

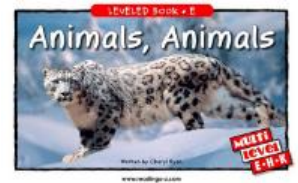
Please see the activities below to complete with your child on the eLearning Day. Have your child select activities to complete at home for each area to count as attendance for the day we would have spent at school.

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 retell the central idea and key details from texts.
- I can compose informative writing.
- I can hear rhyming words.
- I can recognize high-frequency words.



_____ **Activity 1: Think, Collaborate, and Discuss-** Read the story with your child, or listen to your child, read the story "Animals, Animals." Using the discussion cards provided, have your child choose two cards and write a response.

Topic	Response

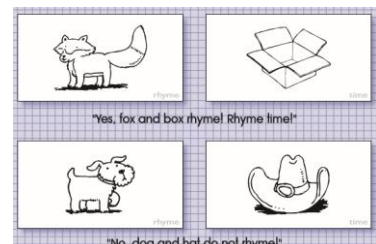
_____ **Activity 2: Central idea and key details-** Reread or listen to your child, read the story "Animals, Animals." Introduce, explain, and have your child complete the key details recording sheet. After completing the first detail together, record key facts about the remaining animals from the book.

_____ **Activity 3: Writing Connection-** Have your child research an animal not mentioned in the book. Ask them to find little known facts about the animals. Have them determine how the special attributes of the animals affect the way the animal lives, look and moves around. After, please have your child write about their chosen animal.

Use magnetic letters or the letter tiles that follow to complete activities 4, 5 and/or 6

_____ **Activity 4: Match rhyming picture cards-** Using the cards provided, have your child to match rhyming picture cards.

1. Separate and place the rhyme and time picture cards face down in two stacks on a flat surface.
2. Working in pairs, student one selects the top card from each pile and names the pictures (e.g., "fox, box").



3. If a match is made, says "rhyme time" and keeps the pair. If a match is not made, return the cards randomly to the appropriate stack, and student two takes a turn.
4. Continue until all matches are made.

Activity 5: Building and Writing High-Frequency

Words- Using the attached letter cards or magnetic letters, have your child spell the following sight words (are, can, have, of, in, the, go, for, no). Have your child use the Making Words Sheet provided.



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 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations

Standard 6: Summarize key details and ideas to support analysis of central ideas.

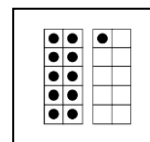
Writing Standards

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

I Can Statements:

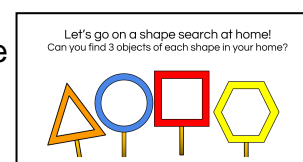
- I can explain how I know what number is represented.
- I can show teens numbers using 10 and some more ones.
- I can identify two-dimensional shapes.
- I can identify three-dimensional shapes.
- I can explain the relationship between numbers and quantities.



_____ **Activity 1: Ten and Some More Match**

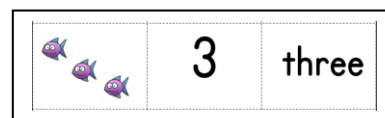
Match the teen dot card with a matching phrase. Resources available below.

_____ **Activity 2: Complete “2-D Home Shape Search.”** Take a 2-D shape search at home and draw the shapes you see.



_____ **Activity 3: Numeral-Word-Picture Match**

Have your child match the same numeral, word, and picture. (For example, everything that represents the number 5 will be placed together.)



_____ **Activity 4: Read “[The Shape Game](#).”** After reading the book, find two shapes that you eat, one flat shape and one solid shape (for example, a cookie and an orange).



_____ **Activity 5: Play “Show One Less.”** Your child will roll a number and find the number that is one less.

_____ **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.4 Understand the relationship between number and quantity.

K.NSBT.1 Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings.

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).

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 make a list of things an animal needs to survive.
- I can sequence (put in proper order) and retell the life cycle of a chicken.

_____ **Activity 1:** You have been studying different animals and what they need to survive. Select one animal and pretend your animal needs to go to the grocery store and shop for items they need to survive. Create a shopping list for your animal. You can write words or draw pictures of what your animal needs at the “Animal Grocery Store”. Use the template below to make your shopping list, or create your own. You must have at least 4 items they “bought” at the store.

_____ **Activity 2: Watch the video using this link:**

<https://youtu.be/b5JvWtRVaoE>

After you have watched the video, use the graphic organizer below (Labeled: Activity 2 Graphic Organizer) to draw the correct order of how a chicken goes through its life cycle.

Science Standards

K-2: The student will demonstrate an understanding of organisms found in the environment and how these organisms *depend* on the environment to meet those needs.

K-2.1: Recognize what organisms need to stay alive (including air, water, food, and shelter).

Kindergarten Social Studies Activities: Please choose 1 Social Studies activities to complete.

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 the places I go to.
- I can find natural places on a map such as rivers, land, and mountains.

_____ **Activity 1:** Explain the difference in personal space and non-personal space. Create a list of personal spaces both at home and at school. Make a separate list of personal places of importance in the community.

_____ **Activity 2:** Create a map of your community. Include personal places of importance to you. Don't forget to include a map key.

_____ **Activity 3:** Use the Park Map located in the Social Studies Resources section. Look at the symbols on the map and the key. What is between one of the slides and a sandbox? What is the line that circles the pond? Explore more. To extend the lesson, discuss differences and similarities of the park map and your community park.



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-1.3 Identify his or her personal connections to places, including home, school, neighborhood, and city or town

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:

Activity 1: Think, Collaborate, and Discuss



Animals, Animals

How are giraffes and
zebras alike?
How are they different?

Compare and Contrast



Animals, Animals

*The giraffe is one of the
most beautiful animals.*

Is this statement a fact
or an opinion?

How do you know?

Fact or Opinion



Animals, Animals

Many people have cats
and dogs as pets.
How might these
“ordinary” animals be
considered special?

Analyze



Animals, Animals

Why do you think elephants
need long trunks?

Evaluate



www.readinga-z.com

Activity 2: Central idea and key details

Name _____



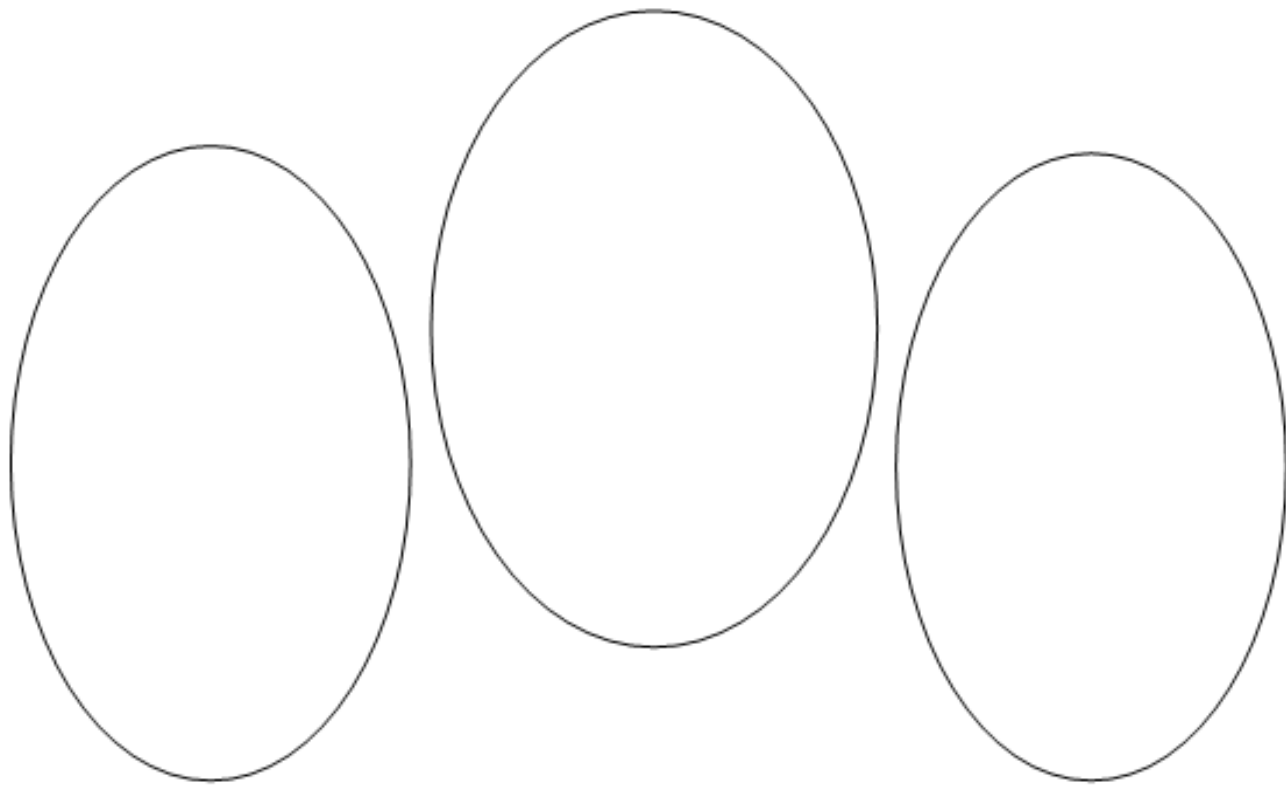
Animal	Detail (animal characteristic, habitat, or diet, for example)

ANIMALS, ANIMALS • LEVEL E • 1

SKILL: MAIN IDEA AND DETAILS







Instructions: After completing the first example as a group, have students choose four of the remaining animals in the book and record the key facts.

Activity 3: Writing Connection







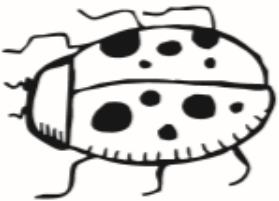
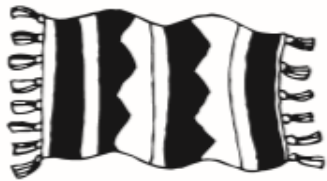
Activity 4: Match rhyming picture cards

rhyme and time picture cards: hook, jar, boat, cook, car, goat

 <p>rhyme</p>	 <p>time</p>
 <p>rhyme</p>	 <p>time</p>
 <p>rhyme</p>	 <p>time</p>


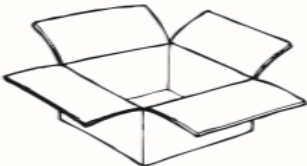




✂

rhyme and time picture cards: slick, truck, rug, chick, duck, bug

 <p>rhyme</p>	 <p>time</p>
 <p>rhyme</p>	 <p>time</p>
 <p>rhyme</p>	 <p>time</p>







✂

rhyme and line picture cards: box, frog, house, fox, dog, mouse

 <p>rhyme</p>	 <p>time</p>
 <p>rhyme</p>	 <p>time</p>
 <p>rhyme</p>	 <p>time</p>

✂

rhyme and line picture cards: bee, whale, hat, tree, tail, cat

 <p>rhyme</p>	 <p>time</p>
 <p>rhyme</p>	 <p>time</p>
 <p>rhyme</p>	 <p>time</p>

✂

Building and Writing High-Frequency Words

Name: _____

Making Words Sheet

Word	Make	Write
		<div></div> <div></div> <div></div>
		<div></div> <div></div> <div></div>
		<div></div> <div></div> <div></div>
		<div></div> <div></div> <div></div>

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Math Resources:

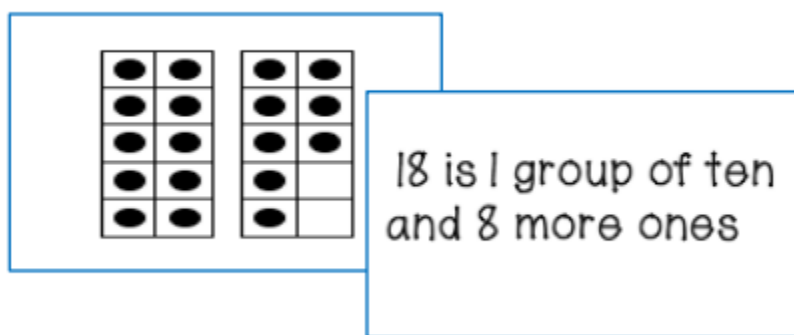
Activity 1

K.NSBT.1

Ten and Some More Match

You will need: set of ten and some more cards

1. Place the cards facedown in rows and columns.
2. Turn over one card. Read the card aloud.
3. Choose another card to turn over. If you find a match, you can keep both cards. If you don't find a match, place both cards back in the same spots.
4. Take turns with your partner until all cards are matched.



11 is 1 group of ten
and 1 more ones

12 is 1 group of ten
and 2 more ones

13 is 1 group of ten
and 3 more ones

14 is 1 group of ten
and 4 more ones

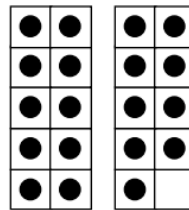
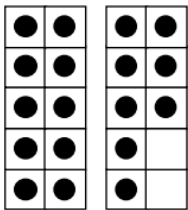
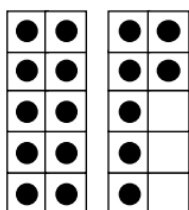
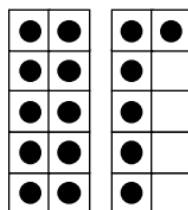
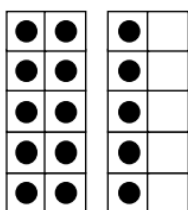
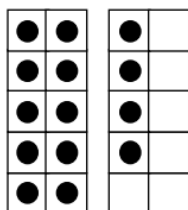
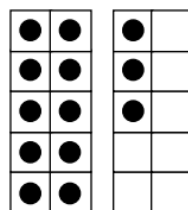
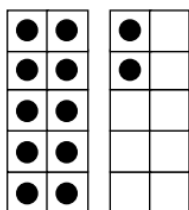
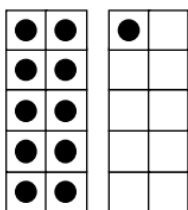
15 is 1 group of ten
and 5 more ones

16 is 1 group of ten
and 6 more ones

17 is 1 group of ten
and 7 more ones

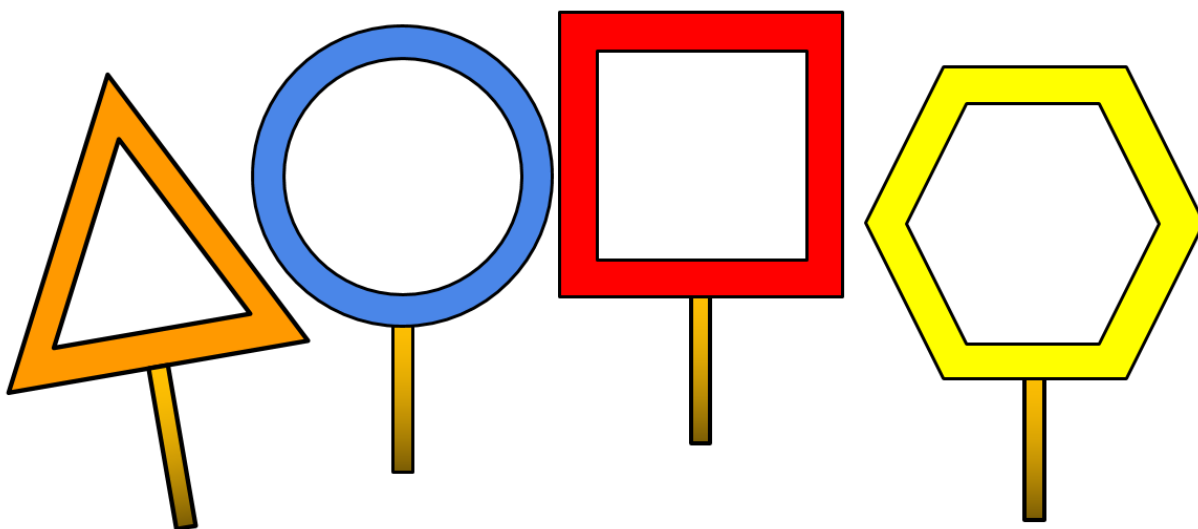
18 is 1 group of ten
and 8 more ones

19 is 1 group of ten
and 9 more ones








Activity 2

Let's go on a shape search at home!
Can you find 3 objects of each shape in your home?



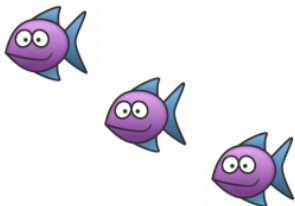



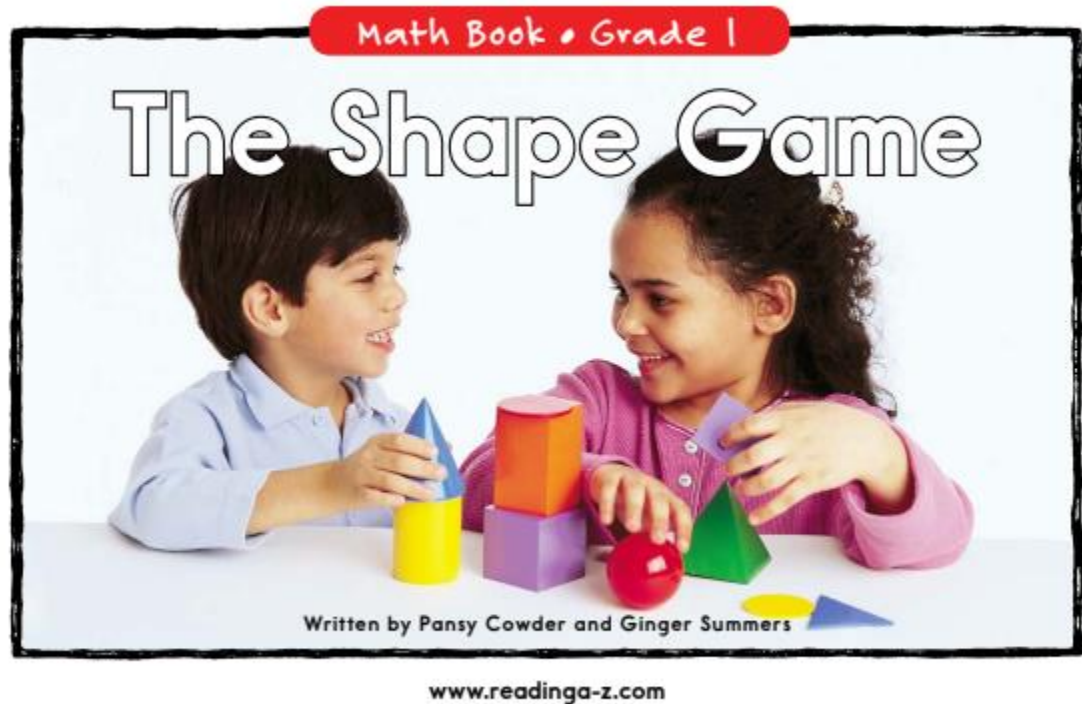
Name: _____

2-D Shape Search

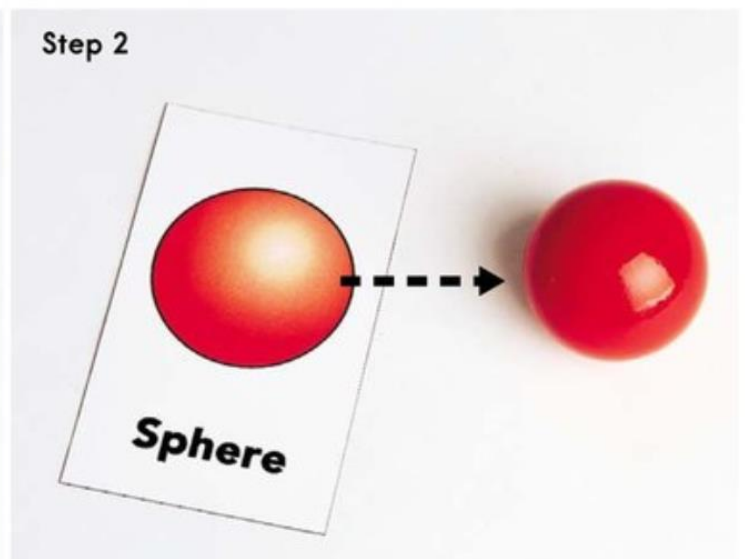
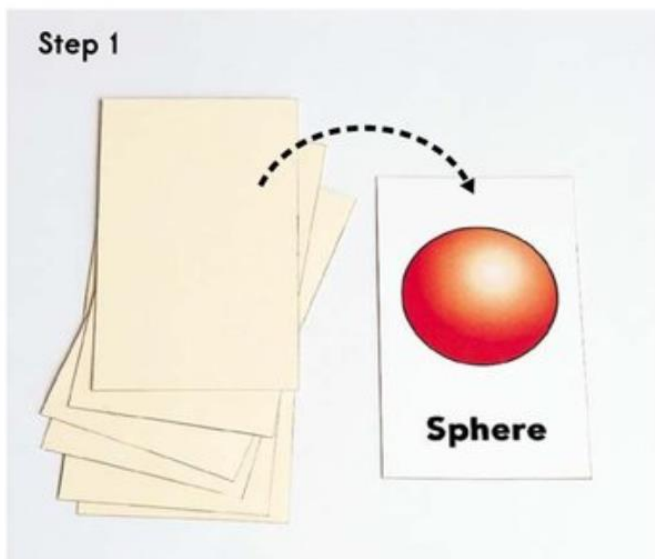
Triangle				
Circle				
Square				
Rectangle				
Hexagon				

Activity 3

Picture	Numeral	Word
	0	zero
	1	one
	2	two
	3	three
	4	four



Traci and Matthew play the Shape Game.
They will build a tower with shapes.
They will see if the tower stands or falls.



First, they will choose cards from a deck.
Then, they will match the cards to real shapes.
Last, they will use the shapes to build a tower.

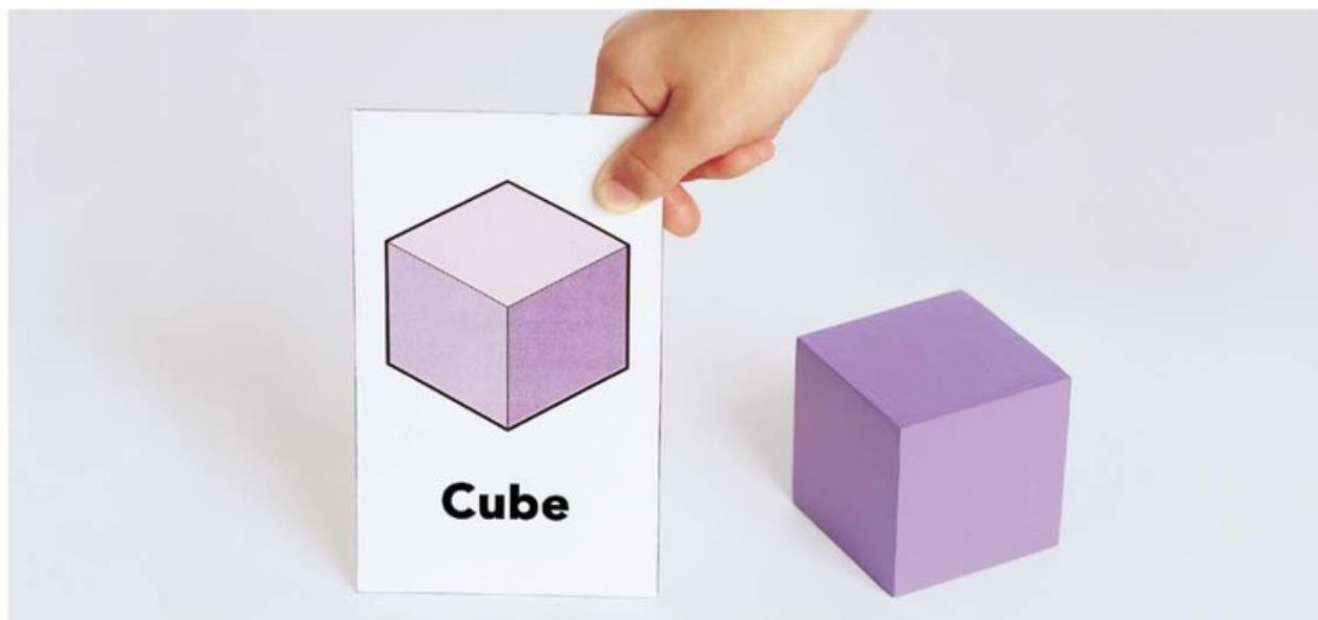
The Shape Game • Grade 1

3



Traci has a square.
It has four corners and four equal sides.

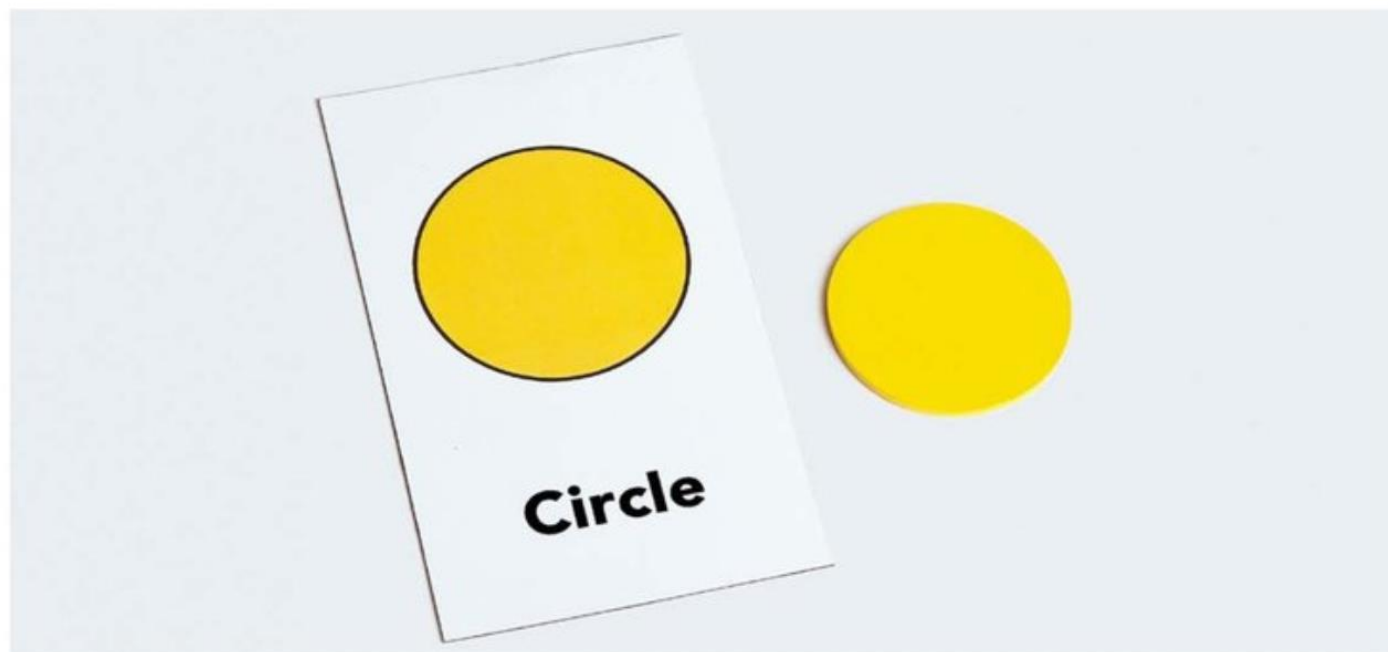
4



Matthew has a cube.
It has eight corners and six equal faces.

The Shape Game • Grade 1

5



Traci has a circle.
It has no corners and a round shape.

6



Matthew has a cylinder.

It has two faces that look like circles.

The Shape Game • Grade 1

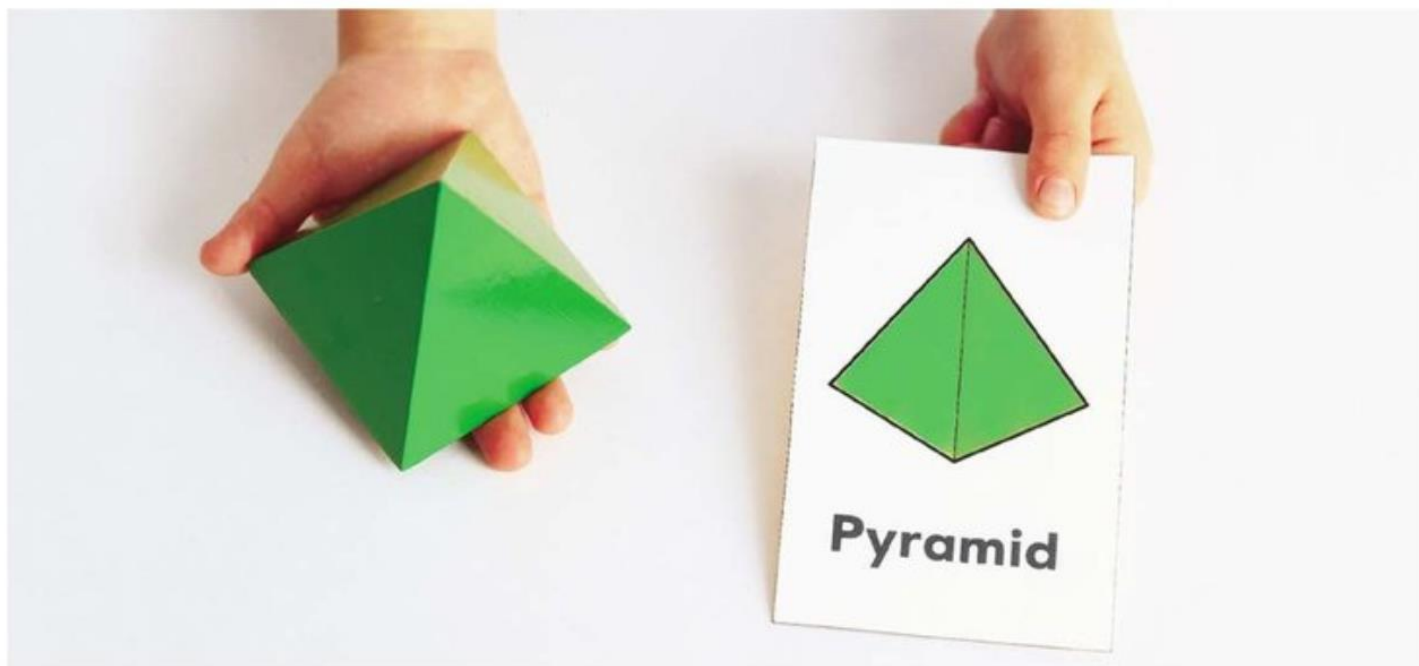
7



Traci has a triangle.

It has three corners and three straight sides.

8



Matthew has a pyramid.
It has four faces that look like triangles.

The Shape Game • Grade 1

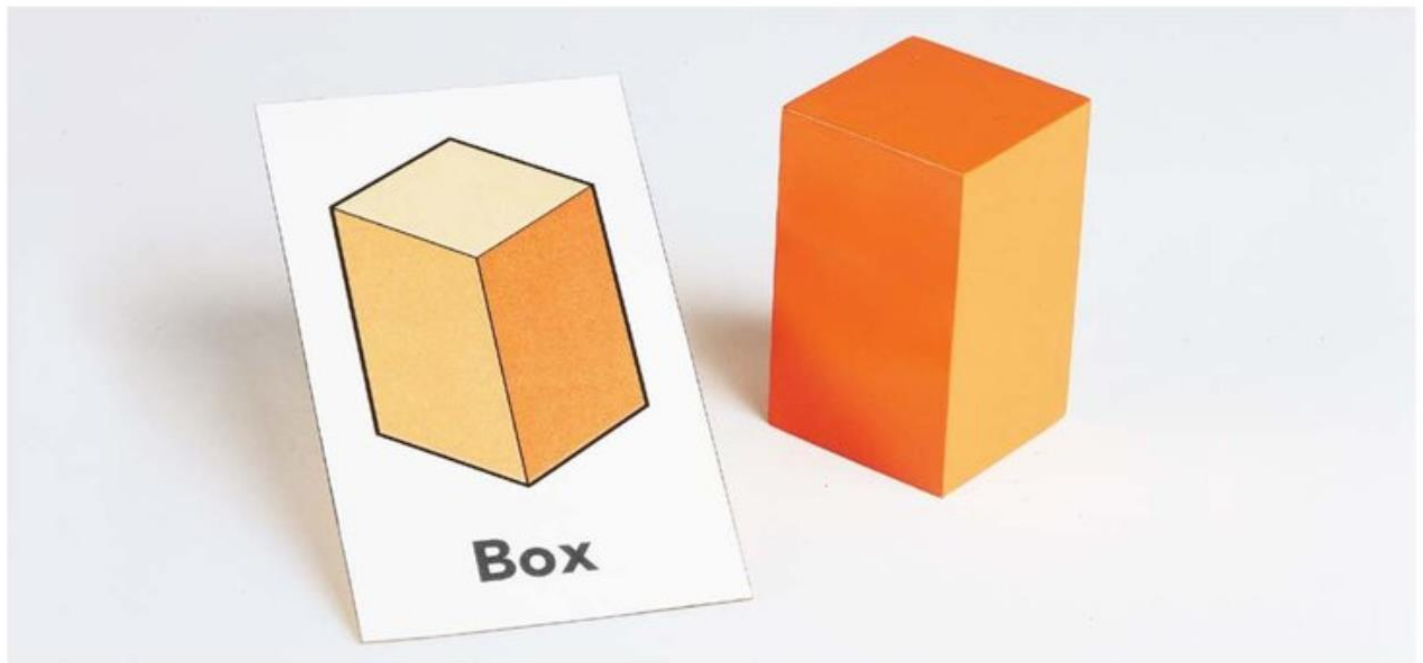
9



Traci has a rectangle.
It has four corners and four straight sides.

10

20



Matthew has a box.
It has twelve edges and six flat faces.

The Shape Game • Grade 1

11



Traci has a cone.
It has one corner and one curved side.

12

21



Matthew has a sphere.
It has a round shape and no edges.

The Shape Game • Grade 1

13



Matthew and Traci have many shapes.
They are ready to build a tower.

14

22



They build a tower from many shapes.
Will the tower stand?
Will the tower fall?



Could you use all of the shapes to build a tower?
Is there a shape that you would not use?

Show One Less

Materials: counters, dice, one less cards

1. Roll a number cube.
2. Make a set of counters that is **one less** than the number you rolled.
3. Use pictures, numbers, or words to show your work.
4. Continue to roll, make sets, and record your work.



1 less

__ is one less
than __.

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Number Path



___ is one less than
___.

___ is one less than
___.

One less than ___
is ___.

One less than ___
is ___.

Name of my animal store:

Name of your animal:

What your animal needs to survive

- ---
- ---
- ---
- ---
- ---
- ---

Draw a picture of your animal
shopping at the store!

Life Cycle of a Chicken

1

Draw and/or write what comes first in the life cycle of a chicken.

2

Draw what happens next...

Draw and/or write what comes next in the life cycle of a chicken.

3

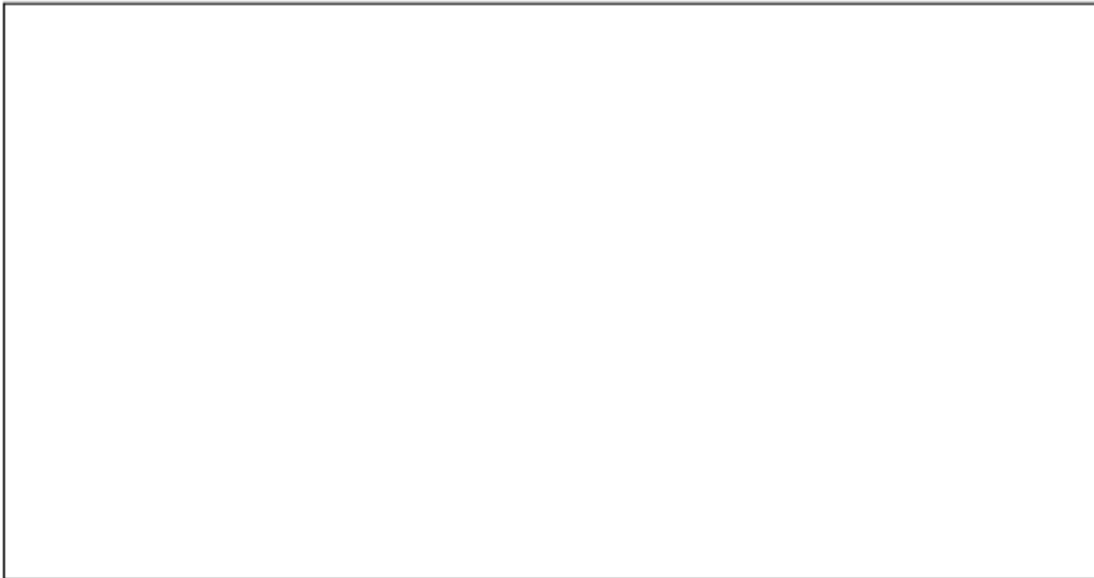
Draw and/or write what is last in the life cycle of a chicken.

Social Studies Resources:

Activity 1

Name _____

Date _____



Activity 2

Create a map of your community. Include personal places of importance to you. Don't forget to include a map key.

Activity 3 Park Map



Neighborhood Map

