



Compton USD Learning Packet #6

TK
Kindergarten

Name _____

TK/Kinder Learning Packet

TABLE OF CONTENTS

Week 7

Day	Lessons	Date Completed
1	Phonics Review: On page 286, say the name of each picture. Write A if the word has the long a sound and write I if it has the long i sound. On page 287, write O if it has the long o sound and write U if it has the long u sound. On page 288, write E if it has the long e sound.	
	Complete the lesson: Square & Rectangle	
	Social Studies: Read "Schools Then and Now".	
2	Read "We Can Help!" then write about how the people in the story help.	
	Complete the lesson: Circle & Hexagon	
	Social Studies: Reread "Schools Then and Now" pages 2 and 3 then answer the questions.	
3	Blend the sounds and write the word. Category Words: Circle the baby animals in each row. Read the words. Use each word in a sentence.	
	Complete the lesson: Triangle & Cone	
	Social Studies: Reread "Schools Then and Now" pages 4 and 5 then answer the questions.	
4	Read "Jake and Dale Help!" then answer the questions.	
	Complete the lesson: Cube & Cylinder	
	Social Studies: Reread "Schools Then and Now" pages 6 and 7 then answer the questions.	
5	Read "Jobs with Animals" then answer the question. Read the words. Use each word in a sentence.	
	Complete the lesson: Sphere & 3-D Shapes	
	Social Studies: Reread "Schools Then and Now" pages 8 to 11 then answer the questions.	

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 _____

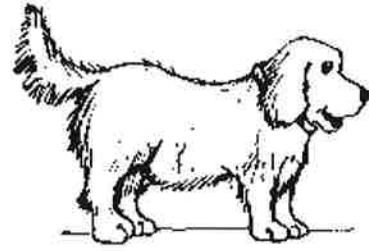
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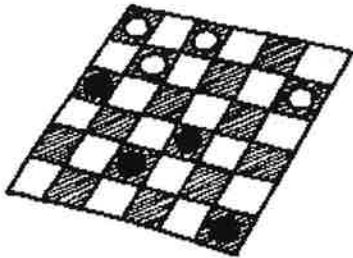
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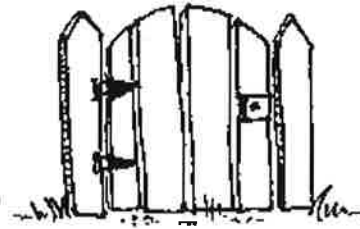
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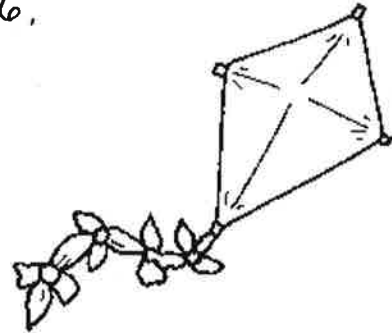
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5.



6.



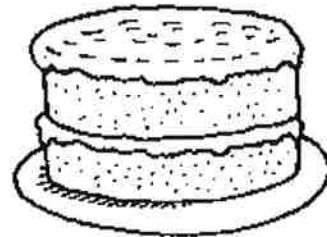
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8.



9.

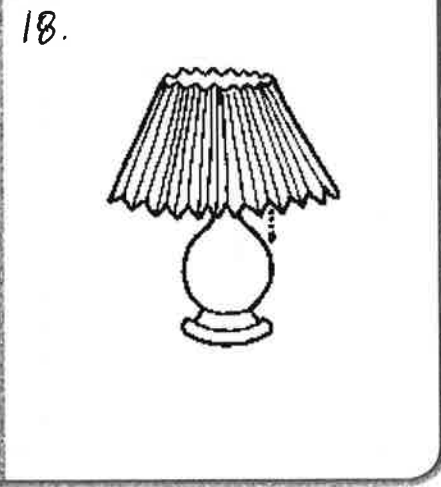
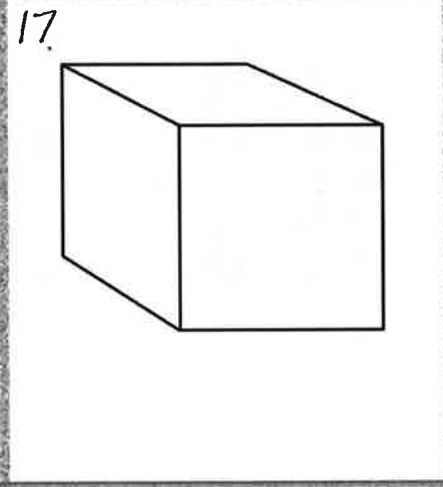
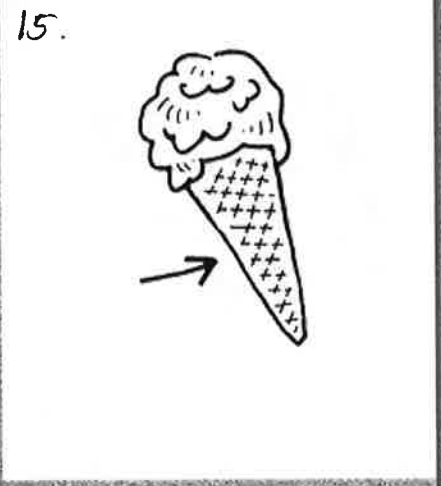
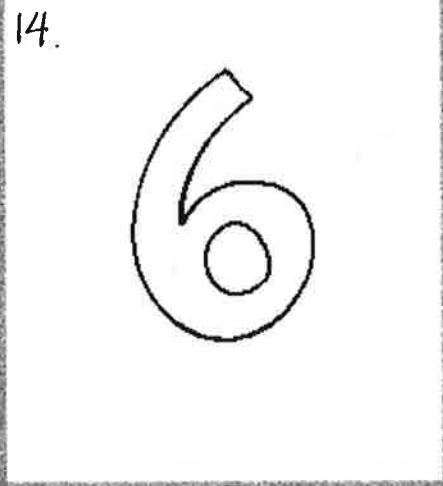
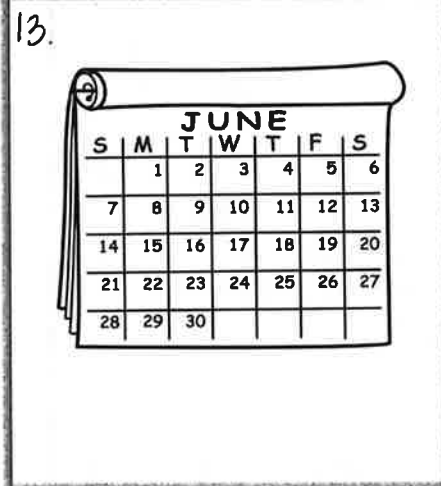
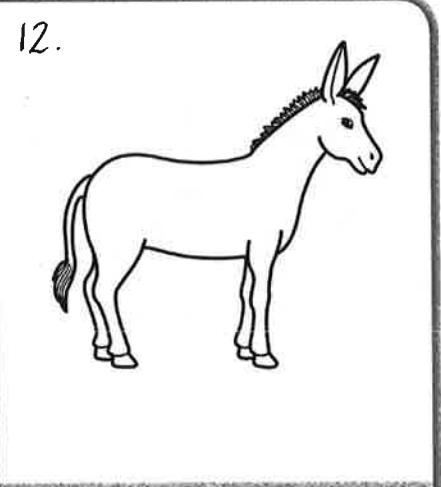
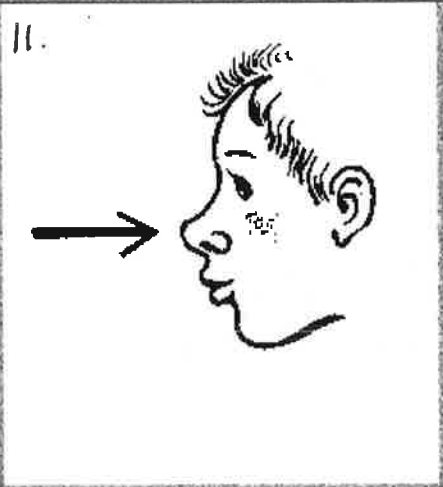
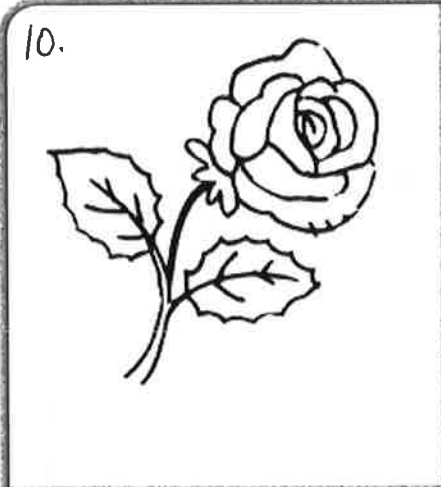


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Review Phonics: /ā/a_e, /ī/i_e

Say the name of each picture. Put a marker on each picture if its name has the /ā/ or /ī/ sound. Turn to your partner and spell the /ā/ words. Then listen to your partner as they spell the /ī/ words.

Name _____

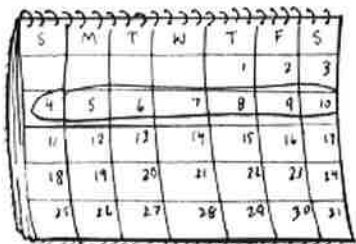


Review Phonics: /ō/o_e, /ū/u_e
 Say the name of each picture. Put a marker on each picture if its name has the /ō/ or /ū/ sound. Turn to your partner and spell the /ō/ words. Then listen to your partner as they spell the /ū/ words.

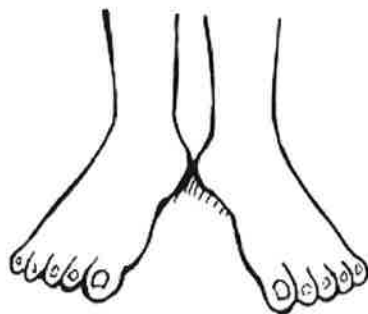


Name _____

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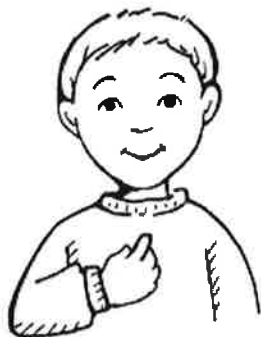
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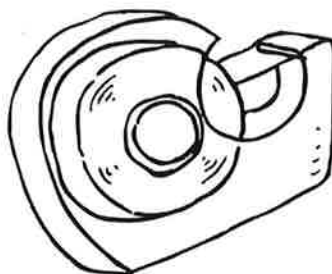
21.



22.



23.



24.



25.



26.



27.



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Review Phonics: /ē/e_e, ee, e

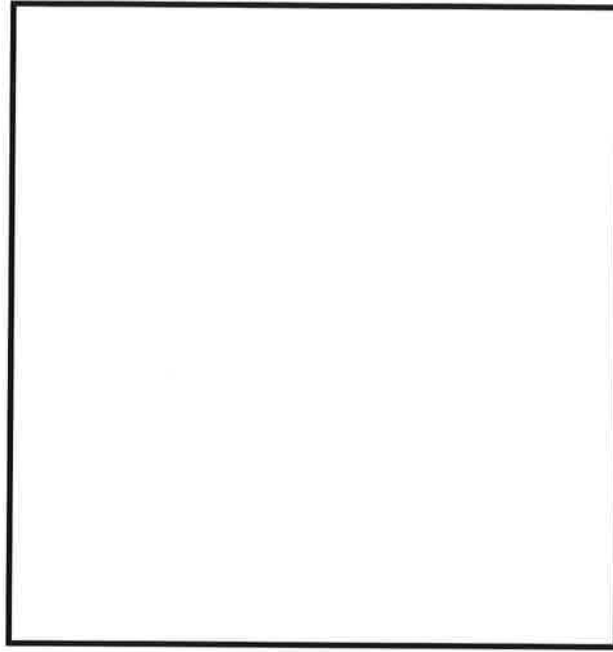
Say the name of each picture. Put a marker on each picture if its name has the /ē/ sound. Turn to your partner and spell the /ē/ words.

Name _____

MAFS.K.G.1.2- Correctly name shapes regardless of their orientations or overall size.

MAFS.K.G.1.3- Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

square



square

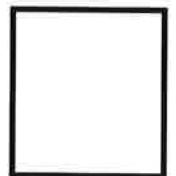
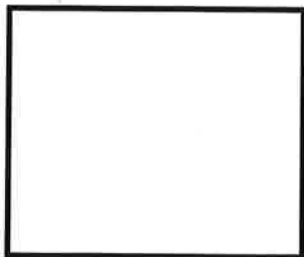
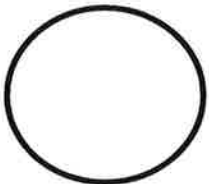
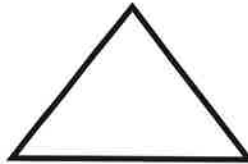
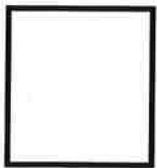
square

square

square

square

Directions: Color the squares below.

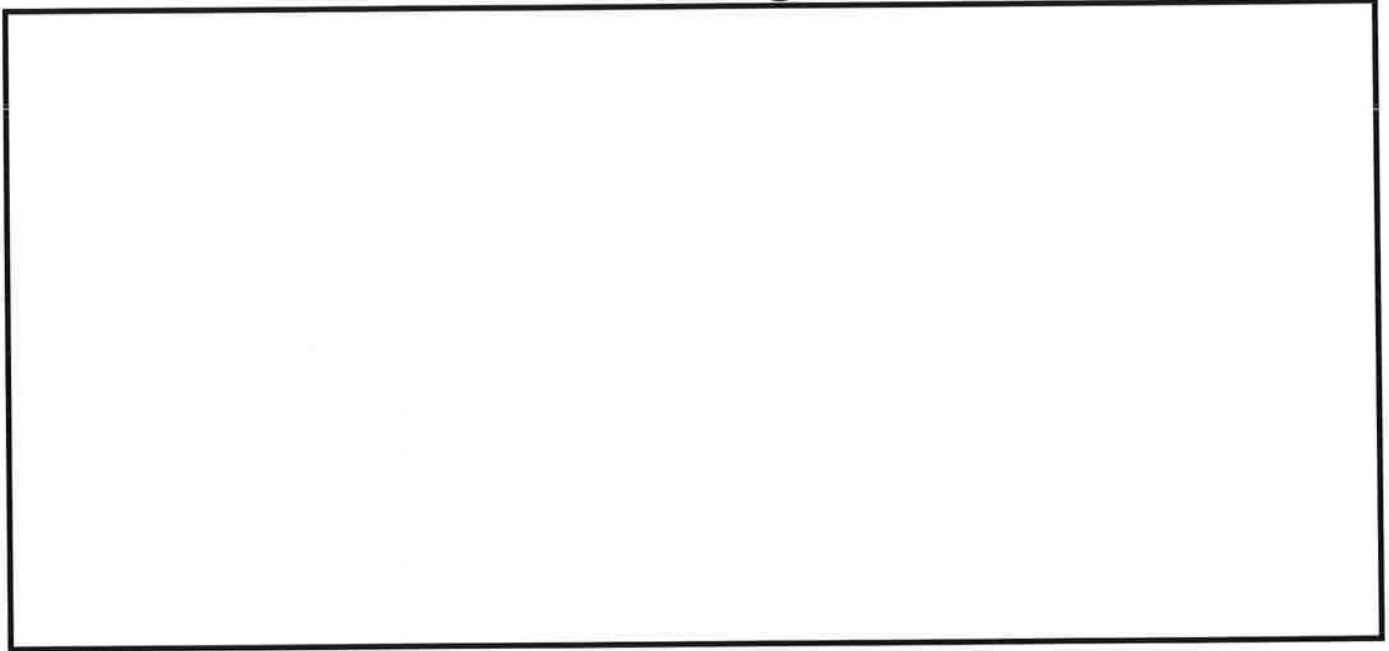


Name _____

MAFS.K.G.1.2- Correctly name shapes regardless of their orientations or overall size.

MAFS.K.G.1.3- Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

rectangle



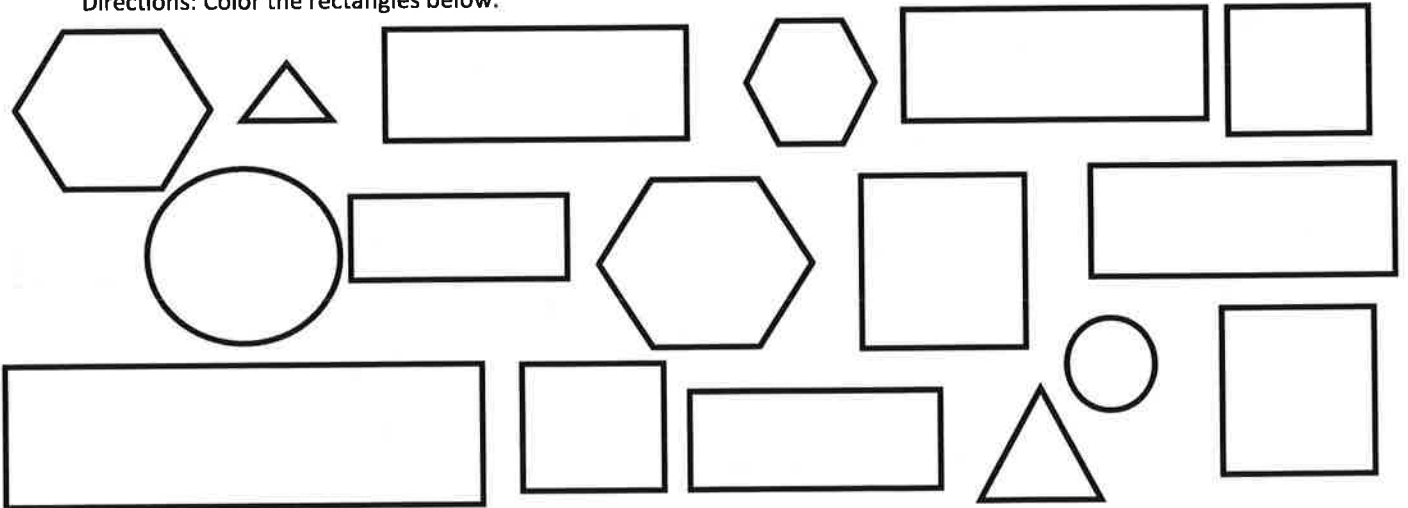
rectangle

rectangle

rectangle

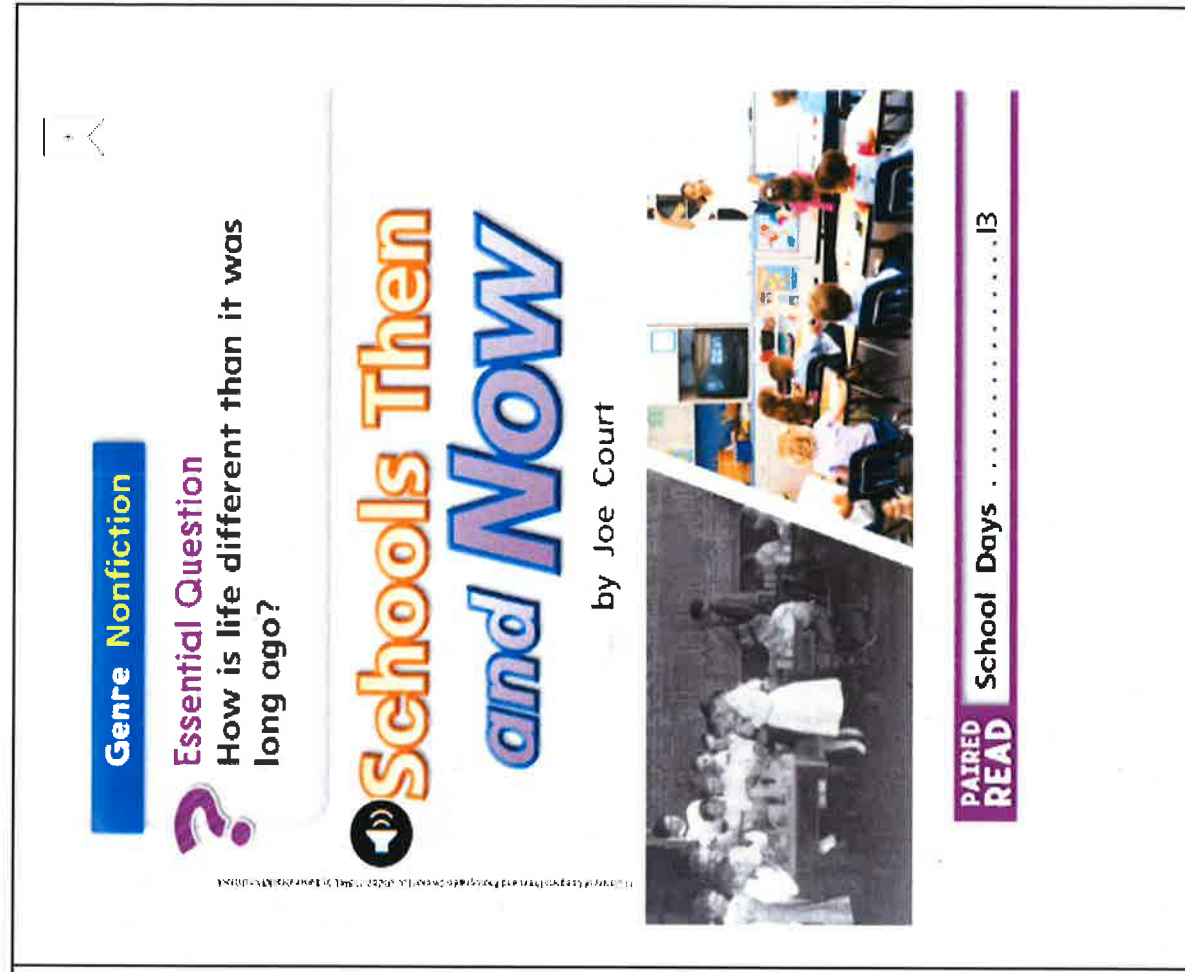
rectangle

Directions: Color the rectangles below.



Name: _____

Directions: Read the text and answer the questions.



Long ago, it was hard to get to school. Boys and girls walked far. Some used horses.



2



Now people go to school by bus. Some walk or ride in a car.

3

This was a school long ago.
It had only one teacher.



4



This is a school now.
It has many teachers.

5

Long ago, a stove made a classroom warm. The light came from outside.



6



Now pipes warm the rooms. The lights are inside the classrooms.

7

Long ago, children sat
in rows. They always
sat at desks.



8



Now children sit at tables.
Some still sit at desks.

9

Children wrote on slates.
They used old chalk.



Image Not Available. Credit: iStockphoto.com/Alamy



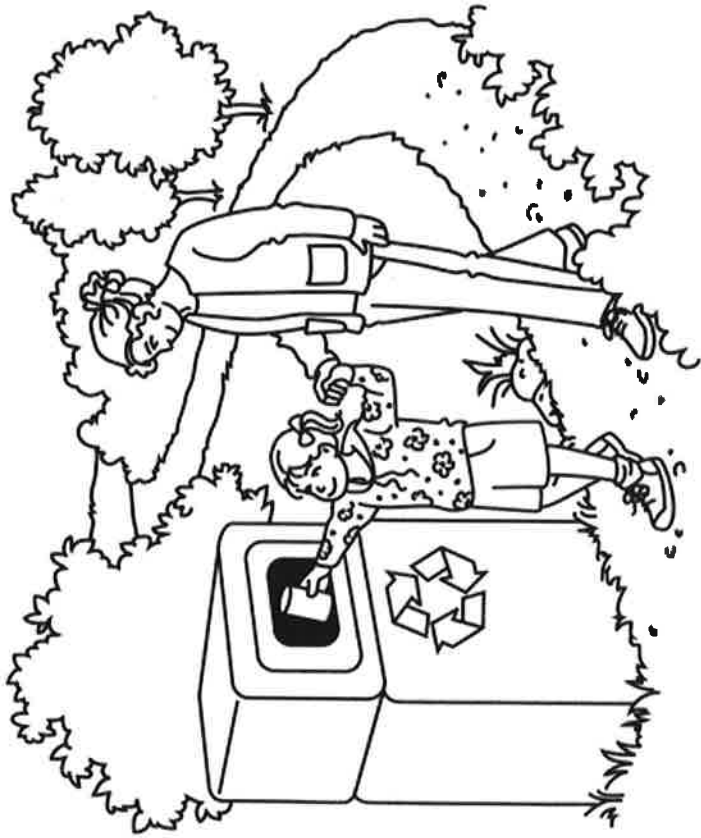
Image Not Available. Credit: iStockphoto.com/Alamy



Now children use pencils
and paper. Some children
use computers. How do
you write?



Name _____



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We Can Help!



It is good to help!
Can you help, too?

Review High Frequency Words: *help, too, play, has, where, look, who, good, come, does*
Read the book aloud to a partner. Reread for fluency.

Who can ride a bike?
It does not take gas!



Where can they play?

Come and play here!

2



Look! She has a seed.

She can pat the seed in.

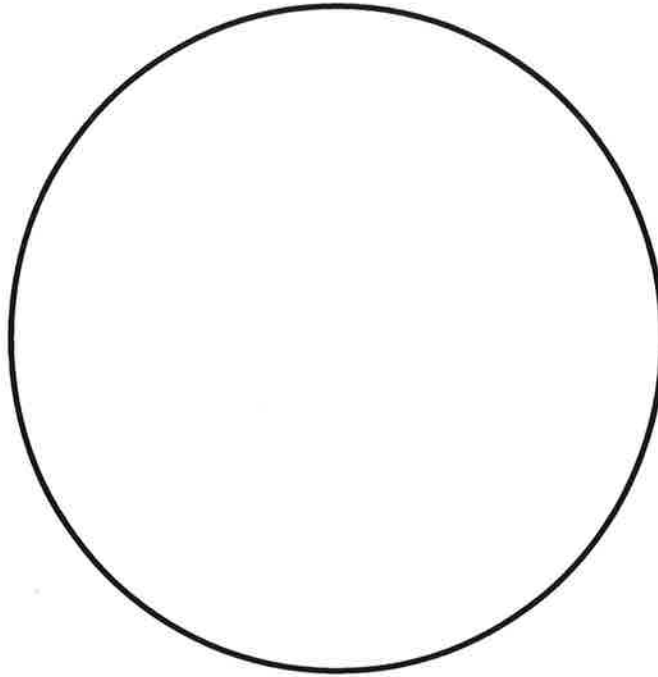
3

Name _____

MAFS.K.G.1.2- Correctly name shapes regardless of their orientations or overall size.

MAFS.K.G.1.3- Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

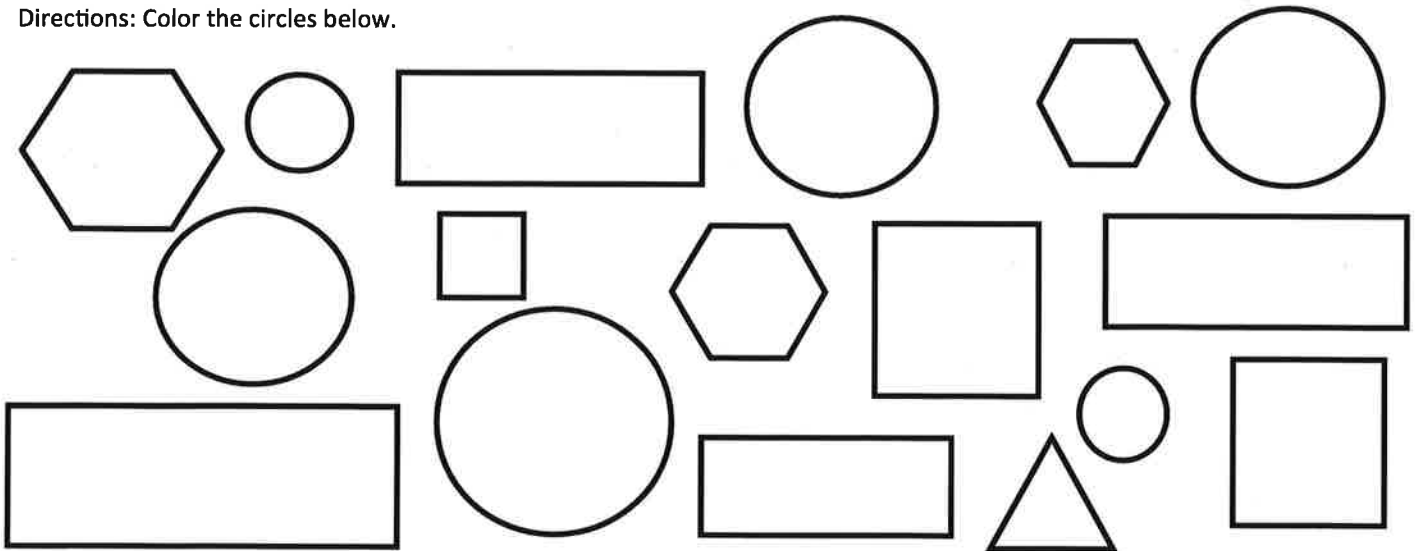
circle



circle circle circle circle circle

circle _____

Directions: Color the circles below.

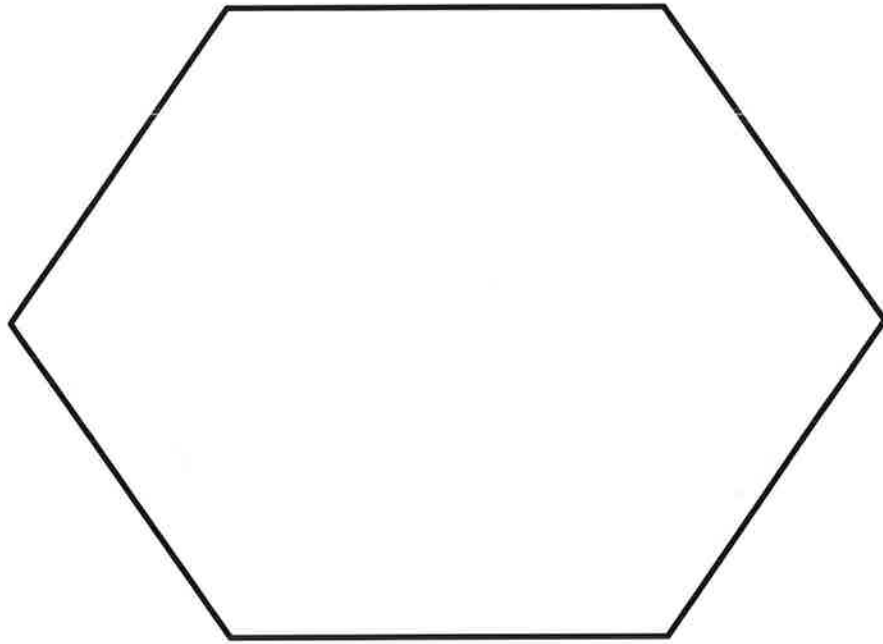


Name _____

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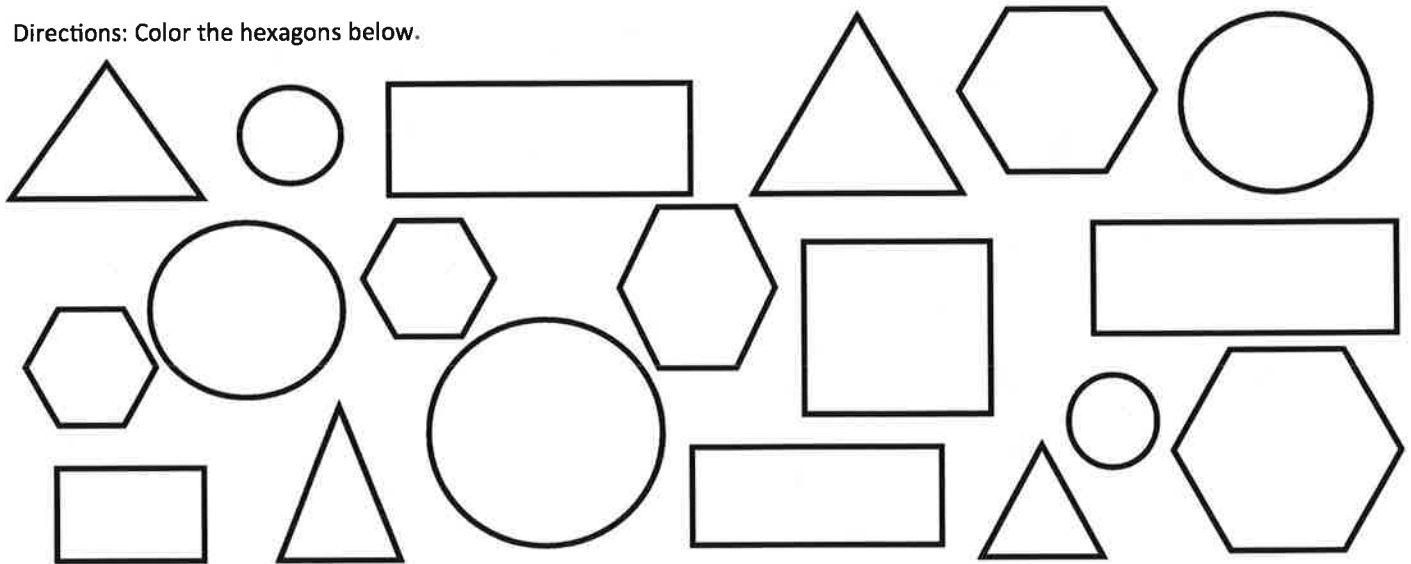
hexagon



hexagon hexagon hexagon

hexagon

Directions: Color the hexagons below.





Name _____

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Writing Fluency

Have children reread *We Can Help!* On their own, have children write for five minutes as much, and as well as they can, about how the people in the story help. Have children review their writing.

Reread page 2. How do people go to school long ago?

Handwriting practice lines for the first question, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated three times.

Reread page 3. How do people go to school today?

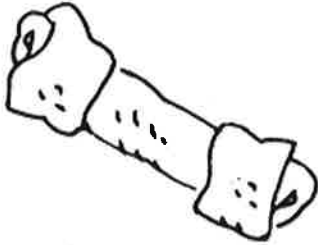
Handwriting practice lines for the second question, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated three times.



Name _____

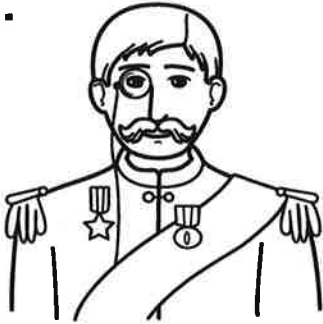
bone duke feet

1.

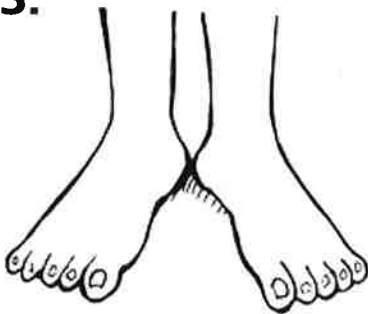


bone

2.



3.



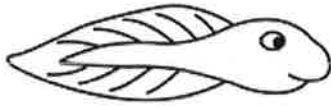
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Review Phonics: Blending -one, -uke, -eef

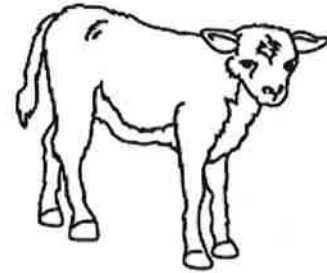
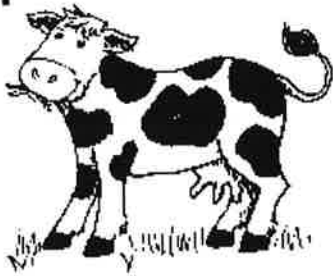
Blend the sounds and say the word. Write the word. Repeat the word.

Name _____

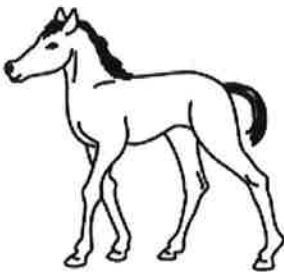
1.



2.



3.



Category Words: Names of Baby Animals

Find the baby animals in each row and put markers on them.

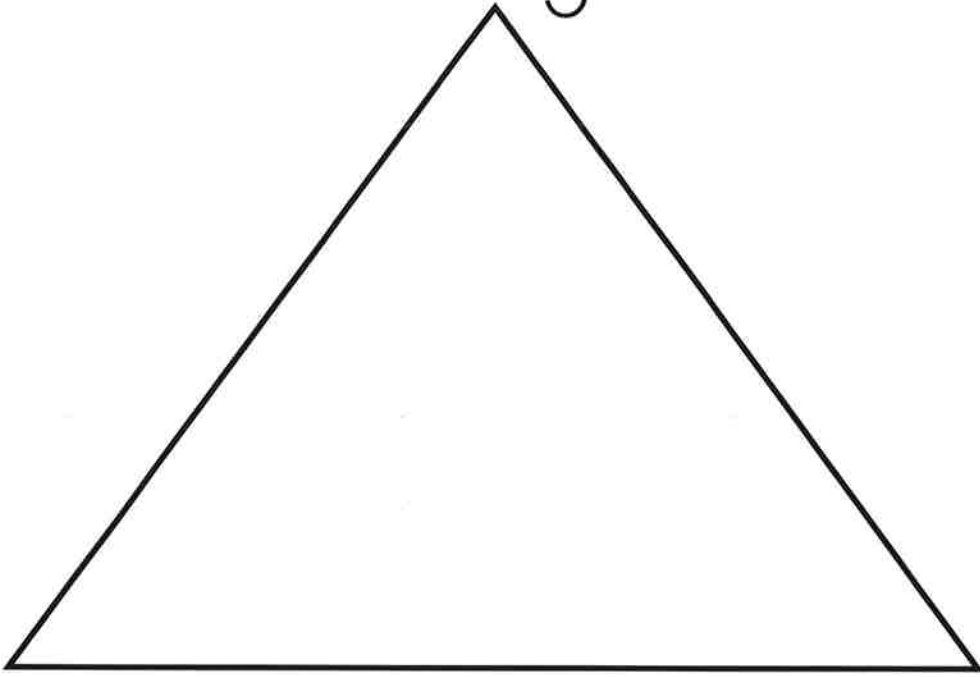
Say the name of each baby animal.

Name _____

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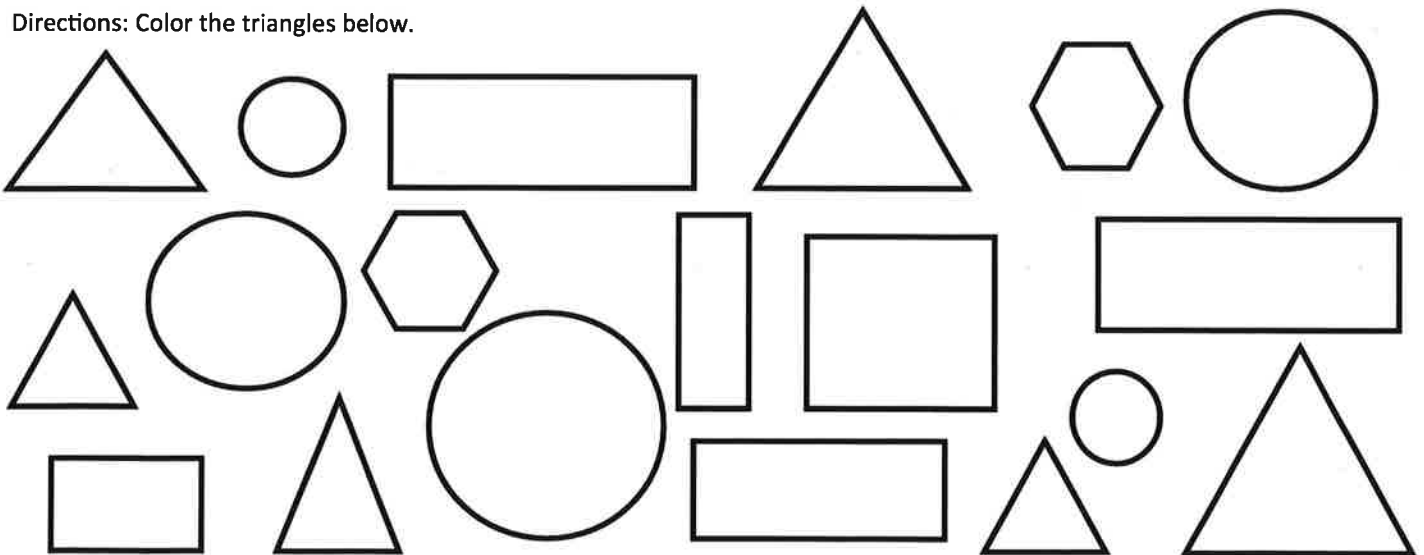
triangle



triangle triangle triangle triangle

triangle _____

Directions: Color the triangles below.

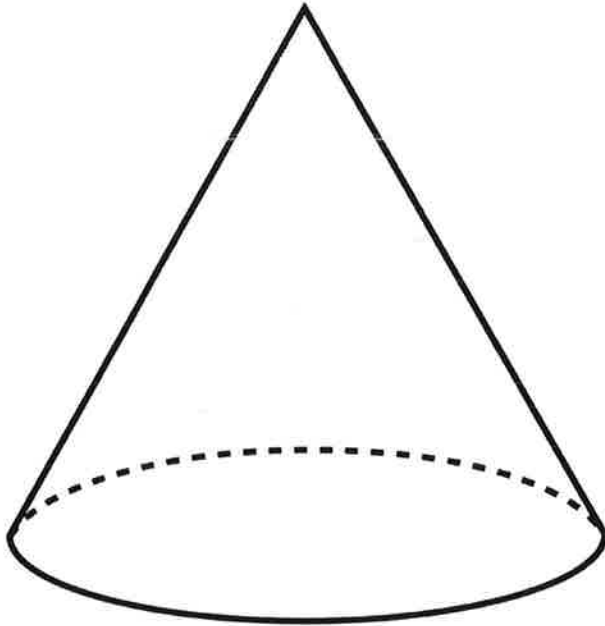


Name _____

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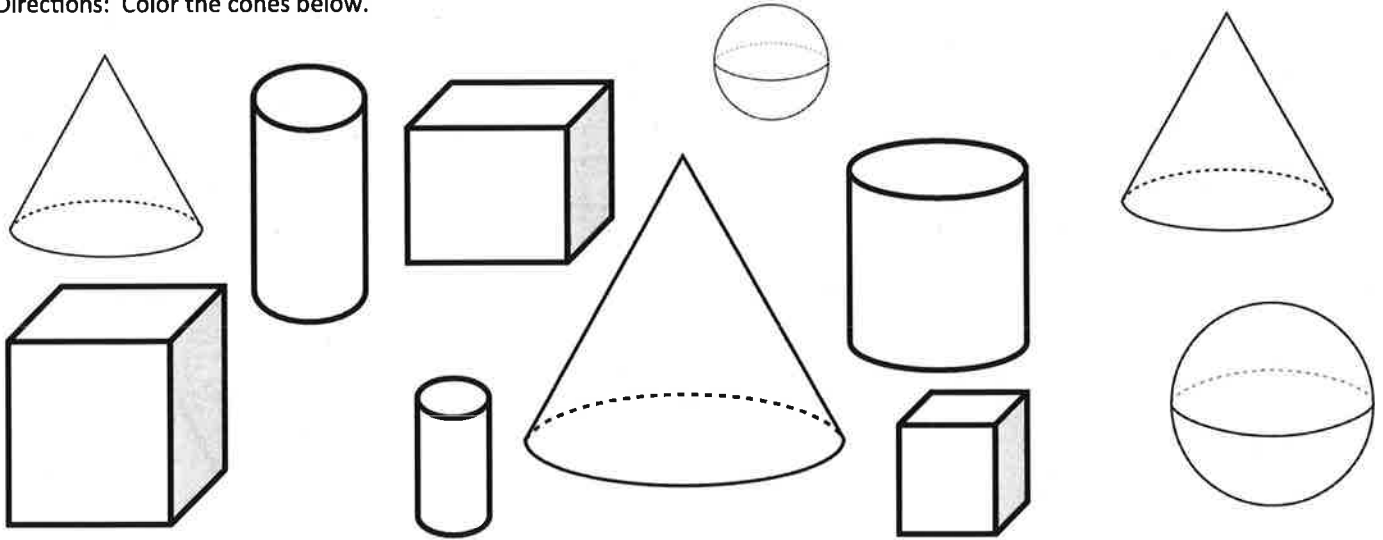
cone



cone cone cone cone cone

cone

Directions: Color the cones below.



Name: _____

Read the following words. Use each word in a sentence.

help too play has where

Reread pages 4 and 5. How are schools of long ago different from the schools today?

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

Name: _____

Directions: Read the story and answer the questions.

Jake and Dale Help!



Carroll de Godoy

8

Carroll de Godoy

9

Jake and Dale wake up.
Jake can make a bed.
Dale can make a bed, too.



"Can you **help**?" said Dad.
Dale can get a tan cup.
Jake can get the red jam.

10

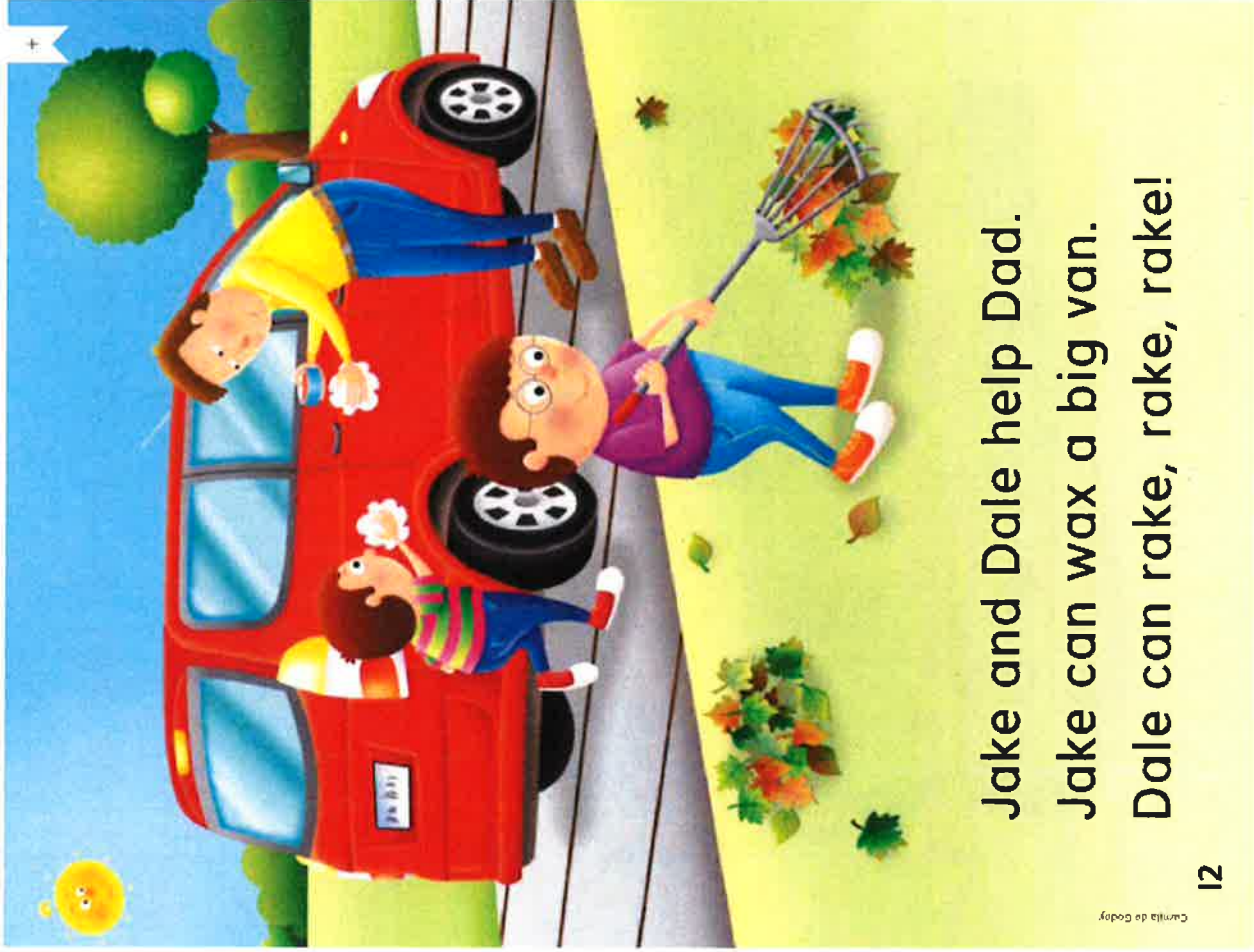
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Jake can take Rex.
Dale can take Rex, too.
Run, run Rex to the lake!

11

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Jake and Dale help Dad.
Jake can wax a big van.
Dale can rake, rake, rake!

12

Camilla de Godoy



Dale and Jake help Mom.
They get in a big van.
A big van can go, go, go!

13

Camilla de Godoy



Camilla de Godoy

14

Mom can get a big, big sack.
Dale can get a big yam.
Jake can get a cake mix.



Camilla de Godoy

15

Jake, Dale, and Mom bake.
They can bake a quick cake.
Dale and Jake help a lot!

1. What are Jake and Dale doing?

Handwriting practice lines for the first question, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated three times.

2. How are the boys helping Dad?

Handwriting practice lines for the second question, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated three times.

3. How are the boys helping Mom?

Handwriting practice lines for question 3, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated twice.

4. How can you help out at home?

Handwriting practice lines for question 4, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated twice.

Reread pages 6 and 7. What warms the classroom long ago?

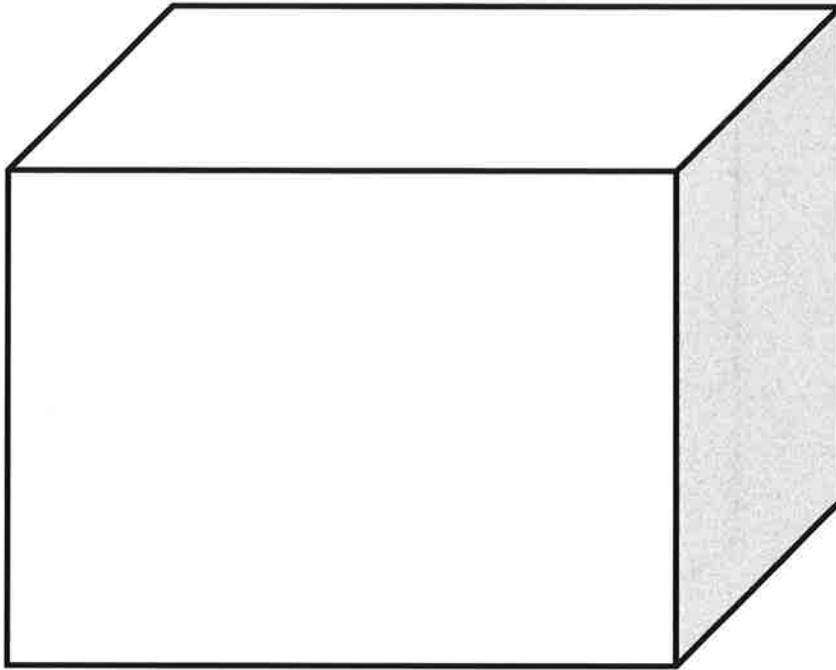
Long ago, the light came from outside the classroom. Where can you find the light in the classrooms today?

Name _____

MAFS.K.G.1.2- Correctly name shapes regardless of their orientations or overall size.

MAFS.K.G.1.3- Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

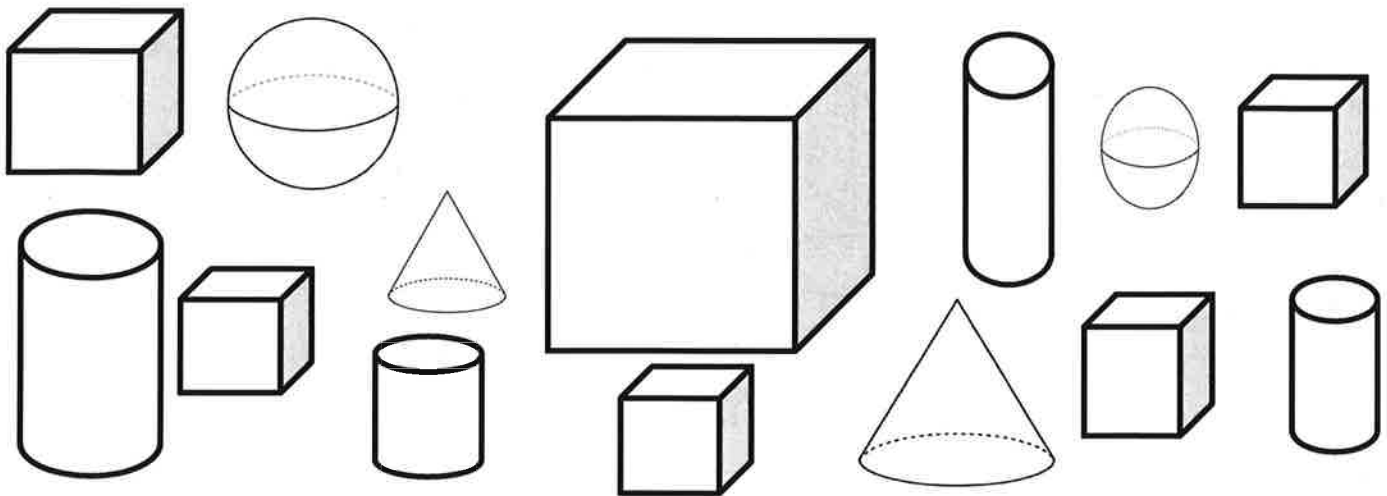
cube



cube cube cube cube cube

cube

Directions: Color the cubes below.

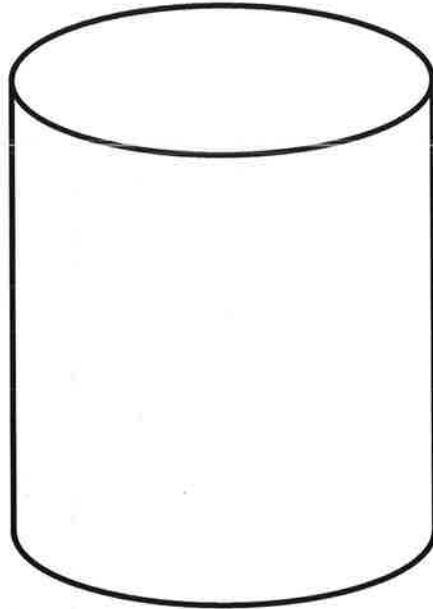


Name _____

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MAFS.K.G.1.3- Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

cylinder



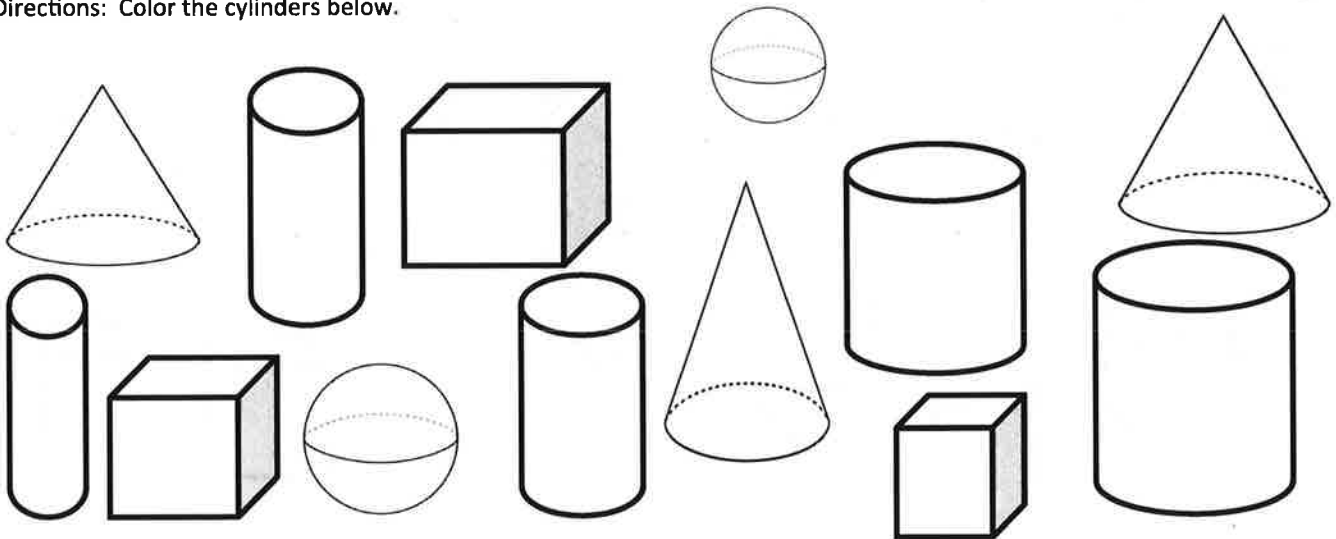
cylinder

cylinder

cylinder

cylinder

Directions: Color the cylinders below.



Jobs with Animals

By Fred



Many people work with animals. Veterinarians are animal doctors. Veterinarians take care of animals who are sick or hurt.

Another way to make a living and help animals is to become an animal shelter manager. That is a place where animals sometimes live.



Pet sitters also are paid to take care of animals.
Pet sitters are like babysitters for animals.



You don't have to be an adult to be a pet sitter;
you just have to be responsible!

How do people take care of animals?

The Mini Six- Reading for Information- Key Ideas and Details- #2 (Main Idea)

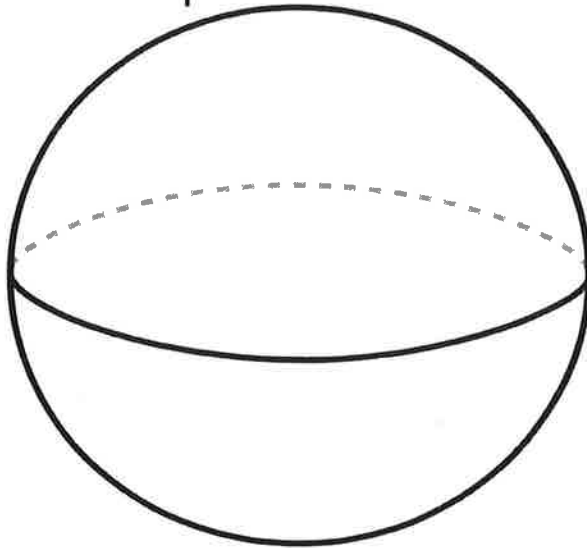
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Name _____

MAFS.K.G.1.2- Correctly name shapes regardless of their orientations or overall size.

MAFS.K.G.1.3- Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

sphere



sphere

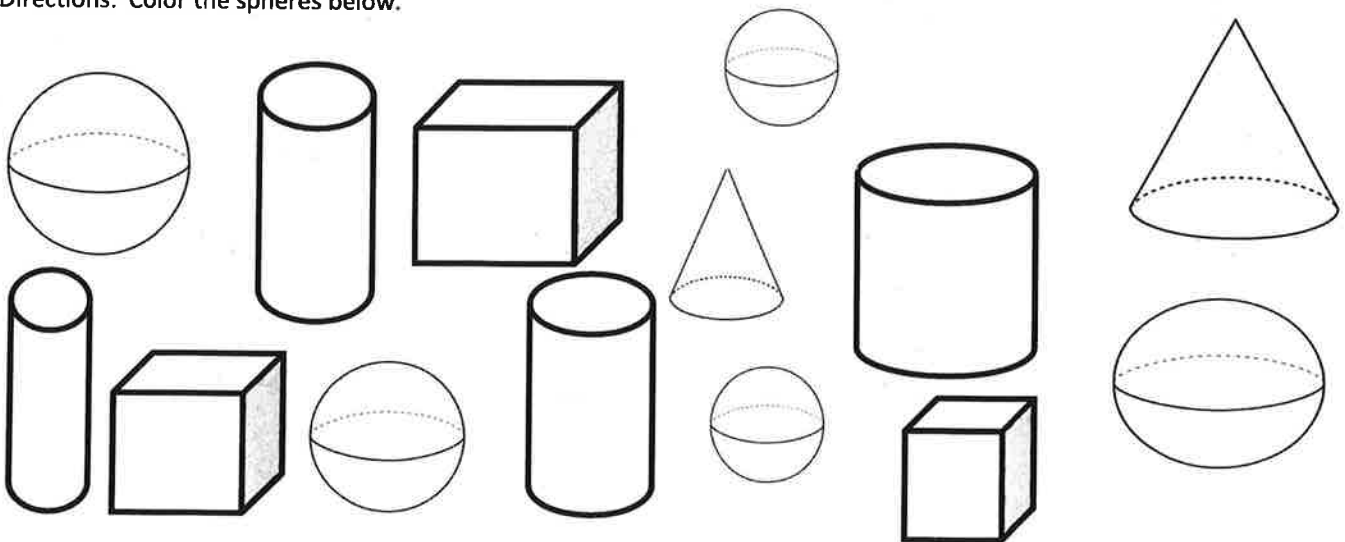
sphere

sphere

sphere

sphere

Directions: Color the spheres below.

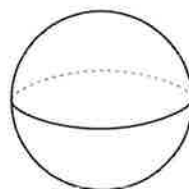
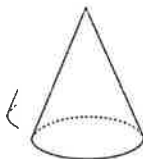
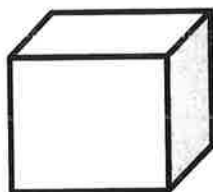


Name _____

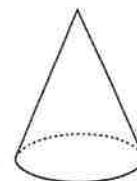
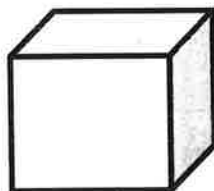
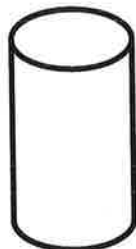
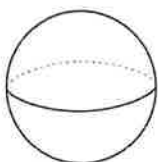
3-D shapes

Directions: Circle the shape

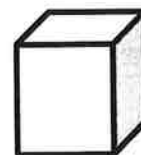
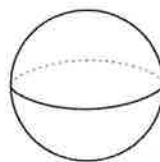
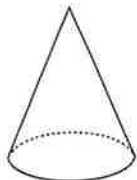
1. Circle the sphere.



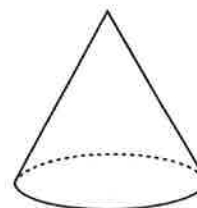
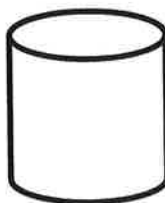
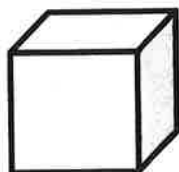
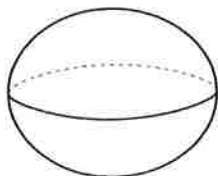
2. Circle the cylinder.



3. Circle the cube.



4. Circle the cone.



Reread pages 8 and 9. How did kids sit in classrooms long ago ?

Handwriting practice lines for the first question, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated three times.

Reread pages 10 and 11. What do kids use to write today?

Handwriting practice lines for the second question, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated three times.



Compton USD Learning Packet # 6

ELD

TK/Kindergarten

Name: _____

TK/Kindergarten-ELD Learning Packet

TABLE OF CONTENTS

Week 7

Day	Lesson	Date Completed
1	Phonemic Awareness: /a/: 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 name of each picture.	
	Phonics: /a/ a_ej. Point to each picture. Say the name of the object in the picture. Then, write the missing letters..	
	Category Words: Household Furniture - Point to and elicit the name of each picture that shows a household furniture. Say the name of the furniture piece in the picture and tell your Mom how she can use each one of the furniture pieces.	
2	Writing Fluency: PRead the book " I Want to Help". Reread the book again and write for five minutes about how the children in the story help.	
3	Grammar: Read the information in the box at the top of each page. Complete the activities of pages 37-47.	
4	Differentiated Texts: Read the book "Helping Out". Respond to the text by drawing a picture about the main topic of the book. Then, answer questions 1 & 2.	
	Grammar: Read the information in the box at the top of each page. Complete the activities of pages 49 & 51..	
5	Leveled Reader: Read the book "How Can Jane Help?". 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

TK/Kindergarten-ELD Learning Packet

ANSWER KEY

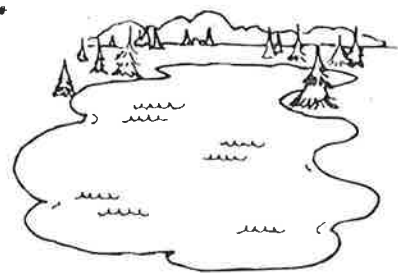
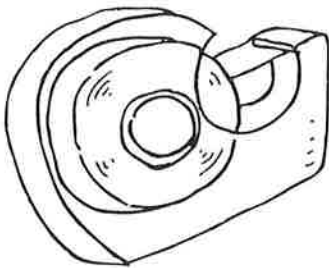
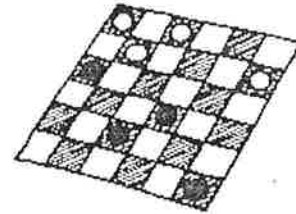
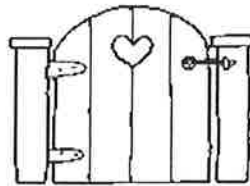
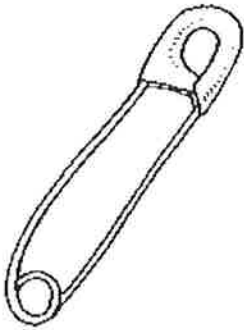
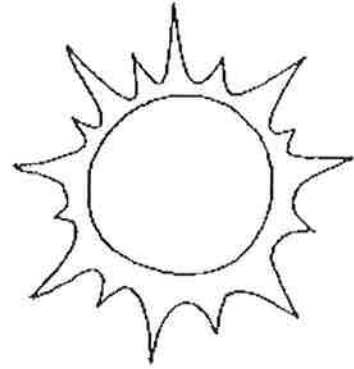
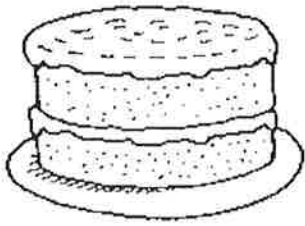
Week 7

Day	Lesson
1	Phonemic Awareness: /a/: 1. Cake, vase, game, gate, tape, lake
	Phonics: /a/ a_ej. 1. tape, cake, gate, vase
	Category Words: Household Furniture - 1. table, sofa, chair, desk, bed
2	Writing Fluency: 1. Pam can help cut. Mack can help cut too, Mom can help bake it. 2. game. I like that game. gate. I use the gate to go out.
3	Grammar: 1. A. 1-big. 2- small. 3-small B. 1-tiny 2-little 3-big. 4- long
	Grammar: 1. round 2. square
	Grammar: 1. round 2. green 3. black 4. white
	Grammar: 1. stinky 2. smooth 3. salty 4. loud 5. dark
	Grammar: 1. three 2. four 3. five 4. six
4	Differentiated Texts: Respond to the text: The boys helped the dog by washing him. 1. The cat needs food. 2. Because it dropped its milk.
	Grammar:

	<p>A. 1. A school of fish 2. The flying birds B. 1. loudly 2. sleepy</p>
	<p>Grammar:</p> <ol style="list-style-type: none">1. Drawing of a short dog and a tall cat.2. Drawing of some animals and the shortest one is a mouse.
5	<p>Leveled Reader: Read the book "How Can Jane Help?".</p> <ol style="list-style-type: none">1. Oral sentences:<ol style="list-style-type: none">a. Jane helps with the cage.b. Jane helps with the car.c. Jane helps with the lunch.d. Jane helps with the bags.e. Jane helps with the dog, too!2. Drawing showing the students helping at home3. dishes



Name _____



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Grade K
Unit 9
Week 1

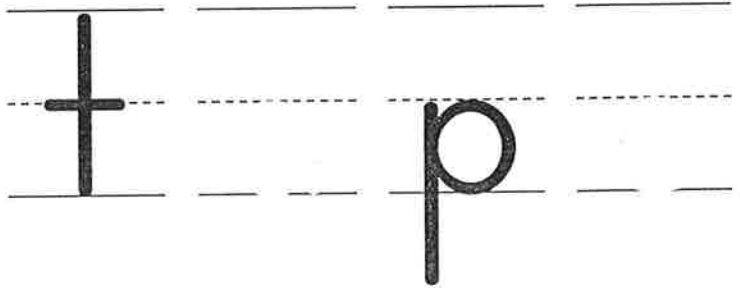
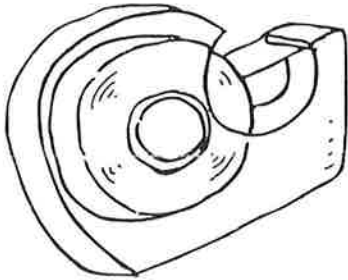
246

Phonemic Awareness: /ā/ Point to and say *cake* emphasizing /ā/. Have children point to *cake* and repeat. Have children place a marker on the picture. Ask children to tell a partner which pictures have the /ā/ sound and have partners place markers on them. Then have them listen to the **Sound Pronunciation Audio**.

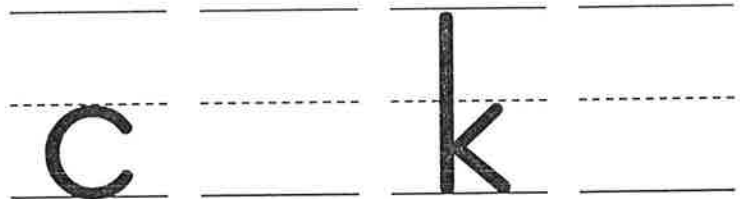
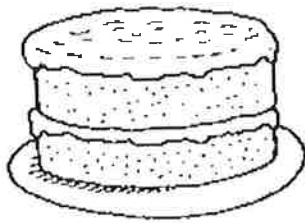
Name _____



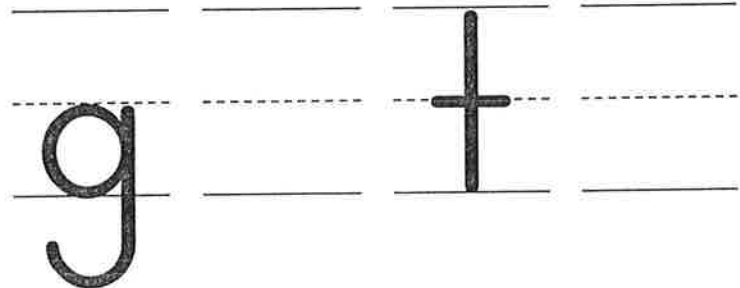
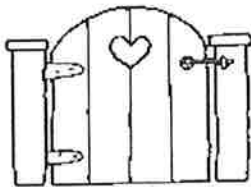
1.



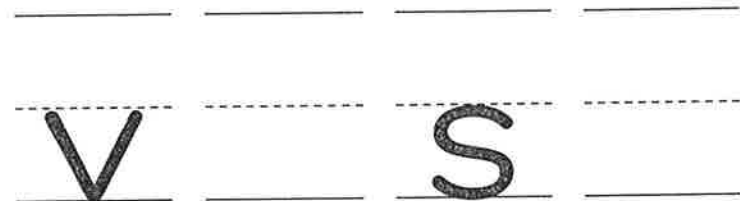
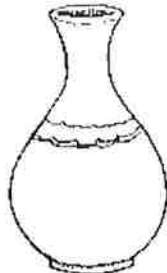
2.



3.



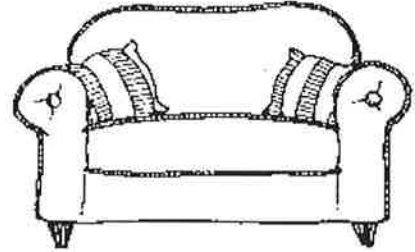
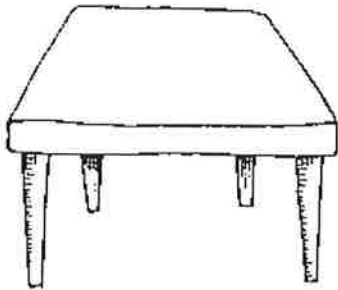
4.



Phonics: /ā/ a_e Point to and say *tape* emphasizing /ā/. Have children repeat. Guide them to write the letter *a* before the consonant *p* and the letter *e* at the end of the word because *a_e* stands for long *a*. Repeat routine with *cake*, *gate*, and *vase*. Then display **Word-Building Cards** *a_e* and use **Photo Cards** for *game* and *rake* to reinforce /ā/a_e.

Name _____

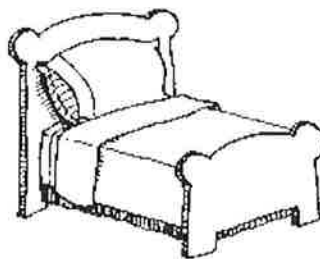
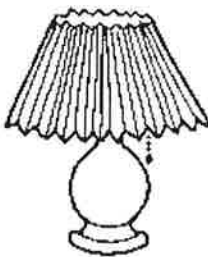
1.



2.

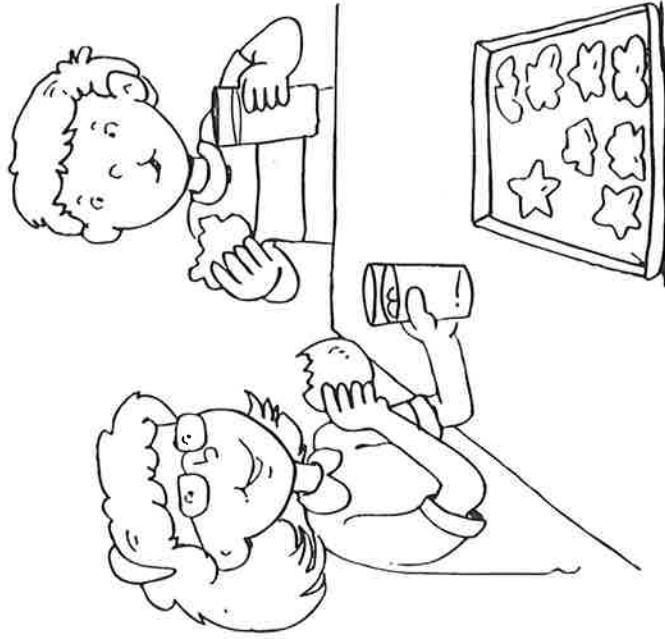


3.



Category Words: Household Furniture Review furniture words using the **Visual Vocabulary Cards**. Then point to and elicit the name of each picture on this page. Put a marker on the table picture and say: *Let's put a marker on the table because table is a furniture word.* Have children place markers on the other pictures that show furniture and tell partners how they can use each one.

Name _____



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“I like to help!”

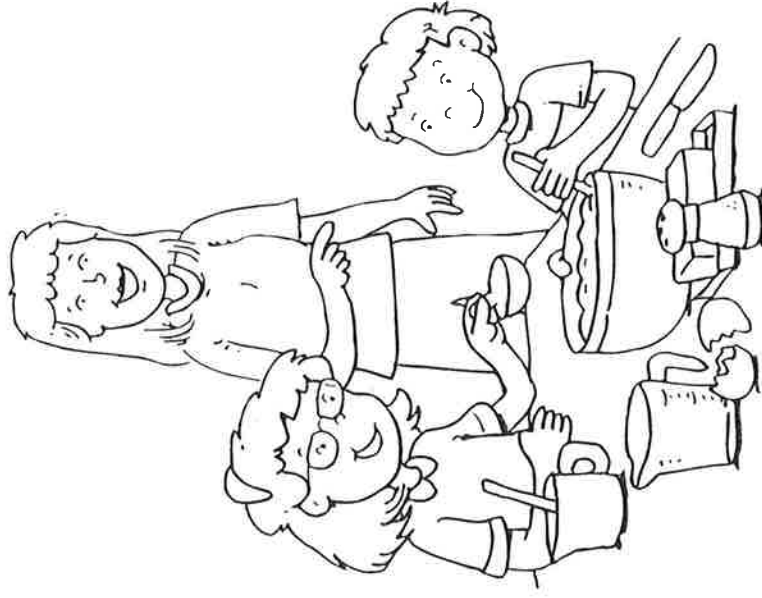
“I like to help, too!”

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

Grade K
Unit 9 • Week 1

4

I Want to Help!

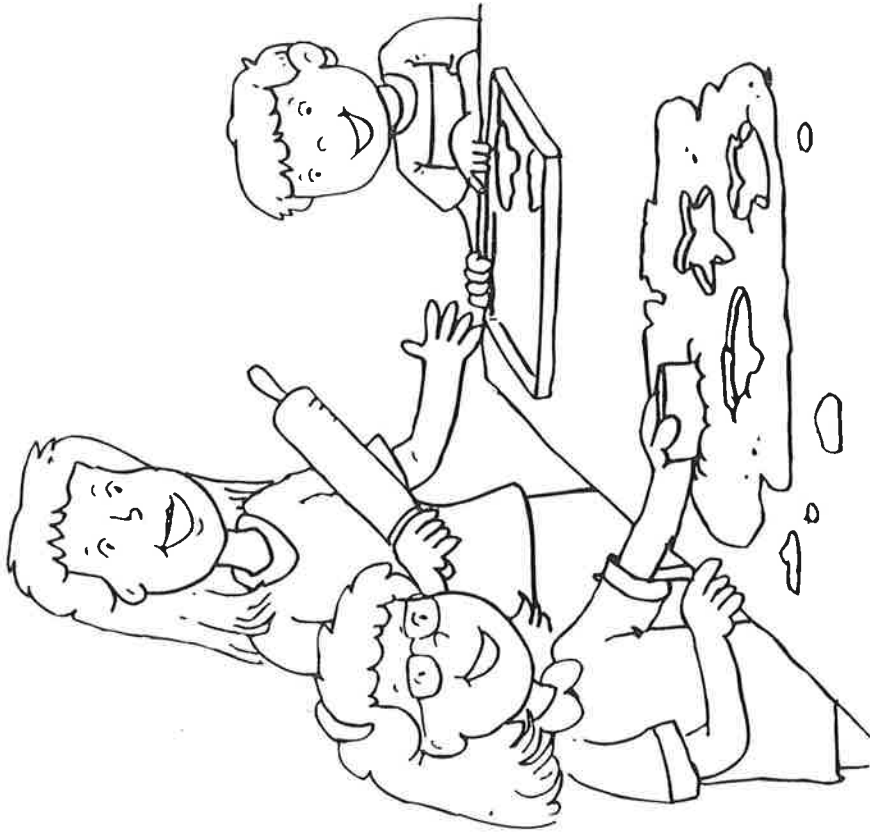


Pam can help mix.

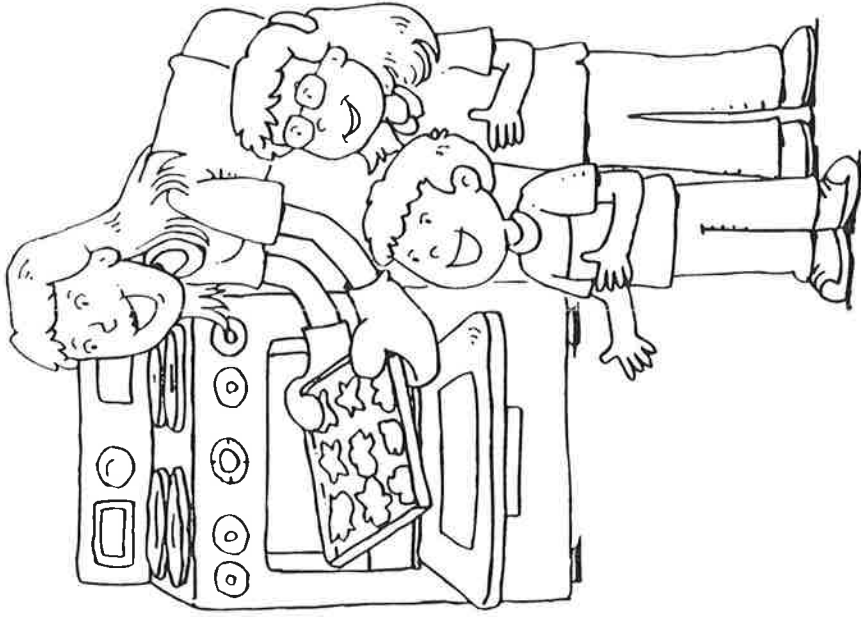
Mack can mix, too.

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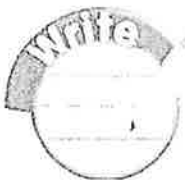
1



Pam can help cut.
Mack can cut, too.



Mom can help bake it.
“Can we help?”



Name _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for writing practice.

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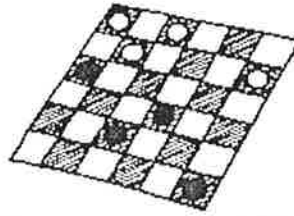
Grade K
Unit 9
Week 1

Writing Fluency

Pair children of different language abilities. Have children reread *I Want to Help!* 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 children in the story help. Have children review their writing with their partner.



Name _____

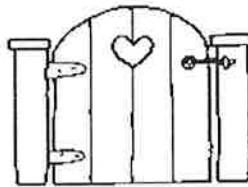


1.

Handwriting practice lines for row 1, consisting of a solid top line, a dashed middle line, and a solid bottom line.

2.

Handwriting practice lines for row 2, consisting of a solid top line, a dashed middle line, and a solid bottom line.



3.

Handwriting practice lines for row 3, consisting of a solid top line, a dashed middle line, and a solid bottom line.

4.

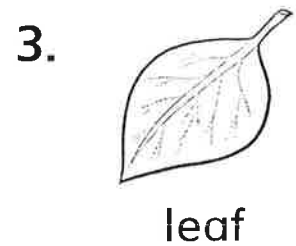
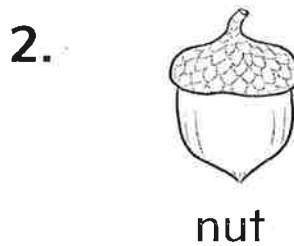
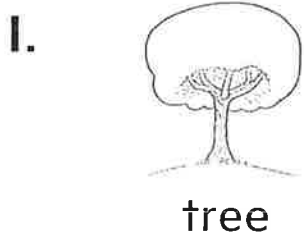
Handwriting practice lines for row 4, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name _____

An **adjective** is a word that describes a noun.
Size words are adjectives.

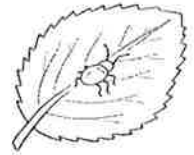
The boat is big.

A. Read each noun. Say if each item is *big* or *small*.



B. Circle the adjectives.

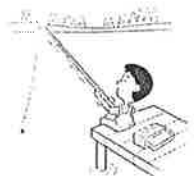
1. I saw a tiny bug.



2. The little bird sang.



3. Brent fished in a big lake.



4. The snake was long.



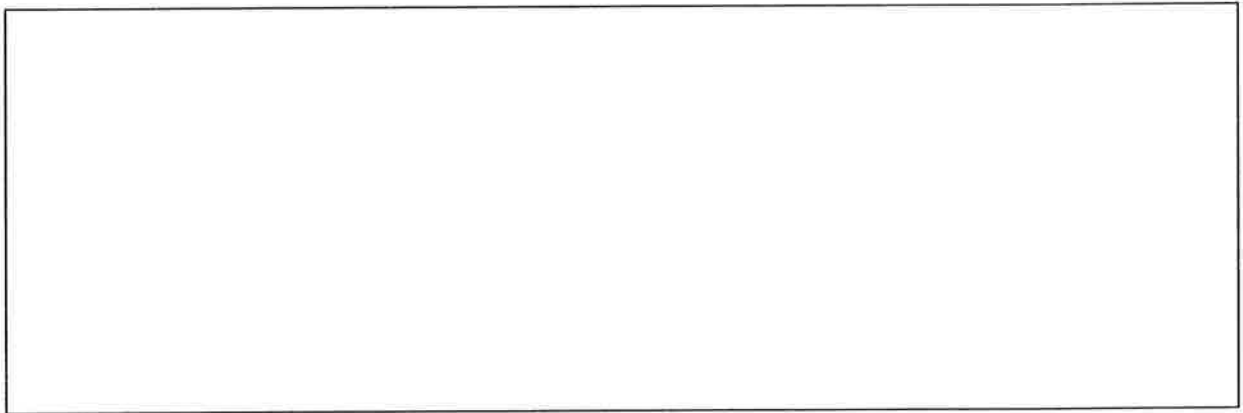
Name _____

An **adjective** is a word that describes a noun. Shape words are adjectives.

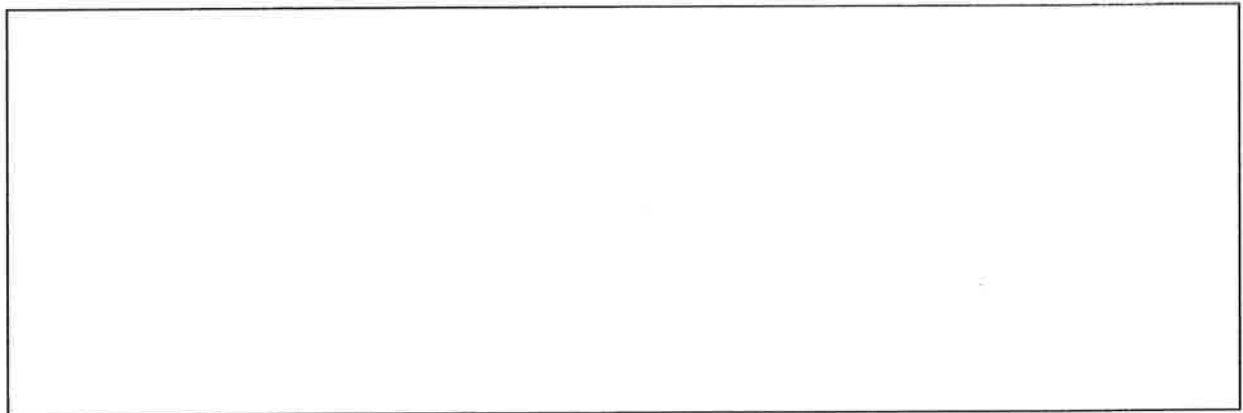
The box is square.

Circle the adjective. Draw a picture of each sentence.

1. Nate kicks the round ball.



2. Gabby lifts the square box.



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Name _____

An **adjective** is a word that describes a noun.
Color words are adjectives.

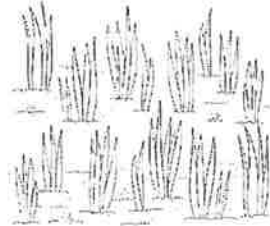
The sky is blue.

Circle the adjective in each row of words.

1. yellow fruit



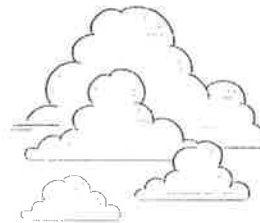
2. grass green



3. black dog



4. white clouds



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Name _____

An **adjective** is a word that describes a noun. Sensory words are adjectives.

Sensory words tell about something you can hear, see, smell, taste, or touch.

The fruit was sweet. (taste)

The ice was smooth. (touch)

Circle the adjective in each sentence. Write the adjectives on the lines below.

1. The trash was stinky.



2. We skated on the smooth ice.



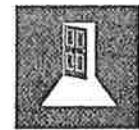
3. The soup was salty.



4. The loud noise scared the cat.



5. The room was dark.



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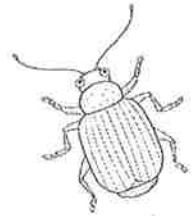
Name _____

An **adjective** is a word that describes a noun. Number words are adjectives that tell how many.

The two cats sleep.

Draw a line from each sentence to its picture.

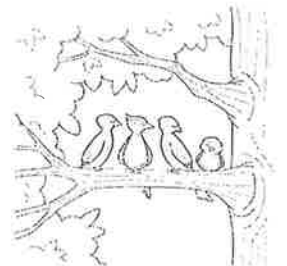
1. The three boys hiked.



2. The four birds sat in the tree.



3. There were five ducks in a row.



4. The bug has six legs.



Name _____

An **adjective** is a word that describes a noun. **Ordinal numbers** are adjectives that tell the order of things.

Lisa was the first girl in line.

A. Say the ordinal number that goes with each number.

1

one

2

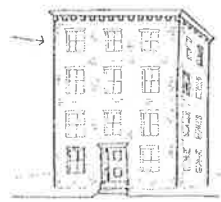
two

3

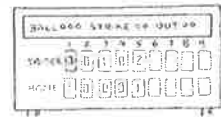
three

B. Circle the adjective in each sentence.

1. Meg lives on the fourth floor.



2. The game is in the fifth inning.



3. This is my sixth birthday.



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Essential Question



How can you help out at home?

Helping Out

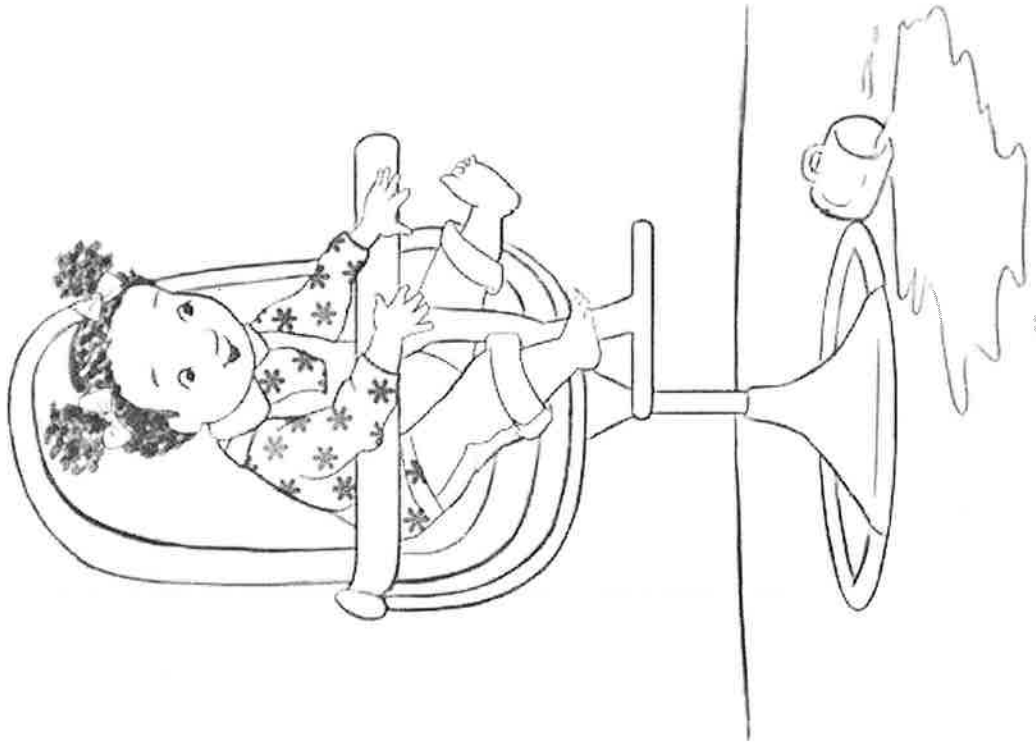
Fiction



We can help this dog.



We can help this cat. She needs food.



This baby dropped her cup.
We can help!



This boy made a mess.
We can help him too!

 How do the boys help the dog?

1. What does the cat need?

2. Why does the baby need help?



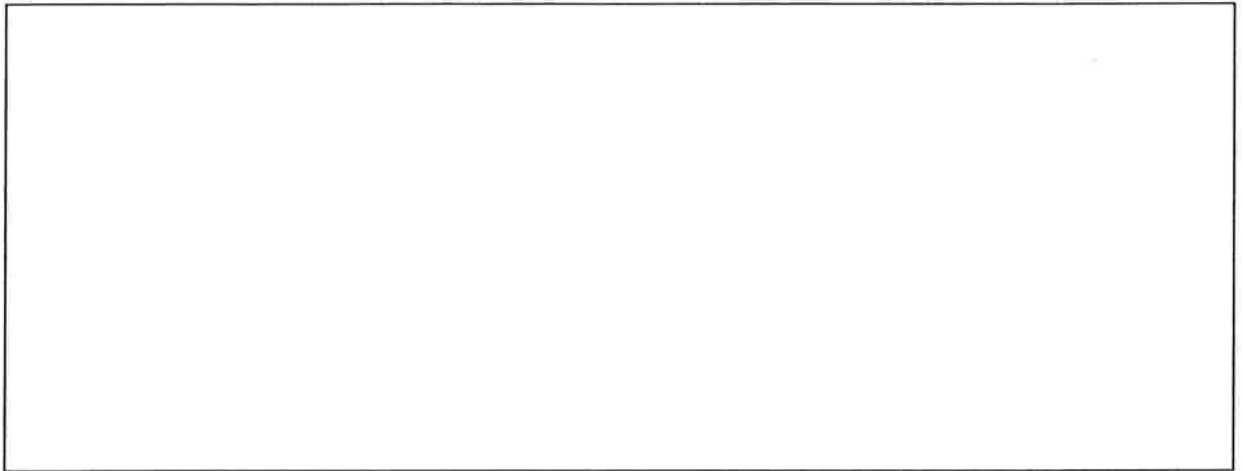
Respond to the Text Ask partners to take turns retelling the story. Guide children to read and complete the questions, and share their answers with their partners. Ask: *How could you help pets? How could you help other people at home?*

Name _____

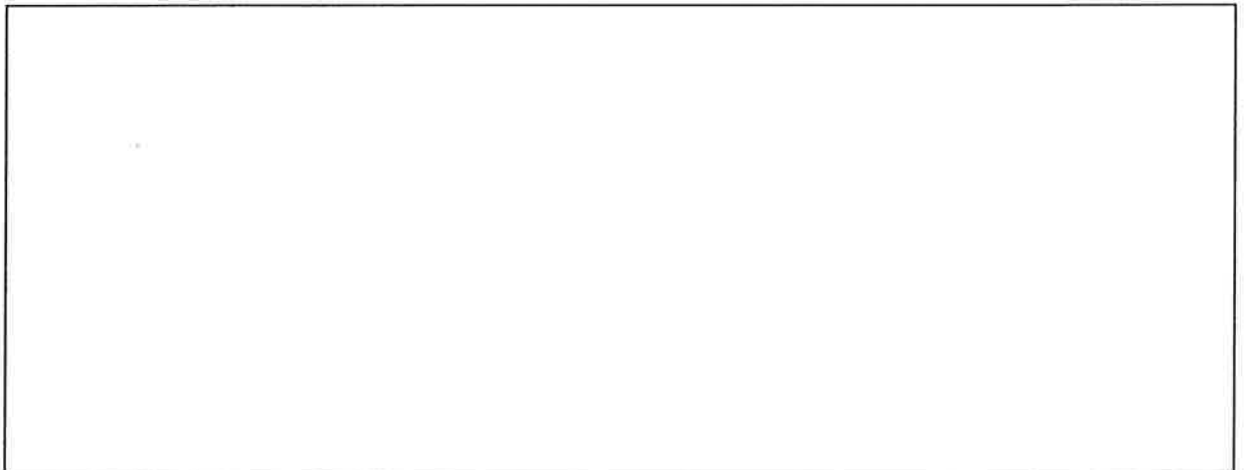
Add **-er** to the end of an adjective to compare **two** things. Add **-est** to compare **three or more** things.

Draw a picture for each sentence.

1. The dog is shorter than the cat.



2. The mouse is the shortest animal.



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Name _____

A **noun phrase** is a group of words that act like a noun in a sentence.

The boy in blue walked home.

Pam is my best friend.

A. Circle the noun phrase in each sentence.

1. A school of fish swam by.



2. The flying birds formed a v-shape.



B. Add an adjective to make a noun phrase.

1. The _____ children played a game.



2. She patted the _____ cat.



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Fiction

How Can Jane Help?

by Lili Henderson
illustrated by Katie McDee



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STRATEGIES & SKILLS

Comprehension

Strategy: Ask and Answer
Questions

Skill: Character, Setting, Plot

Phonics

long *a*

High-Frequency Words

help, too

Word count: 36

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D

How Can Jane Help?

by Lili Henderson
illustrated by Katie McDee





Jane helps with
the cage.



Jane helps with
the car.



Jane helps with
the lunch.



Jane helps with
the bags.



Jane helps with
the rake.



Now how can Jane help?



Jane helps with
the dog, too!

Literacy Activities



Ways to Help

Talk to your partner about how Jane helped. Who did she help? What did she do?



At Home

Draw a picture showing how you help at home. Write a sentence.

I help with the _____.



Growing Up

GR B • Benchmark 2 • Lexile 180



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