

Camden Rockport Elementary School
Remote School Days 2019-20

_____ 's Genius Bag

Day #1

Materials Included:

- ☐ Science Spin Packet
- ☐ Narrative Story Writing
- ☐ Home Link Graphing/ Shapes Exploration
- ☐ Book; **Five Frosty Snowmen**

I acknowledge that my child completed this work with an appropriate amount of adult support. I also understand that this work is **mandatory** and my child will be responsible for presenting their work to his/her class and teacher. All materials and work will need to be *completed and returned no later than the Monday after the Remote School Day.*

Parent/Guardian Signature

Remote School Day Reading Bag for Kindergarten

Enclosed you will find two reading booklets to enjoy with your child:

"Five Frosty Snowmen" and "Snowman, Snowman".

Allow your child to take the role of teacher
as you read them together.

Finger Pointing: Please be sure your child finger points under each word when reading.

Counting: Ask your child to count the words on a page.

Framing: With both pointer fingers, have your child frame words as you cue them:

"Frame a word that begins with the /---/ sound."

"Frame a word that ends with a /---/ sound."

"Frame a word that rhymes with _____."

Syllables: Remind your child that a "syllable" is a chunk of a word. Have your child find 1 or 2 syllable words from the passage.

Enjoy this reading time with your blossoming reader!

Day 1

Snow Day Bag

Science Spin

Use these questions to check your child's understanding and stimulate a discussion.

1. What is the source of the light in the picture in the blue box? (the flashlight)
2. What would happen in the red box if the campfire went out? (They could not see!)
3. What is the strongest source of light on Earth? (the sun)
4. How many sources of light will be on your birthday cake next year? (HINT: Think about how old you will be next year.)

FUN FACTS:

- *Some animals, like owls can see in the dark.
- *In the dark, your pupils get bigger to let in more light.
- *Fireflies make their own light. Jellyfish can too. This is called bioluminescence.

HANDS-ON STEM ACTIVITY

Flashlight Experiment

Materials: flashlights; clear plastic bags; clear and opaque cups; markers; blocks

Overview: Students test a variety of transparent, translucent, and opaque objects to see which makes the best shadow.

Directions:

- Prepare the room for shadow investigation: Pull down screens, or tape up sheets of white construction or chart paper near each table. Then split the class into small groups. Provide each group with a set of the materials listed above (you can add other objects for testing if you like). Let children explore the materials then draw and label a picture of the object they think will make the best (darkest) shadow.
- Now turn out the lights. Have children in each group take turns holding up an object in front of a wall or screen as another child shines a light on the object. What kind of shadow does it make?
- After testing, children can draw and label the object that made the darkest shadow. Then groups can compare results!

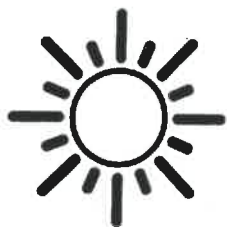


Source of Light Scavenger Hunt

Go on a walk around your home and outside. Circle each source of light you find.



overhead light



sun

OPEN

neon sign



lamp



traffic light

★BONUS★

Draw one source of light that helped you see something.
Then complete the sentences.

One source of light I found was _____.

It helped me see _____.

Day 1
Snow Day Bag
Writing

Narrative Story

Refer to the following "helpful hints" to coach your child through the following activity

Helpful Hints:

- Coach your child in deciding what they would like to draw a picture of. Their drawing should relate to how they spent their snow day at home.
 - Examples
 - Draw a picture of a snow fort that they made
 - Draw a picture of drinking hot chocolate
 - Draw a picture of having a snowball fight
- Coach your child to write a few words that describe their picture
 - Examples
 - If a child has drawn a picture of them making a snow fort they may write the following:
 - I made a fort
 - I had fun
 - Fort

**In school we have been learning the importance of our pictures and how our pictures tell a story. If your student is struggling to write words, encourage them to spend more time on their picture, for that is a very important piece to their story.

Blank lined paper with horizontal ruling lines.

Making a Shoe Graph

Home Link 4-3

NAME _____

DATE _____

Family Note

At school, we made and analyzed a graph of children's favorite colors. At home, children can make a real object graph by sorting different shoes into categories (shoes with laces, black shoes, fancy shoes, and so on) and lining them up by category. Ask questions to help your child compare the number of shoes in each group. If you do not have enough shoes to sort, your child can use another collection, such as silverware or toys.

Gather the shoes in your house.

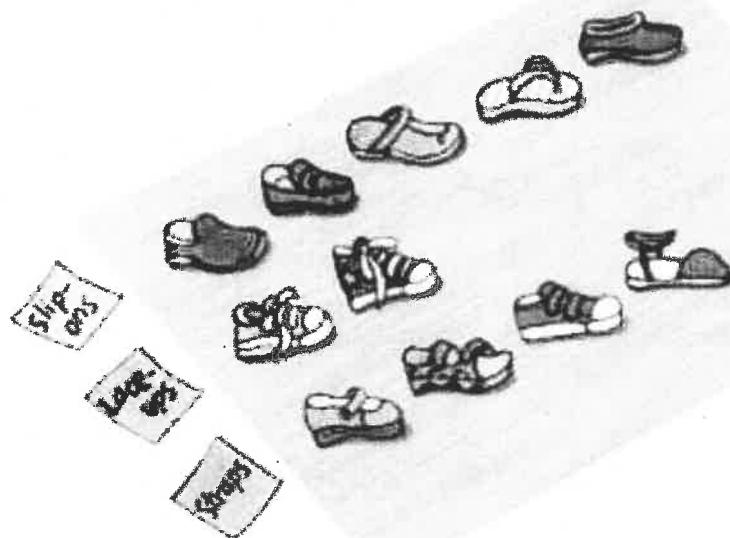
Sort the shoes in a way that is interesting to you.

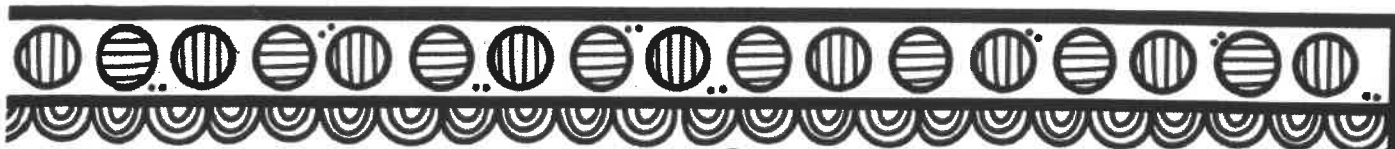
Organize the groups of shoes into lines to make a graph.

Which kind of shoe is the **most** common?

Which kind of shoe is the **least** common?

What other questions can you answer by looking at your graph?





Shoe Graph

14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					



Name

Name: _____

Snow
Day!

Shapes!

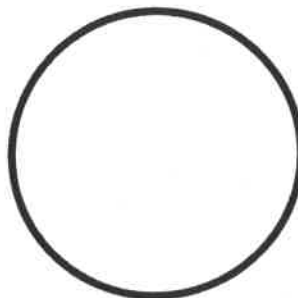


Directions: Count the number of corners and sides on each shape. Record your answers next to the shapes!



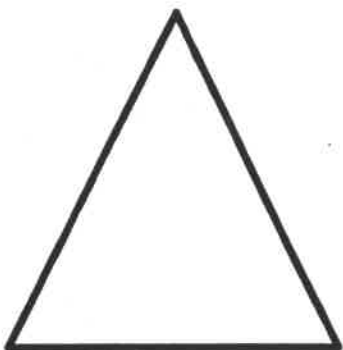
_____ corners

_____ sides



_____ corners

_____ sides



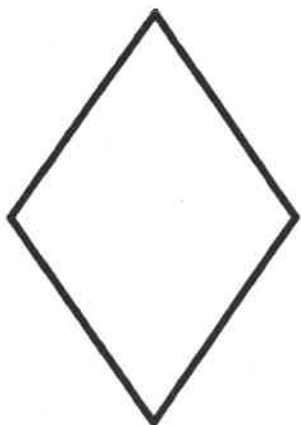
_____ corners

_____ sides



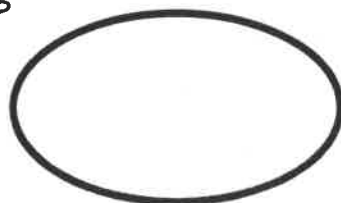
_____ corners

_____ sides



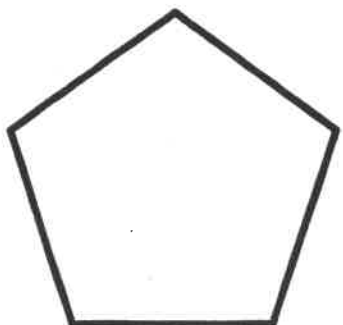
_____ corners

_____ sides



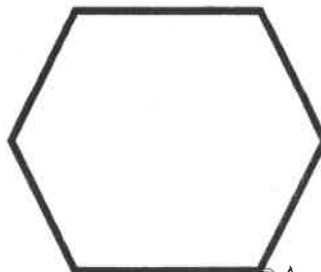
_____ corners

_____ sides



_____ corners

_____ sides



_____ corners

_____ sides