



May 2020

Hello Parents,

We hope that this letter finds your family healthy and settled into a "new normal". Over the last two weeks, teachers began teaching new standards in Language Arts and Math instruction. New standards for Science will begin the week of May 4th and Social Studies, the week of May 11th.

As a school district, we continue to work to offer resources that support learners at home through print and online opportunities. Attached you will find lesson activities and support for you as you help guide your child through new learning. This material will look different from the last two weeks in that there are specific activities for each lesson, not choice boards. Your child's teacher will also be providing learning support during this time.

Please remember, all activities are 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!



Estimados Padres,

Esperamos que al recibir esta carta su familia se encuentre saludable y establecida en una "nueva normalidad". Durante las últimas dos semanas, los maestros empezaron a enseñar nuevos estándares en Artes del Lenguaje y Matemáticas. Los nuevos estándares para Ciencias comenzarán la semana del 4 de Mayo y para Estudios Sociales, la semana del 11 de Mayo.

Como distrito escolar, continuamos trabajando para ofrecer recursos que apoyen a los estudiantes en el hogar a través de oportunidades impresas y en línea. Adjunto encontrará actividades de las lecciones y apoyo para usted mientras ayuda a guiar a su hijo a través de un nuevo aprendizaje. Este material parecerá diferente al de las dos últimas semanas en los que hay actividades específicas para cada lección, no tableros de elección. El maestro de su hijo también proporcionará apoyo de aprendizaje durante este tiempo.

Por favor recuerde, todas las actividades son opcionales y una vez que complete el trabajo **no** necesitará devolverlo a la escuela para calificación o crédito. Si cree que necesita más recursos, consulte el Portal de la Familia EmpowerED en nuestro sitio web www.ucps.k12.nc.us/domain/2917.


Manténgase seguro y saludable!

STANDARD	ACTIVITY	LESSON SUPPORT
RL.K.2 With prompting and support, retell familiar stories, including key details.	Reading Introduce the retelling stories chart to your child. Explain to your child that when you retell you tell the important events in order beginning, middle, and end. <ul style="list-style-type: none"> • Read a fiction story, as you read, stop and talk about what is happening in the story. • After reading, have your child retell the story beginning, middle, and end and complete the retell organizer. If your child needs help with recalling the important events refer back to the story and pictures. 	For the read aloud you could choose a read aloud you have available or MyOn book Dan Gets Set https://www.myon.com/reader/index.html?a=rr_dgset_s05 **Access online or use text attached (See the larger version of the chart below) 
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts	Writing <ul style="list-style-type: none"> • Have your child write a teaching text: How to set the dinner table. You can use the pictures in the book <u>Dan Gets Set</u> to talk about what to put on the table but there is no correct order. • Read over the sample attached <u>How to Plant a Seed</u> with your child to show how this writing will look. • Use blank or lined paper to write. 	<p style="text-align: center;">How-To Writing</p> <ol style="list-style-type: none"> 1. Tells what to do, in steps. 2. Numbers the steps. 3. Has a picture for each step. <p>Writing Sample attached: How to Plant a Seed</p>
RL.K.2 With prompting and support, retell familiar stories, including key details.	Reading <ul style="list-style-type: none"> • Read another fiction story or reread the story Dan Gets Set. Then have your child use three fingers to retell what happened in the story beginning, middle, and end. • Make a flip book to retell beginning, middle, and end. Draw a picture and write under the flap to show the events in the story. • Flip Book Directions: Take a piece of paper and fold the long way. Cut the paper into three parts. Have your child write in each section what happened in the beginning, middle, and end of the story then draw a picture to match. 	<p style="text-align: center;">Example Flip Book</p> 
RF K.3 Principle: Recognizing inflectional endings in words -s, -ing.	Word Study <ul style="list-style-type: none"> • Read the words aloud • Sort the words according to their ending 	See sheet sort below Answer Key: -s: looks, comes, cats, runs, likes, plays -ing: playing, going, looking -no ending: run, go, cat

Retelling Chart

Listen and Learn

Retelling Stories



When you **retell** a story, you tell important events and key details in order.

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

- What happens at the beginning?
- What happens next?
- What happens at the end?

Retelling helps you remember important events and key details in a story.

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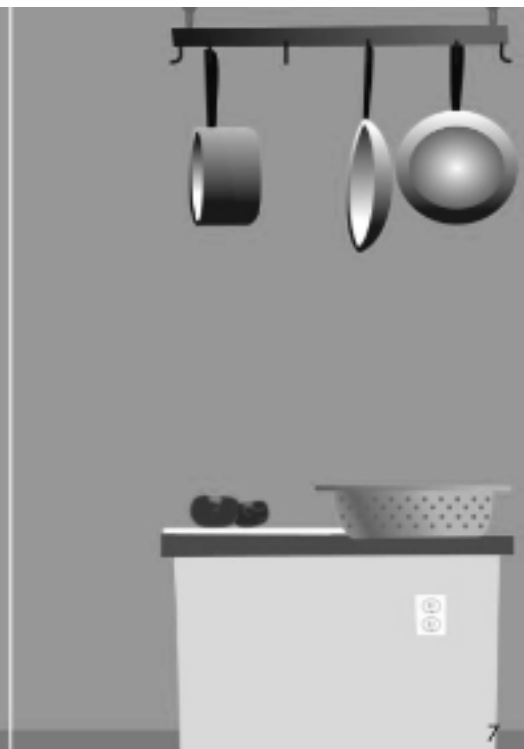
Dan Gets Set
by Susan Blackaby

Mom makes supper.

Dad helps.



Dan helps, too.



Dan sets the table.



Dan counts the forks and spoons.



Dan counts the plates.



12

13

Dan counts the glasses.



14

15

Dan counts the napkins.



16



17

Mom, Dad, and Dan
sit down to eat.



18



19

What is missing?



Dan forgot to count himself!



Retelling Organizer- Draw or write about the beginning, middle, and end using a fiction story.

Book Title: _____

Beginning

Middle

End

How to Plant a Seed

1. Get a cup, soil, a stick and a seed



2. Pour some soil into the cup



3. Put the seed on top of the soil and use the stick to push it into the soil



4. Pour a little water onto the soil and put the cup near a sunny window


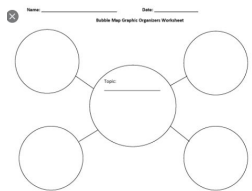



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Word Study: Cut apart the cards. Sort them by words with no ending, -s ending, -ing ending. Read the words.

looks	going	runs	looking
comes	run	likes	cat
playing	cats	go	plays

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STANDARD	ACTIVITY	LESSON SUPPORT
RI.K.2 With prompting and support, identify the main topic and retell key details of a text	Reading <ul style="list-style-type: none"> Have/help your child read the Frogs nonfiction text, as you periodically stop to talk about what you have read, the key details. After reading, determine the main topic of the book by asking the two questions on the Main Topic sheet. <p>Questions: What is the book all about? What are the key details that you learned?</p>	<p>Use the book Frogs below or use Frogs by Alyse Sweeney (*must be logged in into myON).</p>  <p>*See larger chart below</p>
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts	Writing <ul style="list-style-type: none"> Using the Bubble Map of facts write a book about Frogs. Example: Frogs have big eyes. Some frogs have long legs. Draw a picture to go with your writing. 	<p>Bubble map and writing paper</p> 
RI.K.2 With prompting and support, identify the main topic and retell key details of a text	Reading <ul style="list-style-type: none"> Reread the Non-Fiction text Frogs and review the main topic chart. Stop and talk about the facts (details) you learned about frogs from the book. Create a bubble map by listing one fact in each circle. Write the word Frogs in the center circle. 	<p>Use the book Frogs below or use Frogs by Alyse Sweeney (*must be logged in into myON).</p>
RF K.3 Principle: These consonants make 1 sound at the beginning of a word. (sh, ch, th).	Word Study <ul style="list-style-type: none"> Introduce the sounds (sh, ch, th). Say to the student that you can hear -sh at the beginning of the word shoe. You can hear -ch at the beginning of the word chair and you can hear -th at the beginning of the word thumb. Say what each picture is and sort the picture cards. Make sure the child says the sound they hear. See if you can come up with another word for each sound, th, sh, and ch. 	 <p>Picture Cards for word study. See sheet below for answer key and larger cards.</p>

FROGS

by Alyse Sweeney

Big-Eyed Amphibians

Frogs are amphibians
with big, bulging eyes.
Their big eyes see
in almost all directions.



Frogs are found
on every continent
except Antarctica.
They live on land, in water,
and in trees.



Frog Bodies

The biggest frogs
grow up to 12 inches
(30 centimeters) long.
The smallest are .6 inch
(1.5 centimeters) long.



Some frogs have long
back legs to swim and leap.
Other frogs have
short, thick back legs
to burrow into the ground.



Green and brown frogs
hide from predators.
They blend in with grass,
plants, mud, and water.



Few predators eat
red, yellow, or blue frogs.
Bright skin colors
are a warning
that a frog tastes bad.



Frog Food

Frogs eat insects, worms,
and other small animals.
Most frogs catch prey
with their long, sticky tongues.



A Frog's Life

As a frog grows,
its body changes
through metamorphosis.
Adult frogs lay eggs in water.
Tadpoles hatch from the eggs.

Frog Life Cycle



Tadpoles grow legs
and lungs.
Tails and gills disappear
as the tadpoles
become adult frogs.



Main Topic



The **main topic** is what a book, or part of a book, is all about.

When you are reading or listening to an information book, ask:

- What is this book all about?
- What are the key details?

The main topic is what the key details are all about.

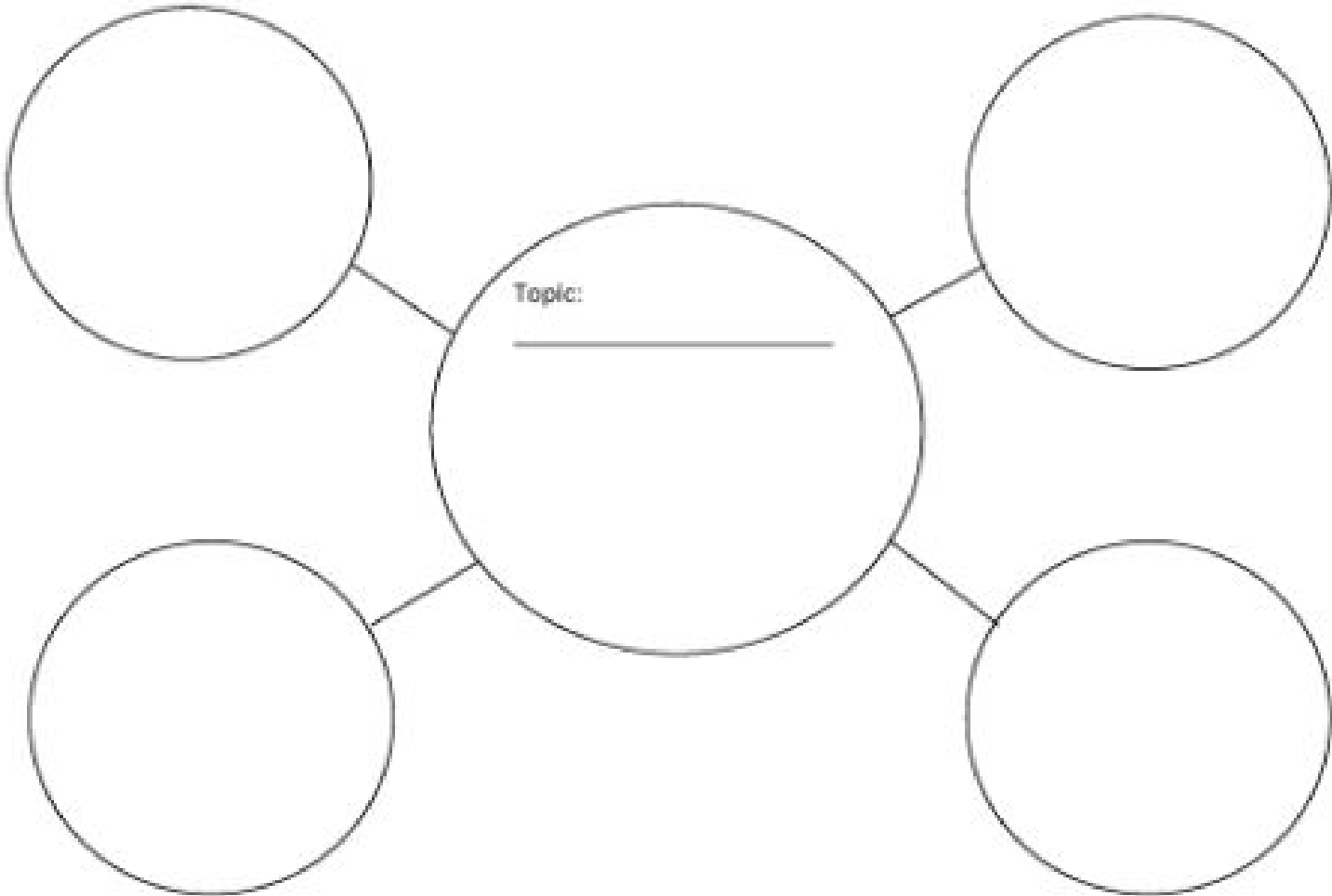
Frogs Bubble Map- Read the book Frogs and complete the bubble map. Write key details(facts) in each circle.










Name: _____

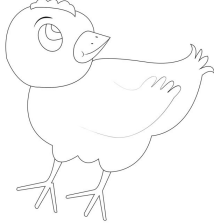
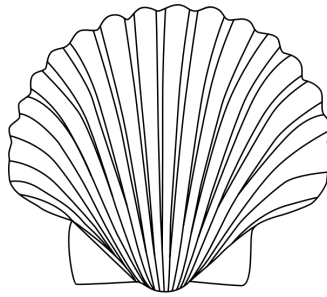

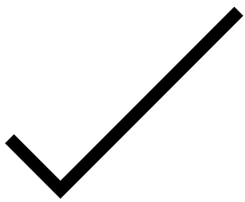
Date: _____

Bubble Map Graphic Organizers Worksheet



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th	sh	ch	
			
			3

			
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Answers: (sh)sheep, shoes,shell, shirt (th) thirsty, think, thunder, three, (ch) cheese, chick, chain, check

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STANDARD	ACTIVITY	LESSON SUPPORT
NC.K.OA.4 For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.	Number Pairs for Sums to 10 (see lesson below)	Materials Needed: 20 counting cubes-10 of each two colors 20 dried beans-10 of each two colors 20 beads-10 of each two colors Any other materials found in your home that have 10 of each two colors.
NC.K.OA.4 For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.	Finding Missing Addends for Sums to 10 (see lesson below)	Materials Needed: 10 counters Number cards for 0-10 (see below to cut out) Index cards or paper labeled 0-10 Any other materials found in your home to write the numbers 0-10.

Number Pairs for Sums to 10

Step by Step 10–15 minutes

① Make a chain of same-color cubes.

- Choose a number between 2 and 10, inclusive. Provide the student with that number of connecting cubes of one color and the same number of a second color. For example, use six blue cubes and six green cubes.
- Have the student make a chain of same-color cubes of the first color. Then have the student tell how many cubes are in the set and how the set is composed. Guide the student to say that there are six blue cubes. Also encourage her to see that this is the same as six blue cubes and zero green cubes.

② Trade one cube for a cube of a second color.

- Say: Trade one cube for a cube of the other color.
- When the student has completed her chain, ask: How many cubes are in your chain? (6) What color are the cubes? (5 blue and 1 green)

③ Trade a second cube for a cube of the second color.

- Have the student trade another cube of the original color for a cube of the second color.
- As in the previous step, ask her to tell how many cubes are in the set and how the set is composed. (There are six cubes: four are blue and two are green.)

④ Continue until all possible combinations of colors are obtained.

- Help the student continue through all possible combinations of both colors.
- Lead her to trade cubes to make additional sets of six cubes: three blue and three green, two blue and four green, one blue and five green, zero blue and six green.

5 Write all relevant addition facts for the color combinations.

- Help the student write all of the relevant addition facts. Since there are two colors, turn-around facts should be included in the list.
- Include facts with 0 depending on the student's level of instruction.

6 Repeat the activity with other values.

- Extend the activity by repeating with different numbers of cubes.
- For example, use eight cubes of each color. Have the student write the relevant addition facts. Guide her to see the pairs of addition facts, such as: $2 + 6 = 8$ and $6 + 2 = 8$.

$$6 + 0 = 6$$

$$5 + 1 = 6$$

$$4 + 2 = 6$$

$$3 + 3 = 6$$

$$3 + 3 = 6$$

$$2 + 4 = 6$$

$$1 + 5 = 6$$

$$0 + 6 = 6$$

Check for Understanding

Give the student a number from 2 to 10, inclusive. Provide space for the student to write all of the related addition facts, such as:

_____ + _____ = _____

_____ - _____ + _____

Find Missing Addends for Sums to 10

Step by Step

10–15 minutes

1 Set up a ten frame.

- Give the student a copy of **Ten Frames** (page 3).
- Provide the student with a pile of ten counters of one color. Remove some of the counters, without the student knowing how many you removed. Have the student place the remaining counters in the ten frame. For example, remove six counters from the pile of ten and have the student place the remaining four counters in the ten frame.
- Prepare a pile of counters of a second color. Ask: *How many more counters do you need to have ten in all?* (6) Give the student six counters of the second color. Have him place them in the ten frame and verify that he now has ten. If he answers correctly, then reveal the counters you removed and confirm that the six counters removed match the six counters of the second color (his answer). If he does not completely fill the ten frame or has too many for the ten frame, then remove the counters he just added and ask him to adjust his answer and try again.
- If the student struggles, have him count the empty squares in the ten frame.

2 Record a number sentence.

- Help the student write a number sentence below the ten frame that shows the two parts that make up his ten. ($4 + 6 = 10$ or $6 + 4 = 10$)
- Ask the student to write another addition sentence for the counters. Help the student to swap the two addends in the first equation that he wrote. ($6 + 4 = 10$ or $4 + 6 = 10$, depending on which sentence he wrote first)

3 Repeat the activity with different sums to ten.

- Give the student a different number of counters, between 2 and 10.
- Have the student place all of the counters in the ten frame. Ask him to determine how many more counters he needs to have ten in all. Give the student that many counters and have him place them in the ten frame to determine if he is correct.
- Help the student write the number sentence. You may wish to continue with other sums.

Ten Frames

STANDARD	ACTIVITY	LESSON SUPPORT
NC.K.OA.4 For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.	Make 10	Materials Needed: 10 counters 10 Crayons 10 cotton balls Any other items found in your home to make 10.
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.	Plane Shapes and Solid Shapes	Materials Needed: Cutouts of plane shapes (see below) Any items of shapes you have in your home such as blocks.

Make 10

How many more cubes do you need to make 10?

Use What You Know

Make 10



Draw yellow counters to finish each picture so that it shows 10. Write how many counters you have of each color, then trace the number 10.

Practice Together Make 10



?

?



?

?



?

?



Show three different ways to make 10. Write the number of counters you have in each color, then trace the number 10.

Practice Together Make 10

Name _____



?

?



?

?



?

?



Plane Shapes and Solid Shapes

Step by Step 20–30 minutes

1 Sort plane shapes.

- Provide the student with tagboard cutouts of plane shapes of different shapes and sizes. For example, use rectangles, squares, trapezoids, triangles, hexagons, and circles.
- Have the student sort the plane shapes. Say: *You may sort the shapes to show how they are alike or how they are different from one another.*
- Allow about 5 minutes for sorting. Note that the student may invent unique ways to sort.
- Ask questions about the sorting, such as: *How did you decide to sort the plane shapes? How many straight sides does each shape in that group have? How many corners does each have?* Elicit that some shapes have no straight sides and no corners.

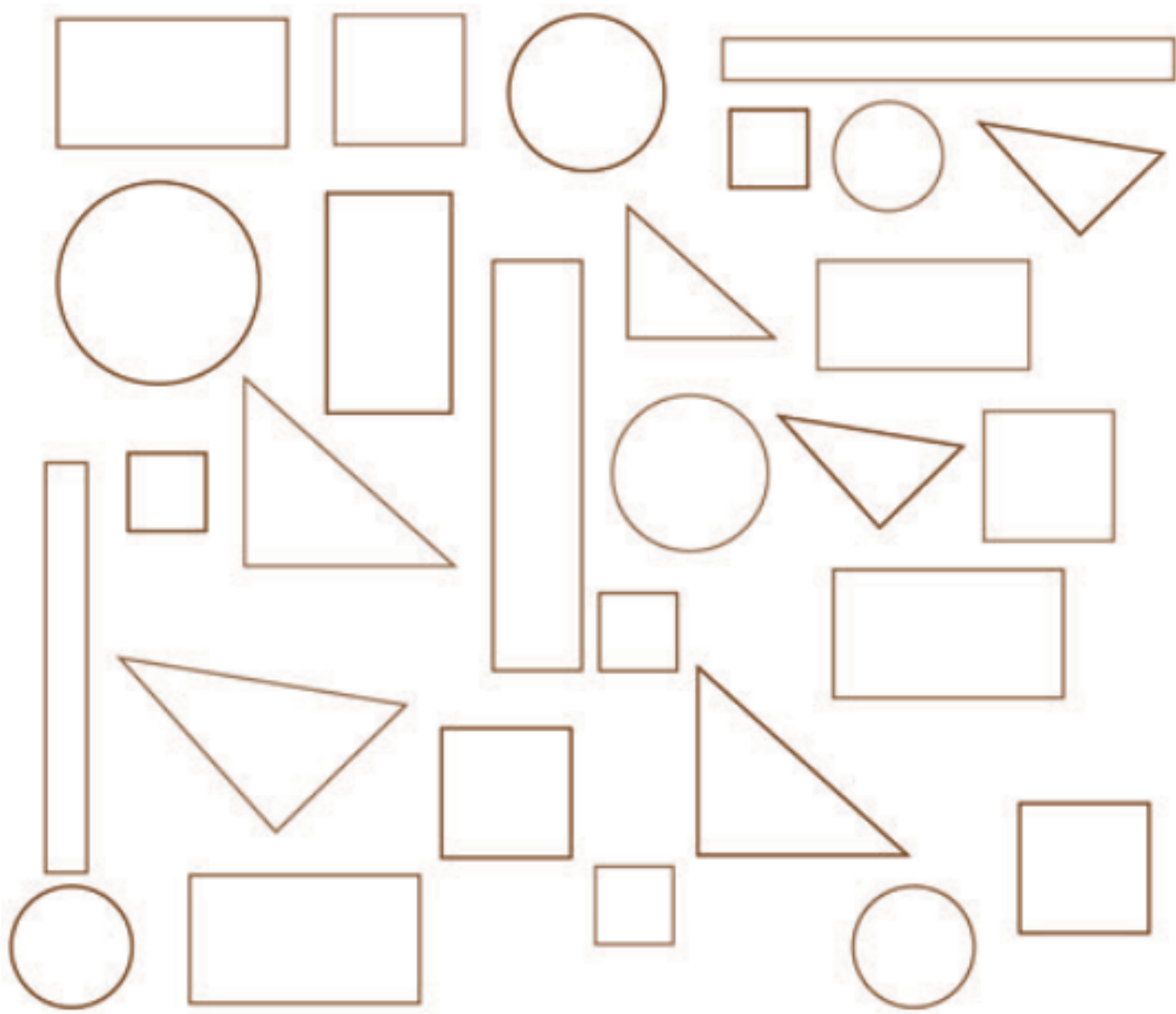
Support English Learners Students may have difficulty understanding what is meant by “straight sides.” If so, run a finger along the edge of a ruler several times, saying *straight*. Then position the edge of the ruler along each of the four sides of a square or rectangle and say *straight side* for each.

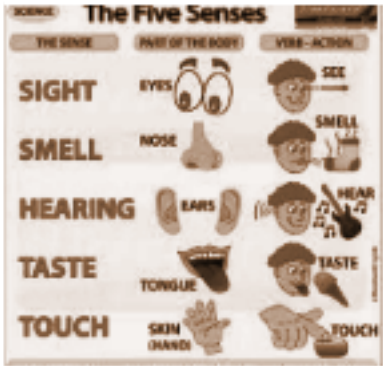
2 Sort solid shapes.

- Direct the student to sort the models of solid shapes, such as prisms, pyramids, cubes, cones, cylinders, and spheres. Say: *These shapes are different from the plane shapes. Think about how you could sort these solid shapes.*
- Encourage the student to talk about ways to sort the solid shapes. Provide assistance, as needed. Depending on how many solids are available, allow a few minutes for the sorting.
- After the sorting, ask the student to describe how he sorted by naming the attributes of the shapes in each group. Say: *How are the shapes in this group alike? How are the shapes in that group alike? How are those two groups different from each other?*

3 Compare plane shapes with solids.

- Guide the student to compare the attributes of the plane shapes with the attributes of the solids by having him compare a group of shapes taken from each of his sortings.
- Have the student explain how one of his groups of plane shapes was like one of his groups of solid shapes. Acknowledge the likeness. Then ask: *How are those two groups different from each other?*
- Then have the student explain how one of his groups of plane shapes was different from one of his groups of solids. Acknowledge the difference and ask: *Are those two groups alike in any way? Which group of solids is more like this group of plane shapes?*
- Lead the student to identify each plane shape as two-dimensional because it is flat and can be measured in two ways: by length and width. Build on that understanding by guiding the student to an understanding that a solid shape is three-dimensional because it is not flat—rather, it is a solid shape—and can be measured in three different ways: by length, width, and height.



STANDARD	ACTIVITY	LESSON SUPPORT												
<p>Day 1</p> <p>K.L.1.2</p> <p>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>Observing Nature</p> <ol style="list-style-type: none">1. Students will take a nature walk and will need to bring the Observing Nature chart or a piece of paper where they can draw and write down observations.2. Review the 5 senses with students before going on the walk (see, hear, touch, smell, taste) - We will NOT be using our sense of taste today on our nature walk.3. Have students say/think about what items they think they might see on the nature walk.4. Go on the nature walk: remind students that in order to observe they will have to look really closely at items & be sure to look up, down, & all around so they don't miss something important.<ul style="list-style-type: none">• Encourage students to look CLOSELY at various objects such as trees, grass, plants, sky, flowers, .5. Students will record their observation on the Observing Nature Chart attached to the lesson. (Pictures, labels, words can be used to record their observations.)6. Introduce the word environment. Discuss what the word means and explain that our environment includes all the items we find where we live. (So that means everything on our chart.)	<p>1.</p> <table border="1"><thead><tr><th colspan="4">Observing Nature</th></tr><tr><th>Where I looked</th><th>What I saw</th><th>What I noticed</th><th>Senses I used</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td></tr></tbody></table> <p>Students will:</p> <ul style="list-style-type: none">• Use their senses to observe their environment• Describe the way their environment looks, feels, sounds, and smells  <ol style="list-style-type: none">3. Students can share ideas verbally, or jot/draw ideas on a piece of paper of what items they might see on the walk.4. While on the nature walk use these guiding questions related to their senses to help students demonstrate an understanding of using their senses and to pay close attention to all kinds of items in nature.<ul style="list-style-type: none">• What do you see when you look really closely?• What does it feel like?• Does this have a smell?• What does it smell like?• Does it smell more or less if you move it? Scratch it?• Do you hear any sounds? Describe them.	Observing Nature				Where I looked	What I saw	What I noticed	Senses I used				
Observing Nature														
Where I looked	What I saw	What I noticed	Senses I used											

5.

Observing Nature			
Where I looked	What I saw	What I noticed	Senses I used

Ex. of a student response (can be drawings)

- Where I looked-under a rock
- What I saw- dirt, worms, other insects
- What I noticed- the soil was wet
- Sense- sight, touch

6.

Vocabulary:

- **environment:** all the items that make up where you live

Day 2

K.L.1.2
Compare characteristics of living and nonliving things in terms of their:

- Structure
- Growth
- Changes
- Movement
- Basic needs

Needs of Living Things

1. Ask your child what animals need in order to survive? Brainstorm outloud and discuss the meaning of the word **needs**.
2. Play The Needs of an Animal song on YouTube
[The Needs of an Animal Song](#)
 - While students listen to the song, the students can make a list of the four things animals need to survive.
3. Show the picture of the dog and ask your child what needs are being met in the picture



4. In order to survive animals need: water, food, shelter and air.

1. Vocabulary:

- **needs:** what animals must have in order to survive.

2. Needs of an animal song



3. You can also use the image below to address the 4 animal needs.



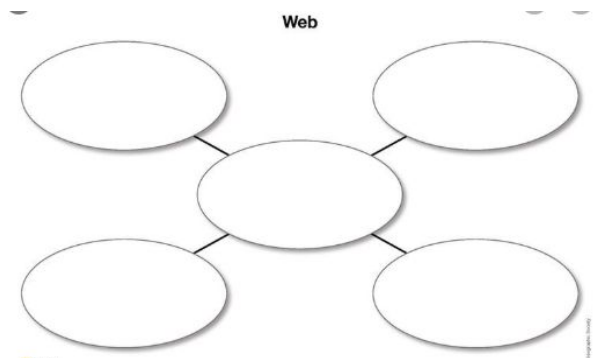
4. Guide students in their thinking to make sure they are on the right track. This picture shows the dog has

5. Next have students tell why animals need each item on the list to survive.

- For example: a dog needs air so it can breathe or it would die.

6. Create Animal Needs Web, chart or poster.

- Students can write in the middle Animal Needs for Survival
- Then write down the **four needs** for survival and why animals need each item on the list to survive.



6. Students can draw an animal that has all of its needs met.

- Have them label the picture to show the air, food, water, & shelter.
- The picture of the birds on the side is an example of an animal having all of its' needs met:
 - Water (nutrients, hydration)
 - Shelter (nest in a tree)
 - Food (worm)
 - Air to breathe

shelter, two bowls with food and water and air.

5 and 6.. **Animal Needs Web:** In order to survive, animals need:

- Air to breathe
- Food for energy
- Water for hydration
- Shelter to protect them

If an animal doesn't get all that it needs, it will die.



Water



shelter



food



air

Observing Nature Chart

Observing Nature			
Where I looked	What I saw	What I noticed	Senses I used

STANDARD	ACTIVITY	LESSON SUPPORT																
<p>Day 3</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>Living vs. Nonliving</p> <p>1. Ask students the following questions:</p> <ul style="list-style-type: none">a. Are you alive?b. How do you know?c. What other things are alive?d. How do you know?e. Do you think all living things have some things that are the same? <p>2. Students will complete the Living and Nonliving sort activity. Use the attached picture sort and students can make their own chart (see ex,)</p> <p>3. Once the pictures have been sorted in the correct column, discuss with students what they notice about all the pictures in the living section and then what they notice about the pictures in the nonliving section.</p> <p>4. Have students choose 2 living things from their sort and list how it is living.</p> <ul style="list-style-type: none">a. How it moves (Does it walk, run, swim?)b. What it eats?c. What it drinks? <p>*Students could create a chart like the one below on a piece of paper to complete the 2 living things from the sort and how they know it is living. An example is provided on the side.</p> <table><tr><th>Living Things</th><th>How I know it's living...</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Living Things	How I know it's living...					<p>Guiding Question: <i>How can we determine if an object is living or nonliving?</i></p> <p>2. Students can make their own t-chart on a piece of paper for the sort:</p> <table><tr><th colspan="2">Living and Nonliving Sort</th></tr><tr><th>Living</th><th>Nonliving</th></tr><tr><td></td><td></td></tr></table> <p>3. Assist students when needed in sorting the pictures between living or nonliving.</p> <p>Use guiding questions when your child is sorting the living and nonliving pictures.</p> <ul style="list-style-type: none">• How do we know something is living?• Does it breathe?• Does it grow?• Does it eat? <p><i>Ex: Does a baseball have needs like living things do? No because it doesn't breathe or grow.</i></p> <p>3. Explain to students:</p> <p>Living things= things that are alive or have ever been alive (wood table). They can...</p> <ul style="list-style-type: none">• Move• Change• Eat• Drink• grow• Breathe <p>nonliving=things that have never been alive</p> <p>4.</p> <table><tr><th>Living Things</th><th>How I know it's living...</th></tr><tr><td>Baby girl</td><td>She will grow</td></tr></table>	Living and Nonliving Sort		Living	Nonliving			Living Things	How I know it's living...	Baby girl	She will grow
Living Things	How I know it's living...																	
Living and Nonliving Sort																		
Living	Nonliving																	
Living Things	How I know it's living...																	
Baby girl	She will grow																	

		<table><tr><td></td><td>and change as she gets older. She can eat and drink. She has lungs that allow her to breathe.</td></tr><tr><td></td><td></td></tr></table>		and change as she gets older. She can eat and drink. She has lungs that allow her to breathe.																		
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<p>Day 4</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>Structure of Animals</p> <ol style="list-style-type: none">1. Look at the animal pictures that are printed.2. Students should view these pictures & share what they notice about the different animals.3. Students will look CLOSELY at each animal and record at least one observation on the Animal Observation Chart attached to the lesson. <table><tr><th colspan="5">Animal Observation Chart</th></tr><tr><th>Picture of animal</th><th>What body parts does it have?</th><th>How many of these body parts does it have?</th><th>Is the animal bigger or smaller than you?</th><th>What else did you notice about it?</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <ol style="list-style-type: none">4. Spend time looking at the animal pictures and the student observations and dig deeper as to how the body parts help the animal.<ul style="list-style-type: none">• Ex: The bird wings help it fly so it can move around.• Ex: The birds beak helps it to eat• Ex: The fish's gills help it breathe5. Extend a little deeper and explain to students that a human or a person is a type of animal.	Animal Observation Chart					Picture of animal	What body parts does it have?	How many of these body parts does it have?	Is the animal bigger or smaller than you?	What else did you notice about it?											<p>Guiding Question: <i>What structures (or body parts) do animals need in order to survive?</i></p> <ol style="list-style-type: none">1. This is just meant to spark interest so we are not really looking for them to dig into similarities or differences but to discuss these animals and possibly get around to any structures (or body parts) they see in the pictures.2. Give students time to look at the pictures of animals and record at least one observation for each animal.3. Guide students to understand that animals have certain structures or body parts that help them. These include:<ul style="list-style-type: none">• <i>Parts to help animals eat</i>• <i>Parts to help them see</i>• <i>Parts to help them move</i>• <i>Parts to help them breathe</i>6. Answers for parts of a human<ul style="list-style-type: none">• To eat (<i>mouth</i>)• To see (<i>eyes</i>)• To move (<i>legs; may say arms, too</i>)• To breathe (<i>lungs; may say mouth or nose, too</i>)
Animal Observation Chart																						
Picture of animal	What body parts does it have?	How many of these body parts does it have?	Is the animal bigger or smaller than you?	What else did you notice about it?																		

6. On **Body Parts That Help Us**, attached to the lesson have students label the parts of a human that are used for the following:

- a. To eat
- b. To see
- c. To move
- d. To breathe



Video to learn more about animal structures.



<https://www.youtube.com/watch?v=hS44ZXx8eWA>

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Day 3-Living vs. Nonliving lesson

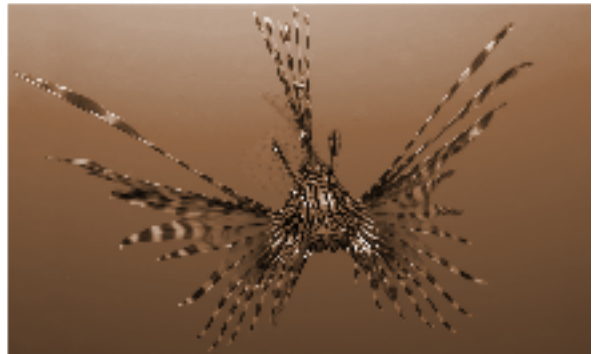
Living and Nonliving Sort Cards

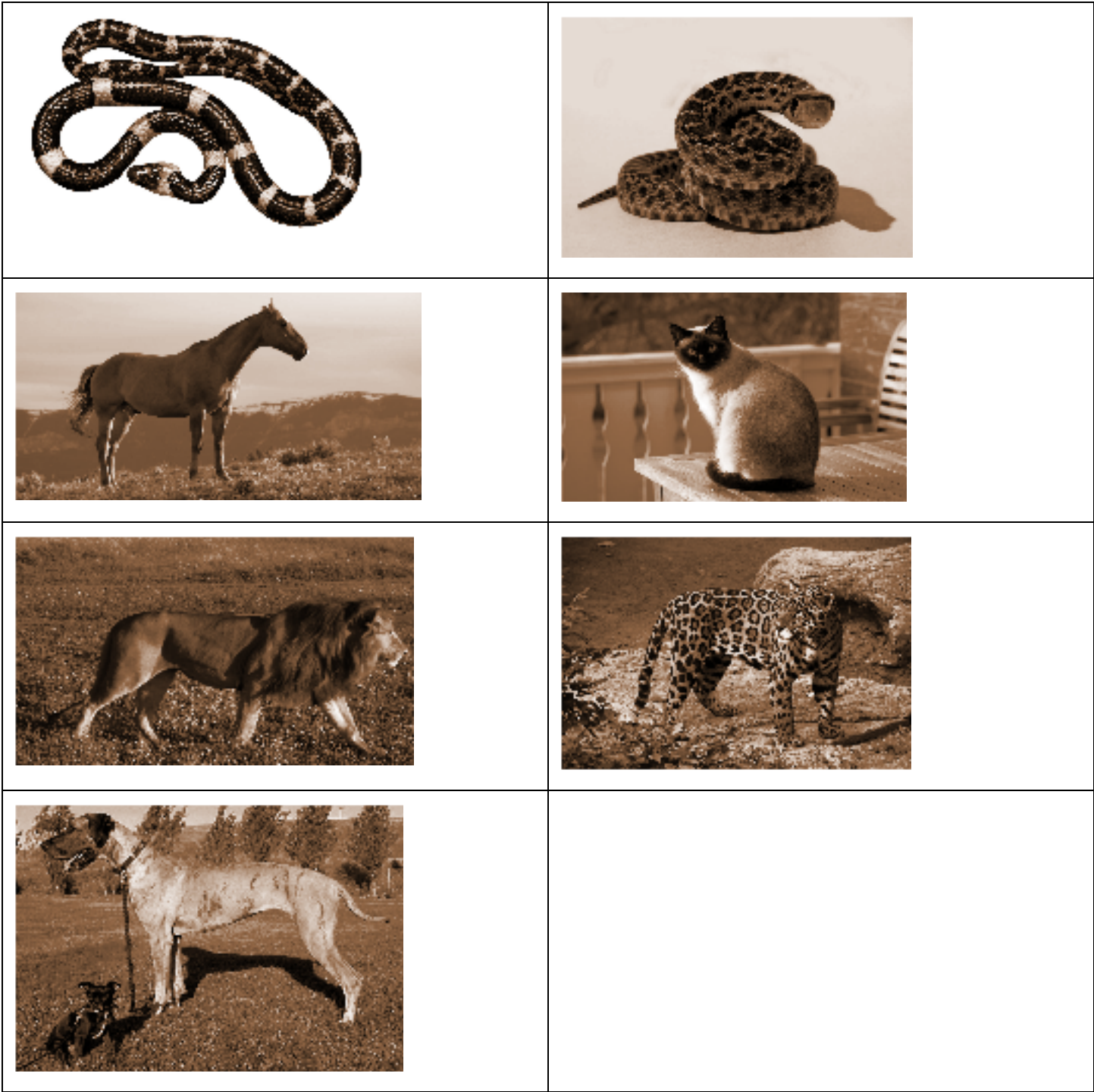


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Day 4- Structure of Animals lesson

Animal Pictures





Day 4- Structure of Animals lesson
 Animal Observation Chart

Picture of Animal	What body parts does it have?	How many of these body parts does it have?	Is the animal bigger or smaller than you?	What else did you notice about it?

Body Parts That Help Us



Draw a line to the body part that helps us:

- Eat _____
- See _____
- Move _____
- Breathe _____

Write what each of these body parts is called on each line.

Continue to choose activities from the choice board in the previous packet

STANDARD	ACTIVITY	LESSON SUPPORT
K.G.1.1 Use maps to locate places in the classroom, school and home.	See Activity Map 1 and Activity Map 2 below and one optional activity	Maps can show different places. Discuss how a map can show a place as small as their room or as big as the world. (see map image of a park).
K.G.1.4 Identify locations using positional words (near/far, left/right, above/beneath, etc.).	See Activity 3 and 2 optional activities	Students will understand that positional words are used to locate specific places. Directional words help provide us with better understanding of where something is (below, above, beside, between, inside, outside, in front of, behind)

Activity Map 1: What do you notice about the map? As you talk, reinforce the below vocabulary words relating to maps.

Vocabulary

Map: a drawing that tells you about a place

Legend or Key: explains what the symbols of the map stand for

Symbol: small drawing on a map that indicates what is in that place

Landmark: something that is easy to find like a mountain or building

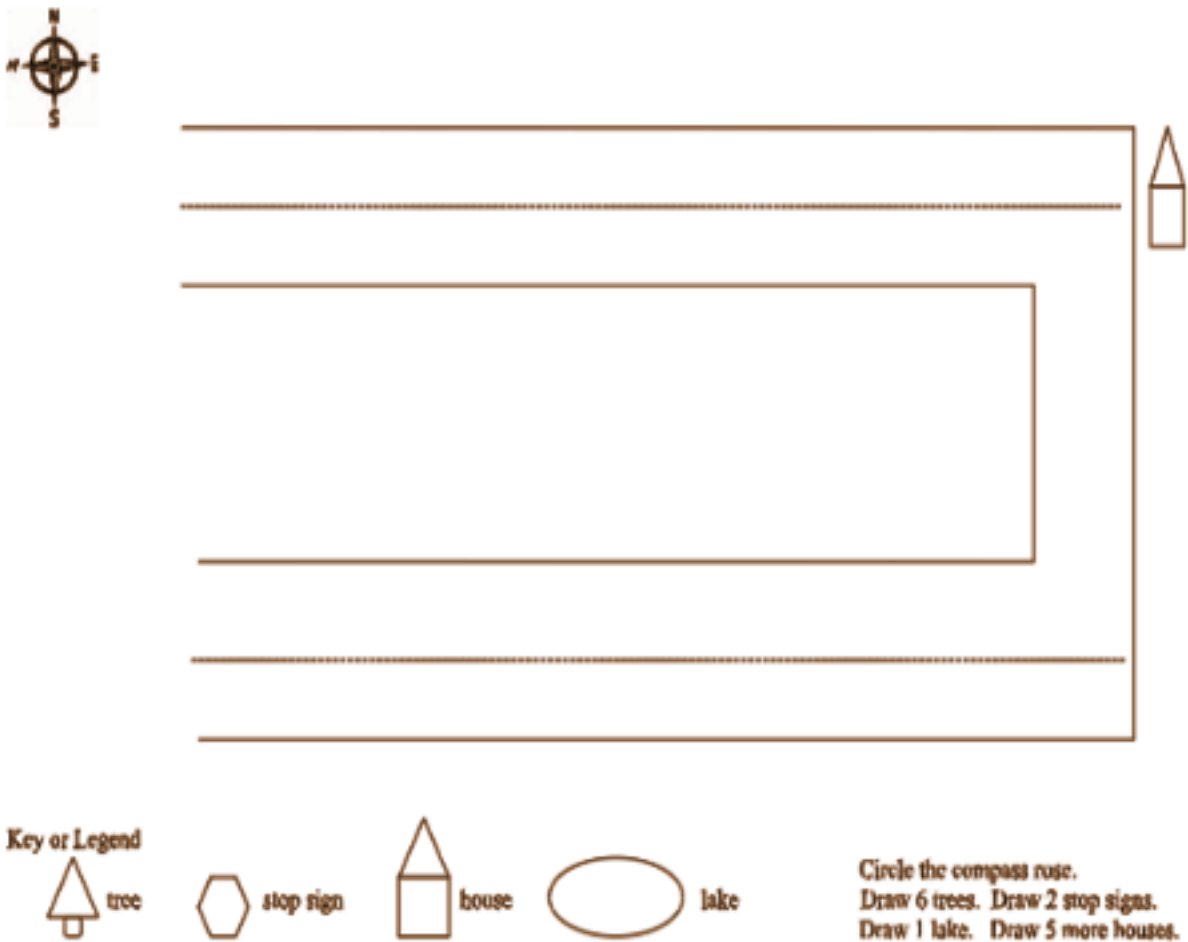
Route: a path or road that you will travel

Compass Rose: a symbol that always shows north and most often also includes south, east and west

Globe: the Earth represented on a sphere



Activity Map 2: Have your child follow the directions at the bottom of the map using the map key.



Activity (optional): You can also draw a map of a room in your house or create a map of a neighborhood, school, or community using Legos or other building materials.

Activity 3: You are going to give your child five exact instructions about what to add to the house. You will say each sentence two times. They should not add anything else to the picture. The five instructions could be: 1. Color the middle window on the house. 2. Draw a tree on the right side of the house. 3. Draw four flowers under the tree. 4. Draw a dog in front of the house. 5. Draw a circle around the first flower.



Activity (optional): Rosie's Walk and Little Red Riding Hood are stories you could read or find online that use some of these directional words.

Activity (optional): Play "I spy" using positional words (near/far, left/right, above/beneath) to locate specific places in our house. (I spy something red above the couch, round under the table, etc)