



Jennie Reid Elementary Kindergarten Outreach Learning

March 25 - 27, 2020

A message from Mrs. Weeden - <https://youtu.be/FOCibcEdQl8>

A message from Mrs. Basile - <https://youtu.be/OPD9tSNrg0s>

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

Welcome to Kindergarten Outreach Learning! Please feel free to contact your teacher via email if you need any additional assistance with instructions or assignments. Please let your students know that we miss them soooo much!

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 25 – 27, 2020 are due on Monday, March 30, 2020 by 8:00 a.m.](#)

Reading/Language Arts

HMH: Into Reading/¡Arriba 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 20 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. All other assignments are accessed through HMH: Into Reading
 - a. Watch the GET CURIOUS VIDEO: ZOOM IN! to launch the new unit.
Respond: What is something you want to watch closely to learn more about? I want to watch _____.
 - b. Look at the 3 Vocabulary cards (Big Idea Words): watch, wonder, world.
Parents: 1. Say the word. 2. Explain the meaning 3. Talk about examples.
 - c. Look at the 3 Vocabulary cards (Power Words): familiar, free, witness
Parents: 1. Say the word. 2. Explain the meaning 3. Talk about examples.
 - d. Read Word cards (sight words): off, will, down, so. Use each word in a sentence. Draw a picture to go with your sentence.
 - e. The student will listen to the 2 Read Alouds for this week: *Last Stop on Market Street* and *Not a Box*.

Assessment(s):

The student will independently complete the **Zoom In! Weekly Assessment: Week 1** online in HMH.

Mathematics

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

Objective(s):

- We will identify three-dimensional solids, including cylinders, cones, spheres and cubes, in real world (6B)
- We will identify two-dimensional components of three-dimensional objects. (6C)
- We will classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size (6E)
- 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 and Assessment(s):

Students will login to Pearson and watch the assigned video: - Topic 13 Animated Math Story: Lin's Messy Room.

While watching the videos, students should follow along and complete any interactive activities detailed in the video.

Extension Activity – after viewing the videos, students should complete the assigned lessons:

13-1 Sorting Three-Dimensional Figures

13-2 Solid Figures

13-3 Flat Surfaces of Solid Figures

13-4 Comparing Solid Figures

13-5 Problem Solving: Use Reasoning

Science

[STEMscopes \(English/Español\)](#)

Objective(s):

- We will examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants. (K.9 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)

Weekly Activities:

- Log onto student STEMSCOPES account.
- This week we will be viewing resources from K.9 B Basic Needs.
- Discuss with the student the basic needs of plants and animals by exploring question prompts and reviewing [Vocabulary Picture](#) vocabulary.
- Listen to [Science Rock](#). Students will listen to and dance to a song called Living and Nonliving/Basic Needs.
- Watch [Content Connections](#) videos for understanding basic needs.
- Complete [STEMscopedia](#) activity. Looking at the pictures the student will identify the basic needs of living things.
- Play [Concept Review Game](#)

Assessment(s):

- Complete [Post Assessment](#)

Extension Activities:

(To be done only if wanting additional assignments for your child)

- Click on [Writing Science](#): The student is shown a picture and asked to write about the basic needs of puppies.

Differentiated Instruction:

(To be done only if child is needing accommodations or interventions)

Click on [Concept Attainment Quiz](#): This is a multi-format quiz that allows for retesting key concepts.

Click on [CLOZE-ing in on Science](#): This is a fill-in-the-blank paragraph to help with the mastery of vocabulary and concepts for basic needs.

Social Studies

[Studies Weekly \(English/Español\)](#)

Objective(s):

- We will explain the differences between needs and wants. (K.6 A)
- 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)

Weekly Activities:

1.) Log onto student Studies Weekly Account.

2.) Open Week 25 [Consumers and Producers](#).

3.) Discuss the focus question: How do you get the things that you need or want? Create a chart with your ideas.

4.) Go on a Studies Weekly walk (read and discuss pages)

On the Front Cover/Page 1 • Ask the student to predict what they think this lesson is about. Discuss what they see in the pictures. • Ask the student to put their fingers on each side of the words “Consumers and Producers.” Say the words for the student and ask them to repeat the words with you. Discuss the meaning of these words. Page 2 • Discuss how people get the things they need and want by referring to the pictures on this page. • Have the student identify how their own family has shown they are consumers. Ask the following questions: Are they producers? Do they provide a service?

Page 3 • On this page the family earns money from their crops at a market. Discuss how might they spend their money? Answer: They can use the money to buy goods like clothing. • Compare the dairy trucks of long ago to the dairy trucks that we see today. Discuss how modern technology changed the way we deliver milk.

Page 4 • Use the activities on this page to review the material presented and as an informal assessment of the students’ knowledge and understanding of the content presented in this issue.

Assessment(s):

- Complete the Online Assessment Component

Extension Activities:

(To be done only if wanting additional assignments for your child)

- Discuss the meaning of the word “service” and list examples on paper.
- Have the student cut pictures from magazines showing people performing a service. Make individual collages.
- Set up an at home store. Have the student make goods (producers) and other family members buy (consumer) the goods using play money. Review the forms of currency (dollars and coins) and their values.

Differentiated Instruction:

(To be done only if child is needing accommodations or needing interventions)

Goods and Services Activity

- Review with the student the difference between goods and services. Using page 4, have the student identify each picture and determine if the picture describes a good or service.

Sequence Activity

- To help the student determine which picture happens first in the planting process, cover up one of the pictures.