

# WEEKLY LEARNING ACTIVITIES: K-1 LITERACY



## Monday

### READING

Read a book of your choice or listen to Jane Levy read [The Story of Ferdinand](#).  
#SAVEWITHSTORIES

### WRITING

Write a letter to the author of the book you read and what you liked most about the story.

### LITERACY

**W** is for words... How many words can you write in 60 seconds?

## Tuesday

### READING

Read a book of your choice or listen to Kathryn Newtown read [Alexander and the Terrible, Horrible, No Good, Very Bad Day](#).  
#SAVEWITHSTORIES

### WRITING

Write a new ending to the story!

### LITERACY

**B** is for backwards... Can you spell your name backwards? Try spelling other family members' names backwards.

## Wednesday

### READING

Read a book of your choice or listen to Dr. Jill Biden read [Don't Forget, God Bless Our Troops](#).  
#SAVEWITHSTORIES

### WRITING

Summarize the story you just read with an adult. Work on telling only the most important parts and then write about it.

### LITERACY

**T** is for tell... Have your family tell you the story about how you got your name!

## Thursday

### READING

Read a book of your choice or listen to Gabriela Hearst read [Zen Shorts](#).  
#SAVEWITHSTORIES

### WRITING

Write about the problem in the story. How was it solved?

### LITERACY

**M** is for memorize... Can you memorize your address and phone number?

## Friday

### READING

Read a book of your choice or listen to Rose Byrne read [Llama, Llama, Red Pajama](#).  
#SAVEWITHSTORIES

### WRITING

Write about what the main idea of the story was.

### LITERACY

**X** is for "X marks the spot..." Hide a treasure, draw a map and write clues to help someone find it.

# WEEKLY LEARNING ACTIVITIES: K-1 MATH AND MORE



## Monday

### MATH

**Math games.** Play 2-3 Math Games by [selecting some](#) from the grade your child is in

Or, play your favorite board game with a math twist! Play the game as usual, but players must answer an addition or subtraction question before they can take their turn. If they get it wrong, help them solve the problem before taking their turn.

## Tuesday

### SCIENCE

**Homemade slime.**  
Materials: shampoo, cornstarch, food coloring (optional), water

Directions: Combine  $\frac{1}{2}$  cup of shampoo with  $\frac{1}{4}$  cup of cornstarch. Mix well. Add 3 drops of food coloring. Slowly add 1 tablespoon of water and mix. Slowly add 5 more tablespoons of water and mix well. Knead for 5 minutes, then play!

## Wednesday

### MATH

**Math games.** Play 2-3 Math Games by [selecting some](#) from the grade your child is in.

## Thursday

### ART

**Mini tree sculptures!**  
Materials: 4-5 sticks and twigs, some play dough or clay, markers, beads or buttons – any materials to put on sticks and twigs

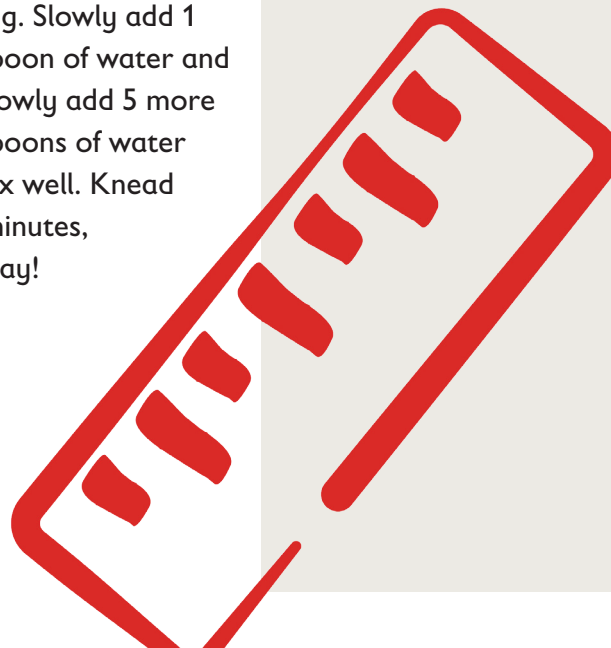
Directions: Go outside and find sticks and twigs. Back inside your home, put the sticks or twigs into clay/playdough and decorate them with beads, buttons or other materials. Or, you can stick your twigs in the ground outside and then decorate them!

## Friday

### MATH

**Math games.** Play 2-3 Math Games by [selecting some](#) from the grade your child is in.

Or, survey 5 people in your home or by phone. Ask them what their favorite color is. With help from an adult or older family member, create a graph to represent your data. Which color had the most votes? Which color had the least votes?



# WEEKLY LEARNING ACTIVITIES: K-1 MOVEMENT AND FAMILY



## Monday

**Heartbeats.** Turn on some music and try to run in place for 1 song. Feel your heart when the song is over. Now lay down for 1 song. Feel your heart again. What did you notice about your heartbeats?

## Tuesday

**Mirror game.** Face your parent, caregiver or sibling and copy what they do with their bodies, as if you were looking into a mirror. Switch! Now you be the leader, and have your parent, caregiver or sibling mirror you!

## Wednesday

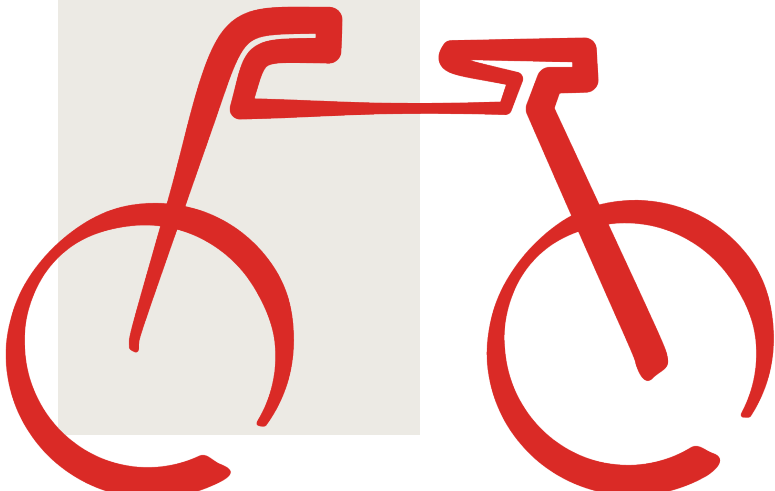
**Doorways to fun.** Visit every doorway in your home, and when you get there, try to do a different balance. Balance on 1 hand and 2 feet, or 1 knee and 2 hands. How long can you hold each one?

## Thursday

**Play add-on.** Take turns doing 1 simple movement, such as bending your head forward and backward. As you do a new movement, repeat the movements that have already been done. How many can you remember in a row?

## Friday

**Emotional faces.** Can you show with your face how you feel? Try making a face for these emotions: angry, sad, happy, worried, surprised, scared and excited. If you can, take a photo of each face and see what they look like! What do you notice about your nose? Eyes? Lips? Forehead?



## FAMILY

**Let's build.** Take big and small marshmallow and toothpicks – and get creative! What can you build? Can you make shapes? Letters? Towers? Afterwards, take those marshmallows and, along with some chocolate and graham crackers, make s'mores over a fire, in the oven or in the microwave!

## WEEKLY LEARNING ACTIVITIES: K-1



### PARENT AND CAREGIVER CORNER

Are your kids starting to act out because their normal routine has been disrupted? Do you find that they, and even you, are becoming more and more cranky due to the limits placed on your surroundings and social circles? We definitely understand, and we feel you – it’s been a challenging journey for everyone! There is no guilt in feeling that way sometimes, and if you are able to accomplish one work task or one school task with your children, then it’s a win!

The crankiness can bring us down a road of negative thinking, which is okay if it happens, but we want to be able to bring ourselves back to a more positive place. One way that you can do this, and this is something for your kids as well, is to practice what we call “cognitive reframing.” When you find yourself heading to Cranky Town, or your kids are already living there, tell to yourself and your children: “Hit the brakes!” Once paused, ask yourself any of the following questions: “What is going well right now?” “What blessings do I have?” “What am I grateful for?” “Am I safe and healthy?” Answer silently, aloud or in writing. If you can’t think of any answers, then ask yourself: “What am I able to change?” “In what ways can I feel better?” Again, think, say or write down your answers. As you notice your answers, you are reframing or shifting your thinking from negative to positive. You can have your children think about these questions, as well, and encourage them to come up with their own answers, or find some solutions together.

Through your answers, you and your children will find that the good in our lives usually outweighs the bad. We may not be in control of many things, but we all can control our feelings, our way of thinking, and how we treat others. Even if we are having cranky, no-good days, we can always do something good and kind for others. In return, it may help us feel better. **We’re in this together!**