

Tuesday: May 5th

Reading	Math	Writing	Social Skills
<p><i>Lesson Objective:</i> Identifying sight words. Locate a specified word in a group of words. State the word when shown a flashcard.</p> <p><i>Materials:</i> sight word cards</p> <p><i>Activity Guide</i> Place 3-5 letter cards out in front of your child. Ask them to “find ____”. Move the words around and change which words are put out. Collect the cards and hold up one card at a time for your child to state word. When holding the card up say “read” when showing them the card.</p> <p><i>Extension Activity:</i> Working on WH questions when reading a story. Choose a story to read with/have your child read to you. As you are reading the story, ask who, what, where (when if applicable) questions. When finished reading the story, ask the questions again, sometimes switching up the questions.</p> <p style="text-align: center;">**Please see Asynchronous Activities listed on website**</p>	<p><i>Lesson Objective</i> Count a specific number of items from a larger group up to 20.</p> <p><i>Materials:</i> number cards, manipulatives in learning folders or any items that can be counted in your home</p> <p><i>Activity Guide</i> Show a number, provide your child with a quantity of manipulatives larger than the number shown, ask your child to give you the specified number of objects</p> <p><i>Extension Activity:</i> Show a number that also has the same number of dots on it, provide your child with a quantity of manipulatives larger than the number shown. Ask your child to give you the specified number. Your child will then match the manipulatives to the dots and then hand you the completed pile. Continue to practice any numbers up to 20</p> <p style="text-align: center;">**Please see Asynchronous Activities listed on website**</p>	<p><i>Lesson Objective</i> Write a complete sentence using correct capitalization and punctuation.</p> <p><i>Materials:</i> Kid Writing Paper (paper with illustration bubble, lines below); sentence starters (see below).</p> <p><i>Activity Guide</i> Present student with writing paper. Write down or read sentence starters listed below. After your child picks a sentence starter, encourage them to draw a picture and copy the sentence starter. Prompt your child to finish the sentence by sounding words out, adding details and correct punctuation. If applicable, encourage your child to add to their sentence.</p> <p>Sentence starters: -I like to... -My favorite food is.... -Today I... -My favorite game is... -I love...</p> <p style="text-align: center;">**Please see Asynchronous Activities listed on website**</p>	<p><i>Lesson Objective:</i> Identify Zones of Regulation and tools</p> <p><i>Materials:</i> iPad or laptop</p> <p><i>Activity Guide:</i> Watch PowerPoint on Zones of Regulation-Exploring Tools</p> <p>*Pick a time in the day to practice one or both of the breathing exercises in the video.</p> <p>-How do you feel after breathing? Draw a picture or write about how you feel and send it to your teacher.</p> <p>*Complete slide #9 by picking 2-3 tools and marking an X next to the zone or zones you think it would help you in. Use attached sheet.</p> <p>Parents, please refer to email from Monday 5/4 to review PowerPoint</p> <p style="text-align: center;">Zones Worksheet</p> <p style="text-align: center;">**Please see Asynchronous Activities listed on website**</p>