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Preview of Reading Curriculum

<p><u>WEEK 33</u></p> <p><u>DAILY ACTIVITIES</u></p> <p><u>READING/LANGUAGE</u></p> <p>Standard Domain: Early Writing</p> <p>Standard(s): CLL9.4d Writes some letters of the alphabet.</p> <p>Essential Question(s): Can I write, recognize, and identify uppercase letters of the alphabet?</p> <p>Vocabulary: uppercase, letter, alphabet, recognize, identify, write, maze</p> <p><u>WEEKLY SKILLS RECOMMENDATION</u></p> <p><u>LANGUAGE (Daily)</u></p> <p>Language Writing: Practice writing (without tracing) the upper and lowercase letter Z</p> <p>Letters/Phonics: Practice identifying the following upper and lowercase letter AND letter sound: Z</p> <p>Sight Words: two, more, write, go, see</p> <p>Test your child on the writing, letter, and sight word skills (from last week and this week) on Friday to assess</p>	<p style="text-align: center;"><u>Monday</u></p> <p>Reading/Language Activity: Use painter's tape to create an alphabet maze on the floor or on a table again. Lay the tape so it goes up, down, left, right in a connecting pattern to create the maze. This time instead of writing the letters on the maze yourself, allow your child to write the uppercase letters of the alphabet (<i>in order</i>) at each corner of the maze with a marker. Have your child use a toy car or doll to go through the maze by following and saying each letter in order.</p>	<p style="text-align: center;"><u>Tuesday</u></p> <p>Reading/Language Activity: Use painter's tape to create an alphabet maze on the floor or on a table again (or you can use the same one from yesterday and just scratch through the letters). Lay the tape so it goes up, down, left, right in a connecting pattern to create the maze. This time instead of writing the letters on the maze yourself, allow your child to write the uppercase letters of the alphabet (<i>out of order</i>) at each corner of the maze with a marker. Have your child use a toy car or doll to go through the maze by following and saying each letter in order.</p>	<p style="text-align: center;"><u>Wednesday</u></p> <p>Reading/Language Activity: <i>You will need a toy water gun for this activity.</i> Have your child write the alphabet on a chalk or dry erase board in order, focusing on the uppercase letters first. Fill a water gun with water and have your child stand in front of the board. Call out a letter and have him/her show you he/she can identify the letter, by squirting it with water on the board.</p>	<p style="text-align: center;"><u>Thursday</u></p> <p>Reading/Language Activity: <i>You will need a toy water gun for this activity.</i> Have your child write the alphabet on a chalk or dry erase board out of order (you can call out the letters to help him/her write them out of order), focusing on the uppercase letters. Fill a water gun with water and have your child stand in front of the board. Call out a letter and have him/her show you he/she can identify the letter, by squirting it with water on the board.</p>	<p style="text-align: center;"><u>Friday</u></p> <p>Reading/Language Activity: Have fun! Allow your child to write all of the uppercase letters of the alphabet that he/she has learned so far (C, F, T, M, H, N, O, P, E, R, G, K, I, S, B, L, A, D, V, J, Q, U, W, Z), on separate index cards or sheets of paper. Make sure he/she writes the uppercase letters on separate sheets. Place all the letters on the floor in a circle, and allow your child to play musical alphabet. Play music and have your child walk around the circle of letters. After several seconds, stop the music. Your child should stop walking as soon as the music stops. Have your child identify the letter that</p>
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whether or not he/she is ready to move on to new skills next week.

he/she stopped on, along with the letter sound. Continue playing until your child has identified all or most of the letters and letter sounds.

Preview of Math Curriculum

WEEK 33

DAILY ACTIVITIES

MATH

Standard Domain:

Number and Quantity

Standard(s):

CD-MA2.4d Describes data from classroom graphs using numerical math language.

Essential Question(s):

How can I organize data using tally marks?

How can I describe data?

Vocabulary:

organize, data, graph, poll, vote, describe, bar graph, picture graph, tally marks, questions

WEEKLY SKILLS RECOMMENDATION

Monday.

Math Activity:

Read Tally O'Malley, by Stuart J. Murphy. Stop on page 14, and show your child the tally marks from the characters counting the cars. Discuss how to count tally marks (one line going across four lines equals five tally marks). Help your child create a bar graph using the data from the tally marks of the silver,

Tuesday

Math Activity:

Continue reading the book from yesterday, this time stopping at page 22. Have your child count the tally marks of the yellow, green, and red t-shirts, then create a picture graph using the data. Your child can draw a picture of a shirt or just use the colors to represent each vote on the picture graph. Have your child describe the data you graphed together

Wednesday

Math Activity:

Continue reading Tally O'Malley, to page 28, and show your child the tally marks from the characters counting the train cars. Have your child create a bar graph using the data from the tally marks of the black, gray, and red train cars. Finish reading the story.

Thursday

Math Activity:

Have your child describe the data from each graph you graphed this week. Ask him/her the following questions about each graph: Which color had the most votes? Which color had the least votes? How many votes did color option 1 (insert color) have? How many votes did color option 2 (insert color) have? How many votes did

Friday

Math Activity:

Have fun! Buy a bag of skittles and spread them out on a plate in front of your child. Have your child organize the skittles into groups by color, then count how many skittles are in each group and draw tally marks to represent the number in each group. Allow your child to create a graph using the tally mark data (either a bar or picture graph), then describe the

MATH (Daily)

Math Writing: Have your child write multiples of five (5, 10, 15, 20, 25, 30, 35, 40, 45, 50) this week to get more practice with counting by fives, **ONLY if he/she has mastered counting by ones and tens.**

Number Sense: Continue teaching your child how to count by fives using a one hundred chart. Highlight all multiples of fives on the chart and have your child practice saying each number to understand the pattern. **Only begin working on counting by fives if your child has mastered counting from 1-100 and counting by tens. If he/she has not mastered either of those skills yet, continue working on the unmastered skill instead of counting by fives this week.**

Test your child on the math writing and number sense skills on Friday to assess whether or not he/she is ready to move on to new skills next week.

blue, and red cars.

yesterday.

color option 3 (insert color) have?
Did any of the colors have an equal number of votes?

data by telling you what he/she notices about the graph.

Preview of Science Curriculum

WEEK 1

SCIENCE (3 days)

Scientific Skills and Methods Standard(s): CD-SC1.4a Uses senses to observe, classify and learn about objects and environment.

Essential Question(s): How can I use my senses to learn about everything around me?

Vocabulary: Touch, smell, taste, hear, see, senses, observe, classify, environment

Activities:

Have your child:

- Touch different pieces of cloth or clothing and describe the texture as rough or soft.
- Recognize and name familiar smells, like different foods or air fresheners.
- Tell the difference between sweet and sour, by trying different foods (apples, candy, etc.).
- Tell the difference between music being played loudly and softly.

Preview of Social Studies Curriculum

WEEK 1

SOCIAL STUDIES (3 days)

Family Standard(s): CD-SS1.4a Describes his/her family structure and family roles.

Essential Question(s): What role do I play in my family? What role do other people/family members play in my family?

Vocabulary: family, structure, role, family members

Activities:

Have your child:

- Participate in pretend play where he/she is able to demonstrate different family roles (ex: use pretend kitchen to demonstrate mom or dad cooking dinner for the family).
- Discuss family photos.
- Listen to a read-aloud of a story about family structures, such as Norma Simon's All Families Are Special.
- Create a drawing of a family tree with help.
- Describe the roles of members in the family unit.

Preview of Character Education Curriculum

WEEK 1

CHARACTER EDUCATION (2 days)

Developing a Sense of Self Standard(s): SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.

Essential Question(s): What characteristics make me an individual? How am I special?

Vocabulary: self, physical, characteristics, culture, unique, individual, special

Activities:

Have your child:

- Make an "All About Me" poster, describing his/her physical characteristics and favorite things.
- Discuss how his/her physical characteristics (hair, skin, eye color, size, etc.) are similar and/or different from others (family members, friends).

Preview of Development and Play Curriculum

WEEK 2

CREATIVE DEVELOPMENT (2 days)

Visual Arts Standard(s): CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.

Essential Question(s): What materials can I use to create original work?

Vocabulary: picture, paint, create, different, materials, shapes, glue, cut, collage, self-portrait, original, work

Activities:

Have your child:

- Paint a picture of family and home.
- Use a variety of different materials to create a self-portrait (newspaper, tissue paper, construction paper, printer paper, etc.)
- Cut out different shapes and glue them on a sheet of paper to create a collage.

WEEK 1

PHYSICAL DEVELOPMENT AND MOTOR SKILLS (3 days)

Health and Well-Being Standard(s): PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.

Essential Question(s): What rules do I need to follow to stay safe? What signs can I look for to help me stay away from danger?

Vocabulary: safety rules, danger, hurt, follow, emergency, numbers, electrical safety, fire safety, safe, signs

Activities:

- Discuss safety rules that your child should always follow (look both ways before crossing the street, never talk to or go with strangers, take your time going up and down steps, never play with sharp objects, and any other safety rules important to your family). Make sure your child understands that safety rules help keep him/her from getting hurt. Discuss emergency numbers that your child should call in case of emergency.
- Read Oscar and the Bird: A Book About Electricity, by Geoff Waring, and discuss electrical safety with your child.
- Read No Dragons for Tea, by Jean E. Pendziwol, and discuss fire safety with your child.
- Help your child create a safety poster with danger symbols that he/she should stay away from to always stay safe (stop sign, hazardous material, poisonous material, etc.).

WEEK 1

APPROACHES TO PLAY AND LEARNING (2 days)

Initiative and Exploration Standard(s): APL1.4a Takes initiative to learn new concepts and try new experiences - Initiates and completes new tasks by himself/herself.

Essential Question(s): How can I use what I have to learn new topics and have new experiences?

Vocabulary: activities, new, patterns, topics, start, complete, tasks, without, assistance, materials, interest, experiences, new, learn

Activities:

Give your child the space and freedom to:

- Select new activities during free time.
- Make/draw patterns using different materials.
- Select topics that interest him/her.
- Start and complete tasks without assistance.