



April 2020

Hello Parents,

We hope that this letter finds you doing well and adjusting to the changes in our world. We continue to work to offer resources that provide practice of skills students have learned this school year. Attached you will find choice boards (and supporting materials) for students to choose activities to complete in Language Arts, Math, Science, and Social Studies between April 20 and May 1. In addition, you will find daily math problem practice and an answer sheet that follows. There are many activities provided, a student would not be expected to complete them all. 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](http://www.ucps.k12.nc.us/domain/2917).

Stay safe and healthy!

Estimados Padres,

Esperamos que al recibir esta carta se encuentren bien y adaptándose a los cambios en nuestro mundo. Continuamos trabajando para ofrecer a los estudiantes recursos que les brinden práctica de las habilidades que han aprendido este año escolar. Adjunto encontrará tableros de elección (y materiales de apoyo) para que los estudiantes elijan actividades para completar en Artes del Lenguaje, Matemáticas, Ciencias y Estudios Sociales. Además, encontrarán práctica diaria de problemas matemáticos y una hoja de respuestas. Se proporcionan muchas actividades, no se espera que el estudiante las complete todas entre el 20 de Abril y el 1 de Mayo. Por favor recuerde, todas las actividades son opcionales y el trabajo que el estudiante complete **no necesita** ser devuelto a la escuela para su calificación o crédito. Si cree que necesita más recursos, consulte el Portal de la Familia EmpowerED de UCPS en nuestro sitio web [www.ucps.k12.nc.us/domain/2917](http://www.ucps.k12.nc.us/domain/2917).

¡Esperamos que se mantengan seguros y a salvo!

# Kindergarten Reading Choice Board

April 20 - May 1

## Fiction - a story book

Read 20 minutes from a fiction text of your own or read the attached book, **Danger**. Make sure to ask your child some questions about what they read. After reading, choose an activity below.

Talk About Reading	Write About Reading	Play With Words
<p><b>Ask questions:</b> If your child reads their own book substitute the character(s) name and what happened in the underlined places for the questions below. How do you think <u>Bill and Pat</u> felt when <u>they were running from the bear</u>? Tell why. How do you think <u>Bill and Pat</u> felt when <u>they were in the tree</u>? Tell why.</p>	<p><b>Characters:</b> Write a sentence telling one thing Bill does in the story. Write a sentence telling one thing the bear does in the story.</p>	<p><b>Hunting for words</b> - Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word.</p> <p>For example, if the target sound is "m", the child might find and write mop, mat, Mom, money, and microwave.</p>
<p>Talk about where the story takes place. This is called the setting.</p> <p>What other stories do you know that have the same setting?</p>	<p>Write a sentence about what season you think this book shows. Be sure to tell what makes you think that. What do you see in the pictures that show what season it could be?</p> <p>If you are reading your own book use the pictures to figure out what season your book is showing.</p> <p>Your sentence <u>could</u> go like this. This book shows the season _____. I see _____ and _____ in the pictures.</p>	<p><b>Stretching Words:</b> Play a game in which you say a word and your child has to break apart all the sounds. Ask your child to stretch out a word like dog and he/she can pretend to stretch a word with a rubber band. Your child should say /d/ /ō/ /g/. Use 3 letter words first, then move on to longer words. can, mat, sit, hop, run (3 sounds) Black, green, stop, fast (4 sounds)</p>
<p><b>Use different voices</b> - Reread the story and try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. Give each character a different voice too. These repeated readings add some fun to reading practice.</p>	<p><b>Change the story ending.</b> On a piece of paper draw a picture showing a new ending and then write the words to match your picture. Ex. <b>Danger</b> : Bill and Pat get food for the bear. The bear is happy and they all become friends.</p>	<p><b>Rhyming Words:</b> Make a list of words that rhyme with Bill, Pat and look. Here are some ideas: Bill: pill, fill, hill, will, ... Pat: sat, flat, cat, rat, brat Look: cook, shook, took, book</p>

**Create:** Create a picture using a letter. Here is an example using the letter c.

If you'd like more ideas follow the link :

<https://activity-mom.com/2018/07/drawing-through-the-alphabet-c/>



Fiction Text

Danger



Here is Bill.  
Bill is in the woods.



1

Here is Pat.  
Pat is in the woods.



2

Here is a bear.  
The bear is in the woods, too!



3

Look out, Bill!

Look out!



4

Look out, Pat!

Look out!



5

Here is a tree.

Bill is going

up the tree.

Bill is safe.



Pat is going

up the tree.

Pat is safe, too!



7

# Kindergarten Reading Choice Board

April 20 - May 1

## Non-Fiction - a teaching text

Read 20 minutes from a non-fiction text of your own or read the **Bear Is Sleeping** poem attached. Make sure to ask your child some questions about what they read. After reading, choose an activity below.

Talk About Reading	Write About Reading	Play With Words
<p>Tell two facts you learned about <b>bears</b> after reading. If you are reading your own non-fiction book tell two facts about what you read.</p>	<p>Write one sentence about each part (stanza) of the poem. Use these sentences and fill in the blanks. Bear is _____ in the _____.  Bear _____ in the _____. If you are reading your own non-fiction book, write two facts about what you read.</p>	<p><b>Making new words</b> <i>sheet attached.</i></p> <p>Read the word. Choose a different vowel to create a new word. Write the new word.</p>
<p>Talk about why bears might sleep in the wintertime and wake up in the spring. What can bears get easily in the spring that would be harder to find in the winter? (Winter- cold, creeks and ponds are frozen so bears cannot find food. Trees have no leaves Spring- Fish are easily available in ponds and streams, berries and leaves are growing.)</p>	<p>Write a sentence about what season you think this book shows. Be sure to tell what makes you think that. What do you see in the pictures that show what season it could be? If you are reading your own book use the pictures to figure out what season your book is showing.</p> <p>Your sentence <u>could</u> go like this. This book shows the season _____. I see _____ and _____ in the pictures.</p>	<p><b>Change the first letter and the last letter to make new words or make- believe words.</b></p> <p><i>Sheet attached.</i></p>
<p>Read the Poem titled "<b>Spring</b>"</p> <p>Tell what this poem is all about. Tell how this poem is the same as the "<b>Bear is Sleeping</b>" poem. Or read 2 books of your own and tell how they are similar.</p>	<p>After reading the poem "<b>Spring</b>"</p> <p>Complete the 5 senses sheet attached.</p>	<p><b>Choose a letter from each box to make a word.</b> <i>Sheet attached.</i></p> <p>Use a penny or chip to toss onto the letter board to make it more fun. Wherever the penny lands is the letter you choose.</p>

**OPTIONAL and just for FUN Create: Basic Fluffy Slime Recipe**

1. Put 1/2 cup shampoo and 1/4 cup of cornstarch in a bowl.
2. Mix well.
3. Add 3 drops of food coloring (optional).
4. Add 1 tablespoon of water and stir. Slowly add 5 more tablespoons of water, stirring well after each one.
5. Knead the slime for around 5 minutes.

Use the slime to make letters or words.

## Non Fiction Text

# Bear is Sleeping



Bear is sleeping, bear is sleeping  
In his cave, in his cave  
Wonder when he'll wake up? Wonder when he'll wake up?  
In the spring! In the spring!

Time to wake up, Time to wake up  
Sleepy bear, sleepy bear  
It is springtime, It is springtime  
Wake up now! Wake up now!



## "Spring"

(to the tune of "Twinkle, Twinkle, Little Star")



Spring, spring is coming soon,  
Grass is green and flowers bloom,  
Birds returning from the south,  
Bees are buzzing all about,  
Leaves are budding everywhere,  
Spring, spring is finally here!

## Making new words

Read the word in the first box. Choose a different vowel to create a new word. Write the new word. An example is done for you.

Vowels to choose from **a, e, i, o, u**

sit	a	sat
mop		
lip		
run		
cat		
fit		
big		
not		
fox		

Change the first letter and the last letter to make new words or make-believe words.

An example has been done for you.

pot	pop	mop
rip		
hat		
fin		
bug		
rot		
can		
web		
let		



# Choose a letter from the boxes to make words

- Choose a letter from the First letter box.
- Choose a letter from the middle letter box and then a letter from the last letter box.
- Write the word you made on the lines below.
- If you have a penny, flip the penny onto each box of letters and write the letter the penny lands on.
- Read the word and decide if you made a real word or a make believe one.

First letter and Last letter box

m	s	t	l
p	c	f	r
d	g	w	v

Middle Letter

a	e	i
o	u	You choose

Word List

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# SPRING

Go outside or look out your window.

Write 2 things you see.

1. \_\_\_\_\_

2. \_\_\_\_\_

Write 2 things you could touch.

1. \_\_\_\_\_

2. \_\_\_\_\_

Write 2 things you hear.

1. \_\_\_\_\_

2. \_\_\_\_\_

Write 2 things you would eat.

1. \_\_\_\_\_

2. \_\_\_\_\_

Write 2 things you smell.

1. \_\_\_\_\_

2. \_\_\_\_\_

# Kindergarten Math Choice Board

April 20 - May 1

The activities below can be used by all students in grades K-5 in addition to the grade level work provided. Please note additional challenges for older students. The choice board is meant to be a fun way to explore math at home. Enjoy!

<p><b>Create a math board game.</b> Make sure your game has directions, math questions, and all materials needed to play it. Try out your game with someone at home.</p>	<p><b>Go on a shape hunt.</b> Look for shapes around you at home. Gather 10 objects and identify their shapes (can be 2D or 3D). Sort the shapes in some way. Share your thinking with someone at home.</p>	<p><b>Write a story problem to go along with your daily reading.</b> Read a story or a chapter out of a book you've been reading. Write one math problem to go along with the story or chapter you read.</p>
<p><b>Measure a room at home.</b> Use at least two different <i>creative</i> measuring tools. For example, how many shoes long is the room? How many pieces of paper long is it? Compare the lengths. For students in grades 4-5, calculate the perimeter and area of the room.</p>	<p><b>Write a math song.</b> Write a math song to explain a math concept. Your song could be about shapes, fractions, graphing, addition, subtraction, multiplication, or division. Perform your song for your family. You may even choose to send your teacher a recording of your song.</p>	<p><b>Cook something with an adult.</b> While you cook, think about all the math skills you are using. Write and solve one math story problem related to your experience.</p>
<p><b>Create a graph.</b> Create a graph using items you find in your house. Your graph should have a title, a number scale, and at least two categories. Category examples: -Articles of clothing (# of t shirts and # of long sleeve shirts) - Types of books on your bookshelf</p>	<p><b>Create a daily schedule.</b> Make sure your schedule has the start time and end time as well as what activity you are going to do at that time. For students in grade 3-5, find the elapsed time of the different activities in your schedule.</p>	<p><b>Write a word problem with an answer of 2.</b> Use any operation and any problem type you want. Just make sure the answer to your problem's question is 2. <b>Challenge:</b> Can you write another problem using a different operation and/or a different problem type? Don't forget two-step &amp; compare problems!</p>

# Kindergarten Daily Math Practice

## Counting within 5

Show some of the ways to make 5 using two colors:

--	--	--	--	--

$$\underline{\quad} + \underline{\quad} = 5$$

--	--	--	--	--

$$\underline{\quad} + \underline{\quad} = 5$$

Challenge: Write your own number sentences showing a different way to make 5.

$$\underline{\quad} + \underline{\quad} = 5$$


## Counting within 10



- 1) Say the number of triangles aloud.
- 2) How many triangles are there? \_\_\_\_\_
- 3) Draw the same number of circles below. Use the space below to draw:

Challenge: How many circles would you have if you added two more? \_\_\_\_\_

## Subtracting within 5

Example:   $4 - 2 = 2$

$$\text{||||} 4 - 1 = \underline{\quad}$$

$$\text{|||||} 5 - 2 = \underline{\quad}$$

$$\text{|||} 3 - 2 = \underline{\quad}$$

$$\text{|||||} 5 - 3 = \underline{\quad}$$

Challenge: Draw your own example.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

### Adding within 10

$$\square\square\square\square\square + \square\square\square = \underline{\hspace{2cm}}$$

$$\square\square\square\square + \square\square\square\square = \underline{\hspace{2cm}}$$

$$\square\square\square\square\square + \square\square = \underline{\hspace{2cm}}$$

$$\square\square\square\square\square\square\square + \square\square = \underline{\hspace{2cm}}$$

Challenge: Draw your own example.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

### Adding within 20

A gingerbread man has 10 buttons and 2 eyes.

- 1) Draw the gingerbread man.
- 2) Draw the 10 buttons and 2 eyes.
- 3) Write the number of buttons and eyes next to the gingerbread man.

Write the number of buttons:                 Write the number of eyes:           

### Breaking down teen numbers

Color 4 squares red.

Color 5 squares blue.

How many squares are white?           

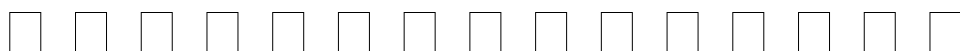

Challenge: Draw 12 squares.→

6 squares are green.

3 squares are orange.

How many squares are white?

**Draw a line to tell how many**



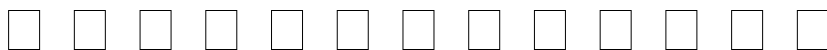
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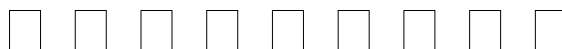
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15



9



6

Challenge: Draw your own symbol and tell how many.



### **Grouping teen numbers into 10 ones**

For each number make a drawing that shows that many objects. Circle 10 ones.

**16**

$$\underline{\quad} + \underline{\quad} = 16$$

---

**18**

$$\underline{\quad} + \underline{\quad} = 18$$

---

**13**

$$\underline{\quad} + \underline{\quad} = 13$$

Challenge:  $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 19$



# Kindergarten Answer Key

April 20 - May 1

## Counting within 5

Answers will vary:

$3 + 2 = 5$

$4 + 1 = 5$

$2 + 3 = 5$

$1 + 4 = 5$

## Counting within 10

6 triangles

Challenge: 8 circles

## Subtracting within 5

Example: ~~||||~~  $4 - 2 = 2$

$|||| 4 - 1 = 5$

$||||| 5 - 2 = 3$

$||| 3 - 2 = 1$

$||||| 5 - 3 = 2$

Challenge answers will vary.

## Adding within 10

$\square\square\square\square + \square\square = 9$

$\square\square\square + \square\square\square = 8$

$\square\square\square\square + \square\square = 7$

$\square\square\square\square\square\square + \square\square = 10$

Challenge answers will vary.

## Adding within 20

10 buttons

2 eyes

## Breaking down teen numbers

Color 4 squares red.

Color 5 squares blue.

How many squares are white? 6

Red	Red	Blue		
Red	Blue	Blue		
Red	Blue	Blue		

Challenge: Draw 12 squares.→

6 squares are green.

3 squares are orange.

How many squares are white? 3

Green	Green	Orange	
Green	Green	Orange	
Green	Green	Orange	



# Kindergarten Science Choice Board

Choose 1-2 activities to complete each week from the activity board below.

## Guess my object

- Have an object in a bag and start describing the physical properties (listed above in the background knowledge) of the object to give clues. Student guesses object.
- Extension- reverse the roles and have the student describe the object to the family member.

## Sorting Objects

- Use various objects such as: Rubber bands, foam shapes, pom poms, Cloth, Pipe cleaners, Wood pieces, small, plastic pieces, Cardboard, Sandpaper, Fabrics, Velcro, Button, magnets, Birthday candles etc. Sort the objects into groups based on their physical properties
- Ex: The object is a pillow
  - Color - tan
  - Shape - square
  - Size - medium sized
  - Texture - smooth, soft
  - Weight - light
  - Flexible - yes, you can move it
  - What it's made of - cloth, fabric
- Extension- are there other ways to sort the objects?

## Sink or Float

- Choose various household objects such as crayons, coins, dice, leaf, eraser, index card, straw, plastic egg, cotton balls, etc.
- Bucket of water
- First make a prediction if the object will sink or float.
- Make a chart: Sink or Float

Object	Sink	Float

- Discuss why the object sank or floated using the physical properties.
- Misconception: Not all heavy objects sink.

## Food Lab Activity

- Use food items such as crackers, candy or fruit to describe the physical properties. You will want different types of crackers or cookies. Ex: gold fish, chip, Cheese Its, saltine.

Draw or write object	Texture	Color	Size	Shape

## Nature walk

- Leaf rubbing-color with the side of a crayon and feel the texture on the paper
- Collect rocks and describe using the physical properties
- Color hunt (ex. Flowers, trees blooming)
- Find various objects outside and describe them using physical properties.
- Play I Spy outside

## Magnetism

- Use a refrigerator magnet
- Students predict and observe whether various objects are attracted to a magnet.
- Students sort various objects as magnetic or not magnetic.
- Create a chart-

Object	Sticks	Will not stick

## Be a Meteorologist

- Weather prediction-Using senses (sight, hearing and touch) make a weekly chart with words to choose from: rainy, snowy, cloudy, stormy, windy, sunny, foggy, warm, hot, cold
- Students can draw the type of weather for the day on their calendars and use a symbol to represent that weather.
- Use the “Track the Weather” calendar
- Use the weather data collected and discuss-
  - What was the weather like for the past two days?
  - How was the weather different? (Yesterday it was cloudy and today it is rainy.)
  - How was the weather the same? (It was cold both days.)

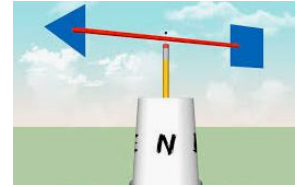
## Temperature Scavenger Hunt

- Focus on temperature words: Hot, Warm, Cool, Cold.
- Look for things around the house, outside or other items that you know of that would be hot, warm, cool and cold just like the temperature is outside. Where would these temperatures be in your house?
- Create a chart and have students sort the objects based on their temperature.
- Examples:
  - **HOT** - light bulb, hot tub, hot chocolate
  - **WARM** - water bottle with warm water in it, bath water
  - **COOL** - ziplock bags with water in them, (or jello, or hair gel), bottled water, etc.
  - **COLD** -Ice Cream, ice cube

Hot	Warm	Cool	Cold
Light bulb	Bath water	Hair gel	Ice cream

## Weather Instruments

- **Weather Vane-** A weather vane shows which direction the wind is blowing. Students watch how the wind blows the weather vane to know the direction it comes from. Literacy connect- Read the story *Feel the Wind*



### Rain Gauge-

1. Cut off the top of the bottle and save for later
2. Place rocks in the bottom
3. From top of rock use a tape measure at 0 and have the student use a marker to mark every inch. From there write 1”, 2”, etc.
4. Take the top of the 2 liter that you set aside, turn upside down into the bottom of the 2 liter. Cover the rocks with water to the mark that starts your rain gauge.



# Track the Weather

In each box make a prediction, tell what the actual weather is, and draw a picture or symbol to show the actual weather.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

# Kindergarten Social Studies Choice Board

## **I Am a Citizen and We Are Alike. We Are Different**

*Choose 1-2 activities to complete each week to review your Social Studies knowledge*

<p>Draw a picture that shows you are a good citizen following a class rule.</p> <p>“I can be a good citizen by _____.”</p>	<p>Draw and write about a rule in your family or neighborhood.</p> <p>“We have the rule _____ because _____.”</p>	<p>Finish the chart.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Rules at home</th> <th style="width: 50%; padding: 5px;">Rules at schools</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> </tbody> </table>	Rules at home	Rules at schools						
Rules at home	Rules at schools									
<p>A good citizen is also a good friend.</p> <p>Draw/write about a friend.</p>	<p>Divide a piece of paper in half. Draw &amp; write about 2 ways you can be a good friend.</p>	<p>Illustrate and write about what fairness means to you.</p>								
<p>Draw a picture of your family. Label each person in your family. Have students draw and write about what their family likes to do together. “My family likes to...”</p>	<p>Tell about yourself.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Likes</th> <th style="width: 50%; padding: 5px;">Dislikes</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> </tbody> </table>	Likes	Dislikes							<p>Create a house-either with block, legos, or draw. Have someone else in your house do the same. Talk about how your houses are the same and different.</p>
Likes	Dislikes									