



# Compton USD Learning Packet #3

TK  
Kindergarten

Name \_\_\_\_\_



# TK/Kinder Learning Packet

## TABLE OF CONTENTS

### Week 4

Day	Lessons	Date Completed
1	Say the name of each picture. Write the letter <b>J</b> next to each picture if its name begins with the /j/ sound. Read the story "Here I Am". Reread the story to a family member.	
	Complete Identify & Name Circles	
	Science: Plants Are Alive, Too	
2	Say the name of each picture. Write the letter <b>Qu</b> next to each picture if its name begins with the /kw/ sound. Trace and write the letters Jj and Qu. Circle each picture that shows a vehicle.	
	Complete Identify & Name Squares	
3	Read the story "When Daddy's Truck Picks Me Up" and answer the questions.	
	Complete Identify & Name Triangles	
	Science: Plant Parts	
4	Look at the picture of the train. Tell a family member if the train is from today or long ago. Circle clues and write words about it. Draw a picture of your family and write about it.	
	Complete Identify & Name Rectangles	
	Science: Plants Are Yummy!	

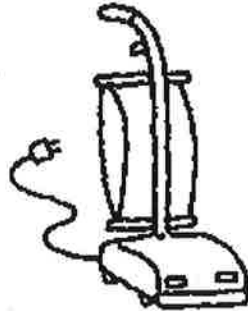
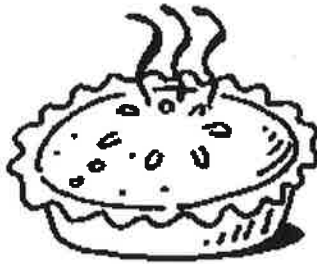
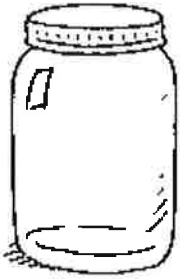
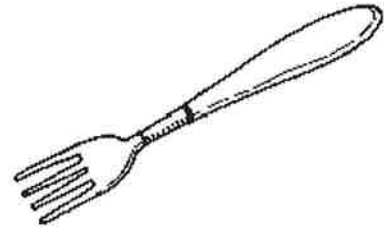
#### Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week





Name \_\_\_\_\_



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**Phonemic Awareness: /j/**

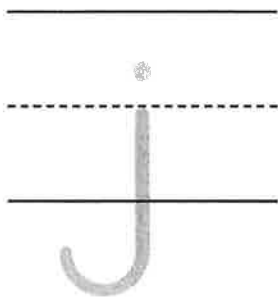
Say the name of each picture. Put a marker on each picture if its name begins with the /j/ sound.



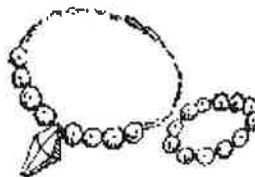
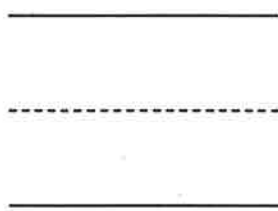
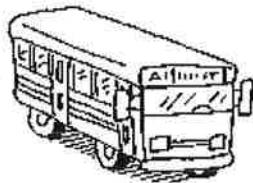
Name \_\_\_\_\_



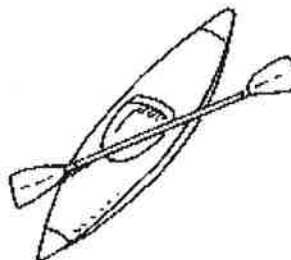
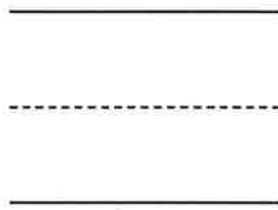
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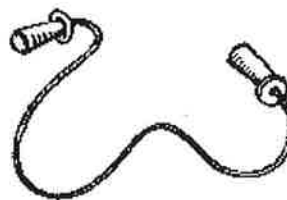
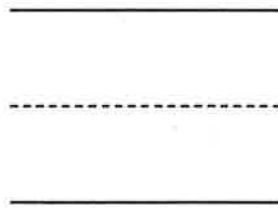
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3.



4.

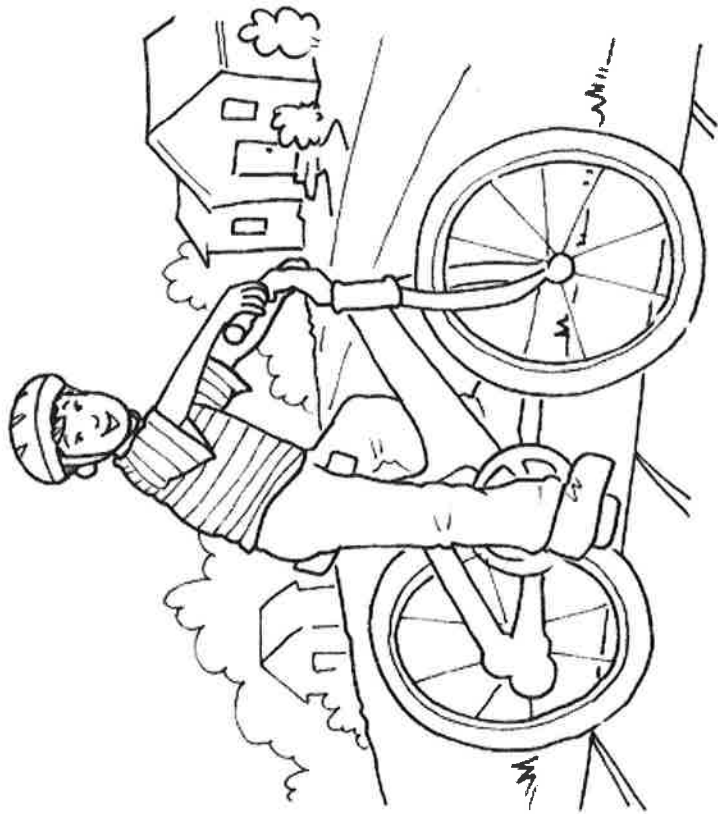


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Phonics: /j/

Say the name of each picture. Write the letter *j* next to each picture whose name begins with the /j/ sound.

Name \_\_\_\_\_



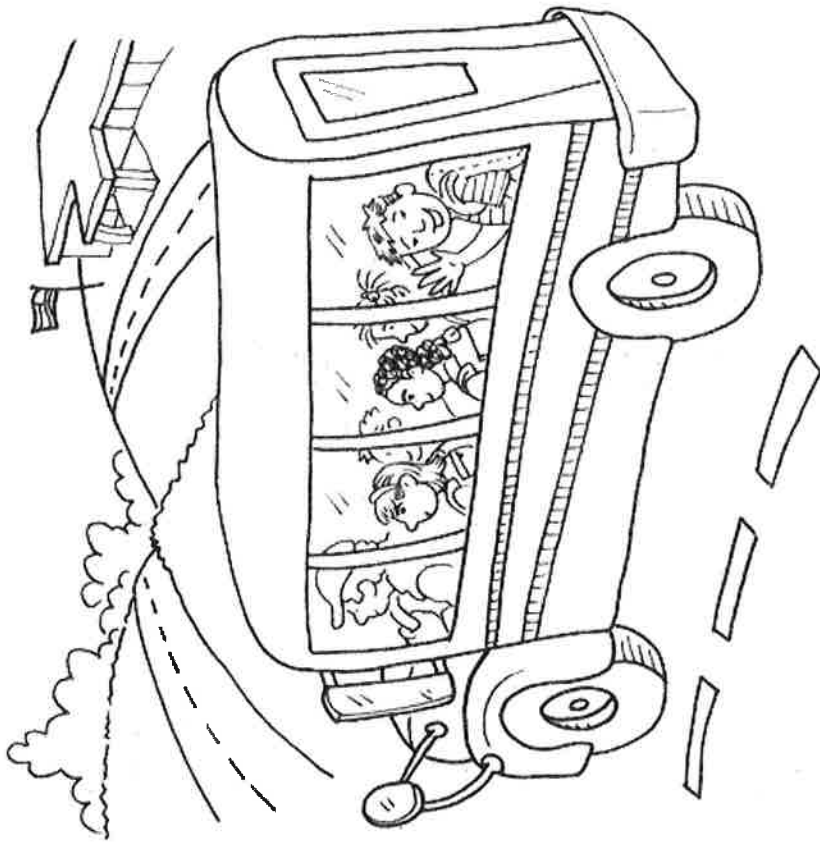
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Can you see me?

Here I am!

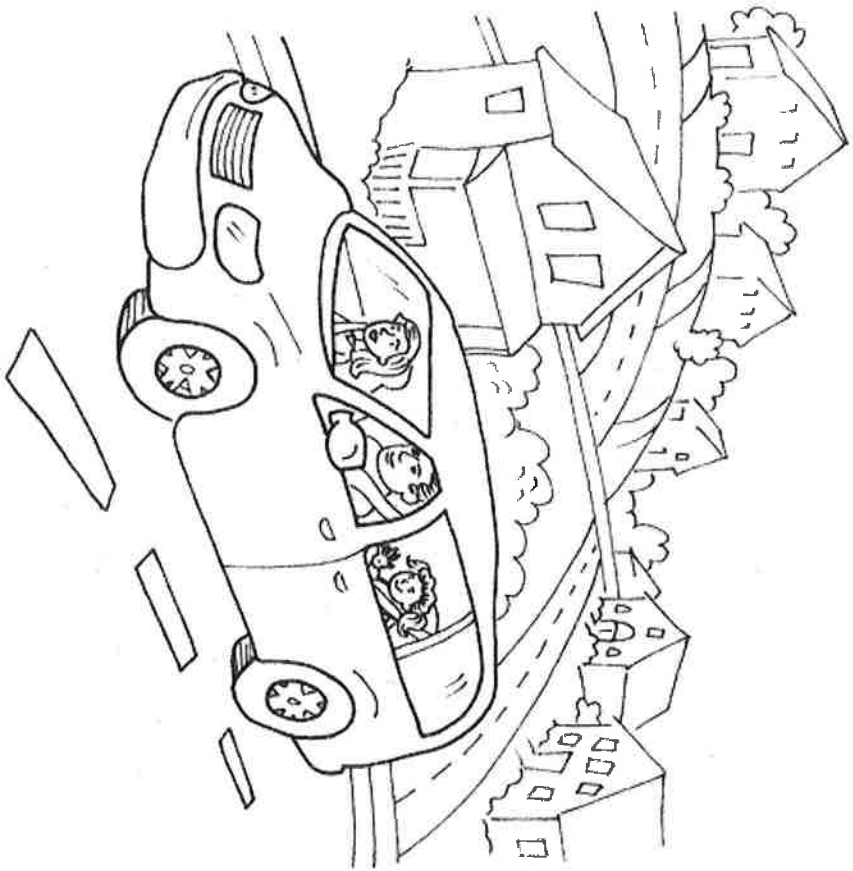
**High Frequency Words: here, me**  
Read the book aloud to a partner. Reread for fluency.

# Here I Am!



Can you see me?

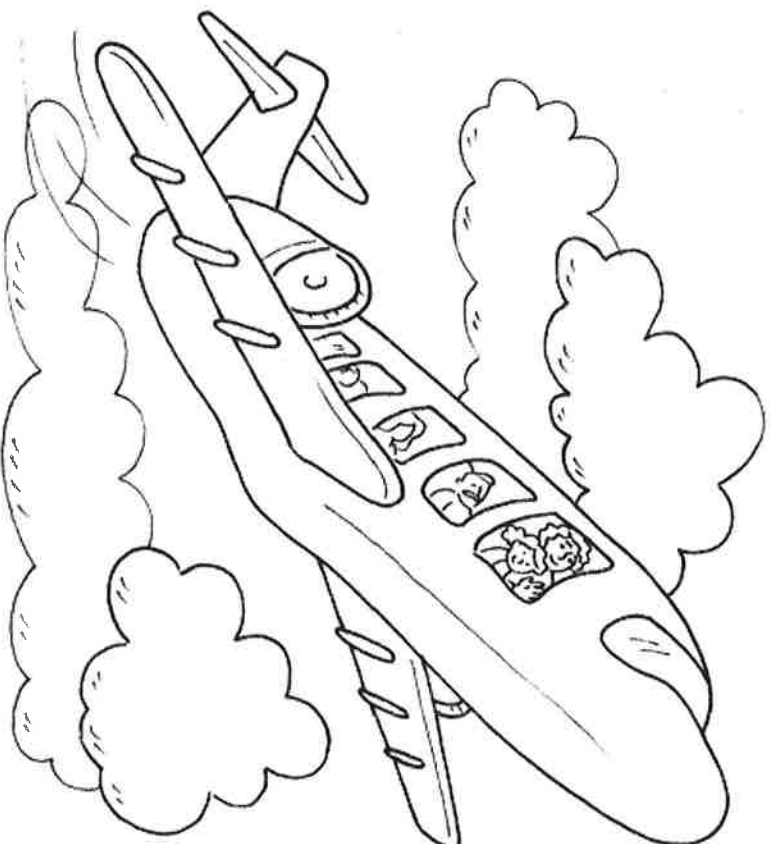
Here I am on the bus.



Can you see me?

Here I am in a van.

2



Can you see me?

Here I am in a jet.

3

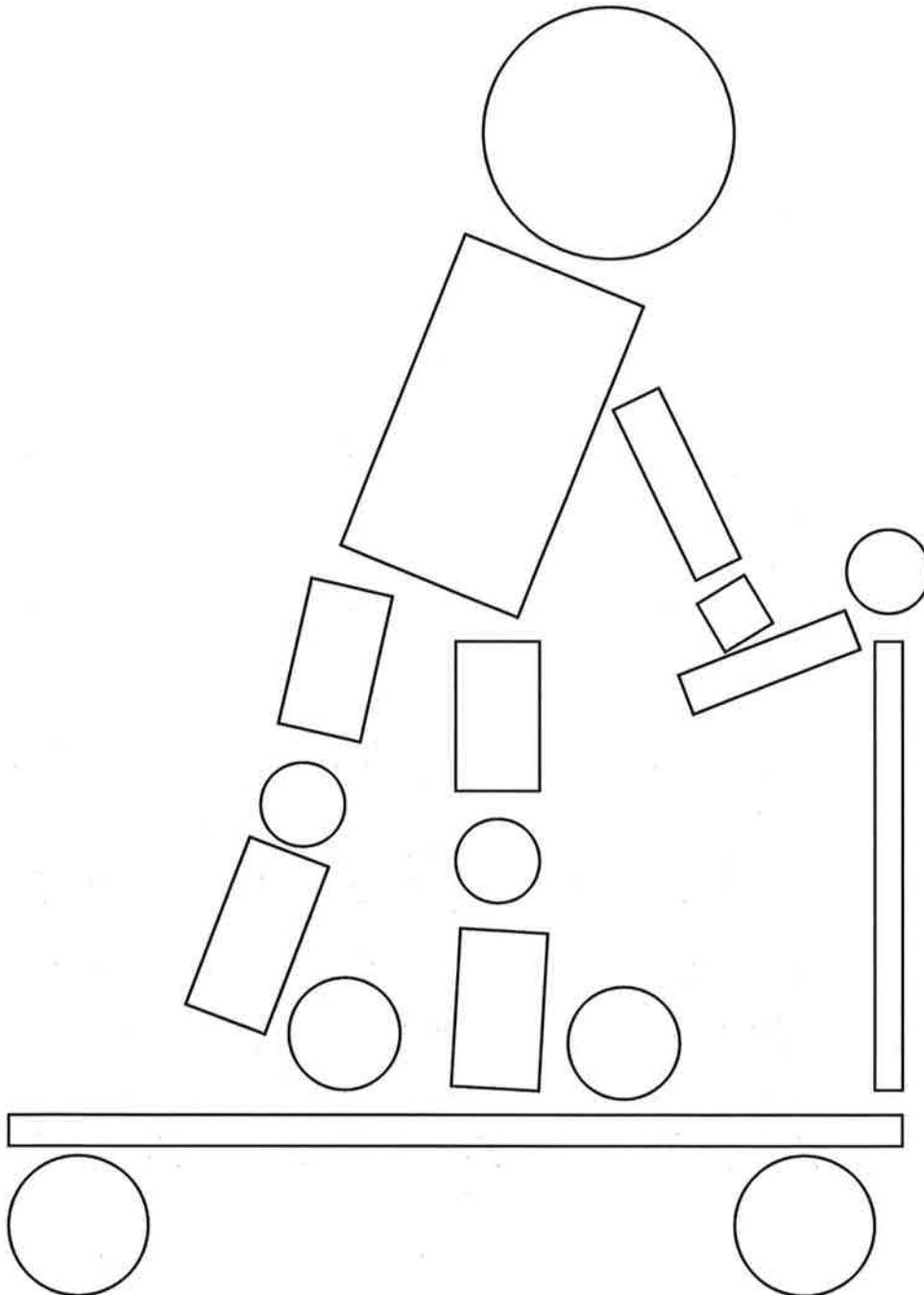


Name \_\_\_\_\_

# Identify and Name Circles

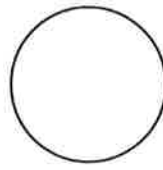
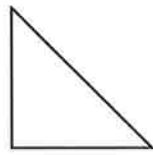
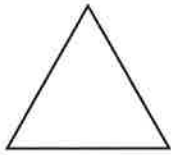


**COMMON CORE STANDARD—K.G.2**  
*Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).*

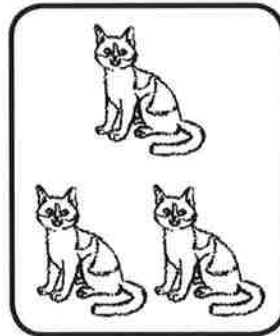
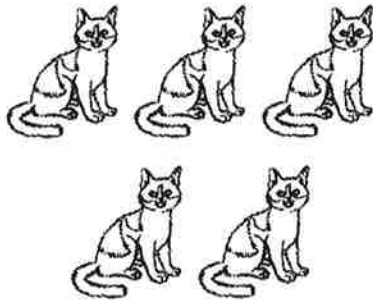
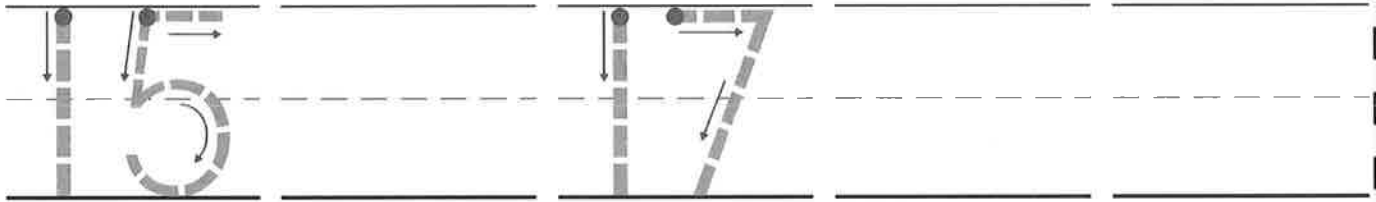


**DIRECTIONS** 1. Color the circles in the picture.

# Lesson Check (K.G.2)



# Spiral Review (K.CC.2, K.OA.2)



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\_\_\_\_\_

$$+ 3 = 8$$

**DIRECTIONS** 1. Color the circle. 2. Count forward. Trace and write the numbers in order. 3. Which number completes the addition sentence about the sets of cats? Write the number.

# Plants are alive, too!

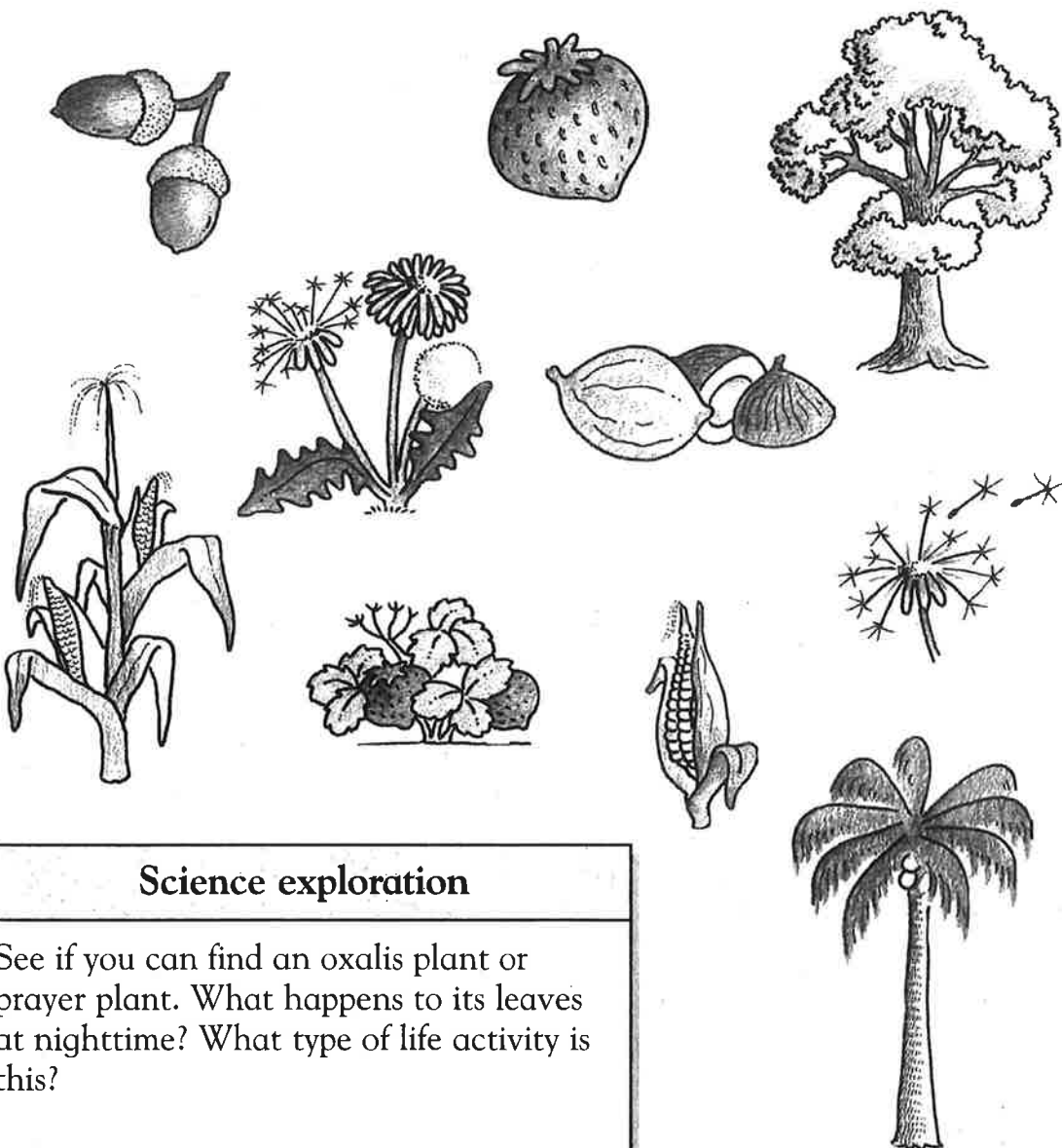


## Observations

When we think of living things, we often think of animals. After all, animals move by themselves, grow, feed, react, and reproduce. Although plants do not move from place to place by themselves, they do grow and reproduce. Plants are living things, too.

## Science activity

Draw a line joining each whole plant to the part of it that will grow into a new plant.

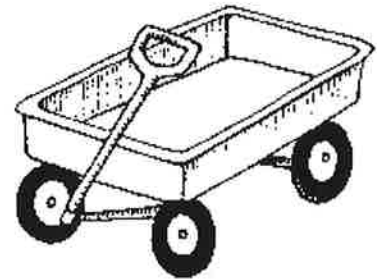
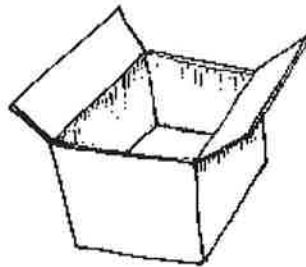
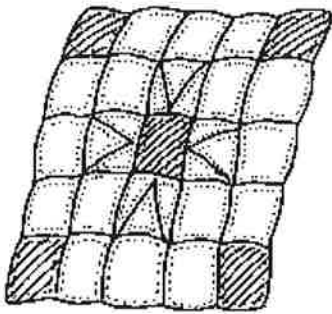
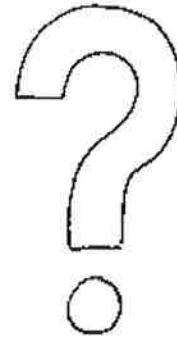
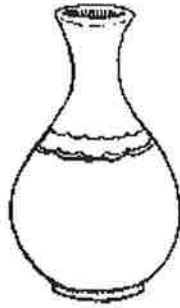


### Science exploration

See if you can find an oxalis plant or prayer plant. What happens to its leaves at nighttime? What type of life activity is this?



Name \_\_\_\_\_



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**Phonemic Awareness: /kw/**

Say the name of each picture. Put a marker on each picture if its name begins with the /kw/ sound.



Name \_\_\_\_\_

1.



\_\_\_\_\_

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qu

\_\_\_\_\_



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2.



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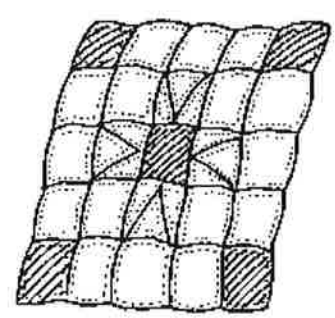
3.



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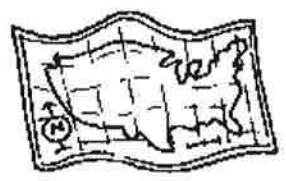


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4.



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Phonics: /kw/qu

Say the name of each picture. Write the letters *qu* next to each picture whose name begins with the /kw/ sound.



Name \_\_\_\_\_



1.

2.

3.

4.

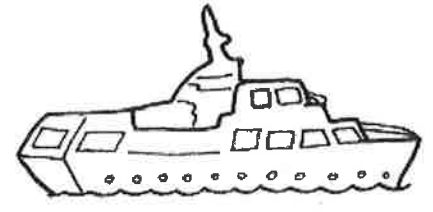
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**Handwriting:** *Jj, Qu, qu*

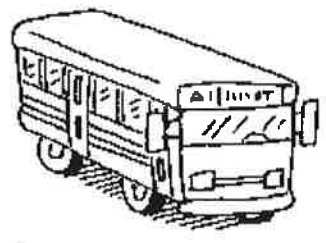
Trace and write each capital letter *J* and each lowercase letter *j*.  
Then trace and write the letters *Qu* and the letters *qu*.

Name \_\_\_\_\_

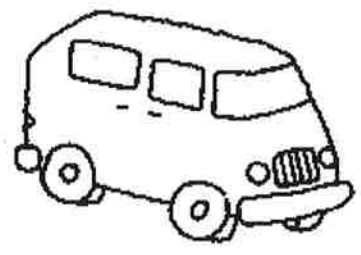
1.



2.



3.



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**Category Words: Vehicles**

Put a marker on each picture that shows a vehicle. Name each vehicle. Tell which ones you have ridden in.

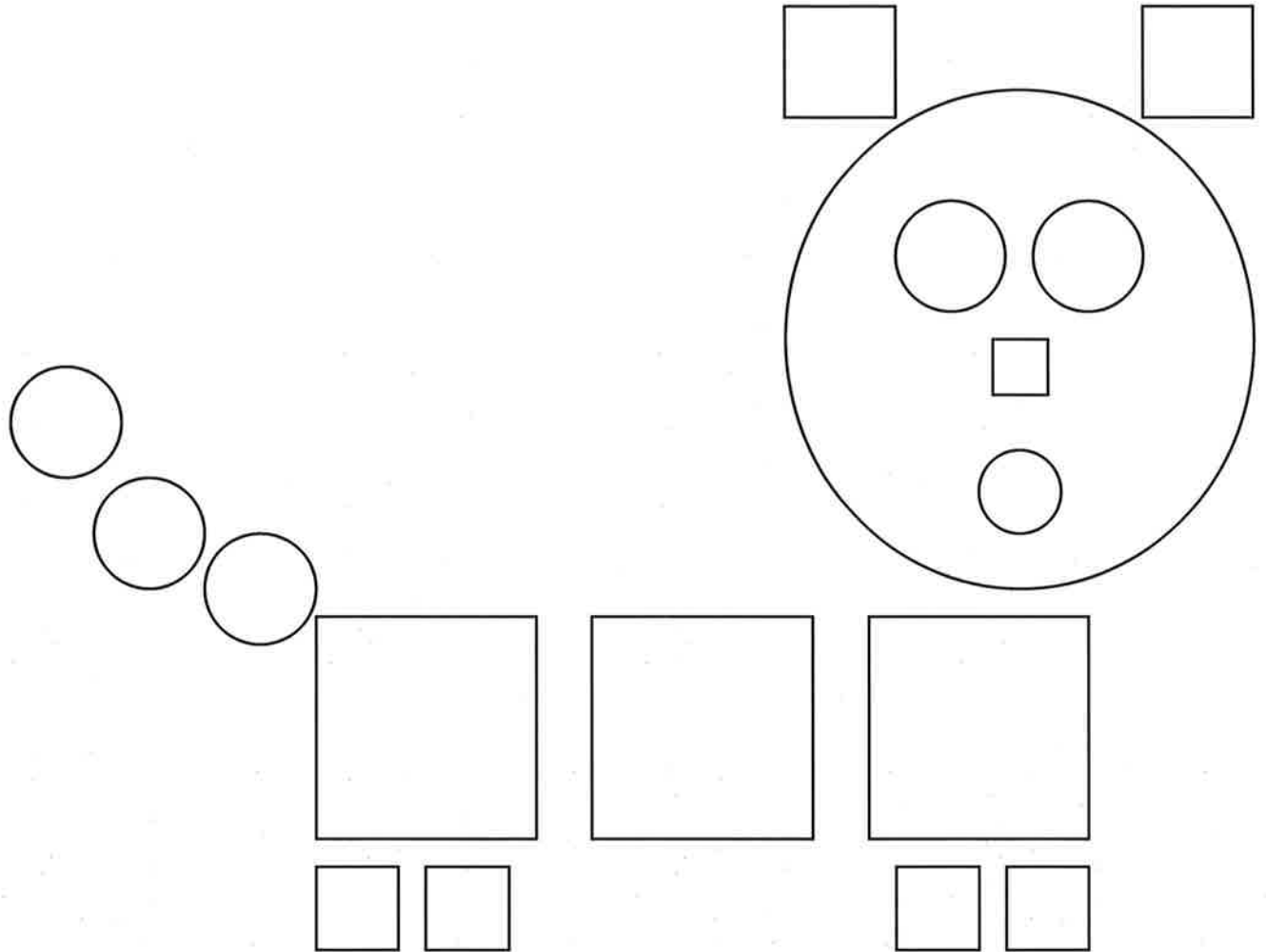


Name \_\_\_\_\_

# Identify and Name Squares

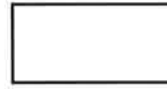
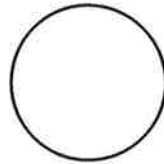
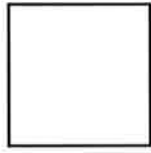
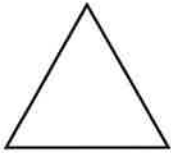


**COMMON CORE STANDARD—K.G.2**  
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

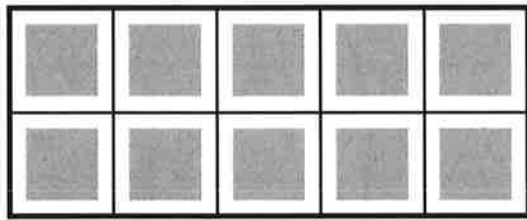


**DIRECTIONS** 1. Color the squares in the picture.

# Lesson Check (K.G.2)



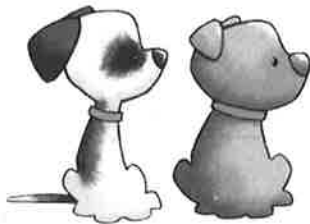
# Spiral Review (K.CC.3, K.OA.1)



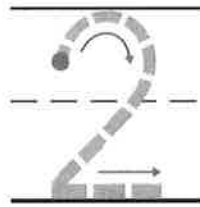
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and

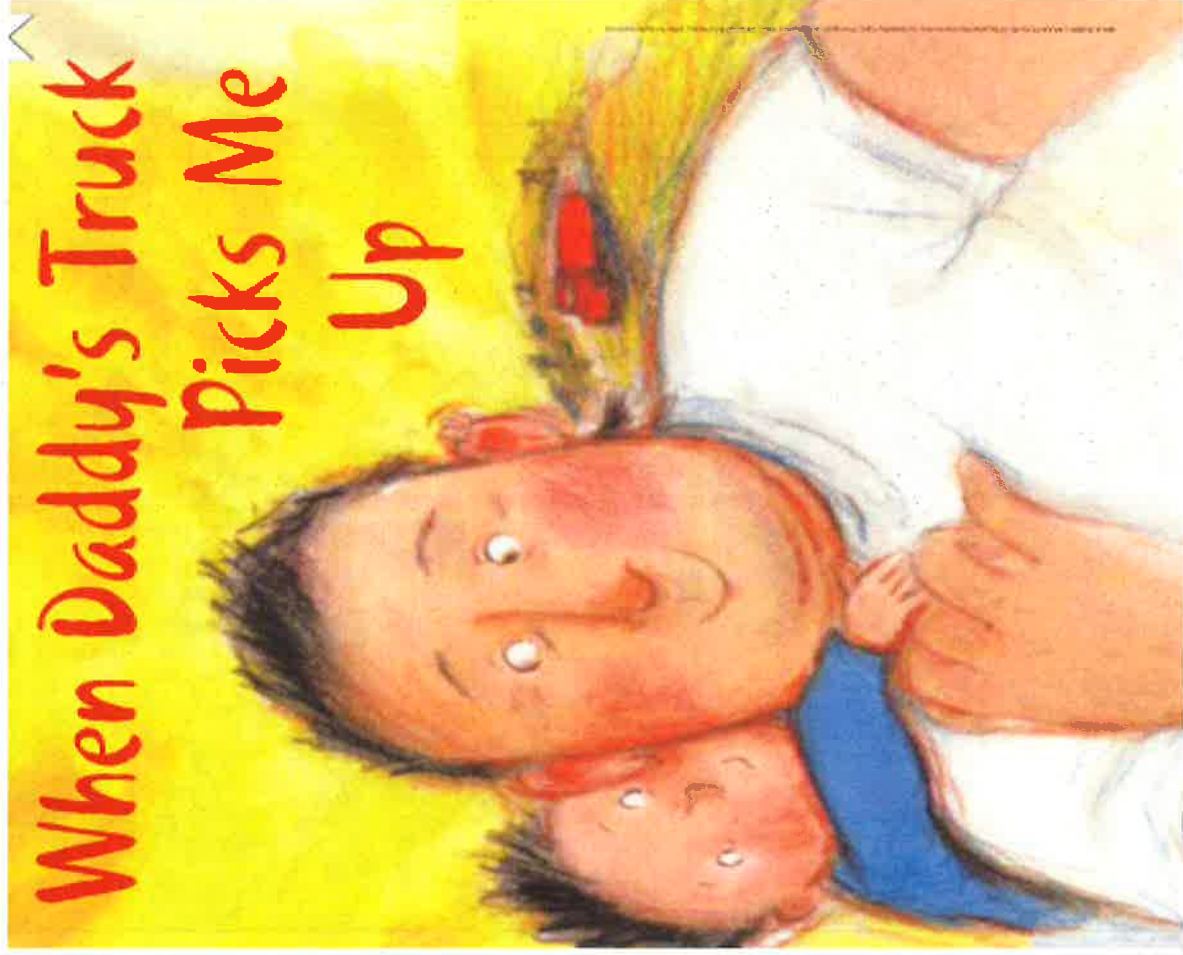


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**DIRECTIONS** 1. Which shape is a square? Color the square. 2. How many tiles are there? Write the number. 3. Trace the number of puppies. Trace the number of puppies being added. Write the number that shows how many puppies there are now.



1. Standard: RLK.3

What will Daddy use to pick the boy up?

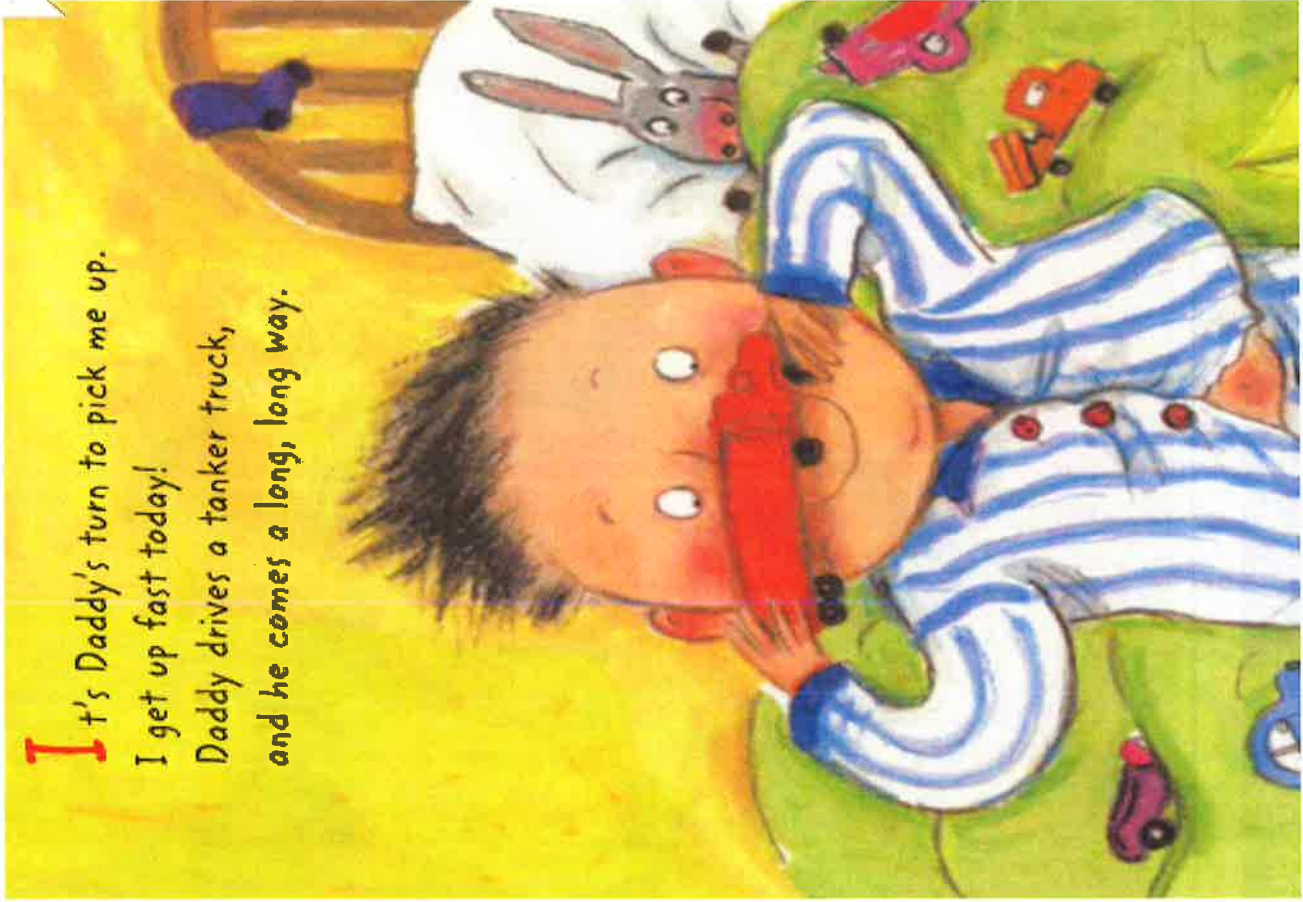
- A a van
- B a truck
- C a plane
- D a boat

2. Standard: RLK.1

What type of truck does  
Daddy drive?

- (A) a tanker truck
- (B) a blue truck
- (C) a tiny truck
- (D) a car

**I**t's Daddy's turn to pick me up.  
I get up fast today!  
Daddy drives a tanker truck,  
and he comes a long, long way.

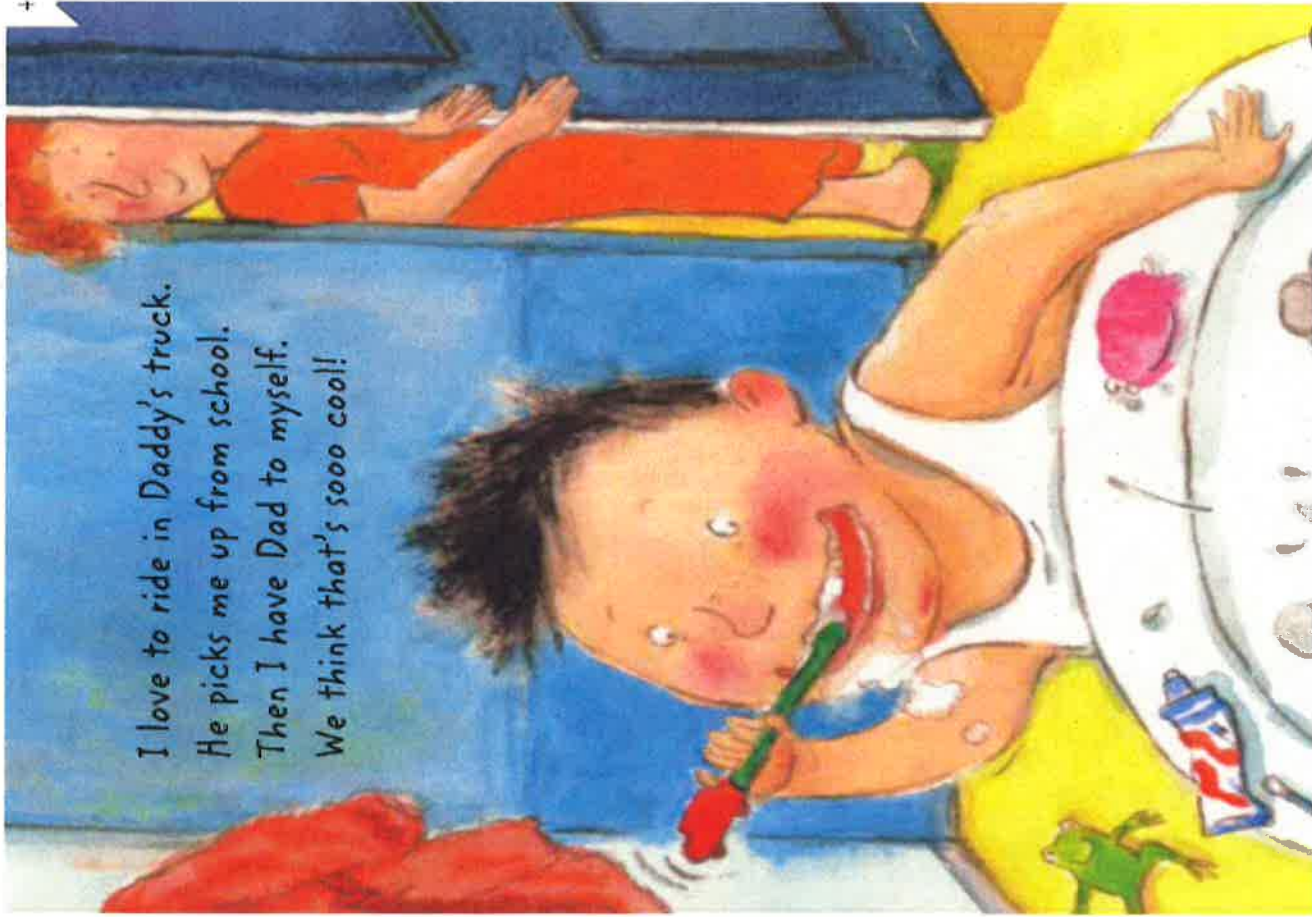


3. Standard: RL.K.3

Where does Daddy pick him up from?

- Ⓐ from the bathroom
- Ⓑ from home
- Ⓒ from school
- Ⓓ from the park

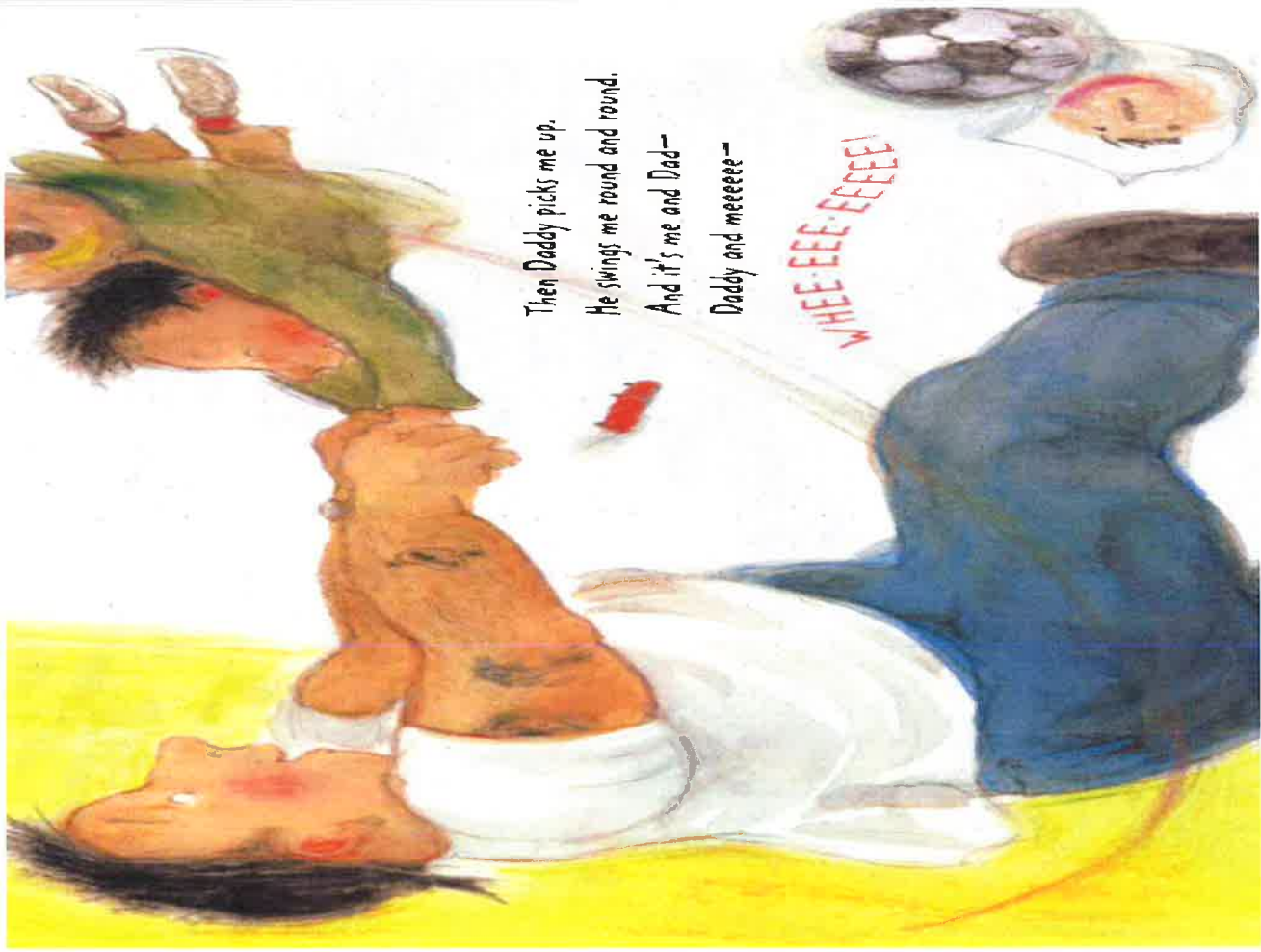
I love to ride in Daddy's truck.  
He picks me up from school.  
Then I have Dad to myself.  
We think that's sooo cool!



4. Standard: RL.K.1

What does Daddy do when he picks me up?

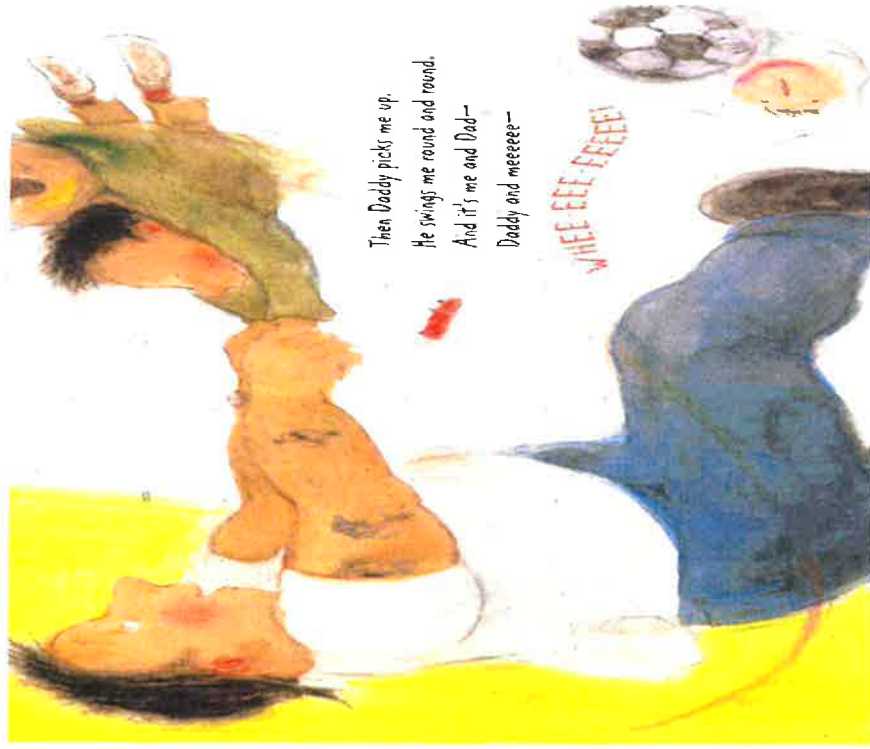
- (A) he makes me sad
- (B) we play kickball
- (C) we take a nap for an hour
- (D) he picks me and and swings me round



**LOOK at the picture in question #4.**

**How does the author and illustrator help tell how the boy feels?**

**Write a sentence and draw a picture to tell how the boy feels**



**The boy is \_\_\_\_\_ to see his Daddy**

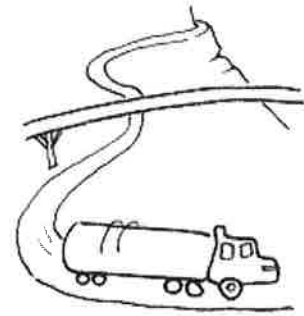
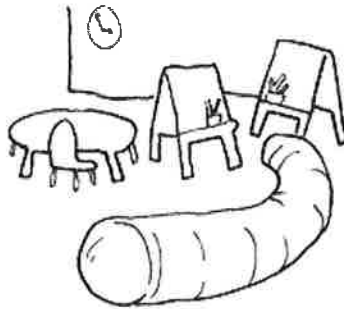
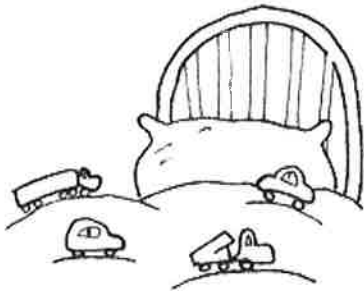
Name \_\_\_\_\_



1.



2.



3.

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**Comprehension: Character, Setting, Plot**

Look at the pictures about *When Daddy's Truck Picks Me Up*.

1. Circle the character who is picking the boy up from school.
2. Circle the setting that Daddy is in during most of the story.
3. Write about why Daddy is late.

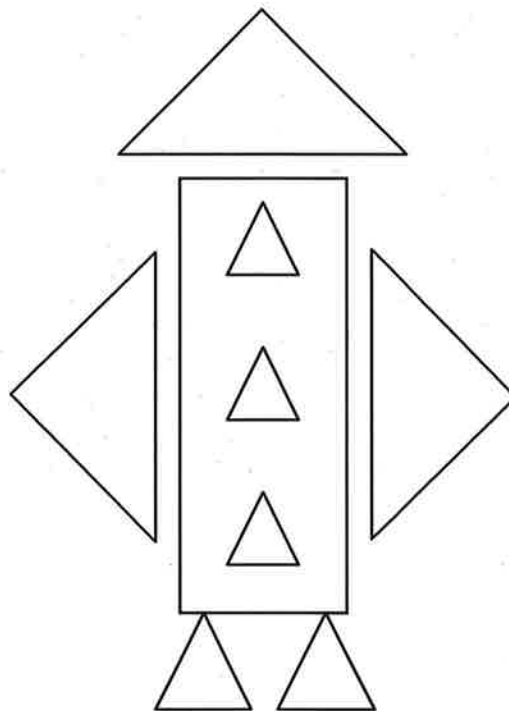
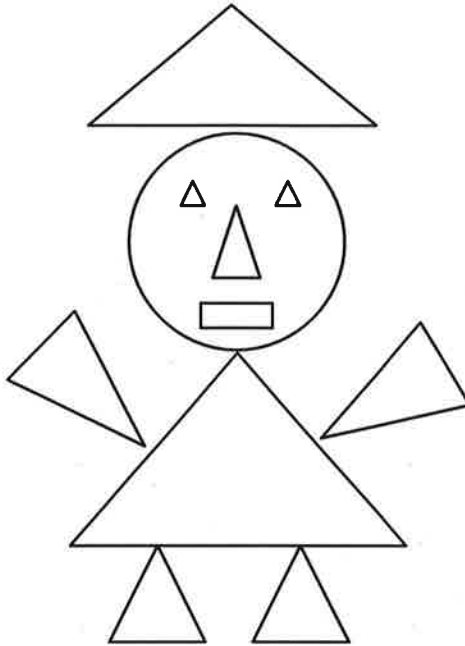


Name \_\_\_\_\_

# Identify and Name Triangles



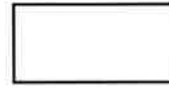
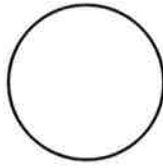
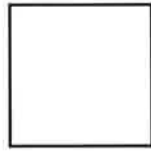
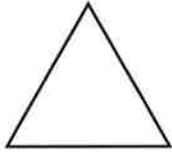
**COMMON CORE STANDARD—K.G.2**  
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).



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**DIRECTIONS** 1–2. Color the triangles in the picture.

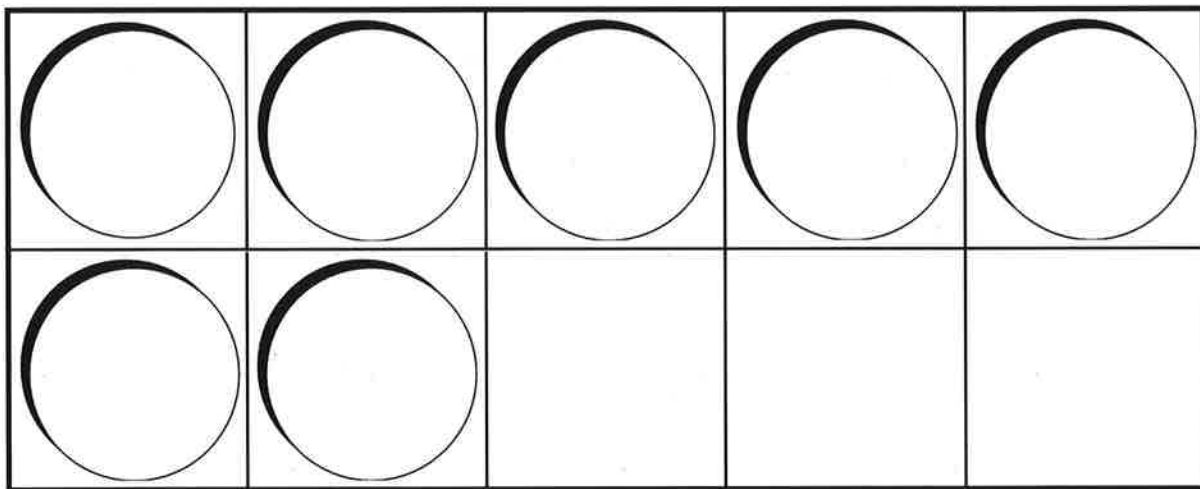
# Lesson Check (K.G.2)



# Spiral Review (K.CC.1, K.CC.5)



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	26	27	28	29	30



**DIRECTIONS** 1. Which shape is a triangle? Color the triangle. 2. Begin with 1 and count forward to 24. What is the next number? Draw a line under that number. 3. How many more counters would you place to model a way to make 10? Draw the counters.



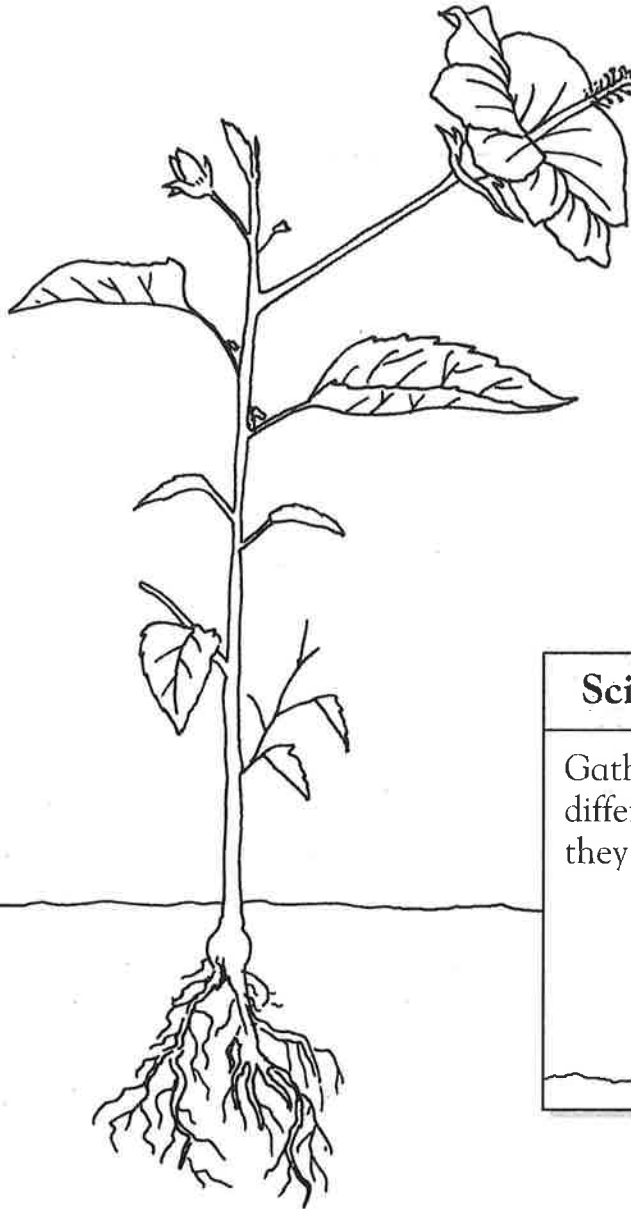
# Plant parts

## Observations

Most plants have roots, a stem, some leaves, and flowers.

## Science activity

On this plant, color the leaves green, the stem yellow, the roots brown, and the flower and bud red.



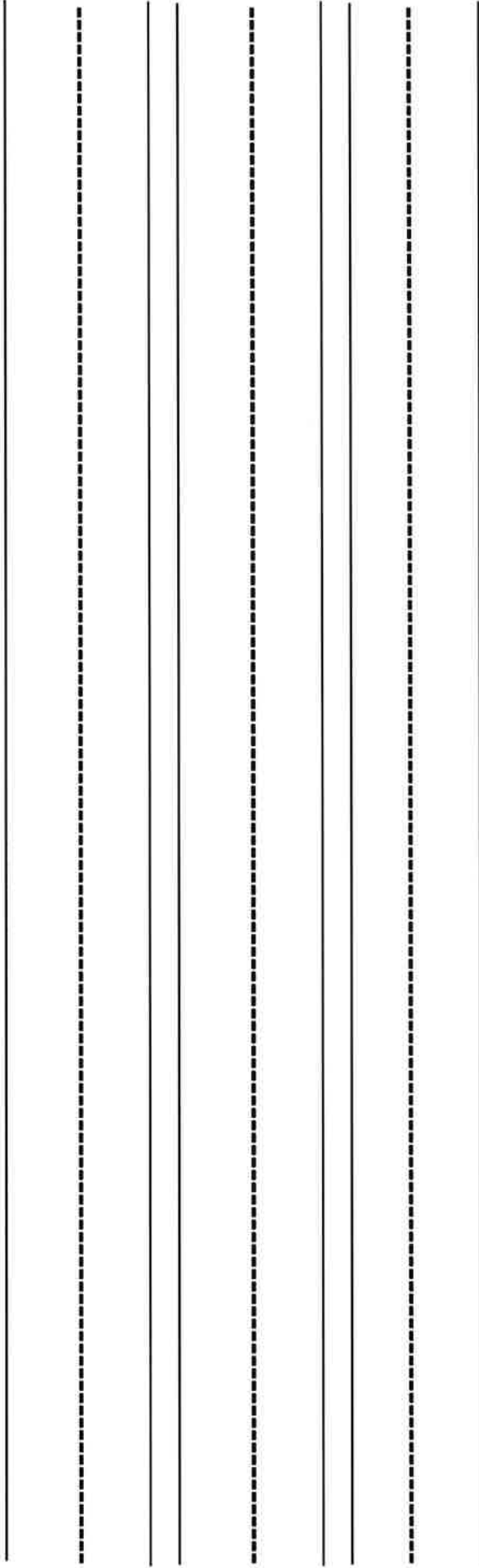
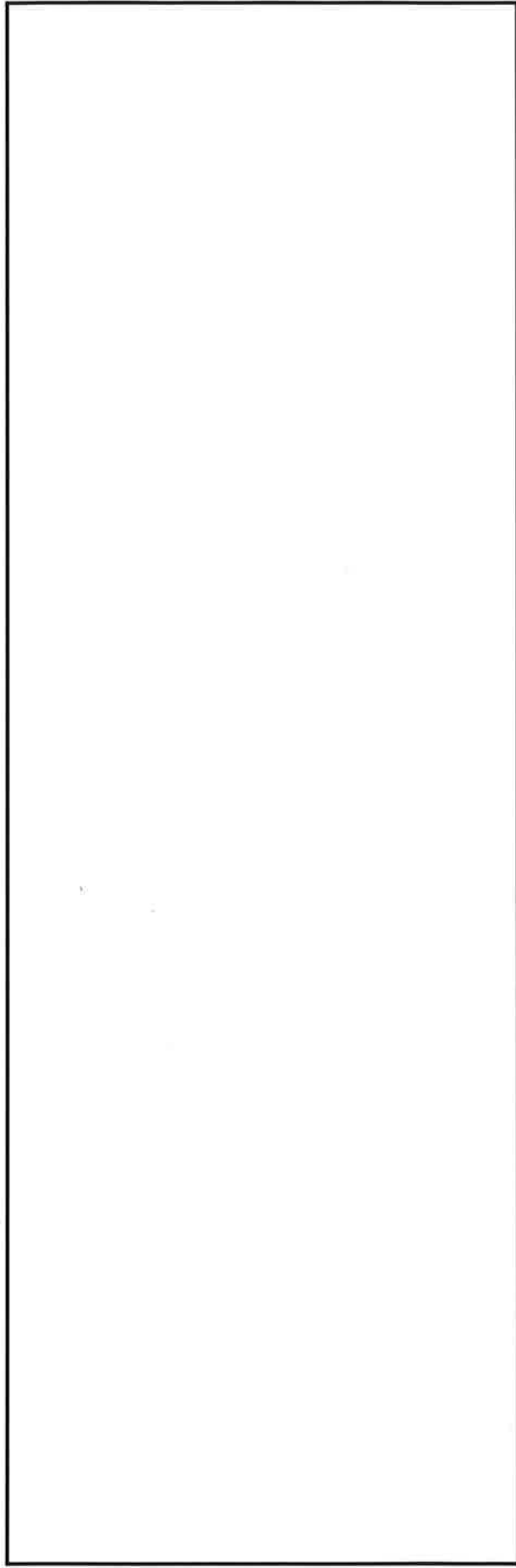
## Science exploration

Gather some leaves from different trees. How are they alike and different?

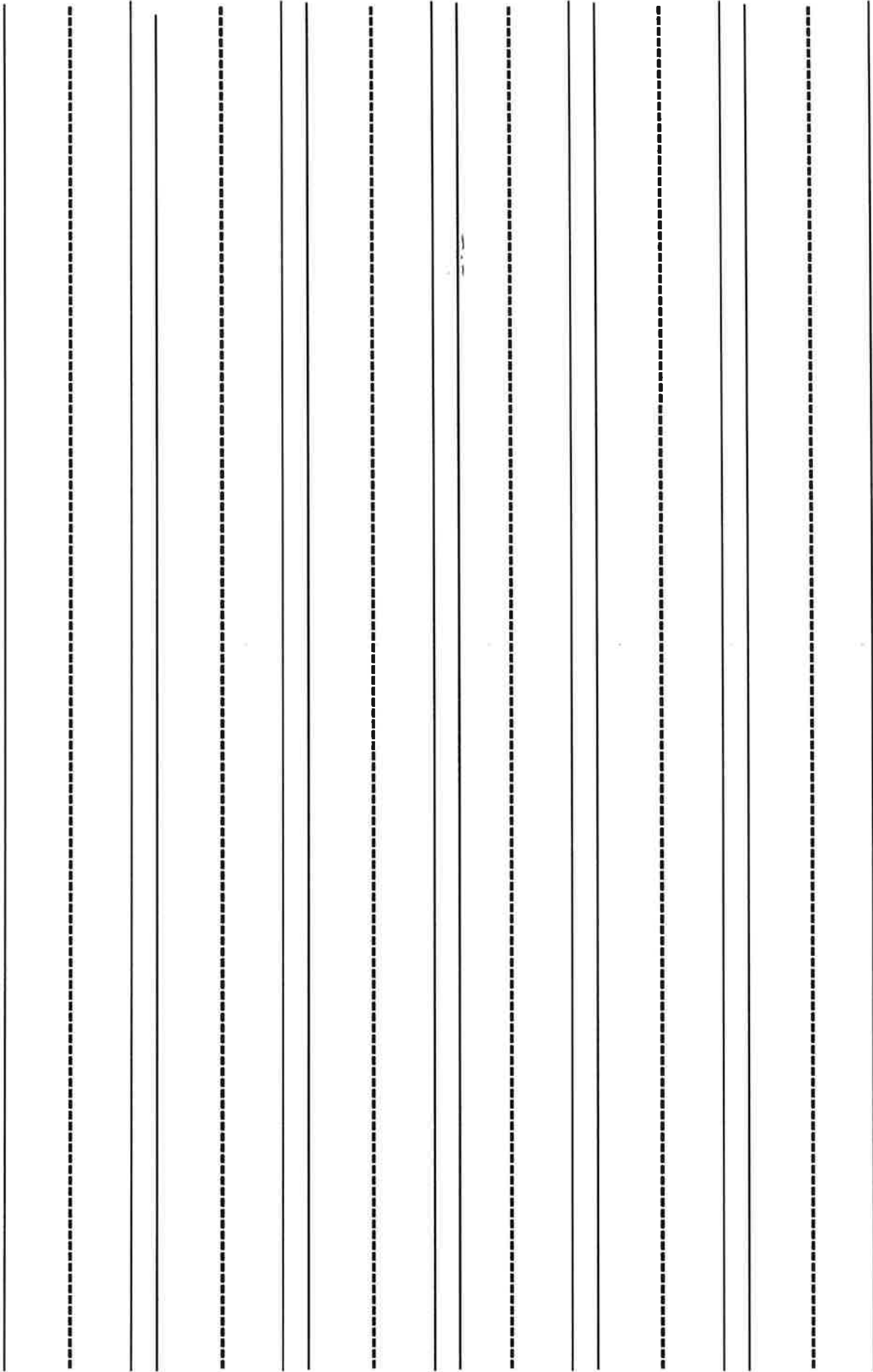




Name: \_\_\_\_\_ Date: \_\_\_\_\_



Handwriting practice lines consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement.



Name: \_\_\_\_\_

Integrate

Read Together



**Look** Tell a partner if this train is from today or long ago. Circle clues. Write words about it.



**Quick Tip**

I use photo clues and what I know.



A fast Japanese train waits at a platform.



This train is

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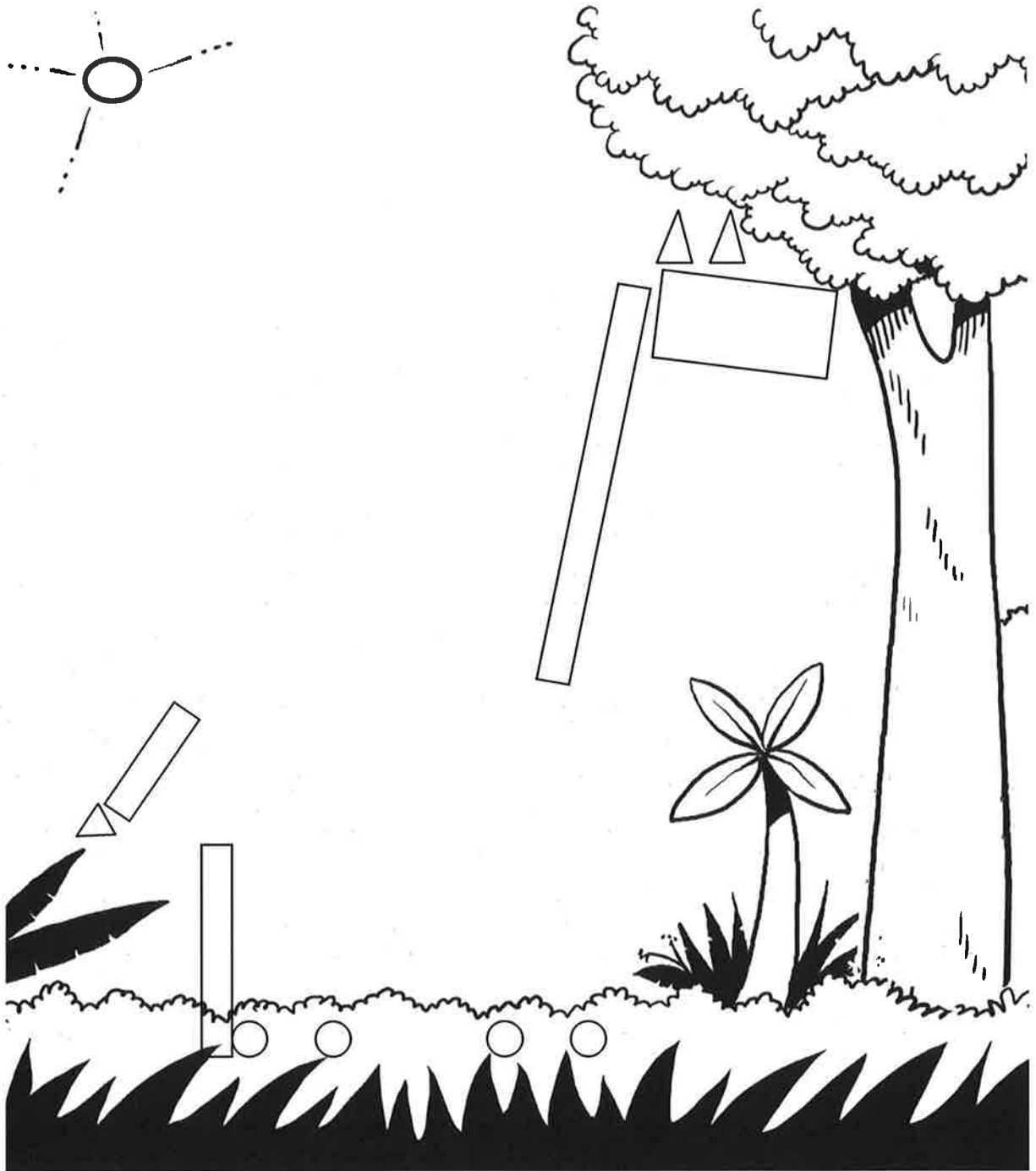
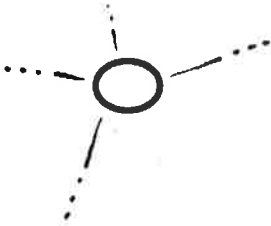


Name \_\_\_\_\_

# Identify and Name Rectangles



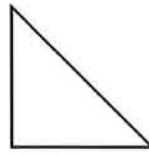
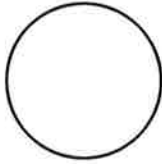
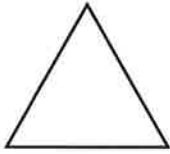
**COMMON CORE STANDARD—K.G.2**  
 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).



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**DIRECTIONS** 1. Color the rectangles in the picture.

# Lesson Check (K.G.2)



# Spiral Review (K.CC.1, K.CC.5)



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	26	27	28	29	30




**DIRECTIONS** 1. Which shape is a rectangle? Color the rectangle.  
2. Count by tens as you point to the numbers in the shaded boxes. Start with the number 10. What number do you end with? Draw a line under that number. 3. How many more counters would you place to model a way to make 6? Draw the counters.

# Plants are yummy!

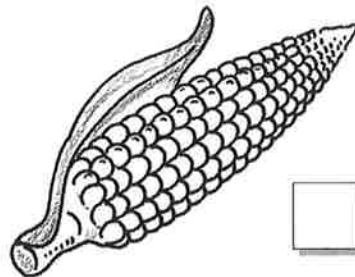
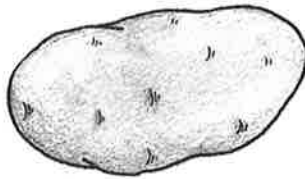
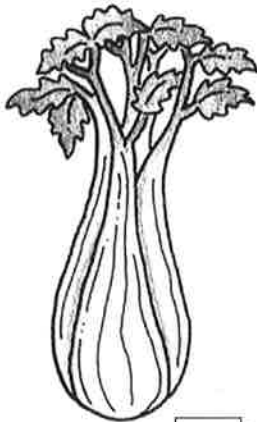
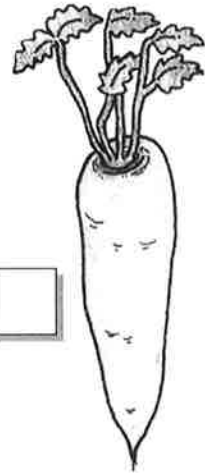
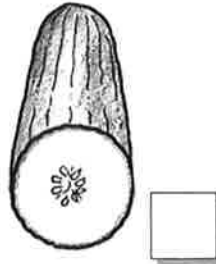
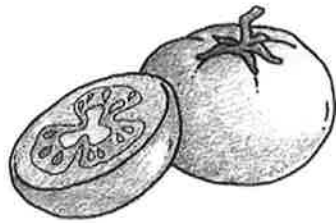
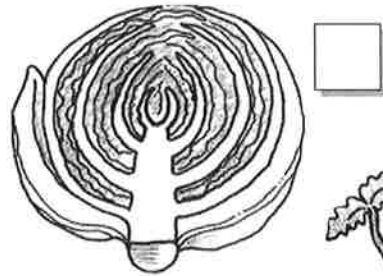
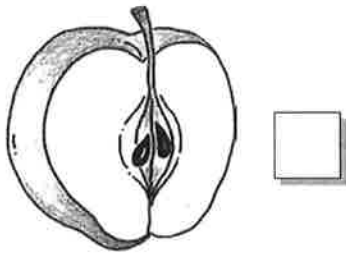


## Observation

*Fruits* and *vegetables* are plants that we eat. Fruits are made by flowers. Seeds are made by fruits. Seeds can be found inside of the fruit. Most vegetables are the leaves, stems, or roots of a plant.

## Science activity

Sort these foods into vegetables and fruits. Write **F** for a fruit and **V** for a vegetable in the box beside each one.



## Science exploration

Make a salad using some of these fruit and vegetables.







# Compton USD

## Learning Packet # 3

**ELD**

**TK-Kindergarten**

**Name:** \_\_\_\_\_



# Kindergarten-ELD Learning Packet

## TABLE OF CONTENTS

### Week 4

Day	Lesson	Date Completed
1	Phonemic Awareness-Letter/Sound /y/: Look at the pictures and say the name of the object in the picture that begins with the sound /y/, emphasizing the /y/ beginning sound.	
	Phonemic Awareness-Letter/Sound /z/: Point to each picture. Say the name of the object in the picture that begins with the sound /z/, emphasizing the /z/ beginning sound.	
2	Phonics-/y/ y. Point to each picture. Say the name of the object/animal/person in the picture emphasizing the sound /y/. Write the letter y next to the pictures that begin with the letter y.	
	Phonics-/z/ z. Point to each picture. Say the name of the object/animal/person in the picture emphasizing the sound /z/. Write the letter z next to the pictures that begin with the letter z.	
	Category Words: Ordinal Numbers - Point to and elicit description of each picture.	
3	Reading Comprehension: Writing Fluency. Read the book "What Can You Do?". Write about what people in the story do.	
4	Differentiated Texts: Read the book "Celebrate!h". Respond to the text by drawing a picture about the main topic of the book. Then, answer questions 1 & 2.	
5	Handwriting: Yy, Zz: Point to and say the letter name identifying both the capital and lowercase form. Then, trace and write capital and lowercase Yy and Zz.	
	Write about an occasion in which you travelled with your family. Write the title of your writing and four sentences explaining where did you go and what did you do.	

#### Recommended Online Usage

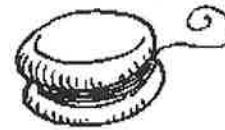
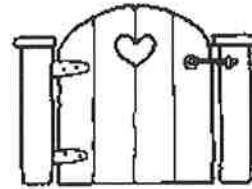
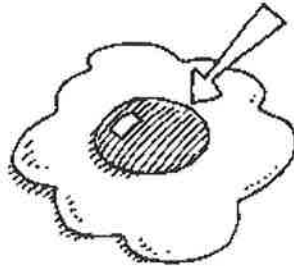
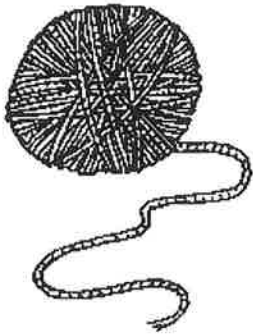
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<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week







Name \_\_\_\_\_



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Grade K  
Unit 8  
Week 2

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**Phonemic Awareness: /y/** Point to and say *yarn* emphasizing /y/. Have children point to *yarn* and repeat. Have children place a marker on the picture. Ask children to tell a partner which pictures begin with /y/ and to place a marker on them. Then have them listen to the **Sound Pronunciation Audio**.



Name \_\_\_\_\_

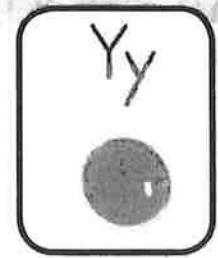

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**Phonemic Awareness: /z/** Point to and say *zoo* emphasizing /z/. Have children point to *zoo* and repeat. Ask them to place a marker on the picture. Have children tell a partner which pictures begin with /z/ and to place a marker on them. Then have them listen to the **Sound Pronunciation Audio**.

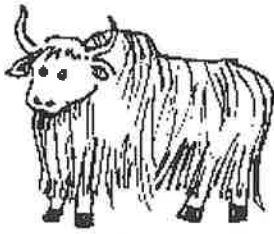
Grade K  
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Name \_\_\_\_\_



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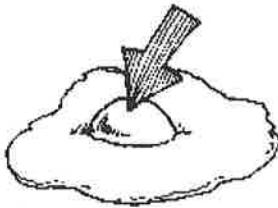


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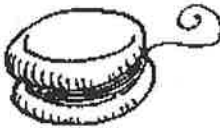


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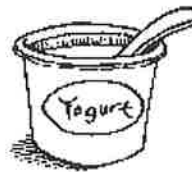


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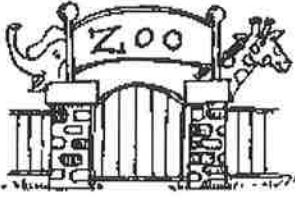
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Phonics: /y/y Point to and say yak emphasizing /y/. Have children repeat. Tell them to write y next to the yak. Have children write y next to each picture whose name begins with /y/. Then ask them to tell the picture names beginning with y to a partner. Display Word-Building Card y and use Photo Cards beginning with letter y to reinforce /y/y.

Name \_\_\_\_\_



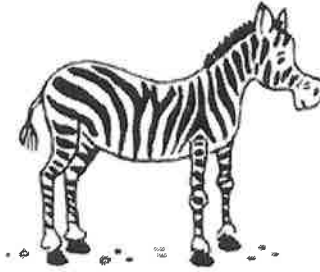
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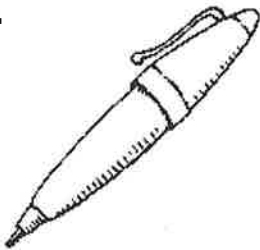


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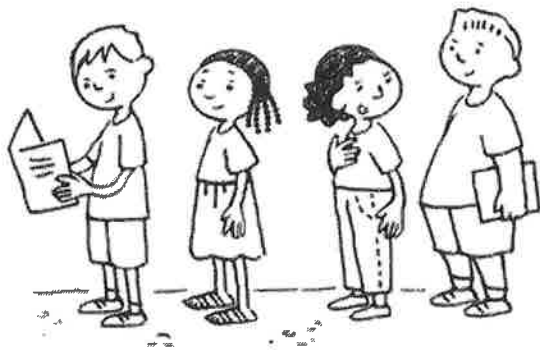
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**Phonics: /z/z** Point to and say *zoo* emphasizing /z/. Have children repeat. Guide them to write z next to the zoo. Have children write z next to each picture whose name begins with /z/. Then ask them to tell the picture names beginning with z to a partner. Display **Word-Building Card z** and use **Photo Cards** beginning with letter z to reinforce /z/z.

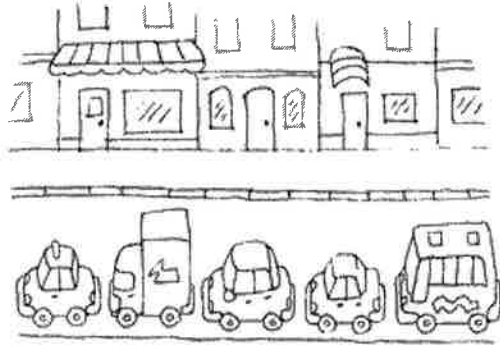


Name \_\_\_\_\_

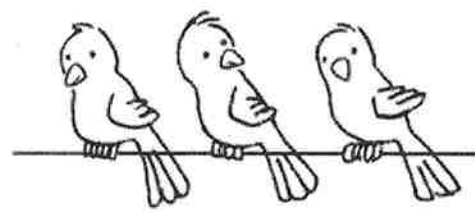
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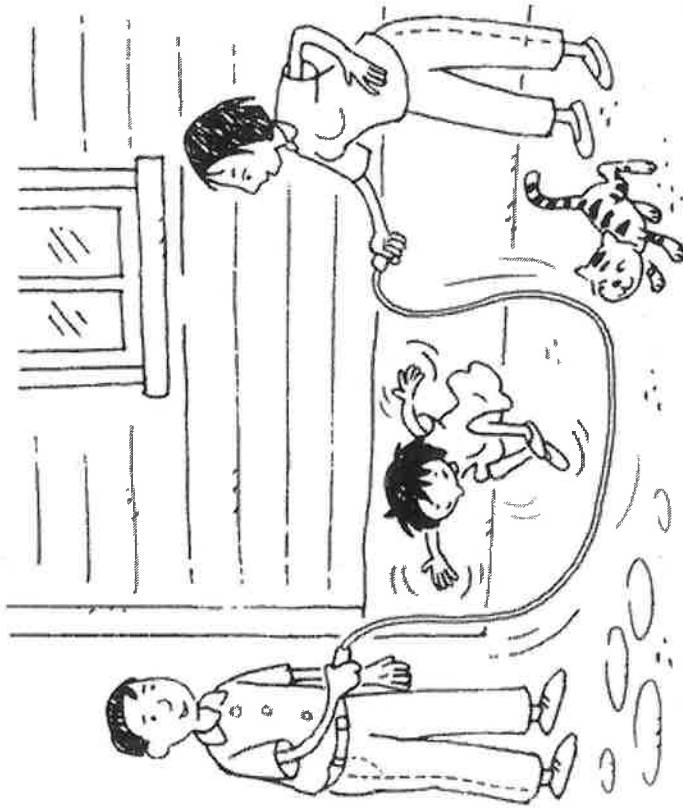
**Category Words: Ordinal Numbers** Review ordinal numbers. Point to and elicit descriptions of each picture.

- 1. Put a marker on the child in the second location.
- 2. Put a marker on the vehicle in the fifth location.
- 3. Put a marker on the bird in the first location.

Have children tell a partner about why they circled each picture, using ordinal numbers.

Grade K  
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“We can do this!”

**High Frequency Words: *this, what*** Read the book to a partner. Describe the pictures to your partner. Then reread for fluency.

Grade K  
Unit 8 • Week 2

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# What Can You Do?

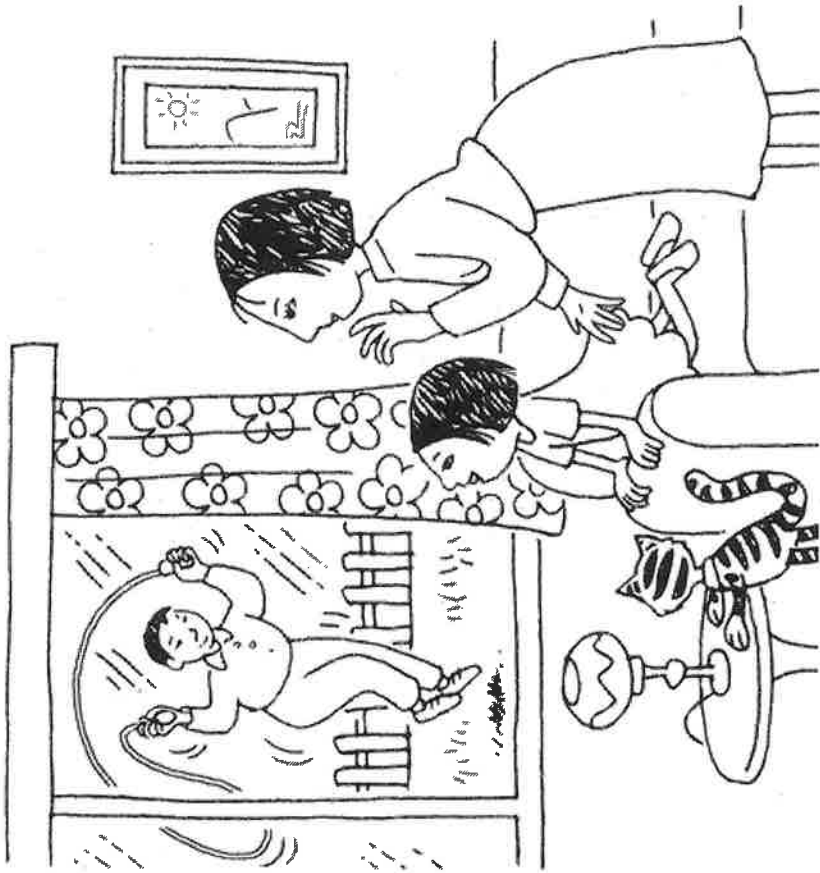


“This is for you.”

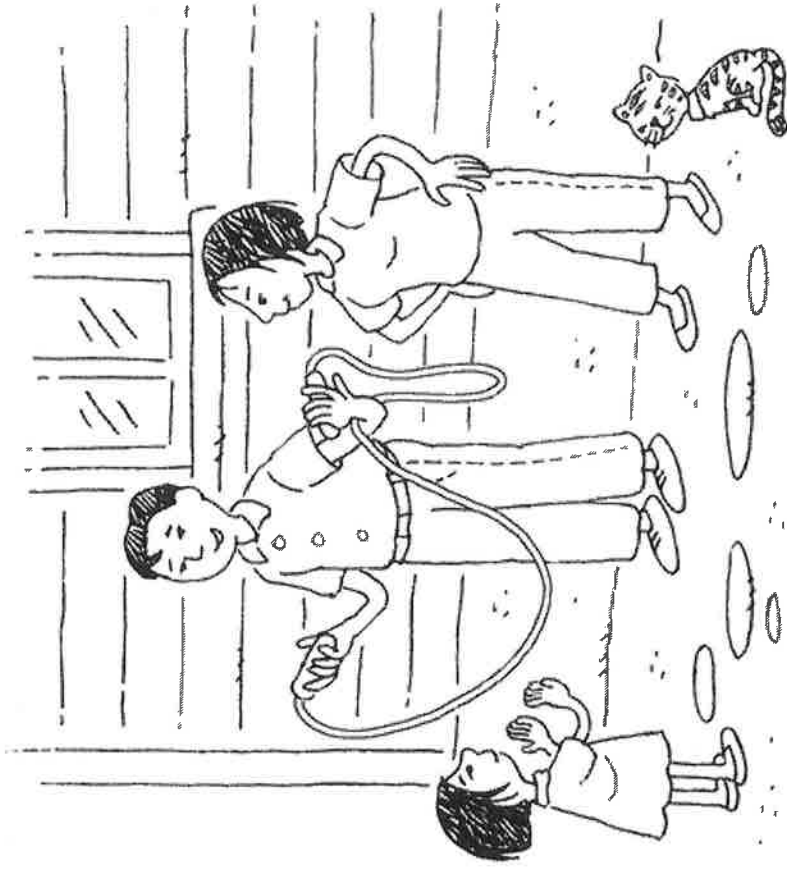
“What can you do?”

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1



“I can do this,” said Dad.



“What can we do?”



Name \_\_\_\_\_

Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

**Writing Fluency**

Pair children of different language abilities. Have children reread *What Can You Do?* Read the prompt aloud. Tell partners to discuss how they might answer the prompt. On their own, have children write for five minutes as much and as well as they can, about what the people in the story do. Have children review their writing with their partner.

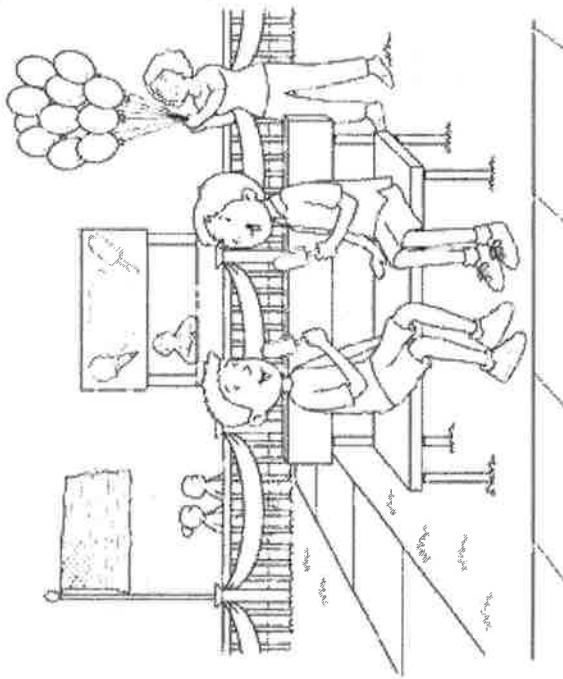


# Essential Question

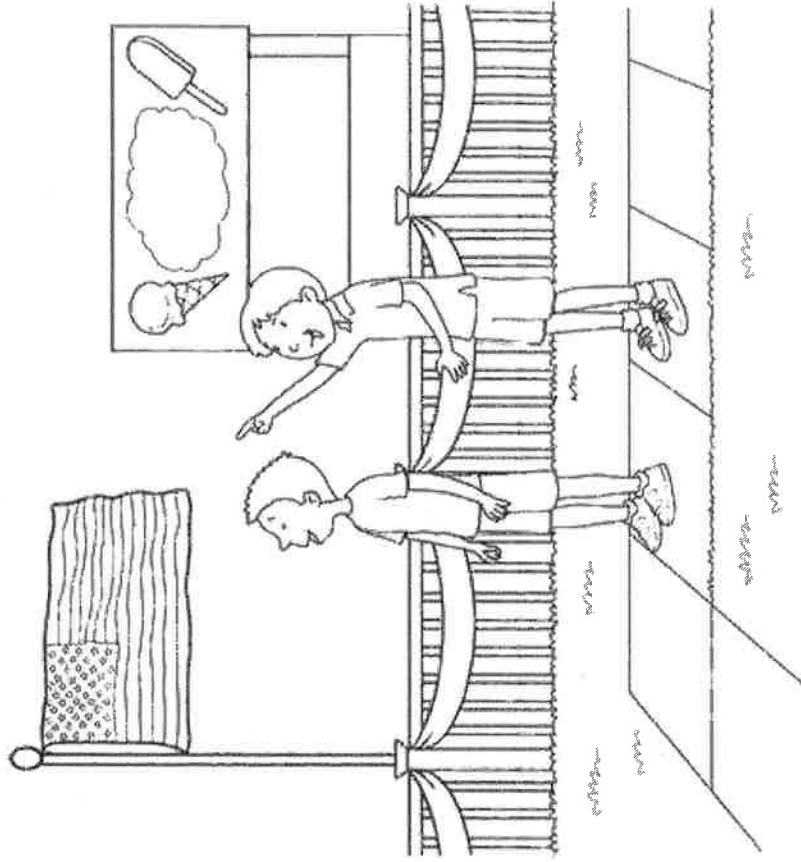
What do you know about our country?

# Celebrate!

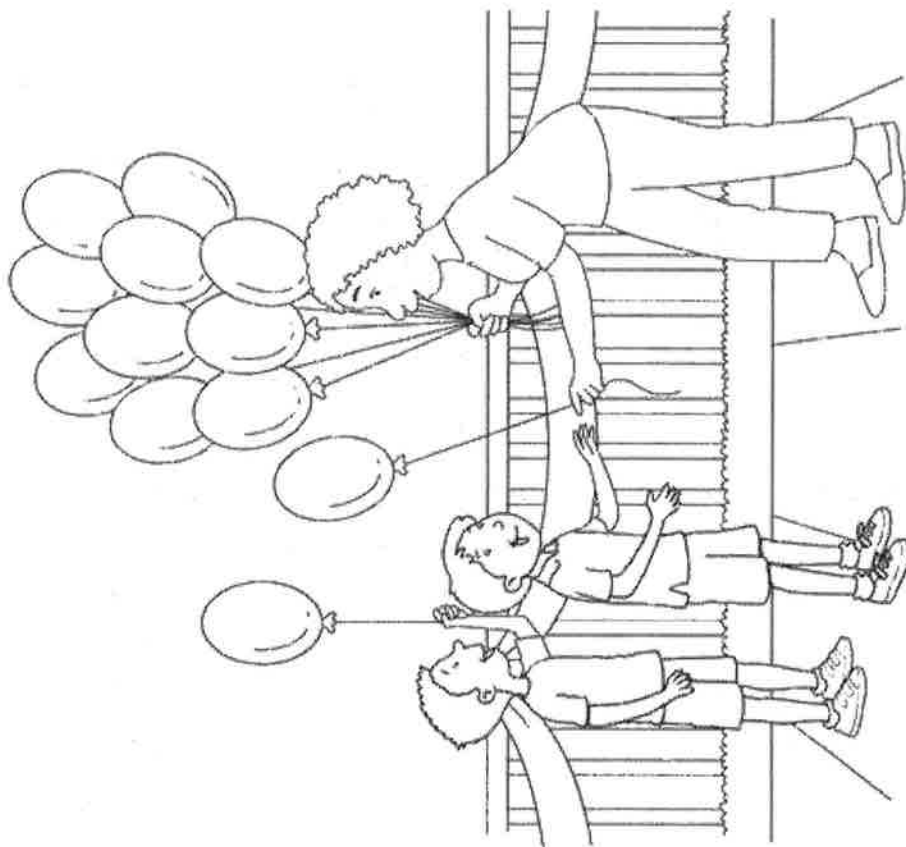
## Informational Text



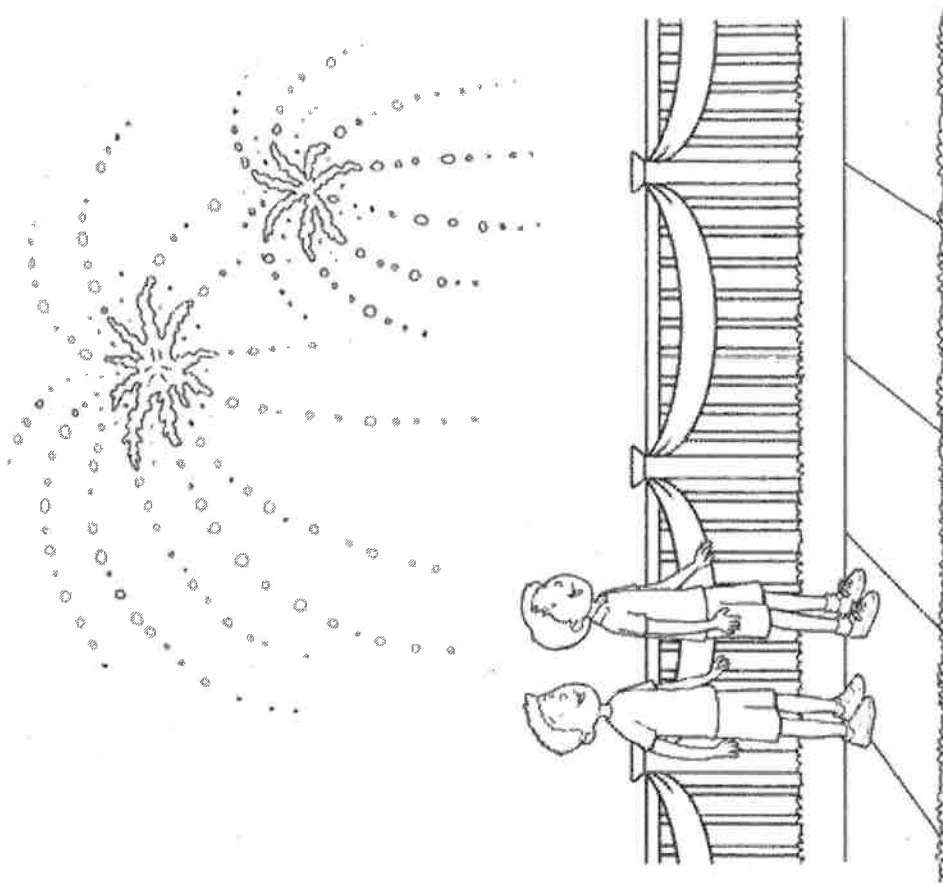
Today is a holiday.



Americans will celebrate.



Today is a fun holiday.



It is a special day.  
It is the Fourth of July!



What is the main topic of the story?

1. What do the boys do on the holiday?

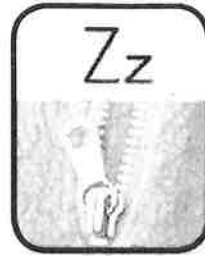
2. What symbol of America do you see?



**Respond to the Text** Ask partners to take turns retelling the story. Ask: *What special things happen on the Fourth of July?* Guide partners to read and complete the questions, and share their answers. Invite children to tell what else they know about the Fourth of July.



Name \_\_\_\_\_



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Name \_\_\_\_\_

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Topic: \_\_\_\_\_

**Key Details:**

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**Comprehension: Main Topic and Key Details** Pair children of different language abilities to complete the page. Read the prompt aloud. Tell children to work with their partners to discuss how they will answer the questions. Reread *Ana Goes to Washington, D.C.* Write the main topic to tell what it is about. Write key details to tell more about the topic.

Grade K  
Unit 8  
Week 2

