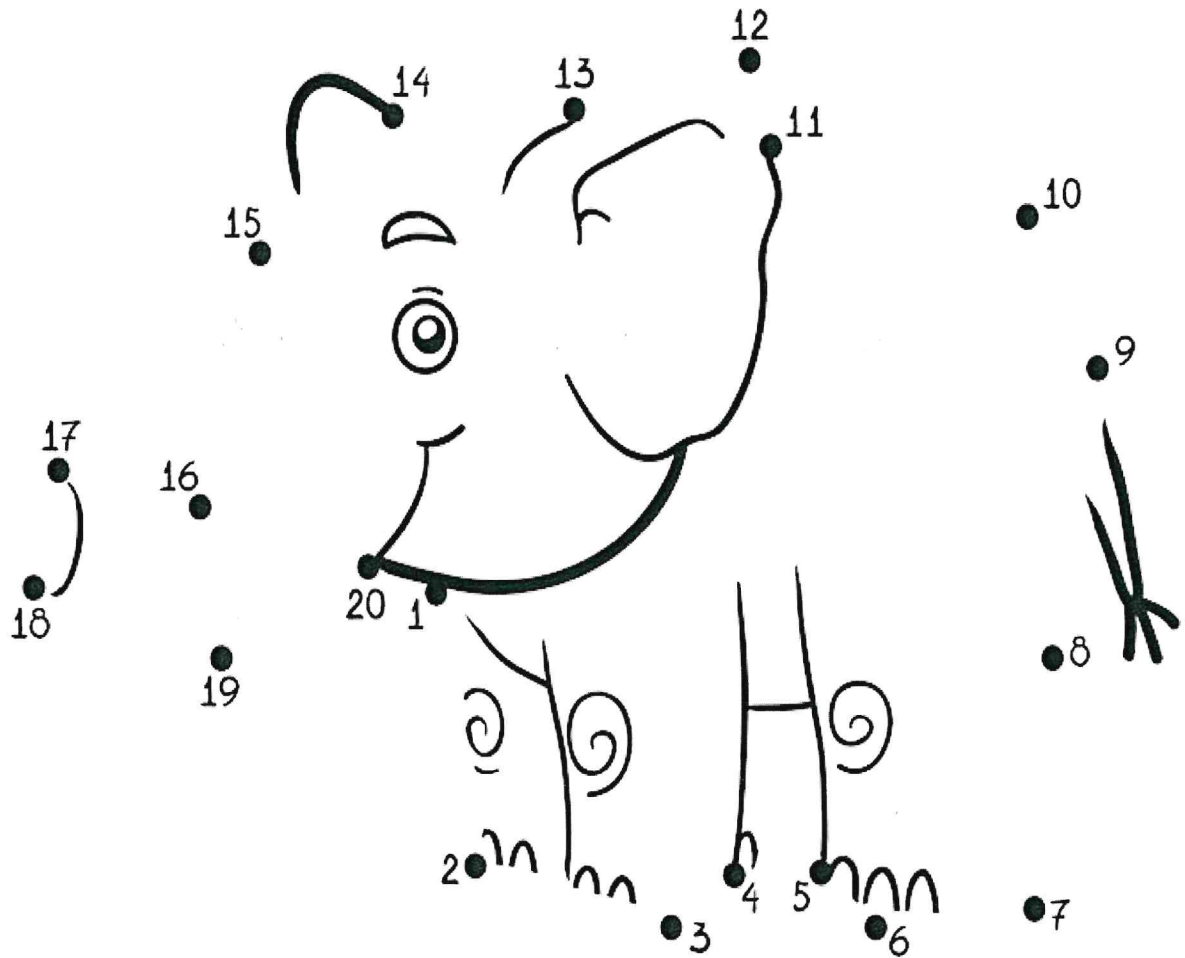


# Kindergarten Remote Learning Packet

Session I - April 20th - May 1st

Theme - Animals



Dear Kinder Families,

Please complete and submit to your child's teacher. You may submit completed pages via pictures, conversation or by returning the completed packet. If you have questions, please ask!

Love,  
Kindergarten Teachers

Week 1: April 20<sup>th</sup> – April 24<sup>th</sup>

📷 : Where you see this, you can submit a picture of finished work to your teacher via email, Class Dojo, or other form of communication. Have fun!					
Content/Goal	Monday 4/20	Tuesday 4/21	Wednesday 4/22	Thursday 4/23	Friday 4/24
<b>Reading:</b> RI.K.2: With prompting and support, identify the main topic and retell key details of a text.  <b>I can tell the name of the animal and share 3-4 facts about the animal.</b>	<b>Parents, <u>each day</u> (Mon-Wed):</b> Choose <u>one</u> of the provided animal texts or a non-fiction animal book of your own to read with your student. Talk about the animal and facts learned from the book/reading.  📷 Take a picture of you reading about a favorite animal.  <b>Sample Comprehension Questions:</b> What do you already know about ____? Why do you think the author...? How does ____ feel? How do you know? Is this a Fiction or Nonfiction book? How do you know? Tell about _____, and what they do. Can you come up with a 'who, why, where, when, what, or how question about this story?			Pick ONE of the animals from M-W and re-read.	Continue from Thursday
<b>Science:</b> K.1.S1.1: Use observations to describe patterns of what animals need to survive (food, shelter, safety).  <b>I can tell what the animal needs to survive.</b>	<b>Parents, <u>each day</u> (Mon-Wed):</b> Discover and talk about how the animal you read about finds food, discovers/builds shelter, and survives.			Review the needs of the animal you picked to review.	Continue from Thursday
<b>Writing:</b> W.K.2: Use a combination of drawing, dictating, and writing to compose informative texts in which they name what they are writing about and supply some information about the topic.  <b>I can write to teach about an animal.</b>	<b>Parents, <u>each day</u> (Mon-Wed):</b> Use the provided organizer to help your child write details about the animal's appearance, diet, habitat, and other interesting facts. 📷  Save for later in the week.			<b>Begin</b> writing a book to teach about this animal. Use the booklet with the pre-printed words to help with sentence structure. Put one fact on each page and draw a picture to match.  📷 <b>Finish Friday.</b>	
<b>Phonics: Vowels—et/eg/en</b> RF.K.3b: associate the long and short sounds with the common spellings for the five major vowels.	<b>Phonics:</b> Choose one word sound practice page for each day this week. Follow the directions printed on the page. <b>Sight Words:</b> Work on words your student needs to master. Choose 6-8 words at a time and play one of the games or practice with a given activity. Make it fun!! End of year goal for Kindergarten is to know 45+ words on sight (without sounding it out).				
<b>Math:</b> K.G.2.3: name and distinguish common 2-dimensional and 3-dimensional shapes.  <b>I can name shapes.</b> 📷 Take a picture of any activities this week as you participate.	<b>2-dimensional Shape</b> <b>Hunt:</b> Ask your child to find objects in your house that are a certain shape; circle, square, rectangle, triangle.	<b>3-dimensional Shape</b> <b>Hunt:</b> Ask your child to find objects in your house that are a certain shape; cube, cylinder, cone, sphere.	<b>Shape Walk:</b> Go for a walk around your neighborhood or yard. How many different 2 and 3D shapes can you find?	<b>Shape Building:</b> students use toothpicks with mini-marshmallows or play-doh to build shapes. Ask, what shape did you make? Is your shape 2D or 3D?	<b>Map my Room:</b> students use shapes to draw a "map" of a room in your house or the things in your yard. Ask, what shapes did you use? Are they 2D or 3D?

\*If you would like additional resources for enrichment activities, contact your classroom teacher. 😊

Week 2: April 27<sup>th</sup> – May 1<sup>st</sup>

Content/Goal	Monday 4/27	Tuesday 4/28	Wednesday 4/29	Thursday 4/30	Friday 5/1
<b>Reading:</b> RI.K.2: With prompting and support, identify the main topic and retell key details of a text.  <b>I can tell the name of the animal and share 3-4 facts about the animal.</b>	<b>Each day, M-W:</b> Choose one of the provided animal texts or a non-fiction animal book of your own to read with your student. Talk about the animal and facts learned from the book/reading. 📖 Take a picture of you reading.  <b>Sample Comprehension Questions:</b> What do you already know about ____? Why do you think the author...? How does ____ feel? How do you know? Tell about ____ and what they do. Can you come up with a 'who, why, where, when, what, or how' question about this story?	Did this book remind you of anything? Tell all the things the characters do/like. Was this a good ending? Why?	Pick ONE of the animals from M-W and re-read to help with Writing.	Continue from Thursday	
<b>Science:</b> K.1.S1.1: Use observations to describe patterns of what animals need to survive (food, shelter, safety).  <b>I can tell what the animal needs to survive.</b>	<b>Each day, M-W:</b> Discover and talk about how the animal finds food, discovers/ builds shelter, and survives.		Review the needs of the animal to help with Writing.	Continue from Thursday	
<b>Writing:</b> W.K.2: Use a combination of drawing, dictating, and writing to compose informative texts in which they name what they are writing about and supply some information about the topic.  <b>I can write to teach about an animal.</b>	<b>Each day, M-W:</b> Use the provided organizer to help your child write details about the animal's appearance, diet, habitat, and other interesting facts. Save for later in the week. 📖		<b>Begin</b> writing a book to teach about this animal. Use the booklet without pre-printed words. Guide your child as necessary to create a simple sentence similar to last week's book. Put one fact on each page and draw a picture to match.		
<b>Phonics: Vowels—ed/ell</b> RF.K.3b: associate the long and short sounds with the common spellings for the five major vowels.	<b>Phonics:</b> Choose one word sound practice page for each day this week. Follow the directions printed on the page. <b>Sight Words:</b> Work on words your student needs to master. Choose 6-8 words at a time and play one of the games or practice with a given activity. Make it fun!! End of year goal for Kindergarten is to know 45+ words on sight (without sounding it out).				
<b>Math:</b> K.MD.1: describe measurable attributes of objects (weight, capacity, length). 📏 Take a picture of any activities this week.	<b>Weight:</b> I can compare weights using words such as heavier and lighter.  (1) Which is heavier/lighter? Using hands as a "pan balance," compare household objects. (2) Can you find something heavier/lighter than ____?	<b>Capacity:</b> I can compare containers to tell which holds more or less.  Use various containers in the bath/kitchen sink to answer, "Which container holds more water? How do you know? Or Why?	<b>Length:</b> I can compare the length of objects using words such as longer and shorter.  (1) Compare a variety of objects from around the house as longer/shorter than each other. (2) Can you find something longer/shorter than ____?	<b>Length:</b> I can compare the length of objects using words such as longer and shorter.  Garden Tool Measurement with worms. Cut worms and measure objects provided. Recording sheet attached.	<b>Length:</b> I can compare the length of objects using words such as longer and shorter.  Make 3 or more paper chains of different lengths. Hang your chain in order by length on a coat hanger. Describe chains by using, longer, shorter, longest, shortest.

\*If you would like additional resources for enrichment activities, contact your classroom teacher. 😊

# Reading

- 12 Animal articles
- Read one per day, M-W OR  
choose a book you have at home

# Writing

- 6 Organizers, 2 Booklets
- 1 organizer per animal reading
- 1 Booklet per week

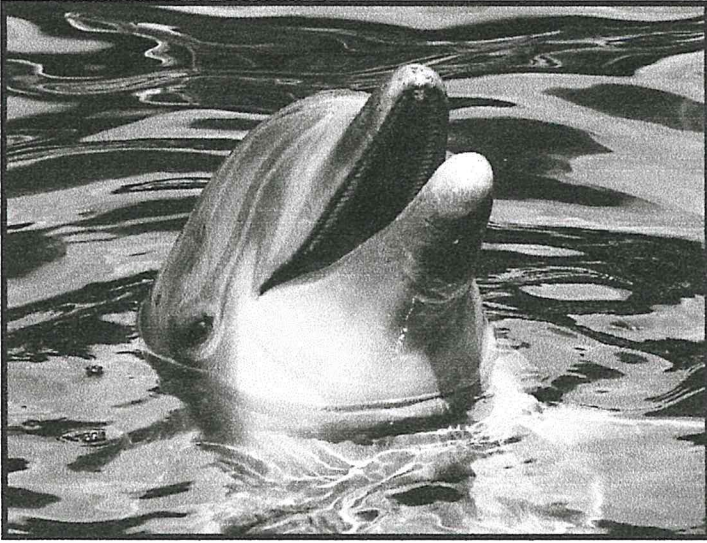
# Science

- Observation/Discussion
- Guiding questions included on  
Instruction Calendar



# All About Dolphins

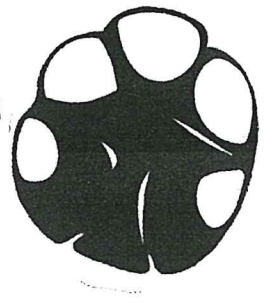
An early-reader non-fiction text about dolphins.



Dolphins are swimming mammals that live in the ocean. They are carnivores that eat fish. They use echolocation to find their prey. They like to be with other dolphins and live in large pods. Dolphins breathe air so they must swim to the surface of the water every 15 minutes to take a breath. They breathe through blowholes. Dolphins are very friendly, caring, and playful animals.

# All About Elephants

An early-reader non-fiction text about elephants.



Elephants

live in Africa and Asia. They often live on a grassland. They

eat plants like grass, leaves, bark, and fruit. They are the largest animal in the world that lives on the land. They have long trunks that act like another arm. It can reach out to grab things. Elephants are very smart, funny, and playful. They live in families called herds and all help take care of the baby elephants. What do you like most about elephants?



# All About Koalas

An early-reader non-fiction text about koalas.

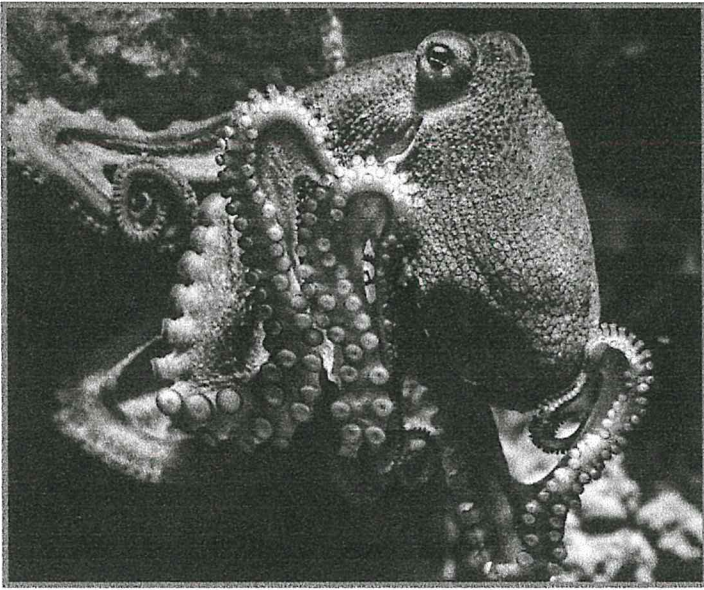


Koalas are marsupials that live in Australia. When their baby joeys are born, they

crawl into their mom's pouch. They have grey or brown fur and large black noses. These animals only eat eucalyptus leaves. They are almost always up in the trees. They get most of the water they need from the leaves they eat. Koalas have tiny brains and are not very smart. However, these animals are super cute!

# All About Octopuses

An early-reader non-fiction text about octopuses.



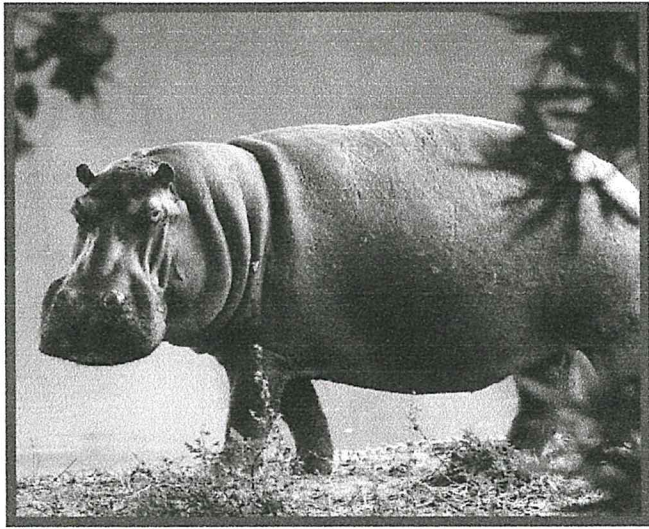
Octopuses live in the ocean. They have soft bodies and eight long tentacles. They have suction cups on the

under-side of these arms that help them grip and grab. They are predators who like to eat crabs, fish, mollusks, and other octopuses. They usually swim slowly along the bottom of the ocean, but they can swim quickly in short bursts. Octopuses are considered one of the most intelligent ocean creatures. Their large brain is inside the lump on their heads called a mantle. Would you like to meet an octopus?



# All About Hippos

An early-reader non-fiction text about hippos.



Hippos are

huge animals that spend most of their time in the water. They spend all

day in the water to stay cool and then come onto land to eat grass. Hippos can be very dangerous because they are big, have large teeth, are aggressive, and can actually run quite fast. Baby hippos are called calves and are born underwater. They have to swim to the surface to breath. Hippos live in large groups but aren't very social with each other.

# All About Monkeys

An early-reader non-fiction text about monkeys.



## Monkeys

are mammals. Some have long tails and some have short tails, but they all have tails. Monkeys are playful, fun little animals who are very smart. They live in large family groups. All monkeys eat different things, but they often eat fruit, leaves, seeds, and insects. Most monkeys live and spend their time in trees. They have special hands and tails that help them grasp branches to swing and do tricky jobs.



# All About Wolves

An early-reader non-fiction text about wolves.



Wolves are a type of dog that live in groups called packs. Baby wolves are called pups. Pups

are born in an underground den and cared for by their mother for a few weeks. All the wolves in the pack help to raise the pups. Wolves are meat eaters who like to hunt and catch large animals like bison, deer, and moose to eat. When it's time to eat, the "alpha" male always eats first because he is the leader of the pack.

# All About Honey Bees

A non-fiction text about honey bees.



Honey bees are a kind of insect that can fly. They have six legs, wings, and fuzzy

striped bodies. The buzzing sound that they make comes from their wings which beat very fast. Honey Bees live in colonies inside hives. Bees collect pollen and nectar from flowers and then turn the nectar into honey. Bees also help to pollinate plants so that they can grow fruit. Be careful of bees though, because they will sting if they feel scared.



# All About Polar Bears

An early-reader non-fiction text about polar bears.



This huge bear lives in cold polar climates. They have lots of fur and fat to keep them warm.

Their white snow helps them to blend in so they won't be seen. Polar bears eat mostly seals. They use their great sense of smell to find their food. They often wait by a seal hole in the ice until a seal comes up to breath and then the polar bear grabs it with their paw to eat it. Polar bears live alone but often play and spend time with other polar bears.

# All About Butterflies

An early-reader non-fiction text about butterflies.

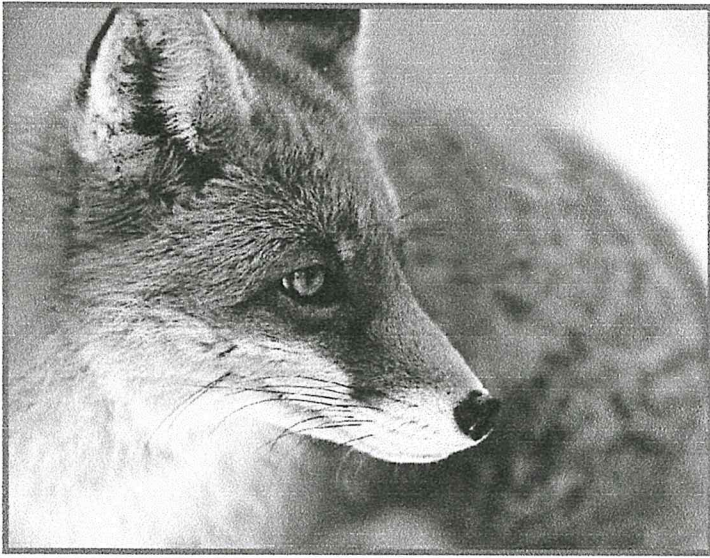


Butterflies are a type of insect that has large pretty wings. The colors on their wings help them to blend into their habitat, or trick predators. They have six legs and 3 body parts including a head, thorax, and abdomen. They fly from flower to flower collecting and eating nectar. They lay eggs on leaves. These eggs hatch into caterpillars. Then the caterpillars spin a cocoon and then emerge as a beautiful butterfly.



# All About Foxes

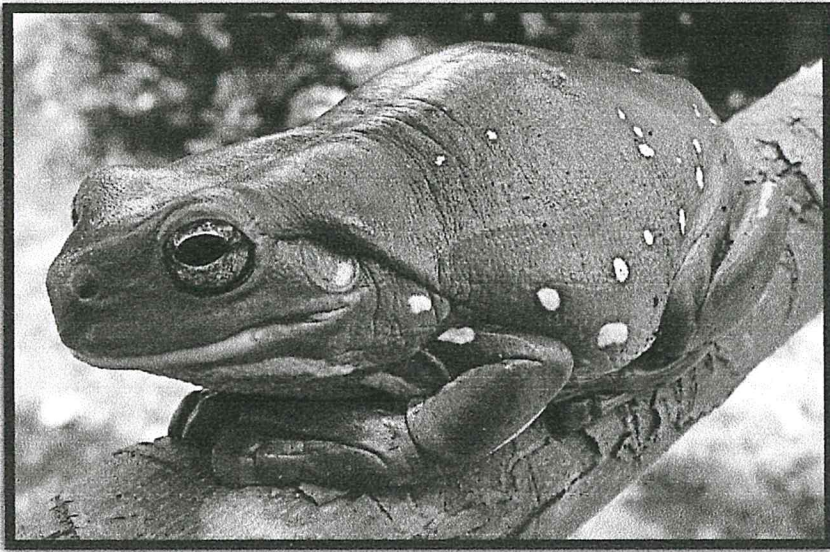
An early-reader non-fiction text about foxes.



Foxes are in the dog family. They have pointed ears, a long snout, and a bushy tail. There are lots of kinds of foxes. The most common is the red fox. They eat meat and plants. They especially love to eat insects, eggs, birds, and reptiles. They hide in the bushes and then pounce when they are hunting. Baby foxes are called kits. Mother foxes usually have about 5 kits in each litter. Foxes live all over the world. Many people believe that foxes are clever and sneaky. They are in many stories and legends. Have you ever heard of a story with a fox?

# All About Frogs

An early-reader non-fiction text about frogs.



Frogs are  
amphibians that  
do not have tails.  
They need to

keep their skin wet, so they usually live  
near water. Frogs have long sticky tongues  
that they use to catch their food. Frogs eat  
mostly insects such as flies, grasshoppers,  
and worms. Frogs lay eggs in the water.  
These eggs hatch into tadpoles. As the  
tadpoles grow, they lose their tails and  
grow arms and legs. Their bodies change  
into frogs.



Name \_\_\_\_\_

# Writing Organizer

Animal Name

\_\_\_\_\_



Name \_\_\_\_\_

## Writing Organizer

Animal Name

\_\_\_\_\_



Name\_\_\_\_\_

# Writing Organizer

Animal Name

\_\_\_\_\_



Name \_\_\_\_\_

## Writing Organizer

Animal Name

\_\_\_\_\_





Name\_\_\_\_\_

## Writing Organizer

Animal Name

\_\_\_\_\_



Name\_\_\_\_\_

## Writing Organizer

Animal Name

\_\_\_\_\_





# Writing Checklist

## Writing Checklist

- ☐ Use a capital letter at the beginning of every sentence.

A B C

- ☐ Use finger spaces.

I \_ like \_ cats.



- ☐ Use ending punctuation.

. ? !

- ☐ Use the word wall to help spell sight words.

A	B	C
and	boy	can
are	by	cat

## Don't Forget WOW Pictures:

- ✓ Add a lot of details.
- ✓ Use a lot of colors.
- ✓ Add labels & speech bubbles.
- ✓ Always do your BEST work.

When you think you're done, you've just begun.  
You can always add more details!

**WEEK 1:** Write a book about an Animal to teach others true things about that animal.

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

Start with *Naming* the animal and drawing a picture...

1.



This animal is a

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Write and draw about how the animal *looks* (appearance)...

2.



The \_\_\_\_\_ has \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write and draw about what the animal *eats* (diet)...

3.



The \_\_\_\_\_ eats \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Write and draw about where the animal *lives* (habitat)...

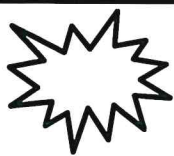
4.



The \_\_\_\_\_ lives

Finish with a *Surprising/Interesting fact...*

5.



Something exciting

is



**WEEK 2:** Write a book about an Animal to teach others true things about that animal.

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

Start with *Naming* the animal and drawing a picture...

1.



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Write and draw about how the animal *looks* (appearance)...

2.



Write and draw about what the animal *eats* (diet)...

3.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines provided for practice.



Write and draw about where the animal *lives* (habitat)...

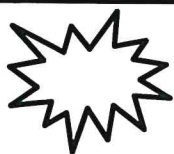
4.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Finish with a *Surprising/Interesting fact...*

5.



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