



At Home Learning Resources

Kindergarten - Week 10

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

All previous activities, as well as other resources can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/Page/3805>









This week begins a focus on fiction reading and narrative writing. Your child should be reading, writing, talking and writing about reading, and working on their vowel sounds this week.

Reading: Students need to read each day. They can read the texts included in this packet and/or read any of the fiction or story 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 be working on narrative stories for the next few weeks. 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: [Kindergarten Narrative Writing Choice Board](#). This writing should last throughout the end of the year. 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 story and work to refine it throughout, or might write multiple stories, getting better each time.

Phonics/Word Work: Students can learn two vowels, a and i. This week they will review the sounds that the vowels make and play with words that have the short a or i sound. You can also always review the high frequency words that students should know by the end of the year.

	short	long		
a	 apple	 cat	 acorn	 cake
i	 igloo	 pig	 ice cream	 kite

When reading fiction texts, ask your child to think about the following. Talk about books and have children draw or write what they learned.

 We are 
Storybook
Readers! 



We look at the pictures, remember, read!



We make the words and the pictures match.

Learn about the character.



We talk like the characters.

Think about what characters say and do



Feel what the characters are feeling.

Playing with Friends

John went for a bike ride. He rode around the block. Then he met some girls he knew from school. They all rode to the field to play. John had a great time playing games with his friends.



I Hide



Written by Susan Lennox • Illustrated by Nina de Polonia

www.readinga-z.com

I Hide



Written by Susan Lennox
Illustrated by Nina de Polonia

www.readinga-z.com

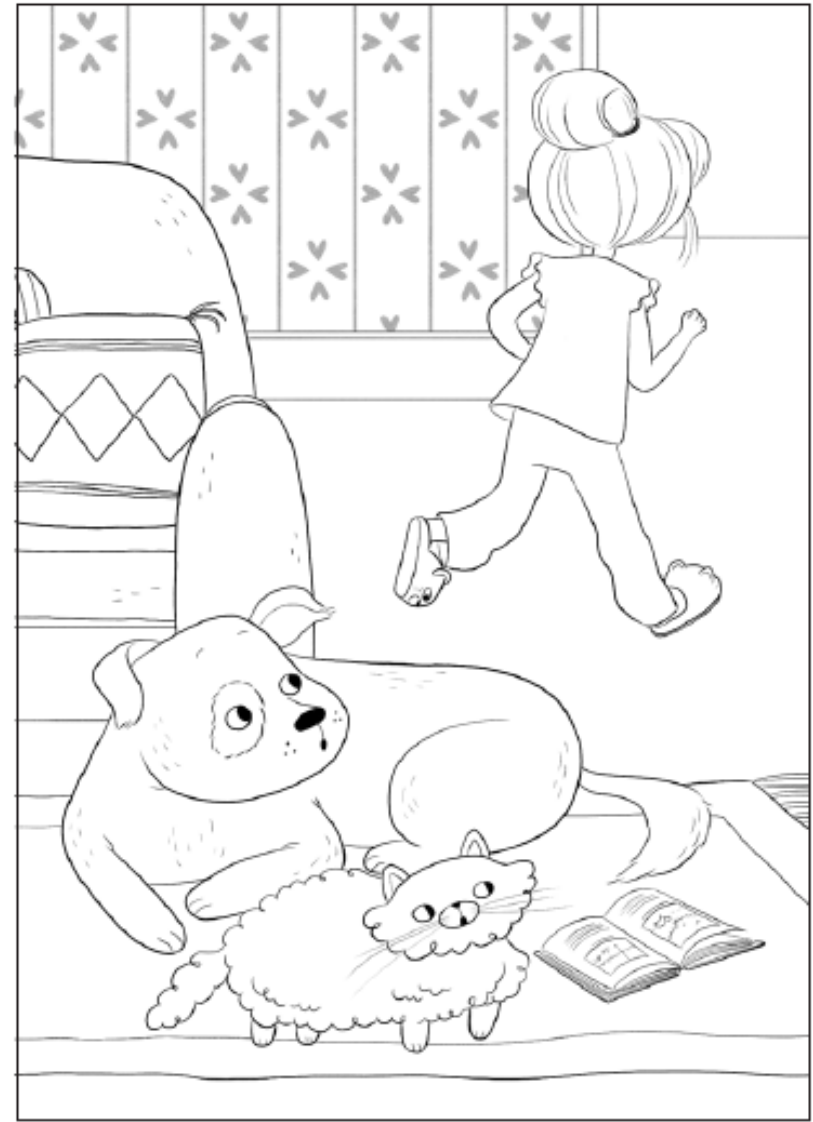
Focus Question

Where does the girl hide,
and why?



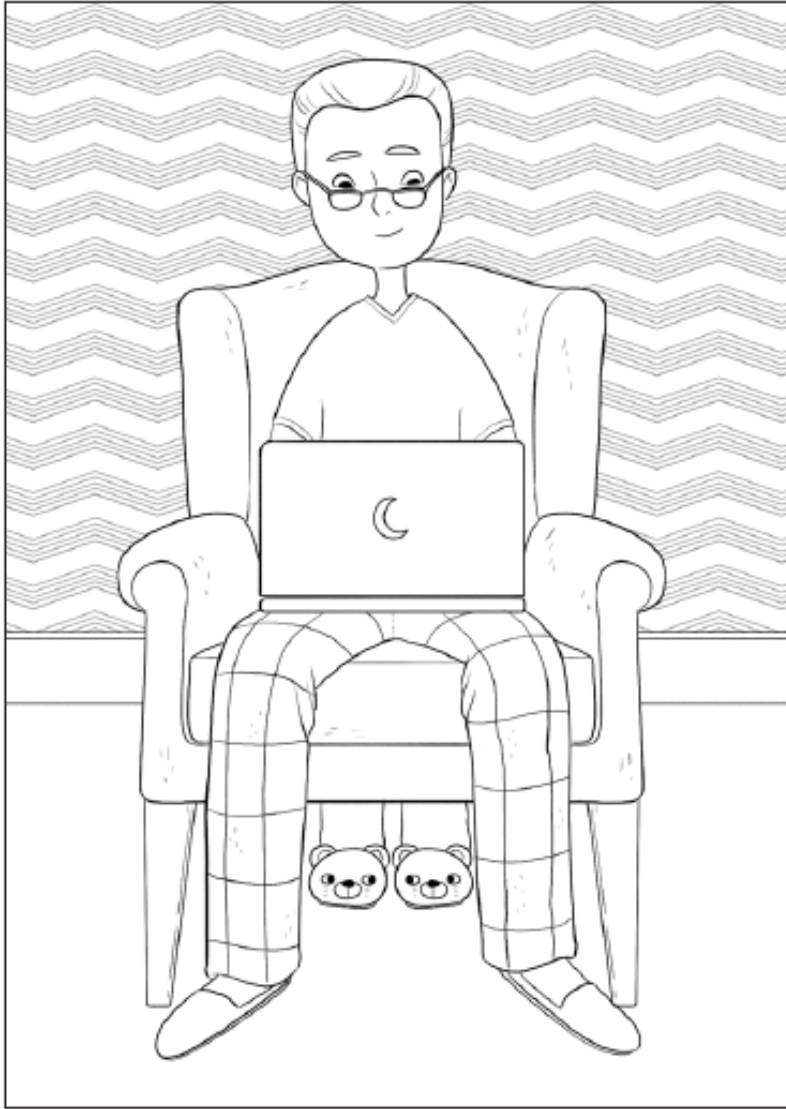
Mom says it is time
for bed.

3



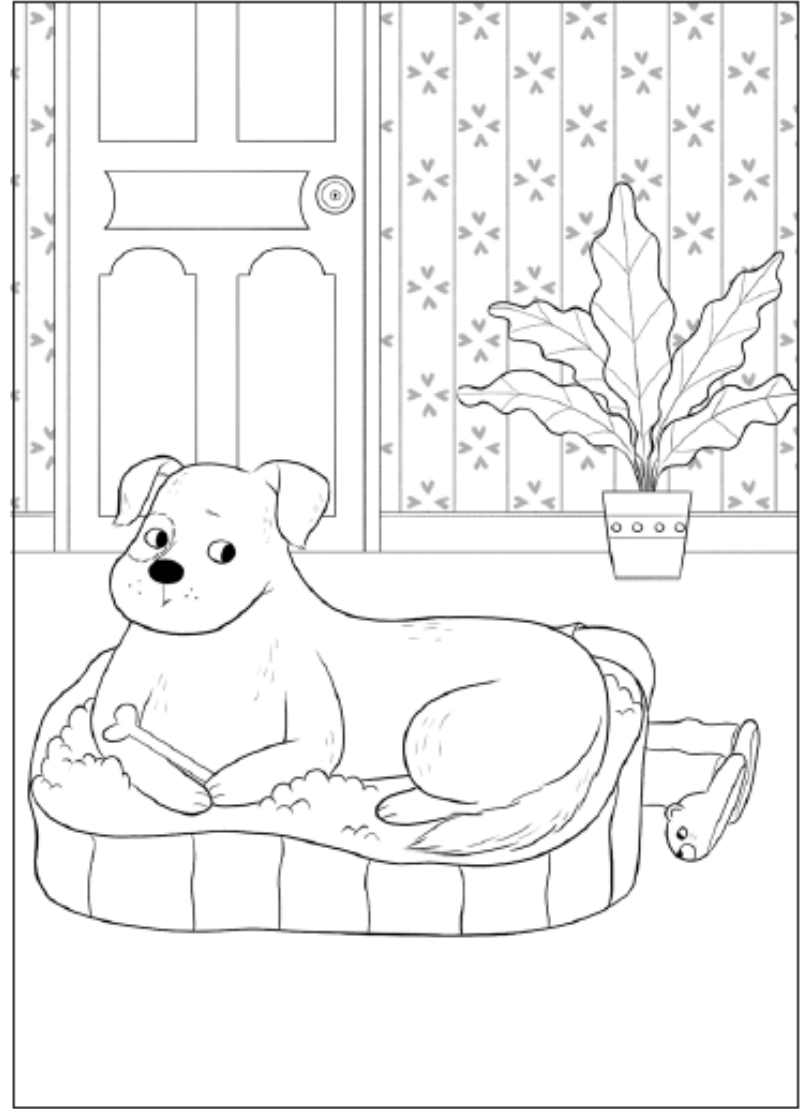
I am not sleepy,
so I hide instead.

4



I hide near Dad
behind the chair.

5



I hide near Frank
behind his bed.

6



I hide near Puff
behind the door.

7



I hide near Gram
inside the basket.

8



I hide near Ron
inside the closet.



I hide near Sam
inside the tub.

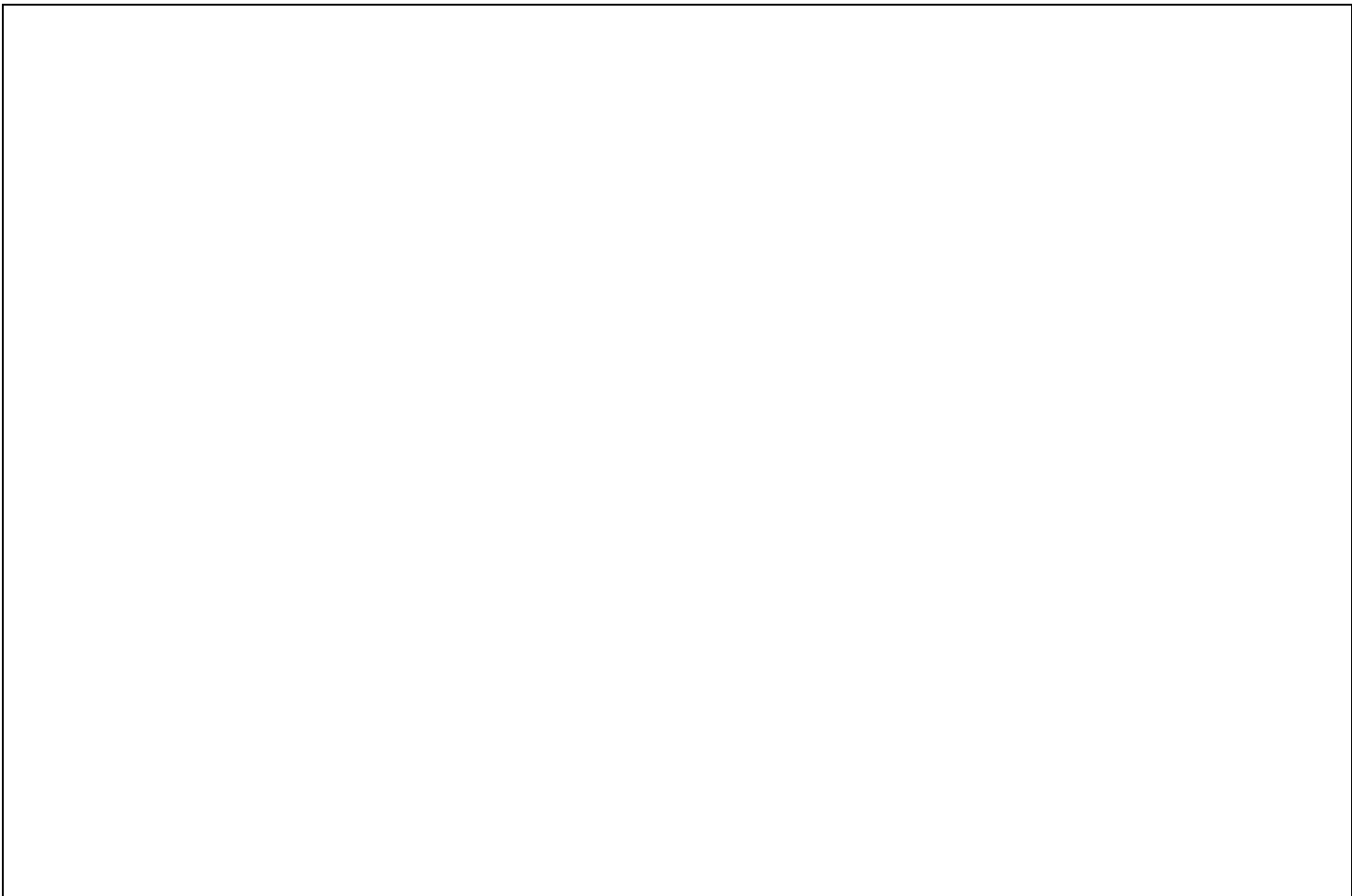


Soon I am tired
from hiding so much.



Now it is time to hide
under the covers!

After reading the story, describe the characters using key details from the text.



Kindergarten Narrative Writing Choice Board - Visit the online option for an interactive board with tutorials.
Use the anchor charts to help you write your own true narrative story.

CREAK! Said the bed

Lola at the Library

How to write a TRUE story:

Click here to see a finished story

Click here for Kindergarten Writing Paper

THINK...
• Something that happened
• Something you did

PRACTICE
• Telling with a storyteller's voice

When we are done we have just begun!

PICTURES and WORDS tell
Who Where What

Use speech bubbles
Weeee!

Make Writing Easy to Read

© 2016 by Heinemann and Lucy Calkins et al.

Planning Stories Across Pages

THINK...
• Something that happened
• Something you did

One day I went to my soccer game.

Writers plan how stories will go.

Telling Stories Across Pages

PRACTICE

- Telling with a storyteller's voice



These words can help you tell your story:

First ... Next ... Then... After that
In the beginning ... In the middle ... In the end.

You can practice telling your story across your fingers or you can touch each page as you tell part of the story.

This is a great way
to retell a story!



Adding More Details to Pictures and Stories

PICTURES and WORDS
tell

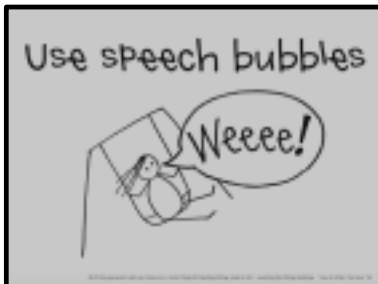


Writers tell the important parts of their story:

- Who you are with
- What you are doing
- Where you are



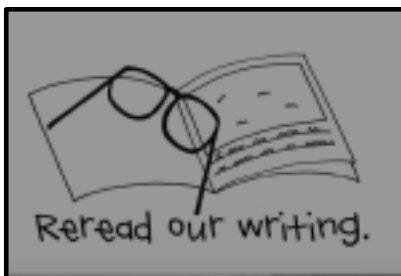
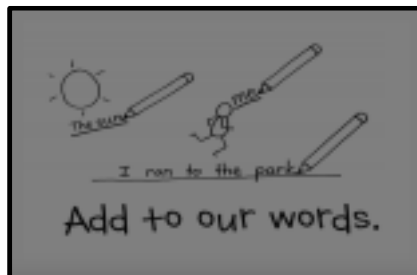
Writers Make Their Characters Talk!




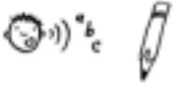
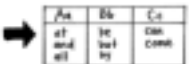


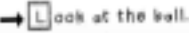
Speech bubbles are used to show which character is talking and what they are saying.



When we are done we have just begun!



Making Writing Easy to Read

Kindergarten		
LANGUAGE CONVENTIONS		
Did I do it like a Kindergarten?		
Spring		I could read my writing.
		I wrote a letter for the sounds I heard.
		I used the word wall to help me spell.
Punctuation		I put spaces between words.
		I used lowercase letters unless capitals were needed.
		I wrote capital letters to start every sentence.

George's True Story

198 18-1 George's story with added pictures

Name: George



wons me and my dad.
took a walk to the
park

198 18-1 George's story with added pictures


Name: George



And then we sat
on the soccer field
to relax

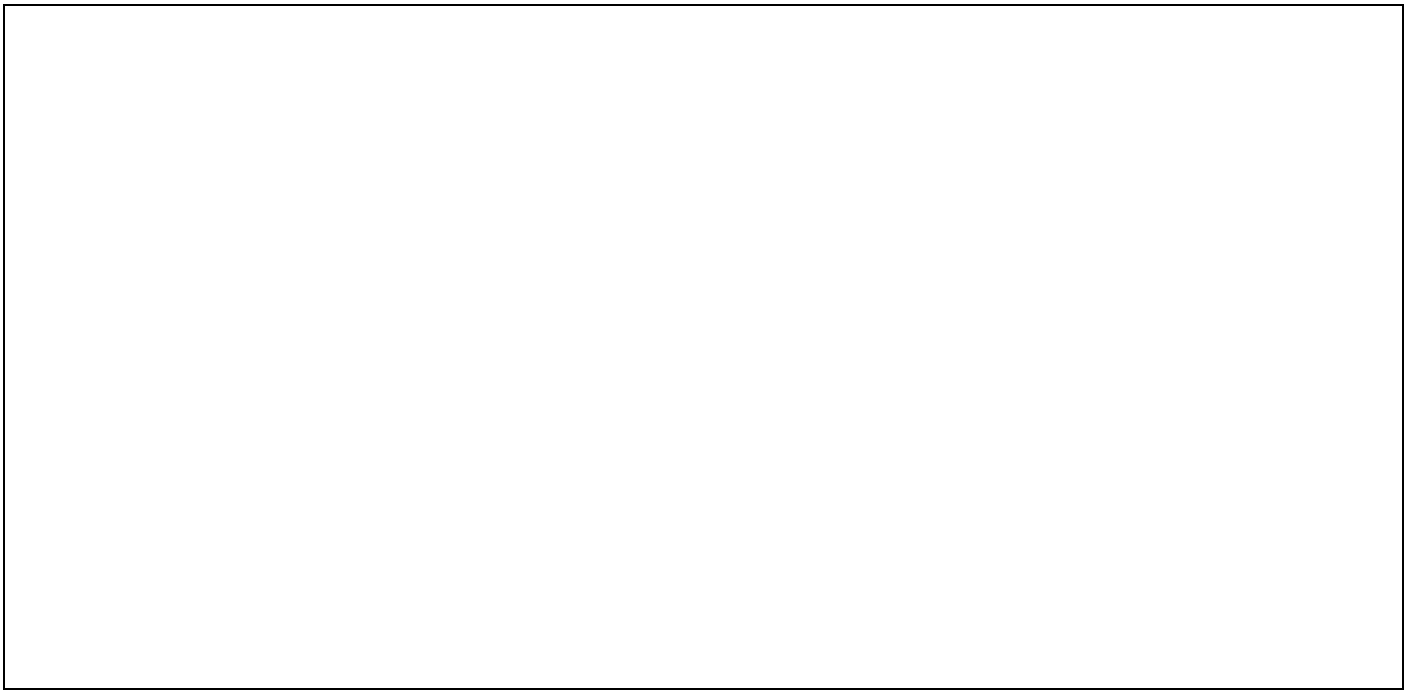
198 18-1 George's story with added pictures

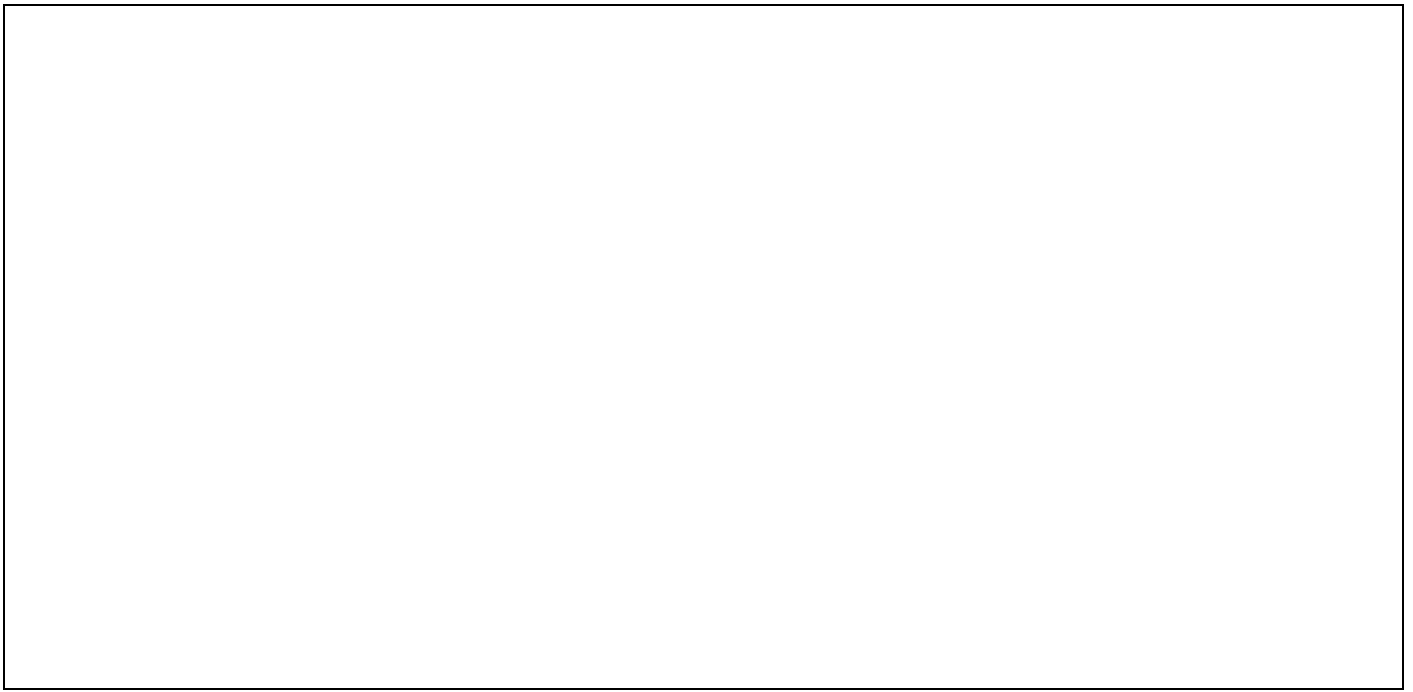
Name: George

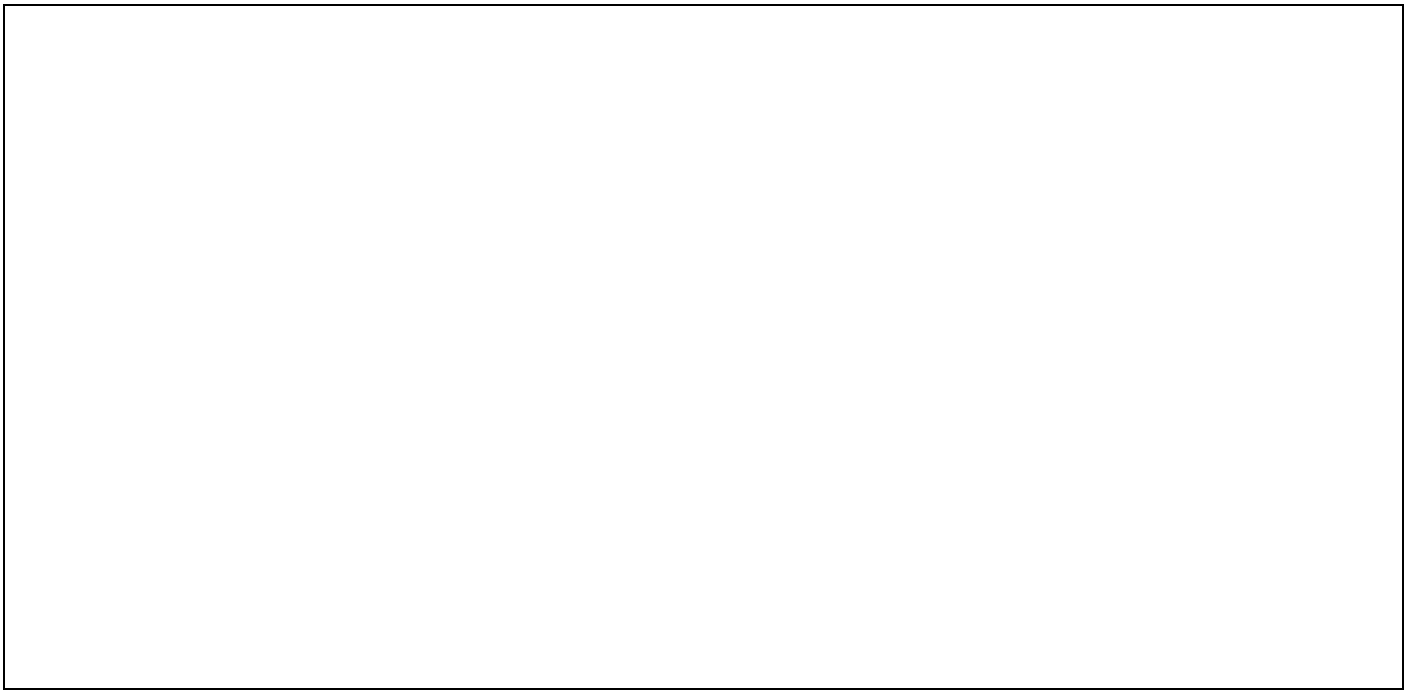


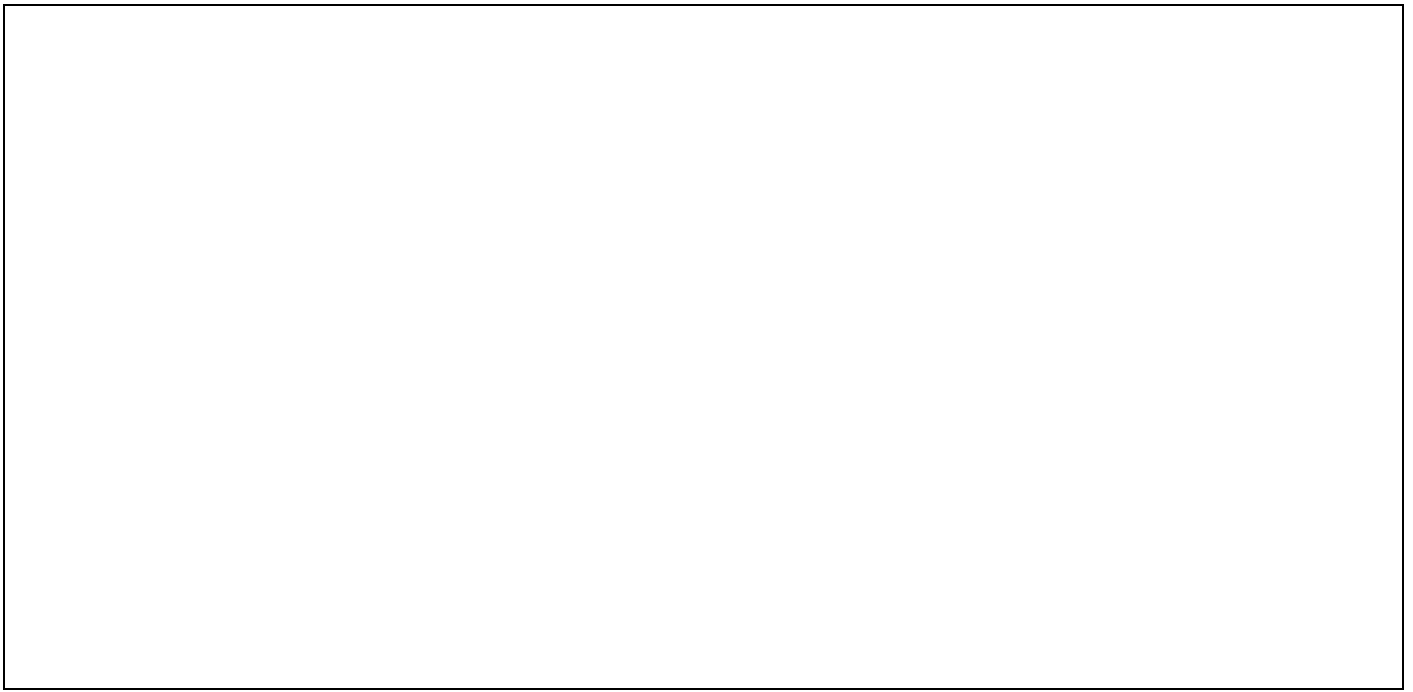
then we saw a
falcon soaring in
the air ~~and~~

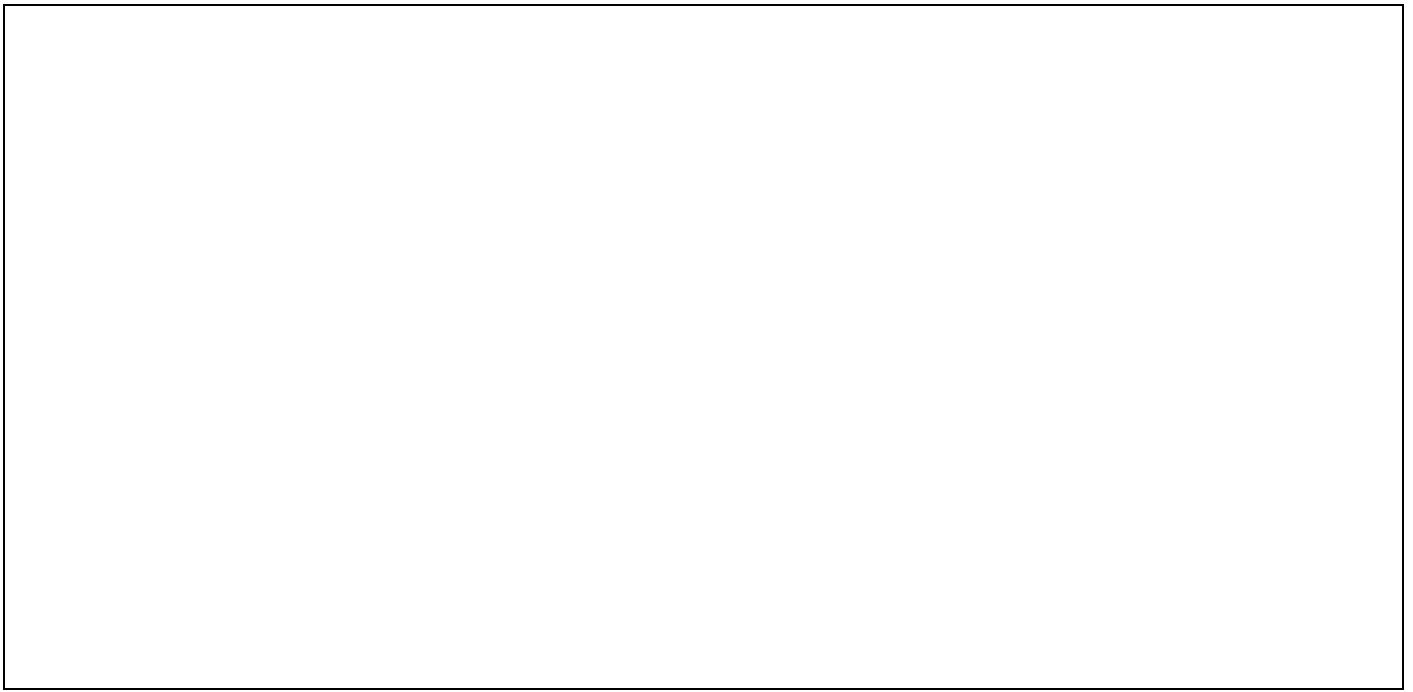
look I said it's beautiful my dad said I agree



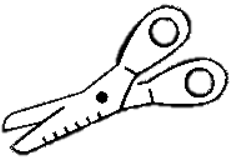









Name: _____

Cut  and glue  the words on to the **an** family or the **at** family.

an

at

fan

bat

van

mat

rat

man

cat

ran

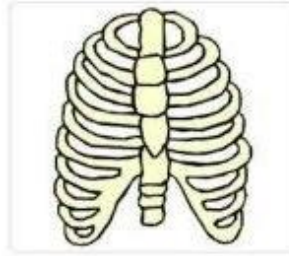
Dan

sat

pan

hat

Match the word with the short i sound to the picture. Say the word out loud. Try using it in a sentence.



pin

hit

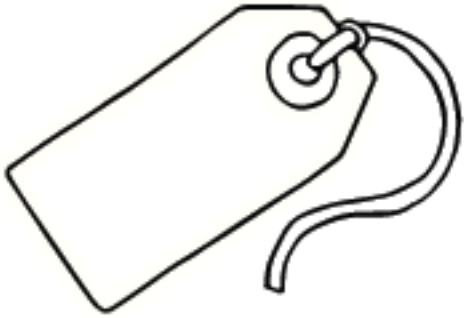
rib

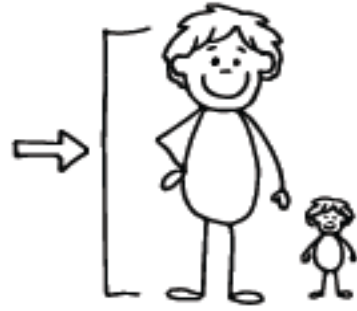
kit

kid

lid

Match the word to the picture. Sort short a and short i words and pictures. Say the words out loud. Try using them in a sentence.





flag

tag

rag

bag

wig

wag

twig

dig

big

pig

Application Problem #1

Read

Tony has 10 socks. He lost 4. How many socks are left? Make a number sentence, and a number bond about the story.

Draw



Write



Application Problem #2

Read

Kaylee has 6 cookies. Her mom gave her 3 more. How many cookies does she have now? Make a number sentence, and a number bond about the story.

Draw

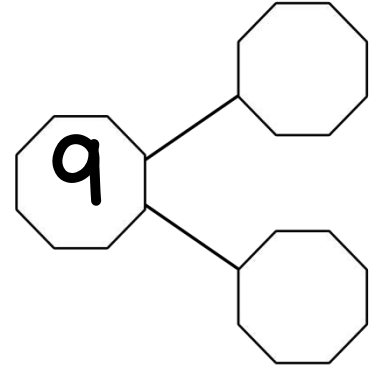
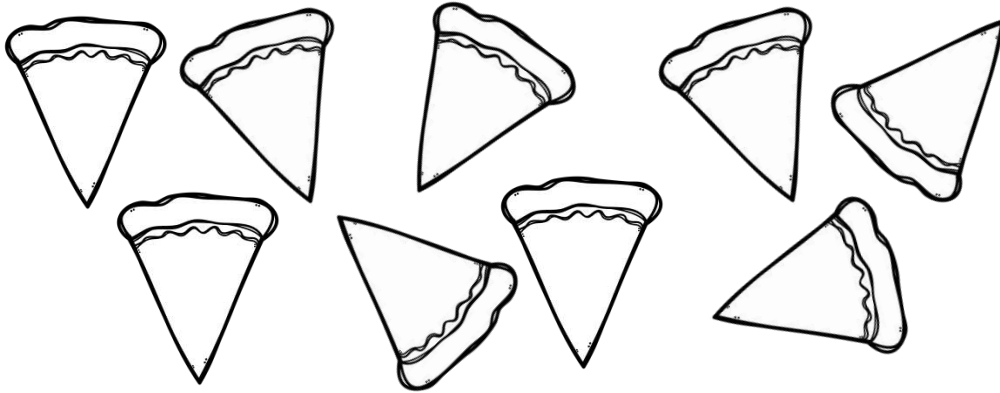


Write

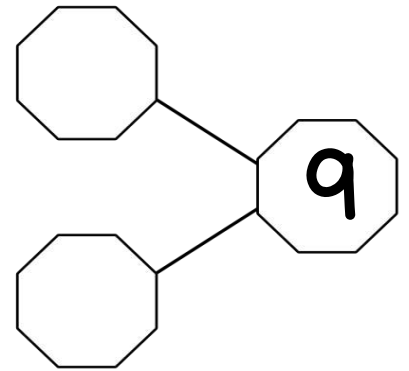
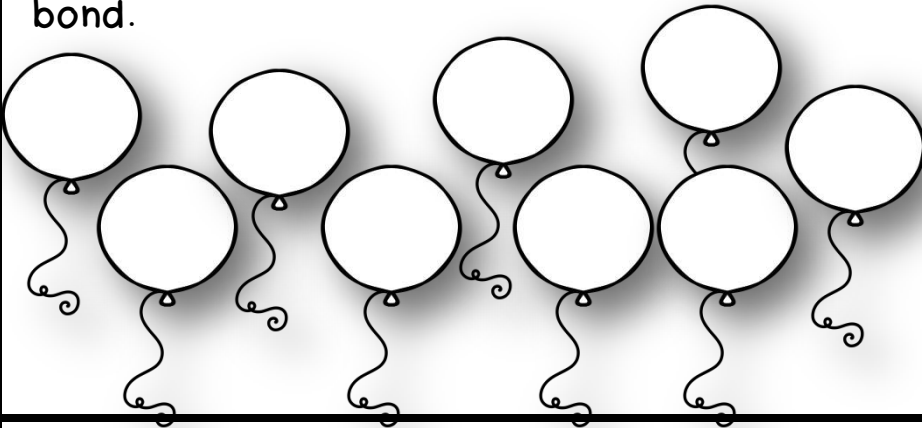


Name _____

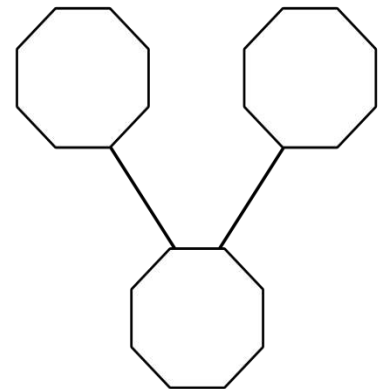
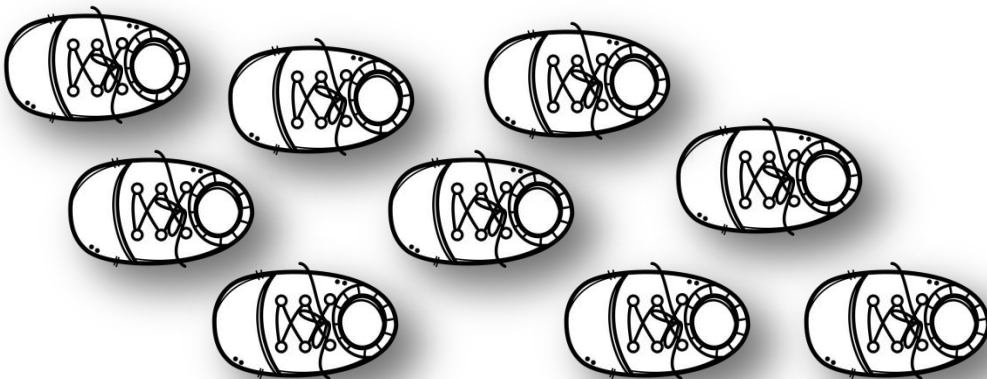
There are 9 piece of pizza. Make some pepperoni and some cheese. Fill in the number bond.



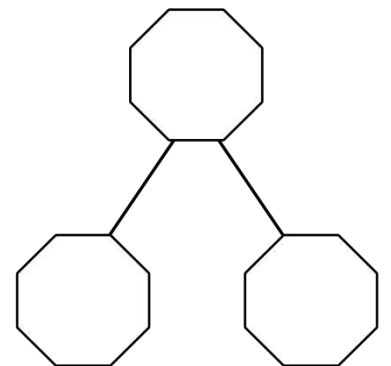
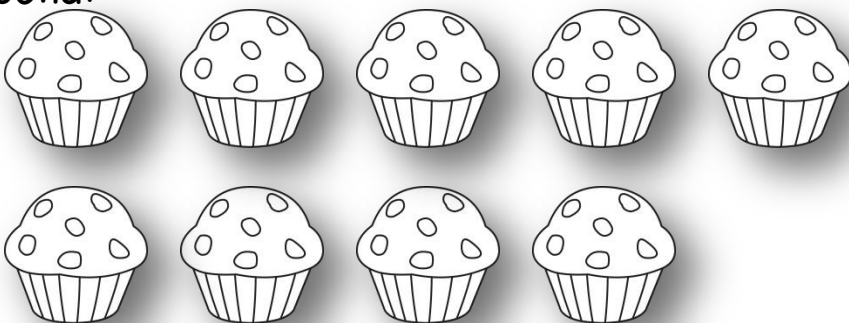
There are 9 balloons. Color some red and the rest yellow. Fill in the number bond.



There are 9 shoes. Color some blue and some red. Fill in the number bond.

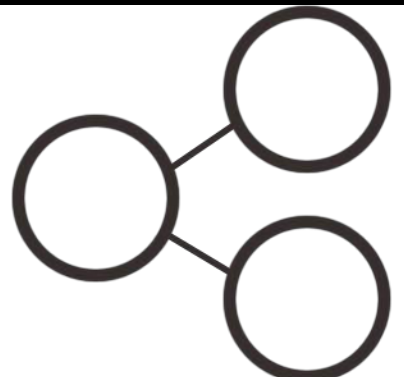
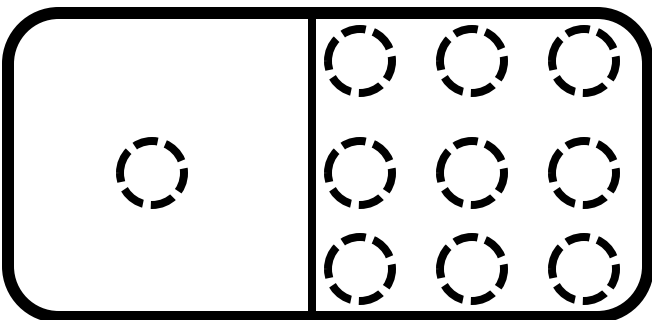
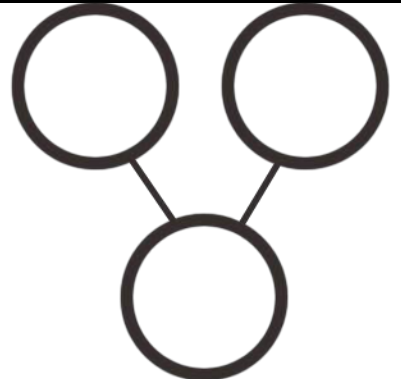
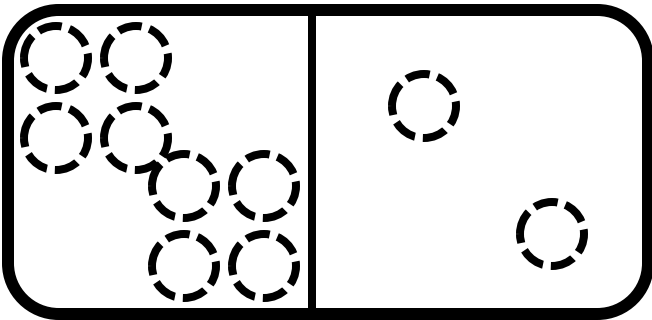
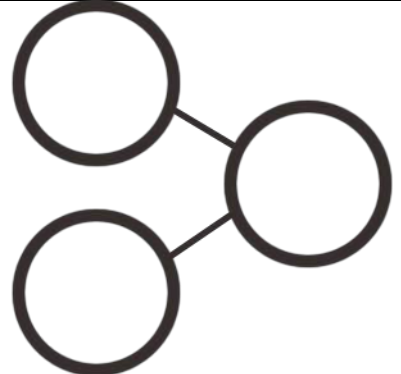
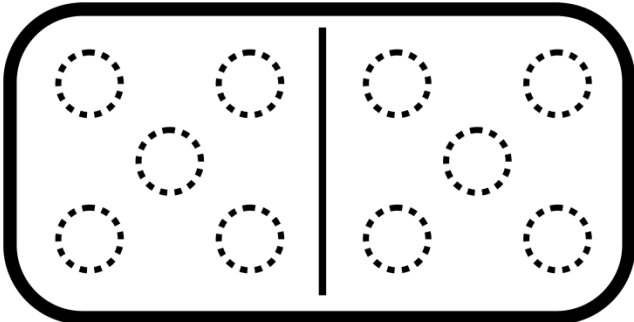
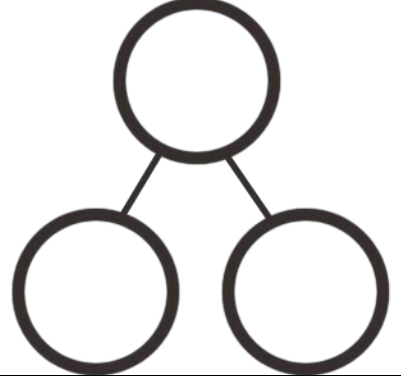
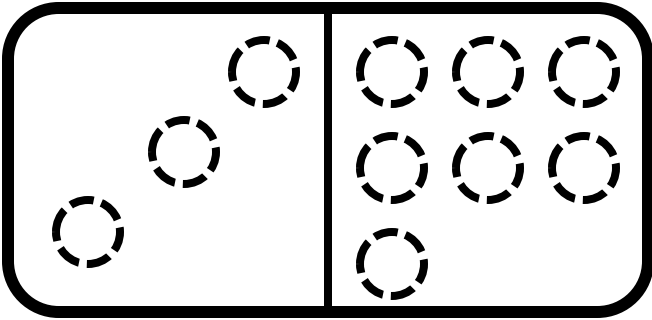
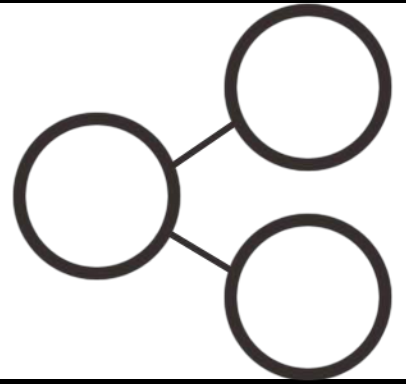
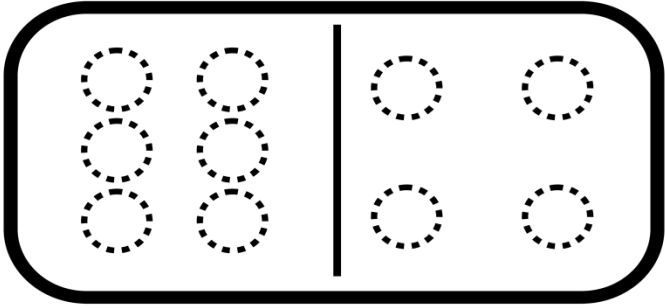


There are 9 muffins. Color some brown and some yellow. Fill in the number bond.



Name _____

Trace and count the dots on each domino. Fill in the number bond to match.



Name _____

Date _____

Graph It!

What is Your Favorite Color?

Ask your friends and family what their favorite color is, then write their names in the columns below.

5				
4				
3				
2				
1				

Blue



Green



Red

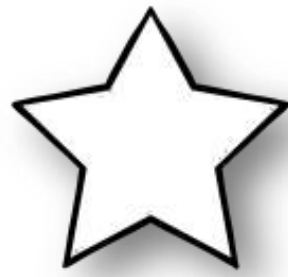


Other



Lesson 31 Fluency Sprint A

Number Correct:



Name _____

Write the missing number.

1.	$2 + 1 = \square$	11.	$\square = 3 + 2$
2.	$1 + 1 = \square$	12.	$1 + 3 = \square$
3.	$1 + 4 = \square$	13.	$\square = 2 + 2$
4.	$3 + 1 = \square$	14.	$\square = 1 + 2$
5.	$2 + 2 = \square$	15.	$1 + 4 = \square$
6.	$2 + 3 = \square$	16.	$\square = 2 + 3$
7.	$1 + 2 = \square$	17.	$\square = 5 + 1$
8.	$4 + 1 = \square$	18.	$5 + 2 = \square$
9.	$3 + 2 = \square$	19.	$1 + 0 = \square$
10.	$1 + 3 = \square$	20.	$5 + 0 = \square$

Lesson 31 Fluency Sprint B

Number Correct:



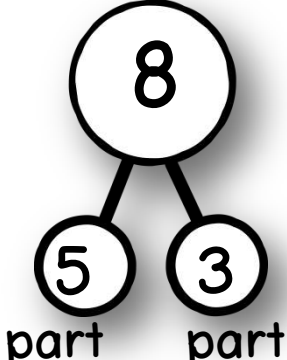
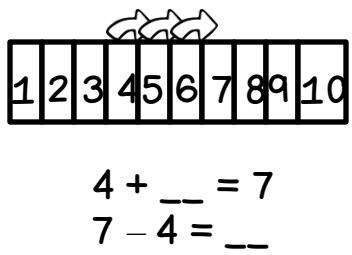
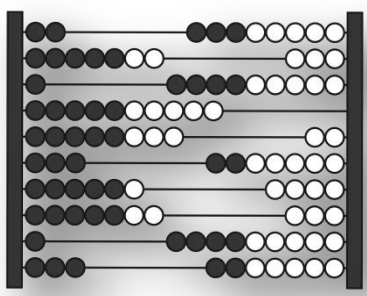

Name _____

Write the missing number.

1.	$2 - 1 = \square$	11.	$\square = 4 - 2$
2.	$4 - 1 = \square$	12.	$5 - 3 = \square$
3.	$5 - 1 = \square$	13.	$\square = 3 - 1$
4.	$3 - 1 = \square$	14.	$\square = 5 - 2$
5.	$3 - 2 = \square$	15.	$4 - 1 = \square$
6.	$4 - 2 = \square$	16.	$\square = 5 - 4$
7.	$5 - 3 = \square$	17.	$\square = 5 - 1$
8.	$5 - 2 = \square$	18.	$6 - 1 = \square$
9.	$4 - 3 = \square$	19.	$1 - 0 = \square$
10.	$5 - 4 = \square$	20.	$5 - 5 = \square$


Kindergarten Math Vocabulary

Take home as a reference, or place in your math notebook.

Vocabulary	Definition	Representation
<p>number bonds</p>	<p>A number bond uses a part-whole-part concept to present the relation between the 3 numbers.</p>	<p>whole</p> 
<p>number path</p>	<p>Number paths are from 1-10 and represent addition and subtraction. For example 6 and 3 more is 9 or 9 and 6 less is 3.</p>	
<p>rekenrek</p>	<p>Rekenreks represent 10 more or 10 less used in addition and subtraction for base 10.</p>	
<p>addition chart</p>	<p>Addition charts represent patterns in addition such as doubles, one more, one less, and 10 more and 10 less.</p>	

Kindergarten Math Vocabulary

Tale home as a reference, or place in your math notebook.

Vocabulary	Definition	Representation
expression	Expression represent a mathematical equation.	$4 + 3 = 7$ $7 - 4 = 3$
5 group columns	5 group columns represent 5 more or 5 less.	 <p>a ten represented as a 5-group column</p>
compose and decompose (addition & subtraction)	<p>Composing numbers are numbers that are put together to create one number. For example:</p> $300 + 30 + 3 = 331$ <p>Decomposing means to take apart a number for example:</p> $333 = 300 + 30 + 3$	

Level 1 : Count all

Level 2 : Count on

Level 3 : Decompose an addend to compose



1, 2, 3, 4, 5, 6,
7, 8, 9, 10, 11,
12



$$7 + 5 = 12$$



think seven,
8, 9
10, 11, 12



7 and 3 is 10
10 and 2 is 12

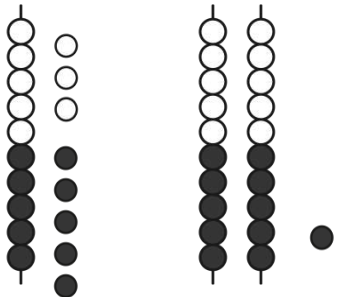
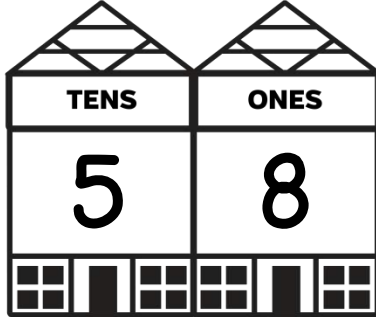
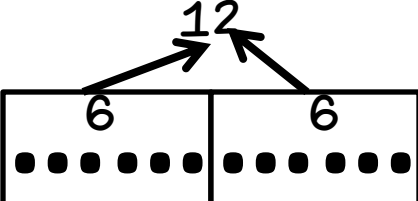


$$7 + 5 = 12$$

$$\begin{array}{r} 3 \\ \wedge \\ 3 \quad 2 \end{array}$$

Kindergarten Math Vocabulary

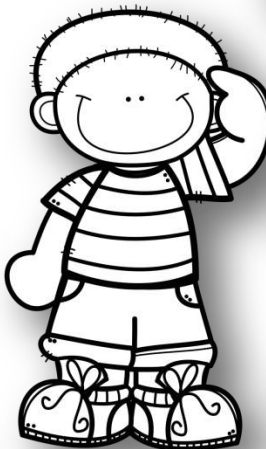
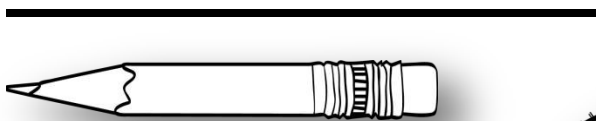
Take home as a reference, or place in your math notebook.

Vocabulary	Definition	Representation
comparison	Comparing numbers that are greater than or less than and representing the numbers using a 5 group column.	 <p>18 is less than 21 $18 < 21$</p>
arrow notation	Greater than and less than a number are represented by an arrow and 10 more or 10 less.	<p>+10 $26 \longrightarrow 36$</p> <p>36 is ten more than 26</p>
place value chart	The value of a number according to the place it holds.	
tape diagram	Tape diagrams show the relationship between two quantities.	 <p>$6 + 6 = 12$</p>

Kindergarten Math Vocabulary

Take home as a reference, or place in your math notebook.

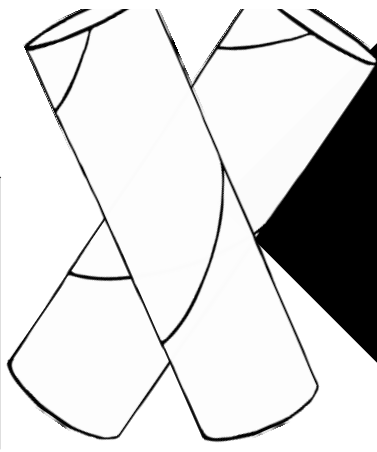
Vocabulary	Definition	Representation
commutative property	Commutative property means the order of the numbers does not matter, the expression is equivalent.	$6 + 3 = 9$ $3 + 6 = 9$ $9 = 6 + 3$ $9 = 3 + 6$
centimeter cubes and string	Centimeter cubes and string measure the length of objects.	



My pencil is shorter than the string. The string is shorter than the book, so my pencil is shorter than the book too.

When I use a cube as a length unit my pencil is 6 cubes long.

I lay my cubes along a ruler and it shows 6 at the end of the last cube when I lined up the end points.



paper ROLLS

Make a roller coaster.

Make a castle.

Make a noise maker.

Make a mini planter.

Make a launcher.



Make a vehicle.

Make a bird feeder.

Make a playground.

Make an animal.

Why do woodpeckers peck wood?

In this science mystery, students observe animal behaviors and work to discover a pattern: all animals seek food in order to survive. The activity, Eat Like an Animal, includes physical movement in which students act out animal behaviors, pretending to be quail scratching in the dirt, raccoons wading in the water, and woodpeckers pecking a log. Click the link below to get started!

<https://mysteryscience.com/secrets/mystery-1/animal-needs-food/115?code=NzYzNzlwNDg&t=student>



Name :

Draw an animal eating its food.

My animal is a...

It eats...

How do rules help us?

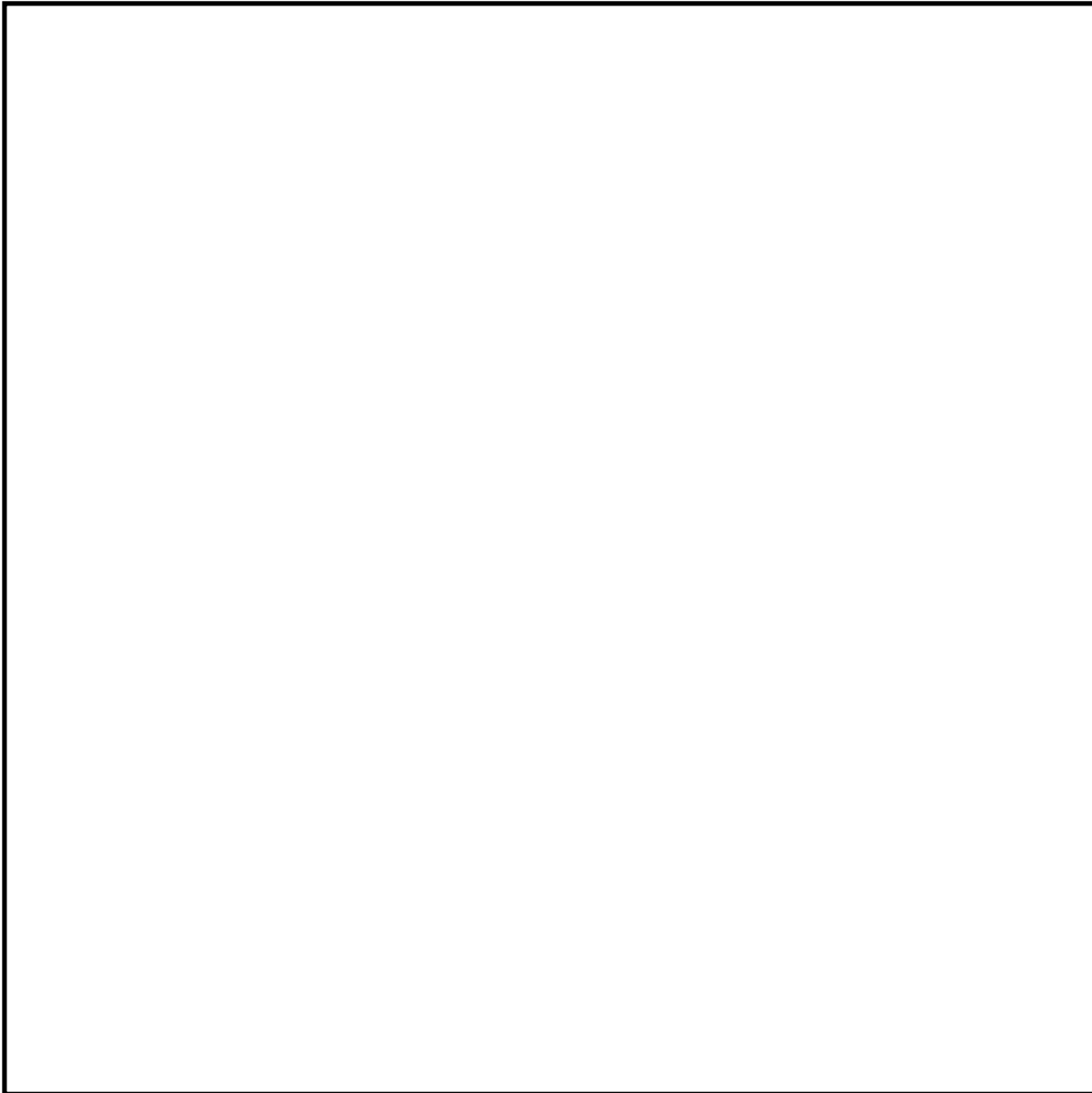
Read Aloud: *Know and Follow Rules* by Cheri J. Meiners

<https://www.youtube.com/watch?v=drct8qjCHs>

After watching the read-aloud, talk with someone about how rules help us. Here are some ideas to think about:

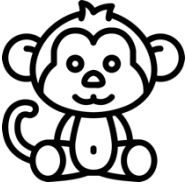
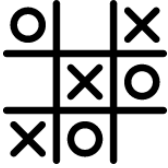



- Rules help make things fair for everyone
- Rules help keep everyone safe
- Rules help us get along
- Rules help us learn and do our best

In the square below, draw a picture of you following a rule at home without being asked. Talk with someone about how that rule helps you be fair, safe, or get along with your family.



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>
