

# PreK - K At-Home Learning Resources

## (Pink Packet)

### Week #2

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/coronavirus/learning-resources>.



## Objective

The student will name and match letters of the alphabet.



## Materials

- ▶ Alphabet Arc (Activity Master P.003.AM1)
- ▶ 12" x 18" construction paper  
*Enlarge Alphabet Arc and glue to 12" x 18" construction paper.*
- ▶ Set of uppercase letters (e.g., foam or plastic)



## Activity

Students match letters of the alphabet to the Alphabet Arc.

1. Place the Alphabet Arc and the set of letters on a flat surface.
2. The student chooses a letter, names it (e.g., "p"), and places it on the corresponding letter on the Alphabet Arc.
3. Continues until all letters are matched.
4. Self-check



## Extensions and Adaptations

- ▶ Match lowercase alphabet letters to the Arc.
- ▶ Complete partial Alphabet Arc (Activity Master P.003.AM2).
- ▶ Select a letter with eyes closed, attempt to identify it by its shape, and then place it on the corresponding letter on the Alphabet Arc.

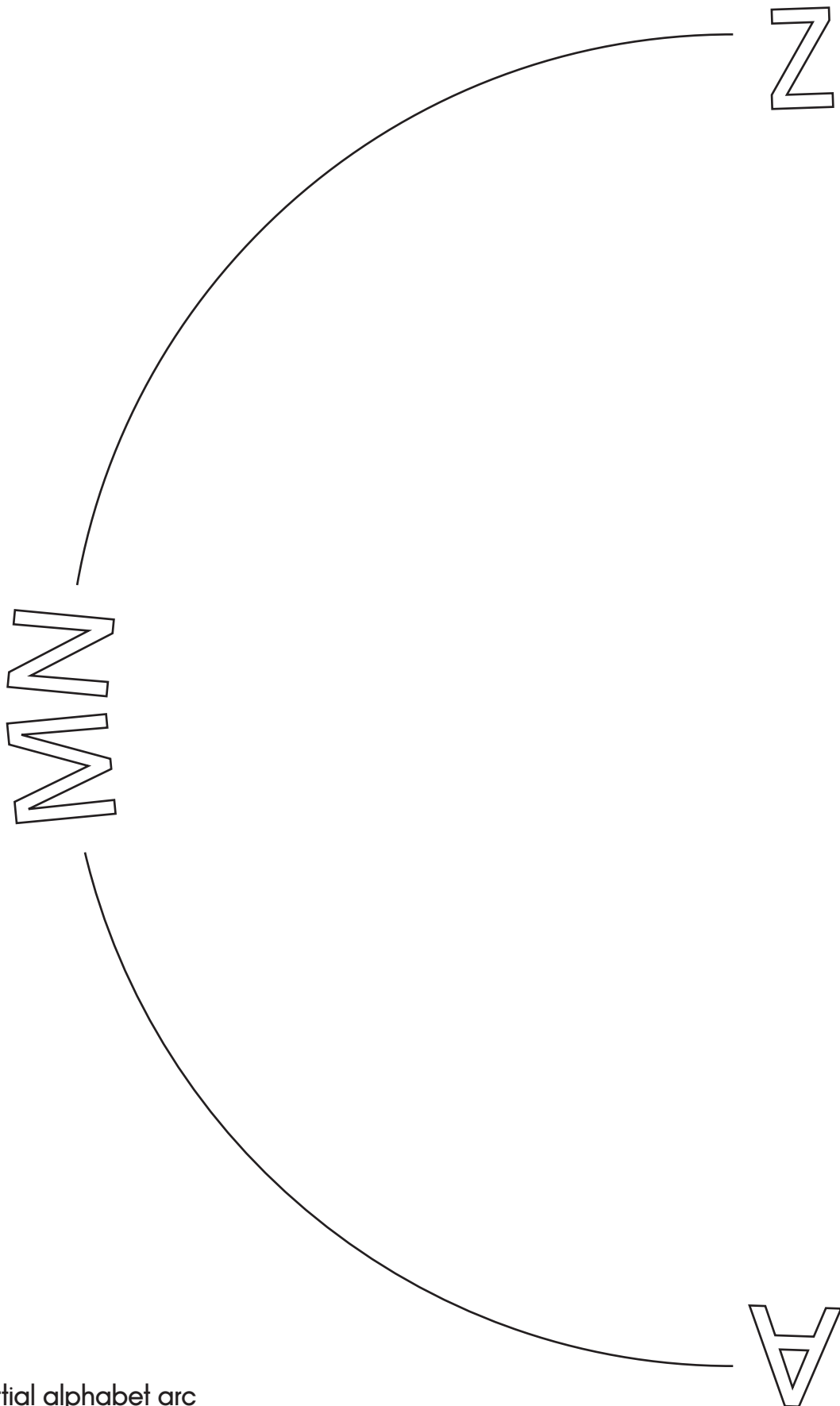
# Phonics

Alphabet Arc

P.003.AMI



alphabet arc



partial alphabet arc

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?



# 1 Airplane I See




A collection of stories for  
Level - 2

By Clark Ness


Visit [www.clarkness.com](http://www.clarkness.com)  
for more free stories and ebooks.



1  I See  
Airplane

I see 1  .  
airplane

1  I see.  
airplane

I see 1  .  
airplane





1  I See  
computer

I see 1  .  
computer

1  I see.  
computer

I see 1  .  
computer



1



Pencil

I See

I see 1



pencil

.

1



pencil

I see.

I see 1



pencil

.



I See 1   
Baseball


I see 1   
baseball


1  I see.  
baseball

I see 1   
baseball

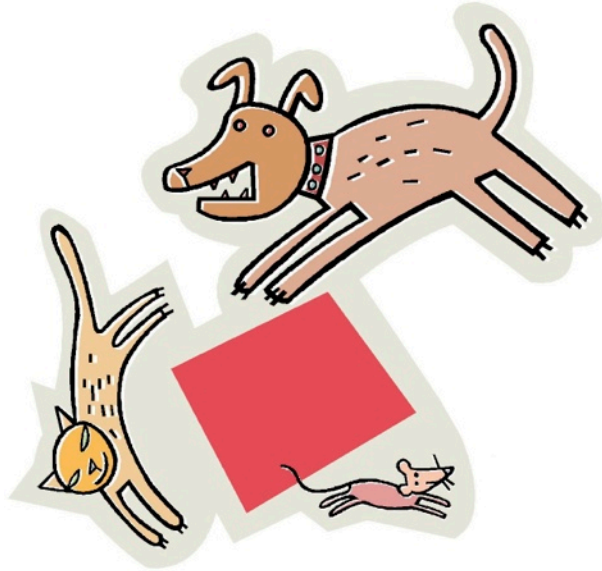


I See 1 Bear

I see 1  bear.

I see 1  skunk.

I see 1  bird.



I See 1 Dog


I see 1 dog.

I see 1 cat.


I see 1 rat.

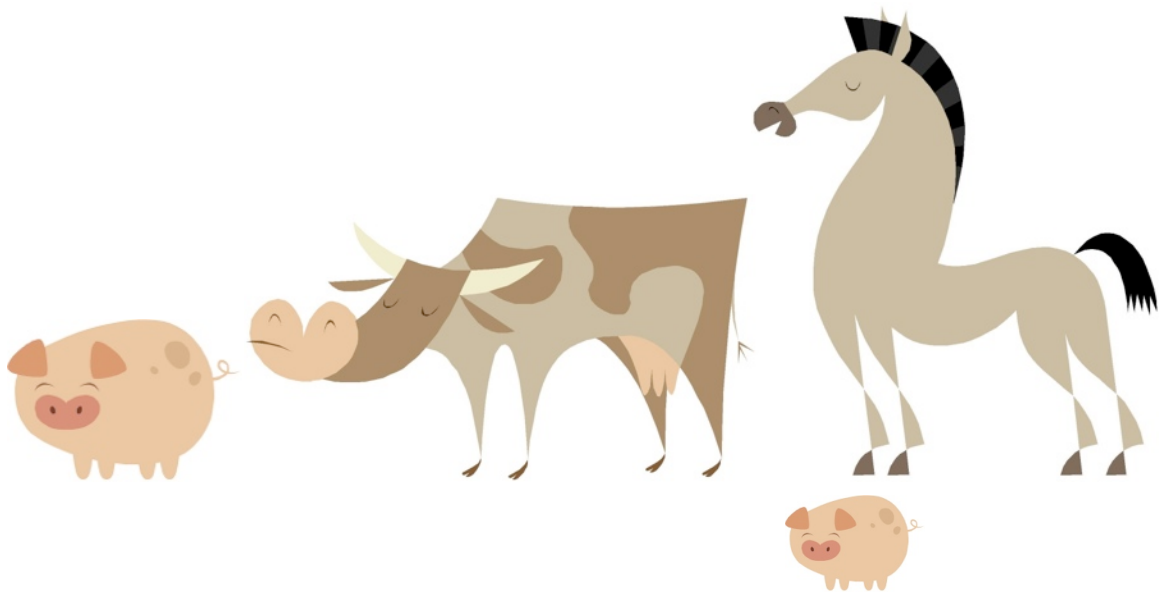


I See 1   
Flag

I see 1   
flag

1  I see.  
flag


I see 1   
flag



I See 1 Pig

I see 1  pig.

I see 1  cow.

I see 1  horse.



I See 1 Rat



I see 1 rat.



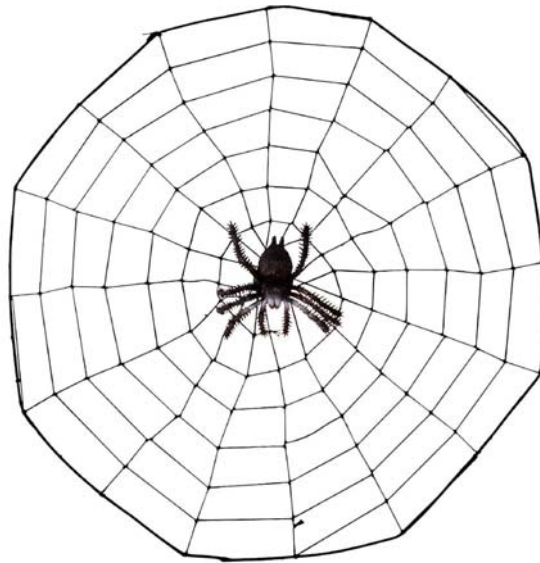
1 rat I see.



I see 1 rat.





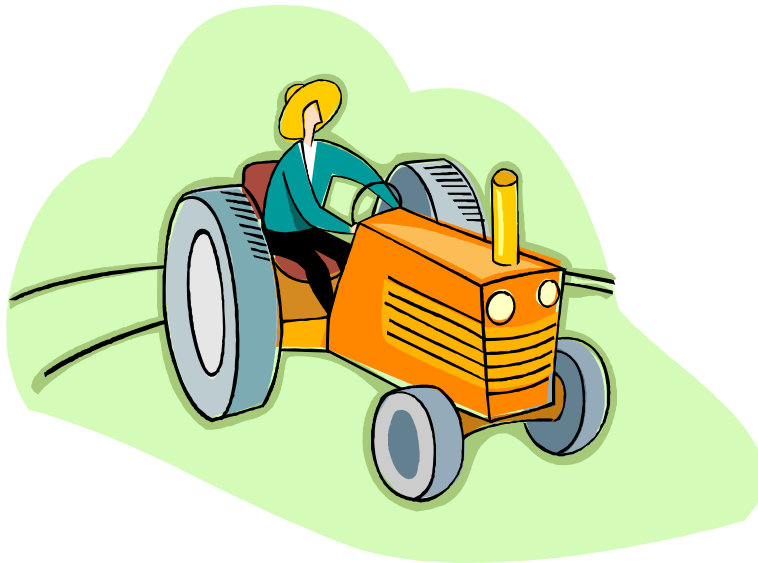


I See 1   
Spider

I see 1   
spider .

1   
spider I see.

I see 1   
spider .



I See 1



Tractor

I see 1



tractor

1



tractor

I see.

I see 1



farmer

1



farmer

I see.

I see 1



tractor

I see 1



farmer



I See 2   
Horses

I see 2   
horses .

2   
horses I see.

I see 2   
horses .



I See 2



Pandas

I see 2



pandas

2



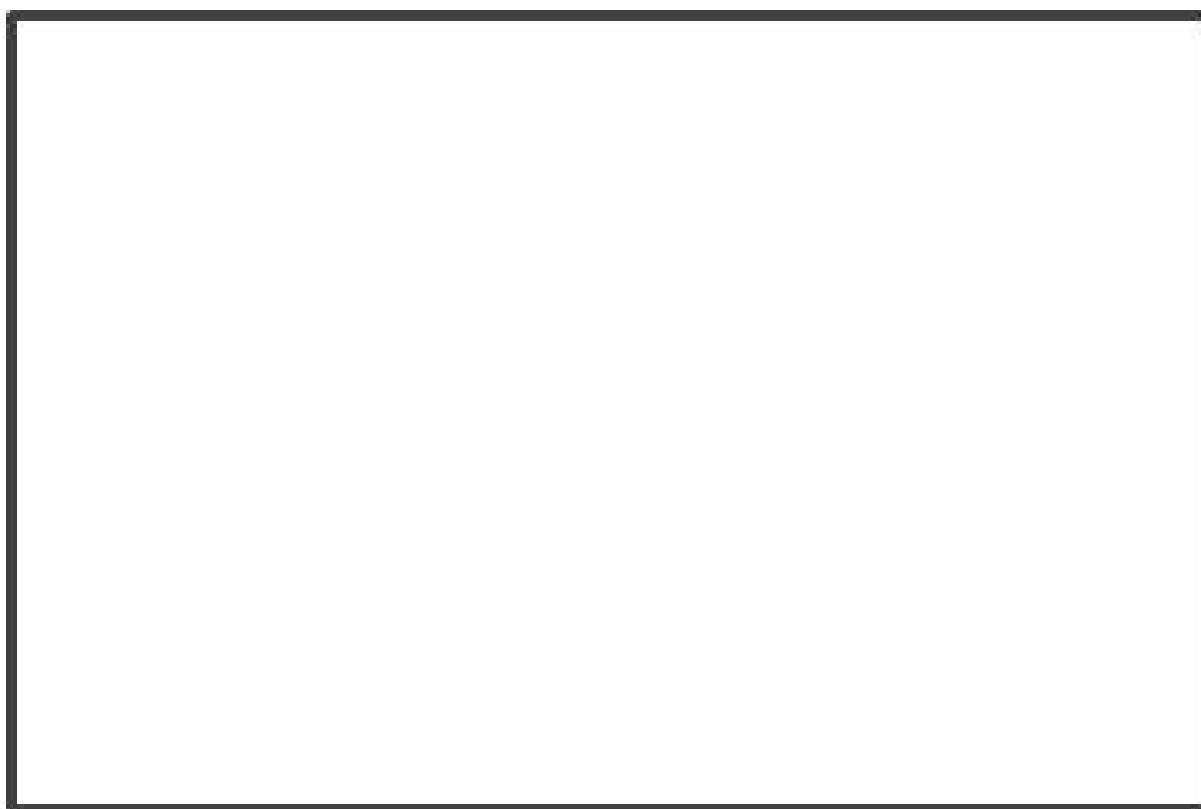
pandas

I see.

I see 2



pandas



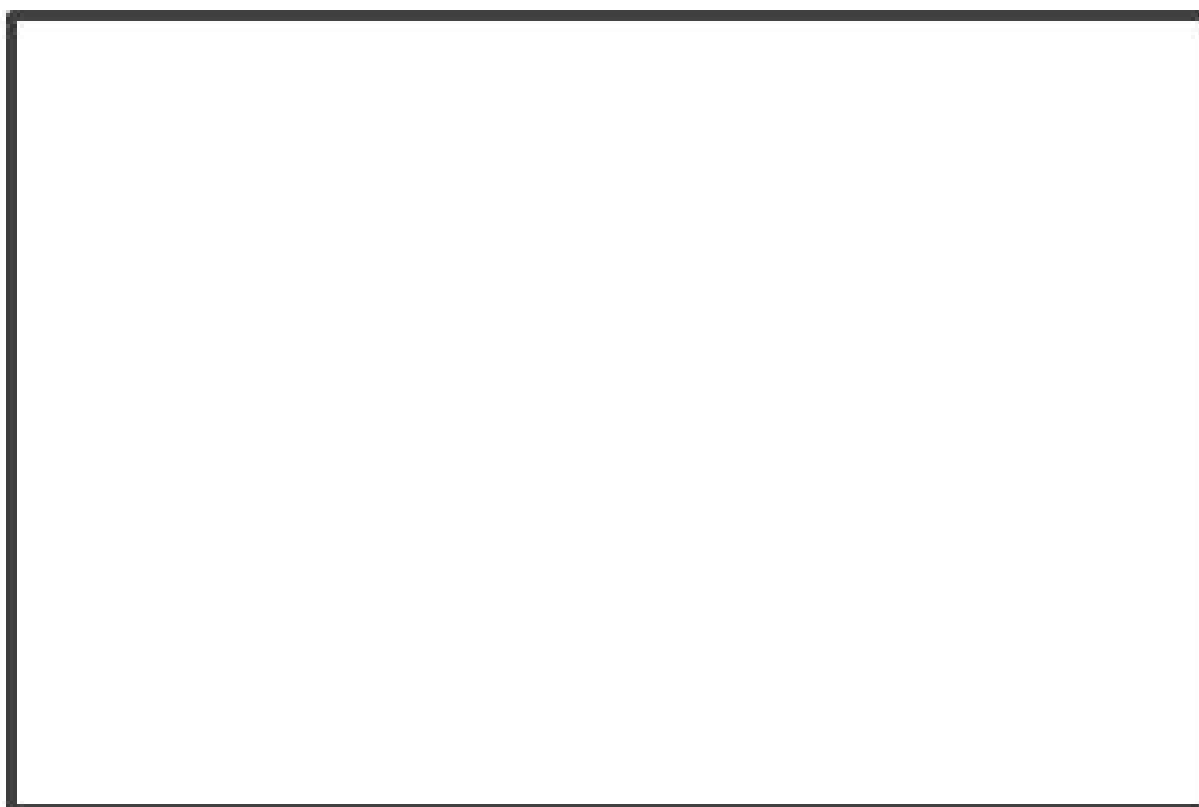
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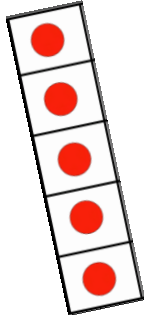
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## Five Frame Numeral Match



**Materials:** numeral cards 0 – 5, blank five frames, counters

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1. Partner A: Hold up a numeral card (0 – 5)
2. Partner B: Put counters on your blank five frame to match the number shown.
3. Partner A: Check your partner's work.
4. Take turns to hold up a numeral card and show numbers on your five frames.

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## 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.

