Dear Students and Families,

Welcome to the MCPS instructional resources for your child's grade level. All of the resources and materials in this course are available for students to work on while school is closed. Since these materials serve as review and practice of content, you may choose what experiences are most appropriate and meaningful for your child. Your child may work on any or all of the experiences, in any order. Feel free to modify the resources and provide your child with accommodations as necessary. Resources are intended to be completed with little or no adult support, but you are welcome to support your child as needed. Since these resources serve as review and practice, they do not need to be returned to school and will not be graded.

Literacy, mathematics, and science experiences have been designed for your child. A literacy experience requires students to engage with reading, writing, listening, speaking, and/or viewing and responding to literary or informational text. Mathematics experiences allow students to use multiple strategies in order to practice concepts that they have learned. Science experiences provide the opportunity for students to engage in a deeper exploration of real world phenomena, using the practices of scientists and engineers.

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.

Date	Title of Text	Author	Time Spent Reading

Kindergarten Literacy Activity Menu

Complete 1-2 boxes each day.

Read a picture book with your child and talk about their favorite part of the story.	Have your child draw a picture of your family and label it with letters or words. Have your child write a sentence about your family.	Have your child use a finger to write sight words (the, said, here, go, to). Do this in salt, sugar, flour, or on paper.	Have your child say all the words that rhyme with these words: cat, play, sun, hill, hen, bed, can, pig, dad, sit, log, fox, rug, top.	Gather newspapers, ads, junk mail and have your child search and circle a specific letter. Your child could also cut and glue letters on a page.
Read a non-fiction book with your child and ask them what facts he/she learned.	Have your child look at a book and make predictions about what might happen in the story.	Have your child find the sight words they know in a book you read together.	Have your child write a list. The list could be a list of food, toys, animals, community members, etc.	Have your child draw a picture of his/her favorite animal. They can label the picture and write a sentence about the animal.
Tell your child. "I'm thinking of a letter and it makes the sound mmmmmm." Have your child tell you the letter that makes that sound.	Read your child's favorite story book to them. Ask them about the problem and solution in the story.	Practice blending sounds into words. Ask "Can you tell me what this word is? m - o - p." Hold each sound longer than normal.	Have your child use a finger to trace letters while saying the letter's sound. Do this on paper, in sand, salt or on a plate of sugar.	Label different rooms and objects in your house. Have your child help you write the beginning letter or word for each room or object you label.

Kindergarten Literacy Activity Menu

Complete 1-2 boxes each day.

Have your child say words and place a Lego or any object for each syllable. Use a mix of words that are long and short. Examples: bag, helicopter, pancake,dinosaur.	Have your child write their first and last name in crayon or marker. Then have your child write his/her name in all the colors of the rainbow.	Have your child draw a picture of your favorite place and label it. They can also write a sentence about the place.	Practice saying nursery rhymes with your child. Here are some examples: Twinkle Twinkle Little Star, Mary Had A Little Lamb, Isty Bitsy Spider, The Wheels on The Bus, and Baa, Black Sheep.	Play I Spy with your child. Find an object in the room and say, " I spy with my little eyes something that is .." (use one word to describe the object). The other person guesses the object. You could say, "I spy something that begins with the sound ___ or ends with the sound___."
Story time. You and your child take turns telling a story one sentence at a time.	Have your child draw a picture of two things that your child did during the day. Have a conversation with your child about their day.	Go on a sound hunt in your house. Look for objects that begin with a specific sound.	Make an alphabet book with your child. Have your child write each letter and a word that begins with each letter. They can draw a picture to match the word.	Have your child form letters with different materials in your house (playdough, shaving cream, LEGOs, blocks, or other objects).
Read a story with your child. Have your child draw pictures to show what happened at the beginning, middle and end of the story. Have your child put the pictures in order to retell the story.	Make puppets with paper, buttons, and other objects you have at home. The puppets could be characters from a book you read to your child. Have your child retell the story using the puppets.	Have your child use cooked spaghetti to make letters and/or words.	Help your child to write a letter to a friend or family member.	Have your child write a menu for breakfast, lunch, and/or dinner. They could draw pictures of the food and write the food words or beginning letter of the food.

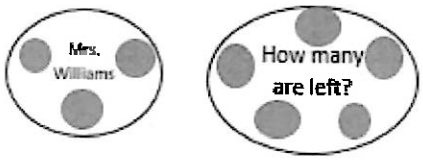
Mathematics

Kindergarten Math Experiences

During math instruction, students are expected to be able to use multiple strategies to solve problems. While completing the problems that follow at home, students should also use multiple strategies to show their complete understanding. An example of different strategies students should use to complete problems is provided below.

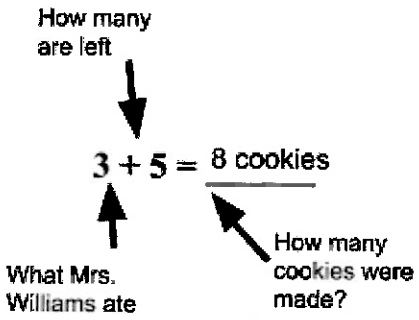
Sample Problem:
Mrs. Sampson made cookies for her friends. Mrs. Williams ate 3 cookies. Mrs. Sampson now has 5 cookies. How many cookies did Mrs. Sampson make first?

Strategy 1: Pictures



3 + 5 = 8 cookies

Strategy 2: Numbers



Strategy 3: Words

I know Mrs. Sampson made 8 cookies because Mrs. Williams ate 3, and she had 5 left. 3 + 5 = 8, so that means Mrs. Sampson had made 8 total cookies.

Additionally, it is important to discuss with your student the steps they take to solve the problem and why those steps are important. With the Common Core State Standards, students are expected to be able to talk about their understanding of mathematical concepts and their analysis of problems.

Kindergarten Mathematics

Complete 1-2 boxes each day.

Practice counting as high as you can to 100. At what number did you stop? Practice counting as high as you can by 10's to 100. At what number did you stop?	Choose a circle, rectangle or triangle as your mystery shape. Give clues to a family member to see if they can guess your shape. Have your family member give you clues for another shape.	Write your first name on a piece of paper. How many letters are in your name? What number is one more than that number? What number is one less than that number?	Count how long it takes you to wash your hands. How long does it take? What number did you count to?	Write all of the numbers 0-10 on cards (one number on each card). Put the cards in a bag. Play a game with a family member. Take turns drawing a number card from the bag. Which number is greater? Which one is smaller?
How many combinations can you make for the number 10? For example: 1 + 9 = 10	How many steps does it take to get from your room to the front door? Count them. Write the number.	Make as many pairs that equal 5 as you can. Example: 1 red crayon and 4 blue crayons make 5 crayons altogether. How many more pairs for 5 can you make?	Ms. Shan has 10 cubes. Some cubes are pink and some cubes are yellow. How many cubes are pink? How many cubes are yellow?	Count the number of forks at your house. Count the number of spoons at your house. Do you have more spoons or forks? How do you know?

K.OA Dice Addition 2

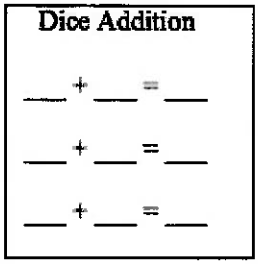
Alignments to Content Standards: K.OA.A.1 K.OA.A.2

Task

Adding two numbers to make an equation.

Materials

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



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.

Kindergarten Mathematics

Complete 1-2 boxes each day.

Practice counting as high as you can to 100. At what number did you stop? Practice counting as high as you can by 10's to 100. At what number did you stop?	Find 3 crayons that are different lengths. Which crayon is the longest? Which crayon is the shortest? How do you know?	Look at the following number. 37 What number is 1 more than this number? What number is 1 less than this number?	Seven cookies are in the jar. Two more cookies are put in the jar. How many cookies are in the jar?	Find objects around the house that have faces that are triangles. Can you find something that has a face that is shaped like a square?
Count the number of windows in your house. How many windows do you have? Write than number down.	There are 8 kids playing in the pool. Four students went home. How many students are still playing in the pool?	Show you care by picking up your toys. Count the toys as you pick them up. How many did you pick up?	Make two towers with blocks or LEGOs. Line them up side by side. Which one is longer? Which one is shorter? How do you know?	Count on from the following numbers: 6 12 19

Illustrative Mathematics

K.NBT What Makes a Teen Number?

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

Task

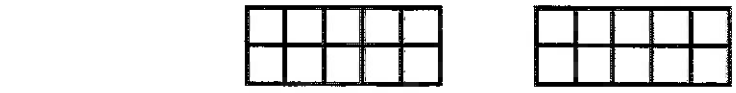
Decompose teen numbers using 10-frames and a number equation.

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.



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:

13 = 10 + 3

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:

$$13 = 10 + 3$$

The solutions for 11-19 follow the same pattern.

Kindergarten Mathematics

Complete 1-2 boxes each day.

Practice counting as high as you can to 100. At what number did you stop? Practice counting as high as you can by 10's to 100. At what number did you stop?	What do you know about the number 4 compared to the number 5? What about the number 8 compared to the number 9?	There are 9 kids playing on the playground. Four students went home. How many students are still playing on the playground?	Write your street name on a piece of paper. How many letters are in your street name? What number is one more than that number?	There are 3 students playing soccer. Four students join them to play. How many students are playing soccer?
Count out 8 books. What are all the ways you can break those 8 books into 2 groups?	Write the number that is one more than: 8 16 9	Select something in your room to count. How many did you have? What is one more than that quantity?	Make up word problems about situations around the house. Write a number sentence and solve. For example: I want 5 strawberries. Mom gave me 3. How many more do I need?	Find two books. Which book is heavier? Which book is lighter? How do you know?

Illustrative Mathematics

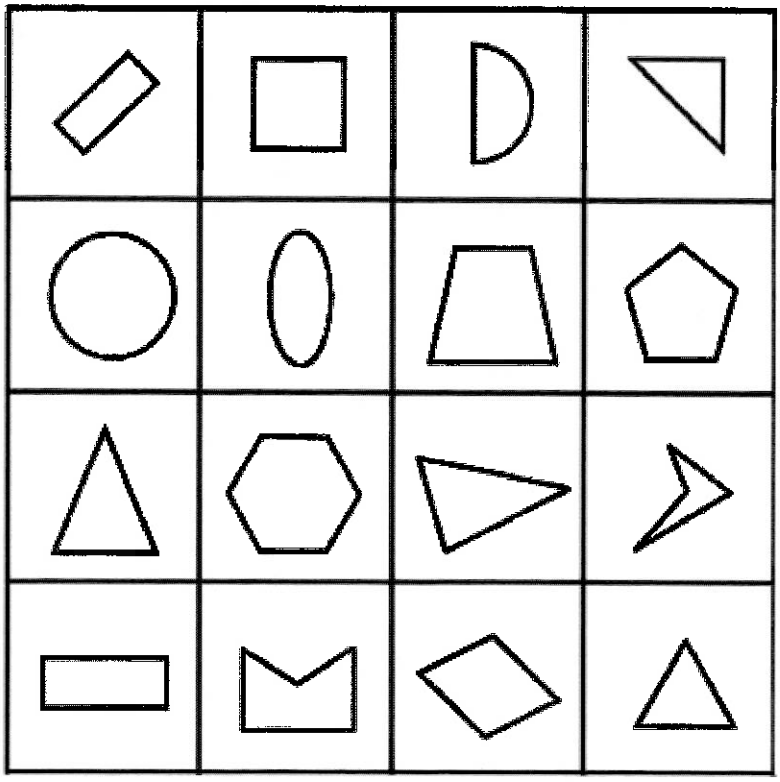
K.G Alike or Different Game

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.

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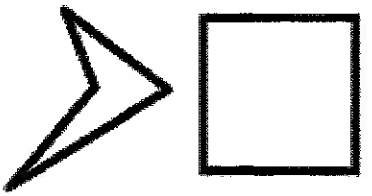
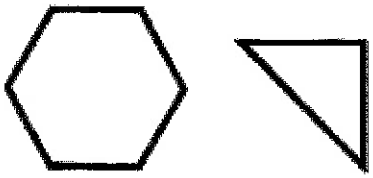
Solution

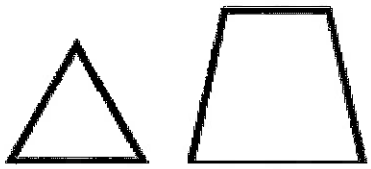


ALIKE: "They both have four sides."

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....".

Science

Name: _____

Kindergarten Science Experiences

Your child may complete one to two experiences per week.

Experience #1
Observe an insect or animal outdoors. Make a picture that shows where the insect or animal lives.

Think about:

- What kind of insect or animal is it? (ant, spider, stinkbug, squirrel, bird)
- Does it live in the ground, or on a plant, or somewhere else?

Experience #2
Read or listen to a story about spiders or their webs. Make a picture of the spider and its web.
→ You may use any story you like. One example of a story is provided here: *https://www.tumblebooklibrary.com/Result.aspx?m=Title&key=Diary%20of%20a%20Spider*

Think about:

- What does the web look like?
- Is there another insect in the web?

Experience #3
Observe an insect or animal outdoors. Make a picture that shows where the insect or animal lives.

Think about:

- Where does the animal live?
- How did the animal make its home?

Experience #4
Read or listen to a story about an animal and its home.
→ You may use any story you like. One example of a story is provided here: https://www.tumblebooklibrary.com/Result.aspx?m=Title&key=Wiggle%20and%20Waggle

Think about:

- Where does the animal live?
- How did the animal make its home?

Health and Physical Education

SHAPE America

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March 2020

Elementary Mind & Body Calendar

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 lily 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:** • 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!	