



## ACTIVITY GUIDE WEEK 2 - 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 plants and animals. We hope you enjoy your activity guide for week 2.

# Kent ISD



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**Grades K-2**  
**Week 2: PLANTS AND ANIMALS**

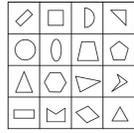
<p><b>STEM:</b></p> <p>Design a Bird Nest</p> <p>Use materials you find outside to design a nest for a bird.</p>	<p><b>READ:</b> <b>Choose 1:</b></p> <ul style="list-style-type: none"> <li>- A real book about an animal</li> <li>- A fiction book about an animal</li> <li>- One of the stories in this packet</li> </ul>	<p><b>SOUNDS (Phonemic Awareness):</b></p> <p>Rhyming A-LOT-OH!</p>
<p><b>WRITE:</b> <b>Choose 1:</b></p> <p>-Draw an animal. Label the parts. Write what you think each part does.</p> <p>-Write a story about an animal. Write a beginning, middle, and end..</p>	<p><b>FREE SPACE</b></p>	<p><b>LETTERS (Phonics):</b> <b>Choose 1</b></p> <p>Alphabet Memory</p> <p>A Digraph A Word</p>
<p><b>MATH:</b> <b>Choose 1</b></p> <p>Alike or Different Game</p> <p>Polygons</p>	<p><b>SCIENCE:</b></p> <p>Observe animals in nature</p>	<p><b>LANGUAGE:</b></p> <p>Talk with someone: I went on a nature walk and I saw _____ and _____. I think this animal has these body parts because.... Now I wonder why / how ....</p>

## MATH

### Alike or Different Game

#### Materials

This game uses the 16 card in this packet.



They look like this:

#### How to play:

1. Cut out the cards
2. Put them in a pile face down
3. Play with a partner
4. One person turns two cards over. Say how they are ALIKE (the same) and how they are DIFFERENT
5. The next person turns two cards over. Say how they are ALIKE (the same) and how they are DIFFERENT
6. Keep playing until you have used all the cards.

#### Some words to use:

These are alike because they both have \_\_\_\_\_

These are different because one has \_\_\_\_\_ but the other has \_\_\_\_\_

#### Think about:

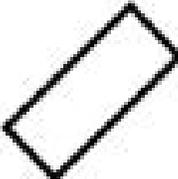
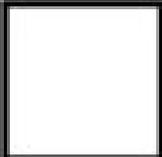
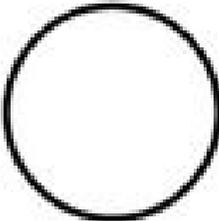
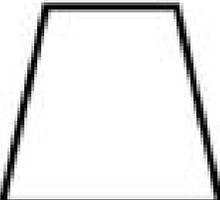
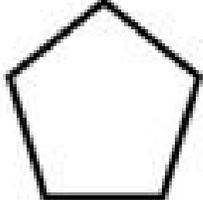
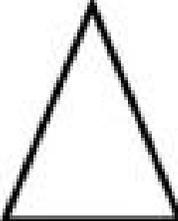
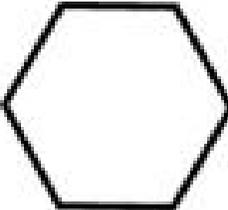
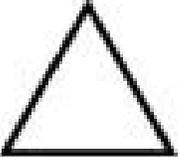
How many sides?

Are the sides equal length or not equal length?

Are the corners square or not square?

Are the sides curved or straight?

Is the shape closed or open?

# MATH

## Polygons

### Materials

Use the coloring page in this packet.



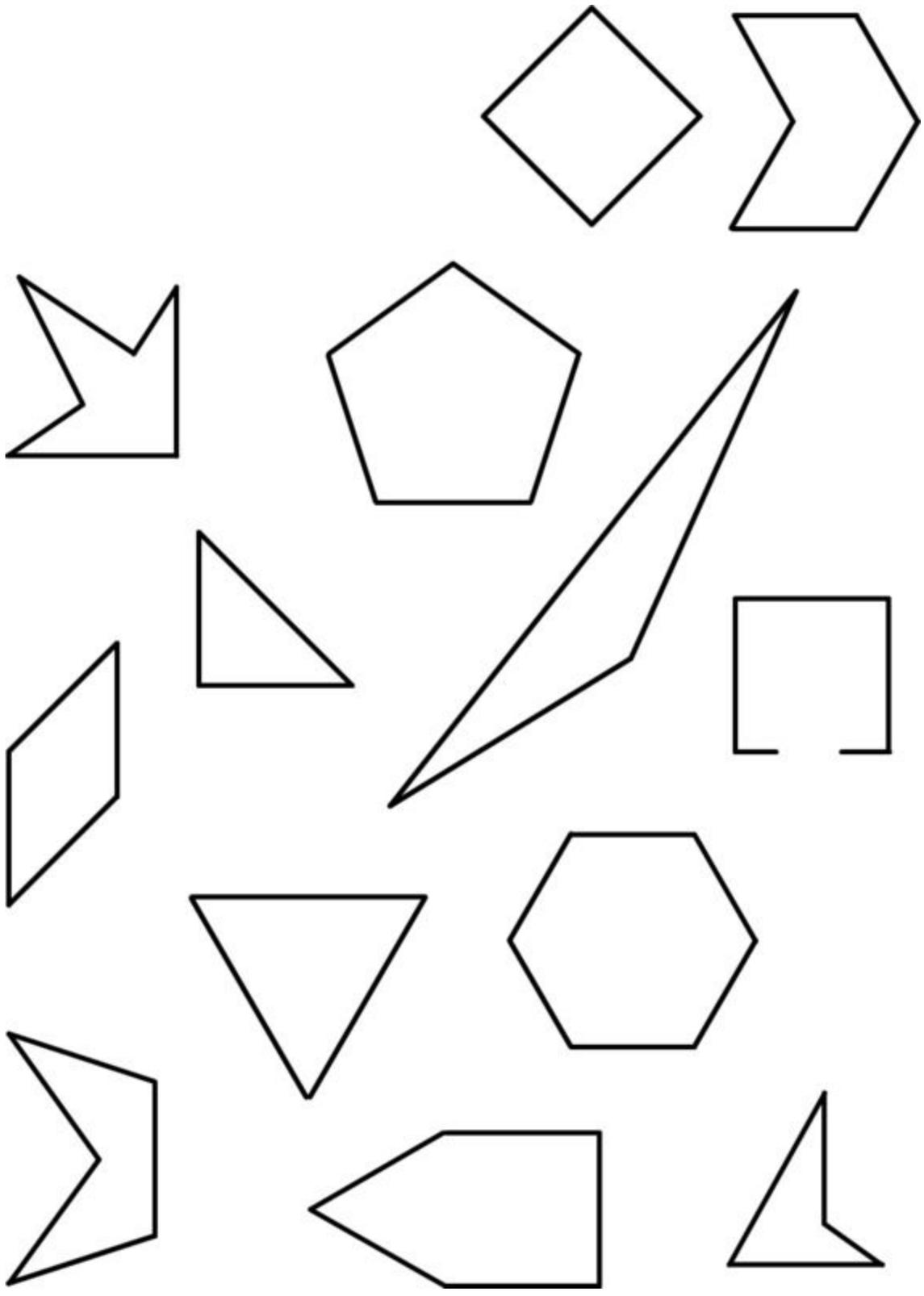
It looks like this:

### Task

- Color the inside of all the triangles blue.
- Color the inside of all the quadrilaterals red.
- Color the inside of all the pentagons orange.
- Color the inside of all the hexagons green.
- Circle all the shapes that have sides that are equal.

### Things to learn

- Polygon = a closed shape. The lines meet end to end.
- Triangle = 3 sides
- Quadrilateral = 4 sides
- Pentagon = 5 sides
- Hexagon = 6 sides

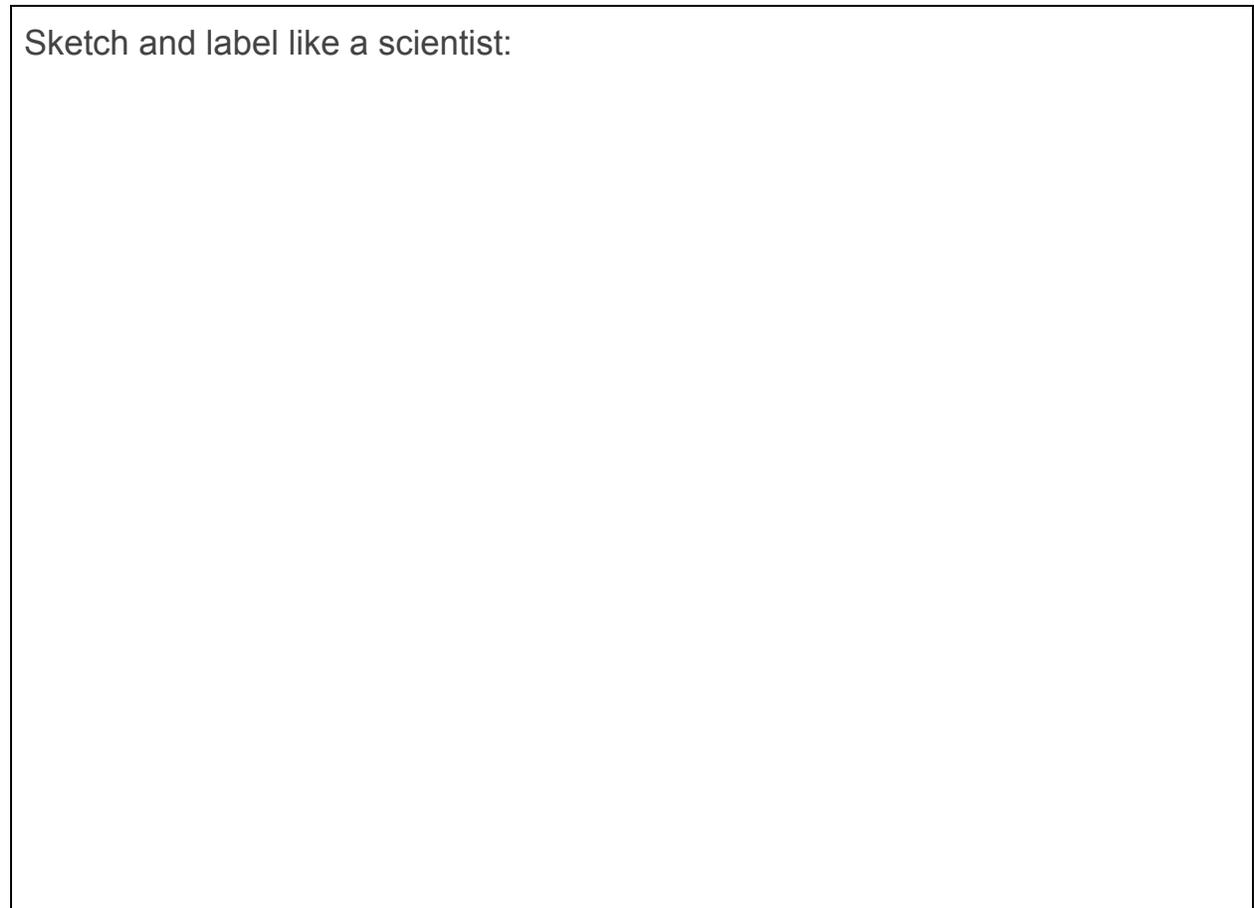


## SCIENCE

Any time we are outside, we're in nature. Spend about 15-30 minutes outside.

1. Go on a nature walk or explore your yard - find different animals
2. Sit for awhile and look
3. Draw or take pictures of animals you see
4. Try to collect some animals a clear jar or cup
5. Pick one to really draw like a scientist - be an observer! Look closely!
6. Label the animal's parts, even if you guess what job that part has for that animal
7. Think about the animals you have found - What looks the same? What looks different?
8. Let the animals go back to the wild!

Sketch and label like a scientist:



Thanks to Jessica Ashley from Oakland Schools for this activity

# Big and Little



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The dogs run and run.

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

This dog is big.



Image © 2008 Ray Devlin. Some rights reserved (<http://creativecommons.org/licenses/by/2.0>).

This dog is little.

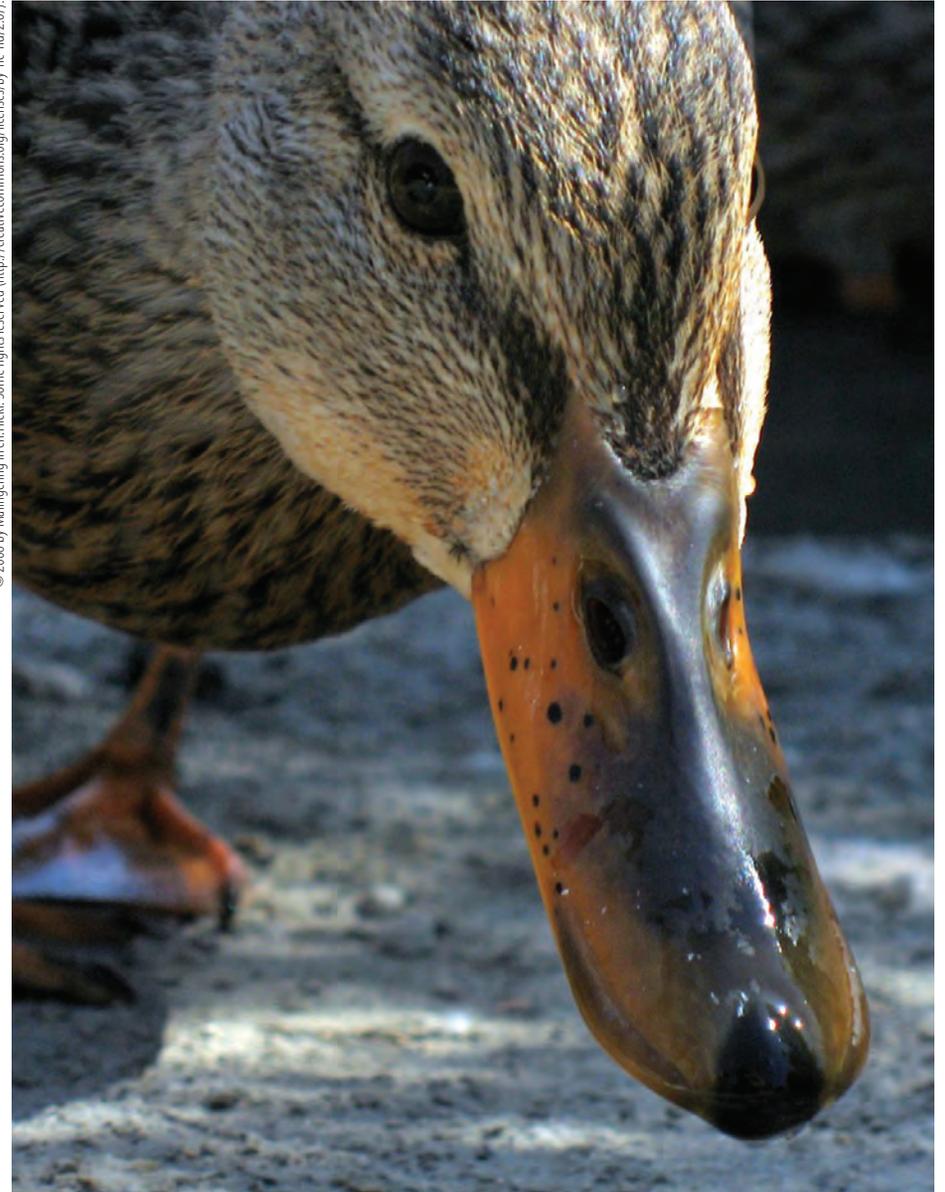
# Beaks



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Many birds cannot smell very well.  
Birds use their eyes to find food to eat.

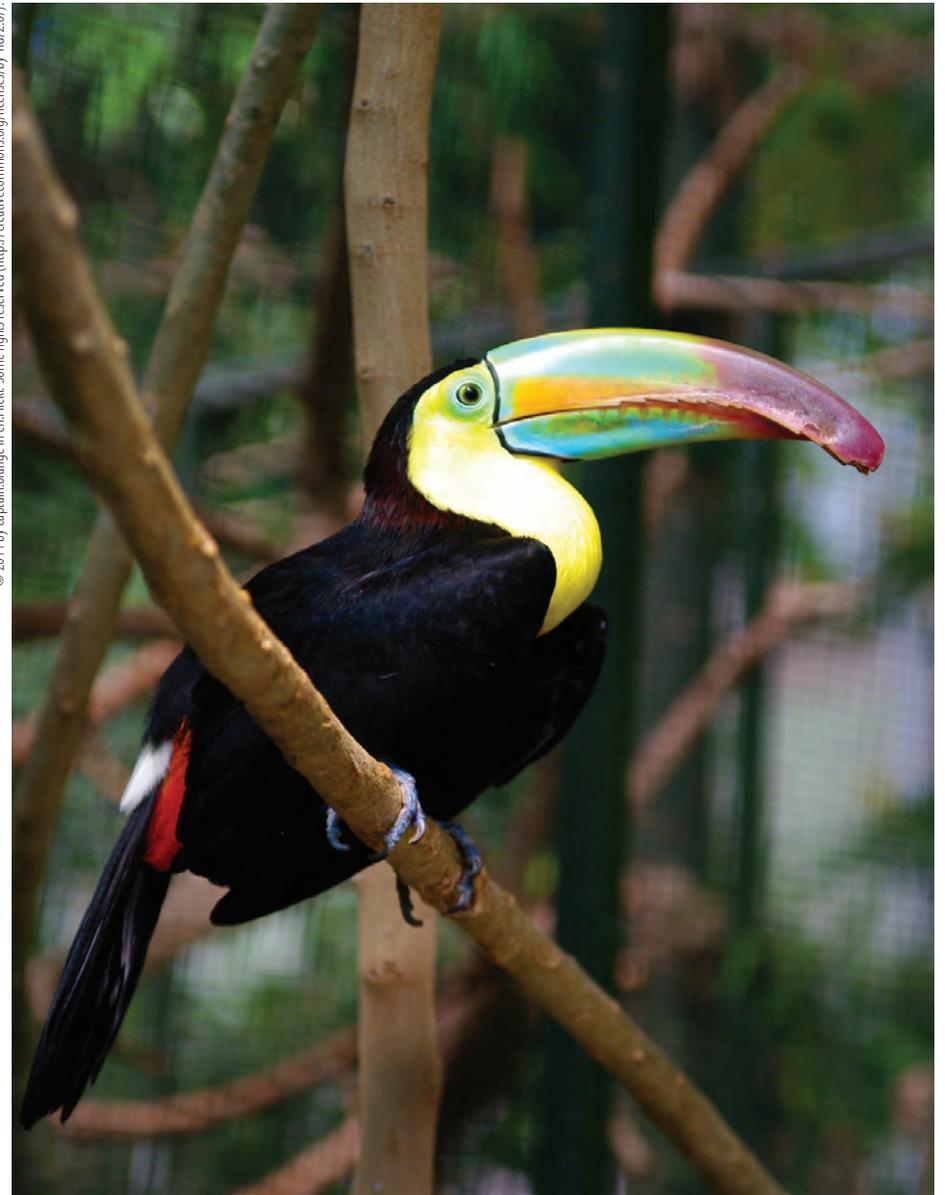
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Birds have beaks, not noses. Some birds have huge beaks. Some birds have little beaks.

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This bird has a huge beak. But a huge beak does not mean that a bird can smell well.

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# Under the Ground



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Moles also use their sharp claws to catch bugs and worms. Sometimes, they store bugs and worms in their underground places to eat later.



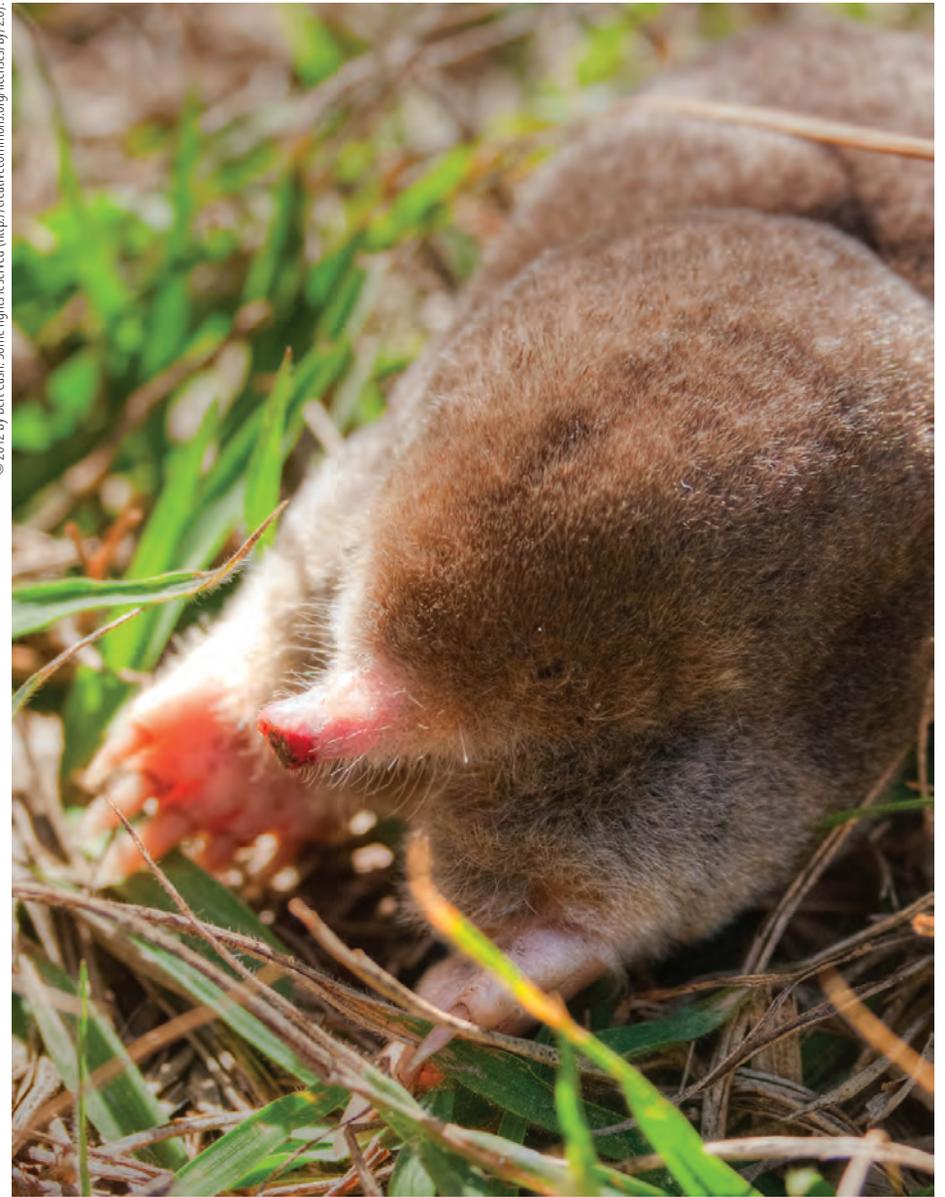
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You might not see a mole in the woods.  
That is because moles spend most of their  
lives underground.



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Moles have sharp claws that help them  
dig underground. Moles rest in their  
underground homes.



# Phonological Awareness

PA.003

Rhyme

Rhyming A – LOT – OH!

## Objective

The student will recognize rhyming words.

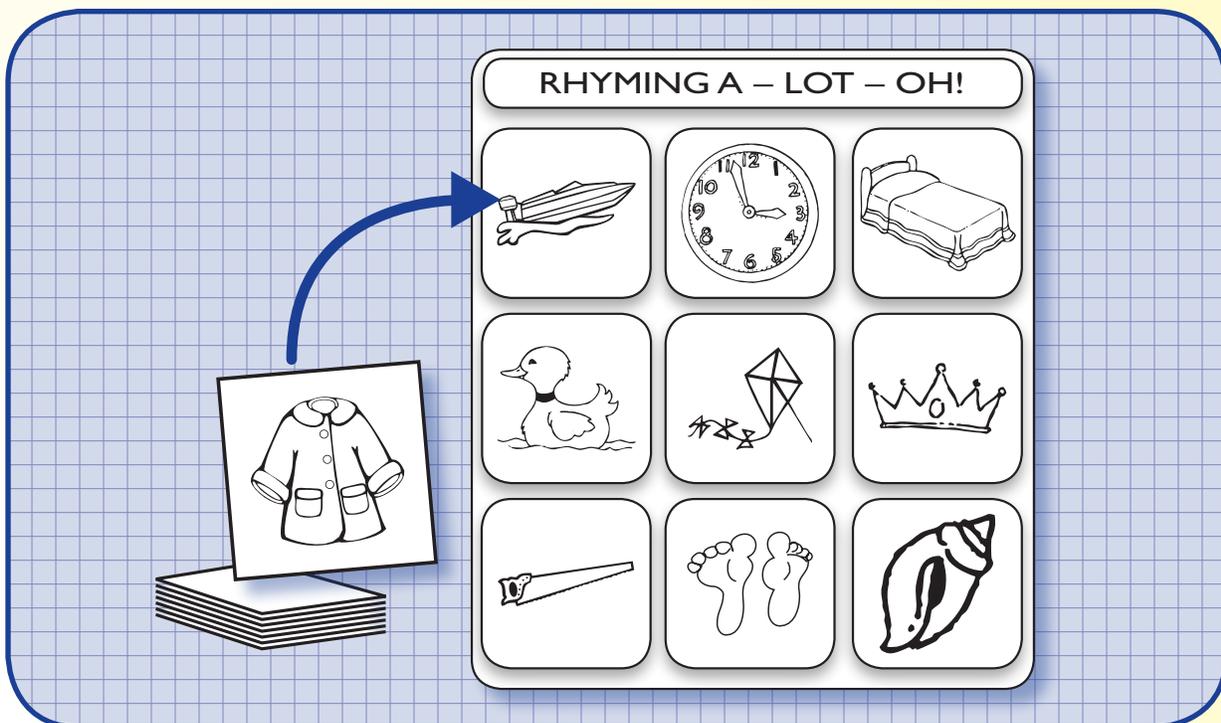
## Materials

- ▶ 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

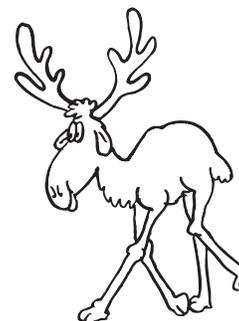
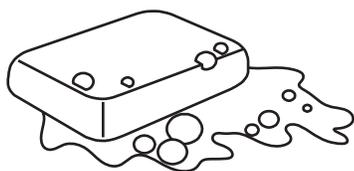
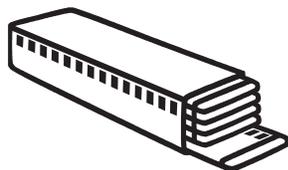
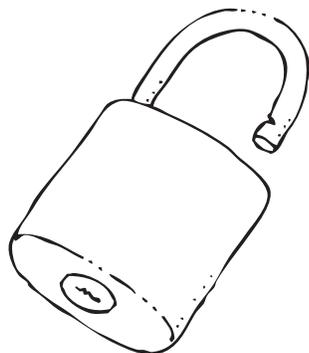
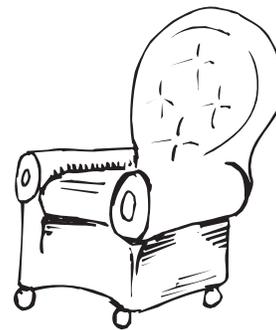
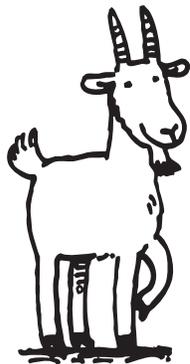
- ▶ Exchange rhyming boards and play again.
- ▶ Play using other picture cards.

# Phonological Awareness

Rhyming A – LOT – OH!

PA.003.AM1a

## RHYMING A – LOT – OH!



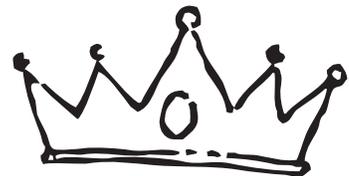
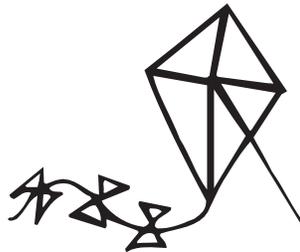
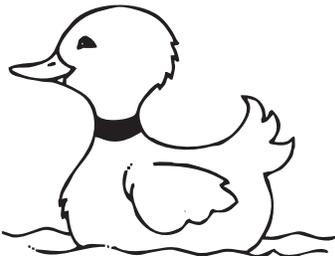
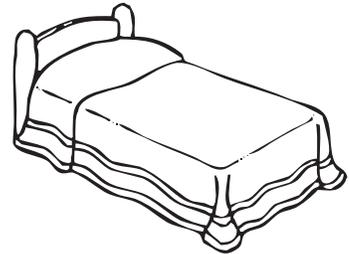
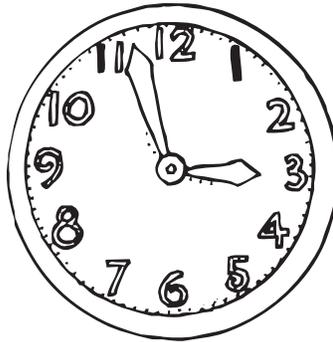
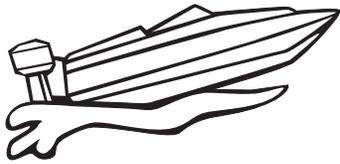
rhyming a-lot-oh! board: goat, cab, chair, lock, gum, horn, soap, map, moose

# Phonological Awareness

PA.003.AM1b

Rhyming A – LOT – OH!

## RHYMING A – LOT – OH!



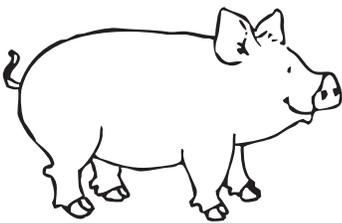
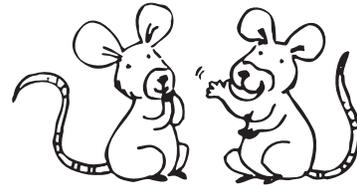
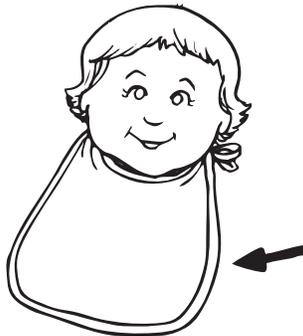
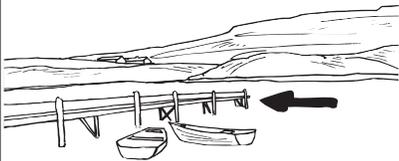
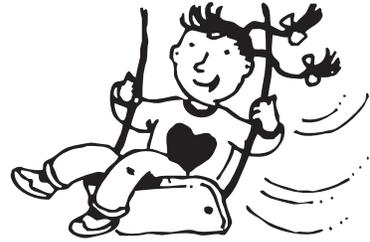
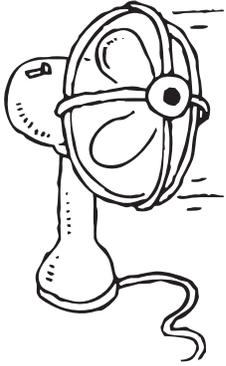
rhyming a-lot-oh! board: boat, clock, bed, duck, kite, crown, saw, feet, shell

# Phonological Awareness

Rhyming A – LOT – OH!

PA.003.AM1c

## RHYMING A – LOT – OH!



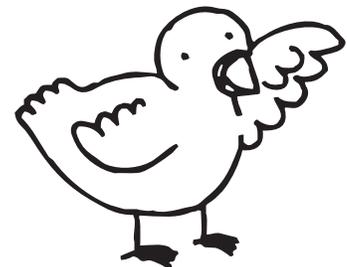
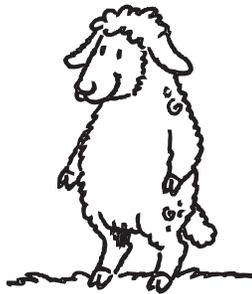
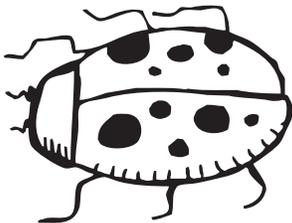
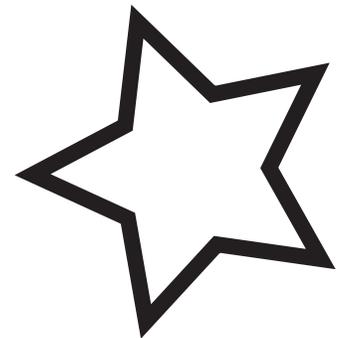
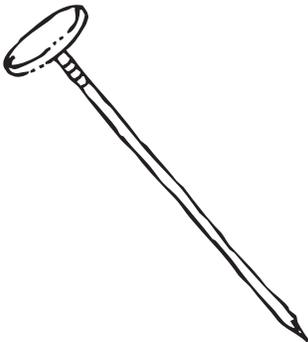
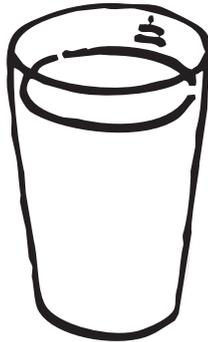
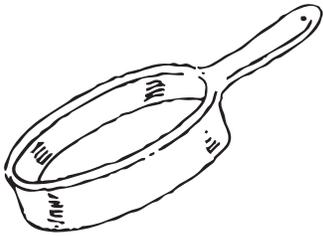
rhyming a-lot-oh! board: fan, skate, swing, dock, bib, mice, pig, vest, gold

# Phonological Awareness

PA.003.AM1d

Rhyming A – LOT – OH!

## RHYMING A – LOT – OH!



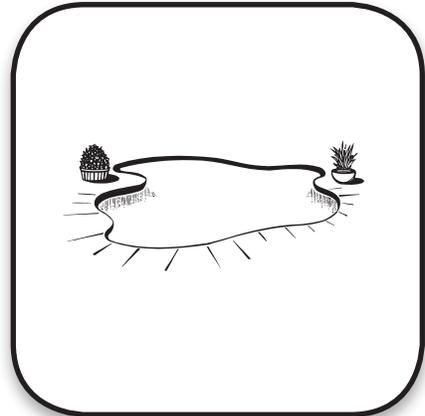
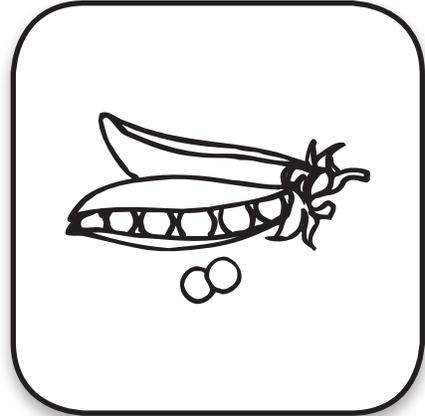
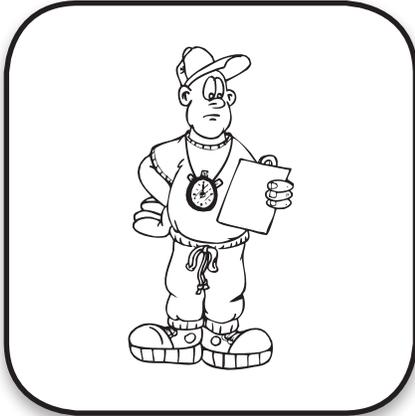
rhyming a-lot-oh! board: pan, glass, ring, nail, cone, star, bug, sheep, chick

# Phonological Awareness

Rhyming A – LOT – OH!

PA.003.AM1e

## RHYMING A – LOT – OH!



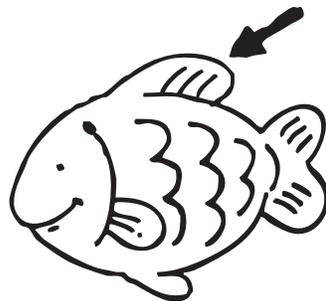
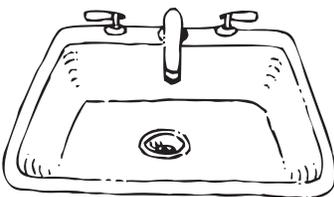
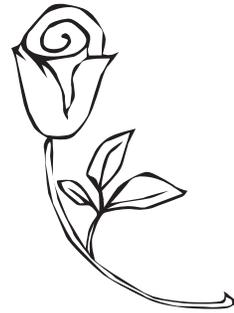
rhyming a-lot-oh! board: clap, coach, pea, skunk, grill, pool, tree, dish, cook

# Phonological Awareness

PA.003.AM1f

Rhyming A – LOT – OH!

## RHYMING A – LOT – OH!

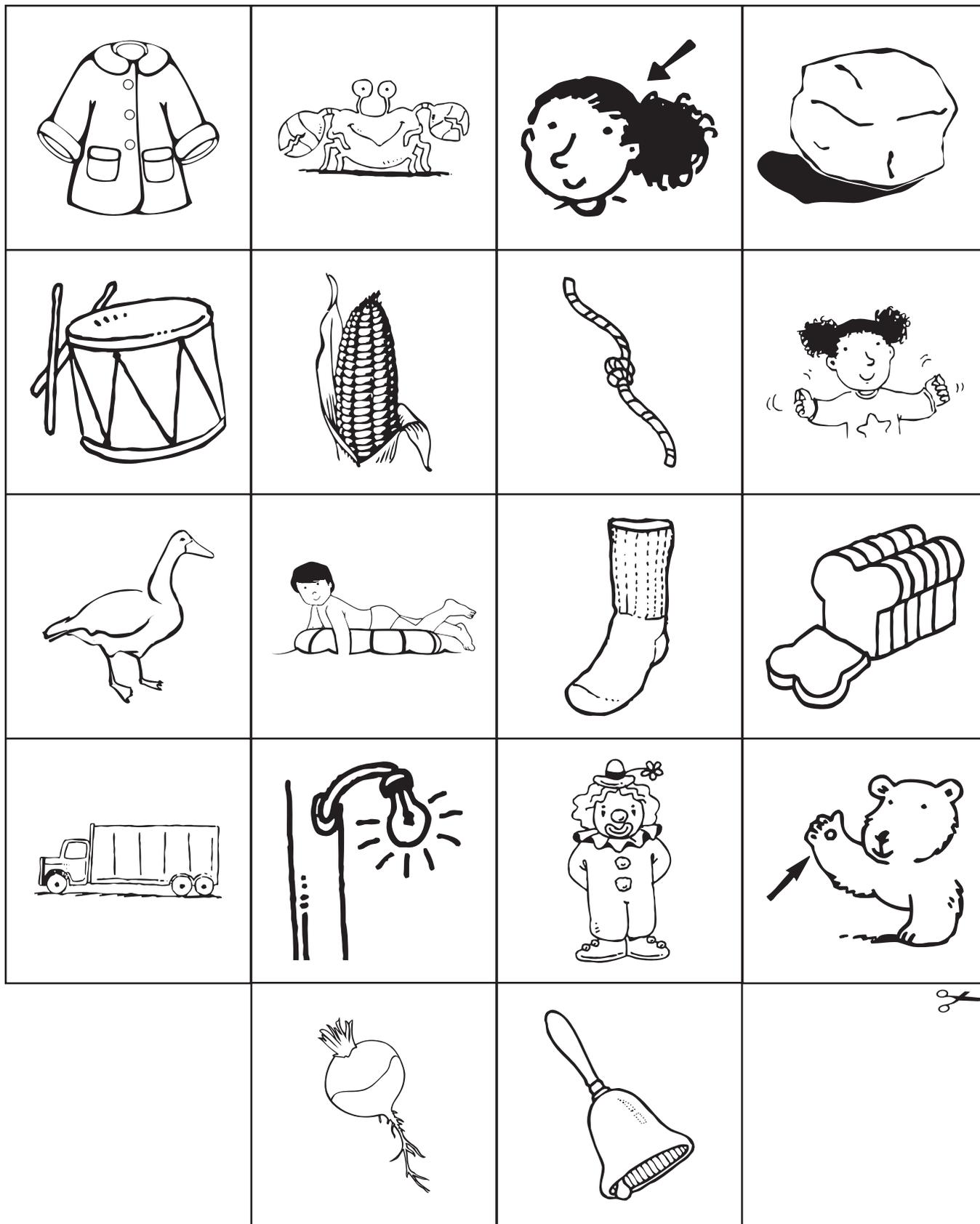


rhyming a-lot-oh! board: mail, rain, rose, bride, top, frog, sink, fin, lamp

# Phonological Awareness

Rhyming A-LOT-OH!

PA.003.AM2a

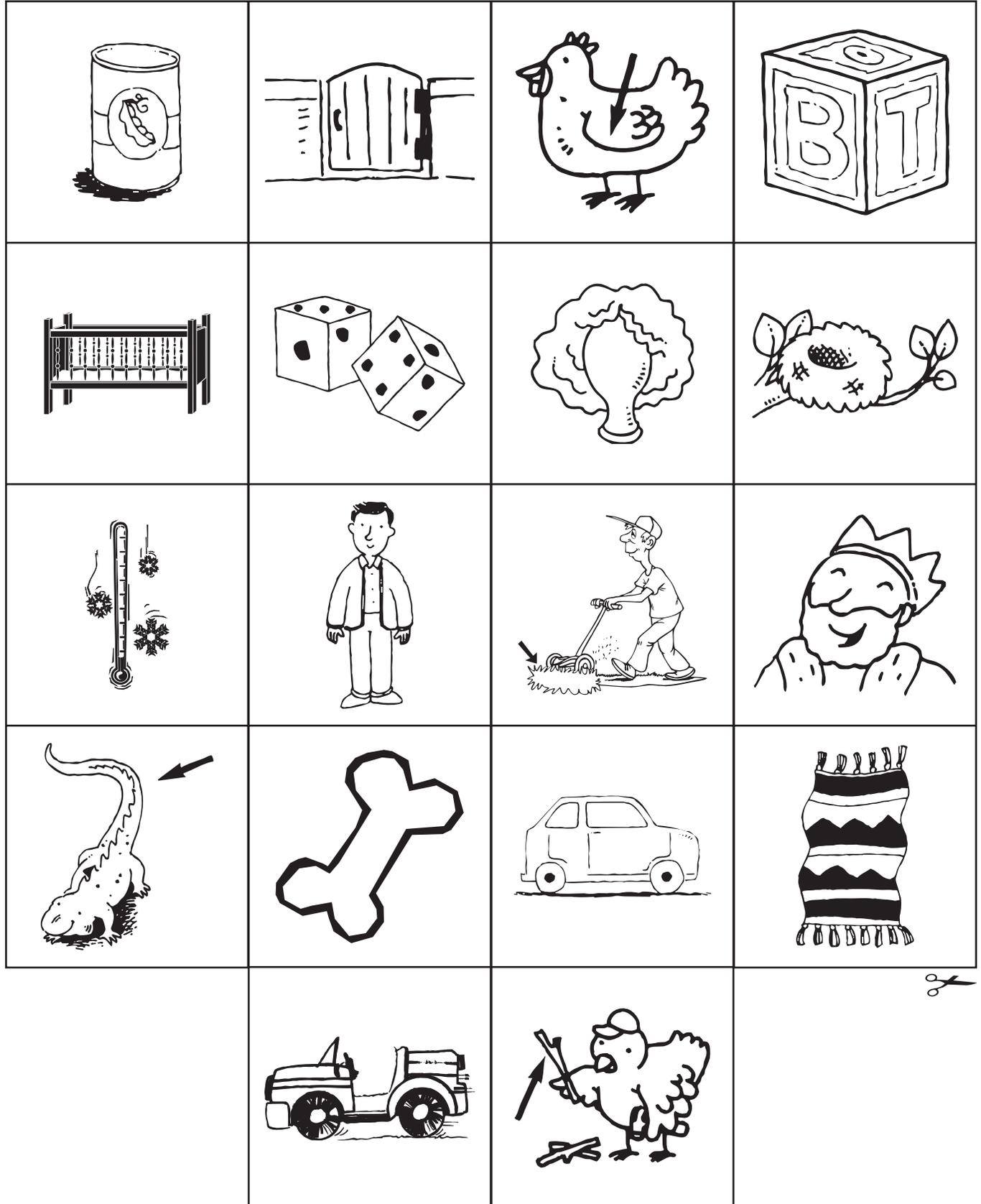


rhyming picture cards: coat, crab, hair, rock, drum, corn, rope, snap, goose, float, sock, bread, truck, light, clown, paw, beet, bell

# Phonological Awareness

PA.003.AM2b

Rhyming A-LOT-OH!

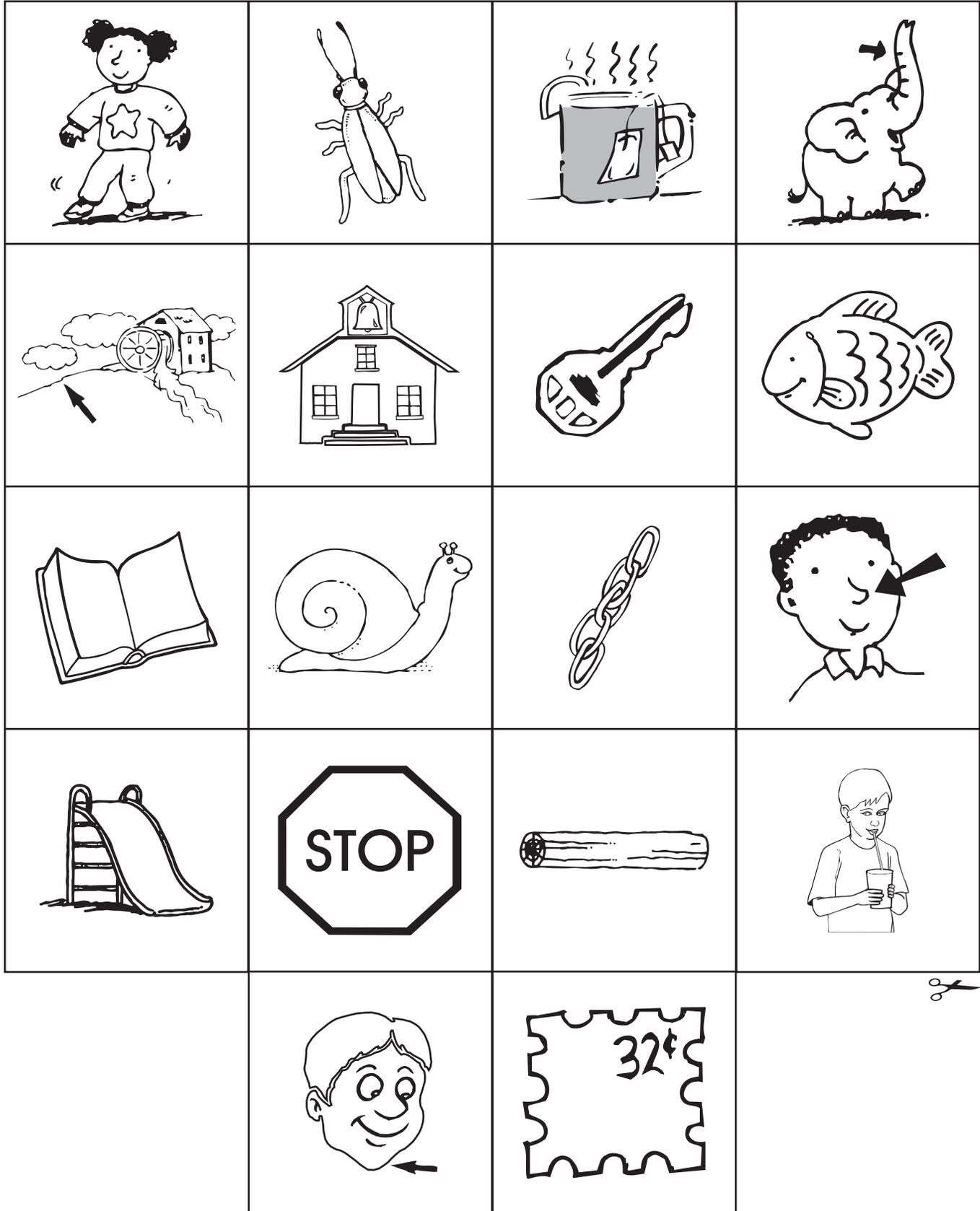


rhyming picture cards: can, gate, wing, block, crib, dice, wig, nest, cold, man, grass, king, tail, bone, car, rug, jeep, stick

# 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



#### Objective

The student will identify letters of the alphabet.



#### Materials

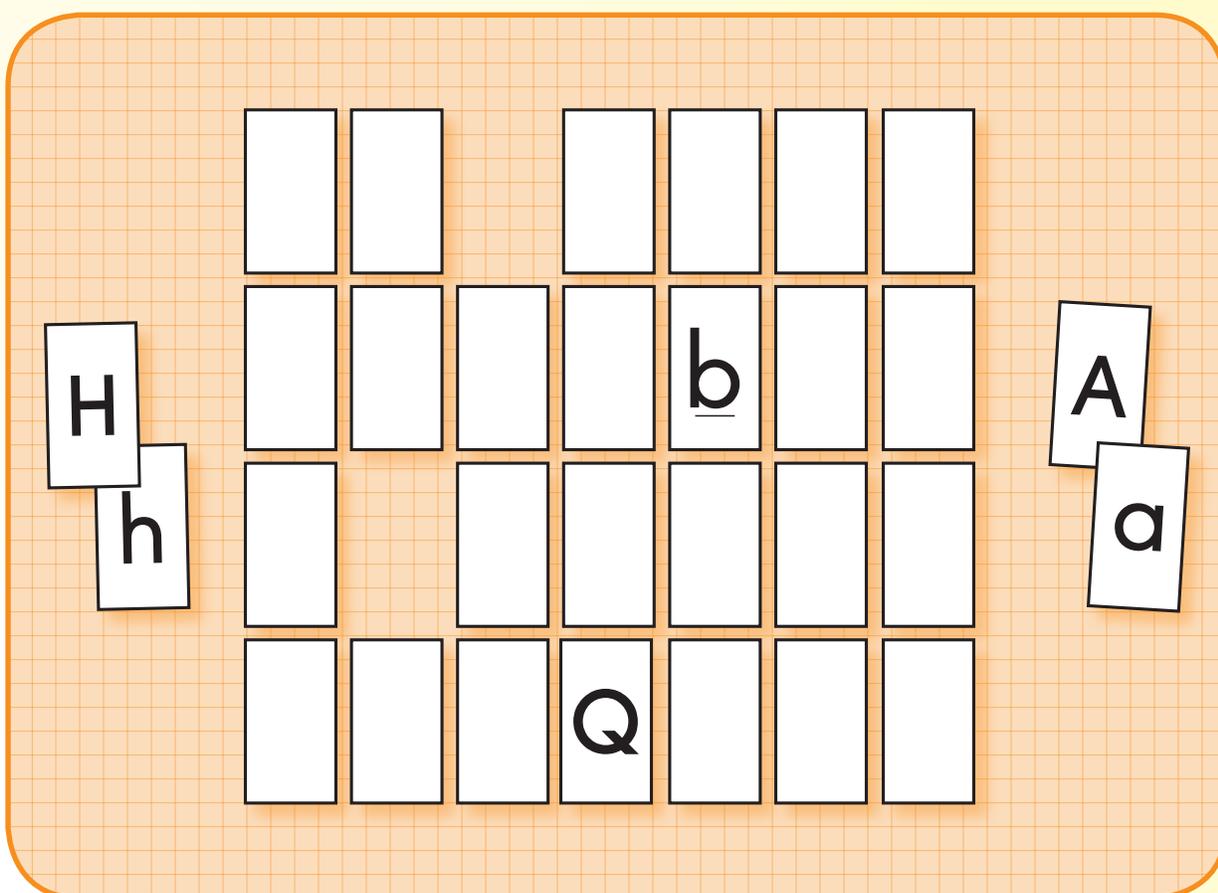
- ▶ Uppercase and lowercase letter cards (Activity Master P.007.AM2a - P.007.AM2i)  
*Choose eight to ten target pairs of uppercase and lowercase letter cards.*



#### Activity

Students pair uppercase and lowercase letters while playing a memory game.

1. Separate uppercase and lowercase letter cards. Place cards face down in different rows.
2. Taking turns, students select two cards and name the letter on each (e.g., “H, h” or “b, Q”).
3. Determine if there is a letter match. If there is a match (e.g., H, h), pick up cards, place to the side, and take another turn. If cards do not match (e.g., b, Q), return to their original positions and allow partner to take a turn.
4. Continue until all letter pairs are made.
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Play using other target letters.
- ▶ Match letters to initial sound picture cards (Activity Master P.LSC-I.1 - P.LSC-I.22).

# Phonics

Poetry Pen

P.007.AM2a

A

B

C

D

E

F

letter cards



G

H

I

J

K

L



# Phonics

Poetry Pen

P.007.AM2c

M

N

O

P

Q

R

letter cards



S

T

U

V

W

X



# Phonics

Poetry Pen

P.007.AM2e

Y

Z

a

b

c

d

letter cards



e

f

g

h

i

j



# Phonics

Poetry Pen

P.007.AM2g

k

l

m

n

o

p

letter cards



q

r

s

t

u

v



# Phonics

Poetry Pen

P.007.AM2i

w

x

y

z

letter cards





### A Digraph A Word

#### Objective

The student will blend sounds of letters to make words.

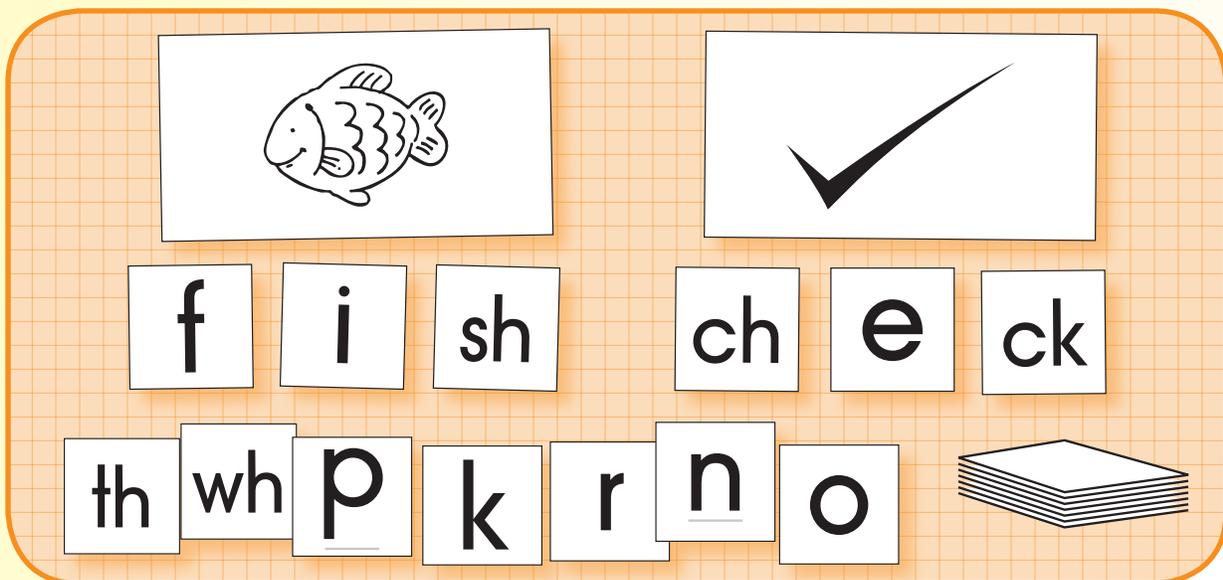
#### Materials

- ▶ Picture cards (Activity Master P.040.AM1a - P.040.AM1c)
- ▶ Letter tile cards (Activity Master P.009.AM1a - P.009.AM1b)
- ▶ Digraph tile cards (Activity Master P.040.AM2)
- ▶ Paper
- ▶ Pencils

#### Activity

Students segment names of pictures into phonemes and use the corresponding letter tiles to spell the word.

1. Place the picture cards face down in a stack. Place the letter and digraph tile cards face up in rows. Provide each student with paper.
2. Taking turns, student one selects the top card from the stack, names it, and segments it into individual phonemes (e.g., “fish, /f//i//sh/”).
3. Student two selects the letter tiles that correspond to the phonemes and places them in the correct order (i.e., f-i-sh).
4. Student one says the sounds of each letter(s), blends them, and reads the word orally (i.e., “/f//i//sh/, fish”).
5. Both students record the word on their paper.
6. Continue until all words are recorded.
7. Teacher evaluation



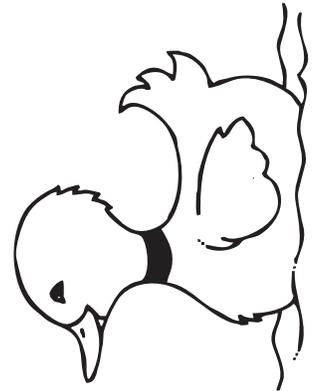
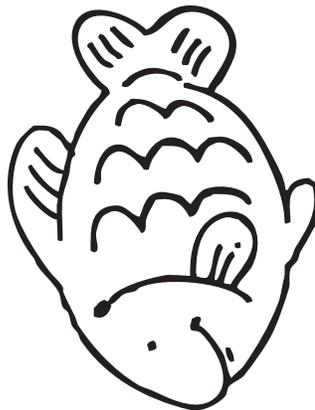
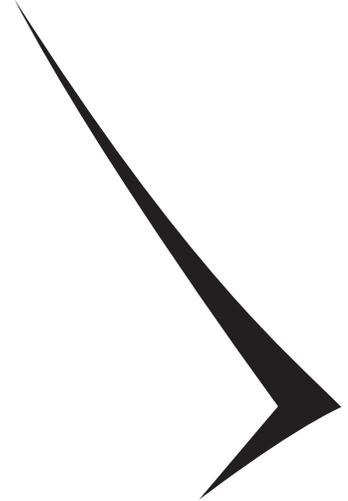
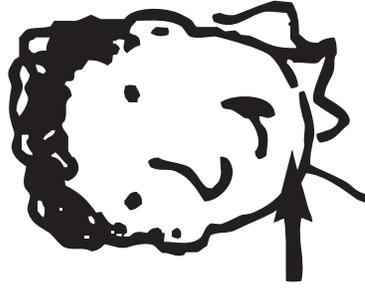
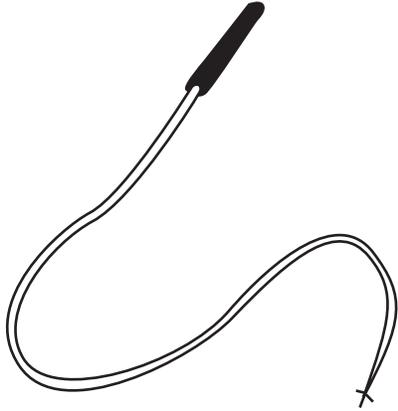
The illustration shows a grid of activity materials. At the top left is a picture card of a fish. To its right is a card with a large checkmark. Below these are two rows of letter tiles. The first row contains tiles for 'f', 'i', 'sh', 'ch', 'e', and 'ck'. The second row contains tiles for 'th', 'wh', 'p', 'k', 'r', 'n', and 'o'. To the right of the second row is a stack of several white cards.

#### Extensions and Adaptations

- ▶ Write the word and record the number of graphemes and phonemes.
- ▶ Identify the blends.
- ▶ Use other picture cards.

P.040.AM1a

A Digraph A Word



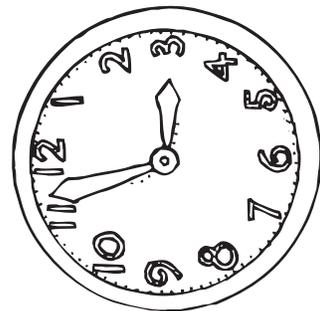
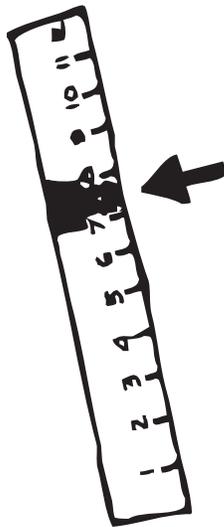
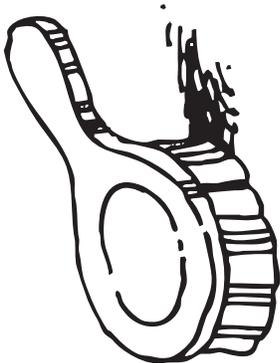
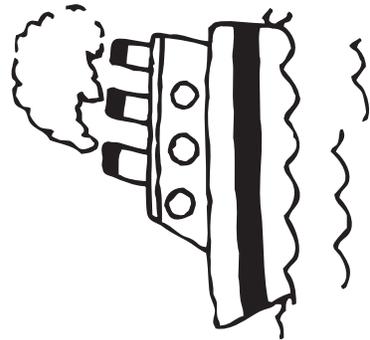
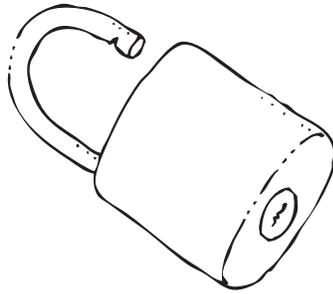
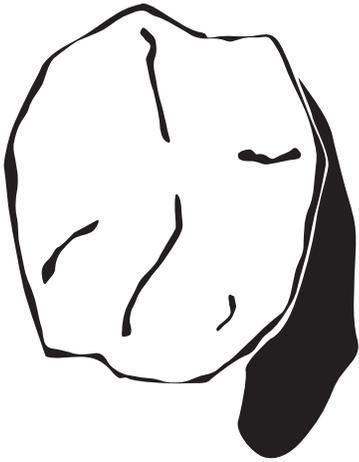
picture cards: whip, chin, check, dish, fish, duck



# Phonics

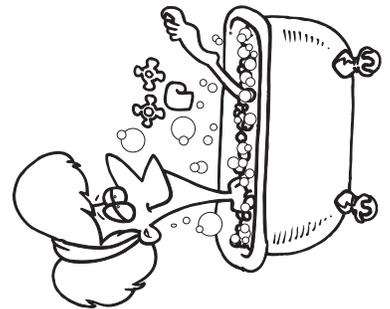
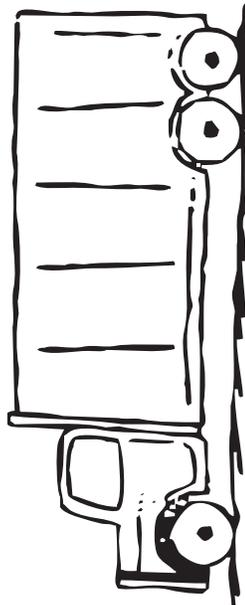
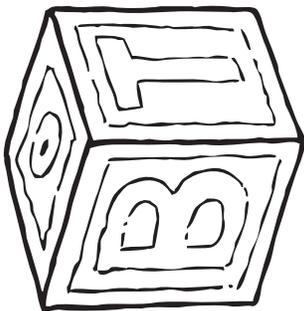
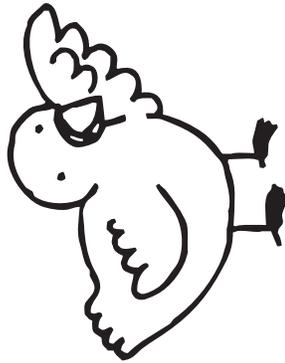
A Digraph A Word

P.040.AM1b



picture cards: rock, lock, ship, brush, inch, clock





picture cards: sled, chick, brick, block, truck, bath



# Phonics

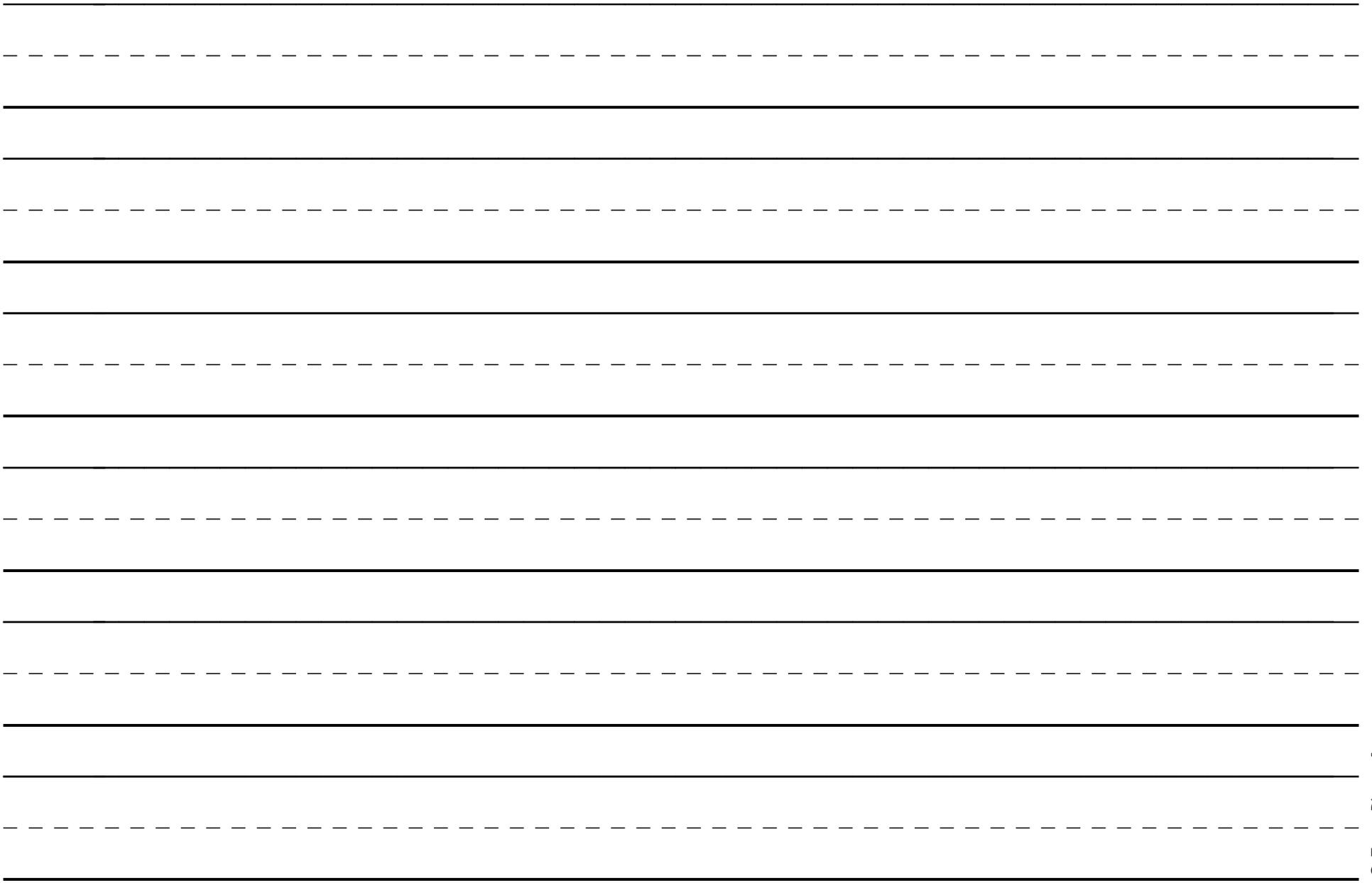
A Digraph A Word

P.040.AM2

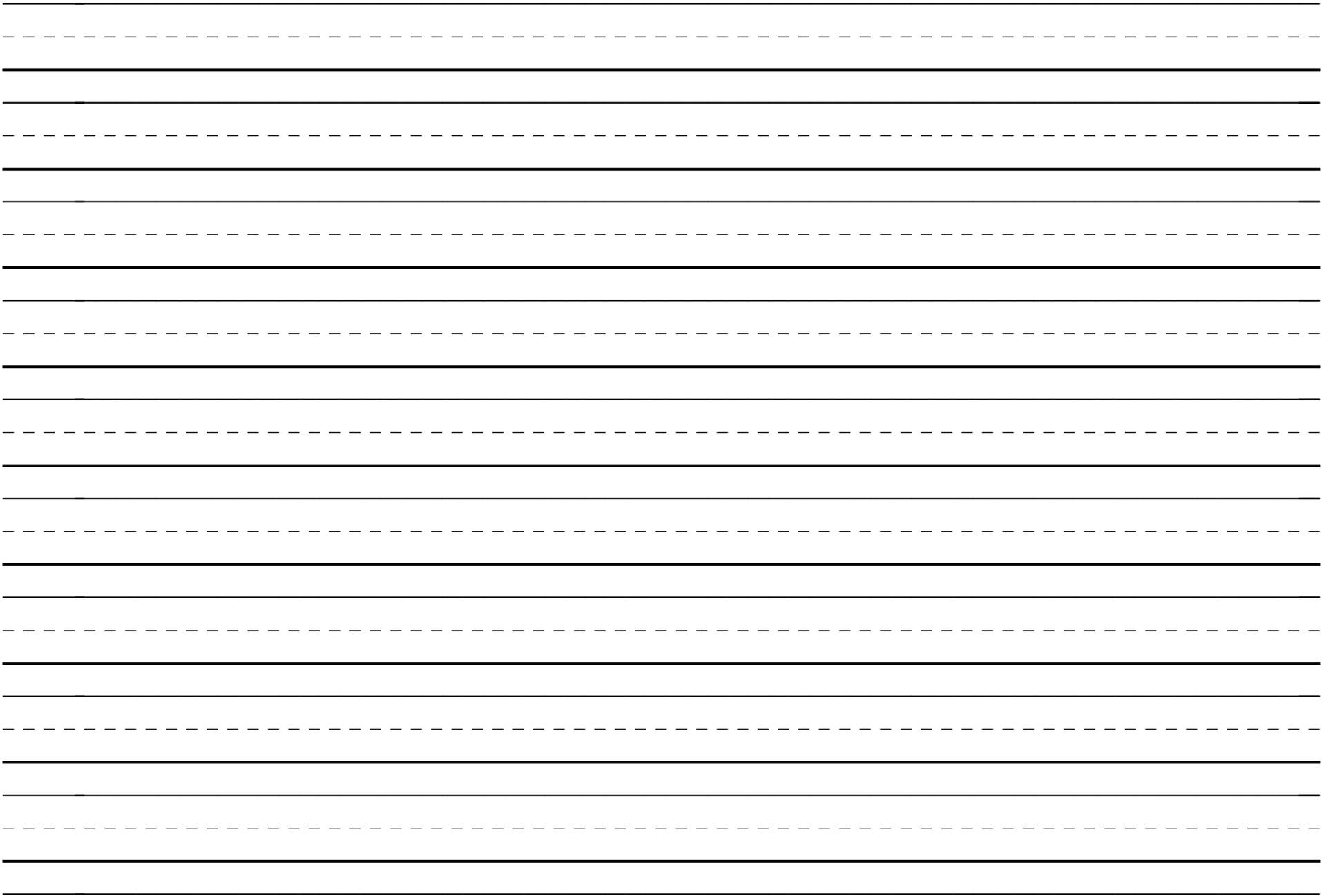
sh	th	wh	ch	ck
SH	TH	WH	CH	CK



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 students. It consists of five horizontal rows. Each row is defined by a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



## Credits

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

Stories: [textproject.org](https://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://padlet.com/jessicaashley/Wonderfilled\\_Elem\\_Science](https://padlet.com/jessicaashley/Wonderfilled_Elem_Science)