

Artesia Public Schools

Kindergarten

Week 5

May 4th – May 8th



Escuelas públicas de Artesia
jardin de infancia

Semana 5

4 de mayo - 8 de mayo

Day 1	<p><u>ELA</u></p> <ul style="list-style-type: none"> • Jo-Jo Phonics video at: www.bulldogs.org > "School Closure Learning Opportunities" > "Elementary Continuous Learning Plan" > "Title I Reading" > "Phonics Video" w/ Mrs. Whitmire • Review High Frequency Word List • 1st Read of Decodable Story "Vin and the Bag". Please help your child read but allow them to work as independently as possible. • Choose one activity from "At Home Learning & Practice" to complete with your student <p><u>MATH</u></p> <ul style="list-style-type: none"> • "Act Out Addition" (o "Representa la suma") • Choose one activity from "At Home Learning & Practice" to complete with your student • Waterford Early Learning Math and Science (15 minute session)
Day 2	<p><u>ELA</u></p> <ul style="list-style-type: none"> • Phonemic Awareness Warm-Up – <u>Syllable Blending</u> (choose any day's list) • Make a sentence worksheet • Reading Comprehension • Choose one item from "At Home Learning & Practice" to complete with your student • IXL Language Arts activity (www.ixl.com) <p><u>MATH</u></p> <ul style="list-style-type: none"> • Cut number cards apart. Randomly, choose 5 cards. Your child will write the number in the box and color that amount of objects. (Ex. Write 14 in the first box, color 14 boys) Repeat until all 5 number cards are used. • Choose one item from "At Home Learning & Practice" to complete with your student

Day 3	<p><u>ELA</u></p> <ul style="list-style-type: none"> • Jo-Jo Phonics video at: www.bulldogs.org > "School Closure Learning Opportunities" > "Elementary Continuous Learning Plan" > "Title I Reading" > "Phonics Video" w/ Mrs. Whitmire • 1st Read of Decodable Reader "Will Cass Come". Please help your child read but allow them to work as independently as possible. • Choose one activity from "At Home Learning & Practice" to complete with your student <p><u>MATH</u></p> <ul style="list-style-type: none"> • "Act Out Subtraction" (o "Representa la sustraccion") • Choose one activity from "At Home Learning & Practice" to complete with your student • IXL Math activity (www.ixl.com)
Day 4	<p><u>ELA</u></p> <ul style="list-style-type: none"> • Phonemic Awareness Warm-Up — <u>Syllable Blending</u> (choose any day's list) • Blend Ice Fishing (Directions are included. Names of pictures are written at the top of each page.) • Choose one activity from "At Home Learning & Practice" to complete with your student • Waterford Early Learning Reading (15 minute session) <p><u>MATH</u></p> <ul style="list-style-type: none"> • "More Scoops Please" Color the scoop in each pair that is MORE. (If your child has trouble comparing the numbers, use counters [beans, beads, pasta, etc.] to compare the quantities.) • Choose one activity from "At Home Learning & Practice" to complete with your student

Day 5

ELA

- Phonemic Awareness Warm-Up – Syllable Blending (choose any day's list)
- Review High Frequency Word List
- Write the Room Rhyming – Cut “What rhymes with . . .” cards apart. Stack them or place them around a room. Your child will circle the picture on the recording page that rhymes. An answer key is provided.
- Choose one item from “At Home Learning & Practice” to complete with your student
- IXL Language Arts activity or Waterford Reading session

MATH

- Tackle Box Ten-Frames – Assemble the cube. Roll the cube, and color the tackle box with the number that matches the quantity. Continue rolling until all the boxes are colored.
- Choose one item from “At Home Learning & Practice” to complete with your student

Día 1	<p><u>ELA</u></p> <ul style="list-style-type: none"> • Video de Jo-Jo Phonics en: www.bulldogs.org> "Oportunidades de aprendizaje para el cierre de la escuela"> "Plan de aprendizaje continuo elemental"> "Lectura del Título I"> "Video de fonética" con la Sra. Whitmire • Revisar la lista de palabras de alta frecuencia • 1st Lectura de la historia decodificable "Vin and the Bag". Ayude a su hijo a leer, pero permita que trabajen de la manera más independiente posible. • Elija una actividad de "Aprendizaje y práctica en el hogar" para completar con su estudiante <p><u>MATEMÁTICAS</u></p> <ul style="list-style-type: none"> • "Actuar además" (o "Representa la suma") • Elija una actividad de "Aprendizaje y práctica en el hogar" para completar con su estudiante • Waterford Early Learning Matemáticas y Ciencias (sesión de 15 minutos)
Día 2	<p><u>ELA</u></p> <ul style="list-style-type: none"> • Calentamiento de la conciencia fonológica - <u>Mezcla silábica</u> (elija la lista de cualquier día) • Hacer una hoja de trabajo de oración • Comprensión de Lectura • Elija un elemento de "Aprendizaje y práctica en el hogar" para completar con su estudiante • Actividad de artes del lenguaje IXL (www.ixl.com) <p><u>MATEMÁTICAS</u></p> <ul style="list-style-type: none"> • Cortar tarjetas de números aparte. Aleatoriamente, elige 5 cartas. Su hijo escribirá el número en el cuadro y coloreará esa cantidad de objetos. (Pruebas Escriba 14 en el primer cuadro, color 14 niños) Repita hasta que se usen las 5 tarjetas numéricas. • Elija un elemento de "Aprendizaje y práctica en el hogar" para completar con su estudiante

Día 3	<p><u>ELA</u></p> <ul style="list-style-type: none"> • Video de Jo-Jo Phonics en: www.bulldogs.org> "Oportunidades de aprendizaje para el cierre de la escuela"> "Plan de aprendizaje continuo elemental"> "Lectura del Título I"> "Video de fonética" con la Sra. Whitmire • 1st Lectura del lector decodificable "Will Cass Come". Ayude a su hijo a leer, pero permita que trabajen de la manera más independiente posible. • Elija una actividad de "Aprendizaje y práctica en el hogar" para completar con su estudiante <p><u>MATEMÁTICAS</u></p> <ul style="list-style-type: none"> • "Actuar sustracción" (o "Representa la sustracción") • Elija una actividad de "Aprendizaje y práctica en el hogar" para completar con su estudiante • Actividad de matemáticas IXL (www.ixl.com)
Día 4	<p><u>ELA</u></p> <ul style="list-style-type: none"> • Calentamiento de la conciencia fonológica - <u>Mezcla silábica</u> (elija la lista de cualquier día) • Mezcle la pesca en hielo (las instrucciones están incluidas. Los nombres de las imágenes están escritos en la parte superior de cada página). • Elija una actividad de "Aprendizaje y práctica en el hogar" para completar con su estudiante • Waterford Early Learning Reading (sesión de 15 minutos) <p><u>MATEMÁTICAS</u></p> <ul style="list-style-type: none"> • "Más cucharadas por favor" Colorea la primicia en cada par que sea MÁS. (Si su hijo tiene problemas para comparar los números, use contadores [frijoles, cuentas, pasta, etc.] para comparar las cantidades). • Elija una actividad de "Aprendizaje y práctica en el hogar" para completar con su estudiante

Día 5

ELA

- Calentamiento de la conciencia fonológica - Mezcla silábica (elija la lista de cualquier día)
- Revisar la lista de palabras de alta frecuencia
- Escriba la rima de la sala - Corte "Con qué rima. . ." tarjetas separadas Apílelos o colóquelos alrededor de una habitación. Su hijo rodeará la imagen en la página de grabación que rima. Se proporciona una clave de respuesta.
- Elija un elemento de "Aprendizaje y práctica en el hogar" para completar con su estudiante
- Actividad de artes del lenguaje IXL o sesión de lectura de Waterford

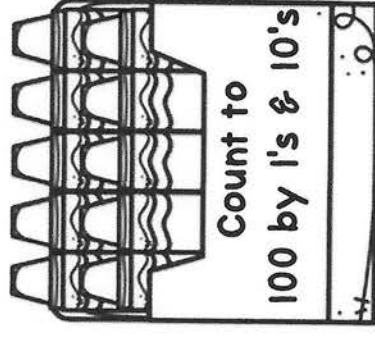
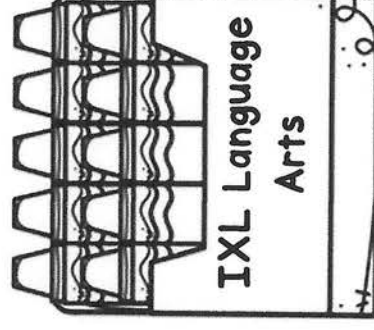
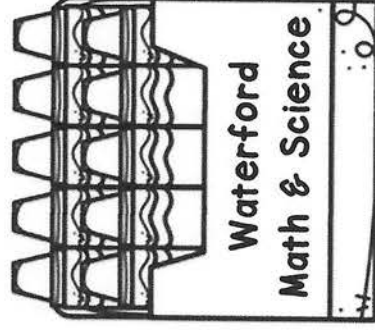
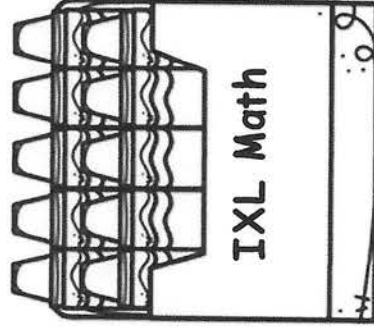
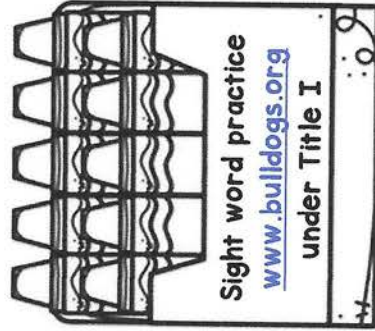
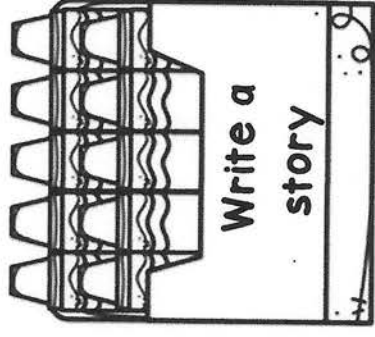
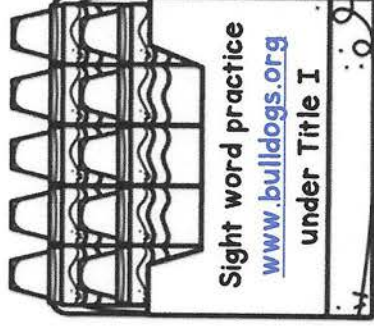
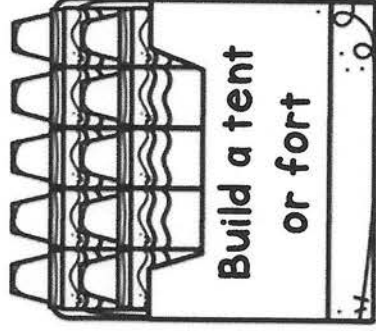
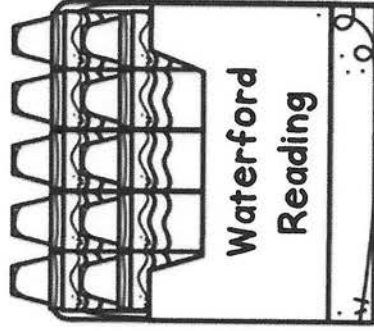
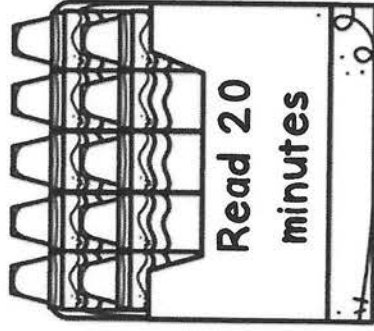
MATEMÁTICAS

- Tackle Box Ten-Frames - Montar el cubo. Ruede el cubo y coloree la caja de aparejos con el número que coincida con la cantidad. Continúa rodando hasta que todas las cajas estén coloreadas.
- Elija un elemento de "Aprendizaje y práctica en el hogar" para completar con su estudiante

AT HOME LEARNING & PRACTICE

Please help your child complete these items at home each week.

Color a crayon box each time you finish it.



Week of _____

Name _____

Vin and the Bag



Vin had a bag.

The bag is a big bag.

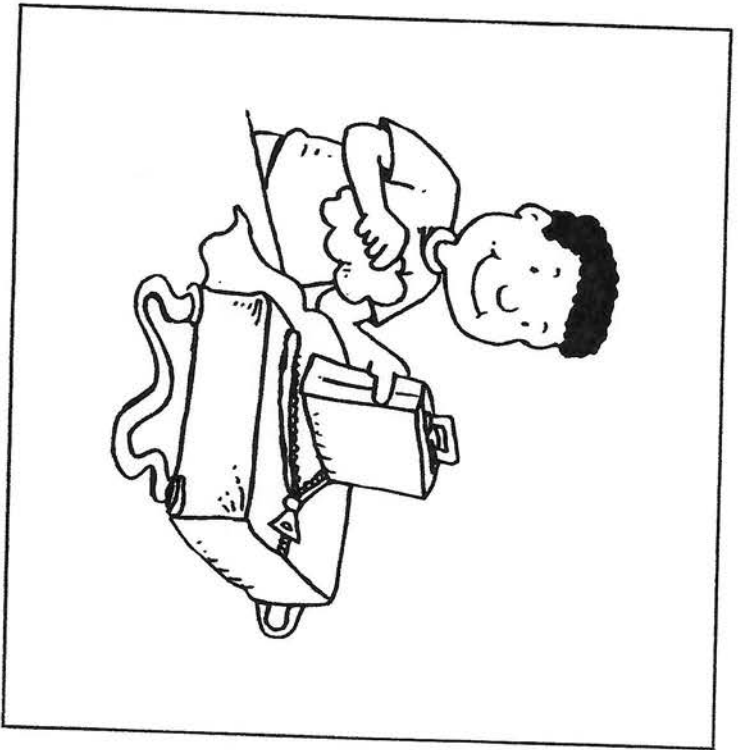
1



He got one big can.

He got one little net.

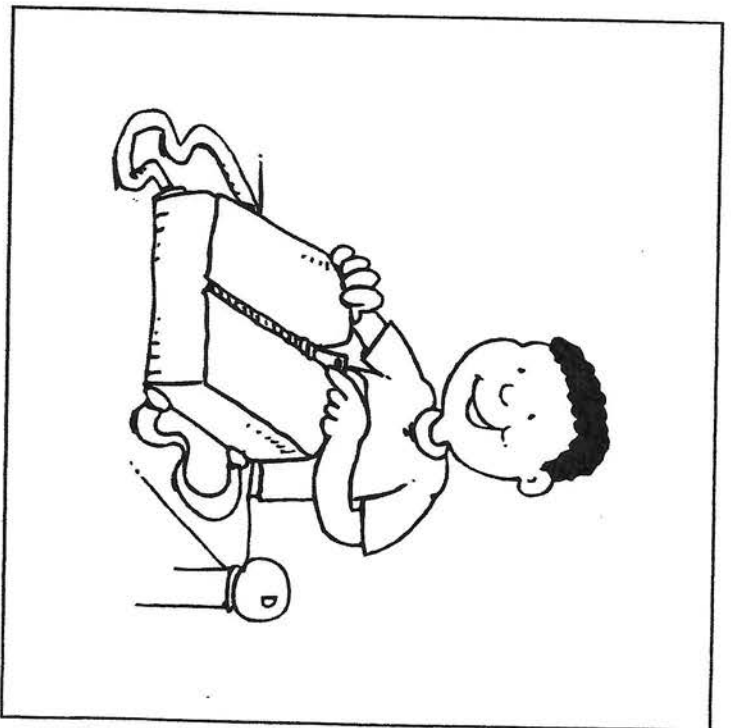
2



He got one little kit.
He got one big rag.

3

© Pearson Education, Inc., K



Vin will zip the bag.
He and the bag will go
on a trip.

4


© Pearson Education, Inc., K




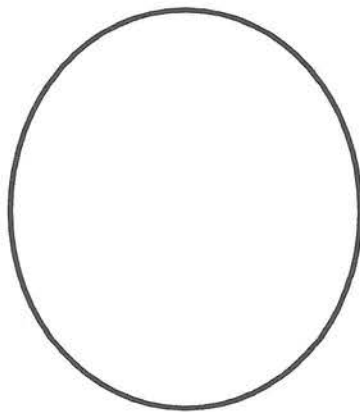
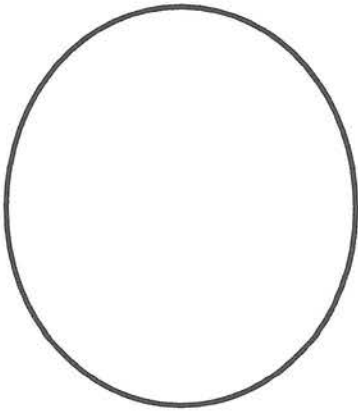
Act Out Addition

- 1 Draw a picture to act out the story.
- 2 Write the numbers to complete the number sentence.

3 balls .

2 more balls .

How many balls  in all?



+


=



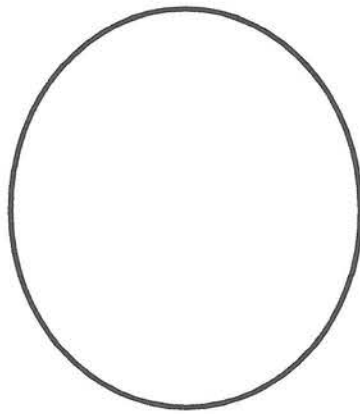
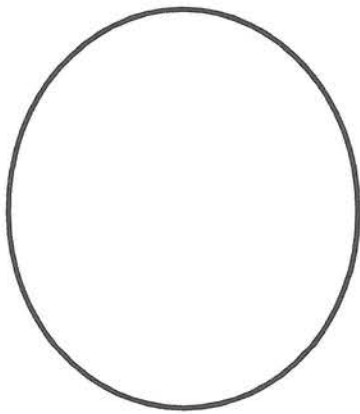
Representa la suma

- 1 Haz un dibujo para representar el cuento.
- 2 Escribe los números para completar la oración numérica.

3 pelotas .

2 pelotas más .

¿Cuántas pelotas  en total?



+

=

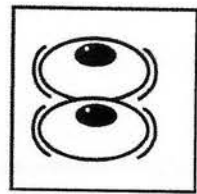
PHONEMIC AWARENESS WARM-UP

WEEK 28

Skill	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Flash Practice</u> Teacher says, students repeat.	<u>Consonant Blends</u> Intro the Consonant Blend r- blends Sounds	<u>Consonant Blends</u> r- blends Sounds	<u>Consonant Blends</u> l- blends Sounds r- blend sounds	<u>Consonant Blends</u> r- blends Sounds	<u>ALL Sounds</u> All Consonant Blends/Digraphs Sounds
<u>Stretch and Spell</u> Say the word, students repeat the word, then say it slowly. Call on a student to spell the word.	swim sled crib clam trap smock stem flash	clap flat glass frog trash snap step plank	club flip plug frizz trip snug stick slid	clip glad plum grab smog spill swat brad	club flop slug grin snag spin brush crack
<u>Phoneme Isolation- Blends</u> Say the word, students repeat the word, What's the consonant blend?	flame (fl) glove (gl) president (pr) sketch (sk) spill (sp) dress (dr) blue (bl) grump (gr)	sky (sk) trap (tr) crow (cr) pliers (pl) study (st) breeze (br) planet (pl) slug (sl)	spaghetti (sp) clap (cl) brush (br) cricket (cr) dry (dr) plate (pl) sweep (sw) stamp (st)	broccoli (br) glacier (gl) stick (st) score (sc) grow (gr) flat (fl) scoop (sc) freckle (fr)	plane (pl) crack (cr) spatula (sp) princess (pr) dream (dr) branch (br) blanket (bl) clue (cl)
<u>Syllable Blending</u> Say the parts of the multi-syllabic word with a pause(cow-boy) students repeat and then blend the word together. (cowboy)	sky-scraper slip-pers flow-er sta-ble prin-cess tramp-o-line brok-en stap-ler play-ground	plan-et pres-i-dent scare-crow grass-hop-per drag-on-fly crick-et spark-le stock-ing tri-angle	swim-suit freck-le fla-ming-o smoo-thie skill-et skate-board pret-zel brocc-o-li gla-cier	trum-pet sweat-er spa-ghett-i brace-let trav-el sta-ble spi-der dra-gon fra-ction	sneak-er cray-ons spat-u-la skew-er gloom-y bloss-om grand-ma blue-berr-y plat-y-pus

Name: _____

I am learning to make sentences!



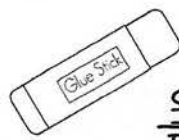
read

The girl is in a tent.

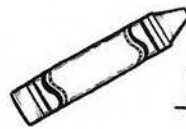


write

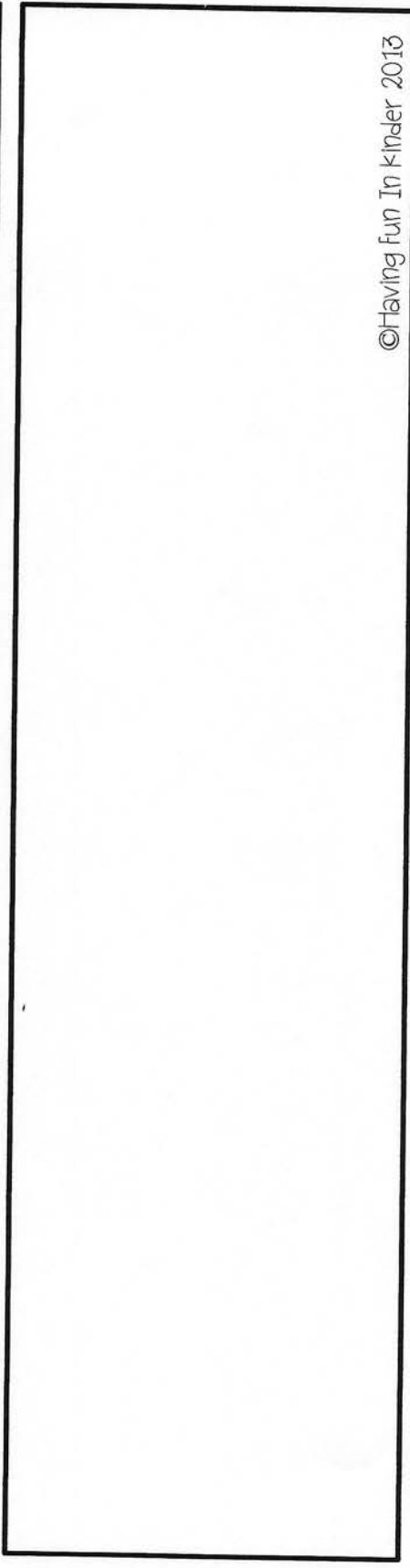
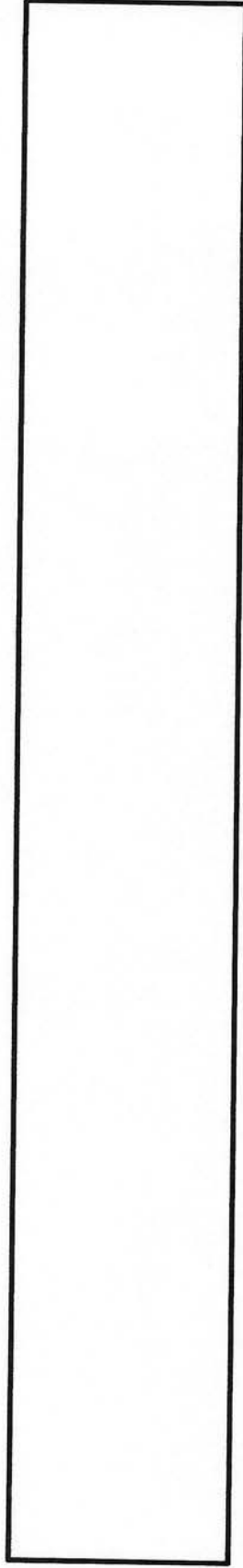
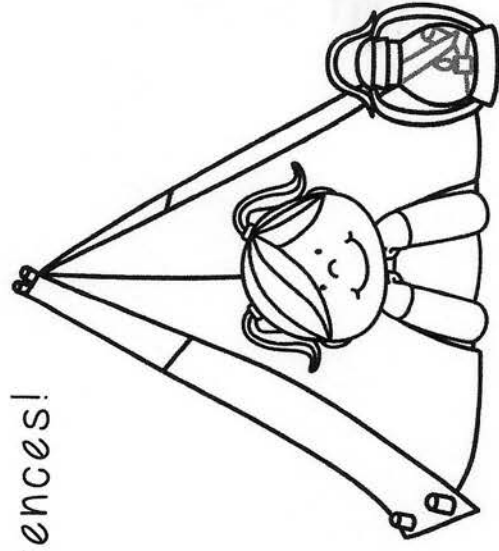
The girl is in a tent.



glue



draw



©Having Fun In Kinder 2013

in | girl | a | The | is | tent.

Name: _____

Reading Comprehension

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

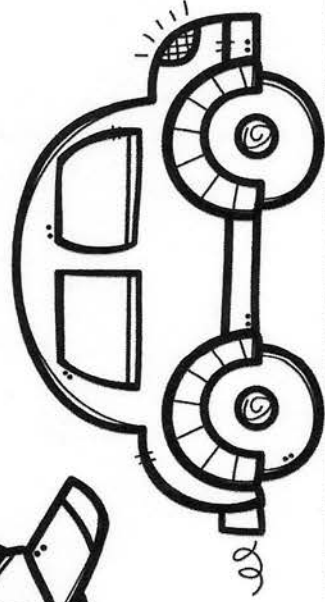
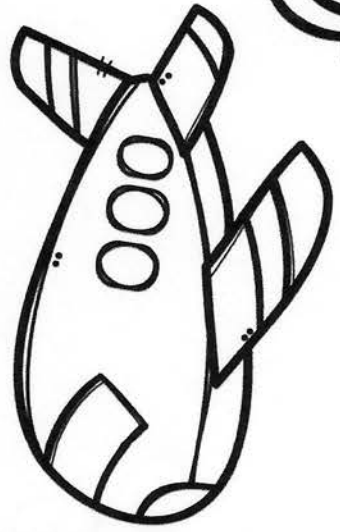
My dad has a car.

The car is blue.

The car can go fast.

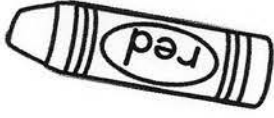


Circle the picture that
matches the story.



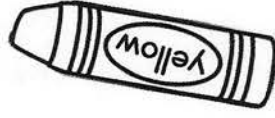
1. My dad has _____.

- a. a tie
- b. a car
- c. a dog



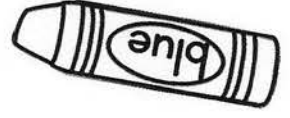
2. The car is _____.

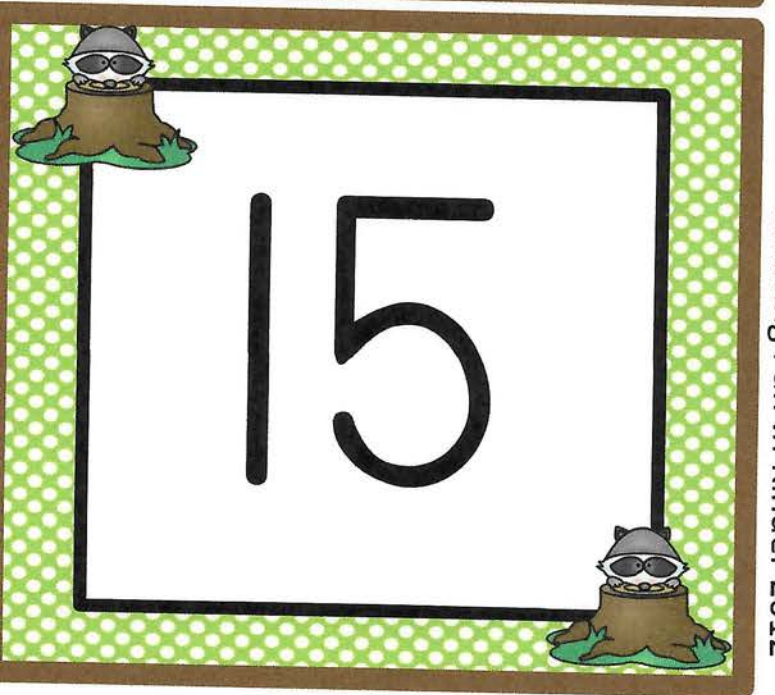
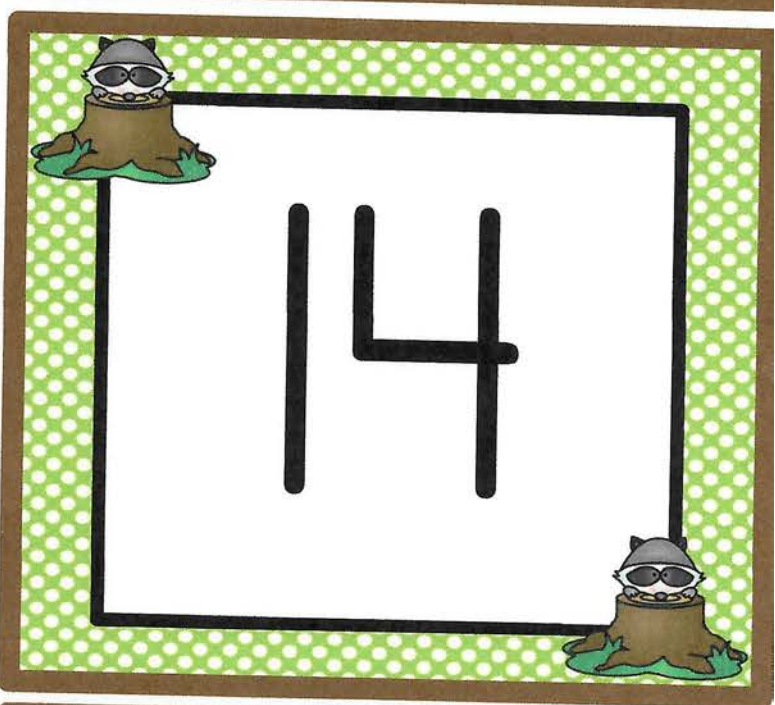
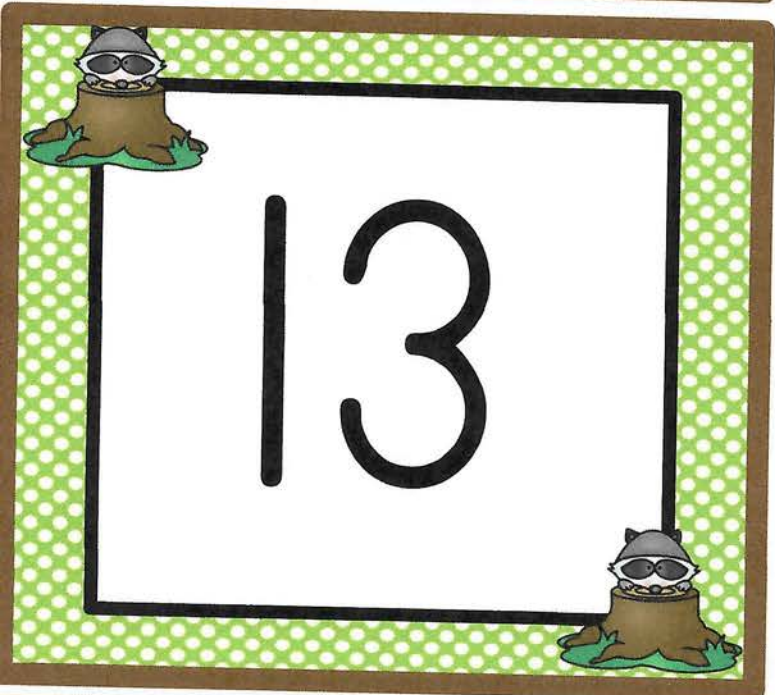
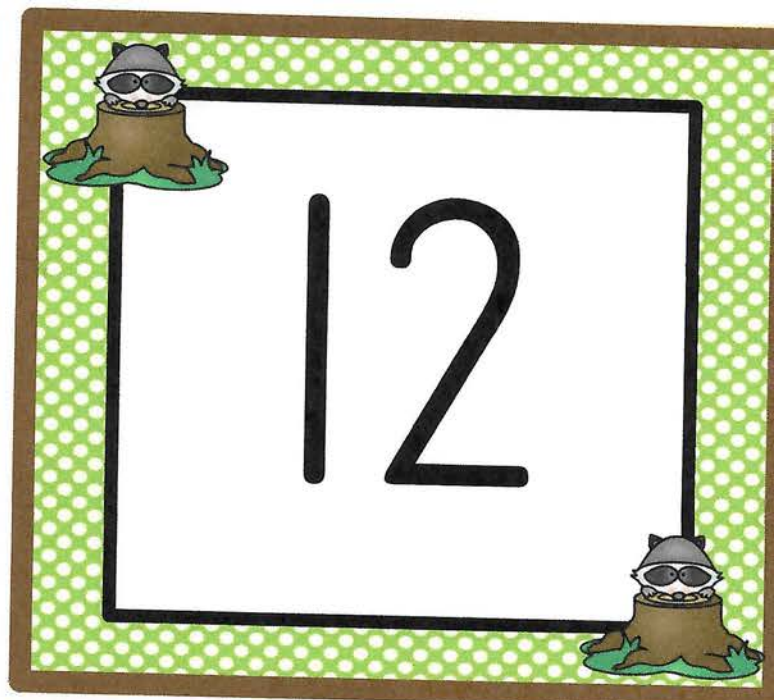
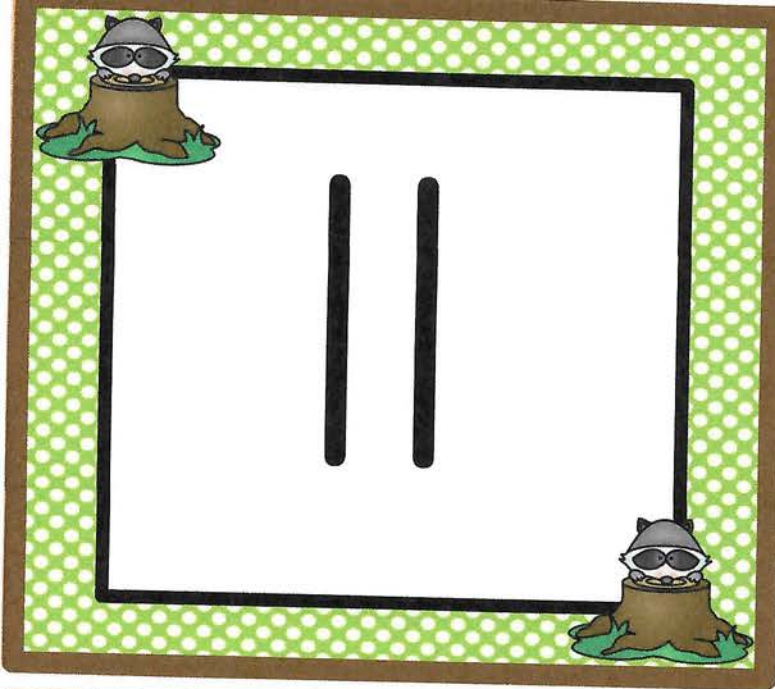
- a. big
- b. little
- c. blue



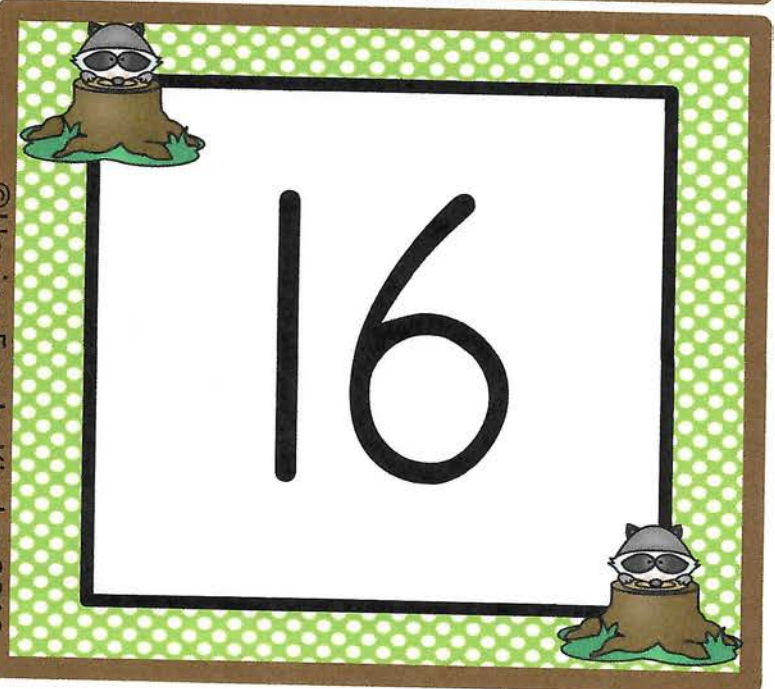
3. The car can _____.

- a. go fast
- b. run
- c. swim







©Having Fun In Kinder 2012







17



18



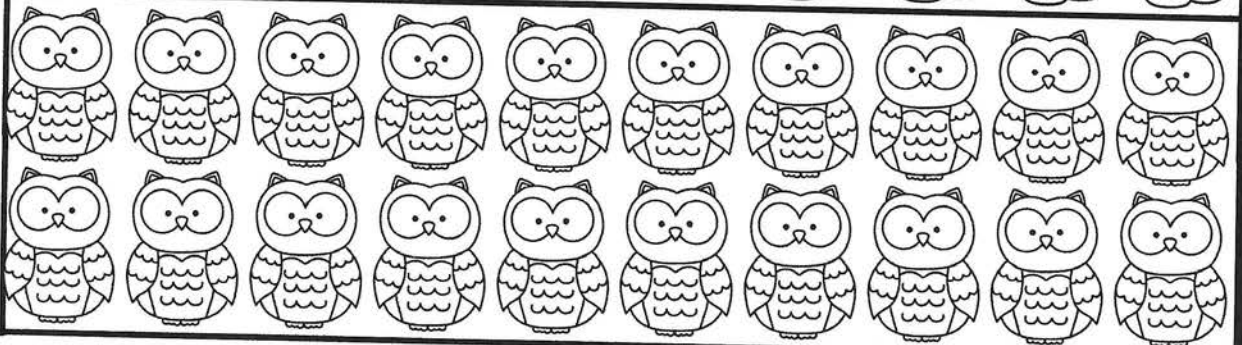
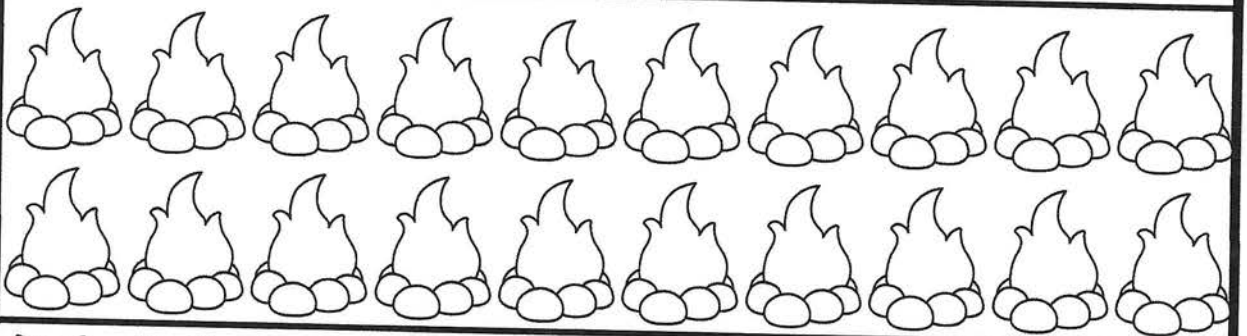
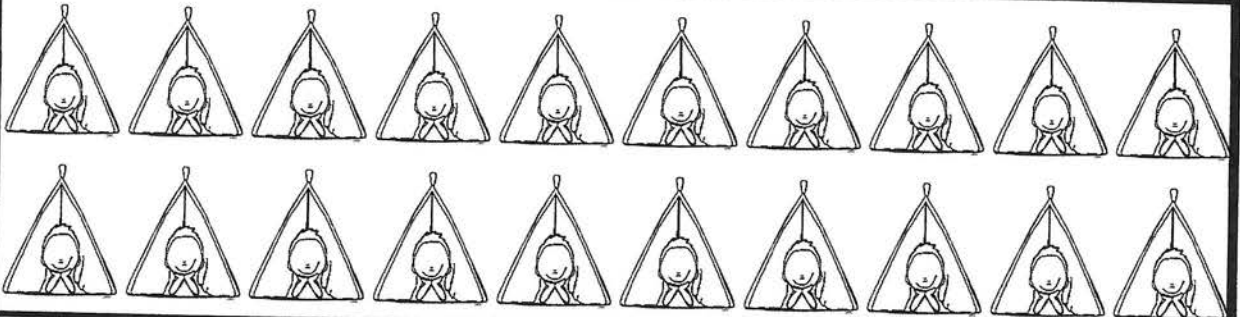
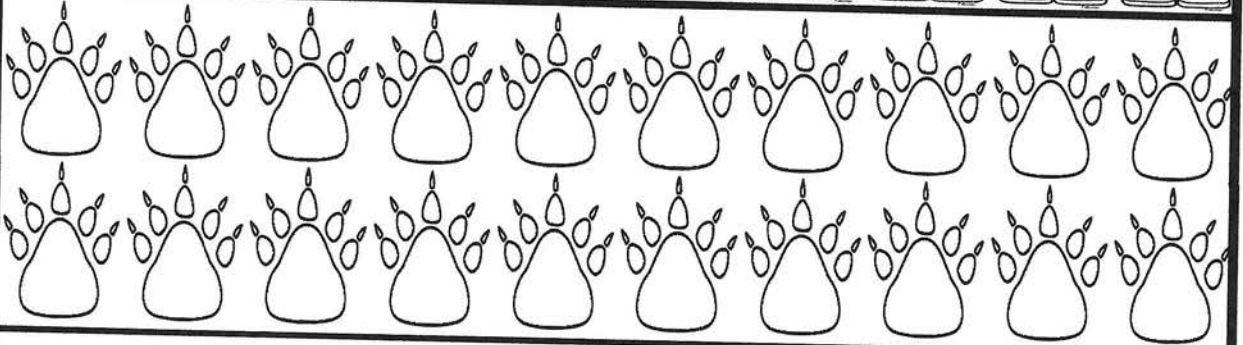
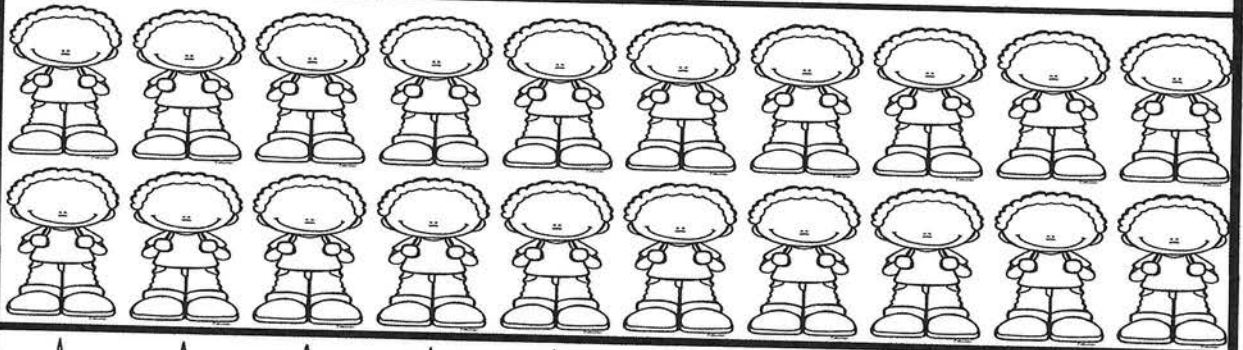
19



20

Name: _____

I can read the number on the card, write it in a box below and color the same quantity.



I Can Read!

Decodable Reader

● Short Aa

Ann Cass sad
ham pan pass
can yam jam
tan

■ Short Ii

sit Kim did
will miss it
big in fix
mix dip fill
grin sit

▲ Short Oo

Tom Jon got
not hot pot

★ High-Frequency Words

where go
is a
the that
with

♥ Read the story.

READING STREET ONLINE

DECODABLE READERS

www.ReadingStreet.com

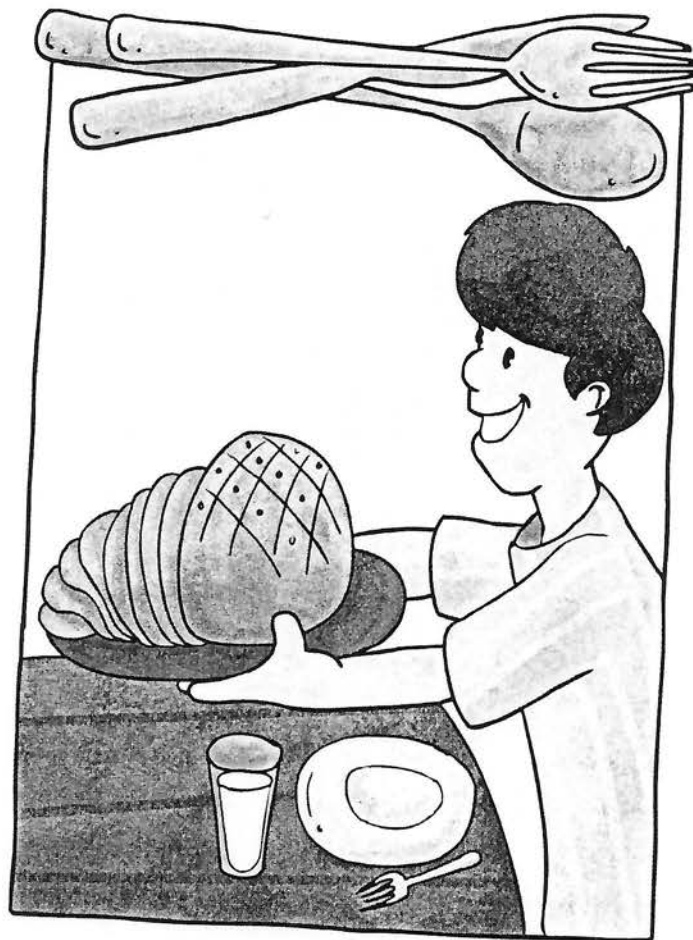
Will Cass Come?

Decodable
Reader

32

Written by Tracy Hawks

Illustrated by Bill Pars

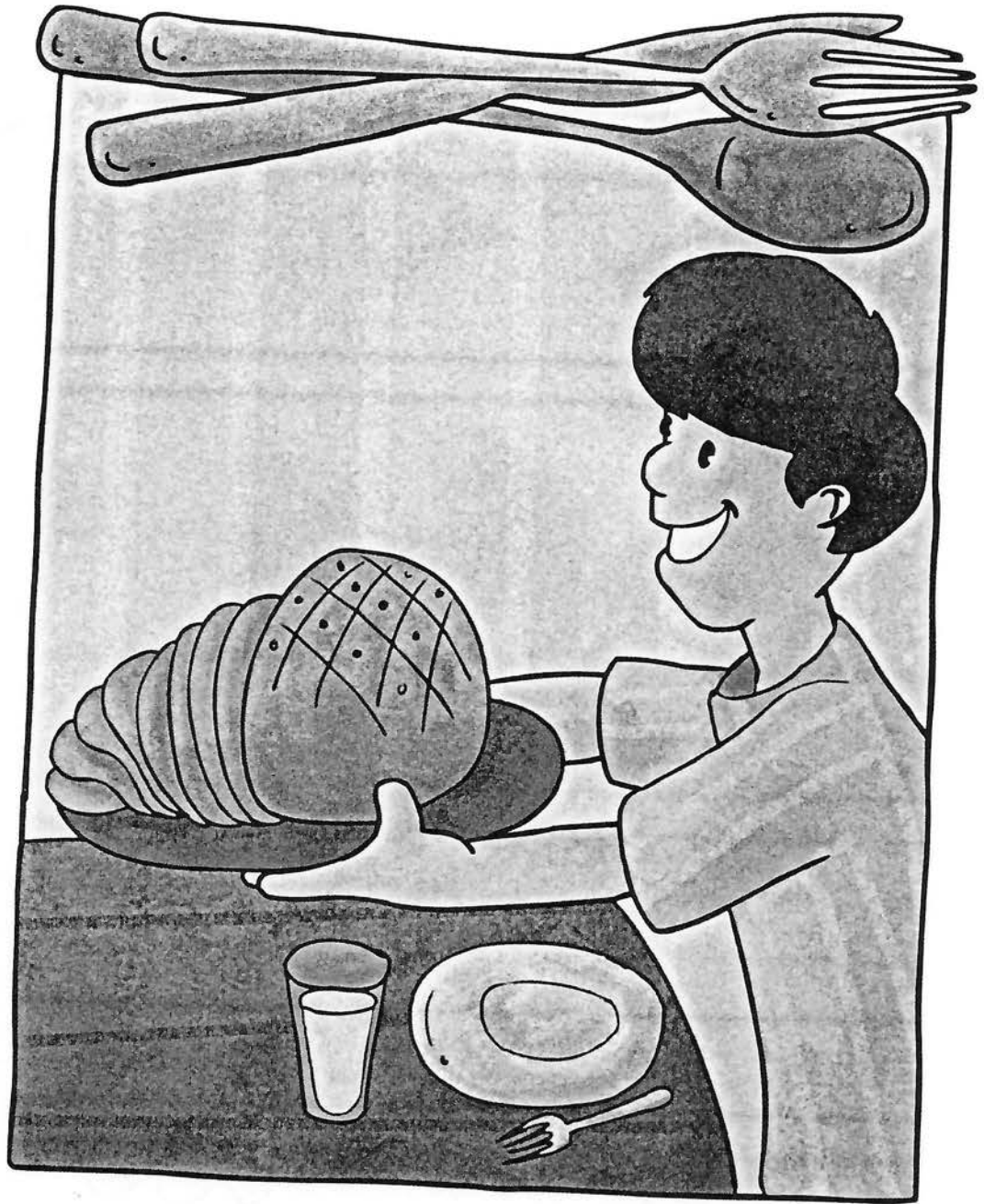




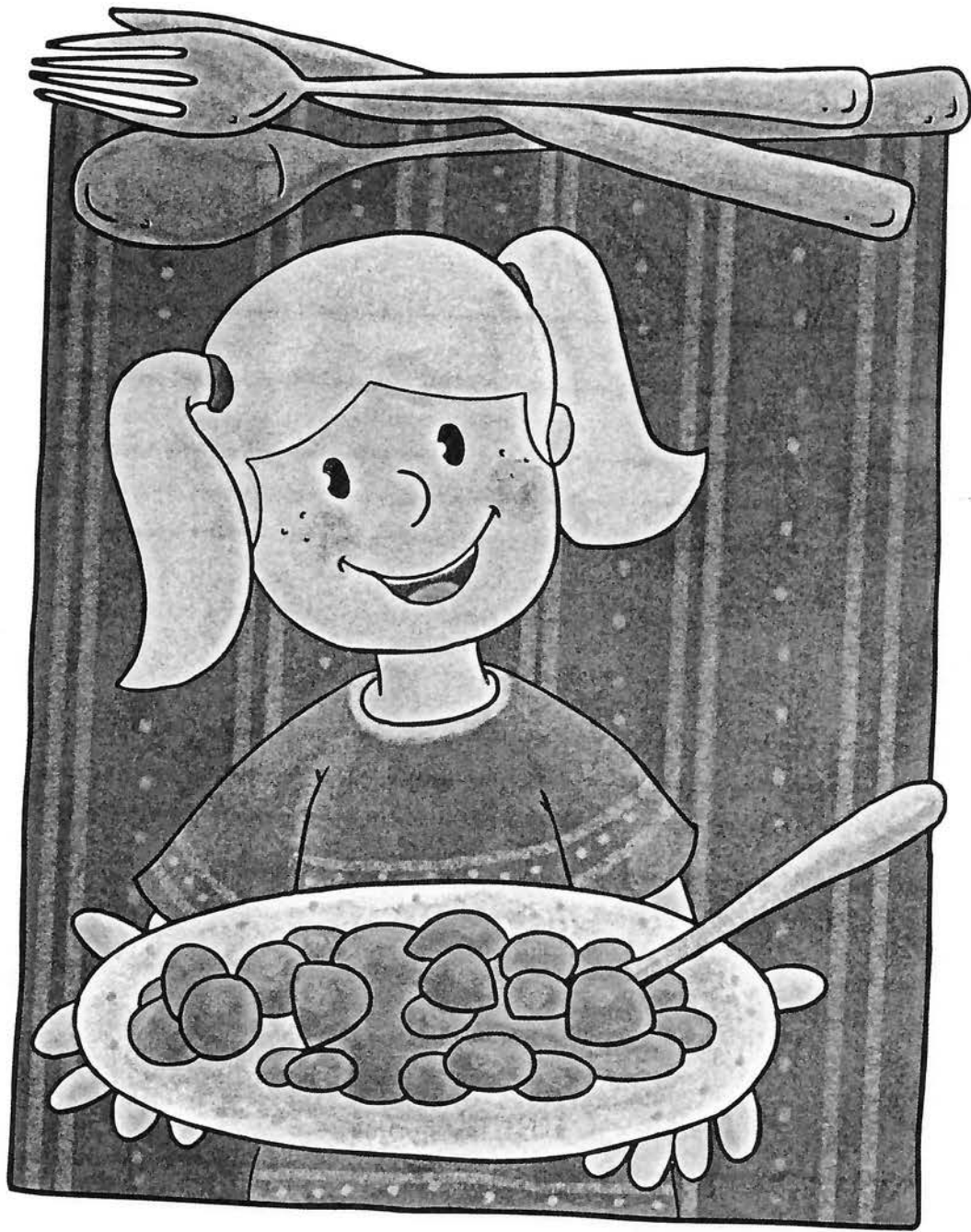
Sit, Tom. Sit, Kim.
Sit, Ann. Sit, Jon.



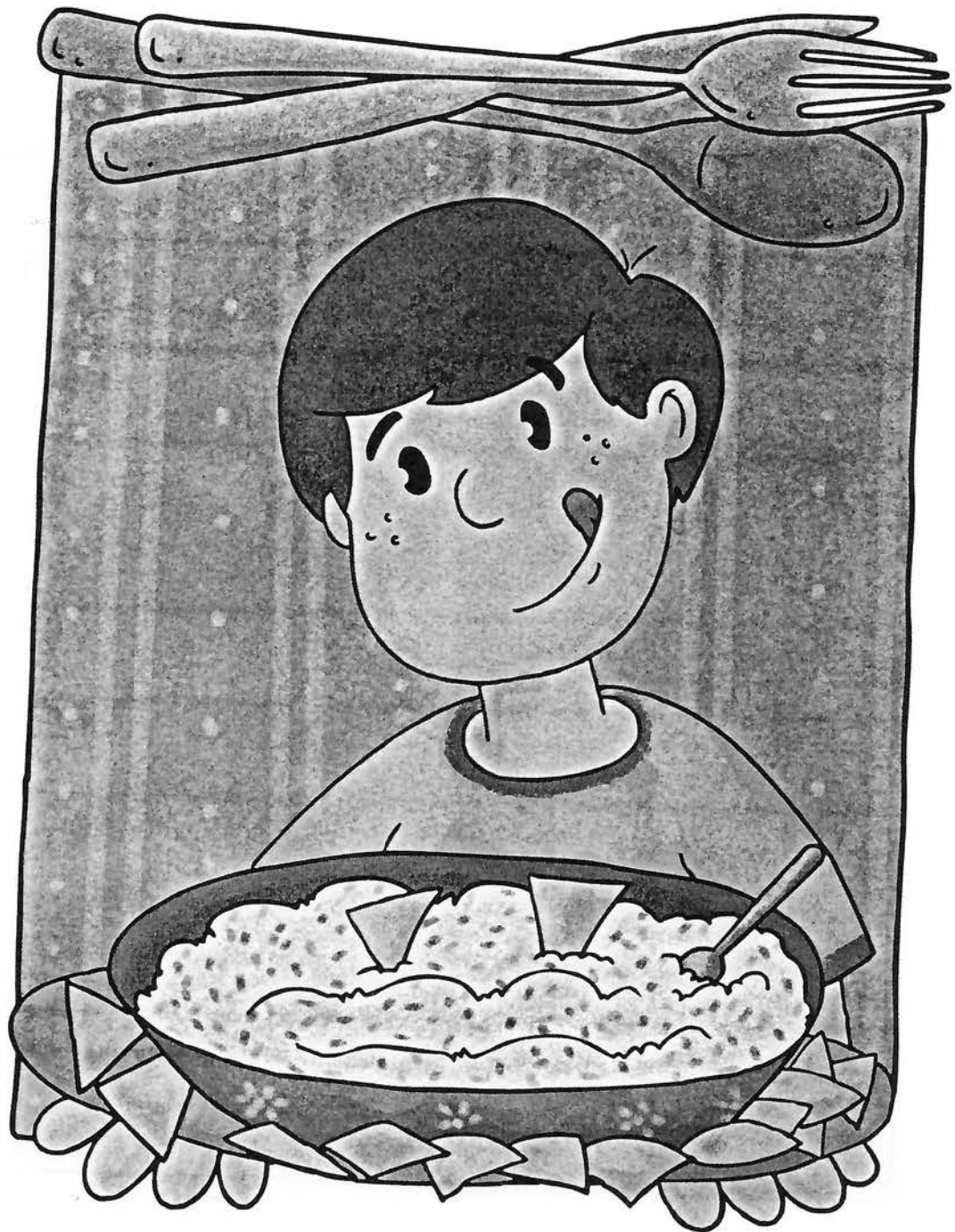
Where did Cass go?
Cass will miss it.
Cass is sad.



Tom got a big ham.
Ham is in a big pan.
Pass us ham, Tom.



Ann can fix a yam.
It is not hot.
Pass us the yam, Ann.



Jon can mix dip.
Dip will fill that pan.
Pass us dip, Jon.



Kim can come with red jam.
Jam is in a tan pot.
Pass us red jam, Kim.



It is Cass!
Cass can grin.
Cass can sit with us.

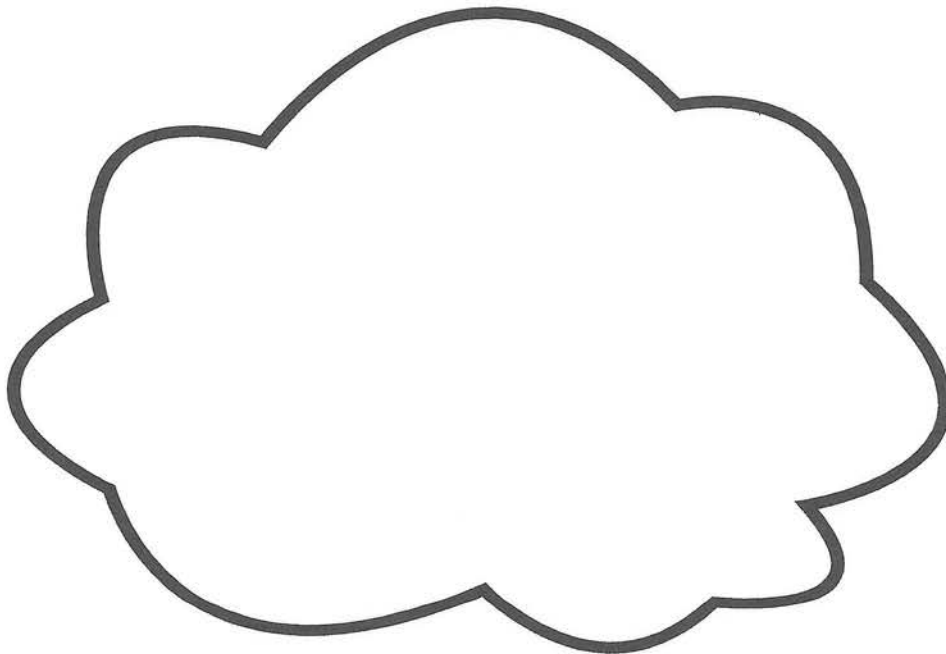


Name _____

Act Out Subtraction

- 1 Draw a picture to act out the story.
- 2 Write the numbers to complete the number sentence.

4 balloons .
1 balloon  pops.
How many balloons  are left?



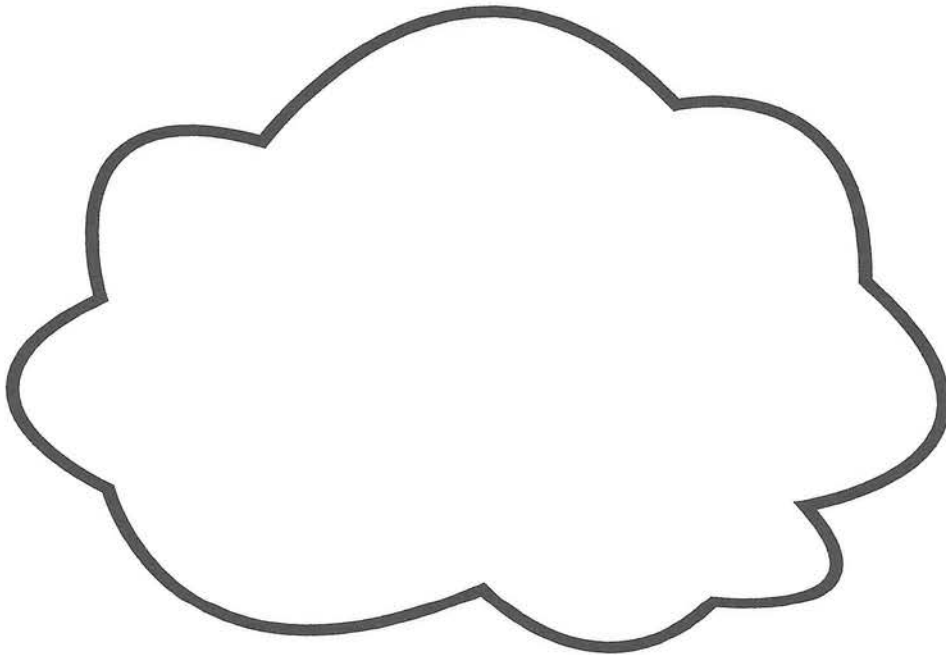
<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px;"><hr/><hr style="border-top: 1px dashed black;"/><hr/></div>	-	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px;"><hr/><hr style="border-top: 1px dashed black;"/><hr/></div>	=	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px;"><hr/><hr style="border-top: 1px dashed black;"/><hr/></div>
---	---	---	---	---



Representa la sustracción

- 1 Haz un dibujo para representar el cuento.
- 2 Escribe los números para completar la oración numérica.

4 globos 
1 globo  revienta.
¿Cuántos globos  quedan?

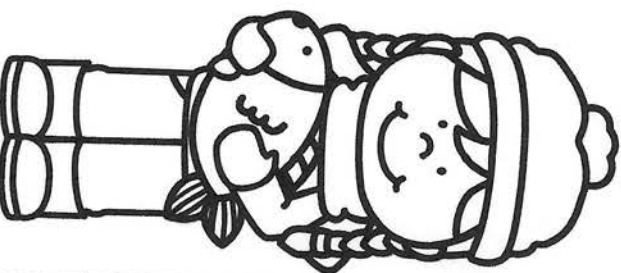
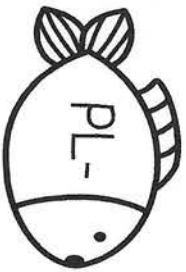
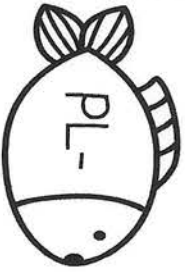
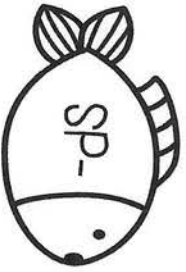
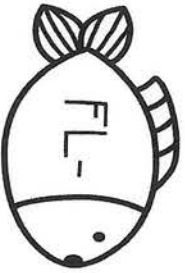
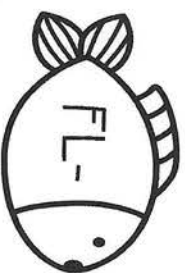
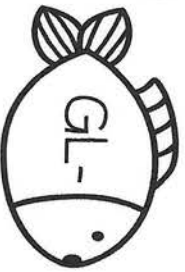
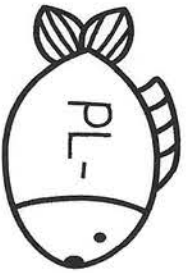


<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px;"><hr/><hr style="border-top: 1px dashed black;"/><hr/></div>	-	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px;"><hr/><hr style="border-top: 1px dashed black;"/><hr/></div>	=	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px;"><hr/><hr style="border-top: 1px dashed black;"/><hr/></div>
---	---	---	---	---

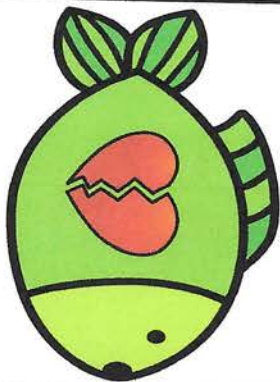
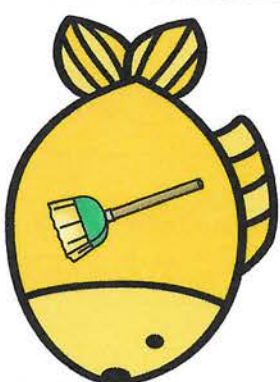
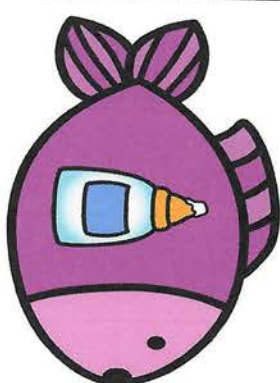
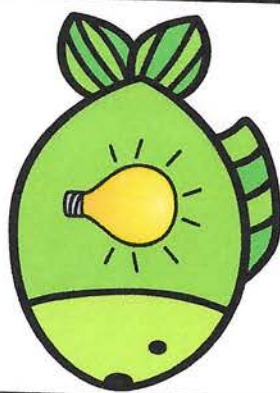
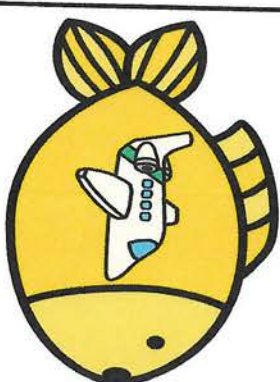
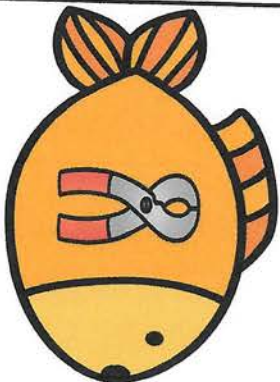
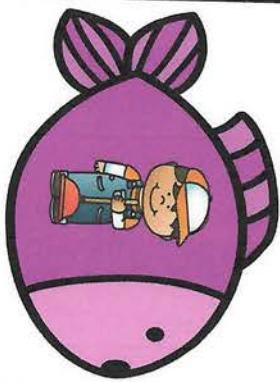
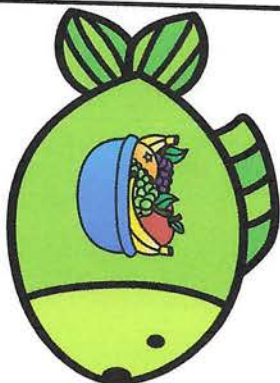
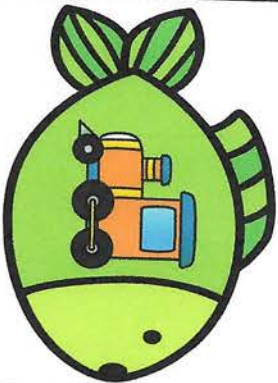
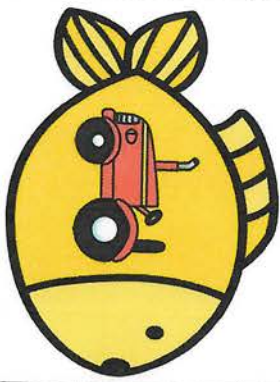
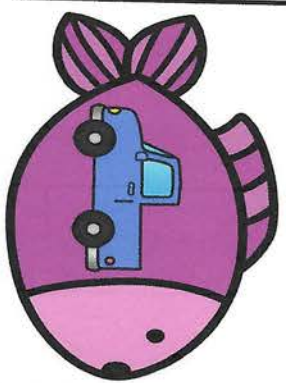
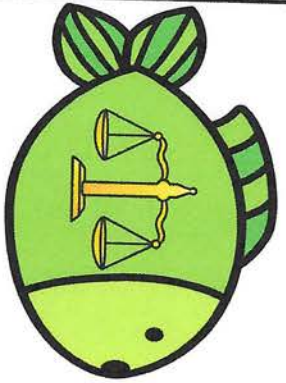
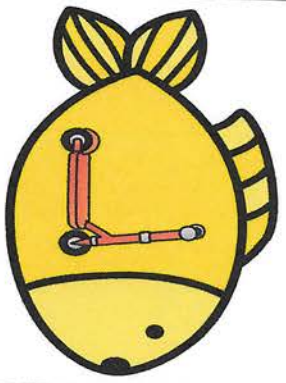
Name _____

BLEND ICE FISHING

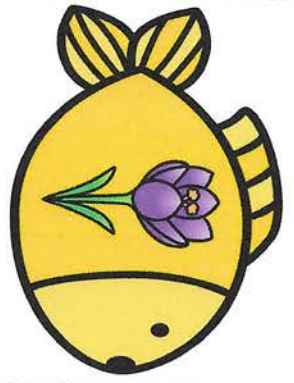
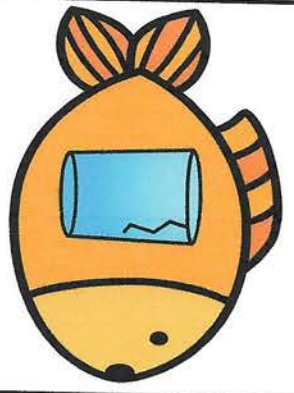
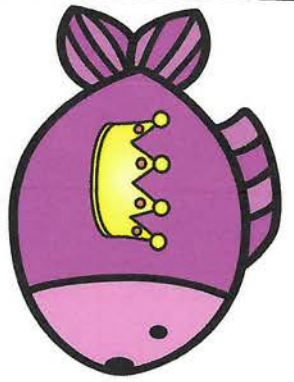
Flip over a fish and say the word out loud. Then color the blend if starts with below. Continue until all of the fish are colored.



WORDS SHOWN: scoop, scarf, scooter, scouter, scale, truck, trick, tractor, train, frown, frog, friends, fruit, plumber, pliers, plane, glow, glue, glove, broom, broken.



WORDS SHOWN: crown, cracked, flower, flag, space, spoon.

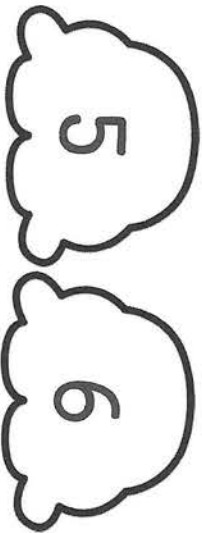
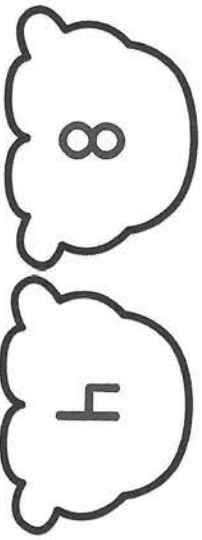
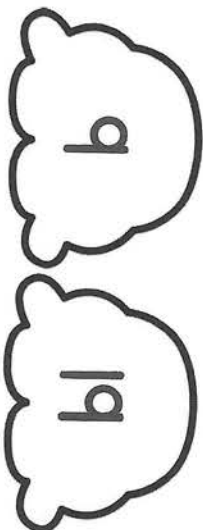
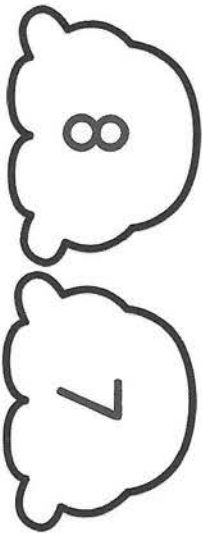
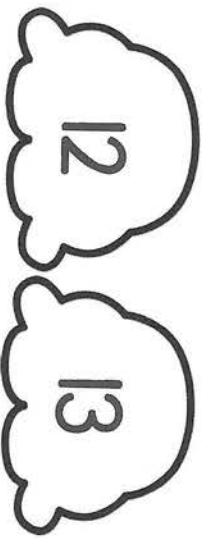
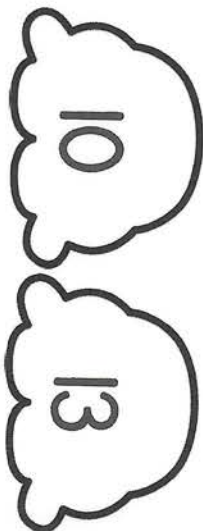
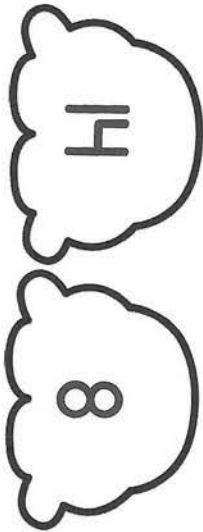
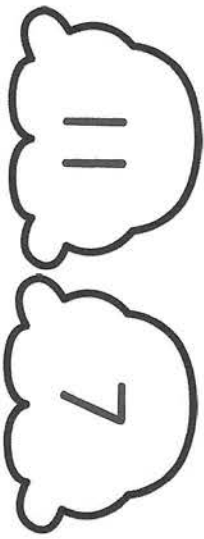


© Playdough To Plato.

More Scoops Please!

Name _____

Color the scoop in each pair that is MORE.



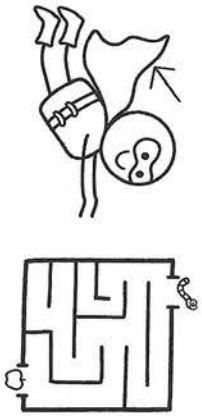
Name: _____

Directions: Walk around the room looking for cards. Circle the picture of the word that rhymes.

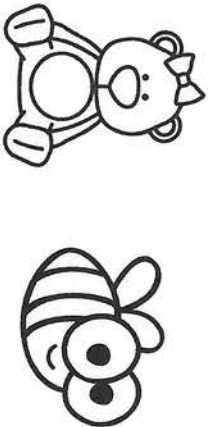
Write the Room

RHYMING

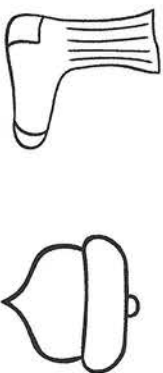
1



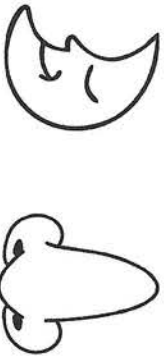
2



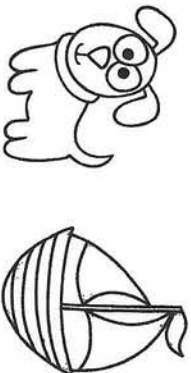
3



4



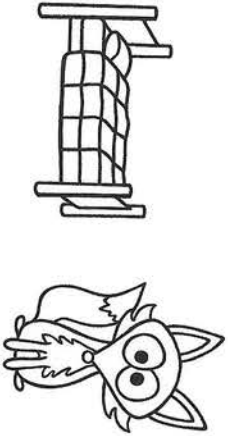
5



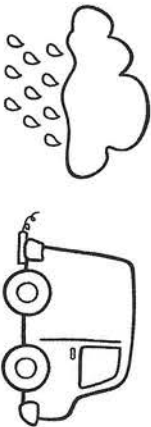
6



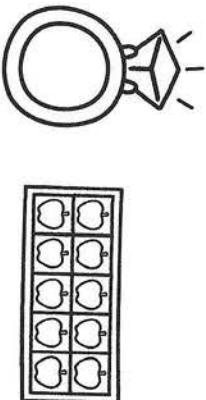
7



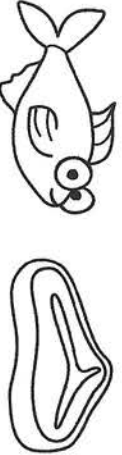
8



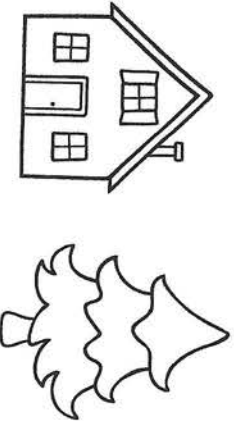
9



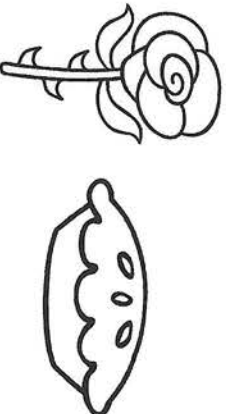
10



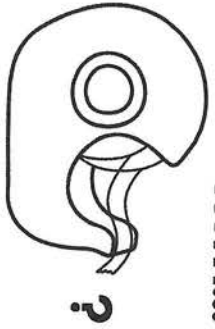
11



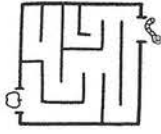
12



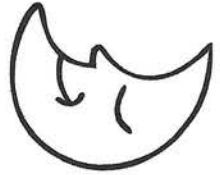
1 What rhymes with...



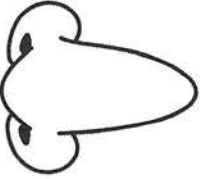
or



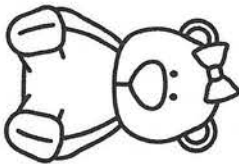
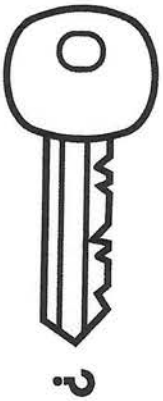
4 What rhymes with...



or



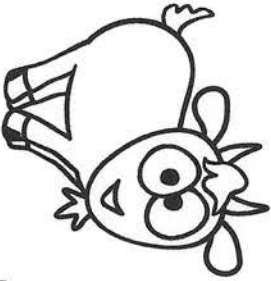
2 What rhymes with...



or



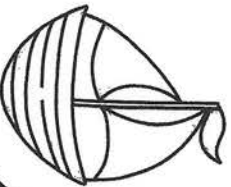
5 What rhymes with...



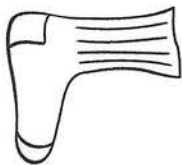
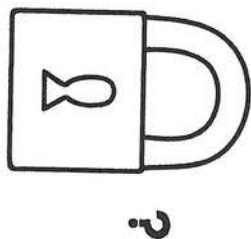
?



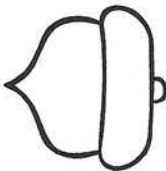
or



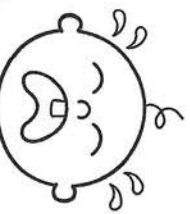
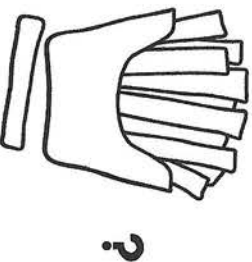
3 What rhymes with...



or



6 What rhymes with...

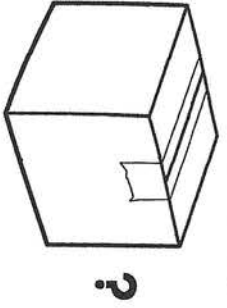


or



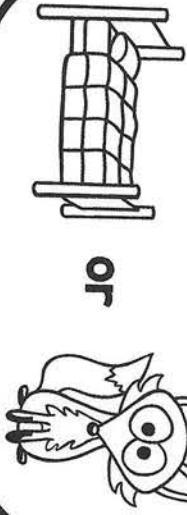
7

What rhymes with...



?

or



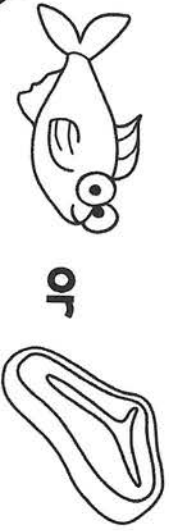
10

What rhymes with...



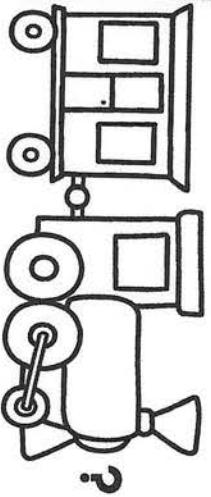
?

or



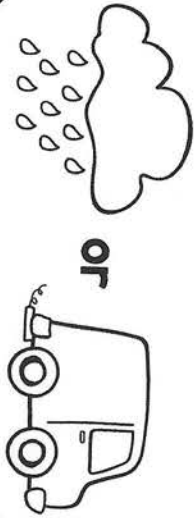
8

What rhymes with...



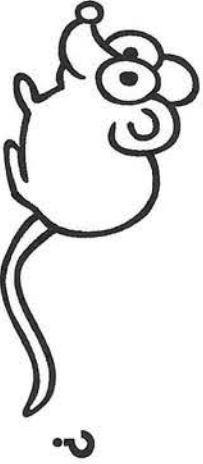
?

or



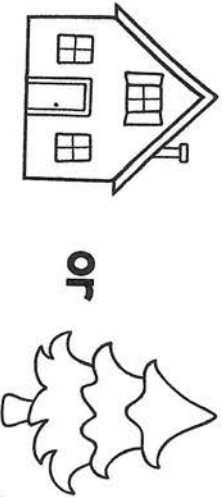
11

What rhymes with...



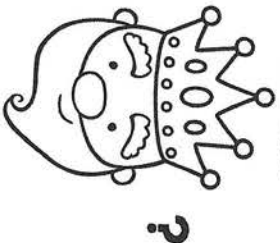
?

or



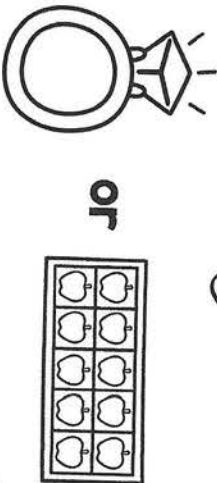
9

What rhymes with...



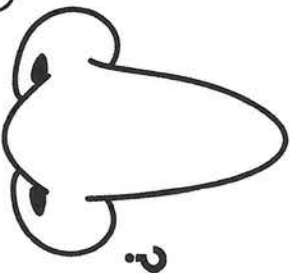
?

or



12

What rhymes with...



?

or



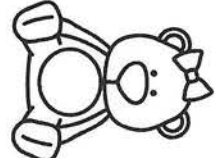

Name: _____ **Answer Key**


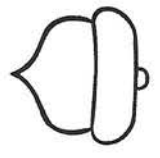
Directions: Walk around the room looking for cards. Circle the picture of the word that rhymes.

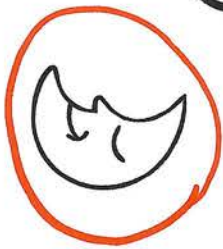
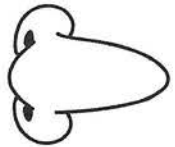
Write the Room

RHYMING

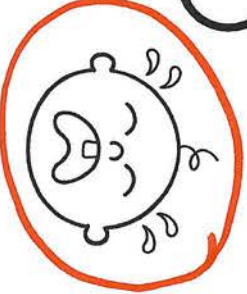
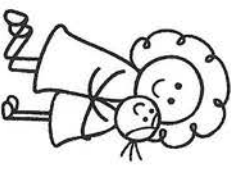
1  



2  


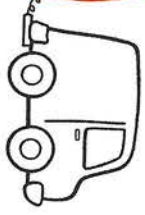
3  

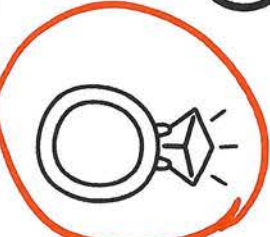
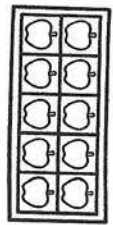
4  



5  

6  



7  

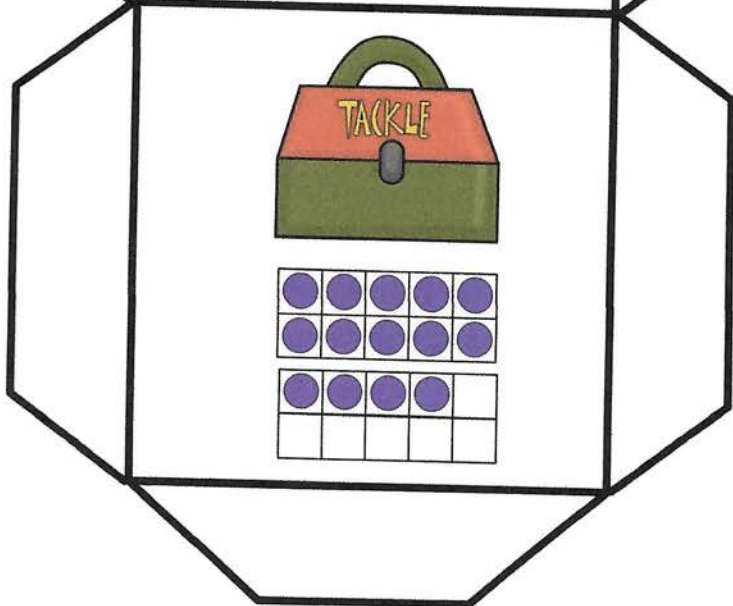
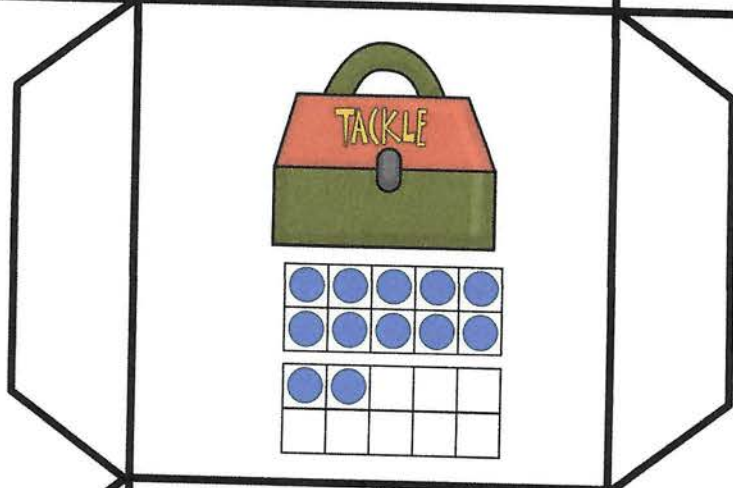
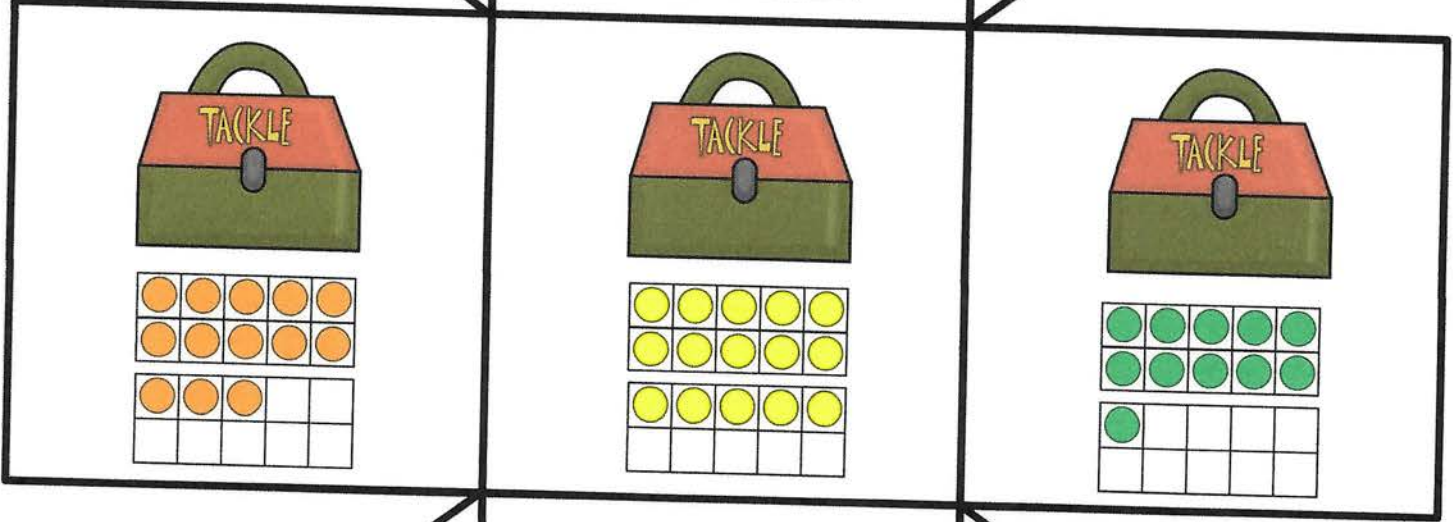
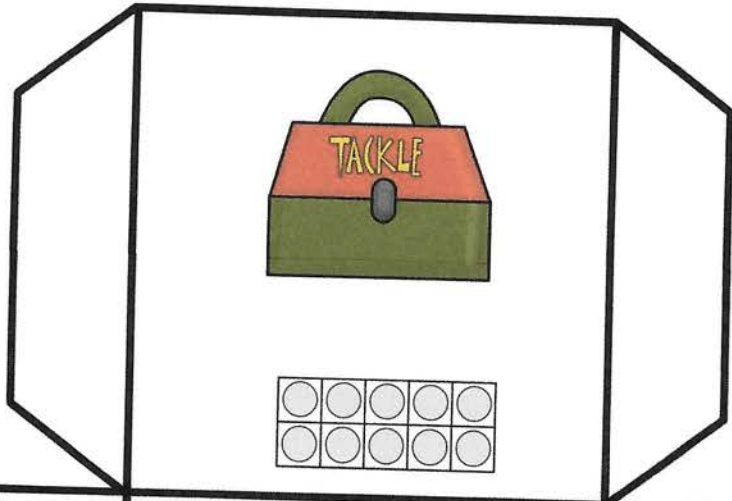
8  

9  

10  

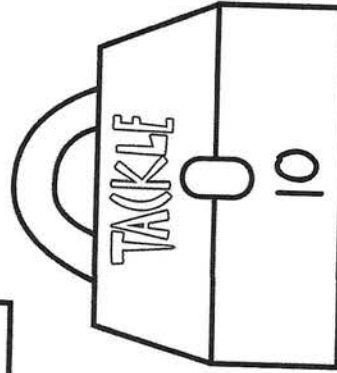
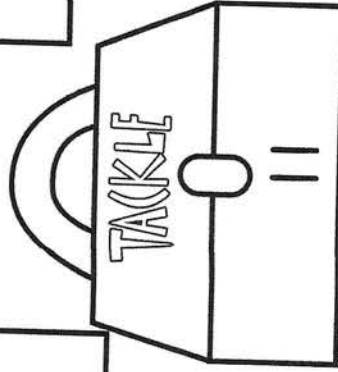
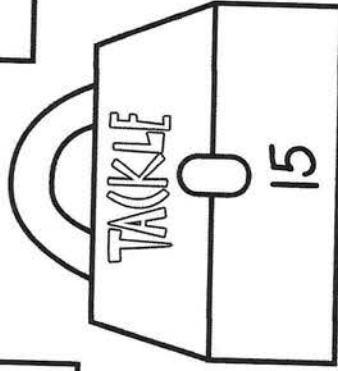
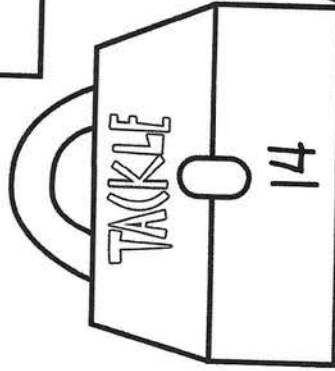
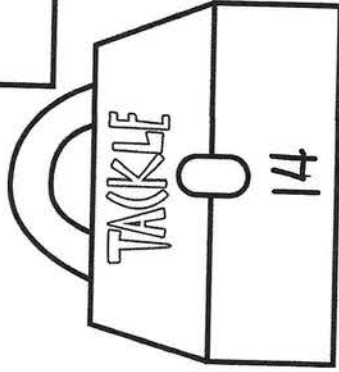
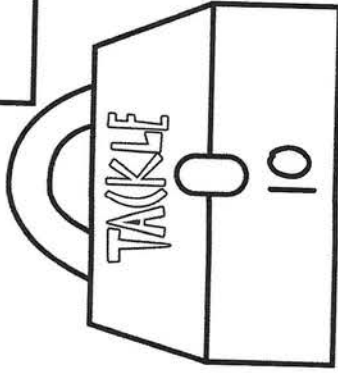
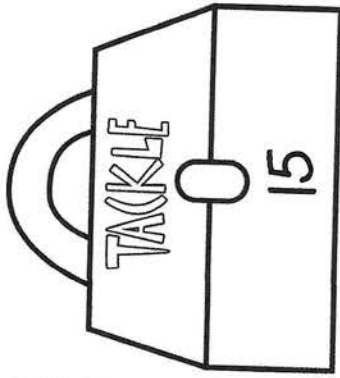
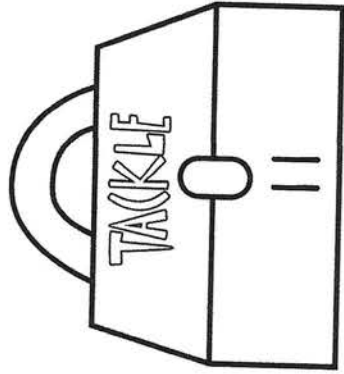
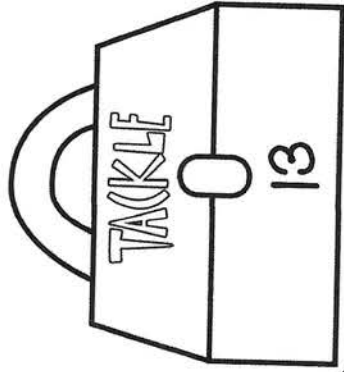
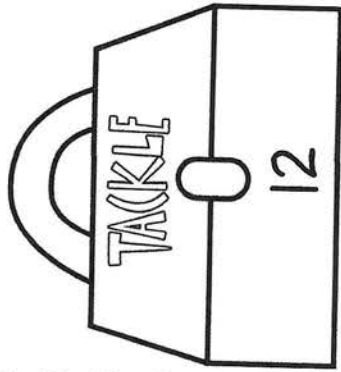
11  

12  



Name: _____

I can color the tackle box that matches the quantity I rolled or spun.



Additional Learning Opportunities

*This work is NOT mandatory but is available if your child wants to do some extra learning.

(In addition to the following pages, books can be read again and any Phonemic Awareness Warm-Up activities can be done.)

Camping Scavenger Hunt

Find Something:

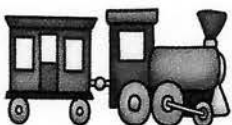
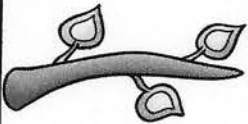








- Rough
- Bumpy
- Crunchy
- Smooth
- Brown
- Fuzzy
- Hard
- Light
- Tiny
- Heavy
- Soft
- Flat
- Broken
- Long

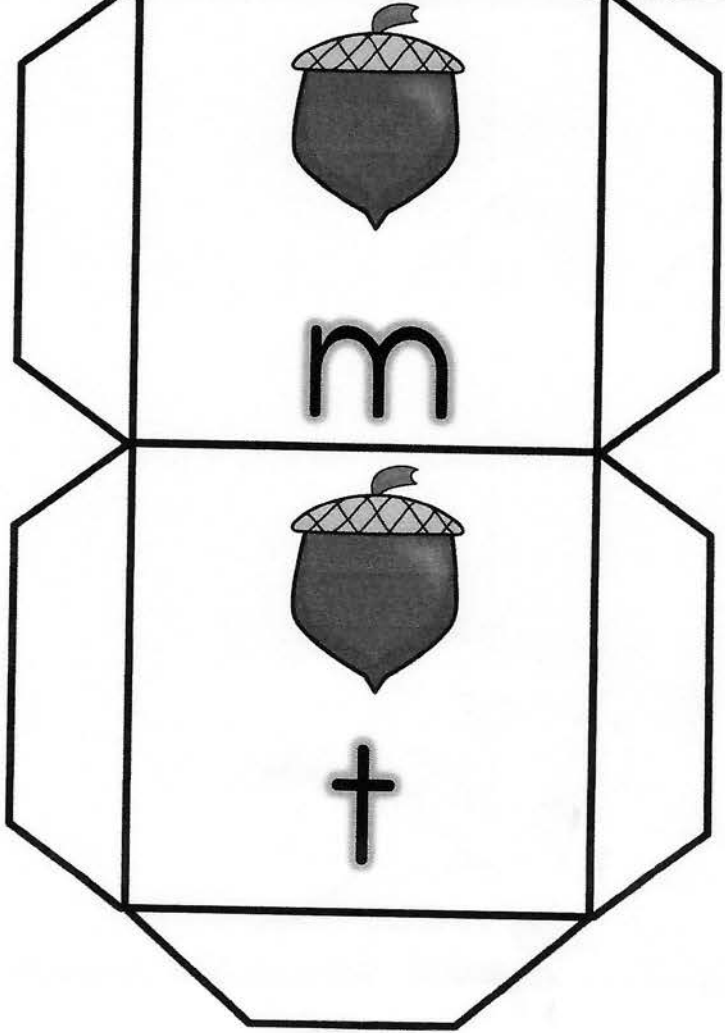
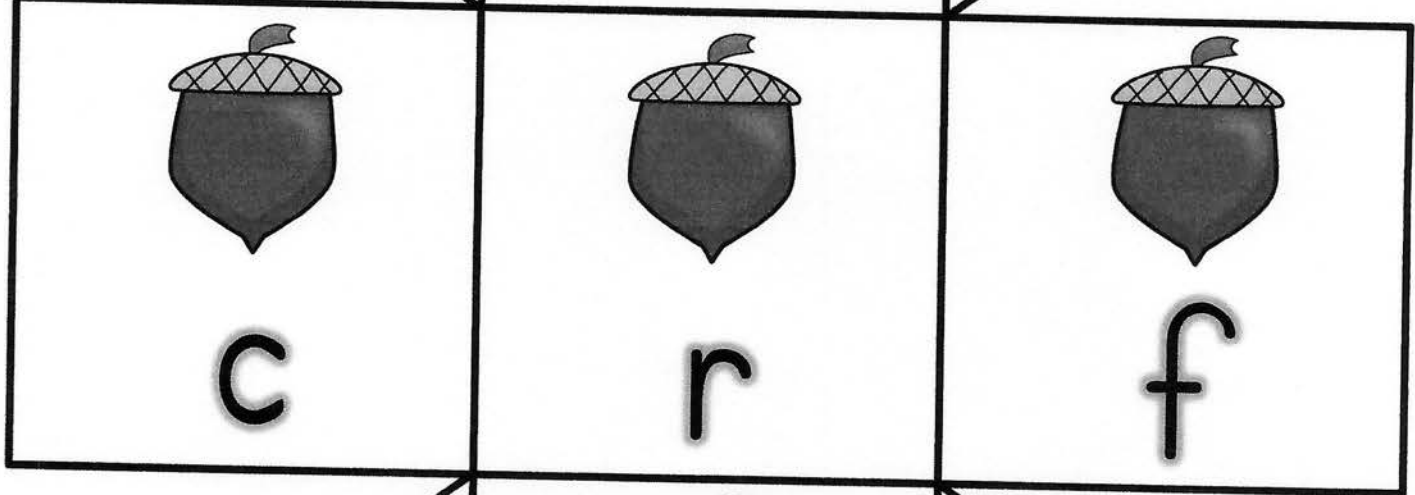
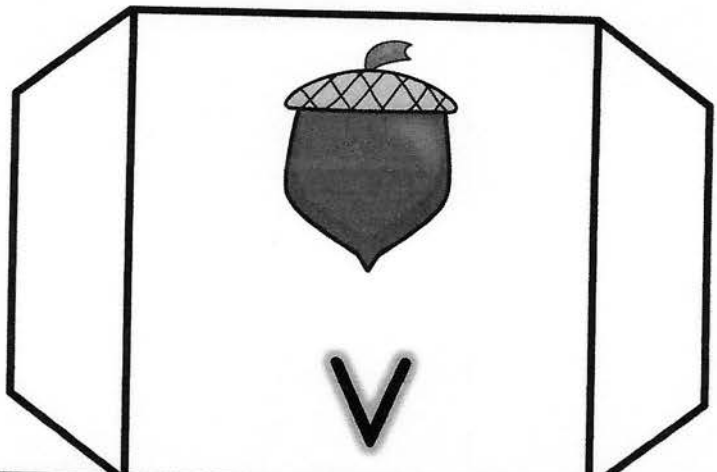


Name: _____



I can say the picture, solve the blend, and write it to complete the word.

1 	___ain	2 	___anch
3 	___ashlight	4 	___oud
5 	___ee	6 	___obe
7 	___ower	8 	___iangle
9 	___ide	10 	___ayons





an



od



en



ad



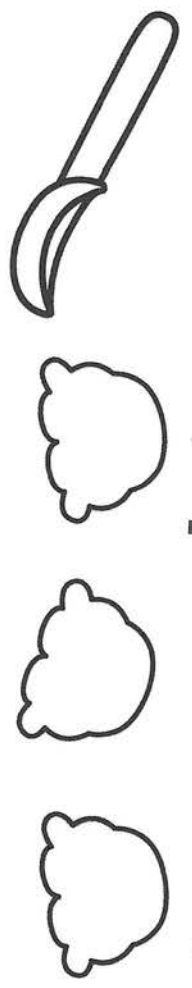
ub



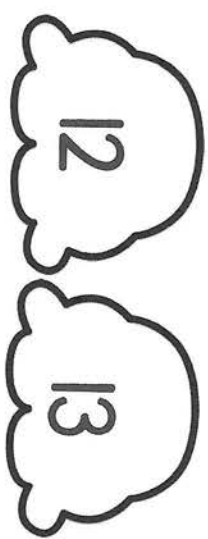
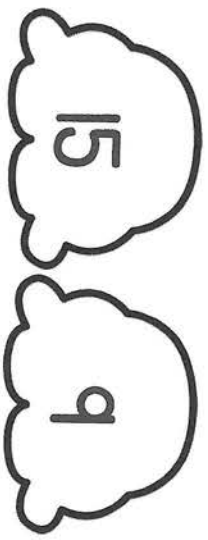
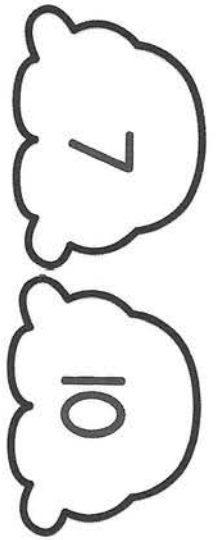
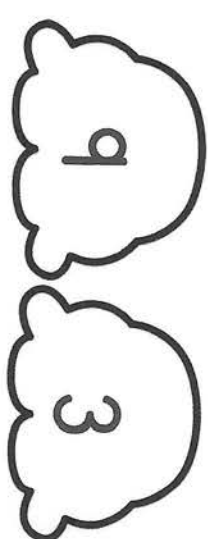
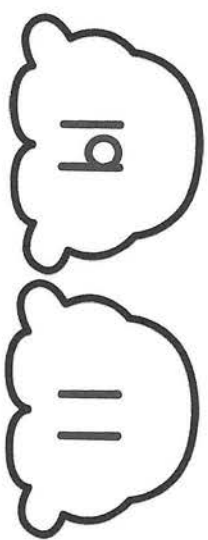
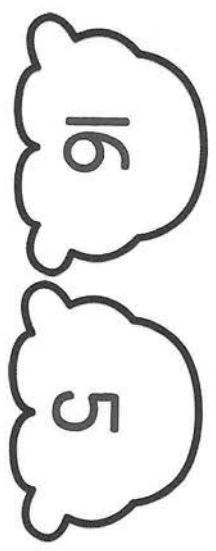
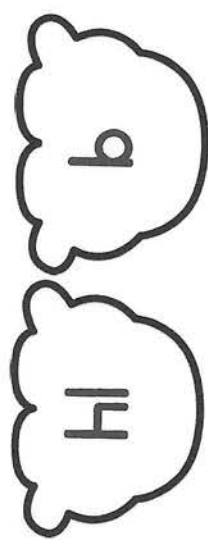
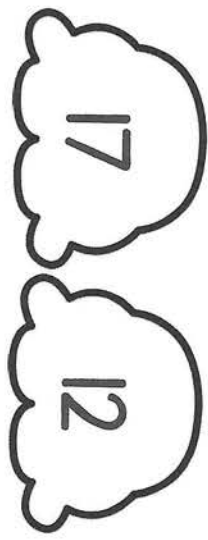
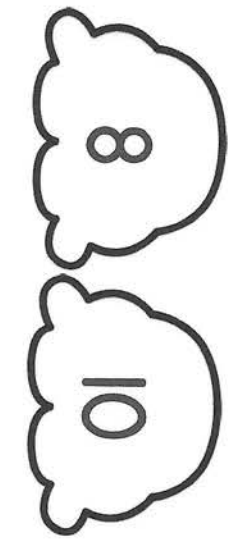
ip

Less Scoops Please!

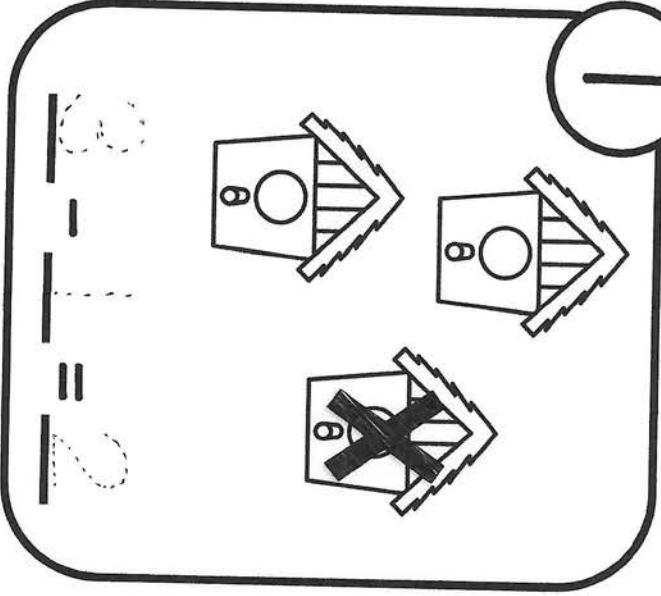
Name _____



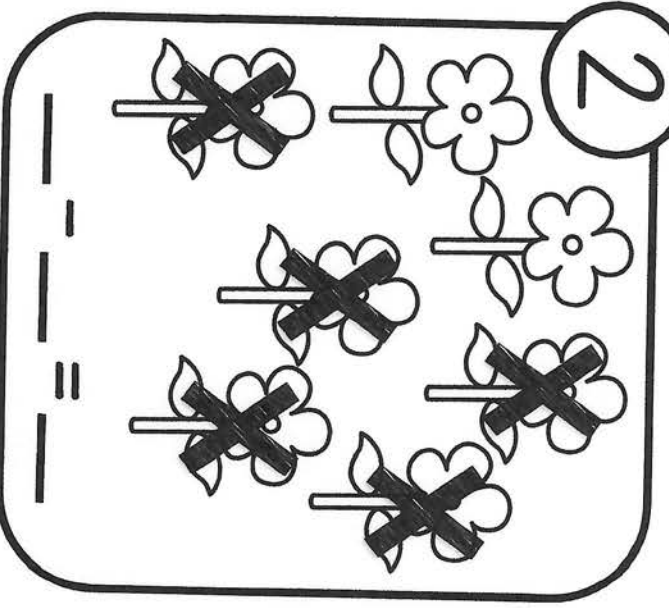
Color the scoop in each pair that is LESS.



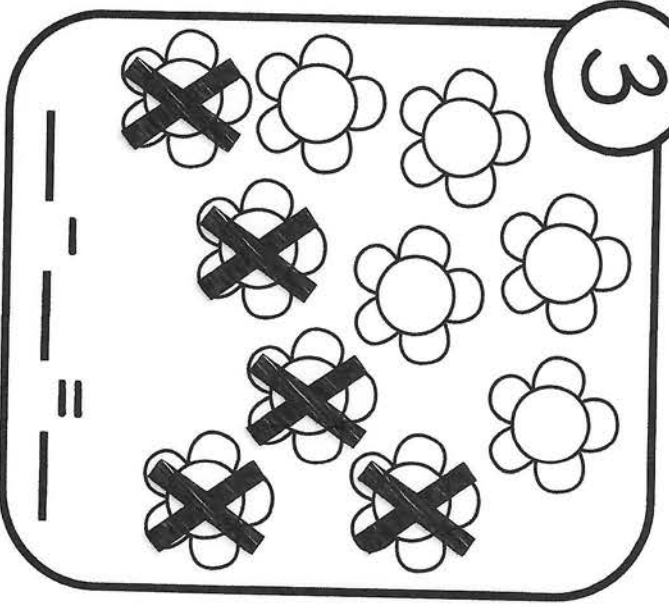
1



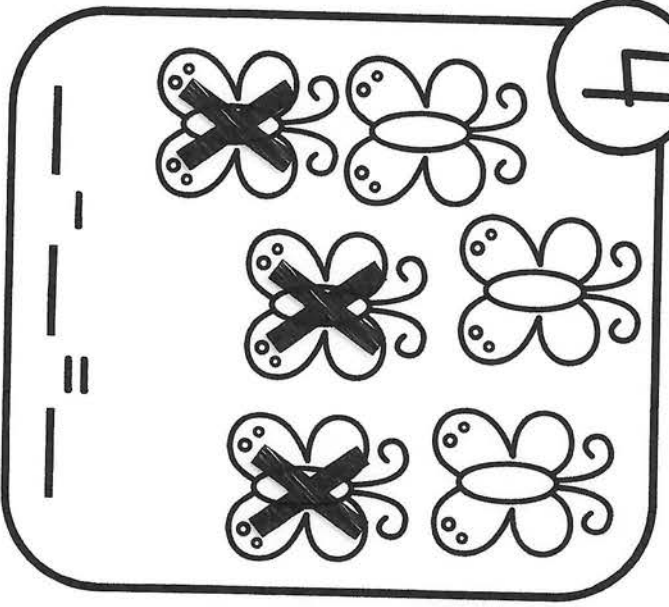
2



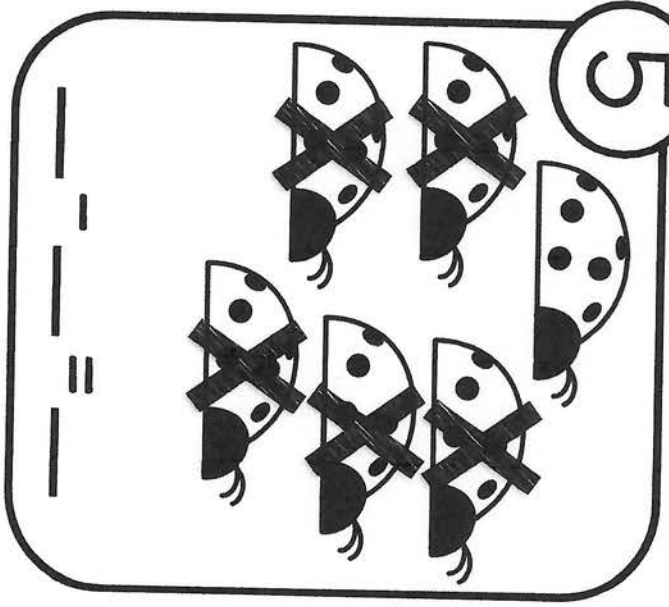
3



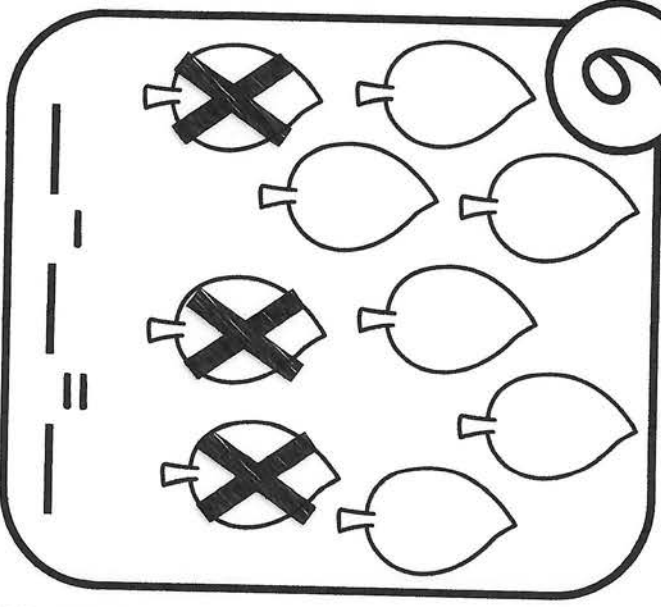
4



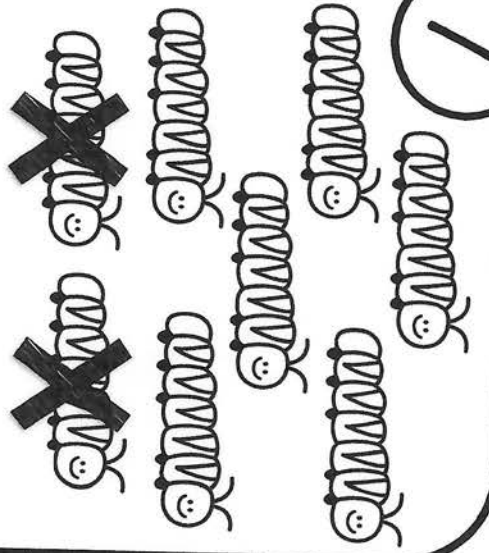
5



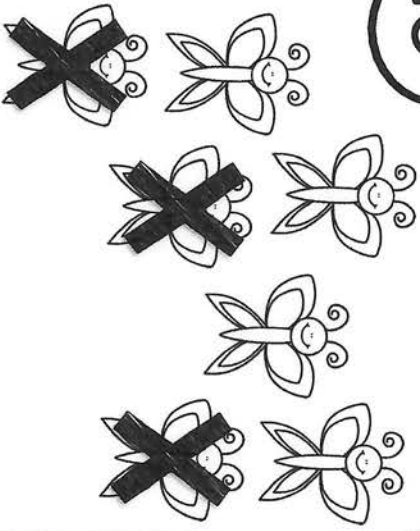
6



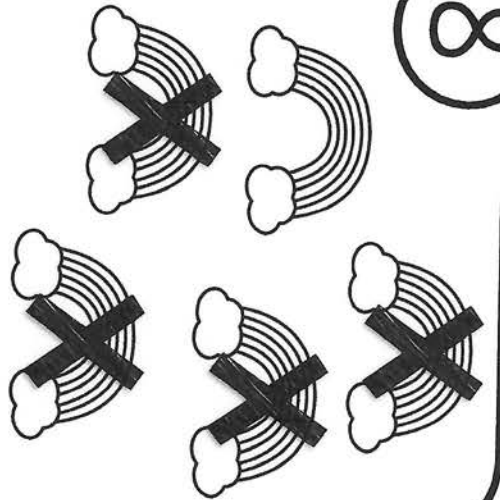
7



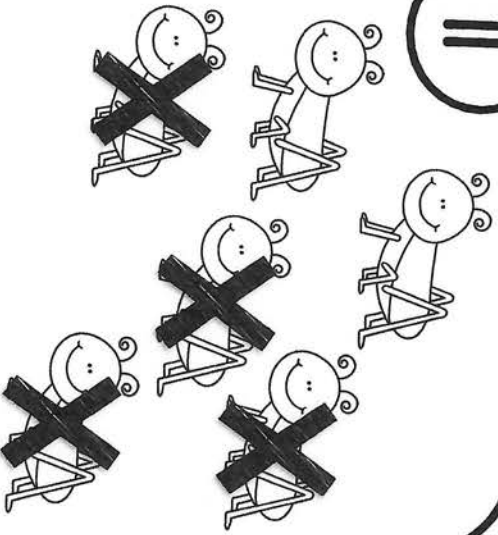
10



8



11



9



12

