Activity Guide Week 4- 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 information technology.

Kent ISD

In partnership with

Kent District Library

Grand Rapids Public Library

Literacy Center of West Michigan

Grades K-2
Week 4: INFORMATION TECHNOLOGY

STEM: Design a futuristic phone Create a blueprint of a phone from the future. What can your phone do? *a *blueprint* is a drawing with labels	**READ:** **Choose 1:** - A real book about a way people communicate (computer, phone, talking, code) - A fiction book about a way people communicate (computer, phone, talking, code) - One of the stories in this packet	**SOUNDS (Phonemic Awareness):** Picture Slide **Phoneme* = sound
WRITE: Write a note to someone. Replace some words with a picture or a symbol.	**FREE SPACE**	**LETTERS (Phonics):** **Choose 1** Dominoes Vowel Slide
MATH: **Choose 1** Donut Jokes Are You a Leader? Crack the Code	**SCIENCE:** Making sounds	**LANGUAGE:** The way we talk to others is a code! Learn a new way to say “I love you” and tell it to someone you love.

Science

Put water in a glass. Lightly tap on the side with a pen or pencil. What does it sound like?
Draw your glass. Draw or write about the sound it makes:

What happens when you use less water?

What happens when you use more water?

Bring out the pots and pans! Tap on the pans like a drum. Do they sound the same or different? Why do you think that happens? Draw, label, and write about your investigation:

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

Use the code to reveal the answers to the jokes!

Why did the donut go to the dentist?

_ _ _ _

Name: _____

crack the code

Solve the problem using addition. Fill in the lines at the bottom of the sheet with the letters that match the answers to crack the code.

1. 9 + 2= _____ j
2. 8 + 5= _____ i
3. 4 + 3= _____ b
4. 5 + 0= _____ r
5. 3 + 3= _____ k
6. 7 + 2= _____ h
7. 6 + 6= _____ s
8. 8 + 2= _____ n
9. 7 + 7= _____ u
10. 5 + 3= _____ w
11. 3 + 0= _____ c
12. 4 + 6= _____ d
13. 8 + 8= _____ a
14. 2 + 2= _____ t

How did the alien pay for his coffee?

8	13	4	9	12	4	16	5	7	14	3	6	12	

©primary playground

ARE YOU A LEADER?

Decipher this famous quote about leadership using the secret code below

| | | |

© 2007 by Kendall in en:Flickr. Some rights reserved (http://creativecommons.org/licenses/by-nc/2.0/).

My dog and I like it when it is hot.

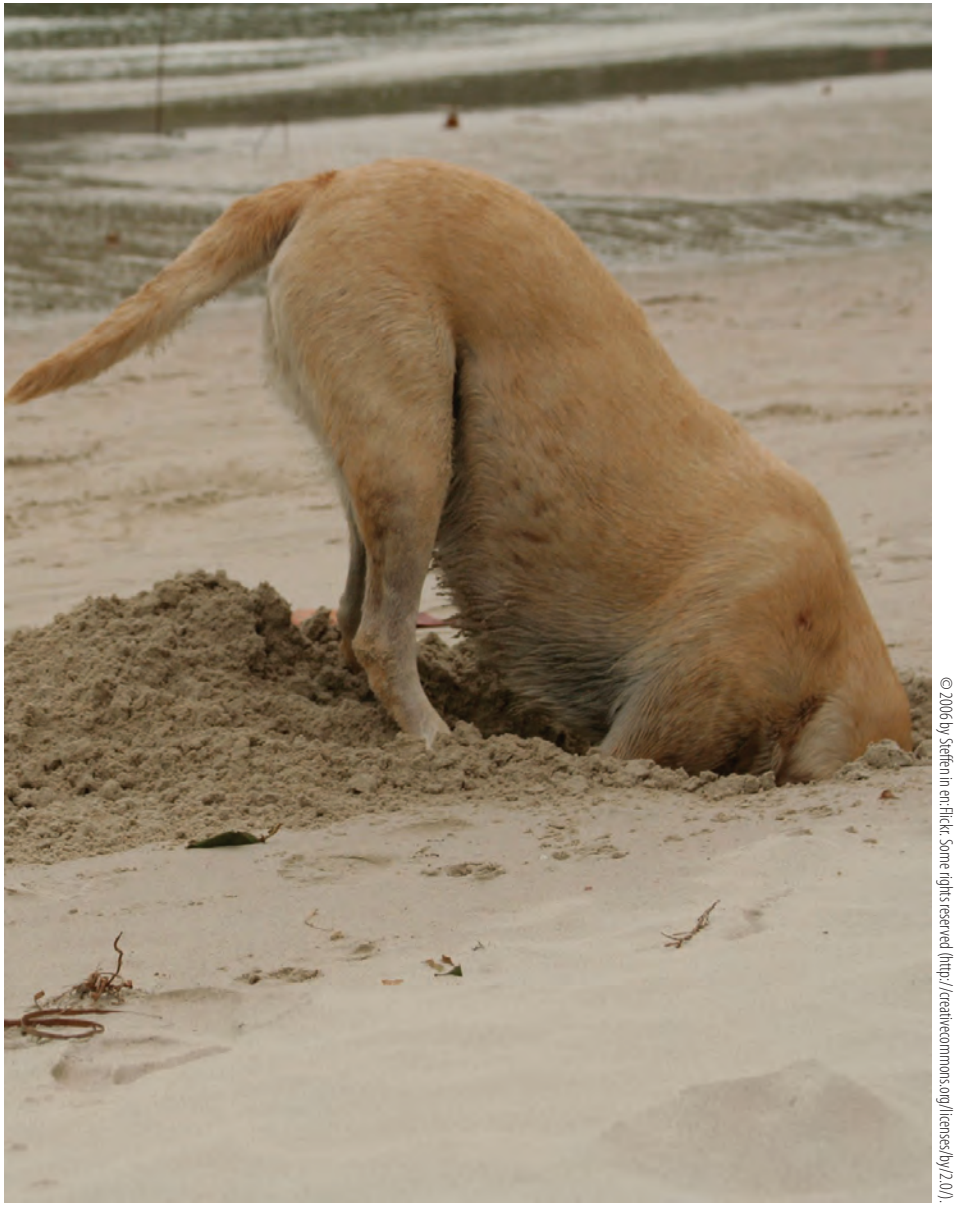
Beginning Reads™

Level 3
Book 3

Sand

© 2010 by dharmaowl in en:Flickr. Some rights reserved (http://creativecommons.org/licenses/by-sa/2.0/).

For more information about BeginningReads, visit **www.textproject.org/beginningreads**
v.1.0 © 2011 TextProject, Inc. Some rights reserved (http://creativecommons.org/licenses/by-nc-nd/3.0/us/).



© 2006 by Steffen in en:Flickr. Some rights reserved (http://creativecommons.org/licenses/by/2.0/).

My dog digs in the sand.
I sip some water.

© 2010 by Lina Smith. Some rights reserved (http://creativecommons.org/licenses/by/2.0/).

My dog digs in the sand.
I jump in the water.

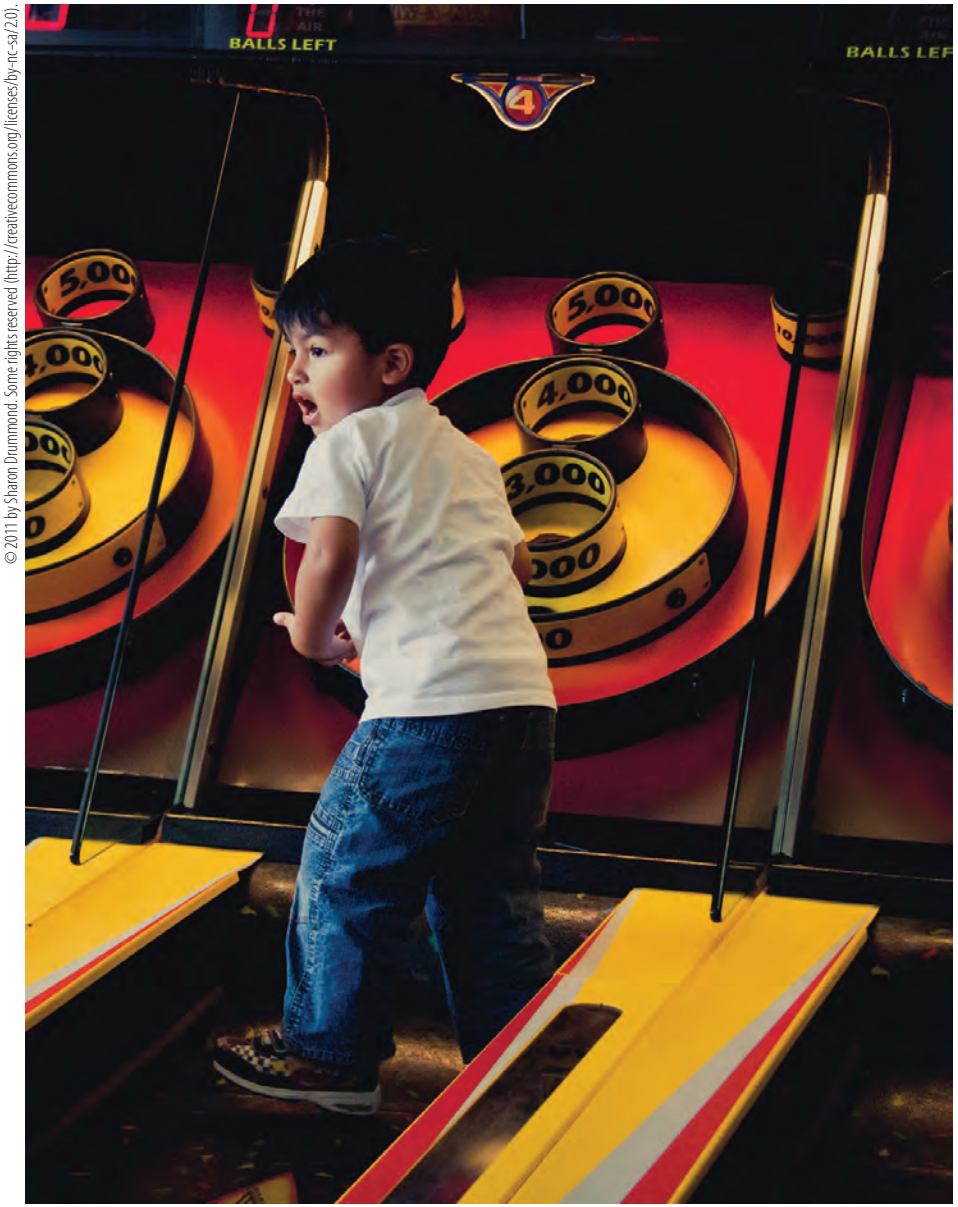
© 2007 by Gerry Thomasen. Some rights reserved (http://creativecommons.org/licenses/by/2.0).

I pick a game.
We read and read.
We all win at this game!

Beginning Reads™

Level 3
Book10

Pick a Game



© 2011 by Sharon Drummond. Some rights reserved (http://creativecommons.org/licenses/by-nc-sa/2.0).

For more information about BeginningReads, visit **www.textproject.org/beginningreads**
v.1.0 © 2011 TextProject, Inc. Some rights reserved (http://creativecommons.org/licenses/by-nc-nd/3.0/us/).

© 2011 by Matthew Kenwrick. Some rights reserved (http://creativecommons.org/licenses/by-nc-nd/2.0).

Will picks a game.
We run and run.
Will wins the game.

© 2007 by Mikebaudio in en:Flickr. Some rights reserved (http://creativecommons.org/licenses/by-nc-sa/2.0).

Ben picks a game.
We hop and hop.
Ben wins the game.

© 2012 Alice Lee Folkins. Used by permission.

The note to my teacher says, "Thank you." I hope my teacher likes the card.

Beginning Reads™

Level 7
Book 5

A Card for My Teacher

© 2008 ex.libris at Flickr. Some rights reserved (http://creativecommons.org/licenses/by-nc-nd/2.0/).

For more information about BeginningReads, visit **www.textproject.org/beginningreads**
v.1.0 © 2012 TextProject, Inc. Some rights reserved (http://creativecommons.org/licenses/by-nc-nd/3.0/us/).

© 2009 ASU Art Museum at Flickr. Some rights reserved (http://creativecommons.org/licenses/by-nc-nd/2.0/).

I want to make a card for my teacher. I take some pens and paper.

© 2008 Judy Merrill-Smith. Some rights reserved (http://creativecommons.org/licenses/by-nc-nd/2.0/).

I cut up shapes. I put the shapes onto the paper. Then I write a note with my pen.

© 2011 Santa Catalina School at Flickr. Some rights reserved (http://creativecommons.org/licenses/by-nc/2.0/).

In art class, we make things with clay. I shape my clay into a tray. I love art class!

Beginning Reads™

Level 7
Book 9

Art

© 2008 Dave Pape. Some rights reserved (http://creativecommons.org/licenses/by/2.0/).

For more information about BeginningReads, visit **www.textproject.org/beginningreads**

v.1.0 © 2012 TextProject, Inc. Some rights reserved (http://creativecommons.org/licenses/by-nc-nd/3.0/us/).

© 2009 Sasha Wolff. Some rights reserved (http://creativecommons.org/licenses/by/2.0/).

In art class, we get to paint. I paint a picture of me playing with my dog.

© 2011 Santa Catalina School at Flickr. Some rights reserved (http://creativecommons.org/licenses/by-nc/2.0/).

In art class, we cut out shapes from paper. I cut out lots of stars. I make a picture of me looking at the stars.

PA.048 Phoneme Segmenting and Blending

Picture Slide

Objective

The student will segment and blend phonemes in words.

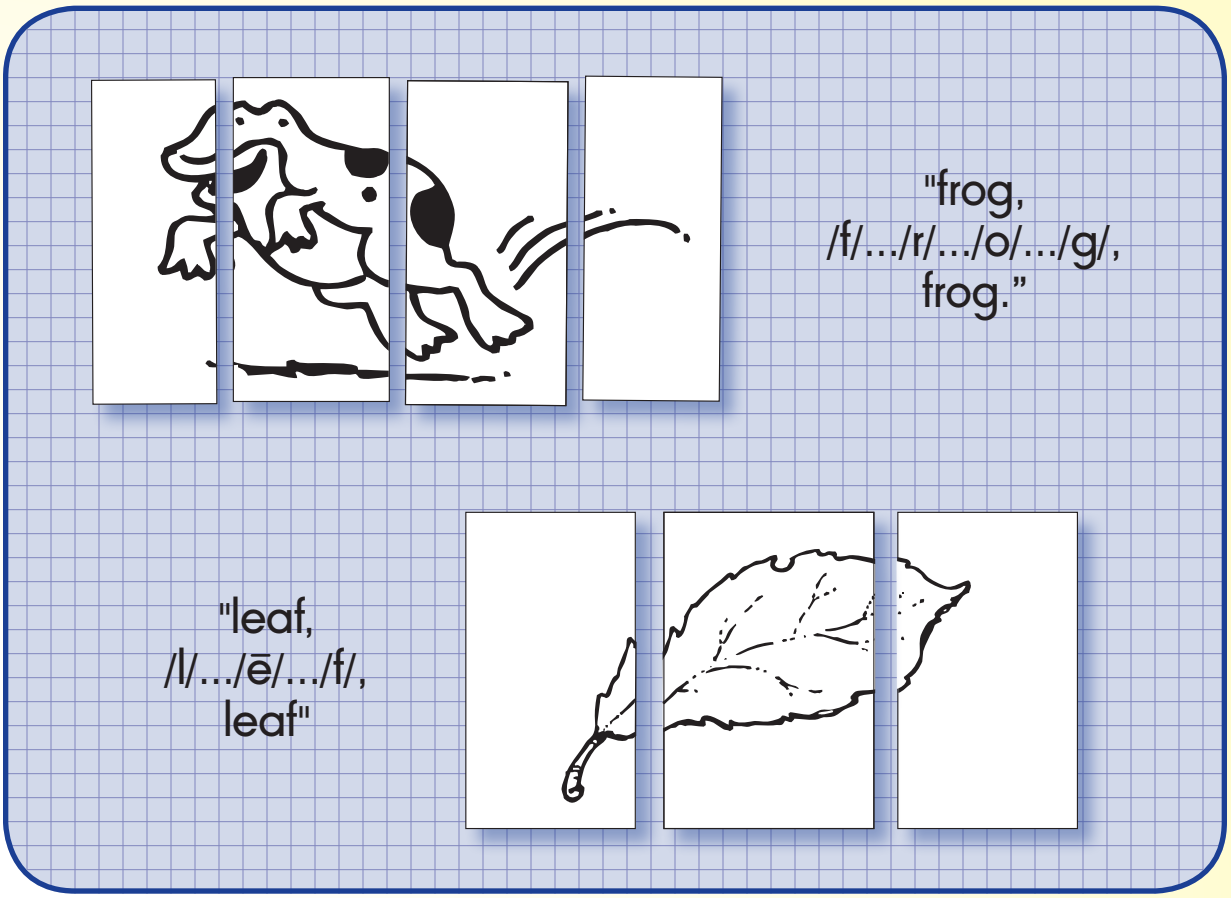
Materials

- Two-to-five phoneme picture cards (Activity Master PA.048.AM1a - PA.048.AM1h)
  Copy on card stock, laminate, and cut on dotted lines.

Activity

Students blend phonemes to make words while sliding pieces together to make pictures.

1. Place picture card parts in individual stacks on a flat surface.
2. The student chooses a stack of picture parts and puts in order leaving spaces between the parts.
3. Names the picture and segments the word into phonemes while slowly sliding the parts together (e.g., "frog, /f/ /r/ /o/ /g/"). Repeats the word (i.e., "frog").
4. Continues until all pictures are assembled.
5. Self-check



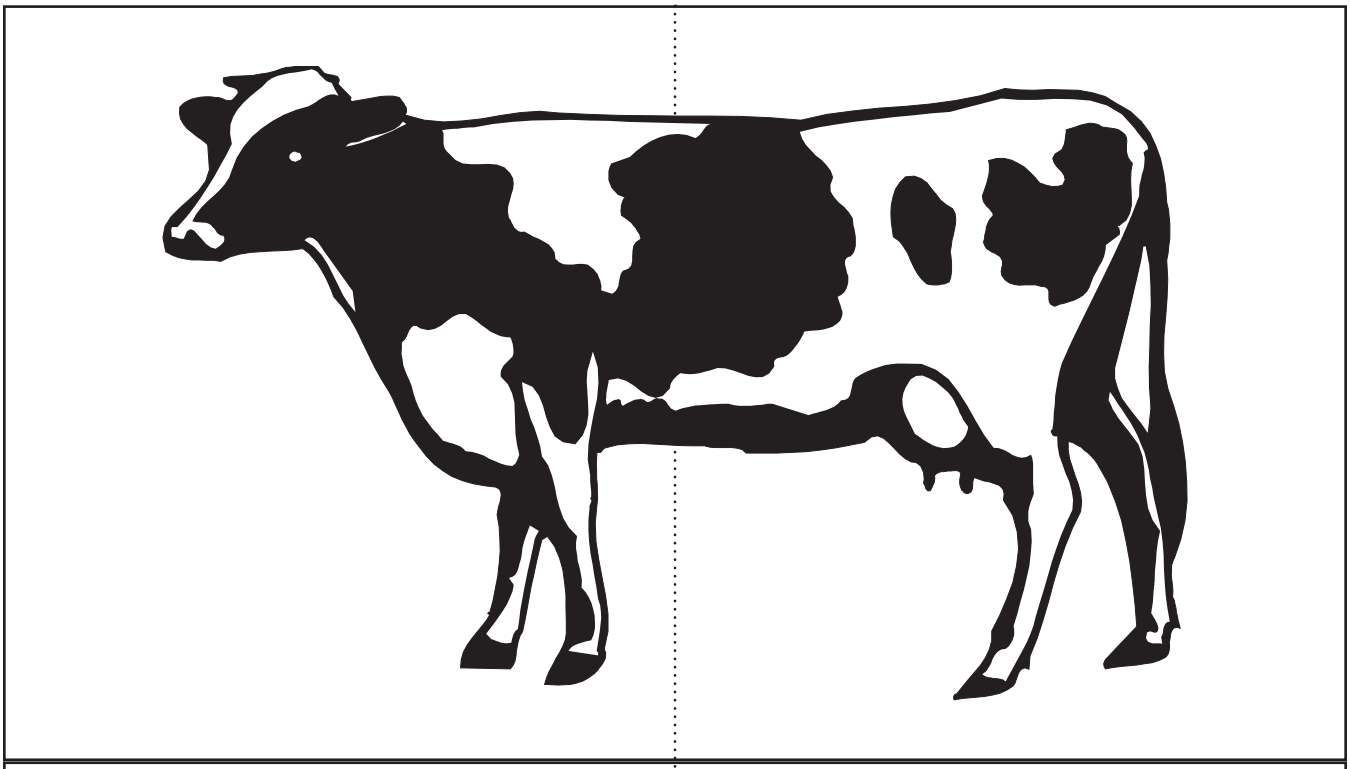
Extensions and Adaptations

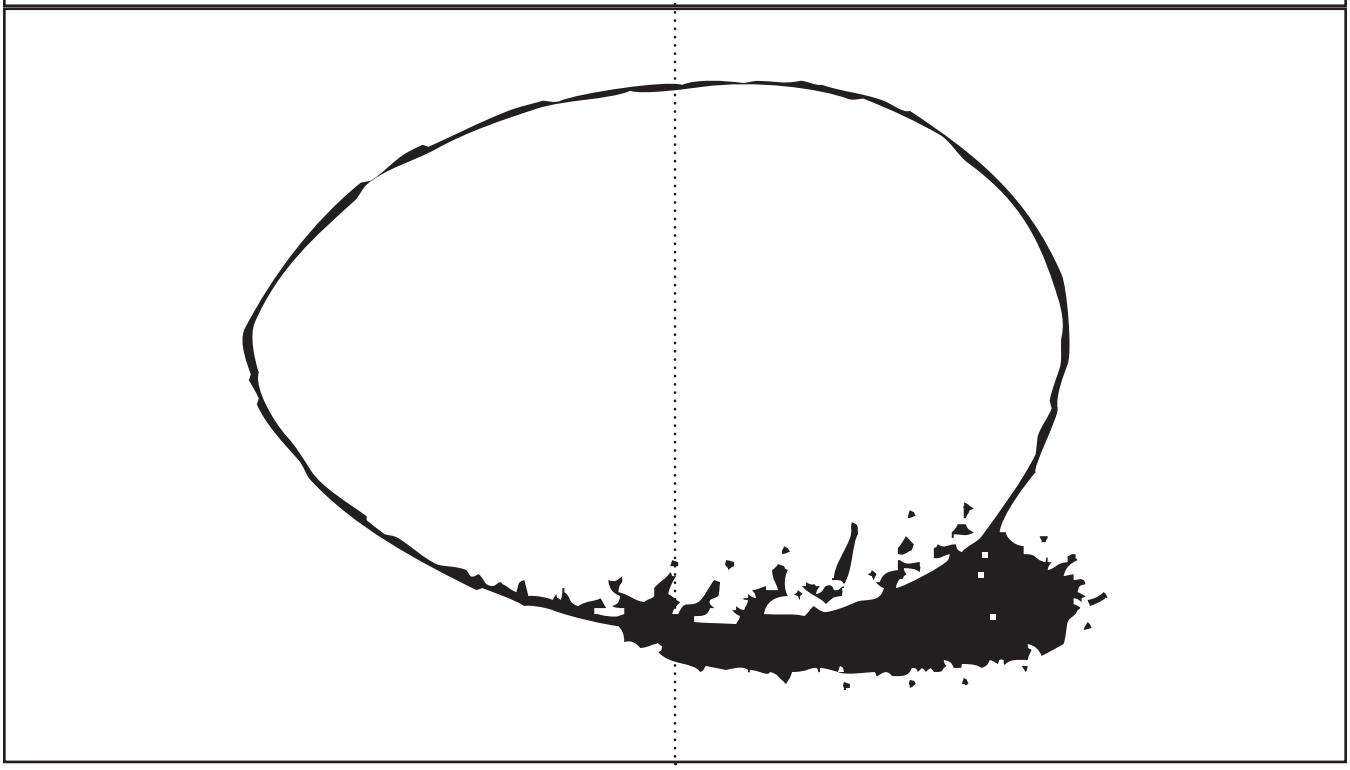
- Use photographs of students.
- Use other picture cards.

©2005 The Florida Center for Reading Research (Revised, 2008)

Picture Slide

PA.048.AM1a

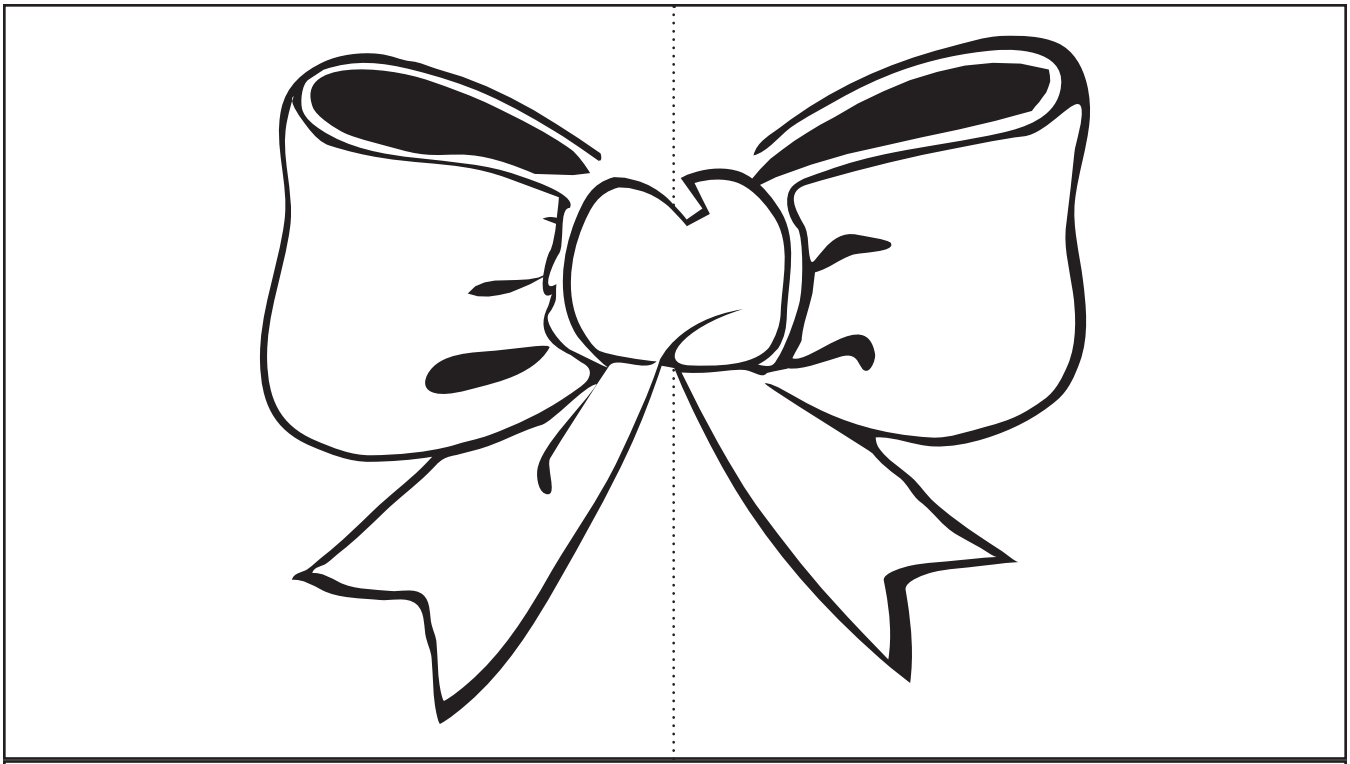


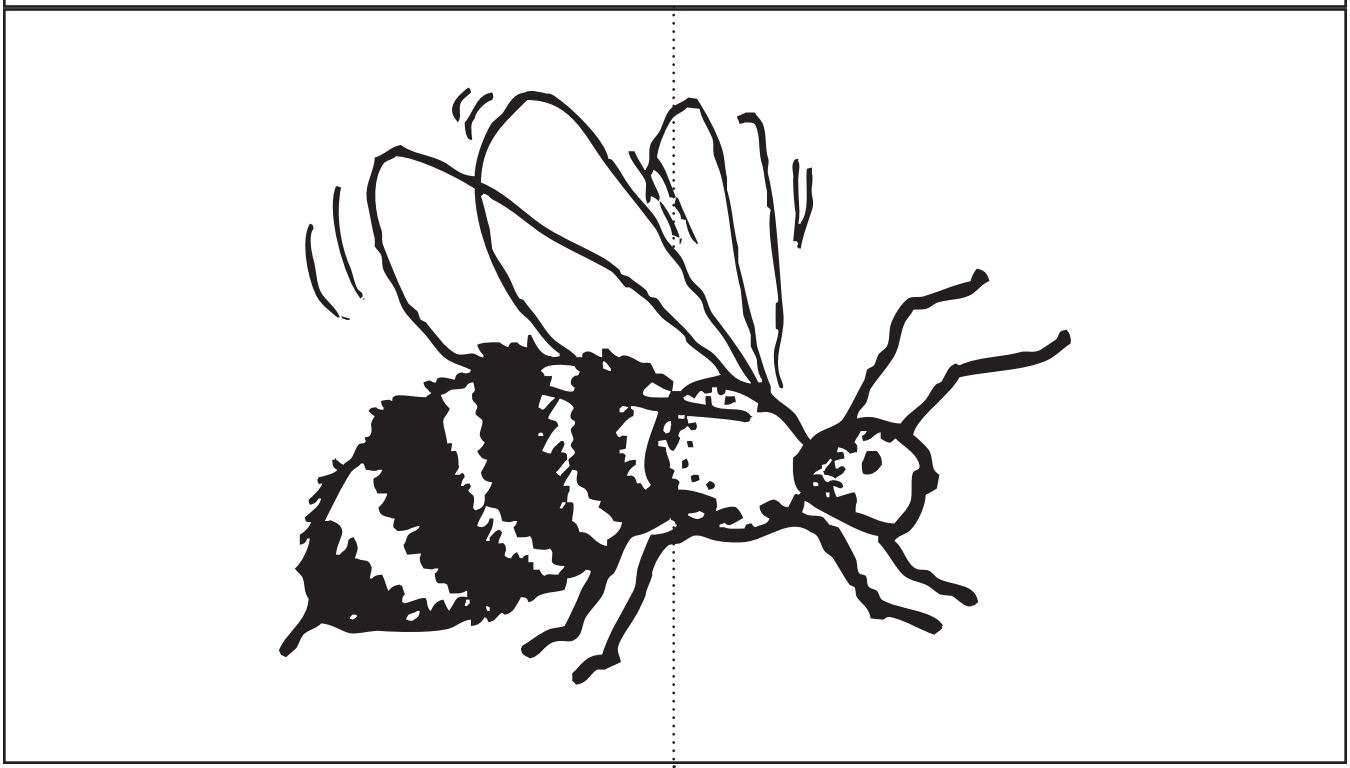


phoneme picture cards: cow-2, egg-2

©2005 The Florida Center for Reading Research (Revised, 2008)

PA.048.AM1b Picture Slide



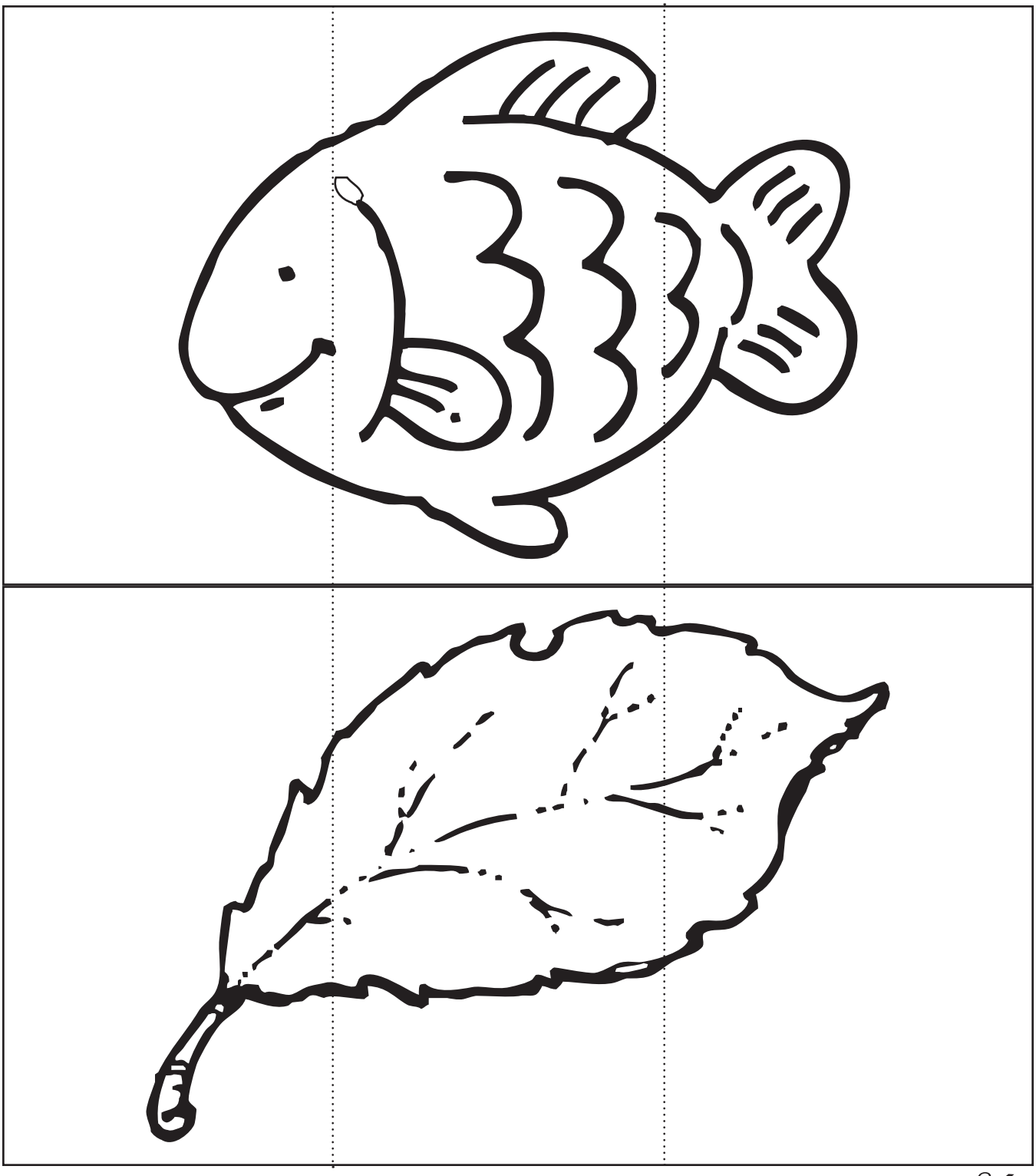


phoneme picture cards: bow-2, bee-2

©2005 The Florida Center for Reading Research (Revised, 2008)

Picture Slide

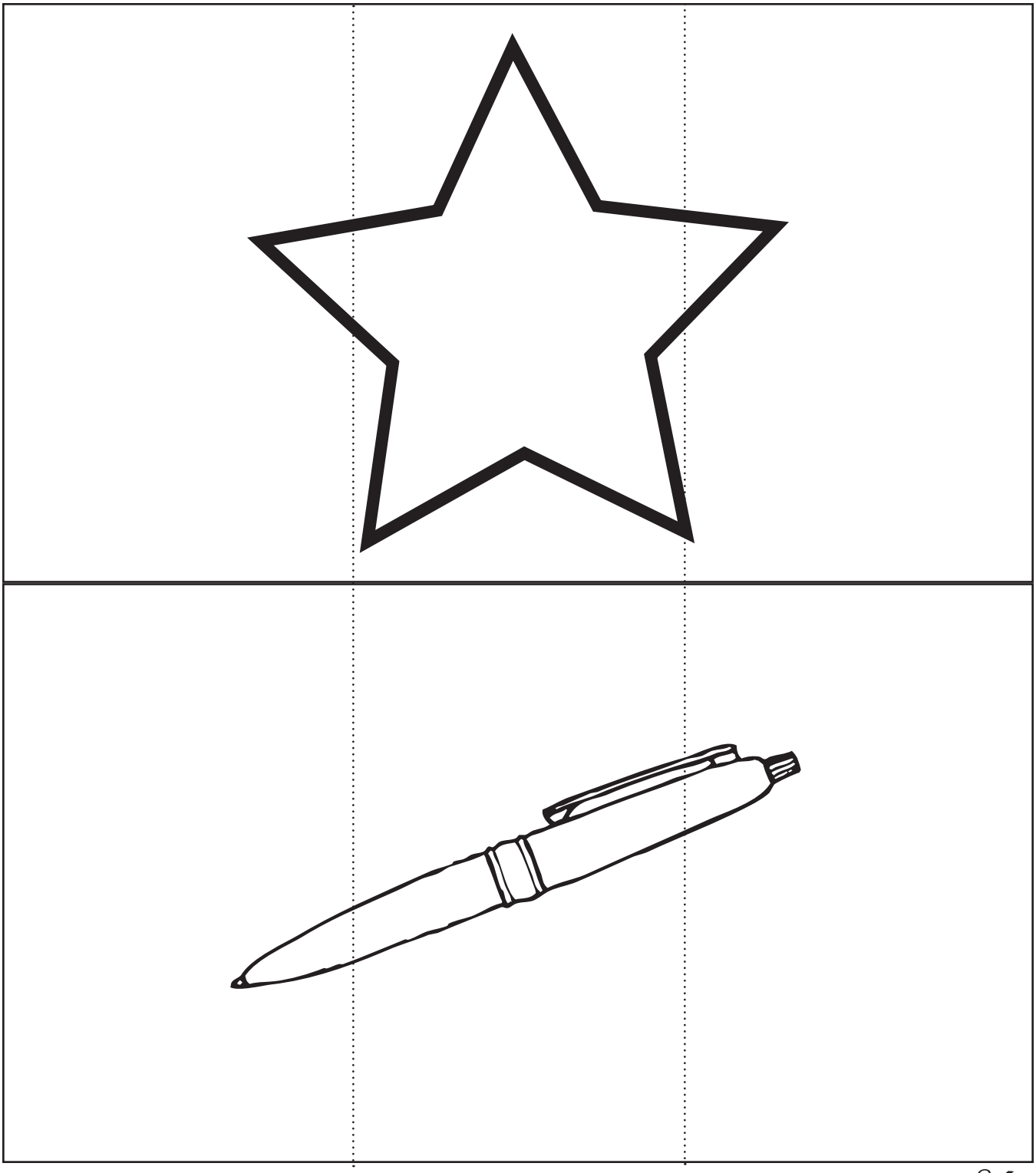
PA.048.AM1c



phoneme picture cards: fish-3, leaf-3

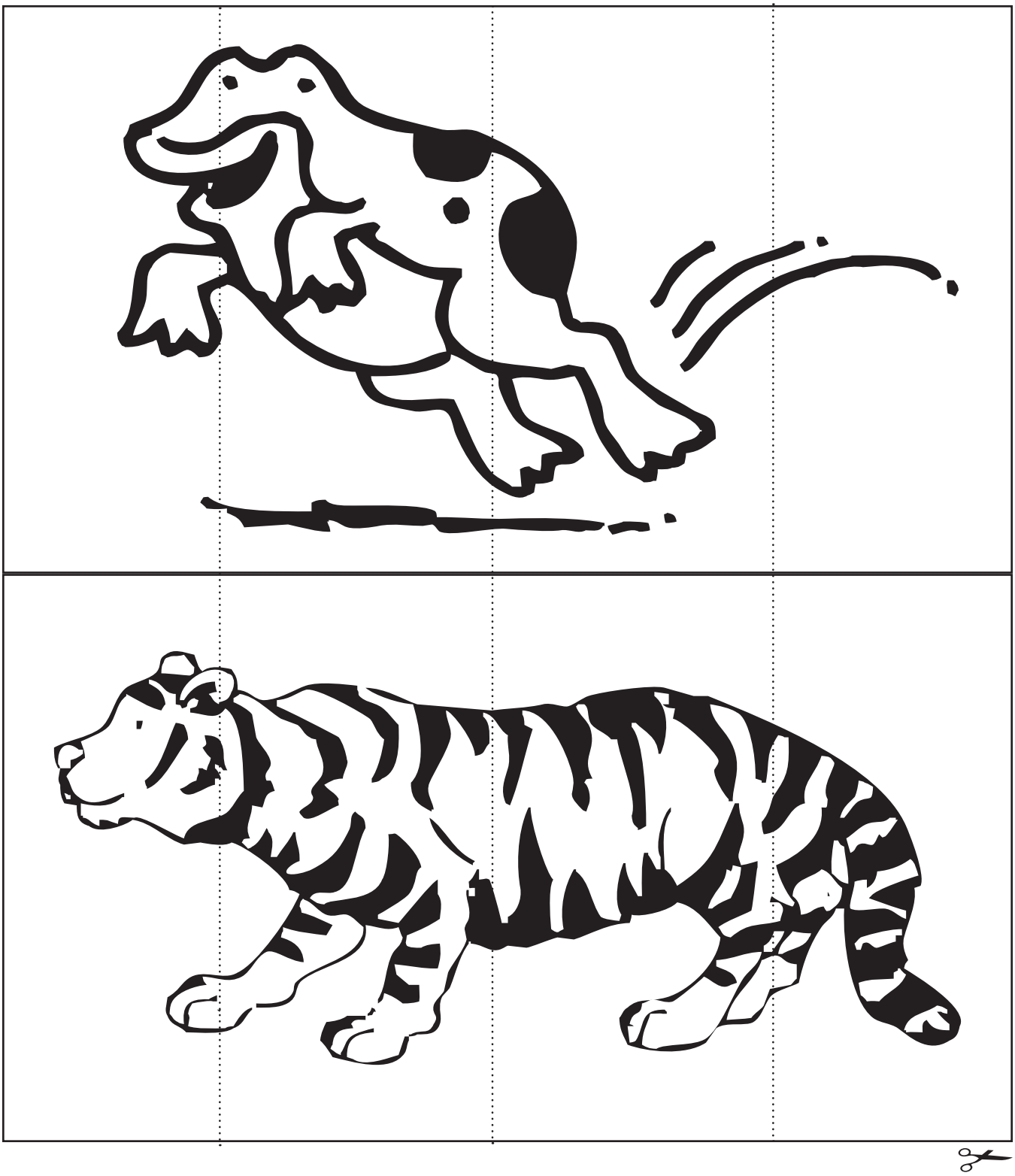
©2005 The Florida Center for Reading Research (Revised, 2008)

PA.048.AM1d Picture Slide



phoneme picture cards: star-3, pen-3

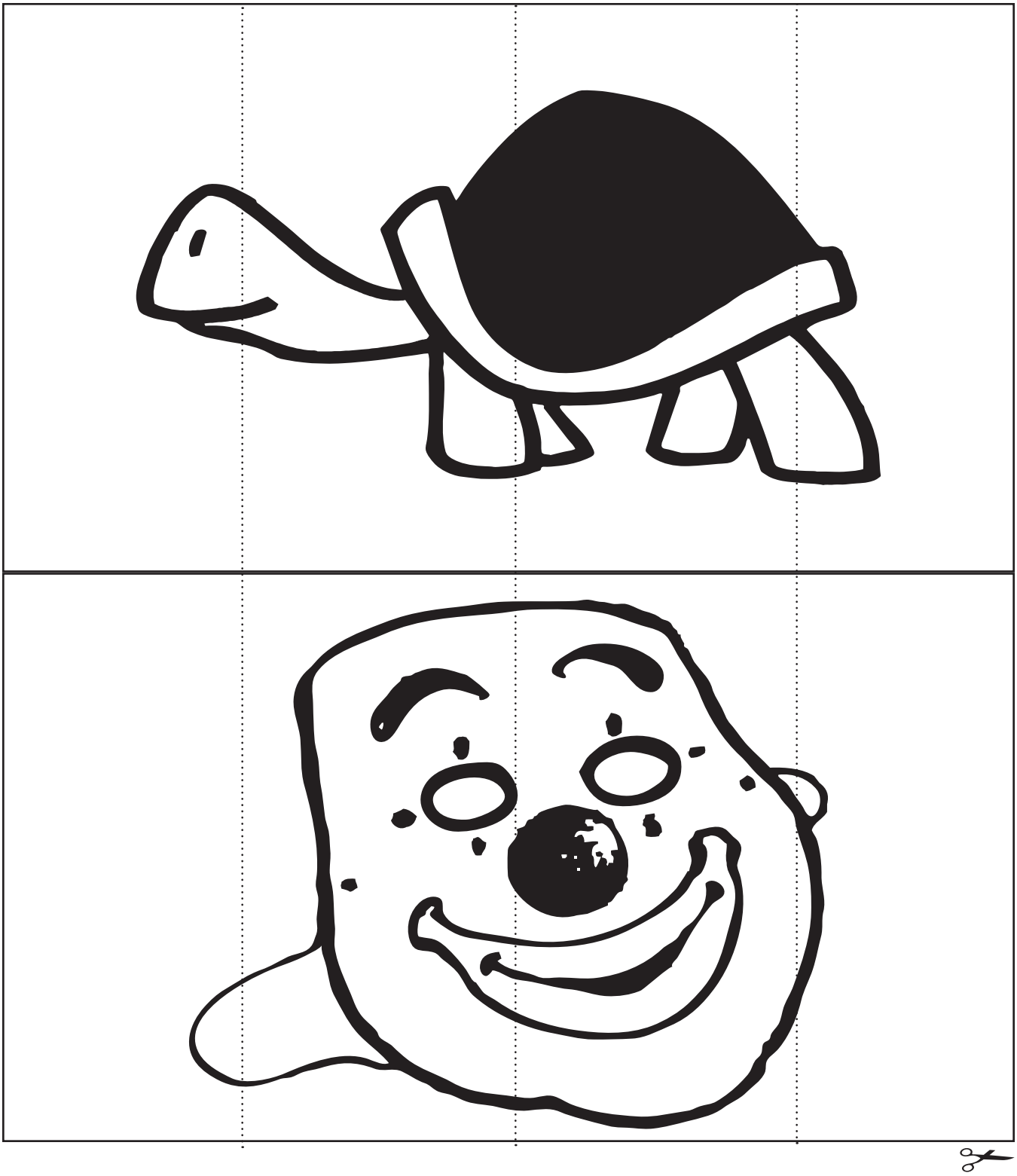
©2005 The Florida Center for Reading Research (Revised, 2008)



phoneme picture cards: frog-4, tiger-4

©2005 The Florida Center for Reading Research (Revised, 2008)

PA.048.AM1f Picture Slide

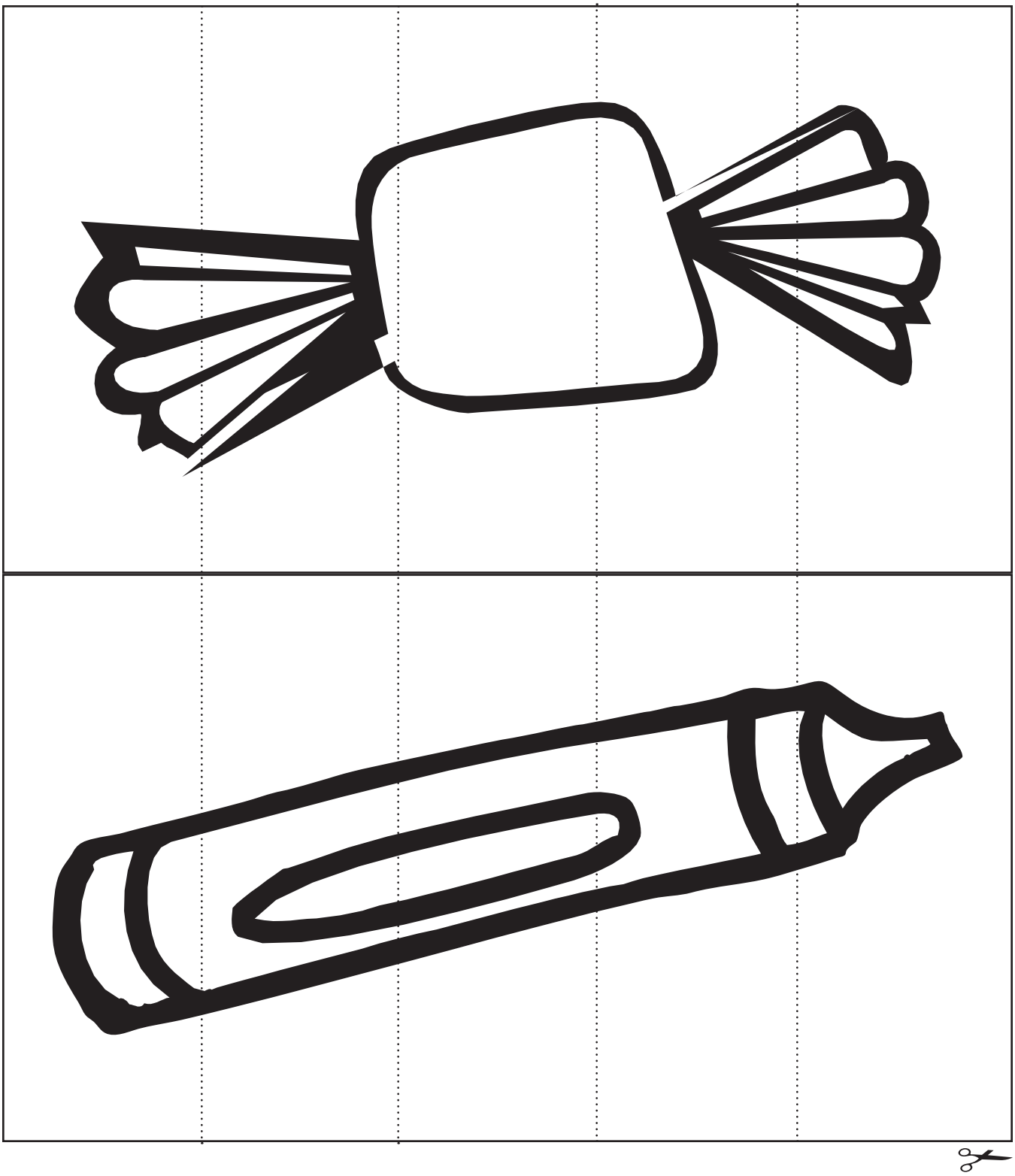


phoneme picture cards: turtle-4, mask-4

©2005 The Florida Center for Reading Research (Revised, 2008)

Picture Slide

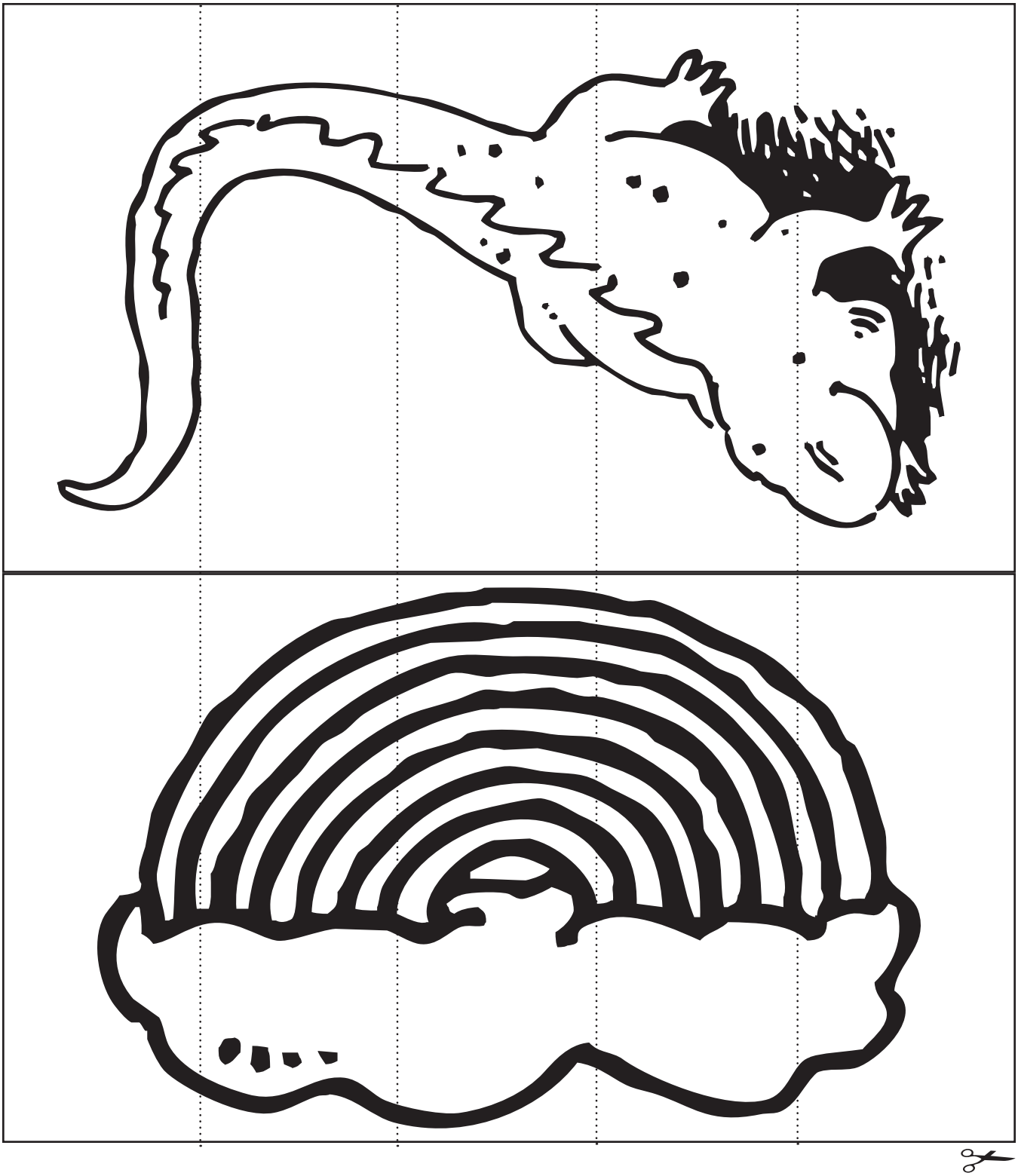
PA.048.AM1g



phoneme picture cards: candy-5, crayon-5

©2005 The Florida Center for Reading Research (Revised, 2008)

PA.048.AM1h Picture Slide



phoneme picture cards: lizard-5, rainbow-5

©2005 The Florida Center for Reading Research (Revised, 2008)

Objective

The student will match initial phonemes to graphemes.

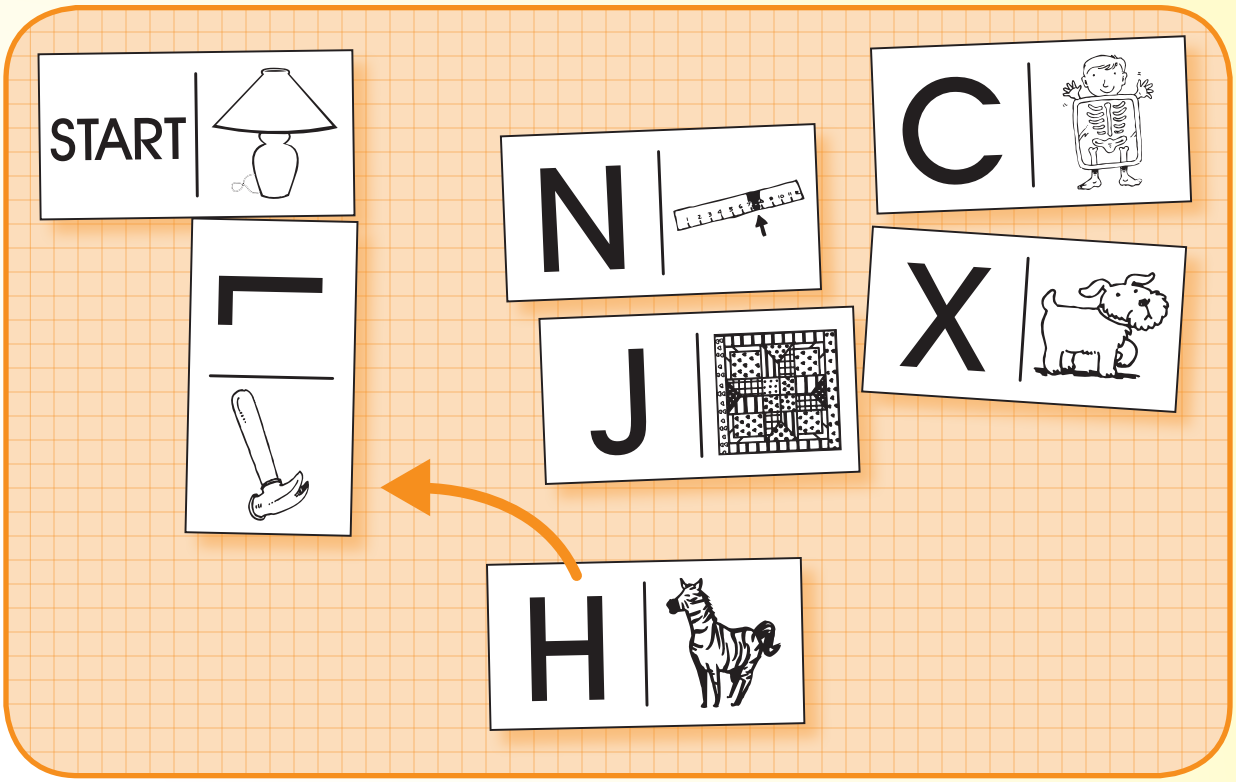
Materials

- Picture/letter domino cards (Activity Master P.016.AM1a - P.016.AM1e)
  Copy on card stock, laminate, and cut.

Activity

Students match initial sounds of pictures to letters 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., "lamp, /l/").
3. Looks for a domino with the letter that corresponds to the initial sound, names it, and says its sound (i.e., "l, /l/"). Connects the two dominoes.
4. Student two names the picture on the other side of the domino (i.e., "hammer"), says its initial sound (i.e., "/h/"), and finds the domino with the corresponding letter. Names the letter and says its sound (i.e., "h, /h/"). Connects it to the domino.
5. Continue until all dominoes are connected.
6. Peer evaluation



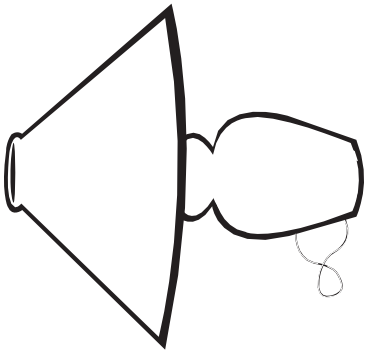
Extensions and Adaptations

- Make and use final sound picture/letter domino cards (Activity Master P.016.AM2).
- Make and use medial sound picture/letter domino cards (Activity Master P.016.AM2).
- Make and use upper- and lowercase letter domino cards (Activity Master P.016.AM2).

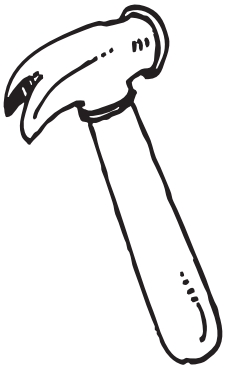
©2005 The Florida Center for Reading Research (Revised, 2008)

Letter-Sound Dominoes

P.016.AM1a

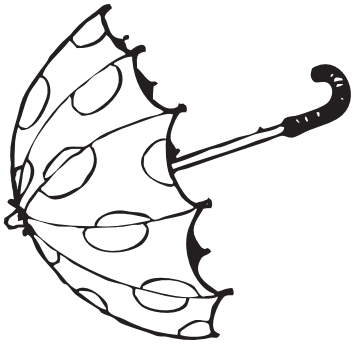


START

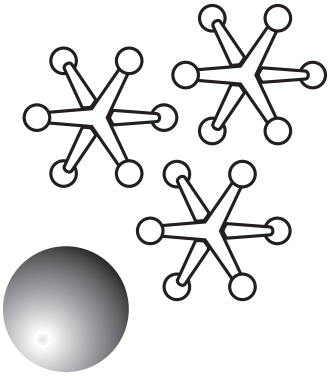


L

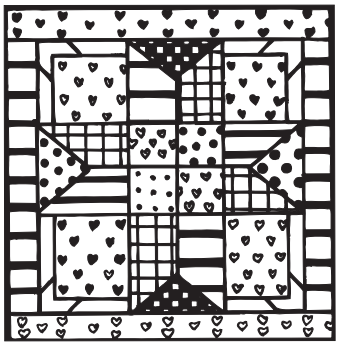
H



Z



U



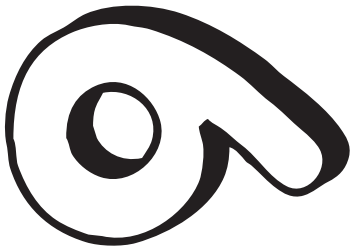
J

domino cards: START/lamp, L/hammer, H/zebra, Z/umbrella, U/jacks, J/quilt

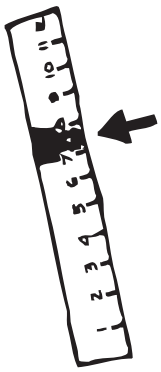
©2005 The Florida Center for Reading Research (Revised, 2008)

P.016.AM1b

Letter-Sound Dominoes

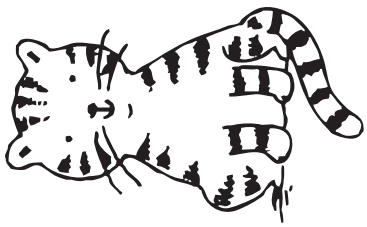


Q

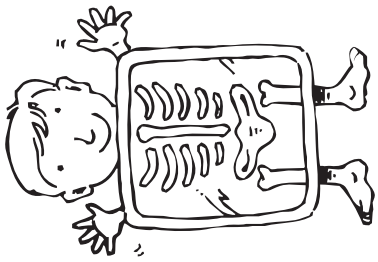


N

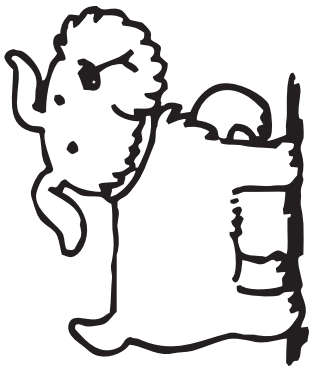
I



M



C



X

domino cards: Q/nine, N/inch, I/monkey, M/cat, C/x-ray, X/dog

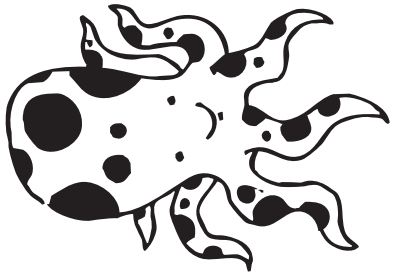
©2005 The Florida Center for Reading Research (Revised, 2008)

Letter-Sound Dominoes

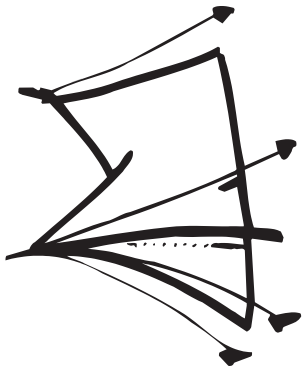
P.016.AM1c

D

W

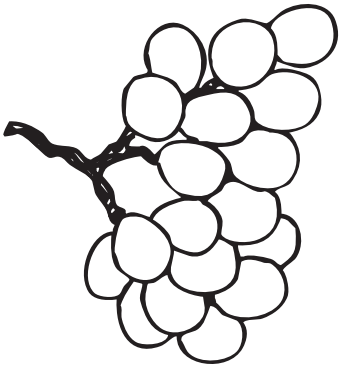


P



O

T



K

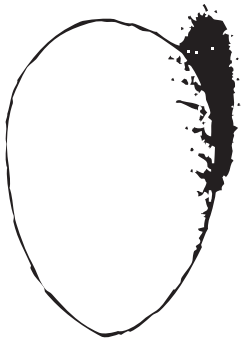
domino cards: D/wink, W/pencil, P/octopus, O/tent, T/kiss, K/grapes

©2005 The Florida Center for Reading Research (Revised, 2008)

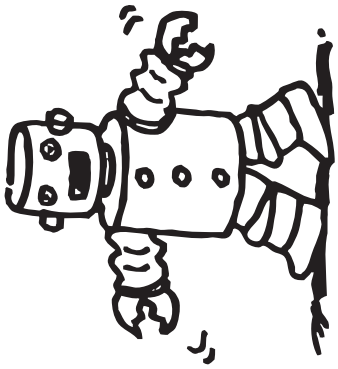
P.016.AM1d

Letter-Sound Dominoes

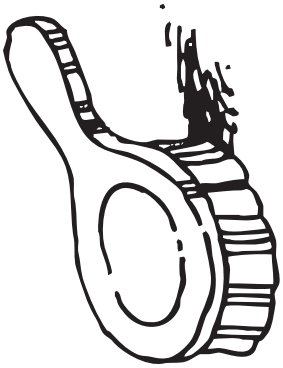
G



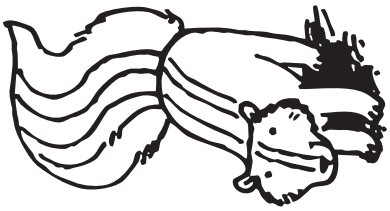
Y



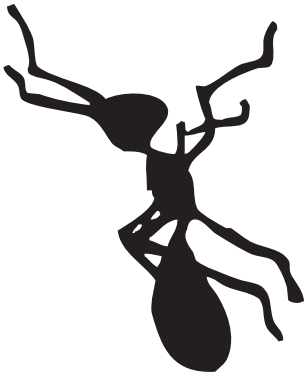
E



R



B



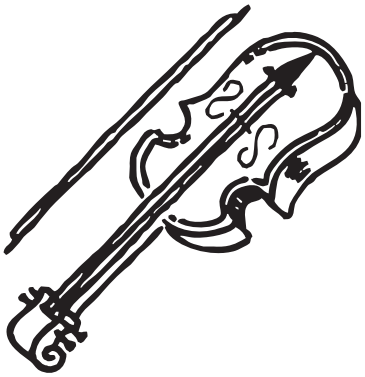
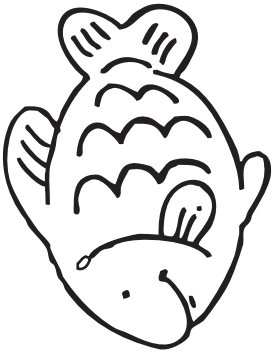
S

domino cards: G/yak, Y/egg, E/robot, R/brush, B/skunk, S/ant

©2005 The Florida Center for Reading Research (Revised, 2008)

Letter-Sound Dominoes

P.016.AM1e

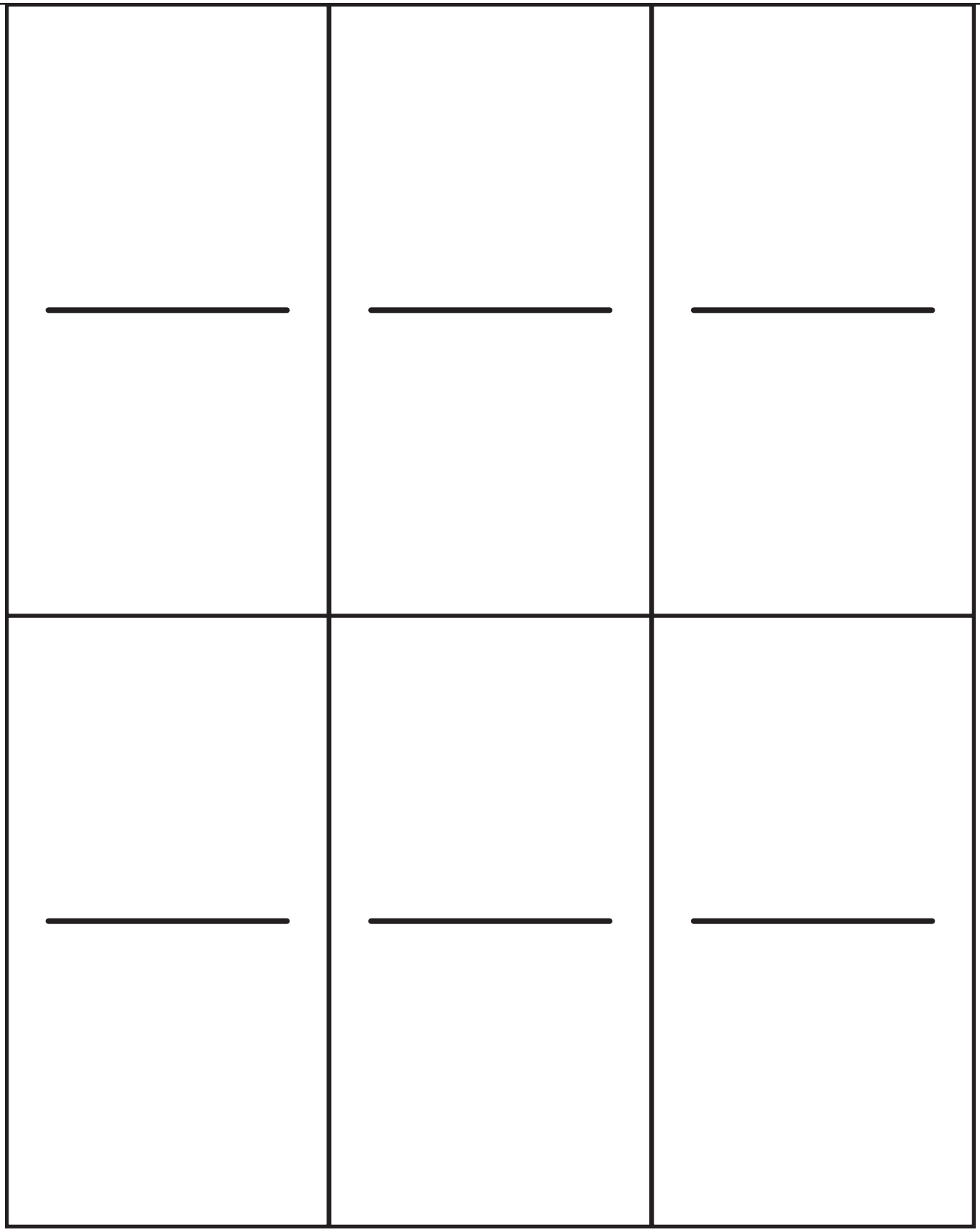
		END
A	V	F

domino cards: A/violin, V/fish, F/END

©2005 The Florida Center for Reading Research (Revised, 2008)

P.016.AM2

Letter-Sound Dominoes



blank domino cards

©2005 The Florida Center for Reading Research (Revised, 2008)

Phonics

Variant Correspondences

Vowel Slide

Objective

The student will identify variant correspondences in words.

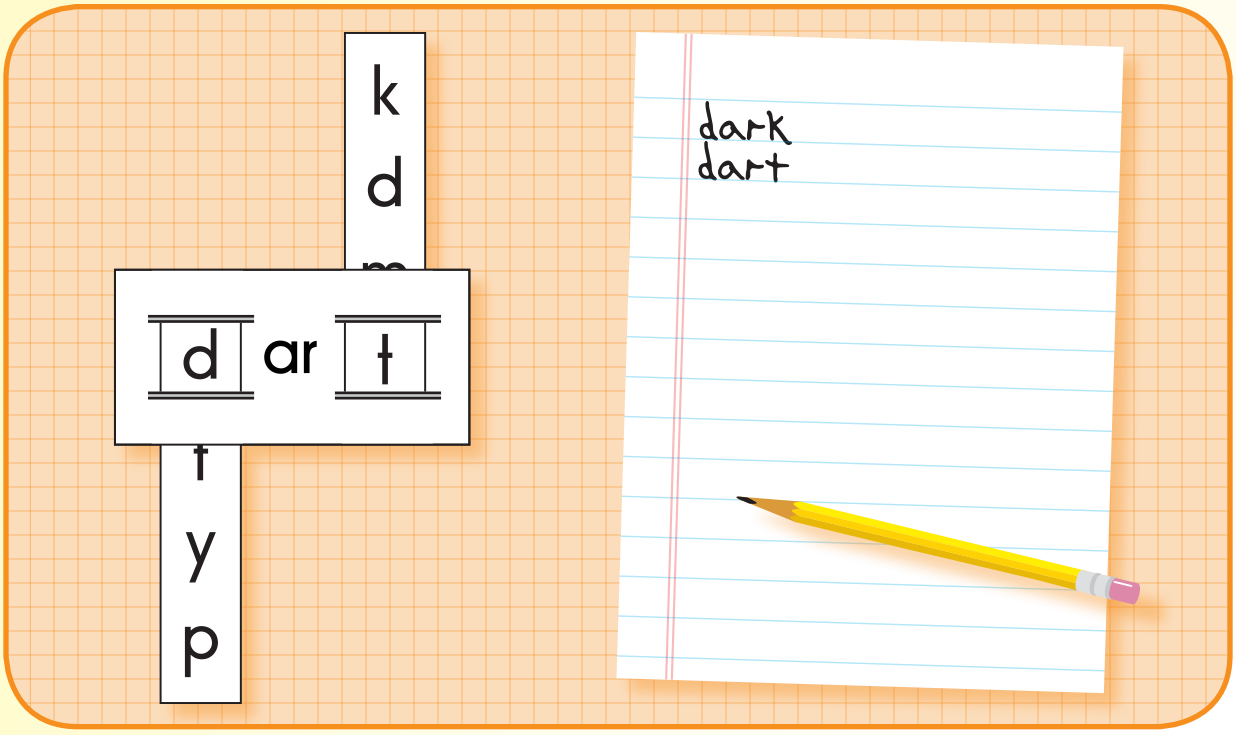
Materials

- Vowel Slides (Activity Master P.049.AM1a - P.049.AM1d)
  Select target vowel slides.
  Thread vertical strips through the horizontal strip to create slides.
- Paper
- Pencil

Activity

Students blend sounds to make words while manipulating a slide.

1. Provide the student with vowel slides and paper.
2. The student selects a vowel slide and reads the medial vowel pattern (e.g., "/ar/"). Slides vertical strips until letters can be seen through the windows. Blends the sounds and reads the word (e.g., "/d//ar//t/, dart").
3. Determines if it is a real or nonsense word. If real, records on the paper. Manipulates both slides until all possible combinations are made.
4. Continues until all real words are recorded.
5. Teacher evaluation



Extensions and Adaptations

- Use short vowel slides (Activity Master P.049.AM2a - P.049.AM2c).
- Make slides with other letters (Activity Master P.049.AM2c).

©2005 The Florida Center for Reading Research (Revised, 2008)

d	k
f	d
y	m
p	t

___ ar ___
___ ___

r	d
p	l
w	n
ch	t

___ ai ___
___ ___

vowel slides

©2005 The Florida Center for Reading Research (Revised, 2008)

m	t
s	n
h	m
b	l

_ea_

s	k
t	l
w	th
f	n

_ee_

vowel slides

©2005 The Florida Center for Reading Research (Revised, 2008)

g	t
l	d
s	m
f	p

d	j
l	c
ce	s
n	v

oa

oi

vowel slides

©2005 The Florida Center for Reading Research (Revised, 2008)

m	th
r	l
c	f
t	n

h	m
sh	d
f	t
c	n

_____ _____
oo
_____ _____

_____ _____
or
_____ _____

vowel slides

©2005 The Florida Center for Reading Research (Revised, 2008)

h	t
m	s
th	ck
b	n

g	t
r	ll
wh	d
t	n

___	a	___
___		___

___	e	___
___		___

vowel slides

©2005 The Florida Center for Reading Research (Revised, 2008)

w	d
d	th
th	g
b	s

f	t
h	x
p	ck
r	p

_____		_____
	i	
_____		_____

_____		_____
	o	
_____		_____

vowel slides

©2005 The Florida Center for Reading Research (Revised, 2008)

b	p
r	t
s	b
c	n

_	u	_

_	_
_	_

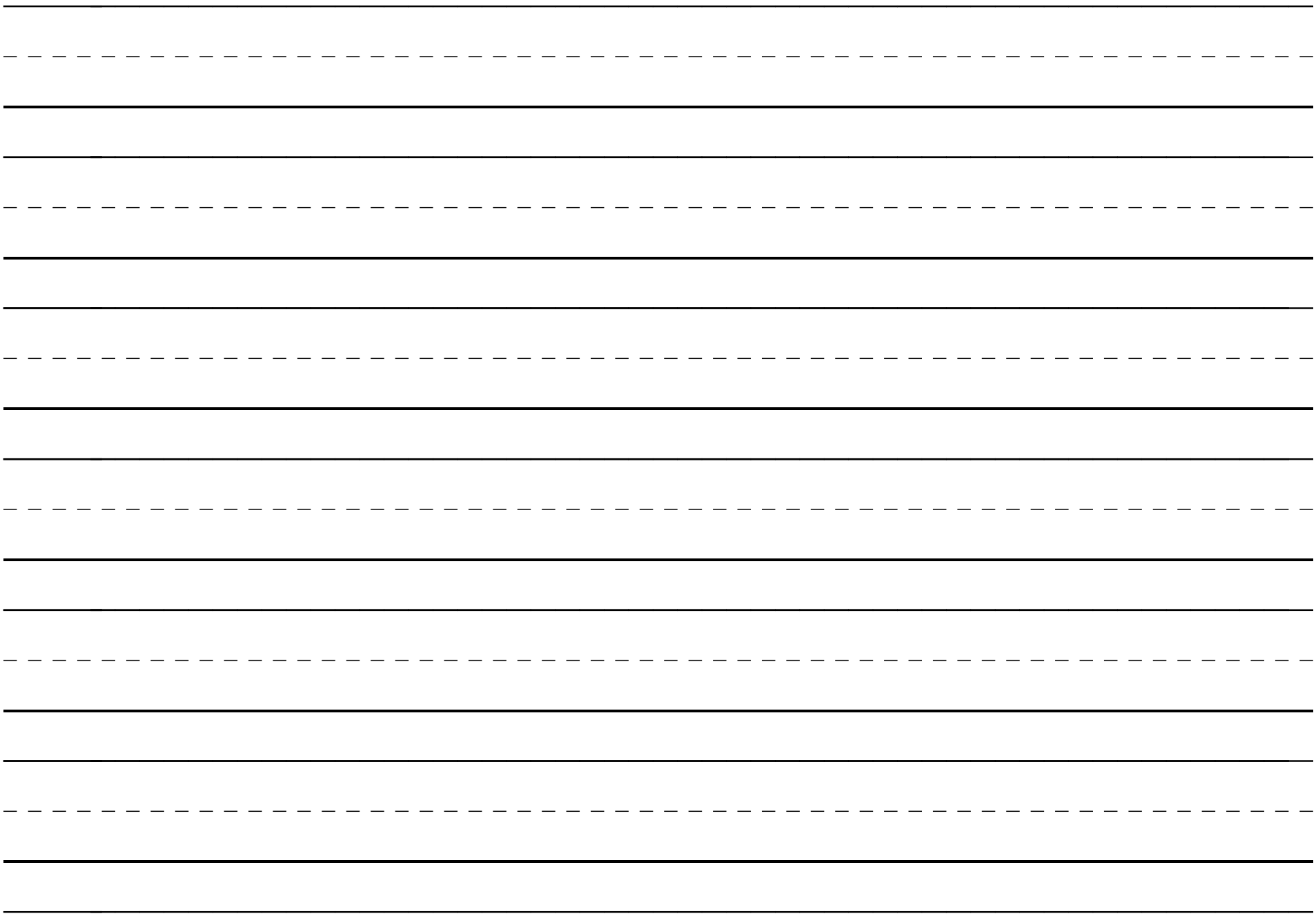
vowel and blank word slides

©2005 The Florida Center for Reading Research (Revised, 2008)

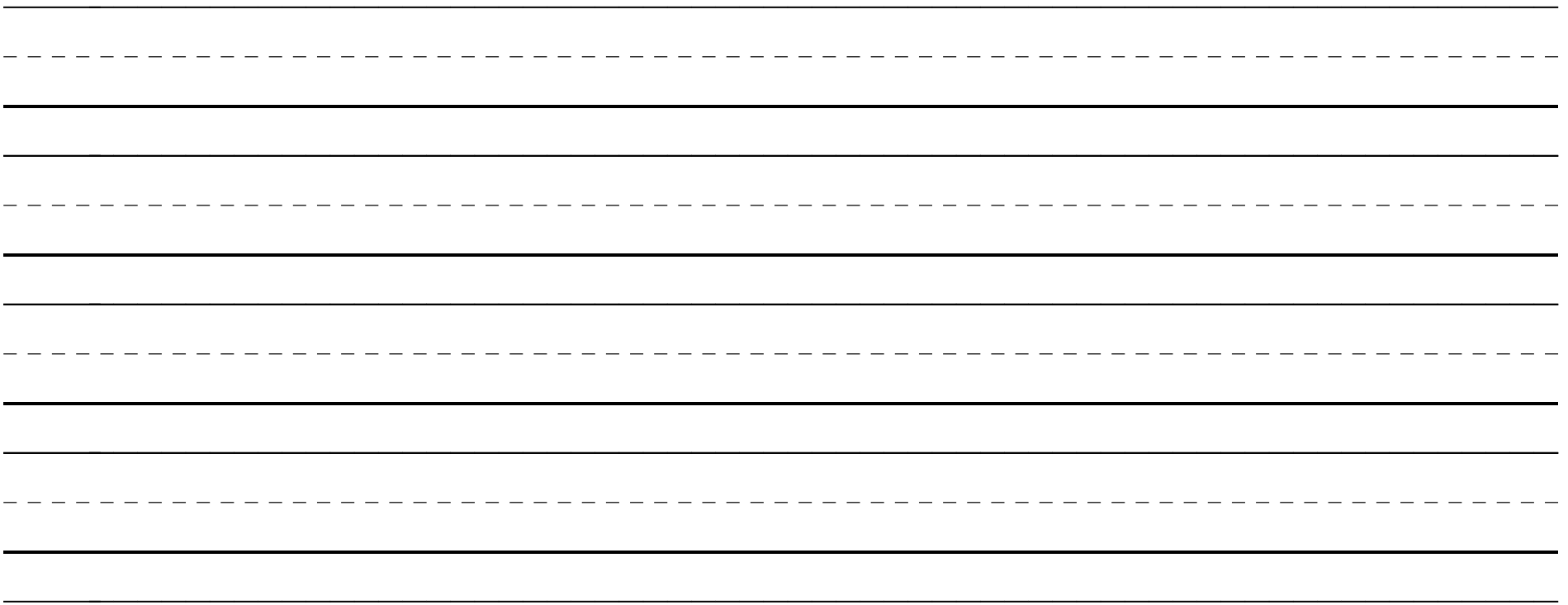
Language

SAY I love you IN DIFFERENT LANGUAGES:
FRENCH "Je t'aime" PRONOUNCED: JUH-TEM
ITALIAN "Ti Amo" PRONOUNCED: TEA-AHMO
SPANISH "Te Amo" PRONOUNCED: TAY-AHMO
CHINESE "Wo Ie Ni" PRONOUNCED: WOAH-EYE-NIGH
GERMAN "Ich Liebe Dich" PRONOUNCED: ICK-LEE-BAH-DIK
JAPANESE "Aishiteru" PRONOUNCED: AYE-SHEE-TER-U

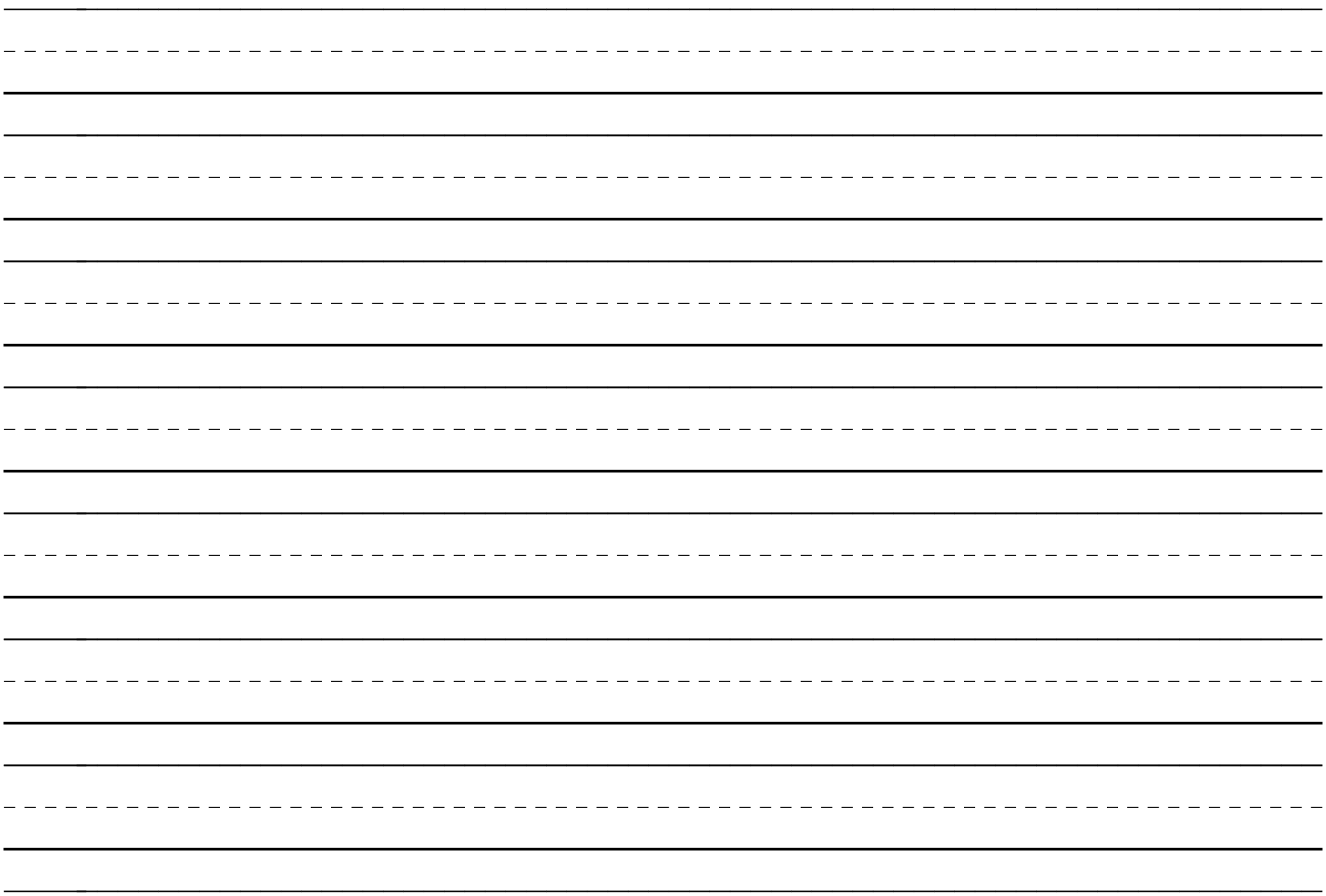
© Zaner-Bloser, Inc.



© Zaner-Bloser, Inc.



© Zaner-Bloser, Inc.



© Zaner-Bloser, Inc.

Credits

Math:
Donuts: reallifeathome.com
Are You a Leader: education.com
Crack the Code: https://primaryplayground.net/free-printable-crack-the-code-math/

Stories: textproject.org

Sounds: https://fcrr.org/resources/resources_sca_k-1.html

Letters: https://fcrr.org/resources/resources_sca_k-1.html

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

Science: Wendi and Mati, Kent ISD

Language: https://goodnessonthego.com/live-playfully/50-ways-to-say-i-love-you/