

# eLearning Day 2 Packet

## Grade K 2024-2025

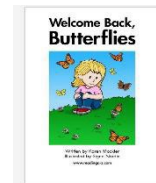
Please see the standards-based activities to complete with your child on the eLearning Day. Have your child select activities to complete at home for each area to count as attendance for the day we would have spent at school.

**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 make predictions.
- I can identify author's purpose.
- I can identify short /a/ vowel sounds.



\_\_\_\_\_ **Activity 1: Think, Collaborate, and Discuss-** Read the story to your child, or listen to your child, read the story "Welcome back, Butterflies." Using the discussion cards provided, have your child choose three cards and write a response.

\_\_\_ **Activity 2: Author's Purpose** -Write some of the information learned as you read the book.

\_\_\_\_\_ **Activity 3: Short /a/ sound-** Using the recording sheet, have your child add the letter /a/ to complete each word and read the words aloud.

\_\_\_\_\_ **Activity 4: Fiction Writing-** Have your child to draw a picture of a face that shows a feeling. Under the picture, write two sentences telling about their picture.

### Reading Standards

**Standard 1:** Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

**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 11:** Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

### Writing Standard

**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 describe objects positions using terms above, below, beside, in front of, etc.
- I can explain the relationship between numbers and quantities.
- I can decompose (break apart) numbers to 10 using objects or drawings.
- I can count to 100 starting at any number.

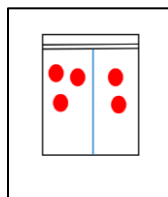
**\_\_\_\_\_ Activity 1: Fast Five**

Cut out a set of cards for each partnership. Children place cards face up on the table and take turns (or race) to find pairs of cards that equal 5.

0	1	2	3
4	5	0	1
2	3	4	5
	•	••	•••

**\_\_\_\_\_ Activity 2: Addition Bag**

Use the bag to decompose the number five.



**Math Standards**

**K.ATO.5** Add and subtract fluently within 5.

**K.NS.2** Count forward by ones beginning from any number less than 100.

**K.G.1** Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind.

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

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

**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: How can you tell if something is living or nonliving?** What do all living things have in common? Talk about it to someone. **Is it living?** Write yes or no to complete the chart located in the Science Resource section.

**Kindergarten Science Standards**

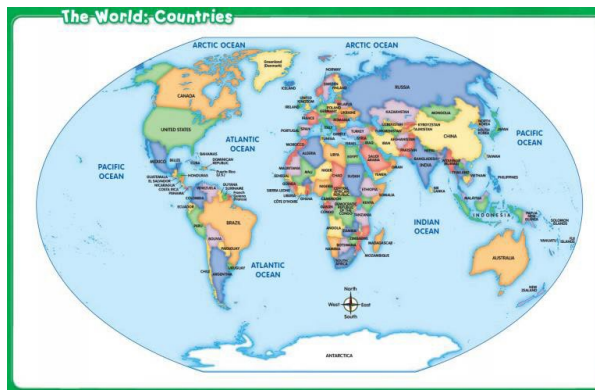
- Distinguish living things from non-living things.
- Knows living things can grow, eat and breathe.

**Kindergarten Social Studies Activities:** Please complete the Social Studies activity below. 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 Lesson 2. Color the water on the globe blue and the land green or brown. Ask someone to help you find the United States on the globe. If you have access to the internet, explore different locations using Google Earth.



**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.

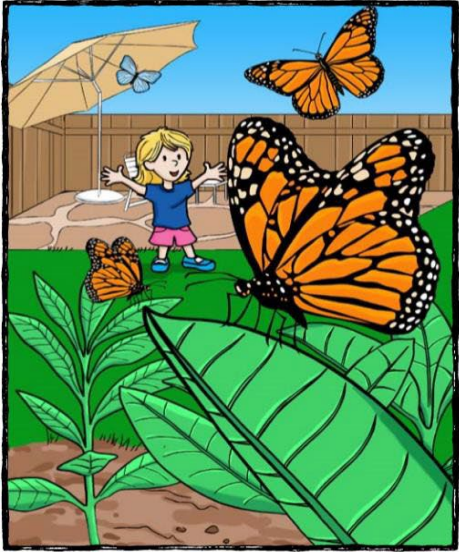
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Parent Signature

\_\_\_\_\_  
Date

ELA Resources:

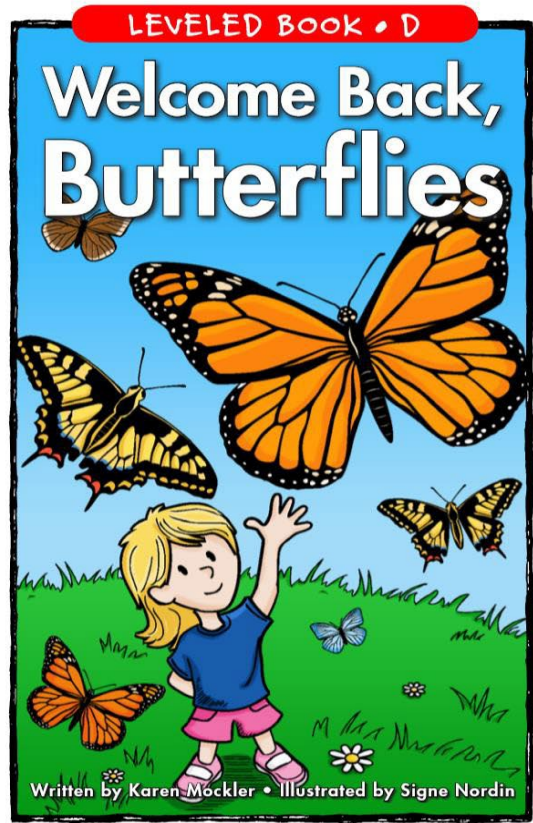
# Welcome Back, Butterflies

A Reading A-Z Level D Leveled Book  
Word Count: 77



Reading a-z

Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.



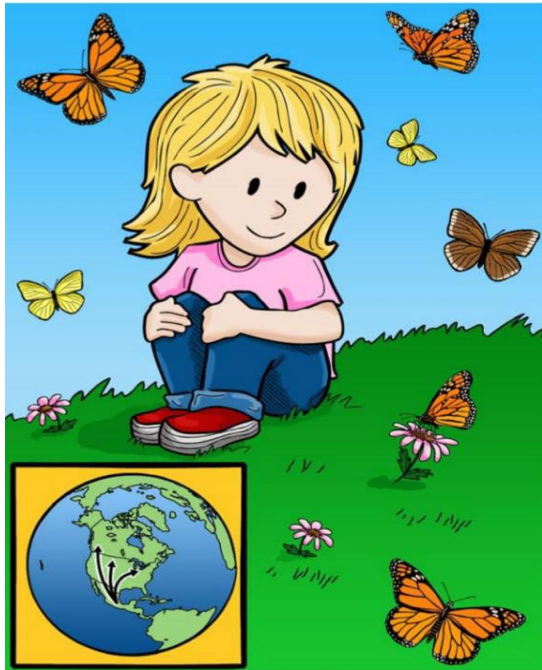
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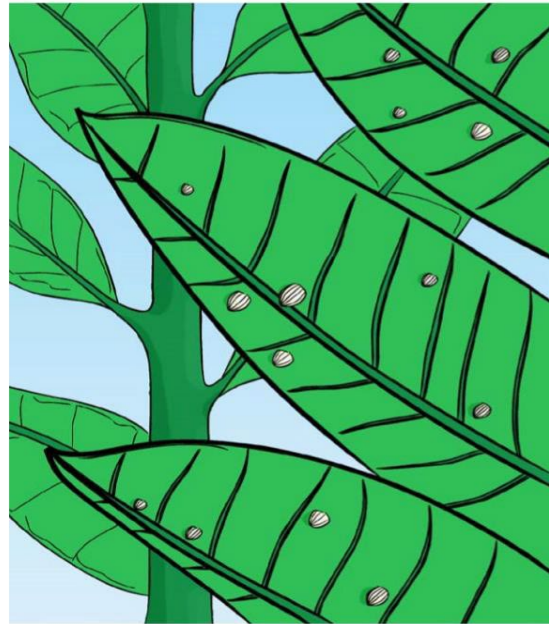
I love butterflies.  
I love the orange and  
black ones.



In the fall, they fly south.  
They fly away from me.



In the spring, they  
fly north.  
They fly back to me.



They fly back to lay  
their eggs.  
They need the right  
plants for their eggs.



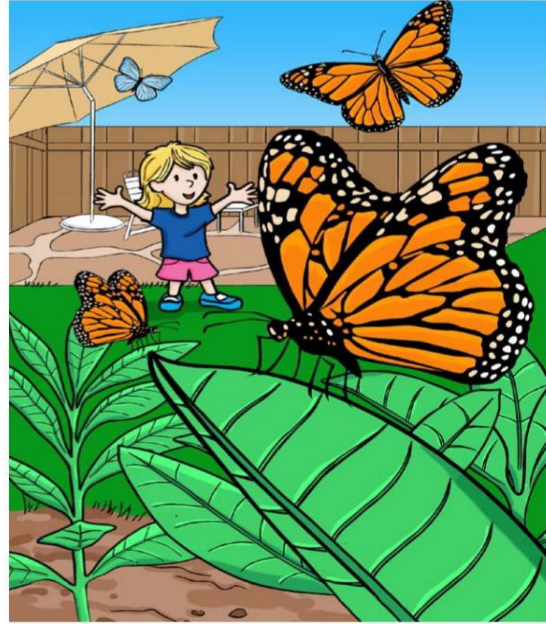
I plant seeds in my yard.  
I water the seeds.



I watch the seeds sprout.



I watch the plants grow.



My yard has the right  
plants now.  
Welcome back, butterflies!



The girl in the story loves butterflies. How can you tell?

R · a it1ga-z

Analyze

*Butterflies are the best insects in the world.*  
Is this statement a fact or an opinion? How do you know?

R · a it1ga-z

Fact or Opinion

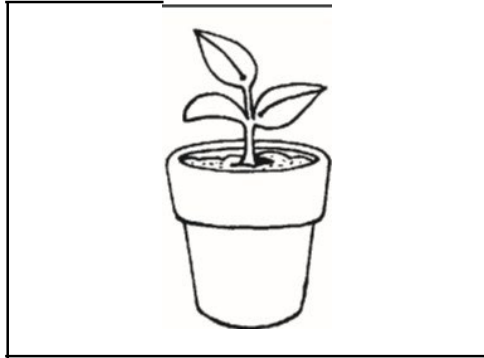
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What happened just after the plants started to grow?

What are some other animals that you might want to attract to your yard? How would you get them to come?

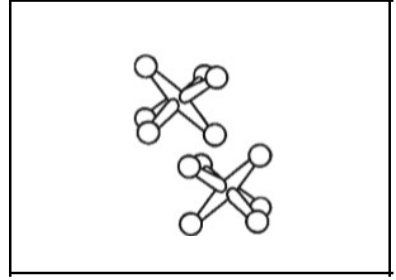
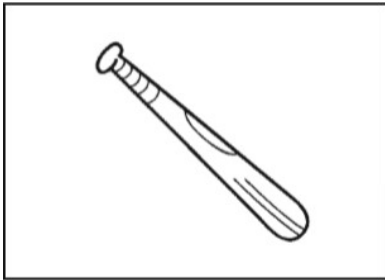


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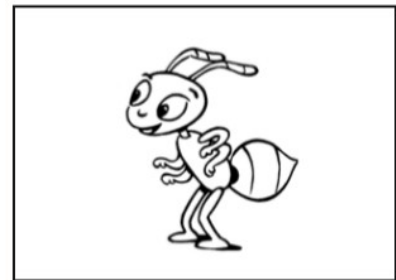
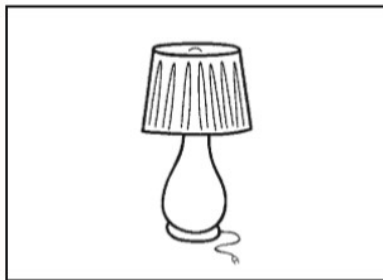
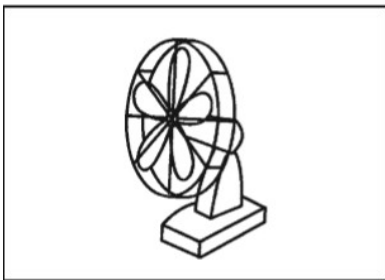
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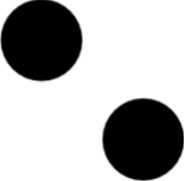
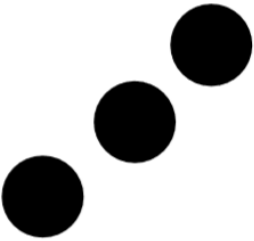
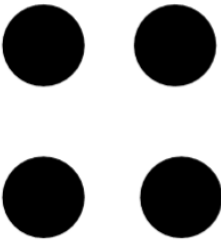
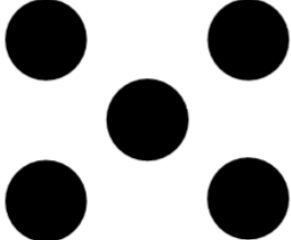

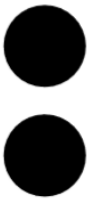
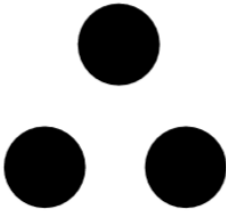
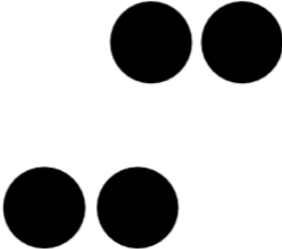
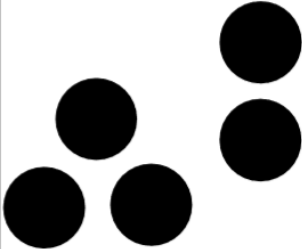
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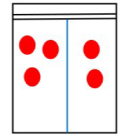
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SKILL: SHORT /a/ VOWEL

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

0	1	2	3
4	5	0	1
2	3	4	5
			
			
			

## Addition Bag



**Materials:** transparent sandwich bags with line drawn down center, counters

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1. Put 5 counters into your bag. Close the bag.
2. Move the counters to make two sets, one on each side of the line.
3. Record your work. Show how many counters are on each side of the line. Show how many counters in all.
4. How many different ways you can find to move the counters into two sets?
5. Repeat with a different number of counters in the bag.









## Pattern Block Barrier Game

**Materials:** Barrier Game grid for each player, pattern blocks, divider for each partnership

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1. Work with a partner. Sit opposite each other with a divider standing between you.
2. Player 1: Place one pattern block in each space on your grid without letting your partner see your work. Tell your partner how to place pattern blocks to match your grid. Use the names of the pattern blocks and positional language to describe where to place them.
3. Remove the divider and look at the two grids to see if they match.
4. Swap roles and play again.



















**Science Resource:**

*Activity 2*

Is it living? Write yes or no to complete the chart.

	<b>Does it grow and change?</b>	<b>Does it breathe?</b>	<b>Does it need food and water to survive?</b>
			
			
			
			

# Social Studies Resources

## Activity 1

### Lesson 1

**Essential Question**  
**How do we find places?**

★ Sam knows a poem about special places to go. Listen to the poem and then say it together.

I love where I live! There is so much to do—  
the library, beach, forest, or zoo.  
All the places to go—I've just named a few!  
Time for a trip! Where to go? Here's a clue!



Circle the name  
of the place  
they are going.

bakery



library



zoo



**Analyze Visuals**  
What does the illustration  
tell you about where the  
buddies are going?

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Name \_\_\_\_\_

Write a poem about a place you would like to visit.

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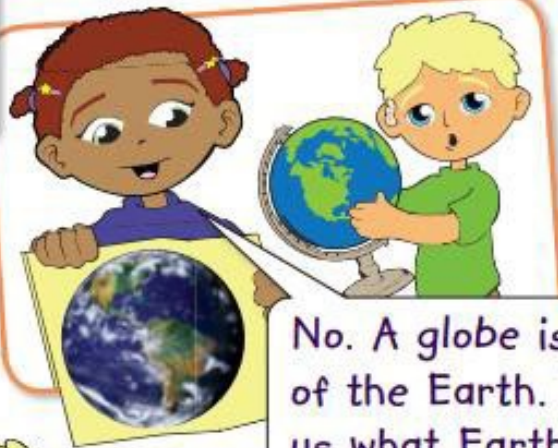
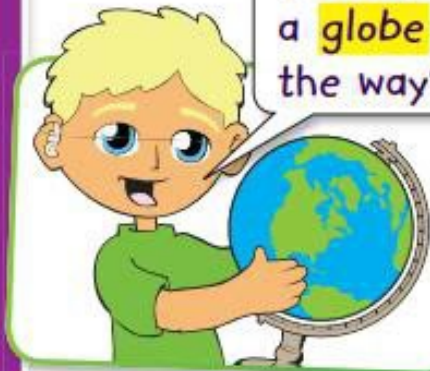
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## Lesson 2

★ The library is a great place for a field trip! Sam has an idea about how to find the way. What do you think?

What if we use a **globe** to find the way?



No. A globe is a model of the Earth. It shows us what Earth looks like, but it doesn't show us where the libraries are.

THINK • PAIR • SHARE

Why isn't the library on the globe?



But, a globe can show us where land and water are!



Color the water on the globe blue. Color the land on the globe green or brown.