

DAY 1

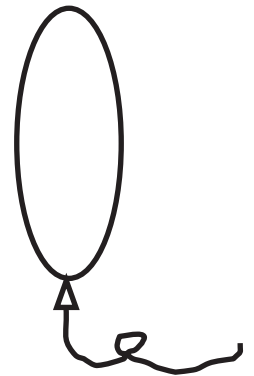
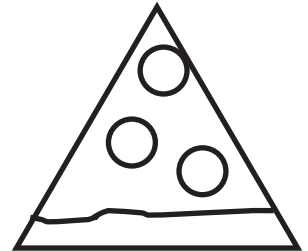
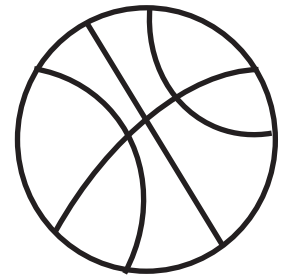
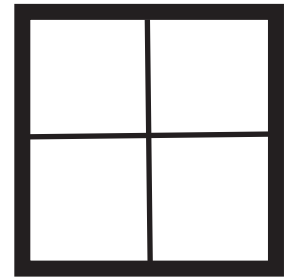
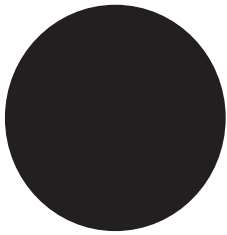
THEME:
WEATHER

✓ ACTIVITY	PAGE(S)
Art	2
Music	3
Wellness	4
Language Arts Reading	5-6
Language Arts Vocabulary	7-10
Math (Set 1)	11
Math (Set 2)	12-15
Science	16
Social Studies	17
Second Step	18

Learning Activity:

Art

Draw a line from the shape to the object, matching the shapes.



Learning Activity:

Music

Five Little Penguins

Read the poem, “Five Little Penguins”, while clapping the steady beat.

To Do: Draw a picture that shows what is happening in the poem.

Poem:

Five little penguins sitting on the ice.
The first one said, “Oh, my this is so nice!”
The second one said, “There is snow in the air.”
The third one said, “But we don’t care.”
The fourth one said, “Let’s skate and skate and skate.”
The fifth one said, “Now don’t be late!”
Oo went the wind and froze all the snow,
and the five little penguins said, “It’s time to go!”

Fitness Challenges

Complete each task one by one.

Place an 'X' next to the box when the exercise is completed.

Have fun and stay safe!

Jog in place for 30 seconds

Reach up high with both arms and hold for 10 seconds

Do arm circles for 30 seconds

Hold a plank position for 30 seconds

Do as many mountain climbers as you can in 30 seconds

Sit and touch your toes, hold for 10 seconds

Lie on your back and lift your legs and back off the ground, hold for 10 seconds

Do 15 jumping jacks

Physical Education Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Congratulations!
You did it!!!

Grades: K-1

Learning Activity:
Language Arts Reading



Draw a line matching the icon to where you see it in the picture. Label what else you notice.

On the second page, draw and write who is in the picture, where they are, and what you think is happening.



A large, empty rectangular box with a thin black border, occupying the left half of the page. It is intended for a student to write their response.A series of vertical lines on the right side of the page, designed for handwriting practice. From left to right, the lines are: a solid line, a dashed line, a solid line, a dashed line, a solid line, a dashed line, and a solid line. These lines are evenly spaced and extend the full height of the writing area.

Learning Activity:
Language Arts Vocabulary



Circle the pictures/words that rhyme.

old



rain



cold



sun



pot



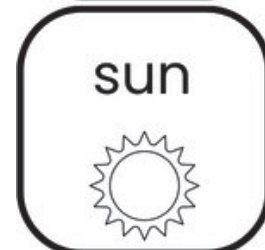
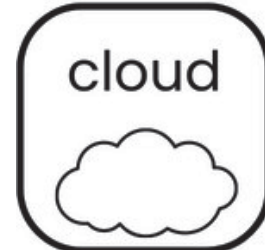
bun



Learning Activity:
Language Arts Vocabulary



Draw a line between or point to the matching picture/words that rhyme.

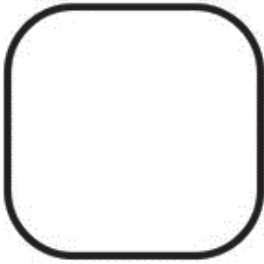


Learning Activity:
Language Arts Vocabulary

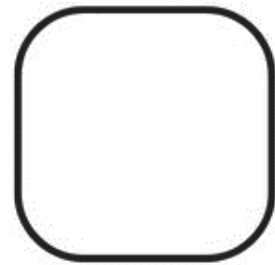


Say the word of the picture you see.
Name a rhyming word to this picture/word.
Draw a picture of the rhyming word in the box.

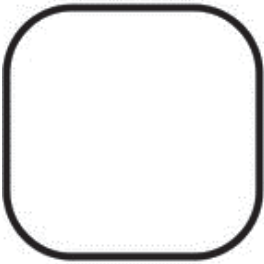
rain



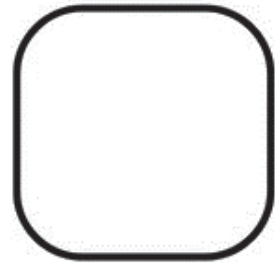
hot



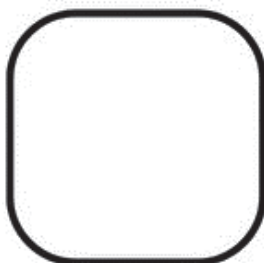
sun



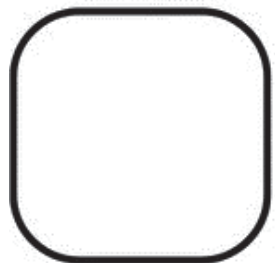
cloud



snow



cold



Learning Activity:
Language Arts Vocabulary



Say the word of the picture you see.
Name a rhyming word to this picture/word.
Write the rhyming word on the lines.

rain



hot



sun



cold



snow



cloud



Learning Activity:
Math (Set 1)



1. Choose a person, pet, stuffed animal/toy, plant—count to 100 by 1s and 10s as high as you are able.

Circle the number to tell your teacher how high you counted.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2. Walk around your setting and collect items you wear or use when the temperature is cold.

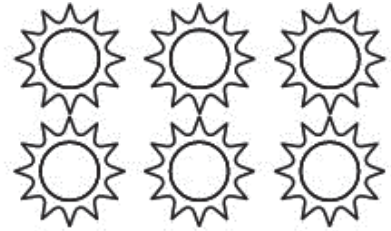
Once you have collected your items, count how many you have.

Suggestions for extending the activity: sort your items into categories or create equations using your items (Ex. 2 boots + 1 blanket =)

Learning Activity:
Math (Set 2)



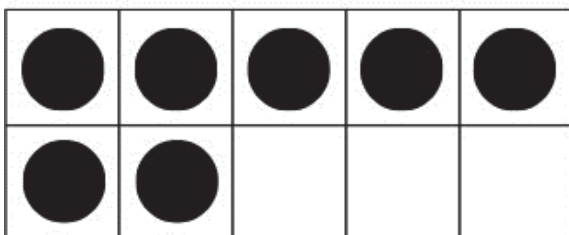
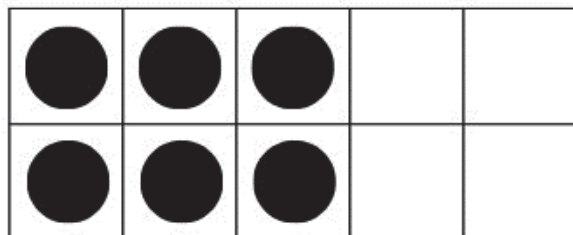
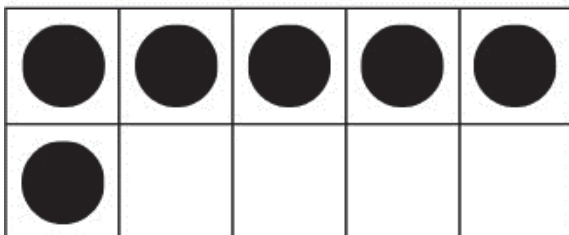
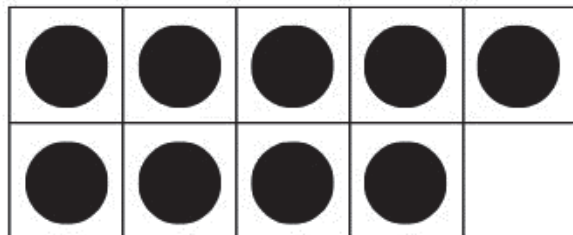
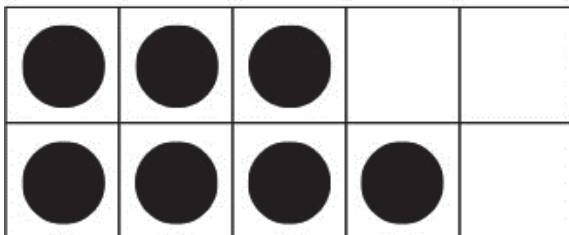
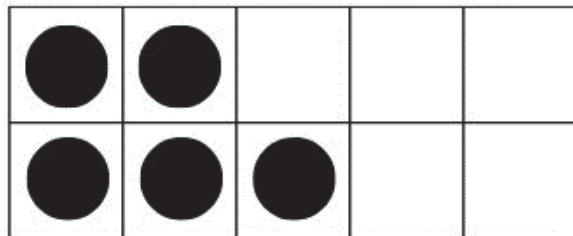
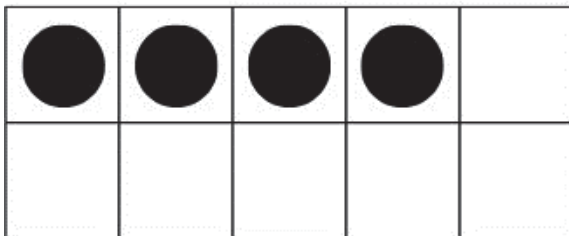
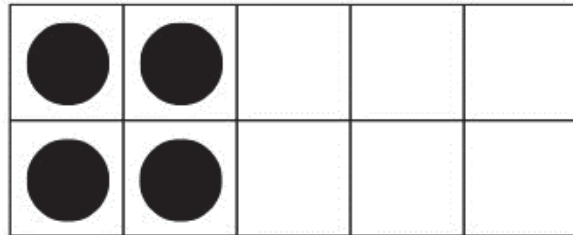
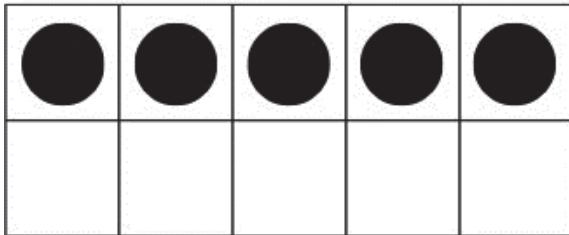
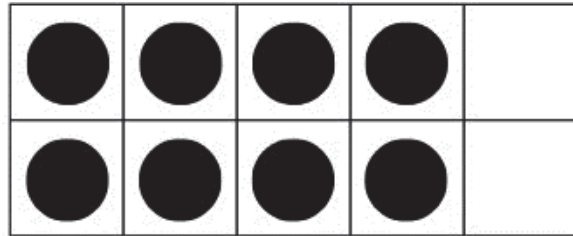
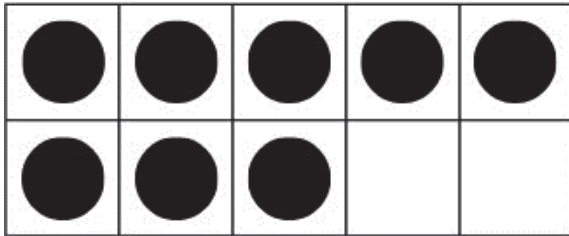
Circle which picture set has more.



Learning Activity:
Math (Set 2)



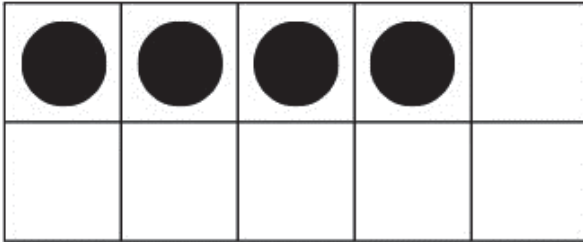
For each ten-frame, add one more.

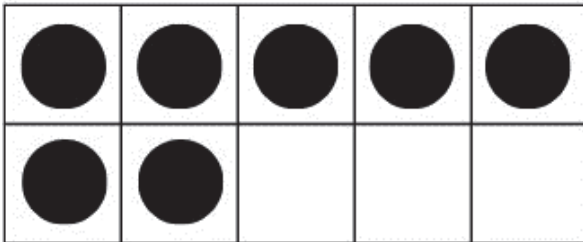


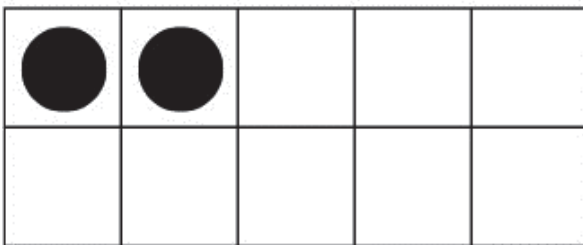
Learning Activity:
Math (Set 2)

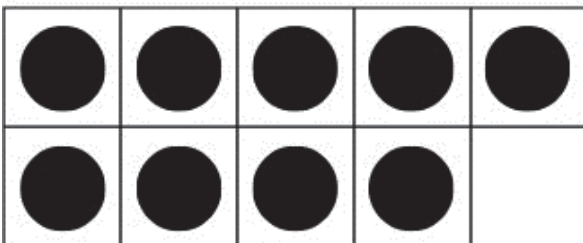


For each ten frame, add one more. Then write the number on the line.







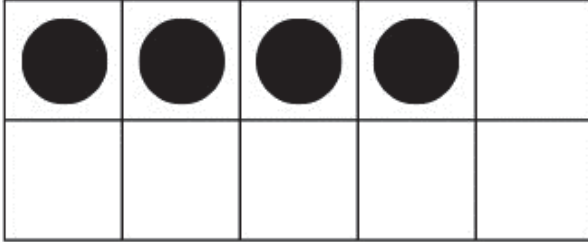


Learning Activity:
Math (Set 2)

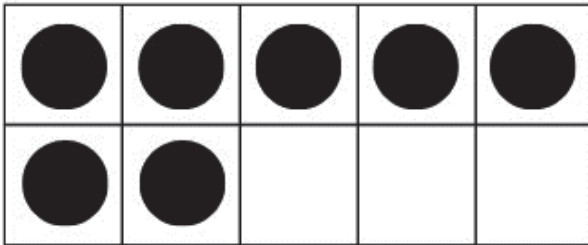


For each ten frame, add one more. Then write an equation showing your work.

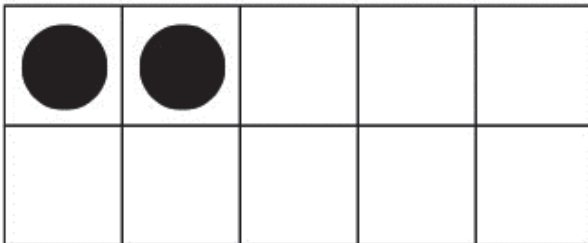
Example: $4 + 1 = 5$



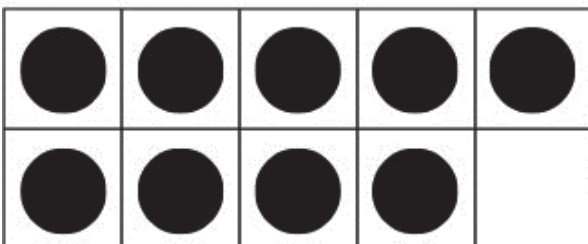
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Learning Activity:
Science

Take a walk or look out a window. Observe and draw the weather that you see. What is in the sky? What is the temperature? Is there wind, rain, or snow?



Learning Activity:
Social Studies

Circle the items below the child would need in the hot sun on the beach.



Write a sentence about the picture above.

Learning Activity: Second Step

PRINT

Kindergarten, Unit 1 Lesson 5: Being Assertive

Home Link



What Is My Child Learning?

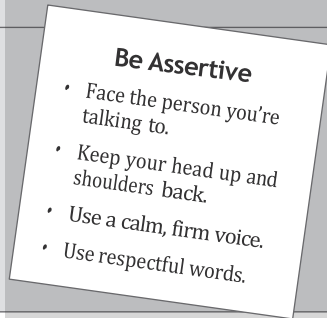
Your child is learning how to ask assertively for help from an adult when he or she is stuck and doesn't know what to do.

Why Is This Important?

When there is something children don't understand, being assertive helps them continue to learn rather than being stuck.

Ask your child: What can you do when you are stuck and don't know what to do? *Second Step* answer: First try really hard by myself to figure it out. Then ask another student for help. If I still can't figure it out, ask a teacher or another adult for help.

Can you show me how it looks and sounds to ask for help assertively? (See the poster at right.)



Practice at Home

Notice when your child is getting frustrated with a difficult or new task, such as tying shoes or reading a book. Give your child enough time to try to figure it out alone before reminding him or her to ask you for help. For example:

I see that you are starting to feel frustrated about trying to read that page. If you would like some help, you can say: "Excuse me. Can you please help me read these words?" Wait and let your child ask you assertively for help. Make sure that you give him or her the needed help soon after being asked.

Activity

Ask your child these questions and write his or her responses in the spaces below.

When is a time when you need help at home or at school? Help your child think of an example.

What could you say to ask for help assertively? Help your child decide what to say. Then have your child practice saying it to you.
