At Home Learning Resources

Kindergarten - Week 11

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.
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!**

- **Look:** We look at the pictures, remember, read!
- **Read:** A little boy planted a carrot seed.

- **Learn about the character.**
  - **Who?**
  - **Like or Dislike?**

- **Think about what characters say and do**
  - Go away!
  - Why?

- **Feel what the characters are feeling.**

- **Study the Characters**
  - What's similar? What's different?
  - Different, same, different.
One morning, Max and Jada looked outside.

“Snow!” they cried.

Max and Jada raced to the closet.
They found four wooly hats.
They found three fat coats.
They found two pairs of soft mittens.
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 sledged down the slippery slope.

Whoosh!

Jada waited at the bottom.

Next, Jada quickly raced to the top of the hill and sledged 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.
Sledding was twice as fun together on one red sled.
After reading the story, describe how the adventures of two characters by the same author are the same or different.
Planning Stories Across Pages

THINK...
- Something that happened
- Something you did

Writers plan how stories will go.

Click here to see a finished story
Telling Stories Across Pages

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.

Adding More Details to Pictures and Stories

Writers tell the important parts of their story:
• Who you are with
• What you are doing
• Where you are

[Images of a picture and words]
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!

- Add to our pictures.
- Add to our words.
- Reread our writing.
- Start a new piece.
Kindergarten

LANGUAGE CONVENTIONS

Did I do it like a Kindergarten?

Writing

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.

Look at the wall.
Wons me and my dad, took a walk to the park.

And then we sat on the socker field to relax.

Then we saw a falcin soaring in the air.

Jack said it’s beautiful, they said I agree.
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.

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**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**

---

There are 9 donuts. 2 were eaten. How many donuts are left? Make a number sentence, and a number bond about the story.
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.
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Write the missing number.
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All of Who-ville is counting. How many hands do you see?

Make sure to count everyone living in your home in the 2020 Census!
Go to www.2020census.gov to learn more.
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=NzYzNzIwNDg&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!

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<th>Monday</th>
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<td>Use the following letters to create as many words as you can: a, c, d, e, g, l, o, n, r, s, t Example: cat</td>
<td>Do 10 of each exercise to get to 50. 10 jumping jacks 10 high knees 10 toe touches 10 windmill arms 10 frog hops</td>
<td>Build a catapult using a spoon, rubber bands, paper clips and any other household items.</td>
<td>Go outside and look around. List 6 living things and 6 nonliving things.</td>
<td>Find at least 10 items in your home that are cylinders. Place them from shortest to tallest.</td>
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**Monday**
- Build a house using only household items:
  - 2 sheets of paper
  - 2 band aids
  - 2 paper clips
  - 2 sticks of gum

**Tuesday**
- 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.

**Wednesday**
- Draw a candy house using squares, triangles and rectangles. Color the house and label the shapes.

**Thursday**
- 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.

**Friday**
- Learn your phone number and address. Practice and tell your parent/guardian what it is.