

PreK - K At-Home Learning Resources

(Pink Packet)

Week #3

The Richland School District cares deeply about the well-being of our students and families. We highly encourage our students and families to set a daily routine that includes the following:

For our elementary families:

- Read daily with your child
- Play family games (board games, cards, puzzles, charades, pictionary, etc.)
 - Engage in an outside activity
 - Cook/bake with your child
- Maintain relationships with your child's teacher

These supplemental activities, readings, and other resources are available to students and families to continue learning and exploring while schools are closed in response to the novel coronavirus.

Students are not required to complete and/or turn in any assignments nor will any of these materials be used to assess students academically. Please feel free to use these optional resources as needed. Additional resources are available at:

<https://www.rsd.edu/programs/at-home-learning/pre-k-elementary-resources>



Clip-A-Letter

Objective

The student will name and match letters of the alphabet.

Materials

- ▶ Uppercase letter circle (Activity Master P.004.AM1)
Copy on card stock, cut out, and laminate.
- ▶ Clothespins
Write lowercase letters on clothespins.

Activity

Students match lowercase letters on clothespins to uppercase letters on a circle.

1. Place the uppercase letter circle and clothespins on a flat surface.
2. Taking turns, students choose a clothespin, name the letter (e.g. "a"), and place it on the corresponding uppercase letter on the circle.
3. Continue until all letters are matched.
4. Peer evaluation



Extensions and Adaptations

- ▶ Match uppercase clothespin letters to the uppercase letter circle.
- ▶ Match lowercase clothespin letters to the lowercase letter circle (Activity Master P.004.AM2).
- ▶ Match clothespin letters to the initial sound picture circle (Activity Master P.004.AM3).

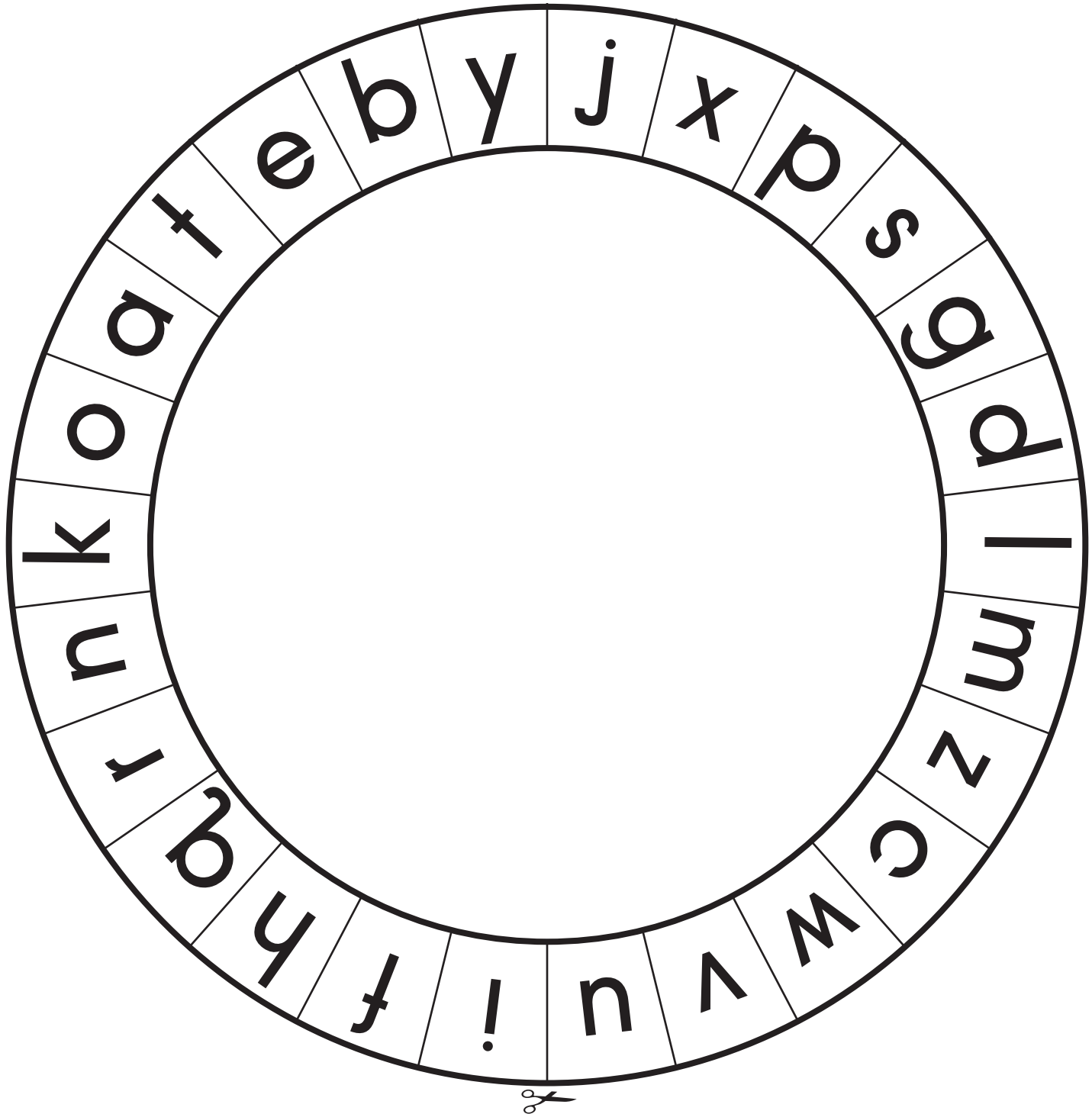


uppercase letter circle

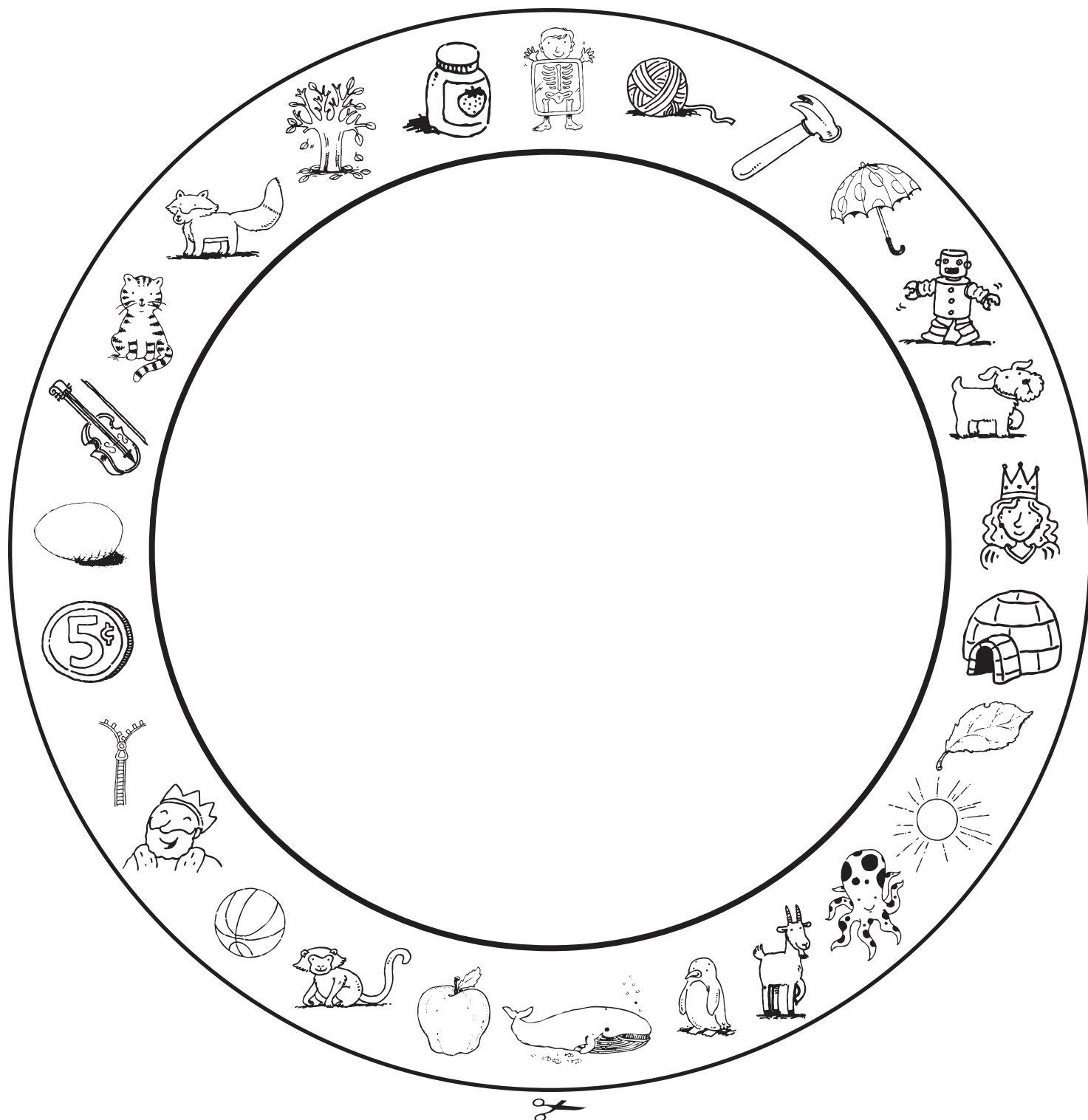
Phonics

Clip-A-Letter

P.004.AM2



lowercase letter circle



initial sound picture circle (starting at top): x-ray, yarn, hammer, umbrella, robot, dog, queen, igloo, leaf, sun, octopus, goat, penguin, whale, apple, monkey, basketball, king, zipper, nickel, egg, violin, cat, fox, tree, jam

Phonics

Letter Cards

P.002.AM1b

g	n	u	
f	m	t	z
e	l	s	y
d	k	r	x
c	j	q	w
b	i	p	v
a	h	o	

lowercase letter grid



G	N	U	
F	M	T	Z
E	L	S	Y
D	K	R	X
C	J	Q	W
B	I	P	V
A	H	O	

uppercase letter grid



Questions to Ask Before, During, and After Reading

These are questions to help engage students in discussions and conversations about reading. These questions are just suggestions and other questions can be added to this list based upon the type of reading students are involved in.

Before Reading


- What is the title of the book or text?
- What does this title make you think about?
- What do you think you are going to read about? (Make a Prediction)
- Does this remind you of anything?
- Are you wondering about the text or do you have any questions before reading?
- Skim through the article. Do any pictures, key words, and/or text features stand out to you?

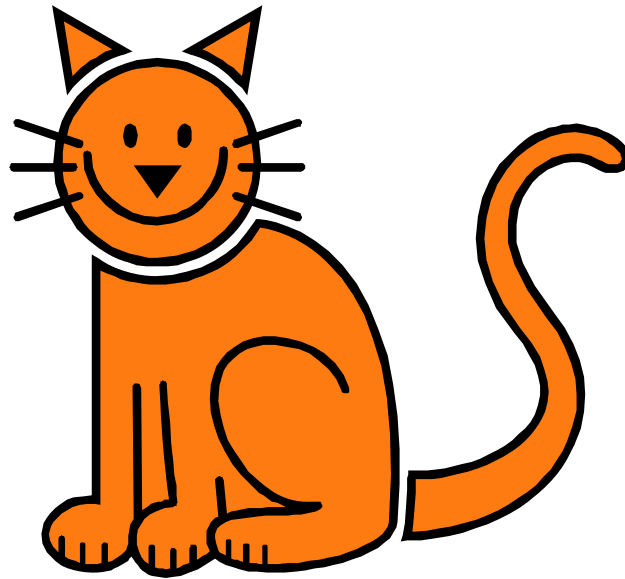
During Reading

- What is happening so far?
- What does the word _____ mean on this page?
- What do you think the author is trying to communicate in this part?
- What do you think was important in this section? Why do you think it was important?
- What can you infer from this part of the text?
- Where is the story taking place?
- Who are the characters so far?
- What do you think will happen next?
- What does this part make you think about?
- What questions do you have?
- What words help you visualize what the author is saying?
- Is there a word that you struggled with? What is the word? Let's break the word into parts and look at context clues.

After Reading

- What was this text about?
- What was the main idea? What details from the text helped you determine the main idea?
- What did you learn from this text?
- How did the author communicate his/her ideas?
- What does this text remind you of?
- What was your favorite part and why?
- Did this text have a problem? If so, what was the problem and what was the solution?
- What is your opinion about this text? What are some parts that helped you make that opinion?
- What are some questions you still have about the text?
- Does this text remind you of other texts you have read? How are they alike and/or different?
- What is a cause and effect from the text you read?

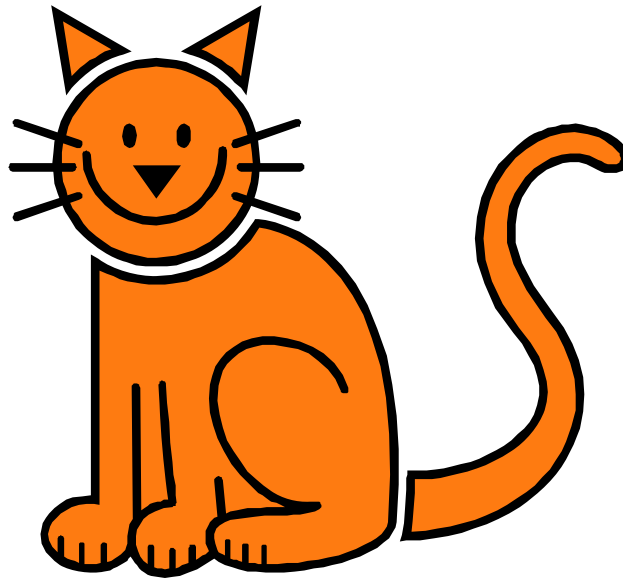
I'm 1  Cat




A collection of stories for
Level - 3


By Clark Ness



Visit www.clarkness.com
for more free stories and ebooks.



I'm 1 
Cat

See me.

See me. I'm 1 
cat

See me. I'm 1 
cat. I seem 
happy.



I'm 1 Bat

See me.



I'm 1 bat.

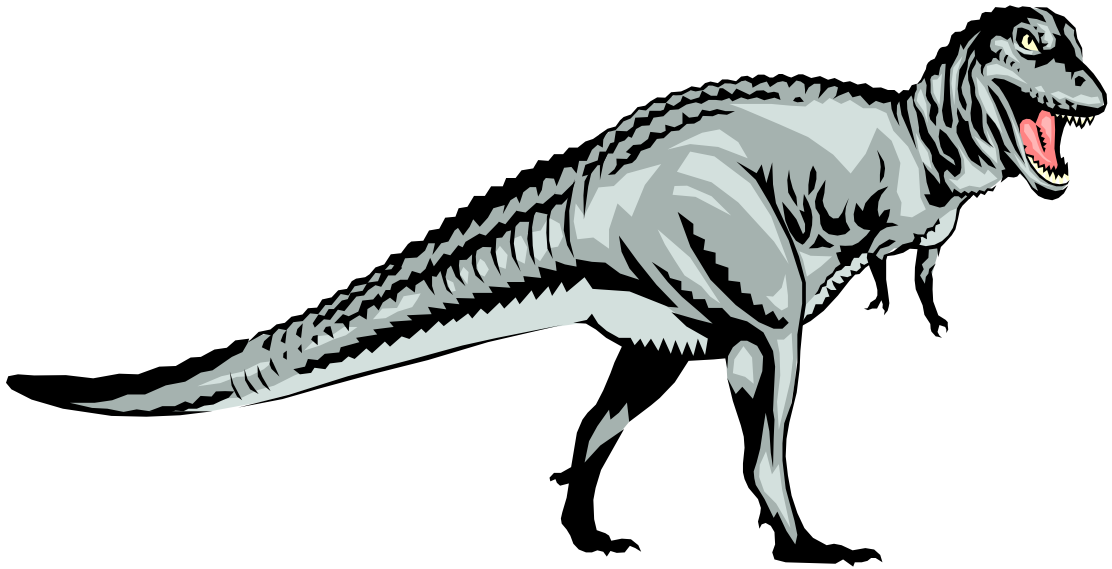
See me. See me.



I'm 1 bat.



See me. I'm 1 bat.



I'm 1



Dinosaur

See me.

I'm 1



dinosaur

See me. See me.

I'm 1

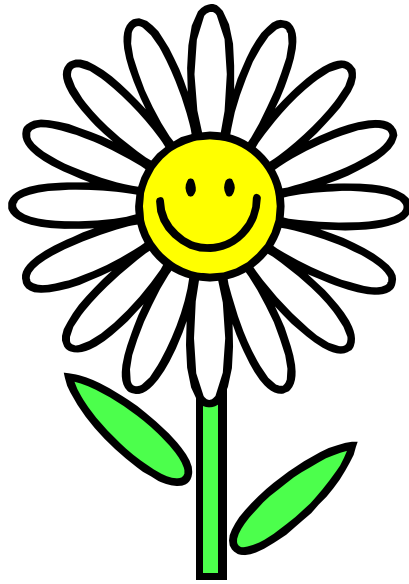


dinosaur

See me. See me. I'm 1





dinosaur

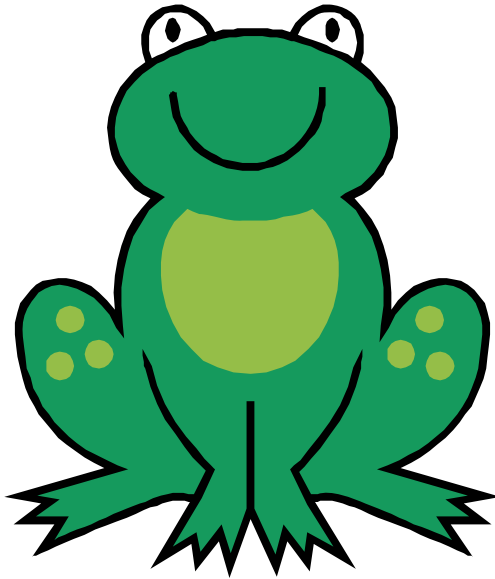


I'm 1 
Flower

I'm 1 
flower


I'm 1 
flower . I seem 
happy .

See me. I'm 1 
flower . I seem 
happy .



I'm 1 
Frog

See me.

See me. I'm 1 
frog

See me. I'm 1 . I seem 
frog happy



I'm 1



Lion

See me.

I'm 1



lion

See me. See me.

I'm 1

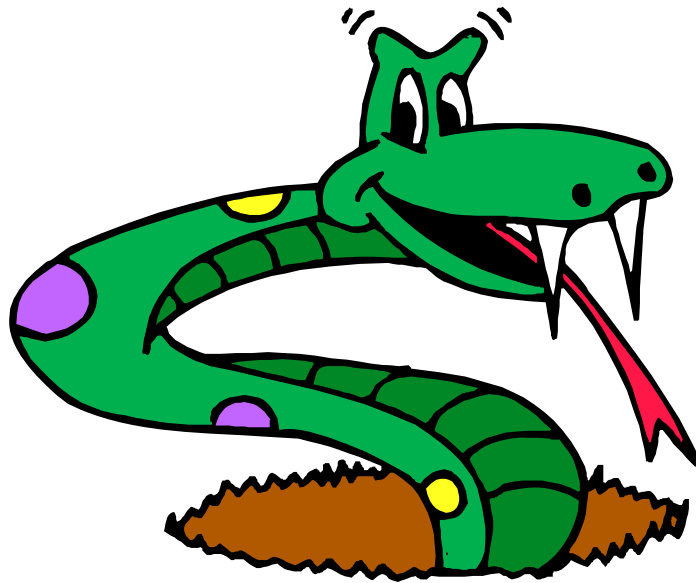



lion


See me. See me. I'm 1



lion





I'm 1 
Snake

I'm 1 
snake

I'm 1 
snake



I seem 
happy

See me. I'm 1 
snake



I seem 
happy



I See 1 
Fish

I'm 1 . I see 1 .
cat fish

1  I see.
fish


I'm 1 . 1  I see.
cat fish

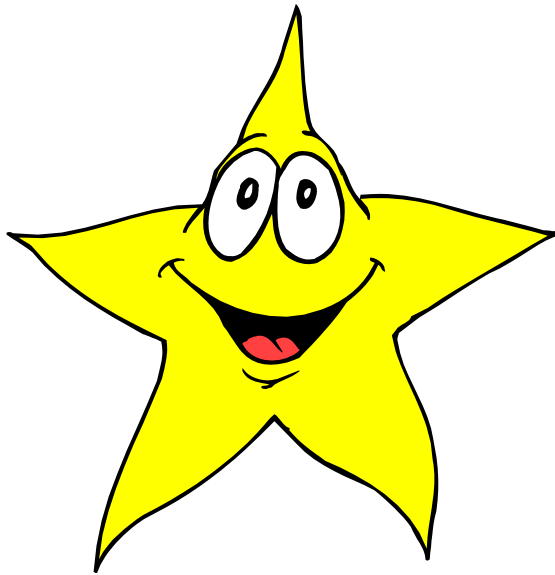



See Me, I'm 1 
Dog


See me.

I'm 1 
dog .



See me. I'm 1 
dog .

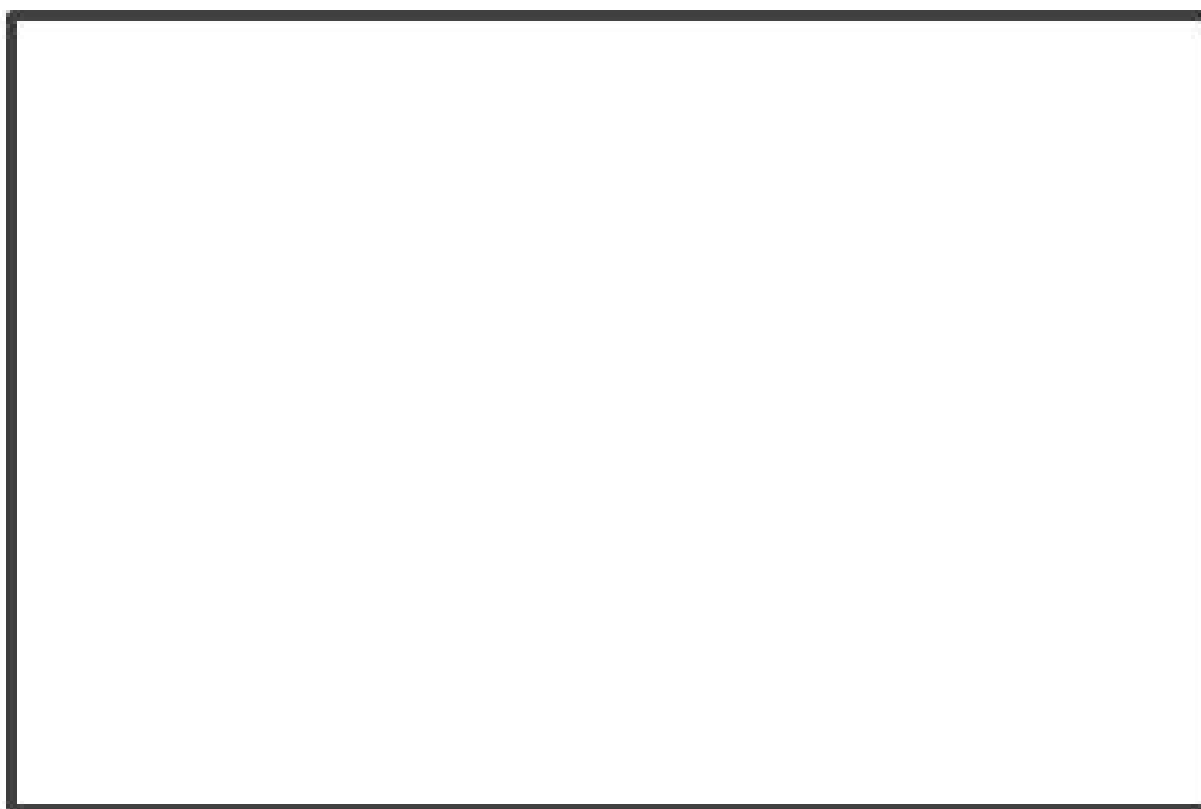


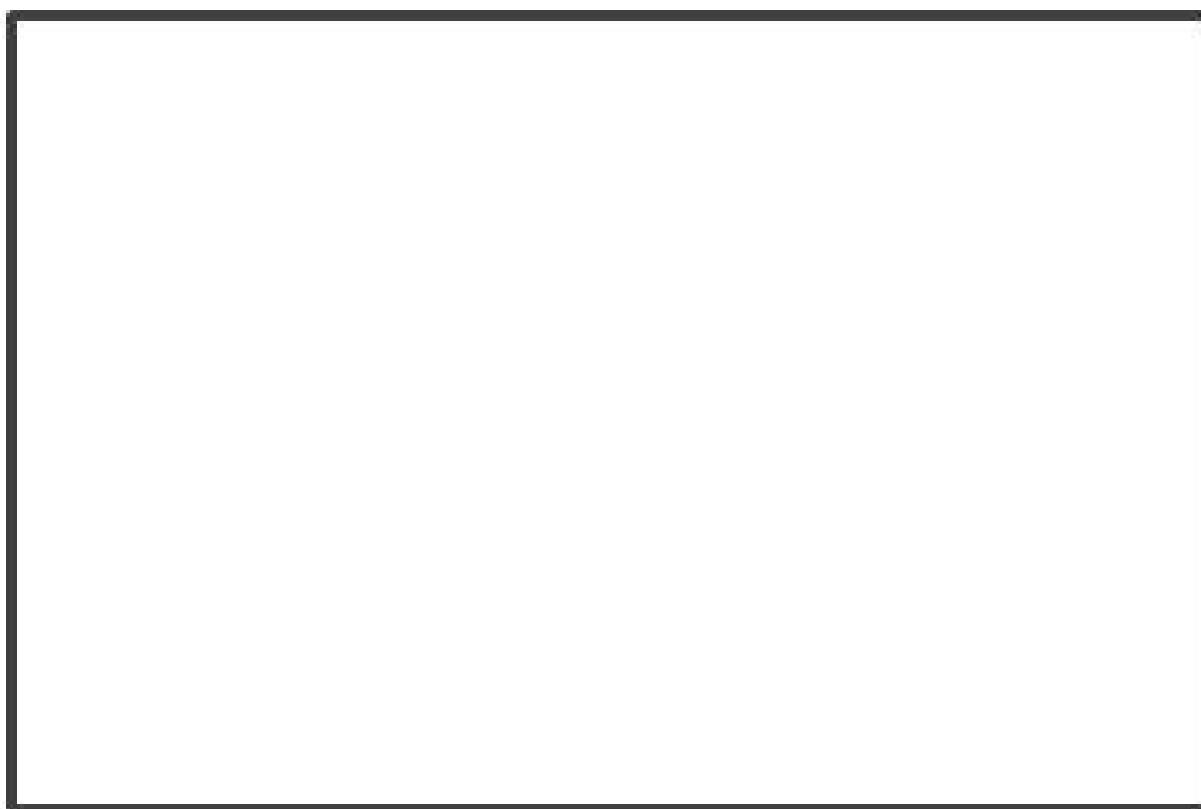
See Me, I'm 1 
Star

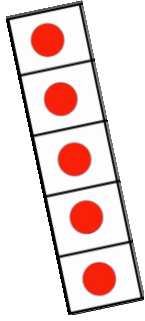
See me. I'm 1 
star

See me. I'm 1 
star. I'm 
happy

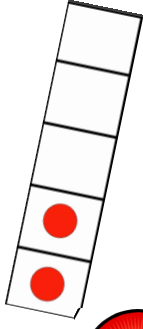
See me. See me. I'm 1 
star. I'm 
happy





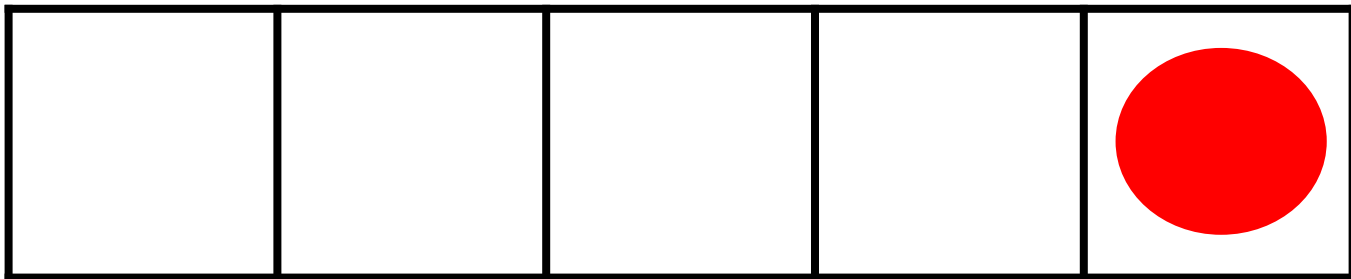
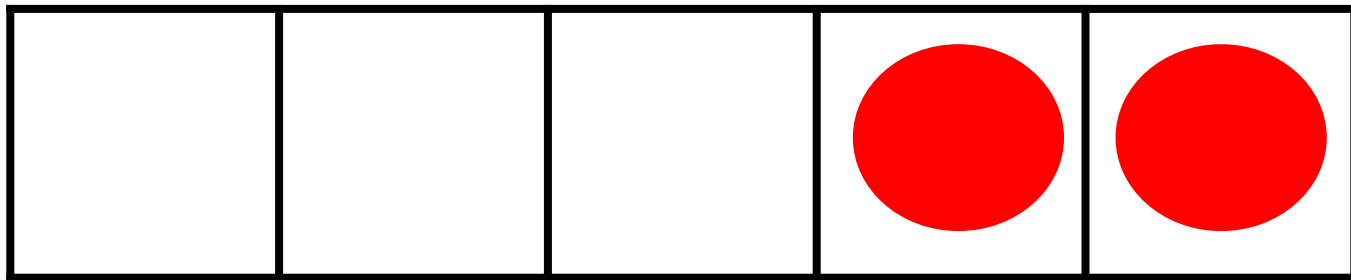
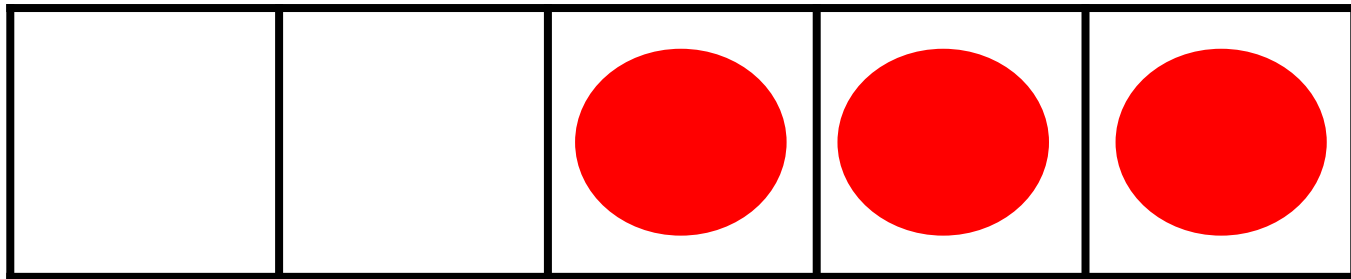
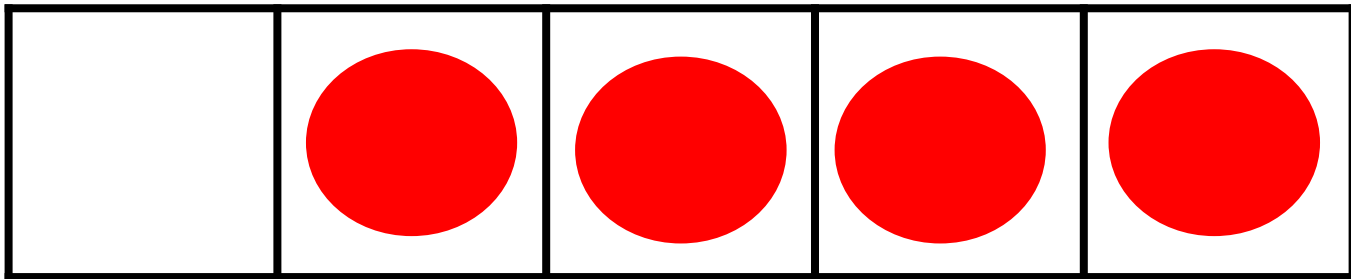
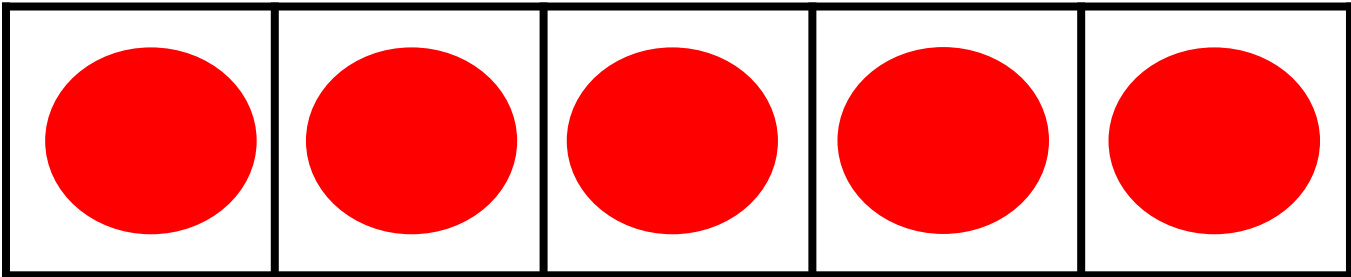


Five Frame Match



Materials: 2 sets of five frames with dots, number cube

1. Work with a partner. Place all the five frame cards face up on the table.
2. Take turns to roll a number cube and find a five frame with a matching number of dots. If you roll a 6, roll again.
3. Keep going until all the five frames have been taken.
4. Count your five frames to see how many you each have.



My Weather Journal

Spring is an exciting time to observe our changing weather in the TriCities and how it affects living things. Take a walk outside and observe the wind, sky, clouds, and sun. Look around for changes in living things like plants, grass, flowers and bugs. Draw and talk about what you see each day. As you collect more drawings, talk about how they are alike and how they are different. You may want to number your drawings so you can see how things change over time.

