

# PreK - K At-Home Learning Resources

## (Pink Packet)

### Week #5

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>



## Objective

The student will identify letters of the alphabet.



## Materials

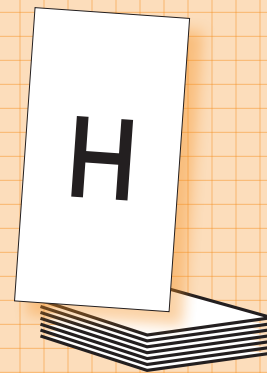
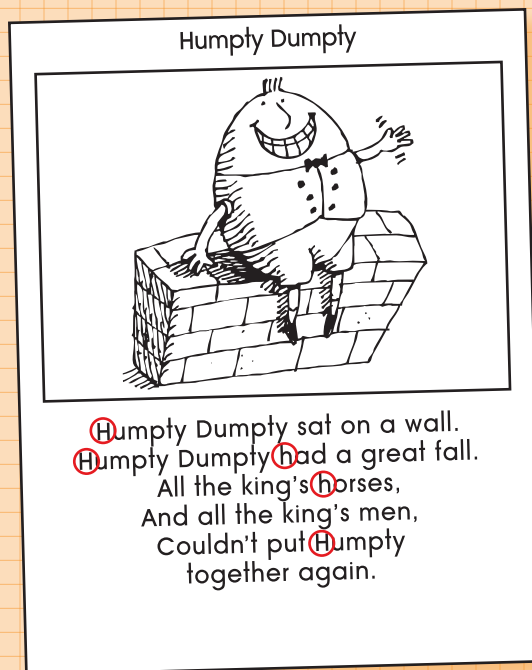
- ▶ Nursery rhymes or poems (Activity Master P.007.AM1a - P.007.AM1j)  
*Laminate or place rhymes in page protectors.*
- ▶ Letter cards (Activity Master P.007.AM2a - P.007.AM2i)  
*Choose target pairs of uppercase and lowercase letter cards.*
- ▶ Vis-à-Vis® markers



## Activity

Students circle a target letter or letters on a nursery rhyme or poem.

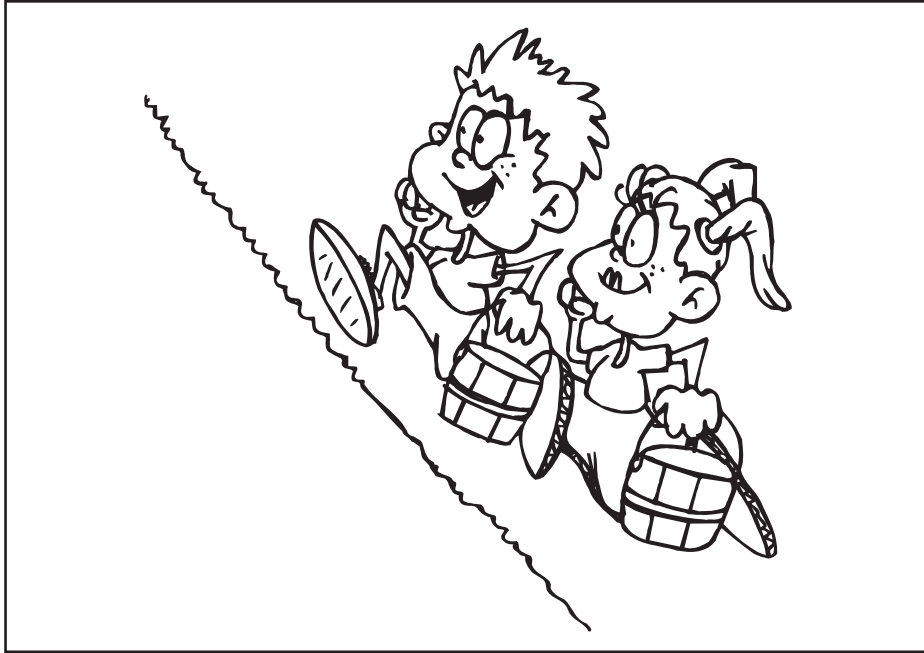
1. Place the rhymes and target letter cards face up on a flat surface. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, student one chooses the uppercase and lowercase cards of a target letter and names it (e.g., "h").
3. Student two chooses a rhyme, finds, and circles the target letter throughout the rhyme.
4. Continue until all rhymes have a target letter circled throughout.
5. Peer evaluation



## Extension and Adaptations

- ▶ Circle high frequency words.
- ▶ Find and circle target letters in a newspaper.

## Jack and Jill



Jack and Jill went up a hill,  
To fetch a pail of water.  
Jack fell down and broke  
his crown,  
And Jill came tumbling after.

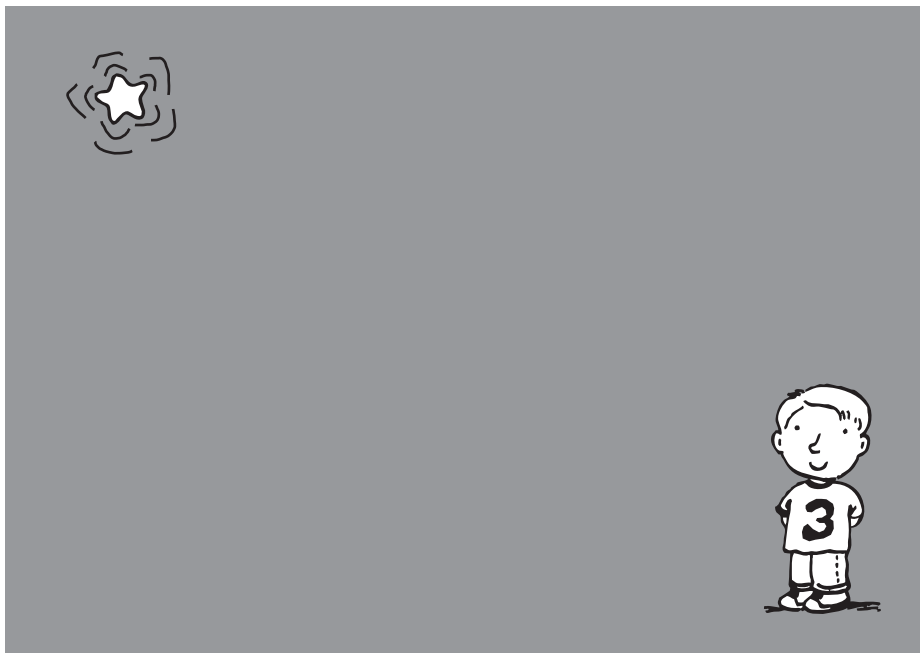
Up Jack got and home did trot,  
As fast as he could caper.  
Went to bed and bound his head,  
With vinegar and brown paper.

## Jack Be Nimble



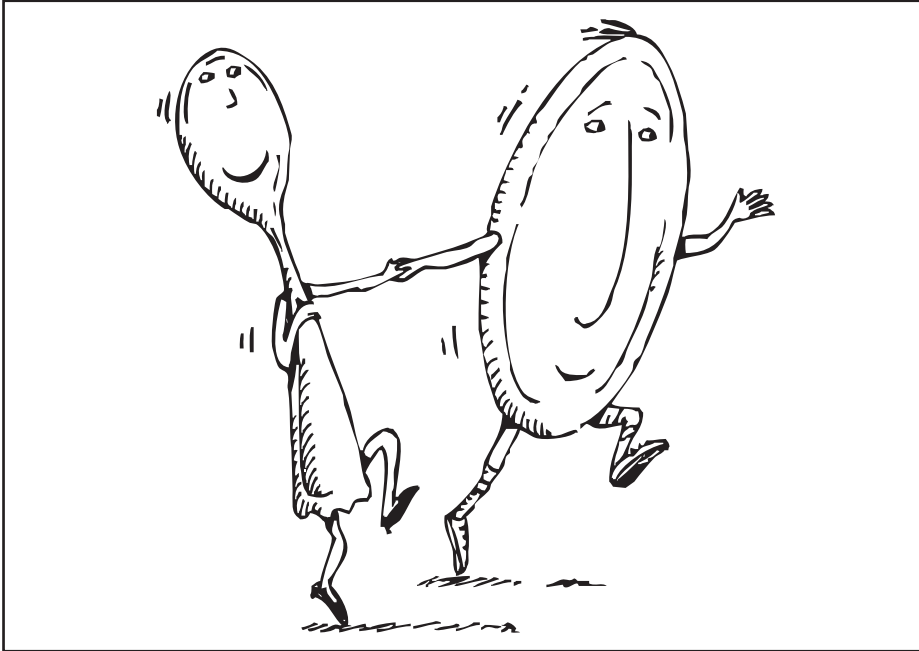
Jack be nimble,  
Jack be quick,  
Jack jump over the  
candlestick.

## Star Light, Star Bright



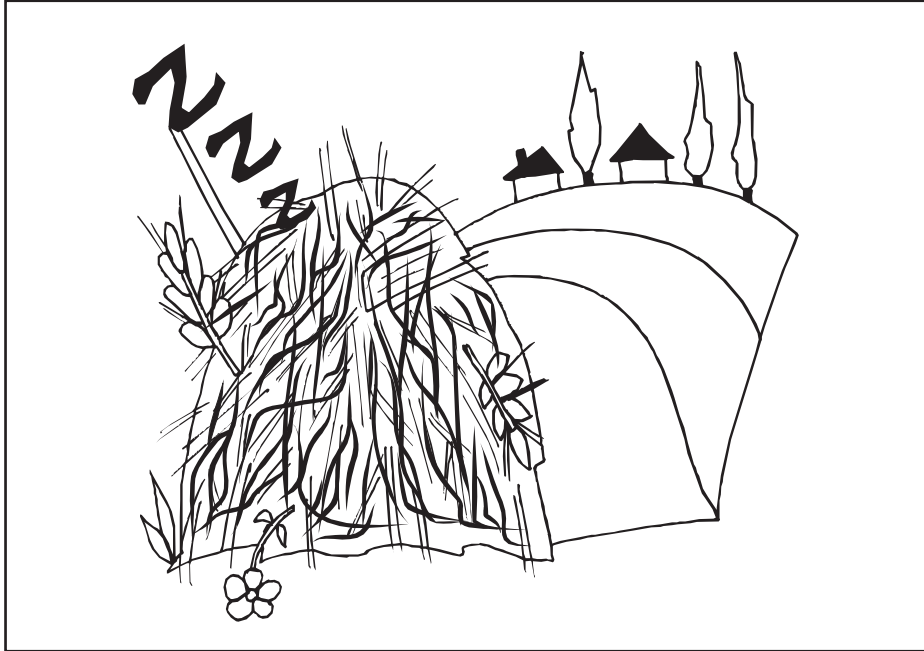
Star light, star bright,  
First star I see tonight,  
I wish I may, I wish I might,  
Have the wish I wish tonight.

## Hey Diddle Diddle



Hey diddle diddle,  
the cat and the fiddle,  
The cow jumped over the  
moon,  
The little dog laughed to  
see such sport,  
And the dish ran away  
with the spoon.

## Little Boy Blue



Little Boy Blue,  
come blow your horn,  
The sheep's in the meadow,  
the cow's in the corn.  
Where is the boy who looks  
after the sheep?  
He's under the haystack,  
fast asleep.

# Phonics

Poetry Pen

P.007.AM2e

Y

Z

a

b

c

d

letter cards





e

f

g

h

i

j



# Phonics

Poetry Pen

P.007.AM2g

k

l

m

n

o

p

letter cards



q

r

s

t

u

v



# Phonics

Poetry Pen

P.007.AM2i

**w**

**x**

**y**

**z**

letter cards



# 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?

# I am 1 Dinosaur




A collection of stories for  
Level - 4

By Clark Ness

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



I am 1   
Dinosaur

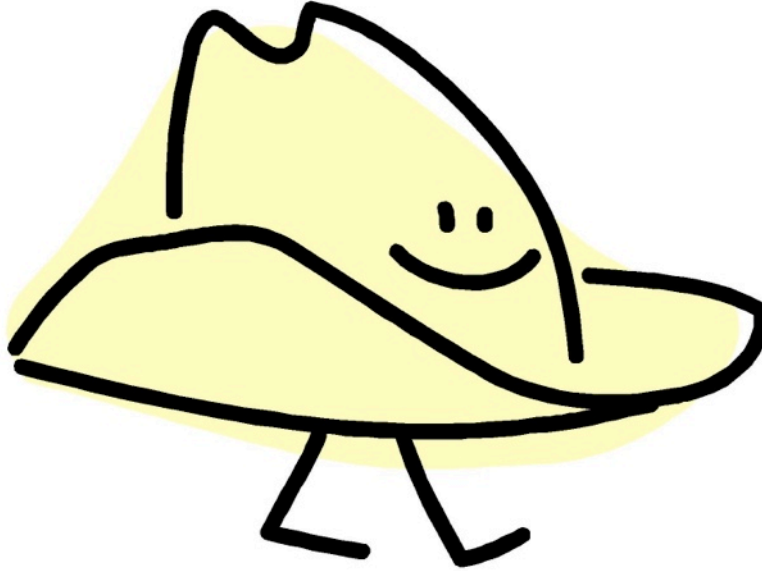
See me.

I am 1   
dinosaur .

See me. See me.

I am 1   
dinosaur .

See me. See me. I am 1   
dinosaur .



I am 1  Hat

See me.



I am 1 hat.

See me. See me.



I am 1 hat.



See me. See me. I am 1 hat.





I am 1 Rat

See me.



I am 1 rat.

See me. See me.



I am 1 rat.



See me. See me. I am 1 rat.



I'm Sam

See me. See me.

I'm Sam.

I see 1  .  
ball

See me. See me.

I am Sam.

I see 1  .  
ball




I See 1

See me. I'm Sam. I see 1.

I see 1  .  
butterfly

See me. I am Sam. I see 1.

I see 1  .  
butterfly

See me. I am Sam. I see 1. I see 1  .  
butterfly



I See 2

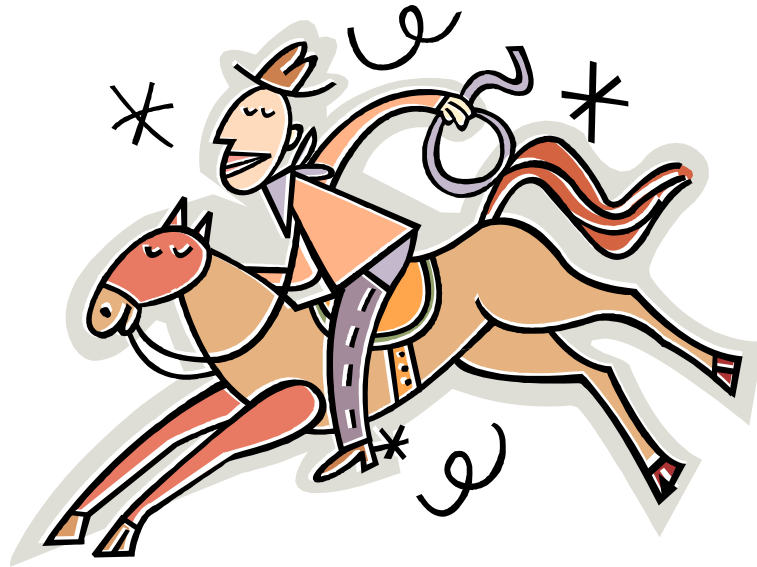
See me. I'm Sam. I see 2.

I see 2  .  
butterflies

See me. I am Sam. I see 2.

I see 2  .  
butterflies

See me. I am Sam. I see 2. I see 2  .  
butterflies



Sam I Am

See me.

Sam I am.

I see 1  .  
horse

See me.

I am Sam.

I see 1  .  
horse



See Me


See me.

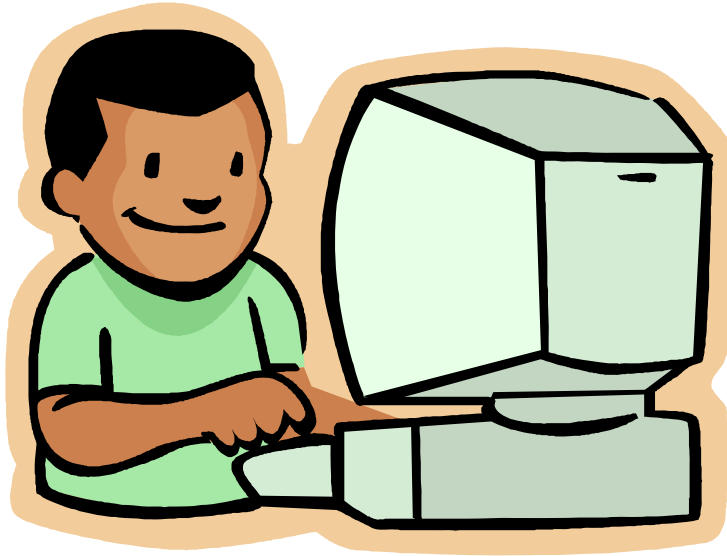
I'm Sam.

I see 1  .  
dog

See me.

I am Sam.

I see 1  .  
dog



See Me, I'm Sam

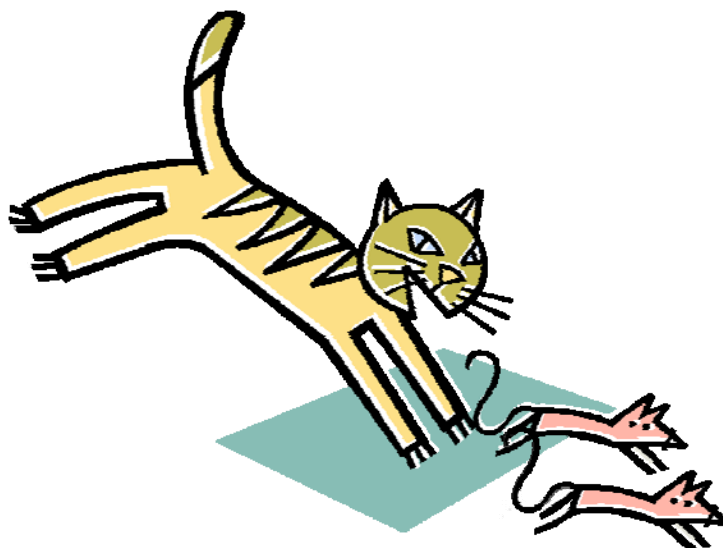
See me. I'm Sam.

I see 1  .  
computer

See me. I am Sam.

I see 1  .  
computer

See me. I am Sam. I see 1  .  
computer




See Me, See Me

See me. See me.

I'm Sam.

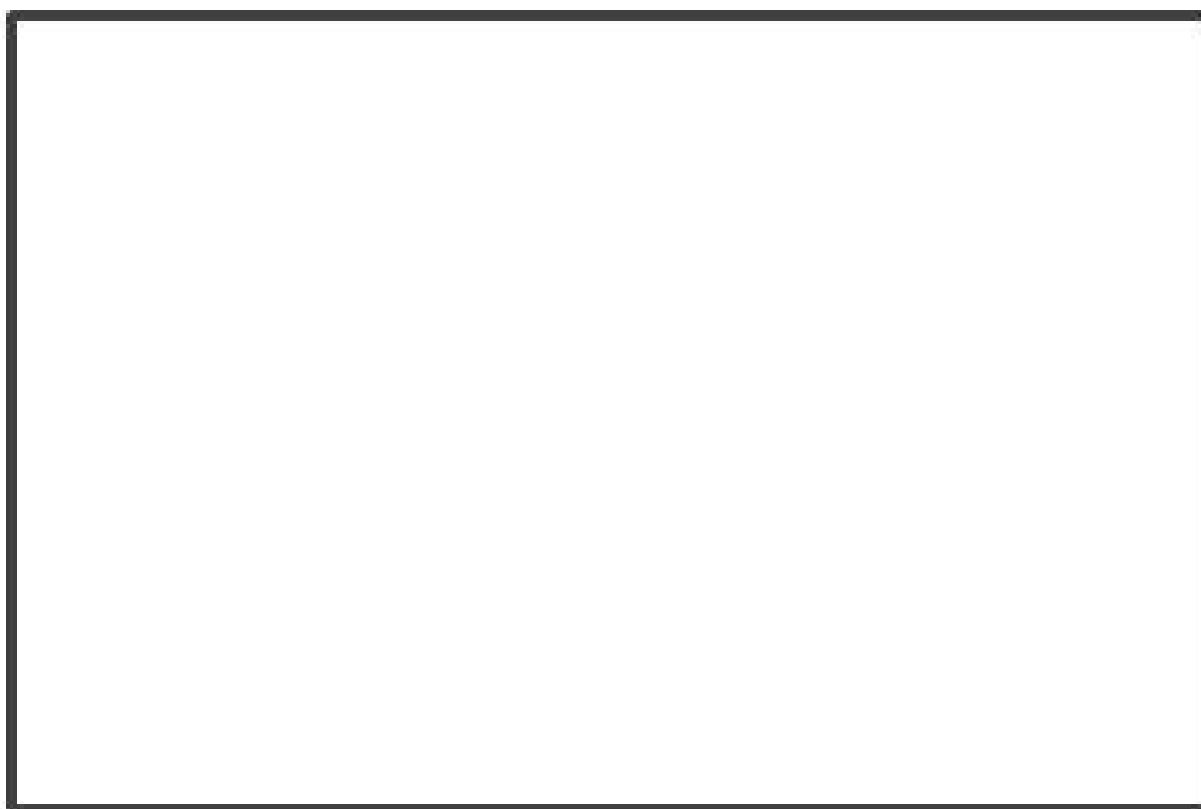
I am 1  .  
cat

I see 2  .  
rats

See me. See me.

I am Sam.





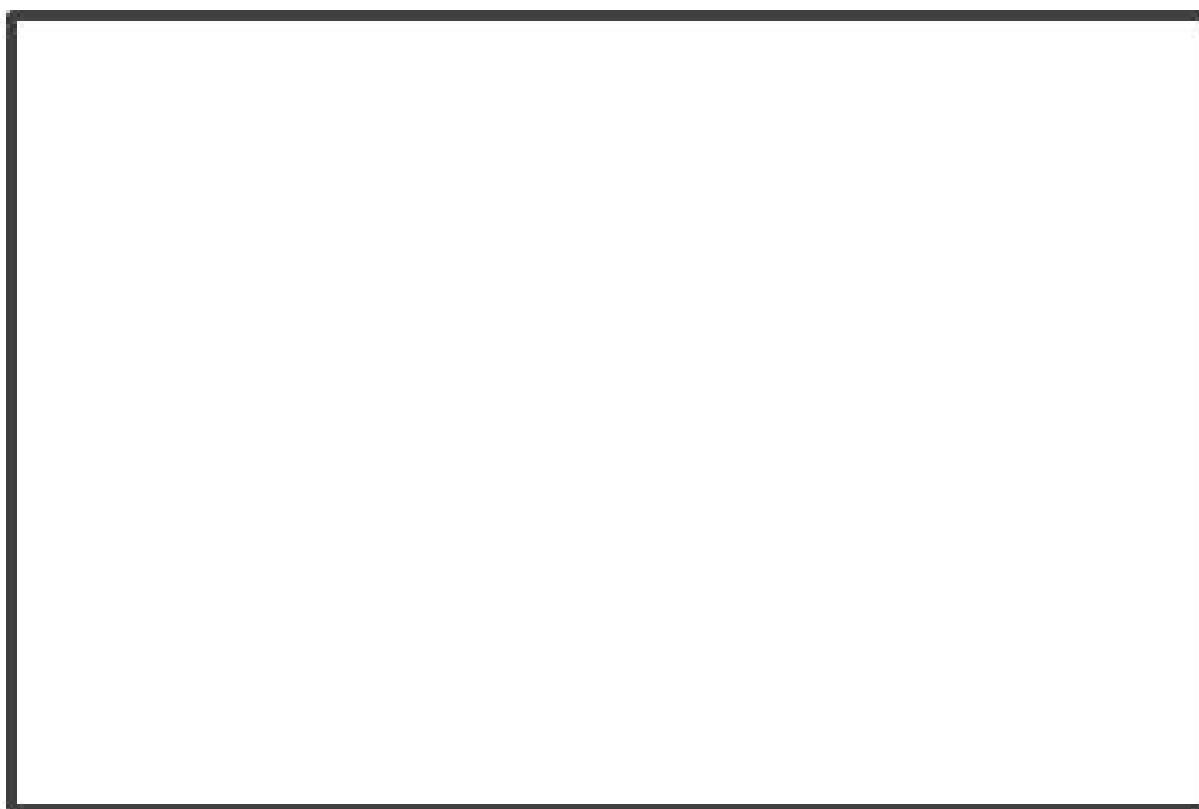
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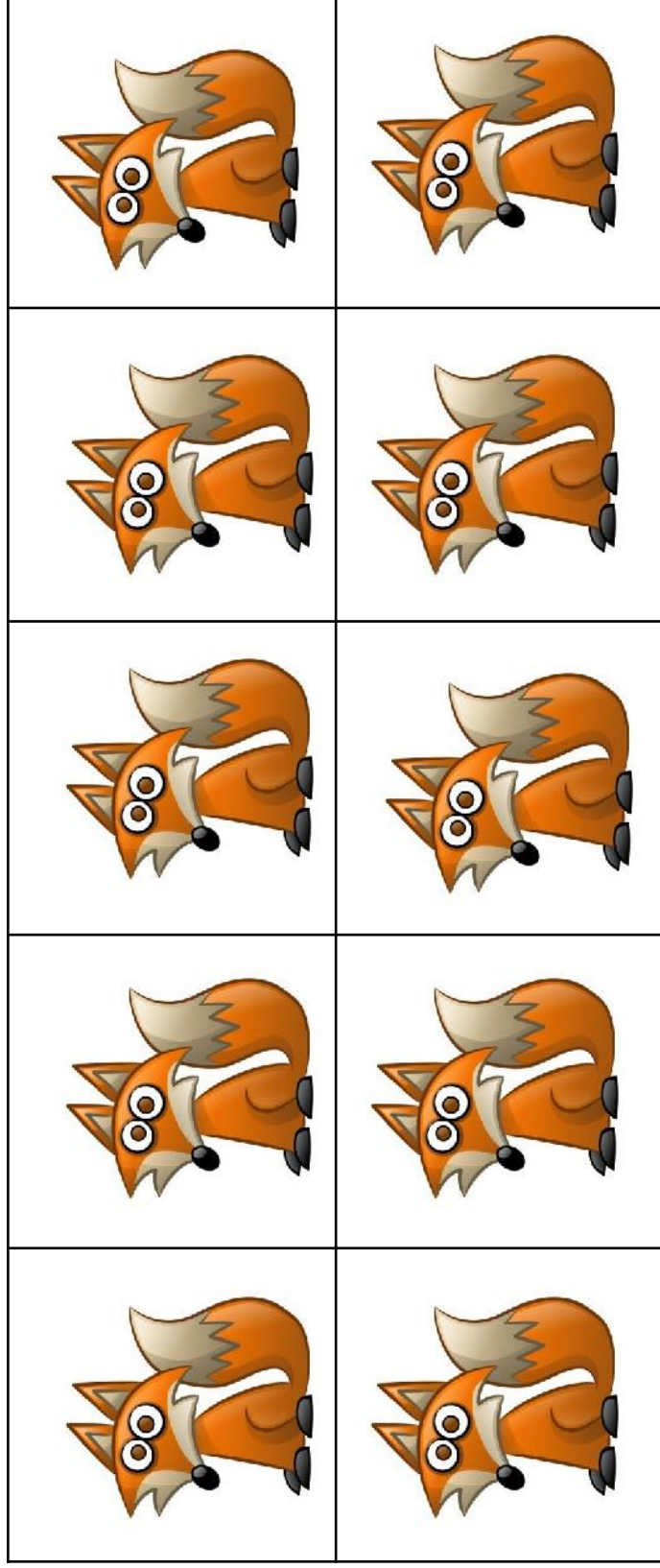
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# Roll and Cover (1-10)

**Materials:** die marked 0,1,1, 2, 2, 3, counters, gameboard for each player  
Work with a partner. Roll a die and cover that number of animals on your board with a counter. Keep taking turns until one of you has covered all of the animals on your board.



I have \_\_\_\_\_. I need \_\_\_\_\_  
more to fill my ten  
frame.

I have \_\_\_\_ counters  
on my ten frame.

I have \_\_\_\_\_. I need \_\_\_\_\_  
more to fill my ten  
frame.

I have \_\_\_\_ counters  
on my ten frame.

## 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.

