1. Reading

1. Reread or listen to the previous story.
2. Answer the following questions to make connections.
3. Draw your connections on a piece of paper or your notebook.

Personal connections	What does this remind me of in my life? *This part reminds me of …*
Text connections	What does this remind me of in another book I´ve read? *This part reminds me of (another text) because …*
World connections	What does this remind me of in the real world? *This part reminds me of …*

2. Math

1. Read the following math story aloud and picture what the math story is about.
   a. **Kennedy had 8 stickers. She gave 3 stickers to her friends. How many stickers does Kennedy have left?**
2. Read the math story aloud a **second time**. This time focus on the question and what you need to find out.
3. Read the math story a **third time**. This focus on the important information.
4. **Now model the story.**
   a. How many stickers did Kennedy start with?
   b. Use your counters to model that amount.

Possible Answer:

- Counted back: "I started at 8 and said, 7,6,5."
- Counting on: "I started at 3 and used my fingers to track as I said, 4, 5, 6, 7, 8.

Then I knew the answer was 5.

5. Now follow the steps above to solve this math story on your own. Act it out using counters and explain your thinking.

There were 6 pencils on the table. The teacher removed 2 of them.
How many pencils are left on the table?

3. Science

Objective: I can describe the characteristics of each season.

<u>Think About It!</u>
What are the seasons? How are the seasons similar or different?
Discuss these questions and share your thinking with someone in your home!

<u>Do It!</u>
What you need:

- Adult supervision Science notebook or paper, Pencil or crayons

What to do

- **Observe** the picture of the trees.
- **Discuss** with someone how the trees are similar and different.
- **Match** the tree to a season: _____ Summer _____Winter _____Spring _____Fall
- In your science notebook, **draw** the tree of your favorite season. Describe why *My favorite season is _____. It is my favorite because _____.*

A   **B**   **C**   **D**

| 4. Reading	5. Math	6. SEL

Sequence the Information
 Reread or listen to the previous informational text.
 Review the content
 What information was shared by the author at the beginning of the text?
 At the beginning of the text, the author shared…
 What information was shared next?
 Then the author shared…
 Use following chart to retell the information read.
 Draw and label the
 	
	1. Read the following math story aloud and picture what the math story is about.
	   a. **There are 8 turtles swimming in the ocean. Two more turtles joined them. How many turtles are swimming altogether?**
	 2. Read the math story aloud a **second time**. This time focus on the question and what you need to find out.
	 3. Read the math story a **third time**. This focus on the important information.
	 4. **Now model the story.**
	   a. How many turtles were swimming in the ocean at the start?
	   b. Use your counters to model that amount.
	
	 What answer did you get? How did you get that answer?
	 Possible Answer:
	 Counting all: "I said 1,2,3,4,5,6,7,8,9,10."
	 Counting on: "I started at 8 then said 9,10."
	 5. Now follow the steps above to solve this math story on your own. Act it out using counters and explain your thinking.
	 There was 5 whales swimming in the ocean. Then two more whales joined them. How many whales are in the ocean now?
		Talk about how people often make guesses about (or stereotype) what other people like and don't like:
		 - Make a list of 10 things you like: to eat, play, listen to, touch, look at, etc.
		 - Interview your family members to see if they like the same things.
		   o Did you make guesses about what your family members like? Did you have some matches?
		   o Were you surprised by any differences?
		
		 CONNECTION: Science/Math (Attributes) Choose two animals that you don't know very much about. Make two lists – one for each animal. Write down things you think are true about of each animal (ex: friendly, smart etc.). How could you check what is true about the animals?

7. Reading	8. Math	6. Social Studies

1. Reread or listen to the previous informational text.
 2. Use the chart made on Tuesday and review the information by retelling each part of the text.
   a **Look at this part of the text. What did you learn?** *I learned …*
	1. Read the following math story aloud and picture what the math story is about.
	   a. **There were 5 ships sailing in the ocean. Then 4 more ships joined them. How many ships are sailing in the ocean now?**
	 2. Read the math story aloud a **second time**. This time focus on the question and what you need to find out.
		Look closely at the picture.
		
		 SEE: What do you see in this picture?
		 THINK: What does this picture make you think about?
		 WONDER: What questions do you have about this picture?
		
		 Draw one responsibility who have in your classroom.

b **Based on the information learned, what is the central idea of the text?** *The central idea is…*

3. Write or dictate the main idea to someone at home.
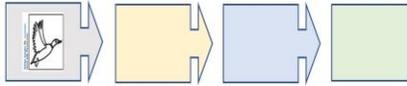
3. Read the math story a **third time**. This focus on the important information.
4. **Now model the story.**
   a. How many ships were sailing in the ocean at the start?
   b. Use your counters to model that amount.
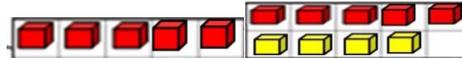
Possible Answer:

- Counting all: "I said 1,2,3,4,5,6,7,8,9."
- Counting on: ""I started at 5 then said 6,7,8,9."

5. Now follow the steps above to solve this math story on your own. Act it out using counters and explain your thinking.

There were 7 birds sitting in a tree. Then 1 more bird joined them. How many birds are in the tree now?

Weekly Project: Vocabulary: Nouns and Actions

1. Look at the following chart.
2. Name the animals to someone at home. Then, think about all animals' **behaviors** or **actions**.
   - **Look at the monkey. What does the monkey do?** *The monkey … (jumps, runs, eats)*
3. Select another animal from the chart and continue talking about their behaviors or actions.