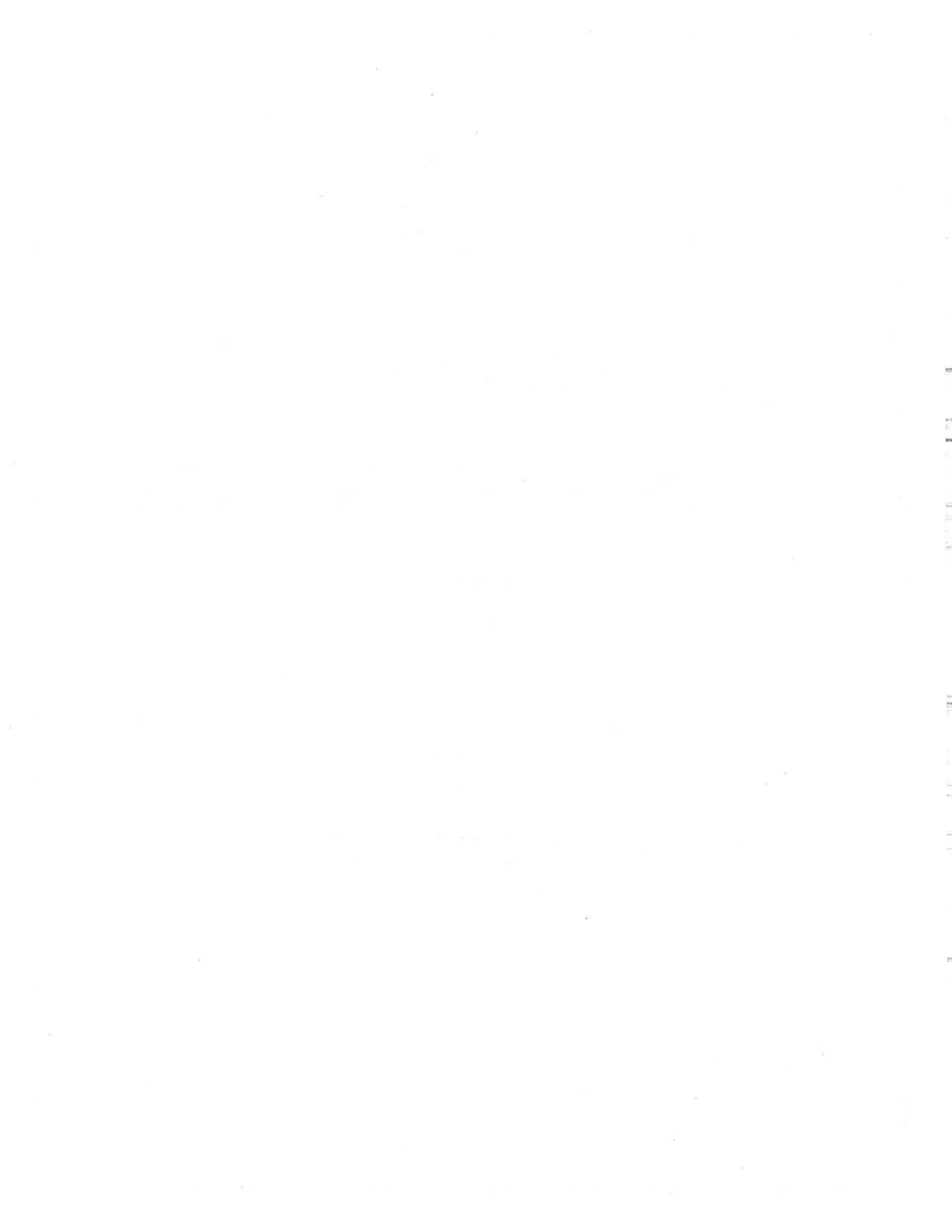




Compton USD Learning Packet #5

TK
Kindergarten

Name _____



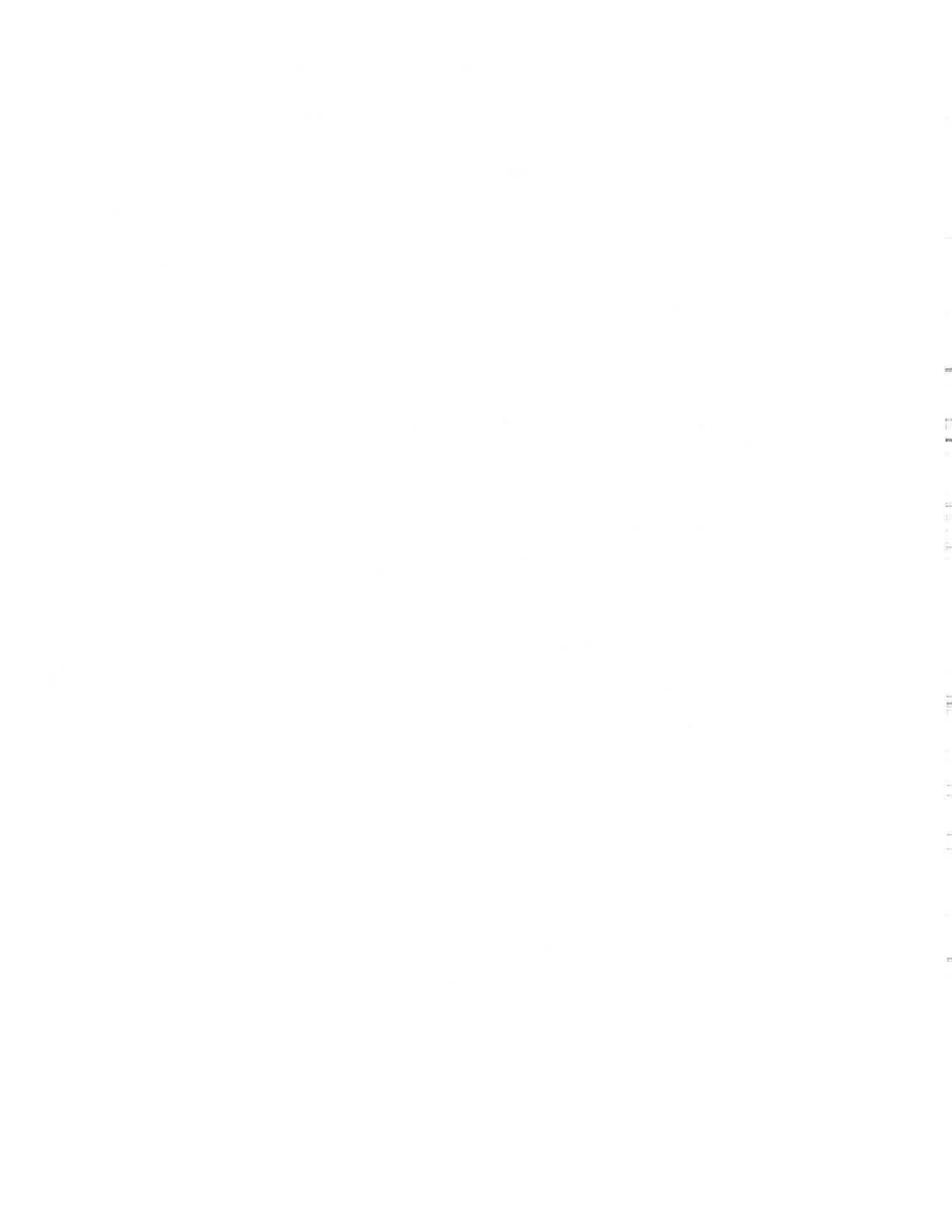
TK/Kinder Learning Packet

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Week 6

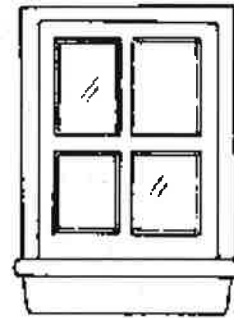
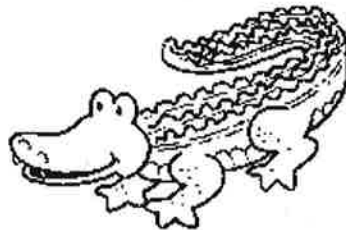
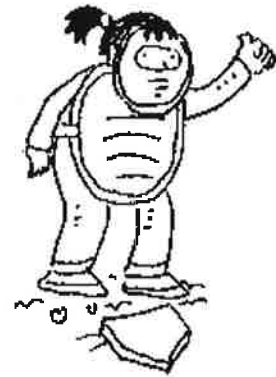
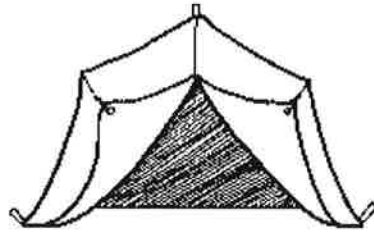
Day	Lessons	Date Completed
1	Phonics Review: Say the name of each picture. Write the letter that begins with. (U, G, W, X, V, J, Qu, Y, Z,) Play the Phonics Review Game with a family member.	
	Three-Dimensional Shapes	
	Science: Animals and Their Young - Day 1	
2	Read "Jim and Kit" by yourself, then write about what Jim and Kit do in the story.	
	Identify, Name, and Describe Spheres	
	Science: Animals and Their Young - Day 2	
3	Blend the sounds and say the word. Write the word next to the picture. Find the two opposites in each row. Mark them with an X.	
	Identify, Name, and Describe Cubes	
	Science: Animals and Their Young - Day 3	
4	Read "Up! Up! Up!" then answer questions 1-5	
	Identify, Name, and Describe Cylinders	
	Science: Animals and Their Young - Day 4	
5	Read the words. Use each word in a sentence.	
	Identify, Name, and Describe Cones	
	Science: Animals and Their Young - Day 5	

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 _____

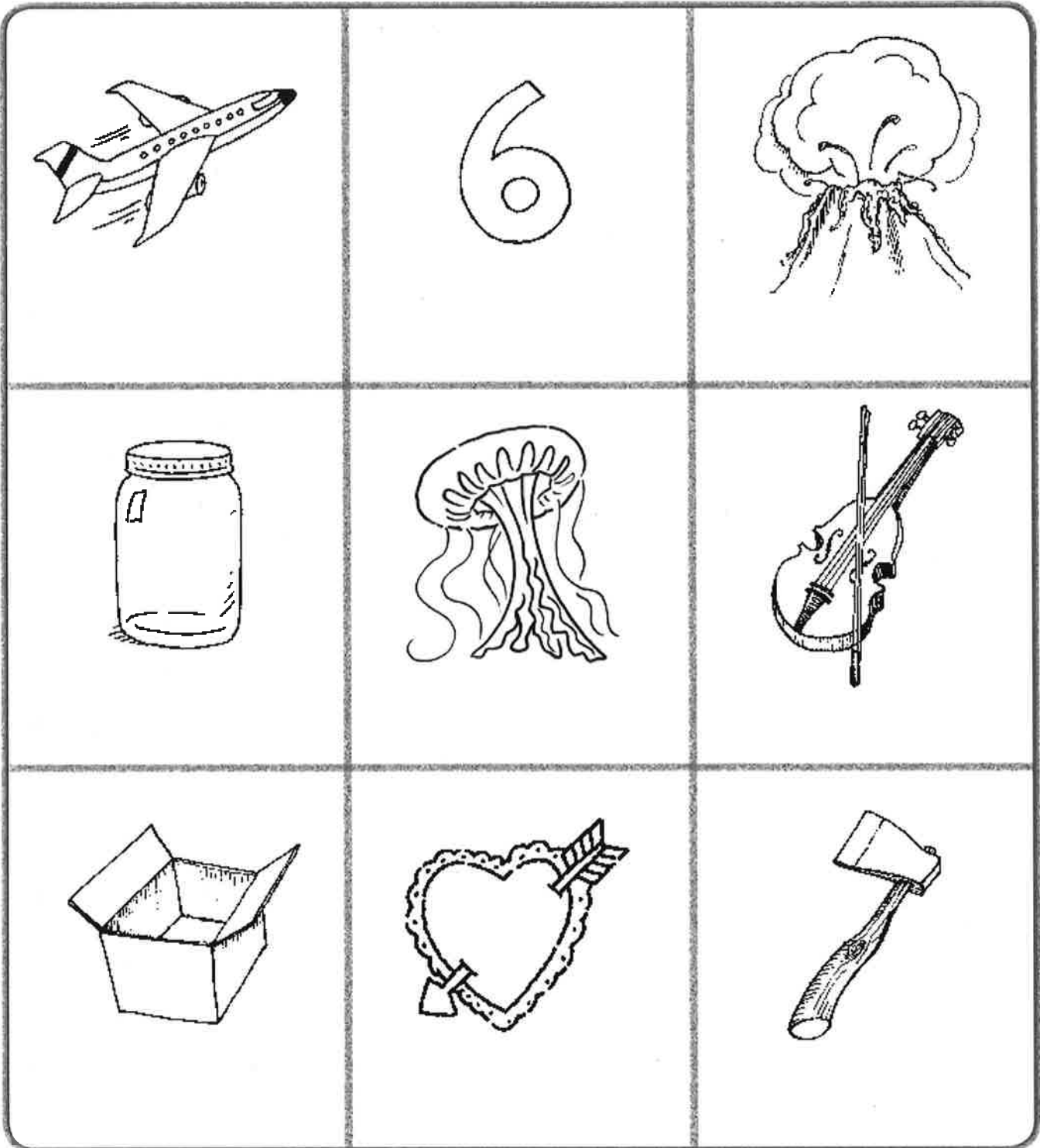


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Review Phonics: /u/u, /g/g, /w/w

Say the name of each picture. Put a marker on each picture if its name begins with the letter *u*, *g*, or *w*.

Name _____



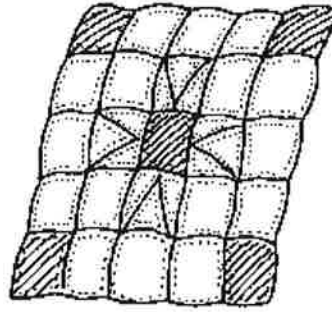
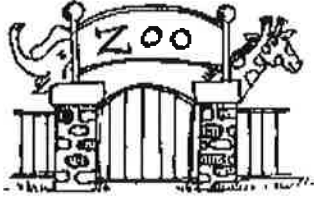
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Review Phonics: /ks/x, /v/v, /j/j

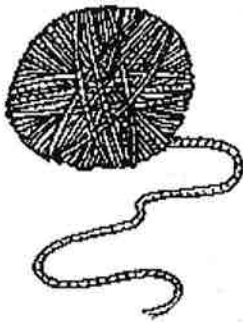
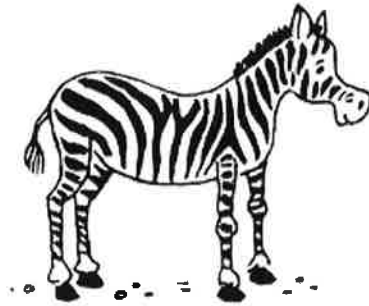
Say the name of each picture. Put a marker on each picture if its name ends with the letter x. Then put a marker on each picture if it begins with the letter v or j.



Name _____



O



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Review Phonics: /kw/qu, /y/y, /z/z

Say the name of each picture. Put a marker on each picture if its name begins with the letters *qu*, *y*, or *z*.



Name _____



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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.

Name _____

Three-Dimensional Shapes



COMMON CORE STANDARD—K.G.4
Analyze, compare, create, and compose shapes.

1



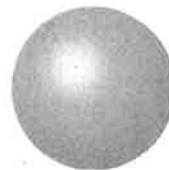
roll



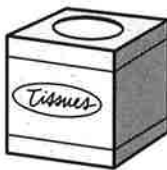
2



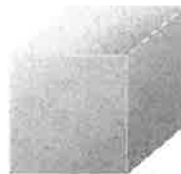
stack



3



slide



4

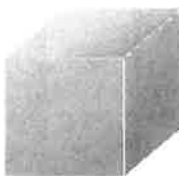


stack and slide

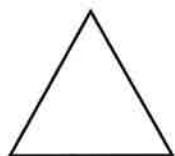
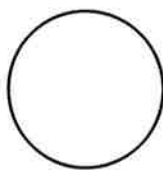
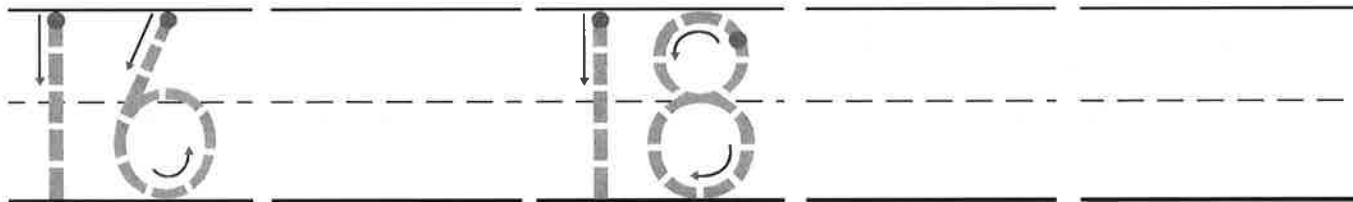


DIRECTIONS 1. Which shape does not roll? Mark an X on that shape. 2. Which shapes do not stack? Mark an X on those shapes. 3. Which shape does not slide? Mark an X on that shape. 4. Which shape does not stack and slide? Mark an X on that shape.

Lesson Check (K.G.4)



Spiral Review (K.CC.2, K.G.4)



DIRECTIONS 1. Which shape does not roll? Mark an X on the shape. 2. Count forward. Trace and write the numbers in order. 3. Which shape has a curve? Color the shape.

Name _____ Date _____

Animals and Their Young- Day 1

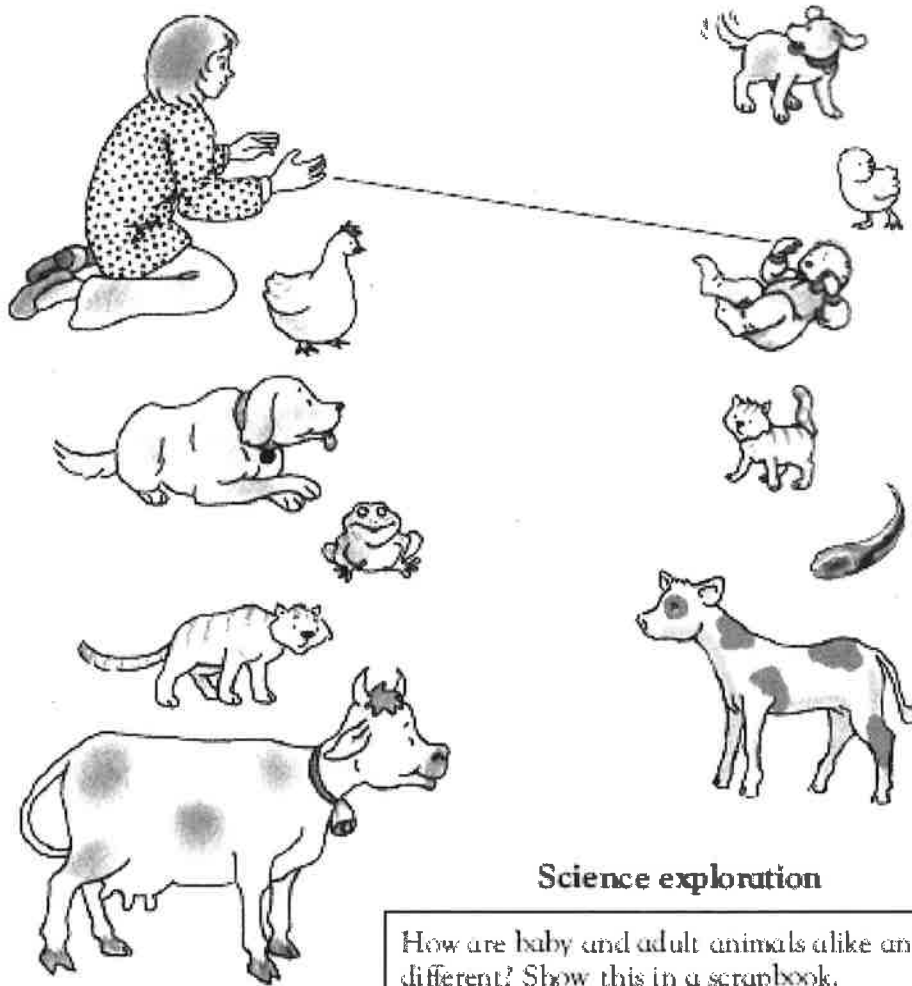
Reproducing

Observations

Have you ever seen a puppy? Puppies are the babies of dogs. Dogs and all living things make more of themselves by *reproducing*.

Science activity

Draw a line joining each parent to its baby. The first one is done for you.



Science exploration

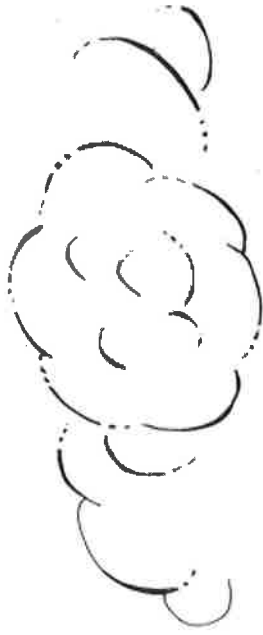
How are baby and adult animals alike and different? Show this in a scrapbook.

Dorling Kindersley Limited- greatschools.org

Think about it...

How are baby and adult animals alike and different?

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*

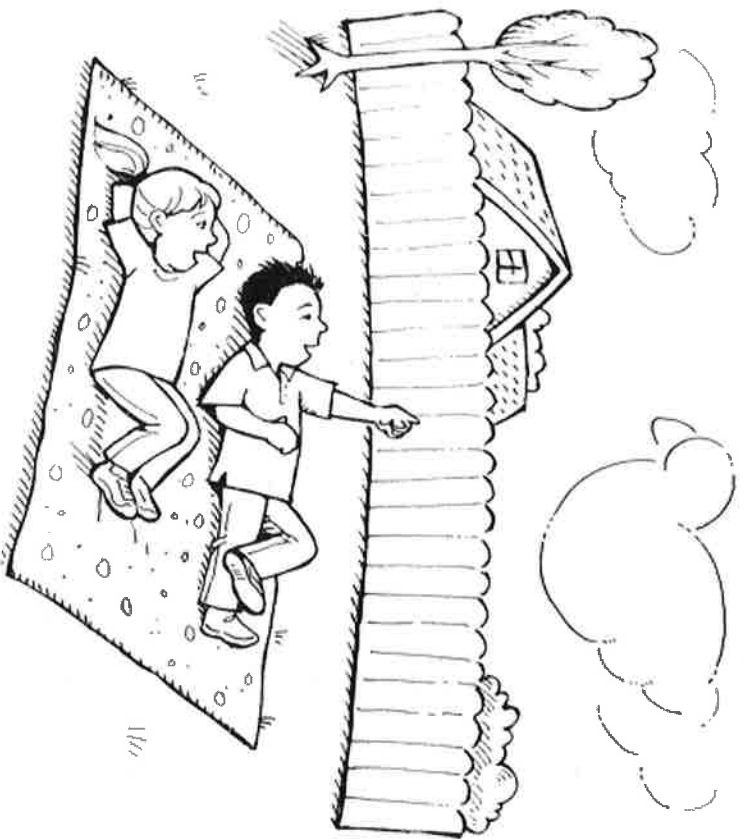
Read the book aloud to a partner. Reread for fluency.

Jim and Kit



“Here it is!” said Jim.

“Do you want to sit?”



“What do you see?”

“I see a hen.”

2



“This is a little cup!”

“It is for you to sip!”

3



Name _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are seven sets of these lines for writing practice.

Writing Fluency

Have children reread *Jim and Kit*. 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.

Name _____





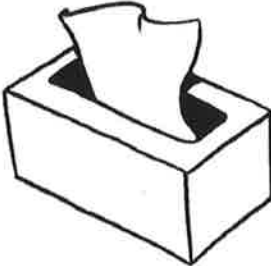
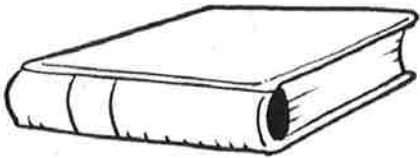
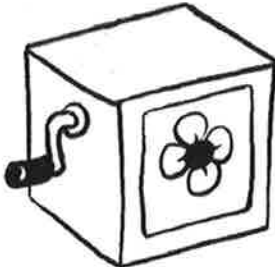
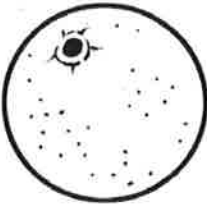

HANDS ON Lesson 10.2

Identify, Name, and Describe Spheres



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



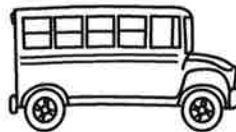
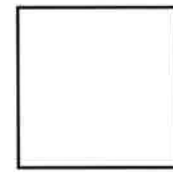
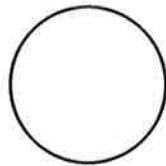
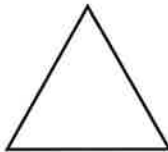
DIRECTIONS 1. Identify the objects that are shaped like a sphere. Mark an X on those objects.

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Lesson Check (K.G.2)



Spiral Review (K.CC.3, K.G.2)



DIRECTIONS 1. Which shape is a sphere? Mark an X on the shape. 2. Which shape is a square? Color the square. 3. How many school buses are there? Write the number.

Name _____ Date _____

Animals and Their Young- Day 2

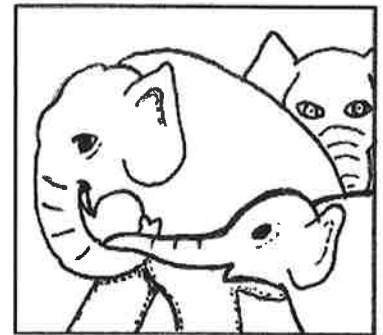
Read the paragraphs, then answer the questions.

How Do Animals Care for Their Young?



Animals care for their young no matter what, and this is called an **instinct**. When a baby animal cries or cheeps or barks, a parent will come to their aid. Here are some ways that animals care for their young:

Elephants help a new mother with the baby by babysitting while the new mom eats and sleeps, so she can provide milk for her baby.



1. What is an instinct?

2. How do other female elephants help with the new baby?



Name _____

gum jug web

1.



gum

2.



3.



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Review Phonics: Blending

Blend the sounds and say the word. Write the word.
Repeat the word.



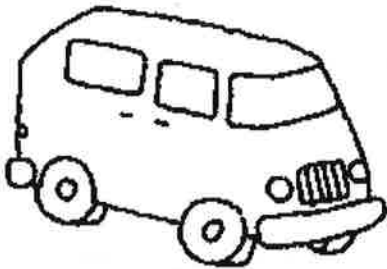
Name _____

1.



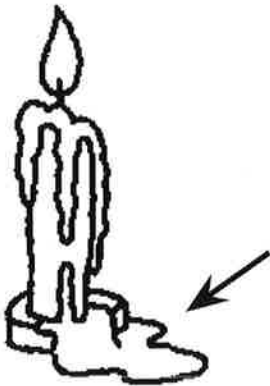
jug

2.



van

3.



wax

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Handwriting Review

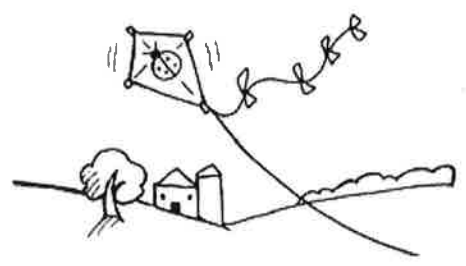
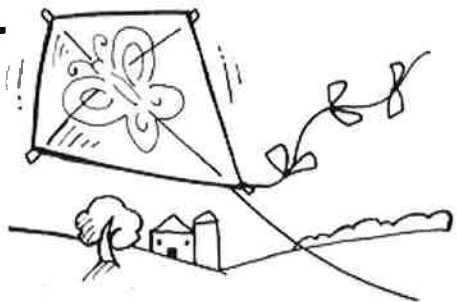
Say each picture name. Then say each word as you trace it and write it. Read each word to a partner.

Name _____

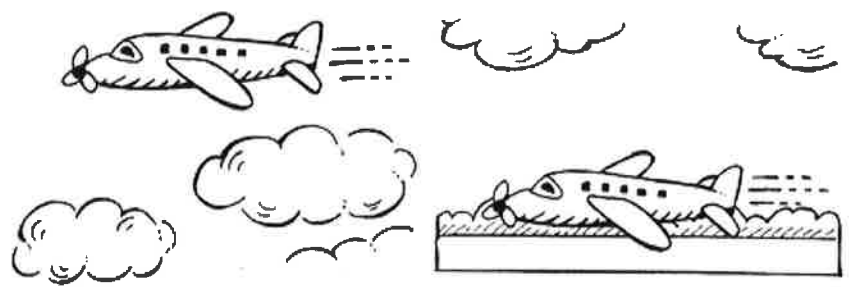
1.



2.



3.



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Category Words: Opposites

Find the two opposites in each row and put markers on them.
Tell about the opposites. Say the opposite words.

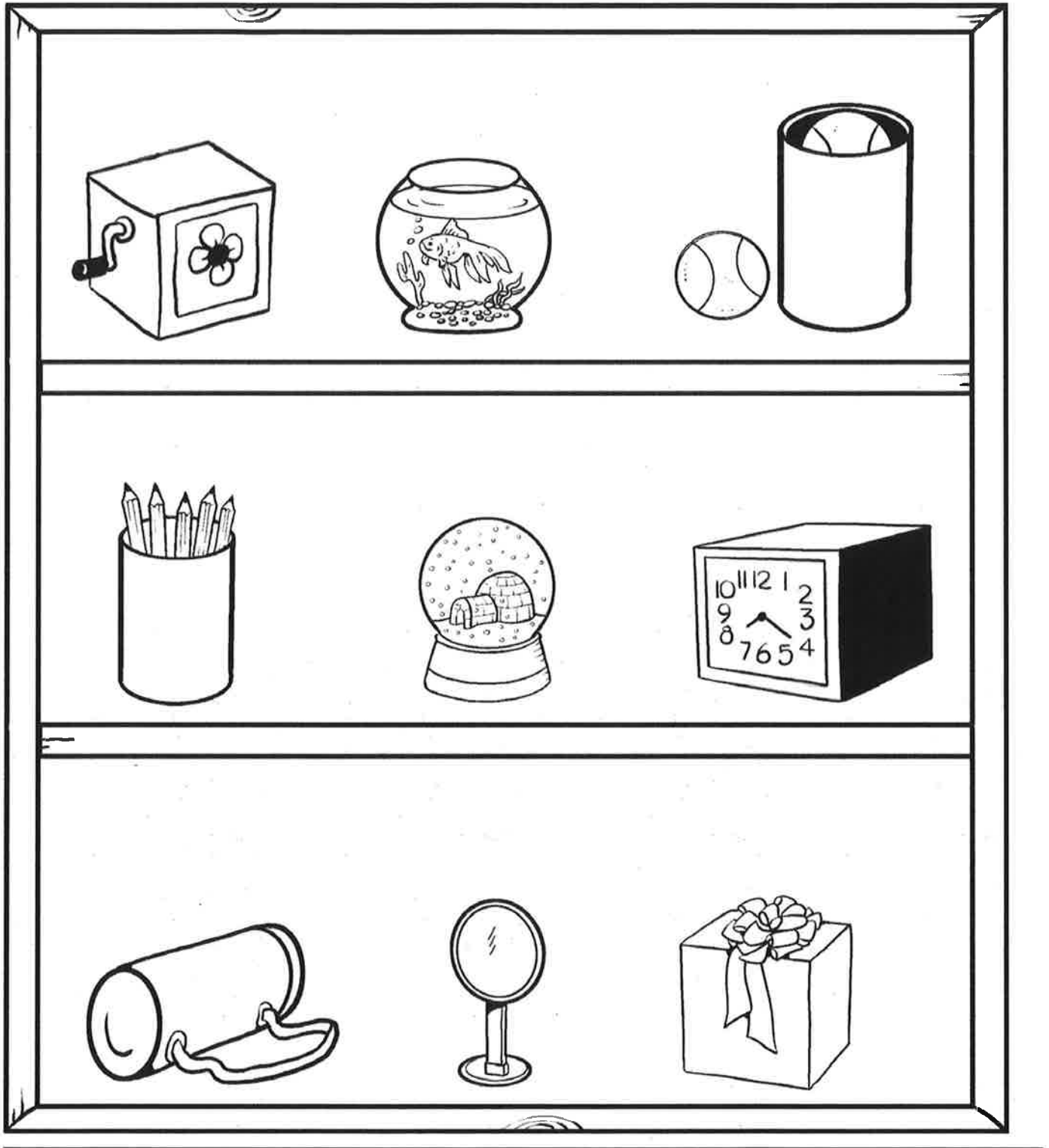
Name _____

HANDS ON Lesson 10.3

Identify, Name, and Describe Cubes



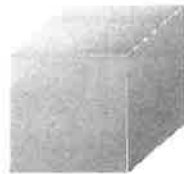
COMMON CORE STANDARD—K.G.2
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).



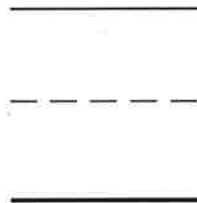
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DIRECTIONS 1. Identify the objects that are shaped like a cube. Mark an X on those objects.

Lesson Check (K.G.2)



Spiral Review (K.CC.1, K.G.4)



sides



71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100






DIRECTIONS 1. Which shape is a cube? Mark an X on the shape. 2. How many sides does the square have? Write the number. 3. Begin with 81 and count forward to 90. What is the next number? Draw a line under that number.

Name _____ Date _____

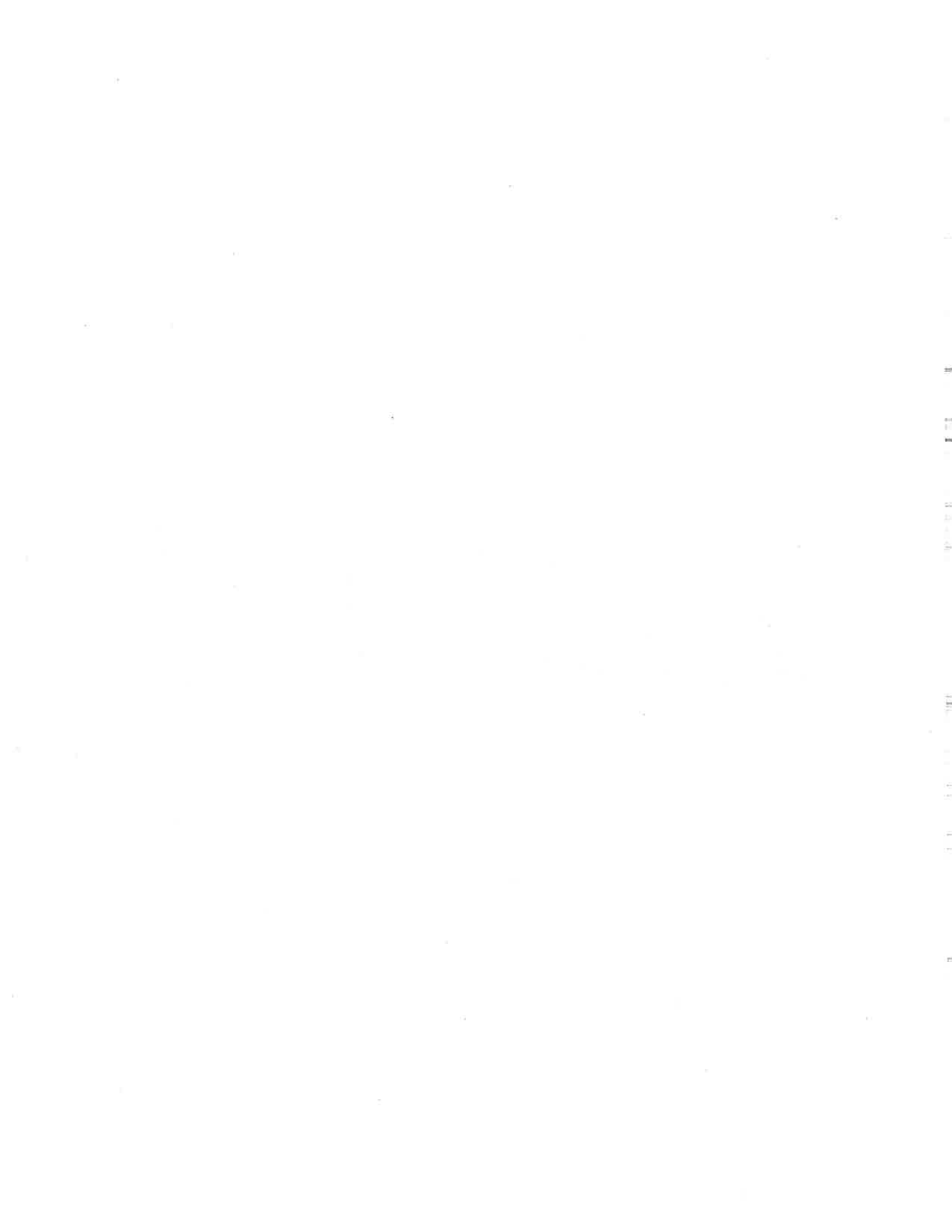
Animals and Their Young- Day 3

Read the paragraphs, then answer the questions.

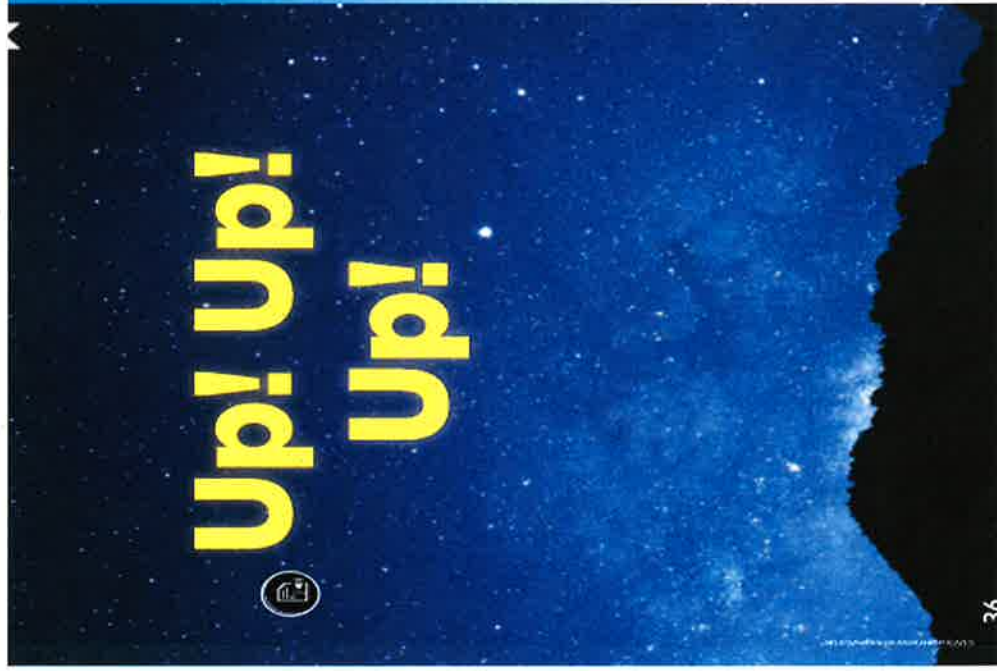
Penguin parents both take care of the new baby. While the new mom is at sea feeding her tired body, the father will carry the egg around on his feet until it hatches and mom returns.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
				
Dad holds the egg on his feet. A fold of skin helps the egg warm.	The chick hatches. Dad and mom take turns holding it on their feet.	The chick snuggles with other chicks to keep warm.	The chick loses its baby feathers.	The chick has grown up. It is an adult penguin now.

3. How does the father penguin help the mother?



Unit 8 Week 3



36



I **have** a fun job **here**.

I am in luck.

I can see up, up, up!

37

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

Look at the picture. What job does the man have?

- (A) He studies the sky.
- (B) He looks at things.
- (C) He studies the floor.
- (D) He is a firefighter.

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

What can the man see in the daytime sky?

- (A) a dog
- (B) a can
- (C) a jet
- (D) a car



This is what I can see.

A jet can dip.

It can zip up, up, up!

Yes, a sun is big.

A sun can get hot.

I bet it can get up.

3. Standard: RI.K.1

What does the man see in the nighttime sky?

- A his car
- B the wall
- C his house
- D stars and the moon



I can see a big cup.

I can see a little cup.

Yes, **they** are up!



See up, up, up!

Is a dim dot on it?

Yes, it is a dot!

4. Standard: RL.K.1

What else can the man see in the sky?

- (A) a bit of rock and gas
- (B) the blue ocean
- (C) the green grass
- (D) the city



It is a bit **of** rock and gas.

I **want** to see it zig-zag.

I can see it up, up, up!

42

I can see up, up, up.

It is a fun job **for me**.

I can not quit, quit, quit!

43

5. Standard: W.K.2, L.K.1.e, L.K.1.f

Choose the phrase that completes each sentence. Circle the letter of the correct answer.

The rain fell _____

- A. by the car
- B. on the street

The squirrel jumped _____

- A. on the fence
- B. for the recess bell

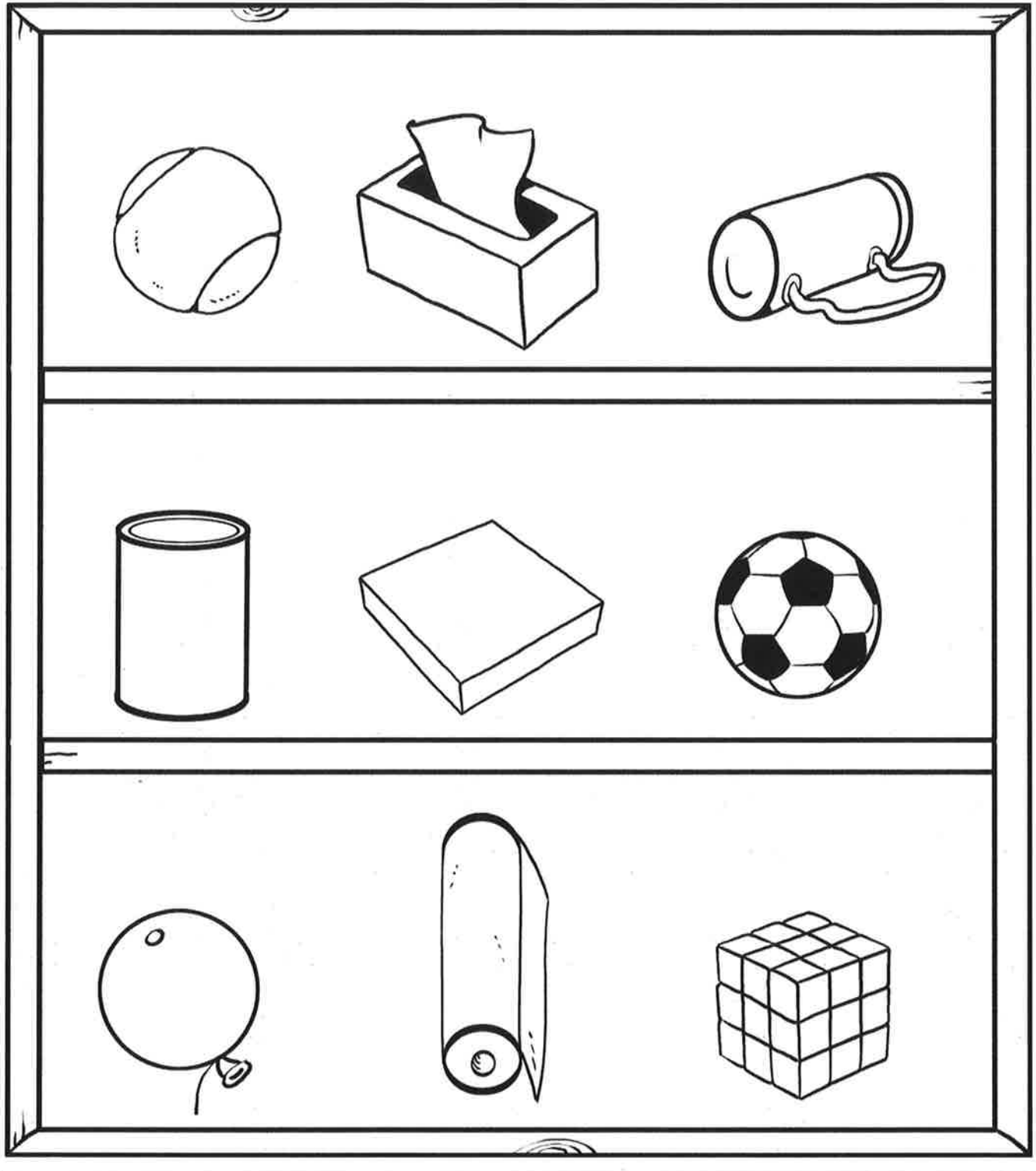
Name _____

HANDS ON Lesson 10.4

Identify, Name, and Describe Cylinders



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

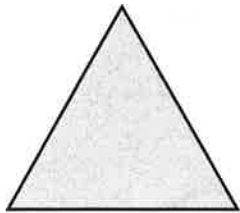


DIRECTIONS 1. Identify the objects that are shaped like a cylinder. Mark an X on those objects.

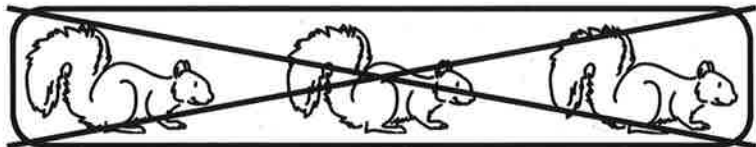
Lesson Check (K.G.2)



Spiral Review (K.OA.5, K.G.4)



vertices



$$5 - \underline{\quad} = 2$$

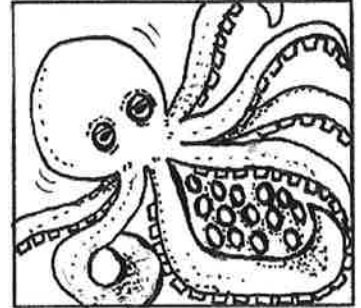
DIRECTIONS 1. Which shape is a cylinder? Mark an X on the shape. 2. How many vertices does the triangle have? Write the number. 3. Write the number to show how many are being taken from the set.

Name _____ Date _____

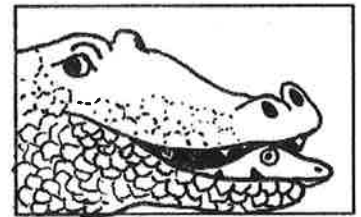
Animals and Their Young- Day 4

Read the paragraphs, then answer the questions.

A mother octopus protects her eggs after they hatch by pushing water towards them to bring them oxygen. Sometimes she works so hard she gets very weak!



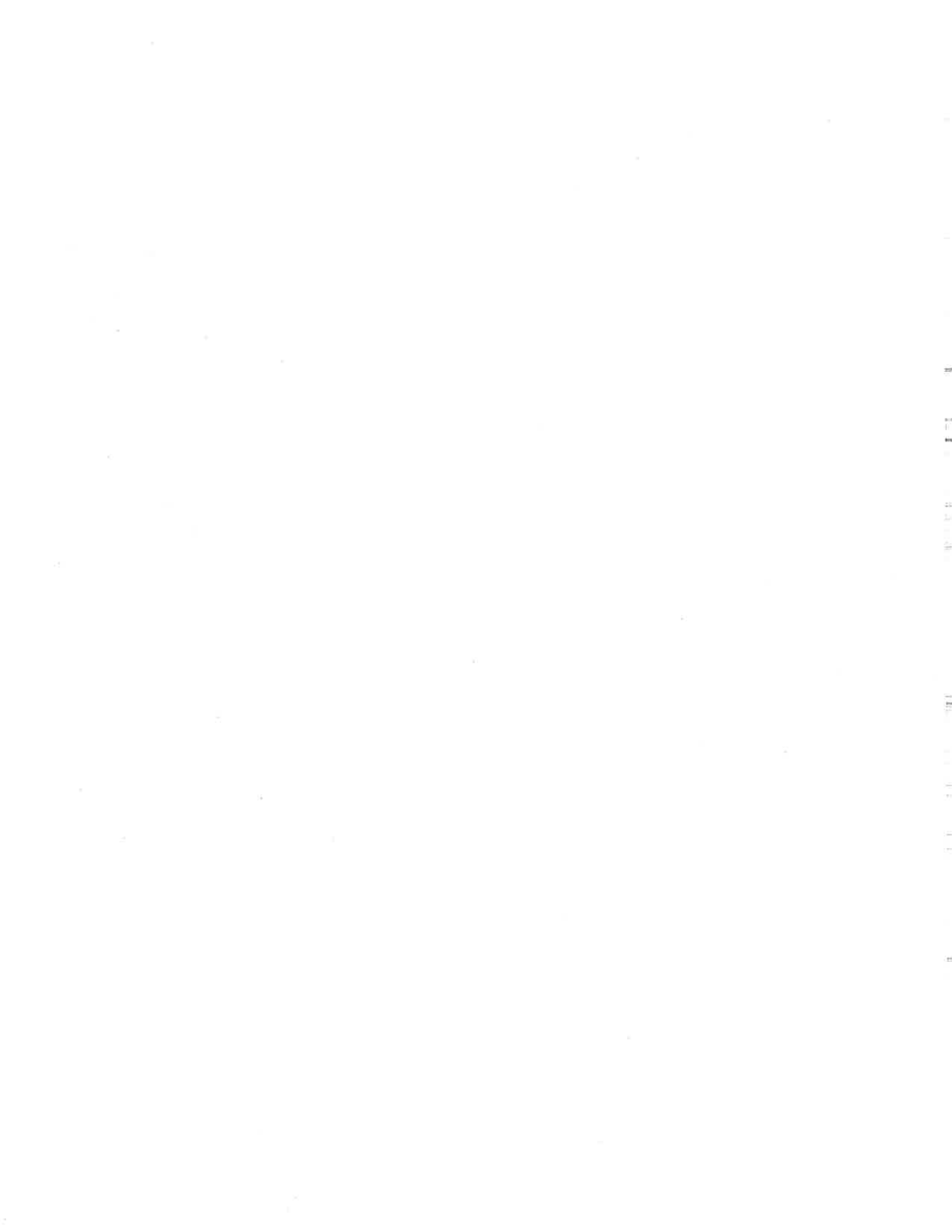
A mother alligator carries her babies in her mouth to protect them from being eaten by others.

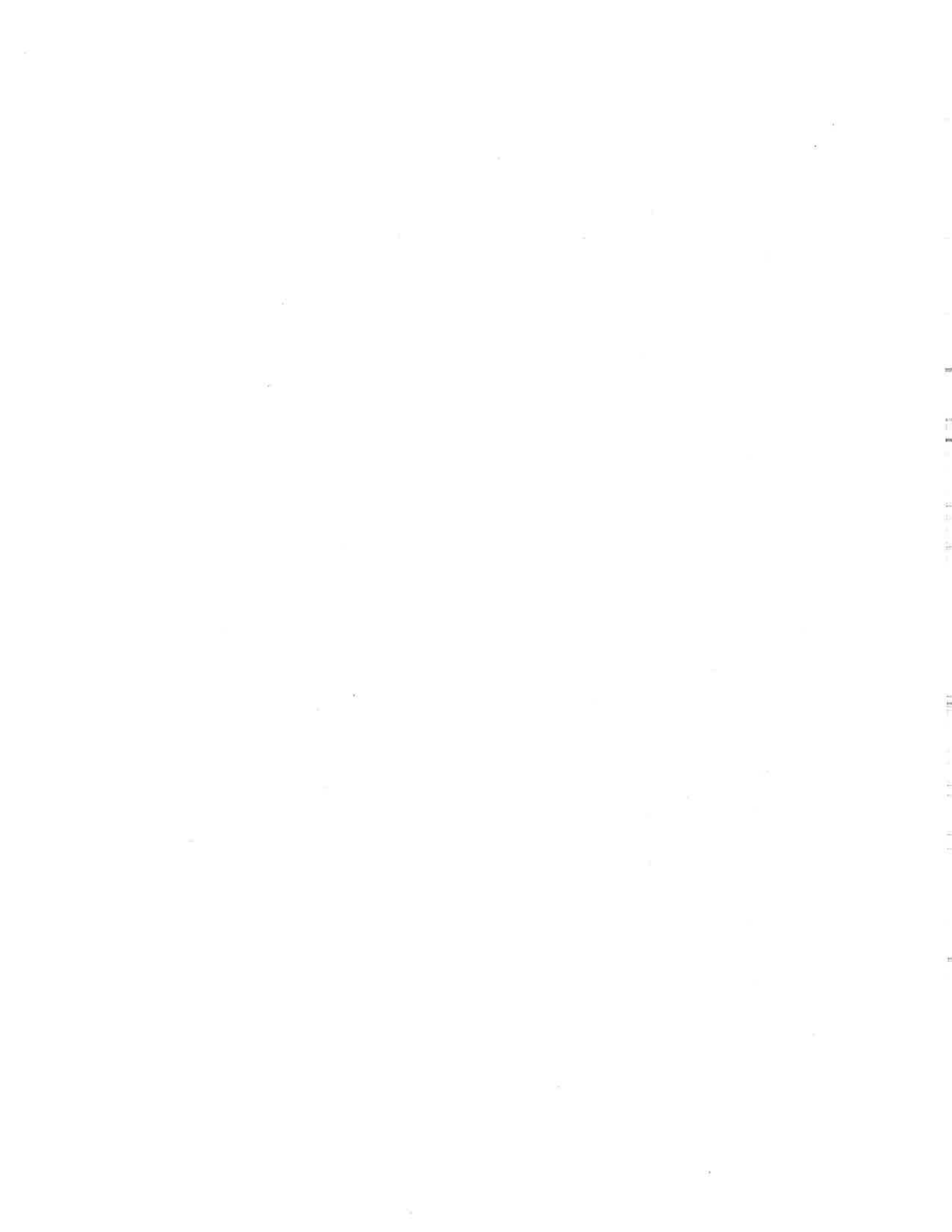


4. How does mother octopus protect her eggs?

- a. by putting them in her mouth
- b. by pushing water towards them to bring them oxygen
- c. by carrying the eggs on her feet
- d. by giving them milk

5. Which animal carries babies in its mouth?





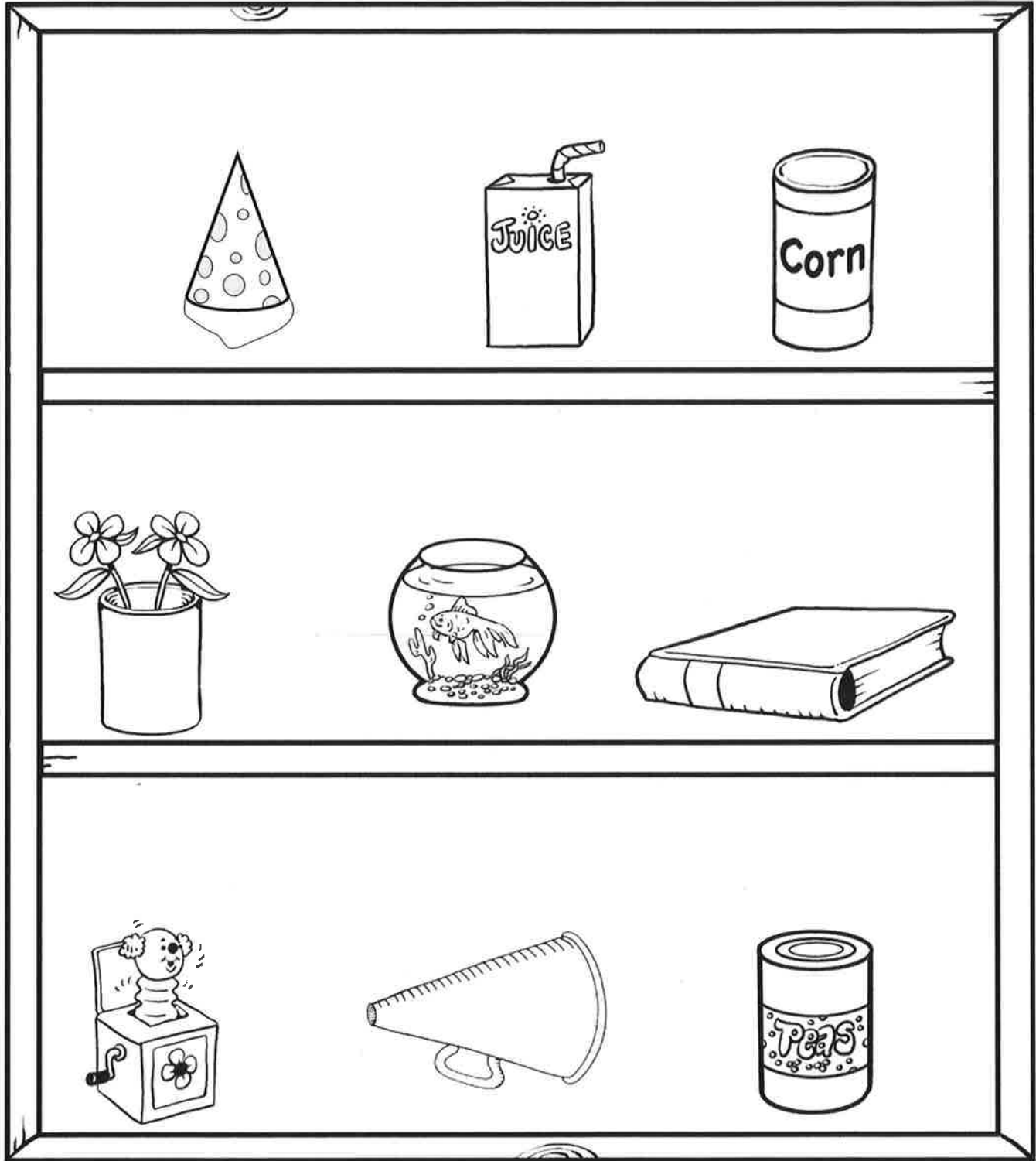
Name _____

HANDS ON Lesson 10.5

Identify, Name, and Describe Cones



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

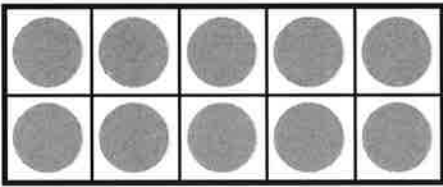


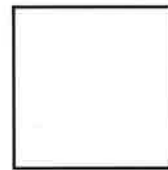
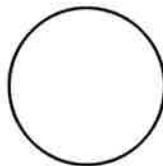
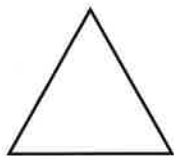
DIRECTIONS 1. Identify the objects that are shaped like a cone. Mark an X on those objects.

Lesson Check (K.G.2)



Spiral Review (K.NBT.1, K.G.2)



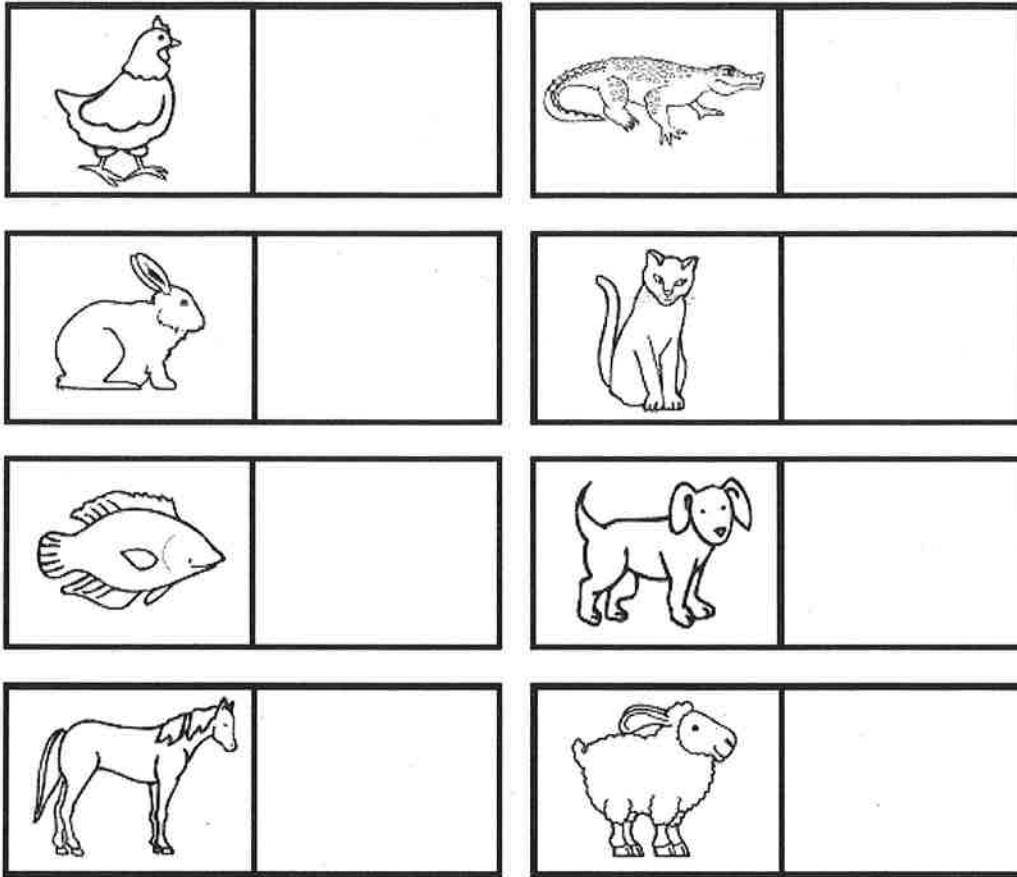


DIRECTIONS 1. Which shape is a cone? Mark an X on the shape. 2. Count and tell how many. Write the number. 3. Which shape is a circle? Color the circle.

Name _____ Date _____

Animals and Their Young- Day 5

Match the picture of the parent to its baby. Write the correct letter next to each parent.



Babies

A



B



C



D



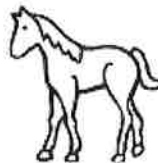
E



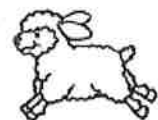
F



G



H







Compton USD

Learning Packet # 5

ELD

TK/Kindergarten

Name: _____

Kindergarten-ELD Learning Packet

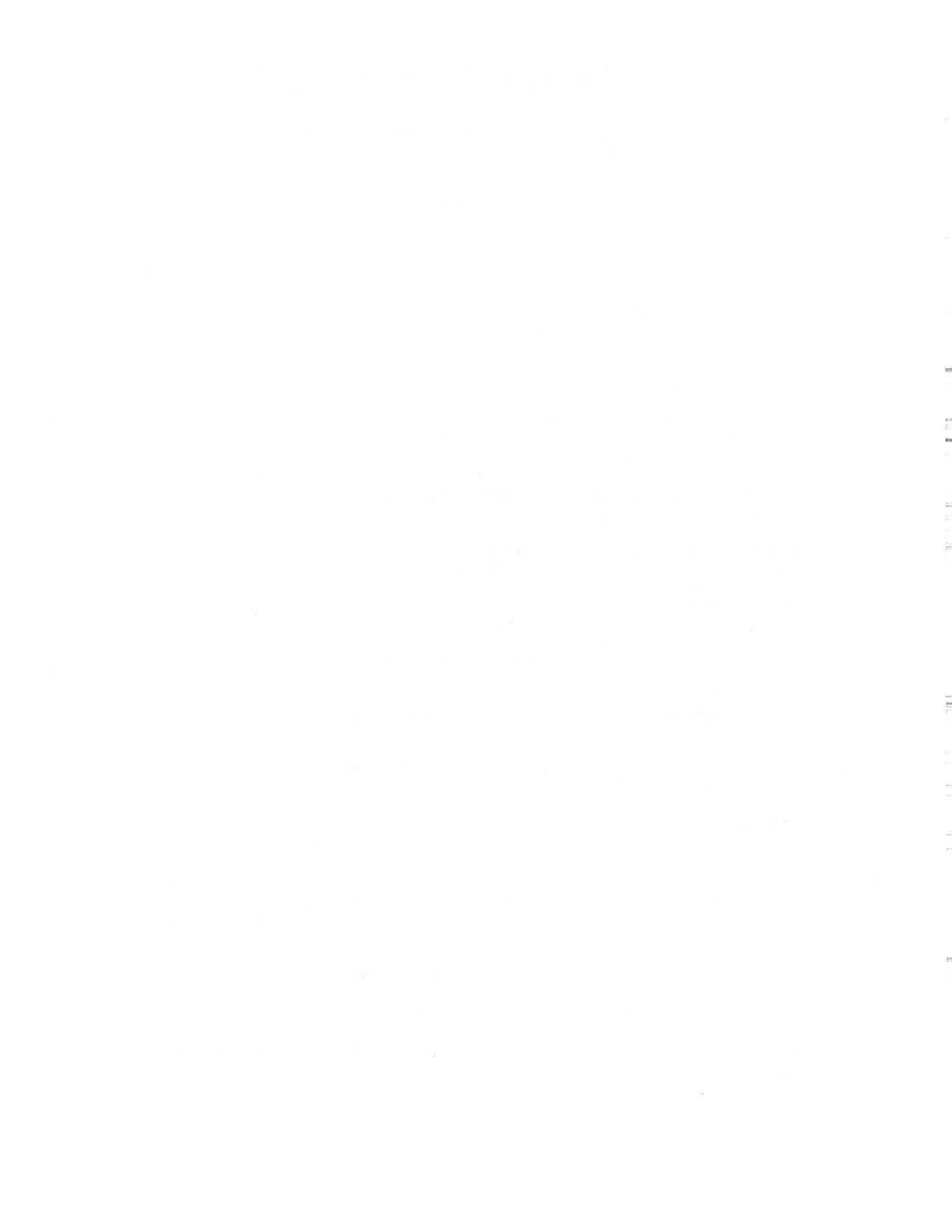
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Week 6

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.	

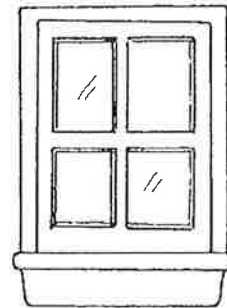
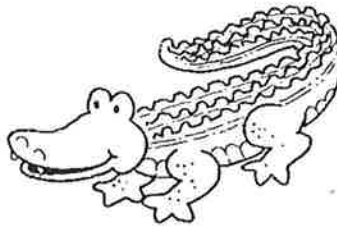
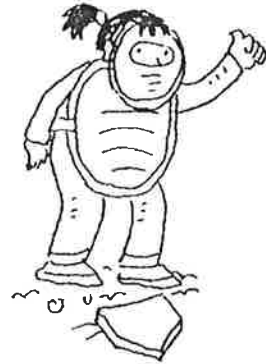
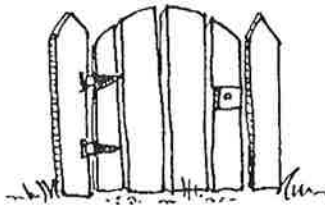
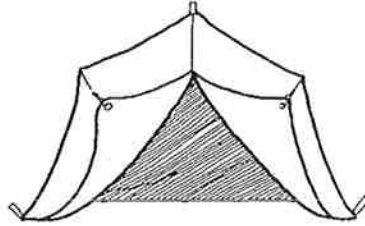
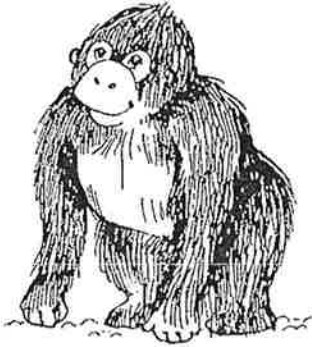
Recommended Online Usage

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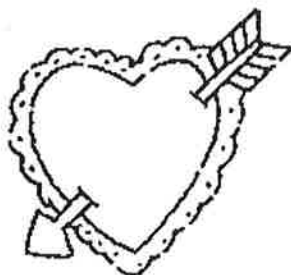
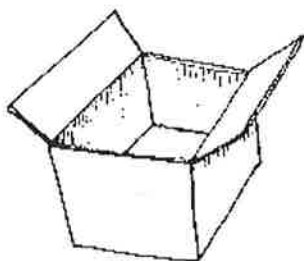
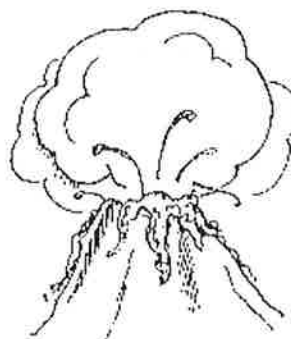
Review Phonics: /u/u, /g/g, /w/w Point to and say *gorilla* emphasizing /g/. Have children repeat. Tell children to place a marker on the *gorilla*. Have partners name the pictures and then place markers on pictures whose name begins with the letter *u*, *g*, or *w*. Then have children tell their partner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



Name _____



6



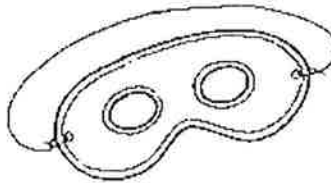
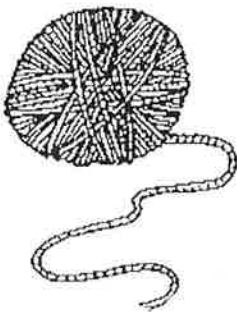
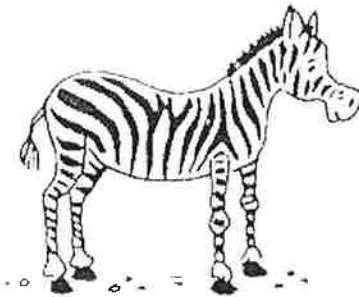
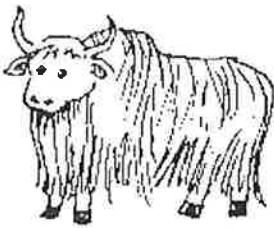
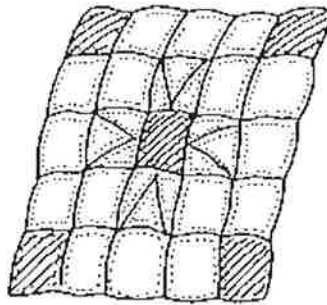
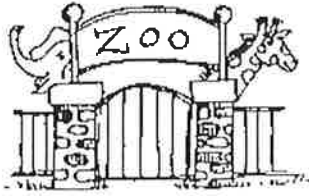
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Review Phonics: /ks/x, /v/v, /j/j Point to and say *jet* emphasizing /j/. Have children repeat. Tell children to place a marker on the *jet*. Have partners name the pictures and then place markers on pictures whose name begins with the letter *v* or *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
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Name _____



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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

Z

Umbrella

Y

Q

u

Rabbit

J

W

V

Spiderweb

Turtle

G

Jar

U

King

Start

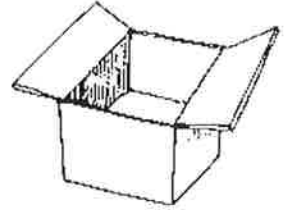
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Phonics Review Game: /u/u, /g/g, /w/w, /v/v, /j/j, /kw/qu, /y/y, /z/z. Place a marker on "Start." Move your marker from square to square. When you land on a picture, say the name of the picture and the letter it begins with. If you land on a letter,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



Name _____

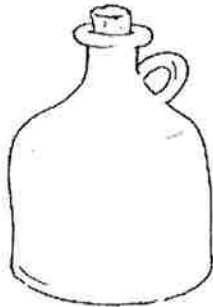
gum jug web

1.



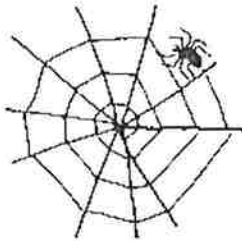
gum

2.



jug

3.



web

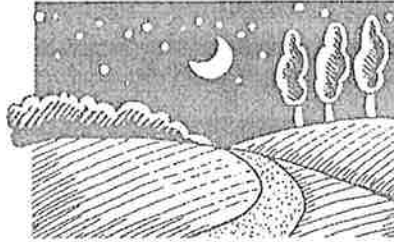
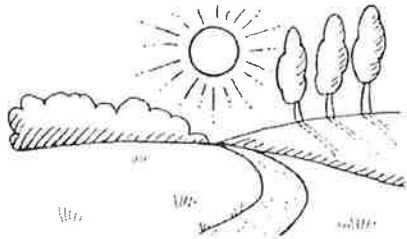
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Review Phonics: Blending Point to g in the word gum and say /g/. Repeat for letters u and m. Blend the sounds and say the word. Have children repeat. Guide them to write the word and read it to a partner. Repeat the routine for jug and web.

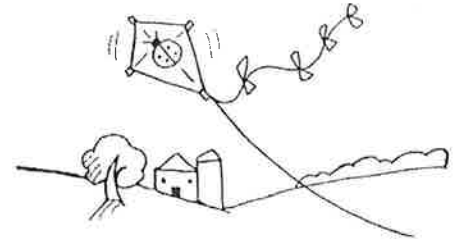
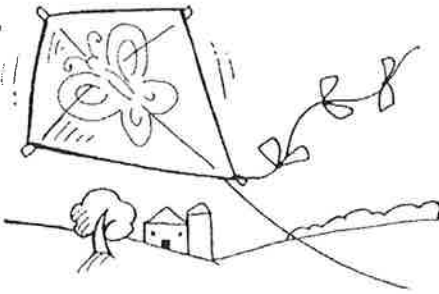


Name _____

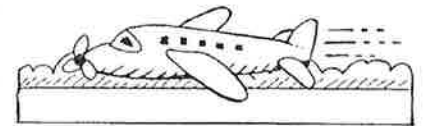
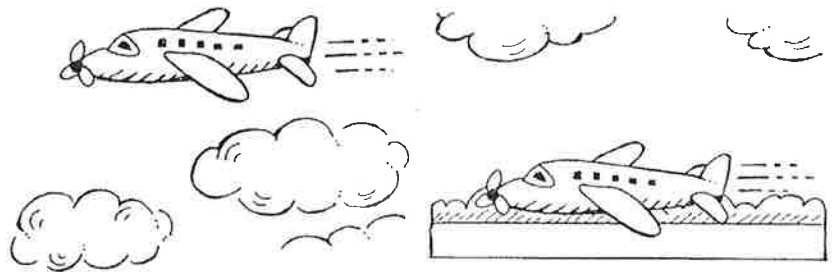
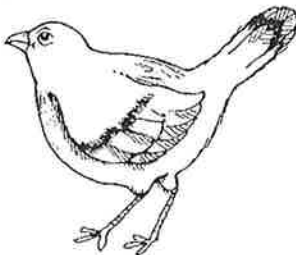
1.



2.



3.

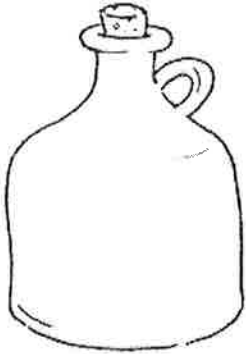


Category Words: Opposites Review opposite words. Point to and elicit descriptions of each picture. Then have children find and place markers on the two pictures in each row that are opposites of each other. Have them tell a partner about their choices.

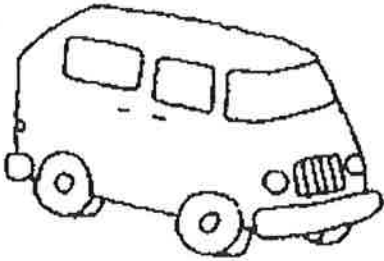


Name _____

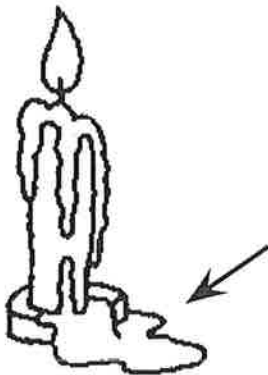
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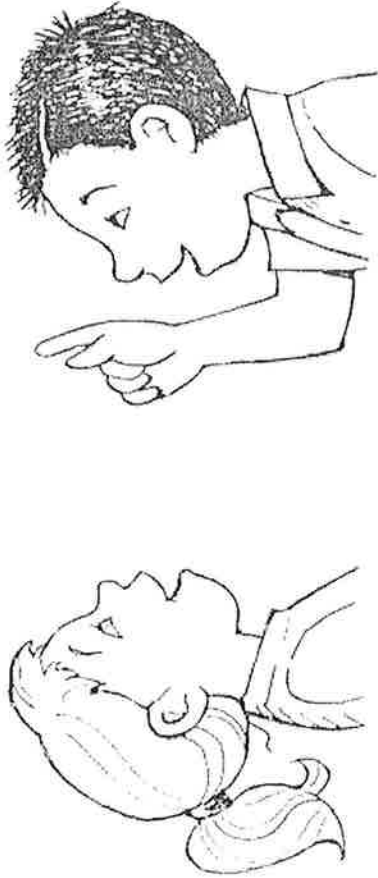
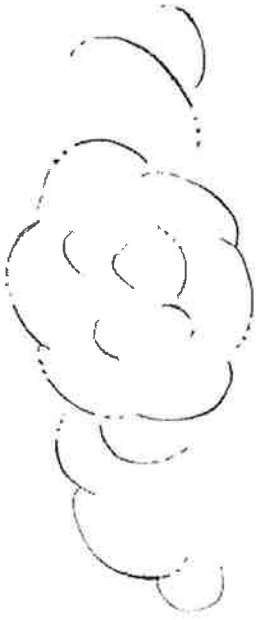
2.



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.

4

Grade K
Unit 8 • Week 3

Jim and Kit



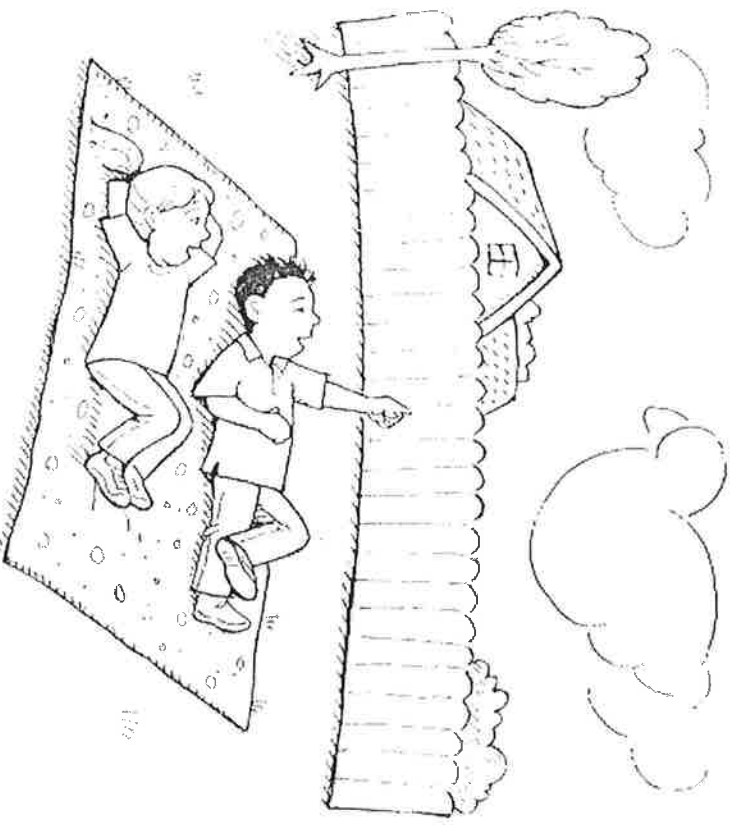
“Here it is!” said Jim.

“Do you want to sit?”

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1



“What do you see?”

“I see a hen.”

2



“This is a little cup!”

“It is for you to sip!”

3



Name _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are seven sets of these lines for writing practice.

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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.

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Essential Question

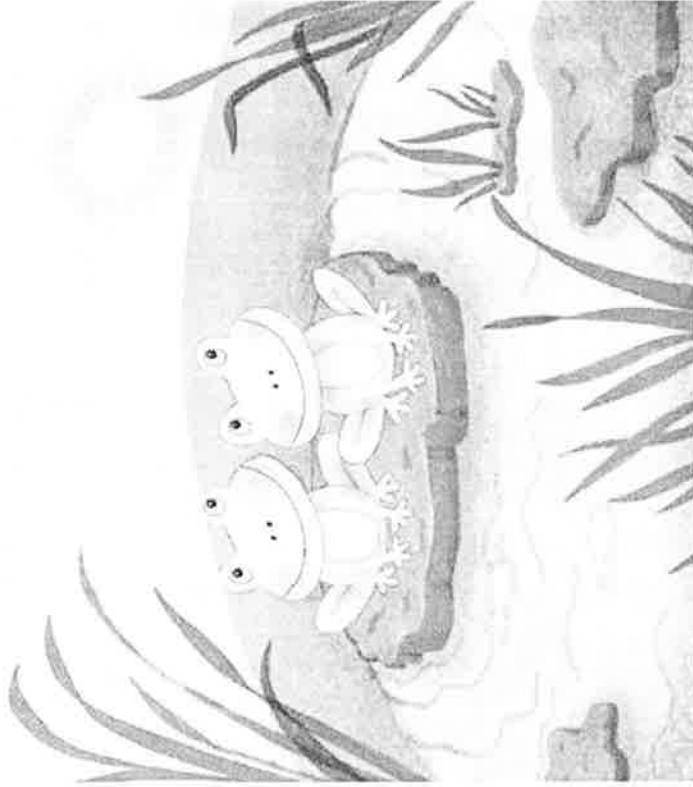
What do you see in the sky?

Look Up, Up, Up!

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!



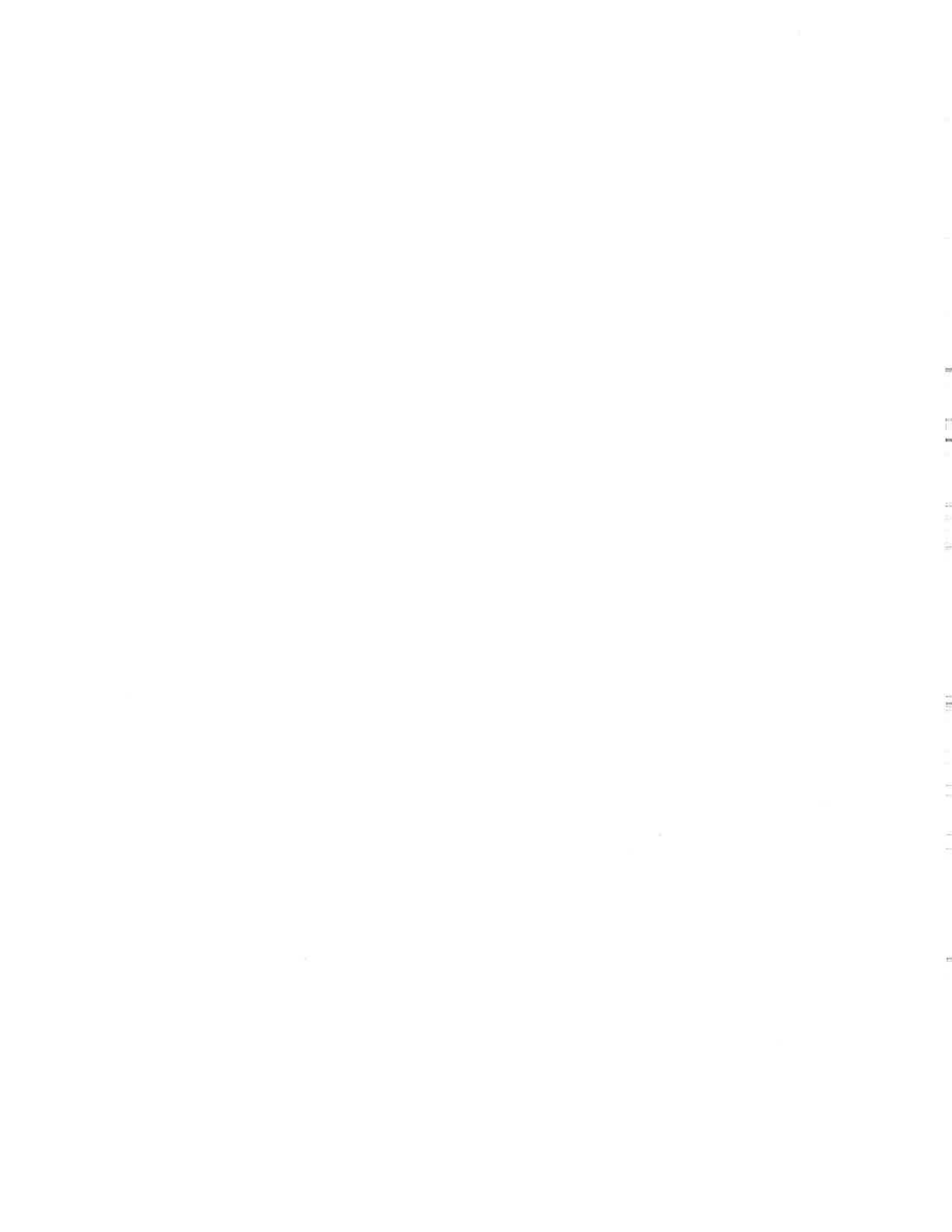
What falls from the sky?

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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Education

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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D

In the Clouds

by Carolyn Lee
illustrated by Jon Davis





First they see a duck.



Then they see a fox.



Then they see a dog.



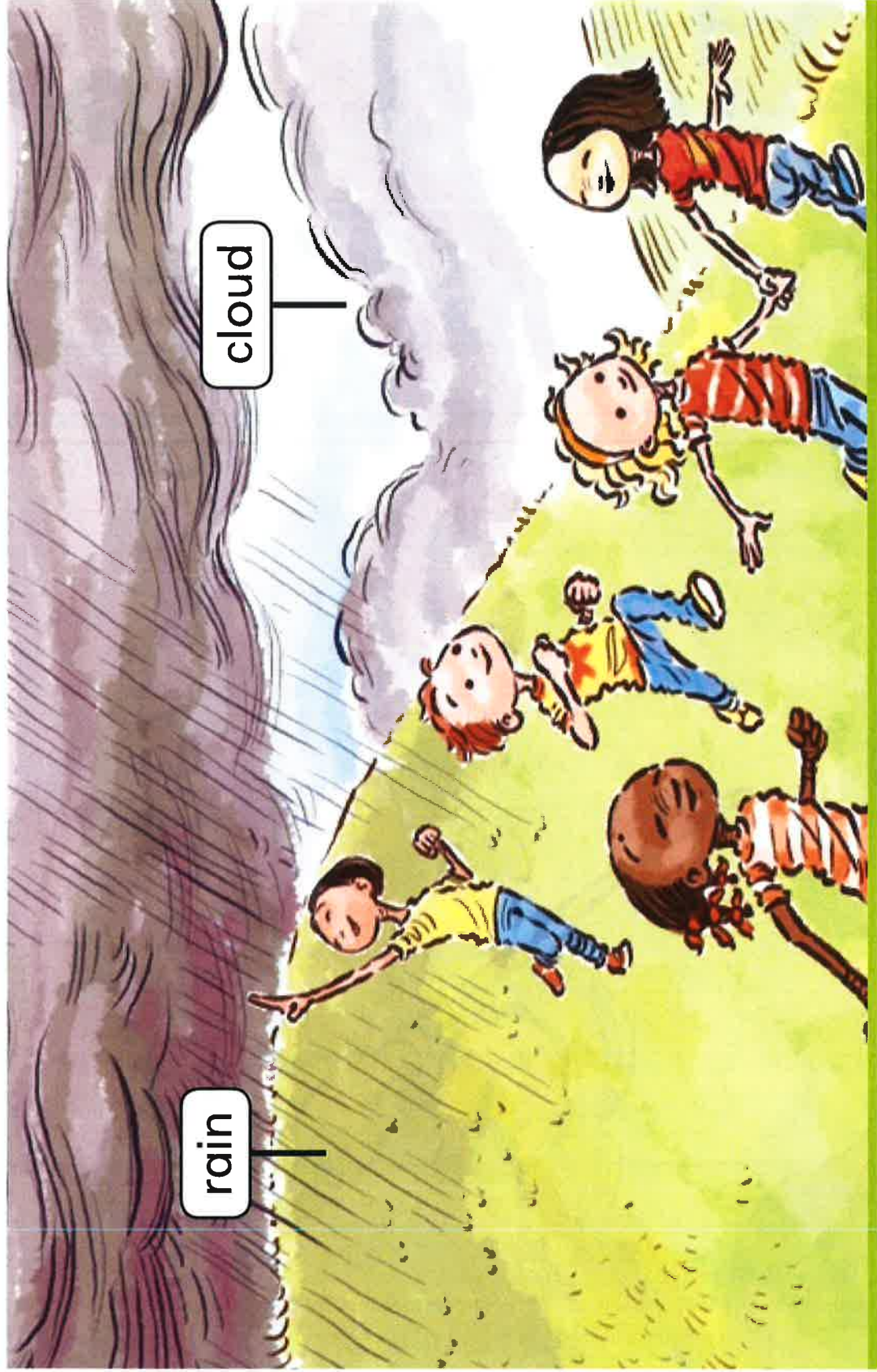
Then they see a goat.



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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