

## Wednesday: March 18<sup>th</sup>

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><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 bags 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 completed pile. Continue to practice any numbers up to 20</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 love... -I can.... -We went... -My favorite... -I feel... -I see....</p>	<p><i>Lesson Objective:</i> Identify appropriate personal space boundaries.</p> <p><i>Materials:</i> Personal Space worksheet attached on webpage.</p> <p><i>Activity Guide</i> If possible, print out the “Personal Space Camp” worksheet found on teacher website. Students will then cut out the pictures located on the bottom of the page. After finished cutting, ask your children was is happening in each picture. After talking about the picture, have students decide if the children in the picture are demonstrating appropriate personal space. Place/glue pictures under “a personal space <u>expert</u> looks like” or “a personal space <u>invader</u> looks like.” Allow students to color if time allows. Feel free to post to SeeSaw account to show Miss Fay! If you do not have access to a printer, please discuss pictures with your child and ask which category they fall under.</p>

**If able, feel free to take pictures of working with your child and post them to my SeeSaw account. I have access while at home. If applicable, please save all work and send it in when we return to school.**