

LEARNING FROM Home

A Supplement for Kindergarten

TABLE OF CONTENTS

Introduction	Page 3
How to & Assessment	Page 4
Reading	Page 5
Writing	Page 7
Math	Page 8
Science	Page 10
Sight Words List	Page 11
Fun Reading Bingo	Page 13
Expository Writing Template	Page 14
Opinion Writing Template	Page 15
Narrative Writing Template	Page 16
100s Tables	Page 17

INTRODUCTION



Hello! My name is Kelsey O'Banion, and I am a licensed Oregon teacher currently at home with my two young kids, Bowen, age 3.5 and Crosby, almost 2. Before kids, I earned my Masters Degree in Early Childhood Education and spent five years teaching in the Lake Oswego School District, in kindergarten, 3rd and 4th grade classrooms. I left the classroom in 2017 when Bowen was born. Since then, I've kept my license active and stayed up to date with current best teaching practices, worked as an Artist in Residence and created a homeschool plan for kids 2- to 5-years old.

In this supplemental packet, I've taken a handful of Common Core Standards (CCSS) in reading, writing and math, broken them down into a simple language, and linked activities and lessons to help you practice these specific standards with your child.

This is by no means a complete list of what your child needs to know by the end of the year. This is also not an alternative to what they're learning through their school. This *is* a resource to help you better understand a handful of the standards they are expected to meet, and an opportunity for you to further challenge your child and supplement what they're learning during this time. For all of the common core state standards, please visit <http://www.corestandards.org/>



Enjoy. Have fun. You've got this!

HOW TO SET YOUR CHILD UP FOR SUCCESS

LEARNING AT Home:

1. **Stick to a routine.** Most schools have done a great job establishing schedules for your child to help ensure they have a routine of some sort. Stick to this routine. Be prepared for that morning check-in and each lesson that follows. Your child is learning accountability and reliability, very valuable traits.
2. **Pick a location** without distractions where school will happen. Keep it stocked with all the supplies they need, and keep it in that place.
3. **Just add water...and food.** Feed yourself and feed your child before school. Everyone will be happier and more successful.
4. **We can do hard things.** Learning virtually is new for your child, it's new for your child's teacher, it's new for you, and change is *hard*. Give it time. Let everyone feel frustrated, but stay optimistic! Take breaks. Reassure everyone that you're in this together. It *will* get easier.

STATE ASSESSMENT PRACTICE:

The link below will take you to the Oregon Department of Education sample state test. While it's unknown if state testing will take place during the 2020-2021 school year, it never hurts to introduce the format to your child, and work through some practice questions together. The link will take you to a page where it asks you to "sign in," simply click the "sign in" button and select your grade level - you do not need to enter any information or create an account of any sort to take this sample test:

https://login11.cloud1.tds.airast.org/student/V470/Pages/LoginShell.aspx?c=Oregon_PT&a=student

WHAT DOES MY KINDERGARTENER NEED TO KNOW?

In 2010, Oregon adopted the [Common Core State Standards \(CCSS\)](http://www.corestandards.org/), along with 41 US states, the District of Columbia, and four US territories. CCSS are college- and career-ready standards and learning goals for what students should know and be able to do at each grade level. It is not a curriculum, but it is what school curriculums (determined by district) teach.

On the following pages, you will find a handful of standards for four subject areas, reading and writing in the English and Language Arts (ELA) category, math, and science. As mentioned before, this is by no means a complete list of what your child needs to know by the end of the school year. This is a resource to help you better understand *some* of the standards that your child is expected to meet, and an opportunity for you to further challenge your child within these standards and supplement what they're learning through their schooling. For a complete list of the standards, visit the [CCSS](http://www.corestandards.org/) website: <http://www.corestandards.org/>

Reading		
Common Core Standard	What does this mean? "I can" statement	What does this look like?
Reading: Literature (i.e. Fiction)		
CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.	I can ask and answer questions about important details in stories.	While reading with your child, ask them questions about what you're reading, "What is that character's name? What are they like? What are they doing? Why do you think they are doing that?"
CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	I can tell the difference between the different kinds of fiction I read.	Expose your child to many different genres of texts. Visit your local library or contact your child's school librarian, where they will help you find age-appropriate books for your kindergartener.
CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the	I can explain how the words and pictures go together in stories.	When reading a book, stop every few pages and ask your child to talk about what is happening in the illustrations.

relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		
Reading: Informational Text (i.e. Non-Fiction)		
CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	I can ask and answer questions about new words in nonfiction books.	While reading with your child, point to words that are familiar to them, as well as words that might be unfamiliar to them. Encourage them to point out words that are unfamiliar and practice sounding out those words together.
CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	I can find the reasons an author gives to make information more clear.	Ask your child questions about what he or she is reading, with the intent to seek out facts that your child is learning.
Reading: Foundational Skills		
CCSS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	I can show that I know how words and their parts go together.	Encourage your child to sound out new words, letter by letter, or by breaking words into parts or syllables. Use rhyming books to help guide young readers.
CCSS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	I can look at words and figure them out by using what I know about letters and sounds.	Practice blending words, reading the beginning, middle and ending sounds, then blending these sounds together. Another way to help children become familiar with words, and higher frequency words, is to use sight word flashcards or post these common words in a location where your child will see them frequently. Here's a great list of kindergarten sight words: For a list of the first 100 sight words, go to page 11. More sight words: https://www.teacherspayteachers.com/Product/Sight-Word-Dictionary-Word-Wall-705159

Writing

Common Core Standard	What does this mean? “I can” statement	Activity
<p>CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	<p>I can draw or write to share my opinion.</p>	<p>Opinion writing prompts:</p> <ol style="list-style-type: none"> 1. Draw/write about your favorite food. 2. Draw/write about your favorite place. 3. Draw/write about the best sport. 4. Draw/write about your favorite movie. 5. Draw/write about your favorite animal. <p>Opinion writing template on page 15.</p>
<p>CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>I can draw or write to explain about a topic.</p>	<p>Expository writing prompts:</p> <ol style="list-style-type: none"> 1. Draw/write about an animal. 2. Draw/write to explain three ways people can be kind to each other. 3. Choose an important tool in your home and draw/write about why it’s important. 4. Think about one of your best friends and draw/write about why you like him or her. 5. Think about something you’re really good at. Draw/write how to do that, for someone who doesn’t know how. <p>Expository writing template on page 14</p>
<p>CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>I can draw or write to tell an organized story about something that happened.</p>	<p>Narrative writing prompts:</p> <ol style="list-style-type: none"> 1. Draw/write a story about the best day ever. 2. Draw/write a story about a time you got hurt. 3. Draw/write a story about a time when you learned something new. 4. Draw/write a story about a time you were scared. 5. Draw/write a story about your earliest memory. What happened? <p>Narrative writing template on 16</p>

Math

Common Core Standard	What does this mean? "I can" statement	Activity
<p>CCSS.MATH.CONTENT.K.CC.A.1 Count to 100 by ones and by tens.</p>	<p>I can count to 100 by ones and tens.</p>	<p>Counting to 100 Songs:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=xZSTL39XmdA&ab_channel=MathSongsbyNUMBEROCK • https://www.youtube.com/watch?v=bGetqbqDVaA&ab_channel=TheSingingWalrus-EnglishSongsForKids • https://www.youtube.com/watch?v=e0dJWfQHF8Y&ab_channel=KidsTV123 <p>See hundreds table activity pages, beginning on page 17</p>
<p>CCSS.MATH.CONTENT.K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>	<p>I can use matching or counting to tell if a group of objects in one group is bigger, smaller or the same as a group of objects in another group.</p>	<p>Comparing sizes (for Preschool, but also relevant to Kindergarten): https://www.themeasuredmom.com/10-big-and-small-activities-preschool/ Khan Academy Activity: https://www.khanacademy.org/math/cc-kindergarten-math/cc-kindergarten-geometry/kindergarten-compare-size/e/which-has-more-</p>
<p>CCSS.MATH.CONTENT.K.OA.A.5 Fluently add and subtract within 5.</p>	<p>I can add and subtract numbers within 5.</p>	<p>Addition strategies: https://www.mathsisfun.com/numbers/addition-tips-tricks.html Subtraction Strategies Poster: https://www.pinterest.com/pin/145241156712577631/ Ways I can Do Math Poster: https://www.pinterest.com/pin/203436108148952677/</p>
<p>CCSS.MATH.CONTENT.K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some</p>	<p>I can make and take apart numbers from 11 to 19 by telling how many tens and ones are</p>	<p>Counting with tens and ones: https://www.greatschools.org/library/cms/30/23730.pdf Virtual Base Ten Blocks:</p>

<p>further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>in the number.</p>	<p>https://www.didax.com/apps/base-ten-blocks/ Virtual Unifix Cubes: https://www.didax.com/apps/unifix/</p>
<p>CCSS.MATH.CONTENT.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p>I can compare long and short objects.</p>	<p>Shorter and Longer activity: https://www.teacherspayteachers.com/Product/Shorter-and-Longer-Measurement-Common-Core-K-MD2-246695 Longer and Shorter Hunt: https://drive.google.com/file/d/0B81Ndem4v2IHUHdSU3dITGVhOEU/view Comparing Length: https://drive.google.com/file/d/0B81Ndem4v2IHV081eEJEaFNCZWM/view A Great blog on teaching measurement to Kindergarteners: http://kteachertiff.com/2015/03/kindergarten-measurement-activities.html</p>
<p>CCSS.MATH.CONTENT.K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p>I can draw shapes or make them by using things like sticks and clay.</p>	<p>Virtual Geoboard: https://www.didax.com/apps/geoboard/ Marshmallow Shapes Lesson Plan: https://stemwiththestandards.weebly.com/uploads/7/7/9/1/77916052/freemarshmallowshapesshapebuilding.pdf</p>

Science

Focus	Activity
Physical Sciences	Sink or Float (Density): https://www.teacherspayteachers.com/Product/Sink-and-Float-FREEBIE-3350494 Magic Milk (Surface Tension): https://coolscienceexperimentshq.com/magic-milk-science-experiment/
Life Sciences	Life Cycle of a Butterfly Activity: scholastic.com/teachers/articles/teaching-content/butterfly-life-cycle-plate-craft/ Earthworm Lessons: https://www.teachjunkie.com/sciences/16-ways-teach-worms/
Earth and Space	Rainbow Lesson: https://www.scholastic.com/teachers/blog-posts/scholasticcom-editors/2018-2019/rainbow-connections-rainbow-science-reading-confidence-for-kindergartners/ Rainbow crafts: https://www.easypeasyandfun.com/rainbow-crafts-for-kids/
Engineering and Design	Engineering activities: https://thekindergartenconnection.com/awesome-engineering-activities-kids/ Hour of Code: https://hourofcode.com/us/learn

FRY'S FIRST 100 SIGHT WORDS

Created by Dr. Edward Fry, the first 100 Fry sight-words are the 100 most frequently occurring words in the English language. For more Fry sight-word lists, visit this link: <https://sightwords.com/sight-words/fry/>

a	about	all	an	and
are	as	at	be	been
but	by	called	can	come
could	day	did	do	down
each	find	first	for	from
get	go	had	has	have
he	her	him	his	how
I	if	in	into	is
it	like	long	look	made
make	many	may	more	my
no	not	now	number	of
oil	on	one	or	other
out	part	people	said	see
she	sit	so	some	than

that	the	their	then	them
to	two	up	use	was
there	these	they	this	time
when	which	who	will	with
words	would	write	you	your

FUN READING BINGO!

Read to complete your BINGO card! Spend at least 10 minutes on each square. When you finish a square, color it in!

B	I	N	G	O
Read in your pajamas	Read to a pet or a stuffed animal	Read poetry Title:_____	Read to someone younger than you.	Read in a blanket or couch fort
Read outside	Read with socks on your hands!	Read a book with a number in the title	Read a magazine Title:_____	Read under a table
Read a picture book	Read a chapter book Title:_____	Read by the light of a flashlight	Read in the kitchen	Read a book for the second time Title:_____
Read a book with a color in the title	Read a non-fiction book Title:_____	Read about something on the internet	Read with your clothes on backwards!	Read on the floor
Read on a big pile of pillows	Read to yourself in the mirror	Read to someone older than you	Read in your bed before you go to sleep.	Read in the car (the car can be turned off)

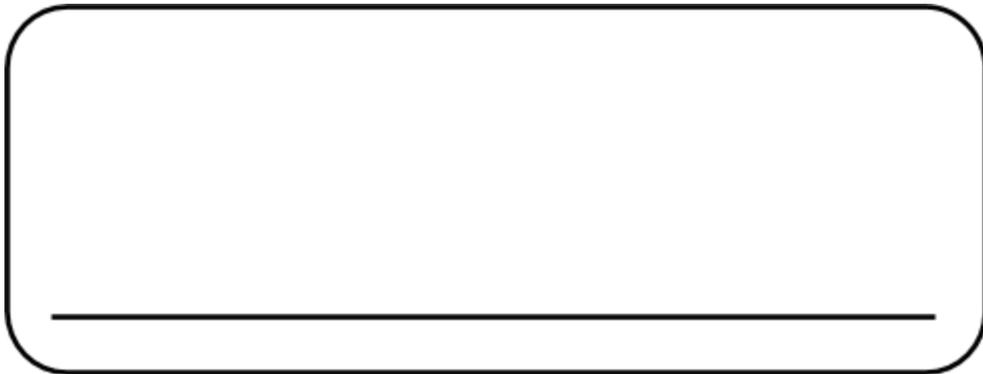
HOW TO

(Expository writing explains)

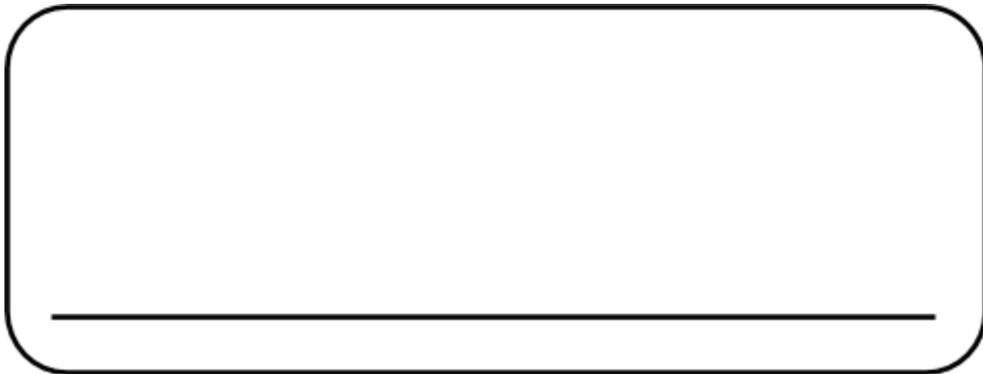
FIRST



NEXT



THEN



TITLE: _____

(Opinion writing shares an opinion with reasons.)

I THINK _____

BECAUSE _____

AND _____

KINDERGARTEN NARRATIVE WRITING

TITLE: _____

(Narrative writing tells a story)

INTRODUCTION (EXAMPLE: THE BEST DAY EVER WAS...)

FIRST...

NEXT...

THEN...

CONCLUSION (EXAMPLE: IN THE END...)

COUNTING TO 100: 100S CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

COUNTING TO 100: FILL IN THE BLANKS

1	2		4	5			8	9	10
11		13	14	15	16		18		20
	22	23		25		27		29	
31	32		34	35	36		38	39	40
		43	44		46	47		49	50
51	52		54	55		57		59	60
61		63		65	66		68	69	
	72	73	74		76	77			80
81		83		85	86	87	88	89	90
	92	93	94	95		97		99	100

COUNTING TO 100: FILL IN THE EVEN NUMBERS

1		3		5		7		9	
11		13		15		17		19	
21		23		25		27		29	
31		33		35		37		39	
41		43		45		47		49	
51		53		55		57		59	
61		63		65		67		69	
71		73		75		77		79	
81		83		85		87		89	
91		93		95		97		99	

COUNTING TO 100: FILL IN THE ODD NUMBERS

	2		4		6		8		10
	12		14		16		18		20
	22		24		26		28		30
	32		34		36		38		40
	42		44		46		48		50
	52		54		56		58		60
	62		64		66		68		70
	72		74		76		78		80
	82		84		86		88		90
	92		94		96		98		100

COUNTING TO 100: MAKE YOUR OWN 100S CHART!

1									
									100