

**WGSD**  
**Alternative Method of Instruction**  
**(AMI)**

*Kindergarten*

**Day #5**

Student Name: \_\_\_\_\_

## Indoor Physical Activity Checklist for Kindergarteners and First Graders

Choose 3 of the activities listed below. Once completed, check the items off of the list.

- **Jumping Jacks** – Count and do 10-20 jumping jacks.
- **Animal Walks** – Pretend to be different animals (bear crawl, crab walk, frog jumps).
- **Ball Toss** – Throw a small ball (or rolled-up sock) into a basket or bucket.
- **Balance Beam** – Use a piece of tape or a scarf on the floor and walk along it like a balance beam.
- **Yoga Poses** – Practice simple poses like tree pose, downward dog, and cat-cow.
- **Simon Says with Movement** – Play a game of Simon Says focusing on physical movements.
- **Dance Party** – Put on favorite songs and dance freely for 5-10 minutes.
- **Obstacle Course** – Set up pillows, chairs, or other household items to climb over, crawl under, or weave through.
- **Balloon Volleyball** – Keep a balloon from touching the ground using hands or a soft paddle.
- **Follow the Leader** – Lead themselves or siblings in different movements (marching, hopping, skipping).
- **Hopscotch** – Create a hopscotch grid on the floor with tape and practice hopping.
- **Beanbag Toss** – Toss a beanbag (or rolled-up sock) onto marked spots on the floor.
- **Jump Over Lines** – Lay string or tape on the floor and practice jumping over it.
- **Marching Band** – March around the house to a rhythm, using pots and pans or toy instruments.
- **Wall Push-Ups** – Stand a short distance from a wall and practice pushing against it.
- **Freeze Dance** – Dance when the music plays and freeze when it stops.
- **Sock Skating** – "Skate" on smooth floors with socks on.
- **Shape Stretching** – Stretch their body into different shapes (circle, triangle, star).
- **Stepping Stones Game** – Use paper or cloth to create "stones" to step on and avoid touching the "lava."
- **Pretend Trampoline** – Pretend the floor is a trampoline and jump up and down gently.
- **Chair Yoga** – Sit on a chair and do stretches like reaching arms up high, twisting, and touching toes.
- **Scarf Toss** – Toss scarves or lightweight cloths into the air and try to catch them.
- **Shadow Tag** – Try to "catch" their own shadow on the wall by moving quickly.
- **Toy Parade** – Push or pull toy vehicles, dolls, or stuffed animals in a "parade" around the room.
- **Rolling Race** – Lie on the floor and roll from one side of the room to the other.

## Grade K - Day 5

### Art

Paint a picture using only primary colors (red, yellow, blue).  
Create a painting with a sponge or finger painting tools.  
Try painting a simple landscape (e.g., sun, hills, and clouds).

### Music

Use your body to copy or mimic the sounds of rain and snow. Make a rainstorm with your hands. Start with quiet raindrops, then a big storm and then let it fade away. Make a snowstorm in the same way.

**Title:** *How Does the Sun Change Things?*

**Objective:**

Students will observe and describe the effects of sunlight on Earth's surface, focusing on how it makes things warmer.

**Duration:** 20–30 minutes

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## Lesson Steps

### 1. Introduction (5 minutes)



Explain to a family member or an adult what you see happening in this image.

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### 2. Hands-On Experiment: Sun vs. Shade (10–15 minutes)

Observe the effects of sunlight at home or in their yard.

**Instructions:**

1. Find two spots outside: one in the **sunlight** and one in the **shade**.
2. Place your hand on the ground in each spot.
3. Answer these questions:

- Which spot feels warmer?
- How do you think the sun makes the ground warm?

**Optional:** If possible, use objects like a rock or a toy. Place one object in the sun and one in the shade, then feel which one is warmer after 10 minutes.

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### 3. Observation Worksheet (5–10 minutes)

Location	In the Sun (warm or cool)	In the Shade (warm or cool)	Draw It!
How the ground feels			
How the object feels			

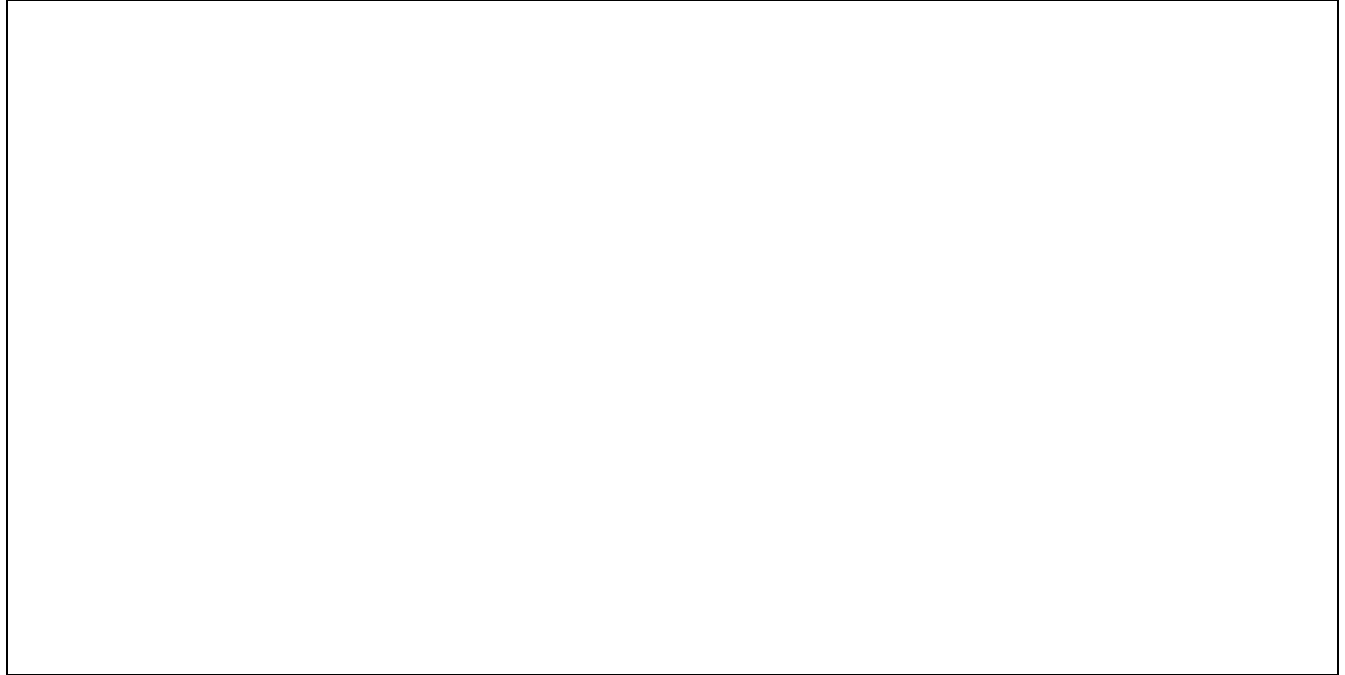
### 3. Reflection Activity (5 minutes)

Draw an to answer these questions:

- "What did you notice about the sun and the shade?"
- "Why do you think the ground or object in the sun feels warmer?"

## Tom and the Fan

Illustrate the story here:



Tom is a man. Tom is not a fan.

A fan is not a man.

Tom is on the mat.

The fan is on the mat.

Tom and the fan fit on the mat.

# UFLI Home Practice

Our end of the week phonics assessment will include each of these skills, please have students reading these words each day.

Read and Write: Reading and writing words with short o. Read the words and write them.

Read

Write with help

Write on your own

on

on

mom

mom

top

top

pop

pop

not

not

# UFLI Home Practice

Listen and build : Using letter tiles, writing paper, or online word mat, build the following words. Grown ups read the words to your student and have them write or build the word changing the sounds as you read.

top → pop → pot → not

mop → top → tap → map

## Sentences:

Read the sentence below, rewrite it with your best handwriting.

The fan is on.

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Name \_\_\_\_\_

1. How many objects are there? \_\_\_\_\_

How many would there be if 1 more object was added? \_\_\_\_\_



2. Count the objects aloud. Circle the correct number.



14 15 16 17 18

3. Circle all the cubes.



4. Draw 5 rectangles.

5. Circle the set that has more objects.

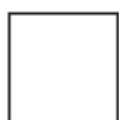


6. Use the ten frames to show the number sentence.

10 and 5 is 15



7. Draw a line to connect each shape with its name.



square



circle



triangle

8. Count the objects aloud. Write the correct number.

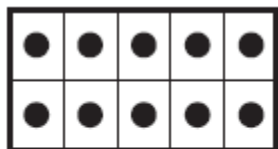


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9. Write the number sentence.



18 is \_\_\_\_\_ and \_\_\_\_\_