

Kindergarten At Home Learning Week of 4/6/20-4/9/20

Math --Chapter 9, Two-Dimensional Shapes

Monday (lunes)
4/6/20
Lesson 2,
p.499-504

Directions: Lesson 2 is about describing circles. Please help your child see that circles have a curve, are round, and have no corners or vertices. Invite your child to find examples of objects from around the house that have the shape of a circle. Please complete all pages in this section. The directions are at the bottom of each page.

*Instrucciones: En esta leccion ayude a su hijo a describir los **circulos**. Estas figuras geometricas son redondos, con curva, y no tienen esquinas. Invite a su hijo a encontrar objetos dentro de casa que sean ejemplos de circulos. Dibujar algunos ejemplos en las paginas proporcionadas.*

Tuesday
(martes)
4/7/20
Lesson 3,
p. 506-510

Directions: Lesson 3 is about identifying squares. Please help your child identify examples of squares from around the house. Please complete all pages by drawing examples and non-examples, marking squares with an X, or coloring all squares in the picture.

*Instrucciones: En esta leccion ayude a su hijo a identificar un **cuadrado**. Invite a su hijo a encontrar ejemplos de cuadrados dentro de su casa. Despues puede dibujar cuadrados, ponerles una X a los cuadrados, y colorear los cuadrados en las paginas proporcionadas.*

Wednesday
(miercoles)
4/8/20
Lesson 4,
p. 511-516

Directions: Lesson 4 is about describing squares. Please help your child understand that a square has 4 sides (edges) of equal length and 4 vertices (corners). Please draw squares on the pages provided. Have your child circle the vertices (corners). Have your child trace the edges (sides) with a crayon.

*Instrucciones: En esta leccion ayude a su hijo a describir un **cuadrado**. Esta forma geometrica tiene 4 lados exactamente iguales y 4 esquinas. Despues puede dibujar cuadrados en las paginas proporcionadas. Pidale a su hijo que encierre las esquinas con un lapiz y que trace los lados con un color.*

Thursday
(jueves)
4/9/20

Directions: These are catch-up days. Use these days to complete any unfinished assignments.

Instrucciones: Usa este tiempo para terminar tareas que aun no has terminado.

ELA --Lesson 25

Monday (lunes)
4/6/20
p.154-155, 58, 60, 61
Vocabulary: play,
over, good, all, she,
said

Directions: Please review the vocabulary in these pages. Ask your child to use each word in a sentence. Then use the words in the word box on p. 58 to complete each sentence. No need to write on p.60. Instead, have a discussion with your family sharing what you know about pigs. Keep in mind you will need this information to write a report later in the week. Last, ask your child to write the initial sound for each picture.

Instrucciones: Repasar el vocabulario en las paginas proporcionadas. Pidale a su hijo utilizar cada palabra en un enunciado completo. Usar las palabras en la pagina 58 para terminar cada enunciado. No hay necesidad de escribir en la pagina 60. En vez de esto, hablar con tu familia acerca de los cerditos. Guarda esta informacion para escribir un reporte otro dia. Por ultimo, escribir el sonido inicial de cada dibujo.

Tuesday (martes)
4/7/20
p.158-163, 59, 62, 64
Vocabulary:

Directions: Have your child read, *Six Pigs Hop*. Then, have your child use the words in the box to complete each sentence on page 59. On the following page, have your child write a report about pigs. He/she can write about what pigs are, have, and can do. Last, have your child circle the word that names the picture.

Instrucciones: Leer el cuento, Six Pigs Hop. Despues, escribir las palabras en la pagina 59 para terminar cada enunciado. En seguida, su hijo debe escribir un reporte acerca de los cerditos. El/ella puede escribir acerca de lo que los cerditos son, tienen, y pueden hacer. Por ultimo, su hijo debera encerrar la palabra que nombra el dibujo.

Wednesday
(miercoles)
4/8/20
p.164-169, 66, 32

Directions: First, have your child read, *Play, Kid, Play*. After that, have your child circle the happy face if the sentence is an exclamation or a sad face if it is not on page 66. Have your child rewrite each sentence. Finally, have your child write a journal entry about one of the activities he/she is doing to stay active during the school closure.

Instrucciones: Primero leer el cuento, Play, Kid, Play. Despues encerrar la carita feliz si el enunciado es uno de exclamacion (que denota mucha emocion) o la carita triste si no lo es. Tambien pidale a su hijo que escriba los enunciados correctamente. Finalmente, pidale a su hijo que escriba en un diario acerca de uno de los deportes o juegos que hace para estar activo durante el cierre de clases.

Thursday (jueves)
4/9/2

Directions: This is a catch-up day. Use this day to complete any unfinished assignments.

Instrucciones: Usa este tiempo para terminar tareas que aun no has terminado.



Lesson 25

Words to Know



▶ You learned these words.



WORDS TO KNOW High-Frequency Words

play
over
good
said
all
she

Vocabulary Reader Context Cards



RE.K.3.C read common high-frequency words by sight



play



We **play** baseball.

over



Will the puppy tip **over** the pot?



good



This watermelon tastes **good**!



said



My dad **said** I could ride my bike.



all



Look at **all** the colorful flowers!



she



She works in the garden.



Now use each word in
a sentence.

Name _____

all he no she



1. Is it _____ for me?



2. _____, it is not.



3. _____ will get a bit.



4. _____ will get a bit.



Directions Remind children to write their names. Have children read the words in the box and look at each picture. Then have them write the word *all*, *he*, *no*, or *she* to complete

each sentence. Guide children to capitalize the first letter at the beginning of items 1, 2, and 3. Have children read the completed sentences aloud. Then have them tell a story using *all*, *no*, *he* and *she*.

Words to Know

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Name _____



K	W	L

My Sources



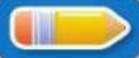


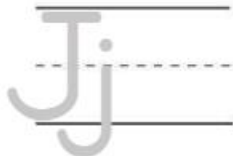



Directions Help children **generate ideas** for their report. Have them write and draw pictures showing what they already know about their topics in the box labeled *K*. Then help them generate and write questions about this topic in the box labeled *W*. Have

children circle the sources they will use to answer their questions. After children have gathered evidence about their topic, have them write or draw these facts in the box labeled *L*. Tell children that this week they will use these facts to write a report.

Writing

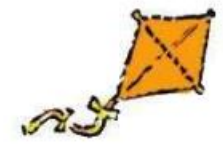
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Name _____

 Oo  Xx  Jj 
Ee  Hh  Kk 













Directions Have children name each letter. Have them write Oo, Xx, Jj, Ee, Hh, and Kk. Then help children name the pictures (helicopter, elbow, kite, keys, jar, otter). Have children write the letter that stands for the sound at the beginning of each picture name.

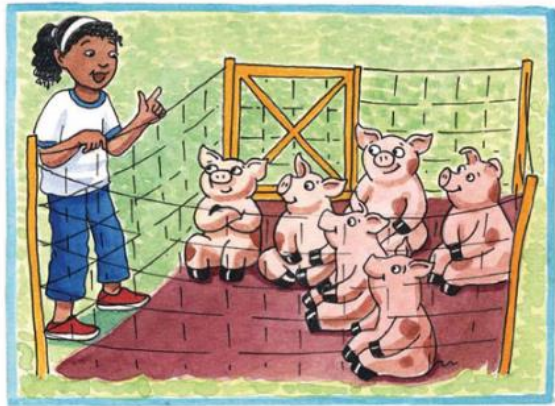
Remind children to write the upper- and lowercase letters so they can be easily read.

Phonics

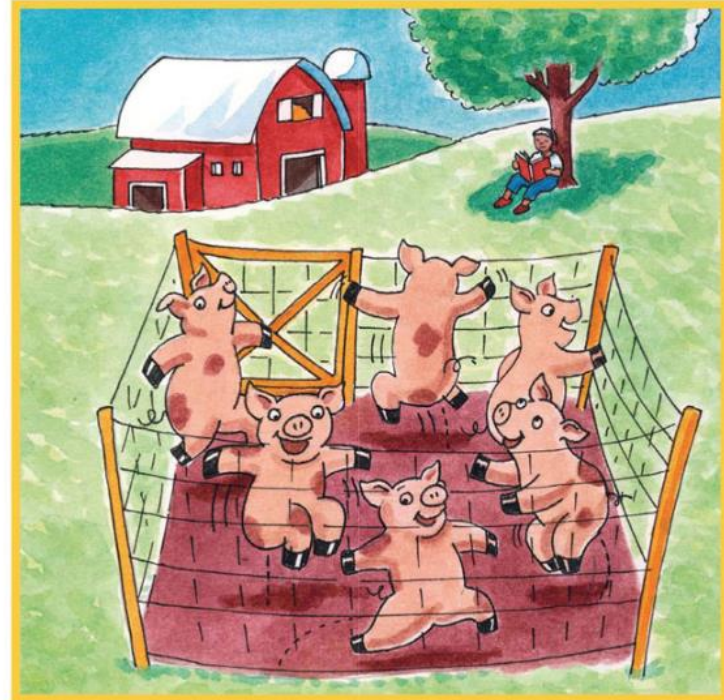
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Six Pigs Hop

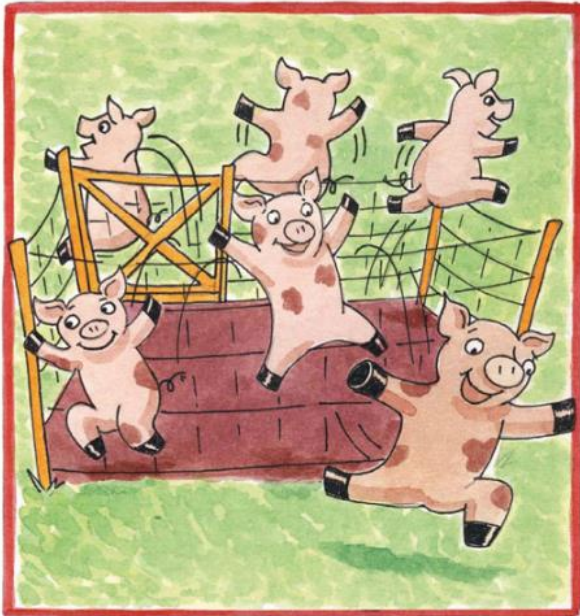
by Diana Sheaffer
illustrated Kate Flanagan



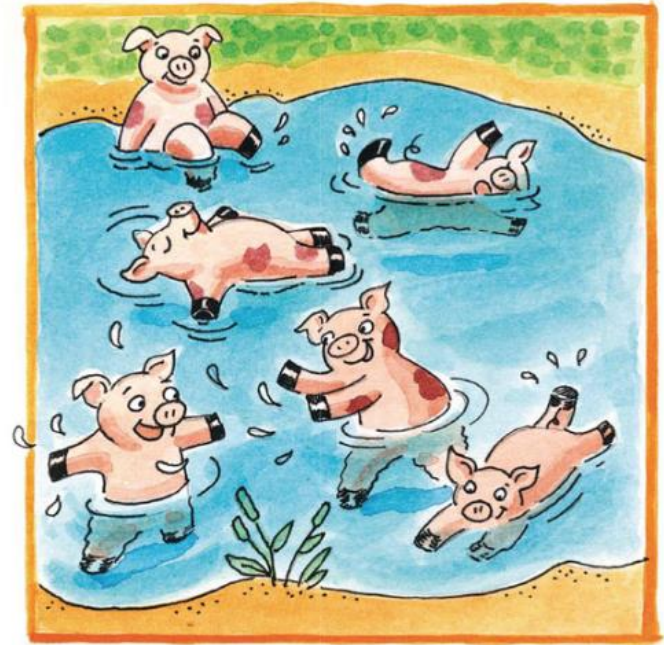
Six pigs sit in a pen.
"Sit, good pigs, sit," said Jen.



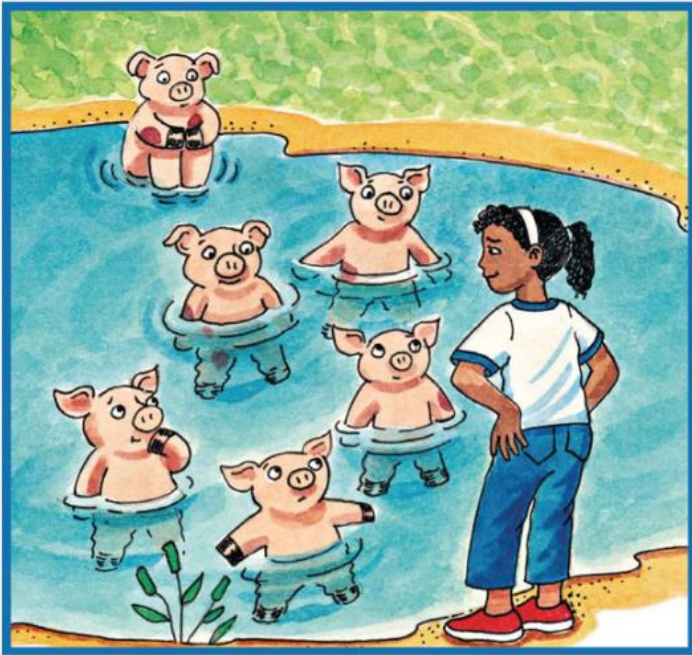
Six pigs hop in the pen.
Hop, pigs. Hop, hop, hop.



- All six pigs hop and hop.
 Hop, pigs, hop.
 Six pigs hop over the top.



- Six pigs go for a dip.
 Dip, pigs. Dip, dip.
 Can six pigs play?



Six pigs can play.
Six pigs can see Jen.
She can see six pigs.



Six pigs can sit.
Six pigs can dig in the pen.
"Dig pigs, dig," said Jen.

Name _____

play make must by



1. There will be a _____.



2. We can _____ a set.



3. It _____ be a hit!



4. Come _____ and see it!



Directions Remind children to write their names. Then have children read each sentence and look at the picture. Have them write *play*, *make*, *must*, or *by* to complete each sentence. Next, have children read the page aloud. Have children point to and

say the names of letters they recognize. Then have them tap their desks once for each word as they read the sentences aloud again. Have children say other sentences with the words *play*, *make*, *must*, and *by*.

Words to Know

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Name _____

My Report



Directions Have children use pages 62–63 to draft, revise and edit a report. Encourage children to use their ideas from **Reader's Notebook** page 60 as a guide in their writing. As children **develop their drafts**, remind them that they will have a chance to add to their report on another day. As children **revise their drafts**, discuss sentences and details they could add to make their

reports even better. Have them make sure that they included all of their ideas about the topic. As children **edit their drafts**, help them use what they know about letters and sounds to check the spelling of words. Have them check spelling using other sources as appropriate. Have children also check their sentences for correct capitalization and punctuation.

Writing

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Name _____

Review Words with *o, x, j, e, h, k*



1.



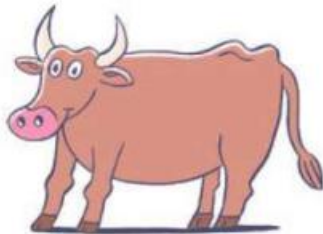
pot top

2.



pen hen

3.



ox ax

4.



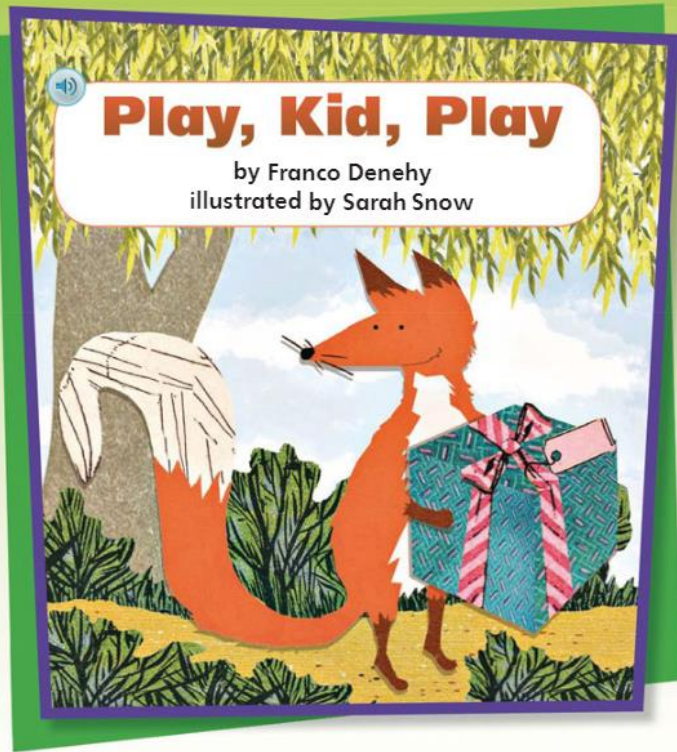
Jen Ken

Directions Help children name the pictures on the page (top, pen, ox, Jen). Tell children to look at the first picture. Have them circle the word that names the picture. Repeat with the remaining pictures and words.

Have children read the words they circled. Then have them think of words that rhyme with each one.

Phonics

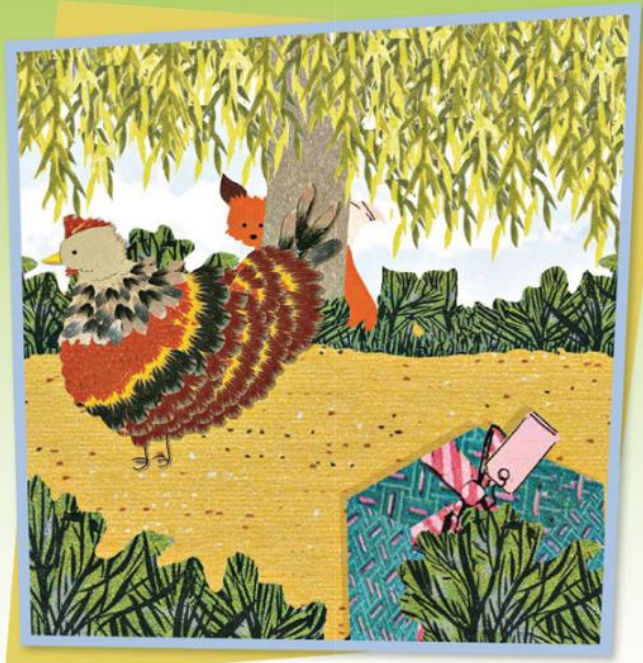
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Dad Fox had a big box.
Dad Fox hid it.



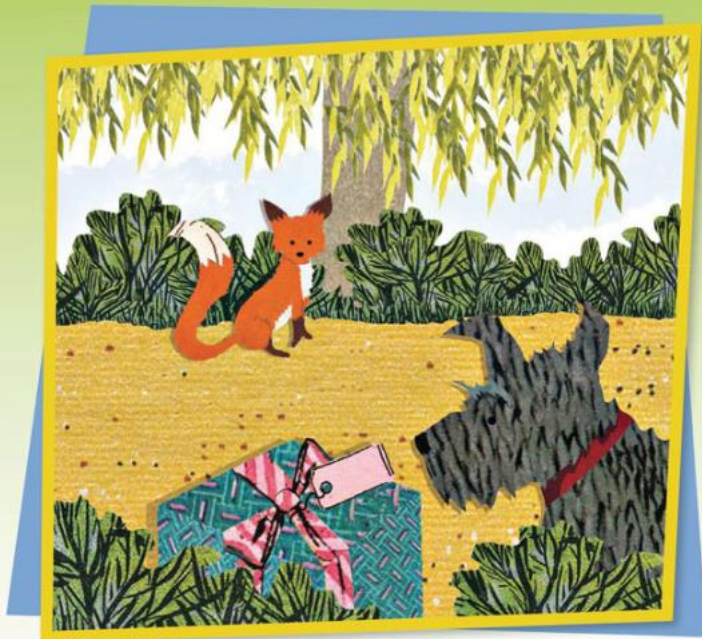
Dad Fox hid the big box.
Can Red Hen find it?
Red Hen did find it.



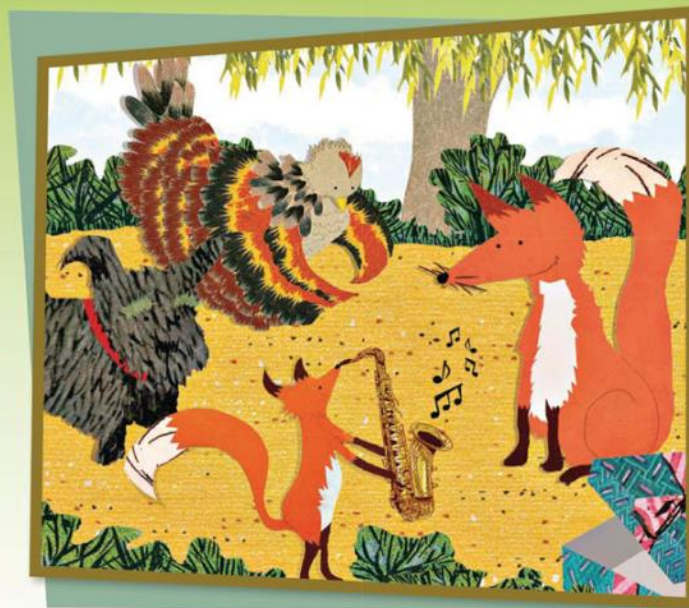
"It is not for me," said Red Hen.
"It is not. It is not."



Can Jon Dog find the big
box Dad Fox hid?
Jon Dog did find it.



"It is not for me," said Jon Dog. "Kid Fox! Kid Fox! Dad Fox hid this box!"



Kid Fox got the big box.
It had a sax in it.
She can play it.

Name _____

Exclamations



1. the nest



2. we love birthday cake



3.



4.



Directions Read the first two items aloud with children. Have children circle the happy face if the exclamation is complete and the sad face if it is not.

Then help children rewrite each exclamation correctly. Help them make the first item a complete exclamation. Then guide them to change the beginning letter of the first word to a capital letter and add an exclamation point to the end. Read the exclamations aloud with children.

Grammar

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Name _____

WRITING FORMS

Journal

Journal writing area with multiple sets of primary-ruled lines (solid top and bottom lines, dashed middle line).

Teacher: Ask children to write a journal entry on a topic of their choice. They should include the date and a picture, if possible, help them to type their writing on a computer and post it online.

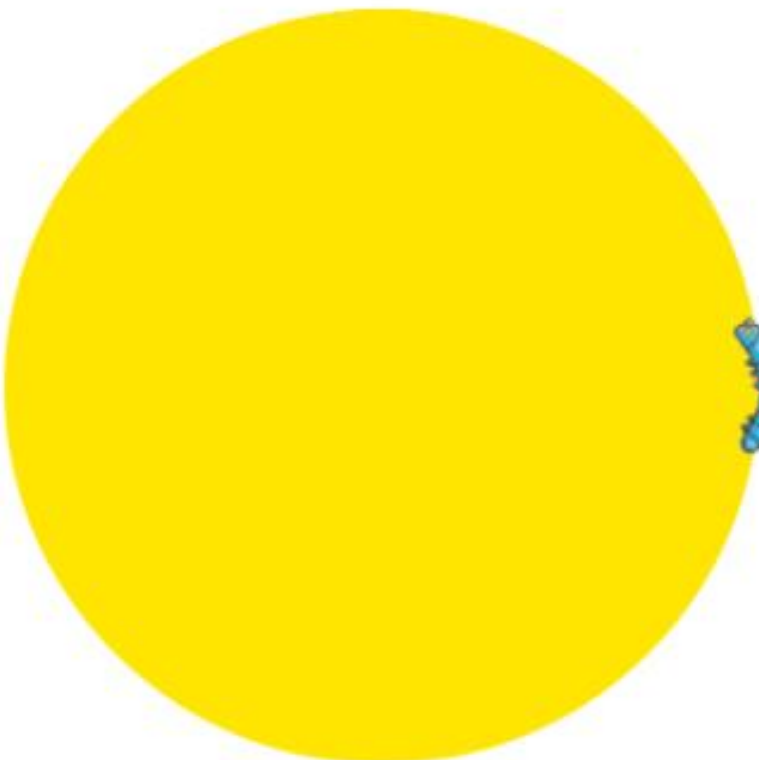
32 • Grade K

Name _____

Lesson 9.2

Describe Circles**Essential Question** How can you describe circles?

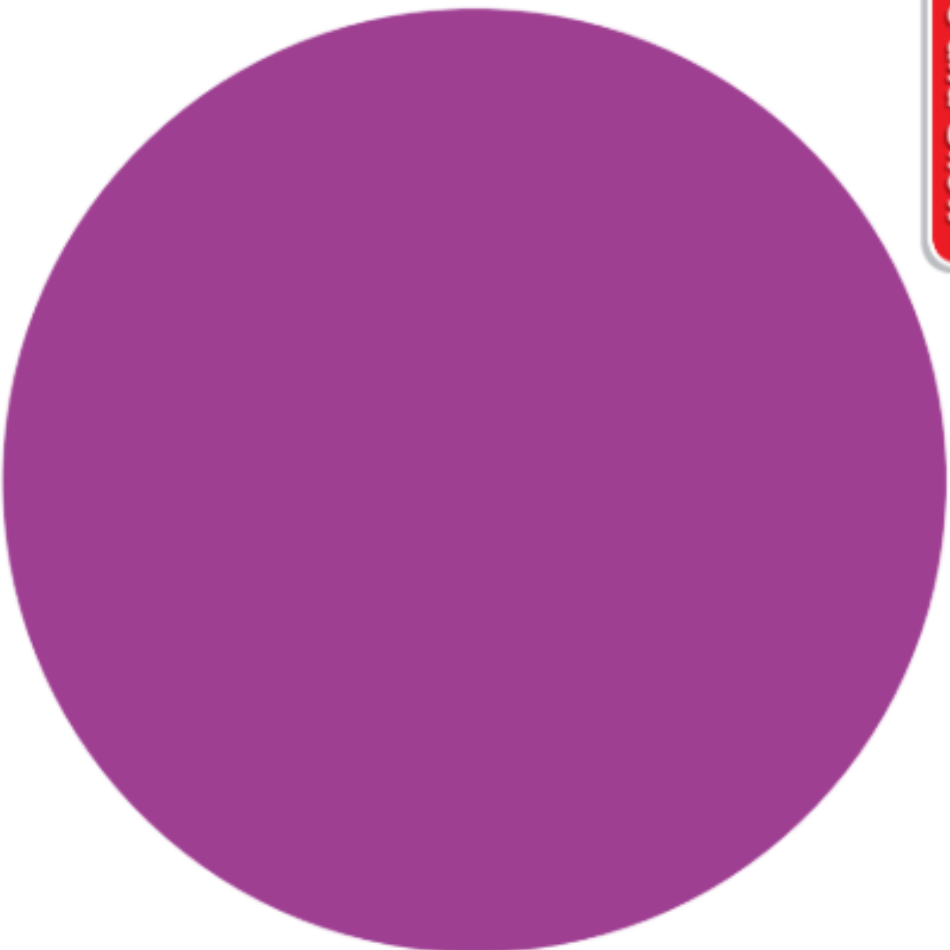
Geometry—K.G.B.4

MATHEMATICAL PRACTICES
MP5, MP7**Listen and Draw****curve**

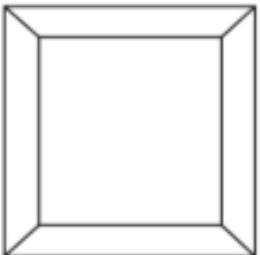

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DIRECTIONS Use your finger to trace around the circle.
Talk about the curve. Trace around the curve.


Share and Show

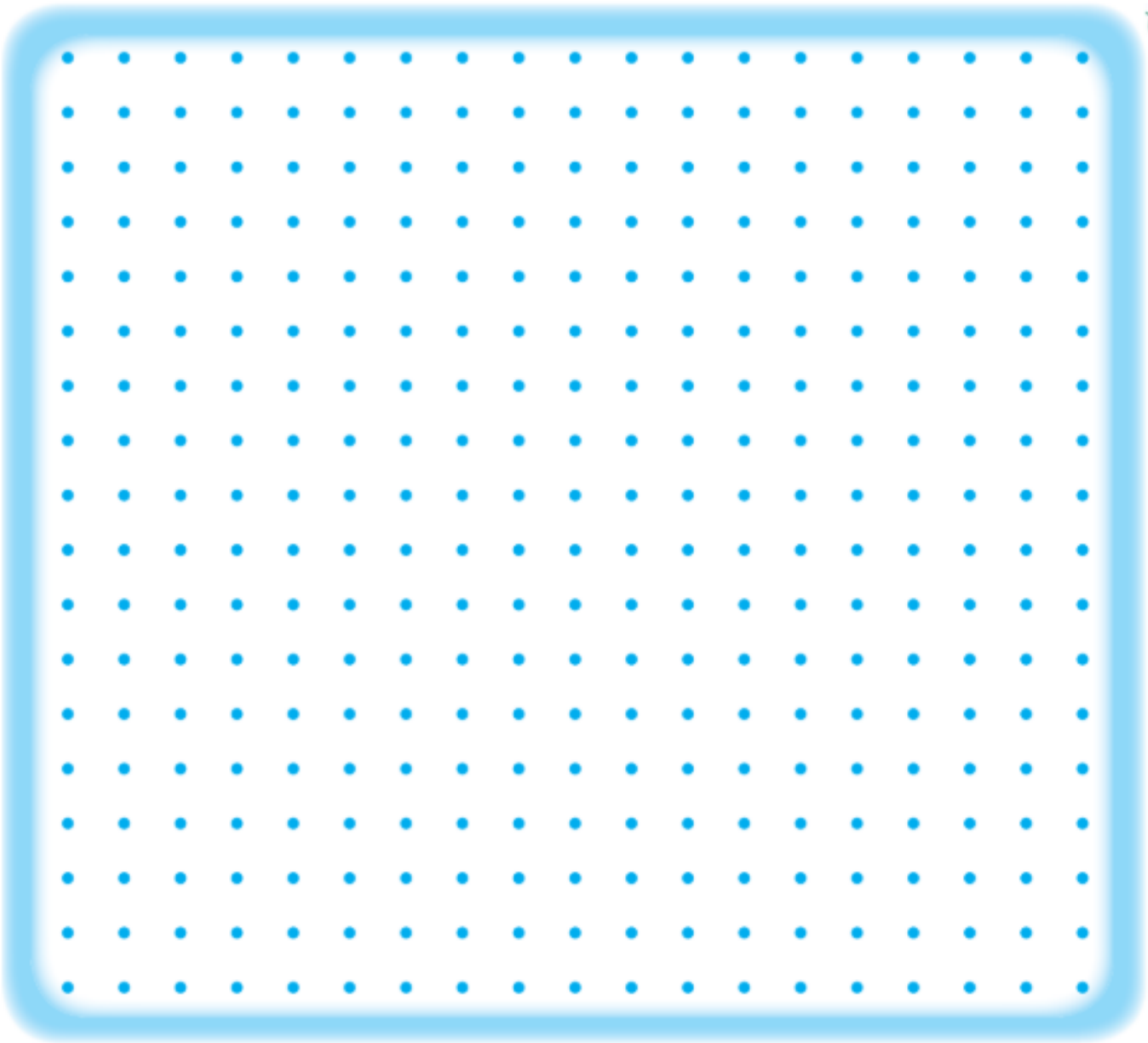
1


circle

2


DIRECTIONS 1. Use your finger to trace around the circle. Trace the curve around the circle. 2. Color the object that is shaped like a circle.

500 five hundred

Name _____



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DIRECTIONS 3. Use a pencil to hold one end of a large paper clip on one of the dots in the center of the page. Place another pencil in the other end of the paper clip. Move the pencil around to draw a circle.

Problem Solving • Applications



DIRECTIONS 4. I have a curve. What shape am I? Draw the shape. Tell a friend the name of the shape.



HOME ACTIVITY • Have your child describe a circle.

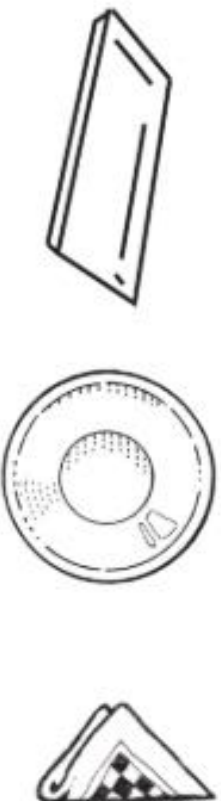
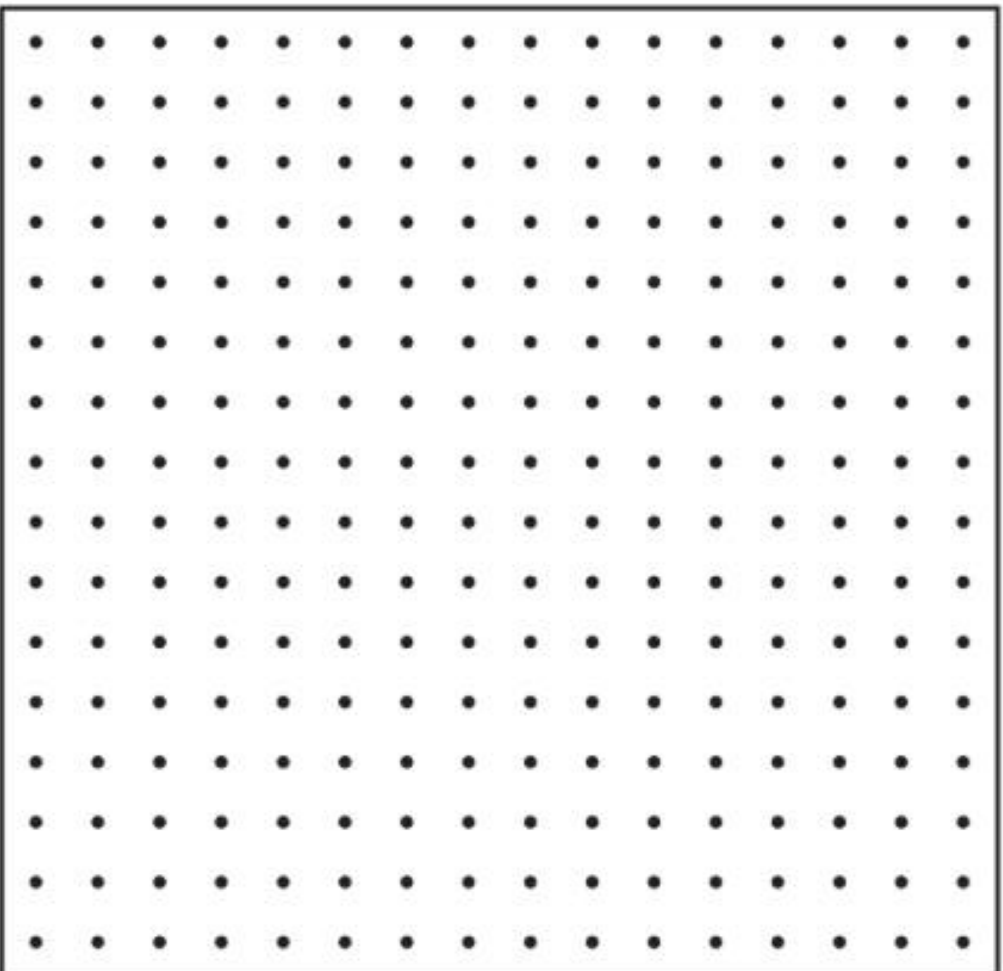
502 five hundred two

Name _____



Describe Circles

Practice and Homework
Lesson 9.2

COMMON CORE STANDARD—K.G.B.4
 Analyze, compare, create, and compose shapes.


DIRECTIONS 1. Use a pencil to hold one end of a large paper clip on one of the dots in the center. Place another pencil in the other end of the paper clip. Move the pencil around to draw a circle. 2. Color the object that is shaped like a circle.



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Lesson Check (K.G.B.4)

1



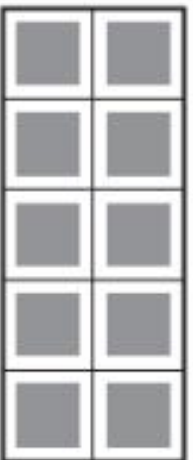
Spiral Review (K.CCA.1, K.CCA.3)

2



50 60 70

3

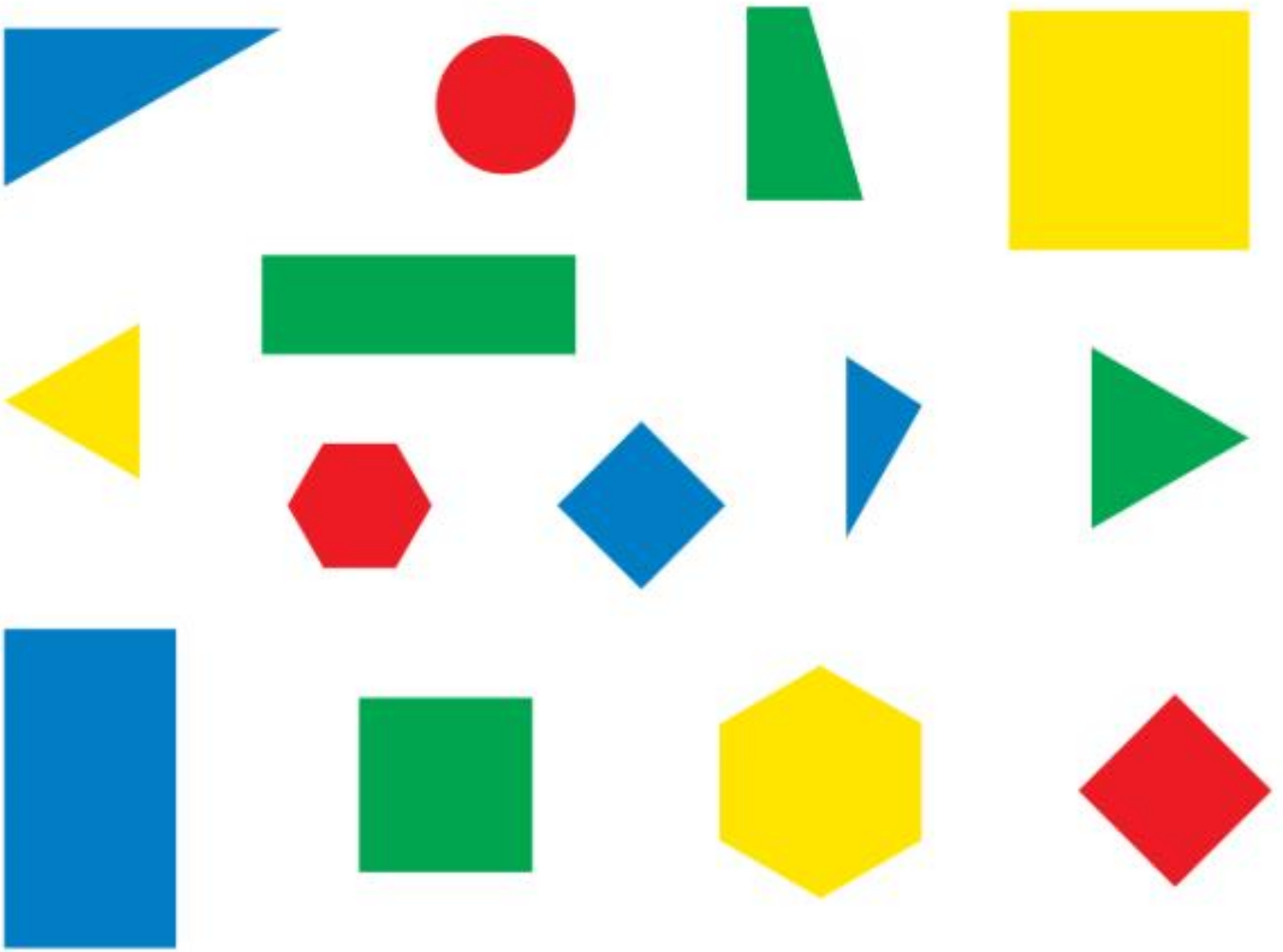


DIRECTIONS 1. Which shape has a curve? Color that shape. 2. Point to each set of 10 as you count by tens. Circle the number that shows how many grapes there are. 3. How many tiles are there? Write the number.

504 five hundred four



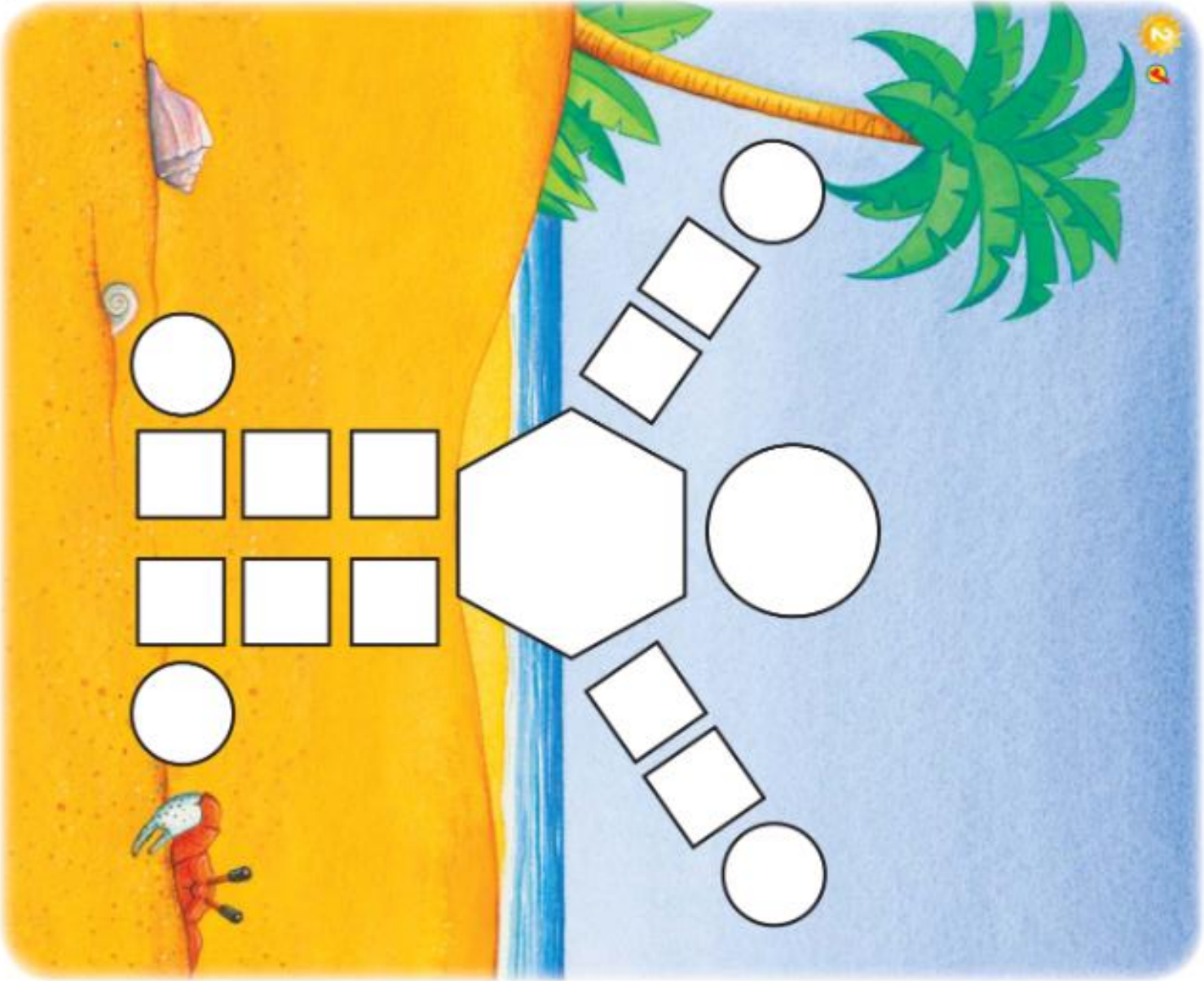
Share and Show



DIRECTIONS 1. Mark an X on all of the squares.

506 five hundred six

Name _____



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DIRECTIONS 2. Color the squares in the picture.

Chapter 9 • Lesson 3

five hundred seven **507**

Problem Solving • Applications



3



4

DIRECTIONS 3. Dennis drew these shapes. Which shapes are squares? Mark an X on those shapes. 4. Draw to show what you know about squares. Tell a friend about your drawing.



HOME ACTIVITY • Have your child show you an object that is shaped like a square.

508 five hundred eight



Practice and Homework

Lesson 9.3

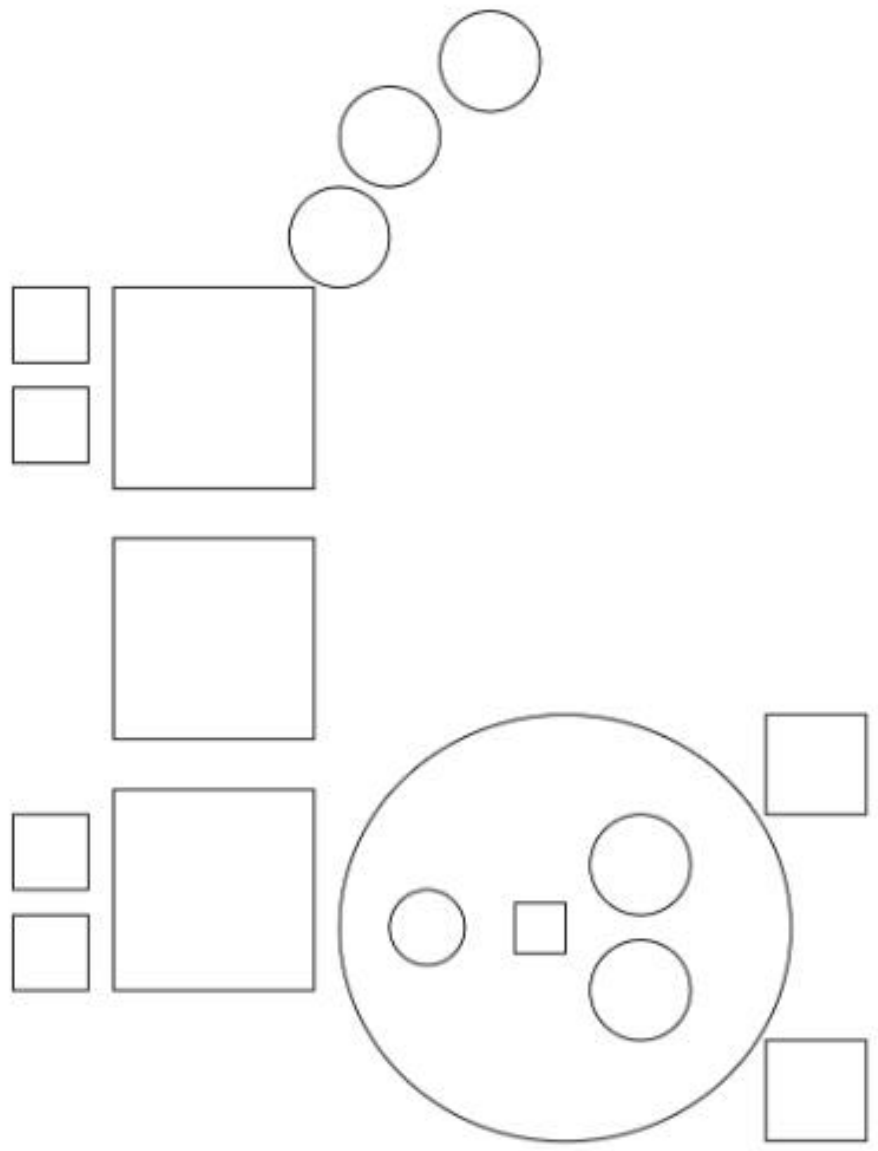
Name _____



Identify and Name Squares



COMMON CORE STANDARD—K.G.A.2
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, ovals, cones, cylinders, and spheres).



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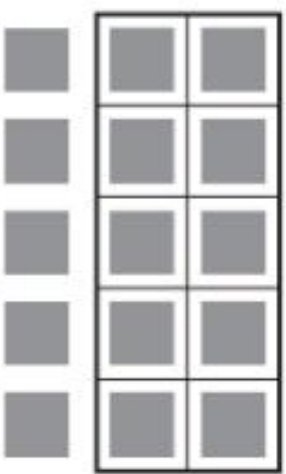
DIRECTIONS 1. Color the squares in the picture.



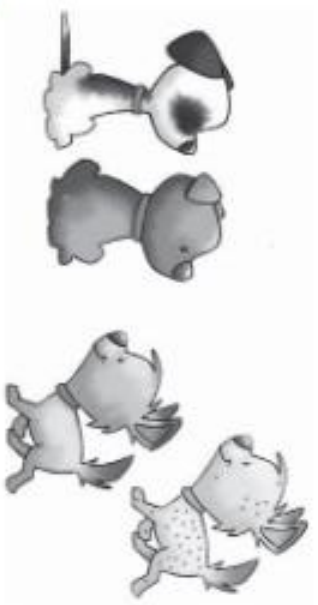
Lesson Check (K.G.A.2)



Spiral Review (K.CCA.3, K.OA.A.1)



- - - - -



and



- - - - -

DIRECTIONS 1. Which shape is a square? Color the square. 2. How many tiles are there? Write the number. 3. Trace the number of puppies. Trace the number of puppies being added. Write the number that shows how many puppies there are now.

510 five hundred ten



**FOR MORE PRACTICE
GO TO THE
Personal Math Trainer**



Name _____

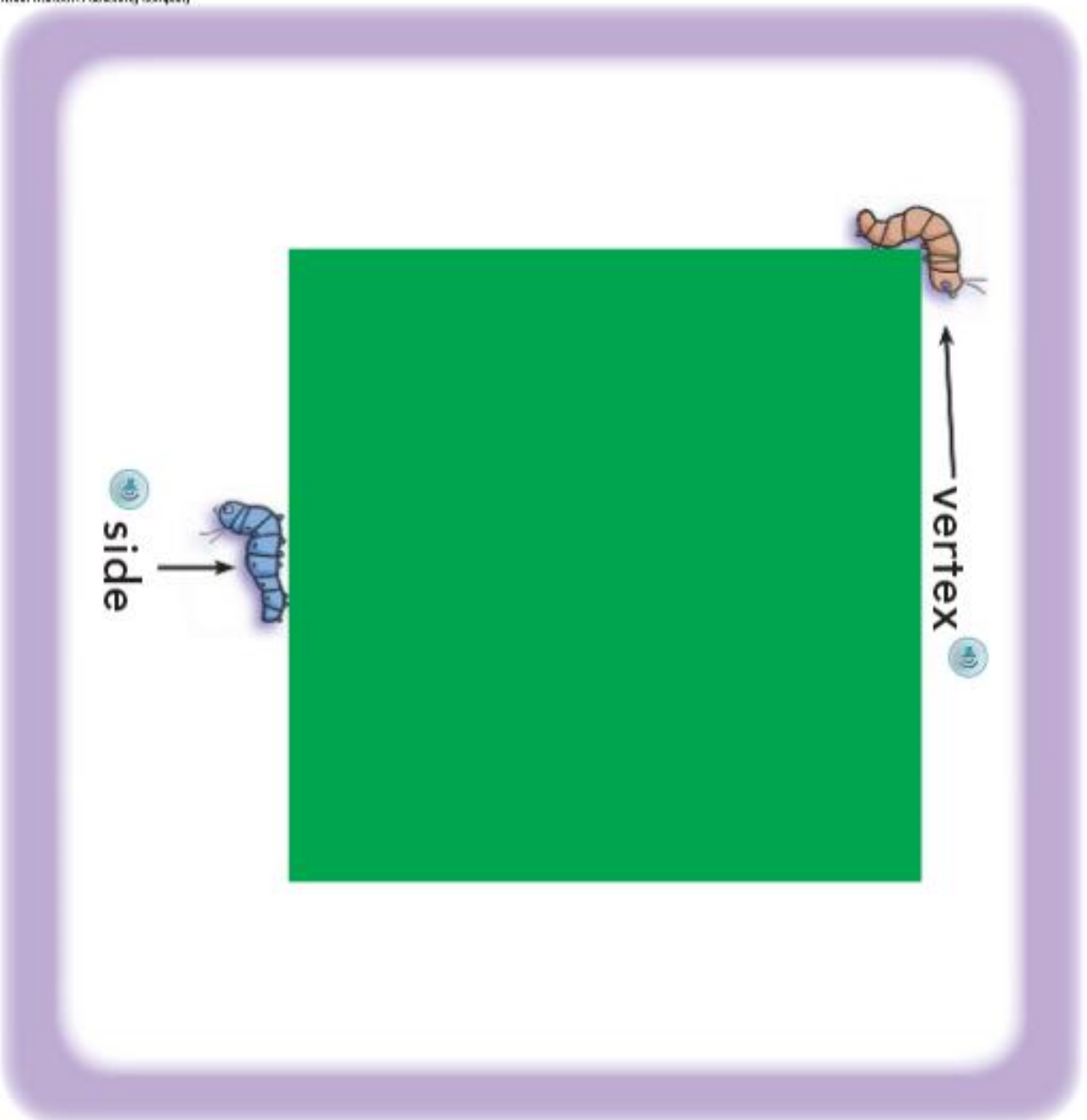


Describe Squares

Essential Question How can you describe squares?

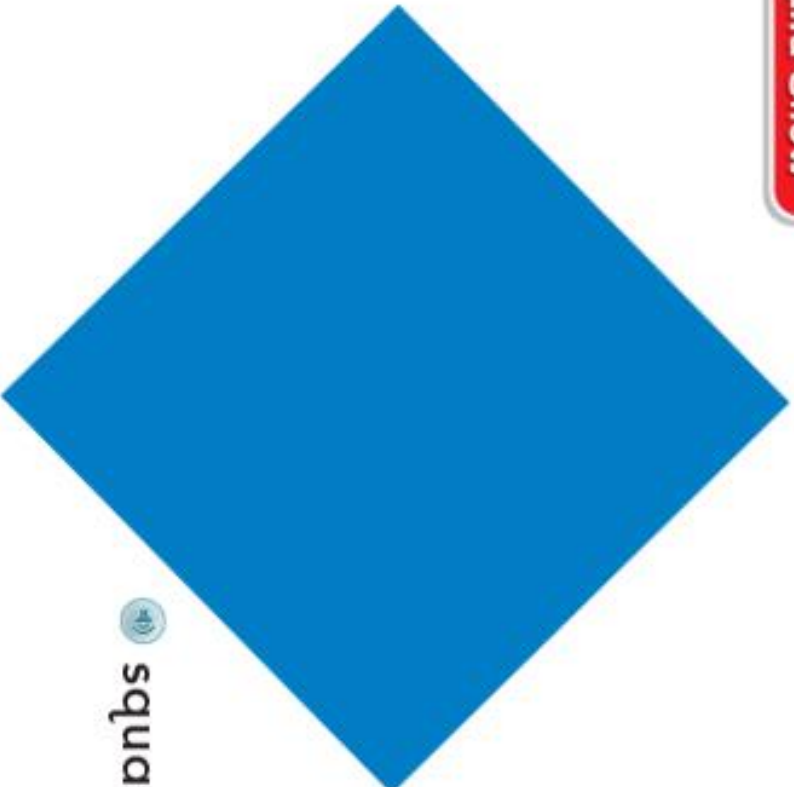


Listen and Draw



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DIRECTIONS Use your finger to trace around the square. Talk about the number of sides and the number of vertices. Draw an arrow pointing to another vertex. Trace around the sides.


 Share and Show


4 square



vertices



sides



DIRECTIONS 1. Place a counter on each corner, or vertex. Write how many corners, or vertices. 2. Trace around the sides. Write how many sides.

512 five hundred twelve

Name _____

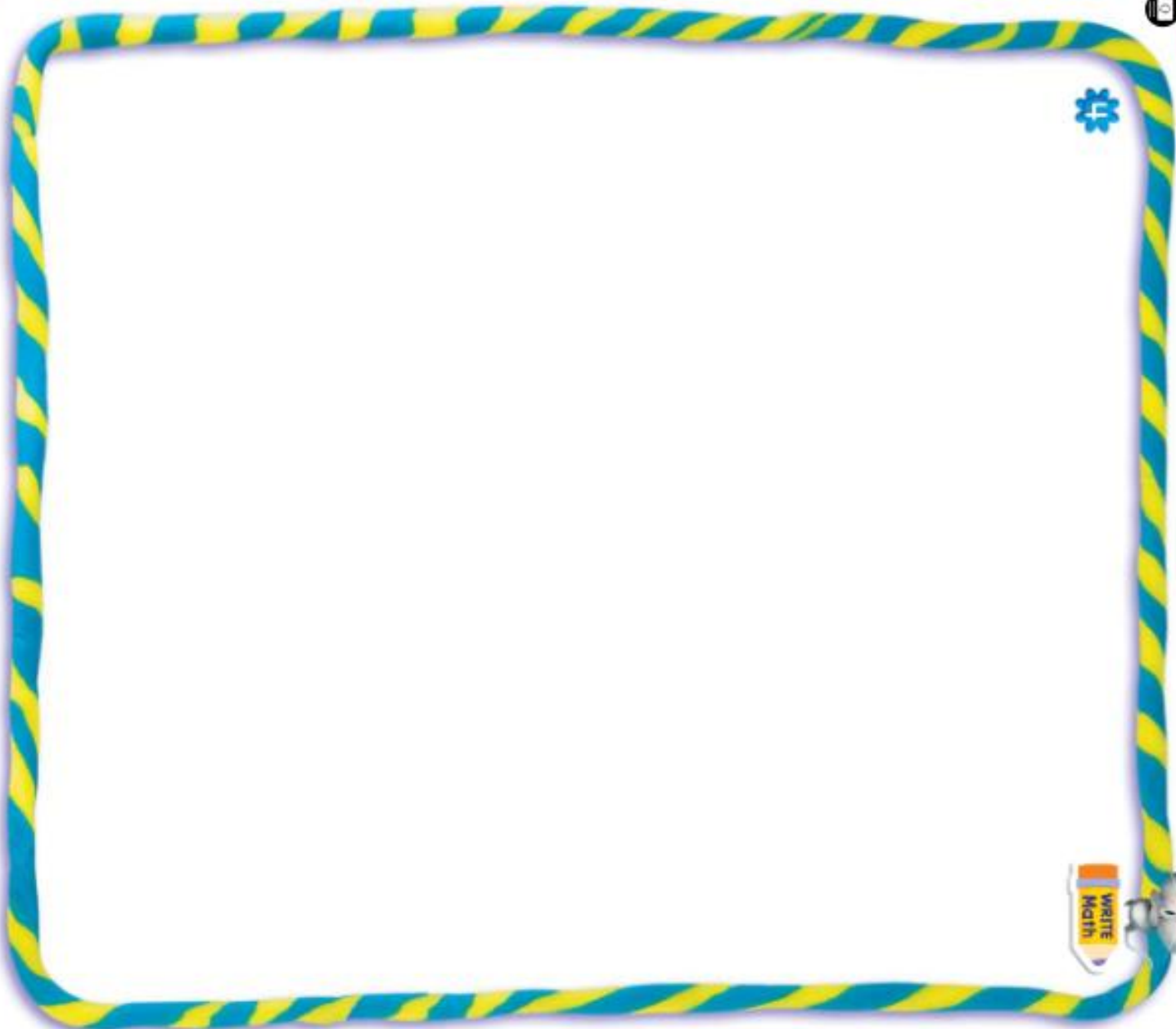
3



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DIRECTIONS 3. Draw and color a square.

Problem Solving • Applications



DIRECTIONS 4. I have 4 sides of equal length and 4 vertices. What shape am I? Draw the shape. Tell a friend the name of the shape.



HOME ACTIVITY • Have your child describe a square.

514 five hundred fourteen

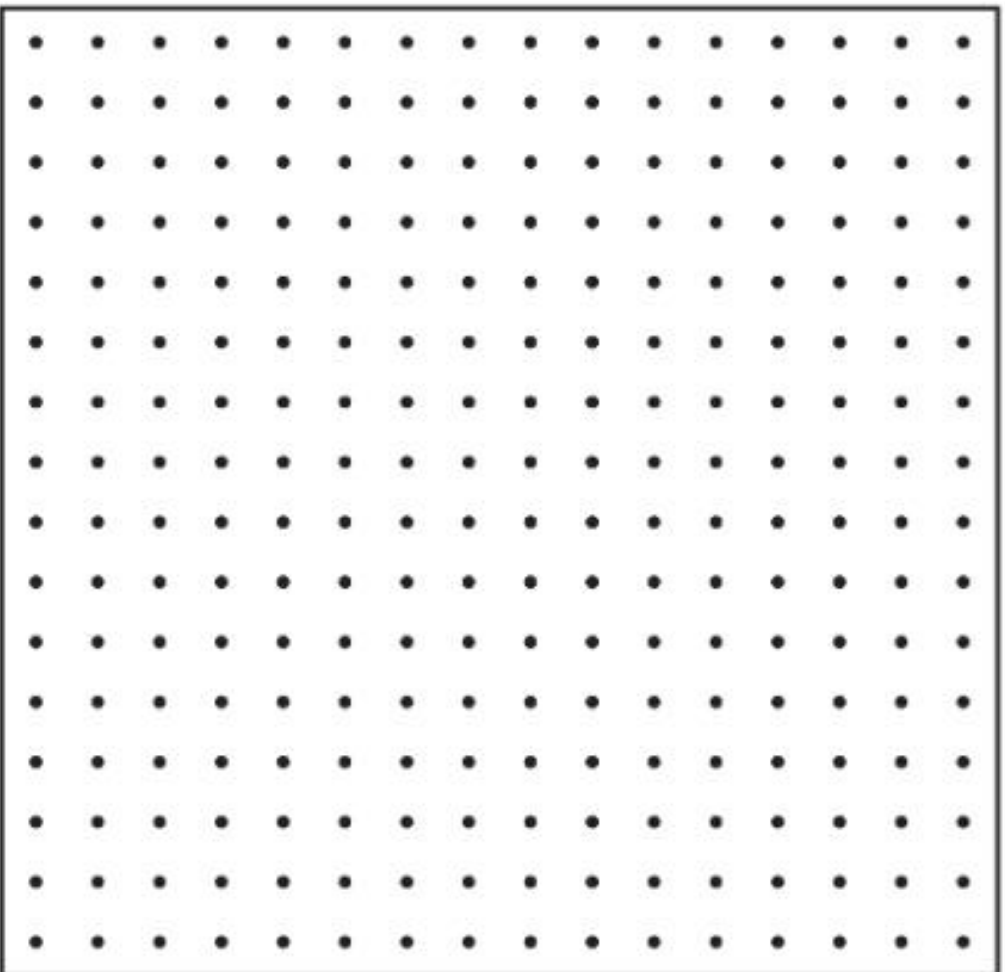
Name _____

Practice and Homework

Lesson 9.4

Describe Squares

COMMON CORE STANDARD—K.G.B.4
Analyze, compare, create, and compose shapes.







_____ **vertices**



_____ **sides**

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DIRECTIONS 1. Draw and color a square. 2. Place a counter on each corner, or vertex, of the square that you drew. Write how many corners, or vertices. 3. Trace around the sides of the square that you drew. Write how many sides.

Lesson Check (K.G.B.4)

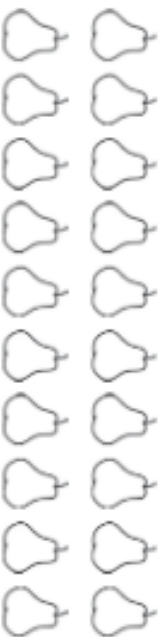
1



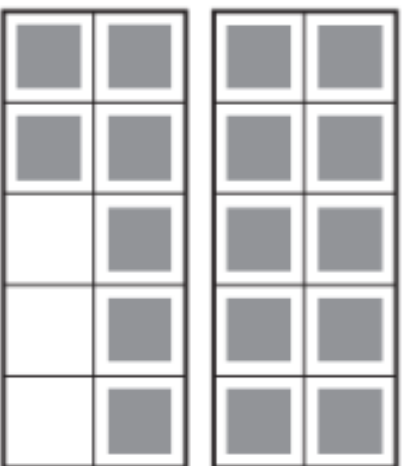
_____ vertices

Spiral Review (K.CCA.3)

2



3



DIRECTIONS 1. How many vertices does the square have? Write the number. 2. Count and tell how many pieces of fruit. Write the number. 3. How many tiles are there? Write the number.

516 five hundred sixteen

