



# *At Home Learning Resources*

## **Kindergarten - Week 3**

**LOWELL PUBLIC SCHOOLS**

### Grab and Go Meals

*Available for Lowell Public Schools Students on Weekdays While School is Closed*

Bartlett (11-11:30am) 79 Wannalancit St.	Moody (12-12:30pm) 158 Rogers St.
Butler (12:45-1:30pm) 1140 Gorham St.	Murkland (12:45-1:15pm) 350 Adams St.
Greenhalge (10:30-11am) 149 Ennell St.	Pawtucketville (12-12:30pm) 425 West Meadow Rd.
Lincoln (1:30-2pm) 300 Chelmsford St.	Robinson (11:15-11:45am) 110 June St.

STEM Academy (Rogers)\*  
10:30am-1 pm  
43 Highland St.

\*STEM meal service will be available at back door at the kitchen loading dock area off South St.

*In Kindergarten, play and inquiry are an important part of our day. Play is one of the main ways that children learn about the world around them and explore many of the big ideas we learn about in school. Please feel free to continue to read each day or listen to books read aloud, and practice high frequency words, but these are **literacy, science, and social studies** experiences that are familiar to your child/ren.*

These resources are to facilitate play and work at home. If at first glance this work doesn't seem "academic" enough, there is plenty of research that finds kids engaged in play are often working at a higher level than when they are doing more traditional sit-down academic tasks. For example, a child playing with water, might use intellectual skills to make a boat, but then apply academic skills to write the name of the boat on the side.

We have included some suggested play areas for your child/ren. They do not require toys, but rather materials around your apartment or house. You do not need to supervise your child at play, but check in at the beginning and end of their time. If your child gets bored quickly, do not offer something new, encourage them to work through the boredom.

Included in this packet:

- Directions
- Play areas and ideas
- Play planning and reflection sheet
- Tips for talking to your child about their play
- Tips for helping your child when they say "I am done" or "I am bored"



**Note:** Your child should also have lots of open ended - however they want to play, play time every day. To show the difference, we will call this choice workshop.

*Please note this work is from Kristi Mraz and aligns with the LPS Kindergarten Curriculum.*

## Choice Workshop Directions:

1. At the start of the day, ask your child what play choice they want to make for today's choice workshop, and the materials they will use (use the samples below for help).
2. Have your child draw, write or tell you what they think they will do with those materials.
3. Set the materials up and walk away. If you are worried about mess, throw down an old towel or whatever you have.
4. If your child comes to you, use the tips sheet (included).
5. After 45-60 minutes, clean up. Talk about how it went (see the tips sheet).
6. Use an extension (if you like).

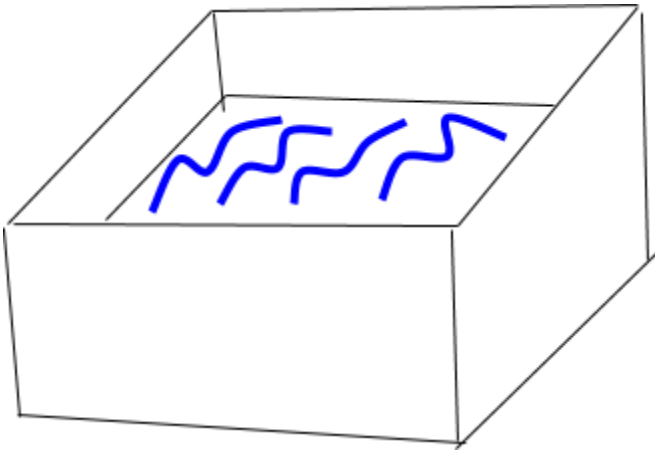
## Suggested Play Choices

### Play Choice 1: Water Play

#### Main Materials

Tupperware

Water



#### Supplemental Materials

Use any:

- Measuring cups
- Eye droppers
- Basters
- Funnels
- Food coloring
- Rocks, wood, leaves
- Glue, paper, markers
- Containers
- Aquatic animal figures

Skills developed here:

- Volume
- Properties of water
- Engineering
- Problem solving

*Option:*

*Make it a sensory table and change out the materials to beans, rice, pasta, dirt, sand, etc*

Questions to ask: (if you decide to check in)

- What is happening here?
- What are you making?
- What do you think would happen if....?
- What are you noticing?

## Play Choice 2: Construction Play

### Main Materials

- Anything you can build with:
- Package of solo cups
  - Blocks
  - Toothpicks and cut sponges
  - Popsicle sticks
  - Legos (without direction booklets)

### Supplemental Materials

- Use any:
- Clothespins
  - Rug or fabric scraps
  - Small cars, animals, or people
  - Pictures or books with different buildings

### Skills developed here:

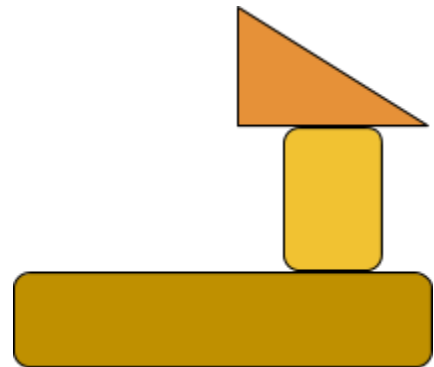
- Storytelling
- Balance and equivalence
- Engineering
- 3 dimensional shapes

### *Option:*

*You can print out photos of your family, or street signs, that children can use in their play*

### Questions to ask: (if you decide to check in)

- What is happening here? Tell me the story here?
- What are you making?
- What do you think would happen if....?
- What are you noticing?



## Play Choice 3: Maker Play

### Main Materials

Your recycling bin materials

Glue

Scissors

Tape

### Supplemental Materials

Use any:

- Big cardboard boxes
- Small cardboard boxes
- Materials from nature
- Pictures and books of inspiration (if your child thinks they would like to make an airplane, try to have an airplane picture or book)

Skills developed here:

- Planning and organization
- Flexibility
- Engineering
- Problem solving

*Option:*

*Encourage your child make a bigger project: A restaurant, a school, an airport so this becomes a multi-day project*

Questions to ask: (if you decide to check in)

- What is happening here?
- What are you making?
- What do you think would happen if....?
- What are you noticing?
- What else do you need?



## Play Choice 4: Light Play

### Main Materials

Flashlight or tea lights

### Supplemental Materials

Use any:

- Blocks
- Fabric
- Colored, clear solo cups
- Paper
- Markers
- Books (like the shine-a-light series)
- Toys that can cast reflections (think dinosaurs, lego figures, etc)
- White sheet on the wall

Skills developed here:

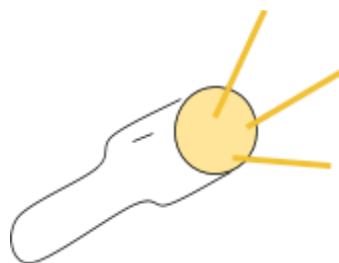
- Storytelling
- Properties of light
- Engineering
- Problem solving

*Option:*

*Watch some shadow puppet videos on youtube to get a sense of how people tell stories with shadows*

Questions to ask: (if you decide to check in)

- What is happening here? Tell me the story here?
- What are you making?
- What do you think would happen if....?
- What are you noticing?



## Play Choice 5: Dramatic Play

### Main Materials

Real life stuff (As opposed to “dress-up” or toy stuff)

Books that kids can “act” out to retell

### Supplemental Materials

Use any:

- Cooking utensils
- Clothes from your closet
- Old phone
- Old computer
- Old envelopes, paper, list pads

Skills developed here:

- Storytelling
- Problem solving
- Oral language
- Fantasy play (which aids literacy development)

*Option:*

*Tie this one to the maker play*

Questions to ask: (if you decide to check in)

- What is happening here?
- Who are you? Where are you found in your community?
- What are you pretending?
- What are you making?
- What do you think would happen if....?
- What are you noticing?



## Talking Tip Sheet

### What to say if...

<b>Your child says...</b>	<b>You might say...</b>
<b>I'm bored</b>	<b>Where could you find more ideas?</b>  <b>Could you try something new with those materials?</b>  <b>Set a timer for 5 more minutes. What happens in that time?</b>
<b>I'm done</b>	<b>Will you start something new with those materials or change what you made?</b>
<b>I can't....</b>	<b>Give it a try! You have done hard things before.</b>
<b>I want you to play with me</b>	<b>Let's set a time for ___ minutes. When that goes off I can play with you for ___ minutes.</b>
<b>I don't know what to do next</b>	<b>Give it a try. Maybe you will invent something new!</b>
<b>(fighting with sibling)</b>	<b>Use your strategies:</b> <ul style="list-style-type: none"><li>• Take space</li><li>• Talk it out (I feel ___ when ___)</li><li>• Use a tool (a book, a sand timer, etc) to calm down</li></ul>

# Planning Sheet

**Draw or write what you will make or play today!**

A large, empty rectangular box with a thin black border, intended for a student to draw or write their plan for the day.

**Thinking and Feedback:**

**What did you notice? What questions do you have?**

**What are you inspired to change or try for tomorrow?**

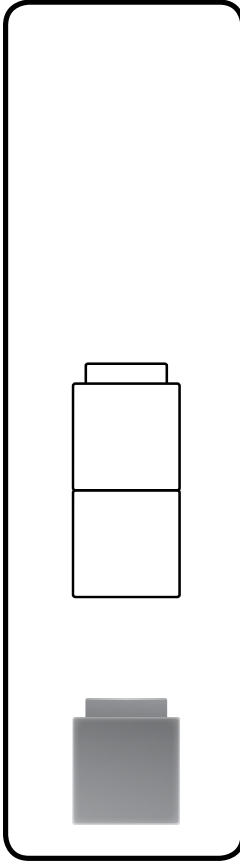
# EXTENSIONS

1. Take a picture of what your child made. Ask them to make labels (or the editing app in your device) to label the parts or write a sentence about what they did. Email it out to extended family and friends.
2. Notice what your child is interested in when they play (water, boats, working in an office). Look for books (online or paper) that teach about that thing. Do a little research together.
3. Have virtual planning play dates with friends. Have your child tell their friend what they will make, have them share out what they did virtually with each other.
4. Make a “how-to” book after your child makes something. Then post-it for others!

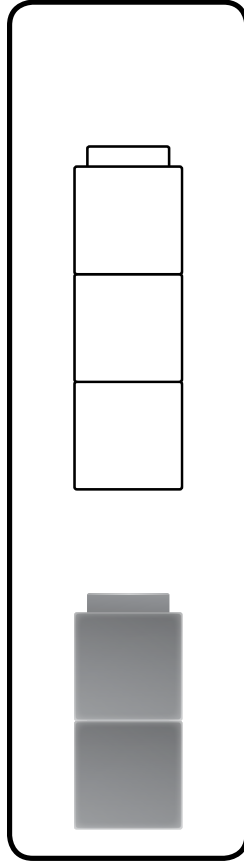


## Understanding Addition

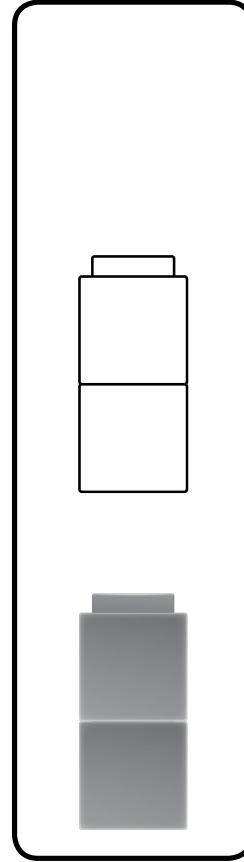
Name \_\_\_\_\_



$$2 + 3 = 5$$



$$2 + 2 = 4$$

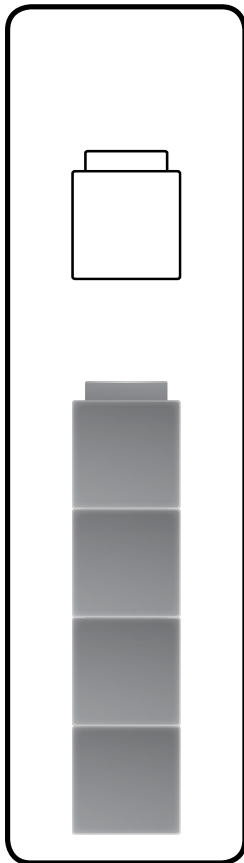


$$1 + 2 = 3$$

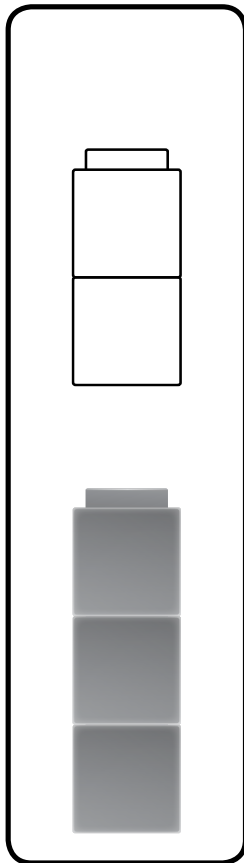
**Have children match pictures to addition equations.** Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Understanding Addition *continued*

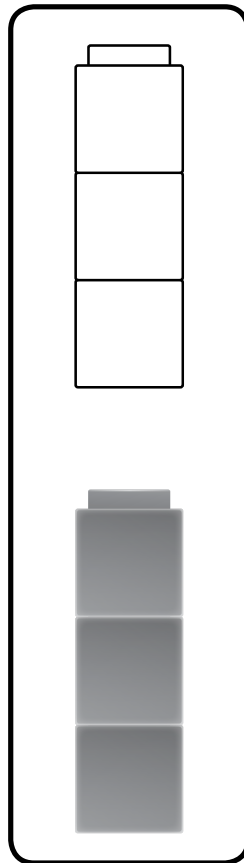
Name \_\_\_\_\_



$$3 + 3 = 6$$



$$4 + 1 = 5$$



$$3 + 2 = 5$$

**Have children match pictures to addition equations.** Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

# Adding Within 5

Name \_\_\_\_\_

**Example**

●	●
---	---

$1 + 1 = 2$

● ●	●
-----	---

\_\_\_\_\_

$2 + 1 =$  \_\_\_\_\_

\_\_\_\_\_

● ● ●	●
-------	---

\_\_\_\_\_

$3 + 1 =$  \_\_\_\_\_

\_\_\_\_\_

● ● ● ●	●
---------	---

\_\_\_\_\_

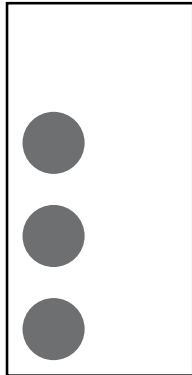
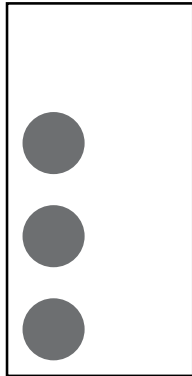
$4 + 1 =$  \_\_\_\_\_

\_\_\_\_\_

Ask children to write equations to match the dot cards. Have children write the total in each equation.

**Adding Within 5** *continued*

Name \_\_\_\_\_

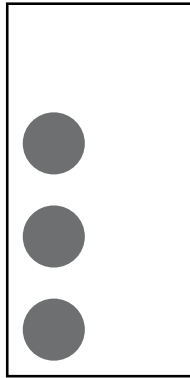
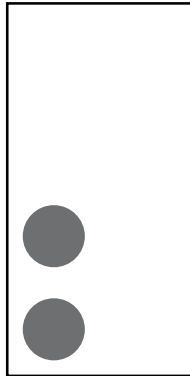
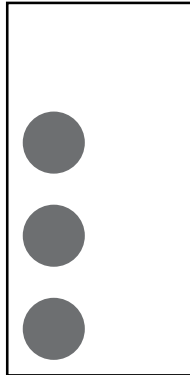


$$\underline{\quad} + 3 = \text{-----}$$

$$\underline{\quad}$$

$$\underline{\quad} + 3 = \text{-----}$$

$$\underline{\quad}$$



$$\underline{\quad} + 2 = \text{-----}$$

$$\underline{\quad}$$

$$\underline{\quad} + 0 = \text{-----}$$

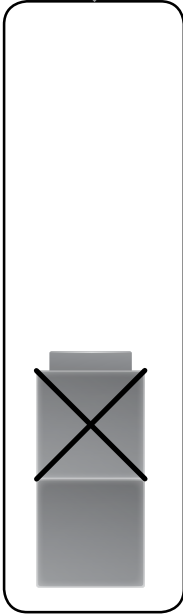
$$\underline{\quad}$$

**Ask children to write equations to match the dot cards.** Have children write the total in each equation.

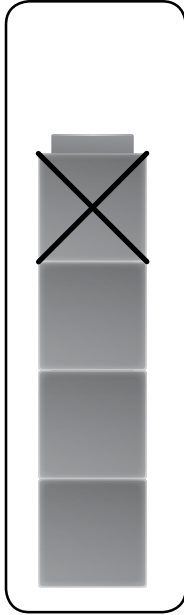
# Understanding Subtraction

Name \_\_\_\_\_

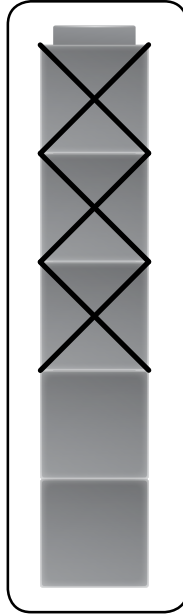
## Example



$$4 - 1 = 3$$



$$2 - 1 = 1$$



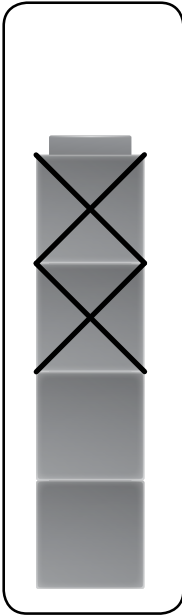
$$5 - 3 = 2$$

**Ask children to match each picture with an equation.** Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

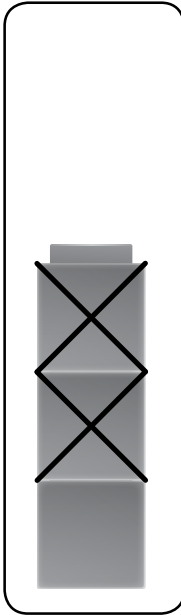


Understanding Subtraction *continued*

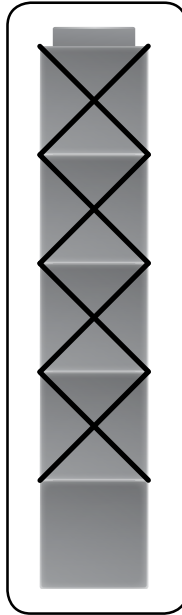
Name \_\_\_\_\_



$$5 - 4 = 1$$



$$4 - 2 = 2$$



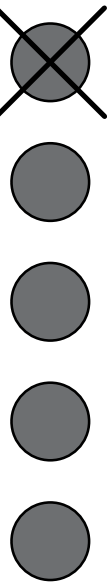
$$3 - 2 = 1$$

**Ask children to match each picture with an equation.** Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

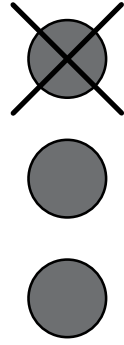
## Subtracting Within 5

Name \_\_\_\_\_

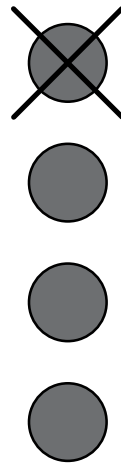
**Example**



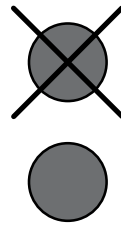
$$5 - 1 = \underline{4}$$



$$\underline{\quad} - 1 = \underline{\quad}$$



$$4 - 1 = \underline{\quad}$$

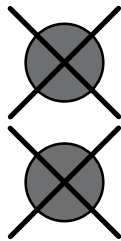


$$2 - 1 = \underline{\quad}$$

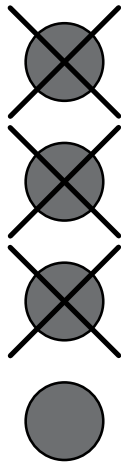
Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

## Subtracting Within 5 *continued*

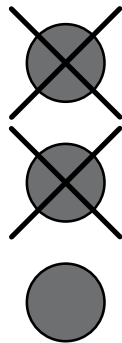
Name \_\_\_\_\_



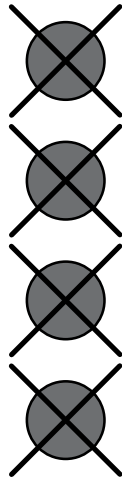
$$\underline{\quad} - 2 = \text{---} \underline{\quad}$$



$$\underline{\quad} - 4 = \text{---} \underline{\quad}$$



$$\underline{\quad} - 2 = \text{---} \underline{\quad}$$



$$\underline{\quad} - 4 = \text{---} \underline{\quad}$$

Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

# Facts to 5

Name \_\_\_\_\_

**Example**

$1 + 2 = 3$

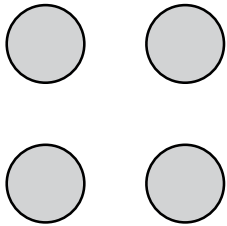
$3 - 2 = \underline{\quad}$

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

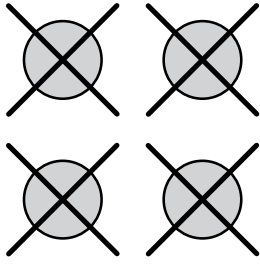
**Have children use the picture to help complete each equation.** Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example,  $1 + 2 = 3$ , so if you start with 3 and take away 2, you have 1 left.

Facts to 5 *continued*

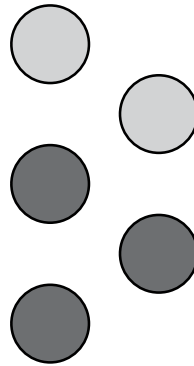
Name \_\_\_\_\_



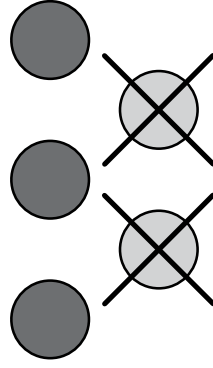
$$0 + 4 = \text{-----}$$



$$4 - 4 = \text{-----}$$



$$3 + 2 = \text{-----}$$



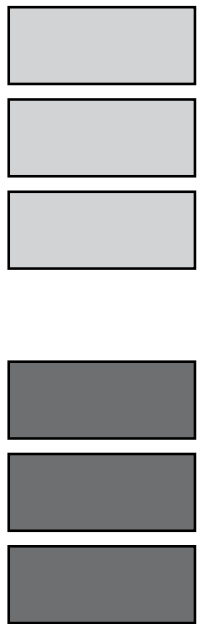
$$5 - 2 = \text{-----}$$

**Have children use the picture to help complete each equation.** Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example,  $1 + 2 = 3$ , so if you start with 3 and take away 2, you have 1 left.

# Adding Within 10

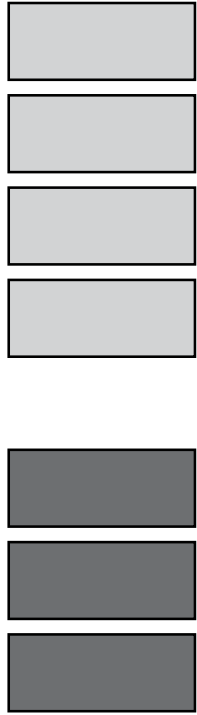
Name \_\_\_\_\_

**Example**

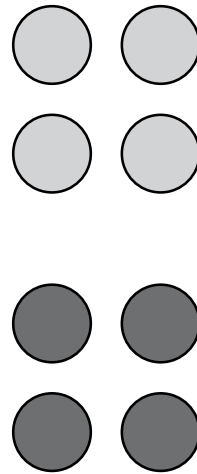


$$3 + 3 = \underline{\hspace{1cm}}$$

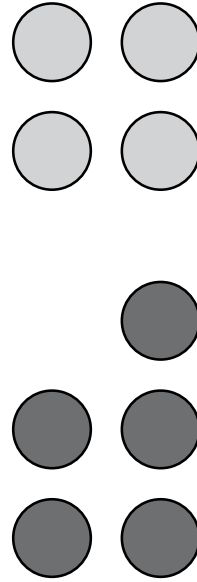
6



$$3 + 4 = \underline{\hspace{1cm}}$$



$$4 + 4 = \underline{\hspace{1cm}}$$

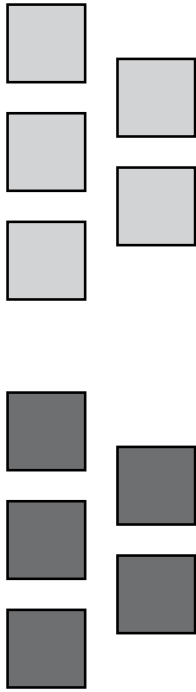


$$5 + 4 = \underline{\hspace{1cm}}$$

**Ask children to compare each picture with the equation and count and write the total.** Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

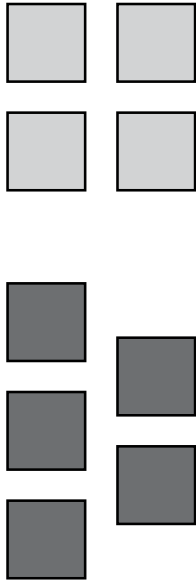
Adding Within 10 *continued*

Name \_\_\_\_\_



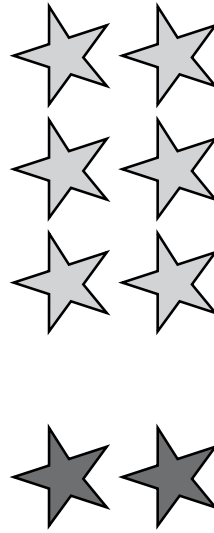
$$5 + 5 = \text{-----}$$

\_\_\_\_\_



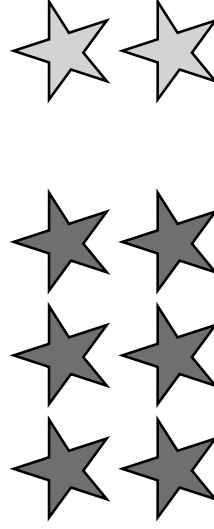
$$5 + 4 = \text{-----}$$

\_\_\_\_\_



$$2 + 6 = \text{-----}$$

\_\_\_\_\_



$$6 + 2 = \text{-----}$$

\_\_\_\_\_

Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

# Alphabet Join the Dots!

My name is \_\_\_\_\_

## Join the dots!

