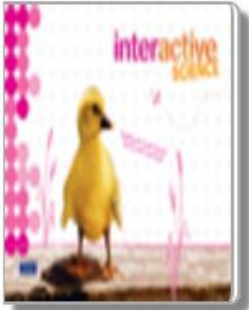


McNair Kindergarten Distance Learning Materials

Science: Interactive Science



Math: envisions



Use the app BouncePages whenever you see these signs on at the top of the page



Visual Learning

Interact with visual learning animations.



Videos

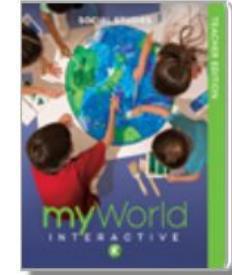
Watch Math Practices Animations, Another Look Videos, and clips to support 3-Act Math.

To get an introduction or help video!

Reading: myView Literacy



Soc. Studies: myWorld



McNair Kindergarten Distance Learning Plan

Week of April 27-May 1:

Sight words: number, please, pretty, soon

Reading: Unit 4 Week 1

	Monday 4/27	Tuesday 4/28	Wednesday 4/29	Thursday 4/30	Friday 5/1
Math:	Practice Flashcards for adding and subtracting	Topic 9 Session 1 Pages: 346, 349, 350, 351, 352	Topic 9 Session 2 Pages: 353, 354, 355, 356	Topic 9 Session 3 Pages: 357, 358, 359, 360	Topic 9 Session 4 Pages: 361-364
Reading/ Writing:	See attached reading plans for Week 1 Day 1	Read a book. Write a sentence identifying the main character. Use a capital letter to start, and a period at the end. See attached reading plans for Week 1 Day 2	See attached reading plans for Week 1 Day 3	Read a book. Write a sentence identifying the main character. Use a capital letter to start, and a period at the end. See attached reading plans for Week 1 Day 4	Read a book. Write a sentence identifying the character and setting. Reading Plans Week 1 Day 5
Soc. Studies:	Chapter 1, Lesson 1 for the SS book-My World Complete the questions in the lesson.	Chapter 1, Lesson 2 for the SS book-My World Complete the questions in the lesson.	Chapter 1, Lesson 3 for the SS book-My World Complete the questions in the lesson.	Chapter 1, Lesson 4 for the SS book-My World Complete the questions in the lesson.	Chapter 1, Lesson 5 of MyWorld SS book. Complete the questions in the chapter
Foundations: Trick words for this week: or, for, of, a, the, I, and	Tap and write these words in your journal: wet, web, tin, fig	Tap and write these words in your journal: Lad, but, big, tip	Tap and write these words in your journal: Wig, zap, zip, cop	Tap and write these words in your journal: Nut, fox, tug, red	Tap and write these words in your journal: Pit, fox, deck, pack
Science	Chapter 1 Lesson 1 Pages: 2-4	Chapter 1 Lesson 2, 3 Pages: 5-7	Chapter 1 Lesson 4 Pages: 8	Chapter 1 Lesson 5, 6 Pages: 9-12	Chapter 2 Lesson 1 Pages: 13-16

Week of May 4-8:

Sight words: may, want, gray, day, away

Reading: Unit 4 Week 2

	Monday 5/4	Tuesday 5/5	Wednesday 5/6	Thursday 5/7	Friday 5/8
Math:	Topic 9 Session 5 Pages:365-368	Topic 9 Session 6 Pages:369-372	Topic 9 Session 7 Pages: 372-376	Topic 9 Review Pages: 377-380	Unit 9 Performance Pages: 381-384
Reading/Writing:	Reading Plans Week 2 Day 1	Read a book. Write a sentence identifying the character and setting. Reading Plans Week 2 Day 2	Reading Plans Week 2 Day 3	Read a book. Write a sentence identifying the character and setting. Reading Plans Week 2 Day 4	Read a book. Write a sentence identifying the problem of the story. Reading Plans Week 2 Day 5
Soc. Studies:	Chapter 1, Lesson 6 of MyWorld SS book. Complete the questions in the chapter	Chapter 2, Lesson 1 of MyWorld SS book. Complete the questions in the chapter	Chapter 2, Lesson 2 of MyWorld SS book. Complete the questions in the chapter	Chapter 2, Lesson 3 of MyWorld SS book. Complete the questions in the chapter	Chapter 2, Lesson 4 of MyWorld SS book. Complete the questions in the chapter
Foundations: Trick words for this week: have, from, you, they	Tap and build these CVC words: Rich, cup, cub, lash	Tap and write these words in your journal: Mop, job, pat, Ben	Tap and write these words in your journal: Mash, dish, shut, shop	Tap and write these words in your journal: Cup, mix, pet, mug	Tap and write these words in your journal: Wax, mat, peg, bed
Science	Chapter 2 Lesson 2, 3 Pages: 17-19	Chapter 2 Lesson 4 Pages: 20-21	Chapter 3 Lesson 1 Pages: 22-26	Chapter 3 Lesson 2, 3 Pages: 27-28	Chapter 3 Lesson 4, 5 Pages: 29-31

Week of May 11-15:

Sight words: ride, ate, time, find

Reading: Unit 4 Week 3

	Monday 5/11	Tuesday 5/12	Wednesday 5/13	Thursday 5/14	Friday 5/15
Math:	Unit 10 Session 1 Pages:386, 389-392	Unit 10 Session 2 Pages: 393-396	Unit 10 Session 3 Pages: 396-400	Unit 10 Session 4 Pages: 401-404	Topic 10 Session 5 Pages: 405-408
Reading/Writing:	Reading Plans Week 3 Day 1	Read a book. Write a sentence identifying the solution of the story. Reading Plans Week 3 Day 1	Reading Plans Week 3 Day 1	Read a book. Write a sentence identifying the problem. And another sentence identifying the solution. Reading Plans Week 3 Day 1	Read a book. Write a sentence identifying the characters and setting. Reading Plans Week 3 Day 1
Soc. Studies:	Chapter 2, Lesson 5 of MyWorld SS book. Complete the questions in the chapter	Chapter 3, Lesson 1 of MyWorld SS book. Complete the questions in the chapter	Chapter 3, Lesson 2 of MyWorld SS book. Complete the questions in the chapter	Chapter 3, Lesson 3 of MyWorld SS book. Complete the questions in the chapter	Chapter 3, Lesson 4 of MyWorld SS book. Complete the questions in the chapter
Foundations: Trick words for this week: by, my, we, she, be, me, he	Tap and write these words in your journal: Kit, kid, cot, cop	Tap and write these words in your journal: Dig, sit, yet, cub	Tap and write these words in your journal: Rush, dish, shed, shock	Tap and write these words in your journal: Nap, lit, vet, hut	Tap and write these words in your journal: Rash, math, thick, quick
Science	Chapter 4 Lesson 1 Pages: 32-36	Chapter 4 Lesson 2, 3 Pages: 37-38	Chapter 4 Lesson 4, 5 Pages: 39-40	Chapter 4 Lesson 6 Pages: 41-43	Chapter 5 Lesson 1 Pages: 44-48

Week of May 18-22:

Sight words:

Reading: Unit 4 Week 4

	Monday 5/18	Tuesday 5/19	Wednesday 5/20	Thursday 5/21	Friday 5/22
Math:	Topic 10 Session 6 Pages: 409-412	Topic 10 Session 6 Pages: 413-417	Topic 10 Review Pages: 418-422	Topic 10 Assessment Pages: 423-428	Unit 11 Session 1 Pages: 430, 433-436
Reading/Writing:	Reading Plans Week 4 Day 1	Read a book. Write a sentence identifying the problem of the story. Reading Plans Week 4 Day 2	Reading Plans Week 4 Day 3	Read a book. Write a sentence identifying the solution in the story. Reading Plans Week 4 Day 4	Read a story. Compare two characters and write a sentence telling how they are alike. Reading Plans Week 4 Day 5
Soc. Studies:	Chapter 4, Lesson 1 of MyWorld SS book. Complete the questions in the chapter	Chapter 4, Lesson 2 of MyWorld SS book. Complete the questions in the chapter	Chapter 4, Lesson 3 of MyWorld SS book. Complete the questions in the chapter	Chapter 4, Lesson 4 of MyWorld SS book. Complete the questions in the chapter	Chapter 4, Lesson 5 of MyWorld SS book. Complete the questions in the chapter
Foundations: Trick words for this week: do, one, from, are, to, you	Tap and write these words in your journal: With, bath, thin, thud	Tap and write these words in your journal: Quack, much, rich, shop	Tap and write these words in your journal: Neck, back, shock, chick	Tap and write these words in your journal: Fish, Rick, ship, dish	Parents read the following sentence and have your child write it in their journal: <u>The rat had a nap.</u>
Science	Chapter 5 Lesson 2, 3 Pages: 49-50	Chapter 5 Lesson 4, 5 Pages: 51-52	Chapter 5 Lesson 6 Pages: 53-55	Chapter 6 Lesson 1 Pages: 56-60	Chapter 6 Lesson 2, 3 Pages: 61-62

Week of May 25-29:

Sight words: Review Week

Reading: Unit 4 Week 5

	Monday 5/25	Tuesday 5/26	Wednesday 5/27	Thursday 5/28	Friday 5/29
Math:	Memorial Day	Unit 11 Session 2 Pages: 437-440	Unit 11 Session 3 Pages: 441-444	Unit 11 Session 4 Pages: 445-448	Unit 11 Session 5 Pages: 449-453
Reading:/Writing		Reading Plans Week 5 Day 1	Read a story. Contrast two characters and write a sentence telling how they are different. Reading Plans Week 5 Day 2	Reading Plans Week 5 Day 3	Retell one story you read using pictures and words. Beginning (characters and setting), Middle (problem), End (solution). Reading Plans Week 5 Day 4
Soc. Studies:		Chapter 4, Lesson 6 of MyWorld SS book. Complete the questions in the chapter	Chapter 5, Lesson 1 of MyWorld SS book. Complete the questions in the chapter	Chapter 5, Lesson 2 of MyWorld SS book. Complete the questions in the chapter	Chapter 5, Lesson 3 of MyWorld SS book. Complete the questions in the chapter
Foundations: Trick words: the, a, and, are, to, is, his, as, has, was, we, she, he, be, me, I, you, they, or, for, of, have, from, by, my, do, one		Parents read the following sentence and have your child write it in their journal: <u>Tom had the map.</u>	Parents read the following sentence and have your child write it in their journal: <u>The fox is in the pin.</u>	Parents read the following sentence and have your child write it in their journal: <u>Tom hid the map.</u>	Parents read the following sentence and have your child write it in their journal: <u>Deb met Tom.</u>

Science		Chapter 6 Lesson 4, 5 Pages: 63-64	Chapter 6 Lesson 6 Pages: 65-67	Chapter 7 Lesson 1 Pages: 68-71	Chapter 7 Lesson 2, 3 Pages: 72-73
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Week 1

Families,

Welcome to our unit called Then and Now. Within this unit we'll be working on our reading and writing skills. The overarching goal is:

To self-select text and be able to interact with it for longer periods of time.
To read text with help from an adult.
To make personal connections to what is read.

Day 1

Pages 8 and 9 in the student book.

The unit is guided by an Essential Question: What can we learn from the past? Talk about this question with your student.

If possible, watch the video. After watching, ask:

- What technology do you use?
- What did you hear in the video?
- What did you see in the video?

Pages 10 and 11

Help your student keep track of reading done outside this book. Keeping track of books on a blank piece of paper is also a great idea!

Pages 12 and 13

Talk through the Unit Goals with your student (page 12).
Talk about the academic vocabulary words (page 13). These words will help your student be successful in many settings. Don't be concerned if they seem difficult. We'll be working on them for the next 6 weeks. Try to use them in conversation whenever possible. Today, they can be practiced in print on page 45.

Pages 14 and 15

The pages up to this point launched our unit. Now we're going to talk about the lessons for just this week.

Read and discuss this Infographic, asking your student to describe the pictures.

Discuss the Weekly Question: Why is it important to make inventions better?

Lesson 2

The goals for today are:

- To recognize that sentences are made of words separated by spaces and see word boundaries.
- To ask and answer questions about unknown words in a text with adult assistance.

The expectation is that most students will need help with reading this selection.

Page 30

Read and discuss the words: *crank*, *radio*, *engine*, and *CD player*

Pages 31-39

Read the story with your student. Talk about the story, focusing on how the words and pictures are working together to help you understand the story.

Pages 40 and 41

Have your student complete these pages.

Page 18

Continue the work you started yesterday on short o words and complete this page.

Page 46

Introduce these spelling words to your student.

Lesson 3

The goals for today are:

- To use text evidence to support an appropriate response.

Today you'll revisit the selection you read yesterday on pages 31-39. Feel free to re-read the entire selection. Pay special attention to pages 33 and 35. These pages ask your students to underline text evidence. They should underline right in their book.

Page 42

Read through and complete the page.

Pages 19, 20, 21

Today you'll continue to work on short o words and will add work on high-frequency words. These are words that we see in many pieces of text.

Page 46

Review the spelling words. Give your child a test to see how many words were remembered from yesterday. Play a game to learn at least 1 of the unknown words.

Page 47

Complete this page

Page 50

Generate ideas with your student.

Lesson 4

The goals for today are:

- To evaluate details and tell what is most important with adult assistance.

Revisit pages 31-39 once again. Today focus on pages 36, 37, and 39. Have your student highlight right in the book as directed. If you don't have a highlighter, circling with a pencil is fine.

Page 43

After reading the story and highlighting, complete this page.

Pages 22-25

Practice writing short o words. Read the story *On the Run* with your student.

Page

Complete the page as directed to practice the skill your student just learned while highlighting in the text.

Page 48

Talk about complete sentences with your student and complete the page.

Lesson 5

Pages 26 and 27

Complete these pages that review the work you've been doing with short o.

Complete page 44

Review the academic vocabulary words.

Review the Question of the Week.

Fill in the Independent Reading Log.

Grade K

Families,

Welcome to week 2 of our unit called Then and Now.

This week we're going to read a non-fiction narrative. Our overarching goal is:

- To recognize characteristics and structures of informational text.

Our high frequency words are: **all, now, pretty**

Our academic vocabulary words that carry over from last week are: **time, change, discover, tradition**

The vocabulary words for this story are: **shovels, brushes, past, scientists**

The spelling words this week are: **but, rug, fun, cup, all now**

Day 1

Pages 52 and 53 in the student book.

This week's Essential Question is: How do we learn about the past?

As you read the infographic with your student ask questions like:

- How can you learn about the past from reading?
- How can you learn about the past from hearing someone talk about it?
- How can you learn about the past from studying objects from the past?

Talk about the ways we can learn about the past:

- Reading about history
- Listening to someone tell a story
- Seeing objects in a museum

Page 54 and 55

These pages give your student practice with the short *u* sound like in the word *mug*. Write the word *mug* on a piece of paper. Write the word *cube* for your student. Highlight or circle the *u* in *mug* and the *u* and *e* in *cube*. Say the following words and have your student point the *u* in *mug* if they hear a short *u*. They should point to the u in *cube* if they hear a long *u*.

The words: tub, fun, dude, cute, bun, mule, dune, cut, tune, dud

Follow the directions on the bottom of pages 54 and 55.

Skip forward in your student's book to pages 66 and 67.

These pages explain a Narrative Nonfiction using an anchor chart.

Tell your student that a narrative nonfiction is a type of writing that tells a story about real people, places, or events. Build on what you talked about last week by adding that things that

are real are called facts. Facts are pieces of information that can be proved. Tell your student that readers look for the facts in a narrative nonfiction text. Understanding that a fact helps a reader better understand the text.

Skip forward to page 87. Talk with your student about the settings in books or stories. Complete this page.

Give your student the following spelling pre-test:

1. fun - Playing at the park is fun.
2. now - I need to finish my math homework now.
3. all - Please put all the books back on the shelf.

Lesson 2

The goals for today are:

- To recognize that sentences are made of words separated by spaces and see word boundaries.
- To ask and answer questions about unknown words in a text with adult assistance.

The expectation is that most students will need help with reading this selection.

Page 68

Read and discuss the words: *past, shovel, brushes, and scientists*

Pages 69-77

Read the story with your student. Talk about the story, focusing on how the words and pictures are working together to help you understand the story.

Pages 78 and 79

Have your student complete these pages to review the new words that were learned before reading the story and to check for understanding of the selection you read.

Page 56

Continue the work you started yesterday on short and long *u* words and complete this page.

Begin by talking about the difference in the vowel sound in the words *tub* and *tube*. Have your student read and write the words on this page.

Page 84

Have your student practice this week's spelling words.

Lesson 3

The goals for today are:

- To recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult support.

Today you'll revisit the selection you read yesterday on pages 69-77. Feel free to re-read the entire selection. Pay special attention to page 77. These pages ask your students to underline text evidence. They should underline right in their book.

Page 83

Revisit the Academic Vocabulary words for this unit. Review them using this page.

Pages 57, 58, 59

Today you'll continue to work on short and long u words and will add work on high-frequency words. These are words that we see in many pieces of text.

Page 84

Review the spelling words. Give your child a test to see how many words were remembered from yesterday. Play a game to learn at least 1 of the unknown words.

Page 85

Complete this page

Page 88

Have your student dictate a story about himself/herself to you.

Lesson 4

The goals for today are:

- To make inferences and use evidence to support understanding with adult assistance with adult assistance.

Revisit pages 69-77 once again. Today focus on pages 73, 74, and 75. Have your student highlight right in the book as directed. If you don't have a highlighter, circling with a pencil is fine.

Page 81

After reading the story and highlighting, complete this page.

Pages 60-63

Practice reading and writing short and long u words. Read the story *A Look at the Past* with your student.

Page 86

Talk about kinds of sentences with your student and complete the page. Write additional sentences if time allows.

Lesson 5

Pages 64 and 65

Complete these pages that review the work you've been doing with short and long u.

Page 82

Complete page 89 on plot.

Review the academic vocabulary words.

Review the Question of the Week.

Fill in the Independent Reading Log.

Give a spelling test (feel free to change the sentences):

1. fun - Playing at the park is fun.
2. now - I need to finish my math homework now.
3. all - Please put all the books back on the shelf.
4. rug - My uncle spilled juice on the rug.
5. cup - He filled the cup too full.
6. but - She is nice, but her dog growled at me.