|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Literacy**  **Observing Ants!**  • Place the food samples in areas where you have seen some ants  • Gather food samples (example: a piece of candy, a cracker, a cookie, a piece of fruit, an ounce of soda, etc.).  • Label each plate with the food sample it will hold  • Have your child observed which food items attract the ants  • Create a chart with the food sample name to check which food item attract the ants   |  | | --- | | *Pictures of ant activity with permission from Ms Coronado taken with iPhone* |     **Ask:**  1. What did you notice?  2. Why do you think the ants are attracted to \_\_\_?  3. Which foods are the ants not attracted to?  **Resources Needed:**  • five small paper plates  • five food samples (cracker, cookie, piece of fruit, etc.)  • paper  • marker  **Send your picture to your teacher.** | **Math**  ***Number Hop***  Draw with chalk the numerals 0 through 9 on sidewalk, describe how you wrote the numbers (straight lines, curves, circles)  • Play with your child saying “Johnny, please hop on the number \_\_\_”     |  | | --- | | *Picture of counting numbers with permission from Ms. Coronado taken with iPhone* |   **Ask:**   |  | | --- | | 1. Which number did you land on?  2. Can you show with your fingers what number did you land on?  3. Can you sky write the number that you landed? |   R**esources**  • chalk  \****Challenge: Sing/move as you “Count to 100 Everyday”; Let’s Get Fit with Jack Hartman on You Tube.***  ***Parents: If you don’t have “you tube”, your child already knows this song.***  **Send your picture to your teacher.** | | **Math/Science**  ***Plant a Seed***   |  | | --- | | * ***Have your child plant a seed (bean, flower) in a container or Ziplock bag*** * ***Draw a picture.*** * ***Then draw a picture each week to show the growth of your plant/*** |        |  | | --- | | ***Plant journal picture created by Ms. Castruita with her permission, taken with Nikon*** |   **Ask:**  **Question for children:**   * Do you think your plant will grow? |
| **Literacy** /Math  **Bug Homes**     |  | | --- | | ***• Read a book about insects from myON before this lesson***  ***• Observe insects to find out about where they are living, what they are doing, and how they look***  ***• Try to observe a variety of bugs over the course of two or three days. Look under old logs, large stones or bricks, in the grass, dark/moist areas, in a tree, in the dirt, on leaves of plants***  ***• Take photos of the bugs you see while scouting them***  ***• On a piece of paper draw a chart that shows the bugs observed and some data about them*** |        |  | | --- | | *Image of bug chart description with permission from Children’s Learning Institute at UTHealth* |   The University of Texas Health Science Center at Houston  **Ask:**  1. What is the bug’s name?  2. Do you see the bug’s legs?  3. Do you see any wings on the bug?  4. What color is the bug?  5. Are there any shapes or patterns on the bug?  6. What is the bug doing? Is it the flying, crawling, eating…?  7. Where is the bug?  **Literacy and Math Resources:**  (Listed under Math/Literacy- *Bug Homes*) | **Math/Litteracy**  ***(Lessons combined) Bug Homes***   |  | | --- | | ***• Read a book about insects from myON before this lesson***  ***• Observe insects to find out about where they are living, what they are doing, and how they look***  ***• Try to observe a variety of bugs over the course of two or three days. Look under old logs, large stones or bricks, in the grass, dark/moist areas, in a tree, in the dirt, on leaves of plants***  ***• Take photos of the bugs you see while scouting them***  ***• On a piece of paper draw a chart that shows the bugs observed and some data about them*** |   ***Create a chart and some data of the bugs observed. ( Send your chart to your teaher.)***    *Image of bug chart description with permission from Children’s Learning Institute at UTHealth*  **Ask:**  •1. What is the bug’s name?  2. Do you see the bug’s legs?  3. Do you see any wings on the bug?  4. What color is the bug?  5. Are there any shapes or patterns on the bug?  **Literacy and Math Resources:**  paper  • pencil  • crayons  • a camera/phone | | **SEL**  **Self - Awareness**  **Parent/guardian ask your child to name 5 things he/she is grateful**  **For.**  **Have your child use this sentence starter each for each thing they are grateful for…**  **I am grateful for\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  **Then have your child draw a picture of the one thing they are most grateful for.**    **.** |
| **Literacy** Bugs’ Lives   |  |  | | --- | --- | | ***• Discuss with your child, if you could be any insect, what would you like to be and tell why***  ***• Ask your child to make up their own insect story and Illustrate it***  ***• Ask your child to retell their story to an adult or a sibling at home***     |  | | --- | | ***Picture of bug story with permission from Ms. Coronado taken with iPhone*** | |     **Ask:**  Can you name other insects that you like? | **Math**   |  | | --- | | ***Patterns Caterpillar***  ***• Create a shape pattern caterpillar***  ***• Help your child use different materials and objects to make a pattern shape caterpillar***  ***• Use regular or construction paper to draw and cut shapes***  ***• Use shapes or objects you have at home*** |   ***(See picture below)***     |  | | --- | | ***Picture of caterpillar patterns with permission from Ms. Coronado taken with iPhone*** |   **Ask:**  **Questions for children:**  1. What kind of patterns is this?  2. Can you extend the pattern?  **Resources:**  • paper  • construction paper  • glue  • scissors | | **Literacy/Social Studies**  ***Bugs’ Lives***  **Parent /Guardian talk with your child about bugs/insects.**  **Show them a picture of a bug/insect or a live bug outside.**  **Discuss where the bug lives.**  **Discuss what job the bug does.**  **Have your child to draw and color the bug.**  **Ask:**  **What is the name of the bug/insect?**  **Where does it live?**  **What does it eat?**  **Does the bug/insect help other living things?**  Example: Bumble bees moves from flower to flower.  Bees collects nectar from flowers to feed  themselves. |
| **Weekly Project: “My Moment in History”**  A journal of your experience during COVID-19 | | | |  | Social Studies |
| PreK Parent/guardian,  **\*NOTE**: ***Please remember, when asked to write, PreK students’ writing may look a bit like scribble. Allow child to draw/ write (scribble) their ideas in the journal. Then say, read your sentence to me. Next, you can rewrite their response under the sentence they wrote (scribbled).***  .  ***(New Idea: This week, as you work in your journal, include some information about the insects or bugs you read about or observed. You can write about your favorite activity you did that day (inside game, outside play, school work, TV you watched)***  This week you will create 5 entries and a few more entries in the weeks to come. Every entry should have the date, a picture, and at least one sentence of what you did that day  **Remember**: ***Make an entry in your journal every day. \* (Save your journal)***  Days 1-5: Make an entry for the day by drawing a picture and writing a sentence about it.  Options:  - Your favorite activity you did that day (inside game, outside play, school work, TV you watched)  - How you felt that day  - What you ate that day  - Anything else that was important for you that day.  \*\* Try to make each day’s entry different\*\* | |  | |