Department of Education

বাড়িতে শেখ

গ্রেড কে

মে ২০০৯

প্রিয় ,কিন্ডারগার্ডেনের পিতামাতা এবং বিদ্যার্থীরা,

এই মুহূর্তে আমরা কঠিন এবং অস্বাভাবিক সময়ের মোকাবিলা করছি, যখন কিছু কিছু স্কুল এক সপ্তাহের জন্য বন্ধ হয়ে যাচ্ছে। আমরা জানি যে স্কুলের বিরতি আপনি এবং আপনার পরিবারের জন্য একটি চ্যালেঞ্জ হতে পারে। যদিও আপনাদের স্কুল বন্ধ থাকছে,এই সময়টিকে অব্যাহত শিক্ষার জন্য ব্যবহার করা যেতে পারে।

পরবর্তী পাতাগুলিতে, আপনার সন্ড়ানকে ব্যস্ড় থাকার জন্য সহায়তা করতে, দিন- থেকে-দিনান্ড়ের জন্য আপনি একটি নির্দেশিকা পাবেন। এর ভেতরে থাকছে প্রস্ড়াবিত সময়সূচি,কার্যক্রম,এবং শিক্ষামূলক টিভি শো এবং ওয়েবসাইট। অনুগ্রহ করে নির্দেশিকাটি ব্যবহার করুন এবং আপনার প্রতিদিনের শিক্ষার রূপরেখা তুলে ধরে চার্টটি পূরণ করুন।

এই কার্যক্রমের সবকটিতেই পূর্ণবয়স্কদের তত্ত্বাবধান লাগবে।

আরো ওয়েব সম্ভারের জন্য এবং হালনাগাদ উপকরণের জন্য, দেখুন
http://schools.nyc.gov/learnathome.

Day 1 Schedule

Subject	Minutes Per Day (At Least!)	Assignments	What Did I Learn Today?
Reading and Writing	45	• Learn new vocabulary words from the Vocabulary List • Activity 1: Read a story • Activity 2: Draw a picture	•
Math	45	Complete at least one of the activities: • Fill it Up activity • Fracture Fractions activity	•
Science	30	• How are Rocks Different?	•
Fitness and Health	30	• Exercise for 30 minutes. Choose from the Activity Calendar at the back of this packet	•
Arts	30	• Choose one or two activities from the Arts Activities at the back of this packet	•
TV Shows and Websites	30	• Choose TV shows and websites to further your learning at home	•

Day 1 Reading and Writing

Vocabulary

Create your own picture dictionary. Each day this week, write new words you learn (from reading, listening, talking or the Vocabulary List in the back of this packet) next to the appropriate letter. Draw a picture of each word. Review your dictionary every day to see how the list of words is growing! You can use the handout in the following pages to create your picture dictionary or you can use a notebook or separate sheets of paper.

Activity 1: *Reading*

- Select a book in English or your native language to read with your parent or caregiver. Have your parent or caregiver tell you the title and author. Before you read the book, look at the cover and the pictures. What do you think the story will be about? Ask your parent or caregiver to write your comments below.

_____

_____

_____

_____

- After reading the story, tell what actually happened. Did you guess correctly? Ask your parent or caregiver to write your comments below.

_____

_____

_____

_____

Activity 2: *Drawing*

- Draw a picture of your favorite part of the story below.

Day 1 Mathematics

Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- **Estimate -** When you estimate the answer to a problem it means that you give a pretty good guess at what the answer will be.
- **Equal –** When it is equal it is the same as.

Choose one of the following activities:

Activity 1: *Fill It Up*

- Filling empty containers provides opportunities to explore comparisons, measurement, volume, estimation, and geometry. Complete the Activity on the following pages.

Activity 2: *Fractured Fractions*

- This hands-on activity explores whole numbers and fractions by using measurements your child can see. Your child will also learn to guess or estimate quantities. Complete the Activity on the following pages.

If you need Spanish activities for the concept of number sense**,** please follow the steps below.

1. Go to tutorial site: http://destination.nycenet.edu

2. Login with the following user ID and PW:
   - User: studentnyc
   - Password: student

3. Click on the Exploration Icon to access the tutorial

4. Scroll down to Mastering Skills & Concepts: Course I – Spanish

5. Select the skill/concept to review:
   - Activity 1: 1.1.1 - Counting from 1 to 5 and 1.1.2 - Creating Sets of 1 to 5

Source: These activities are from math.com
http://www.math.com/parents/articles/mathhome.html

Day 1 Mathematics (continued)

Fill It Up

What you'll need
A measuring cup, 4 glasses of equal size, and water

What to do

1. Pour water at different levels (1/3 cup, 1/2 cup, 3/4 cup and 1 cup) in each glass. Put the glasses next to each other. Ask your child: Are all the water levels the same or different?

2. Ask your child questions to encourage comparison, estimation, and thinking about measurement. Which glass has more water? Which has less? How many glasses of water do you estimate it will take to fill the container?

3. Pour more water into one of the glasses to make it equal to the amount of water in another glass. Move the glasses around so that the glasses that have the same amount of water are not next to each other. Ask your child: Which glasses do you think have the same amount of water?

4. As your child begins to understand more, do activities using different-shaped containers that hold the same amount of a substance (water, rice, and popcorn kernels). This helps your child see comparisons, as well as the various capacities of different-sized and -shaped containers.

¼ cup **½ cup** **¾ cup** **1 cup**

Day 1 Mathematics (continued)

Fractured Fractions

What you'll need
Clear container, masking tape, marker, measuring cups (1/2, 1/3, or 1/4 cup measure), uncooked rice or popcorn kernels, and water

What to do

1. Have your child stick a piece of masking tape straight up one side of the clear container from the bottom to the top.

2. For younger children, use a 1/2 cup measure. For older children, use a 1/3 or 1/4 cup measure. Choose the unit of measure and fill the measuring cup. Then let your child pour the substance from the measuring cup into the clear container. Continue to pour the same amount of the substance into the container.

3. As each equal amount of the substance is poured, mark the level on the container by drawing a line on the tape. Write the cup size or appropriate fraction on each line. The fraction for one-third cup would be 1/3.

4. Follow this procedure until the container is full and the tape is marked in increments to the top of the container.

5. Fill the container again and again using different measures each time. Ask your child "thinking" questions.
    - How many whole cups do you think this container will hold? How many 1/2 cups, 1/3 cups, or 1/4 cups do you think the container will hold?
    - How many 1/2 cups equal a cup?
    - How many 1/4 cups equal 1/2 cup? A cup?
    - How many 1/4 cups equal 3/4 cup?

Day 1 Science

Activity 1: *How Are Rocks Different?*

Vocabulary

Learn the new science vocabulary words below. You will use these vocabulary words in today's activity.

- **Texture:** the feel or appearance of the surface of an object
- **Luster:** the amount of light that an object reflects
- **Reflect:** the redirection of light that hits an object
- **Mass:** the amount of matter in an object

Directions

- This activity helps students to understand that there are a many different types of rocks.
- The parent should read through the activity and collect six (6) different rocks and work with your child as he or she conducts the experiment.

How are Rocks Different?

Geologist_____**Date**_____

Rock	Colors	Feel (texture)	Shiny or dull (Luster)	Size (cm)	Mass (g)

Thanks to Sandra Jenoure, NYCDOE Science Consultant, for the use of her work.

Day 2 Schedule

Subject	Minutes Per Day (At Least!)	Assignments	What Did I Learn Today?
Reading and Writing	45	• Learn new vocabulary words from the Vocabulary List • Activity 1: Read a story • Activity 2: draw a picture about what happened in the story	•
Math	45	Complete at least one: • In the News activity • Treasure Hunt activity	•
Science	30	• Lost Rock Activity	•
Fitness and Health	30	• Exercise for 30 minutes. Choose from the Activity Calendar at the back of this packet	•
Arts	30	• Choose one or two activities from the Arts Activities at the back of this packet	•
TV Shows and Websites	30	• Choose TV shows and websites to further your learning at home	•

Day 2 Reading and Writing

Vocabulary

Learn new words (from reading, listening, talking or the Vocabulary List in the back of this packet) and add them to the picture dictionary you started on Day 1.

Activity 1: *Reading*

- Select a book/story in English or your native language to read together with your parent or caregiver. Tell how this book is alike or unlike other books you have read/listened to. Ask your parent or caregiver to write your comments below. All responses can be given in English or your native language.

_____

_____

_____

_____

- Have your parent read the story to you. Think about one thing that stands out in your mind about this story. Ask your parent or caregiver to write it down.

_____

_____

_____

_____

Activity 2: *Drawing*

- Draw a picture of what happened in the story, and try to draw things in the order that they happened.

Day 2 Mathematics

Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- **Counting Numbers –** The numbers used to count things. The set of counting numbers is (1, 2, 3, 4…)
- **Addition, subtraction, multiplication, and division stories –** Making up and/or acting out stories with numbers.

Choose one of the following activities:

Activity 1: *In the News*

- This newspaper activity helps children read and understand numbers and charts. Complete the Activity on the following pages.

Activity 2: *Treasure Hunt*

- Organizing the "treasures" in one's house provides practice in addition, subtraction, multiplication, and division. Children can also graph data on shapes and sizes.

If you need Spanish activities for the concept of number sense**,** please follow the steps below.

1. Go to tutorial site: http://destination.nycenet.edu

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   - User: studentnyc
   - Password: student

3. Click on the Exploration Icon to access the tutorial

4. Scroll down to Mastering Skills & Concepts: Course I – Spanish

5. Select the skill/concept to review:
   - Activity 2: 1.1.3 - Creating Representations of the Numbers from 1 to 5

Source: These activities are from math.com
http://www.math.com/parents/articles/mathhome.html

Day 2 Mathematics (continued)

In the News

What you'll need
Newspaper, scissors, pencil or crayon, glue, and graph paper

What to do

1. **Newspaper numbers.** Help your child look for numbers 1 to 100 in the newspaper. Cut the numbers out and glue them in numerical order onto a large piece of paper. For children who cannot count to 100 or recognize numbers that large, only collect up to the number they do know. Have your child say the numbers to you and practice counting up to that number.

Or

2. Collect only numbers within a certain range, like the numbers between 20 and 30. Arrange the numbers on a chart, grouping all the numbers with 2s in them, all the numbers with 5s, and so on.

3. **Counting book.** Cut out pictures from the newspaper and use them to make a counting book. Page 1 will have one thing on it, page 2 will have 2 things that are alike, page 3 will have 3 things that are alike, and so on. All the things on the each page have to be the same. At the bottom of each page, write the number of items on the page and the word for the item. Have your child tell you a story about what is on the page.

Day 2 Mathematics (continued)

Treasure Hunt

What you'll need
Large container, buttons, screws, bottle caps, old keys, anything else you can count, and graph paper (can be hand-drawn)

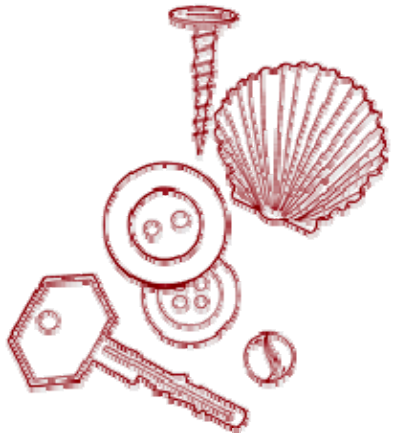
What to do

1. Find a container to hold the treasures.

2. Sort and classify the treasures. For example, do you have all the same-sized screws or keys? How are they alike? How are they different?

3. Use these treasures to tell addition, subtraction, multiplication, and division stories. For example, if we share 17 buttons among 3 friends, how many will we each get? Will there be some left over? Or if we have 3 shirts that need 6 buttons each, do we have enough buttons?

4. For older children, you can organize the treasures by one characteristic and lay them end to end. Compare and contrast the different amounts of that type of treasure. For example, there are 3 short screws, 7 long screws, and 11 medium screws. There are 4 more medium screws than long ones. Make a simple graph showing how many of each type of screw there are. This activity may also provide an opportunity to talk about fractions: 7/21 or 1/3 of the screws are long.



Day 2 Science

Activity 1: *Lost Rock*

Vocabulary

Learn the new science vocabulary words below. You will use these vocabulary words in today's activity.

- **Texture:** the feel or appearance of the surface of an object
- **Luster:** the amount of light that an object reflects
- **Reflect:** the redirection of light that hits an object
- **Mass:** the amount of matter in an object

Directions

- Use your imagination and your descriptive vocabulary to complete a writing assignment. Describe one of the rocks from the Day 1 science activity. Ask your parent or caretaker to read what you write to see if they can select the rock that you described from the rocks that were used in the Day 1 activity.

Lost Rock

_____
_____
_____
_____
_____
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_____
_____
_____
_____
_____

Thanks to Sandra Jenoure, NYCDOE Science Consultant, for the use of her work..

Day 3 Schedule

Subject	Minutes Per Day (At Least!)	Assignments	What Did I Learn Today?
Reading and Writing	45	• Learn new vocabulary words from the Vocabulary List • Read a story, retell it in your own words, write a letter to your favorite character	•
Math	45	Complete at least one: • Guess If You Can activity • What Are My Chances? activity	•
Science	30	• Bubble Wands	•
Fitness and Health	30	• Exercise for 30 minutes. Choose from the Activity Calendar at the back of this packet	•
Arts	30	• Choose one or two activities from the Arts Activities at the back of this packet	•
TV Shows and Websites	30	• Choose TV shows and websites to further your learning at home	•

Day 3 Reading and Writing

Vocabulary

Learn new words (from reading, listening, talking or the Vocabulary List in the back of this packet) and add them to the picture dictionary you started on Day 1.

Activity 1: *Reading*

- Select a book to read with your parent or caregiver in English or your native language, or if you can read, select a book that you can read on your own. After reading the story, retell the story in your own words.

_____

_____

_____

_____

- Write your comments below (or ask your parent or caregiver to write below).

_____

_____

_____

Activity 2: *Writing*

- With the help of your parent or caregiver, write a letter to your favorite character below. What do you want to tell the character? Why?

Dear_____,

_____

_____

_____

_____

_____

From,

_____

Day 3 Mathematics

Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- **Counting by… -** "Counting by" is to skip count.
- **Tally –** Using tally marks is one way for children to record data.

Choose one of the following activities:

Activity 1: *Guess If You Can*

- It is important to help children develop an understanding of the characteristics and meanings of numbers. Complete the Activity on the following pages.

Activity 2: *What Are My Chances?*

- Understanding probability is essential in many areas of mathematics. Playing games that involve chance is one way to explore the laws of probability. Complete the Activity on the following pages.

If you need Spanish activities for the concept of number sense**,** please follow the steps below.

1. Go to tutorial site: http://destination.nycenet.edu

2. Login with the following user ID and PW:
   - User: studentnyc
   - Password: student

3. Click on the Exploration Icon to access the tutorial

4. Scroll down to Mastering Skills & Concepts: Course I – Spanish

5. Select the skill/concept to review:
   - Activity 3: 1.2.1 - Counting from 5 to 10 and 1.2.2 - Creating Sets of 5 to 10

Source: These activities are from math.com
http://www.math.com/parents/articles/funmath.html

Day 3 Mathematics (continued)

Guess If You Can

What to do

1. Let your child think of a number between a stated range of numbers while you try to guess the number by asking questions. Here is a sample conversation.

2. **Child**: I am thinking of a number between 1 and 100.
   Parent: Is it more than 50?
   Child: No.
   Parent: Is it an even number?
   Child: No.
   Parent: Is it more than 20 but less than 40?
   Child: Yes.
   Parent: Can you reach it by starting at zero and counting by 3's?
   Child: Yes.
   (At this stage, your child could be thinking of 21, 27, 33, or 39.)

3. Figure out the answers to your own questions.

4. After you have guessed your child's number, let your child guess a number from you by asking similar questions.

Day 3 Mathematics (continued)

What Are My Chances?

What you'll need
Two coins, paper, and pencil to keep score

What to do

Play these games with your child:

1. Flip one coin. Every time it comes up heads, your child gets 1 point. Every time it comes up tails, you get 1 point. Flip it 50 times. Tally by 5's to make it easier to keep track of scores. The person with the most points wins. If one person has 10 points more than the other person does, score an extra 10 points. Does this happen very often? Why not?

2. Flip two coins. If the coins come up two tails or two heads, your child scores 1 point. If it comes up heads and tails, you get 1 point. After 50 flips, see who has more points. Do you think the game is fair? What if one person received 2 points for every double heads and the other person received 1 point for everything else. Is this fair?

3. Flip one coin. Then flip the other. If the second coin matches the first coin, your child scores 1 point. If the second coin doesn't match the first coin, you receive 1 point. Try this 50 times. Is the result the same as in the previous game?

Day 3 Science

Activity 1: *Bubble Wands*

This activity will help you to create different shapes using pipe cleaners and see how these shapes affect the bubbles that you blow through the shapes. Your parent or caregiver should read through the activity and work with you as you conducts the experiment.

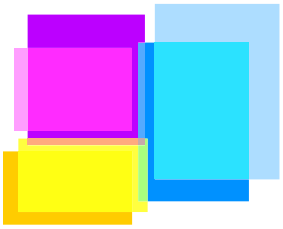
Vocabulary

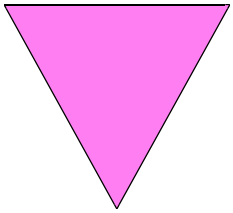
Learn the new science vocabulary words below. You will use these vocabulary words in today's activity.

- **Wand:** a thin stick or rod that can be waved in the air
- **Bubble:** a thin dome-shaped film of soap and water that is filled with air
- **Solution:** two or more liquids mixed together

Directions

1. Take a pipe cleaner and bend it into any shape bubble wand you want.
2. Dip your bubble wand into the bubble solution.
3. Blow into your bubble wand.
4. What is the shape of your bubble?
5. Try it again.
6. Bend your pipe cleaner into another shape.
7. What is the shape of your bubble?
8. Try different shapes.
9. What is the shape of your bubble each time?





Thanks to Sandra Jenoure, NYCDOE Science Consultant, for the use of her work.

Day 4 Schedule

Subject	Minutes Per Day (At Least!)	Assignments	What Did I Learn Today?
Reading and Writing	45	• Learn new vocabulary words from the Vocabulary List • Activity 1: Read a story • Activity 2: make flash cards	•
Math	45	Complete at least one: • Money Match activity • More Or Less activity	•
Science	30	• Ear Guitar	•
Fitness and Health	30	• Exercise for 30 minutes. Choose from the Activity Calendar at the back of this packet	•
Arts	30	• Choose one or two activities from the Arts Activities at the back of this packet	•
TV Shows and Websites	30	• Choose TV shows and websites to further your learning at home	•

Day 4 Reading and Writing

Vocabulary

Name that picture! Cut out 10 interesting pictures from magazines or newspapers and name what the pictures are with your parent or caregiver. Keep the pictures in a picture file and sort them into categories (e.g., people, foods, animals, places where people live, etc.) Write any new words you learn in your picture dictionary. (words selected can be in English or your native language).

Activity 1: *Reading*

- Choose a book to read or have your parent or caregiver read you a book in English or your native language. After reading, think about any new words you read or heard in the story.

- Write the new words here and add them to the picture dictionary you started on Day 1

_____ _____

_____ _____

_____ _____

_____ _____

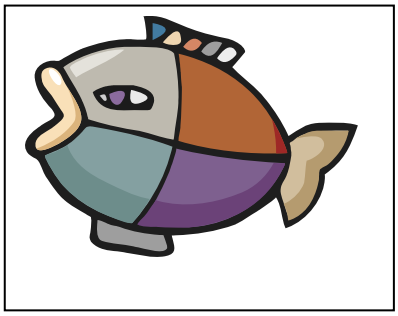
Activity 2: *Make Flash Cards*

- Make flash cards of the new words from the story. See examples below:

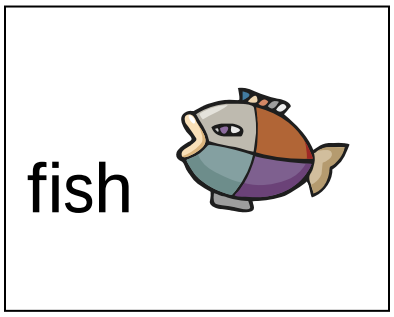
Example 1:
Front of card

fish

back of card



Example 2:



Day 4 Mathematics

Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- **Greater than –** More.
- **Sum –** When adding numbers the sum is the answer.

Choose one of the following activities:

Activity 1: *Money Match*

Counting money and batching in groups of 2's, 5's, or 10's teaches children matching skills and helps in the beginning stages of addition and multiplication. Children also learn how to identify coins and understand their values. Complete the Activity on the following pages.

Activity 2: *More or Less*

Playing with numerical cards helps children learn to compare quantities of numbers. Children can also learn addition and subtraction. Complete the Activity on the following pages.

If you need Spanish activities for the concept of number sense**,** please follow the steps below.

1. Go to tutorial site: http://destination.nycenet.edu

2. Login with the following user ID and PW:
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4. Scroll down to Mastering Skills & Concepts: Course I – Spanish

5. Select the skill/concept to review:
   - Activity 4: 1.2.3 - Creating Representations of the Numbers from 5 to 10

Source: These activities are from math.com
http://www.math.com/parents/articles/funmath.html

Day 4 Mathematics (continued)

Money Match

What you'll need
One number cube to roll; 10 of each coin (penny, nickel, dime, and quarter)

What to do

1. For young players (5 and 6 year olds) use only two different coins (pennies and nickels or nickels and dimes only). Older children can use all types of coins.

2. Explain that the object of the game is to be the first player to earn a set amount (10 or 20 cents is a good amount).

3. The first player rolls the number cube and gets the number of pennies shown on the cube. Keep all like coins in batches or stacks of 5 or 10.

4. As each player accumulates 5 pennies or more, the 5 pennies are traded for a nickel. Players take turns rolling the cube to collect additional coins.

5. The first player to reach the set amount wins.

6. Add the quarter to the game when the children are ready. As each player accumulates 5 nickels, they are traded for quarters.

Day 4 Mathematics (continued)

More or Less

What you'll need
One coin, number cards (from book cover), scratch paper, pen, and pencil

What to do

Two players will play a card game where each will draw a card. The players will compare cards to see who wins that round. Before you begin, flip the coin and call "heads" or "tails" to see if the winner of each round will be the person with a greater value card (heads) or a smaller value card (tails).

1. To begin the game, divide the cards evenly between the two players.

2. Place the cards face down. Each player turns over one card at a time and compares: Is mine more or less? How many more? How many less? The player with the greater or smaller value card (depending on whether heads or tails was tossed) takes both cards.

3. The winner of the game is the player with more cards when all the cards are gone from the stack.

4. Now try the same activity with each player pulling two cards and adding them. Which sum is more? How much more? How much less?

Day 4 Science

Activity 1: *Ear Guitar*

This activity will help you to understand the vibrations that cause sound. Your parent/caregiver should read through the activity. Follow the directions below to conducts the experiment.

Vocabulary

Learn the new science vocabulary words below. You will use these vocabulary words in today's activity.

- **Sound:** a vibration that travels through a solid, liquid or gas and can be hear by the ear
- **Vibration:** the process of moving back and forth

Directions

Ear Guitar

Share some secret sounds with a friend.

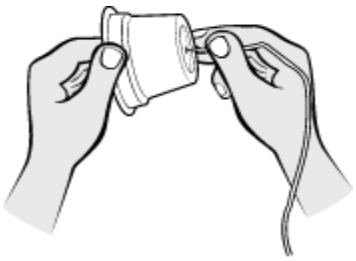
Materials:

- **nail**
- **two empty yogurt cups (you can also use two tin cans)**
- **scissors**
- **string**
- **bar of soap**
- **paper clips**
- **a friend, sibling or parent**

What do I need?

1 Use the nail to poke a hole in the center of the bottom of each yogurt cup. (If you use tin cans, have a grown-up make a hole with a hammer and the nail.)

2 With your scissors, cut a piece of string that's about 15 feet long.



3 Wet the bar of soap. Rub one end of the string on the soap, then roll the string in your fingers so it's pointy. Poke the end of the string through the hole into the cup.

Day 4 Science (continued)

QUESTIONS:

1. Can you hear the sound through your “ear guitar”?

2. How do you think the sound is traveling?

Thanks to © The Exploratorium on www.exploratorium.edu for this experiment

Day 5 Schedule

Subject	Minutes Per Day (At Least!)	Assignments	What Did I Learn Today?
Reading and Writing	45	• Learn new vocabulary words from the Vocabulary List • Activity 1: Word Hunt • Activity 2: Cut Out and Arrange Letters	•
Math	45	Complete: • Let's Play Store activity	•
Science	30	• Reflecting Rainbows	•
Fitness and Health	30	• Exercise for 30 minutes. Choose from the Activity Calendar at the back of this packet	•
Arts	30	• Choose one or two activities from the Arts Activities at the back of this packet	•
TV Shows and Websites	30	• Choose TV shows and websites to further your learning at home	•

Day 5 Reading and Writing

Vocabulary

Learn new words (from reading, listening, talking or the Vocabulary List in the back of this packet) and add them to the picture dictionary you started on Day 1.

Activity 1: *Word Hunt*

- You are learning to get information from different print sources. Have a word hunt with your parent or caregiver and find words you know from objects and items in the home in English and/or your native language: cereal boxes, toys, games, labels of foods in cupboard, advertisements, etc. Copy the words here, or ask your parent or caregiver to help by writing them down for you.

Write the new words here and add them to the picture dictionary you started on Day 1:

_____ _____

_____ _____

_____ _____

_____ _____

Activity 2: *Cut Out and Arrange Letters*

- Have your parent or caregiver cut words out of newspapers, magazines, or ads. Paste them in rows in the box below, according to the first letter of the word.

Day 5 Mathematics

Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- **Estimate -** When you estimate the answer to a problem it means that you give a pretty good guess at what the answer will be.
- + is the symbol used for adding and – is the symbol used for subtracting.

Activity 1: *Let's Play Store*

- Learning to use the calculator will help your child understand and apply estimation and reasoning skills, as well as learn addition, subtraction, division, and multiplication. Complete the Activity on the following page.

If you need Spanish activities for the concept of number sense**,** please follow the steps below.

1. Go to tutorial site: http://destination.nycenet.edu

2. Login with the following user ID and PW:
   - User: studentnyc
   - Password: student

3. Click on the Exploration Icon to access the tutorial

4. Scroll down to Mastering Skills & Concepts: Course V: Pre-Algebra – Spanish

5. Select the skill/concept to review:
   - Activity 5: 1.2.4 - One More Than and 1.2.5 - One Fewer Than Zero

Source: These activities are from math.com
http://www.math.com/parents/articles/funmath.html

Day 5 Mathematics (continued)

Let's Play Store

What you'll need
Empty containers (cartons or boxes), old magazines, books, newspapers, calculator, pencil or crayon, and paper

What to do

1. Help your child collect empty containers so that you can play as if you were shopping at the grocery store. Gather the items and put them on a table.

2. Help your child think of a price for each item. Mark the prices on the containers. You can even mark some items on sale.

3. Pretend to be the customer while your child is the cashier.

4. Teach your child the difference between the math symbols (+, -, ÷, x, and =) and how they are used when using the calculator. Help your child add the prices of each item on the calculator and total the amount using the (=) symbol. Have your child write the total on a piece of paper, which will be your receipt.

5. While you and your child play store, you can ask questions like how much would it cost to buy three cartons of eggs? How much does 1 box of soap cost, if they are 2 for $5.00? How much is my bill, if I don't buy the cereal? How much more will it cost if I buy this magazine? Have your child estimate the amounts of the items you are buying. Check to see if the estimation is correct on the calculator.

Day 5 Science

Activity 1: *Reflecting Rainbows*

This activity will help you understand the reflective properties of light. Your parent or caregiver should read through the activity with you. Follow the directions below to conducts the experiment.

Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activity today.

- **Reflect**: the redirection of light that hits an object
- **Pattern** : a repeated shape or marking

Reflecting Rainbows

Decorate your white walls with rainbow colors!

What Do You Need?

- compact disc (also known as a CD) (If you don't own any CDs, you can buy an old one at a garage sale. Or ask at a record store if they will give you a CD that won't play.)
- sunshine (or a bright flashlight and a room that you can make dark)
- piece of white paper

What Do I Do?

1. Take the CD out of its case and take a look at the blank side (the side that doesn't have any printing on it). You'll see bands of shimmering color. Tilt the CD back and forth and the colors will shift and change.
2. Hold the CD in the sunshine. Or if it's a cloudy day, turn out the lights and shine your flashlight at the CD. Hold your piece of white paper so that the light reflecting off the CD shines onto the paper. The reflected light will make fabulous rainbow colors on your paper.

(Don't reflect the sunlight into your eyes or anyone else's eyes. The reflected sunlight is so bright that it can injure your eyes.)

3. Tip the CD and see how that changes the reflections. Change the distance from the CD to the paper. What happens to the colors?
4. Take a close look at your CD. It's made of aluminum coated with plastic. The colors that you see on the CD are created by white light reflecting from ridges in the metal.

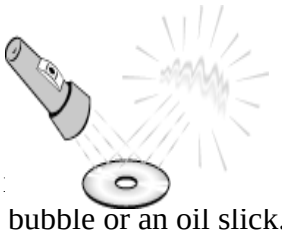
Day 5 Science (continued)

More Things To Do

When light reflects off or passes through something with many small ridges or scratches, you often get rainbow colors and interesting patterns. These are called interference patterns. Here are several other ways you can see interference patterns.

- Squint at a distant bright light at night. You'll see starburst patterns around the light. If you look closely, you can see colors in the patterns. These patterns form when light bends around your eyelashes and imperfections in the layers that make up the lens of your eye. Tilt your head to one side while watching the pattern and notice that the pattern moves with you.
- In a dark room, look at a bright light (maybe a candle flame) through a nylon stocking, a silk scarf, a feather, or a tea strainer. The pattern that you see depends on what you look through. Move the thing you're looking through and notice that the pattern moves with it.
- Buy a set of "rainbow glasses" in a toy store or a science shop. Through these glasses, all lights look like rainbows. The glasses are made with diffraction gratings, clear plastic that is etched with many lines.

What's Going On?



Why does a CD reflect rainbow colors?

Like water drops in falling rain, the CD separates white light into all the colors that make
see reflecting from a CD are interference colors, like the shifting colors you see on a soap bubble or an oil slick.

You can think of light as being made up of waves-like the waves in the ocean. When light waves reflect off the ridges on your CD, they overlap and interfere with each other. Sometimes the waves add together, making certain colors brighter, and sometimes they cancel each other, taking certain colors away.

Thanks to © The Exploratorium on www.exploratorium.edu for this experiment

Vocabulary List: Grade K

ELA	Math	Science	Social Studies
alphabet back cover / front cover date drawing fairy tale first name / last name follow / give directions letter letter - sound relationship listening skill number word picture book picture dictionary poem print retell rhyme sight word sign speech Title/title page (introduction) word word families	above behind below calendar circle clock day graph (introduction) hour in front inside left money months number number line outside pattern rectangle right shape size sorting square triangle under week year zero	air animal features cloud color day egg food growth insect month night parent plant ruler seasonal change senses shape size soil water weather week year	automobile celebration family holiday honesty human job leaders (i.e., Abraham Lincoln, George Washington, & Martin Luther King, Jr.) month neighborhood privacy rules seasons today tomorrow transportation United States vote week year yesterday

Source: http://jc-schools.net/tutorials/vocab/

Fitness and Health Activities

Parents: Help your child get **30 or more minutes** of daily physical activity by **choosing at least three activities** from the options below. Each one takes about 10 minutes. We have included lots of choices, so that there is something for everyone -- from activities that increase heart rate, improve flexibility, and build muscle strength!

If you have access to the Internet, you can help your child track her or his physical activity by going to http://www.bam.gov/sub_physicalactivity/cal_index.asp, where your child can create a customized physical activity calendar.

Grades K-2

- Activity Calendar (in English and Spanish) – online at
  - http://www.aahperd.org/naspe/Toolbox/pdf_files/May09/Calendar_EC_Eng.pdf (English)
  - http://www.aahperd.org/naspe/Toolbox/pdf_files/May09/Calendar_EC_Span.pdf (Spanish)
- Small Space Energizers – online at
  - http://www.ncpe4me.com/pdf_files/K-5-Energizers.pdf
- Get up and Move Game from "Lazy Town" – online at
  - http://www.noggin.com/games/lazytown/lazy_getup/

May 2009

Early Childhood Physical Activity Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31 Go back and repeat the activities that you really enjoyed this month!		Duplicated with permission from the National Association for Sport and Physical Education (NASPE). To assess whether your child is receiving a quality physical education program, visit www.naspeinfo.org/observePE for an observation assessment tool.			**1** Take a walk – each time you see a sign of spring, do 10 jumps for joy.	**2** Motions of the Weather – Use your bodies to pretend to be different types of weather. Rain, wind, thunder, snow…get creative.
3 Practice your throwing skills – find a big target and throw as hard as you can at it. Work on stepping right at the target with your "opposite" foot.	**4** Rainbow Run – talk about the colors of the rainbow - as you name colors, run & touch 3 things that are that color.	**5** Log rolls – find a safe space in your house and practice rolling in a straight, strong line. Use those muscles.	**6** Copy Me – take turns doing three movements, such as reach high, touch your nose, shake your foot – after one person does the movements the partner has to copy them.	**7** All Aboard –spread a big towel out on the floor. Stand on it, move on it, then fold it up. Can you still stand and move on it? Fold it again – move again.	**8** Do the Opposite – work on doing opposite movements such as run fast and slow, reach high and low, march soft and hard.	**9** Act out the movements of the animals you see in the spring.
10 Roll up some socks and practice your self toss and catch skill. Can you clap before you catch it? How about touch your tummy before you catch?	**11** Read your favorite Nursery Rhyme and put actions to it so you can say it with your body.	**12** Say the ABC's by putting your body into the shape of each letter.	**13** Pretend that your elbow or your foot is a great big crayon and move all around your house coloring the most beautiful picture.	**14** Find a ball and a big target to practice your kicking skills. Kick as hard as you can.	**15** Take 5 minutes – go to every room in your house and do a funny dance that makes your mom or dad laugh. Make them do the dance with you.	**16** Get outside and run – try running in a straight line, a curvy line, and then a zig zag line.
17 Get outside again and play catch. Follow the ball with your eyes and move to where the ball is going.	**18** Using paper plates ask someone to help you make a hopscotch pattern and then work on your hopping and jumping.	**19** Can you leap? Pretend that your house is full of puddles and your job is to leap over all of them. Don't get wet☺	**20** Find an extra chore that will help you become a better mover. (sorting clothes to work on throwing skills; sweeping the floor to work on strength)	**21** Turn on some music and make your mom or dad dance with you. Tell them they have to dance for at least two whole songs.	**22** Statues Game – Put your body into a balanced position and hold it while you count to 10. Try a more challenging position.	**23** Practice your jumping jacks – can you do them standing up? How about lying on the floor?
24 Go for a walk – breath in the air as you swing your arms and hold your head high.	**25** Can you skip? Give it a try – step, hop, step, hop.	**26** Practice your ball rolling skills by rolling a ball back and forth with someone. Each time you roll it back up a step	**27** Cut out a bunch of different shapes, put the shapes in a pile and then try putting your body into these odd shapes	**28** Find different kinds of shoes in your house. Pretend to move as if you were wearing each kind of shoe. Stomp in your boots, prance in your slippers, slide in your skates.	**29** Get outside and practice your running. When you run work on pumping your arms front and back, and moving in a straight line	**30** Get silly today and make up a new sound or word and then make up a new action to go along with that word or sound.

Arts Activities for Grades PreK-2

A number of the activities listed reference specific works of art. If you are not familiar with them you may find them on the internet (even the performances). However, these are provided as examples, and you can substitute similar works of art with which you are familiar or to which you have access.

All Arts Activities taken from the *Blueprints for Teaching and Learning in the Arts: Grades PreK-12.*

DANCE

- Practice structured warm-ups learned at school
- Explore and repeat movement.
- Improvise with props (e.g., balls, hoops, scarves).
- Explore images that suggest a beginning, middle and end; compose a short dance phrase—a movement sentence—with a beginning, middle and end.

MUSIC

- Visit public library and select a variety of recorded music selections for children.
- Perform music with repetitive or contrasting patterns.
- Perform music with a variety of dynamic levels.
- Sing songs in English and other languages with attention to feeling and musical interpretation.
- Play instruments with attention to feeling and musical interpretation.
- Narrate a story and create musical accompaniment using rhythm instruments. Perform the story and assign each student a role, such as: narrator, actor, musician, conductor, set/costume designer, tech/lighting/sound, composer, audience member, poster designer, usher, ticket maker and seller, etc.
- Draw a picture representing a person in the arts professions. Create a book with pictures and text that describes a particular career path.
- Sing songs about people's jobs, such as "I've Been Working on the Railroad," "Whistle While You Work," or "Working Together" by Carmino Ravosa. Make up original verses to reflect jobs students can identify in their lives.
- List places in the community where music is performed. Identify the function and role of music in their daily lives (school, home, place of worship, shopping mall, etc.). Describe or compare ways music is used at home and at school for holidays, celebrations, and traditions.
- Create a list of expected behaviors before attending a concert in the school or community. Discuss and model expectations.
- Listen to a CD containing soothing environmental sounds (e.g., the ocean, a rainforest, birds, the wind). Simulate the sounds orally using breath, long-sustained vowels, or short percussive sounds made at the front of the mouth.

THEATER

- Pantomime simple daily activities, including healthful practices in eating and hygiene.
- Demonstrate the sound and movements of animals and/or people in a story.
- Dramatize storytelling through use of body, voice and gesture.
- Listen to a story and create improvised dialogue to play a scene from the story.
- Use gesture and voice with a prop, mask or puppet to express character.
- Create or re-create a story using tableaux (frozen body pictures) with beginning-middle-end and who-what-where evidence.

- Create a five-panel storyboard or cartoon for an original story or improvisation, with notes describing the main action in each segment.
- Use a photograph as a prompt for asking and answering the “5 Ws” (who, what when, where and why?) about the characters in an imagined story.
- Draw a scene or design a costume from a story read in class.
- Use a children’s story such as *Goodnight Moon* or *Tar Beach* to generate drawings and a 3-D set model based on the illustrations in the book.
- Using a drawing of a character as a basis, create a stick puppet that demonstrates the characteristics of the puppet through costume.

VISUAL ARTS

- Create a painting that demonstrates:
    - personal observations about a place
    - control of paint media and various brushes
    - basic organization of space
    - experimentation with mixing colors
- Demonstrate the various ways that paints and brushes can be used:
    - paint – thick, thin
    - strokes – long, short, curved
    - colors – light, dark, dull, bright
    - shapes – big, small, layered
- Create a drawing that demonstrates:
    - experimentation with various drawing tools such as, oil pastels, pencils, colored pencils, crayons
    - use of varied lines and colors to convey expression
- Discuss how artists express themselves; note the use of different mediums, and the effects of black and white, and color.
- Create a collage that demonstrates experimentation with:
    - placement of shapes
    - color
    - pre-cut and torn paper
    - composition
    - textured materials
    - layering
- Discuss the role of color and placement of shapes in creating a sense of depth and balance.

Educational TV Shows

Channel	Show	Subject	Day	Time	Recommended Grades	Description
Disney Playhouse	Handy Manny	ELA, Spanish	Weekdays	9:00 AM	Pre-K, K-1	In the town of Sheetrock Hills everyone gets help from handyman Manny Garcia and his seven talking tools like Turner the screwdriver and Dusty the saw. The series teaches basic Spanish words and phrases and exposes kids to Latin culture. Other lessons focus on working together and problem solving as a team.
PBS-13	Sid the Science Kid	Science	Weekdays	9:00 AM	Pre-K, K-1	Join Sid, his family and his friends as they make science fun!
Disney Playhouse	Imagination Movers	Science	Weekdays	9:30 AM	Pre-K, K-1	The popular New Orleans band introduces preschoolers to high-energy rock music while emphasizing creative problem-solving skills.
Nick Jr.	Go Diego, Go	ELA	Weekdays	9:30 AM	K-1, 2-3	Diego's mission is to help rescue an animal in trouble. Using observation skills and scientific tools like computers, a field journal, and cameras--and with help from young viewers at home--Diego succeeds in his goal while introducing kids to information about each animal's sound, movement, habitat, diet, family, and physical characteristics.
NYC TV - 25	Zula Patrol	Science	Weekdays	9:30 AM	Pre-K, K-1	Delivers astronomy-based science education and character-building lessons in an entertaining format.
PBS-13	Super WHY!	ELA	Weekdays	9:30 AM	Pre-K, K-1	Animated television series helps children learn key reading skills, including alphabet and rhyming

Channel	Show	Subject	Day	Time	Recommended Grades	Description
PBS-13	Clifford the Big Red Dog	General	Weekdays	10:00 AM	Pre-K, K-1	Animated series about Clifford, a big red dog; his loving "human," Emily Elizabeth; and dog pals, T-Bone and Cleo. The series emphasizes good citizenship and the importance of community.
PBS-13	WordGirl	ELA, Vocabulary	Weekdays	4:30 PM	K-1, 2-3	Each episode introduces up to four new vocabulary words in an engaging, humorous way. WordGirl is a superhero spoof so the storylines are funny and clever takes on familiar stories from that genre.
HBO OnDemand	Classical Baby Compilation	Music, Arts	OnDemand	29 minutes	Pre-K, K-1, 2-3	This Emmy-nominated animated special introduces children to works of music, painting and dance.
Nick Jr.	Dora the Explorer	ELA, Spanish	Weekdays	8:30 AM	K-1, 2-3	*Dora the Explorer* teaches children how to observe situations and solve problems as they explore Dora's world with her. Along the way, kids learn basic Spanish words and phrases, as well as math skills, music, and physical coordination. The show is highly interactive, and Dora's young viewers are encouraged throughout the show to respond to Dora and to actively participate in the adventure through physical movement.
Nick Jr.	Ni Hao Kai-lan	ELA, Chinese	Weekdays	11:00 AM	Pre-K, K-1	Ni hao!" That means "hi" in Chinese--and that's how Kai-lan greets you every day! Kai-lan Chow is an exuberant Chinese-American preschooler, almost 6, who wants you to come play with her and her best friends. Kai-lan's world is infused with Chinese culture and is brimming with magical sights and sounds, and everywhere you turn there's something amazing and beautiful to see. Along the way, she and her bilingual buddies speak in English and Chinese, but they always need kids' help to find creative solutions to the daily dilemmas that come their way!

Channel	Show	Subject	Day	Time	Recommended Grades	Description
V-me	Plaza Sesamo	Spanish, General	Weekdays	9:30 AM	Pre-K, K-1	This is a landmark series set in an ethnically diverse urban neighborhood where every day is a sunny one. It features songs, skits, animation and, of course, Muppets to teach preschoolers basic educational and social concepts in Spanish.
PBS-13	Sesame Street	General	Weekdays	7:00 AM	Pre-K, K-1	This is a landmark series set in an ethnically diverse urban neighborhood where every day is a sunny one. It features songs, skits, animation and, of course, Muppets to teach preschoolers basic educational and social concepts.
V-me	Los Supernumeros	Mathematics	Weekdays	12:30 PM	Pre-K, K-1	This animated series is based on mathematics in which numbers are superheroes solving everyday problems with mathematics. This program helps parents introduce numercy to children. This program is broadcasted in Spanish.