

Kinder Week 3

Kindergarten At Home Learning Week of 4/13/20-4/17/20

Math --Chapter 9, Two-Dimensional Shapes

Monday (lunes)
4/13/20
Lesson 5,
p.518-522

Directions: Lesson 5 is about identifying triangles. Find examples of triangles around the house. Please complete all pages by marking triangles with an X and coloring all triangles in the picture.

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

Tuesday
(martes)
4/14/20
Lesson 6,
p. 523-528

Directions: Lesson 6 is about describing triangles. Triangles have 3 vertices or corners and 3 straight edges or sides. Invite your child to draw triangles 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 triangulo. Estas firguras geometricas tienen 3 esquinas y 3 lados. Despues puede dibujar triangulos en las paginas proporcionadas. Pidale a su hijo que encierre las esquinas con un lapiz y que trace los lados con un color.

Wednesday
(miercoles)
4/15/20
Lesson 7,
p. 530-534

Directions: Lesson 7 is about identifying rectangles. Find examples of rectangles around the house. Please complete all pages by marking rectangles with an X and coloring all rectangles in the picture.

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

Thursday
(jueves)
4/16/20

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)
4/17/20

Directions: Have your child practice counting up and counting by tens.

Instrucciones: Practica contando los numeros de uno por uno y de diez en diez.

ELA --Lesson 26

Monday (lunes)
4/13/20
p.170-171, 67,69
Vocabulary:
down, do, went

Directions: Discuss today's vocabulary. List things that can go down. What will you do this week? Tell about the places you went before the quarantine.

Instrucciones: Habla sobre el vocabulario (down, do, went) de este día. Haz una lista de cosas que bajan (down). ¿Que vas a hacer (do) esta semana? Habla de los lugares a los que fuiste (went) antes de la cuarentena.

Tuesday (martes)
4/14/20
p.174-179, 68,70
Vocabulary: only,
little, just

Directions: Read, "Fun, Fun, Fun." To listen to the story, go to the Educator's Corner on our Frye Website. Finish completing the sentences on page 68. Discuss today's vocabulary. Use each word (*only, little, just*) in a sentence. No need to write.

Instrucciones: Lee el cuento de los perritos, "Fun, Fun, Fun." Para escuchar el cuento visita "Educator's Corner" en la página web de la escuela. Termina de completar los enunciados en la página 68. Utiliza las palabras de vocabulario de este día en un enunciado (only, little, just). No necesitas escribirlo.

Wednesday
(miércoles)
4/15/20
p.180-185, 72, 21

Directions: First read, "Bug and Cat." To listen to the story, go to the Educator's Corner on our Frye Website. Next, circle the correct noun for each picture. Last, write an opinion piece. *Who is better, the cat or the bug?* Don't forget to write 1 sentence with your opinion and 1-2 sentences that support it.

Instrucciones: Primero lee el cuento del gato y el insecto, "Bug and Cat." Para escuchar el cuento visita "Educator's Corner" en la página web de la escuela. Después encierra el sustantivo correcto para cada dibujo. Por último escribe una opinión. ¿Quién es mejor, el gato o el insecto? No olvides escribir 1 enunciado con tu opinión, y 1-2 enunciados que lo apoyan.

Thursday (jueves)
4/16/20

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)
4/17/20

Directions: Help your child practice concepts of print. Circle the correct way to spell words, point to the author's name, and point to the illustrator's name.

Instrucciones: Ayude a su hijo a practicar conceptos de impresión. Encierra la forma correcta de escribir las palabras, apunta el número del autor, y apunta el nombre del ilustrador.

Lesson 26

Words to Know Read Together



WORDS TO KNOW High-Frequency Words

down
do
went
only
little
just

Vocabulary Reader



Context Cards



COMMON CORE **RF.K.3.C** read common high-frequency words by sight



- ▶ Read the words.
- ▶ Talk about the pictures.

down

1 We sit **down** to paint.

do

2 A dog can **do** lots of tricks.

went

3 This girl **went** swimming.

only

4 **Only** one kitten is out of the basket.

little






5 The **little** bunny is eating a carrot.

just

6 The girl **just** won the race.

Choose one word.
Use it in a sentence.

Name _____

1.     _____  _____

2.













Directions Have children write their names. Have them name the Alphafriend and its letter and trace U, u. Identify the pictures (*tub, sun, rug, nut, potato, cub, mug, fan*) and have children write *Uu* next to the pictures whose names contain the short *u* 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.

1



65A

We sit **down** to paint.

down



What Does It Mean?

If you go **down**, you go from a high place to a lower place.

How Do I Use It?

She will come **down** the ladder.
Do you like to go **down** the slide?

Talk It Over.

Think about things that can go **down**.
Say *yes* or *no* to these sentences.

What can go down?

Rain comes **down**
from the sky.

Horses can go
down a slide.

People can ski **down**
a mountain.

2



66A

A dog can **do** lots of tricks.

do



What Does It Mean?

If you **do** something, you make it happen.

How Do I Use It?

I will **do** my homework later. What will you **do** this weekend?

Talk It Over.

Answer these questions aloud with a partner.
Talk it over if you don't agree.

- What can a frog **do**?
- What can a fish **do**?
- What can a dog **do** that a cat cannot **do**?

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3

67A



This girl **went** swimming.

went

Read Together 67B

What Does It Mean?

You use the word **went** to tell about going somewhere in a time before now.

How Do I Use It?

He **went** to bed early. Do you know where the dog **went**?

Talk It Over.

Where did you go yesterday? Take turns with a partner telling about the places you **went**.

Where I Went Yesterday

I **went** to school.

I **went** to the store.

I **went** to the doctor.

I **went** to the park.

67

Fun, Fun, Fun

by Bonnie Whitmark




Kit is in the bag.
Kit has fun in a bag.




What do little pups do for fun?
Pups can tug, tug, tug.




 Some pups just run, run, run.
It is fun to run, run, run.




 Some dogs only dig for fun.
This big dog dug, dug, dug down.



 Big dogs can run, run, run.
It is fun to run, run, run.



 This big cat ran up.
It went up, up, up.

Name _____

went only little just



1. I _____ to see Meg.



2. Meg is my _____ pet.



3. I give Meg a _____ bit.



4. She _____ ate it all!



Directions Remind children to write their names. Have children read the sentences and look at each picture. Then have them write the word *went*, *only*, *little*, or *just* to complete each sentence. Have children read the sentences aloud.

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 target words.

Words to Know

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Name _____

Words with *u*



1.



cub cab

2.



not nut

3.



rug rag

4.



cup cap

Directions Remind children to write their names. Tell children to look at the first picture. Then have them circle the word that names the picture. Repeat with the rest of the pictures and words.

Have children say the word that names each picture and think of words that rhyme with it.

Phonics

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4



68A

Only one kitten is out of the basket.

only

Read Together 68B

What Does It Mean?

You use the word **only** to tell about one person or one thing.

How Do I Use It?

The room has **only** one window. When is the **only** time you should call 911?

Talk It Over.

What do you have **only** one of? Talk about it with a partner.

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68

5



69A

The little bunny is eating a carrot.

little

Read Together 69B

What Does It Mean?

When something is **little**, it is small.

How Do I Use It?

She is a **little** girl. Have you seen a baby's **little** hands?

Talk It Over.

Talk with a partner about things that are **little** and things that are big.

Big or Little?

a bus

an ant

a baby

an elephant

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69

6

70A



The girl **just** won the race.

just

What Does It Mean?

You use the word **just** to mean nothing more than or to tell about something that happened a short time ago.

How Do I Use It?

That noise was **just** the wind. Did you see what he **just** did?

Talk It Over.

Talk about this question with a partner.

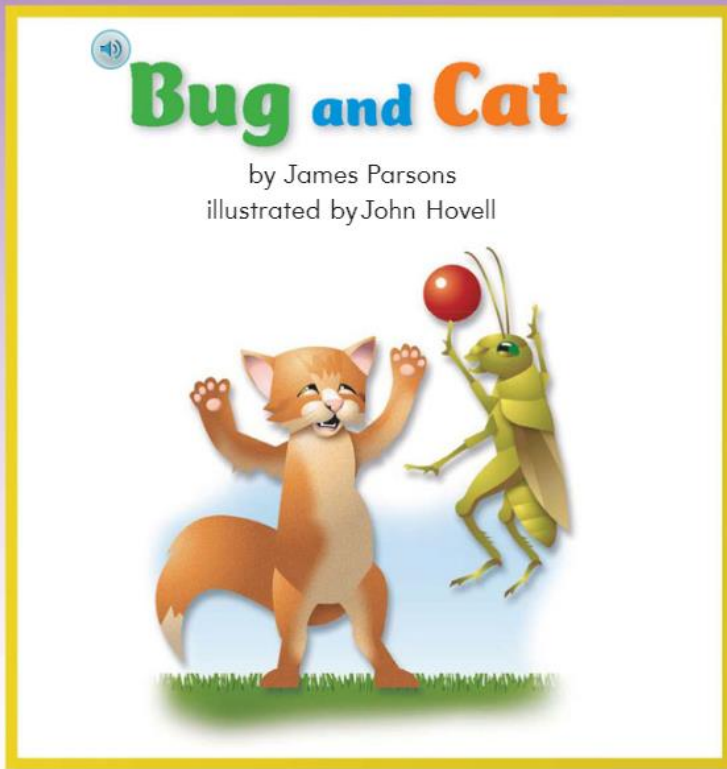
- How do you feel when you have **just** been surprised or scared? Explain.

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Read Together

70B

70




Bug and Cat can play.
It is fun, fun, fun!




Bug can hop up and down.
Hop, hop, hop. Fun, fun, fun.



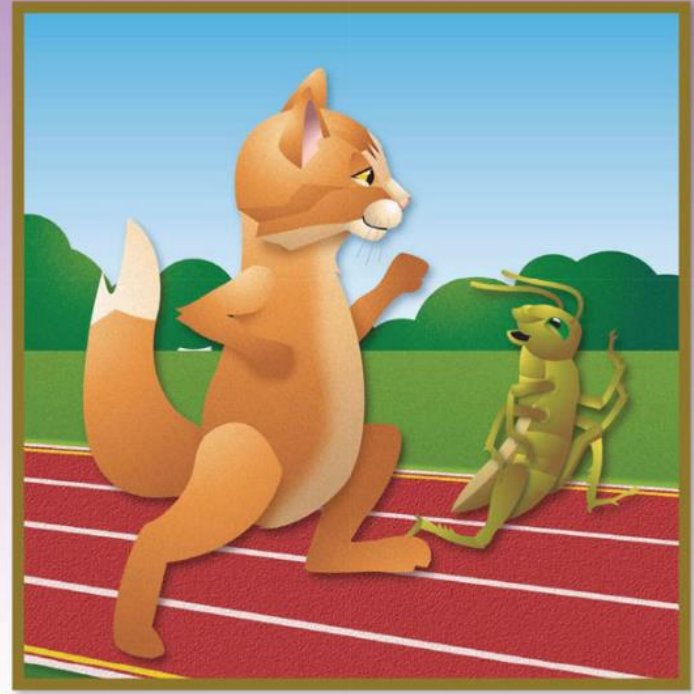
 Cat can hit this for fun.
 Rum, tum, tum! Rum, tum!



 Bug can hum. Cat can hum.
 Hum, Bug. Hum, Cat.



Bug can sit on a rug.
Cat can sit on a rug.



Do Bug and Cat run?
Bug and Cat run, run, run!

Name _____

Nouns: Singular and Plural



1.



bear bears

2.



mitt mitts

3.



fox foxes

4.

Directions Have children name each picture. Have them tell whether the picture shows one or more than one. Read the nouns aloud with children. Have children circle the correct noun for each picture.

Then have children write a complete sentence using one of the nouns. Have them share their sentences with the class.

Grammar

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Name _____

WRITING FORMS

Opinion Sentences

A large rectangular box containing ten horizontal lines for writing. The first line is a solid top line, followed by a dashed midline, and a solid bottom line. This pattern repeats for the remaining lines.

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Teacher: Have children choose an animal and draw a picture of it. Then have them write one or two opinion sentences about the animal.

OK ELA Practice 3: Print Concepts

1) Say: Which is the correct way to write the word "dog"?

d o g
dog
d o g

OK ELA Practice 3: Print Concepts

2) Say: Which is the correct way to write the word "and"?

a n d
and
a n d

OK ELA Practice 3: Print Concepts

3) Say: Which word is "what"?

what	hwat
wahnt	hwta

OK ELA Practice 3: Print Concepts

4) Say: Which word is "mother"?

thrméo	mothér
méothr	omhtré

OK ELA Practice 3: Print Concepts

5) Say: Which word is "stop"?

stop	ptos
tspo	sotp

OK ELA Practice 3: Print Concepts

6) Say: Which is the correct way to write the word "apple"?

a p p l e
a p p l e
apple

OK ELA Practice 3: Print Concepts

7) Say: Which is the correct way to write the word "bear"?

be ar
b e a r
bear

OK ELA Practice 3: Print Concepts

8) Say: Which word is "blue"?

ebul	lueb
blue	buel

OK ELA Practice 3: Print Concepts

9) Say: Which word is "make"?

ekma	make
meka	kmae

OK ELA Practice 3: Print Concepts

10) Say: Which is a word?

car	j
------------	----------

Read each question carefully.

- 1) Say: Look at this book.

Show me the name of the author.



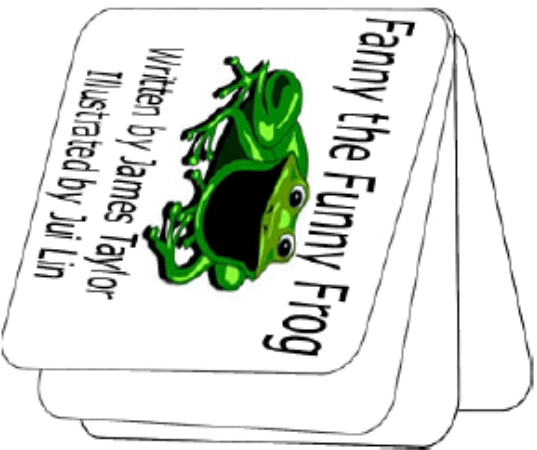
- 2) Say: Look at this book.

Show me the name of the illustrator.



- 3) Say: Look at this book.

Show me the name of the illustrator.



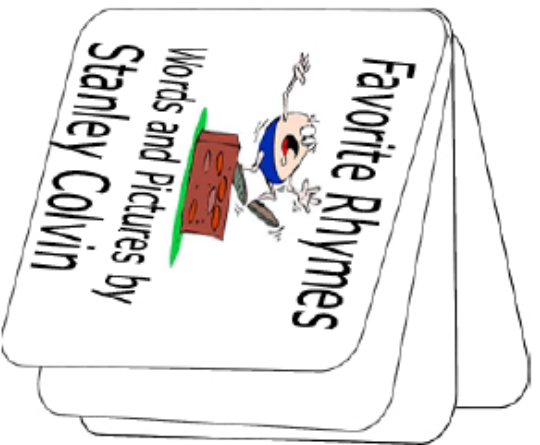
- 4) Present the student with a book.

Say: Look at the book.

Show me who wrote this book.

- 5) Say: Look at this book.

Show me the name of the author.



Memory

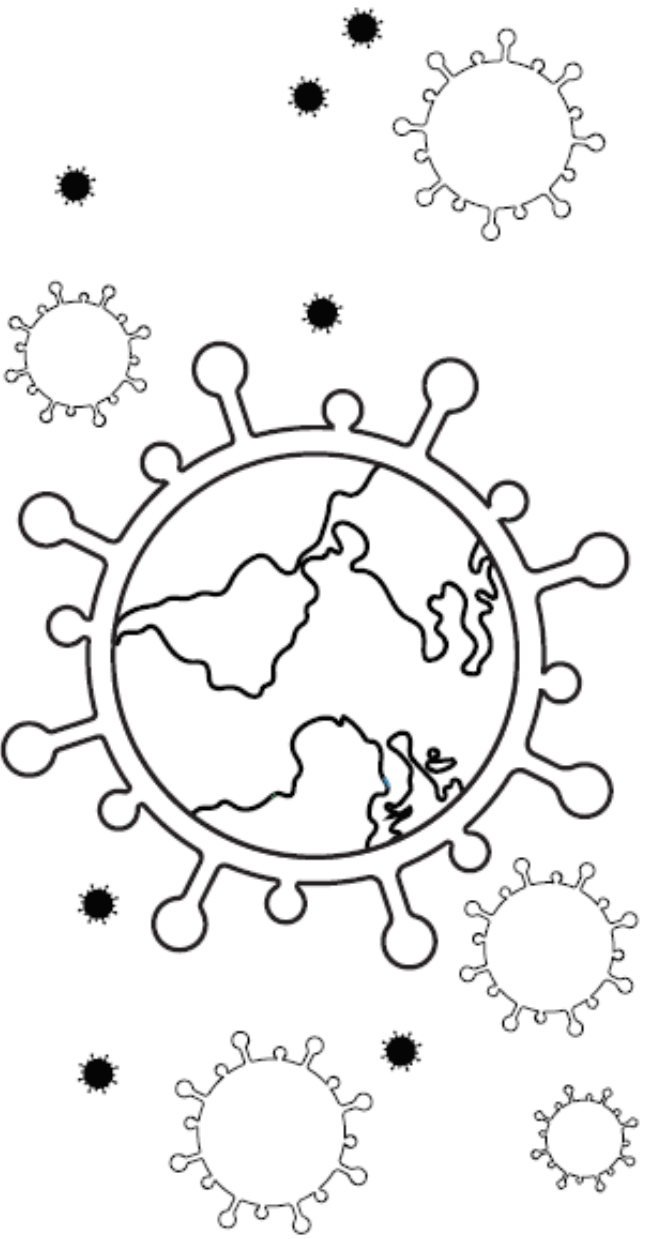
Your child may color the back of the paper and then cut out the squares. Place the card word side down. Then one person will pick 2 cards at a time. If you get a match you can keep the cards. If you do not find a match you put the cards back and it's the next persons turn. The person with the most matches at the end is the winner.

Memoria

Su hijo puede colorear el reverso del papel y luego cortar los cuadrados. Coloque la tarjeta con la palabra boca abajo. Entonces una persona elegirá 2 cartas a la vez. Si consigues un partido, puedes quedarte con las cartas. Si no encuentra una coincidencia, devuelve las cartas y es el turno de las próximas personas. La persona con más partidos al final es el ganador.

off	<u>on</u>	a
the	of	and
at	an	said
in	one	<u>no</u>
get	its	you

MY 2020 GOVVID-19 TIME CAPSULE

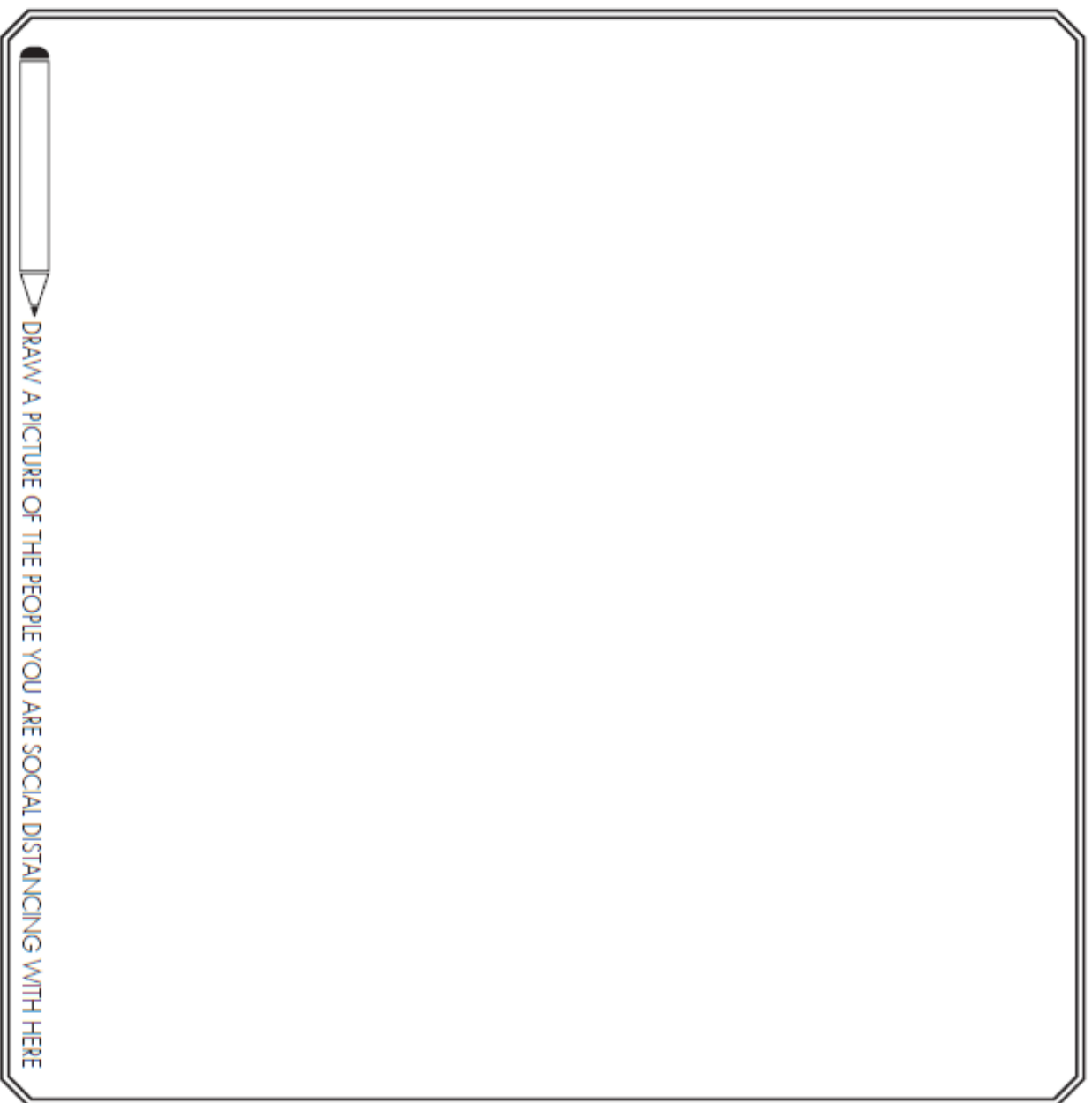


BY:

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- SOME PHOTOS FROM THIS TIME
- ANY ART WORK YOU CREATED
- A JOURNAL OF YOUR DAYS
- FAMILY / PET PICTURES
- LOCAL NEWSPAPER PAGES OR CLIPPING
- SPECIAL MEMORIES



DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

♡♡ ALL ABOUT ME ♡♡

I AM
YEARS
OLD

I STAND
INCHES
TALL

I WEIGH
POUNDS

SHOE SIZE

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

SONG: _____

MY BEST FRIEND/S:

WHEN I GROW UP I WANT TO BE:

DATE: _____

HOW I'M FEELING



WORDS TO DESCRIBE HOW I FEEL:

HOW MY FACE LOOKS



I AM MOST THANKFUL FOR

WHAT I HAVE LEARNT MOST
FROM THIS EXPERIENCE:

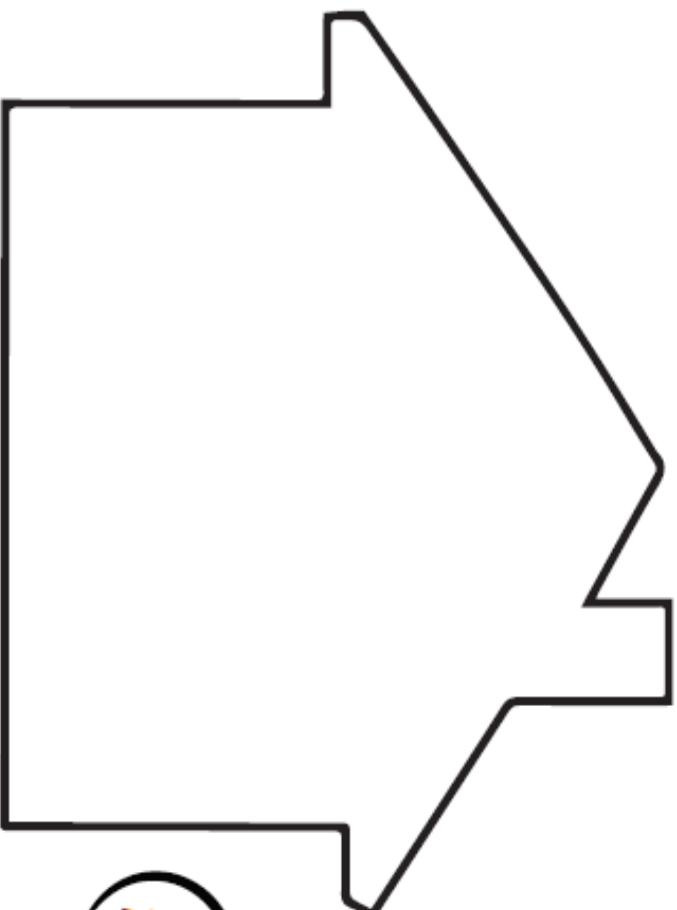
THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

MY COMMUNITY



*CLOUR THIS HOUSE
TO LOOK LIKE YOURS*

WHERE I AM LIVING DURING THIS TIME:



WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?



**YOU ARE NOT STUCK AT HOME,
YOU ARE SAFE AT HOME!**



**WHAT I AM DOING
TO KEEP BUSY:**

OUR HANDPRINTS



PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE



SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____
2. _____
3. _____

HOW ARE YOU FEELING?

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

GOAL/S FOR AFTER THIS:

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

FAVOURITE FOOD TO BAKE: _____

FAVOURITE TIME OF DAY: _____

LETTER FROM YOUR PARENTS

DEAR,

LOVE,