



**Compton USD**  
**Learning Packet # 8**  
**Dual Language**  
**Immersion**  
**Kindergarten**

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



# DLI-Kindergarten Learning Packet

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### Week 9

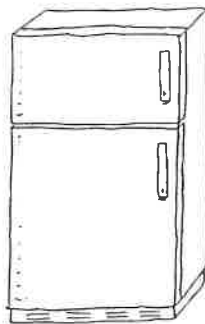
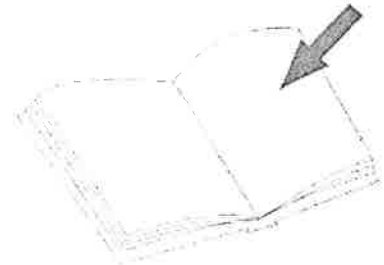
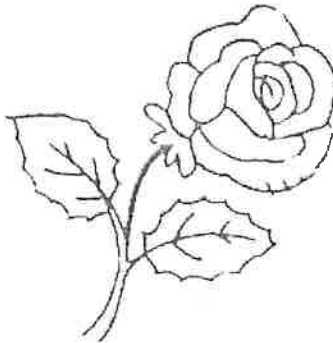
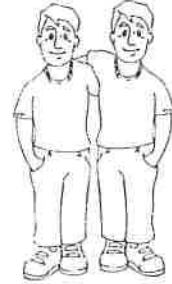
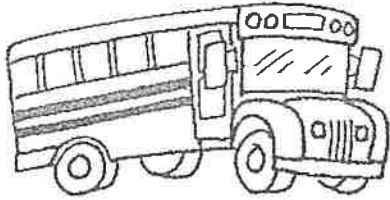
Day	Lesson	Date Completed
1	<b>Reconocimiento fonológico /j/:</b> Di el nombre de cada dibujo. Repite el nombre de los dibujos cuyo nombre incluye el sonido /j/ de G (Ge, Gi).	
	<b>Fonética:/j/ y g.</b> Mira los dibujos de cada fila. Encierra en un círculo el dibujo cuyo nombre incluye el sonido /j/ de g(ge, gi). Escribe la letra.	
	<b>Tableros de fonética y ortografía:</b> Completa las páginas 39 y 41 del Cuaderno de ortografía.	
2	<b>Fonética:/j/ y g.</b> Mira el dibujo de cada fila. Di el nombre de cada dibujo. Escribe la sílaba que incluye el sonido /j/ de g (ge, gi)	
	<b>Categoría de palabras:</b> Alimentos. Di el nombre de cada alimento. Di el nombre de los alimentos que te gusta comer.	
3	<b>Caligrafía: G y g.</b> Traza y escribe la letra G. Luego traza y escribe la letra g.	
	<b>Comprensión: Conexiones con el texto.</b> Los dibujos muestran los pasos que sigue un panadero para hacer el pan. Piensa en el orden en que ocurren. Escribe 1, 2, o 3 al lado de cada dibujo para indicar ese orden.	
4	<b>Palabras de uso frecuente: hay, nuevo.</b> Lee el libro "El nuevo día" a un miembro de tu familia. Vuelve a leerlo para desarrollar fluidez.	
	<b>Fluidez de la escritura:</b> Vuelve a leer el libro "El nuevo día". Escribe durante cinco minutos sobre el día de Paco e la granja.	
5	<b>Libros por nivel:</b> Lee el libro "¿Qué desayunamos?". Completa las actividades de las agina 9.	

Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week



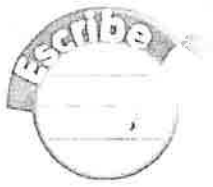


Nombre \_\_\_\_\_

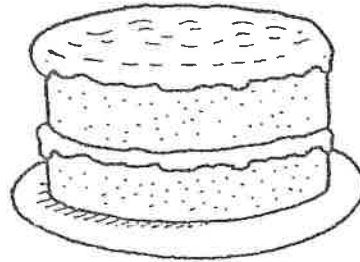


**Reconocimiento fonológico: /j/**

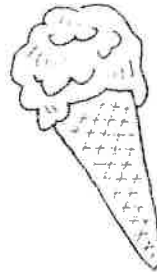
Di el nombre de cada dibujo. Pon una ficha sobre los dibujos cuyo nombre incluye el sonido /j/ de *g* (*ge*, *gi*).



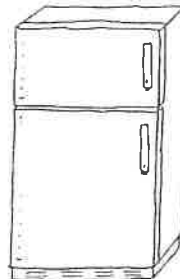
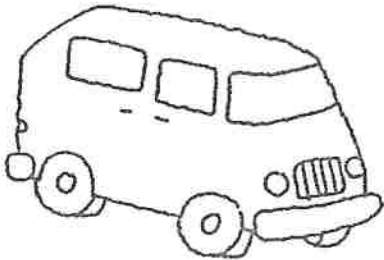
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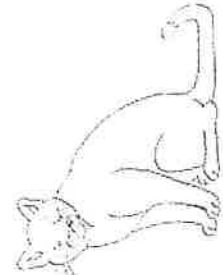
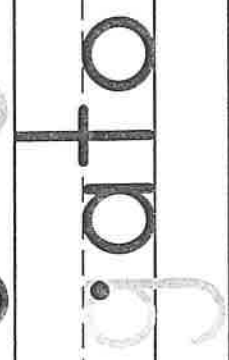
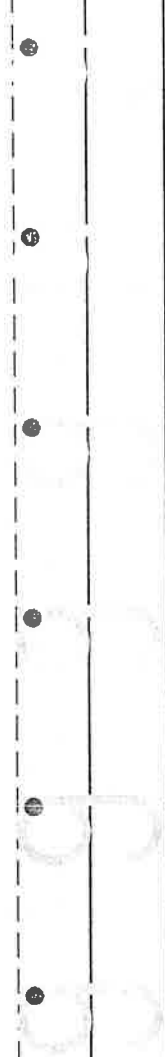
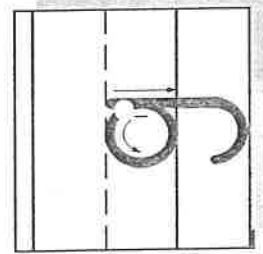
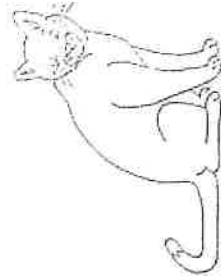
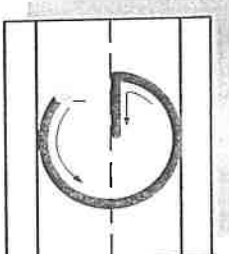
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Fonética: /j/ y g

Di el nombre de cada dibujo. Encierra en un círculo el dibujo cuyo nombre incluye el sonido /j/ de g (ge, gi). Escribe la letra.

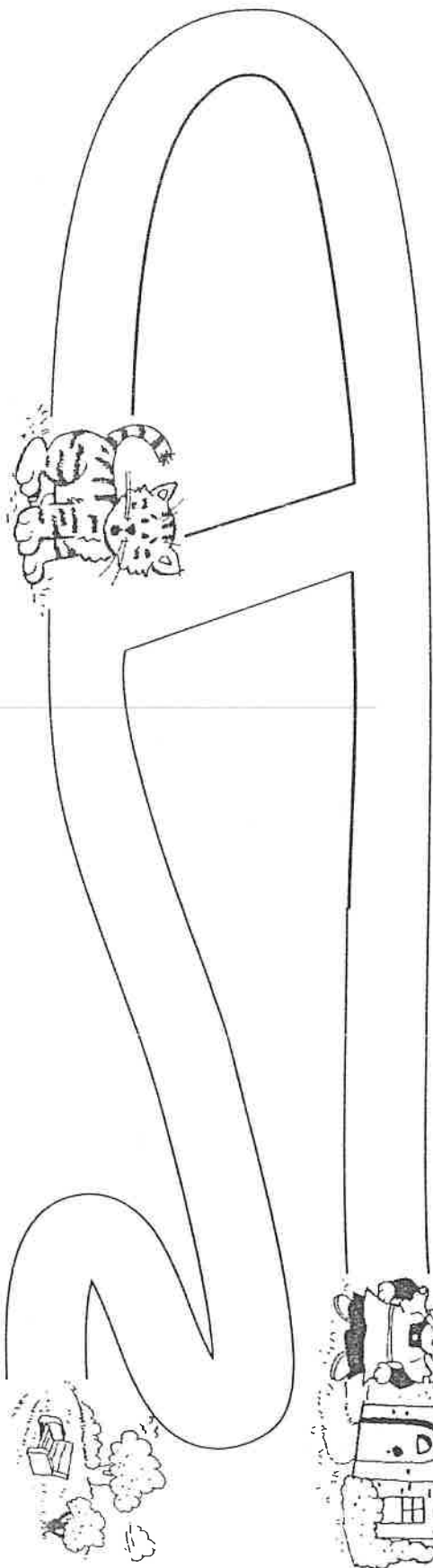
Nombre \_\_\_\_\_



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Instrucciones: La palabra *gato* comienza con la letra **g**. Señala la **G** mayúscula y la **g** minúscula. Traza las **G** y luego escríbelas. Traza las **g** y luego escríbelas.

Nombre \_\_\_\_\_



gira a la izquierda.

gira a la derecha.

¿Adónde va Tato?

**Instrucciones:** Ayuda a Tato. Mientras yo leo, tú sigue las instrucciones y traza una línea en el camino para ayudar a Tato. ¿Adónde va Tato?



Nombre \_\_\_\_\_

1.



\_\_\_\_\_

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\_\_\_\_\_

2.



\_\_\_\_\_

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\_\_\_\_\_

3.



\_\_\_\_\_

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\_\_\_\_\_

**Comprensión: Conexiones en el texto**

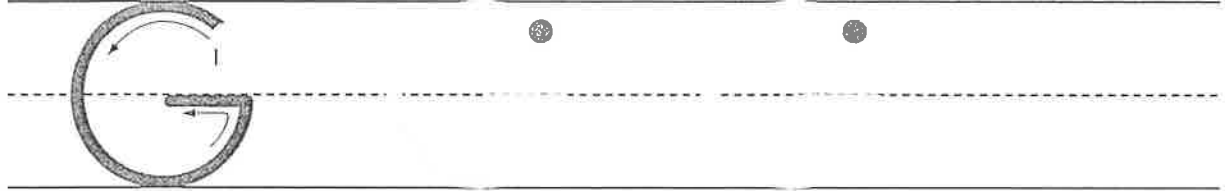
En los dibujos se muestran los pasos que sigue un panadero para hacer el pan. Piensa en el orden en que ocurren. Escribe 1, 2, o 3 al lado de cada dibujo para indicar ese orden. Describe cada paso a tu compañero o compañera.



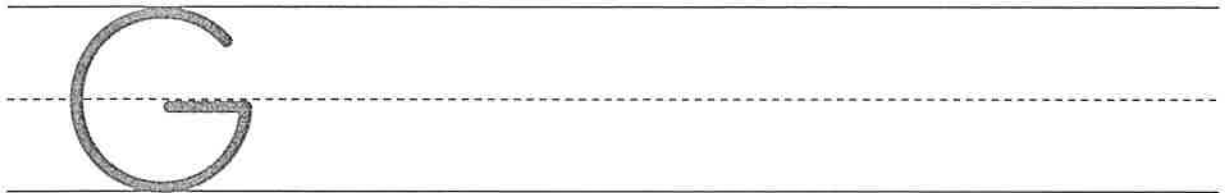
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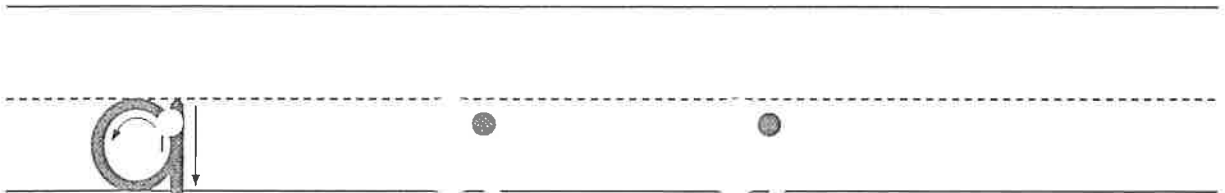
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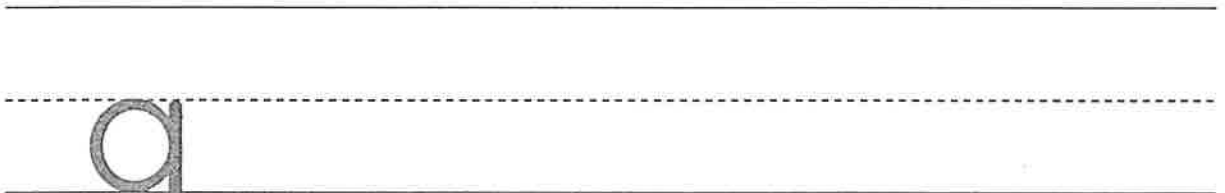
2.



3.



4.



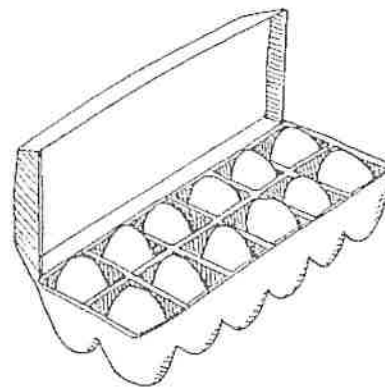
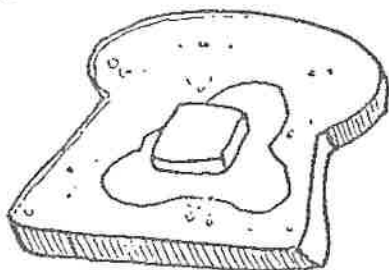
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Caligrafía: *G* y *g*

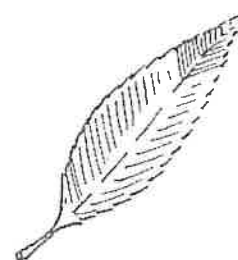
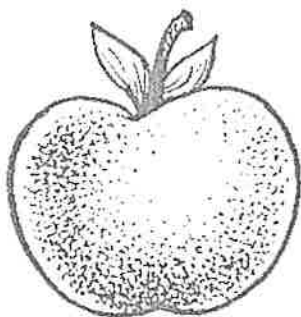
Traza y escribe la letra *G*. Luego, traza y escribe la letra *g*.

Nombre \_\_\_\_\_

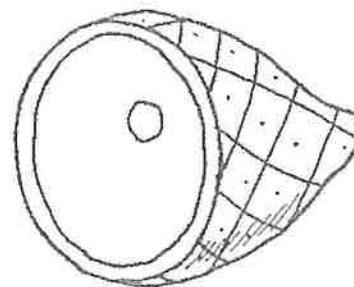
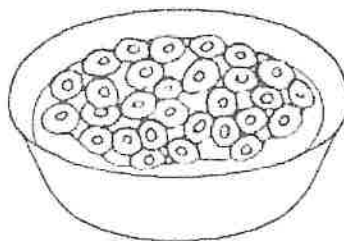
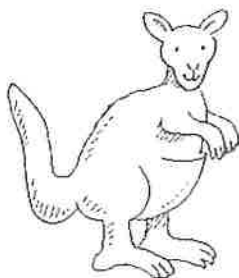
1.



2.



3.



Categoría de palabras: Alimentos

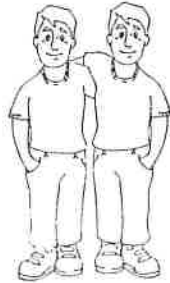
Pon una ficha sobre los dibujos de los alimentos. Di el nombre de cada alimento.  
Comenta qué alimentos te gusta comer.



Nombre \_\_\_\_\_



1.

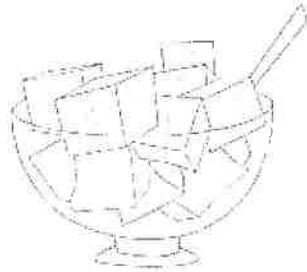


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2.

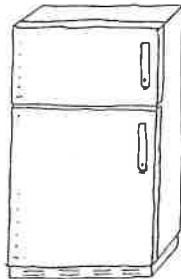


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3.



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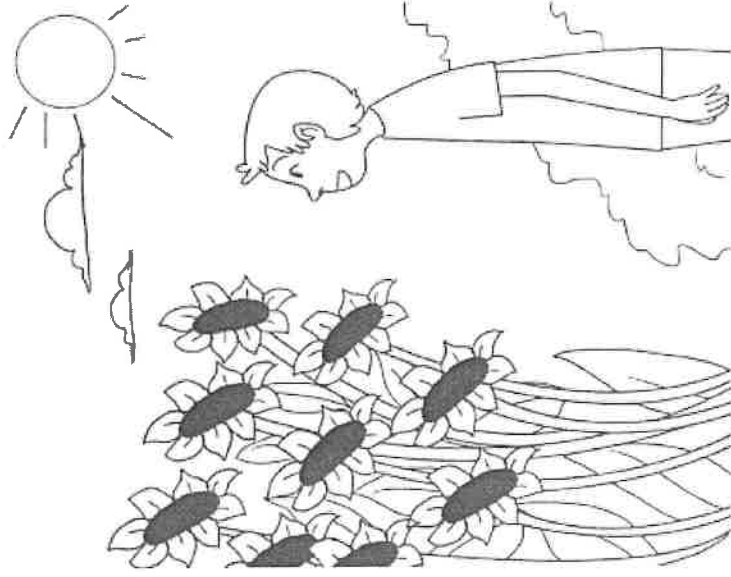
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Fonética: /j/ y g

Mira el dibujo de cada fila. Di el nombre de cada dibujo. Escribe la sílaba que incluye el sonido /j/ de g (ge, gi).

Nombre \_\_\_\_\_



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Hay mucho sol.

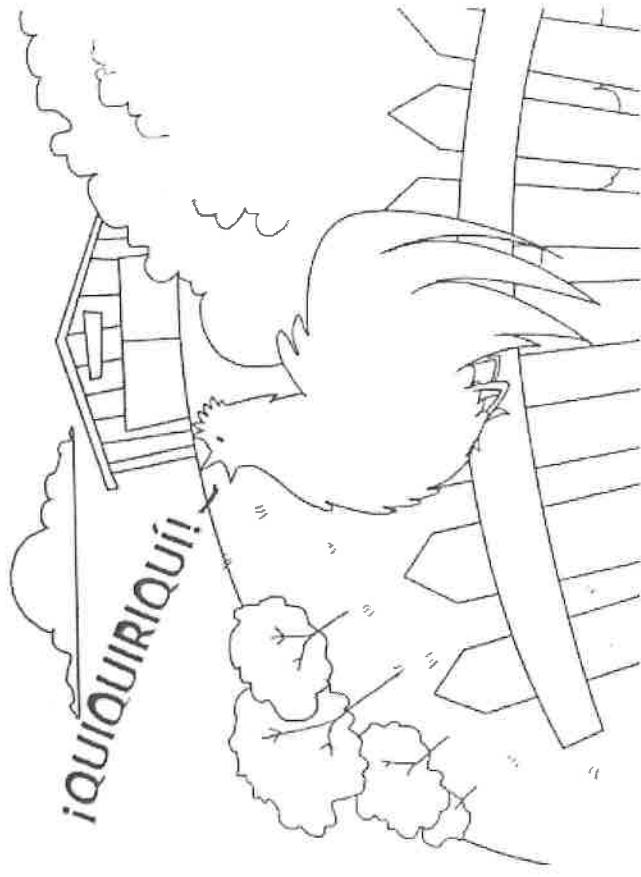
Gira y gira el girasol.

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

4

Unidad 9: Las cosas cambian • Semana 3

# El nuevo día

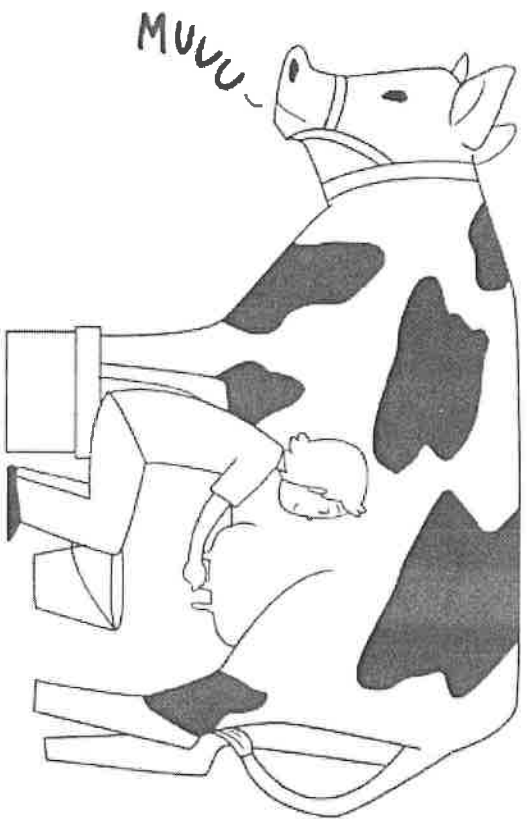


Es un nuevo día.

¡Quiquiriquí!

1

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La vaca muge: *muuu*.

Paco llena el cubo.

2



¿Maduró el tomate?

Paco elige uno.

3



Nombre \_\_\_\_\_

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated ten times.

**Fluidez de la escritura**

Pida a los niños que vuelvan a leer "El nuevo día" y que escriban durante cuatro minutos sobre el día de Paco en la granja. Pídales que revisen sus escritos.



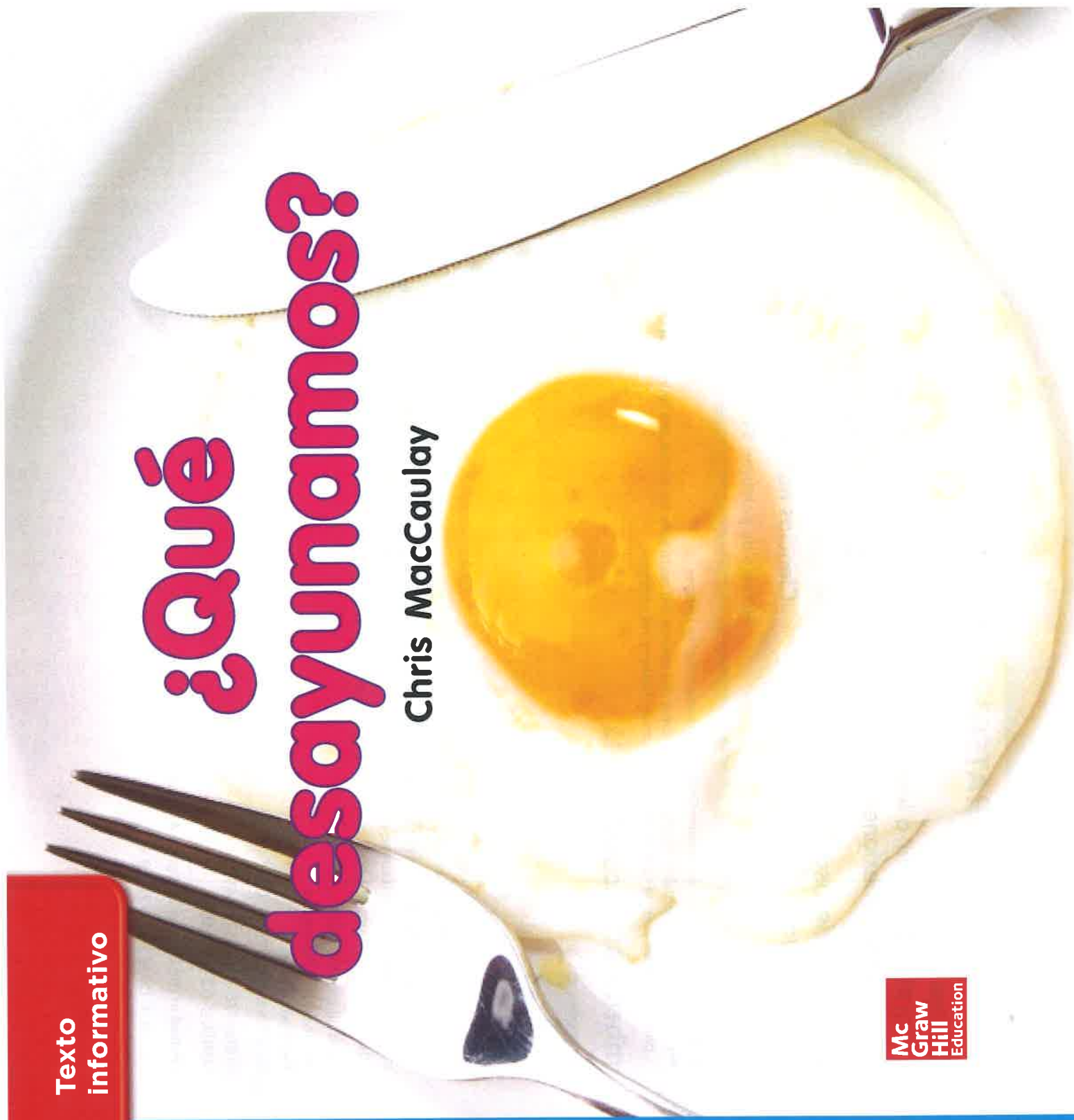


Texto  
informativo

# ¿Qué desayunamos?

Chris MacCaulay

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# ESTRATEGIAS Y DESTREZAS

## Comprensión

**Estrategia:** Volver a leer

**Destreza:** Conexiones en el texto

## Palabras de uso frecuente

hay, nuevo

## Fonética

Sonido /j/ de g (ge, gi)

## Estándares curriculares

### Ciencias

Ciencias naturales

Número de palabras: 54\*\*

Photography Credit: Cover Creativ Studio Heinemann/Getty Images

\*\*El número total de palabras incluye las palabras del cuerpo del texto y de los títulos. No se incluyen las cifras ni las palabras en los pies de foto, rótulos, diagramas, tablas y recuadros.

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



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# ¿Qué desayunamos?

Chris MacCaulay





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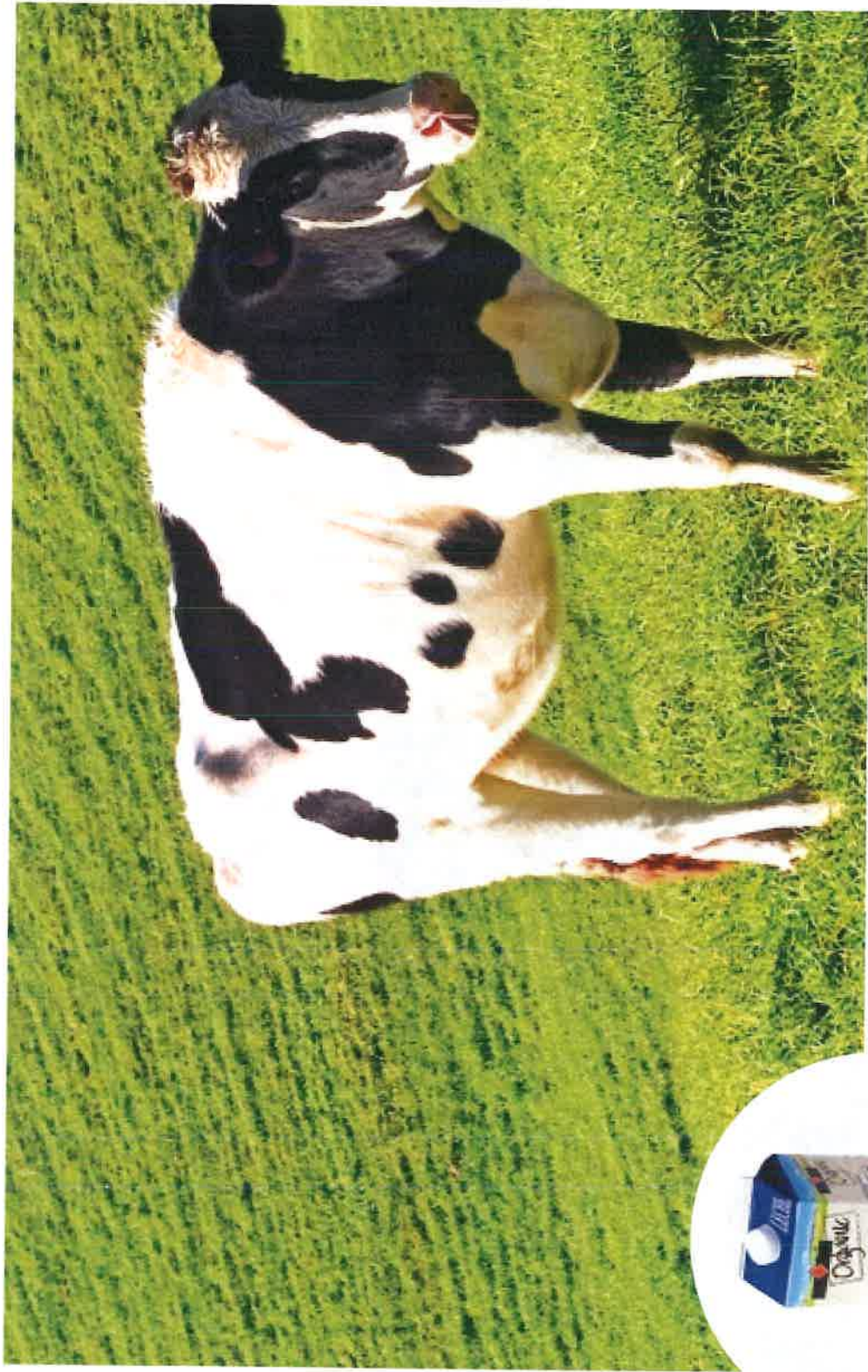
**El desayuno te da  
energía.  
¿De dónde viene?**





Aquí hay moras.  
Con moras prepararás jalea.



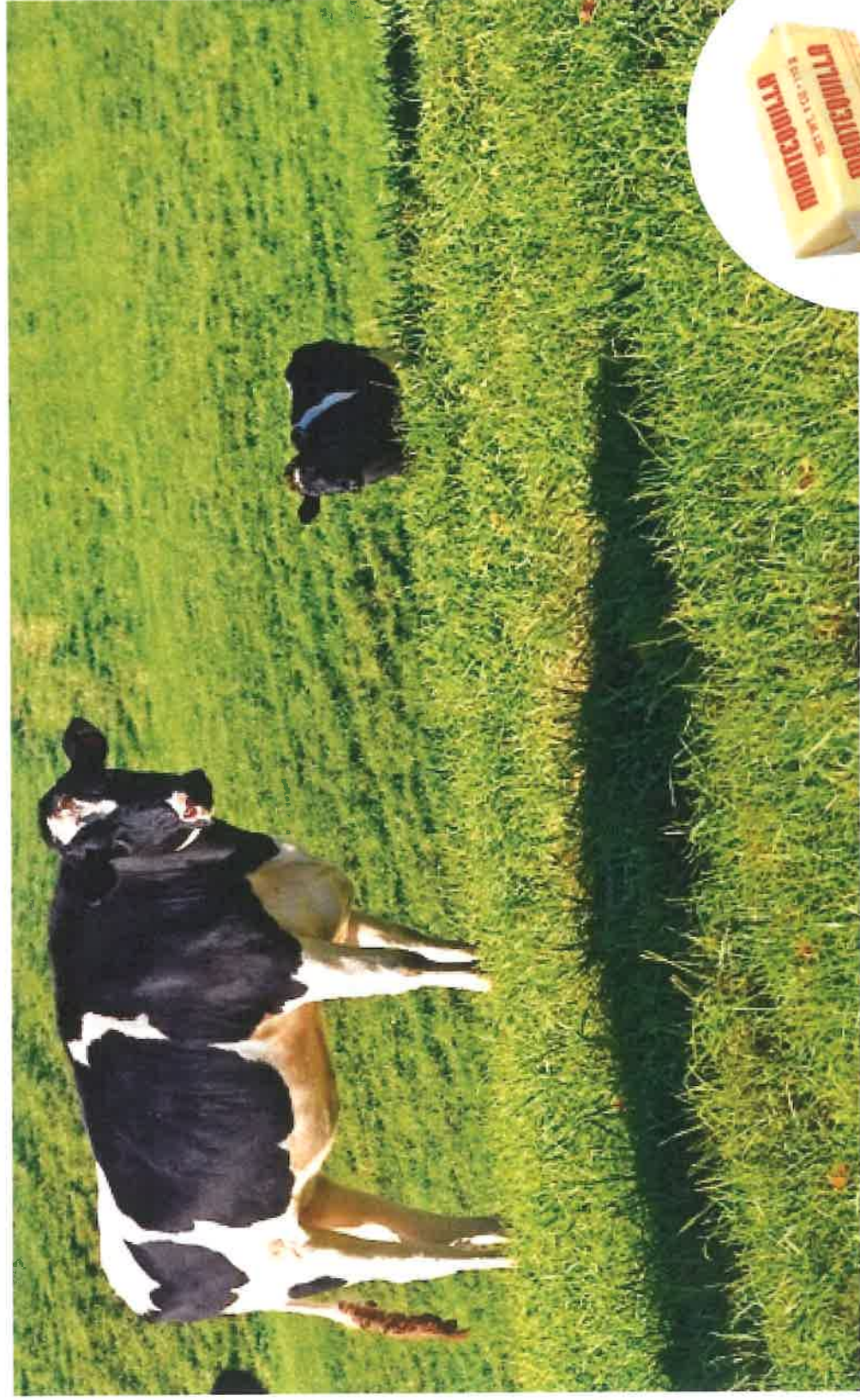


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Aquí hay vacas.  
Ellas nos dan leche.





Aquí hay mantequilla.  
Viene de la leche.



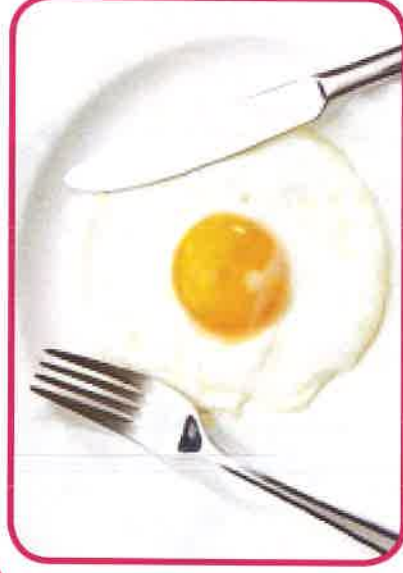


**Aquí hay un naranjal.  
Con las naranjas  
preparas jugo.**





Aquí hay una gallina.  
La gallina pone huevos.



**Mira de nuevo las  
páginas.**

**¡Elige tu desayuno!**

## Actividades de aprendizaje



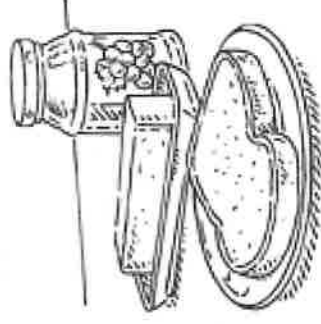
### ¿De dónde sale?

Conversa con un compañero acerca del cuento. ¿De dónde sale la leche? ¿De dónde sale el jugo?



### Mi desayuno favorito

Haz un dibujo de tu desayuno favorito. Rotula tu dibujo.



Nuestros recursos naturales

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# DLI-Kindergarten Learning Packet

## ANSWER KEY

### Week 9

Day	Lesson
1	<b>Reconocimiento fonológico /j/:</b> <ul style="list-style-type: none"><li>• zoológico, gemelos, gelatina, página, congelador, refugio</li></ul>
	<b>Fonética: /j/ y g.</b> <ul style="list-style-type: none"><li>• g</li></ul>
	<b>Tableros de fonética y ortografía:</b> <ul style="list-style-type: none"><li>• Respuesta abierta</li></ul>
2	<b>Fonética: /j/ y g.</b> <ul style="list-style-type: none"><li>• 1. ge 2. ge 3. ge</li></ul>
	<b>Categoría de palabras: Alimentos.</b> Respuesta abierta
3	<b>Caligrafía: G y g.</b> Respuesta abierta
	<b>Comprensión: Conexiones con el texto.</b> <ul style="list-style-type: none"><li>• 2, 3, 1</li></ul>
4	<b>Palabras de uso frecuente: con, también.</b> Lee el libro “El nuevo día” a un miembro de tu familia. Vuelve a leerlo para desarrollar fluidez.
	<b>Fluidez de la escritura:</b> Vuelve a leer el libro “El nuevo día”. <ul style="list-style-type: none"><li>• Respuesta abierta</li></ul>
5	<b>Libros por nivel:</b> Lee el libro “¿Qué desayunamos?”. <ul style="list-style-type: none"><li>• La leche viene de las vacas. El jugo sale de las naranjas.</li><li>• Respuesta abierta</li></ul>







# Compton USD Learning Packet # 8

## ELD

### TK/Kindergarten

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





# TK/Kindergarten-ELD Learning Packet

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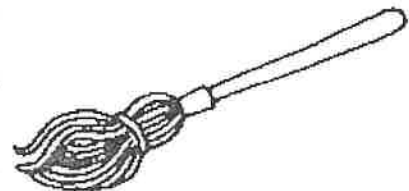
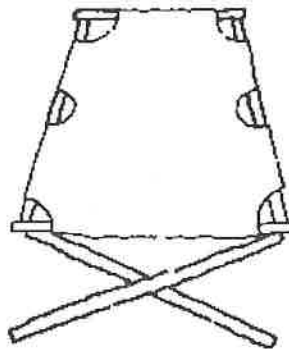
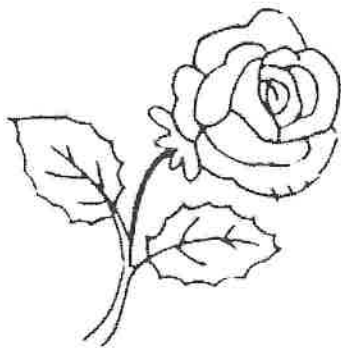
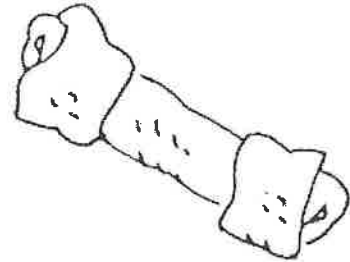
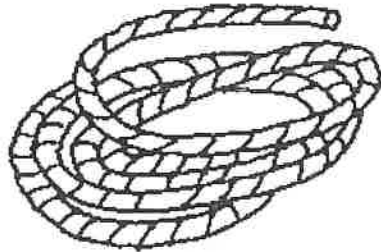
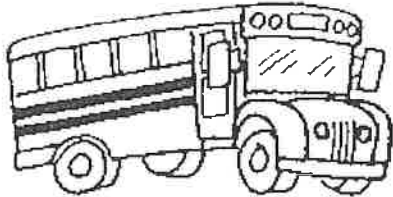
Day	Lesson	Date Completed
1	<b>Phonemic Awareness: Long /o/:</b> Look at each picture. Point to the picture and say the name of the object in the picture. Then, point to the pictures with long /o/ sound and tell your Mom the name of the objects in each picture.	
	<b>Phonics: /o/ o_e.</b> Point to each picture. Say the name of the object in the picture. Then, write the missing letters..	
2	<b>Category Words: Foods Made From Grain</b> - Point to and elicit the name of each picture that shows a kind of food. Say the name of the food in the picture and tell your Mom what sound each food name makes.	
	<b>Handwriting: Sentences with /o/ o_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 "Look at This!". Reread the book again and write for five minutes about what happens in the story..	
4	<b>Differentiated Texts:</b> Read the book "Seed to Tree". 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 "What for Breakfast?" Answer the two 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





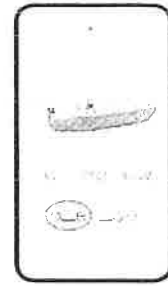
Name \_\_\_\_\_



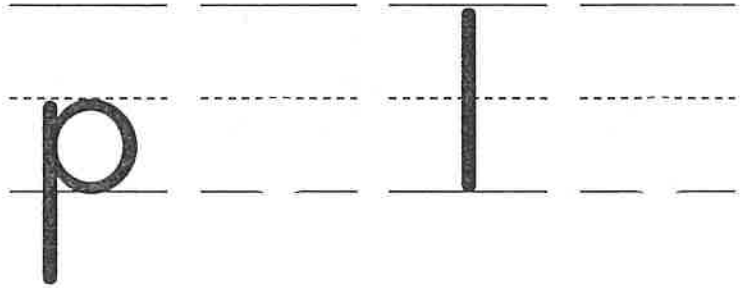
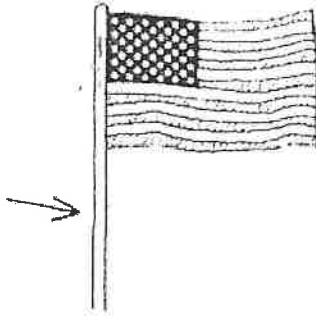
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**Phonemic Awareness: /ō/** Point to and say each picture name. Have children repeat. Explain that you will put a marker on *rope* because *rope* has the /ō/ sound. Elicit from children the picture names with /ō/ and have them work with a partner to put a marker on each picture. Then have children listen to the Sound Pronunciation Audio.

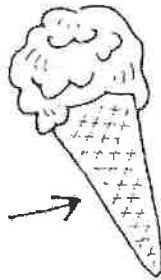
Name \_\_\_\_\_



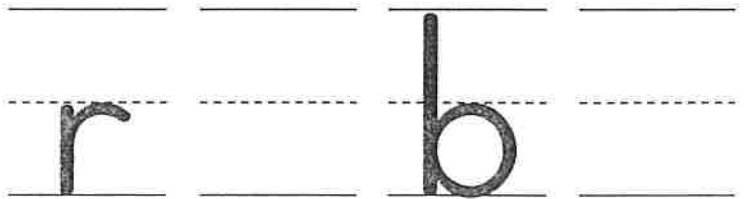
1.



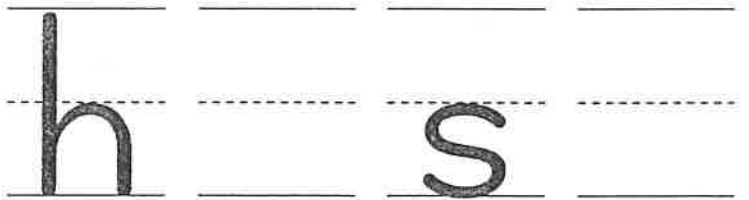
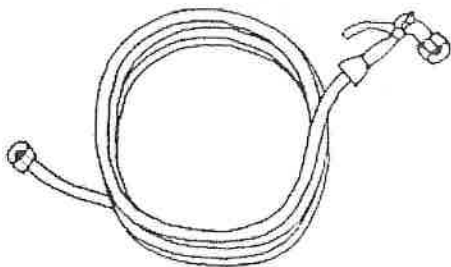
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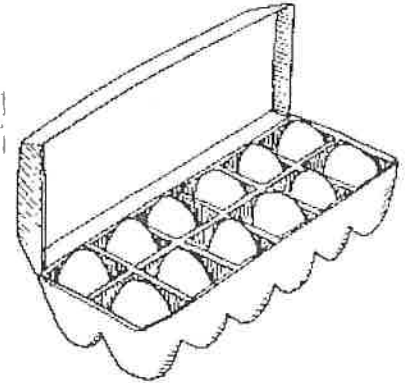
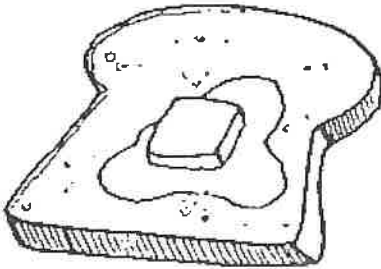


Phonics: /ō/o\_e Point to and say *pole* emphasizing /ō/. Have children repeat. Guide them to write the letter *o* before the consonant *l* and the letter *e* at the end of the word because *o\_e* stands for long *o*. Repeat routine with *cone*, *robe*, and *hose*. Have children read the words to a partner. Then display Word-Building Cards *o\_e* and use the Photo Card for *rope* to reinforce /ō/o\_e.

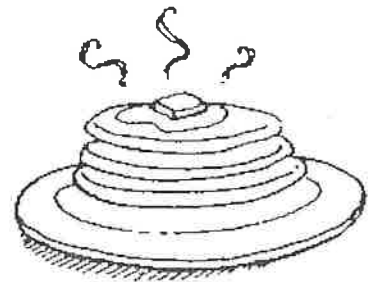
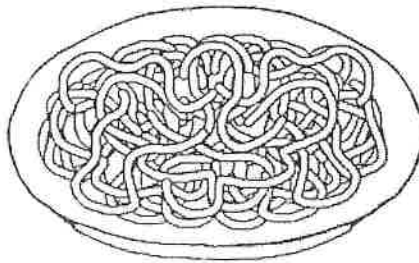
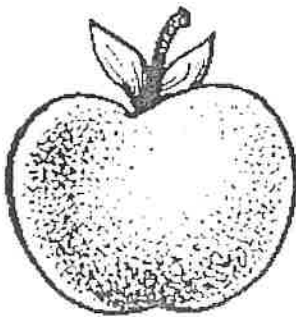
Name \_\_\_\_\_



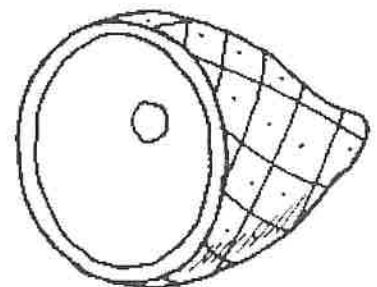
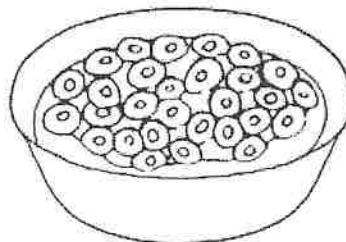
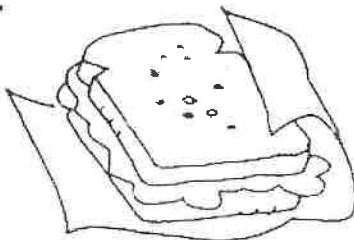
1.



2.



3.



**Category Words: Foods Made From Grain** Review foods made from grain. Point to and elicit the name of each picture. Put a marker on the toast and say: *Toast is bread, and bread is made from grain. Let's put a marker on each picture that shows a food made from grain.* After children place the markers, have them tell their partners which foods from grain they like to eat.



Name \_\_\_\_\_



1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_



3.

\_\_\_\_\_

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\_\_\_\_\_

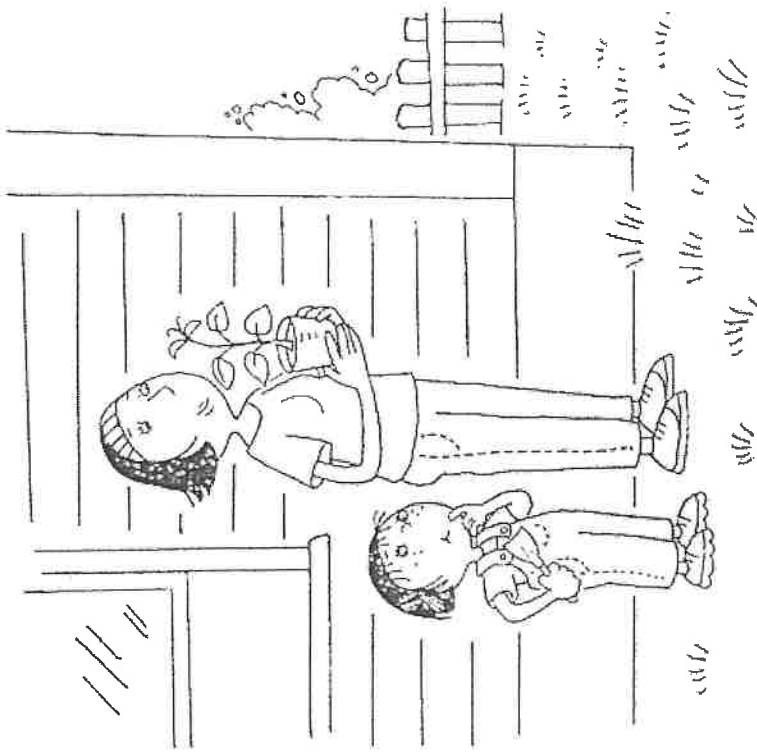
4.

\_\_\_\_\_

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\_\_\_\_\_

Name \_\_\_\_\_



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Look, it is big.

Where can it go?

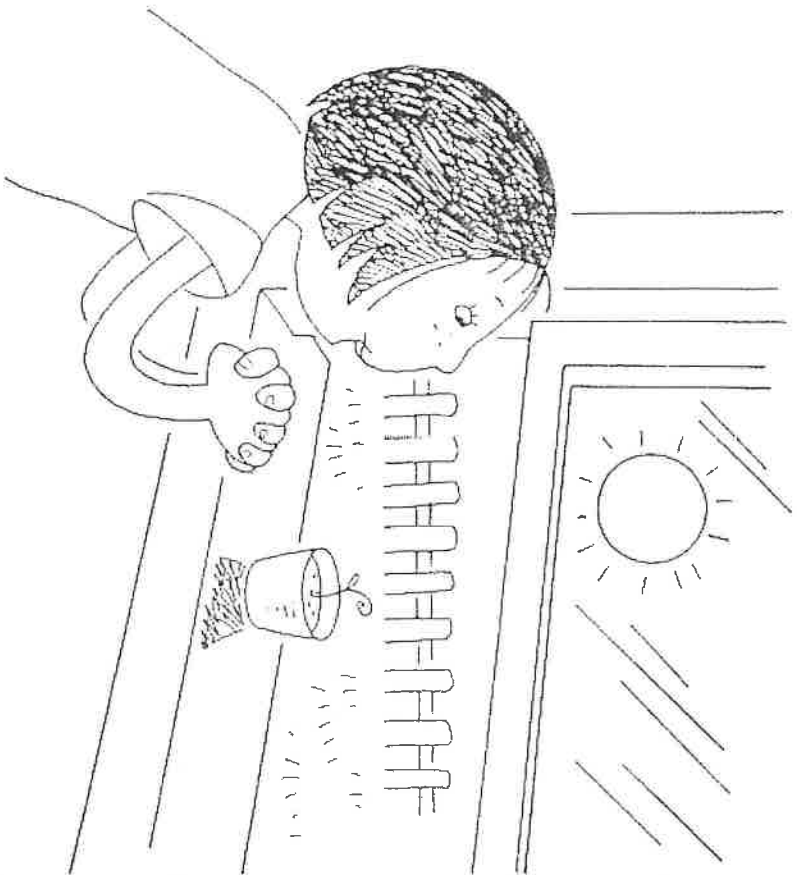
High Frequency Words: *where, look* Read the book to a partner. Describe the pictures to your partner. Then reread for fluency.

Look at This!



Look, it is little.

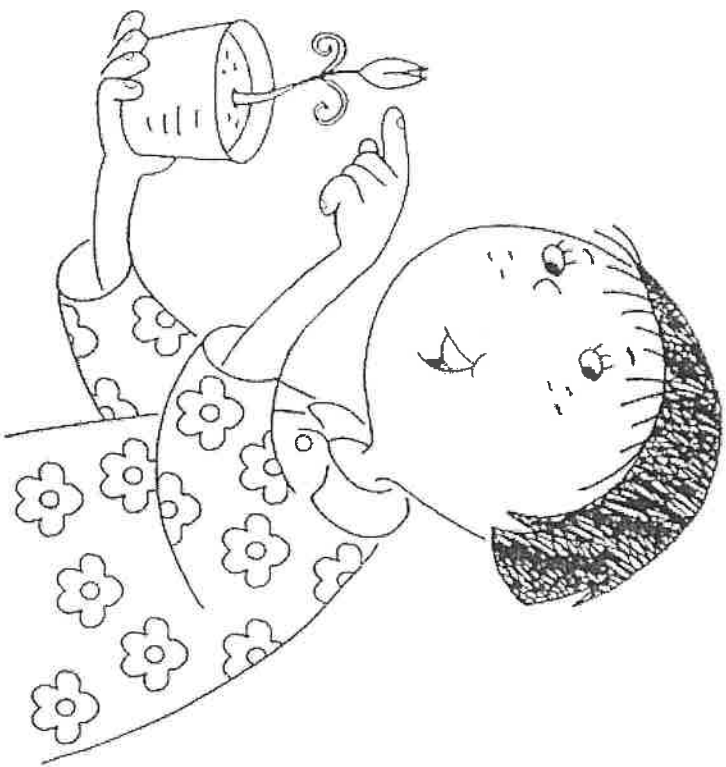
What is it?



It is in the sun.

It is hot.

2



Look, it has a bud.

Can you see it?

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**

Pair children of different language abilities. Have children reread *Look at This!* 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 happens in the story. Have children review their writing with their partner.





## Essential Question



How can things in nature be used to make new things?

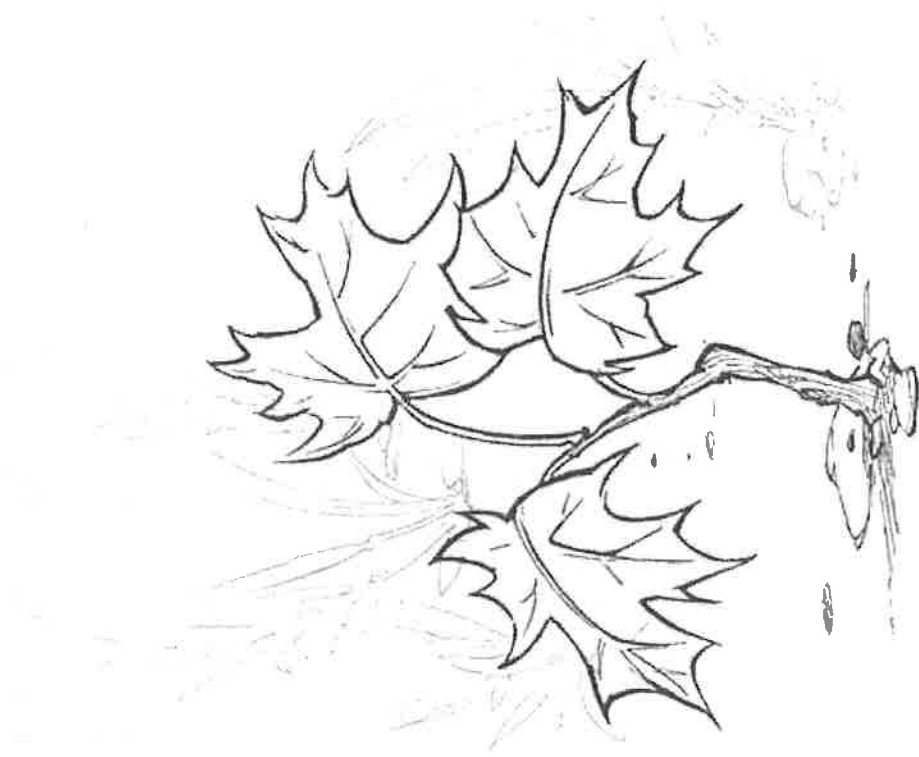
Seed to Tree

### Informational Text



Can you find the seeds?  
Look in the tree.

Can you find the seeds?  
Look in the air.



**You can not find the seeds.  
You can find a new tree!**



**Can you find the seeds?  
Look in the dirt.**



Where did you see a seed in the story?

Large empty rounded rectangular box for writing an answer.

**1. Where did the seeds come from?**

Three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.

**2. How can you grow a tree?**

Three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.



**Respond to the Text** Have partners retell the selection. Ask: *What will happen to the tree on page 4? Where do new seeds come from?* Explain that seeds can grow into trees, and those trees make seeds. Guide partners to answer the questions and share their work.



Informational  
Text

# What's for Breakfast?

by Chris MacCaulay

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## STRATEGIES & SKILLS

### Comprehension

**Strategy:** Reread

**Skill:** Connections Within Text

### Phonics

long o

### Content Standards

#### High-Frequency Words

look, where

#### Science

Life Science

Word count: 59\*\*

Photography Credit: Cover Creativ Studio Heinemann/Getty Images

\*\*The total word count is based on words in the running text and headings only. Numerals and words in captions, labels, diagrams, charts, and sidebars are not included.

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



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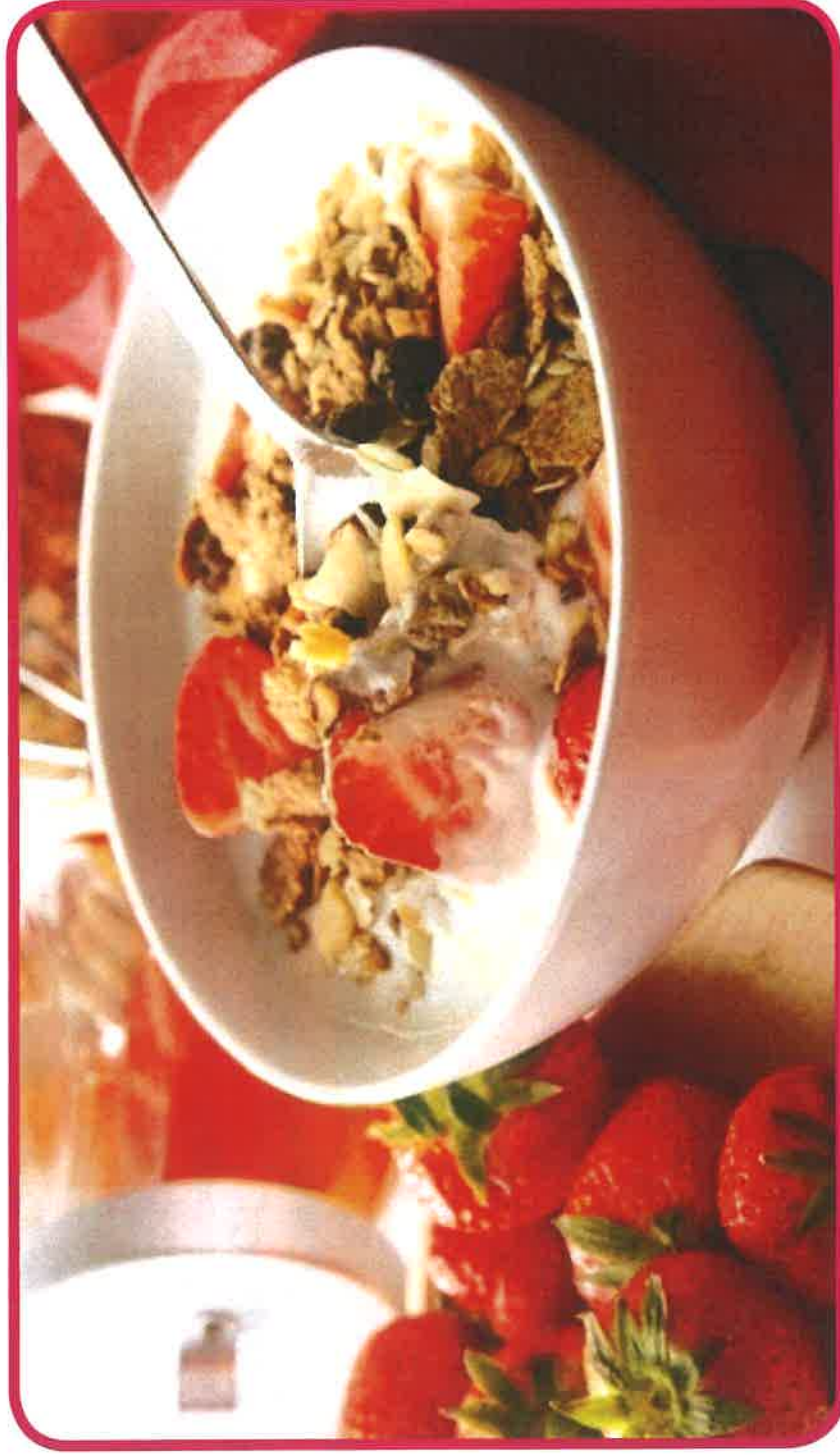
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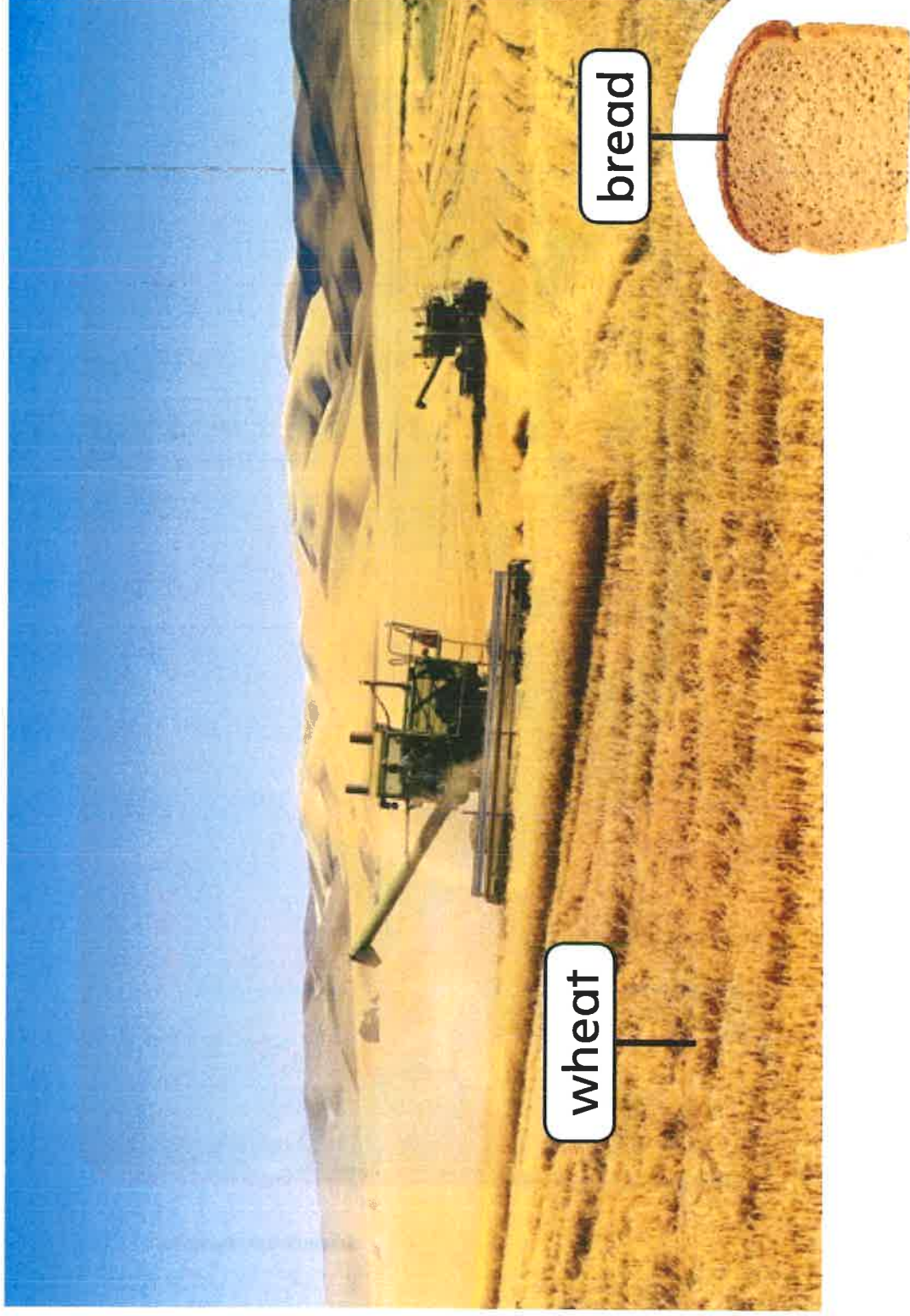
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# What's for Breakfast?

by Chris MacCaulay

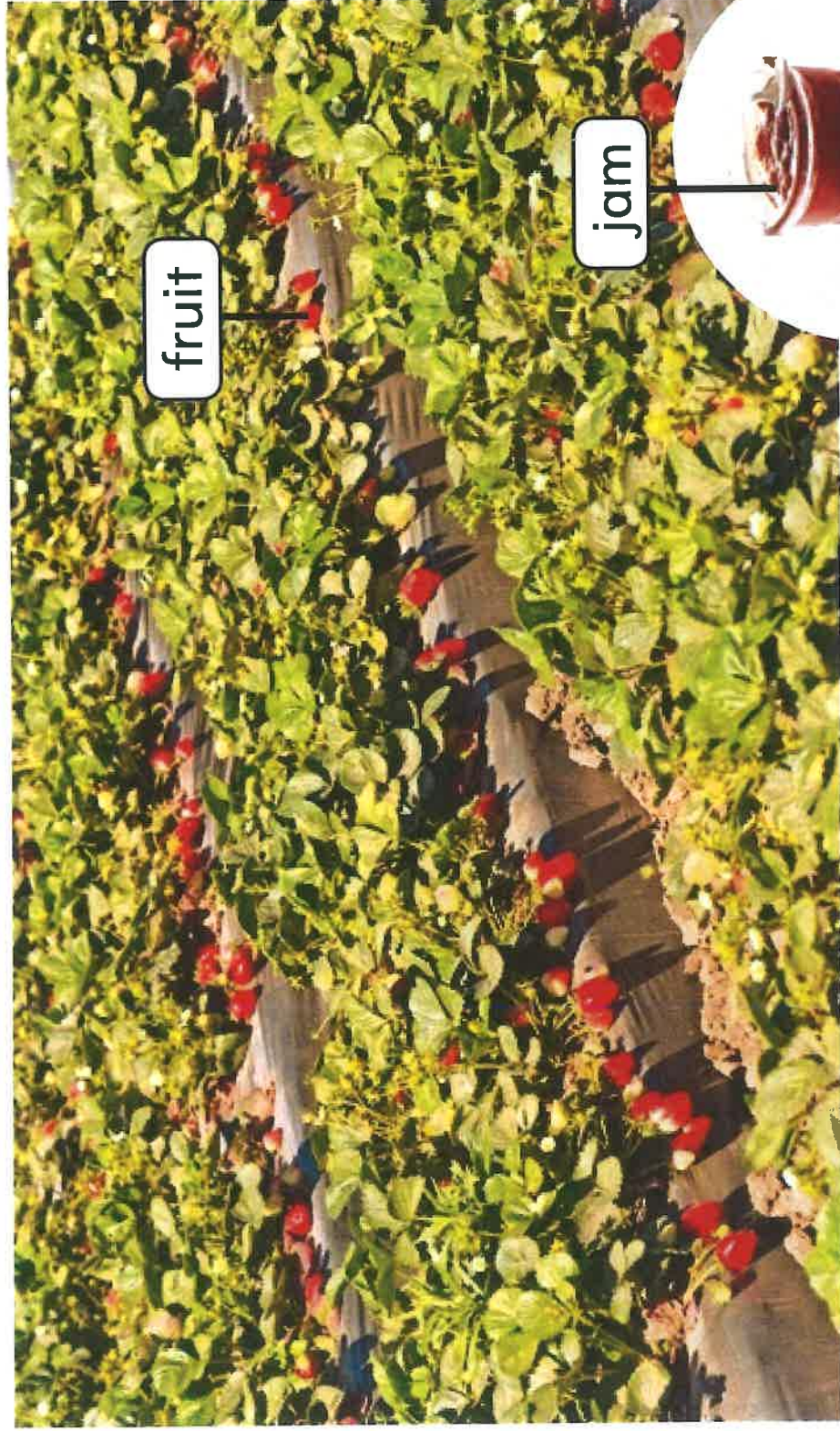




(l)Michael T. Sedam/Corbis, (l inset)Stockbyte/Getty Images, (r)Juan Silva/Photodisc/Getty Images, (r inset)Riou/Photographer's Choice/Getty Images

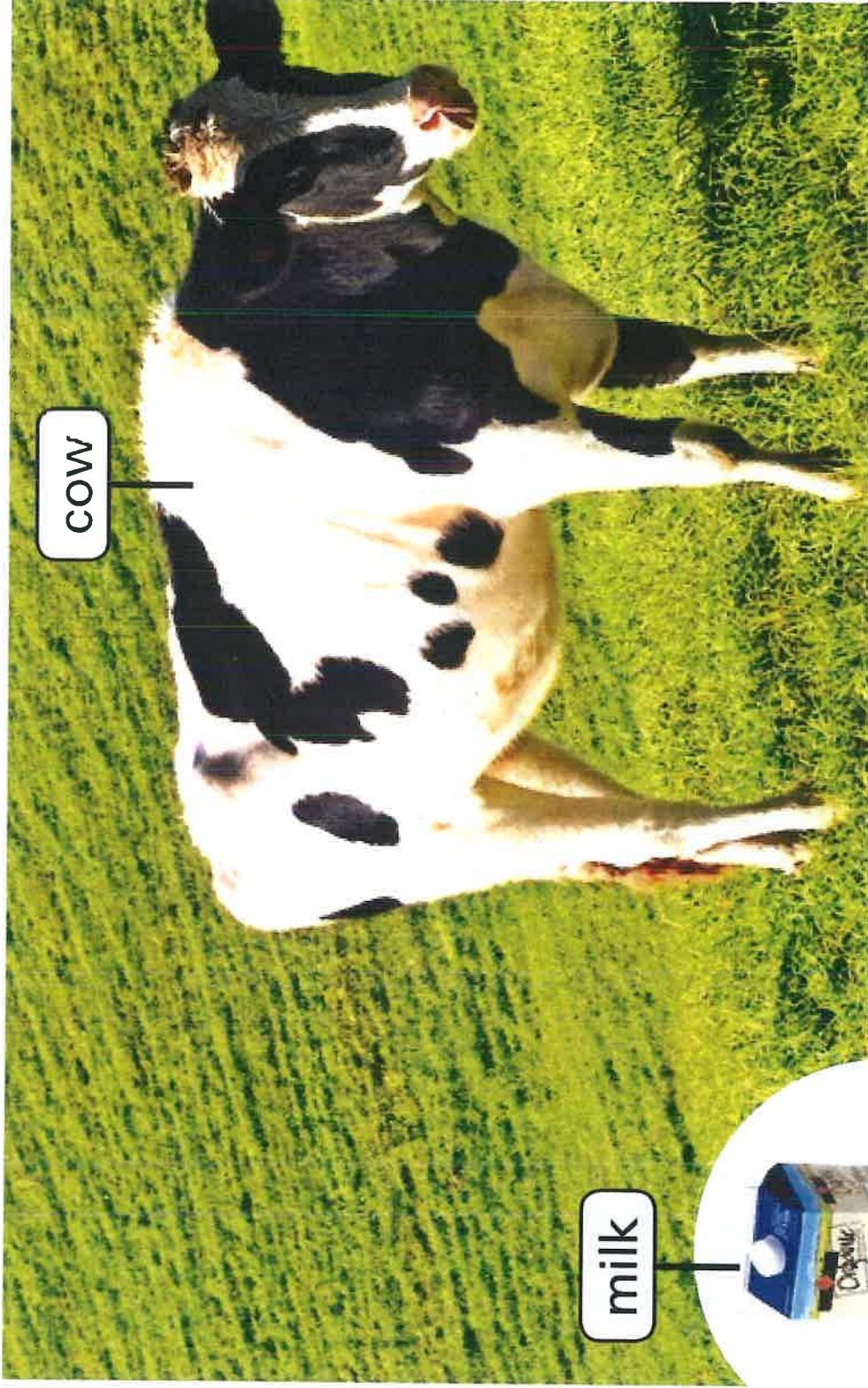
Where is bread from?  
Bread is from wheat.





Where is jam from?  
Jam is from fruit.

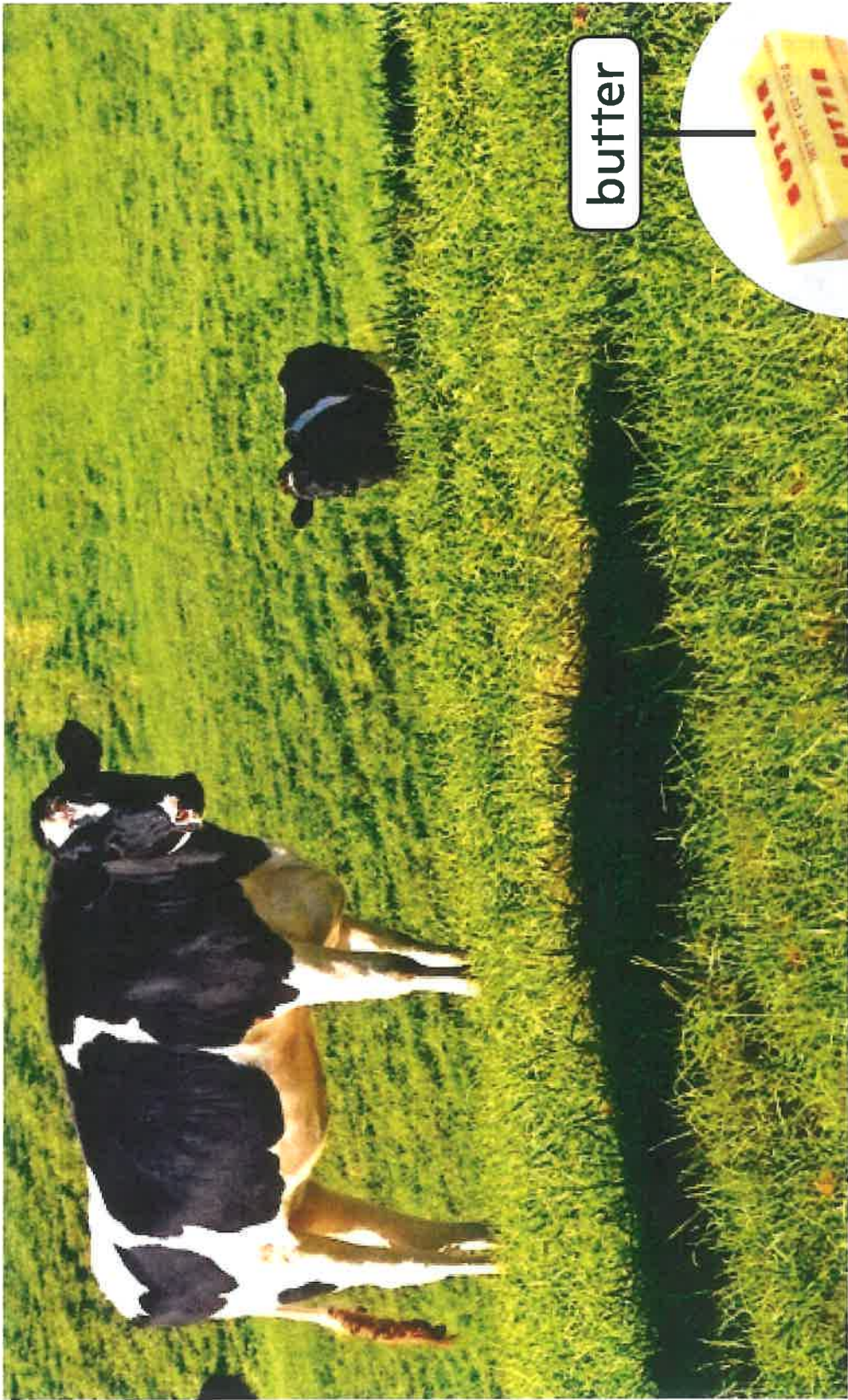




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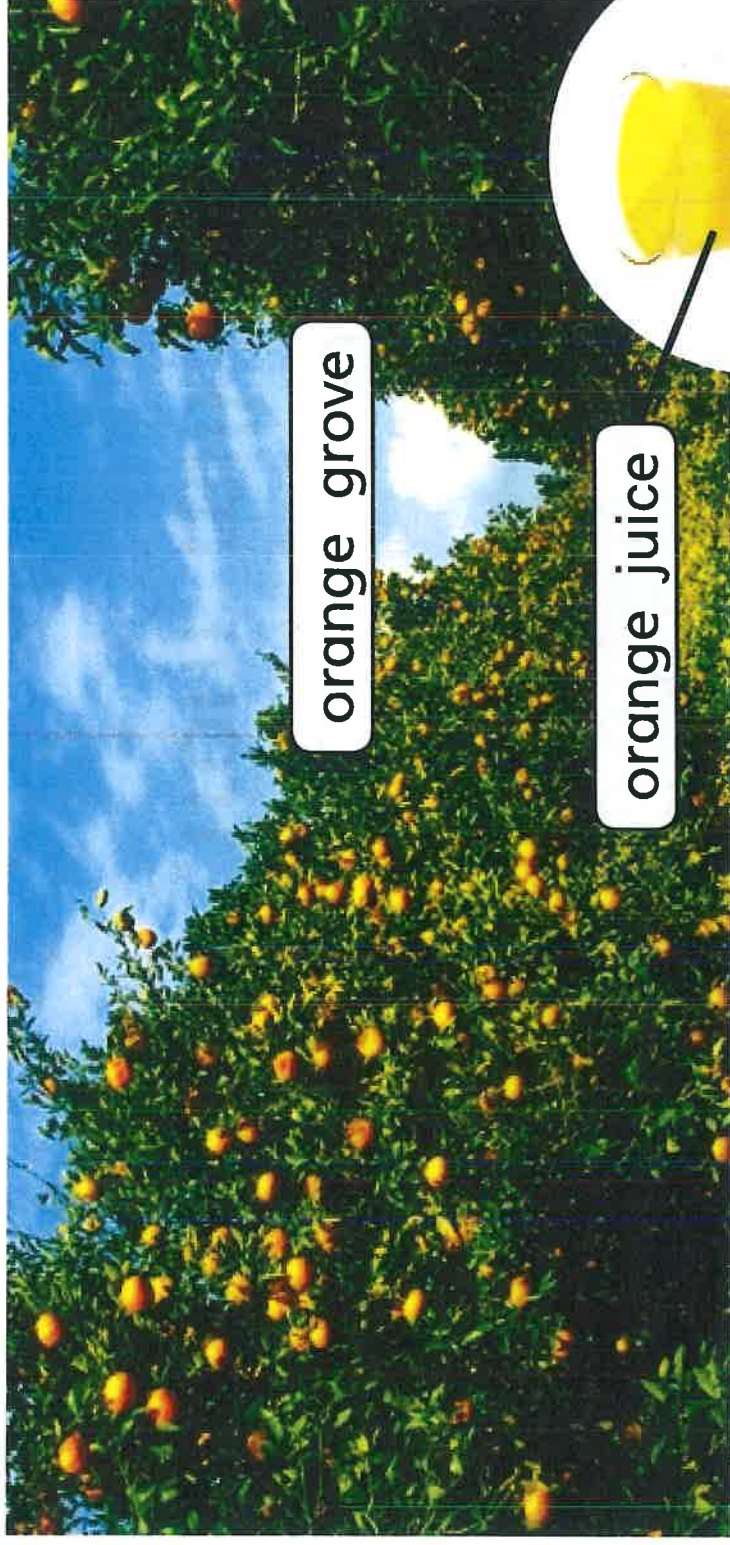
Where is milk from?  
Milk is from a cow.





Where is butter from?  
Butter is from milk.



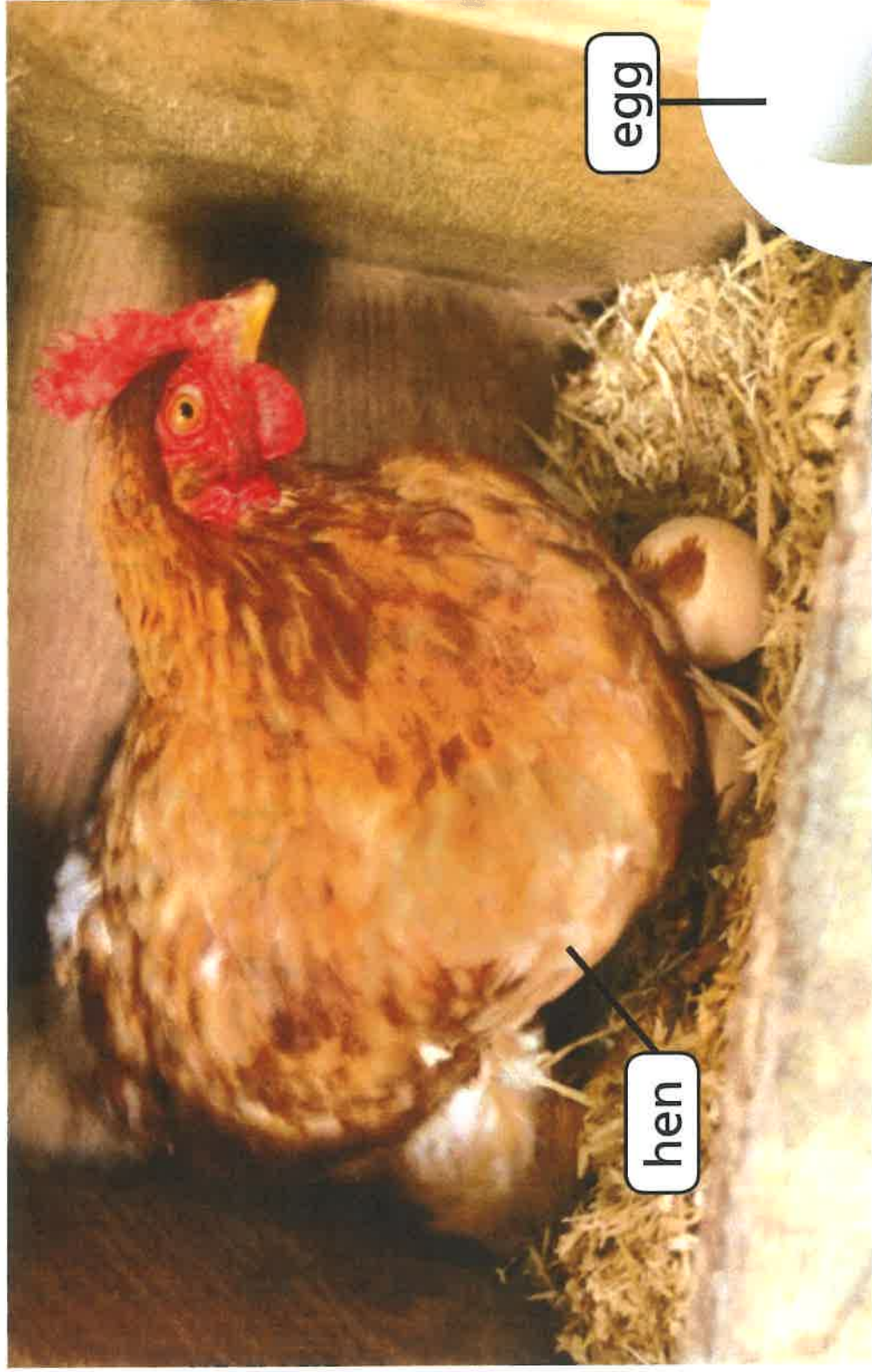


orange grove

orange juice

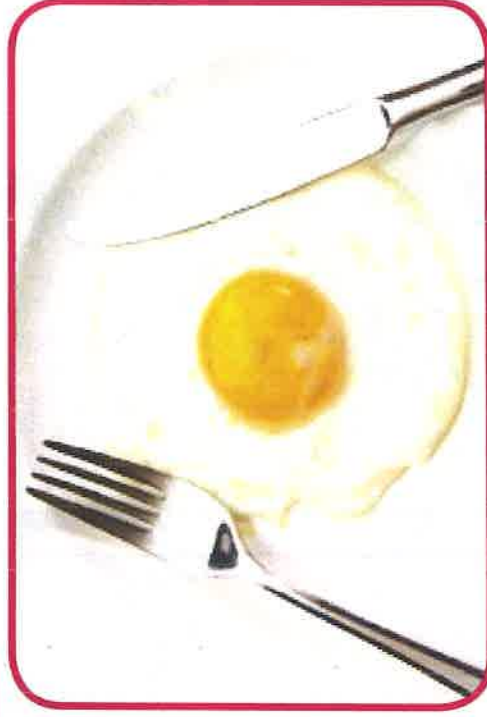
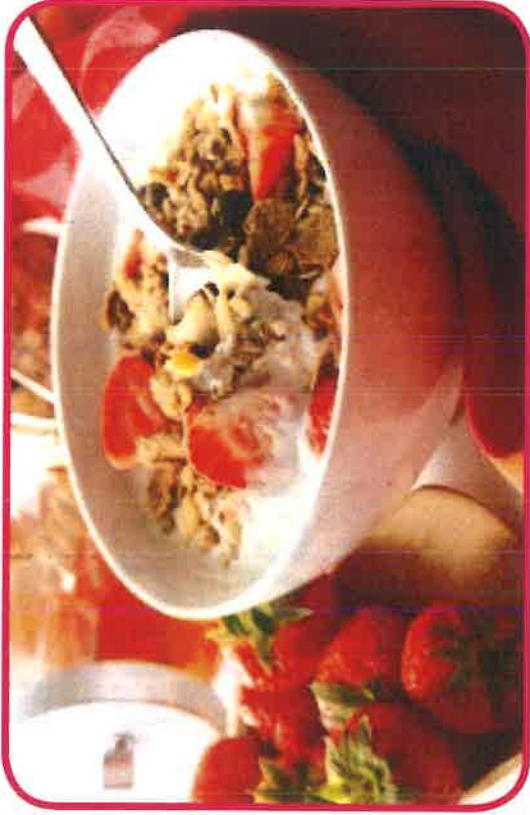
Where is orange juice  
from?

Orange juice is  
from oranges.



Where are eggs from?  
Eggs are from hens.





Look at the food.  
Where is it from?

(r)Floorje/Vetta/Getty Images, (tr)Stockbyte/Getty Images, (bl)Mark Dierker/Bear Dancer Studios, (br)Creativ Studio Heinemann/Getty Images



## Literacy Activities



### Alike or Not?

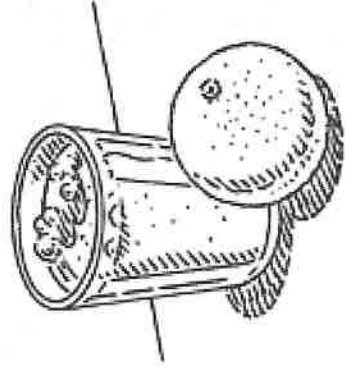
Talk with your partner about how the foods in this book are alike. Talk about how they are different.



### Breakfast Time

Draw a picture of something you eat or drink for breakfast. Write a sentence about your picture.

I \_\_\_\_\_ for breakfast.



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# TK/Kindergarten-ELD Learning Packet

## ANSWER KEY

### Week 9

Day	Lesson
1	<b>Phonemic Awareness: Long /o/:</b> <ul style="list-style-type: none"><li>• rope, bone, rose, bike, mope</li></ul>
	<b>Phonics: Long /o/ o_e.</b> 1. pole 2. cone 3. robe 4. hose
2	<b>Category Words: Food Made From Grain</b> <ul style="list-style-type: none"><li>• Open response</li></ul>
	<b>Handwriting: Sentences with /o/ o_e</b> 1. rose - It is a rose.. 2. hole - I dig a hole.
3	<b>Writing Fluency:</b> <ul style="list-style-type: none"><li>• Open response.</li></ul>
4	<b>Differentiated Texts:</b> <b>Respond to the text: Seed to Tree.</b> 1. The seeds come from the tree. 2. Planting seeds.
5	<b>Leveled Reader: Read the book "What's for Breakfast?".</b> 1. <b>Alike or Not?</b> a. Open response 2. <b>Breakfast Time:</b> a. Open response

