

Kinder
Week 5: April 27-May 1
ELA Packet
Math Calendar

Kindergarten At Home Learning Week of 4/27/20-5/01/20

ELA --Lesson 28

Monday (lunes)

4/27/20

Vocabulary: look,
out

Directions:

1. Go to the Educator's Corner on our Frye Website to listen to, You Can Do It, Curious George!
2. Talk about what happens in the beginning of the story, in the middle of the story and at the end.
3. Have someone help you finish page 83, by writing or drawing what happened at the end of the story.
4. Read the words on page 18 out loud and think about what word you could make if you changed the last letter in the word. Say the new word to someone.

Instrucciones:

1. Visita "Educator's Corner" en la pagina web de Frye para escuchar el cuento, You Can Do It, Curious George!
2. Habla acerca de que pasa al principio, en el medio, y al final del cuento.
3. Haz un dibujo de como termino el cuento en la pagina 83.
4. Lee las palabras en la pagina 18. Piensa que nueva palabra formarias si cambiaras la ultima letra en la palabra. Dile la nueva palabra a alguien.

Tuesday (martes)

4/28/20

Vocabulary:
look, out

Directions:

1. Read, "Vet on a Job!" Remember to put your finger under each word as you read it.
2. Write the missing word to complete the sentences on p. 79.
3. Write the missing beginning sound for each picture on p. 81. Your letters need to look the same as the examples.
4. Pick an action word from the box and write it to complete the sentences on page 84. If you have time, act out the verbs with your family.

Instrucciones:

1. Lee el cuento, Vet on a Job!
2. Escribe la palabra que falta para completar los enunciados en la p. 79.
3. Escribe el sonido inicial que falta en cada palabra en la p. 81. Tus letras tienen que lucir igual que el ejemplo.
4. En la pagina 84, escoje un verbo de la caja y escribe un enunciado completo. Si tienes tiempo, actua los verbos con tu familia.

Wednesday

(miercoles)

4/29/20

Vocabulary: very,
their

Directions:

1. Read, "Curious George Goes for a ride." Remember to put your finger under each word as you read it.
2. Write the missing word to complete the sentences on p. 80.

Instrucciones:

1. Lee el cuento, "Curious George Goes for a ride." Apunta cada palabra con tu dedo.
2. Escribe la palabra que falta para completar los enunciados en la p. 80.

Thursday (jueves)
4/30/20
Vocabulary: saw,
put

Directions:

1. Write your first and last name neatly on the top of page 82.
2. Look at the picture, read the words under the picture and circle the word that matches the picture.

Instrucciones:

1. En la pagina 82, escribe bonito tu nombre y apellido.
2. Mira el dibujo, lee las palabras debajo del dibujo y encierra la palabra que lo representa.

Friday (viernes)
5/01/20

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.

Writing Mat

Choose a box and write about that in your journal. Write at least 2 reasons why.
Cross out the box when done.

My favorite fruit is ____ because ____. (Draw a picture)	Would you want to go to outer space or to the jungle?	I like cupcakes better than cookies because.. (pick 1 or other)	What would you like to do this weekend?	I like to go to the park because... (Draw a picture)
I had ____ for breakfast. I like it because_____.	I like_____ pizza because_____. (Draw a picture)	I like hotdogs better than pizza because..... (pick 1 or other)	I like to go to the movies because.. (Draw a picture)	Free Choice
Practice writing your first and last name 4 times.	What kind of car would you want and why? Talk about it.	I like dogs because... (Draw a picture)	I had ____ for lunch. I like it because_____.	
I had ____ for dinner. I like it because_____.	Draw a picture of a dinosaur and write about it.	My favorite color is_____ because_____.	Draw a picture of your favorite ice cream and write about it.	I like cats because....
I like bees better than butterflies because..... (pick 1 or other)	Free Choice	Practice writing your first and last name 4 times.	My favorite sport is_____ because_____.	I like cupcakes better than cookies because.. (pick 1 or other)

Estera de escritura

Escoje una caja y escribe acerca de eso en tu diario. Escribe 2 razones para tu respuesta. Pon una X en la caja cuando termines..

<p>Mi fruta favorita es _____ porque _____. (Hacer un dibujo)</p>	<p>¿Te gustaría ir al espacio exterior o a la jungla?</p>	<p>Me gustan más los cupcakes que las galletas porque ... (elija 1 u otro)</p>	<p>¿Qué te gustaría hacer este fin de semana?</p>	<p>Me gusta ir al parque porque ... (Hacer un dibujo)</p>
<p>Tuve _____ para el desayuno. Me gusta porque_____.</p>	<p>Me gusta_____ pizza porque_____. (Hacer un dibujo)</p>	<p>Me gustan los perritos calientes mejor que la pizza porque ... (elija 1 u otro)</p>	<p>Me gusta ir al cine porque ... (Hacer un dibujo)</p>	<p>Eliges un tema</p>
<p>Practica escribir tu nombre y apellido 4 veces.</p>	<p>¿Qué tipo de auto querías y por qué? Hable al respecto.</p>	<p>Me gustan los perros porque ... (Hacer un dibujo)</p>	<p>Tuve _____ para el almuerzo. Me gusta porque_____.</p>	<p>Mi animal favorito es... (Hacer un dibujo)</p>
<p>Mi animal favorito es... (Hacer un dibujo)</p>	<p>Dibuja un dinosaurio y escribe sobre él.</p>	<p>Mi color favorito es_____ porque_____.</p>	<p>Haz un dibujo de tu helado favorito y escribe sobre él.</p>	<p>Me gustan los gatos porque ...</p>
<p>Me gustan más las abejas que las mariposas porque ... (elija 1 u otro)</p>	<p>Eliges un tema</p>	<p>Practica escribir tu nombre y apellido 4 veces.</p>	<p>Mi deporte favorito es_____ porque_____.</p>	<p>Me gustan los cupcakes mejor que las galletas porque ... (elija 1 u otro)</p>

Math Homework for APRIL

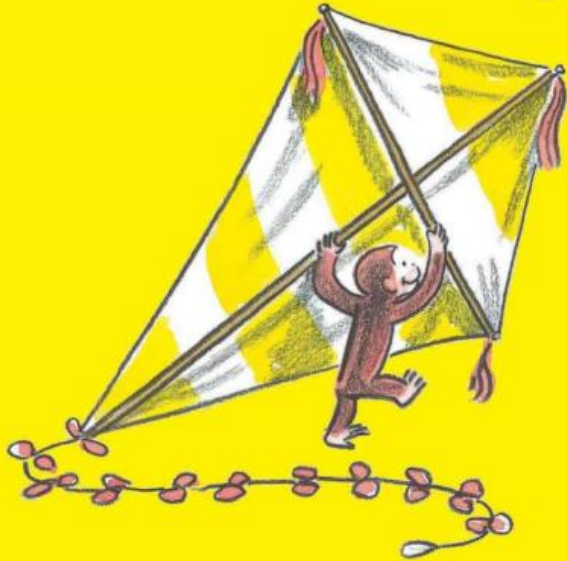
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
	Chapter 9 rectangle/rectangulo p.535-539	hexagon/hexagono p. 542-546	hexagon/hexagono p. 548-552	catch-up day	test/examen p.565-568	
26	27	28	29	30		
	Chapter 10 roll, stack, slide p.575-578	sphere/esfera p.580-584	cube/cubo p.586-590	catch-up day	cylinder/cilindro p.592-596	
		<p>Math Homework for the remainder of April/Tarea de Matematicas para el resto de Abril</p> <p>Directions: Please complete your work in the Math workbooks. Additional directions located below each page. Instrucciones: Termina tu trabajo en los libros de matematicas. Instrucciones mas especificas abajo de cada pagina.</p>				

Math Homework for MAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
					cone/cono p.598-602	
3	4	5	6	7	8	9
	flat shapes/solid shapes p.604-608	above, below, beside,next to p.615-617, 621-623	in front, behind p.627-629	catch-up day	test/examen p.633-636	
10	11	12	13	14	15	16
	Chapter 11 length/largo p.649-653	height/altura p.655-658	weight/peso p.667-671	catch-up day	test/examen p.679-682	
17	18	19	20	21	22	23
	Chapter 12 Sort by Color p.688-690	sort by shape p.694-696	sort by size p.700-701	catch-up day	graph p.711-713	
24	25	26	27	28	29	30
	Memorial Day No classes/ no escuela	test/examen p.717-720	catch-up day	Last Day/ Ultimo Dia		
31		Math Homework for May/Tarea de Matematicas para Mayo Directions: Please complete your work in the Math workbooks. Additional directions located below each page. Instrucciones: Termina tu trabajo en los libros de matematicas. Instrucciones mas especificas abajo de cada pagina.				

MARGRET & H.A. REY'S

You Can Do It, Curious George!



This is George.

He was a good little monkey and always very curious.

George loved going to the museum with his friend.

2



- While they were visiting the museum, they saw a sign. The sign said that the museum had won a prize. People voted this museum as their favorite. They said this museum was the BEST!

3



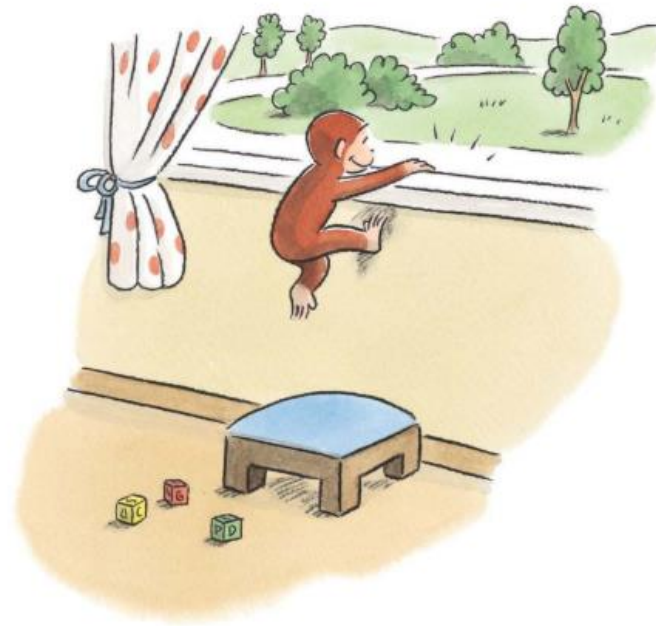
- When George saw the sign, he started to think. What could he do best? He decided to find out. "You can do it, George!" said the man with the yellow hat.

4



George went back home.
He was good at drawing dinosaurs.
Maybe he could draw the best dinosaur picture ever!

5



George decided that he liked to draw, but he
wanted to try to do something different!
He climbed **out** the window to **look** for ideas.

6



④ Soon George came to a restaurant.
That gave him a great idea!

7



④ George loved spaghetti.
He decided he would make the best spaghetti ever.
You can do it, George!

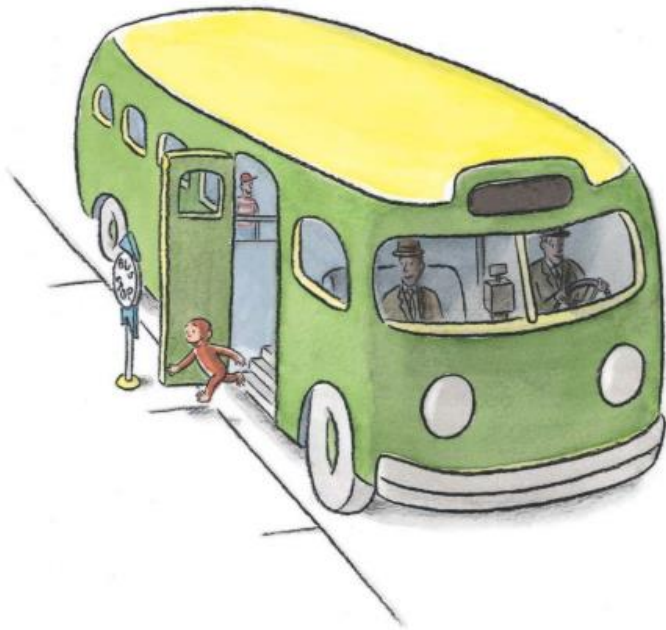
8



🔊 Look at all that spaghetti!
George thought it tasted great.
He tasted more and more of it—
and made a big mess.



🔊 Then the chef came in.
“Get out!” he shouted.
“Out of my kitchen!”
George was going to have to find
something else he did best.



- George needed another idea.
He got on a bus to think.
The bus took him to the ski slope.

11



- That gave George an idea.
He grabbed the biggest sled he could find.

12



- Maybe he could sled down the hill faster than anyone ever had before.
You can do it, George!



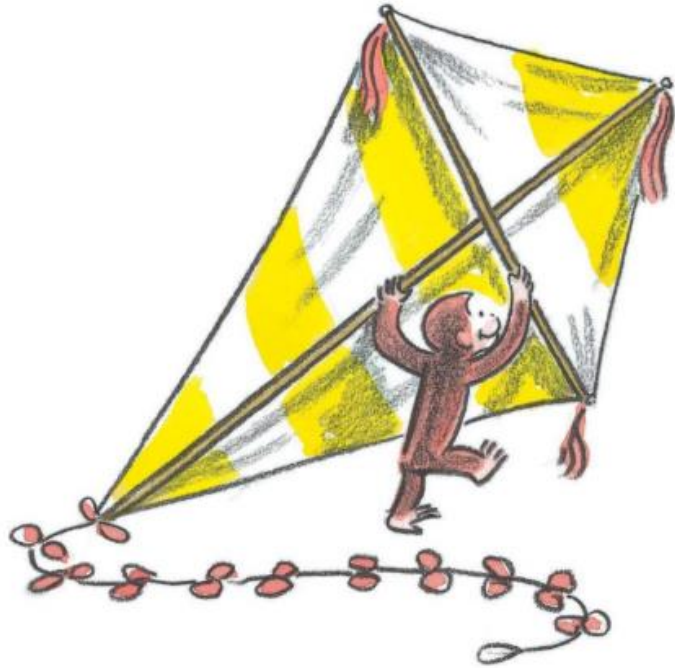
- At first sledding was fun.
Then George started going too fast.



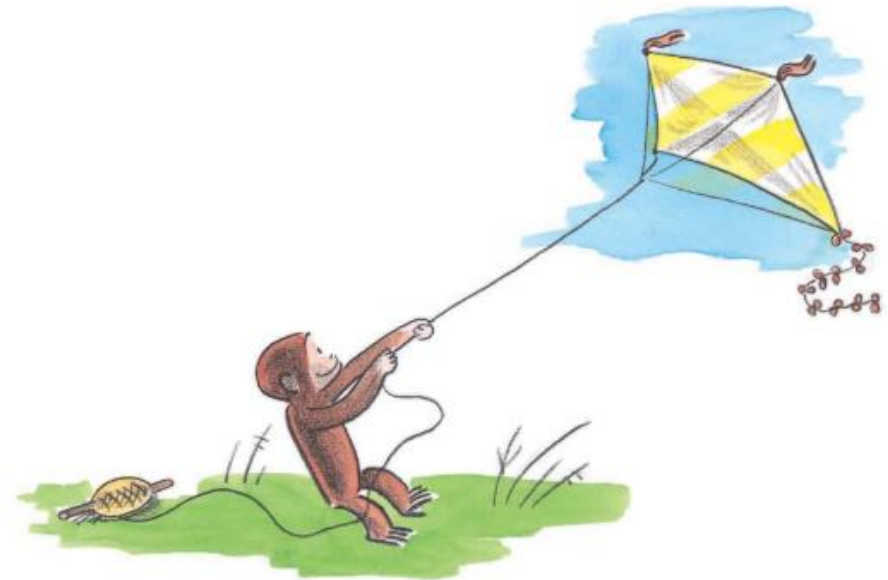
🔊 Look out, George!
George was going to have to find something else he did best.



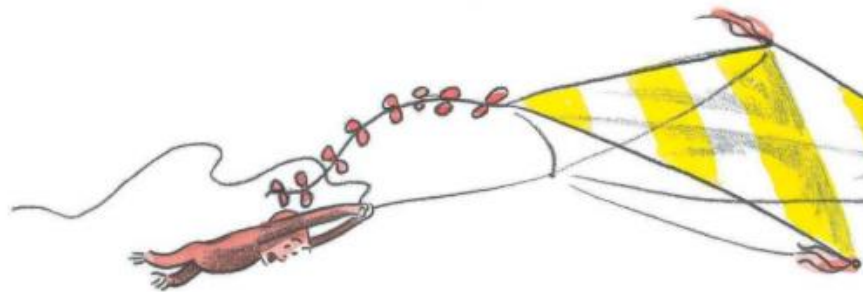
George needed another idea.
Then he remembered something he did better than anyone.
He rushed back home.



- When he got there he took out his kite.
He was going to be the best kite flyer ever!



- George got his kite to go higher and higher.
You can do it, George!

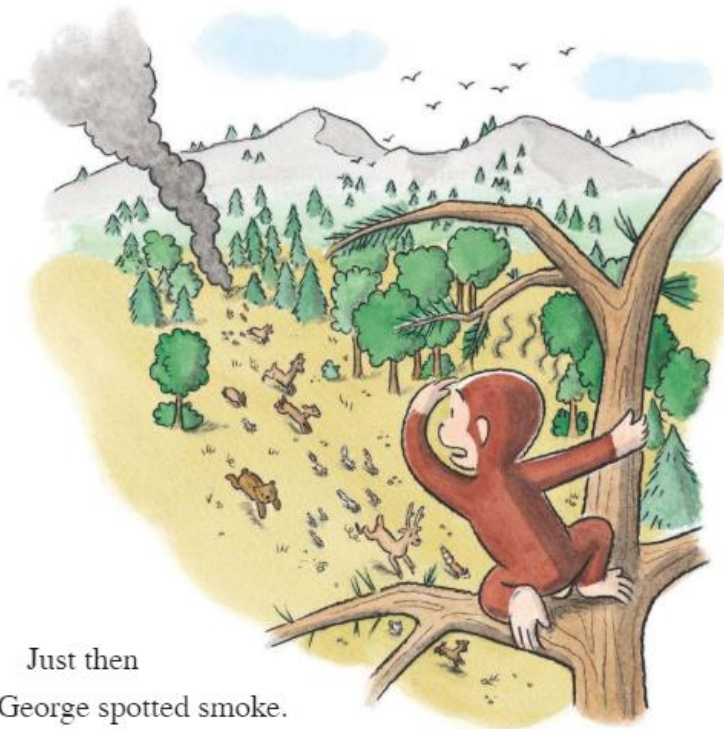


- Then the kite lifted George right off the ground!
Look out below!

20



- George landed in a tree in the forest.
His kite flew away without him.
George was going to have to find something else he did best.



Just then
George spotted smoke.
Oh, no!
It was a forest fire!

21

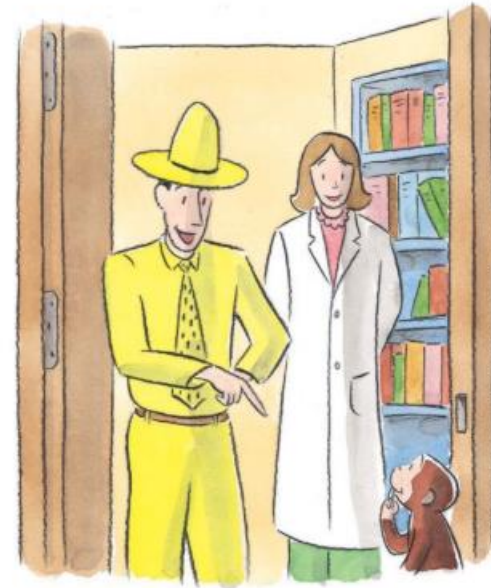


George wanted to warn everybody about the fire.
He raced to town and found the fire station.
The fire fighters quickly put out the fire.
Whew!

22



- By now the sun was setting.
It was too late for George to figure out what he did best.



- George's friend met him back at the museum.
The director had heard that George warned everyone about the forest fire.
She thought that was the BEST thing anyone had done in a long time.



George did it! Hooray!
He found out what he can do best.
He is the Best Helper.
George got a very special prize that day!

Name _____

Story Structure



Characters:
George

Settings:
museum, restaurant, forest

Beginning: First, George decides to find out what he does best.

Middle: Next, George tries cooking, sledding, and flying a kite.

End:

Directions Tell children you will read aloud sentences about the characters, setting, and events in the **Big Book**. Then read aloud the sentences about the beginning and the middle of the story. Have children identify words that describe sequences.

Have children draw a picture of what happens at the end of the story. Have children share their pictures. Have them retell or act out the event they drew.

Comprehension

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1

77A

We **look** at the art.

look

What Does It Mean?

When you look at something, you use your eyes to see it.

How Do I Use It?

She likes to look at the stars. Did you look in the mirror?

Talk It Over.

Answer this question aloud with a partner.

- What do you see when you look out the window?

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77

2

78A

We camp **out** in the yard.

out

What Does It Mean?

If something is out, it is not in.

How Do I Use It?

We will go out the back door. Did you let the cat out?

Talk It Over.

Take turns answering these questions with a partner.

- Would you like to go out now or would you like to stay in? Why?
- What do you like to play when you go out?

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78

Substitute Phonemes

bug	bat	van	net
hat	web	dog	

- Display Cards *bug, bat, van, net, hat, web* and *dog*. Listen: *bus*. Where is the /s/ in *bus*? At the end. Change the /s/ in *bus* to /g/. What is the new word? *bug*/ Have children point to the card *bug*.
- For other pictures have children change /g/ in *bag* to /t/; /t/ in *tan* to /v/; /k/ in *neck* to /t/; /b/ in *bat* to /h/; /l/ in *well* to /b/; and /l/ in *log* to /d/.

Move Phonemes

- Challenge children to move the beginning sound in these words to the end to make new words: *tan, spot, Dan* and *scat*.



Vet on a Job!

by Anne Miranda



Pets like their vets.
Vets can help pets.



Dot the vet saw Bud.
Dot fed Bud. Sip it, Bud.



Val the vet can look at Vin.
Vin can run now.



Zeb is very sad.
Zeb can not hop.
Bev the vet can look at Zeb.



🔊 Vic the vet can look at Zip.
 Zip can not get out.



🔊 Lil the vet can look at Sam.
 Lil can pet Sam.

You Can Do It, Curious George!
Words to Know: look, out

Name _____

look out



1. Come _____ at my pet.



2. Can it get _____?



3. It will not get _____ now.








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 *look* or *out* to complete each sentence. Have children read the completed sentences aloud.

Words to Know



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You Can Do It, Curious George!
Phonics: Letters Vv, Zz

Name _____

1.   Vv   _____  _____

2.  Zz   _____  _____

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 in rows 1 and 2. Then name the pictures (*vase, vest, zipper, zigzag, zebra, vine, van, zoo*) and have children write

Vv or Zz next to the pictures whose names start with the /v/ or /z/ sound. Remind children to write the letters so they can be easily read, using a left-to-right and top-to-bottom progression.

Phonics

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Name _____

Subject-Verb Agreement (Past, Present, Future)

will fetch naps roared



1. The cat _____ .



2. The dog _____ .



3. The lion _____ .



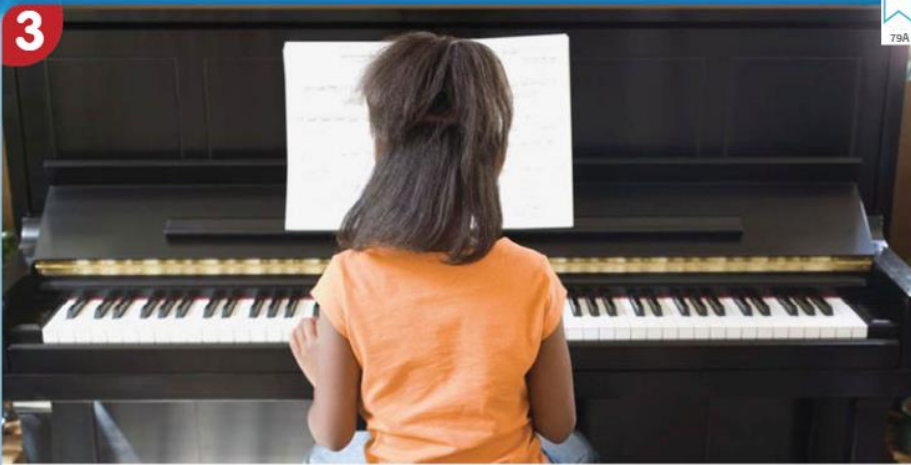
Directions Have children tell what is happening in each picture. Together with children, read aloud the sentence frames and words in the box. Have children complete each sentence by writing the correct word or words from the box. Then read aloud the completed sentences with children.

Have them name the word that tells what the sentence is about. Have them tell whether the sentence tells about one or more than one.

Grammar

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3



79A

I play the piano **very** well.

very

Read Together 79B

What Does It Mean?

You use the word **very** to mean a lot or to talk about something that is true.

How Do I Use It?

The music is **very** loud. How can you keep cool when it is **very** hot out?

Talk It Over.

Talk about these sentences with a partner. Say whether each sentence is true.

Is It True?

An ant is **very** big.

A giraffe is **very** tall.

Ice is **very** hot.

A pillow is **very** soft.

79

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4



80A

They use **their** hands to play this game.

their

Read Together 80B

What Does It Mean?

You use the word **their** to talk about something that belongs to more than one person.

How Do I Use It?

Their teacher was sick today. Did the children put away **their** toys?

Talk It Over.

Decide whether these sentences make sense. Work with a partner.

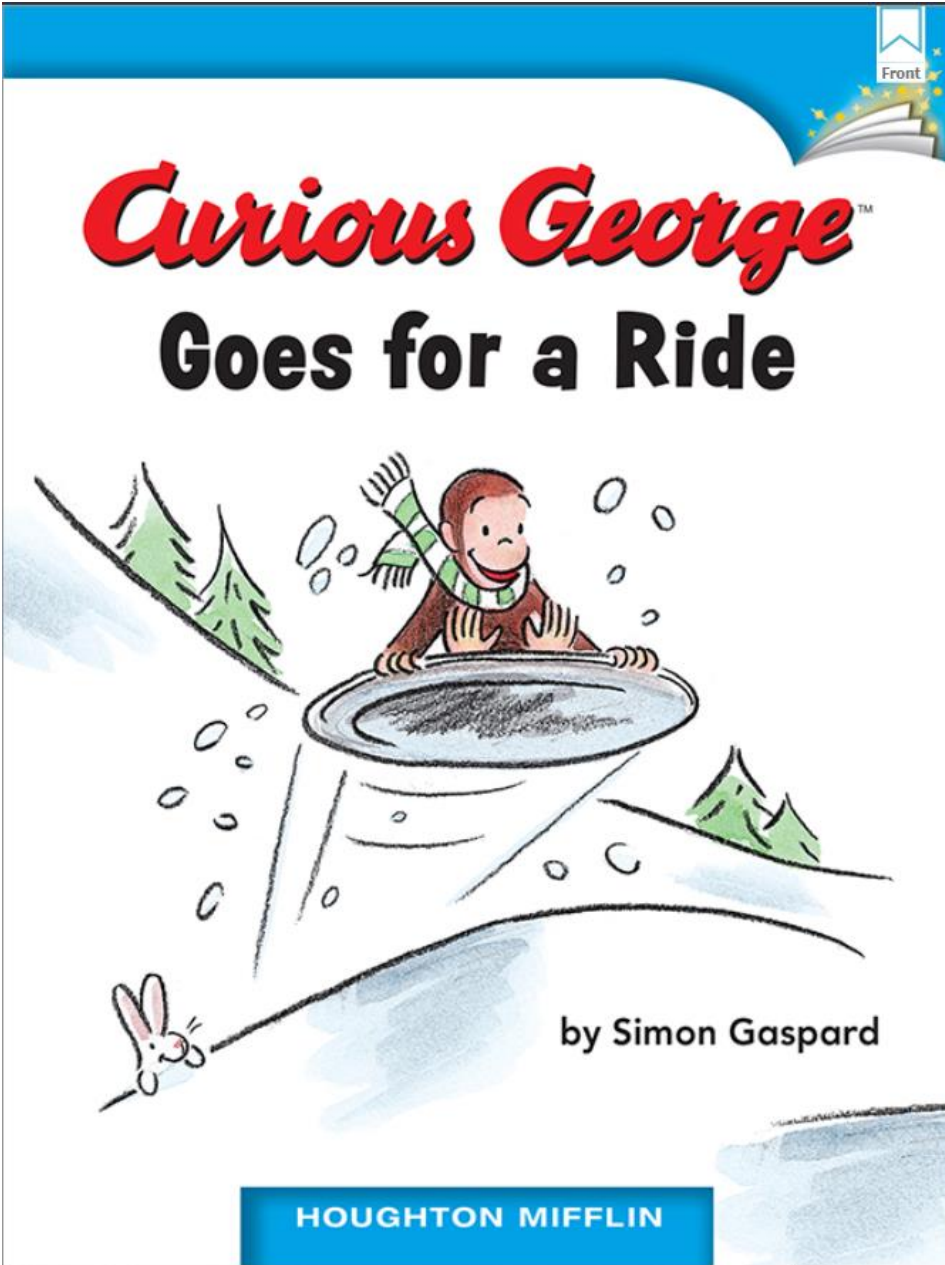
- **Their** Car was broken.
- Do you know **their** address?
- Is **their** your teacher?
- The dog belongs to **their**.

80

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Substitute Phonemes

- *Listen to my word: sad. Now I will change the /s/ in sad to /m/. The new word is mad. What is the new word? mad*
- Next, model changing the sound at the end of a word to make a new word with cut, cup. *Now it's your turn. Listen: cut. Change the /t/ in cut to /p/. What is the new word? cup*

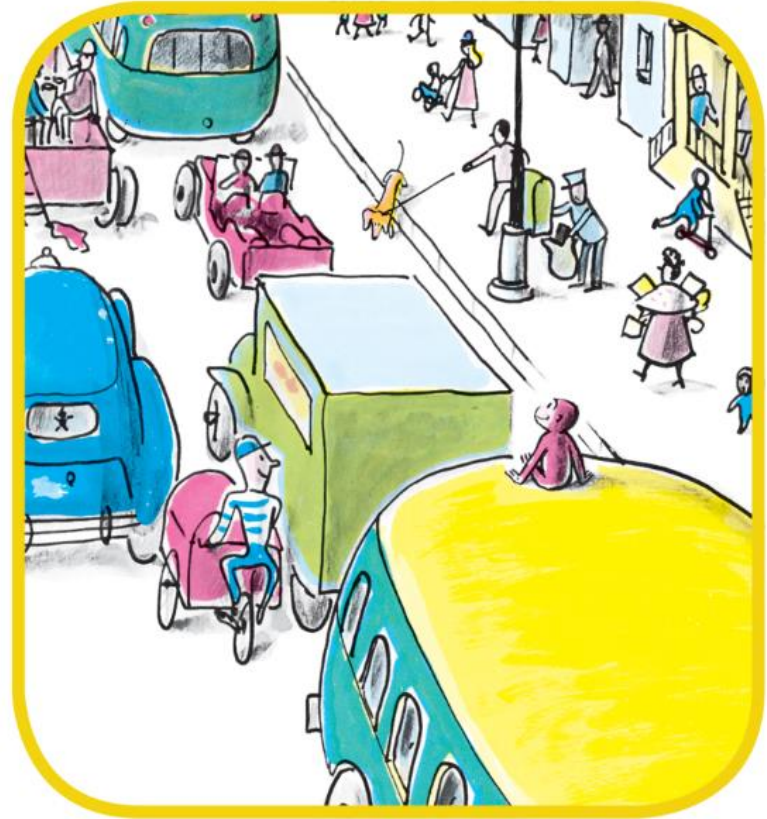


George likes to ride
on a bike.

2



He likes to ride
on a sled.



He likes to ride
on a bus.



5

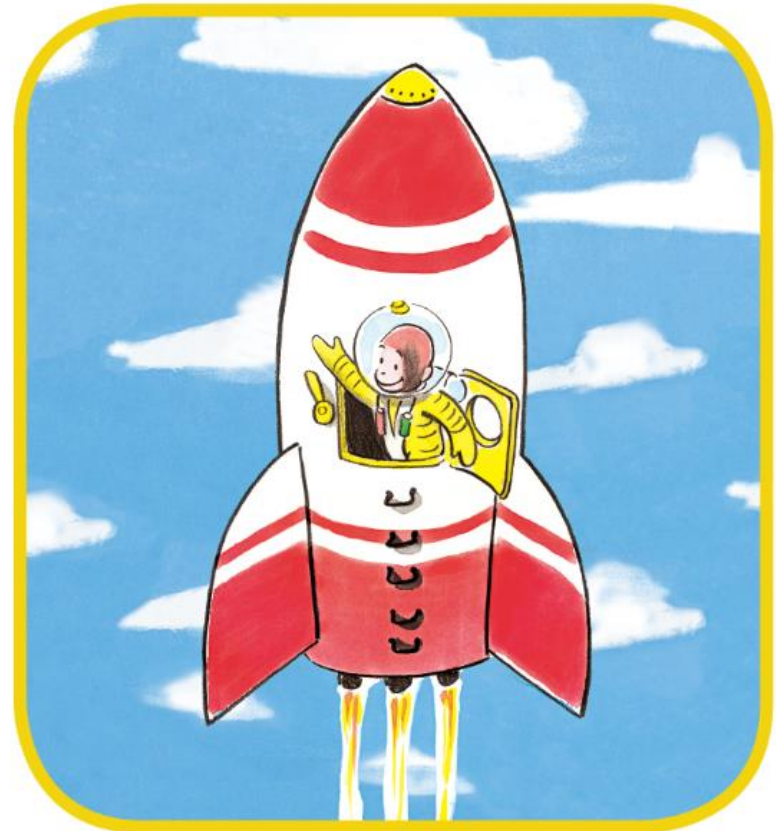


He likes to ride
in a balloon.

5



6



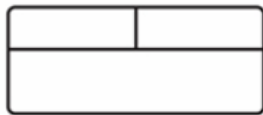
He likes to ride
in a rocket!

6

Responding

✓ TARGET SKILL Story Structure

Who is the main character in the story? Where does the story happen? What happens? Make a chart.



Talk About It

Text to Self Which vehicles in the story have you used? Which one would you like to try? Draw a picture of yourself in that vehicle. Then tell about your picture.

✓ WORDS TO KNOW

he | likes

✓ TARGET SKILL Story Structure Tell the setting, characters, and events in a story.

✓ TARGET STRATEGY Infer/Predict

Use clues to figure out more about story parts.


GENRE Fiction is a story that is made up.

You Can Do It, Curious George!
Words to Know: very, their, saw, put

Name _____

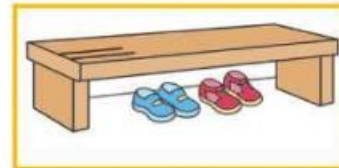
very their saw put



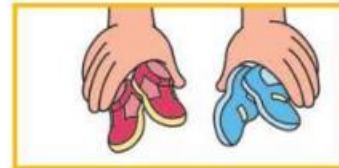
1. Where are _____ ? 



2. I _____ them there.



3. They are _____ little.



4. I will _____ them on.



Directions Remind children to write their names. Have children read the sentences and look at each picture. Then have them write the word *very*, *their*, *saw*, or *put* to complete each sentence. Have children read the sentences aloud. Next, 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 say other sentences with the words *very*, *their*, *saw*, and *put*.

Words to Know

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Name _____

Words with v, z



1.



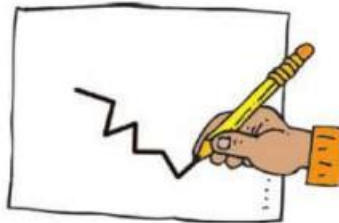
van bat

2.



zip pin

3.



zig pig

4.



vet met

Directions Remind children to write their names. Tell children to look at each picture and read the two words below it. Then have them circle the word that matches the picture. Have children take turns rereading the circled words.

Next, have children choose words from the page and think of words that rhyme with each one.

Phonics

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The boy **saw** the toys.

saw

What Does It Mean?

You use the word **saw** to talk about using your eyes in a time before now.

How Do I Use It?

I **saw** a bird in the tree. What would you do if you **saw** a giraffe at school?

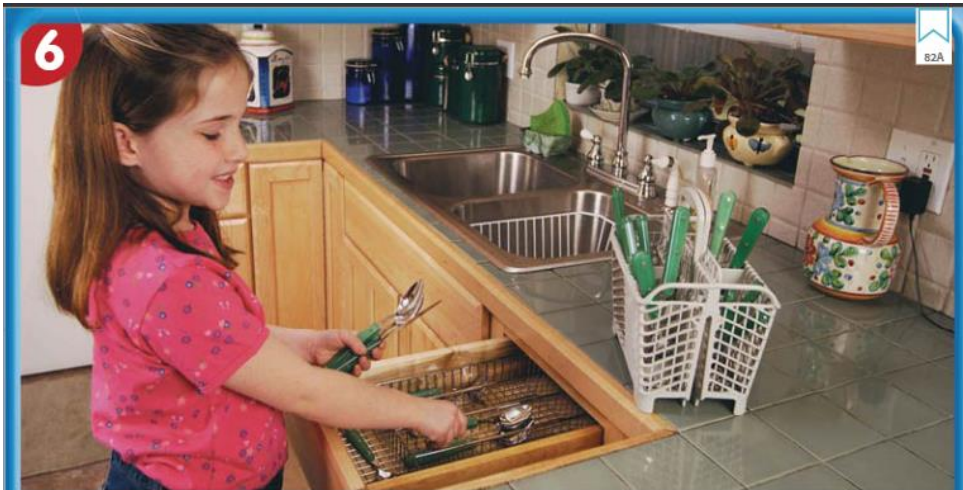
Talk It Over.

Talk about these sentences with a partner.

- Tell about something you **saw** that made you happy.
- Tell about something you **saw** that surprised you.

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81



She **put** the spoons away.

put

What Does It Mean?

You use the word **put** to tell about placing a thing in a certain spot.

How Do I Use It?

We **put** on our pajamas before bed.
Where did you **put** the letter?

Talk It Over.

Complete each sentence. Take turns with a partner.

- When it is cold outside, I **put** on ____.
- When i go out to play, I **put** on ____.
- When it is sunny and warm, I **put** on ____.

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82



Substitute Phonemes

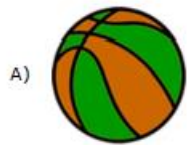
- *Listen: pet. Change the /p/ in pet to /n/. What is the new word? net. For practice, have children change:*
 - */t/ in tap to /l/*
 - */m/ in met to /v/*
 - */n/ in run to /f/*
- *Now listen to this: I will move the /s/ in stop to the end of the word to make a new word. First, I say stop without the /s/: top. Now I say top with /s/ at the end: top, /s/, tops. What is the new word? tops. Have children try with slip (lips), den (end), snap (pans)*

"Jack and Jill"

Jack and Jill went up the hill
to fetch a pail of water.

Jack fell down
and broke his crown,
and Jill came tumbling after.

- 1) Teacher or parent reads: Jack and Jill
Teacher or parent asks: Choose the picture of what Jack and Jill try to fetch.



- 2) Teacher or parent says: Listen to a line from the story, "Jack and Jill went up the hill to fetch a pail of water". What does the word fetch mean?

- A) drink
B) spill
C) get
-

- 3) Teacher or parent says: Listen to a line from the story, "and Jill came tumbling after". What does the word tumbling mean?

- A) falling
B) breaking
C) helping