



## Pre-Kindergarten 4 Distance Learning Packet Academic Readiness for 2020

Dear Center City Families,

In this challenging time, Center City staff is doing our best to ensure that your child is academically prepared to return to school in the Fall of 2020 with minimal learning loss. We have created this packet of academic materials that expand on foundational content that was covered this school year. Your child should complete this work to be ready for school once the academic year starts again in the fall.

This packet includes approximately four weeks of work. **Between May 4th and 22nd, teachers will schedule virtual check-ins with students centered around the content of this packet. Please return the completed packet to your home campus no later than June 5, 2020.**

Inside this packet, you will find:

- A table of contents that shows page numbers for each included activity
- A calendar that shows, day by day, which activities students should complete
- A copy of every activity and assignment that students will need to complete

Your child's teachers will be reaching out via text, email, phone, or Class Dojo to let you know when they are available and how they will monitor student progress on academic work through May 22nd.

There are a number of ways you can support the academic growth of your child during this time and throughout the summer:

- If possible, provide them with a quiet, comfortable place in which to complete their work.
- Please encourage them to read a book or magazine for pleasure. You can find books and resources online at [www.dclibrary.org](http://www.dclibrary.org).
- Encourage children to keep a diary or journal for recording their thoughts, observations, or drawings.
- Get outside for an hour or two as weather permits.
- Reach out to the teacher if your child has any questions about the work in this packet.

We thank you for your patience and flexibility during these unprecedented times. If you have any questions or concerns, please do not hesitate to reach out to your campus team. In the meantime, we encourage everyone to stay safe and healthy by following the social distancing protocols that Mayor Bowser has put into place.

Sincerely,

The Center City Team



## Pre-Kindergarten 4 Distance Learning Packet

### Preparación Académica para 2020

Queridas Familias de Center City,

Durante este tiempo difícil, el personal de Center City está haciendo nuestro mejor para asegurar que su hijo está académicamente preparado para regresar a la escuela en el otoño de 2020 con una pérdida mínima de aprendizaje. Hemos creado este paquete de materiales académicos que amplían en el contenido fundacional que estaba cubierto este año escolar. Su hijo debe cumplir este trabajo para estar listo una vez el año académico empiece otra vez en el otoño.

Este paquete incluye aproximadamente cuatro semanas de trabajo. **Entre el 4 y el 22 de mayo, los maestros van a programar conversaciones virtuales con los estudiantes para hablar sobre el contenido de este paquete. Por favor entreguen el paquete cumplido a su campus no más tarde que el 5 de junio, 2020.**

Adentro este paquete, van a encontrar:

- Una tabla de contenido que muestra el número de página para cada actividad incluida
- Un calendario que muestra, día por día, cuáles actividades los estudiantes deben cumplir
- Una copia de cada actividad y trabajo que los estudiantes necesitan cumplir

Los maestros de su hijo van a estar en contacto por texto, correo electrónico, teléfono, o Class Dojo para notificarles cuando están disponibles y cómo van a monitorizar el progreso de su estudiante en el trabajo académico hasta el 22 de mayo.

Hay una variedad de maneras que usted puede apoyar el crecimiento académico de su hijo durante este tiempo y durante el verano:

- Si posible, proporcione su estudiante un lugar tranquilo y cómodo donde puede cumplir su trabajo.
- Por favor animalo a leer un libro o revista para diversión. Puede encontrar libros y recursos en línea a [www.dclibrary.org](http://www.dclibrary.org).
- Anime los niños a escribir un diario con sus pensamientos, observaciones, o dibujos.
- Salgan afuera por una hora o dos si el tiempo lo permite
- Hable con el maestro si su hijo tiene alguna pregunta sobre el trabajo en este paquete.

Les agradecemos su paciencia y flexibilidad durante esta época sin precedentes. Si tiene preguntas o preocupaciones, por favor no duden en ponerse en contacto con el equipo de su campus. Mientras tanto, animamos a todos a mantenerse seguros y saludables por seguir los protocolos de distanciamiento social que la alcaldesa Bowser ha implementado.

Sinceramente,

El Equipo de Center City



## ትምህርታዊ ዝግጁነት ለ 2020 Pre-Kindergarten 4 Distance Learning Packet

የተከበራችሁ የሴንተር ሲቲ ወላጆች

በዚህ ፈታኝ ወቅት የሴንተር ሲቲ ሰራተኞች ልጅዎ በ 2020 መገባደጃ ላይ ወደ ት / ቤት ሲመለስ በትምህርቱ ዝግጁ መሆኑን ለማረጋገጥ የተቻለንን ሁሉ እያደረጉ ነው። በዚህ የትምህርት ዓመት የተሻራኩ መሠረታዊ ይዘቶች ላይ የሚያተኩር ይህንን የትምህርት ቁሳቁስ የያዘ ፓኬጅ ፈጥረናል። የትምህርት ዓመቱ በበልግ ወቅት/ፎል እንደገና ከተጀመረ ልጅዎ ለትምህርት ቤት ዝግጁ ለመሆን ይህንን ስራ መሙላት/መስራት አለበት።

ይህ ፓኬት በግምት የአራት ሳምንታት ሥራን ያካትታል። ከግንቦት/ሚያ 4 እስከ 22 ኛው ባለው ጊዜ መምህራን በዚህ ፓኬጅ ይዘት ዙሪያ እተኩረው ከተማሪዎች ጋር በቨርቹዋል/በኢንተርኔት ለሚደረግ ትምህርት መርሃ ግብር ይዘጋጃሉ። እባክዎን የተጠናቀቀውን እሽግ ከጁን 5 2020 ዓ.ም. በፊት ወደ ትምህርት ጣቢያ/ ካምፓስ ይመልሱ።

በዚህ እሽግ ውስጥ የሚከተሉትን ያገኛሉ፡

- ለእያንዳንዱ ስራዎች የገጽ ቁጥሮችን የሚያሳይ የይዘት ሠንጠረዥ
- ተማሪዎች በየቀኑ ማጠናቀቅ የሚጠበቅባቸውን ስራዎች የሚያሳይ የቀን መቁጠሪያ
- ተማሪዎች ማጠናቀቅ የሚያስፈልጓቸውን የእያንዳንዱ እንቅስቃሴ ቅጂ/ኮፒ

የልጅዎ እስተማሪዎች እስከ ሚያ 22 ባለው ጊዜ መቼ እንደሚገኙ እና እንዴት በአካዳሚክ ሥራ ላይ የተማሪዎን እድገት እንዴት እንደሚቆጣጠሩ ለማሳወቅ በጽሑፍ፣ በኢሜል፣ በስልክ ወይም በክፍል ዶጂ/ በኩል ለማድረስ ጥረት ያደርጋሉ።

በአሁኑ ሰአት እንዲሁም እስከ ሰመር ባለው ጊዜ የልጅዎን የትምህርት እድገት ለመደገፍ በርካታ መንገዶች አሉ፡

- የሚቻል ከሆነ ሥራቸውን የሚያጠናቅቁበት ጽጥተኛና ምቹ የሆነ ቦታ አዘጋጁላቸው።
- እባክዎን ለመደሰት መፅሃፍ ወይም መጽሔትን እንዲያነቡ ያበረታቷቸው። መጽሔትን እና የተለያዩ ጽሁፎችን በ [www.dclibrary.org](http://www.dclibrary.org) ማግኘት ይችላሉ።
- ሀሳቦቻቸውን፣ ምልክታቸውን፣ ወይም ስዕሎቻቸውን ለመገልበጥ ልጆች ማስታወሻ ደብዳቤ ወይም ማስታወሻ እንዲይዙ ያበረታቷቸው።
- የእየር ሁኔታ እንደሚፈቅድ ለአንድ ወይም ለሁለት ሰዓት ወደ ደጅ የዘዋቸው ይውጡ።
- ልጅዎ በዚህ ፓኬት ውስጥ ስላለው ሥራ ጥያቄ ካለዎት ከእስተማሪው ጋር ይገናኙ።

በእነዚህ ባልተለመዱ ጊዜያት ስለትዕግስት እና እናመሰግናለን። ማናቸውም ጥያቄዎች ወይም ስጋቶች ካሉዎት እባክዎን ወደ የካምፓስ ቡድንዎን ለመገናኘት እያመንቱ። ይህ በእንዲህ እንዳለ ከንቲባ ባውዘር ያስቀመጠቻቸውን ማህበራዊ ልዩነትን /ተራርቆ የመቆየት ፕሮቶኮሎችን በመከተል ሁሉም ሰው ደህንነቱ የተጠበቀ እና ጤናማ ሆኖ እንዲቆይ እናበረታታለን።

ከሠላምታ ጋር፡

የሴንተር ሲቲ ቡድን

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## **Table of Contents**

**Overview:** *The daily activities in this packet cover a wide range of subject areas including:*

- **Reading Activities** – *Books for you to read with and to your child.*
- **Writing Activities** – *Practice with name writing, letters, sight words, and journaling.*
- **Language Activities** – *Vocabulary words and questions that you can talk about with your child. Students should be able to express themselves clearly when they are speaking.*
- **Math Activities** – *Practice with numbers, shapes, patterns, and addition.*
- **Social/Emotional Activities** – *Feelings are a natural part of being human. Your child should learn what those feelings are and how to properly deal with them.*
- **Movement Activities** – *Games to get your bodies moving. It's fun for the whole family!*

<b>Pages</b>	<b>Content</b>
1	<i>Calendar for Distance Learning Activities - Week 1</i>
3-30	<i>Daily Activities</i>
31	<i>Calendar for Distance Learning Activities - Week 2</i>
33-62	<i>Daily Activities</i>
63	<i>Calendar for Distance Learning Activities - Week 3</i>
65-93	<i>Daily Activities</i>
95	<i>Calendar for Distance Learning Activities - Week 4</i>
97-126	<i>Daily Activities</i>

## **Tabla de Contenido**

**Información General:** Las actividades cotidianas en este paquete cubren un rango grande de las materias incluyendo:

- **Actividades de Lectura** – Los libros para leer con y a su estudiante.
- **Actividades de Escritura** – Práctico con escribir el nombre, letras, palabras comunes, y escribir en su diario.
- **Actividades de Lenguaje**— Las palabras de vocabulario y preguntas de que puede hablar con su hijo. Los estudiantes deben poder expresarse claramente cuando hablan.
- **Actividades de Matemáticas** – Práctico con los números, formas, patrones, y la suma.
- **Actividades Sociales/Emocionales** – Los sentimientos son una parte natural de ser humano. Su hijo debe aprender que son estos sentimientos y cómo manejarlos apropiadamente.
- **Actividades de Movimiento** – Los juegos para mover sus cuerpos. ¡Es divertido para toda la familia!

<b>Páginas</b>	<b>Contenido</b>
1	Calendario para Actividades de Aprendizaje a Distancia - Semana 1
3-30	Actividades Cotidianas
31	Calendario para Actividades de Aprendizaje a Distancia - Semana 2
33-62	Actividades Cotidianas
63	Calendario para Actividades de Aprendizaje a Distancia - Semana 3
65-93	Actividades Cotidianas
95	Calendario para Actividades de Aprendizaje a Distancia - Semana 4
97-126	Actividades Cotidianas

## PK4 Distance Learning Activities ~ Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading:</b> Read "Spring and Fall" with a family member.	<b>Reading:</b> Reread "Spring and Fall" and complete the worksheet.	<b>Reading:</b> Reread "Spring and Fall" and complete the worksheet.	<b>Reading:</b> Reread "Spring and Fall" and complete the worksheet.	<b>Reading:</b> Reread "Spring and Fall" and write each word 3 times: <b>in, see</b>
<b>Writing:</b> Draw and write about your spring flower.	<b>Writing:</b> Practice writing your name.	<b>Writing:</b> Practice identifying consonants 'b' and 'd'	<b>Writing:</b> Practice writing '-ink' words	<b>Writing:</b> Identify initial sounds worksheet.
<b>Language:</b> Action Verbs-Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> Action Verbs-Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> Action Verbs-Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> Action Verbs-Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> Action Verbs-Ask your student the questions and have them answer in complete sentences.
<b>Math:</b> Clowning Around worksheet	<b>Math:</b> Tasty Treats worksheet	<b>Math:</b> Each Number in Its Spot worksheet	<b>Math:</b> Mystery Bug worksheet	<b>Math:</b> Way to Go! worksheet
<b>Social/Emotional:</b> All About Me Poster	<b>Social/Emotional:</b> My Daily Journal	<b>Social/Emotional:</b> I Can Deal with Change By	<b>Social/Emotional:</b> My Daily Journal	<b>Social/Emotional:</b> Feelings Check-in
<b>Movement:</b> Pick one 'Insect Movement' and mimic it!	<b>Movement:</b> Pick one 'Insect Movement' and mimic it!	<b>Movement:</b> Pick one 'Insect Movement' and mimic it!	<b>Movement:</b> Pick one 'Insect Movement' and mimic it!	<b>Movement:</b> Play Simon Says with 'Insect Movements'

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# Spring and Fall

A Reading A-Z Level A Leveled Book  
Word Count: 32

## Connections

### Writing and Art

What else can you see in spring and fall?

Draw two pictures and finish these sentences.

See \_\_\_\_\_ in spring.

See \_\_\_\_\_ in fall.

### Science

What are the other two seasons of the year?

Share what you know about them with a partner.

**Reading A-Z**

Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.



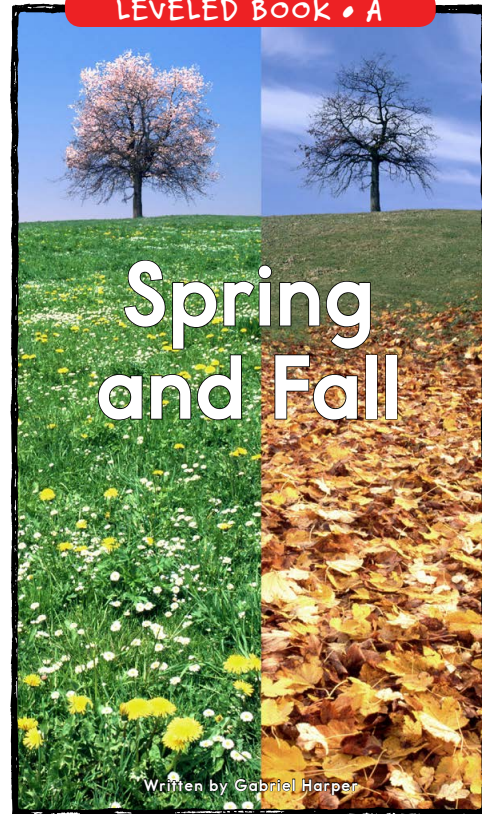
Written by Gabriel Harper

[www.readinga-z.com](http://www.readinga-z.com)

## Focus Question

How are spring and fall the same and different?

LEVELED BOOK • A



Written by Gabriel Harper

[www.readinga-z.com](http://www.readinga-z.com)

## Words to Know

birds	leaves
corn	see
fall	spring

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Spring and Fall  
Level A Leveled Book  
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### Correlation

#### LEVEL A

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1





See leaves in spring.

Spring and Fall • Level A

3



See leaves in fall.

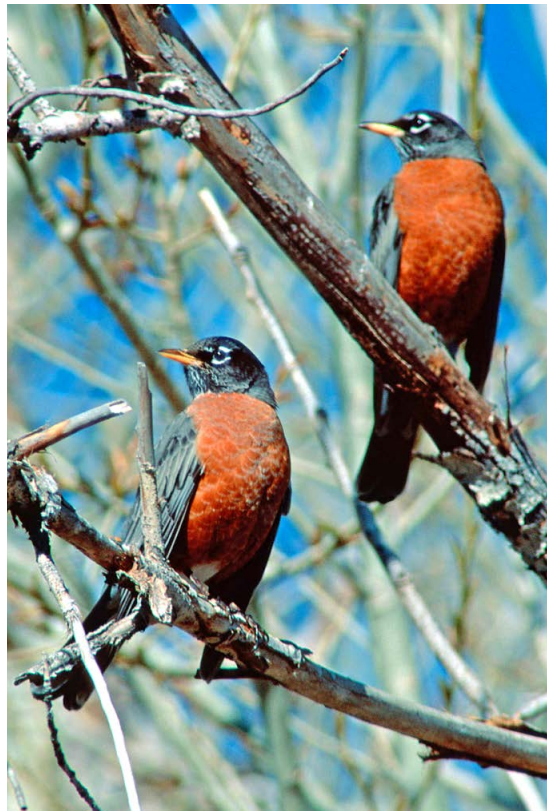
4



See birds in spring.

Spring and Fall • Level A

5



See birds in fall.

6



## READING ACTIVITIES ~ WEEK 1



See corn in spring.

Spring and Fall • Level A

7



See corn in fall.

8



See me in spring.

Spring and Fall • Level A

9



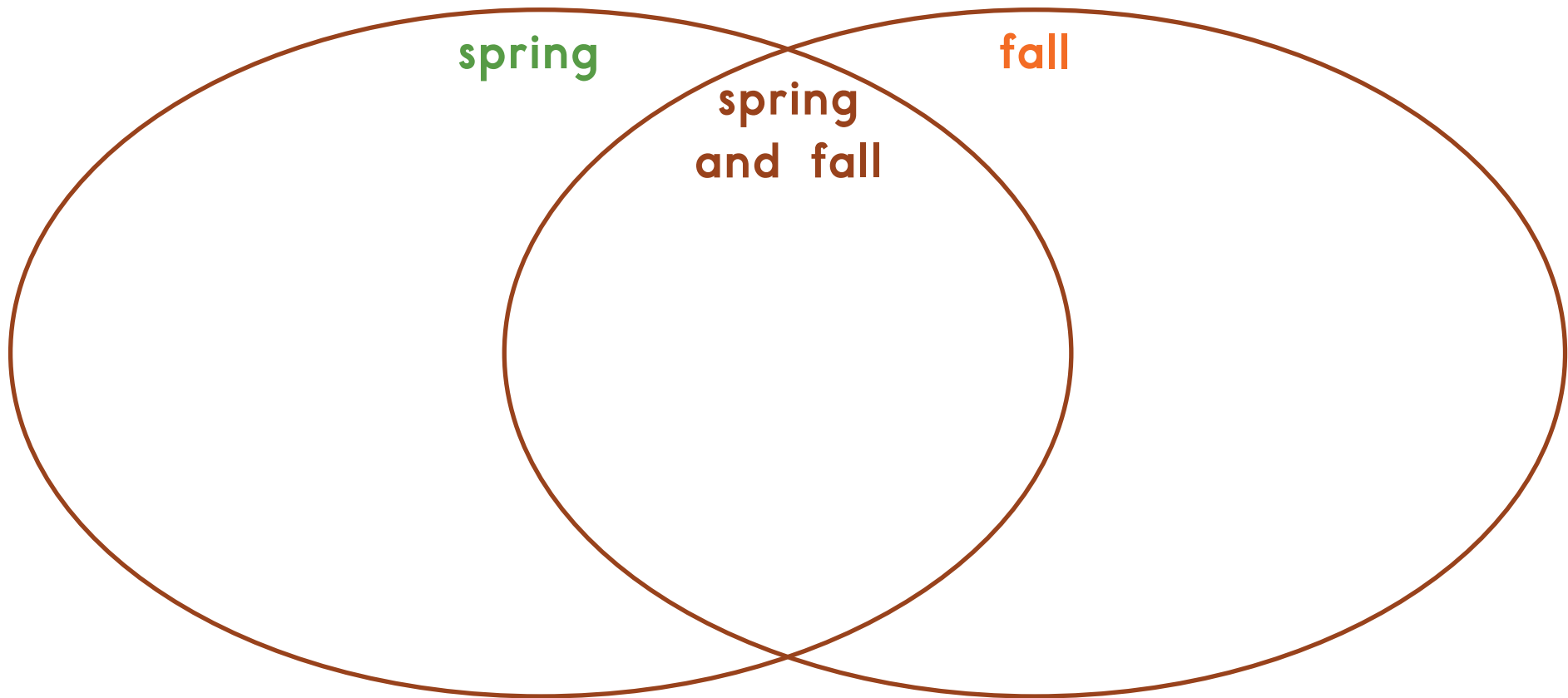
See me in fall!

10

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Name \_\_\_\_\_



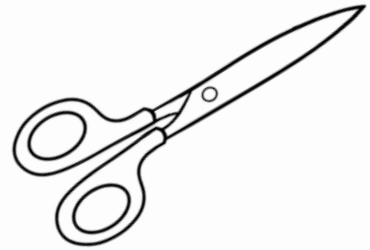
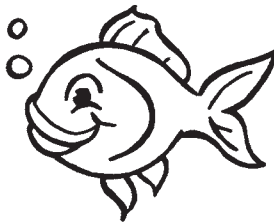
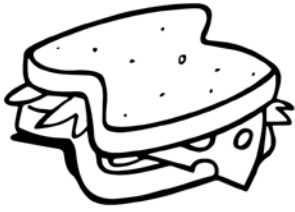
**Instructions:** Name the pictures on the cards with students. Then, have students cut out the cards. Have them paste pictures of things that you find only in the spring and only in the fall in the corresponding outer circles. Have them paste pictures of things you find in both spring and fall in the space where the circles overlap.

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Name \_\_\_\_\_



Ss



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**Instructions:** Identify the pictures in each row with students. Have students color the pictures that start with the letter Ss. Then, have them write the upper- and lowercase Ss on the line under the pictures whose names begin with the /s/ sound.

## READING ACTIVITIES ~ WEEK 1

A

### Spring and Fall

What is another example of something you find in both spring and fall?

Create

Reading A-Z



A

### Spring and Fall

Do you like spring or fall better?  
Why?

Evaluate

Reading A-Z



A

### Spring and Fall

How are activities done in fall the same as activities done in spring?  
How are they different?

Compare and Contrast

Reading A-Z

A

### Spring and Fall

Why do you think the author wrote this book?

Author's Purpose

Reading A-Z

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

# Spring Flower

Draw a garden with your favorite flowers.  
Then write a sentence about your picture.




---



---

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

Print your first and  
last name.

1.

2.

3.

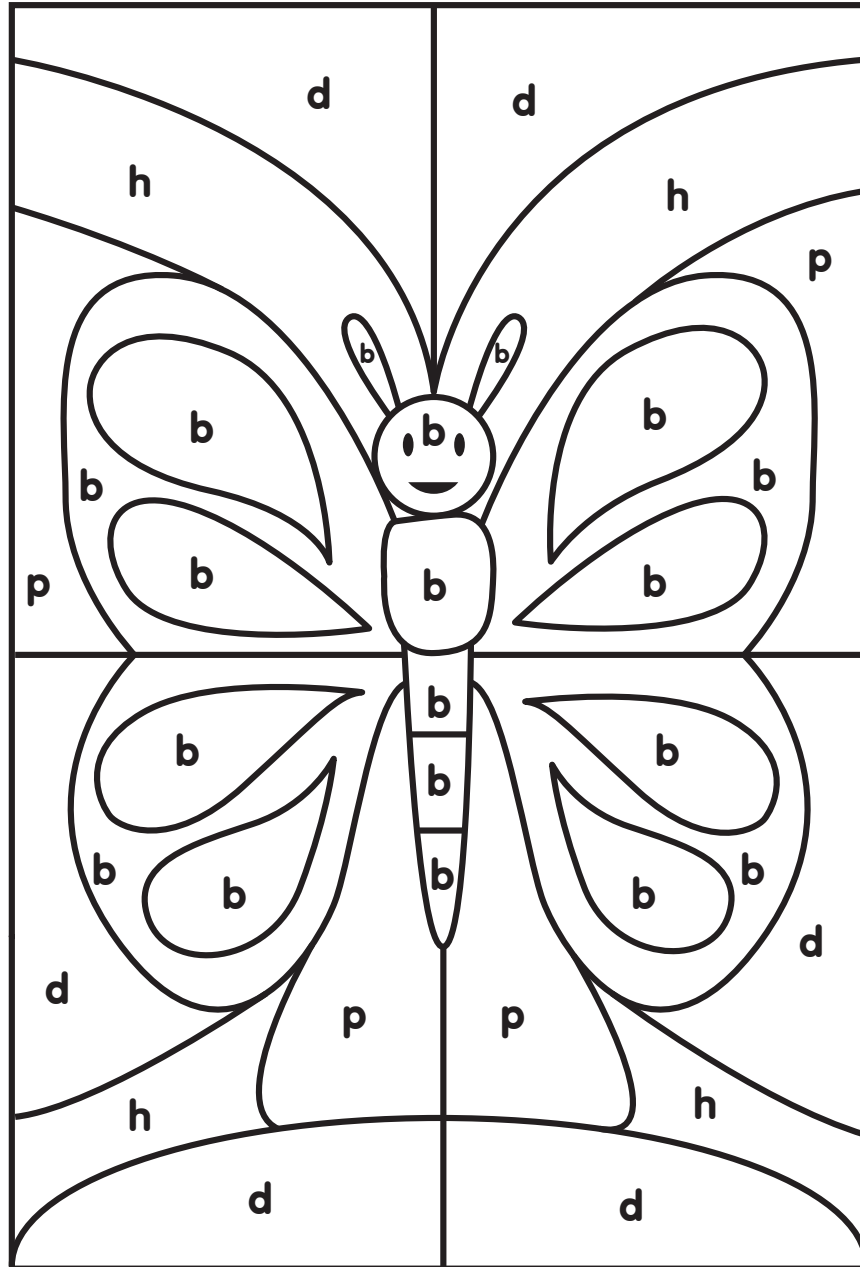
4.

5.

6.

## WRITING ACTIVITIES ~ WEEK 1

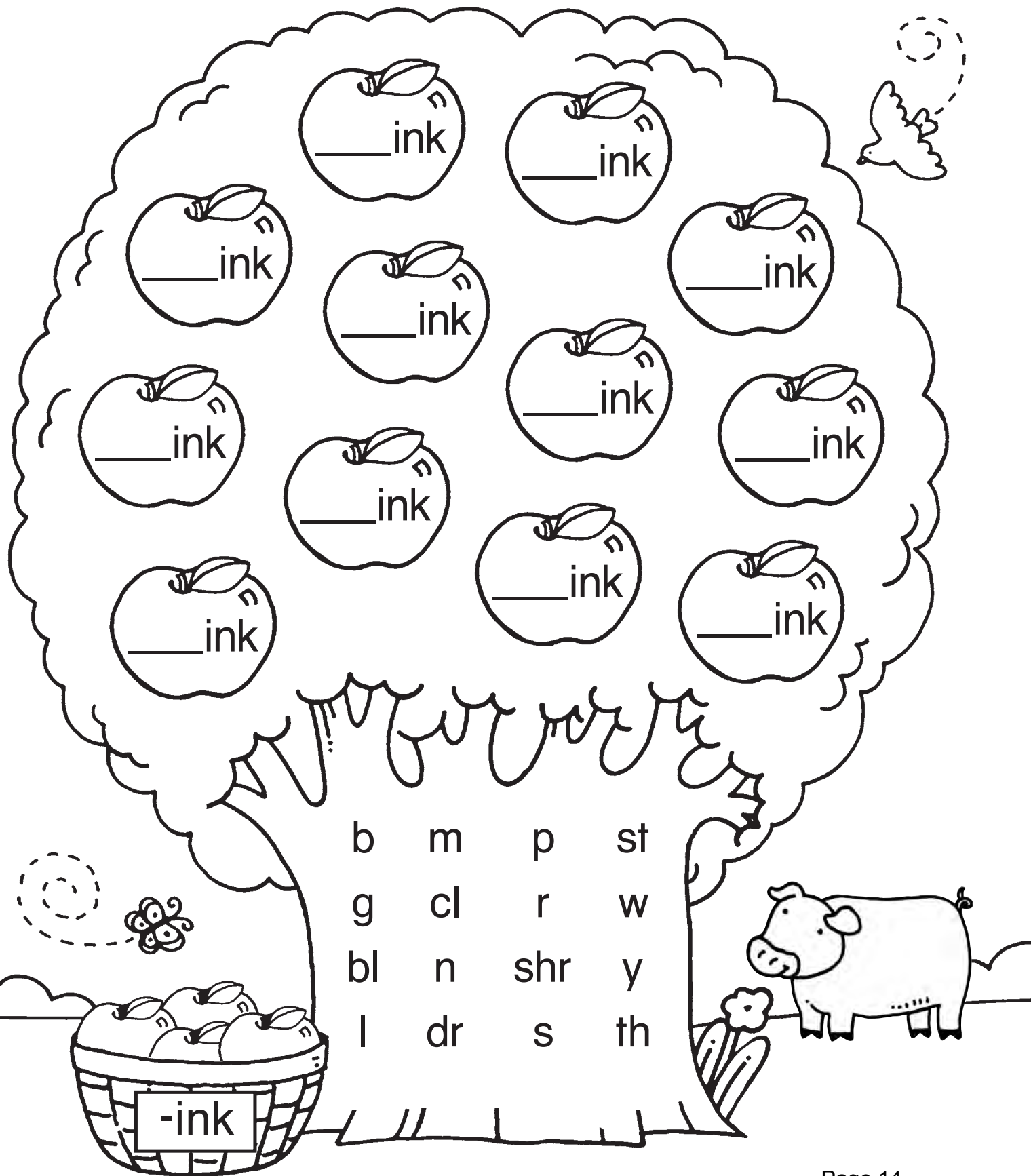
Find each letter **b**. Color that space blue.  
Then color the rest of the picture.



# WRITING ACTIVITIES ~ WEEK 1

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

Word Family  
-ink





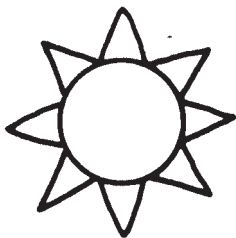
# WRITING ACTIVITIES ~ WEEK 1

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

Initial Consonants: s, t, n

What sound does each letter make? Color the pictures that **begin** with that sound.

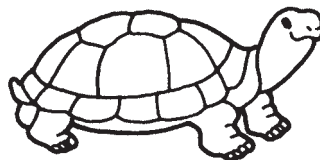
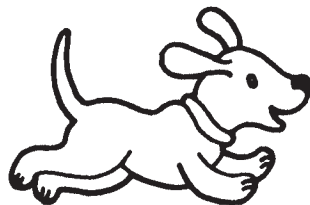
s



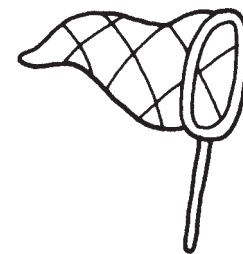
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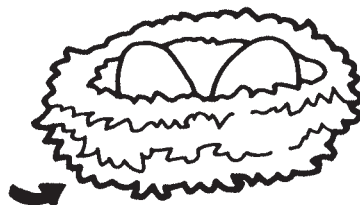
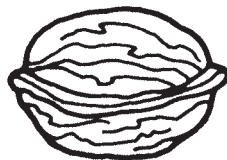
t



sip



n



ten

10

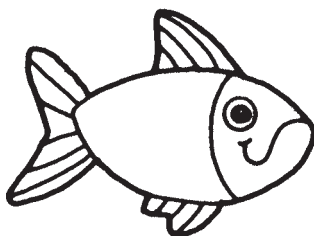
# WRITING ACTIVITIES ~ WEEK 1

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

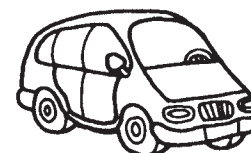
Initial Consonants: f, h, v

What sound does each letter make? Color the pictures that **begin** with that sound.

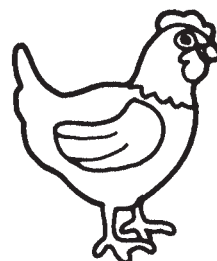
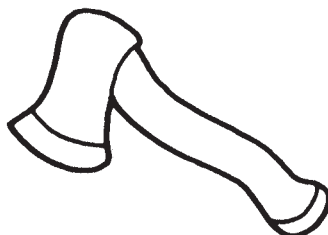
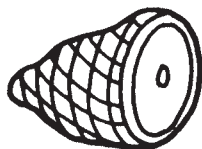
f



van



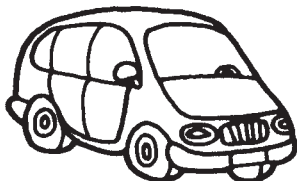
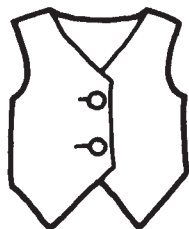
h



hand



v





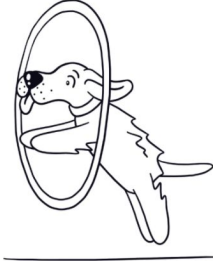


fox



## LANGUAGE ACTIVITIES ~ WEEK 1

### ACTION VERBS

<b>Monday</b>	 <p data-bbox="613 961 789 1003">Girl Running</p>	<p data-bbox="1073 407 1364 443">What is the girl doing?</p> <p data-bbox="1024 516 1412 583">Where are the places that you can run?</p> <p data-bbox="1049 657 1388 724">Can you mimic/act out the girl's action?</p>
<b>Tuesday</b>	 <p data-bbox="597 1734 797 1776">Boy Walking</p>	<p data-bbox="1068 1163 1365 1199">What is the boy doing?</p> <p data-bbox="1024 1272 1412 1339">Where are the places that you can walk?</p> <p data-bbox="1049 1413 1388 1480">Can you mimic/act out the boy's action?</p>

<p><b>Wednesday</b></p>	 <p>Dog Jumping</p>	<p>What is the dog doing?</p> <p>Where are the places that you can jump?</p> <p>Can you mimic/act out the dog's action?</p>
<p><b>Thursday</b></p>	 <p>Boy 3 Crying</p>	<p>What is the boy doing?</p> <p>What would make you cry?</p> <p>Can you mimic/act out the boy's action?</p>
<p><b>Friday</b></p>	 <p>Girl 3 Laughing</p>	<p>What is the girl doing?</p> <p>What would make you laugh?</p> <p>Can you mimic/act out the girl's action?</p> <p><b>Play a game:</b> Let's play <b>Action Verb Charades!</b> Act out the actions from this week and have your child guess what action it is using a complete sentence.</p>

Name \_\_\_\_\_



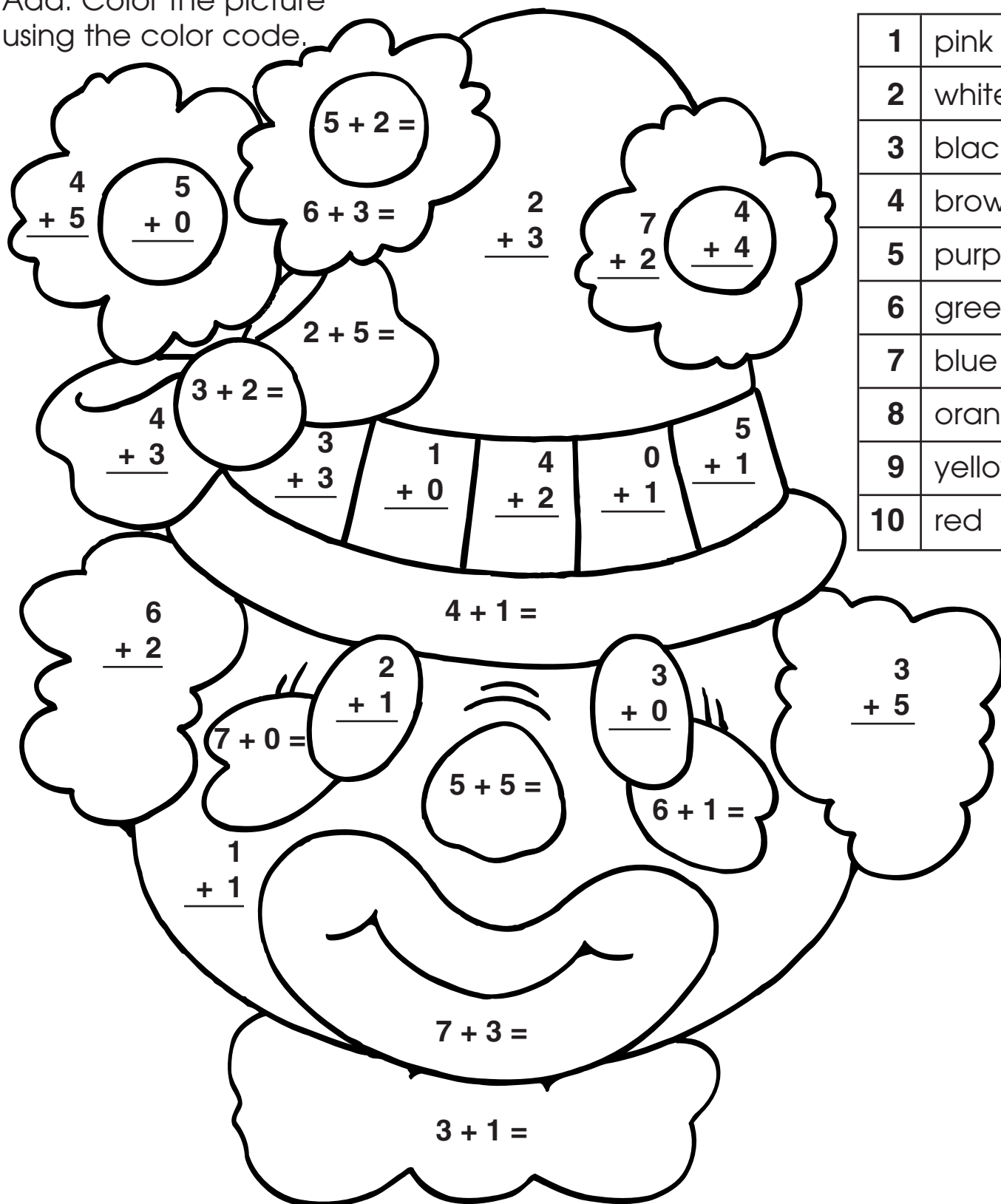
Adding to 10

# Clowning Around

Add. Color the picture using the color code.

## Color Code

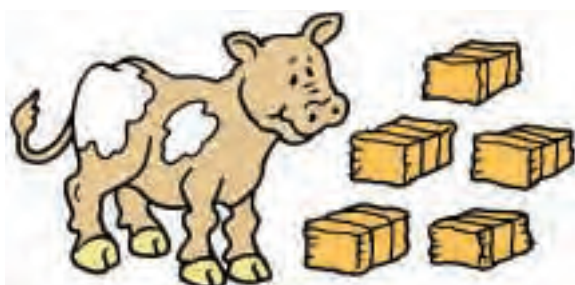
1	pink
2	white
3	black
4	brown
5	purple
6	green
7	blue
8	orange
9	yellow
10	red





# Tasty Treats

Circle the one with more.







## Each Number in Its Spot

Write each missing number.

11 12     14     17

14     16 17     19

13     15

17 18     20

13     15     18

15     18

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

Adding to 8

# Mystery Bug

Write the answer for each problem.  
Connect the dots in the order of your answers.  
What picture did you make?

a.  $1 + 2 =$

d.  $1 + 1 =$

g.  $2 + 2 =$

b.  $5 + 3 =$

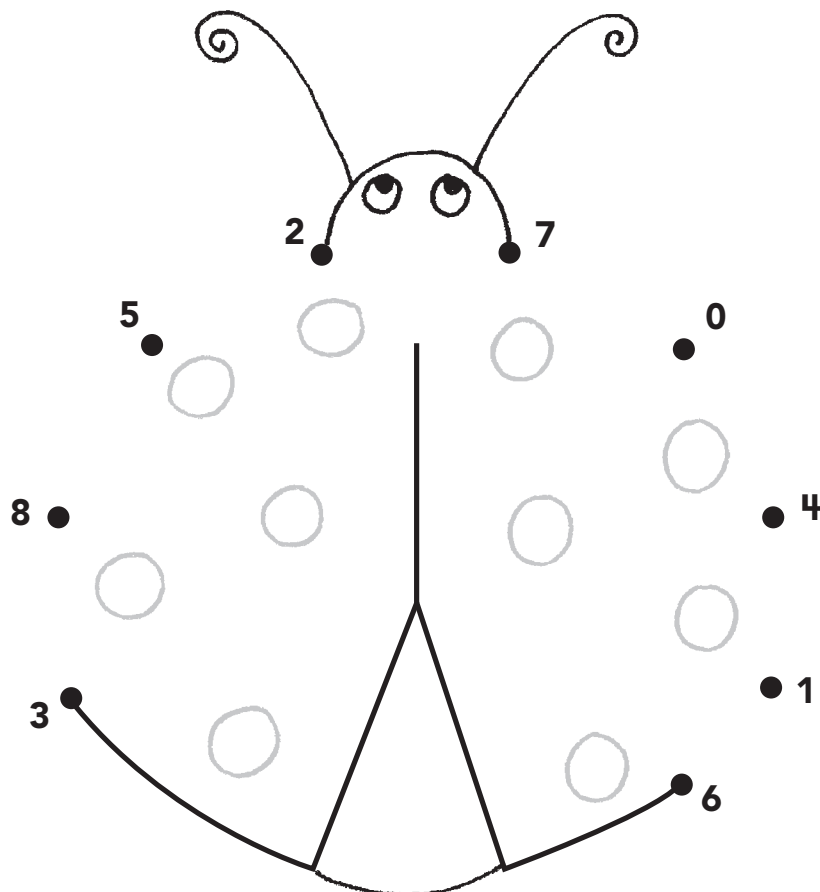
e.  $3 + 4 =$

h.  $1 + 0 =$

c.  $3 + 2 =$

f.  $0 + 0 =$

i.  $2 + 4 =$

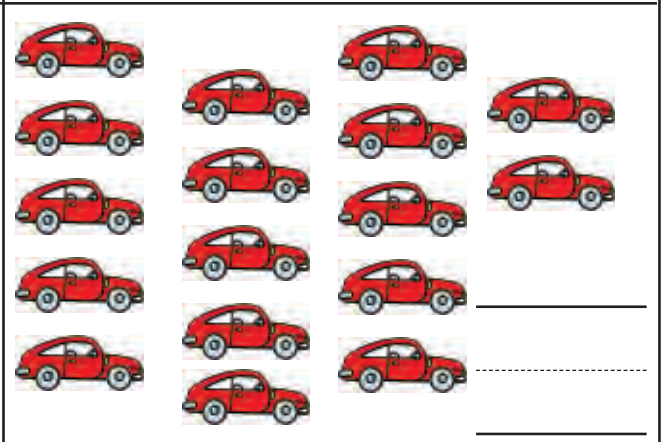
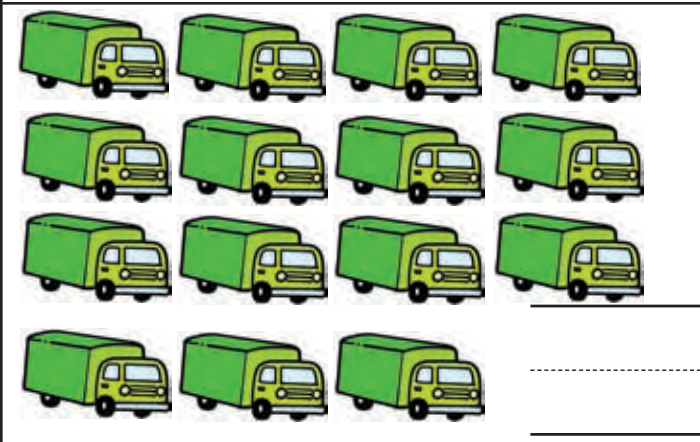
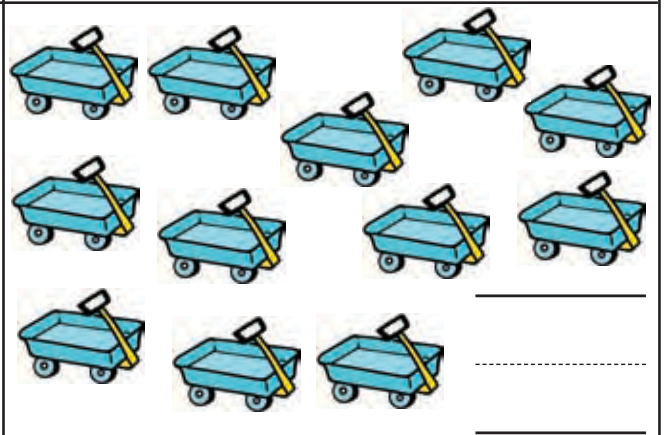
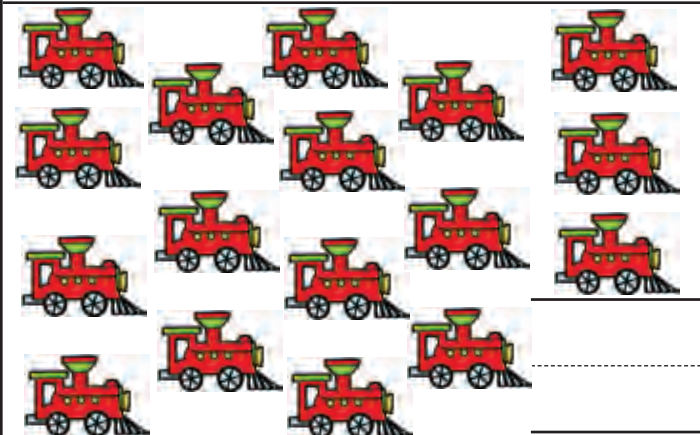
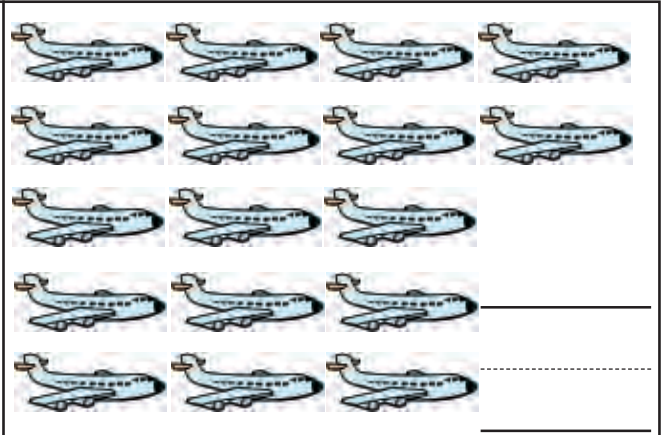
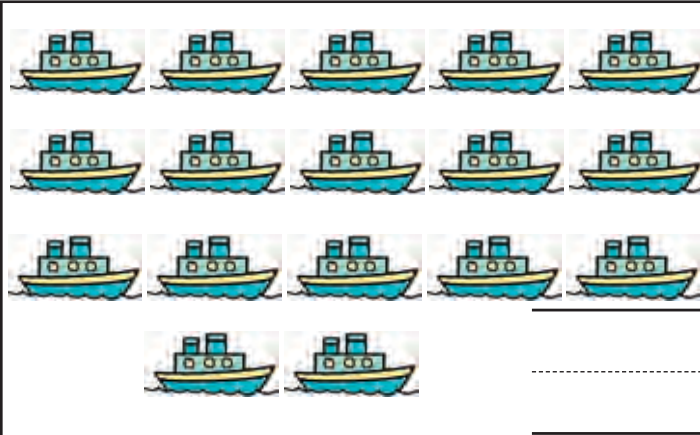






## Way to Go!

Count. Write how many.



These are my FAVORITE things ever:

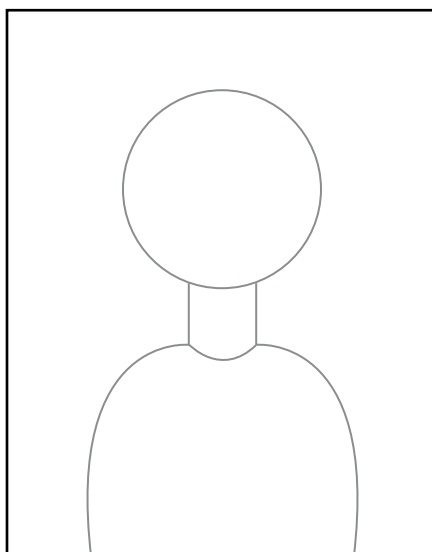


I like to read or  
listen to...



My name is:

If I could get **anything**  
as a gift,  
I would want...



When I grow up, I want to be...



My favorite place to visit is...

I like to do these  
activities:



My favorite things to talk about:



# MY DAILY JOURNAL

**Today is:**

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY **Date:** \_\_\_\_\_

Draw what you did today:

I am feeling...

Color in the emotions you are feeling today.



HAPPY



SAD



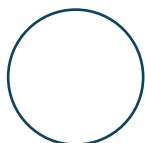
EXCITED



SCARED



MAD



DRAW YOUR  
OWN

3 things that went well today:

Ask a parent to help you write them.

1.

2.

3.

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

# I Can Deal with Change By...

Brainstorm some ideas that can help you deal with changes when they arise. Fill in the blanks below the pictures with how they are choosing to help themselves deal with changes, and then come up with a few ideas of your own.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Come up with your own ideas on how you can deal with change, then draw and/or write them in the spaces below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# MY DAILY JOURNAL

**Today is:**

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY **Date:** \_\_\_\_\_

Draw what you did today:

I am feeling...

Color in the emotions you are feeling today.



HAPPY



SAD



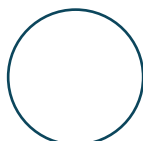
EXCITED



SCARED



MAD



DRAW YOUR  
OWN

3 things that went well today:

Ask a parent to help you write them.

1.

2.

3.

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

# Feelings Check-In

How am I feeling?

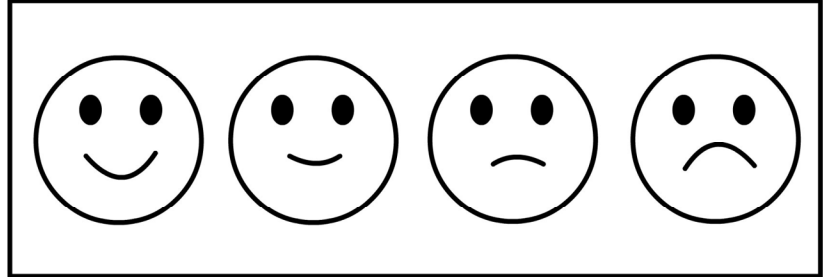
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## My Favorite New Activity

Inside:

---



---



---

Outside:

---



---



---

## I Really Miss

1.

---



---

2.

---



---

3.

---



---

Things I'm looking forward to:

1.

2.

3.

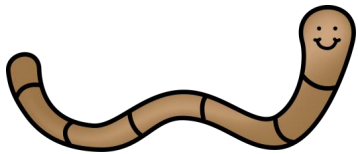
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 Today I will do this because it brings me joy:

MOVEMENT ACTIVITIES ~ WEEK 1

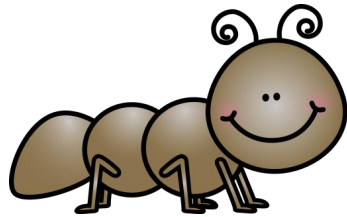
Insect Movements

Wiggle  
like a  
Worm



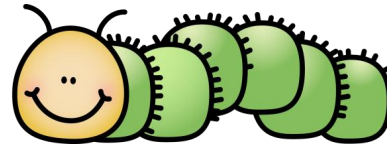
© Kara Holland @ Littles Learning Life

March  
like an  
Ant



© Kara Holland @ Littles Learning Life

Crawl  
like a  
Caterpillar



© Kara Holland @ Littles Learning Life

Flutter  
like a  
Butterfly



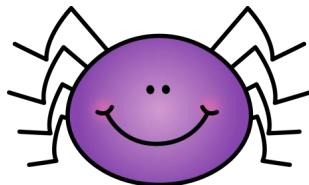
© Kara Holland @ Littles Learning Life

Buzz  
like a  
Bee



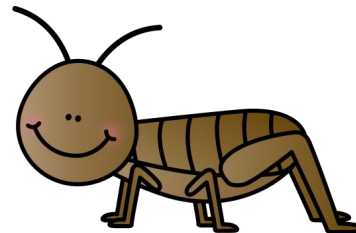
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Spin  
like a  
Spider



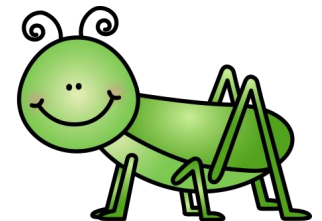
© Kara Holland @ Littles Learning Life

Chirp  
like a  
Cricket



© Kara Holland @ Littles Learning Life

Hop  
like a  
Grasshopper



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## PK4 Distance Learning Activities ~ Week 2

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading:</b> Read "Spring Weather" with a family member.	<b>Reading:</b> Reread "Spring Weather" and complete the worksheet.	<b>Reading:</b> Reread "Spring Weather" and complete the worksheet.	<b>Reading:</b> Reread "Spring Weather" and complete the worksheet.	<b>Reading:</b> Reread "Spring Weather" and write each word 3 times: <b>come, the</b>
<b>Writing:</b> Practice writing the letter F	<b>Writing:</b> Complete the phonics worksheets	<b>Writing:</b> Complete the phonics worksheets	<b>Writing:</b> Practice writing the letter M	<b>Writing:</b> Identify initial sounds worksheet
<b>Language:</b> Emotions- Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> Emotions- Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> Emotions- Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> Emotions- Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> Emotions- Ask your student the questions and have them answer in complete sentences.
<b>Math:</b> Count & Color worksheet	<b>Math:</b> Count to 15 worksheet	<b>Math:</b> Everything in Order worksheet	<b>Math:</b> Same worksheet	<b>Math:</b> Count to 30 worksheet
<b>Social/Emotional:</b> Emotions worksheet	<b>Social/Emotional:</b> My Daily Journal	<b>Social/Emotional:</b> What Should I Do?	<b>Social/Emotional:</b> My Daily Journal	<b>Social/Emotional:</b> Color & cut out the 'Feel Wheel' and complete the worksheet
<b>Movement:</b> Do one 'Garden Yoga for Kids' stretch	<b>Movement:</b> Do one 'Garden Yoga for Kids' stretch	<b>Movement:</b> Do one 'Garden Yoga for Kids' stretch	<b>Movement:</b> Do one 'Garden Yoga for Kids' stretch	<b>Movement:</b> Do one 'Garden Yoga for Kids' stretch

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# Spring Weather

A Reading A-Z Level A Leveled Book  
Word Count: 24



**Reading a-z**

Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.

# Spring Weather



Written by Katie Knight

[www.readinga-z.com](http://www.readinga-z.com)

LEVELED BOOK • A

# Spring Weather

Written by Katie Knight

[www.readinga-z.com](http://www.readinga-z.com)

**Photo Credits:**

Front cover, back cover, title page, pages 3, 4, 5, 7, 8, 9, 10, 11, 12: © Jupiterimages Corporation; page 6: © Westend61 GmbH/Alamy

Spring Weather  
Level A Leveled Book  
© Learning A-Z  
Written by Katie Knight

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**Correlation**

**LEVEL A**

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1

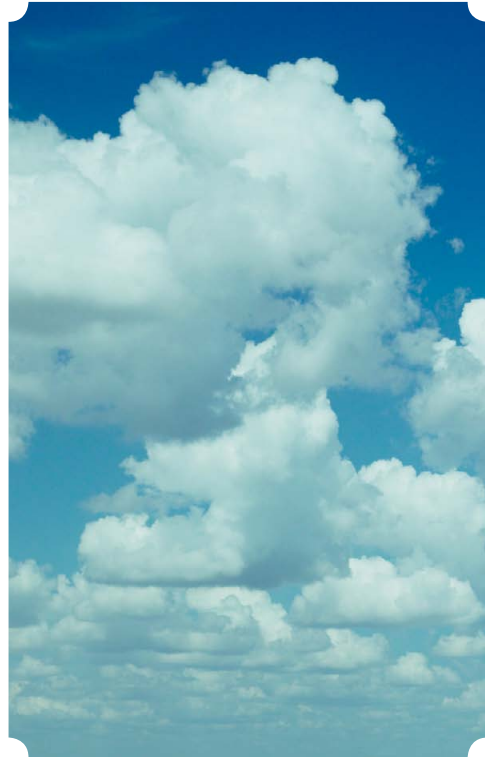
## READING ACTIVITIES ~ WEEK 2



The fog comes.

Spring Weather • Level A

3



The clouds come.

4



The storm comes.

Spring Weather • Level A

5



The rain comes.

6



## READING ACTIVITIES ~ WEEK 2



The wind comes.

Spring Weather • Level A

7



The sun comes.

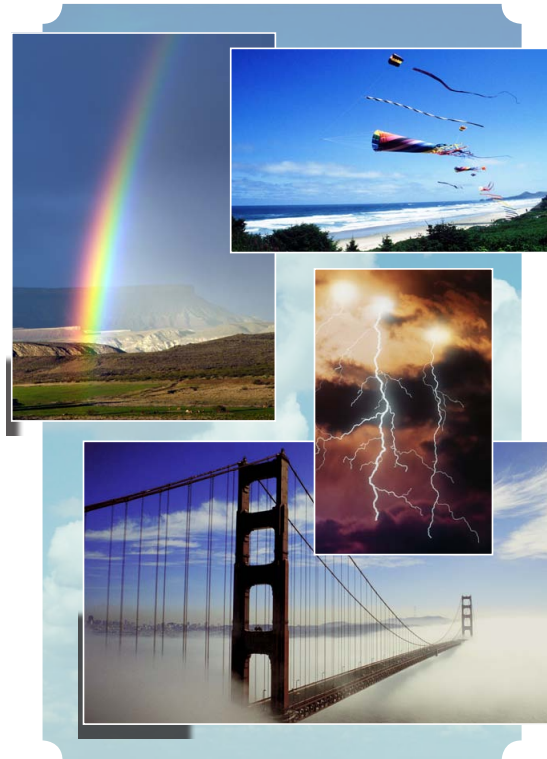
8



The flowers come.

Spring Weather • Level A

9



The spring comes.

10

Name \_\_\_\_\_

# Main Idea

## Types of Spring Weather



Detail

Detail

Detail

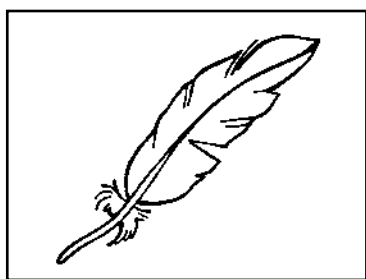
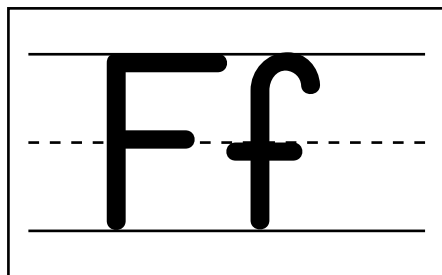
SPRING WEATHER • LEVEL A • 1

SKILL: MAIN IDEA AND DETAILS

**Instructions:** Read the main idea aloud to students. Then have them draw three pictures that support the main idea.



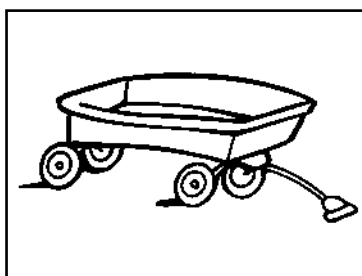
Name \_\_\_\_\_



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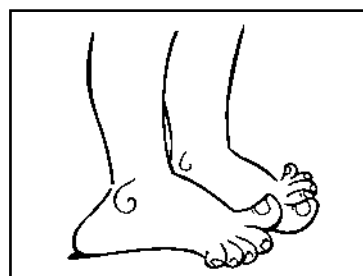
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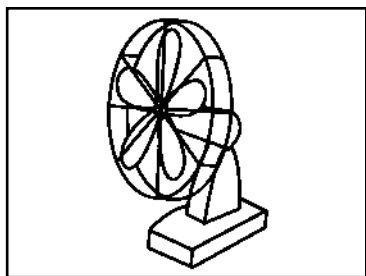
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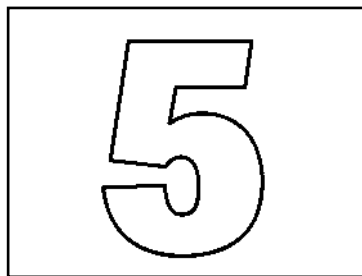
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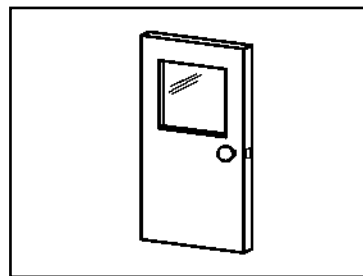
\_\_\_\_\_



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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Instructions:** Have students say the name of each picture. If the picture begins with the /f/ sound, have them write *Ff* on the line.

## READING ACTIVITIES ~ WEEK 2

Spring Weather

Level A

What happens  
to plants  
when it rains?

 Reading a-z

Cause and Effect

Spring Weather

Level A

How is a storm  
different from  
rainy weather?

 Reading a-z

Compare and Contrast

Spring Weather

Level A

What are the  
signs that rain  
is coming?

 Reading a-z

Analyze

Spring Weather

Level A

What can you  
do for fun on  
a rainy day?

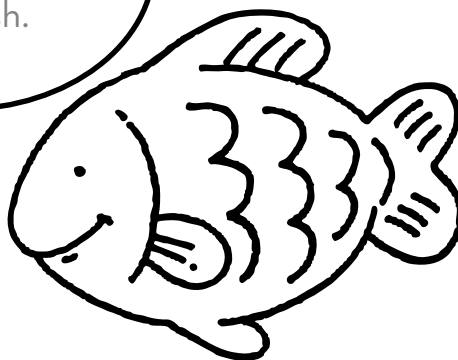
 Reading a-z

Create

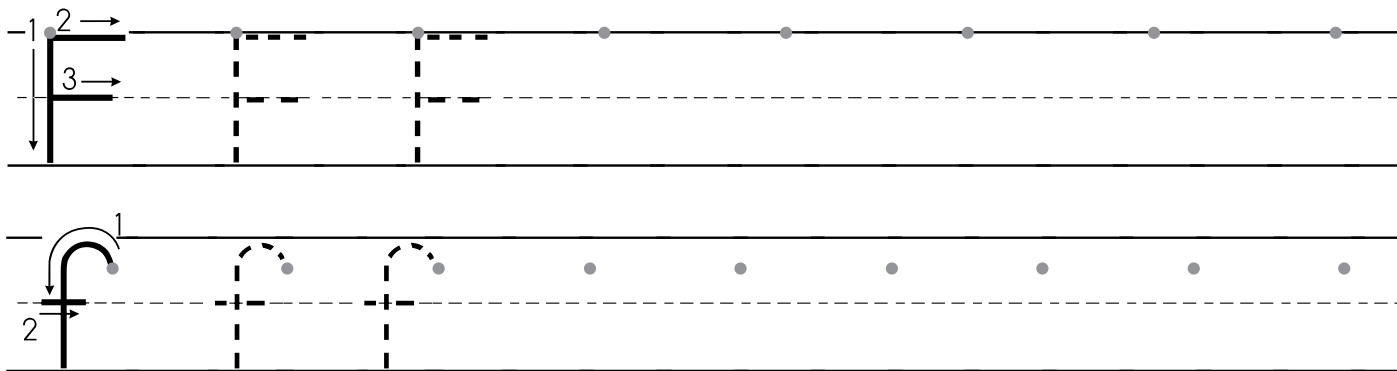
Name \_\_\_\_\_

F f

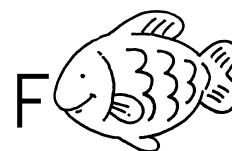
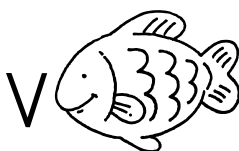
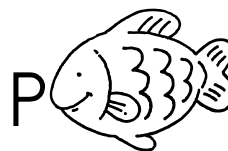
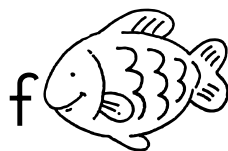
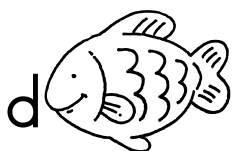
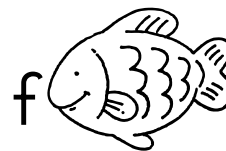
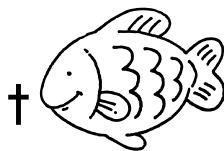
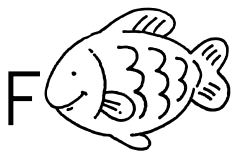
Trace the F and f  
with your finger.  
Say fish.



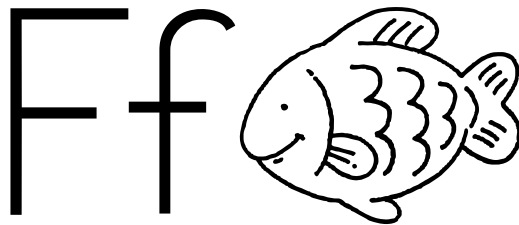
Trace and write.



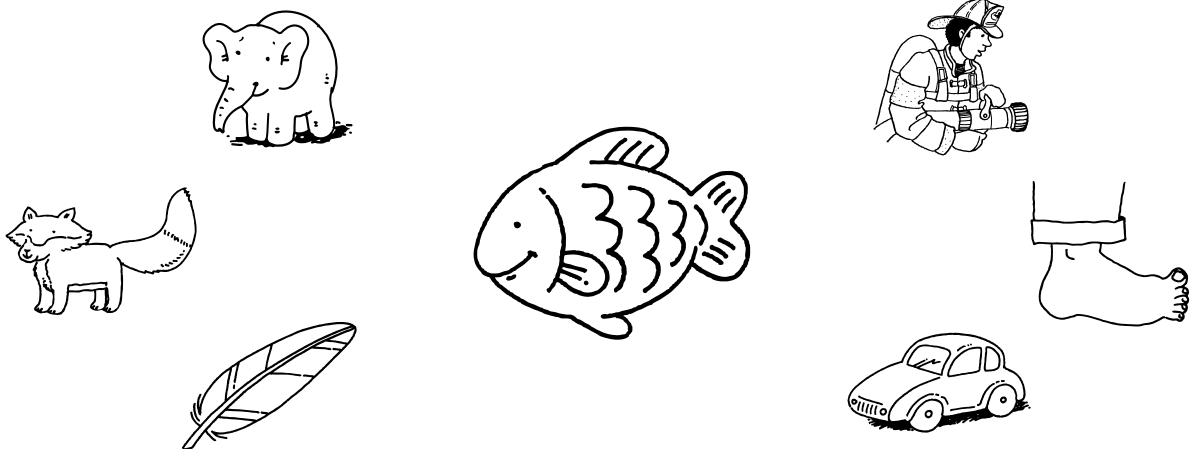
Circle each fish with an F or f.



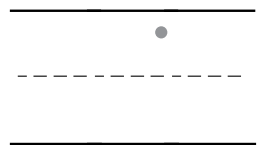
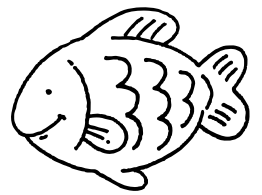
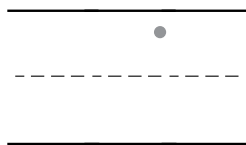
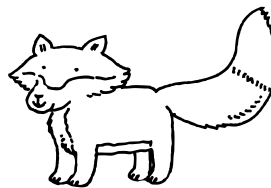
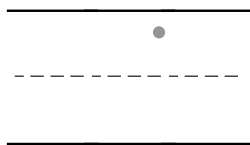
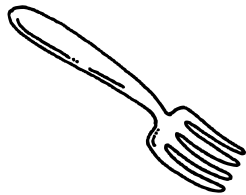
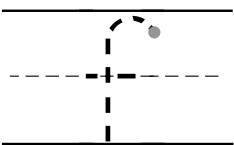
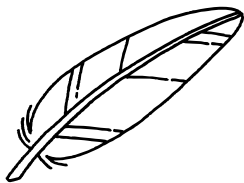
Name \_\_\_\_\_



Draw a line from the fish to each picture whose name begins with the letter f.



Name each picture. Listen to the first sound. Write the beginning letter for each picture.





# Write a Word

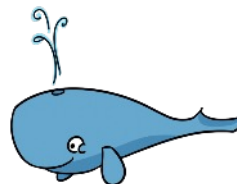
## Kindergarten Phonics Worksheet

*Look at the pictures. Circle the correct missing letter and write the letter to complete the word.*



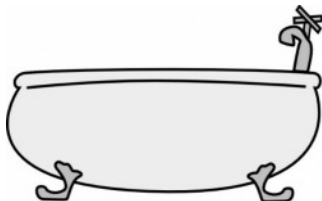
p v

est



l d

wha e



b r

tu



s k

bi e



e g

ba



f w

ly



# Write a Word

## Kindergarten Phonics Worksheet

Look at the pictures. Circle the correct missing letter and write the letter to complete the word.



r c

bea



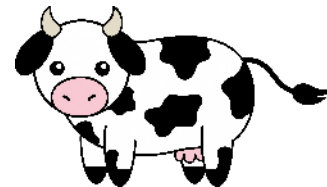
x o

fork



k n

bu



w y

co



u h

ch



b r

rain



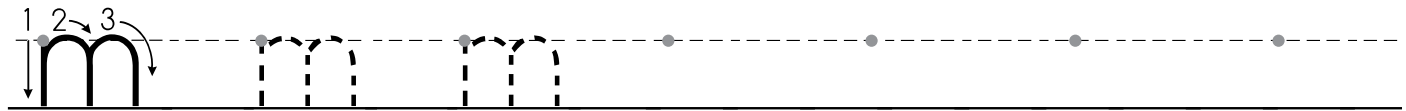
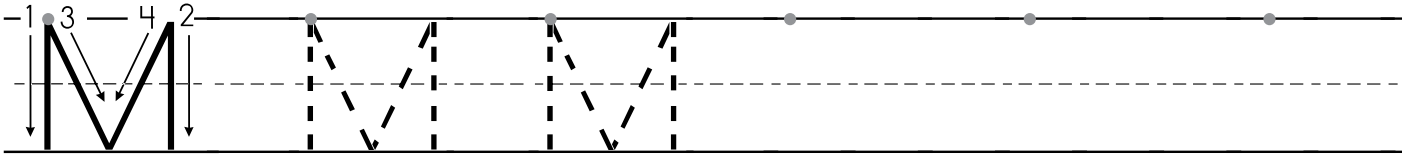
Name \_\_\_\_\_

Mm

Trace the M and m  
with your finger.  
Say mouse.



Trace and write.



Circle each mouse with an M or m.



Name \_\_\_\_\_

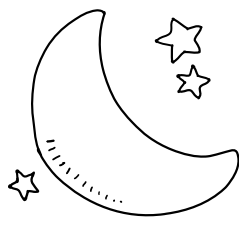
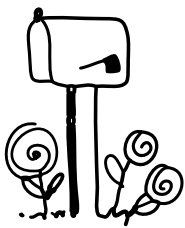
Mm



Draw a line from the mouse to each picture whose name begins with the letter m.



Name each picture. Listen to the first sound. Write the beginning letter for each picture.



m

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

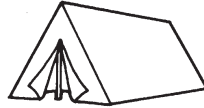
# WRITING ACTIVITIES ~ WEEK 2

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

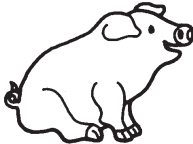
Initial Consonants: t, d, z

What sound does each letter make? Color the pictures that **begin** with that sound.

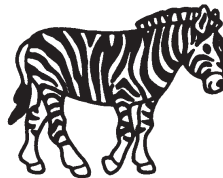
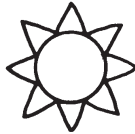
t



d



z



zip



top



dot



23

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

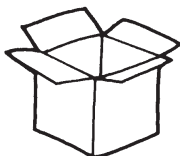
Initial Consonants: b, p, m

What sound does each letter make? Color the pictures that **begin** with that sound.

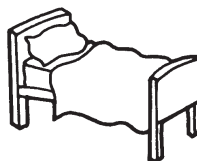
b



p



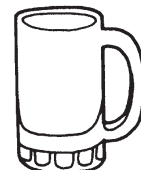
m



bell



pan



mug



29

Now I Know My Phonics: Learning Mats © 2012 Scholastic Teaching Resources

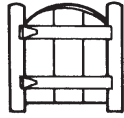
# WRITING ACTIVITIES ~ WEEK 2

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

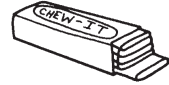
Initial Consonants: g, c, j

What sound does each letter make? Color the pictures that **begin** with that sound.

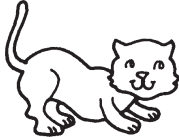
g



can



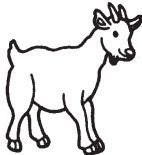
c



gum



j



jeep



35

Now I Know My Phonics: Learning Mats © 2012 Scholastic Teaching Resources

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

Initial Consonants: w, r, y

What sound does each letter make? Color the pictures that **begin** with that sound.

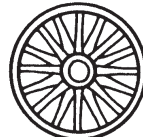
w



web



r



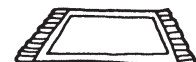
rug



y



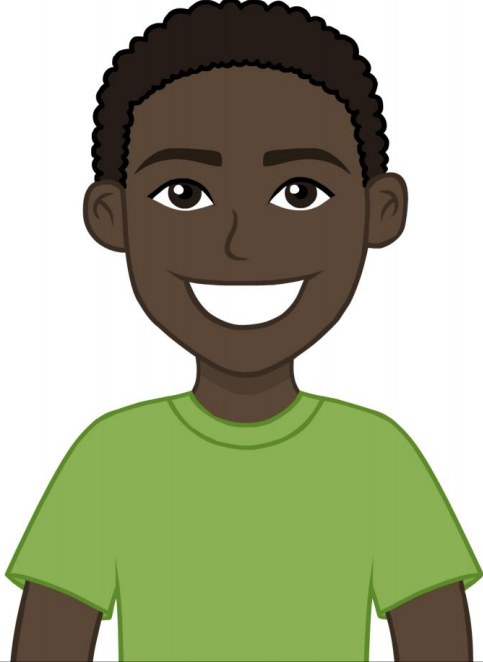

yak






41

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**LANGUAGE ACTIVITIES ~ WEEK 2**  
**EMOTIONS**

<b>Monday</b>		<p>What emotion is this person showing?</p> <p>What clues let you know that he is happy?</p> <p>What would make you feel happy?</p> <p>Can you mimic/act out this emotion?</p>
<b>Tuesday</b>		<p>What emotion is this person showing?</p> <p>What clues let you know that she is angry/frustrated?</p> <p>What would make you feel angry/frustrated?</p> <p>Can you mimic/act out this emotion?</p>











<b>Wednesday</b>		<p>What emotion is this person showing?</p> <p>What clues let you know that she is sleepy?</p> <p>When do you get sleepy?</p> <p>Can you mimic/act out this emotion?</p>
<b>Thursday</b>		<p>What emotion is this person showing?</p> <p>What clues let you know that he is sad?</p> <p>What would make you feel sad?</p> <p>Can you mimic/act out this emotion?</p>
<b>Friday</b>		<p>What emotion is this person showing?</p> <p>What clues let you know that she is worried?</p> <p>What makes you feel worried?</p> <p>Can you mimic/act out this emotion?</p>





# Count and Color

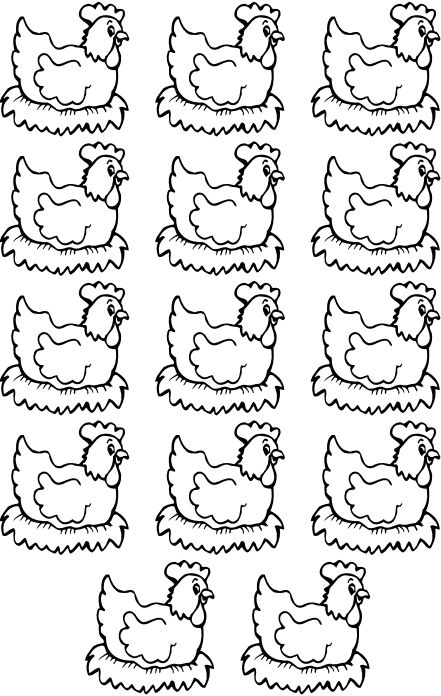
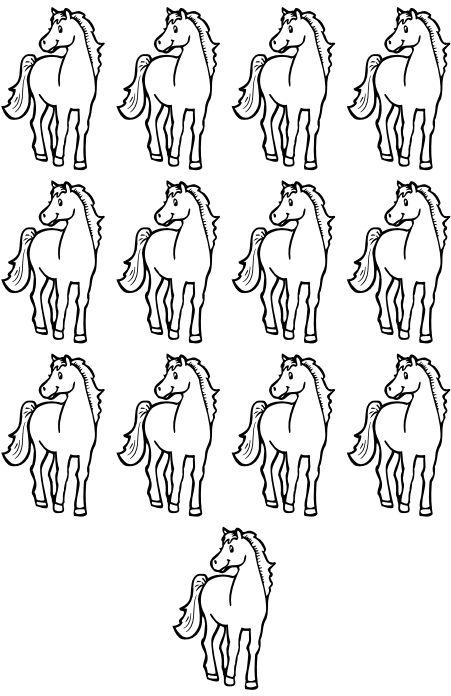
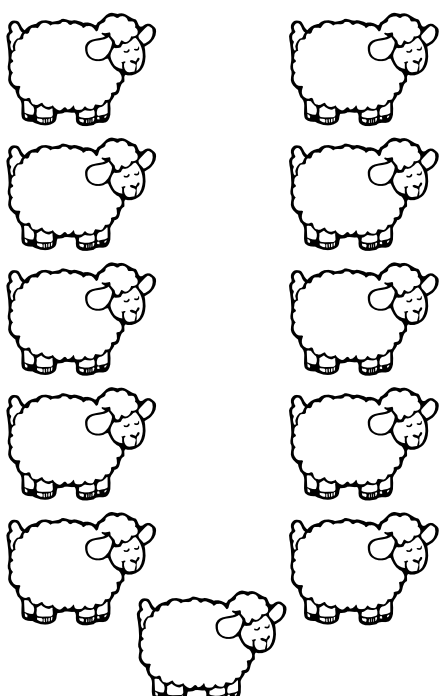
Color the correct number of objects.

1	
6	
4	
10	
5	
2	
7	
8	
3	
9	

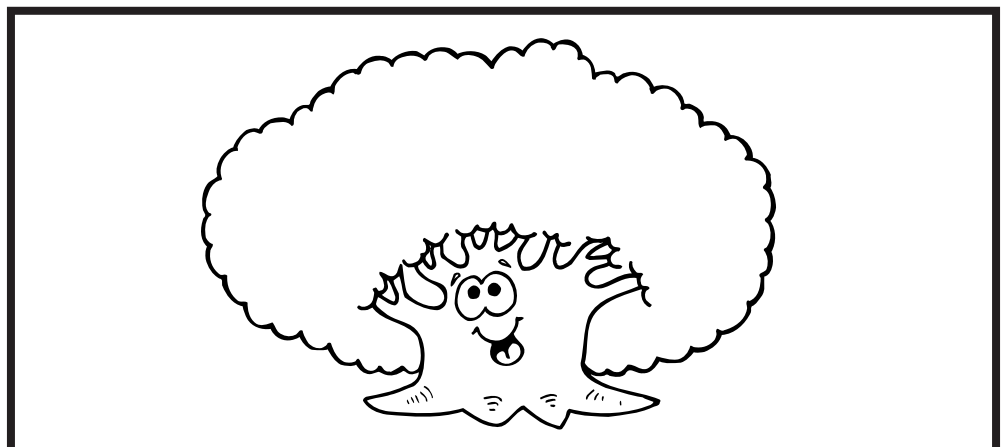
**"I can count to 15!" Write the missing numeral.**

**9, \_\_, 11, 12, \_\_, 14, \_\_**

**Count the number of objects in each box and circle that number.**

 <p><b>12   14   11</b></p>	 <p><b>12   14   13</b></p>	 <p><b>11   14   13</b></p>
--	--	---

**Draw 15  
apples on  
the apple  
tree.**



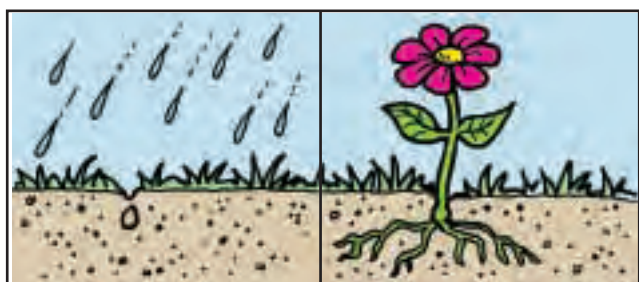


# Everything in Order

The **sequence** is the order in which things happen.

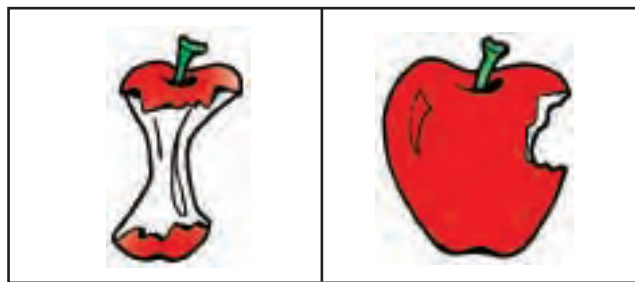
Write 1 under the picture that happens first.

Write 2 under the picture that happens second.



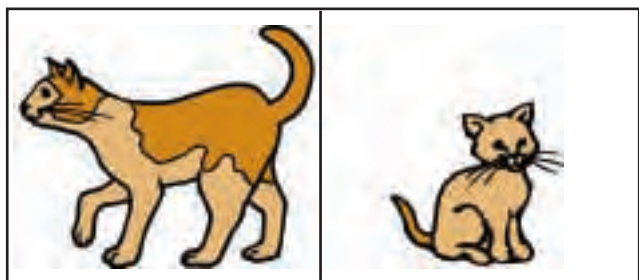
\_\_\_\_\_

\_\_\_\_\_



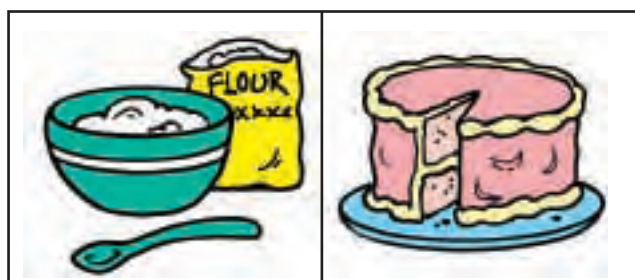
\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_




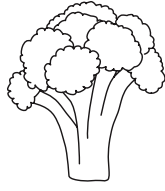
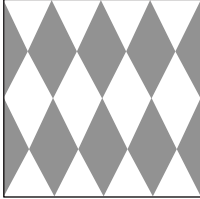
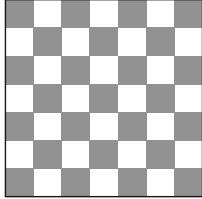
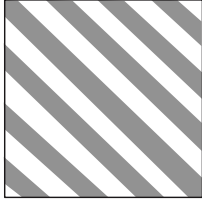
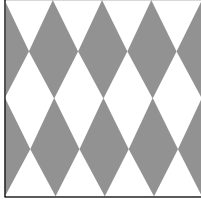


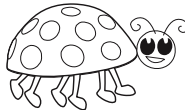
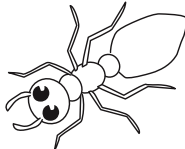
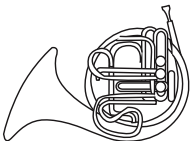
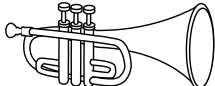

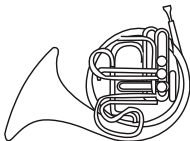

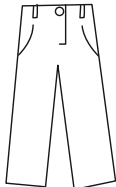
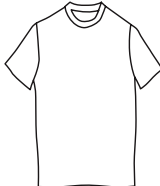
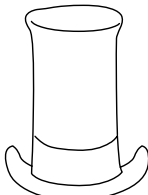
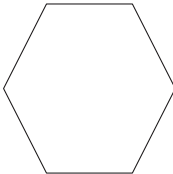
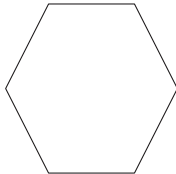
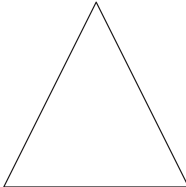
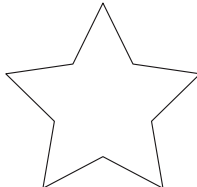
\_\_\_\_\_



What do you do first when you wake up?

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

# Same

1				
2				
3				
4				
5				
6				

Look at the object in the first column. Which object in the second column is the same? Color it blue.

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

# Count to 30

1				
				30

Count to 30 by ones.

# Emotions

My name is \_\_\_\_\_

## Draw the faces



I'm happy



I'm sad



I'm sleepy



I'm afraid



I'm angry



I'm hot



# MY DAILY JOURNAL

**Today is:**

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY **Date:** \_\_\_\_\_

Draw what you did today:

I am feeling...

Color in the emotions you are feeling today.



HAPPY



SAD



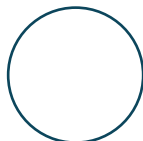
EXCITED



SCARED



MAD



DRAW YOUR  
OWN

3 things that went well today:

Ask a parent to help you write them.

1.

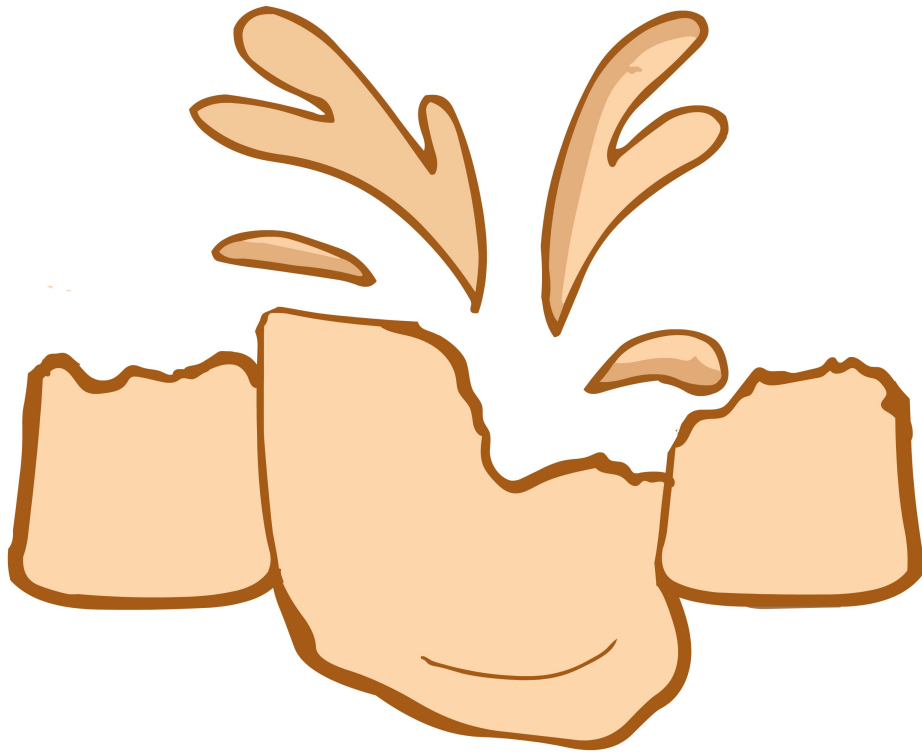
2.

3.

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

## WHAT SHOULD I DO?

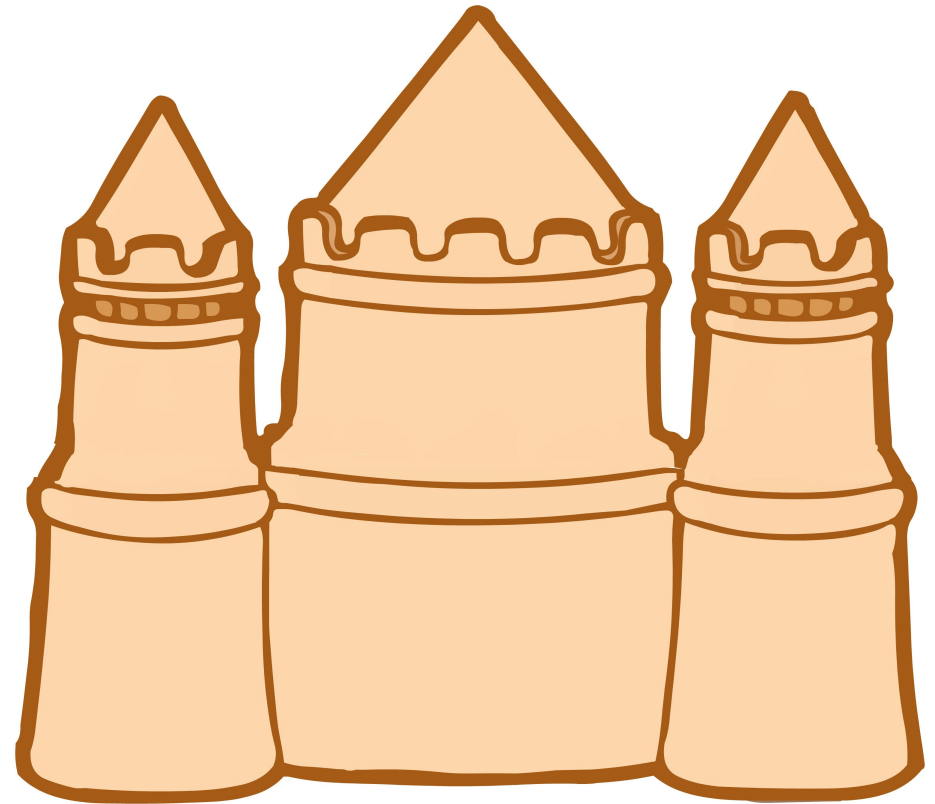
**Directions:** Sometimes we feel disappointed. In the crumbling sandcastle below, write some examples of times you were disappointed.



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

## WHAT SHOULD I DO?

**Directions:** Fill in the sandcastle below with ways you can help make yourself feel better.



Here are some examples:

- Try again
- Use kind words
- Take deep breaths
- Be nice to the other person
- Tell myself "It's going to be OK."

# MY DAILY JOURNAL

**Today is:**

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY **Date:** \_\_\_\_\_

Draw what you did today:

I am feeling...

Color in the emotions you are feeling today.



HAPPY



SAD



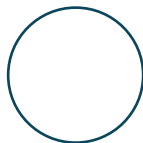
EXCITED



SCARED



MAD



DRAW YOUR  
OWN

3 things that went well today:

Ask a parent to help you write them.

1.

2.

3.

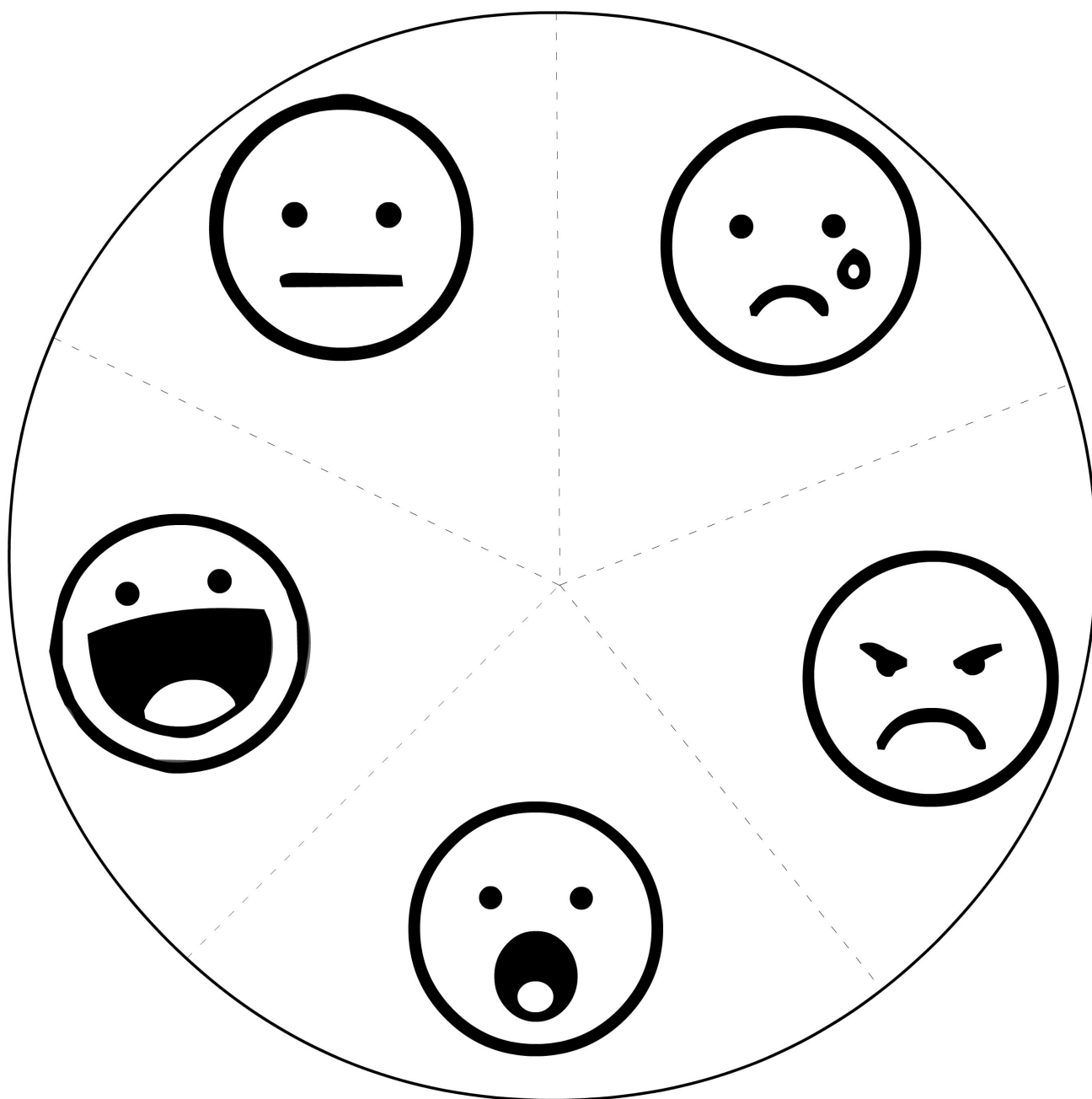
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Name: \_\_\_\_\_

# FEEL WHEEL

**Directions:**

1. Color the wheel below and cut it out.
2. Write your name on the back of your wheel.
3. Place a pin on the way you are feeling right now.



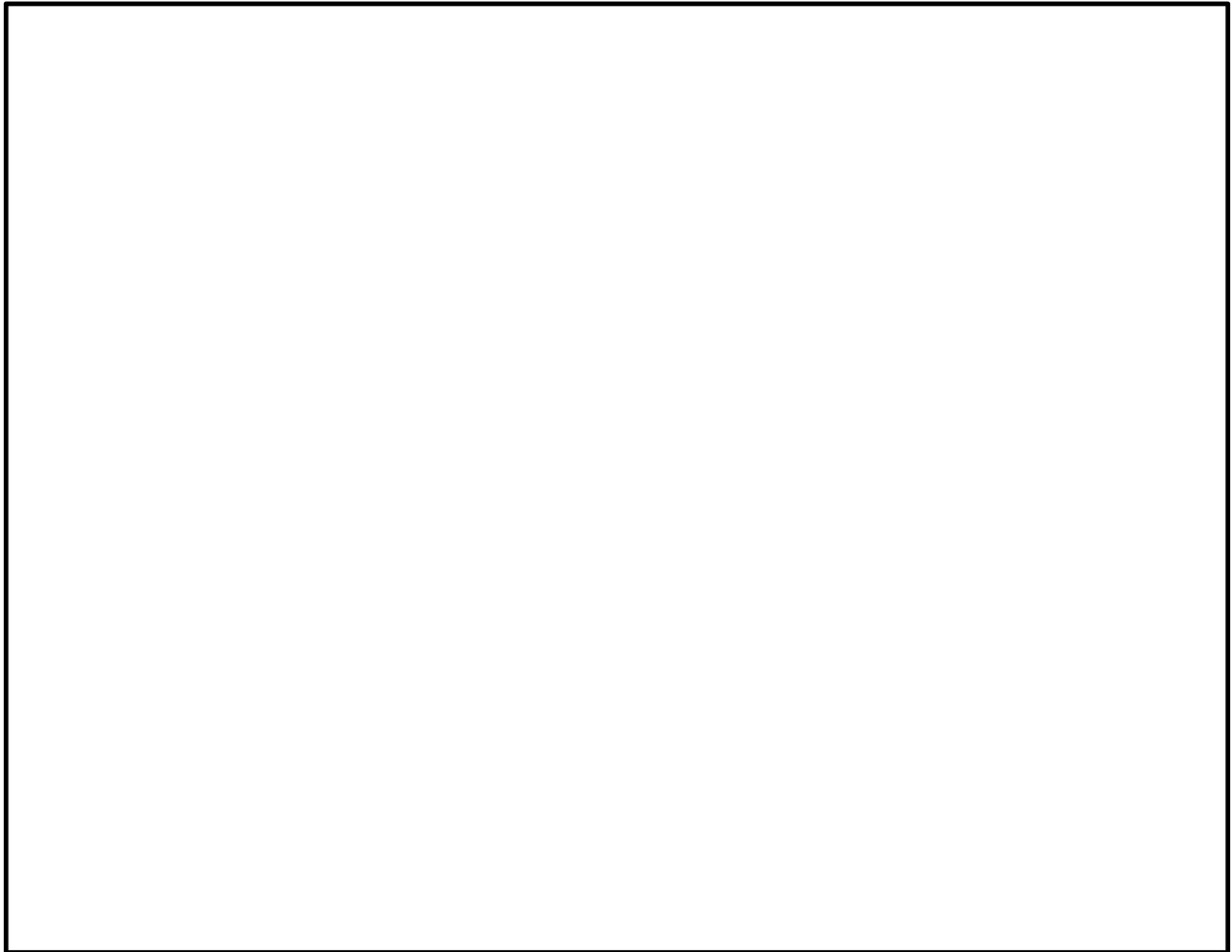
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Name: \_\_\_\_\_

# FEEL WHEEL

**Directions:** Write about how you are feeling today and draw a picture to show what's making you feel that way.



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# GARDEN YOGA FOR KIDS

MOVEMENT ACTIVITIES ~ WEEK 2



## Pretend to be a tree

Tree Pose: Stand on one leg. Bend the other knee and place the sole of your foot on your inner thigh. Sway like a tree in the breeze. Now the other side.



## Pretend to be a frog

Squat Pose: Come down to a squat with your knees apart and arms resting between your knees. Touch your hands to the ground. Jump like a frog.



## Pretend to be a seed

Child's Pose: Sit back on your heels and bring your forehead down to rest on the floor. Pretend to be a seed in the garden.



## Pretend to be a butterfly

Cobbler's Pose: Sit on your buttocks with a tall spine. Bend your legs with the soles of your feet together. Flap your legs like the wings of a butterfly.



## Pretend to be a flower

Flower Pose: Lift your bent legs, balancing on your sitting bones. Weave your arms under your legs, palms up. Pretend to be a flower in bloom.



### PK4 Distance Learning Activities ~ Week 3

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading:</b> Read "The Moon" with a family member.	<b>Reading:</b> Reread "The Moon" and complete the worksheet.	<b>Reading:</b> Reread "The Moon" and complete the worksheet.	<b>Reading:</b> Reread "The Moon" and complete the worksheet.	<b>Reading:</b> Reread "The Moon" and write each word 3 times: <b>again, look, is</b>
<b>Writing:</b> Complete the sight word worksheet	<b>Writing:</b> Trace and write sight words	<b>Writing:</b> Practice writing the letter P	<b>Writing:</b> Practice writing the letter S	<b>Writing:</b> Practice writing the letter Z
<b>Language:</b> WHAT Questions- Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> WHAT Questions- Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> WHAT Questions- Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> WHAT Questions- Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> WHAT Questions- Ask your student the questions and have them answer in complete sentences.
<b>Math:</b> Identifying Shapes worksheet	<b>Math:</b> Identifying Shapes worksheet	<b>Math:</b> Identifying Shapes worksheet	<b>Math:</b> Identifying Shapes worksheet	<b>Math:</b> Identifying Shapes worksheet
<b>Social/Emotional:</b> Birds-Deep Breath	<b>Social/Emotional:</b> My Daily Journal	<b>Social/Emotional:</b> Senses and Feelings	<b>Social/Emotional:</b> My Daily Journal	<b>Social/Emotional:</b> Cooperation: Work Alone or Together? Cut & paste worksheet
<b>Movement:</b> Practice your breathing techniques with the 'Take a Breath!' worksheet	<b>Movement:</b> Practice your breathing techniques with the 'Take a Breath!' worksheet	<b>Movement:</b> Practice your breathing techniques with the 'Take a Breath!' worksheet	<b>Movement:</b> Practice your breathing techniques with the 'Take a Breath!' worksheet	<b>Movement:</b> Practice your breathing techniques with the 'Take a Breath!' worksheet

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## READING ACTIVITIES ~ WEEK 3

Correlation	LEVEL C
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4

The Moon  
Level C Leveled Book  
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Words to Know
changes
cycle
dark
different
full
thin

# The Moon

A Reading A-Z Level C Leveled Book • Word Count: 54

## Connections

### Writing and Art

Make a poster about the cycle of the Moon.  
Draw pictures on your poster and label them.

### Science and Art

Draw a picture of the Moon tonight.  
Describe your picture to a partner.

 **Reading A-Z**

Visit [www.readinga-z.com](http://www.readinga-z.com) for thousands of books and materials.





## READING ACTIVITIES ~ WEEK 3



The Moon looks different over time.  
The changes happen in a cycle.

The Moon • Level C

3



The Moon is dark tonight.

4



The Moon is thin tonight.

The Moon • Level C

5



The Moon is half full tonight.

6



## READING ACTIVITIES ~ WEEK 3



The Moon is full tonight.

The Moon • Level C

7



The Moon is half full tonight.

8



The Moon is thin tonight.

The Moon • Level C

9



The Moon is dark tonight.  
The cycle starts over again.

10

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Name \_\_\_\_\_

1	2	3
4	5	6

The Moon • Level C • 1

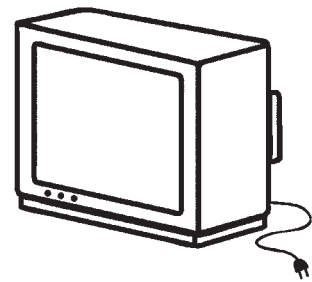
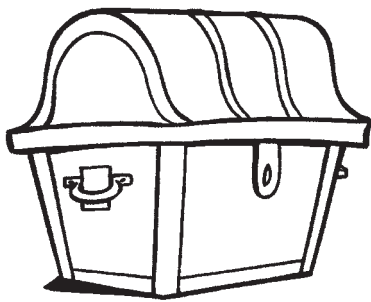
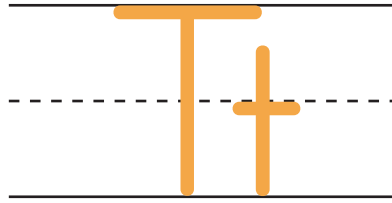
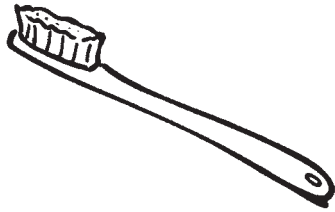


Skill: Sequence Events

**Instructions:** Have students cut out the pictures and paste them in the order in which they happen in the book.

PAGE INTENTIONALLY LEFT BLANK

Name \_\_\_\_\_



**Instructions:** Name the pictures in each row with students. Have students color the pictures that begin with the /t/ sound. Then, have them write the letter *Tt* on the line under each picture that begins with the /t/ sound.



The Moon

What do you think causes the Moon to look different over time?

Analyze

Reading A-Z



The Moon

Which view of the Moon is your favorite?  
Why?

Evaluate

Reading A-Z



The Moon

What is the main idea of this book?  
What are some supporting details that support the main idea?

Main Idea and Details

Reading A-Z



The Moon

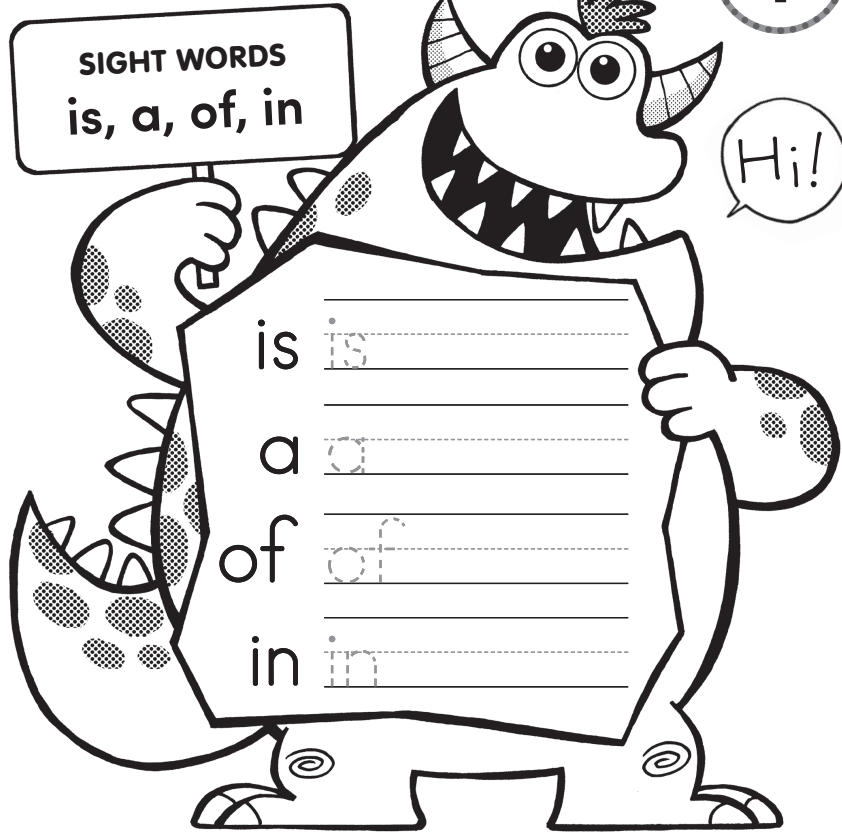
How are the thin moons on pages 5 and 9 the same?  
How are they different?

Compare and Contrast

Reading A-Z



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



Write the words above. Color in each box when you complete an activity.

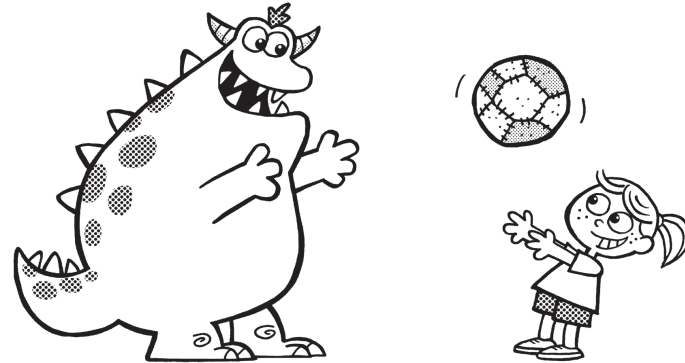
1 Introduction	2 Read & Write	3 Read & Write	4 Color
5 Graph	6 Match & Find	7 Unscramble	8 Review

1

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



Read the sentence.



The monster is playing with a friend.

Write the sight words.

is

is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

a

a

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

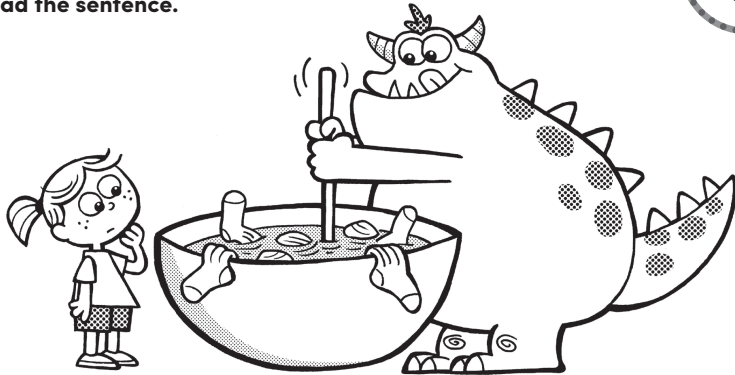
\_\_\_\_\_

2

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



Read the sentence.



There are lots of socks in the monster soup.

Write the sight words.

of

of

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

in

in

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Trace and write these high frequency "sight" words.**

so

make

has

go

see

no

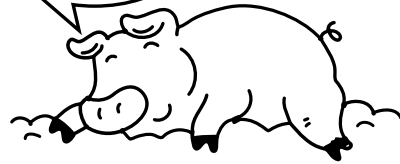
P

P

Name \_\_\_\_\_

Pp

Trace the P and p  
with your finger.  
Say pig.



Trace and write.

P P P

p p p

Circle each pig with a P or p.

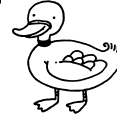


Name \_\_\_\_\_

Pp



Draw a line from the pig to each picture whose name begins with the letter p.



Name each picture. Listen to the first sound. Write the beginning letter for each picture.



p

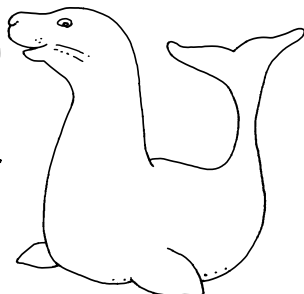
S

S

Name \_\_\_\_\_

Ss

Trace the **S** and **s**  
with your finger.  
Say **seal**.



Trace and write.

S S S . . . . .

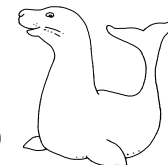
s s s . . . . .

Circle each seal with an **S** or **s**.

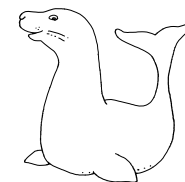
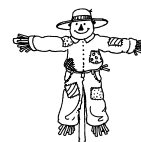
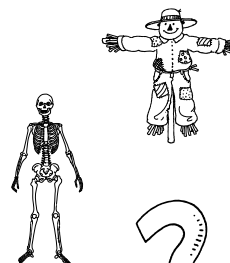


Name \_\_\_\_\_

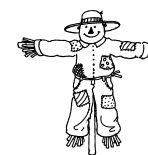
Ss



Draw a line from the seal to each picture whose name begins with the letter **s**.



Name each picture. Listen to the first sound. Write the beginning letter for each picture.



S

.

.

.

Z

Z

Name \_\_\_\_\_

Name \_\_\_\_\_

Zz

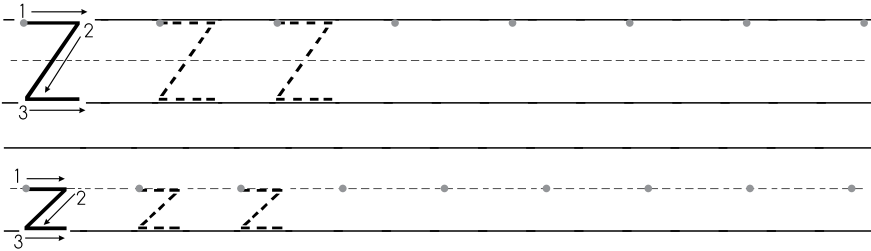
Trace the Z and z  
with your finger.  
Say zebra.



Zz



Trace and write.



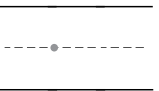
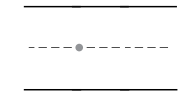
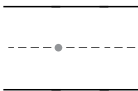
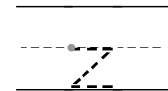
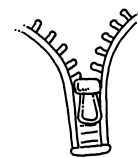
Circle each zebra with a Z or z.






Draw a line from the zebra to each picture whose name begins with the letter z.



Name each picture. Listen to the first sound. Write the beginning letter for each picture.



**LANGUAGE ACTIVITIES ~ WEEK 3**  
**WHAT QUESTIONS**

<b>Monday</b>		<p>What are these items?</p> <p>What do we eat with?</p> <p>What do you put on your feet?</p> <p>Can you find these items in our home?</p>
<b>Tuesday</b>		<p>What are these items?</p> <p>What do you put on your head?</p> <p>What do you put on your feet?</p> <p>Can you find these items in our home?</p>
<b>Wednesday</b>		<p>What are these items?</p> <p>What do you sweep with?</p> <p>What is stored in your bedroom?</p> <p>Can you find these items in our home?</p>
<b>Thursday</b>		<p>What are these items?</p> <p>What tastes sweet?</p> <p>What can you sit on?</p> <p>Can you find these items in our home?</p>
<b>Friday</b>		<p>What are these items?</p> <p>What do you use for your hair?</p> <p>What do you use for your teeth?</p> <p>Can you find these items in our home?</p>

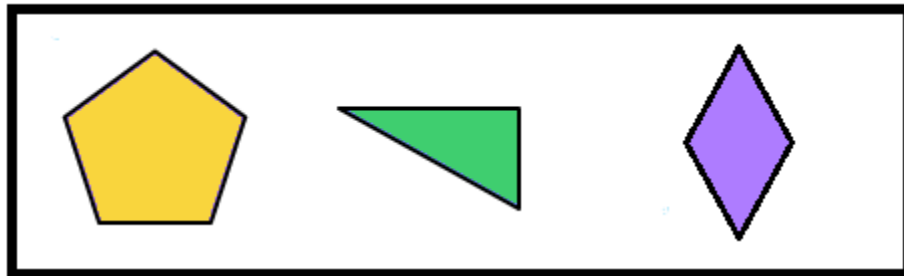


name: \_\_\_\_\_  
date: \_\_\_\_\_

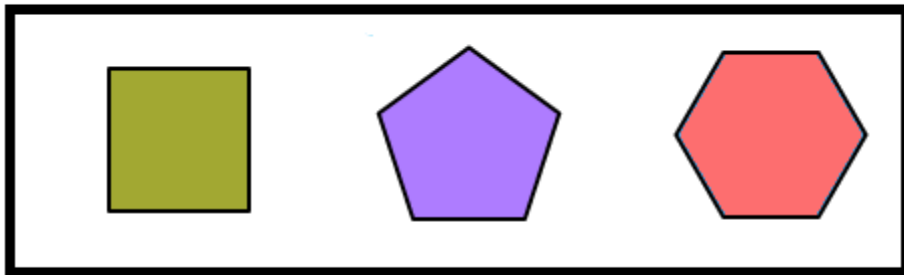
## Identifying Shapes!

circle the shape that is asked for in each group.

Which of these is a pentagon?



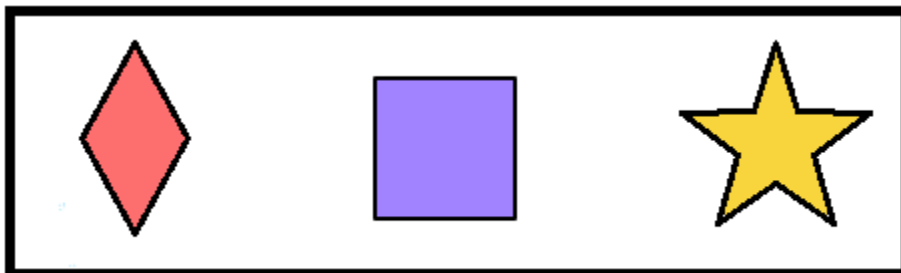
Which of these is a hexagon?



Which of these is a star?



Which of these is a diamond?

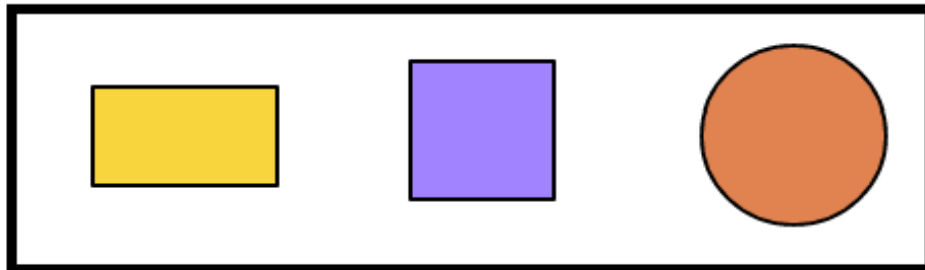


name: \_\_\_\_\_  
date: \_\_\_\_\_

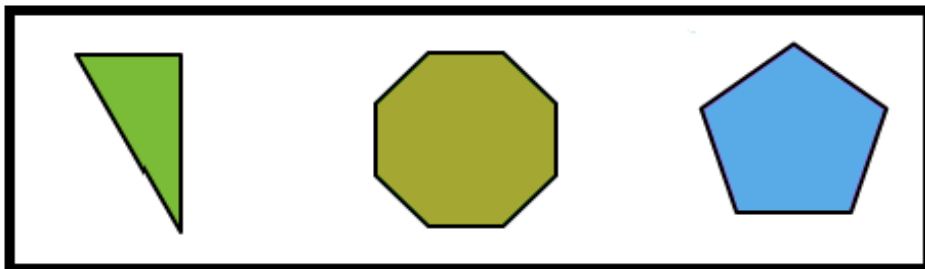
## Identifying Shapes!

circle the shape that is asked for in each group.

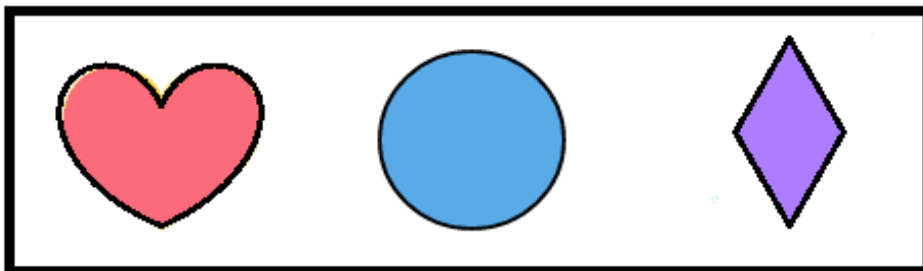
Which of these is a rectangle?



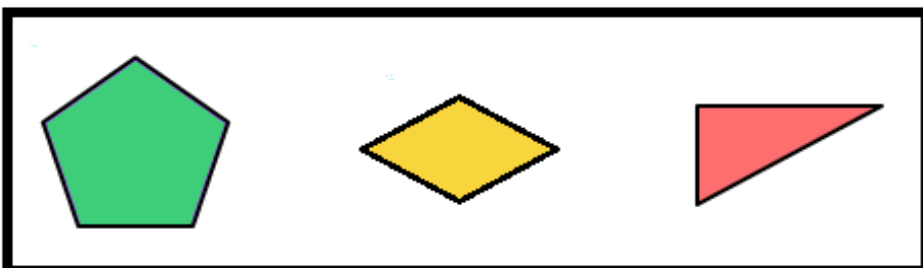
Which of these is a octagon?



Which of these is a heart?



Which of these is a triangle?



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

Date: \_\_\_\_\_

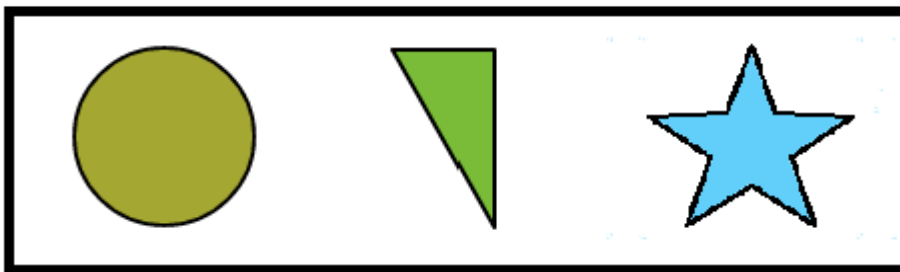
## Identifying Shapes!

circle the shape that is asked for in each group.

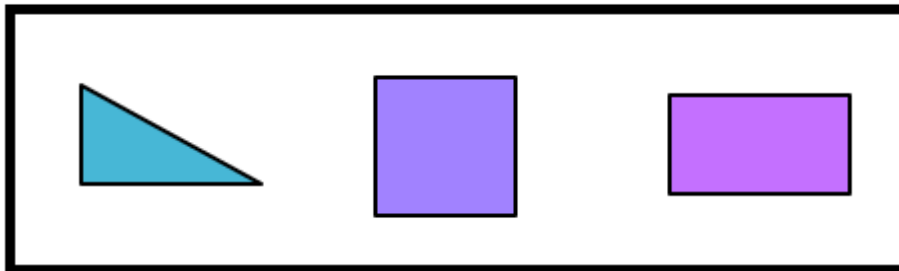
Which of these is a pentagon?



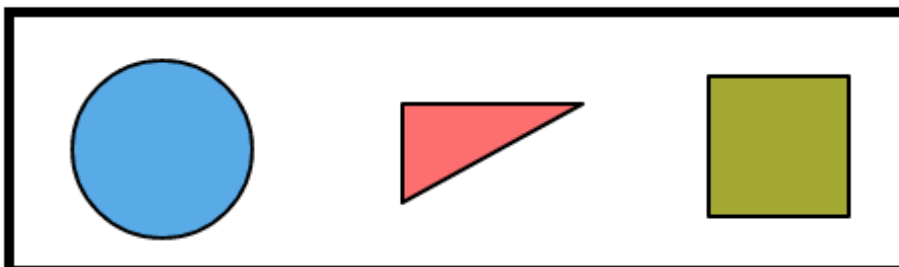
Which of these is a star?



Which of these is a rectangle?



Which of these is a circle?



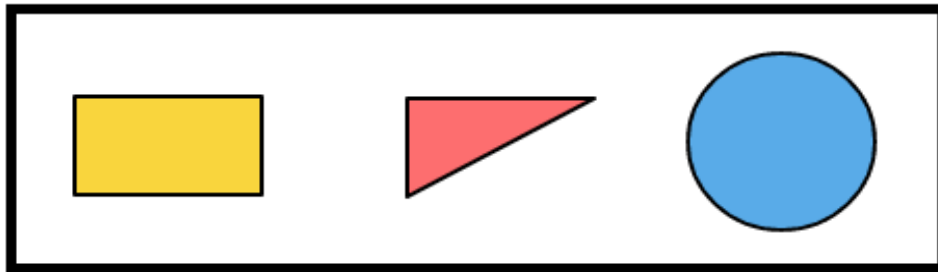
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Identifying Shapes!

circle the shape that is asked for in each group.

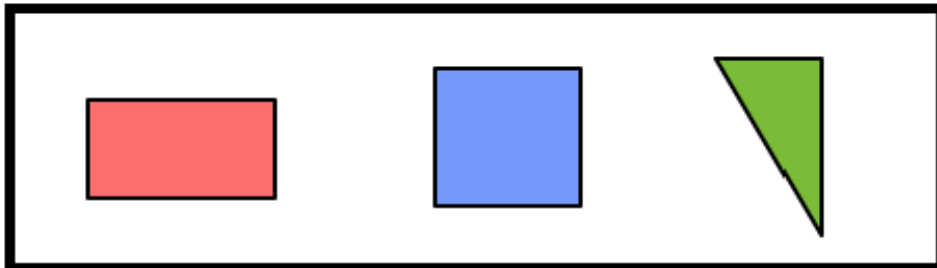
Which of these is a rectangle?



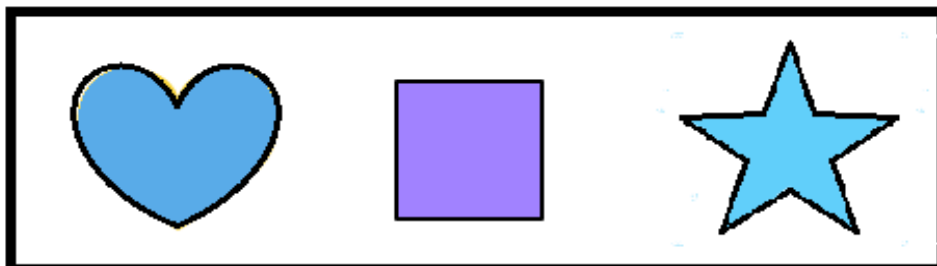
Which of these is a circle?



Which of these is a square?



Which of these is a heart?



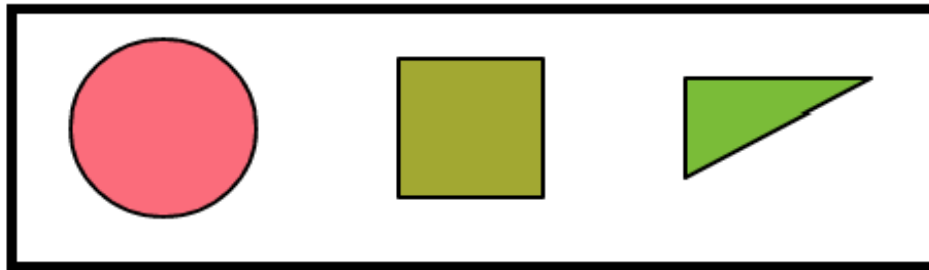
Name: \_\_\_\_\_

Date: \_\_\_\_\_

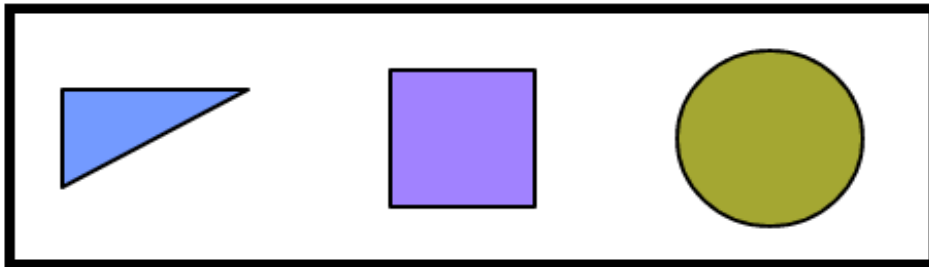
## Identifying Shapes!

circle the shape that is asked for in each group.

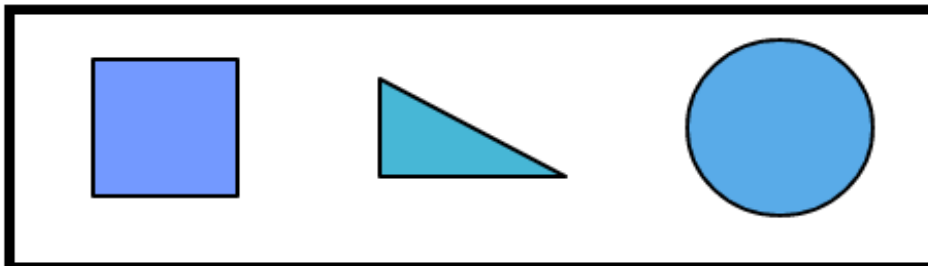
Which of these is a circle?



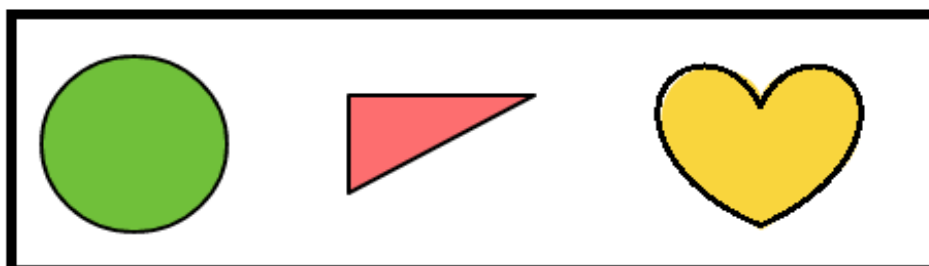
Which of these is a triangle?

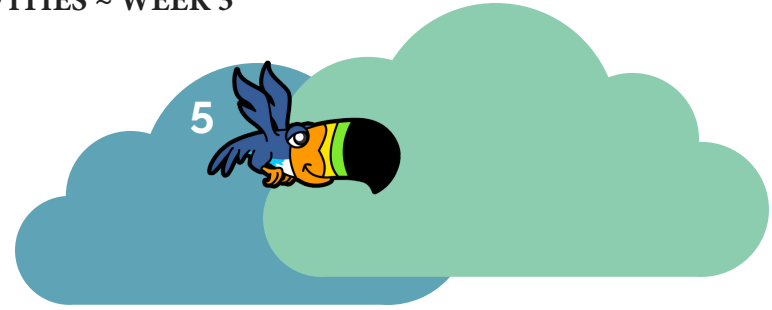


Which of these is a square?



Which of these is a heart?





START

Connect each Lester by following the numbers in order.

When Lester is flying up, **take a deep breath IN**. When Lester is flying down, **breathe OUT**.

# MY DAILY JOURNAL

**Today is:**

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY **Date:** \_\_\_\_\_

Draw what you did today:

I am feeling...

Color in the emotions you are feeling today.



HAPPY



SAD



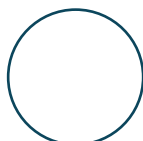
EXCITED



SCARED



MAD



DRAW YOUR  
OWN

3 things that went well today:

Ask a parent to help you write them.

1.

2.

3.



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

Date: \_\_\_\_\_

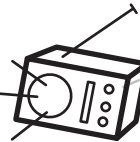
## Senses and Feelings

Circle the correct answer.

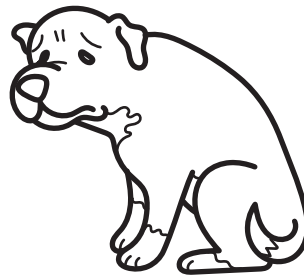
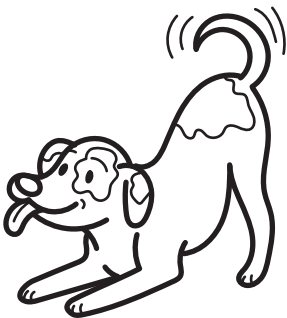
What are the people using in the pictures?



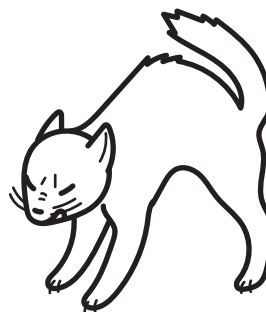
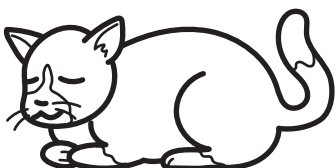
What are the people using in the pictures?



How do the dogs feel in the pictures?



How do the cats feel in the pictures?



# MY DAILY JOURNAL

**Today is:**

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY **Date:** \_\_\_\_\_

Draw what you did today:

I am feeling...

Color in the emotions you are feeling today.



HAPPY



SAD



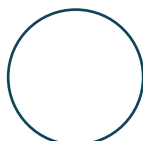
EXCITED



SCARED



MAD



DRAW YOUR  
OWN

3 things that went well today:

Ask a parent to help you write them.

1.

2.

3.

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



# COOPERATION: TO WORK ALONE OR TOGETHER?

**Directions:** Cut out the situations on the next page. Read each situation. If you think that's a situation in which it would be best to work alone, glue that strip into the ALONE box. If you think that it would be helpful to work with others in that situation, glue that strip into the TOGETHER box.

ALONE

TOGETHER

PAGE INTENTIONALLY LEFT BLANK

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



# COOPERATION: WORK ALONE OR TOGETHER?

	A test in class	A group project	A baseball game	Your classroom job
✂	A charity food drive	Performing in the choir	The robotics club	Learning your lines for the play
✂	Silent reading time	An art project	Your homework	A relay race
	✂	✂	✂	

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# Take a Breath!

Check out the **Take a Breath** video on the **Awesome Sauce** channel.



Deep breathing can help you stay calm and focused. Practice the steps for deep breathing with a partner. After you practice breathing, talk with your partner about times you might want to take deep breaths to feel calm and focused, and answer the question below.



- Sit up straight in a chair, keeping your feet on the floor, and relax your shoulders.
- Place your hands in your lap with your right hand on top of your left and your thumbs touching.
- Inhale through your nose for 2 counts, filling your stomach with air.
- Exhale through your nose for 4 counts, emptying out the air from your stomach.

One time I can use deep breathing to stay calm and relaxed is when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.



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### PK4 Distance Learning Activities ~ Week 4

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading:</b> Read "Space" with a family member.	<b>Reading:</b> Reread "Space" and complete the worksheet.	<b>Reading:</b> Reread "Space" and complete the worksheet.	<b>Reading:</b> Reread "Space" and complete the worksheet.	<b>Reading:</b> Reread "Space" and write each word 3 times: <b>are, in, see, the</b>
<b>Writing:</b> Practice writing your name	<b>Writing:</b> Practice writing the letter R	<b>Writing:</b> Practice writing the letter K	<b>Writing:</b> Complete the sight word worksheet	<b>Writing:</b> Complete the consonant digraphs worksheet
<b>Language:</b> WHAT Questions- Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> WHAT Questions- Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> WHAT Questions- Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> WHAT Questions- Ask your student the questions and have them answer in complete sentences.	<b>Language:</b> WHAT Questions- Ask your student the questions and have them answer in complete sentences.
<b>Math:</b> Space Simple Addition	<b>Math:</b> Space Simple Subtraction	<b>Math:</b> Space 'I Spy' with My Little Eye Counting	<b>Math:</b> Shapes Count and Graph	<b>Math:</b> Space Bar Graph
<b>Social/Emotional:</b> Social Skills-Taking Turns	<b>Social/Emotional:</b> My Daily Journal	<b>Social/Emotional:</b> What Makes Me Happy Today?	<b>Social/Emotional:</b> My Daily Journal	<b>Social/Emotional:</b> Read, complete, cut, and assemble the 'Personal Space Booklet'
<b>Movement:</b> Choose one 'Body Fact and Movement' to do.	<b>Movement:</b> Choose one 'Body Fact and Movement' to do.	<b>Movement:</b> Choose one 'Body Fact and Movement' to do.	<b>Movement:</b> Choose one 'Body Fact and Movement' to do.	<b>Movement:</b> Choose one 'Body Fact and Movement' to do.

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# SPACE

A Reading A-Z Level C Leveled Book  
Word Count: 42



**Reading A-Z**

Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.

LEVELED BOOK • C



Written by Katherine Page

[www.readinga-z.com](http://www.readinga-z.com)

# SPACE



Written by Katherine Page

[www.readinga-z.com](http://www.readinga-z.com)

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SPACE  
Level C Leveled Book  
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Written by Katherine Page

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[www.readinga-z.com](http://www.readinga-z.com)

**Correlation**

**LEVEL C**

Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4



In the day, you see  
the sky.

SPACE • Level C

3



In the night, you can  
see space.

4



The stars are in space.

SPACE • Level C

5



The Moon is in space.

6





SPACE • Level C

7



8



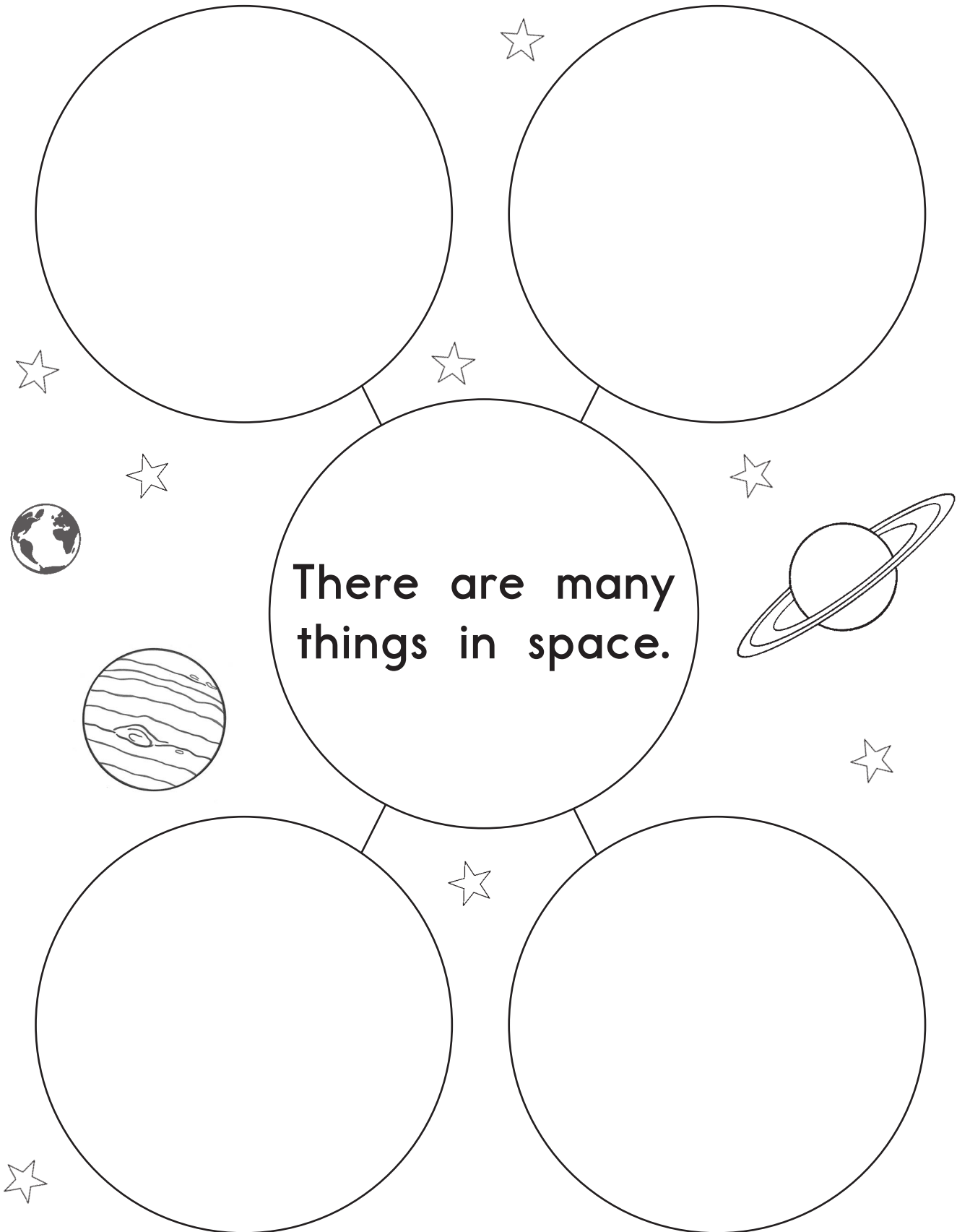
SPACE • Level C

9



10

Name \_\_\_\_\_



**Instructions:** Read the main idea with students. In the surrounding circles, have students draw and label objects found in space.



Name \_\_\_\_\_

# Ss

Sun 

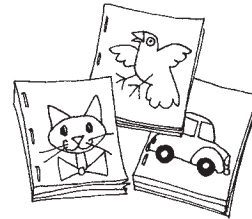
 planets s 

SPACE • LEVEL C • 2

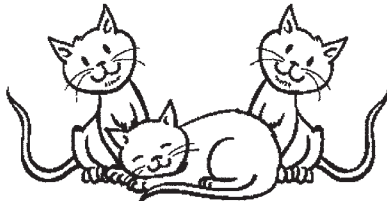
sad



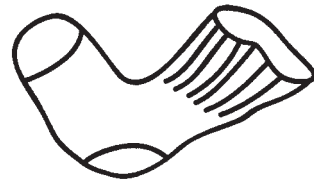
books



cats



sock



SKILL: CONSONANT Ss

**Instructions:** Have students cut out the words. Have them paste the words that have the letter Ss as the first letter in the *Sun* column and words that have the letter Ss as the last letter in the *planets* column.

PAGE INTENTIONALLY LEFT BLANK



SPACE

If you could travel  
anywhere in space,  
where would you go  
and why?

Create



SPACE

Cut apart the pages  
in this book and sort them  
into groups.  
What groups did you make?

Classify Information



SPACE

Did the author write this  
book to inform us about  
space or to persuade us  
about space?

How do you know?

Author's Purpose



SPACE

What other things  
do you think are in space?

Create



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

Print your first and  
last name.

1.

2.

3.

4.

5.

6.

R

R

Name \_\_\_\_\_

Rr

Trace the R and r  
with your finger.  
Say raccoon.



Trace and write.

R R R

r r r

Circle each raccoon with an R or r.



Name \_\_\_\_\_

Rr



Draw a line from the raccoon to each picture whose name begins with the letter r.



Name each picture. Listen to the first sound. Write the beginning letter for each picture.



r

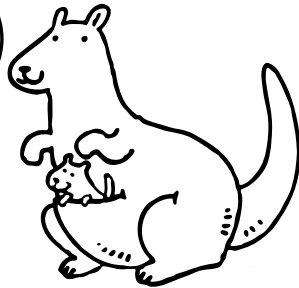
K

K

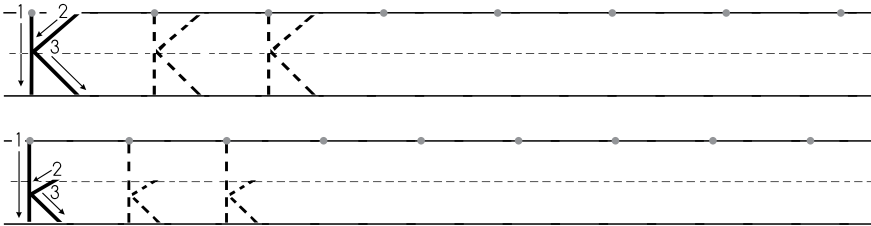
Name \_\_\_\_\_

Kk

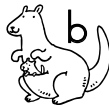
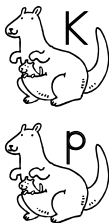
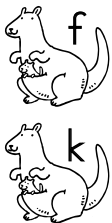
Trace the K and k  
with your finger.  
Say kangaroo.



Trace and write.



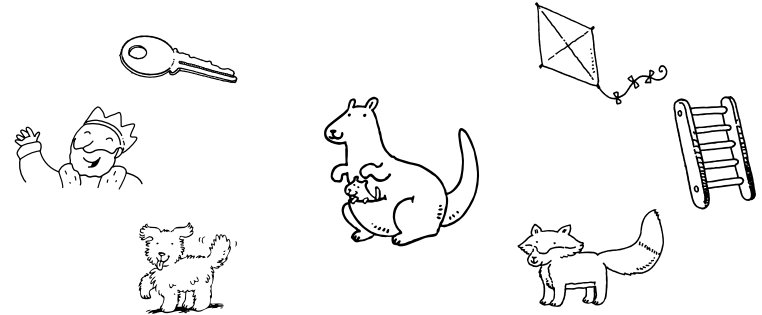
Circle each kangaroo with a K or k.



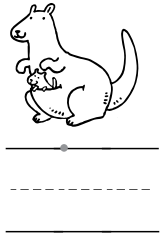
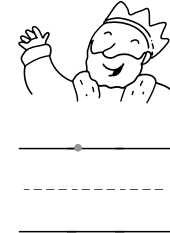
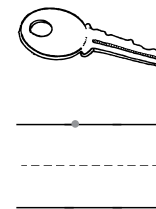
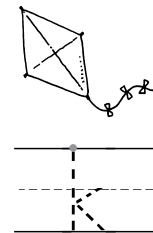
Name \_\_\_\_\_

Kk

Draw a line from the kangaroo to each picture whose name begins with the letter k.

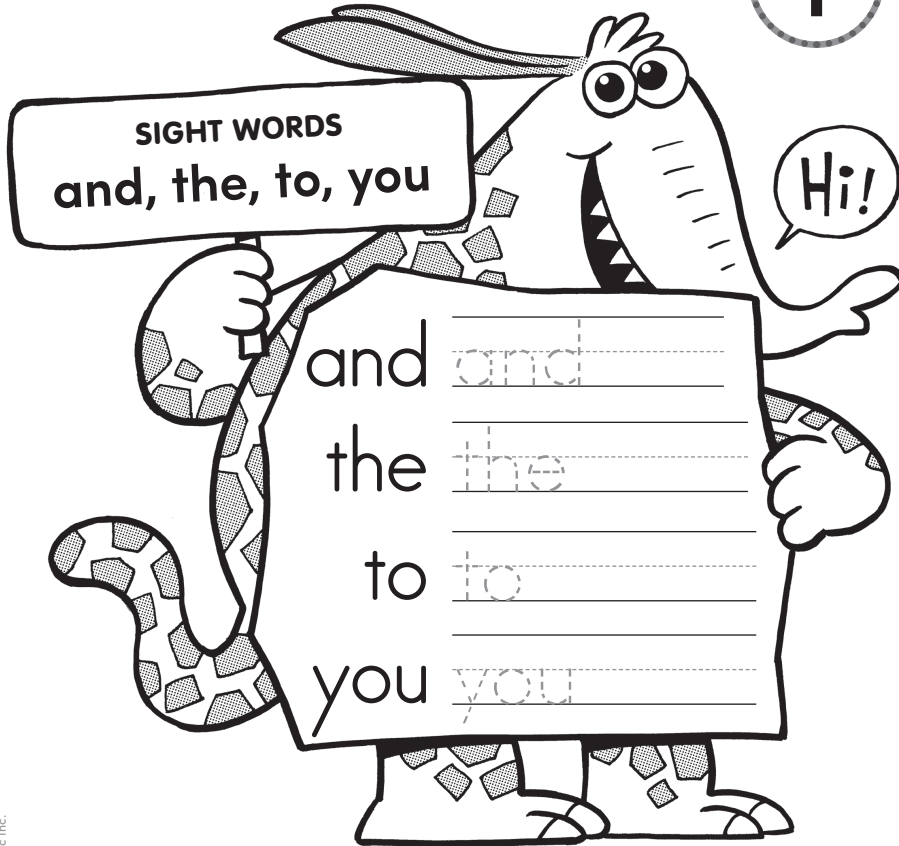


Name each picture. Listen to the first sound. Write the beginning letter for each picture.



# WRITING ACTIVITIES ~ WEEK 4

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



Write the words above. Color in each box when you complete an activity.

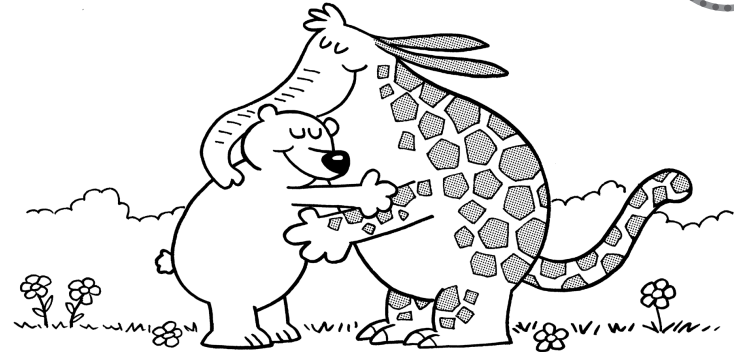
1 Introduction	2 Read & Write	3 Read & Write	4 Color
5 Graph	6 Match & Find	7 Unscramble	8 Review

1

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



Read the sentence.



The bear and the monster are best friends.

Write the sight words.

and

and

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

the

the

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2



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



Read the sentence.



"I have a gift to give you!" said the monster.

Write the sight words.

to

to



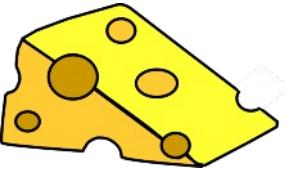

you

you

## Circle the Sound

### Kindergarten Phonics Worksheet

*Circle the sound that matches the picture.*

	sh ch		wh th
	sh ch		ch ck

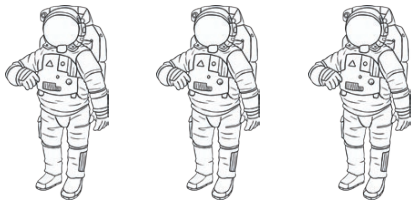
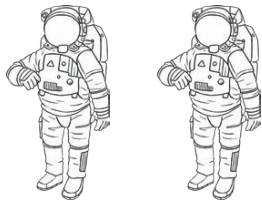
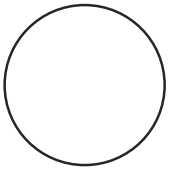
## LANGUAGE ACTIVITIES ~ WEEK 4

### WHAT QUESTIONS

<b>Monday</b>		<p>What are these items?</p> <p>What do you use to clean with?</p> <p>What do you put on to make you warm?</p> <p>Can you find these items in our home?</p>
<b>Tuesday</b>		<p>What are these items?</p> <p>What do you wear in the winter?</p> <p>What do you use to take pictures?</p> <p>Can you find these items in our home?</p>
<b>Wednesday</b>		<p>What are these items?</p> <p>What do you use to run?</p> <p>What do you use to paste things together?</p> <p>Can you find these items in our home?</p>
<b>Thursday</b>		<p>What are these items?</p> <p>What do we clean our teeth with?</p> <p>What do you sleep on?</p> <p>Can you find these items in our home?</p>
<b>Friday</b>		<p>What are these items?</p> <p>What do we eat for dessert?</p> <p>What helps you to see?</p> <p>Can you find these items in our home?</p>

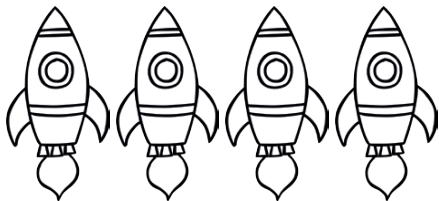
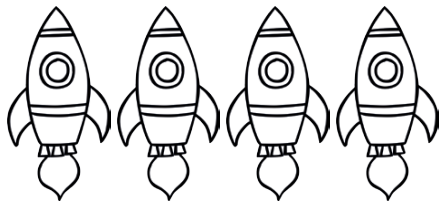
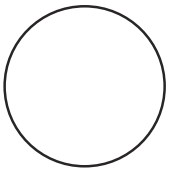
# Space Simple Addition

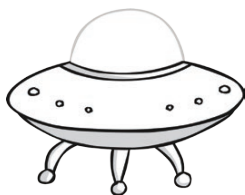
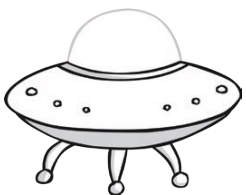
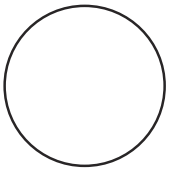
Write the answers in the circles.

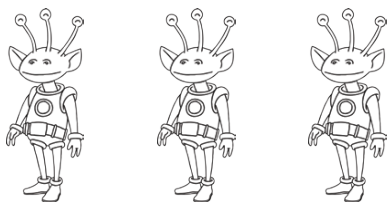
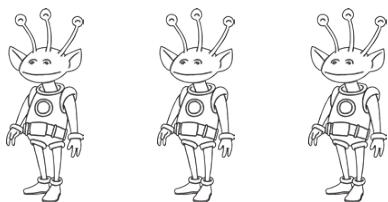
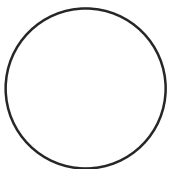

 $+$ 

 $=$ 



 $+$ 

 $=$ 

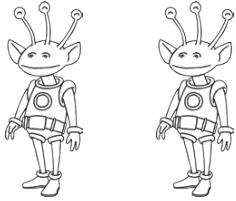


 $+$ 

 $=$ 



 $+$ 

 $=$ 



 $+$ 

 $=$ 


# Space Simple Subtraction

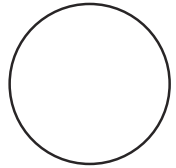
Write the answers in the circles.



-



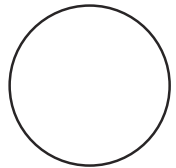
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-



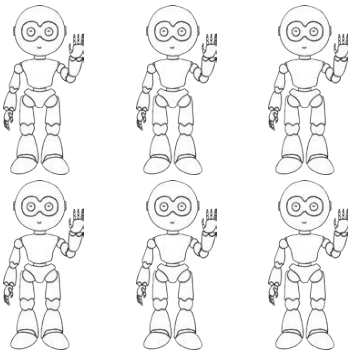
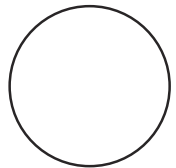
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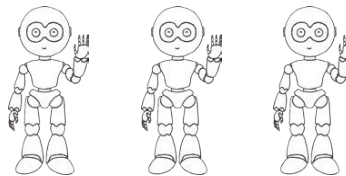
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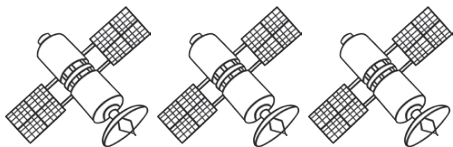
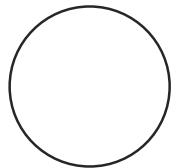
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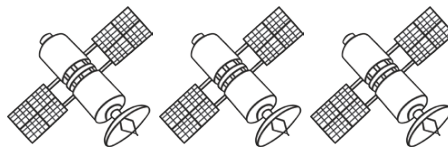
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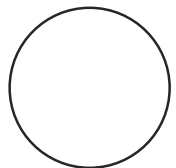
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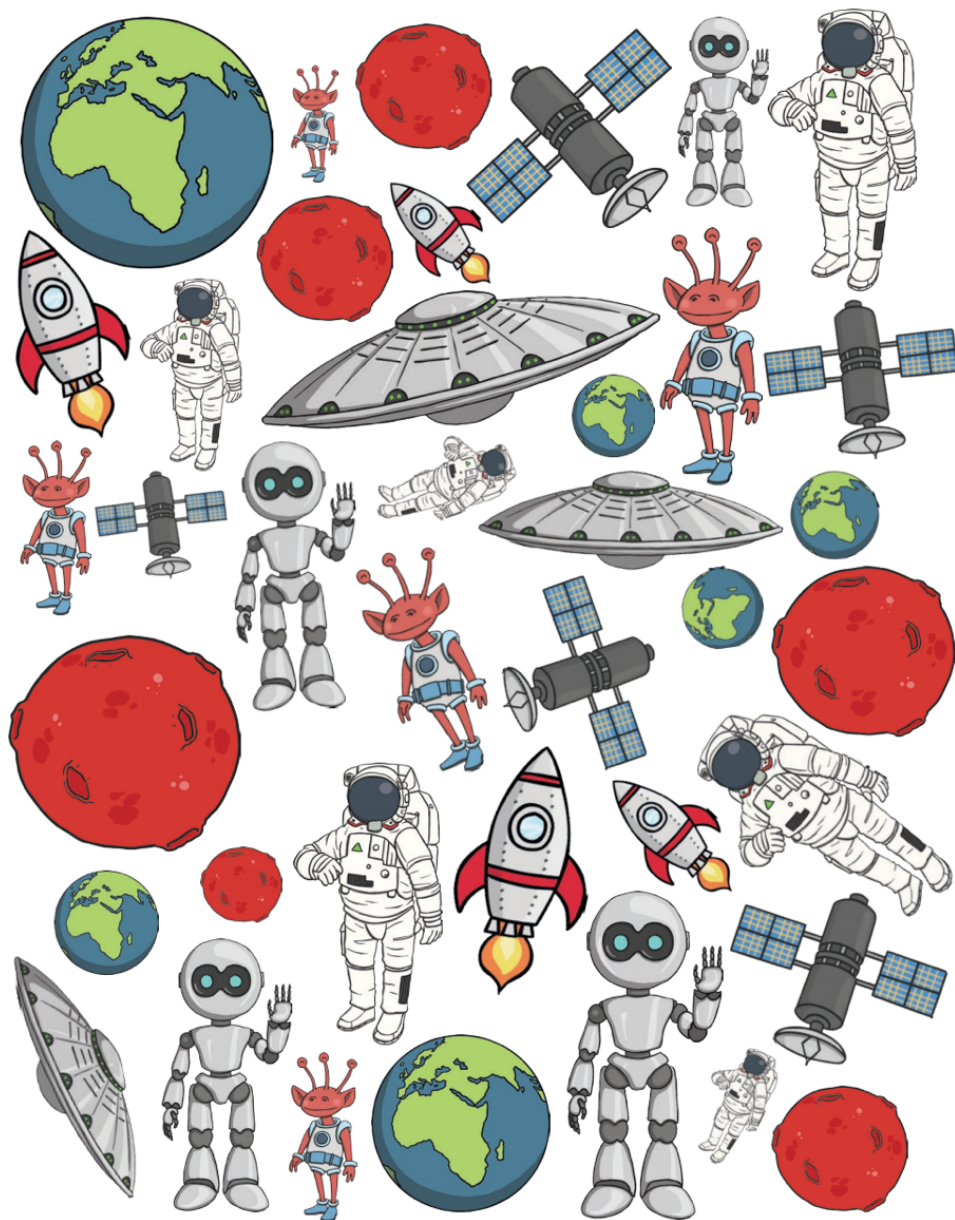
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









# I Spy with My Little Eye



# I Spy with My Little Eye

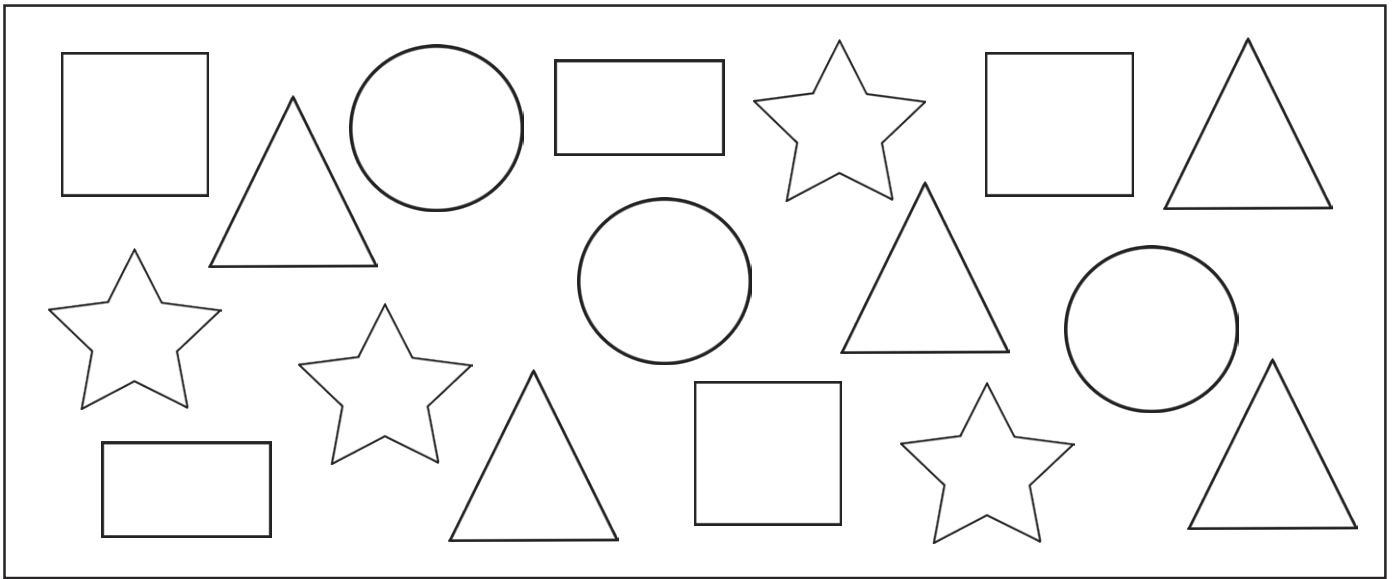
Count the pictures and write down how many you find of each.


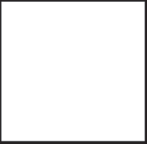
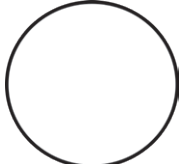


	
	
	
	

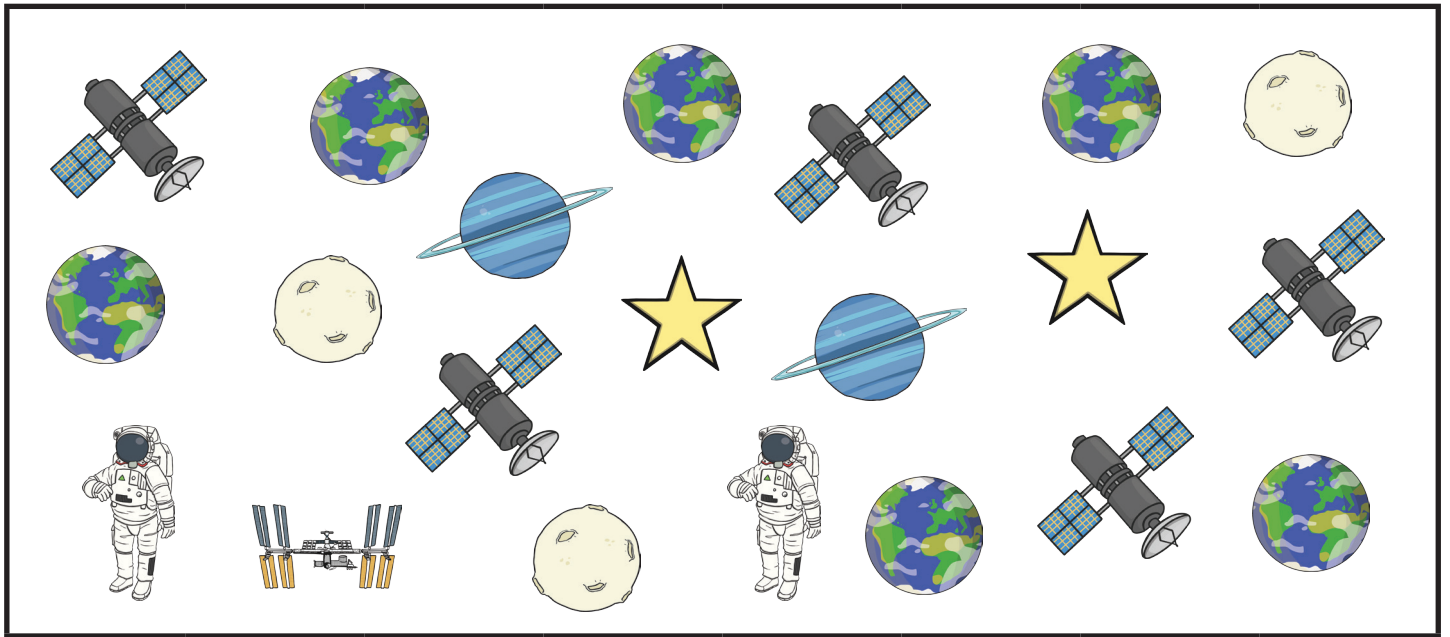
# Shapes Count and Graph


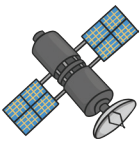
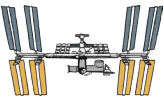

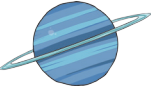


Count each of the shapes and fill in the graph.



5					
4					
3					
2					
1					
					

# Space Bar Graph

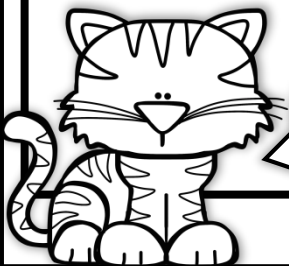


6							
5							
4							
3							
2							
1							
							



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

Directions: Draw a picture of you taking turns with a friend.



I learned  
how to  
take turns!

# MY DAILY JOURNAL

**Today is:**

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY **Date:** \_\_\_\_\_

Draw what you did today:

I am feeling...

Color in the emotions you are feeling today.



HAPPY



SAD



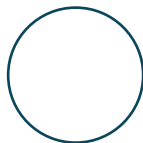
EXCITED



SCARED



MAD



DRAW YOUR  
OWN

3 things that went well today:

Ask a parent to help you write them.

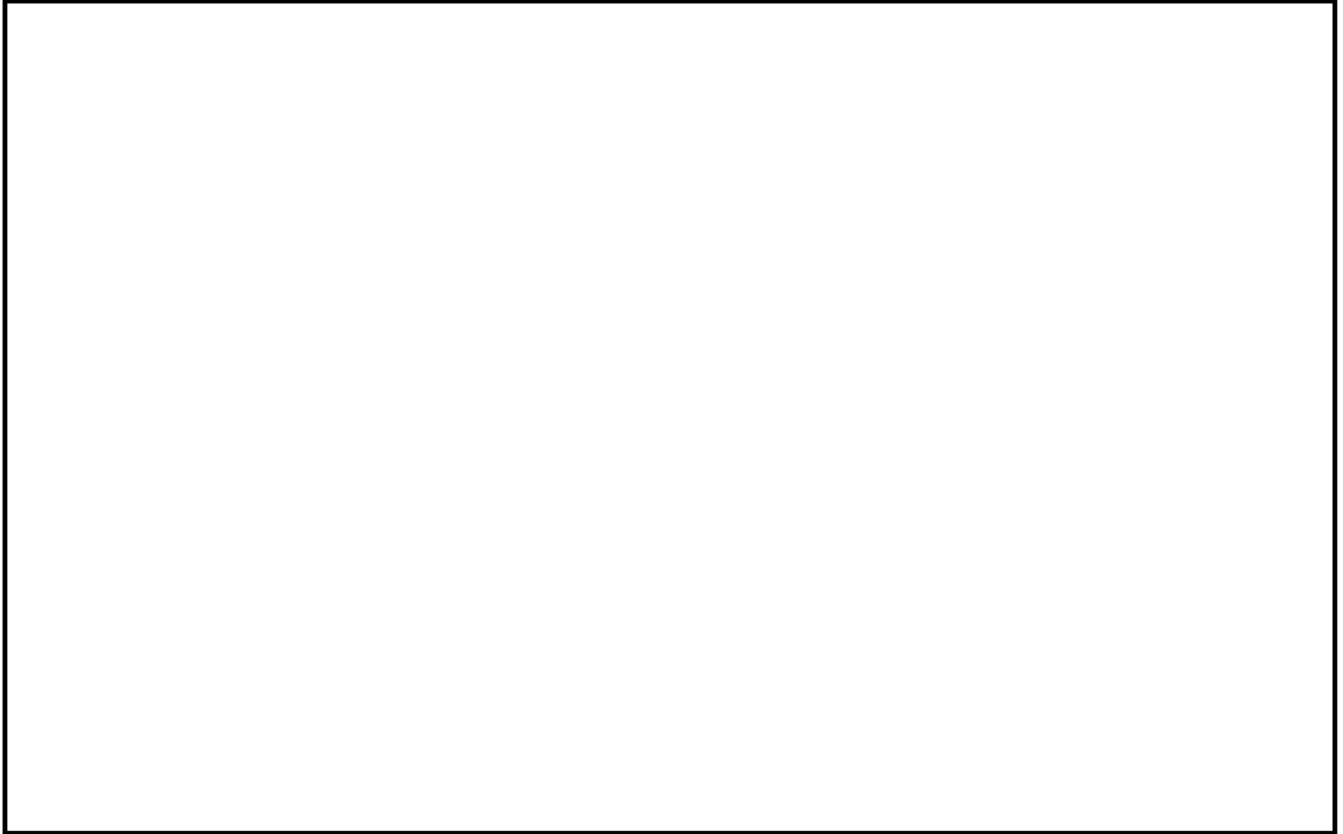
1.

2.

3.

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

## WHAT MAKES ME HAPPY TODAY?



---

---

---

---

---

---

# MY DAILY JOURNAL

Today is:

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY **Date:** \_\_\_\_\_

Draw what you did today:

I am feeling...

Color in the emotions you are feeling today.



HAPPY



SAD



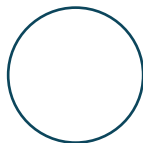
EXCITED



SCARED



MAD



DRAW YOUR  
OWN

3 things that went well today:

Ask a parent to help you write them.

1.

2.

3.

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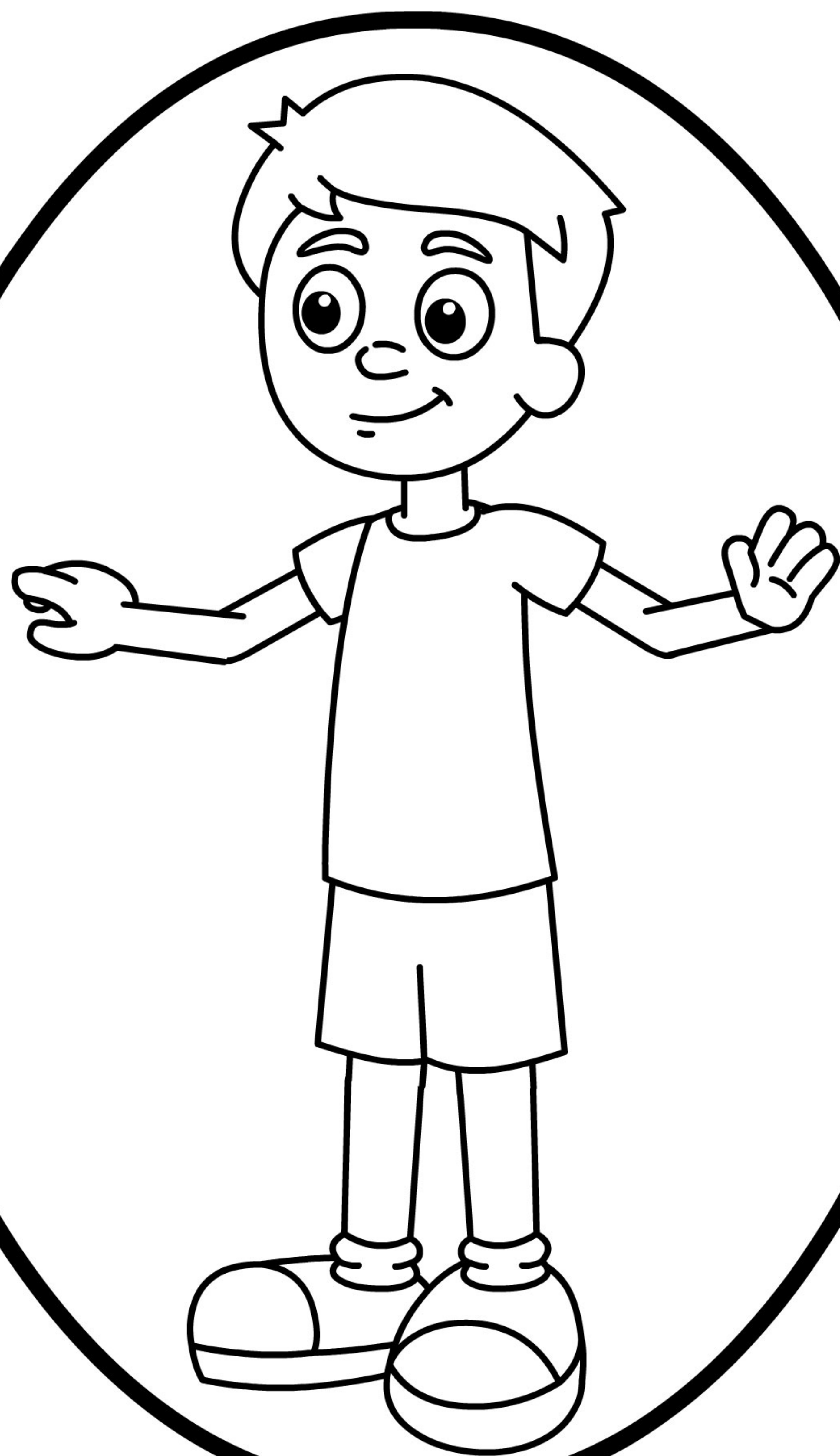


Name: \_\_\_\_\_

# PERSONAL SPACE

Cut out the pages to combine them into a book about personal space.

## My Personal Space



1



Showing personal space is having an "arm length" in between me and someone else

2



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5

When I greet  
someone I can

\_\_\_\_\_.

I can show personal  
space when I'm

\_\_\_\_\_.

3

4




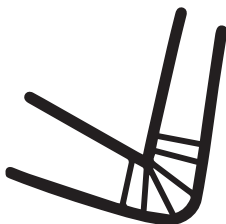


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# A-Moose-Ta-Cha: Body Facts and Movements!

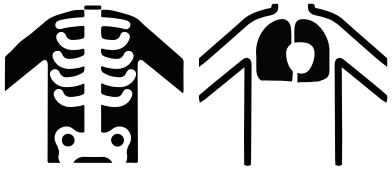
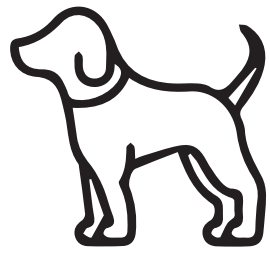


Check out the **A-Moose-Ta-Cha** video on the **Moose Tube** channel.

Read the facts about the body parts used in A-Moose-Ta-Cha! Then, try out the movements for each body part with a partner, and answer the question below.



Body Part	Did You Know?	Try This Movement!
<b>Thumb</b> 	<p>Human thumbs are opposable. That means that unlike other fingers, the thumb can move around to touch all of the other fingers.</p> <p><small>Source: <a href="http://www.nsta.org/publications/news/story.aspx?id=49036">http://www.nsta.org/publications/news/story.aspx?id=49036</a></small></p>	<p>Give someone 5 thumbs up!</p>
<b>Elbow</b> 	<p>A silly name for an elbow is a funny bone, even though it's not at all funny when it bangs into something!</p> <p><small>Source: <a href="http://www.livescience.com/32215-what-is-the-funny-bone.html">http://www.livescience.com/32215-what-is-the-funny-bone.html</a></small></p>	<p>Touch your elbow to your knee 5 times!</p>
<b>Foot</b> 	<p>Every foot is made up of 28 bones!</p> <p><small>Source: <a href="http://www.arthritis.org/about-arthritis/where-it-hurts/foot-heel-and-toe-pain/foot-anatomy.php">http://www.arthritis.org/about-arthritis/where-it-hurts/foot-heel-and-toe-pain/foot-anatomy.php</a></small></p>	<p>Jump up and down 10 times as fast as you can!</p>
<b>Knee</b> 	<p>The knee is the largest joint in the body. It connects the thigh bone to the lower leg bone.</p> <p><small>Source: <a href="https://www.britannica.com/science/knee">https://www.britannica.com/science/knee</a></small></p>	<p>Tap your knees together 10 times!</p>

## MOVEMENT ACTIVITIES ~ WEEK 4

Body Part	Did You Know?	Try This Movement!
<b>Chest</b> 	<p>Your heart, ribs, and lungs are in your chest.</p> <p><small>Source: <a href="https://www.britannica.com/science/thorax">https://www.britannica.com/science/thorax</a></small></p>	<p>Put your hands on your ribs. Breathe in and out deeply 5 times, so you can feel your chest rise and fall.</p>
<b>Tail</b> 	<p>You don't have a tail like an animal, but you do have a tailbone, which is right at the end of your spine.</p> <p><small>Source: <a href="https://www.britannica.com/science/coccyx">https://www.britannica.com/science/coccyx</a></small></p>	<p>Pretend to be an animal, and wag your tail back and forth 10 times.</p>
<b>Tongue</b> 	<p>Some people can make their tongues into a "U" shape, and some people cannot!</p> <p><small>Source: <a href="https://udel.edu/~mcdonald/mythtongueroll.html">https://udel.edu/~mcdonald/mythtongueroll.html</a></small></p>	<p>Try to curl your tongue 5 times! If you can't curl your tongue, stick it out as far as it can go!</p>
<b>Eyes</b> 	<p>When you blink your eyes, you make tears that wipe away dust and germs. People blink about 15-20 times a minute!</p> <p><small>Source: <a href="http://www.smithsonianmag.com/science-nature/why-do-we-blink-so-frequently-172334883/">http://www.smithsonianmag.com/science-nature/why-do-we-blink-so-frequently-172334883/</a></small></p>	<p>Blink your eyes 10 times!</p>

Which movement was the most fun? \_\_\_\_\_