

Pre-K At-Home Learning Resources

(Pink Packet)

Week #10

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>



Picture the Word

Objective

The student will blend onsets and rimes to make words.

Materials

- ▶ Onset and rime work boards (Activity Master P.027.AM1a - P.027.AM1e)
- ▶ Student sheet (Activity Master P.027.SS)
- ▶ Small plastic letters
- ▶ Pencil

Activity

Students select onsets to complete words using pictures as clues.

1. Place the onset and rime work boards face up in a stack at the center. Place the plastic letters beside the boards. Provide the student with a student sheet.
2. The student selects the top work board from the stack, names the picture, and reads the rime (e.g., "jug, /ug/"). Says the initial sound of the word and its corresponding letter (i.e., "/j/, j").
3. Looks for and places the matching plastic letter in the onset position on the work board.
4. Records word on student sheet.
5. Continue until all boards and student sheet are complete.
6. Teacher evaluation

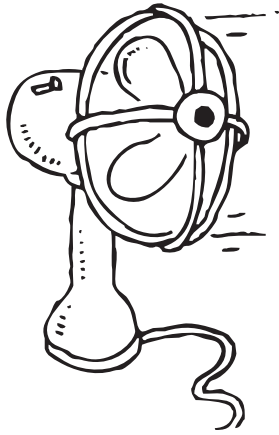
The image shows the materials for the activity. On the left is a card with a drawing of a jug and the word 'jug' in a segmented font, with the 'j' highlighted in red. Below it are several small letters: 'm', 'h', 't', 'd', 'r'. To the right is a student sheet titled 'Name _____' and 'Picture the Word P.027.SS'. The sheet has a grid of boxes for writing words, each with a small picture. A yellow pencil is shown pointing to the first row of the grid, which contains the word 'jug' and a drawing of a jug.

Extensions and Adaptations

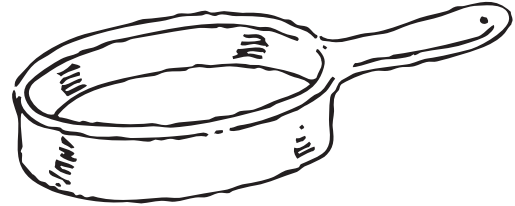
- ▶ Make other rime work boards using short or long vowel rimes (Activity Master P.027.AM2).

P.027.AM1a

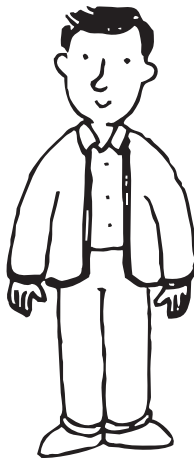
Picture the Word



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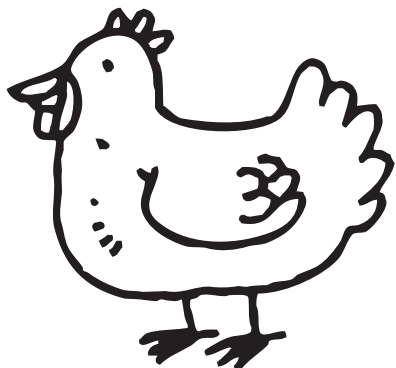
onset and rime work boards: fan, pan, man, ran



Phonics

Picture the Word

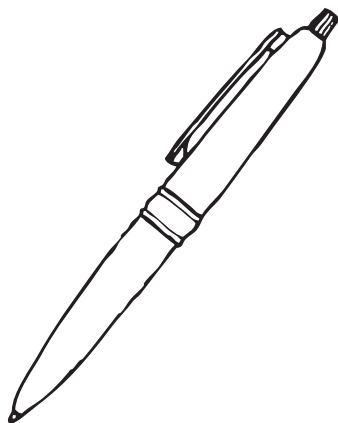
P.027.AM1b



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10

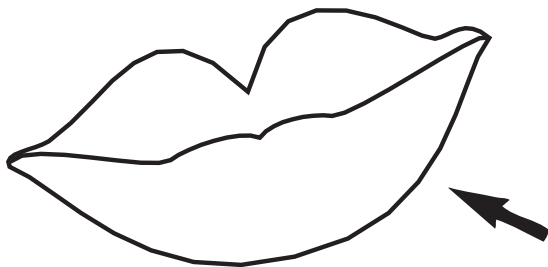
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onset and rime work boards: hen, men, pen, ten

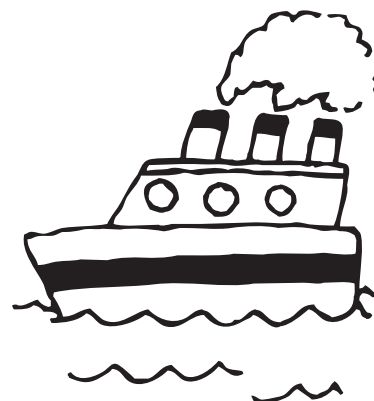


P.027.AM1c

Picture the Word



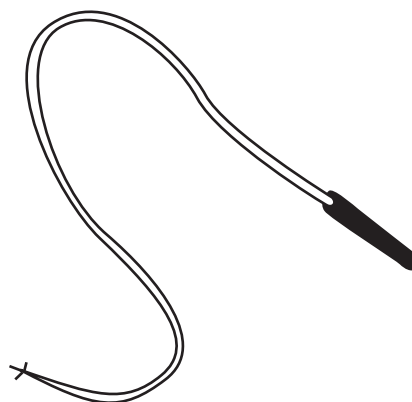
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onset and rime work boards lip, ship, rip, whip



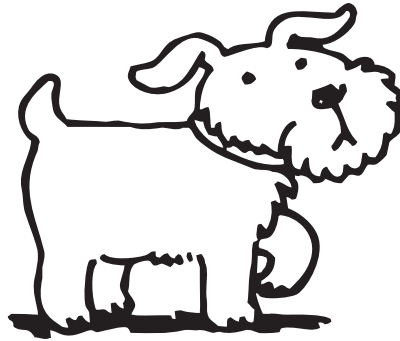
Phonics

Picture the Word

P.027.AMId



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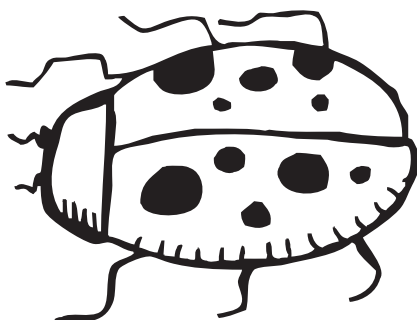
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onset and rime work boards: fog, dog, log, jog

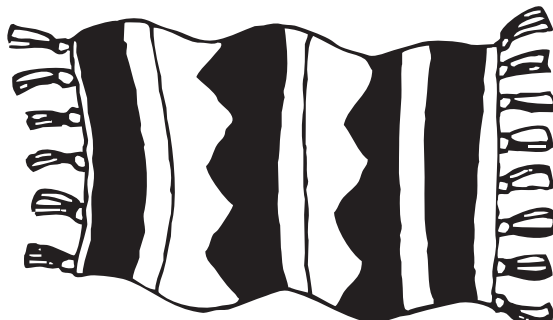


P.027.AM1e

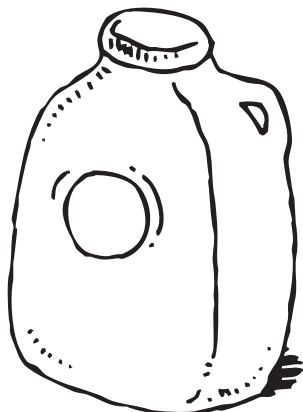
Picture the Word



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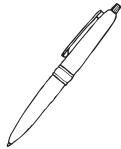
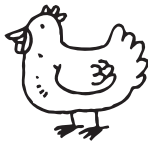
onset and rime work boards



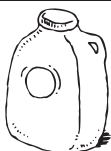
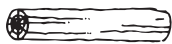
Name _____

Picture the Word

P.027.SS



10



P.027.AM2

Picture the Word

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blank onset and rime work boards



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?

Goat



By Clark Ness

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for more free ebooks and stories.

Reading Level: Flesch-Kincaid Grade Level -1.3
Fiction



This is a goat.



This is a boat.



The boat can
float.



The goat is in the
boat.



The goat is in the
boat that can float.



The goat has a
coat.



The goat has a
coat in the boat.



The goat has a
coat in the boat that
can float.

Flesch-Kincaid Grade Level -1.3

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I Am

Unit 1 Stories



By Clark Ness

Stories that support
Language! (Fourth Edition) Reading Program

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I Am



I am.

I am fat.

I sat.

I am. I am fat.

I sat.

Story Level - Unit 1 14 words in text

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I Am a Cat



I am a cat.

I am fat.

I am a fat cat.

I sat.

I am a fat cat that sat.

Story Level - Unit 1 21 words in text

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I Act



I am.

I act.

The fact is that I act.

I am. I act.

The fact is that I act.

Story Level - Unit 1 20 words in text

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Fast



I am.

I am fast.

The fact is that I am fast.

I am fast.

The fact is that I am fast.

Story Level - Unit 1 22 words in text

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I Am a Bat



I am.

I am a bat.

The fact is that I am a
bat.

I am. I am a bat.

Story Level - Unit 1 20 words in text

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I Sat



I am.

I sat.

The fact is that I sat.

I am. I sat.

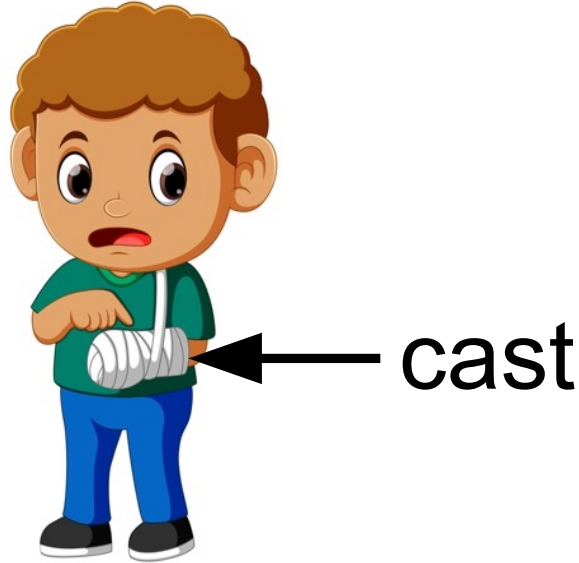
The fact is that I sat.

Story Level - Unit 1 20 words in text

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This Is a Cast



This is a cast.

The fact is that this is a
cast.

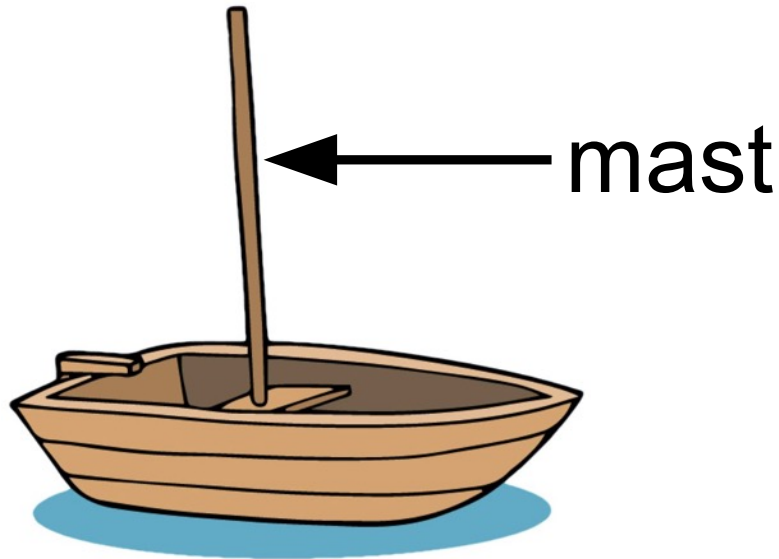
This is a cast. The fact is
that this is a cast.

Story Level - Unit 1 24 words in text

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This Is a Mast



This is a mast.

The fact is that this is a
mast.

This is a mast. The fact
is that this is a mast.

Story Level - Unit 1 24 words in text

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This Is a Mat



This is a mat.

The mat sat.

The fact is that this is a
mat that sat.

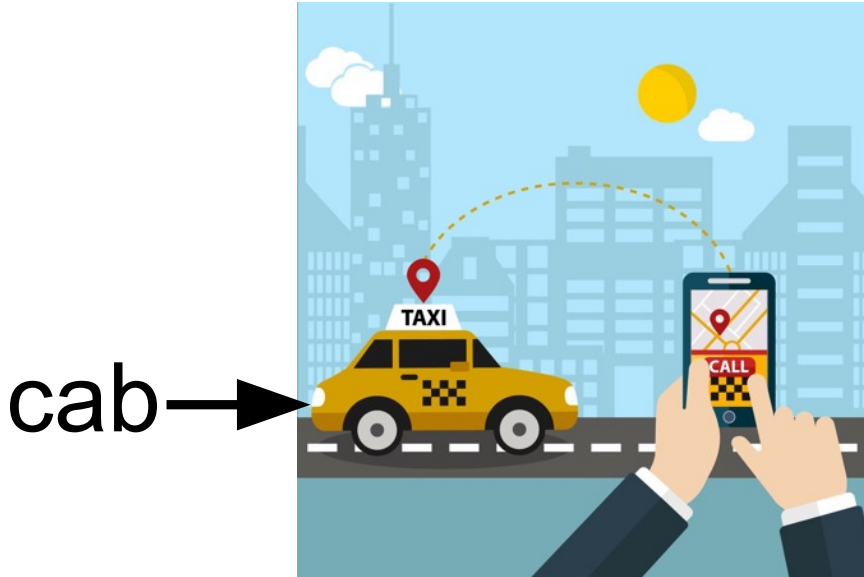
The mat sat.

Story Level - Unit 1 20 words in text

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This Is a Cab



This is a cab.

This cab is fast.

This is a fast cab.

The fact is that this cab
is fast.

Story Level - Unit 1 21 words in text

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Race to Trace!

Play with a partner. Take turns to roll a number cube (1-6). Trace the number shown on the die. Keep going until one of you has traced all of the numbers on your sheet.

1

2

3

4

5

6

1

2

3

4

5

6

1

2

3

4

5

6

Race to Trace! (2 - 12)

Play with a partner. Take turns to roll two number cubes (1-6). Count the total number of dots and trace the matching number. Keep going until one of you has traced all of the numbers from 2-12.

2

3

4

5

6

7

8

9

10

11

12

12

Race to Trace! (11-22)

Work with a partner. Take turns to turn over a double ten frame card from the stack. Trace the matching number. Keep going until one of you has traced all of the numbers from 11-22.

11

12

13

14

15

16

17

18

19

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21

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23

24

25

26

27

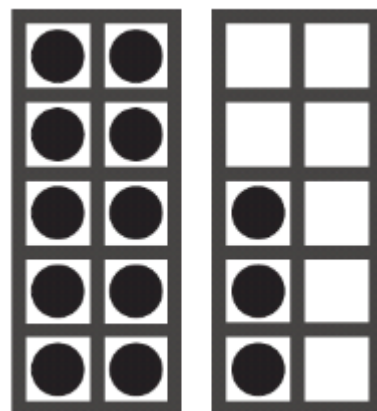
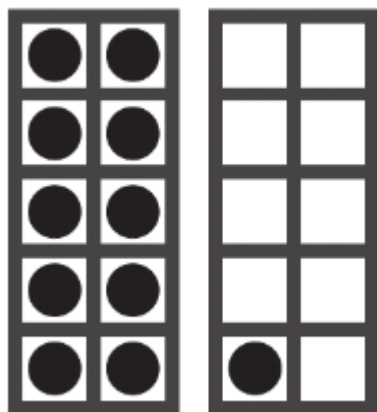
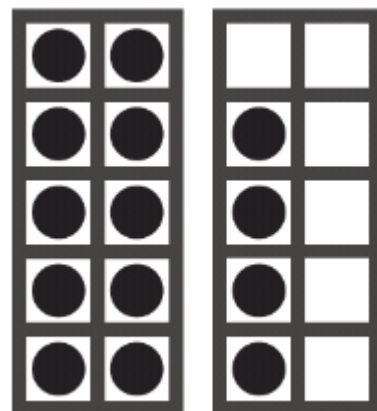
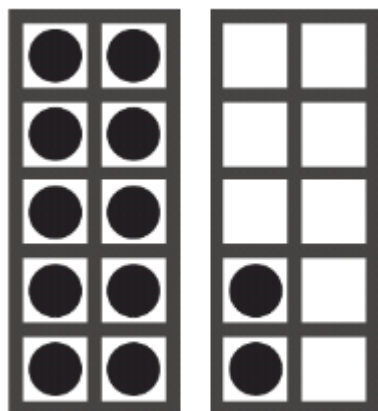
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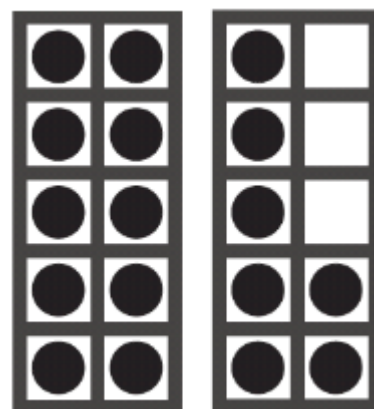
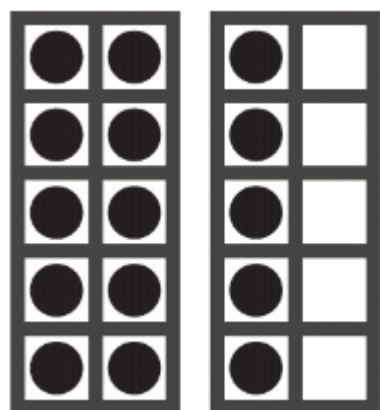
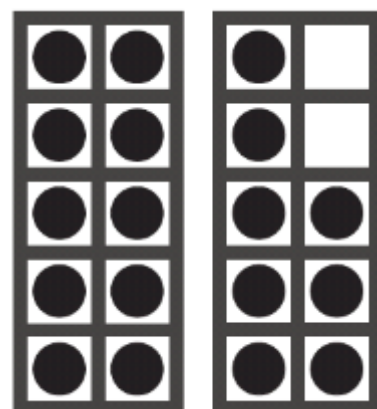
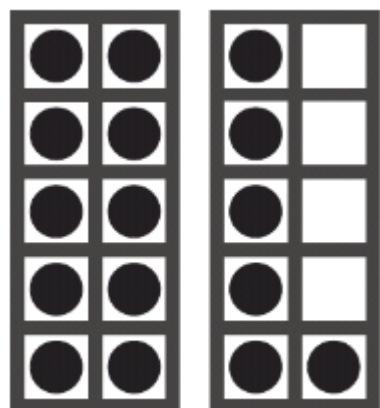
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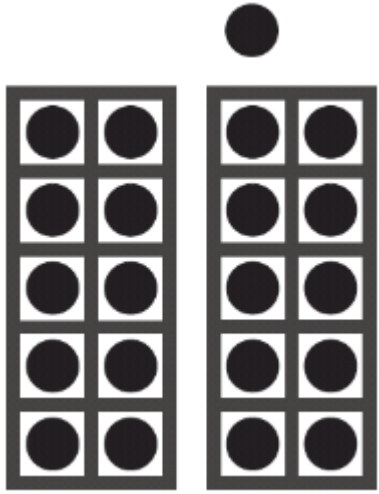
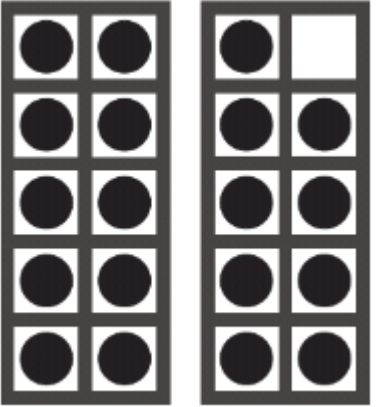
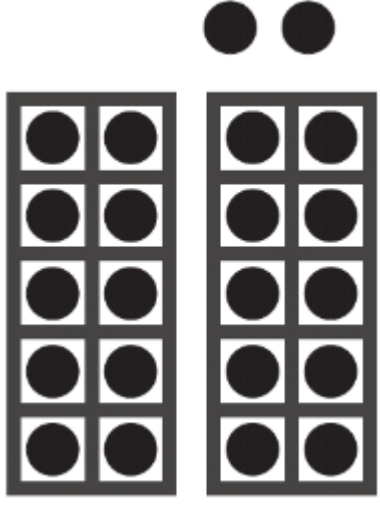
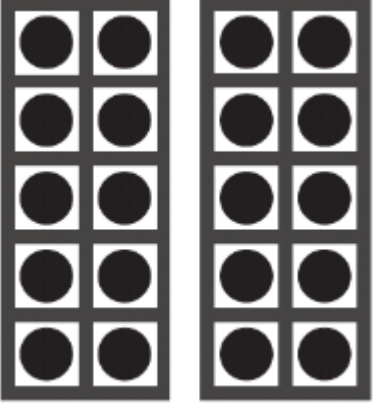
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31

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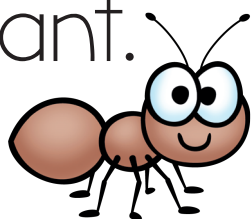


Cut on the dark
black lines. Fold on
the dotted and glue
to make a dice. Roll
the dice and then
move like the
insect.

Wiggle
like a
worm.



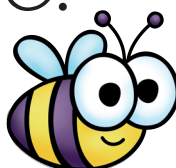
Run
like an
ant.



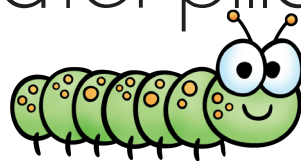
Move slowly
like a
snail.



Buzz
like a
bee.



Crawl
like a
caterpillar.



Flap
like a
butterfly.



