



## ACTIVITY GUIDE WEEK 3 - EXPLORE, DESIGN, CREATE GRADES: K-2

Hello Parent/Guardian,

We hope you are doing well. Here is a guide full of fun activities for your child to try out this week at home! This educational guide is meant to be engaging and fun for your child. Complete the tic-tac-toe board with them on the front sheet, or challenge them to complete each of the activity squares. Included you will find: stories to read; letter, and sound activities; science and art activities; and some great math graphing practice. This week's theme is parts and pieces. We hope you enjoy your activity guide for week 3.

# Kent ISD



In partnership with



Grand Rapids  
PUBLIC LIBRARY





**Grades K-2**  
**Week 3: PARTS AND PIECES**

<p><b>STEM:</b></p> <p>Invent a new toy</p> <p>Use cardboard and tape (or any supplies you can find!) to create a new toy.</p>	<p><b>READ:</b> <b>Choose 1:</b></p> <ul style="list-style-type: none"> <li>- A real book about a machine</li> <li>- A fiction book about a machine</li> <li>- One of the stories in this packet</li> </ul>	<p><b>SOUNDS (Phonemic Awareness):</b></p> <p>Phoneme Dominoes</p> <p>*Phoneme = sound</p>
<p><b>WRITE:</b></p> <p>-Draw an imaginary toy. Label each part. Tell or write what it does.</p>	<p><b>FREE SPACE</b></p>	<p><b>LETTERS (Phonics):</b> <b>Choose 1</b></p> <p>Letters in my Name</p> <p>Silent e</p>
<p><b>MATH:</b> <b>Choose 1</b></p> <p>Making teen numbers</p> <p>\$10 Bills</p> <p>One number, three ways</p>	<p><b>SCIENCE:</b></p> <p>Find something that is broken. Take it apart and see if you can figure out the job of each part. How might you fix it?</p>	<p><b>LANGUAGE:</b></p> <p>Talk with someone: Find something you love to play with. Describe each part. What does each part do?</p> <p>I think this part is called ____.</p> <p>I think its job is to ____.</p>

## Math: Making Teen Numbers


### Materials:

- Number cards 11-19
- Pencil, crayon, or marker
- Attached worksheet


### What to do:

Shuffle the cards and place them face-down.

Pick a card from the top of the pile. Say the number. Draw the dots in the first 10-frame. When the first 10-frame is filled, keep drawing the rest of the dots in the next 10-frame. Fill in the blank equation with the matching numbers.

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

Example:

  
 $\underline{13} = \underline{10} + \underline{3}$

Pick a new card and do this again with the new number.

Name \_\_\_\_\_



\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_



\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_



\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

## Math: \$10 Bills

- a. How many ten-dollar bills equal a hundred-dollar bill?

Draw a picture to show your thinking. Or use numbers to show your thinking.

- b. Jem had 20 ten-dollar bills. How many hundred-dollar bills can she trade them for?

Draw a picture to show your thinking. Or use numbers to show your thinking.

## Math: One Number, Three Ways

Find at least three different ways to make **124** using hundreds, tens and ones.

Use pictures or numbers to show your solution.



# Do You See My Pet?



Image © 2007 Budjipien in enFlickr. Some rights reserved (http://creativecommons.org/licenses/by-nc-nd/2.0).

I see my pet!  
It is a bird!

Image © 2008 Cskk in enFlickr. Some rights reserved (http://creativecommons.org/licenses/by-nc-nd/2.0).







Image © 2008 Matthew Watts. Some rights reserved (<http://creativecommons.org/licenses/by-sa/2.0>).

My pet is not a dog.  
It is not a cat.

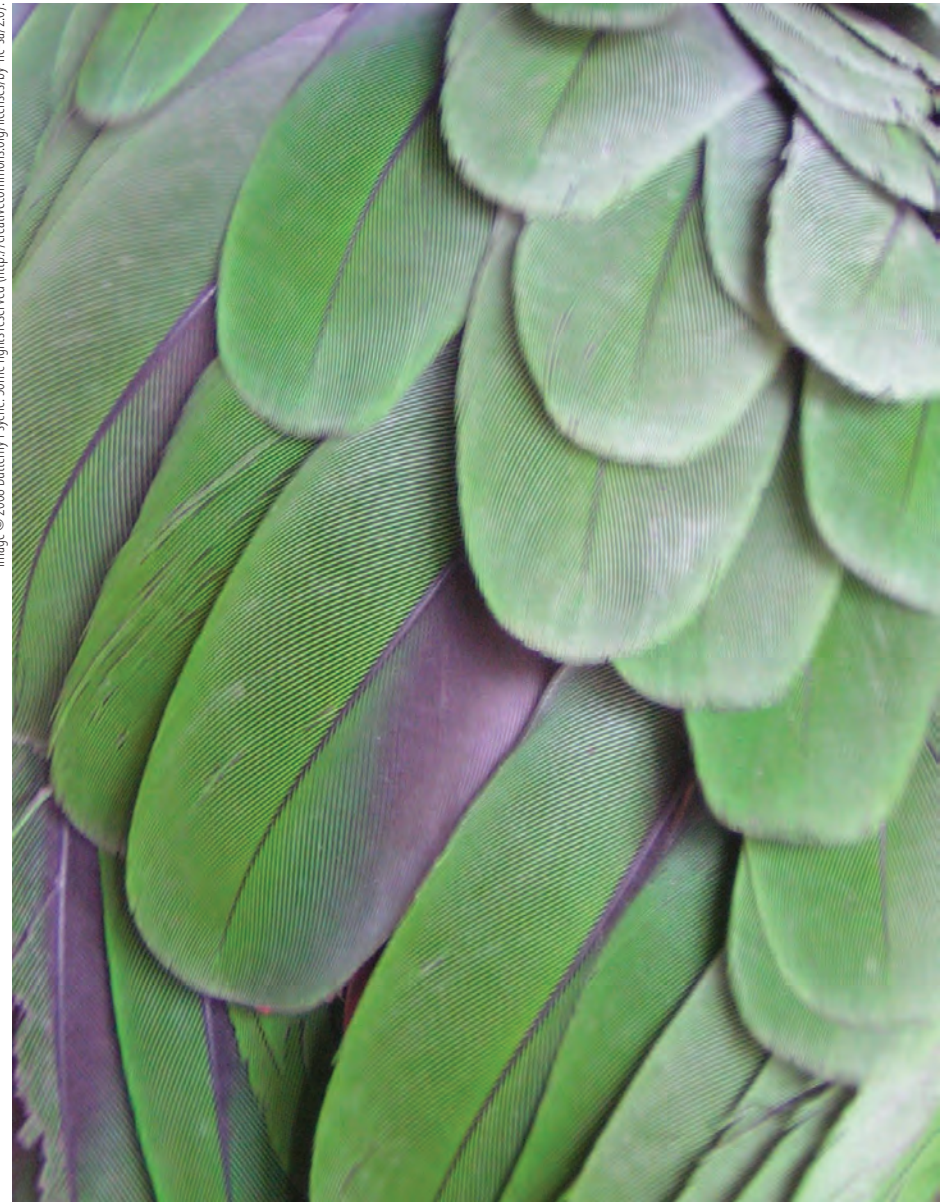


Image © 2008 Butterfly Psyche. Some rights reserved (<http://creativecommons.org/licenses/by-nc-sa/2.0>).

My pet can fly.  
It is green.





© 2005 by B.C. in en: flickr. Some rights reserved (<http://creativecommons.org/licenses/by-nc-nd/2.0>).

There are green trucks. There are red trucks.



© 2010 by MoDot. Photos in en: flickr. Some rights reserved (<http://creativecommons.org/licenses/by-nc-sa/2.0>).

Some trucks are big. Some trucks are little.



# Trucks, Vans, and Buses



© 2009 by Corndel. Some rights reserved (<http://creativecommons.org/licenses/by-nc-sa/2.0/>).

© 1993 by John Ward. Some rights reserved (<http://creativecommons.org/licenses/by-nc-sa/2.0/>).



But they like the trip home, too.  
They get to go on the bus!





## Mittens, Coat, and Cap



© 2011 Child's Run at Flickr. Some rights reserved (<http://creativecommons.org/licenses/by-nc/2.0/>).

I put on my winter coat to keep my  
body warm. Now I can go outside  
to play!

© 2008 itenivjiften at Flickr. Some rights reserved (<http://creativecommons.org/licenses/by/2.0/>).







© 2008 MissKessie at Flickr. Some rights reserved (<http://creativecommons.org/licenses/by-nd/2.0/>).

I am going outside to play. First, I put on my mittens. They keep my hands warm.

© 2009 Bjarni Thorbjornsson. Some rights reserved (<http://creativecommons.org/licenses/by-nc/2.0/>).



Next, I put on my cap. My cap keeps my head warm. The flaps on my cap keep my ears warm, too.





# Phonological Awareness

PA.030

Phoneme Matching

Phoneme Dominoes

## Objective

The student will match initial phonemes in words.

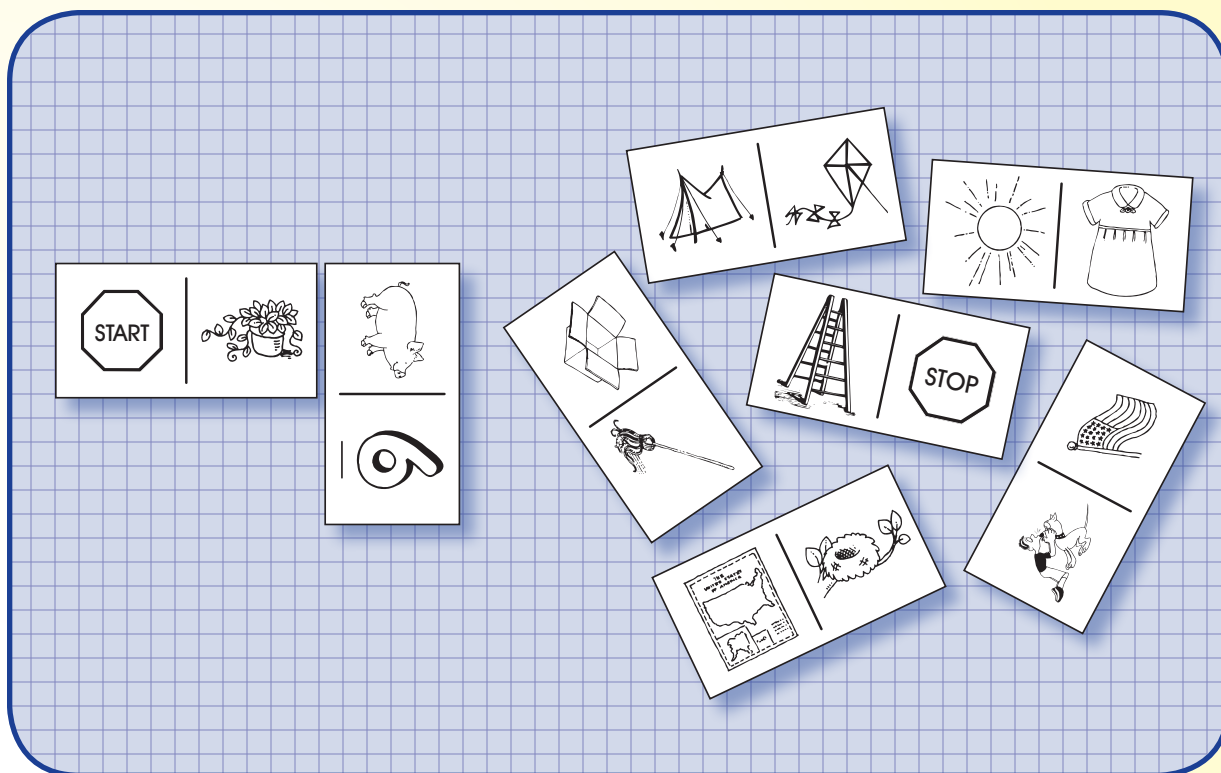
## Materials

- ▶ Domino picture cards (Activity Master PA.030.AM1a - PA.030.AM1c)  
*Copy on card stock, cut, and laminate.*

## Activity

Students match pictures with the same initial sound while playing a domino game.

1. Scatter domino picture cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table, names the picture on the other side of the domino and says its initial sound (i.e., “plant, /p/”).
3. Looks for a domino with a picture that has the same initial sound, names it, and says its initial sound (i.e., “pig, /p/”). Connects the two dominoes.
4. Student two names the picture on the other side of the domino (i.e., “six”), says its initial sound (i.e., “/s/”), and finds the domino with the matching sound. Names the picture and says its initial sound (i.e., “sun, /s/”). Connects it to the domino.
5. Continue until all dominoes are connected.
6. Peer evaluation





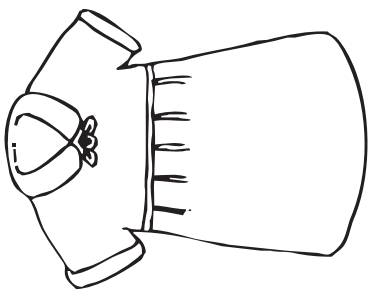
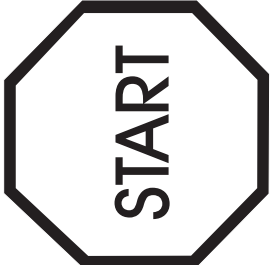

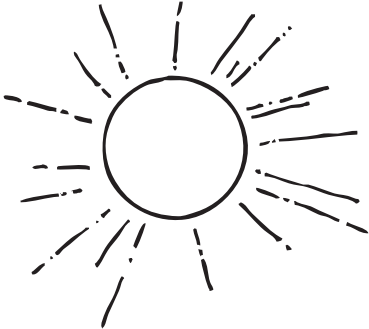
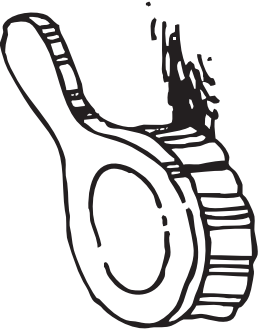
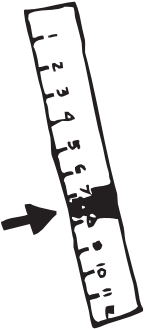
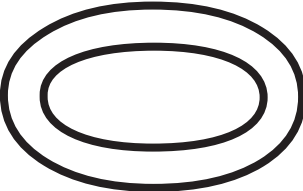

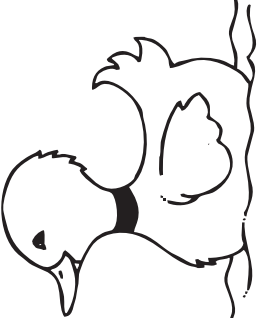
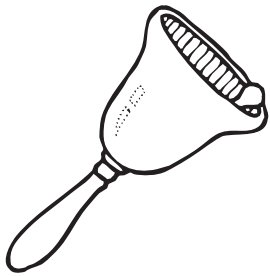
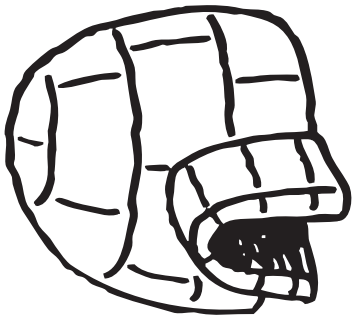
## Extensions and Adaptations

- ▶ Make and use medial sound dominoes (Activity Master PA.030.AM2).

# Phonological Awareness

Phoneme Dominoes

PA.030.AM1a

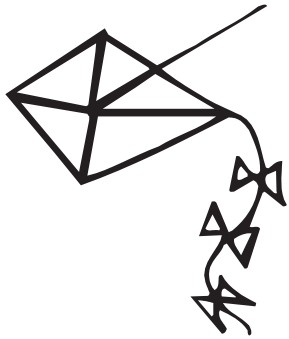
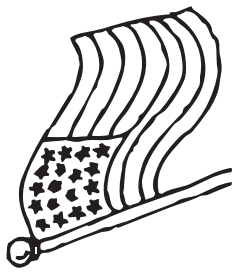
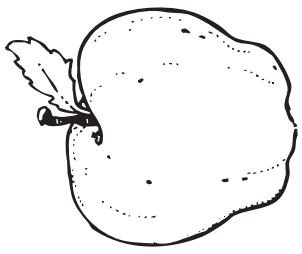
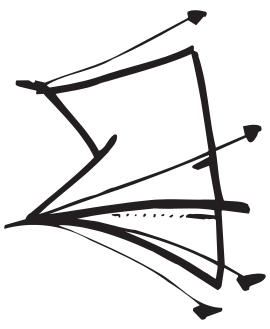
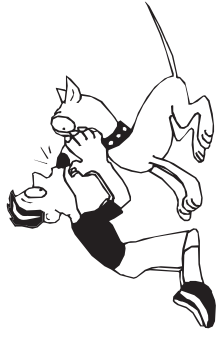

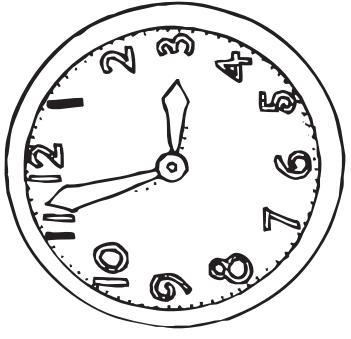
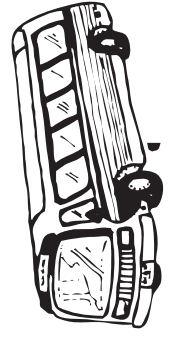
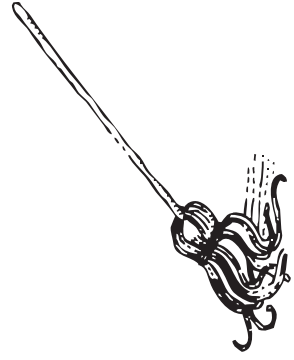
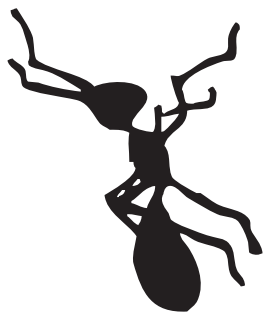
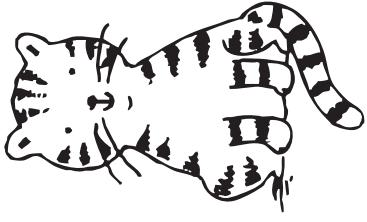
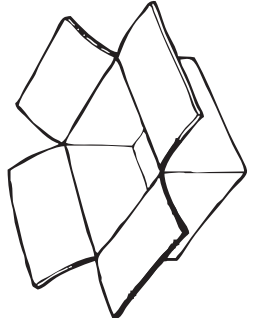
 _____	 _____	 _____
		
 _____	 _____	  _____
		

domino picture cards: START/plant, pig/six, sun/dress, duck/brush, bell/inch, igloo/ten

# Phonological Awareness

PA.030.AM1b

Phoneme Dominoes

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

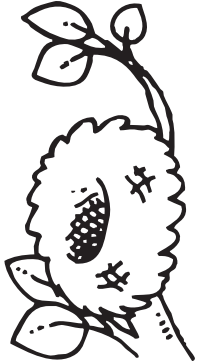
domino picture cards: tent/kite, kiss/flag, fox/apple, ant/clock, cat/bus, box/mop



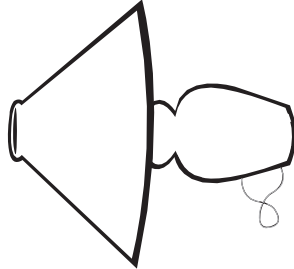
# Phonological Awareness

Phoneme Dominoes

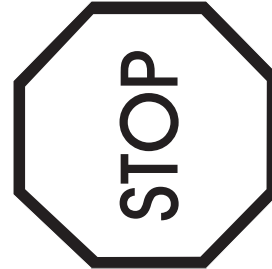
PA.030.AMIc



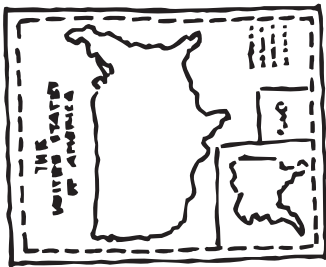
\_\_\_\_\_



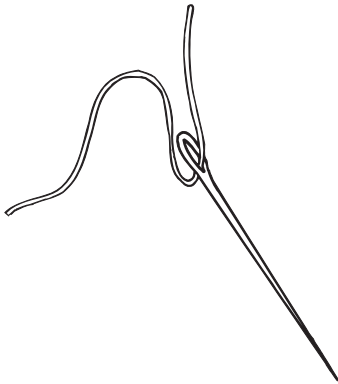
\_\_\_\_\_



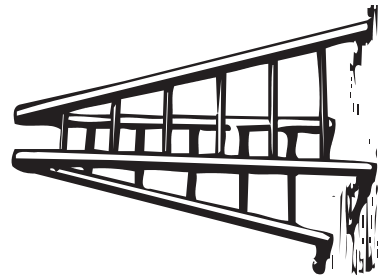
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

domino picture cards: map/nest, needle/lamp, ladder/STOP

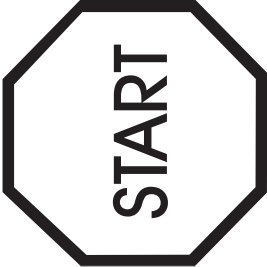





# Phonological Awareness

PA.030.AM2

Phoneme Dominoes

 _____	 _____	_____
_____	_____	_____

blank domino cards





### Alphabet Tiles Name Sort

#### Objective

The student will identify letters of the alphabet.

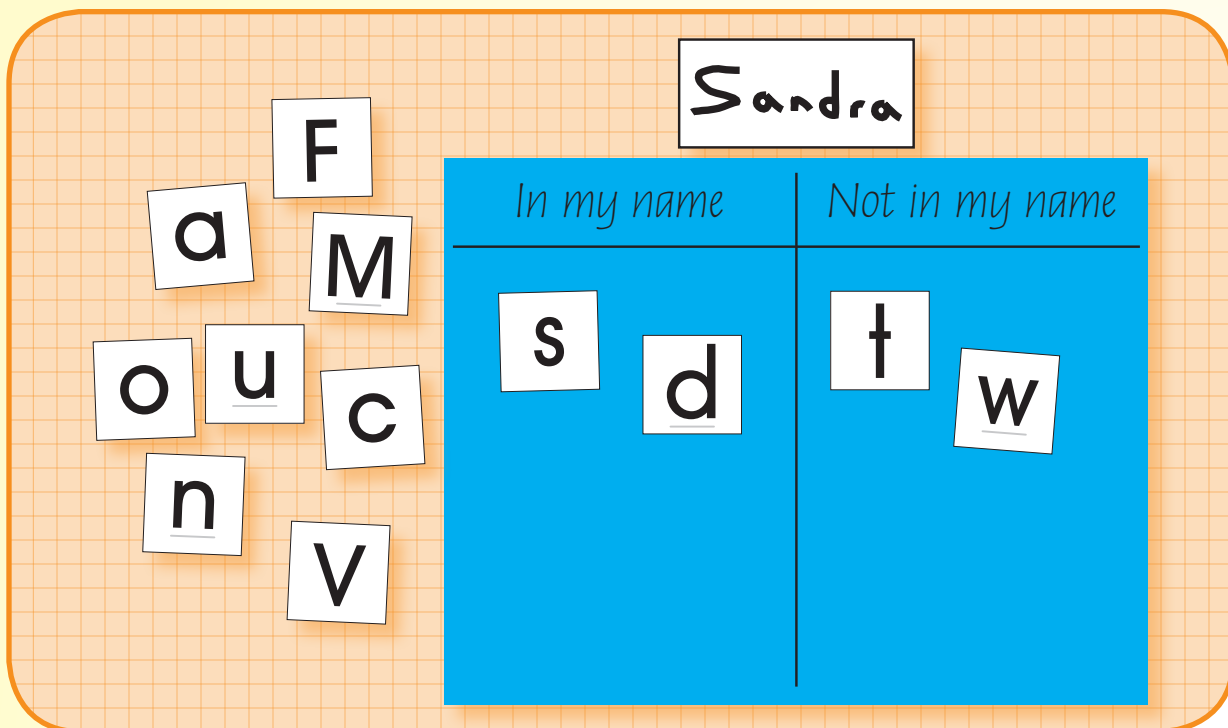
#### Materials

- ▶ Uppercase and lowercase alphabet letter tiles or letter tile cards (Activity Master P.009.AM1a - P.009.AM1b)
- ▶ 12" x 18" construction paper  
*Draw a T-chart. Label the left side "In my name," and label the right side "Not in my name."*
- ▶ Index cards  
*Write students' names.*

#### Activity

Students sort the letters in their names by using a T-chart.

1. Place the T-chart on a flat surface. Scatter the letter tiles to the side of the chart. Place the name cards face up in rows.
2. The student selects his name card.
3. Selects one tile at a time, names it, and places it in appropriate column.
4. Continues until all tiles are sorted. Puts tiles on the left side of the T-chart in order to spell name.
5. Self-check



Sandra	
In my name	Not in my name
s d	t w

#### Extensions and Adaptations

- ▶ Sort classmates' names.
- ▶ Alphabetize the letter tiles and/or classmates' names.
- ▶ Say the letter sound when sorting.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				



# Phonics

Alphabet Tiles Name Sort

P.009.AM1b

a	<u>b</u>	c	<u>d</u>	e
f	g	h	i	j
k	l	<u>m</u>	<u>n</u>	o
<u>p</u>	q	r	s	t
<u>u</u>	v	<u>w</u>	x	y
z				



lowercase letter tile cards





### Silent "e" Changes

#### Objective

The student will identify variant correspondences in words.

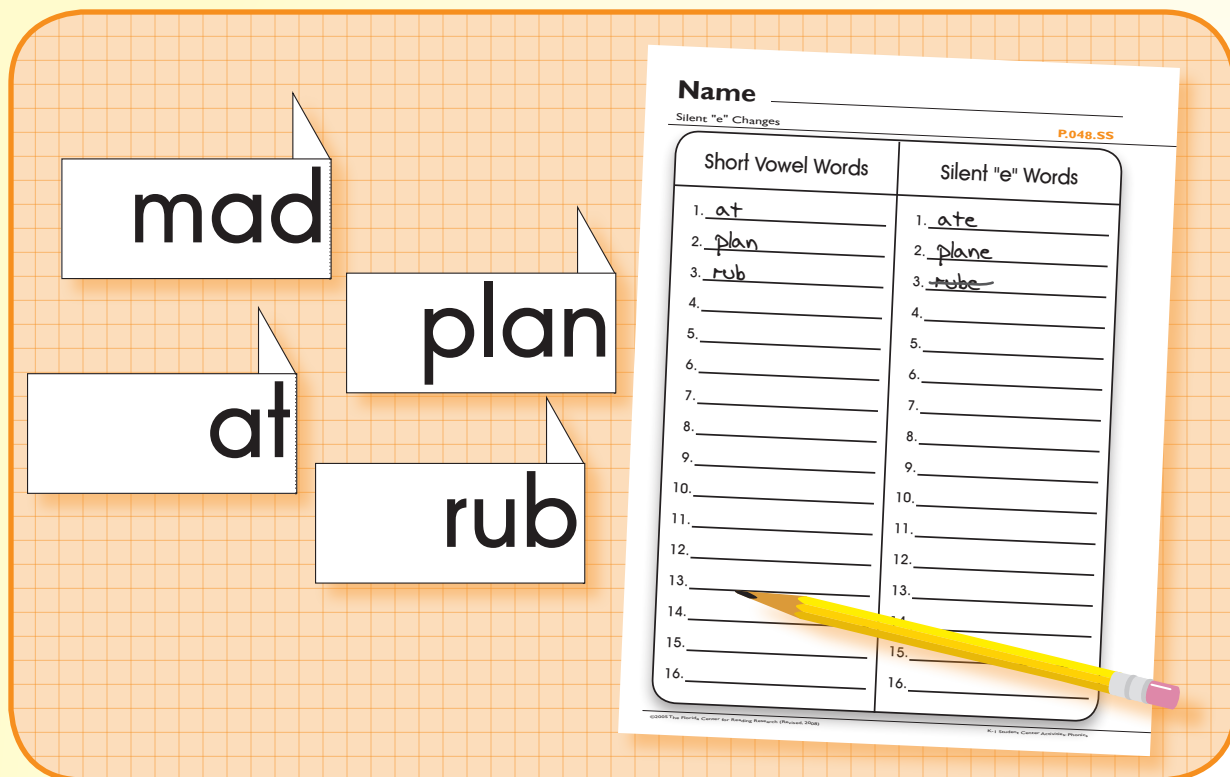
#### Materials

- ▶ Silent "e" word strips (Activity Master P.048.AM1a - P.048.AM1e)  
*Copy, laminate, cut, and fold strips on the dotted line.*
- ▶ Student sheet (Activity Master P.048.SS)
- ▶ Pencils

#### Activity

Students read words with and without the silent "e" pattern.

1. Place silent "e" word strips standing up with "e" folded toward back on a flat surface. Provide each student with a student sheet.
2. Taking turns, students select one of the strips and read the word orally (e.g., "plan").
3. Turn the "e" to the front of the strip and read the new word orally (i.e., "plane").
4. Write both words in the corresponding columns on the student sheet. Determine if each word is real or nonsense. If nonsense, cross it out.
5. Continue until all strips are read and recorded.
6. Teacher evaluation



Short Vowel Words	Silent "e" Words
1. at	1. ate
2. plan	2. plane
3. rub	3. <del>rube</del>
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
11. _____	11. _____
12. _____	12. _____
13. _____	13. _____
14. _____	14. _____
15. _____	15. _____
16. _____	16. _____

#### Extensions and Adaptations

- ▶ Make more silent "e" word strips (Activity Master P.048.AM2).

ate

made

plane

hade

name

shape



# Phonics

Silent "e" Changes

P.048.AM1b

cane

state

ase

pete

lete

gete

silent "e" word strips



ride

bite

slide

five

side

ine



# Phonics

Silent "e" Changes

P.048.AM1d

rode

slope

note

home

hote

rocke

silent "e" word strips



cube

cute

use

upe

rube

sune





Name \_\_\_\_\_

Silent "e" Changes

P.048.SS

### Short Vowel Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

### Silent "e" Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

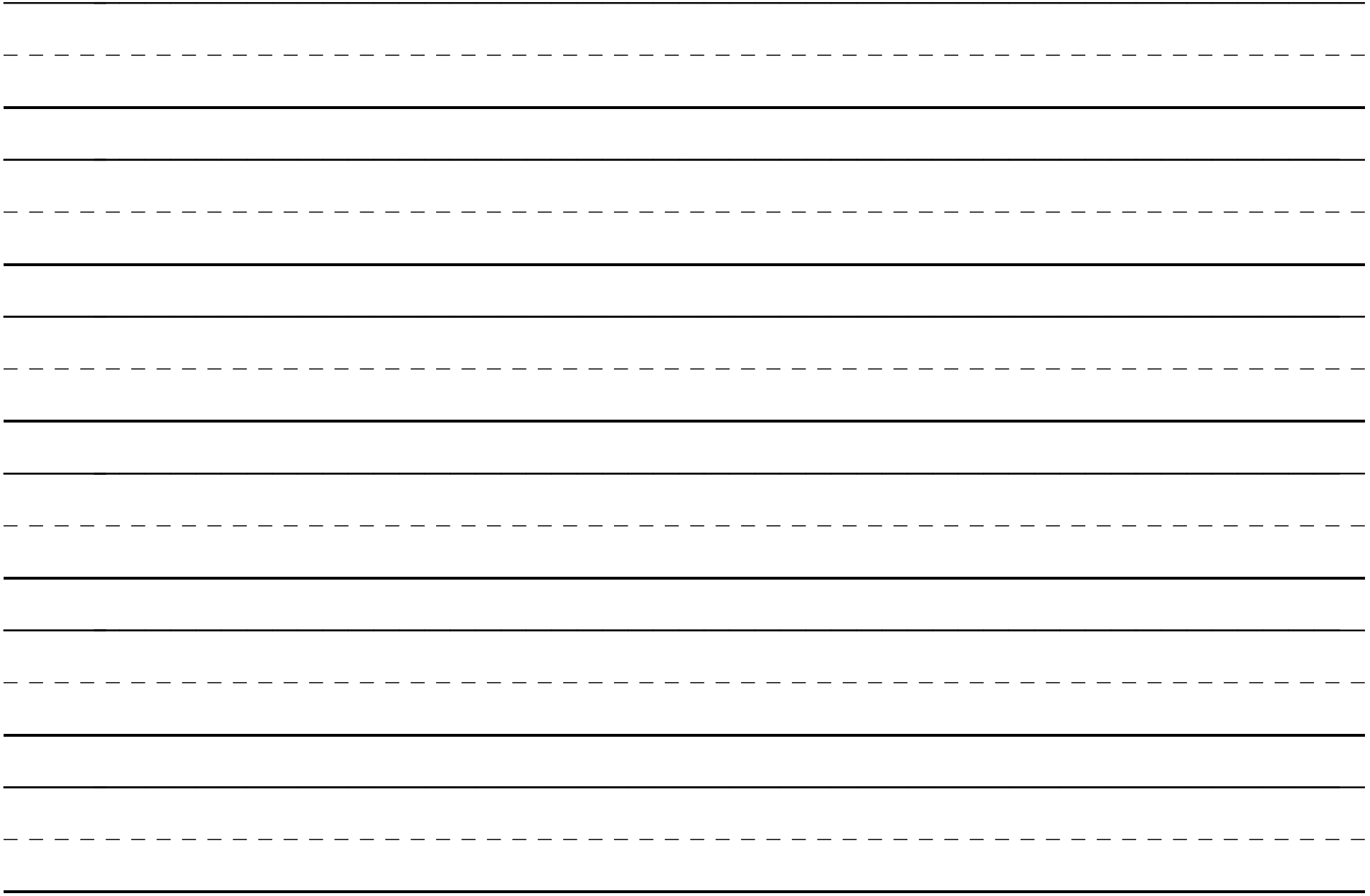
15. \_\_\_\_\_

16. \_\_\_\_\_

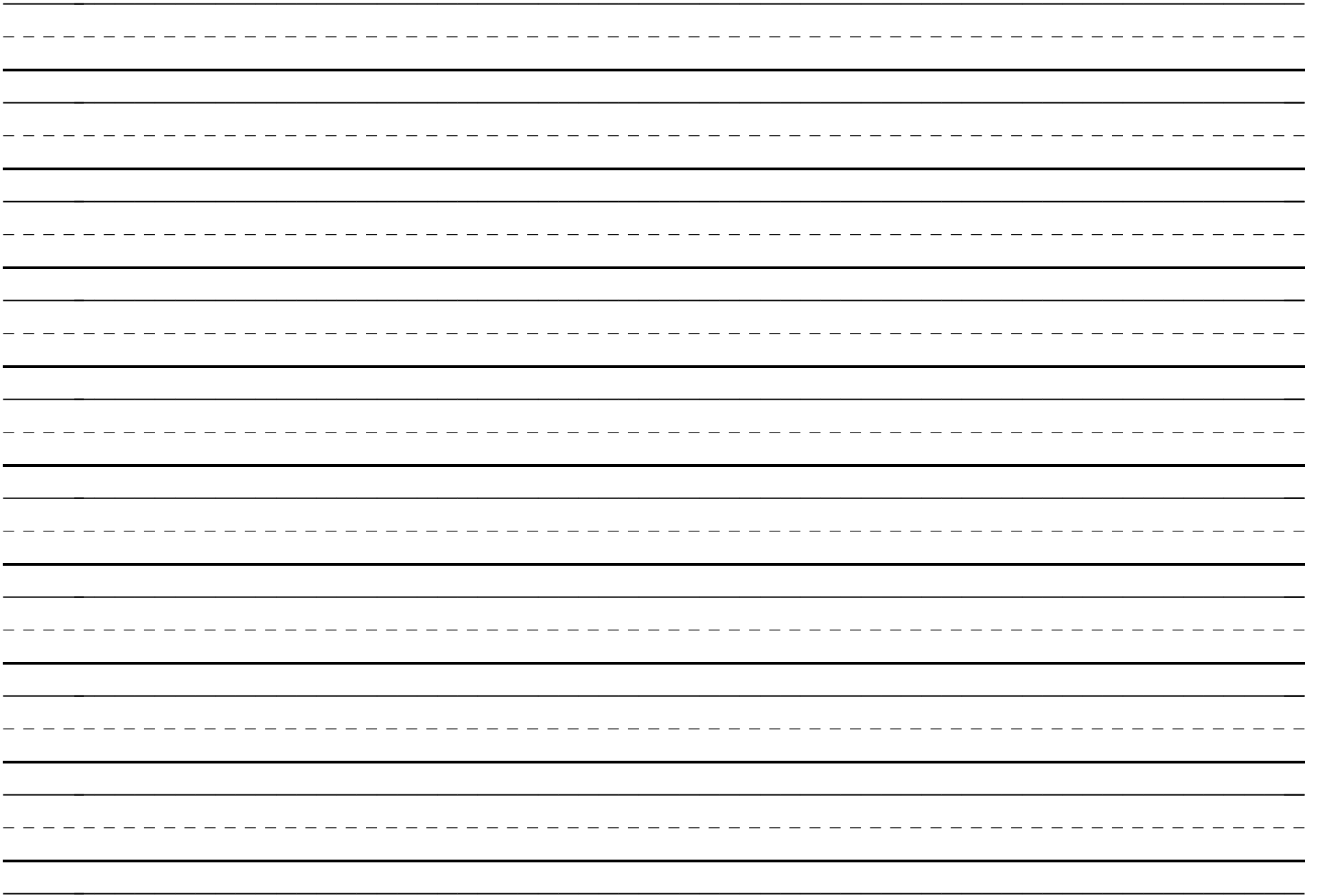

blank silent "e" word strips



The image shows a writing grid for Grade K story writing. It consists of four rows of horizontal lines. Each row has a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



The image shows a writing grid for Grade 2. It consists of five identical sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line. The sets are arranged vertically, with a large blank space above the first set. This layout is designed to help students practice writing words and sentences with consistent letter height and placement.





## Credits

Math: [illustrativemathematics.org](https://illustrativemathematics.org)

Stories: [textproject.org](https://textproject.org)

Sounds: [https://fccr.org/resources/resources\\_sca\\_k-1.html](https://fccr.org/resources/resources_sca_k-1.html)

Letters: [https://fccr.org/resources/resources\\_sca\\_k-1.html](https://fccr.org/resources/resources_sca_k-1.html)

STEM:

<https://drive.google.com/drive/folders/12OQtEcSkhsxLgiXAltn8kxJFwq8dbKB7?usp=sharing>

Science:

[https://drive.google.com/file/d/1WQnKwVVGKbcpbR\\_hDrp9JG2zhiNN9Fy/view](https://drive.google.com/file/d/1WQnKwVVGKbcpbR_hDrp9JG2zhiNN9Fy/view)