

Please see the standards-based activities 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 the items your child completes.

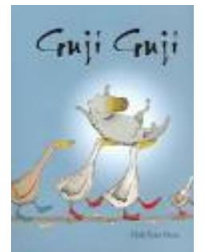
I Can Statements:

- I can ask and answer questions to understand the text.
- I can identify the plot in a story.
- I can write a narrative story.
- I can retell the central idea and key details in a story.

_____ **Activity 1: Short Fiction Task:** Listen to a read aloud story, talk about the story and draw your ideas about what you read. Read along with the story, "Guji" by Chih-Yuan Chen or any story, as it is read aloud in the video. You may read along with the video on your own or ask someone at home to read along with you. Click the "play" button to watch the story read aloud to you.

<http://www.rcsd1.org/schools/bookflix/>

<https://www.storylineonline.net/books/guji-guji/>



While you read:

On your own or with someone at home:

- Think about the characters, places, or things in the story.
- Share what this story is mostly about.
- Think about how this story is the same and different from other stories you've read.
- Notice how the illustrations connect to the story. Share your thoughts with someone at home.

_____ **Activity 2: Fiction Task:** Listen to a read aloud story, talk about the story and draw your ideas about what you read. Read along with any story, as it is read aloud in the video. You may read along with the video on your own or ask someone at home to read along with you.

"Chester's Way" by Kevin Henkes

<https://www.storylineonline.net/books/chesters-way/>

"Hey, That's My Monster" by Amanda Noll

<https://www.storylineonline.net/books/hey-thats-monster/>

After you have watched the read aloud videos:

- Draw four illustrations to show what happens in each part of the story that you listened to in each video.
- Include as many details from the story as you can in your drawing.
- Look back at the story video to help you with your illustrations and writing.
- Look back at the story for assistance.

_____ **Activity 3: Informational Task:** Read and write an informational book about water. Read and listen to “Water” or any informational text. You can read the book or press the arrow keys to have the book read to you. After reading, write about what you learned.

<http://kizclub.com/storytime/water/first.html>

<http://www.rcsd1.org/schools/bookflix/>

While you read, write, and draw:

Include as many details as you can in your drawing and writing.

- As you read, ask yourself, “What am I learning?”
- Tell someone, “I learned...”
- Feel free to ask someone at home for help.

_____ **Activity 3: Informational Task:** Read and write an informational text about your neighborhood. Read and listen to “My Neighborhood” or any informational book. You can read the book or press the arrow keys to have the book read to you. •

<http://kizclub.com/storytime/neighborhood/first.html>

<http://www.rcsd1.org/schools/bookflix/>

While you read, write, and draw:

Include as many details as you can in your drawing and writing.

- Draw and write about a different place in your neighborhood in each box.
- Feel free to ask someone at home for help.

_____ **Activity 4: Poetry Task:** Read the poem “I Am I”. Talk about the poems and draw your ideas about what you read.

While you read: On your own or with someone at home:

- Think about the characters, places, or things in the poems.
- Share what this poem is mostly about.
- Think about how the poem is the same and different from other poems you’ve read.
- Notice how the illustrations connect to the poem. Share your thoughts with someone at home.



After you have read and listened to the poems:

- Draw two illustrations to show what happens in each poem that you read.
 - Include as many details from the poems as you can in your drawing.
 - Look back at the poems to help you with your illustrations and writing.
 - Look back at the poems in the “I Am I” for assistance.

_____ **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 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 thematic development.

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

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

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.

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 the items your child completes.

I Can Statements:

- I can write numbers from 0-20.
- I can explain the relationship between numbers and quantities.
- I can compare two groups of objects and explain which is greater than, less than or equal to.

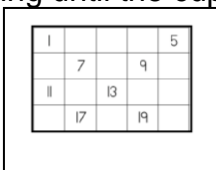
_____ **Activity 1: Roll and Fill**



Roll a number or flip over a card. Put that many cubes, cookies, beans, etc. in the cup. Keep playing until the cup is full.

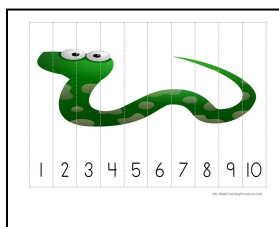
_____ **Activity 2: Missing Number Grids**

Pick a number grid and fill in the missing numbers.



_____ **Activity 3: Number Puzzle**

Cut the puzzle into strips and place in zip-lock bag. The ordering activity can be done independently.



_____ **Activity 4: Missing Numbers 1-10**

Partner with your child. Roll a die and cover that number of monkeys on your board with a counter (or coin). Keep taking turns until one of you has covered all the monkeys on your board.



_____ **Activity 5: Which Has More?**

Find out which item you have more of.

_____ **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.3 Read numbers from 0 –20 and represent a number of objects 0 –20 with a written numeral.

K.NS.4 Understand the relationship between number and quantity.

K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.

Kindergarten Science Activities: Please complete the Science activity for today. Check and initial the item once your child completes it.



I Can Statements:

- I can distinguish living things from non-living things
- I can tell that living things grow, eat and breathe.

_____ **Activity:** With guidance, cut out the vocabulary and picture cards located in the Science Resource section. Match the vocabulary words with the pictures. Talk about the cards and pictures with someone. Create your own vocabulary and picture cards.

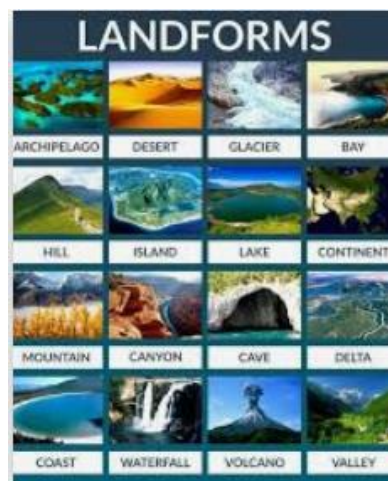
Kindergarten Science Standards

- Distinguish living things from non-living things.
- Knows living things can grow, eat and breathe.

Kindergarten Social Studies Activities: Please choose 1 Social Studies activity to complete. Check and initial the item 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:** Read about landforms located in the Social Studies Resource section. Use the information to play a game of "What Landform/Water Am I?" Write 2 riddles to share with someone.

_____ **Activity 2:** Read or listen to someone read to you *Kareem's Playdate* by ReadWorks located in the Social Studies Resources. Answer the questions.

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.

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:

After you read:

Draw four illustrations to show what happens in each part of the story that you listened to in the video.

1	2
3	4

After you read:

What did you learn from the text you read?

Draw of picture to show what you learned.



Think about the place you live. Share three things that you do in your neighborhood.

1

2

3

I Am I



Written by Eric Hansen

www.readinga-z.com

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I Am I

A Reading A-Z Poetry Book

© Learning A-Z

Written by Eric Hansen

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www.readinga-z.com



I am I said I.
 I am me said me.
 I am exactly who I am
 supposed to be.

I Am I • Poetry

3



I am I said I.
 I am me said me.
 I am exactly who I am
 supposed to be.

4



Some days I'm up.
 Some days I'm down.
 Some days my head is
 spinning around.
 Some days I'm good.
 Some days I'm bad.
 Some days I'll do things
 that'll make you mad.

I Am I • Poetry

5



But I can't change myself to
 suit you though I know you'd
 like me to.
 What good would I be if I was
 just like you and you were just
 like me?

6



I might feel lost.
I might feel found.
I might feel like just
hanging around.

I Am I • Poetry

7



I am me,
the best that I can be.
And don't you see,
that's all that I can be.

8



I am I said I.
 I am me said me.
 I am exactly who I am
 supposed to be.

I Am I • Poetry

9



I am I said I.
 I am me said me.
 I am exactly who I am
 supposed to be.

10



I am I said I.
 I am me said me.
 I am exactly who I am
 supposed to be.

I Am I • Poetry

11



I am I said I.
 I am me said me.
 I am exactly who I am
 supposed to be.

12

Math Resources:

Activity 1

Roll and Fill



Materials: die, paper cup for each player, snap cubes or counters

1. Take turns to roll a die and say the number rolled. Count out that many counters and drop them into your cup.
2. Keep taking turns until you have both filled your cups to the brim
3. Empty your cup and count how many counters you used to fill it up.

Missing Number Grids

Materials: Missing Number grids, dry erase markers or crayons

I				5
	7		9	
II		13		
	17		19	

1. Choose a missing number grid.
2. Fill in the missing numbers.
3. When you have filled in all the empty spaces point to each number and count from the beginning to the end of the number grid.
4. Ask a partner to check your work.

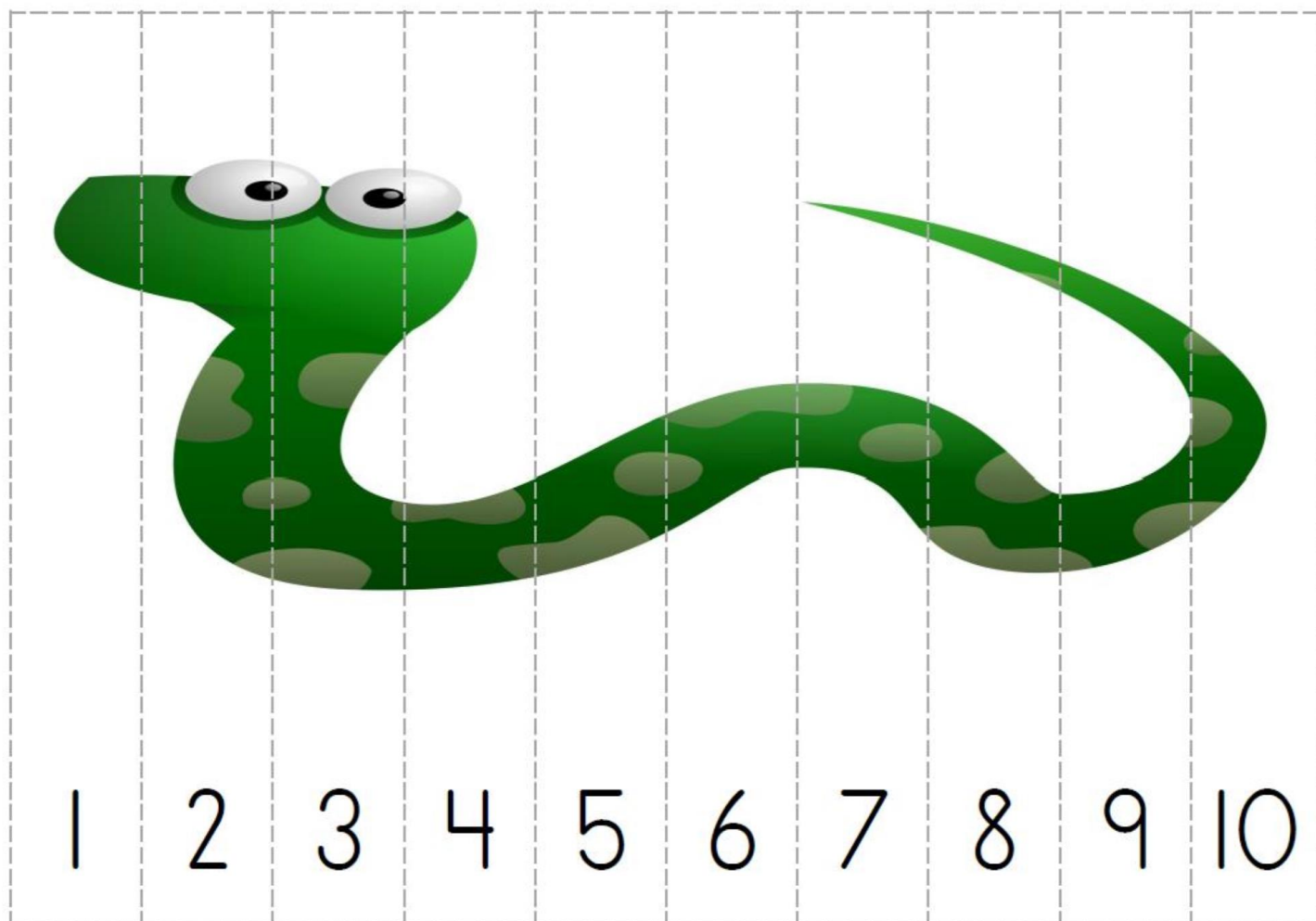
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

1		3		5
	7		9	
11		13		15
	17		19	

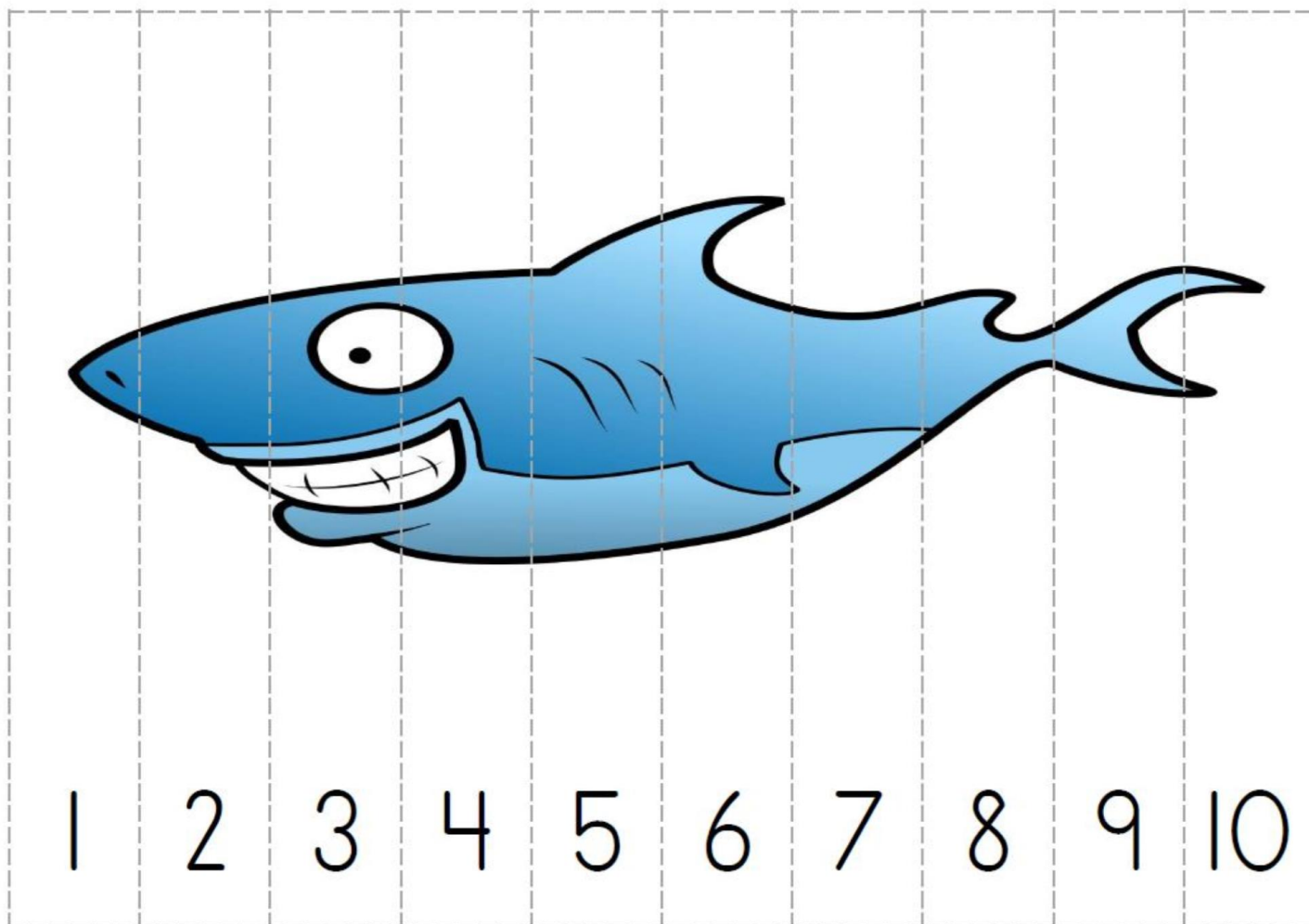
	2		4	
6		8		10
	12		14	
16		18		20

1				5
	7		9	
11		13		
	17		19	

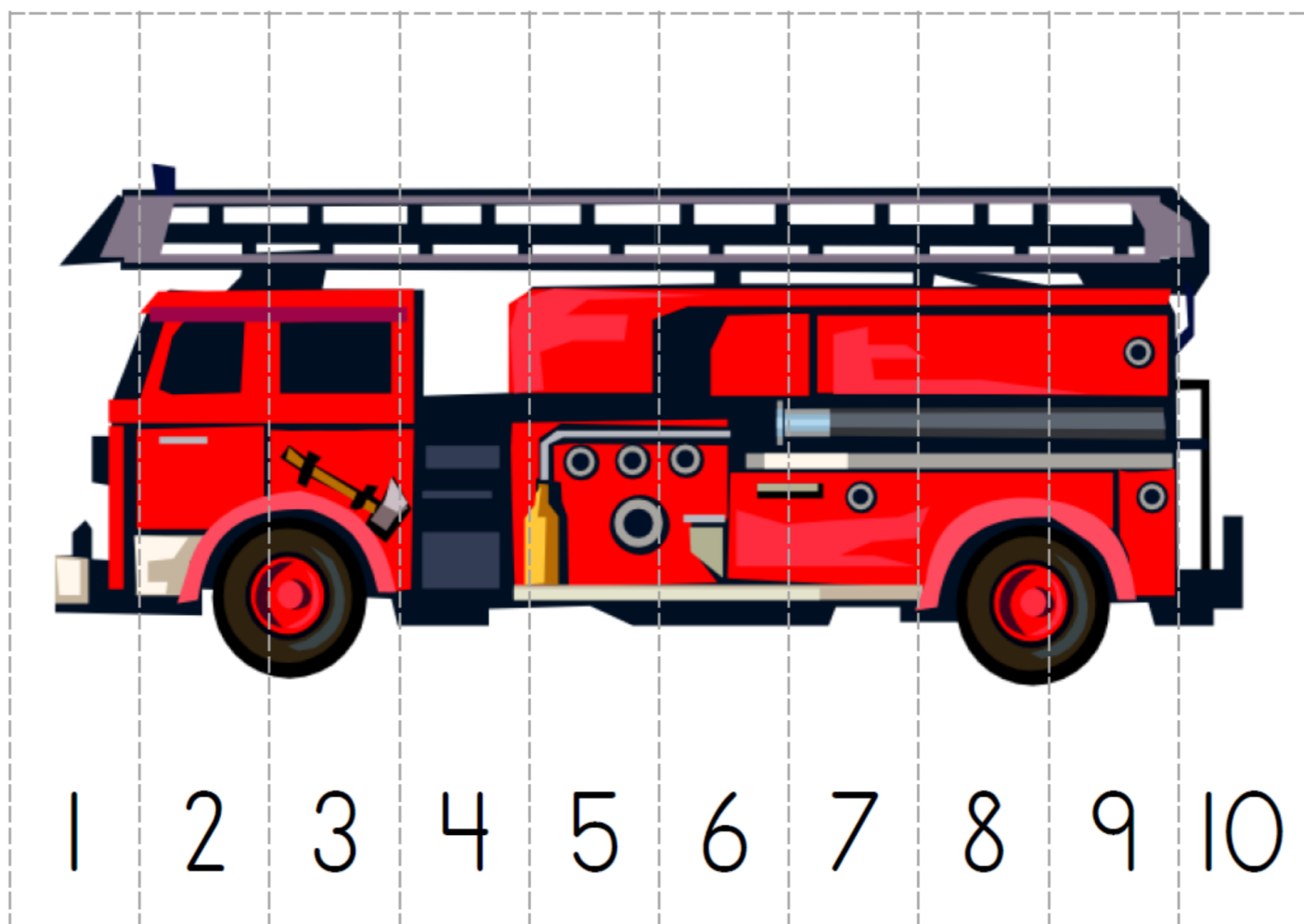
Activity 3



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Activity 4

Missing Numbers 1 – 10

Materials:

- Die or Number 1 – 6 written on paper
- Counters (or coins)
- Game board for each player





















Description:

Partner with your child. Roll a die and cover that number of monkeys on your board with a counter (or coin). Keep taking turns until one of you has covered all the monkeys on your board.





















Questions for parents to ask your child:

- How many monkeys have you covered so far?
- How many monkeys do you have left to cover?

Board 1

Board 2

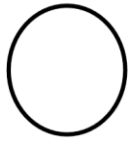
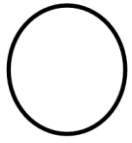
Which Has More?

Materials:

- *Graph template*
- *Different small objects with a max of five (5 beans, 5 pieces of cereal, 5 jelly beans, etc.)*

Description:

1. *Place 5 of 2 different objects in a cup.*
2. *Take a handful of objects. Sort the counters into two categories on the graph.*
3. *Color the objects to show how many objects you grabbed.*
4. *Count how many in each category and write the numbers.*
5. *Tell a friend which category has more objects and which category has fewer objects.*







_____ and _____ Counters				

_____ has more counters.

_____ has fewer counters.

Science Resources:

Cut out the vocabulary and picture cards. Match the vocabulary words with the pictures.

	leaf
	roots
	animal
	stem

Create your own picture and word cards. Cut out your cards and play a game with someone in your home.

Social Studies Resources:

Activity 1:

★ A state map can also help you find bodies of water like rivers, lakes, the ocean, and the Gulf of Mexico. We can see **landforms** like the coast, forests, hills, and wetlands.



The West coast of Florida is on a big body of water called the Gulf of Mexico.

THINK • PAIR • SHARE

Where is the ocean on the map?



Find and circle these places on the map



Hills



Rivers



Forest



Wetlands



Coast



Lake

Create 2 riddles using the image.



Example Riddle Card:

<p>Landform/Water Riddle</p> <p><u>I am along the ocean.</u></p> <p><u>What landform am I?</u></p>	<p>I am the coast</p>
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<p>Landform/Water Riddle</p> <p><u>I am on the west coast of Florida.</u></p> <p><u>What water am I?</u></p>	<p>I am the Gulf</p>
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<p>Landform/Water Riddle</p>	
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<p>Landform/Water Riddle</p>	
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Kareem's Playdate

by ReadWorks



Kareem had a playdate. He was going to Bill's tomorrow! They were going to play with their toy cars.

That night Kareem said, "Dad, where does Bill live? Is it far away?"

Dad said, "Look, I'll show you."

Dad made a little map. It showed Kareem's street. It showed the street with the bank on it. It showed Bill's street.

"See," said Dad, "Bill lives just two blocks away. We will walk there tomorrow."

Name _____

Answer each question.

What does Dad make to show Kareem where his friend Bill lives?

Draw a picture of Kareem going to his playdate with Bill.

