



At Home Learning Resources

Kindergarten - Week 11

Get Counted
2020 Census

The Census starts in April
More info | www.2020census.gov | Job opportunities

How to take the 2020 Census

Online Phone Mail

Why it matters

Federal funding For local programs and organizations	Better planning For roads, schools, healthcare and emergency services
Determines representation In Congress and the state legislature	Helps businesses Locate factories and stores, recruit employees and conduct market research

Shape your future
Your community, your voice

<https://2020census.gov/>

Kindergarten ELA Week 11

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>











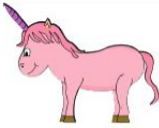

This week continues a focus on fiction reading and narrative writing. Your child should be reading, writing, talking and writing about reading, and working on their vowel sounds this week.

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 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 review three vowels, e, o, and u. This week they will review the sounds that the vowels make and play with words that have the short e, o, or u sound. You can also always review the high frequency words that students should know by the end of the year.

	short	long		
e	 elephant	 net	 eagle	 leaf
o	 octopus	 dog	 ocean	 soap
u	 umbrella	 sun	 unicorn	 glue

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! 

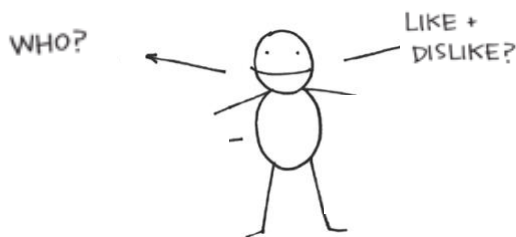


We look at the pictures, remember, read!





We make the words and the pictures match.

Learn about the character.

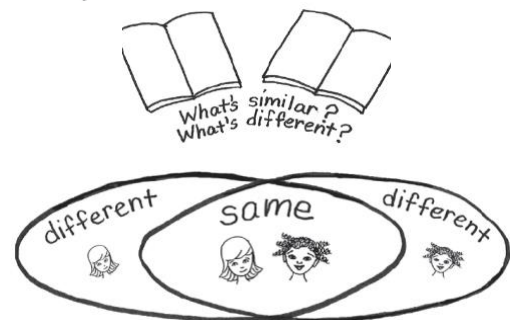


Think about what characters say and do



 
Feel what the characters are feeling.

Study the Characters



One Red Sled

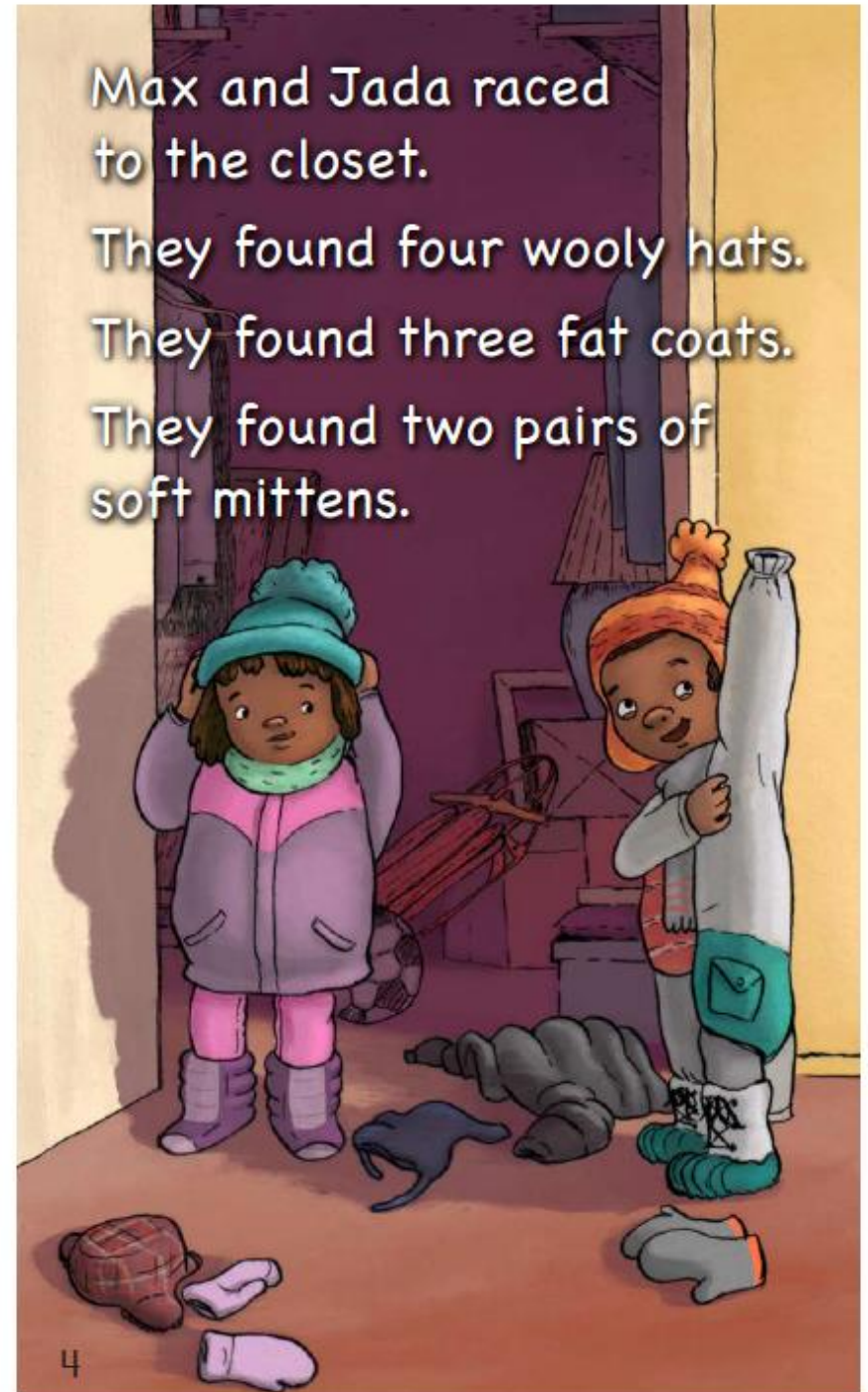
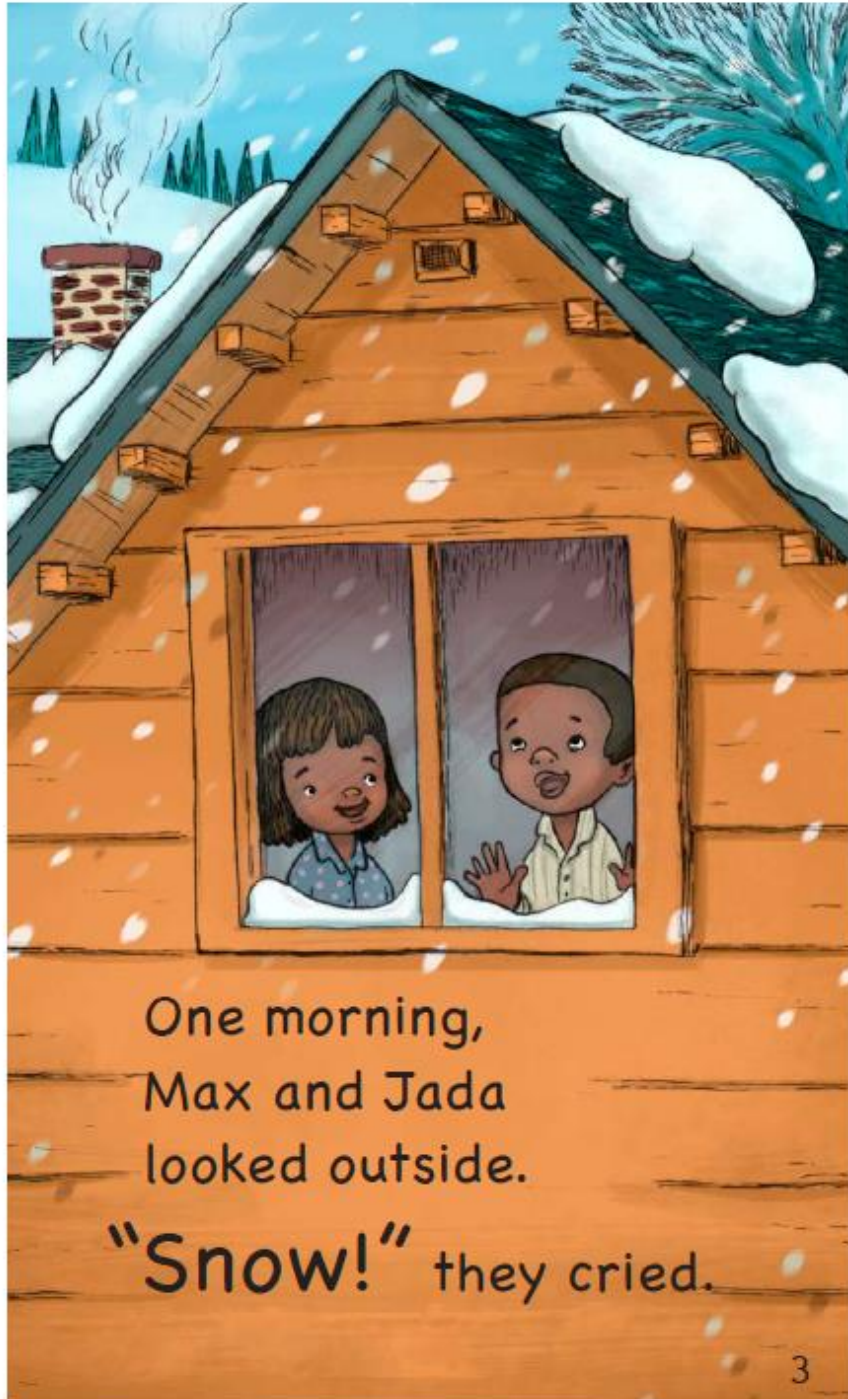


Written by
Lori Mortensen

Illustrated by
Rodolfo Montalvo



www.readinga-z.com





But they found only
one red sled.



"There are two of us,"
said Max, "but only
one red sled."

"We'll take turns,"
said Jada.

"You can go first."

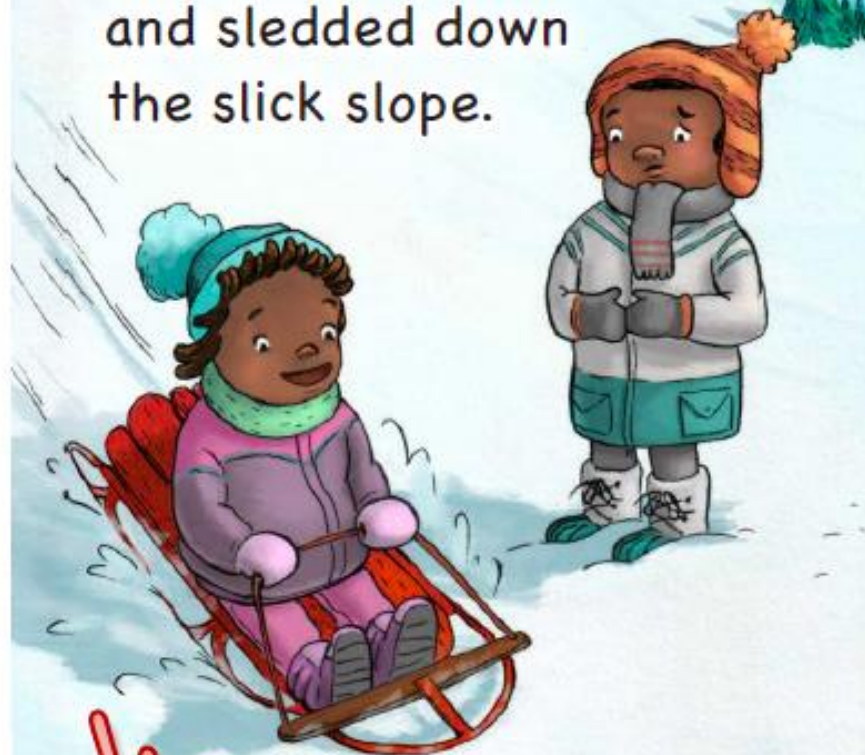
Max quickly raced to the top of the hill and sledded down the slippery slope.



Whoosh!

Jada waited at the bottom.

Next, Jada quickly raced to the top of the hill and sledded down the slick slope.



Whoosh!

Max waited at the bottom.

"Sledding goes fast,"
said Jada.

"But waiting is too slow!"
said Max.

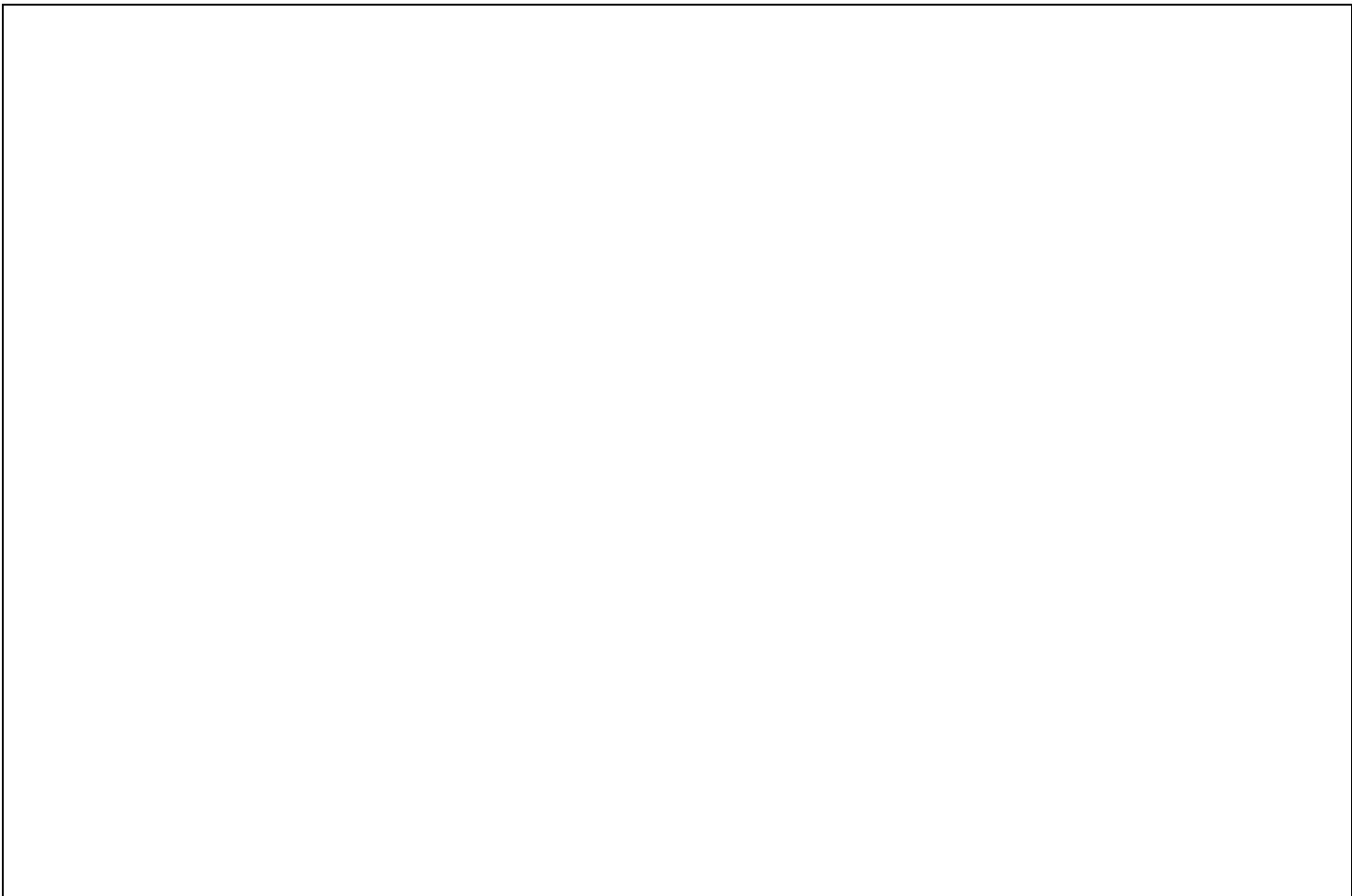


Max and Jada raced
to the top of the
hill together.

They quickly climbed
onto the sled.



After reading the story, describe how the adventures of two characters by the same author are the same or different.



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

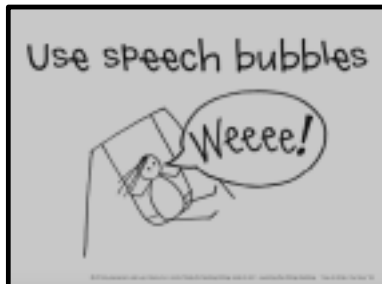


Writers tell the important parts of their story:

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



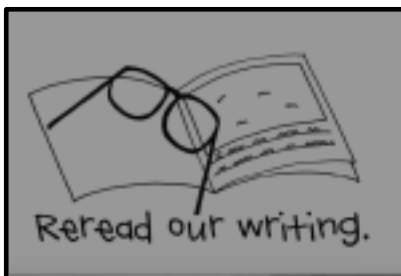
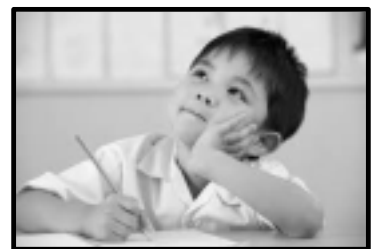
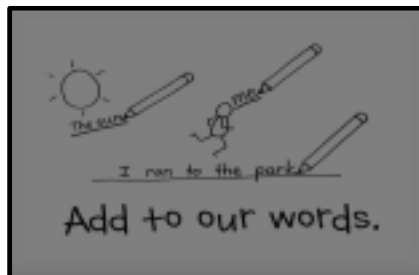
Writers Make Their Characters Talk!




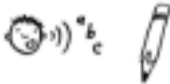
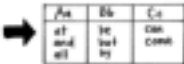



Speech bubbles are used to show which character is talking and what they are saying.



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

100 18-1 George's story with added pictures

Name: George



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

100 18-1 George's story with added pictures


Name: George



And then we sat
on the soccer field
to relax

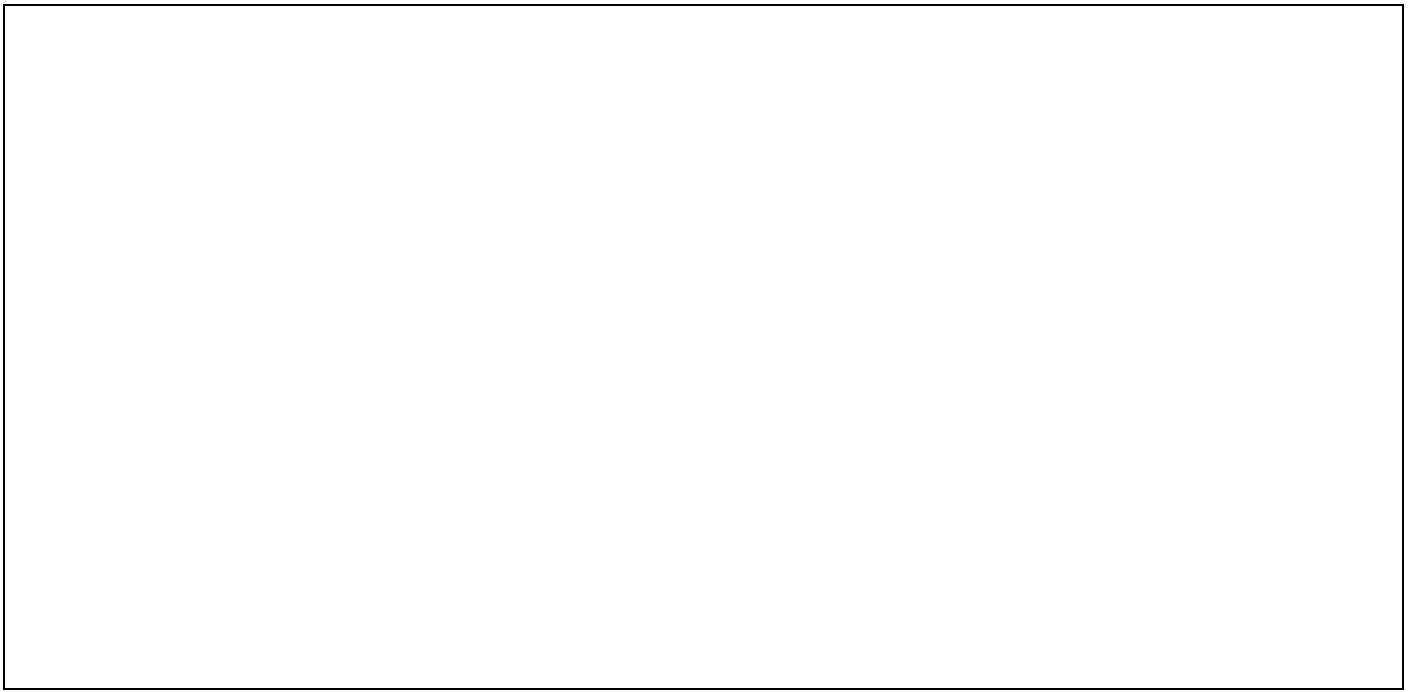
100 18-1 George's story with added pictures

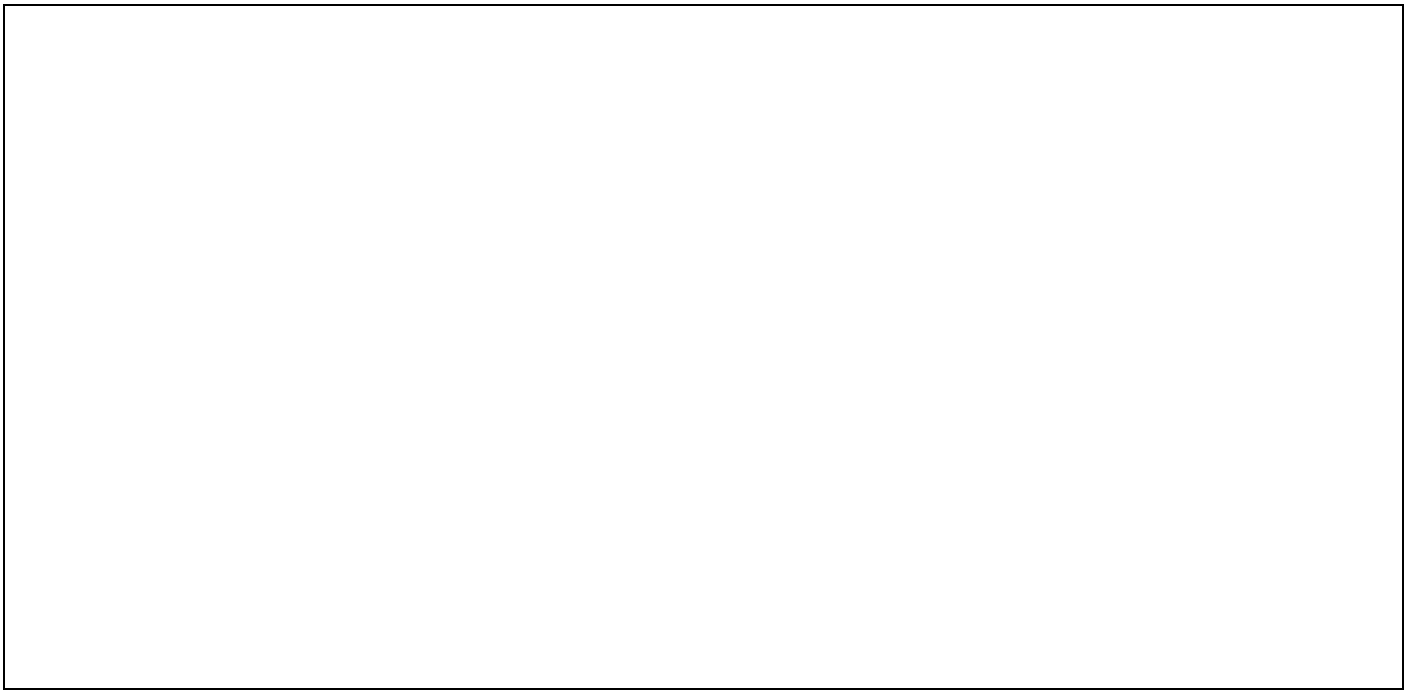
Name: George

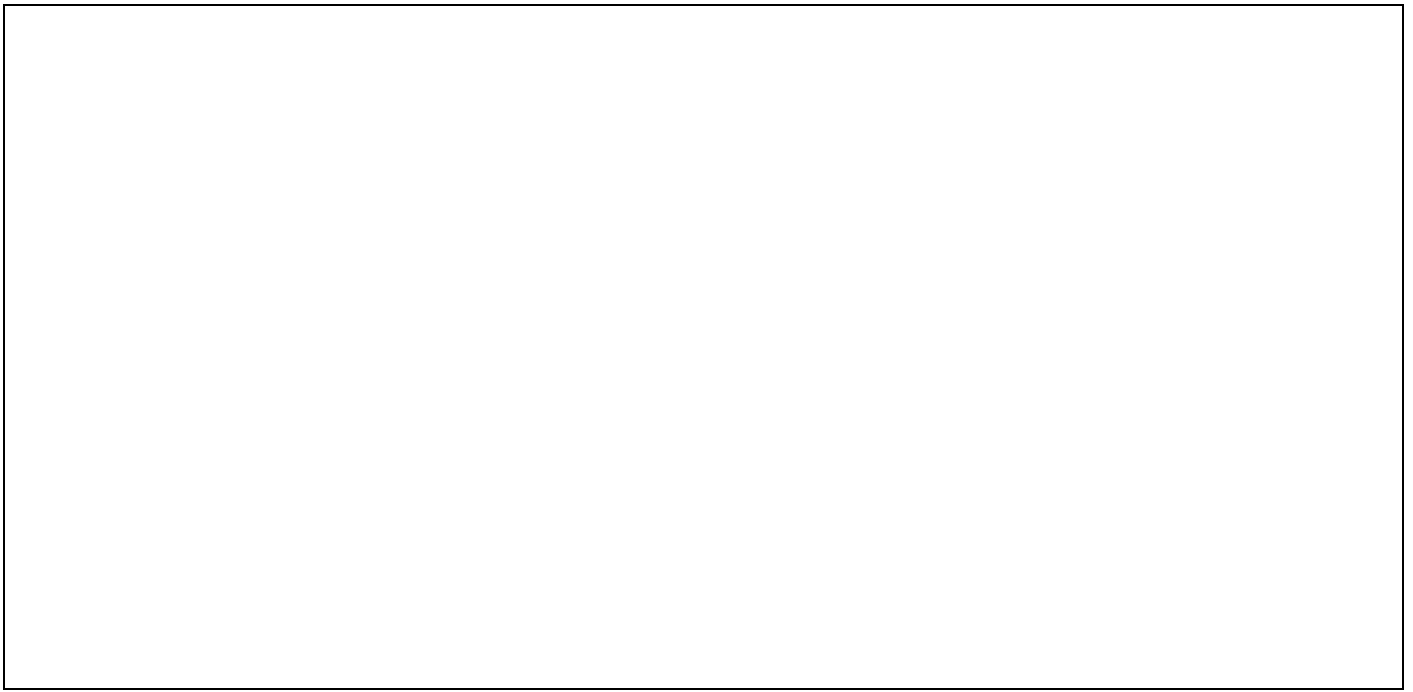


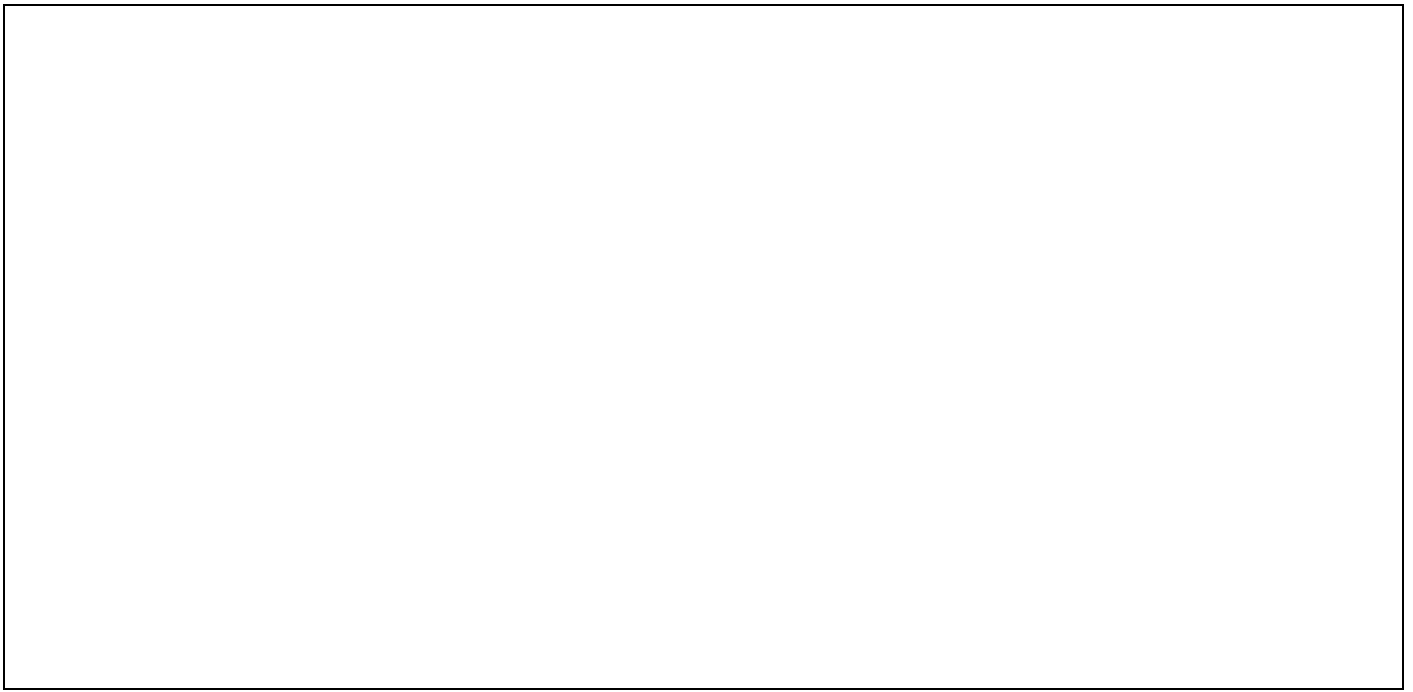
then we saw a
falcon soaring in
the air ~~and~~

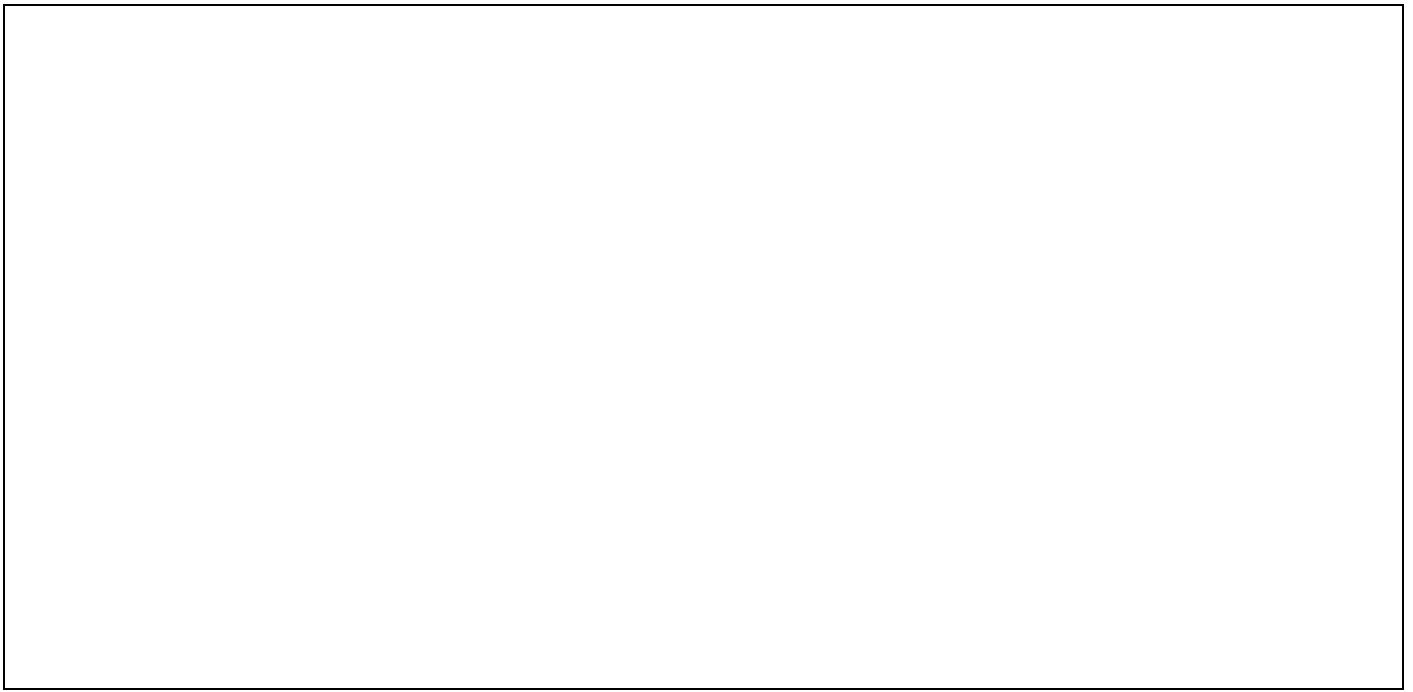
look I said it's beautiful my dad said I agree







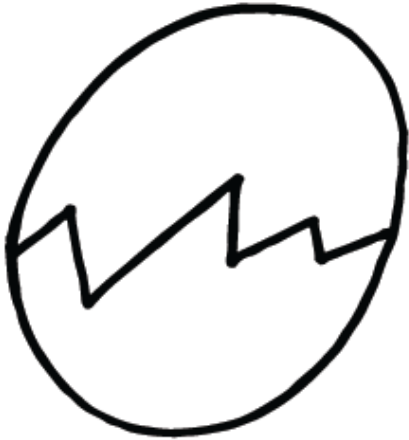




Short e, o, u

Match the words to the pictures. Sort the pairs into the correct column. All words will make the short e sound like in egg, the short o sound like in pot, or the short u sound like in pug. Read the words out loud. Then write the words on the last page.

e

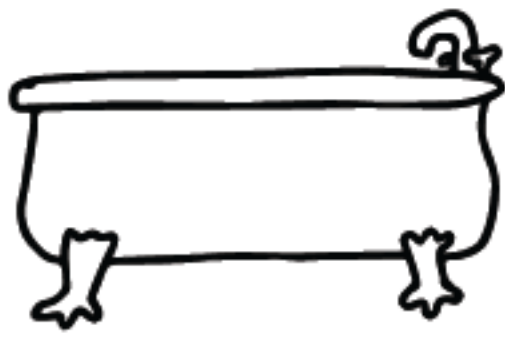


o



u





hut

tub

bug

rug

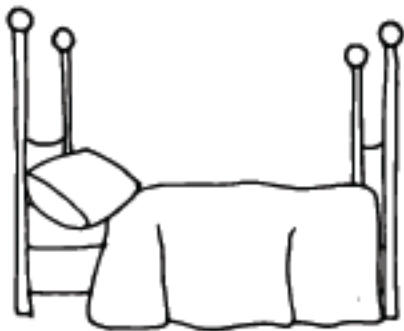
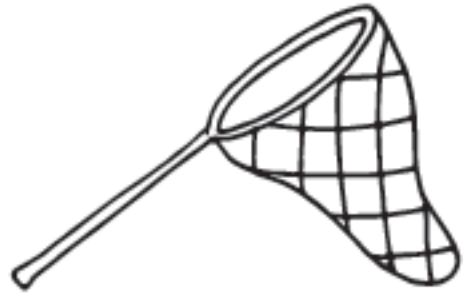
bus

sun

cut

cup

10



net

ten

pen

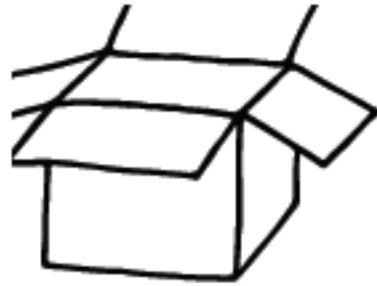
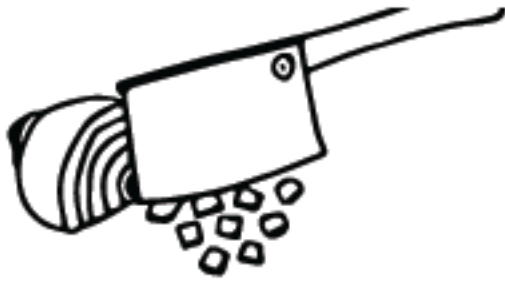
pet

wet

leg

web

bed



sob

pot

sock

hog

box

chop

mop

hop

e



o



u



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

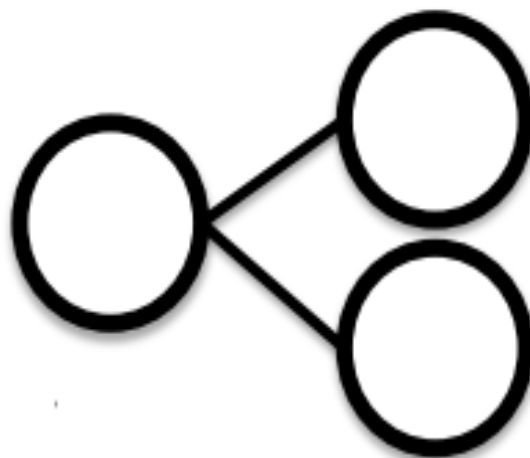
Application Problem #1

Read

There are 9 donuts. 2 were eaten. How many donuts are left? Make a number sentence, and a number bond about the story.

Draw

Write



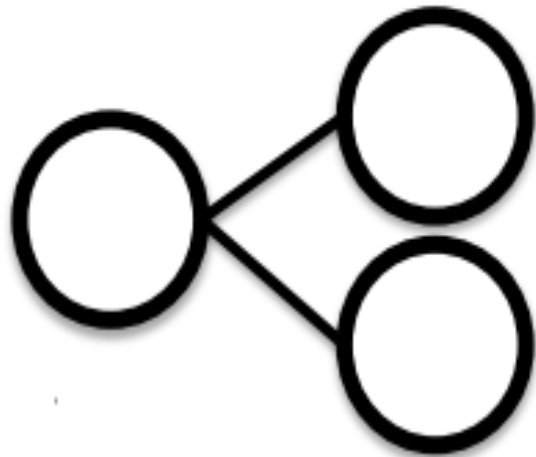
Application Problem #2

Read

There were 10 frogs in a pond. 2 more jumped in . How many frogs are in the pond now? Make a number sentence, and a number bond about the story.

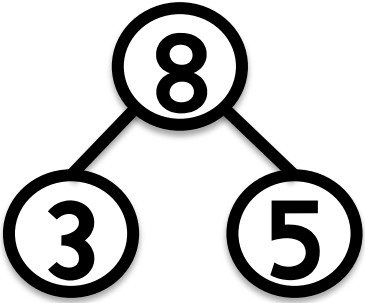
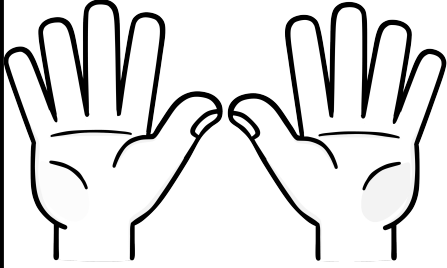

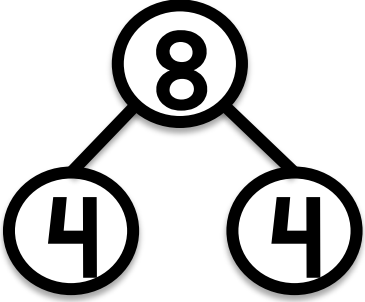
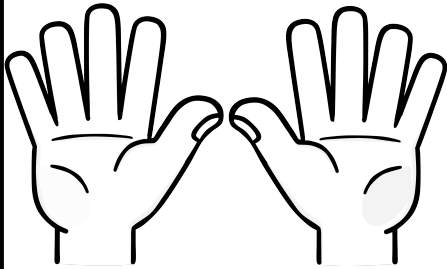

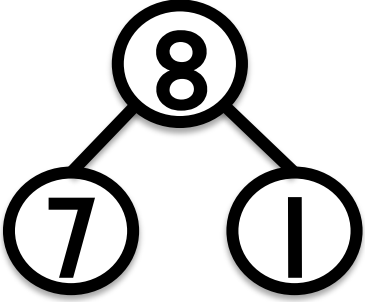
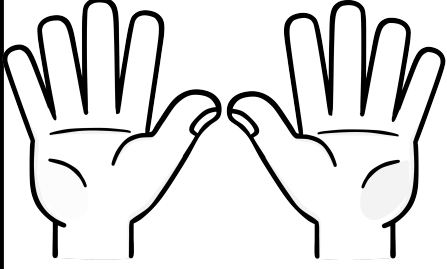

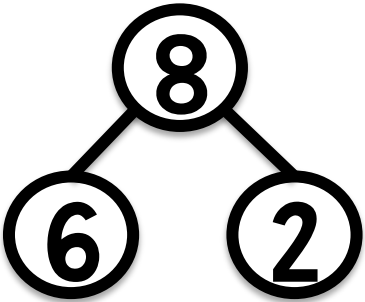
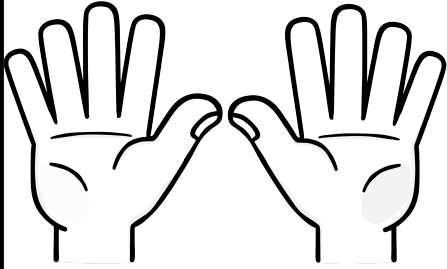

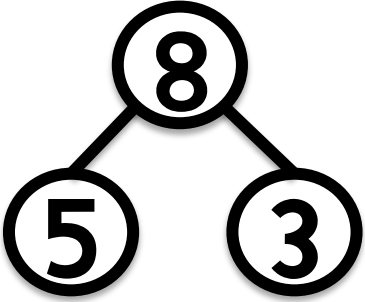
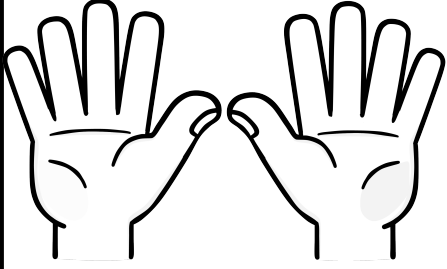

Draw

Write



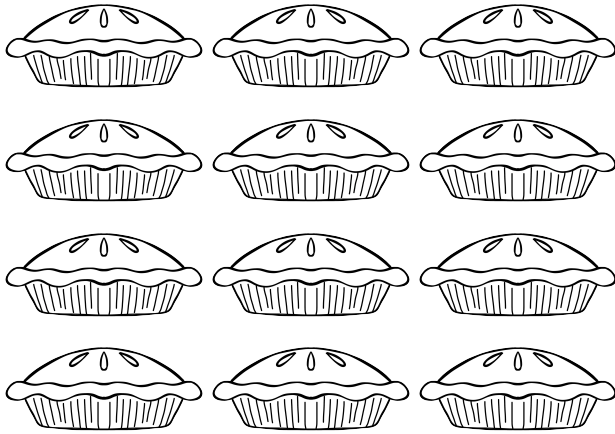
Fill it In

Use the number bond to fill in the fingers and cube stick using two different colors..

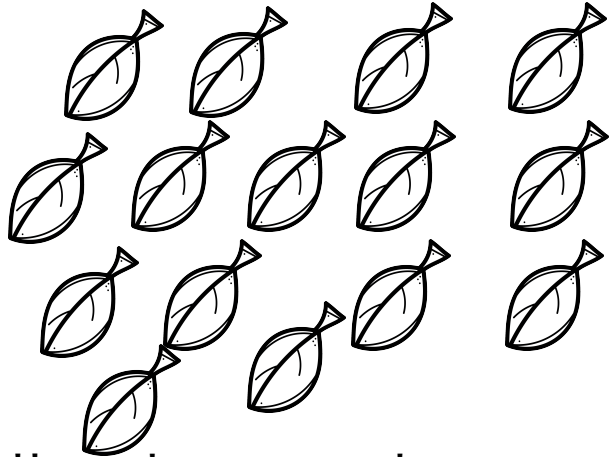
		
		
		
		
		

Ten and Some More

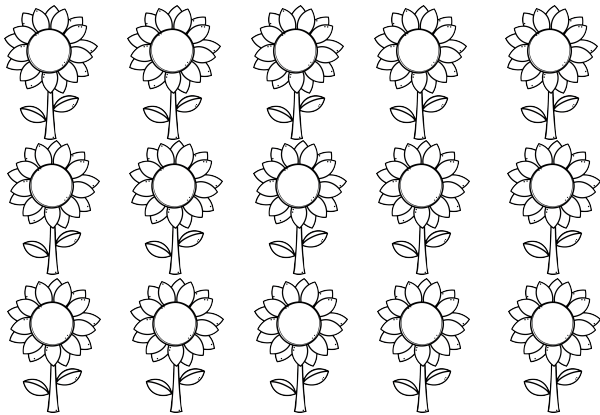
Color ten objects in each set. Then complete the sentence to show ten and some more.



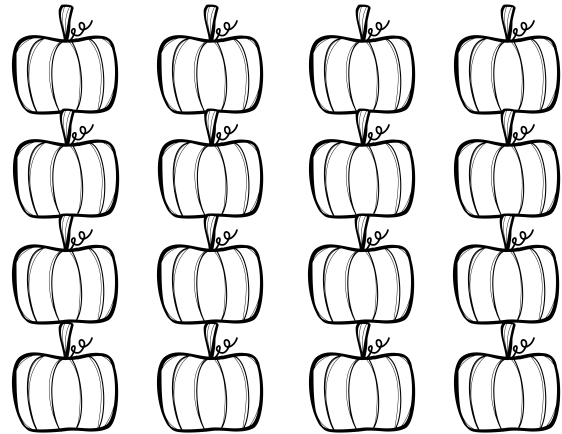
I have ten ones and ____ more



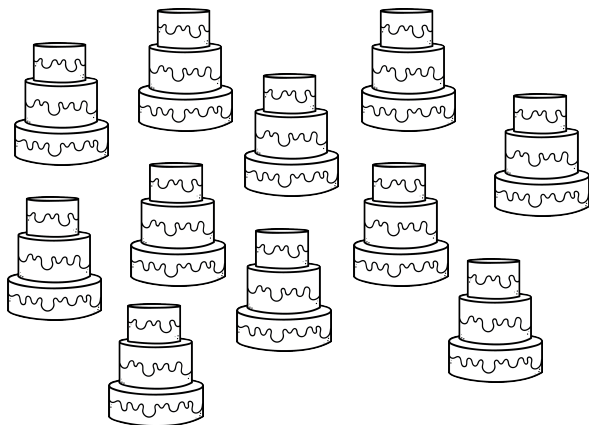
I have ten ones and ____ more



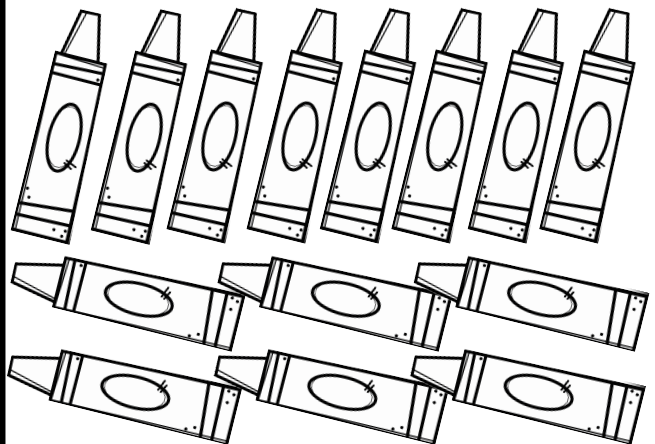
I have ten ones and ____ more



I have ten ones and ____ more



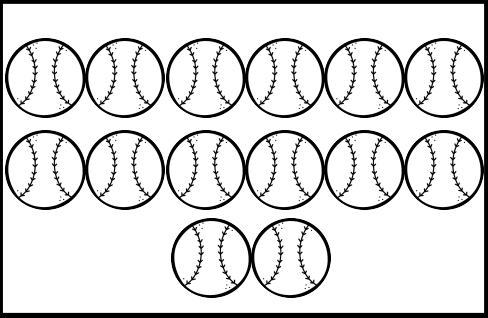
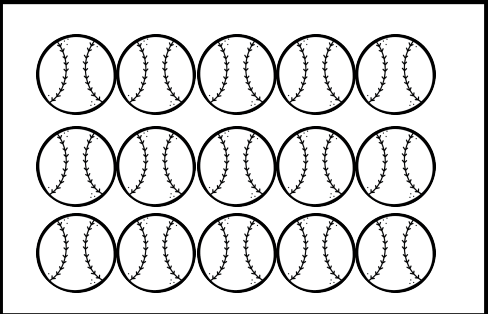
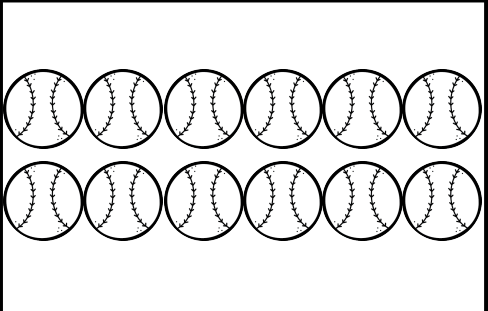
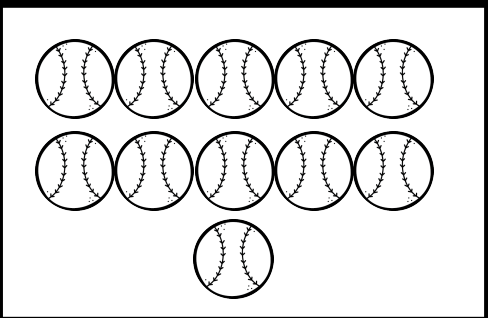
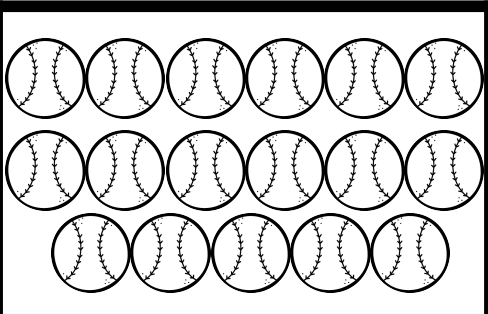
I have ten ones and ____ more



I have ten ones and ____ more

Match the Ones

Color ten objects in each set. Match the pictures with the sentence that corresponds.



ten ones and
2 ones

ten ones and
5 ones

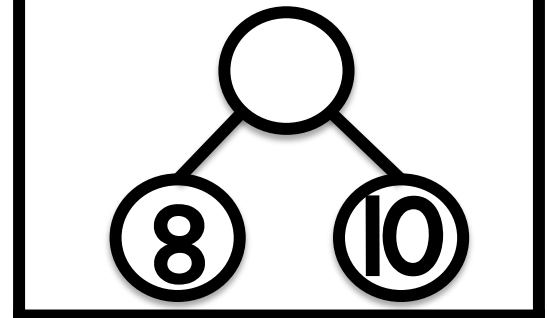
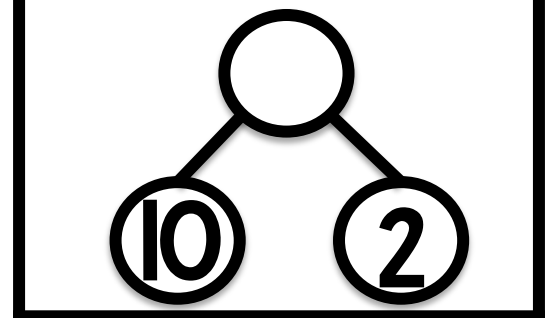
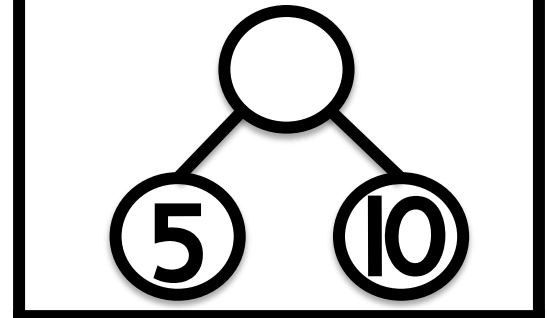
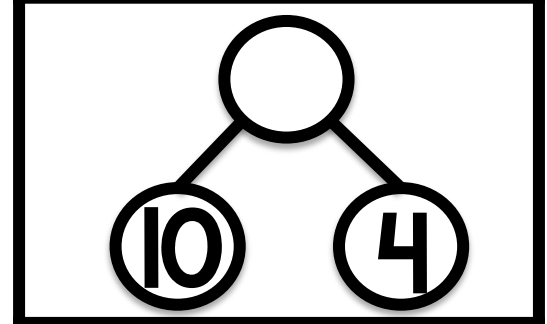
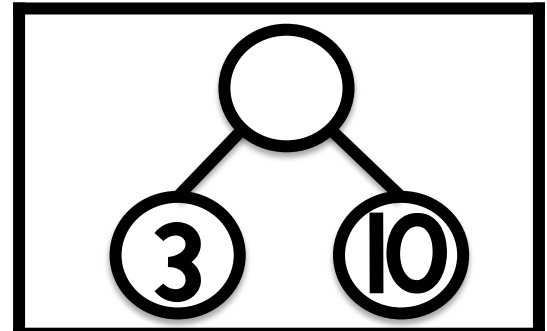
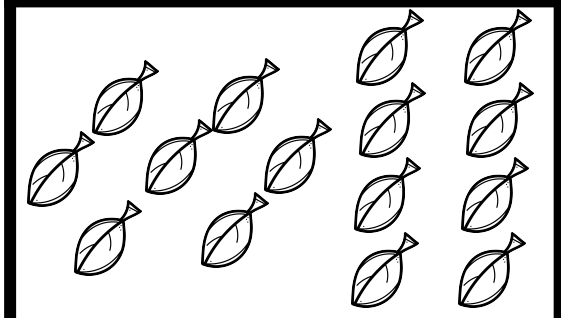
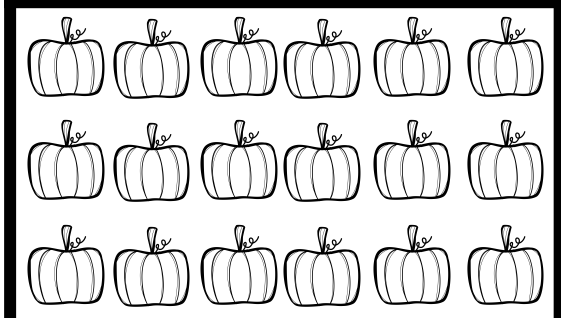
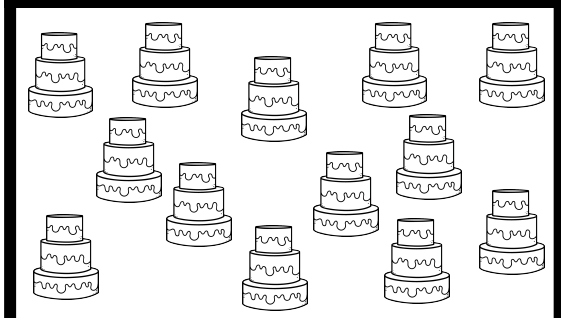
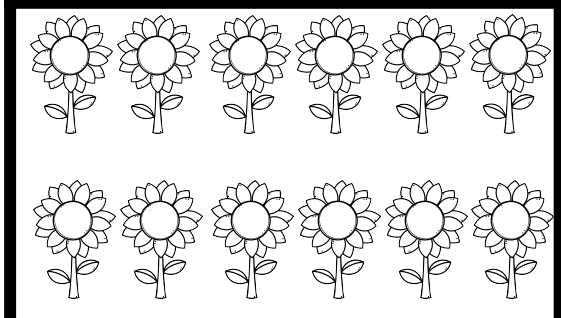
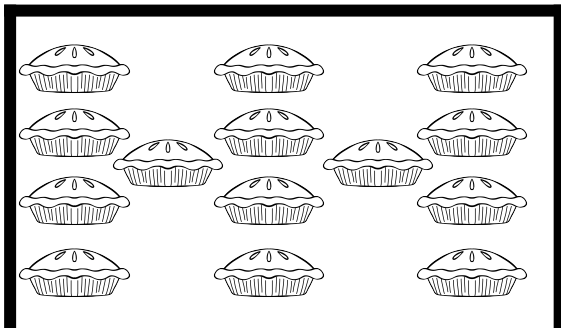
ten ones and
7 ones

ten ones and
1 ones

ten ones and
4 ones

Match the Bond

Color ten objects. Match the picture with the correct number bond. Finish the number bond.



Lesson 31 Fluency Sprint C

Number Correct:



Name _____

Write the missing number.

1.

$2 + 1 = \square$

11.

$3 + 2 = \square$

2.

$2 - 1 = \square$

12.

$5 - 3 = \square$

3.

$3 + 1 = \square$

13.

$4 + 0 = \square$

4.

$3 - 1 = \square$

14.

$4 - 0 = \square$

5.

$4 + 1 = \square$

15.

$5 + 0 = \square$

6.

$4 - 1 = \square$

16.

$5 - 0 = \square$

7.

$1 + 1 = \square$

17.

$5 - 5 = \square$

8.

$1 - 1 = \square$

18.

$4 + 1 = \square$

9.

$2 + 2 = \square$

19.

$5 - 4 = \square$

10.

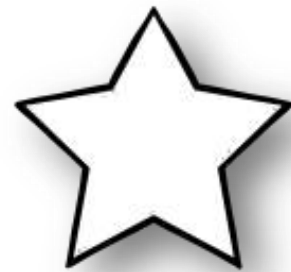
$2 - 2 = \square$

20.

$5 - 1 = \square$

Lesson 31 Fluency Sprint D

Number Correct:



Name _____

Write the missing number.

1.

$2 + 1 = \square$

11.

$\square = 1 + 2$

2.

$4 + 1 = \square$

12.

$5 + 0 = \square$

3.

$5 - 1 = \square$

13.

$\square = 3 - 1$

4.

$3 + 1 = \square$

14.

$\square = 2 + 2$

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.

$3 + 0 = \square$

9.

$2 + 3 = \square$

19.

$1 - 0 = \square$

10.

$5 - 4 = \square$

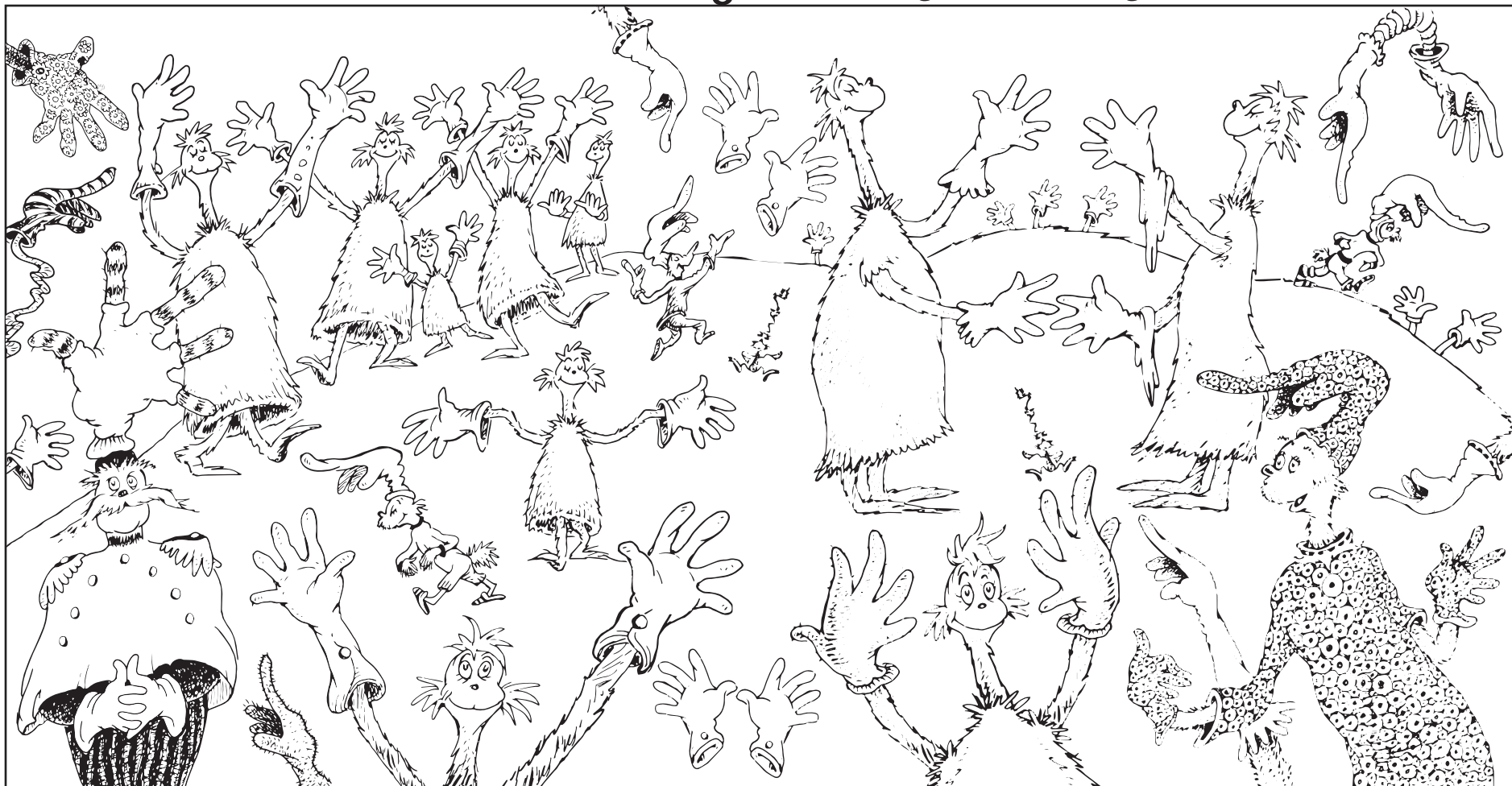
20.

$5 - 5 = \square$



Dr. Seuss™

All of Who-ville is counting. How many hands do you see?



TM & © Dr. Seuss

Make sure to count everyone living in your home in the 2020 Census!

www.seussville.com

Go to www.2020census.gov to learn more.

Name: _____

Where do animals live?

Draw an animal in its home.

Read the story by clicking on the link below.

<https://mysteryscience.com/secrets/mystery-2/animal-needs-shelter/134?code=NzYzNzlwNDg&t=student>

My animal is a...

It makes its home in...

See more animal homes by clicking on the link below:

<https://mass.pbslearningmedia.org/resource/nuggets.el.sci.homes/nature-nuggets-animal-homes/>

Talk with someone about these questions:

What animals did you see?

What type of animal homes did you see?

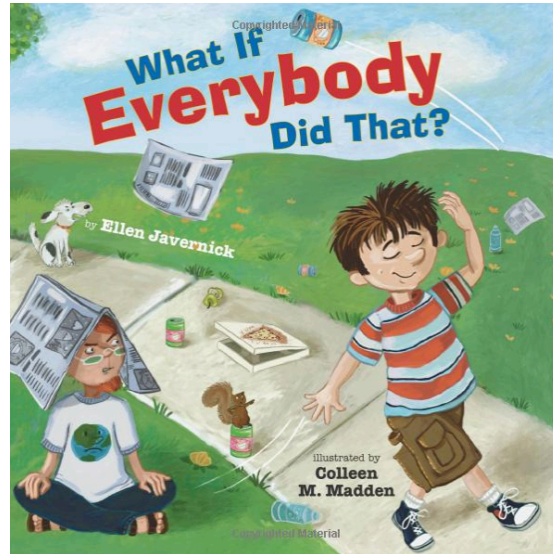
If those animals could talk, what would you like to ask them?

What would life be like without rules?

Read Aloud: *What if Everybody Did That?* by Ellen Javernick

<https://www.youtube.com/watch?v=nRcYC7M6O-4>

When you watch this read-aloud, notice what the child does on the left page. The right page shows what it would look like if everybody did that!



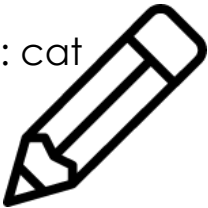



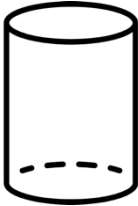




Talk with someone about how rules help us. Here are some ideas to think about:

- What happens when everyone breaks a rule?
- Is it fair for one person to break a rule?

Why are rules important?

ESL at Home K-2 Weeks 11-12

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

<p>Monday</p> <p>Use the following letters to create as many words as you can:</p> <p>a, c, d, e, g, l, o, n, r, s, t</p> <p>Example: cat</p> 	<p>Tuesday</p> <p>Do 10 of each exercise to get to 50.</p>  <p>10 jumping jacks 10 high knees 10 toe touches 10 windmill arms 10 frog hops</p>	<p>Wednesday</p> <p>Build a catapult using a spoon, rubber bands, paper clips and any other household items.</p> 	<p>Thursday</p> <p>Go outside and look around. List 6 living things and 6 nonliving things.</p> 	<p>Friday</p> <p>Find at least 10 items in your home that are cylinders. Place them from shortest to tallest.</p> 
<p>Monday</p> <p>Build a house using only household items:</p> <p>2 sheets of paper 2 band aids 2 paper clips 2 sticks of gum</p> 	<p>Tuesday</p> <p>Have a word race! Pick a letter with a family member and see who can list the most words that begin with that letter in 2 minutes.</p> 	<p>Wednesday</p> <p>Draw a candy house using squares, triangles and rectangles. Color the house and label the shapes.</p> 	<p>Thursday</p> <p>Make a math word problem about fruit. Use addition or subtraction. Write it down and have a family member solve it. Let them know if their answer is correct.</p> 	<p>Friday</p> <p>Learn your phone number and address. Practice and tell your parent/guardian what it is.</p> 