



## **Kindergarten**

# Packet Instructions

- **Literacy:** Read a fiction or nonfiction text for at least 20 minutes daily. Complete at least two activities each day.
- **Math:** Complete one of the recommended math activities each day.
- **Science:** Choose one activity from each of the science domains each week.
- **Social Studies:** Complete an activity from the social studies menu three times a week.
- **English Language Development:** Complete approximately one activity every other day

## Multilingual Programs:

### Spanish Program

- **Spanish Literacy:** Complete one or two Spanish language activities daily.
- Complete other core activities listed above.

## Elementary ELA At Home Resources

**Directions:** Read a **fiction** or **nonfiction** text for at least **20 minutes daily**. Complete at least two activities listed below **each day**.

Reading	Writing	Speaking & Listening	Foundational Skills	Language
<p>Ask and answer who, what, when, where, why questions about the text</p> <p>Tell about who the characters are and how they change over time</p> <p>List 3 facts you learned from the text</p> <p>Create your own illustrations to go with the story</p> <p>Compare and contrast 2 characters or settings OR Compare and contrast 2 different texts</p> <p>Read a book with a sibling, a grown up, a friend, or even a stuffed animal</p> <p>Make predictions about a text</p>	<p>Summarize the beginning, middle, and end of the story</p> <p>Rewrite the story in your own words</p> <p>Write and illustrate your own fictional story</p> <p>Write and illustrate a how-to text</p> <p>Make a grocery list</p> <p>Research a new topic</p> <p>Write a letter to a friend or your teacher.</p> <p>Respond to the text in writing</p> <p>Create a comic strip about the text you read</p> <p>Keep a daily journal</p>	<p>Retell the story in your own words</p> <p>Ask and answer questions about a topic</p> <p>Speak in complete sentences</p> <p>Create your own movie or play</p> <p>Go on a sight word scavenger hunt</p>	<p>Practice writing the alphabet</p> <p>Look for words and punctuation you know in a text</p> <p>Figure out the meanings of new words</p> <p>Find objects in your home that begin with the same sound</p> <p>Count the syllables in words</p> <p>Think of as many rhyming words as you can</p>	<p>Try to learn a new word every day</p> <p>Use a new word in a conversation</p> <p>Make up your own tongue twister</p> <p>Look for words with prefixes and suffixes</p>

## A Letter from Kate

I'm Kate Skipper, and this is my book!

This book tells what I did last summer when I was nine. My mom and dad took me to visit with my Nan. Nan is my mom's mom. She is an artist, and she has a cabin out in the West.

At the start of my time with Nan, I was sad. It seemed like it would be a boring summer. But in the end I had a lot of fun.

I made this book to tell you all the fun stuff I did last summer. When I finished it, Nan made the art. You have the book we made in your hands. I hope you like it!

*Kate Skipper*



# In the Cave

When I went to visit with Nan, I was sad. I missed Mom and Dad. But Nan cheered me up and made things fun.

Nan took me on hikes. The land I saw in the West was not at all like the land I am used to. Where I am from, things are green in the summer, and there are lots of trees. Out in the West, there are hills and red rocks, but not a lot of trees. In some spots, you can hike for a mile and not see one tree!

Once, Nan and I were on a hike when it started to storm. Nan and I went into a cave so that we would not get wet.



As we were standing there, I saw something shimmer in the dark.

“Nan,” I said, pointing at the spot,  
“what’s that?”

“Well,” said Nan, “let’s have a look.”

We looked and saw something stuck  
in a crack in the rock. I grabbed it.

“It’s a coin!” I said.

“Well, I’ll be!” said Nan.





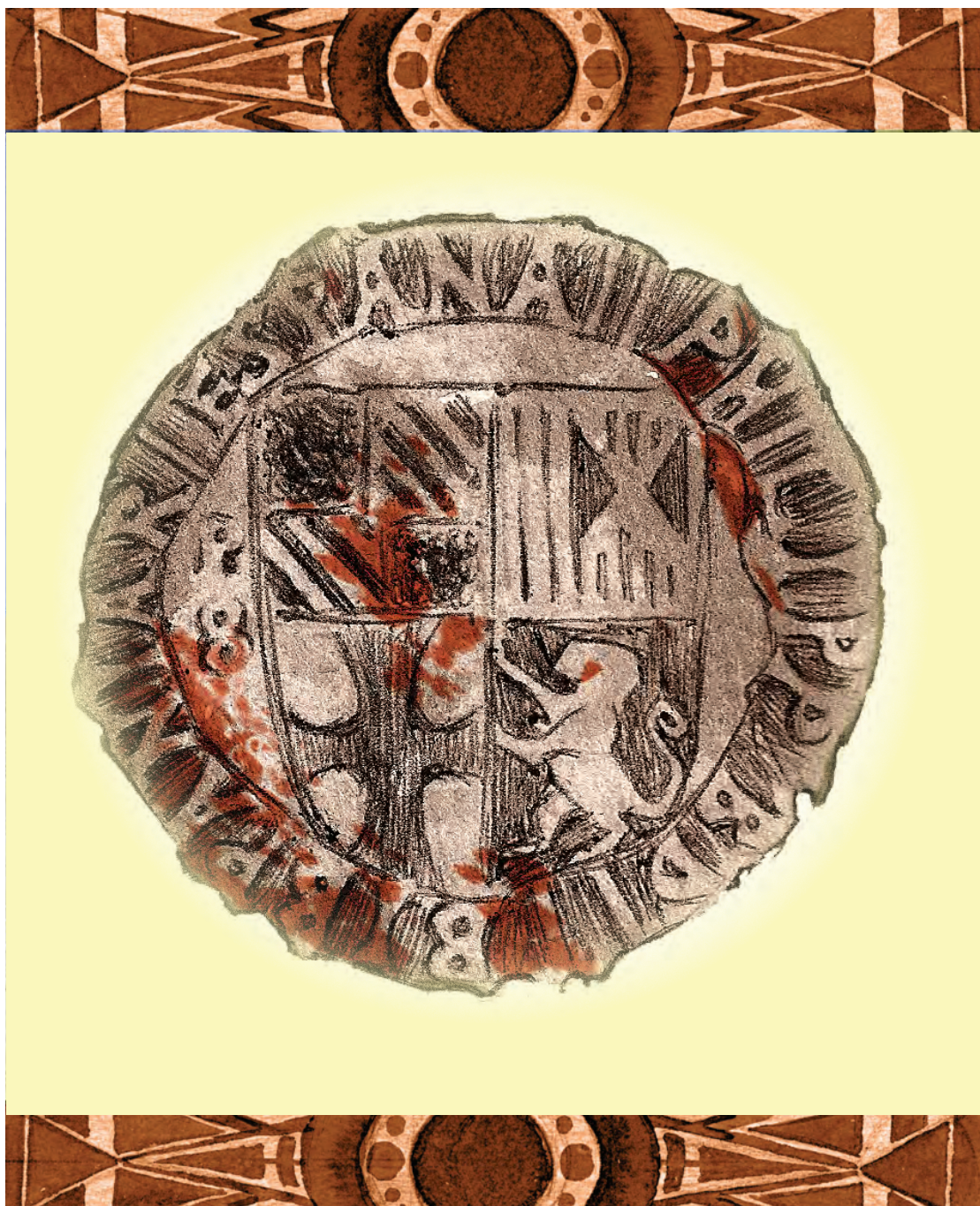


I said, “What sort of coin is it?”

Nan said, “I can’t tell. It looks like it could be made of sil·ver.”

Then she said, “I have a pal, Jack, who is an ex·pert on coins. We can bring it to him to·morr·ow, and he will tell us what sort of coin it is.”

I dropped the coin in my pock·et, and we went on with our hike.



# Math Activities

## Finding Equal Groups

### Task

#### Material

- Assorted objects to create the groups
- Clear ziplock bags or small cups
- Index cards and stickers
- An egg timer or a kitchen timer

#### Action

The teacher will assemble a variety of groups of objects in a few different forms. For example the teacher might put together:

- an index card with 5 stickers
- a clear ziplock bag with 7 beans
- a cup filled with 4 pennies
- an index card with a 4 smiley faces drawn onto it
- 5 crayons held together by a rubber band
- a picture of 7 fingers
- 5 small toy animals in a clear ziplock bag
- 7 erasers in a small cup
- a group of 4 pencils held together by a rubber band

The teacher will give students a timer, and the students will race against the clock to sort the groups of objects into three separate groups (grouped by quantity) by the time the timer is finished.



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# Goody Bags

## Task

### Materials

- Many small ziplock bags of counting objects (the “goodies”). Each bag should contain a number of objects in the counting sequence students are working on, between 1 and 20.
- Post-it notes (or slips of paper) and pencil.

### Actions

Students count the objects, record the number on the post-it note and stick the post-it note onto the outside of the bag.

Students can be provided with a number line to aid in writing the numbers. If the teacher is concerned that students cannot write the numbers independently s/he can write the quantities on post-it notes ahead of time and let the students choose the post it note that goes with each goody bag.



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# What's Missing?

## Task

Show the student 6 counters (small, flat objects). Ask the student to close his/her eyes. Hide some of the counters under a sheet of heavy paper. When the student opens his/her eyes, s/he determines how many were hidden based on the number of counters still showing.



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# Science Domains

Choose one activity\* each week from each of the different domains of science. Each of the activities listed has a connection to a science standard. Completing an activity does not equate to mastering of the standard.

PS=Physical Science

ESS=Earth and Space Science

LS=Life Science

Physical Science	Earth and Space Science	Life Science
Sit in a window where the sun is shining for a few minutes. Do you feel warmer? Put two different colors of paper in the window. Does one feel warmer than the other after a few minutes? How is this the same as when the sun shines on the ground or pavement outside? K-PS3-1	Observe the weather and draw what you see. K-ESS2-1	Describe the basic needs of food, clothing and shelter common to all people. K-LS1-1
Find a chair or toy that you can push. Gently push the chair/toy. What happens? What do you predict would happen if you pushed it a little harder? Can you pull it toward you? How does the effort to push compare to the effort to pull? K-PS2-1	What evidence do you see that the plant has changed its environment to meet its need for space? K-ESS2-2 	Think of an animal. Draw that animal and give it the items it needs to survive (shelter, food, etc.). K-LS1-1
How can you create a structure to reduce the heat that you feel from the sun? Do you have materials at home that you could use to build such a structure? K-PS3-2	Could a frog live in a habitat built for a cat? How would a cat live in a habitat built for a frog? What evidence do you have to support your claims? What are the needs that a frog has compared to the needs of a cat? K-ESS3-1	
Find a small ball, marble, or other object that can roll. Gently roll it across the floor several times in the same path. How could you design something that could change the speed or direction of the marble on its path? K-PS2-2	Watch the local weather forecast. What did the weathercaster predict would happen tomorrow? Why do we watch the weathercast? How does that help us in our lives? What other questions do you have about weather forecasting? K-ESS3-2	

# Social Studies

## *Learning Activities and Resources*

Directions: K- 4th graders can work on Social Studies three times per week.

Write a journal entry to someone who lives outside of Oklahoma and describe what they would experience.	Students can interview a family or community member to write, or draw, an oral history. Students should ask about a historical event (including questions such as who, what, when, where, why and how). The student can also ask how the historical event impacted the life of the person they are interviewing.	Draw a detailed map of a room in your house and share it with someone.
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## **At Home Activities and Resources for Families (English Language Development)**

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

### **Actividades en el hogar y recursos para familias (Desarrollo del idioma inglés)**

Saludos querido padre/tutor. Gracias por apoyar el aprendizaje de su hijo en casa. Los recursos en este paquete le brindarán a su hijo oportunidades para practicar su desarrollo del inglés a través de diferentes actividades de vocabulario, gramática y lectura.

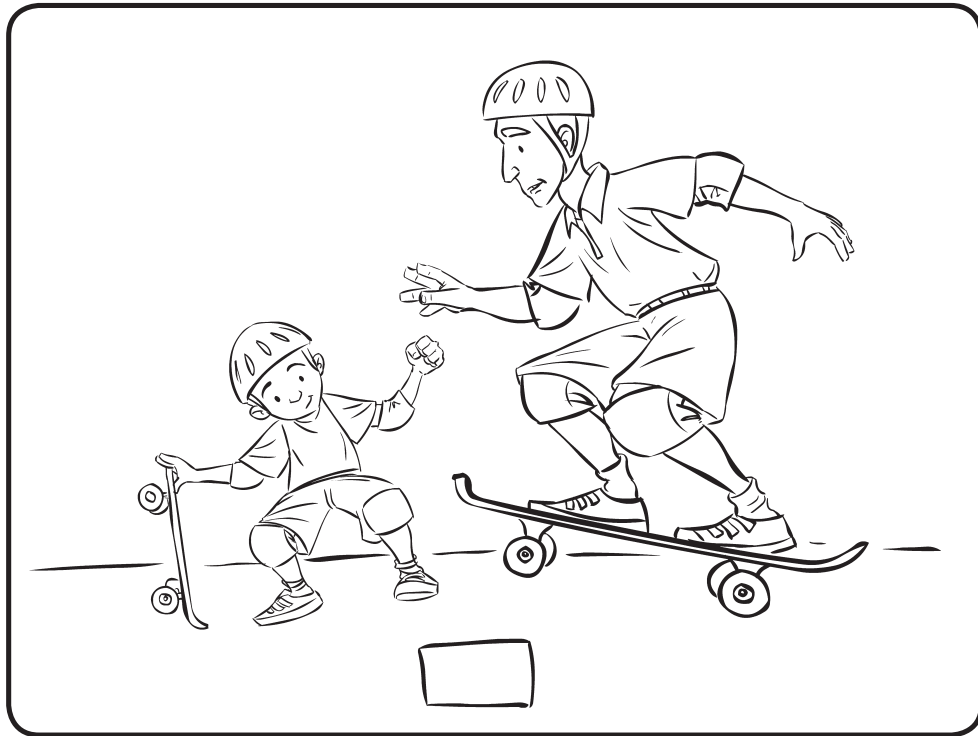
Cada paquete tiene historias para leer en inglés con preguntas y actividades de vocabulario. No necesita imprimir ninguna actividad, ya que las respuestas pueden escribirse en una hoja de papel por separado.

Gracias nuevamente por su entusiasmo en completar las actividades con su hijo en casa.

# **Sam and Dad**

## **Imagine Learning**

Name \_\_\_\_\_



## **Sam and Dad**

**"I'm Sam."**

**"I'm Dad."**

**Sam is good.**

**Dad is not good.**

**Dad is sad.**

**Dad and Sam practice.**

**Now Dad is not sad.**

**Dad is good.**

**Sam is good.**



Name \_\_\_\_\_

**WORD CARDS**

Cut out the cards and practice learning the words.

is

good

not

I'm

where

here

\* New Word

Name \_\_\_\_\_

**WORD CARDS**

Cut out the cards and practice learning the words.

now

and

practice

good

I'm

is

\* New Word

# Name \_\_\_\_\_

## Words to Sort

Write these words under the correct clue word.



**CLUE  
WORDS**

jam

dad

pad

ham

glad

slam



mad

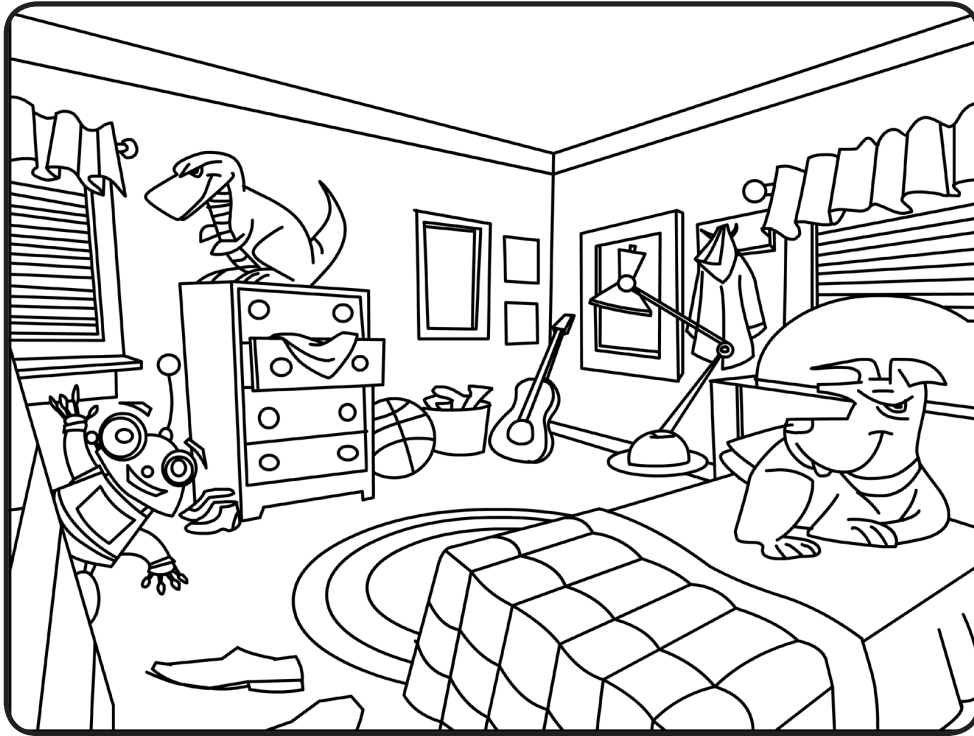


Sam

# **Where Am I?**

## **Imagine Learning**

Name \_\_\_\_\_



## Where Am I?

Where am I?

Here I am!

Where am I?

Here I am!

Where am I?

Here I am!



Name \_\_\_\_\_

## WORD CARDS

Cut out the cards and practice learning the words.

I

where

here

\* New Word

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

## La letra mayúscula

**Instrucciones:** Dibuja un círculo alrededor de las letras que deben escribirse en mayúsculas. Corrige la oración y escríbela sobre la línea. Luego haz un dibujo que represente la oración.

Jack y marcela juegan. ellos juegan con sid.

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Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# Formar sustantivos plurales

**Instrucciones:** Lee los sustantivos con tu maestro. Si el sustantivo representa una persona, lugar o cosa, dibuja uno. Si el sustantivo es plural, dibuja más de uno. Luego voltea con un compañero y usa cada palabra en una oración.

vaca

mamás

platos

sol

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# Las palabras interrogativas

**Instrucciones:** Escucha mientras tu maestro lee las preguntas. Dibuja la respuesta a cada pregunta. Una vez que hayas terminado, usa tus dibujos para contar un cuento a un compañero.

<b>1. ¿Quién quiere comer algo?</b>	<b>2. ¿Qué quiere comer la persona?</b>
<b>3. ¿Dónde va a comer la persona?</b>	<b>4. ¿Cuándo va a comer la persona?</b>
<b>5. ¿Por qué la comida sabe bien?</b>	<b>6. ¿Cómo se siente la persona después de comer?</b>

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# Las preposiciones

**Instrucciones:** Lee las oraciones con tu maestro. Escribe la preposición que haga que la oración tenga sentido. Luego haz un dibujo que corresponda a la oración.

Envíe una carta \_\_\_\_\_ mi abuelita.

sobre    bajo    en    a

Sid duerme \_\_\_\_\_ la cama.

a    bajo    desde    en



Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# Los artículos determinados e indeterminados

**Instrucciones:** Lee las oraciones con tu maestro. Escribe sobre la línea si el artículo es determinado o indeterminado.

1. \_\_\_\_\_ La fiesta de mi cumpleaños fue muy divertida.
2. \_\_\_\_\_ Unos vecinos hicieron ruido por la noche.
3. \_\_\_\_\_ En casa tengo un libro del mismo tema. Voy a buscarlo.
4. \_\_\_\_\_ Este es el libro que te comenté.

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# La concordancia entre artículos y sustantivos

**Instrucciones:** Lee los artículos y los sustantivos con tu maestro. Si el artículo y el sustantivo concuerdan en género y número, haz un dibujo que lo represente. Si el artículo y el sustantivo no concuerdan en género y número, escribe el artículo correctamente.

<b>las estrellas</b>	<b>los sol</b>
<b>una caracoles</b>	<b>una flor</b>
<b>unos árboles</b>	<b>el manzana</b>

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# La mayúscula en la primera letra de una palabra al inicio de una oración

**Instrucciones:** Subraya las letras que deben escribirse en mayúsculas. Corrige la oración y escríbela sobre la línea. Luego haz un dibujo que represente la oración.

los niños hacen un dibujo de pixie. el gato de los niños se llama pixie.

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