

Parent Guide  
April 6-10

Dear Parents,

This is going to be a short week with Good Friday and Easter, so maybe I can keep this guide under 5 pages. LOL- maybe!

I am condensing the Language and Social Studies lessons this week. I would be taking a little extra time devoted to Easter/Spring/Animals and our Box Town, if we were in school. So, enjoy the season of Spring/Easter and playing with your child during our Social Studies lessons.

\*Keep in contact with me through whatever means works for you: call, text, email, Facebook message, and/or Seesaw message.

\*Continue to check the school website and my school web page frequently. I will update my web page at the beginning of each week. Please check; Newsletters, Sight Word list and Parent Guides.

\*Things seems to be working well with the Seesaw activities each day. I do not want to overwhelm you and your family. But, it is helping with attendance documentation. If you are unable to access your child's activities on Seesaw, please contact me, I will be glad to help you. However, it is okay, if you can only send a text, email and/or call for attendance documentation each day. Just do the best you can.

\*There are some K students that are using Lexia from home and being very successful with the lessons. I have the instructions for getting your child into this program on my web page. If you want to utilize this resource for your child, and you have trouble, please let me know. I will help you get your child logged-in, it is pretty simple.

\*If your child does not know the following, please help your child learn: his/her birthdate, physical address, American and Texas pledges, counting to 100, upper/lower case letters, and how to tie their shoes.

The following plans are suggestions.

**Monday, April 6**

**Language: (Monday-Thursday)**

I will **not** be adding new sight words this week. I encourage you to continue helping your child learn the words on our list.

Reminder: If your child knows the sight words, have him/her write a few sentences using these and other words. You may always extend this to writing a story too!

If your child does not know all our sight words, choose 10 and stick with those until your child knows them, then add a few new words at a time.

If your child does not know the phonic sounds of each letter, please review these as well.

Here are a few "You tube" videos about phonics: HooplaKids and [Learn to Read/Phonics for Kids](#).

Since we are celebrating Easter, let's focus your child's language activities around this special

holiday.

\*If your child was in the classroom, we would make an Egg-shaped vocabulary chart with **words about Easter**. We would refer and add to this chart each day, especially when writing. Please, help your child think of words that we associate with Easter. Use a piece of paper, draw an egg on it and write these on the egg. These words will help your child write about Easter. Ex of words: Easter, egg, bunny, chick, basket, candy, jellybeans, chocolate, bird, nest, etc... This would be a great time to include words of faith too.

### **Literature/Stories:**

\*Please read to your child as often as you are able. I felt a little frustrated while looking for suggestions of books to share with your children this week. I have so many great Spring/Easter/Animals books in the classroom. I wish I was able to read them to your child. So instead, here are suggestions I found online.

**\*THIS IS THE BEST WEBSITE THAT I HAVE FOUND! YOU DO NOT HAVE TO SIGNUP!!**

**This site is not just for Easter/Spring books.**

Google search: Scholastic learn at home

Select: Learn at Home-Classroom Magazines-Scholastic

(scroll down to view choices)

Choose a Grade Level \* I selected Pre-K and K, but you might want to explore 1<sup>st</sup> and 2<sup>nd</sup>.

Choose **Week 1**

You will find 2 books to select, Morris's Disappearing Bag and Rabbits

Each book has "activity" choices on the left side of the screen. These are GREAT!!!

You decide when to use the above books and language activities during this week.

\*Below are different Easter/Spring stories that I found on the internet. However, if you have Easter books (baby animals, Spring, Bible stories) etc... at your home, feel free to use them. Any search you find on the internet, that you want to use, is great too.

\*I did a Google search: Best Easter Books for Kindergarten, then selected: videos. There were a lot of choices. Below are the ones that I reviewed and liked:

THE BEST EASTER EGG HUNT EVER book/Easter Books for Kids/Children's Books Read Aloud

It is about 6 minutes .

Peter Rabbit-Easter Special/Easter Bunnies/Cartoons for Kids

This story is from the TV series and is about 25 minutes long.

The Berenstain Bears' Easter Surprise (1981)

Also about 25 minutes long

CLIFFORD'S HAPPY EASTER READ Aloud~Easter Stories for Kids~Bedtime Story Read Alouds

About 5 minutes long

### **Writing:**

\*We will continue in your child's Texas Wonders Unit 7 Reading/Writing Companion next week.

\*Each day that you can, have your child write/draw about the stories that you have shared together.

Examples of writing prompts and discussion questions:

- \*Use the Easter words on the vocabulary chart to write/illustrate a sentence or story.
- \*Create an Easter Card for a neighbor. Mail the note or simply place it by their front door.
- \*Create an Easter Card for a Grandparents, cousins, or other family members.
- \*Write/discuss about what happens first/next/last in the stories you have shared together.
- \*Ask your child to draw/write about the main ideas in the stories.
- \*Ask your child about the characters and settings of the different stories.
- \*What were the “problems” in the stories? How were the problems solved?
- \*Then ask, your child how they would change the stories ending?
- \*Have your child tell and write about, what surprised them in the stories?

### **Art-for the week:**

\*I have so many Easter activities; clip-art color, cut, glue and create type papers, but they are in the classroom. So, let your child be creative any and all ways that you can think of. Here are some suggestions: dye hard boiled eggs, make bird nest out of twigs- add small bird eggs shaped from playdough, sort/graph jellybeans then eat them, go on a nature walk collecting items as you go (feathers, blossoms, sticks, small rocks, nuts, etc...) glue these items on a egg shaped paper, let your child fill and hide plastic eggs, have children hide them for someone else to hunt!

### **Math:**

\*17.5 Pg. 607 Create Shapes      Reminder: Directions are at the bottom of each page  
If we were in school, I would give students a baggie filled with two-dimensional shapes (circles, squares, triangles, rectangles) for them to use. If you have any shape pieces at your house, please let your child use them. If not, just do the best you can.  
Hint: You can make a large rectangle by using two small rectangles together.

### **Science:**

\*Earth and Sky    Pg. 62                      Reminder: Directions are at the bottom of each page  
\*At some point this week, have your child take time to really look at and discuss what we see in the sky during the day/nighttime. You may always extend this discussion by having your child draw and write about our sky.  
\*If you can, start the “week-long” weather graph on the back of **Pg. 63**. For the last few years I have used my phone’s weather app to know each day’s temperature, and we look at the flags in front of the school to see if the wind is blowing, instead of a windsock. If you want, your child could watch the weather report on the news to get this information. Just do the best you can.

### **Social Studies: (Monday-Thursday)**

Let’s take a break from our Texas Studies Weekly this week. I had planned for K students to be building and playing with our Box Town after Spring Break. Since it looks like we are going to be learning from home, at least for the next month, let your child get creative while addressing the

following academic areas.

**Physical characteristics of a place:** landforms, bodies of water, natural resources and weather

**Human characteristics of a place:** ways to earning a living, shelter, clothing, food and activities based upon geographic location

We might not be able to have our Box Town in our classroom, but we can still have fun and make this a special time of learning.

One of my favorite things to do when I was young, was create a town in the gravel and dirt. I simply moved the gravel around until I framed out the roads of my town. Then I would add larger rocks to be the buildings. I added small toy cars and animals to my town. I would fill up bowls with water and they would become the lakes. It was nothing fancy, but I loved being in the dirt and making my own town. I wish I had pictures of some of my towns. But, I have my memories. I can even tell you the colors of some of the toy cars is used. I loved my purple match box car! I am sure, I broke some speed limits in my rock town.

Even now, I have a big pile of Coke-County-Red-Dirt, for my grandchildren to drive their toy cars and play with their animals on.

\*If you can, let your child play in the gravel and dirt in your yard.

\*If you do not want your child to play in the gravel and dirt, then just let them create “their town” in your home. Using pillows, rugs, blankets and some of their toy cars and animals.

\*Some questions to help extend your child’s thinking and play:

-Does your town have a school, church, post office, bank, grocery store and/or gas station?

-Where do the people in your town work?

-Is your town in the country (rural) or city (urban)?

-What is the weather like in your town? What kind of clothes would you need, if you lived in your town?

-Where do the families live and the children play?

-Does your town have a lake, ocean, mountains and/or skyscrapers?

-Are the streets safe in your town?

-Do you have a police station to keep this community and the people safe?

Oh the discussion can be endless!

\*If you have the time, play and create with your child during this activity. You will be making wonderful memories together, like mine and that little purple car in the dirt!

\*To extend this activity, whenever you are can, drive around Bronte and look at the “places” that we have in our community that address the above questions.

\*If you can send me a picture of your child’s town.

Please remember, children learn while they play, we as adults need to remember that!

**Tuesday, April 7**

**Language:**

\*See information from Monday

**Math:**

Module 17 Assessment Pg. 613

\*If, possible please send me a picture, Seesaw or text, of this assessment once your child has completed it. Just a picture of one side of this page, I do not have to see both sides

**Science:**

\*Focus on Draw Conclusions Pg. 64

I really like the lab activity at the bottom of the back page. (;

\*Continue weekly Weather Graph on Pg. 63

**Social Studies:**

\*See information from Monday

**Wednesday, April 8****Language:**

\*See information from Monday

**Math:**

Let's take a break from the Texas Go Math curriculum for the rest of this week. Easter is this Sunday and Spring is in the air.

\*If you can, take a walk with your child. While on your walk count and add "things" you see. Ex: There are 6 big trees and 3 little shrubs in our yard. How many are there all together?  $6+3=9$   
Don't get caught up in the math, just spend time together, adding math skills when you can. Discussions about sizes of real life "objects" are always appropriate for students. Ex. The cow on the right is bigger (larger) than the cow on the left. The blue bowl holds more ice cream than the cup in the cabinet...etc

**Science:**

\*What can you see in the day sky? Pg. 65

\*Continue weekly Weather Graph on Pg. 63

**Social Studies:**

\*See information from Monday

**Thursday, April 9****Language:**

\*See information from Monday

**Math:**

\*If we were in school, I would be using plastic Easter eggs in different ways during this week. If you have these eggs at your home, fill them with different objects to make different sounds

(when shaken) and varying weights. Ex. coins, beans, rocks, cotton balls, rice, noodles. Let your child order/seriate these eggs by **weight**: lightest-heaviest, **sounds**: quietest to loudest. If you do not have plastic eggs, just order/seriate different items in your home. Ex. bottles and/or jars in the refrigerator, family shoes, socks or pants would be fun too. You could place different items (dry beans, rice, noodles) in bowls that have lids to make different sounds. Of course your child may help you fill the eggs/bowls, that is the fun part! Then have your child order/seriate them. Have fun (:=

**Science:**

\*What can you see in the night sky? Pg. 66

\*Continue weekly Weather Graph on Pg. 63

**Social Studies:**

\*See information from Monday

**Friday, April 10**

Happy Good Friday!

I am not giving any suggestions for today. However, if you can, help your child complete the weekly Weather Graph on Pg. 63. Then, discuss the differences/similarities in this week's weather.

**If we were at school on this day, we would be having an Easter egg hunt at the Bronte park with our 3<sup>rd</sup> grade buddies and enjoying a picnic together. Today would have also been an early release day. So today, enjoy your child and your family.**

**Happy Good Friday and Happy Easter.**

**Since, Monday April 13, is a scheduled school Holiday, I will update my webpage with a new Parent Guide and a Seesaw activity on Tuesday, April 14.**

**Sending you love and peace,**

**Alisa Webb**

*well good grief, this guide is still 6 pages long!*