Week: May 4, 2020

We sure are missing you this week! Check out below for your weekly activities and lessons. Email us if you have any questions. Don't forget to read 20 minutes each day!

Love,
Mrs. Brockman, Mrs. Blach, Ms. Nielsen, Mrs. Washka
<table>
<thead>
<tr>
<th>Reading</th>
<th>Learning Target: I can listen to a story about gardens and answer questions about what was read.</th>
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</thead>
<tbody>
<tr>
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<td>Activity with technology: Go to Capstone Library username: continue Password: reading. Listen to the story, Planting Seeds. After reading discuss what grows in a garden and what is necessary for plants to grow.</td>
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<td>Activity without technology: Read this poem. Discuss what grows in a garden and what is necessary for plants to grow.</td>
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</tbody>
</table>
| **Math** | Learning Target: I can identify numbers 1-12 and use one-to-one correspondence.  
**Activity**: Go on a nature walk with your child. Have them collect small stones or rocks on your walk. Then using a muffin tin and muffin liners, fill the tin with the liners and number the liners 1 through 12. Have your student place a stone in each muffin liner matching the number written in the liner. |
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| **Writing** | Learning Target: I can read and write the word GARDEN.  
**Activity**:  
Letter of the week would be G for Garden.  
Watch [https://www.youtube.com/watch?v=ru0KCAS5zuY](https://www.youtube.com/watch?v=ru0KCAS5zuY)  
Discuss the letter G and the sound it makes.  
Write the word Garden on a paper for your child.  
Have them copy the uppercase and lowercase G g.  
Challenge them by writing the rest of the letters.  
Discuss each letter and sound they make if they have mastered G. |
<table>
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Learning Target: I can explain that a seed needs the sun, water, air, and dirt to grow.

Activity with technology: Ask your child if they can tell you what a garden is. Ask them what plants they think are planted in garden. Make a list with their answers. Go to [https://justbooksreadaloud.com/ReadToMe.php?vid=CarrotSeed](https://justbooksreadaloud.com/ReadToMe.php?vid=CarrotSeed) and listen to the story. Explain to them that a seed needs sun, water, air, and dirt to grow.

Activity without technology: Ask your child if they can tell you what a garden is. Ask them what plants they think are planted in garden. Make a list of their answers. Explain to them that a seed needs sun, water, air, and dirt to grow.
## Reading

**Suggested time**  
each day  
30 min

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<th>Learning Target: I can discuss how insects and animals interact with a garden.</th>
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<td>Activity with technology: Go to <a href="#">Capstone Library</a> username: continue Password: reading. Listen to the story, <em>What Can Live in a Garden?</em> After the story, discuss how insects and animals interact with a garden</td>
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</table>
**Activity without technology:** Read the attached poem and then talk about what insects and animals you might see in a garden and what they might be doing there.

**Caterpillar Garden**

By Helen H. Moore

Over in the garden
Underneath a tree.
I saw some fuzzy caterpillars.
One, two, three.
Over in the garden.
Underneath the moon.
Each caterpillar spun herself
A wonderful cocoon.
Over in the garden.
Right before my eyes.
Those caterpillars all turned into
Lovely butterflies!

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**Math**

*Learning Target:* I can identify numbers 1-10 and match numbers using one-to-one correspondence.

**Activity:** Write numbers 1-10 on a piece of paper. Then make dots in sets of 1 through 10. Cut the pieces apart and place them face down. Play the memory game with your child and have them match the number with the correct number of dots. You can extend their learning using numbers 11-20 or higher.

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**Writing**

*Learning Target:* I can write the letters in my name.

**Activity:**
Work on writing your child’s name and create a flower pot. Add the letter’s of their name in a flower and color a pot. Help them create the flowers and pot. Have a fun spring project to hang up. Below is an example. Count the letters in their name and the sounds each letter makes.
Science

Suggested time each day
20 min

Learning Target: I can explain the lifecycle of a plant/seed. I can explain that a seed needs the sun, water, air, and dirt to grow.

Activity without technology: Looking at the chart below, explain the lifecycle of a seed/plant. We start with a seed that we plant. The seed then starts to split and tries to push its way out of the ground. This is called a sprout. The sprout then comes up out of the ground even further and will start to bud. This is called a seedling. The seedling stands up and the buds begin to blossom. This is when it has achieved its purpose and becomes an actual plant. Remember to remind your child that none of this would have been possible if the plant did not have sun, water, air, and dirt.
The Lifecycle of a Plant
Learning Target: I can listen to a story and then use complex language and vocabulary to discuss what I have heard.

Activity with technology: Go to Capstone Library username: continue Password: reading. Listen to the story, *All About Flowers*. After the story discuss what they learned about flowers from the book.

Activity without technology: Read the attached poem and then what they learned about flowers. Ask them some of the new vocabulary like what are roots, leaves and stems?
### Math

**Suggested time each day:** 20 min  
**Learning Target:** I can identify numbers 1-10 and name the sight words one through ten.  
**Activity:** Write numbers 1 through 10 on a piece of paper. Then write the number words one through ten. Cut the pieces apart and place them face down. After reviewing number words with your child, have them play the memory game by matching the number with the correct number word. You can extend their learning using numbers 11-20 or higher.

### Writing

**Suggested time each day:** 15 min  
**Learning Target:** I can draw a garden with different colored flowers.  
**Activity:**  
Take a walk around the neighborhood or think about a garden you have seen in the past. Have your child recreate that garden on paper. Think of all of the colors, shapes, and insects you see. Have them draw different shaped flowers and talk about what you see.
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**Activity without technology:** This is a fun activity that can be done at home so that you can see what happens during a seeds lifecycle that is normally hidden under the ground. You will need a few DRIED bean seeds (NOT CANNED), a paper towel, clear plastic bags, and tape.

Before starting the experiment, soak your bean seeds overnight in water. You'll get faster results if you pre-soak your bean seeds this way. Drain the seeds. Next, get a paper towel wet, fold it, and then place it inside a plastic bag. Place the seeds along one side of the bag, pressing them against the paper towel. Seal the bag tightly, and hang in a window using tape. Make sure the beans are visible on the side of the window where the kids will be observing their seeds sprout. You should be able to see the seeds start to pop open and sprout within a few days. After a week or so, you should have fully sprouted seeds. In a few more days, you'll see the leaves start to emerge. At this point, your beans are ready to move to soil. Plant them in a small planter and watch them continue to grow! Explain that if we don't take the plants out of the bags that they will die from lack of air and dirt. When I do this in class, I like to show a few other examples as well. Do the same process as above except do not get this paper towel wet. This shows that the seeds will die without water. Put seeds into another bag with a wet towel but tape it to a wall. This shows that the seeds will die from no sunlight. When the seeds are ready to be transferred into a planter, put all three bags together and discuss why some seeds grew and others died.
**Reading**

| Suggested time each day | 30 min |

**Learning Target:** I can use my prior knowledge to know what grows in gardens. I can listen to a story and know what different reasons why gardens are important to us.

Activity with technology: Go to [Capstone Library](#) username: continue Password: reading. Listen to the story, *A Beans Life Cycle*. After the story discuss how planting gardens can help us to grow our own food. Talk about other foods that can grow in our garden.

Activity without technology: Read the poem and then discuss what plants can grow in our garden that we can use for food.
| **Math** | Learning Target: I can identify my colors and move by body by following given directions.  
**Activity:** Watch Color Action songs on Youtube.com. This is a good opportunity for your child to identify their colors and get a little exercise by moving to the music. This is a learning/exercise video. |
|----------|-------------------------------------------------------------------------------------------------|
| **Writing** | Learning Target: I can draw and label parts of a flower.  
**Activity:**  
Pick a flower from the garden or show a picture of a flower.  
Challenge your child to draw the pedals, stem, leaves, and roots. (Label each part with the beginning letter of each word)  
Make it colorful and fun. |
### Science

**Suggested time**

| each day | 20 min |

**Learning Target:** I can describe a way to grow plants without using a seed. I can explain that a plant needs the sun, water, air, and dirt to grow.

**Activity with technology:** Go to [http://www.missouribotanicalgarden.org/gardens-gardening/your-garden/help-for-the-home-gardener/advice-tips-resources/visual-guides/plants-from-kitchen-scrap.aspx](http://www.missouribotanicalgarden.org/gardens-gardening/your-garden/help-for-the-home-gardener/advice-tips-resources/visual-guides/plants-from-kitchen-scrap.aspx) and show your child all of the different plants that can be grown from some of our kitchen scraps.

**Activity without technology:** The following information was taken from [http://www.missouribotanicalgarden.org/gardens-gardening/your-garden/help-for-the-home-gardener/advice-tips-resources/visual-guides/plants-from-kitchen-scrap.aspx](http://www.missouribotanicalgarden.org/gardens-gardening/your-garden/help-for-the-home-gardener/advice-tips-resources/visual-guides/plants-from-kitchen-scrap.aspx).

Some plants can be grown from just planting part of a vegetable instead of using seeds. You can use the tops of carrots, the bottoms of a stalk of celery, or even a whole radish to grow a new plant! Below are the directions so you can try these experiments at home! Remember to explain that even though these plants can be grown without seeds, the plants still need the same things to grow that a seed needs, such as sun, water, air, and dirt.

Although the following experiments rarely produce new vegetables, they will make a decorative house plant.

**Carrots**

Cut 1½ inches off the tops of 2 or 3 carrots. Use firm fresh carrots. Soft carrots will likely rot before they root. If they come with greens, cut off the greens, leaving about a ¾ inch stub. Place carrot top pieces upright on their cut ends in a shallow bowl and maintain 1 inch of water in the bowl at all times. Change water as necessary to maintain freshness. The carrot will send out roots from the sides and greens will sprout from the top. Once roots are established, plant the carrot pieces in a 1½ pint pot, using a moistened potting mixture. The carrot top should be just below the top surface of the soil. Place the pot in a sunny window and keep well-watered but not sitting in water. Carrot plants will wilt if too dry, but recover quickly when watered.

**Celery**

The usually discarded bottom of a celery bunch can grow new celery greens. When most of the stalks are used, cut any remaining stalks, leaving a stalk stub of about 1½ inches. Place the celery stalk bottom in a shallow bowl and maintain 1 inch of water at all times. Change water as necessary to maintain freshness. Celery bottoms and carrot tops can be in the same bowl. Roots will soon appear from the celery stalk bottom and new celery growth will sprout from the top. Once sufficient roots are established, plant the celery bottom in a 1½ pint pot using a moistened potting mixture. The bottom of the celery stalks should be just below the soil surface. Place the pot in a sunny window, keep well-watered but not sitting in water.
Reading
Suggested time each day
30 min

Learning Target: I can identify different types of seeds. I can use literature to learn more about what seeds are used for.

Activity with technology: Activity with technology: Go to Capstone Library username: continue Password: reading. Listen to the story, All About Seeds. After the story discuss what a seed is, how they are made and what they are used for.

Activity without technology: Read the poem and then discuss what a seed is, how they are made and what they are used for.
**Math**

**Suggested time each day**

**20min**

**Learning Target:** I can listen to a story and identify objects found in a garden.

**Activity with technology:** Read Up in the Garden and Down in the Dirt read aloud by Kate Messner on Youtube.com. Review the book with your child.

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**DIG A HOLE**

(tune: “If You’re Happy and You Know It”)

Dig a hole in the ground to plant a seed.
Dig a hole in the ground to plant a seed.
Dig a little bitty hole for a teeny tiny seed.
Dig a hole in the ground to plant a seed.

Put some soil on the top; pat it down.
Put some soil on the top; pat it down.
Put some gritty grimey soil on the teeny tiny seed.
Put some soil on the top; pat it down.

Add some water and some light; see it grow.
Add some water and some light; see it grow.
The teeny tiny seed will grow really strong and big.
Add some water and some light; see it grow.
**Activity:** Go on a nature walk with your child and have them find these items. Have your child identify items on the list that can be found in a garden.

**Writing**

**Suggested time each day**

15 min

**Learning Target:** I can draw lines to make a picture.

**Activity:** Help your child follow the connect-a-dot and review their numbers. Using fine motor skills to connect lines makes your child a stronger writer. Have them color the picture afterwards.
Science/
Social
Studies
Suggested time each day
20 min

Learning Target: I can demonstrate the proper way to wash my hands to help stop spreading germs.

Activity without technology: Wet your hands. Add soap. Rub hands together vigorously being sure to make suds. Continue to scrub hands for at least 20 seconds. The best way to know that it has been long enough to kill germs is to sing your ABC's twice, or Happy Birthday to You twice. Rinse off the soap. Turn off the water using a towel or paper towel that you will use to dry your hands with.