

LEARNING AT HOME


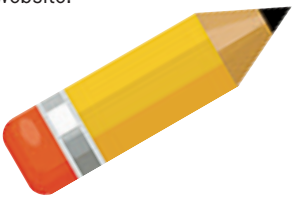
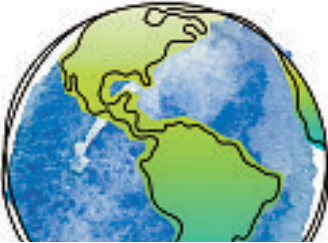
Welcome to Learning at Home Bingo: Observe your world this week thinking like a literacy explorer.

We'd like to hear from you. How are you using the weekly Learning at Home Bingo feature? Let us know by emailing communications@sdcoe.net.

Do not gather materials without permission. Ask for help from a grown-up.

Curriculum provided by the San Diego County Office of Education. For more, go to <https://covid-19.sdcoe.net/>



BINGO				
Backyard stories	Indoors	Neighborhood	Give me a beat	Outdoors
<p>Reading is more than just pronouncing words on a page. Reading involves determining the author’s message and connecting that message to our own lives. We are constantly reading and connecting to our surroundings. Did you know we can even “read” with our eyes closed?</p> <p>Materials needed: A place to safely observe your neighborhood, such as your backyard, front yard or sidewalk near the front of your house. (This activity can also be done at a park or other open space.) Paper and something to record your observations with.</p> <p>Step 1: Spend some time in your backyard, front yard or sidewalk near the front of your house. Once you are ready to begin, set a timer for 5 minutes. Sit down (or stand still) and close your eyes. Listen to the sounds of your neighborhood. If you are with someone else, try not to talk during the 5 minutes. Just listen.</p> <p>Step 2: When your 5 minutes is up, write down all the things you heard.</p>	 <p>They say a “picture tells a thousand words.” There are so many interesting photographs and illustrations in our world! In this activity, you will choose a photograph or illustration that you find intriguing and “investigate” it by reading it closely, like a detective.</p> <p>Materials needed: A picture (photograph or illustration). If you use a photograph from your own house, choose one that is new or unfamiliar to you. Paper and something to write with to record your thinking.</p> <p>Step 1: Find a picture that is intriguing and interesting to you. You can find photographs and illustrations in books, magazines, newspapers, on the Internet and in your own home.</p> <p>Step 2: Study your picture very closely and pay careful attention to every detail.</p>	<p>Communication is key. In this activity you will explore the different ways ideas and information are communicated. People communicate through spoken or written language (letters and numbers), signs, graphics, pictures and more.</p> <p>Materials needed: A place to safely observe your neighborhood, such as your backyard, front yard or sidewalk near the front of your home. You can also stay inside and use windows to view your neighborhood. Paper and something to write with to record your thinking.</p> <p>Step 1: Plan your outdoor neighborhood observation spot(s) or find windows that give you views of and allow you to hear the sounds of your neighborhood.</p> <p>Step 2: Look and listen for the ways that information and ideas are communicated in your neighborhood. What do you see? Where do you notice numbers, words, pictures or street signs? What do you hear? What other forms of communication can you observe? Record (write or draw) your observations and thinking.</p>	<p>Music is all around us! It can lift our spirits or make us feel melancholy. It can remind us of a favorite person, event or time in our lives — music is powerful. In this activity you will have some fun with one or more of your favorite songs.</p> <p>Materials needed: A favorite song or two. If you can actually play your song, that is great, and if you can’t, just pull your song up from your memory. Paper and something to write with to record your thinking.</p> <p>Step 1: Listen to your favorite song a few times or “play” it back in your head. Try closing your eyes for one of the times.</p>	<p>People have been using shadows to tell time for more than 5,000 years. Explore how the sun casts shadows throughout the day.</p> <p>Materials needed: A place to safely make observations in your neighborhood (this can be done at a park or other open space), time to make observations throughout the day (at least one hour apart), a piece of paper and something to write with, a small object such as a toy or a block and a sunny day.</p> <p>Step 1: Find an outdoor location. Place your piece of paper on the ground or a flat surface. Place your object on the paper and adjust so a shadow is cast onto it.</p> <p>Step 2: Trace around the base/ bottom of your object. Trace the shadow your object is casting. Label the time of day.</p> <p>Step 3: Leave your paper and object in the same spot. (If it is not possible to leave your items, take them back inside with you.)</p> <p>Step 4: Return to your location about one hour later. Place your object back in the spot you traced. Trace the new shadow. Label the time. Repeat Step 4.</p>
<p>Grades K-3</p> <p>What sounds did you hear? Did you hear any animals? What lives nearby? How could you tell?</p> <p>What else did you “read” about your surroundings? Use pictures to tell your neighborhood story. Share your story with us. Email your story to communications@sdcoe.net for possible publication on the San Diego County Office of Education website.</p>	<p>Grades K-3</p> <p>What do you notice? (Stick to just what you see, don’t jump to conclusions yet!)</p> <p>What are you wondering about?</p> <p>What is happening? Where is it happening? Why is it happening? (Here is where you can go to conclusions.)</p> <p>Record (write and/or draw) your thinking and/or talk with others.</p>	<p>Grades K-3</p> <p>What did you notice? What are you wondering?</p> <p>What different types of communication did you observe? What information does it give you?</p> <p>Which type(s) of communication is easier to understand? Why?</p> <p>Record (write and/or draw) your thinking and/or talk with others.</p>	<p>Grades K-3</p> <p>What do you notice about the song? How does the song(s) make you feel? Why?</p> <p>Why is it your favorite, or one of your favorite songs? What do you like about it?</p> <p>What do you “see” when you hear your song? Draw a sketch or picture of what you see.</p> <p>Record (write and/or draw) your thinking and/or talk with others.</p>	<p>Grades K-3</p> <p>What do you notice? What do you wonder? What do you already know about shadows? What happened to the shadow each time you made your observation? What other questions do you have about shadows? Talk about your ideas.</p> 
<p>Grades 4-8</p> <p>What sounds did you hear? What lives nearby? How could you tell? What else did you “read” about your surroundings?</p> <p>Become the author. Write your neighborhood story based on the sounds you heard. Share your story with us. Email your story to communications@sdcoe.net for possible publication on the San Diego County Office of Education website.</p> 	<p>Grades 4-8</p> <p>What do you notice? (Stick to just what you see, don’t jump to conclusions yet!)</p> <p>What are you wondering about? What surprises you?</p> <p>What is happening? Where is it happening? Why is it happening? (Here is where you can go to inferences and conclusions.)</p> <p>How are the subjects in your picture feeling? What is making you think that? What is this reminding you of in your own life, your community, or in our world?</p> <p>Record (write and draw) your thinking and/or share your ideas with others.</p>	<p>Grades 4-8</p> <p>What did you notice? What are you wondering?</p> <p>What different types of communication did you observe? What information does it give you?</p> <p>How is language used to help people navigate your neighborhood?</p> <p>Which type(s) of communication seem to be easiest to understand? Which type(s) seem to be more difficult? Explain your thinking.</p> <p>Record (write and draw) your thinking and/or share your ideas with others.</p>	<p>Grades 4-8</p> <p>What do you notice about the song?</p> <p>How does this song make you feel? Why?</p> <p>Why is it your favorite, or one of your favorite songs? What do you like about it?</p> <p>Who would you recommend this song to? Why might they like it? How would you recommend it? What would you say?</p> <p>Draw a sketch or picture to go with your song. Explain how your sketch/picture is a good representation of your song.</p> <p>Record (write and/or draw) your thinking and/or talk with others.</p>	<p>Grades 4-8</p> <p>Did you notice a pattern? When is the shadow shortest? When is it longest? What makes shadows? What makes a sun shadow fall one direction at one time and another direction earlier or later in the day?</p> <p>What other questions do you have about shadows?</p> <p>Scientists organize and make sense of their observations so they can share their thinking with other people. Sometimes data can be organized by making a table or a graph. Decide how data from your observations can be shared with others and then give it a try.</p>
<p>Grades 9-12</p> <p>What did you “read” about your surroundings? What story do the sounds of your neighborhood tell?</p> <p>Become the author. Write your neighborhood story based on the sounds you heard. How does only using your sense of hearing influence the story being told? Make observations for 5 more minutes. This time use your sense of sight and look around. How did the observations you made using your sense of sight affect the story being told? Compare your listening story to your looking story.</p> <p>Share your story with us.</p> <p>Email your story to communications@sdcoe.net for possible publication on the San Diego County Office of Education website.</p>	<p>Grades 9-12</p> <p>What do you notice? (Stick to just what you see, don’t jump to conclusions yet!)</p> <p>What are you wondering about? What surprises you?</p> <p>What is happening? Why is it happening? (Here is where you can go to inferences and conclusions.) How are the subjects in your picture feeling? What conclusions can you draw about the subjects?</p> <p>What connections can you make from the picture to your own life or the world? What is it reminding you of? Why do you suppose the photographer or artist created this for people to see?</p> <p>What might they want us to think about or want us to do?</p> <p>Record your thinking and/or share your ideas with others. What do they think? How do their ideas compare to yours?</p>	<p>Grades 9-12</p> <p>What different types of communication did you observe? How does it help people navigate your neighborhood? Was one type of communication more prevalent? Why do you think that might be?</p> <p>How can being familiar with the types of communication in your neighborhood help you navigate an unfamiliar neighborhood?</p> <p>In a new neighborhood, what types of communication would you look or listen for and how would it help you? What type(s) of communication seem most important? Why?</p> <p>What ideas do you have for improving the communication in your neighborhood? Explain your thinking.</p> <p>Record (write and draw) your thinking and/or share your ideas with others. What do they think? How do their ideas compare to yours?</p>	<p>Grades 9-12</p> <p>What do you notice about the song?</p> <p>How does this song make you feel? Why?</p> <p>Plan for building a playlist by making a list of some of your favorite songs. What songs would you include and why? Explain your thinking.</p> <p>What would you title your playlist? Why did you choose that title? What family members or friends might enjoy your playlist? Why do you think they would enjoy listening to it?</p> <p>Think of a family member or friend. Plan a playlist for them that would encourage them or help them remember a special event or time.</p> <p>Share your ideas for your playlists with others. What do they think? How do their thoughts and ideas compare to yours?</p>	<p>Grades 9-12</p> <p>After you trace the shadow of your object, think about what would happen if you picked up the paper and moved the setup somewhere else, say a block away.</p> <p>Would the shadow move or be in the same place?</p> <p>Draw a model that explains your answer. If you are able to do so safely, give it a try.</p> <p>Did the results match your prediction?</p> 
<p>Extension activities</p> <p>Complete this activity with another person. Have each person write and share the neighborhood story they heard. How were the stories the same? How were the stories different?</p> <p>Repeat the activity at a different time on the same day. What story did you hear? Were the sounds telling the same story? How were the stories the same? How were the stories different?</p> <p>Repeat the activity at the same time on a different day. What story did you hear? Were the sounds telling the same story? How were the stories the same? How were the stories different?</p>	<p>Extension activities</p> <p>Engage in weekly What’s Going On In This Picture interactive discussions, which bring a global audience together to “notice and wonder” about images and ideas. https://www.nytimes.com/column/learning-whats-going-on-in-this-picture</p> <p>Be an author and write the story of your picture or write a caption.</p> 	<p>Extension activities</p> <p>Make a chart and record the frequency of the different types of communication you observe. What type of chart would help you make sense of the data you recorded? How can you display (histogram, bar chart, dot plot, etc.) the information in order to share it with others? What would work best with the data you gathered? Give it a try.</p> <p>Draw or sketch your neighborhood, including all the types of communication you observed. Use speech bubbles to include the sounds you heard.</p>	<p>Extension activities</p> <p>Check out Read Alouds done to a beat! Here is a great one by Wes Tank who raps Dr. Seuss’ “Fox in Sox” to the beats of Dr. Dre: https://bit.ly/FoxinSox (This safe and family friendly link to the video has been provided by SafeYouTube.)</p> <p>Perform your song for someone in your home. Try recording your song using a device such as a cellphone or tape recorder. Play your song back. Try playing the song at different speeds. How does the speed of the song change the listening experience? Did your song sound better at one speed than another?</p>	<p>Extension activities</p> <p>Create shadow art. Trace the shadows of objects and then color them. Use multiple objects at once to create shadow scenes.</p> <p>Use your body to cast a silly shadow. Use chalk to trace the shadows onto the sidewalk.</p> <p>Look for shadows cast around your neighborhood. Observe the relationship between the length of the shadow and the height of the object. Bring something to measure with, such as a ruler or a tape measure. What do you notice? Is there a pattern or relationship between the height of objects and the shadows they cast? Does this relationship change throughout the day?</p>