



**Compton USD**  
**Learning Packet # 4**  
**Dual Language**  
**Immersion**  
**Kindergarten**

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



# DLI-Kindergarten Learning Packet

## TABLE OF CONTENTS

### Week 5

Day	Lesson	Date Completed
1	<b>Fonética:</b> Di el nombre de las cosas que ves en el dibujo. Encierra en un círculo los objetos cuyo nombre incluye el sonido/k/. Escribe la letra k.	
	<b>Fonética:/k/ y q.</b> Di el nombre de las cosas que ves en el dibujo. Encierra en un círculo los objetos cuyo nombre incluye el sonido/k/. Escribe la letra q.	
	<b>Reconocimiento fonológico /k/:</b> Di el nombre de cada dibujo. Pon un garbanzo sobre los dibujos cuyo nombre incluye el sonido /k/.	
	<b>Fluidez lectora:</b> Lee el libro “Vamos al Polo” a tu mamá. Luego escribe una oración explicando lo que ocurre en el libro.	
2	<b>Fluidez de la escritura:</b> Lee de nuevo “Vamos al Polo”. Escribir durante 4 minutos sobre el viaje al Polo de Sami y Paquita.	
3	<b>Sílabas abiertas con Cc y Qu, qu:</b> Lee la hoja que contiene sílabas abiertas con Cc y Qu qu. Luego escribe todas las sílabas.	
	<b>Poesía:</b> Lee la poesía y subraya la sílabas abiertas con qu en todas las palabras. Después, traza y escribe las letras Q y q.	
	<b>Palabras de uso frecuente:</b> Lee las palabras de uso frecuente. Escribe una oración con las siguientes palabras:yo, puedo, soy,la, veo, el.	
4	<b>Lectura Comprensiva:</b> Lee el libro “!Vamos a la fiesta!”.	
5	<b>Escritura:</b> Vuelve a leer el libro “!Vamos a la fiesta!”. Luego, haz un dibujo de tu medio de transporte favorito y escribe una oración sobre tu dibujo.	

#### 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





Nombre \_\_\_\_\_



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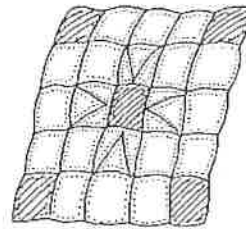


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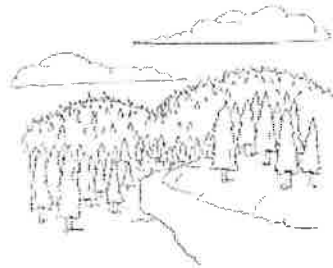


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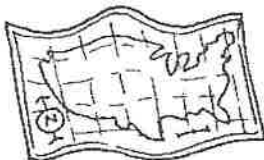


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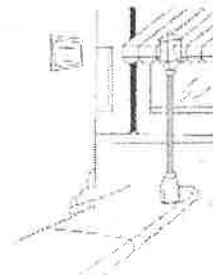


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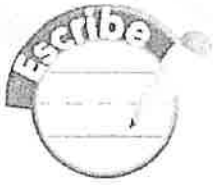


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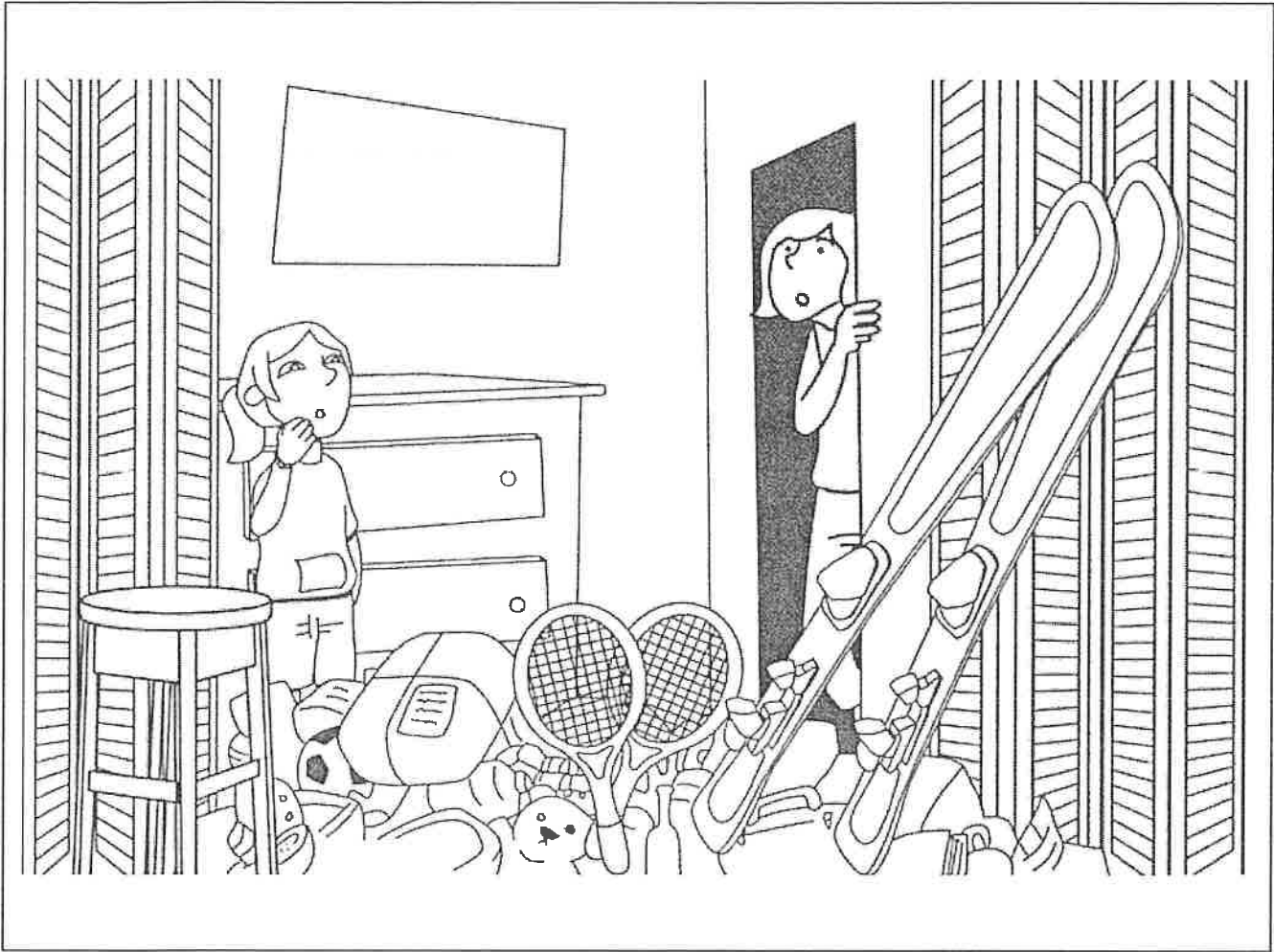
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Fonética: /k/ y q

Di el nombre de cada dibujo. Escribe q al lado de los dibujos cuyo nombre incluye el sonido /k/.



Nombre \_\_\_\_\_



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_____	_____	_____	_____

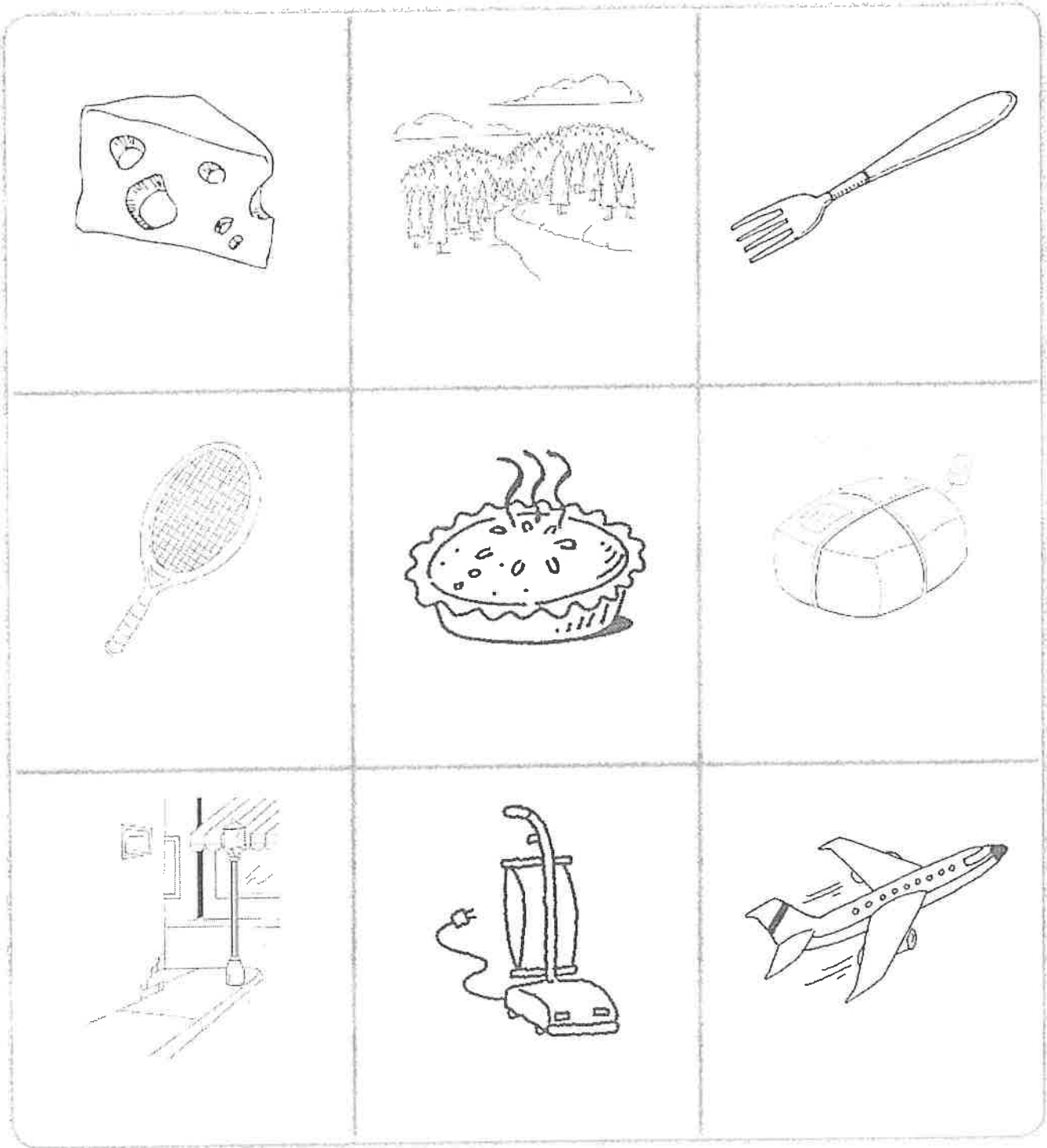
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Fonética: /k/ y q

Di el nombre de las cosas que ves en el dibujo. Encierra en un círculo los objetos cuyo nombre incluye el sonido /k/. Escribe la letra q.



Nombre \_\_\_\_\_



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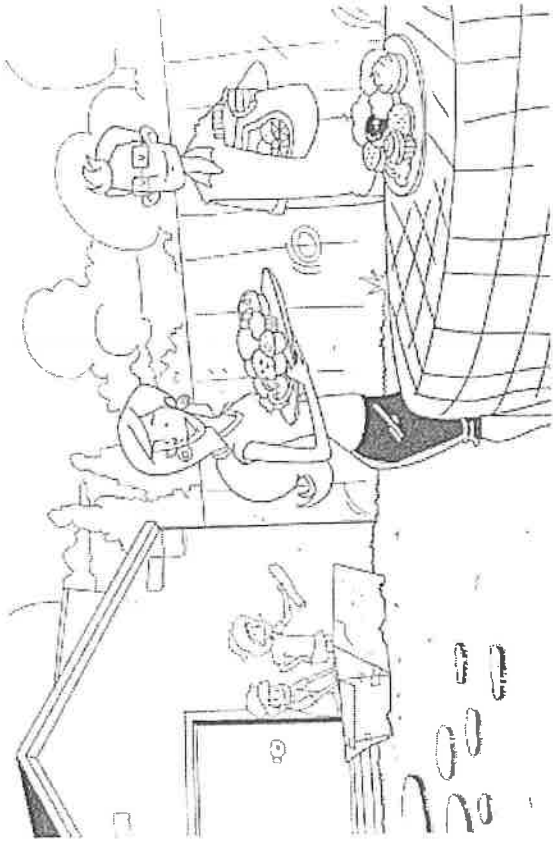
**Reconocimiento fonológico: /k/**

Di el nombre de cada dibujo. Pon una ficha sobre los dibujos cuyo nombre incluye el sonido /k/.





Nombre \_\_\_\_\_



—¡Sami! ¡Paquita! —dice  
mamá.

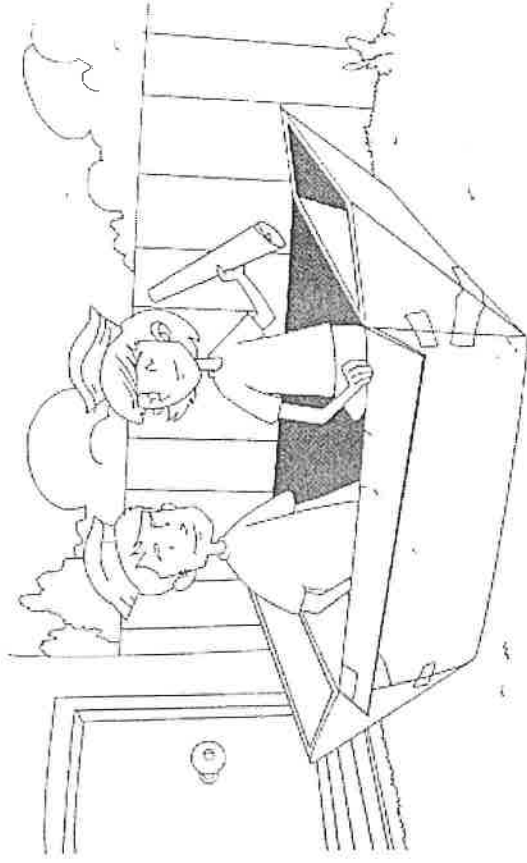
—¡A la mesa! —dice  
papá.

**Palabras de uso frecuente:** *dice, vamos*  
Lee el libro a tu compañero o compañera.  
Vuelve a leerlo para desarrollar fluidez.

4

Unidad 8: De aquí para allá • Semana 1

# Vamos al Polo



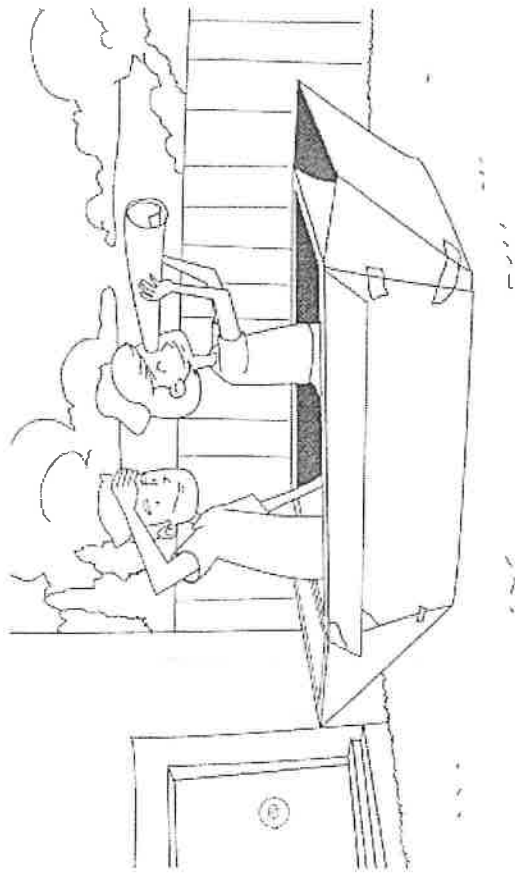
—Este es mi buque.

—¿Vamos al Polo?

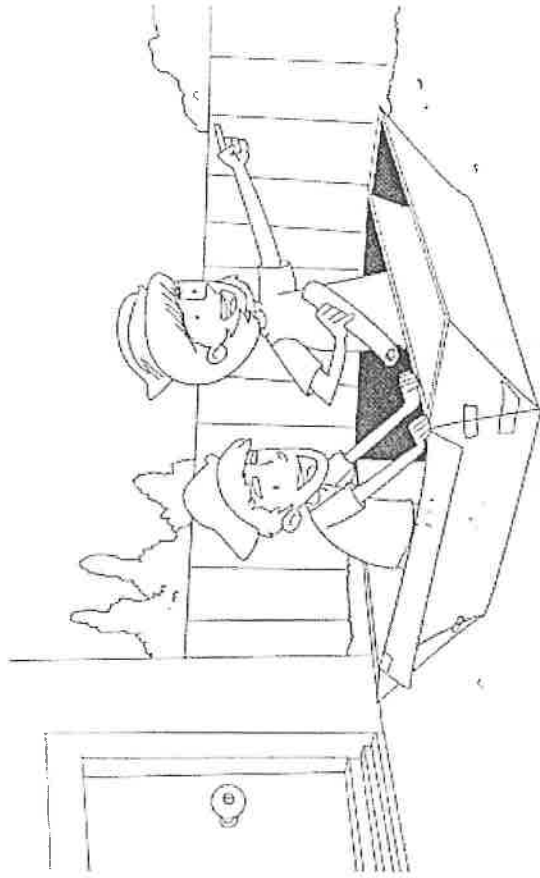
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1



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¡Qué bonito buque!

Navega al Polo.

2

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—¿Qué es aquello?

—¿Es una mesa en el Polo?

3



Nombre \_\_\_\_\_

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

**Fluidez de la escritura**

Pida a los niños que vuelvan a leer "Vamos al Polo" y que escriban durante cuatro minutos sobre el viaje al Polo de Sami y Paquita. Pídeles que revisen sus escritos.



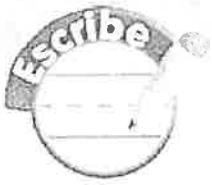
**Silabas abiertas con: Cc**

**Silabas abiertas con: Qu qu**

C      a      ca  
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o      co  
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u      cu

qu  
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e      que  
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i      qui

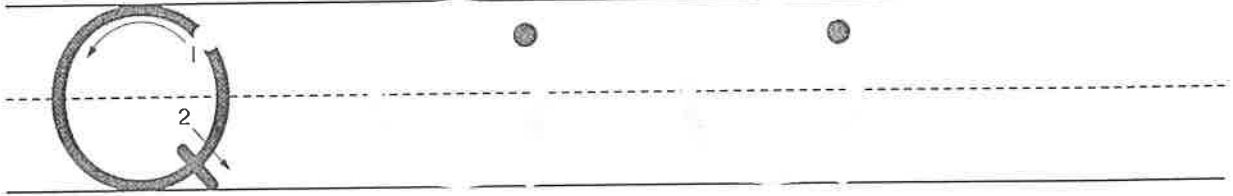
**Poquito a poquito  
Paquito el pequeño  
reúne quesitos en  
pequeños paquetitos.**



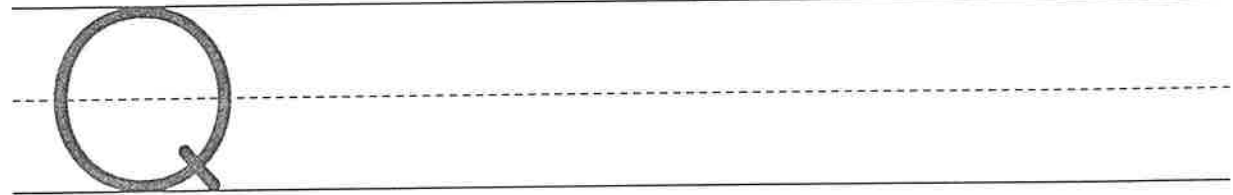
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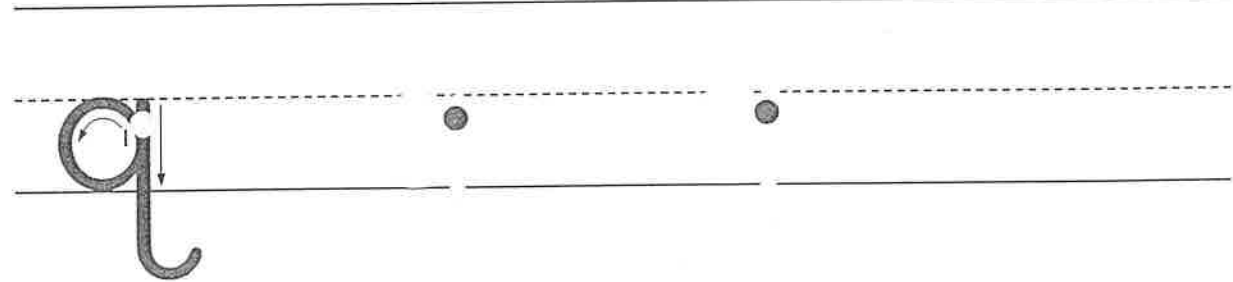
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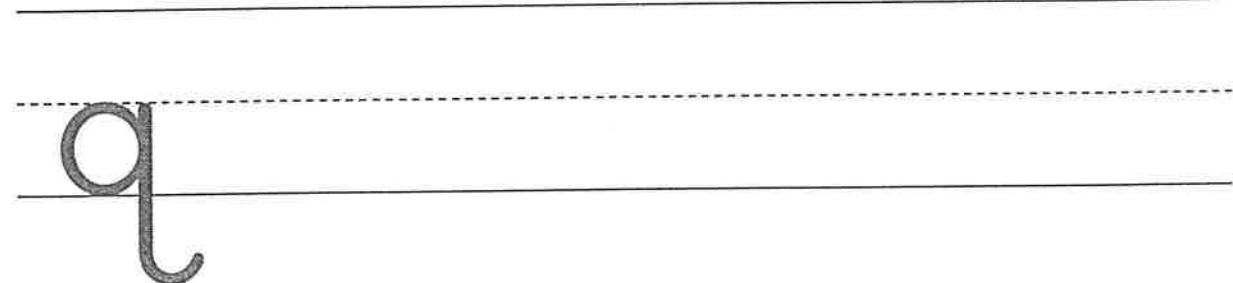
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Caligrafía: Q y q  
Traza y escribe la letra Q. Luego, traza y escribe la letra q.





Kindergarten

# Tarjetas de palabras de uso frecuente



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## Kindergarten • Tarjetas de palabras de uso frecuente

- |           |           |             |
|-----------|-----------|-------------|
| 1. yo     | 15. por   | 29. grande  |
| 2. puedo  | 16. gusta | 30. pequeño |
| 3. soy    | 17. en    | 31. familia |
| 4. la     | 18. mira  | 32. hago    |
| 5. veo    | 19. juego | 33. con     |
| 6. el     | 20. para  | 34. también |
| 7. un     | 21. muy   | 35. hay     |
| 8. es     | 22. tengo | 36. nuevo   |
| 9. ella   | 23. al    | 37. hace    |
| 10. y     | 24. quién | 38. pero    |
| 11. voy   | 25. dónde | 39. más     |
| 12. tiene | 26. está  | 40. sin     |
| 13. este  | 27. dice  |             |
| 14. qué   | 28. vamos |             |

1

yo

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Kindergarten • Un buen comienzo • Semana 1 • Tarjetas de palabras de uso frecuente

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2

puedo

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3

soy

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la

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5

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6

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juego

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muy

tengo

al

quién

dónde

está

dice

vamos

grande

pequeño

# familia

# hago

# con

# también

# hay

# nuevo

hace

pero

más

sin



Fantasia

# ¡Vamos a la fiesta!

Matilde Miles

ilustrado por Julia Filipone-Erez



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## ESTRATEGIAS Y DESTREZAS

### Comprensión

**Estrategia:** Hacer, confirmar y  
revisar predicciones  
**Destreza:** Personaje, ambiente,  
trama

### Fonética

Sonido /k/ de q (que, qui)

### Palabras de uso frecuente

dice, vamos

Número de palabras: 57

[mheducation.com/prek-12](http://mheducation.com/prek-12)



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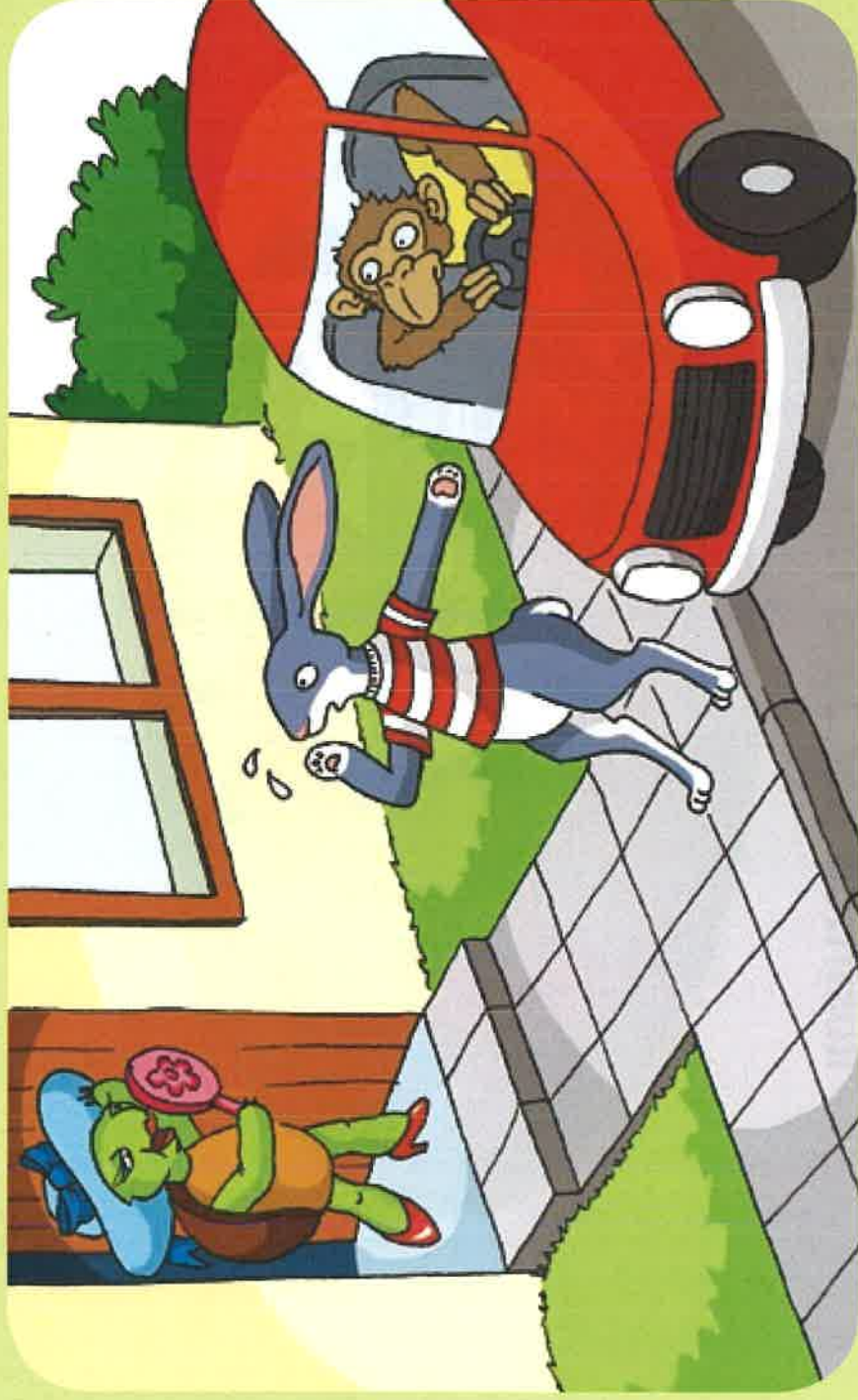
5 6 7 8 9 DRN 22 21 20 19 18

B

# ¡Vamos a la fiesta!

Matilde Miles  
ilustrado por Julia Filipone-Erez





El carro está aquí.

Pepe dice:

—¡Vamos, Viqui!



El bus está aquí.

Lulu dice:

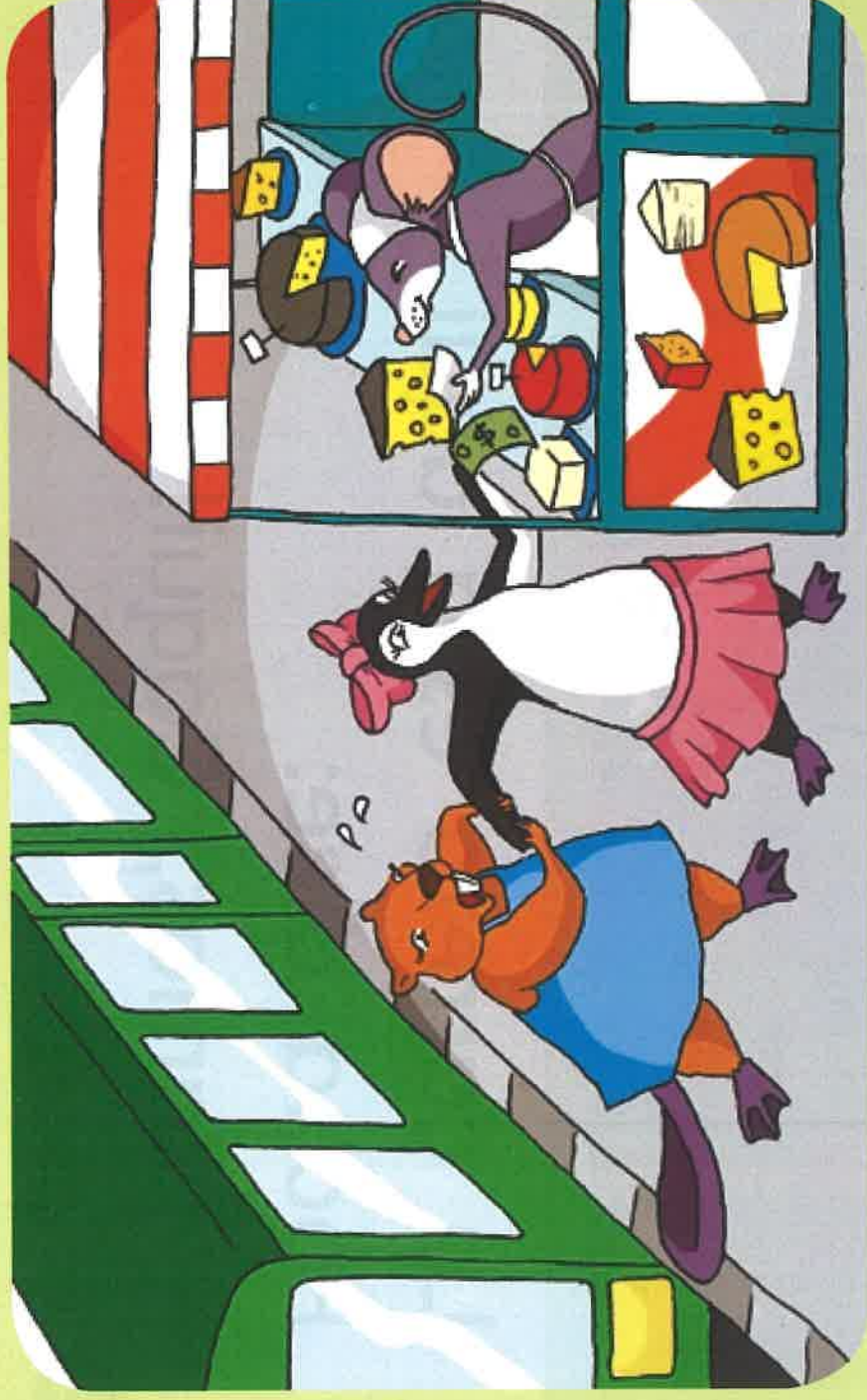
—¡Vamos, Quique!



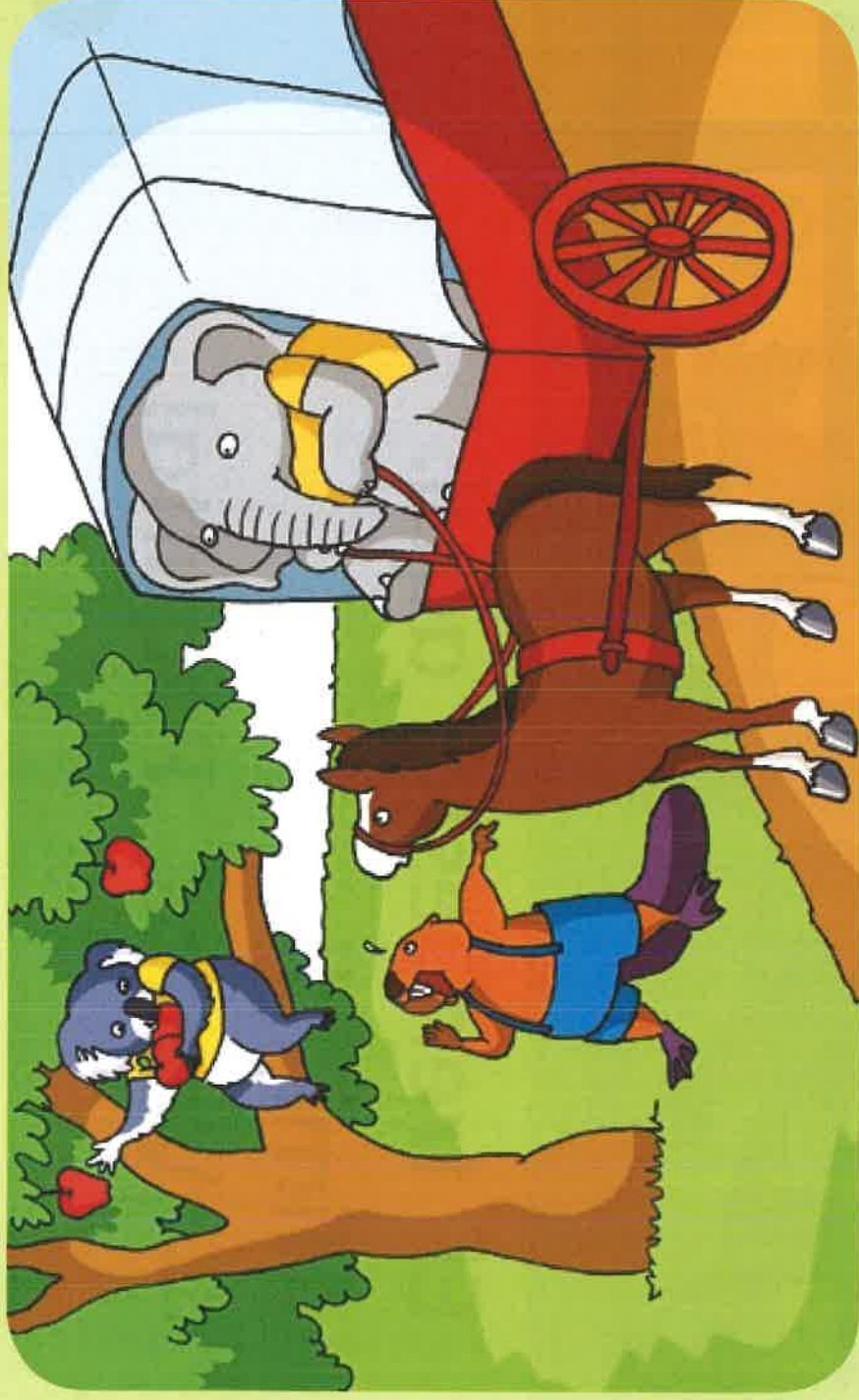
El carro está aquí.

Oto dice:

—¡Vamos, Roque!



El tren está aquí.  
Mimi dice:  
—¡Vamos, Paquita!

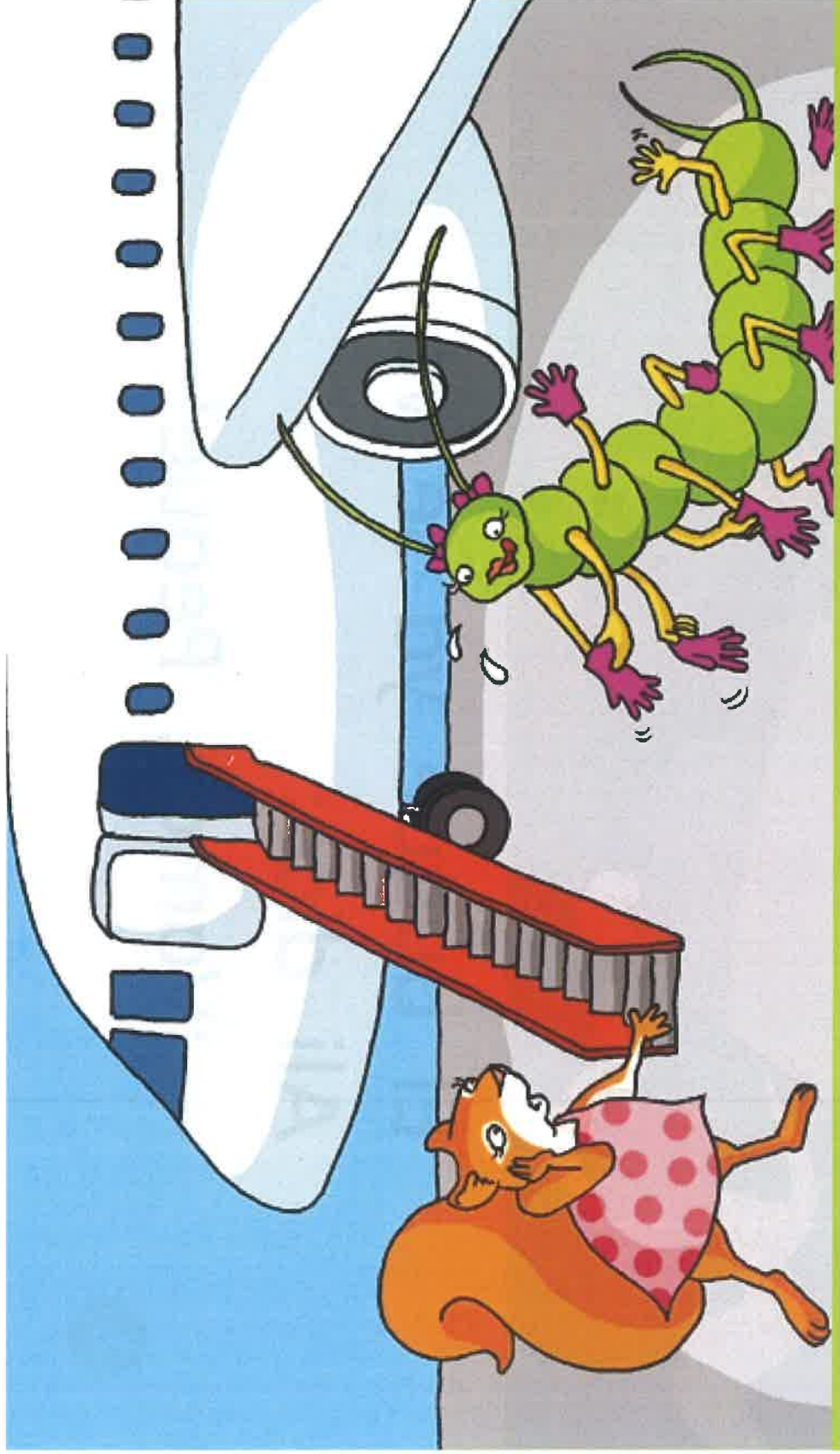


La carreta está aquí.

Pocha dice:

—¡Vamos, Coqui!





El avión está aquí.

Ana dice:

—¡Vamos, Chiqui!



El buque ya se va.

Ali dice:

—¡Vamos, Peque!

## Actividades de aprendizaje



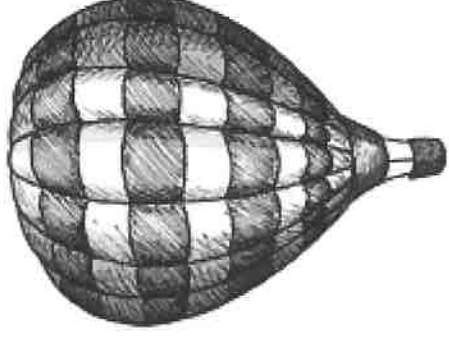
### ¡Vamos!

Conversa con un compañero acerca del cuento. ¿Con quién va Viqui a la fiesta? ¿Qué medio de transporte usa?



### Viajes

Dibuja tu medio de transporte favorito. Rotula tu dibujo.



En marcha

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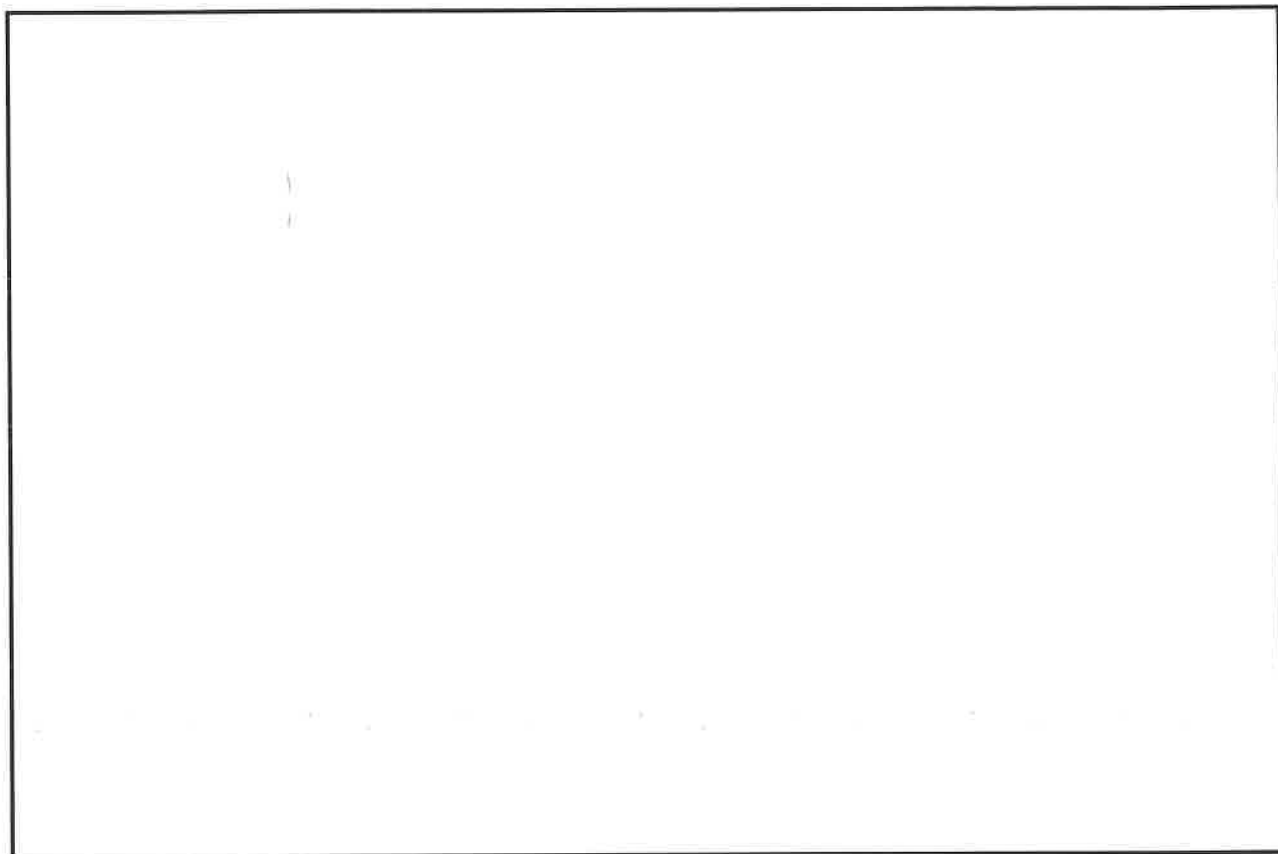
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# **Compton USD**

## **Learning Packet # 4**

# **DLI-ELD**

# **Kindergarten**

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





# Kindergarten-ELD Learning Packet

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### Week 5

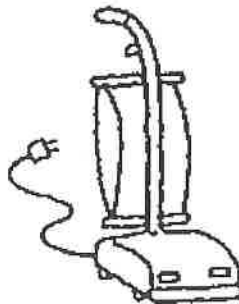
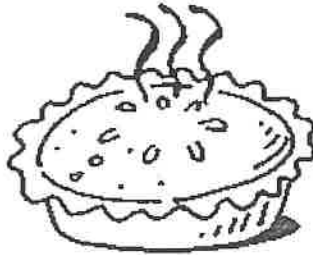
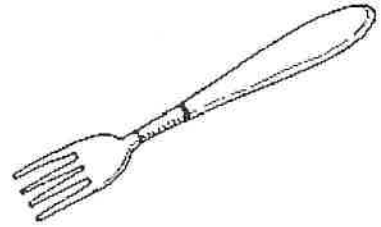
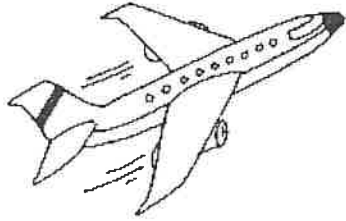
Day	Lesson	Date Completed
1	Phonemic Awareness-Letter/Sound /j/: Look at each picture. Point to the picture and say the name of the object in the picture. Then, point to the pictures and tell your Mom which pictures begin with /j/.	
	Phonemic Awareness-Letter/Sound /kw/: Point to each picture. Say the 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 \_\_\_\_\_


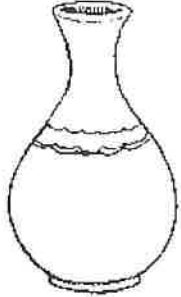
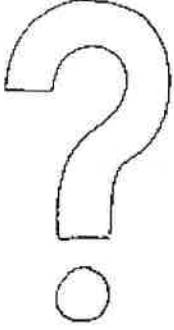
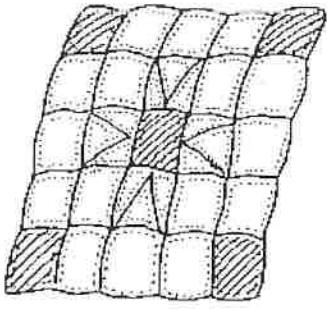
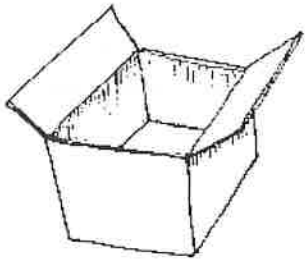
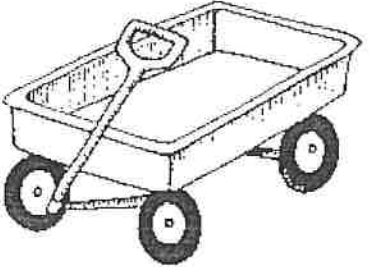





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**Phonemic Awareness: /j/** Point to and say *jet* emphasizing /j/. Have children point to *jet* and repeat. Have children place a marker on the picture. Ask children to tell a partner which pictures begin with /j/ and to place a marker on them. Then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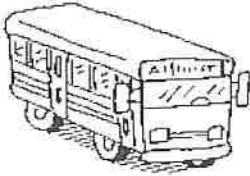


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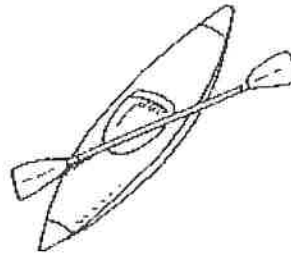


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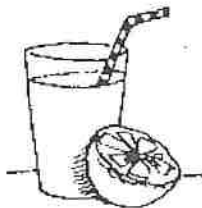


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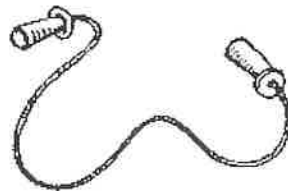


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**Phonics: /j/j** Point to and say *jam* emphasizing /j/. Have children repeat. Guide them to write *j* next to the *jam*. Have children write *j* next to each picture whose name begins with /j/. Ask them to tell the picture names beginning with *j* 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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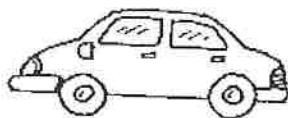


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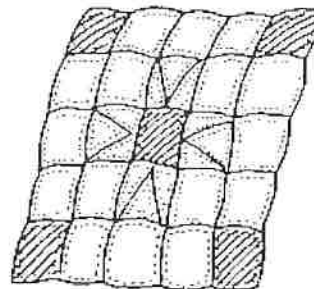
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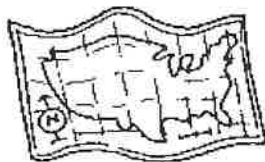


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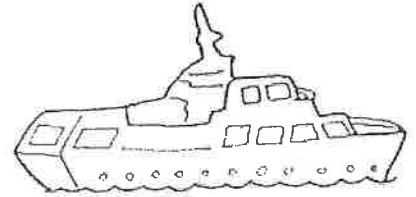
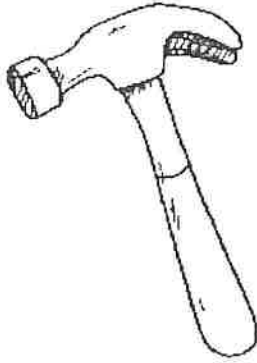
\_\_\_\_\_

**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* to reinforce /kw/qu.

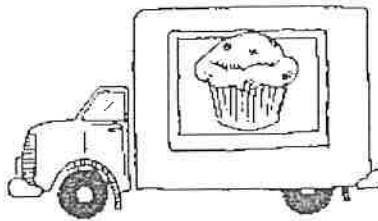
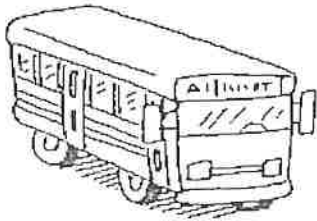
Name \_\_\_\_\_



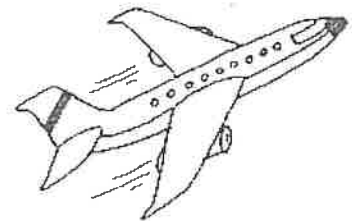
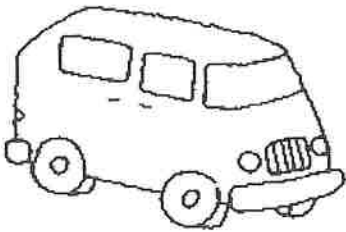
1.



2.



3.

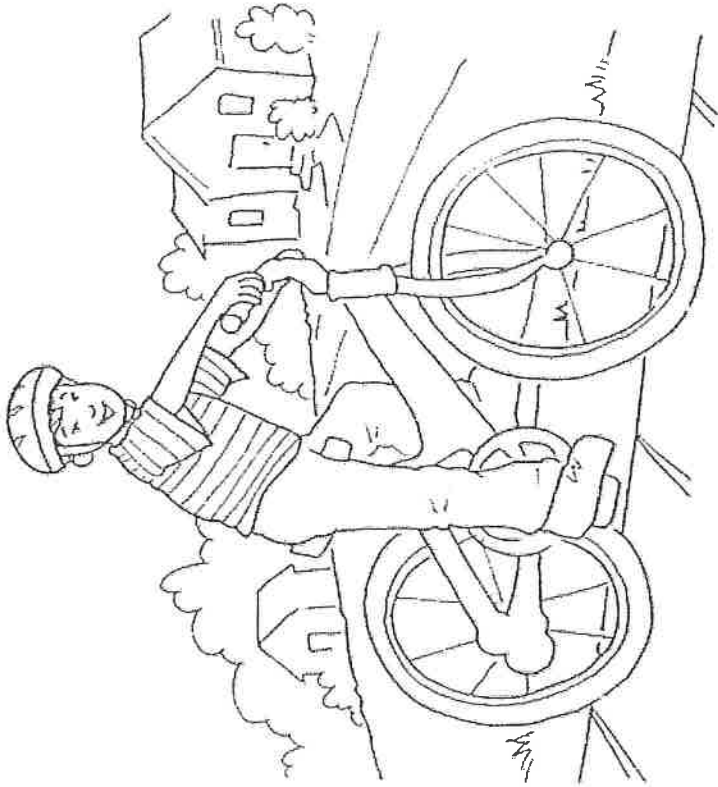


**Category Words: Vehicles** Review vehicle words using the Visual Vocabulary Cards. Point to and elicit the name of each picture on this page. Say: *Let's put a marker on the car, because a car is a vehicle.* Then have children put markers on the other pictures that show vehicles. Have them tell a partner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





Name \_\_\_\_\_



Can you see me?

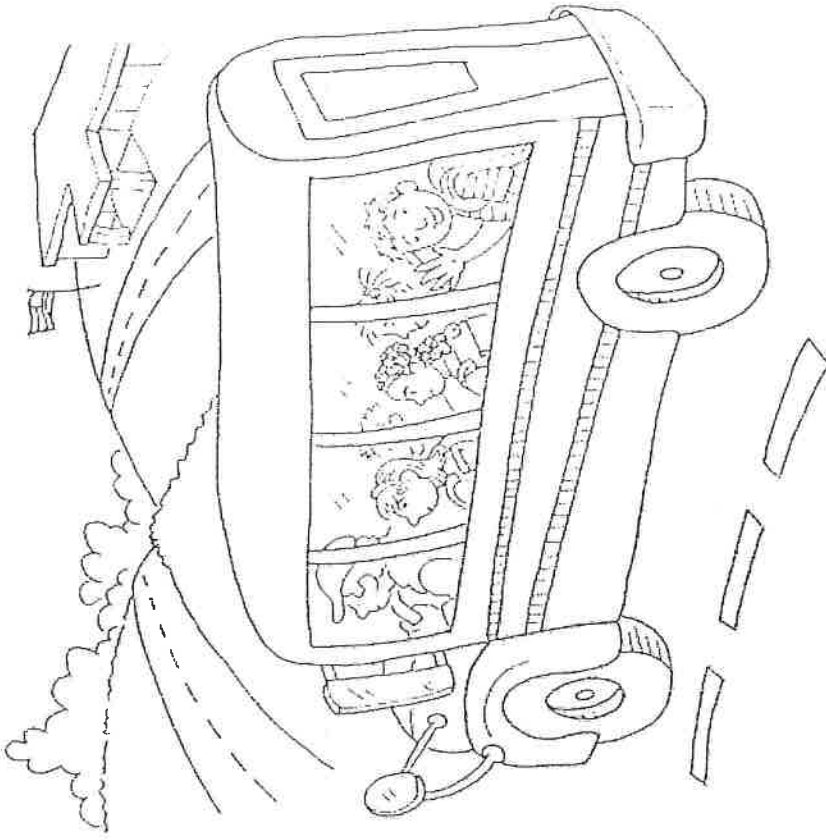
Here I am!

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!



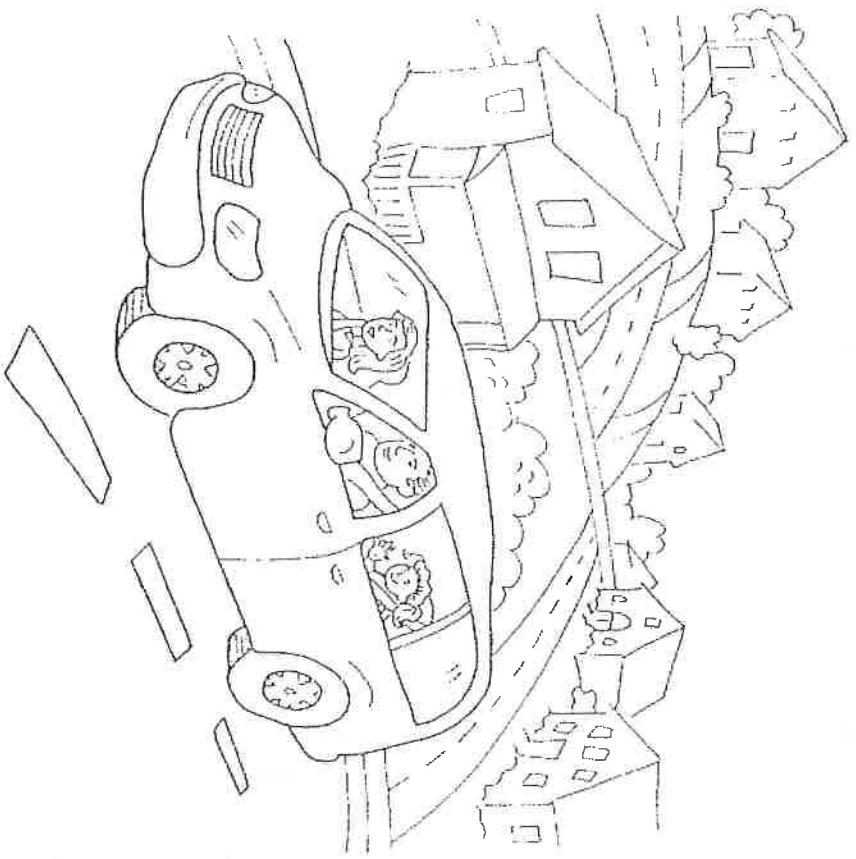
Can you see me?

Here I am on the bus.

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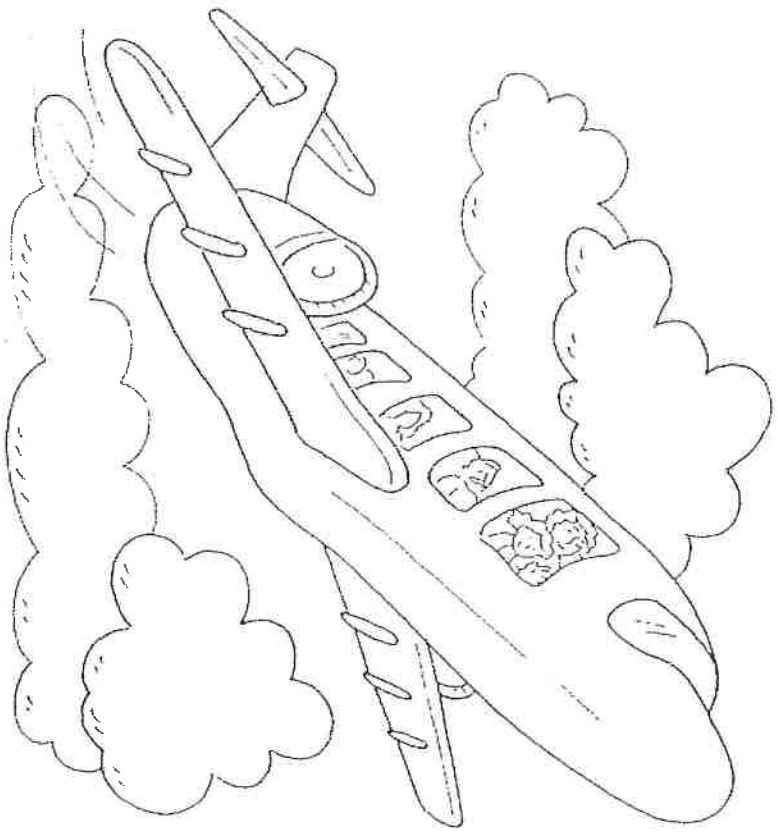




Can you see me?

Here I am in a van.

2

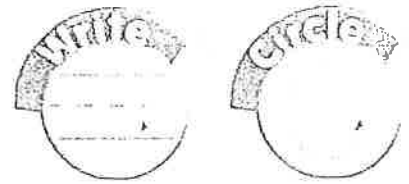


Can you see me?

Here I am in a jet.

3

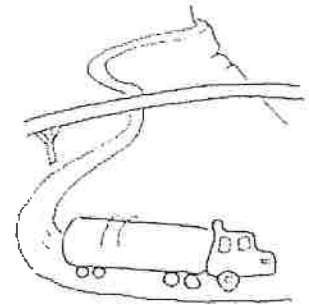
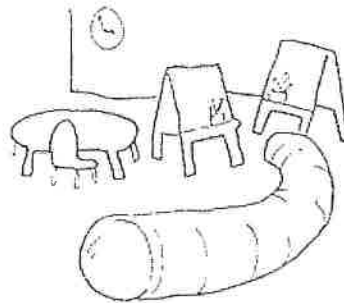
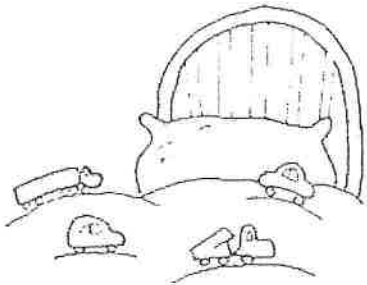
Name \_\_\_\_\_



1.



2.



3.

\_\_\_\_\_

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\_\_\_\_\_

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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.



Essential Question



What can help you go from here to there?

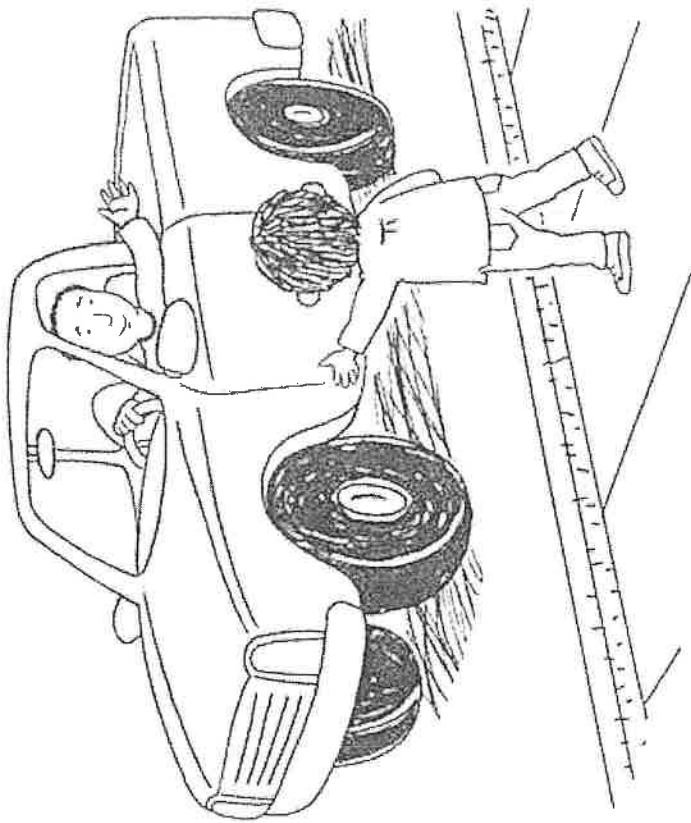
Fiction



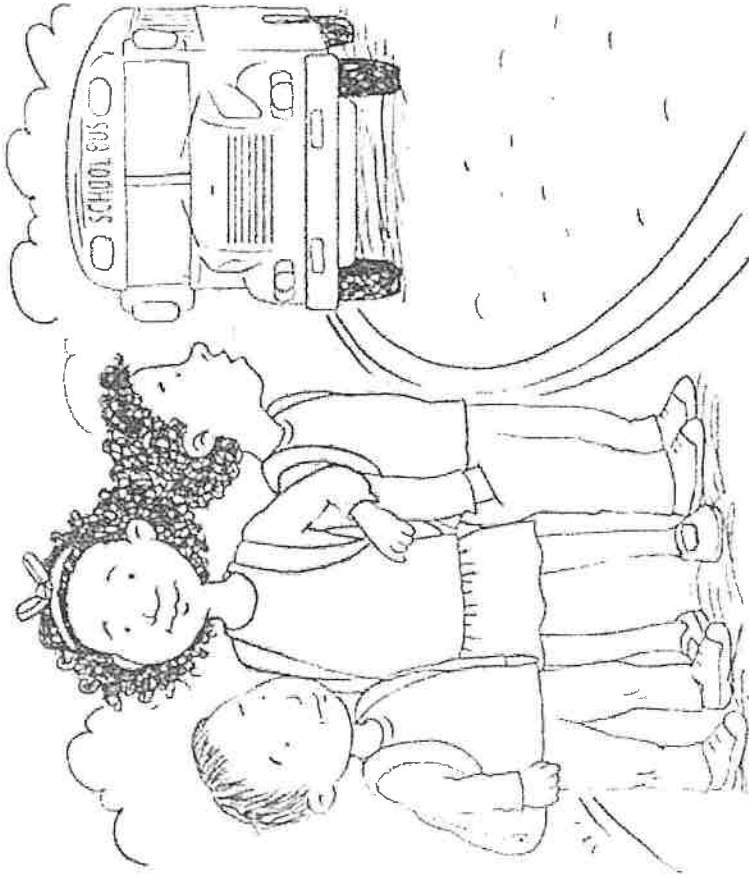
Here is my sister.  
She has a wagon.




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?

1. Where did the boy go with his sister?

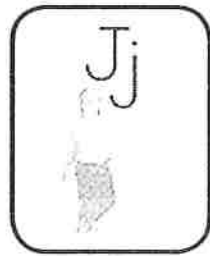
2. How do the children get to school?



**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?*



Name \_\_\_\_\_



1.

2.

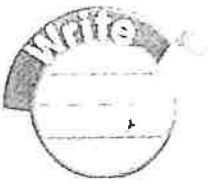
3.

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 five sets of three horizontal lines each. Each set includes 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.

