



**Compton USD**  
**Learning Packet # 7**  
**Dual Language**  
**Immersion**  
**Kindergarten**

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



# DLI-Kindergarten Learning Packet

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### Week 8

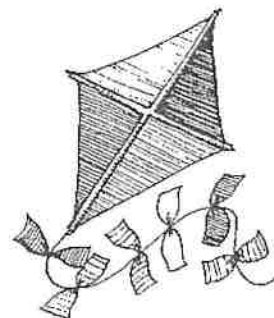
Day	Lesson	Date Completed
1	<b>Reconocimiento fonológico /s/:</b> Di el nombre de cada dibujo. Repite el nombre de los dibujos cuyo nombre incluye el sonido /s/ de c (ce, ci).	
	<b>Fonética:/s/ y c.</b> Mira los dibujos de cada fila. Di el nombre de cada dibujo. Escribe la sílaba que incluye el sonido /s/ de c (ce, ci).	
	<b>Tableros de fonética y ortografía:</b> Completa las páginas del Cuaderno de ortografía--Una página cada día de la semana	
2	<b>Fonética:/s/ y c.</b> Di el nombre de las cosas que ves en el dibujo. Encierra en un círculo los objetos cuyo nombre incluye el sonido /s/ de c (ce, ci). Escribe la letra c.	
	<b>Categoría de palabras:</b> Animales de la granja. Di el nombre de cada animal e imita el sonido que hace.	
3	<b>Caligrafía: C y c.</b> Traza y escribe la letra C. Luego traza y escribe la letra c.	
	<b>Caligrafía:</b> Señala la línea que está al principio de cada fila. busca esa línea en un dibujo de cada fila y trazala.	
	<b>Caligrafía:</b> Mira el recuadro. Traza con el dedo el círculo y las líneas. Luego, traza con un lápiz los círculos y las líneas de cada renglón.	
4	<b>Palabras de uso frecuente: con, también.</b> Lee el libro “ <b>Mucha basura</b> ” a un miembro de tu familia. Vuelve a leerlo para desarrollar fluidez.	
	<b>Fluidez de la escritura:</b> Vuelve a leer el libro “ <b>Mucha basura</b> ”. Escribe durante cuatro minutos sobre cómo limpian el parque Cirilo y Ceci.	
5	<b>Libros por nivel:</b> Lee el libro “ <b>Cosas pequeñas</b> ”. Completa las actividades de la página 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





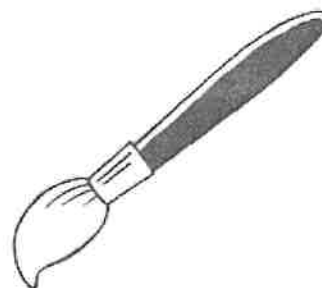
Nombre \_\_\_\_\_



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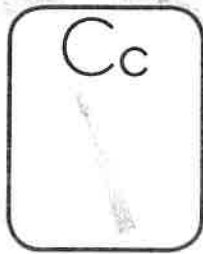
9



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**Reconocimiento fonológico: /s/**

Di el nombre de cada dibujo. Pon una ficha sobre los dibujos cuyo nombre incluye el sonido /s/ de c (ce, ci).



Nombre \_\_\_\_\_



1.



\_\_\_\_\_

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2.

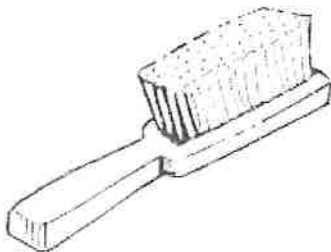


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3.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Fonética: /s/ y c**

Mira el dibujo de cada fila. Di el nombre de cada dibujo. Escribe la sílaba que incluye el sonido /s/ de *c* (*ce*, *ci*).



Nombre \_\_\_\_\_



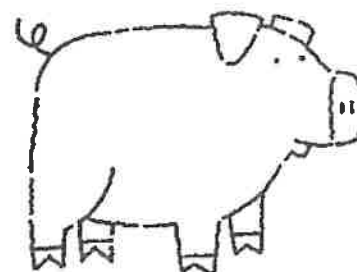
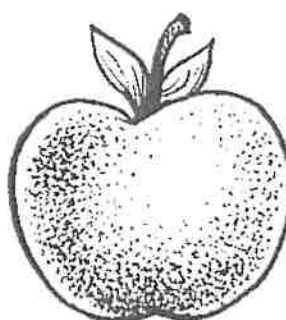
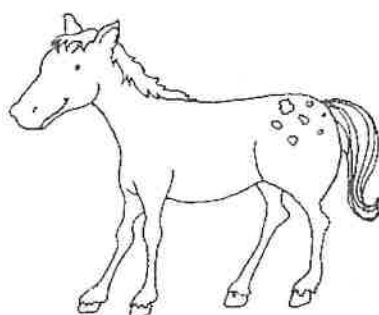
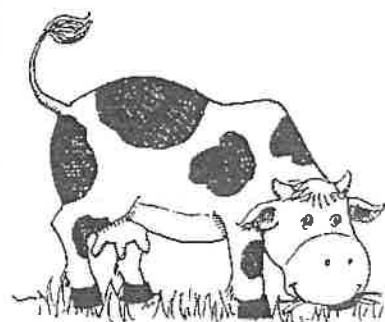
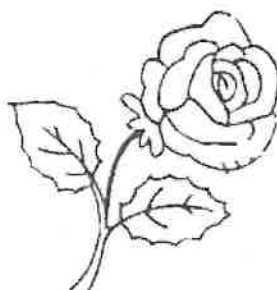
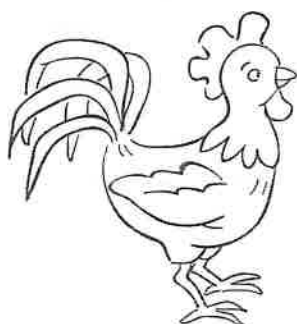
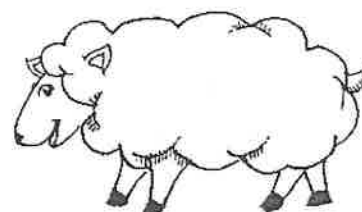
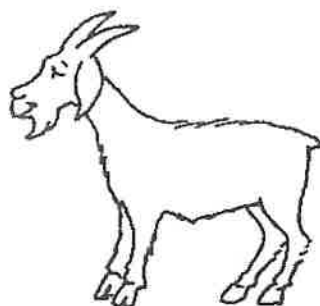
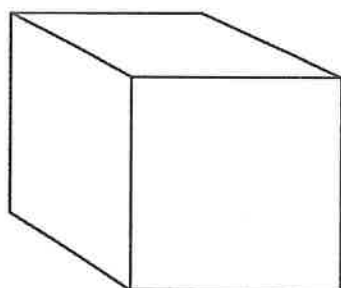
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_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Fonética: /s/ y c

Di el nombre de las cosas que ves en el dibujo. Encierra en un círculo los objetos cuyo nombre incluye el sonido /s/ de c (ce, ci). Escribe la letra c.

Nombre \_\_\_\_\_



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**Categoría de palabras: Animales de la granja**

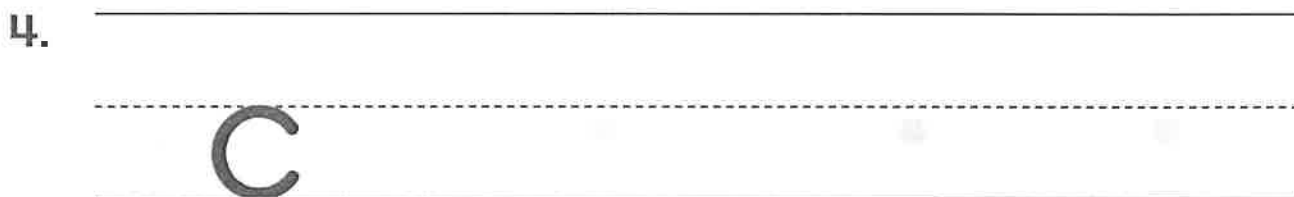
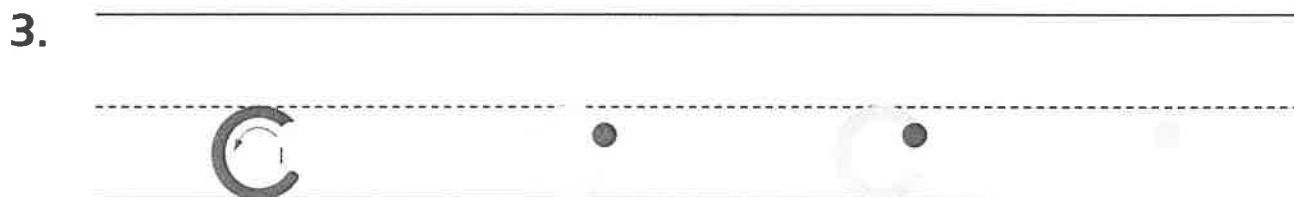
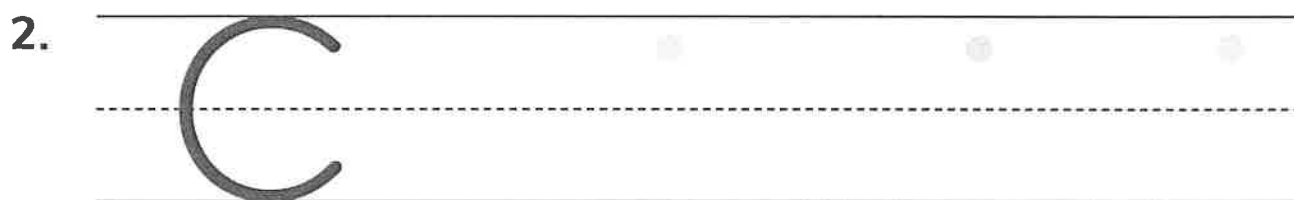
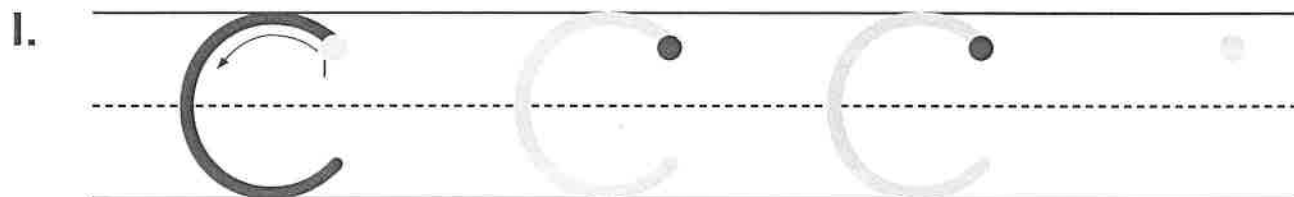
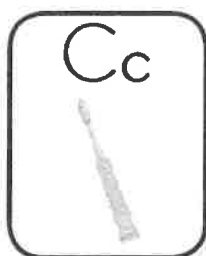
Pon una ficha sobre los dibujos de animales de la granja.

Di el nombre de cada animal e imita el sonido que hace.





Nombre \_\_\_\_\_

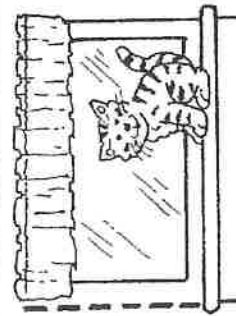
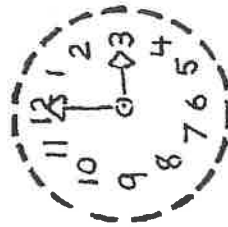
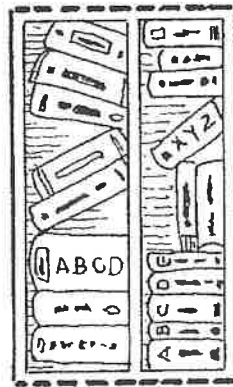
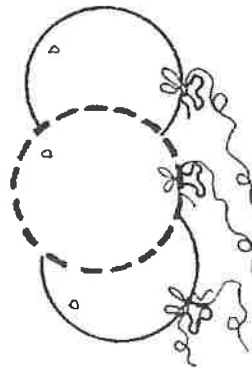
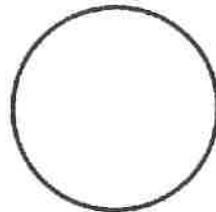
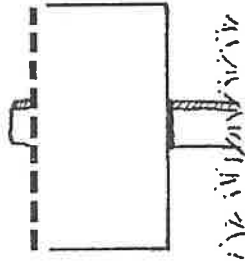


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**Caligrafía: C y c**  
Traza y escribe la letra C. Luego, traza y escribe la letra c.



Nombre \_\_\_\_\_

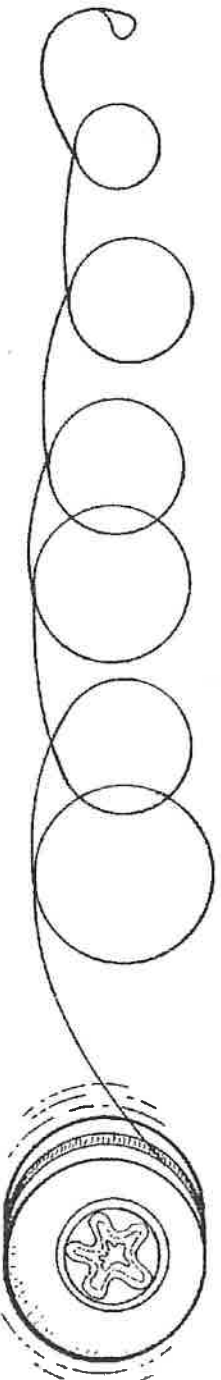
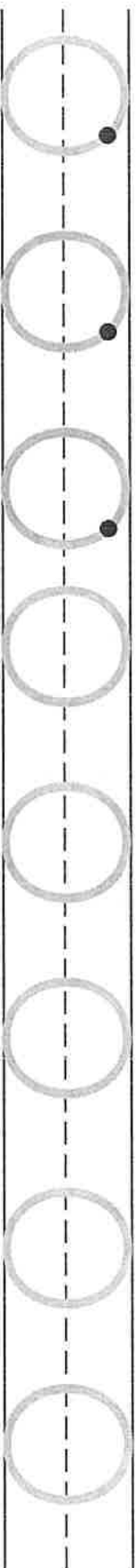
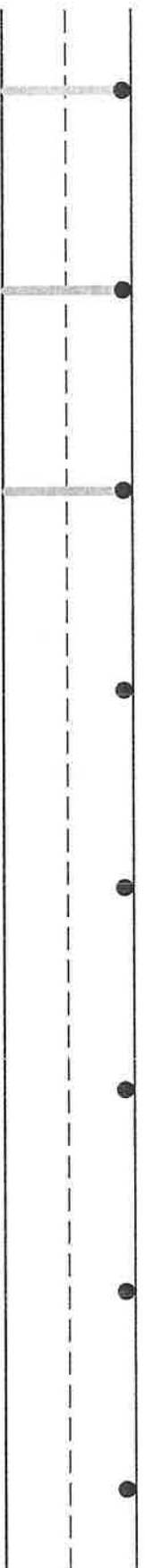
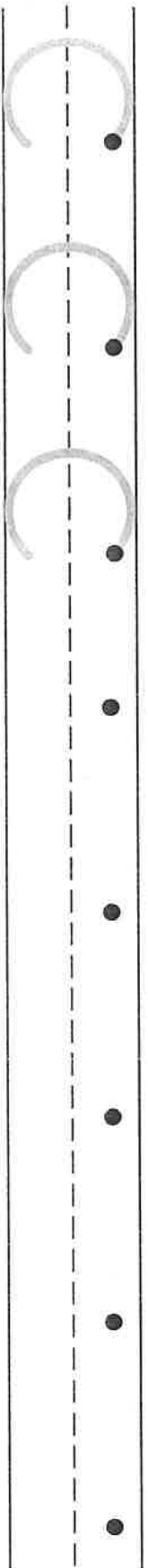
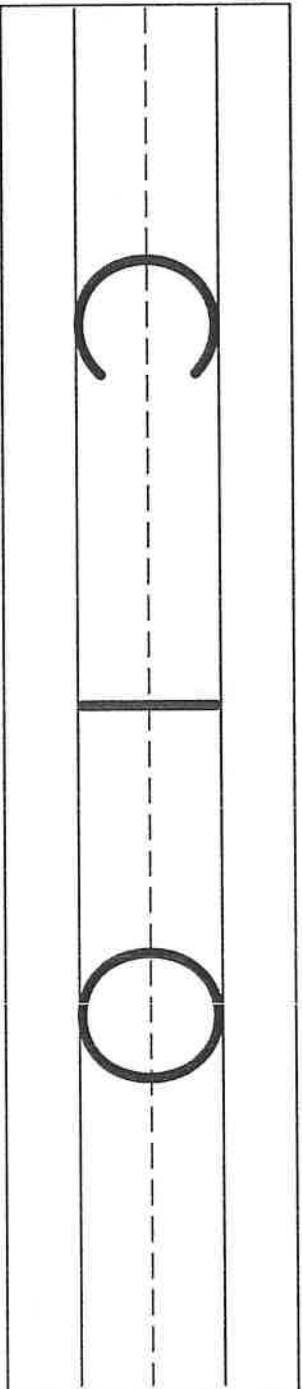


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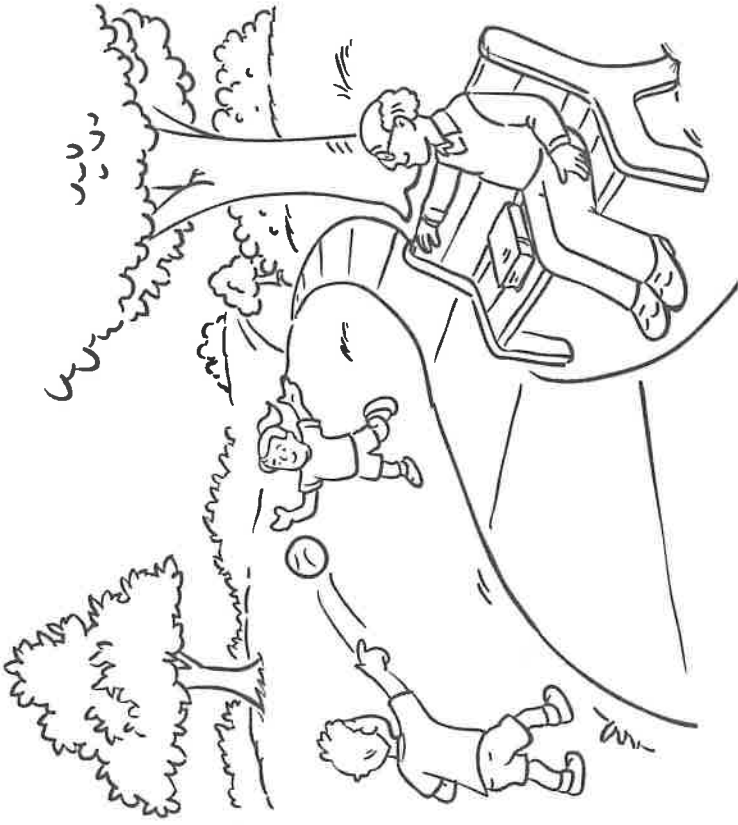
**Instrucciones:** Señala la línea que está al principio de la fila de arriba. Busca esa línea en un dibujo de la fila y trázala. Completa la página por tu cuenta.

Kindergarten • Unidad 2  
Hallar círculos y líneas

Nombre \_\_\_\_\_



Nombre \_\_\_\_\_



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## Juego con Ceci.

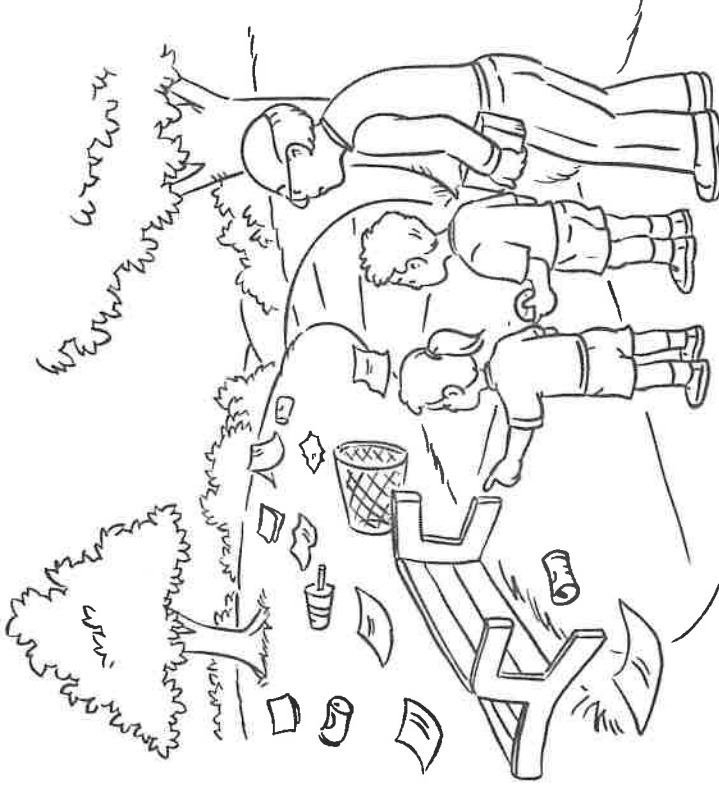
# ¡Todo parece más bonito!

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

4

Unidad 9: Las cosas cambian • Semana 2

# Mucha basura



# ¿Qué sucede?

# ¿Y esa basura?

1

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Ceci pone todo en el saco.

Yo también ayudo.

—Toma, Cirilo —dice Ceci.

Abu nos felicita.



Nombre \_\_\_\_\_

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

### Fluidez de la escritura

Pida a los niños que vuelvan a leer "Mucha basura" y que escriban durante cuatro minutos sobre cómo limpian el parque Cirilo y Ceci. Pídales que revisen sus escritos.





Ficción

# Cosas pequeñas

Roque Iñíguez  
ilustrado por Constanza Basaluzzo



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## ESTRATEGIAS Y DESTREZAS

### Comprensión

Estrategia: Volver a leer

Destreza: Personaje, ambiente,  
trama

### Fonética

Sonido /s/ de c (ce, ci)

### Palabras de uso frecuente

con, también

Número de palabras: 55

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



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# Cosas pequeñas

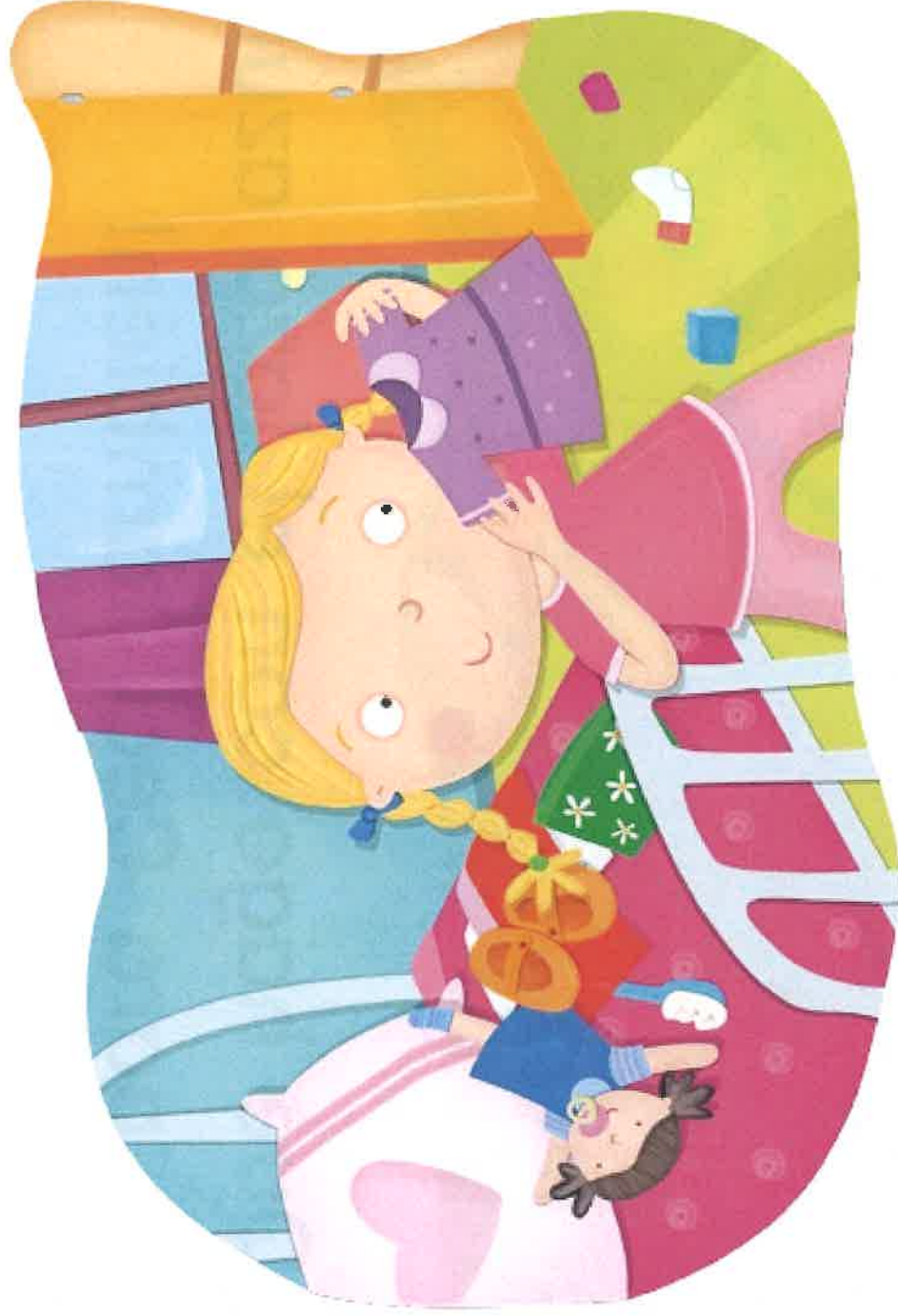
Roque Iñiguez  
ilustrado por Constanza Basaluzzo





Muchas cosas me  
quedan pequeñas.





¿Qué hago con la camisa?  
¡Se la daré a Ceci!



¿Qué hago con el lazo azul?  
¡Es para Ceci también!



¿Y con los zapatos?  
¡Son para Ceci también!





¿Qué hago con el cepillo?  
¡Es para Ceci también!





¿Y con la bici?  
¡Es para Ceci también!



¡Todo esto es para ti!

## Actividades de aprendizaje



### ¡Para Ceci!

Conversa con un compañero acerca del cuento. ¿Por qué la niña le regala sus cosas a Ceci?



### Mis cosas

Haz un dibujo de algo que le regalarías a Ceci. Escribe una oración. *Mi \_\_\_\_\_ es para Ceci.*



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# DLI-Kindergarten Learning Packet

## ANSWER KEY

### Week 8

Day	Lesson
1	<b>Reconocimiento fonológico /s/:</b> <ul style="list-style-type: none"><li>• cepillo, cerdito, cinco, pincel</li></ul>
	<b>Fonética:/s/ y c.</b> <ol style="list-style-type: none"><li>1. ci</li><li>2. ce</li><li>3. ce</li></ol>
	<b>Tableros de fonética y ortografía:</b> <ul style="list-style-type: none"><li>• Respuesta abierta</li></ul>
2	<b>Fonética:/s/ y c.</b> <ul style="list-style-type: none"><li>• cebollas, cerezas, cazo, nueces, cinco</li><li>• Escribe la letra c.</li></ul>
	<b>Categoría de palabras:</b> Respuesta abierta
3	<b>Caligrafía: C y c.</b> Respuesta abierta
	<b>Caligrafía:</b> Respuesta abierta
	<b>Caligrafía:</b> Respuesta abierta
4	<b>Palabras de uso frecuente: con, también.</b> Lee el libro “Mucha basura” a un miembro de tu familia. Vuelve a leerlo para desarrollar fluidez.
	<b>Fluidez de la escritura:</b> Vuelve a leer el libro “Mucha basura”. <ul style="list-style-type: none"><li>• Respuesta abierta</li></ul>
5	<b>Libros por nivel:</b> Lee el libro “Cosas pequeñas”. <ul style="list-style-type: none"><li>• Porque le quedan pequeñas,</li><li>• Respuesta abierta</li></ul>





# **Compton USD**

## **Learning Packet # 7**

### **ELD**

### **Kindergarten**

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





# TK/Kindergarten-ELD Learning Packet

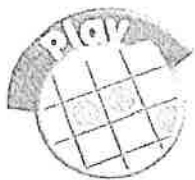
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### Week 8

Day	Lesson	Date Completed
1	<b>Phonemic Awareness: Long /i/:</b> Look at each picture. Point to the picture and say the name of the object in the picture. Then, point to the pictures with long /i/ sound and tell your Mom the name of each picture.	
	<b>Phonics: /i/ i_ej.</b> Point to each picture. Say the name of the object in the picture. Then, write the missing letters..	
2	<b>Category Words: Farm Animals</b> - Point to and elicit the name of each picture that shows a farm animal. Say the name of the animal in the picture and tell your Mom what sound each farm animal makes.	
	<b>Handwriting: Sentences with /i/ i_e :</b> Point to each word and blend the sound to say the word. Then, write the sentences.	
3	<b>Writing Fluency:</b> Read the book "We Can Play!". Reread the book again and write for five minutes about what the characters in the story do..	
4	<b>Differentiated Texts:</b> Read the book "Dale's Kite". Respond to the text by drawing a picture about what Ike did at the beginning of the story. Then, answer questions 1 & 2.	
5	<b>Leveled Reader:</b> Read the book "Clive and His Friend?". Answer the questions on page 9.	

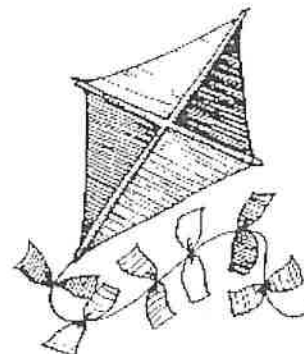
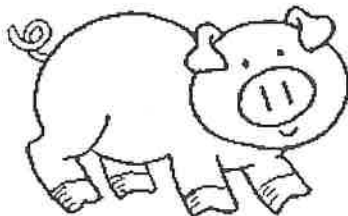
Recommended Online Usage	
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<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week



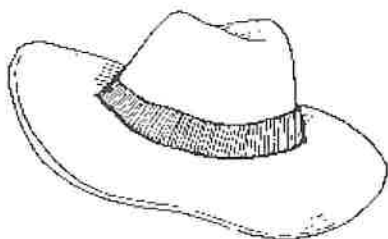
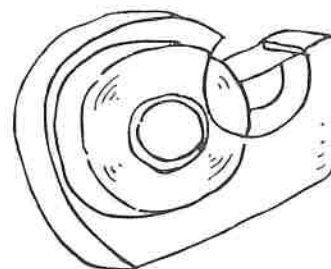


Name \_\_\_\_\_

9



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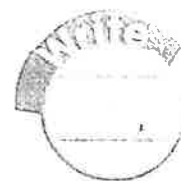


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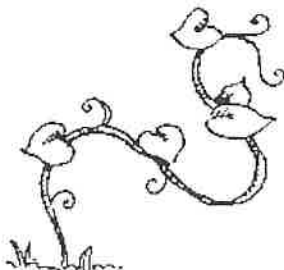
Grade K  
Unit 9  
Week 2

**Phonemic Awareness: /ī/** Point to and say *nine* emphasizing /ī/. Have children point to *nine* and repeat. Have children place a marker on the picture. Elicit from children the picture names with /ī/ and have partners place markers on them. Then have them listen to the **Sound Pronunciation Audio**.

Name \_\_\_\_\_



1.



\_\_\_\_\_

v n

2.



\_\_\_\_\_

b t

3.



\_\_\_\_\_

f v

4.



\_\_\_\_\_

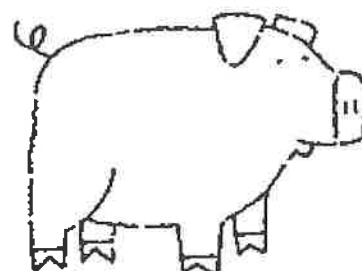
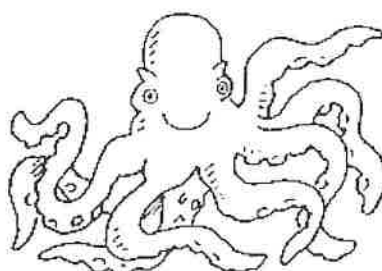
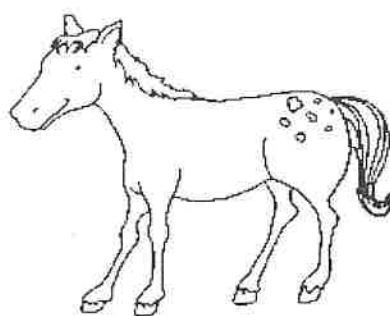
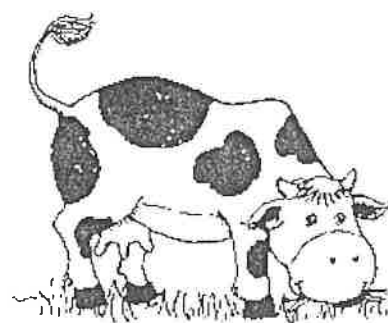
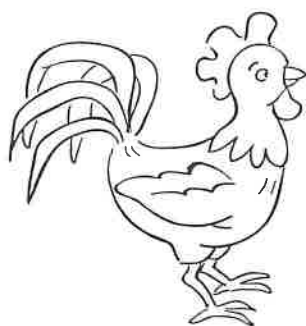
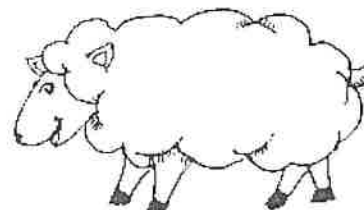
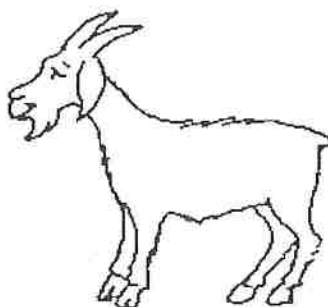
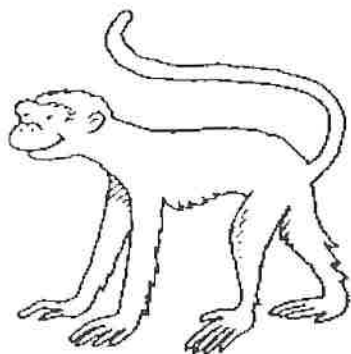
b k

Phonics: /ī/i\_e Point to and say *vine* emphasizing /ī/. Have children repeat. Guide them to write the letter *i* before the consonant *n* and the letter *e* at the end of the word because *i\_e* stands for long *i*. Repeat the routine with *bite*, *five*, and *bike*. Have children read the words to a partner. Then display **Word-Building Cards** *i\_e* and use **Photo Cards** for *dime* and *kite* to reinforce /ī/i\_e.

Grade K  
Unit 9  
Week 2



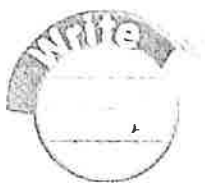
Name \_\_\_\_\_



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**Category Words: Farm Animals** Review farm animals. Point to each and elicit the name of each picture. Put a marker on the goat and say: *Goats live on farms. Let's put a marker on each animal that lives on a farm.* Then have children tell a partner what sound each farm animal makes.

Grade K  
Unit 9  
Week 2



Name \_\_\_\_\_



1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

5

3.

\_\_\_\_\_

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\_\_\_\_\_

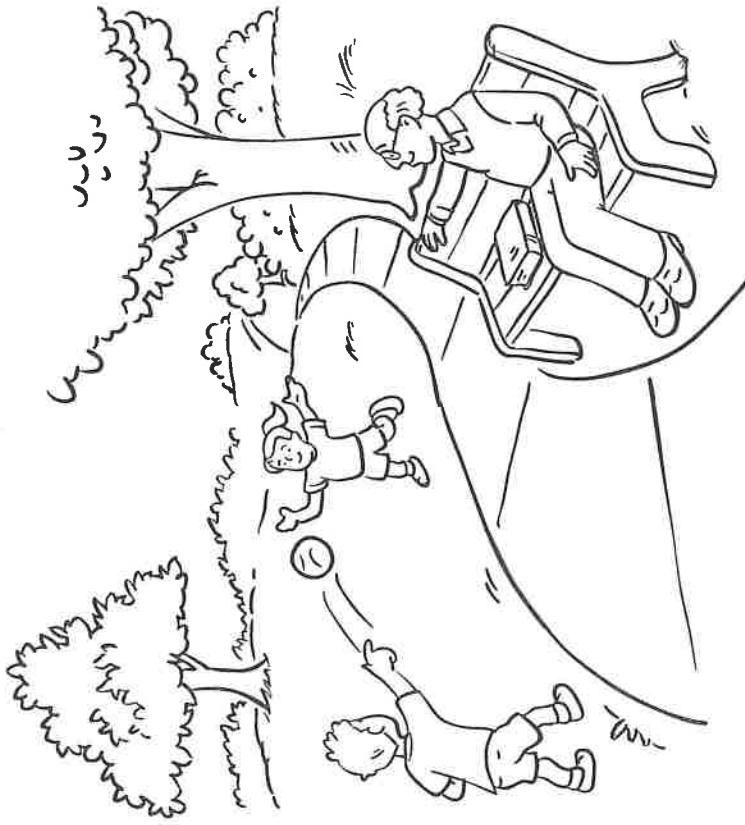
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\_\_\_\_\_

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\_\_\_\_\_

Name \_\_\_\_\_



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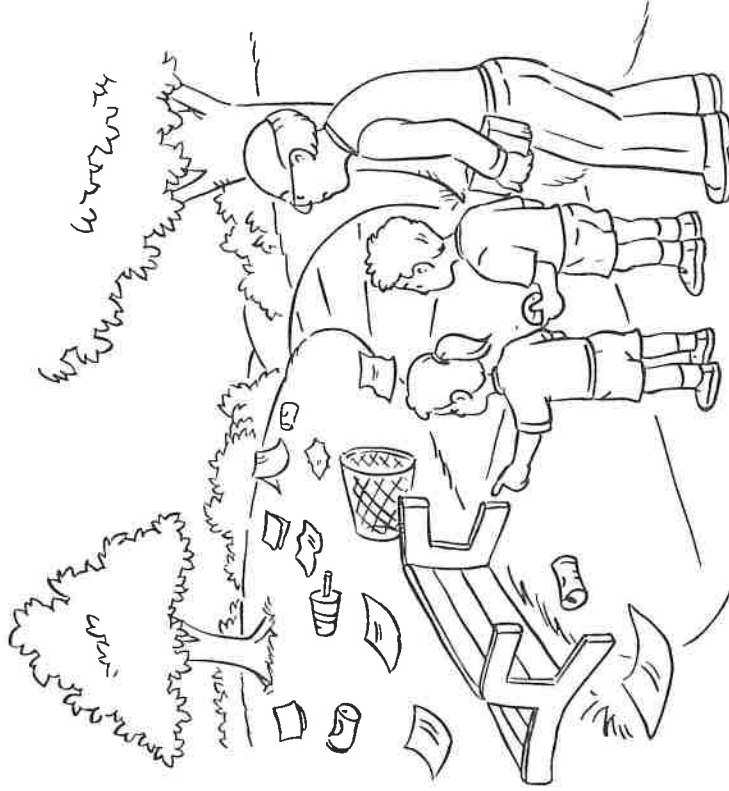
They can play here!

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

4

Grade K  
Unit 9 • Week 2

We Can Play!



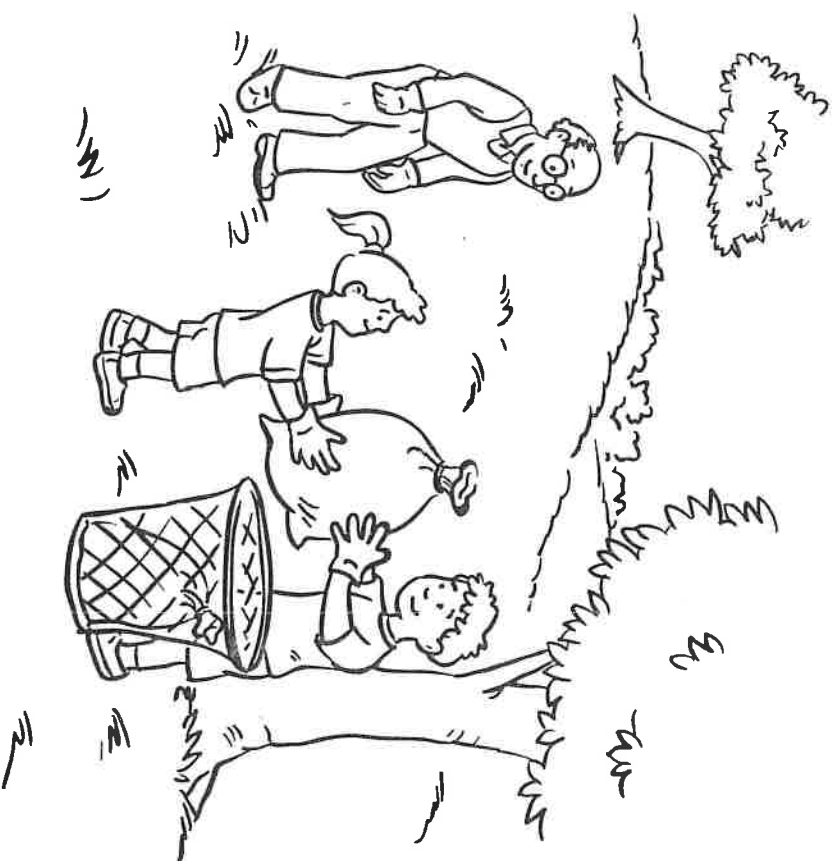
We can not play here.

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1



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We can help.  
He has a big sack.

She has a big sack, too.  
We put the sack in a bin.





Name \_\_\_\_\_

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

**Writing Fluency**

Pair children of different language abilities. Have children reread *We Can Play!* 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, and as well as they can, about what the characters in the story do. Have children review their writing with their partner.



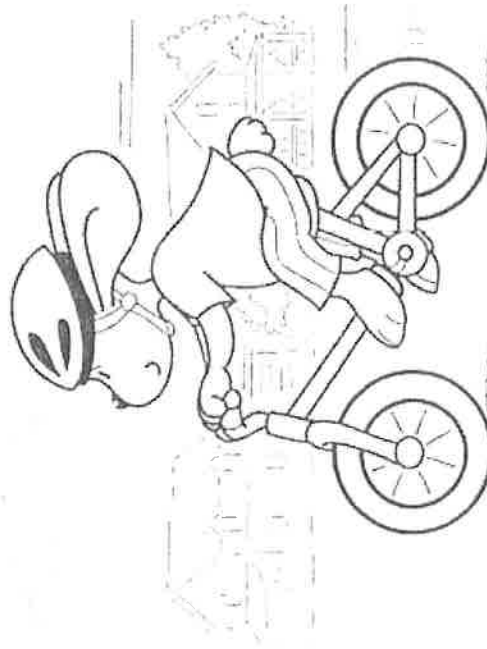


## Essential Question

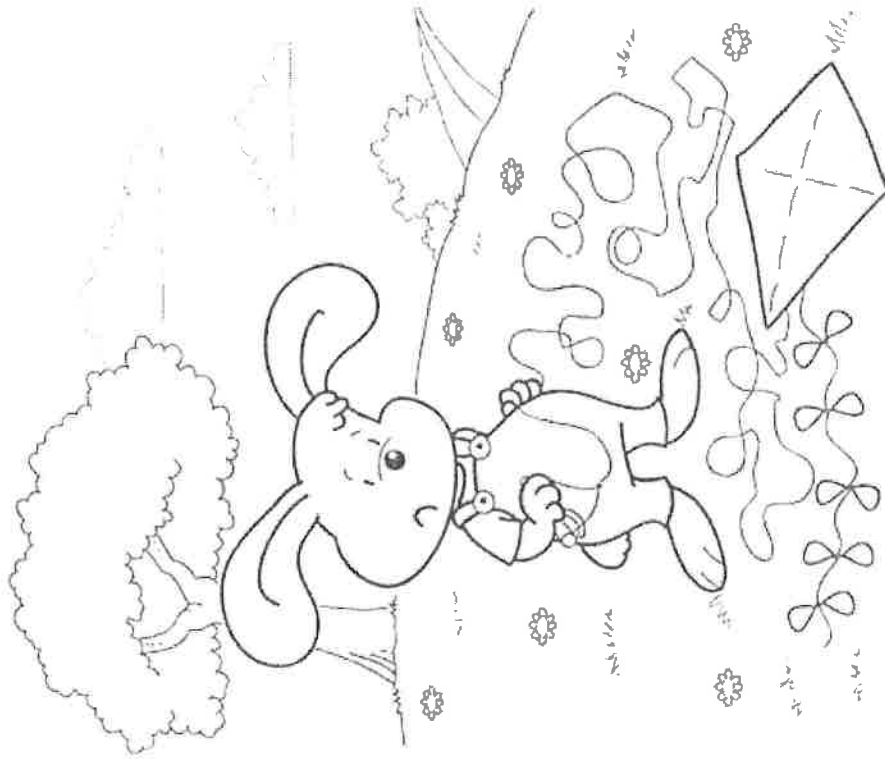


What do good citizens do?

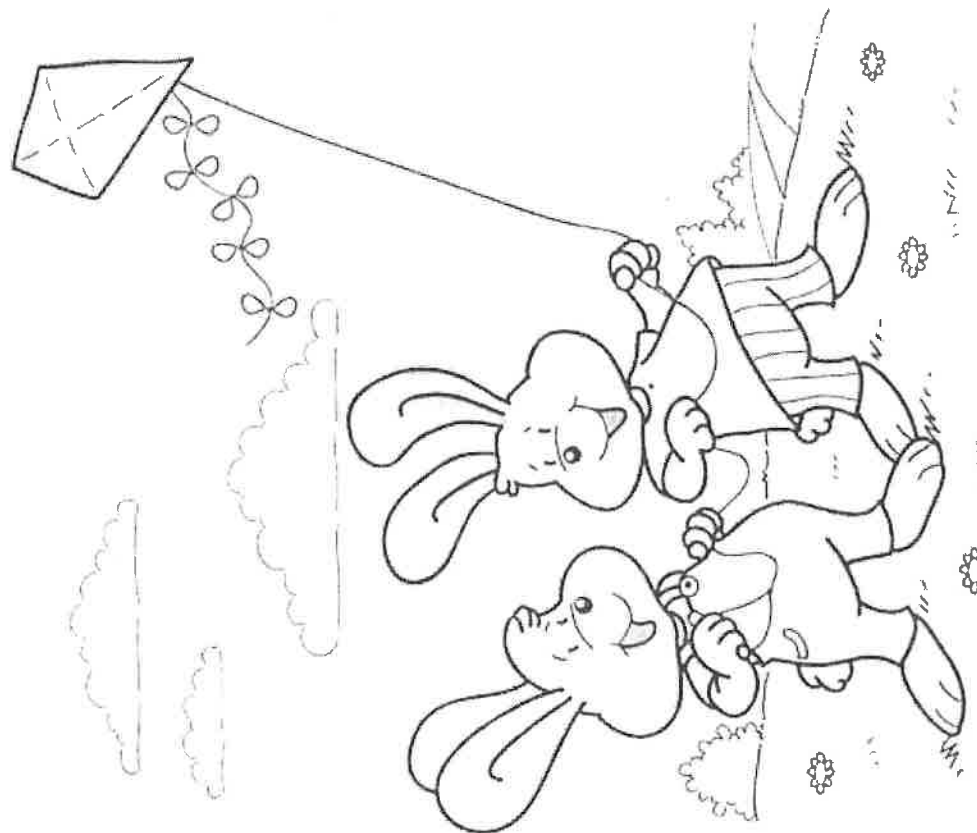
### Fantasy



Ike has a bike to ride.  
He rides fast.



Dale has a big kite to fly.



The kite has a long string.  
Ike and Dale fly it high!



What did Ike do at the beginning of the story?

1. How does Ike help Dale?

\_\_\_\_\_

Ike

\_\_\_\_\_

2. Who is a good citizen?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Respond to the Text** Have partners retell the story. Ask: *How does Ike help Dale?* Guide partners to complete the questions and share their answers. Ask them to explain their second answer using this sentence frame: *\_\_\_\_\_ is a good citizen because \_\_\_\_\_.*



Fantasy

# Clive and His Friend

by Carolyn Lee illustrated by Nicola O'Byrne



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## STRATEGIES & SKILLS

### Comprehension

**Strategy:** Reread

**Skill:** Character, Setting, Plot

### Phonics

long *i*

### High-Frequency Words

play

Word count: 37

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



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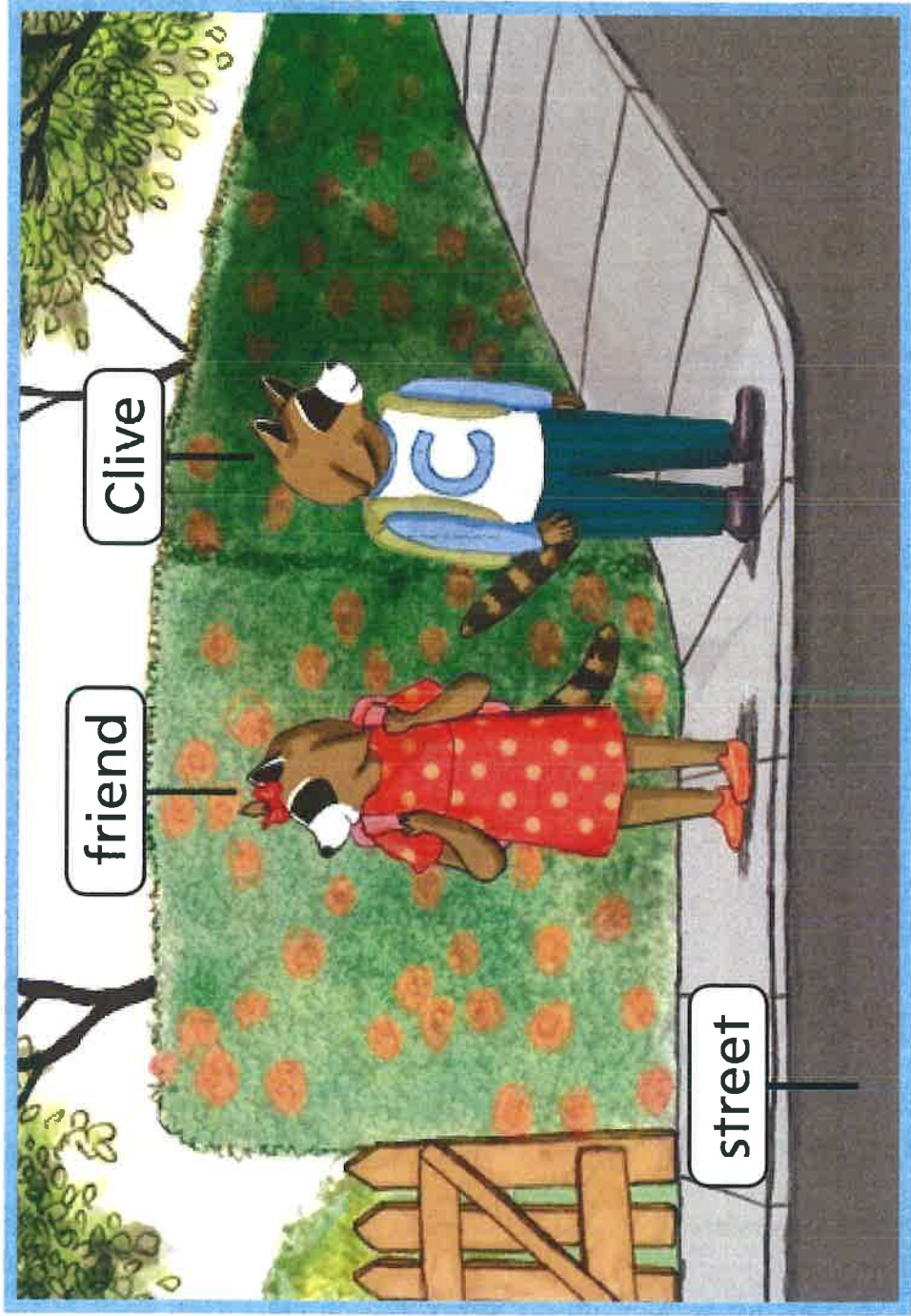
D



# Clive and His Friend

by Carolyn Lee illustrated by Nicola O'Byrne





Clive and his friend stop.



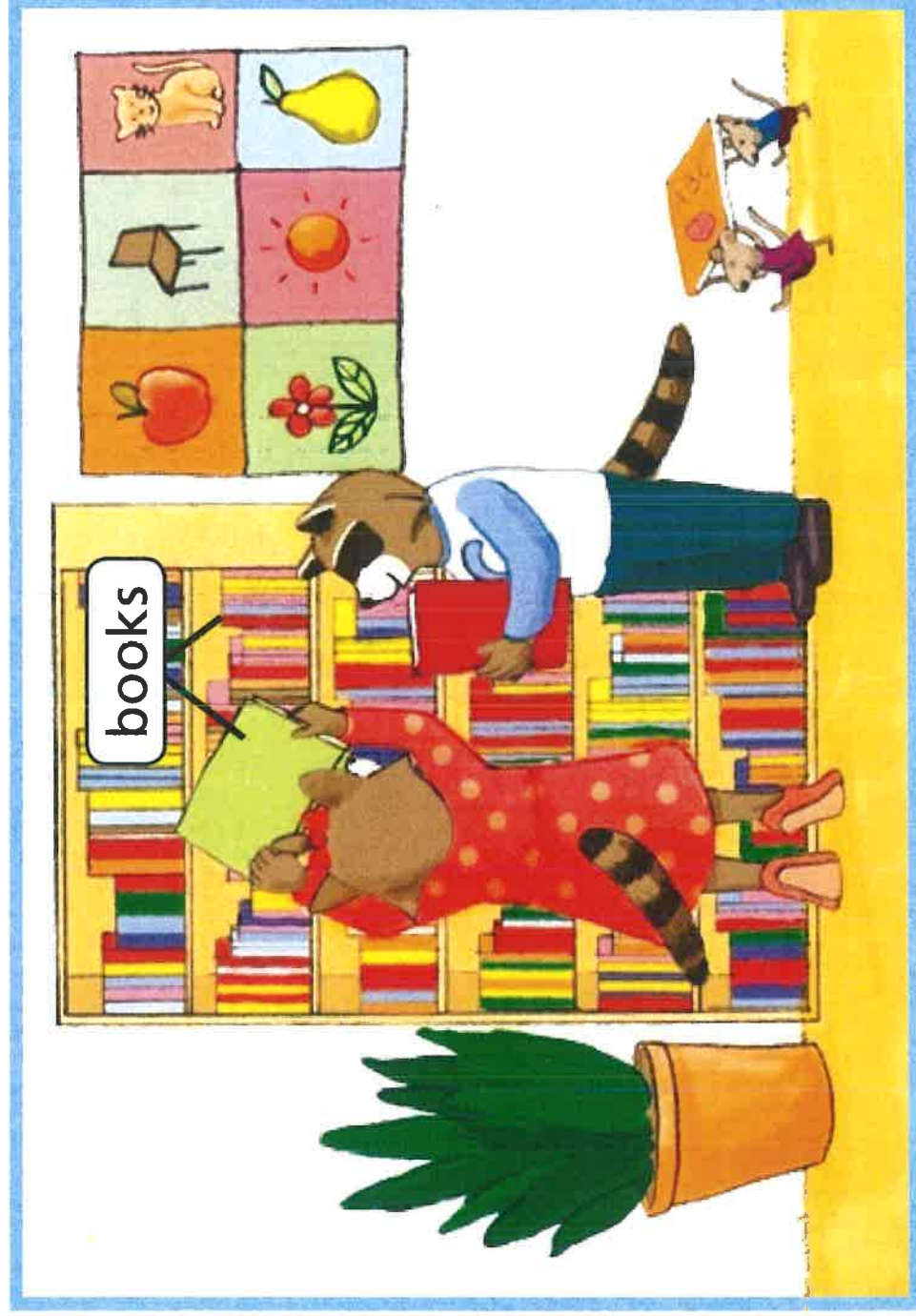
hallway

Clive and his friend walk.





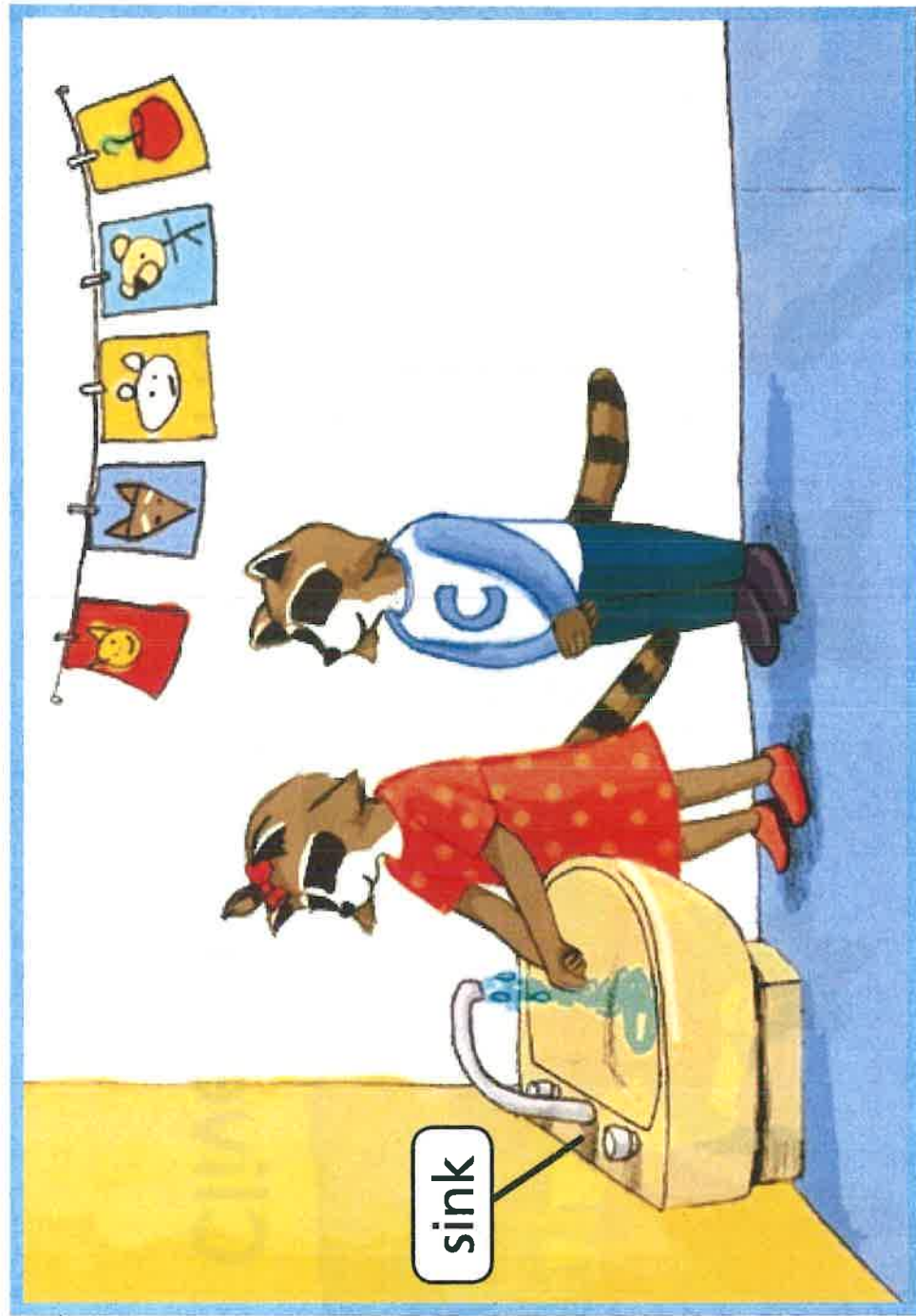




Clive and his friend help.

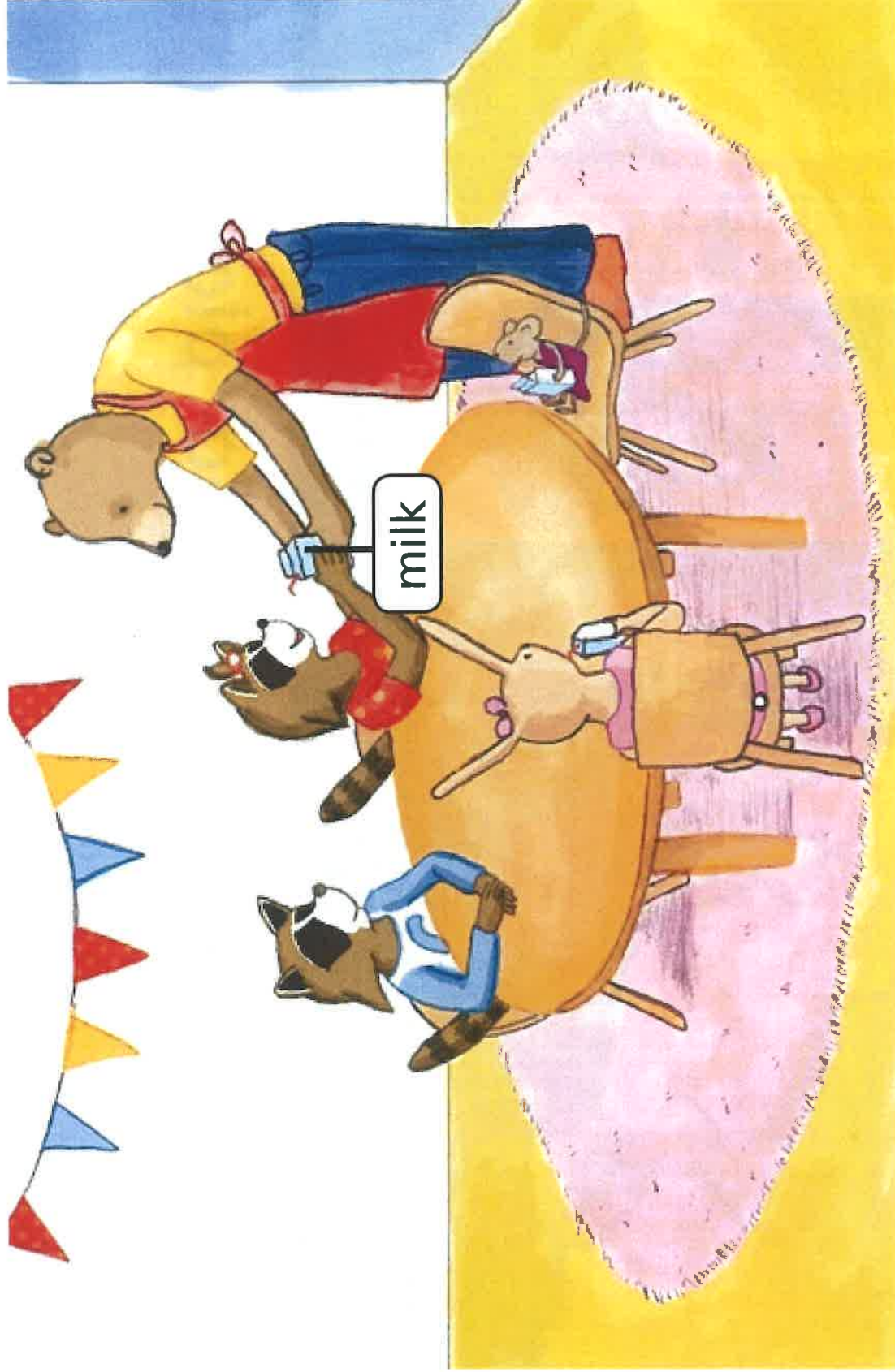


Clive and his friend smile.



Clive and his friend wash.





Clive and his friend say  
thank you.



Clive and his friend play!

## Literacy Activities



### Good Citizens

Talk to your partner about the things that Clive and his friend did. How were they good citizens?



### Rules at School

Draw a picture that shows how you follow rules at school. Write a sentence for your picture.

I \_\_\_\_\_ at school.





# TK/Kindergarten-ELD Learning Packet

## ANSWER KEY

### Week 8

Day	Lesson
1	<b>Phonemic Awareness: /i/:</b> 1. nine, kite, five, bike, hide
	<b>Phonics: /i/ i_ej.</b> 1. vine    2. bite    3. five    4. bike
2	<b>Category Words: Farm Animals</b> • Open response
	<b>Handwriting: Sentences with /i/ i_e</b> 1. <b>Mike</b> - My friend's name is Mike. 2. <b>Five</b> - I have five fingers in each hand.
3	<b>Writing Fluency:</b> 1. she can help picking the leaves up.. 2. He has a big sack. 3. She has a big sack too. 4. They put the sack in a bin.
4	<b>Differentiated Texts:</b> <b>Respond to the text: Dale's Kite.</b> 1. Ike helps Dale to fly the kite. 2. Ike is a good citizen.
5	<b>Leveled Reader: Read the book "Clive and His Friends".</b> 1. Oral sentences: a. Clive and his friend stop. b. Clive and his friend walk. c. Clive and his friend help. d. Clive and his friends smile. e. Clive and his friends wash. f. Clive and his friends say thank you g. .Clive and his friends play. 2. Drawing showing how you follow the rules at school 3. raise my hand to ask questions

