



eLearning Day 10 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.

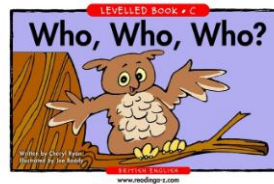
Child's Name: _____ Teacher: _____

Kindergarten English Language Arts Activities: Please complete all of the activities listed to below. Check and initial the items.

I Can Statements

- I can retell a story by using the beginning, middle and end.
- I can use verbs in my writings.
- I can recognize and name end punctuation.

_____ **Activity 1: Story Elements** - Read the story "Who, Who, Who?" to your child, or listen to your child read the story. Provide a new sheet of paper and fold it into three. Label each column "Beginning", "Middle", and "End". Ask your child to draw and retell what happened in the beginning, middle, and ending of the story.



_____ **Activity 2: Verbs and End Punctuation** - Reread or listen to your child, read the story "Who, Who, Who?". After that, have your child answer the ELA worksheet about verbs and end punctuation.



_____ **Activity 3:** Access LexiaCore5 and complete a minimum of 15 minutes of instruction. **(Complete if you have internet access)**

Reading Standards

- Standard 1: Retell; identify, beginning, middle and end in a text heard or read
Standard 2: With guidance and support, use verbs in writings.
Standard 3: Recognize and name end punctuation.

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Kindergarten Math Activities: Please complete the following listed activities. Check and initial the items your child completes.

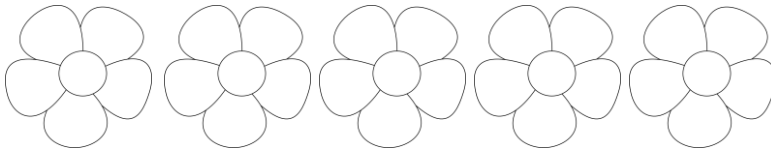
I Can Statements:

- I can create a repeating pattern using objects, sound, and movement.
- I can describe a repeating pattern using objects, sound, and movement.
- I can extend a repeating pattern using objects, sound, and movement.

_____ **Activity 1:** Access videos on YouTube “Sesame Street - Guess what’s next” by sesamestreet66 (<https://www.youtube.com/watch?v=pO9b7BTOIUJ>). Discuss with your child that pattern recognition and the extension of the pattern allow them to make predictions. Students should understand that patterns are a way to recognize order and organize their world and to predict what comes next in an arrangement.

_____ **Activity 2:** Problem Solving: Read the word problem with your child. Have your child write the answer on the line provided.

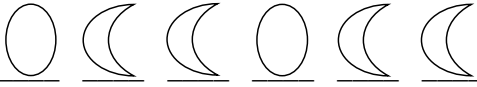
I see 5 flowers in my garden. The 1st flower is red. The red 2nd flower is yellow. The 3rd flower is red. If this pattern continues, what color is the fifth flower?



Your answer: _____

_____ **Activity 3:** Have your child complete the pattern below.

Continue the ABB pattern by drawing the shapes that come next.



Can you make an AAB pattern with these pictures?



_____ **Activity 4:** 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.

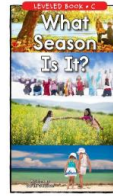
K.NS.9 - Identify first through fifth and last positions in a line of objects.

K.ATO.6 - Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.

Kindergarten Grade Science: Please complete the activities below. Check and initial the item your child completes.

I Can Statements:

- I can cut out or draw pictures to show different types of weather and weather patterns.



Activity 1: Read aloud or have your child read to you the book, What Season Is It? After the book, have your child draw and write about his/her favorite season.

Science Standard

K.E.3: The student will demonstrate an understanding of daily and seasonal weather patterns.

Kindergarten Social Studies Activities: : Please complete the Social Studies activity listed below. Check and initial the items your child completes.

I Can Statements:

- I can find create a flip book about the natural places such as rivers, land, and mountains.

Activity 1: Visit YouTube at https://www.youtube.com/watch?v=KWTDmg8OI_Y to learn more about landforms



Your child will create a flip Book on the different landforms.

Social Studies Standards

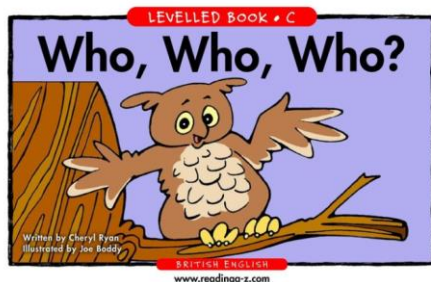
K-1.4 Recognize natural features of his or her environment (e.g., mountains and bodies of water).

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:



Who, Who, Who?



Written by Cheryl Ryan
Illustrated by Joe Boddy
www.readinga-z.com



"Who?" said the little owl.

Who, Who, Who? • Level C

3



"Who wants to fly with me?"

4



"Who wants to hunt with me?"

Who, Who, Who? • Level C

5



"Who wants to play with me?"

6

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5



"Who wants to read with me?"

Who, Who, Who? • Level C

7



"Who wants to sing with me?"

8



"Who wants to eat with me?"

Who, Who, Who? • Level C

9



"I do," said the big alligator.

"No, no," said the little owl.

10



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Name _____

Reading a-z

① Who will play with me _____

② The owl likes to play _____

③ The owl wants to read _____

④ Who will read with me _____

⑤ What will the owl eat _____

⑥ Who will eat with me _____



My Sentence:

Instructions: Have students read the sentences. Encircle the verb in each sentences and add period (.) or a question mark (?) for the appropriate end punctuation. Have them write a question on the line provided.

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