

Pre-K At-Home Learning Resources

(Pink Packet)

Week #8

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.

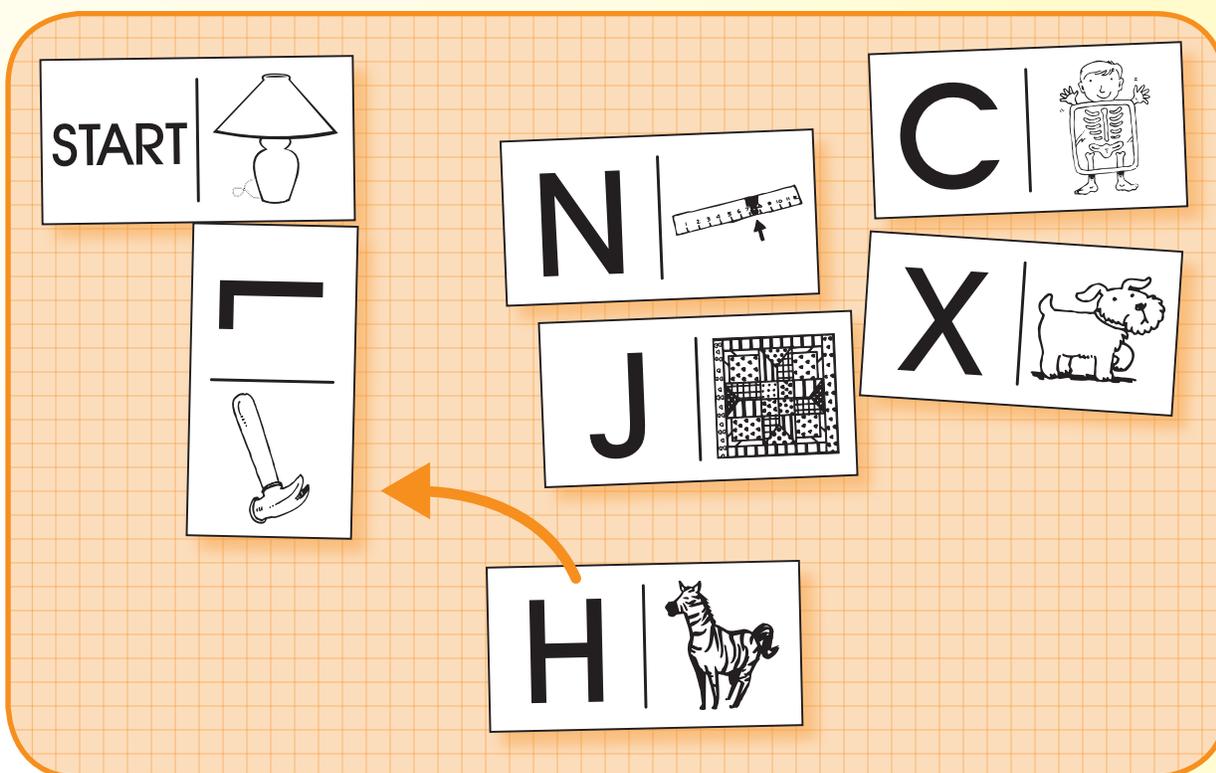
Materials

- ▶ Picture/letter domino cards (Activity Master P.016.AM1a - P.016.AM1e)
Copy on card stock, laminate, and cut.

Activity

Students match initial sounds of pictures to letters while playing a domino game.

1. Scatter domino picture cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table, names the picture on the other side of the domino, and says its initial sound (i.e., “lamp, /l/”).
3. Looks for a domino with the letter that corresponds to the initial sound, names it, and says its sound (i.e., “l, /l/”). Connects the two dominoes.
4. Student two names the picture on the other side of the domino (i.e., “hammer”), says its initial sound (i.e., “/h/”), and finds the domino with the corresponding letter. Names the letter and says its sound (i.e., “h, /h/”). Connects it to the domino.
5. Continue until all dominoes are connected.
6. Peer evaluation



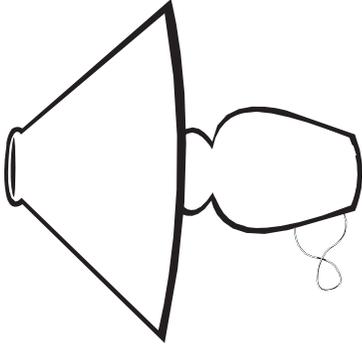
Extensions and Adaptations

- ▶ Make and use final sound picture/letter domino cards (Activity Master P.016.AM2).
- ▶ Make and use medial sound picture/letter domino cards (Activity Master P.016.AM2).
- ▶ Make and use upper- and lowercase letter domino cards (Activity Master P.016.AM2).

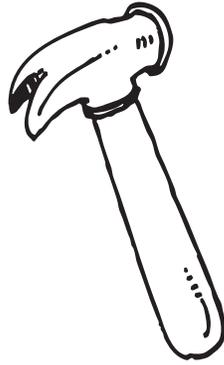
Phonics

Letter-Sound Dominoes

P.016.AM1a



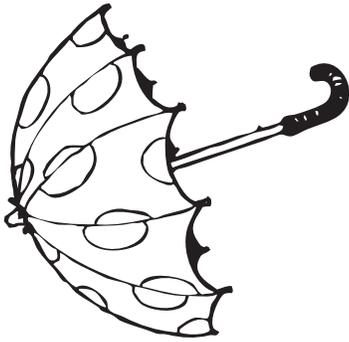
START



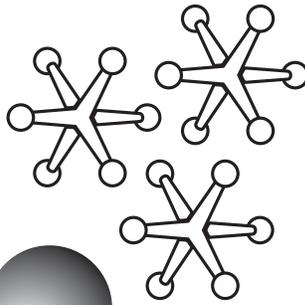
L



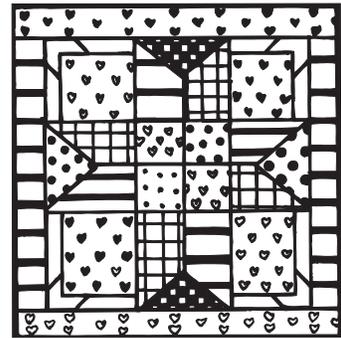
H



Z



U



J

domino cards: START/lamp, L/hammer, H/zebra, Z/umbrella, U/jacks, J/quilt



P.016.AM1b

Letter-Sound Dominoes

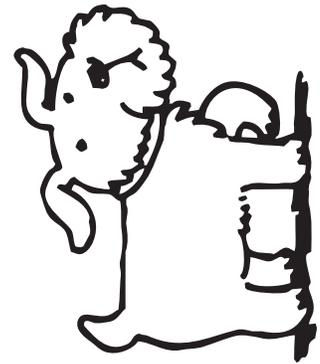
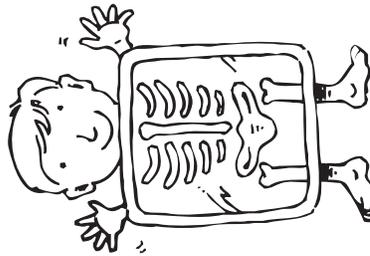
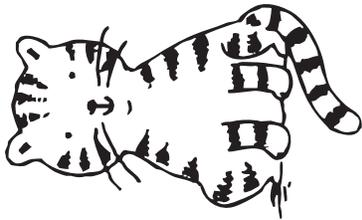
9



Q

N

I



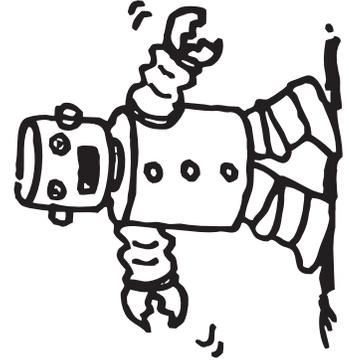
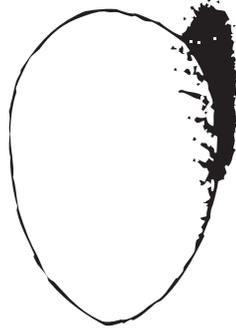
M

C

X

domino cards: Q/nine, N/inch, I/monkey, M/cat, C/x-ray, X/dog

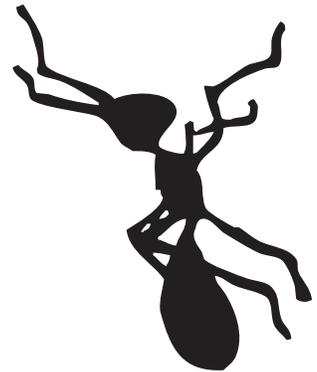
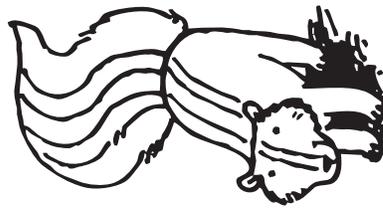
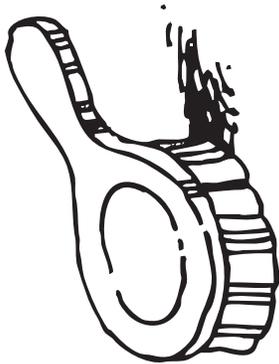




G

Y

E



R

B

S

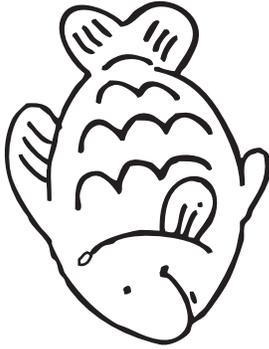
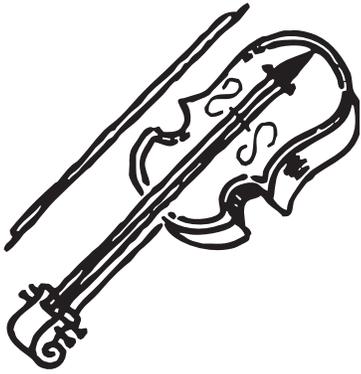
domino cards: G/yak, Y/egg, E/robot, R/brush, B/skunk, S/ant



Phonics

Letter-Sound Dominoes

P.016.AMIe



END

A

V

F

domino cards: A/violin, V/fish, F/END



P.016.AM2

Letter-Sound Dominoes

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<hr/>	<hr/>	<hr/>

blank domino 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?

A Dog 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 dog can sit.



A dog can walk.

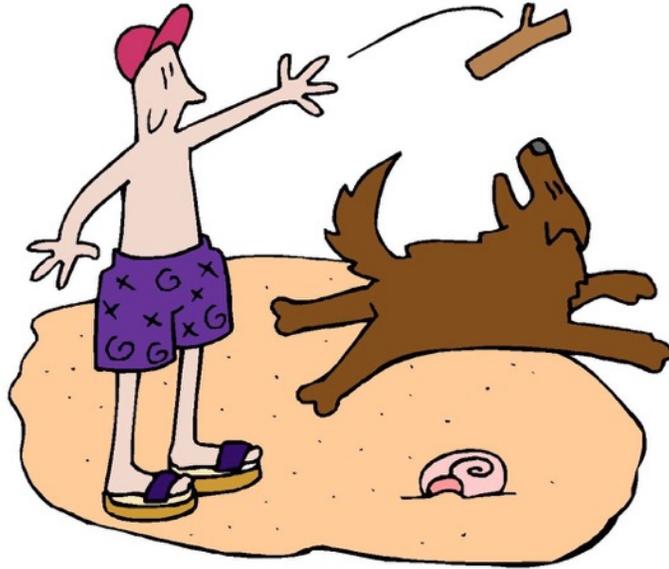


Photograph © ANDREW NORRIS - Fotolia.com

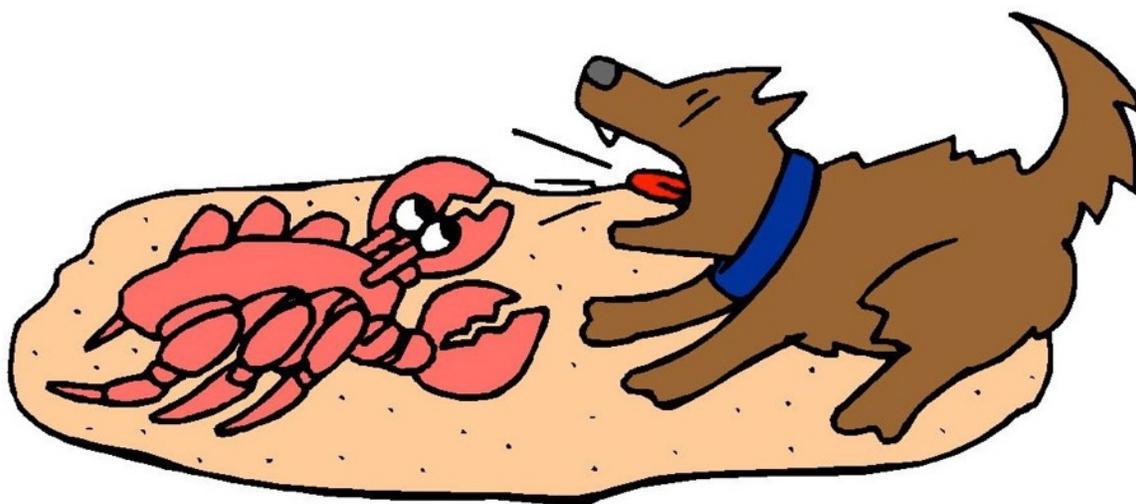
A dog can run.



A dog can jump.



A dog can play.



A dog can bark.



A dog can eat.



A dog can sleep.

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I Need



A collection of stories for
Level - 7

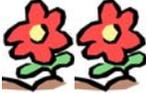
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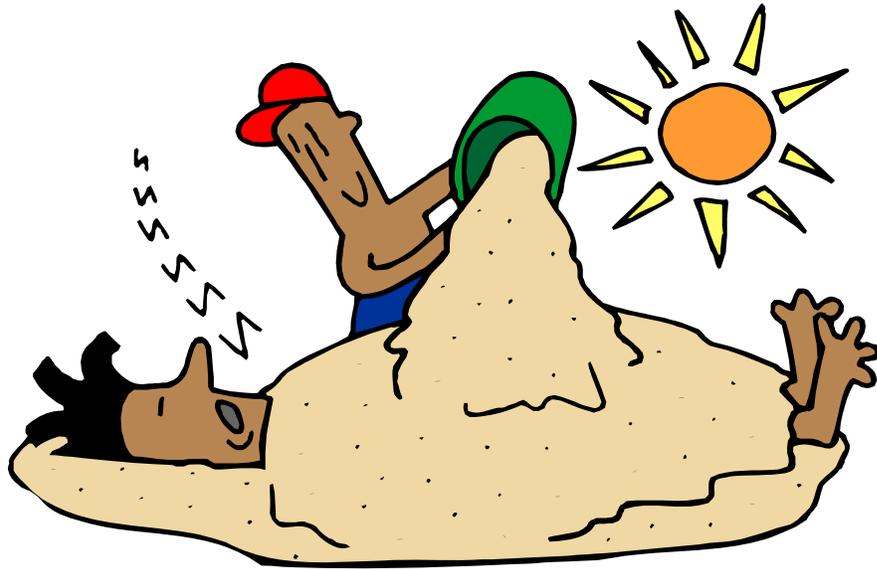
I Need

"I am 1 , "said the .

" need , " said the .

"I see the , and I need the , " said the  ."

The  said, "I am 1 , and I need  ."



I Need Sand

See me. I am Sam.

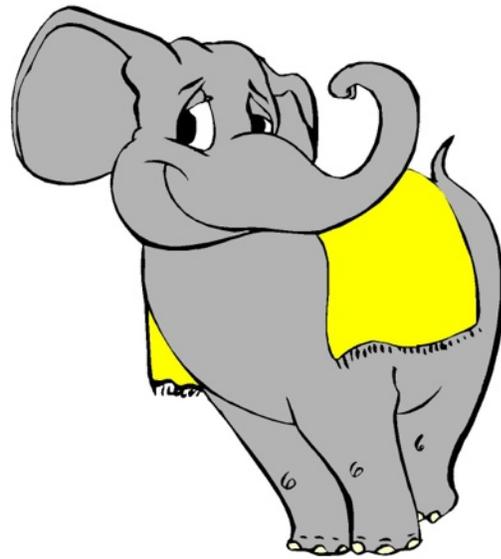
See Dad. I see Dad.

I need Dad. I see Dad, and I need Dad.

I see sand. I need sand.

I need sand, and I need Dad.

See me. I am Sam. I need Dad and sand.



I See an Elephant

"I am Sam," said the man.



"I see an elephant," said Sam.



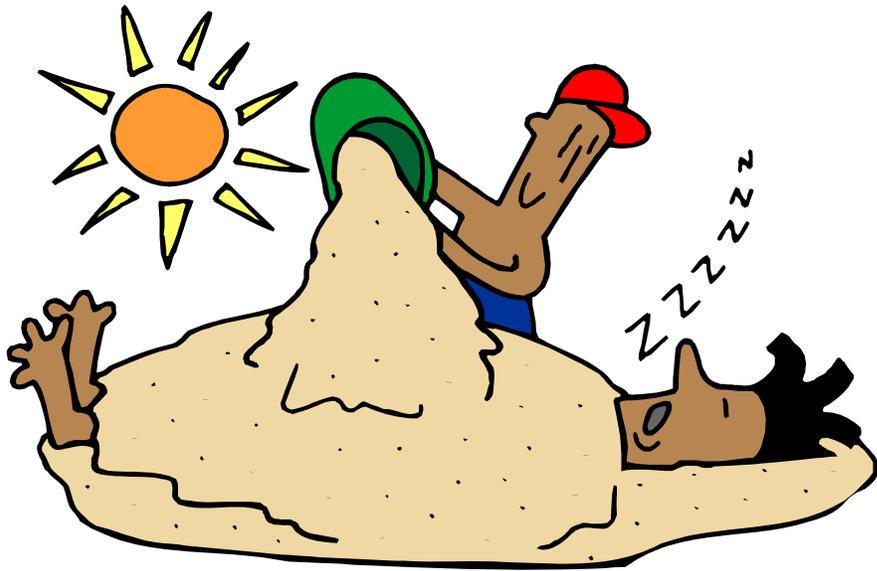
"I am Nan," said the elephant.



"I am an elephant," said Nan.



"An elephant sees me," said Sam.



I See Sand

I see sand.

I see the sand.

I see 1 dad.

I see the dad.

I see sand and 1 dad.

I see the sand and the dad.



I See the 2 Seeds

"I am Sam," said the man.

"I am Sam, and I see seeds," said the man.

"I am Sam, and I see 2 seeds," said the man.

"I am Sam, and I see the 2 seeds," said the man.

"I am 1 man, and I see the 2 seeds," said the man.



I'm 1 Man

I'm 1 man. I am Sam.

I'm 1 man. I am Sam. I seed.

I'm 1 man. I am Sam. I seed seeds.

I'm 1 man. I am Sam. I seed seeds and
seeds.

I'm 1 man. I am Sam. I seed seeds. I need
seeds.



Nan and Dad

Nan said, "I see sand."

Nan said, "I see Dad."

Nan said, "I see sand and Dad."

The dad said, "I see sand."

The dad said, "I see Nan."

The dad said, "I see sand and Nan."



Sam and Dad

I see Sam. I see the dad. I see sand.

The dad said, "I am Dad."

The dad said, "I see Sam."

The dad said, "I see sand."

Sam said, "I am Sam."

Sam said, "I see Dad and sand."



Sam and the Good Deed

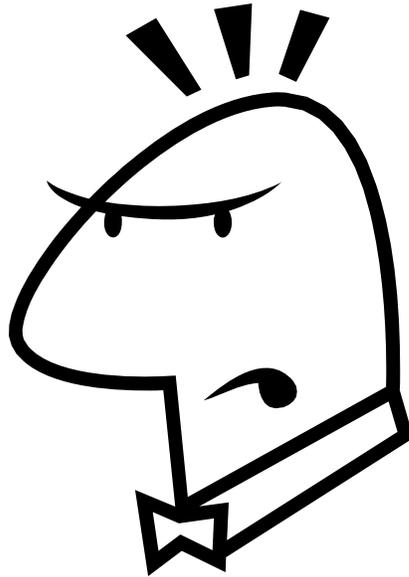
I see Sam.



I see the good deed.



I see Sam and the good deed.



See Me Said Sam

"See me," said Sam.

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

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

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

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



The Man and the Good Deed

I see the man.



I see the good deed.



I see the man and the good deed.

Count On Cup



Materials: paper cup, cards marked 1 more, 2 more, +1,+1, +2, +2), numeral cards (1- 8), counters

1. Work with a partner. Player 1: Turn over the top card in the stack and put that many counters in the cup.
2. Player 2: Choose a card marked 1 more, 2 more, +1, +2
3. Count on from the number on the card to find how many counters in all. Check your count by emptying the cup and counting all the counters.
4. Fill in the table to show how many counters in the cup, next to the cup and in all.
5. Repeat until all the numeral cards have been used.

Count On Cup



In the cup	Next to the cup	In all

1 more	1 more	1 more
+1	+1	+1
+2	+2	+2

□□□ r□□□ rd□□

1

2

3

4

5

6

7

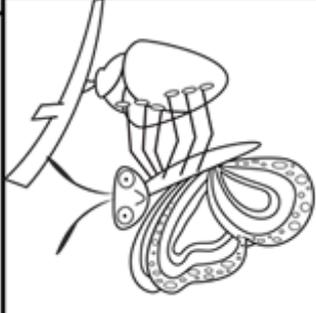
8

9

10

11

12



My Bug Book



Written By: _____

About this bug...

Bug: _____

This bug eats: _____

This bug lives: _____

Facts about this bug:

(What it looks like)

1

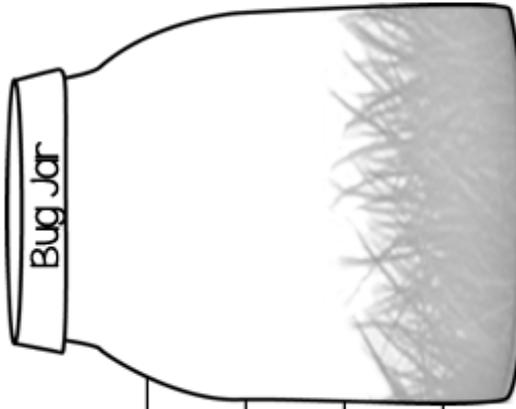
About this bug...

Bug: _____

This bug eats: _____

This bug lives: _____

Facts about this bug:



(What it looks like)

2

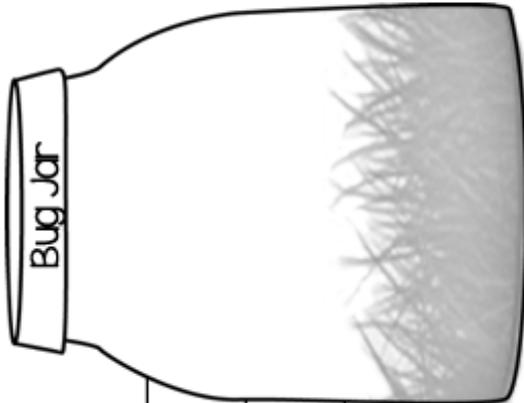
About this bug...

Bug: _____

This bug eats: _____

This bug lives: _____

Facts about this bug:



(What it looks like) 3

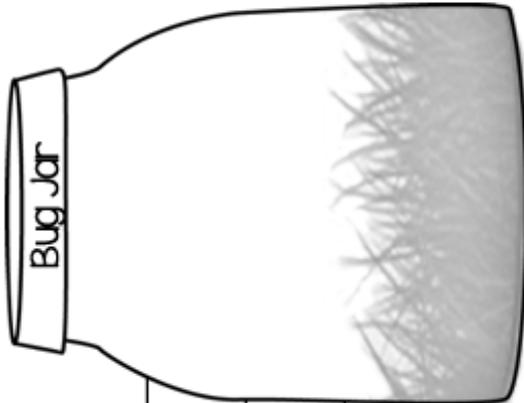
About this bug...

Bug: _____

This bug eats: _____

This bug lives: _____

Facts about this bug:



(What it looks like) 4

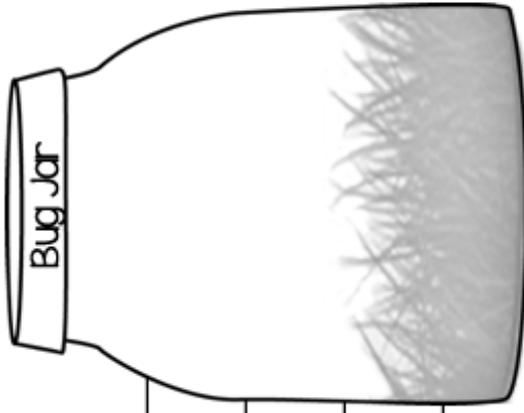
About this bug...

Bug: _____

This bug eats: _____

This bug lives: _____

Facts about this bug:



(What it looks like) 5

Assembly Directions:

Step 1: Kids cut around the pages, careful not to cut off the tabs.

Step 2: Color each tab a different color.

Step 3: Kids write in all their information before assembling. Don't forget to write each bug's name on the side tabs.

Step 4: Fold the cover page in half so that it makes a book.

Step 5: Pages are numbered so just put them in order inside the cover.

Step 6: Place three staples vertically aligned on the left side patterned binder edge.



Handwriting practice lines consisting of six horizontal dashed lines, evenly spaced, for writing practice.