

Kindergarten

May 4 - May 8



Cooking with a Cookbook



Have you ever helped someone cook? Learning how to cook can be very helpful. You can make healthy, tasty food to eat.

There are all kinds of foods you can cook. One way to learn how to cook is to read a cookbook. A cookbook tells you how to make different foods. It tells you what things you need to make the food. Maybe you'll need milk, eggs, or oil. You need different things to make different foods. Some of these things you may have in your kitchen. Other things you may need to buy.

Make sure to read the cookbook carefully! Follow the steps correctly. That way your food will be tasty!

Name: _____ Date: _____

1. What can you learn to make healthy, tasty food?



how to read



how to cook

2. What tells you how to make different foods?



a cookbook



a story book

3. What might you need to make food?



eggs



a bicycle

4. Where can you get things to make food?



your bedroom



your kitchen

5. What can you read to learn how to cook?

You can read a _____.

6. What did you learn from "Cooking with a Cookbook"?

7. Draw someone using a cookbook.

Name _____

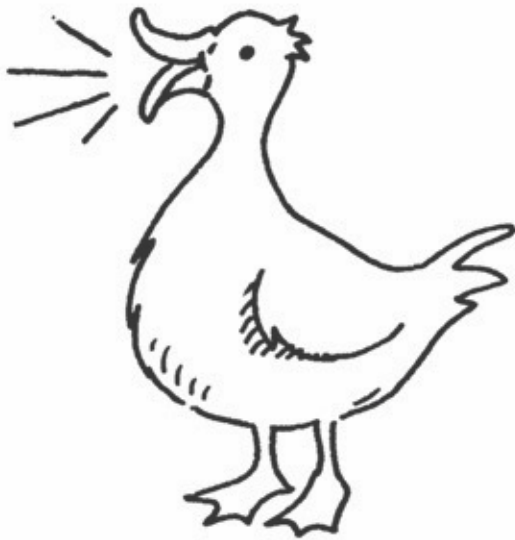
I Can Not Quack

My duck can quack.

He can jig.

I can jig with my duck.

But I can not quack.



★Activity★

Tell some other
animal sounds.

Name _____

Initial *j* and *qu*

Quick Jan

Quin has no jam in the jug.

Quin can get Jan.

Jan is quick.

Jan can get jam
and get back.



★Activity★

Tell how Jan can
get jam.

Kindergarten Writing Prompts

1. My favorite season is _ .
2. My favorite color is _ .
3. My favorite animal is _ because _ .
4. My food is _ .
5. My mom always helps me _ .
6. I like - because _ .
7. I want to go to _ .
8. I love summer because _ .
9. My favorite snack is _ .
10. I love school because _ .
11. If I was an animal, I would be a _ .
12. My favorite toy is _ .
13. Waiting can be hard. One day I had to wait for _ .
14. I love animals because _ .
15. My classroom is _ .
16. I like/dislike movies because _ .
17. I like/dislike music because _ .
18. The best place in the world is _ because _ .
19. My friend _ is _ .
20. My favorite book is _ .

Kindergarten Writing Prompts

21. My favorite book is _ .
22. I am really good at _ .
23. I go to school so that I can _ .
24. In Spring I can I am really good at _ .
25. I go to school so that I can _ .
26. This winter I will I am really good at _ .
27. I go to school so that I can _ .
28. If I was the teacher, I would I am really good at _ .
29. I love to eat _ .
30. I love it when my mom _ .
31. I love going to the _ .
32. Next summer I plan to _ .
33. Tonight I am going to _ .
34. Yesterday I _ .
35. I'd love to go to _ .
36. I remember when _ .
37. In the Fall, leaves are _ .
38. I think dogs are _ .
39. I think cats are _ .
40. Trains are really neat becuae _ .

Kindergarten Writing Prompts

41. I think my teacher is _ .
42. If I had \$100, I would _ .
43. I don't like it when _ .
44. I always wanted to _ .
45. When I grow up, I want to _ .
46. I like writing about _ .
47. When I write
48. Writing is fun because _ .
49. I want to write a letter to _ .
50. My favorite thing to write about is _ .
51. I love to read about _ .
52. My favorite craft was _ .
53. If I could pick one craft supply, I would pick _ .
54. I love to _ .
55. I wonder what _s are made of.
56. I'd love to make a _ .
57. Plants are _ .
58. What would you like to ask your teacher?
59. If I could go to the moon, I would _ .
60. I love learning because _ .

Name _____



1.

2.

3.

4.

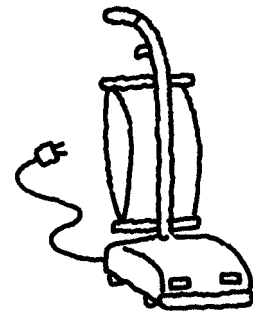
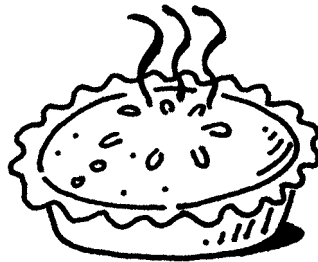
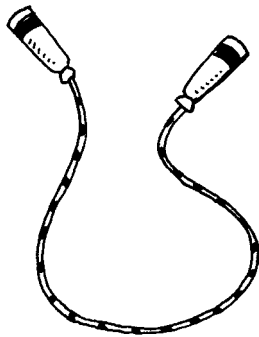
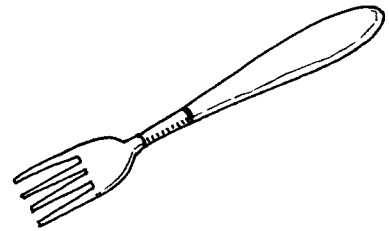
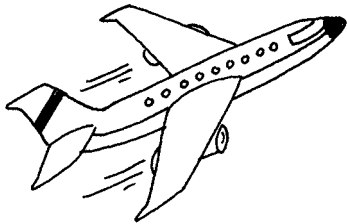
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Phonological Awareness: Syllable Addition

Explain to children that a syllable or word part can be added to another syllable to form a new word. Say the word *sun*. Point out that this is a one-syllable word. Then say the word *set*. Tell children that you are going to add the word *set* to the word *sun* to form the new word *sunset*. Repeat with the words *base* and *ball*. Then say the following words and ask children to say each one and then put them together to form a new word. Tell them to draw a picture in each box showing a picture of the word. Box 1: sun + rise = sunrise; Box 2: cup + cake = cupcake; Box 3: foot + ball = football; Box 4: skate + board = skateboard.



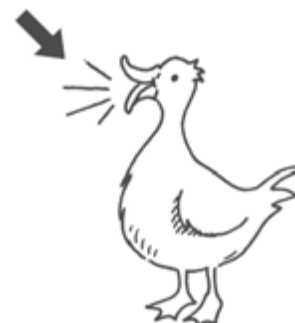
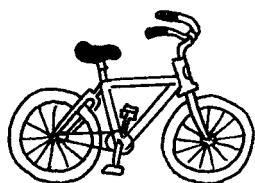
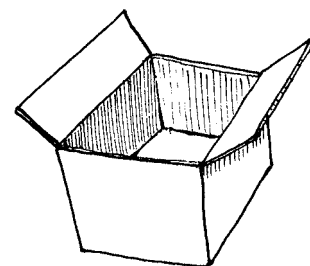
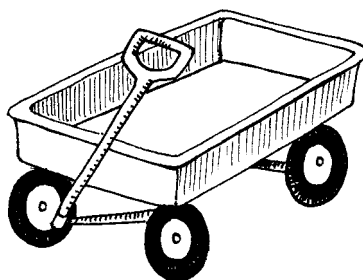
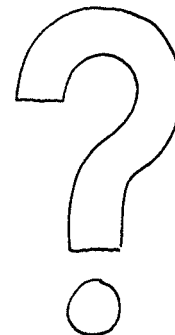
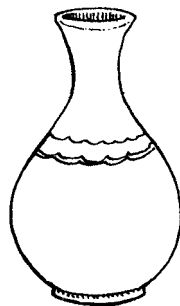
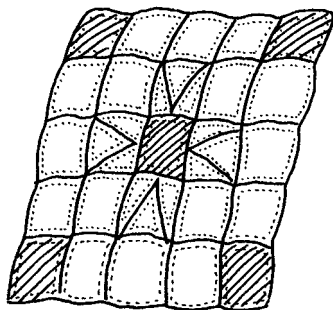
Name _____



Phonemic Awareness: /j/

Point to and say the name of the picture of the jet. Tell children that the word *jet* begins with the /j/ sound. Have children repeat, *jet*, /j/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /j/ sound as in *jet*. Tell children to look at the pictures in each row from left to right and work their way down the page from top to bottom.

Name _____



Phonemic Awareness: /kw/

Point to and say the name of the picture of the quilt. Tell children that the word *quilt* begins with the /kw/ sound. Have children repeat, *quilt*, /kw/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /kw/ sound as in *quilt*. Tell children to look at the pictures in each row from left to right and work their way down the page from top to bottom.



Name _____

1.



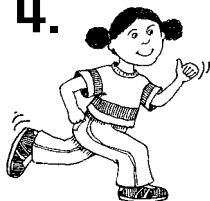
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3.



4.



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Phonemic Awareness: Phoneme Segmentation with /j/j, /kw/qu

Tell children to listen as you say the word *job*. Say each sound in the word *job*, /j//o//b/. Then blend the sounds together to say the word *job*. Explain that there are three sounds in the word. Name the picture in each row. Tell children to say each sound in the picture's name. Encourage them to count the number of sounds they hear and color in a box for each sound.



Name _____

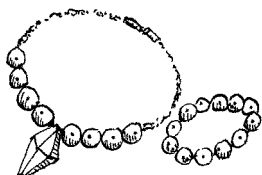


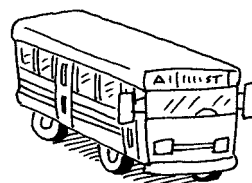
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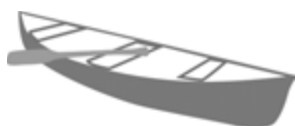


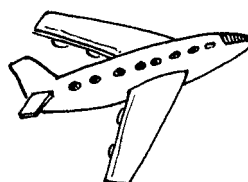
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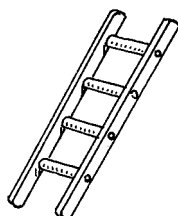


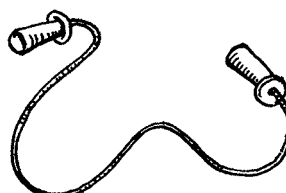
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4.





Phonics: /j/j

Point to and say the name of the picture of the jam. Tell children that the word *jam* begins with the /j/ sound. Explain that the letter *j* stands for the /j/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter *j* next to the picture if its name begins with /j/ sound as in *jam*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.

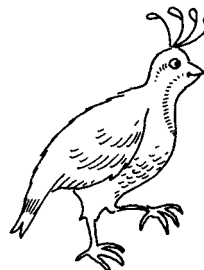


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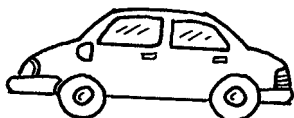


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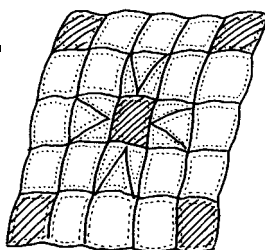


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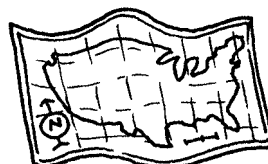
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4.





Phonics: /kw/qu

Point to and say the name of the picture of the queen. Tell children that the word *queen* begins with the /kw/ sound. Explain that the letters *qu* stand for the /kw/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letters *qu* next to the picture if its name begins with the /kw/ sound as in *queen*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.

Name _____

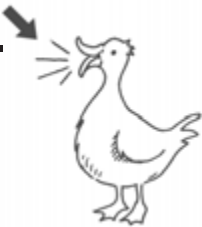


job quit quick jog

1.



2.



3.



4.



Phonics/Spelling

Decode Words: Say *jot* and point to your mouth position. Write the word and model how to decode it. Repeat with the word *quick*. Then have children decode the words at the top of the page. **Spell Words:** Have children write the word that names each picture by writing a letter for each sound.



Name _____

1. quick quit quack

2. jot job jug

3. jig big pit

4. jug jam jig

5. jet vet Jim

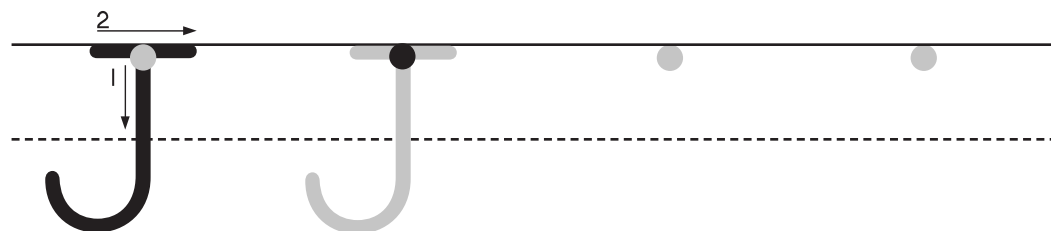
Phonics: Minimal Contrasts

Tell children that when you change one letter in a word, you make a new word. Write the words *jug* and *jig*. Explain that by changing the *u* in *jug* to an *i*, you make the word *jig*. Have children read the first word in each row. Tell them to draw a line under the new word that is formed when one letter in the word is changed. Tell children to read from left to right and from top to bottom of the page.

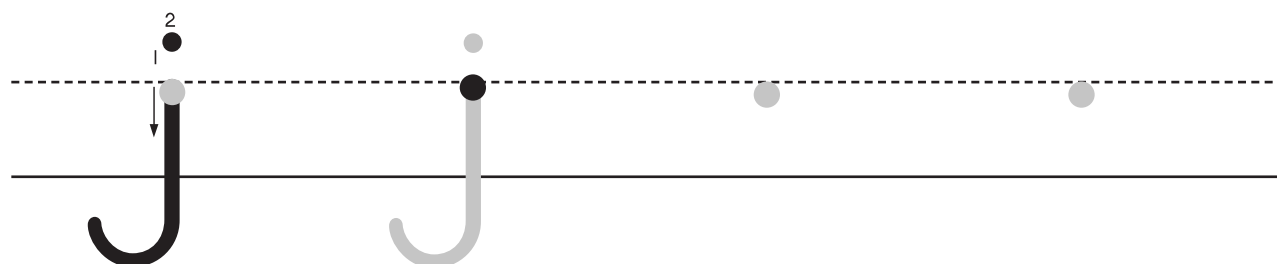


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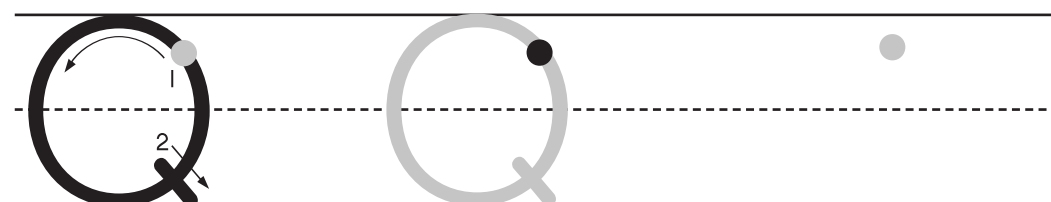
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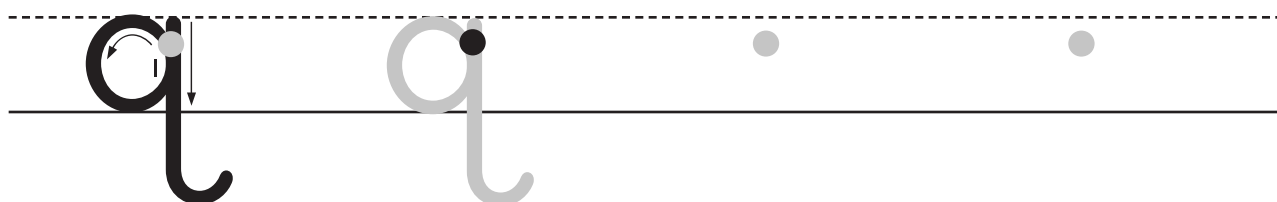
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Handwriting: Jj, Qq

Model for children how to form the uppercase J. Say: *Straight down, curl back, then stop. Straight across the top line.* Model how to form the lowercase j. Say: *Straight down past the bottom line. Curl back, then stop, dot above.* Then model how to form the uppercase Q. Say: *Circle back, then around all the way. Slant down.* Model how to form the lowercase q. Say: *Circle back and around. Straight down. Curl forward.* Have children use their finger to trace the model for each letter. Then have them write the uppercase and lowercase letters Jj, Qq.

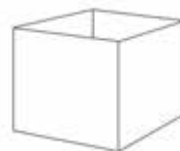


Name _____

here me want



1. Jim is _____ by the clock.



2. Do you want _____ to get a box?



3. They _____ to go on the jet.

4. _____ .

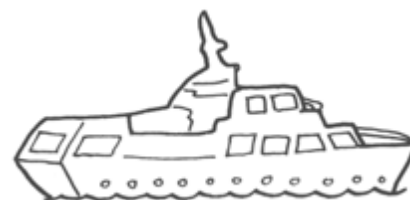
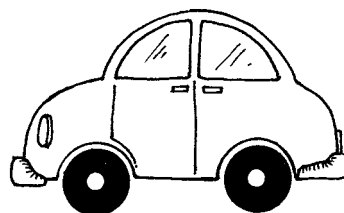
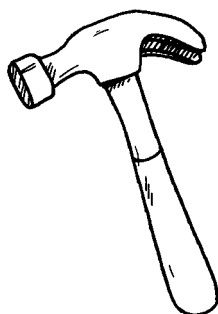
High-Frequency Words: here, me, want

Model the Read/Spell/Write routine using the word *here*. Have children repeat the routine with *me*. Remind children that the other word in the box is *want*. Tell children to repeat. Have children then write a word from the box on a line to complete each sentence. Tell children to write a sentence using one or more of the words on the line. Read the sentences aloud and have children repeat. Then say the words *here, me, and want* for children to spell.

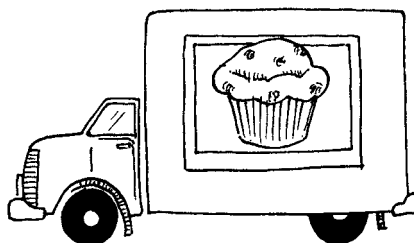
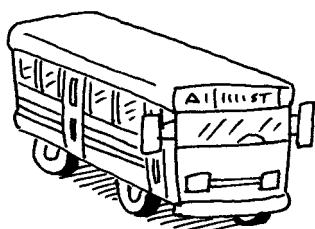


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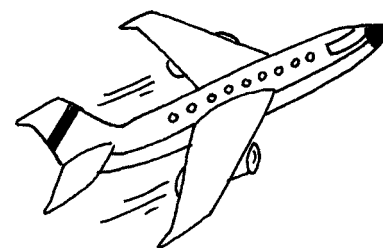
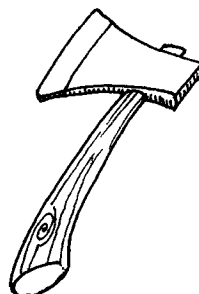
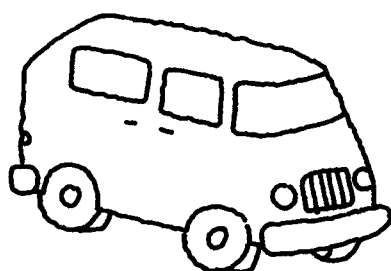
1.



2.



3.



Category Words: Vehicles

Explain to children that there are different kinds of vehicles or transportation that can take someone from one place to another. Say: *A bus is a kind of vehicle. Some of you might take a bus to get to school.* Point to and name the pictures in each row. Have children circle the pictures in each row that show vehicles. Encourage children to talk to each other about the different vehicles and where they can go if they use them.



Name _____

1. The duck is _____ the water.



under in

2. A pup runs _____ Jim.



with to

3. Jan can jog _____ the park.



on in

Grammar: Sentences with Prepositions

Explain to children that a preposition is a word that tells where or how something happens. Words such as *in*, *on*, *to*, *under*, and *with* are prepositions. Say: *The seal is in the water.* Explain that the word *in* is a preposition that helps tell where the seal is. Then read each example and the two answer choices below it. Point to and name the pictures. Tell children to write the preposition that best completes the sentence.

Name _____



to

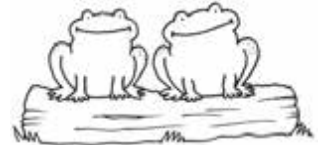
in

on

1. Bob will go _____ his job.



2. The frogs sit _____ the log.



3. The pigs are _____ the pen.



Grammar: Sentences with Prepositions

Remind children that a preposition is a word that tells where or how something happens. *Listen to this sentence:* The book is on the table. *The word on is a preposition that helps tell where the book is.* Read the sentences and point to and talk about the pictures. Tell children to write a preposition from the box on the lines to complete each sentence. Tell children to refer back to a piece of writing they did during the week and make sure they used prepositions correctly.



Name _____

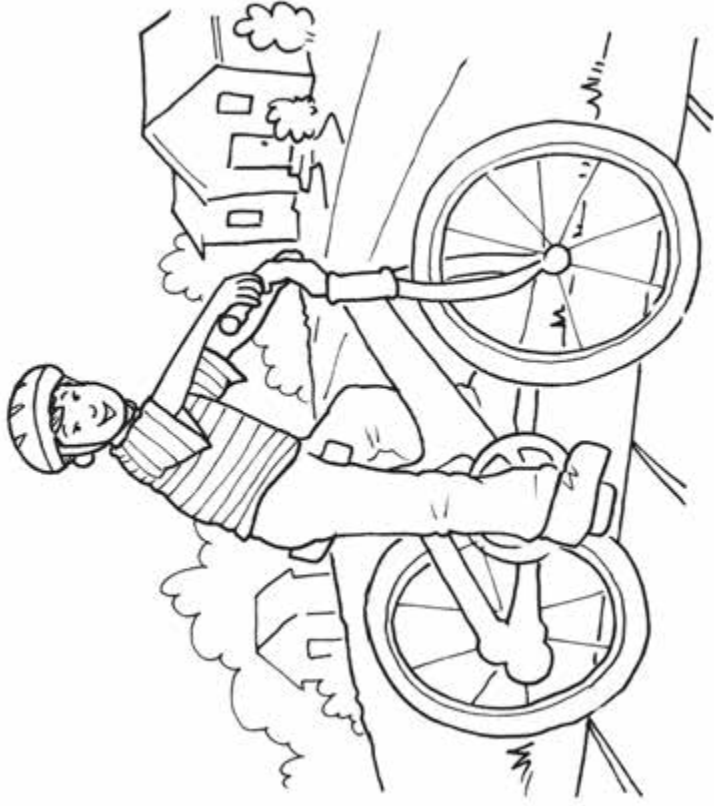
1. jim has a cap for me

2. The bug w a s in the web. it was stuck.

Edit/Proofread

Tell children to listen as you read aloud the sentences. Have them rewrite each sentence so it shows correct capitalization, punctuation, and spacing between words. Remind children that a sentence starts with a capital letter and ends with an end punctuation mark, such as a period. Use gestures to clarify meaning. Then tell children to refer back to a piece of writing they did during the week and check that they used correct capitalization, end punctuation, and spacing between words. Tell them to also check to see if they used prepositions correctly.

Name _____



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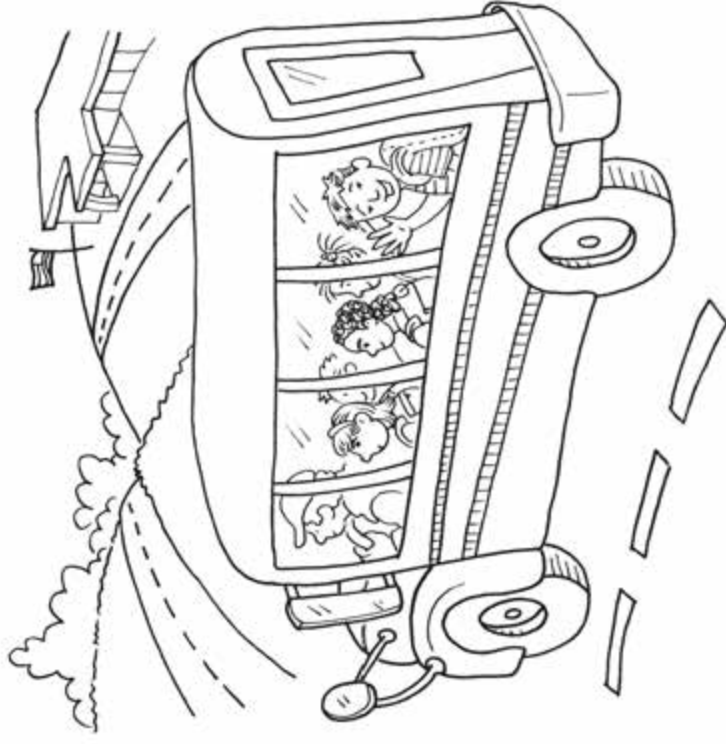
Can you see me?

Here I am!

Connect to Community

Encourage children to read the story to a family member or a friend.

Here I Am!

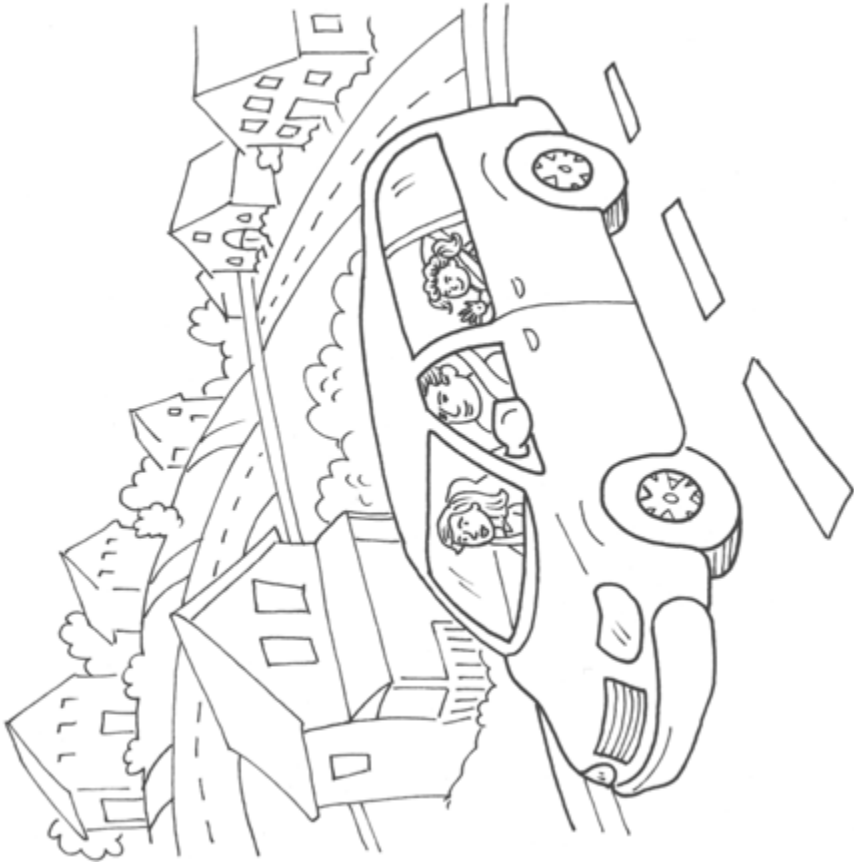


Can you see me?

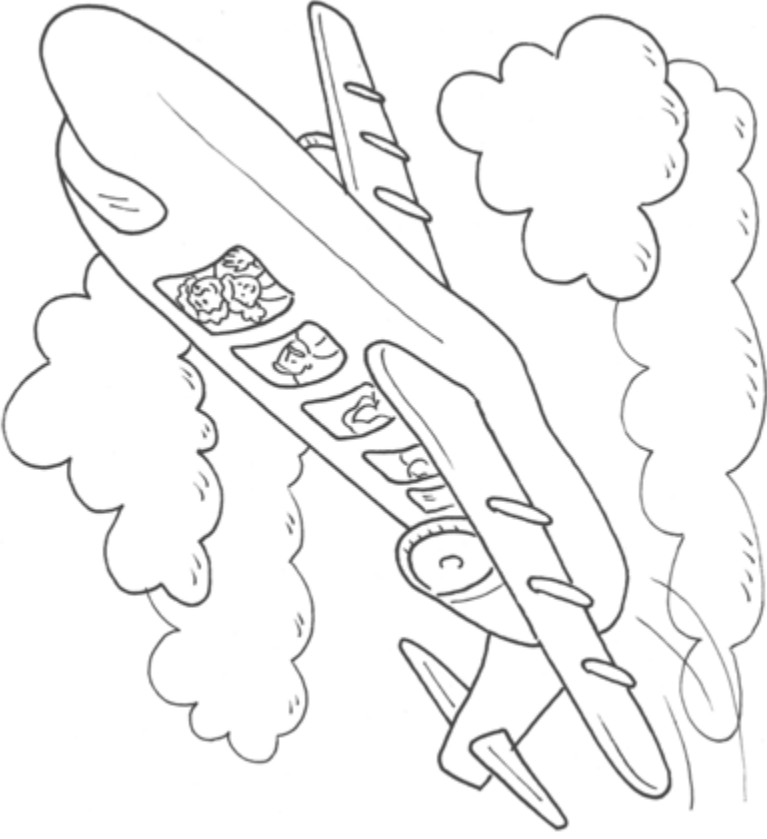
Here I am on the bus.

Review High-Frequency Words

Have children set a purpose for reading, such as finding out where the boy is. Explain that words are made up of letters. Point to the letter *H* in the word *Here* on page 1. Then ask children to point to the letter *m* in the word *me* on page 3. Ask children to read the word with the letter *m*.




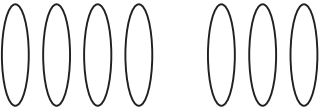






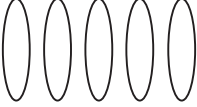
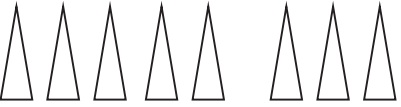


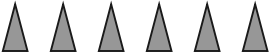
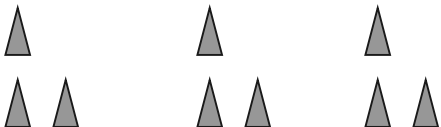

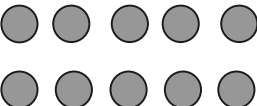


Can you see me?
Here I am in a van.

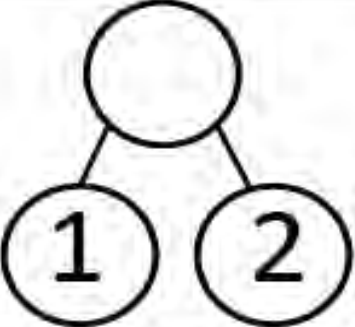
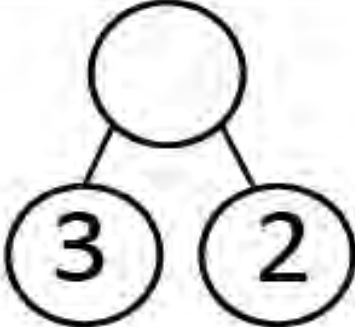
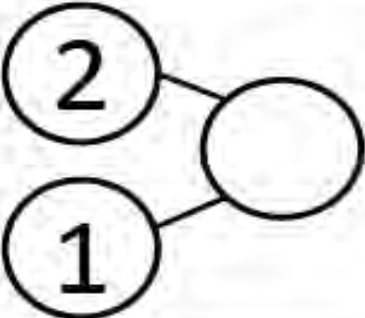
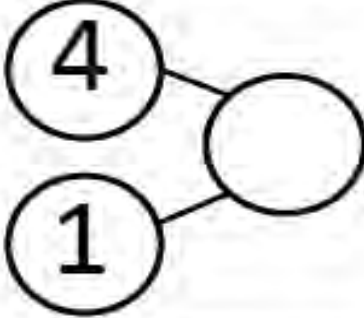
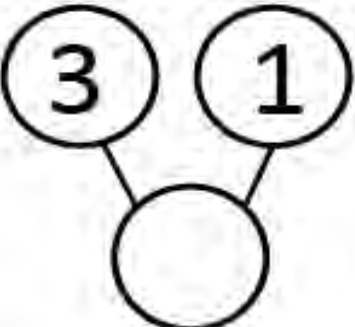
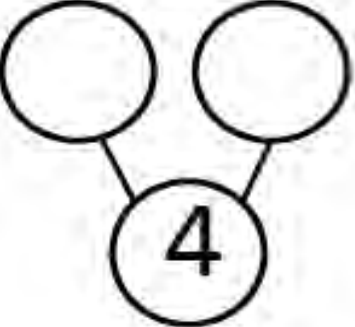
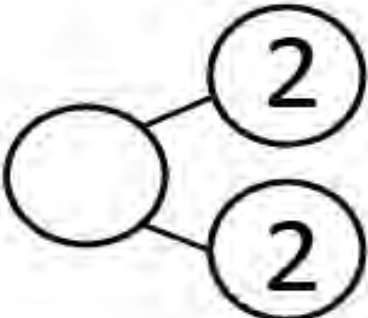
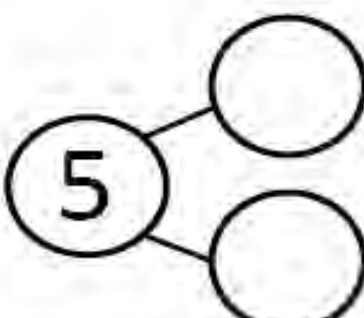


Can you see me?
Here I am in a jet.

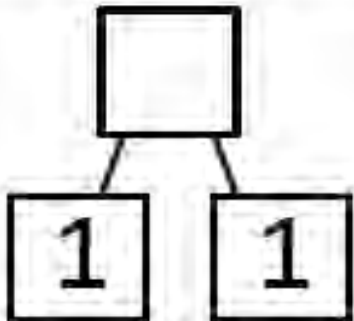
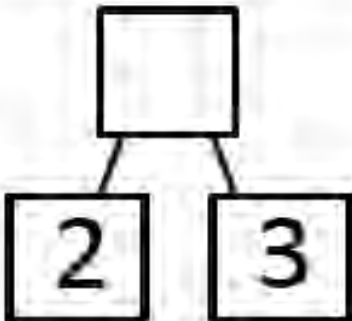
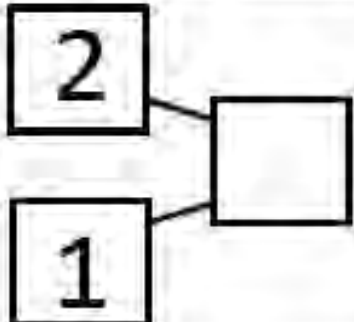
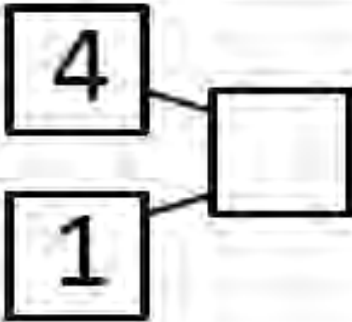
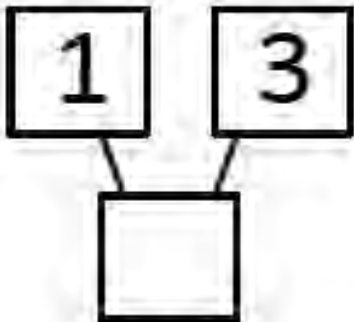
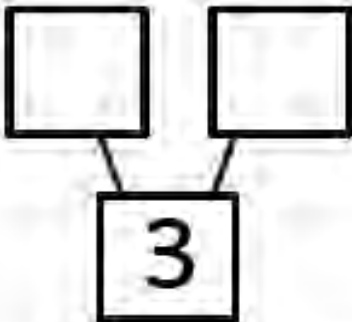
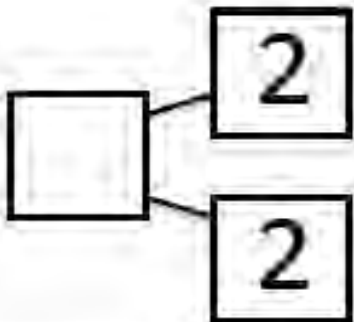
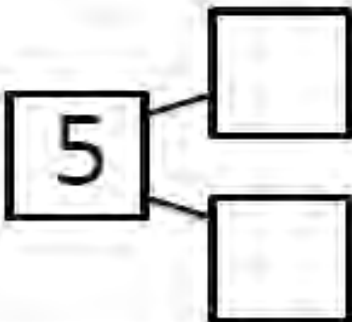
Cross 1 out, and write how many.

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	<input type="text"/>		<input type="text"/>

Complete the number bond.

Complete the number bond.

Problem 1

Materials: You will need 5 pennies and a partner (adult or sibling)

Margaret and Caleb discovered that if they put their money together, they would have the 5 pennies they need to buy some gum. Yum!

Put 5 pennies in the middle of your table. Now, slide some to one side of your table to show how much money Margaret might have had. Put the other coins on the other side of the table to show how much money Caleb might have had.

Check with an adult or sibling to see how he showed Margaret's and Caleb's coins. What do you notice?

Slide the coins together again to make sure you have enough for the gum. Now, act out the story again. Could you take apart the pennies in a different way?

Problem 2

Materials: Paper and pencil or whiteboard and marker

Julia went to the beach and found 3 seashells. Her sister Megan found 2 seashells.

Draw the seashells the girls found.

How many did they find in all? Talk to your parents or siblings about how you know.

Kindergarten Addition and Subtraction Strategies

How can I solve these two problems? Try the strategies below.

Addition like 2+3

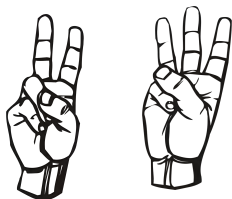
Use objects



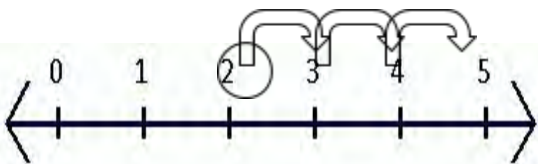
Use pictures



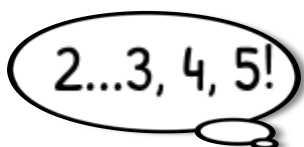
Use fingers



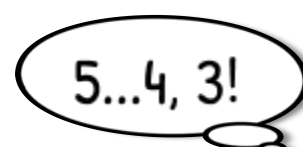
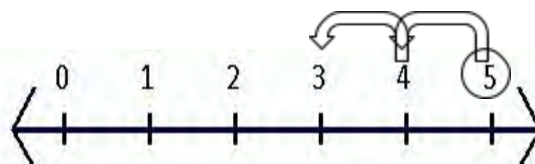
Count on/back with a number line



Count on/back in my head



Subtraction like 5-2



Study Weekly

Prints

GRADE

Plants

See Primary-Source
Related Media...



www.s-w.co/SOL-10

There are many different kinds of plants on Earth. Most plants grow in soil.

Plants

Some plants live in the water. This is a water lily.



Some plants live in the Arctic. It is very cold there. This is moss in the Arctic.

Look & Learn

**Look at the pictures.
How are the plants
alike? How are they
different?**

**Talk to
your
friends
about the
plants.**



**Some plants live in the
desert. This is a cactus
in the desert.**

**What do plants need?
Plants need air. Plants
need water and light.
Plants need room to
grow.**



Air Takes up Space

WHAT YOU NEED

- a paper lunch bag

WHAT TO DO

1. Look in the bag. What is in the bag?
Air is in the bag.
2. Blow up the bag like a balloon.
Hold the top closed.

What is in the bag now? More air is in the bag.

Can you see air? Circle your answer.

yes

no

How do we know air is around us?

When the wind blows, we can feel the air moving.



If you had a garden, what would you plant? Circle your answer.

flowers

vegetables Draw a

picture of your garden.



Kindergarten

THIRD QUARTER • WEEK 16

Studies Weekly™

GRADE

Which Way?

PACIFIC
OCEAN

ATLANTIC
OCEAN

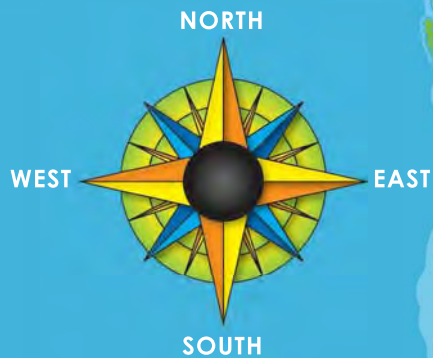
Look at the globe. Do you see more water or more land? Most of Earth is covered by water. Do you see the Atlantic Ocean and the Pacific Ocean on the globe? Draw a fish in each ocean.



Scan this
to earn points!



Which Way?



How do people know which way to go to get to a new place? They can use a map. Most maps have a compass rose. A compass rose shows north, east, south and west. Those are the cardinal directions.

PACIFIC OCEAN

UNITED STATES

ATLANTIC OCEAN



Some maps show the letters N, E, S and W. Here is an easy way to remember the cardinal directions: Say, “Never Eat Soggy Waffles.” That will help you remember north, east, south and west.



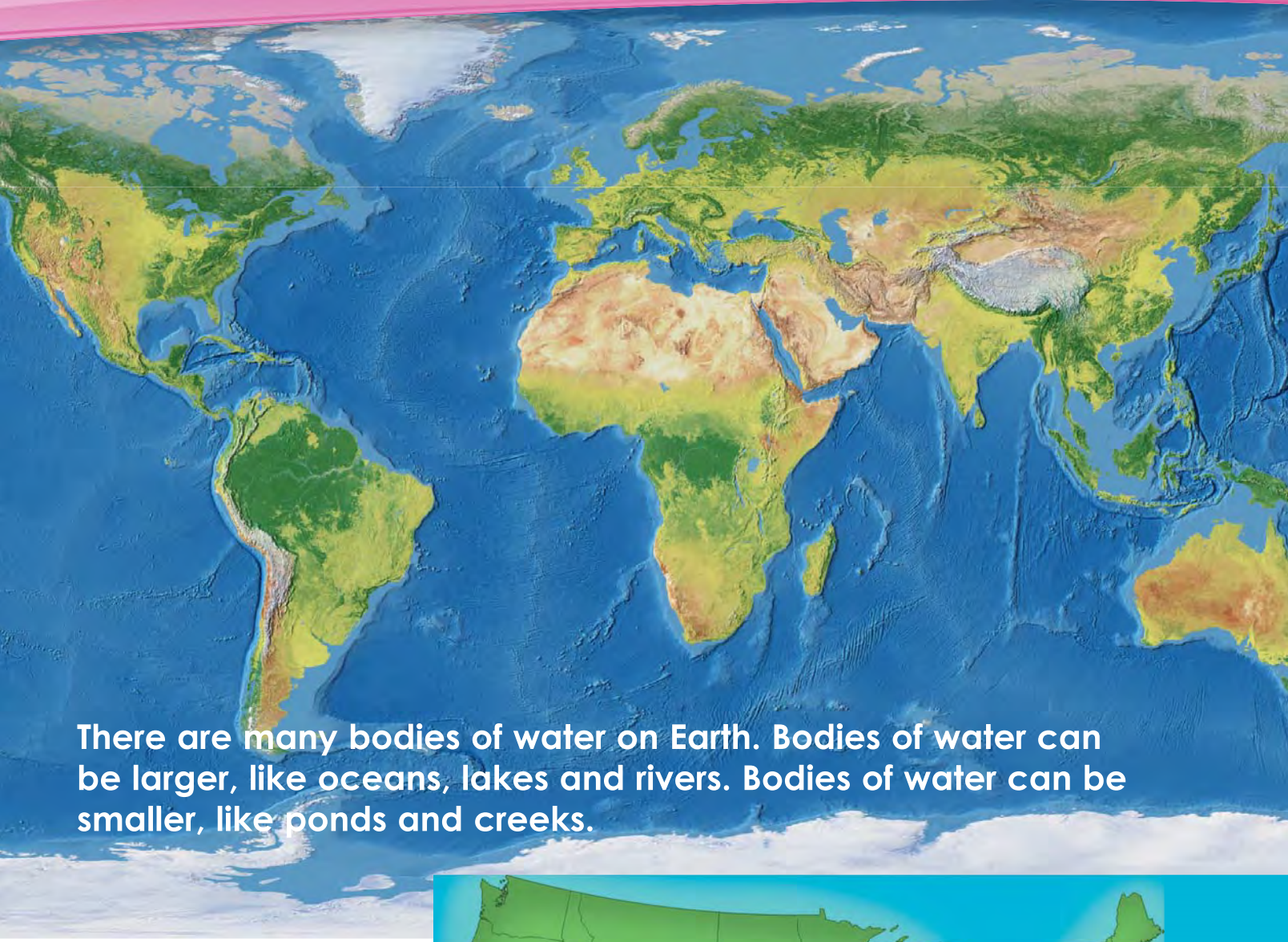
Pilots use cardinal directions when they fly.



Drivers use cardinal directions when they drive.

These standards are representative of common kindergarten social studies curriculum standards. Please use them as a guideline to determine which of your state's standards are addressed. You may view a detailed correlation of your state's social studies standards with this publication at studiesweekly.com.

- Explain that maps and globes help to locate different places and that globes are a model of the Earth.
- Differentiate land and water features on simple maps and globes.
- Identify cardinal directions (north, south, east, and west).
- Identify basic bodies of water.



There are many bodies of water on Earth. Bodies of water can be larger, like oceans, lakes and rivers. Bodies of water can be smaller, like ponds and creeks.

Look at this map.
The Atlantic Ocean
is on the east side
of the United States.
It is the second
largest ocean on
Earth. Draw a fish in
the Gulf of Mexico.



Look at the map of the United States on Page 2. The Pacific Ocean is west of most of the United States. It is the largest ocean on Earth.



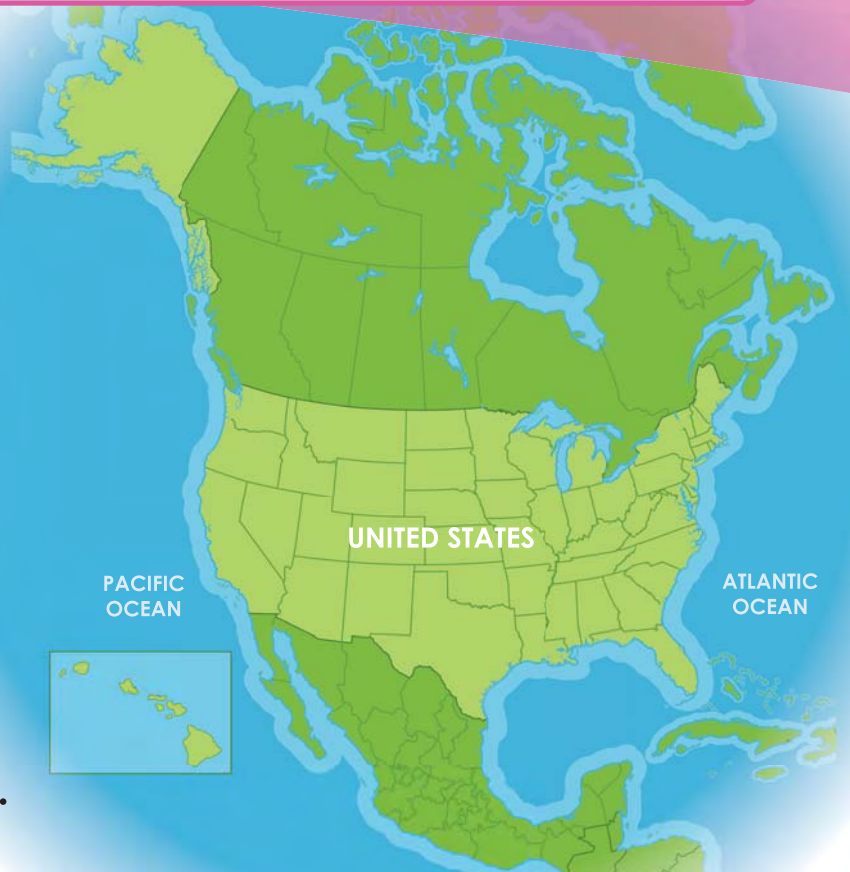
Name _____

Draw a compass rose
on the map.

Label the cardinal directions.

Write your own sentence to
help you remember the
cardinal directions.

N _____
E _____
S _____
W _____.



Listen and follow along while your teacher reads each question.
Circle Atlantic Ocean or Pacific Ocean.

Which ocean is the largest ocean on Earth?

Atlantic Ocean

Pacific Ocean

Which ocean is on the east side of the United States?

Atlantic Ocean

Pacific Ocean

Which ocean is the second largest ocean on Earth?

Atlantic Ocean

Pacific Ocean

Name: _____

Label the map.

Pacific
Ocean

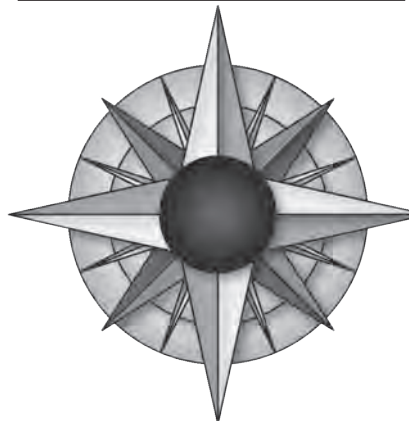
Atlantic
Ocean



Use the word bank to label the compass rose.

north
south

east
west



Name: _____

Weekly Literacy Connection

Label the map of the United States of America with cardinal directions. Then, color your state.

1.

north south east west



Use the words to complete the sentences.

water have

2. Most of Earth is covered by _____.

3. Most maps _____ a compass rose.

Write the answer on the line.

4. The largest ocean _____
is called the _____.

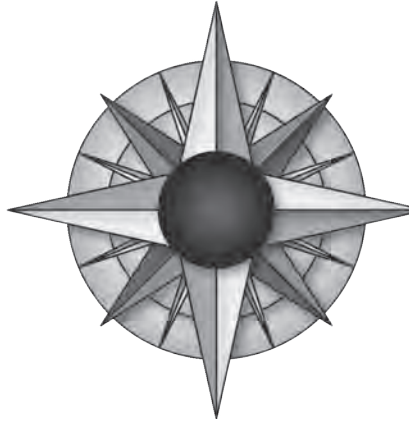
Name: _____

Write the cardinal directions on the lines. Use the word bank.

1.

north
south

east
west



Fill in the circle next to the best answer.

2. North, south, east and west are the _____.

- Ⓐ cardinal directions
- Ⓑ country directions

3. _____ are bodies of water.

- Ⓐ Arms, legs and toes
- Ⓑ Oceans, lakes and rivers

Write your answer on the line.

4. Does Earth
have more
water or land?

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/4/20

SHAPE OR FORM ROBOTS



SHAPE OPTION: Use Geometric 2-D and/or 3-D shapes to create a drawing of a robot. Think about what the purpose of your robot is, and how you can show that in your drawing. Hint there is a guided drawing link below if you would like to work alongside an artist!

FORM OPTION: Collect 3-D objects and build a Robot Sculpture using them! Remember that 3-D is "in the round" meaning that 3-D can be viewed from many different angles all the way around a Sculpture. Cereal boxes, soup cans, Pasta boxes, blocks, plastic cups are great places to start!

This project could be worked on by a single student, but 2 or more students in the same household, even if they are in different grades, may work together to create the project.

INSPIRATION:



Robots are a popular theme seen in Contemporary Artist Eric Joyner's artwork. In fact we're surrounded by robots! Robots help check out our groceries at the Grocery store, Robots dispense money at an ATM. Some people even have robots at home that clean their floors! Siri and Alexa are robots! Do you have a robot in your house? If you could pick any robot to do any job for you what would it be?

Do a guided drawing : <https://www.youtube.com/watch?v=UHX69T9bqCc>

Read story: *Robots, Robots, Everywhere!*

<https://www.youtube.com/watch?v=0wemSqCNfql>

Check out these other robot activities and inspirations:

<https://cassiestephens.blogspot.com/2020/03/robot-week-home-based-art-making.html>

SHAPE AND FORM RESOURCES:

YouTube Videos:

[Peep and the Big Wide World: Quack and the Amazing Sandy Magic](#)

[Peep and the Big Wide World: Quack's Square Deal](#)

[The Shape Song Swingalong](#)

[Shapes song for kids | The Singing Walrus](#)

[3D Shapes Song | Shapes for kids | The Singing Walrus](#)

[Volume Geometric Shapes with volume For Kids - Primary Vocabulary](#)

Books:

[Color, Line, & Storytime! Art themed books for kids.](#)

<https://www.storyjumper.com/book/read/19764748/The-Shape-Monster#page/16>

[Round is a Tortilla: A Book of Shapes](#)

Games:

[Magical Shape Hunt . Games . peg + cat](#)

[Shapes! A Geometry Activity for Children](#)

[Free Art Games for Kids- Complete Geometric Shapes Game](#)

[Free Art Game for Kids-- Shape Hunt](#)

We would love to see your creations! You can post photos of them to your Dojo story or email them directly to your art teacher!

Ms. Huhn huhnb@wwcsd.net

Ms. Kurtz kurtzd@wwcsd.net

Mrs. Windley WindleyA@wwcsd.net

Mr. Millett milletts@wwcsd.net

Ms. Peck peckme@wwcsd.net

Mrs. Smith smitha@wwcsd.net

Mr. Wilburn wilburnp@wwcsd.net

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of May 4th

Move It Monday

Today we're gonna play Rock Paper Scissors with a twist! You can play this game with as many family members as you can find. Stand facing someone and play rock, paper, scissors. If you do not win the game, you have to do your favorite exercise five times, such as push ups, sit ups, squats, jumping jacks, running in place for 5 seconds, etc. If you have more than two people playing you can switch who you play every game. Keep track of how many exercises you end up doing!

Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

[Kids Workout Beginners](#)

Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood. Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

Team Spirit Thursday

Put on your favorite school t-shirt and do 10 push ups, 10 sit ups and 10 squats 3 different times throughout the day.

Fun Time Friday

Today you are going to be creative and build yourself an obstacle course. Find some outdoor space outside your home (or inside if the weather is bad), and use some items you may have at your house. Some items you may be able to use are hula hoops, jump ropes, sidewalk chalk to draw spaces to hop or jump in, pool noodles to curve and crawl under, buckets or boxes to run around or jump over, a basketball to dribble or shoot if you have a hoop or a soccer ball to dribble around a space you define. If you're inside you can use boxes, chairs with blankets, toys that you can set up to move around, you can add jumping jacks and push ups, climb up and down stairs, and you can draw arrows on paper so you know what direction to go. Have fun!

LIFE SKILLS Activities

Topic: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways.

Kindergarten

Discuss what a bug and a wish is (the students should know!). Use the format “It bugs me when _____, I wish you would _____” to practice using a bug and a wish in situations that could frustrate a child such as cutting in line, not sharing, being too loud, etc.

1st Grade & 2nd Grade

Read/watch the [Berenstain Bears Trouble with Friends](#). Discuss what made the conflict between Sister and Lizzy and what made the conflict worse/better.

3rd Grade

Watch [The Day No One Played Together](#) and discuss how compromise was used.

4th Grade

Have the student choose a conflict scenario (they forgot their homework, them and a friend are in a fight, their mom or dad is upset with them for not doing their chores, etc.). Once a conflict is in mind, have them write a description of the conflict, why it's important to solve it, and two ways the conflict could be solved.

5th Grade

Discuss what cyberbullying is. Have they been affected by it? Do they know people who have? Why does it happen? How can we prevent it? How can we stand up to it?

All Grades:

Please feel free to play the games we do at the end of each class that help practice teamwork, communication, active listening, cooperation, etc. Even ask your child at the end of the game why the game is played in life skills and they'll have an answer for you!

Game Ideas:

Simon Says

Four Corners

Would You Rather

Telephone

Hot Potato

Pictionary
Charades

Kdg - 2nd Grade Media Choice Board

Please choose **ONE** activity to do **per WEEK**

These can be completed in any order - Just try to complete one box a week!

We Miss you!

Choose reading, letter, math, strategy or skills games:

<https://www.abcya.com/>

Practice mouse skills:

<http://mousepractice.altervista.org/>

Listen to online stories:

- <https://www.storylineonline.net/>
- <https://pbskids.org/games/reading/>
- https://www.weareteachers.com/storytime/?utm_source=WAT_MDR&utm_medium=CVEnews&utm_campaign=WAT_Enews03182020

Practice typing skills:

- [Typingclub.com](https://www.typingclub.com) (If you cannot remember your login for typing club, just click on **get started** and choose a lesson to practice your typing skills.)
- <https://typetastic.com/>
- <https://www.typing.com/student/game/keyboard-jump>
- <https://www.typing.com/student/game/keyboard-ninja>
- <https://www.typing.com/student/game/type-a-balloon>
- https://www.abcya.com/games/kids_typing_game
- https://www.abcya.com/games/cup_stack_typing_game

Internet Safety: Watch these videos on how to be safe using the internet.

- My Online Neighborhood

<https://www.youtube.com/watch?v=oPHOsCnjMU4>

- Faux Paws Adventures in the Internet

<https://www.youtube.com/watch?v=gPse7dcXwrU>

Extra Websites:

- www.roomrecess.com
- <https://kids.sandiegozoo.org/>
- <https://classroommagazines.scholastic.com/support/learnat home.html>

1st and 2nd Grade:

Create a doc on any topic. Change font size, style and color. Add an image if you'd like.

Some examples...

- What is your favorite part about learning at home?
- What do you miss about school?
- Write about any special celebrations.
- Write about how you have been creative. What did you create?
- How have you helped your family?