



Compton USD
Learning Packet # 5
Dual Language
Immersion
Kindergarten

Name: _____

DLI-Kindergarten Learning Packet

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Week 6

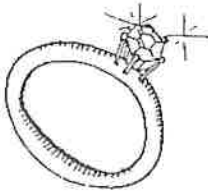
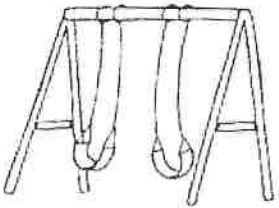
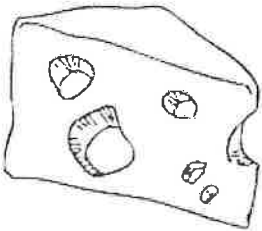
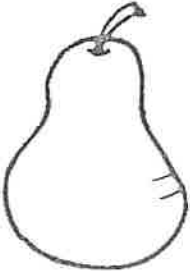
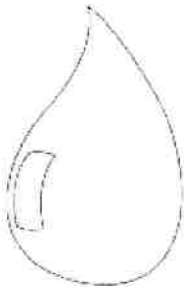
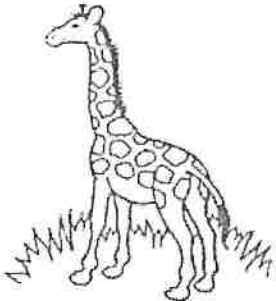


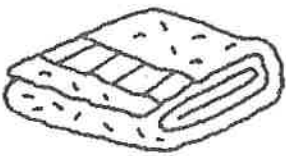

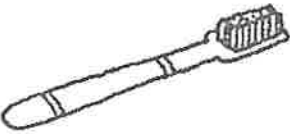
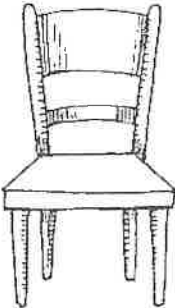
Day	Lesson	Date Completed
1	Fonética: Recorta los dibujos por la línea de puntos. Di el nombre de cada dibujo. Si tiene uno de los sonidos /y/, /g/, /k/ o /r/, dale la vuelta al papel y traza la letra que representa ese sonido.	
	Fonética: /y/ y ll, /g/ y g, /k/ y c, /k/ y q, /r/ y r. Mira los dibujos de cada fila. Di el nombre de cada dibujo. Encierra en un círculo los objetos cuyo nombre incluye los sonidos /y/, /g/, /k/ o /r/. Escribe la letra que corresponde a ese sonido.	
	Repaso de fonética: /y/ y ll, /g/ y g, /k/ y c, /k/ y q, /r/ y r. combina los sonidos para leer la palabra. Escribe la palabra junto al dibujo que la representa.	
2	Fluidez de la escritura: Lee el libro "Cara de nube". Vuelve a leer el libro a tu mamá. Escribe durante 4 minutos sobre lo que ven los niños en las nubes.	
3	Repaso de caligrafía: Lee las palabras en voz alta. Escríbelas sobre las líneas.	
	Palabras de uso frecuente: Lee las palabras de uso frecuente. Escribe una oración con las siguientes palabras: un, es, ella, y, voy, tiene.	
4	Caligrafía: Completa las páginas 49-57 siguiendo las direcciones dadas en cada página .	
5	Escritura: Lee el libro "Por que Sol y Luna viven en el cielo" y completa las actividades de las agina 9.	

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 _____



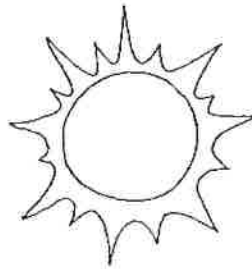
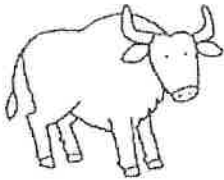
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Juego de repaso de fonética: /y/ y ll, /g/ y g, /k/ y c, /k/ y q, /r/ y r
 Recorta los dibujos por la línea de puntos. Di el nombre de cada dibujo. ¿Tiene el sonido /y/, /g/, /k/ o /r/? Da vuelta el papel y traza la letra que representa ese sonido. Luego, forma pares con las palabras que tienen el mismo sonido y la misma letra.

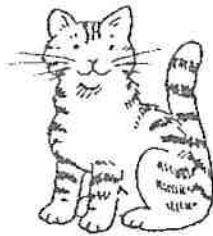


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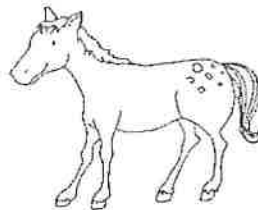
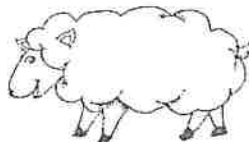
1.



2.



3.



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Repaso de fonética: /y/ y ll, /g/ y g, /k/ y c, /k/ y q, /r/ y r
Mira los dibujos de cada fila. Di el nombre de cada dibujo. ¿Tienen el sonido /y/, /g/, /k/ o /r/? Encierra en un círculo los dibujos de la fila que comparten uno de esos sonidos. Escribe la letra que corresponde a ese sonido.

Nombre _____

queso cara llama

1.



llama

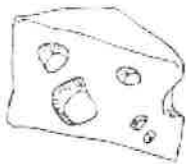
llama

2.



cara

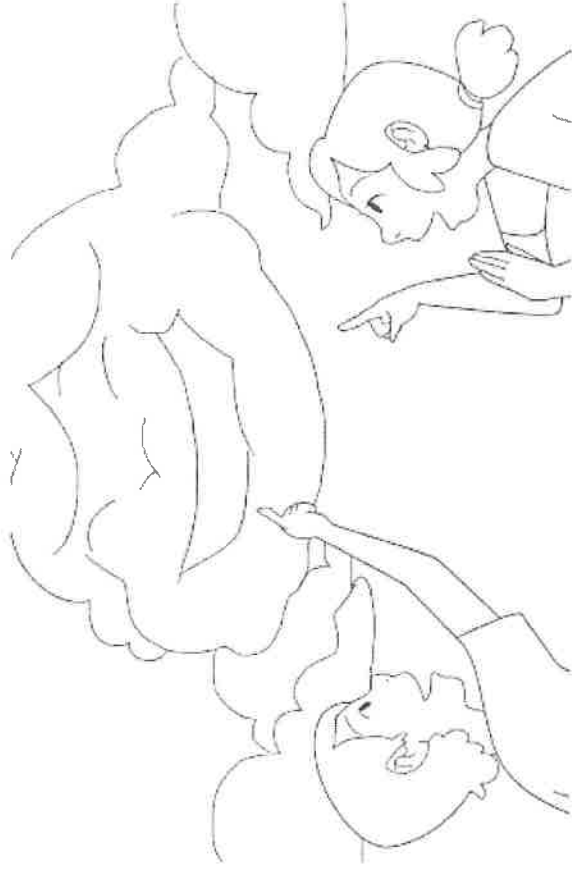
3.



queso

Repaso de fonética: /y/ y ll, /g/ y g, /k/ y c, /k/ y q, /r/ y r
Combina los sonidos para leer la palabra. Escribe la palabra junto al dibujo que la representa.

Nombre _____

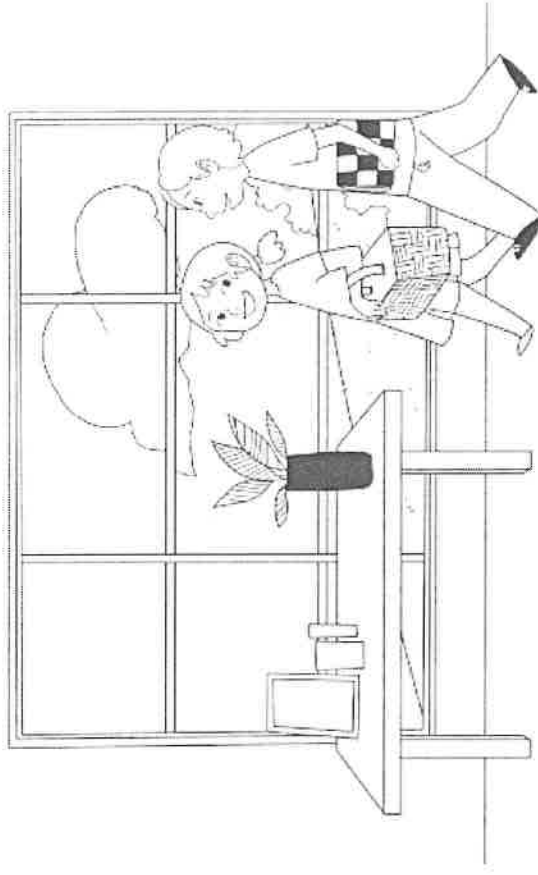


—¿Quién es? —dice Quico.
—¡Es tu cara! —dice Lara.

Palabras de uso frecuente: *tengo, muy, al, quién, dónde, está, dice, vamos, grande, pequeño*
Lee el libro a tu compañero o compañera.
Vuelve a leerlo para desarrollar fluidez.

4 Unidad 8: De aquí para allá • Semana 3

Cara de nube



—El día está muy bello.

—Tengo una idea.

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—¡Vamos al sol!

—¿Dónde? ¿Aquí?

2



—¡Un gallo grande!

—¡Un pollito pequeño!

3



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

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Fluidez de la escritura

Pida a los niños que vuelvan a leer "Cara de nube" y que escriban durante cuatro minutos sobre qué ven los niños en las nubes. Pídales que revisen sus escritos.



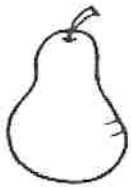
Nombre _____

1.



gallo

2.



pera

3.



codo

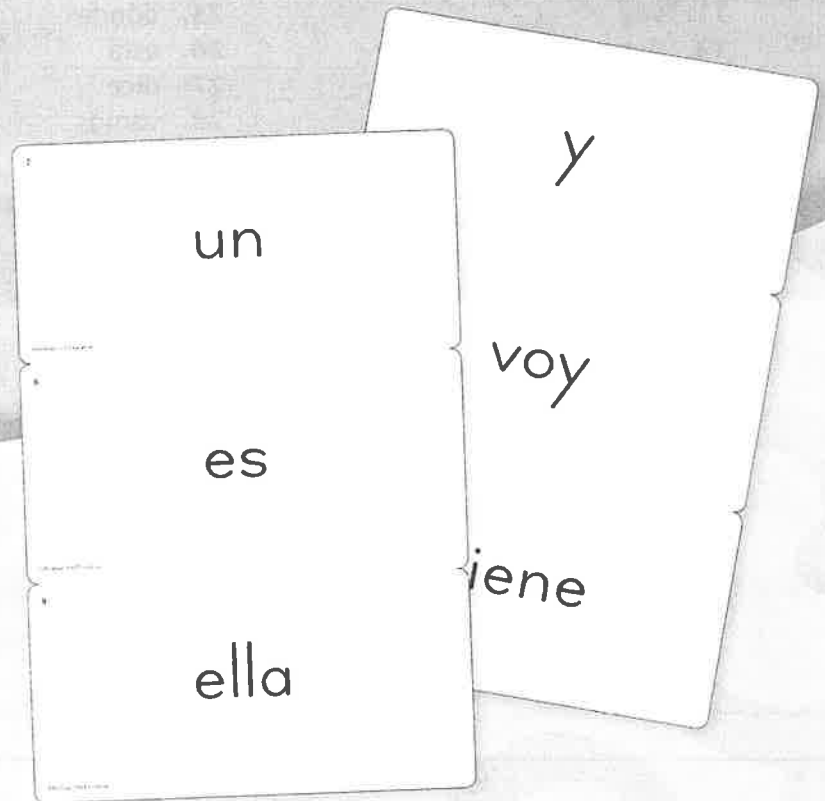
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Repaso de caligrafía

Lee las palabras en voz alta. Escríbelas sobre la línea.

Kindergarten

Tarjetas de palabras de uso frecuente



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1 2 3 4 5 6 7 8 9 DRN 18 17 16 15 14 13



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 | |

7

un

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Kindergarten • Unidad 2 • Semana 1 • Tarjetas de palabras de uso frecuente

8

es

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Kindergarten • Unidad 2 • Semana 2 • Tarjetas de palabras de uso frecuente

9

ella

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Kindergarten • Unidad 3 • Semana 1 • Tarjetas de palabras de uso frecuente

y

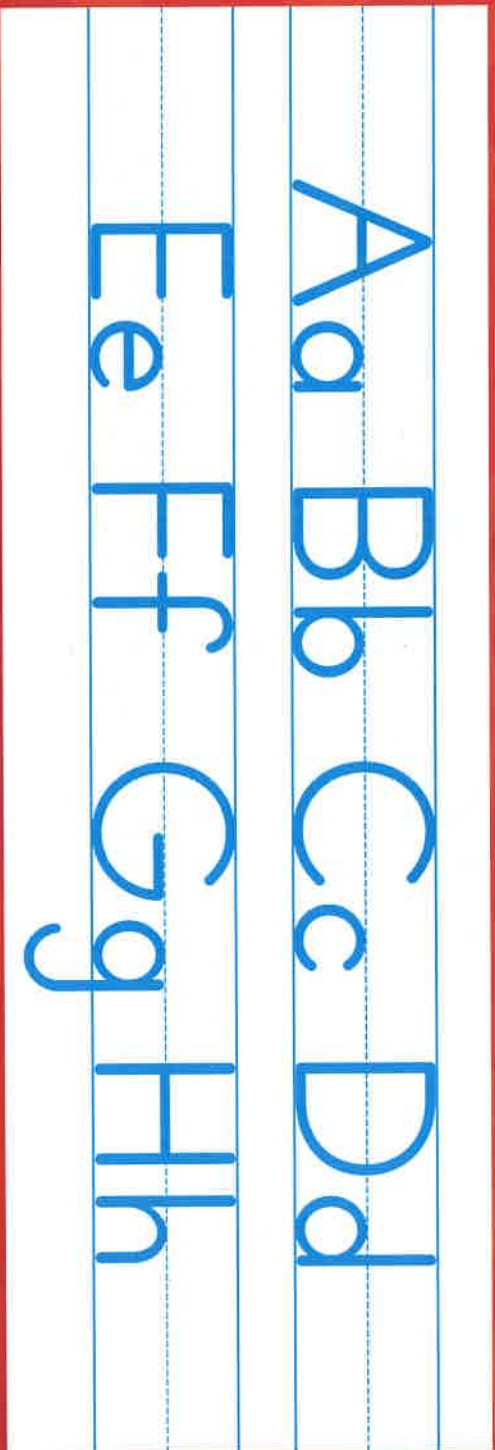
voy

tiene



Kindergarten

Caligrafía





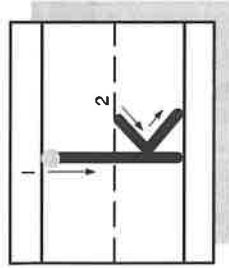
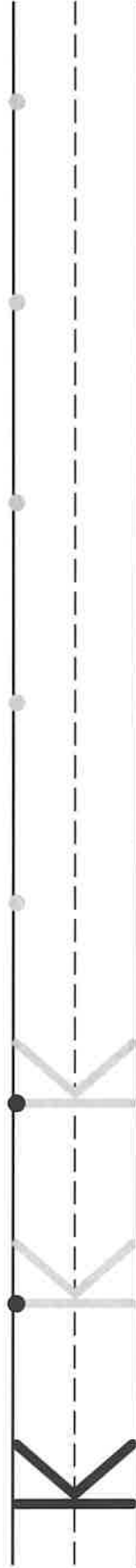
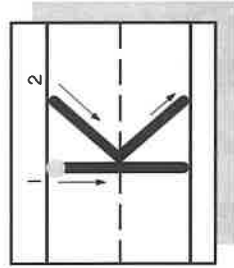
Kindergarten

Caligrafía



Bothell, WA • Chicago, IL • Columbus, OH • New York, NY

Nombre _____



Karina koala



Nombre _____

muy cerca

muy lejos

está bien



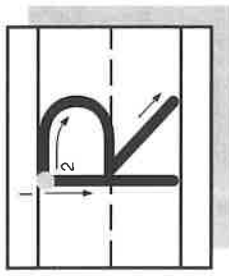
está bien



muy cerca

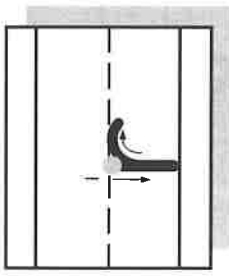
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Nombre _____



R R R R R R R R R R

R R R R R R R R R R



r r r r r r r r r r

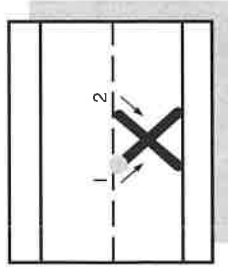
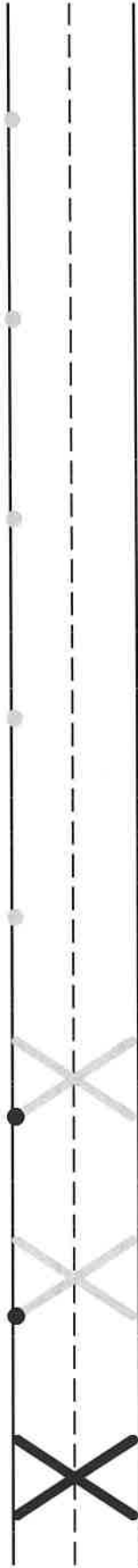
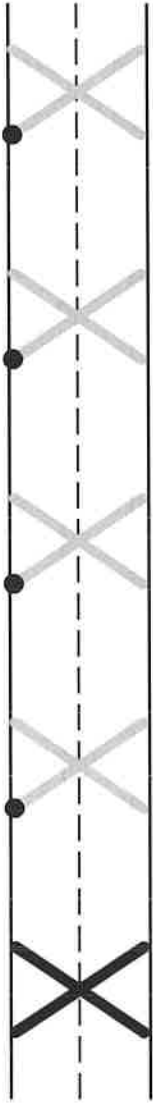
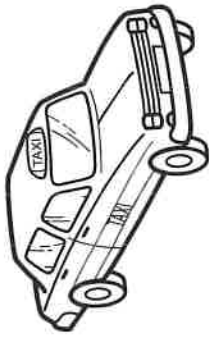
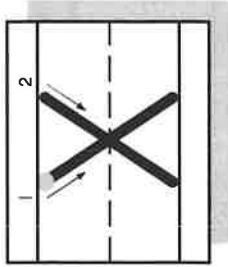
r r r r r r r r r r



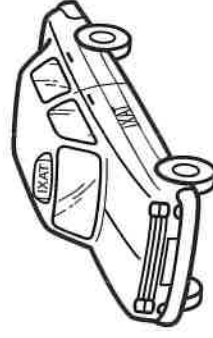
Rosa ratón

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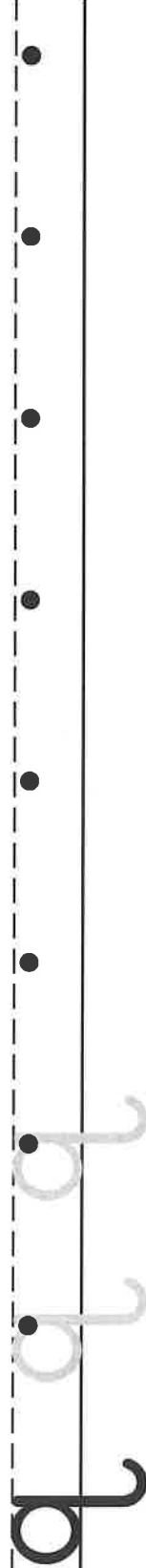
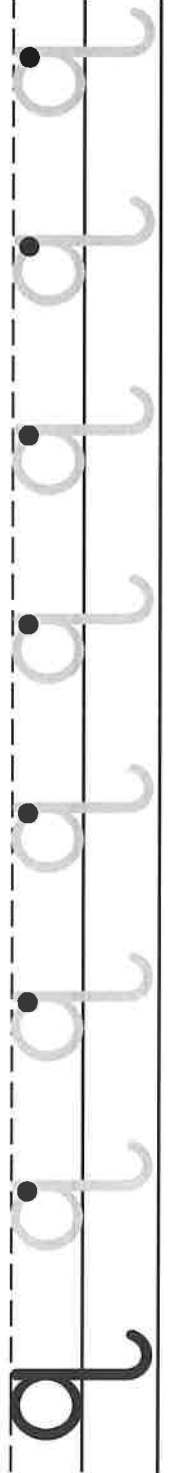
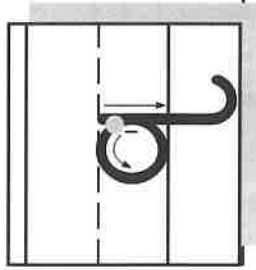
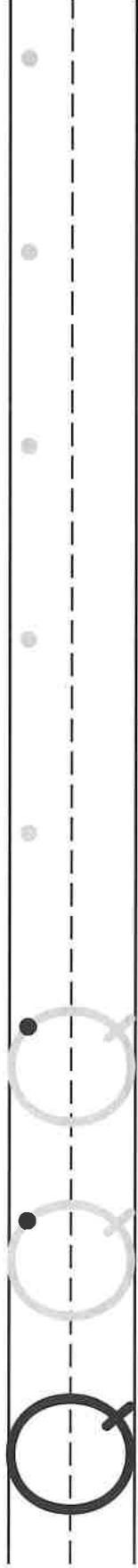
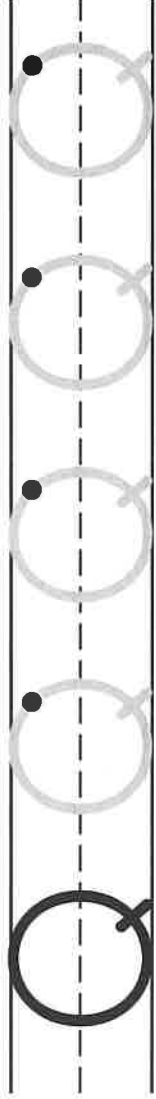
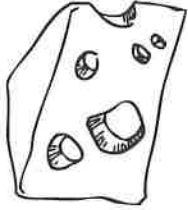
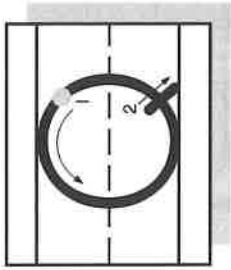
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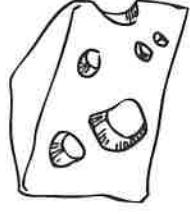
Re: va en taxi.



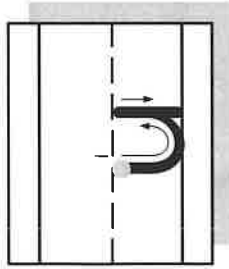
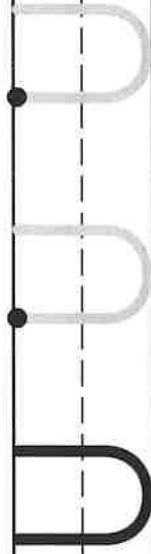
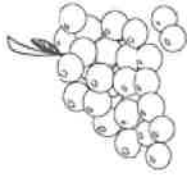
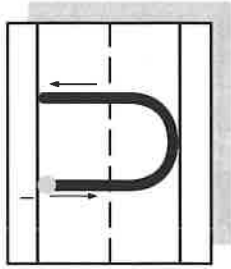
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¡Qué rico queso!

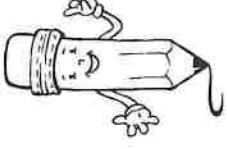


Nombre _____



Instrucciones: La palabra *uva* comienza con la letra *u*. Señala la *U* mayúscula y la *u* minúscula. Traza las *U* y luego escríbelas. Traza las *u* y luego escríbelas.

Nombre _____



K K k k

R R r r

X X x x

Q Q q q

U U u u

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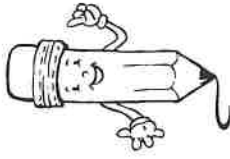
Cultivo mil flores



de muchos colores.



Nombre _____



Handwriting practice row for the number 0. It features a solid '0' with a starting dot and a counter-clockwise arrow, followed by two dashed '0's with starting dots on the top line.

Handwriting practice row for the number 1. It features a solid '1' with a starting dot and a downward arrow, followed by two dashed '1's with starting dots on the top line.

Handwriting practice row for the number 2. It features a solid '2' with a starting dot and a curved arrow, followed by two dashed '2's with starting dots on the top line.

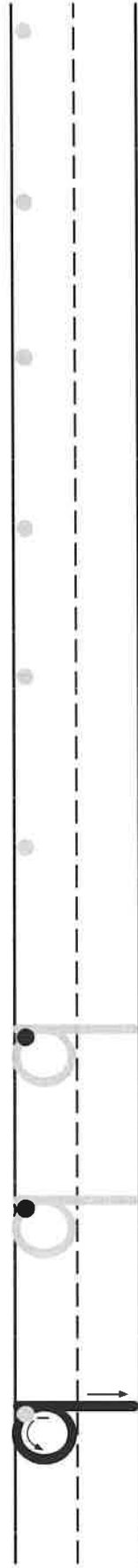
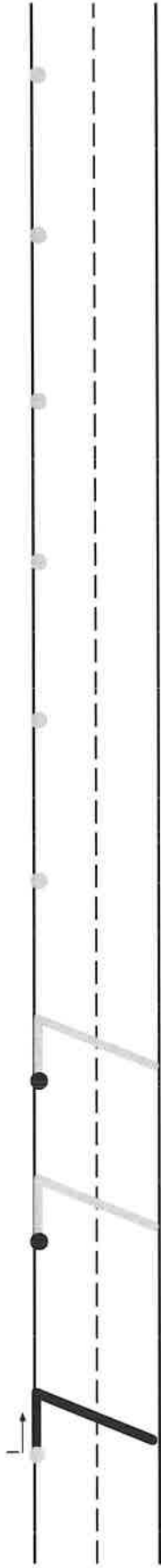
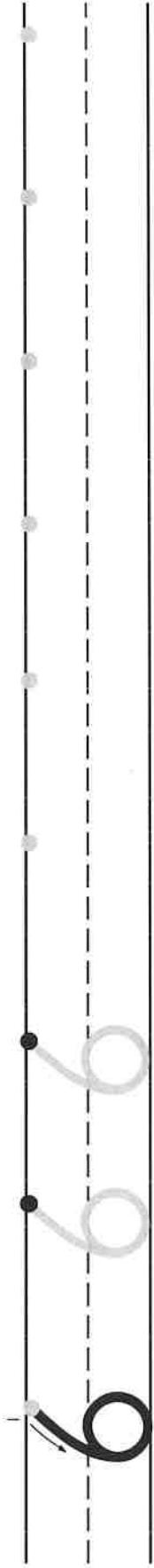
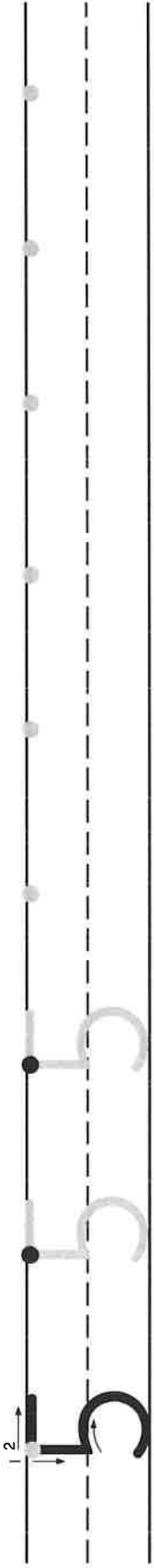
Handwriting practice row for the number 3. It features a solid '3' with a starting dot and a curved arrow, followed by two dashed '3's with starting dots on the top line.

Handwriting practice row for the number 4. It features a solid '4' with a starting dot and two arrows indicating stroke order (1: vertical down, 2: horizontal across), followed by two dashed '4's with starting dots on the top line.

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Instrucciones: Traza y escribe los números. Luego, encierra en un círculo el número que te salió mejor en cada fila.

Nombre _____



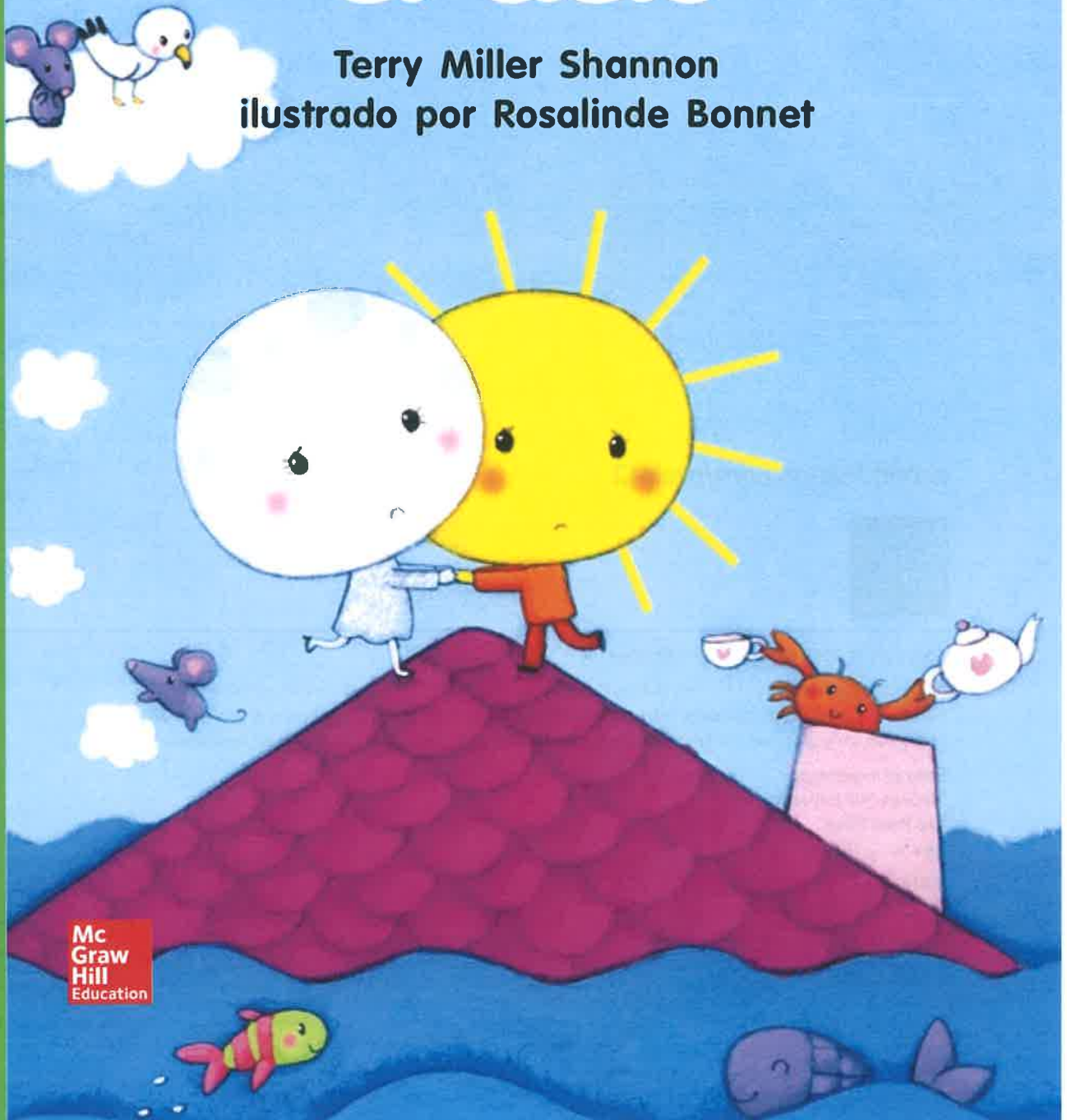
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Instrucciones: Traza y escribe los números. Luego, encierra en un círculo el número que te salió mejor en cada fila.

Fantasia

Por qué Sol y Luna viven en el cielo

Terry Miller Shannon
ilustrado por Rosalinde Bonnet



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ESTRATEGIAS Y DESTREZAS

Comprensión

Estrategia: Hacer,
confirmar y revisar
predicciones

Destreza: Personaje,
ambiente, trama

Fonética

Repaso

Palabras de uso frecuente

al, grande, muy, pequeño,
tengo, vamos

Número de palabras: 140

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B

Por qué Sol y Luna viven en el cielo

Terry Miller Shannon
ilustrado por Rosalinde Bonnet





Hace mucho tiempo, Sol y Luna se casaron. Vivían a orillas de su amiga Mar.



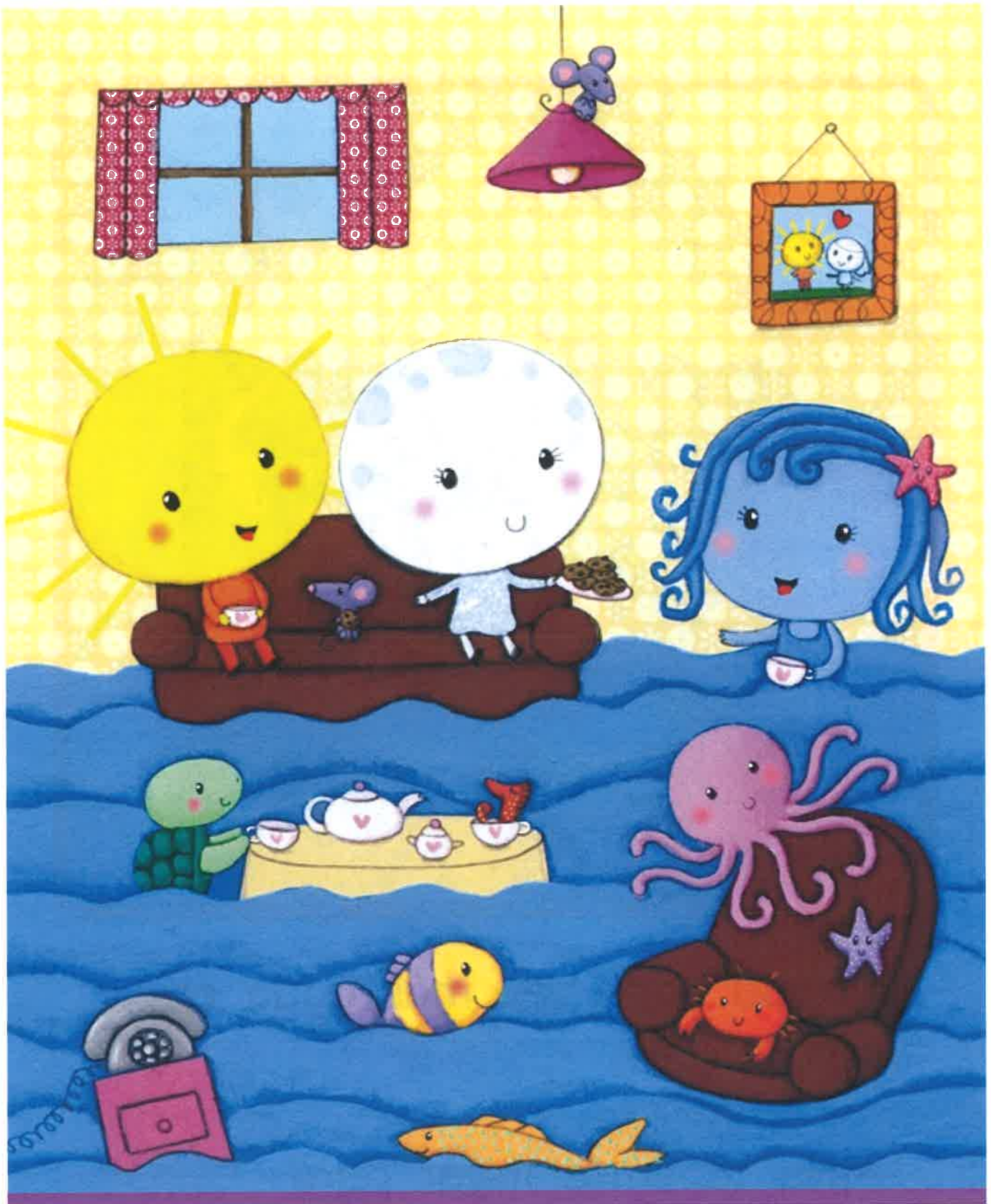
A Sol le gustaba visitar a Mar.
Pero Mar no visitaba a Sol.

Sol le preguntó a Mar:
—¿Por qué no nos visitas?

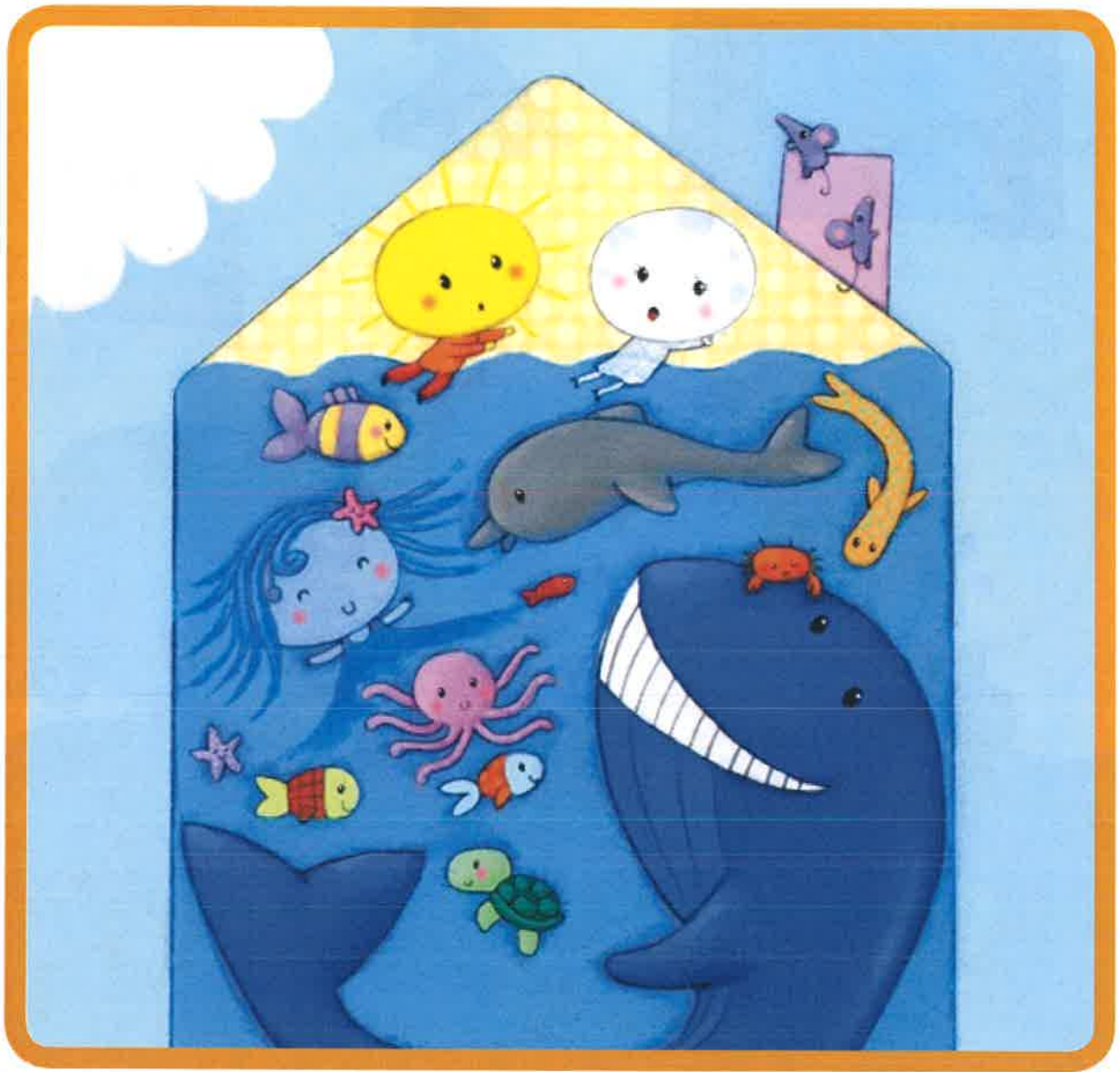
Mar le contestó:
—No puedo. Yo voy con mis
amigos a todas partes. Tu vives
en un lugar muy pequeño.



Sol le contó a Luna lo que dijo Mar. Luna le puso un piso más a la casa. La casa quedó más grande.

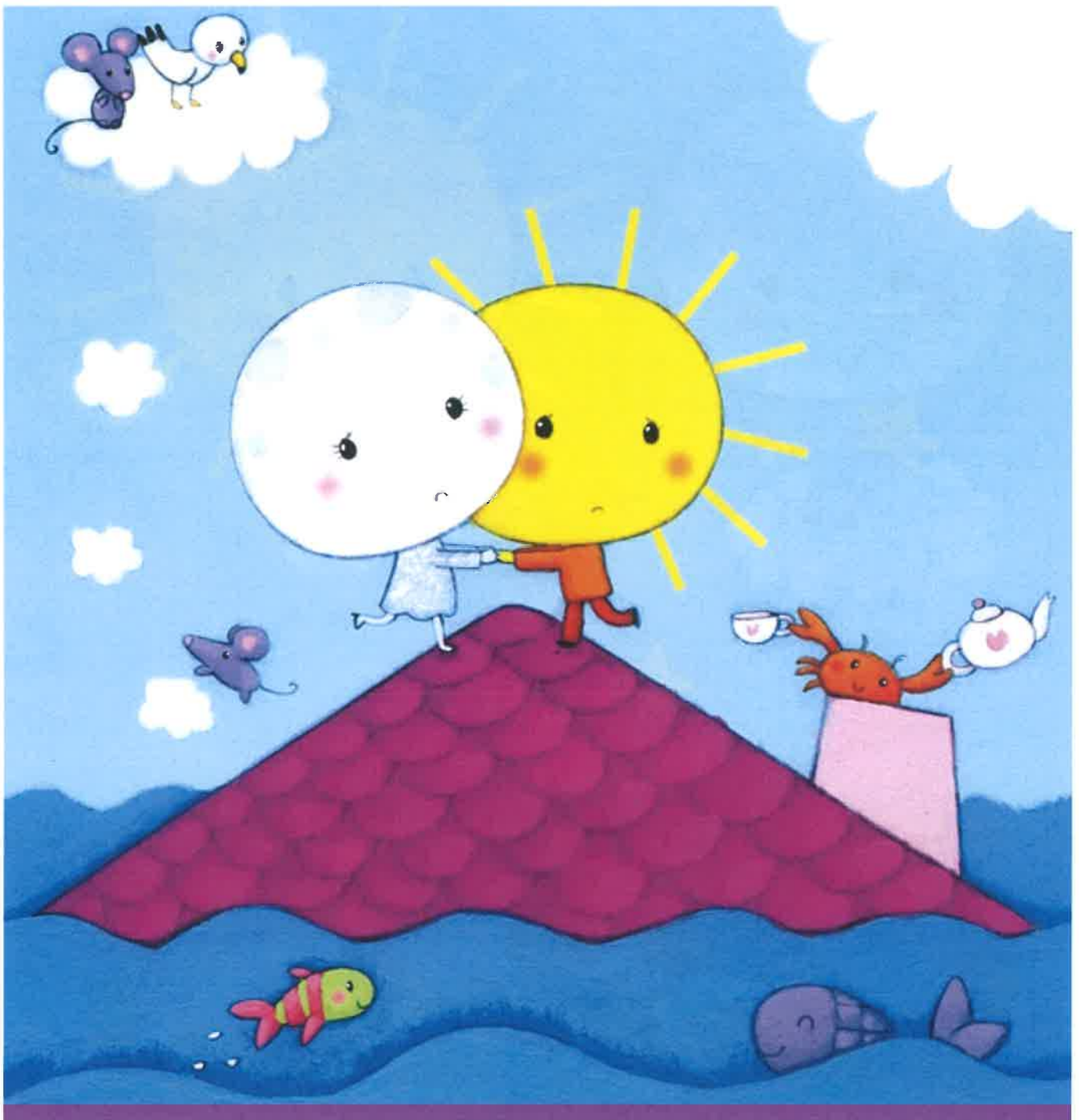


Mar fue de visita. Llevó a todos sus amigos.



Entraba cada vez más agua en la casa.

—¡No tenemos lugar para todos! —dijo Luna—. ¿Qué vamos a hacer?



—¡Tengo una idea! —dijo Sol—.
¡Subamos al tejado!

Pero el agua subía más y más.
¡Llegó al tejado!



Sol y Luna subieron a una nube. Desde ese día, viven allí arriba.

Actividades de aprendizaje



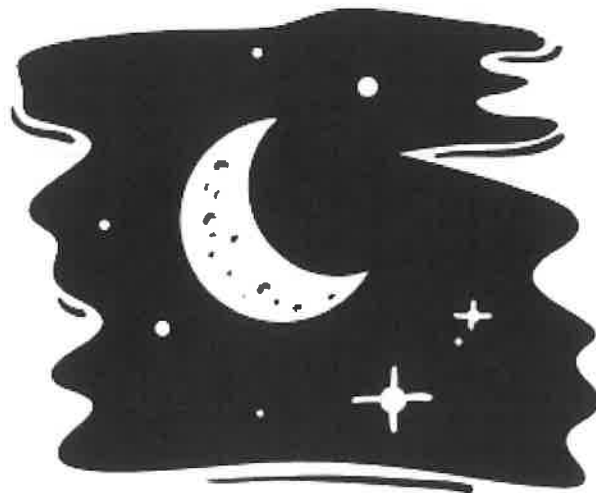
Lo que hizo Mar

Conversa con un compañero sobre el cuento. ¿Por qué Mar no visitaba a Sol? ¿Qué pasó cuando, finalmente, lo visitó?



Mi parte favorita

Haz un dibujo de tu parte favorita del cuento. Escribe una oración que explique por qué te gustó.



Mira hacia el cielo

GR G • Benchmark 12 • Lexile 280

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Compton USD

Learning Packet # 5

DLI-ELD

Kindergarten

Name: _____

Kindergarten-ELD Learning Packet

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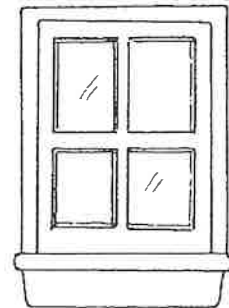
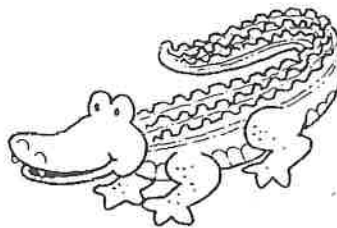
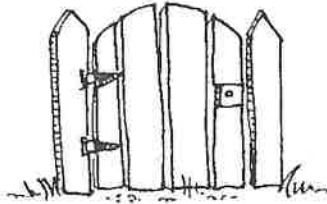
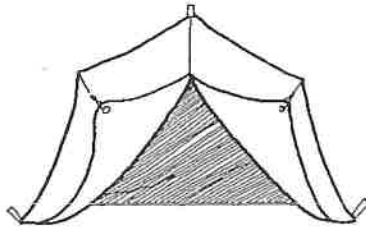
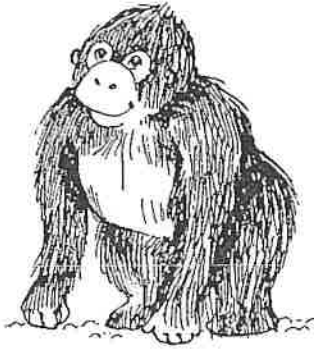
Day	Lesson	Date Completed
1	Review Phonics: /u/u, /g/g, /w/w. : Look at each picture. Point to the picture and say the name of the object in the picture. Then, point to the pictures and tell your Mom the beginning letter of each picture.	
	Review Phonics: /ks/x, /v/v, /j/j. Point to each picture. Say the name of the object in the picture emphasizing the beginning sound.	
	Review Phonics: /kw/qu, /y/yy, /z/z. Point to each picture. Say the name of the object in the picture emphasizing the beginning sound.	
	Phonics Review Game: /u/u, /g/gg, /w/w, /v/v, /j/j, /kw/qu, /y/y, /z/z. Read and follow the directions to play the game.	
2	Phonics Review Game: /g/g, /ks/x. Point to each picture. Say the name of the picture. Draw lines to connect the pictures to the letters.	
	Review Phonics: Blending. Point to each picture. Say the first letter of each word. write the word. Read the word. say the word to your Mom.	
	Category Words: Opposites - Point to and elicit description of each picture. Find in each row the two pictures that are opposites to each other.	
	Handwriting Review: Point to and name the letters in each word. Say each letter as you trace and write it.	
3	Reading Comprehension: Writing Fluency. Read the book "Jim and Kit". Write for five minutes about what Kim and Kit do in the story.	
4	Differentiated Texts: Read the book "Look Up, Up, Up!". Respond to the text by drawing a picture about the main topic of the book. Then, answer questions 1 & 2.	
5	Leveled Reader: Read the book "In the Clouds". answer the questions on page 9.	

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 _____



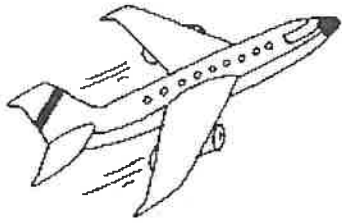
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Grade K
Unit 8
Week 3

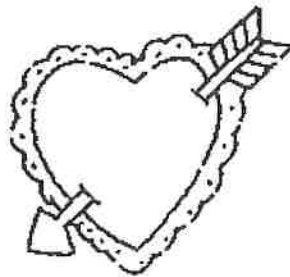
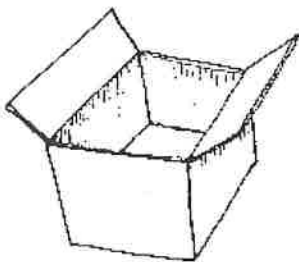
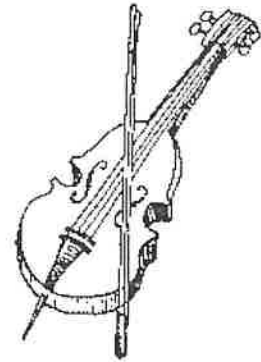
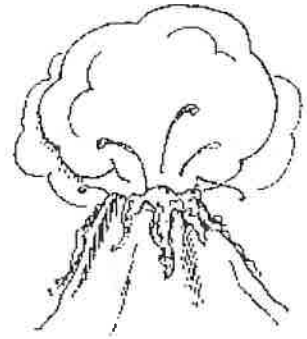
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Review Phonics: /u/u, /g/g, /w/w Point to and say *gorilla* emphasizing /g/. Have children repeat. Tell children to place a marker on the *gorilla*. Have partners name the pictures and then place markers on pictures whose name begins with the letter *u*, *g*, or *w*. Then have children tell their partner other words that begin with letters *u*, *g*, and *w*.

Name _____



6



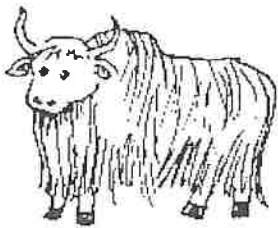
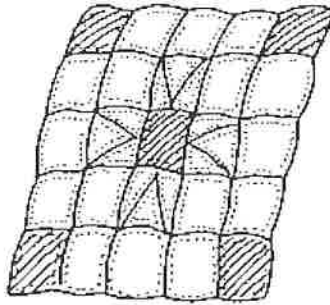
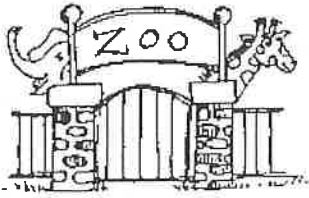
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Review Phonics: /ks/x, /v/v, /j/j Point to and say *jet* emphasizing /j/. Have children repeat. Tell children to place a marker on the *jet*. Have partners name the pictures and then place markers on pictures whose name begins with the letter *v* or *j* or if the picture name ends with *x*. Then have children tell their partner other words that begin with letters *v* or *j*, or end with *x*.

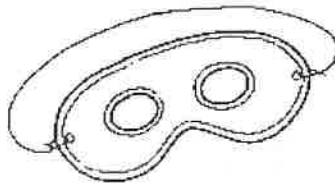
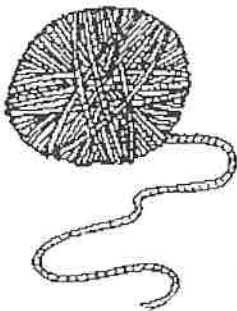
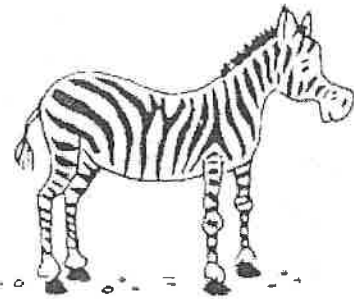
Grade K
Unit 8
Week 3



Name _____



o



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Week 3

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Review Phonics: /kw/qu, /y/y, /z/z Point to and say *zoo* emphasizing /z/. Have children repeat and place a marker on the picture. Have partners name the remaining pictures and then place markers on pictures whose name begins with the letters *qu, y, or z*. Then have children tell their partner other words that begin with letters *qu, y, and z*.

Name _____



End

Start

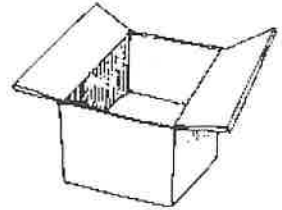
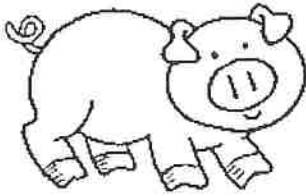
Z Y Q U J W V G U U

Phonics Review Game: /u/u, /g/g, /w/w, /v/v, /j/j, /kw/qu, /y/y, /z/z. Place a marker on "Start." Move your marker from square to square. When you land on a picture, say the name of the picture and the letter it begins with. If you land on a letter, say a word that begins with that letter. When you reach "End," play again and think of new words.

Grade K
Unit 8
Week 3



Name _____



g

x

Phonics Review Game: /g/g, /ks/x Say the name of each picture. Draw lines to connect the pictures to the letters they end with.



Name _____

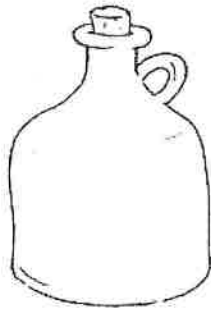
gum jug web

1.



gum

2.



jug

3.

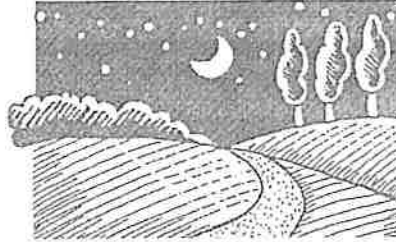
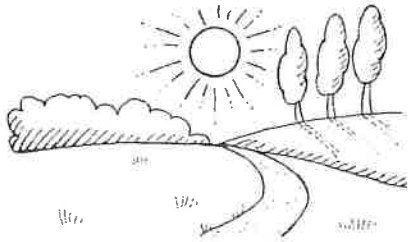


web

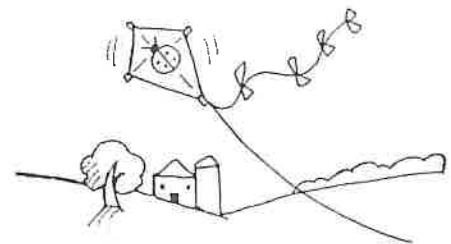
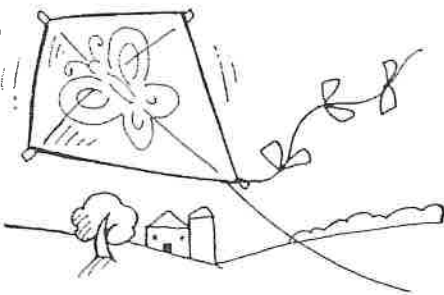
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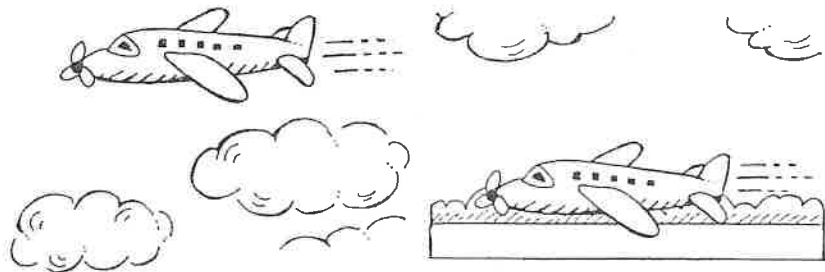
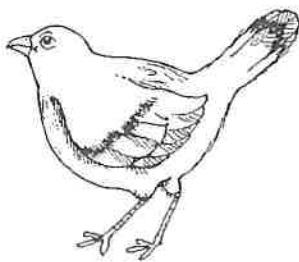
1.



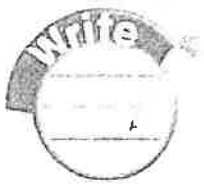
2.



3.

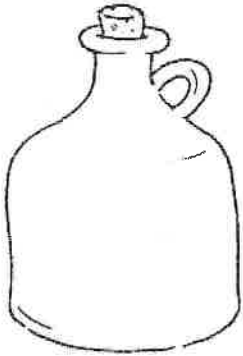


Category Words: Opposites Review opposite words. Point to and elicit descriptions of each picture. Then have children find and place markers on the two pictures in each row that are opposites of each other. Have them tell a partner about their choices.



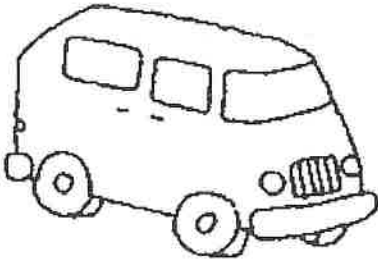
Name _____

1.



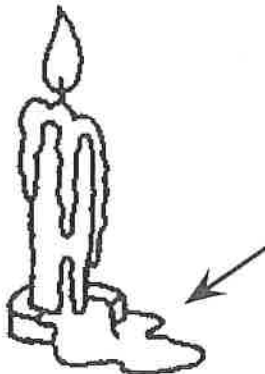
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2.



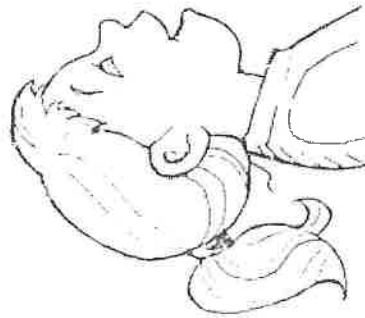
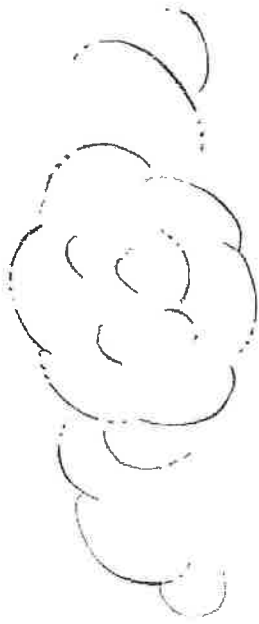
_____	_____
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_____	_____

3.



_____	_____
-----	-----
_____	_____

Name _____



“I see me!” said Kit.

They have a lot of fun.

Review High Frequency Words: *they, have, want, said, this, what, here, for, of, me* Read to a partner. Then reread for fluency.

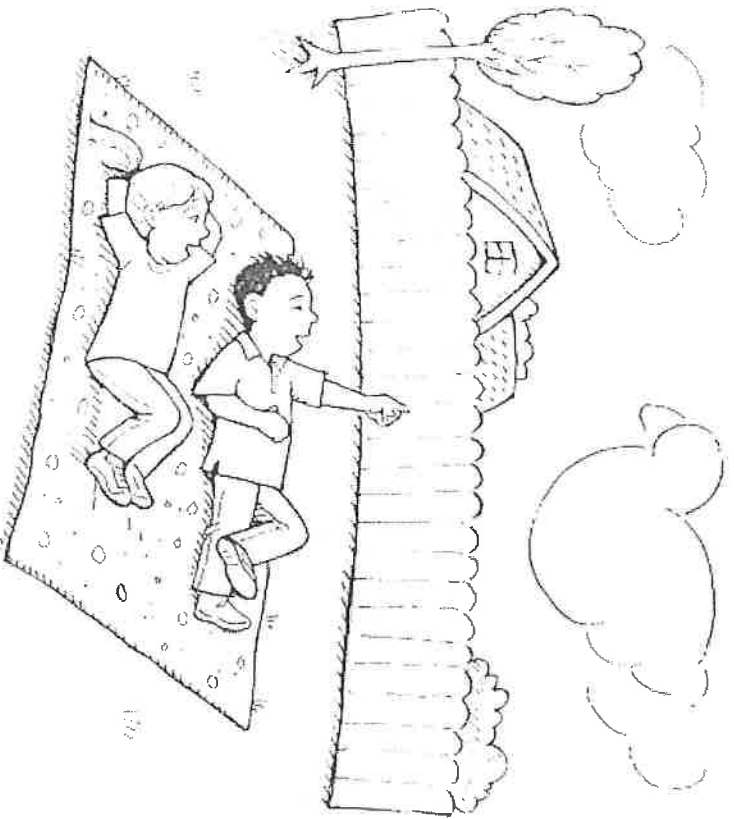
Jim and Kit



“Here it is!” said Jim.

“Do you want to sit?”

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“What do you see?”

“I see a hen.”

2



“This is a little cup!”

“It is for you to sip!”

3



Name _____

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Writing Fluency

Pair children of different language abilities. Have children reread *Jim and Kit*. 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 what Jim and Kit do in the story. Have children review their writing with their partner.

Grade K
Unit 8
Week 3



Essential Question

What do you see in the sky?

Fiction



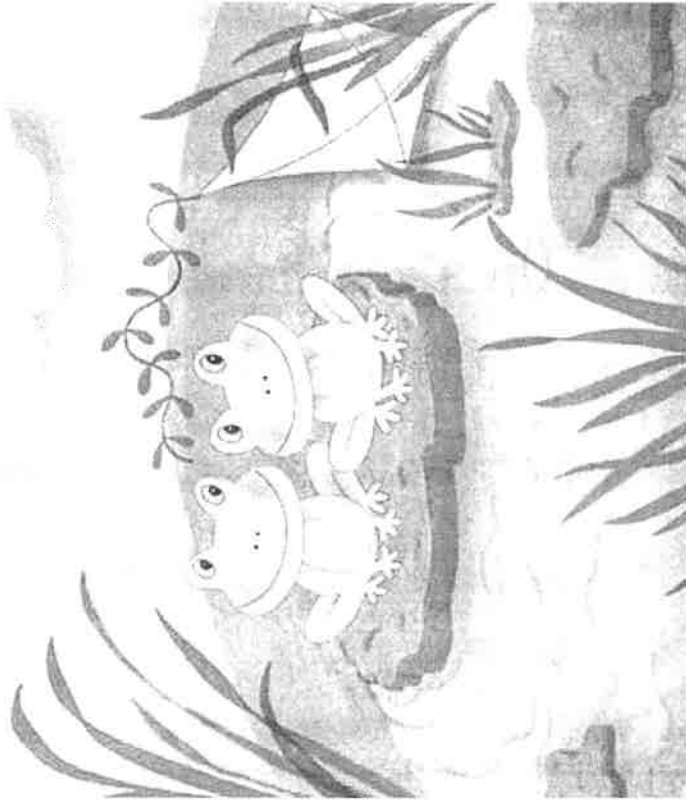
It is night.
They see stars in the sky.



It is day.
They see clouds in the sky.



Look!
They see a quick jet!



Oh, no!
They see a falling kite!



What falls from the sky?

1. When do the frogs see stars?

2. What do the frogs see during the day?



Respond to the Text Ask partners to take turns retelling the story. Ask: *What happened at the end of the story?* Guide children to read and complete the questions, and share their answers with their partners. Ask: *What do you see in the sky during the day?*

Fiction

In the Clouds

by Carolyn Lee
illustrated by Jon Davis



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STRATEGIES & SKILLS

Comprehension

Strategy: Make, Confirm and
Revise Predictions

Skill: Character, Setting, Plot

High-Frequency Words
they, what

Phonics

initial and final *g*, short *u*, final *x*

Word count: 35

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In the Clouds

by Carolyn Lee
illustrated by Jon Davis





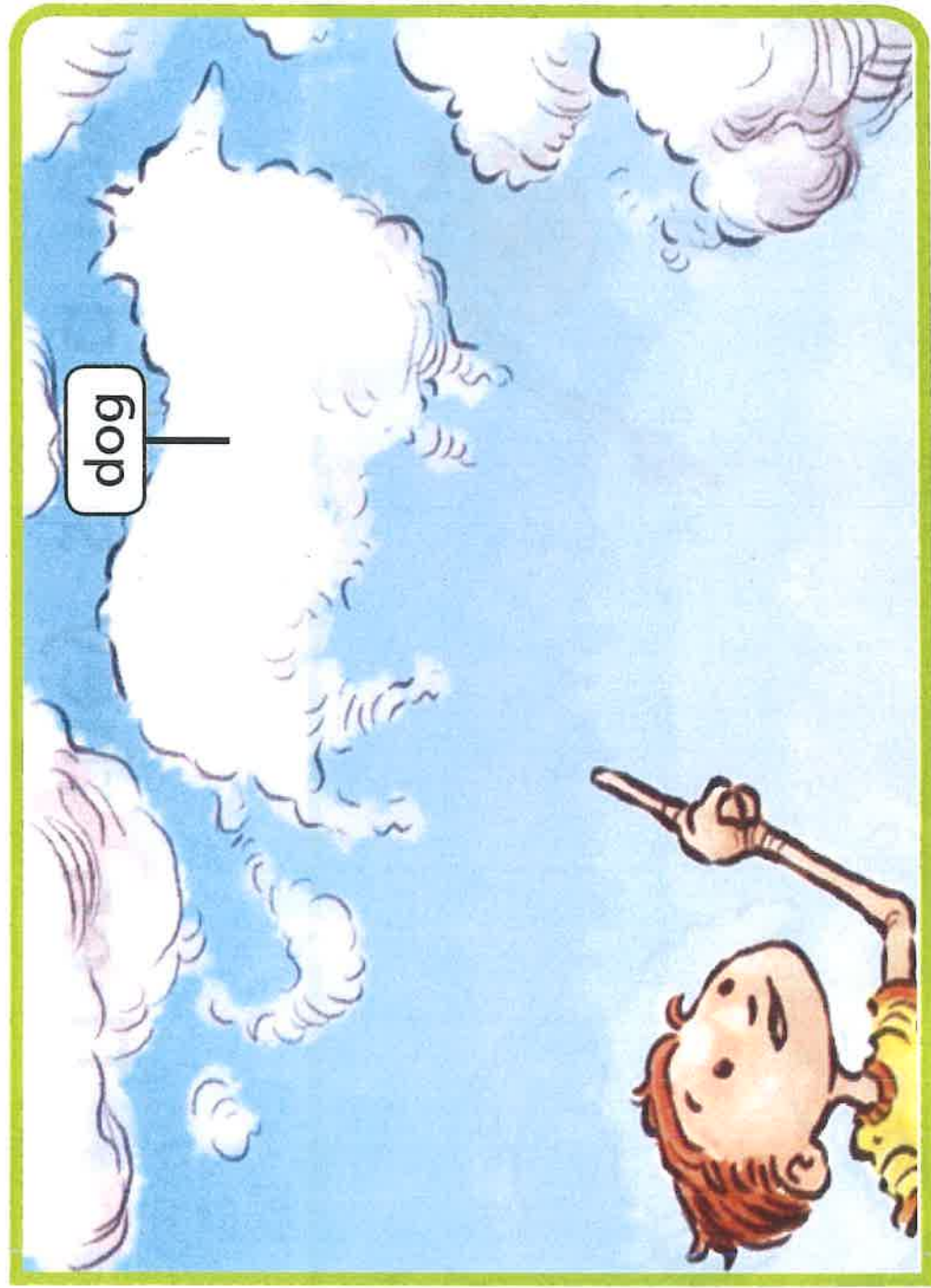
First they see a duck.

cloud

fox



Then they see a fox.



Then they see a dog.



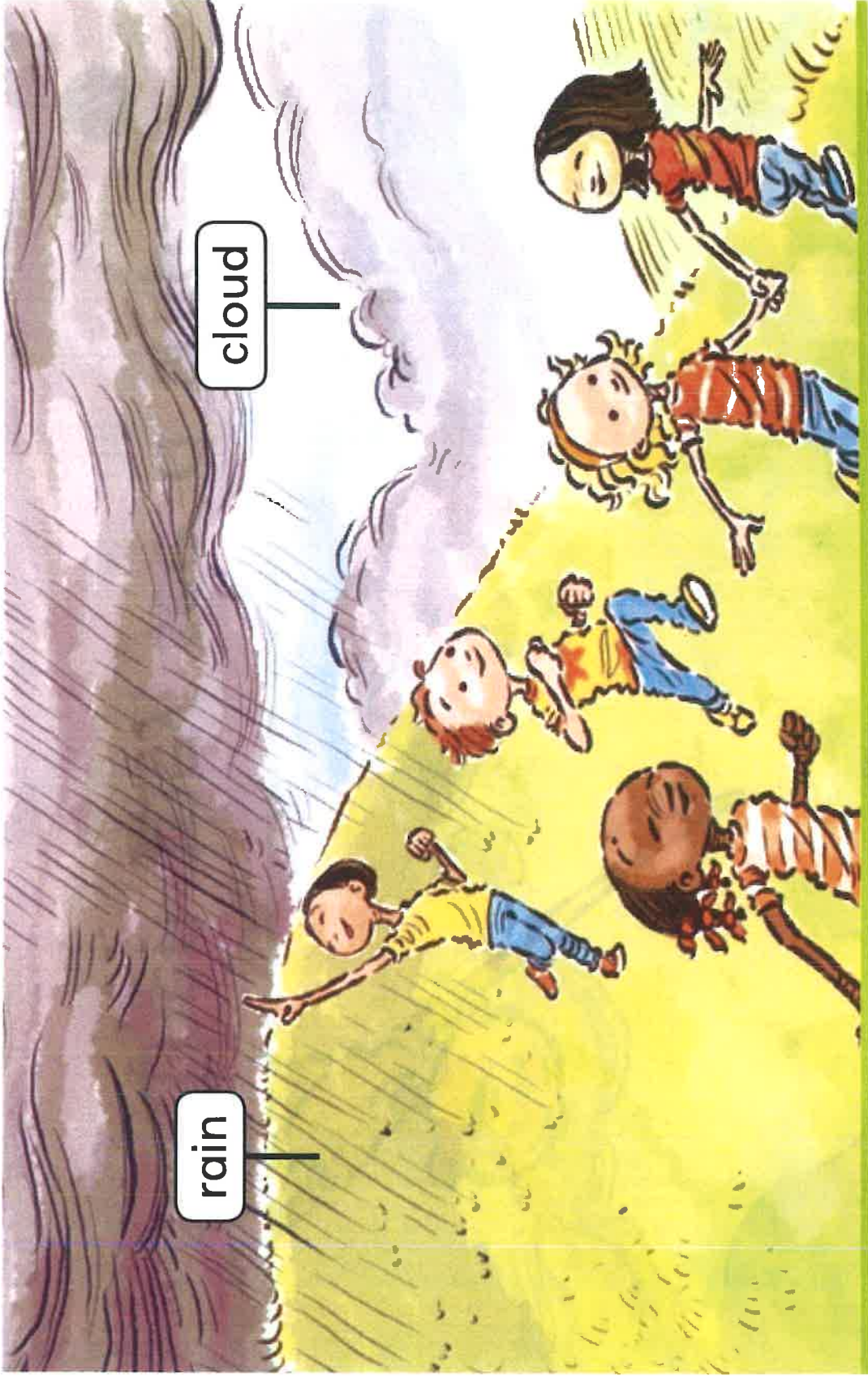
Then they see a goat.



Then they see a horse.



Then they see a ship.



Now what do they see?

Literacy Activities



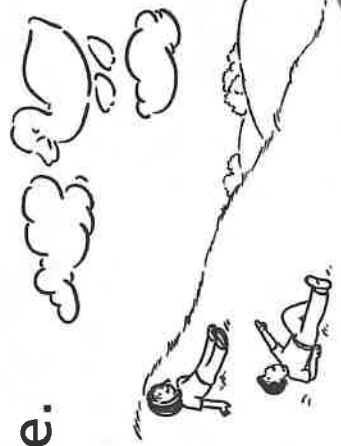
I Spy in the Sky

What other things can you see in the sky? What do you see during the day? At night? Tell your partner.



Cloud Shapes

Have you ever seen something in the clouds? Draw a picture of it. Write a sentence about your picture.



I see a _____.

Look to the Sky

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