

Pre-K At-Home Learning Resources

(Pink Packet)

Week #9

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 blend onsets and rimes to make words.



Materials

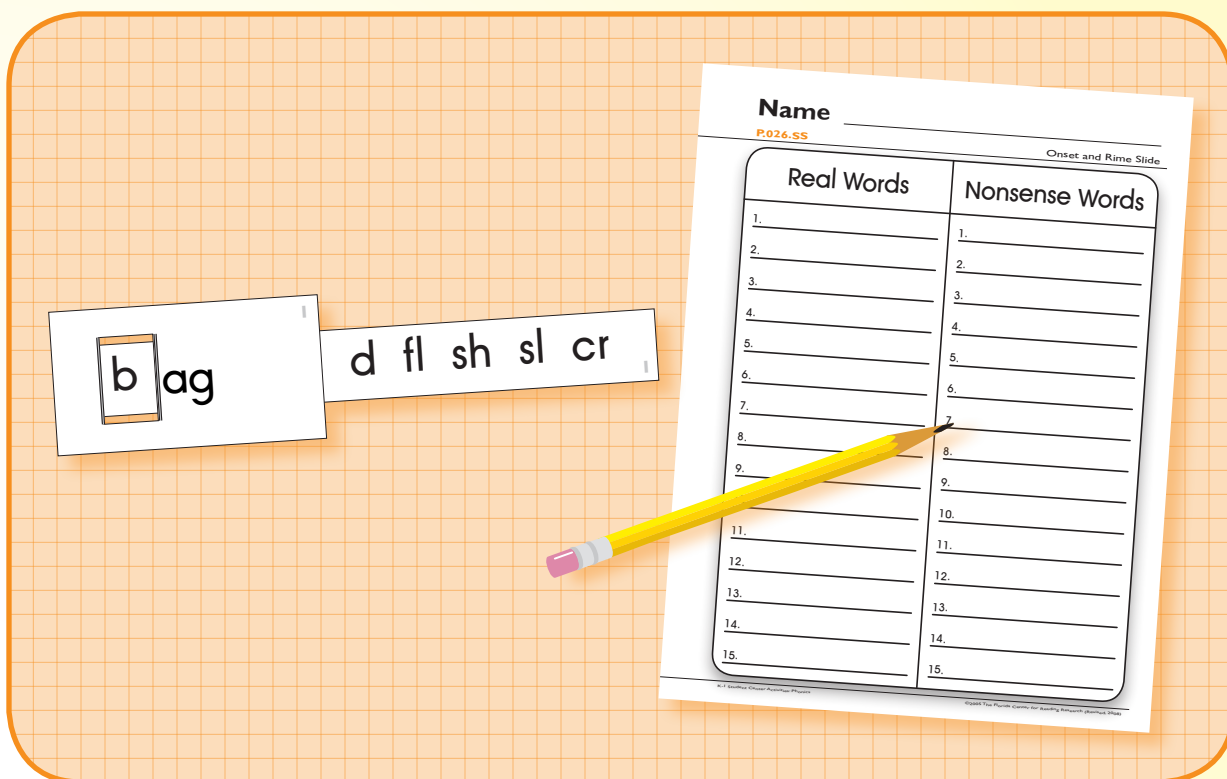
- ▶ Onset and Rime Slides (Activity Master P.026.AM1a - P.026.AM1c)
Cut and assemble.
- ▶ Student sheet (Activity Master P.026.SS)
- ▶ Pencil



Activity

Students make words using a variety of onsets and a sliding rime strip.

1. Provide the student with Onset and Rime Slides and a student sheet.
2. The student selects an Onset and Rime Slide. Reads the rime (e.g., /ag/). Slides the rime until the first onset can be seen through the window. Reads the onset and rime, blends them, and says the word (e.g., "/b//ag/, bag").
3. Determines if the word is a real or nonsense word and records it in the appropriate column on the student sheet.
4. Continues until all words are recorded.
5. Teacher evaluation







Extensions and Adaptations

- ▶ Use other Onset and Rime Slides.

Phonics

Onset and Rime Slide

P.026.AM I a

  ag	1
  ail	2



b p t n s d fl sh sl cr

n k s t w p d sn sh qu

onset and rime slides

d h b T f gr st sw tr wh 3

d n l k p t gr pl sk st 4

Phonics

P.026.AM1b

Onset and Rime Slide

||

||

im

3

||

||

ate

4



onset and rime slides

Phonics

Onset and Rime Slide

P.026.AM1c

5

eat

6

oom



b n d s h ch tr st pl cl

f b g l r z pl br gl sw

onset and rime slides

Name _____

P.026.SS

Onset and Rime Slide

Real Words

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Nonsense Words

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

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?

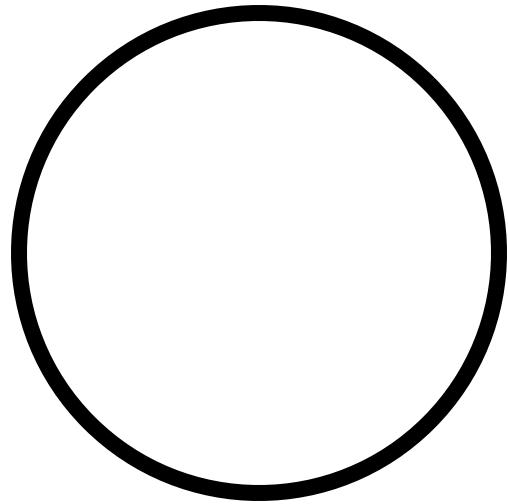
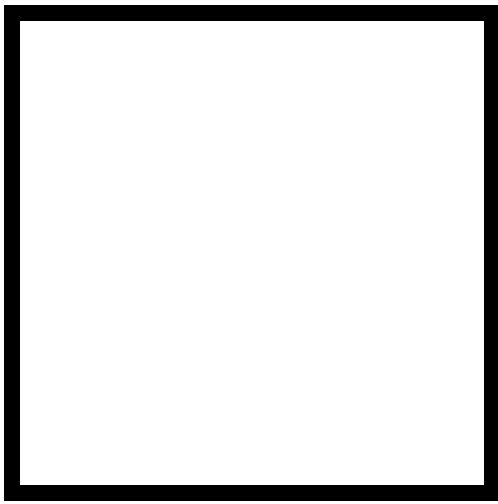
During Reading

- 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 Square and a Circle

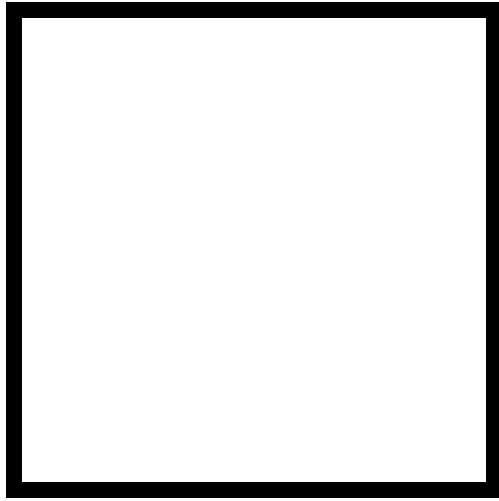


By Clark Ness

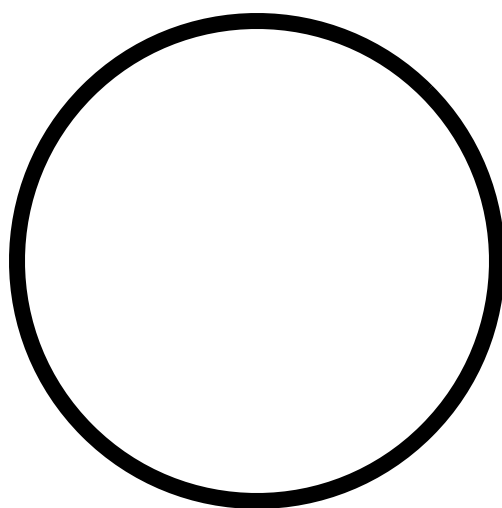
Visit www.clarkness.com and www.readinghawk.com
for more free ebooks and stories.

Reading Level: Flesch-Kincaid Grade Level -0.2

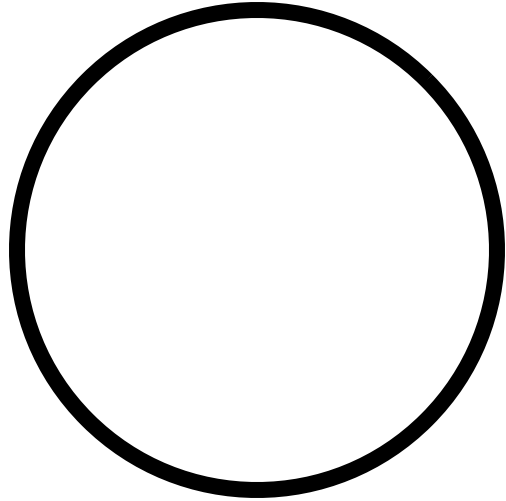
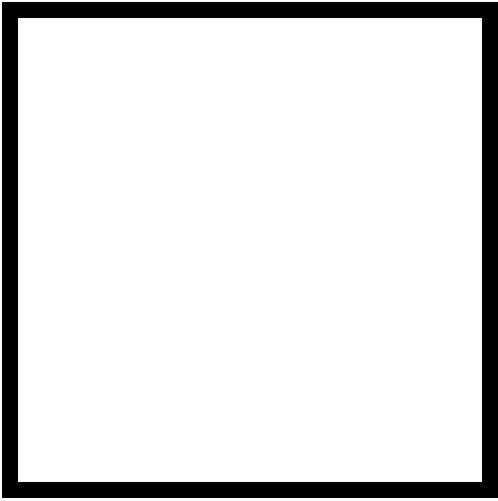
Nonfiction



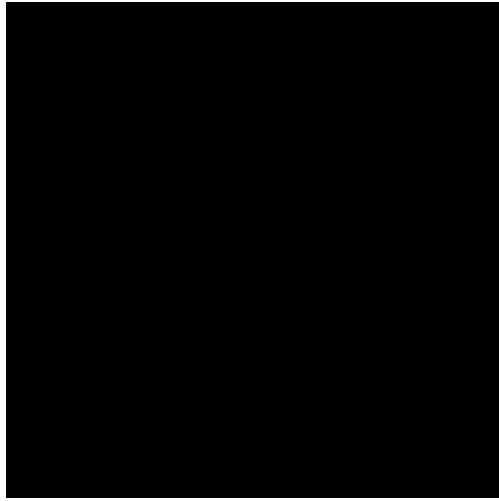
This is a square.



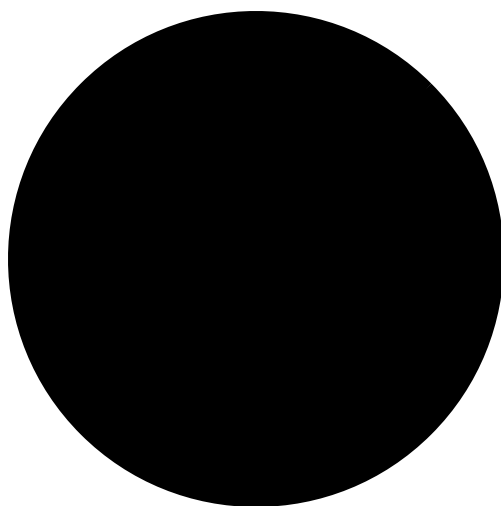
This is a circle.



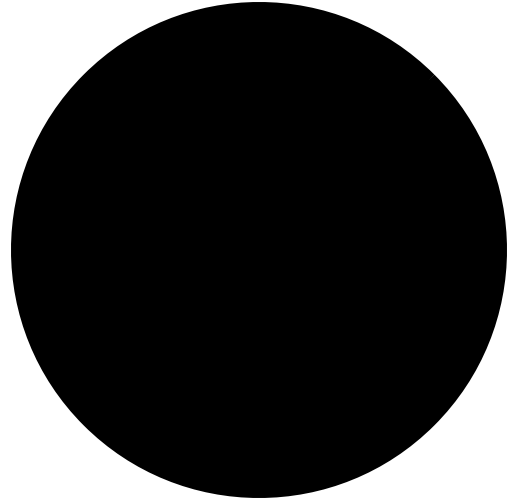
This is a square
and a circle.



This is a black
square.



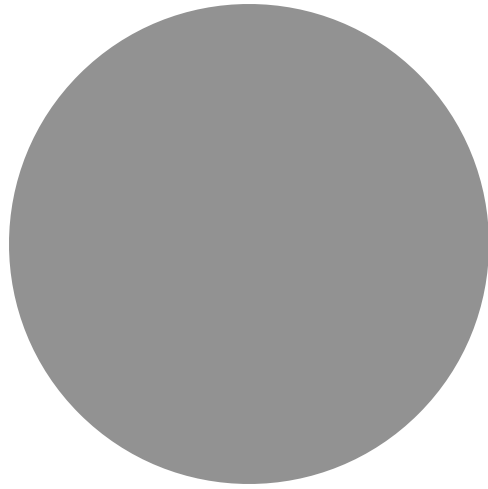
This is a black
circle.



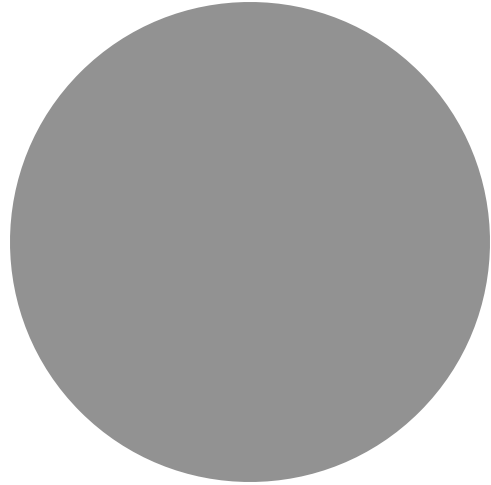
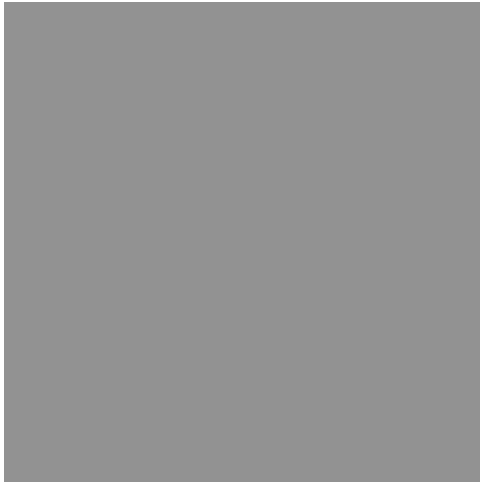
This is a black
square and a black
circle.



This is a gray
square.



This is a gray
circle.



This is a gray
square and a gray
circle.

Dan and the Bug



A collection of stories for
Level - 8

By Clark Ness

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



Dan and the



Bug

I see Dan. I see 1



.

bug

"I see 1



," said Dan.

bug

"I am ☐ ☐ than that



," said Dan.

bigger

bug

"That



seems ☐ ☐ than I am," said Dan.

bug

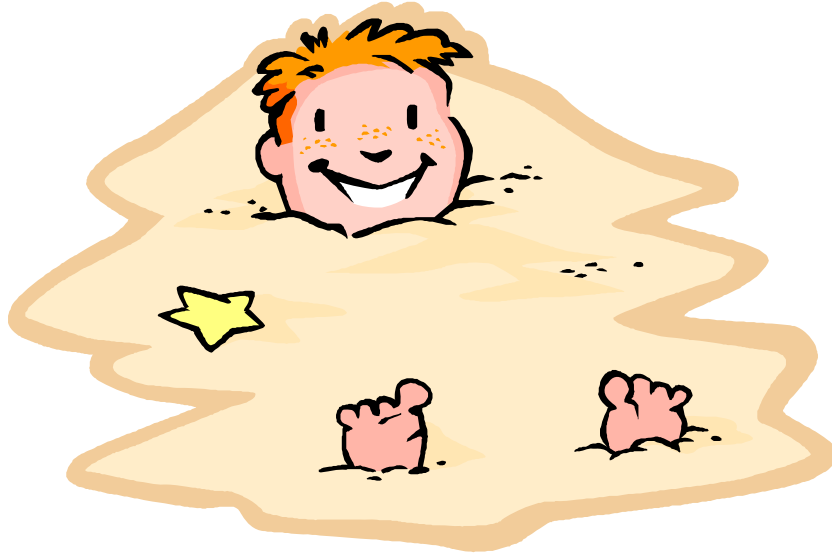
smaller

I see Dan and that



.

bug




Dan and the Sand

"I am Dan," said Dan.

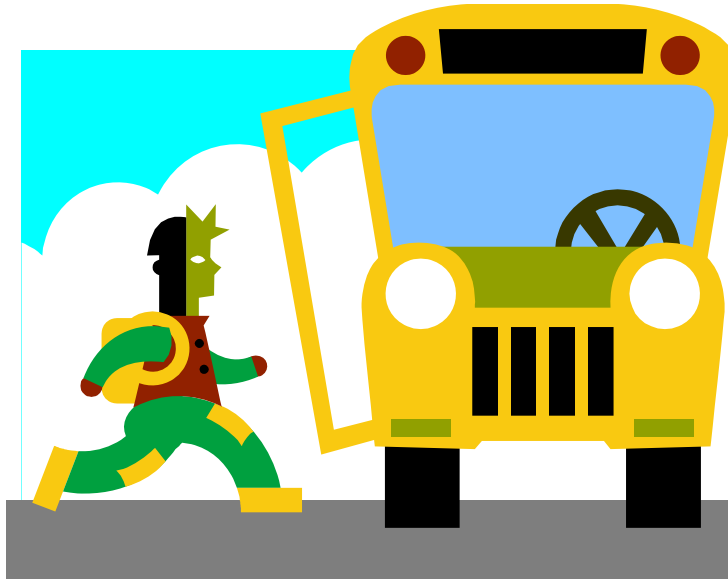
"I see sand," said Dan.

"I meet the sand," said Dan.

"The sand meets me," said Dan

"I seem  that I see sand," said Dan.
happy

"I am  that I meet the sand," said Dan.
happy



Dan and the 
school bus

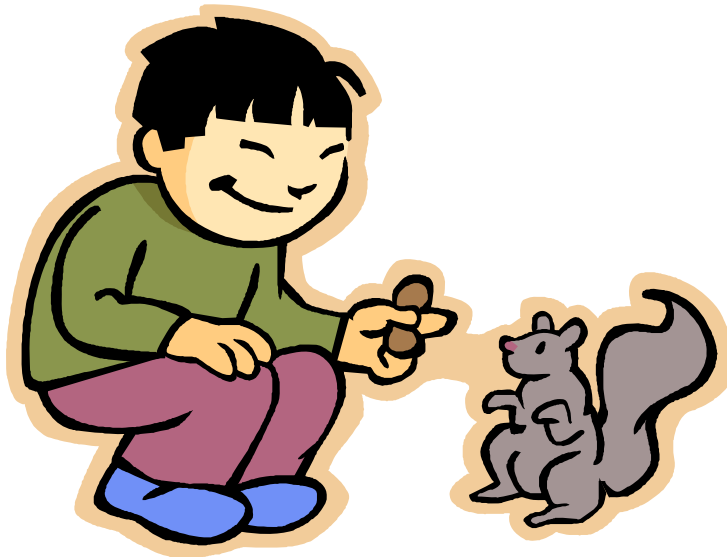
"I am Dan," said Dan.


"I see the 
school bus , " said Dan.


"I meet the 
school bus , " said Dan.

"I am  that the  meets me," said
Dan.


"I need the 
school bus , " said Dan.




Dan and the 
squirrel

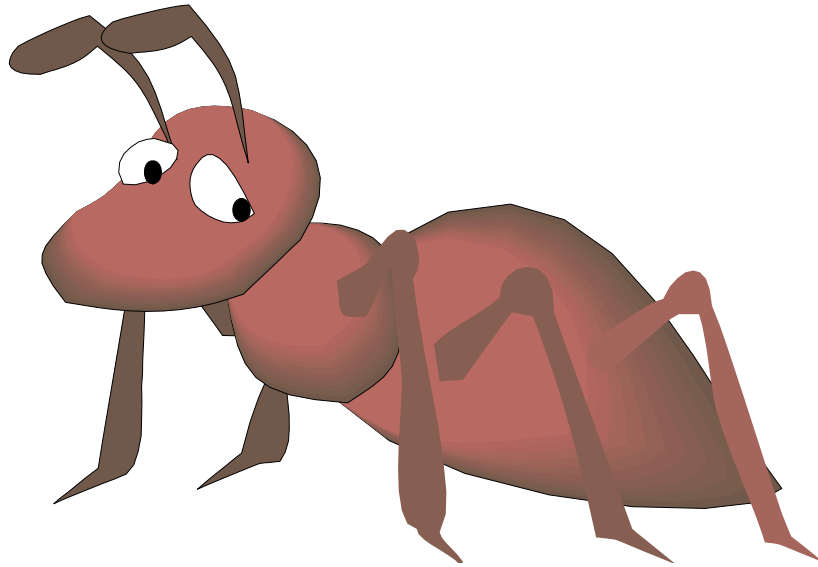
I see Dan. I see 1 
squirrel

"I see 1 , " said Dan.
squirrel

"I am ☐ ☐ than that , " said Dan.
bigger squirrel

"That  seems ☐ ☐ than I am," said Dan.
squirrel smaller

I see Dan and that 
squirrel



I am 1 Ant

"See me?" said the ant.

"See me? I am 1 ant," said the ant.

"See me? I am Nan," said the ant.

"See me? I am Nan the ant," said the ant.

"See me? I'm an ant," said the ant.

"See me? I'm Nan the ant," said Nan.



I am Dan the Dad

"See me? I am Dan," said the man.

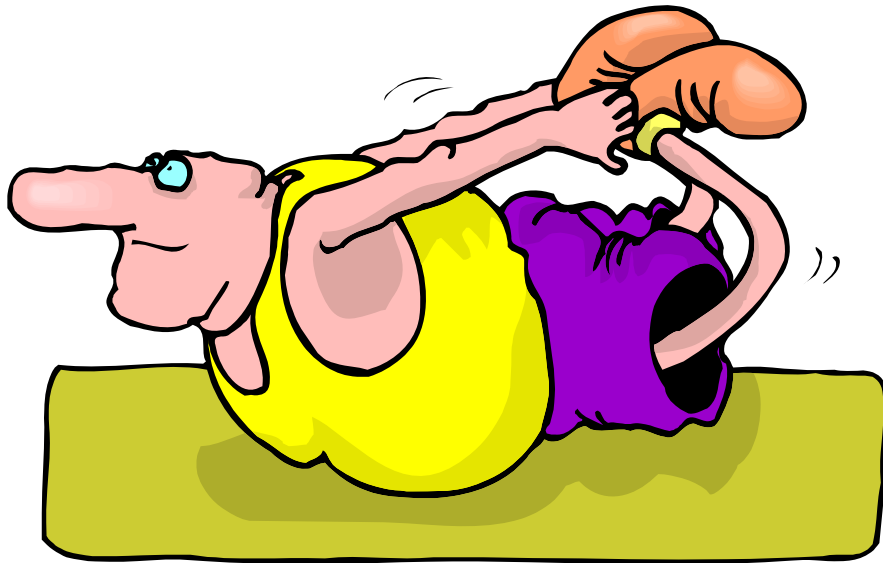
"See me? I am Dan the dad," said Dan.

"I see Sam, and I see Nan," said Dan.

"I see Dad," said Sam. "I need Dad."

"I see Dad," said Nan. "I need Dad."

"Sam and Nan need me," said Dan the dad.



I See Dan the Man

I see Dan the man.

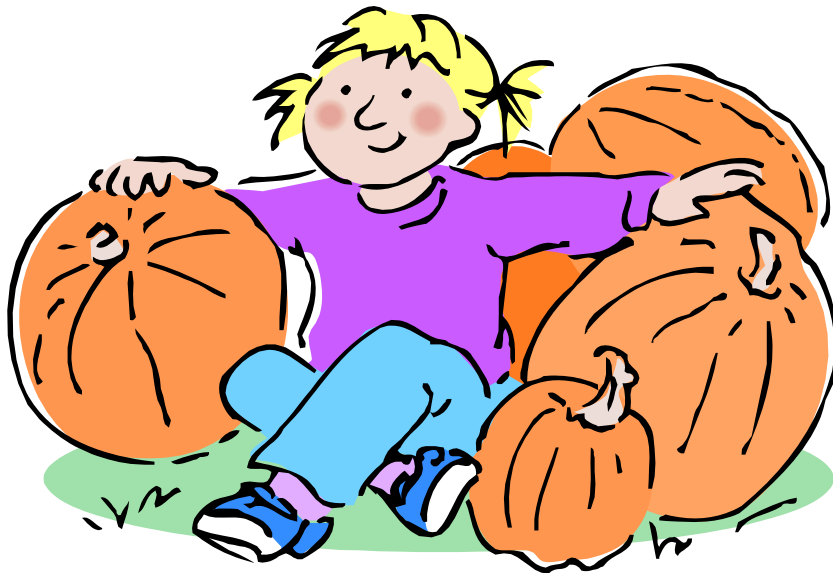
I see 1 mat.

I see Dan the man, and I see 1 mat.

Dan the man needs 1 mat.

"I'm Dan the man," said Dan the man.

"I need 1 mat," said Dan the man.



I See Nan


I see Nan.

See that. Nan sat.

"I am Nan," said Nan.

"I sat," said Nan.


Nan seems .
happy

"I am Nan, and I am , " said Nan.
happy



I 
Skateboard

"I am Dan," said Dan.

"I , " said Dan.
skateboard

"I am Sam," said Sam.

"I am 1 man, and I am 1 dad," said Sam.

"I see Dan , " said Sam.
skateboard

"I , and I need Dad," said Dan.
skateboard





Nan and the




"I am Nan," said Nan.

"I see 1 , " said Nan.
dog

"I am ☐ ☐ than that , " said Nan.
bigger dog

"That  seems ☐ ☐ than I am," said Nan.
dog smaller

"I am Nan, and I see 1 , " said Nan.
dog



Nan Needs Sand

I see Nan.

I see sand.

I see Nan and sand.

Nan sees sand.

Nan needs sand.



Sam and Nan at the Park



I see Sam at the park.



I see Nan at the park.



I see Sam and Nan at the park.



Sam and Nan Meet

Sam sees Nan.

Nan sees Sam.

Sam meets Nan.

Nan meets Sam.

Sam and Nan meet.



Sam Needs Sand

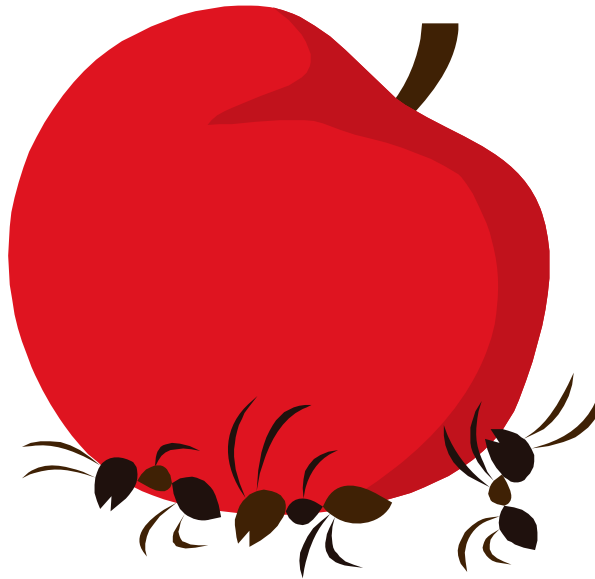
I see Sam.


I see sand.

I see Sam and sand.




Sam sees sand.




Sam needs sand.









The Ants and the 
apple

The 3 ants see 1 
apple.

The  seems   than the ants.
apple bigger

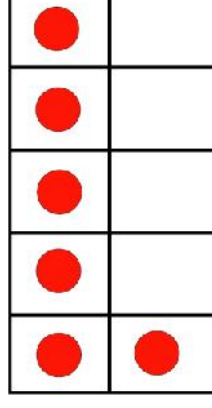
The ants seem   than the 
smaller apple

"The  seems   than I am," said 1 ant.
apple bigger

"I seem   than the , said 1 ant.
smaller apple

Show One More

5



Materials: numeral cards (0-10), blank ten frames, counters

1. Work with a partner. Take a ten frame each. Place the numeral cards in a pile facedown on the table.
2. Turn over the top card. Put counters on your ten frame to show **one more** than this number.
3. Check to see if your ten frames match.
4. Repeat with other numeral cards.

One more than ____
is ____.

One more than
___ is ___.

One more than
___ is ___.

One more than
___ is ___.

One more than
___ is ___.

□□□ r□□□ rd□□

1

2

3

4

5

6

7

8

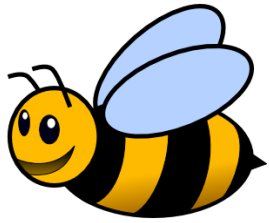
9

10

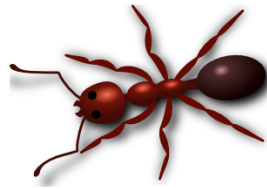
11

12

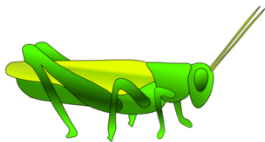
BUG Scavenger Hunt!



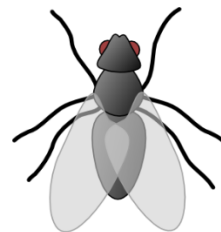
bee or wasp



ant



grasshopper or cricket



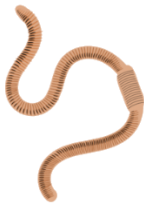
fly



butterfly or moth



ladybug



worm



spider



mosquito



snail or slug

