



Jennie Reid Elementary Kindergarten Outreach Learning

March 30-April 3, 2020

A message from Mrs. Weeden - <https://youtu.be/2HaPuNQEat8>

A message from Mrs. Basile - <https://youtu.be/WunTKt3ITMo>

A message from Mrs. English - <https://www.smores.com/13u4h-roadrunner-s-connect?ref=email>

A message from Nurse Cox - <https://youtu.be/9EBBYe3kbqk>

*****If your child receives Special Education, Section 504, or Dyslexia services, services will be addressed weekly by your child's teacher via email. *****

If there are any questions, please feel free to email your child's teacher at:

Clausens@lpisd.org

Stepror@lpisd.org

Torrezs@lpisd.org

Or send a message through the SeeSaw app.

Kindergarten Office Hours: Below are the hours that Kindergarten teachers will be available to communicate with and assist parent and students.

Monday – 10 AM to 2 PM

Tuesday – 10 AM to 12 PM and 6PM to 8 PM

Wednesday – 10 AM to 2 PM

Thursday – 10 AM to 12 PM and 6 PM to 8 PM

Friday – 10 AM to 2 PM

Grades

Assignments for the week of March 30-April 3, 2020 are due on Monday, April 6, 2020 by 8:00 a.m.

Reading/Language Arts

[HMH: Into Reading/jArriba la Lectura!](#)

Objective(s):

- We will listen actively, ask, and answer questions (1A).
- We will demonstrate phonological awareness by using letter-sound relationships to decode text (2Bii).
- We will identify and read sight words (2Biv).
- We will respond using newly acquired vocabulary (6F)
- We will write in complete sentences (10Di).
- I will listen to and understand a variety of English media. (2.F)
- I will share information with others in English. (3.E)
- I will use my knowledge of English letter-sound relationships to decode words I read. (4.A)
- I will use my knowledge of English letters and sounds when I write. (5.A)

Weekly Activities:

1. Each student is expected to complete 30 minutes daily in Reading Eggs OR iRead online.
2. Each student is expected to read for 20 minutes daily and log the books read on their 4th 9 weeks reading log. Leveled readers and Start Right Readers will be assigned weekly by the homeroom teacher and can be found in the students' HMH: Into Reading online portal. Students may also read books from home after the assigned texts.
3. Each student will "rainbow write" their current sight word list 3x. Continue to practice the words daily. Parent may move to the next list as the student is ready.
All other assignments are accessed through HMH: Into Reading
4. Look at the 3 Vocabulary cards (Power Words): close, flow, visit
Parents: 1. Say the word. 2. Explain the meaning 3. Talk about examples.
Write each word in a sentence. Draw a picture to go with your sentence.
5. Read Word cards (sight words): back, let, were, what. Write each word in a sentence. Draw a picture to go with your sentence.
6. The student will listen to the 2 Read Alouds for this week: *I Know the River Loves Me* and *Look-Alike Animals*.

Extension Activities: Found in your student SeeSaw account under "Activities"

- Th and Sh Word Sort & Family Storytelling: Once Upon a Word

Assessment(s):

- The student will independently complete the **Zoom In! Weekly Assessment: Week 2** online in HMH.

Mathematics

[Pearson enVision Mathematics \(English/Español\)](#)

Objective(s):

- We will identify U.S. coins by name, including pennies, nickels, dimes, and quarters (4A)
- I will listen to and understand a variety of English media. (2.F)
- I will share information with others in English. (3.E)
- I will use my knowledge of English letter-sound relationships to decode words I read. (4.A)
- I will use my knowledge of English letters and sounds when I write.

Weekly Activities and Assessment(s):

1. Students will login to Pearson and watch the assigned video: - Topic 9 Animated Math Story: Miss Flamingo Spends!
While watching the videos, students should follow along and complete any interactive activities detailed in the video.
2. After viewing the videos, students should complete the assigned lessons
9-1 Penny
9-2 Nickel
9-3 Dime
9-4 Quarter
9-5 Using Coins
9-6 Problem Solving: Act it out

Extension Activities:

- See Saw Activities
- Happy Numbers
- Math Seeds

Science	Social Studies
<p>STEMscopes (English/Español)</p> <p>Objective(s):</p> <ul style="list-style-type: none"> We will sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape, and we will identify basic parts of plants and animals. (K.10 AB Plant and Animal Characteristics) I will listen to and understand a variety of English media. (2.F) I will share information with others in English. (3.E) I will use my knowledge of English letter-sound relationships to decode words I read. (4.A) I will use my knowledge of English letters and sounds when I write. (5.A) <p>Weekly Activities:</p> <ol style="list-style-type: none"> Log onto student STEMSCOPES account. This week we will be viewing resources from K.10 AB Plant and Animal Characteristics. Discuss with the student that plants and animals can be sorted based on physical characteristics by exploring question prompts and reviewing Picture Vocabulary. Listen to Science Rock. Students will listen to and dance to a song called Plants and Animals. Watch Content Connections for understanding plant and animal characteristics. Complete STEMscopedia activity. Looking at the pictures the student will identify the characteristics of plants and animals. Play Concept Review Game <p>Assessment(s):</p> <ul style="list-style-type: none"> Complete Post Assessment <p>Extension Activities:</p> <p>(To be done only if wanting additional assignments for your child)</p> <ul style="list-style-type: none"> Click on Writing Science: The student is shown a picture of a plant and asked to label it. Click on Claim-Evidence-Reasoning: The student will choose how to sort animals and plants into groups and write about it. 	<p>Studies Weekly (English/Español)</p> <p>Objective(s):</p> <ul style="list-style-type: none"> We will explain how basic human needs can be met such as through self-producing, purchasing, and trading. (K.6 C) We will identify jobs in the home, school, and community. (K.7 A) We will explain why people have jobs. (K.7 B) I will listen to and understand a variety of English media. (2.F) I will share information with others in English. (3.E) I will use my knowledge of English letter-sound relationships to decode words I read. (4.A) I will use my knowledge of English letters and sounds when I write. (5.A) <p>Weekly Activities:</p> <ol style="list-style-type: none"> Log onto student Studies Weekly Account. Open week 26 article: Jobs People Do Discuss the focus question: What Do You Want To Be When You Grow Up? Go on a Studies Weekly walk (read and discuss pages) On the Front Cover/Page 1 • Ask the student to put their fingers on each side of the words “Jobs People Do.” Say the words for the student and ask them to repeat the words with you. • Ask the student to describe the picture they see on this page. Discuss the job the person in the picture may have. Page 2 • Ask the student to describe what the people in the pictures are doing and what type of jobs they may have. Discuss where you see salespeople. Ask the student to discuss what other jobs parents do in the home. • Discuss the responsibilities of the people who work in their school. (teacher, principal, janitor and secretary). Page 3 • Ask the student to describe what they see in the picture. Discuss how people must work to have the money to buy the things they need and want. • Emphasize the definition of “labor.” Have the student underline or highlight the definition on Page 3. Page 4 • Use the activities on this page to review the material presented. <p>Assessment(s):</p> <ul style="list-style-type: none"> Complete the Online Assessment Component