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*****PREVIEW*****

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.

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).

WEEKLY SKILLS RECOMMENDATION

LANGUAGE (Daily)

Language Writing: Practice tracing name

Letters/Phonics: Identify the letters in name

Sight Words: the, of, and, a, to

MATH (Daily)

Math Writing: Practice tracing the numbers 1-10.

Number Sense: Practice counting 1-10

DAILY ACTIVITIES

READING/LANGUAGE

Standard Domain:
Receptive Language
Standard(s):
CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.
Essential Question(s):
What can you tell me about what you just read/heard?
Vocabulary:
read, listen, respond, question, topic

MATH

Standard Domain:
Number and Quantity
Standard(s):
CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity.
Essential Question(s):
How many can you count?
Vocabulary:
recognize, numerals/numbers, counting, quantity

Monday

Reading/Language Activity:
If you would like to be able to assess your child’s growth over the next nine weeks, give your child the optional reading/language benchmark assessment for the first nine weeks as a pretest. Just read the questions and allow him/her to verbally give you the answers. It is okay if your child doesn’t know most or all of the answers, because it is just a pretest to see what he/she already knows. Your child will take the same test at the end of this nine weeks so you can assess his/her growth.
Math Activity:
If you would like to be able to assess your child’s growth

Tuesday

Reading/Language Activity:
Read But It’s Not My Fault! by Julia Cook to your child. Then help him/her retell the story using time sequence vocabulary such as first, second, next, then, and last. Point out how the main character’s day changed once he started accepting responsibility for his actions and stopped blaming others.
Math Activity:
Have your child count out how many dolls are needed to make a family or how many blocks are needed to build a tower. You can assist your child with counting. If time permits, count items or toys and have your child fill in the next number (say 1,2,.. and have your

Wednesday

Reading/Language Activity:
Have a conversation with your child about his/her favorite tv show, character, holiday, or toy. Ask him/her questions and details about his/her favorites, and offer information about related experiences from your own childhood. Have your child draw a detailed picture of some of his/her favorites.
Math Activity:
Hide items/toys in a room and have your child go on a scavenger hunt to find them, counting as he/she finds each item. You can assist your child with counting.

Thursday

Reading/Language Activity:
Read I Am Enough by Grace Byers to your child. Have your child answer questions about the story, and the meaning behind the words “I Am Enough”. Ask your child to list ways that he/she is enough (special, kind, respectful, etc.).
Math Activity:
Draw legos or dominoes on paper with your child. Allow him/her to count as he/she draws the dots on each lego or domino. You can assist your child with counting.

Friday

Reading/Language Activity:
Have fun! Have your child tell you a story, while acting out a dance (clapping, stomping, spinning around in a circle, etc.) to go with parts of the story (you can help think of and implement the movements to go along with the story).
Math Activity:
Have fun! Play hide and seek and have your child count to find you OR play any game (trouble, sorry, uno, etc.) that requires counting. You can assist your child with counting.

over the next nine weeks, give your child the optional math benchmark assessment for the first nine weeks as a pretest. Just read the questions and allow him/her to verbally give you the answer. It is okay if your child doesn't know most or all of the answers, because it is just a pretest to see what he/she already knows. Your child will take the same test at the end of this nine weeks so you can assess his/her growth.

child say 3). Remember you can assist your child with counting.

Week 33

PHYSICAL DEVELOPMENT AND MOTOR SKILLS (3 days)

Health and Well-Being Standard(s): PDM1.4f Can name people who keep them safe and healthy.

Essential Question(s): How can I identify people who keep me safe and healthy?

Vocabulary: safe, healthy, dentist, doctor, role, healthcare provider, dramatic play, teeth,

Activities:

Have your child:

- Listen to a read-aloud of Olivia's Doctor Adventures, by Dr. Ashley Denmark, and discuss the different types of doctors.
- Act out the role of a healthcare provider, such as a doctor or nurse in dramatic play, and show his/her understanding that they help keep people healthy and safe.

- Listen to a read-aloud of Just Going to the Dentist, by Mercer Mayer, and discuss what happens when you go to the dentist.
- Act out the role of a dentist in dramatic play, and show his/her understanding that dentists keep people healthy by looking at their teeth.
- Discuss ways that his/her parents and family helps keep him/her safe and healthy (a safe place to live, healthy food, taking him/her to the dentist and doctor, etc.).

APPROACHES TO PLAY AND LEARNING (2 days)

Attiveness and Persistence Standard(s): APL3.4a Engages in independent activities and continues tasks over a period of time.

Essential Question(s): How can I work independently to finish tasks over time?

Vocabulary: independently, task, daily, book, identify, page, animals, time

Activities:

Have your child:

- Listen to a read-aloud of The World of Eric Carle: Around the Farm, and work independently to identify all of the things that are supposed to be identified on each page. This task may take longer than a day.
- Create a book talking about some of the animals he/she learned about from The World of Eric Carle: Around the Farm, and work on it daily.

WEEKLY SKILLS RECOMMENDATION

LANGUAGE (Daily)

Language Writing: Practice writing (without tracing) the upper and lowercase letter Z

Letters/Phonics: Practice identifying the following upper and lowercase letter AND letter sound: Z

Sight Words: two, more, write, go, see

Test your child on the writing, letter, and sight word skills (from last week and this week) on Friday to assess whether or not he/she is ready to move on to new skills next week.

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.

DAILY ACTIVITIES

READING/LANGUAGE

Standard Domain:

Early Writing

Standard(s):

CLL9.4d Writes some letters of the alphabet.

Essential Question(s):

Can I write, recognize, and identify uppercase letters of the alphabet?

Vocabulary:

uppercase, letter, alphabet, recognize, identify, write, maze

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

Monday

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 (*in order*) 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.

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.

Tuesday

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 (*out of order*) 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.

Math Activity:

Continue reading the book from

Wednesday

Reading/Language Activity:

You will need a toy water gun for this activity.

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.

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,

Thursday

Reading/Language Activity:

You will need a toy water gun for this activity.

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.

Math Activity:

Have your child describe the data from each graph you graphed this week. Ask him/her the following questions about each graph:

Friday

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 he/she stopped on, along with the letter sound. Continue

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, blue, and red cars.

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 yesterday.

gray, and red train cars. Finish reading the story.

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

playing until your child has identified all or most of the letters and letter sounds.
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 data by telling you what he/she notices about the graph.