At Home Learning Resources

Kindergarten - Week 4

Grab and Go Meals

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

Butler (12:45 - 1:30pm)
1140 Gorham St.

Murkland (12:45 - 1:15pm)
350 Adams St.

Greenhalge (10:30 - 11:15am)
149 Ernewell St.

Pawtucketville (12 - 12:30pm)
425 West Meadow Rd.

Lincoln (1:30 - 2pm)
300 Chelmsford St.

Robinson (11:30 - 11:45am)
110 June St.

Moody (12 - 12:30pm)
158 Rogers St.

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

Moore (12 - 12:30pm)
180 Pine St.

Meal service at South St. entrance

NEW: Westminster Village Apartments (12:45 - 1:15pm)
1307 Pawtucket Blvd.

When you pick up that day’s lunch, you can also pick up breakfast for the next morning.
Students can always continue any of the below activities from Weeks 1-3. Those include reading, talking about reading, writing, playing letter or word games, and learning high frequency words. Students can also go online and practice reading or completing lessons using iReady or Lexia via Clever or Raz Kids or Scholastic Learn or Get Epic!

After these reminders, possible Week 4 activities follow.

**Reading, Listening, and Reading Online**

Students in Kindergarten should be reading for 15 minutes or more each day. They can read, be read to by family, watch a read aloud on tv or YouTube, listen to an audio book, or use any of the great resources online.

**Talking about Books**

Talk about your books with your family. You can retell what you read. Use these stems to help you...

“I liked this part because…”
“This reminds me of…”
“I wonder…”
“My favorite part was…”
“The lesson was…”
“One thing I learned is…”

**Writing Activities**

- Draw and label your favorite things. Add sentences if you want.
- Write a letter to a friend.
- Make a list...it can be about anything.
- Write a story. Don’t forget to use your sounds and sight words!
- Make a how to book and see if your family can follow the directions.

**Word Work**

- Label the items in your house.
- Name the beginning and end sounds of everything you see.
- Practice your sight words with a family member.
- Make an alphabet book. Put all the words that start with that letter on each page. Draw pictures to go with it.
- Practice your high frequency word lists for your grade. Students should know these by the end of the year. List A for Kindergarten, Lists B, C, D for Grade 1, and Lists E, F, G, H for grade 2. If lists are too easy or too hard, go up a list or down a list.
Read the text and complete the activity that follows. Enjoy!
Take care of yourself.
If you get hurt while playing a sport, stop. Playing with an injury can make it worse. Tell a parent or coach if you’re hurt.

Did You Know?
It’s important to listen to your coach. Coaches teach players the rules of a sport. Rules help keep you and other players safe. That makes for a good game.
A Safer Sport

Football is dangerous. Players get tackled. Their helmets clash. This can cause head injuries. Flag football is safer. There’s no tackling. The sport is becoming more popular.

Here’s how the game works. Players wear a belt with a flag. The quarterback throws the ball. A teammate catches it and runs for the end zone. The other team tries to snatch the flag.

Flag football takes skill and speed. Some say it’s more exciting than tackle football. Plus, there are fewer injuries. TIME for Kids talked to a fifth grader in Illinois. His name is Danny Lee. He said, “All my friends are playing flag football. Every year, it gets more fun.”
After reading the article, “Stay in the Game,” answer the question by talking about it, drawing it, and/or in writing.

Name the main topic and 2 important details from the article.
Choose one of the ways you learned to stay safe during sports. Make a poster showing how to be safe. Be sure to include details, labels, words, and/or sentences.
Shape Jumble
Color all the circles red, all the triangles blue, and all the squares green.

1. How many circles did you color? ________
2. How many triangles did you color? ________
3. How many squares did you color? ________
Follow the path from 1 to 20 and help Mama Bird get to the nest.

Start

1 6 10 4 7

2 3 9 17 2

8 4 1 3 14

11 5 8 2 18

5 6 7 14 15

10 11 8 13 16

7 4 9 12 17

12 15 10 11 18

18 9 11 15 19

16 17 13 18 20

Finish
Guide children to match each object to a tile to find the number of objects. Have children draw a line from each object to a number, starting with 1. Ask children to circle the number that tells how many objects.

Talk About It: How does drawing a line from each girl to a number help you know how many girls there are?
Guide children to discuss whether the objects are counted correctly or not. Have children color the happy face if the objects are counted correctly or the sad face if they are not. Guide children to describe what is wrong.

Talk About It: What is the mistake in counting the soccer balls? What is the mistake in counting the children?
Show What I Know
Understand Counting

Draw. Show how many.

Have children draw something that can be counted with the numbers 1, 2, 3, or 4.
Have children draw a line from each object to one number, starting with 1, and circle the last number used to tell how many objects they drew.

Talk About It: Work with a partner. Did you draw the same number of objects as other children, or a different number? How can you tell?
Guide children to identify 1, 2, or 3 shapes and write these numbers. Have children trace and write the given number. Then guide children to color the group that has that number of shapes.

Talk About It: Which pictures show 2? How are the pictures of 2 different?
Practice Together

Count 1, 2, and 3

Guide children to color shapes to show counting out. Children count out and practice writing 1 in the top row, 2 in the middle row, and 3 in the bottom row.

Talk About It: Work with a partner. Did you both color the same bowls? If you color different bowls, can you both be right?
Practice by Myself
Count 1, 2, and 3

2

1

3

3

How many □ ?

Have children choose independently which squares to color in the given pattern. Have children color 2 squares blue, 1 green, 3 red, and 3 purple. Have children count the number of white squares and write this number.

Talk About It: Work with a partner. Which squares did you color blue? How did you decide which ones to color blue?
Guide children to trace and write the number 4, then find the groups of 4. Ask children to identify which group of objects shows 4. Have children color the group of 4 in each problem.

Talk About It  Which pictures show 3? How are the pictures of 3 different from the pictures of 4?
Guide children to count out 4 and then draw 4. In the first two rows, have children trace and write the number 4, then color 4 shapes. In the last row, ask children to trace and write 4, then draw a picture to show 4 of something.

Talk About It Work with a partner. Did you both color 4 shapes? Does it matter which shapes you color?
Practice by Myself
Count 4

3

4

How many ?

Talk About It
Work with a partner. Where did you color 3 green? Where did your partner color 3 green? Are both your pictures right? Why or why not?

Have children choose independently which circles to color in the given pattern. Have children color 3 green circles, 4 red, and 4 blue. Have children count the number of white circles and write this number.

Encourage children to do objects. Have children choose objects.
Washing Because We Care

Handwashing is one of the best ways to keep from getting sick and to stay healthy all year long. And when you take good care of yourself, you’re taking good care of others, too. Color in the picture. On each big heart bubble, write the name or draw a picture of someone you care about.
It’s Time to Wash Your Hands!

Handwashing helps keep germs away. It’s important to wash your hands throughout the day, before and after everyday activities. Color in the pictures below, then talk about other times when you need to wash your hands.

- after you cough
- before cooking
- before you eat
- after playing
- after being outside
- after you sneeze

Talk together with kids: “Why and when is it important to wash your hands?”
There are three choices of maker projects this week. You can make a Tall Tower, a Musical Instrument, or a Parachute. Pick the one at the right level of challenge for you! When you’re done, take a picture of your work and share it with your teacher using your class’s remote learning platform.

Each project shows material options, a blueprint space for planning, and a space to report your results. Best of all, there are two QR codes to show examples of how other people completed the challenge. Just hold your phone’s camera up to the QR code, and it will take you to a useful website.

Have fun!
Make a musical instrument.

**Material Options**
- empty tissue boxes
- paper rolls
- paper
- paper plates
- rubber bands
- straws
- cups
- dry beans or rice
- hole puncher, scissors, and tape

**Resources**

**String Instruments**

**Percussion Instruments**

**How-to Video Playlist**
MUSICAL INSTRUMENT
Maker Station Creation

Name: __________________

Blueprint

Type of Instrument: ____________________

MATERIALS

How does your instrument make sound?
MAKER STATION

Make a parachute and basket for a mini figure.

MATERIALS
- coffee filters
- mini cups
- string
- tape
- mini figures

RESOURCES

HOW PARACHUTES WORK

MAKING PARACHUTES

© Brooke Brown
PARACHUTE
Maker Station Creation

Name: ____________________

Blueprint

MATERIALS

Did your mini figure land safely?

YES  NO

What else can your basket hold?
MAKER STATION

Make a tall tower.

MATERIAL OPTIONS
- building bricks
- linking cubes
- index cards and tape
- mini cups
- wooden planks
- magnetic blocks

RESOURCES
- STRONG TRIANGLES
- TALLEST BUILDINGS IN THE WORLD
- SKYSCRAPERS
- CUP TOWERS
SOCIAL STUDIES: Explore Maps

Find and color each place on the map. Then answer the questions.

1. Emma lives at 9 River Road.
   Color her house purple.

2. Ben lives at 7 River Road.
   Color his house blue.

3. The park is at 6 Park Road.
   Color the park green.

4. The food store is at 5 Main Street.
   Color the food store red.

5. What is the address of the school?
   ____________________________

6. What is the address of the cafe?
   ____________________________
<table>
<thead>
<tr>
<th>Monday</th>
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<td>Read a book to your family. Take turns retelling the story.</td>
<td>Make a T-chart. Make a list of opposites, like big and small, yes and no.</td>
<td>Find food in your house, like crackers or water bottles. Write or draw a math story problem. Omar has 6 crackers. Neveah ate three. How many are left?</td>
<td>Go outside. Tell someone what you see, hear, think, feel, and smell.</td>
<td>Use notebook paper to complete these activities. Do one each day!</td>
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<td>Use the food in your house to create a menu with prices. Example: Milk = $2.00 Bananas = $3.00 Ice cream = $1.00</td>
<td>Sort your clothes or toys into rainbow order. Sort your clothes or toys into order, biggest to smallest.</td>
<td>Make shadow shapes on the wall. How many different shapes can you make with your hands?</td>
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**ESL at Home K-2 Weeks 3-4**

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**Big** Yes Happy
**Small** No Sad
My name is ____________________

Count and color the Shapes

Find and color:

- 1 yellow
- 2 blue
- 3 red
- 4 green
- 5 orange