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| **Literacy**  **Day and Night**  **• Read a book about day and night from myON before this lesson**  **• Create a Venn Diagram and write Day on one side and Night on the other**  **• Ask your child “What do you see during the day?” “What do you see in the sky during the night?”**  **• Ask your child to respond in a structured conversation “During the day I see…” or “During the night I see…”**  **• Ask your child to draw her/his answers on the Venn diagram**  **• Explain to your child if their answer is seen in both, daytime and nighttime, it will go in the middle of the Venn Diagram**   |  | | --- | | *Pictures of ant activity with permission from Ms Coronado taken with iPhone* |      |  | | --- | | Day and Night anchor chart created by Ms. Coronado with her permission, picture with iPhone |   **Resources:**  **• You can find books about day and night at https://clever.com/**  **Need help logging in? Click on this link: https://bit.ly/3a6gCOv**  **• Paper**  **• Pencil/crayons**  **Send your picture to your teacher.** | **Math**   |  | | --- | | ***How Much Have I Grown?***  ***• Gather materials listed on the resources section***  ***• Let your child know he/she will measure family members***  ***• Measure each other by laying down on the floor with yarn and cut the height of his/her family member***  ***• Once your child is done measuring all family member, attach their picture and yarn to the wall with your assistance***  ***• Compare his/her height with the rest of the family members*** |      |  | | --- | | *How much have I grown? activity picture created by Ms. Coronado with her permission, taken with iPhone* |   R**esources:**  • Yarn  • Paper  • Markers  • Scissors  • Family members’ pictures  \****Challenge: Sing/move as you “Count to 100 Everyday”; Let’s Get Fit with Jack Hartman on You Tube.***  ***Parents: If you don’t have “you tube”, your child already knows this song.***  **Send your picture to your teacher.** | | **Literacy/Science**   |  | | --- | | **During the Day**  **• Gather the materials listed on the resources section**  **• Give one paper plate to your child and have him/her**  **\label the plate “morning”**  **• Have your child draw objects that are in the sky and**  **something she/he does in the morning**  **• Give a second paper plate and have him/her label it**  **“afternoon”**  **• Have your child draw objects that are in the sky and**  **something she/he does in the afternoon**  **• Give your child the last paper plate and have him/her label**  **it “evening”**  **. The child will draw objects that are in the sky and something**  **she/he does in the evening**  **• At the end tape the plates together with ribbon** |  |  |  | | --- | --- | | |  | | --- | | *During the day activity picture created by Ms. Coronado with her permission, taken with iPhone* | |      |  | | --- | |  |   **Literacy and Science Resources:**  **• 3 Paper plates**  **• Ribbon**  **• Markers**  **• Crayons** |
| **Literacy** /Science  **During the Day**  **• Gather the materials listed on the resources section**  **• Give one paper plate to your child and have him/her**  **\label the plate “morning”**  **• Have your child draw objects that are in the sky and**  **something she/he does in the morning**  **• Give a second paper plate and have him/her label it**  **“afternoon”**  **• Have your child draw objects that are in the sky and**  **something she/he does in the afternoon**  **• Give your child the last paper plate and have him/her label**  **it “evening”**  **. The child will draw objects that are in the sky and something**  **she/he does in the evening**  **• At the end tape the plates together with ribbon**       |  |  | | --- | --- | | |  | | --- | | *During the day activity picture created by Ms. Coronado with her permission, taken with iPhone* | |   **Literacy and Science Resources:**  • 3 Paper plates  • Ribbon  • Markers  • Crayons | **Math**    ***Numbers and Operations***  ***• Draw a line down the center of a sandwich bag***  ***• Place 5 beans inside the bag and seal it***  ***• Start by having all beans/counters on the left side of the bag***  ***• Grab a sheet of paper to record your work***  ***• Choose a number and move beans/counters to the right side of the line and draw that number on your paper***  ***• Count the number of beans/counters on the left side and draw that number on your paper***  ***• Now count all the beans/counters on both sides and draw the total number of beans/counters***     |  | | --- | | *Number and operation activity picture created by Ms. Coronado with her permission, taken with iPhone* |   ***Literacy and Math Resources:***  • 5 beans/counters in a Ziplock bag  • Paper  • Pencil or crayons | | **SEL**  **Self - Awareness**  **Parent/guardian ask your child to name 5 things he/she is grateful**  **For.**  **Have your child use this sentence starter each for each thing they are grateful for…**  **I am grateful for\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  **Then have your child draw a picture of the one thing they are most grateful for.**    **.** |
| **Literacy**  ***Movement and Motion***  ***• Discuss with your child positional words***  ***(above, below, behind, in front of, or beside)***  ***• Play a game of Simon Says with your child***  ***where she /he can position himself around a***  ***given object for example: Simon says “***  ***Stand in front of the table” or Simon says***  ***“Put your hand above your head”***  ***• Draw in a piece of paper positional words and***  ***where you were for instance; I stood behind the***  ***sofa or I sat under the table***   |  |  | | --- | --- | | |  | | --- | | ***Movement and Motion activity picture created by Ms. Castruita with her permission, taken with iPhone*** | |     **Ask:**  Can you name other insects that you like? | **Math**   |  | | --- | | ***Build a Ramp***  ***• Show your child how to build a ramp and ask him/her to make predictions using the suggested questions below***  ***• Stack blocks or books***  ***• Add a piece of wood or cardboard to the top of the stack to create an incline or ramp to the floor***  ***• Encourage your child to put a toy or car at the top of the ramp and let it roll down***  ***• Ask your child to describe what happened and compare it to his/her predictions*** |      |  |  | | --- | --- | | |  | | --- | | *Build a Ramp activity picture created by Ms. Coronado with her permission, taken with iPhone* | |   **Ask:**  **Questions for children:**  1. What do you think will happen when we put the car on the ramp?  2. What could we do to make the car go faster?  3. What would happen if we stacked the ramp up too high?  **Resources:**  • Toy cars or small balls  • Blocks or books  • Pieces of wood or cardboard of different lengths | | **Social Studies**  ***Bugs’ Lives***  **Parent /Guardian talk with your child about bugs/insects.**  **Show them a picture of a bug/insect or a live bug outside.**  **Discuss where the bug lives.**  **Discuss what job the bug does.**  **Have your child to draw and color the bug.**  **Ask:**  **What is the name of the bug/insect?**  **Where does it live?**  **What does it eat?**  **Does the bug/insect help other living things?**  Example: Bumble bees moves from flower to flower.  Bees collects nectar from flowers to feed  themselves. |
| **Weekly Project: “My Moment in History”**  A journal of your experience during COVID-19 | | | |  | Social Studies |
| PreK Parent/guardian,  **\*NOTE**: ***Please remember, when asked to write, PreK students’ writing may look a bit like scribble. Allow child to draw/ write (scribble) their ideas in the journal. Then say, read your sentence to me. Next, you can rewrite their response under the sentence they wrote (scribbled).***  .  ***(New Idea: This week, as you work in your journal, include some information about the insects or bugs you read about or observed. You can write about your favorite activity you did that day (inside game, outside play, school work, TV you watched)***  This week you will create 5 entries and a few more entries in the weeks to come. Every entry should have the date, a picture, and at least one sentence of what you did that day  **Remember**: ***Make an entry in your journal every day. \* (Save your journal)***  Days 1-5: Make an entry for the day by drawing a picture and writing a sentence about it.  Options:  - Your favorite activity you did that day (inside game, outside play, school work, TV you watched)  - How you felt that day  - What you ate that day  - Anything else that was important for you that day.  \*\* Try to make each day’s entry different\*\* | |  | |