

PreK - K At-Home Learning Resources

(Pink Packet)

Week #6

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

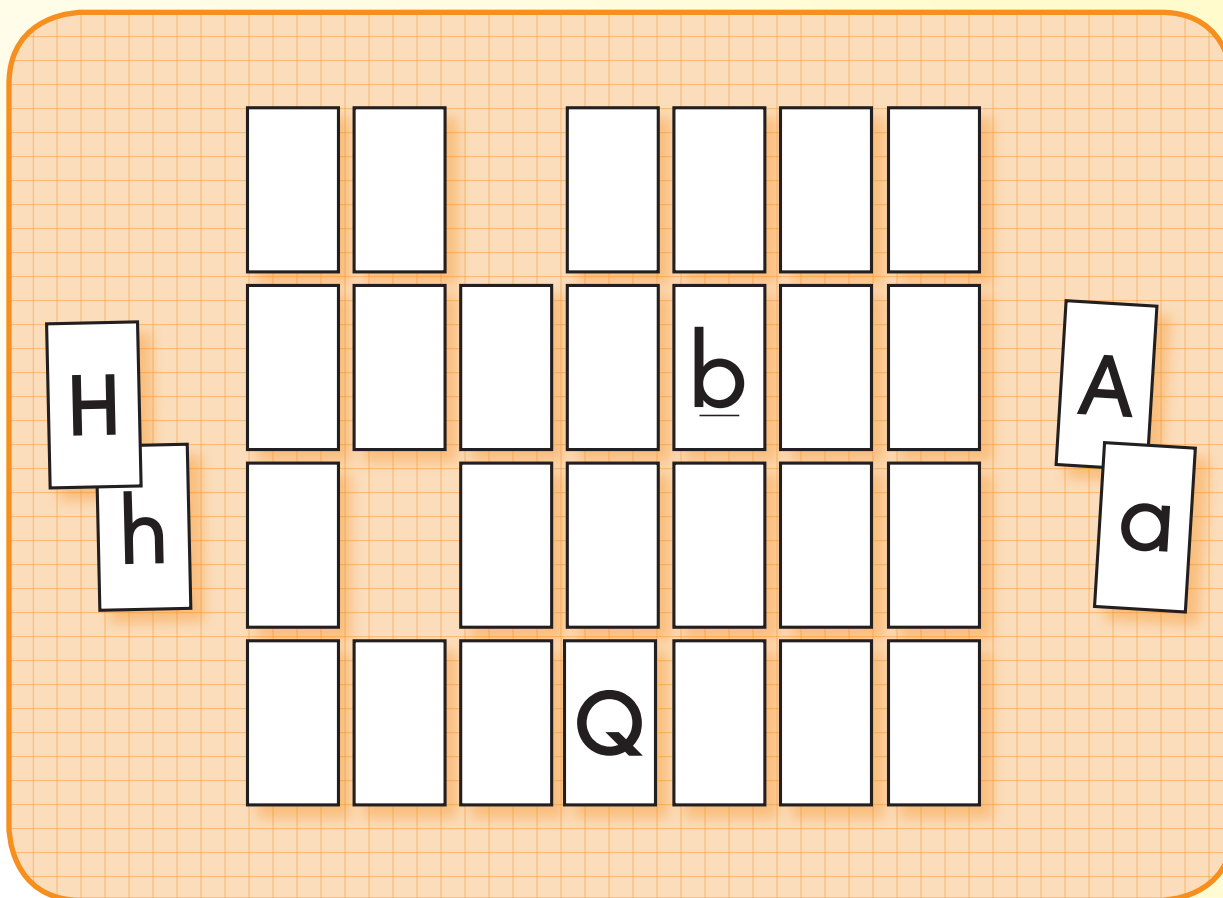
- ▶ Uppercase and lowercase letter cards (Activity Master P.007.AM2a - P.007.AM2i)
Choose eight to ten target pairs of uppercase and lowercase letter cards.



Activity

Students pair uppercase and lowercase letters while playing a memory game.

1. Separate uppercase and lowercase letter cards. Place cards face down in different rows.
2. Taking turns, students select two cards and name the letter on each (e.g., “H, h” or “b, Q”).
3. Determine if there is a letter match. If there is a match (e.g., H, h), pick up cards, place to the side, and take another turn. If cards do not match (e.g., b, Q), return to their original positions and allow partner to take a turn.
4. Continue until all letter pairs are made.
5. Peer evaluation



Extensions and Adaptations

- ▶ Play using other target letters.
- ▶ Match letters to initial sound picture cards (Activity Master P.LSC-I.1 - P.LSC-I.22).

Phonics

Poetry Pen

P.007.AM2a

A

B

C

D

E

F

letter cards



G

H

I

J

K

L



Phonics

Poetry Pen

P.007.AM2c

M

N

O

P

Q

R

letter cards



S

T

U

V

W

X



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?

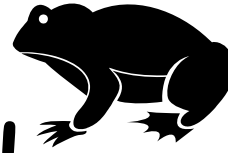
During Reading

- 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 Mad Frog



A collection of stories for
Level - 5

By Clark Ness

Visit www.clarkness.com
for more free stories and ebooks.



I am 1 Mad



"I am Sam," said Sam.

"I am 1 , " said Sam.

"I am mad," said Sam.

"See me? I am 1 mad Sam," said Sam.

"See me? I am 1 mad , " said Sam.



I am 1 Mad 
Goose

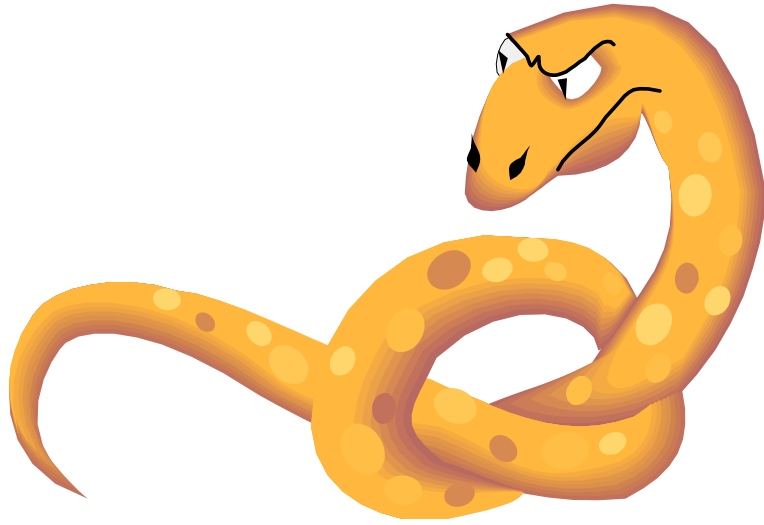
"I am Sam," said Sam.

"I am 1 , " said Sam.
goose

"I am mad," said Sam.

"See me? I am 1 mad Sam," said Sam.

"See me? I am 1 mad , " said Sam.
goose



I am 1 Mad 
Snake

"I am Sam," said Sam.

"I am 1 ,

snake


"I am mad," said Sam.

"See me? I am 1 mad Sam," said Sam.

"See me? I am 1 mad ,

snake



I am 1 
Pirate

"See me," said Sam.

"I am 1 , " said Sam.
pirate

"I see 1 , " said Sam.
bird

"I see 1 , " said Sam.
shark

"I see 1 , " said Sam.
treasure chest



I am Sam

Sam said, "I am Sam."

Sam said, "See me."

Sam said, "See me. I am Sam."

"I am Sam," said Sam.

"See me," said Sam.

"See me. I am Sam," said Sam.



I Am Sam. I Add

See me.

I am Sam.

I add.

See me add.

I am Sam. I add.



I am Sam, I am Sad

"See me," said Sam.

"See me. I am Sam," said Sam.

"See me. I am Sam. I am sad," said Sam.

Sam said, "See me."

Sam said, "See me. I am Sam."

Sam said, "See me. I am Sam. I am sad."



I am Sam, I'm 1 Dad

"I am Sam," said Sam.

"I'm 1 dad," said Sam.

"See me. I am 1 dad," said Sam.

Sam said, "I am Sam."

Sam said, "I'm 1 dad."

Sam said, "See me. I am 1 dad."



I See

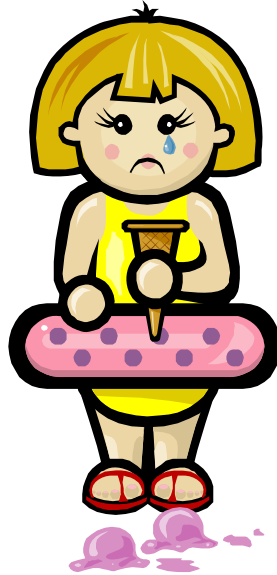
Sam said, "I am."

Sam said, "I am Sam."

Sam said, "I see."

Sam said, "I see 2 seeds."

Sam said, "2 seeds I see."



I'm Sam, I am Sad

"See me," said Sam.

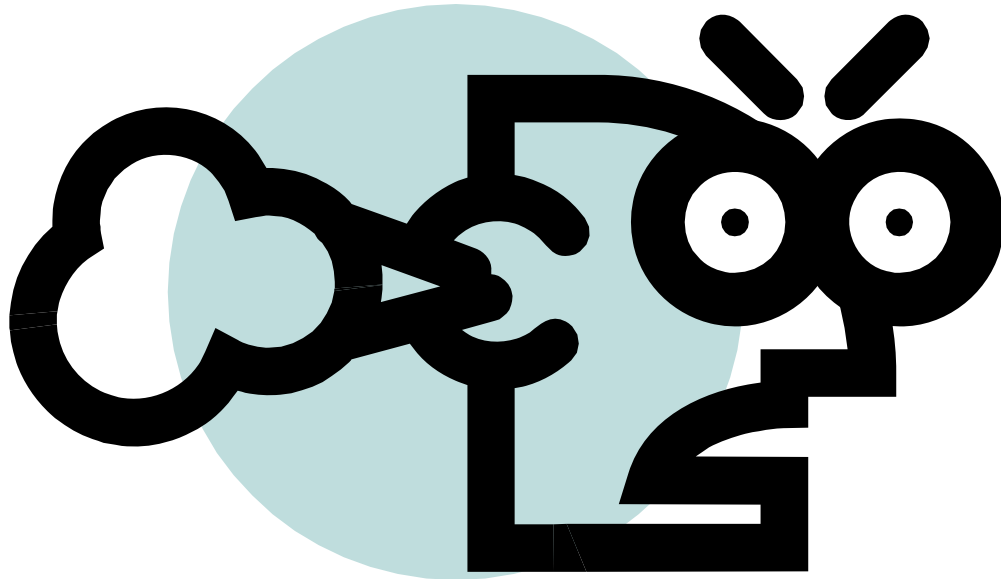
"See me. I'm Sam," said Sam.

"See me. I'm Sam. I'm sad," said Sam.

"See me. I am Sam," said Sam.

"See me. I am Sam. I am sad," said Sam.

"See me. I'm Sam. I am sad," said Sam.



Mad Sam

"See me?" said Sam.

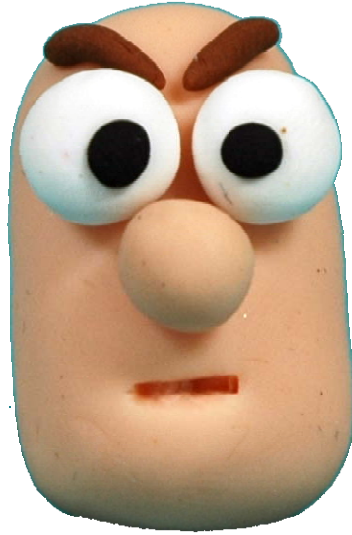
"I am Sam," said Sam.

"See me? I am mad," said Sam.

"See me? I am Sam. I am mad," said Sam.

"See me? I am mad. I am Sam," said Sam.

"See me? I am 1 mad Sam," said Sam.



Sam

"See me," said Sam.

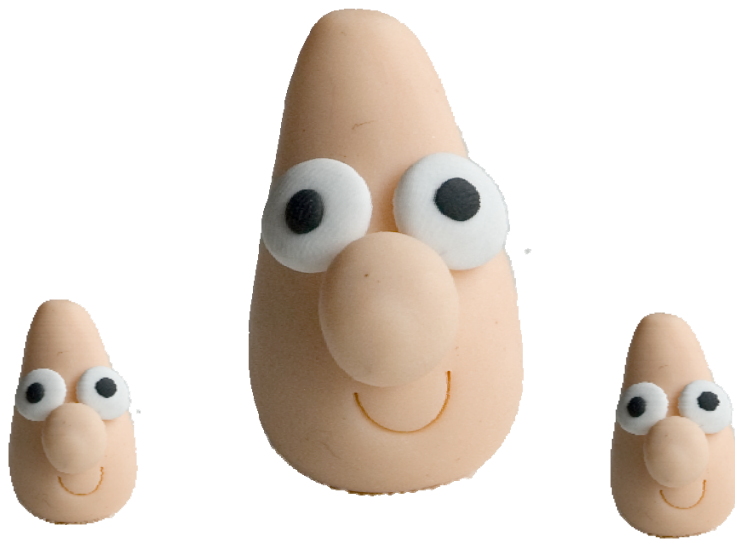
"I am Sam," said Sam.

"Sam, I am," said Sam.

"I am mad," said Sam.

"Mad I am," said Sam.

"See me. I am mad," said Sam.



Sam Said.

Sam said, "I am Sam."

Sam said, "I am me."

Sam said, "I am 1 dad."

"I am Sam," said Sam.

"I am me," said Sam.

"I am 1 dad," said Sam.



Sam Said, "I am Sam."

Sam said, "I am Sam."

Sam said, "I am me."

Sam said, "I see."





Materials: Dice Race board for each player, dice (1-6)

1 2 3 4 5 6

- Which number have you rolled the most?

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Dice Race 1-6



1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6

1 2 3 4 5 6

Dice Race 1-6



1 2 3 4 5 6

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.

