

Grade K Remote Learning Week (April 5th - April 9th)

Content

Monday
<ol style="list-style-type: none"> 1. Independent Reading: Read the STEP 2 book included in the packet or log onto Raz-Kids and complete accompanying questions 2. Watch phonics video and complete activity along with the teacher *Upload completed work to your Google Classroom 3. Writing: Brainstorm ideas for your opinion writing piece for the week
Tuesday
<ol style="list-style-type: none"> 1. Independent Reading: Read the STEP 2 book included in the packet or log onto Raz-Kids and complete accompanying questions 2. Read Aloud: Those Shoes by Marabel Beth 3. Writing: Draft your opinion writing piece for the week
Wednesday
<ol style="list-style-type: none"> 1. Independent Reading: Read the STEP 2 book included in the packet or log onto Raz-Kids and complete accompanying questions 2. Watch phonics video and complete activity along with the teacher 3. Writing: Edit/Revise your opinion writing piece for the week *Upload to your Google Classroom for Feedback from your teacher!
Thursday
<ol style="list-style-type: none"> 1. Independent Reading: Read the STEP 2 book included in the packet or log onto Raz-Kids and complete accompanying questions 2. Read Aloud: The Word Collector, by Peter H. Reynolds 3. Writing: Publish your opinion writing piece for the week **Upload to your Google Classroom or send a video to your teacher reading your writing!
Friday
No School

Monday
Reading and Writing
Work

Week 3

Phonics Practice

Play the Day 1: Watch [Phonics Practice video](#) and have your child write the sounds, words, and sentences on this template or on a blank piece of paper. Feel free to assist your child if you see them struggling to tap out sounds in words or spell sight words. Make flashcards or give additional practice if needed.

Practice writing each weekly sight word three times.

1. _____ ----- _____ _____ _____	2. _____ ----- _____ _____ _____	3. _____ ----- _____ _____ _____	4. _____ ----- _____ _____ _____
--	--	--	--

Write the phonics practice words.

1. _____ ----- _____ _____	2. _____ ----- _____ _____	3. _____ ----- _____ _____	4. _____ ----- _____ _____
5. _____ ----- _____ _____	6. _____ ----- _____ _____	7. _____ ----- _____ _____	8. _____ ----- _____ _____

Write the challenge dictation sentence.

Directions: Have your scholar read independently. After reading, please read each question to them, and have your scholar answer each question while providing evidence (page # and text evidence).

1. What is something that all fruits have? What in the text makes you think that?

2. What are 3 fruits in the story? What in the story makes you think that?

3. Why does the story say, "Some fruits will surprise you"? What in the story makes you think that?

That's a Fruit?

A Reading A-Z Level C Leveled Book
Word Count: 46



Connections

Writing and Art

Draw a picture of your favorite fruit.

Label the picture and tell why it is your favorite.

Science

All of the foods in the book are fruits.

How else can you sort the foods?
Share your ideas with a partner.

Reading A-Z

Visit www.readinga-z.com
for thousands of books and materials.

LEVELED BOOK • C



Written by
Sarah Ghusson

www.readinga-z.com

That's a Fruit?



Written by Sarah Ghusson

www.readinga-z.com

Focus Question

What do all fruits have
in common?

Words to Know

avocado

pumpkin

eggplant

surprise

fruits

tomato

Photo Credits:

Front cover: © Charles Wollertz/Alamy Stock Photo; back cover:

© ArtisticCaptures/iStock/Getty Images Plus/Getty Images; title page:

© David Patrick Valera/Moment/Getty Images; page 3 (top): © travnikovstudio/
iStock/Thinkstock; page 3 (bottom): © Mikael Damkier/Dreamstime.com; page

4 (main): © Gomberg/iStock/Thinkstock; page 4 (inset): © Kenishirotie/iStock/
Thinkstock; page 5 (main): © Sarawutnam/iStock/Thinkstock; page 5 (inset):

© in.focus/iStock/Thinkstock; page 6 (main): © MidoSemsem/iStock/Thinkstock;

page 6 (inset): © Oleksandr Perepelytsia/iStock/Thinkstock; page 7 (main):

© tortoon/iStock/Thinkstock; page 7 (inset): © exopixel/iStock/Thinkstock; page

8 (main): © Jupiterimages/Stockbyte/Thinkstock; page 8 (inset): © Topazgem/
iStock/Thinkstock; page 9 (main): © rarinlee/iStock/Thinkstock; page 9 (inset):

© bajinda/iStock/Thinkstock; page 10 (top left): © TatyanaGI/iStock/Thinkstock;

page 10 (top right): © Riki Risnandar/iStock/Thinkstock; page 10 (bottom left):

© AE Pictures Inc./The Image Bank/Getty Images; page 10 (bottom right):

© Kim Gunkel/iStock/Getty Images Plus/Getty Images

That's a Fruit?

Level C Leveled Book

© Learning A-Z

Written by Sarah Ghusson

All rights reserved.

www.readinga-z.com

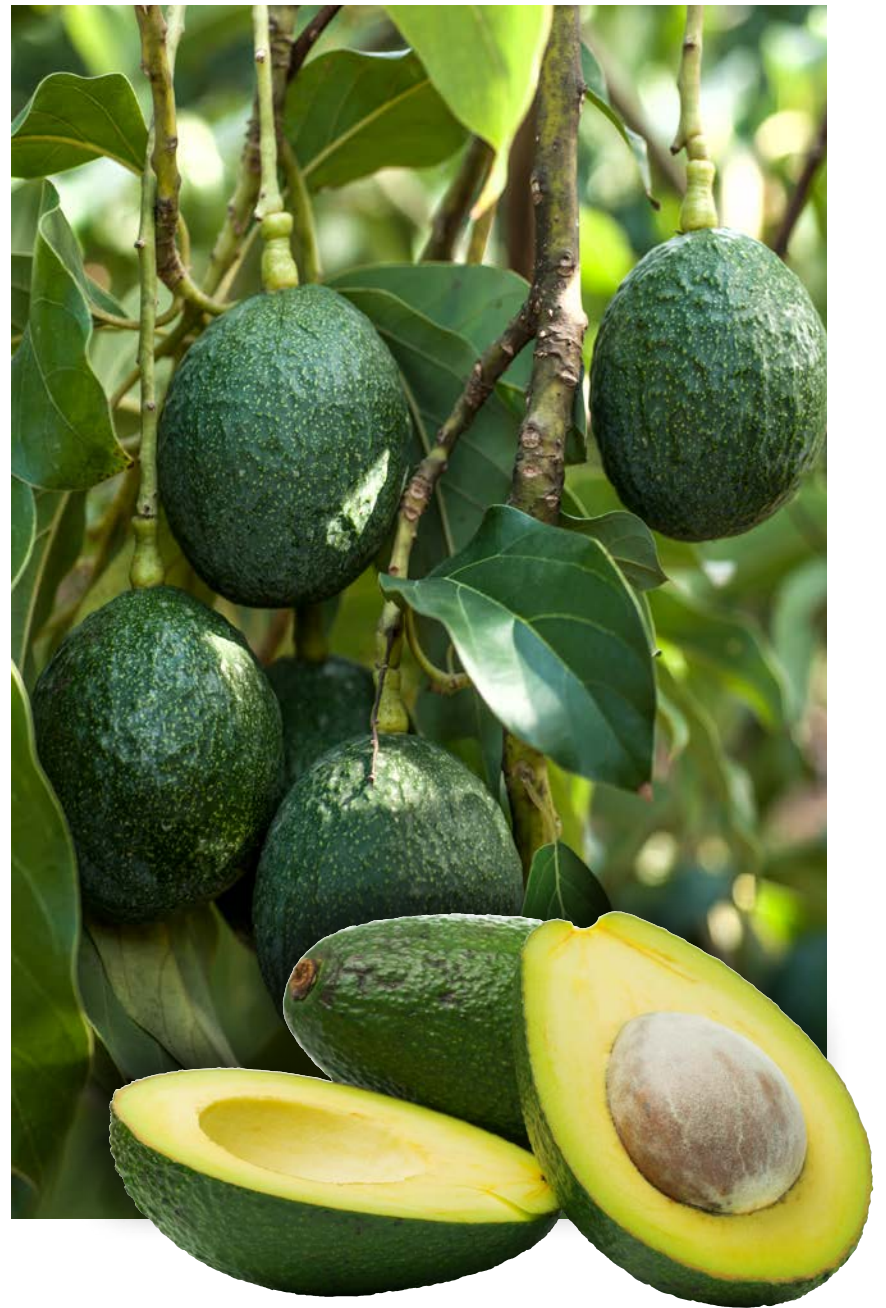
Correlation

LEVEL C

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



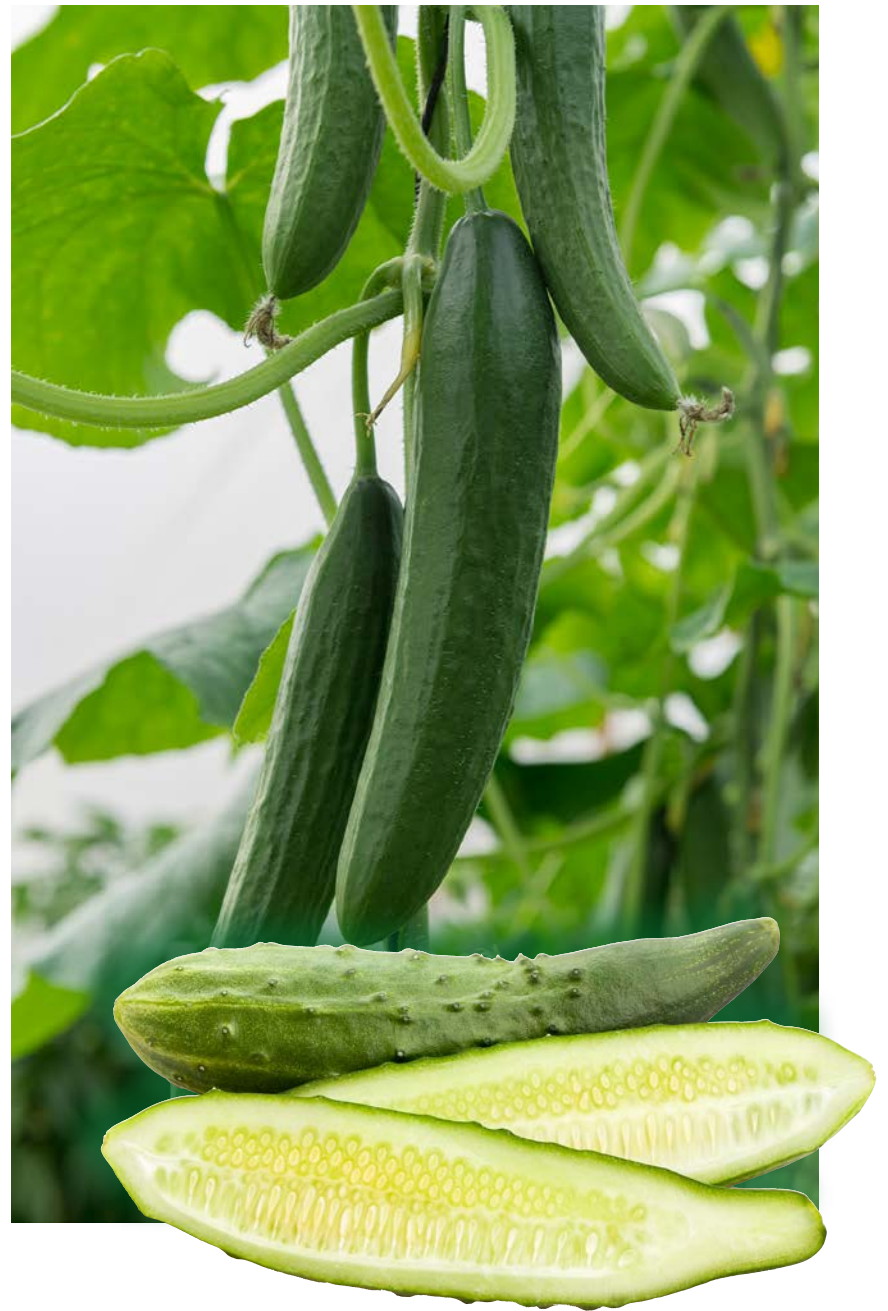
All fruits have seeds.
Some fruits may
surprise you.



An avocado is a fruit.



A tomato is a fruit.



A cucumber is a fruit.



A pepper is a fruit.



A pumpkin is a fruit.



An eggplant is a fruit.



Can you name some other surprising fruits?

Opinion Writing

Monday, April 6: Today you will brainstorm by drawing a picture and thinking of three reasons to write to support your opinion!

Weekly Topic: Is it better to be a kid or an adult?

<u>Brainstorming Steps:</u>	<u>Example of questions to ask your child:</u>
1) List the reasons 2) Select the 3 best reasons 3) Draw picture of each reason 4) Write a phrase or sentence for each reason	<ul style="list-style-type: none">• What can a kid do that an adult can't do?• Why would you like being a kid/adult better?• What are some activities you can do as a kid/adult?
<u>Kid (Examples of student reasons):</u> <ul style="list-style-type: none">• Play with toys• Play on playgrounds• Have more free time• Spend their days at school• Get to have playtime with friends	<u>Adult (Examples of student reasons):</u> <ul style="list-style-type: none">• Have a lot of responsibilities• Can drive cars• Have to pay bills• Have to go to work• Get to make your own decisions• Have to cook

Would you rather be a kid or an adult?

Name _____

Kindergarten Opinion/Reason Graphic Organizer

I think _____

	Reason 1

	Reason 2

	Reason 3

Tuesday
Reading and Writing
Work

Week 3

Directions: Have your scholar read independently. After reading, please read each question to them, and have your scholar answer each question while providing evidence (page # and text evidence).

Name 3 different things the elephant washes...

1. _____

2. _____

3. _____

What in the story makes you think that?

Why did the elephant wash the driver? Explain!

What in the story makes you think that?

What other animal would be a good helper at the car wash? Explain!

Elephant Car Wash

A Reading A-Z Level C Leveled Book
Word Count: 59

LEVELED BOOK • C

Elephant Car Wash

Connections

Writing and Art

What other animal would be a good helper at the car wash? Draw a picture and write about it.

Science

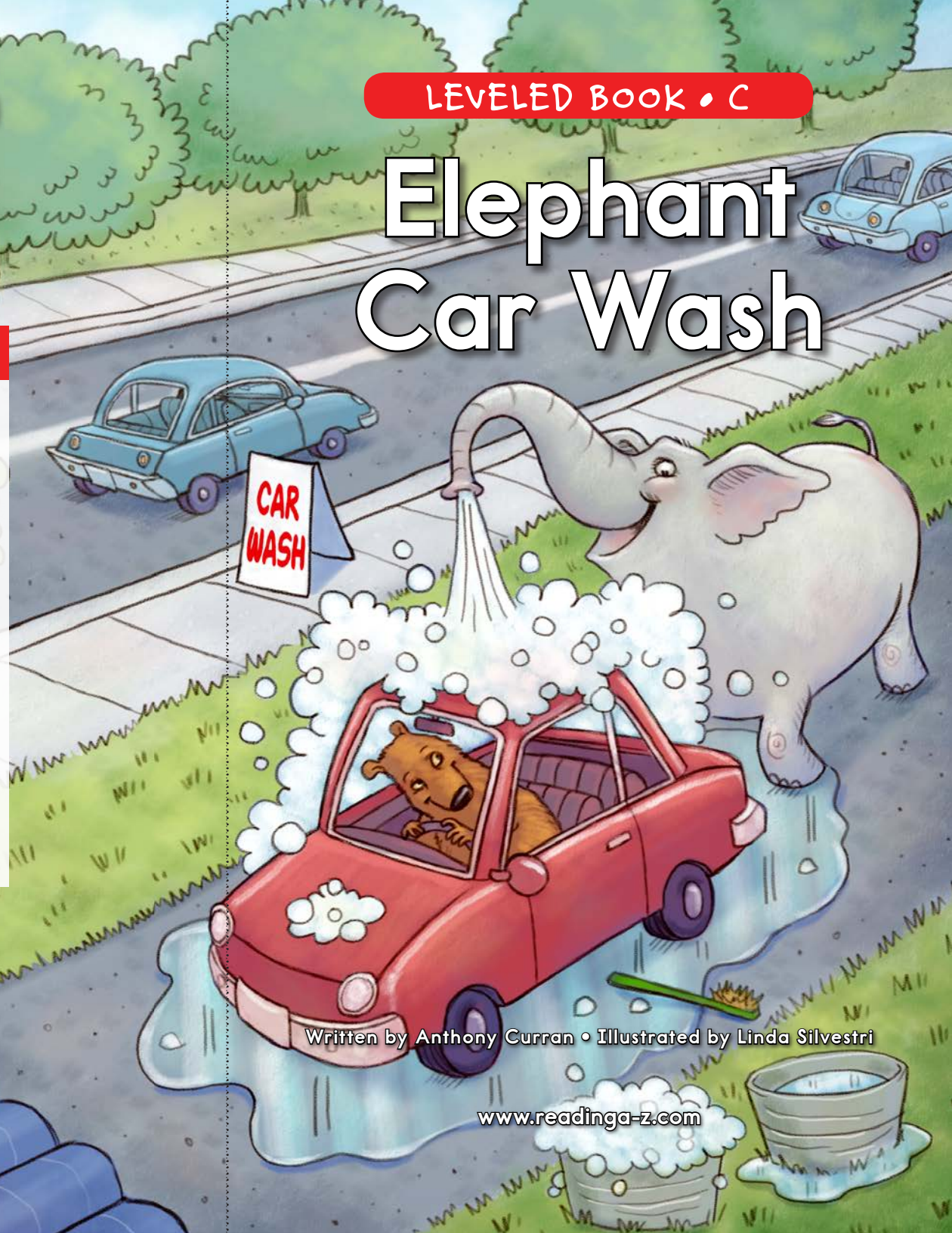
How is the elephant in the story different from real elephants? How is it the same? Share your ideas with a partner.

Reading A-Z

Visit www.readinga-z.com
for thousands of books and materials.

Written by Anthony Curran • Illustrated by Linda Silvestri

www.readinga-z.com



Elephant Car Wash



Written by Anthony Curran
Illustrated by Linda Silvestri

www.readinga-z.com

Focus Question

What is an elephant car wash?

Words to Know

driver
elephant
laughs

tire
washes
window

Elephant Car Wash
Level C Leveled Book
© Learning A-Z
Written by Anthony Curran
Illustrated by Linda Silvestri

All rights reserved.

www.readinga-z.com

Correlation

LEVEL C

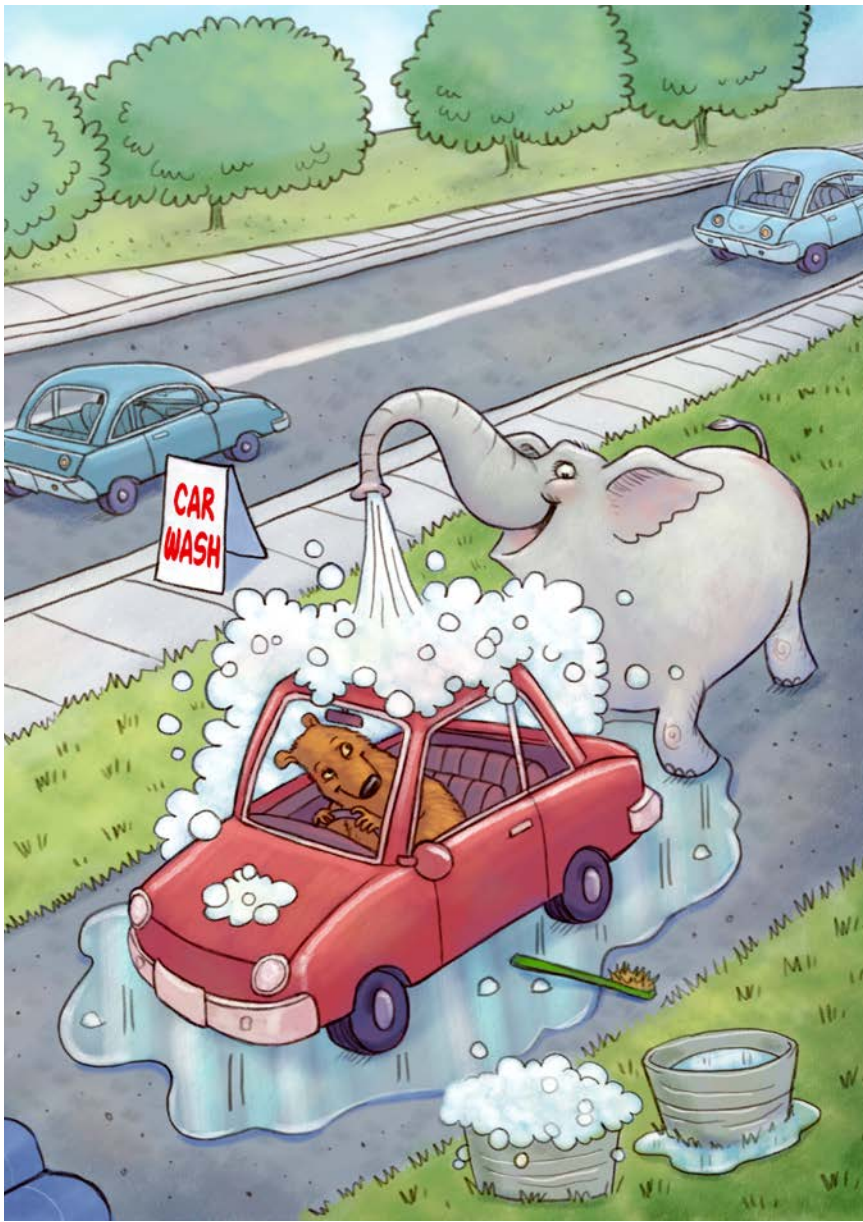
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4



The elephant washes
the front of the car.



The elephant washes
the back of the car.



The elephant washes
the top of the car.



The elephant washes
the door of the car.



The elephant washes
the tire of the car.



The elephant washes
the window of the car.



The elephant washes
the driver of the car.



The elephant laughs!

Title of Book: Those Shoes by Marabeth Bell

Link to Video: <https://www.youtube.com/watch?v=LjUFJEduguk>

Objective: Great readers read a story and think about the main characters, how they feel, and why.

Before Reading (ask this question before starting the video of the book):

Question	Example Answer	Student Answer (Add your child's answer in the space below)
Based on the front cover and the title of the book what do you think this book is about?	I see one boy looking sad and the other boys together talking and the title says those shoes so I think the story is about a boy who doesn't have the same shoes as everyone else and he feels sad.	

During Reading (pausing at the times below, ask the question before continuing to watch):

Pause video at:	Question	Example Answer	Student Answer (Add your child's answer in the space below)
1:01	What does the main character want? Why can't he get them? How does he feel about that?	The boy wants the black and white shoes. He cannot get them because his grandmother said he needs boots instead. He feels sad/ or disappointed that he cannot get them.	

After Reading (after your scholar listens to the whole book, ask the following questions):

Question	Example Answer	Student Answer (Add your child's answer in the space below)
Why did the main character have his grandmother go to the thrift store?	He realized she did not have enough money so he wanted to see if he could find the same shoes for a cheaper price.	
Why did he give his friend the sneakers? How did he feel?	He gave him the sneakers because they were too small and he knew his friend needed new shoes. The boy felt happy that he helped his friend.	
How did he feel when he realized he had snow boots in his bag?	He felt thankful for his grandmother who bought the boots instead of the new sneakers.	

Opinion Writing

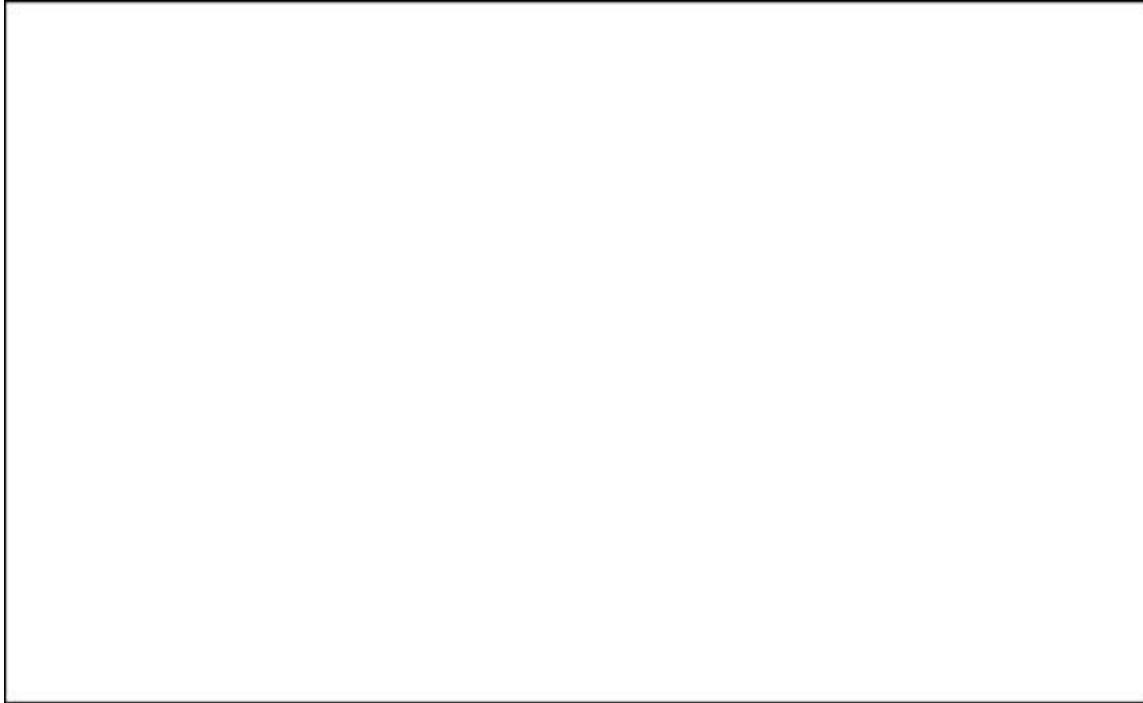
Tuesday, April 7: Today you will draft and write your three reasons to support your opinion!

Weekly Topic: Is it better to be a kid or an adult?

<u>Drafting Steps:</u>	<u>Opinion sentence starters:</u>
<ol style="list-style-type: none">1.) Use your brainstorming sheet to locate your three reasons2.) Use an opinion sentence starter to start your sentences3.) Continue your sentences using your reasons (Be sure to use a capital letter, finger space and punctuation mark!)4.) Draw a picture to match your first, second and third reasons (Be sure to add labels, colors and details!)	<ul style="list-style-type: none">• I think...• I believe...• In my opinion...• I feel...• I prefer...• The best thing about...• ...is better than...

Name: _____

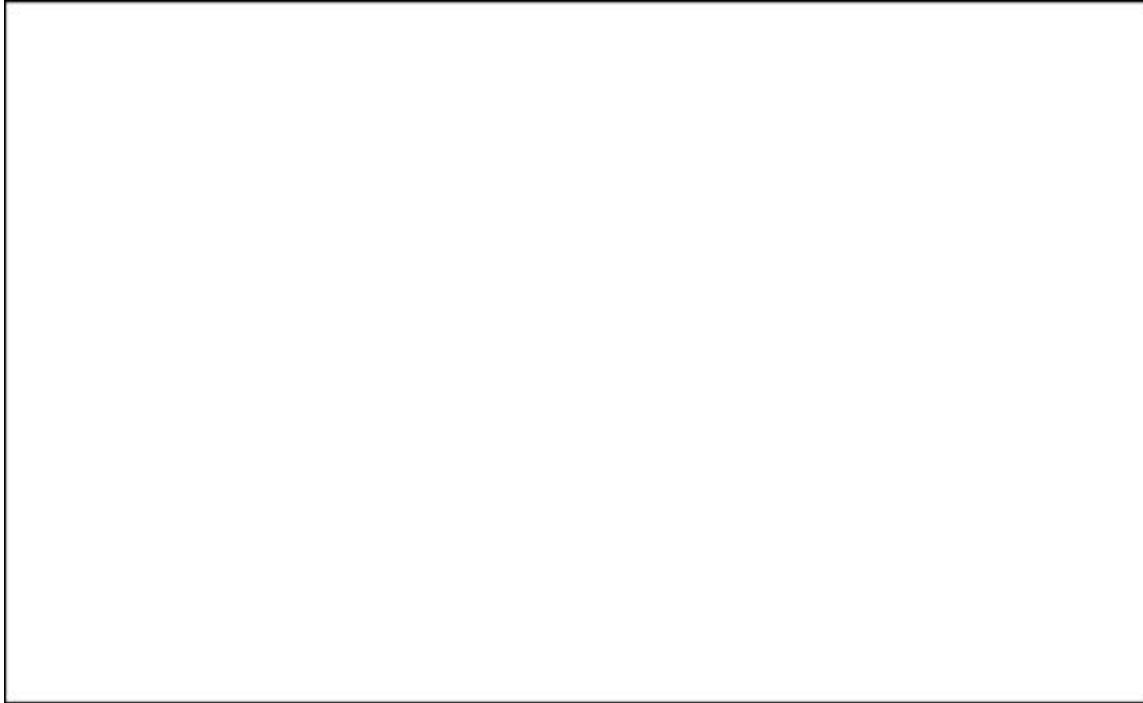
Opinion Writing



Reason #1:

Name: _____

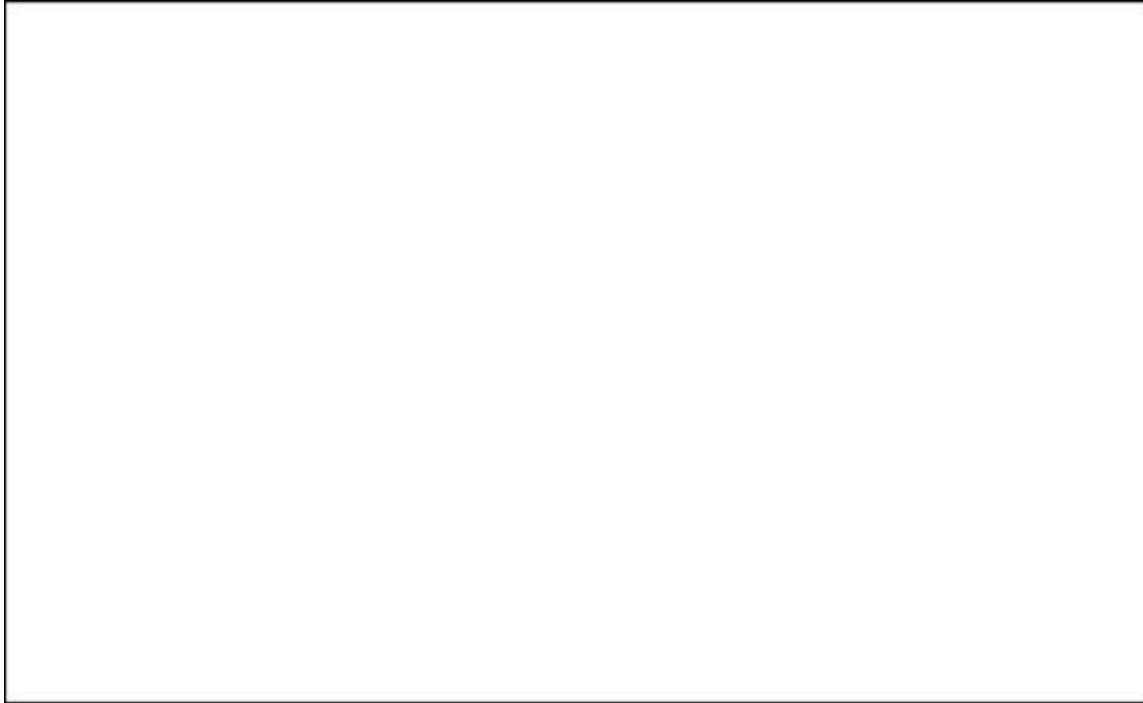
Opinion Writing



Reason #2:

Name: _____

Opinion Writing



Reason #3:

Name: _____

Opinion Writing



Reason # ____:

Kids kan go don the slide. Kids kan
ride in a sopping cart.

Wednesday
Reading and Writing
Work

Week 3

Directions: Have your scholar read independently. After reading, please read each question to them, and have your scholar answer each question while providing evidence (page # and text evidence).

1. After feeding her baby, what does the mom do? What in the text makes you think that?

2. What are 3 things the moms do? What in the story makes you think that?

3. Why is the story called Moms Do So Much? What in the story makes you think that?

Moms Do So Much

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

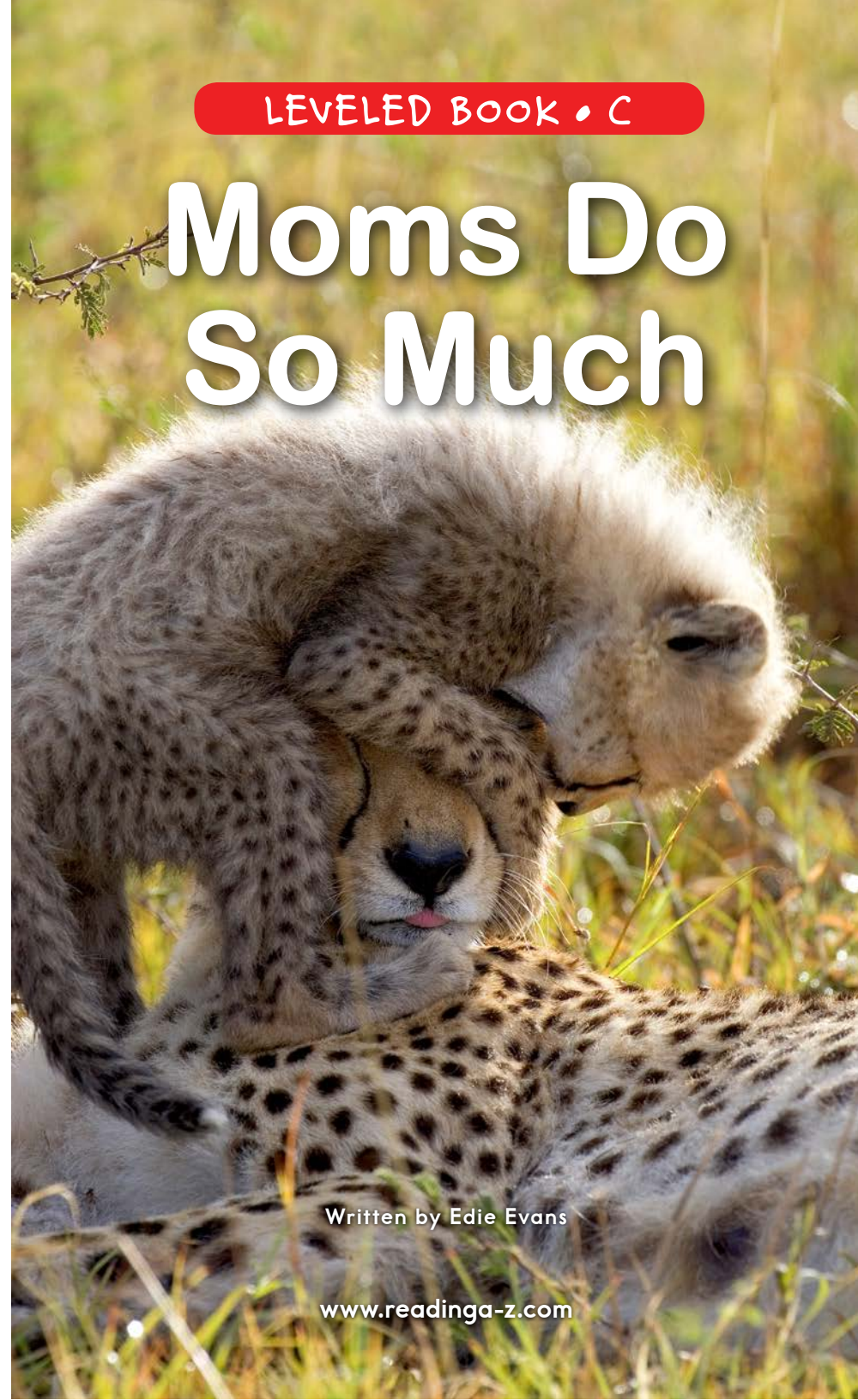


Reading A-Z

Visit www.readinga-z.com
for thousands of books and materials.

LEVELED BOOK • C

Moms Do So Much



Written by Edie Evans

www.readinga-z.com

Moms Do So Much



Written by Edie Evans

www.readinga-z.com

Photo Credits:

Front cover, page 8: © Suzi Eszterhas/Minden Pictures; back cover, title page: © Richard Du Toit/Minden Pictures; page 3: © Tom & Pat Leeson/ardea.com; page 4: © Tim Fitzharris/Minden Pictures; page 5: © Katherine Feng/Minden Pictures; page 6: © Henk Bentlage/iStock/Thinkstock; page 7: © M. Watson/ardea.com; page 9: © T.J. Rich/NPL/Minden Pictures; page 10: © Nick Garbutt/NPL/Minden Pictures

Moms Do So Much
Level C Leveled Book
© Learning A-Z
Written by Edie Evans

All rights reserved.

www.readinga-z.com

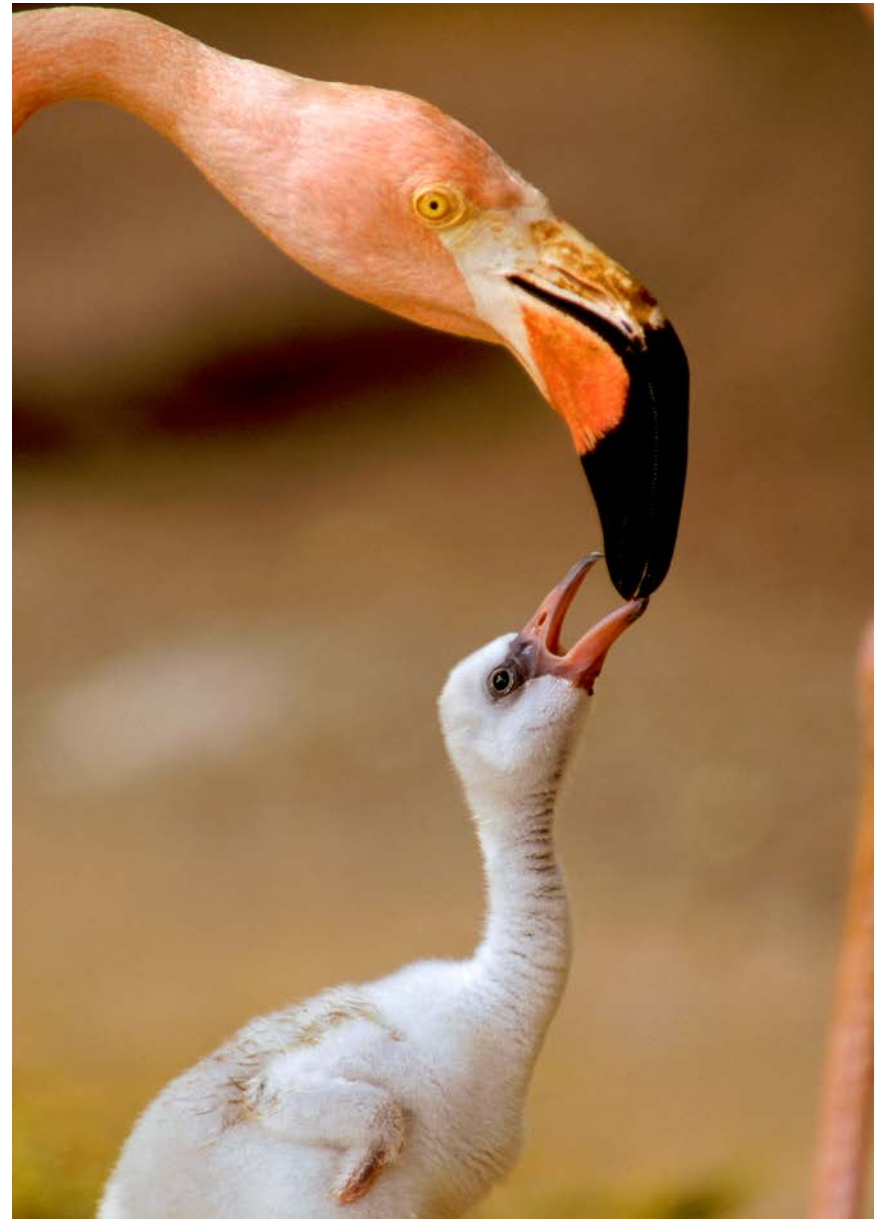
Correlation

LEVEL C

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



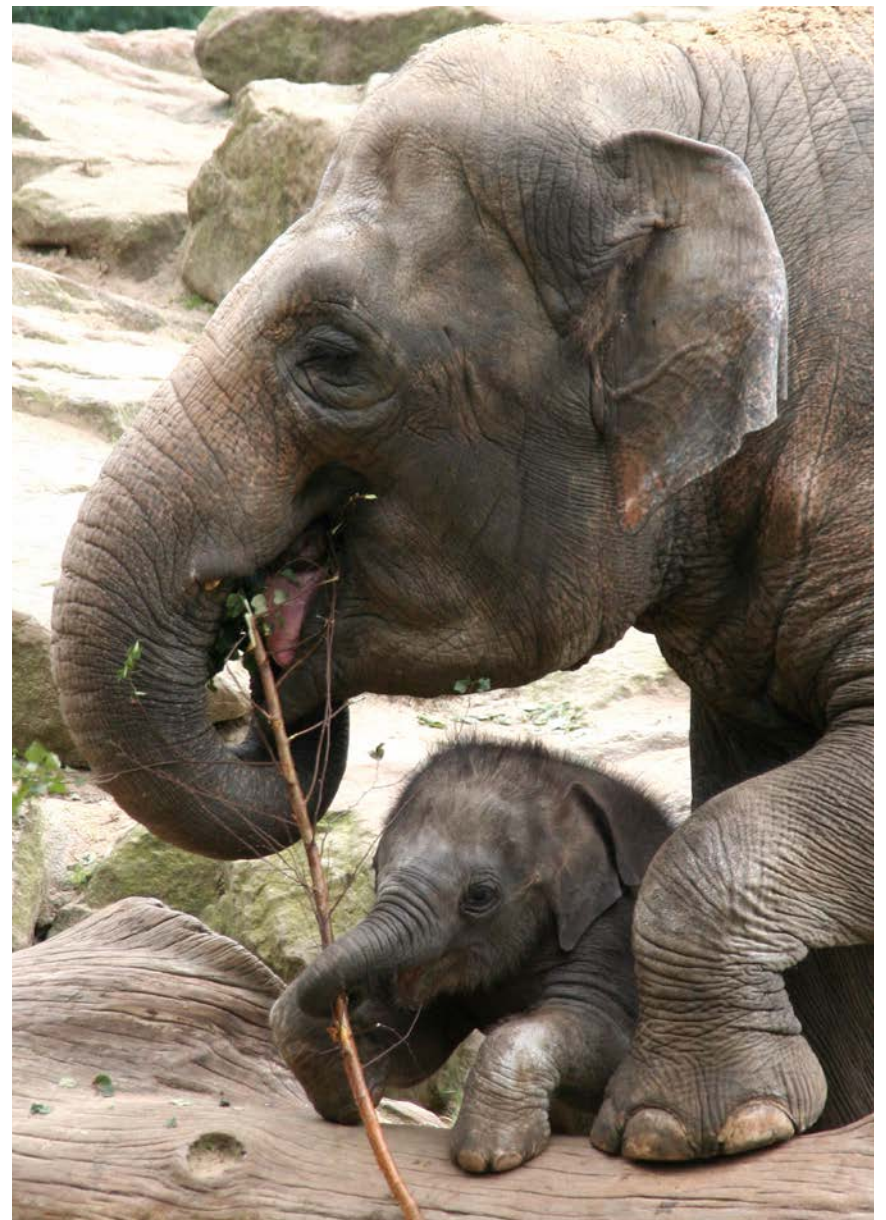
What do moms do?
Moms do so much!



This mom is feeding
her baby.



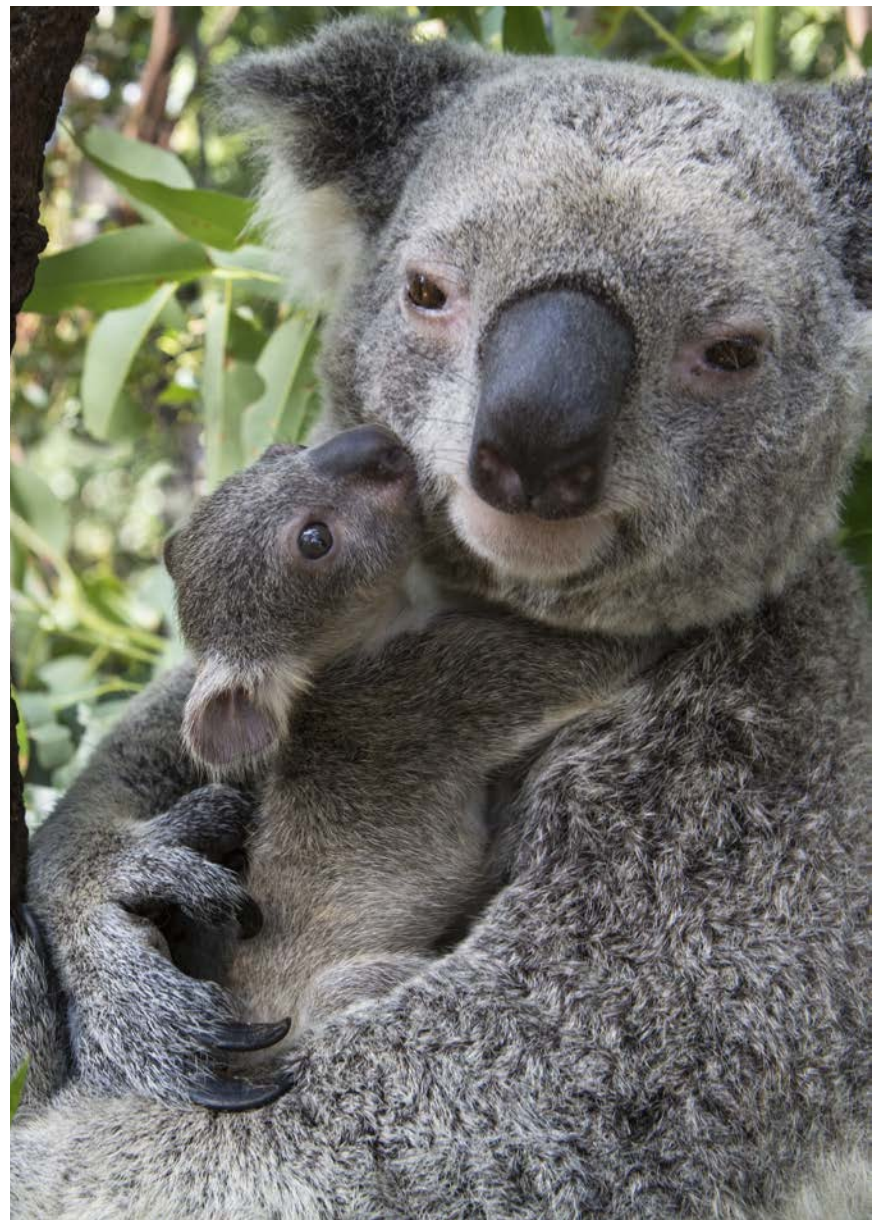
This mom is washing
her baby.



This mom is teaching
her baby.



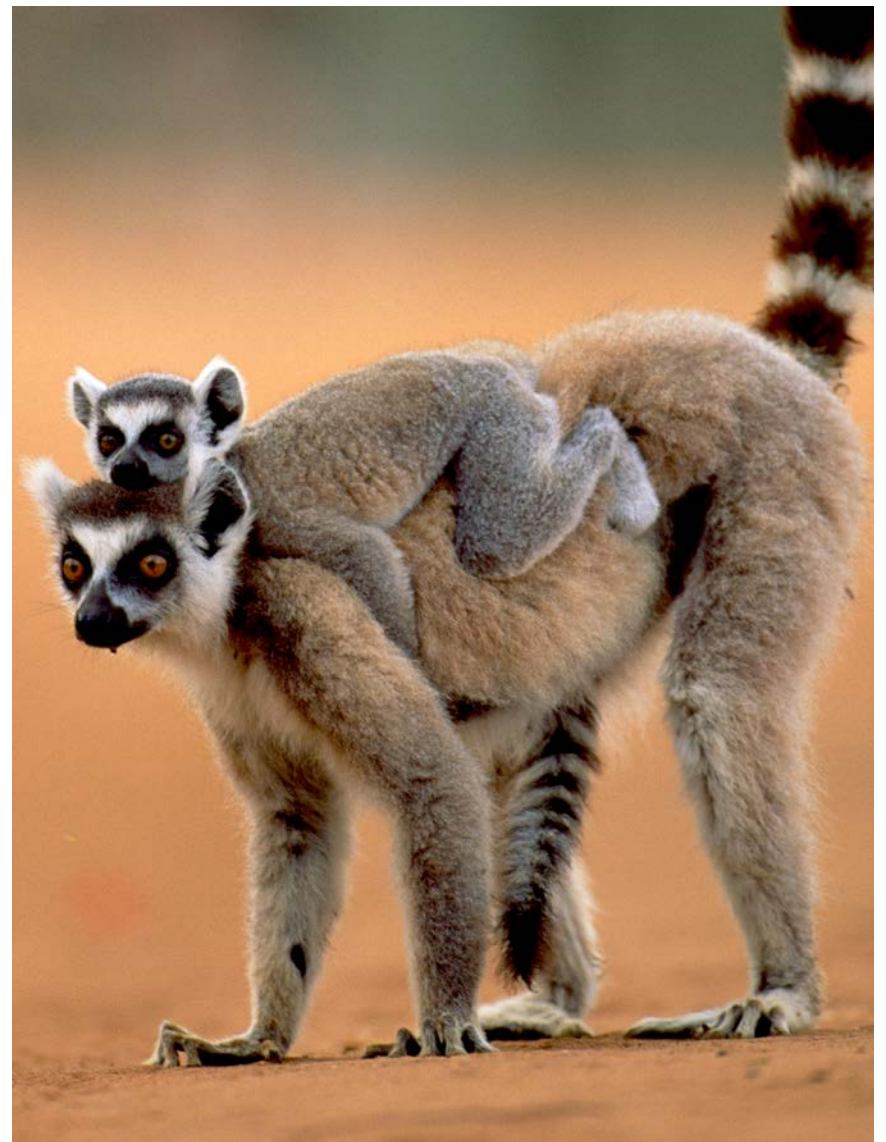
This mom is singing
to her baby.



This mom is cuddling
her baby.



This mom is protecting
her baby.



Moms do so much!
What does your
mom do?

Phonics Practice

Play the Day 1: Watch [Phonics Practice video](#) and have your child write the sounds, words, and sentences on this template or on a blank piece of paper. Feel free to assist your child if you see them struggling to tap out sounds in words or spell sight words. Make flashcards or give additional practice if needed.

Practice writing each weekly sight word three times.

1. _____ ----- _____ _____ _____	2. _____ ----- _____ _____ _____	3. _____ ----- _____ _____ _____	4. _____ ----- _____ _____ _____
--	--	--	--

Write the phonics practice words.

1. _____ ----- _____ _____	2. _____ ----- _____ _____	3. _____ ----- _____ _____	4. _____ ----- _____ _____
5. _____ ----- _____ _____	6. _____ ----- _____ _____	7. _____ ----- _____ _____	8. _____ ----- _____ _____

Write the challenge dictation sentence.


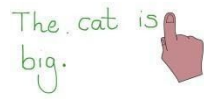
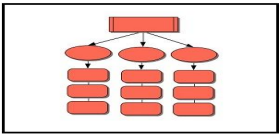
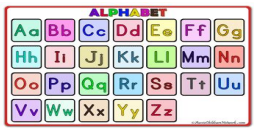


Opinion Writing

Wednesday, April 8: Today you will edit/revise your opinion story!

Weekly Topic: Is it better to be a kid or an adult?

<u>Edit/Revising Steps:</u>	<u>Opinion sentence starters:</u>
<ol style="list-style-type: none">1.) Use your writer's checklist while re-reading your three reasons (Make sure your sentences have a capital letter, finger space and a punctuation mark!)2.) Make sure each sentence starts with an opinion sentence starter3.) Correct the spelling of sight words from your word wall4.) Make sure you add more details (labels, colors, etc.)	<ul style="list-style-type: none">• I think...• I believe...• In my opinion...• I feel...• I prefer...• The best thing about...• ...is better than...

Kindergarten Opinion Writing Self-Checklist

Task	My Checklist	Task	My Checklist
<p>Did I name an opinion?</p> 		<p>Did I add finger spaces?</p> 	
<p>Did I give some reasons for my opinion?</p> 		<p>Are all uppercase and lowercase letters correct?</p> 	
<p>Do my sentences make sense?</p> 		<p>Am I a Writing Rockstar??</p> 	<p>YES YOU ARE!</p>

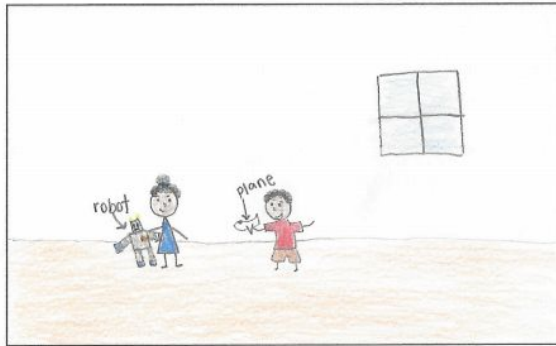
My High Frequency Word List

A a am as about an ate after and away again any all are	B be boy because but been by big	C called come came could can children can't	D day does did don't didn't down do	E each eat every
F fast for favorite fly find friend first funny	G get going girl good give got go	H had her has here have his he how help	I I it in is into	J jump just
K know	L like long little look live love	M made men make more many must may my me	N never not new now no number	O of on other off once our oil open out old or over
p part please people pretty play put	Q	R read right ready round ride run	S said she some saw sing soon say sit stop school so	T take there talk these than they thank they're that time their think them this then to too
U under us up use upon	V very	W walk well where with want were which won't was went who words way what why would we when will write	X	Y Z yes you your

Student Example:

Name: _____

Opinion Writing



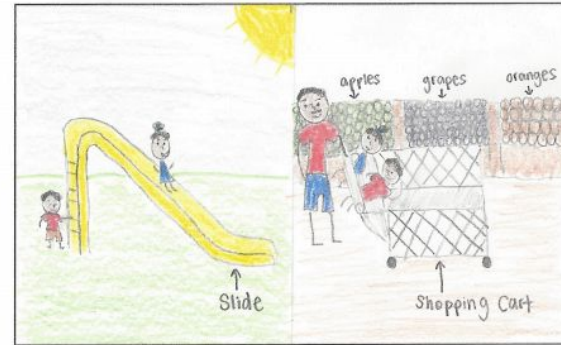
Reason #1:

I think being kid is the best. Kids ~~can~~ play with toys.

2

Name: _____

Opinion Writing



Reason #__:

Kids ~~can~~ go ~~don~~ the slide. Kids ~~can~~ ride in a ~~sopping~~ cart.

2

Thursday
Reading and Writing
Work

Week 3

Directions: Have your scholar read independently. After reading, please read each question to them, and have your scholar answer each question while providing evidence (page # and text evidence).

Name 3 different kinds of feelings the boy has...

1. _____

2. _____

3. _____

What in the story makes you think that?

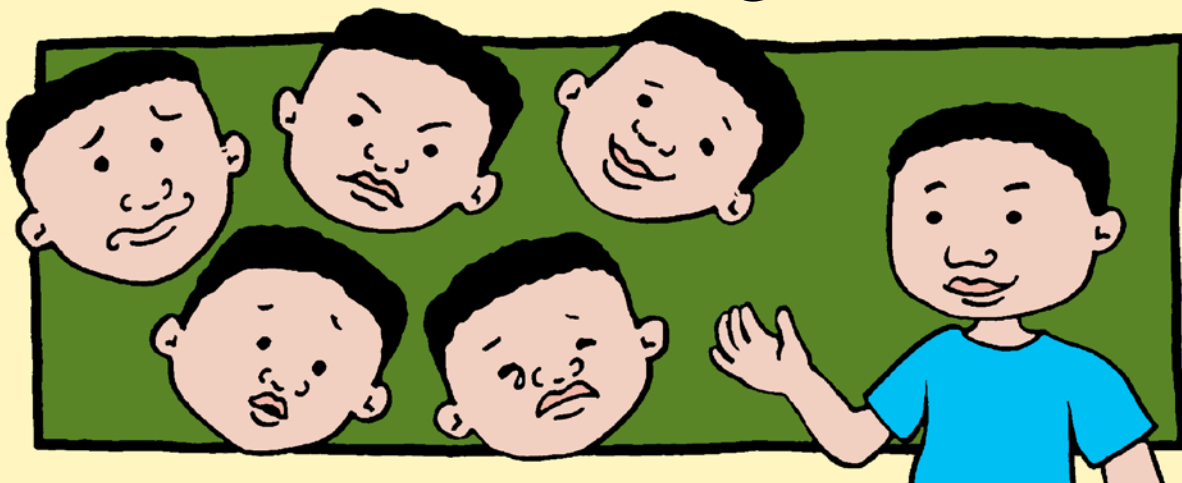
What happened to make the boy feel very sad? Explain!

What in the story makes you think that?

How are you and the boy alike? How are you different? Explain!

LEVELED BOOK • C

Feelings

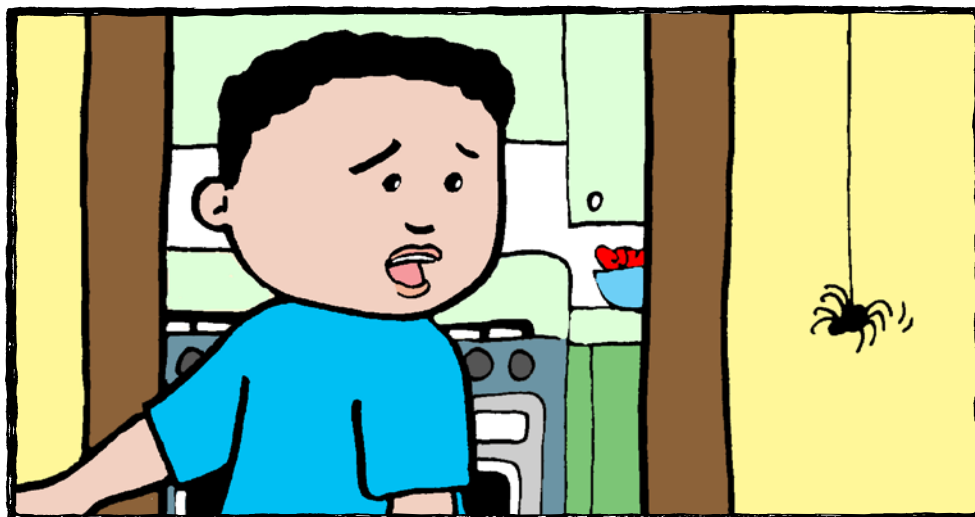


Written by Cheryl Ryan • Illustrated by Siri Weber Feeney

www.readinga-z.com

Feelings

A Reading A-Z Level C Leveled Book • Word Count: 67



Reading a-z

Visit www.readinga-z.com for thousands of books and materials.

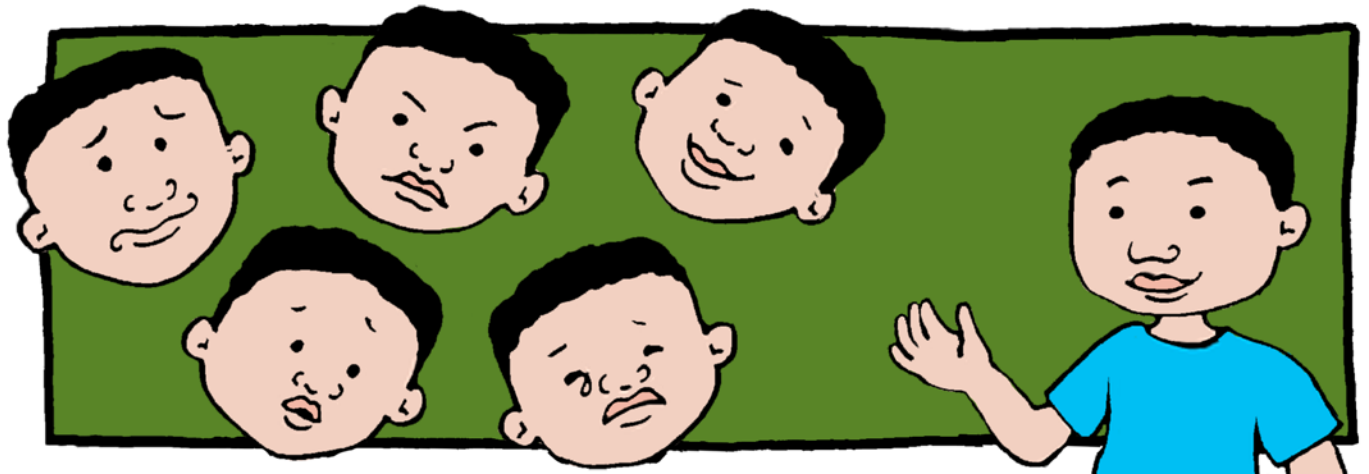
Feelings



Written by Cheryl Ryan
Illustrated by Siri Weber Feeney
www.readinga-z.com

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

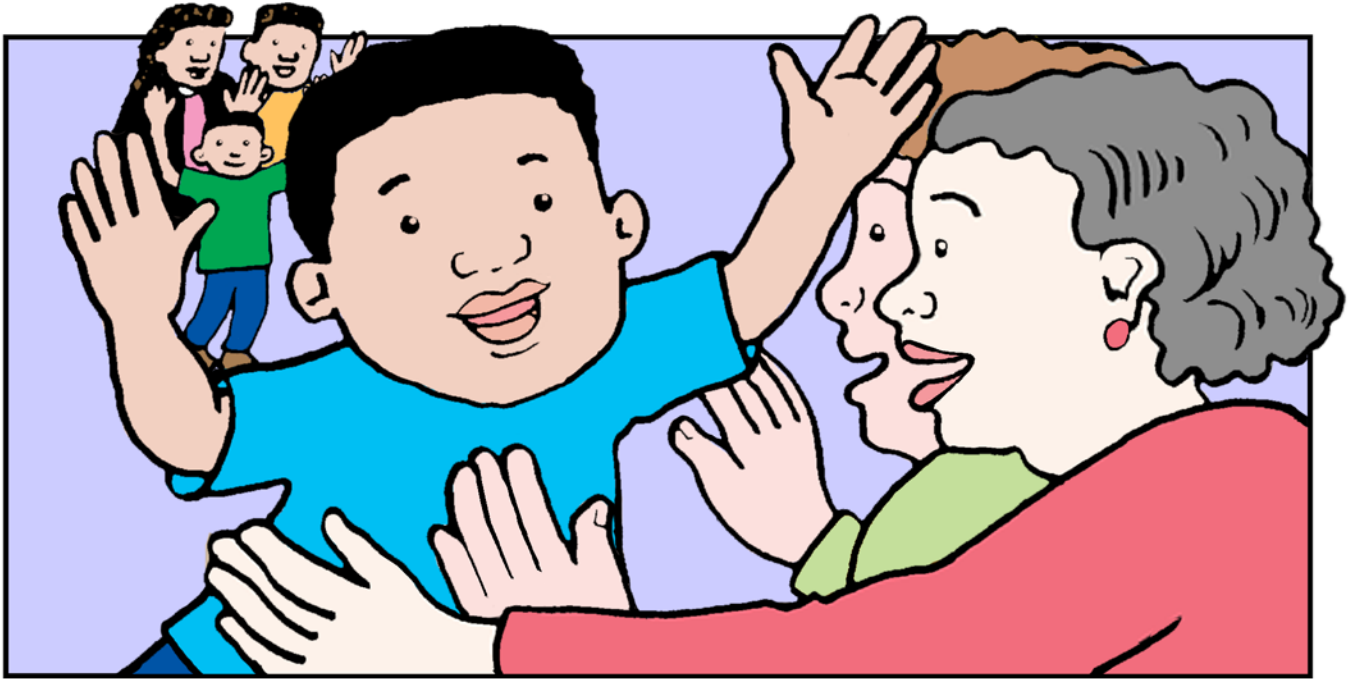
Feelings
Level C Leveled Book
© Learning A-Z
Written by Cheryl Ryan
Illustrated by Siri Weber Feeney
All rights reserved.
www.readinga-z.com



I have many feelings.
My feelings change
from time to time.

Sometimes I feel kind of happy.





Sometimes I feel very happy.

Feelings • Level C

5

Sometimes I feel kind of sad.

9





Sometimes I feel very sad.

Feelings • Level C

7

Sometimes I feel kind of angry.

8





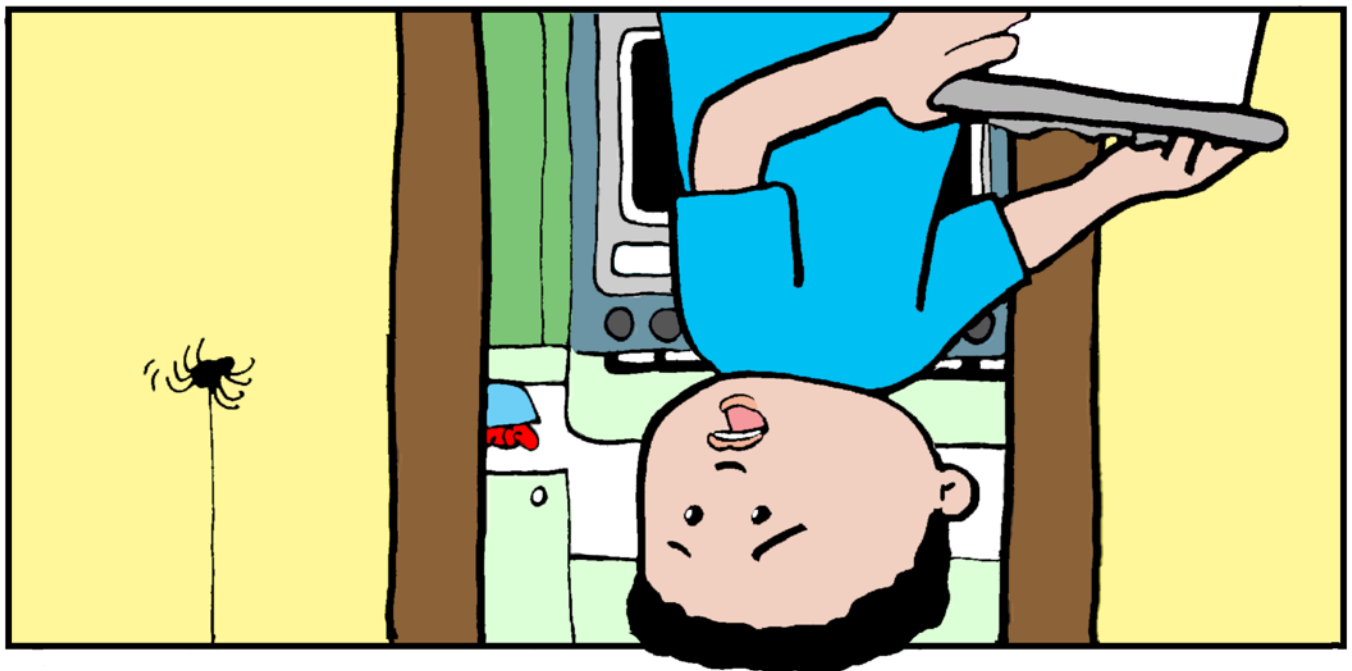
Sometimes I feel very angry.

Feelings • Level C

9

Sometimes I feel kind of scared.

10





Sometimes I feel very scared.

Feelings • Level C

11

I have many different feelings.
Do you have many different
feelings, too?

12



Title of Book: "The Word Collector" by Peter H. Reynolds

Link to Video: <https://www.youtube.com/watch?v=gmqTgDoWOC8>

Objective: Great readers think about the character and their actions to help them understand the story.

Before Reading (ask this question before starting the video of the book):

Question	Example Answer	Student Answer (Add your child's answer in the space below)
Sometimes people collect different things that interest them. Have you ever collected anything? What was it and why?	I used to collect sea shells whenever I went to the beach. I collected them so I could remember all of my trips.	

During Reading (pausing at the times below, ask the question before continuing to watch):

Pause video at:	Question	Example Answer	Student Answer (Add your child's answer in the space below)
1:59	How do you think Jerome felt when he slipped and dropped his words?	I think Jerome was (sad, frustrated, angry) because all of his organized words were not organized anymore, they are a mess.	

After Reading (after your scholar listens to the whole book, ask the following questions):

Question	Example Answer	Student Answer (Add your child's answer in the space below)
After Jerome realized the words were all jumbled, what did he do?	After he realized they were jumbled, he started putting them side by side to make different poems and songs.	
Which type of words did Jerome realize were his most powerful? What were some of those words?	Jerome realized that his simplest words were the most powerful, like "I'm sorry," 'thank you,' and 'you matter.'"	
What did Jerome decide to do with all of his words? Why do you think he was so happy to do it?	Jerome decided to share his words with others. He was so happy to share because he saw how happy his words made other people.	
Even though it was a mess, do you think it was a good thing that Jerome's words got all jumbled up? Why?	I think it was good that Jerome's words got messed up because it helped him to use the words in a different way that made other people happy.	

Opinion Writing

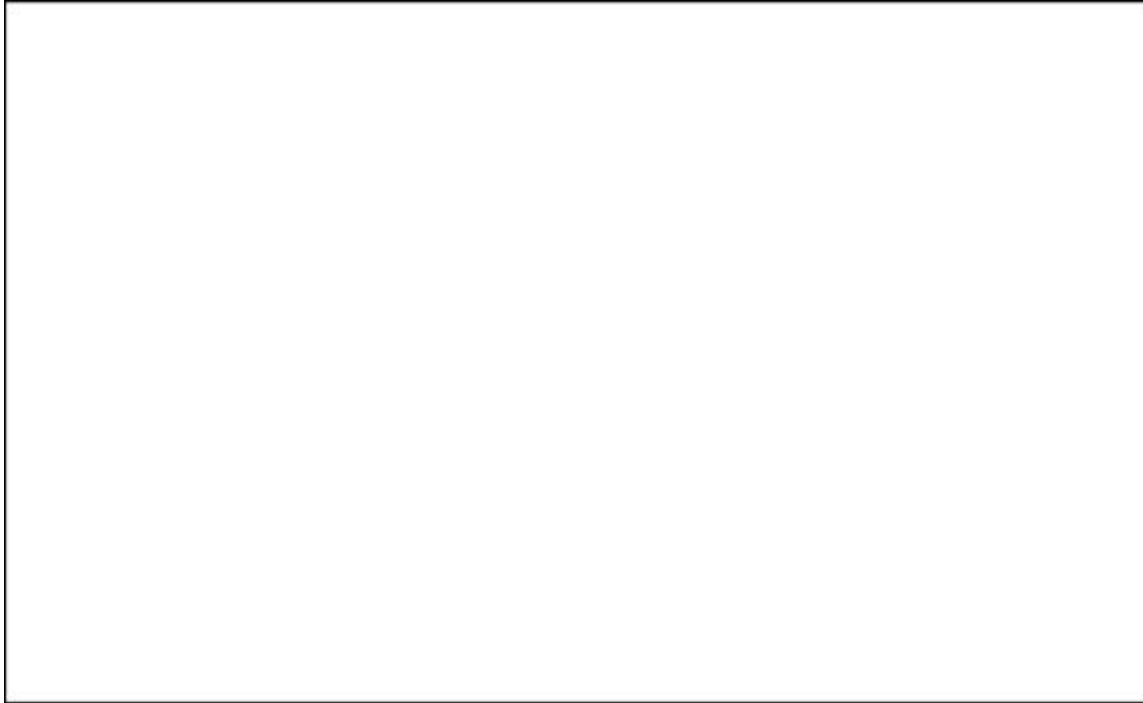
Friday, April 9: Today you will publish your opinion story and share it with others!

Weekly Topic: Is it better to be a kid or an adult?

<u>Publishing Steps:</u>
<ul style="list-style-type: none">• Share and read your writing to family and friends• Feel free to film it and share it with teachers• Upload to your Google Classroom!• Celebrate all of your hard work

Name: _____

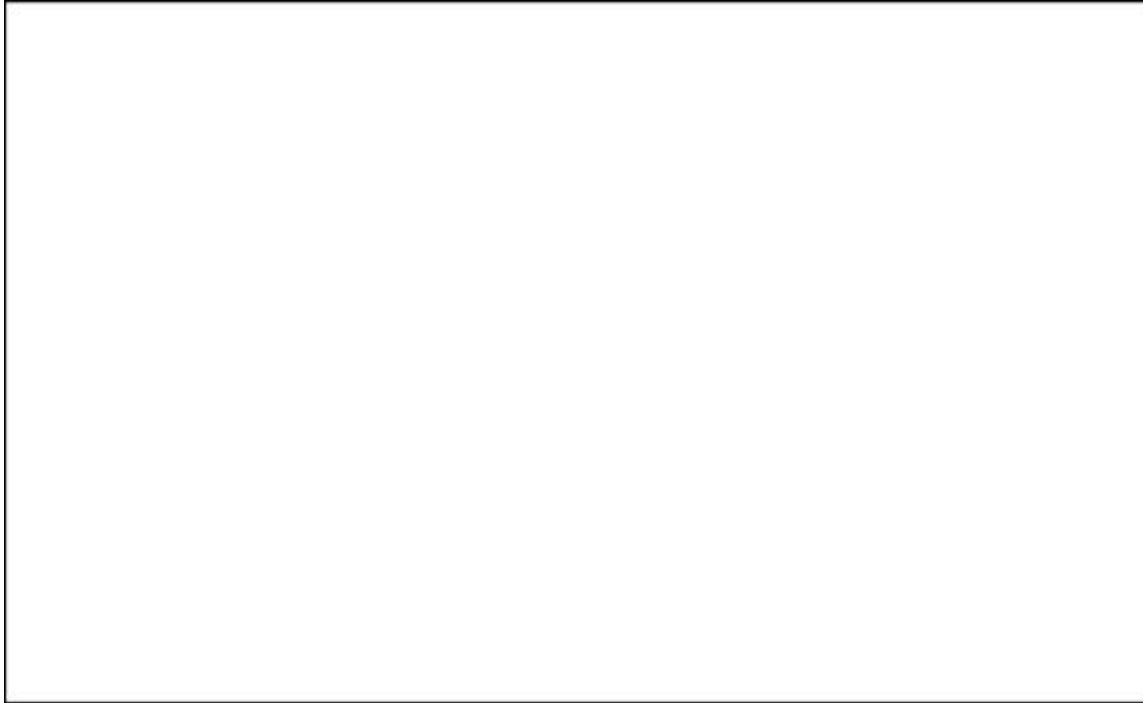
Opinion Writing



Reason #__:

Name: _____

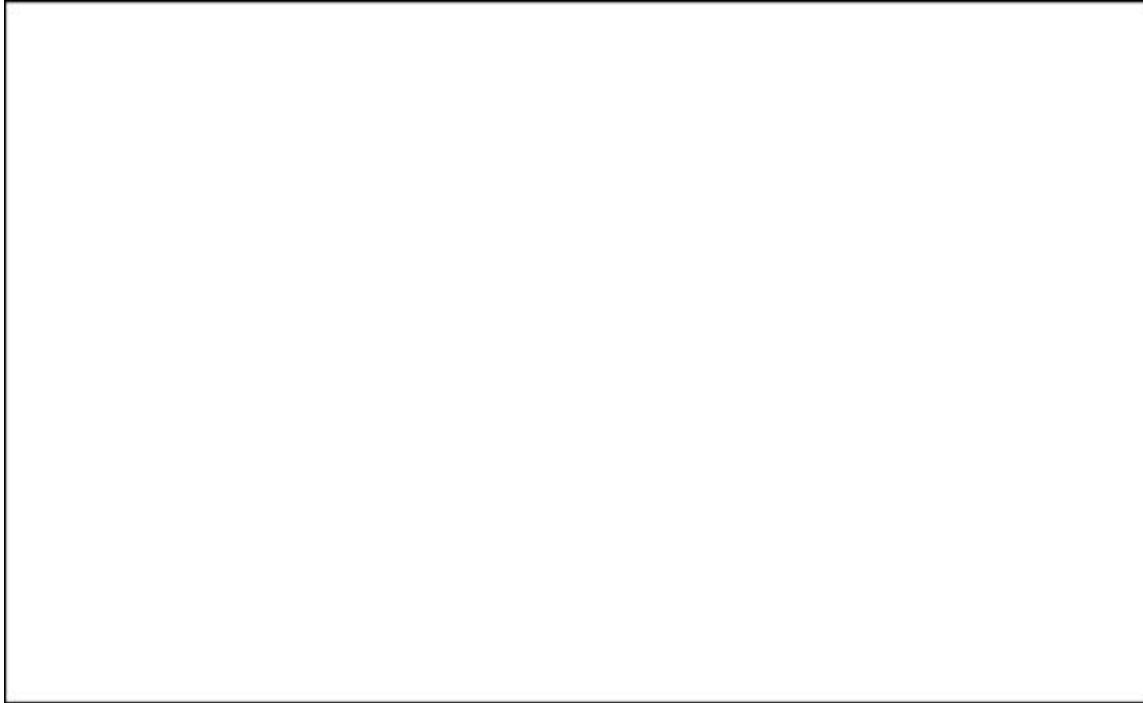
Opinion Writing



Reason #__:

Name: _____

Opinion Writing

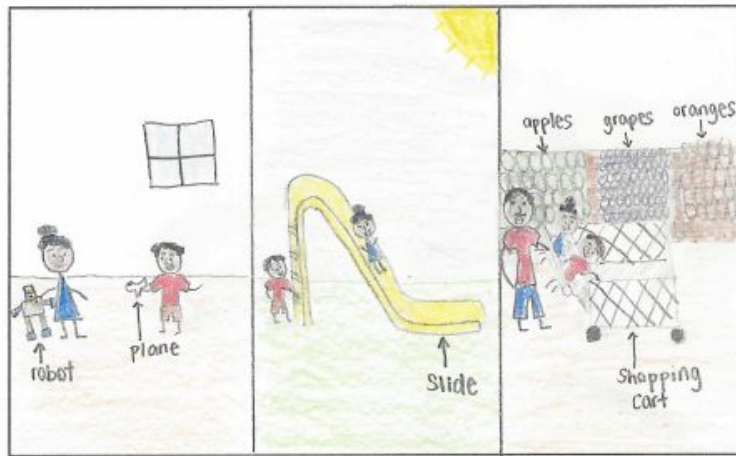


Reason #__:

Student Example:

Name: _____

Opinion Writing



Reason # ____:

I think being a kid is the best. Kids can play with toys. Kids can go down the slide. Kids can go in a shopping cart.