what I saw with the stranger. (color, numbers/letters, etc.)
7. I will not tell an adult if a stranger tried to take me away.
8. I will take anything from a stranger because it’s free.
9. I will be free to walk around the mall and not stay with my parent or guardian.
10. I will not look at the strangers face or body.
11. I will know where the “Safe Home” is in my neighborhood.

Review the safety rule and have your child share the reasons that they should practice each one. Your child should demonstrate that they will protect themselves from people who might harm them and from possible violence. Create a “Safety Password.” A “Safety Password” is a secret word that you and your child create. This secret “Safety Password” is only between you and your child. If you send someone to pick up your child due to an emergency, you can feel comfortable knowing that your child would only go if the “Safety Password” is given. Please remind your child that only you (the parent) and your child know the “Safety Password.” Change it only if necessary. Health Lesson**Activity #3: Fire Drill** 1.Sit with your child and review Earthquake Safety. (Drop, Cover, and Hold)2.Sit with your child and discuss Fire safety. Ask your child, “What should you do if your clothes catch fire?Talk about what might happen. Tell your child that if their clothes catch fire they need to “Stop, Drop and Roll.”PRACTICE AT HOME1. Have a family meeting to plan how to be safe if there is a fire.
2. Talk about what to do if the fire alarm goes off or if you smell smoke.  Don’t panic!
3. Walk quickly and get out. DO NOT RUN!  Know two ways to get out.
4. Once you are outside, you should have talked about where to meet your family. Plan a “Meeting Place” so you can be sure everyone is together and safe.  DO NOT GO BACK IN!
5. Call 911.
6. Wait until it is safe to go back in.

Practice Stop, Drop and Roll. |
| **Assignment**Physical Education**Assignment #1:Dance Party – Simon Says**Instructions:You are going to put on some games and music so you can follow directions and perform movements by listening. Watch the videos (use the links below) and listen to directions on how to play the game. Remember, you have to do listen carefully so you don’t make a mistake. You may do this game with everyone at home, have fun! 1. First watch the two YouTube videos to show you how to do the game “Simon Says.”

 Simon Says Game for Children: <https://youtu.be/90GBmRLMtfM> By: Patty Shukla  How to Play Simon Says With Bloopers!: <https://youtu.be/5c-O_r6_FHI> By Show Me How Parent Video  1. Then play this YouTube video. This video only has the music so you will challenge yourself to do the chicken dance on your own.

 Simon Says Song for Children: https://youtu.be/OkO8DaPlyXo By Patty Shukla Watch “Let’s plan Simon Says!” On YouTube : <https://youtu.be/YxCrfT4LSF4> by Chameleon Theatre Health **Assignment #2:Stranger Danger****Directions:** Your child will complete this assignment in their content journal. Question: (part 1)What is a stranger? (answer in a complete sentence). (part 2) Draw you saying “NO” to a stranger offering you something that is free. |
| **Lesson Resources** Simon Says Game for Children: <https://youtu.be/90GBmRLMtfM> By: Patty Shukla  How to Play Simon Says With Bloopers!: <https://youtu.be/5c-O_r6_FHI> By Show Me How Parent Video  Simon Says Song for Children: https://youtu.be/OkO8DaPlyXo By Patty Shukla Watch “Let’s plan Simon Says!” On YouTube : <https://youtu.be/YxCrfT4LSF4> by Chameleon Theatre |