

Kindergarten Supplemental Learning Packets

March 30, 2020

Dear 4J Families and Caregivers,

This packet contains paper-based home learning enrichment activities for your student. Thank you for accessing opportunities to keep kids engaged, learning, and thinking as we negotiate these changing and challenging conditions. This packet is part of Phase One for remote learning activities in 4J.

Phase Two begins April 6 when teachers will provide grade-level education activities that can be done at home. Teachers and schools will do their best to connect with each student in their classroom communities and check to see that community resources, technology, and learning activities are available for all.

In the meantime, we'd like to share some optional resources to support Reading/English Language Arts and Math.

Inside this packet, you will find:

- A reading/English language arts activity choice board
 - Students can choose one activity per day. You can always do your favorites again!
- Some articles for students to read
- A math choice board
 - Students can choose 2-3 activities per day.
 - Directions for the games and activities are found at the end of the packet
 - **Materials needed:** scissors, pencil, crayons/colored writing tools, small objects (like beans, rocks, or socks)
 - **Tools provided** (some require cutting or slight assembly): 100s chart, number cards, shapes and names, recording space, images for some activities

If you choose to use these resources, please do so in a way that works for you and your family.

With great care for you and your loved ones,

The 4J Instruction Department

Supplemental learning online links are recommended over paper packets at:





<https://www.4j.lane.edu/communications/coronavirus/learning/#distance>

The link above has a Spanish option as well as English.

Kindergarten Literacy Choice Board

- ❑ **Read with your child for 20-minutes a day.** Make it fun! Ask questions, hunt for pictures or letters, and encourage your student to talk about their favorite part. It is okay if you read the same story multiple times!
- ❑ Choose **one** fun literacy activity from below to complete each day!

Sight Words: at, and, big, cat, for, good, here, is, it, look, me, run, said, see, the, up, we, read, but

<p>Rainbow Writing</p> <p>Trace over or write your name, letters, and sight words (above) using different colored crayons/ markers. Write the letter/word in one color, and then choose another color to write the word again over top of the first word. Repeat this several times with different words. Choose the words you want to write.</p> 	<p>Play “Tic-Tac-Toe Blends.”</p> <p>Draw a tic-tac-toe board. Each player chooses a letter blend (bl, cl, br, tr, fl, gl, pl, scr, sk,) instead of X or O. The player must say a word that starts with that blend and write the blend in an empty space.</p> 	<p>Singing Word Play</p> <p>Sing songs with your family. Play word and sound games. Make up silly sounding words. Create movements to match the songs!</p> 	<p>Our Community</p> <p>Talk and read about different jobs in the community. How do those jobs help people? What job would you like to do? Why? Draw a picture of yourself doing that job.</p> 	<p>Our Sentence</p> <p>Write a simple sentence about your day. Cut apart the words, scramble them up and put the sentence back together. Illustrate a picture to go with the sentence. For example: <i>Today we ate hot dogs.</i></p> 
<p>New Book Cover</p> <p>Choose a story you have read. Reread the story. Create a new book cover for the story.</p> 	<p>Nonfiction Study</p> <p>Read a non-fiction book. Think about what you learned from the text. Create a poster or flyer using important information from the text.</p> 	<p>ABC Book</p> <p>Create your own alphabet book. Use familiar names and items in your home.</p> 	<p>Sight Word Mosaic</p> <p>Use scrap paper, junk mail, newspapers, or paper bags to rip into little pieces. Glue the pieces of paper together to create a sight word mosaic.</p> 	<p>Handwriting</p> <p>Choose 5 sight words to write in your best handwriting. Write each word 5 times each.</p> 

Ideas graciously borrowed and adapted from Prince George's County Public Schools

How Do Seeds Grow?

by ReadWorks



Many plants start out as small seeds. How does a seed grow?

First, a seed falls or is put into dirt. Water and the sun's light might help the seed to start growing.

Soon, the seed breaks open. Roots start to grow down into the dirt. Then a shoot pushes up through the dirt. The stem and leaves pop out next.

Soon, the little plant will be grown-up.

Wind Helps Plants Grow

by Linda Ruggieri



Credit: Alex Valavanis, CC BY-SA 2.0

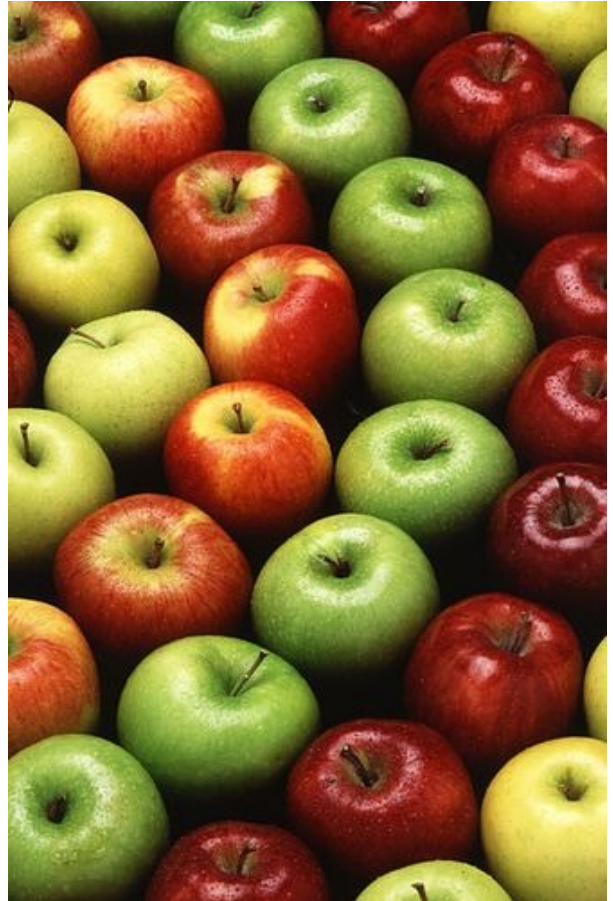
Wind is air that moves. When air moves, it blows things from one place to another.

Wind blows seeds around. That allows new plants to grow. Think about the dandelion flower. Have you ever seen one that has turned white? Inside it are seeds. When wind blows on a white dandelion, its seeds float away.

Some of those seeds will fall on the ground. Soon, something will change in the place where the wind blew the seeds. New dandelion plants will grow there!

A Man Who Liked Apples

by ReadWorks



Meet a man who helped apples grow. He lived long ago. His name was John Chapman.

He liked to grow apples. He gave people apple seeds and small apple trees. Soon apple trees grew across the country.

Some people say he wore a tin pot on his head. They say he used it to collect berries to eat. Soon people called him Johnny Appleseed. That was a good name for a man who liked apples.

Pumpkin Time!

From Seed to Pumpkin

This is how pumpkins grow.

Fall is here. It's time to pick pumpkins. Read the steps to learn the life cycle of a pumpkin.

(1) Seed



Kate Eisemann for Weekly Reader

Pumpkins begin as seeds. The seeds are planted in the ground in May and June.

(2) Sprout

After about 10 days, a **sprout** grows. A sprout is a tiny plant.

(3) Vine



Sharon Meredith/Shutterstock

The sprout grows into a **vine**. A vine is a long stem. It can grow more than 20 feet long!

(4) Blossom



Arlete Shaeffer/Weekly Reader

Soon, yellow flowers called **blossoms** grow. At the bottom of some blossoms is a tiny pumpkin.

(5) Young Pumpkin



John Kaprielian/Photo Researchers, Inc.

Tiny green pumpkins start to grow. They grow bigger and bigger.

(6) Full-Grown Pumpkin



Mark Edward Atkinson/Photo Library

By October, it's time to pick big, orange pumpkins. The seeds inside can be used to grow more pumpkins.

Fruits Have Seeds

by Linda Ruggieri



Fruits grow in different ways. Apples grow on trees. Grapes grow on vines. Blueberries grow on bushes.

All fruits have something special. Do you know what that is? Seeds! Some fruits have one seed. Others have many seeds.

A peach has one seed. A coconut has one seed too. A pumpkin has many small seeds. A strawberry has many tiny seeds. They are on the outside of the fruit.

Seeds are important because they can grow into new plants.

What happens when seeds fall to the ground? Plants grow. Those plants will have stems, leaves, flowers, fruits-and more seeds.

How Plants Get Water and Food

by ReadWorks



Most plants have roots. Those roots grow down into the dirt. The roots take in water from the dirt. The roots also take in minerals and other things from the dirt.

A plant uses those things to help it make food. The water and food then move up the plant's stem. They move to other parts of the plant. This helps the plant grow well.

Bright As the Sun

by ReadWorks





Sunflowers are big, beautiful plants. Many are bright and yellow, just like the sun. Some sunflowers are orange or brown or red. Sunflowers grow in fields. They need sunshine and warmth to grow from seed to flower. And sunflowers need lots of water!

Goal: Complete 2-3 spaces a day and have fun!

_____ 's Math Choice Board

(student name)

Tell and Solve + addition + - subtraction -	MAKE IT TEN GAME	1-2 Nim Game	<u>Counting</u> <u>Activity</u>
 Go on a Shape <input type="checkbox"/> ○ Hunt!  <input type="checkbox"/> <input type="checkbox"/> ○	Find patterns on a 100 chart	Number of the Day	PICK a PROBLEM SET 1 or 2
SHAKE + SPILL GAME	Compare Game	Let's Move!	Draw with Shapes Activity
The answer is ____. What is the question?	Which one doesn't belong? Activity	Practice Writing Numbers 0-20	Counting Collections Activity

Problem Sets

Problem Set 1

$1 + \underline{\quad} = 5$	$5 = \underline{\quad} + 2$	$5 = 3 + \underline{\quad}$
$4 + \underline{\quad} = 5$	$2 + \underline{\quad} = 5$	$5 = 5 + \underline{\quad}$

Problem Set 2

$3 + \underline{\quad} = 10$	$10 = \underline{\quad} + 5$	$10 = 7 + \underline{\quad}$
$6 + \underline{\quad} = 10$	$1 + \underline{\quad} = 10$	$10 = 2 + \underline{\quad}$

Tell and Solve

Tell and solve an addition + word problem: Think about what addition means (to join or to add to) and tell a story where more is “added to” or where two amounts are joined together. Then solve using drawings, objects or equations.

Examples:

I have _____ then _____ more joined. How many will I have now?

I have _____ and _____. When I put them together I have _____!

Tell and solve a subtraction - word problem: Think about what subtraction means (to take apart or take from) and tell a story where something is “taken apart” or where one amount is taken from another amount. Then solve using drawings, objects or equations.

Examples:

I have _____ then _____ are taken away. How many will I have now?

I have _____. Some are _____ and some are _____. How many of each do I have?

Games

1-2 Nim Game: Place about 10 objects between two players. Players take turns removing one or two objects from the pile. You must take at least one object on your turn, but you may not take more than two. Whoever takes the last object is the winner.

Materials needed: two players and about 10 small objects (pennies, beans, socks, etc)

Make It Ten Game: This is a super-quick, cooperative game for two people. One person puts forward some number of fingers. The second person puts forward the number of fingers required to “Make It Ten.” When there are ten fingers forward, the two players give each other a “high ten.”

Materials needed: two players and their fingers

Compare Game: Remove wild or face cards from the deck. Deal the deck of cards so that each player has half the deck. Piles are face down and players turn over one card each. The player with the greatest value card says “My card ____ is greater than your card ____” Play continues until all cards are taken by one player. Bonus: Play for the lowest value card and use “less than.”

Materials needed: two players and deck of playing cards (or cut those ones attached)

Shake & Spill Game: Choose a number between 5 and 10. Then place that many small objects in a cup. Cover and shake them up. Then gently toss them and count how many are face up and how many are face down. Say an equation like this “I have ____ objects. ____ are face up and ____ are face down so I know ____ is equal to ____ and ____.” Consider writing equations for your total objects. Keep the same number of objects and repeat at least five times!

Materials needed: cup or container and about 5-10 objects that can fall on two sides like pennies or caps OR use a small piece of paper to record those that fall on or off the paper

Practice Writing Numbers

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

●●● 6	6	6	6	6	6
●●● 7	7	7	7	7	7
●●● 8	8	8	8	8	8
●●● 9	9	9	9	9	9
●●● 10	10	10	10	10	10

Now try 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 on your own paper.

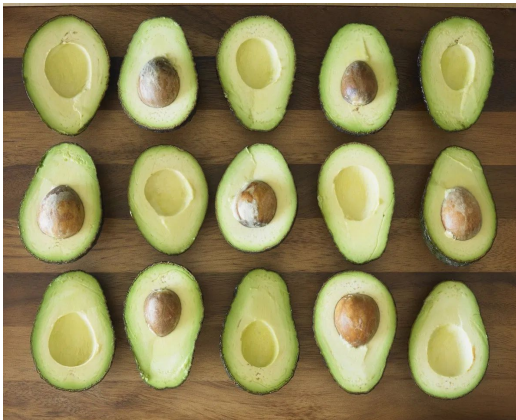
Activities

Number of the Day: Pick a number 10-20 and show how many ways you can make the number using pictures, numbers, or equations on your own paper! Then answer...

I picked the number: _____

I made it _____ ways!

Counting Activity: How many do you see? What did you count? How did you count them?



Bonus: Make your own set, then ask the questions again to count!

Which one doesn't belong? Pick one item. Explain why you think it doesn't belong with the others. Can you pick another item and give a different reason?



Bonus: Make your own set, then ask the questions again to count!

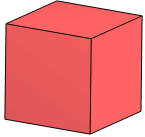
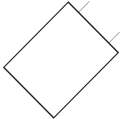
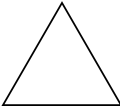
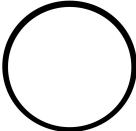

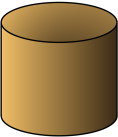

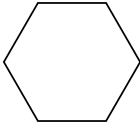
Find Patterns in a 100 chart: Count by 1s and 10s or notice patterns in the numbers going up and down. Talk about what you notice. Use different colors to show your ideas!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Talk about it:

What do you notice? Do you think that pattern will continue? How do you know?
Are there any other patterns you can find?

Go on a shape hunt! Pick a shape. Then look around your home and outside for as many objects that have that shape. Bonus: Draw some of the objects you found!

cube	rectangle	triangle	circle	square	cylinder	cone	hexagon
							

I picked a _____.

Here is what I know about it:

I looked around and found these... (use drawings or words)

The answer is ____. **What is the question?** Choose a number 0-20 or a shape. Then say “If the answer is __(your choice)__, then the question could be...” Then say “Here is how I know!” and act out situations, model with objects, write equations, or draw pictures to show how you can prove your question matches the answer.

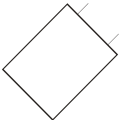
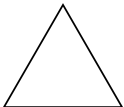
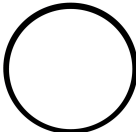

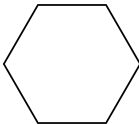
Examples:

If the answer is 1, then the question could be “How many of my 3 cookies are left when I give one to each of my two friends?”

If the answer is a sphere, the question could be “What shape is a basketball?”

If the answer is 5, the question could be “How many toes are on my right foot?”

Draw with Shapes: Draw a design using at least 5 shapes. You can use a shape more than once! Give your design and name. Then use the shape names to describe your design to someone else!

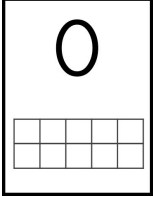
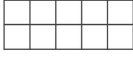
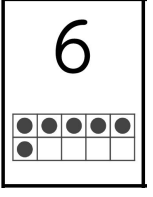
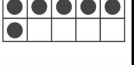
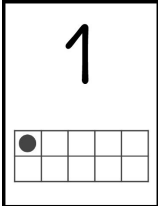
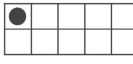
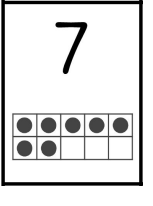
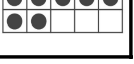
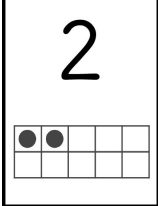
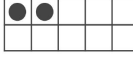
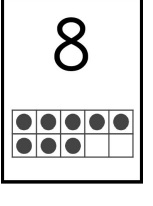

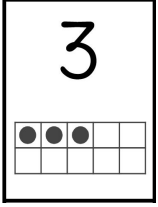
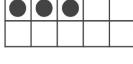
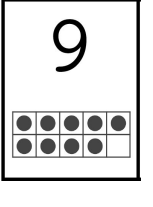
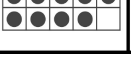
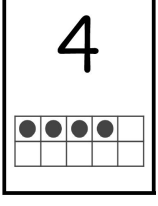

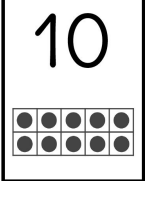

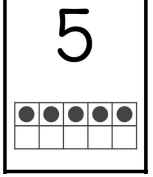
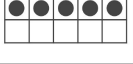

rectangle	triangle	circle	square	hexagon
				

_____’s Shape Design

I made a _____.

LET'S MOVE!

Set up your movement board by drawing pictures or writing the name of a move into each box. Examples: frog jump, stretch, jumping jack, sit up, and more! Then draw a card and do that move the number of times on your card. Challenge: Draw 3 or more cards and complete a series of moves!

 <p>0</p> 	<p>Draw again!</p>	 <p>6</p> 
 <p>1</p> 		 <p>7</p> 
 <p>2</p> 		 <p>8</p> 
 <p>3</p> 		 <p>9</p> 
 <p>4</p> 		 <p>10</p> 
 <p>5</p> 		 <p>Wild Card</p> <p>You pick the number!</p>

Counting Collections Activity

What are Counting Collections?

Counting collections are simply a group of objects that kids can count! This can range from a twenty (kindergarten) to hundreds. Kids take the lead on what and how they group to count them!

What can kids count?

Anything really... collect sticks on walk, laundry or socks, beans or pennies, sets in packages with a few extras, toys, books, crayons, paperclips, rocks or leaves, fence boards, and more!



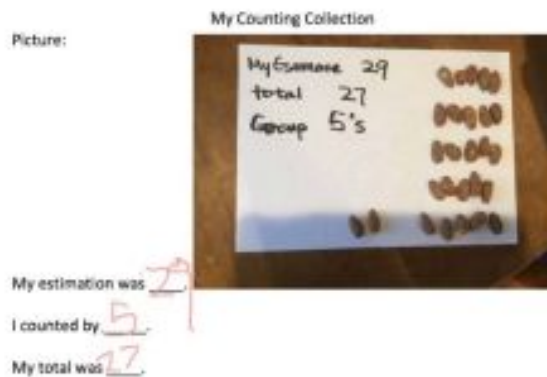
What can I do to support my child?

- Provide the objects (and possibly some containers such as cups, bowls or bags for sort groups).
- Listen to your child
- Count with your child
- Know there are many ways to count the same objects. There is not one right way and sometimes trying and re-trying leads to discoveries... we're not counting for speed but to discover and to ask questions!



Recording thinking...

After your child is finished counting their collection, they will record their thinking on the record sheet attached (or a blank paper). Exploring ways to capture their ideas with pictures, numbers and words help them further bring all their math thinking to life.



Asking questions of our collections

Kids may wish to explore their collections by asking questions about their counting or groupings, such as...

- How many more gray rocks do I have than brown rocks?
- If I count by 5s, how many will be leftover to count by 1s?
- If I found 3 more, how many would I have now?
- What equations could I write about my groups?

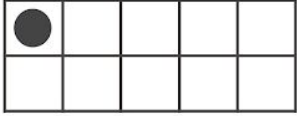
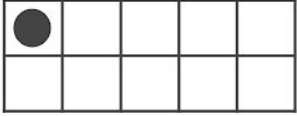
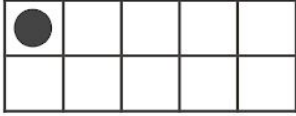
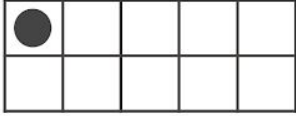
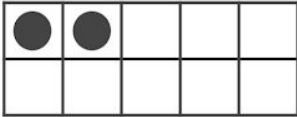
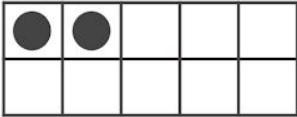
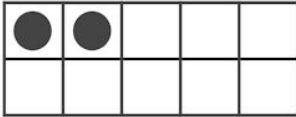
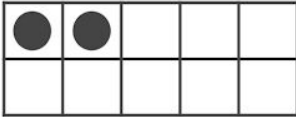
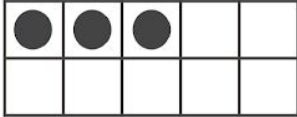
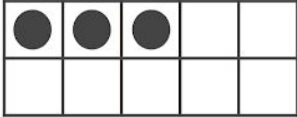
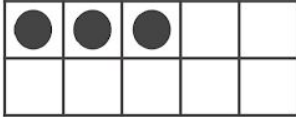
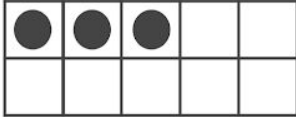
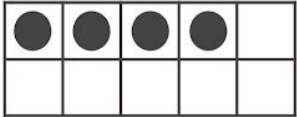
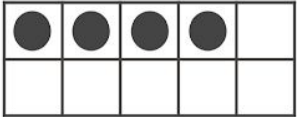
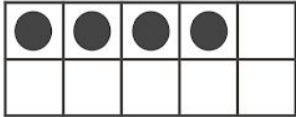
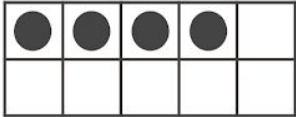
----Counting Collections----

Name _____

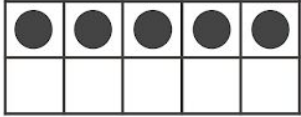
I counted _____.

This is how I counted my collection:

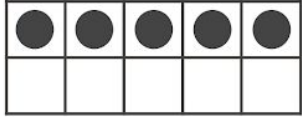
I counted _____ items in my collection.

1 	1 	1 	1 
2 	2 	2 	2 
3 	3 	3 	3 
4 	4 	4 	4 

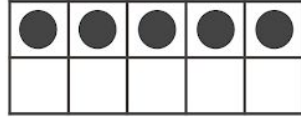
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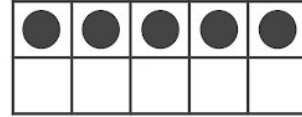
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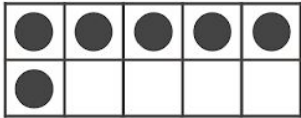
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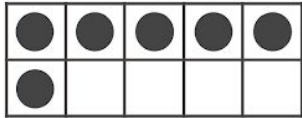
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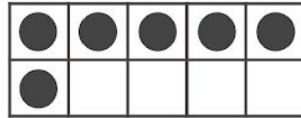
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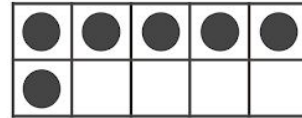
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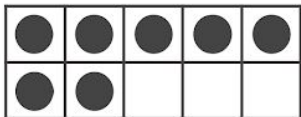
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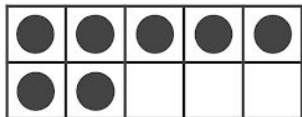
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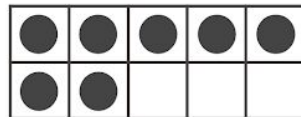
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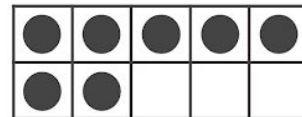
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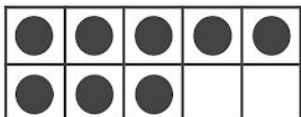
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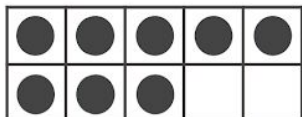
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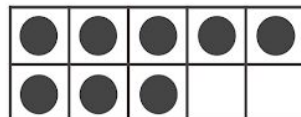
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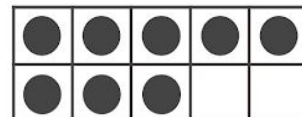
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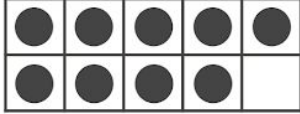
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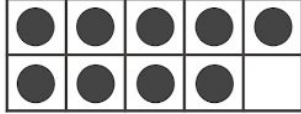
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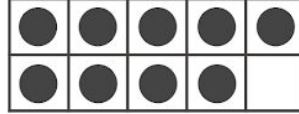
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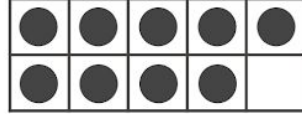
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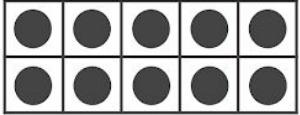
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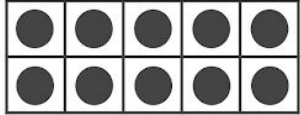
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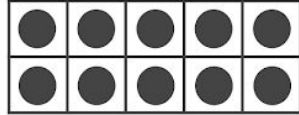
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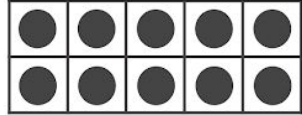
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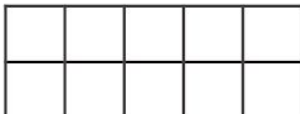
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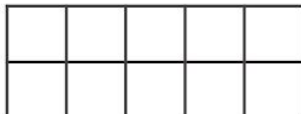
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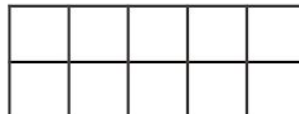
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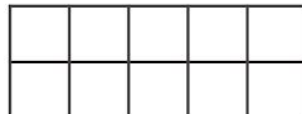
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Wild
Card

Wild
Card

Wild
Card

Wild
Card