

# KINDER A AND B

WEEK 1 PLAN

ACTIVITIES AND LINKS

# Day 1

## Language Arts:

**Objective:** Develop a reading comprehension.

**Activity:** The student must read the small text titled " Football". After, answer the questions below about the story. (worksheet #1)

## Foundation-Writing:

**Objective:** Recognize digraph sounds.

**Activity:** Watch the video as a review of the digraph sounds

[https://www.youtube.com/watch?v=NK8\\_Tvu6bJk](https://www.youtube.com/watch?v=NK8_Tvu6bJk)

Students will choose a word with a digraph and write a sentence with it on their writing journals and make a drawing.

## Math:

**Objective:** Recognize and name 3D shapes.

**Activity:** Watch video as a review of the shapes name

<https://www.youtube.com/watch?v=ZnZYK83utu0>. After students must complete the book pages: 597, 598, 599, 601 and 602.

# Day 2

## Language Arts:

**Objective:** Review sight words.

**Activity:** Remember students the use of each sight word.

-**all:** is used when you're referring to everything. Everything is included.

-**he:** pronoun used for boys.

-**no:** used when we are giving a negative answer to something or when you have nothing of something.

-**she:** pronoun used for a girl.

Then students will complete the sentences on page 58 of their Journeys book using the sight words.

## Foundation-Writing:

**Objective:** Use trick word **my**.

**Activity:** Explain that we use the trick word **my** when we are talking about when something belongs to me.

Students will write a sentence using the trick word **my** and make a drawing on their writing journals.

## Math:

**Objective:** Identify the difference between 2D and 3D shapes .

**Activity:** Watch video as a review of the shapes name <https://www.youtube.com/watch?v=2cg-Uc556-Q> and <https://www.youtube.com/watch?v=UDQDyx59QY4>

After students must complete the book pages: .603, 604, 605, 607 and 608.

# Day 3

## Language Arts:

**Objective:** Develop a reading comprehension.

**Activity:** The student must read the small text titled "Olivia". After, answer the questions below about the story. (worksheet #2)

## Foundation-Writing:

**Objective:** Recognize digraph sounds.

**Activity:** Watch the video as a review of the digraph sounds

[https://www.youtube.com/watch?v=NK8\\_Tvu6bJk](https://www.youtube.com/watch?v=NK8_Tvu6bJk)

Students will classify the words depending on the digraph they read (worksheet #3)

## Math:

**Objective:** Recognize and name 3D shapes.

**Activity:** Watch video as a review of the shapes name

<https://www.youtube.com/watch?v=ZnZYK83utu0>. After students must try and model a cube using straws or sticks and clay. Take a picture of the result and send it to the teacher. Then complete Math book pages 613 and 614.

## Leader In Me:

**Objective:** Introduce habit 6.

**Activity:** Watch the story <https://www.youtube.com/watch?v=b-J6axfnw9E>. Then talk about what happened when they didn't work as a team versus as when each one used their skill and worked as a team.

# Day 4

## Language Arts:

**Objective:** Identify the exclamation point .

**Activity:** Explain that an exclamation point is used when you have a strong feeling. It could be of happiness, anger or it could be that you are surprised. Students will write two sentences using an exclamation point (Green Notebook).

## Foundation-Writing:

**Objective:** Use trick word **this**.

**Activity:** Explain that we use the trick word this when we are mentioning something that we can touch, that are near us.

Students will write a sentence using the trick word **this** and make a drawing on their writing journals.

## Math:

**Objective:** recognize concept above and below.

**Activity:** Go around the house and name things that are above like: ceiling, shelves, light bulbs. Things that are below like: the floor. Put an object below a table and one above and make students name which is the object above and which one is below.

After students finish complete the book pages: 615, 616, 617, 619 and 620.

# Day 5

## Language Arts:

**Objective:** Identify the exclamation .

**Activity:** Review exclamation sentences. Elaborate orally some sentences. Ask the kids to identify which ones are exclamations or simple sentences. Complete page 66 of the Journeys book.

## Foundation-Writing:

**Objective:** Recognize digraph sounds.

**Activity:** Watch the video as a review of the digraph sounds

[https://www.youtube.com/watch?v=NK8\\_Tvu6bJk](https://www.youtube.com/watch?v=NK8_Tvu6bJk)

Students will color the digraph they listen to in each picture (worksheet #4) (teacher ,wheel, telephone, thorn, bush, thorn, cash and church)

## Math:

**Objective:** Recognize concept next to and beside.

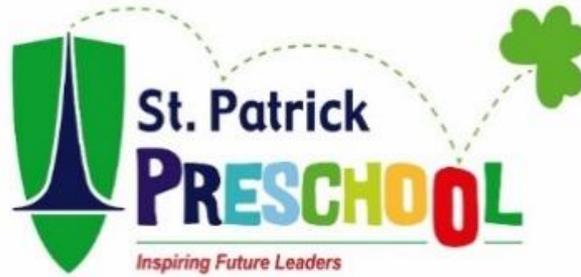
**Activity:** Watch the video <https://www.youtube.com/watch?v=niPyVnC6W5g>.

Then parents will name objects that are around the house and students will name things that are next to or beside that object. After students will complete math book pages 621, 622, 623, 625 and 626.

## Leader In Me:

**Objective:** Habit 6

**Activity:** Remember what is strength. Remember that a strength is something you are good at, it could be a sport, or a subject in class, drawing, cleaning. Students must think a strength they have. Then complete pages 58 and 59 of their Leader In Me book.



# KINDER A AND B

WEEK 2 PLAN

ACTIVITIES AND LINKS

# Day 1

## Language Arts:

**Objective:** Develop a reading comprehension.

**Activity:** The student must read the small text titled " Spring". After students will have to organize the pictures in the correct order of the story. (worksheet #5)

## Foundation-Writing:

**Objective:** Leave space between words.

**Activity:** Remember students that when you are writing a sentence you have to leave a finger space between words for a better understanding of the message they are writing. Students will complete the sentence **When I go to the park I like to \_\_\_\_\_**. They will write it and draw it on their writing Journal.

## Math:

**Objective:** Recognize concepts in front and behind.

**Activity:** watch the video <https://www.youtube.com/watch?v=xERTESWbqhU>. Then complete the math book pages: 627, 628, 629, 630 and 631.

# Day 2

## Language Arts:

**Objective:** Identify the use of sight words do- down.

**Activity:** Talk about the use of the sight words do and down.

**-do:** we use it when we are making something.

**-down:** positional word that we use when we are referring to an object or a person going in an opposite direction then up.

Students will elaborate two sentences, one with do and the other with down and write them in the notebook (Green Notebook).

## Foundation-Writing:

**Objective:** Use trick word **he** and **she**.

**Activity:** Explain that the trick words he and she are pronouns and we use it for girls and boys.

Students will choose the pronoun that belongs to their gender and write a sentence using it on their writing journals.

## Math:

**Objective:** Compare lengths. Use concepts longer than, shorter than or same length.

**Activity:** Look for objects around the house like pencils, pens, brushes, rulers, clips, etc. Then grab two objects and compare them, students will answer which one is longer and which one is shorter or if they are the same length.

After students finish complete the book pages: 649, 650, 651, 653 and 654.

# Day 3

## Language Arts:

**Objective:** Identify the use of sight words do- down.

**Activity:** Review the use of:

-**do:** we use it when we are making something.

-**down:** positional word that we use when we are referring to an object or a person going in an opposite direction then up.

Students will complete the Journeys book page 67.

## Foundation-Writing:

**Objective:** Recognize ending sounds

**Activity:** Review the concept ending sound by telling students that the ending sound in a word is the last sound you listen to when you are saying the word. For example if I say hat the ending sound is -t. If I say cap the ending sound is -p. Then student will complete a worksheet about ending sounds (worksheet #6).

## Math:

**Objective:** Compare heights. Use concepts taller than, shorter than or same length.

**Activity:** Look for objects around the house like pencils, pens, brushes, rulers, clips, etc. Then grab two objects and compare them, students will answer which one is taller and which one is shorter or if they are the same length.

After students must complete the book pages: 655, 656, 657, 659 and 660.

# Day 4

## Language Arts:

**Objective:** Use concept plural or singular.

**Activity:** Explain that when we are talking sometime we mention 1 or more than one of something (nouns). That when we are talking about one we say is singular like for example: cat. But when we are talking about more than one we say it is plural, for example: cats. When can know very fast if a noun is plural or singular because the plural has an s at the end and the singular doesn't like we sw with cat-cats.

Students will divided the notebook page in two columns on one side will write singular and the other plural. In the singular side students will write: dog, kid, car, bird, teacher, ball. They will have to change it to plural on the plural side of the page.

## Foundation-Writing:

**Objectives:** Recognize ending sounds

**Activity:** Review the concept ending sound by telling students that the ending sound in a word is the last sound you listen to when you are saying the word. For example if I say box the ending sound is -x. If I say mug the ending sound is -g. Then student will complete a worksheet about ending sounds (worksheet #7).

## Math:

**Objective:** Compare weights. Use concepts heavier than, lighter than or same weight.

**Activity:** watch the video <https://www.youtube.com/watch?v=ybEU-6U7s8k>. Then grab some fruits or vegetables. Choose two and put one in each hand and say which one is heavier and which one is lighter.

Do the same with other fruits or vegetables.

After students finish complete the book pages: 667, 668, 669, 671 and 672.

# Day 5

## Language Arts:

**Objective:** Use concept plural or singular.

**Activity:** Review the concepts of singular and plural of the day before. Then students will complete the page 72 of their Journeys book.

## Foundation-Writing:

**Objectives:** Recognize middle sounds

**Activity:** Review the concept middle sound by telling students that the middle sound in a word is the second sound you listen to when you are saying the word. For example if I say box the middle sound is -o. If I say mug the ending sound is -u. Then student will complete a worksheet about middle sounds (worksheet #8).

## Math:

**Objective:** Review concepts for height, length and weight.

**Activity:** Watch the video [https://www.youtube.com/watch?v=X\\_97AO2SkGU](https://www.youtube.com/watch?v=X_97AO2SkGU).

After students will complete math book pages 673, 674, 675, 677 and 678

## Leader In Me:

**Objective:** Habit 6

**Activity:** Review the concept of strength. Reinforce that each one has a skill or strength that makes us who we are and that each of us is different. And that makes us special and no one is better than the other we are just different. Then complete pages: 60 and 61 of their Leader In Me book.