



親愛的學生和家長,

歡迎使用MCPS為您孩子年級提供的教學資源。這門課程的所有資源和材料可以供學生在學校關閉期間使用。這些材料屬於複習和練習性質, 因此, 您可以選擇最適合孩子和對他們最有意義的內容。您的孩子可以按照任何順序學習其中的任何或全部內容。您可以修改這些資源, 並為孩子提供必要的適應性調整。孩子應當在沒有成人幫助(或很少幫助)的情況下完成這些資源, 不過我們也歡迎您根據需要幫助孩子。這些材料屬於複習和練習性質, 因此, 不需要交回給學校, 老師也不會進行評分。

我們為您的孩子設計了讀寫、數學和科學的內容。讀寫內容要求學生參加閱讀、寫作、聽、說和/或看、以及回答文學或資訊文本的問題。數學內容讓學生可以使用多種方法, 練習他們學過的概念。科學內容讓學生有機會利用科學家和工程師的實踐操作更深入地探索現實生活中的現象。

請使用下面的按鍵, 和孩子一起瀏覽這些資源。

Literacy

Name: _____

Home Reading Log

Read for at least 10-15 minutes and fill in the log below. Reading could include having someone read to you, reading to someone else, reading to yourself, and/or listening to a book.

[illegible]

幼稚園讀寫活動菜單

和孩子一起讀一本圖畫書,和他們談論故事中最喜歡的部分。	讓孩子畫一張全家福,並用字母或單詞標出每個人。讓孩子寫一個有關家人的句子。	讓孩子用手指寫常見字(the, said, here, go, to)。用鹽、糖、麵粉或在紙上寫常見字。	讓孩子說出與以下單詞押韻的所有單詞: cat, play, sun, hill, hen, bed, can, pig, dad, sit, log, fox, rug, top。	收集雜誌、廣告或垃圾郵件,讓孩子找出並用圓圈圈出特定的字母。或者孩子可以自己剪,並把字母黏到紙上。
和孩子一起讀一本非小說的圖書,問他們學到了哪些事實。	讓孩子讀一本書,並預測故事接下來會發生什麼。	讓孩子在你們一起讀的書中找出他/她認識的常見字。	讓孩子寫一份清單。這份清單可以是食物、玩具、動物、社區人士等。	讓孩子畫一幅他/她最喜歡的動物的畫。他們可以給圖畫註上標籤並寫一個有關這種動物的句子。
告訴孩子:"我在想一個字母,它發出mmmmmm的聲音。"讓孩子說出有這個發音的字母。	給孩子讀他們最喜歡的故事書。問他們在故事出現的問題和解決辦法。	練習把發音混合成單詞。提問"你能告訴我這個單詞是什麼?m-o-p."把每個音都發長一些。	讓孩子用手指描紅字母或一邊說字母發音一邊描紅字母。在紙上、沙子里、或放有鹽或糖的盤子上做這項活動。	給家中的不同房間和物品註上標籤。讓孩子幫您寫出您標記的每個房間或物品的開頭字母或單詞。

幼前班讀寫活動菜單

讓孩子們說單詞，並在每個音節處放一個樂高或其它物品。使用有長有短的各種單詞。例如, bag, helicopter, pancake, dinosaur。	讓孩子們用蠟筆或彩筆寫自己的姓和名。然後讓孩子們用彩虹中的所有顏色寫自己的名字。	讓孩子們畫出您最喜歡的地方，並註上標籤。他們也可以寫一個與這個地方有關的句子。	和孩子一起練習說兒歌。以下是一些範例， Twinkle Twinkle Little Star, Mary Had A Little Lamb, Icky Bitsy Spider, The Wheels on The Bus, 和 Baa, Black Sheep。	和孩子一起玩 I Spy 遊戲。在房間中找一件物品，然後說 "我用我的眼睛看到一樣東西，它...." (用一個單詞描述物品)。另一個人猜出物品。您可以說，我看到一樣東西，它開頭的發音是____或結尾的發音是____。
故事時間。您和孩子輪流講故事，一人講一句。	讓孩子們畫兩件他/她在白天做的事。和孩子談論他/她白天做過的事。	在家裡玩聲音尋寶遊戲。尋找以特定發音開頭的物品。	和孩子一起做一本字母書。讓孩子們寫出每一個字母和以每一個字母開頭的單詞。他們可以畫一幅符合單詞的畫。	讓孩子們用家中的不同材料做字母 (橡皮泥、剃須膏、樂高、積木或其他東西)。
和孩子一起讀一個故事。讓孩子們畫圖，表現在故事開頭、中間、和結尾處發生的事。讓孩子們按順序把圖畫排列起來並複述故事。	用紙、鈕扣和家中的其它物品做玩偶。玩偶可以是您給孩子們讀過的圖書中的人物。讓孩子們利用玩偶複述故事。	讓孩子們用煮熟的意麵做出字母和/或單詞。	幫助孩子們給朋友或家人寫一封信。	讓孩子們寫出早餐、午餐和/或晚餐的菜單。他們可以畫出食物的圖片，並寫出食物名稱的單詞或開頭的字母。

Mathematics

幼稚園數學

練習計數, 儘量數到 100。你數到哪個數字停下來了? 練習用達 10 跳數的方法計數, 儘量數到 100。你數到哪個數字停下來了?	挑選一個圓、長方形或三角形作為你的神祕圖形。給家人線索, 看他們能否猜出你的形狀。讓家人給你有關另一個形狀的線索。	在一張紙上寫出你的名字。你的名字裡有幾個字母? 哪個數字比那個數字大 1? 哪個數字比那個數字少 1?	計數你洗手需要花的時間。需要花多長時間? 你數到了哪個數字?	把 0-10 的所有數字寫在卡片上(每張卡片寫一個數字)。把卡片放在一個袋子裡。和家人一起玩遊戲。輪流從袋子裡抽出一張數字卡。哪個數字更大? 哪個數字更小?
你能做出幾種構成數字 10 的組合? 例如: $1 + 9 = 10$	從你的房間到前門需要走幾步? 數一下。把數字寫下來。	盡量多地做出等於 5 的組合。例如: 1 支紅色蠟筆和 4 支藍色蠟筆加在一起等於 5 支蠟筆。你能做出多少 5 的組合?	Shan 老師有 10 個方塊。有一些方塊是粉色, 有一些方塊是黃色。請問有幾個方塊是粉色的? 有幾個方塊是黃色的?	數一下家中有多少把叉子。數一下家中有多少把勺子。你有更多的勺子還是叉子? 你是怎麼知道的?

K.OA Dice Addition 2

Alignments to Content Standards: K.OA.A.1 K.OA.A.2

Task

Adding two numbers to make an equation.

Materials

- One pair of dice per student
- A recording sheet for the activity. For example:

Dice Addition		
___	+	___ = ___
___	+	___ = ___
___	+	___ = ___

Action

The students roll the dice. They record the numbers on the dice, one as the first addend and the other as the second addend in the equation, with numerals or dot pattern from the dice. They count all the dots and record the total in the equation.

IM Commentary

This task is similar to [K.CC.OA Dice Addition 1](#) but asks students to write equations, not just record sums, when using dice to generate sums. Students can work in pairs, taking

turns using one set of dice. Students may need to use smaller numbered dice, which can be easily made. A number chart should be available for those students who cannot write teen numbers on their own. A recording sheet could be made so that the students could draw the dice patterns before they add them together.

As students become proficient using two dice with dots, change to one dice with numerals and one dice with dots. This will help promote the development of counting on to solve addition.

[Edit this solution](#)

Solution

The students practice adding and writing equations for sums of numbers between 1 and 6.



K.OA Dice Addition 2
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幼稚園數學

練習計數, 儘量數到 100。你數到哪個數字停下來了?	找三支不同長度的蠟筆。哪支蠟筆最長?哪支蠟筆最短?你是怎麼知道的?	觀察以下數字 37 哪個數字比這個數字大 1?哪個數字比這個數字少 1?	罐子裡有 7 塊餅乾。又往罐子裡放了兩塊餅乾。 罐子裡現在有幾塊餅乾?	在家中找出有三角形表面的物品。你能找出有正方形表面的物品嗎?
練習用達 10 跳數的方法計數, 儘量數到 100。你數到哪個數字停下來了?				
數一下家中的窗戶。你有幾扇窗戶? 把那個數字寫下來。	有 8 個孩子在游泳池裡玩。 其中 4 個孩子回家了。 游泳池裡還剩幾個孩子在玩?	把自己的玩具撿起來。一邊撿一邊數玩具。你撿起了幾個玩具?	用積木或 legos 搭建兩座塔。把它們並排放在一起。哪一個較高?哪一個較矮? 你是怎麼知道的?	從下面的數字開始計數: 6 12 19

K.NBT What Makes a Teen Number?

Alignments to Content Standards: K.NBT.A.1

Task

Decompose teen numbers using 10-frames and a number equation.

Materials

- Number cards 11-19
- Pencil, crayon, or marker
- Attached student worksheet

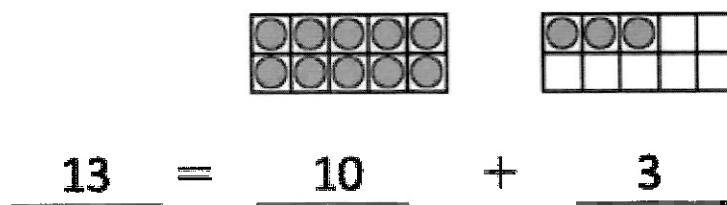
Action

This activity can be done individually, in partners, or in small groups. The students have a teacher-made sheet and a writing implement. The cards are shuffled and placed face down.

		<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>												<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											
_____	=	_____	+	_____																					

The student picks a card off of the top of the pile. The student then says the number and draws that many dots beginning with the first 10-frame. When the first 10-frame is filled, the student continues drawing the remaining dots in the next 10-frame. The student then fills in the blank equation with the corresponding numbers.

Example:



The student continues to pick cards and illustrate numbers in this way until all cards are used or the sheet is filled.

IM Commentary

The purpose of this task is to help students understand the base-ten structure of teen numbers. This task was designed specifically to support students in developing fluency with tens and teen numbers.

- Before starting this task, students should recognize that a full 10-frame represents 10 without having to count each dot, and also that a 10-frame can be partially filled to represent numbers less than 10.
- This activity can first be done orally, in a small teacher-led group or in pairs, using just the 10-frames and some counters.
- Students should know the meaning of the equals and plus signs if they are going to fill out the worksheet.
- Using a number line or number chart supports those students who do not know teen number names.

Computational fluency refers to having efficient, accurate, generalizable methods (algorithms) for computing numbers that are based on well-understood properties and number relationships (NCTM, 2000, p.144). Therefore, the focus in developing numeracy fluency should be more than the internalization of facts but on supporting students' natural development of number sense so that they are able to solve computations flexibly and efficiently using their understanding of place value and relationships between numbers.

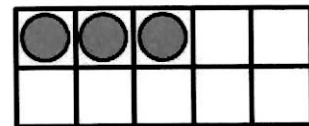
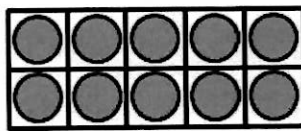
Children's natural development of numbers progress from the concrete to the abstract, from counting all (e.g. physically making four counters and then making twelve and counting all the counters to get sixteen) to counting on (e.g. counting four more starting at twelve to get to sixteen) to using part-whole (e.g. splitting apart the twelve to

ten and two, and adding the two to four, then adding the ten) and relational thinking (knowing that $4 + 10$ is 14 so $4 + 9$ would be just one less).

Edit this solution

Solution

Here is the solution for number 13:



$$\underline{13} = \underline{10} + \underline{3}$$

The solutions for 11-19 follow the same pattern.



K.NBT What Makes a Teen Number?
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幼稚園數學

練習計數, 儘量數到 100。你數到哪個數字停下來了?	你對數字 4 和數字 5 之間的不同異有哪些了解? 數字 8 和數字 9 呢?	操場上有 9 個孩子在玩。其中 4 個孩子回家了。現在遊樂場上還有幾個孩子在玩?	在一張紙上寫出你家所在的街道名稱。你家所在的街道名稱有幾個字母? 哪個數字比那個數字大 1?	有 3 名學生在踢足球。又有 4 個學生加入一起踢。現在有幾名學生在踢足球?
練習用達 10 跳數的方法計數, 儘量數到 100。你數到哪個數字停下來了?				
數出 8 本書。有多少種可以以把這 8 本書分成兩組的方法?	寫出比以下數字大 1 的數字: 6 12 19	在你的房間中挑選可以計數的一件東西。你一共有多少? 比那個數目大 1 的數目是什麼?	設計與家事有關的應用題。寫出等式並解答。例如, 我想要 5 顆草莓。媽媽給了我 3 顆。我還需要幾顆?	找出兩本書。哪一本較重? 哪一本較輕? 你是怎麼知道的?

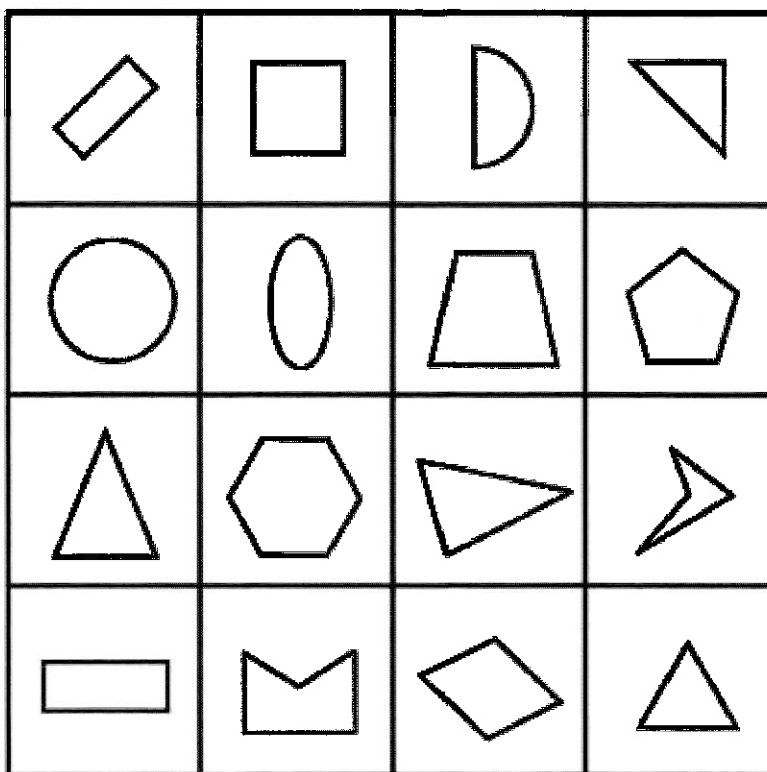
K.G Alike or Different Game

Alignments to Content Standards: K.G.B.4

Task

Materials:

This game uses the 16 cards below.



Actions:

Students in pairs take turns drawing two cards. They should name something that is the ALIKE or DIFFERENT between the two cards. Then the next two cards are drawn and the process repeats until no cards remain.

In a cooperative game, the students work together to name a property for each pair.

In a competitive game, the student who can name a property first gets to keep the cards and the student with the most cards at the end of the game wins. Since the properties may depend on the orientation of the cards, students should sit side-by-side in this version.

IM Commentary

If a more difficult game is desired the students can name two things that are alike or different.

Including blank cards allows students to draw their own shapes to add to the game.

The language students use will be informal, as is appropriate for kindergartners (ex: "This one is curvy and this one isn't"; "This one has more corners"; "Both of them are pointy").

Submitted to Jason Dyer to the fourth Illustrative Mathematics task writing contest.

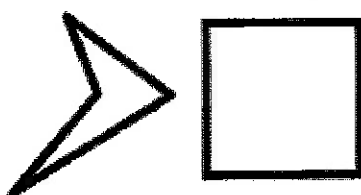
The Standards for Mathematical Practice focus on the nature of the learning experiences by attending to the thinking processes and habits of mind that students need to develop in order to attain a deep and flexible understanding of mathematics. Certain tasks lend themselves to the demonstration of specific practices by students. The practices that are observable during exploration of a task depend on how instruction unfolds in the classroom. While it is possible that tasks may be connected to several practices, only one practice connection will be discussed in depth. Possible secondary practice connections may be discussed but not in the same degree of detail.

This particular task is linked very intentionally to the first part of Mathematical Practice Standard 3, construct viable arguments. Students work in pairs and take turns drawing two cards. These cards have pictures of different shapes. The students are asked to describe what is similar or different between the two shapes. This type of task lays the foundation for the art of explanation leading to "critiquing the reasoning of others."

Before students can critique the reasoning of others, they must feel comfortable in supporting their own thinking with evidence. For instance, a kindergartner might offer the explanation, "I know that the shape has straight sides and the second shape has one curvy." The teacher can easily promote a classroom discussion on this argument by asking, "Do you agree and why?" This type of math talk in the classroom is built through collaborative problem solving and dialog.

Edit this solution

Solution



ALIKE: "They both have four sides."



DIFFERENT: "Only one is round."



DIFFERENT: "There are fewer sides on the triangle."



ALIKE: "They are narrower at the top."

(This depends on the orientation when students place the cards down.)

There are many possible solutions for this game. Each solution a child produces should be evaluated based on their reasoning, such as "these are the alike because..." or "these are different because....".



K.G Alike or Different Game

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Science

姓名: _____

幼稚園科學

在室外觀察一種昆蟲或動物。畫一幅圖畫，說明昆蟲或動物在哪裡生活。

思考:

- 這是甚麼種類的昆蟲或動物？（螞蟻、蜘蛛、臭蟲、松鼠、鳥）
- 它生活在地面上、或植物上或其它什麼地方？

讀或聽一個有關蜘蛛或蜘蛛網的故事。畫一幅蜘蛛和蜘蛛網的圖畫。
大聲朗讀的鏈接 [Diary of a Spider](#)

思考:

- 蜘蛛網是什麼樣子？
- 蜘蛛網上有其它昆蟲嗎？

在室外觀察一種昆蟲或動物。畫一幅圖畫，說明昆蟲或動物在哪裡生活。

思考:

- 動物在哪裡生活？
- 動物如何搭建自己的窩？

讀或聽一個有關動物和動物窩的故事。
大聲朗讀的鏈接 [Wiggle and Waggle](#)

思考:

- 動物在哪裡生活？
- 動物如何搭建自己的窩？

Health and Physical Education

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. Self-Injury Awareness Day	2 Musical Frogs This game is just like musical chairs except players hop around like frogs and sit on ily pads (pillows).	3 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	4 Walking Race Pick a distance and challenge a friend to a speed walking race. No running!	5 Sidewalk Chalk Balance Draw different kinds of lines on the ground with chalk. Walk along them one foot in front of the other balancing.	6 Bear Walk With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.	7 Wild Arms As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x
8 Sugarcane Pose Hold Sugarcane Pose for 30 seconds on each side.	9 Limbo Grab a broom stick and have 2 people hold it. Take turns going under the stick arching backwards. Lower the stick after each successful pass. How low can you go?	10 Crazy 8's 8 jumping jacks 8 leaps 8 frog jumps 8 vertical jumps (as high as you can) Repeat 3 times	11 Between the Knees Gather rounded objects of varying size. Starting with the largest try walking around your house keeping the object between your knees.	12 Happy Baby Pose Straighten your legs for an added challenge.	13 Toe Fencing With a partner, hold each other's shoulders. Try to tap the other person's toe without having yours tapped.	14 Chest Pass Practice your chest passes against a brick wall. Remember to step towards your target.
15 Put a piece of tape on the ground and jump back and forth as quick as you can for 30 seconds.	16 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	17 Code Words While watching TV any time you hear the code words complete 10 jumping jacks. Code words: green, St. Patrick's Day, lucky, leprechaun	18 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	19 Pretend! Pretend to: -Sit in a chair for 10 seconds -Shoot a basketball 10 times -Ride a horse -Be a frog -Lift a car	20 Commercial Stroll During a commercial break take a walk around your entire house. Still a commercial? Go again this time speed walking so you don't miss a thing!	21 Walking Race Pick a distance and challenge a friend to a speed walking race. No running!
22 Dance, Dance Put on your favorite song or turn on the radio. Dance however you like during the entire song!	23 Arm and Leg Tag A regular game of tag, but if someone touches your arm/leg you can no longer use that body part. If both legs are tagged start a new round.	24 Read & Move Pick a book to read and select an "action word" that will be repeated often. When the "action word is read stand up and sit down.	25 Army Crawl Lay on your stomach resting on your forearms. Crawl across the room dragging your body as if you're moving under barbed wire.	26 Do this: -Hop on one leg 30 times, switch legs -Take 10 giant steps -Walk on your knees -Do a silly dance -Sprint for 10 seconds	27 Set the Menu Talk with who takes care of you about choosing the dinner menu. Pick whole grains and veggies.	28 Vertical Jump Jump as high as you can for 30 seconds. Repeat.
29 Ragdoll Pose Hold Ragdoll Pose for 30 seconds. Repeat.	30 Crabby Clean Up Tidy up while walking like a crab! Carry items on your belly across the room to put them away.	31 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	National Health Observances: <ul style="list-style-type: none"> National Nutrition Month 1st Self-Injury Awareness Day 6th -7th National Day of Unplugging (sundown-to-sundown) 13th National Good Samaritan Day Yoga pictures from www.forteyoga.com			

SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!