

**WILLIAM S. SANDEL
ELEMENTARY
SCHOOL**



**KINDERGARTEN
E-LEARNING PACKET**

Child's Name: _____ Teacher: _____

Kindergarten English Language Arts Activities:



_____ Day 1:

"I Can" Statements:

- I can read the story.
- I can talk about the story.
- I can find the high frequency words in the story.
- I can draw a picture of what I like to do after school.

Activities:

1. Read the story entitled "**After School**" with your child.
2. Discuss the story "**After School**" using the discussion cards.
3. Search for the high frequency words (**after, like, to**) inside of the story. Use a red crayon to circle "after." Use a blue crayon to circle "like." Use a yellow crayon to circle the word "to" inside the book.
4. Draw a picture showing what you like to do after school. (See writing paper).

_____ Day 2:

"I Can" Statements:

- I can reread my story
- I can color pictures that have the /s/ sound.
- I can draw and complete a sentence.

Activities:

1. Reread the story "**After School**" with your child.
2. Name the pictures with your child. Color the pictures that begin with /s/. Add the initial consonant to each word that begins with /s/.
3. Draw a picture and complete this sentence.

After School

A Reading A-Z Level B Leveled Book
Word Count: 49

Connections

Writing and Art

Make a new page for this book.

Draw a picture and write this sentence.

I like to _____ after school.

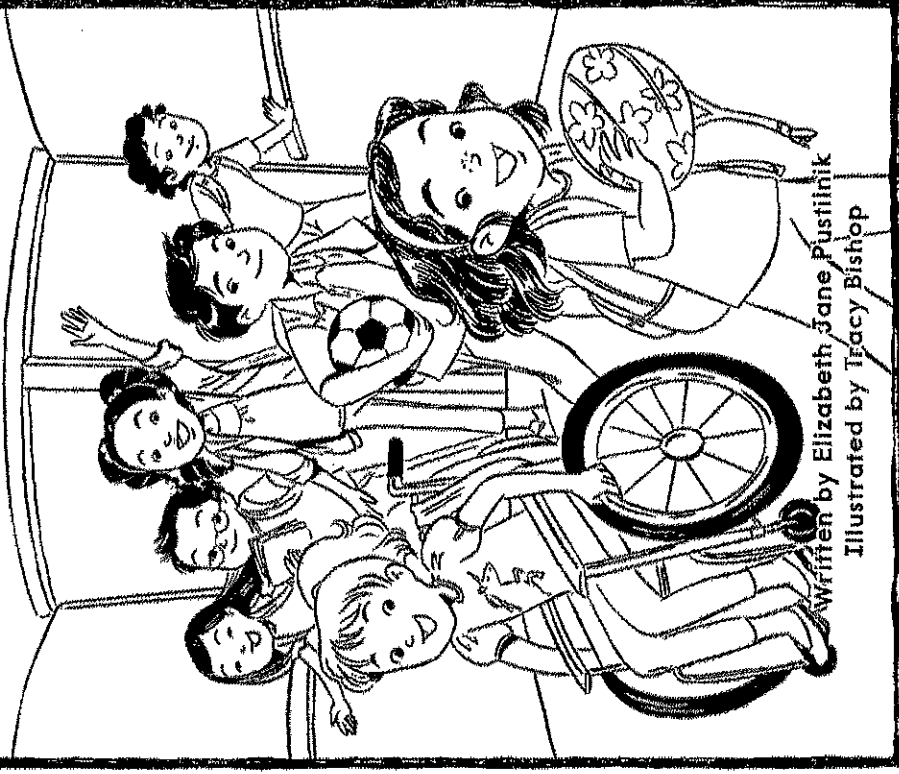
Math

What do your classmates do after school?

Make a bar graph as a class to show this information.

LEVELED BOOK • B

After School



Written by Elizabeth Jane Pustilnik
Illustrated by Tracy Bishop

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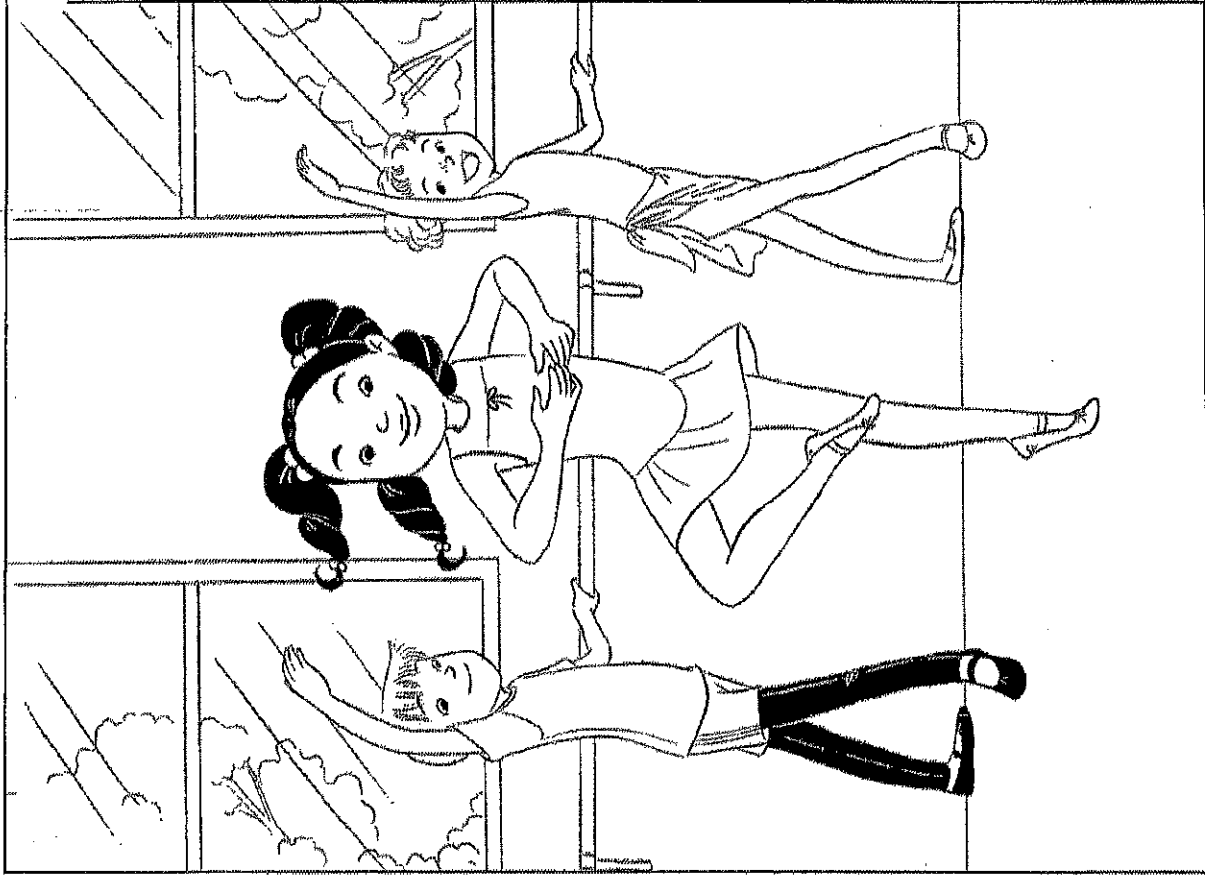
for thousands of books and materials.



I like to study
after school.



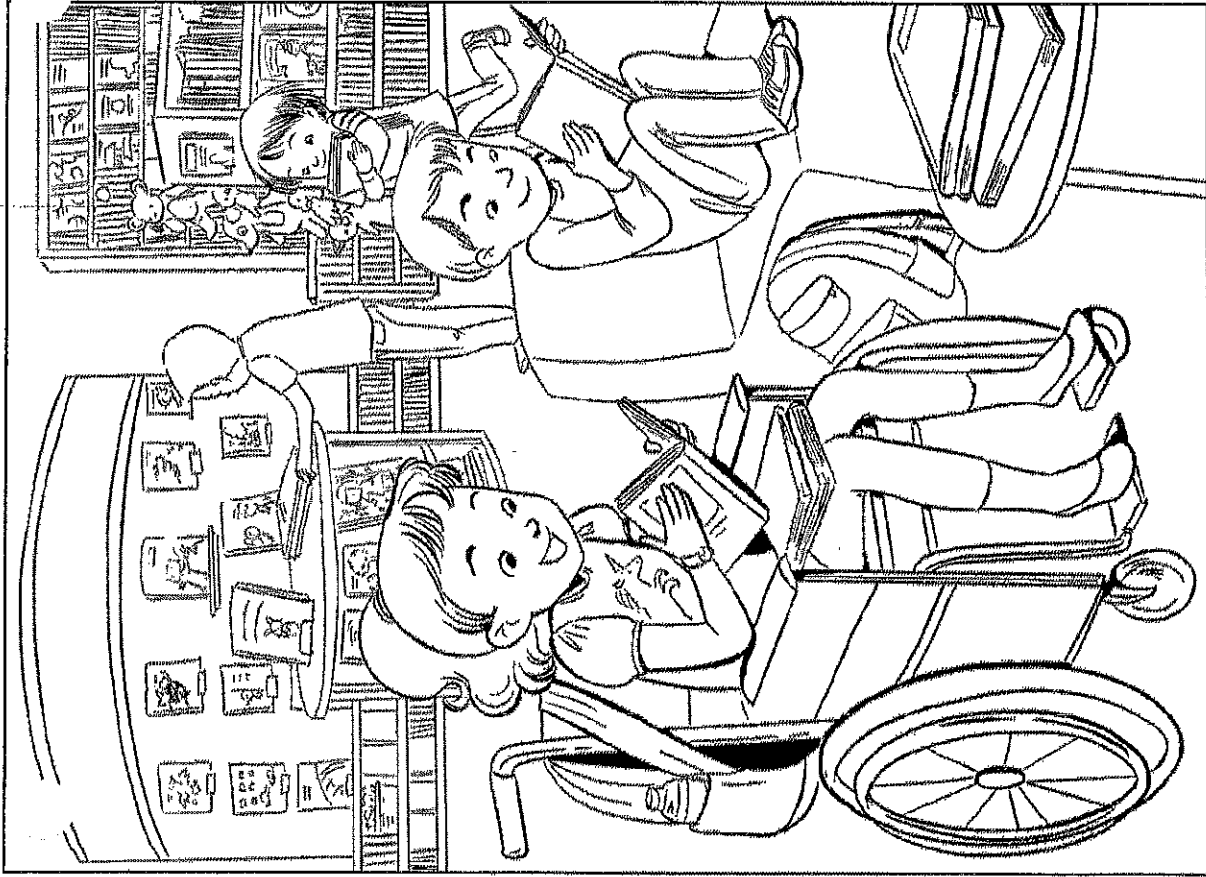
I like to play
after school.



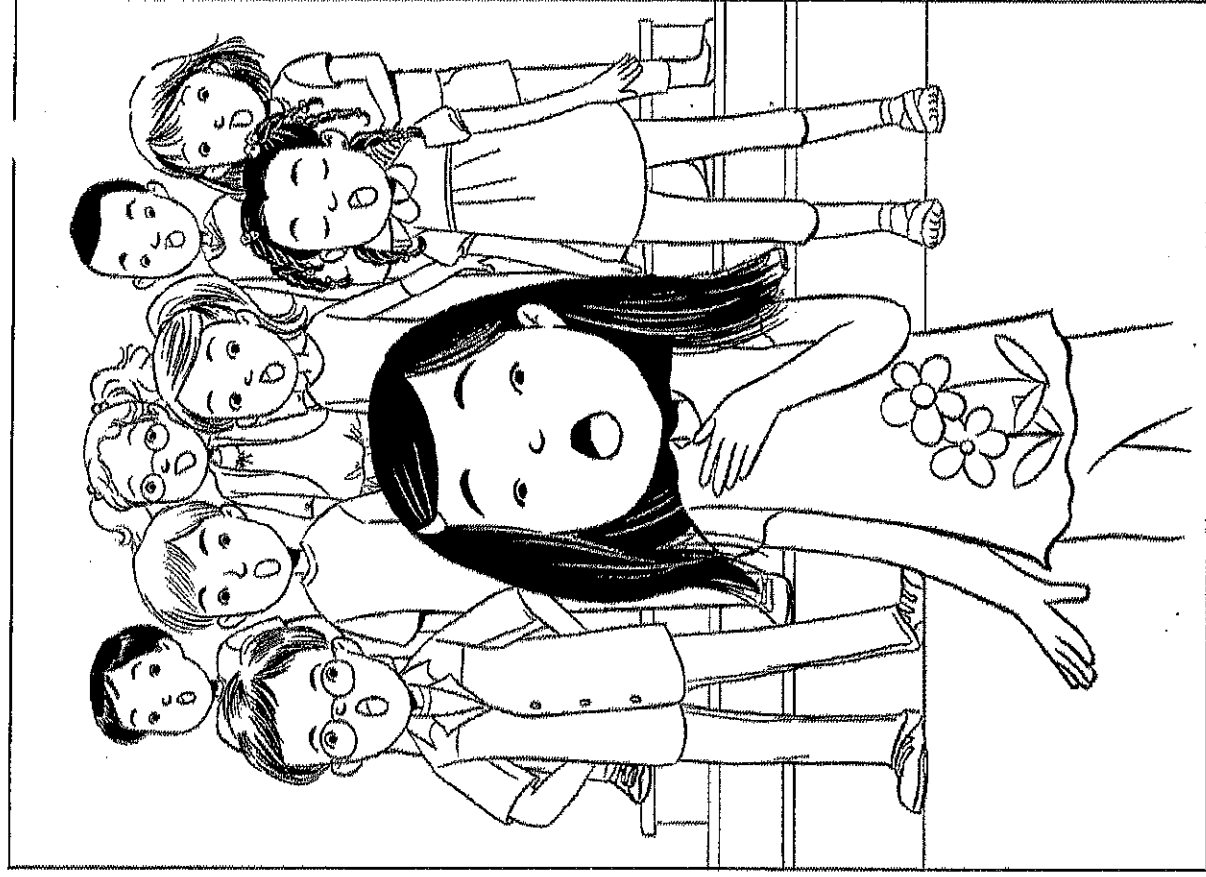
I like to dance
after school.



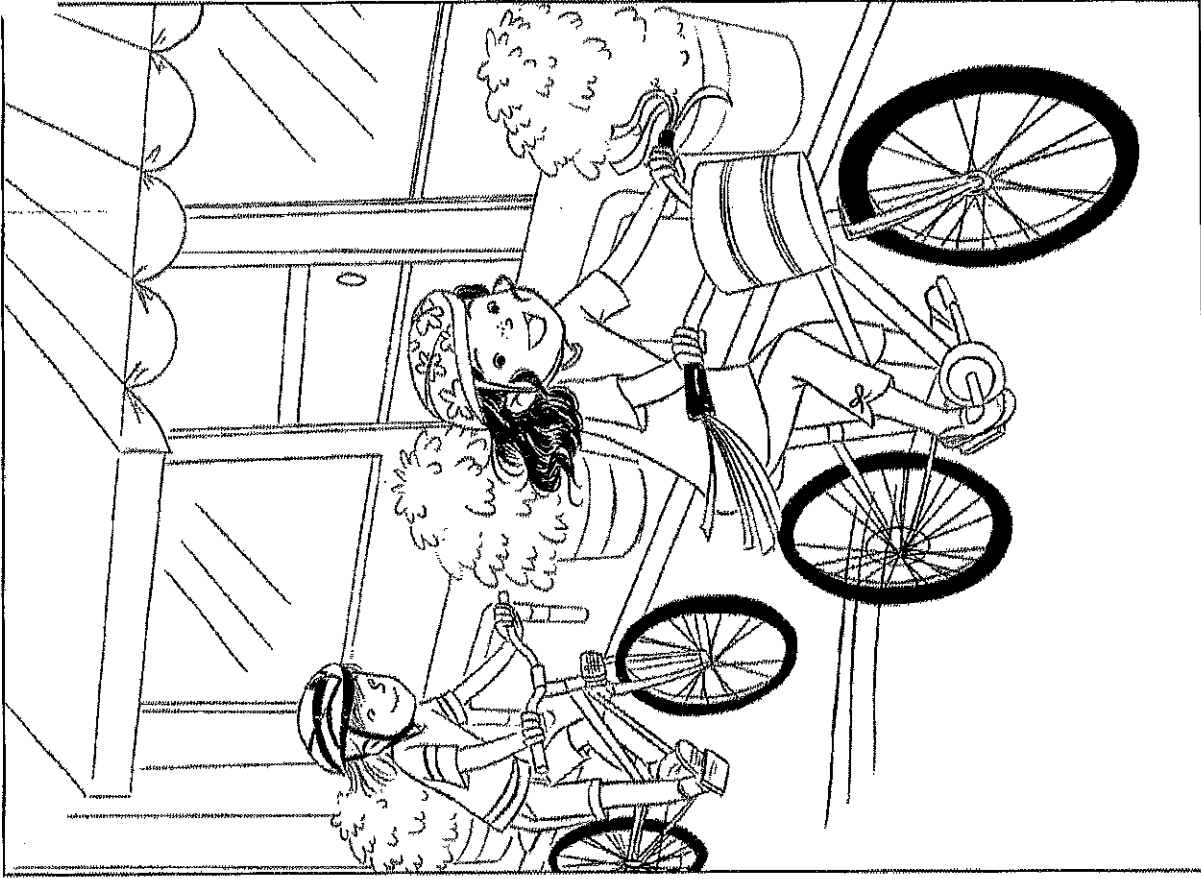
I like to act
after school.



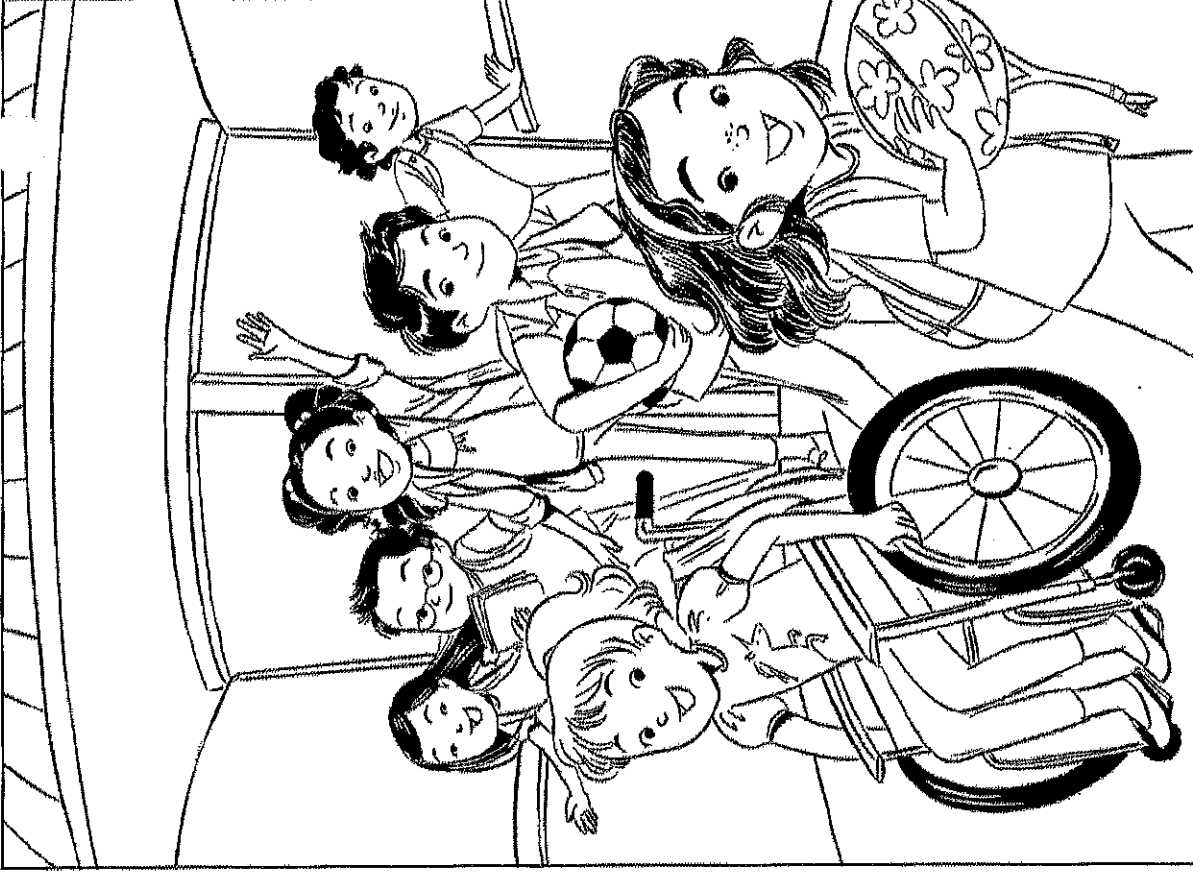
I like to read
after school.



I like to sing
after school.



I like to bike
after school.



We like to have fun
after school.



After School

Why did the author write this book?

Author's Purpose

Reading A-Z



After School

What conclusions can you draw about the students in the book based on the activities they like to do after school?

Analyze

Reading A-Z



After School

Which of the activities from this book might be difficult to do in winter?

Why do you think that?

Make Inferences / Draw Conclusions

Reading A-Z



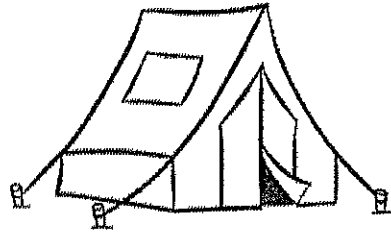
After School

What is your favorite activity to do after school? Why?

Evaluate

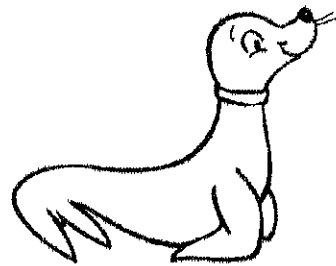
Reading A-Z

Name _____



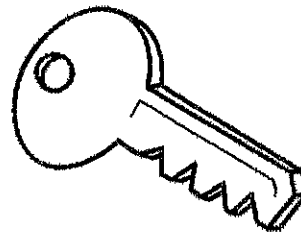
un

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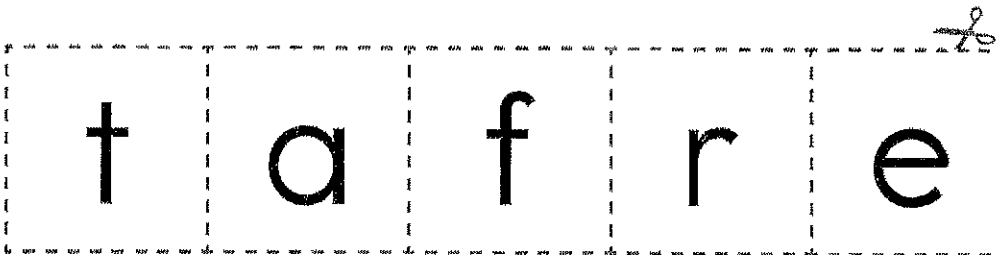
Instructions: Name the pictures with students. Have students color the pictures that begin with Ss. Then, have students add the initial consonant to each word that begins with Ss.

Name _____

--	--	--	--	--

- ① I eat a snack after school.
- ② I go to swim class after school.
- ③ After school, I like to play outside.





Instructions: Have students cut out the letters at the bottom of the page and use them to make the word *after*. Then, read the sentences aloud with students and have them circle the word *after* in each sentence. Have students write the word *after* on the line at the bottom of the page.

Name _____ Date _____

1 In which group does dancing belong?

- Ⓐ things I do with my body Ⓑ things I do with my voice

2 How are reading and studying the same?

- Ⓐ They are both done with balls. Ⓑ They are both done with books.

3 What is the main idea of this book?

- Ⓐ Outdoor activities are the best activities to do after school. Ⓑ There are many different activities to do after school.

4 In which season do you think this story takes place?

- Ⓐ spring Ⓑ winter

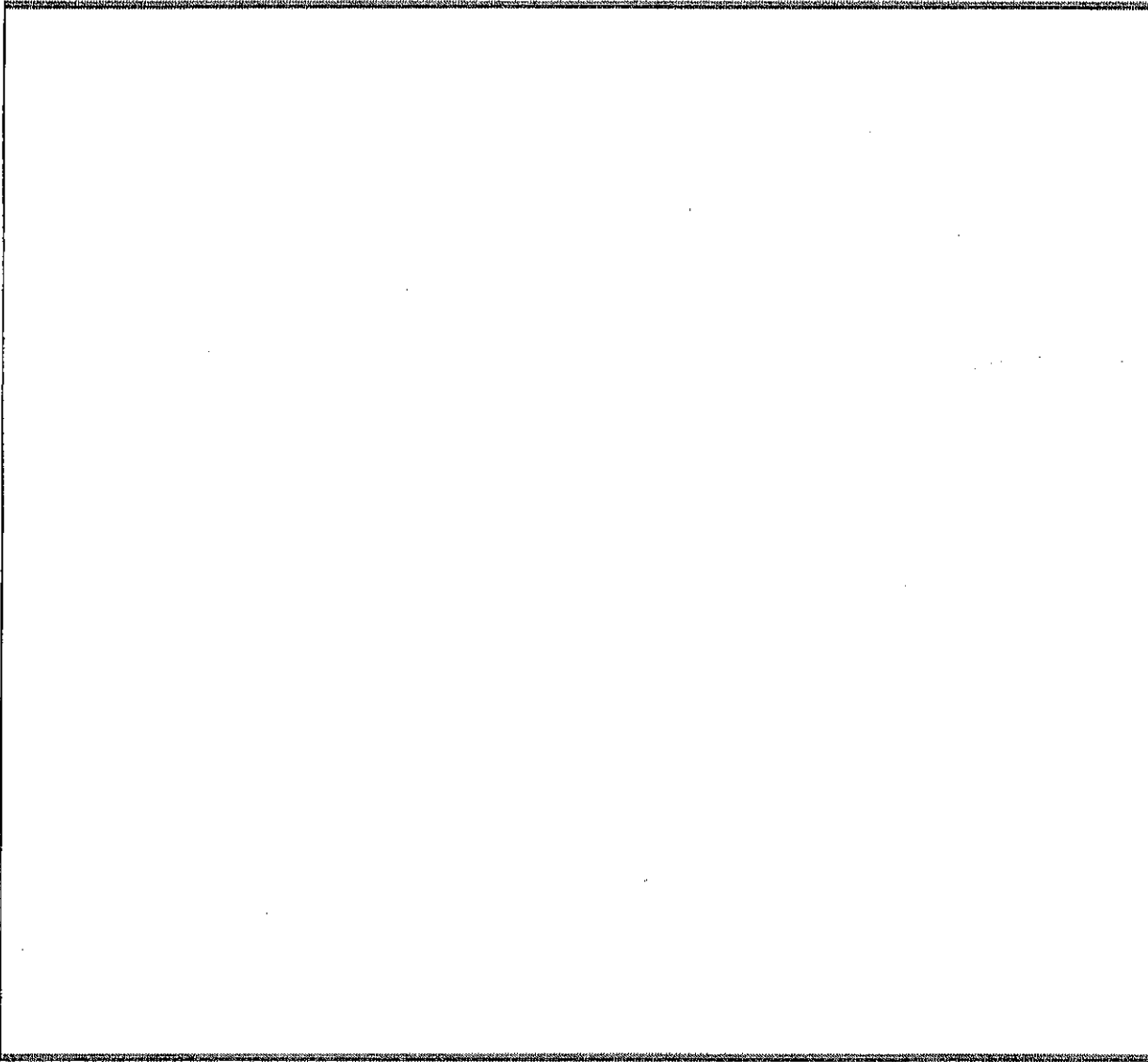
5 Which word means *to make music with one's voice*?

- Ⓐ study Ⓑ sing

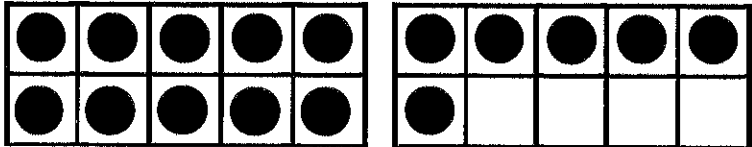
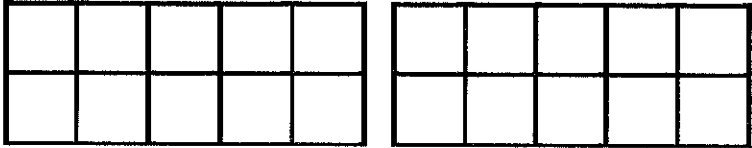

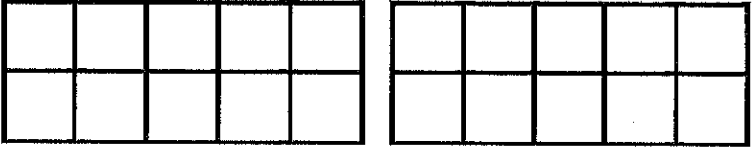
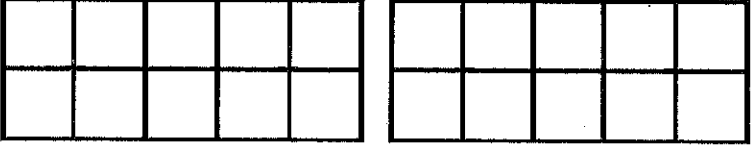
Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Name _____

Date _____



Name: _____

TRACE IT	BUILD IT	BREAK IT APART
<p>16</p>		<p>how many tens? $\frac{1}{\quad}$ how many ones? <u>6</u></p>
<p>13</p>		<p>how many tens? _____ how many ones? _____</p>
<p>17</p>		<p>how many tens? _____ how many ones? _____</p>
<p>12</p>		<p>how many tens? _____ how many ones? _____</p>
<p>15</p>		<p>how many tens? _____ how many ones? _____</p>

Name _____

Date _____



How Many Do You Have?

How Many to 10? Recording Sheet

_____ + _____ = 10

_____ + _____ = 10

_____ + _____ = 10

_____ + _____ = 10

_____ + _____ = 10

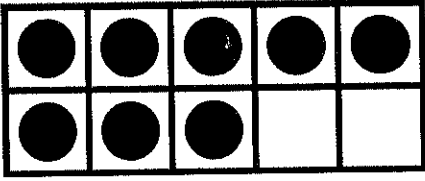
_____ + _____ = 10

_____ + _____ = 10

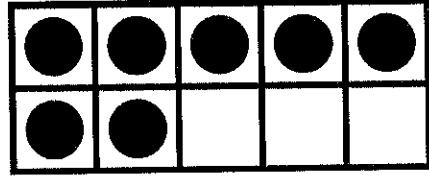
_____ + _____ = 10

MAKING 10

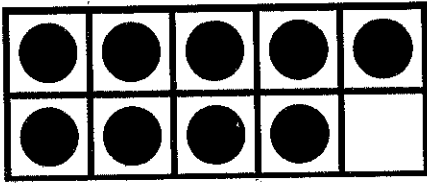
Complete the addition sentence using the ten frame.



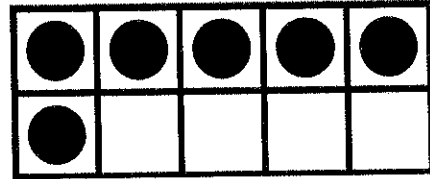
$$\underline{\quad} + 8 = 10$$



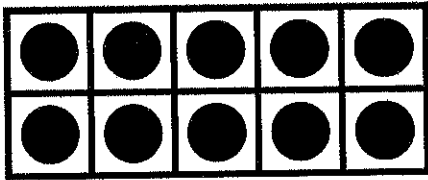
$$7 + \underline{\quad} = 10$$



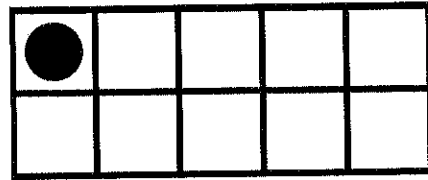
$$9 + \underline{\quad} = 10$$



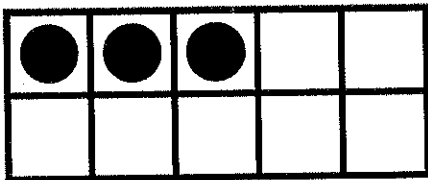
$$\underline{\quad} + 6 = 10$$



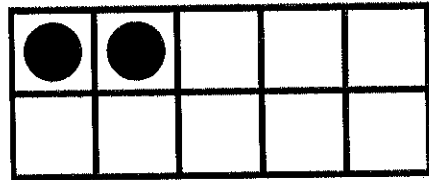
$$\underline{\quad} + 10 = 10$$



$$1 + \underline{\quad} = 10$$



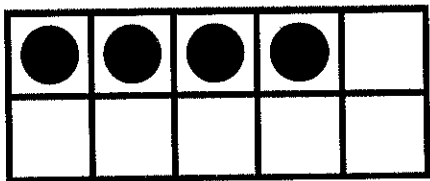
$$3 + \underline{\quad} = 10$$



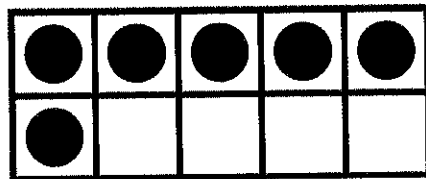
$$\underline{\quad} + 2 = 10$$

MAKING 10

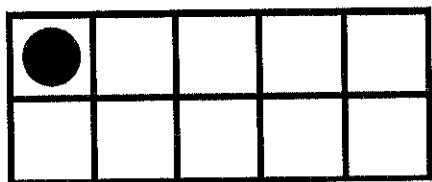
Complete the addition sentence using the ten frame.



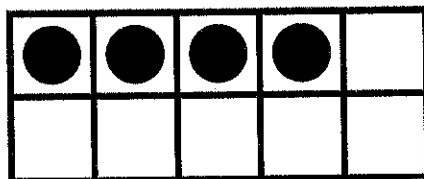
$$\underline{\quad} + 4 = 10$$



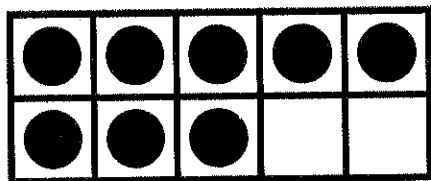
$$6 + \underline{\quad} = 10$$



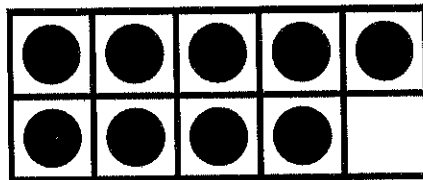
$$1 + \underline{\quad} = 10$$



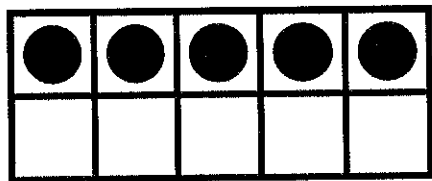
$$\underline{\quad} + 4 = 10$$



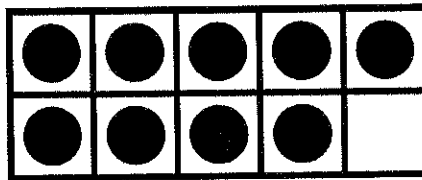
$$\underline{\quad} + 8 = 10$$



$$9 + \underline{\quad} = 10$$



$$5 + \underline{\quad} = 10$$



$$\underline{\quad} + 9 = 10$$