Pre-K At-Home Learning Resources (Pink Packet) Week #11

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

IMAGINE YOUR STORY

SUMMER READING CHALLENGE

Featuring challenges, prizes, and more for every age!

Babies





Children

Middle & High Schoolers





Adults

June 1 - August 31, 2020

Register and log your reading online at richland.beanstack.org and with the <a>Image: Beanstack app on your phone or tablet





Can't log online? Get started on this log!

Each space in the grid counts as 30 minutes. Date each space as you read.

Name		Are you a Child Teen or Adult				
30	30	30	30	30		
	30	30	30	30		
	30	30	30	30		
30	[30	30	[30	[30		

Is there another person in your family who wants to start logging reading minutes?

Use this grid:

Name			Child Teen	Adult
30	[] 30	[30	[] 30	() 300
30	[] 	[] _/_/_	[] 30]	[] 30
30	30	(*)	30	(*) 30

Bring this sheet to the library to find out which prizes you are eligible for.



Phonics



Letter-Sound Correspondence

P.018

Letter-Sound Pyramid



Objective

The student will match final phonemes to graphemes.



Materials

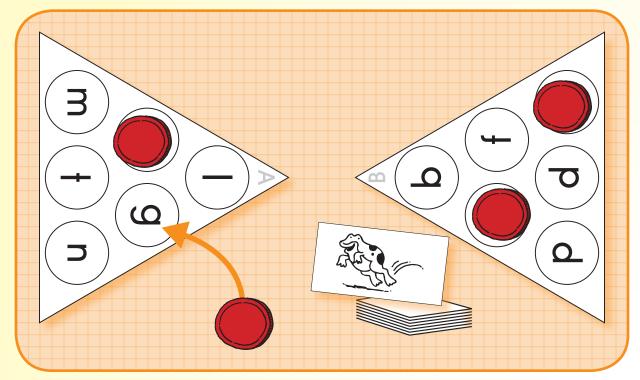
- Letter-Sound Pyramid triangles (Activity Master P.018.AM1a P.018.AM1b) Note: There are two triangles marked "A" and "B."
- Final sound picture cards (Activity Master P.018.AM2a P.018.AM2b)
- Game pieces (e.g., counters)



Activity

Students match final sounds of words to letters while playing a pyramid game.

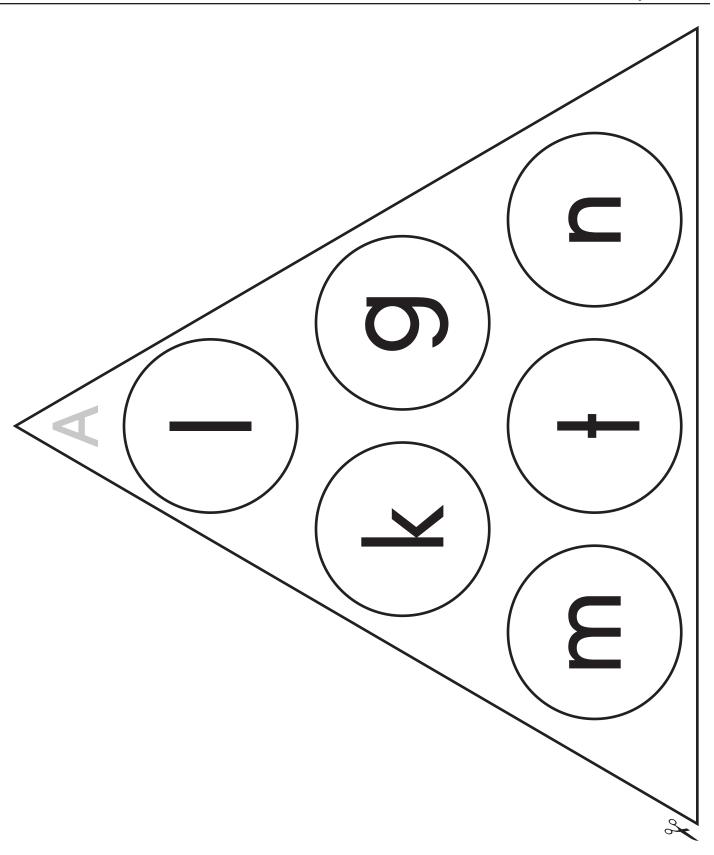
- 1. Place final sound picture cards face down in a stack. Provide each student with a different triangle and game pieces.
- 2. Taking turns, students select the top card from the stack, name the picture and say its final sound (e.g., "shovel, /l/").
- 3. Look for letter on triangle that corresponds to final sound (i.e., "1").
- 4. If letter is found, place game piece on that spot and place picture card in a discard pile. If no letter is found which matches, place picture card at the bottom of the stack.
- 5. Continue until all matches are made.
- 6. Peer evaluation



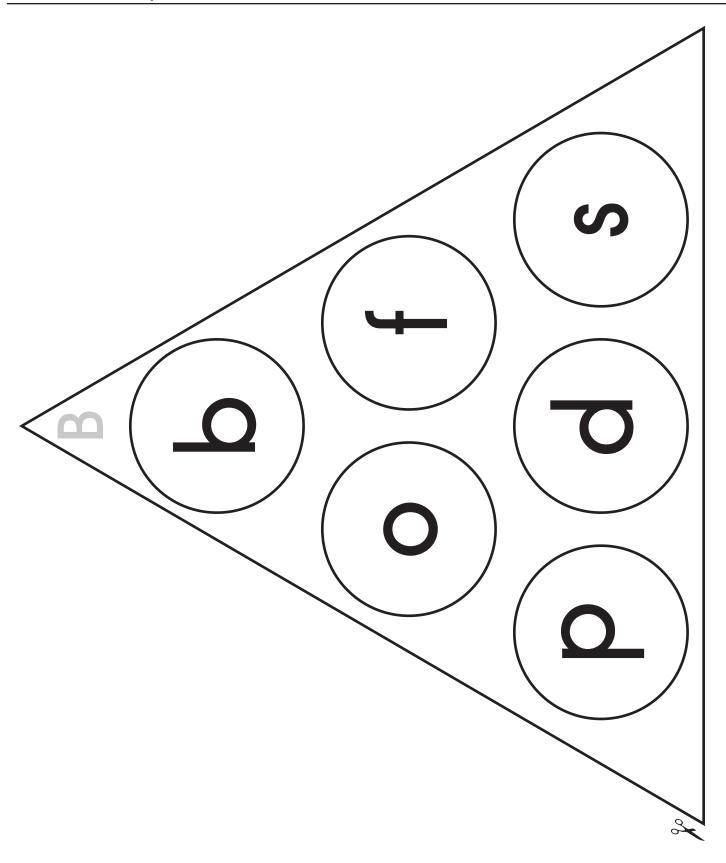


Extensions and Adaptations

- ▶ Use other triangles (Activity Master P.018.AM3a P.018.AM3b) and picture cards (Activity Master P.018.AM4a - P.018.AM4b).
- ▶ Make other triangles (Activity Master P.018.AM5) for use with initial or medial sounds.



letter-sound triangle A

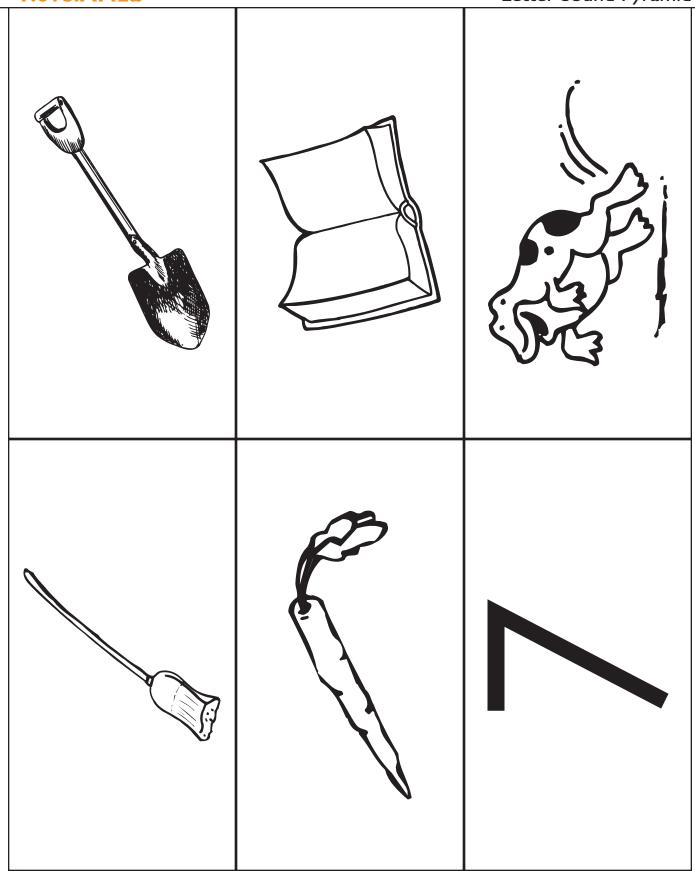


letter-sound triangle B

Phonics

P.018.AM2a

Letter-Sound Pyramid

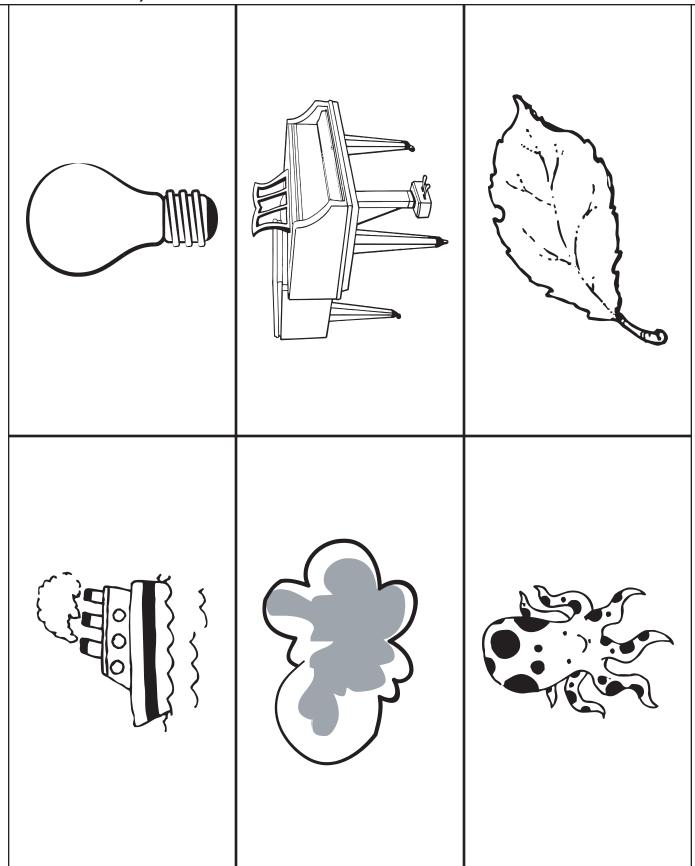


final sound picture cards: shovel, book, frog, broom, carrot, seven



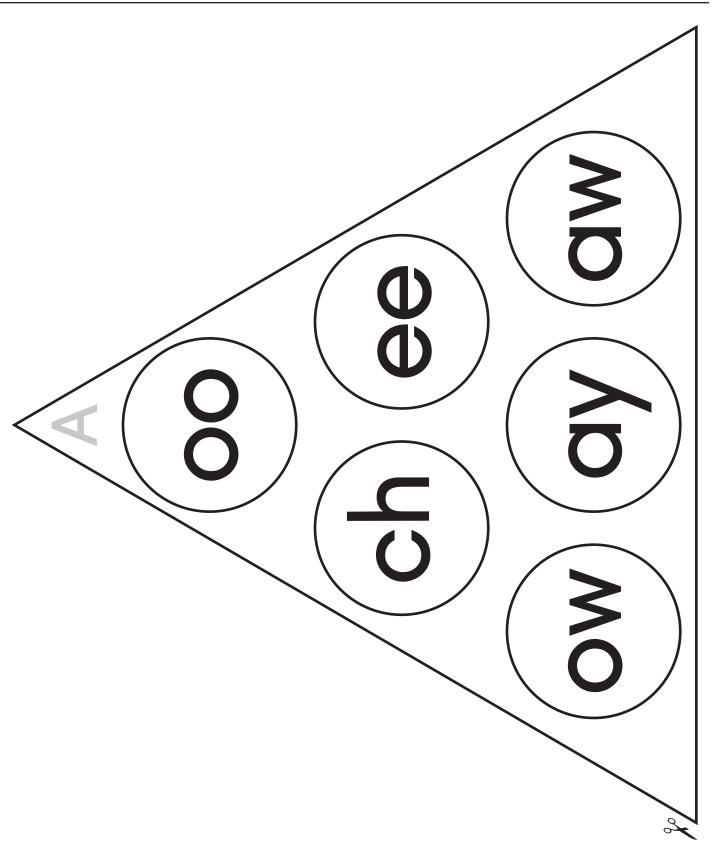
Letter-Sound Pyramid

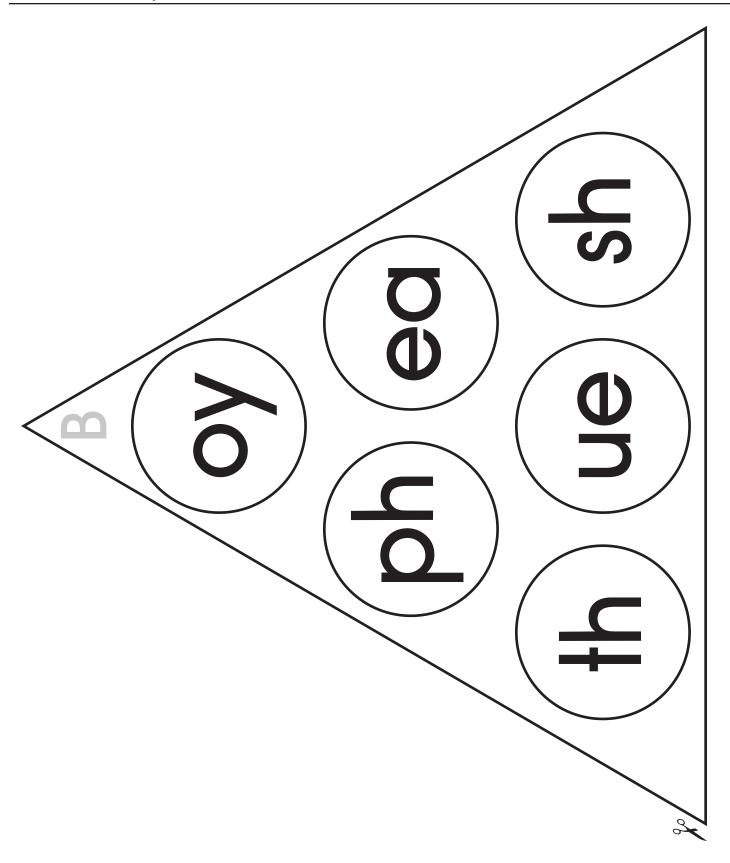
P.018.AM2b



final sound picture cards: bulb, piano, leaf, ship, cloud, octopus





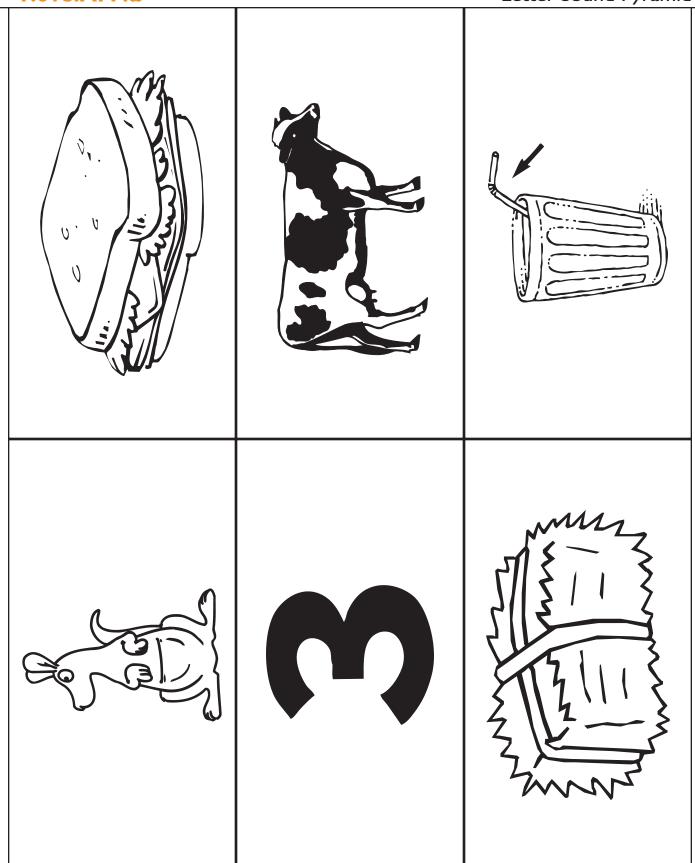


letter-sound triangle B

Phonics

P.018.AM4a

Letter-Sound Pyramid

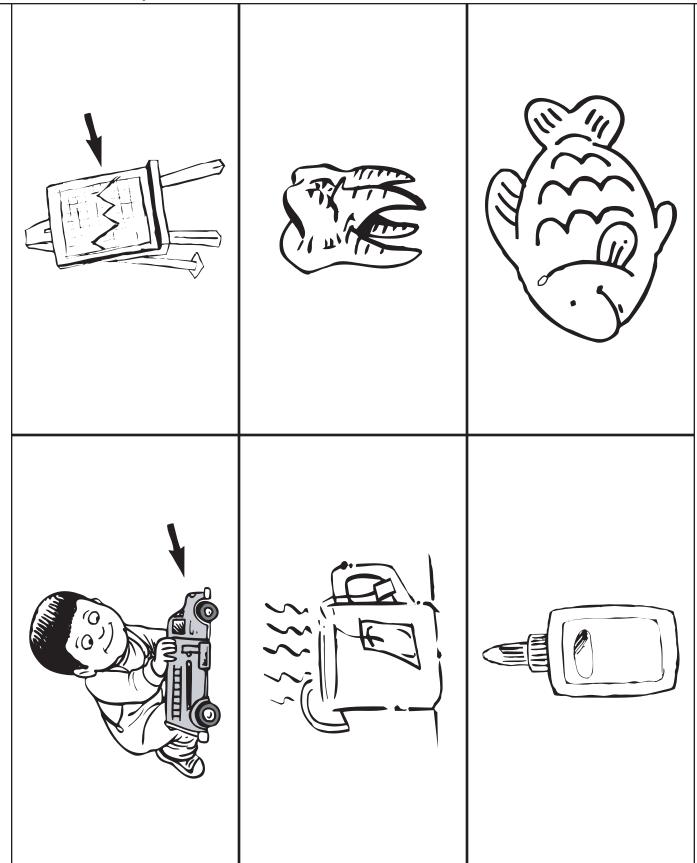


final sound picture cards: sandwich, cow, straw, kangaroo, three, hay



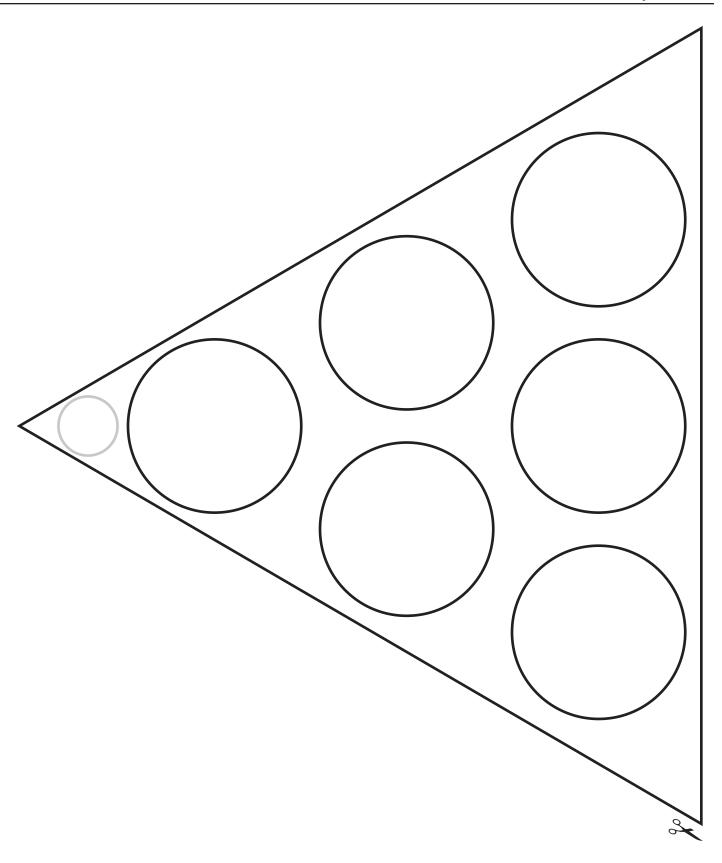
Letter-Sound Pyramid

P.018.AM4b



final sound picture cards: graph, tooth, fish, toy, tea, glue





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?

Cars and Colors



By Clark Ness

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Reading Level: Flesch-Kincaid Grade Level -1.0

Nonfiction



Here is a red car.



Here is a blue car.



Here is a yellow car.



Here is a purple car.



Here is a green car.



Here is an orange car.



Here is a black car.



Here is a pink car.

This Is an Ant

Unit 2 Stories

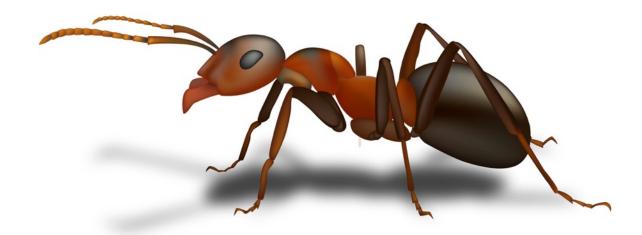


By Clark Ness

Stories that support Language! (Fourth Edition) Reading Program

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This Is an Ant



This is an ant.

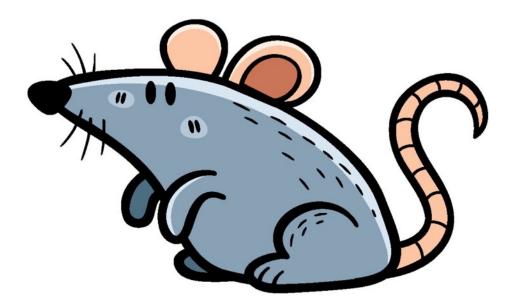
This ant is fast.

This is a fast ant.

The fact is that this ant is fast.

story in any form, or by any means, mechanical and/or electronic. Sale of this story and/or uploading to a commercial bookstore or commercial website is strictly forbidden without prior written permission.

This Is a Rat



This is a rat.

This rat sat.

This rat is fat.

This is a fat rat that sat.

This fat rat sat.

Story Level - Unit 2 22 words in text

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I Am a Clam



I am a clam.

I sat.

I am a clam that sat.

The fact is that I am a clam that sat.

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This Is Pat



This is Pat.

Pat sat.

Pat has a cat.

The cat sat.

Pat has a cat that sat.

Story Level - Unit 2 18 words in text

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Is That Your Mat?



Is that your mat?

It is a mat.

Is that your cat?

It is a cat.

It is a mat. It is a cat.

Story Level - Unit 2 24 words in text

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This Is a Raft



This is a raft.

This raft is a blast.

This raft is at a camp.

Are you at the camp?

Is this your raft?

Story Level - Unit 2 24 words in text

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This Is Bran



This is Bran.

"I camp. Do you camp?" said Bran.

"Do you plan to camp?" said Bran.

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This Is a Stamp



This is a stamp.

A stamp is flat.

Pat has this stamp.

"This is a stamp. A

stamp is flat," said Pat.

Story Level - Unit 2 22 words in text

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Who Are You?



Who are you?

I am a cat.

I am fat.

I am a fat cat.

I am a fat cat that sat.

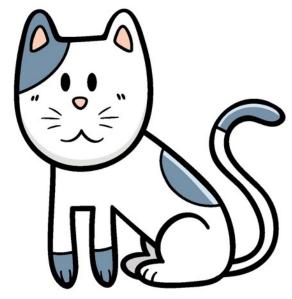
Story Level - Unit 2 22 words in text

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Who Are You?



Who are you?

"I am a cat," said the cat.

"I sat," said the cat.

"The fact is that I sat," said the cat.



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Dice Race 1-6

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

Work with a partner. Take turns to roll a dot die and write the number rolled in the matching column on your board. Keep rolling and writing numbers until one player has completed all the numbers in one column. Use the math talk cards to ask each other questions as you are playing. Ċ.



Which number have you rolled the most? Challenge: Keep rolling and writing numbers until you have both filled all the spaces on your board.

Dice Race 1-6



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Dice Race 1-6



1 2 3 4 5 6

How many
times have you
rolled ___?

Which number have you rolled the most?

Which number have you rolled the least?

How many more times do you need to roll ___ to reach the top?

Dice Race (2-12)



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

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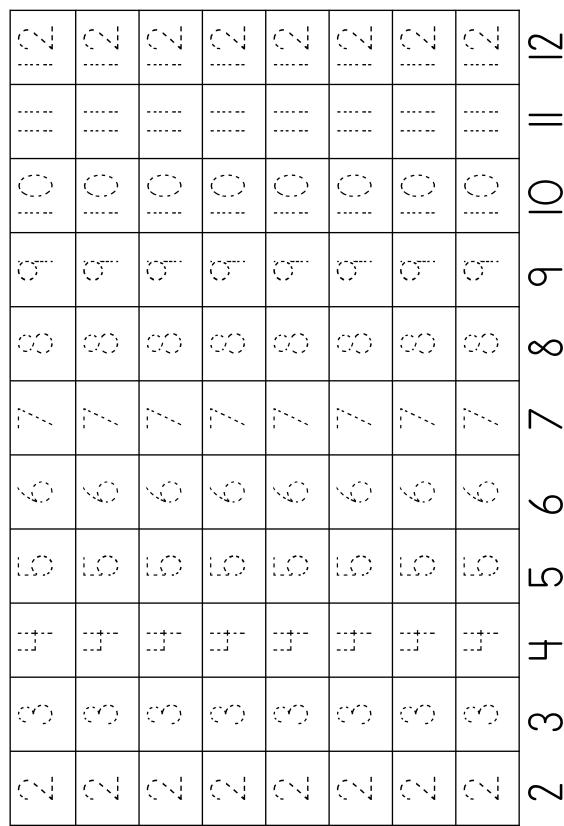
- find the sum, and write the number on your board. Work with a partner. Take turns to roll two dice,
- Keep taking turns until one player has completed all the numbers in one column.

Challenge: Keep rolling and writing the sum until you have both filled all the spaces on your board.

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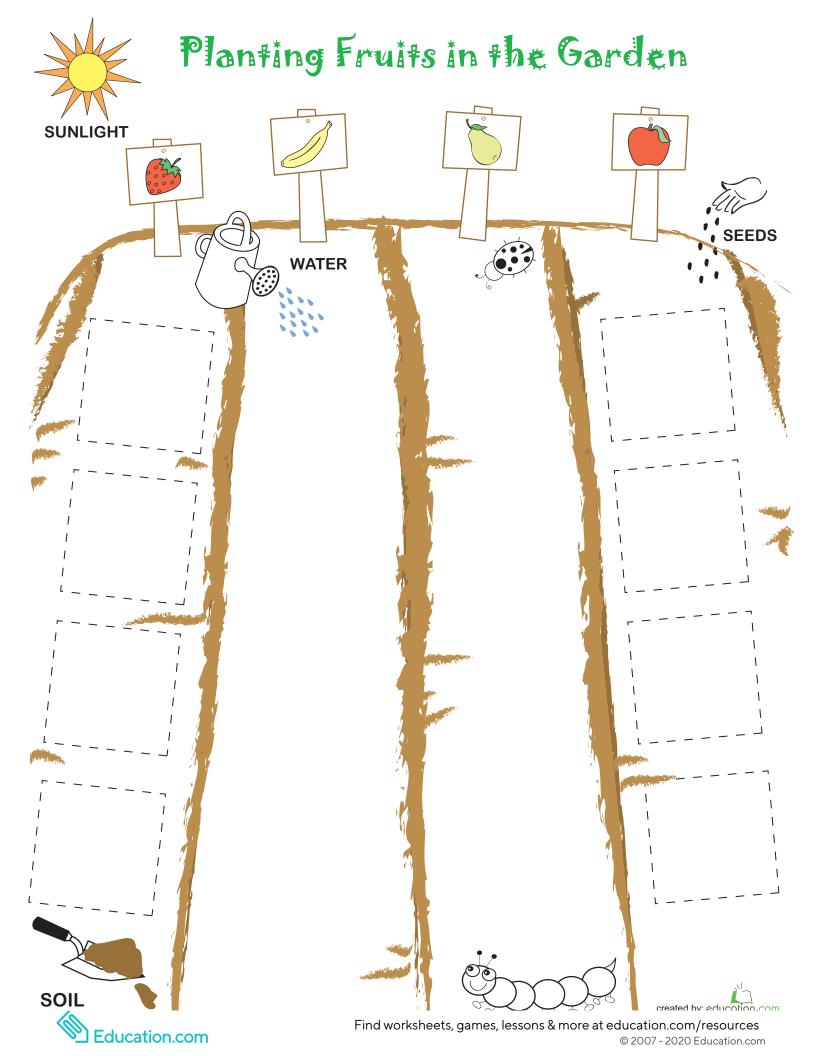






Dice Race (2 – 12)

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Planting Fruits in the Garden

Color all the fruits. Then cut them out with the help of a parent. Next sort out the fruits and paste each kind of fruit in a row to plant your own fruit garden.

Parent Tip: Talk about how plants grow & stages of planting. Ask the child to name more fruits.

