

Artesia Public Schools

Escuelas públicas de Artesia

Kindergarten

Jardin de infancia



Week 2

Semana 2

April 13th - April 17th

13 de abril-17 de abril

Kindergarten – ELA Week 2

Day 1	<ul style="list-style-type: none"> • Phonemic Awareness Warm-Up – Read the instructions for each skill (Flash Practice, Counting Syllables, Phoneme Substitution, Onset and Rime) and complete with your student • Review High Frequency Word List • 1st Read of Decodable Reader “Zip up Val”. Please help your child read but allow them to work as independently as possible. • Choose one item from the “April Reading Menu” to complete with your student
Day 2	<ul style="list-style-type: none"> • Phonemic Awareness Warm-Up – Read the instructions for each skill (Flash Practice, Counting Syllables, Phoneme Substitution, Onset and Rime) and complete with your student • Review High Frequency Word List • Rainbow CVC Worksheet – First, have the student color the pictures. Then, have the kids cut out the pictures on the dotted lines. Next, mix up the pictures. Last, have students match the rainbow halves so the picture and word are the same. • Choose one item from the “April Reading Menu” to complete with your student
Day 3	<ul style="list-style-type: none"> • Phonemic Awareness Warm-Up – Read the instructions for each skill (Flash Practice, Counting Syllables, Phoneme Substitution, Onset and Rime) and complete with your student • Review High Frequency Word List • 2nd Read of Decodable Reader “Zip up Val”. Please help your child read but allow them to work as independently as possible. • Choose one item from the “April Reading Menu” to complete with your student
Day 4	<ul style="list-style-type: none"> • Phonemic Awareness Warm-Up – Read the instructions for each skill (Flash Practice, Counting Syllables, Phoneme Substitution, Onset and Rime) and complete with your student • Review High Frequency Word List • Write the word/ picture card Worksheet – The student will look at the numbered picture cards page and write the CVC word next to the corresponding number on the “Write the word” page. • Choose one item from the “April Reading Menu” to complete with your student
Day 5	<ul style="list-style-type: none"> • Phonemic Awareness Warm-Up – Read the instructions for each skill (Flash Practice, Counting Syllables, Phoneme Substitution, Onset and Rime) and complete with your student • Review High Frequency Word List • Reading Comprehension Worksheet – The student will read the sentences, then answer the comprehension questions <p>Choose one item from the “April Reading Menu” to complete with your student</p>

15 Minutes of ELA Assignments Daily

*Additional blank writing paper has been provided for any free writing or skills practice necessary

Día 1	<ul style="list-style-type: none"> • Calentamiento de la conciencia fonológica: lea las instrucciones para cada habilidad (práctica de destello, contar sílabas, sustitución de fonemas, inicio y tiempo) y complete con su estudiante • Revisar la lista de palabras de alta frecuencia • 1st Lectura del lector decodificable "Zip up Val". Ayude a su hijo a leer, pero permita que trabajen de la manera más independiente posible. • Elija un elemento del "Menú de lectura de abril" para completar con su estudiante
Día 2	<ul style="list-style-type: none"> • Calentamiento de la conciencia fonológica: lea las instrucciones para cada habilidad (práctica de destello, contar sílabas, sustitución de fonemas, inicio y tiempo) y complete con su estudiante • Revisar la lista de palabras de alta frecuencia • Hoja de trabajo de CVC del arco iris: primero, haga que el alumno coloree las imágenes. Luego, haga que los niños corten las imágenes en las líneas punteadas. A continuación, mezcle las imágenes. Por último, haga que los estudiantes hagan coincidir las mitades del arco iris para que la imagen y la palabra sean las mismas. • Elija un elemento del "Menú de lectura de abril" para completar con su estudiante
Día 3	<ul style="list-style-type: none"> • Calentamiento de la conciencia fonológica: lea las instrucciones para cada habilidad (práctica de destello, contar sílabas, sustitución de fonemas, inicio y tiempo) y complete con su estudiante • Revisar la lista de palabras de alta frecuencia • 2nd Lectura del lector decodificable "Zip up Val". Ayude a su hijo a leer, pero permita que trabajen de la manera más independiente posible. • Elija un elemento del "Menú de lectura de abril" para completar con su estudiante
Día 4	<ul style="list-style-type: none"> • Calentamiento de la conciencia fonológica: lea las instrucciones para cada habilidad (práctica de destello, contar sílabas, sustitución de fonemas, inicio y tiempo) y complete con su estudiante • Revisar la lista de palabras de alta frecuencia • Escriba la hoja de trabajo de la tarjeta de palabras / imágenes: el alumno mirará la página de las tarjetas de imágenes numeradas y escribirá la palabra CVC junto al número correspondiente en la página "Escriba la palabra". • Elija un elemento del "Menú de lectura de abril" para completar con su estudiante
Día 5	<ul style="list-style-type: none"> • Calentamiento de la conciencia fonológica: lea las instrucciones para cada habilidad (práctica de destello, contar sílabas, sustitución de fonemas, inicio y tiempo) y complete con su estudiante • Revisar la lista de palabras de alta frecuencia • Hoja de trabajo de comprensión lectora: el alumno leerá las oraciones y luego responderá las preguntas de comprensión • Elija un elemento del "Menú de lectura de abril" para completar con su estudiante

Kindergarten Math—Week 2

Day 1	<ul style="list-style-type: none">• Complete the number 14 paper• Show two different ways you can break down the number five.• Match the bee equations with the answers.• Count to 100 by 1's clapping your hands when you get to 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100.
Day 2	<ul style="list-style-type: none">• Color by sides, count the sides of the shapes and color according to the key.• Solve the subtraction problems.• Match the cow equations to the answers.• Count by 10's to 100.
Day 3	<ul style="list-style-type: none">• Complete the number 15 paper• Fill in the missing numbers.• Count to 100 by 1's touching your toes when you get to 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100.
Day 4	<ul style="list-style-type: none">• Match it, look at the shapes below and count the sides. Cut them out and glue them in the right box.• Make this number two different ways. Use two different colors in your ten frame box, to show your decomposed number. Then write the numbers in the ovals. Example: a 6 can be 3 and 3, 4 and 2, 5 and 1.• Count by 10's to 100.
Day 5	<ul style="list-style-type: none">• Complete the number 16 paper• Make this number two different ways. Use two different colors in your ten frame box, to show your decomposed number. Then write the numbers in the ovals.• Count to 100 by 1's doing jumping jacks when you get to 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100.

15 minutes per day of math practice please.

Matemáticas para jardín de infantes: semana 2

DÍA 1	<ul style="list-style-type: none">• Completar el papel número 14• Muestra dos formas diferentes en que puedes desglosar el número cinco.• Une las ecuaciones de las abejas con las respuestas.• Cuente hasta 100 por 1 aplaudiendo cuando llegue a 10, 20, 30, 40, 50, 60, 70, 80, 90 y 100.
Día 2	<ul style="list-style-type: none">• Colorea por lados, cuenta los lados de las formas y colorea según la clave.• resolver problemas de resta• Une las ecuaciones de la vaca con las respuestas.• Cuenta de 10 a 100.
Día 3	<ul style="list-style-type: none">• Completar el papel número 15• Llena los números que faltan.• Cuente hasta 100 por 1 tocando los dedos de los pies cuando llegue a 10, 20, 30, 40, 50, 60, 70, 80, 90 y 100.
Día 4	<ul style="list-style-type: none">• Combínalo, mira las formas a continuación y cuenta los lados. Recórtelas y péguelas en el cuadro de la derecha.• Haz este número de dos maneras diferentes. Use dos colores diferentes en su cuadro de diez cuadros para mostrar su número descompuesto. Luego escribe los números en los óvalos. Ejemplo: un 6 puede ser 3 y 3, 4 y 2, 5 y 1.• Cuenta de 10 a 100.
DÍA 5	<ul style="list-style-type: none">• Completar el papel número 16• Haz este número de dos maneras diferentes. Use dos colores diferentes en su cuadro de diez cuadros para mostrar su número descompuesto. Luego escribe los números en los óvalos.• Cuente hasta 100 por 1 haciendo saltos cuando llegue a 10, 20, 30, 40, 50, 60, 70, 80, 90 y 100.

15 minutos por día de práctica de matemáticas por favor.

Skill	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Flash Practice</u> Teacher says, students repeat	<u>Digraphs</u> Intro the Digraph Sounds	<u>Digraphs</u> Digraph Sound Cards	<u>Digraphs</u> Digraph Sound Cards	<u>Digraphs</u> Digraph Sound Cards	<u>Digraphs</u> Digraph Sound Cards
<u>Sound Blending</u> Say the sounds, students repeat and then blend the word together.	sh-e-d ch-o-p sh-a-k ch-ow wh-a-ke ph-o-to sh-o-v-el th-ir-ty	th-e-m wh-i-te ch-e-s-t ch-i-n sh-ar-k wh-i-sk ph-o-n sh-e-ll	th-in-k sh-ir-t wh-ee-l th-i-s wh-y sh-i-p ch-ee-se th-u-n-d-er	sh-y wh-eat ph-a-se sh-or-t ch-i-p-s wh-i-p th-or-n wh-i-st-le	sh-u-t th-ie-f ch-ee-k wh-i-te ch-air sh-ar-k th-u-mb ch-ic-k-en
<u>Phoneme Isolation-Digraphs</u> Say the word, students repeat the word, what's the digraph?	chew (ch) think (th) shirt (sh) whip (wh) shell (sh) chili (ch) thumb (th) chair (ch)	whisk (wh) thirsty (th) chest (ch) who (wh) phone (ph) chop (ch) shy (sh) thermos (th)	shed (sh) cherry (ch) photo (ph) whale (wh) shark (sh) chips (ch) thunder (th) that (th)	thief (th) shut (sh) church (ch) phase (ph) whirl (wh) thirty (th) ship (sh) cheek (ch)	shoe (sh) cheese (ch) where (wh) pheasant (ph) thorn (th) shake (sh) shampoo (sh) wheel (wh)
<u>Expression Fluency</u> Teacher says the sentence, using expression. Students repeat. Students can show what punctuation mark to use for the sentence.	Do you like cheese? Elephants are my favorite animal. Don't shut the door! I found seashells at the beach. She is in the shed.	I am wearing shorts and a shirt. Can you take our photo? The gopher is hiding. We need to clean the chimney. That girl is shy.	Do you hear the thunder? The wheel is flat. Dolphins are good at swimming. I do not like cherries. Mom will chop the vegetables now.	Are you thirsty? I can't find the white crayon. Please sit in the chair. Where is the shovel? Cats have many whiskers. I like to eat chips.	We are eating chicken for dinner. Look, it's a shark! The thief stole the cookies! She can whisk the eggs. Please chew your food.



Common Core State Standards
Foundational Skills 4. Read
 emergent-reader texts with purpose and
 understanding
 Also Foundational Skills 3.a., 3.c.

Phonics

I Can
Read!

Zip Up, Val!

**Decodable
 Reader**

29

Written by Susan Whit
 Illustrated by Kevin Kessler

Decodable Reader

- Consonant Vv

Val

- Consonant Zz

zip

High-Frequency Words

is where
 a here
 with come
 do

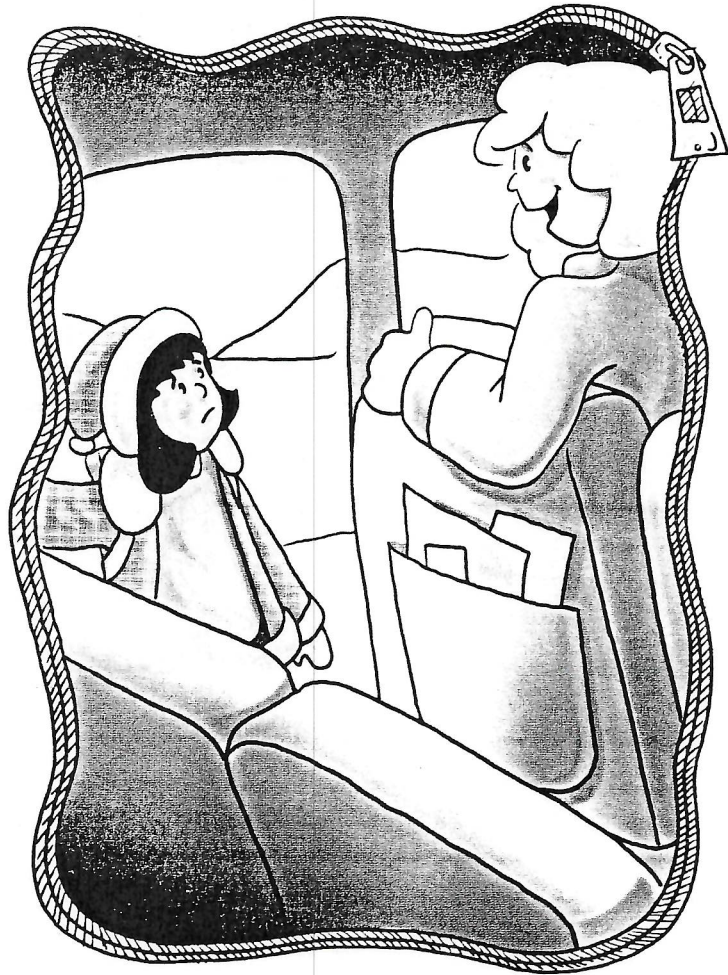
- ★ Read the story.

After reading, retell
 the story.

READING STREET ONLINE

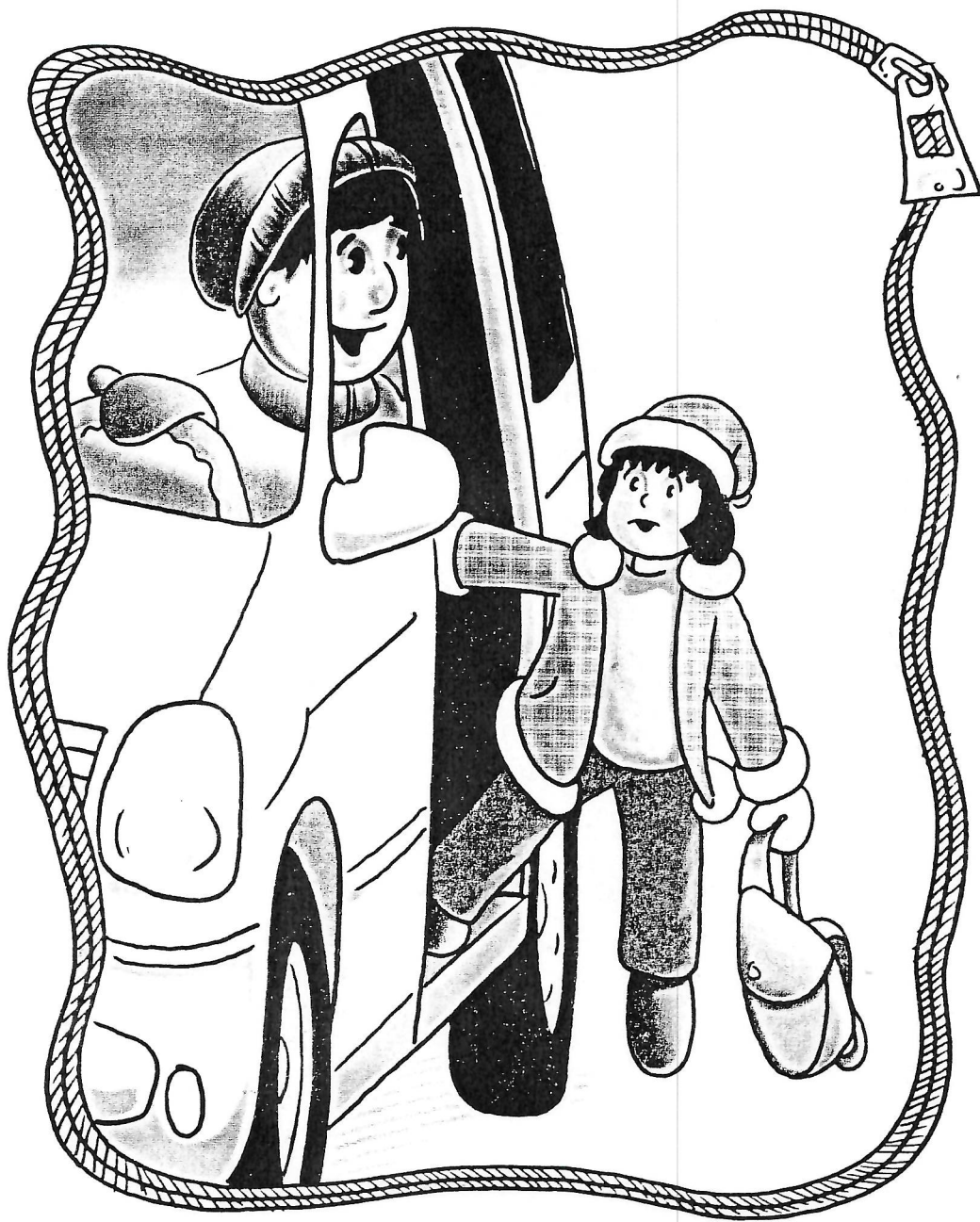
DECODABLE READERS

www.ReadingStreet.com





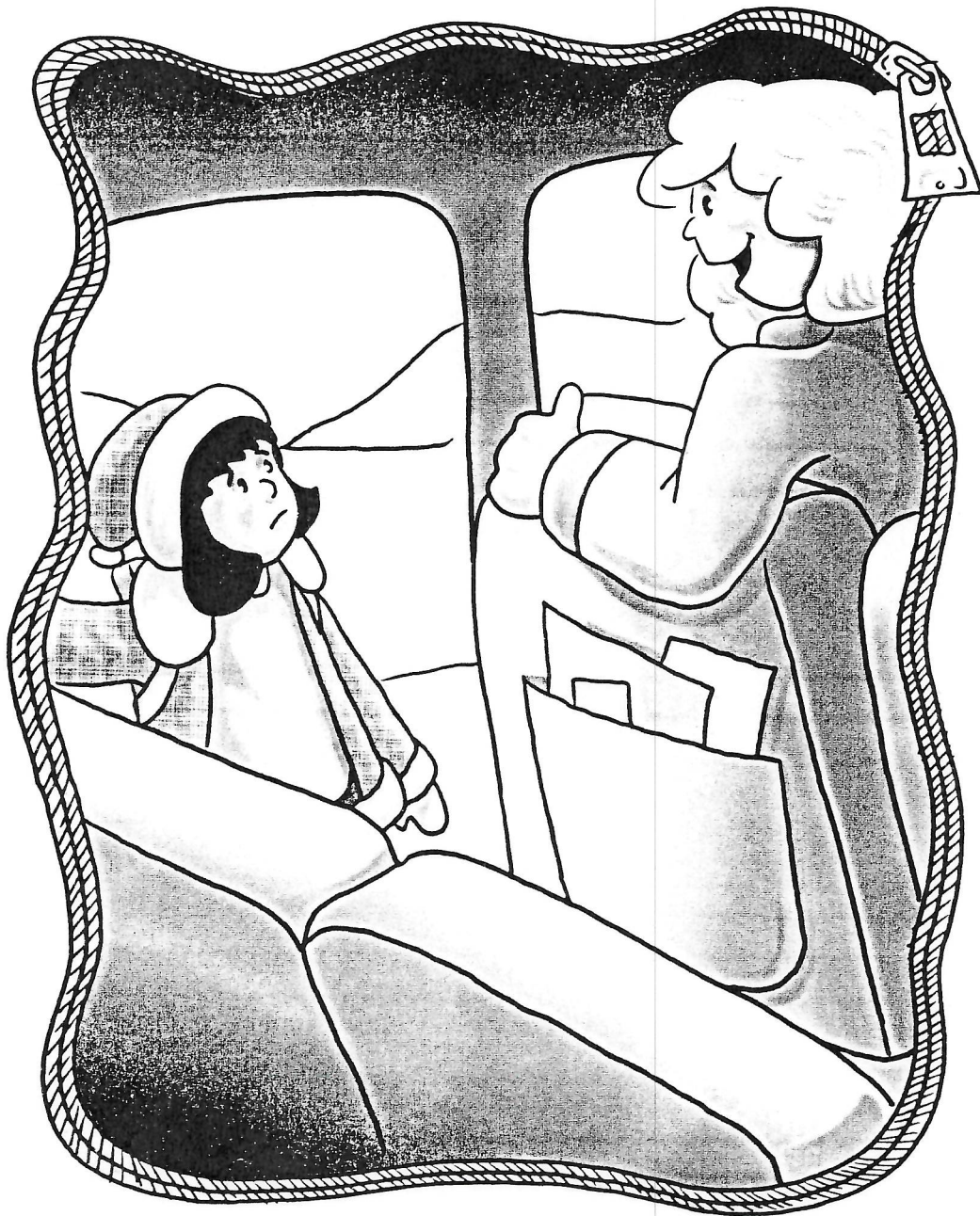
Zip up, Val.
It is not hot.
Val ran.



Val got in it.
Zip up, Val.
It is not hot.



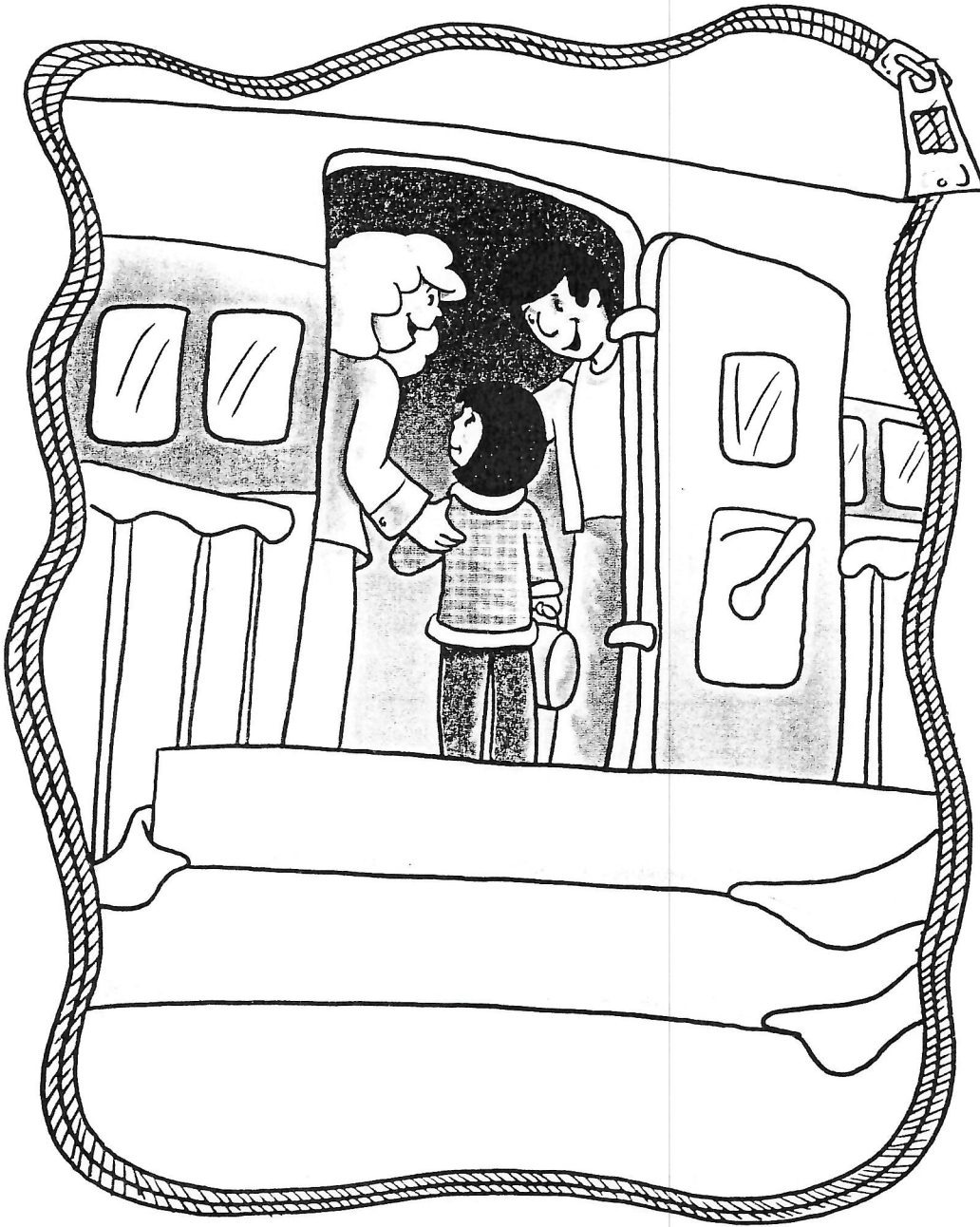
Zip up, Val.
It is not hot.
Val ran.



Val got in it.
Zip up, Val.
It is not hot.



Where is it hot?
Dad had a map.
It can get hot here.



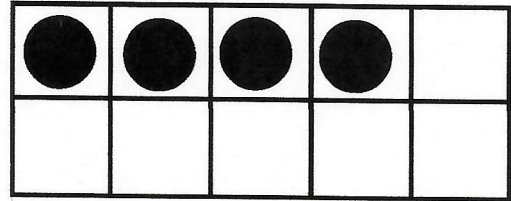
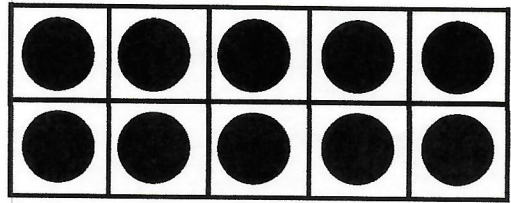
Val got on a jet.
Val got on a jet with Dad.



Come here, Val.
Do not zip up, Val.
It is hot!

Name: _____

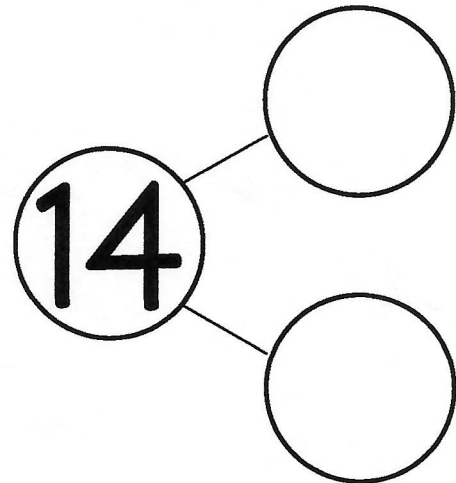
14



fourteen

	Circle	
Even	or	Odd

Draw	Tally
One More +1	One Less -1



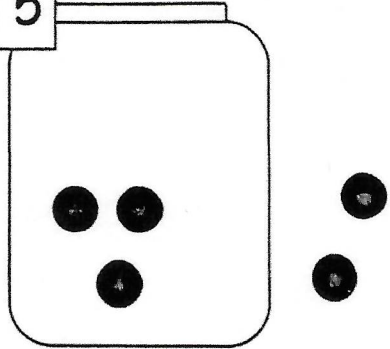
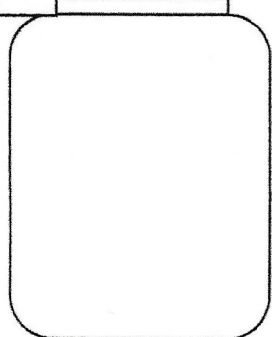
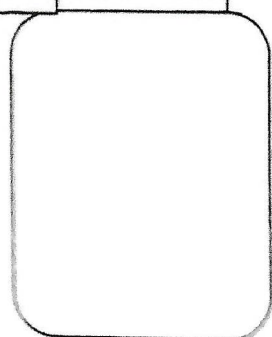
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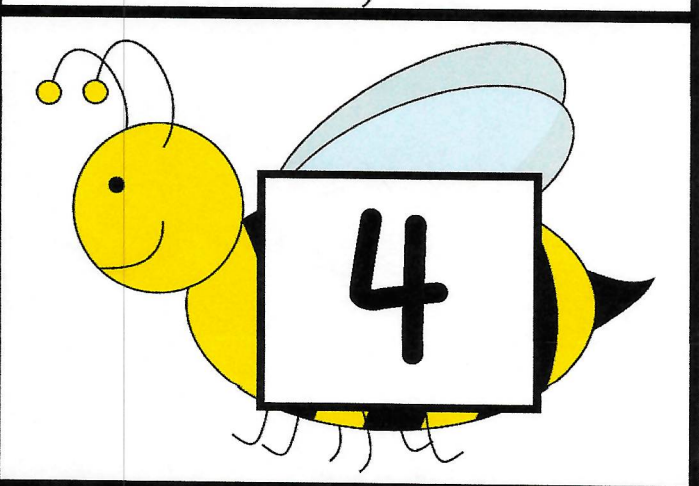
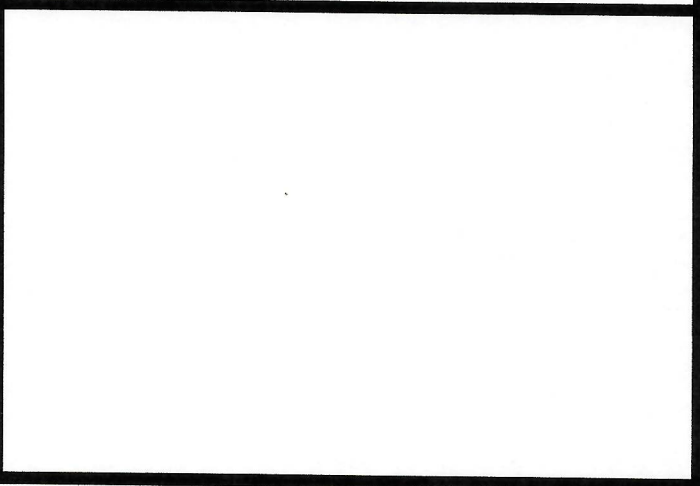
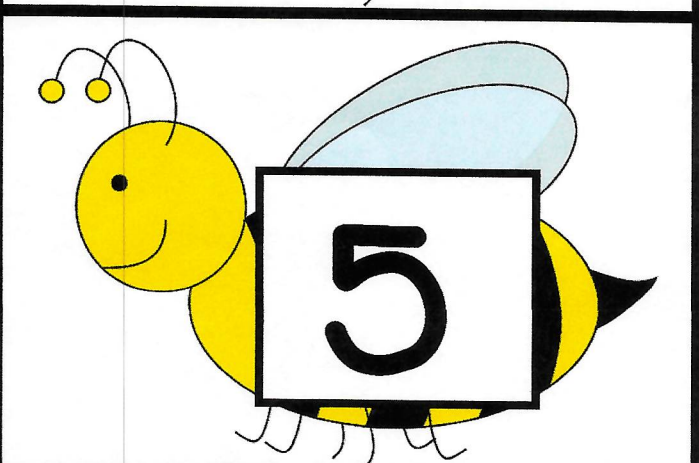
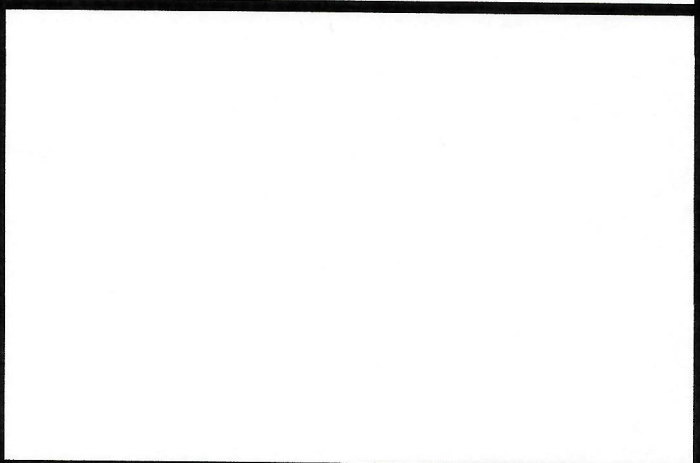
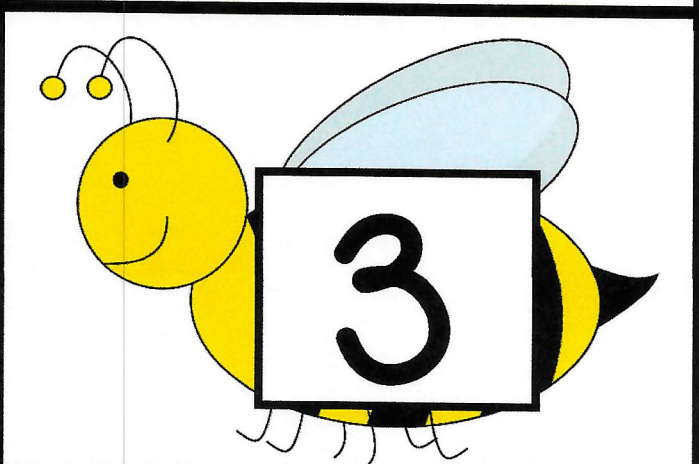
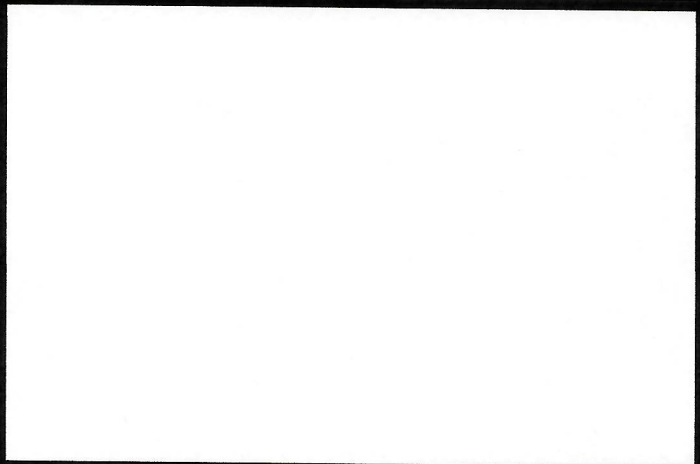
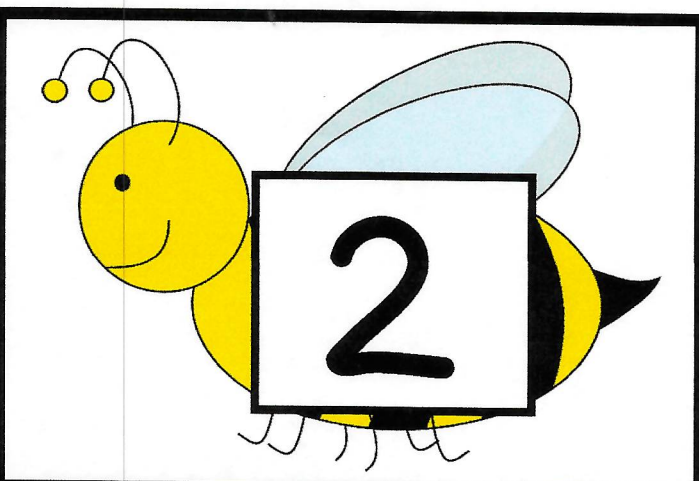
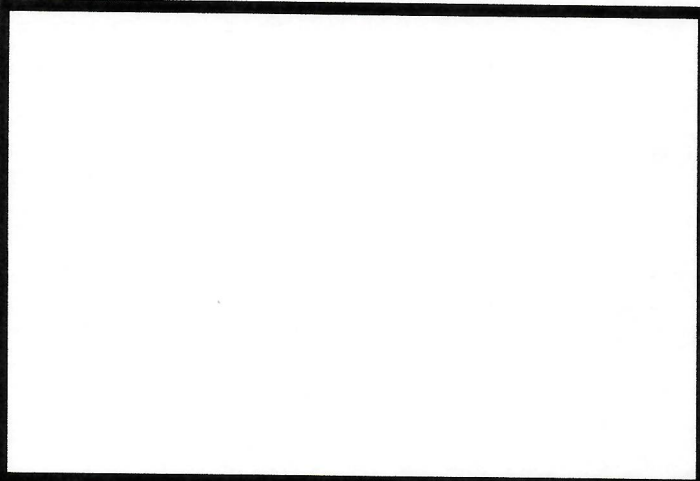
fourteen

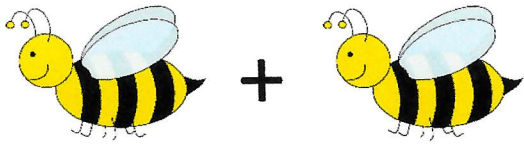
Name: _____ Date: _____

Decomposing the Number 5

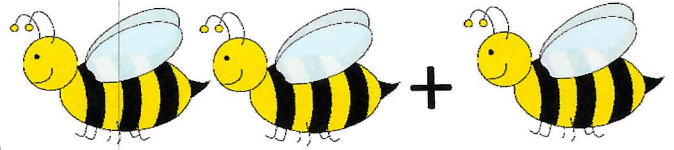
Directions: Show two different ways you can break down the number 5. Use the jar in the first column to help you draw it out and then write an equation (addition problem).

<p>Example: Draw It</p> <p>5</p> 	<p>Write an Equation</p> $3 + 2 = 5$
<p>5</p> <p>Draw It</p> 	<p>Write an Equation</p>
<p>5</p> <p>Draw It</p> 	<p>Write an Equation</p>

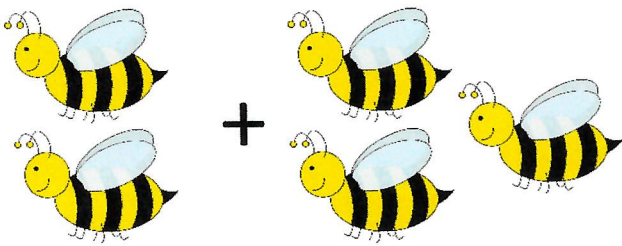




$$1 + 1 =$$



$$2 + 1 =$$



$$2 + 3 =$$

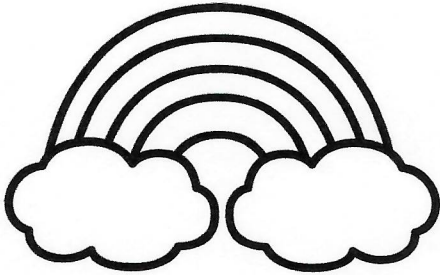


$$5 - 1 =$$

SEND HOME CENTERS

Create this game to play with your student at home.
Store in a baggie and save to play throughout the year.

RAINBOW CVC

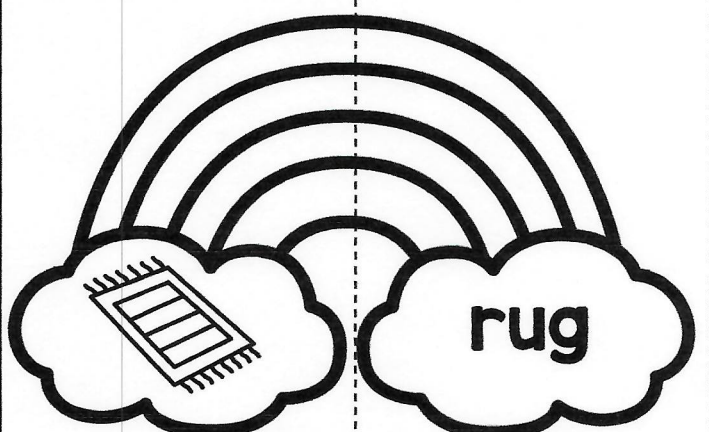
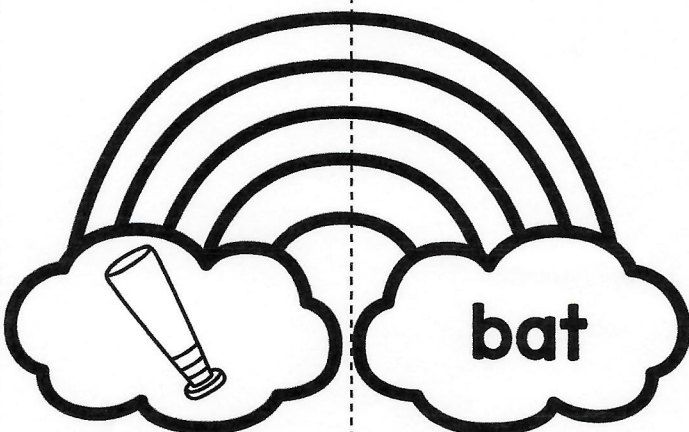
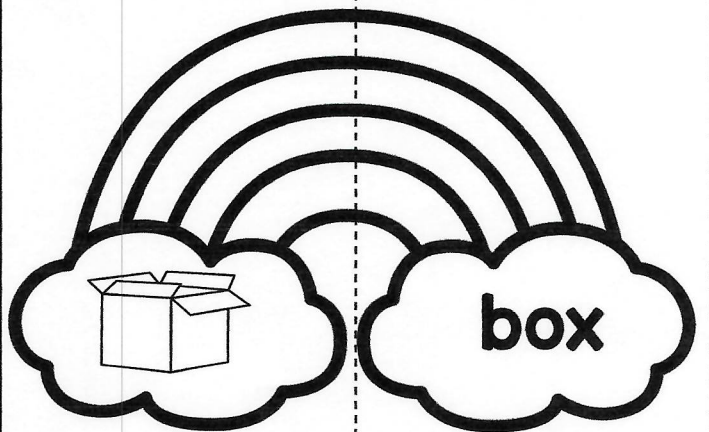
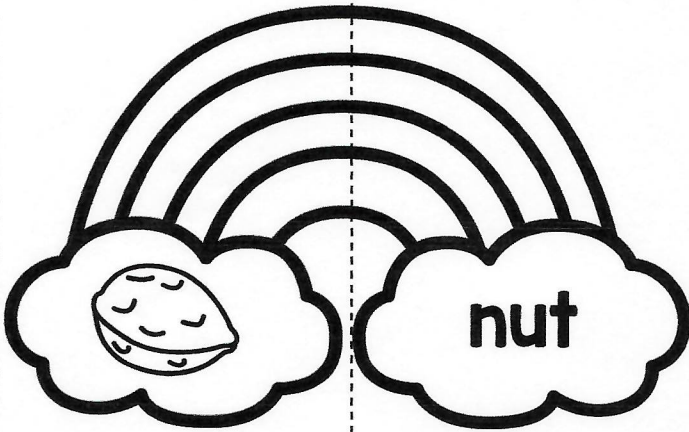


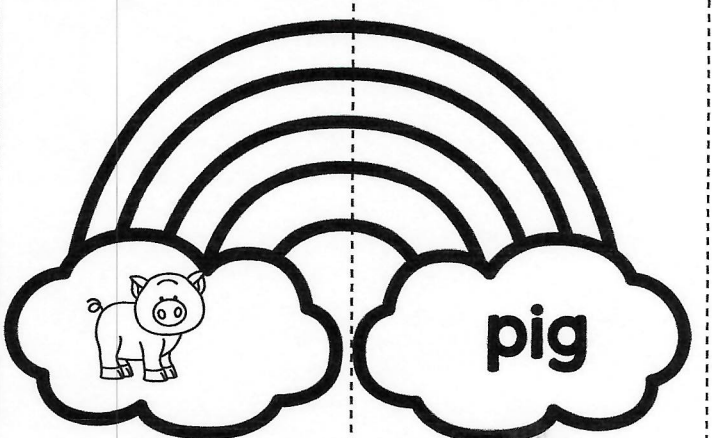
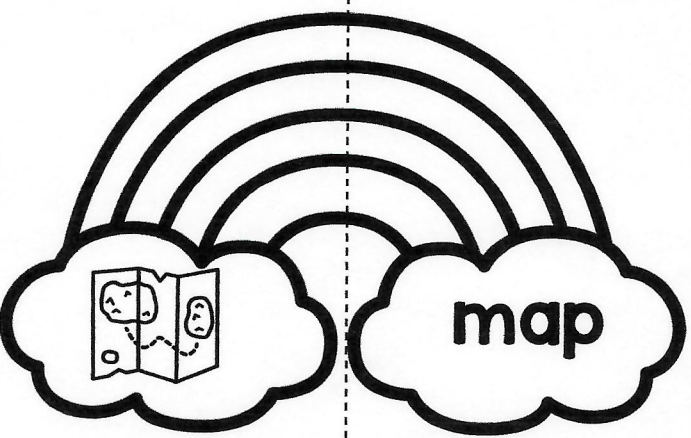
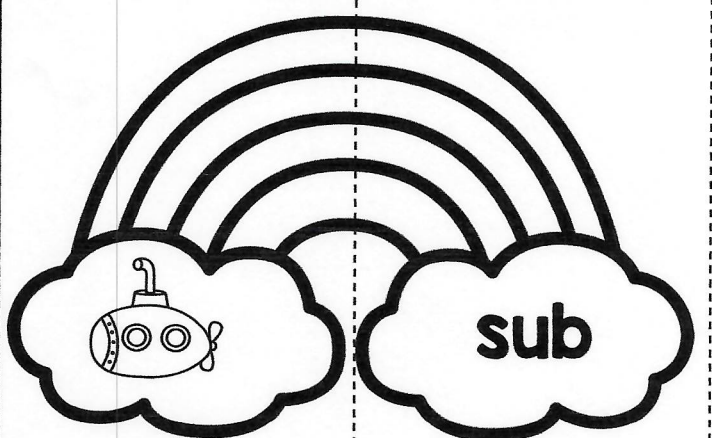
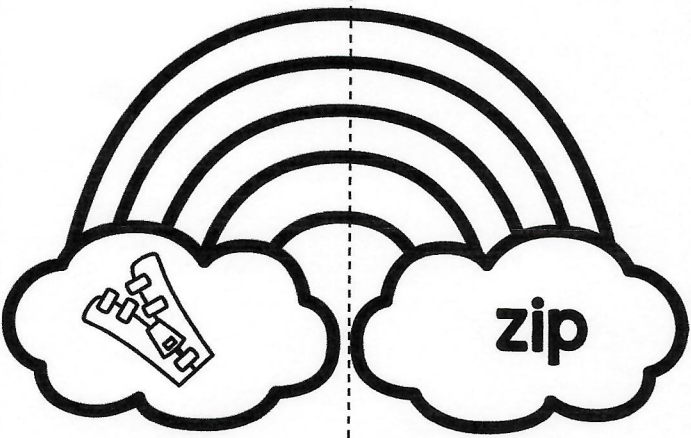
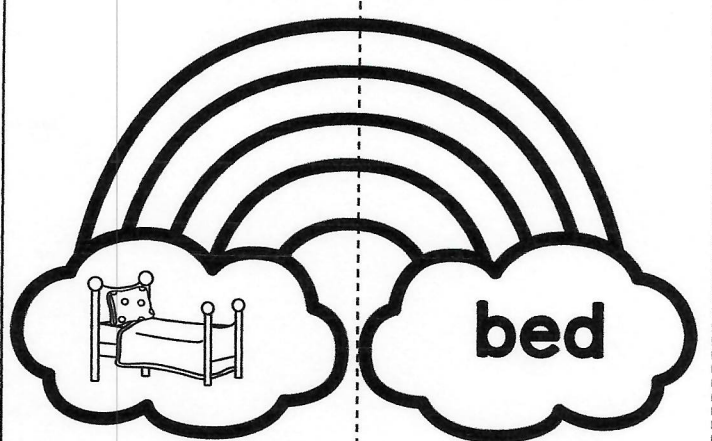
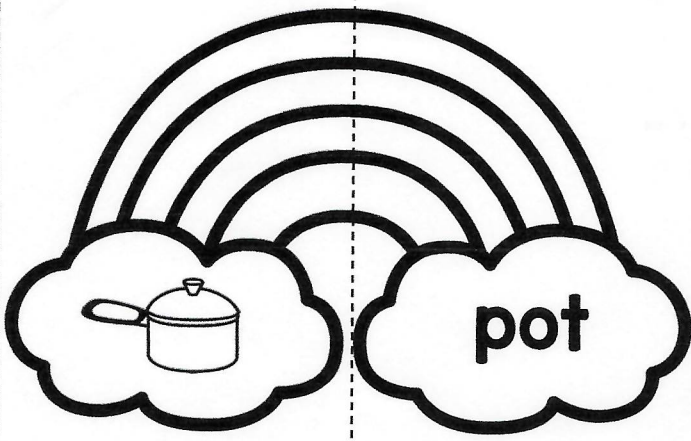
Match the
rainbow halves so
the picture and
word are the
same.

©SIMPLYkinder

To prep this game:

Cut and color the center.
Store in a plastic bag and
play all week.





Color by Sides

Count the sides of the shapes and color according to the key.

Sides

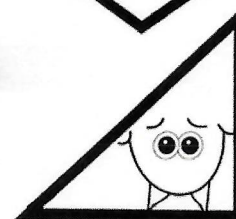
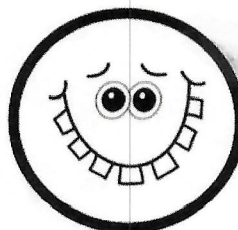
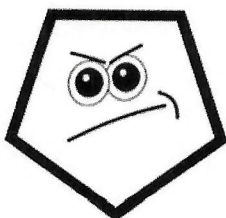
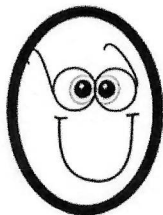
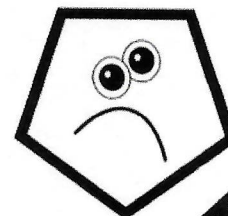
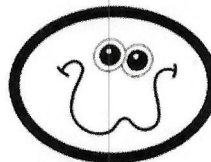
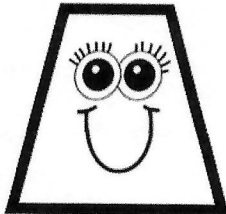
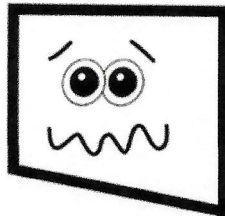
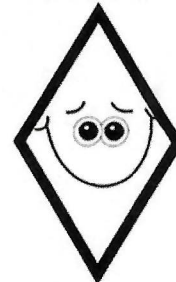
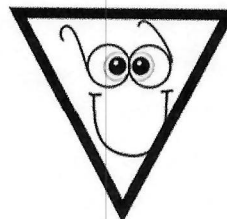
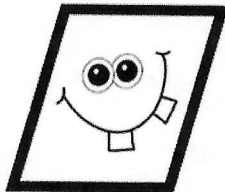
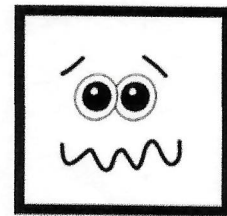
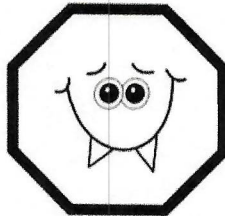
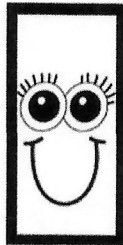
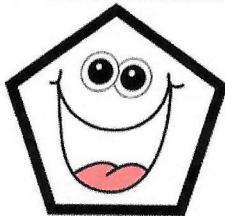
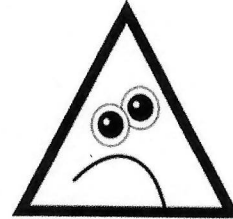
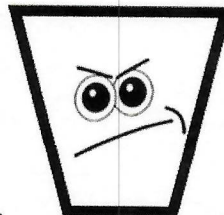
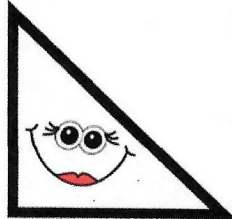
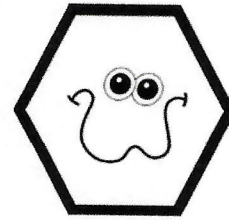
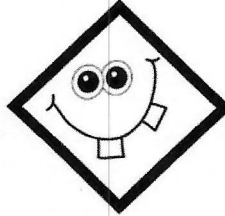
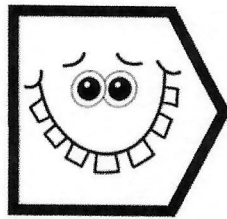
3 = Blue

4 = Orange

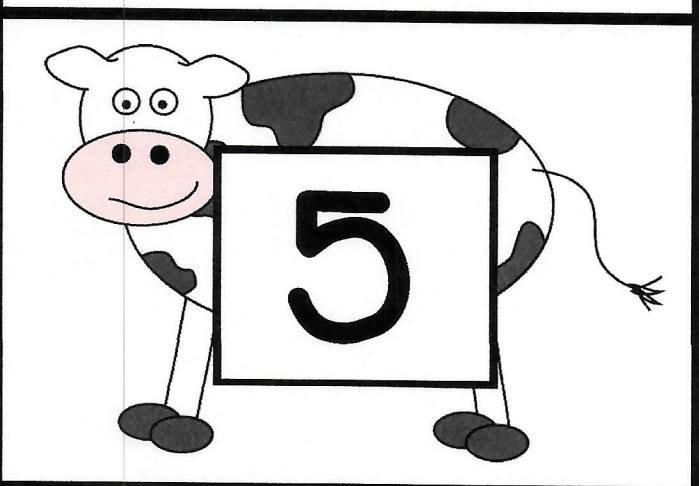
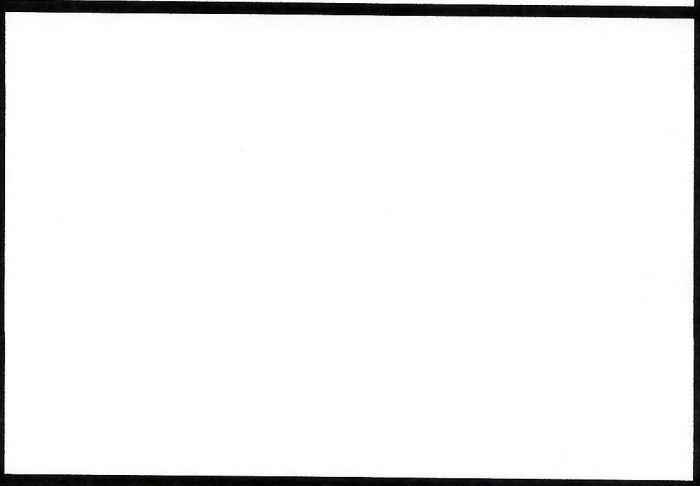
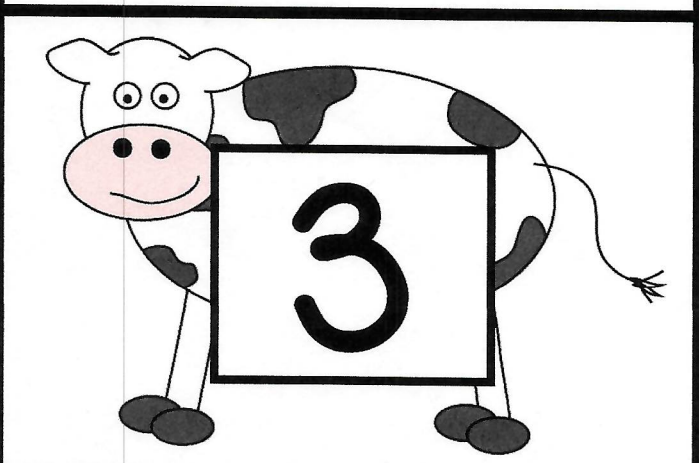
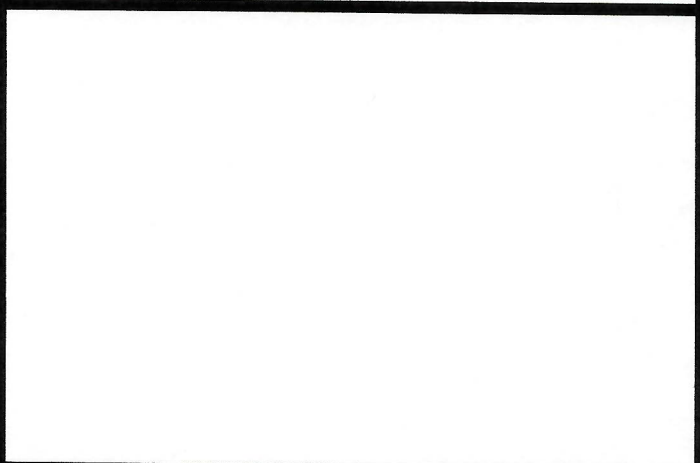
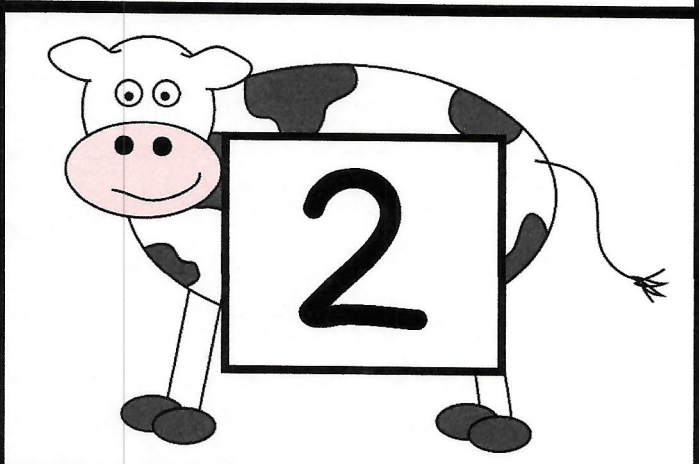
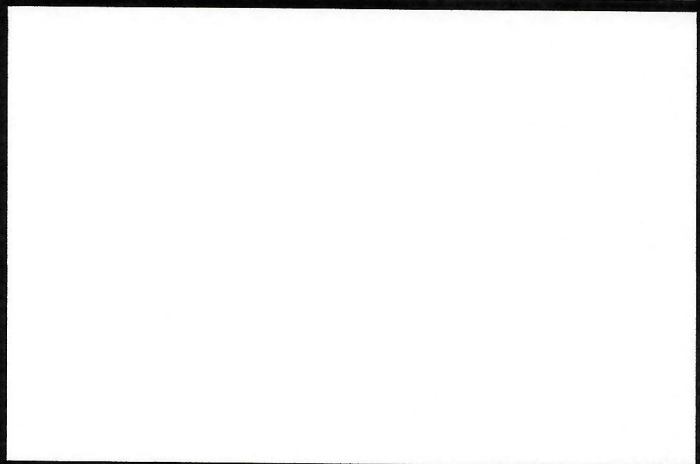
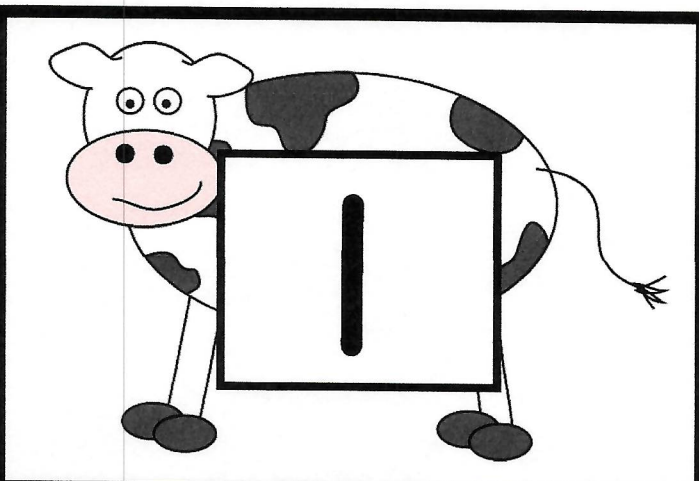
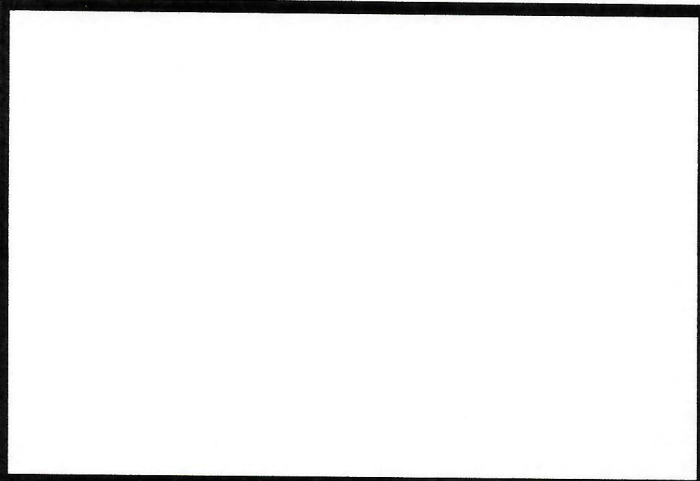
5 = Yellow

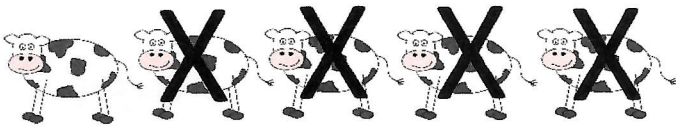
6 = Red

8 = Green

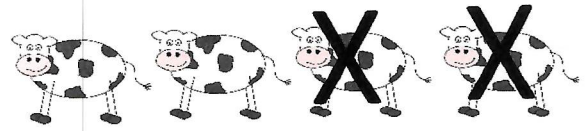


0	1	1	2	2	2	3
$\frac{0}{-0}$	$\frac{1}{-1}$	$\frac{1}{-0}$	$\frac{2}{-2}$	$\frac{2}{-1}$	$\frac{2}{-0}$	$\frac{3}{-3}$
3	3	3	4	4	4	4
$\frac{3}{-2}$	$\frac{3}{-1}$	$\frac{3}{-0}$	$\frac{4}{-4}$	$\frac{4}{-3}$	$\frac{4}{-2}$	$\frac{4}{-1}$
4	5	5	5	5	5	5
$\frac{4}{-0}$	$\frac{5}{-5}$	$\frac{5}{-4}$	$\frac{5}{-3}$	$\frac{5}{-2}$	$\frac{5}{-1}$	$\frac{5}{-0}$
6	6	6	6	6	6	6
$\frac{6}{-6}$	$\frac{6}{-5}$	$\frac{6}{-4}$	$\frac{6}{-3}$	$\frac{6}{-2}$	$\frac{6}{-1}$	$\frac{6}{-0}$





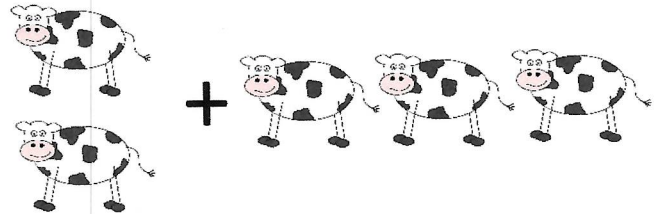
$$5 - 4 =$$



$$4 - 2 =$$



$$1 + 2 =$$

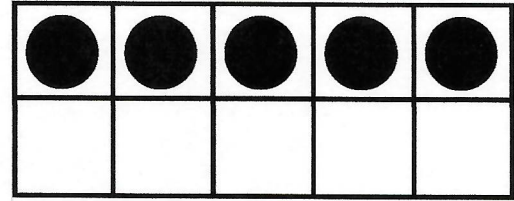
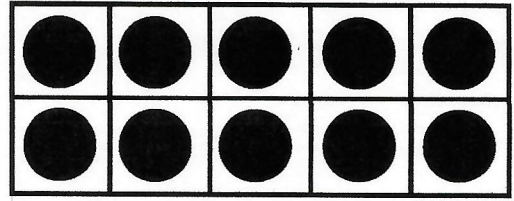


$$2 + 3 =$$

Name: _____

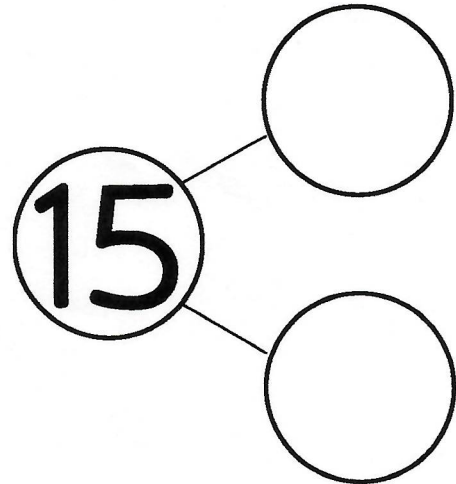
15

fifteen



	Circle	
Even	or	Odd

Draw	Tally
One More +1	One Less -1



15 15 15

fifteen

Student Name: _____

Score: _____

Missing Numbers – 1 to 20

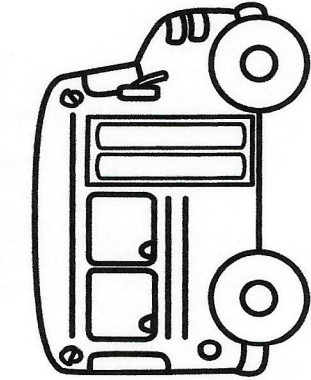
Fill in the missing numbers:

	2		4	
6			9	
	12			15
16			19	

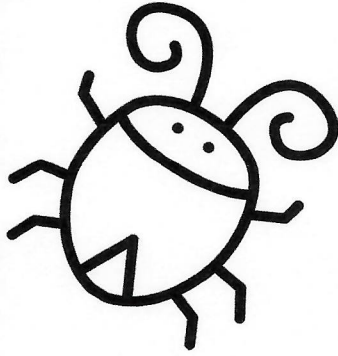
name _____

WRITE THE WORD

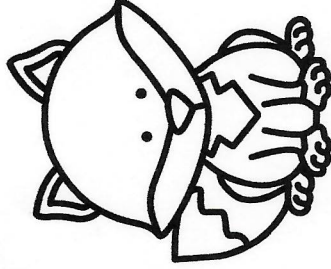
Write the words for the cards.



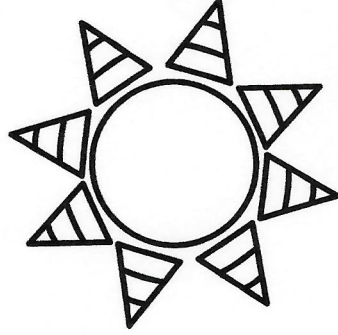
1



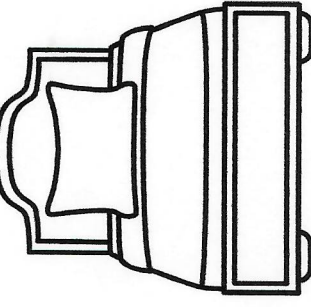
2



3



4



6

7

8

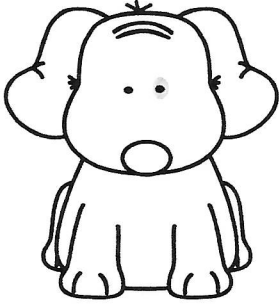
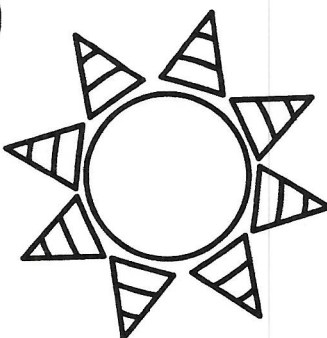
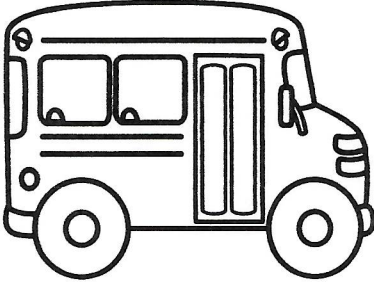
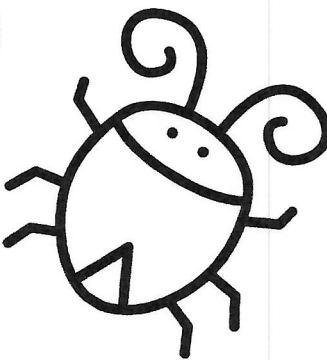
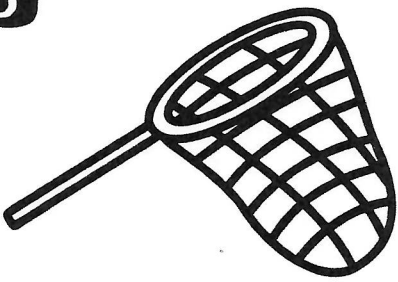
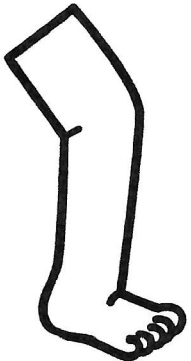
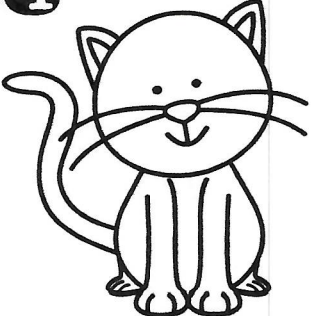
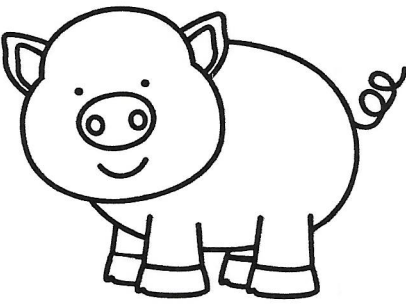
9

10

11

12

PICTURE CARDS

<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>4</p> 	<p>5</p> 	<p>6</p> 
<p>7</p> 	<p>8</p> 	<p>9</p> 
<p>10</p> 	<p>11</p> 	<p>12</p> 



Match it

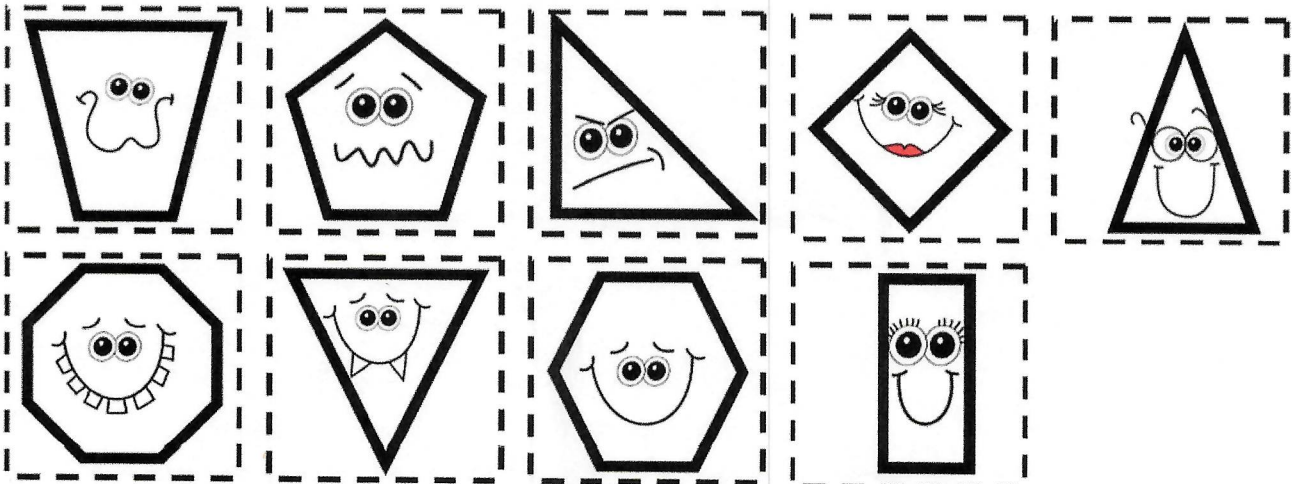


Look at the shapes below, count the sides. Cut them out and glue them in the right box.

3 Sides

4 Sides

5+ Sides



Name _____
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Make this number two different ways.



○ and ○

○ and ○



Name _____
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Make this number two different ways.



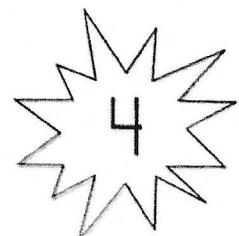
○ and ○

○ and ○



Name _____
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Make this number two different ways.



○ and ○

○ and ○

Name: _____

Reading Comprehension

Directions: Read the story 3 times for fluency and color the stars.

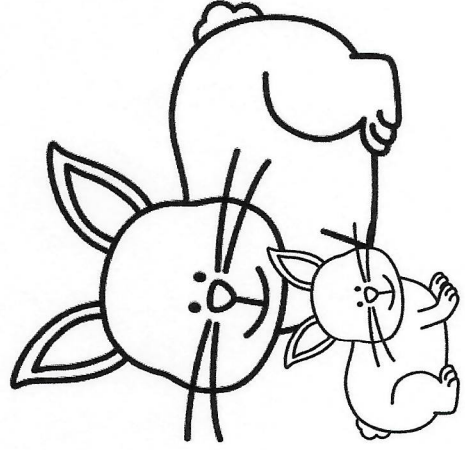
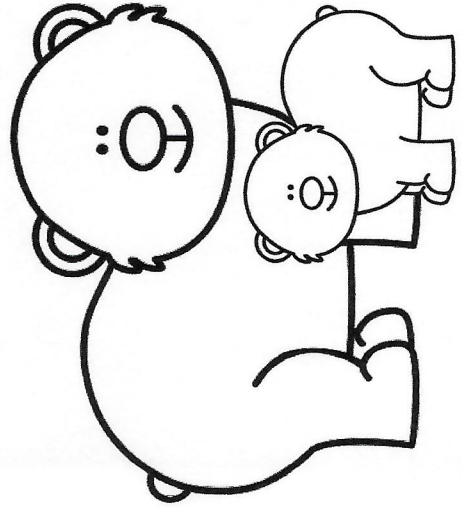
I see a bear.

The bear is brown.

The bear has a cub.

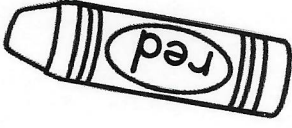


Circle the picture that matches the story.



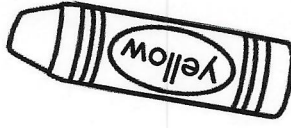
1. I see a _____.

- a. bear
- b. jar
- c. car



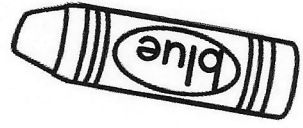
2. The bear is _____.

- a. green
- b. yellow
- c. brown



3. The bear has _____.

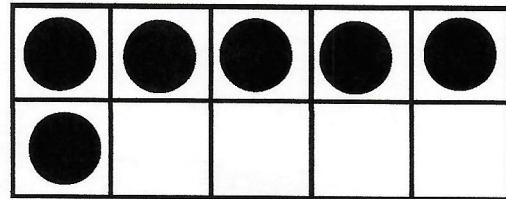
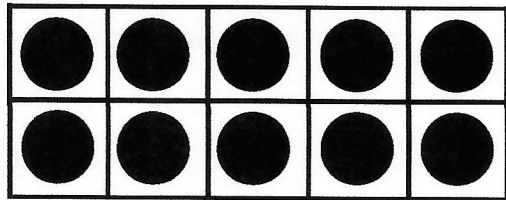
- a. a hat
- b. a cub
- c. a bug



Name: _____

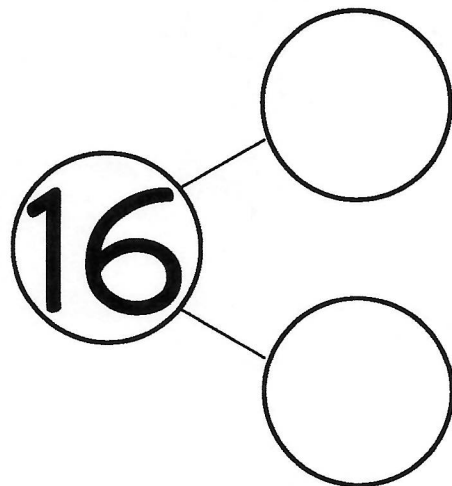
16

sixteen



	Circle	
Even	or	Odd

Draw	Tally
One More +1	One Less -1



16 16

sixteen

Name _____ 31a

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Make this number three different ways.



and

and

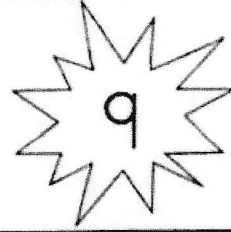
and



Name _____ 31b

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Make this number three different ways.



and

and

and