FBISD
INSPIRE • EQUIP • IMAGINE
TEACHING & LEARNING

Teaching and Learning

Elementary

Kindergarten At-Home Resources

Online or screen time resources

Offline/no screen time resources

MATH RESOURCES (SCREEN TIME OR WITH TECHNOLOGY)	
Shepard Software www.Sheppardsoftware.com	Variety of online games for students to practice key skills for each grade level. If the game will not load, click on the puzzle piece to load adobe flash.
ABCYA https://www.abcya.com/games/category/math	A variety of online games for students to practice key skills. The games are listed by grade level.
Greg Tang Math https://gregtangmath.com/	Variety of games, interactives, and resources for students to build a strong foundation in numeracy in the elementary grades.
Fun Brain https://www.funbrain.com/	A variety of online games for students to practice key skills. The games are listed by grade level.

MATH RESOURCES/ACTIVITIES (NO SCREEN TIME OR TECHNOLOGY)
US Department of Education "Help Your Child Learn Mathematics" has activities that support key numeracy skills. These activities are grade level specific and use household items.
Find a collection of coins; sort the coins by name.
Go on a scavenger hunt for different 2D shapes and 3D figures. Name, describe, and draw the objects. (e.g. - The TV is a rectangle; it has four sides and four corners. The basketball is a sphere; it has zero faces, zero sides, and zero corners.)
Discuss days of the week, months of the year, and the sequencing of events using a calendar or daily schedule.
Find two collections of items and describe which has more/less. (e.g. - The fruit bowl has 7 oranges and 10 bananas. There are more bananas than oranges.)
Count objects around the house (up to 20).

Draw a picture of your favorite things or places to go. Ask your child questions about the number of items in the picture or the different shapes he/she drew. (e.g. - If the child draws a garden with different flowers, ask him how many flowers he drew, which flower is the tallest, or where the circles are in the picture.)
Create and extend patterns using household items. (e.g. - penny, penny, penny, nickel, nickel, penny, penny, penny, nickel, nickel). Ask your child to continue building the pattern. Ask, "What comes next?" or "What would the next four objects be?".
Recite numbers to 100 by 1s and 10s starting at any given number. (Counting by 1s example - 47, 48, 49, 50... Counting by 10s example - 17, 27, 37, 47...)
Practice writing numerals 1-20 or build the numbers with playdough. Then use objects to represent the value. (e.g. - Count 15 pennies. Write the number 15.)
Play a board game such as Candy Land, Chutes and Ladders, Trouble, Uno, Monopoly Junior, Life Junior, Connect 4 etc.
Hand2Mind At Home Learning Activities https://www.hand2mindathome.com/ Provides printable lessons and activities to do with students. Lessons include a corresponding video for the skill or topic.

ELA RESOURCES (SCREEN TIME OR WITH TECHNOLOGY)	
Link	**Description/Directions/Explanation**
Storyline Online https://www.storylineonline.net/	Listen to actors read their favorite stories aloud
Fort Bend ISD Digital Resources https://www.fortbendisd.com/Page/1243	Websites with texts, videos, and information about all content areas
Unite for Literacy https://www.uniteforliteracy.com/	Students can read books online
Florida Center for Reading Research https://www.fcrr.org/resources/resources_sca_k-1.html	Activities to promote early literacy skills
ABCYa https://www.abcya.com/	Learning games for students
Fort Bend County Libraries https://www.fortbend.lib.tx.us/	U.S. Department of Education provides booklets to give parents the skills to work with their students in each content area
Read Wonder Learn https://www.katemessner.com/read-wonder-and-learn-favorite-authors-illustrators-share-resources-for-learning-anywhere-spring-2020/	Kate Messner, author and former teacher, has created a collection of favorite authors and illustrators reading their books aloud
Mo Willems Lunch Doodles https://www.kennedy-center.org/education/mo-willems/	Mo Willems, author of the fan-favorite Pidgeon and Elephant & Piggie books, invites children to explore ways of writing and making.
Make Beliefs Comix https://www.makebeliefscomix.com/	Children create online comics by adding characters, settings, and dialogue boxes.
ABCYa Storymaker https://www.abcya.com/games/story_maker	Children use drawing and text tools to create digital stories.
Read Write Think Alphabet Organizer app https://apps.apple.com/us/app/alphabet-organizer/id667013807	Free iPad app; Children can create a calendar-style chart or letter pages for an alphabet book; iOS only
Doodle Buddy App https://apps.apple.com/us/app/doodle-buddy-paint-draw-app/id313232441 (available in Apple App Store and Microsoft Store)	Drawing app; free; Draw 2 lines to make 3 columns and illustrate beginning, middle, and end of a story. Make a fact poster after reading an informational text. This is an easy-to-use drawing app. Pictures save to device's camera roll.
MyON	e-books for independent reading. Accessed through 1Link.

ELA RESOURCES/ACTIVITIES (NO SCREEN TIME OR TECHNOLOGY) 
Encourage children to read daily from books they want to read, even if they appear too easy or too difficult. Keep reading fun rather than a chore.
Read a chapter book aloud to your child of any age. You may want to share favorite books from your childhood.
Encourage children to write daily about topics of their choice. Stapling a few pages together to make a "book" encourages creativity.
Encourage children to read and talk about the books they are reading to a family member or stuffed animal/toy.
Have children record themselves reading on a computer or phone.
Have children keep a daily log of the learning activities they are doing each day, perhaps rating themselves or reflecting on how well they did and setting goals for the next day.
Have children keep a list of books read and write a phrase or sentence response about their reading (e.g. "This book made me laugh.")
Letter and sound learning - Use magnetic letters or paper squares with one letter printed on each (upper and lower case) for games and activities such as: ○ Making names (own, friends, family, etc.) ○ Matching letters to their name or other print in the home ○ Make simple words such as mom, cat, sun, and have the child make the same word ○ Alphabet train – put the letters in order ○ Sort the letters by characteristics such as short, tall, tails, sticks, circles, etc. ○ Match upper- and lower-case letters ○ Rainbow letters – adult writes a letter "big" and the child traces over it repeatedly with different colors of crayons or markers ○ Cut out different letters of the alphabet from magazines and newspaper, advertisements, etc. to make words, the alphabet, short messages, etc. ○ Letter Bingo – make two cards with a grid of three boxes across and down for nine total boxes. Randomly write one lower case letter in each box. Put pieces of paper with all the letters in a bowl. Draw a letter from the bowl. If a player has the letter on the board, they say it and cover with a penny, bean, or other small object. The first to fill three boxes across, down or diagonal wins and yells "Bingo!".

<table>
<tr><th colspan="2">SCIENCE RESOURCES (SCREEN TIME OR WITH TECHNOLOGY)</th></tr>
<tr><th>Link</th><th>Description/Directions/Explanation</th></tr>
<tr><td><u>Have You Ever Watched a Storm?</u>
http://bit.ly/2vx278h</td><td>• Access this site for your child to watch the presentation and complete this Mystery Science activity about weather.
• You only need paper and crayons if you are not able to print the Weather Drawing sheet.
• Use the links at the end to extend this activity.</td></tr>
<tr><td><u>Do You Know It's Spring?</u>
https://www.youtube.com/watch?v=s_fIEWViJyE</td><td>• Access this site for your child to watch the story and read the book How Do You Know It's Spring?
• Then, ask your child to draw a picture of each of the four seasons. Have the child put them in order, starting with spring, and answer these questions for each picture:
◦ What do you see outside during this season?
◦ How do most of the trees look?
◦ How does the air feel?
◦ What can you do outside during this season?
◦ What do you usually wear during this season?</td></tr>
<tr><td><u>What's the Biggest Tree in the World?</u>
http://bit.ly/2U4tKiJ</td><td>• Access the site to watch the video and discuss the "Let's discuss" question with your child.
• Then ask your child to look out the window or go outside and answer these questions.
What is the biggest tree you see?
Is it bigger than the adult in your family?
Is it bigger or smaller than your house or apartment?
Compare it to another tree. Which one is bigger?
• Now find the smallest tree and compare it to three of your toys. Is it bigger or smaller than each toy?
• Use a table like this to record your answers:
<table><tr><th colspan="2">Is my toy bigger or smaller than the smallest tree?</th></tr><tr><th>Toy</th><th>Bigger or Smaller</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table></td></tr>
<tr><td><u>Turtles Sunning</u>
https://www.youtube.com/watch?v=MLE6ZPlpi58</td><td>• Tell your child that you want them to design a rock garden for a pet turtle. Turtles enjoy swimming, but they often can be found lying on a rock or log, in order to get sun. This is called basking.
• Show the students the <u>Turtle Basking Video.</u></td></tr>
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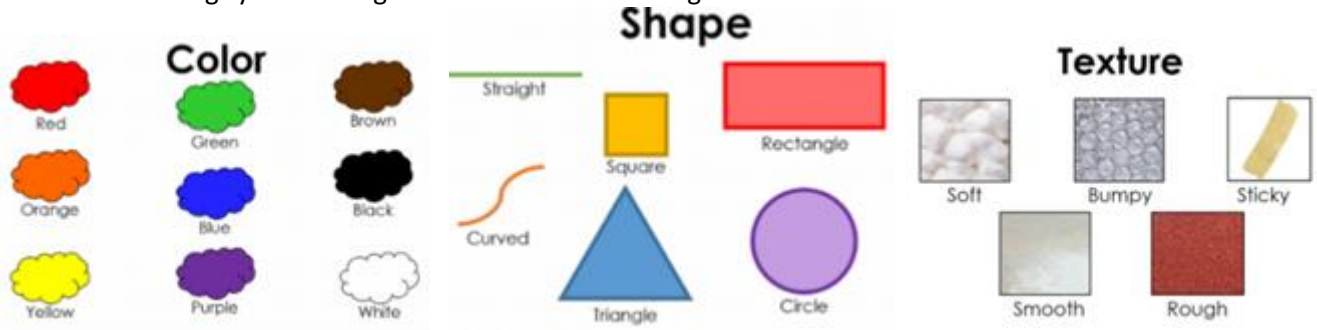
	• Tell them they are going to choose 2 or 3 rocks that would make a good rock garden for a turtle to bask in the sun. • Ask them to watch the video and describe the size, shape, and movement of the turtles in order to analyze which rocks would make a good rock garden for a turtle. • Use some guiding questions: Are there any **shapes** of rocks which would work better than others? Which **sizes** of rocks would work better than others? What **texture** would work best? Do you think turtles care about **color**? • Ask them to draw their rocks and one example of a turtle (to show size relationship) and explain why they chose the rocks and how they would work for a turtle to bask. They can write using the following sentence stem: **I chose this rock because its _____ (shape, size, texture) is…**

SCIENCE RESOURCES/ACTIVITIES (NO SCREEN TIME OR TECHNOLOGY)

- Ask your child this question: How can you describe objects?
- Help your child find five objects inside the house that have different shapes, colors, and texture.
- Look for things your kindergartener can describe using the words in the charts below.



- Next, help your child make and complete a chart that looks like the following:

Object	Color	Shape	Texture

- Now add several other items to the group and ask your child to **sort** by color, shape, and texture. Some **example** groups might include the following:
  - Grouped by color or by red/not red
  - Grouped by shape or with sides/without sides
  - Grouped by rough/smooth or soft/hard
- Have your child draw a picture of each sort and label the groups.

- Ask your child what kind of energy they can observe within the house or apartment.
- Show them a flashlight or lamp, a toaster or oven, and a radio or TV.
- Ask them if they know what kind of energy each has, and how they know. Show or explain to them the following chart:

Making Scientific Observations

Use your 5 senses as tools!

sight	touch	sound	smell	taste
 What do you see?	 What do you feel?	 What do you hear?	 How does it smell? Remember to **WAFT**	 **DO NOT Taste!** Unless teacher says it OK

- Find several items around the house for students to list on the following chart and identify the form of energy:

Item	✓ Thermal energy	✓ Light energy	✓ Sound energy

- Then ask students to write a claim about each item using the following sentence frame: **I claim that _____ has _____ energy because I use my sense of _____. I can _____.**
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- Inform your child that they will be using the positional words **above, below, behind, in front of, and beside** to describe the location of objects using two different points of reference.
- Position any object in a particular location. Model how to describe the object by using two points of reference.
- Here is an example:

What objects are below the plant and above the basket?

The books are below the plant and above the basket.

- Ask your child to give you or to write several more examples.
- Next, ask your child to identify the meaning of the following motion words: **straight line, zig zag, up and down, back and forth, round and round, and fast and slow** by doing the activity below:
- Ask your child to get a toy car. Ask them to demonstrate following: move your car in a straight line, make your car go zig zag, make it go up and down, move your car back and forth, make your car go round and round, move it fast and then move it slow.
- Additional practice can be done by asking them to move their arms in the same way.
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- Also, ask your child to visualize themselves going on a walk. Ask them when they would be doing each movement. Example: When would you go in a straight line? (Walking on a sidewalk)
- Create a simple data table to record these ideas of objects and their movements. Add other examples to the table. The idea is to have more than one example for each type of movement.
- Help students create comparative sentences with the types of movement in the data table. For example**, walking on a sidewalk and walking in the cafeteria line are both examples for movement in a straight line.**
- You can also create sentences to contrast the movements. For example, **a car moves fast, but my turtle moves slowly.**

- Ask your child if they have ever noticed changes in the appearance of objects in the sky, such as the Moon and stars and the Sun.
- For one week, ask your child to observe and record what they see in the sky during the day and at night.
- Ask them to record what they observe on a chart, using words, and pictures if they wish. Set up your paper like this:

Date	Day Sky	Night Sky

- Talk about the changes they see in the sky each day and night.

SOCIAL STUDIES/ACTIVITIES (SCREEN TIME OR WITH TECHNOLOGY)

Link	Description/Directions/Explanation
Unite for Literacy https://www.uniteforliteracy.com/	This site has great age appropriate books for kids to read. The sections on community and family relate to what students have learned in social studies this year. Students could read a story and then write their own store that relates to that book. For example, in the community section, there is a book called, "This is My Town." After reading the book, students could write their own story about their town.
Google Earth https://www.google.com/intl/en_us/earth/education/explore-earth/	Students can explore the "This is Home activity" from Google Earth. This interactive and easy to use activity will take students to different traditional homes around the world. Students should record or discuss examples of how homes were different and how they think geographic location influences the shelter.
Maps101 www.maps101.com	Maps101 has several K and 1 maps of our state, country, and world. Students can create their own questions to practice interpreting them. Maps101 also has several games to practice using a compass rose such as Uncle Sam's Farm.
Digital Resources for Fort Bend ISD Elementary Students www.fortbendisd.com/digitalresources	Websites with texts, videos, and information about all content areas

SOCIAL STUDIES RESOURCES/ACTIVITIES (NO SCREEN TIME OR TECHNOLOGY) 
Students can practice using money. Using the same magazine or ad as they used above, have them use pretend money (coins and perhaps a dollar or two), they can practice buying a couple of things and then selling them. You can help them keep track of their money. This will not only help them discern between the importance between needs and wants, but also with math skills.
Students could cut out pictures from a magazine and make a collage of things they need and things they want. They could also go around the house and make two piles – one for things they need and one for things they want.
Students can create a map of their bedroom and/or of their house. In addition, they could write 1 – 2 sentences describing where places are located in their room.
Students can create their own booklet of jobs. They can create each page with about 5 – 10 jobs on each page. Next, have them draw a picture, write the name of that job, and if it is a job at home, school, or the community.
Students can incorporate calendar and math skills by keeping a chart of the various jobs they do in a week. They should have at least three categories like: plan menu, sort laundry, clean room, etc.

TECHNOLOGY APPLICATIONS RESOURCES (SCREEN TIME OR WITH TECHNOLOGY)	
Link	**Description/Directions/Explanation**
Sequencing and Programming http://bit.ly/3a3UYvj	**Coding:** Students can learn to code via code.org while working through a series of puzzles.
Scratch Jr- Drive Across the City http://bit.ly/2UiVejn	**Coding:** Parents, you will need to download the free Scratch Jr App on an iOS or Android Tablet. The link to the left takes you a step-by-step tutorial on how students can "drive across the city" in Scratch Jr.
Into the Cloud http://bit.ly/2xSX3vRm **Cloud Chaos** http://bit.ly/3b8tpRx **Offline Activities** http://bit.ly/3a88spO	**Digital Citizenship:** Watch Into the Cloud for online safety tips. Play Cloud Chaos to practice what you learned. For more learning try these offline activities.
All About Me! http://bit.ly/3dd26rb	**Digital Media:** Create a page about you. Then create a movie describing these facts or other information about you that makes you special.
PBL Works http://bit.ly/2UjozdB	**Project Based Learning:** Project Based Learning ideas that cover a variety of STEAM subjects. (Parents, you will need to register for a free account to access projects.)

TECHNOLOGY APPLICATIONS RESOURCES/ACTIVITIES (NO SCREEN TIME OR TECHNOLOGY)
Build your own robot or robots using a variety of resources. (ie: toilet paper rolls, cardboard boxes, etc.) Be as creative as possible!
Build a bridge that will support different amounts of weight.
Build a catapult launcher using popsicle sticks or plastic spoons. Have it launch items such as cotton balls or marshmallows. If possible, have students measure the distance the item was launched.

CURRICULAR ALTERNATIVES RESOURCES (SCREEN TIME OR WITH TECHNOLOGY)		
Name of Site and Link	**Description/Directions/Explanation**	**Grade Level**
BreakoutEDU Fun@Home	Breakout EDU brings the challenges of an escape room through online games.	Grades K and up
Basho & Friends: Spanish Language Videos	Basho and Friends make learning Spanish fun, engaging, and easy for all learners. These quality, fun resources are designed to meet your specific needs, and are ready at hand (online or offline) whenever you need them	Grade K and up
Which One Doesn't Belong?	The twist on this classic visual task is that an argument can be made for ANY answer. Use the online puzzles to get the hang of it, then have your children create their own grids with items from around the house, on a nature walk, from magazine pictures, or by using a camera and PicCollage.	Grades K -2

CURRICULAR ALTERNATIVES RESOURCES (NO SCREEN TIME OR NO TECHNOLOGY)	
Description	**Grade Level/ Course**
Create a family holiday! Using craft supplies or household items, create decorations, identify colors, choose a date, and explain what family values the holiday celebrates. Don't forget to name your holiday and mark it on your calendar! You can even create a holiday song to be sung only at this special time of year!	K-2
Collection sort – take a collection you have a home (stuffed animals, Hot Wheels, Lego, dolls, buttons, etc.) and sort it in as many ways as you can (color, size, etc.) See if you can have your family guess how the collection is sorted	K-2
Rainy Day Recess – start with at least two pairs of socks rolled into balls and a large container like a hamper or laundry basket. What type of indoor game can you make up? What are the rules? How is it scored? How many players on a team? What will you name it? Let your imagination run wild, and maybe you'll invent the next BEST indoor recess game that every kid in your class will want to play!	K-2
Mailbox – Using cardboard from food boxes, Amazon deliveries, or any kind of box, build a full size mailbox for outside of your room or play area! Write letters or draw pictures to send to your family (they can each make a mailbox, too!), and ask them to write you back! Be sure to put a flag on your mailbox so you know when you have mail waiting for you!	K-2