


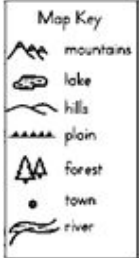




	MATH	READING	WORD WORK	SCIENCE & SOCIAL STUDIES
<p>April 29 (Day 21)</p>	<p>Find 6 “shape” items around your house. Sort the shapes into two groups. Tell how you sorted your items to a family member. (NC.K.G.1)</p> <p>Introducing Flat 2-D and Solid 3-D Shapes Gather 5-10 more random “shape” items from around your house. Including the shapes in the first activity, sort all of the shapes into two piles: a pile for flat or 2-D shapes and a pile for solid or 3-D shapes. Explain why you put each item in each pile. (NC.K.G.3)</p> <p>Using an object or toy, move it to show the following positions relative to a table: above, below, beside, in front of, behind and next to the table. Tell how you know the object is ___ (position) the table. (NC.K.G.3)</p> <p>Optional: Watch “Which Shape is Flat? Which Shape is Solid?” YouTube video. (https://bit.ly/3aYB4SN)</p>	<p>Optional: Watch the reading lesson video for Day 21 (https://bit.ly/KModules).</p> <p>Listen to the poem, “Trees in Our Community”. See pg. 13.</p> <ul style="list-style-type: none"> Think and talk about your opinion: What is your favorite kind of tree? Draw, label, and write: What is your favorite kind of tree? See pg. 13. (W.K.1) 	<p>Optional: Watch the word work instructional video for Day 21 (http://bit.ly/kwordwork).</p> <p>Rainbow Write Using Cycle List 20: Write each word first with a pencil. Then trace over each word three times with a colored pencil or marker. Use a different color each time to create a “rainbow”. See pg. 15. (RF.K.4a)</p>	<p>Social Studies Topic: Land and Water on Maps and Globes On a map or globe the blue represents water and the other colors represent land. About 2/3 of Earth is covered by water while 1/3 is land. All water on Earth is connected across the globe, though we identify separate oceans by name.</p>  <p>Activity: Using a circular piece of paper, draw your own earth (use both sides!). Then color in the water blue and the land green. You can use these pictures to guide you. Share your work with an adult. (K.G.1.2)</p> <p>Optional Enrichment Resource: Know Your Globe https://bit.ly/2R31pr1</p>
<p>April 30 (Day 22)</p>	<p>Go on a shape hunt. Find objects that look like this: What is the name of this shape? (NC.K.G.2) What objects did you find? How are they different?</p>  <p>Color the triangles green on the Activities handout for Day 22 on pg. 7. Tell a family member how the triangles are the same. [All of the triangles ___ (are green, have 3 sides, have straight sides...)] Tell a family member how the triangles are different (for example, “Some are long. Some are short. Some are skinny. Some are turned around.”). (NC.K.G.2)</p> <p>Answer the following questions in your math journal or on paper: “How many sides does a triangle have? How many corners does a triangle have?” Then, copy and complete the following sentence frame: A triangle can have/be ____. Draw a picture to match your sentence. (NC.K.G.2)</p>	<p>Optional: Watch the reading lesson video for Day 22 (https://bit.ly/KModules).</p> <p>Listen to the poem, “Trees in Our Community” and look at “Places Where We Can Find Trees- Images”. See pg. 13.</p> <ul style="list-style-type: none"> Think and talk about the main topic of “Trees in Our Community” and “Places Where We Can Find Trees- Images”. Draw and write about a place where you see trees in your community. See pg. 14. (RI.K.2) 	<p>Optional: Watch the word work instructional video for Day 22 (http://bit.ly/kwordwork).</p> <p>Hoppin’ Thursdays Using High Frequency Words: Create word cards using the Kinder Sight Word List with one word on each card. Tape the cards on the floor in a fun pattern that allows enough room to hop like a frog or jump from word to word. Read each sight word, then hop or jump to the next card. If you get the word wrong, go back to the beginning and start again. See pg. 15. (RF.K.4.c)</p>	<p>Social Studies Topic: Physical Features of Landforms A landform is a natural feature on the Earth’s surface, not made by man. Some examples of landforms include: hills, mountains, volcanoes, rivers, lakes, and islands.</p> <p>Activity: Draw a picture that includes at least three landforms that you see near where you live. Be sure to label each landform. Share your work with an adult. (K.G.1.3)</p> <p>Optional Enrichment Resource: Exploring Landforms and Bodies of Water for Kids - FreeSchool https://bit.ly/2X6AkXR</p>
<p>May 1 (Day 23)</p>	<p>Go on a shape hunt. Find objects that look like these shapes. What is the name of this shape? (NC.K.G.2)</p>  <p>What objects did you find? How are they the same? How are they different?</p> <p>Draw some round shapes in your math journal or on paper. Label each shape “circle” or “oval.” How do you know which round shapes are circles? How do you know which round shapes are ovals? Tell a family member. (NC.K.G.2)</p> <p>How many corners does a circle or an oval have? How many sides does a circle or an oval have? (NC.K.G.2)</p>	<p>Optional: Watch the reading lesson video for Day 23 (https://bit.ly/KModules).</p> <p>Listen to the poem, “Trees in Our Community”. See pg. 13.</p> <ul style="list-style-type: none"> Think and talk about whether you agree with the author’s opinion; why or why not? Write about the opinion of the author. See pg. 14. (RI.K.6) 	<p>Optional: Watch the word work instructional video for Day 23 (http://bit.ly/kwordwork).</p> <p>Spell the Sounds Using Cycle 20 Words: Have a sibling, parent, or friend call out each word to you. Listen carefully to the sounds and spell each word one-by-one on a blank sheet of paper. See pg. 15. (RF.K.4a)</p>	<p>Social Studies Topic: Identifying Physical Features on a Map People regularly interact with landforms –whether hiking up a hill, swimming in a lake, skiing down a mountain, or fishing in the ocean. Maps are tools that help us navigate the world. Maps include symbols that are used to represent larger things in the world like landforms. A map key is a section on a map that identifies the symbols used on the map.</p>  <p>Activity: Draw your own map. It can be of a real or</p>

	<p>On a blank piece of paper or in your math journal, write and complete the following sentence frame: A circle can have/be _____. Draw a picture to match your sentence. (NC.K.G.2)</p> <p>Optional: Watch “Learn Shape Circle” YouTube video (https://bit.ly/2JUMGdQ)</p>			<p>make-believe place. Include at least four different landforms (with one of these being a body of water). Be sure to include a map key to explain the symbols you use. Share your work with an adult. (K.G.1.3)</p> <p>Optional Enrichment Resource: Map Skills: A Key https://bit.ly/2X48PxQ</p>
<p>May 4 (Day 24)</p>	<p>Look at the Solve and Share task for Day 24 on pg. 7. This is Emily’s quilt (blanket). Outline rectangles in blue on her quilt. Outline squares in red on her quilt. How many other rectangles can you find in Emily’s room? Outline rectangles in blue. How many other squares can you find in Emily’s room? Outline squares in red. (NC.K.G.2)</p> <p>Answer the following questions: How many sides are on a rectangle or square? What is interesting about the length of the sides on a rectangle and square? How many corners does a rectangle or square have? (NC.K.G.2)</p> <p>Optional: Create a drawing of a building using squares and rectangles. Identify each shape by coloring the squares yellow and the rectangles green. Watch “Square Rectangle Triangle” YouTube video (https://bit.ly/34qXGsx)</p>	<p>Optional: Watch the reading lesson video for Day 24 (https://bit.ly/KModules).</p> <p>Listen to the poem, “Trees in Our Community” and look at “Places Where We Can Find Trees- Images”. See pg. 13. Think and talk about the similarities and differences between the locations of trees in the poem and in the pictures.</p> <ul style="list-style-type: none"> • Draw and write about a similar tree location in the poem and in the pictures. See pg. 14. (RI.K.9) 	<p>Optional: Watch the word work instructional video for Day 24 (http://bit.ly/kwordwork).</p> <p>Decodable Text: Read the decodable text “Josh Takes a Bath”. Highlight or make a list of the high frequency words: <i>there, they, were</i>. Focus on reading smoothly, with expression, and at just the right speed. See pg. 15. (RF.K.4a, c; RF.K.5)</p>	<p>Science Topic: Amphibians Amphibians are a group of animals that begin their life in the water and as they grow up they move to the land. Some have tails, smooth or rough skin, and dry or wet skin. Ask an adult for an example of an amphibian. (K.L.1.1)</p>
<p>May 5 (Day 25)</p>	<p>Look at the Solve and Share task for Day 25 on pg. 7. Emily wants to buy art that has 6-sided shapes on it. Draw a circle around each piece of art Emily could buy. (NC.K.G.2)</p> <p>Cut out the Pattern Blocks on pg. 5. Use them to make different hexagons on the Hexagon Activity half sheet on pg. 8. How many different ways did you make a hexagon? Draw or take a picture of each way. (NC.K.G.6)</p> <p>Exit Tickets: Complete Hexagon Practice Problems #3, #4, #5 and #6 on pg. 8. Complete the Shape Jumble Exit Ticket on pg. 9. (NC.K.G.2)</p>	<p>Optional: Watch the reading lesson video for Day 25 (https://bit.ly/KModules).</p> <p>Listen to the poem, “Trees in Our Community”. See pg. 13.</p> <ul style="list-style-type: none"> • Think and talk about all of the prepositions (words that tell where something is) in the poem. • Draw a picture of a bird above a tree, below a tree, beside, and inside a tree. See pg. 15. (RI.K.7) 	<p>Optional: Watch the word work instructional video for Day 25 (http://bit.ly/kwordwork).</p> <p>Kaboom: Write your Cycle 20 words on tiny slips of paper. Also write the word Kaboom. Put all your slips into a cup. Pull the slips out one-by-one and read them aloud. If you get the word Kaboom, yell it out!! Put all your slips back in the cup and start again. See pg. 15. (RF.K.2, RF.K.4a)</p>	<p>Science Topic: Types of Amphibians There are all kinds of amphibians. Use a T-chart to write two ways salamanders and frogs are alike and two ways they are different. (K.L.1.1)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>frog</p> </div> <div style="text-align: center;">  <p>salamander</p> </div> </div>


SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.


<input type="checkbox"/> Call someone on the phone and sing a song for them! <input type="checkbox"/> Put on some fast music and match it with your movement. <input type="checkbox"/> Draw something that you are good at doing or playing.	<input type="checkbox"/> Draw something that you would like to become better at doing or playing. <input type="checkbox"/> Pretend to: sit in a chair for 10 seconds; shoot a basketball 10 times; ride a horse; be a frog; lift a car.	<input type="checkbox"/> Hop on one leg 30 times, switch legs; take 10 giant steps; walk on your knees; do a silly dance; sprint for 10 seconds. <input type="checkbox"/> Read and learn (research) about an animal or plant in a book or ONE Access. Create a puppet show that teaches five or more things about your animal/plant.	<input type="checkbox"/> Read two books about the same topic or subject, like football or cats. Write three ways that the information or stories are the same and different.
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I certify that my child, _____, did complete all of the required activities in days 21-25 of this learning plan.

Parent/Guardian Signature _____

Date _____

	MATH	READING	WORD WORK	SCIENCE & SOCIAL STUDIES				
<p>May 6 (Day 26)</p>	<p>Guess My Shapes: "I am holding two shapes. They have a total of 8 sides. Draw the shapes I could be holding."</p> <p>Create a Shape Robot using the different shapes on pg. 10. Complete the "2-D Shape Review Task" for Day 26 on pg. 11. (NC.K.G.6)</p> <p>Optional: Watch "Shape Robot" YouTube video (https://bit.ly/3bXMeYq). Watch "Name the Shape Game" YouTube video (https://bit.ly/3aXaslf).</p>	<p>Optional: Watch the reading lesson video for Day 26 (https://bit.ly/KModules).</p> <p>Listen to the book, "Which Tree?". See pgs. 16-17.</p> <ul style="list-style-type: none"> Think and talk about the main topic of the book. Draw and label: Which tree and leaves from the book are most interesting and why? See pg. 18. (W.1) 	<p>Optional: Watch the word work instructional video for Day 26 (http://bit.ly/kwordwork).</p> <p>Rainbow Write Using Cycle List 21: Write each word first with a pencil. Then trace over each word three times with a colored pencil or marker. Use a different color each time to create a "rainbow". See pg. 20. (RF.K.4a)</p>	<p>Social Studies Topic: What is Climate?</p> <p>Weather is the continuous changes in the atmosphere (for example, a spring day in Charlotte might be sunny and 75 degrees). Climate is what the weather is like over a long period of time in a specific area (for instance, Arizona's climate is known for being sunny, dry, and warm). A climate is a combination of a region's temperature, precipitation (rain or snow), humidity, cloud cover, and wind.</p> <p>Activity: Think about your favorite type of weather. Draw a picture of yourself enjoying the climate of a particular place (for example, a rainforest, a desert, or savannah). Write a sentence to describe the weather in this climate. Share your work with an adult. (K.G.2.1)</p> <p>Optional Enrichment Resource: Weather vs. Climate: Crash Course Kids #28.1 https://bit.ly/2R8hz2l</p>				
<p>May 7 (Day 27)</p>	<p>Guess My Shapes: "I am holding two shapes. They have a total of 7 sides. Draw the shapes I could be holding." Repeat.</p> <p>Use your Shape Robot from Day 26 to complete the chart on pg. 10. Complete the "2-D Shape Review Task" for Day 27 on pg. 11. (NC.K.G.2)</p> <p>Optional: Watch "Shapes, Sides and Vertices" YouTube video (https://bit.ly/34nEQ5P).</p>	<p>Optional: Watch the reading lesson video for Day 27 (https://bit.ly/KModules).</p> <p>Listen to "Which Tree?" (see pgs. 16-17) and "Trees in Our Community" (see pg. 13).</p> <ul style="list-style-type: none"> Think and talk about the similarities and differences between the two texts. Draw and label a picture showing one similarity and one difference between the two texts. See pg. 18. (RI.K.9) 	<p>Optional: Watch the word work instructional video for Day 27 (http://bit.ly/kwordwork).</p> <p>Hoppin' Thursdays Using High Frequency Words: Create word cards using the Kinder Sight Word List with one word on each card. Tape the cards on the floor in a fun pattern that allows enough room to hop like a frog or jump from word to word. Read each sight word, then hop or jump to the next card. If you get the word wrong, go back to the beginning and start again. See pg. 20. (RF.K.4c)</p>	<p>Social Studies Topic: Climate's Impact on How We Live</p> <p>The climate in different parts of the world affects how people live. The climate determines the homes, clothing, jobs, food, recreation, and customs that people choose and enjoy.</p> <p>Activity: Create a chart like the one pictured here. On one side draw/write five things that you have or do because of the climate where you live. On the other side, write the name of a climate that is different from your own. Draw/write 5 things that would be different if you lived in that climate. Share your work with an adult. (K.G.2.1)</p> <p>Optional Enrichment Resource: Climate zones of the world for kids and Affecting Factors https://bit.ly/3aION1B</p> <table border="1" data-bbox="1837 836 2011 977"> <tr> <td>The climate where I live</td> <td>The climate in _____</td> </tr> <tr> <td style="height: 50px;"></td> <td style="height: 50px;"></td> </tr> </table>	The climate where I live	The climate in _____		
The climate where I live	The climate in _____							
<p>May 8 (Day 28)</p>	<p>Look for objects around the house that match the solids (3-D shapes) below. Draw pictures of what you find. (NC.K.G.1)</p> <div style="text-align: center;">  <p>cylinder cone</p> </div> <p>Use the cylinders and cones you found around the house to identify the following: faces or flat surfaces that are 2-D shapes, vertices or corners and edges or straight line segments between sides. Draw and label the faces, vertices and edges on each object you found. Fill out the "3-D Shape Attributes Chart" for cylinder and cone on pg. 12. Do the "2-D Shape Review Task" for Day 28 on pg. 11.</p> <p>Optional: Watch Cylinder video (https://bit.ly/2RmXXHF).</p>	<p>Optional: Watch the reading lesson video for Day 28 (https://bit.ly/KModules).</p> <p>Look at "Places Where We Can Find Trees- Images" (first picture). See pg. 13.</p> <ul style="list-style-type: none"> Think and talk about your opinion: Is this a good place to plant a tree? Why or why not? Write at least one sentence to support your opinion. See pg. 19. (W.K.1) 	<p>Optional: Watch the word work instructional video for Day 28 (http://bit.ly/kwordwork).</p> <p>Spell the Sounds Using Cycle 21 Words: Have a sibling, parent, or friend call out each word to you. Listen carefully to the sounds and spell each word one-by-one on a blank sheet of paper. See pg. 20. (RF.K.4a)</p>	<p>Science Topic: Brand New Animal</p> <p>Now that you have learned all about animals choose your favorite animal group and create a new animal with the physical characteristics of that group. Name your animal and label the physical characteristics. Explain to an adult why your animal belongs in that group. (K.L.1.1)</p>				

<p>May 11 (Day 29)</p>	<p>Look for objects around the house that match the solids (3-D shapes) below. Draw pictures of what you find. (NC.K.G.1)</p> <div style="text-align: center;">  <p>sphere cube</p> </div> <p>Use the spheres and cubes you found around the house to identify the following: faces or flat surfaces that are 2-D shapes, vertices or corners and edges or straight line segments between sides. Draw and label the faces, vertices and edges on each object you found.</p> <p>Fill out the “3-D Shape Attributes Chart” for sphere and cube on pg. 12. Complete the “2-D Shape Review Task” for Day 29 on pg. 11.</p> <p>Optional: Watch “Sphere” YouTube video (https://bit.ly/2JUS14C). Watch “Cubie the Ice Cube” YouTube video (https://bit.ly/2RnWQrk).</p>	<p>Optional: Watch the reading lesson video for Day 29 (https://bit.ly/KModules).</p> <p>Look at “Places Where We Can Find Trees- Images” (second picture). See pg. 13.</p> <ul style="list-style-type: none"> ● Think and talk about your opinion: Is this a good place to plant a tree? Why or why not? ● Write at least one sentence to support your opinion. See pg. 19. (W.K.1) 	<p>Optional: Watch the word work instructional video for Day 29 (http://bit.ly/kwordwork).</p> <p>Decodable Text: Read the decodable text “Josh and Chip at the Farm”. Highlight or make a list of the high frequency words: <i>we, all, one</i>. Focus on reading smoothly, with expression, and at just the right speed. See pg. 20. (RF.K.4a, c; RF.K.5)</p>	<p style="text-align: center;">Science Topic: Texture It Feels Learning</p> <p>At the top of your recording sheet write - It Feels. Find six objects that feel significantly different from each other. Trace your hand in six places on the front and back of the recording sheet. Draw the objects you touched and write a word that describes its feel underneath each hand. The words that you wrote describe the texture of each object. Texture is what objects are made of and the way the object feels to your touch. It is a physical property of an object. Think about why objects feel the way they do and have a discussion about it with an adult. (K.P.2.1)</p>
<p>May 12 (Day 30)</p>	<p>Guess My Shapes: “I am holding three shapes. They have a total of 13 sides. Draw the shapes I could be holding.”</p> <p>Complete the “2-D Shape Review Task” for Day 30 on pg. 11. (NC.K.G.2)</p> <p>Optional: Watch “3-D Shapes I Know” YouTube video (https://bit.ly/3aYw9RZ).</p>	<p>Optional: Watch the reading lesson video for Day 30 (https://bit.ly/KModules).</p> <p>Look at “Places Where We Can Find Trees- Images” read “Trees in Our Community”. See pg. 13.</p> <ul style="list-style-type: none"> ● Think and talk about all of the different places you can plant trees. ● Draw and write about the best place to plant a tree. See pg. 20. (W.K.1) 	<p>Optional: Watch the word work instructional video for Day 30 (http://bit.ly/kwordwork).</p> <p>Kaboom: Write your Cycle 21 words on tiny slips of paper. Also write the word Kaboom. Put all your slips into a cup. Pull the slips out one-by-one and read them aloud. If you get the word Kaboom, yell it out!! Put all your slips back in the up and start again. See pg. 20. (RF.K.4a)</p>	<p style="text-align: center;">Science Topic: Properties Sorting Objects</p> <p>Gather the six objects from Day 11. Today we will sort using different physical properties. First sort the objects by color. Now sort the objects by shape. Finally sort the objects by texture (smooth or rough). Now it is your turn, you decide how to sort the objects one more time in a new way. Share how you sorted your objects with another person. (K.P.2.1)</p>

SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

<p><input type="checkbox"/> Sing a song with someone.</p> <p><input type="checkbox"/> Make up new rhyming words to sing with “Down by the Bay”</p> <p><input type="checkbox"/> Using any type of line or shape to create a picture with only the three primary colors (red, blue, yellow)</p>	<p><input type="checkbox"/> Yikes! Something is in the back of your house. Draw a picture of it.</p> <p><input type="checkbox"/> Bear Walk! With your bottom in the air, step forward with your right hand and step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.</p>	<p><input type="checkbox"/> With a partner, hold each other’s shoulders. Try to tap the other person’s toe without having yours tapped.</p> <p><input type="checkbox"/> Learn about how to do something from the World Book Encyclopedia or a book. Write the steps to doing what you learned and teach someone how to do it.</p>	<p><input type="checkbox"/> Read a fiction (story) and nonfiction (true) book about pollinators. Write to explain which book taught you the most about pollinators and why? Draw two things you learned about pollinators.</p>
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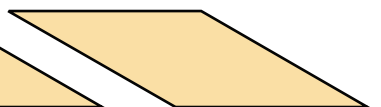
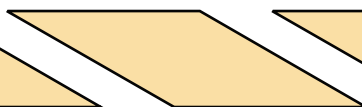
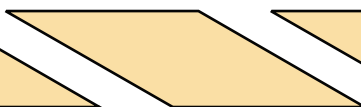
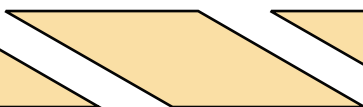
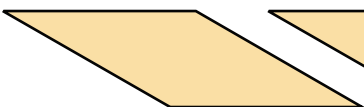
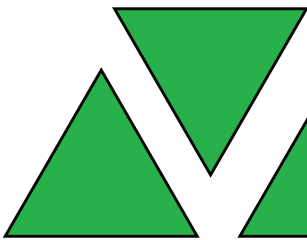
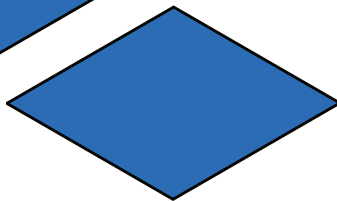
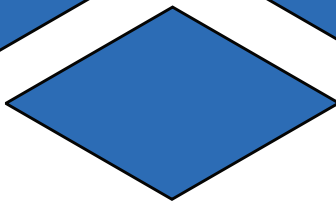
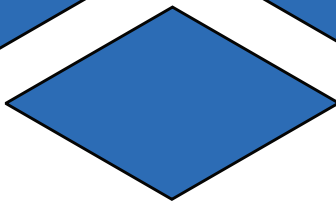
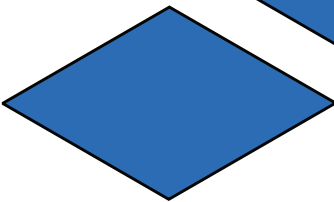
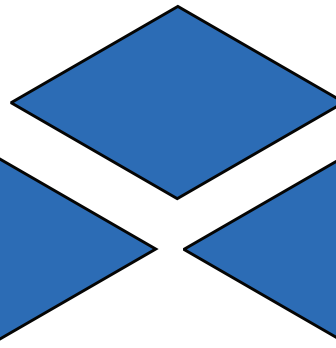
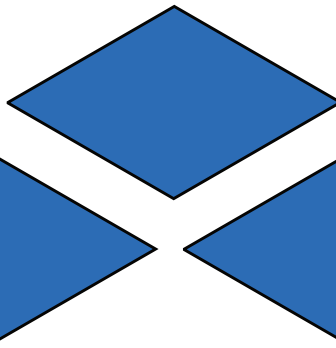
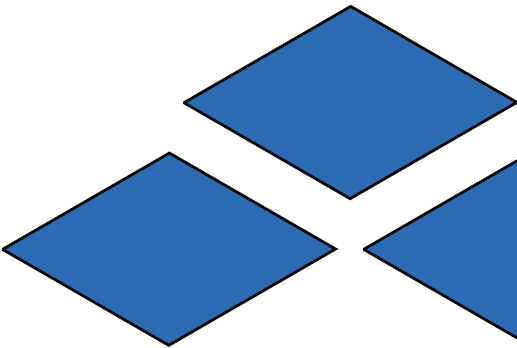
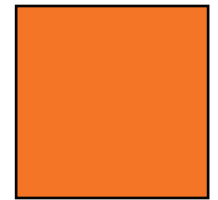
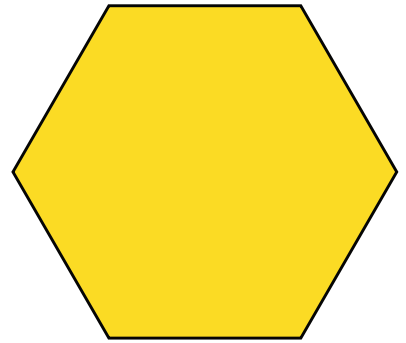
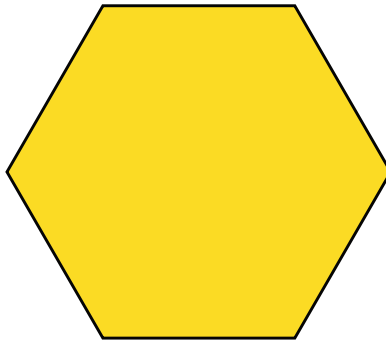
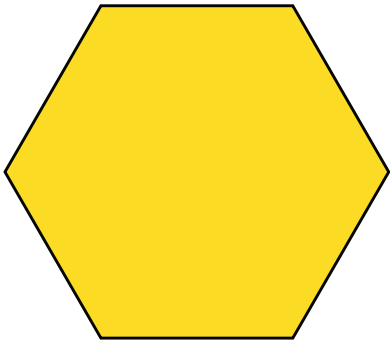
I certify that my child, _____, did complete all of the required activities in days 26-30 of this learning plan.

Parent/Guardian Signature _____

Date _____

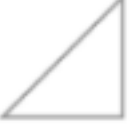

















Name _____ Date _____

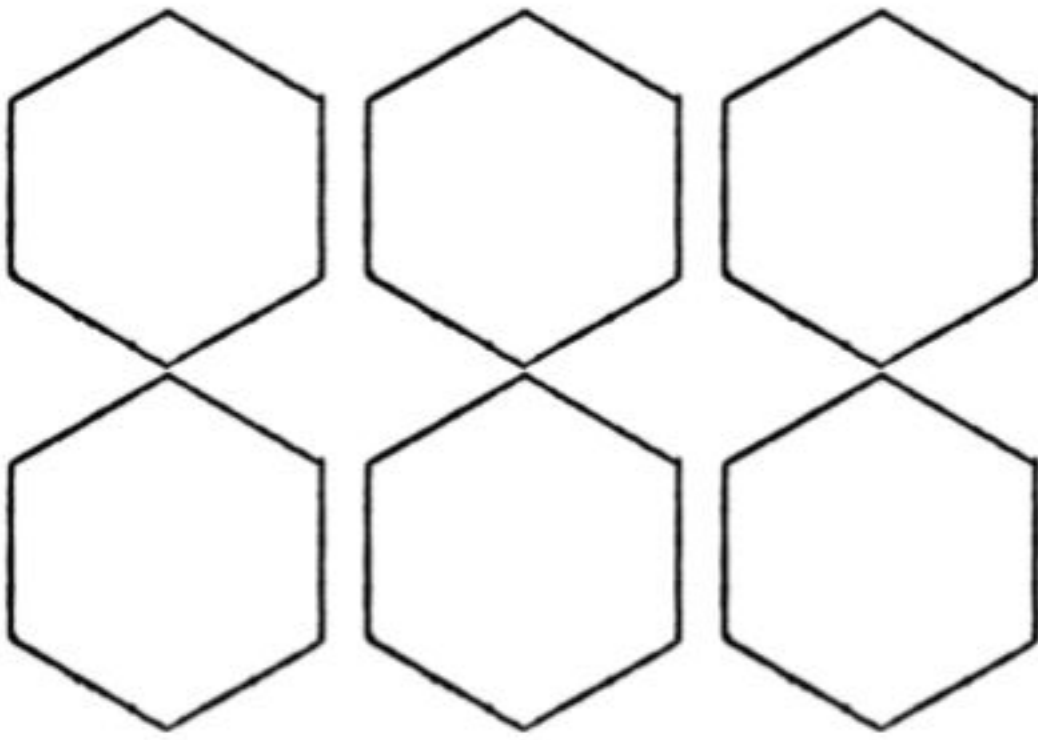


Day 25-

Color or draw a circle around the hexagon in each row. Say the number of sides on each hexagon.

3				
4				
5				
6				

How many different ways
can you fill a hexagon?

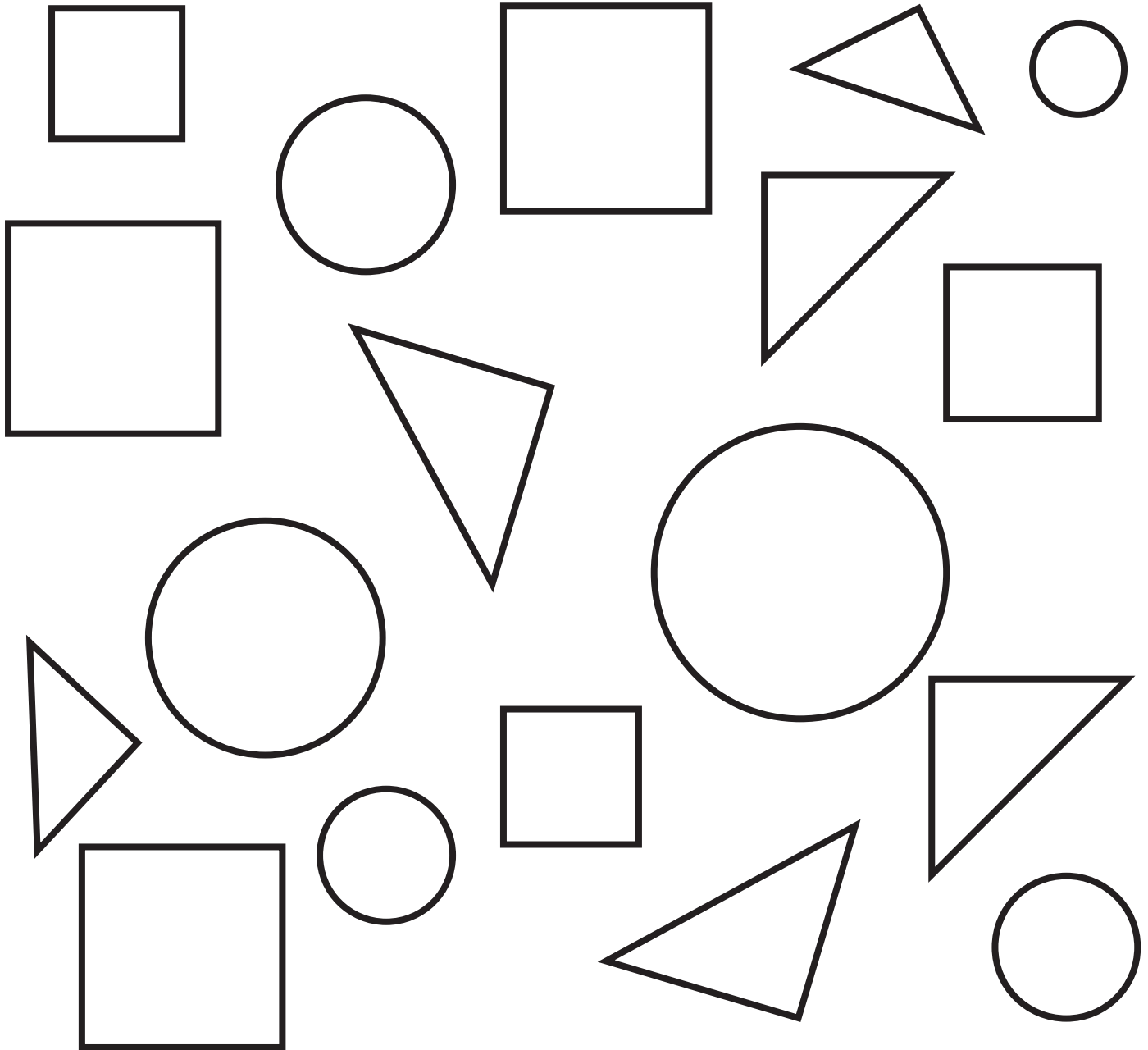


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Name: _____ Date: _____

Shape Jumble

Color all the circles **red**, all the triangles **blue**, and all the squares **green**.



1. How many **circles** did you color? _____

2. How many **triangles** did you color? _____

3. How many **squares** did you color? _____

SHAPE ROBOT

Day 26- Use the shapes below to create your very own 2-D shape robot. Draw your robot on a separate sheet of paper. Save it for tomorrow.

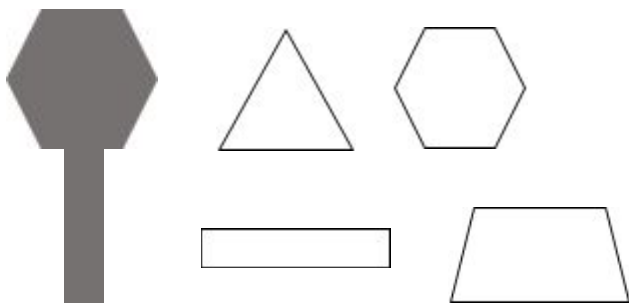
Use the following shapes to create your robot.:
Remember you can change the size and direction of each shape to make them work for your robot!

Circle rectangle triangle square hexagon trapezoid

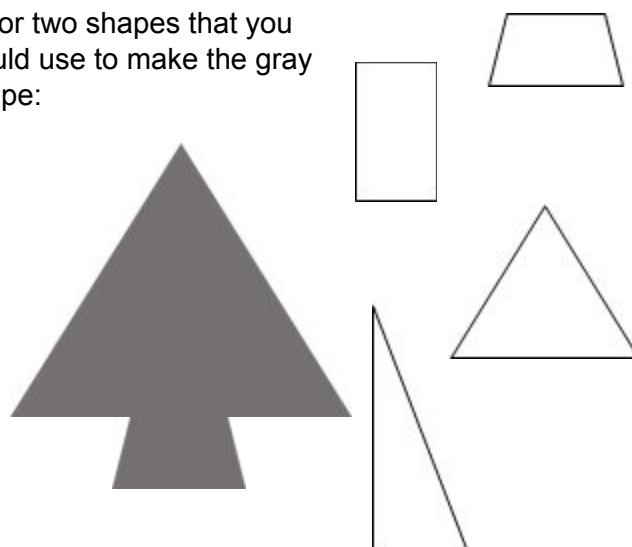
Day 27- Use your robot from Day 26 to complete the chart below.

	Names of shapes used	Number of sides	Number of angles (inside)	Number of corners (outside)
head				
body				
legs				
feet				
arms				
hands				

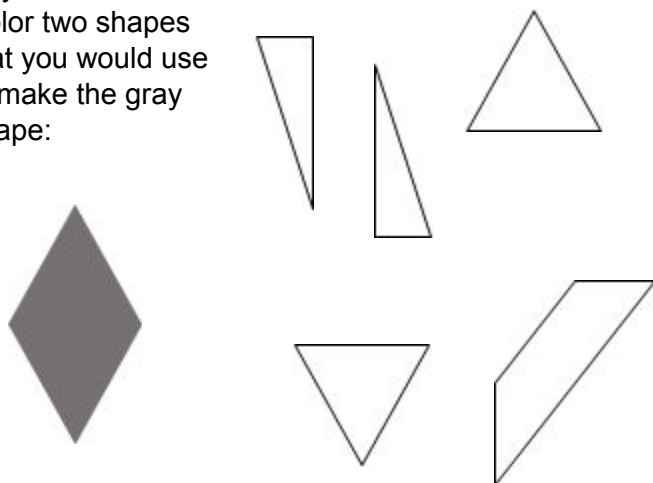
Day 26-
Color two shapes that you would use to make the gray shape:



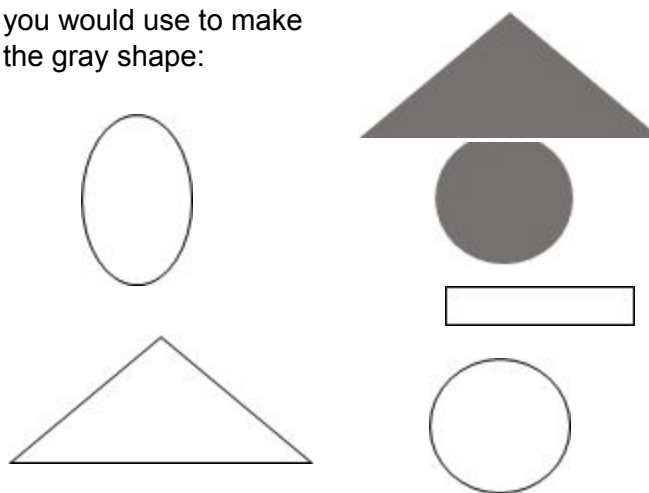
Day 27-
Color two shapes that you would use to make the gray shape:



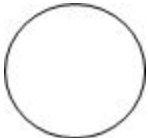




Day 28-
Color two shapes that you would use to make the gray shape:



Day 29-
Color two shapes that you would use to make the gray shape:







Day 30- Fill in the chart below.

					
How many sides?					
How many corners?					

3-D Shape Attributes

Complete the chart below.

	Name of 3-D Shape	Number of Faces- Flat Surfaces that Look Like 2-D Shapes	Number of Edges- Straight Lines Where Faces Meet	Number of Vertices- Corners on Outside	Number of Curved Surfaces
					
					
					
					

Days 21-25 Kindergarten Literacy Supporting Materials

“Trees in Our Community,” Version 1
(sung to the tune of “Twinkle, Twinkle, Little Star”)

Oak tree, oak tree, in the park.
See the ants crawl up the bark.
Willows grow beside the stream.
They keep water clear and clean.
Maple, maple, near the street.
Leaves change colors; it’s so neat!
Quaking Aspen outside a home,
Keeps it safe from wind and storm.

Paper birch trees on the path.
Use a stick to draw and scratch.
Trees in our community
Give the world joy and beauty.
Find a tree and then you’ll see
How lovely and helpful trees can be.

Places We Can Find Trees (images)



Enjoying Trees Journal Part 2

Day 21

What is your favorite kind of tree? Why?

Draw a picture of your favorite kind of tree.

Day 22

Use evidence from the text to support your thinking. What is the main topic of “Trees in Our Community”?

Where is a place where you can find trees in your community?

Day 23

Use evidence from the text to support your thinking. What is the opinion of the author of this poem?

Draw a picture that supports the author’s opinion.





Day 24

Use evidence from the text. What is one location that is similar in the poem and in the pictures?

Draw a picture of a location that is similar in the poem and in the pictures.

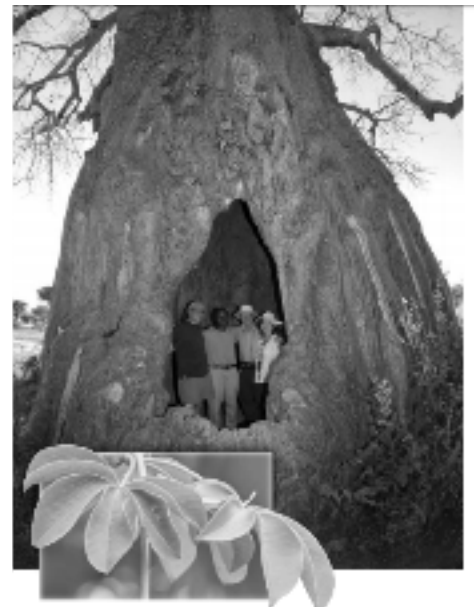
Day 25

Draw a picture of a bird to match the preposition

above	below
 <small>Created by Tatyana from Noun Project</small>	 <small>Created by Tatyana from Noun Project</small>
beside	inside
 <small>Created by Tatyana from Noun Project</small>	 <small>Created by Tatyana from Noun Project</small>

Word Work Cycle 20			
Word List	Sight Words	Decodable Text: "Josh Takes a Bath"	Poem: "Looking for Cam"
can pinch dish pit ham yam van slip hand rim tin path bam grab list	there they Where	<p>Josh is in the mud.</p> <p>The tub is big. He can not get in.</p> <p>The cup is not a bath tub. He can not fit.</p> <p>Josh will get in the lid.</p> <p>He will have to sit in the sun.</p> <p>Josh is not wet. He can nap in the sun.</p>	<p>Where is my best friend, Cam? Does he know where I am? He was playing with our friend Dan. They went to the <u>park</u>, they ran and ran. But now they are not at the park. There is a storm coming, and it's getting dark. Where did they go? Where could they be? I hope they are also looking for me.</p>

Days 26-30 Kindergarten Literacy Supporting Materials





See these leaves?
Their tree looks like an umbrella.



See these leaves?
Their tree is the tallest.



See these leaves?
Their tree is covered in fruit.



See these leaves?
Their tree grows roots
from branches.



All trees have
their own special leaves.
All leaves have
their own special trees!

Enjoying Trees Journal Part 2

Day 26: Which Tree?

Which tree and leaves from the book are the most interesting?

Draw a picture of your favorite kind of tree that shows why it is the most interesting.

Day 27: Which Tree? and "Trees in Our Community"

Use evidence from the text to support your thinking.

Draw a picture and label a picture that shows a similarity between the two texts.

Draw a picture and label a picture that shows a difference between the two texts.

Day 28: *Places Where We Can Find Trees*



In your opinion, is this a good place to plant trees?

Write a sentence to support your opinion.

Day 29: *Places Where We Can Find Trees*



In your opinion, is this a good place to plant trees?

Write a sentence to support your opinion.

Day 30

In your opinion, where is the best place to plant trees?

Write a sentence to support your opinion.

Draw a picture of the best place to plant trees.

Word Work Cycle 21			
Word List	Sight Words	Decodable Text: "Josh and Chip at the Farm"	Poem: "One Thing We All We All Like to Do"
cub mud dug fun nut fed beg hen pen met jump club stun lend nest pink ink sink bank thank	we all one	Josh and Chip get in a bus. Where are they? A cat is there. They chat with the cat. They see a pig in a pen. There is a lot of mud! They see a hen. And a rat! They get on the bus.	One day, my class had to say One game that we all could play. One kid named Hank said to the crew, "How about One Thing We All Like to Do?" I swam to the middle and tried not to sink. I said, "One thing we all like to do is blink!" Not all of my friends swam out to me. Some of them stayed on the bank. But we all had such fun that when we were done. We said, "Thank you, friend Hank, that was a really good one!"