



# *At Home Learning Resources*

## **Kindergarten - Week 8**

| <b>Content</b>  | <b>Time Suggestions</b>  |
|---|--|
| <b>Literacy Instruction</b><br>(Watch a mini lesson, and/or complete online learning) | 10-20 minutes daily  |
| <b>Reading</b><br>(Read books, watch books read aloud, listen to a book)              | At least 20 minutes daily<br>(Could be about science, social studies, etc) |
| <b>Writing or Word Work or Phonics/Vocabulary</b>                                     | 20-30 minutes daily  |
| <b>Math</b>   | 30 minutes daily   |
| <b>Science</b>  | 45 minutes per week  |
| <b>Social Studies</b>   | 30 minutes per week  |
| <b>Arts, Physical Education, or Social Emotional Learning</b>                         | 30 minutes daily   |

These are some time recommendations for each subject.  
We know everyone's schedule is different, so do what you can.  
These times do not need to be in a row/in order,  
but can be spread throughout the day.

## Kindergarten ELA Week 8

Your child can complete any of the activities in weeks 1-7. These can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/Page/3805>

This week continues a focus on informational or nonfiction reading and writing. Your child should be reading, writing, talking and writing about reading, and working on their color or number words and sounds each week.

**Reading:** Students need to read each day. They can read the articles included in this packet and/or read any of the nonfiction/informational books that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.

**Talking and Writing about Reading:** As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

**Writing:** Students will continue to work on How-To books. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [How-To Writing Choice Board](#). This writing should not be completed in 1 day. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 How-To book and work to make it better, or might write multiple books, getting better each time.

**Phonics/Word Work:** Students can practice their color and number words. Children in Kindergarten should know all of the words by sight by the end of the year. Make it a game or a challenge to keep your child interested. Use the picture cards to name the first sound of each picture. Then have your child try to write the name of the object using the sounds they hear.

## Nonfiction Questions You Might Ask Your Children During and After Reading Aloud

### Kindergarten Students

1. What kinds of book are you reading? How do you know?



2. What are you thinking about when you read this page?



3. What are you learning about? Tell me a new fact.



4. Did you learn any new words? What do they mean?



LEVELED BOOK • C

# All About Earthworms

Written by Mary Ann Marazzi

[www.readinga-z.com](http://www.readinga-z.com)





Earthworms are amazing!

All About Earthworms • Level C

3



Earthworms live in soil.  
Most earthworms are small.

4



Earthworms live in soil.  
Some earthworms are big.

All About Earthworms • Level C

5



Earthworms live in soil.  
Most earthworms are brown.

6





Earthworms live in soil.  
Some earthworms are red.

All About Earthworms • Level C

7



Earthworms live in soil.  
A few earthworms are blue.

8



Earthworms live in soil.  
All earthworms have rings.

All About Earthworms • Level C

9



Earthworms make the soil good  
for growing plants.

10



# Earthworms and Soil



Photo credit: Page 1: © Jean-Paul Ferrero/Mary Evans Picture Library Ltd/age fotostock

Earthworms help make soil healthy.

They dig tunnels. Their tunnels give plant roots room to grow. Their tunnels help plant roots get water.

Earthworms eat dead plants. They make waste that gives plants food to grow. They make waste that keeps water in the soil.

**After reading *All About Earthworms* and *Earthworms and Soil*, draw and/or write about how two things you learned are connected in the texts. For example: *In one text I learned that... In the other text I learned that... They are connected because...***



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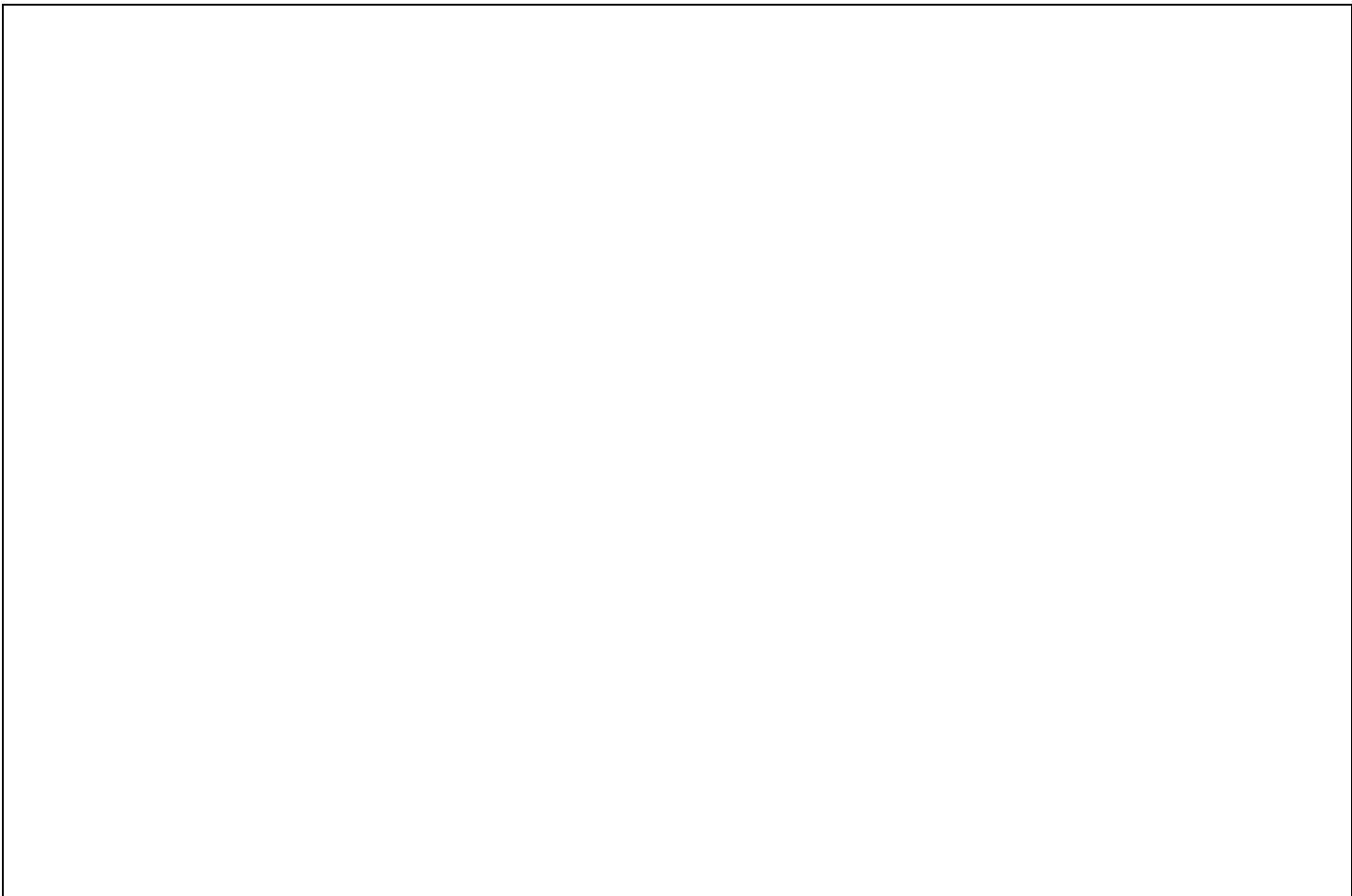
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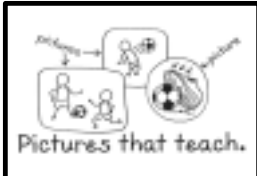
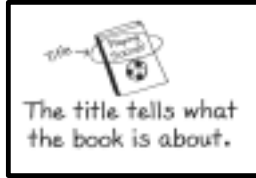
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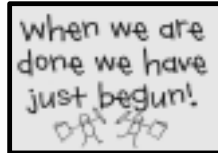
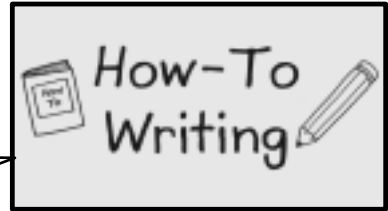
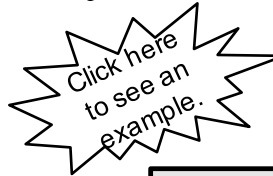
Kindergarten How-To Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own How-To book that teaches others.

## How to Books: Writing to Teach Others

### Learning from Mentor How-To Texts



### How To Write Your Own How-To Book!

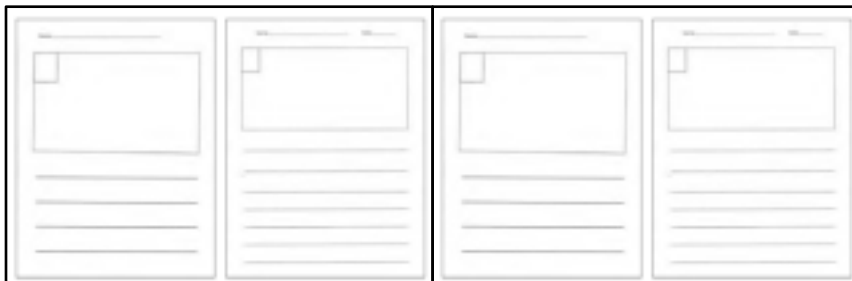


Plan.

Touch and tell.



Then, sketch across the pages.



# How To Write Your Own How-To Book!

1. Tells what to do, in *detailed* steps.

Step 1 Step 2 Step 3

2. Numbers the steps.

3. Has a picture for each step.

4. Has labels that teach.

1

Get the jar of peanut butter.

2

Open it, and using your knife, scoop out a heaping of peanut butter.

3

Spread the peanut butter over one piece of bread.

Diagram

Now you have a peanut butter and jelly sandwich with delicious, gooey jelly and chunky peanut butter. I bet you can't wait to eat it up! Yummy!

© 2010 by Heinemann and Lucy Calkins et al., Univ. of Utah for Teaching Writing, Grade 4 Unit 3, How-To Books. Anchor Chart 1: "How-To Writing"

How To Make A  
Peanut Butter and Jelly  
Sandwich

by Our Class

Introduction

Yummy, yummy! Do you want to make something yummy? A peanut butter and jelly sandwich is a delicious and easy to make sandwich made with bread, peanut butter, and jelly.

1

Get the jar of peanut butter. Be careful that you don't drop the jar.

2

Open it, and using your knife, scoop out a heaping of peanut butter. Be sure that the knife is clean.

3

Spread the peanut butter over one piece of bread.

4

Open the jelly jar and use your knife to scoop out some jelly.

5

Spread the jelly over the other piece of bread.

6

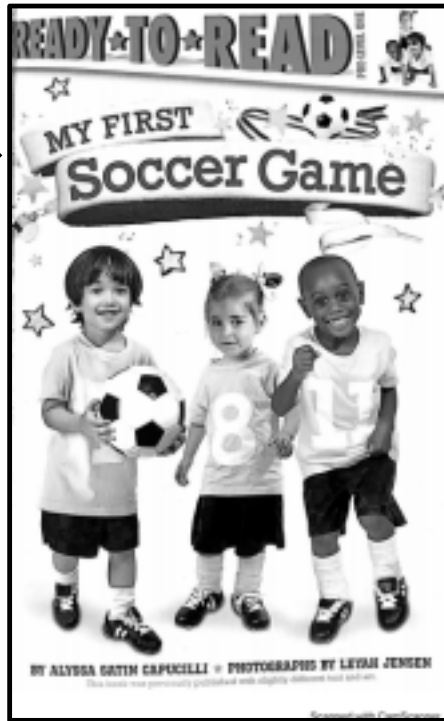
Squish the two pieces of bread together. Make sure the peanut butter and jelly are on the inside!

Conclusion

Now you can make a yummy peanut butter and jelly sandwich.



The title tells what the book is about.



## Dribble, Pass, and Stop

### 1 Steady the Ball

Put the ball next to the inside of your foot.



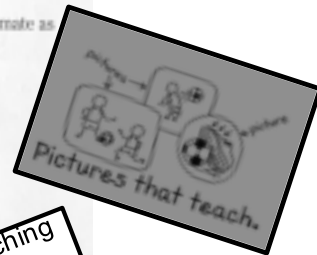
### 2 Dribble

Move the ball forward, back, or even side to side!  
Tap and run.  
Tap and run.  
That's called dribbling.



### 3 Pass

Buddy up! Pass the ball back and forth to a teammate as you run. That's called passing.  
Be sure to practice with both feet!



Teaching picture

### 4 Stop the Ball

Toes up high, to the sky!



Teaching picture

**Dribble, Pass, and Stop**

**1 Steady the Ball**  
Put the ball next to the inside of your foot.

**2 Dribble**  
Move the ball forward, back, or even side to side!  
Tap and run.  
Tap and run.  
That's called dribbling.

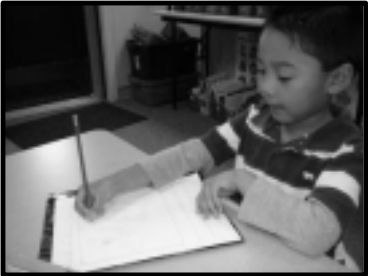
**3 Pass**  
Buddy up! Pass the ball back and forth to a teammate as you run. That's called passing.  
Be sure to practice with both feet!

**4 Stop the Ball**  
Toes up high, to the sky!

*Important parts in Bold or ALL CAPS.*

**When You Think You Are Done, You Have Just Begun!**

**Add to our words.**


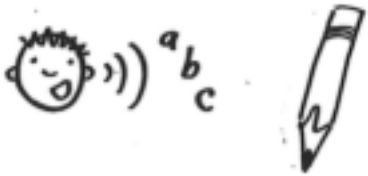
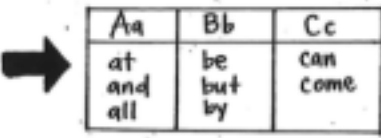


**Reread our writing.**



**Add to our Pictures.**

**Start a new piece.**

Make Writing  
Easy  
to Read

|          |   |  |
|----------|---|--|
| Spelling |  | I could read my writing.                 |
|          |  | I wrote a letter for the sounds I heard. |
|          |  | I used the word wall to help me spell.   |

Make Writing  
Easy  
to Read

|   |   |
|---|---|
| I  love  writing! | I put spaces between words.                           |
| tHE → the   | I used lowercase letters unless capitals were needed. |
| → <span style="border: 1px solid black; padding: 2px;">L</span> ook at the ball.  | I wrote capital letters to start every sentence.      |



Your child should know these words by sight by the end of the year. Cut them out and play a game. See if they know the color and number words. If they don't yet, color the card with the matching color to help them remember. If they don't know the numbers yet, draw the matching number of circles on each card.

red

orange

blue

yellow

green

purple

pink

white

black

brown

one

two

three

four

five

six

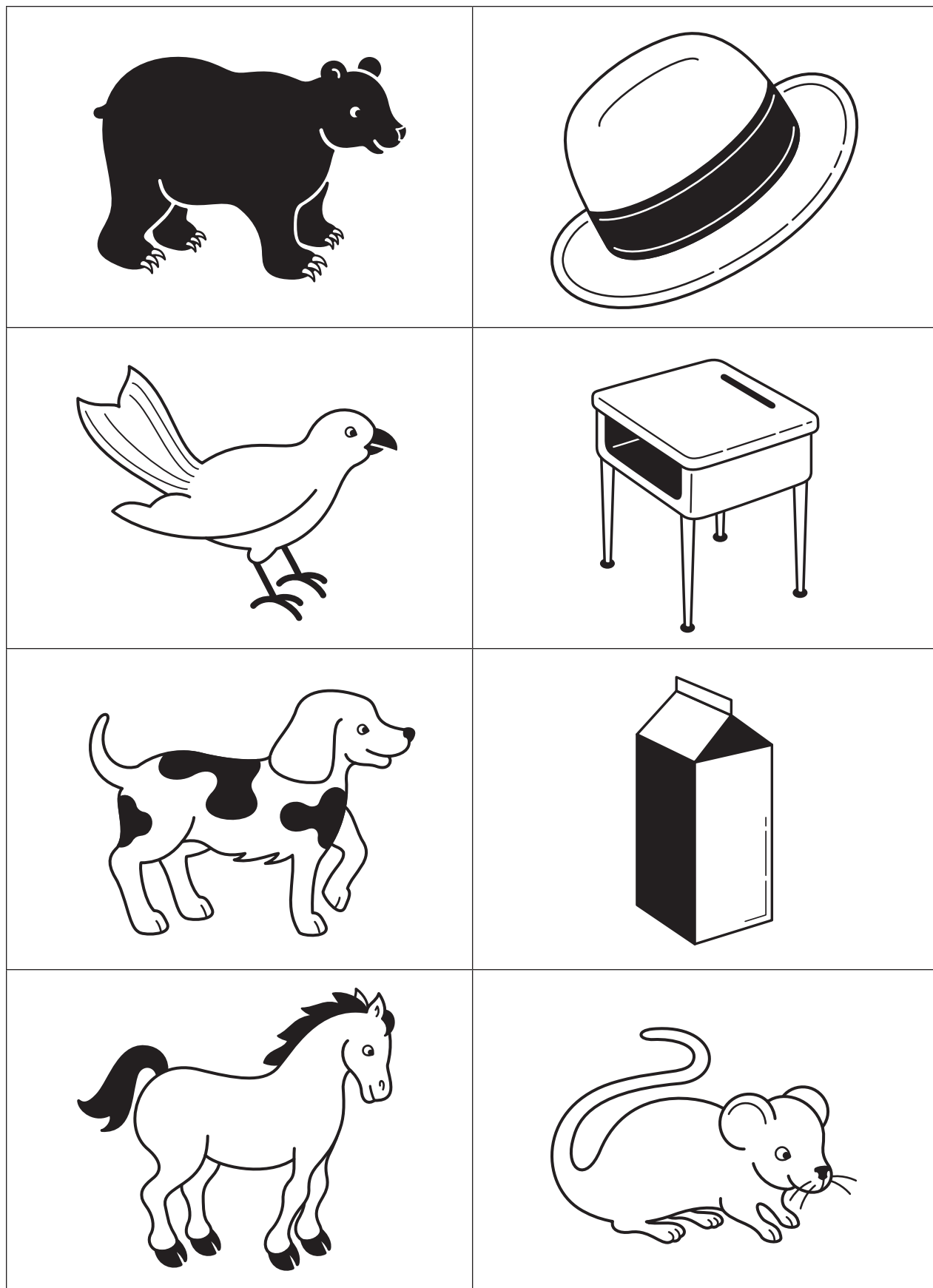
seven

eight

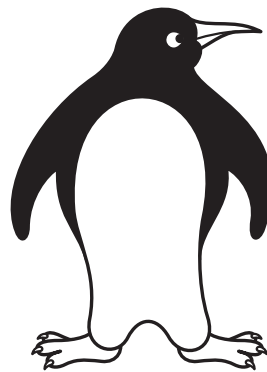
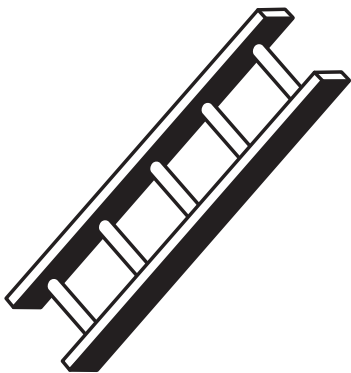
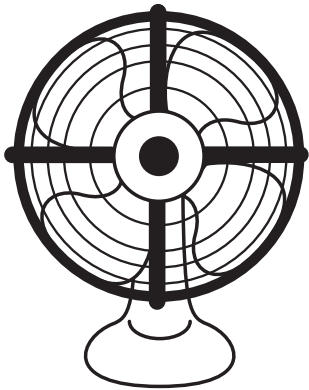
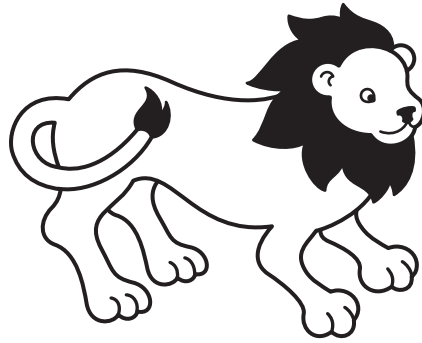
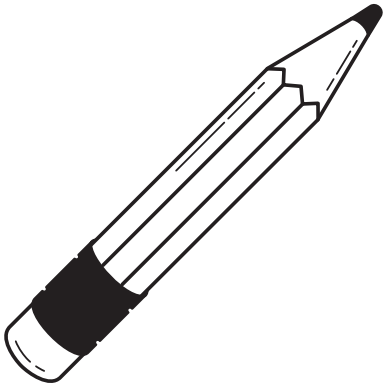
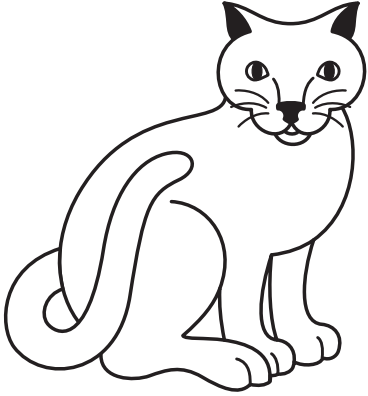
nine

ten

Ask your child to tell you the first sound of each picture. Then ask your child to write the name of the object, i.e. "bear" using the sounds they hear. Remember, they may not know all of the sounds yet.







### Application Problem 4.16

3 airplanes were flying in the air. 3 more airplanes came to join the flying fun

Draw a picture to show the airplanes.

Write a number sentence.

Draw

Write

## Application Problem 4.23

Noah had 7 red balloons. 2 balloons popped as he and his kittens played with them.

Draw Noah's balloons. How would you show that 2 of them popped in the picture? Make a number sentence, and a number bond about your story.

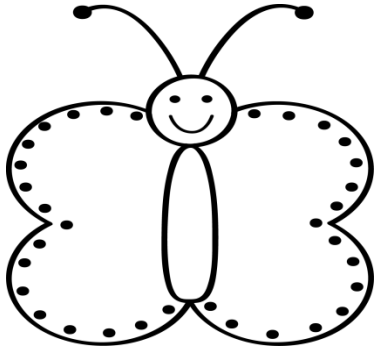
**Draw**

**Write**

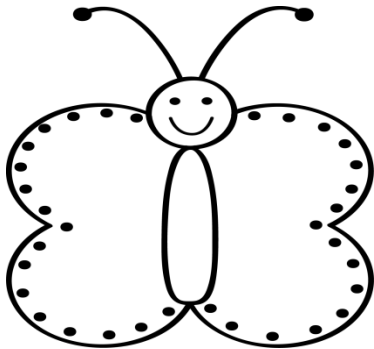
Name \_\_\_\_\_

Draw circles on each wing for each of the numbers in the equation. Add them together to find the answer!

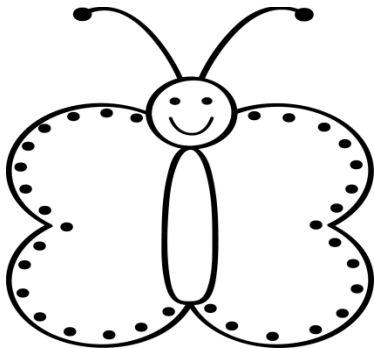
### Butterfly Addition (sums to 10)



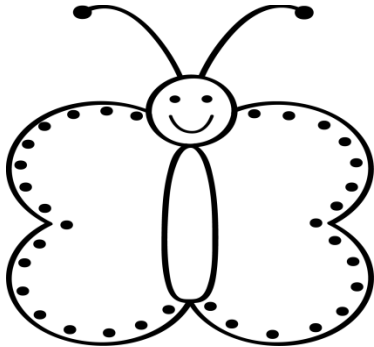
$$3 + 4 = \underline{\quad}$$



$$6 + 2 = \underline{\quad}$$



$$5 + 4 = \underline{\quad}$$

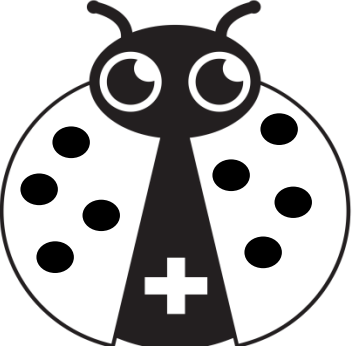
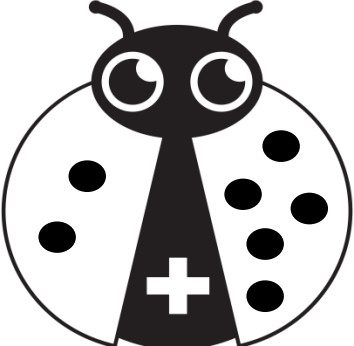
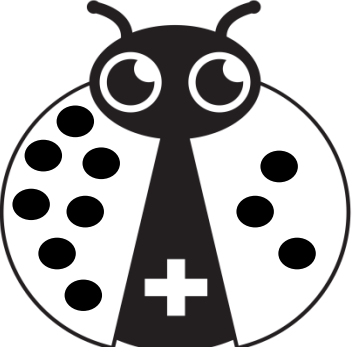
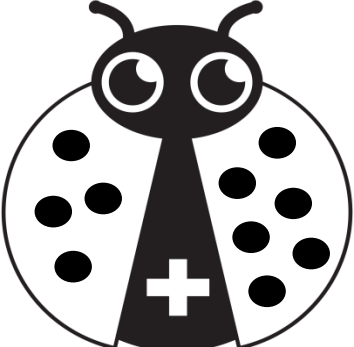
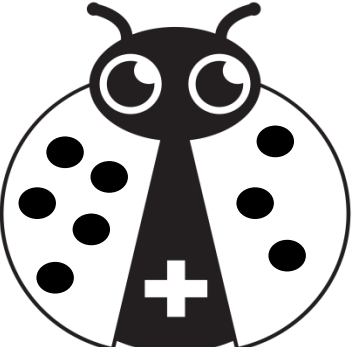
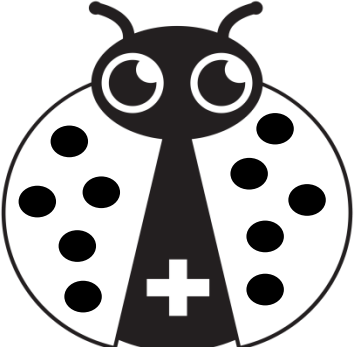
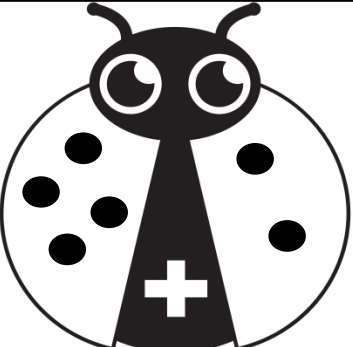
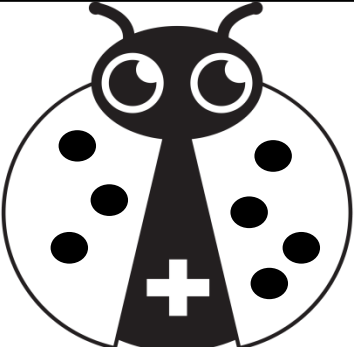


$$3 + 7 = \underline{\quad}$$

Name \_\_\_\_\_

Add together all the dots on both wings to find the total number of dots. then write the answer on the line!

### Ladybug Addition (sums to 10)

|   |  |
|---|--|
|  = _____   |  = _____   |
|  = _____  |  = _____  |
|  = _____ |  = _____ |
|  = _____ |  = _____ |



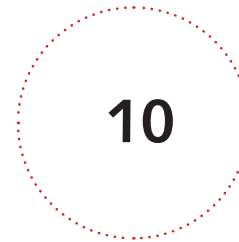
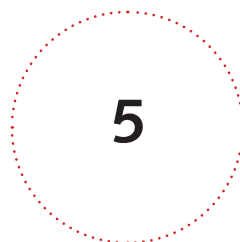
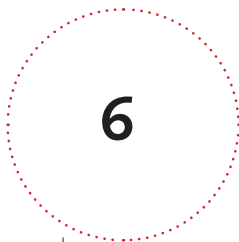
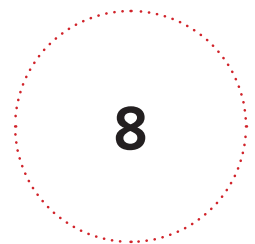
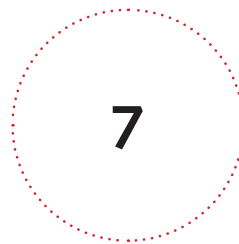
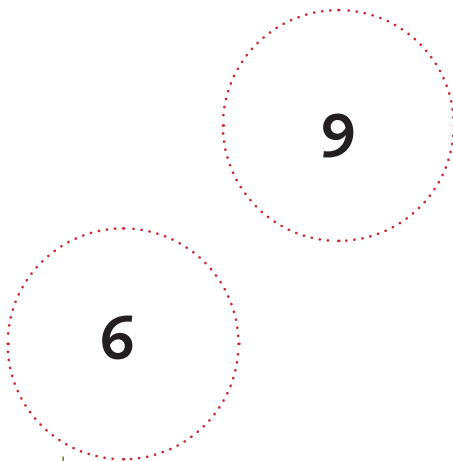
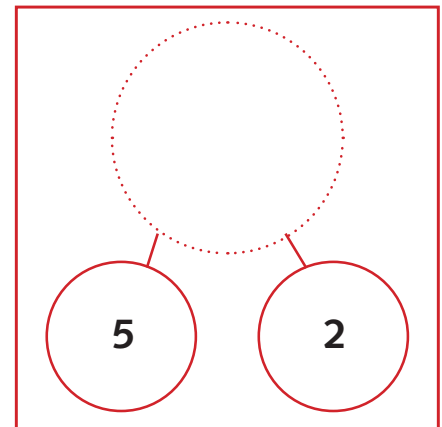
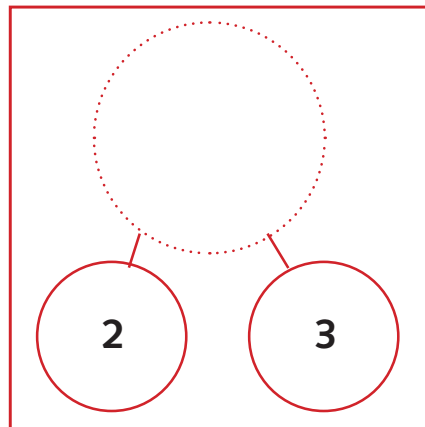
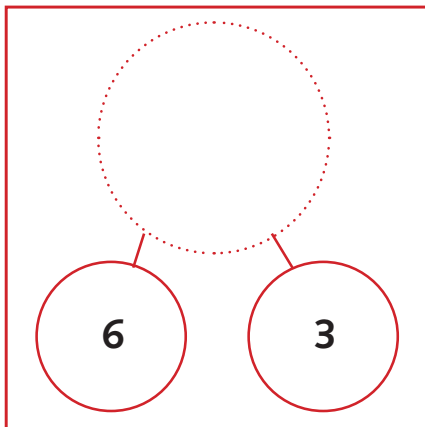
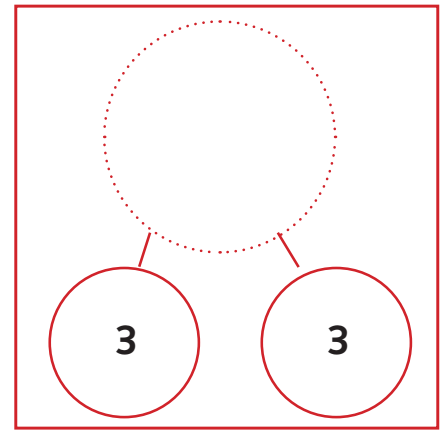
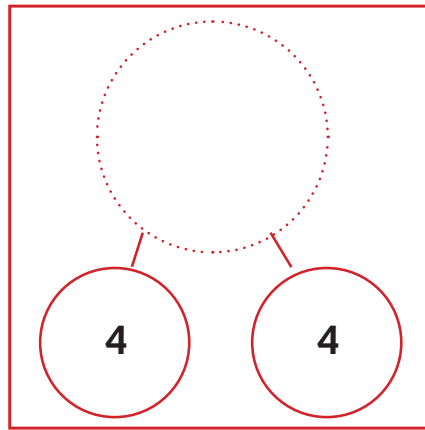
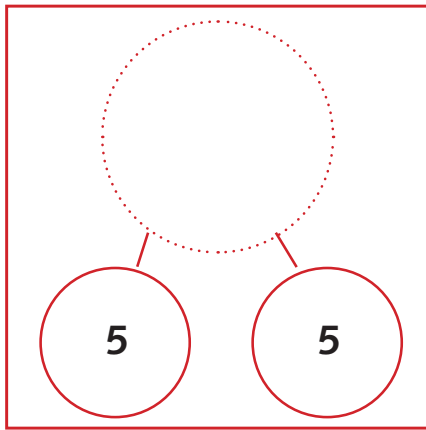
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# FIX THE NUMBER BONDS



Cut out the numbers and glue them onto the number bonds to make each number bond true.



Name \_\_\_\_\_

Date \_\_\_\_\_

## My Addition Practice



|                   |                   |
|-------------------|-------------------|
| $1 + 1 = \square$ | $2 + 3 = \square$ |
| $4 + 1 = \square$ | $1 + 3 = \square$ |
| $1 + 2 = \square$ | $2 + 2 = \square$ |
| $3 + 1 = \square$ | $3 + 1 = \square$ |
| $1 + 4 = \square$ | $2 + 3 = \square$ |
| $2 + 1 = \square$ | $4 + 1 = \square$ |
| $2 + 2 = \square$ | $3 + 2 = \square$ |
| $3 + 2 = \square$ | $1 + 3 = \square$ |

Name \_\_\_\_\_

Date \_\_\_\_\_

## My Subtraction Practice



|                                |                                |
|--------------------------------|--------------------------------|
| $5 - 1 =$ <input type="text"/> | $5 - 4 =$ <input type="text"/> |
| $4 - 1 =$ <input type="text"/> | $5 - 3 =$ <input type="text"/> |
| $3 - 1 =$ <input type="text"/> | $5 - 2 =$ <input type="text"/> |
| $2 - 1 =$ <input type="text"/> | $3 - 1 =$ <input type="text"/> |
| $5 - 2 =$ <input type="text"/> | $2 - 1 =$ <input type="text"/> |
| $3 - 2 =$ <input type="text"/> | $3 - 2 =$ <input type="text"/> |
| $4 - 3 =$ <input type="text"/> | $4 - 2 =$ <input type="text"/> |
| $4 - 2 =$ <input type="text"/> | $4 - 1 =$ <input type="text"/> |

## KEY CONCEPT OVERVIEW

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During the next week, students will learn about the **number bond**, a math model they will use through Grade 5. Number bonds show how to **put together** parts to make a whole, or total, amount; for example, 2 and 3 make 5. At the same time, these models show how to take a whole apart: 5 is 3 and 2. Since the beginning of the year, students have been using objects and drawings to **take apart** and put together numbers. The number bond now gives them a way to record this work on paper.

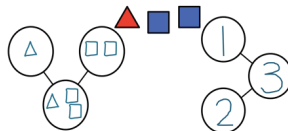
You can expect to see homework that asks your child to do the following:

- Complete a number bond to match a picture.
- Use different colors to show two different parts of a whole, and use fingers and a number bond to show the **hidden partners**, or **number pairs**.
- Complete a sentence to match the number bond; for example, 3 and 1 make 4.
- Invent a story to complete a number bond and draw a picture to match.

## SAMPLE PROBLEM (From Lesson 3)

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Draw the shapes and write the numbers to complete each number bond.



Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

## HOW YOU CAN HELP AT HOME

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- Invite your child to gather five small objects or toys and to tell you take apart/put together stories about them. For example, “There are 5 frogs. Two frogs sit on a log, and 3 frogs play in the water.”
- Encourage your child to use small objects to show various number bonds for numbers 2 through 5. For example, if the whole is 4 beans, your child might break it apart into 3 beans and 1 bean. Be sure your child includes 0 as a part in some number bonds. For an added challenge, ask your child to increase the total number of beans gradually to 10. Perhaps set a timer to see how many number bonds she can make in a minute.
- Encourage your child to practice counting the **Say Ten** way to 20 (e.g., 8, 9, ten, ten 1, ten 2, ten 3, ... 2 tens). If your child struggles, consider drawing a picture or using a **Rekenrek** as a visual support.

**TERMS**

**Hidden partners** or **number pairs/partners**: Pairs of numbers that add up to a given number. For example, the numbers 3 and 5 are partners, or pairs, that make 8.

**Put together**: To combine parts to make a whole; to add.

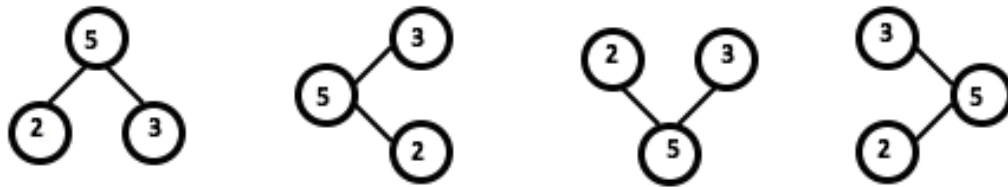
**Say Ten counting**: An East Asian method of counting that reinforces place value understanding by asking students to break two-digit numbers into tens and ones. In Grade 1, Say Ten counting extends to three-digit numbers up to 120.

|                      |                                |
|----------------------|--------------------------------|
| eighteen             | 1 ten 8                        |
| forty-eight          | 4 tens 8                       |
| one hundred eighteen | 11 tens 8<br>1 hundred 1 ten 8 |

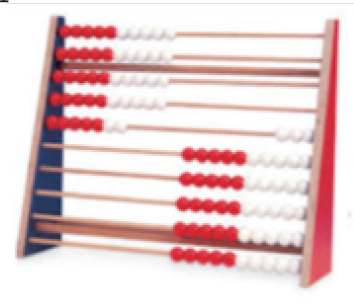
**Take apart**: To separate a whole number (total) into parts. For example, “There are 5 children; 3 are girls, and 2 are boys.” Note: Take apart problems are different from take away problems in that solving take apart problems does not involve removing any parts. This distinction can be challenging for children in the early years.

**MODELS**

**Number Bond**: A model showing the relationship between a number (whole) and its parts. Grade K students work with number bonds in various orientations.



**Rekenrek**: A Slavonic abacus with rows of 10 beads. Each row has a group of five red and five white beads. The color groupings help students form mental images of numbers.





Check out the website below for inspiration for creating your own chain reaction machine like Rube Goldberg. Send a video of the results to your teacher!

# RUBE GOLDBERG MACHINE

<https://tinkerlab.com/engineering-kids-rube-goldberg-machine/>

## THINGS THAT ROLL

Marbles  
Balls: Tennis, Baseball, Bowling, etc.  
Toy Cars  
Dominoes  
Skateboard  
Roller Skate

## RECYCLABLES

Cardboard  
Cereal Boxes  
Cardboard Rolls  
Plastic Water Bottles  
Cans  
Aluminum Foil

## THINGS THAT MOVE

Mousetrap  
Dominoes  
Toaster  
Fan

## EVERYDAY MATERIALS

Chopsticks  
Popsicle Sticks  
Ruler  
Wooden Blocks  
Bowl  
String  
Tape  
Sand  
Pins  
Hammer  
Balloons  
Water  
Fan  
Vinegar and Baking Soda

## RAMPS

Toy Train Tracks  
Marble Runs  
Books  
Trays  
PVC pipe  
Plastic tubing  
Gutters



## HOME/SCHOOL CONNECTION

### Investigation 3: Big and Little Worms

Earthworms are often thought of as very lowly and unappealing creatures. But in fact, earthworms are very important creatures in many ways. The tunnels that earthworms make help keep soil loose, and make growing conditions better for garden plants. Water can travel through the soil better, and plants can grow their roots deeper.

To learn more about earthworms, have your child cut out the questions and answers below. Read aloud all of the questions, then read each answer and work together to decide which question it answers. Have your child glue the questions and answers on another sheet of paper, matching each answer to its question.

Q: How big can earthworms get?

A: As earthworms burrow, they produce a covering of mucus. This helps them move through the soil. As the mucus is rubbed off, it cements the walls of the tunnel. The mucus also helps the earthworm slip away from animals that would like to eat it for dinner.

Q: Why are earthworms so moist?

A: Earthworms don't have eyes, but they are sensitive to light.

Q: How do earthworms breathe?

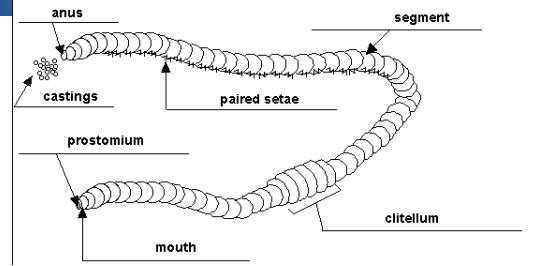
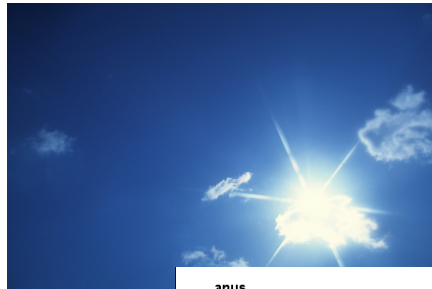
A: The smallest earthworm is barely 2 centimeters long (less than an inch). One of the largest is a 2.5 meter giant that lives in Australia (that's about 100 inches).

Q: Do earthworms really eat dirt?

A: As earthworms make their tunnels through the soil, they take in food that is mixed with dirt. Some of the sand in the soil acts as grinding stones in the worm's gizzard. The soil that is not good for food passes through the earthworm. It is left behind as a casting.

Q: How do earthworms see?

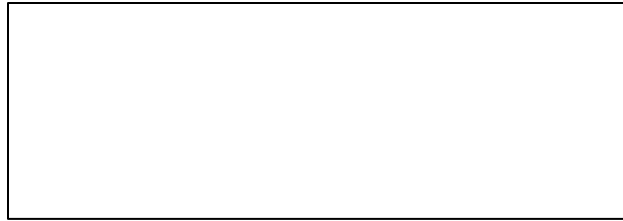
A: Worms need to breathe, just like people, but they don't have noses. The air goes right through their skin.



# Big and Little Worms Questions and Answers

*Match the questions to the answers and pictures.*

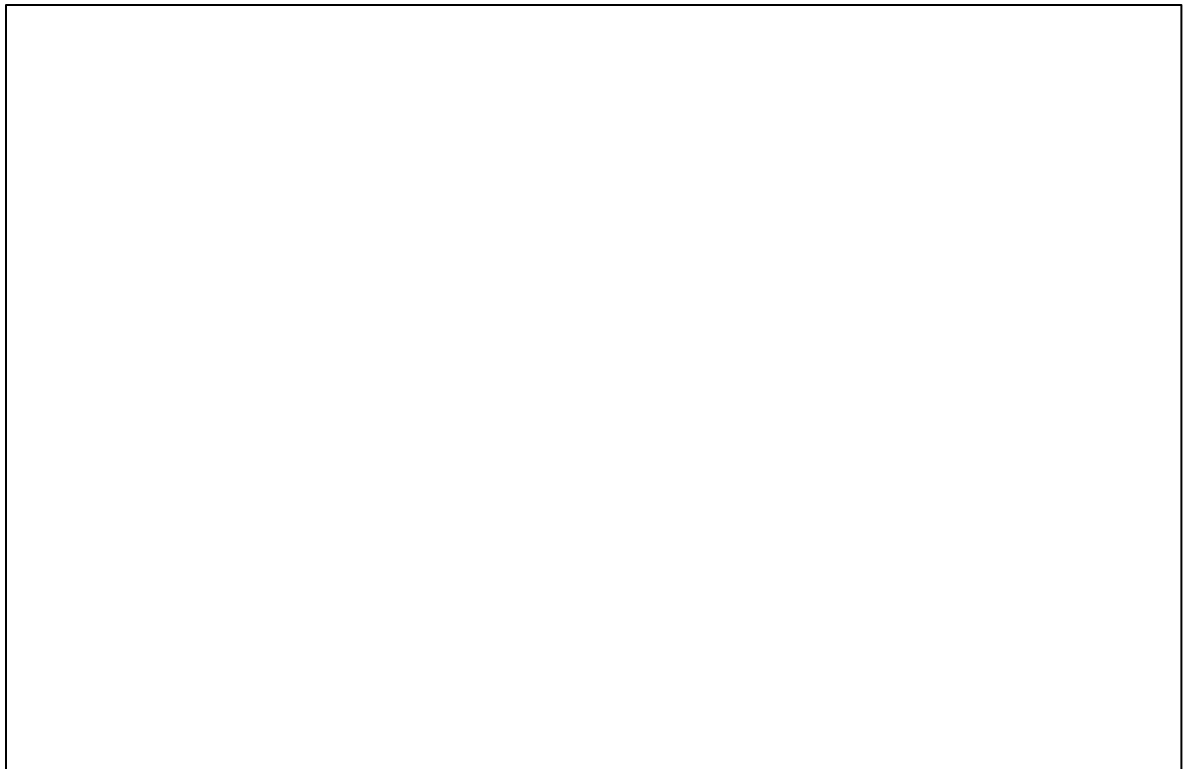
Question:



Answer:



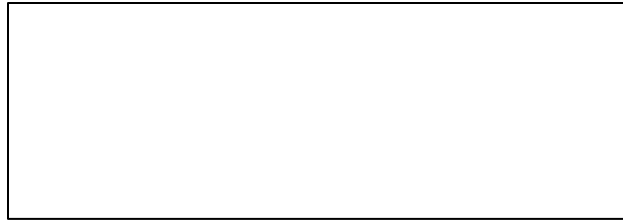
Picture:



# Big and Little Worms Questions and Answers

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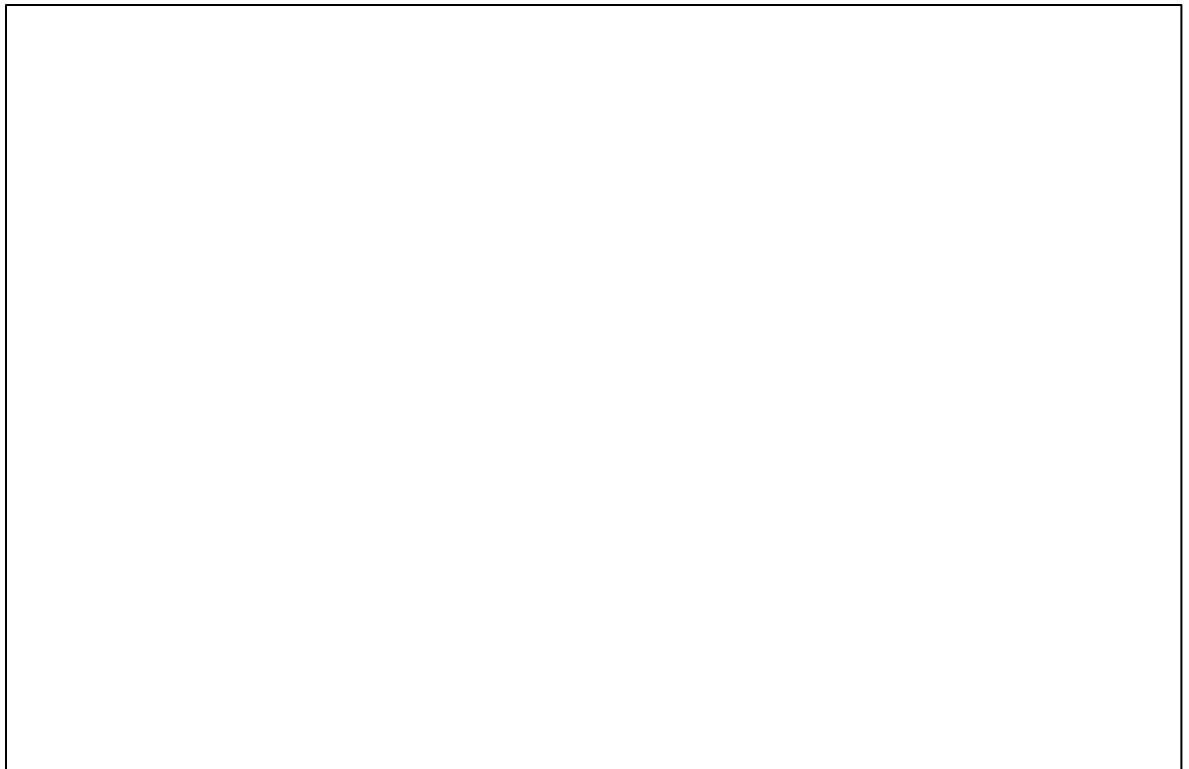
Question:



Answer:



Picture:

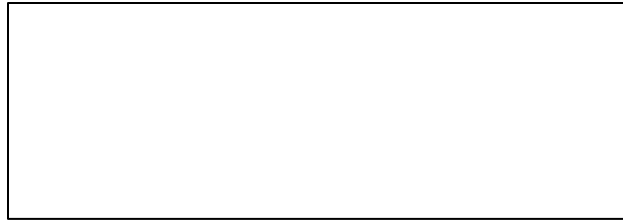




# Big and Little Worms Questions and Answers

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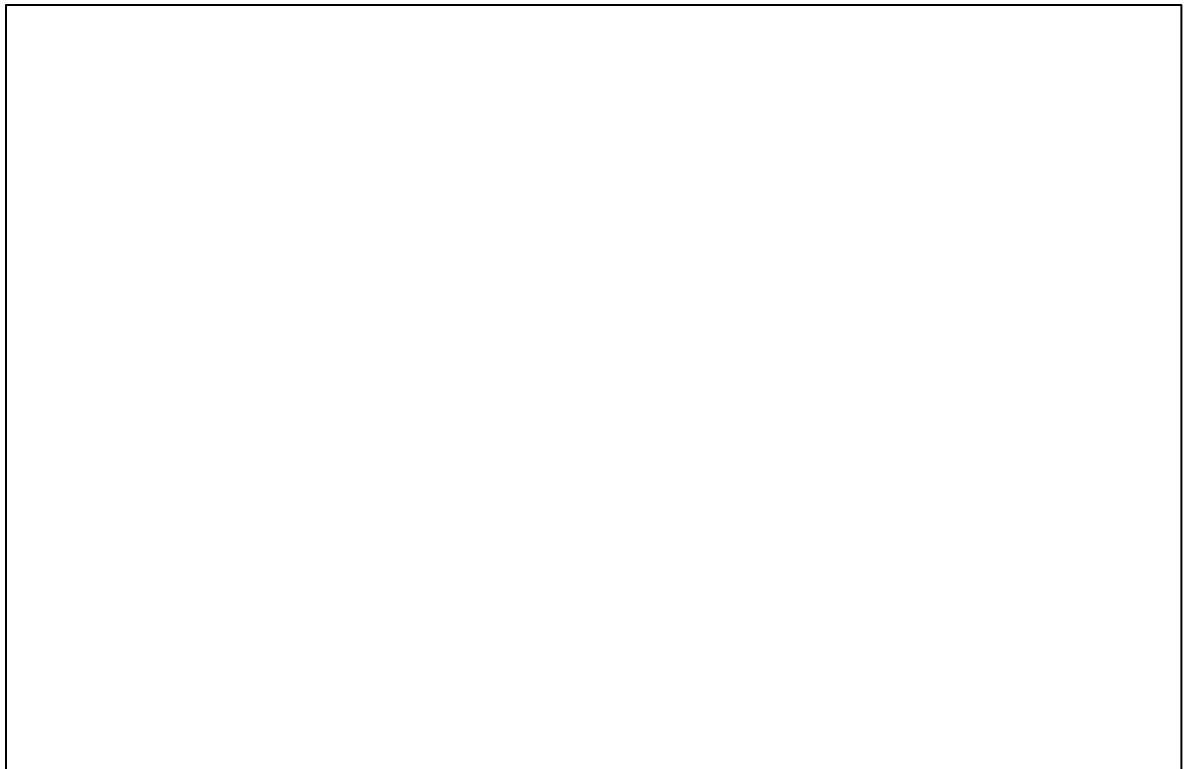
Question:



Answer:



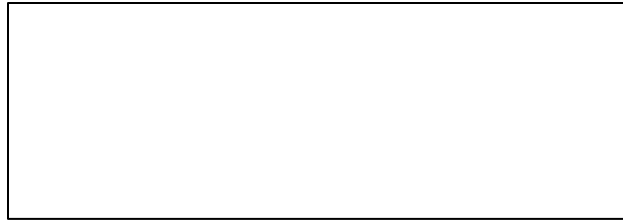
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# Big and Little Worms Questions and Answers

*Match the questions to the answers and pictures.*

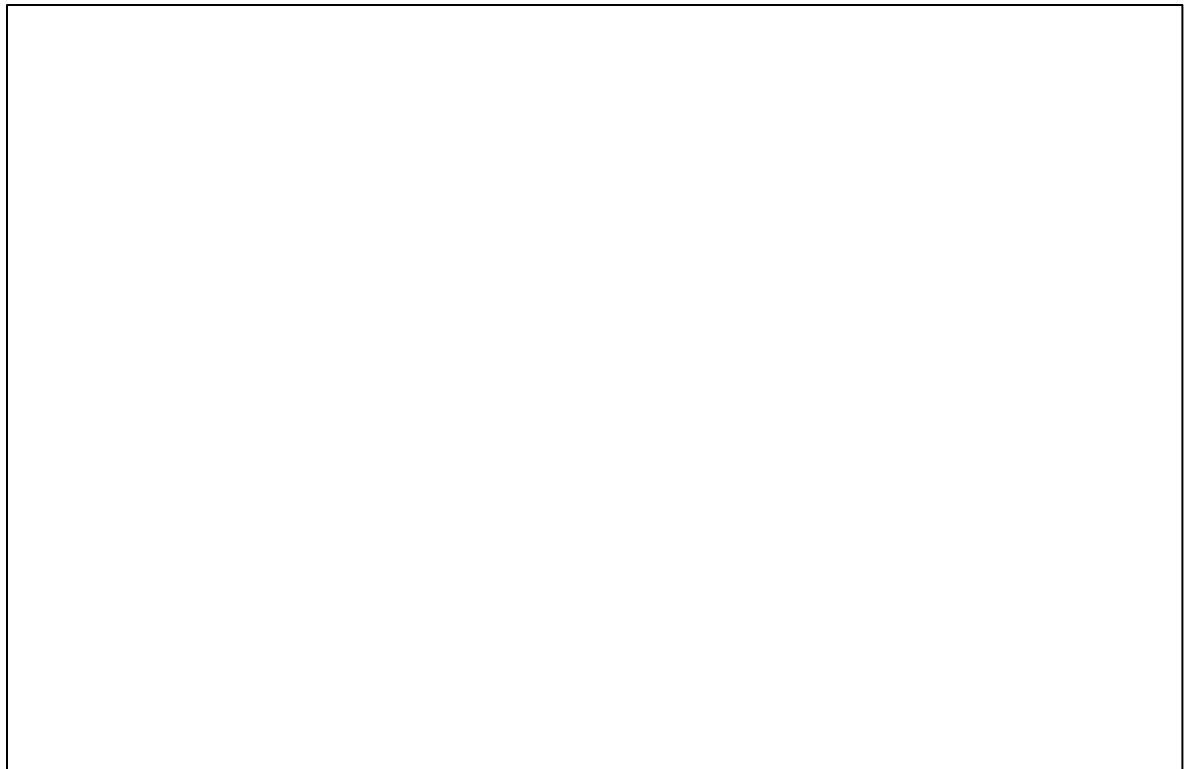
Question:



Answer:



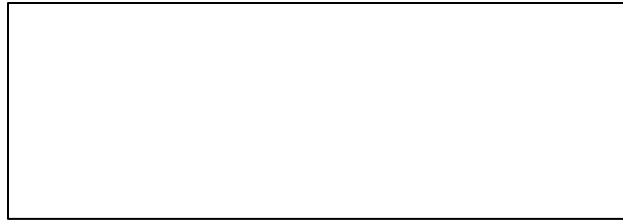
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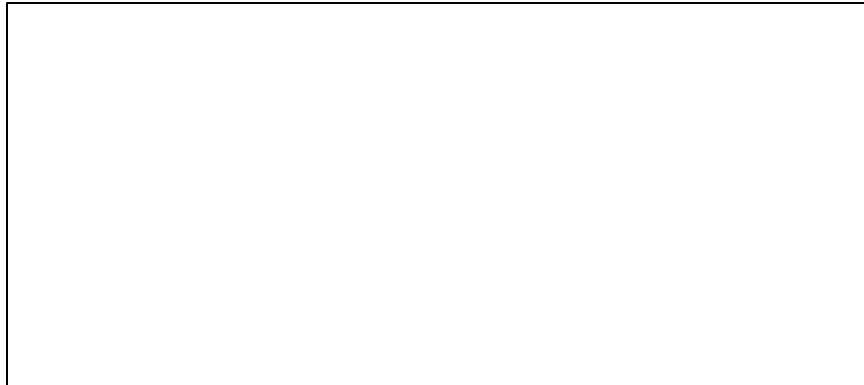
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*Match the questions to the answers and pictures.*

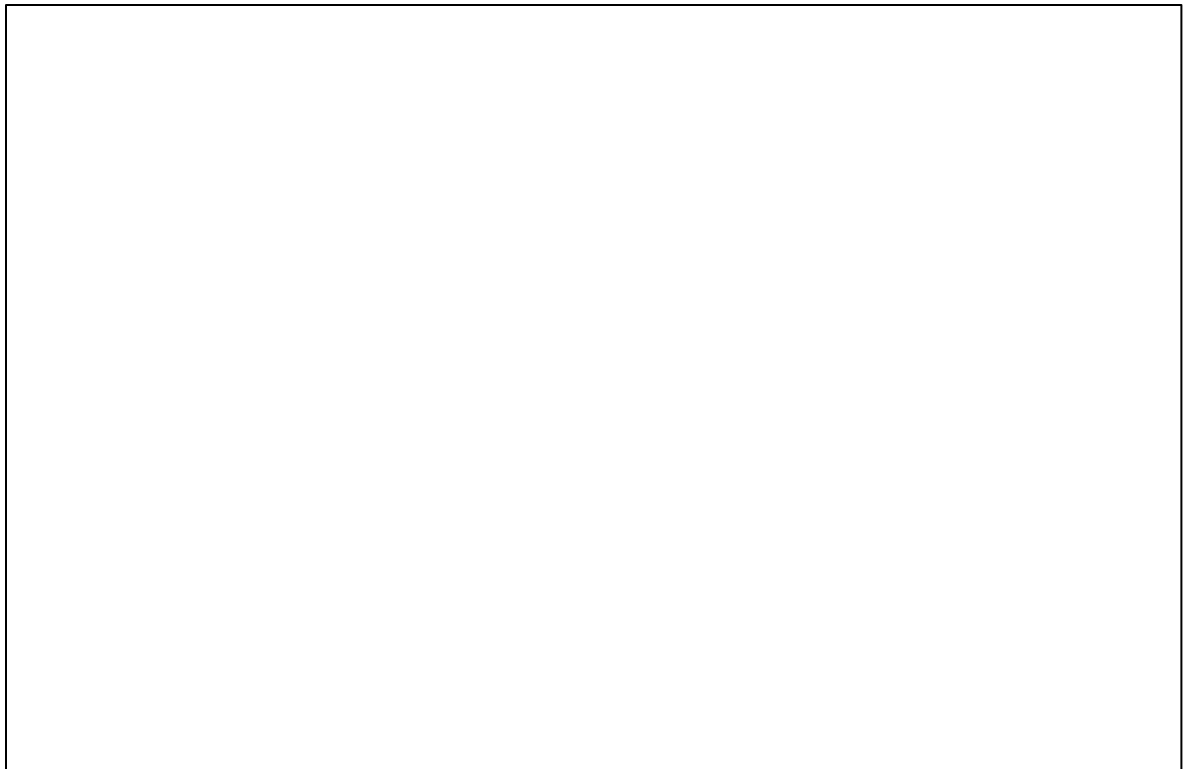
Question:



Answer:



Picture:



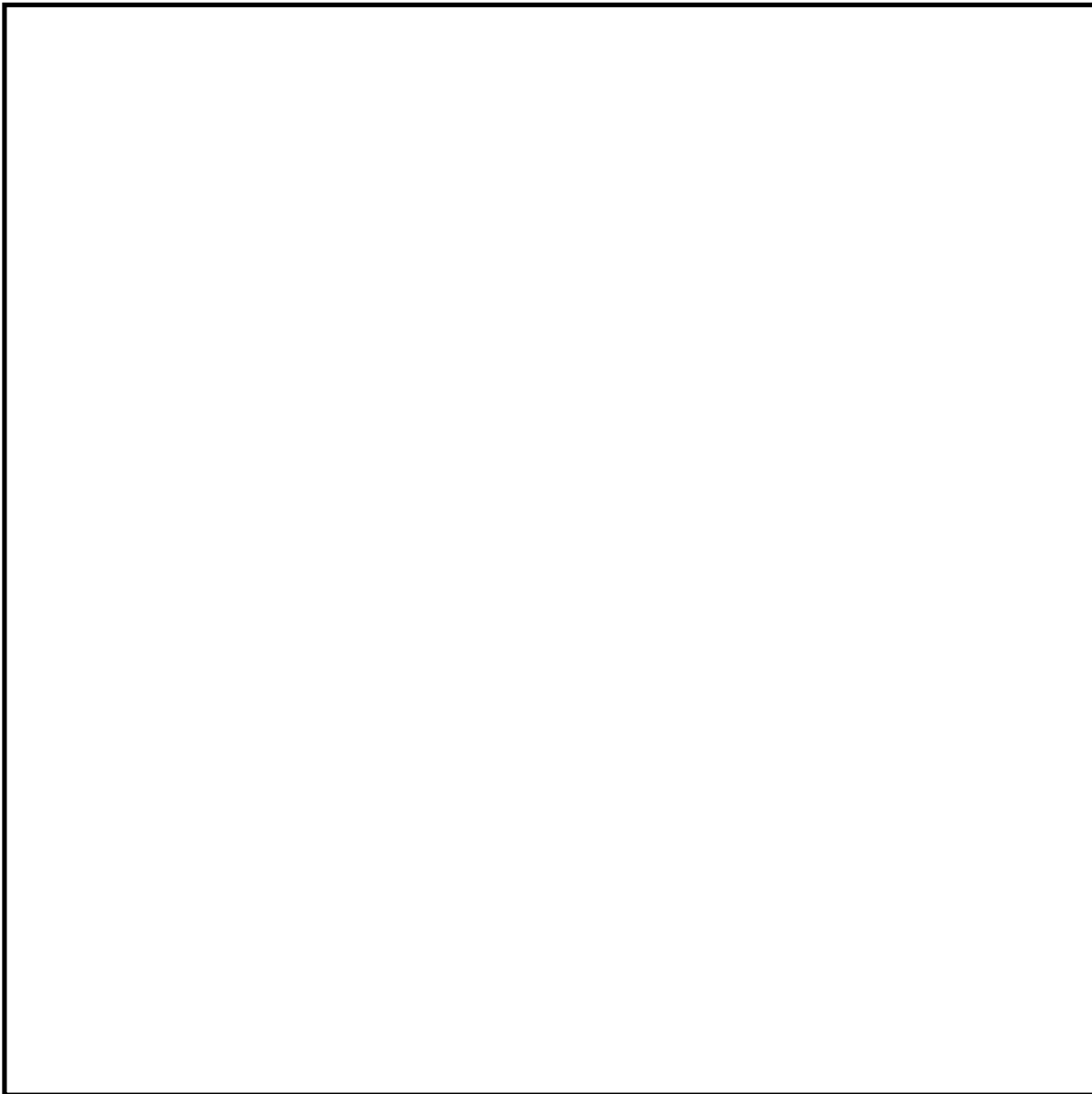
## How can we show we care?

Read Aloud: *The Earth Book* by Todd Parr

<https://www.youtube.com/watch?v=lpEc5nHgO2c>



After watching the read-aloud, talk with someone about ways you can show you care about the Earth. When we care about the Earth, we care that all living things have what they need, now and in the future.

In the square below, draw a picture of you doing something to care for the Earth.



# ESL at Home Gr. K-2 Weeks 7-8

Use notebook paper to complete these activities. Do one each day!

| Monday   | Tuesday   | Wednesday   | Thursday   | Friday    |
|--|---|---|--|--|
| <p>Choose a book page, magazine, or newspaper article. Tally how many times you find the words:<br/>The<br/>a or an<br/>Is</p> | <p>Go on a shape hunt. Find five things in your house for each shape:<br/>Circle<br/>Square<br/>Rectangle<br/>Triangle</p>  | <p>How many words can you make from this dinosaur name?<br/><br/><b>triceratops</b></p>   | <p>Can you find 5 things in your home that are <b>magnetic</b>?</p>                      | <p>Imagine two of your toys went to your school when no one was there. Write or draw their adventure.</p>                          |
| Monday   | Tuesday   | Wednesday   | Thursday   | Friday   |
| <p>Hide something in your home. Make a treasure map and let a family member try to find it.</p>                                | <p>Find four things in your home that are <b>purple</b>.</p> <p>Find four things in your home that are <b>orange</b>.</p> <p>Find four things in your home that are <b>green</b>.</p> | <p>If you ran a zoo, what animals would you have? Draw and label your zoo.</p>  | <p>Line up all the soap, shampoo, and lotion in your house from smallest to tallest.</p> | <p>Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.</p> |