

PreK - K At-Home Learning Resources

(Pink Packet)

Week #4

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>



Objective

The student will identify letters of the alphabet.



Materials

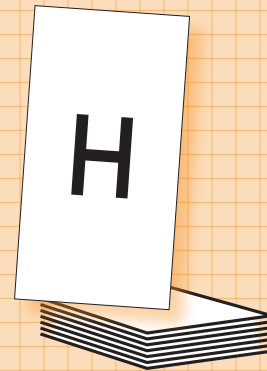
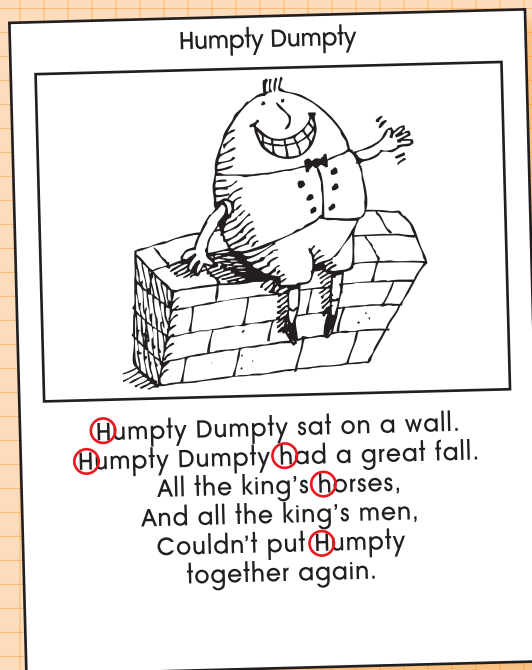
- ▶ Nursery rhymes or poems (Activity Master P.007.AM1a - P.007.AM1j)
Laminate or place rhymes in page protectors.
- ▶ Letter cards (Activity Master P.007.AM2a - P.007.AM2i)
Choose target pairs of uppercase and lowercase letter cards.
- ▶ Vis-à-Vis® markers



Activity

Students circle a target letter or letters on a nursery rhyme or poem.

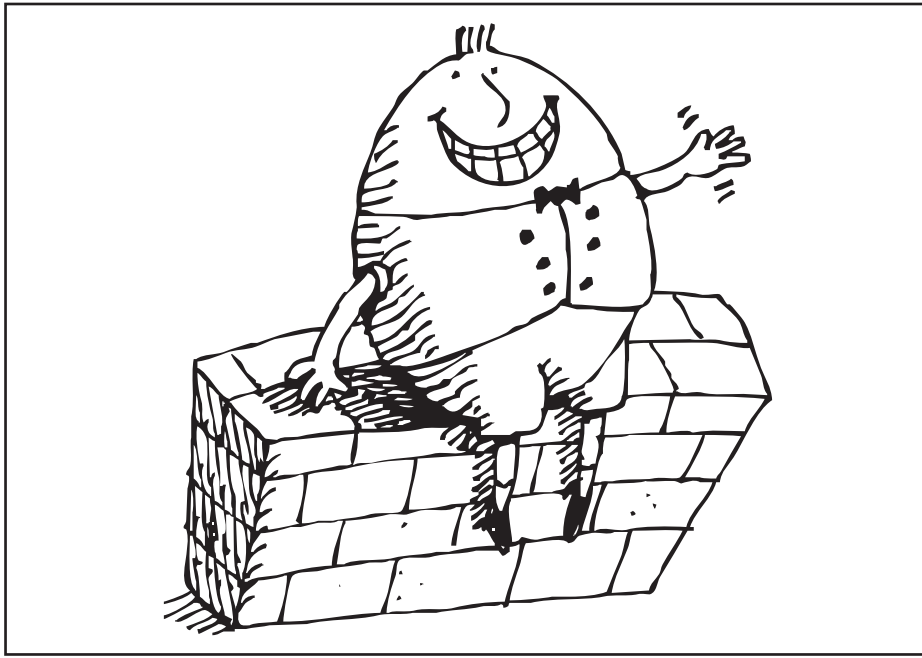
1. Place the rhymes and target letter cards face up on a flat surface. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, student one chooses the uppercase and lowercase cards of a target letter and names it (e.g., "h").
3. Student two chooses a rhyme, finds, and circles the target letter throughout the rhyme.
4. Continue until all rhymes have a target letter circled throughout.
5. Peer evaluation



Extension and Adaptations

- ▶ Circle high frequency words.
- ▶ Find and circle target letters in a newspaper.

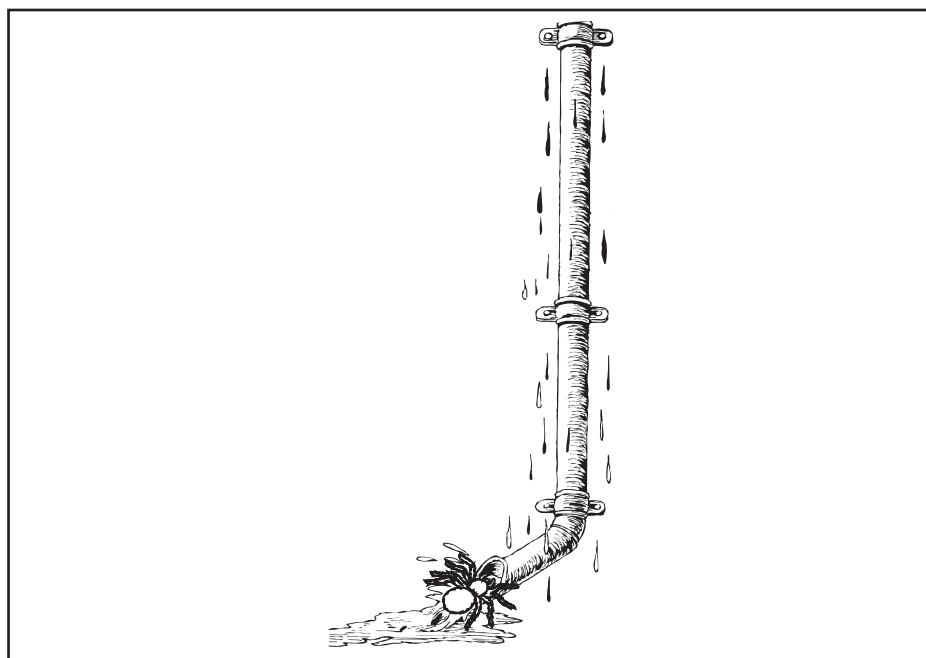
Humpty Dumpty



Humpty Dumpty sat on a wall.
Humpty Dumpty had a
great fall.

All the king's horses,
And all the king's men,
Couldn't put Humpty
together again.

The Eency Weency Spider



The eency weency spider
Climbed up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
And the eency
weency spider
Climbed up the spout again.

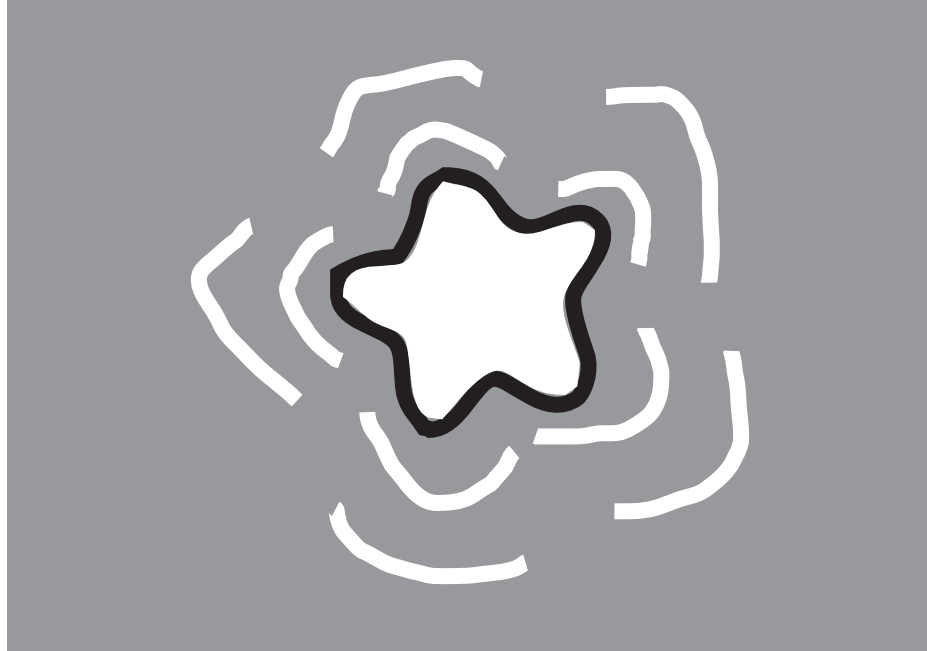
London Bridge



London Bridge is falling down,
Falling down, falling down,
London Bridge is falling down,
My fair lady.

Build it up with wood and clay,
Wood and clay, wood
and clay,
Build it up with wood and clay,
My fair lady.

Twinkle, Twinkle Little Star



Twinkle, twinkle little star,
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.

Twinkle, twinkle little star,
How I wonder what you are.

Five Little Speckled Frogs



Five little speckled frogs,
Sitting on a hollow log,
Eating some most delicious bugs,
Yum, Yum.

One frog jumped in the pool,
Where it was nice and cool,
Now there are four
speckled frogs,
Glub, glub.

Phonics

Poetry Pen

P.007.AM2a

A

B

C

D

E

F

letter cards



G

H

I

J

K

L



Phonics

Poetry Pen

P.007.AM2c

M

N

O

P

Q

R

letter cards



S

T

U

V

W

X



Phonics

Poetry Pen

P.007.AM2e

Y

Z

a

b

c

d

letter cards



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?

See 3



A collection of stories for
Level - 4 With Numbers

By Clark Ness

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



See 3

See 3.



See 3 trees.



I see 3 trees.



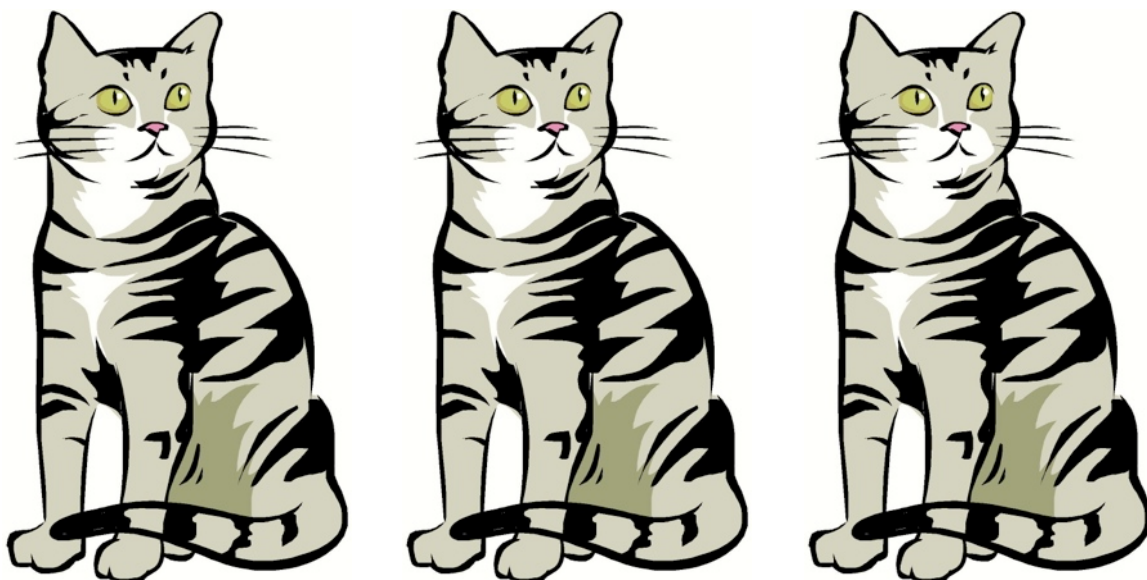
See 1, 2, 3 trees.



I see 1, 2, 3 trees.



3 trees I see.



See 3 Cats

See.

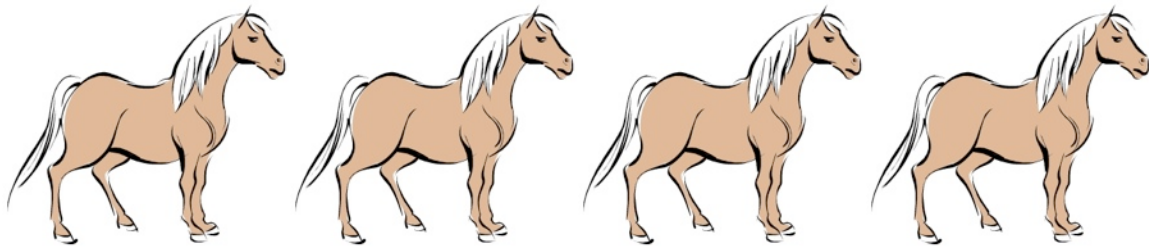
See 3.



See 3 cats.



I see 3 cats.



See 4 Horses

See.

See 4.



See 4 horses.



I see 4 horses.



See 4

See 4.



See 4 bees.



I see 4 bees.



See 1, 2, 3, 4 bees.



I see 1, 2, 3, 4 bees.



4 bees I see.



See 5

See 5.



See 5 footballs.



I see 5 footballs.



See 1, 2, 3, 4, 5 footballs.



I see 1, 2, 3, 4, 5 footballs.



5 footballs I see.



See 6

See 6.

See 6 hats.

I see 6 hats.

See 1, 2, 3, 4, 5, 6 hats.

I see 1, 2, 3, 4, 5, 6 hats.

6 hats I see.





See 6 Trucks

See 6.


See 6 trucks.


I see 6 trucks.


See 1, 2, 3, 4, 5, 6 trucks.


6 trucks I see.



See 7

See 7.



See 7 frogs.



I see 7 frogs.



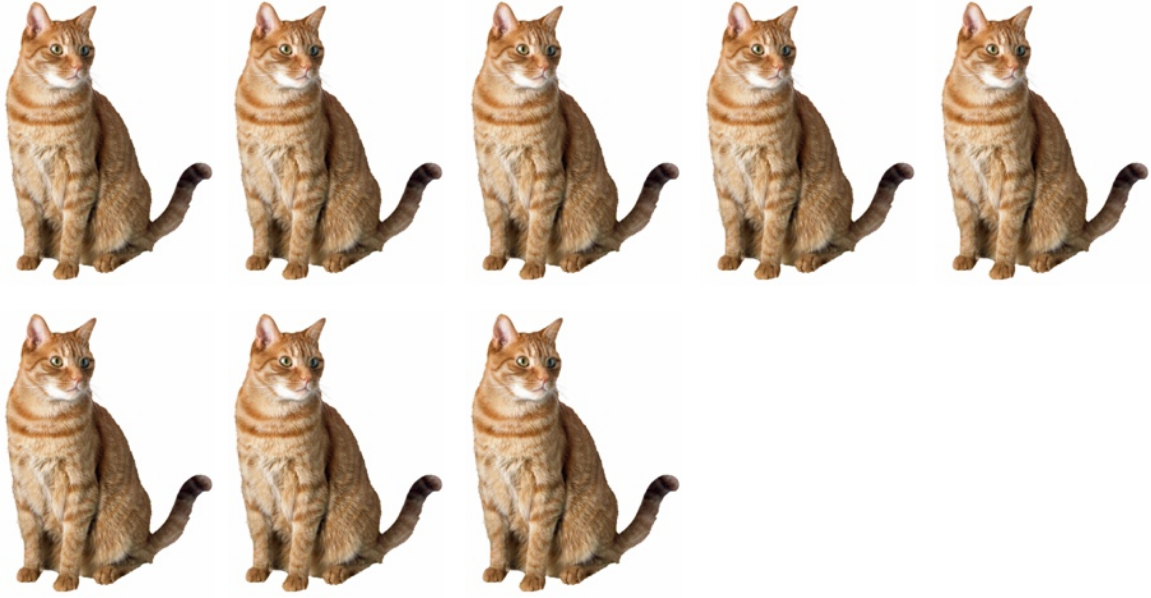
See 1, 2, 3, 4, 5, 6, 7 frogs.



I see 1, 2, 3, 4, 5, 6, 7 frogs.



7 frogs I see.



See 8

See 8.



See 8 cats.



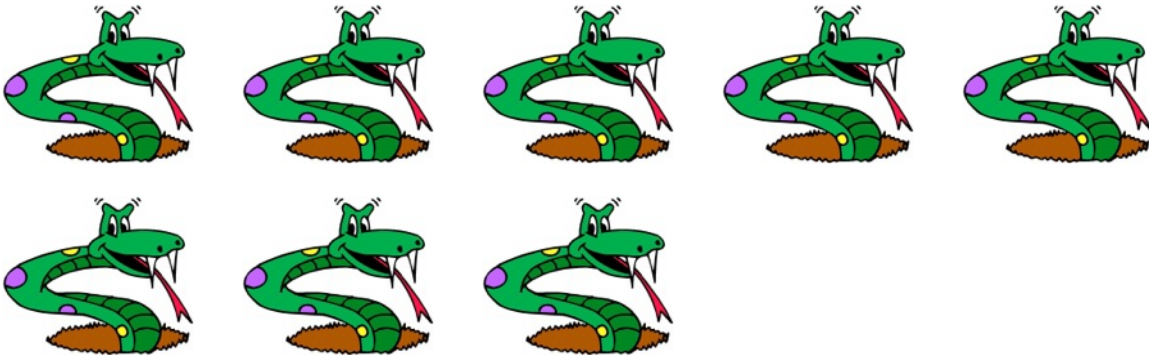
I see 8 cats.

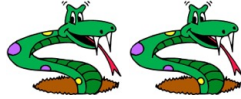


See 1, 2, 3, 4, 5, 6, 7, 8 cats.




8 cats I see.






See 8 Snakes

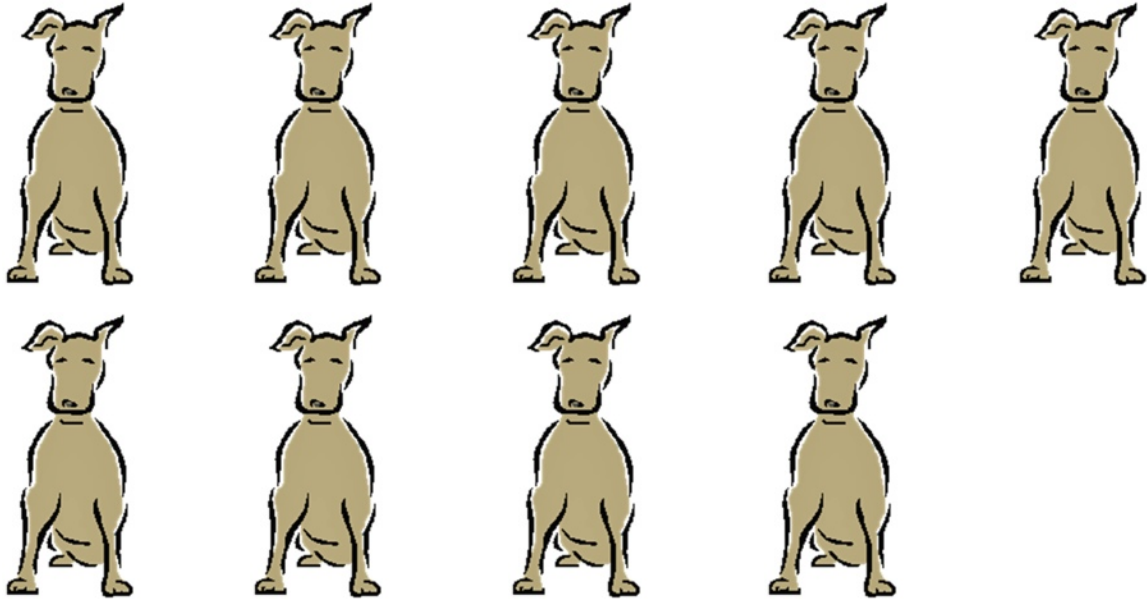
See 8.


See 8 snakes.


I see 8 snakes.


See 1, 2, 3, 4, 5, 6, 7, 8 snakes.


8 snakes I see.



See 9

See 9.



See 9 dogs.



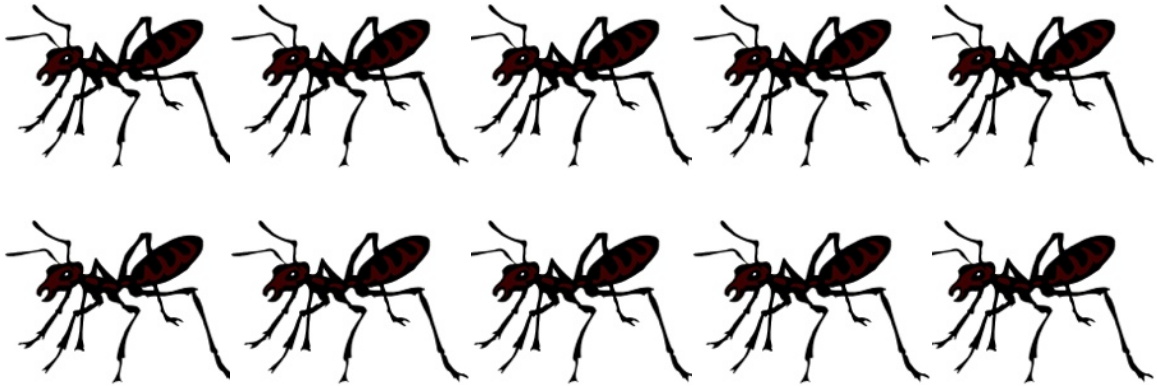
I see 9 dogs.



See 1, 2, 3, 4, 5, 6, 7, 8, 9 dogs.



9 dogs I see.



See 10

See 10.



See 10 ants.



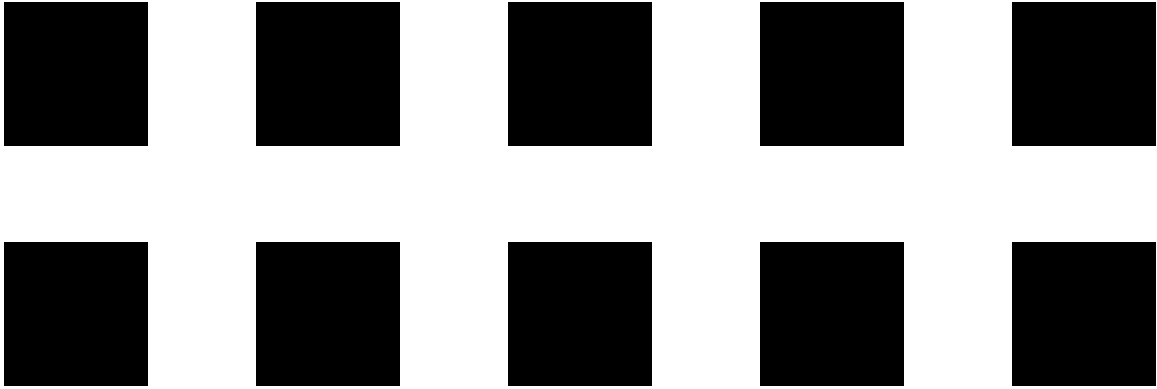
I see 10 ants.




See 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 ants.



10 ants I see.





See 10 Squares

See 10.


See 10 squares.


I see 10 squares.


10 squares I see.

 
I see 10 squares. 10 squares I see.

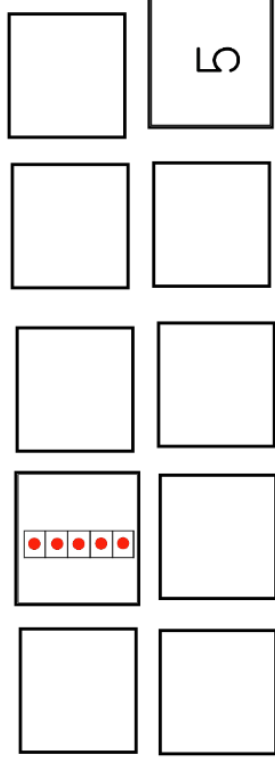


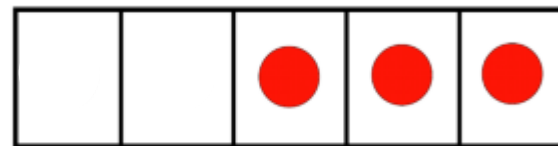
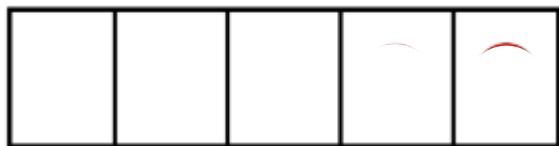
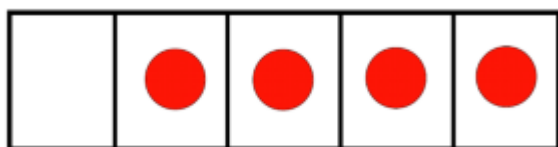
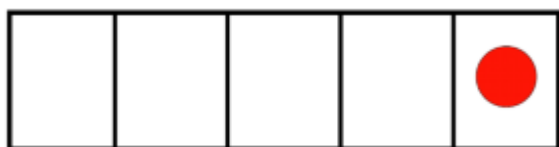
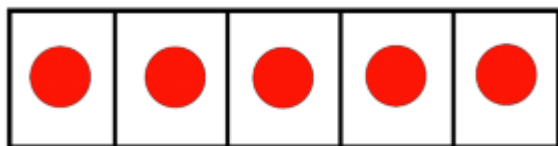
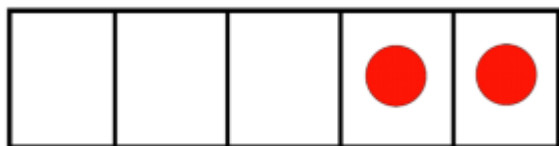


Five Frame Concentration

Materials: numeral cards 0 – 5, set of five frame cards

1. Shuffle the cards and lay them facedown on the table.
2. Take turns to turn over two cards, one at a time, and say the number.
3. If the two cards match, keep them. If the cards do not match turn them facedown on the table again.
4. Keep taking turns until all matching pairs have been found.





2

5

1

4

0

3

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.

