

## Daily Summer Enrichment Schedule

### Grade PK, Week 1, Day 1: Monday

#### Language Arts and Reading

1 Hour

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#)/ [Conciencia fonológica](#): “Find Specific Sounds”
- [Phonics Activity](#)/ [Método fonético](#): “Beginning Sounds”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

Caregiver introduces a daily reading routine.

- Read: Student chooses a book from home or reads [Talking About Forces](#) / [Hablemos sobre las fuerzas](#) (nonfiction).
- Reflect: Caregivers asks, “What is a new thing you learned from the book?”
- Respond: Student can draw and write about what was learned. Encourage student to draw and write about more than one thing.

#### Math

1 Hour

##### Math

- Caregiver provides a set of 12 objects to count. Student counts and says how many. Then, student finds the same number of another object in the house (ex. Count 12 beans, then find 12 shoes). Repeat with 14.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Science

30 Minutes

The Engineering and Design Process/Método Científico.

- Log in to [BrainPOP Jr.](#) and search “engineering and design.”
- Watch the video.

After the video, think about how you could improve the design of your toothbrush and draw a picture of your new design. Share your design to someone and explain how it makes the toothbrush better.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student’s teachers to send pictures of student work or information about the student’s learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 1, Day 2: Tuesday

#### Language Arts and Reading

1 Hour

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#)/ [Conciencia fonológica](#): “Mystery Game”
- [Phonics Activity](#)/ [Método fonético](#): “Blend Words”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or re-reads [Talking About Forces](#) / [Hablemos sobre las fuerzas](#) (nonfiction).
- Reflect: Caregiver or student can turn to any page in the book. Caregiver can ask, “What is happening in the picture?”
- Respond: Student can draw and write about what is happening in the picture.

#### Math

1 Hour

- Caregiver tells student to count out loud to 100, then write the numbers 0-10 with pencil and paper, chalk on the sidewalk, or finger paint on paper. Below each number 1-10, student draws that many circles or shows that many objects.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Science

30 Minutes

Making Observations/Midiendo La Metria

- Log in to [BrainPOP Jr.](#) and search “making observations.”
- Watch the video.
- Look outside and observe the weather and what you see, hear and smell. Make 5 observations and draw a picture of what you observed outside.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student’s teachers to send pictures of student work or information about the student’s learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 1, Day 3: Wednesday

#### Language Arts and Reading

**1 Hour**

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#) / [Conciencia fonológica](#): “Word Race”
- [Phonics Activity](#) / [Método fonético](#): “Label Your Home”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or reads [Room 4 Solves a Problem](#) / [El salo’n 4 soluciona un problema](#) (fiction).
- Reflect: Caregiver asks, “What happened in the beginning, middle, and end of the story? Or, what are three facts you learned?”
- Respond: Student can draw and label three pictures showing the beginning, middle, and end of the story or three facts learned. Encourage student to write about what they drew.

#### Math

**1 Hour**

- Caregiver provides a set of 15 objects to count. Student counts and says how many. Then, student finds the same number of another object in the house (ex. Count 15 beans, then find 15 shoes). Repeat with 13.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Science

**30 Minutes**

Science Projects/Proyectos Científicos

- Log in to [BrainPOP Jr.](#) and search “science projects.”
- Watch the video. Observe a person, animal, plant or object that you see. Make a drawing that shows 5 different observations you made. Describe your 5 observations and ask someone to guess what you are describing.
- **Optional:** Talk to your family about a project you can do and plan your own science project together.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student’s teachers to send pictures of student work or information about the student’s learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 1, Day 4: Thursday

#### Language Arts and Reading

1 Hour

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#)/ [Conciencia fonológica](#): “Sounds on a Walk”
- [Phonics Activity](#)/ [Método fonético](#): “Grocery List”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or re-reads [Room 4 Solves a Problem](#) / [El salo’n 4 soluciona un problema](#) (fiction).
- Reflect: Caregiver asks, “What is a new thing you learned from the book?”
- Respond: Student can draw and write about what was learned. Encourage student to draw and write about more than one thing.

#### Math

1 Hour

- Caregiver tells student to count out loud to 100, then write the numbers 0-10 with pencil and paper, chalk on the sidewalk, or finger paint on paper. Below each number 1-10, student draws that many circles or shows that many objects.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Social Studies

30 Minutes

Reading Maps/Leyendo Mapas

- Log in to [BrainPOP Jr.](#) and search “reading maps.”
- Watch the video.
- Make a treasure map by hiding an object in your home. Then make a map for someone to follow to find the treasure. Give the map to someone and see if they can find your hidden treasure.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student’s teachers to send pictures of student work or information about the student’s learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 1, Day 5: Friday

#### Language Arts and Reading

**1 Hour**

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#) / [Conciencia fonológica](#): “Break the Words Apart”
- [Phonics Activity](#) / [Método fonético](#): “Personal Dictionary” (Tip: re-visit this activity daily)
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or re-reads [Talking About Forces](#) / [Hablemos sobre las fuerzas](#) (nonfiction) or [Room 4 Solves a Problem](#) / [El salón 4 soluciona un problema](#) (fiction).
- Reflect: Caregiver or student can find an image in the book. Caregiver asks, “Can you describe this picture? What is happening in the picture? Does the picture help tell the story or help give information about the topic? How do you know?”
- Respond: Student can pick a picture or image from the book then act it out with family members. Then student can draw and write about what it was like act it out.

#### Math

**1 Hour**

- Caregiver provides a set of 11 objects to count. Student counts and says how many. Then, student finds the same number of another object in the house (ex. Count 11 beans, then find 11 shoes). Repeat with 15.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Social Studies

**30 Minutes**

##### Reading Maps/Leyendo Mapas

- Log in to [BrainPOP Jr.](#) and search “reading maps.”
  - Click on the activity and either print out the page to do or draw your own.
- Draw a map of your room (or another room) and identify 5 details in the room. Count the number of steps between each detail on your map and write that number to show the distance between each

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student’s teachers to send pictures of student work or information about the student’s learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 2, Day 1: Monday

#### Language Arts and Reading

**1 Hour**

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#)/ [Conciencia fonológica](#): “Count the Words”
- [Phonics Activity](#)/[Método fonético](#): “Words in the World”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

Introduce a daily reading routine p.

- Read: Student chooses a book from home or reads [Forces in Ball Games](#) / [Las fuerzas en los juegos con pelota](#) (nonfiction).
- Reflect: Before reading the book, caregiver will start with the cover of the book and flip through each page asking the student to describe what is happening in the book. If it is an informational text, student can describe what they will learn about from each page.
- Respond: Student can draw and write about the book they made up by looking at the pictures.

#### Math

**1 Hour**

- Caregiver gives students about 20 small objects, such as pennies, cereal pieces, or blocks. Caregiver says, “Make a set of 15.” Student counts out 15 objects. Repeat with 13 and 11.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Science

**30 Minutes**

Parts of a Plant/Desarrollo de las Plantas

- Log in to [BrainPOP Jr.](#) and search “parts of a plant.”
- Watch the video.
- Ask your child: What does your favorite plant look like?
- Have them draw a picture of that plant (or one they see outside). Remember to draw all the plant parts, like the roots, stem, and leaves.
- Optional Activity: You will need a cup, food coloring, and celery. Follow Activity directions for this topic.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?



The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 2, Day 2: Tuesday

#### Language Arts and Reading

**1 Hour**

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#)/ [Conciencia fonológica](#): “Find Specific Sounds”
- [Phonics Activity](#)/ [Método fonético](#): “Match Pictures with Words”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or re-reads [Forces in Ball Games](#) / [Las fuerzas en los juegos con pelota](#) (nonfiction).
- Reflect: Caregiver asks, “What part of the book surprised you the most?”
- Respond: Student can draw and write about what surprised them the most and why.

#### Math

**1 Hour**

- Caregiver tells student to count out loud to 100, then write the numbers 0-15 with pencil and paper, chalk on the sidewalk, or finger paint on paper. Below each number 1-15, student draws that many circles or shows that many objects.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Science

**30 Minutes**

Plant Life Cycle/Plantas de Semilla

- Log in to [BrainPOP Jr.](#) and search “plant life cycle.”
- Watch the video.
- Ask your child: How is a seedling different from an adult plant?
- Have them make a drawing that shows how a seed grows and changes into a plant. Then ask them to explain their drawing.
- Optional Activity: You will need seeds (or dry beans), soil, and a clear plastic bottle with a cap. Follow the Activity directions for this topic.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student’s teachers to send pictures of student work or information about the student’s learning progress.



## Daily Summer Enrichment Schedule

### Grade PK, Week 2, Day 3: Wednesday

#### Language Arts and Reading

**1 Hour**

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#)/ [Conciencia fonológica](#): “Match the First Sound”
- [Phonics Activity](#)/ [Método fonético](#): “Household Message Board”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or reads [Building with Forces](#) / [Construir con fuerzas](#) (nonfiction).
- Reflect: Caregiver or student turns to any page with a picture. Caregiver asks, “Can you describe the setting? Where do you think the story is taking place? What would you do if you could visit a place in the book?”
- Respond: Student can draw and write about what they would do if they could visit a place in their book.

#### Math

**1 Hour**

- Caregiver gives students about 20 small objects, such as pennies, cereal pieces, or blocks. Caregiver says, “Make a set of 16.” Student counts out 16 objects. Repeat with 14 and 19.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Science

**30 Minutes**

Plant Adaptations/Plantas Carnívoras

- Log in to [BrainPOP Jr.](#) and search “plant adaptations.”
- Watch the video.
- Ask your child: What are some ways plants have adapted to meet their needs for water, sunlight, air, and nutrients?
- Have them click on the Talk About It tool and write their thoughts or tell them to you.
- Optional Activity: You will need a plant and a sunny window. Follow the Activity directions for this topic.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?



The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 2, Day 4: Thursday

#### Language Arts and Reading

**1 Hour**

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity/ Conciencia fonológica](#): “Mystery Game”
- [Phonics Activity/Método fonético](#): “Note Time”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

• Read: Student chooses a book from home or re-reads [Building with Forces](#) / [Construir con fuerzas](#) (nonfiction).

• Reflect: Caregiver asks, “What do you think will happen next? Or what do you want to learn more about?”

Respond: Student can draw and write about their predictions or what they would want to learn about

#### Math

**1 Hour**

- Caregiver tells student to count out loud to 100, then write the numbers 0-15 with pencil and paper, chalk on the sidewalk, or finger paint on paper. Below each number 1-15, student draws that many circles or shows that many objects.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Social Studies

**30 Minutes**

Continents and Oceans/Continentes del mundo

- Log in to [BrainPOP Jr.](#) and search “continents and oceans.”
- Watch the video. Click on Word Play to review vocabulary words from the video.
- Ask your child: What are the different continents and oceans? Can you locate them on a map?
- Have your child draw or write about one of the continents they would like to visit and why. Ask your child to draw an outline of the continent and have them refer to the video as needed.
- Optional Activity: Use Google Earth to locate and name different continents and oceans. Consider zooming in to view different countries, states, neighborhoods, or exact addresses. Discuss the differences between continents, countries, states, and cities.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?



The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 2, Day 5: Friday

#### Language Arts and Reading

**1 Hour**

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#) / [Conciencia fonológica](#): “Word Race”
- [Phonics Activity](#) / [Método fonético](#): “Start a Journal”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or re-reads [Forces in Ball Games](#) / [Las fuerzas en los juegos con pelota](#) (nonfiction) or [Building with Forces](#) / [Construir con fuerzas](#) (nonfiction).
- Reflect: Caregiver asks, “Can you tell me about your favorite character (person/animal) or favorite thing you learned from reading this week.”
- Respond: Student can draw and write about their favorite character or thing they learned.

#### Math

**1 Hour**

- Caregiver gives students about 20 small objects, such as pennies, cereal pieces, or blocks. Caregiver says, “Make a set of 12.” Student counts out 12 objects. Repeat with 10 and 17.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Social Studies

**30 Minutes**

Natural Resources/Recursos naturales

- Log in to [BrainPOP Jr.](#) and search “natural resources.”
- Watch the video. Click on Word Play to review vocabulary words from the video.
- Ask your child: What natural resources do people use? Why is it important to conserve natural resources? What is the difference between reusing and recycling?
- Have your child find and make a list of things in your home that you can reuse and a list of things that you can recycle. Discuss how your actions of reusing and recycling impact the environment.
- Optional Activity: Complete the Activity for this topic. Additionally, discuss ways you can conserve water in your home. Have your child make signs as reminders and post them in appropriate spots.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student’s teachers to send pictures of student work or information about the student’s learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 3, Day 1: Monday

#### Language Arts and Reading

**1 Hour**

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#)/ [Conciencia fonológica](#): “Find Specific Sounds”
- [Phonics Activity](#)/ [Método fonético](#): “Beginning Sounds”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or reads [A Busy Day in Pushville](#) / [Un día ocupado en Villa Empuja](#) (fiction).
- Reflect: Caregiver asks, “What is a new thing you learned from the book?”
- Respond: Student can draw and write about what was learned. Encourage student to draw and write about more than one thing.

#### Math

**1 Hour**

- Caregiver leads student through an activity to break down the number 8 in different ways. Caregiver gives shows student two plates and 8 small objects, such as candies.
- Student counts the candies, then caregiver tells student to put some on one plate and the rest on the other. For example, 5 on one and 3 on the other.
- Caregiver asks student to count all of the candies again and then explain how s/he made 8. For example, “I made 8 with 5 and 3.”
- Student makes 8 a different way.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Science

**30 Minutes**

##### Butterflies/Insectos

- Log in to [BrainPOP Jr.](#) and search “butterflies.”
- Watch the video.
- Say to your child: Imagine you are a butterfly. Draw or write a story about your life.
- Optional Activity: You will need crayons, scissors, string, tape, and a coat hanger. Follow the Activity directions for this topic.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?



The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 3, Day 2: Tuesday

#### Language Arts and Reading

1 Hour

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#)/ [Conciencia fonológica](#): “Mystery Game”
- [Phonics Activity](#)/ [Método fonético](#): “Blend Words”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or re-reads [A Busy Day in Pushville](#) / [Un día ocupado en Villa Empuja](#) (fiction).
- Reflect: Caregiver or student can turn to any page in the book. Caregiver can ask, “What is happening in the picture?”
- Respond: Student can draw and write about what is happening in the picture.

#### Math

1 Hour

- Caregiver leads student through different ways to make the number 6. Hold up 5 fingers on one hand and 1 on the other. Ask student to say how many fingers and how s/he knows. Student may count all of the fingers or know that  $5 + 1 = 6$ . Repeat with 4 and 2, 3 and 3.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Science

30 Minutes

##### Frogs/Amfibios

- Log in to [BrainPOP Jr.](#) and search “frogs.”
- Watch the video.
- Say to your child: Imagine you are a frog. What would your habitat look like? Have them either use the Draw About It tool or draw on a piece of paper.
- Optional Activity: Take a walk outside and look for frogs together in areas where there is water nearby.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student’s teachers to send pictures of student work or information about the student’s learning progress.



## Daily Summer Enrichment Schedule

### Grade PK, Week 3, Day 3: Wednesday

#### Language Arts and Reading

1 Hour

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity/ Conciencia fonológica](#): “Word Race”
- [Phonics Activity/Método fonético](#): “Label Your Home”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or reads [What is the Weather Like Today? / ¿Co'mo es el clima hoy?](#) (fiction).
- Reflect: Caregiver asks, “What happened in the beginning, middle, and end of the story? What are three facts you learned?”
- Respond: Student can draw and label three pictures showing the beginning, middle, and end of the story or three facts learned. Encourage student to write about what they drew.

#### Math

1 Hour

- Student counts out loud to 100, then writes the numbers 0-15 with pencil and paper, chalk on the sidewalk, or paint on paper. Below each number 1-15, child draws that many circles or shows that many objects.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Science

30 Minutes

##### Mammals/Mamíferos

- Log in to [BrainPOP Jr.](#) and search “mammals.”
- Watch the video.
- Say to your child: Rabbits have many predators. How do you think rabbits stay safe in their habitats?
- Have your child draw or write a story about a rabbit staying safe or avoiding a predator.
- Optional Activity: Take a walk outside and look for different animals. Count how many different animals you see.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?



The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 3, Day 4: Thursday

#### Language Arts and Reading

1 Hour

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity/ Conciencia fonológica](#): “Sounds on a Walk”
- [Phonics Activity/Método fonético](#): “Grocery List”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or re-reads [What is the Weather Like Today? / ¿Co'mo es el clima hoy?](#) (fiction).
- Reflect: Caregiver asks, “What is a new thing you learned from the book?”
- Respond: Student can draw and write about what was learned. Encourage student to draw and write about more than one thing.

#### Math

1 Hour

- Caregiver gives student some red crayons and some blue crayons (or other objects in two different colors). Caregiver helps student make different groups of 6 crayons with some red and some blue, such as 4 blue and 2 red. For each group, student says how many red, how many blue, and how many altogether.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Social Studies

30 Minutes

##### Needs and Wants/Dinero

- Log in to [BrainPOP Jr.](#) and search “needs and wants.”
- Watch the video.
- Click on Word Play to review vocabulary words from the video.
- Ask your child: What is the difference between a need and a want? What are some examples of each?
- Have your child fold a piece of paper in half. Label the left side Needs and the right side Wants. Have your child list or draw needs and wants. Next, have your child write a few complete sentences about one thing they need and why, and one thing they want and why.
- **Optional Activity:** Complete the Activity for this topic. If you do not have a printer, have your child make an ad for an item that people might want on a sheet of paper. Before beginning, look at examples of ads, discuss what makes them persuasive, and ask your child to include those of those persuasive elements in their poster.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:



- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 3, Day 5: Friday

#### Language Arts and Reading

**1 Hour**

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#)/ [Conciencia fonológica](#): “Break the Words Apart”
- [Phonics Activity](#)/ [Método fonético](#): “Personal Dictionary” (Tip: re-visit this activity daily)
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or re-reads [A Busy Day in Pushville](#) / [Un día ocupado en Villa Empuja](#) (fiction) or [What is the Weather Like Today?](#) / [¿Co’mo es el clima hoy?](#) (fiction).
- Reflect: Caregiver or student can find an image in the book. Caregiver asks, “Can you describe this picture? What is happening in the picture? Does the picture help tell the story or help give information about the topic? Why or why not?”
- Respond: Student can pick a picture or image from the book then act it out with family members. Then student can draw and write about what it was like act it out.

#### Math

**1 Hour**

- Caregiver gives student some red crayons and some blue crayons (or other objects in two different colors). Caregiver helps student make different groups of 8 crayons with some red and some blue, such as 4 blue and 4 red. For each group, student says how many red, how many blue, and how many altogether.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Social Studies

**30 Minutes**

##### Saving and Spending/Presupuestos

- Log in to [BrainPOP Jr.](#) and search “saving and spending.”
- Watch the video.
- Click on Word Play to have your child review vocabulary words from the video.
- Ask your child: What are some ways children and adults can save money? Why is it important to save? Why might saving be hard?
- Have your child imagine that they got \$20. Ask them to write or draw what they would do with the money, considering what they might save for and what they would spend.
- Optional Activity: Explain to your child that a budget is a plan for spending and saving money. Create a sample budget together and show them how it can help people organize and keep track of how money is used.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:



- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 4, Day 1: Monday

#### Language Arts and Reading

1 Hour

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#)/ [Conciencia fonológica](#): "Count the Words"
- [Phonics Activity](#)/[Método fonético](#): "Words in the World"
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or reads [Tornado!](#) / [¡Tornado!](#) (fiction).
- Reflect: Before reading the book, caregiver will start with the cover of the book and flip through each page asking the student to describe what is happening in the book. If it is an informational text, student can describe what they will learn about from each page.
- Respond: Student can draw and write about the book they made up by looking at the pictures.

#### Math

1 Hour

- Caregiver shows student 4 fingers on hand and hides the other hand behind back with 1 finger up. Caregiver says, "If I have 5 fingers up altogether, how many fingers are up behind my back?" Student needs to figure out 4 and 1 more makes 5. Repeat with 2 fingers in front and 3 fingers hidden. Then let student lead the activity a few times.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Science

30 Minutes

##### Camouflage/Camuflaje

- Log in to [BrainPOP Jr.](#) and search "camouflage."
- Watch the video.
- Say to your child: Make up an imaginary animal that uses camouflage. Draw or write about our animal. Name your animal and describe how they use camouflage to survive in their environment.
- Optional Activity: You will need scissors, white paper, and a partner. Follow the Activity directions for this topic.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 4, Day 2: Tuesday

#### Language Arts and Reading

1 Hour

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#)/ [Conciencia fonológica](#): “Find Specific Sounds”
- [Phonics Activity](#)/ [Método fonético](#): “Match Pictures with Words”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or re-reads [Tornado!](#) / [¡Tornado!](#) (fiction).
- Reflect: Caregiver asks, “What part of the book surprised you the most?”
- Respond: Student can draw and write about what surprised them the most and why.

#### Math

1 Hour

- Caregiver tells student a math story. Student can solve using pennies, bottle caps, or other small objects to help. Story: “There are 4 birds and 5 squirrels in the backyard. How many animals altogether?” Student can solve any way s/he wants, and should say a number sentence to match the story (ex.  $4 + 5 = 9$ ;  $5 + 4 = 9$ ).
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Science

30 Minutes

##### Hibernation/Hibernación

- Log in to [BrainPOP Jr.](#) and search “hibernation.”
- Watch the video.
- Say to your child: animals sleep through the winter in different places. Using the Activity tool, draw an animal that might hibernate in the pictured places.
- Optional Activity: Talk about animals that you know live in your area and consider whether or not you think they hibernate and discuss why.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student’s teachers to send pictures of student work or information about the student’s learning progress.





## Daily Summer Enrichment Schedule Grade PK, Week 4, Day 3: Wednesday

### Language Arts and Reading

**1 Hour**

#### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#)/ [Conciencia fonológica](#): “Match the First Sound”
- [Phonics Activity](#)/ [Método fonético](#): “Household Message Board”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

#### Reading and Writing

- Read: Student chooses a book from home or reads [Getting Warm in the Sunlight](#) / [Calentarse bajo la luz del sol](#) (fiction).
- Reflect: Caregiver or student turns to any page with a picture. Caregiver asks, “Can you describe the setting? Where do you think the story is taking place? What would you do if you could visit a place in the book?”
- Respond: Student can draw and write about what they would do if they could visit a place in their book.

### Math

**1 Hour**

- Student counts out loud to 100, then writes the numbers 0-15 with pencil and paper, chalk on the sidewalk, or paint on paper. Below each number 1-15, child draws that many circles or shows that many objects.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

### Science

**30 Minutes**

#### Migration/Migración

- Log in to [BrainPOP Jr.](#) and search “migration.”
- Watch the video.
- Say to your child: Pretend to be a migrating animal. Draw or write about where you went and what you saw.
- Optional Activity: You will need a printer, crayons, scissors, and tape. Follow the Activity directions for this topic.

### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?



The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 4, Day 4: Thursday

#### Language Arts and Reading

**1 Hour**

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity/ Conciencia fonológica](#): “Mystery Game”
- [Phonics Activity/Método fonético](#): “Note Time”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or re-reads [Getting Warm in the Sunlight](#) / [Calentarse bajo la luz del sol](#) (fiction).
- Reflect: Caregiver asks, “What do you think will happen next? What do you want to learn more about?”
- Respond: Student can draw and write about their predictions or what they would want to learn about.

#### Math

**1 Hour**

- Caregiver gives student some red crayons and some blue crayons (or other objects in two different colors). Caregiver helps student make different groups of 7 crayons with some red and some blue, such as 3 blue and 4 red. For each group, student says how many red, how many blue, and how many altogether.
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Social Studies

**30 Minutes**

Branches of Government/Ramos del gobierno

- Log in to [BrainPOP Jr.](#) and search “branches of government.”
- Watch the movie.
- Click on Word Play to review vocabulary words from the video.
- Ask your child: What are some examples of rules or laws in our community? Why do the branches of government exist? Why is it important that no single branch has all the power?
- Have your child make a drawing or write a list of rules that should be followed at home and post them when complete. Alternatively, ask your child to draw or write about each branch of government and its purpose.
- **Optional Activity:** Find out who the representative is in your district. Have your child brainstorm issues they are concerned about in the community and write a letter to your representative.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?



- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

## Daily Summer Enrichment Schedule

### Grade PK, Week 4, Day 5: Friday

#### Language Arts and Reading

1 Hour

##### Phonics

Student logs in to [Lalilo](#) and completes 10 minutes of phonics.

Caregiver leads two literacy skill-building activities from Amplify:

- [Phonological Awareness Activity](#)/ [Conciencia fonológica](#): “Word Race”
- [Phonics Activity](#)/ [Método fonético](#): “Start a Journal”
- **Optional:** Visit [Amplify mClass Home Connect](#) to find more literacy skill activities in English and Spanish

##### Reading and Writing

- Read: Student chooses a book from home or re-reads [Tornado!](#) / [¡Tornado!](#) (fiction) or [Getting Warm in the Sunlight](#) / [Calentarse bajo la luz del sol](#) (fiction).
- Reflect: Caregiver asks, “Can you tell me about your favorite character (person/animal) or favorite thing you learned from reading this week.”
- Respond: Student can draw and write about their favorite character or thing they learned.

#### Math

1 Hour

- Caregiver tells student a math story. Student can solve using pennies, bottle caps, or other small objects to help. Story: “Silvia ate 6 cookies and Joe ate 2. How many cookies did they eat?” Student can solve any way s/he wants and should say a number sentence to match the story ( $6 + 2 = 8$ ;  $2 + 6 = 8$ ).
- Student logs in to [Zearn](#) and completes 20 minutes of digital activities.

#### Social Studies

30 Minutes

Presidents/Elecciones presidenciales

- Log in to [BrainPOP Jr.](#) and search “presidents.”
- Watch the video.
- Click on Word Play to review vocabulary words from the video.
- Ask your child: Why do we have a president? What is the president’s job? Who can become the president?
- Have your child complete the Activity for this topic. If you do not have access to a printer, your child can make an acrostic poem on a sheet of paper.
- Have your child try the Easy Quiz to check for understanding and potentially the Hard Quiz, as appropriate.
- Optional Activity: Discuss the presidential election and candidates with your child.

#### Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?



- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.