<table>
<thead>
<tr>
<th>Day 1</th>
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<th>Day 11</th>
<th>Day 12</th>
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<tbody>
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<td>Web Practice 15 min.</td>
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<td>Read for 15 minutes</td>
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</tbody>
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**Week 1**

- **Day 1:** Web Practice 15 min.
- **Day 2:** Web Practice 15 min.
- **Day 3:** Web Practice 15 min.
- **Day 4:** Web Practice 15 min.
- **Day 5:** Web Practice 15 min.
- **Day 6:** Read for 15 minutes
- **Day 7:** Read for 15 minutes
- **Day 8:** Read for 15 minutes
- **Day 9:** Read for 15 minutes
- **Day 10:** Read for 15 minutes
- **Day 11:** Read for 15 minutes
- **Day 12:** Read for 15 minutes

**Topics of Your Choice**

- Write in a notebook on a
- Practice in a notebook on a
- Read for 15 minutes

**Word in a Sentence**

- Discuss the meaning and use each
- Write in a notebook on a
- Web Practice 15 min.
- Read for 15 minutes

**Web Practice**

- Web Practice 15 min.
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**Read**

- Read for 15 minutes
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2. Read a book about the history of life on Earth. Students will know the basic patterns of growth and change in Earth's history.

3. Shadow watching: Graphing changes in shadow length. Students will be able to graph the changes in shadow length over the course of a day. Students will also develop a basic understanding of the concept of time.

4. Determine the time of day by observation of the sun. Students will be able to identify the sun's position in the sky and use this information to determine the time of day.

5. Create a chart to show the types of rock formations found in the area around the school. Students will be able to identify and classify the different types of rock formations found in the area.

6. Find 3 pictures of objects that move on land and glue to paper and label each. Students will be able to identify objects in their environment that move on land and classify them as moving or stationary.

7. Find 3 pictures of objects that move on water and glue to paper and label each. Students will be able to identify objects in their environment that move on water and classify them as moving or stationary.

8. Find 3 pictures of objects that can move on both land and water and glue to paper and label each. Students will be able to identify objects in their environment that can move on both land and water and classify them as moving or stationary.

9. Write a definition for push and a definition for pull and put both on a sheet of paper.

10. List 5 items that are easier to push and list 5 items that are easier to pull on a piece of paper.

Weather—Students will demonstrate an understanding of the short-term weather conditions collected daily.

Forces and Motion—Students will know that the position of an object changes by a pushing or pulling motion.

Kindergarten—Second Science Enrichment Calendar
That are natural resources.

Make a picture book of things that are not natural resources and things

plants and animals.

Discuss and write about foods that we get from natural resources like

Create a list of things in your home that are natural resources.

http://www.youtube.com/watch?v=d5TA6PlTkRk 3:15

What is a natural resource?

http://www.youtube.com/watch?v=PsiPcclK3e

How is it made? Watch the video using this link:

Food is one of our daily needs. Where does our food come from...and

How do you know the difference between needs and wants?

Create a list of needs and wants (i.e., need – food want – a pet)

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Our Country Our World

Kindergarten - Second Grade Social Studies Enrichment

Birmingham City Schools