

Extra information and activities:

*These assignments are not to be turned in. They are for at home practice. Please complete them using whatever materials you have available. Feel free to add to or extend these activities depending on your child's needs.

*On your class website, there is a drop down box for additional resources. In this folder, you will find extra items that you are welcome to use in order to help your child in this distance learning process, including the Kindergarten sight word list.

***Practice identifying, sounding, and writing uppercase and lowercase letters.**

***Practice sight word identification.**

***Practice identifying and writing numbers 0-20.**

***Practice counting to 100 by both ones and tens.**

Week 2: April 1st-April 8th

Reading and Writing

To access books, go to www.clever.com. Click the blue button that says, "log in as student." To login to clever, you will type your student ID number for both the username and password. Once logged in, click the icon for your teacher's page. Click the "epic" icon. You will be prompted to enter your class code. Here is a list of teachers and their class codes.

Mrs. Blalock- sqx9995

Mrs. Brown- brc8970

Ms. Land- pgp6676

Ms. Olswanger- gtc5358

Mrs. Tutor- qjz2166

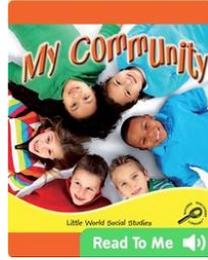
Mrs. Wade- gmk0317

Ms. Whittington- gyv1427

Mrs. Wiseman- zzp5036

Reading

Assignment 1:



Before reading, explain to your child that they will hear a non-fiction story about community and community helpers. Explain that a community is a group of people living in the same place or area. Remind your child that they will tell you what they have learned about communities at the end of the story. There is an optional quiz at the end of the book. *You will have to read the questions to your child.

Focus Standards

- RI.K.1 Ask and answer questions about key details in a text.
- RI.K.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

On epic, have your child listen to the non-fiction book My Community by J. Jean Robertson. After listening to the book, ask your child the following questions:

1. What did you learn about in this story?
2. Who were some of the people in the book, and what do they do?
3. How can people help in their community?

Writing Assignment 1:

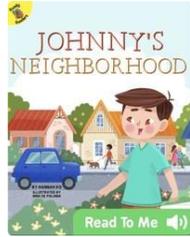
Focus Standard

- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Draw a picture of a community helper. After drawing your picture, try to write about it. You can use the prompt, "_____ is a community helper."

Reading

Assignment 2:



**Before reading, explain to your child that they will hear a fiction story about a community or neighborhood, and they will talk about the story including the characters and setting.*

Focus Standards

- RL.K.1 Ask and answer questions about key details in a text.
- RL.K.3 Identify characters, settings, and major events in a story.

On epic, have your child listen to the fiction book Johnny's Neighborhood by Hannah Ko. After listening to the book, ask your child the following questions:

1. What happened in this story?
2. Who were the characters in the story?
3. Where is the setting of this story?
4. What did Johnny and mom do?
5. What is a neighbor?
6. Who were some characters Johnny and mom met?

Writing Assignment 2:

Focus Standard

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

Draw a picture of one of your neighbors. After drawing your picture, write about it. You can use the prompt, " _____ is my neighbor."

Phonemic Awareness and Phonics

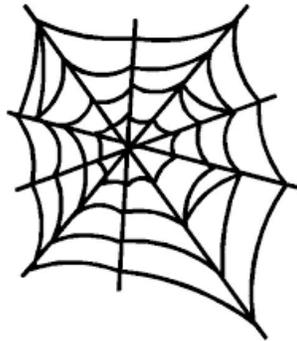
Focus Standard

- RF.K.2b Demonstrate an understanding of spoken words, syllables, and sounds.
- RF.K.2d Isolate and pronounce the initial sound in words.

Activity 1: Say each word and have your child count the number of syllables in each word. Children may clap the syllables or use other techniques to help them.

Here are some starter words you may use: butterfly, heart, elephant, wall, mailbox, grasshopper

Activity 2: Using each of these pictures, have your child say the last/final sound and which letter makes that sound.



Math

Focus Standards:

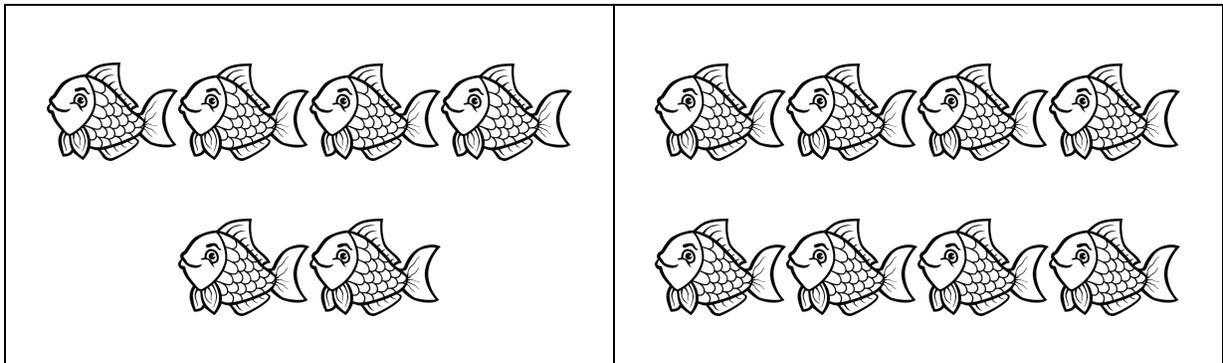
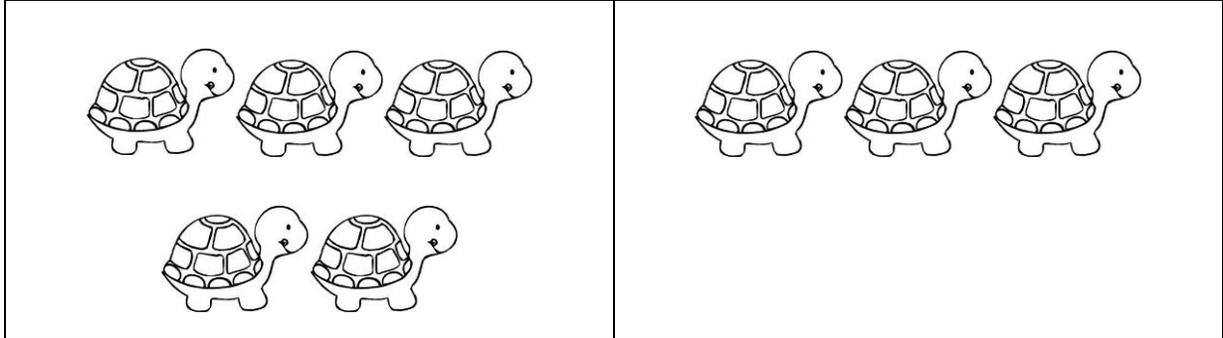
- K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
- K.CC.7 Compare two numbers between 1-20 presented as written numerals.
- K.OA.1 Represent addition with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.

The following math activities do not need to be printed. For Activities 1 and 2, your child can simply touch the screen, or you can use real objects/flash cards to create the same activities. For Activity 3, your child can use paper, dry erase boards, or any other writing materials you have available.

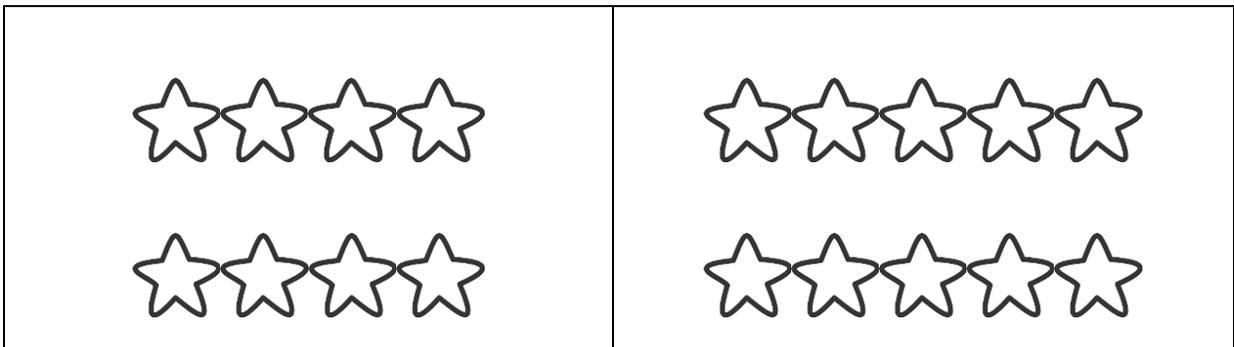
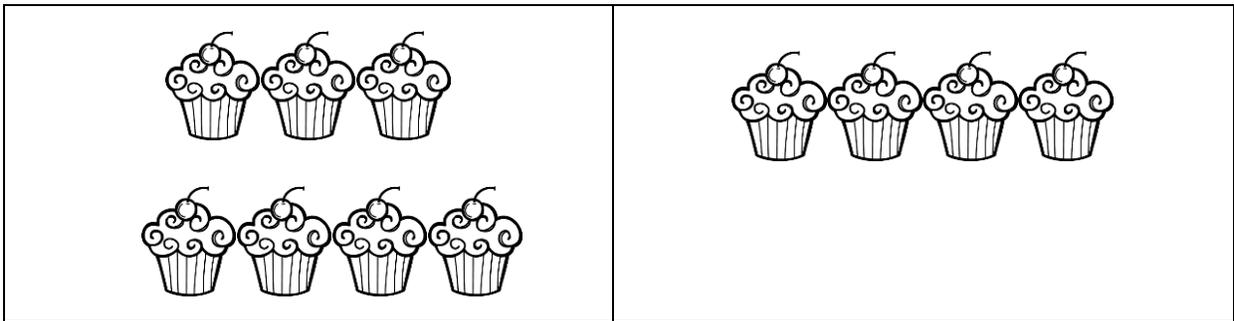
Activity 1 (K.CC.6)

Name _____

Circle or point to the group that has more.



Circle or point to the group that has less.



Activity 2 (K.CC.7)

Name _____

Circle or point to the number in each set that is greater/more.

5 3	9 5
4 7	3 6

Circle or touch the number in each set that is less/fewer.

8 10	2 7
1 2	8 4

Circle touch the sets with equal numbers.

6 3	7 7
10 10	3 9
5 5	2 8

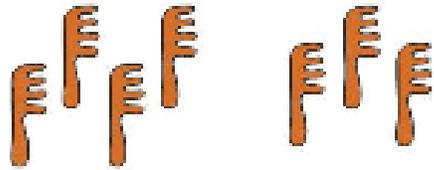
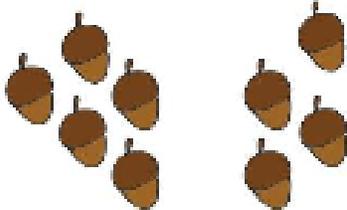
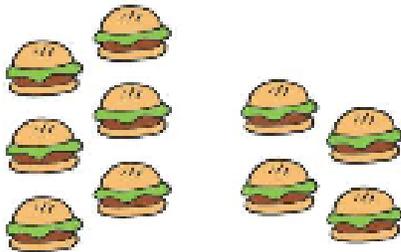
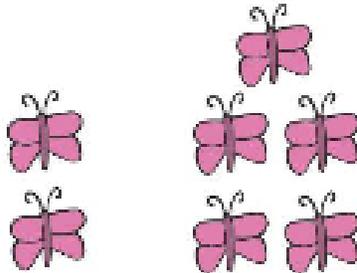
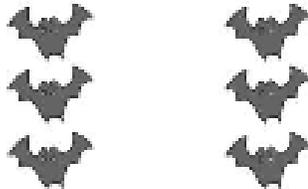
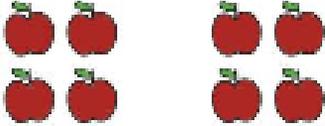
Activity 3 (K.OA.1)

Name _____

Date _____

Adding

Count each set of objects on each line and write it down.
Add them and write the sum in the box.

 ____ + ____ = <input type="text"/>	 ____ + ____ = <input type="text"/>
 ____ + ____ = <input type="text"/>	 ____ + ____ = <input type="text"/>
 ____ + ____ = <input type="text"/>	 ____ + ____ = <input type="text"/>