# John A. Parker Elementary School
## At-Home Learning Packet
### Grade K

<table>
<thead>
<tr>
<th>Week 1 (3/16 - 3/20)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
</tr>
<tr>
<td><strong>ELA:</strong></td>
</tr>
<tr>
<td>□ Reading Day 1: <em>read</em> The Pin With a Tin Fin</td>
</tr>
<tr>
<td>□ Edit of the Day: <em>Complete Edit of the Day for Day 1</em></td>
</tr>
<tr>
<td><strong>Math:</strong></td>
</tr>
<tr>
<td>□ Calendar Journal: <em>answer the page for today's date</em></td>
</tr>
<tr>
<td>□ <em>Choose one iReady Math Work Page to complete</em></td>
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<tr>
<td><strong>Day 2</strong></td>
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<tr>
<td><strong>ELA:</strong></td>
</tr>
<tr>
<td>□ Reading Day 2: <em>reread</em> The Pin With a Tin Fin <em>and circle all the words with the letter i</em></td>
</tr>
<tr>
<td>□ Edit of the Day: <em>Complete Edit of the Day for Day 2</em></td>
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<tr>
<td><strong>Math:</strong></td>
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<tr>
<td>□ Calendar Journal: <em>answer the page for today's date</em></td>
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<tr>
<td>□ <em>Choose one iReady Math Work Page to complete</em></td>
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<tr>
<td><strong>Day 3</strong></td>
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<tr>
<td><strong>ELA:</strong></td>
</tr>
<tr>
<td>□ Reading Day 3: <em>Read A Tap and a Pat</em></td>
</tr>
<tr>
<td>□ Edit of the Day: <em>Complete Edit of the Day for Day 3</em></td>
</tr>
<tr>
<td><strong>Math:</strong></td>
</tr>
<tr>
<td>□ Calendar Journal: <em>answer the page for today's date</em></td>
</tr>
<tr>
<td>□ <em>Choose one iReady Math Work Page to complete</em></td>
</tr>
<tr>
<td><strong>Day 4</strong></td>
</tr>
<tr>
<td><strong>ELA:</strong></td>
</tr>
<tr>
<td>□ Reading Day 4: <em>reread A Tap and a Pat and circle all the words with the letter a</em></td>
</tr>
<tr>
<td>□ Edit of the Day: <em>Complete Edit of the Day for Day 4</em></td>
</tr>
<tr>
<td><strong>Math:</strong></td>
</tr>
<tr>
<td>□ Calendar Journal: <em>answer the page for today's date</em></td>
</tr>
<tr>
<td>□ <em>Choose one iReady Math Work Page to complete</em></td>
</tr>
<tr>
<td><strong>Day 5</strong></td>
</tr>
<tr>
<td><strong>ELA:</strong></td>
</tr>
<tr>
<td>□ Reading Day 5: <em>Reread both stories, The Pin With a Tin Fin and A Tap and a Pat</em></td>
</tr>
<tr>
<td>□ Edit of the Day: <em>Complete Edit of the Day for Day 5</em></td>
</tr>
<tr>
<td><strong>Math:</strong></td>
</tr>
<tr>
<td>□ Calendar Journal: <em>answer the page for today's date</em></td>
</tr>
<tr>
<td>□ <em>Choose one iReady Math Work Page to complete</em></td>
</tr>
</tbody>
</table>

*It is also recommended that students access Lexia and Dreambox through their Clever accounts and complete 30 minutes on both programs each week day. Clever can be accessed at [www.newbedfordschools.org](http://www.newbedfordschools.org).*
This is Sam.
Sam sat on the tan mat.

Pam sat on the tan mat.

This is Pam.
Pam and Sam are on the mat. Pam pats Sam.

Sam taps the pan. Sam is at the pan.
Pam gets the pan.

Sam is at the mat.

Pam pats Sam.

Sam is at the mat.
The Pin with a Tin Fin

Written by Susan Hartley
Illustrated by Signe Nordin

www.readinga-z.com

ELEMENTS USED IN THIS BOOK

Phonograms -in, -it

Phonogram words bit, fit, hit, it, pit, sit, fin, in,
Min, pin, tin

Reviewed phonic elements n, a, p, m, s, t, o, d, e, h, f,
g, i, b

New high-frequency words her, look

Reviewed high-frequency words a, and, do, he, in, like,
me, on, said, the, they, was, with

Special considerations possessive 's;
infectional ending -ed
Min got a pin.
The pin had a tin fin.

The hat fit Min.

Min liked the pin with a tin fin.

The pin fit on her hat.
Nip was in the pit with Min. They sat on a mat in the pit.

Min set her hat with the pin on the mat. Nip got the hat and bit it. He bit the tin pin.
Min looked.
"Who bit my hat?
Was it you Nip?" she said.
"Bad Nip."

Min’s mom said,
"Do not get mad at Nip.
Do not hit him.
Sit with me and Nip."
EDIT OF THE DAY

Read each sentence.
Correct uppercase and lowercase letters.
Correct punctuation.

Day 1:

She IS up at BAT

Day 2:

CAN I go jump.

Day 3:

I see three in A Tree.
Day 4:

LOOK up at the Big sky

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Day 5:

ONE little boy is on the deck

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<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<td>100</td>
</tr>
</tbody>
</table>
Today's date is: 3 - 16 - 20

Today's day is: Monday

Number Line Up of the Day:

11  13  15

Picture Problem of the Day:

+

Number Problems of the Day: Draw a picture to match the equation.

5 + 3 = ___
Today's Date is: 3 - 17 - 20

Today's Day is: Tuesday

Number Line Up of the Day:

10 , 12 , 14

Picture Problem of the Day:

[Diagram of squares and circles]

____ + ____ = ____

Number Problems of the Day: Draw a picture to match the equation.

4 + 2 = ____
Today's date is: 3 - 18 - 20

Today's day is: Wednesday

Number Line Up of the Day:

______ 2 3 5 ______

Picture Problem of the Day:

_______ + ______ = ______

Number Problem of the Day: Draw a picture to match the equation.

7 + 4 = ______
Today's date is: 3-19-20

Today's day is: Thursday

Number Line Up of the Day:

23, 25, 27

Picture Problem of the Day:

[Diagram of five circles and two squares]

___ + ___ = ___

Number Problem of the Day: Draw a picture to match the equation.

6 + 5 = ___
Today's date is: 3 - 20 - 20

Today's day is: Friday

Number Line Up of the Day:

13 15 17

Picture Problem of the Day:

+ =

Number Problem of the Day: Draw a picture to match the equation.

4 + 3 = ___
Have children match each object to a tile to find the number of objects. Have children draw a line from each object to a number, starting with 1 and continuing in order. Ask children to circle the number that tells how many objects are in each group.
Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.
Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.
Have children compare the two groups of objects and circle the group with more. Then ask children to circle the number that is greater. For each problem, ask children to explain how they can tell which group has the number that is more.
Have children compare the two groups of objects and circle the group with fewer. Then ask children to circle the number that is less. If the groups are equal, have children circle both groups and both numbers. For each problem, ask children to explain how they can tell which group has the number that is less.
## John A. Parker Elementary School
### At-Home Learning Packet
#### Grade K

**Week 2 (3/23 - 3/27)**

<table>
<thead>
<tr>
<th>Day</th>
<th>ELA:</th>
<th>Math:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>☐ Reading Day 1: <em>read</em> Get the Pets</td>
<td>☐ Calendar Journal: <em>answer the page for today's date</em></td>
</tr>
<tr>
<td></td>
<td>☐ Edit of the Day: <em>Complete Edit of the Day for Day 6</em></td>
<td>☐ <em>Choose one iReady Math Work Page to complete</em></td>
</tr>
<tr>
<td>7</td>
<td>☐ Reading Day 2: <em>reread</em> Get the Pets <em>and circle all the words with the letter e</em></td>
<td>☐ Calendar Journal: <em>answer the page for today's date</em></td>
</tr>
<tr>
<td></td>
<td>☐ Edit of the Day: <em>Complete Edit of the Day for Day 7</em></td>
<td>☐ <em>Choose one iReady Math Work Page to complete</em></td>
</tr>
<tr>
<td>8</td>
<td>☐ Reading Day 3: <em>Read</em> Don and Dots</td>
<td>☐ Calendar Journal: <em>answer the page for today's date</em></td>
</tr>
<tr>
<td></td>
<td>☐ Edit of the Day: <em>Complete Edit of the Day for Day 8</em></td>
<td>☐ <em>Choose one iReady Math Work Page to complete</em></td>
</tr>
<tr>
<td>9</td>
<td>☐ Reading Day 4: <em>reread</em> Don and Dots <em>and circle all the words with the letter a</em></td>
<td>☐ Calendar Journal: <em>answer the page for today's date</em></td>
</tr>
<tr>
<td></td>
<td>☐ Edit of the Day: <em>Complete Edit of the Day for Day 9</em></td>
<td>☐ <em>Choose one iReady Math Work Page to complete</em></td>
</tr>
<tr>
<td>10</td>
<td>☐ Reading Day 5: <em>Reread both stories, Get the Pets and Don and Dots</em></td>
<td>☐ Calendar Journal: <em>answer the page for today's date</em></td>
</tr>
<tr>
<td></td>
<td>☐ Edit of the Day: <em>Complete Edit of the Day for Day 10</em></td>
<td>☐ <em>Choose one iReady Math Work Page to complete</em></td>
</tr>
</tbody>
</table>

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The pet naps.
A pet is in the pen.
Tom is at the pen.

Tom can pet the pet.
Tom has a pet.
Tom has ten pets. He sets a pan in the pen.

Tom cannot get the ten pets.
at the pan.
The pets are
in the pen.
The pets are
in a net.
Tom gets the pets.
Tom gets a net.
Don sees dots.
He sees dots on a pad.

Don sees dots on a pot
and on a pan.
Don puts dots on
a pot and on a pan.
He puts dots on a pad.

Don put dots on
Pat and Dan.
He put dots on
Sam and Nan.
Don put dots on a top.
He puts dots on the dots.

Can Don put dots
on Tom the rat?
Don cannot put dots
on Tom.
Can Don put dots on Dad?

Don cannot put dots on Dad.
Dad is mad.
Don is sad.
EDIT OF THE DAY

Read each sentence.
Correct uppercase and lowercase letters.
Correct punctuation.

Day 6:

Here is THE help?

Day 7:

THE blue and RED bike is big.

Day 8:

HE has A Blue bag
Day 9:

She HAS a little brOWN bag.

Day 10:

The Big kite is BLUE and RED.
Today's Date is: 3 - 23 - 20
Today's Day is: Monday

Number Line Up of the Day:

___, 19, ___ , 21, ___ , 23 ___

Picture Problem of the Day:

___ + ___ = ___

Number Problem of the Day: Draw a picture to match the equation.

8 + 5 = ___
Today's date is: 3 - 24 - 20

Today's day is: Tuesday

Number Line Up of the Day:

5, 7, ___

Picture Problem of the Day:

\[ \square \square + \bigcirc \bigcirc \bigcirc \bigcirc = \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \]

Number Problem of the Day: Draw a picture to match the equation.

5 + 4 = ___
Today's date is: 3 - 25 - 20

Today's day is: Wednesday

Number Line Up of the Day:

[14] [16] [18]

Picture Problem of the Day:

[Drawings of squares and circles]

___ + ___ = ___

Number Problem of the Day: Draw a picture to match the equation.

6 + 6 = ___
Today's date is: 3-26-20

Today's day is: 

Number Line Up of the Day:

11 13 15

Picture Problem of the Day:

[Diagram of shapes]

___ + ___ = ___

Number Problem of the Day: Draw a picture to match the equation.

4 + 3 = ___
Today's Date is: 3 - 27 - 20
Today's Day is: Friday

Number Line Up of the Day:

26 28 30

Picture Problem of the Day:

____ + ____ = ____

Number Problem of the Day: Draw a picture to match the equation.

7 + 4 = ___
The total on the right, have children write the number of gray counters shown and the number of counters drawn to make 6 or 7.

Have children trace the numbers on the left and draw more counters in the 10-frames to show a total of 6 or 7.

Example: Making 6 and 7
Have children show number parts for 6 and 7 by drawing counters. Have children use the numbers shown to complete the model with two colors. Then have them write the total on the left.
In each problem, have children compare the numbers of objects. How many are in each group? (Circle the most.)

Example:

- Yes

- No

- Yes

- No
and then circle the number that is less. If the groups have the same number, have children circle both numbers.

In each problem, have children compare the numbers of objects. Have children write how many are in each group.
<table>
<thead>
<tr>
<th>Day 11</th>
<th>ELA:</th>
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<tbody>
<tr>
<td></td>
<td>□ Reading Day 1: read Nice Mice</td>
</tr>
<tr>
<td></td>
<td>□ Edit of the Day: Complete Edit of the Day for Day 11</td>
</tr>
<tr>
<td>Math:</td>
<td>□ Calendar Journal: answer the page for today's date</td>
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<tr>
<td></td>
<td>□ Choose one iReady Math Work Page to complete</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 12</th>
<th>ELA:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Reading Day 2: reread Nice Mice and circle all the words with long i as in mice</td>
</tr>
<tr>
<td></td>
<td>□ Edit of the Day: Complete Edit of the Day for Day 12</td>
</tr>
<tr>
<td>Math:</td>
<td>□ Calendar Journal: answer the page for today's date</td>
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<tr>
<td></td>
<td>□ Choose one iReady Math Work Page to complete</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 13</th>
<th>ELA:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>□ Reading Day 3: Read Rose's Birthday</td>
</tr>
<tr>
<td></td>
<td>□ Edit of the Day: Complete Edit of the Day for Day 13</td>
</tr>
<tr>
<td>Math:</td>
<td>□ Calendar Journal: answer the page for today's date</td>
</tr>
<tr>
<td></td>
<td>□ Choose one iReady Math Work Page to complete</td>
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</table>

<table>
<thead>
<tr>
<th>Day 14</th>
<th>ELA:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Reading Day 4: reread Rose's Birthday and circle all the words with long o as in rose</td>
</tr>
<tr>
<td></td>
<td>□ Edit of the Day: Complete Edit of the Day for Day 14</td>
</tr>
<tr>
<td>Math:</td>
<td>□ Calendar Journal: answer the page for today's date</td>
</tr>
<tr>
<td></td>
<td>□ Choose one iReady Math Work Page to complete</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 15</th>
<th>ELA:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Reading Day 5: Reread both stories, Nice Mice and Rose's Birthday</td>
</tr>
<tr>
<td></td>
<td>□ Edit of the Day: Complete Edit of the Day for Day 15</td>
</tr>
<tr>
<td>Math:</td>
<td>□ Calendar Journal: answer the page for today's date</td>
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<tr>
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It is also recommended that students access Lexia and Dreambox through their Clever accounts and complete 30 minutes on both programs each week day. Clever can be accessed at www.newbedfordschools.org.
The Nice Mice
A Reading A–Z Decodable Book • Word Count: 207
The Nice Mice

It made them smile.

They liked the life they had.

Life was quite nice for the mice.
**ELEMENTS USED IN THIS BOOK**

<table>
<thead>
<tr>
<th>New phonic element</th>
<th>VCe long /i/</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words with new phonic element</strong></td>
<td>bike, dime, dine, fine, like, lime, Mike, nine, pile, quite, ride, ripe, side, site, smile, spike, time</td>
</tr>
<tr>
<td><strong>Reviewed phonic elements</strong></td>
<td>initial and final blends; VCe long /ɒ/; VCe long /ɒ/</td>
</tr>
<tr>
<td><strong>Story words</strong></td>
<td>dollar, hundred, ice, mice, money, nice, pick, slice</td>
</tr>
<tr>
<td><strong>Reviewed story word</strong></td>
<td>until</td>
</tr>
<tr>
<td><strong>New high-frequency words</strong></td>
<td>always, far, find</td>
</tr>
<tr>
<td><strong>Special considerations</strong></td>
<td>double consonants; plural ending -s; inflectional endings –ed, –ing:</td>
</tr>
</tbody>
</table>

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Spike and Mike rode their bikes far and wide. They biked nine miles a day. They dined on fine rice.
They liked to smile.
They were always side by side.
Mike and Spike were quite nice mice.

It was time to take their trip.
They made nine hundred dollars.
Lots of money for their trip.
Mike and Spike made
Mike asked Spike
to take a trip.
He wanted to go to nice sites.
And he wanted to dine in fine places.

They helped the wife of the boss
make a fine lime drink.
They sliced a pile of limes.
They made a fine lime drink with ice.
They got a nice price for the lime drink.
for our trip.

We must find time to make money.

Mike said, "We will ride bikes on the trip."

They picked from nine until nine.

They picked a lot of ripe times.

It was a fine job.
Mike and Spike got a job.
They had to pick limes
on the slope of a hill.

The boss and his wife said to pick ripe limes.
They got a dime for each ripe lime they picked.
Jake, Jane, and Rose ate too much. They felt ill and had to take a nap.
They ate grapes and dates.

They ate the cake.

They sang Happy Birthday.

In their best tone.
Jane and Jake gave Rose a bracelet for her birthday. Their mom got a cake out of the stove.

Rose the mole woke up. She poked her nose out of a hole.

“It is my birthday,” she said. “I hope I have a swell day.”
"Let's go skate!"
"Happy Birthday!" they yelled.
Jumped out from behind a big stone.
Just then Jake and Jane

Take your skates with you.
To our home.
"We want you to come."
The note said.

Jake and Jane snaked.
Rose spotted a note from

Page 6
The bus stopped at Jake and Jane’s place. Rose saw no trace of Jake and Jane.

Rose spoke, “Is this a joke?”

Rose put her skates in a tote. Then she went to the bus stop. She skipped over stones. She went past a hole.
and a pig in a cage.
a grove, a glade.
It drove past a lake.
it drove up a big slope.
The bus smoked as

Rose got on the bus.
and the bus stopped.
The man hit the brakes.
The bus came up the lane.
EDIT OF THE DAY

Read each sentence.
Correct uppercase and lowercase letters.
Correct punctuation.

Day 11:
___ the boy is little ___

Day 12:
___ That is a small cat. ___

Day 13:
___ she HAS a red Bag ___
Day 14:

There is a LITTLE to reAD

Day 15:

fly a BIG blue KITE
Today's date is: 3-30-20

Today's day is: Monday

Number Line Up of the Day:

___ 15 ___ 17 ___ 19 ___

Picture Problem of the Day:

___ + ___ = ___

Number Problem of the Day: Draw a picture to match the equation.

7 + 8 = ___
Today's date is: 3 - 31 - 20

Today's day is: Tuesday

Number Line Up of the Day:

8 10 12

Picture Problem of the Day:

___ + ___ = ___

Number Problem of the Day: Draw a picture to match the equation.

4 + 9 = ___
Today's date is: 4-1-20

Today's day is: Wednesday

Number Line Up of the Day:

12, ____, 14, ____, 16

Picture Problem of the Day:

____ + ____ = ____

Number Problem of the Day: Draw a picture to match the equation.

3 + 10 = ____
Today's date is: 4 - 2 - 20

Today's day is: Thursday

Number Line Up of the Day:

3 5

Picture Problem of the Day:

+ =

Number Problem of the Day: Draw a picture to match the equation.

4 + 8 =
Today's date is: 4 - 3 - 20

Today's day is: Friday

Number Line Up of the Day:

\[
\begin{array}{c}
20 \quad 22 \quad 24 \\
\end{array}
\]

Picture Problem of the Day:

\[
\begin{array}{c}
\square \quad \square \quad \square \\
\square \quad \square \quad \square \\
\end{array}
\quad + \quad \begin{array}{c}
\bigcirc \quad \bigcirc \quad \bigcirc \\
\bigcirc \quad \bigcirc \quad \bigcirc \\
\end{array}
= \quad \_\_\_
\]

Number Problem of the Day: Draw a picture to match the equation.

\[
6 + 6 = \_\_\_
\]
Have children show pairs of numbers that make 4. Have children trace the 4. Then ask them to write the missing number that is used to make 4 in each picture.
Have children show pairs of numbers that make 5. Have children trace the 5. Then ask them to write the missing number that is used to make 5 in each picture.
Have children practice writing 6, 7, and 8 and counting 6, 7, and 8 objects. Ask children to trace and then write the numeral at the beginning of each problem. Then have children color the group with that number of objects.
Have children practice writing 6, 7, and 8 and counting out 6, 7, or 8 objects. For each problem, ask children to trace and write the numeral shown. Then have children color that number of objects. In the last problem, have children trace and write 8 and then draw 8 shapes or objects.
Understanding 1 More

Example

1 More

Have children find 1 more than a group of objects. Have children count how many are in each group and write the number in the first column. Then have children draw 1 more object, count again, and write the number in the next column.