

# Learning Menu for Home Activities

Please try to do at least 1 activity from each column each week. Email me a picture/video of one completed activity.

<b>Reading</b> <i>As a reader, I can...</i>	<b>Writing</b> <i>As a writer and a storyteller, I can...</i>	<b>Numeracy</b> <i>As a mathematician, I can...</i>	<b>Social Emotional Learning &amp; Health Education</b>	<b>Discovery</b> <i>As a scientist/artist/explorer/citizen, I can...</i>
<p>Listen to Ms. Ramirez read "Grumpycorn" <a href="#">here</a>.</p> <p>Answer the following questions: -Who are the characters? -What is the problem? -What was your favorite part?</p>	<p>You can watch Ms. Ramirez's Uu videos <a href="#">here</a>.</p> <p>Draw and label 5 things that begin with the letter Uu. (see modifications <a href="#">here</a>)</p> <p>Do a rainbow write.</p>	<p>Watch Ms. R's video on decomposing teen numbers for subtraction <a href="#">here</a>.</p> <p>Solve the following equations by decomposing the teen numbers: 18-8=            14-10= 15-5=            11-1= 16-10=           17-10=</p>	<p>Create a book of emotions: Make drawings to represent 5 different feelings and write sentences to match your drawings, like:  I feel mad. I feel proud. I feel excited.</p>	<p>What can you help out with at home?</p> <p>Ask someone at home how can you help them? Maybe they need help putting away dishes, cooking, organizing things, watering plants.</p>
<p>If you have your Poem Book at home, read some of the poems to a family member or a stuffy.</p> <p>If you do not have it, read them your favorite book!</p>	<p>Imagine one day you found a Unicorn! Write a story telling me where would you take your unicorn, its name and powers.  (see example &amp; modifications <a href="#">here</a>)</p>	<p>Draw numbers 1-10 with tally marks.</p> <p>If this was super easy, try with numbers to 40 or higher!</p>	<p>Go on a Nature Walk (remember about social distancing).</p> <p>What signs of spring do you see? How does that make you feel?</p>	<p>Unicorn Directed Drawing : Follow Ms. Ramirez' directed drawing video or draw your own (Find <a href="#">here</a>)</p>
<p>Sing the Phonics Dance!</p> <p>You can find the images in this document <a href="#">here</a>.</p>	<p>Ms. G will read a book about pizza on Tuesday!</p> <p>Draw a pizza with all your favorite toppings and label them! Send it to me to share with Ms. Giacomazza!</p>	<p>Get all of your socks and count them.</p> <p>How can you count them? By 1s? By 2s? By 10s?  What is easier?</p>	<p>Spend time with a family member doing something that they love to do.</p>	<p>.Practice the life cycle of the butterfly. Name each stage.  If you made the cards last week, use them to practice again.</p>

# MODIFICATIONS

**REMEMBER:** Each child is different. You can try to complete the activities as proposed, but if you notice that your child needs more support, start by using one of the recommended modifications to ensure your child is **successful**.

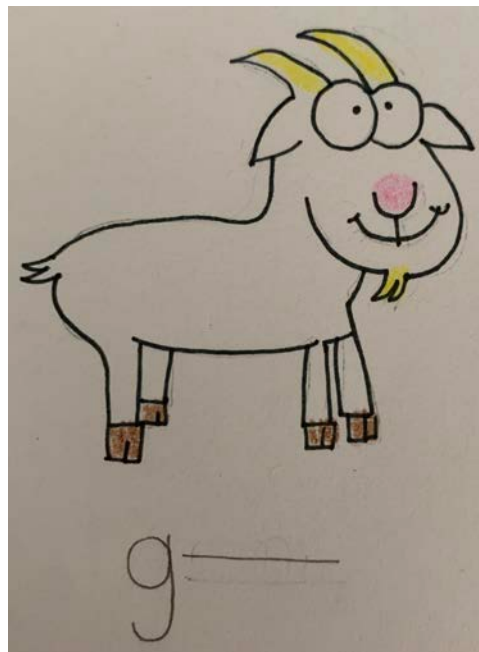
## Literacy

### WRITING WORDS

Keep in mind that at this age, **phonetic spelling** of unknown words (how they sound; i.e. frend= friend) is normal and expected. As children progress, they learn more spelling patterns and words. At this time, we want them to write all the sounds they can identify in a word. **HOWEVER**, sight words (i.e. I, look, see, was) should be practiced with correct spelling.

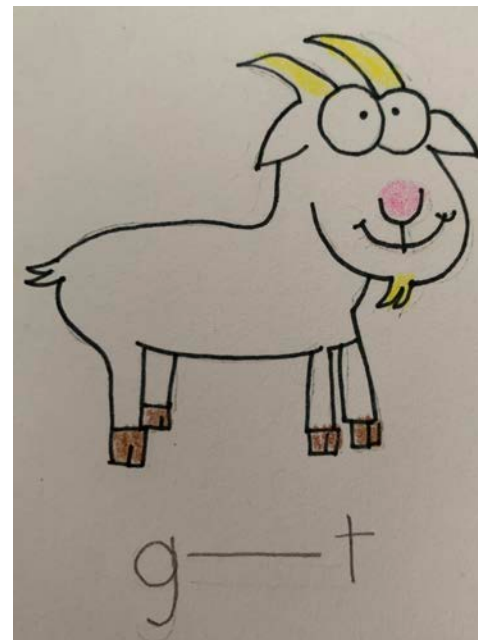
A) Write the first letter, focusing on correctly identifying the sound, proper use of lowercases or uppercases (if it is a name), neat printing. Draw a line after the letter to indicate that there are more letters in that word.

Example:



B) Ask your child to repeat the word, slowly: Have them write the first and last letter-sounds they hear in that word. Draw a line between letters to indicate that there are more letters in the word.

Example:



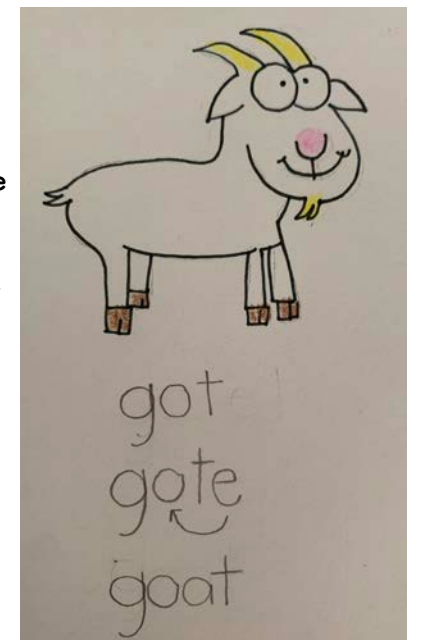
C) Ask your child to repeat the word, slowly: Have them stretch the word and write all the letter-sounds they hear. Is there a sound made by 2 letters (i.e. /sh/ /ch/ /oo/ /ea/)? Is there a rule (i.e. "sneaky e"?)

Example:

In this example, all 3 spellings demonstrate knowledge of letters and sounds, even if 2 are not correctly spelled.

\*got = "o" says /oa/

\*gote= silent "e" is telling the "o" to say its name



### CHALLENGE:

If your child can easily stretch out words and spell

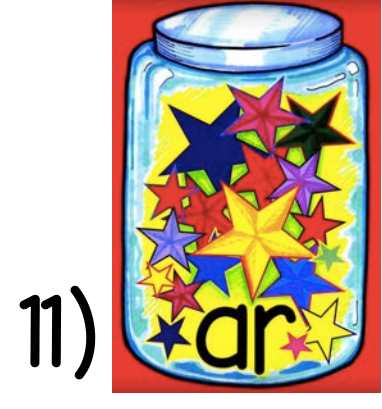
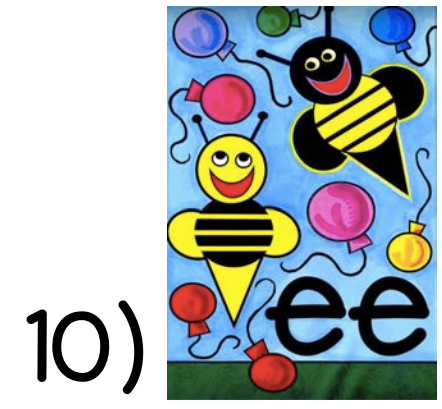
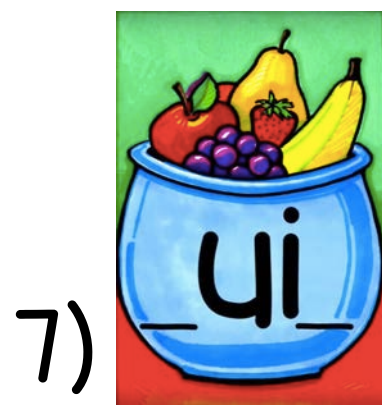
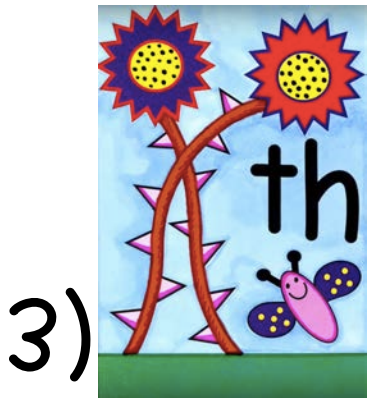
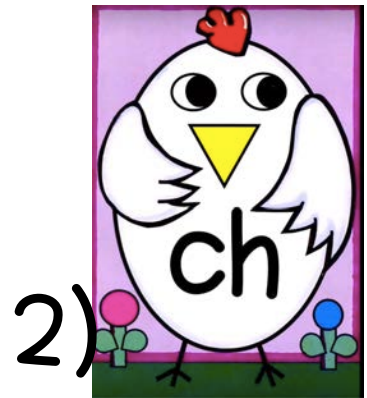
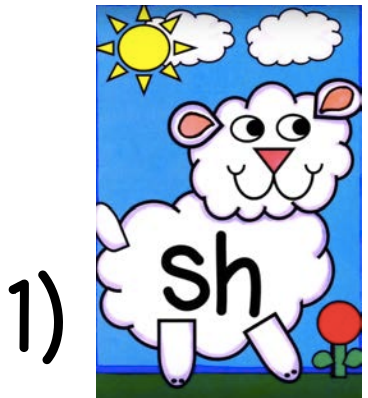
**LEVEL 1 CHALLENGE:** Ask them to write a sentence with each word.

**LEVEL 2 CHALLENGE:** Ask them to write a story using all of the words!

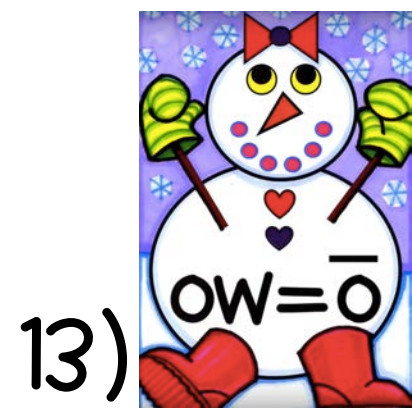
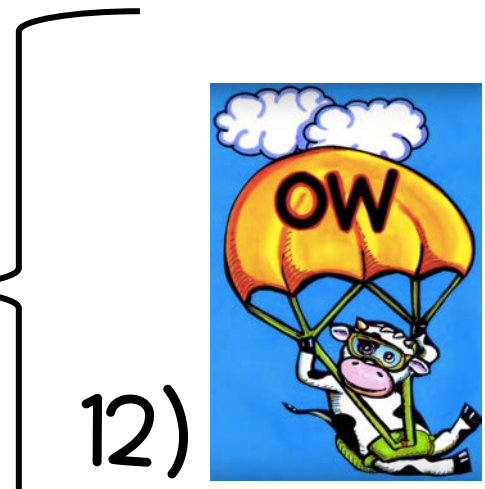
# PHONICS DANCE

## Literacy

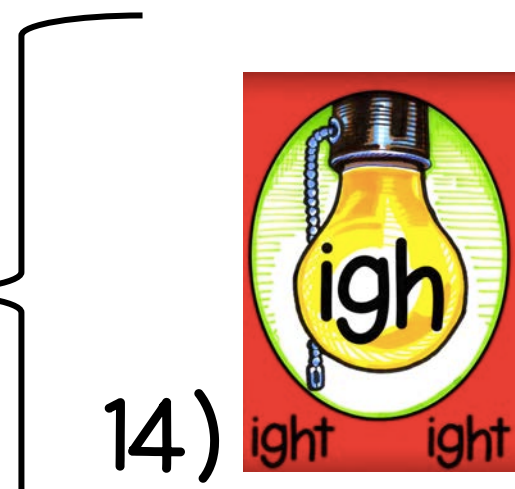
The "Phonics Dance" was created by Ginny Dowd and you can find a full video here on [YouTube](#). However, I have included here only the ones we have learned together so far, and in the order that we have been reviewing them in our classroom.



Only  
PURPLE  
YELLOW  
GREEN  
groups



Only  
YELLOW  
group




# STORY MAP EXAMPLE

A story map allows students to brainstorm about characters, setting and events before writing their story. They can start by drawing the different elements and then writing. You can write the words in boxes and have your child do the rest.

## Literacy

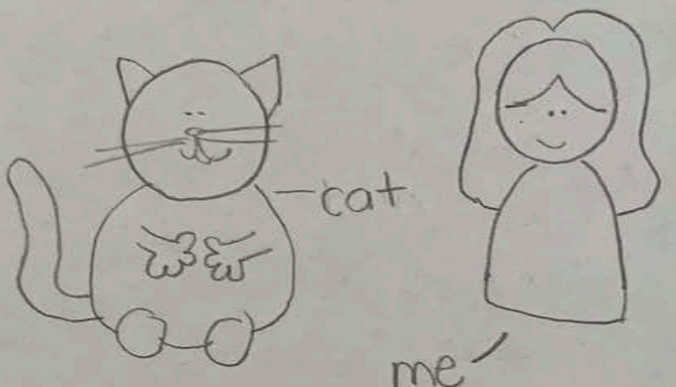
**TITLE** → The hungry cat.

**SETTING** → setting

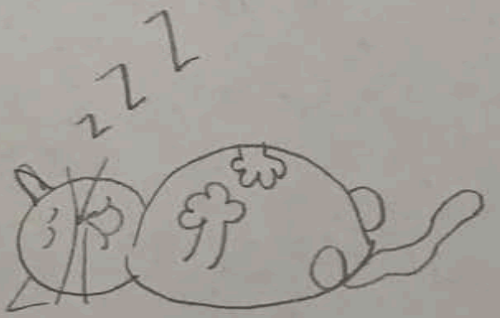


**CHARACTERS**

characters

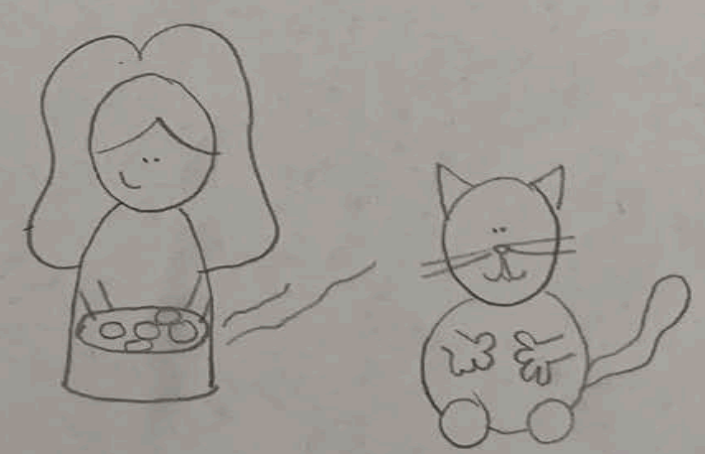


First



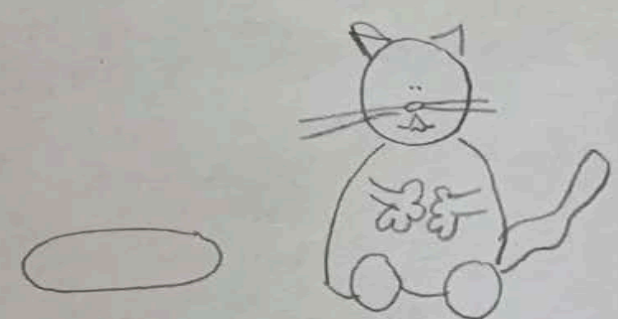
One day, my cat was sleeping.

Second



Then, my cat woke up when he smelled my cookies.

Third



In the end, my cat ate all the cookies and felt sick.

### TRANSITIONING WORDS

First/ One day/ Once upon a time

Second/ Also/Then/Later/After

Third/Lastly/In the end/Last

### MODIFICATION

Have your child draw the story elements and support them using the "Writing Sentences Modifications" table.

### CHALLENGE

My story only has 3 events, but if your child can, invite them to add many more events to grow their story.

**SEQUENCE**

# ALPHABET LINKING CHART

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Aa



apple

Bb



ball

Cc



cat

Dd



dog

Ee



elephant

Ff



fish

Gg



gorilla

Hh



horse

Ii



iguana

Jj



jam

Kk



kangaroo

Ll



lion

Mm



muffin

Nn



nest

Oo



orange

Pp



pig

Qq



quarter

Rr



rabbit

Ss



snake

Tt



turtle

Uu



umbrella

Vv



violin

Ww



watermelon

Xx



box

Yy



yo-yo

Zz



zebra

**WEEK 6**  
Ms. Ramirez

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Thank you.