

Kinder
Week 4 – April 20-24
ELA

ELA --Lesson 27

Monday (lunes)

4/20/20

Vocabulary: help, have

Directions:

1. Go to the Educator's Corner on our Frye Website to listen to, One of Three by Angela Johnson.
2. Talk about how the two sisters are different.
3. Draw how the two sisters are the same in the middle of page 77.
4. List things you have. Talk about how you help around the house.

Instrucciones:

1. *Visita "Educator's Corner" en la pagina web de Frye para escuchar el cuento, One of Three.*
2. *Habla acerca de como las hermanas son diferentes.*
3. *En el centro de la pagina 77 dibuja como las hermanas son similares.*
4. *Haz una lista de cosas que tienes (have). Habla acerca de como ayudas (help) en tu casa.*

Tuesday (martes)

4/21/20

Vocabulary: one

Directions:

1. Read, "Win a Cup." To listen to the story, go to the Educator's Corner on our Frye Website.
2. Write the missing word to complete the sentences on p. 73.
3. Write the missing initial sound for each picture on p. 75.
4. Use the word (*one*) in a sentence.

Instrucciones:

1. *Lee el cuento, "Win a Cup." Para escuchar el cuento visita "Educator's Corner" en la pagina web de la escuela.*
2. *Escribe la palabra que falta para completar los enunciados en la p. 73.*
3. *Escribe el sonido inicial que falta en cada palabra en la p. 75.*
4. *Utiliza la palabra (one) en un enunciado.*

Wednesday (miercoles)

4/22/20

Vocabulary: walk

Directions:

1. Read, "My Big Brother Ned." To listen to the story, go to the Educator's Corner on our Frye Website.
2. Write the missing word to complete the sentences on p. 74.
3. Write the missing initial sound for each picture on p. 76.
4. Talk about animals that walk and animals that cannot walk.

Instrucciones:

1. *Lee el cuento, "My Big Brother Ned." Para escuchar el cuento visita "Educator's Corner" en la pagina web de la escuela.*
2. *Escribe la palabra que falta para completar los enunciados en la p. 74.*
3. *Escribe el sonido inicial que falta para cada dibujo en la p. 76.*
4. *Habla acerca de los animales que caminan (walk) y los animales que no caminan.*

Thursday (jueves)

4/23/20

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

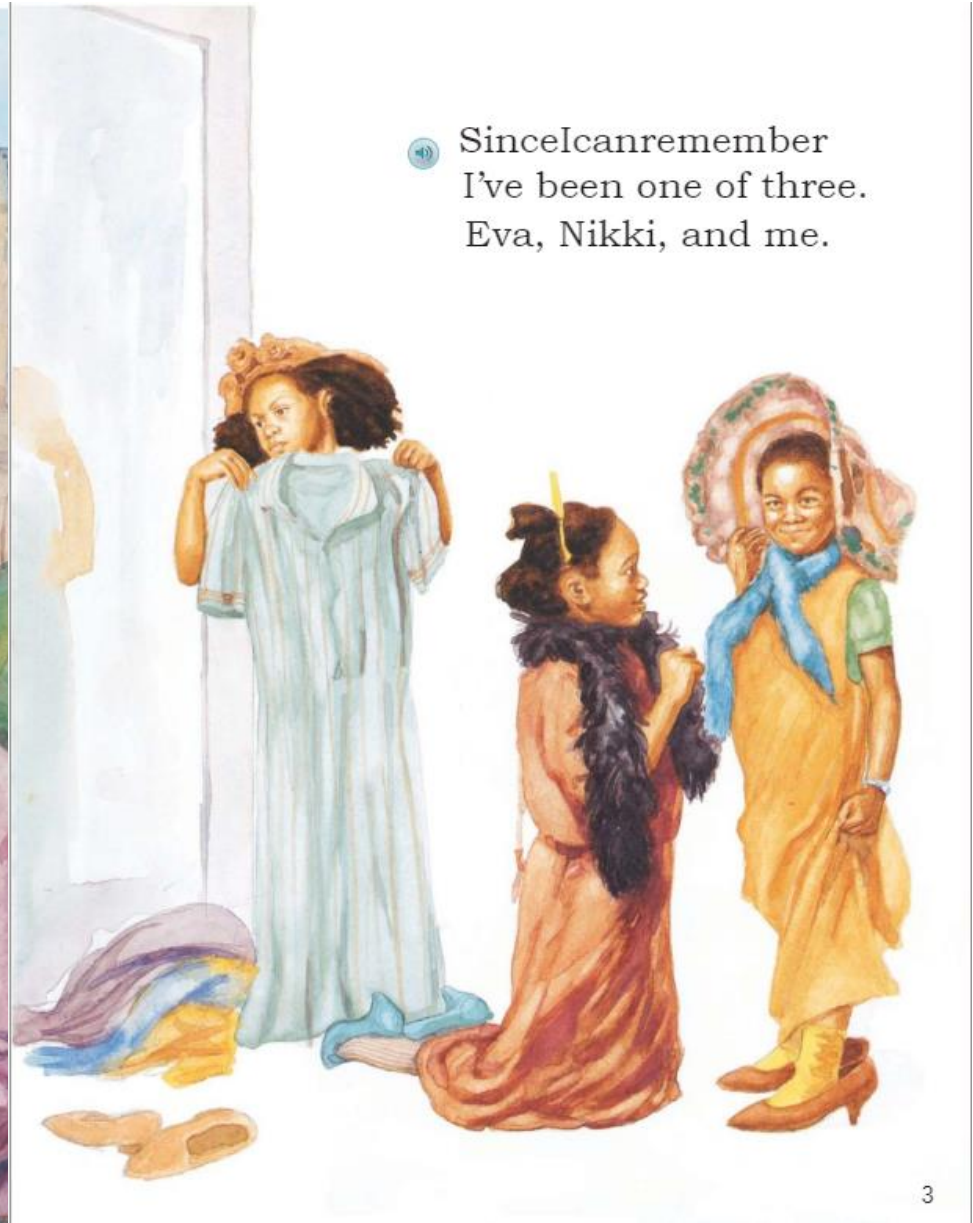
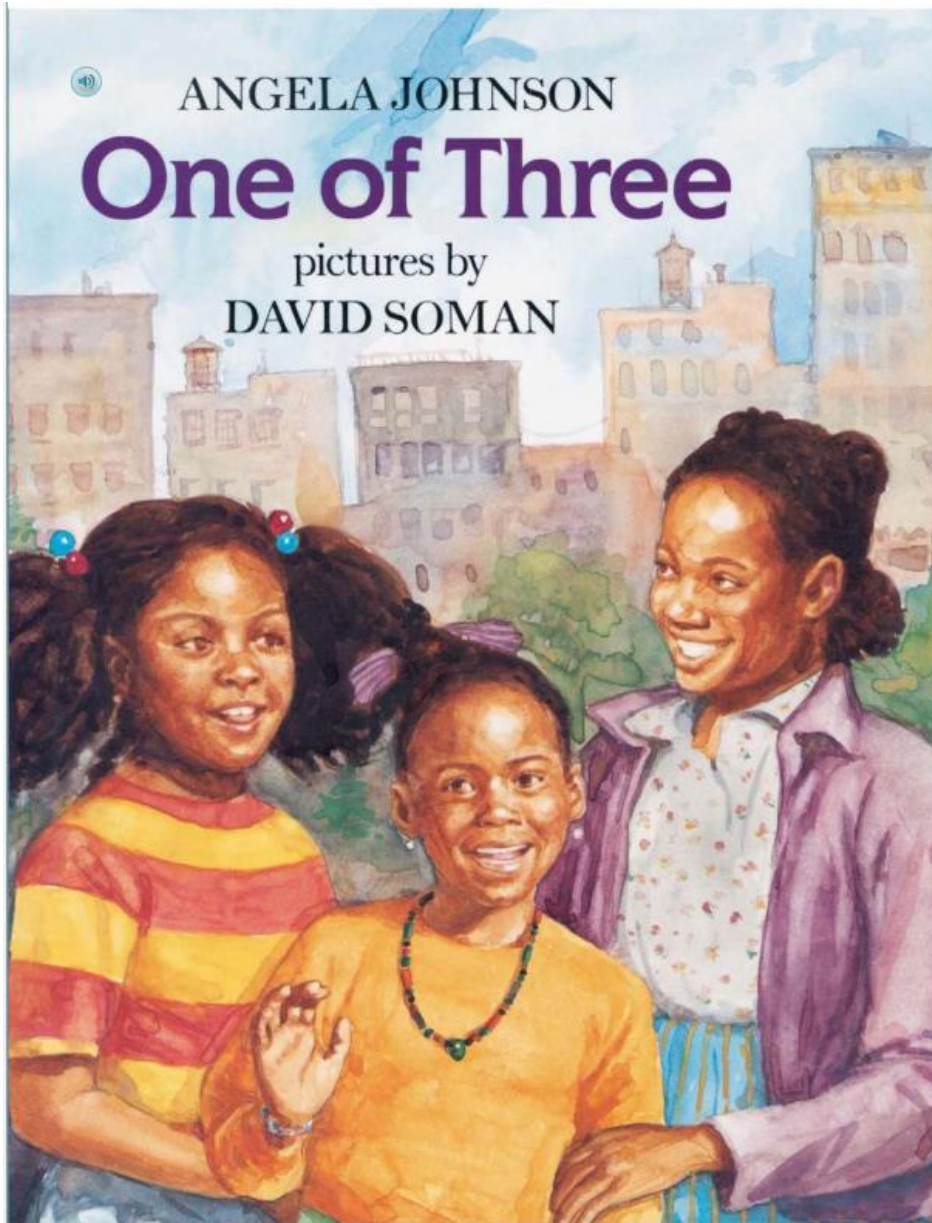
Instrucciones: Usa este tiempo para terminar tareas que aun no has terminado.

Friday (viernes)

4/24/20

Directions: Please help your child complete the Substitute Phonemes 1,2,3 activities.

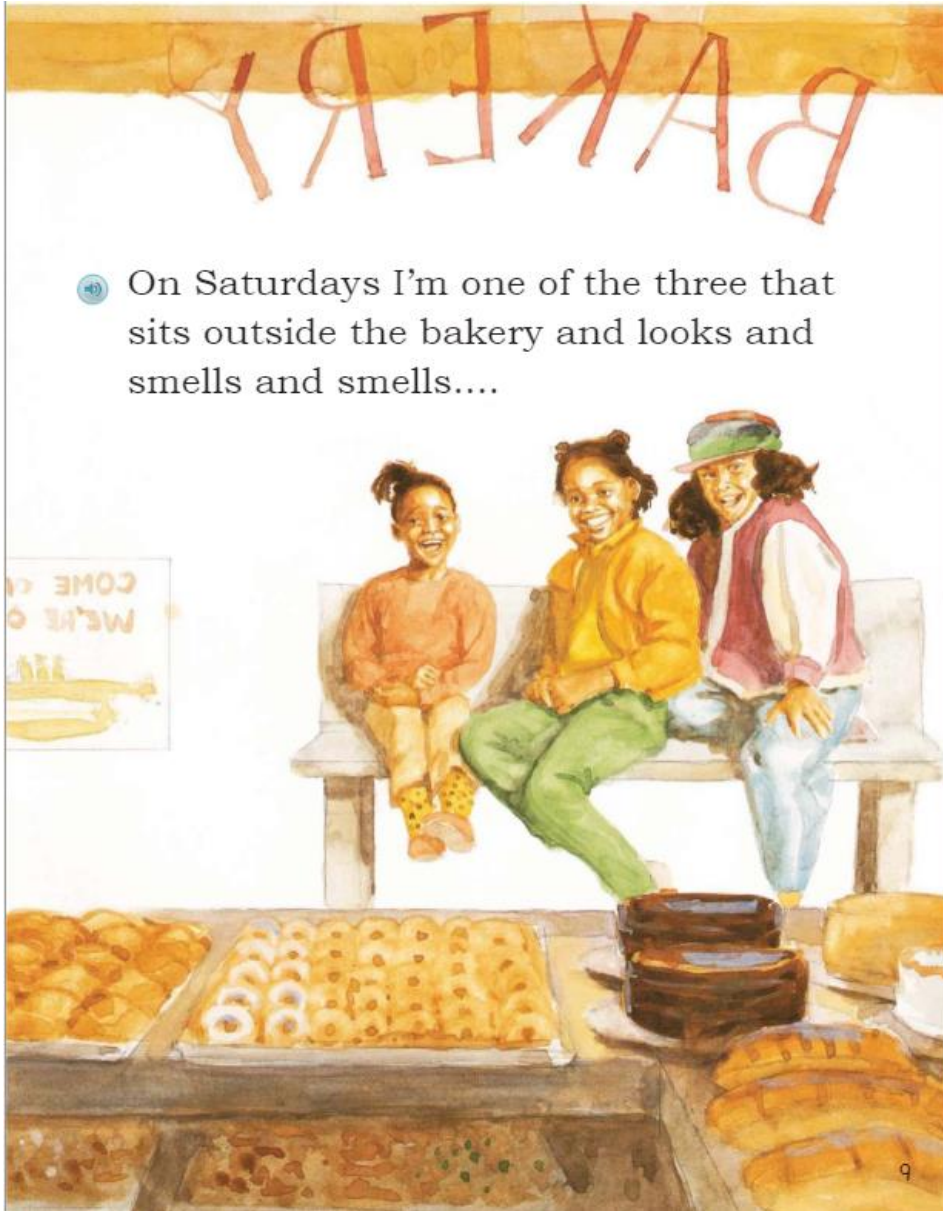
Instrucciones: Ayude a su hijo a practicar conceptos en las paginas que dicen Substitute Phonemes 1, 2, y 3.



- One of three sisters that walk to school together. Down the street together. One of the three in the sun and the rain.

- I'm one of the three that lives in apartment number 2, has long hair and brown eyes, and can sometimes play hopscotch by the trash cans if I ask for a long time.



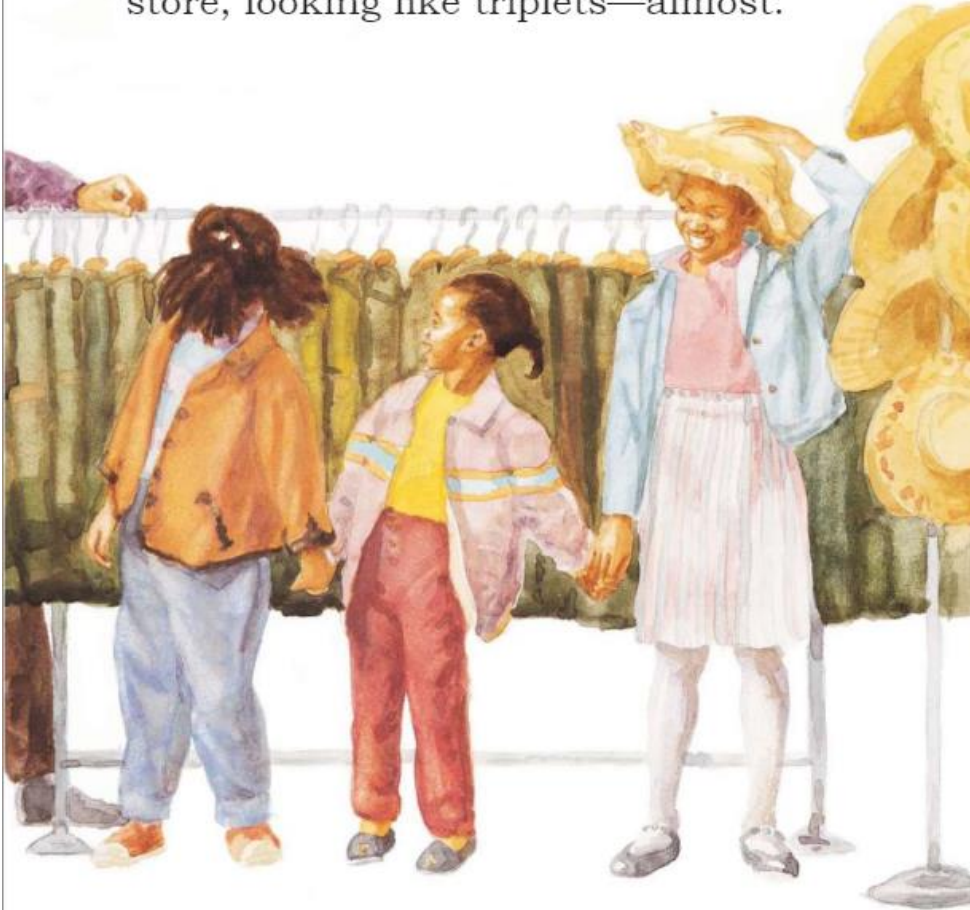


On Saturdays I'm one of the three that sits outside the bakery and looks and smells and smells....



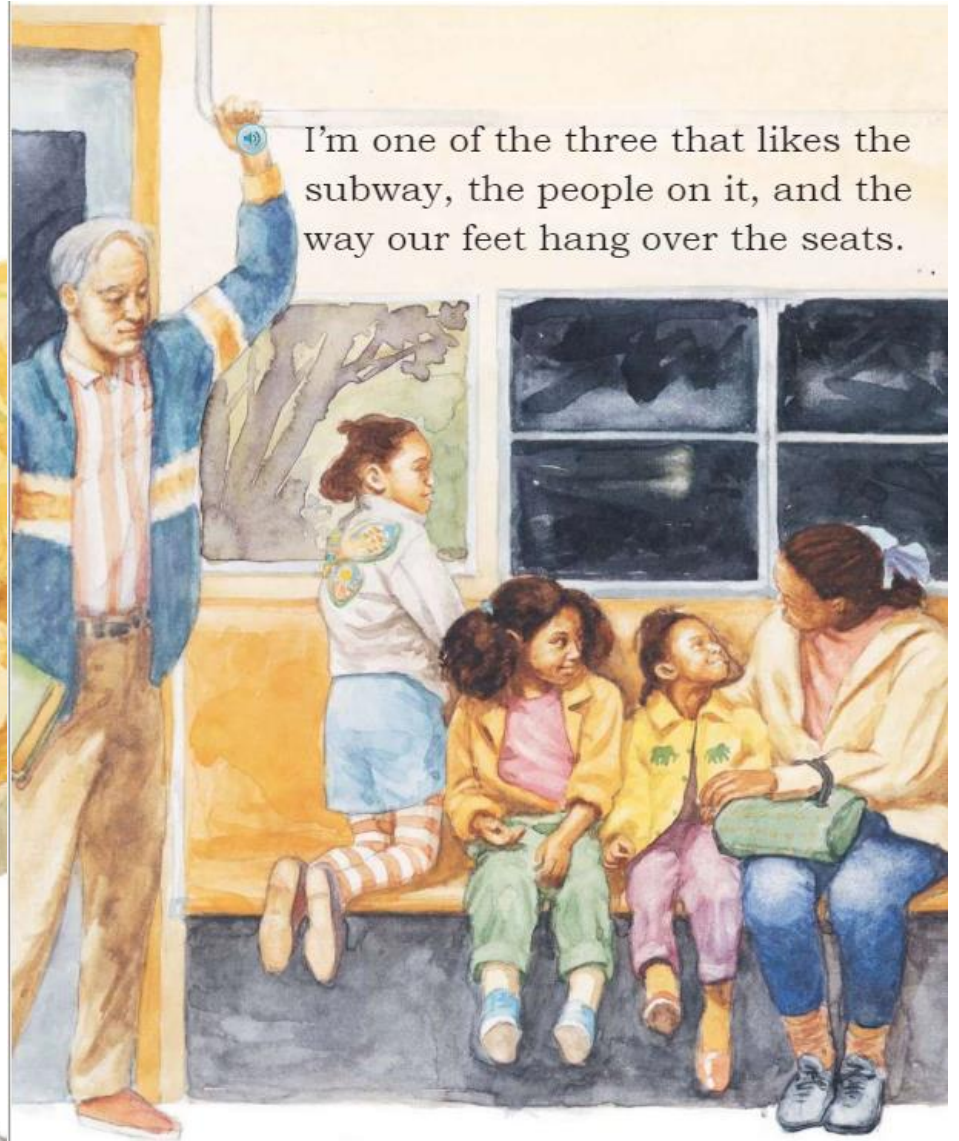
I'm one of the three that squeezes into the taxi on snowy days with Mama, Aunt Sara, and Grandma, and it's warm there.

🔊 I'm one of the three that looks just like our mama, smiles just like our daddy, and holds hands with my sisters in the store, looking like triplets—almost.

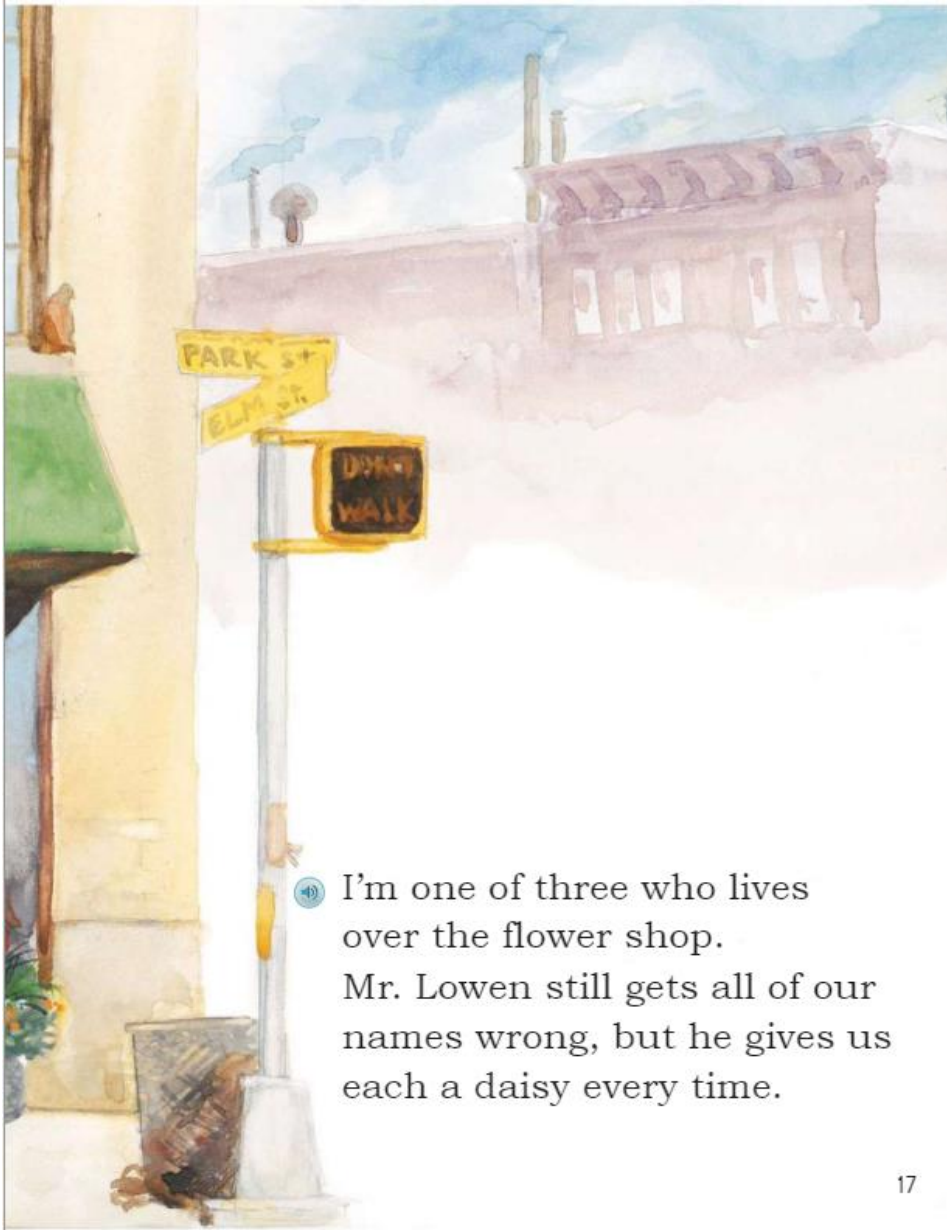


13

🔊 I'm one of the three that likes the subway, the people on it, and the way our feet hang over the seats.

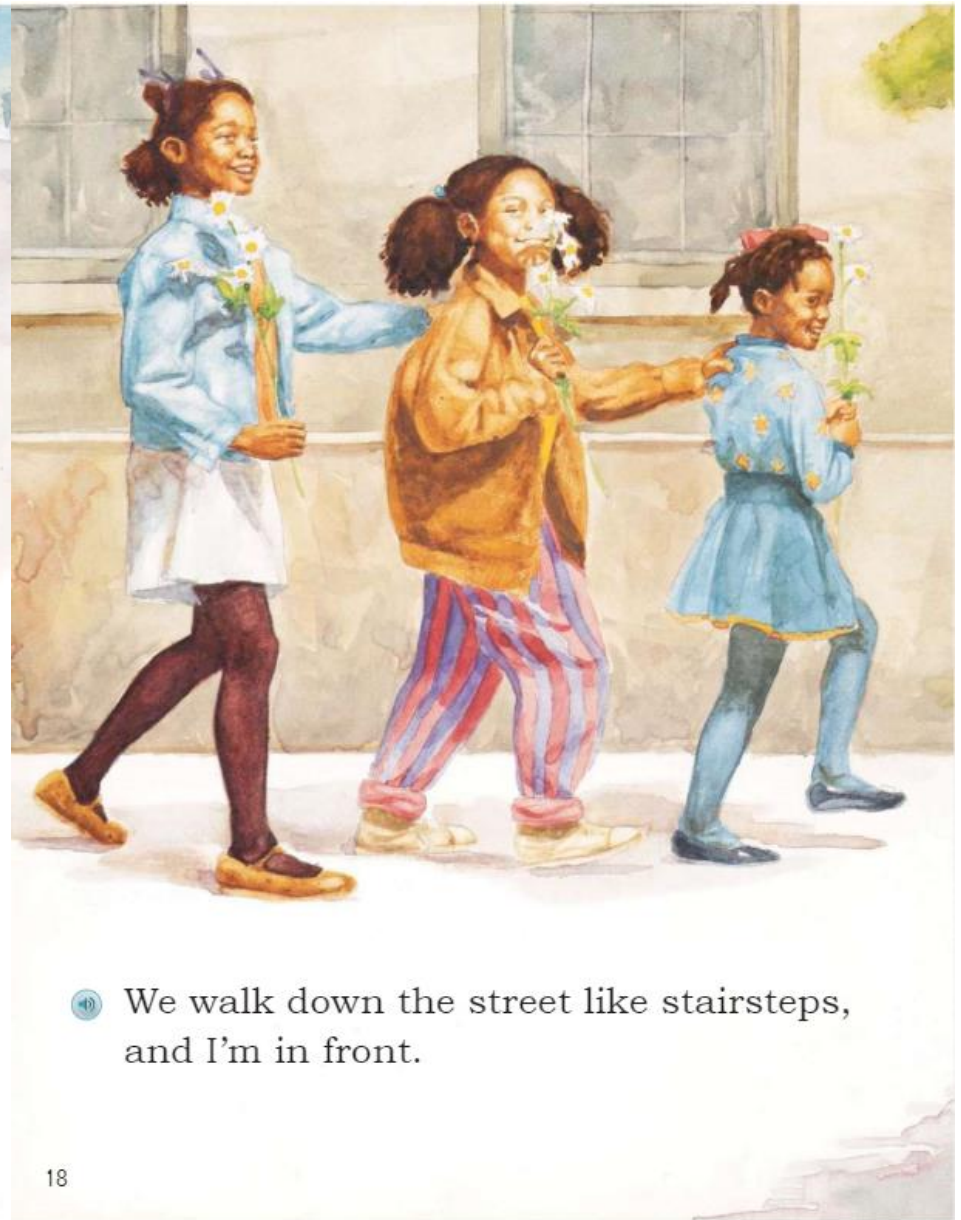


15



- 🔊 I'm one of three who lives over the flower shop. Mr. Lowen still gets all of our names wrong, but he gives us each a daisy every time.

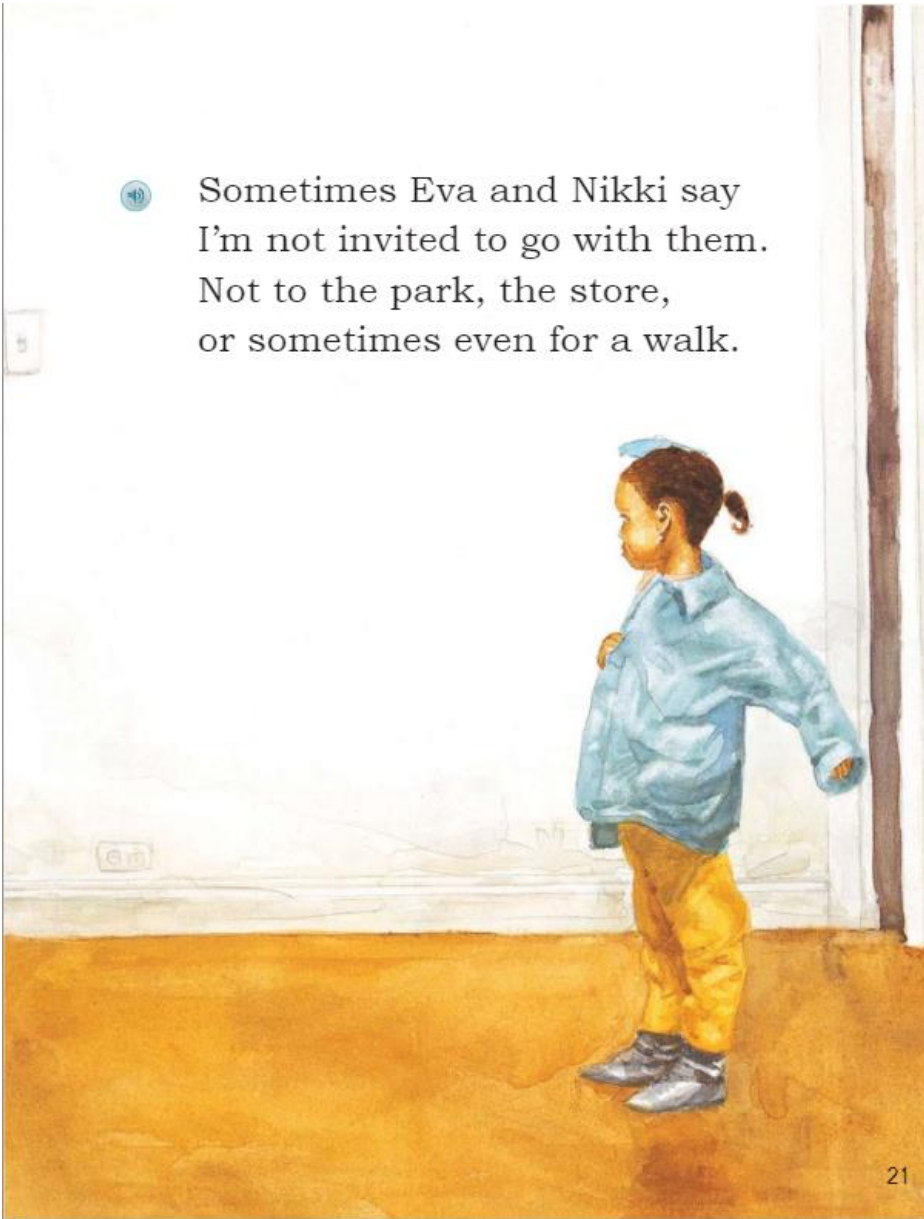
17



- 🔊 We walk down the street like stairsteps, and I'm in front.

18

- Sometimes Eva and Nikki say
I'm not invited to go with them.
Not to the park, the store,
or sometimes even for a walk.



- I'm left behind.
Not one of three, just one.

22



Then Mama calls me Sister and says I'm too little to go there or do that, so maybe I just want to **help** her paint or read to her.

- 🔊 Daddy says that I **have** to be the baby sometimes, and keep Mama and him company, just sometimes.



26



27



I miss Eva and Nikki and me....
But when it's just Mama, Daddy,
and me, it's a different kind of three,
and that's fine too....



Name _____

Compare and Contrast



The big sisters
are older.

The big sisters
can do things by
themselves.

The little
sister is younger.

The little sister
has to stay home
with her parents
sometimes.

Directions Tell children you are going to read aloud some sentences that tell how the sisters in the story are different. Then have children draw a picture of how the sisters are alike.

Have children share their pictures with a partner. Have partners discuss their pictures as well as other ways that the sisters in the story are alike.

Comprehension

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1

71A

I **have** one baby brother.

have

Read Together 71

What Does It Mean?

If you **have** something, it is with you.

How Do I Use It?

I have two dimes. Do you **have** any pets?

Talk It Over.

What do you **have**? Make a list like this one on your own sheet of paper.

What I have
1. I have a brother.
2. I have a backpack.
3. I have a dog.
4. I have a cat.

71

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2

72A

I **help** my mom draw.

help

Read Together 72

What Does It Mean?

When you **help** someone, you do something for that person.

How Do I Use It?

My brother will **help** me read.
Do you need **help** with that bag?

Talk It Over.

Talk about these questions. Take turns with a partner answering them aloud.

Who can help you
learn to read?
if you are sick?
if there is a fire?

72

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Substitute Phonemes 1

- Tell children you will say a word. They should change the sound they hear at the end of the word to make a new word. *I'll do the first one. Listen: pin. I will change the /n/ in pin to /g/: pin, pig. The new word is pig. What is the new word? Pig*
- Have children change /n/ in *sun* to /b/, /sh/ in *wish* to /n/, /k/ in *back* to /d/, and /t/ in *net* to /k/ to make new words.



Win a Cup!

by Todd Turrero

illustrated by Marilyn Janovitz



Meg can run, run, run!
Meg can win a big cup.



Ken can hit and run.
Ken can win a big cup.



Pam can hit every one down.
Pam can win a big cup.



Wes can help Lon.
Lon can help Wes win.



Wes can win a big cup!
Lon can win a big cup!



We all have a cup.

Name _____

have help



1. Will you _____ me?

2. I _____ a rag.

3. I _____ a mop.

4. We can all _____!



Directions Remind children to write their names. Have children read the words in the box, look at each picture, and write *have* or *help* to complete each sentence. Then have children read the page aloud.




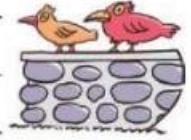
Words to Know





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Have children point to and say the names of letters they recognize on the page. Then have them tap their desks once for each word as they read the sentences aloud again. Have children make up other sentences with *have* or *help*.

Name _____

1.   LI   _____  _____

2.  WWw   _____  _____

3.  _____  _____
 _____  _____

Directions Have children write their names at the top of the page. Have them name each Alphafriend and its letter and trace the letters. Then name the pictures (*lamp, ladder, window, wall, watermelon, lock, leaf, wagon*) and have children write Ll or

Ww next to the pictures whose names start with the /l/ or /w/ sound. Remind children to write the upper- and lowercase letters so they can be easily read, using a left-to-right and top-to-bottom progression.

Name _____

Subject-Verb Agreement (Past, Present, Future)

sing walked will grow



1. The plant _____ .



2. The children _____ .



3. They _____ .



Directions Have children tell what is happening in each picture. Read the sentence frames and the words in the box aloud with children. Help children identify if the subject of the sentence is

talking about one or more than one. Then help them complete the sentences with the appropriate forms of the verbs from the box. Read the completed sentences aloud with children.

Grammar

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3



73A

This is the **one** I want.

one

Read Together 73B

What Does It Mean?

You use the word **one** when you are talking about a single person or thing.

How Do I Use It?

My house is the **one** with the red door. Which **one** did you like best?

Talk It Over.

Name the following people who work in the school. Talk about your answers with a partner.

Job	Person
the one who serves lunch	
the one who finds books in the library	
the one who helps sick students	
the one who is the leader of the school	

73

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4



74A

We brush our teeth **every** morning.

every

Read Together 74B

What Does It Mean?

You use the word **every** when you talk about each one in a group.

How Do I Use It?

Every child went on the field trip. Did you read **every** word?

Talk It Over.

Talk about these questions. Take turns with a partner to give answers.

What happens ...
every day?
every week?
every year?

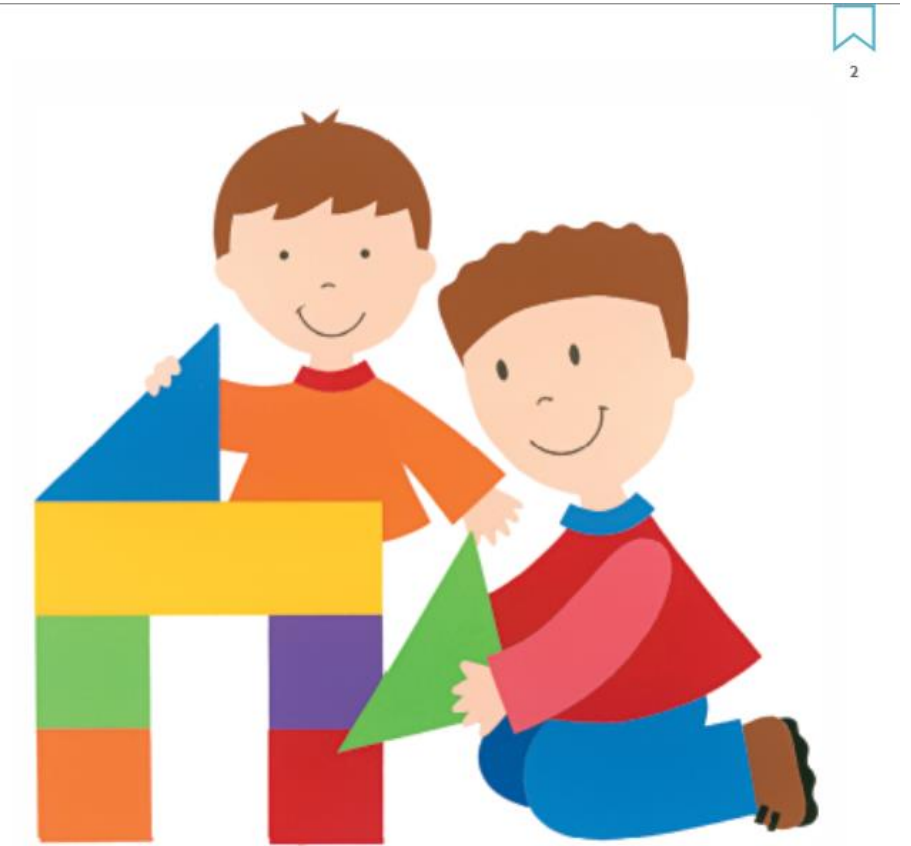
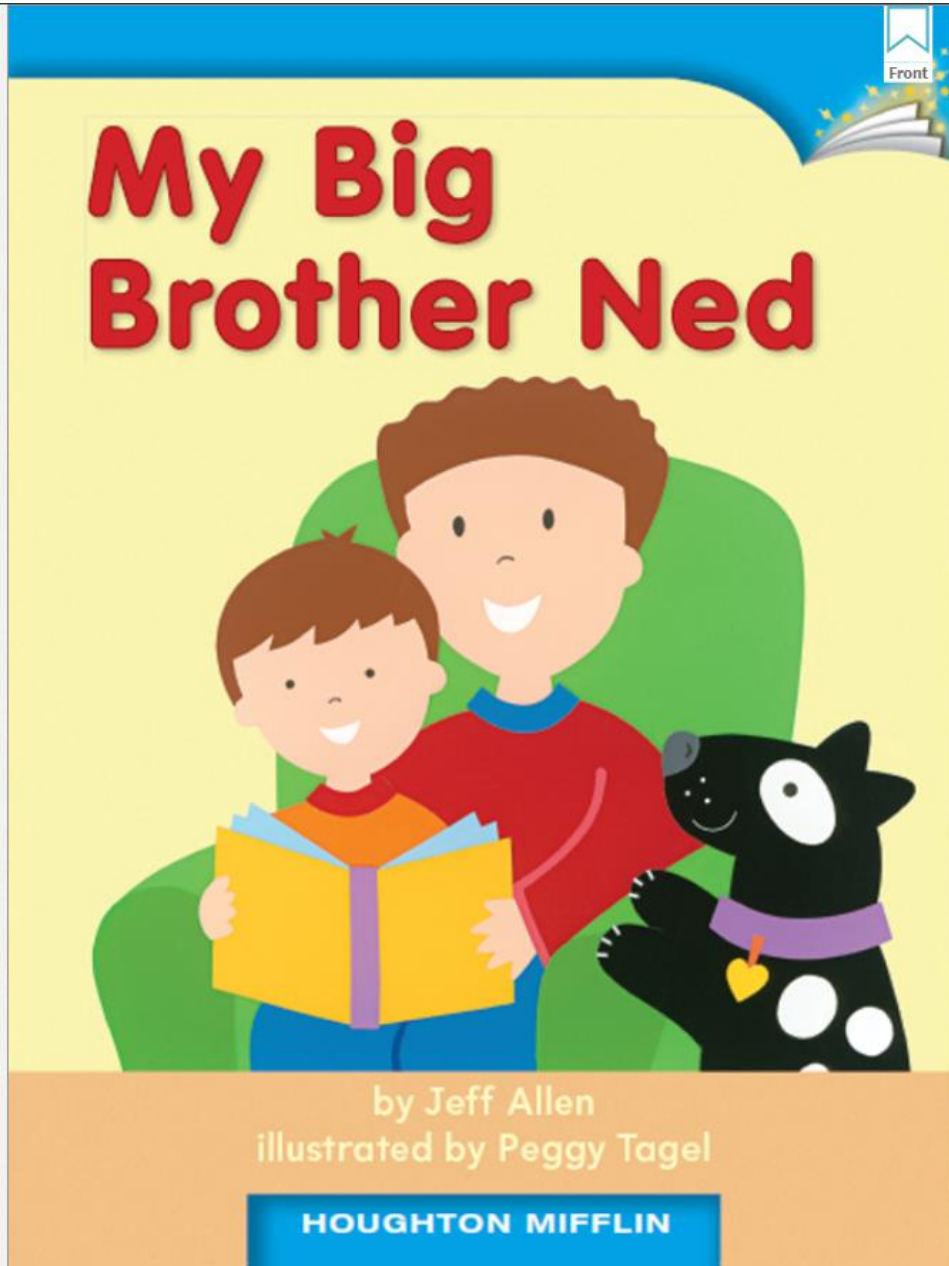
74

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Substitute Phonemes 2

rug	log	bed
jam	mix	

- Display Cards rug, log, bed, jam, and mix. Tell children you will say a word. They should change the sound they hear at the ed of the words to make a word that names a picture. *Listen: run. Change the /n/ in run to /g/. What is the new word? Rug.* Have children point to Card rug.
- For other words, have children change /t/ in *lot* to /g/; /n/ in *Ben* to /d/; /k/ in *jack* to /m/; and /t/ in *mitt* to /ks/



Ned can build a house
with me.

2



Ned can bake a cake with me.



Ned can paint a picture with me.



Ned can read a book
with me.

5



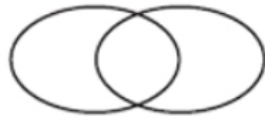
Ned can play a game
with me!

6

Responding

✓ **TARGET SKILL** Compare and

Contrast This story is about two brothers. How are they alike or not? Make a diagram.



Write About It

Text to Self Draw two pictures. Show a friend or family member in one picture and you in the other. Write a sentence telling how you are alike or not.



WORDS TO KNOW

me

with



TARGET SKILL Compare and

Contrast Tell how two things are alike or not.



TARGET STRATEGY Monitor/Clarify

Find ways to figure out what doesn't make sense.

GENRE Realistic Fiction is a story that could happen in real life.

Name _____

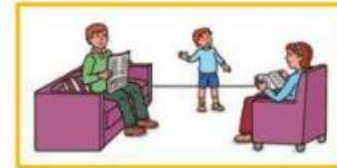
one every ask walk



1. Who will go on a _____ with me?



2. I _____ Mom and Dad.



3. "We can go on _____," they say.



4. I like _____ bit of it!



Directions Remind children to write their names. Have children read each sentence, look at the picture, and write a word from the top box to complete the sentence. Have children read the page aloud.

Have children name letters they recognize on the page. Then have them tap their desks once for each word as they read the sentences aloud again. Have children make up other sentences with *one*, *every*, *ask*, and *walk*.

Words to Know

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Name _____

Words with l, w



1.



_____ o g

2.



_____ e g

3.



_____ i g

4.



_____ e b

Directions Remind children to write their names. Help children name the pictures. Then have them write the missing letter to complete each picture's name and read the word aloud.

For each picture, say pairs of rhyming and non-rhyming words. Have children raise their hands when they hear a pair of words that rhyme.

Phonics

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76

Kindergarten, Unit 6



I **ask** for food when I am hungry.



We **walk** in the park.

ask

What Does It Mean?

You use the word ask when you talk about questions.

How Do I Use It?

I ask my teacher for help. Did you ask your parents if you can come with us?

Talk It Over.

Answer these questions. Work with a partner.

- What should you ask your parents' permission to do?
- What should you ask your teacher's permission to do?

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75

walk

What Does It Mean?

When you walk, you use your feet to move.

How Do I Use It?

I walk my dog every day. Did you walk to school today?

Talk It Over.

Talk with a partner about animals that walk and animals that cannot walk.

Can It Walk?	Yes or No?
a horse	
a fish	
a duck	
an alligator	
a whale	

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76

Substitute Phonemes 3

- *I will say a word. You change the sound you hear at the end of the word to make a new word. I'll do the first one. Listen: late. I will change the /t/ in late to /k/: late, lake. The new word is lake. What is the new word? lake*
- Have children try it with *soap/soak, read/reach, pin/pit, hut/hug*

OK Paper Version Practice 4: Site Words I

- 1) Teacher or Parent says:
Listen to the sentence. My mom and I each had an apple. Now, fill in the blank letters to complete the missing word.

My mom a _ _ _ I each had
an apple.

- 2) Teacher or Parent says:
Listen to the sentence. The little kittens like to play with the ball. Now, fill in the blank letters to complete the missing word.

The little kittens l _ k _ to
play with the ball.

- 3) Say: Read the word.

our

- 4) Say: Read the word.

out

- 5) Teacher or Parent says:
Look at the chart. Now, circle and read the words you know. We will practice reading the rest of the words together.

I	see	my	like
a	to	and	go
is	here	for	have
said	the	play	she
are	he		