

# K-2 At-Home Learning Resources

## (Yellow Packet)

### Week #4

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/programs/at-home-learning/pre-k-elementary-resources>



### Letter Cube Blending



#### Objective

The student will blend sounds of letters to make words.



#### Materials

- ▶ Letter cubes (Activity Master P.036.AM1a - P.036.AM1c)  
*Copy on card stock, laminate, cut, and assemble.*
- ▶ Student sheet (Activity Master P.036.SS)
- ▶ Pencils



#### Activity

Students make words using consonant and vowel cubes.

1. Place the three cubes on a flat surface. Provide each student with a student sheet.
2. Taking turns, students roll the cubes. Place each cube on the matching number on the student sheet. Say the sound of each letter, blend them, and read the word orally (e.g., "/k//o//b/, cob").
3. Determine if the word is real or nonsense and record it in the corresponding column on the student sheet.
4. Continue until at least ten words are recorded.
5. Teacher evaluation

**Name** \_\_\_\_\_

P.036.SS

Letter Cube Blending

Cubes

c

o

b

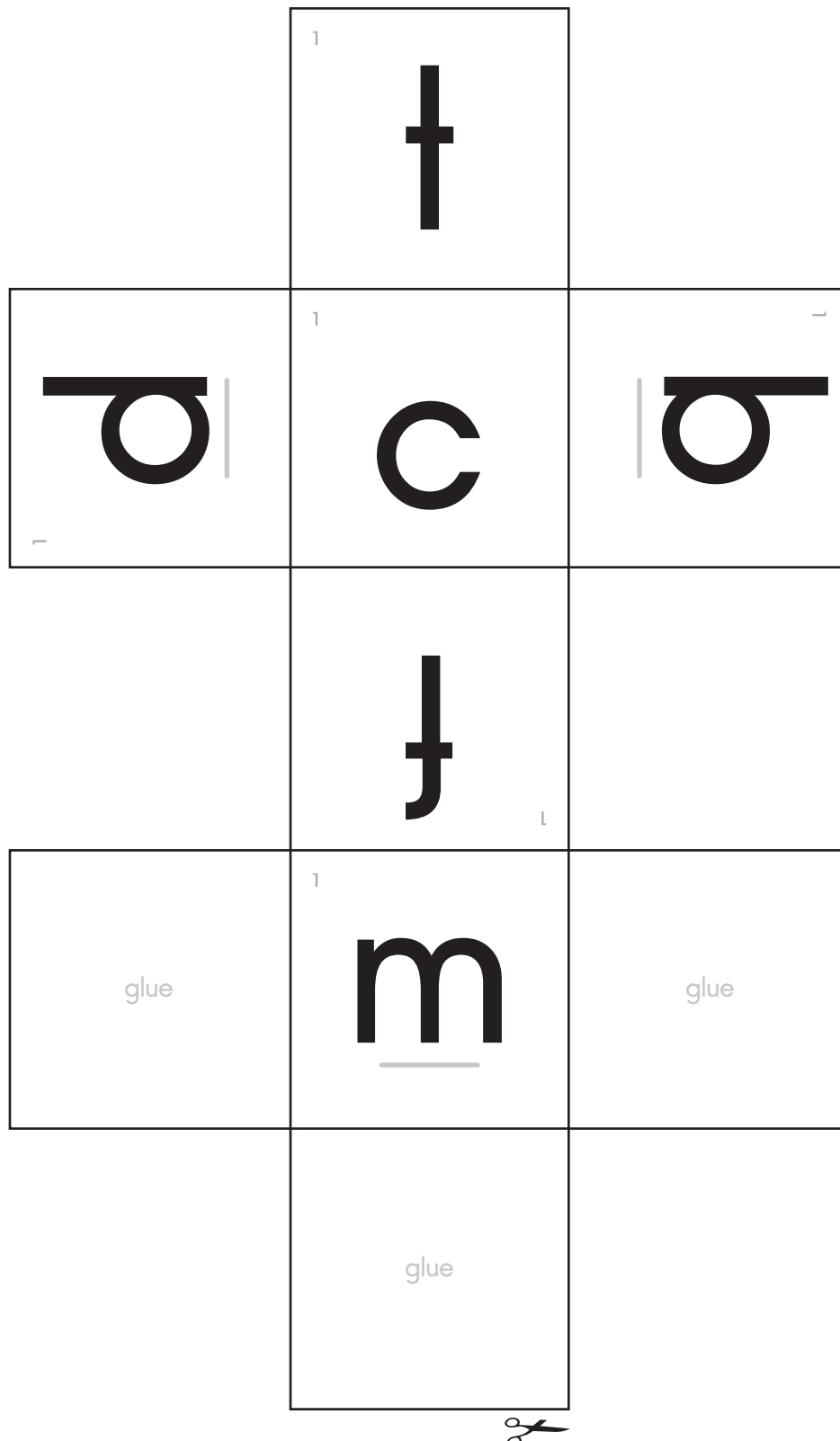
Real words	Nonsense words
cot	
cob	

©2005 The Florida Center for Reading Research (Revised, 2008) K-1 Student Center Activities: Phonics



#### Extensions and Adaptations

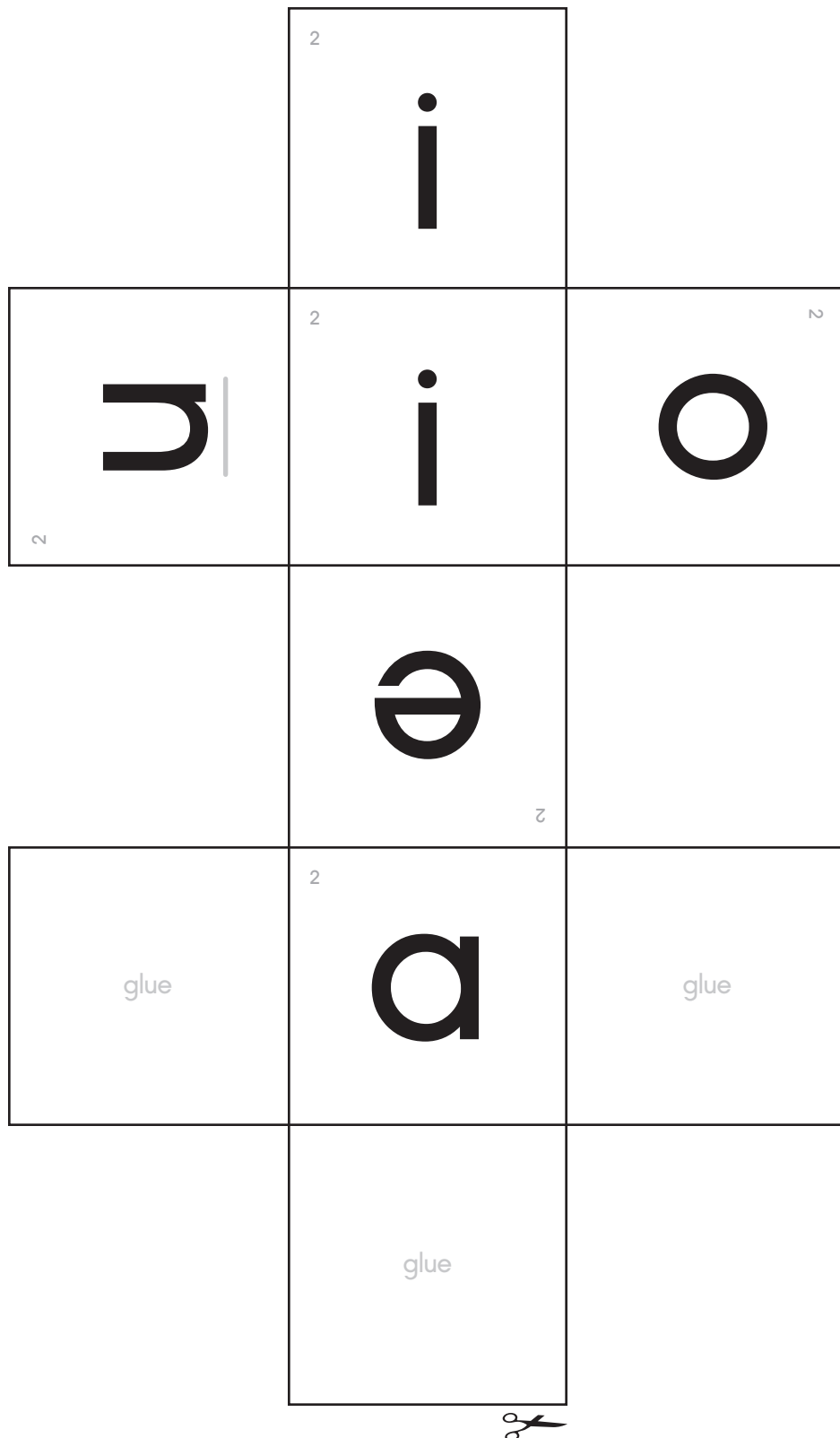
- ▶ Complete an open sort with the words from the compiled lists.
- ▶ Use a timer to make as many real words as possible in a minute.

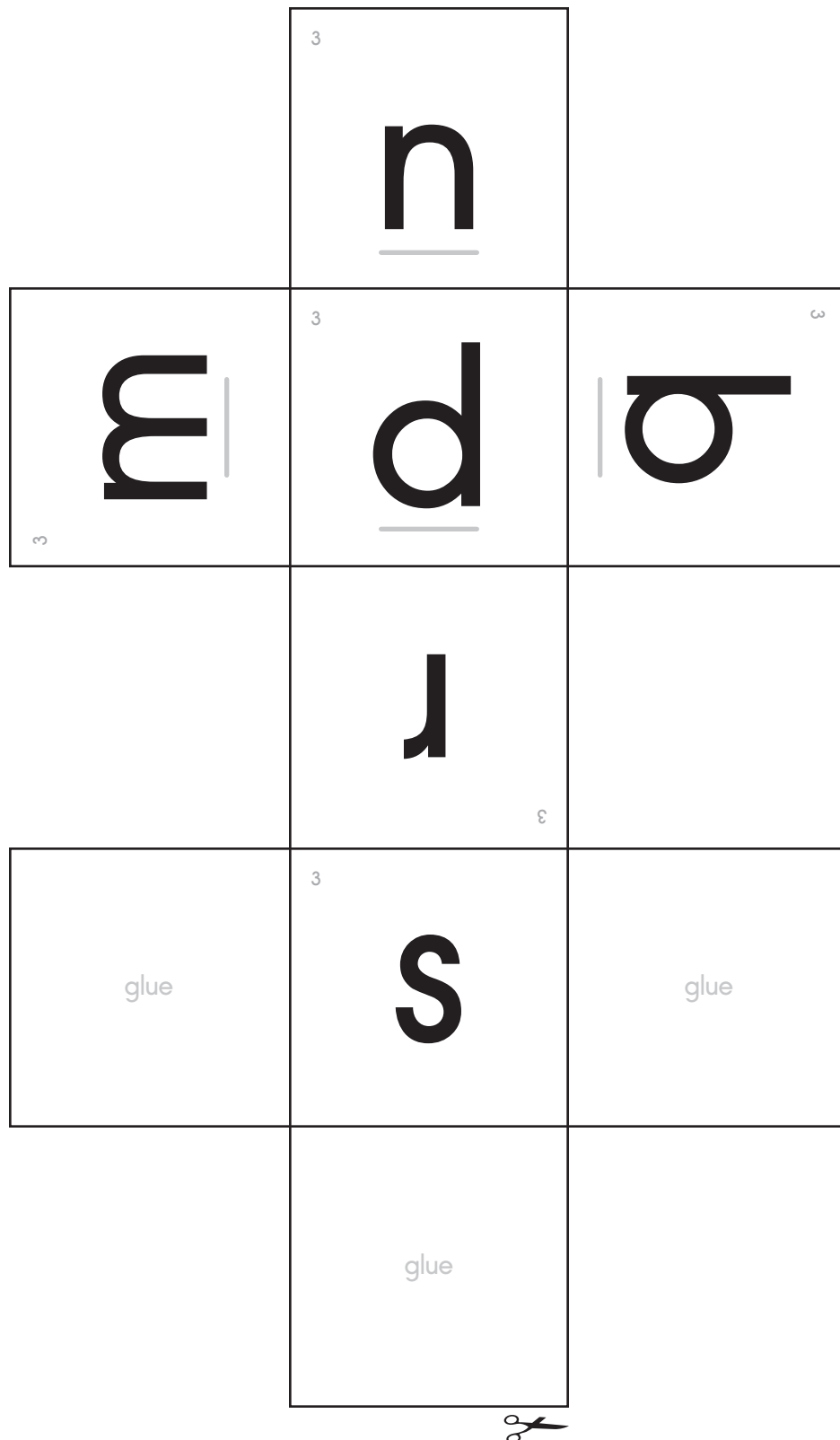


# Phonics

## Letter Cube Blending

P.036.AM1b





Name \_\_\_\_\_

Letter Cube Blending

P.036.SS

## Cubes

1

2

3

Real words

Nonsense words

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Objective**

The student will gain speed and accuracy in reading words.

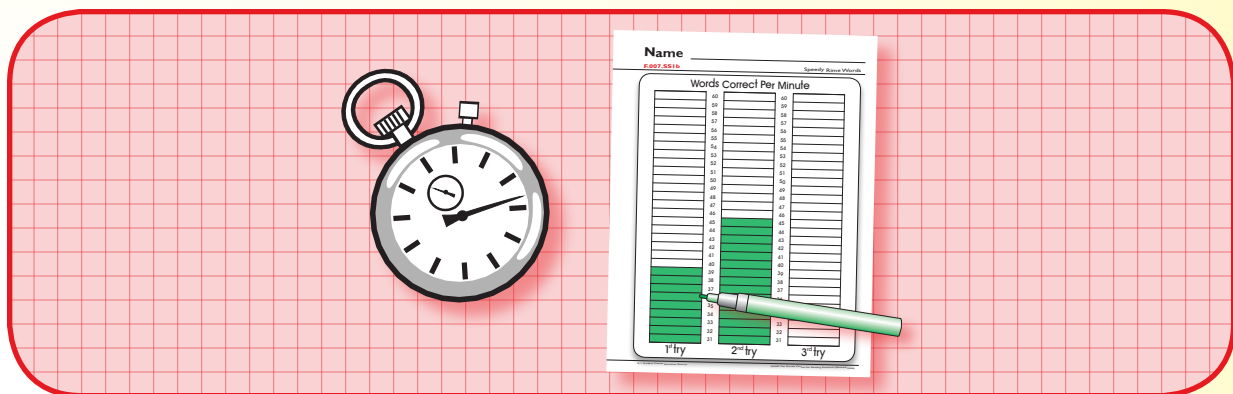
**Materials**

- ▶ High frequency word practice sheets (Activity Master F.010.AM1a - F.010.AM1b)  
*Select target practice sheet, make two copies, and laminate.*
- ▶ Words correct per minute graph student sheet (Activity Master F.007.SS1a - F.007.SS1d)  
*Choose or make a graph appropriate to students' fluency level.*
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

**Activity**

Students quickly read words on a practice sheet in a timed activity.

1. Place two copies of the target word practice sheet, timer, and Vis-a-Vis® markers at the center. Provide each student with a words correct per minute graph.
2. Taking turns, students practice reading the words aloud to each other before beginning the timing.
3. Student one sets the timer for one minute and tells student two to "begin." Student two reads the words across the page while student one follows on his copy and uses a Vis-a-Vis® marker to mark any words that are read incorrectly. If all the words on the sheet are read, goes back to the top and continues reading.
4. When the timer goes off, student one circles the last word read. Counts the number of words read correctly.
5. Student two graphs the number of words read correctly on his words correct per minute graph.
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**

- ▶ Use other high frequency words (Activity Master P.HFWC.001-P.HFWC.050 in Phonics).
- ▶ Time and record how long it takes to read all the words (Activity Master F.003.SS).

# Fluency

Fast Words

F.010.AM1a

the

of

and

a

to

in

is

you

that

it

he

was

for

on

are

as

with

his

they

I

at

be

this

have

from

or

one

had

by

word

but

not

high frequency words



what

all

were

we

when

your

can

said

there

use

and

each

which

she

do

how

their

if

will

up

other

about

out

many

then

them

these

so

some

her

would

make

high frequency words

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

Speedy Rime Words

**F.007.SS1a**

## Words Correct Per Minute

30			
29			
28			
27			
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			

1<sup>st</sup> try

2<sup>nd</sup> try

3<sup>rd</sup> try

Name \_\_\_\_\_

**F.007.SS1b**

Speedy Rime Words

## Words Correct Per Minute

60			
59			
58			
57			
56			
55			
54			
53			
52			
51			
50			
49			
48			
47			
46			
45			
44			
43			
42			
41			
40			
39			
38			
37			
36			
35			
34			
33			
32			
31			
	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try

Name \_\_\_\_\_

Speedy Rime Words

**F.007.SS1c**

## Words Correct Per Minute

90			
89			
88			
87			
86			
85			
84			
83			
82			
81			
80			
79			
78			
77			
76			
75			
74			
73			
72			
71			
70			
69			
68			
67			
66			
65			
64			
63			
62			
61			

1<sup>st</sup> try

2<sup>nd</sup> try

3<sup>rd</sup> try

## Speedy Rime Words

[illegible]

3<sup>rd</sup> try



### Objective

The student will identify the meaning of contractions.



### Materials

- ▶ Contraction Connection game board (Activity Master V.002.AM1)
- ▶ Contraction word cards (Activity Master V.002.AM2)
- ▶ Student sheet (Activity Master V.002.SS)
- ▶ Pencils



### Activity

Students match words to contractions on a game board.

1. Place the Contraction Connection game board at the center. Scatter contraction word cards with the contractions face down on a flat surface (e.g., “you’re” facing down, “you are” facing up). Provide each student with a student sheet.
2. Taking turns, student one selects a word card, reads the words ( e.g., “you are”), looks at the board, finds the matching contraction (i.e., you’re), and covers it with the word card. Student two turns the word card over to the contraction side and reads it.
3. If correct, each student writes the words and the contraction on the student sheet. If incorrect, return word card to its original position.
4. Reverse roles and continue until all matches are made and student sheet is complete.
5. Teacher evaluation

Contraction	Words
we're	we are
she's	she is



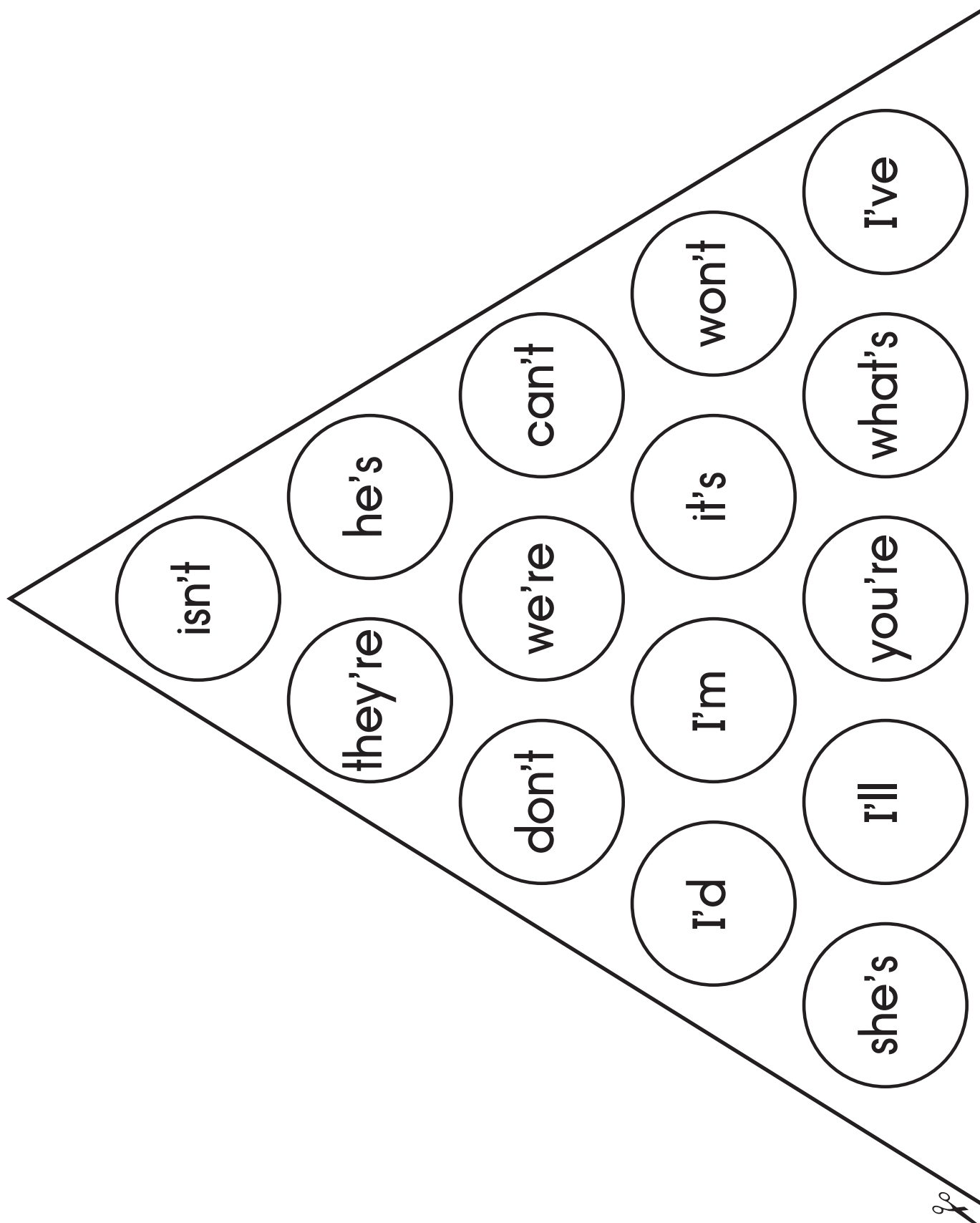
### Extensions and Adaptations

- ▶ Use each contraction to write a sentence.

# Vocabulary

Contraction Connection

V.002.AM1



contraction connection game board

I will	cannot	do not	is not	will not
she is	it is	what is	I would	I have
I am	you are	they are	we are	he is
I'm	you're	they're	we're	he's
she's	it's	what's	I'd	I've
I'll	can't	don't	isn't	won't



1. Copy the Activity Master.
2. Cut out the word grid on the outside dotted line only.
3. Fold the two sets of words on the bold line.
4. Glue pages back-to-back.
5. Laminate
6. Cut the squares apart.



**Name** \_\_\_\_\_

## Contraction Connection

## V.002.SS

[illegible]

# 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?

## Snack in the Sack

Focus: Words in the -ack family



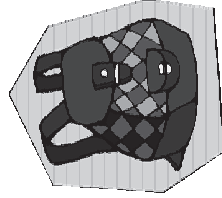
This is a sack.

This is a snack.

I pack my snack.

The snack is in the sack.

I put the sack in my backpack.



Jack has some tacks.

He put the tacks into a stack.

His tacks are black.

He has a stack of black tacks.



Jack has some tacks.

I have a snack.

His tacks are in a stack.

My snack is in my backpack.

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

1) What is in the sack?

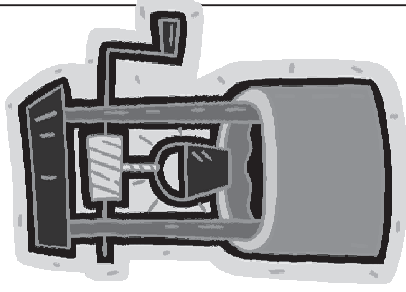
2) What does Jack have?

3) Where is my snack?

## Who Fell into the Well?

Focus: Words in the -ell family

I have a well I want to sell.  
There was no way people  
could fall into the well.  
The lid on the well fell.  
The people on the lid fell.  
All the people fell into the well.



I rang the fire bell.  
I had to tell the firemen  
about the people who  
fell into the well.



The firemen could help.  
They helped the people get  
out of the well.  
Now I want to sell the well.

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

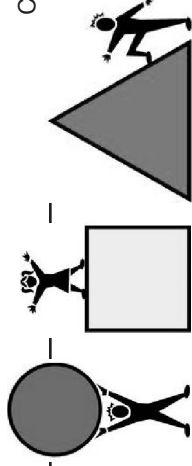
1) Where did the people fall?

2) Who did you tell?

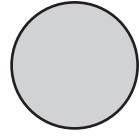
3) What do you want to sell?

## Shapes on a Plane

Cross - Curricular Focus: Mathematics

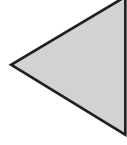


A **plane** does not always fly through the air. It does not always carry people from one place to another. In math, a plane is a flat area. It is home to many different kinds of geometric shapes. Let's take a look at some of the most common geometric shapes.



At first, the **circle** does not look like it belongs with the other shapes. They all have straight edges and sharp corners. A circle has curves.

Did you know the angles you find inside the corners of the other shapes are measured with a circle? An angle's measurement tells how much of a circle it is. So, circle does belong.



A **triangle** has three sides. It also has three angles. It has three vertices (corners), too. There are different kinds of triangles. They are named for the lengths of their sides and size of their angles.



A **rectangle** has four sides and four right angles. Right angles make the corners

perfectly square. If all the sides of a rectangle are the same length, it is a special kind of rectangle. You may know it by its more common name, a square.



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) Geometric shapes live in a flat world. What is it called?

\_\_\_\_\_

2) How is a circle different from the other geometric shapes?

\_\_\_\_\_

3) What is the difference between a rectangle and a square?

\_\_\_\_\_

4) How many angles does a triangle have?

\_\_\_\_\_

5) What are vertices?

\_\_\_\_\_



The new app allows users to walk on the moon with Neil Armstrong and Buzz Aldrin. (Smithsonian Channel/NASA on The Commons)

## The augmented reality app that lets you experience the moon landing



By Michael Waters *Smithsonian Magazine* | November 15, 2019 |

Americans crowded around grainy televisions. The year was 1969. They saw Neil Armstrong. They saw Buzz Aldrin. They were astronauts. They touched ground on the moon. That moment was amazing for all who watched it.

The Smithsonian Channel launched "Apollo's Moon Shot." It is an augmented reality app. They think it can bring new audiences closer to the experience of the landing than the original footage ever could.

The AR app is on Apple devices. It is on Android devices. It places users on the surface of the moon. It lets them virtually escape their own surroundings. Users can moonwalk like Aldrin and Armstrong. They will see craters. The craters dot the landscape. They can jump up and down. They are in a state of altered gravity. They can gaze out at the darkening sky. The app also includes information. It is about the landing. It is part of its design.

"It makes the landing more interactive. It allows people to bring the Apollo program into their own experience," says Teasel Muir-Harmony. She is a curator. She works at the National Air and Space Museum.

The app's developers used 3-D scans. They scanned Neil Armstrong's space suit. They scanned the Lunar Command Module. It placed the astronauts on the moon. They did this to copy the feeling of the landing. And to copy the scale of the landing.

Users can do more than walk on the moon. The app allows users to mimic the mission takeoff. It charts Apollo's path. It moves through the moon's airspace. It includes two games.

One game is called "The Moon Shot Challenge." The other game is called "Lunar Landing Challenge." The games test users' ability. Players guide a safe landing. They move through a lunar terrain. It is dotted with boulders. It is dotted with craters.

The Smithsonian Channel launched the app in June. It goes along with a six-part series. That series is "Apollo's Moon Shot." The series has Muir-Harmony. She is an expert. She narrates the story. The story is the Apollo 11 landing. She tells the story with artifacts. They are in the Smithsonian collection. The series also shows rare archival footage. It also uses audiotapes.

Muir Harmony consulted on the television series. She also consulted on the app. The goal was to highlight a new side of the moon landing. It shows a side that much of the public hasn't encountered.

"We often focus on the astronauts. But over 400,000 people worked on the program," she says.

Teams of NASA scientists worked under tight deadlines. They needed to map out ways to make day-to-day life work in space. A group of engineers cobbled together personal items. One such item was a zero-gravity sleeping bag. It was for the astronauts. They developed exercise equipment. It was later dubbed the Exergenie. It was a "rope friction device." It let astronauts work out even in a weightless environment.

"One of the things that people don't always realize is how many details were involved in a program like that. How many new technologies had to be developed. And how many people had to work together to make it all possible," said Muir-Harmony.

The point of the app is to show these forgotten shades of the Apollo landing. They want to bring them to people who may have a hard time visiting the Air and Space Museum.

"The series and the app do a wonderful job of exposing people to the complexities of that program," said Muir-Harmony.

"It's exciting for us to be able use augmented reality to give people more access to the artifacts in our national collections.



# Alyssa Carson is training to go to Mars someday

By Shayna Orens, Newsela on 06.08.18

Word Count **416**

Level **570L**



Alyssa Carson is only 17 years old, but she's already doing all she can to make sure she's prepared to be one of the first people on Mars around 2033. Photo by: Bert Carson

Alyssa Carson has always wanted to go to space. Her dream began when she was just 3 years old.

Now Carson is 17 years old. She's not just dreaming of setting foot on Mars. She is training to go there. If the plan works, she'll be among the first astronauts to make the journey to Mars around 2033.

Carson lives with her father in Baton Rouge, Louisiana. She's finishing up her junior year of high school. When she graduates, she hopes to study astrobiology in college.

An astrobiologist studies the past, present and future of life in the universe. Carson wants to go to a place humans have never been. She thinks astrobiology will prepare her for the trip.

"We don't really know what kinds of experiments we're going to have to do, exactly," she explains. "And new things could come up."

## Setting Up Camp On Mars



Mars One is a company that wants to bring people to Mars. The people would then build homes on Mars. Carson is one of its seven representatives. She is helping Mars One get people excited about living on Mars. "This is something that we could be doing in the very near future," she explains.

NASA is the United States space agency. It is part of the government. NASA's plan is different from the Mars One plan. NASA's plan is for the astronauts to go to Mars and learn about the planet. They won't stay and live there, though. They will return to Earth.

Carson is making sure she's prepared for either type of mission.

The trip to Mars will not be easy. The astronauts will come from different countries. Some will speak different languages.

Carson is prepared, though. She already speaks four languages: English, Spanish, Chinese and French. At space camp, she learned about teamwork between nations. She made friends from other countries. Together, they can make the dream of going to Mars come true.

### **Advice For Other Students**

Carson says other students should learn as much as they can. Students should learn about the things that interest them.

She says students interested in science and math should go to science museums. She also says to share your interests with friends, family and teachers. It can lead to exciting opportunities.

Carson has her heart set on going to Mars. She knows that it's always OK to change your mind, though. It's OK to find a different dream. The important thing is to never give up, she says.

## Quiz

1 What is Carson doing FIRST in the article?

- (A) studying astrobiology
- (B) finishing high school
- (C) making a journey to Mars
- (D) joining NASA

2 HOW has Carson prepared to work with other astronauts?

- (A) She learned four languages and went to space camp.
- (B) She traveled to many other countries to visit them.
- (C) She went to live in Baton Rouge, Louisiana.
- (D) She began dreaming of space at age 3.

3 Read the selection from the introduction.

*"We don't really know what kinds of experiments we're going to have to do, exactly," she explains.  
"And new things could come up."*

HOW does Carson feel about preparing for her trip?

- (A) She is happy that she already learned all she needs to.
- (B) She is excited and needs to learn as much as possible.
- (C) She is worried that she will have to do experiments.
- (D) She is unhappy that she needs to study experiments.

4 WHY did the author write this article?

- (A) to explain that Carson is good at math and science
- (B) to show how NASA will send people to Mars
- (C) to describe Carson's dream of going to Mars
- (D) to convince students to study math and science

# English Language Learners K-2

## Reading

- Read the poem “Anthill” by yourself or with someone in your family.
- How long do you think it takes ants to build their anthill? What other insects or animals build their homes like ants do?

## Speaking

- Tell someone in your family about the poem.
- Have you ever seen an anthill?
- Tell someone in your family about other insect or animal homes that you have seen before.

## 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 and label your picture.
- Make a list of other insects or animals that you know of that make their homes like ants do.

# Anthill

An anthill's a home  
That's made of dry sand.  
Ants build it up grain by grain;  
And if there's a flood,  
Or rain turns it to mud,  
They build it all over again.

Illustrate a picture for the poem



**Make a list of other insects or animals that build their homes...**

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## Writing Ideas K-2 Elementary Week #4

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**

- Funny things happen all the time! Write a story or personal narrative about something funny that happened to you or someone you know. Be sure to include details and have a beginning, middle, and end.

### **Opinion/Argument**

- Write an opinion piece on your favorite sport or sports team. Why is the sport or sports team your favorite? Add reasons, examples, and/or details to support your opinion.

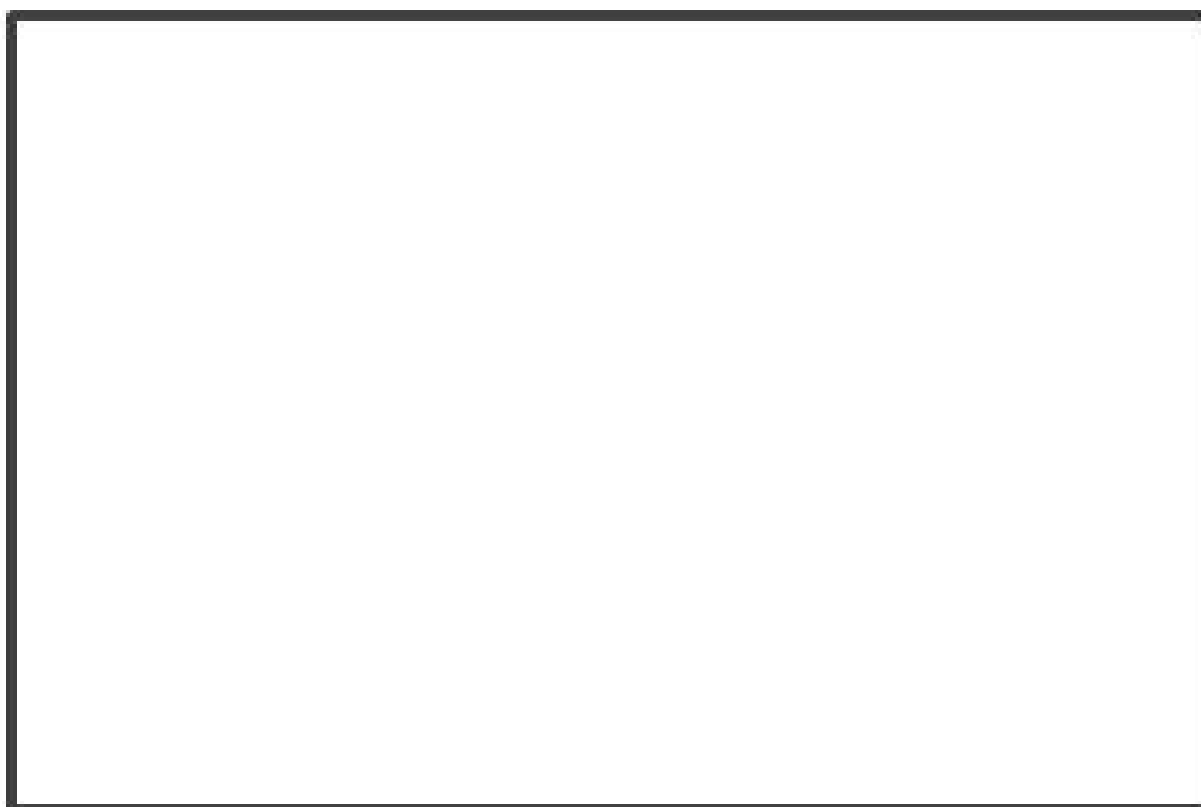
### **Informational/Explanatory**

- What is a state or place that you have always wanted to visit? Write an informational piece about that state or location. Introduce your state or location and add facts, information, and/or details. Be sure to have a conclusion.

## 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 story about an outer space adventure! Create characters, a setting, a problem and a solution. Write your story and be sure to add lots of details to bring your space adventure to life!	Do you know what a well is? What are wells used for? Write an informative paper teaching someone about wells.	Vocabulary words are fun! Write a poem or create some word art with some new or interesting vocabulary from this week's reading! For extra fun, explore <a href="https://wordart.com/create">https://wordart.com/create</a>
There are so many interesting things to learn about Outer Space! Pick a planet or location in space that you would like to learn more about and write an informational paper about what you learned.	<b>WRITER'S CHOICE</b>	What do you know about shapes? Pick a shape and describe it to friend or family member in a letter. List things or objects that come in that shape.
Rhyming words is fun! Write your own rhyming sentences, paragraphs, poem, song, or story that has words that end with -ack and/or -ell!	Write about how the two reading selections <b>The Augmented Reality App that Lets You Experience the Moon Landing</b> and <b>Alyssa Carson is Training to go to Mars Someday</b> are similar and/or different.	What is your favorite snack? Write about your favorite snack describing it to someone else. What does it look like, smell like, and taste like? You can even explain how to make your favorite snack.



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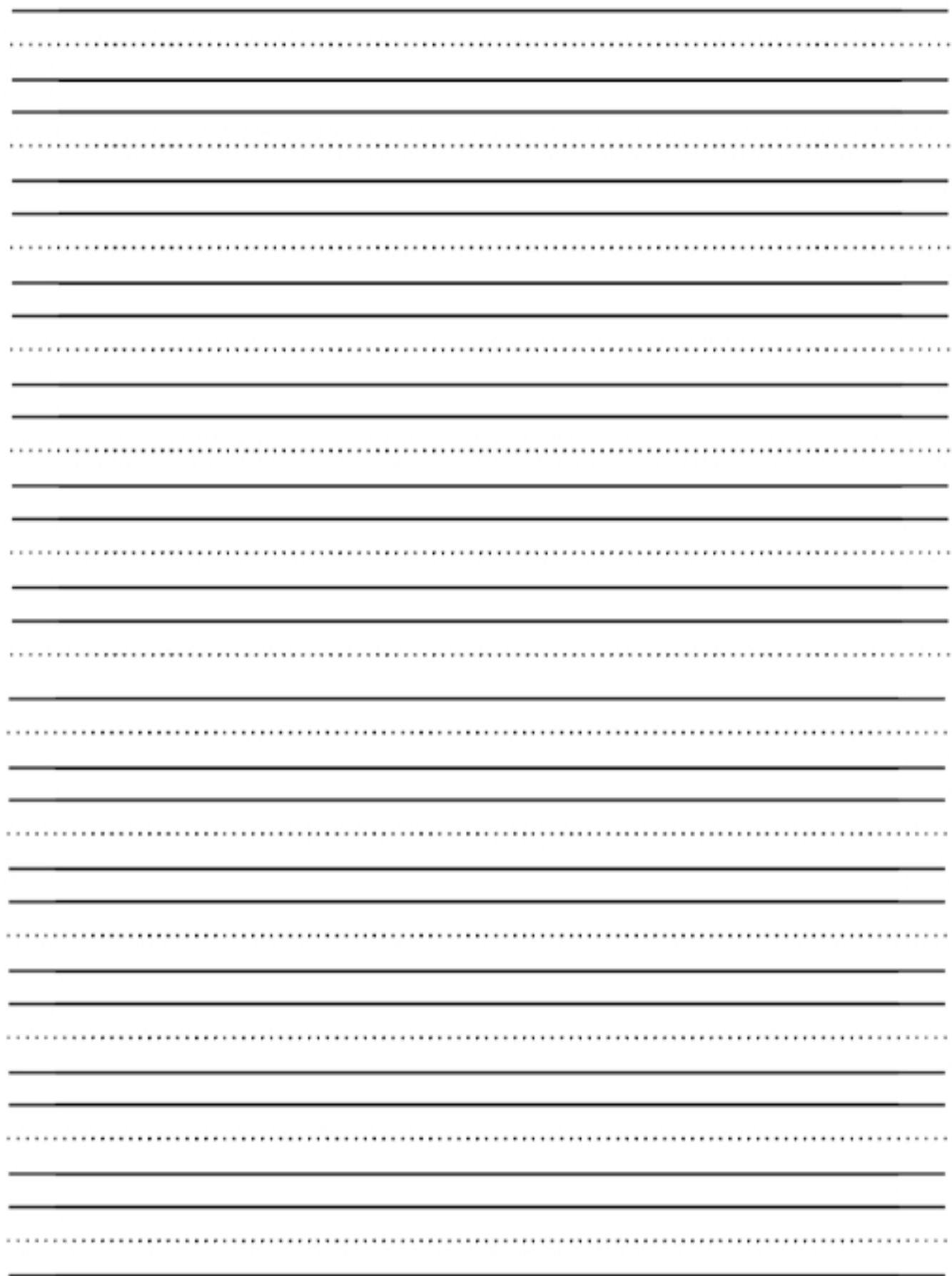
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# Subtraction Fact Sort

**Materials:** Subtraction Fact Sort board and set of cards

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1. Work with a partner. Shuffle the cards and place them facedown in a stack.
2. Take turns to turn over a card and place it on the board. Explain how you could Count On, Use Doubles, or Make a Ten to solve this problem.
3. Keep taking turns until you have placed all cards on the board.

**Count On**

**Use Doubles**

**Make a Ten**

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$$6 - 4$$

$$8 - 7$$

$$9 - 6$$

$$10 - 5$$

$$8 - 4$$

$$11 - 5$$

$$11 - 7$$

$$15 - 9$$

$$13 - 8$$

$$7 - 5$$

$$9 - 8$$

$$10 - 7$$

$$6 - 3$$

$$4 - 2$$

$$9 - 4$$

$$16 - 9$$

$$14 - 8$$

$$12 - 7$$

# Subtraction Fact Sort

**Materials:** Subtraction Fact Sort board and set of cards

---

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2. Take turns to turn over a card and place it on the board. Explain how you could Count On, Use Doubles, or Make a Ten to solve this problem.
3. Keep taking turns until you have placed all cards on the board.
4. Draw a picture in your notebook to show how you sorted the cards. Think of two more problems for each column.

**Count On**

**Use Doubles**

**Make a Ten**

--

--

--

$$15 - 12$$

$$23 - 21$$

$$37 - 36$$

$$13 - 6$$

$$17 - 8$$

$$20 - 10$$

$$23 - 19$$

$$32 - 27$$

$$44 - 38$$

# Subtraction Fact Sort

**Materials:** Subtraction Fact Sort board and set of cards

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1. Work with a partner. Shuffle the cards and place them facedown in a stack.
2. Take turns to turn over a card and place it on the board. Explain how you could Count On, Use Doubles, or Make a Ten to solve this problem.
3. Keep taking turns until you have placed all cards on the board.
4. Draw a picture in your notebook to show how you sorted the cards. Think of two more problems for each column.



**Count On**

**Use Doubles**

**Make a Ten**

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190 - 187

238 - 236

169 - 168

100 - 50

202 - 100

400 - 200

190 - 118

210 - 177

400 - 289

### 3. If/Then Backyard Coding Game

This activity introduces children to the **conditional statements** (If/Then Statements). A conditional statement tells the computer to execute a set of action depending on a specific event.

The objective of the game is to follow the programmer's instructions and perform a particular task .

#### Materials Needed

A backyard or playground

A group of students

#### How to Play

For every round, one child is the Programmer and everyone else are the Computers. The Programmer stands in front of the Computers and gives them commands: "**If** I \_\_\_\_ (fill in the blank), **Then** you \_\_\_\_ (fill in the blank)." For example, the Programmer gave the command "**If** I turn in a circle, **Then** you turn in a circle." Or he can give challenging instructions like "**If** I touch my nose, **Then** you touch your legs."



Photo by [Left Brain Craft Brain](http://info.thinkfun.com/stem-education/6-unplugged-coding-activities-for-hour-of-code)

This Game can be played in different sets of rounds, such as three rounds per child. Everyone can be a programmer during their turn.