



DEPARTMENT OF

TEACHING, LEARNING & INNOVATION

LIFE READY

Parents/Guardians,

3/12/2020

Henrico County Public Schools is committed to providing engaging learning experiences for students during a district closing. As a result, The Department of Teaching, Learning, and Innovation has created a Distance Learning Plan to ensure the continuation of learning experiences at home.

We have highlighted our plan below so that families can understand and support learning at home during our time out of school. Below you will find information around our strategies for supporting your child while at home.

Who: Students in grades kindergarten through 5th grade will participate in Distance Learning Plans that include a wide variety of “at home” learning experiences.

Why: Distance Learning Plans expand students’ ongoing instructional time during a divisional school closing.

What: Distance Learning Plans provide opportunities for students to replicate learning experiences that would happen if the students were in school.

- Performance Task (Supports the Henrico Learner Profile and targeted Standards of Learning)
- Core Content Choice Board of Activities (Various levels or rigor, student chosen experiences)
- Math Connections (Targeted numeracy experiences)
- Reading Connections (Targeted reading and writing experiences)
- [CLEVER](#) Connections (Optional online at home access)
- [Digital Library Resources](#) (Optional online at home access)
- [Reading Resources](#) (Optional online at home access)
- [Digital Copy of Parent Literacy Resource Document](#) (printed version included in student packet)

How: Students will work on the various activities at a pace and time that works best for your family. We do ask upon returning to school that your child bring back the following:

- Performance Task Project (Participation grade and for feedback)
- Choice Board Document (Participation grade and for feedback)

In an effort to better guide your support at home, our department has created a Distance Learning website. This site will connect you to our KG-5 teacher guides and student resources for instruction at home. This link can be found below.

<https://sites.google.com/henrico.k12.va.us/hcpsdistancelearning>

We appreciate your support in ensuring that instruction continues at home during our time away from school.

The Department of Teaching, Learning, and Innovation

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Growing Lifelong Readers and Learners

Literacy is the foundation for all learning, and we believe that strengthening literacy prepares students to be LifeReady. Families play an essential part in the learning experience since family members prepare students for learning and work directly with teachers and school staff to ensure students grow as learners.

LITERACY TIPS FOR FAMILIES

How can you help?



Reading Resources

Scan this QR code to find resources that provide book recommendations for all ages and helpful advice for growing lifelong readers. Contact your School Librarian for more tips, resources, and personalized book suggestions.

- Provide access** to a large number of books and other reading materials. *
- Read widely** with your child from lots of different kinds of books: fiction, non-fiction, folk and fairy tales, comic books, graphic novels, biographies, cookbooks, and more.
- Visit your public libraries** and get a free library card to access print and digital books and resources.
- Provide writing materials** and models for writing in your home: books, audiobooks, magazines, newspapers, writing paper, pencils, and crayons.
- Balance books and screen time.** Reading picture books to children has a double effect. It removes the negative of extra screen time while adding a terrific positive in the form of skill and brain-building effects. (Gurdon, 2019).
- Be a role model** for your child. Read for pleasure or knowledge on a daily basis.

Make Literacy a Part of Your Family Time

<input type="checkbox"/>	Reading aloud to children of ALL ages is not only a warm, sharing experience, but it also helps develop their listening skills and vocabulary and prepares them for reading on their own with understanding and personal connections.
<input type="checkbox"/>	Make eye contact with your child when talking about the story.
<input type="checkbox"/>	Talk, sing, and read with your child! Children's brain cells are literally activated when they do these things with their families (Hutton, 2015).
<input type="checkbox"/>	Label common areas in your home and practice reading.
<input type="checkbox"/>	Write the grocery list together then shop together matching the words with the items on the shelves.
<input type="checkbox"/>	Read the ingredients and directions on a recipe and make something yummy to eat together.
<input type="checkbox"/>	Play a board game.
<input type="checkbox"/>	Turn on the closed captioning to your family's favorite shows.



Ready to Transform Learning?

Scan this QR code to learn how to access all of the HCPS Digital Resources and Databases.

Sources:

*Data from the [NAEP](#) Research show that students who report having more books in their homes performed better academically. Specifically, while less than 15 percent of students with between 0 and 10 books scored proficient in 2015, 50 percent of students with more than 100 books did. The data and research are clear – children who have access to print reading materials have better literacy outcomes.

“ACCESS TO READING MATERIALS.” *Access to Reading Materials*, United States Department of Education, www2.ed.gov/datastory/bookaccess/index.html#datanotes.

Hutton, John S., et al. “Home Reading Environment and Brain Activation in Preschool Children Listening to Stories.” *Pediatrics*, American Academy of Pediatrics, 1 Sept. 2015, pediatrics.aappublications.org/content/136/3/466.

Gurdon, Meghan Cox. *The Enchanted Hour: The Miraculous Power of Reading Aloud in the Age of Distraction*. New York, Harper, an imprint of HarperCollins Publishers, 2019.

Kindergarten and 1st Grade HCPS Distance Learning Plan

Assignment 1: Performance Task



Critical Thinker:

I think about my ideas by looking for patterns and making connections.



Communicator:

I respond to questions, recalling information and communicating what I understand through an assigned task, product, and/or process.

What's the Weather?

Meteorologists make observations and collect data to predict weather. You can make predictions about the weather each day by observing the clouds and the sky outside.

1. Observe and record daily weather conditions for 5 days.
2. Use your observation to make a prediction about the weather each day.

Choose one way to show your learning:

- Create a poster (regular paper or larger) that shows the weather and your predictions.
- Be a meteorologist and make a video that explains your observations and predictions.
- Draw a picture that shows clothes you would wear and activities you would do for two of the days you observed.
- Your choice: _____

You will need to turn in a digital or hard copy of your work when you return to school.

Student Self-Reflection:

Why is it important to make predictions about the weather?

Assignment 2: Choice Board

Directions: Select at least one activity per content column to complete each week. Color the box when you have completed that activity.

Math	Reading/Writing	Science	Social Studies										
<p>Patterns Draw or create a pattern and describe what is occurring. Can you create the same pattern using different objects?</p>	<p>You've got mail! Write or dictate a letter to someone you know. Don't forget to add a picture!</p>	<p>Reduce, Reuse, Recycle! Write/draw some examples of items that can be used or recycled. Draw/write two ways you can conserve (save) water or energy around your home.</p>	<p>Good Citizen What are some ways you are a good citizen at home or school? Write a sentence and/or draw a picture showing at least one way you are a good citizen.</p>										
<p>Shape Hunt Take a walk around your house and identify different shapes that you see. Draw a picture of the shapes you see and identify the number of sides and angles of each shape.(i.e. the door is a rectangle, 4 sides, 4 angles)</p>	<p>Recording Studio Record yourself reading or retelling a story. Listen to the recording. Is there anything you want to change? Set a goal. Record yourself reading again. Listen to see if you met your goal.</p>	<p>Give Me Five! Write the following words: taste, touch, smell, hear, and see. Draw the sensing organ (eye, ear, nose, tongue, and skin) with the correct sense. Draw/ write something for each sense (example: something you can taste, etc.).</p>	<p>Community Helpers A community is a place where people live, work, and play. Community helpers are citizens that work in a community.. Draw a community helper and describe his/her job (example: a teacher helps students learn).</p>										
<p>Hop, Count, Compare Hop on your right foot and count how many hops you can do. Hop on your left foot and count again. What foot could you do more hops on? Compare.</p>	<p>Going on a word hunt! Look through a book you are reading. Find five words that you know and write them down. Color the vowels green. Color the consonants orange.</p>	<p>Let's Investigate Matter Predict and describe how various materials (vinegar, milk, baking soda, powdered drink mix, sugar, salt, sand, oil, soil, rocks) act when mixed with water. Record which liquids will dissolve in water.</p>	<p>Make a Map Draw a map of a room in your home or school. Be sure to add a map legend that tells us what each shape and symbol stands for on your map.</p>										
<p>Ways to Make 10 Challenge yourself to think of as many ways to make 10 as you can.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>											<p>Journal It Keep a journal to show what you do each day. Draw a picture and label or write about the things that you do.</p>	<p>Is it Wild? On paper, make two columns: WILD and DOMESTIC. Write or draw two animals in each column. Bonus: Label the body coverings of those animals (hair, fur, scales, feathers, etc.)</p>	<p>Build it! What's your favorite thing you learned in social studies? Use materials around your home to build a model of it.</p>

My favorite activity was _____ because _____

The most challenging activity was _____ because _____

Assignment 3: Reading Activities

Directions: Select at least one activity from each category to complete each week.

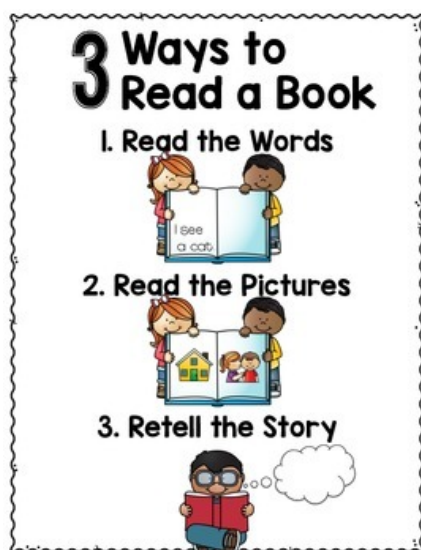
Writing

Draw a picture of your family. Write about your picture.

- Look out your window. Draw a picture of what you see and write about your picture.
- Draw a picture that shows your favorite part in a book you've read.
- Draw a picture of an interesting animal. Write to tell why that animal is interesting.

Reading Response

- Retell a story you have read to a family member, pet, or a favorite toy.
- Ask someone to read a fiction book to you or listen to a story online. Complete one of these graphic organizers:
 - story map
 - finger retell
- Ask someone to read a nonfiction book to you or listen to a story online. Complete the K-W-L graphic organizer.
- Listen to a story online.
- Read your library book.



Word Work

- Can you find a word for each letter of the alphabet? Use the Word Collector graphic organizer to track the words you find. You can find words in books and on any printed material in your home.
- Cat-sat-mat - Can you think of words that rhyme? Write or draw pictures that show words that rhyme.
- Can you build a word? Use the letter tiles to create words. Record the words in your journal.
- Read the alphabet chart. Say the name of each letter. Say the sound for each letter.

Family Literacy Activities

- Read a piece of real-world text in your home. This can be a recipe, a piece of mail, the back of the cereal box, or the back of a movie jacket. Talk about how this piece of text helps us and why the author wrote it.
- Play *I Spy* - One person thinks of an object that can be seen. Everyone else asks questions to try to identify the object.
- Play *Going on a Picnic* - Everyone playing will take turns saying "I am going on a picnic and I will bring ____." The first person thinks of something to bring that begins with the letter *a* (such as apple). The next person thinks of something to bring that begins with the letter *b* (such as banana). Repeat using all 26 letters of the alphabet.

Assignment 4: Math Activities

Directions: Select at least one activity from each category to complete each week.

120 Chart

- Read your chart in a silly voice. Try reading like a monster, a princess, a frog or an opera singer.
- Skip count by 2's, 5's, or 10's.
- Count a column (vertical going down).
- Count a row (horizontal going across).
- Pick a number and count backward.
- Pick a number and tell a buddy what is above, below, before, and after that number.
- Pick a number and tell how many tens and ones that number has.
- Pick a number and tell what is 1 more or 1 less than that number.
- Pick a number and tell what is 10 more or 10 less than that number.
- Have a buddy cover a few numbers with pennies or cereal. Guess the hidden numbers.

Counting, Comparing, Grouping

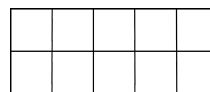
- Grab a handful of items: cereal, beans, etc. Estimate how many pieces you grabbed. Now count them. Was your estimate close?
- Pour some cereal in a bowl. Estimate how many pieces are in the bowl. Make groups of ten to help you count how much cereal is there.
- Select a digit card from a pile and fill up a ten frame with that amount. Do this two more times. Compare and order the amounts in the three ten frames using the terms greater than, less than, and equal to..
- Write your first and last name. Which name is longer? How many more letters are in your longer name than in your shorter name?

Part-Part-Whole

- Select a digit card from a pile. Use various objects to make designs with the number shown on the digit card. Describe the designs in two or more parts. (3 and 2 or 4 and 1) Students can record combinations. ($3 + 2 = 5$, $4 + 1 = 5$)



- Select a digit card from a pile. Place the number of objects on the ten frame that corresponds to the digit card. Use your hand like a bulldozer to push some of the objects off the ten frame. Say what happened, "I had six on the ten frame, I pushed off two, now there are four on the ten frame." Students can record combinations created ($6 - 2 = 4$).



Measurement

- Find things in your house that are longer than your foot. Find things in your house that are shorter than your foot.
- Find 3 different containers. Put them in order by the amount of liquid they can hold. Test your prediction.
- Find things that are shorter than your shoulder. Find things that are taller than your shoulder.
- Does it take longer to brush your teeth or tie your shoes?
- What is an object that is bigger than a potato but lighter than a potato?
- Find an object that is lighter than a toothbrush and an object that is heavier than a toothbrush.

Weather Tally

	 Partly Sunny		 Snowy
	 Cloudy		 Windy
	 Sunny		 Rainy

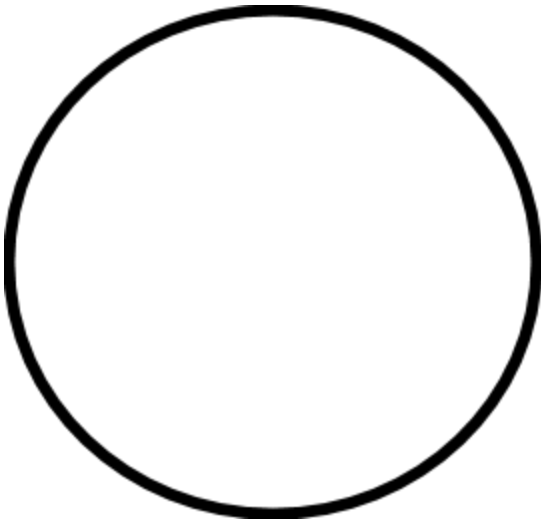
Weather Graph

10											 Snowy
9											 Windy
8											 Rainy
7											 Partly Sunny
6											 Cloudy
5											 Sunny
4											
3											
2											
1											

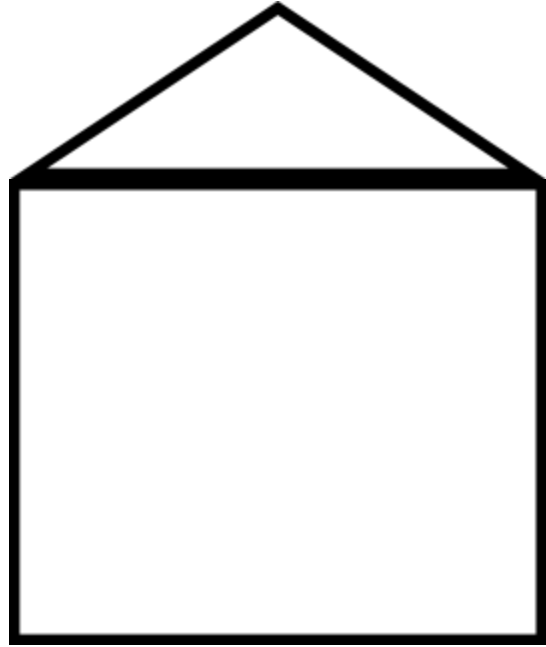
Story Map

Name: _____ Date: _____

Story Title: _____



Characters



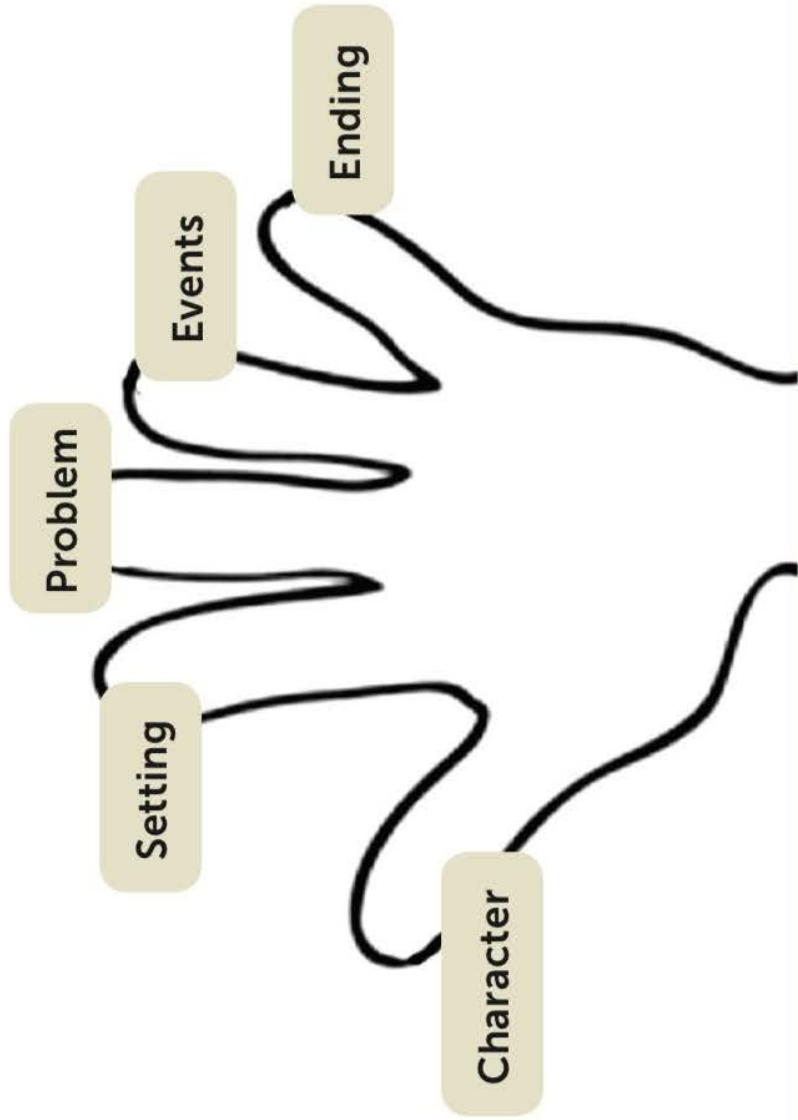
Setting

<u>Beginning</u>	<u>Middle</u>	<u>End</u>

Five Finger Retell

MODULE 4

Five-Finger Retell



K

What I Know



W

What I Wonder



L

What I Learned



Alphabet Chart

- Point to each letter as you say the name.
- Point to each letter as you make the sound for each letter.

Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx
Yy	Zz		

Word Collector

- Find a word that starts with each letter.
- Write the word in that box.

Aa	Bb	Cc	Dd
Ed	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx
Yy	Zz		

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120 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Ten Frames

Digit Cards

0	1	2	3	4
5	6	7	8	9
0	1	2	3	4
5	6	7	8	9

Cut digit cards apart on solid lines.

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Letter Cards for Making Words

Directions: Cut the letters on the dotted line.



a	a	e	e	i	i
o	o	u	u	b	c
d	f	g	h	j	k
l	l	m	n	p	p
q	r	r	s	s	t
t	v	w	x	y	z

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