

**Supplemental Resources May 18 - June 5**

May 18, 2020

Hello Parents,

Thank you for all of your hard work in helping to finish this school year with your child. We know many of you are balancing your own work requirements from home while helping to teach your children. We truly appreciate your partnership. In this final packet, you will find work for May 18th- June 5th. The packet is organized by week with a heading to divide each week. A choice board has been added for art, music, and P.E. We hope you will find these changes helpful. Your child's teacher will be providing activities to close out the school year for the last two days, June 8th and 9th.

Please remember, while we encourage engagement in the activities, they continue to be optional and completed work will **not** need to be returned to school for grading or credit. If you find you need more resources, please check the UCPS EmpowerED Family Portal on our website www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Recursos Suplementarios Mayo 18 - Junio 5



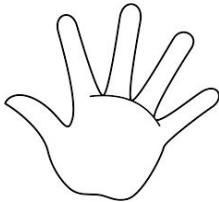


Estimados padres,

Gracias por todo su arduo trabajo ayudando a que su hijo termine este año escolar. Sabemos que muchos de ustedes están balanceando sus propios requisitos de trabajo desde casa, mientras ayudan a enseñar a sus hijos. Apreciamos su colaboración. En este paquete final, encontrará trabajo para las semanas del 18 de Mayo al 5 de Junio. El paquete está organizado por semanas, con un encabezado para dividir cada semana. Se ha agregado un tablero de opciones para arte, música y educación física. Esperamos que estos cambios sean útiles. El maestro de su hijo le proporcionará actividades para cerrar el año escolar durante los últimos dos días, 8 y 9 de Junio.

Por favor recuerde, si bien alentamos la participación en las actividades, estas continúan siendo opcionales y el trabajo que complete no debe ser devuelto a la escuela para su calificación o crédito. Si necesita más recursos, consulte el Portal familiar de UCPS EmpowerED en nuestro sitio web www.ucps.k12.nc.us/domain/2917.

Manténgase seguro y saludable!

K-2 Art Choice Board

<p><u>Create It!</u></p> <p>Create a thoughtful card for a family member.</p> 	<p><u>Plan & Design It!</u></p> <p>How many things can you find in your house that are the same color? Lay them out and count them.</p> <p>Bonus: Can you make a list of the colors of the rainbow...then count them?</p>	<p><u>Imagine It!</u></p> <p>Draw yourself as a superhero! What powers do you have? Do you have a sidekick?</p> 
<p><u>Imagine It!</u></p> <p>With parent permission, go outside and create a leaf person using sticks, rocks, and leaves.</p> <p>Bonus: Can you also create a leaf cat or dog? What about an entire leaf family?</p>	<p><u>Create It!</u></p> <p>Trace your hand, now fill your palm and each finger with a different pattern.</p> 	<p><u>Plan & Design It!</u></p> <p>Draw your favorite toy.</p> <p>Now draw a toy you would love to have or even design a new toy no one's thought of yet!</p>
<p><u>Imagine It!</u></p> <p>Make a scribble on a sheet of paper.</p> <p>Now give it arms, legs, and eyes...you made a Scribble Critter!</p>	<p><u>Plan It & Design It!</u></p> <p>Draw your favorite two animals but combine them into one animal!</p> 	<p><u>Create It!</u></p> <p>With parent permission, go outside and find a cool bug. Now draw it!</p> 

ART ACTIVITY SPACE

(Use this page for your Art Choice Board writing/drawing activities.)

MUSIC CHOICE BOARD Grades K-2

Sing your favorite song to a stuffed animal or action figure audience.



Read your favorite book. Find things around your home to add sound effects to the story.



Choose a song and practice keeping a steady beat by clapping or stomping your feet while you listen.



Create an instrument out of recycled materials (like bottles, cans, boxes) Use your "new" instrument to play along with one of your favorite songs.



Have a parent, friend, or family member share one of their favorite childhood songs. Learn it then sing it together.



Listen to a song you've never heard before. Draw a picture or write a short story about how it makes you feel.

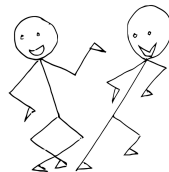


Go outside and listen. Make a list of everything you hear.



Can these sounds be sorted into groups?

Create a repeated rhythm pattern using body percussion such as claps, pats, snaps, and stomps.

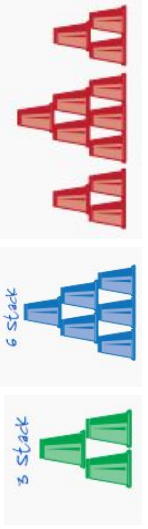




Play Freeze Dance with your family!



*(Use this page for your **Music Choice Board** writing/drawing activities)*

Pre-Kindergarten - 2nd Grade Physical Education Choice Board

<p><u>Improve It</u></p> <p>Day 1: Walk 9 Minutes, Jog 1 Day 2: Walk 8 Minutes, Jog 2 Day 3: Walk 7, Jog 3 Day 4: Walk 6, Jog 4 Day 5: Walk 5, Jog 5 (Pre-K - Feel free to make your own)</p>	<p><u>Make It</u></p> <p>Create these three cup towers and then make your own.</p>  <p>Speed Stack - Teacher Guide</p>	<p><u>Play It</u></p> <p>Play catch with a family member and see how many catches in a row you can get.</p> <p>Challenge: Increase your distance after 10 catches.</p>
<p><u>Ask It</u></p> <p>Ask each member of your family what their favorite activity or sport was when they were in elementary school.</p>	<p><u>Breathe It</u></p> <p>Complete the following poses for 30 seconds each.</p>  <p>www.freepngclipart.com</p>	<p><u>Complete It</u></p> <p>Complete the following workout 3x.</p> <ul style="list-style-type: none"> 10 Jumping Jacks 5 Star Jumps 10 Sit-ups 10 Scissor Jumps 5 Frog Jumps
<p><u>Family Game</u></p> <p>Play a game with your family.</p> <p>Examples: Board Game, Outside Game, Inside Game</p>	<p><u>Eat It</u></p> <p>Eat a meal with your family that includes at least three different food groups.</p>  <p>choosemyplate.gov</p>	<p><u>Create It</u></p> <p>Create your own game, don't forget the rules.</p> <p>Take a picture and have your parents share it by email to your school or on social media.</p>

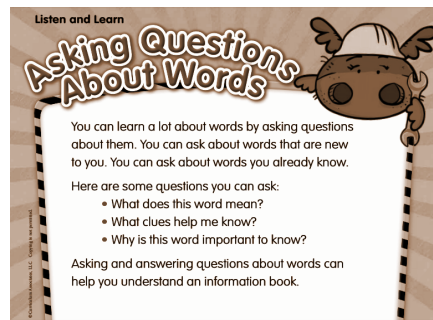
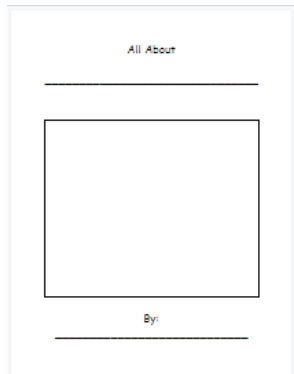
Supplemental Print Lessons

Week of May 18-22

Grade: Kindergarten

Subject: Language Arts


Week of: May 18

STANDARD	ACTIVITY	LESSON SUPPORT
<p>RI K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>Reading</p> <ul style="list-style-type: none"> Have or help your child read the <u>Ladybugs</u> nonfiction text. If you come across a word that interests your child or maybe it is unfamiliar, put a post-it note on that page, or mark it in some way. At the end of the book go back to one or two words and talk about. Use the Asking Questions About Words document for guidance. <ul style="list-style-type: none"> Questions to ask: What does this word mean? What clues help me know? Why is this word important to know? <p>Example Word: soft and clear Page 8. Ladybugs have four wings. Two are hard and shiny. Two are soft and clear.</p> <p>The words soft and clear are confusing to me on this page. How can a wing be soft or clear? If it's soft, how does it help the ladybug fly?</p> <p>If I look at the picture I can see the four wings and I see how the two on top are the hard ones. Maybe those are for flying and the other two that are soft just help a little.</p> <p>The picture helps me understand how wings can be clear too. They kind of look like a window screen.</p>	<p>Use the book <u>Ladybugs</u> below or use <u>Ladybugs</u> by Lisa Amstutz (*must be logged in into myON).</p>  <p>(Larger image below)</p>
<p>W.K.2 Use a combination of drawing, dictating, and writing, to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>Writing</p> <ul style="list-style-type: none"> Write an all about book on ladybugs or a nonfiction book that you have read. To write your book, use the information you learned about the topic. Write facts that you learned on each page of the book. Draw pictures to match the facts. 	<p>Writing Paper Options: Use notebook paper, plain paper, or use the lined paper in this packet.</p> 

<p>RI K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>Reading</p> <ul style="list-style-type: none"> • Reread the nonfiction text <u>Ladybugs</u> or a nonfiction book that you have at home. • At the end of the book go back to one or two words and talk about them using the Asking Questions About Words document for guidance. <p>Activity Sheet:</p> <ul style="list-style-type: none"> • Fill in the Ladybugs Activity Sheet using the vocabulary from this text. Discuss the word used in the blank. 	<p>Use the book <u>Ladybugs</u> below or use <u>Ladybugs</u> by Lisa Amstutz (*must be logged into myON).</p> <ul style="list-style-type: none"> • Ladybug Activity Sheet can be found on the last page of the book.
<p>RF. K3b Some letters are vowels and every word has one. Vowels in CVC (consonant-vowel- consonant) words are short.</p>	<p>Word Study</p> <ul style="list-style-type: none"> • Changing the vowel to create a new word activity sheet. 	<p>Answer key: Net, nut, not Cap, cop, cup Fun, fin, fan Tan, ten, tin</p>

Listen and Learn

Asking Questions About Words



You can learn a lot about words by asking questions about them. You can ask about words that are new to you. You can ask about words you already know.

Here are some questions you can ask:

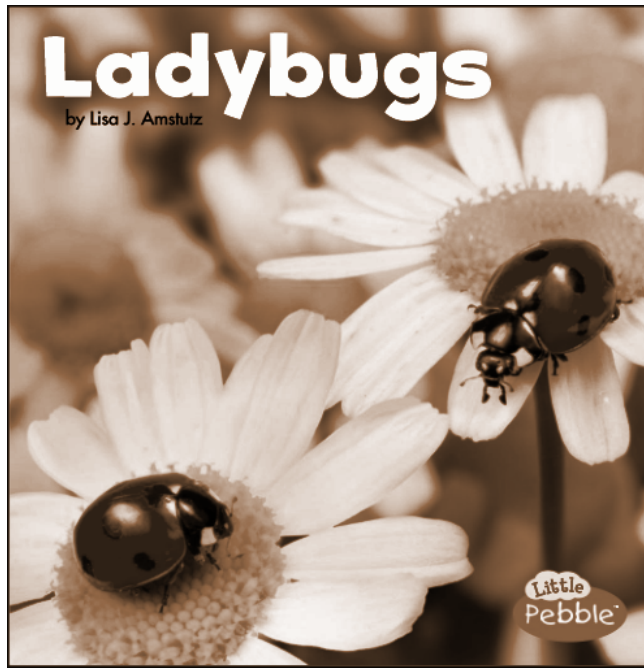
- What does this word mean?
- What clues help me know?
- Why is this word important to know?

Asking and answering questions about words can help you understand an information book.

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Ladybugs

by Lisa J. Amstutz



Colors

Look! There is a ladybug!
It is red with black spots.



There are about 5,000 kinds of ladybugs. Some are yellow and black. Some are black and orange.



6



7

Ladybugs have four wings. Two are hard and shiny. Two are soft and clear.



8



9

Ladybugs have six legs.
They make stinky goo.
It keeps hungry animals away.



10



11

Lunch

Two antennae smell food.
Most ladybugs eat
small bugs.



12



antennae

13

Ladybugs are helpers!
They eat pests.
Pests hurt plants.



14



15

Growing Up

A ladybug lays tiny eggs.
She hides them under a leaf.



16



17

A bumpy larva comes out of each egg. It grows.
It sheds its skin.

18

19

The larva makes a case.
Inside, it turns into an adult.
It flies away. **Goodbye!**

case

20

21

Ladybugs Activity Sheet:

Ladybugs use _____ to smell food.

Stinky _____ keeps hungry animals away.

A bumpy _____ comes out of each egg.

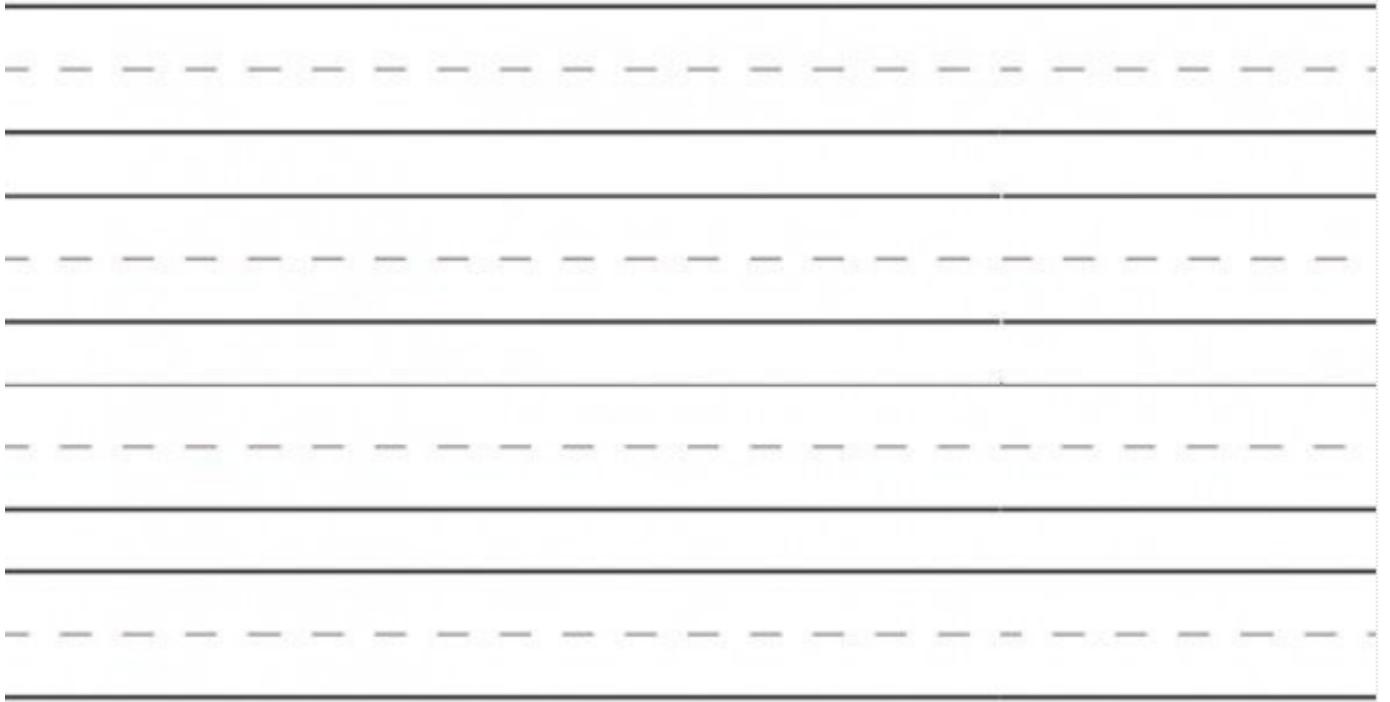
As the ladybug grows, it sheds its skin.

Write what you think sheds its skin means. _____




All About




A large, empty rectangular box with a thin black border, intended for a drawing or a detailed description.




By:



Change the middle sound to create a new word. Change any letter of your choice to create your own word in the last box.

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	→		→		→	<div data-bbox="1239 636 1490 852" style="border: 1px solid black; width: 155px; height: 103px;"></div>
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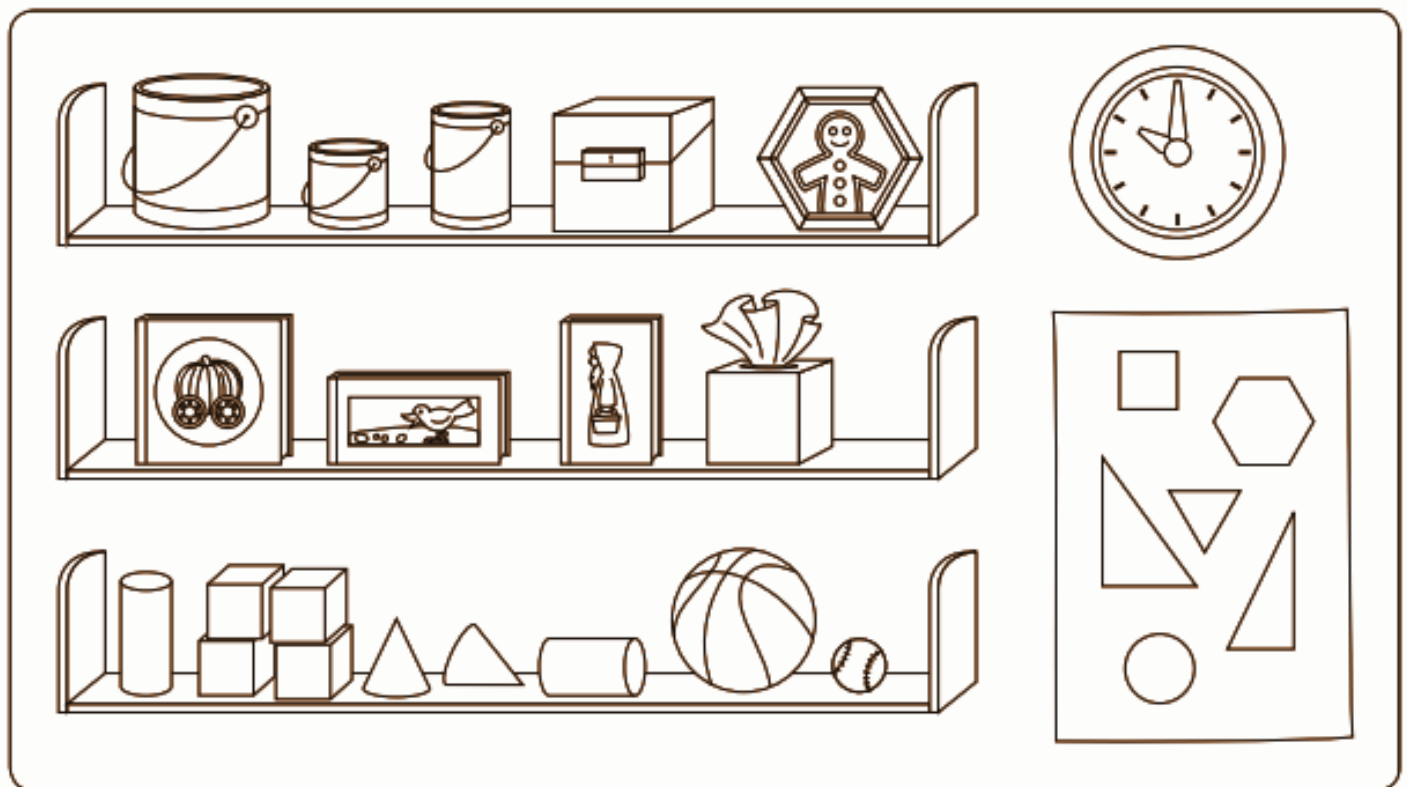
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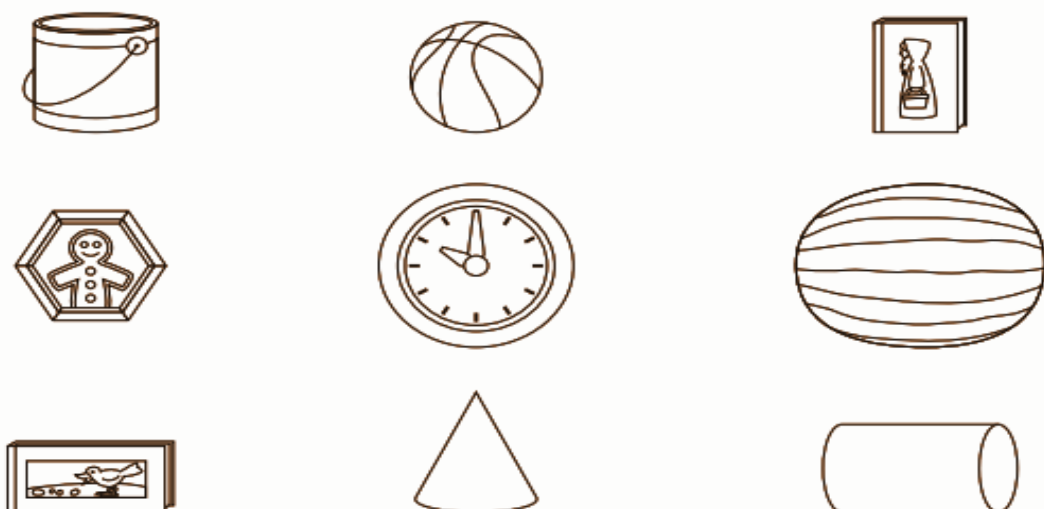
STANDARD	ACTIVITY	LESSON SUPPORT
NC.K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.	Comparing Shapes Activity pgs. 267-270 (see below)	Materials Needed: Pencil Color pencils/crayons/markers
NC.K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.	Comparing Shapes-Problem Solving Connection	Materials Needed: Pencil

Compare Shapes

Pgs. 267-270

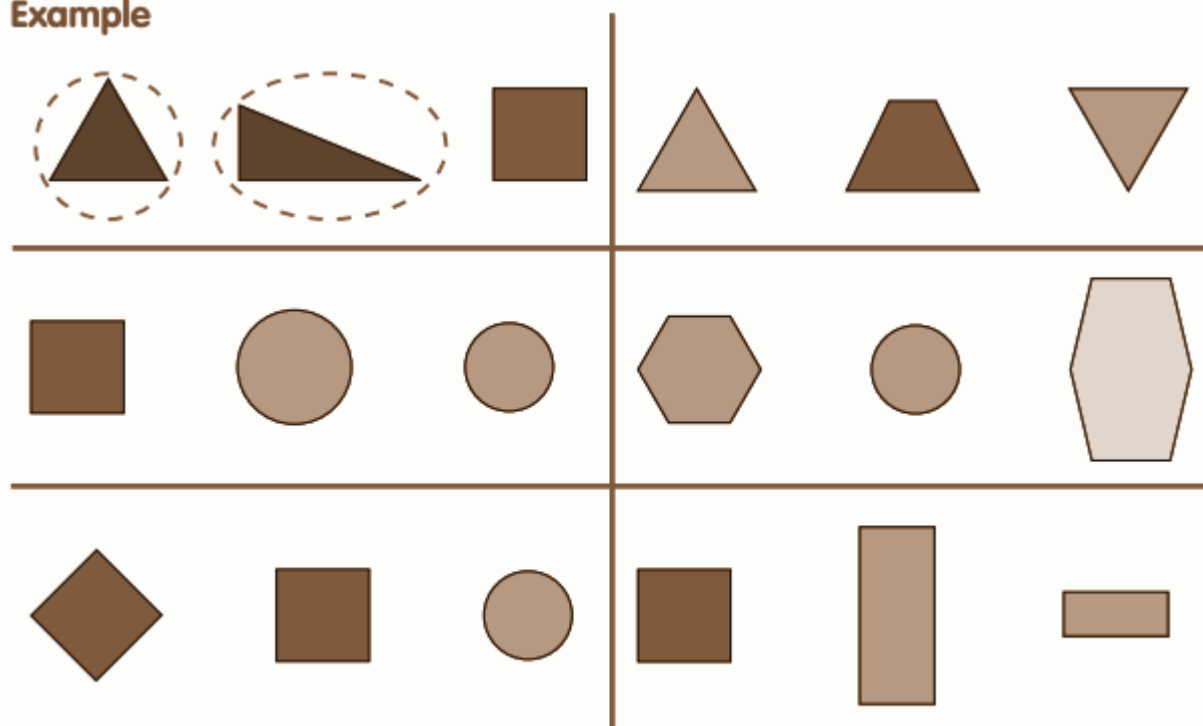


Direct your child's attention to the shapes poster below the clock. Have your child color all the shapes with 3 sides. Then direct your child's attention to the top shelf. Tell your child to color the shapes that have corners one color and shapes that have no corners another color. Have your child color the rest of the picture.

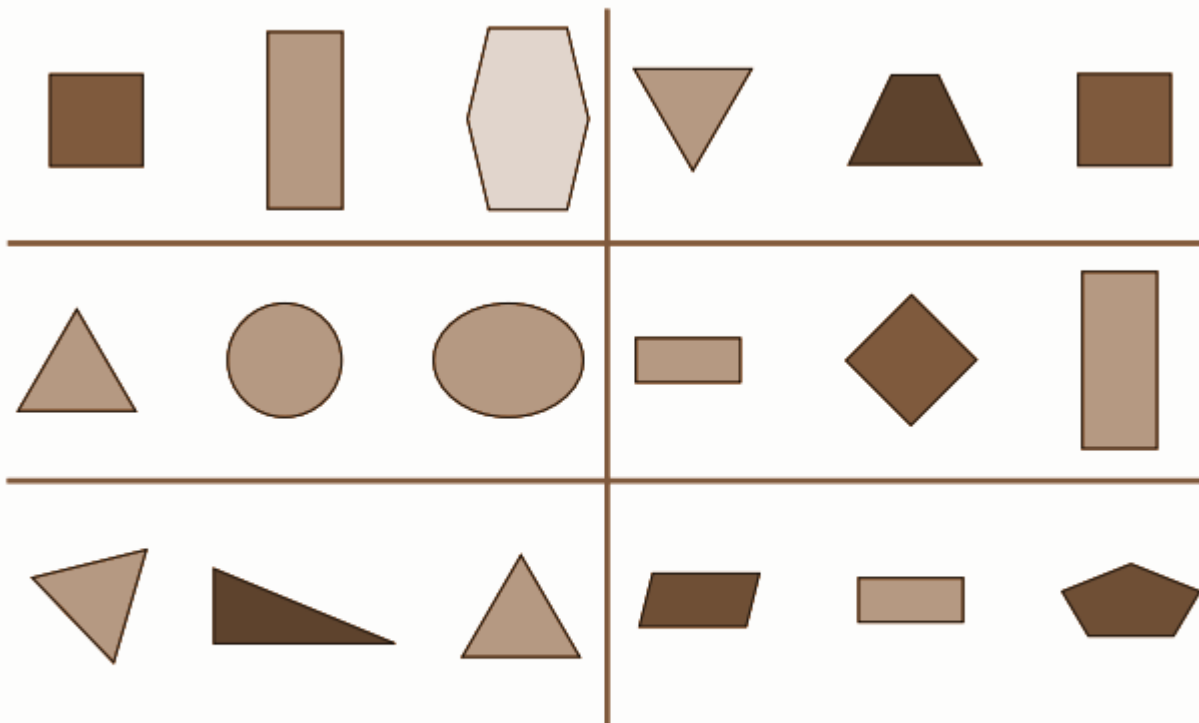


Guide your child to look for shapes that are alike in some way. Have your child color all the shapes that have corners red. Then have your child color all solids that have faces that are circles blue.

Example



Guide your child to ring (circle) the two shapes that are most alike. Have your child focus his or her attention on the number of sides, the types of corners, or sides that are the same length. Guide your child to describe both what is alike and what is different.



Guide your child to ring (circle) the two shapes that are most alike. Have your child focus his or her attention on the number of sides, the types of corners, or sides that are the same length. Guide your child to describe both what is alike and what is different.

Compare Shapes Problem Solving Connection

There are 8 blocks on a shelf.

2 fall down.

How many did not fall down?



There are 6 shapes.

**3 of the shapes are triangles
and the rest are not.**

**How many shapes are
not triangles?**




There are 10 toys on a shelf.

**Some are blocks
and some are balls.**

**How many toys can be blocks
and how many can be balls?**



STANDARD	ACTIVITY	LESSON SUPPORT																				
<p>Day 1 K.L.1.2 Compare characteristics of living and nonliving things in terms of their:</p> <ul style="list-style-type: none">- Structure- Growth- Changes- Movement- Basic needs	<p>How Living Things Move</p> <ol style="list-style-type: none">1. Play a game of FREEZE: Have students move around and then challenge them to see how long they can stay frozen without moving.2. After giving students have a chance to freeze, ask students the following questions:<ul style="list-style-type: none">• What did it feel like when you were moving & then stopped?• Was it hard or easy to stay frozen?• Why?• Do you think it was easier to move around the room or to FREEZE & stay that way?3. Have students move like different animals:<ul style="list-style-type: none">○ Rabbit○ Dog○ Horse○ Cat○ Frog○ Fish○ Bird○ Lizard○ Person<ul style="list-style-type: none">• After each movement, have students discuss how each animal moved and students will record the movements on the Movement Chart.4. Then ask the students which animals moved the SAME way?<ul style="list-style-type: none">○ How did these animals move?○ Which animals moved in DIFFERENT ways?5. Read the Movement article to the students. (attached to lessons)<ul style="list-style-type: none">• Have students add Ways Animals Move (see chart on side) on the back of their chart or on a notebook piece of paper.6. Look back at the movement chart<ul style="list-style-type: none">• Beside each animal, write or draw the body part that helps that animal move in a certain way.	<p>Guided Questions: What are some different ways animals move?</p> <ol style="list-style-type: none">1. Discuss the meaning of the word movement:<ul style="list-style-type: none">• movement: how an object changes position from one place to another3.<div><p>Movement Chart</p><table><tr><th>Animal name</th><th>How did it move?</th></tr><tr><td>rabbit</td><td></td></tr><tr><td>dog</td><td></td></tr><tr><td>horse</td><td></td></tr><tr><td>cat</td><td></td></tr><tr><td>frog</td><td></td></tr><tr><td>fish</td><td></td></tr><tr><td>bird</td><td></td></tr><tr><td>lizard</td><td></td></tr><tr><td>person</td><td></td></tr></table></div>4. Students can jot down under the chart what they notice about the following questions or have a discussion.<div><div>Animals move in different ways. They</div></div>5. Ways animals move chart- <div></div>	Animal name	How did it move?	rabbit		dog		horse		cat		frog		fish		bird		lizard		person	
Animal name	How did it move?																					
rabbit																						
dog																						
horse																						
cat																						
frog																						
fish																						
bird																						
lizard																						
person																						

		<p>Extension activity-YouTube video (Animals in Action)</p> <p>6.Students should be able to identify the different ways some animals move.</p>
<p>Day 2 K.L.1.2 Compare characteristics of living and nonliving things in terms of their:</p> <ul style="list-style-type: none"> - Structure - Growth - Changes - Movement - Basic needs 	<p>Different Types of Pets</p> <ol style="list-style-type: none"> 1. Show students different pictures of pets from the Pet Cards attached to the lesson. Show each picture individually and discuss what the students notice about each animal. 2. Students will explore the Pet Cards by sorting them into groups according to their characteristics (color, fur type, tail, size etc.) 3. Students will use the Compare and Contrast Pets template. <ul style="list-style-type: none"> • Choose 2 pets to compare and contrast. • Sketch each pet • Provide at least 3 ways the pets are the same and 3 ways they are different. 	<ol style="list-style-type: none"> 1. You'll use the dog, cat, rabbit, guinea pig, hamster, gerbil, snake, mouse, rat, fish, spider, chipmunk, hermit crab, bird. You don't need to use all of the animals. Have your child choose at least 7 pets to sort. Some of the animals should be pets your child is familiar with and some should be new to them. 2. Guide students into focusing on what features of the pets are the same and what features are different. <ul style="list-style-type: none"> • How many legs • Colors • Fur or no fur • Tails no tails • How they move • Size • Predator or prey <p>Guiding questions to ask:</p> <ul style="list-style-type: none"> • What are some similarities among the pets? • What are some differences? <p><i>Explain to students that many of these pictures are considered pets by some people.</i></p> <ol style="list-style-type: none"> 3. Guide students in being able to explain how pets are similar and different.

Movement Chart

Animal name	How did it move?
rabbit	
dog	
horse	
cat	
frog	
fish	
bird	
lizard	
person	

Movement

You can usually tell that something is alive if it moves by itself without being pushed or pulled. Movement can be seen in both animals and plants. Some animals may not move much, but many others can move very fast. By moving, they are able to catch or find food, escape or hide from enemies, and find mates to have young. Living things may move part or all of their bodies. Plants may be rooted in one place, but they can grow in different directions while their flowers can open and close.

Animals move in different ways.
They may:

- Walk
- Run
- Jump
- Crawl
- Climb

Peregrine falcons can reach a speed of 186mph (300kph) when they dive, making them the fastest animals on Earth.

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Day 2 - Different Types of Pets

Pet Cards

dog



hamster



rat



cat



gerbil



fish



rabbit



snake



spider



guinea pig



mouse



hermit
crab



Compare & Contrast Pets

Draw 2 different pets in these boxes:

--	--

Tell how these pets are the SAME:

1. _____
2. _____
3. _____

Tell how these pets are DIFFERENT:

1. _____
2. _____
3. _____

STANDARD	ACTIVITY	LESSON SUPPORT
K.G.1.2 Use globes and maps to locate land and water features.	<p>Sort the images (following page) into land and water.</p> <p>-Make a list of activities you can do on land and another list of those you can do on the water.</p>	<p>Ask your child: Is the Earth made up mostly of land or water? You may then show them a picture of Earth. The Earth is about seventy percent water.</p>
K.G.1.3 Identify physical features (mountains, hills, rivers, lakes, plains, stream)	<p>1- Provide your child with the Clip Art pictures. Which features are found in your town? State?</p> <p>2. Ask your child to describe the physical characteristics of each physical feature. Examples: This is a hill. We have hills around our town. Hills are landforms. This is a river. A river runs through our town. A river is a body of water. Water is a natural resource. This is a desert. We do not have a desert near where we live.</p>	<p>Use images on the following page</p>

mountain



river



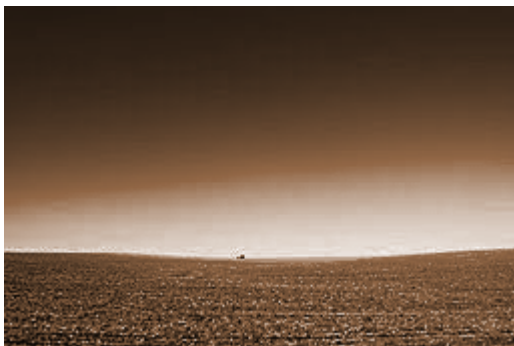
hill



lake



plains



stream



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Supplemental Print Lessons

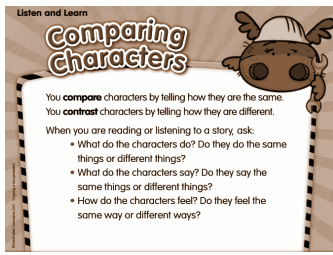

Week of May 26-29

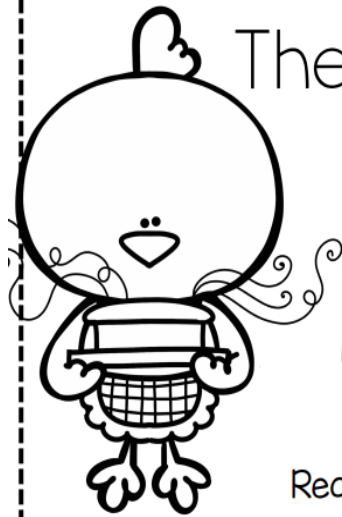
Grade: Kindergarten

Subject: Language Arts

Week of: May 26

No School Monday

STANDARD	ACTIVITY	LESSON SUPPORT
<p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>SL.K.4 Describe familiar people, places, things, and events, with prompting and support, provide additional detail.</p>	<p>Reading</p> <ul style="list-style-type: none"> Read <i>The Little Red Hen</i> story below. Using the Comparing Characters activity below write or talk about the questions. <ul style="list-style-type: none"> What do the characters do that is the same or different? Do the characters say things that are the same or different? Do the characters feel the same way? Extension: Discuss if you think the characters learned a lesson from what happened at the end. Tell why you think that. 	 <p>Extension Examples: A lesson could be that when you don't help others you don't get to enjoy their hard work.</p> <p>Another lesson could be don't follow what others do. Talk about how all three animals said no when they were asked to help.</p>
<p>RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels</p>	<p>Word Study</p> <p>Say and write all the sounds in CVC (consonant -vowel - consonant) words.</p> <ul style="list-style-type: none"> Directions: Look at the picture and say the word. Write the word using the sounds heard. 	<p>Answer Key: vet, net, log, run hug, bat, rug, map</p> 



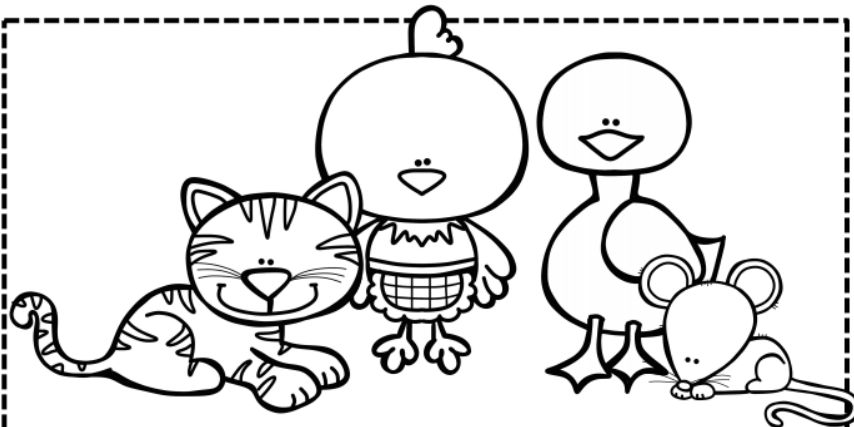
The Story of the **Little Red Hen**

Reader _____

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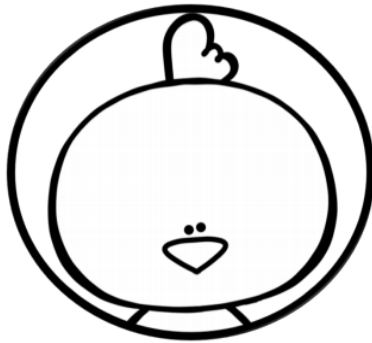
The little red hen lived in a house.



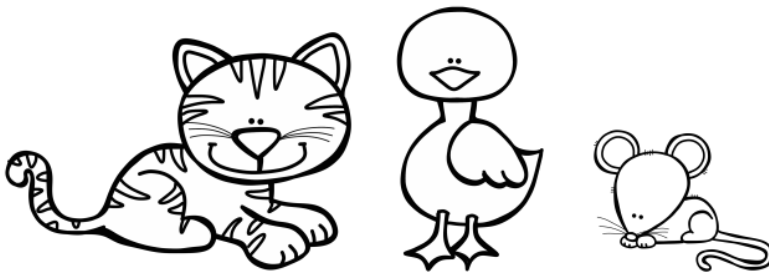
She lived with a cat,
a duck, and a mouse.



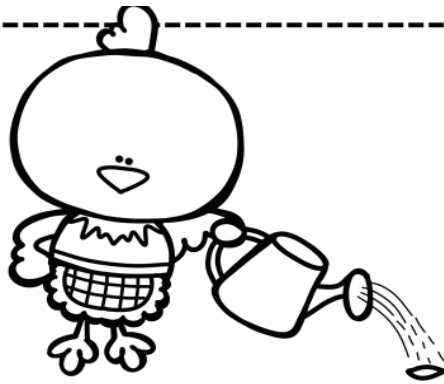
One day, the
little red hen found
some wheat grains
while she was in the
garden.



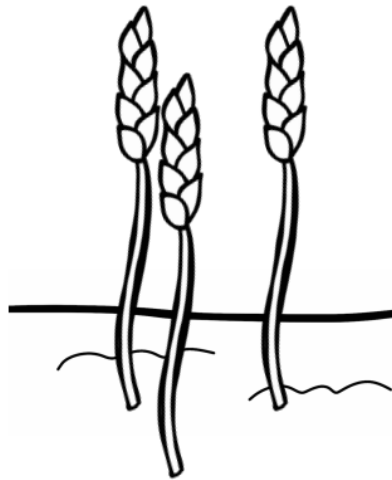
"Who will help me
plant this wheat?"
she asked.



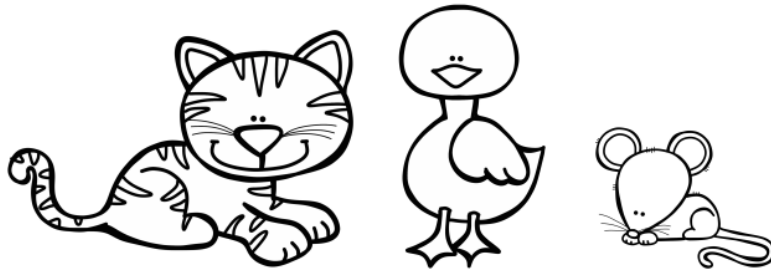
"Not I," said the cat.
"Not I," said the duck.
"Not I," said the mouse.



So the little red hen
did it with no help.



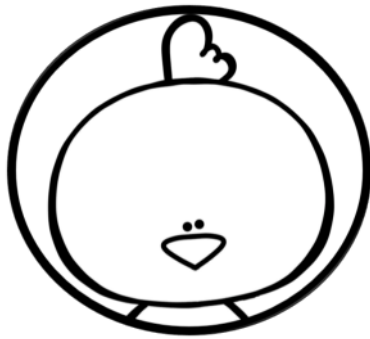
When the wheat
was ready, the
little red hen asked,
"Who will help me
cut this wheat?"



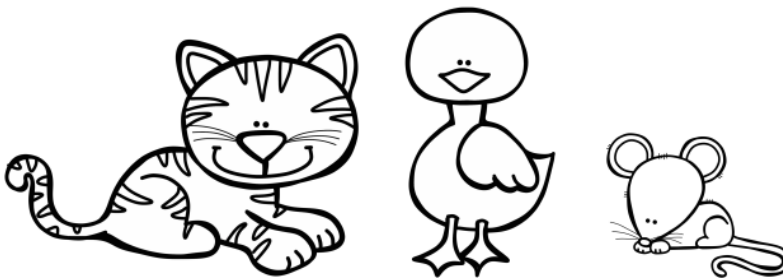
"Not I," said the cat.
"Not I," said the duck.
"Not I," said the mouse.



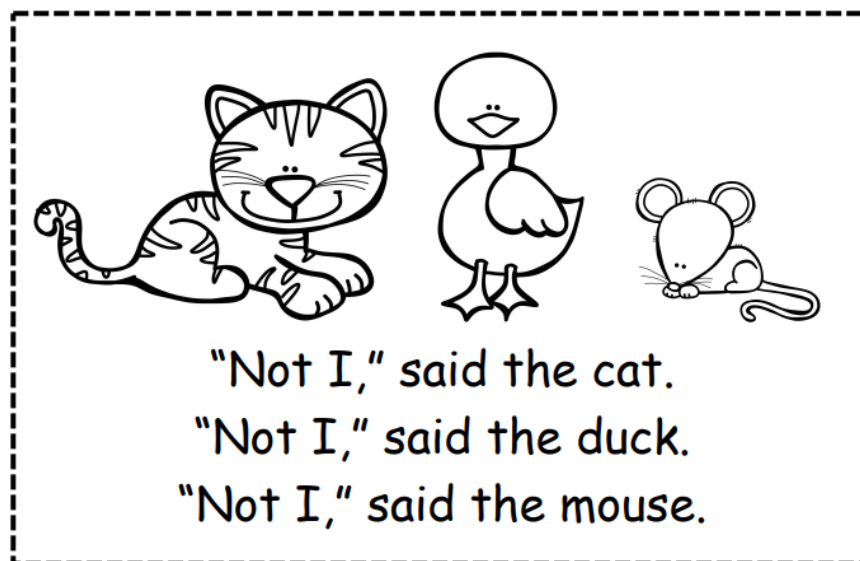
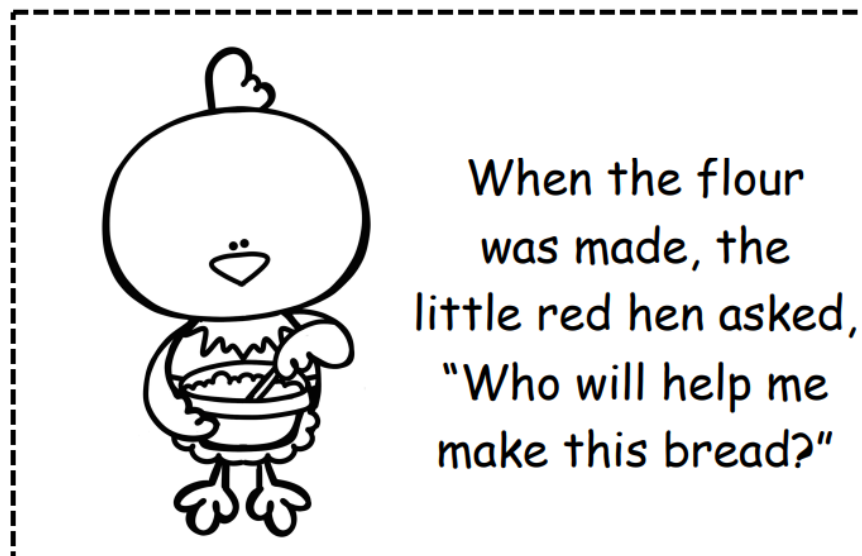
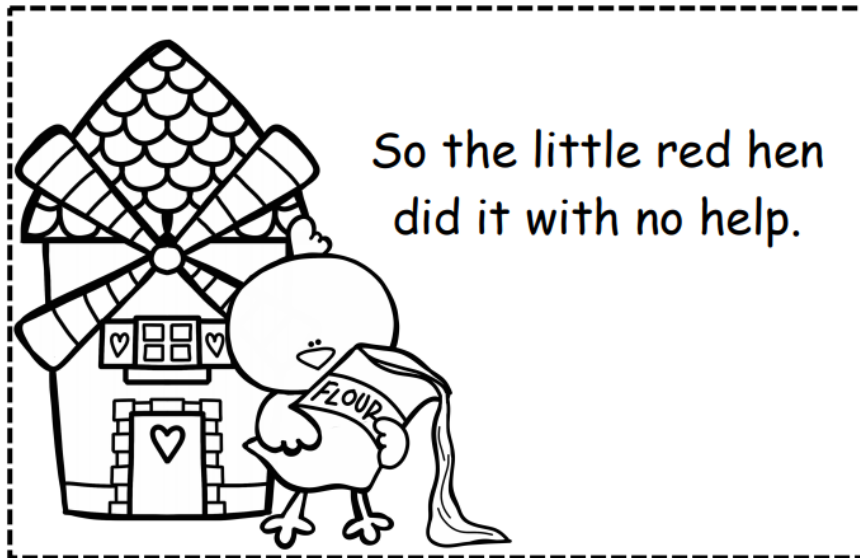
So the little red hen
did it with no help.

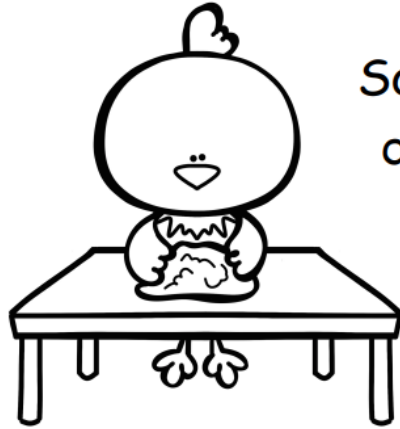


When the wheat
was cut, the
little red hen asked,
"Who will help me
grind it into flour?"



"Not I," said the cat.
"Not I," said the duck.
"Not I," said the mouse.

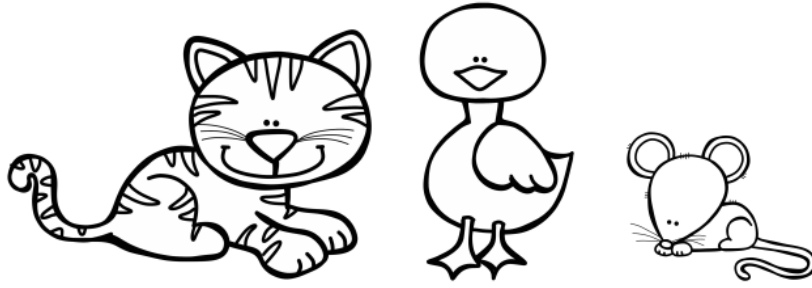




So the little red hen
did it with no help.



The little red
hen put it into
the oven. When
it was done, she
asked, "Who will
help me eat it?"



"I will!" said the cat.

"I will!" said the duck.

"I will!" said the mouse.



"No way!" said the
little red hen. "I
did everything by
myself. I will eat it
by myself!" She ate
every last crumb!

Comparing Characters



You **compare** characters by telling how they are the same.

You **contrast** characters by telling how they are different.

When you are reading or listening to a story, ask:

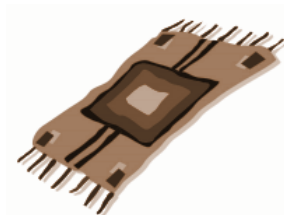
- What do the characters do? Do they do the same things or different things?
- What do the characters say? Do they say the same things or different things?
- How do the characters feel? Do they feel the same way or different ways?

Comparing Characters Activity

Using the questions above compare the Little Red Hen to either the cat, the duck or the mouse. Write the character you choose in the second column. Under each character answer write (or tell) what the character does, what the character says, and how the character feels. Then talk about why you think the character feels that way.

Little Red Hen	Cat, Duck, Mouse (choose one character to focus on)

Word Study: Look at the picture and say the word slowly. Write the word.



STANDARD	ACTIVITY	LESSON SUPPORT
NC.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: <ul style="list-style-type: none"> • using objects or drawings • recording each composition or decomposition by a drawing or expression. • Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. 	Counting up to 20 Objects (see below)	Materials Needed: Counters Cubes Other household items such as: beans, cotton balls, grains of rice, etc. Tens frame (see below)
NC.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: <ul style="list-style-type: none"> • using objects or drawings • recording each composition or decomposition by a drawing or expression. • Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. 	Understand Teen Numbers Pgs. 124-126 (see below)	Materials Needed: Pencil.

Counting Up to 20 Objects

Step by Step 10–15 minutes

1 Count out 10 and 4.

- Provide the student with a copy of the **Ten Frame Organizer** (page 3) and a group of similar objects such as cubes.
- Have the student count out ten cubes and arrange them in the ten squares on the left half of the organizer. Together, count aloud to check that there are ten.
- Have the student count out four cubes and place them on the right half of the organizer. Together, count aloud to check that there are four cubes, representing four ones.



2 Count 10 and 4 and 4 and 10 as 14.

- Together, count all of the counters. Say: *We put ten on one side and four on the other. Count all of them as 14. Together, say: Ten and four is 14.*
- Carefully turn the mat around so that four counters are on the left and 10 are on the right. Have the student count aloud the total number of objects.
- Again, count the counters. Say: *We put four on one side and ten on the other. Count all of them as 14 and say: Four and ten is fourteen.*

3 Repeat for other numbers and situations.

- Repeat step 2 for the numbers 11 (10 and 1), 17 (10 and 7), and 20 (10 and 10). Be sure the student says the number names aloud as she counts.

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Ten Frame Organizer

Understand Teen Numbers- pgs. 124-126

Match the number to the number of cubes.



11



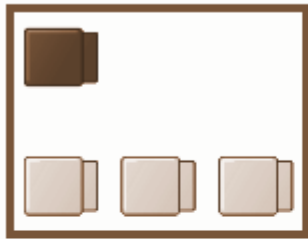
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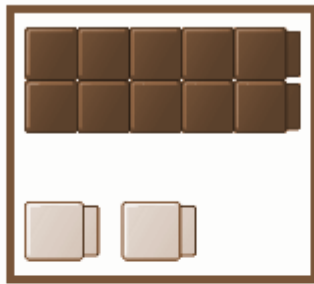
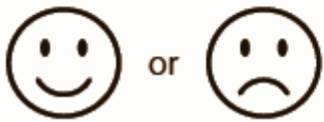
13

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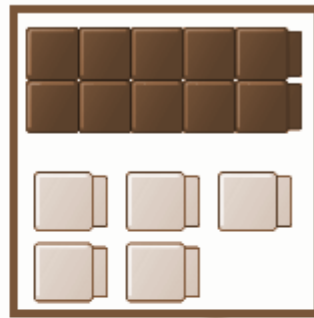
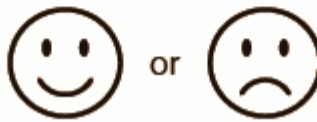
Does the picture match the number? If not, correct the picture.



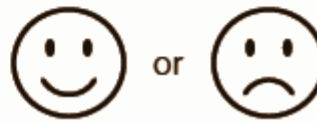
13 ?



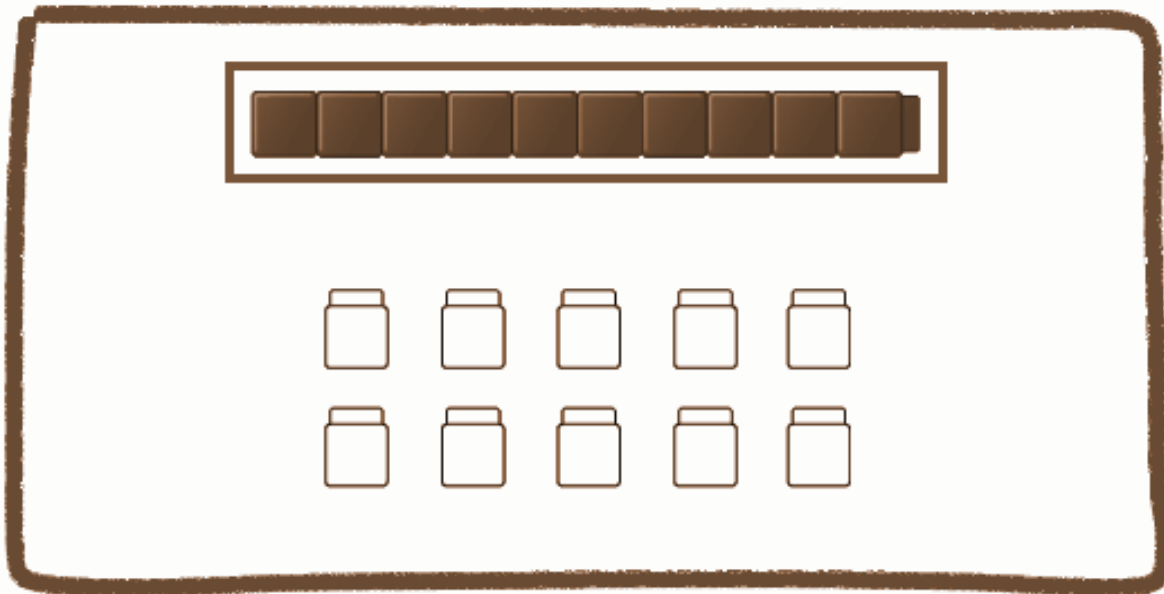
14 ?



15 ?



Show 16.



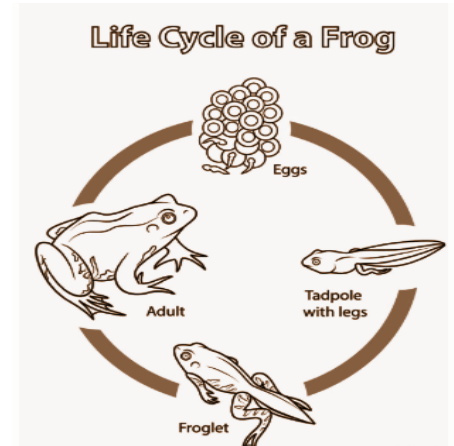
STANDARD	ACTIVITY	LESSON SUPPORT
<p>Day 1</p> <p>K.L.1.2 Compare characteristics of living and nonliving things in terms of their:</p> <ul style="list-style-type: none"> - Structure - Growth - Changes - Movement - Basic needs 	<p>How Animals Grow and Change-lesson 1</p> <ol style="list-style-type: none"> 1. Ask students what they know of that grows & changes. Ex: plants, animals, humans 2. Use a plant to model how it grows and changes over time. <div data-bbox="467 541 797 926" data-label="Diagram"> <p>The diagram illustrates the life cycle of a bean in four stages. Stage 1: A seed in a pot. Stage 2: A sprout with two leaves emerging from the soil. Stage 3: A seedling with two leaves and a growing stem. Stage 4: A mature plant with two leaves and a large, dark bean pod. Arrows indicate the progression from one stage to the next.</p> </div> <ol style="list-style-type: none"> 3. As living things grow and get older they change. Gather a variety of pictures of your child from newborn, to toddler to present pictures of them. The purpose of this is to help your child see that they have changed over time. 4. Discuss with your child: <ol style="list-style-type: none"> a. How have you changed from when you were a baby to now? b. In what ways do you look similar from when you were a baby, toddler, kindergartener? c. In what ways do you look different from when you were a baby, toddler, kindergartener? 5. Students can also cut out the human picture cards attached to the lesson and place them in the correct order to show a life cycle. 6. Students can also make a prediction for how they will change as they continue to get older. Students can choose one age and draw a picture of what they think they will look like at ages: 10, 20, 50, 70. 	<p>Guiding questions for day 1 and day 2: <i>How do living things grow & develop over time?</i></p> <p>Students will understand that a life cycle is a pattern of changes in the lives of plants or animals.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • growth: increase in size; to get bigger • change: to make different • life cycle: stages a living thing goes through from birth to death <p>3. Discuss the concept of GROWTH with your child.</p> <ul style="list-style-type: none"> • Living things grow and change over time. • The way a living thing changes over time is called a life cycle. • All life cycles begin when a living thing is born and end when it dies. <div data-bbox="1166 1241 1528 1482" data-label="Image"> <p>A photograph of an elderly man with white hair, wearing a blue shirt and a grey jacket, smiling and resting his chin on his hand.</p> </div>
<p>Day 2</p> <p>K.L.1.2 Compare characteristics of living and nonliving things in terms of their:</p> <ul style="list-style-type: none"> - Structure - Growth 	<p>How Animals Grow and Change-lesson 2</p> <ol style="list-style-type: none"> 1. Show the frog life cycle to the student. Remind students that the word part cycle means that it keeps going around, it doesn't stop. Connect to the thinking in the previous lesson with the life cycle of a human or plant. Model for your child how to put the cards in the correct life cycle order since the picture cards are out of order. 2. Students can choose two of the three other 	<p>Vocabulary to review-</p> <ul style="list-style-type: none"> • growth: increase in size; to get bigger • change: to make different • life cycle: stages a living thing goes through from birth to death

- Changes
- Movement
- Basic needs

animals: fish, bird and dog. Sort the cards into the correct order of the life cycle.

3. Tell or write one way each animal changes over time.

1. Frog life cycle



Discuss the concept of GROWTH with your child.

- Living things grow and change over time.
- The way a living thing changes over time is called a life cycle.
- All life cycles begin when a living thing is born and end when it dies

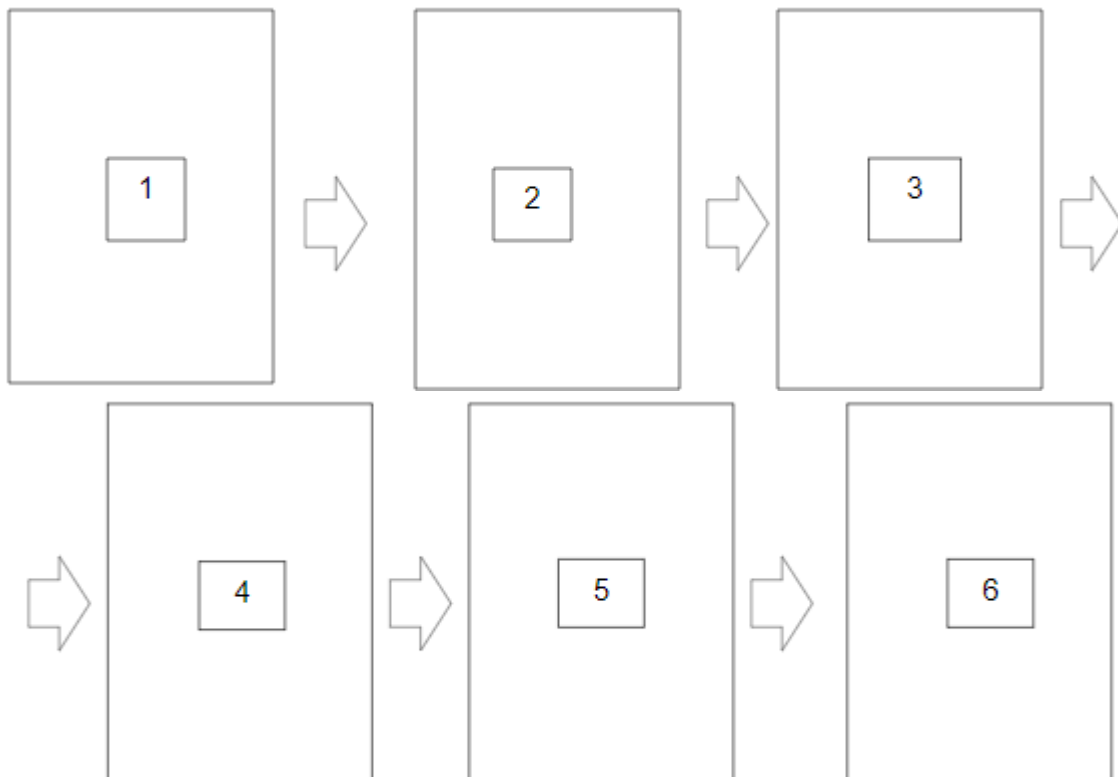
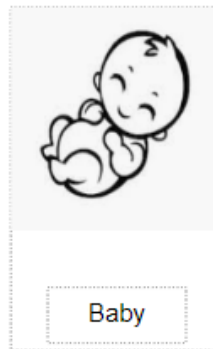
3. Ex. The frog changes overtime by growing legs.

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Day 1- How Animals Grow and Change





Human Picture Cards (life cycle)

Cut out the cards and paste them in the right order

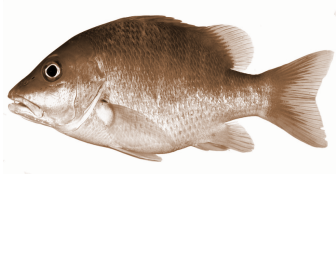
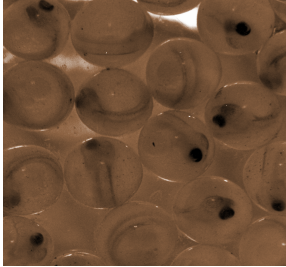




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Day 2 - How Animals Grow and Change
 (Use the frog life cycle example as a mode. The cards are out of order)

			
Froglet	Adult Frog	Eggs	Tadpole

Animal Life Cycle Cards: Fish, Bird, Dog (*The cards are out of order. Cut and put in the correct order*)

			
Adult fish	Eggs	Larva	Fry

			
Eggs	Baby bird	Hatchling	Adult bird

		
Dog	Puppy	Adult dog

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Grade: Kindergarten

Subject: Social Studies

Week of: May 26

STANDARD	ACTIVITY	LESSON SUPPORT
K.H.1 Understand change over time. K.H.1.2 Explain how seasons change over time.	See Activity 1,2,3	See Below

Learning Support: Introduce weather by having your child answer the following weather riddles:

1. I keep your balloon flying high. I sail your kite up in the sky. I am _____. (wind)
2. I help the plants and trees to grow. I fall from clouds gray and low. I am _____. (rain)
3. I am a star shining bright. I give you heat, and I give you light. I am the _____. (sun)
4. I am a bow of color way up high. After a rain, you may see me in the sky. I am a _____.
(rainbow)
5. I am icy crystals, lacy, and white. As I fall to the Earth, I'm a beautiful sight. I am _____. (snow)
6. I make a deep and booming crash. You hear me after a lightning flash. I am _____. (thunder)
7. I streak across the dark, stormy sky. I'm a flash of electricity way up high. I am _____. (lightning)
8. I make sky pictures before your eyes. I can change my shape, what a surprise! I am a _____.
(cloud)

Activity 1: Your child will describe the weather yesterday, today, and what they think it might be like tomorrow. They should also describe the clothes they should wear in order to be comfortable at school. Ask your child what they would wear if the weather were rainy, cold, cool, warm, or hot.

Learning Support: Guided Inquiry Question: How does our world change in the spring?

Activity 2: Word Bank: Create a list of content words of spring-related words. Add pictures next to each word. Add new words and pictures as you continue your study.

Activity 3: Have students draw, color, and label a picture showing everything they know about spring. Go outside and notice how trees are changing. What animals, insects, or bugs do you see that you didn't see in the winter?

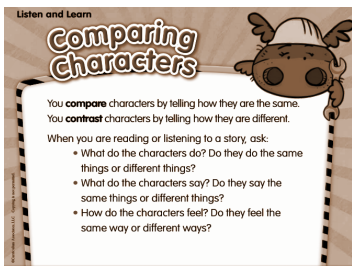
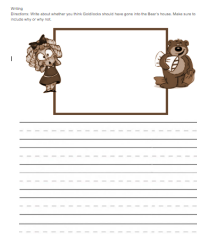
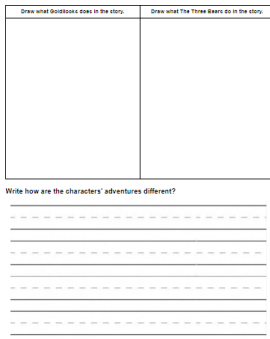
Supplemental Print Lessons

Week of June 1-5

Grade: Kindergarten

Subject: Language Arts

Week of: June 1

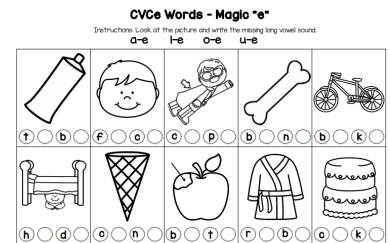
STANDARD	ACTIVITY	LESSON SUPPORT
<p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>SL.K.4 Describe familiar people, places, things, and events, with prompting and support, provide additional detail.</p>	<p>Reading Read <u>Goldilocks and the Three Bears</u> story below or listen online https://www.youtube.com/watch?v=qOJ_A5tgBKM Using the Comparing Characters activity below, write or talk about the questions.</p> <ul style="list-style-type: none"> ○ What do the characters do that is the same or different? ○ Do the characters say things that are the same or different? ○ Do the characters feel the same way? 	 <p>Choose two characters to compare. Discuss what the characters do that is different. Discuss what the characters do that are the same. Example: Goldilocks goes into the Bears' house. The Bears go out for a walk while the porridge cools.</p> <p>Same: Both are out for a walk.</p>
<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the name of the book they are writing about and state an opinion.</p>	<p>Writing Directions: Write about whether or not you think Goldilocks should have gone into the Bear Family's House. Remember to write why or why not. Use the story provided in the packet or another version of <u>Goldilocks and the Three Bears</u>.</p>	<p>Writing Paper Options: Use notebook paper, plain paper, or the lined paper in this packet.</p> 
<p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Reread <u>Goldilocks and the Three Bears</u> story below or listen online https://www.youtube.com/watch?v=qOJ_A5tgBKM</p> <ul style="list-style-type: none"> ● Extension: Discuss if you think the characters learned a lesson from what happened at the end. Tell why you think that. <ul style="list-style-type: none"> ○ Example Lesson: Respect other people's things. ● Comparing Characters activity below 	 <p>Comparing Characters Activity</p>

RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels

Word Study

- Some words have a long vowel sound as in -make and -nose.
- CVCe Directions: Look at the picture and say the word slowly. Write the missing vowel sound.
- Find the Magic E Treasure (Word Study Game): Use dice or flip a coin to move through the spaces.
- Heads = move 1 space and tails = move two spaces.

CVCe Answer Key: tube, face, cape, bone, bike, hide, cone, bite, robe, cake



Goldilocks and The Three Bears



Read by _____



Once upon a time there were 3 bears.
There was Papa Bear, Mama Bear and Baby Bear.
Their porridge was hot.
They went for a walk.



Graphics by: ScrappinDoodles

Along comes Goldilocks.
She goes into the bear's house.



Graphics by: ScrappinDoodles

She saw the porridge.
She tasted Papa Bear's porridge. It was too hot.
She tasted Mama Bear's porridge. It was too cold.
She tasted Baby Bear's porridge. It was just right
and she ate it all up!



Graphics by: ScrappinDoodles

She saw 3 chairs.
She sat in Papa Bear's chair. It was too hard.
She sat in Mama Bear's chair. It was too soft.
She sat in Baby Bear's chair and it was just right.
She broke it!
Oh, no!



Goldilocks was tired.
She saw 3 beds.
She got into Papa Bear's bed. It was too hard.
She got into Mama Bear's bed. It was too soft.
She got into Baby Bear's bed and it was just right.
Goldilocks went to sleep.



The 3 bears came home.
They saw the porridge.
They saw the chair.
They see Goldilocks in the bed.



Goldilocks woke up.
She jumped out the window.
She ran home.
The end!

Comparing Characters Activity Directions: Choose two characters to compare. Write what the characters do that is different.

Draw what Goldilocks does in the story.	Draw what The Three Bears do in the story.

Write what the characters do that is different.

A handwriting practice sheet featuring four identical sets of horizontal lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and extend across the width of the page, providing a guide for letter formation and alignment.

Writing Directions: Write about whether you think Goldilocks should have gone into the Bear's house. Make sure to include why or why not.






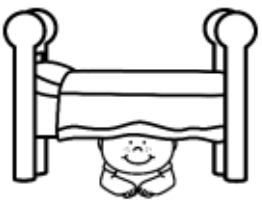






Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

CVCe Words - Magic "e"

Instructions: Look at the picture and write the missing long vowel sound.

a-e i-e o-e u-e

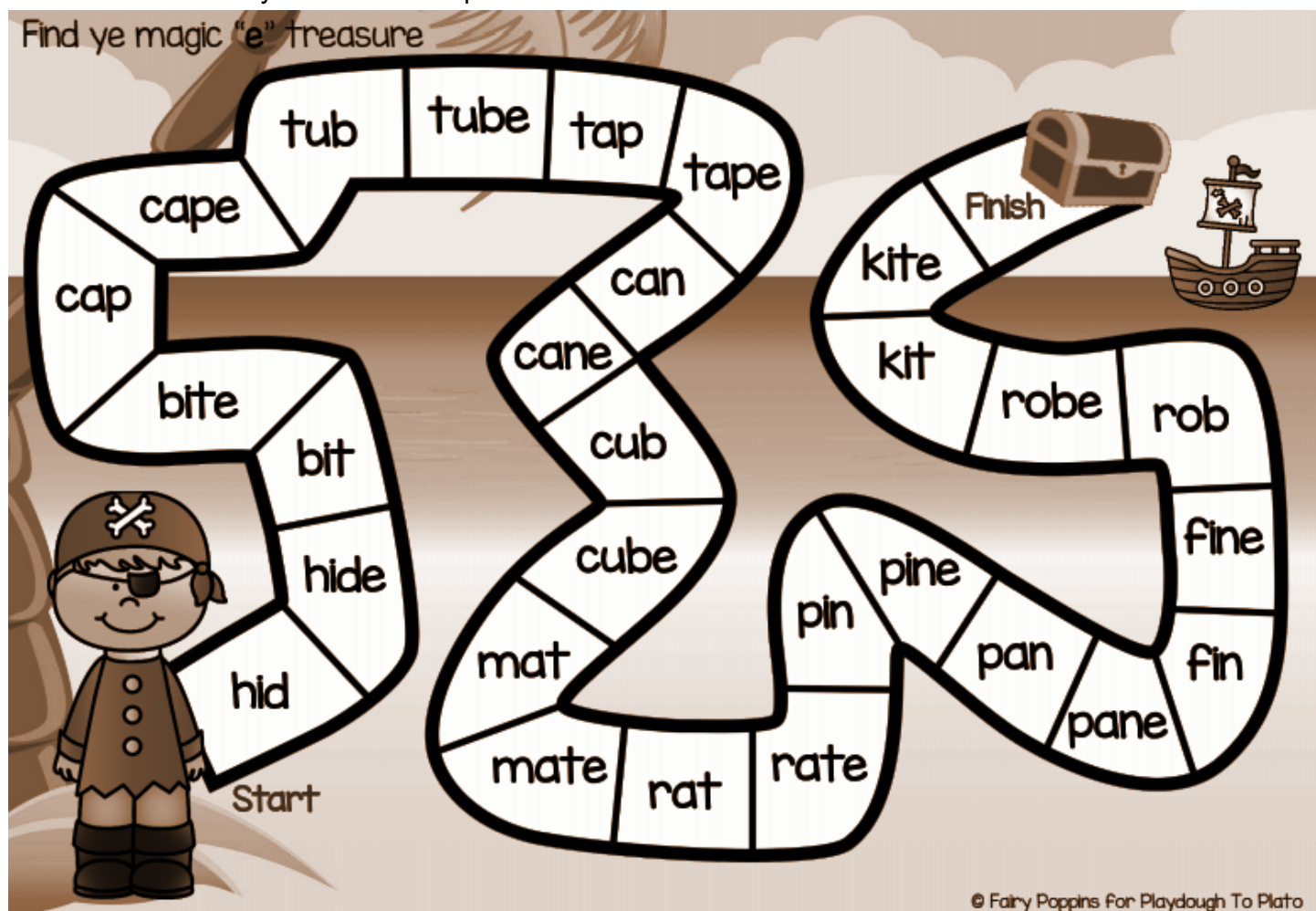
				
t <input type="text"/> b <input type="text"/>	f <input type="text"/> c <input type="text"/>	c <input type="text"/> p <input type="text"/>	b <input type="text"/> n <input type="text"/>	b <input type="text"/> k <input type="text"/>
				
h <input type="text"/> d <input type="text"/>	c <input type="text"/> n <input type="text"/>	b <input type="text"/> t <input type="text"/>	r <input type="text"/> b <input type="text"/>	c <input type="text"/> k <input type="text"/>

For Fun Word Study Game:

Using dice or flip a coin to move through the spaces. Heads = move 1 space and tails = move two spaces.

Read the word when you land on the space.

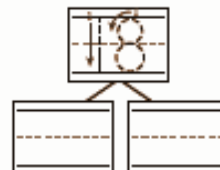
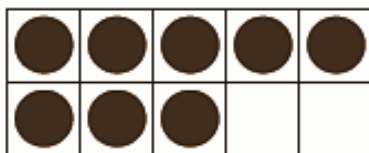
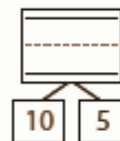
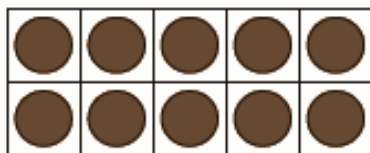
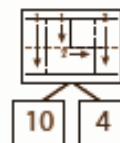
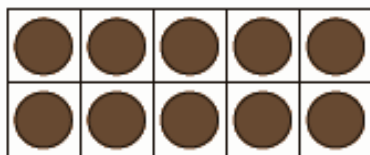
Find ye magic "e" treasure

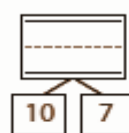
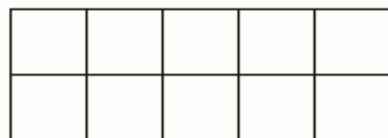
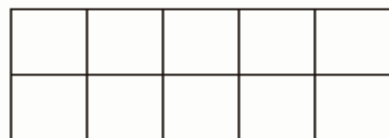
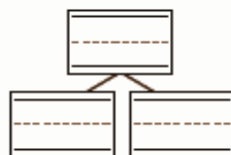
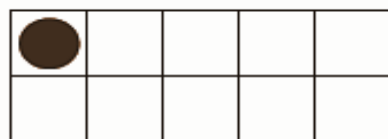
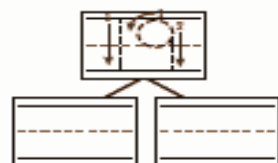
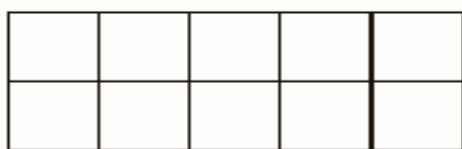
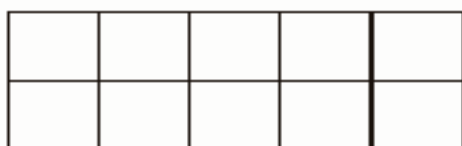
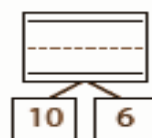
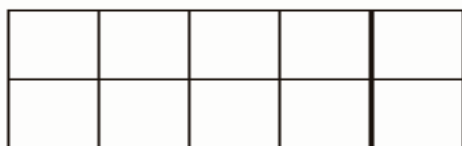


STANDARD	ACTIVITY	LESSON SUPPORT
NC.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: <ul style="list-style-type: none"> • using objects or drawings • recording each composition or decomposition by a drawing or expression. • Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. 	Make Teen Numbers Pgs. 133-138 (see below)	Materials: Pencil Crayons/Color pencils/Markers
NC.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: <ul style="list-style-type: none"> • using objects or drawings • recording each composition or decomposition by a drawing or expression. • Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. 	Understand Teen Numbers: Problem Solving (see below)	Materials Pencil Crayons/Color pencils/Markers

Make Teen Numbers- pgs. 133-138

Make the number of circles match the number in the boxes.





Understand Teen Numbers: Problem Solving

Draw the blocks to help you solve the problem. The drawing has been started for you.

Bob has 8 blocks.

He gets 2 more blocks.


How many blocks does he have now?





Sofia has 3 red blocks and 5 blue blocks.

How many blocks does she have altogether?



STANDARD	ACTIVITY	LESSON SUPPORT														
<p>Day 1</p> <p>K.L.1.1 Compare different types of the <i>same</i> animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.</p>	<p>Caring for Pets</p> <p>1. Ask students if their pets ever need anything and how they help take care of these needs. Students can make their own chart on a piece of paper.</p> <table><tr><th>Pets needs</th><th>Ways to take care of the needs</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>2. Show students the list of ways to take care of your pet.</p> <div><p>How to Take Care of a Pet</p><ol style="list-style-type: none">1. Have a clean place for your pet to live.2. Be sure your pet has fresh water.3. Be sure your pet gets good food.4. Take your pet to the vet.5. Be sure your pet gets lots of exercise.6. Spend time with your pet so you can become friends.7. Take care of your pet's teeth.8. Keep your pet neat and clean.</div> <p>3. Students will then draw a picture on a piece of paper of themselves caring for a pet and use labels to show what needs are being met for the pet.</p>	Pets needs	Ways to take care of the needs					<p>Guiding question while discussing this lesson with students: <i>How can we take care of a pet so all its needs are met?</i></p> <p>1. Guide students to brainstorming ways to take care of pets .</p> <table><tr><th>Pets needs</th><th>Ways to take care of the needs</th></tr><tr><td>food</td><td>Fill up the dog bowl with food and water</td></tr><tr><td>play</td><td>Throw a ball or toy and play a game</td></tr><tr><td>exercise</td><td>Go for a walk or run</td></tr></table> <p>2. Revisit Lesson 2: Animal Needs</p> <ul style="list-style-type: none">• Air to breathe• Food for energy• Water - hydration• Shelter to protect them• Have students describe how the things they do to take care of their pets helps to meet those pets' needs. <p>3. Additional resources for ways to take care of your pet: Watch Castor and Pollux YouTube video about caring for pets.</p> <div><p>Castor and Pollux Just like me</p></div> <ul style="list-style-type: none">• Play the video all the way and look for things in the video that are on the list of how to take care of a pet but also listen for other ways to take care of a pet.	Pets needs	Ways to take care of the needs	food	Fill up the dog bowl with food and water	play	Throw a ball or toy and play a game	exercise	Go for a walk or run
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		<p>4. Pictures of kids taking care of their pets.</p>  <p>Taking the dog for a walk. Going for walks is good exercise for the dog and keeps the dog healthy.</p> 
<p>Day 2</p> <p>K.L.1.1</p> <p>Compare different types of the <i>same</i> animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.</p>	<p>Similarities and Differences Among Dogs</p> <ol style="list-style-type: none"> 1. Have students find pictures of different types of dogs or use the pictures following the lesson. 2. Have students sort the dogs into groups according to characteristics they notice are the same: long tail, short tail, long hair, short hair, etc. 3. Students will then sort the dogs in ways they are different. 4. Have students choose 2 different dog pictures & glue them into the 1st & last columns of a comparing and contrasting chart. In the middle column, have students explain what is the same about these 2 dogs. 5. Ask students to notice all the ways the 2 dog pictures they have chosen are different. 6. Have them list the characteristics that are unique to Dog #1 in the first column and Dog #2 in the third column 	<p>Guiding Question:</p> <ul style="list-style-type: none"> • <i>How are individual types of the same animal similar & different?</i> <p>3. Explain the following about dogs::</p> <ul style="list-style-type: none"> • We know that all dogs have certain things in common. (like tails, ears, & 4 paws) • Different kinds of dogs have differences that help us group them. (like short/long tails or pointed/droopy ears)

Day 2 - Similarities and Differences Among Dogs

Types of Dogs



golden retriever



greyhound



yorkie



jack russell terrier



poodle



Bijon Frise

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Day 2 - Similarities and Differences Among Dogs

Comparing and Contrasting Dogs

Picture of Dog #1		Picture of Dog #2
List the ways the type of dog is different _____ _____ _____ _____ _____ _____	List the ways both dogs are the same _____ _____ _____ _____ _____ _____	List the ways the type of dog is different _____ _____ _____ _____ _____ _____

STANDARD	ACTIVITY	LESSON SUPPORT
K.E.1.1 Explain how families have needs and wants.	Allow your child to cut the individual pictures from the following sheet and glue in the correct "needs" or "want" column.	<p>We need air, water, food, and shelter for protection. If an organism does not get everything that it needs to stay alive, it will die. These are our NEEDS. A new toy, video game, going outside to ride a bike are things we can do without and still live. These are WANTS.</p> <p><u>Answer Key:</u> Wants: bed, dog, umbrella, clock, lamp, car Needs: food, house, clothes, water</p>
K.E.1.2 Explain how jobs help people meet their needs and wants.	<p>Divide a piece of paper in half. Have students draw and write about two different jobs people have. Then have them write the following: We need jobs because</p> <p>_____</p> <p>_____.</p>	<p>Discuss:</p> <ul style="list-style-type: none"> Jobs earn us money so we can buy the things we need to live and some things that we want for us and our families. We have to make decisions about how we spend our money. We use money to first provide for our needs and then we can use money that is left for wants.

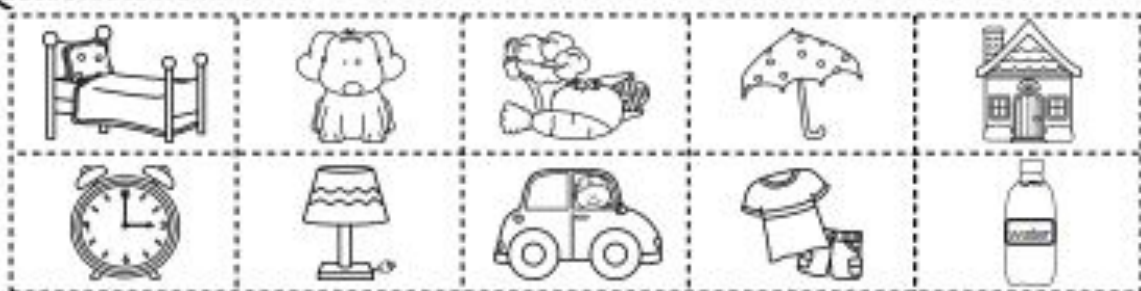
Name: _____

Date: _____

Needs and Wants

Cut out the pictures below, and paste them into the correct column.

Needs	Wants



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