

Literacy (Monday-Thursday) Weeks 3 & 4

Your teacher will send you a video each day of what we call ECRI. It covers foundational skills in reading that are connected to our Journey's reading program. If you are unable to watch the videos, please work on the following skills with your child:

1. **Sight words**

do, down, just, little, only, went, have, help, every, one, ask, walk). See activities listed below.

2. **Letter names & sounds**

Uu, Ll, Ww See activities listed below.

3. **Letter cards**

Work on building CVC words (consonant, vowel, consonant...ex. cat, hop, run). You can also build nonsense CVC words (ex. fov, dif, sut) to see if your child can still work on sounding out/blending the sounds to read the words.

Literacy (Friday) Weeks 3 & 4

If you can access the internet, go to www.letsfindout.com. Click on "Log In." Click on "I am a Student." Enter your classroom password (your teacher will give this to you) and click "Sign In." Click on a magazine of your choice. You may do the activities in any order. When completed, go on a "Word Hunt".

On a piece of paper, write the title of your magazine and then list as many sight words as you can. If you see a word more than once, you may tally how many times you see it. If you want, take a picture and send it to your teacher. Who can find the most words? Happy hunting!

If you are not able to access the internet, find a book, magazine or newspaper and go on a "Word Hunt" using the directions above 😊

Letters and Sight Words Activities

Please choose 1 activity from each side of the list to practice each day. Most of these activities can be adapted to practice either names and sounds or sight words, for example, Rainbow Letters can become Rainbow Words...just say a word instead of a letter and have your child write it in different colors ,saying the letters as they write, then reading the word when they finish.

LETTER NAMES AND SOUNDS	SIGHT WORDS
Rainbow Letters Say a letter and have your child use different colors to write the letter. Have your child say the letter name and/or letter sound while they write the letter.	Super Speed Help your child go through their sight words and see how many they can read in one minute. Keep track of your score and try to beat it next time.
Alphabet Flash Cards Create letter flash cards and quickly go through each letter having your child say the letter name and/or sound for each letter.	Say It, Spell It, Say It Exactly how it sounds...Have your child say the word, spell the word, and then say the word again. Help your child as needed.
Tic-Tac-Toe Create a tic-tac-toe board, writing one letter in each box. Before your child can put their X or O in the box have them say the letter name and/or sound. If they do not get it correct they do not put their X or O.	Go Fish Place your high frequency words face down in the middle to create a pond. Take turns going fish by pulling a word out of the pond and reading it. If you get it correct, you keep it.
Alphabet Shapes Write letters on a piece of paper. Say a letter name and/or sound and give your child directions to draw a shape around that letter.	Pyramid Words Write your words out one letter at a time in the shape of a pyramid. t t h t h e

Math Week 3

Day 1

Interrupted Counting

Materials: Stop/Go sign or red/green paper

Ask your child-“what number do we usually start counting with”? Yes, it is 1. Today we are going to **count up** or **count on** from different numbers other than one (you can add movement, rhythm or a familiar tune as children count). Choose a starting number. Tell your child the number and show them the green sign. Say “start counting” then hold up the red sign for them to stop counting. Do this several times with your child using different numbers. You could also challenge them by counting by 10’s. Start and Stop at different places. If you have other children in your home have them join in by having one child counting then stopping them and then point out the other child to start counting where they left off.

Playing Hiding Bears

Materials: 10 counters, plastic cup, ten frame, paper, pencil

Lay out all ten counters (these could be coins, paper clips, etc.) on the table/floor. Have your partner close their eyes while you hide some of the counters under the cup. Have them open their eyes and see if they can guess how many are under the cup. They will need to count the counters that are visible and then take a guess of what is under the cup. They can use their fingers, brain or draw. Lift the cup to see if they are correct, then play again. You can make number sentences on your paper. **Example: $6+4=10$**

Day 2

Dice Subtraction

Materials: ten frame, dice, crayons or pencil

Today you will play a game called dice subtraction that will give you practice subtracting small numbers quickly to find the difference. **Difference** means the answer. We could also think about the number of “hops” on the number line and what is the distance between two numbers on the number line. Give each player a blank ten frame and a pair of dice. Players roll their dice and subtract the smaller number from the larger number. Tell your partner your equation ($5-3=2$). The player with the smallest difference marks one space on the ten frame. The game ends when one player has filled in a ten frame.

Day 3

Birds on Wires

Materials: 10 counters, paper, pencil

Have your child draw a telephone pole with two wires coming from each side. Tell them that you saw 3 birds flying near 2 telephone wires. Have them draw one way the birds could sit on two wires. Ask them, “What’s another way”? They can draw birds on the wire or use counters to represent the birds. Have your child write a number sentence to go with the drawing ($2+1=3$) then, tell your child that you saw the same 2 wires but this time there were 10 birds flying nearby! Have them draw more telephone poles and wires to show all the different ways to place birds to make 10. Make sure that they add their number sentence at the bottom. Talk with your child about their drawings and make sure they equal 10 when adding the birds together. How many ways did you find to make 10?

Day 4

Go to ABCya and play a game! Happy Friday

Math Week 4

Day 1

Penny Plate

Materials: 10 pennies and a plate

Starting with a plate and ten pennies or counters, Player 1 turns the plate upside down, hiding some of the pennies under the plate. Player 2 counts the visible pennies and guesses how many pennies are hiding underneath the plate. In addition, ask your child to write a number sentence that reflects the number of pennies outside of the plate, under the plate, and the total. For example, two pennies outside of the plate plus eight pennies under the plate equals ten pennies. Your child should write the following number sentence $2 + 8 = 10$.

Note: Refer to the video for a model...<https://youtu.be/dL4slcrdqso>

Day 2

Number Stories

Materials: paper, pencil, cup

Step 1: Parents, write 3 addition and 3 subtraction number sentences on a piece of paper, adding up to no more than 10. Cut the number sentences out so that they are independent on their own strip of paper. Place the strips of papers in a cup. Step 2: Students will pull out a strip of paper with either an addition or subtraction number sentence. Next, students will draw a picture to reflect the number sentence provided. Last, the student will write a number story that reflects both the picture and the number sentences provided. Repeat the process until all the strips of paper were used.

Note: Refer to the video for a model...https://youtu.be/AiGX_FVtEYg

Day 3

Monster Squeeze

Materials: 2 sheets of paper, tape, a pencil and post-it notes

Directions: Students will create their own number line numbered 0-20. Player 1 will choose a number from the number line and keep the number in their mind. Placing the post-it notes on each end of the number line. Player 1 will ask Player 2 what they believe the mystery number is. Player 2 will guess the mystery number. Player 1 will respond by saying, "the number is more or less" than the number provided by Player 2, and will move the post-it notes based on the number that was guessed -the left post-it covers the number if the guess was too low. The right post-it covers the number if the guess was too high. Example: If the mystery number is 6 and the guess is 3, the left-hand post-it moves up the number line to cover the 3. If the guess is 8, the right-hand post-it moves down the number line to cover the 8. Players keep guessing and moving the monsters until the mystery number is guessed, or "squeezed," between the monsters.

Note: Refer to the video for a model...<https://youtu.be/rrgSh0DIQ7c>

Day 4

Addition Top-It

Materials: Deck of Playing Cards

Directions: Shuffle the cards. Place the deck number-side down on the table. Each player turns over 2 cards and calls out the sum of the numbers. The player with the largest sum wins the round and takes all the cards. In case of a tie for the largest sum, each tied player turns over 2 more cards and calls out the sum of the numbers. The player with the largest sum then takes all the cards from both plays. The game ends when not enough cards are left for each player to have another turn. The player with the most cards wins.

Note: Refer to the video for a model...<https://youtu.be/w62-Zwk1tk4>

Day 5

2D/3D Shape Sort

Materials: 2D & 3D shapes from around the house and a box or bag that can't be seen through

Video demonstration and review: 2D & 3D Shape Sort <https://youtu.be/7o2EgoZUMh0>

Directions: add some items in a box or bag that represent 2D and 3D shapes. This may include dice, penny, ball, playing card, checker, Jenga game piece, battery, and so on. Your child will put their hand in the bag and guess what the shape is based on the shapes attributes. Once the shape is pulled the student will then sort the shapes into two categories; 2D and 3D shapes.

Note: Refer to the video for a model... <https://youtu.be/hv5uK0L6GqI>

Writing – You will be working on a writing throughout the week. Be sure to keep the work you do, because you will need it for the next day. The goal for kindergarten is to use capital letters, spaces and punctuation.

Week 3

Day 1 – Draw a picture of you if you had wings. Include details in the picture that make sense and use many different colors.

Day 2 – Write a sentence to tell what it would be like to fly.

Day 3 – Write a second sentence to tell about a place you visit by flying.

Day 4 – Write to tell what you would see while you are flying. Don't just say clouds and treetops. Really think about the details!

Day 5 – Circle all the word wall words you used. Read your story! Read it a second time using the voice of your teacher!

Week 4

Day 1 – Draw a picture of you playing outside. Include details in the picture that make sense and use many different colors.

Day 2 – Write a sentence to go with the picture.

Day 3 – Write a second sentence to go with the picture.

Day 4 – Circle capital letters and punctuation marks. Check for finger spaces.

Day 5 – Read your story to an adult in a soft voice, then in a loud voice.

Rhyming Week 3 & Week 4

Each day use the “chunk” to say words that rhyme with it. Want a challenge? Write those words. What do you notice?

Week 3

Day 1 – op

Day 2 - um words

Day 3 - an words

Day 4 – en words

Day 5 – play the attached rhyming game.

Week 4

Day 1 – un words

Day 2 - ap words

Day 3 – ip words

Day 4 – id words

Day 5 – play the attached rhyming game.

Rhyme Race

Roll a die to move along the path. If you land on a word, read it aloud. Then state a word that rhymes with it. If you land on a lily pad, go back 2 spaces. Race to the end by reaching the pond!



A winding path of words and lily pads. The path starts at the frog and ends at a pond. The words are arranged in a zig-zag pattern:

- Row 1: nut, sob, rut
- Row 2: sat, pig, net
- Row 3: jet, lily pad, cub
- Row 4: kit, set, jig
- Row 5: lily pad, lot, jig
- Row 6: dot, pat, bet
- Row 7: sit, kid, mob
- Row 8: hut, bog, mad, zip, cap
- Row 9: nag, lily pad, peg
- Row 10: fog, rim
- Row 11: men, yap
- Row 12: wag, mug
- Row 13: dad, lily pad
- Row 14: top, led
- Row 15: tip, jog
- Row 16: rug, jam, hen
- Row 17: lily pad



The End!