



Kindergarten AMI Learning Packet

 **This packet includes 5 days of tasks for:**

- ELA (English Language Arts) 
- Math 
- Science 

How to Use This Packet

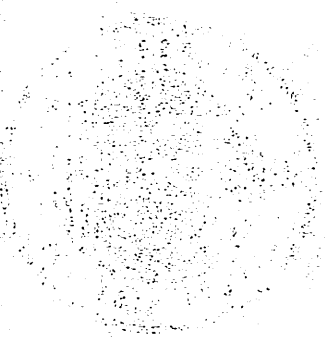
- For each AMI day, complete one day's tasks in each subject.
- Work can be returned to school when we're back together.
- Do your best—just like in class!



Teacher Name: _____



Student Name: _____



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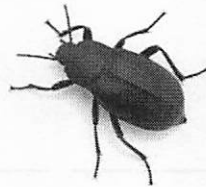
Dear Caregiver,

On both the pages of this activity, have your student copy each word under the matching picture. If necessary, identify and name the pictures for your student.

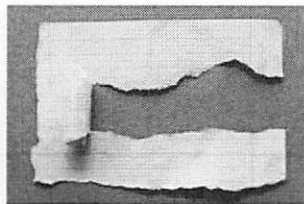
1. nut



2. bat



3. rip



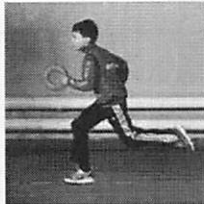
4. lip



5. web



6. rat



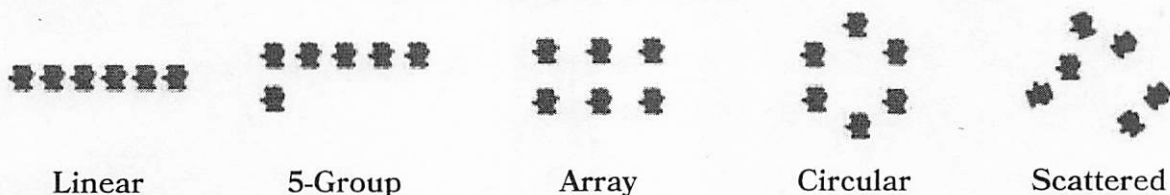
FAMILY MATH

Answer *How Many* Questions with Up to 10 Objects

Dear Family,

Students are learning to count groups of up to 10 objects. It is harder to keep track of the count in these larger groups, especially when objects are scattered or in a circle. Students are practicing the three counting strategies (touch and count, move and count, and mark and count) to keep track of objects already counted.

COUNTING CONFIGURATIONS



At-Home Activities

Activity Idea 1 Beep Number Game

Play Beep Number by saying a few numbers in order, replacing one of the numbers with the word *beep*. For example, if you say, “2, 3, beep, 5,” your child should respond, “4.” Use the number cards (sent home with topic B) in order as an extra support so your child can touch each number as you count. When your child is ready, invite them to say the numbers, while you guess the beep number.

Activity Idea 2 Count Toys

Use toys or other household objects to make different counting configurations like the ones shown above. Encourage your child to touch and count or move and count the toys to find out how many there are.

Find items and draw a picture of what you find.

Something Round	Something Wet	Something Hard

Dear Caregiver,

On both the pages of this activity, please ask your student to blend and read each word in the list. Then, review the names of each illustration with your student. Ask them to copy the correct word from the box on the line next to the matching picture. Your student should be able to complete this work independently.

jug

run

log

jet

1.



2.



3.



4.



ram

rat

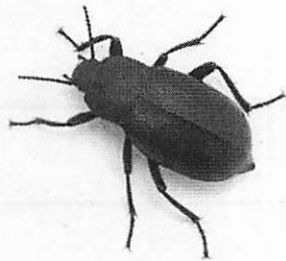
bug

rib

1.



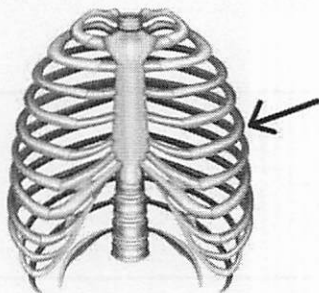
2.



3.



4.

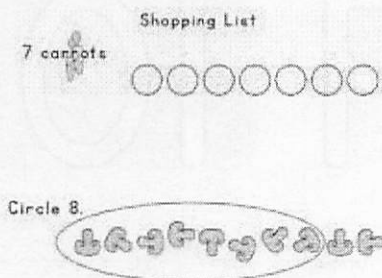


FAMILY MATH

Write Numerals and Create Sets of Up to 10 Objects

Dear Family,

Students are learning to count out up to 10 objects from a larger group. Just as with counting out a smaller group, it can be hard to stop counting at a specific number. Some students will want to keep counting the entire group! Students are also learning to write numbers 6 through 10 by using writing rectangles and practicing rhymes. Ask your child to share some reasons why we write numbers and share some reasons of your own!



Students count out a group by drawing and by circling objects in a picture.

Why Do We Write Numbers?

- play restaurant
- remember the count
- make grocery list
- share your phone number
- faster than drawing
- make a calendar
- room numbers
- keep score
- play a game
- make a birthday card

Students answer the question, "Why do we write numbers?" Students see their ideas recorded on a chart.

At-Home Activities

Activity Idea 1 Hunt and Count

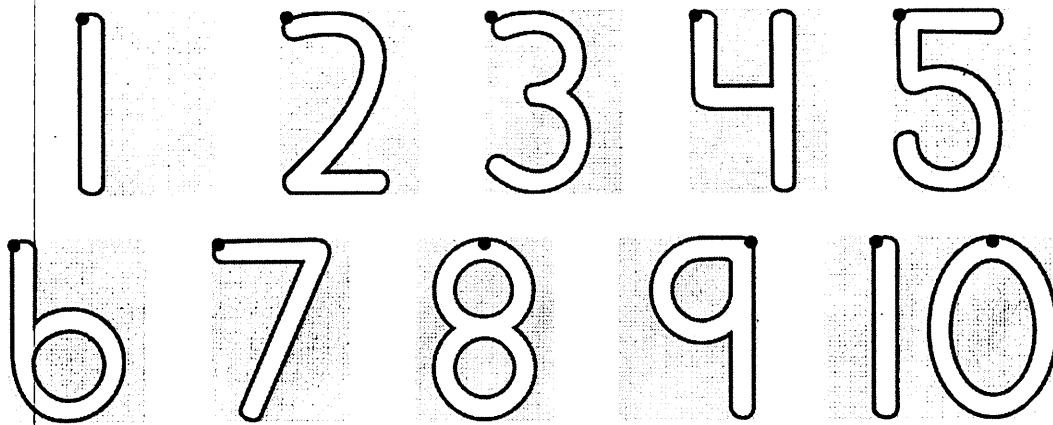
Show a number from 1 to 10, and ask your child to find that many blocks, spoons, pennies (or any other fun item) in your home. When the hunt is over, have some fun with the number: Ask your child to hop, clap, or touch their toes the same number of times. (You can do it too!) When this becomes easy for your child, increase the numbers to 12, 15, and then 20.

Activity Idea 2 Write Numbers

Practice writing numbers 0 through 10. Use the rhymes on the back of this page to remind your child how to write each number. Then make it a game by asking them to write the number in a rectangle of shaving cream (spread on a baking tray or the side of a bathtub). Make a dot at the top, using your finger or a bead, to help your child get started.

Writing Rectangle

The writing rectangle is an important tool for learning to write numbers. The dot at the top of each writing rectangle gives children a place to start and helps to prevent reversals.

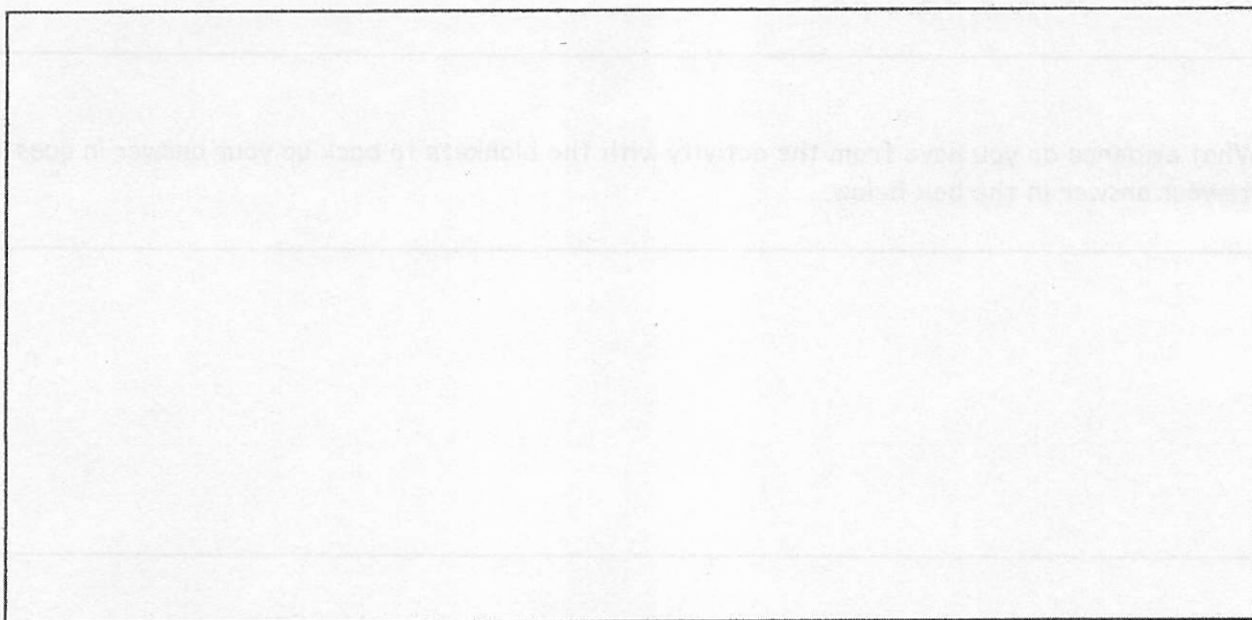


Number Writing Rhymes

- 0 "I start at the top, and around I go. I come back up to make 0."
- 1 "Top to bottom, and then I am done. I just wrote the number 1."
- 2 "Half a moon, there's more to do. Slide to the right. I wrote a 2."
- 3 "To the right and around the tree. Around again to make a 3."
- 4 "A little line down, to the right some more. Now a big line down to make a 4."
- 5 "Down the side, around a hive. Give it a hat. I wrote a 5."
- 6 "Down the side, and then a curl. The 6 makes a little swirl."
- 7 "Across the sky, then drop a line. I make a 7 every time."
- 8 "Make an S and do not stop. I see an 8 when I close the top."
- 9 "Draw a loop and drop a line. That is the way I make a 9."

Why do Missouri black bears eat so much in the fall?

1. Pretend that it is very cold outside. What kinds of things do you do to keep warm? Draw a picture of what you would do to keep warm in the box below.



In the winter time, there is not much food for bears. Because of this they go through a phase called hyperphagia (hahy-per-fey-jee-uh). Hyperphagia is when bears eat a lot to gain a layer of fat. Missouri black bears love to eat acorns from oak trees in the fall to help them gain the weight they need to survive the winter. It also helps them stay warm.



Gather as many blankets as you can in your house (you can do this in your bed as well with some extra blankets). Cover up with one blanket. What do you notice? Next, cover up with two blankets. Do you notice anything different? Repeat this until you have covered up with all your blankets.

2. What is the effect of adding blankets? Circle the best answer.
- a. Nothing happens (stay the same temperature)
 - b. You get colder
 - c. You get warmer

Go to the next page →

3. How is adding blankets like a bear adding a layer of fat (gaining weight) in the fall? What do they have in common? Write your answer in the box below.

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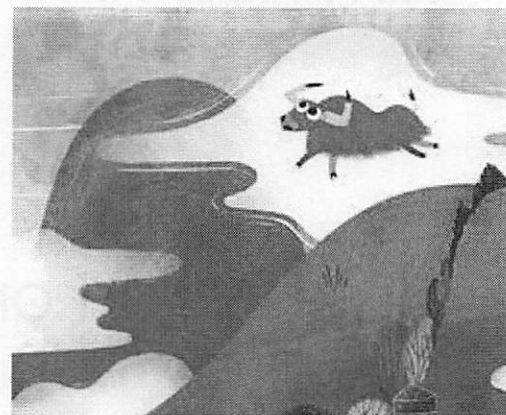
4. What evidence do you have from the activity with the blankets to back up your answer in question 3? Write your answer in the box below.

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Dear Caregiver,

This is a short story your student has read in class. Encourage your student to read the story to you, and then talk about it together.

Ox ran and ran.



Jin ran at him,



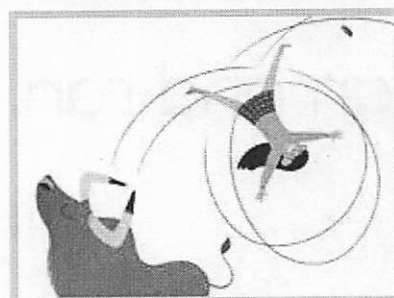
but Ox ran on.



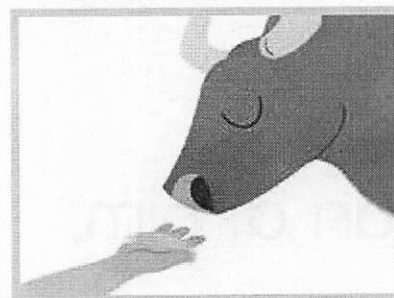
Kim had him,



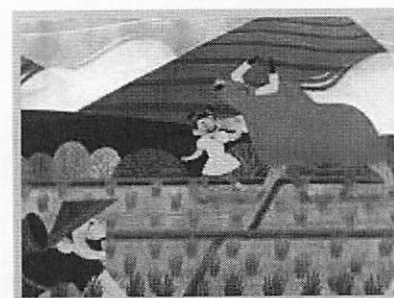
but Ox ran on.



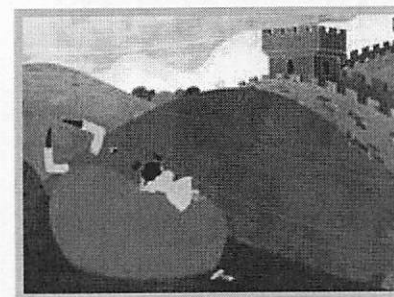
Min fed Ox



and led him



and sat on him.



FAMILY MATH

Compare Weight

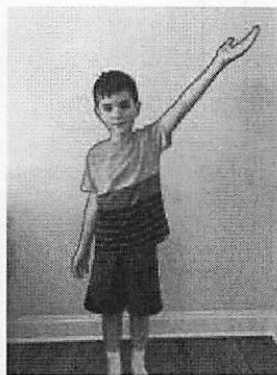
Dear Family,

Your child is learning to use their senses to experience and discuss a new measurable attribute, *weight*. Children discover that weight can be perceived through touch and by holding an object and feeling the pressure it puts on their body. They use those experiences to compare the weights of two objects by using new terms *heavier* and *lighter*. The limitation of using their senses to compare weights becomes clear as children hold objects that have very slight differences in weight, such as a pair of scissors and a stapler. Children learn to solve that problem by using a balance scale to determine which object is heavier and which is lighter.

Words We
Are Learning
Weight
Heavy(ier)
Light(er)



Heavier



Lighter

Students use gestures to help remember new math words.

At-Home Activities

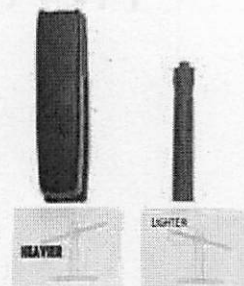
Activity Idea 1 Guess and Check

Show your child two items, such as a pillow and a book. Ask them to guess which is heavier and to explain their answer. Let them pick up the two items to check their guess. Try different quantities of different items.

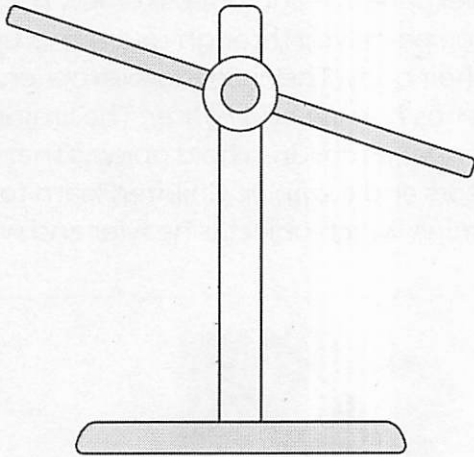
Activity Idea 2 Scavenger Hunt

Cut out the attached word cards and choose a household item such as a marker. Ask your child if they can find a different household item that would match one of the cards.

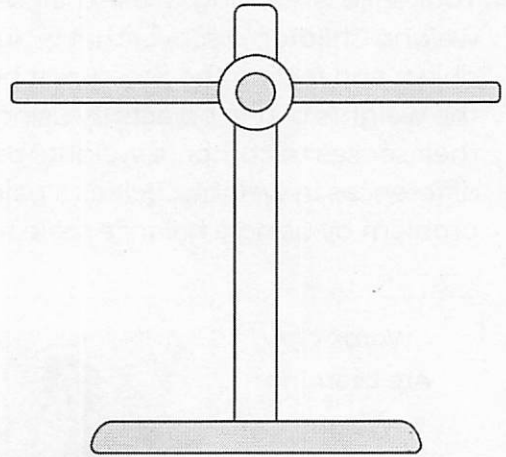
For example: "Can you find something that is heavier than the marker?" "Can you find something lighter than the marker?" "What about something that is about the same weight as the marker?"



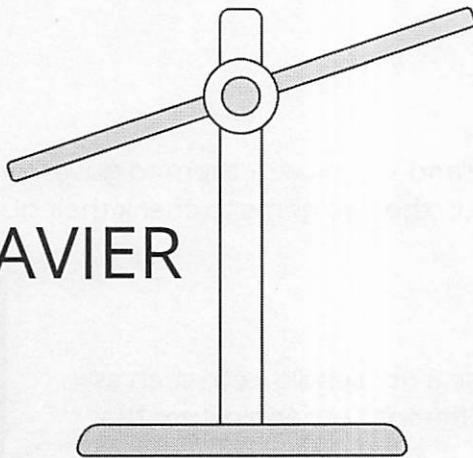
LIGHTER



SAME



HEAVIER



Where do bears like to take a nap when it's warm outside?

1. When it is warm outside, black bears get hot because of their black fur. Because of that, they look for cool places to take a nap. Draw a picture of where a bear could take a nap. You can create your own structure or show where they would nap in a forest.

A large, empty rectangular box with a black border, intended for a child to draw a picture of where a bear could take a nap.

2. Circle the spots on the playground where you think it will be the hottest.

Expt 1

EXPERIMENT 1: THE EFFECT OF TEMPERATURE ON THE RATE OF A CHEMICAL REACTION

1.1 Aims and Objectives of the Experiment

The aim of this experiment is to determine the effect of temperature on the rate of a chemical reaction. The objectives are to:

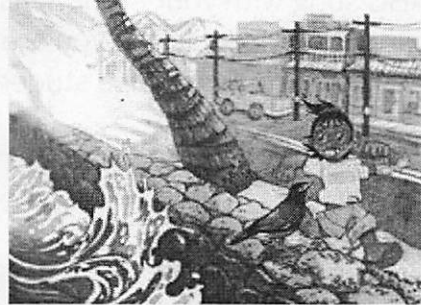
- 1. Measure the rate of reaction at different temperatures.
- 2. Plot a graph of the rate of reaction against temperature.
- 3. Determine the activation energy of the reaction.

The rate of reaction is defined as the change in concentration of a reactant or product per unit time.

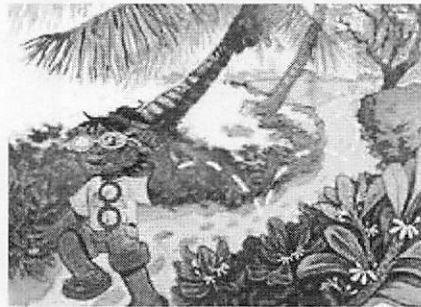
Dear Caregiver,

This is a story your student has read at school. Encourage your student to read the story aloud to you and talk about the events in the story. If your student has difficulty reading a word, encourage your student to blend the word letter by letter to read it.

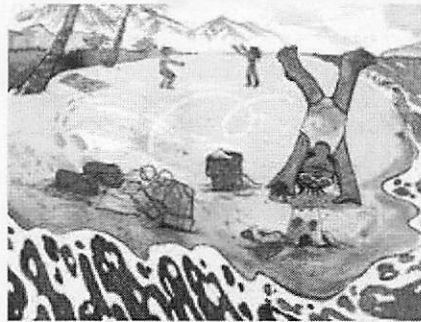
Kit can run.



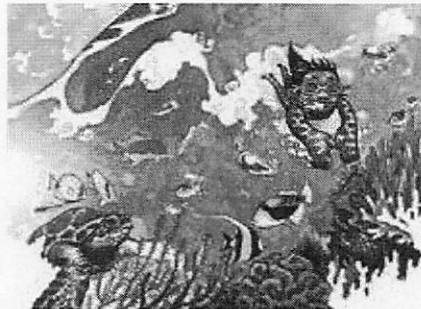
Kit can skip.



Kit can flip and flop.



Kit can swim.



During the first few months of school, we have focused on teaching your student the specific sounds associated with each letter. Students must know these sounds in order to blend and read words. We will now turn our attention to learning the names of each letter so your student is able to recite the names of the letters in alphabetical order.

Point to each letter below and ask your student to say the letter name with you. If you like, you can sing the ABC song with your student as you point to each letter. Be sure to say the name of each letter clearly, especially if you are singing the ABC song. In class, we clap after the letters, 'l', 'm', 'n', 'o', and 'p'. This helps students avoid thinking 'lmnop' is a word.

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

FAMILY MATH

Compare Sets Within 10

Dear Family,

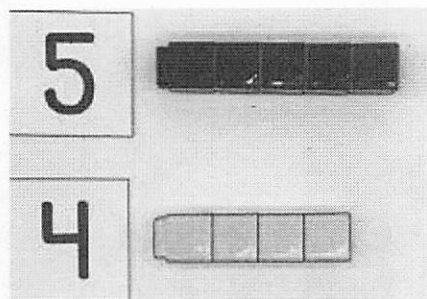
Your child is learning to explore strategies to help them compare the number of objects in different groups. They use the words *more*, *fewer*, and *less* to describe the comparisons. Children label groups with numerals to help build a foundation with comparing numbers directly, without groups of objects, in upcoming lessons.

Words We
Are Learning

More

Fewer

Less



4 is less than 5.

The 4-stick has fewer cubes than the 5-stick.

At-Home Activities

Activity Idea 1 Sorting Snacks

During snack time, ask your child to compare their items. For example, "Do you think you have more pretzels or peanuts? How could you check?" Children may choose to sort their snack into groups or use a different comparison strategy, such as counting.

You can also try comparing by color. You might ask, "Do you think there are more blue fruit snacks or orange fruit snacks?"

Activity Idea 2 Comparing Groups

Give your child two containers with up to 10 household items each, such as beans, pennies, or paper clips. Ask your child, "Which group has more?" Invite them to share their thinking and work together to check their guess. Let your child decide how they can check to see which group has more items and which group has fewer items.

CHALLENGE: Ask your child to tell you about the groups by using the words *more* and *fewer*.

You might hear:

"There are *more* _____ than _____."

"There are *fewer* _____."

...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...

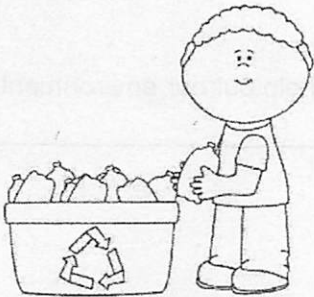
...the ... of ...
...the ... of ...
...the ... of ...

How Can I Help?

There are many things that we can do to help clean up our environment. We can recycle things, throw away our trash, and use our energy wisely.

1. For each set of pictures, put an "X" across the picture where the person is not helping to keep our environment clean.

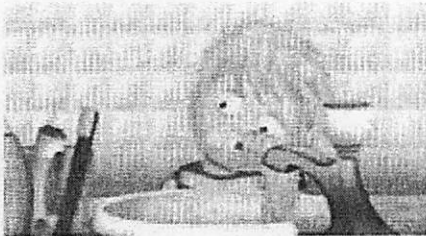
a.



b.



c.

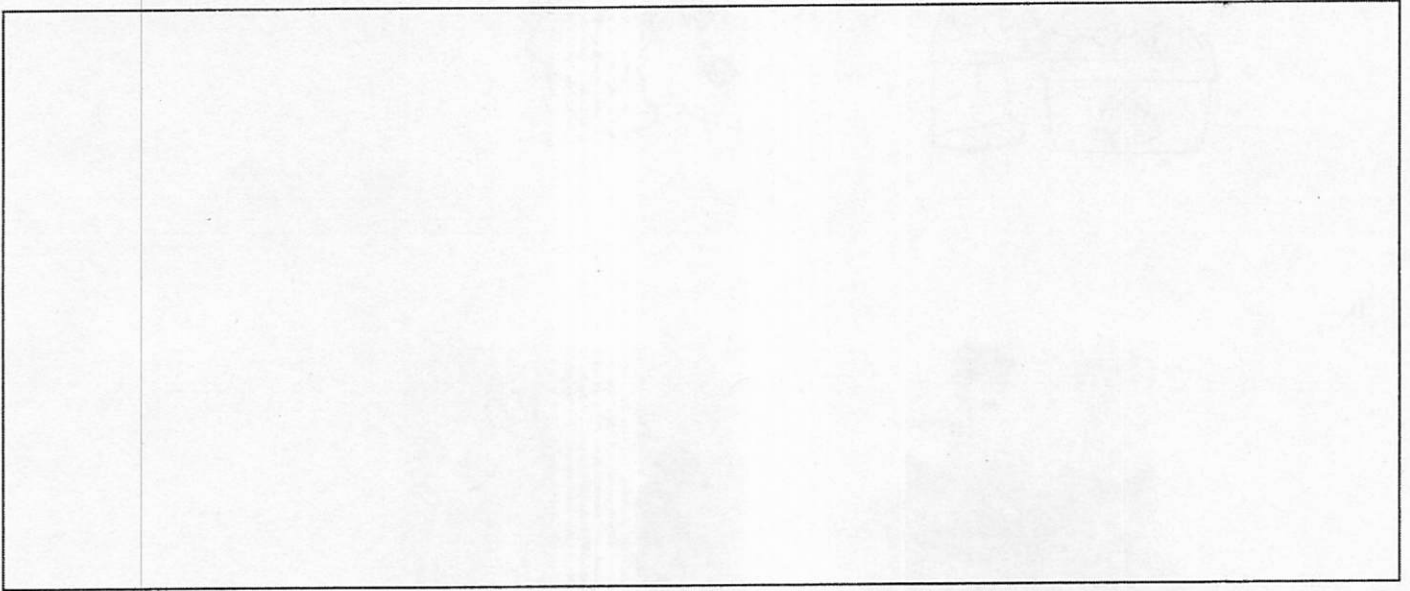


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d.



2. Draw a picture of something that you can do at home or at school to help out our environment.



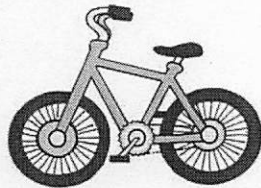
is, are

1. The



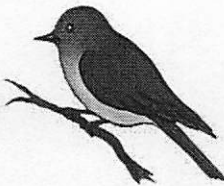
_____ red.

2. Two



_____ yellow.

3. The three



and the



_____ blue.

4. The two



_____ yellow,

but the



_____ red.

FAMILY MATH

Compare Numerals Within 10

Dear Family,

Your child is continuing their comparison work with a focus on numerals. This marks a transition away from comparing visually, such as matching two groups of objects one to one. Children now experience scenarios that do not allow for visual comparison. For example, "Jack is 8. His sister is 5. Who is older? Who is younger? How do you know?" Children find that numeral comparison is connected to counting and works in every situation presented. Number comparison is foundational to addition and subtraction.

Words We
Are Learning

Greater

Equal

1 2 3 4 5 6 7 8 9 10

5 is greater than 3.

3 is less than 5.

5 is greater than 3 because it is longer on the number path.

It takes longer to count to 5 than it does to count to 3.

At-Home Activities

Activity Idea 1 Would You Rather?

Try playing the game *Would You Rather?* to explore number combinations. Ask questions that have your child think about the numbers in a scenario. For example, would you rather play outside for 3 minutes or play inside for 10 minutes?

The game has no right or wrong answers. This is an opportunity to reason and discuss your child's thinking. Encourage and celebrate all responses.

Activity Idea 2 Which Is Greater?

Cut out the attached numeral cards (or use a deck of cards) and sort them between two players. Players A and B each place their cards in a pile with the numbers facedown. Both players take their top card and place it so they both can see it. Ask your child to identify which number is greater. The player with the greater number keeps both cards.

If needed, your child can draw dots to represent the number. Prompt your child to count to help determine the greater number.

0

1

2

3

4

5

6

7

8

9

10

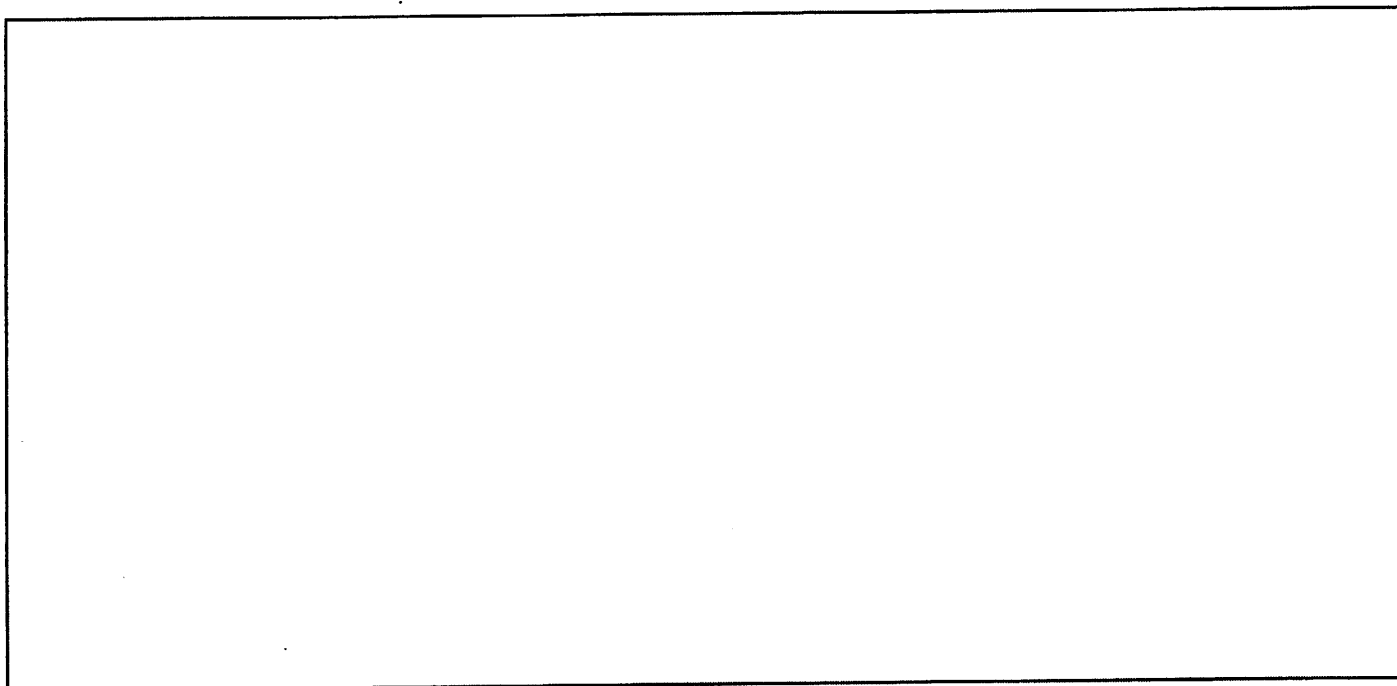


What are physical properties?

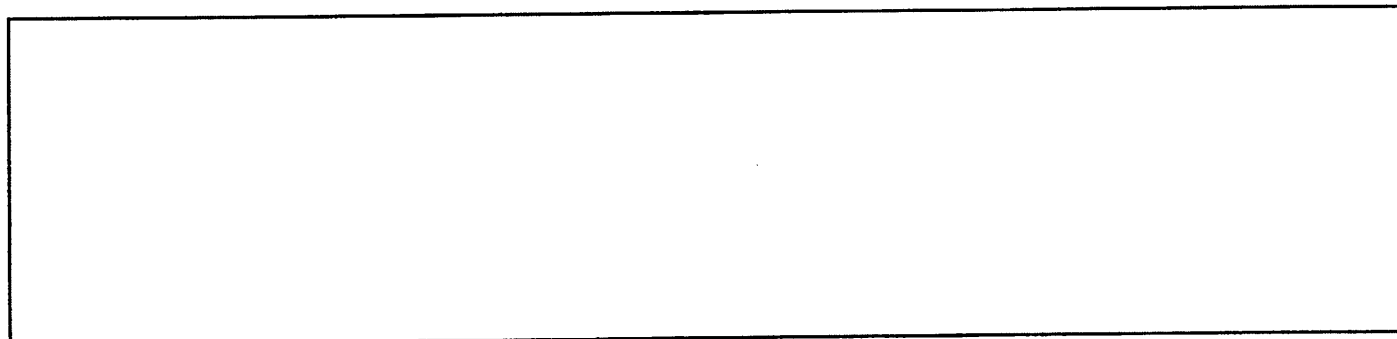
Physical properties are things that help us describe objects. Some examples of physical properties are color, shape, size, and how the object feels.

*If possible, you will need colored pencils, markers, or crayons for some of the questions.

1. Go and find your favorite toy or another object that you like. Draw a very detailed picture of the toy or object in the box below.



2. How would you describe your toy or object to someone if they were unable to see it. List 2 properties that you could use to describe your toy. Put your answers in the box below.



500

1. *What is the purpose of the study?*
 2. *What are the research questions or hypotheses?*
 3. *What is the study design?*
 4. *What are the variables?*
 5. *What are the data sources?*
 6. *What are the data collection methods?*
 7. *What are the data analysis methods?*
 8. *What are the results?*
 9. *What are the conclusions?*
 10. *What are the limitations?*
 11. *What are the implications?*
 12. *What are the future research directions?*

1. The first part of the document is a list of names and their corresponding dates. The names are: "John Doe", "Jane Smith", "Bob Johnson", "Alice Brown", "Charlie White", "David Green", "Eve Black", "Frank Gray", "Grace Hall", "Henry Lee", "Ivy King", "Jack King", "Karen Lee", "Leo Miller", "Mia Miller", "Noah Miller", "Olivia Miller", "Peter Miller", "Quinn Miller", "Rory Miller", "Sam Miller", "Tina Miller", "Uma Miller", "Victor Miller", "Wendy Miller", "Xavier Miller", "Yara Miller", "Zoe Miller". The dates are: "1990-01-01", "1990-02-01", "1990-03-01", "1990-04-01", "1990-05-01", "1990-06-01", "1990-07-01", "1990-08-01", "1990-09-01", "1990-10-01", "1990-11-01", "1990-12-01", "1991-01-01", "1991-02-01", "1991-03-01", "1991-04-01", "1991-05-01", "1991-06-01", "1991-07-01", "1991-08-01", "1991-09-01", "1991-10-01", "1991-11-01", "1991-12-01", "1992-01-01", "1992-02-01", "1992-03-01", "1992-04-01", "1992-05-01", "1992-06-01", "1992-07-01", "1992-08-01", "1992-09-01", "1992-10-01", "1992-11-01", "1992-12-01".

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