



Home Learning Packets

Kindergarten

Online resources are also available:

www.btcs.org

Week 3

Kindergarten Distance Learning Packet

Tennessee Department of Education announces partnership with PBS to deliver daily instructional content for Tennessee

students beginning April 6th

10:00 am – 12:00 pm CST

Week 3





Suggestions for Learning Experiences – use as many or as few that works for your family

<p>Reading</p>	<p>Read or listen to a story daily (digital links listed below in this chart)</p> <p>~Respond to reading (choices attached)</p> <p>*Students are able to take AR tests from home.</p>	<p>Read or listen to a story daily (digital links listed below in this chart)</p> <p>~Respond to reading (choices attached)</p> <p>*Students are able to take AR tests from home.</p>	<p>Read or listen to a story daily (digital links listed below in this chart)</p> <p>~Respond to reading (choices attached)</p> <p>*Students are able to take AR tests from home.</p>	<p>Read or listen to a story daily (digital links listed below in this chart)</p> <p>~Respond to reading (choices attached)</p> <p>*Students are able to take AR tests from home.</p>	<p>Good Friday</p>
<p>Skill Practice</p>	<p>~Continue to practice handwriting with letters and numbers ~Sight words (attached)</p>	<p>~Continue to practice handwriting with letters and numbers ~Sight words (attached)</p>	<p>~Continue to practice handwriting with letters and numbers ~Sight words (attached)</p>	<p>~Continue to practice handwriting with letters and numbers ~Sight words (attached)</p>	
<p>Calendar</p>	<p>~Say the days of the week ~Say the months of the year ~What's the weather like today? Temperature? ~Chart the weather (chart attached)</p>	<p>~Say the days of the week ~Say the months of the year ~What's the weather like today? Temperature? ~Chart the weather (chart attached)</p>	<p>~Say the days of the week ~Say the months of the year ~What's the weather like today? Temperature? ~Chart the weather (chart attached)</p>	<p>~Say the days of the week ~Say the months of the year ~What's the weather like today? Temperature? ~Chart the weather (chart attached)</p>	
<p>Learning about our World</p>	<p>~Go for a walk in your neighborhood (with a grown-up) ~Notice any plants, insects, or animals</p>	<p>~Using your picture from yesterday, label the parts of the plant that you observed (roots, stem, leaves, and flowers)</p>	<p>~Using the picture from Monday, draw a picture of an animal that you observed (head, body, legs, wings, etc.)</p>	<p>~Find a solid in your home and draw a picture ~Find a liquid in your home and draw a picture ~Label the drawings</p>	











Please refer to www.btcs.org or your child's school webpage for additional information and digital resources.

<p>*The activities listed are suggestions and can be done any day.</p> <p>Activity pages are attached.</p>	<p>~Draw a picture of a plant and animal that you saw (attached) when you get home</p>			<p>*Matter is anything that takes up space and has weight. A solid keeps its shape. (example: chair, plate, ice, etc.) A liquid takes the shape of its container.</p> <p>~Complete the solid and liquid sort (attached)</p>	
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Week 3		Mathematics		
Math	<p>Counting/Sorting 1-20</p> <p>Materials: Use beans, macaroni, cereal, rocks buttons, toys or any other items you have around the house for counting and sorting. This might be a good time to sort socks and count the matching pairs or sort toys into keep and donate piles. 😊</p> <p>Have students sort the items using their own strategy for sorting. Then have them explain how they sorted the items, for example by shape, color, or number of holes on the buttons. Students count the number of items in each group.</p>	<p>Decomposing to 10</p> <p>Materials: Use Easter eggs, playing cards (Ace to 10) or attached cards.</p> <p>Write pairs of numbers that add up to 10. For example, 3 + 7 and 7 + 3. Put 3 on ½ of the egg and 7 on the other half of the egg.</p> <p>Mix up the cards or egg halves. Students will match the pairs of numbers that equal 10. Make sure to have matches that show that the order of the numbers does not matter. For example: 1 + 9 and 9 + 1 = 10.</p>	<p>Making 10</p> <p>Materials: A cup or bowl and small items to count that will fit in the bowl or cup.</p> <p>Put some of the 10 items under the bowl without letting your child see how many items you put under the bowl. Place the rest of the items on top of the bowl. Have your child figure out how many items are under the bowl. Say and/or write the addition facts. For example, put 7 items under the bowl and the remaining 3 items on top of the bowl. The student will say $3 + 7 = 10$.</p> <p>Modification: Choose another number as the whole, for example 7. Put 5 counters under the bowl and 2 on top. Have students tell how many more they will need to make 7. Say/write $2 + 5 = 7$.</p>	<p>Add/Subtract to 10</p> <p>Materials: Use a dice app, real dice or http://toytheater.com/dice/ to roll a 10-sided die. You can change the type of die and the number buy clicking on the number for how many dice and the die for the kind of die you want to use.</p> <div style="text-align: center;">  <p>1</p> <p>Throw</p> </div> <p>Click on Throw to roll the die. Have your child tell how many more to make 10. For example, the student throws a . They need 8 more to make 10 because $2 + 8 = 10$. Have students practice saying and/or writing $2 + 8 = 10$.</p>
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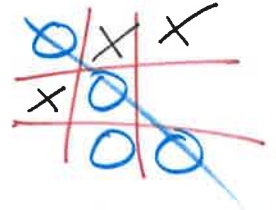
<p>Creativity</p>	<p>Draw a self-portrait - use lots of details (attached)</p>	<p>Design a fish tank - use lots of details for your fish to enjoy (attached)</p>	<p>Use magazines to create a face. Cut out eyes, nose, eyebrows, mouth, ears, etc. Glue/tape together or draw with pencil or crayons. (attached)</p>	<p>Draw yourself as a superhero — you are going to save the world (attached)</p>	<p>Good Friday</p>
<p>Physical Activity</p>	<p>Ask a grown-up to take you for a walk</p>	<p>~Make an obstacle course with your toys ~Have a grown-up time you to see how long it takes you to go through the course</p>	<p>~Hop like a bunny or frog or waddle like a duck while counting by 10s to 100</p>	<p>~Do sit-ups while counting by 10s to 100</p>	
<p>Digital Links for Reading</p>	<p> https://www.myon.com/school/bristolreaders username: Bristol password: Bristol</p>	<p> https://www.storylineonline.net/</p>	<p> https://www.getepic.com/</p>	<p> https://jr.brainpop.com/</p>	<p> http://toytheater.com/category/language-arts/</p>
<p>Digital Links for Math</p>	<p> Access through Classlink @ https://www.btcg.org/</p>	<p> http://toytheater.com/category/math-games/</p>	<p> Access BrainPop Jr. through Classlink @ https://www.btcg.org/</p>	<p> https://www.abcya.com/grades/k/numbers</p>	<p> Access MobyMax through Classlink @ https://www.btcg.org/</p>

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Reading

Reading Response Tic Tac Toe

Do one of the activities below in your reading binder and mark it off with an **X**. The next time you do an activity, mark it with a **O**. Switch back and forth between **X** and **O** until you have a tic tac toe!



Why did you choose this book to read?



Write a three sentence summary of what you read today. Write the details in order.



If you could ask your main character one question, what would it be?



What character in your story would you like to invite over to your house? Explain why.



If you were the author, what's one thing you would change about the book and why?



If you wrote a sequel to this book, what title would you give it and why?



Describe the setting in your book including time and place.



You are going to give one character in your book an award for one of their character traits. What would the award be and why?



What lesson do you think the author wants you to learn from reading this story?

BME

Beginning

Middle

End



Book Review

Title: _____

I think the book was:



Great!



Good



Okay



Bad

The book was about _____

Reviewed by: _____

Name _____

Story Map



Setting

Characters

Beginning

Middle

End

Name: _____

RL.1.3- Good readers can describe characters, settings, and major events in a story, using key details.

Title: _____

Characters

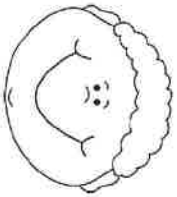
Setting

Problem

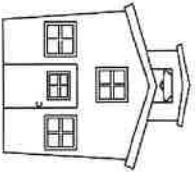
Solution

Story Map

Book Title:



The main character is...



The setting is...

Beginning

Middle

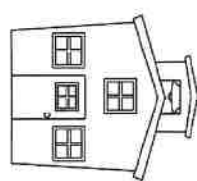
End

Story Map

Book Title:



The main character is...



The setting is...

Beginning

Middle

End

Name _____

Story Map



Setting

Characters

Blank box for setting details.

Blank box for character details.

Beginning

Middle

End

Blank box for beginning details.

Blank box for middle details.

Blank box for end details.

My Story

Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid).

My Picture!

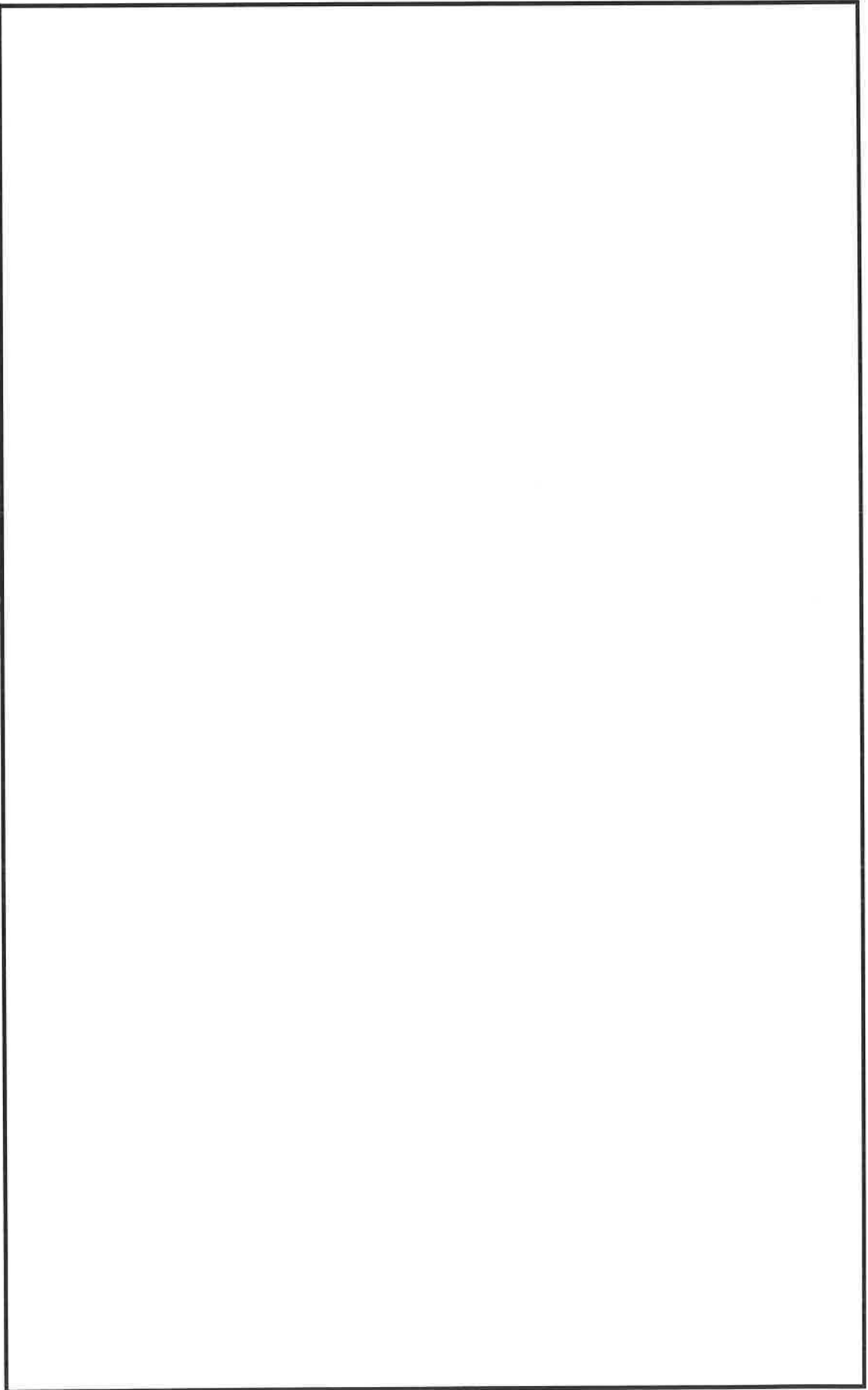


My Story!

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated five times.

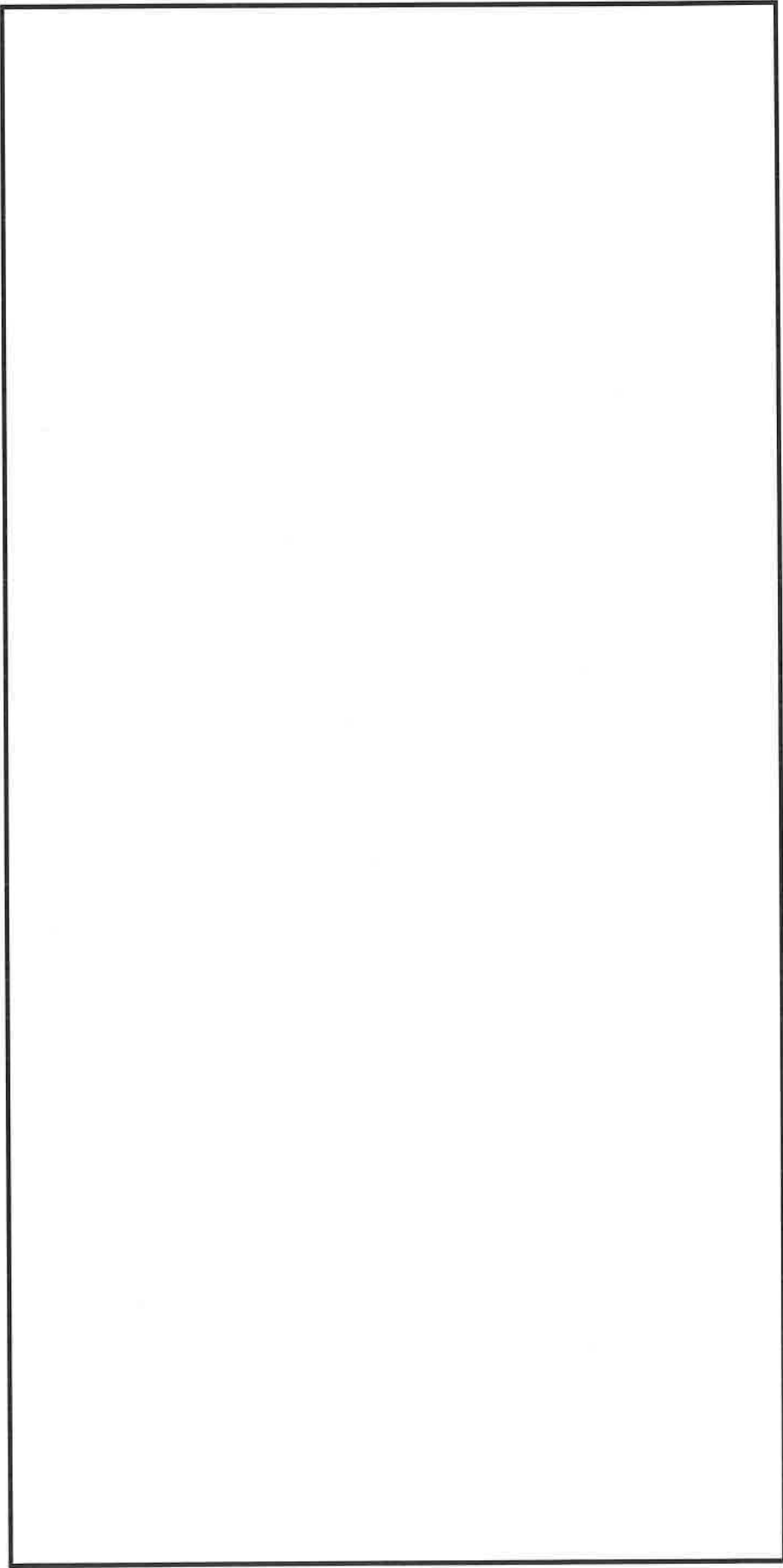
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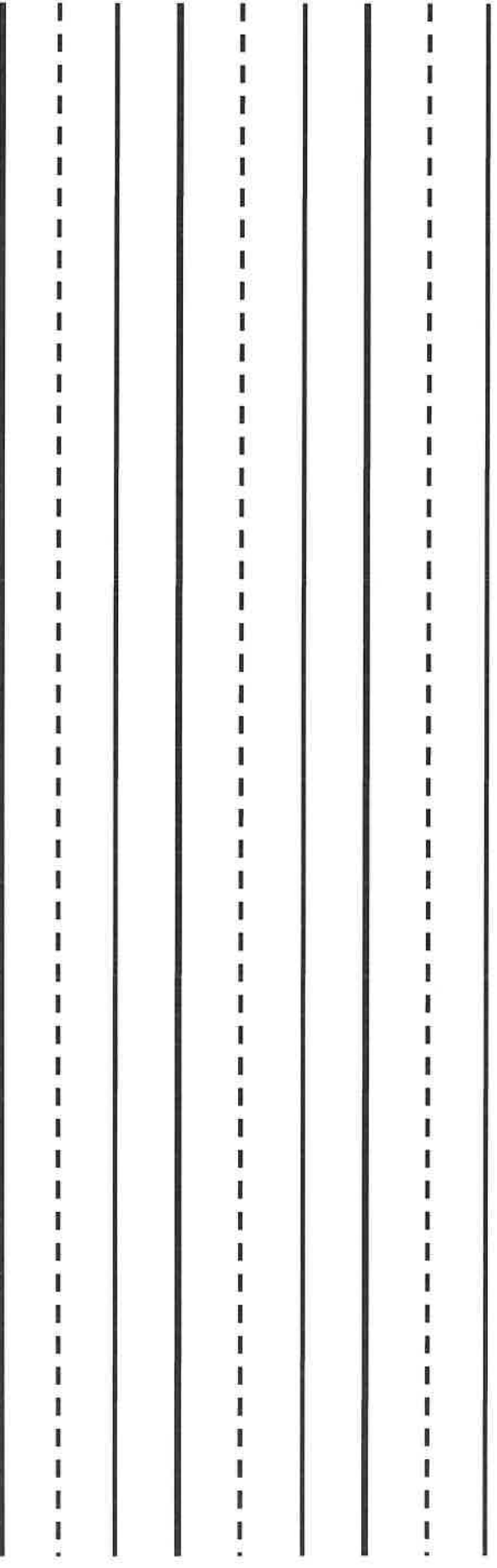
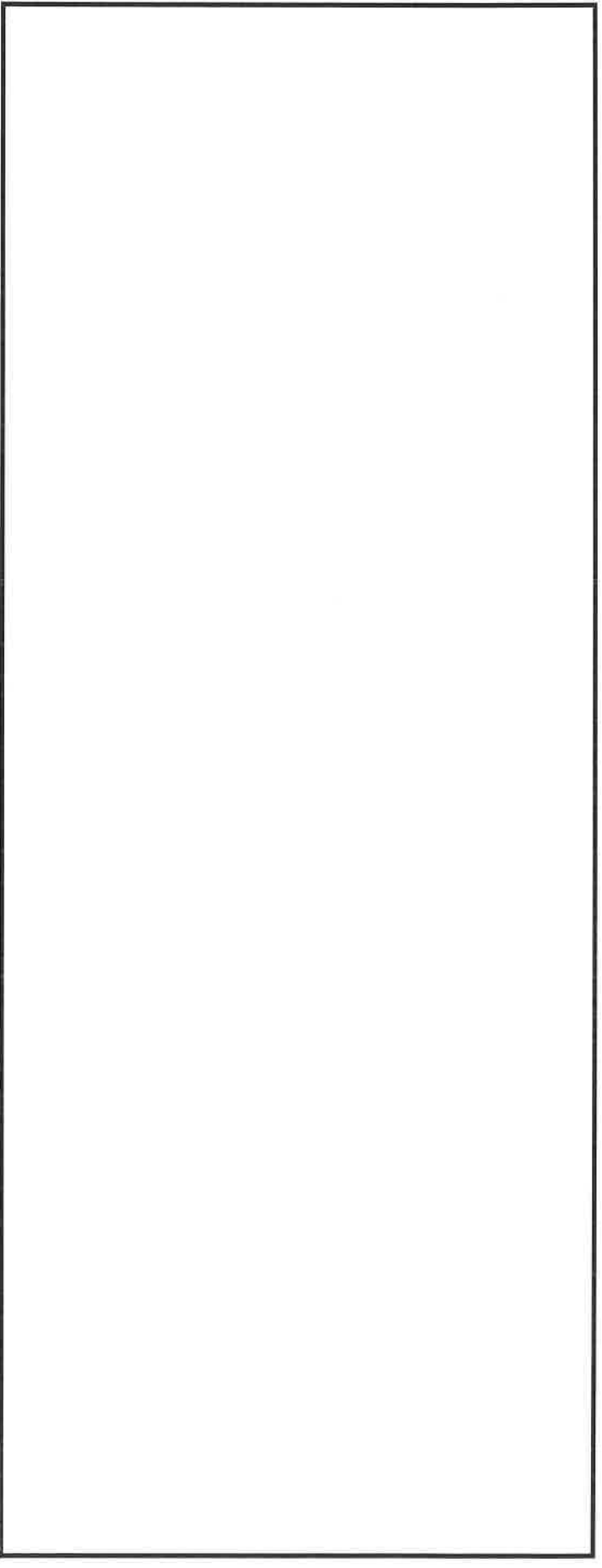
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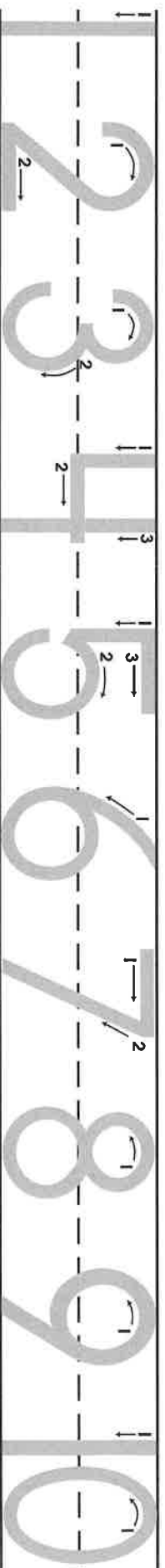
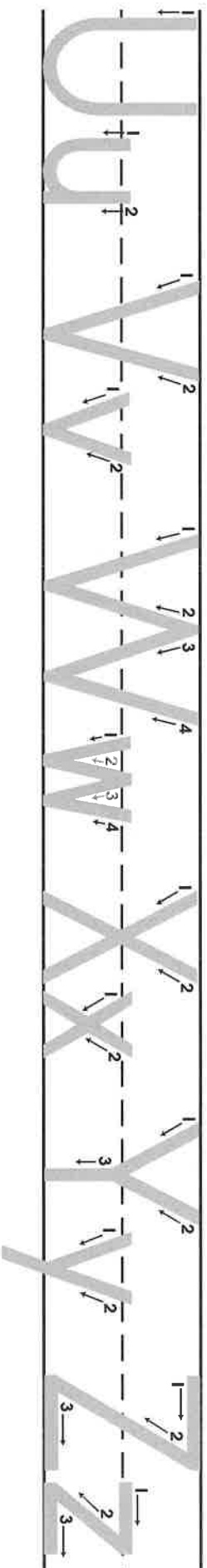
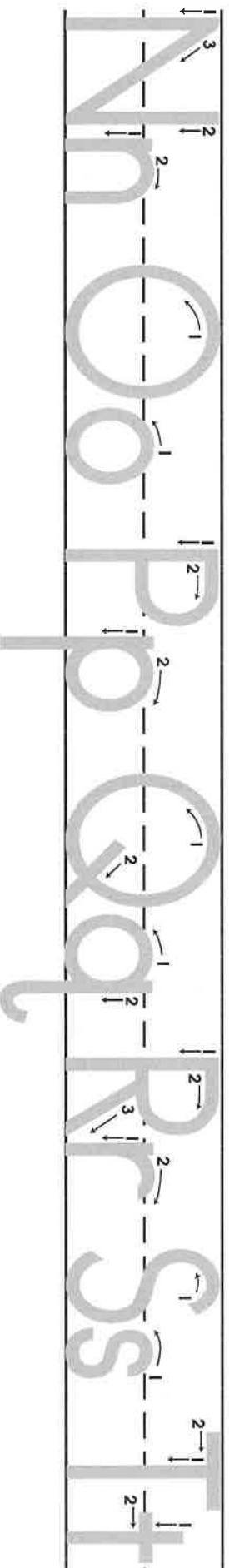
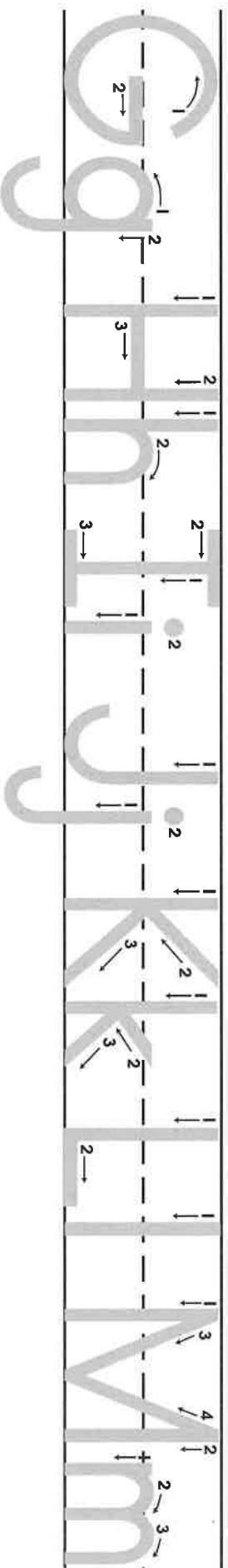
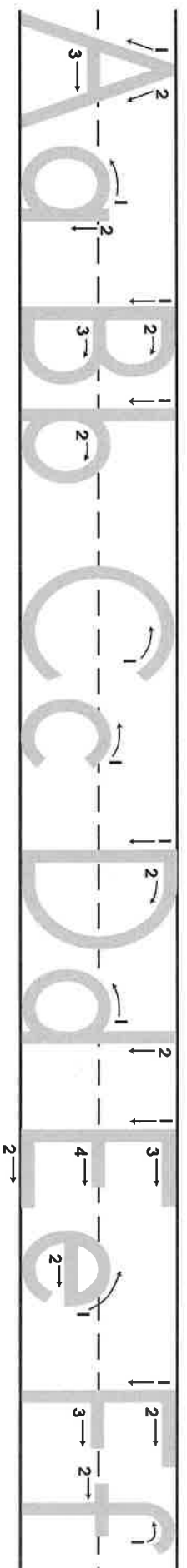
Name: _____

Date: _____



Skill Practice

Manuscript Alphabet and Numbers



Alphabet Rhymes

Letter A says, "Apple, ant!"
Looks like a tent and that is that!

Letter B says, "Bear, bee, ball!"
It has two humps and that is all!

Letter C says, "Cat, cup, candy!"
Just half a circle is so handy!

Letter D says, "Day, dog, dish!"
Straight line, one hump, if you wish!

Letter E says, "Egg and eel!"
Three short lines is such a deal!

Letter F says, "Food, fish, fun!"
Looks like the E but minus one!

Letter G says, "Girl, go, gate!"
Add shelf to C, it looks just great!

Letter H says, "Hat, help, he!"
It has a bridge for you and me.

Letter I says, "Ice cream, ink!"
One line, two short, now give a wink!

Letter J says, "Jam, jump, jack!"
It's like a hook, so don't look back!

Letter K says, "Key, king, kite!"
Without a doubt, it's fun to write!

Letter L says, "Look, leaf, lie!"
Around the corner, just say "Hi!"

Letter M says, "Milk, me, mice!"
Up and down, it looks so nice!

Letter N says, "Nuts, nose, nest!"
Not quite a M, it's surely best!

Letter O says, "Octopus and old!"
Just like a circle, it looks so bold!

Letter P says, "Pig, pink, pan!"
Only half a B, if you can!

Letter Q says, "Queen, quilt, quit!"
Put a tail on O, now you've made it!

Letter R says, "Red, rug, ring!"
Short line on P is just the thing!

Letter S says, "Sock, sun, snake!"
Draw a snake and S you make!

Letter T says, "Time, top, two!"
One line with a hat, that's what you do!

Letter U says, "Up and under!"
Like a horseshoe, do you wonder?

Letter V says, "Van, vest, vine!"
Down then up, it looks so fine!

Letter W says, "Water, wind!"
An upside down M is now your friend!

Letter X says, "X ray" and that's it!
Two lines that cross, it's such a fit!

Letter Y says, "Yarn, yes, yup!"
You'll look like Y with both arms up!

Letter Z says, "Zebra, zoo!"
Zorro made it just for you!

Teacher: Use each stanza of this poem to introduce the upper case letters. Have students recite the rhymes to help teach phonological awareness as you demonstrate proper letter formation.

the

of

and

a

to

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you

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time

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look

two

more

write

go

see

number

no

way

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people

my

than

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water

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called

who

am

its

now