

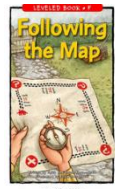
Please see the activities below to complete with your child on the eLearning Day. Have your child select activities to complete at home for each area to count as attendance for the day we would have spent at school.

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 ask and answer questions to understand better book.
- I can write a narrative to tell about an event.
- I can blend onsets and rimes (beginning and ending sounds –at, -ug, -ig)



_____ **Activity 1: Asking and answering Questions-** Prior to reading the book, explain that good readers ask questions before and during reading, and they answer questions as they read. Using a piece of paper, compile a list of 3 questions you wonder as you look through the book.

Example:

- Before Reading- When I look at the front cover, I see someone holding a compass. I wonder where they are going.
- During Reading- I wonder where she will go next.

Read the story with your child, or listen to your child, read the story "Following the Map." Go back to your questions and make sure your child has found the answers to their questions.

_____ **Activity 2: Think, Collaborate, and Discuss-** Reread the story with your child, or listen to your child, read the story "Following the Map." Using the discussion cards provided, have your child choose two cards and write a response.

_____ **Activity 3: Writing Connections-** Have your child to draw pictures of three places Kelly went in the story. Under the picture, write sentences to describe their picture.

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

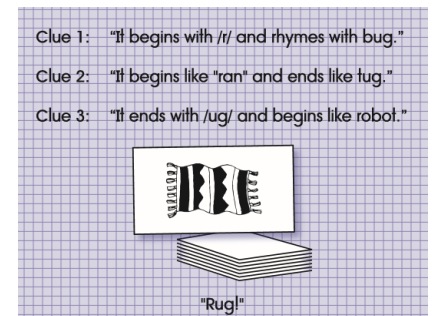
_____ **Activity 4: Onsets and Rimes-** Use beginning and ending sound clues, guess the picture card.

1. Place the picture cards face down in a stack on a flat surface.
2. Working in pairs, student one selects the top card so that other person cannot see it.

3. Gives clues one at a time describing the picture (e.g., "It begins with /r/ and rhymes with bug.") until student two guesses a word (i.e., "rug").
4. If correct, student one gives card to student two. If incorrect, student one gives another clue.
5. Reverse roles and continue until all picture cards are used.



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

Writing Standards

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

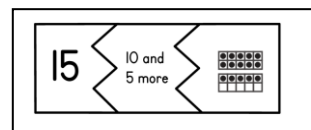
Kindergarten Math Activities: Please choose 3 of the activities listed to complete. Check and initial the items your child completes.

I Can Statements:

- I can show teens numbers using 10 and some more ones.
- I can explain the relationship between numbers and quantities.
- I can identify three-dimensional shapes.
- I can compare shapes and describe their similarities and differences.

_____ **Activity 1: Teen Puzzles**

Have your child match the teen numeral, name, and dots.

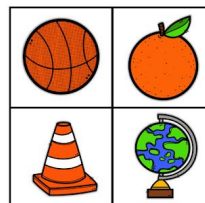


_____ **Activity 2:** Complete “3-D Home Shape Search.” Take a 3-D shape search at home and draw the shapes you see.



_____ **Activity 3: Eliminate It!**

Look at the group of 4 pictures given. Decide which picture doesn't belong with the other three pictures. Activity available at the end of this document.



_____ **Activity 4:** Read “[Which One Is It?](#)” Work with your child to answer the questions in the story.

_____ **Activity 5: Problem of the Day**

Use the clues to help you draw the shape described.

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

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, 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 complete the Science activity to demonstrate what the child has learned. (**Note:** If ordinary household items are unavailable, the child may draw and color a picture and label the parts with guidance). Check and initial the item your child completes.

I Can Statements:

- I can create a model of an animal habitat. (Science and Engineering Practice)

_____ **Activity 1:** You have been studying different animals and their different habitats. Select one animal and build a model of the habitat it lives in. Use ordinary materials around the house to build your habitat or draw a detailed picture with labeled parts.

Example items you could use to create your model:

shoe box

Tupperware tub

pipe cleaners

Popsickle sticks

Grass

Sticks

Rocks

Plastic animal

Cut out of an animal/environment

(Ex. Draw a picture of a pond, color it, cut it out and put it near the habitat)

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:** If you were going on a field trip in your community, where would you like to go? Why? Write about it.



_____ **Activity 2:** Maps can show where things are and where people live. Your address is the number and street name that tells where you live. Draw a map of the place where you live. Put your house on the map! Write your address. Write your phone number.

_____ **Activity 3:** Virtual Field Trip to the Smithsonian National Museum of Natural History: <http://www.mnh.si.edu/panoramas/#> . Be sure to look at the map and discuss where you want to visit first, second, third. Talk about how we know where we can see the various exhibits (map key).



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

Following the Map

A Reading A-Z Level F Leveled Book
Word Count: 133

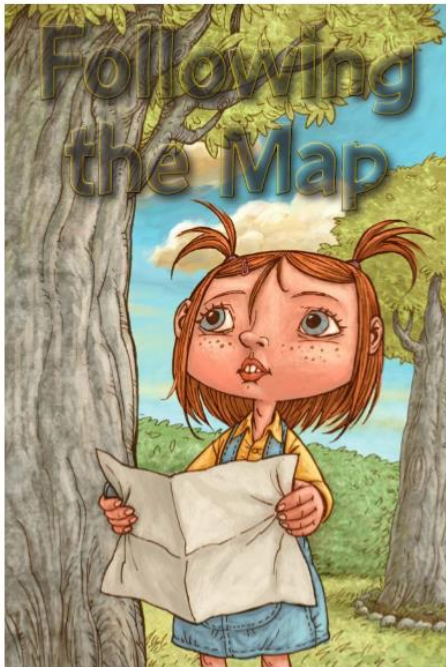


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Written by Keith and Sarah Kortemartin
Illustrated by Ivica Stevanovic

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Following the Map
Level F Leveled Book
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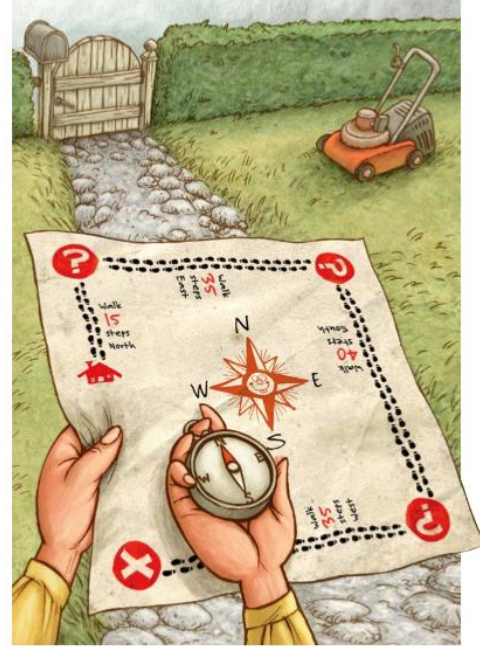
Correlation	
LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10



Mom gave Kelly a map and compass as a gift.
 "Follow the path on the map to your surprise," Mom said.

Following the Map • Level F

3



The path on the map went fifteen steps north.
 Kelly checked her compass.

4



Kelly walked fifteen steps.
 She bumped into the mailbox.

Following the Map • Level F

5



The path on the map went thirty-five steps east.
 Kelly checked her compass.

6



Kelly walked thirty-five steps.
She found herself in a garden.

Following the Map • Level F

7



The path on the map went
forty steps south.
Kelly checked her compass.

8



Kelly walked forty steps.
She stood next to a tree.

Following the Map • Level F

9



The path on the map went
thirty-five steps west.
Kelly checked her compass.

10



Kelly ran thirty-five steps.
She ran up to the front door
of her friend's house.

Following the Map • Level F

11

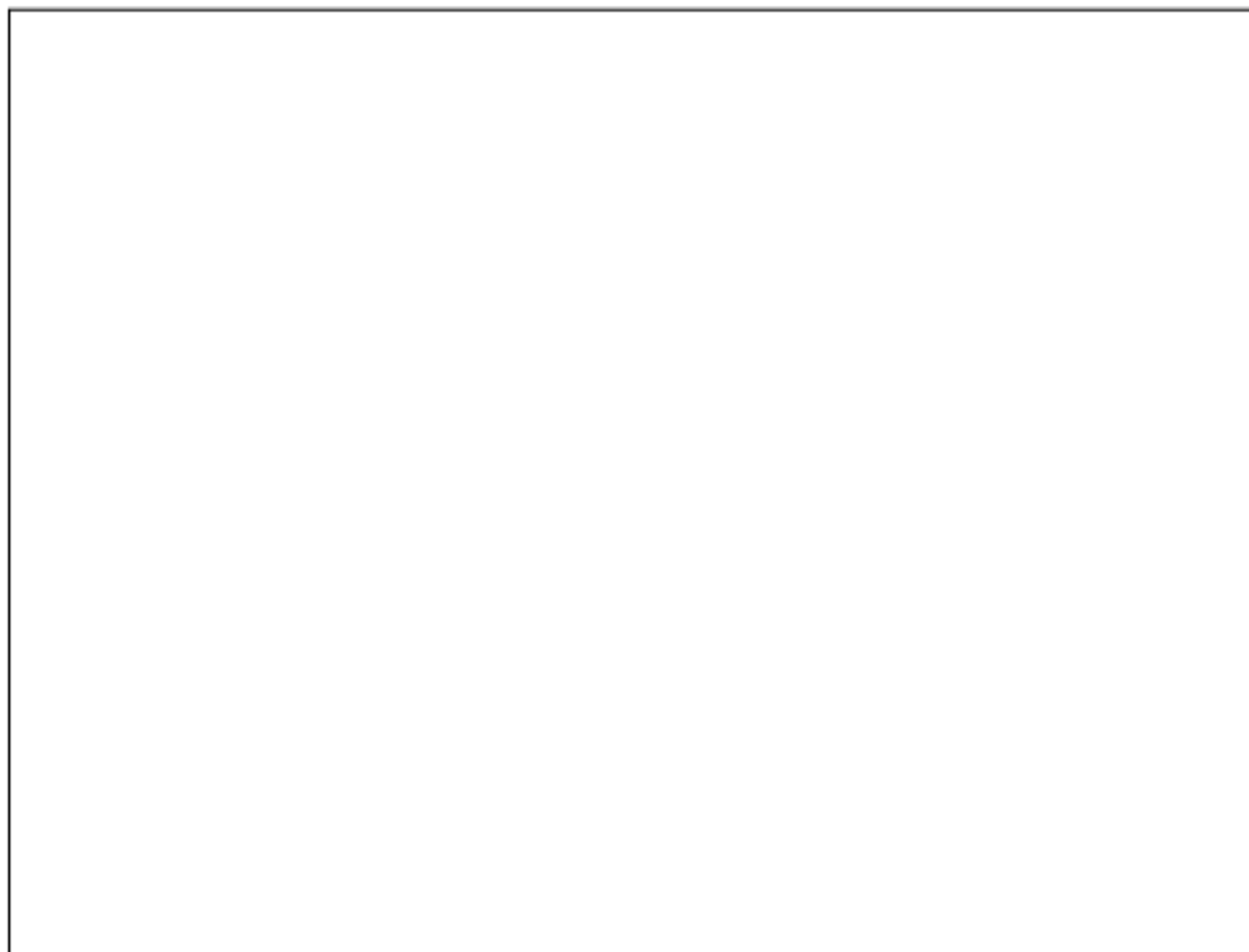


"Am I at the right place?"
asked Kelly.
Kelly's friends jumped out and
yelled, "Happy Birthday!"

12

9

Name: _____ Date: _____



Activity 2: Think, Collaborate, and Discuss



Following the Map

What probably happened
after Kelly's friends yelled,
"Happy Birthday"?

Create

Reading a-z



Following the Map

What is the problem in
the story?
How does the character
solve it?

Problem and Solution

Reading a-z



Following the Map

Could the story
Following the Map
really happen?
How do you know?

Reality and Fantasy

Reading a-z









Following the Map




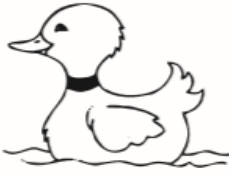

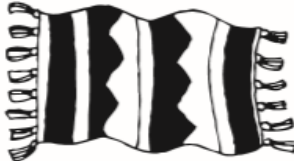
How did Kelly feel about
her surprise?
How do you know?

Analyze

Reading a-z

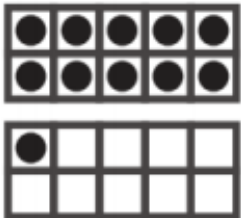
Activity 4: Onsets and Rimes

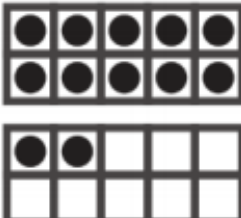
onset and rime picture cards: mop, bat, fox, ball, book, cake		
		
		

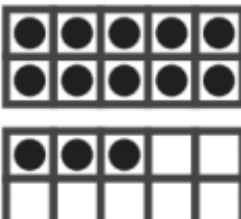
onset and rime picture cards: bear, duck, rug, moon, nail, pot		
		
		

Math Resources:

Activity 1

11	10 and 1 more	
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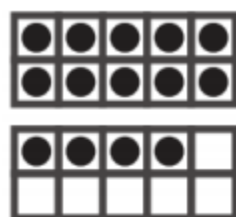
12	10 and 2 more	
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13	10 and 3 more	
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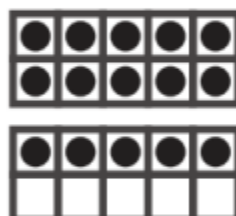
14

10 and
4 more



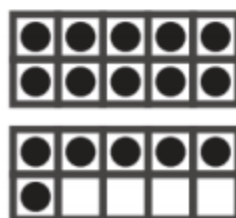
15

10 and
5 more



16

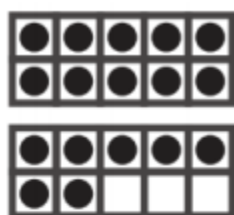
10 and
6 more



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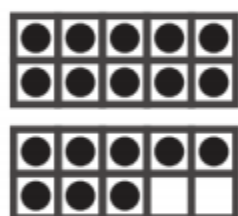
17

10 and
7 more



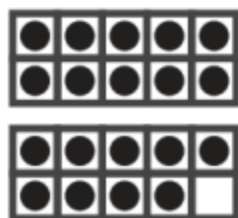
18

10 and
8 more



19

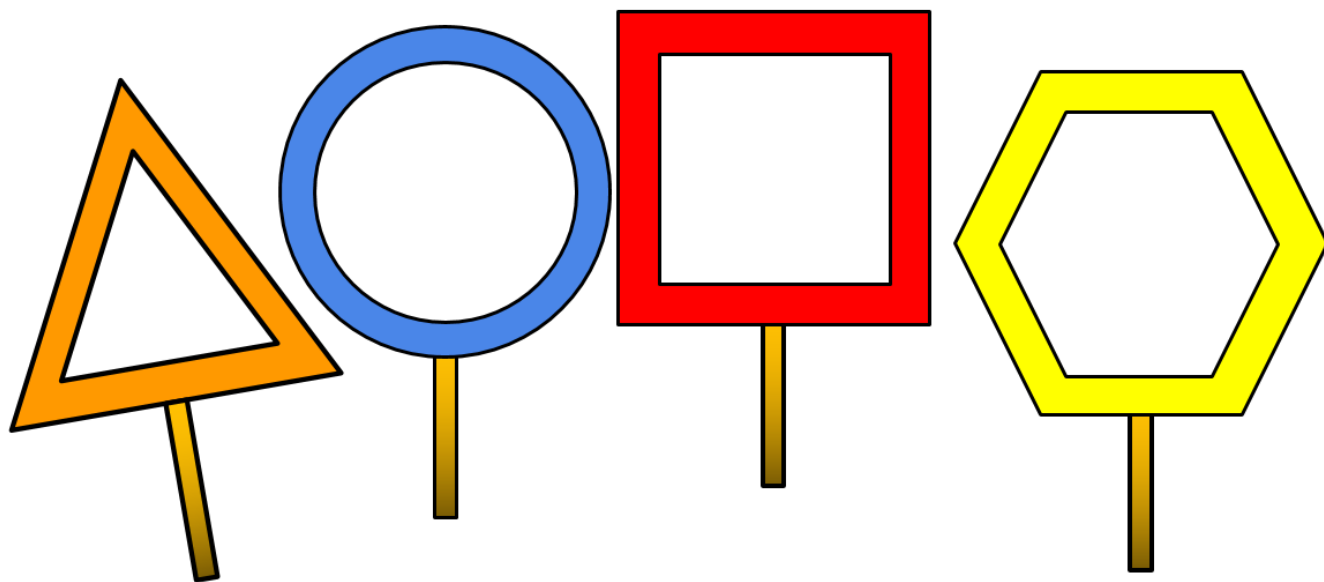
10 and
9 more



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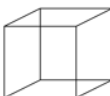


Activity 2

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

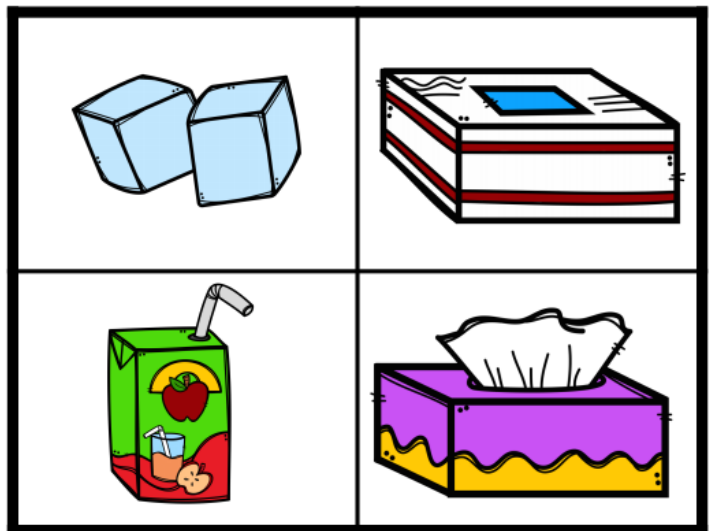
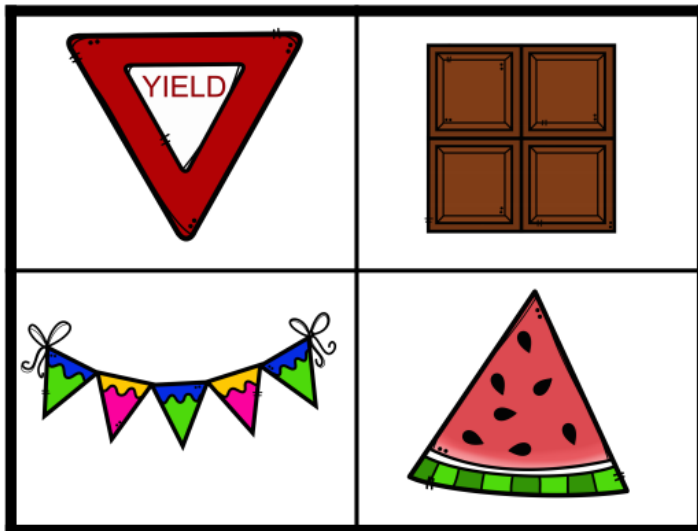
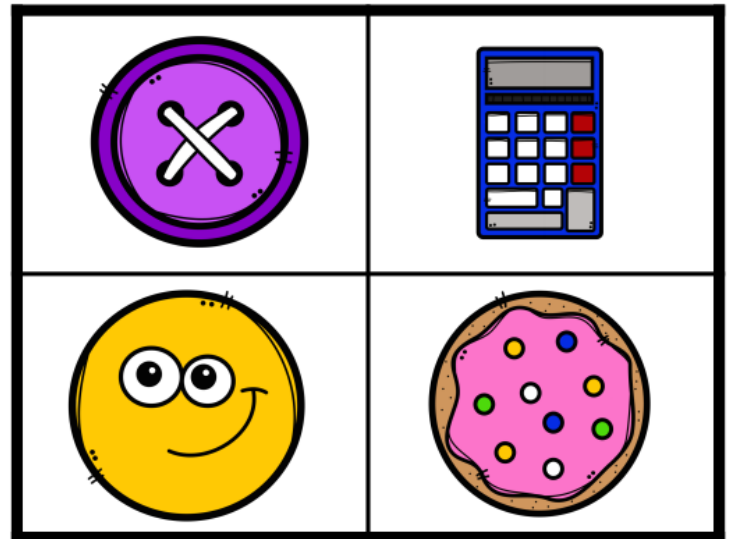


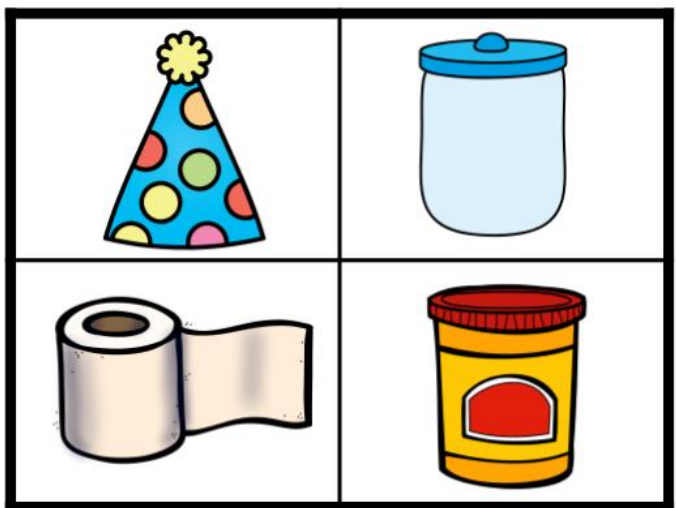
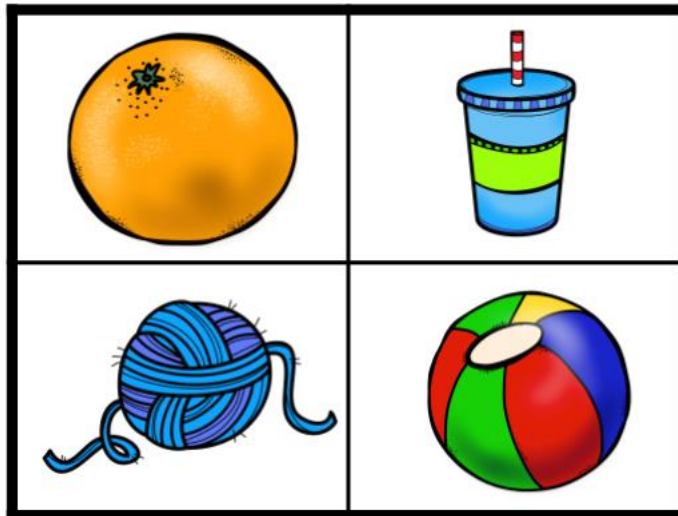
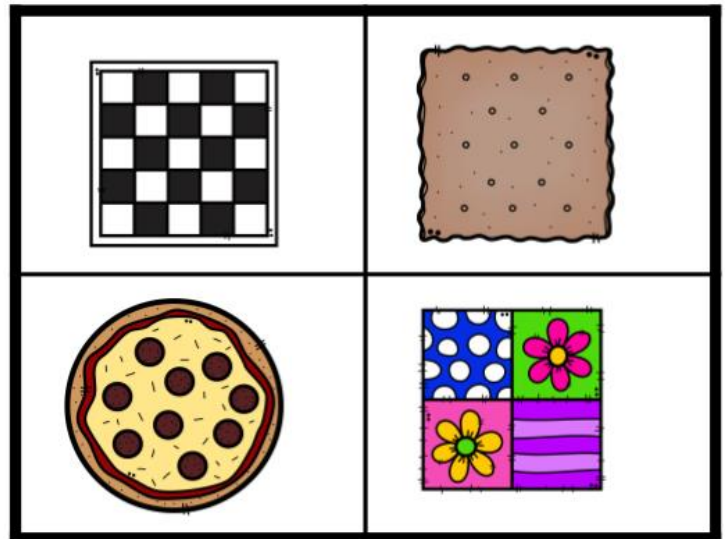
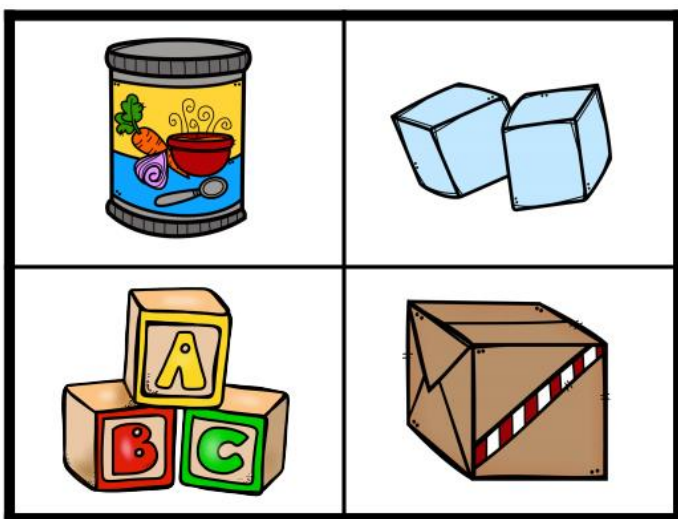
Name: _____

Shape Search

Cone				
Cube				
Cylinder				
Sphere				

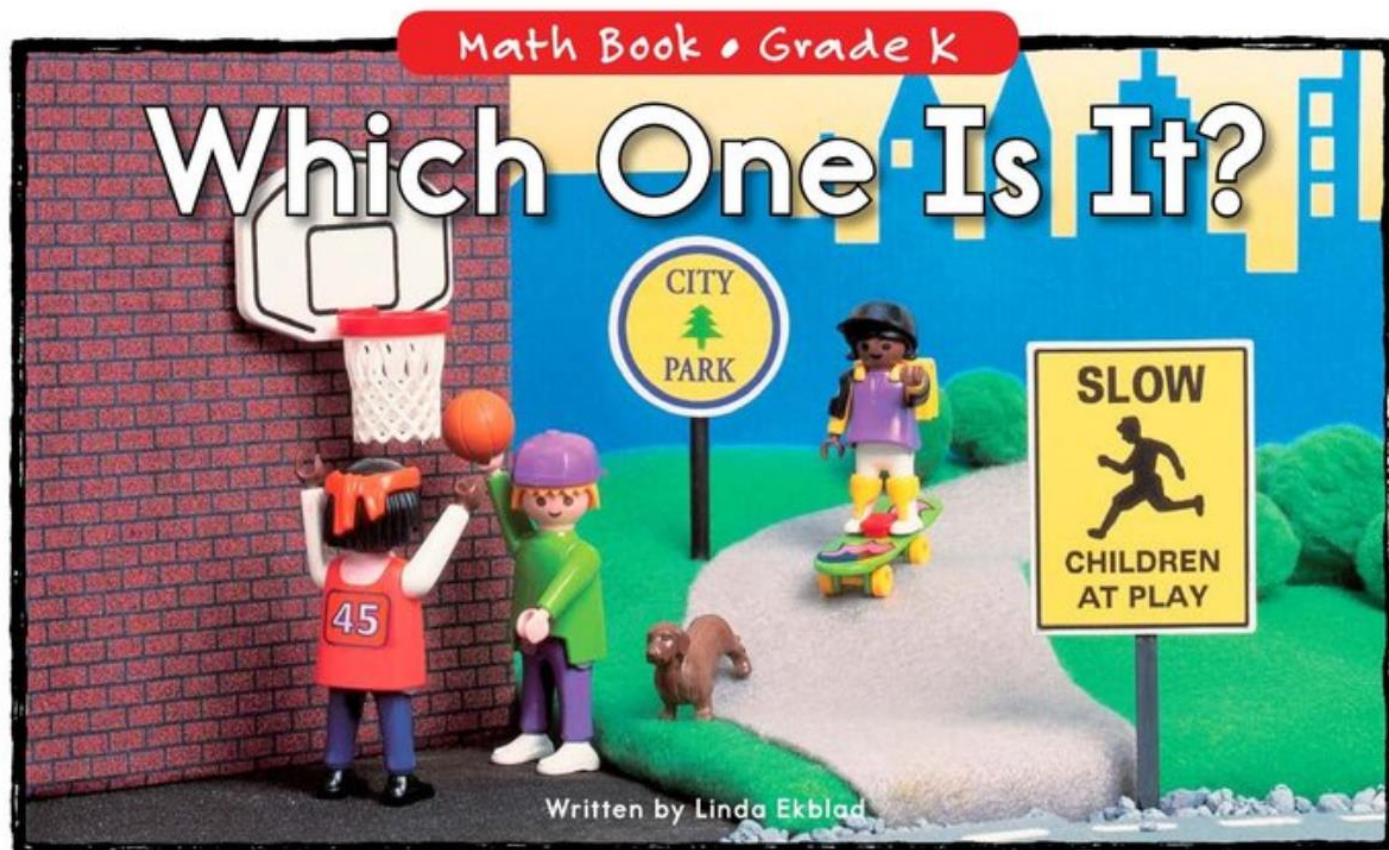
Activity 3





CREATE YOUR OWN WHICH DOESN'T BELONG

In each box, draw 3 shapes that are the same and one that is different. Have a friend identify the picture that doesn't belong.



www.readinga-z.com



Which sign has four sides?



Which sign is a triangle?



Which sign is a square?



Signs have many sides and shapes.

Activity 5

Problem of the Day

Jill said she drew a shape with 4 sides. What shape could she have drawn? Draw one.

Marcy drew a shape with 3 sides. What shape did she draw? Draw one.

Draw a flat shape with no sides.

Draw a shape that has 6 corners.

Social Studies Resources:

Activity 1

Name _____ Date _____

Activity 2

Draw a map of the place where you live. Put your house on the map! Write your address. Write your phone number.