

**Kinder**  
**Week 6: May 4-8**  
**ELA and Math**



## Kindergarten At Home Learning Week of 5/04/20-5/08/20

### ELA --Lesson 29

Monday (lunes)

5/04/20

Vocabulary:  
off, take

Directions:

1. Go to the "Educator's Corner" on our Frye Website to listen to, Look at Us.
2. Talk about what is the main idea in this story. The main idea is the most important point in the story.
3. Have someone help you finish page 89. The main idea is in the middle circle. Write or draw the details in each oval.
4. Read the vocabulary words on page 17 and make complete sentences from the rectangles on the right. Example: I can turn off the lights.
5. Optional: Page 18, Track Syllables.

Instrucciones:

1. Visita "Educator's Corner" en la pagina web de Frye para escuchar el cuento, Look at Us.
2. Habla acerca de la idea principal, el punto mas importante del cuento.
3. En la pagina 89, escribe que fue lo que la clase de Kinder hizo o aprendio.
4. Lee las palabras en la pagina 17 y utiliza las palabras (off, take) en un enunciado.
5. Ignorar la pagina 18.

Tuesday (martes)

5/05/20

Vocabulary:  
our, day

Directions:

1. Read, Can Not Quit Yet. Remember to put your finger under each word as you read it.
2. Write the missing word to complete the sentences on p. 85.
3. Write the missing beginning sound for each picture on p. 87. Your letters need to look the same as the examples.
4. Pick a word from the box and write it to complete the sentences on page 90. Write a sentence of your own for number 4 using a word you did not use already.
5. Optional: Page 26, Track Syllables.

Instrucciones:

1. Lee el cuento, Can Not Quit Yet. Recuerda apuntar las palabras con tu dedo.
2. Escribe la palabra que falta para completar los enunciados en la p. 85.
3. Escribe el sonido inicial que falta en cada palabra en la p. 87. Tus letras tienen que lucir igual que el ejemplo.
4. En la pagina 90, escoje una palabra de la caja para terminar cada enunciado. Escribe un enunciado en la numero 4 con una palabra de la caja que no hayas usado todavia.
5. Ignorar la pagina 26.

Wednesday  
(miercoles)  
5/06/20  
Vocabulary:

Directions:

1. Read, Riding to School. Remember to put your finger under each word as you read it.
2. Talk about the main idea and details in the story. Draw a picture of how you usually got to school.
3. Write the missing word to complete the sentences on p. 86.

Instrucciones:

1. *Lee el cuento, Riding to School. Apunta cada palabra con tu dedo.*
2. *Habla acerca de la idea principal o el punto mas importante del cuento. Dibuja como vas a la escuela.*
3. *Escribe la palabra que falta para completar los enunciados en la p. 86.*

Thursday (jueves)  
5/07/20  
Vocabulary:  
Too, show

Directions:

1. Write your first and last name neatly on the top of page 88.
2. Look at the picture, fill in the letter y or qu to complete the word.
3. Read the vocabulary words on page 33. Ask someone in your house the foods they like and have them say their sentence in the form of: I like...

Instrucciones:

1. *En la pagina 88, escribe bonito tu nombre y apellido.*
2. *Mira los dibujos, escribe el sonido inicial (y o qu) para completar cada palabra.*
3. *Lee el vocabulario en la pagina 33. Preguntale a alguien en la familia cerca de la comida que les gusta. Empieza diciendo, "I like..."*

Friday (viernes)  
5/08/20

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.*

## APRIL MATH

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>				

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# MAY MATH

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		<p><b>Math Homework for May/Tarea de Matematicas para Mayo</b></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>				

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# Look at Us

by Isabel Campoy



We had a very busy and fun year in Kindergarten. Our teachers took lots of pictures of us, and we made this book. We hope you like it!





🔊 This is the first day of Kindergarten. We were a little bit scared. We didn't know anyone in our class yet.

4



🔊 We felt excited when we got **off** the bus. How did you feel on your first day of school?

5





There were lots of things to do and learn. Some things were hard, but we didn't quit.

6



This is a picture of Daisy, our hamster

7





🔊 We learned to write. First, we learned to write our names. Then we learned to write other letters and words, too.



🔊 We learned our shapes and how to count. What did you learn in math?





We learned about science, too. We studied rocks, bugs, and other things in nature.

10



We learned about water turning into snow or ice when it is very, very cold outside. We learned that ice and snow melt when it gets warmer.

11





Our teachers read lots of books to us this year. What are some of your favorite books?

12



We learned to read some of our books. We had fun reading our favorite books over and over again.

13





Here we are drawing and painting.  
We did many projects this year. We're  
glad that we can show them to you.

14



We have good artists in Kindergarten!

15



Did you learn how to be a good friend this year? We did.



We learned how to share and how to help each other. It's important to be a good friend.





🔊 We also learned about people in our community who help us. What community helpers do you know?



🔊 We talked about people in our families. We found out that families are the same and different.





🔊 We took a field trip to an apple orchard last fall. We picked apples and tasted fresh apple cider. Did you **take** any field trips this year?

20



🔊 Lots of visitors came to see us this year. They told us stories, played music for us, and put on plays.

21





🔊 We put on a play, too!  
Our families came to see us.

🔊 We were so proud.



🔊 We learned to play and laugh together. We're so glad we have these pictures to show you.

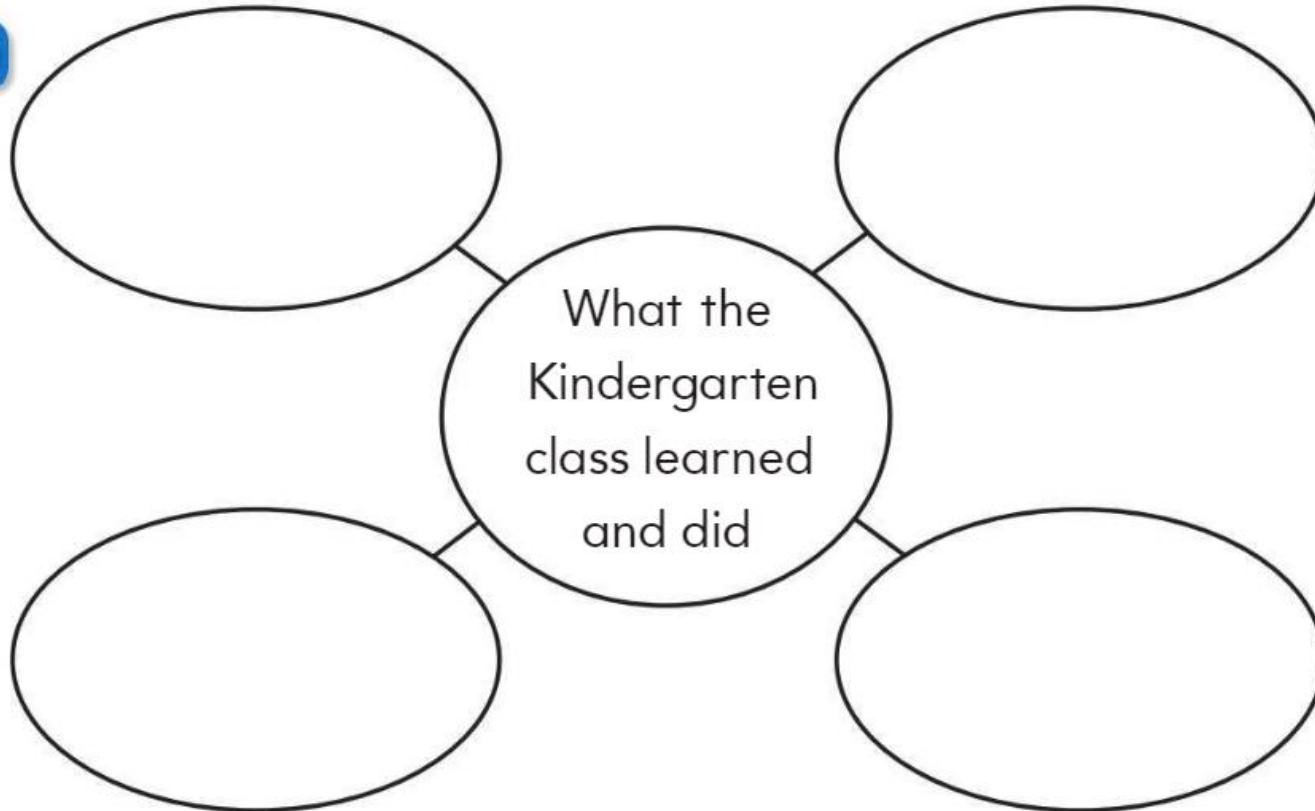


🔊 We hope you liked looking at our pictures as much as we did. Thanks for visiting us!



Name \_\_\_\_\_

## Main Idea and Details



**Directions** Read aloud the main idea in the center of the web. Have children write or draw details in the **Big Book** that go with the main idea.

Have children share their work with the class. Remind children to speak clearly and to listen carefully as others share.

**Comprehension**

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1

83A

We get **off** the bus.

## off

### What Does It Mean?

If something is off, it is not on.

### How Do I Use It?

The washing machine is off.  
Did you turn the lights off?

### Talk It Over.

Talk with a partner about what you can do. Say *yes* or *no* after you read each sentence.

I can
turn <b>off</b> the lights.
turn <b>off</b> a computer.
turn <b>off</b> a television.

2

84A

We **take** turns.

## take

### What Does It Mean?

If you **take** something, you bring it with you.

### How Do I Use It?

I will **take** my bike to the park. Can I **take** that book home?

### Talk It Over.


Think about things you would **take** to the beach. Copy the chart onto a piece of paper. Put a check (✓) next to the items you would **take**.

Take to the Beach
a shovel and pail
a kangaroo
my bathing suit
my goldfish



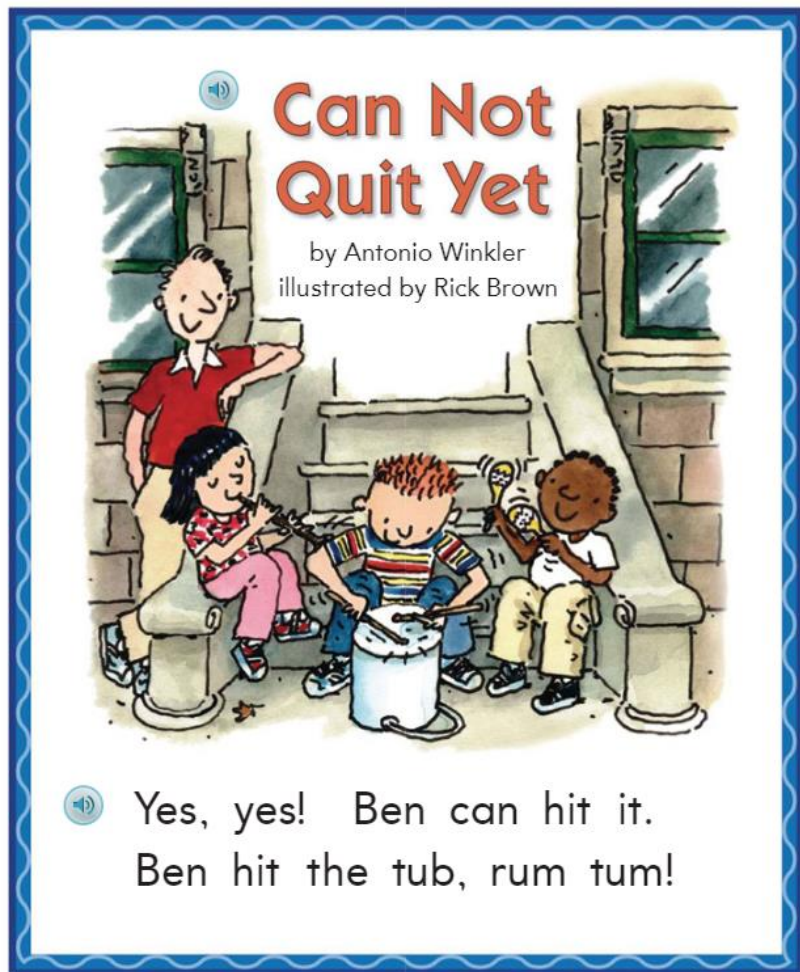
# Daily Phonological Awareness

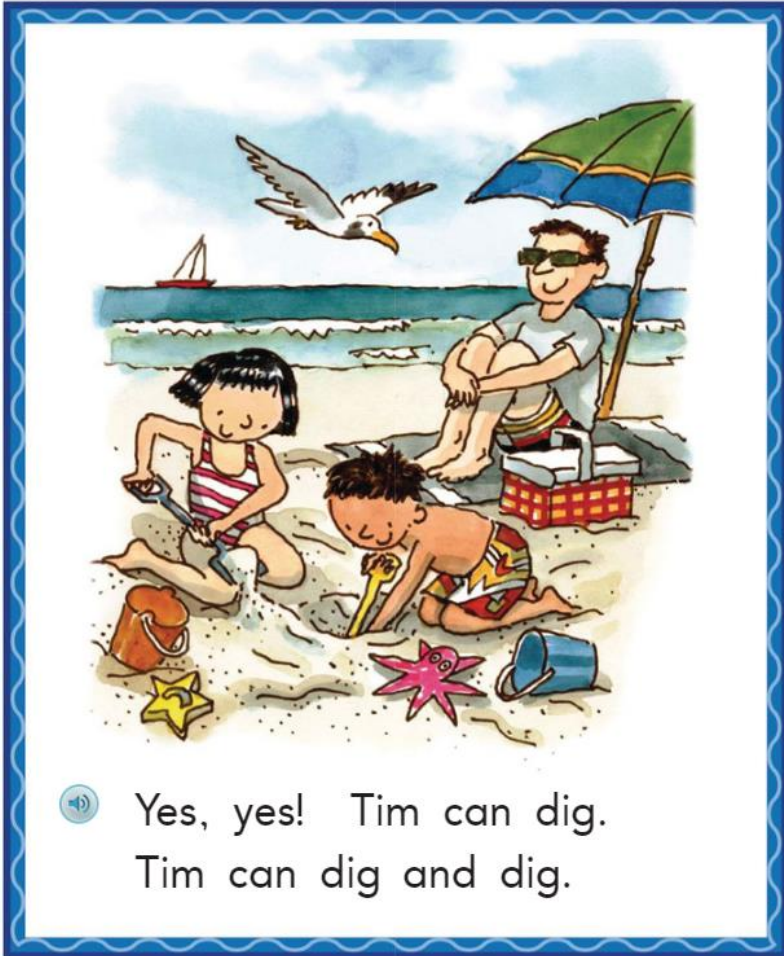
## Track Syllables

- Remind children that words are made of parts or chunks called syllables. *Some words have just one syllable, and some have more. We can count the syllables by clapping the beats.*
- *Listen: Sunday, Sun-day.* Clap for each syllable in *Sunday*. *What syllables do you hear in Sunday? Sun-day* How many beats, or syllables, are in *Sunday*? *two* Repeat with the three syllables in *Saturday*.
- Help children segment, count (by clapping), and pronounce the separate syllables in *teach, teacher, children, book, magazine, and kindergarten*.  RF.K.2b

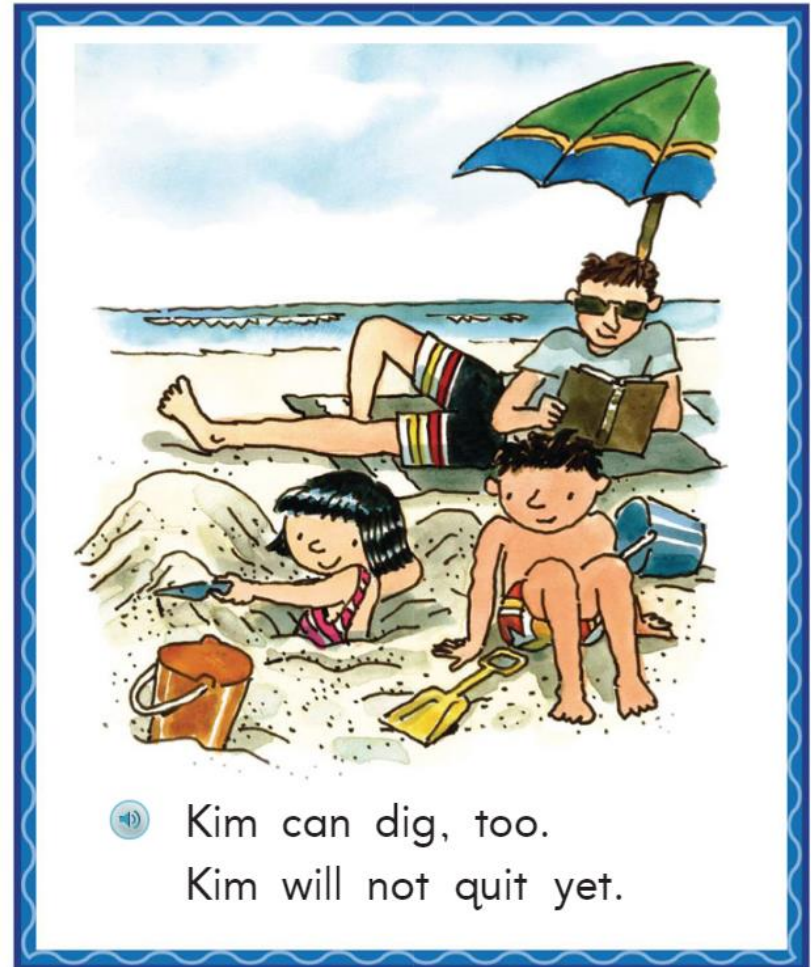
## Corrective Feedback

- Model Segmenting Syllables *The word is children.* Clap the syllables. *Listen: chil-dren. What are the syllables? chil-dren* How many syllables are in *children*? *two*
- Have children do it with you before doing it on their own. *Listen: children. Clap the beats. What are the syllables? chil-dren* How many syllables are in *children*? *two*
- Back up a few words and continue the activity.





Yes, yes! Tim can dig.  
Tim can dig and dig.



Kim can dig, too.  
Kim will not quit yet.





Yes, yes! Our jets can take off.  
Zip, zip, jet! Zip, zip!



It can zip, zip, zip.  
Meg can not quit yet.

Name \_\_\_\_\_

off take



1. We \_\_\_\_\_ Bud to the tub.



2. Can we get the mud \_\_\_\_\_?



3. We can not get the mud \_\_\_\_\_.



4. This will \_\_\_\_\_ the mud off!







**Directions** Remind children to write their names. Have children read the words in the box and look at each picture. Have children write *off* or *take* to complete each sentence. Then have them read the completed sentences aloud.

Have children say other sentences using both of the Words to Know. Then have children point to and say the names of letters they recognize.

**Words to Know**


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Name \_\_\_\_\_

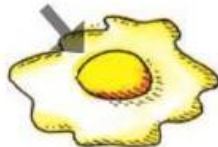
1.  Yy   \_\_\_\_\_  \_\_\_\_\_


2.  Qq   \_\_\_\_\_  \_\_\_\_\_

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 (*yak, yarn, quilt, quarter, question mark, yard, yolk, queen*) and have

children write *Yy* or *Qq* next to the pictures whose names start with /y/ or /kw/. 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 \_\_\_\_\_

# Prepositions for, to, with, from, of

of for to from with



1.



I walk \_\_\_\_\_ you.

2.



He goes \_\_\_\_\_ bed.

3.



This is \_\_\_\_\_ you.

4.

**Directions** Discuss the pictures with children and read each sentence frame aloud. Have children complete each sentence frame by writing a preposition from the box.

Have children write a complete sentence using one of the prepositions they did not use in the sentences. Have them begin the sentence with a capital letter and end it with a period. Have them share their sentences with the class.

Grammar

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**3**

We raise **our** hands.

## our

### What Does It Mean?

You use the word **our** to tell about something that belongs to you and someone else.

### How Do I Use It?

Our teacher is the best! Do you like **our** school?

### Talk It Over.

Take turns talking about each sentence with a partner.

- Our teacher's name is \_\_\_\_\_.
- Our school is called \_\_\_\_\_.
- Our classroom is filled with \_\_\_\_\_.

**4**

We show the weather for each **day**.

## day

### What Does It Mean?

A day is a period of 24 hours.  
There are seven days in a week.

### How Do I Use It?

One day I will be a grown-up.  
What day is your birthday?

### Talk It Over.

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

#### Is It True?

Tuesday is the **day** after Wednesday.


Saturday is the **day** before Sunday.

We go to school every **day**.

Thanksgiving is a **day** in November.

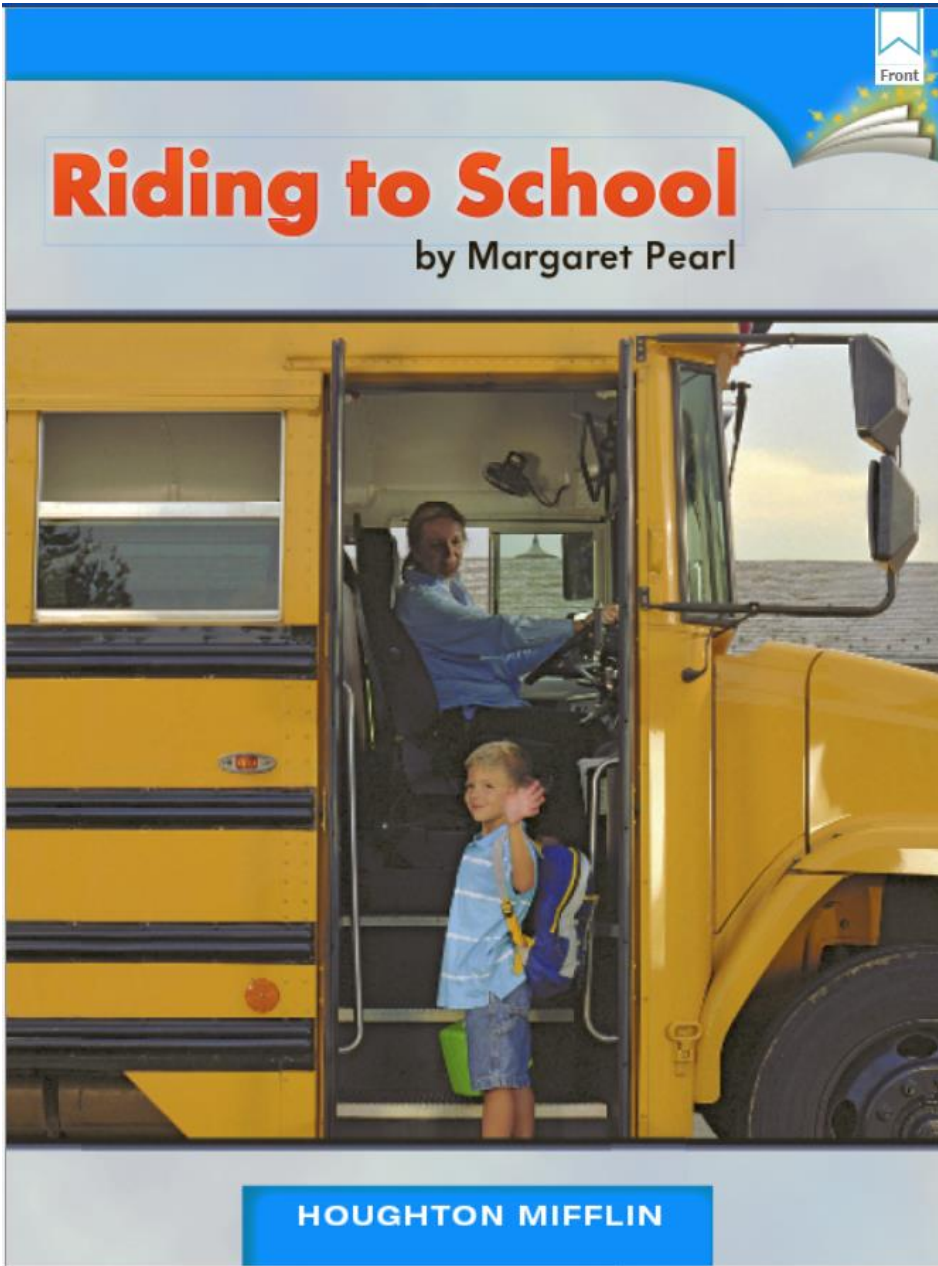
# Daily Phonological Awareness

## Track Syllables

- *Listen: money.* Have children clap for each syllable in *money*. *What syllables do you hear in money? mon-ey* How many syllables are in *money*? *two*
- Have children segment, count (clap), and pronounce the separate syllables in *banana, peach, pear, raisin,* and *cantaloupe*.
- End by having children clap and count the syllables in their own first names.  RF.K.2b

## Corrective Feedback

- Model Segmenting Syllables *The word is raisin. Listen: raisin. What are the syllables? raisin* How many syllables are in *raisin*? *two*
- Have children repeat it once with you before doing it on their own.
- Then back up 2–3 words and continue the activity.



I ride to school  
on the bus.





I ride to school  
on my bike.



I ride to school  
in the car.



I ride to school  
on my scooter.

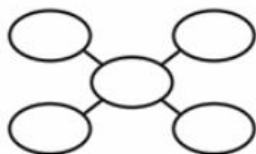


I ride to school  
in a wagon.



# Responding

**TARGET SKILL Main Idea and Details** What is the main idea of this book? What are the details? Make a word web.



## Talk About It

**Text to Self** Draw a picture that shows how you got to school today. Then tell what you learned about riding to school from reading this book.

## WORDS TO KNOW

I

my

**TARGET SKILL Main Idea and Details** Tell important ideas and details about a topic.

**TARGET STRATEGY Question**

Ask questions about what you are reading.

**GENRE Informational Text** gives facts about a topic.

Look at Us  
Words to Know: *our, day, too, show*

Name \_\_\_\_\_

our day too show



1. This is \_\_\_\_\_ pet.



2. One \_\_\_\_\_ he will come with me.



3. I will \_\_\_\_\_ him to Pat.



4. Ted will pet him, \_\_\_\_\_.



**Directions** Remind children to write their names. Have children read each sentence, look at the picture, and write the word *our*, *day*, *too*, or *show* to complete the sentence. Have children read the page 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 reread the sentences aloud. Have children say other sentences with the words *our*, *day*, *too*, or *show*.

Words to Know

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Name \_\_\_\_\_

## Words with y, qu



1.



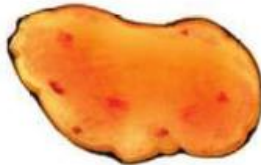
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ a k

2.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ip

3.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ a m

4.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ i z

**Directions** Remind children to write their names. Tell children to look at the first picture and name it. Then have them write the missing letters to complete the picture's name. Repeat with the rest of the pictures and words, and then have children take turns reading the page.

**Phonics**

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**5**



We draw houses.  
We draw people, **too**.

87A

## too

### What Does It Mean?

The word **too** means also.

### How Do I Use It?


I like Math, but I like Science, **too**.  
I'm going to the party. Are you going, **too**?

### Talk It Over.

Think about your favorite foods. Find out if your partner likes them, **too**. Take turns.

Food I Like	Does my friend like it, too?
I like pizza.	
I like spaghetti.	
I like tacos.	
I like apples.	

**6**



We **show** our pictures.

88A

## show

### What Does It Mean?

You use the word **show** to tell about letting people look at something.

### How Do I Use It?


The teacher will **show** us how to do it. Will you **show** me your toy?

### Talk It Over.

Some classes have **Show** and Tell in school. Think of something that you would like to bring to **Show** and Tell. Tell a partner about it.

# Daily Phonological Awareness

## Track Syllables

- *Listen: table.* Have children clap for each syllable in *table*.  
*What syllables do you hear in table? ta-ble* *How many syllables are in table? two*
- Have children segment, clap, and count the syllables in *doorknob, chair, pencil, and calendar*.
- Tell children that now they will try blending. Pause between syllables and hold up a finger for each one in the following examples. *Listen to my syllables: ther-mom-e-ter. How many syllables did I say? four* *What word do we get when we blend ther-mom-e-ter? thermometer*
- Have children blend the syllables in these words: *ceiling, pencil, sharpener, windowsill, tablecloth, furniture.*  RF.K.2b

## Corrective Feedback

- Model Blending Syllables *The word is windowsill. Listen: win-dow-sill. What are the syllables? win-dow-sill* *How many syllables are in windowsill? three* *What word do you get when you blend win-dow-sill? windowsill*
- Have children repeat it with you before doing it on their own.
- Then back up 2–3 words and continue the activity.

### OK ELA Practice 6: Tony

Teacher or parent says: *Listen to the story.*

*Tony woke up. It was Saturday. He was going to have fun today! He walked to the park with his dad. Tony swung on the swings. He flew a kite with his dad. He even saw his friends there. Tony had a lot of fun at the park. He and his dad got hungry. They went home to eat lunch.*

---

1) Teacher or parent asks:

*What did Tony do with his dad?*

- A) walked to the park
- B) swung on the swings

3) Teacher or parent asks:

*Why did Tony and his dad go home?*

- A) to fly a kite
  - B) to eat lunch
  - C) to swing on the swings
- 

2) Teacher or parent asks:

*Who did Tony see at the park?*

- A) ducks
- B) his cousins
- C) his friends