

Pre-K At-Home Learning Resources

(Pink Packet)

Week #7

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 match initial phonemes to graphemes.



Materials

- ▶ Student photographs
- ▶ Poster board

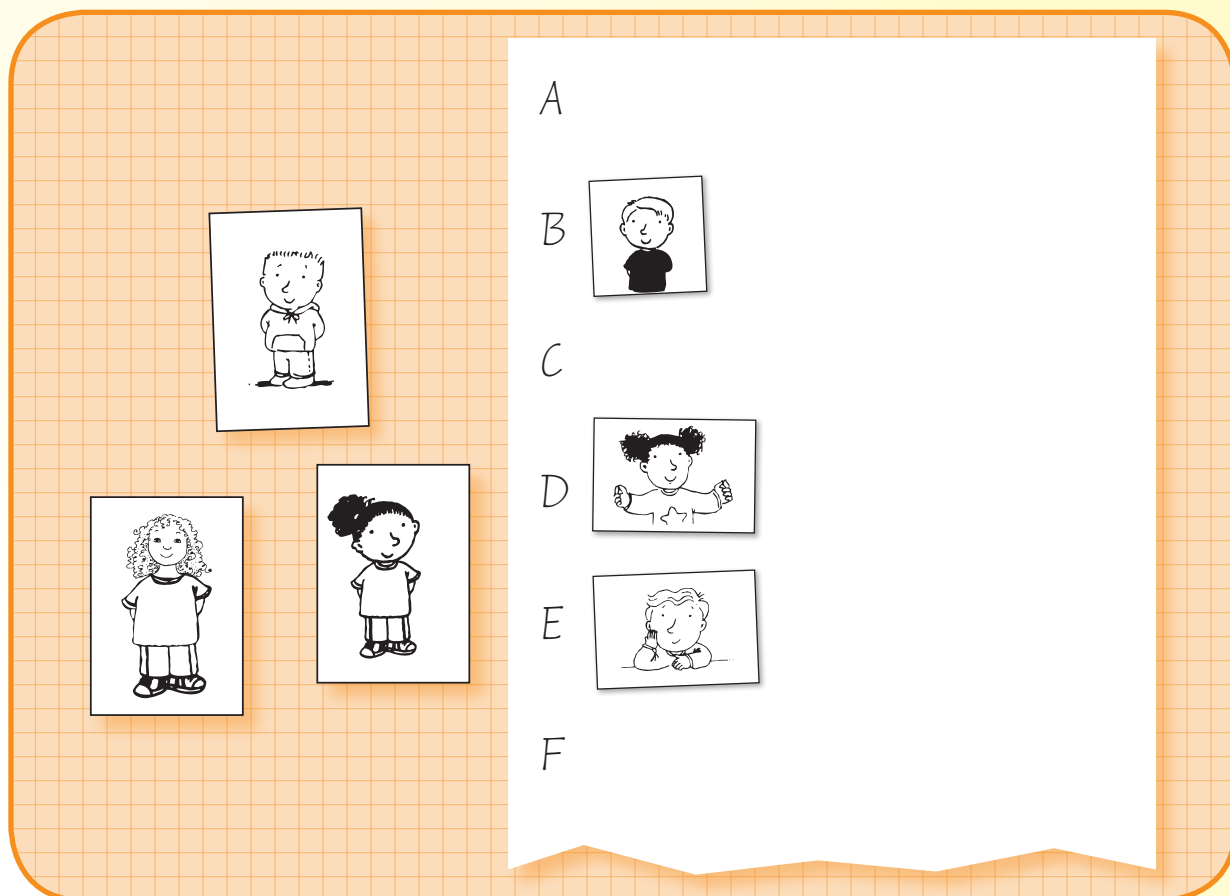
Write the letters of the alphabet vertically down the left side of the poster board.



Activity

Students match the initial sounds in classmates' names to letters using student photographs.

1. Place scattered student photographs on a flat surface. Place poster board at the center.
2. Working in pairs, students select a photograph, name the student, and say the initial sound in the student's name.
3. Place photograph on the chart beside the letter that corresponds to the initial sound.
4. Continue until all photographs are sorted.
5. Peer evaluation



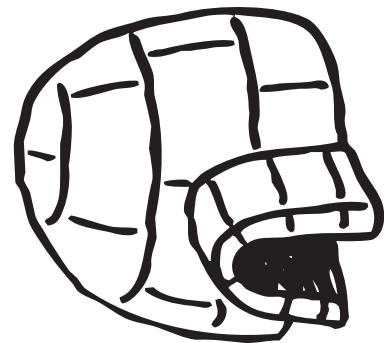
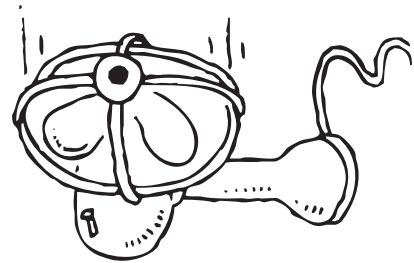
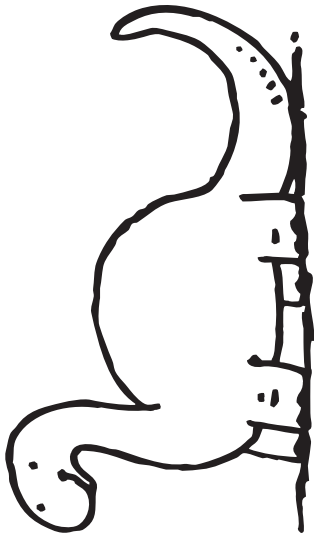
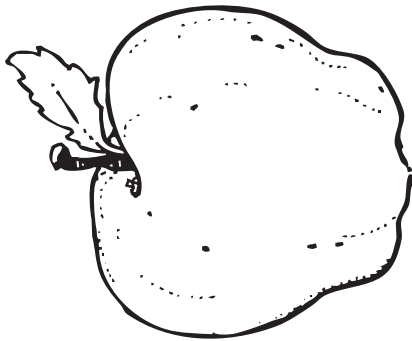
Extensions and Adaptations

- ▶ Sort student names by final sound.
- ▶ Sort picture cards by initial sound (Activity Master P.013.AM1a - P.013.AM1c).

Phonics

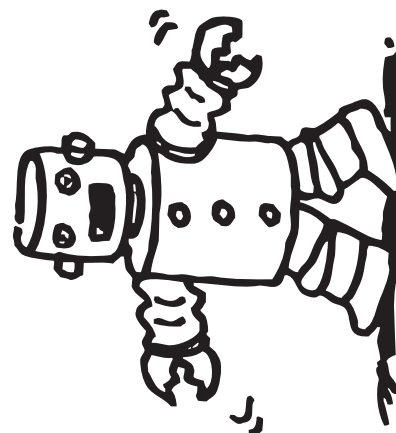
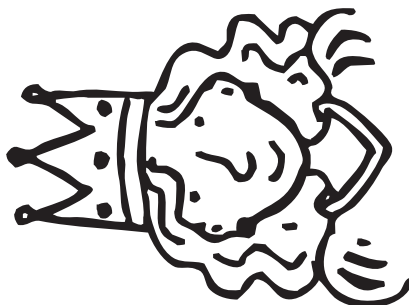
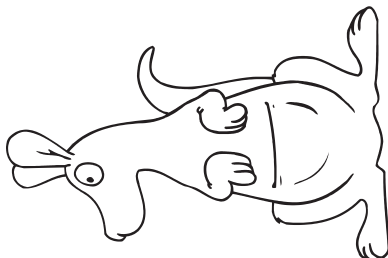
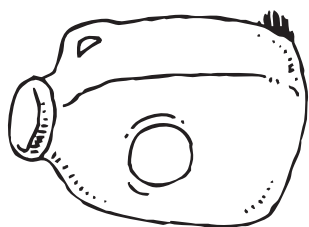
Photo Chart

P.013.AM1a



picture cards: apple, ball, camera, dinosaur, egg, fan, gorilla, hug, igloo





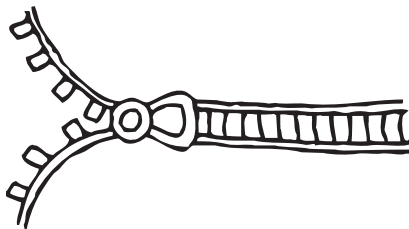
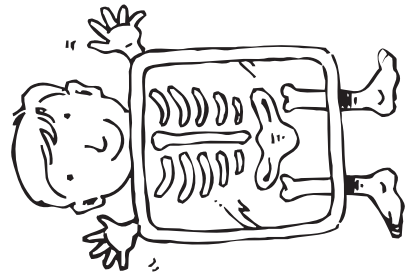
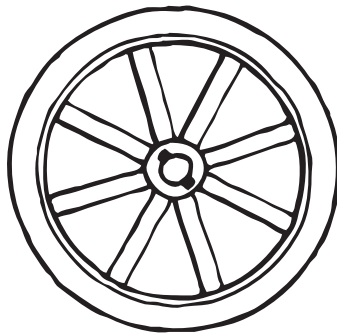
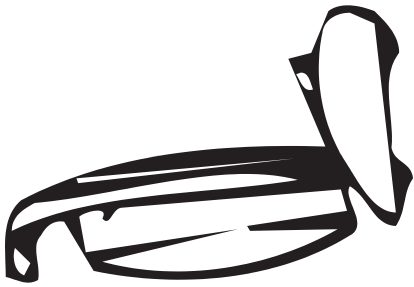
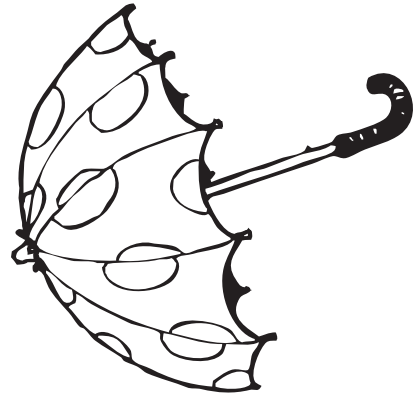
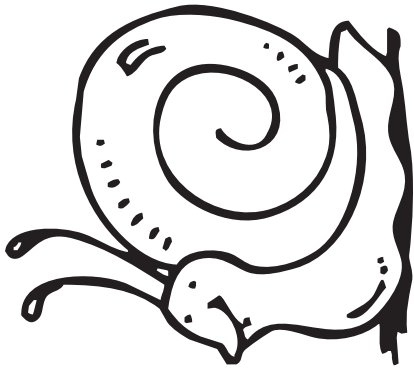
picture cards: jug, kangaroo, lion, monkey, nose, ostrich, popcorn, queen, robot



Phonics

Photo Chart

P.013.AM1c



picture cards: snail, tiger, umbrella, vacuum, wheel, x-ray, yak, zipper



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?

A Cat Can Sit



By Clark Ness

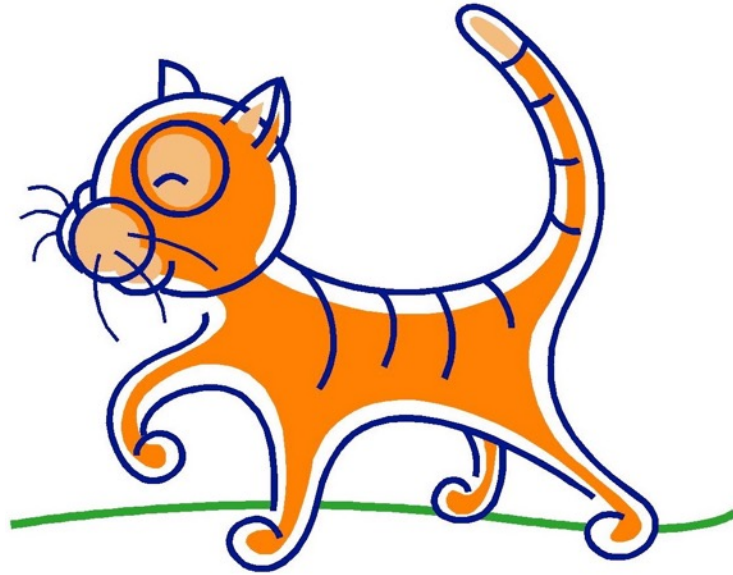
Visit www.clarkness.com and www.readinghawk.com
for more free ebooks and stories.

Reading Level: Flesch-Kincaid Grade Level -2.2

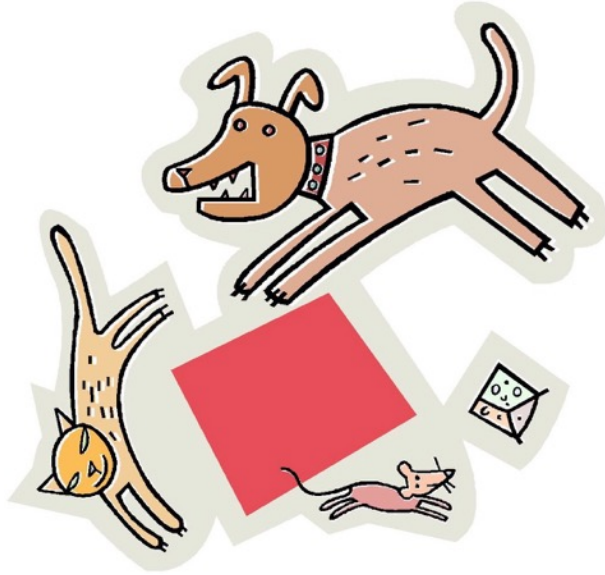
Nonfiction



A cat can sit.



A cat can walk.



A cat can run.



A cat can jump.



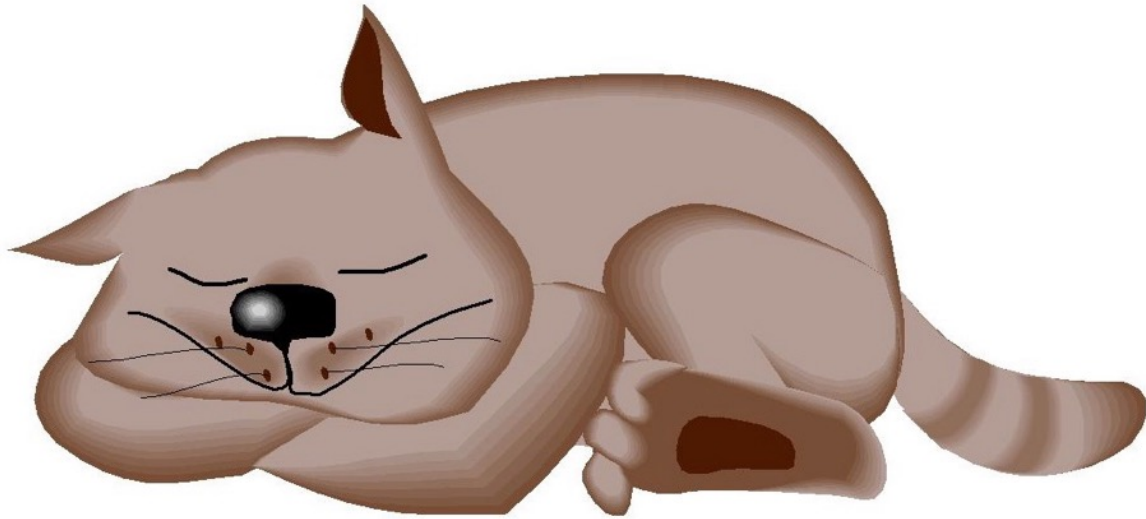
A cat can play.



A cat can eat.



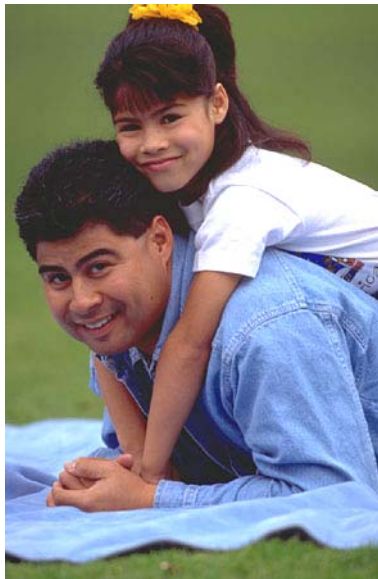
A cat can yawn.



A cat can sleep.

More free ebooks and stories are available at www.clarkness.com and www.readinghawk.com.
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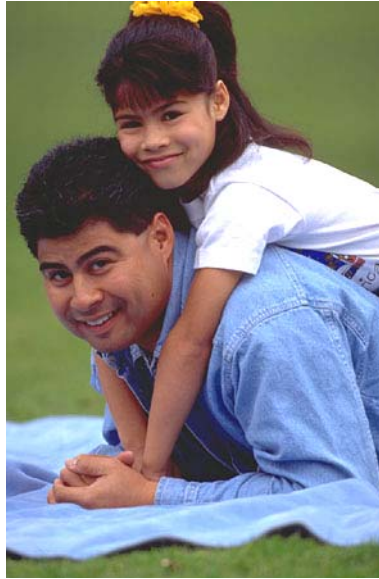
I am 1 Dad



A collection of stories for
Level - 6

By Clark Ness

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



I am 1 Dad

"I am 1 dad," said the dad.

"I am Sam," said the dad.

"I'm Sam the dad," said Sam.

I see Sam the dad.



I am

I am. I am Sam. I am Sam the dad.

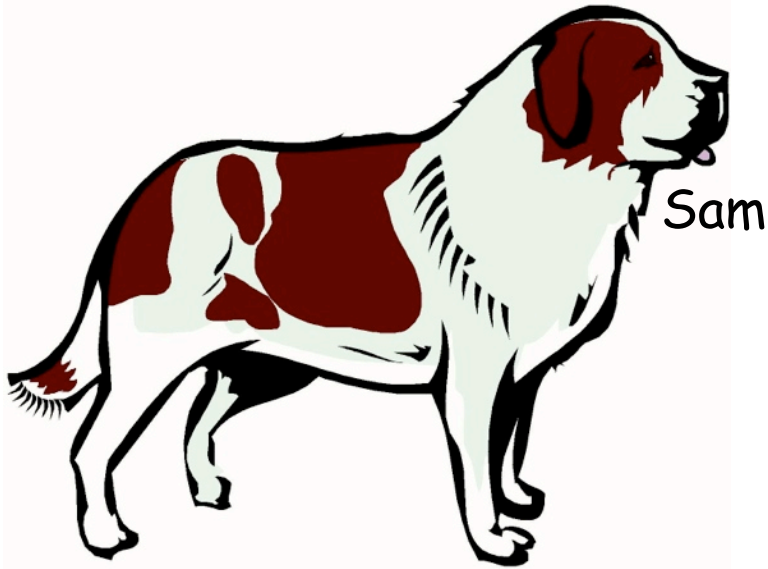
I seed. I seed seeds. I seed the seeds.

I see. I see the seeds.

I see the seeds I seed.

I am Sam the dad. I seed the seeds.

I see the seeds I seed.



I See 2 Sams



I see Sam the dog.



I see Sam the cat.

I see 2 Sams.

2 Sams I see.

I see 2 Sams.



I See Sam. Sam Seems Sad

I see Sam.

Sam seems sad.

"I am sad," said Sam.

See Sam.

Sam seems sad.



I See Sam Seed

I see Sam.

I see Sam seed seeds.

I see Sam seed the seeds.

I see seeds.

I see seeds Sam seeds.

I see the seeds Sam seeds.



I Seed

"I am Sam. I seed," said Sam.

"I am Sam. I seed seeds," said Sam.

"I am Sam. I seed seeds. I see seeds," said Sam.

"I am Sam. I seed seeds. I see the seeds," said Sam.

"I am Sam. I seed seeds. I see the seeds I seed," said Sam.



Sam Seeds Seeds

"See me?" said Sam.

"I am Sam," said Sam.

"See the seeds?" said Sam.

"I see the seeds," said Sam.

"I seed the seeds," said Sam.

"I see the seeds I seed," said Sam.



Sam Seems



Happy

See Sam.

Sam seems



happy

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

"See me. I seem



happy

," said Sam.

"See me. I am Sam. I am



happy

," said Sam.



Sam Seems Sad

See Sam.

Sam seems sad.

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

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

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

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



See Me, I'm 1 Dad

"See me," said the dad.

"See me. I'm 1 dad," said the dad.

"See me. I am the dad," said the dad.

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

The dad said, "See me."

The dad said, "See me. I'm 1 dad."





 The Girl Sees the Cat 

 The girl sees the cat. 

 The cat sees the girl. 

 "I see the cat," said the girl. 

 "The cat sees me," said the girl. 

Counting Cards

Materials: Counting Cards, 0-100 number grids, pencils

1. Work with a partner. Choose a Counting Card and read the instructions together.
2. Put your pencil on the starting number on your number grid.
3. Count out loud as you point to the numbers in the sequence with your pencil.

4. Repeat with different cards.

Start at **6**.
Count to **14**.
6, 7, 8 ...

Start at **17**.
Count to **29**.
17, 18, 19 ...

Start at **36**.
Count to **54**.
36, 37, 38 ...

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Start at 3.
Count to 10.

3, 4, 5 ...

Start at 6.
Count to 14.

6, 7, 8 ...

Start at 5.
Count to 20.

5, 6, 7 ...

Start at 4.
Count to 18.

4, 5, 6 ...

Start at 7.
Count to 15.

7, 8, 9

Start at 8.
Count to 17.

8, 9, 10

Start at 9.
Count to 22.

9, 10, 11

Start at 10.
Count to 25.

10, 11, 12

Start at 13.
Count to 25.

13, 14, 15 ...

Start at 15.
Count to 28.

15, 16, 17 ...

Start at 17.
Count to 29.

17, 18, 19 ...

Start at 14.
Count to 26.

14, 15, 16 ...

Start at 21.
Count to 42.

21, 22, 23

Start at 23.
Count to 37.

23, 24, 25

Start at 26.
Count to 40.

26, 27, 28

Start at 25.
Count to 46.

25, 26, 27

Start at 35.
Count to 52.

35, 36, 37 ...

Start at 33.
Count to 47.

33, 34, 35 ...

Start at 36.
Count to 54.

36, 37, 38 ...

Start at 34.
Count to 53.

34, 35, 36 ...

Start at 45.
Count to 60.

45, 46, 47 ...

Start at 53.
Count to 70.

53, 54, 55 ...

Start at 66.
Count to 90.

66, 67, 68 ...

Start at 77.
Count to 100.

77, 78, 79 ...

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Insects



Non-Insects



