

## eLearning Day 1 Packet - K

### 2019-2020

Please see the activities below to complete with your child on the eLearning Day. Have your child select activities to complete at home for each area to count as attendance for the day we would have spent at school.

**Child's Name:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Kindergarten English Language Arts Activities:** Please choose 3 of the activities listed to complete. Check and initial the items your child completes.

#### I Can Statements

- I can identify the characters in a book.
- I can describe the character's actions in the story.
- I can identify the short vowel / ă / sound.
- I can isolate the beginning sounds in words.



\_\_\_\_\_ **Activity 1: Think, Collaborate, and Discuss-** Read the story to your child, or listen to your child, read the story "Dolly's Drama Queen Day." Using the discussion cards provided, have your child choose a card and write a response.

\_\_\_\_\_ **Activity 2: Story Elements-** Reread or listen to your child, read the story "Dolly's Drama Queen Day." Introduce, explain, and have your child complete the story elements recording sheet. Have your child draw, label the characters from the book, and write at least two phrases that describe the character.

**Use the letter tiles that follow to complete activities 3, 4 and/or 5.**

\_\_\_\_\_ **Activity 3: Short vowel /o/ sounds-**After rereading the story "Dolly's Drama Queen Day, have your child to create as many short vowel / ă / words as they can using the letter tiles provided. Write the words on a separate piece of paper provided below. (Examples- dog, mop, hop, and sob)

\_\_\_\_\_ **Activity 4: Short vowel /o/ sounds-** After rereading the story "Dolly's Drama Queen Day, explain and have your child complete the short vowel / ă / recording sheet.

\_\_\_\_\_ **Activity 5: I Spy –** Play "I Spy" with your child, but instead of giving a color say, "I spy something that starts with /b/ sound." or "I spy something with these sounds, /d/ /ă/ /g/." Have your child do the same.

\_\_\_\_\_ **Activity 6 (Optional):** Access LexiaCore5 and complete a minimum of 15 minutes of instruction. Please refer to login information sent home previously.



#### Reading Standards

- Standard 2: Demonstrate understanding of spoken words, syllables, and sounds
- Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words
- Standard 4: Read with sufficient accuracy and fluency to support comprehension.
- Standard 6: Summarize key details and ideas to support analysis of thematic development.
- Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

**Kindergarten Math Activities:** Please choose 3 of the activities listed to complete. Check and initial the items your child completes.

**I Can Statements:**

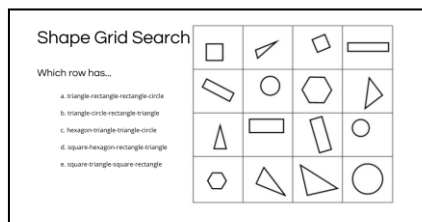
- I can I can count to show a given number up to 20 by counting out objects.
- I can explain how I know what number is represented.
- I can identify two-dimensional shapes.
- I can identify three-dimensional shapes.
- I can compare two-dimensional shapes and describe their similarities and differences.

\_\_\_\_\_ **Activity 1:** Count everyday items up to twenty with your child to build the child's number sense. A child that understands one-to-one correspondence knows that 5 cookies = 5 or that 10 raisins = 10. Have students match the number card to the number of household items counted. Write the items your child counted today:

\_\_\_\_\_ **Activity 2:** Complete "Shape Search Activity." Activity available at the end of this document.



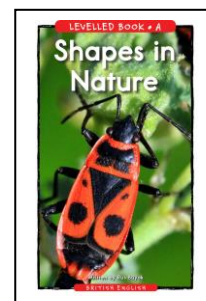
\_\_\_\_\_ **Activity 3:** Complete the "Shape Grid Search" Activity. Activity available at the end of this document.



\_\_\_\_\_ **Activity 4:** Read "Shapes in Nature." Walk around your home or go outside to describe the 2D shapes you see around you. Show your child that 2D shapes or 3D shapes are in various places in their environment. Have your child tell you about the objects using these terms such as below, above, beside, between, inside, outside, in front of, or behind.

\_\_\_\_\_ **Activity 5:** Complete the "Shape Sorting" Activity. Have your child put the shapes together in different ways.

\_\_\_\_\_ **Activity 6 (Optional):** Access Dreambox Learning and complete a minimum of 15 minutes of instruction. Please refer to login information sent home previously.



**Math Standards**

**K.NS.5** - Count a given number of objects from 1-20 and connect this sequence in a one-to-one manner.

**K.G.1** Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind.

**K. G.2** Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (ie. triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e. cone, cube, cylinder, and sphere).

**K.G.4** Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.

**Kindergarten Grade Science:** Please choose 1 Science activity to complete from below.  
Check and initial the item your child completes.



**I Can Statements:**

- I can label parts.
- I can classify (group) animals based on my observations.

\_\_\_\_\_ **Activity 1:** With guidance, visit this website:  
<https://school.eb.com/levels/elementary/browse/animals>

Look through and talk about the different animals with your child. After looking through each animal selection, have your child select one animal and complete the graphic organizer below (Labeled: Activity 1 Graphic Organizer). Your child may the write words or draw pictures for each box. If he/she draws pictures, please be sure to have him/her label important parts.

\_\_\_\_\_ **Activity 2:** Using the same website, look at all of the animals listed and classify them into categories using the graphic organizer below (Labeled: Activity 2 Graphic Organizer). Complete the drawing in the box to show your favorite animal you learned about.

**Science Standard**

**K.L.2A-**The environment consists of many types of organisms including plants, animals, and fungi. Organisms depend on the land, water, and air to live and grow. Animals cannot make their own food and get energy from other sources. Animals (including humans) use different body parts to obtain food and other resources needed to grow and survive. Organisms live in areas where their needs for air, water, nutrients, and shelter are met.

**Kindergarten Social Studies Activities:** Please choose 2 Social Studies activities to complete from below. Check and initial the items your child completes.

**I Can Statements:**

- I can read a map by using map symbols.
- I can find my school, home, neighborhood, city, and state on a map.
- I can create a map of places I go often (home, school, and neighborhood).
- I can make connections to places I go.
- I can find natural places on a map such as rivers, land, and mountains.

\_\_\_\_\_ **Activity 1:** Visit BrainPop at <https://tinyurl.com/BrainPopReadingMaps> to learn more about reading maps.

\_\_\_\_\_ **Activity 2:** Look at an available map (news, Internet, paper map, etc.) or the maps included in this lesson. Identify places on the map using the map symbols.



\_\_\_\_\_ **Activity 3:** Ask your child to draw a map with map symbols of his/her neighborhood.

\_\_\_\_\_ **Activity 4:** Use a site such as Google Earth (<https://www.google.com/earth/>) to explore the natural features of your community. Saluda River, Gills Creek, Congaree National Park and Lake Murray are examples of nearby natural features.

**Social Studies Standards**

**K-1:** The student will demonstrate an understanding of his or her surroundings.

**K-1.1** Identify the location of his or her home, school, neighborhood, and city or town on a map.

**K-1.2** Illustrate the features of his or her home, school, and neighborhood by creating maps, models, and drawings.

**K-1.4** Recognize natural features of his or her environment (e.g., mountains and bodies of water).

My child has completed the required learning activities during the eLearning day. This paper must be returned to your child's teacher within 3 school days of the eLearning day.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

ELA Resources:

Letter Tiles

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| A | B | C | D | E | F |
| G | H | I | J | K | L |
| M | N | O | P | Q | R |
| S | T | U | V | W | X |
| Y | Z |   |   |   |   |
| a | b | c | d | e | f |
| g | h | i | j | k | l |
| m | n | o | p | q | r |
| s | t | u | v | w | x |
| y | z |   |   |   |   |

## *Dolly's Drama Queen Day* Discussion Cards

**E**

Dolly's Drama Queen Day

Why do you think Dolly was in such a bad mood all day?

Make Inferences / Draw Conclusions

Reading a-z



**E**

Dolly's Drama Queen Day

What other unfortunate events happen after Dolly kicks the wall?

Sequence Events

Reading a-z



**E**

Dolly's Drama Queen Day

Whom do you feel sorry for, Dolly or her dad?  
Why?

Evaluate

Reading a-z

**E**

Dolly's Drama Queen Day

What could Dolly do to make herself feel better after her terrible day?

Create

Reading a-z

*Dolly's Drama Queen Day*  
**Story Elements**

Name \_\_\_\_\_



**First Character**

DOLLY'S DRAMA QUEEN DAY • LEVEL E • 1

**Second Character**

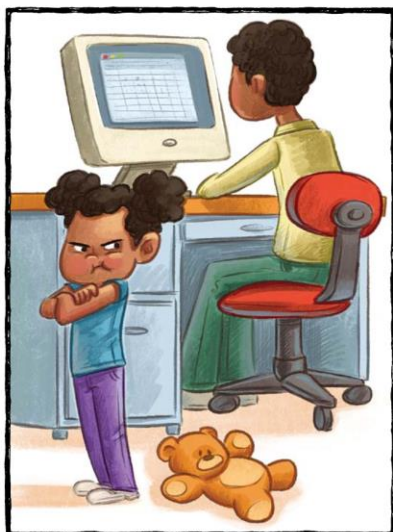
SKILL: STORY ELEMENTS

**Instructions:** Have students draw and label the characters from the book. In each box, have students write three words or phrases that describe the character.



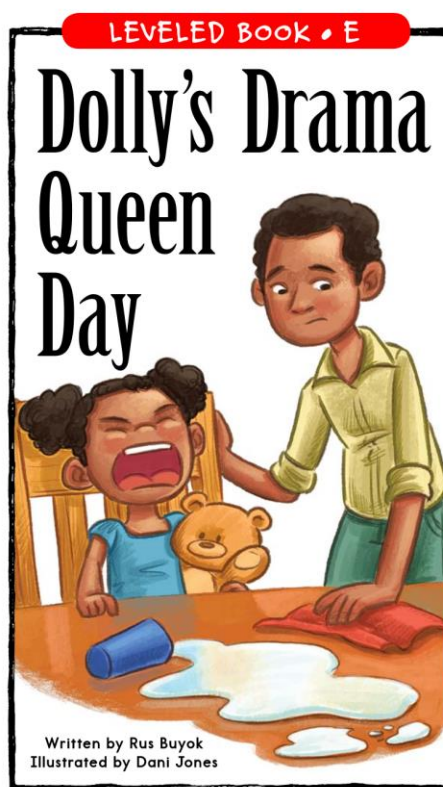
# Dolly's Drama Queen Day

A Reading A-Z Level E Leveled Book  
Word Count: 101



**Reading a-z**

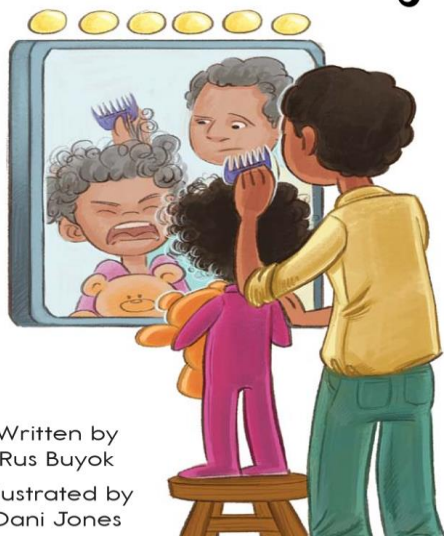
Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.



Written by Rus Buyok  
Illustrated by Dani Jones

[www.readinga-z.com](http://www.readinga-z.com)

# Dolly's Drama Queen Day



Written by  
Rus Buyok  
Illustrated by  
Dani Jones

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Dolly's Drama Queen Day  
Level E Leveled Book  
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## Correlation LEVEL E

| LEVEL E           |     |
|-------------------|-----|
| Fountas & Pinnell | E   |
| Reading Recovery  | 7-8 |
| DRA               | 8   |





"You had a drama queen day today," Dad said.  
"I did not!" Dolly said.

Dolly's Drama Queen Day • Level E

3



"You cried when your hair looked bad," Dad said.

4



"You stomped around when your shirt was too small," Dad said.

Dolly's Drama Queen Day • Level E

5



"You kicked the wall when your pencil broke," Dad said.

6



"You held your breath when I was busy," Dad said.

Dolly's Drama Queen Day • Level E

7



"You yelled when your milk spilled," Dad said.

8



"You sobbed when it was time for bed," Dad said.

Dolly's Drama Queen Day • Level E

9



"You screamed when your toothpaste tasted funny," Dad said.

10





"It was the worst day ever!"  
Dolly said.

Dolly's Drama Queen Day • Level E

11



"It wasn't my favorite day,  
either," Dad said.  
"Let's make tomorrow better."

12

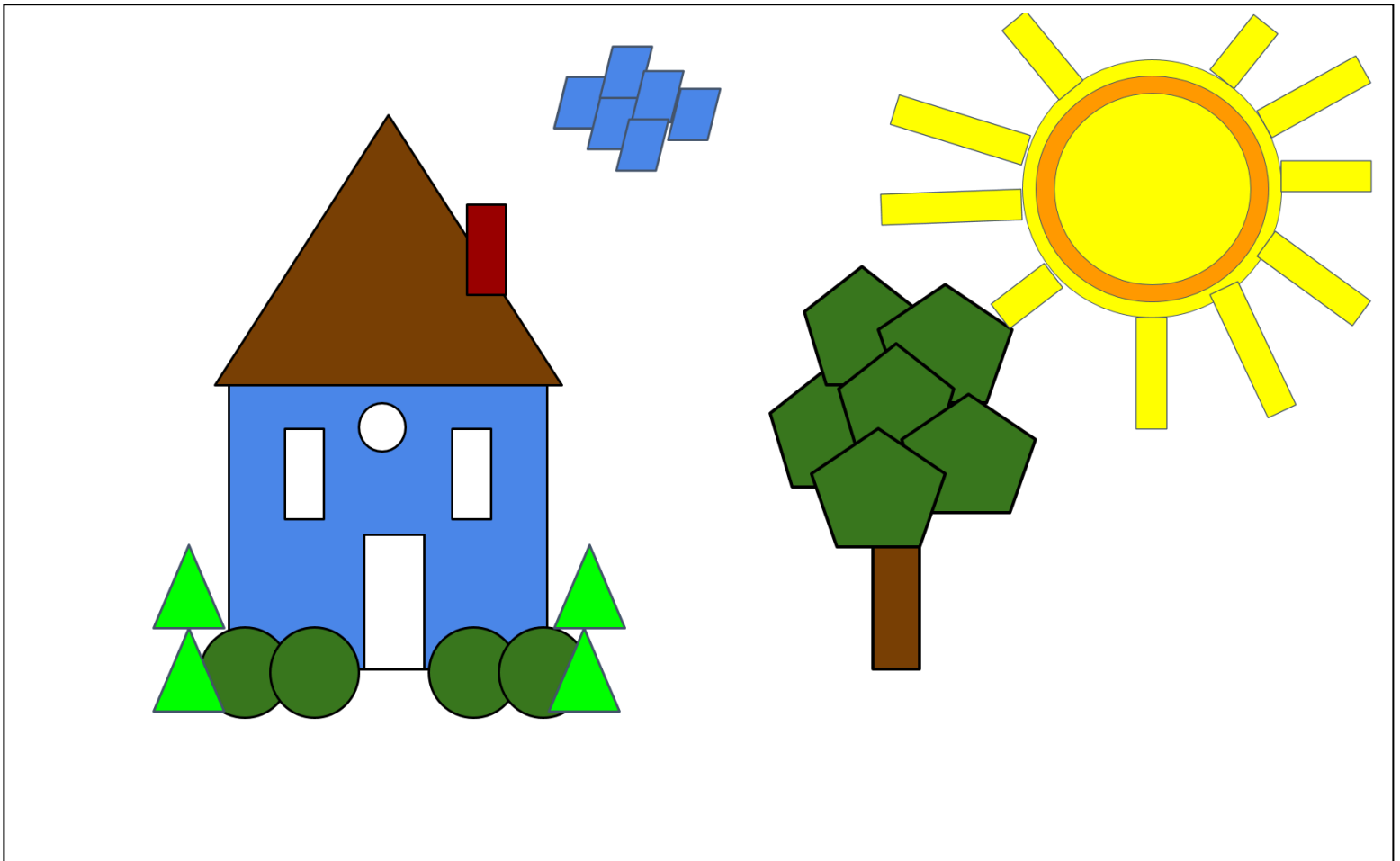
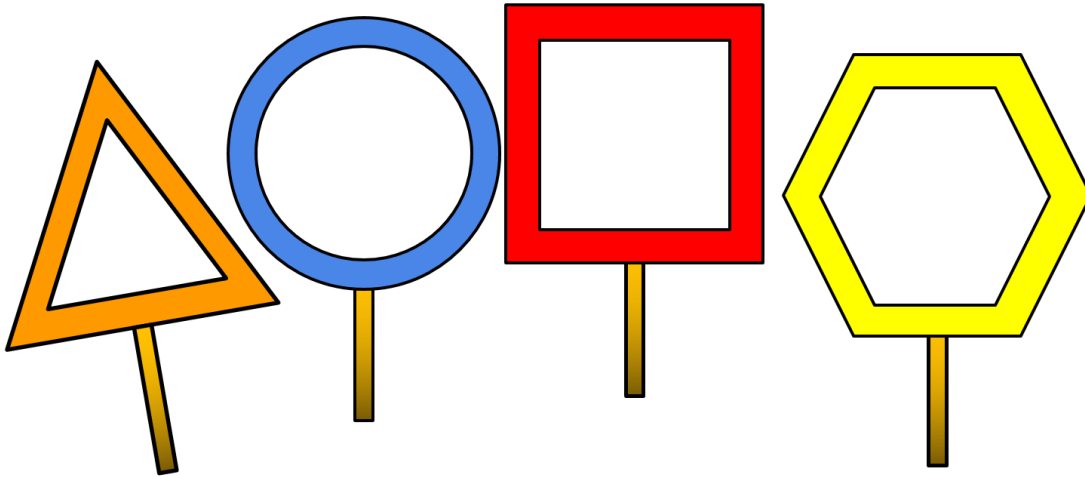
## Math Resources:

### Activity 1

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

Activity 2

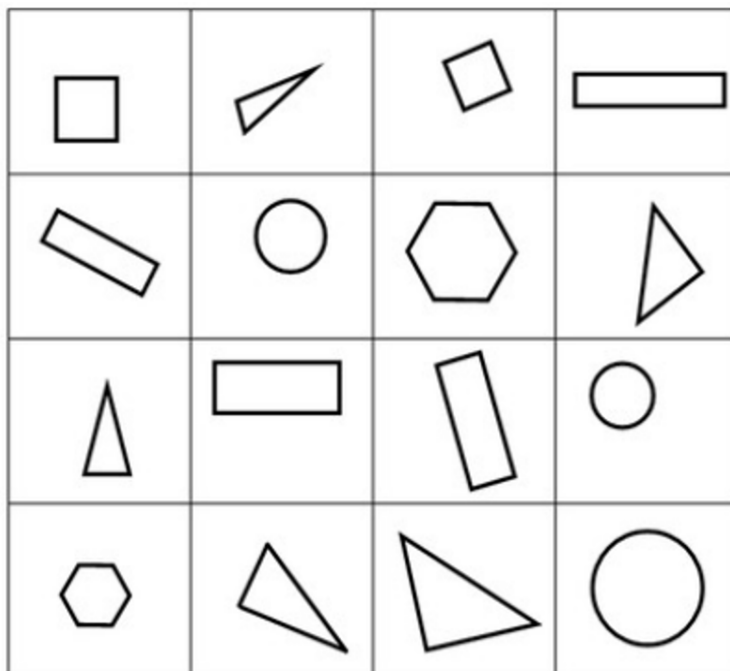
Use your shape finder to see how many shapes  
you can find in the following picture.



# Shape Grid Search

Which row has...

- a. triangle-rectangle-rectangle-circle
- b. triangle-circle-rectangle-triangle
- c. hexagon-triangle-triangle-circle
- d. square-hexagon-rectangle-triangle
- e. square-triangle-square-rectangle



Activity 4

Shapes in Nature



# Shapes in Nature



Written by Rus Buyok  
www.readinga-z.com





I see a circle shape.

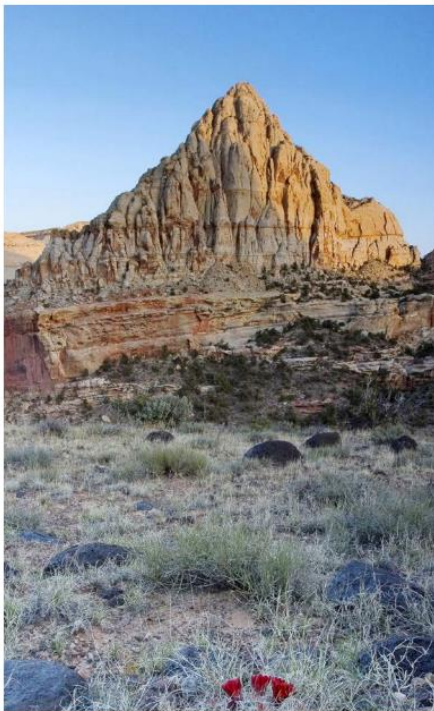
Shapes in Nature • Level A

3



I see a square shape.

4



I see a triangle shape.

Shapes in Nature • Level A

5



I see an oval shape.

6



I see a star shape.

Shapes in Nature • Level A

7



I see a spiral shape.

8



I see a heart shape.

Shapes in Nature • Level A

9



I see shapes.

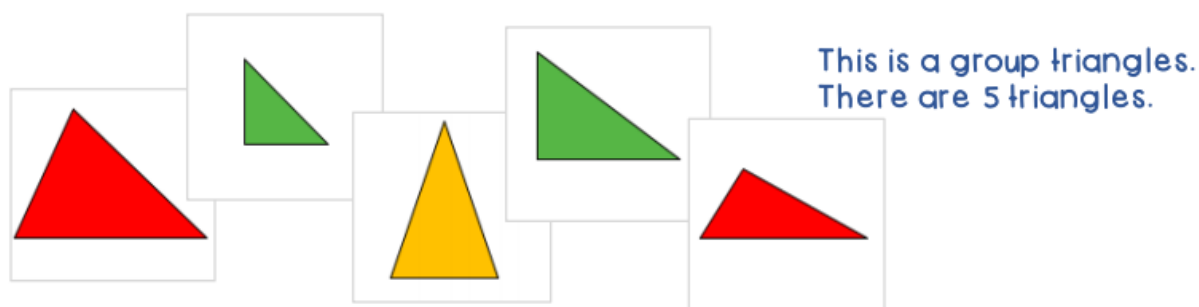
10

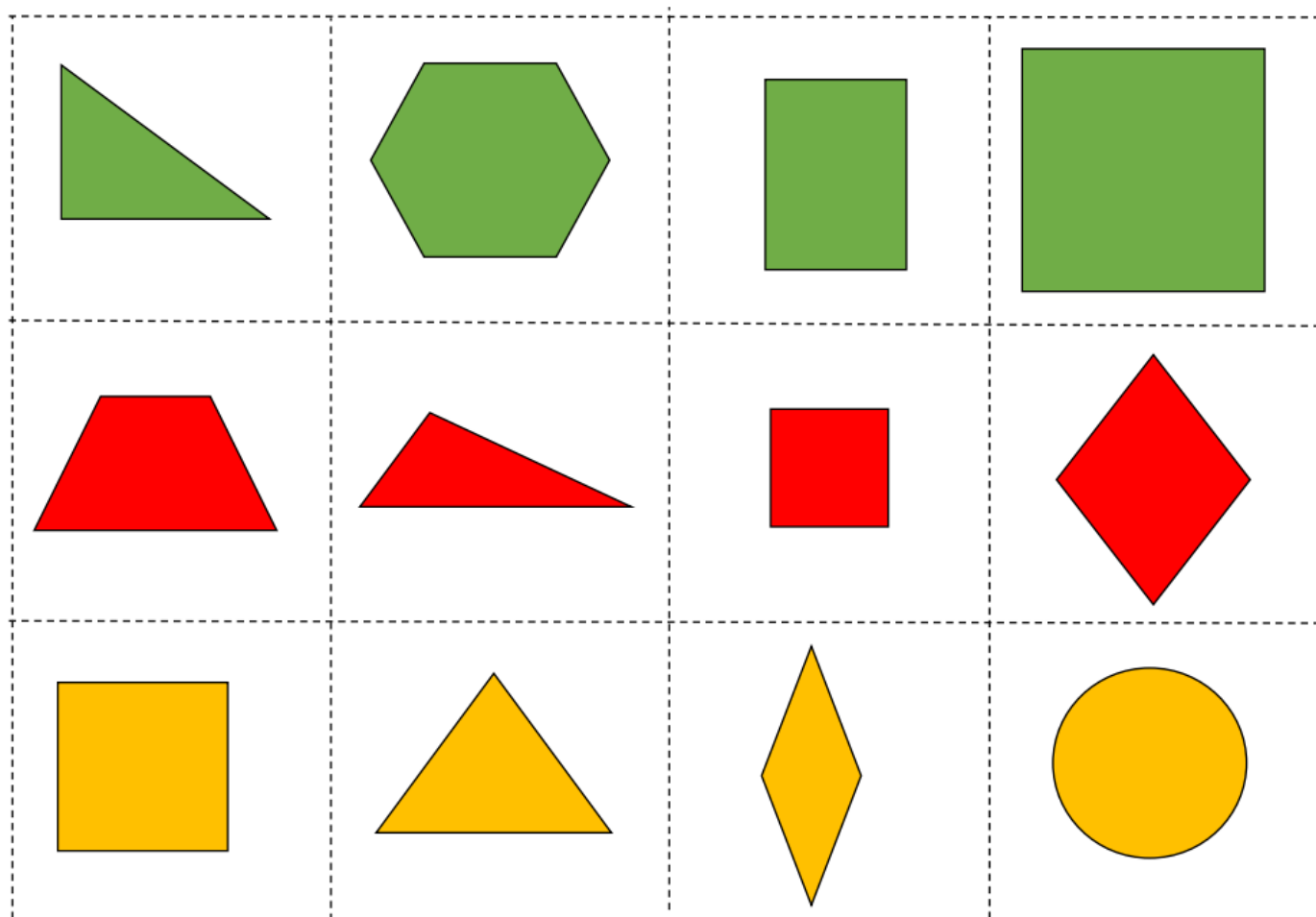
## Activity 5

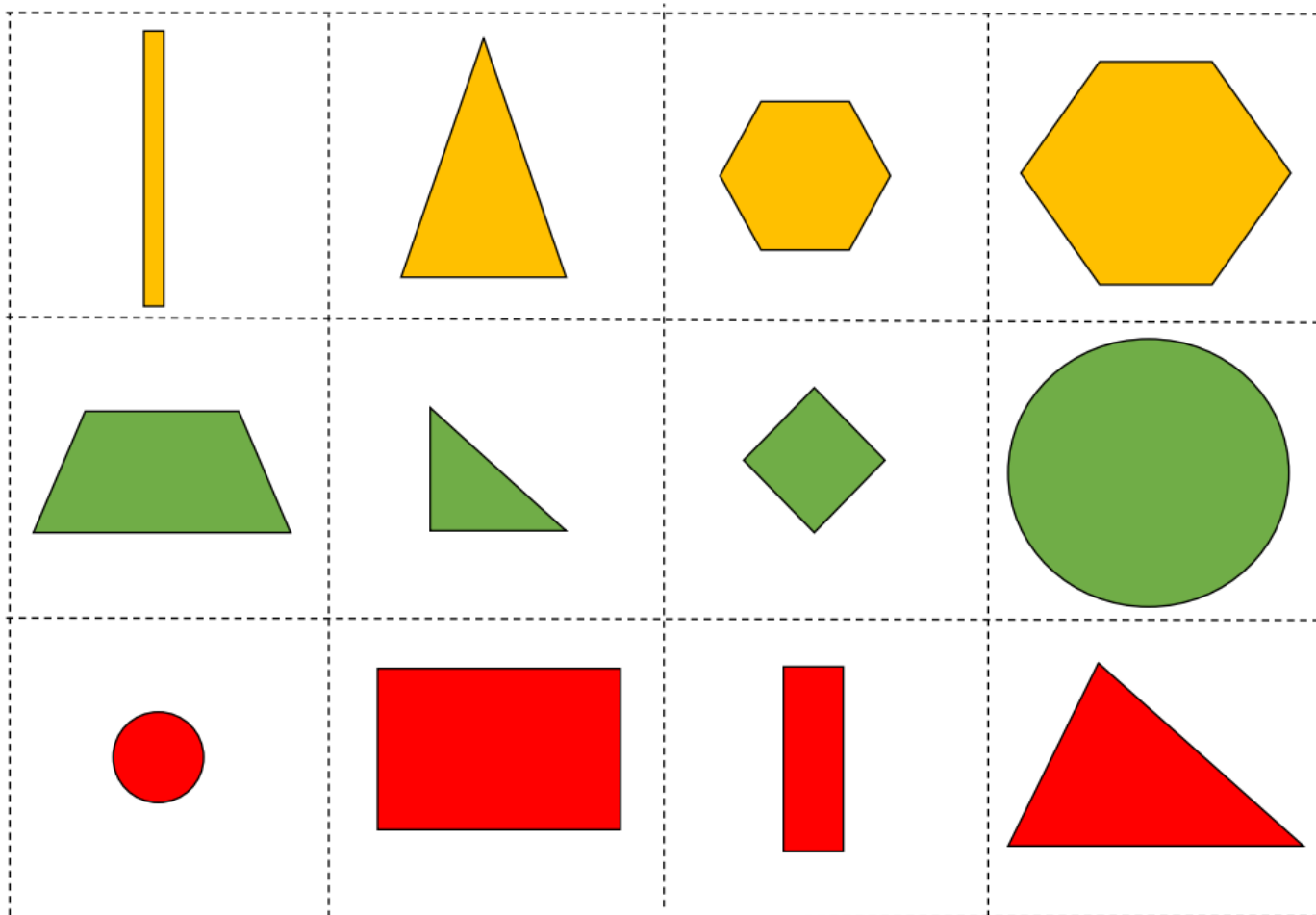
### **Shape Sorting**

You will need: 2D Shape cards

1. Sort a set of 2D shape cards with a partner according to a rule.
2. Record how you sorted the 2D shape cards in your journal.
3. Count and record how many cards are in each group.
4. Sort the cards a different way.







|  |  |
|--|--|
| <b>Animal Drawing</b>  | <b>Animal Habitat</b>  |
| <b>How does your animal protect itself?<br/>(Draw one way)</b> | <b>What does your animal need to survive?<br/>(List or draw)</b> |

**Animal (Name)**

# Animals I Read About

Animals with  
similar habitats



Write the animal names  
on the lines below

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Animals that have  
same body parts



Write the animal names  
on the lines below

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Animals that survive  
the same (or similar)



Write the animal names  
on the lines below

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Draw and color a picture of your favorite animal that you read about.



## Social Studies Resources:

