



**Roanoke City**  
PUBLIC SCHOOLS

**Teacher Contact  
Information:**  
Información de  
contacto del  
profesor:

**Family Learning  
Resources:  
Remote Learning Edition  
Recursos de  
Aprendizaje Familiar:  
Edición de Aprendizaje  
Remoto**

**Kindergarten/Kinder**



# Family Learning Resources: Remote Learning Edition

Winter 2026 - 5 Days of Resources

## Content Areas Included

- English Language Arts
- Mathematics
- Science
- Social Studies

## Objective

This document will provide families with remote learning resources in the four core content areas for the anticipated extended closure of schools due to inclement weather.

## Recommendations for Usage

- These necessary materials focus on reinforcing previously learned concepts - no new materials are covered.
- Students should be able to complete with minimal adult assistance. However, discussing the purpose and understandings from resources can help establish a deeper connection to the materials.
- Students are encouraged to write down questions that they might have about the materials so that they may be discussed with teachers.
- In addition to the completion of these materials, RCPS recommends that students take time to read - either independently or with others.

## Questions & Follow Up Notes

Please do not hesitate to reach out to your student's teachers with any questions. These resources are designed to support remote learning during school closures and help minimize disruptions to instruction. **Students should bring this booklet with them when they return to school.**

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# Recursos de Aprendizaje Familiar: Aprendizaje Remoto



Invierno 2026 – 5 días de recursos

## Áreas de contenido

- Lenguaje (Inglés)
- Matemáticas
- Ciencias
- Estudios Sociales

## Objetivo

Este documento ofrece a las familias recursos de aprendizaje remoto en las cuatro áreas académicas principales, pensados para apoyar la continuidad educativa durante cierres escolares prolongados debido a las inclemencias del tiempo.

## Recomendaciones de Uso

- Estos materiales necesarios se centran en reforzar conceptos aprendidos previamente - no se cubre material nuevo.
- Los estudiantes deberían poder completar las actividades con una asistencia mínima de un adulto. Sin embargo, conversar sobre el propósito y los aprendizajes de los recursos puede ayudar a establecer una conexión más profunda con el material.
- Se anima a los estudiantes a escribir las preguntas que puedan tener sobre los materiales para que puedan ser comentadas con los maestros.
- Además de completar estos materiales, RCPS recomienda que los estudiantes dediquen tiempo a la lectura, ya sea de manera independiente o con otras personas.

## Preguntas y notas de seguimiento

Por favor, no dude en comunicarse con los maestros de su estudiante si tiene alguna pregunta. Estos recursos están diseñados para apoyar el aprendizaje remoto durante los cierres escolares y ayudar a minimizar las interrupciones en la instrucción. **Los estudiantes deben traer este folleto cuando regresen a la escuela.**

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# Family Learning Resources: Remote Learning Edition

**English Language  
Arts/Lenguaje (Inglés)**




## Kindergarten Reading Remote Learning

<b>Day 1</b>	Read decodable book - <b>My Job</b> Write one sentence about the book using the handwriting paper Select one choice board activity
<b>Day 2</b>	Read decodable book - <b>My Job</b> Write one sentence about the book using the handwriting paper Select one choice board activity
<b>Day 3</b>	Read decodable book – <b>On the Bus</b> Write one sentence about the book using handwriting paper Select one choice board activity
<b>Day 4</b>	Read decodable book – <b>On the Bus</b> Write one sentence about the book using the handwriting paper Select one choice board activity
<b>Day 5</b>	Read decodable passage – <b>A Big Red Bug</b> Complete the Underline the Vowel activity on the right side of the passage Select one choice board activity



## Student Choice Board

Your growing reader can boost their literacy skills all year long with these fun activities. Have them go for five in a row, or try to fill the whole board!

Have someone read a sentence from one of your favorite books. Repeat the sentence, taking a giant step each time you say a word. Try again with different sentences.	Play a rhyming game with a partner. Pick a word, and say rhyming words as you pass a ball back and forth. Play again with a new word to rhyme.	Think about your favorite story. Where do the characters live? Where does the action happen? Draw a map that includes details from the story.	Go on an indoor camping trip. Drape a sheet over two chairs to make a tent, bring a book, grab a flashlight, and go camping!	Think of an activity you do every day, like brushing your teeth or tying your shoes. Use the words <i>first</i> , <i>next</i> , and <i>finally</i> to describe each step in the process.
Pick a category, like animals, and name as many things as you can in one minute. Play again with another category, and try to beat your record!	Go on a sound scavenger hunt. Pick a letter, and say the sound it makes. Look for objects that begin with that sound. Keep track by making a list or taking photos.	Create a set of letter cards, one card for each uppercase letter and another for the matching lowercase letter. Shuffle the cards and see how fast you can match them all!	<i>the • one • two • are • here • go • my • you</i> Write each high-frequency word on a note card. See how quickly you can read them all. Then, try to beat your record!	How many syllables, or beats, do you hear when you say your name? Clap your hands for each syllable. Clap out the syllables in the names of friends and family members, too.
Draw a picture of yourself standing next to a book character. Explain to a friend or family member how you and the character are the same and how you are different.	Count the syllables, or beats, you hear when you name the months of the year. Which month has the most syllables? Which has the fewest?	<b>FREE</b>  <b>SPACE</b>	Plan a birthday party for your favorite book character. Make an invitation and "send" it to other characters. Be sure to fill the party with things the character would like.	Tell a friend or family member about your favorite story. Describe it in three parts: the beginning, the middle, and the end.
Set up a reading nook. Make it comfortable with pillows, blankets, and stuffed animals. Be sure to leave room for your favorite book!	Draw a picture with interesting details. Tell a story about your picture. What's going on? What happened before? What will happen next?	Tell a friend or family member about your favorite informational book. Explain the main idea, and tell about three important details.	Write your name. Draw a picture (or take a photo) of something that begins with the same sound as each letter in your name.	Pretend to be a character from your favorite book. Dress up to look like that character, and talk in a voice you think they would use.
Write letters on the ground with chalk. Jump to each letter, and say the sound it makes. Then, name a word that begins with that sound!	Share your favorite book with a friend or family member. Show the front cover, the title, the author, and the illustrator. Then, show and describe your favorite page.	<i>long • bouncy • cold • flat • furry • tiny • tall</i> These are all describing words. Go on a scavenger hunt for items that fit each description!	Say five words that begin with the same sound as <i>cat</i> . Then, say five words that end with the same sound as <i>cat</i> . Finally, say five words that rhyme with <i>cat</i> .	<i>blue • all • do • has • what • who • said • to</i> Write each high-frequency word on a note card. See how quickly you can read them all. Then, try to beat your record!

# My Job



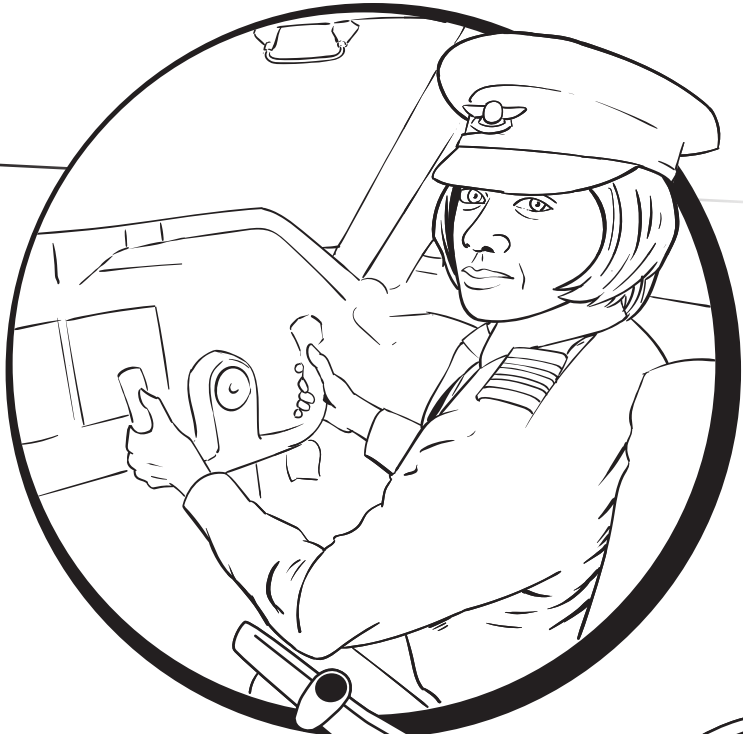
My job is to dig  
a big pit.  
Who am I?

1

**My job is to fix a cut  
on the leg of a dog.  
Who am I?**

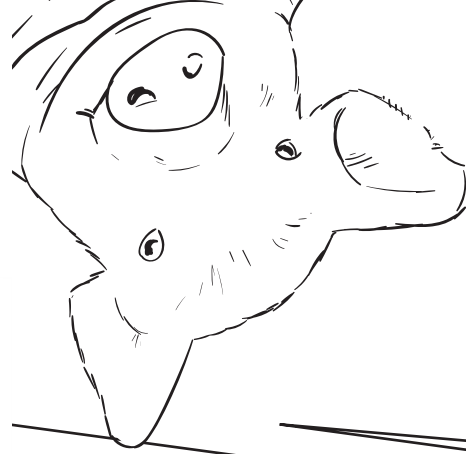


**My job is to run a lap and  
win. Who am I?**



**My job is to get you  
from here to there in  
my jet. Who am I?**

**4**



**My job is to get  
my pig in the pen.  
Who am I?**



**5**



## My Job

Short Vowel Review

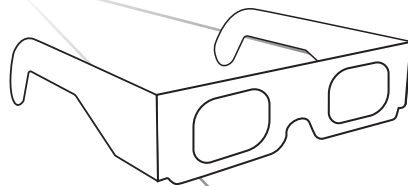
Word Count 80



### Elements used in this book

Word analysis skill	short vowel review
Target words	am, big, cut, dig, dog, fix, fun, get, in, jet, job, lap, leg, on, pal, pen, pig, pit, run, win
Review skills	short a, short e, short i, short o, short u
High-frequency words	and, from, have, here, is, my, of, the, there, to, who, with, you

**My job is to have fun  
with a pal.  
Who am I?**

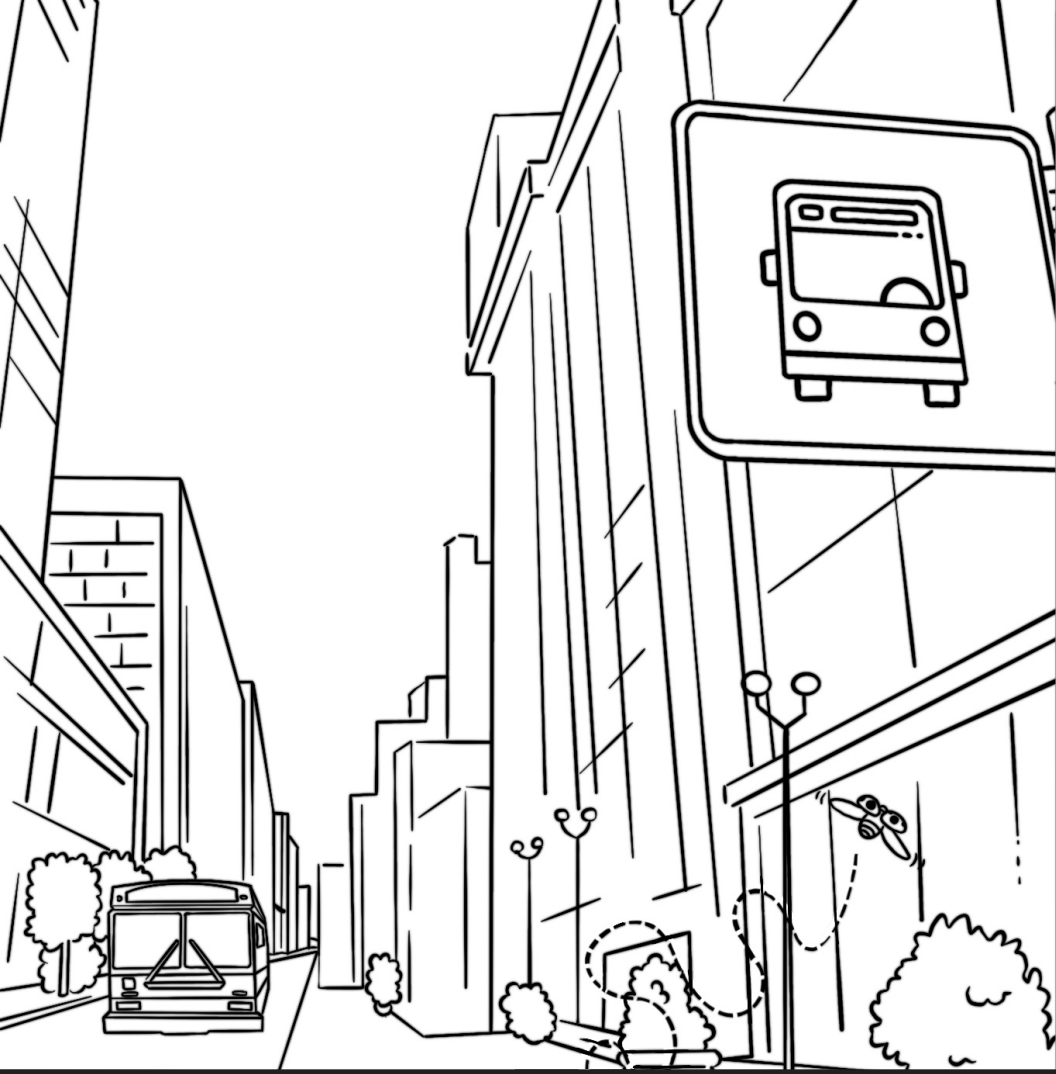


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**Where is the bus?  
Here it is!**



**On the  
BUS**

**Come sit on the bus with us. We can hum and tap on the bus.**



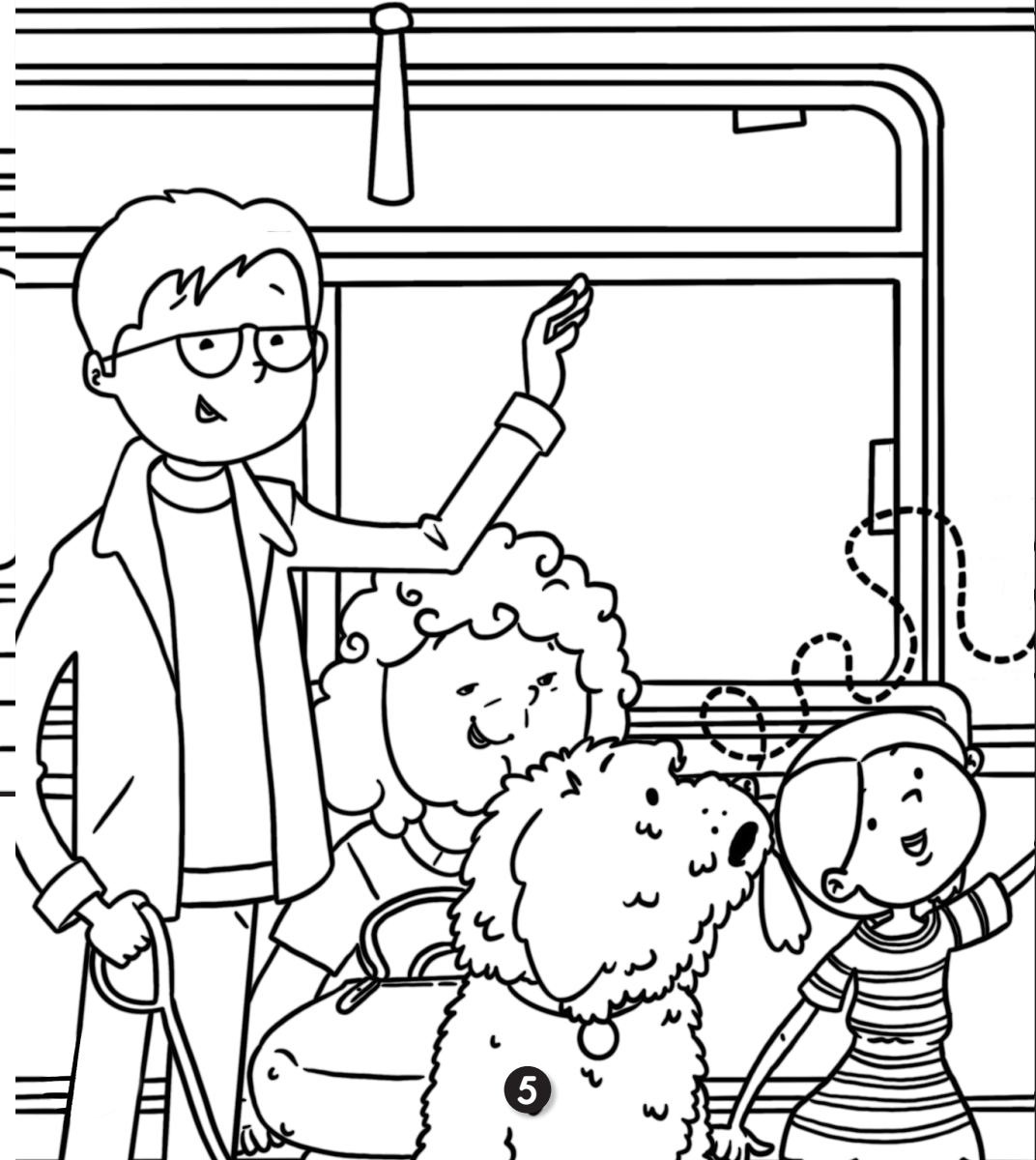
**A big brown dog got on the bus. We can pet the pup.**

A red bug got on the bus.  
We can get the bug and let  
it go.



A man and a kid got  
on the bus. We can gab  
with the tot.

4



5

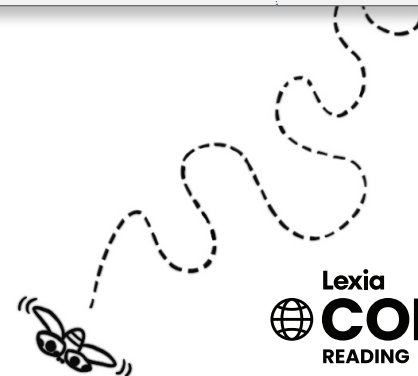
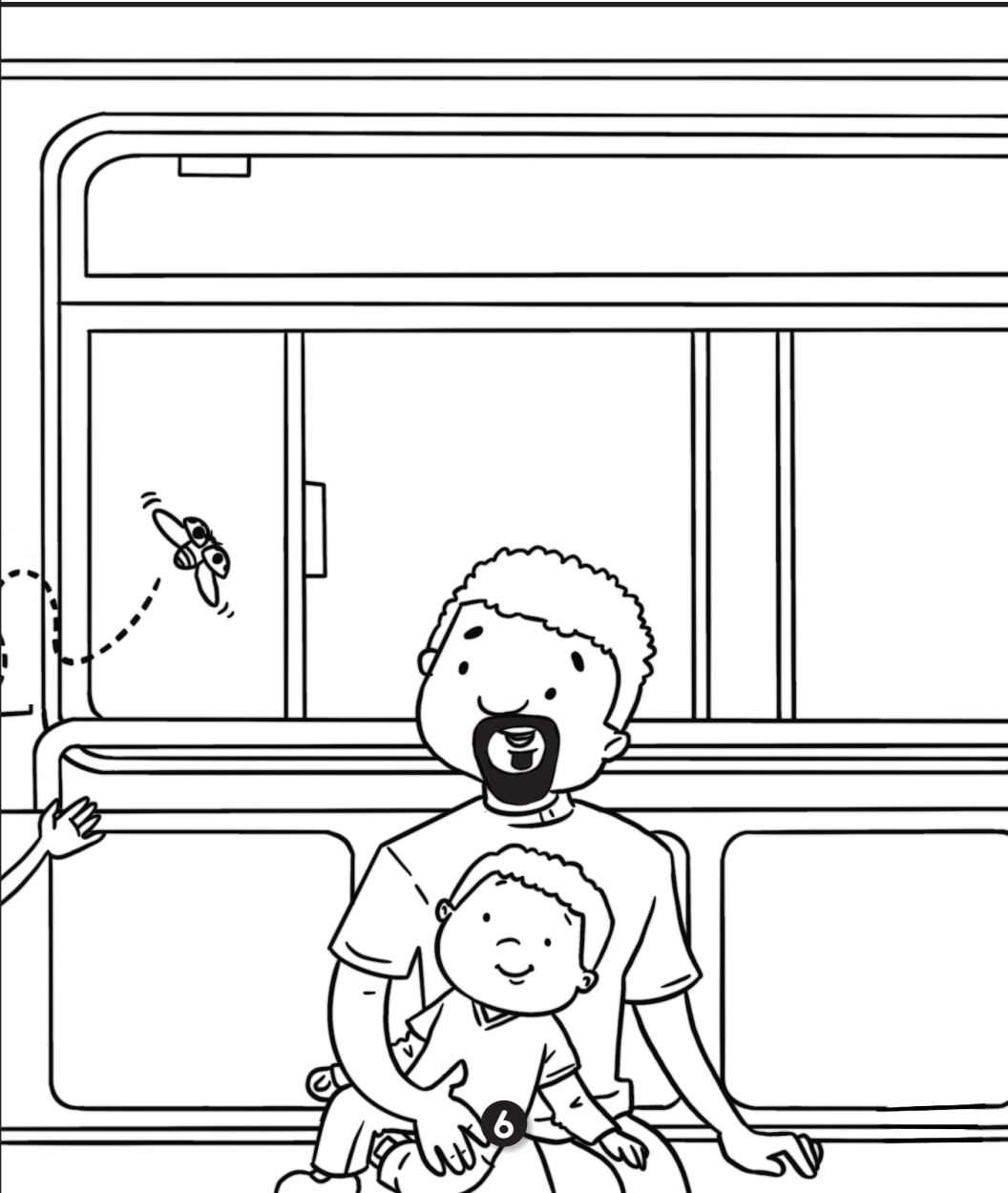
There is a lot we can do  
on the bus that is fun.



**On the Bus**  
*Short Vowel Review*  
*Word Count 79*

### Elements used in this book

Word analysis skill	short vowels
Target words	big, bug, bus, can, dog, fun, gab, get, got, hum, it, kid, let, lot, man, on, pet, pup, red, sit, tap, tot, us
Review skills	short a, short e, short i, short o, short u
High-frequency words	and, brown, come, do, go, here, is, that, the, there, we, where, with



Lexia  
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READING

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WORDS TO PREVIEW: N/A

## A Big Red Bug

A big red bug hid in a bag.

The bug hid and...

HOP!

The bag can hop!

Tim and Sam got the bag.

The bug did not hop.

Tim set the bag on his bed.

Hop, Hop, Hop!

Sam got the bag.

The bug did not hop.

Sam set the bag on the rug.

Hop, Hop, Hop!

The big bug did a fun jig in the bag.

Tim and Sam ran.

Hop, Hop, Hop!

The big red bug had fun.

*Underline the vowel letters in these Closed Syllable words. Then read the words with the short vowel sounds.*

red

bug

hid

hop

Tim

Sam

got

set

bed

rug

jig

ran

fun







# Family Learning Resources: Remote Learning Edition

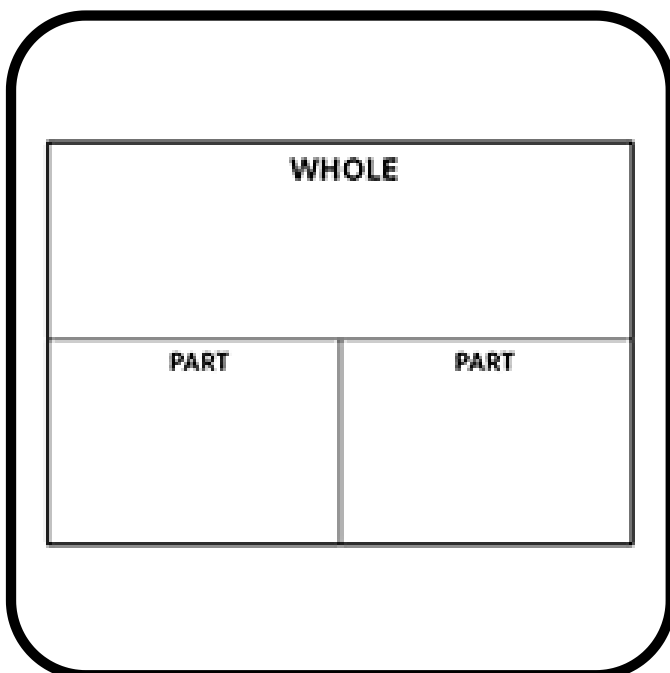
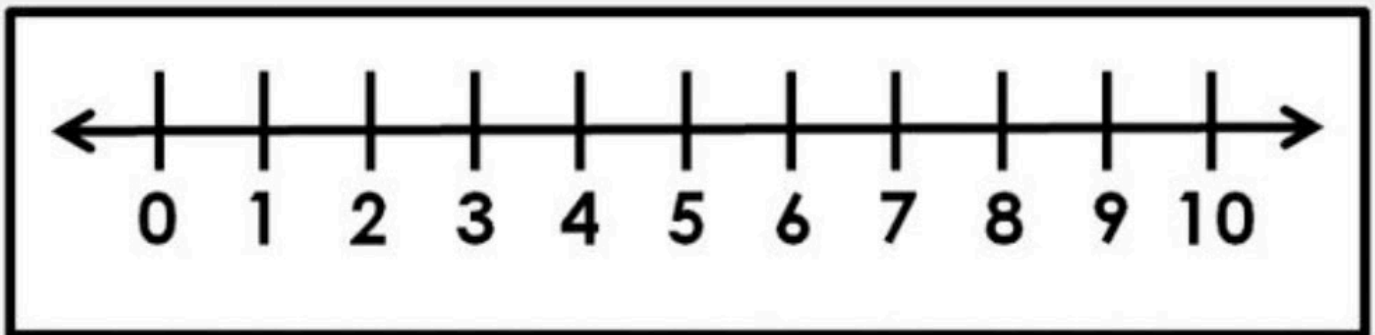
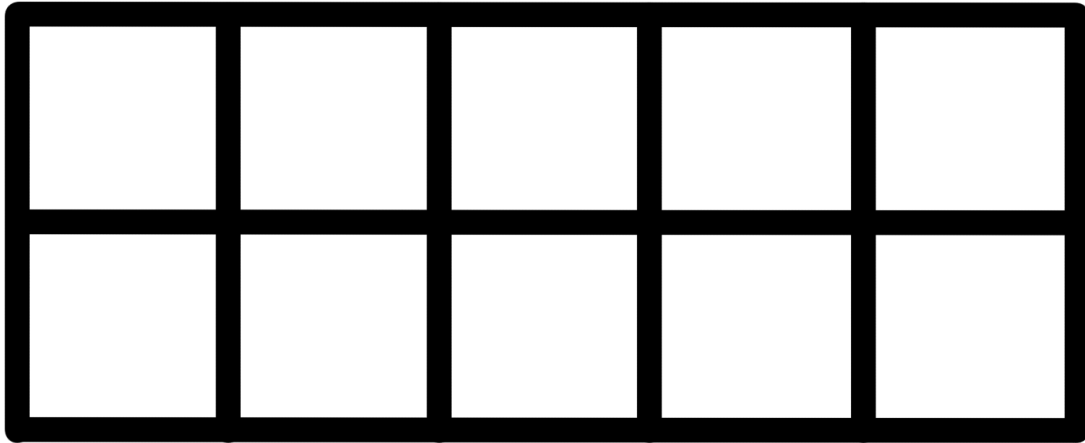
**Mathematics/  
Matemáticas**



# Kindergarten Math

Use the models below to answer.

Kelly has four cups. Robin gives her one more cup. How many cups does Kelly have now?

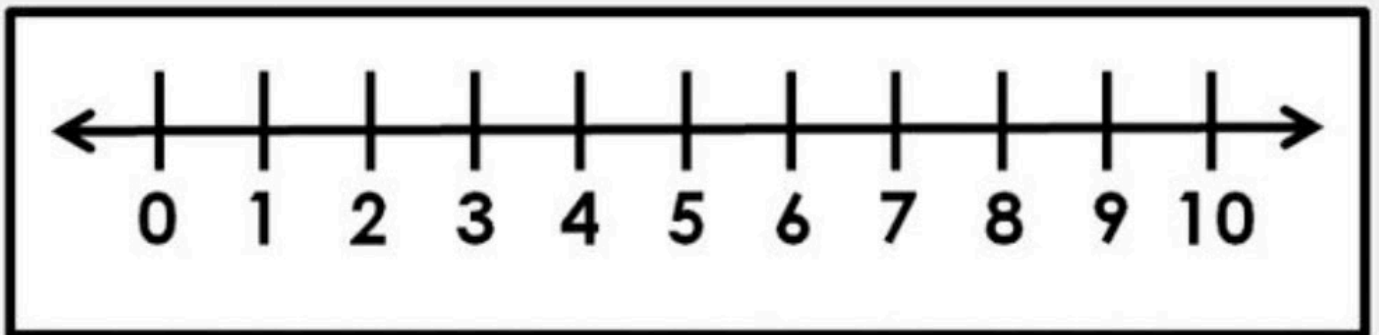
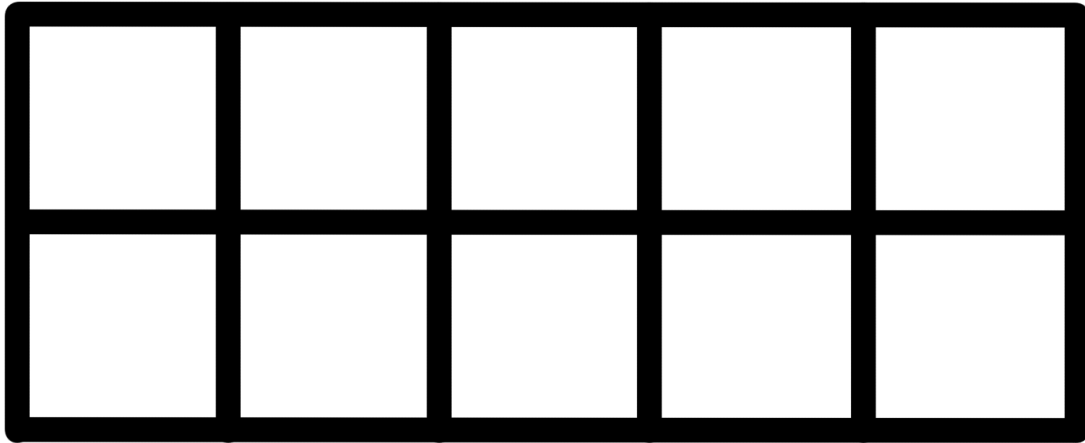


Answer

# Kindergarten Math

Use the models below to answer.

Seven birds are in a tree. Two more birds joined them. How many birds are now in the tree?



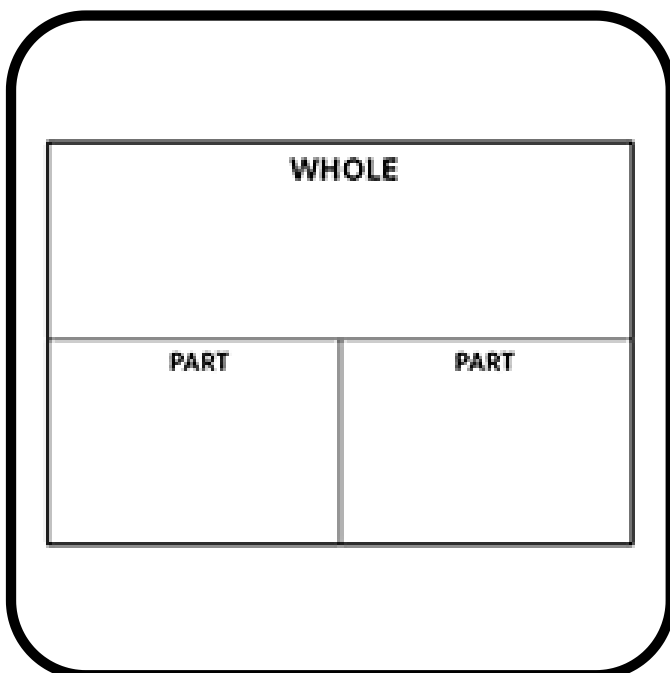
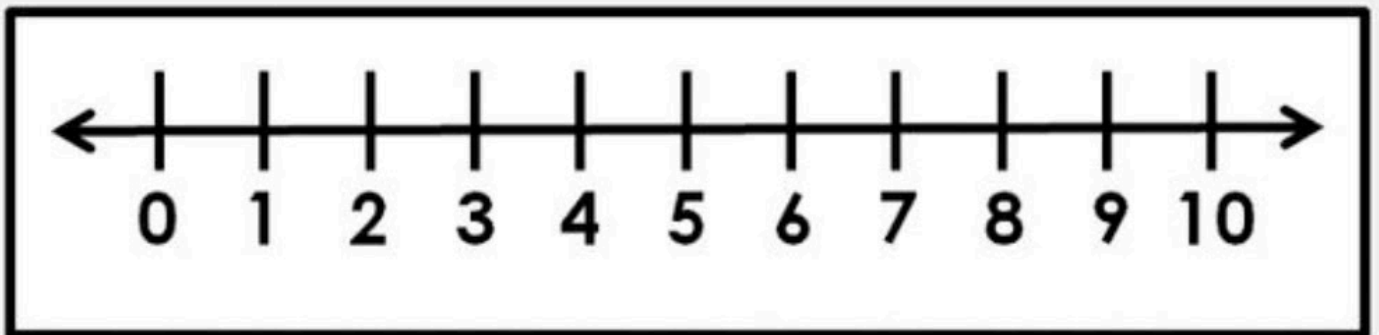
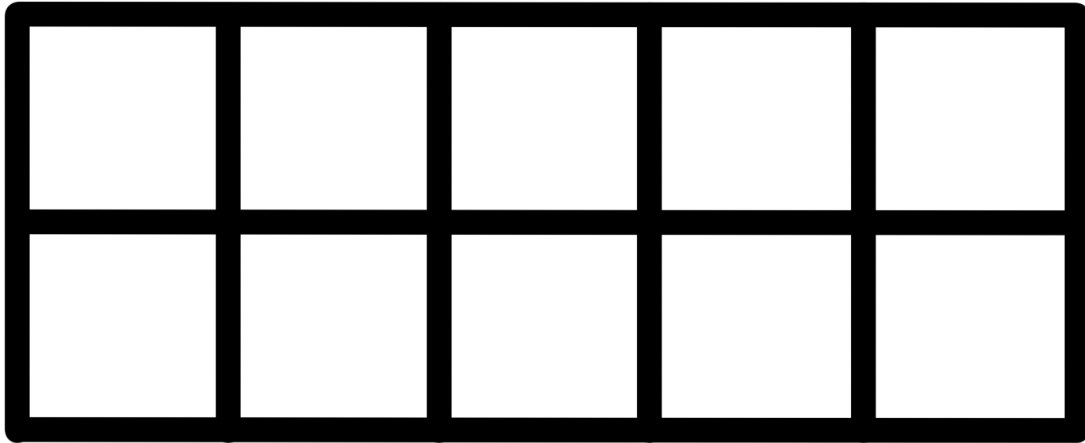
WHOLE	
PART	PART

Answer

# Kindergarten Math

Use the models below to answer.

Morgan has three crayons. Drew gave her five more crayons. How many crayons does Morgan have now?

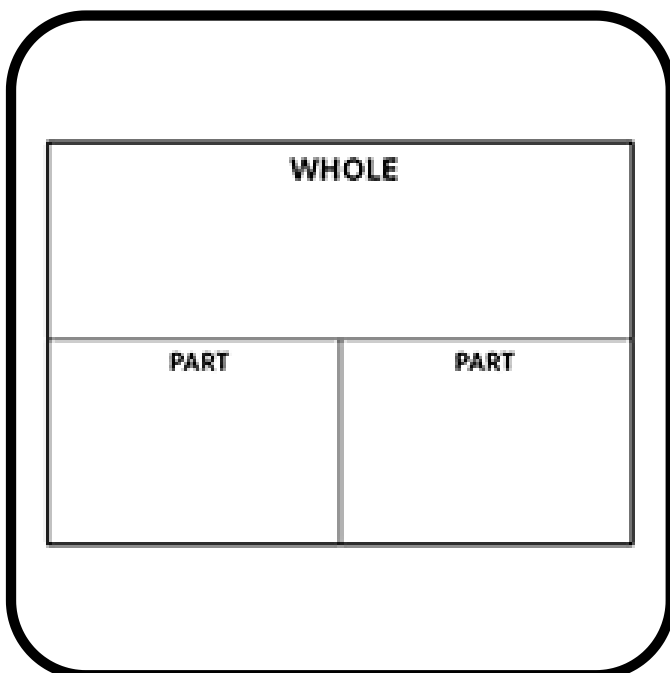
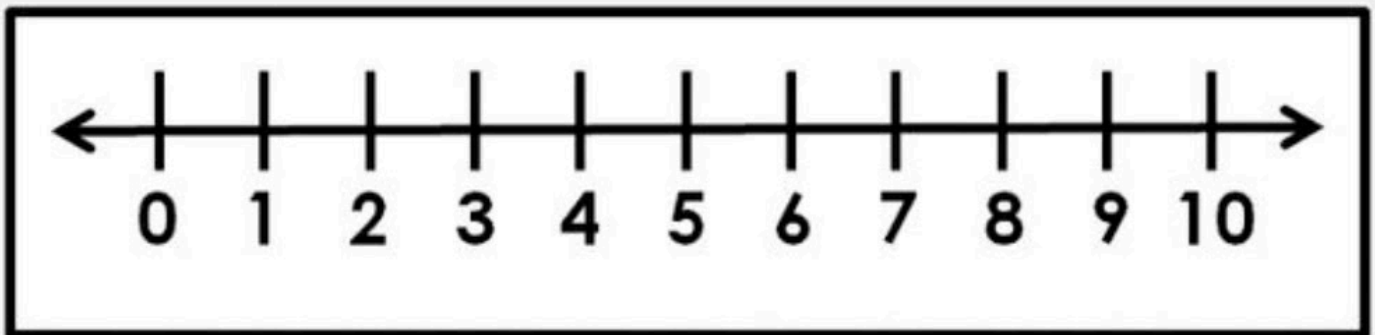
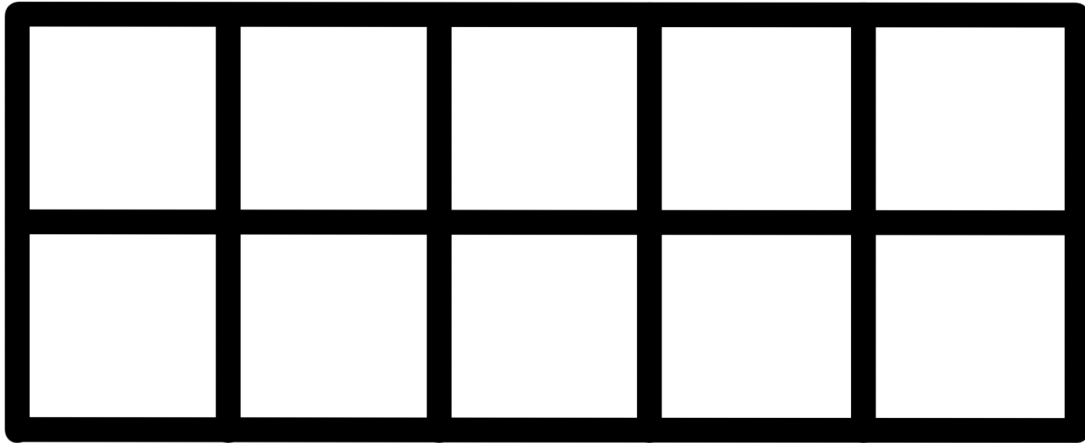


Answer

# Kindergarten Math

Use the models below to answer.

Sara is hatching chicks. She had 3 chicks when she left for school. More chicks hatched while she was at school and now she has 10 chicks. How many chicks hatched while she was at school?

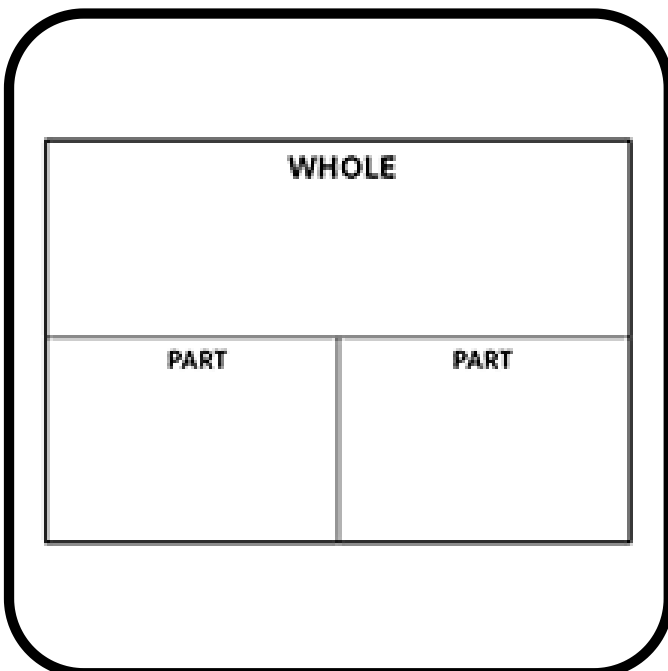
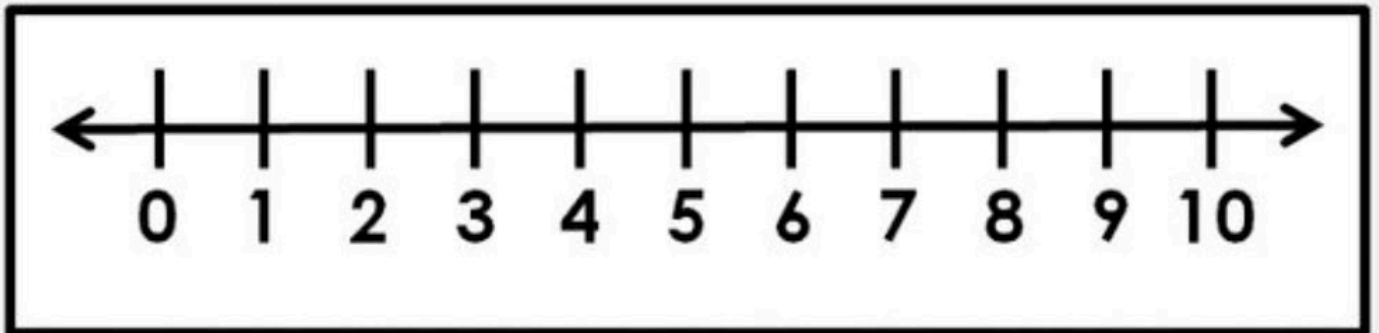
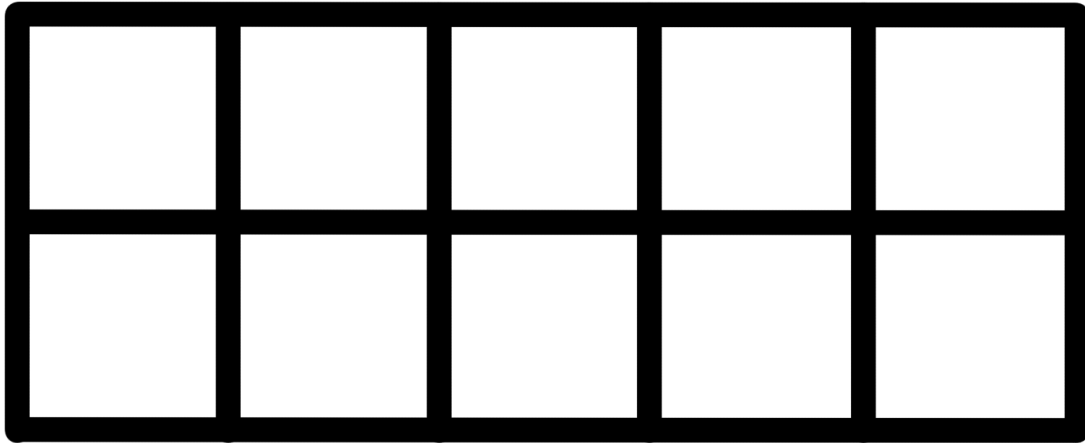


Answer

# Kindergarten Math

Use the models below to answer.

Gus had two cookies. Donna have him five more cookies. How many cookies does Gus have now?



Answer

# Family Learning Resources: Remote Learning Edition



**Science / Ciencias**






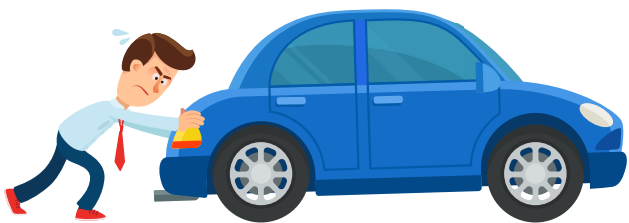
# PUSH OR PULL?

Name: \_\_\_\_\_

**DIRECTIONS:** Look at each picture. Circle if the force is a PUSH or PULL.


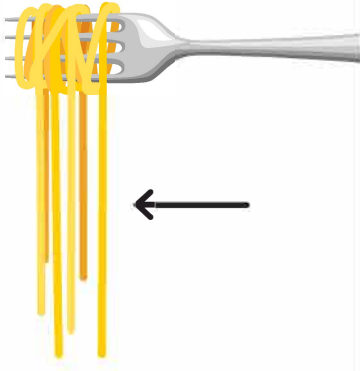


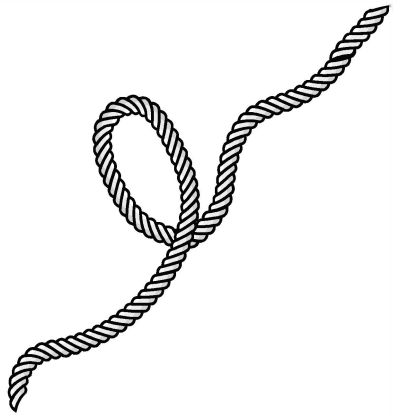
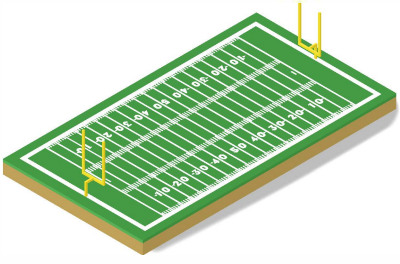
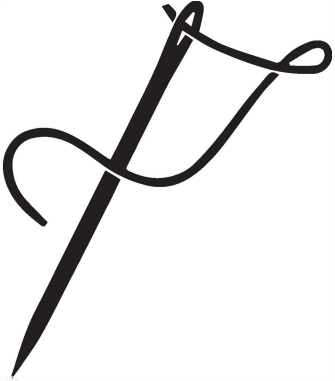


	
<p>push                      pull</p>	<p>push                      pull</p>

	
<p>push                      pull</p>	<p>push                      pull</p>

	
<p>push                      pull</p>	<p>push                      pull</p>

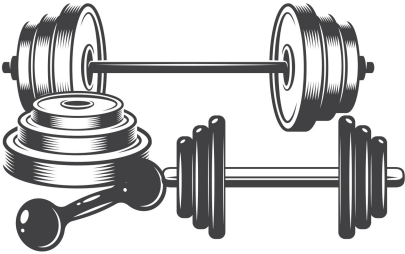


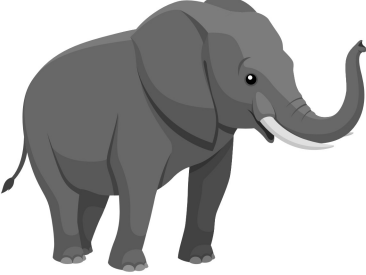
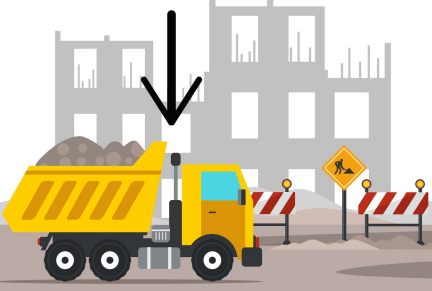


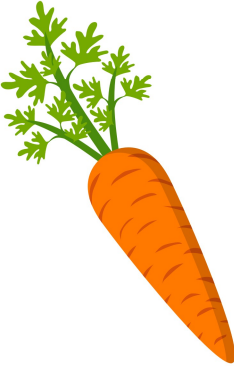
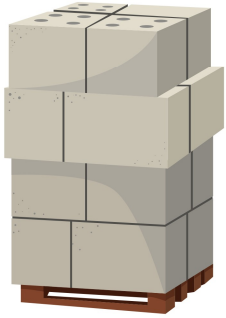
# Science Day 2

Circle the word that best fits the picture

<p>Wide or Thin?</p> 	<p>Wide or Thin?</p> 	<p>Wide or Thin?</p> 
<p>Wide or Thin?</p> 	<p>Wide or Thin?</p> 	<p>Wide or Thin?</p> 
<p>Wide or Thin?</p> 	<p>Wide or Thin?</p> 	<p>Wide or Thin?</p> 

# Science Day 2

Circle the word that best fits the picture

<p>Heavy or Light?</p> 	<p>Heavy or Light?</p> 	<p>Heavy or Light?</p> 
<p>Heavy or Light?</p> 	<p>Heavy or Light?</p> 	<p>Heavy or Light?</p> 
<p>Heavy or Light?</p> 	<p>Heavy or Light?</p> 	<p>Heavy or Light?</p> 

# Science Day 2

## Circle the word that best fits the picture

<p>Long or Short Tail?</p> <p>↓</p> 	<p>Long or Short Tail?</p> 	<p>Long or Short Neck?</p> 
<p>Long or Short Neck?</p> 	<p>Long or Short Hair?</p> 	<p>Long or Short Hair?</p> 
<p>Long or Short Sleeve?</p> <p>↓</p> 	<p>Long or Short Sleeve?</p> <p>↓</p> 	<p>Long or Short Truck?</p> 

## Science Day 3

Name: \_\_\_\_\_

**DIRECTIONS:** Read each question and choose the best answer.

1. Which body structure helps us to touch?



Eye

(A)



Ear

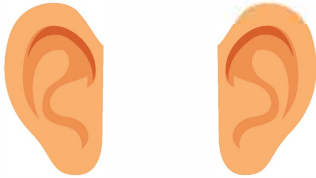
(B)



Hand

(C)

2. Which body structure helps us hear loud sounds?



Ears

(A)



Nose

(B)



Tongue

(C)

3. Which body structure helps us see bright colors?



Eye

(A)



Ear

(B)



Hand

(C)

4. Which body structure helps us smell a flower?



Hand

(A)



Eye

(B)



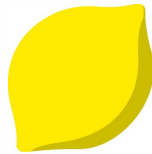
Nose

(C)

5. Which food tastes sweet?



(A)



(B)



(C)

6. Our sense of touch helps keep us safe. Circle THREE pictures that show things that would feel cold.



Ice cube



Sun



Fire



Snowman



Ice cream

# Science Day 4

Name: \_\_\_\_\_

**DIRECTIONS:** Read each question and choose the best answer.

1. The weather has been COLD for three days.  
What would you wear on the fourth day?



(A)



(B)



(C)

2. What best describes spring?



Sunny and COLD

(A)



Rainy and WARM

(B)



Snowing and HOT

(C)

3. What season comes after summer each year?



FALL

(A)



WINTER

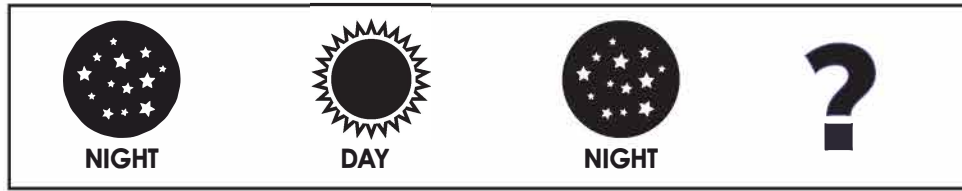
(B)



SUMMER

(C)

4. What comes next in this pattern?



(A)

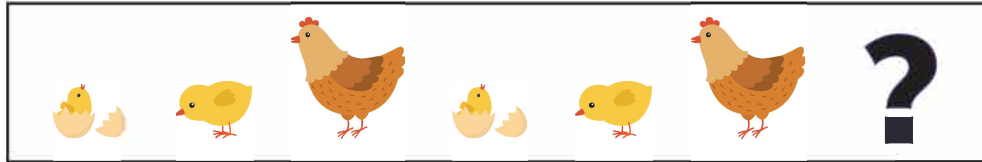


(B)



(C)

5. What comes next in this life cycle?



(A)



(B)



(C)

Look at the pattern on this summer weather chart.

MON	TUES	WED	THUR	FRI

6. Circle FOUR items that you might wear on Friday.



# GOOD CITIZENS ALL YEAR

Name: \_\_\_\_\_

**DIRECTIONS:** Circle 2 pictures for each season that show people being good citizens.

## Fall



## Winter



## Spring



## Summer



# **Family Learning Resources: Remote Learning Edition**

## **Social Studies/ Estudios Sociales**



**Where We Live**

I live in this state: Virginia

I live in this city: Roanoke



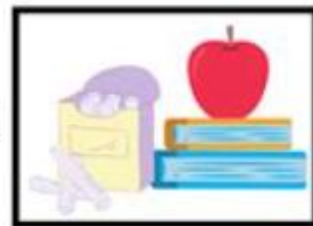
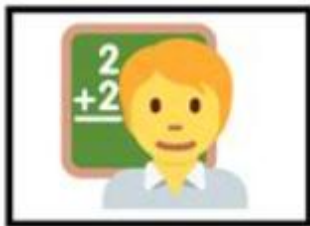
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Draw a picture of where you live.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of their home.

# EVERYDAY HELPERS

Draw a line to match the community helpers with the things they use.



Name \_\_\_\_\_ Date \_\_\_\_\_

# COMMUNITY HELPERS

Trace the name of each occupation and draw lines to match the correct name for each picture.



• doctor



• fireman



• teacher



• farmer



• chef

# Exploring My Community

Name:.....

Date:.....

Draw a line to match each place to its correct name.



Hospital



School



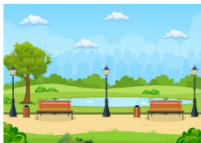
Post Office



Grocery Store



Park



Library



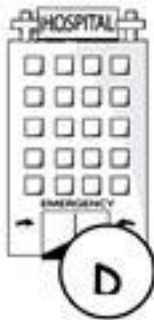
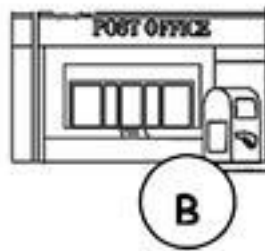
Fire Station



Museum

# Places In Our Community

Write the letter of the place in the community described by each sentence.



1. We go to this place when we are sick. \_\_\_\_\_
2. Mother goes to this place to buy fresh fruits and vegetables. \_\_\_\_\_
3. Fire Fighters who help put out the fire are found in this place. \_\_\_\_\_
4. I want to learn how to read and count numbers.  
\_\_\_\_\_

