



## ACTIVITY GUIDE WEEK 1 - 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 weather. We hope you enjoy your activity guide for week 1.

**Kent ISD** 

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**K-2**  
**Week 1: WEATHER**

<p><b>STEM:</b></p> <p>Create a kite</p> <p>Use materials that you have at home to design a kite. Does your kite fly?</p>	<p><b>READ:</b> <b>Choose 1:</b></p> <ul style="list-style-type: none"> <li>- A story about the weather</li> <li>- A book about the weather</li> <li>- The weather app or newspaper</li> <li>- One of the stories in this packet</li> </ul>	<p><b>SOUNDS (Phonemic Awareness):</b></p> <p>Rhyming game</p>
<p><b>WRITE:</b> <b>Choose 1:</b></p> <p>-What do you think the weather will be like next week? Why do you think that? Draw or write your ideas. Use the sounds you know for writing.</p> <p>-Write a story about a time you enjoyed the weather.</p>	<p><b>FREE SPACE</b></p>	<p><b>LETTERS (Phonics):</b> <b>Choose 1:</b></p> <ul style="list-style-type: none"> <li>-Alphabet Arc</li> <li>-Word Steps</li> </ul>
<p><b>MATH:</b></p> <p>Record the weather each day this week on the graph. What do you predict the weather will be next week?</p>	<p><b>SCIENCE:</b></p> <p>Observe the weather. Draw what you see. Think about a question a scientist might ask about the weather.</p>	<p><b>LANGUAGE:</b></p> <p>Talk with someone at home. What kind of weather do you need to make a kite fly? Why do you think that?</p>

# Too Hot!



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Now Dan can sit on the sand.

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Dan sat on the sand.  
It was too hot.

He got up. He got a mat.

# In the Sun



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But he was still red!

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Ben had a nap in the sun.  
He got hot and red.

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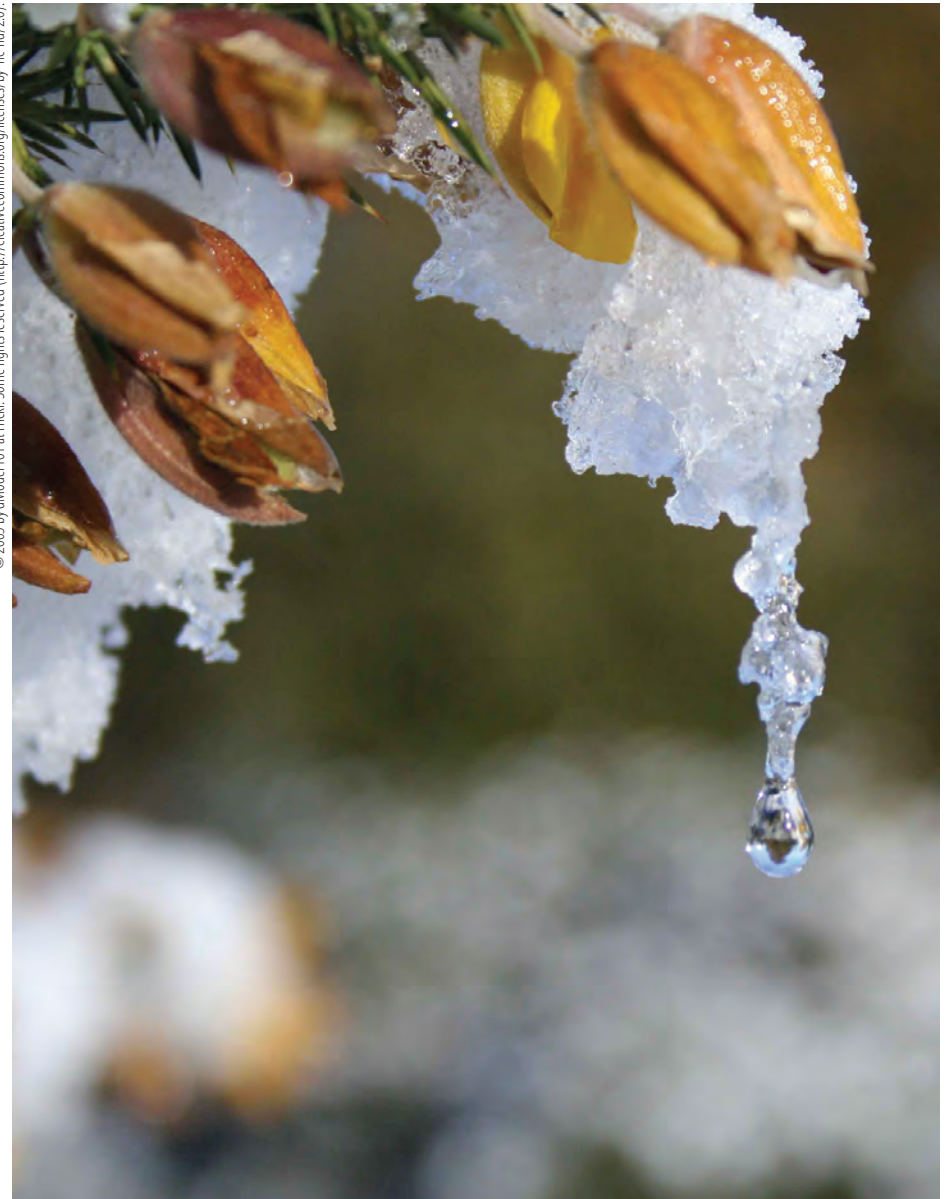
He had a swim.  
Then Ben was not hot.

## Melting Snow



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The water in the rivers flows to lakes or to the sea. Some of the water is saved for plants and people. The snow that fell all winter long becomes water for people to use.





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In the winter, the mountains are covered with snow and ice. In the spring, the snow and ice begin to melt.



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The water from the melting snow makes streams as it runs down the mountain. The streams make rivers.



# Too Cold



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But Mom, I want to make a snowman with the snow. Please, may I go outside to play?

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Mom, may I please go out to play? No, my dear, it is too cold outside.

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Do you see the snow on the cars outside? Do you see the snow on the road? It is too cold to play outside.

# My Sled



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I sit on my sled. I give a little push. I get down the hill very fast!

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The ground is white with snow. I get out my sled. I take my sled to the top of a hill.



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It takes a long time for me to get my sled up the hill. At last, I am at the top of the hill.

## Playing in the Snow



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I love to play in the snow. But,  
sometimes, I go inside to warm up. My  
dog likes to go inside too!

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I love to play in the snow. I ride my sled down hills. Sometimes, I give my dog a ride on my sled.



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I love to make a snowman out of snow. Sometimes, I make a snow dog that looks like my dog.

# Melting Ice



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In the spring, the ice on top of the lake melts.  
When all of the ice melts, people can see the  
fish that lived under the ice in the winter.

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Winter is so cold in some places that the lakes freeze. But only the top part of the lake freezes.



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Under the ice, fish still swim in the water. The fish eat plants or bugs that are also under the ice.





## Objective

The student will name and match letters of the alphabet.

## Materials

- ▶ Alphabet Arc (Activity Master P.003.AM1)
- ▶ 12" x 18" construction paper  
*Enlarge Alphabet Arc and glue to 12" x 18" construction paper.*
- ▶ Set of uppercase letters (e.g., foam or plastic)

## Activity

Students match letters of the alphabet to the Alphabet Arc.

1. Place the Alphabet Arc and the set of letters on a flat surface.
2. The student chooses a letter, names it (e.g., "p"), and places it on the corresponding letter on the Alphabet Arc.
3. Continues until all letters are matched.
4. Self-check



## Extensions and Adaptations

- ▶ Match lowercase alphabet letters to the Arc.
- ▶ Complete partial Alphabet Arc (Activity Master P.003.AM2).
- ▶ Select a letter with eyes closed, attempt to identify it by its shape, and then place it on the corresponding letter on the Alphabet Arc.

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

uppercase letter grid



# Phonics

Letter Cards

P.002.AM1b

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

lowercase letter grid



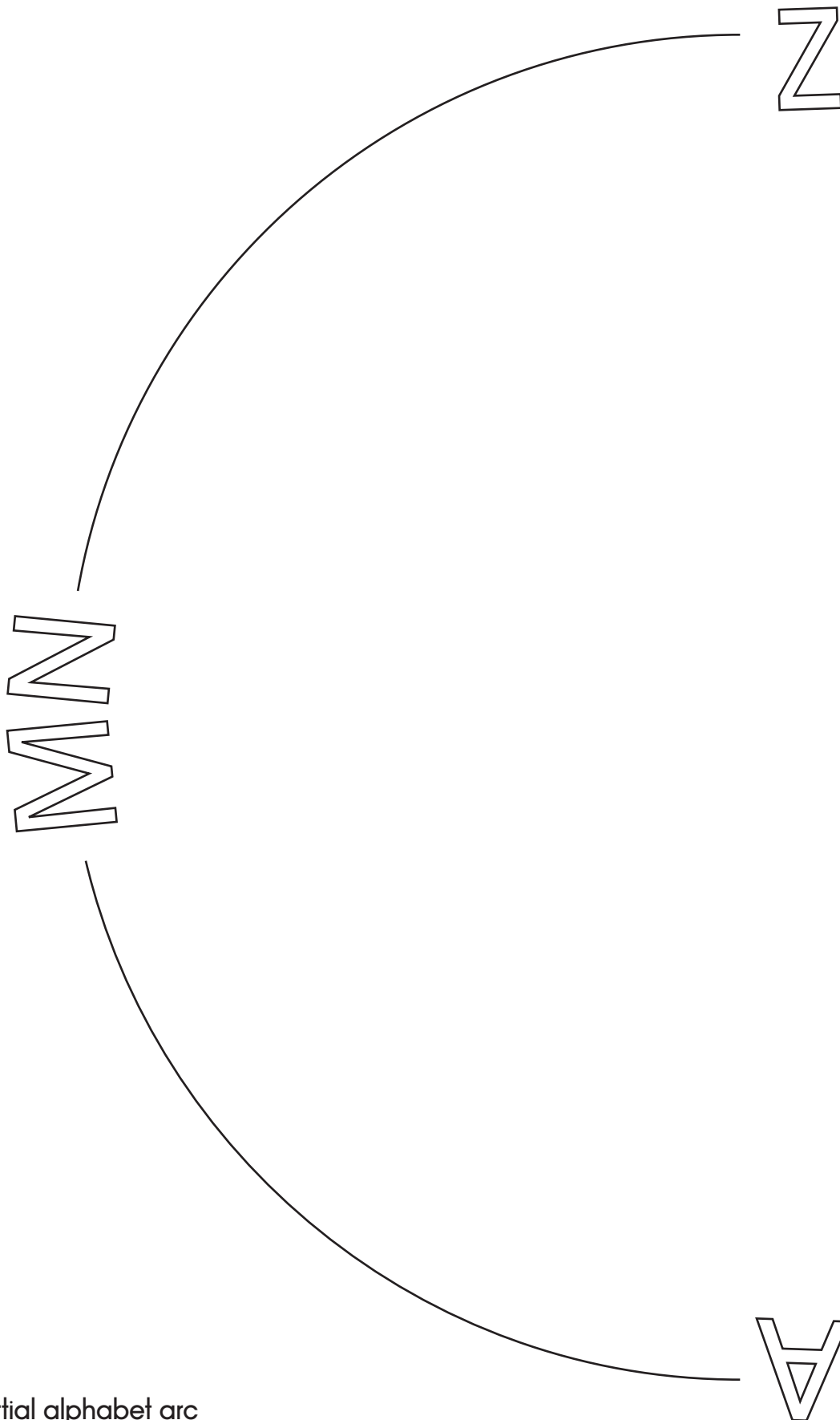
# Phonics

Alphabet Arc

P.003.AMI



alphabet arc



partial alphabet arc



### Word Steps

#### Objective

The student will blend sounds of letters to make words.

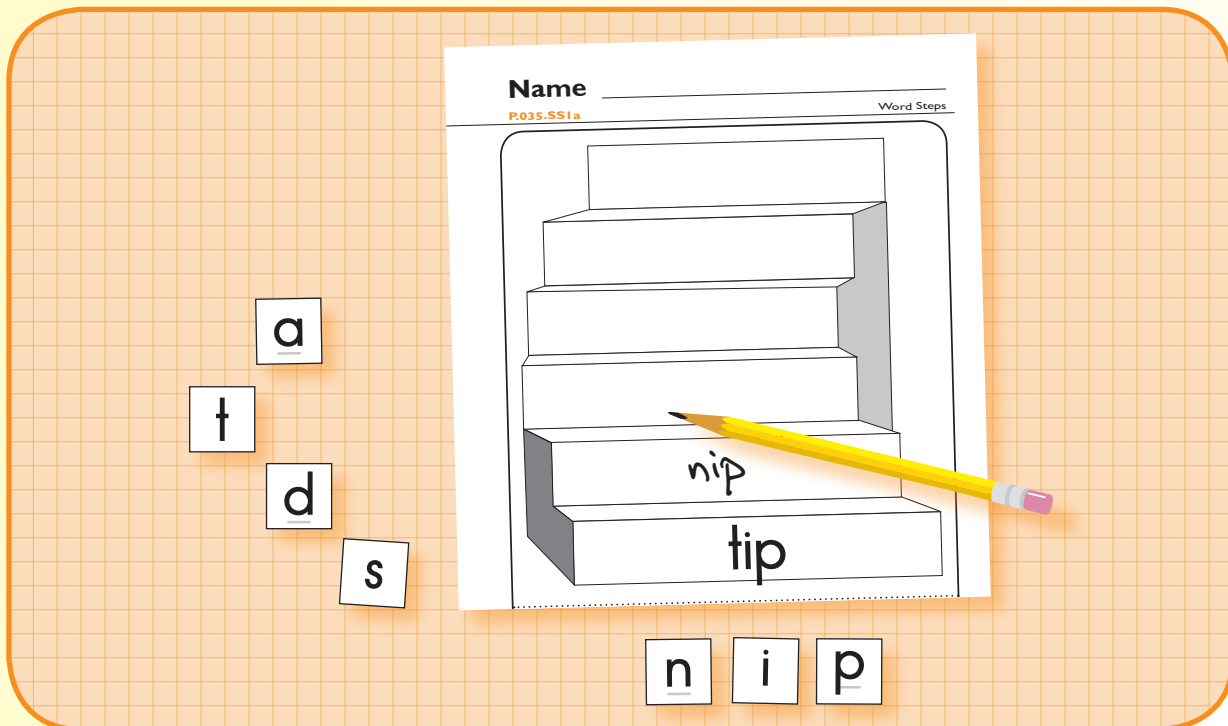
#### Materials

- ▶ Student sheets (Activity Master P.035.SS1a - P.035.SS1d)  
*Choose a target word student sheet.*
- ▶ Pencil
- ▶ Scissors

#### Activity

Students make new words by manipulating one letter at a time.

1. Provide the student with scissors and a target word student sheet.
2. The student cuts the letters from the bottom of the student sheet and places them in a row.
3. Selects the corresponding letters to make the word on the bottom step. Says the sounds of each letter, blends them, and reads the word orally (e.g., “/t//i//p/, tip”).
4. Exchanges one of the letters to make a new real word. Blends them, and reads the new word (e.g., “/n//i//p/, nip”).
5. Records the word on the next step.
6. Continues until all the steps are filled.
7. Teacher evaluation



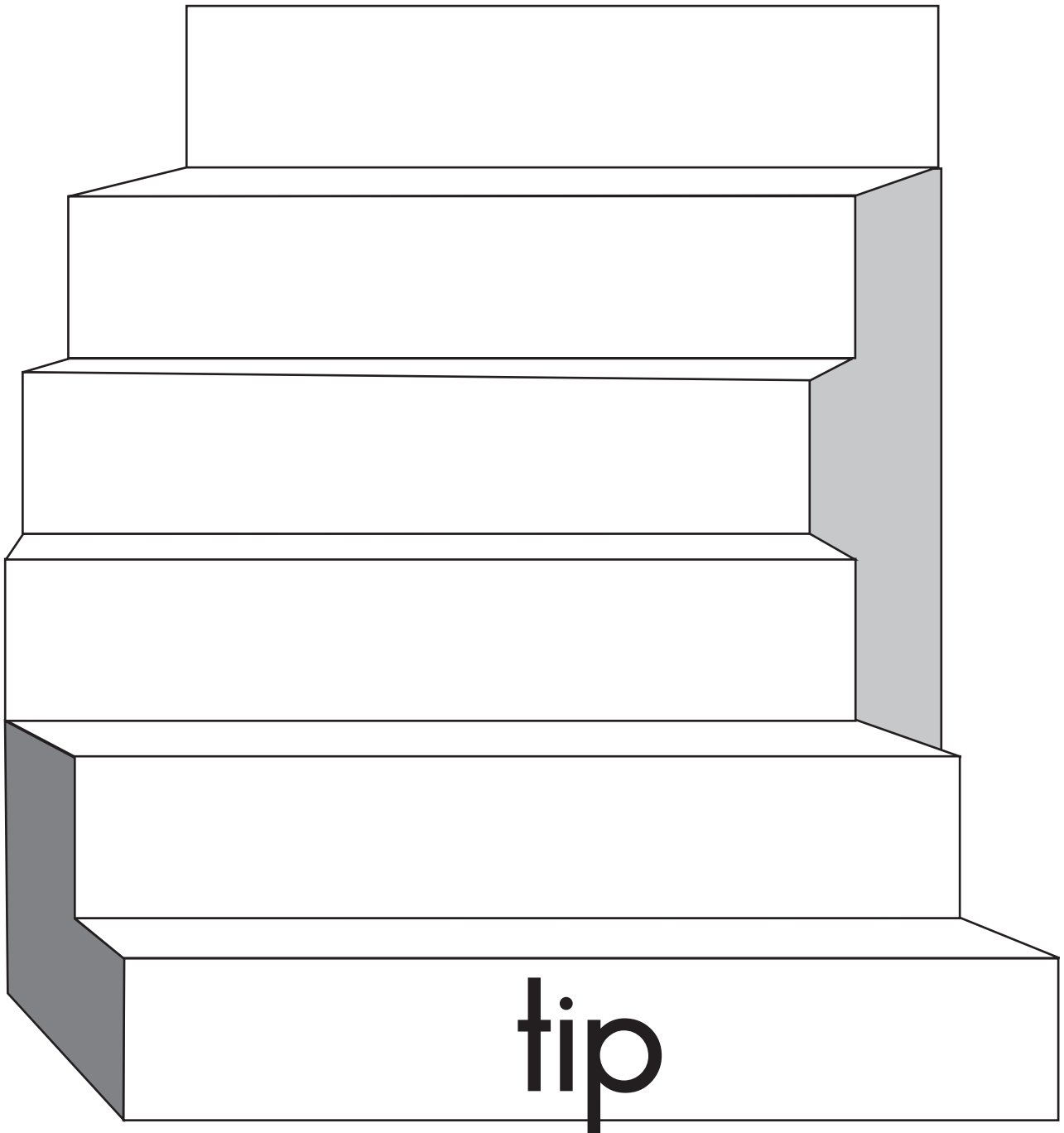
#### Extensions and Adaptations

- ▶ Add letters and/or steps.
- ▶ Use other target word steps (Activity Master P.035.SS1a - P.035.SS1d)
- ▶ Make word steps with other words (Activity Master P.035.SS2).

Name \_\_\_\_\_

P.035.SS1a

Word Steps



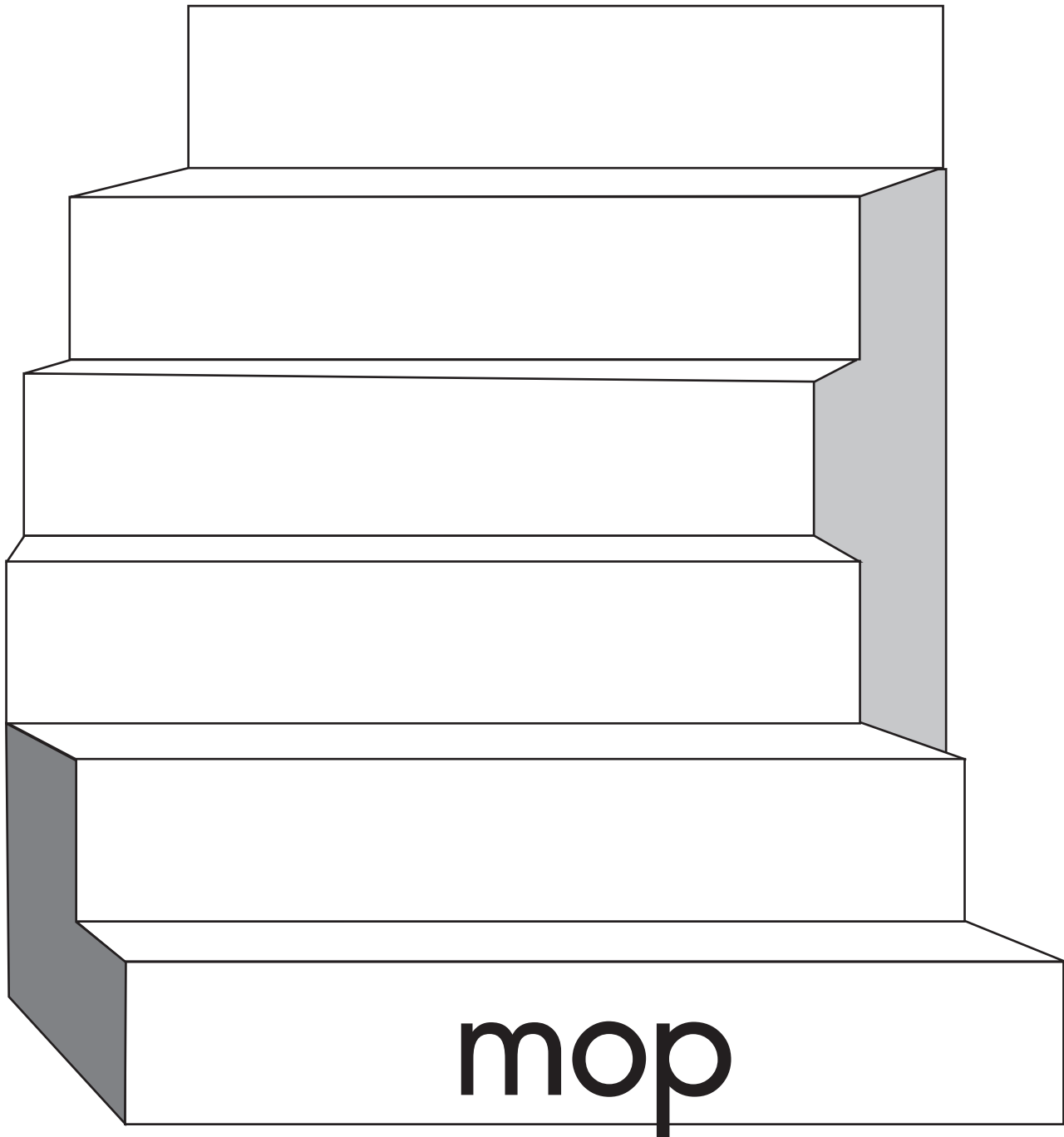
t i p d n s a



Name \_\_\_\_\_

Word Steps

P.035.SS1b



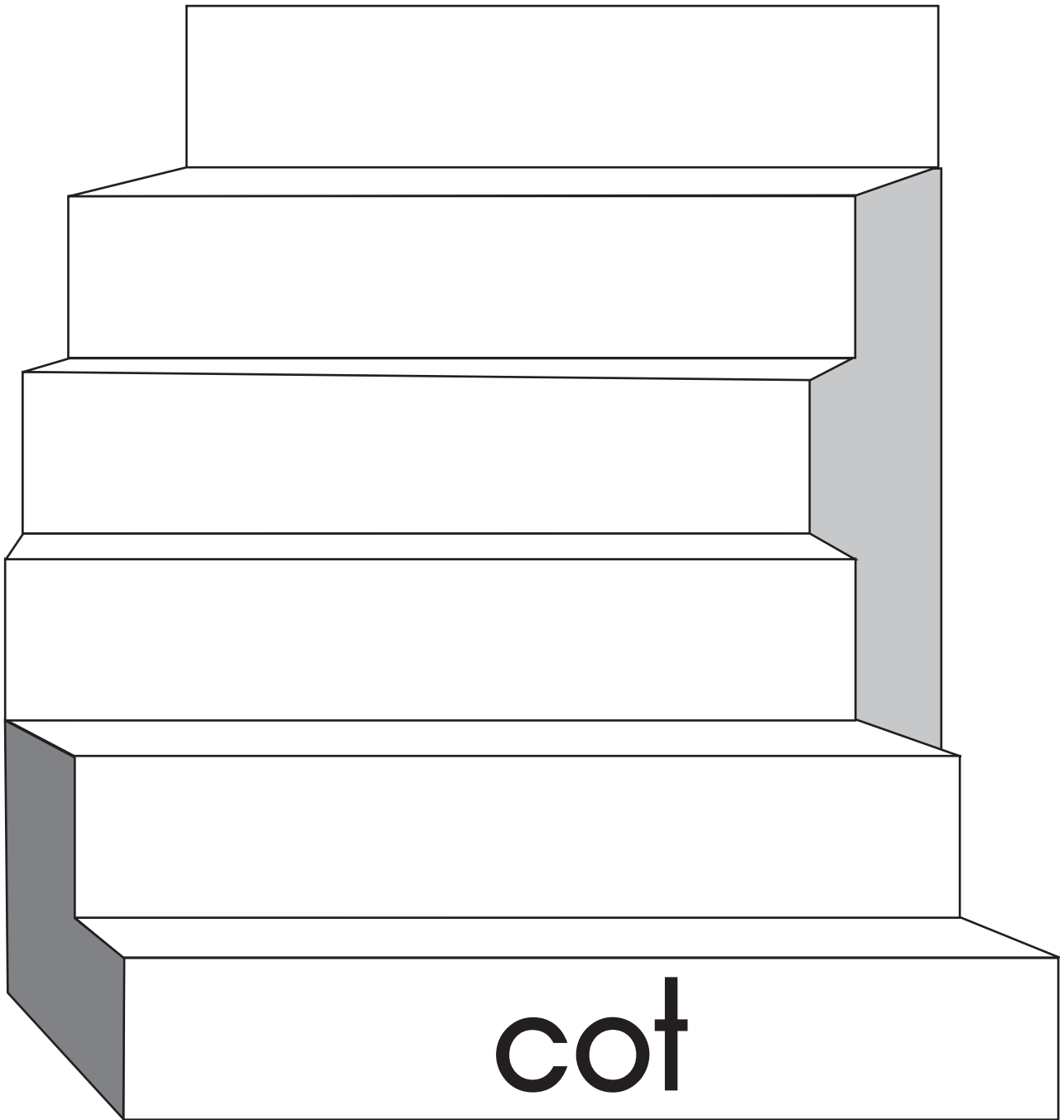
m o p u h i t g



Name \_\_\_\_\_

P.035.SS1c

Word Steps



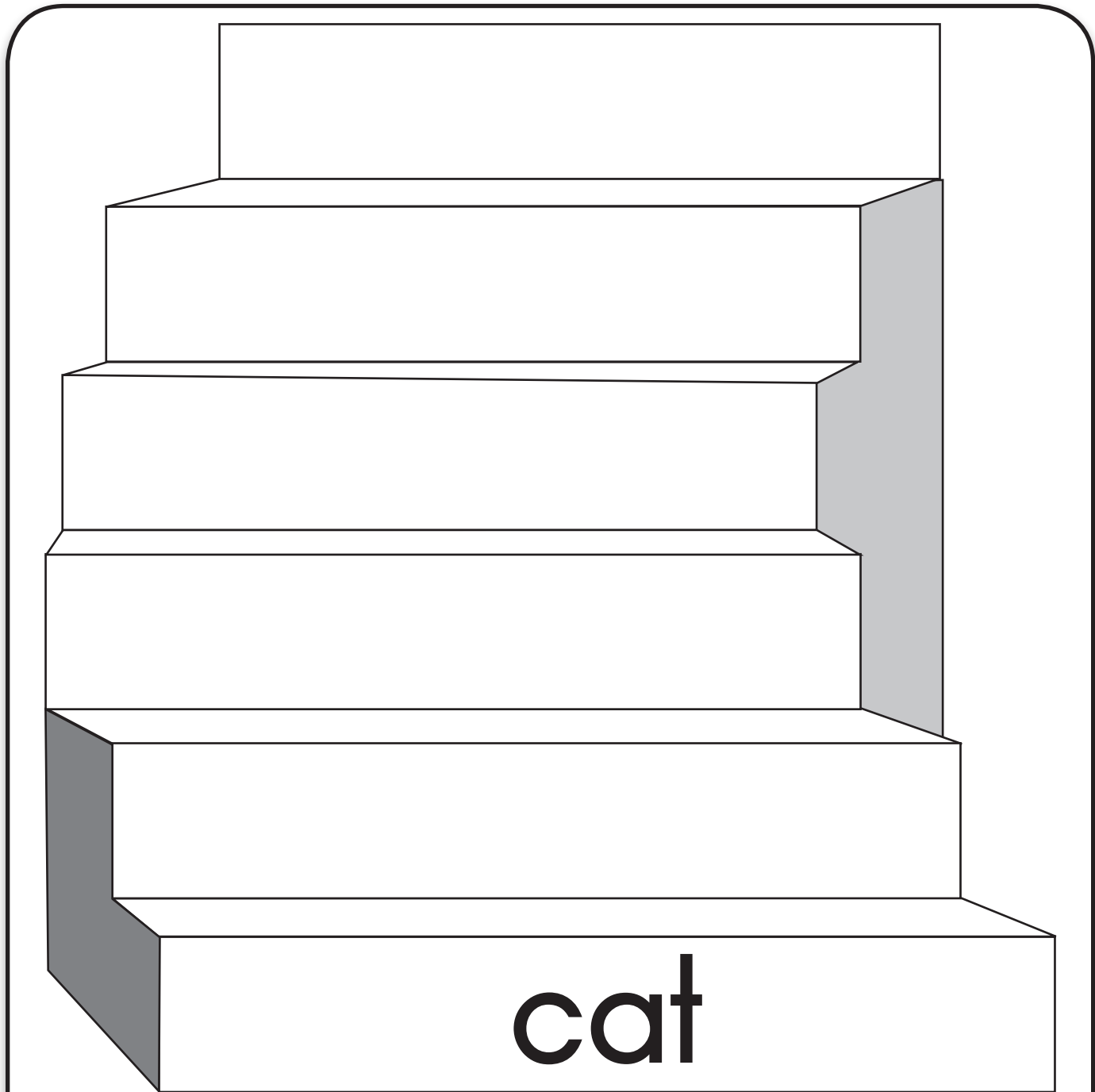
..... 

c	o	t	<u>d</u>	g	l	<u>u</u>	h
---	---	---	----------	---	---	----------	---

Name \_\_\_\_\_

Word Steps

P.035.SSId



c a t s e  
p m b i



# Name \_\_\_\_\_

P.035.SS2

Word Steps

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Phonological Awareness

PA.003

Rhyme

Rhyming A – LOT – OH!

## Objective

The student will recognize rhyming words.

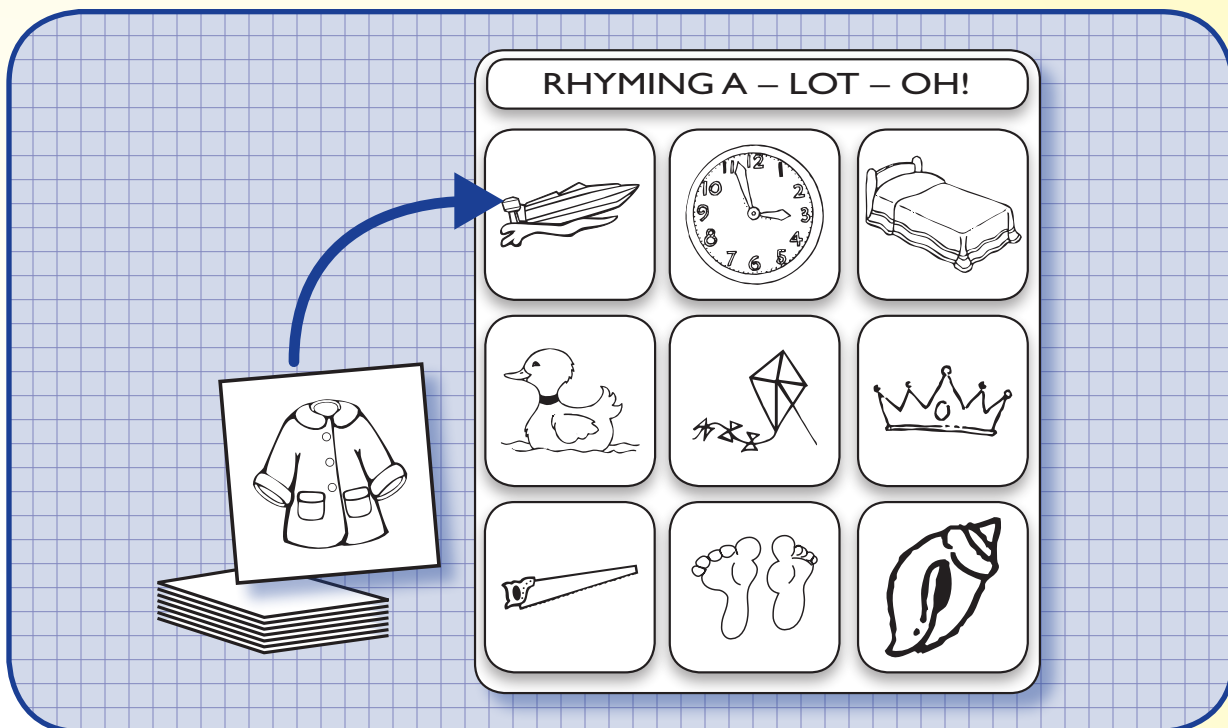
## Materials

- ▶ Rhyming A-LOT-OH! boards (Activity Master PA.003.AM1a - PA.003.AM1f)  
*Copy on card stock, cut out, and laminate.*
- ▶ Rhyming picture cards (Activity Master PA.003.AM2a - PA.003.AM2c)

## Activity

Students match rhyming picture cards to picture boards.

1. Provide each student with a different Rhyming A-LOT-OH! board. Place rhyming picture cards face down in a stack.
2. Taking turns, student one selects the top picture card from the stack, names it (e.g., “coat”) and looks on his rhyming board for a match (i.e., boat).
3. If there is a match, says the rhyming word and places the picture on top of the picture on the board. If there is no match, or if the rhyming picture is already covered, returns the picture card to the bottom of the stack.
4. Continue until a student matches all of the pictures on a page or until all the cards in the stack are used.
5. Peer evaluation



## Extensions and Adaptations

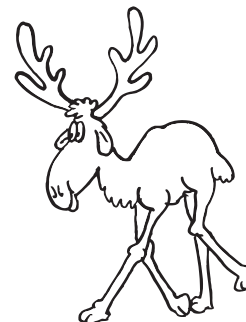
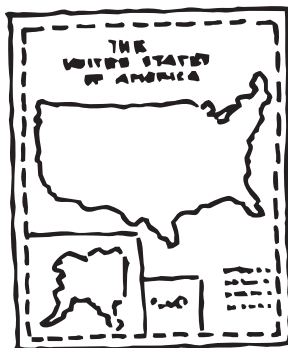
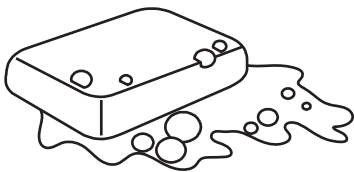
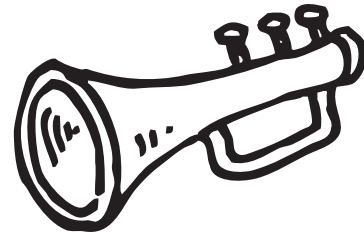
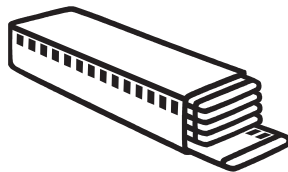
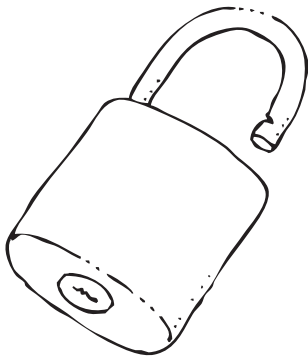
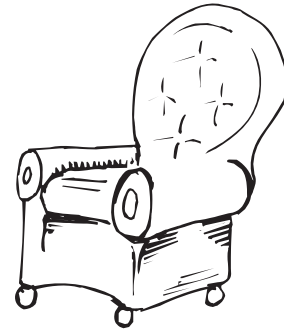
- ▶ Exchange rhyming boards and play again.
- ▶ Play using other picture cards.

# Phonological Awareness

Rhyming A – LOT – OH!

PA.003.AM1a

## RHYMING A – LOT – OH!



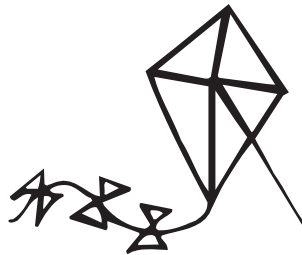
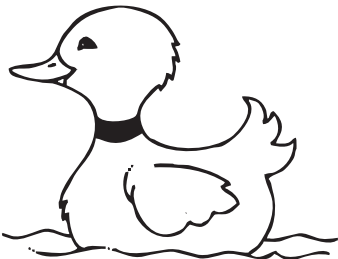
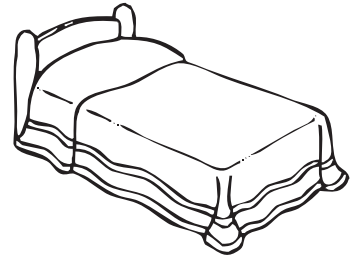
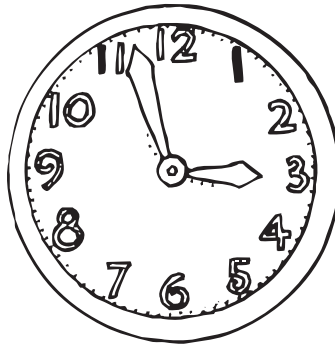
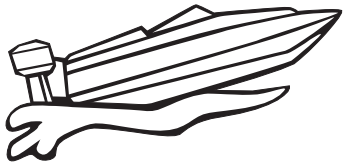
rhyming a-lot-oh! board: goat, cab, chair, lock, gum, horn, soap, map, moose

# Phonological Awareness

PA.003.AM1b

Rhyming A – LOT – OH!

## RHYMING A – LOT – OH!



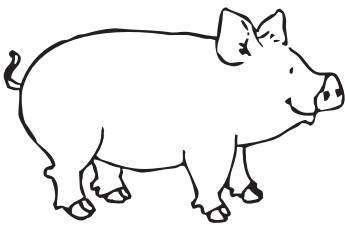
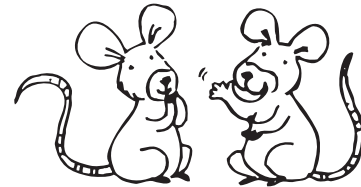
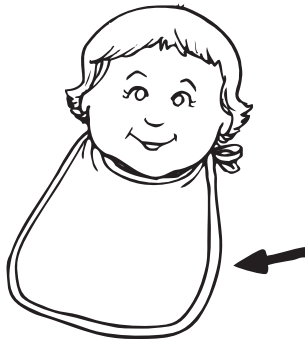
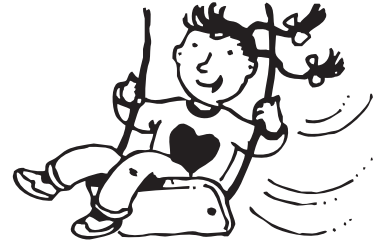
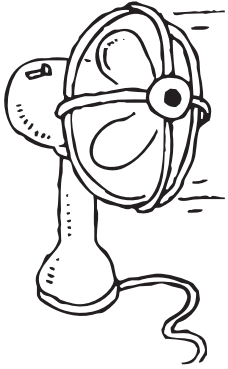
rhyming a-lot-oh! board: boat, clock, bed, duck, kite, crown, saw, feet, shell

# Phonological Awareness

Rhyming A – LOT – OH!

PA.003.AM1c

## RHYMING A – LOT – OH!



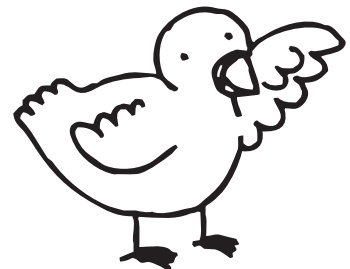
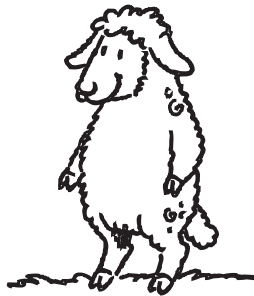
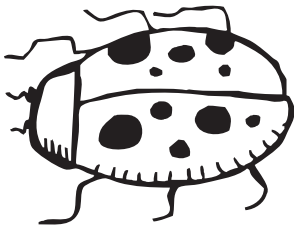
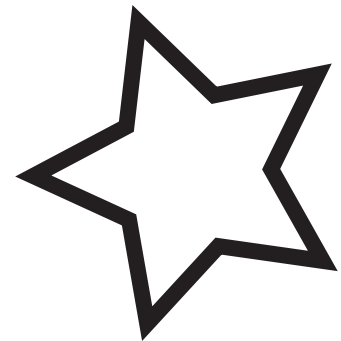
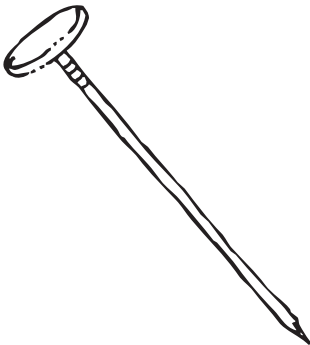
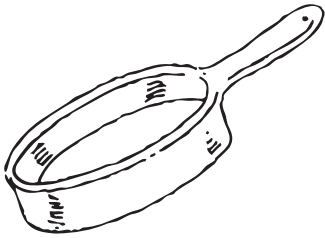
rhyming a-lot-oh! board: fan, skate, swing, dock, bib, mice, pig, vest, gold

# Phonological Awareness

PA.003.AM1d

Rhyming A – LOT – OH!

## RHYMING A – LOT – OH!



rhyming a-lot-oh! board: pan, glass, ring, nail, cone, star, bug, sheep, chick

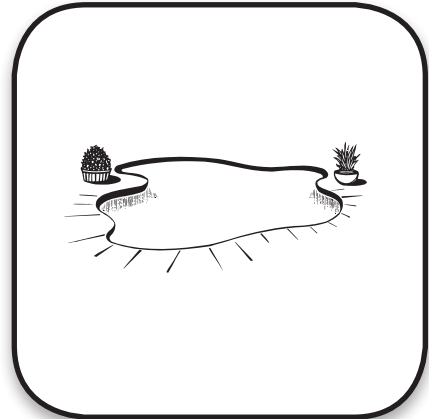
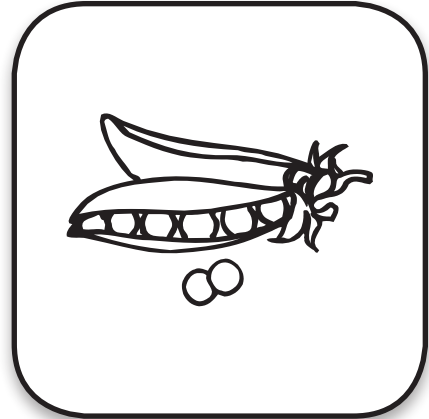


# Phonological Awareness

Rhyming A – LOT – OH!

PA.003.AM1e

## RHYMING A – LOT – OH!



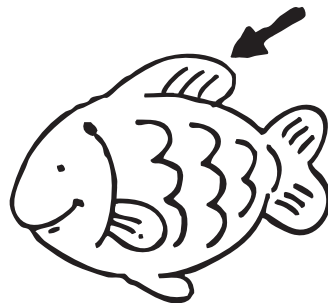
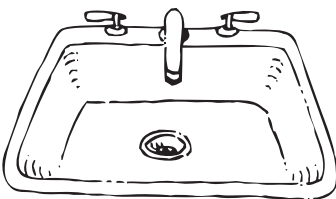
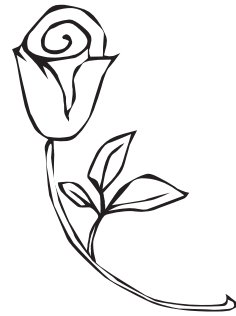
rhyming a-lot-oh! board: clap, coach, pea, skunk, grill, pool, tree, dish, cook

# Phonological Awareness

PA.003.AM1f

Rhyming A – LOT – OH!

## RHYMING A – LOT – OH!

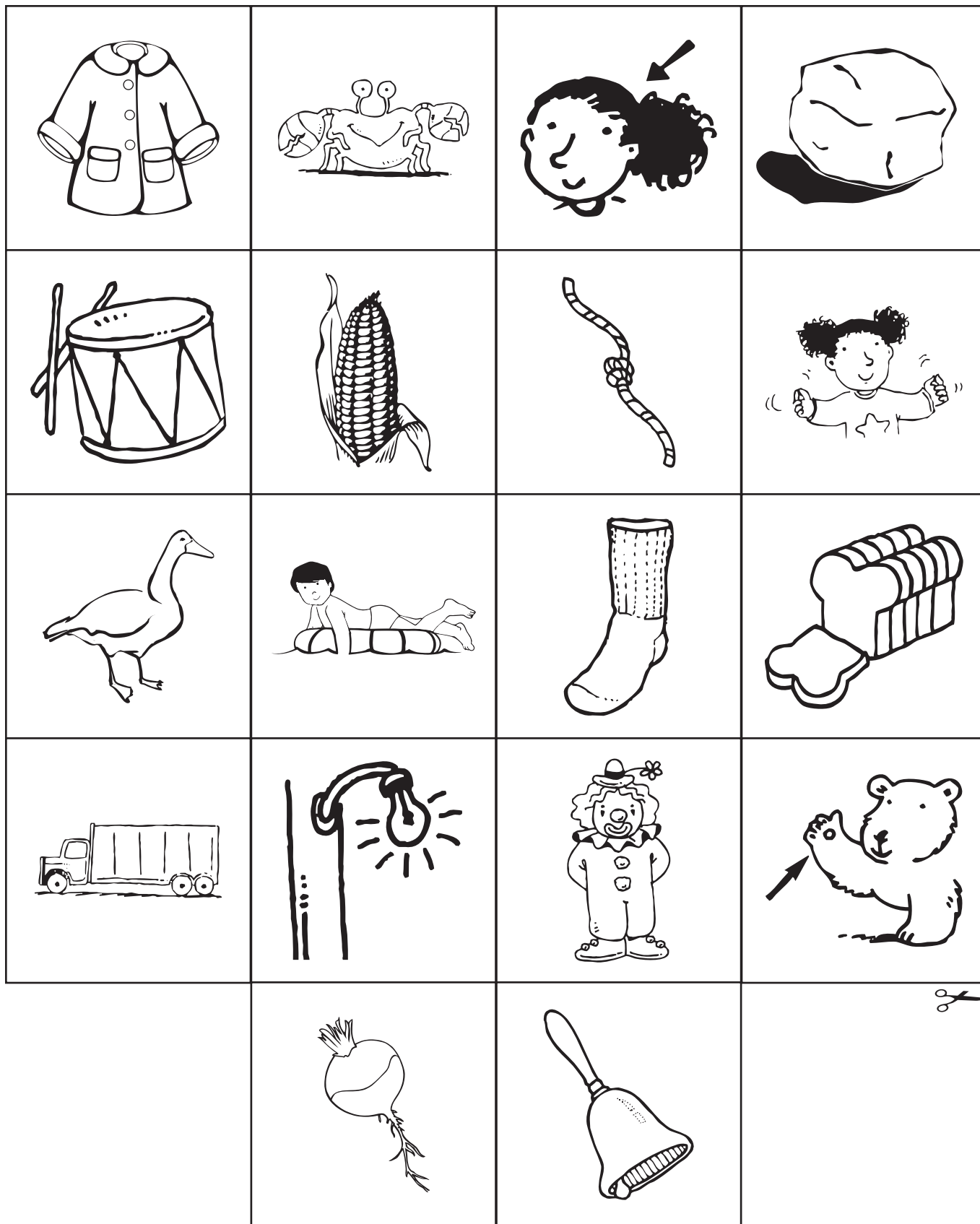


rhyming a-lot-oh! board: mail, rain, rose, bride, top, frog, sink, fin, lamp

# Phonological Awareness

Rhyming A-LOT-OH!

PA.003.AM2a

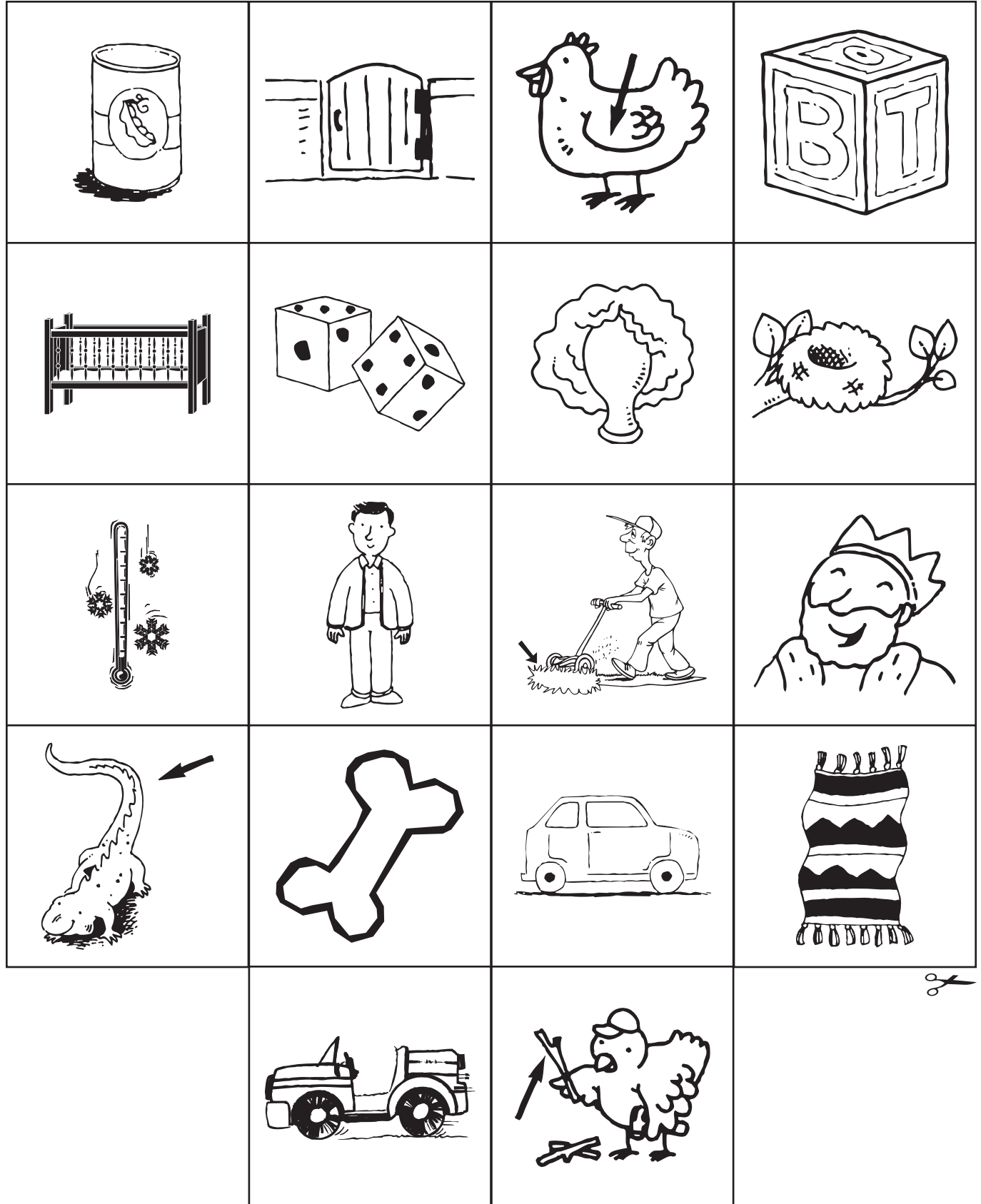


rhyming picture cards: coat, crab, hair, rock, drum, corn, rope, snap, goose, float, sock, bread, truck, light, clown, paw, beet, bell

# Phonological Awareness

PA.003.AM2b

Rhyming A-LOT-OH!

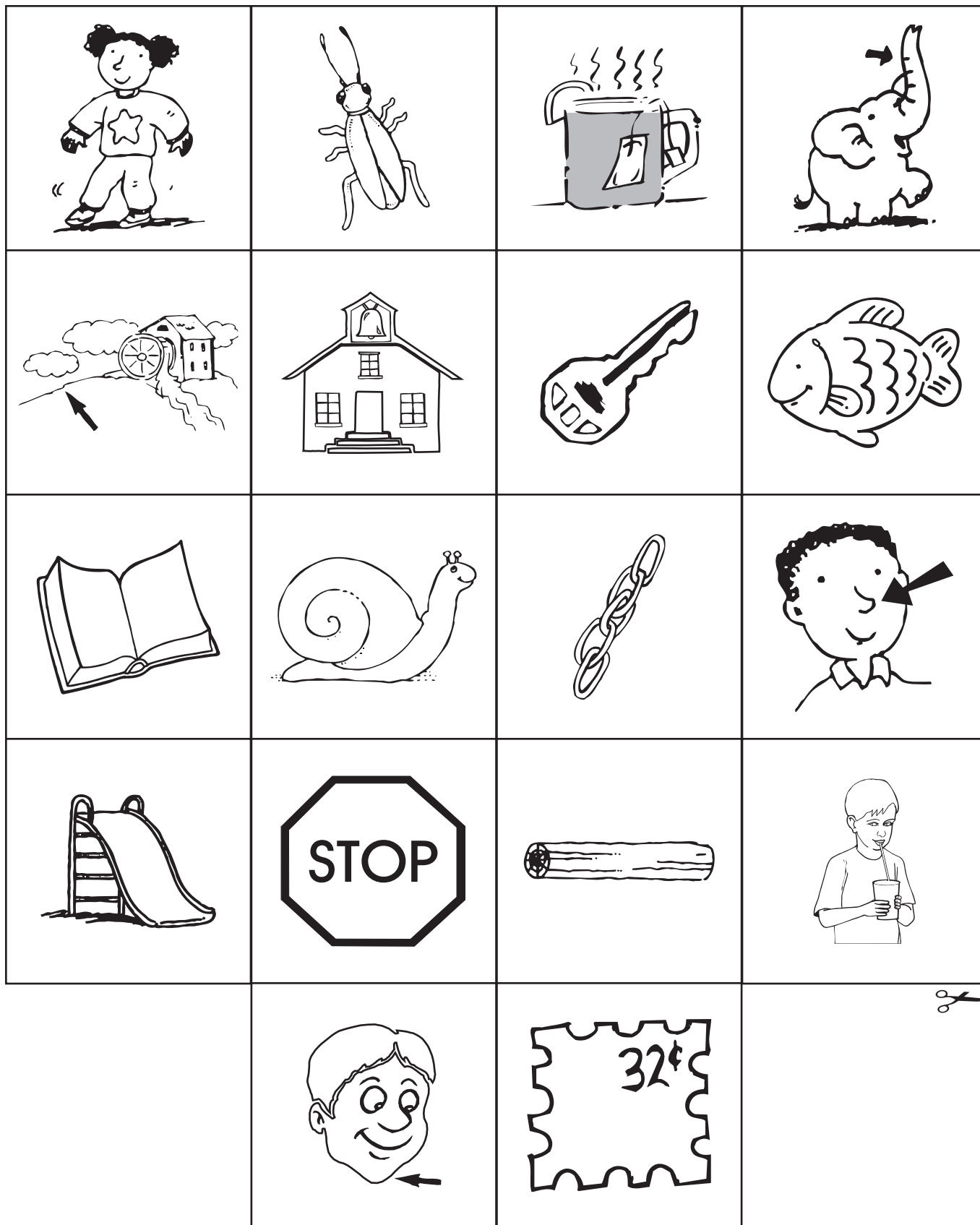


rhyming picture cards: can, gate, wing, block, crib, dice, wig, nest, cold, man, grass, king, tail, bone, car, rug, jeep, stick

# Phonological Awareness







Rhyming A-LOT-OH!

PA.003.AM2c

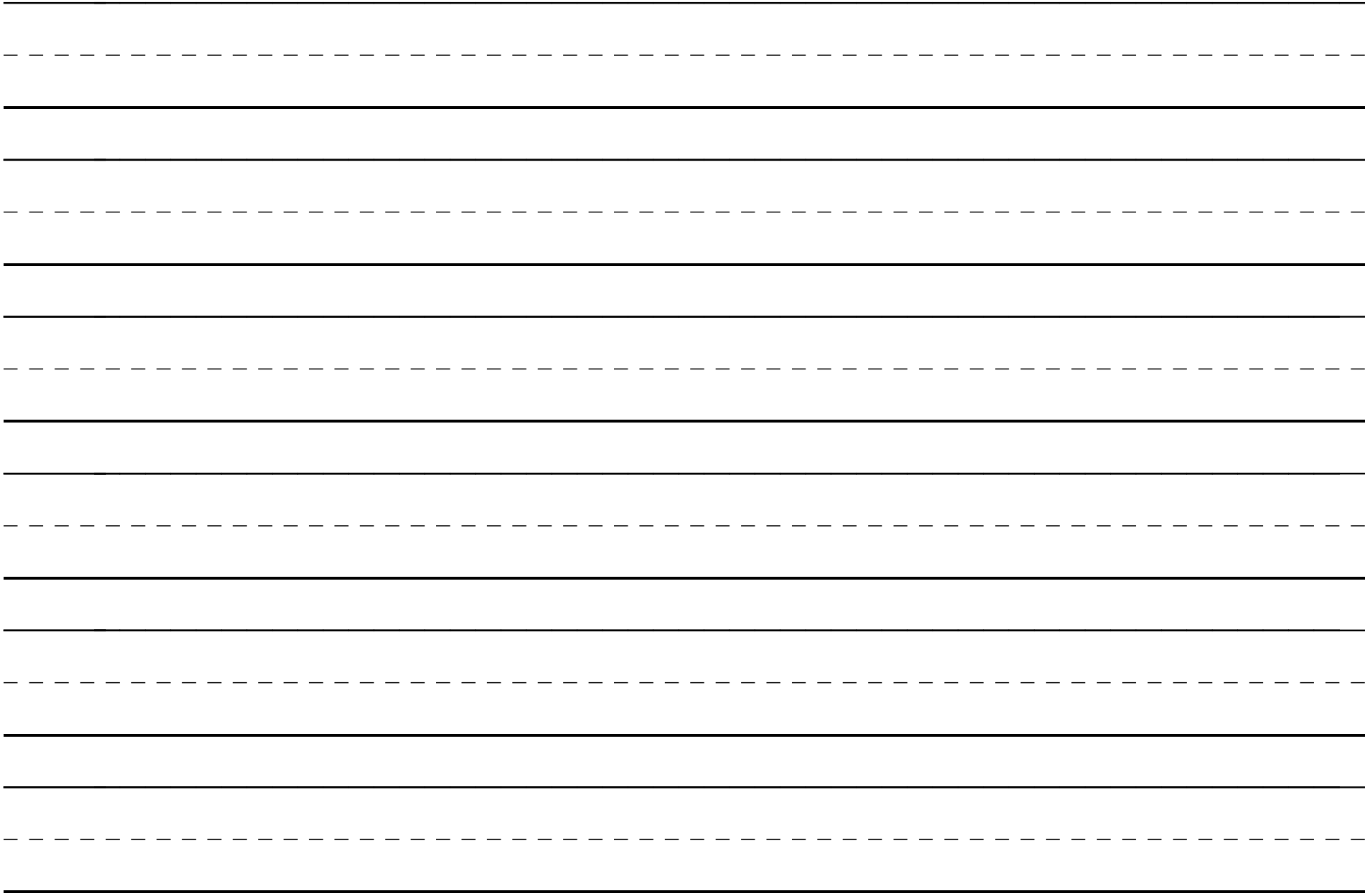


rhyming picture cards: tap, roach, tea, trunk, hill, school, key, fish, book, snail, chain, nose, slide, stop, log, drink, chin, stamp

# Weather Graph

10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	 Sunny	 Cloudy	 Partly Sunny	 Rainy	 Windy	 Snowy

The image shows a writing grid for Grade K. It consists of four rows of writing lines. Each row is defined by three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The rows are spaced evenly down the page.





## WRITING and LANGUAGE

Choose sentences or words to help you write and talk

### Word Bank:

Wind

Fly

Windy

Fall

Cloudy

Graph

Rainy

Pattern

### Weather sentences:

I think the weather will be \_\_\_\_\_ because I notice \_\_\_\_\_.

I predict the weather will be \_\_\_\_\_ because the pattern is \_\_\_\_\_.

I predict the weather will be \_\_\_\_\_ because I notice \_\_\_\_\_.

### Kite sentences:

I think the kite will \_\_\_\_\_ because the weather is \_\_\_\_\_.

I think the kite needs \_\_\_\_\_ to fly because \_\_\_\_\_.

## Credits

Stories: <http://textproject.org/>

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

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

STEM:

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

Science:

[https://drive.google.com/file/d/1WQnKwVVGKbcpbfR\\_hDrp9JG2zhiNN9Fy/view](https://drive.google.com/file/d/1WQnKwVVGKbcpbfR_hDrp9JG2zhiNN9Fy/view)