Dear Families of Kindergarten through Second Graders,

Attached to this letter you will find a collection of learning handouts to be used by your student in the event of an extended school closure. These learning handouts include material in the following subjects areas:

- English Language Arts
- Math
- Science
- Social Studies
- Social and Emotional Learning/Health
- Special Areas: Art, Music, and PE (School Librarians will include resources starting on Day 3)

The attached handouts, in addition to independent reading, will be used for the first day of learning. A second packet of handouts will be provided for the second day. Some of the learning activities may require scissors, glue, or additional supplies. If these supplies are not readily available in your home, please modify the activity so that it works for your child. Starting on Day 3, learning handouts will be available for printing from your child’s homeroom teacher’s Canvas page, via email from your child’s teacher, or hard copies can be picked up from your child’s school. Assignments will be due two weeks after our return to school date. To log into Canvas, follow the steps below.

2. Click on Canvas.
3. Log into Canvas as your student using their MCCSC username and password. If you are unsure of your student’s username, you may find it on Skyward. The password is your child’s lunch number. For password assistance, please contact your child’s teacher.
4. In Canvas, click on your student’s homeroom course.
5. Click on the linked resources in the Day 3 module to print.

If you have any questions, please contact your child’s teacher via email or through the Canvas Inbox. Teachers will be available during regular school hours. If your child receives Special Education or English as a New Language (ENL) instructional services and you need additional support, please reach out to your child’s Special Education or ENL teacher. Please be sure to check the MCCSC website for the most up-to-date information regarding school closures and our Contingency Learning Plan.

Thank you,

The Monroe County Community School Corporation
Day 1
Kindergarten
Name__________
Handwriting Practice - Letter M

Name _____________________

M m

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M M M

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monkey

www.kindergartenworksheets.net
Circle the correct punctuation for each sentence.

How old are you? .
I am tall? .
What is your name? .
I am tired? .
When did you go? .
Are you happy? .

www.kindergartenworksheets.net
Circle the correct beginning sound of each image.

- Elephant: a e i
- Bee: b d v
- Umbrella: a u c
- Dog: g r d
- Apple: a e o
- Cat: d c q
- Corn: c o d
- Ladybug: e l n
- Bat: o a b
Bob’s Pets

Bob has a dog.
The dog has a red ball.
Bob has a cat.
The cat has a blue ball.
Bob has a bird.
The bird has a green ball!
Bob has a fish.
The fish has no ball.

Answer each question.
Who has a red ball?
__________________________.

Who has a blue ball?
__________________________.
Who has a green ball?

How many pets does Bob have?

Which pet is the biggest?

Which pet is the smallest?

Draw the pet with no ball.
1. **SORT** the objects below by **SHAPE** by circling ALL of the triangles.

Circle all of the triangles.

2. **SORT** the objects below by **COLOR**. Color all of the similar shapes that can be grouped together using the same color.

3. Cut out the following set of objects, then **SORT** the objects into at least TWO groups. Use the sentence starter below to help you explain to someone else how you sorted each group.
   a. [The student would point to one of the groups.] I sorted this group by...  
      (choices: shape, color, size).
Use the following graphic organizer and pictures to help students keep track of which objects float and which objects sink. You may want to create your own larger graphic organizer to include more items.

1. Using the page of pictures, ask students to predict whether each item will sink or float.

2. Ask students to cut out the pictures of the things they are testing. If you are using additional items, provide a similar sheet with pictures of those items or ask students to draw each item on the finished piece.

3. Once students have tested an item, they should glue or tape the picture of that item in the appropriate place above or below the water line. Some objects will float at the top of the water, some will be partially submerged, and some will sink to the bottom.

4. When students have finished, they should have a piece of paper with pictures of things that float at the top of the water line, things that are partially submerged, and things that sink to the bottom. The graphic organizer should reflect where each item falls along the water line.

5. Ask students to think about why some things float and other things sink.
   - What do the items that float have in common?
   - What do the items that sink have in common?
   - What did they learn about things that sink and things that float?
What is a Timeline?

A timeline is a way to show how time passes. Timelines help us understand history.

This timeline shows what happened in one hour at Ivan’s house before school. Look at the timeline and answer the questions.

1. What time did Ivan brush his teeth?
2. Circle the event that happened first: making the bed, getting dressed
3. What is the last event that Ivan completes before leaving for school? Use words and pictures.
What is a Timeline?

Directions: Look at the types of transportation at the bottom of this page. When were those types of transportation used the most? Cut them out and put them in order on the timeline based on if they were used in the past or present. Then, draw what you think transportation will be like in the future.
DRAWING A TREE

All plants have patterns to how they grow. A tree does too and it is a simple one. The rule is every new branch is thinner than the one it came from.

The branches from this tree always split into two smaller branches. We can draw it using the letter Y.

Try drawing a tree from your imagination using this rule.
DRAWING A TREE
Real trees always look different from the one we drew before, but they keep the same rule. The bigger branch always splits into thinner ones.

This is a tree that has had some branches chopped off.

Go outside and find a tree to draw. Does the tree follow the rule?
Name

Beat Match

Directions: Color. Draw a line from the notes to the matching number of beats.
Name __________________________

WORD RHYTHM

Directions: Draw a line from the picture word to its correct rhythm. Trace the words.

- Kite
- Watermelon
- Apple
- Octopus

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Name ____________________

Weather Beats

Directions: Count the number of beats in each cloud. Draw that many lightening bolts.
Music Math

Directions: Add the total number of beats. Circle the correct total from the box.
Trace the numbers.

\[ \text{Directions: Add the total number of beats. Circle the correct total from the box. Trace the numbers.} \]

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PE DAY 1

10  Jumping Jacks
 9  Lunges
 8  Crab Walks
 7  Frog Jumps
 6  Push Ups
 5  Tuck Jumps
 4  Toe Touches
 3  Sets of 10 Arm Circles
 2  Laps of High Knees
 1  Deep Breath
Kindergarten, Unit 1
Lesson 1: Learning to Listen

What Is My Child Learning?
Your child is learning the rules for how to be a good listener. These rules help your child know how to listen and act in a group so everyone can learn.

Why Is This Important?
Being good listeners helps children be better learners. Following the Listening Rules helps children listen and pay attention in class.

Ask your child: What are the Listening Rules in your class? (Have your child tell you each rule and show you the action that goes with it. Rules are listed at right.)

Practice at Home
Before giving directions for daily activities, such as picking up toys or washing hands, remind your child to use the Listening Rules. For example:

You need to use your Listening Rules now. Say each rule and do the actions along with your child, then give the directions: We’re getting ready to leave now, so put on your shoes and coat.

Activity
Have your child choose one of the Listening Rules and illustrate it below. After your child has finished, write which rule you think it is under the picture.

The rule is ____________________________

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Second Step: Skills for Social and Academic Success