



# Compton USD Learning Packet #4

TK  
Kindergarten

Name \_\_\_\_\_



# TK/Kinder Learning Packet

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### Week 5

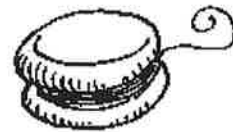
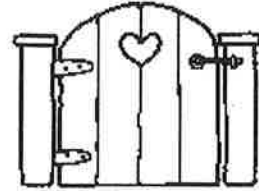
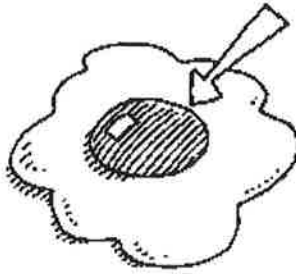
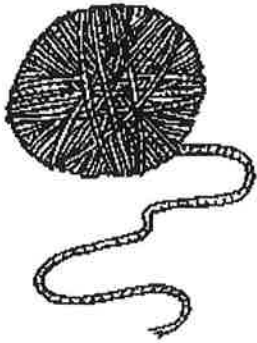
Day	Lessons	Date Completed
1	Say the name of each picture and write the letter <b>Y</b> next to each picture whose name begins with the /y/ sound. Say the name of each picture and write the letter <b>Z</b> next to each picture whose name begins with the /z/ sound.	
	Identify Two-Dimensional Shapes	
	Social Studies: Reading a Map	
2	Read "What Can You Do?" by yourself, then read to a family member. Retell the story.	
	Classify & Count By Shape	
3	Read "Pack a Bag" then answer the questions.	
	Classify & Count By Size	
	Social Studies: Cut and Paste Map to School	
4	Practice Writing Letters Yy and Zz. At the back of the page, write the high frequency words <b>here</b> and <b>me</b> . Use each word in a sentence.	
	Lesson Check #1-3	
5	Draw a picture of something that you like to do. (Example: ride a bike, play with a friend, read a book). Write about what you drew.	
	Draw to Join Shapes	
	Social Studies: Whose Ride Is It?	

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 \_\_\_\_\_



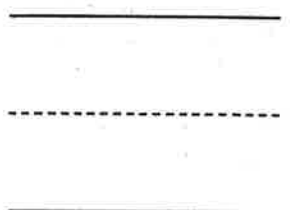
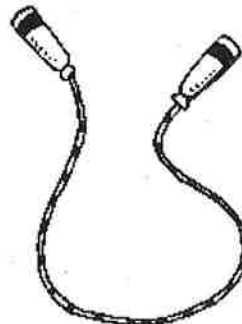
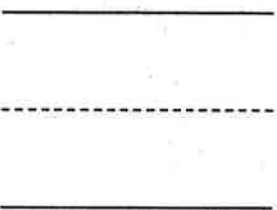
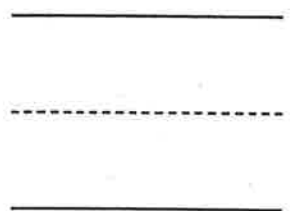
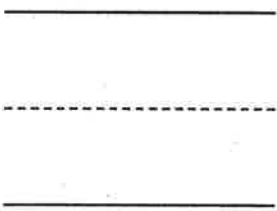
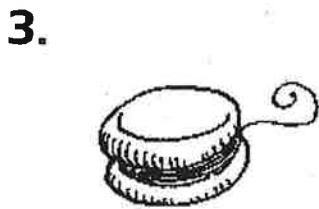
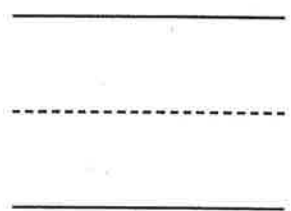
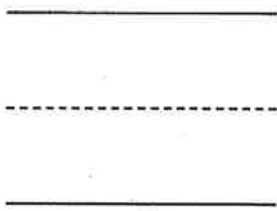
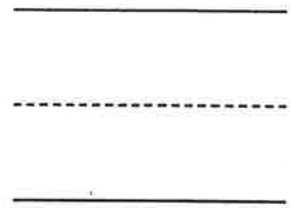
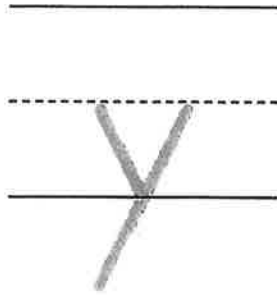
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**Phonemic Awareness: /y/**

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



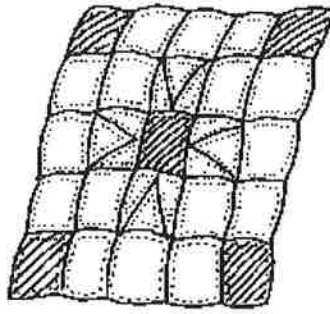
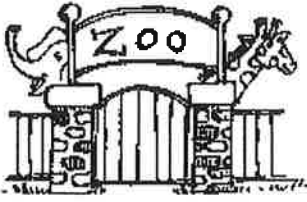
Name \_\_\_\_\_



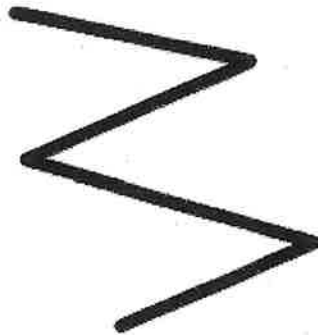
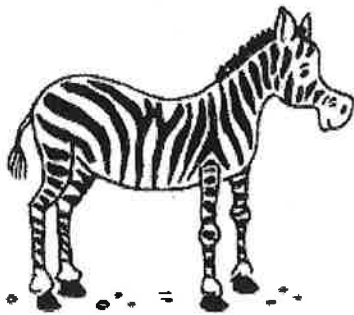
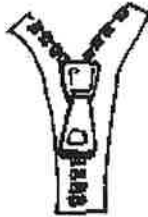
**Phonics: /y/y**

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

Name \_\_\_\_\_



O



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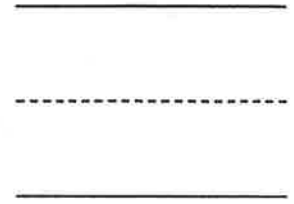
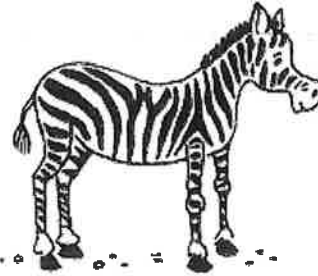
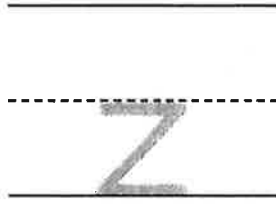
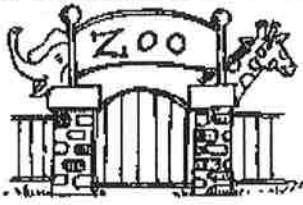
**Phonemic Awareness: /z/**

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

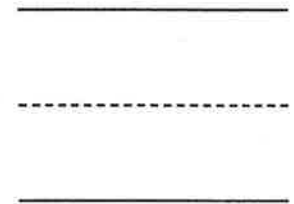
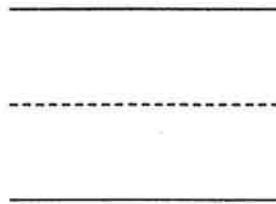
Name \_\_\_\_\_



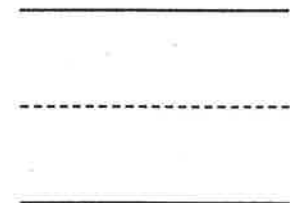
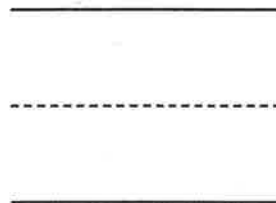
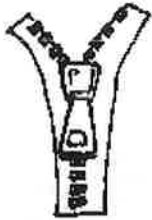
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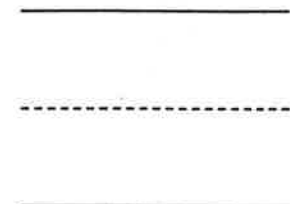
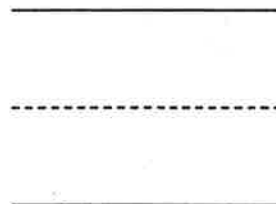
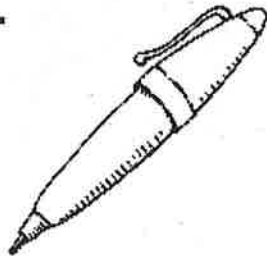
2.



3.



4.



Phonics: /z/z

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



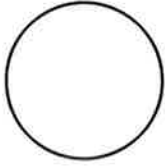
Name \_\_\_\_\_

# Identify Two-Dimensional Shapes

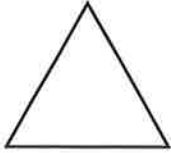
Skill 19

## Learn the Math

You can identify shapes.



circle



triangle



rectangle



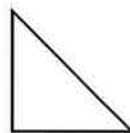
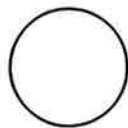
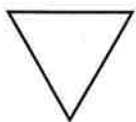
square

### Vocabulary

circle  
triangle  
rectangle  
square

All of these shapes are circles.	
All of these shapes are triangles.	
All of these shapes are rectangles.	
All of these shapes are squares.	

1. Color each triangle red.



1. Color each rectangle blue.

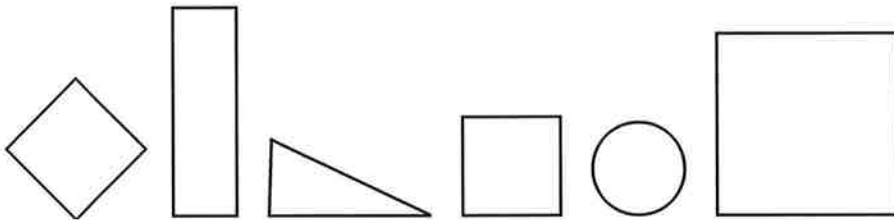


**Remember**

A square is a special kind of rectangle.

- Color the rectangles.
  - How many rectangles are there? \_\_\_\_\_
- 

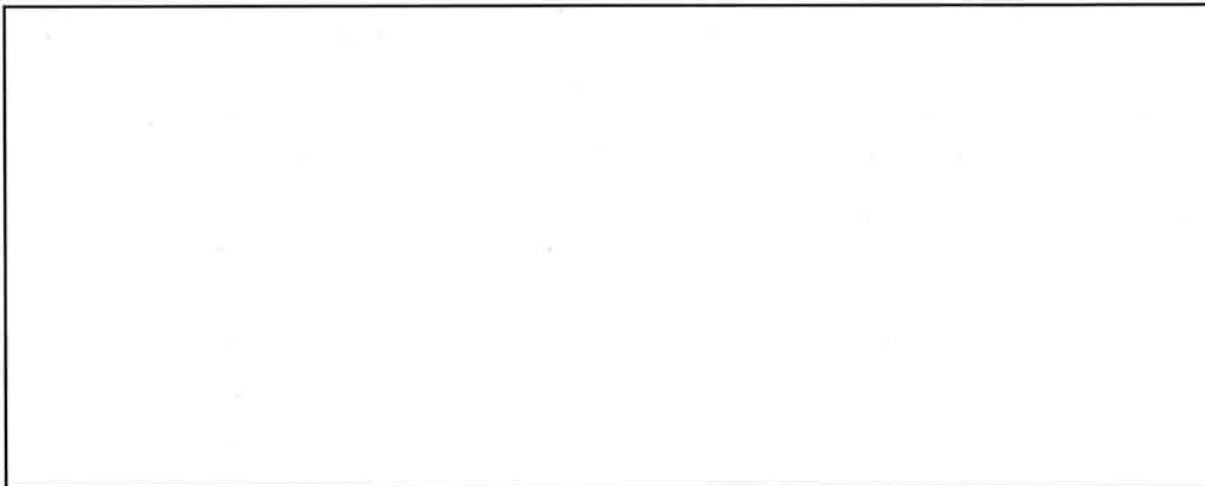
2. Color each square red.



3. Color each circle green.



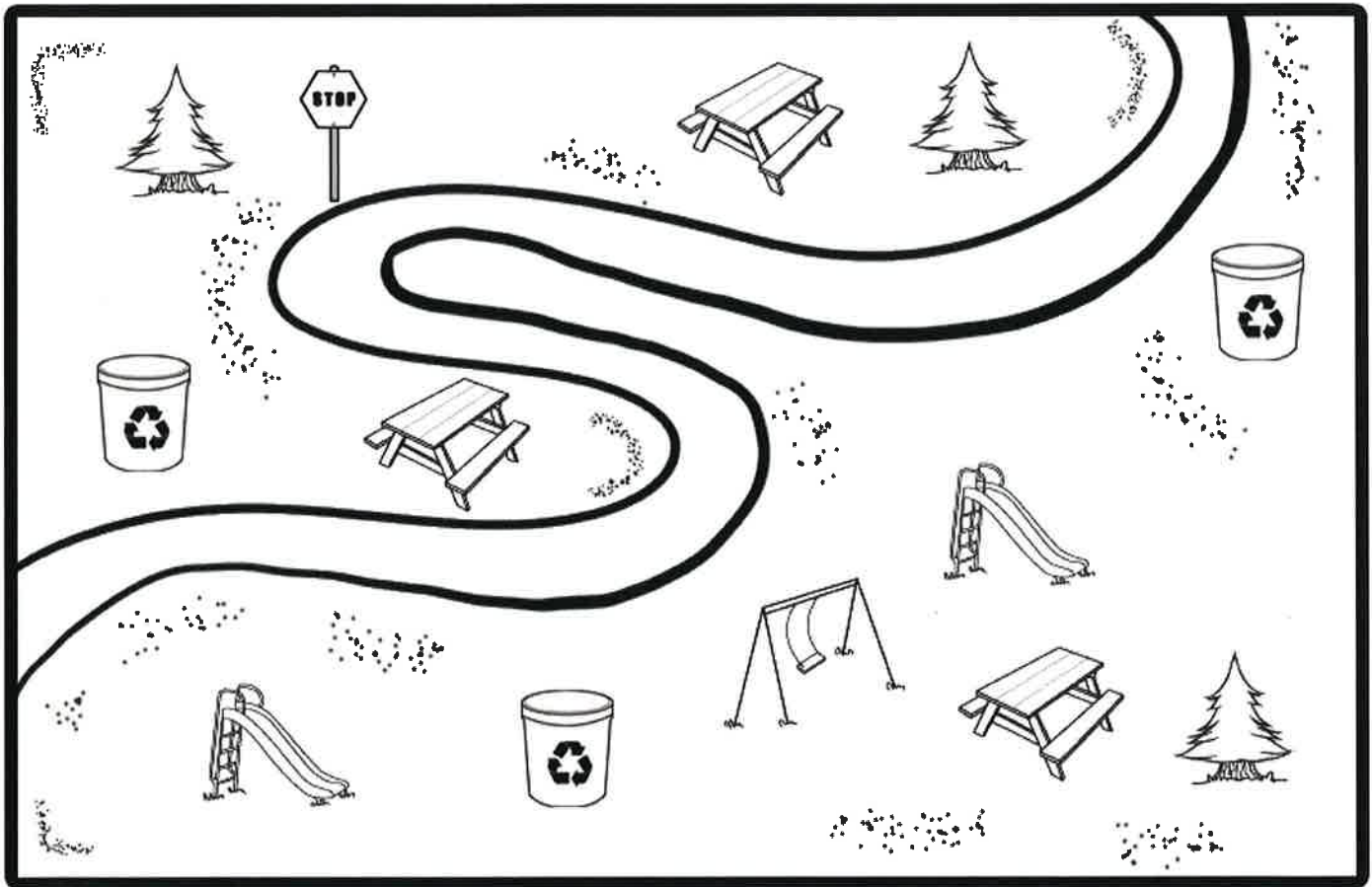
4. Draw a house. Use at least 1 rectangle, 1 circle, 1 triangle, and 1 square.



# Reading a Map

Study the map of the park. Then, complete the steps below.

1. How many picnic tables are in the park? \_\_\_\_\_
2. Draw a circle around the swings.
3. Color the trash cans blue.
4. Draw a triangle around the stop sign.
5. How many slides are in the park? \_\_\_\_\_



## Map Key



Trash



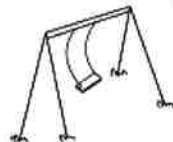
Picnic Table



Stop Sign



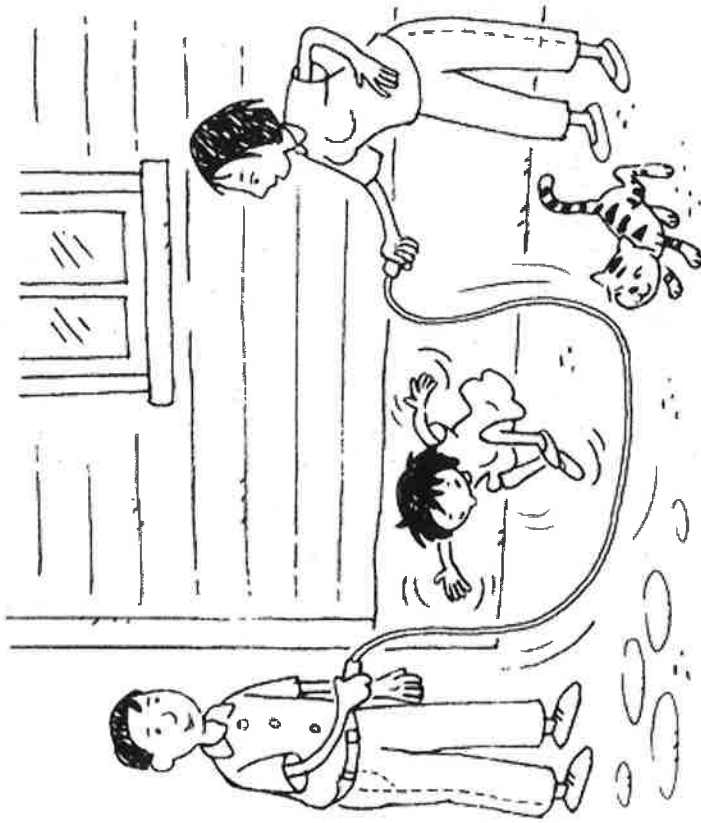
Slide



Swings



Name \_\_\_\_\_



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“We can do this!”

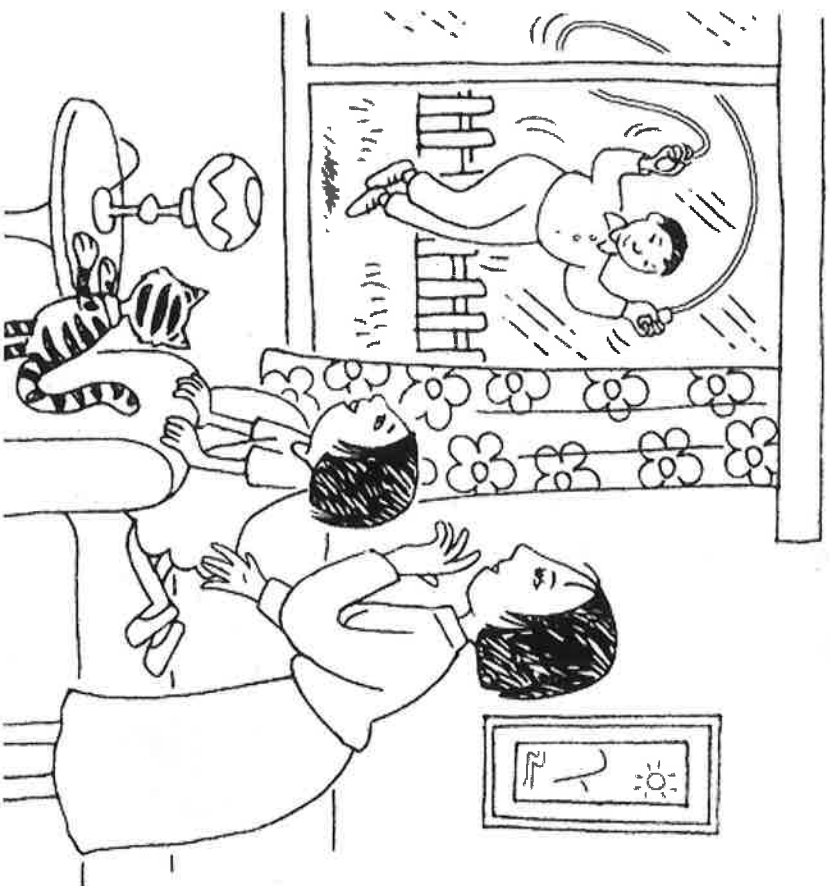
**High Frequency Words:** *this, what*  
Read the book aloud to a partner. Reread for fluency.

# What Can You Do?

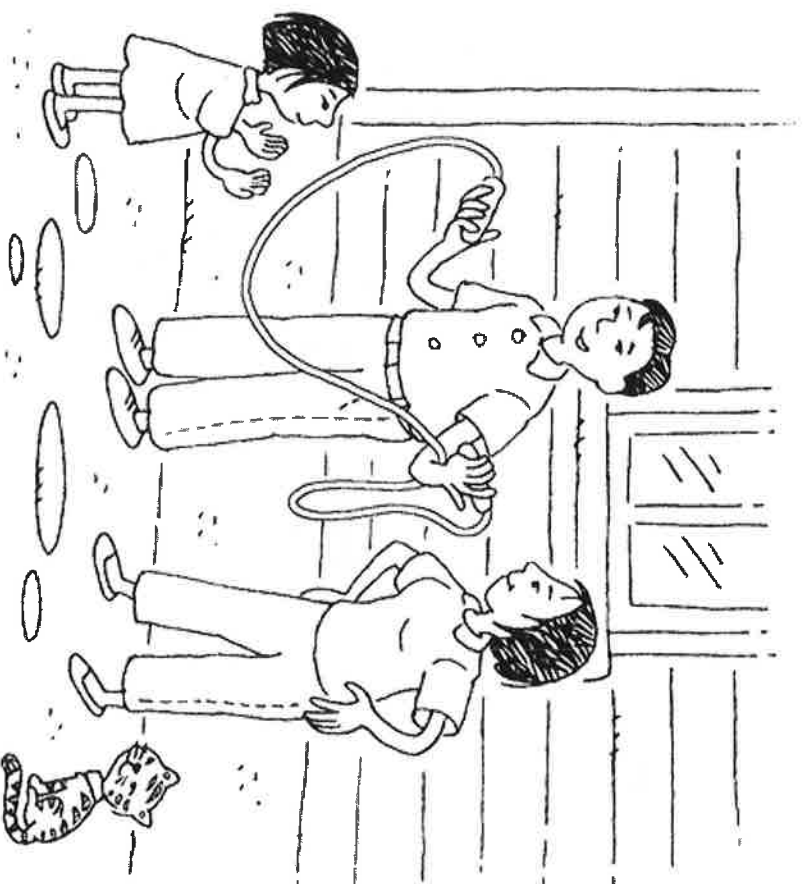


“This is for you.”

“What can you do?”



“I can do this,” said Dad.



“What can we do?”

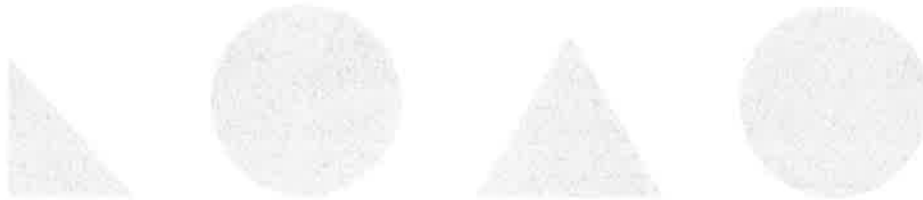
Name \_\_\_\_\_

# HANDS ON Lesson 12.2

## Algebra • Classify and Count by Shape



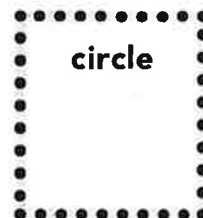
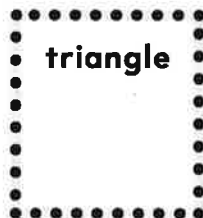
**COMMON CORE STANDARD—K.MD.3**  
*Classify objects and count the number of  
objects in each category.*



triangle	circle



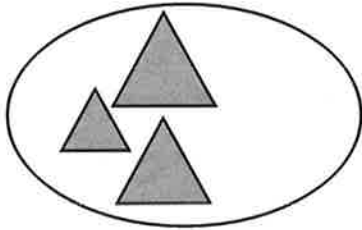
2



_____
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_____

**DIRECTIONS** 1. Place a green triangle, blue circle, red triangle and blue circle at the top of the page as shown. Sort and classify the shapes by the category of shape. Draw and color the shapes in each category. 2. Look at the categories in Exercise 1. Count how many in each category. Circle the categories that have two shapes. Write the number.

# Lesson Check (K.MD.3)

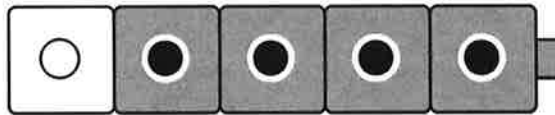


\_\_\_\_\_

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\_\_\_\_\_

# Spiral Review (K.OA.3, K.MD.2)



# 5

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\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

**DIRECTIONS** 1. Look at the set of shapes. Which shape belongs in the same category? Draw that shape in the oval. How many shapes are in the category now? Write the number. 2. Find two crayons. Place one end of each crayon on the line. Compare the lengths. Draw the crayons. Say *longer than*, *shorter than*, or *about the same length* to describe the lengths. Circle the longer crayon. 3. Complete the addition sentence to show the numbers that match the cube train.



# Pack a Bag!



1. Standard: RF.K.4, RL.K.3

What type of bag did the boy want to pack?

- A a blue bag
- B a big bag
- C a small bag
- D a grocery bag

2. Standard: RLK.1, RF.K.4

What can Zeb see?

- A a truck
- B a man
- C a big sun
- D a car



**What** can Zeb see?

Zeb can nod at a man.

Zeb can see a big, big sun.



Zeb can get on a big jet.

He can zip to Pop.

Zeb is not sad!

3. Standard: RI.K.1

Pop and Zeb got up at \_\_\_\_\_?

- (A) one
- (B) four
- (C) six
- (D) lunch time



It was a quick, quick jet!  
Zeb and Pop hug.  
Pop got **this** pack for Zeb.



Pop and Zeb get up at six.  
Pop can go up, up, up.  
Zeb can go up, up, up.

4. Standard: RL.K.1

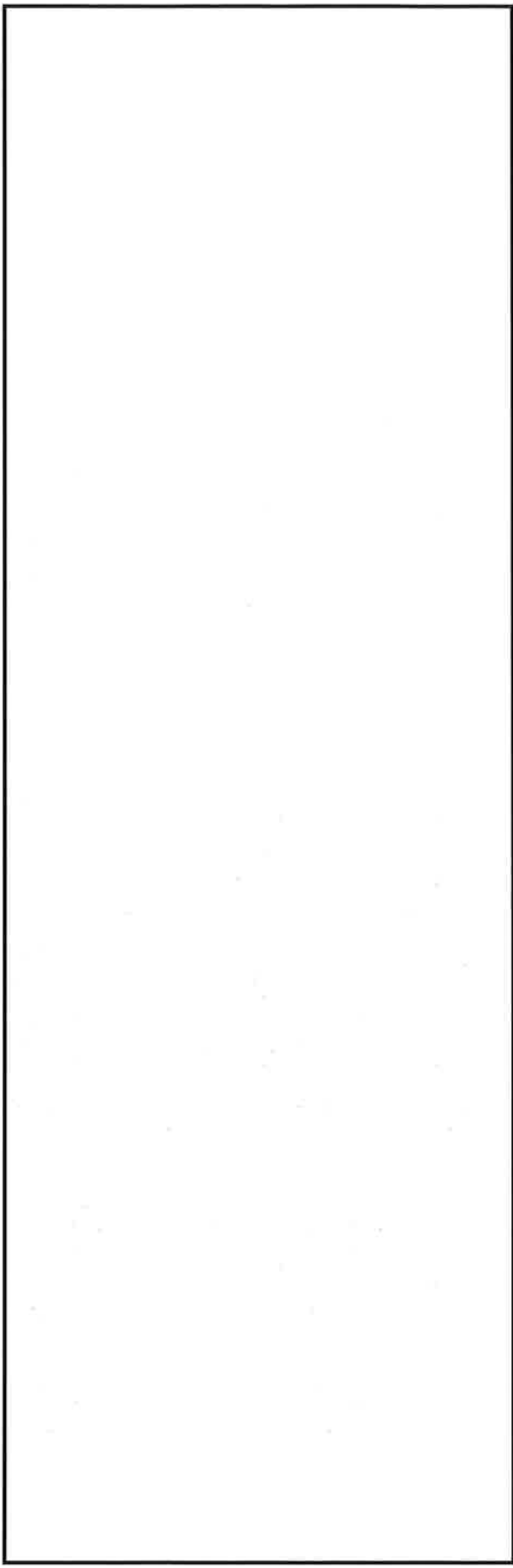
Who is hot and not quick?

- (A) Zeb
- (B) mom
- (C) pop
- (D) Debra

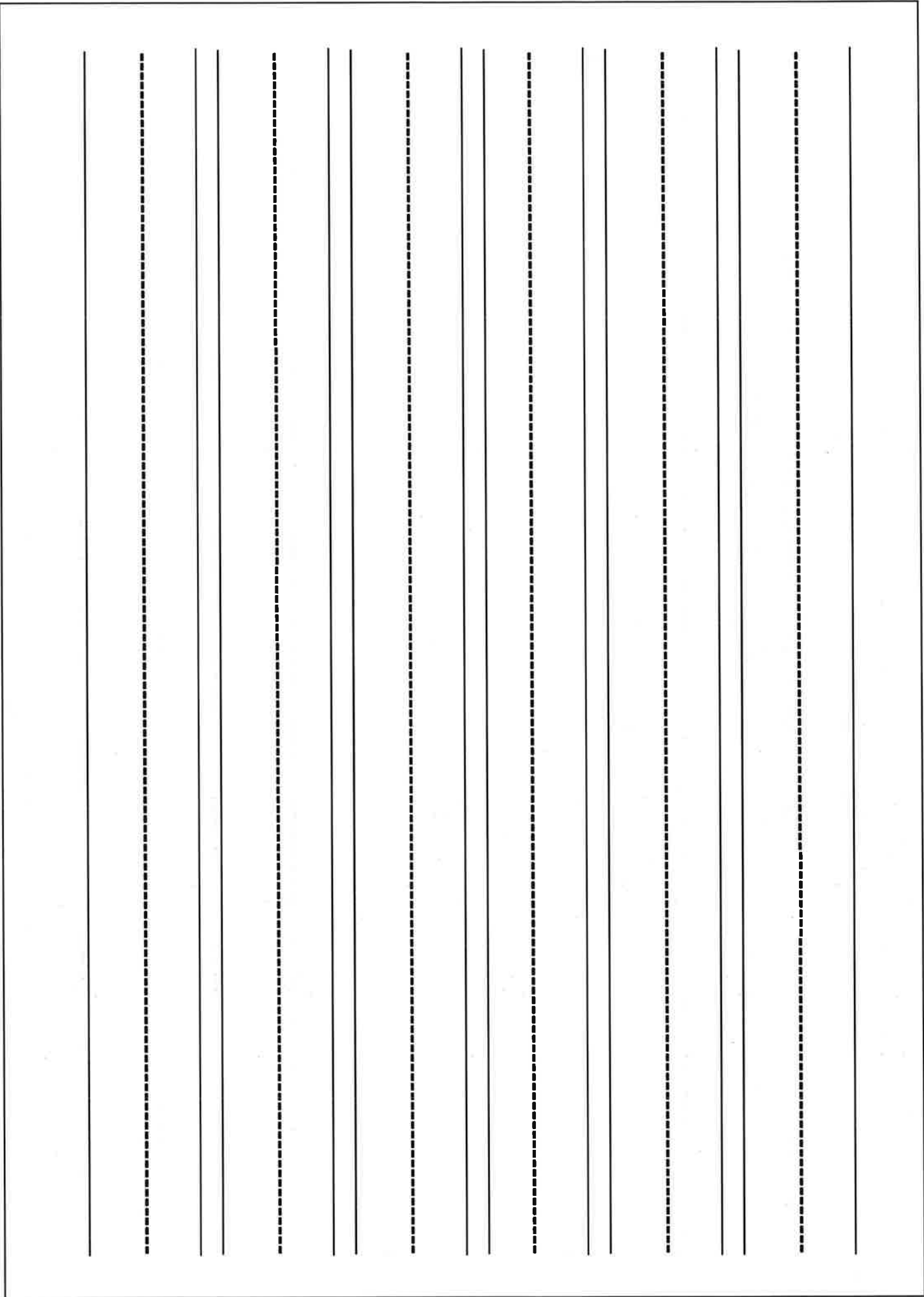


**5. Standard:** W.K.5, SL.K.1.a, SL.K.4, L.K.1.e

*How do the author and illustrator show you that Zeb enjoyed his trip out west? Draw a picture then write a sentence explaining how Zeb feels. Add details to support your answer.*



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Name \_\_\_\_\_

# HANDS ON Lesson 12.3

## Algebra • Classify and Count by Size



**COMMON CORE STANDARD—K.MD.3**  
*Classify objects and count the number of  
objects in each category.*



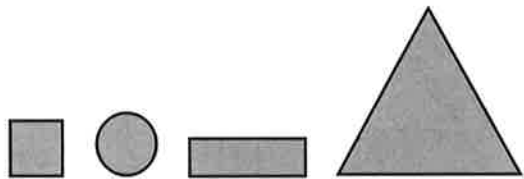
small	big



_____
_____
_____

**DIRECTIONS** 1. Place a yellow square, blue circle, red rectangle, and blue rectangle at the top of the page as shown. Sort and classify the shapes by the category of size. Draw and color the shapes in each category. 2. Look at the categories in Exercise 1. Count how many in each category. Circle the category that has one per category. Write the number.

# Lesson Check (K.MD.3)

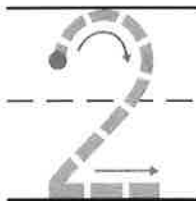
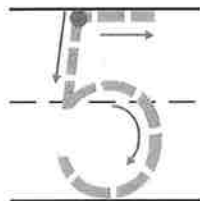


small

big

# Spiral Review (K.OA.5, K.G.2)




**DIRECTIONS** 1. Sort and classify the shapes by the category of size. Draw the shapes in each category. 2. How many flat surfaces does the cylinder have? Write the number. 3. Sarah makes a five-cube train. She takes the cube train apart to show how many cubes are gray. Trace and write to show the subtraction sentence for Sarah's cube train.



# CUT-N-PASTE MAP TO SCHOOL!

## GETTING TO SCHOOL



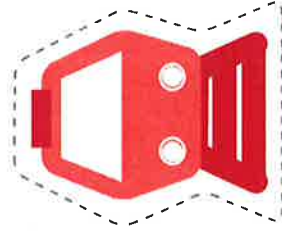
CAR



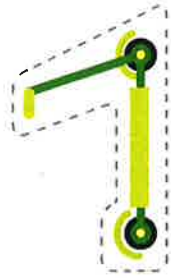
BIKE



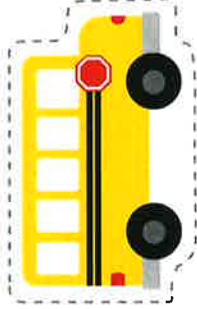
FEET



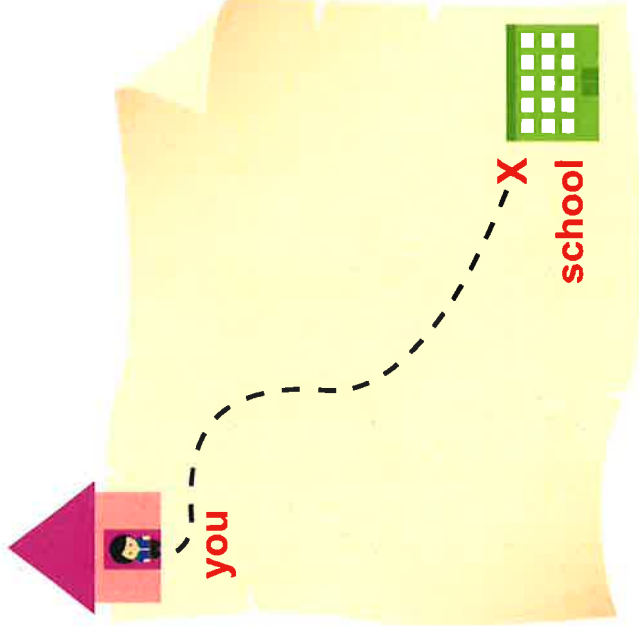
SUBWAY



SCOOTER

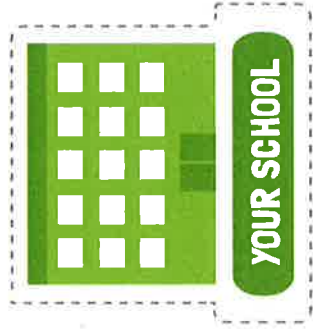
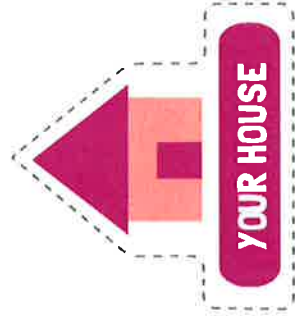


BUS



## INSTRUCTIONS

Have a parent or teacher help you draw a map from your house to your school! Use page 2 of this worksheet to start, or you can use a city map to help you draw your own. Then paste the cut-outs from this page into the map. How do you get to school? Show the best route on a bike, on foot and in a car.





**KEY**



**PARK**



**ROAD**



**HOSPITAL**



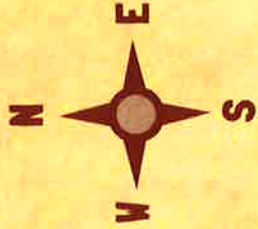
**LIBRARY**



**YOUR HOUSE**



**YOUR SCHOOL**



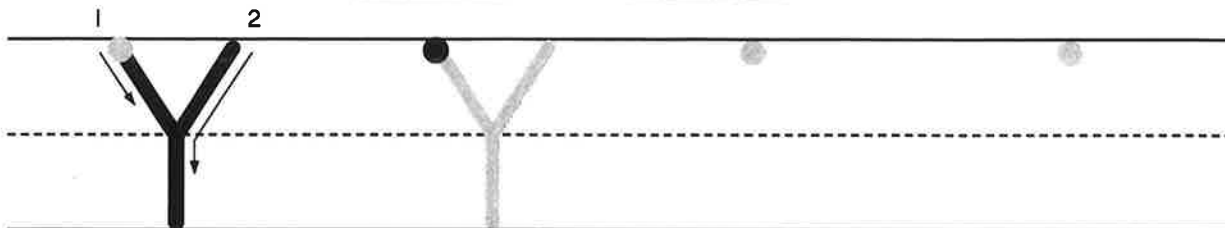




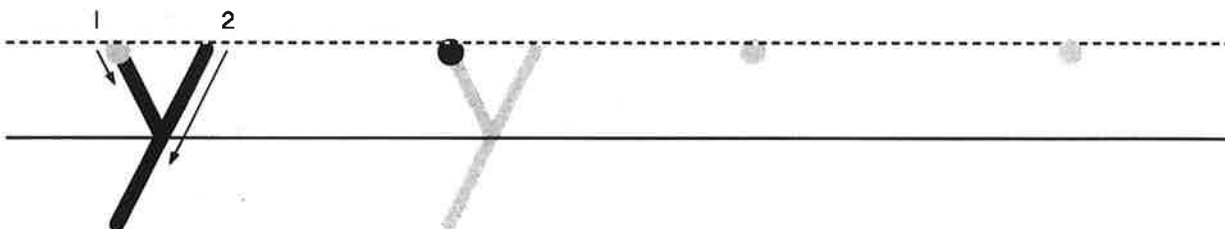
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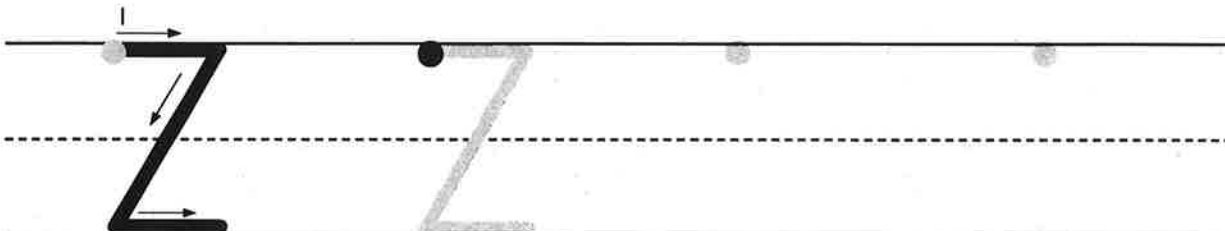
1.



2.



3.



4.



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**Handwriting:** Yy, Zz

Trace and write each capital letter Y and each lowercase letter y.

Then trace and write each capital letter Z and each lowercase letter z.

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

Handwriting practice lines consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

# Lesson Check (K.MD.3)



Triangles and Squares				



\_\_\_\_\_

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\_\_\_\_\_

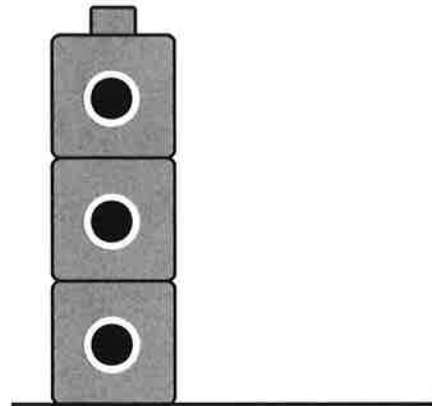


\_\_\_\_\_

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\_\_\_\_\_

# Spiral Review (K.CC.3, K.MD.2)



3




\_\_\_\_\_

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\_\_\_\_\_

**DIRECTIONS** 1. Look at the shapes. Draw and color the shapes in the graph. Write how many of each shape. 2. Make a cube train that is about the same height as the cube train shown. Draw and color the cube train. 3. How many tiles are there? Write the number.





**Name:**

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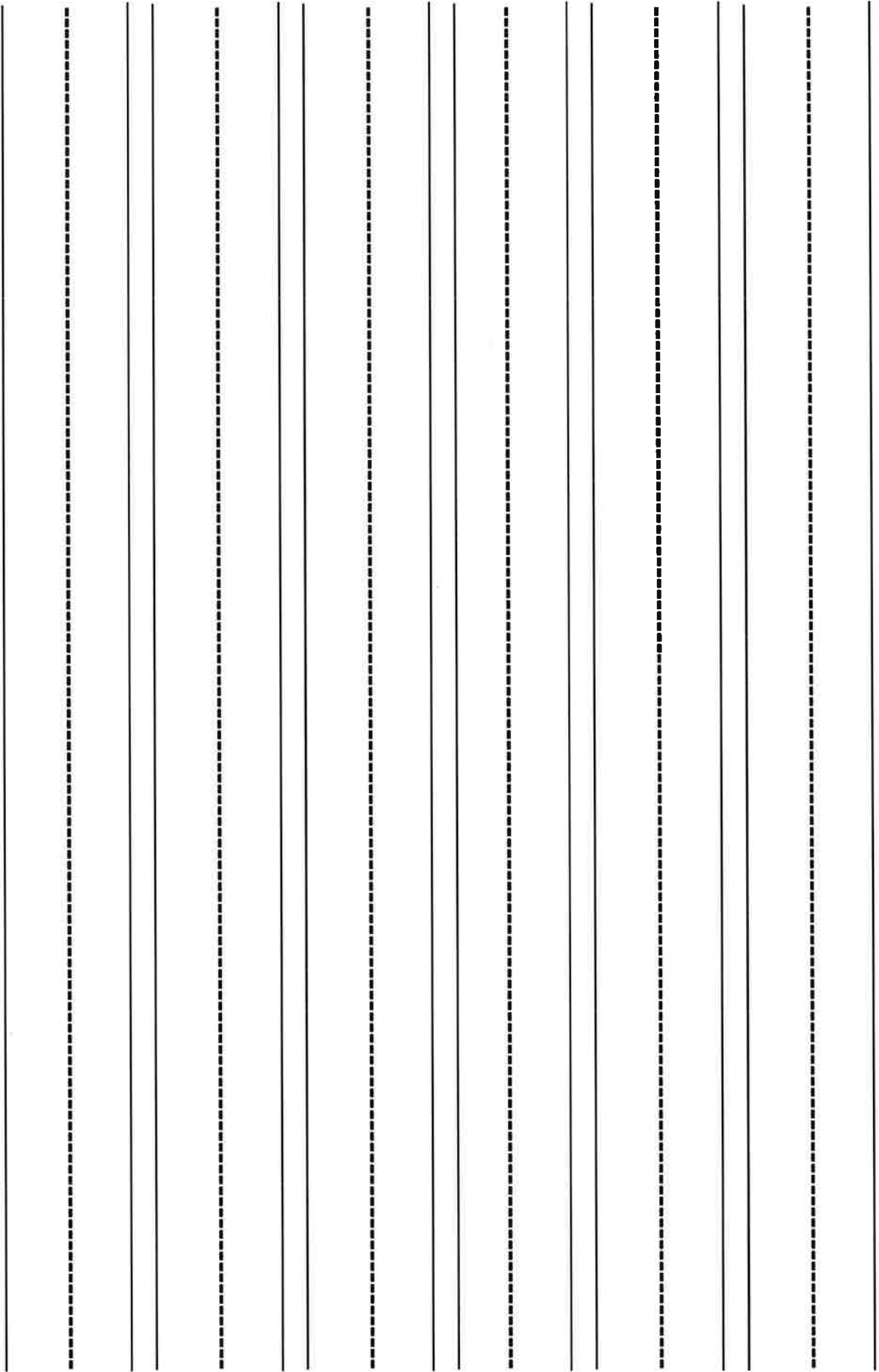
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Name \_\_\_\_\_

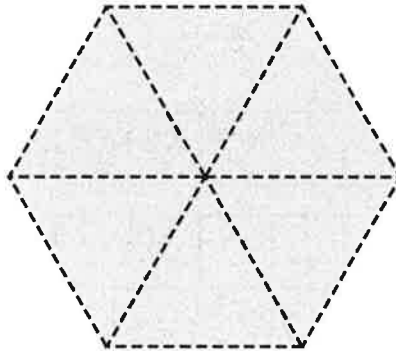
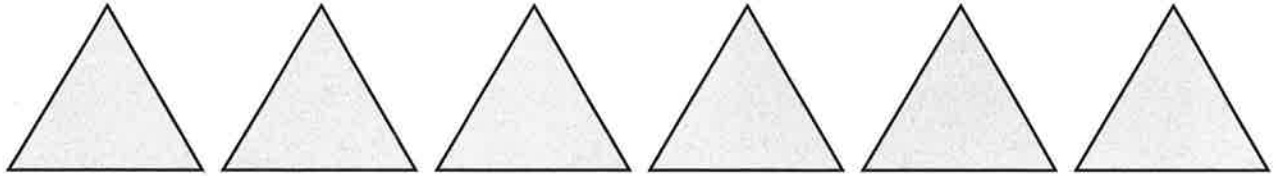
# PROBLEM SOLVING

## Lesson 9.12

### Problem Solving • Draw to Join Shapes

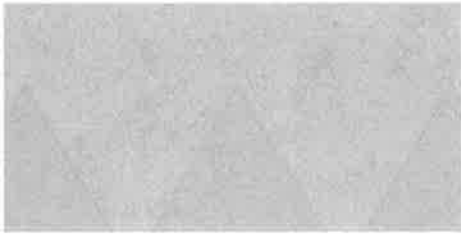


**COMMON CORE STANDARD—K.G.6**  
*Analyze, compare, create, and compose shapes.*

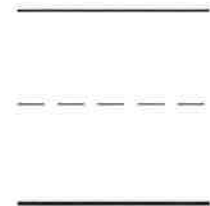
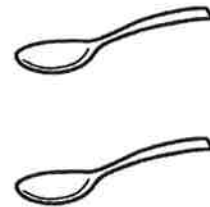
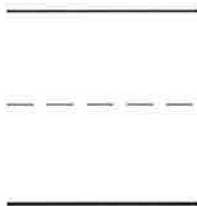
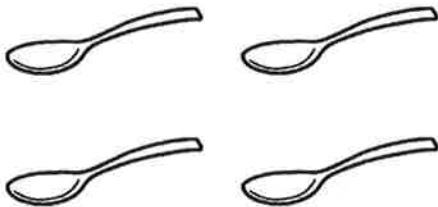
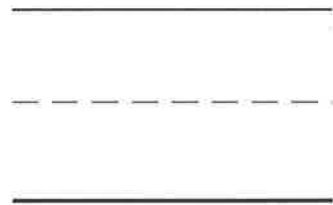
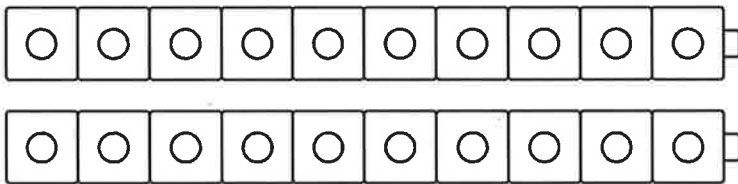


**DIRECTIONS** 1. Place triangles on the page as shown. How can you join all of the triangles to make a hexagon? Trace around the triangles to draw the hexagon. 2. How can you join some of the triangles to make a larger triangle? Trace around the triangles to draw the larger triangle.

# Lesson Check (K.G.6)



# Spiral Review (K.CC.5, K.CC.6)



**DIRECTIONS** 1. Join two triangles to make the shape. Draw and color the triangles you used. 2. Count and tell how many. Write the number. 3. Count and tell how many in each set. Write the numbers. Compare the numbers. Circle the number that is less.

# People's Jobs

Look at the pictures. Write about what each person does at work.



police officer

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teacher

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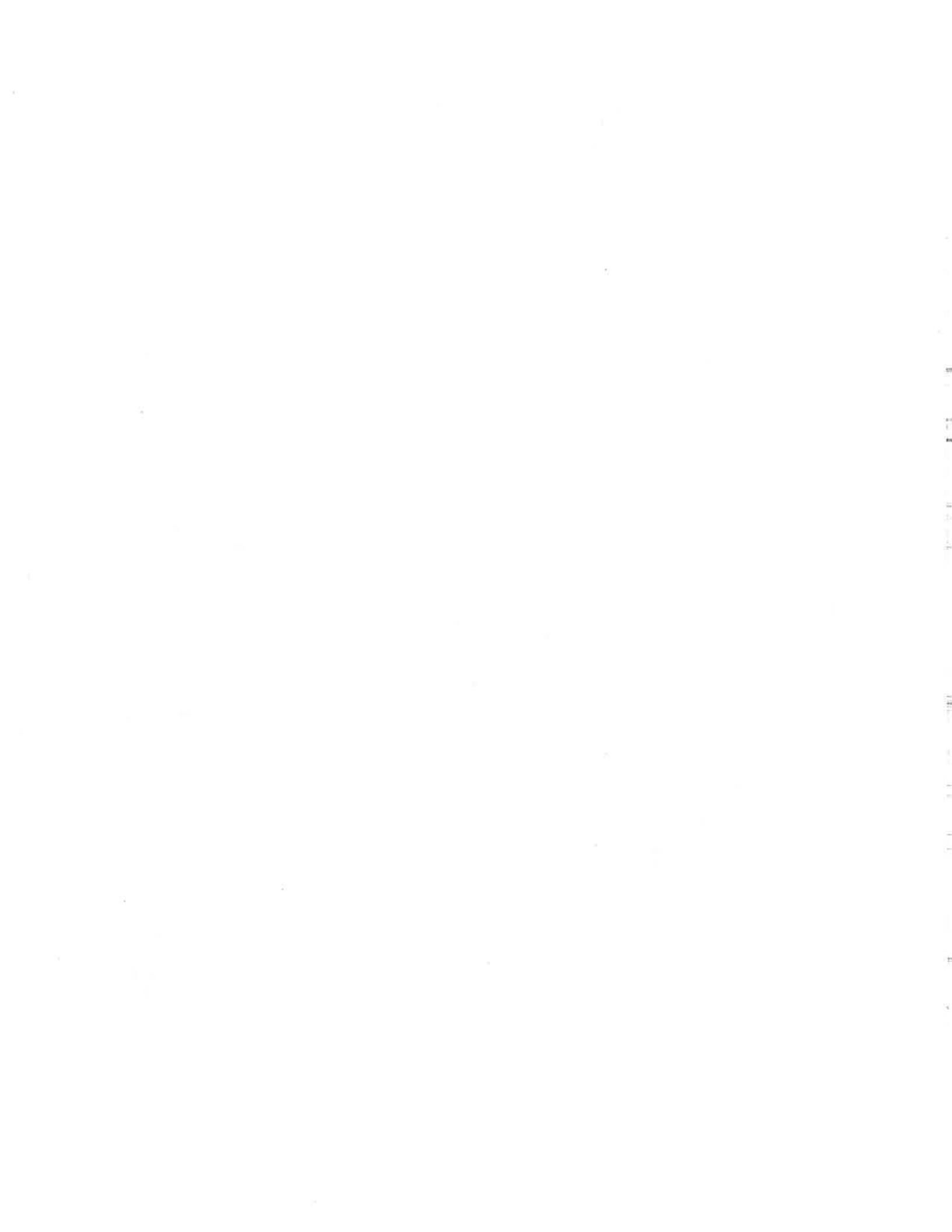
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# Whose Ride Is It?

Draw a line to match the type of transportation with the person who uses it.









# Compton USD

## Learning Packet # 5

# ELD

## Kindergarten

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



# Kindergarten-ELD Learning Packet

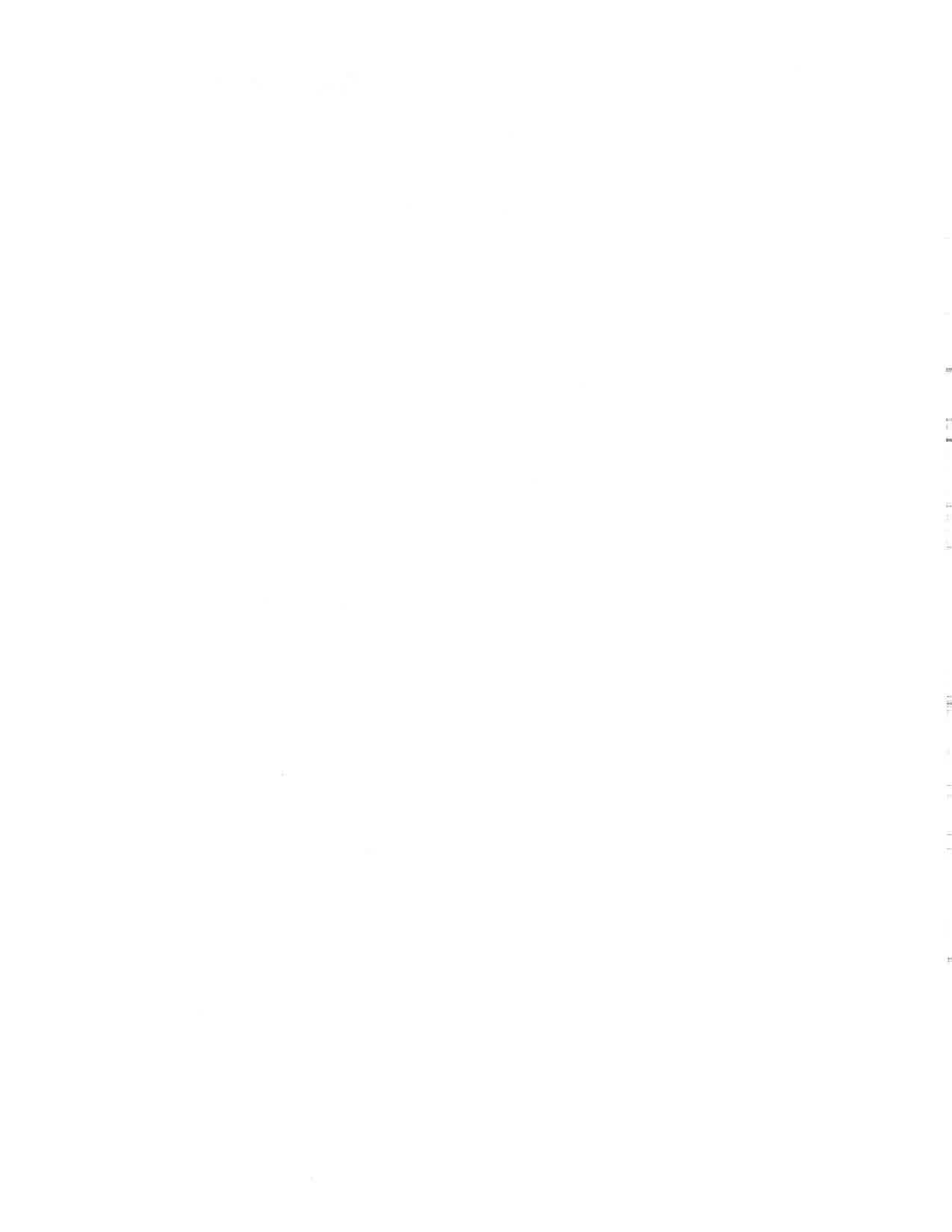
## TABLE OF CONTENTS

### Week 5

Day	Lesson	Date Completed
1	Phonemic Awareness-Letter/Sound /j/: Look at each picture. Point to the picture and say the name of the object in the picture. Then, point to the pictures and tell your Mom which pictures begin with /j/.	
	Phonemic Awareness-Letter/Sound /kw/: Point to each picture. Say the name of the object in the picture that begins with the sound /kw/, emphasizing the /kw/ beginning sound.	
2	Phonics-/j/ j. Point to each picture. Say the name of the object in the picture emphasizing the sound /j/. Write the letter j next to the pictures that begin with the letter j.	
	Phonics-/kw/qu. Point to each picture. Say the name of the objects in the picture emphasizing the sound /kw/. Write the letters qu next to the pictures that begin with the letters qu.	
	Category Words: Vehicles - Point to and elicit description of each picture.	
3	Reading Comprehension: Character, Setting, Plot. Read the book "Here I Am!". Complete questions 1 & 2. Write about why Daddy is late..	
4	Differentiated Texts: Read the book "Here to There". Respond to the text by drawing a picture about the main topic of the book. Then, answer questions 1 & 2.	
5	Handwriting: Jj, Qu, qu: Point to and say the letter name identifying both the capital and lowercase form. Then, trace and write capital and lowercase Jj and Qu qu.	
	Writing Fluency: Read the book "Here I Am!" again. Write about how the boy in the story moves.	

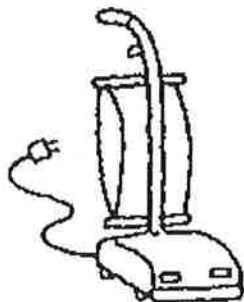
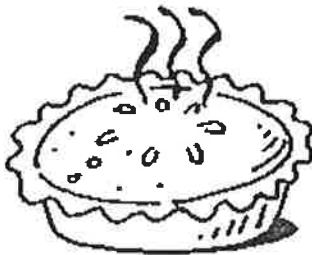
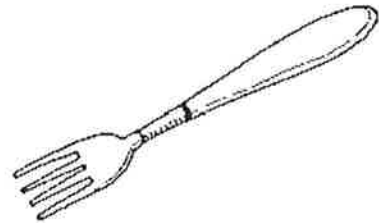
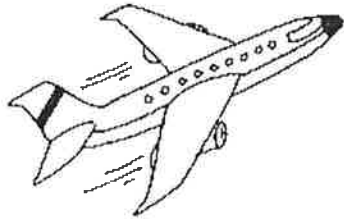
#### Recommended Online Usage

<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 \_\_\_\_\_



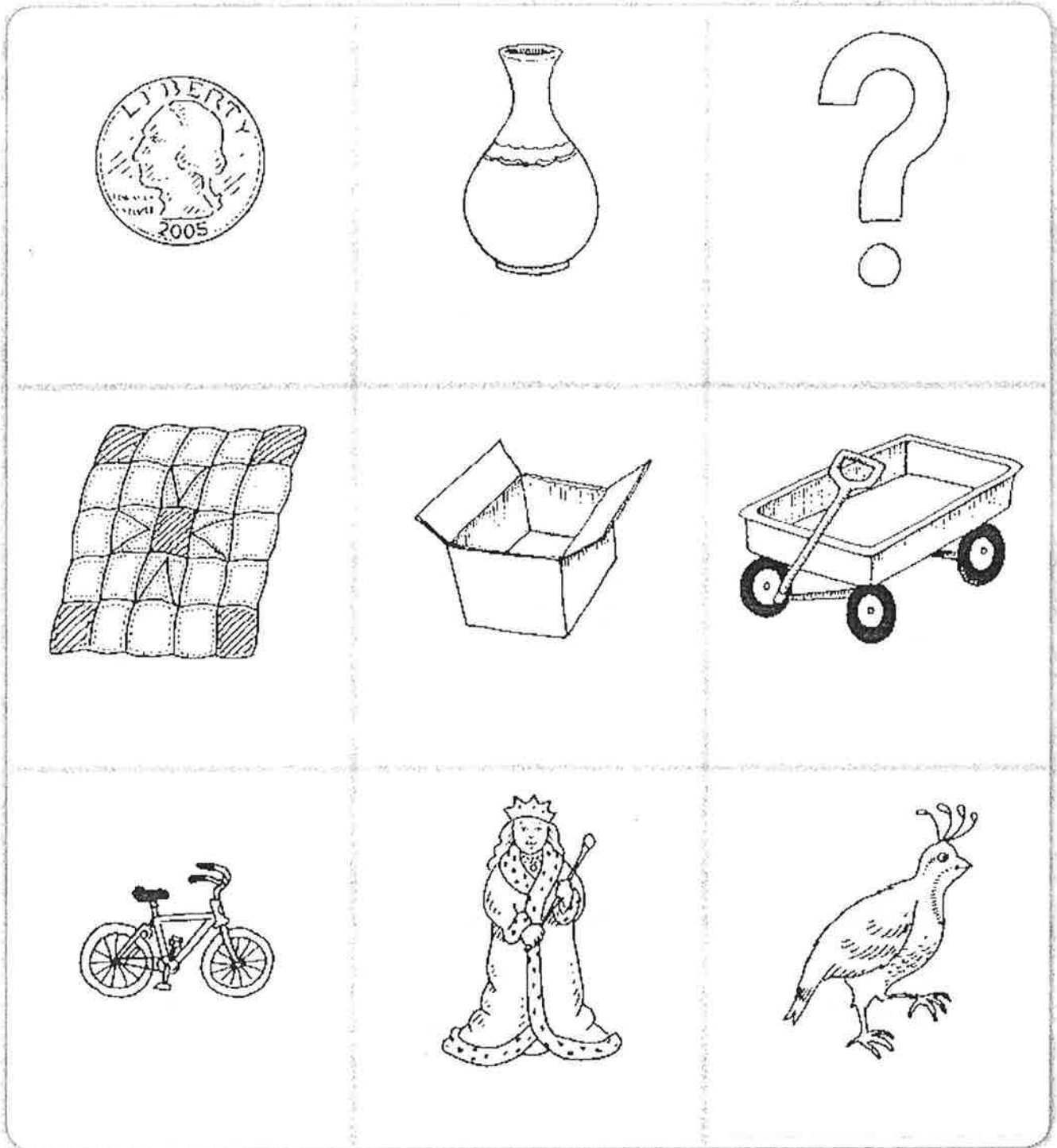
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Grade K  
Unit 8  
Week 1

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



Name \_\_\_\_\_



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

Grade K  
Unit 8  
Week 1



Name \_\_\_\_\_



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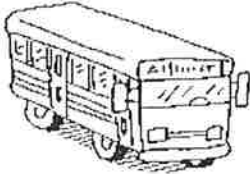


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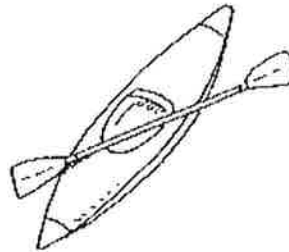


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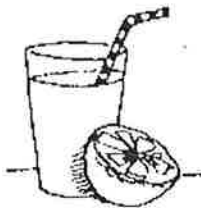


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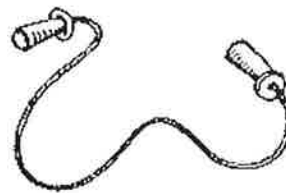


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**Phonics: /j/j** Point to and say *jam* emphasizing /j/. Have children repeat. Guide them to write *j* next to the *jam*. Have children write *j* next to each picture whose name begins with /j/. Ask them to tell the picture names beginning with *j*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

Name \_\_\_\_\_



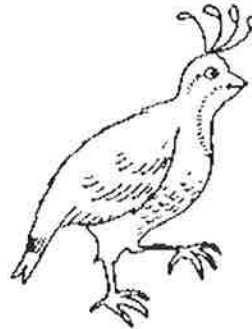
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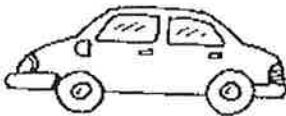


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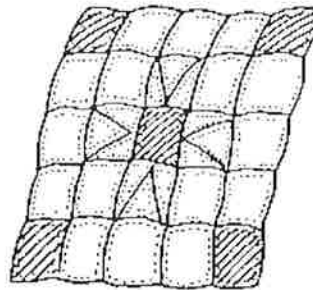
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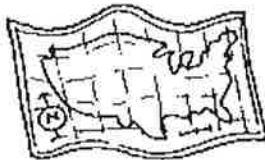


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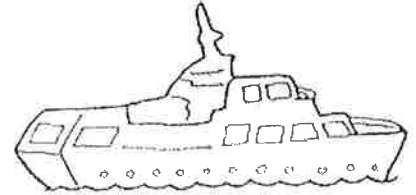
Phonics: /kw/qu Point to and say *queen* emphasizing /kw/. Have children repeat. Guide them to write *qu* next to the *queen*. Have children write *qu* next to each picture whose name begins with /kw/. Ask them to tell the picture names beginning with *qu* to a partner. Then display **Word-Building Cards** *qu* and use **Photo Cards** beginning with letters *qu/qu*.



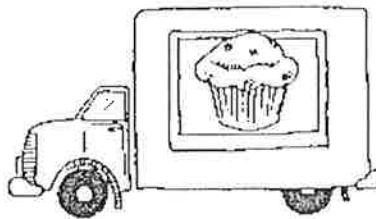
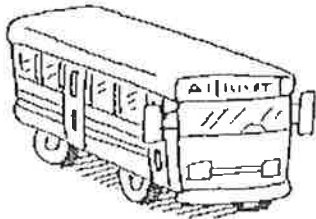
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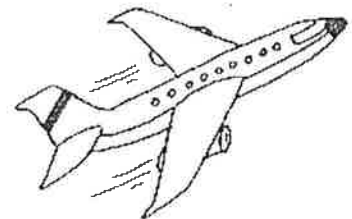
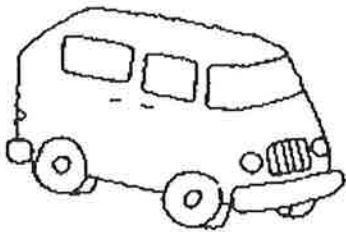
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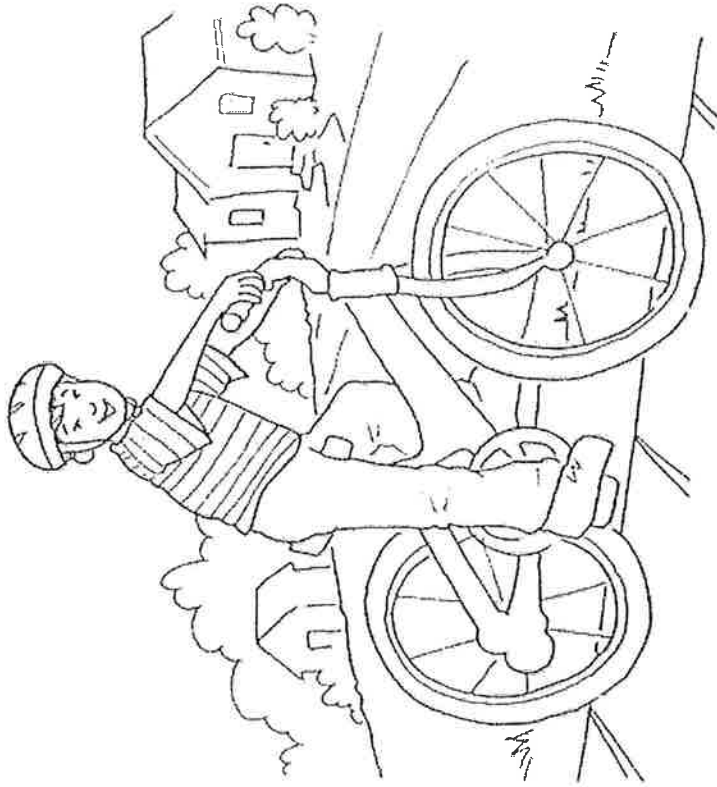
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**Category Words: Vehicles** Review vehicle words using the Visual Vocabulary Cards. Point to and elicit the name of each picture on this page. Say: *Let's put a marker on the car, because a car is a vehicle.* Then have children put markers on the other pictures that show vehicles. Have them tell a partner the name of each vehicle, and which ones they have ridden in.

Grade K  
Unit 8  
Week 1



Name \_\_\_\_\_



Can you see me?

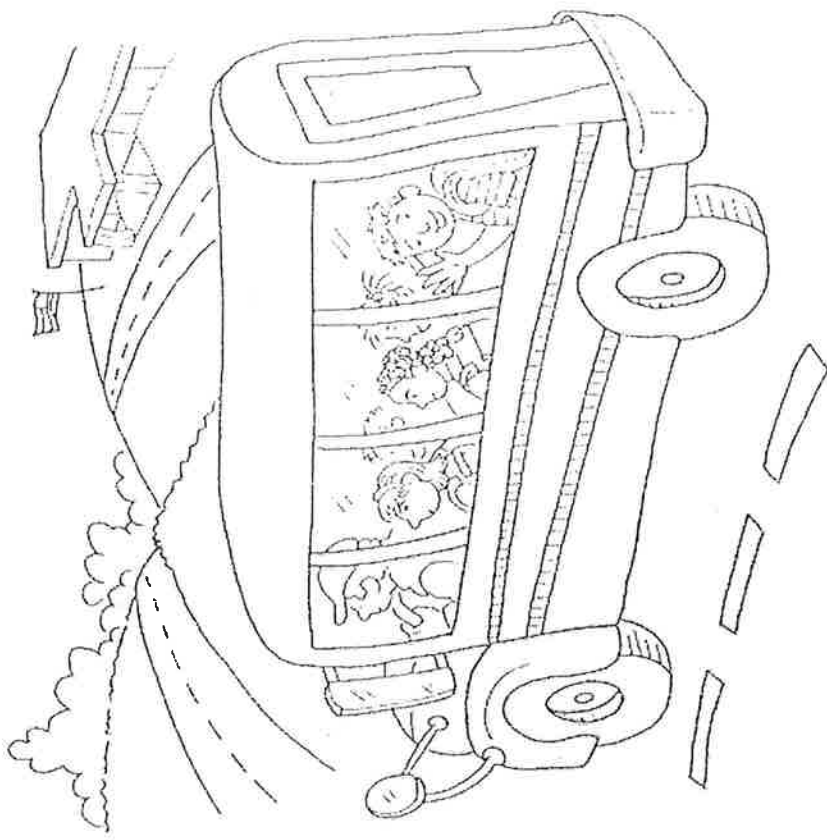
Here I am!

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



Grade K  
Unit 8 • Week 1

Here I Am!



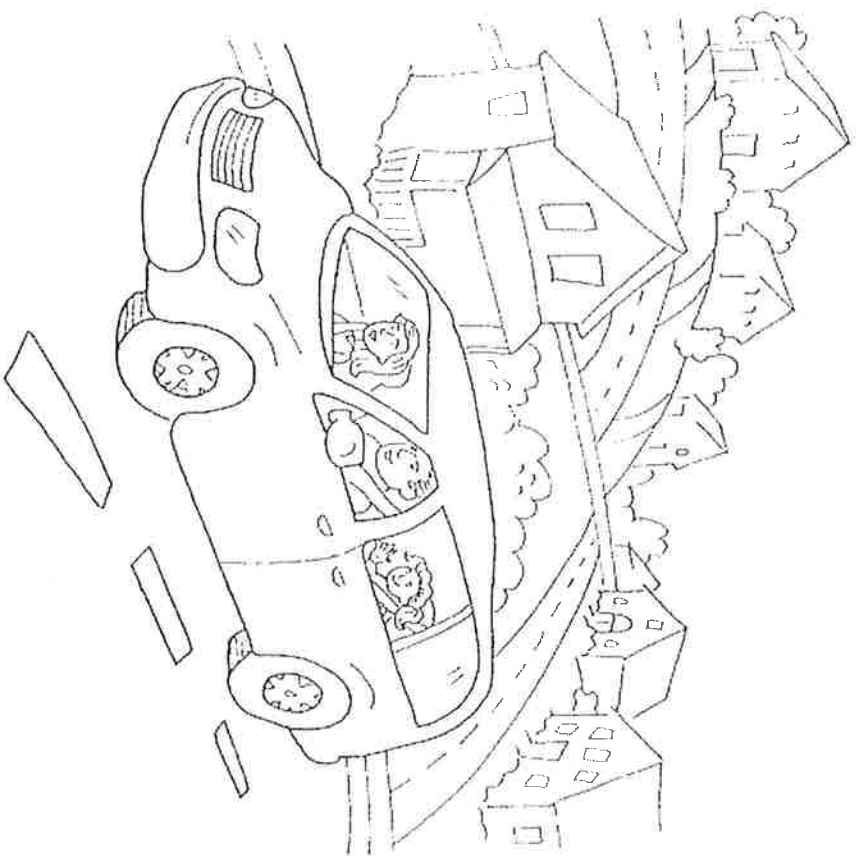
Can you see me?

Here I am on the bus.



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Can you see me?

Here I am in a van.

2

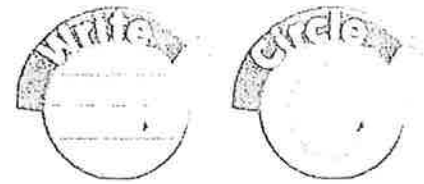


Can you see me?

Here I am in a jet.

3

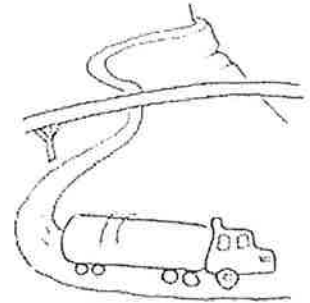
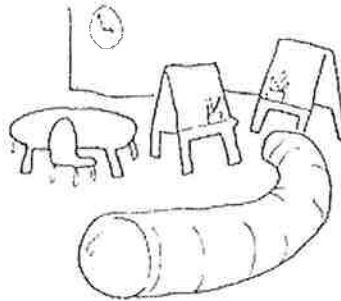
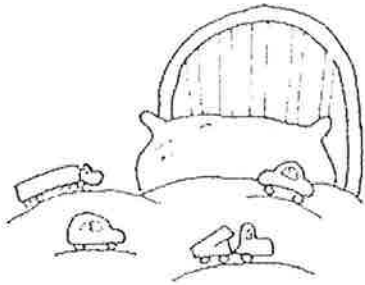
Name \_\_\_\_\_



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**Comprehension: Character, Setting, Plot** Pair children of different language abilities to complete the page. Read questions one and two aloud.

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.
- Read the prompt aloud. Tell partners to discuss how they will answer the question.
3. Write about why Daddy is late.

Grade K  
Unit 8  
Week 1



**Essential Question** ◆

What can help you go from here to there?

# Here to There

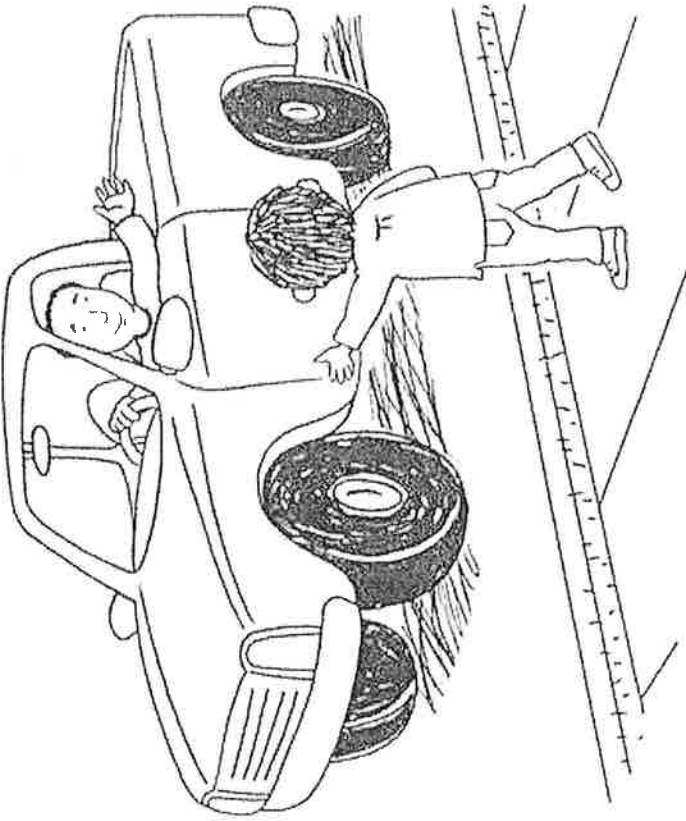
## Fiction



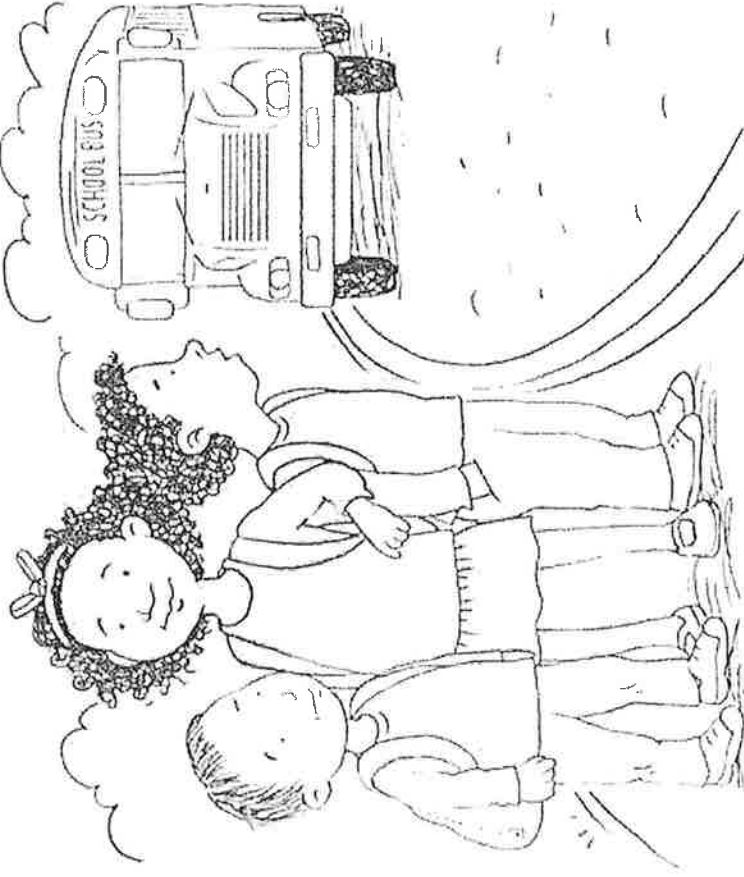
Here is my sister.  
She has a wagon.



Here is the bike I ride.



My Dad's truck is here.



Come quick!  
Here comes our bus!





How does the boy travel on two wheels?

Large empty rectangular box for writing the answer to the question above.

1. Where did the boy go with his sister?

Three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.

2. How do the children get to school?

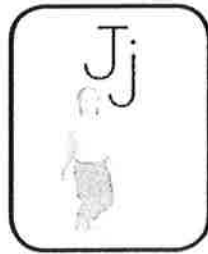
Three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.



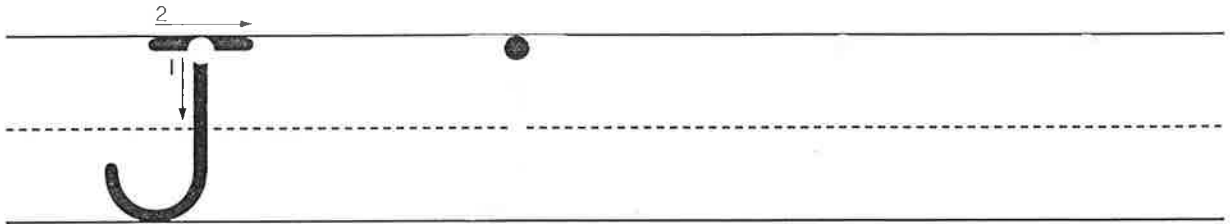
**Respond to the Text** Ask partners to take turns retelling the story. Have them list the different ways that the boy travels. Guide children to read and complete the questions, and share their work with their partners. Ask: *Which way do you like to travel?*



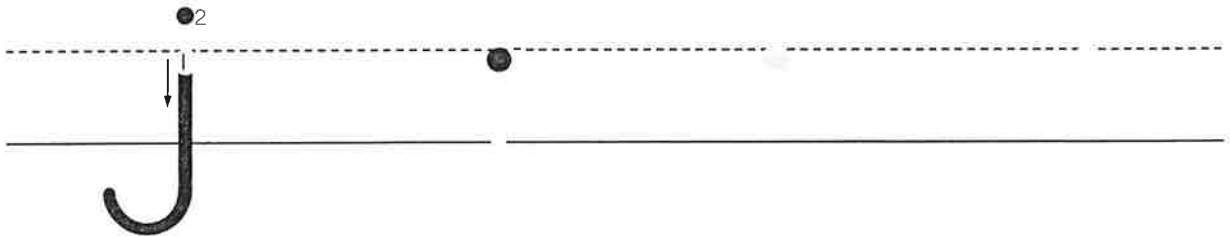
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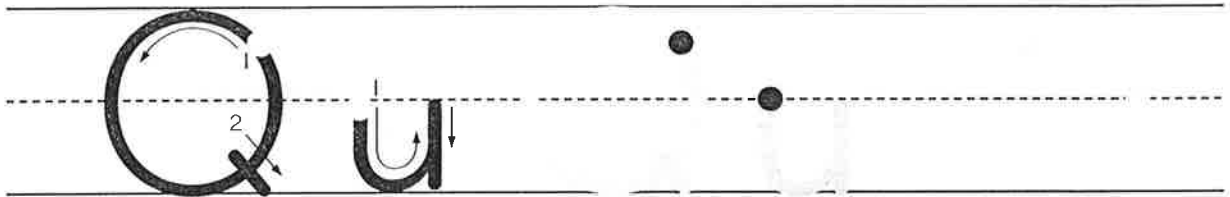
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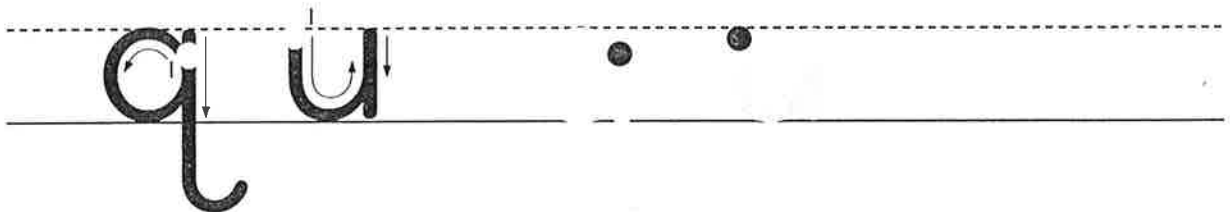
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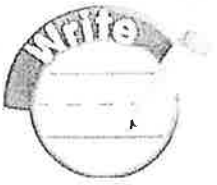


4.



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**Handwriting:** *Jj, Qu, qu* Point to and say the letter name identifying both the capital and lowercase letter. Have children trace and write the capital and lowercase form of *Jj*. Then have them say the name of the letter to a partner. Repeat routine with *Qu*.



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 *Here I Am!* 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 as they can, as well as they can, about how the boy in the story moves. Have children review their writing with their partner.

