K-2 Reading
Differentiated
Remote Learning Activities

Remote Learning Activities

Expect great things.
Pittsburgh Public Schools
K-2 Reading Differentiated Remote Learning Activities

Below is a list of activities that students can work on during the unexpected closure of schools. Activities are designed to reinforce the learning already facilitated to students during the 2019-2020 Academic School Year. This Remote Learning Activity Packet was created for a minimum of fourteen (14) days of independent practice.

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Additional Online Resources through Clever
- ABC Mouse

External Online Resources
- Goo Noodle – Movement and Mindfulness at [https://www.gonoodle.com](https://www.gonoodle.com)
### Syllables

Read each month, clapping for each syllable. Circle the number clapping hands for each syllable.

<table>
<thead>
<tr>
<th>Month</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
<td>January</td>
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<tr>
<td>February</td>
<td>🙌</td>
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<td>🙌</td>
<td>🙌</td>
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<td>March</td>
<td>🙌</td>
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<tr>
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<tr>
<td>July</td>
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<tr>
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<tr>
<td>September</td>
<td>🙌</td>
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<td>October</td>
<td>🙌</td>
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<tr>
<td>November</td>
<td>🙌</td>
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<tr>
<td>December</td>
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</tr>
</tbody>
</table>
Rhymes

On the line next to each picture, write a word that **rhymes** with the picture.

1. Cat
2. Cloud
3. Rain
4. Socks
5. Frog
6. Book
Beginning Letter Sounds

Name each picture and circle the letter for its beginning sound.
# NAME THAT PICTURE

Circle the word that names the picture.

<table>
<thead>
<tr>
<th>map</th>
<th>pot</th>
<th>mop</th>
<th>kid</th>
</tr>
</thead>
<tbody>
<tr>
<td>lap</td>
<td>got</td>
<td>top</td>
<td>lid</td>
</tr>
<tr>
<td>nap</td>
<td>hot</td>
<td>pop</td>
<td>did</td>
</tr>
<tr>
<td>hum</td>
<td>van</td>
<td>bug</td>
<td>ox</td>
</tr>
<tr>
<td>gum</td>
<td>can</td>
<td>hug</td>
<td>fox</td>
</tr>
<tr>
<td>yum</td>
<td>ran</td>
<td>dug</td>
<td>box</td>
</tr>
<tr>
<td>get</td>
<td>ten</td>
<td>map</td>
<td>rug</td>
</tr>
<tr>
<td>pet</td>
<td>pen</td>
<td>tap</td>
<td>tug</td>
</tr>
<tr>
<td>jet</td>
<td>hen</td>
<td>rap</td>
<td>mug</td>
</tr>
<tr>
<td>lip</td>
<td>jig</td>
<td>net</td>
<td>fan</td>
</tr>
<tr>
<td>zip</td>
<td>pig</td>
<td>wet</td>
<td>man</td>
</tr>
<tr>
<td>tip</td>
<td>wig</td>
<td>set</td>
<td>pan</td>
</tr>
</tbody>
</table>
# Middle Sounds Sheet 1

Fill in the missing vowels.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![person]</td>
<td>![clock]</td>
<td>![crib]</td>
</tr>
<tr>
<td>d__d</td>
<td>s__t</td>
<td>c__t</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![milk]</td>
<td>![pig]</td>
<td>![girl]</td>
</tr>
<tr>
<td>j__m</td>
<td>p__g</td>
<td>p__t</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![bed]</td>
<td>![police officer]</td>
<td>![backpack]</td>
</tr>
<tr>
<td>b__d</td>
<td>c__p</td>
<td>b__g</td>
</tr>
</tbody>
</table>

Add a letter to make a word.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b__t</td>
<td>r__n</td>
<td>p__n</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>s__p</td>
<td>w__n</td>
<td>h__m</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>t__p</td>
<td>d__g</td>
<td>c__p</td>
</tr>
</tbody>
</table>
Short Vowel Review

Write the missing vowel for each word below.

- bed
- cat
- net
- nut
- dog
- bat
- pig
- bug
- ten
# Beginning Blends

Look at each illustration. What consonant blend matches the beginning of the word? Color in the bubble next to the correct answer.

## Grid

<table>
<thead>
<tr>
<th>Illustration</th>
<th>Blend Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>🍇</td>
<td>pl, gr, gl, pr</td>
</tr>
<tr>
<td>🥖</td>
<td>bl, cl, br, st</td>
</tr>
<tr>
<td>🚜</td>
<td>br, tr, dr, bl</td>
</tr>
<tr>
<td>🌸</td>
<td>fl, sk, fr, sl</td>
</tr>
<tr>
<td>⭐️</td>
<td>sp, pl, pr, st</td>
</tr>
</tbody>
</table>
Ending Blends

Look at each illustration. What consonant blend matches the end of the word? Color in the bubble next to the correct answer.

1. 🚫 mp nk sk nt

2. 🥛 lk st nd ft

3. 🔴 lk nt mp nk

4. 🕯 mp ft fr lk

5. 👣 sp sk nt nd
Sight Words

Point to each word. Circle the words students can read by sight.

after  over
any    is
as     put
ask    said
by     some
could  stop
every  take
from  thank
give  the
had  them
have  then
her  think
just  walk
live  where
open  when

___ / 30
Comprehension

Look at each illustration. Describe what is going on in the picture. Color in the bubble next to the correct answer.

1. [Image of a boy at the beach]
   - The boy is sleeping.
   - The boy is at school.
   - The boy is at the beach.
   - The boy is in a car.

2. [Image of a girl in a car]
   - The girl is reading.
   - The girl is eating.
   - The girl is at the movies.
   - The girl is in a car.

3. [Image of a girl sleeping]
   - The girl is eating.
   - The girl is playing baseball.
   - The girl is at school.
   - The girl is sleeping.

4. [Image of a boy at school with a clock showing 3:00]
   - The boy is playing.
   - The boy is eating.
   - The boy is at school.
   - The boy is sleeping.

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Making Inferences

What is happening in each picture? Circle your best guess.

The chef is happily cooking a spaghetti dinner. The chef is preparing breakfast for his family.

The plane is taking off from the airport. The plane is landing after a 14 hour flight.

The fisherwoman returned the fish to the sea. The fisherwoman caught a fish for dinner.

The man dug up an old tree. The man planted a beautiful new tree.

The bird returned to his nest with food. The bird is preparing to fly and go find food.

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Have you ever helped someone cook? Learning how to cook can be very helpful. You can make healthy, tasty food to eat.

There are all kinds of foods you can cook. One way to learn how to cook is to read a cookbook. A cookbook tells you how to make different foods. It tells you what things you need to make the food. Maybe you'll need milk, eggs, or oil. You need different things to make different foods. Some of these things you may have in your kitchen. Other things you may need to buy.

Make sure to read the cookbook carefully! Follow the steps correctly. That way your food will be tasty!
1. What can you learn to make healthy, tasty food?

- how to read
- how to cook

2. What tells you how to make different foods?

- a cookbook
- a story book
3. What might you need to make food?

- eggs
- a bicycle

4. Where can you get things to make food?

- your kitchen
- your bedroom
5. What can you read to learn how to cook?

You can read a ___________.

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6. What did you learn from "Cooking with a Cookbook"?

____________________________________

____________________________________

____________________________________

____________________________________

7. Draw someone using a cookbook.
Jack could not find his kite. It was not in his bedroom. It was not in the kitchen.

"Mom," asked Jack, "have you seen my kite?"

"No, Jack," said his mom.

"Did you look outside?"

Jack looked under the porch. No kite.

He looked next to the swings. No kite.

He looked behind the house. No kite.

"Where could it be?" he thought.

Jack looked up. There it was! His kite was stuck in the tree.
1. Who is this story about?

- **Mom**
- **Jack**

2. What was Jack looking for?

- **his kite**
- **his bike**
3. Was Jack’s kite inside his house?
   A. No
   B. Yes

4. Where else does Jack look for his kite?

   - behind the house
   - under the house

5. Where does Jack find his kite?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
6. What did you learn from "Jack's Lost Kite"?


7. Draw a picture of Jack looking outside for his kite.
Bella and James sat on the grass.

“Let’s play the rhyme game,” Bella said. “First, you say a word. Then, I’ll say a word that rhymes.”


“Duck,” Bella rhymed.

“House,” James said.

“Mouse,” Bella rhymed.

“Dog,” James said.

“Frog,” Bella rhymed.

“Can I do the rhyming now?” James asked.

“Yes,” Bella said.

“Dress,” James rhymed.

Bella laughed. “Wait. Yes wasn’t my word. Here it is now.”

“Cow,” James rhymed.

“No,” Bella said, laughing harder. “No, no, no.”

“Go.” James rhymed. “Go, go, go.”

Bella laughed so hard she rolled on the grass.

James rolled next to her. Rhyming was fun!
The Rhyme Game
by Guy Belleranti

1. Where does this story take place?
   a. on a sunny day  
   b. outside  
   c. at the beach  
   d. in the morning

2. Whose idea was it to
   play the rhyme game?

3. What word did Bella rhyme with dog?
   a. hog  
   b. fog  
   c. go  
   d. frog

4. Why did Bella keep laughing at James' rhymes?

Now try this: Play the rhyming game with a friend.
The Rhyme Game
by Guy Belleranti

Draw lines to match the words from the story with their meanings.

1. grass
   - small furry animal

2. nodded
   - large animal that makes milk

3. mouse
   - moved head up and down

4. cow
   - green plants that make up a lawn

5. laugh
   - opposite of stop

6. go
   - Ha, ha, ha!
The Rhyme Game
by Guy Belleranti

In the story, “The Rhyme Game,” Bella and James think of rhyming words.

Write three sentences with rhyming words. Use a pair of rhymes in each.

examples:  A mouse is in my house.
            My dog chased a frog.

1. 

2. 

3. 

Super Teacher Worksheets - www.superteacherworksheets.com
Maria was helping her dad. She put old cans and bottles in a box. Dad put the box outside. A green truck picked up the cans and bottles. The truck took everything to the recycling center.

"Dad," asked Maria, "what happens to the cans and bottles?"

"They are broken down into pieces," her dad said.

"People use those parts to make new things. Then less trash is left on Earth."
1. What did Maria and her dad collect for the recycling center?
   A. old cans and bottles
   B. paper
   C. old toys

2. What happened before Maria's dad took the box outside?
   A. A green truck picked up the cans and bottles.
   B. Maria put old cans and bottles in a box.
   C. People used the pieces to make a new thing.

3. What happens to the bottles and cans before a person can make new things out of them?
   A. They are buried in the ground.
   B. They are broken down into pieces.
   C. They are put in piles.
4. What is the big lesson in "Maria Recycles"?
   
   A. Recycling trucks are green.
   B. Trash hurts the earth.
   C. When we recycle, there is less trash left on Earth.

5. According to the passage, what can be recycled?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

6. What did you learn from "Maria Recycles"?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
7. **Class Discussion Question:** Explain why less trash is left on Earth when people recycle bottles and cans.

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8. Draw a picture of Maria and her dad recycling.
Every dog is a mammal. All mammals have hair on their bodies. People, horses, and elephants are also mammals.

Hair protects a mammal’s skin. The hair keeps skin from getting scraped. Hair also protects mammals from cold and heat.

What else makes an animal a mammal? Here are some examples.

Every mammal has a backbone. That bone is also called the spine.

Mammals are warm-blooded. That means the temperature in their bodies is warm and usually stays the same.

Female mammals make milk in their bodies. They feed the milk to their babies.
1. What does every mammal have?
   
   A. hair and a backbone
   B. scales
   C. a tail

2. This text describes the characteristics of mammals. Which of the following animals are mammals?
   
   A. birds, eagles, and penguins
   B. people, horses, and elephants
   C. snakes, lizards, and crocodiles

3. Mammals have hair and backbones. Dogs are mammals. Based on this information, what is true about dogs?
   
   A. Dogs have hair. Dogs do not have backbones.
   B. Dogs have both hair and backbones.
   C. Dogs have backbones. Dogs do not have hair.
4. What is "A Dog Is a Mammal" mostly about?
   A. how hair protects mammals
   B. dogs and other pets
   C. the characteristics of mammals

5. Name something that dogs and people have in common.

One thing that dogs and people have in common is

6. What did you learn from "A Dog Is a Mammal"?

7. **Class Discussion Question:** Explain whether a mammal's backbone or a mammal's hair would help it stay warm in cold weather. Use information from the text to support your answer.

8. Draw a picture of a mammal. Try to label something that makes it a mammal.