

# Pre-K At-Home Learning Resources

## (Pink Packet)

### Week #12

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](http://richland.beanstack.org) and with the  Beanstack app  
on your phone or tablet



**RICHLAND  
PUBLIC LIBRARY**

For More Information, visit:  
[www.richland.lib.wa.us](http://www.richland.lib.wa.us)























**collaborative**  
summer library program™



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 \_\_\_\_

 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____

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

Use this grid:

Name \_\_\_\_\_ Child \_\_\_\_ Teen \_\_\_\_ Adult \_\_\_\_

 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____

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



**RICHLAND  
PUBLIC LIBRARY**

**Objective**

The student will match medial phonemes to graphemes.

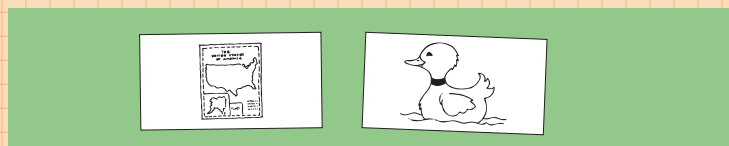
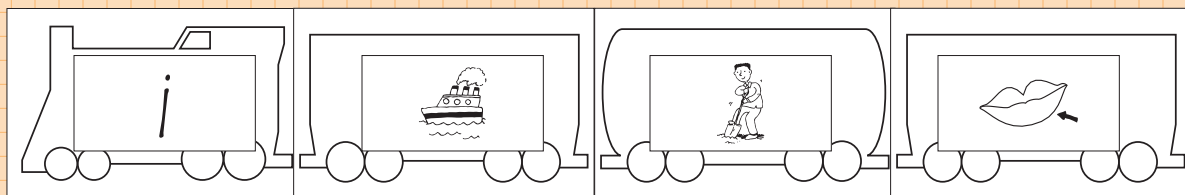
**Materials**

- ▶ Letter-Sound Train engine and caboose (Activity Master P.020.AM1)
- ▶ Letter-Sound Train cars (Activity Master P.020.AM2)  
*Copy six times.*
- ▶ Construction paper  
*Use as the platform.*
- ▶ Index card  
*Label the card with the letter “i”.*  
*Attach it to the train engine.*
- ▶ Medial sound picture cards (Activity Master P.020.AM3a - P.020.AM3c)

**Activity**

Students match medial sounds in words to the target letter on a train.

1. Place the engine, cars, and caboose in a line on a flat surface. Place medial sound picture cards face down in a stack. Place the platform at the center.
2. Taking turns, students select the top card, name it, and say its medial sound (e.g., “duck, /u/”). State the letter that makes that sound (i.e., “u”).
3. Determine if medial sound matches target letter. If it matches, place card on a train car. If it does not match, place on the platform.
4. Continue until all cards are sorted.
5. Peer evaluation

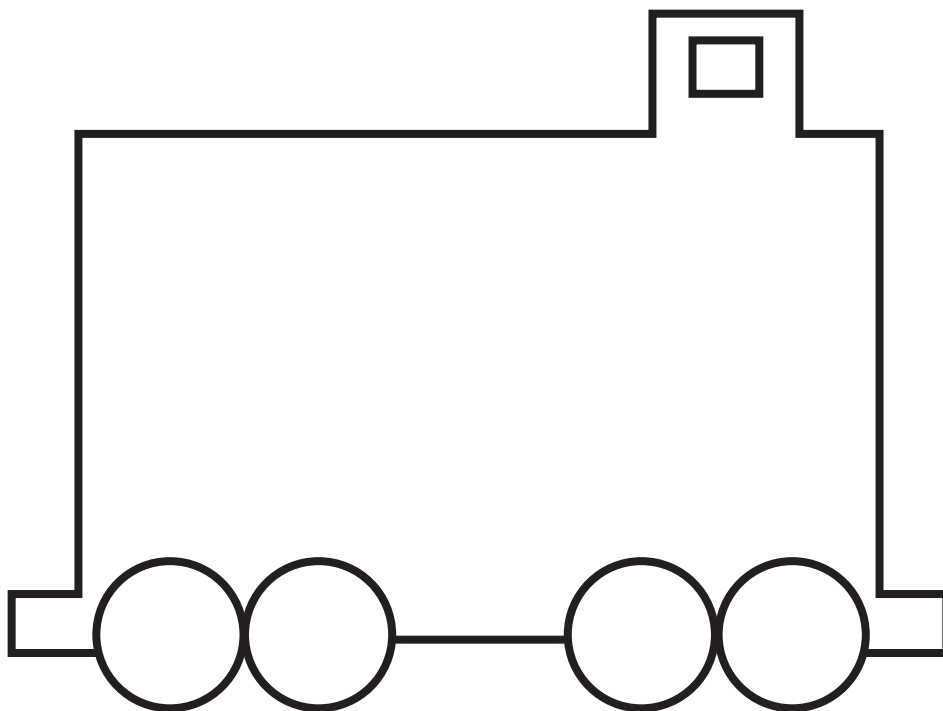
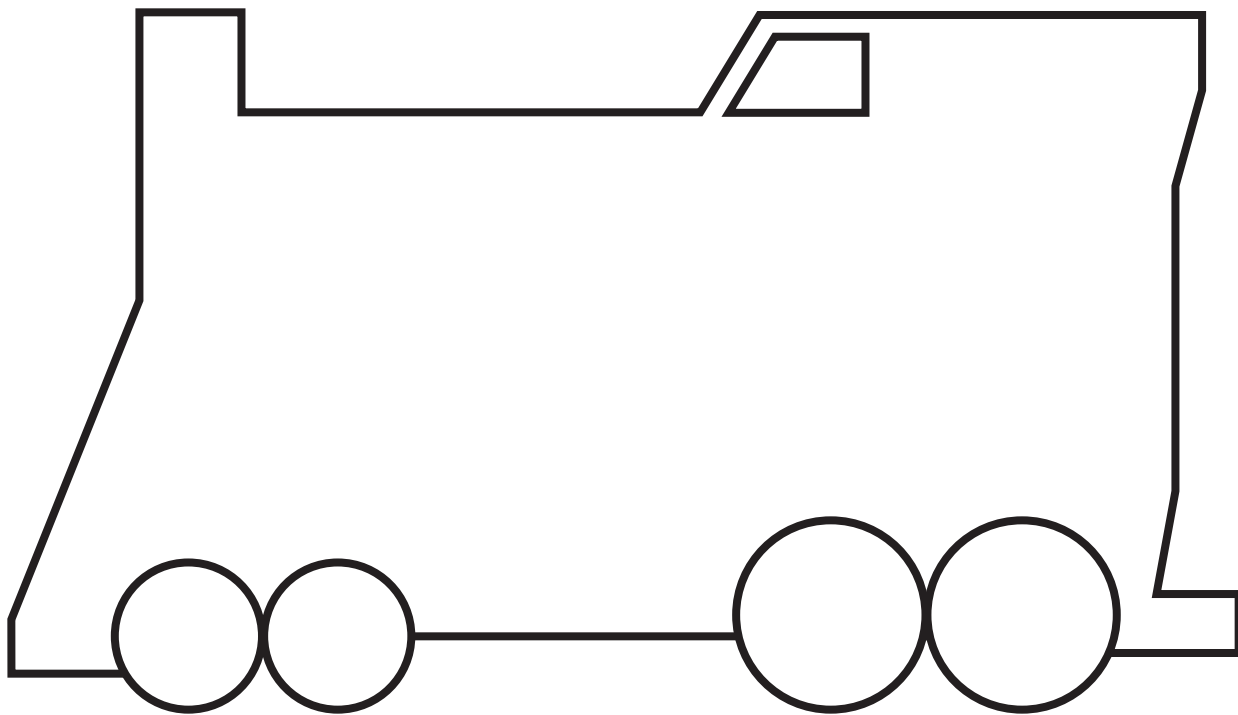
**Extensions and Adaptations**

- ▶ Use other target medial sound cards (Activity Master PLSC-M.1 - PLSC-M.13).
- ▶ Use target and non-target initial or final objects or sound picture cards (Activity Master PLSC-I.1 - PLSC-I.22 or PLSC-F.1 - PLSC-F.16).

# Phonics

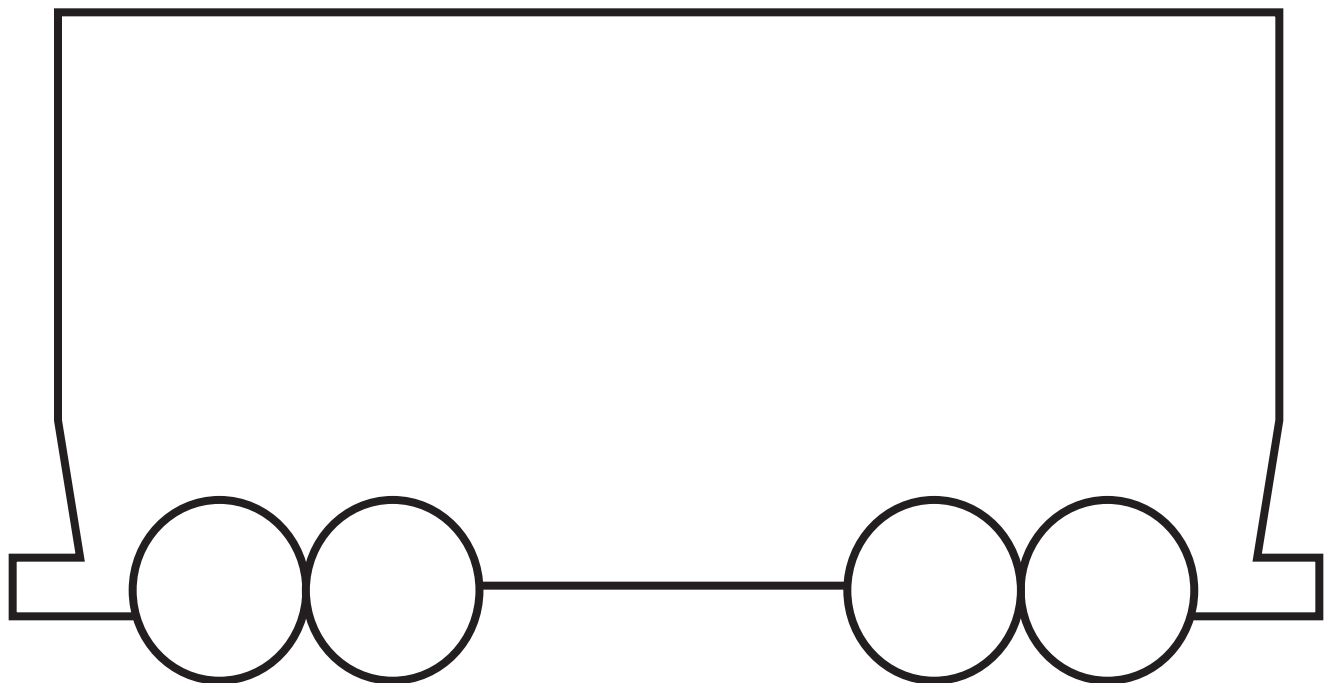
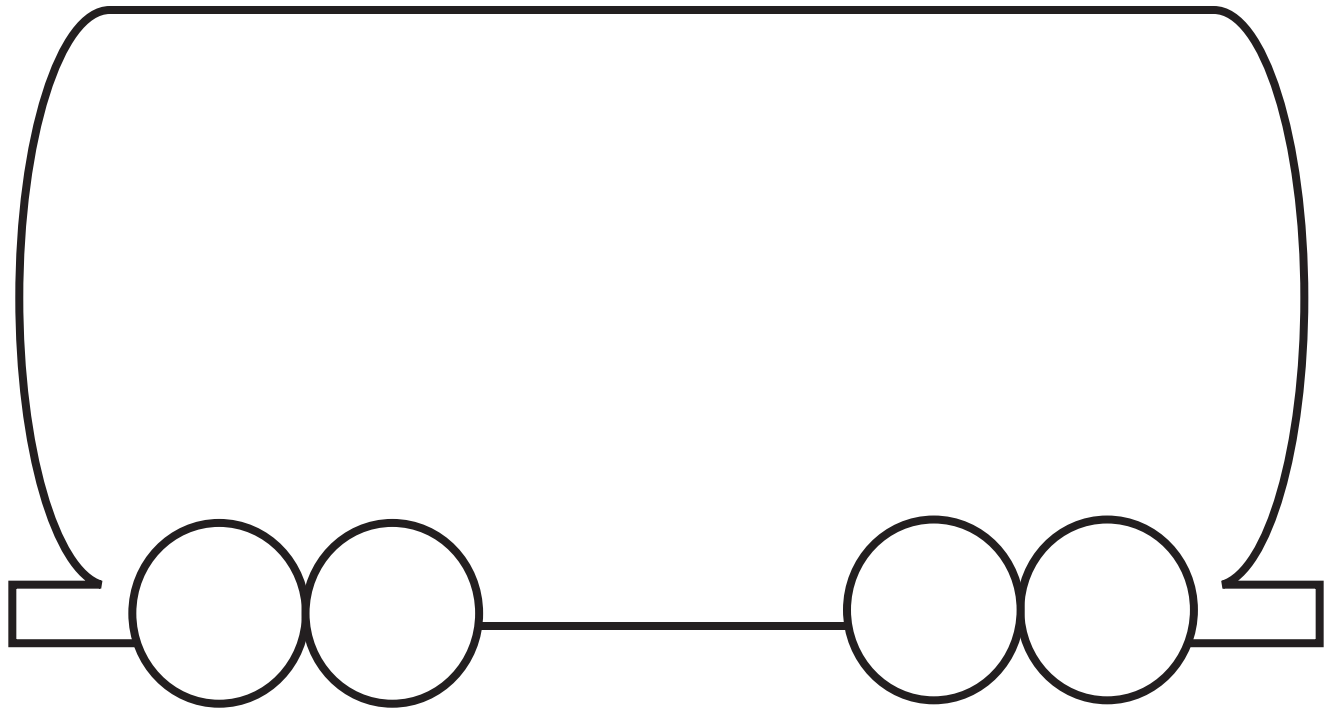
Letter-Sound Train

P.020.AM I



letter-sound train engine and caboose





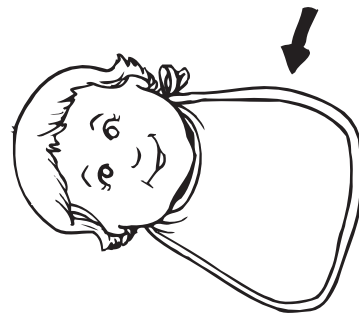
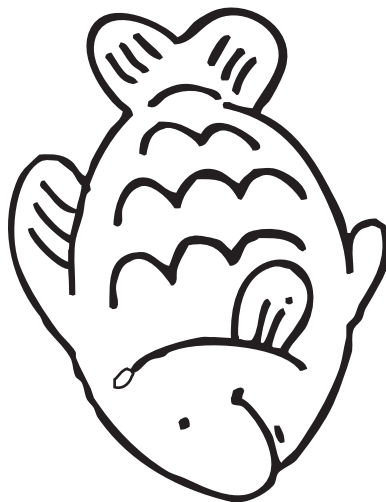
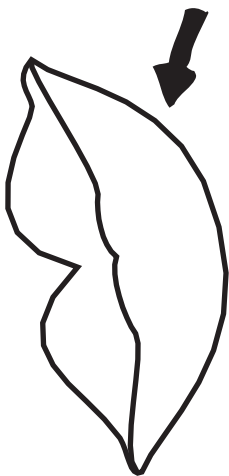
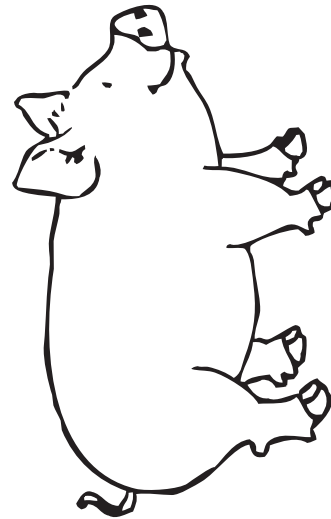
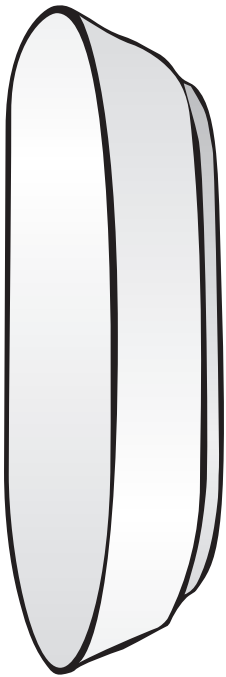
letter-sound train cars



# Phonics

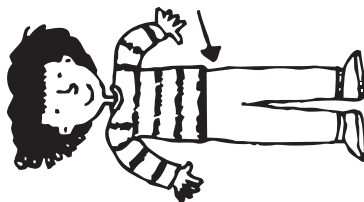
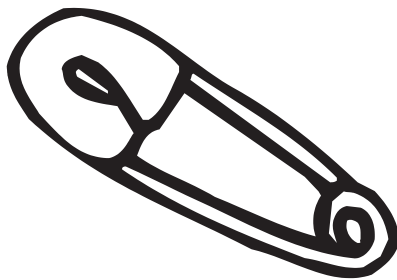
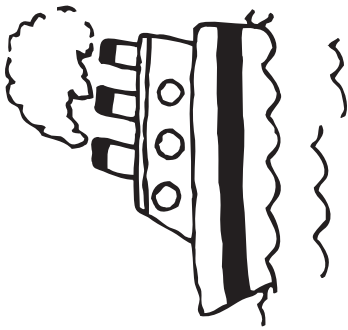
Letter-Sound Train

P.020.AM3a



medial sound picture cards: dish, kiss, pig, lip, fish, bib





medial sound picture cards: ship, six, dig, pin, hip, clip

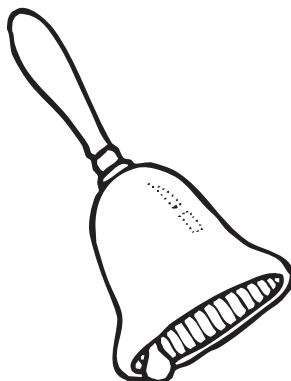
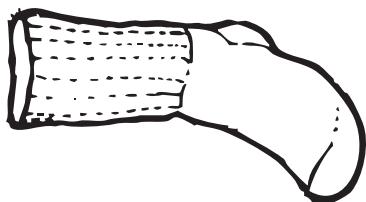
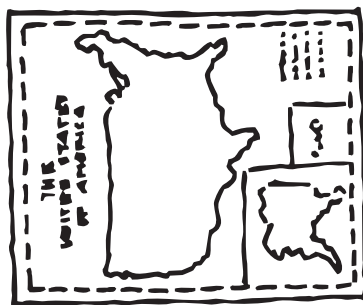
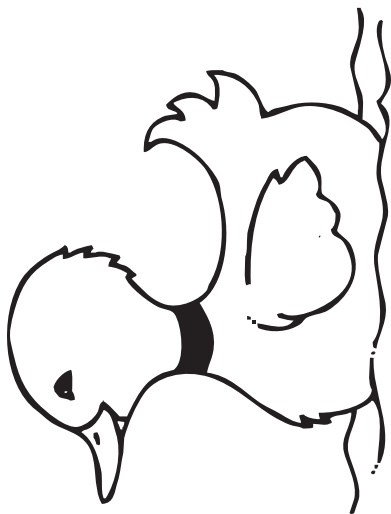




# Phonics

Letter-Sound Train

P.020.AM3c



medial sound picture cards: duck, map, gate, sock, bell, mice



# 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?

# At School



By Clark Ness

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for more free ebooks and stories.

Reading Level: Flesch-Kincaid Grade Level -0.1  
Nonfiction



I can learn to read  
at school.



I can learn math  
at school.



I can learn to  
write at school.



I can learn about  
my world at school.



I can learn music  
at school.





I can learn how to  
be active at school.



I can be with my  
friends at school.



I can be happy at  
school.

Flesch-Kincaid Grade Level -0.1

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# In a Band

## Unit 3 Stories



By Clark Ness

Stories that support  
Language! (Fourth Edition) Reading Program

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# In a Band



“I am in this band,” said Grant.

“I am glad that I am in this band,” said Grant.

“It is a blast,” said Grant.

Story Level - Unit 1 24 words in text

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# Rat



This is a rat.

It is a big rat.

It is a bad rat.

This rat is a bandit.

It is a big bad rat.

Story Level - Unit 3 25 words in text

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# Can Add



The cat sat.

This cat can add.

“I am a cat,” said the cat.

“I can add. Can you  
add?” said the cat.

Story Level - Unit 3 23 words in text

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# A Big Dam



This is Van. Van is a man.

“This is a dam. It is big,”  
said Van.

“It is a big dam.”

Story Level - Unit 3 21 words in text

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# Can Dig



This is a man.

This man can dig.

“I can dig,” said the man.

“I can dig and dig,” said  
the man.

Story Level - Unit 3 22 words in text

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# I Am a Rabbit



“I am a rabbit,” said Pal.

“Dad has a van,” said  
Pal.

“It is a blast in the van,”  
said Pal.

Story Level - Unit 3 21 words in text

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# Mantis Has a Van



This is Mantis.

Mantis has a van.

“I am Mantis. I have a van,” said Mantis.

“I am glad I have a van.”

Story Level - Unit 3 23 words in text

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# A Big Bag



This is Flint. Flint has a bag. It is a big bag.

Flint has to drag that big bag. Can Flint drag that big bag?

Story Level - Unit 3 25 words in text

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# Picnic



This is Flint, Van, Cat,  
and Grant.

They can have a picnic.

“It is a blast to have a  
picnic,” said Grant.

Story Level - Unit 3 22 words in text

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# Granddad



“I am Bran,” said Bran.

“This is Granddad,” said  
Bran.

“Granddad and I have a  
blast,” said Bran.

Story Level - Unit 3 18 words in text

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# Missing Numbers 1-10

1				5
	7			

**Materials:** Missing Number grids, dry erase markers or crayons

1. Choose a Missing Number grid.
2. Fill in the missing numbers.
3. Point to each number and count from the first to the last number on the grid.
4. Ask a partner to check your work.

1

2

3

4

5

6

7

8

9

10



1

3

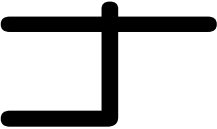


5

7

9

	4			10
			8	
2				
			6	

5	
	7
1	

			9	
2				

# Missing Numbers 1-20

	2				
					10
				14	
16					

**Materials:** Missing Number grids, dry erase markers or crayons

1. Choose a Missing Number grid.
2. Fill in the missing numbers.
3. Point to each number and count from the first to the last number on the grid.
4. Ask a partner to check your work.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

1			3		5
	7			9	
			13		15
	17			19	



	2		4	
6		8		10
	12		14	
16		18		20

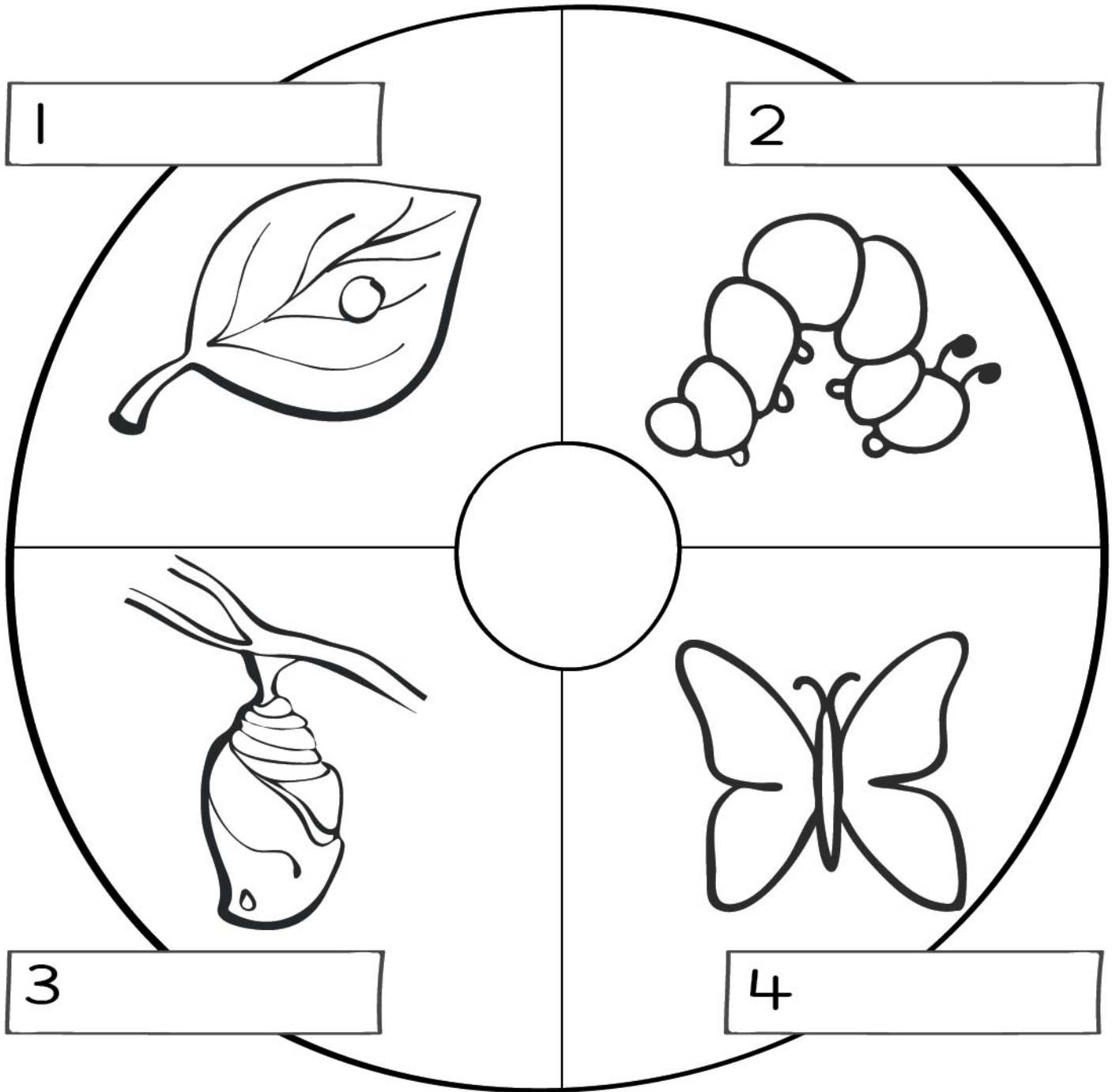
5			
	9		19
		13	
	7		17
1		11	

	2		4		
6				10	
	12		14		
16					

			10	
				41
2				
				16

# Life cycle of a Butterfly

Color the life cycle stages below.



Name \_\_\_\_\_

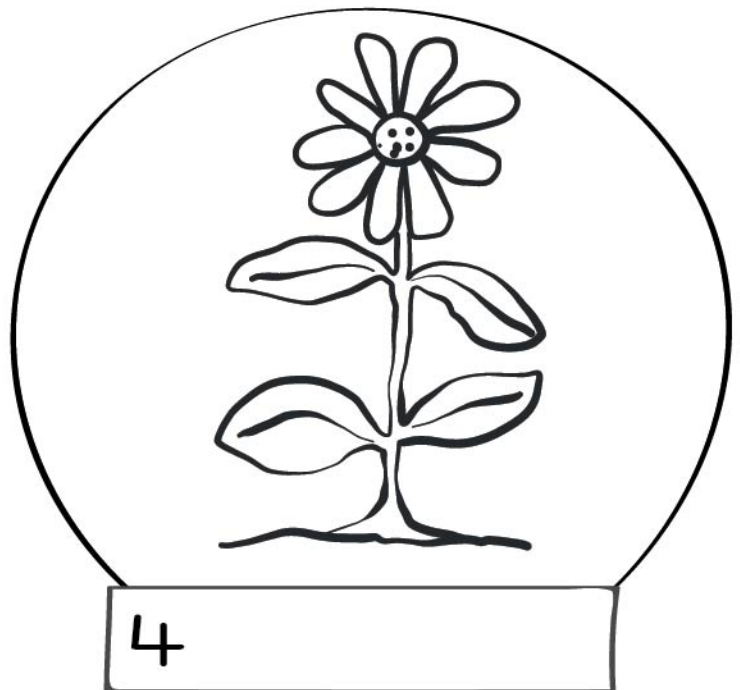
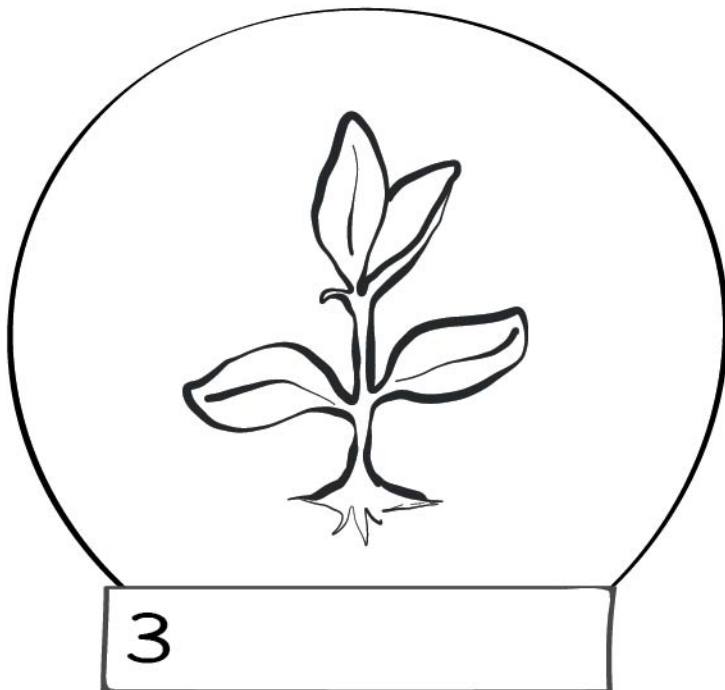
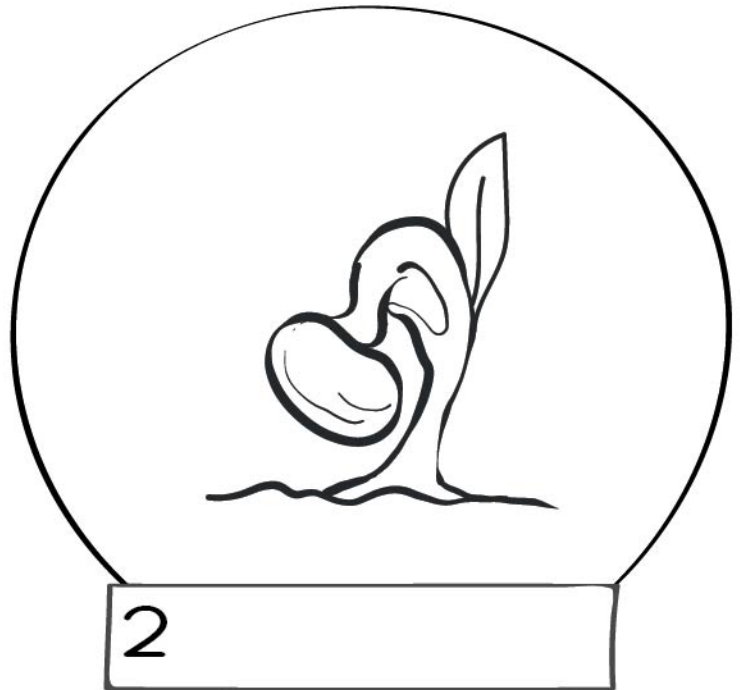
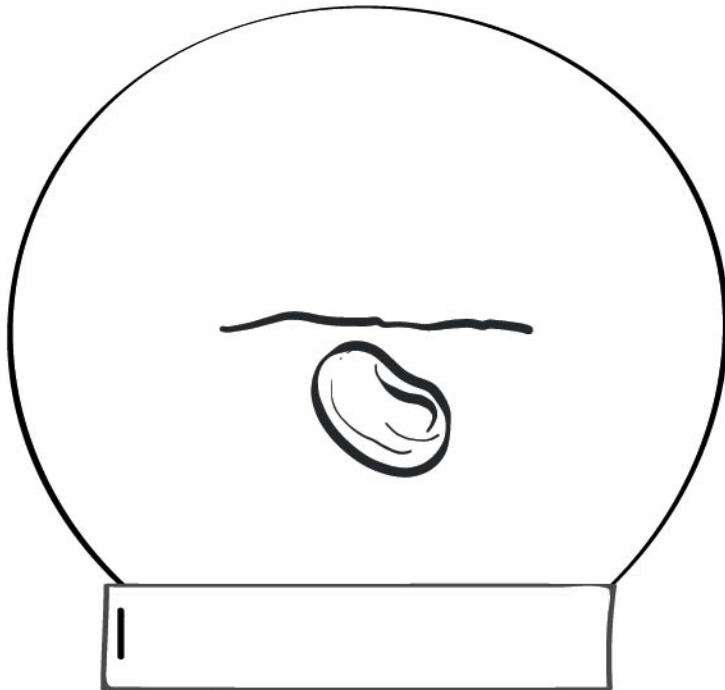
[www.cleverlearner.com](http://www.cleverlearner.com)

Cut out the stages of the butterfly life cycle and paste it on the correct picture

Caterpillar	Butterfly
Chrysalis	Egg

# Life cycle of a Plant

Color the life cycle stages below.



Name \_\_\_\_\_

[www.cleverlearner.com](http://www.cleverlearner.com)

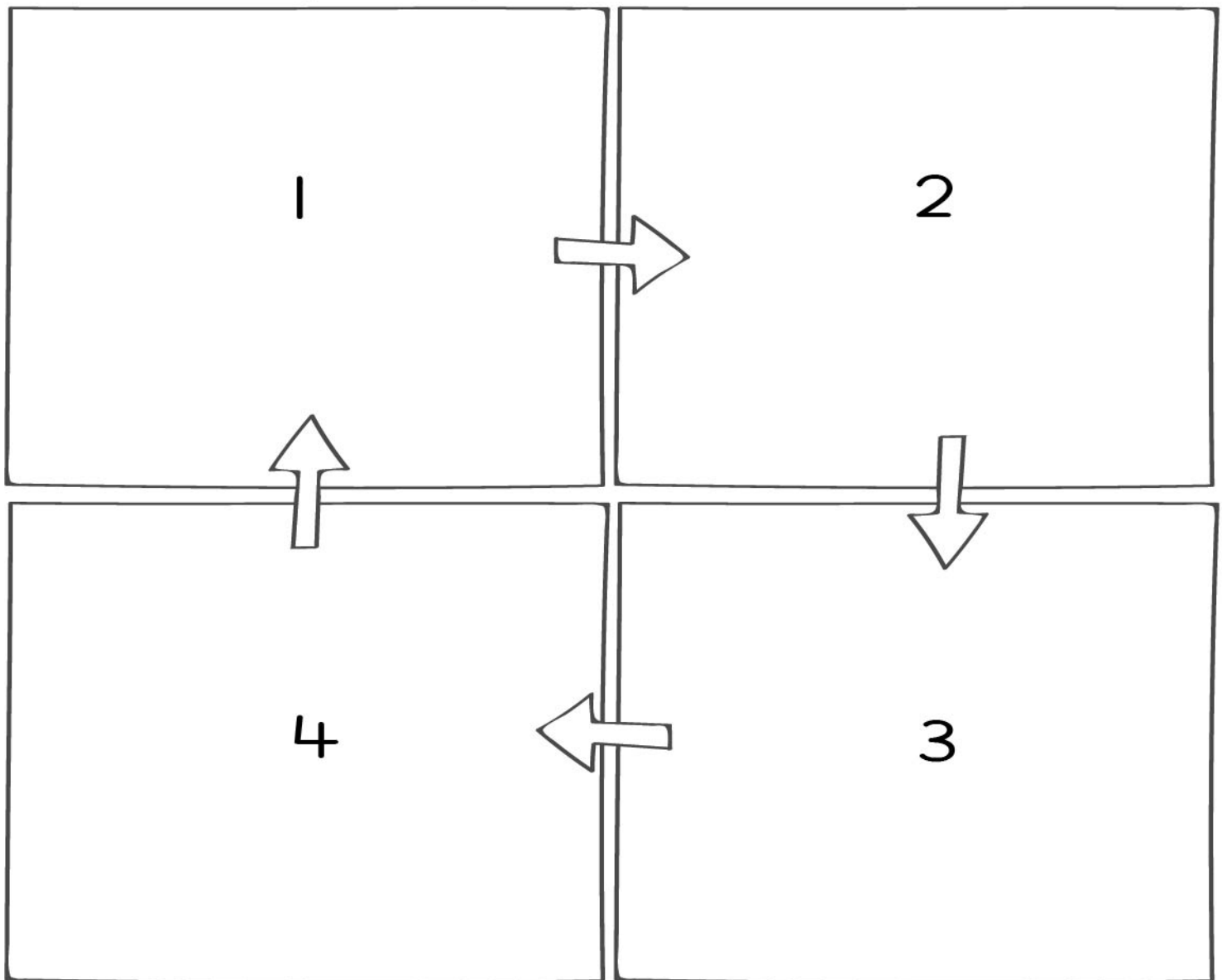
Cut out the stages of the plant life cycle and paste it on the correct picture

Seed	Plant
Flower	Sprout

# Life Cycle of a Plant

Color and cut out the pictures and paste them in order

\_\_\_\_\_  
Name



[www.cleverlearner.com](http://www.cleverlearner.com)



Sprout



Flower



Seed

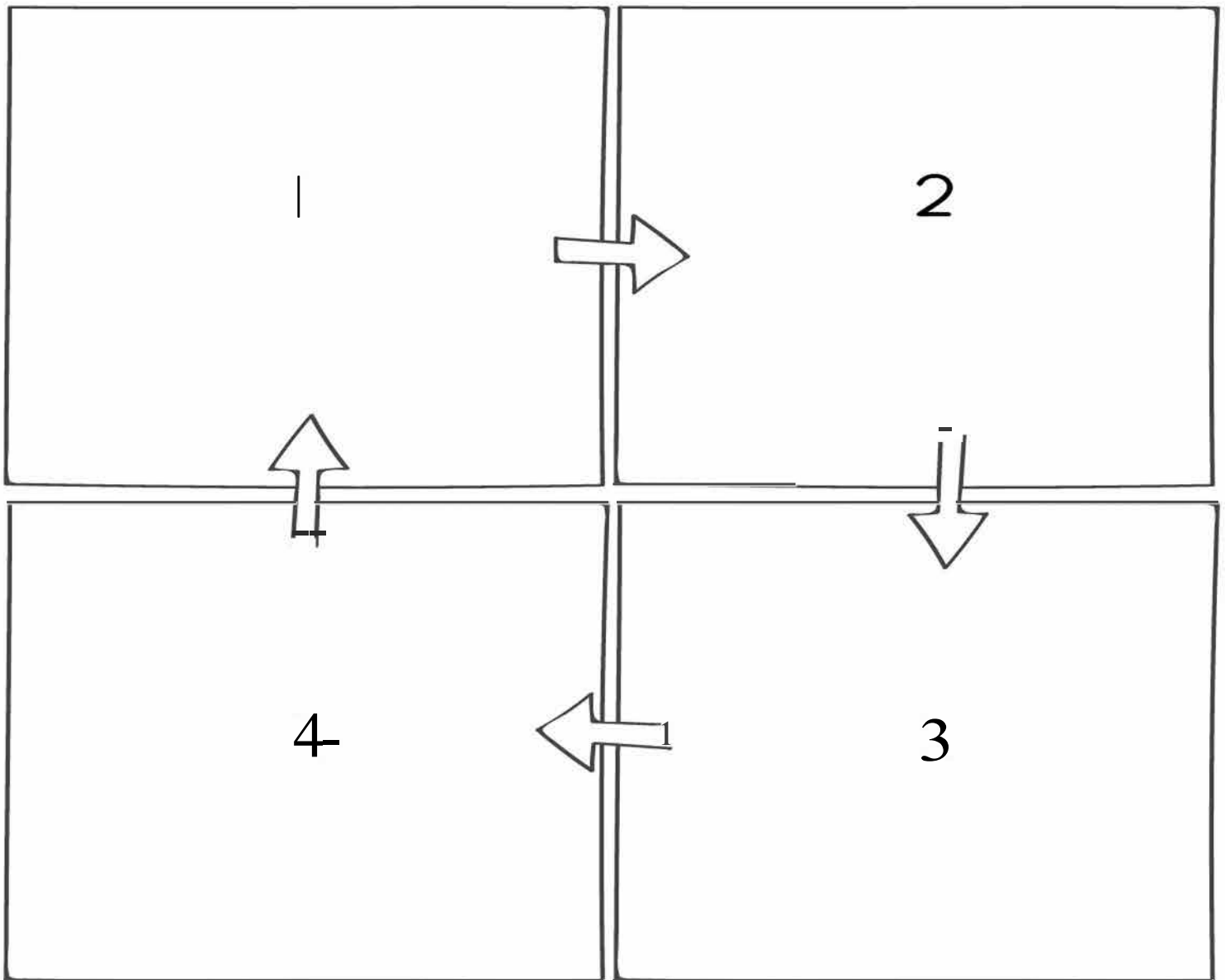


Plant

# Create your own Life Cycle

Color and cut out the pictures and paste them in order

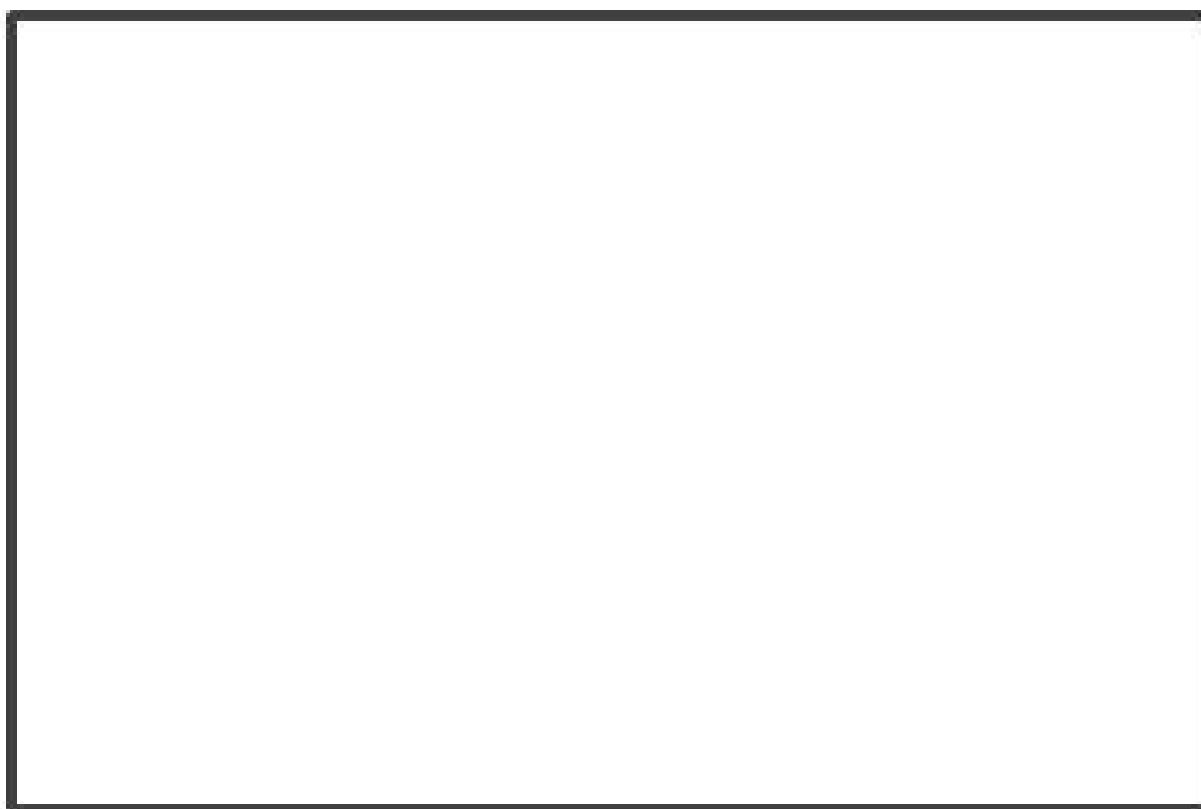
Name



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Case	Age	Sex	Duration of illness (years)	Onset	Course	Response to treatment	Outcome
1	12	Male	1	Acute	Chronic	Partial	Recovery
2	15	Female	2	Subacute	Chronic	Partial	Recovery
3	18	Male	3	Acute	Chronic	Partial	Recovery
4	20	Female	4	Subacute	Chronic	Partial	Recovery
5	22	Male	5	Acute	Chronic	Partial	Recovery
6	25	Female	6	Subacute	Chronic	Partial	Recovery
7	28	Male	7	Acute	Chronic	Partial	Recovery
8	30	Female	8	Subacute	Chronic	Partial	Recovery
9	32	Male	9	Acute	Chronic	Partial	Recovery
10	35	Female	10	Subacute	Chronic	Partial	Recovery
11	38	Male	11	Acute	Chronic	Partial	Recovery
12	40	Female	12	Subacute	Chronic	Partial	Recovery
13	42	Male	13	Acute	Chronic	Partial	Recovery
14	45	Female	14	Subacute	Chronic	Partial	Recovery
15	48	Male	15	Acute	Chronic	Partial	Recovery
16	50	Female	16	Subacute	Chronic	Partial	Recovery
17	52	Male	17	Acute	Chronic	Partial	Recovery
18	55	Female	18	Subacute	Chronic	Partial	Recovery
19	58	Male	19	Acute	Chronic	Partial	Recovery
20	60	Female	20	Subacute	Chronic	Partial	Recovery
21	62	Male	21	Acute	Chronic	Partial	Recovery
22	65	Female	22	Subacute	Chronic	Partial	Recovery
23	68	Male	23	Acute	Chronic	Partial	Recovery
24	70	Female	24	Subacute	Chronic	Partial	Recovery
25	72	Male	25	Acute	Chronic	Partial	Recovery
26	75	Female	26	Subacute	Chronic	Partial	Recovery
27	78	Male	27	Acute	Chronic	Partial	Recovery
28	80	Female	28	Subacute	Chronic	Partial	Recovery
29	82	Male	29	Acute	Chronic	Partial	Recovery
30	85	Female	30	Subacute	Chronic	Partial	Recovery
31	88	Male	31	Acute	Chronic	Partial	Recovery
32	90	Female	32	Subacute	Chronic	Partial	Recovery
33	92	Male	33	Acute	Chronic	Partial	Recovery
34	95	Female	34	Subacute	Chronic	Partial	Recovery
35	98	Male	35	Acute	Chronic	Partial	Recovery
36	100	Female	36	Subacute	Chronic	Partial	Recovery
37	102	Male	37	Acute	Chronic	Partial	Recovery
38	105	Female	38	Subacute	Chronic	Partial	Recovery
39	108	Male	39	Acute	Chronic	Partial	Recovery
40	110	Female	40	Subacute	Chronic	Partial	Recovery
41	112	Male	41	Acute	Chronic	Partial	Recovery
42	115	Female	42	Subacute	Chronic	Partial	Recovery
43	118	Male	43	Acute	Chronic	Partial	Recovery
44	120	Female	44	Subacute	Chronic	Partial	Recovery
45	122	Male	45	Acute	Chronic	Partial	Recovery
46	125	Female	46	Subacute	Chronic	Partial	Recovery
47	128	Male	47	Acute	Chronic	Partial	Recovery
48	130	Female	48	Subacute	Chronic	Partial	Recovery
49	132	Male	49	Acute	Chronic	Partial	Recovery
50	135	Female	50	Subacute	Chronic	Partial	Recovery
51	138	Male	51	Acute	Chronic	Partial	Recovery
52	140	Female	52	Subacute	Chronic	Partial	Recovery
53	142	Male	53	Acute	Chronic	Partial	Recovery
54	145	Female	54	Subacute	Chronic	Partial	Recovery
55	148	Male	55	Acute	Chronic	Partial	Recovery
56	150	Female	56	Subacute	Chronic	Partial	Recovery
57	152	Male	57	Acute	Chronic	Partial	Recovery
58	155	Female	58	Subacute	Chronic	Partial	Recovery





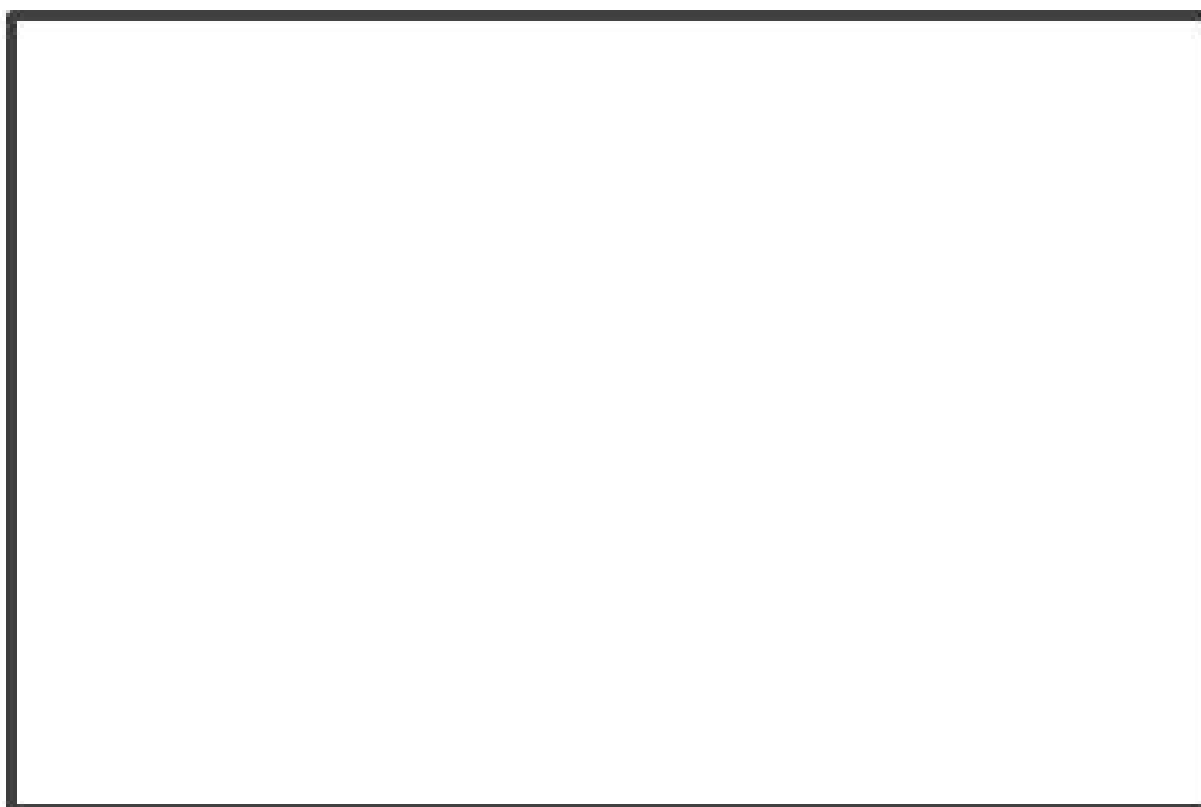
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