



## eLearning Day 6 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 complete all of the activities listed to below. Check and initial the items.

### I Can Statements

- I can identify the main idea and key details in a story.
- I can identify the short vowel / ŭ / sound.
- I can isolate the middle sounds in words.



\_\_\_\_\_ **Activity 1: Think, Collaborate, and Discuss-** Read the story to your child, or listen to your child, read the story. 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 "New Again". Introduce, explain, and have your child complete the story elements recording sheet. Have your child draw, label the key details from the story.

\_\_\_\_\_ **Activity 3: Short vowel /u/ sounds-**After rereading the story "New Again" have your child to fill out the short u vowel sound worksheet.

\_\_\_\_\_ **Activity 4:** Access LexiaCore5 and complete a minimum of 15 minutes of instruction. **(Complete if you have internet access)**



### 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.

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**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 use ordinal numbers 1st-5th to identify order
- I can use ordinal numbers to describe the position of objects in a sequence.

\_\_\_\_\_ **Activity 1:** Access videos on YouTube “Ordinal Numbers Song” by Mr. R.'s Songs for Teaching (<https://www.youtube.com/watch?v=0CWWNzprEQ4>) and “Practice Ordinal Numbers - Ordinal Numbers Interactive Game for Kids” by Turtle Diaries on YouTube ([https://www.youtube.com/watch?v=h\\_3AI-qNBIE](https://www.youtube.com/watch?v=h_3AI-qNBIE)) Walk around your home and have your child tell you about the position of objects using ordinal numbers such as 1st, 2nd, 3rd, 4th, and 5th.



\_\_\_\_\_ **Activity 2:** Read “The Easter Egg Hunt.” Have your child recall where the egg was found first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, and tenth. Using the Classify Information Workmat, cut apart the pictures and have your child sort and glue them into groups at the top of the page. Ask your child to explain how they sorted the pictures.

\_\_\_\_\_ **Activity 3:** Problem Solving: Read the word problem with your child. Have your child write the answer on the line provided.

Five teachers were in a race. Mr. Tucker finished in last place. Mr. Samuel finished one place in front of Mr. Tucker. What position did Mr. Samuel finish in?



Your answer: \_\_\_\_\_

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\_\_\_\_\_ **Activity 4:** Problem Solving: Read the word problem with your child. Have your child write the answer on the line provided.

Dakota came in two places from the first place in a swimming race. She got a medal, so what position did she come in?



Your answer: \_\_\_\_\_

\_\_\_\_\_ **Activity 5:** Access Dreambox Learning and complete a minimum of 15 minutes of instruction. Please refer to login information sent home previously. **(Complete if you have internet access)**



**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.NS.9** - Identify first through fifth and last positions in a line of objects.

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**Kindergarten Grade Science:** Please complete the activity below. Check and initial as your child completes the work.

**I Can Statements:**

- I can label parts of a plant.

\_\_\_\_\_ **Activity 1:** With guidance, view the following videos about parts of the plant:  
<https://www.youtube.com/watch?v=MP5jnuvMqxQ>  
<https://www.simplykinder.com/videos-about-plants/>

\_\_\_\_\_ **Activity 2:** In the space below, have your child draw a plant and label the parts of the plant.

**Draw a plant and label it**

**Science Standard**

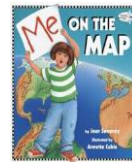
**K.L.2A-**The environment consists of many types of organisms including plants, animals, and fungi. Organisms depend on the land, water, and air to live and grow. Animals cannot make their own food and get energy from other sources. Animals (including humans) use different body parts to obtain food 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 complete the Social Studies activities listed 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. **Please review the video.** Have your child draw a map of the inside of their house.



\_\_\_\_\_ **Activity 2:** Visit You Tube and watch Me on the Map by **Joan Sweeney**

Have your child draw a map from their home to their favorite shopping store.

**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

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## ELA Resources: Discussion Cards

<p> New Again</p> <p>Which new creation do you like best, and why? Which do you like least, and why?</p> <p>Evaluation</p> <p>Reading A-Z</p>	<p> New Again</p> <p>How would you make a bottle into a sprinkler? Or a sock into a puppet?</p> <p>Make Inferences / Draw Conclusions</p> <p>Reading A-Z</p>
<p> New Again</p> <p><i>I use two cans and a long piece of string to make a telephone.</i> Is this statement a fact or an opinion? How do you know?</p> <p>Fact or Opinion</p> <p>Reading A-Z</p> <p><small>© Learning A-Z. All rights reserved.</small></p>	<p> New Again</p> <p>Which of the projects described in the book could you make at your house? How would you make it?</p> <p>Create</p> <p>Reading A-Z</p> <p><small>www.readinga-z.com</small></p>

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ELA: Short u vowel sound

Name \_\_\_\_\_ Date \_\_\_\_\_ **Reading A-Z**



bucket

New Again • Level C • 2



t b

s n

dr m



m g

j g

b g

Skill: Short Vowel u

**Instructions:** Have the children add the letter *u* to complete each word. Then, have the children read the words to a partner.

## ELA: Key Details

Name \_\_\_\_\_ Date \_\_\_\_\_ **Reading A-Z**

**Detail**

**Detail**

**We can make old things into new things.**

**Detail**

**Detail**

**Instructions:** Read the main idea to the children. Have the children record the details by drawing a picture in each of the boxes and labelling it with key words.

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**New Again**

LEVELLED BOOK • C

www.readinggoz.com



**New Again**

A Reading A-Z Level C Levelled Book • Word Count: 62

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Reading A-Z

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We can make old things into new things.

Shen, Xinyan • Level 2 C

3



We can make a bucket into a drum.

Shen, Xinyan • Level 2 C

5



We can make a sock into a puppet.

8



We can make two cans into a telephone.

6



We can make paper into an aeroplane.

Benjamin Franklin

7



We can make a box into a fort.

Benjamin Franklin

9



We can make a bottle into a sprinkler.

Benjamin Franklin

8



What can you make with old things?

Benjamin Franklin

10

Math Resources:



www.readinga-z.com

# The Easter Egg Hunt



Written by Keith and Sarah Kortemartin  
Illustrated by Erin Bellingham

www.readinga-z.com



Today is Easter!  
Can we find all seven  
Easter eggs?

The Easter Egg Hunt • Level C

3



The first egg  
is in the tree.

4





The second egg  
is in the grass.

The Easter Egg Hunt • Level C

5



The third egg  
is on the truck.

6



The fourth egg  
is in the swing.

The Easter Egg Hunt • Level C

7



The fifth egg  
is in the pot.

8

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The sixth egg  
is by the rake.

The Easter Egg Hunt • Level C

9



The seventh egg  
is under the dog!

10

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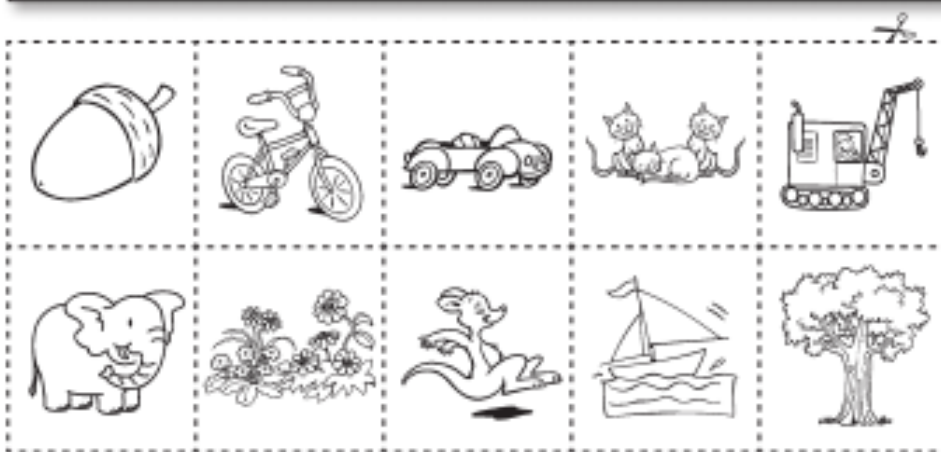
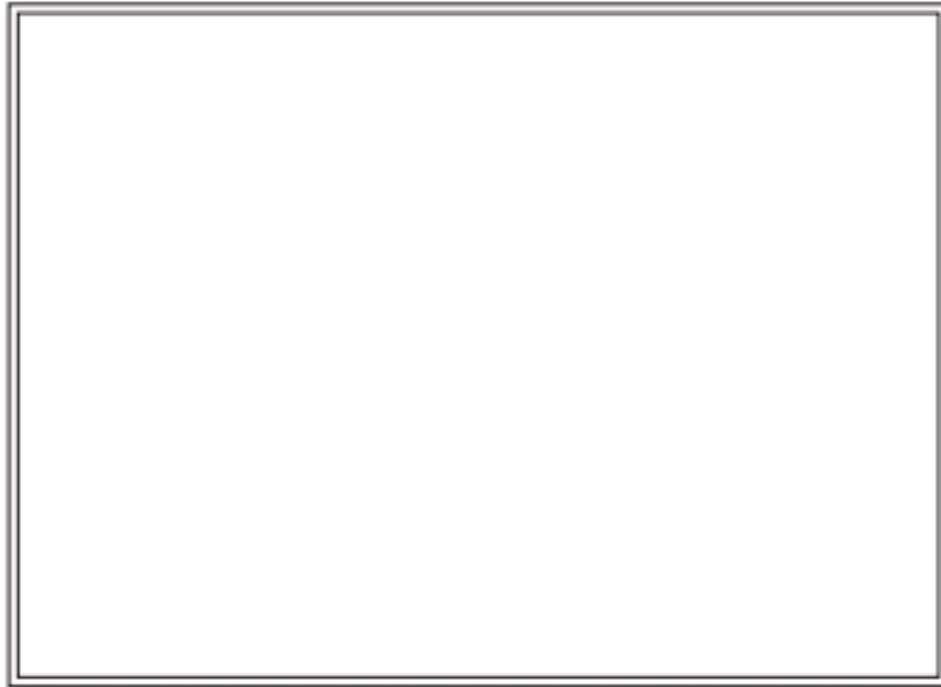
14

Name \_\_\_\_\_

Reading a-z

The Easter Egg Hunt • Level C • 1

Skill: Classify Information



**Instructions:** Have students cut apart the pictures. Have them sort the pictures into groups using the workmat at the top of the page. Ask students to explain how they sorted the pictures.