At Home Learning Resources

Kindergarten - Week 9

<table>
<thead>
<tr>
<th>Content</th>
<th>Time Suggestions</th>
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<tbody>
<tr>
<td><strong>Literacy Instruction</strong></td>
<td>10-20 minutes daily</td>
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<tr>
<td>(Watch a mini lesson, and/or complete online learning)</td>
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<tr>
<td><strong>Reading</strong></td>
<td>At least 20 minutes daily</td>
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<tr>
<td>(Read books, watch books read aloud, listen to a book)</td>
<td>(Could be about science, social studies, etc)</td>
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<tr>
<td><strong>Writing or Word Work or Phonics/Vocabulary</strong></td>
<td>20-30 minutes daily</td>
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<tr>
<td><strong>Math</strong></td>
<td>30 minutes daily</td>
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<tr>
<td><strong>Science</strong></td>
<td>45 minutes per week</td>
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<tr>
<td><strong>Social Studies</strong></td>
<td>30 minutes per week</td>
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<tr>
<td><strong>Arts, Physical Education, or Social Emotional Learning</strong></td>
<td>30 minutes daily</td>
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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 9

Your child can complete any of the activities in weeks 1-8. These can be found on the Lowell Public Schools website: [https://www.lowell.k12.ma.us/Page/3805](https://www.lowell.k12.ma.us/Page/3805). Activities in weeks 7 & 8 are focused on nonfiction reading and writing and may have resources you can continue to use in Week 9.

This week finishes a focus on informational or nonfiction reading and writing. Your child should be reading, writing, talking and writing about reading, and working on final sounds in words.

**Reading:** Students need to read each day. They can read the articles included in this packet and/or read any of the nonfiction/informational 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 finish working on How-To books. The resources in this packet are the same as the last two weeks. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [How-To Writing Choice Board](https://www.lowell.k12.ma.us/page/3805), This writing should not be completed in 1 day. 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 How-To book and work to make it better, or might write multiple books, getting better each time.

**Phonics/Word Work:** Students can practice naming the final sounds they hear in words and trying out new word sorting activities.
Draw and/or write about what you learned about birds. Be sure to sound out your words and add labels.
Three Birds

Three birds go out.
Three birds go over.
Three birds go under.
Three birds go on.
Three birds go in.
Three birds go up.
Three birds go down.
Three birds jump.
Where Birds Make Nests

Different birds need different nests.
Birds make their nests in many different places.
The places birds make nests are where they like best.
Some birds make nests in trees in forests.
Some birds make nests on the ground in fields.
Some birds make nests near mud at ponds.
Some birds make nests on mountains.
Some birds make nests near oceans.
Some birds make nests on farms.
Different birds need different nests.
Different birds make nests in the places they like best.
Name

Birds

Look at the bird
Up in the treetop,
Building a nest
With no time to stop.
Hatching its eggs
So smooth and so round,
Then feeding its babies
Worms from the ground.

Look at the bird
With beak for a mouth.
When it gets cold.
The bird will fly south.
When it gets warm.
The bird will return.
Let's watch how the birds live
And see what we learn.
**Two Views**

A bird likes its nest to be high and dry,
But a fish says, “Wet is better!”
The bird is quite right—she’s best in the sky,
But the fish is better wetter.

Now if high-flying birds are right
Does that mean fish are wrong?
Most certainly not.
It just means there’s a spot
Where each one can belong.
Kindergarten How-To Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own How-To book that teaches others.
How To Write Your Own How-To Book!

1. Tells what to do, in detailed steps.
2. Numbers the steps.
3. Has a picture for each step.
4. Has labels that teach.

How To Make A Peanut Butter and Jelly Sandwich

Introduction

“Hey, you want to make a sandwich? A delicious and easy to make sandwich made with bread, peanut butter and jelly.”

1. Get a jar of peanut butter.
2. Open it and using your knife, scoop a heaping tablespoon of peanut butter.
3. Spread the peanut butter over one piece of bread.

4. Open the jelly jar and use your knife to scoop out some jelly.
5. Spread the jelly over the other piece of bread.
6. Squeeze the two pieces of bread together. Make sure the peanut butter and jelly are on the inside!
7. How you can make a sandwich. Yum, peanut butter and jelly sandwich.

Conclusion
1. Steady the Ball
   Put the ball next to the inside of your foot.

2. Dribble
   Move the ball forward, back, or even side to side!
   Tap and run.
   That’s called dribbling.

3. Pass
   Buddy up! Pass the ball back and forth to a teammate as you run. That’s called passing.
   Be sure to practice with both feet!

4. Stop the Ball
   Tosses up high, to the sky!
When You Think You Are Done, You Have Just Begun!

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

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- **I could read my writing.**
- **I wrote a letter for the sounds I heard.**
- **I used the word wall to help me spell.**

### Writing

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<th>I love writing!</th>
<th>I put spaces between words.</th>
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- **I used lowercase letters unless capitals were needed.**
- **I wrote capital letters to start every sentence.**

- **Look at the ball.**
Consonants can come at the beginning, middle, or end of a word. To help you hear the ending sound, say the word and stretch out the last sound. For example, when you see the picture of the bear, say “bear-r-r-r-r-r.”

Say the name of each animal. Write the ending sound in the box by its tail.

This creature lives in the sea. It does not have a tail. It has eight arms. Its head looks like a balloon. It ends with $s$. What is it? On another sheet of paper, draw one eating eight candy canes.
Look at the picture. What is the last (final) sound you hear? Write the letter for that sound on the line. Say the word out loud. Use the word in a sentence.
Larry Last

Help Larry Last find the last sound that each word makes. Circle the correct letter under each lunchbox.

You do this while you are asleep. It is like watching a movie in your head. It ends with m. What is it? On another sheet of paper, draw a picture about one that you have had. Tell about it.
Consonant Caboose

Find two words on each train that end with the same sound. Color them. Then write the letter of the ending sound in the caboose.

1.

2.

3.

4.

5.

6.

7.
Problem Solving Strategy

Read the problem

Draw and label

Write an equation (number sentence)

Write a word sentence
Application Problem #1

Read
Chris has 3 baseball cards. Kate has 2 baseball cards. Draw a picture to show how many cards they have altogether. Make a number sentence, and a number bond about the story.

Draw

Write
**Application Problem #2**

**Read**
Max the puppy had 6 bones. He buried 4 of them in the yard. Draw Max’s bones showing that 4 of them are gone. Make a number sentence, and a number bond about the story.

**Draw**

**Write**
Math Love

Draw a line to an appropriate match. Use two different color crayons to color matches according to the number sentence you chose.

10 = 5 + 5
2 + 8 = 10
9 = 3 + 6
6 + 4 = 10
9 = 5 + 4
Subtraction is Tweet!

Count how many birds are in each box, then subtract the darker birds. Write your answer in the box on the right.

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My Subtraction Practice
Lesson 30: Represent pictorial decomposition and composition addition stories to 9 with 5-group drawings and equations with no unknown.
## My Decomposition Practice

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<thead>
<tr>
<th>Equation</th>
<th>Drawing 1</th>
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Sent in by Reba C. and Lee Anne F. of Medfield, MA
Engineers Wanted!

Wind makes your car go—it can also make electricity for hundreds of homes. How? With wind farms! Wind farms use wind to produce electricity. Engineers build structures called turbines that look like pinwheels. When the wind blows, the blades of the turbine spin. Then the turbine turns a generator. The generator makes electricity. Some problems with wind farms are that they are noisy, take up a lot of space, and may look ugly. Engineers like you could design new turbines that are quiet and blend into their environment.

My Prediction

What Happened

Send It to ZOOM™!
Tell us about your results at pbskids.org/zoom/sendit
What do birds need to live and grow?

Can you think of things that birds need to live and grow? Hopefully, you included a home. Why would a bird need a nest? What would it be made from?

Explore your yard or neighborhood park and gather some things you think a bird would need to make a nest. Those materials need to be bendable, and they need to be sturdy. They also have to be available to birds in the wild. Here are some ideas:

- Sticks
- Grass
- Leaves
- Pine needles
- Bits of string

Try to manipulate the items into a bird nest shape. What would make it hold its shape? Does it help to weave the items together? Try to use two fingers like a bird’s beak. Is it easy to make? Would it be easier for a bird to make? Why?

Display your nest outside in a tree. You never know, it might make a family of birds very happy!

See some examples of bird nests on the next page.

Adapted from Education.com
Robin’s Nest

Goldfinch Nest

Blue Jay Nest
What is a community?

Read Aloud: *Swimmy* by Leo Lionni
[https://www.youtube.com/watch?v=BDrR78REU8Y](https://www.youtube.com/watch?v=BDrR78REU8Y)

After watching the read-aloud, talk with someone about what it means to be part of a community. How did Swimmy help the school of small red fish work together to be a group? How did working in a group help the school of small red fish solve their problem?

In the square below, draw a picture of the group of small red fish going somewhere amazing in the ocean. Make sure Swimmy is the eye!
### ESL at Home K-2 Weeks 9-10

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

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<th>Monday</th>
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<tr>
<td>Write about what you would do with a pet monkey. What would you name it? If I had a pet monkey...</td>
<td>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”.</td>
<td>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.</td>
<td>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.</td>
<td>Find 10 things in your house that are a rectangular prism.</td>
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<td>Imagine you found a pot of gold. Write or draw what you would buy.</td>
<td>Create a paper airplane. Measure how far it goes. Challenge your family to see who can fly their plane the farthest.</td>
<td>Build a fort with pillows and blankets. Read under the fort with a flashlight.</td>
<td>Draw a picture of anything you like. Cut the picture up in pieces. Then put the pieces together like a puzzle.</td>
<td>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.</td>
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