

# K-2 At-Home Learning Resources

## (Yellow 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>.



### Letter Flash

#### **Objective**

The student will gain speed and accuracy in recognizing letter-sounds.

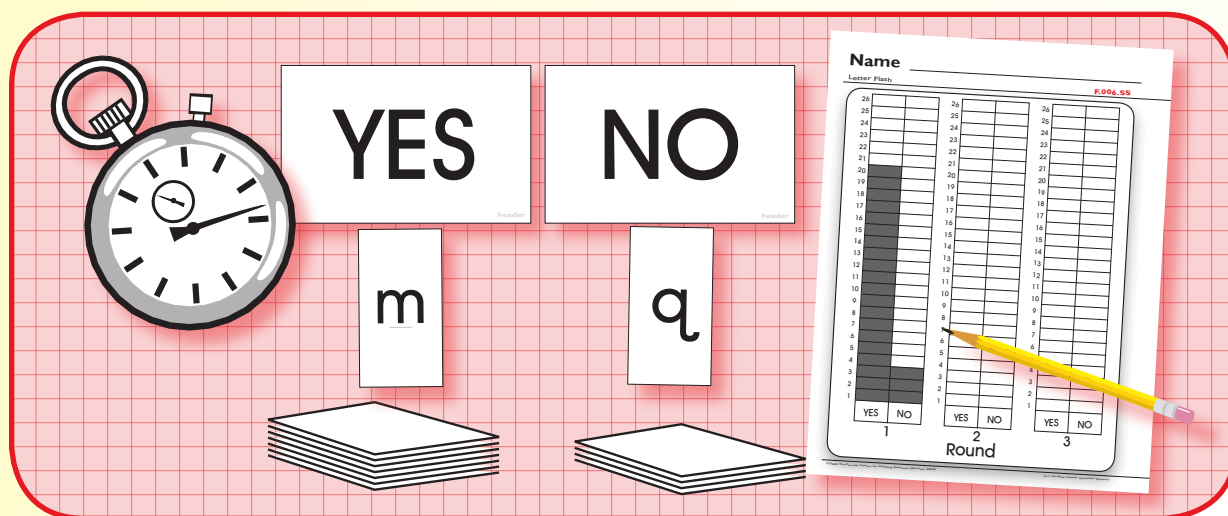
#### **Materials**

- ▶ Letter cards (Activity Master F.003.AM1a - F.003.AM1i)  
*Choose a complete set of uppercase or lowercase letters.*
- ▶ YES and NO header cards (Activity Master F.006.AM1)
- ▶ YES and NO graph student sheet (Activity Master F.006.SS1a - F.006.SS1c)  
*Choose or make a graph appropriate to students' fluency level.*
- ▶ Timer (e.g., digital)
- ▶ Pencils

#### **Activity**

Students identify letters and their sounds in a timed activity.

1. Place the letter cards face down in a stack. Place the YES and NO header cards face up next to each other. Place the timer at the center. Provide each student with a YES and NO graph.
2. Working in pairs, student one sets the timer for one minute and tells student two to "begin." Student two selects the top card, names the letter, and says its sound (e.g., "p, /p/").
3. If correct, places the card in a pile under the YES header card. If incorrect, places it in a pile under the NO header card.
4. Continue until the timer goes off. Graph the number of cards in each pile in the corresponding columns on the student sheet.
5. Together, name the letters and say the sounds of the cards in the "NO" pile.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation



#### **Extensions and Adaptations**

- ▶ Combine uppercase and lowercase letters and repeat activity.

YES

header

NO

header

header cards



# Name \_\_\_\_\_

Letter Flash

**F.006.SS1a**

26		
25		
24		
23		
22		
21		
20		
19		
18		
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		
	YES	NO

1

26		
25		
24		
23		
22		
21		
20		
19		
18		
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		
	YES	NO

2

26		
25		
24		
23		
22		
21		
20		
19		
18		
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		
	YES	NO

3

Round

# Name

**F.006.SS1b**

Letter Flash

52		
51		
50		
49		
48		
47		
46		
45		
44		
43		
42		
41		
40		
39		
38		
37		
36		
35		
34		
33		
32		
31		
30		
29		
28		
27		
	YES	NO

1

52		
51		
50		
49		
48		
47		
46		
45		
44		
43		
42		
41		
40		
39		
38		
37		
36		
35		
34		
33		
32		
31		
30		
29		
28		
27		
	YES	NO

2

52		
51		
50		
49		
48		
47		
46		
45		
44		
43		
42		
41		
40		
39		
38		
37		
36		
35		
34		
33		
32		
31		
30		
29		
28		
27		
	YES	NO

3

Round

**F.006.SS I c**

\_\_\_\_\_

NO

[illegible]

NO

[illegible]

NO

3

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### Another Word



#### Objective

The student will identify antonyms in context.



#### Materials

- ▶ Sentence strips (Activity Master V.023.AM1a - V.023.AM1b)  
*Copy on card stock, laminate, and cut apart.*
- ▶ Antonym word cards (Activity Master V.023.AM1b)  
*Copy on card stock, laminate, and cut apart.*



#### Activity

Students exchange antonyms for the underlined word in sentences.

1. Place sentence strips face down in a stack and antonym word cards face up in rows on a flat surface.
2. Working in pairs, student one selects a sentence, reads it, and repeats the underlined word (e.g., “It is cold outside today. Cold”).
3. Student two reads the word cards, finds the antonym for the underlined word, places it over the underlined word, and reads the new sentence (i.e., “It is hot outside today”).
4. Reverse roles and continue until all the antonyms are correctly matched to sentences.
5. Peer evaluation

It is cold outside today.

hot



#### Extensions and Adaptations

- ▶ Use synonyms to change words in sentences (Activity Master V.023.AM2).
- ▶ Make other sentences, antonym, and synonym word cards.

# Vocabulary

V.023.AM1a

Another Word

Sam was happy when he got his new puppy.

My homework was very easy.

I helped my friend carry a heavy package.

It is cold outside today.

Sometimes my classroom is very noisy.

sentence strips





# Vocabulary

Another Word

V.023.AM1b

The candy tastes sweet.

My jump rope is too long.

I watched the beautiful sunrise.

I saw a big dog running in the park.

hot

short

sad

sour

little

light

quiet

sunset

hard

sentence strips and antonym word cards



glad

simple

hefty

chilly

loud

sugary

lengthy

dawn

huge



# 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**

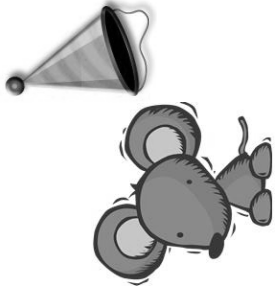
- What is happening so far?
- What does the word \_\_\_\_\_ mean on this page?
- What do you think the author is trying to communicate in this part?
- What do you think was important in this section? Why do you think it was important?
- What can you infer from this part of the text?
- Where is the story 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 you 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?

## The Cat on the Mat

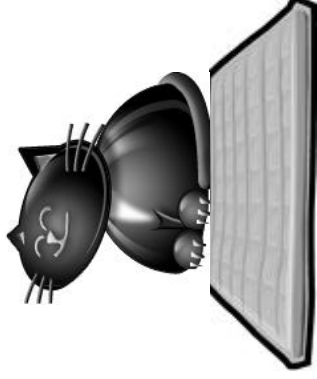
Focus: Words in the -at family



There was a cat.

The cat sat.

The cat sat on a mat.



There was a rat.

The rat had a hat.

The rat with the hat sat.

The cat sat.

The rat sat.

The cat and the rat sat on the mat.

Name: \_\_\_\_\_

1) What did the cat do?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) Where did the cat sit?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) What did the rat have?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Will You Stay and Play?

Focus: Long "a" with \_ay Words



It is the end of the day.

I sit on the roots of the tree  
and play with the leaves.

Will you stay and play?

You say that you are too busy.

You have bills to pay.

There is no way that you can stay.

You cannot stay and play.

It is the start of the day.

I have some clay on a tray.

I may make a clay animal.

Will you stay and play?

You say that you can stay.

Today, you can stay and play.

Hurray!



Name: \_\_\_\_\_

1) Can you play at the end of the day?

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\_\_\_\_\_  
\_\_\_\_\_  
-----  
\_\_\_\_\_  
\_\_\_\_\_

2) Why can't you stay and play?

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\_\_\_\_\_  
\_\_\_\_\_  
-----  
\_\_\_\_\_  
\_\_\_\_\_

3) Can you play at the start of the day?

-----  
\_\_\_\_\_  
\_\_\_\_\_  
-----  
\_\_\_\_\_  
\_\_\_\_\_



## Revise Your Writing

Cross-Curricular Focus: Writing Strategies

Do you like to tell stories? Do you like to write?

Sometimes those questions have two different answers. Many children love to tell stories out loud. However, it can be hard to write them down on paper.

Writing is one of those skills that takes practice. Even professional writers do not write everything perfectly the first time. They have to **revise** their work. When you revise your writing, you look for ways to change it that will make it better. You check your spelling. You make sure that you have used capitals, periods and other punctuation marks in the best way. You look for words that can be taken out or traded for different, more exciting words. You make sure that your words help the reader get a picture in his mind when he reads them.

Revising your writing is important. The changes you make can turn boring words into exciting words. It can make your ideas come alive. Don't be afraid to make changes. The first time you write on a topic, you get your ideas down on paper. Revising your writing is cleaning it up. It's making it ready for readers to enjoy.

Name: \_\_\_\_\_

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What does it mean to revise your writing?

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2) Do professional writers have to revise their writing?

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3) What are three things you can check or change when you revise your writing?

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Do you recognize this character? It's Arthur Rackham's Cheshire Cat from his illustration's in Lewis Carroll's "Alice in Wonderland." (Arthur Rackham/Jim Barnes)

## Meet the illustrator who brought children's books to life



By Ben Panko *Smithsonian Magazine* | [January 30, 2020](#) |

It started in the late 19th century. Advances were made in printing technology. These advances allowed images to be printed cheaply. They came in lively color. Readers demanded images. They wanted them paired with the words they were buying. Those two factors led to the rise of a so-called "Golden Age of Illustration." One of the leading figures of this age was an artist. He was English. That artist was Arthur Rackham. He was born on September 19, 1867. He was born in

Lewisham. It is a borough in South London.

You might not know his name. But you'll know his illustrations. Rackham created fantastical creatures. He created fantastical people. They decorated the pages of the children's books. The books were published in the early 20th century. Rackham was modest in appearance. He had a humble manner. He worked as a junior insurance clerk. That was before starting part-time at the Lambeth School of Art. That's where he began to translate a youthful passion. That passion was for books. He turned his passion into vivid illustrations. These were paired with works of classic literature.

Rackham had an expressive style of art. It was detailed. It made his instantly recognizable. One example were his iconic drawings of scenes in Grimm Brothers' Fairy Tales. Maria Popova is with Brain Pickings. She offers her thoughts on the other artists to tackle Lewis Carroll's Alice in Wonderland. She offers that none did more for the work than Rackham. He made graphic designs for a 1907 printing. These influence the visual vocabulary of the story even today.



# Dream Jobs: Children's author

By Hailee Romain, adapted by Newsela staff on 05.07.18

Word Count **593**

Level **340L**



Image 1. Children's author Kathleen Benner Duple holds up a selection of the books she's written. Duple first decided to become a writer in the third grade. Photo courtesy of Kathleen Benner Duple

Kathleen Benner Duple is a writer. She writes books for children and teenagers. Her work is historical fiction. The stories are made-up. But they are based on real events in history.

## What made you want to be a writer?

When I was in third grade, I wrote a story. It was about a piece of paper that gets dropped into a pile of leaves. Today, I do not think the story was very good. But my teacher read it. She said, "You should really think about being a writer." That was it. That was what I wanted to do ever since.

## How do you write a book?

The first step is getting an idea. That idea can come from anywhere. It could come from a story someone tells you. It could come from a newspaper article. Many times, an idea comes from something that happens to you.



Once you have an idea, you are ready to start. It helps to make an outline first. An outline is a list. It includes all the things that happen in your story. You do not always have to follow it. Your story might change as you write it. It might take on a life of its own. The characters may take some surprising turns, too.

**What is your favorite part of writing? What is your least favorite?**

My favorite part is when I first get an idea. I get very excited.

My least favorite part is editing. Editing is hard. In your head, the story is supposed to be a certain way. But the editor publishing your book may not agree. They may think it should be another way. Then you have to make changes. It takes a long time. From start to finish, it can take years.



**How do you deal with criticism?**

You have to be tough to be a writer. Not everyone will like your writing. But you cannot take it personally. You cannot start to think your writing is bad. You have to tell yourself: "This person is helping me grow as a writer." That is helpful, too.

**Do you ever have writer's block?**

All writers get stuck at some point. When that happens, I take a break. I go do something else for a while. I may take a walk. Sometimes I go to the movies. My mind keeps working in the background. Suddenly an answer will pop into my head!

**Where do you write?**

I work and write in an office. My office is in my home, though. It can get lonely. I work by myself all day. But it is nice to get to work in pajamas!



**What is your advice for kids who want to be writers?**

Do not be afraid to try. Just keep writing over and over again. Writing is just like anything else. It takes a lot of practice to get good at it. You cannot walk into a hospital and instantly be a doctor, right? The same is true about writing. You cannot be a writer without a lot of practice.

## Quiz

- 1 Read the paragraph from the introduction [paragraph 1].

*Kathleen Benner Duple is a writer. She writes books for children and teenagers. Her work is historical fiction. The stories are made up. But they are based on real events in history.*

What information can the reader get by reading this paragraph?

- (A) why Ms. Duple decided to be a writer
- (B) what type of books Ms. Duple writes
- (C) when Ms. Duple wrote her first book
- (D) how popular Ms. Duple's books are

- 2 Which answer choice is a section title?

- (A) "Dream Jobs: Children's author"
- (B) She said, "You should really think about being a writer."
- (C) "This person is helping me grow as a writer."
- (D) "Do you ever have writer's block?"

- 3 What is the author's purpose for writing the article?

- (A) to show how much money authors make
- (B) to teach the reader about historical fiction
- (C) to show what it is like to be a writer for kids
- (D) to tell stories about working in pajamas

- 4 Kathleen Benner Duple has an opinion about working from home.

Which sentence from the article shows this?

- (A) From start to finish, it can take years.
- (B) You cannot start to think your writing is bad.
- (C) My office is in my home, though.
- (D) But it is nice to get to work in pajamas!

# Writing Ideas K-2 Elementary Week #1

Students can draw pictures and/or compose sentences and/or paragraphs to respond to the prompts and ideas below. This will vary depending on their grade level.

## **Narrative**

- Your teacher announces you have 6 weeks off from school? Write a story or personal narrative about your adventures.

## **Opinion/Argument**

- Should students be able to grade their teachers? Why or why not? Provide examples and details to support your opinion/argument.

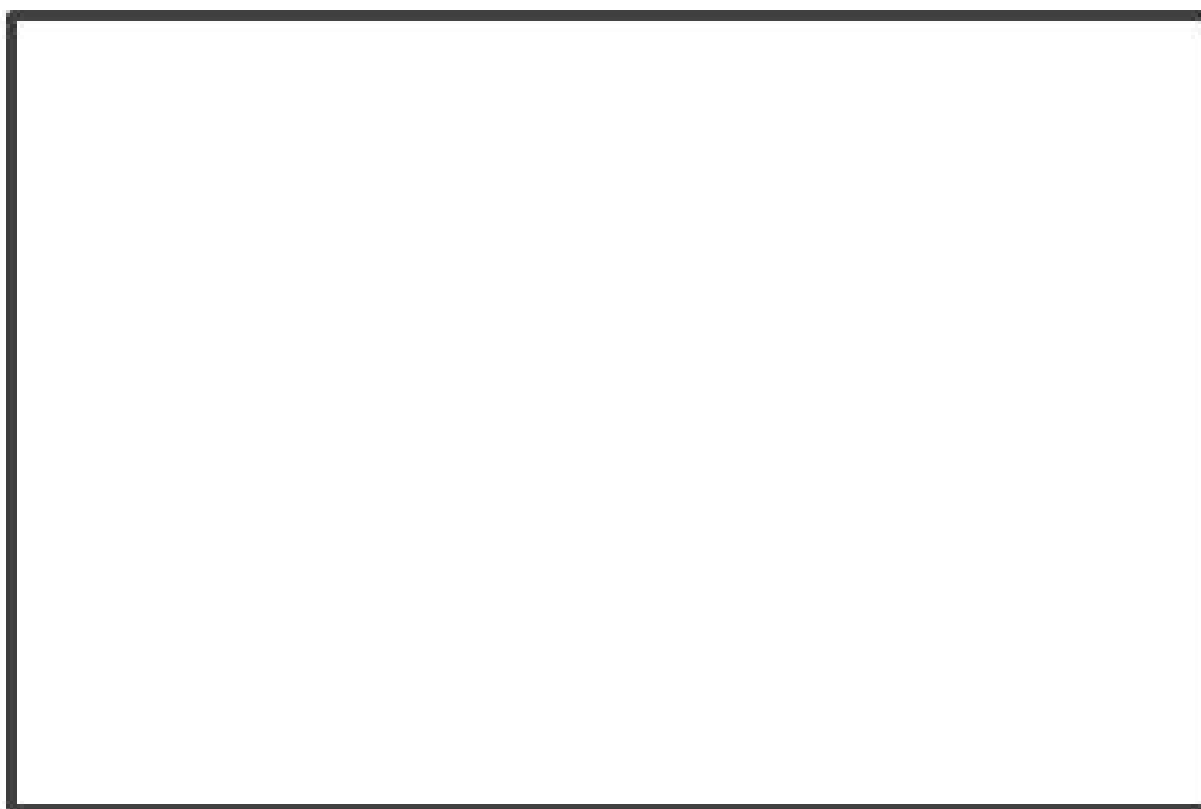
## **Informational/Explanatory**

- What is something you are really good at and that you could teach others? Write a paper describing the process to accomplish this. Add enough detail so your reader can learn how to do the same thing?

## **Writing in Response to Reading Bingo**

Complete the Bingo board by engaging in various writing ideas from this week's reading selections. Try to get 3-in-a row!

Write a letter to a friend explaining what an author and/or illustrator does? Add details to your writing to support this topic.	Write about how the two reading selections <b>Meet the illustrator who brought children's books to life</b> and <b>Dream Jobs: Children's author</b> similar and/or different?	Pick something from the reading selections that you would like to learn more about. Research that topic and write an informational/explanatory piece about what you learned.
What do you like to play? Draw a picture about what you like to do when you play. Write a poem, song, or story about your favorite thing to do when you play!	<b>WRITER'S CHOICE</b>	Rhyming words is fun! Write your own rhyming sentence, paragraph, poem, song, or story!
If you were an author and/or illustrator, what would you write about? Describe the type of author and/or illustrator you would be.	Select various vocabulary words from the reading you did and use those words to write a poem or song!	Choose a topic! Write and illustrate your own book on that topic.



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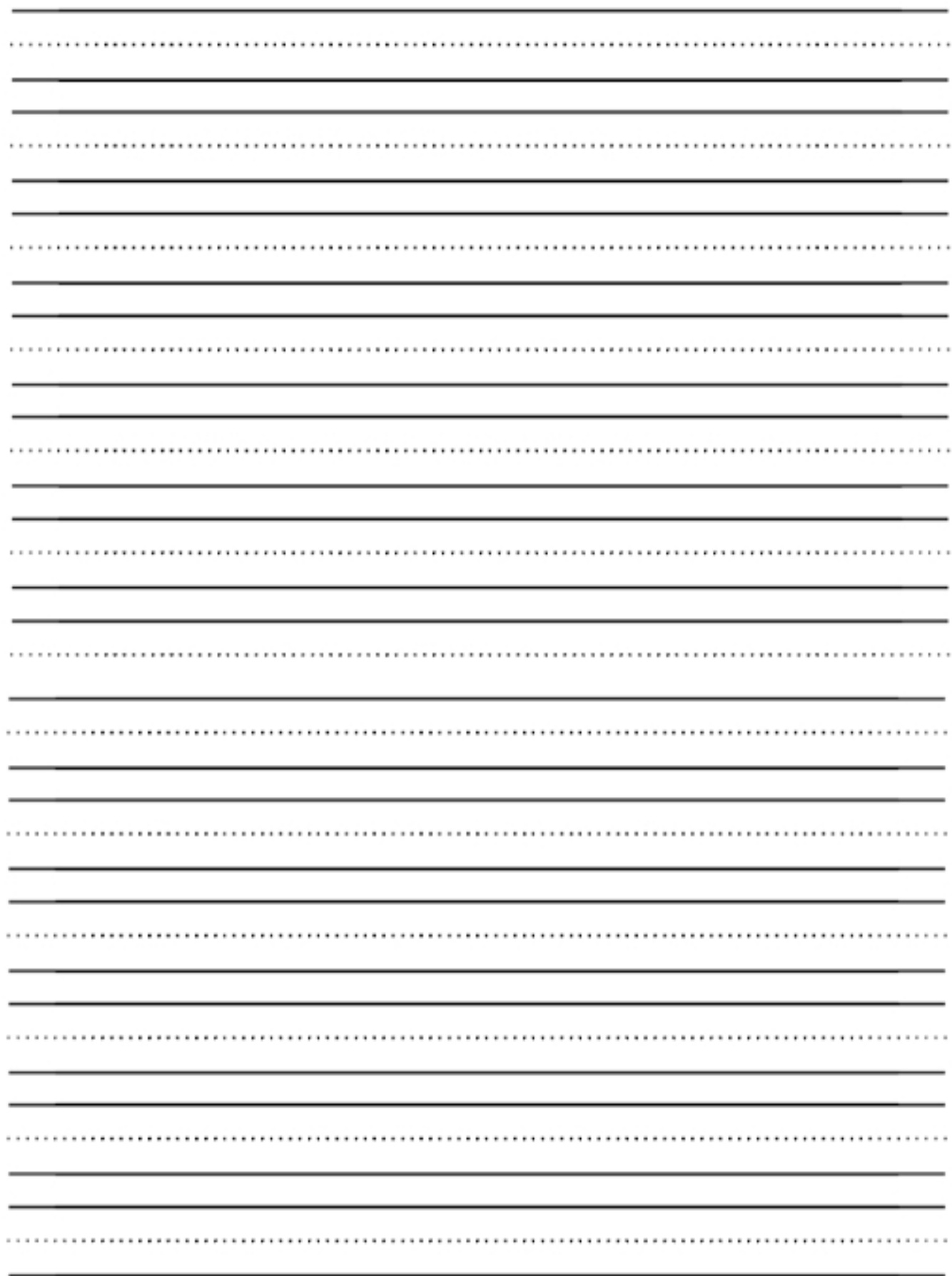
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# English Language Learners K-2

## Reading

- Read the poem “Spring” by yourself or with someone in your family.

## Speaking

- Tell someone in your family what your favorite things to do in the spring time are?
- What is the weather like in the spring time where you live?
- Have you ever lived in another place? If yes, talk about what the spring time weather was like in your previous home.

## Listening

- Have someone else in your family read the poem aloud to you.
- Close your eyes while you listen to the poem and imagine pictures in your mind that match the words in the poem.

## Writing

- In the box under the poem, illustrate a picture to go with the poem.
- Label your picture with words from the poem.

# Spring

Spring, spring is coming soon,  
Grass is green and flowers bloom,  
Birds returning from the south,  
Bees are buzzing all about,  
Leaves are budding everywhere,  
Spring, spring is finally here!

Illustrate a picture for the poem





The magic number is 15.

		6
4	9	

# Magic Squares

**Materials:** Magic Squares cards

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1. Choose a magic square. Draw the square in your math notebook or on a sheet of paper.
2. Use addition to complete the magic square. Each row, column and diagonal must add up to the same sum (the magic number).
3. Complete the other magic squares in the set.
4. Make your own magic square for your math partner to solve.

A.

The magic number is **20**.

		16
10	8	

The magic number is **15**.

		6
4	9	

C.

The magic number is **10**.

4	2	
		3

D.

The magic number is **48**.

19		
	16	18

F.

The magic number is **75**.

		22
23		28

H.

The magic number is \_\_\_\_


E.

The magic number is **45**.

18		
13	15	

G.

The magic number is **105**.

34	33	
32		

## Coding Unplugged

Many parents may feel that teaching coding to younger children may be too complex, or may be worried about their screen time. But with these unplugged activities, anyone can learn the concept of coding easily without using a computer at all. If you enjoy this activity and want to try some coding. Visit [code.org](https://code.org) and create a free account.

**What is coding and computer programming?** Coding is a set of instructions written by a programmer, that the computer carries out. Sequential activities help children learn different aspects of computer coding.

### 1.Feed The Mouse

This game teaches children about **algorithms**, which is a group of instructions written by the programmer to tell the computer what to do. They will also learn the concept of **debugging**, which is how to fix a problem in a program.

In this game, teachers and parents can design a path for the mouse using a deck of card and place some yummy treats for him throughout the path.



The objective of the game is to move the mouse through the path without missing any treats on its way.

## **Materials Needed**

A deck of cards

A toy Mouse (or any object)

A few toy yummy treats (or any objects)

## **How to play**

One child acts as the Computer (who moves the mouse by listening to the programmer's instructions ). The other child acts as the Programmer (who gives the commands). The Programmer gives verbal instructions like 'Move Forward' (state how many card spaces), 'Move Backward' (state how many card spaces), and 'Turn Right' or 'Turn Left' to guide the computer/mouse throughout the path, without missing any of the yummy treats.

The challenge level of the game can be increased by creating a more complex maze and putting obstacles in pathways that the mouse has to escape from or maneuver around.