

# PreK - K At-Home Learning Resources (Pink Packet)

## Week #1

The Richland School District cares deeply about the well-being of our students and families. We highly encourage our students and families to set a daily routine that includes the following:

### For our elementary families:

- Read daily with your child
- Play family games (board games, cards, puzzles, charades, pictionary, etc.)
  - Engage in an outside activity
  - Cook/bake with your child
- Maintain relationships with your child's teacher

*These supplemental activities, readings, and other resources are available to students and families to continue learning and exploring while schools are closed in response to the novel coronavirus.*

*Students are not required to complete and/or turn in any assignments nor will any of these materials be used to assess students academically. Please feel free to use these optional resources as needed. Additional resources are available at:*

<https://www.rsd.edu/coronavirus/learning-resources>.



#### Objective

The student will name and match letters of the alphabet.

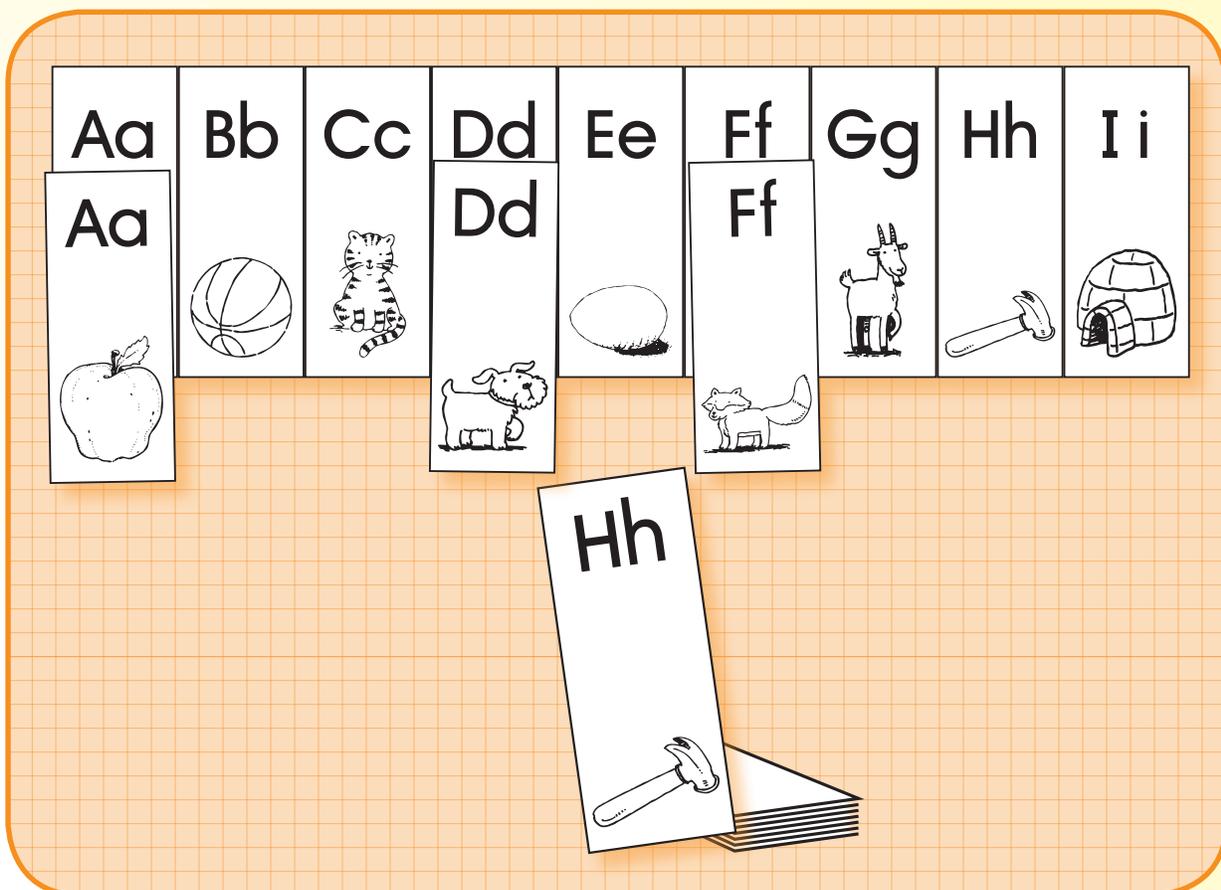
#### Materials

- ▶ Alphabet bulletin board borders or letter-picture strip (Activity Master P.001.AM1)  
*Cut one alphabet border or letter-picture strip into individual cards.*  
*Leave one border or strip uncut.*

#### Activity

Students match letter cards to an alphabet border.

1. Place the uncut alphabet bulletin board on a flat surface. Place the border cards face up in a stack.
2. Taking turns, student one selects a card, holds it up, and says the name of the letter (e.g., "h").
3. Student two matches the card to the letter on the alphabet border.
4. Continue until all cards are matched on the uncut border.
5. Peer evaluation



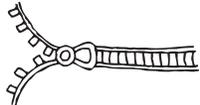
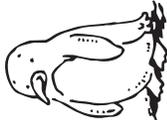
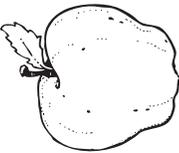
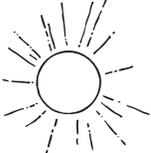
#### Extensions and Adaptations

- ▶ Match alphabet cards to letters on an alphabet chart (Activity Master P.001.AM2).  
*Copy chart twice. Enlarge one copy and cut the other into individual cards.*
- ▶ Glue alphabet cereal to corresponding letters on an alphabet chart (Activity Master P.001.AM2).

# Phonics

Alphabet Borders

P.001.AMI

glue		glue			
Ii		Rr			
Hh		Qq		Zz	
Gg		Pp		Yy	
Ff		Oo		Xx	
Ee		Nn		Ww	
Dd		Mm		Vv	
Cc		Ll		Uu	
Bb		Kk		Tt	
Aa		Jj		Ss	

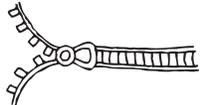
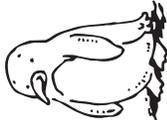
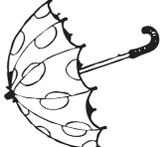
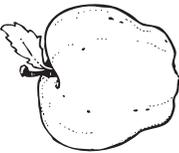
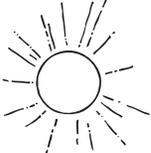
letter-picture strip



# Phonics

Alphabet Borders

P.001.AM1

glue		glue			
Ii		Rr			
Hh		Qq		Zz	
Gg		Pp		Yy	
Ff		Oo		Xx	
Ee		Nn		Ww	
Dd		Mm		Vv	
Cc		Ll		Uu	
Bb		Kk		Tt	
Aa		Jj		Ss	

letter-picture strip



Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz



# Questions to Ask Before, During, and After Reading

These are questions to help engage students in discussions and conversations about reading. These questions are just suggestions and other questions can be added to this list based upon the type of reading students are involved in.

## **Before Reading**

- What is the title of the book or text?
- What does this title make you think about?
- What do you think you are going to read about? (Make a Prediction)
- Does this remind you of anything?
- Are you wondering about the text or do you have any questions before reading?
- Skim through the article. Do any pictures, key words, and/or text features stand out to you?

## **During Reading**

- What is happening so far?
- What does the word \_\_\_\_\_ mean on this page?
- What do you think the author is trying to communicate in this part?
- What do you think was important in this section? Why do you think it was important?
- What can you infer from this part of the text?
- Where is the story taking place?
- Who are the characters so far?
- What do you think will happen next?
- What does this part make you think about?
- What questions do you have?
- What words help you visualize what the author is saying?
- Is there a word that you struggled with? What is the word? Let's break the word into parts and look at context clues.

## **After Reading**

- What was this text about?
- What was the main idea? What details from the text helped your determine the main idea?
- What did you learn from this text?
- How did the author communicate his/her ideas?
- What does this text remind you of?
- What was your favorite part and why?
- Did this text have a problem? If so, what was the problem and what was the solution?
- What is your opinion about this text? What are some parts that helped you make that opinion?
- What are some questions you still have about the text?
- Does this text remind you of other texts you have read? How are they alike and/or different?
- What is a cause and effect from the text you read?



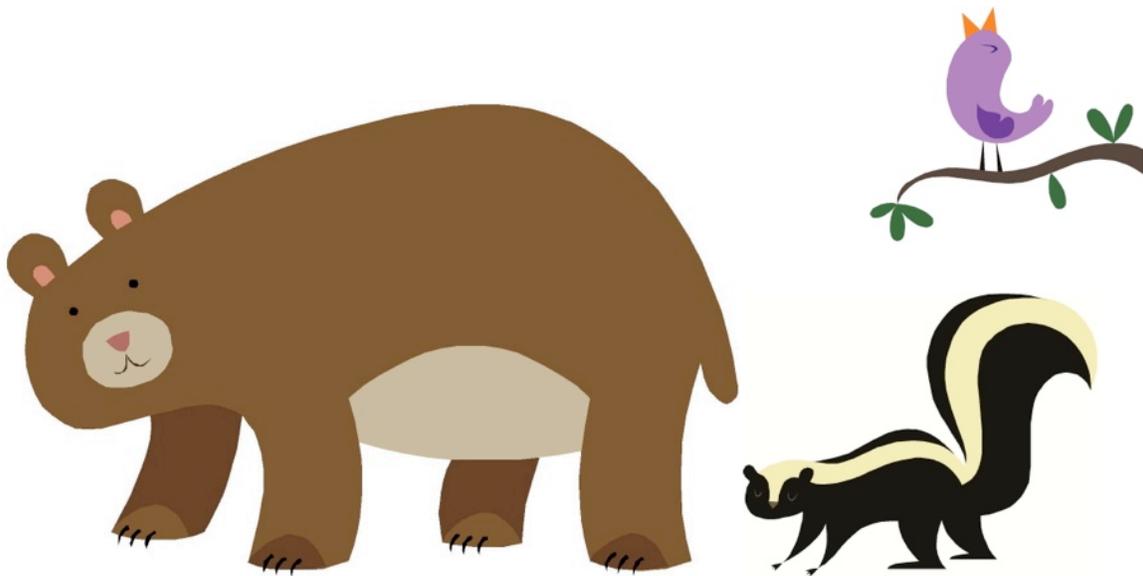
I See 1 Bear



A collection of stories for  
Level - 1

By Clark Ness

Visit [www.clarkness.com](http://www.clarkness.com)  
for more free stories and ebooks.



I  See 1  Bear

I  see 1  bear.

I  see 1  skunk.

I  see 1  bird.



I  See 1  Boy

I  see 1  boy.

1  boy I  see.

I  see 1  boy.

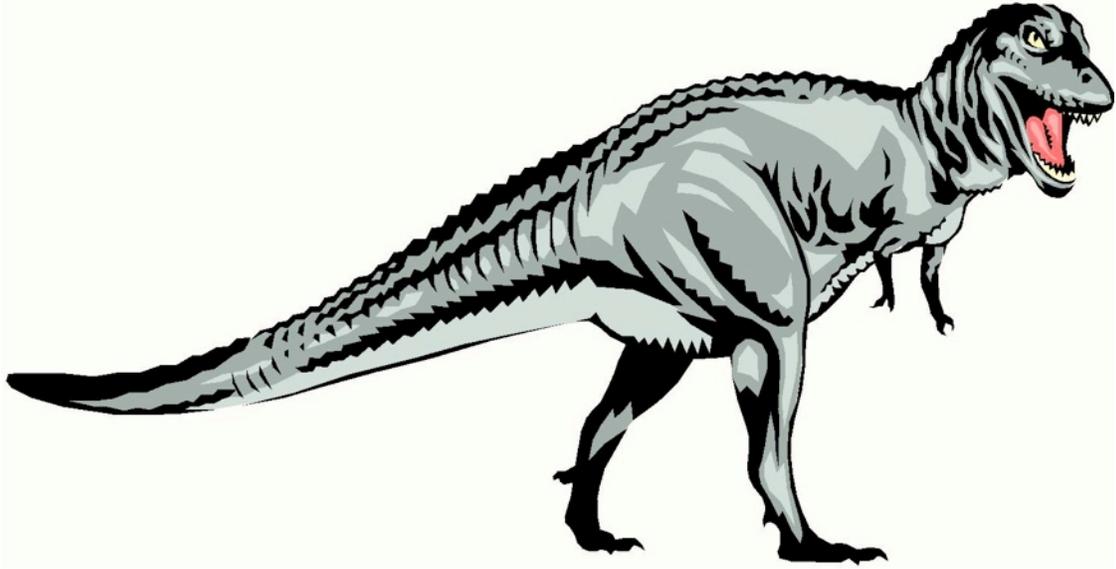


I  See 1  Cat

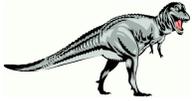
I  see 1  cat.

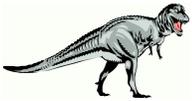
1  cat I  see.

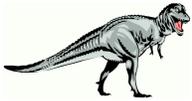
I  see 1  cat.

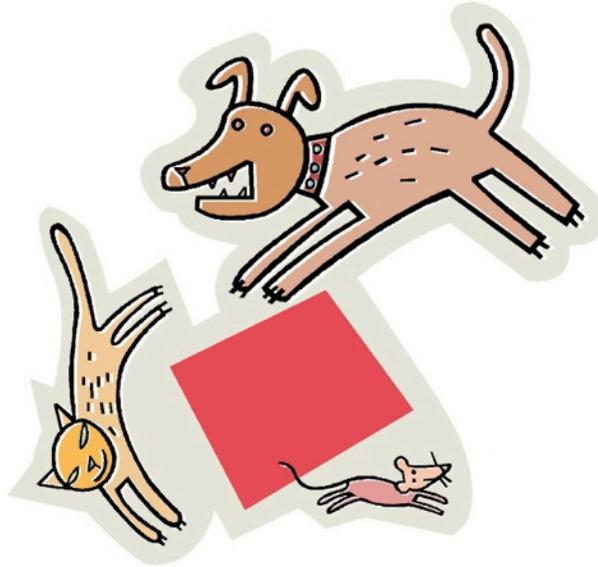


 I See 1  Dinosaur

 I see 1  dinosaur.

 1 dinosaur  I see.

 I see 1  dinosaur.



I  See 1  Dog

I  see 1  dog.

I  see 1  cat.

I  see 1  rat.



I  See 1  Dozer

I  see 1  dozer.

1  dozer I  see.

I  see 1  dozer.



 I See 1 Fire Truck 

 I see 1 fire truck. 

 1 fire truck I see. 

 I see 1 fire truck. 



I  See 1  Football

I  see 1  football.

1  football I  see.

I  see 1  football.



I  See 1  Girl

I  see 1  girl.

1  girl I  see.

I  see 1  girl.

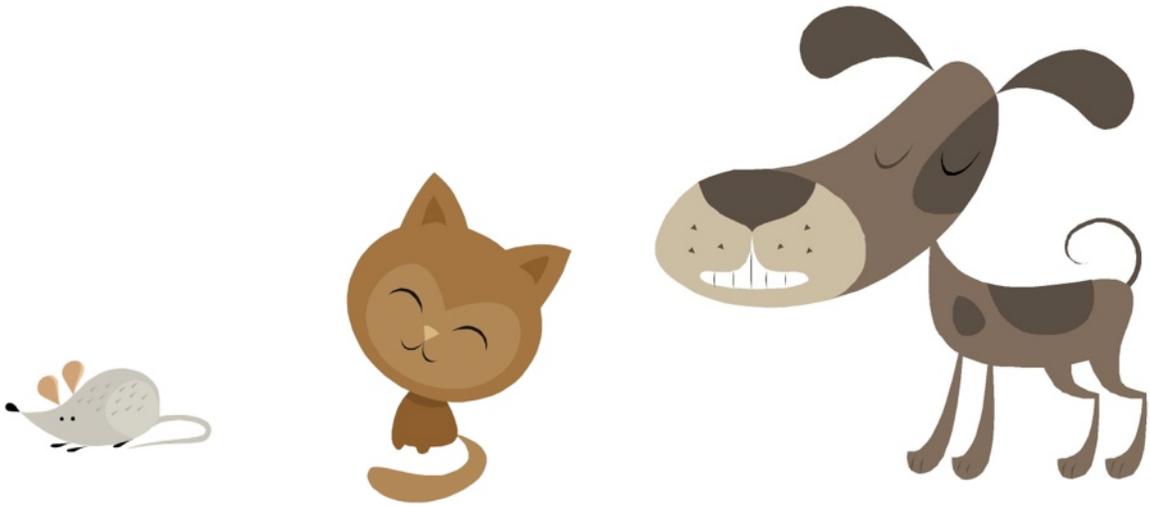


I  See 1  Jet

I  see 1  jet.

1  jet I  see.

I  see 1  jet.

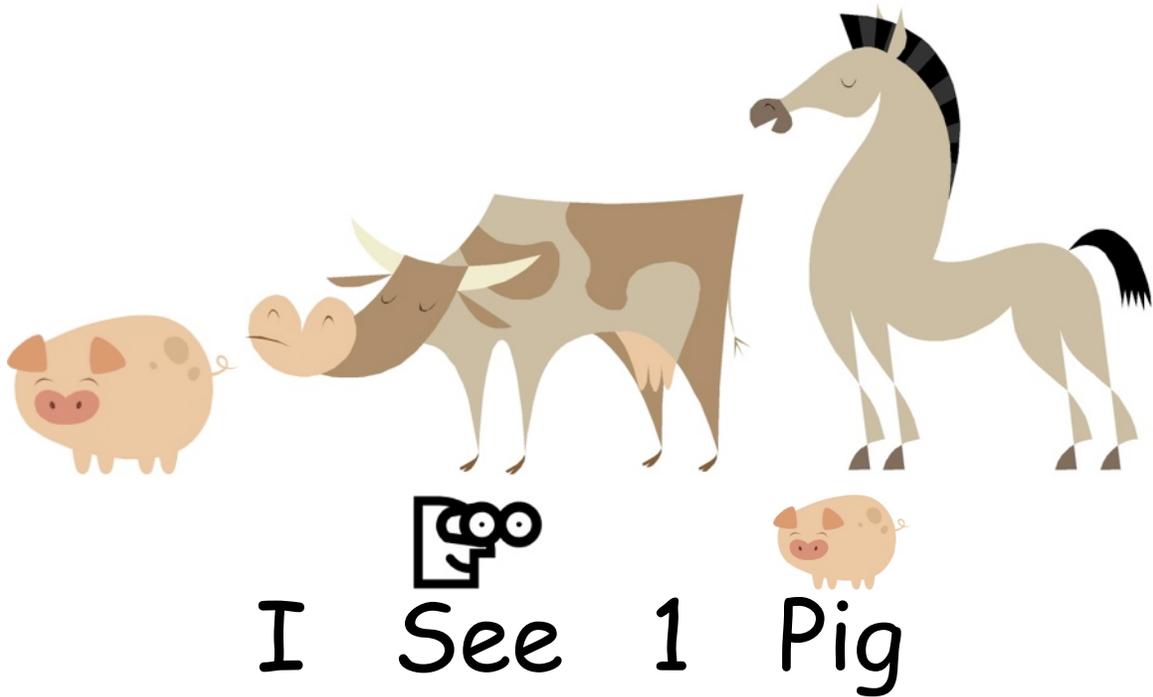


I See 1 Mouse

I see 1 mouse.

I see 1 cat.

I see 1 dog.



I see 1 pig.

I see 1 cow.

I see 1 horse.



I See 1 Rat 

 I see 1  rat.

 1 rat I  see.

 I see 1  rat.



I  See 1  Truck

I  see 1  truck.

1  truck I  see.

I  see 1  truck.



Handwriting practice lines consisting of six horizontal dashed lines, evenly spaced, for writing practice.



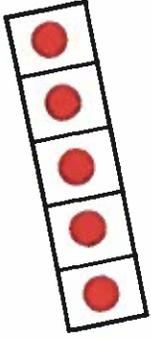
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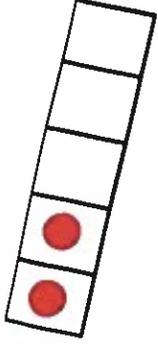
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## Five Frame Flash

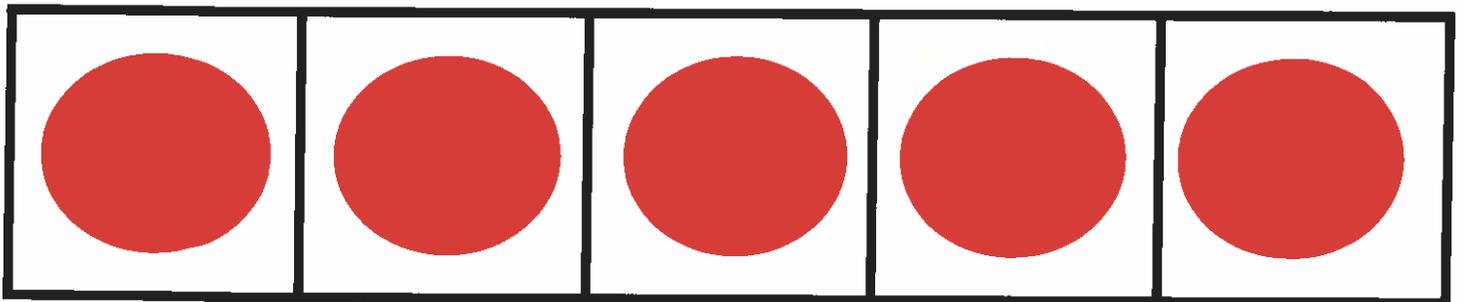
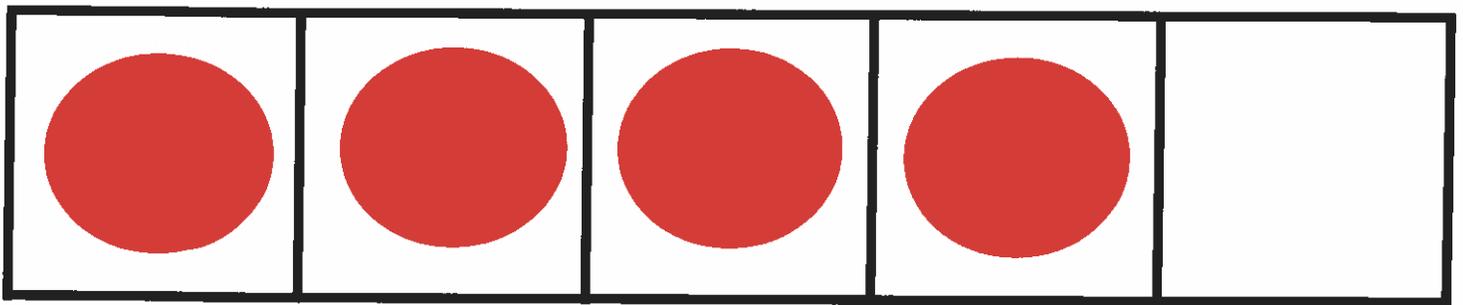
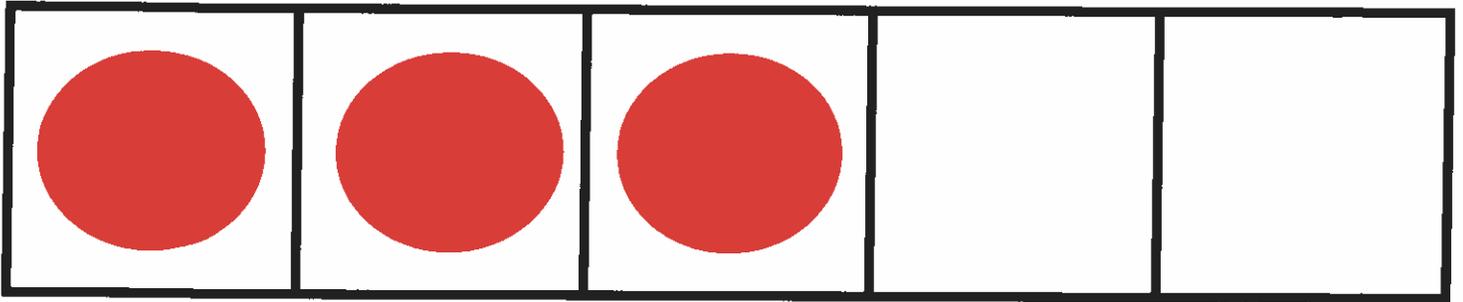
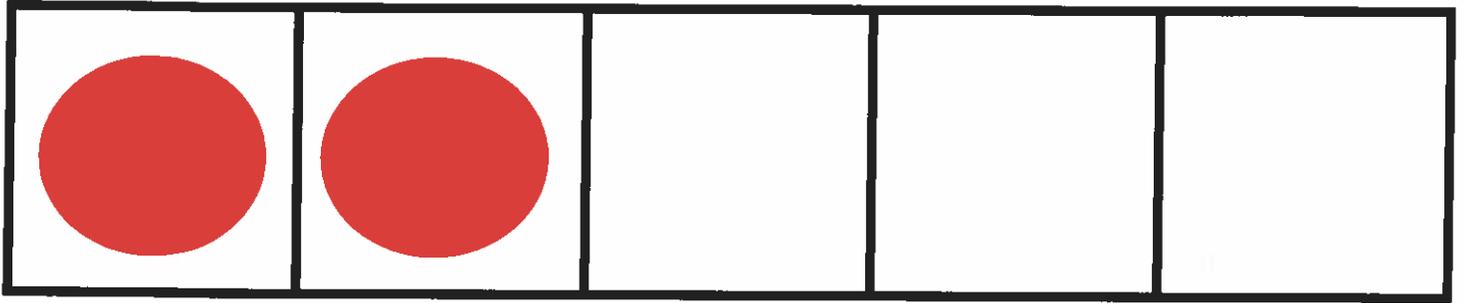
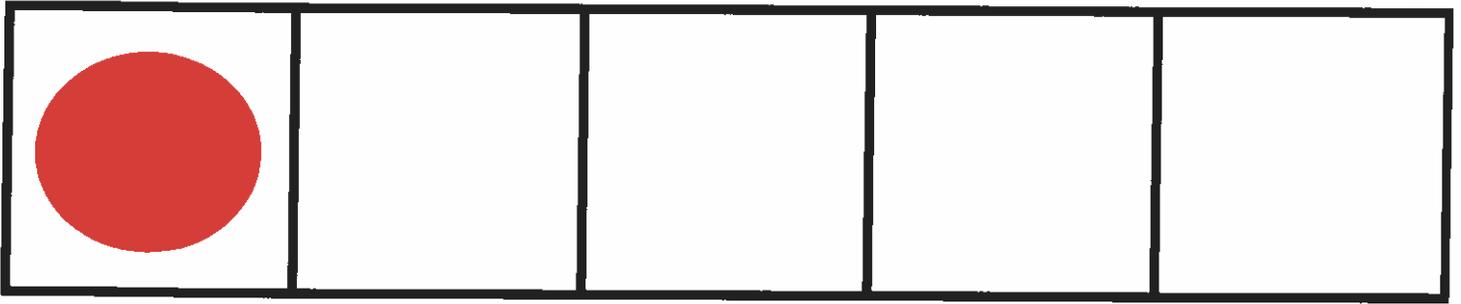


**Materials:** Set of five frames with dots, blank five frames, counters

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1. Work with a partner. Partner A: Flash a five frame while you count “1, 2, 3” in your head.
2. Partner B: Put counters on your blank five frame to make it look just like the one you saw flashed.
3. Check to see if the five frames match.
4. Take turns to flash and build more five frames.

Five Frame Cards: Print, laminate and cut out to make one set.



# My Weather Journal

Spring is an exciting time to observe our changing weather in the TriCities and how it affects living things. Take a walk outside and observe the wind, sky, clouds, and sun. Look around for changes in living things like plants, grass, flowers and bugs. Draw and talk about what you see each day. As you collect more drawings, talk about how they are alike and how they are different. You may want to number your drawings so you can see how things change over time.

