



# *At Home Learning Resources*

## **Kindergarten - Week 9**

<b>Content</b>	<b>Time Suggestions</b>
<b>Literacy Instruction</b> (Watch a mini lesson, and/or complete online learning)	10-20 minutes daily
<b>Reading</b> (Read books, watch books read aloud, listen to a book)	At least 20 minutes daily (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 9

Your child can complete any of the activities in weeks 1-8. These can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/Page/3805>. Activities in weeks 7 & 8 are focused on nonfiction reading and writing and may have resources you can continue to use in Week 9.

This week finishes a focus on informational or nonfiction reading and writing. Your child should be reading, writing, talking and writing about reading, and working on final sounds in words.

**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 finish working on How-To books. The resources in this packet are the same as the last two weeks. 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 naming the final sounds they hear in words and trying out new word sorting activities.

Draw and/or write about what you learned about birds. Be sure to sound out your words and add labels.

The form consists of a large rectangular area divided into seven horizontal sections. The top section is the largest, occupying approximately 45% of the page's height. Below it are six smaller, equally sized horizontal sections, each occupying approximately 10% of the page's height. These sections are intended for drawing and writing about birds.

# Three Birds

Three birds go out.  
Three birds go over.  
Three birds go under.  
Three birds go on.  
Three birds go in.  
Three birds go up.  
Three birds go down.  
Three birds jump.





## Where Birds Make Nests

Different birds need different nests.

Birds make their nests in many different places.

The places birds make nests are where they like best.

Some birds make nests in trees in forests.

Some birds make nests on the ground in fields.

Some birds make nests near mud at ponds.

Some birds make nests on mountains.

Some birds make nests near oceans.

Some birds make nests on farms.

Different birds need different nests.

Different birds make nests in the places they like best.



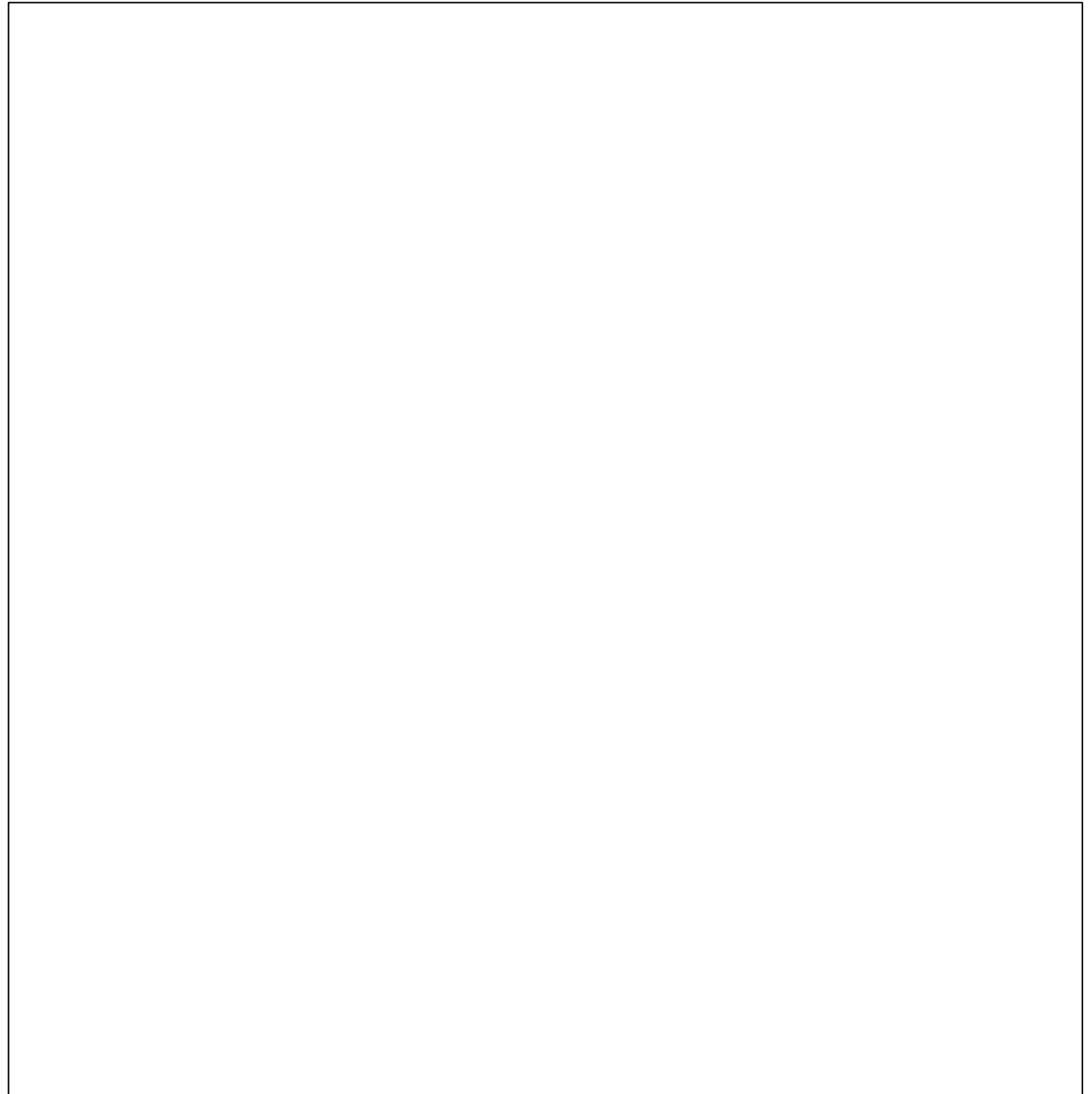
Read the poems. Draw a picture to show what the poem means or what it says.

Name

## **Birds**

Look at the bird  
Up in the treetop,  
Building a nest  
With no time to stop.  
Hatching its eggs  
So smooth and so round,  
Then feeding its babies  
Worms from the ground.

Look at the bird  
With beak for a mouth.  
When it gets cold.  
The bird will fly south.  
When it gets warm.  
The bird will return.  
Let's watch how the birds live  
And see what we learn.

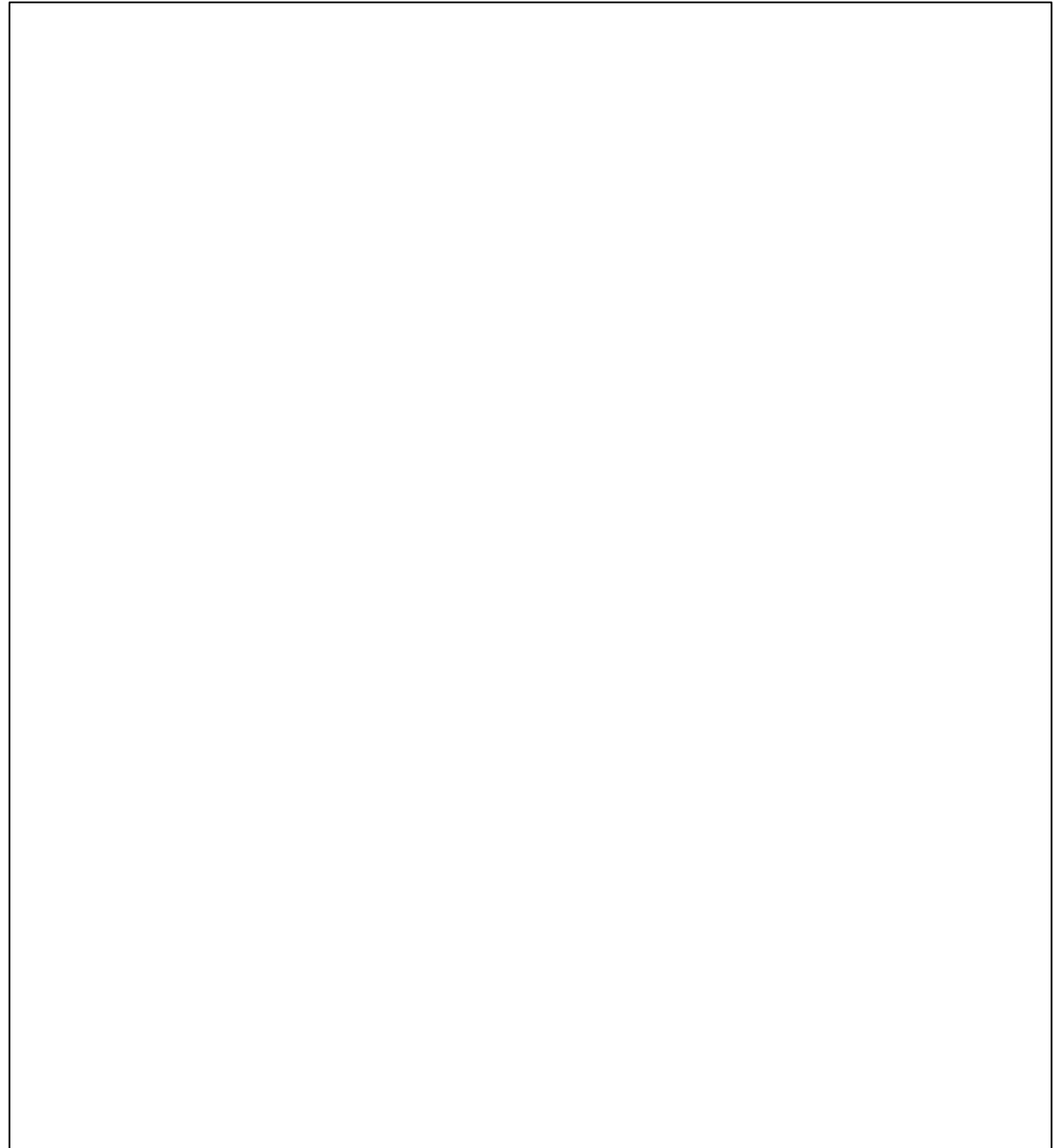


Name

## Two Views

A bird likes its nest to be high and dry,  
But a fish says, "Wet is better!"  
The bird is quite right-she's best in the sky,  
But the fish is better wetter.

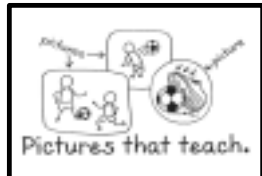
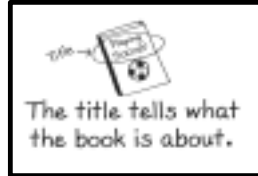
Now if high-flying birds are right  
Does that mean fish are wrong?  
Most certainly not.  
It just means there's a spot  
Where each one can belong.



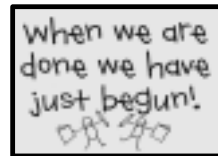
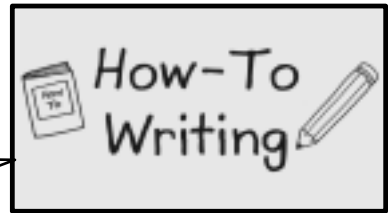
Kindergarten How-To Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own How-To book that teaches others.

## 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 spoonful 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 spoonful 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.

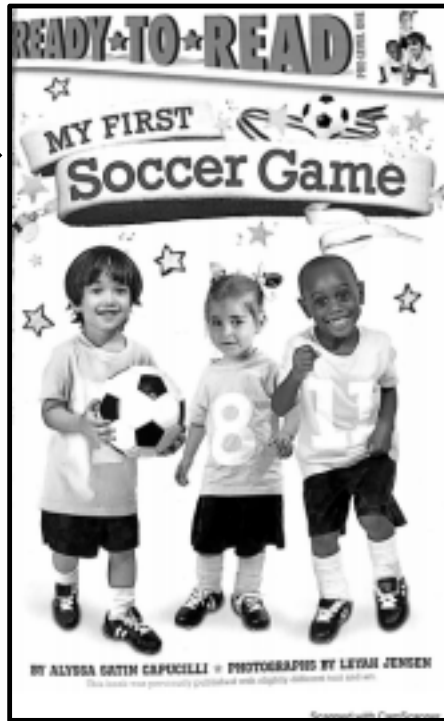
6

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.

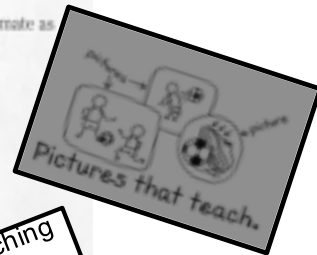


### 3

#### 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!**

The sun  
I ran to the park.

Add to our words.


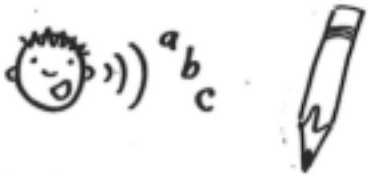
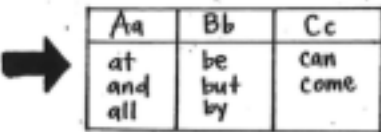


Reread our writing.


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.

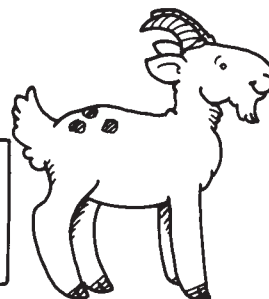
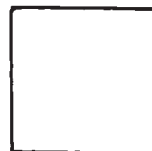
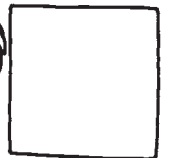
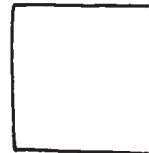
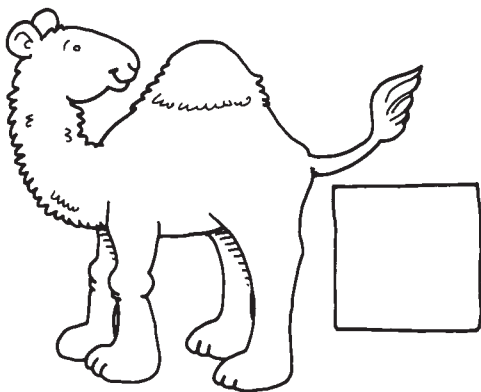
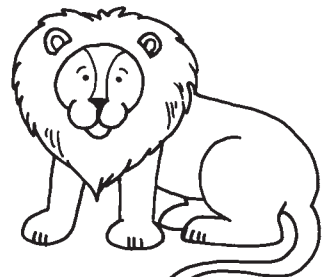
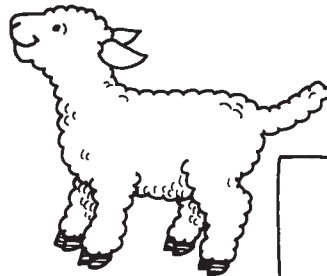
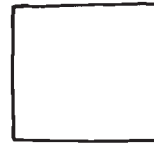
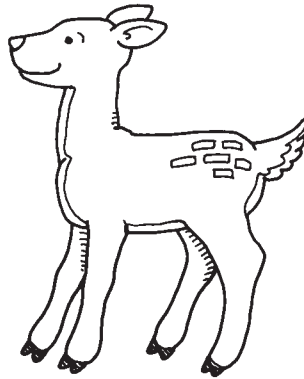
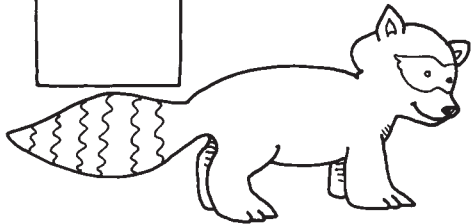
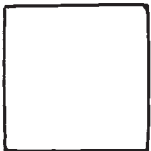
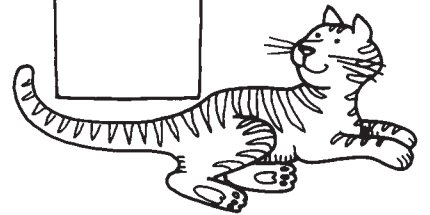
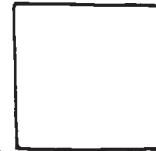
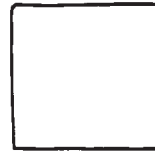
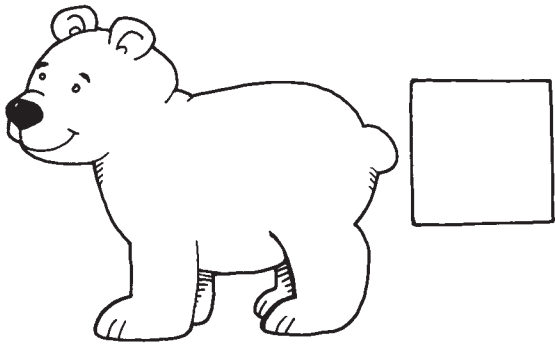


# Animal Tails











Consonants can come at the beginning, middle, or end of a word. To help you hear the ending sound, say the word and stretch out the last sound. For example, when you see the picture of the bear, say "bear-r-r-r-r-r."

Say the name of each animal. Write the ending sound in the box by its tail.



This creature lives in the sea. It does not have a tail. It has eight arms. Its head looks like a balloon. It ends with *s*. What is it? On another sheet of paper, draw one eating eight candy canes.

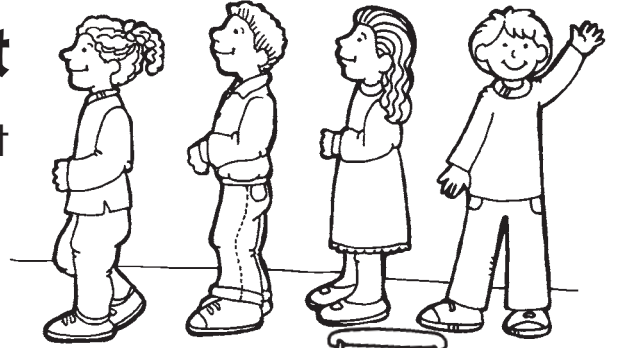
Look at the picture. What is the last (final) sound you hear? Write the letter for that sound on the line. Say the word out loud. Use the word in a sentence.

 <b>ca</b> _____	 <b>fi</b> _____	 <b>va</b> _____
 <b>cu</b> _____	 <b>su</b> _____	 <b>ta</b> _____
 <b>do</b> _____	 <b>wi</b> _____	 <b>ma</b> _____

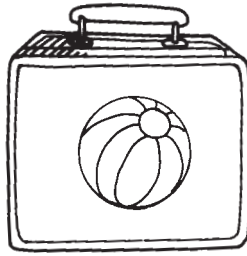


# Larry Last

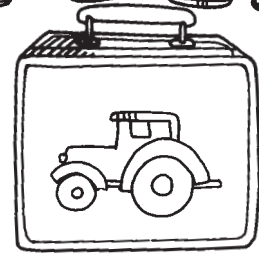
Help Larry Last find the last sound that each word makes. Circle the correct letter under each lunchbox.



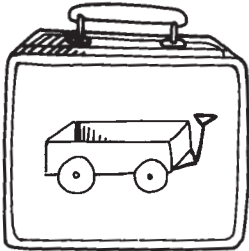
k n s



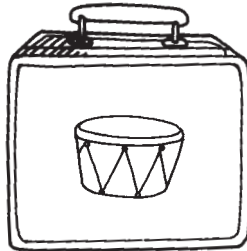
r g l



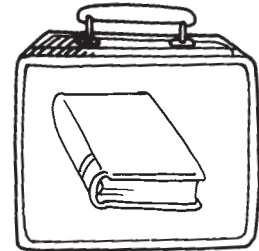
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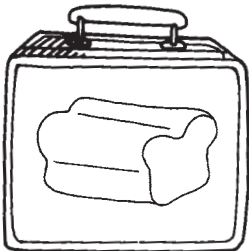
n d z



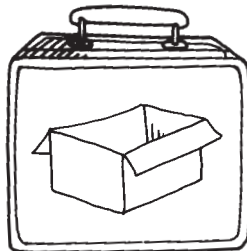
b m n



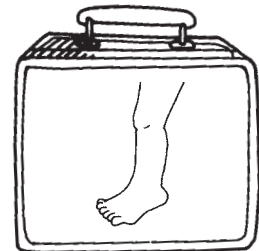
t k p



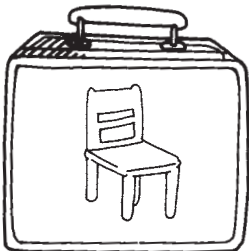
k f d



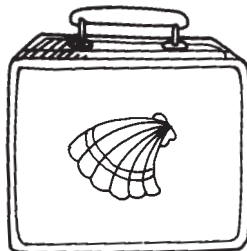
m x r



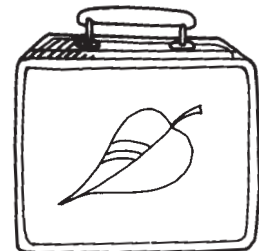
g z l



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l k d

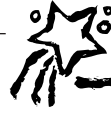


g t f



You do this while you are asleep. It is like watching a movie in your head. It ends with *m*. What is it? On another sheet of paper, draw a picture about one that you have had. Tell about it.





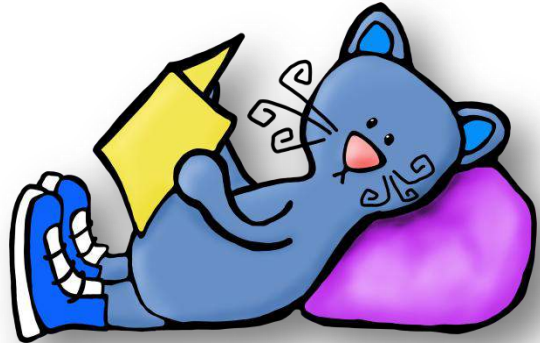
# Consonant Caboose

Find two words on each train that end with the same sound. Color them. Then write the letter of the ending sound in the caboose.

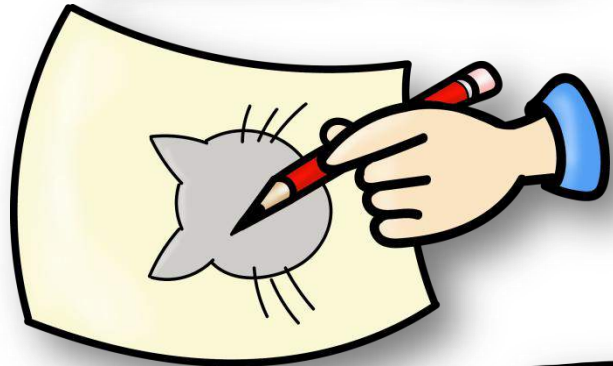
1.				
2.				
3.				
4.				
5.				
6.				
7.				

# Problem Solving Strategy

**Read**  
the problem



**Draw**  
and label



**Write**  
an equation  
(number sentence)



**Write**  
a word sentence



## Application Problem #1

### Read

Chris has 3 baseball cards. Kate has 2 baseball cards. Draw a picture to show how many cards they have altogether. Make a number sentence, and a number bond about the story

**Draw**



**Write**



## Application Problem #2

### Read

Max the puppy had 6 bones. He buried 4 of them in the yard. Draw Max's bones showing that 4 of them are gone. Make a number sentence, and a number bond about the story.

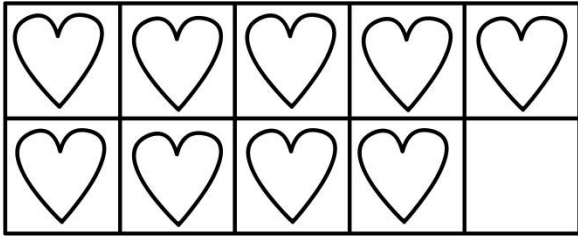
### Draw

### Write

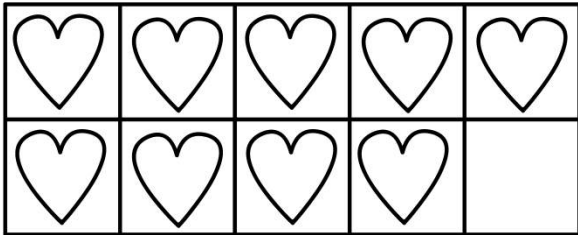
# Math Love

Name \_\_\_\_\_

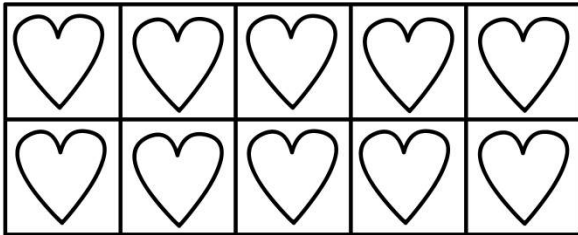
Draw a line to an appropriate match. Use two different color crayons to color matches according to the number sentence you chose.



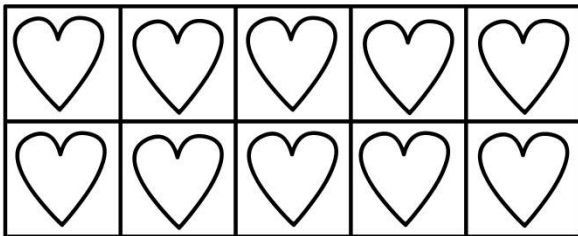
$$10 = 5 + 5$$



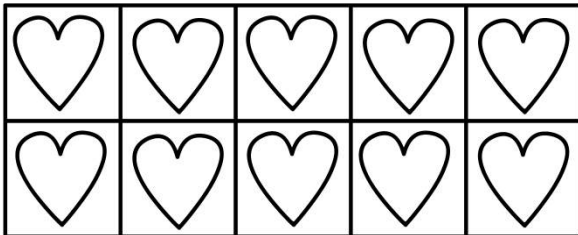
$$2 + 8 = 10$$



$$9 = 3 + 6$$



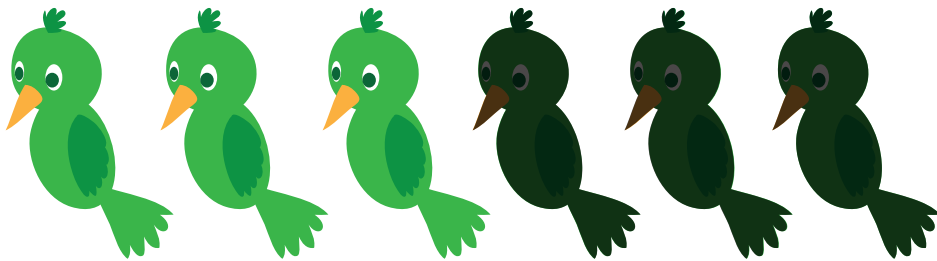
$$6 + 4 = 10$$



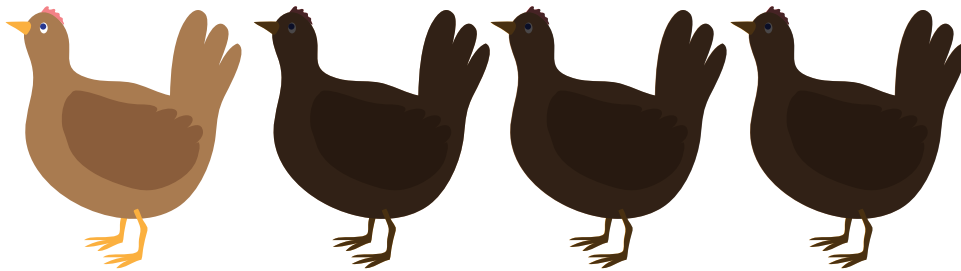
$$9 = 5 + 4$$

# Subtraction is Tweet!

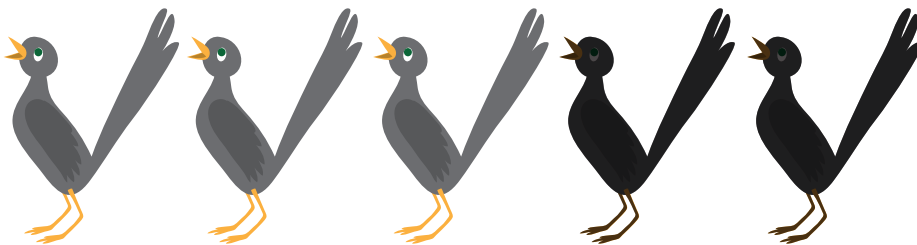
Count how many birds are in each box, then subtract the darker birds. Write your answer in the box on the right.



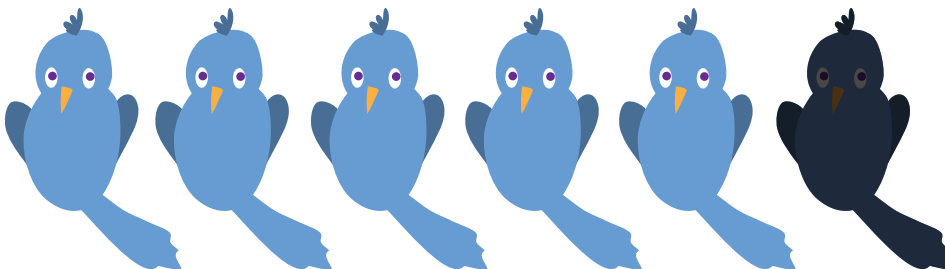
$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$



$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$



$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$



$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

Name \_\_\_\_\_

Date \_\_\_\_\_

## My Subtraction Practice



$5 - 1 = \square$	$5 - 4 = \square$
$\square = 4 - 1$	$5 - 3 = \square$
$3 - 1 = \square$	$5 - 2 = \square$
$2 - 1 = \square$	$\square = 3 - 1$
$\square = 5 - 2$	$\square = 2 - 1$
$3 - 2 = \square$	$3 - 2 = \square$
$4 - 3 = \square$	$4 - 2 = \square$
$\square = 4 - 2$	$4 - 1 = \square$



Name \_\_\_\_\_

Date \_\_\_\_\_

## My Mixed Practice to 5



$1 + 1 = \square$	$5 - 4 = \square$
$\square = 2 - 1$	$\square = 2 + 3$
$3 + 1 = \square$	$5 - 2 = \square$
$4 - 1 = \square$	$\square = 3 - 1$
$\square = 1 + 3$	$\square = 2 + 1$
$3 + 2 = \square$	$1 + 2 = \square$
$5 - 3 = \square$	$2 + 2 = \square$
$\square = 4 + 1$	$4 - 2 = \square$

Name \_\_\_\_\_

Date \_\_\_\_\_

## My Decomposition Practice



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

# Puff Mobile

<https://mass.pbslearningmedia.org/resource/phy03.sci.phys.mfe.zpuffm/designing-a-puff-mobile/>

## What You Need

- 3 nonbendable, plastic drinking straws
- 4 Lifesavers™
- 1 piece of paper
- 2 paper clips
- tape
- scissors

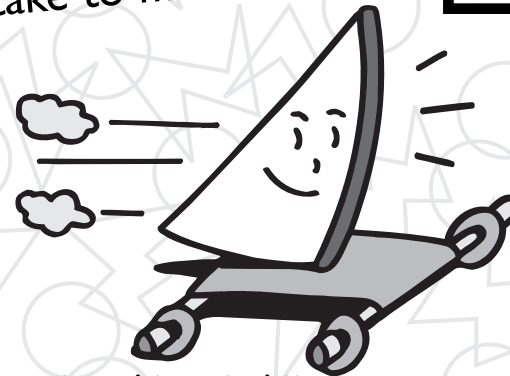


## Engineering Scoop

When you blow, you create **moving air**, or wind. When wind **pushes** against an object, it can make the object **move**. Think about a **sailboat**. Wind pushes against the **sail** and makes the boat move. So a sail is one part of your car that can help it move. **Wheels** can also help your car move. Maybe you have a **bike** at home. What would happen if you took the wheels off and tried to move it? (It takes a lot of force to move something that's **rubbing** along the ground.) What **other parts** did you design to help your car move?

**1** Make a **car** using only the materials on the list. Here's the catch: to make your car move, you can only **blow** on it!

**2** **Test** it out! How **far** does your car go when you **blow once**? How many puffs does it take to make the car travel **6 feet**?



Sent in by Reba C. and Lee Anne F. of Medfield, MA



**Redesign** your car so that it will travel the **same** distance with **fewer** puffs. What happens if you change the **size** of the car? What happens if you use **fewer materials**? Or, what happens if you add a **new material** like thread spools? Choose one thing to change (that's the **variable**) and make a **prediction**. Then **test it** and **send** your results to ZOOM.

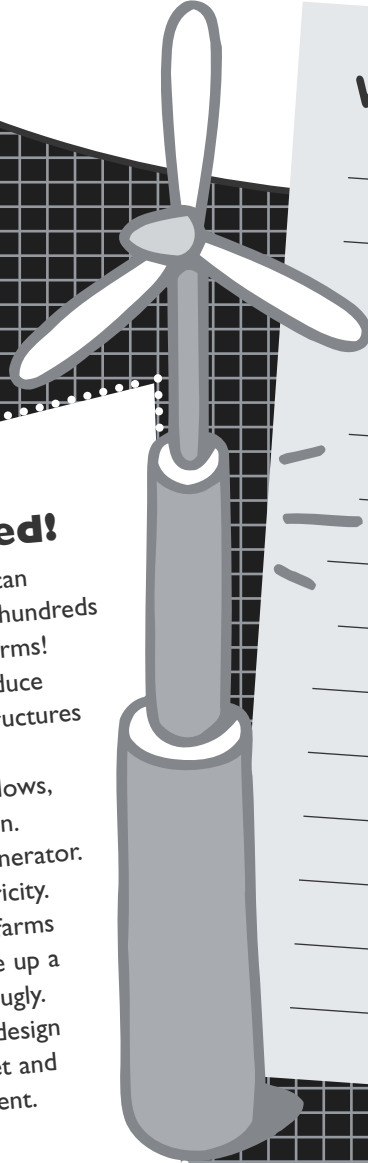
# Puff Mobile

Engineer's Notebook

## My Prediction

### Engineers Wanted!

Wind makes your car go—it can also **make electricity** for hundreds of homes. How? With wind farms! Wind farms use wind to produce electricity. Engineers build structures called turbines that look like pinwheels. When the wind blows, the blades of the turbine spin. Then the turbine turns a generator. The generator makes electricity. Some problems with wind farms are that they are noisy, take up a lot of space, and may look ugly. Engineers like **you** could design new turbines that are quiet and blend into their environment.



## What Happened

**Send It to ZOOM™!**  
Tell us about your results at  
[pbskids.org/zoom/sendit](http://pbskids.org/zoom/sendit)

## **What do birds need to live and grow?**

Can you think of things that birds need to live and grow? Hopefully, you included a home. Why would a bird need a nest? What would it be made from?

Explore your yard or neighborhood park and gather some things you think a bird would need to make a nest. Those materials need to be bendable, and they need to be sturdy. They also have to be available to birds in the wild. Here are some ideas:

- Sticks
- Grass
- Leaves
- Pine needles
- Bits of string

Try to manipulate the items into a bird nest shape. What would make it hold its shape? Does it help to weave the items together? Try to use two fingers like a bird's beak. Is it easy to make? Would it be easier for a bird to make? Why?

Display your nest outside in a tree. You never know, it might make a family of birds very happy!

See some examples of bird nests on the next page.



Robin's Nest



Goldfinch Nest



Blue Jay Nest

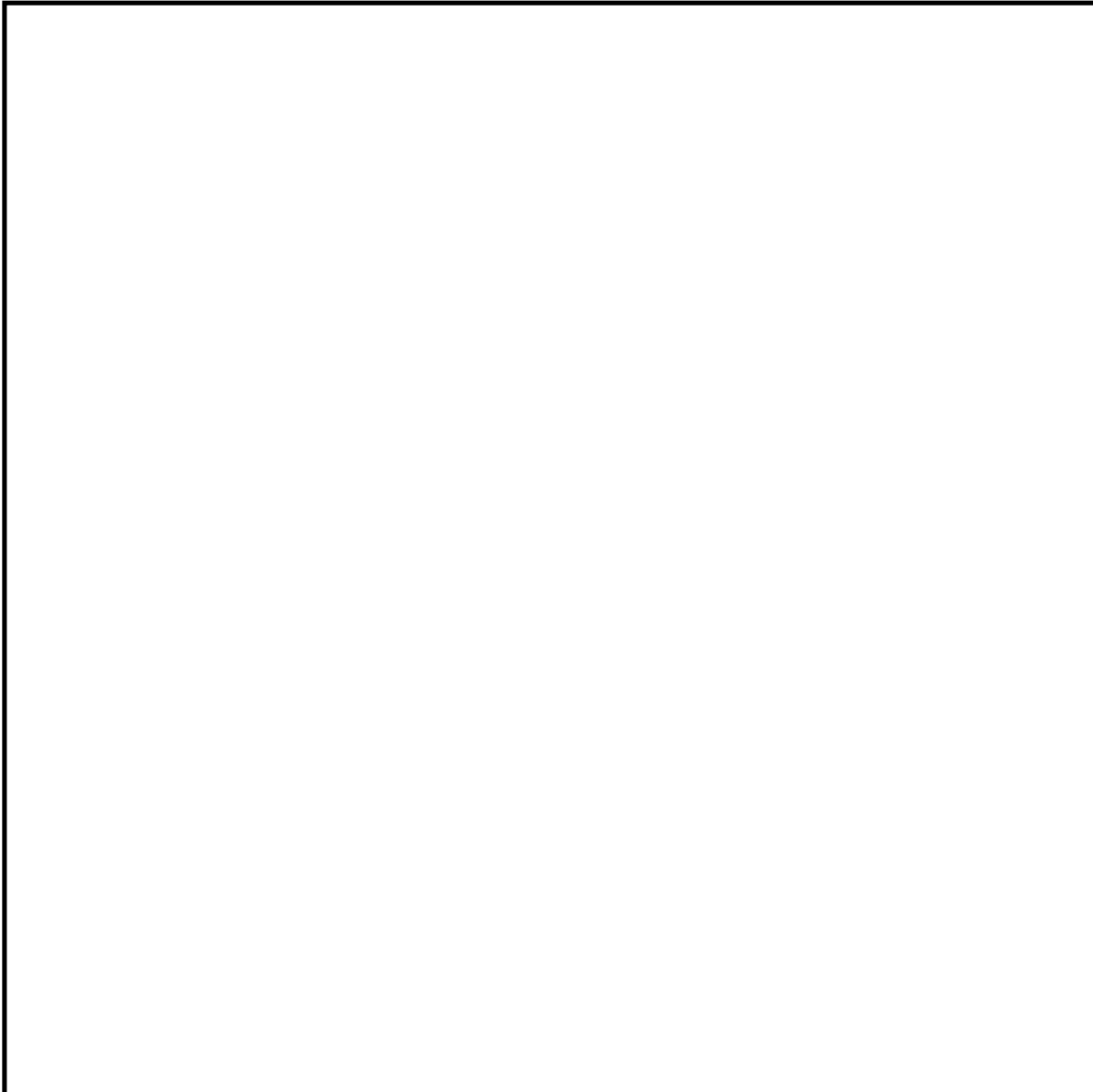
## What is a community?

Read Aloud: *Swimmy* by Leo Lionni

<https://www.youtube.com/watch?v=BDrR78REU8Y>

After watching the read-aloud, talk with someone about what it means to be part of a community. How did Swimmy help the school of small red fish work together to be a group? How did working in a group help the school of small red fish solve their problem?

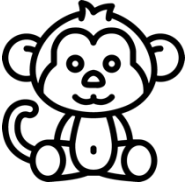
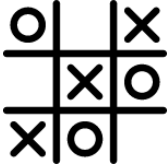



In the square below, draw a picture of the group of small red fish going somewhere amazing in the ocean. Make sure Swimmy is the eye!





# ESL at Home K-2 Weeks 9-10

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

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Write about what you would do with a pet monkey. What would you name it?</p> <p>If I had a pet monkey...</p>	<p>Create a tic-tac-toe board out of sticks or dried spaghetti. Use household items like buttons or stickers for "O" and spaghetti or toothpicks for "X".</p>	<p>Talk to your family to see what is their favorite food, color and pet. Graph the results to find out what food, color and pet had the most votes.</p>	<p>Pretend you are a frog. Only move by hopping. Hop and then measure how far you hopped. Do this 3 times. See who can hop the farthest in your family.</p>	<p>Find 10 things in your house that are a rectangular prism.</p>
				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Imagine you found a pot of gold. Write or draw what you would buy.</p>	<p>Create a paper airplane. Measure how far it goes. Challenge your family to see who can fly their plane the farthest.</p>	<p>Build a fort with pillows and blankets. Read under the fort with a flashlight.</p>	<p>Draw a picture of anything you like. Cut the picture up in pieces. Then put the pieces together like a puzzle.</p>	<p>Make a card for someone special using pictures and words. If they live in your home give them the card. If they don't have a parent, mail the card.</p>
