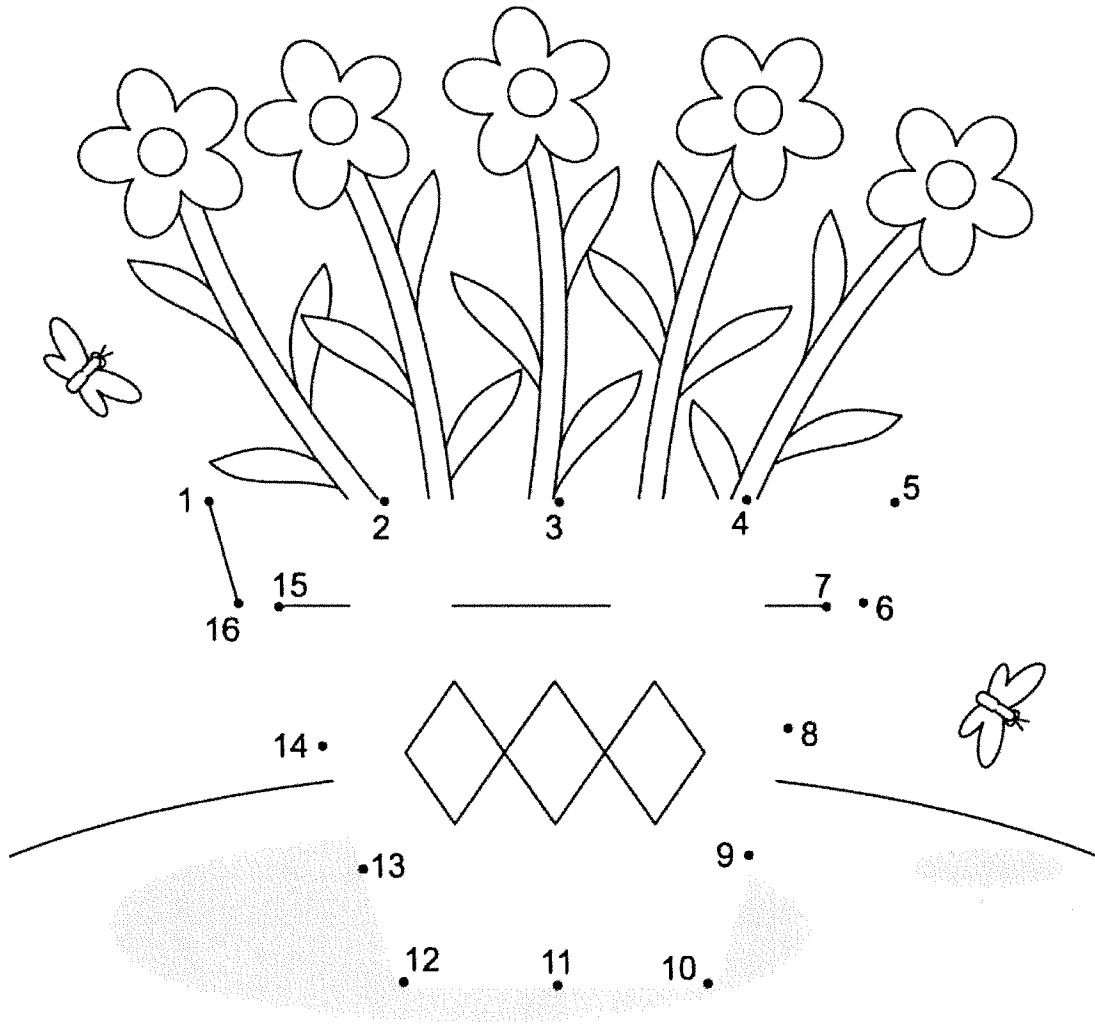


Kindergarten Remote Learning Packet

Session II - May 4th - May 15th

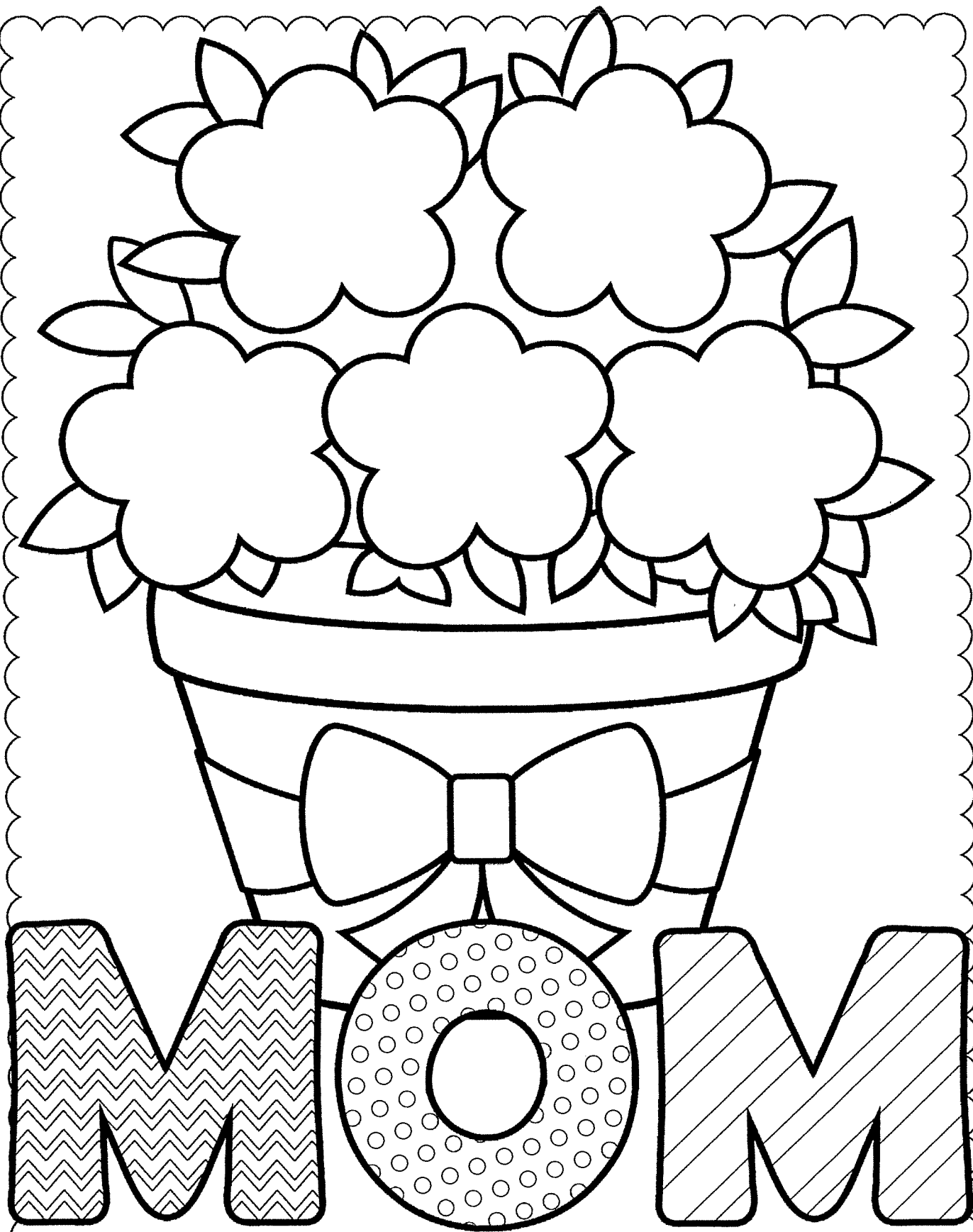
Theme - Plants



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: May 4th - May 15th

 : 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 5/4	Tuesday 5/5	Wednesday 5/6	Thursday 5/7	Friday 5/8
Reading RI.K.2: With prompting and support, identify the main topic and retell key details of a text. I can tell someone what I am reading about and give details from the book.	Parents, <u>each day</u> (Mon-Thurs): Choose <u>one</u> of the provided plant texts or a non-fiction plant book of your own to read with your student. Talk about the plant(s) and facts learned from the book/reading.  Take a picture of you reading about a favorite plant.	Sample Comprehension Questions: What do you already know about ____? Is this a Fiction or Nonfiction book? How do you know? Tell about _____, and what they do/have/need.			Flex Day: Catch up on missed work OR Scholastic News Plant Label Activity SCIENCE CHALLENGE: Go outside! Find a clump of grass, flower, or weed that you could gently pull up out of the ground. Can you find the parts we learned about? Where is the stem? Where are the roots? Try drawing and labelling your plant. Have fun!
Science K-LS1-1: Use observations to describe patterns of what plants need to survive. I can tell what a plant needs to survive. I can name the parts of a plant.	Parents, <u>each day</u> (Mon-Thurs): Discover and talk about the parts of each plant you read about (stem, petal, roots, etc.), tell what each plant needs to survive.				
Writing W.K.2: use a combination of drawing, dictating, and writing to compose informative texts in which students name what they are writing about and supply some information about the topic. I can draw, tell, and write about the parts of a plant to teach others.	Parents, <u>each day</u> (Mon-Thurs): Use the provided organizer to help your child write details about the needs, parts, and other interesting facts about plants.  Save for later.				
Phonics Digraphs - ch, sh RF.K3.a: demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant.	Phonics: Choose one word sound practice page, or sorting activity for each day this week. Follow the directions printed on the page. I can say the right sound for ch, sh, th, and wh when they are in a word together.	Sight Words: Keep working 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).			
Math K.OA.5: fluently add and subtract. I can use strategies I've learned and what makes sense to add and subtract to 5 (number stories to 10).  Take a picture of any activities this week as you participate.	Parents, <u>each day</u> (Mon-Fri): Have your child pick <u>one</u> of the following activities to complete daily. By the end of the week, your child should have 5 of 6 completed. ● Lego Addition: Follow the directions included with the game board to play/practice fluency with addition to 5. ● Number Stories: Complete the addition word problems worksheet. Follow the directions on the page. CHALLENGE: Make up some of your own number stories. ● Dice Addition: Using the cut-out dice, or dice you have at home to complete the dice addition activity. ● Roll & Record: Roll two dice, or one die two times. Add the numbers, record the answer. ● Color by Addition: Have your child complete the color by addition worksheet. ● Addition Top-It: Using number cards, distribute cards equally amongst players. Each player lays one card down at a time, have your child add up the two cards and provide an answer.				

*if you would like additional resources for enrichment activities, contact your classroom teacher. 

Week 2: May 11th - May 15th

: 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 5/11	Tuesday 5/12	Wednesday 5/13	Thursday 5/14	Friday 5/15
Reading RI.K.2: With prompting and support, identify the main topic and retell key details of a text. I can tell someone what I am reading about and give details from the book.	Parents, <u>each day (Mon-Wed)</u>: Choose <u>one</u> of the provided plant texts or a non-fiction plant book of your own to read with your student. Talk about the plant(s) and facts learned from the book/reading. Take a picture of you reading about a favorite plant. Sample Comprehension Questions: What do you already know about _____? Is this a Fiction or Nonfiction book? How do you know? Tell about _____, and what they do/have/need.		Thursday, begin writing a book to teach about plants. 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. Use the plant articles and writing organizers to help write a booklet that teaches about the parts of a plant and what a plant needs for survival. Finish Friday. SCIENCE CHALLENGE: Go outside! Find a clump of grass, flower, or weed that you could gently pull up out of the ground. Can you find the parts we learned about? Where is the stem? Where are the roots? Try drawing and labeling your plant. Have fun!		
Science K-LS1-1: Use observations to describe patterns of what plants need to survive. I can tell what a plant needs to survive. I can name the parts of a plant.	Parents, <u>each day (Mon-Wed)</u>: Discover and talk about the parts of each plant you read about (stem, petal, roots, etc.), tell what each plant needs to survive.				
Writing W.K.2: use a combination of drawing, dictating, and writing to compose informative texts in which students name what they are writing about and supply some information about the topic. I can draw, tell, and write about the parts of a plant to teach others.	Parents, <u>each day (Mon-Wed)</u>: Use the provided organizer to help your child write details about the needs, parts, and other interesting facts about plants. Save for later in the week.				
Phonics Digraphs - th, wh RF.K3.a: demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant.	Phonics: Choose one word sound practice page, or sorting activity for each day this week. Follow the directions printed on the page. I can say the right sound for ch, sh, th, and wh when they are in a word together. Sight Words: Keep working 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).				
Math K.OA.5: fluently add and subtract. I can use strategies I've learned and what makes sense to add and subtract to 5 (number stories to 10). Take a picture of any activities this week as you participate.	Parents, <u>each day (Mon-Fri)</u>: Have your child pick <u>one</u> of the following activities to complete daily. By the end of the week, your child should have completed 5 of 6 activities. Lego Subtraction: Follow directions included with the game board to play/practice fluency with subtraction to 5. Number Stories: Complete the subtraction word problems worksheet. Follow the directions on the page. Dice Subtraction: Using the cut-out dice, or dice you have at home to complete the dice subtraction activity. Follow directions given on activity pages. Color by Subtraction: Have your child complete the color by subtraction worksheet. Subtraction Top-It: Using number cards, distribute cards equally amongst players. Each player lays one card down at a time, have your child subtract the two cards (bigger number - smaller number = ?) and provide an answer. Lego Addition AND Subtraction: Follow directions included with the game board to practice both skills as you play. Save this activity for the end of Week 2.				

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

Reading, Writing & Science

(20-25 minutes per day)

Contents:

- 7 Plant Reading pages
- 7 Comprehension Check Writing pages
- Writing Booklet

Instructions:

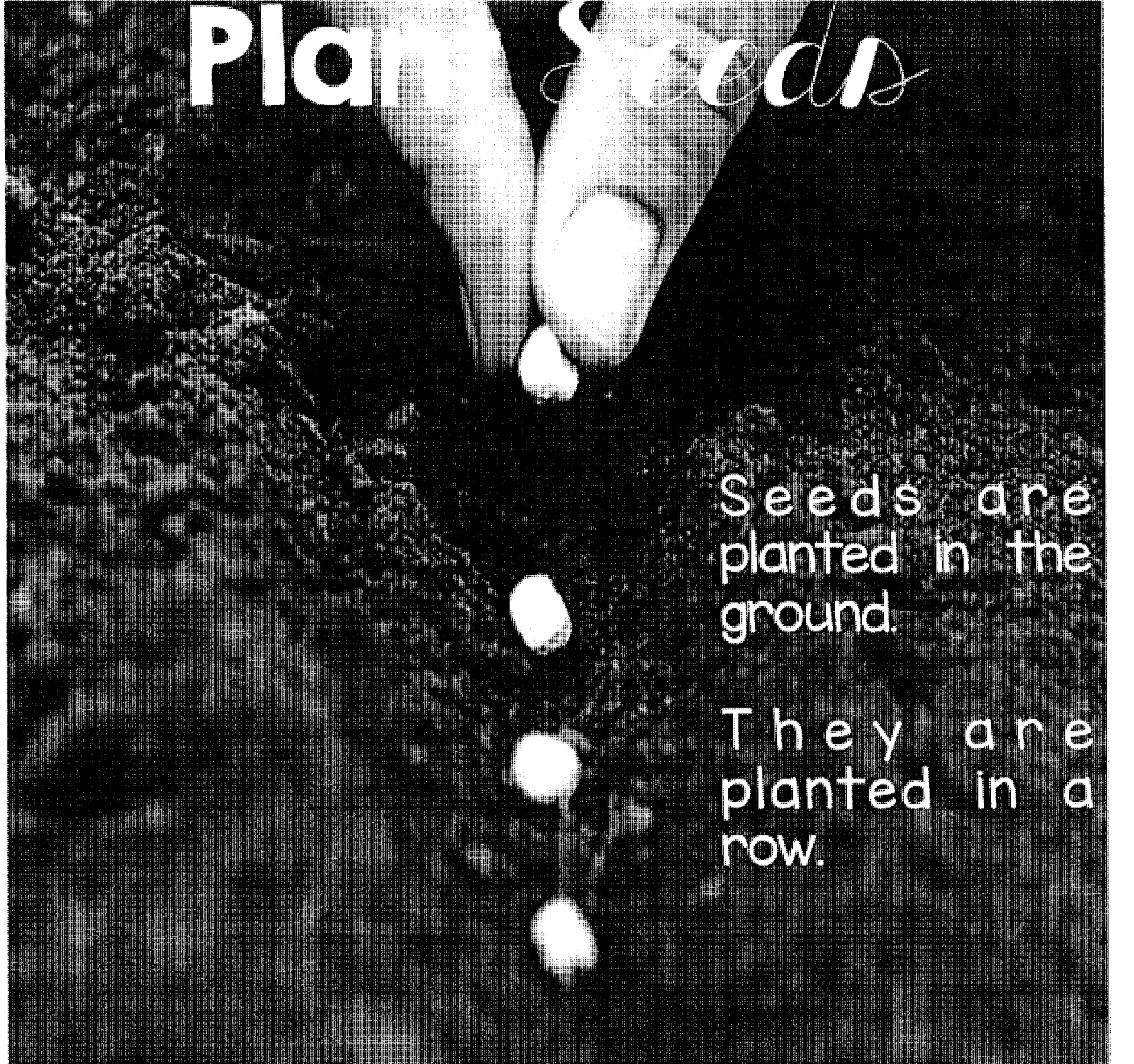
Week 1:

- M-Th: Read about **ONE** plant part per day and fill out the writing page that goes with it. 📷 Take a picture and share with your teacher!
 - Answer these Science questions:
 - How does this part help the plant survive?
- F: Flex Day—Use this day to “catch up” on something you may have missed. 😊 *Optional*: “Read Let’s Find Out” and do Plant Label Page.

Week 2:

- M-W: Read about **ONE** plant part per day and fill out the writing page that goes with it. 📷 Take a picture and share with your teacher!
 - Answer these Science questions:
 - How does this part help the plant survive?
 - What do plants need to grow and be healthy?
- Th-F: Use the reading and writing pages worked on already to Write a book that will teach about the parts of a plant. 📷 Take a picture and share with your teacher!
 - Use the Writing Checklist to help with writing expectations.

Plant Seeds

A black and white photograph showing a hand planting seeds into a row in the soil. The seeds are visible as small white dots in a line. The text 'Seeds are planted in the ground.' is overlaid on the right side of the image.

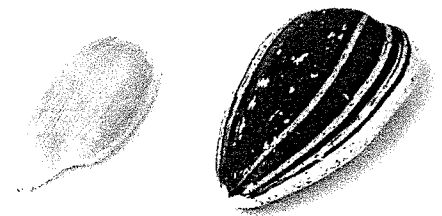
Seeds are
planted in the
ground.

They are
planted in a
row.

A seed is like a baby plant.

The seed is planted in the
ground.

The seed has a hard shell called
a seed coat.



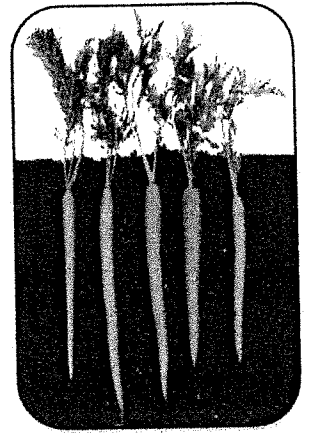
Comprehend Check *Seeds*

1. Draw a picture of a seed.

2. What is a seed?

Plant *Roots*

Roots suck
up water to
the leaves,
flower and
fruit.



Carrots
are roots!

Plant roots
are in the
ground.

The roots
connect to the
stem of the
plant.

Roots keep
the plant
from falling
over or blowing
away.

Trees
have large
roots.



Comprehend Check *Roots*

1. Draw a picture of the plant. Draw an arrow pointing to the roots.

2. What do roots do?

Plant Stems

The stem is
above
ground.

The
flowers,
fruit and
leaves are
connected
to the
stem.

stem

Stems We Eat



Celery, Broccoli and
Asparagus

plant up

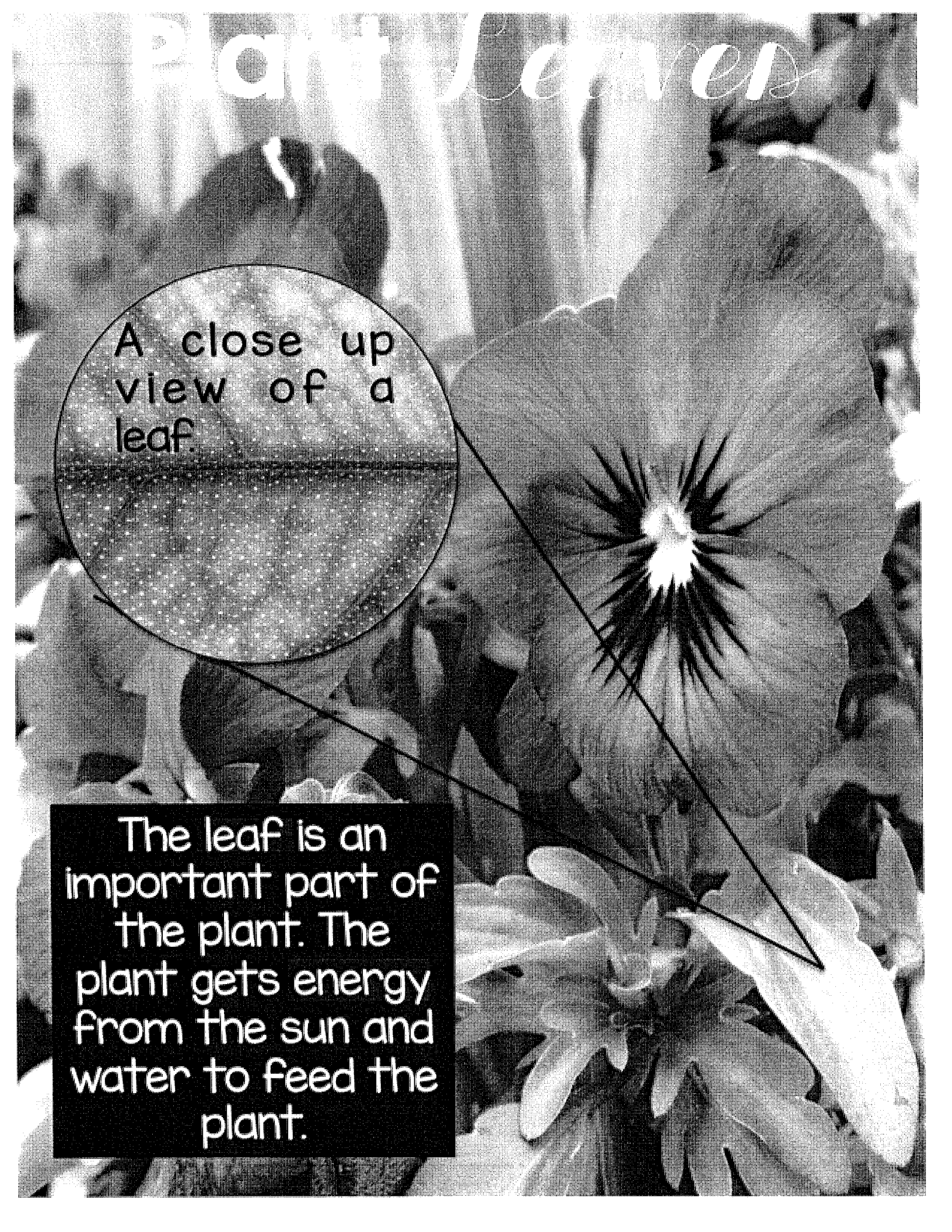
Comprehend Check *Stems*

1. Draw a picture of the stems we eat.

2. What did you draw?

[illegible]

Plant Leaves

A black and white photograph of a plant, likely a hibiscus, featuring large, heart-shaped leaves and a prominent flower with many dark, pointed petals. A circular inset on the left side of the image provides a magnified view of a leaf's surface, showing fine details of its texture. A text box at the bottom left explains the function of leaves.

A close up
view of a
leaf.

The leaf is an
important part of
the plant. The
plant gets energy
from the sun and
water to feed the
plant.

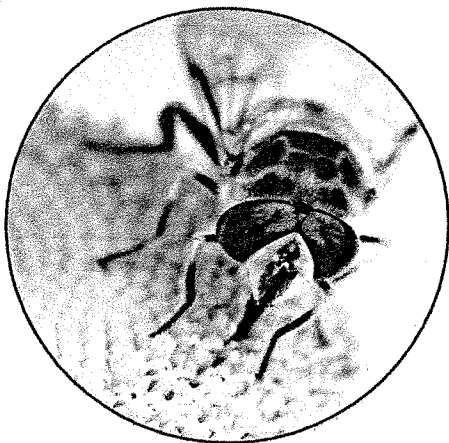
Comprehend Check *Leaves*

1. Draw a plant leaf.

2. What does the leaf get from the sun and water?

Plant *Flowers*

The center of the sunflower has new seeds to plant.



The flower is the prettiest part of the plant.

The flower's smell brings insects to it.

Insects like bright colored flowers the best.

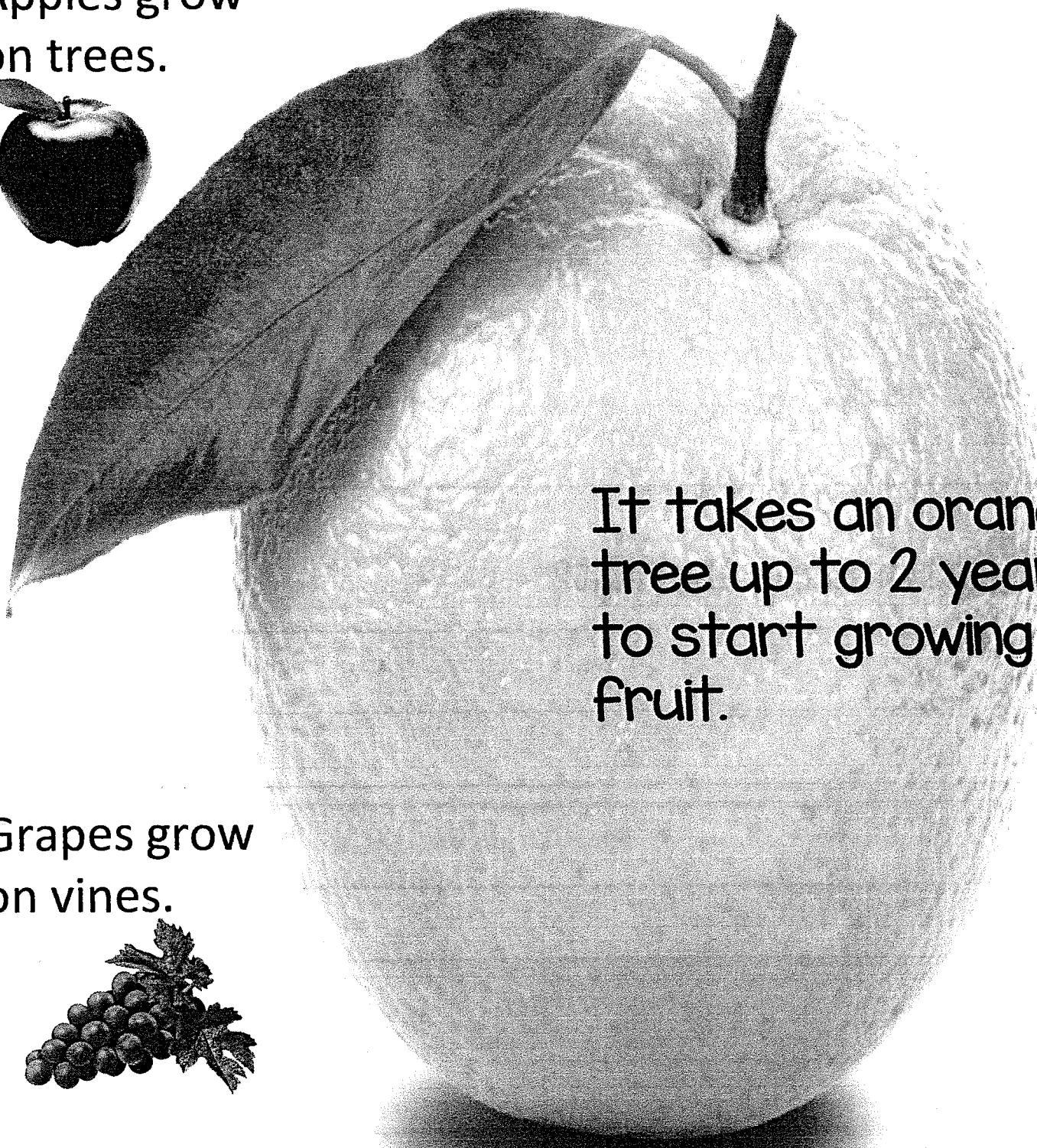
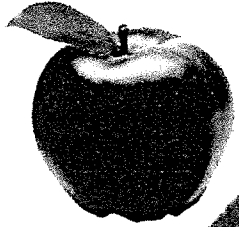
Comprehend Check *Flowers*

1. Draw the center of the flower.

2. What kind of flowers do insects like best?

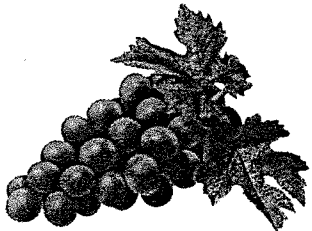
Plant *Fruits*

Apples grow
on trees.



It takes an orange
tree up to 2 years
to start growing
fruit.

Grapes grow
on vines.



Fruits grow from some plants. The seed is inside of the fruit.

After the fruit is eaten, the new seeds can be planted to
grow more plants.

Comprehend Check *Fruits*

1. Draw a picture of a fruit that you like to eat.

2. What is inside of the fruit?

[illegible]

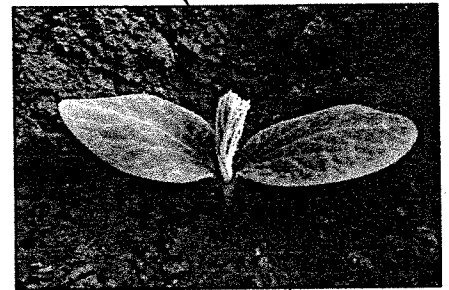
Plant *Life Cycle*

1



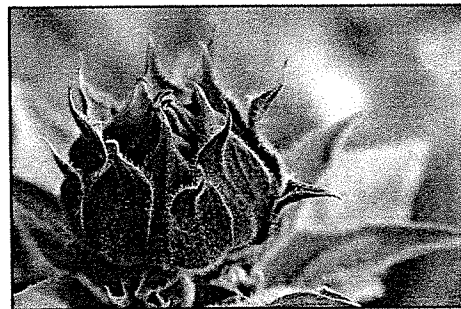
Seeds

2



Sprout

3



Bud

5



adult sunflower

6



The dried up flower has new seeds that will fall out.

Comprehend Check Life Cycle

1. Draw a picture of a sunflower.

2. What is in the center of a dried up sunflower?

This image shows a blank sheet of handwriting practice paper. It features four identical sets of horizontal lines arranged vertically. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The paper is otherwise empty, with no text or markings.

APRIL 2020

Optional

SCHOLASTIC

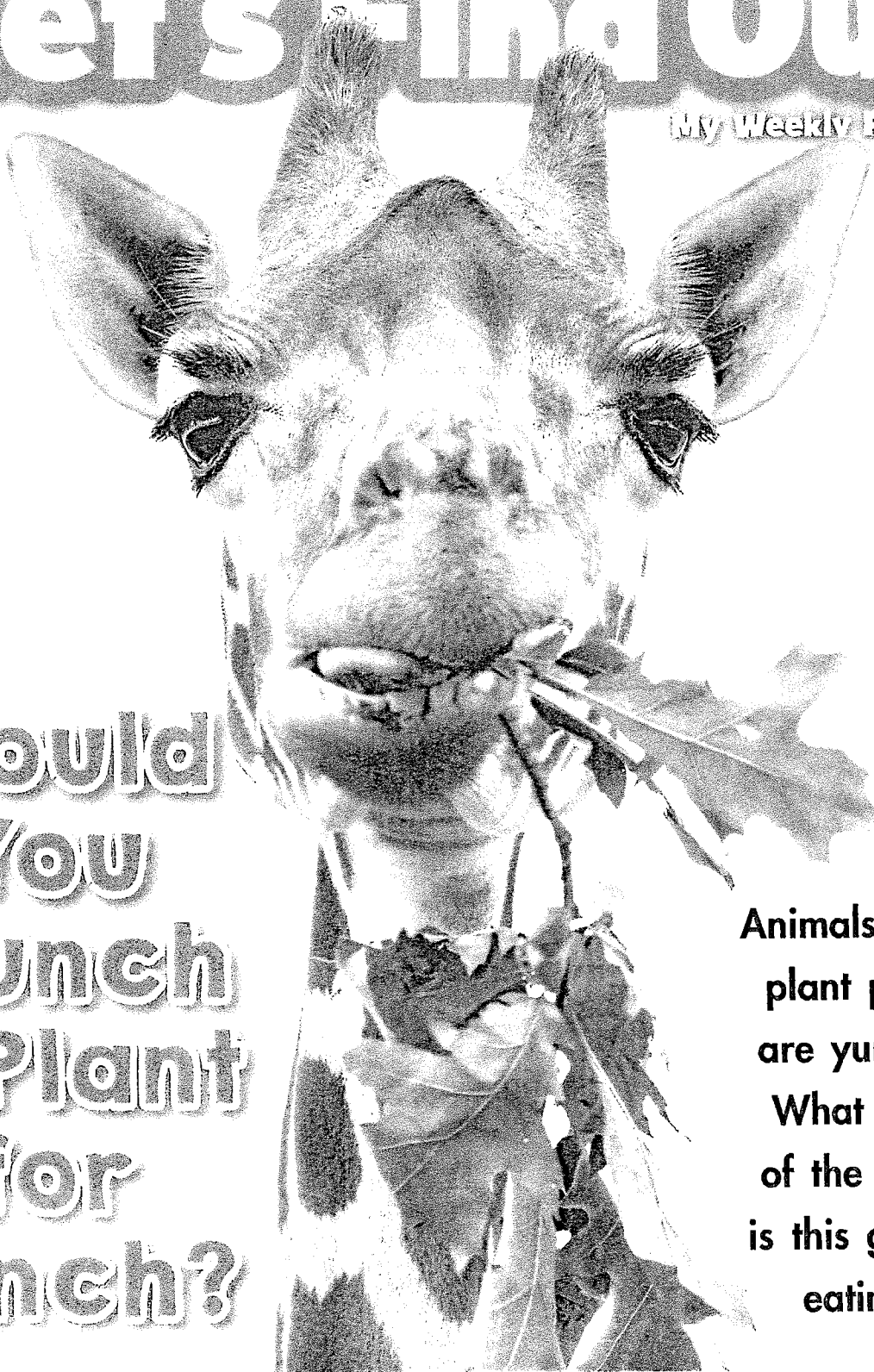
Watch our video about
plant parts at
www.scholastic.com/lfo

ISSN 0024-1261 • VOL. 54, NO. 7

Let's Find Out®

My Weekly Reader®

Would
You
Munch
a Plant
for
Lunch?



Animals think
plant parts
are yummy!
What part
of the plant
is this giraffe
eating?

My name _____

Read Along Issue

with guided reading

Munch, munch, plant parts for lunch!

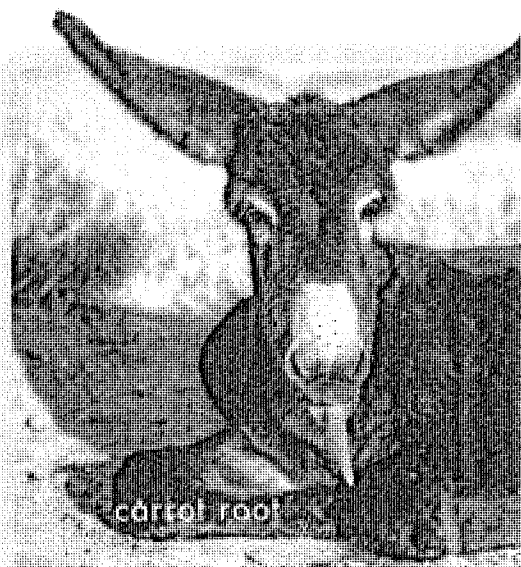
© 2009 by Scholastic Teaching Resources

MUNCH, MUNCH!



bamboo stem

Munch, munch, plant parts for
lunch! This panda eats a **stem**.



carton root

Munch, munch, plant
lunch! This donkey



eucalyptus leaves

Munch, munch, plant parts for
lunch! This koala eats a **leaf**.



Munch, munch, plant
lunch! This rabbit e

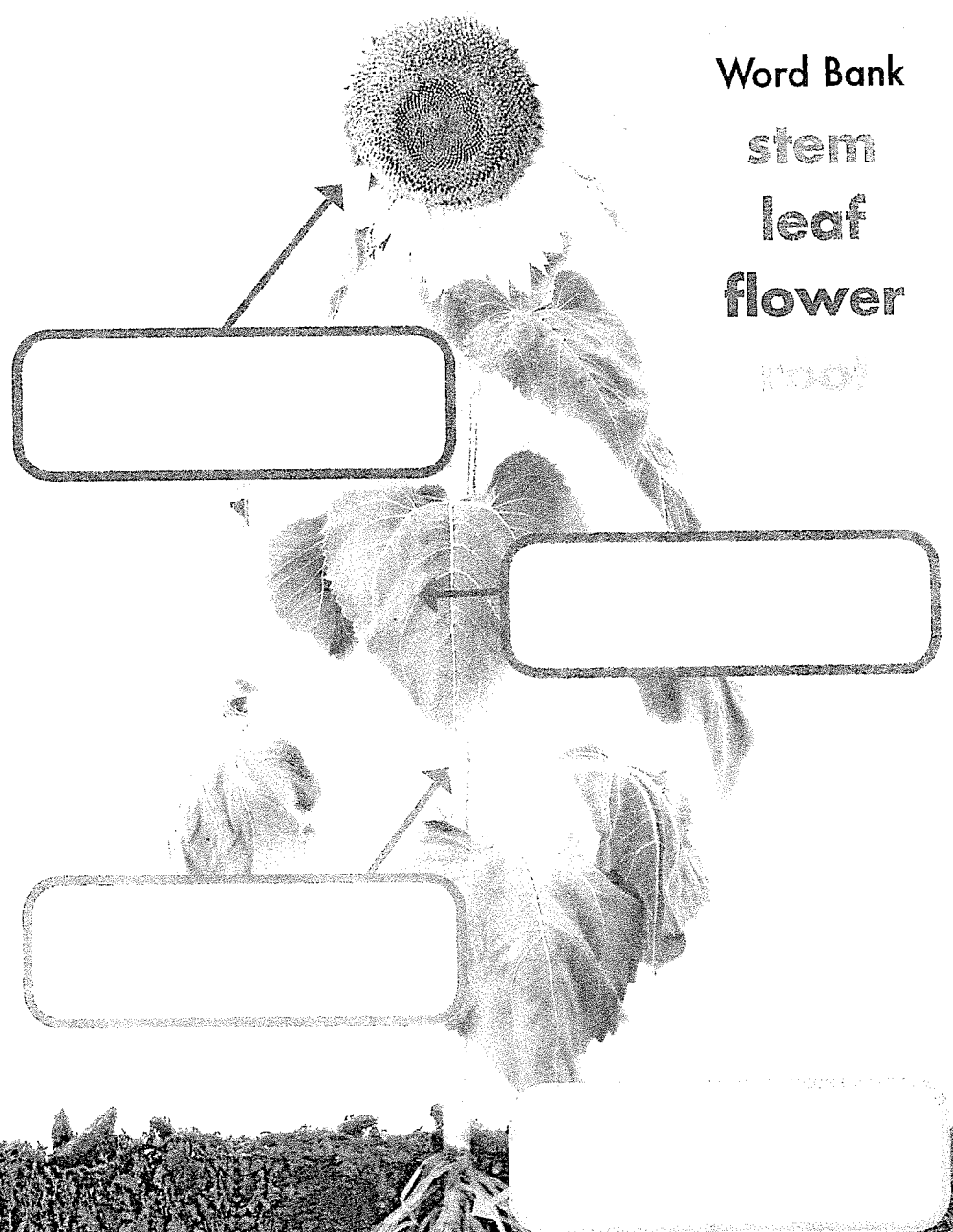
Plant Parts for Lunch!



plant parts for
key eats a **root**.



plant parts for
it eats a **flower**.



- Word Bank
- stem
 - leaf
 - flower
 - root

Parts of a Sunflower

Write labels to show each part of the plant. Use words from the Word Bank.

Count the vegetables growing in the garden.
Color the graph to show how many there are of each.



type of plant

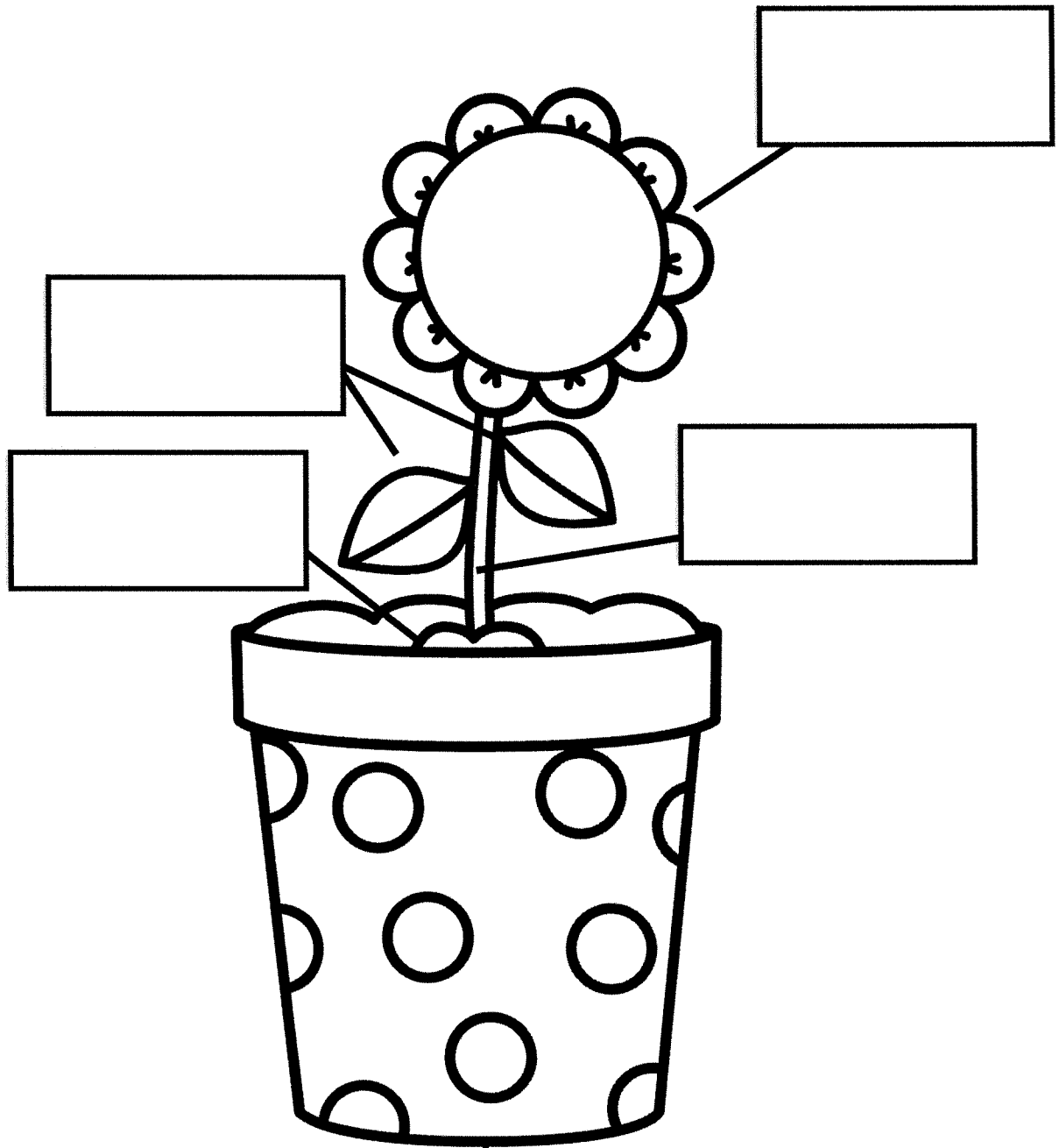
	1	2	3	4
lettuce				
carrot				
tomato				
radish				

number of vegetables

Optional

KinderScience

Directions: Cut and paste the parts of the plant.



leaves



stem



flower



roots

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 2, Th-F: Write a book about Plant Parts to teach others what plants need to survive.

Week 2

Name: _____

Start with drawing a picture of a plant...

1.



A plant has lots of
parts.

Write about ONE part of the plant and what it does...

2.

The

Write about ONE part of the plant and what it does...

3.

The

Write about ONE part of the plant and what it does...

4.

The

Write about ONE part of a plant and what it does...

5.

The

Write what plants NEED to survive...

6.

Plants need

Phonics

(10 min. per day)

Instructions:

- Focus skill: Digraphs ch/sh (week 1), th/wh (week 2)
- Words Their Way Sort: end of week 2-- word list: chin, chick, wheelbarrow, thirteen, wheel, shoe, ship, chain, thick, thermos, thermometer, whistle, chair, whisker, shirt, shelf, thorn, whale, cheese, shell
- Choose **ONE** practice page per day to complete.
- 📷 Take a picture and share with your teacher!

Sight Words

(10 min. per day)

Instructions:

- List of first 200 sight words
- Goal for end of Kindergarten is 44+
- Choose 6-8 each week your child **NEEDS** to learn
- Play a game each day for practice

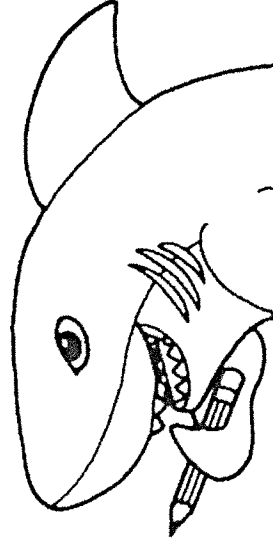


Name: _____

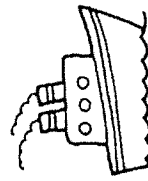
Consonant Digraphs: sh

Trace the letters.

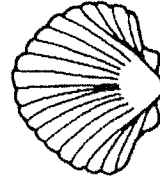
shark



Write **sh** to complete each word.



ip



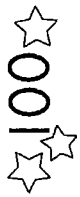
ell



oe



ee



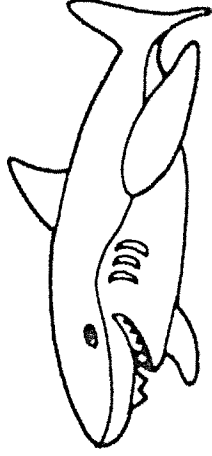
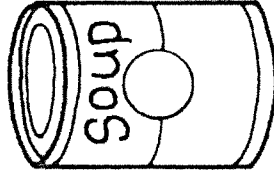
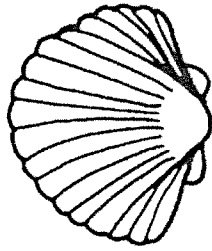
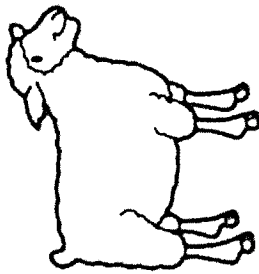
Name: _____

Consonant Digraphs: sh



?

What is the beginning sound in _____?
Color the pictures that begin with the same sound.

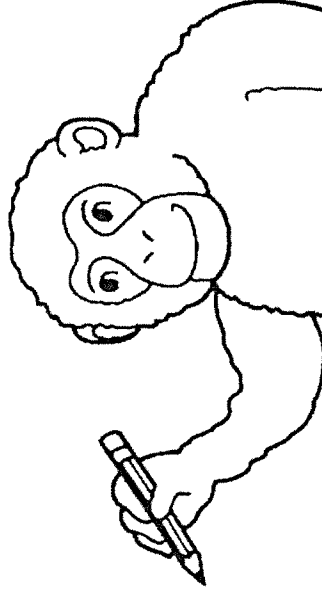


Draw a picture to go with the sentence.

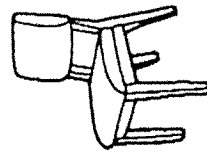
The shark sees a ship.

Trace the letters.

chimp



Write **ch** to complete each word.



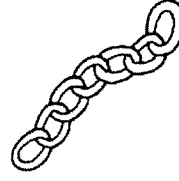
air



ick



eeese

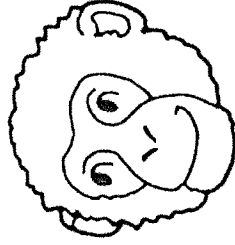
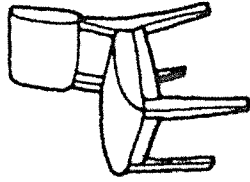


ain



What is the beginning sound in

Color the pictures that begin with the same sound.



Draw a picture to go with the sentence.

The chimp sits on a chair.

sh

Name _____

Week 1

shark shed sheep shell ship shoe

Trace each word.



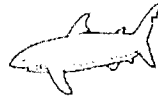
shed



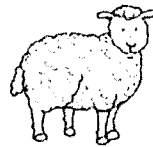
ship

Write each word. Use words from the box above.



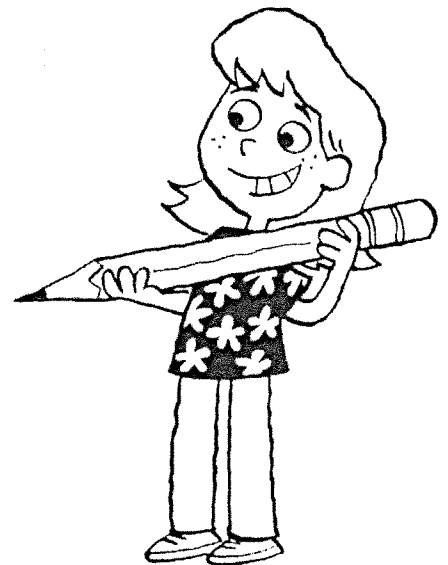






Circle each **sh** word. (Hint: There are 6.)

t y w d o s h e e p
b s h e l l u c m s
s v r j k i z s j h
h n x t n g q h c a
i f u m r b w o g r
p z s h e d x e r k



ch

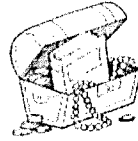
Name _____

chain check cheese chest chick chip

Trace each word.



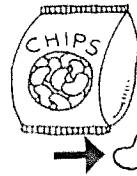
check



chest

Write each word. Use words from the box above.



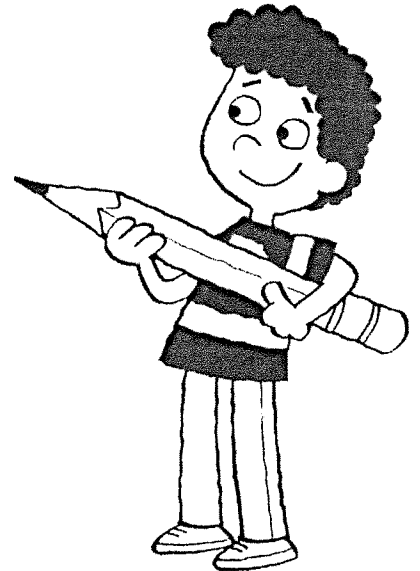






Circle each **ch** word. (Hint: There are 6.)

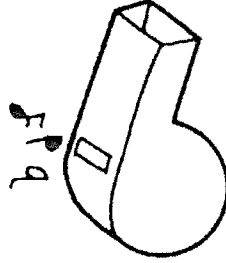
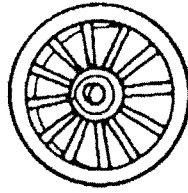
c	n	r	o	d	c	h	e	s	t
h	v	j	c	h	e	e	s	e	c
a	m	g	p	u	c	z	a	l	h
i	r	x	o	n	h	m	f	v	e
n	l	f	w	y	i	d	t	g	c
c	h	i	c	k	p	q	u	b	k





?

What is the beginning sound in _____?
Color the pictures that begin with the same sound.



Draw a picture to go with the sentence.

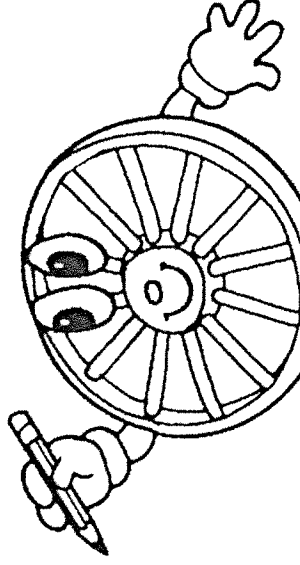
The whale blew a whistle!

Name: _____

Consonant Digraphs: wh

Trace the letters.

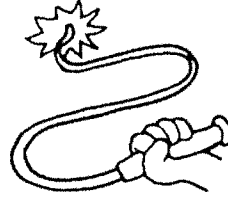
eel eel



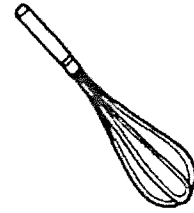
Write **wh** to complete each word.



istle



ip



isk



ale

th

Name _____

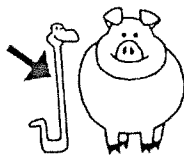
Week 2

thank thin think third thorn thumb

Trace each word.

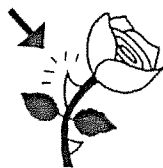


thank



thin

Write each word. Use words from the box above.

3rdCircle each **th** word. (Hint: There are 6.)

t	h	i	r	d	t	h	a	n	k
g	b	t	z	t	v	u	l	t	j
m	e	h	s	h	a	f	o	h	w
q	l	o	x	i	p	y	c	i	g
y	w	r	c	n	e	j	v	n	d
f	p	n	t	h	u	m	b	k	s



wh

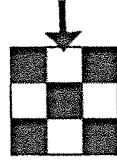
Name _____

whale wheat wheel whisk whistle white

Trace each word.

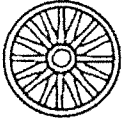


whisk

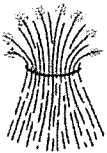


white

Write each word. Use words from the box above.







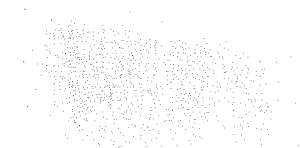
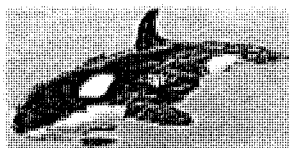
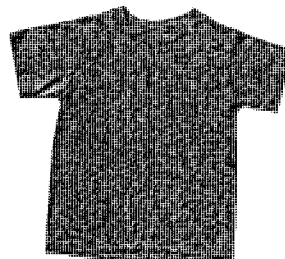
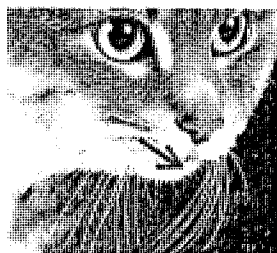
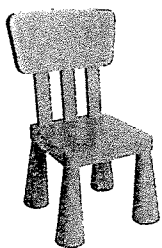
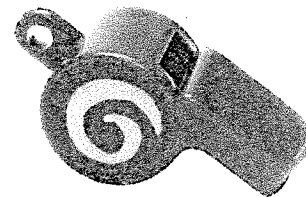
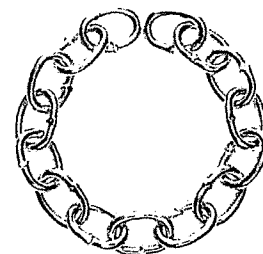
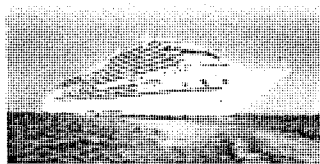
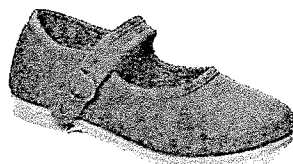
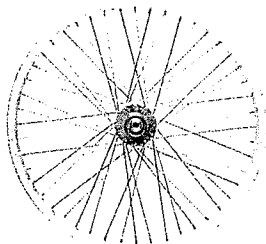
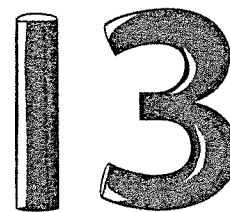
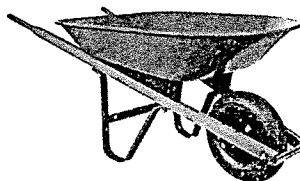


Circle each **wh** word. (Hint: There are 6.)

w g m w h e a t q w
h f w d c b n u y h
e x h o w h i t e i
e r a p n u z g c s
l b l j r f m o d k
k v e w h i s t l e



End of Week 2



Digraphs sh, ch, wh, th

End of Week 2

sh 	ch	wh 	th 

SIGHT WORD GAME IDEAS

Write the Room

Using index cards or cut up pieces of paper, write down some sight words and hang them up around the house. Have your child write the sight words as he/she finds them.

Memory/Matching

Create this game using cut up index cards or paper; write down some sight words (2x per word). Lay the cards face down and see if you can find matching sight words (reading and spelling as you flip each card over).

BONUS: You can even play Go-Fish with this set of cards!

Puddle Jumping

A fun indoor or outdoor activity! Write some sight words out on paper, or using sidewalk chalk, lay them out on the floor. Say a sight word and have your child hop to that word.

CHALLENGE: Have he/she spell it while hopping!

Ghost Words

On white paper, write a sight word with a white crayon. Then use colored paint or a marker to color over the crayon. Watch the word magically appear!



Hide and Seek

Write sight words on disposable cups, then hide a fun object under one of those cups. Have your child name/spell a sight word to guess where the object is hiding.

Hopscotch

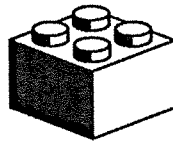
Like Puddle Jumping, a fun indoor or outdoor activity! Write some sight words out on paper, or using sidewalk chalk, lay them out on the floor in a hopscotch pattern. Have your child hop to each word, reading and spelling as he/she goes!

Flashcards & Beyond

Make standard flashcards to help your child practice. Other ideas include, having them spell sight words in the sand, with sidewalk chalk, on a cookie sheet with shaving cream, or rolling the letters out of Playdoh!

Build It!

Using Legos or other building blocks, build, spell, and read sight words.



Sight Word SPLAT!

Using index cards or paper, write out some sight words, then lay them out flat. Using a flyswatter (or something similar), name or spell a sight word and have your child "SPLAT" it!

Sight Word Toss

Using a balloon or ball, cover the surface by writing out sight words. Toss the balloon/ball back and forth with your child, reading and spelling the sight word your right thumb lands on when you catch it.

Sight Word Scramble

Write out a sight word with the letters scrambled out of order. Have your child play detective to spell the word correctly.

Tic-Tac-Toe

Draw out a tic-tac-toe board, filling each square with a different sight word. Read and spell the word as each square gets used.

X	X	O
O	O	X
X	O	X

SIGHT WORD SONG

Sing to the tune of BINGO.

There was a sight word of the day,
and _____ was our sight word.

(spell sight word)

Repeat x2.

And _____ was our sight word!

Example:

There was a sight word of the day,
and **from** was our sight word.

f-r-o-m

f-r-o-m

f-r-o-m

And **from** was our sight word!

Fry Sight Words

First 100 Words (#1-100)

the
of
and
a
to
in
is
you
that
it
he
was
for
on
are
as
with
his
they
I
at
be
this
have
from

or
one
had
by
words
but
not
what
all
were
we
when
your
can
said
there
use
an
each
which
she
do
how
their
if

will
up
other
about
out
many
then
them
these
so
some
her
would
make
like
him
into
time
has
look
two
more
write
go
see

number
no
way
could
people
my
than
first
water
been
called
who
oil
sit
now
find
long
down
day
did
get
come
made
may
part

Fry Sight Words

Second 100 Words (#101-200)

over	say	set	try
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
years	too	even	air
live	means	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
things	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world