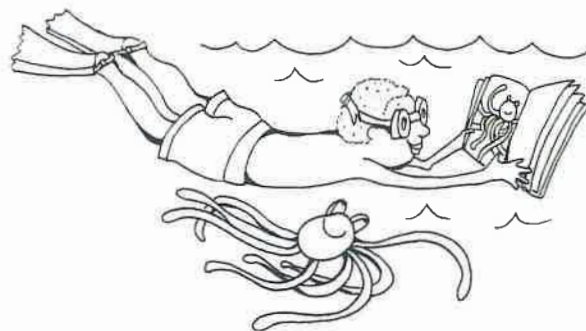




Kinder

My ELD Summer Learning Packet



Kindergarten ELD Summer Learning Packet

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	<u>Week 2</u> <ul style="list-style-type: none"> • Phonics • High Frequency Words • Comprehension • Text Feature • Structural Analysis • Writing Trait 	
	<u>Week 3</u> <ul style="list-style-type: none"> • Phonics • High Frequency Words • Comprehension • Text Feature • Structural Analysis • Writing Trait 	
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	<u>Week 6</u> <ul style="list-style-type: none"> ● Read "We Can Bat". Then, Answer the questions. ● Read "I Can Go". Then, Answer the questions. ● Read "Pet at School". Then, Answer the questions. ● Read "We Can Bat". Then, Answer the questions. ● Read "Kids Have Fun!". Then, Answer the questions. ● Read "On the Move!". Then, Answer the questions. 	
Appendixes		Page
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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



COMPTON UNIFIED SCHOOL DISTRICT

Support Learning at Home



MESSAGE FOR PARENTS

Dear Parents and Guardians,

As summer break approaches, we would like to share with you some learning resources that we have available for our Compton USD students. From our Summer Learning Packets to our online programs, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning during vacation time!

Educational research consistently shows that summer learning programs help students better retain the information learned during the previous year and better prepares students for the upcoming grade level. We also know that when kids read over the summer, they are more likely to leap ahead when they return to school. This is often called the "summer leap."

Please visit our Distance Learning Platform (Parent Resources) in the Compton Unified School District website to access some of the resources that we have available for our students!

We hope that you have a restful and healthy summer break and we look forward to seeing everyone in August.

EDUCATIONAL SERVICES

PHONE:
(310) 639-3165

WEBSITE:
www.compton.k12.ca.us

SUMMER LEARNING PACKETS

Our Common-Core aligned **Summer Learning Packets** offer our students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work that students can complete during the summer break.

In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

Please know that these instructional activities and ideas are suggested and not required. Some children may need a combination of reading independently and having someone read to them. Some children prefer reading on the iPad or computer. If your child is struggling with a math page, please let your child's next year teacher know what concepts were difficult. If your child needs to skip problems, that is fine!

Our intention is to provide academic activities for children who would like to complete them, as well as for parents that find the review beneficial for their child. We hope each child finds the activities engaging.

Other academic summer activities could include journal writing, composing emails to family and friends, writing post cards while on a trip, sending thank-you notes, card games, Sudoku, word searches, crossword puzzles, arts and crafts, gardening, putting on plays/musicals, organizing a child-friendly garage sale, cooking, having a family game/puzzle night, etc.

HAVE A WONDERFUL SUMMER!!!



SUMMER ENRICHMENT



DISTRITO ESCOLAR UNIFICADO DE COMPTON

Support Learning
at Home



MENSAJE PARA LOS PADRES

Queridos padres y tutores,

A medida que se acerca el descanso de verano, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes. De nuestros Paquetes de Aprendizaje de Verano a algunos de nuestros programas en línea, los estudiantes de CUSD tienen múltiples oportunidades para reforzar el aprendizaje. Queremos que nuestros estudiantes continúen aprendiendo durante las vacaciones.

La investigación educativa muestra consistentemente que los programas de aprendizaje de verano ayudan a los estudiantes a conservar mejor la información aprendida durante el año escolar anterior y prepara mejor a los estudiantes para el próximo nivel de grado. También sabemos que cuando los niños leen mucho durante el verano, con mayor probabilidad irán por delante cuando vuelvan a la escuela. Esto a menudo se llama el "salto de verano".

Visite nuestra Plataforma de Aprendizaje a distancia (Recursos para padres) en el sitio web del Distrito Escolar Unificado de Compton para tener acceso a algunos de los recursos que tenemos disponibles para nuestros estudiantes.

Esperamos que tenga un descanso de verano relajante y saludable y esperamos vera todos en agosto.

SERVICIOS EDUCATIVOS

TELÉFONO:
(310) 639-3165

SITIO WEB:
www.compton.k12.ca.us

PAQUETES DE APRENDIZAJE DE VERANO

Nuestros paquetes de aprendizaje de verano ofrecen a nuestros estudiantes la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las áreas de alfabetización y matemáticas. Cada paquete contiene el trabajo que los estudiantes pueden completar durante las vacaciones de verano.

Además, recomendamos que los estudiantes participen en lectura libre por un mínimo de 30 minutos diarios ¡Anímeles a llevar libros de lectura a casa de la biblioteca de su salón de clases/ biblioteca de la escuela!

Por favor, sepa que estas actividades e ideas son sugeridas y no requeridas. Algunos niños pueden necesitar una combinación de lectura independiente y también que alguien les lea. Algunos niños prefieren leer en el iPad o en la computadora. Si su hijo/a tiene problemas con una página de matemáticas, por favor informe a la maestra del próximo año escolar sobre qué conceptos eran difíciles para su hijo/a. Si su hijo/a necesita saltarse los problemas, no pasa nada.

Nuestra intención es proporcionar actividades académicas para los estudiantes que deseen completarlas, así como para los padres que encuentren este repaso beneficioso para su hijo/a. Esperamos que cada niño/a encuentre actividades que en las que se puedan involucrar.















































































































Otras actividades académicas de verano podrían incluir la redacción o escritura libre, escribir correos electrónicos a familiares y amigos, la redacción de tarjetas postales durante un viaje, enviar notas de agradecimiento, juegos de cartas, Sudoku, búsquedas de palabras, crucigramas, artes y artesanías, jardinería, poner juegos/música, organizar una venta de garaje para niños, cocinar, tener una noche de juegos/rompecabezas familiar, etc. ¡Disfrute con sus hijos/as las muchas oportunidades que ofrece el verano!

¡TENGAN UN AGRADABLE VERANO!



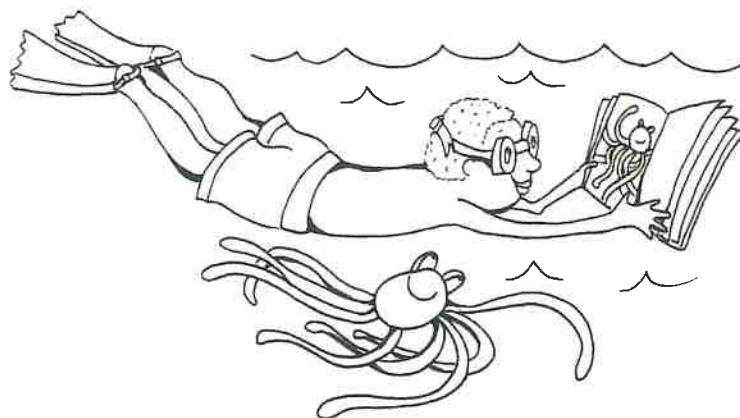
SUMMER ENRICHMENT

Summer Reading Log

NUMBER	TITLE	RATING
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    



Kinder ELD

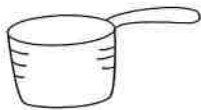


Name _____

Write a word from the box to name each picture.

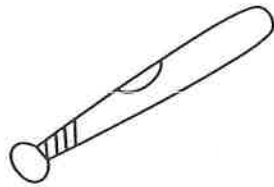
bat can cat fan hat pan

1.

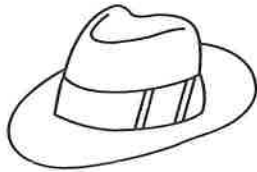


pan

2.



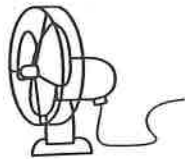
3.



4.



5.



6.



Say each word in the box, emphasizing the short *a* sound. Have children repeat. Model how to complete item 1. Then have partners name what they see in the remaining pictures and say a sentence for each word.

Name _____

A. Complete each sentence.
Use one of the words in the box.

does not school what

1. Sam can _____ **not** _____ see the map.



2. _____ do the cats have?



3. I like my _____.



4. Where _____ Nan go?



B. Write your own sentence using a word from the box.

5. _____

Pip and Tip

Grade 1



Tip sits.

④



Pip will go up.

①



Tip will not.

②

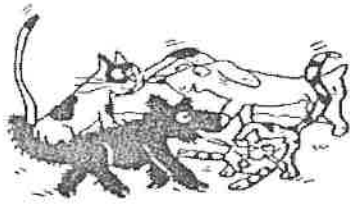


Pip digs.
Dig, Pip, dig!

③

Name _____

A. Reread "Pip and Tip." Circle two pictures that show key details.



B. Write a sentence that tells a key detail from page 3.

Name _____

Fill in the Key Details Chart. Use words from the story.

Detail
Detail
Detail

Name _____

Photographs are pictures that show people, animals, and things in real life.

A. Look at the photograph. Use the photograph to complete the sentences.



1. The cat has _____

2. The cat likes to _____

B. Look at the photograph. Write one more thing you see in the photograph.

3. _____


Name _____

Add -s to an action word when it follows a name or the word **he**, **she**, or **it**.

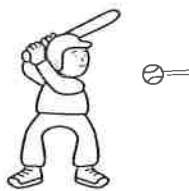
I tag you. He tags me. Pam tags you.

Circle the word that completes each sentence.
Then write the word on the line.


1. She _____ naps _____
nap naps




2. He _____ bat _____
bat bats



3. It _____ quack _____
quack quacks



4. Max _____ pack _____ for school.
pack packs



Name _____

A. Read the draft model. Use the questions to help you focus on a single event.

Draft Model

We painted in class. I painted my family. I ate popcorn.

1. What event is the writing about?
2. What are the details in the writing?
3. What detail is not about the same event?

B. Now revise the draft to make sure all the details are about one event.

Name _____

Write a word from the box to name each picture.

kiss

pin

pick

dig

win

1.



dig

2.



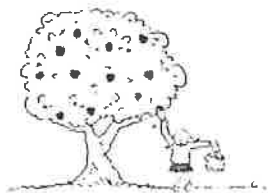
3.



4.



5.



Say each word in the box, emphasizing the short *i* sound. Have children repeat. Model how to complete item 1. Point to the remaining pictures and have children name what they see. Use gestures to help clarify meaning when possible.

Name _____

A. Complete each sentence. Use one of the words in the box.

down

out

up

very

1. The bag is very big.



2. Look _____ at my cat.



3. I go _____ to play.



4. Sam sits _____.

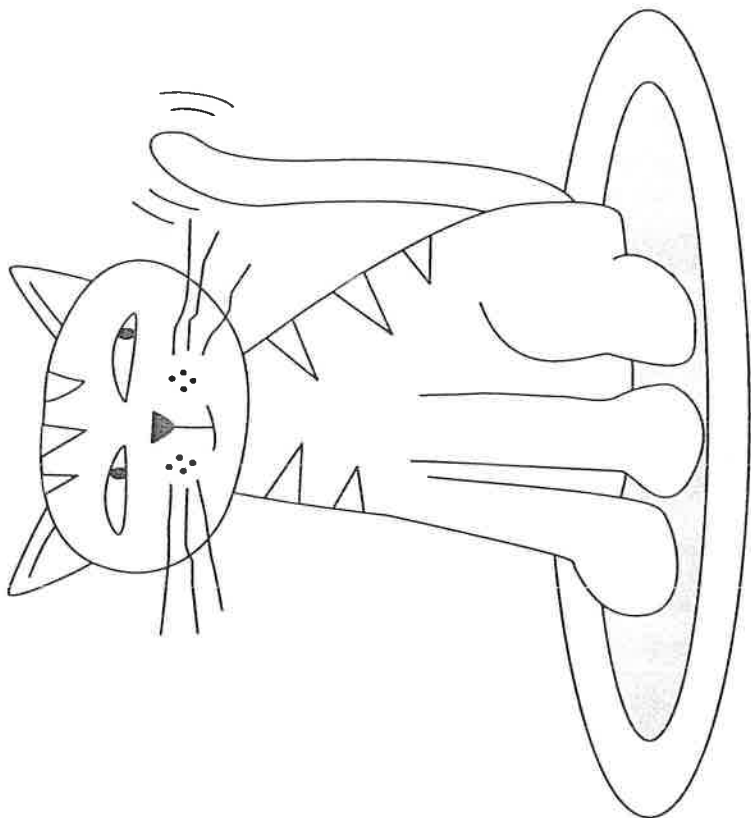


B. Write your own sentence using a word from the box.

5. _____

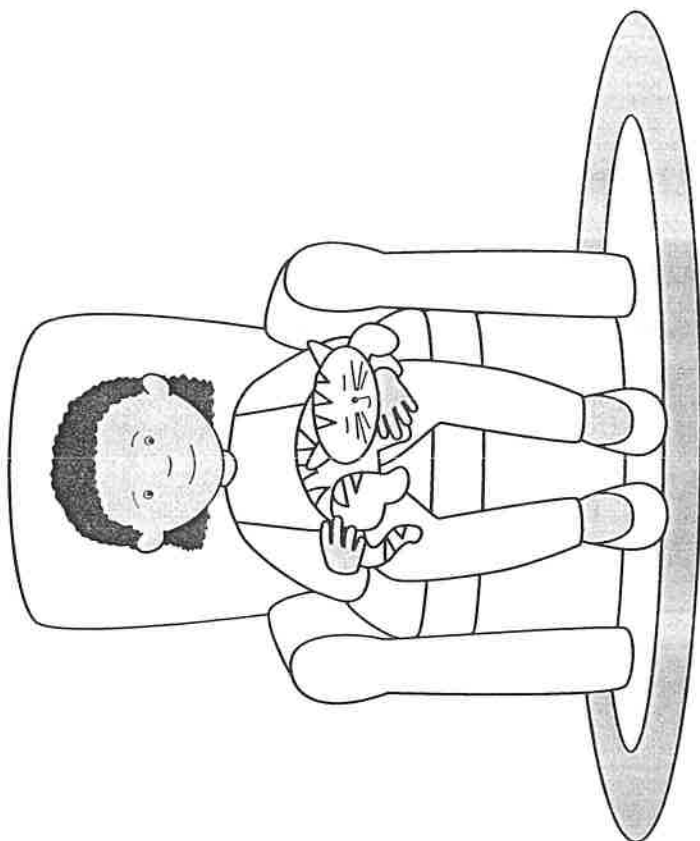
Jack the Cat

Grade 1



Jack is a cat.

①



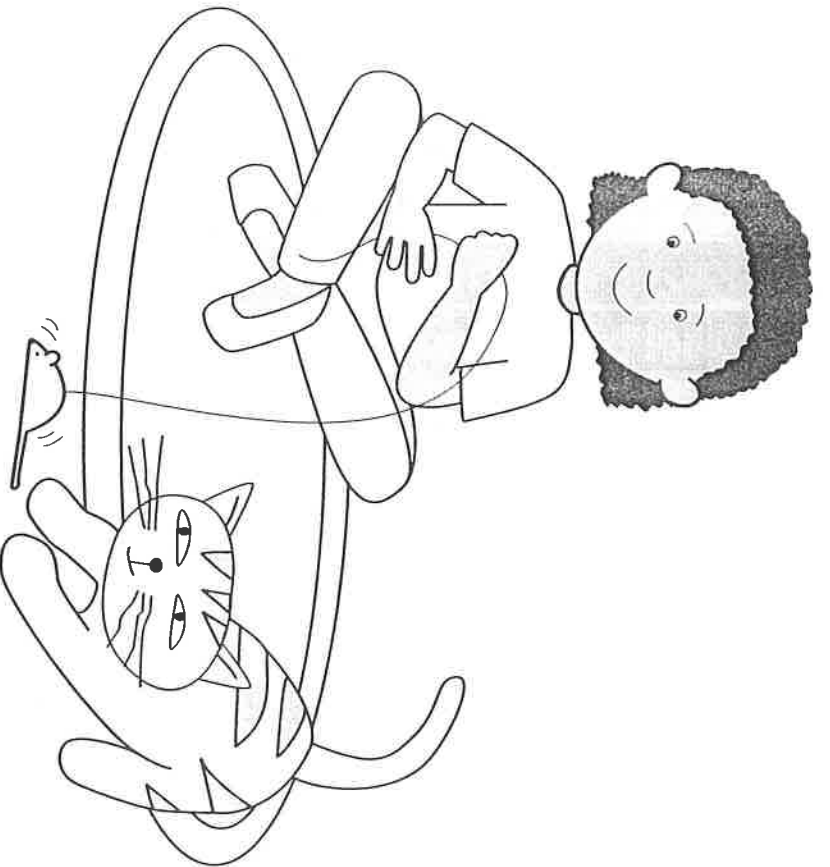
Jack can nap.

②



Jack can play.

2



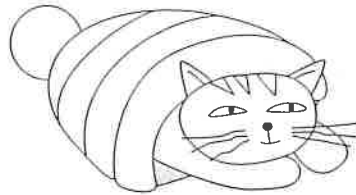
Jack likes Tam.

3

Name _____

A. Reread "Jack the Cat." Circle two pictures that show key details.

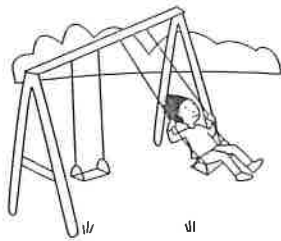
1.



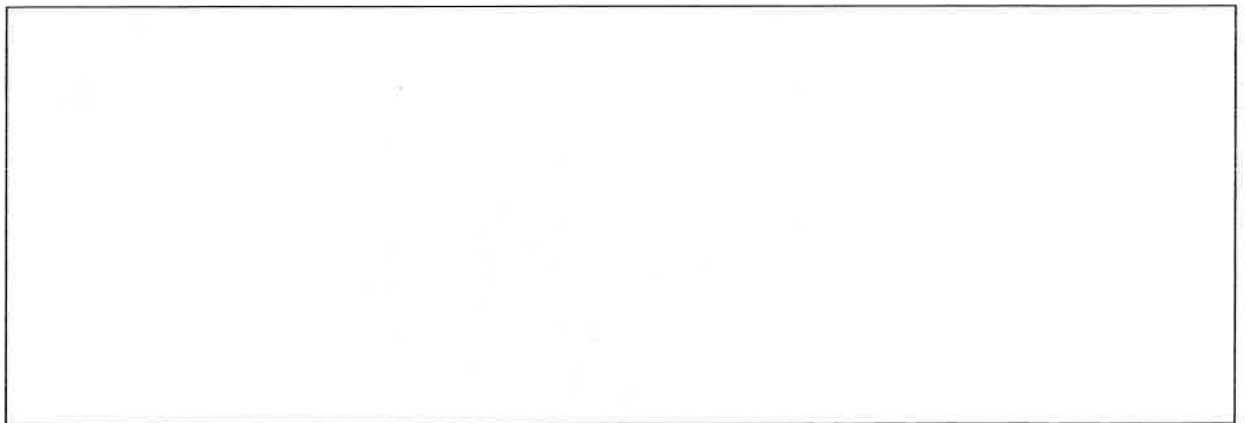
2.



3.



B. Draw another key detail.



Name _____

Fill in the Key Details Chart. Use words from the story.

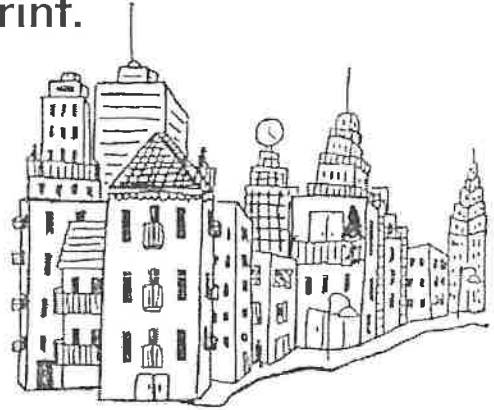
Detail
Detail
Detail

Name _____

Authors use **bold print** to point out words that are important.

A. Look at the picture. Read the sentences.
Underline the words in bold print.

1. The **city** is big.
2. It has lots of **buildings**.



3. This house is in the **country**.
4. Kids play in the big **yard**.



B. Write your own sentence about where you live.
Circle the most important word.

5. _____

Name _____

When a word ends with two consonants that are the same, the letters together make one sound.

will

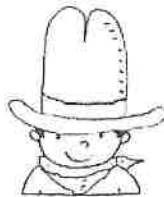
jazz

pass

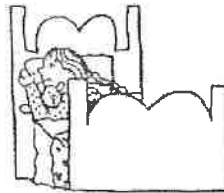
Read each sentence. Underline the word that ends with the same two consonants. Write the word on the line.

1. Matt has a big hat.

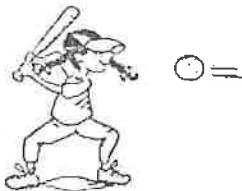
 Matt



2. Pam has to miss school.



3. Cam will hit.



4. Dan can pass.



Name _____

A. Read the draft model. Use the questions to help you add describing details.

Draft Model

I share a room with my sister. We have bunk beds.
My bed is on top.

1. What place is the writing about?
2. What are the describing details?
3. What other describing details could you add to the writing?

B. Now revise the draft by adding describing details to help readers picture the room in their minds.

Name _____

Use a word from the box to complete each sentence.

clap flag slam black glad

1. We are _____ glad _____.



2. The cat is _____.



3. Matt and Kim _____.



4. Do not _____ the door!



5. I can see a _____.



Read the words in the box, emphasizing the beginning blend in each word. Read item 1 and point to the picture. Prompt children to name what they see in each picture before completing items 2-5. Then have them practice reading the sentences.

Name _____

A. Complete each sentence. Use one of the words in the box.

be

come

good

pull

1. Tam is a good cat.



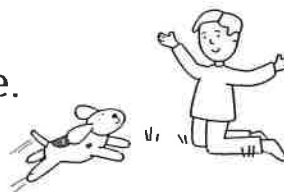
2. Max can _____ the big pig.



3. I can _____ a big help.



4. Tip can _____ to me.

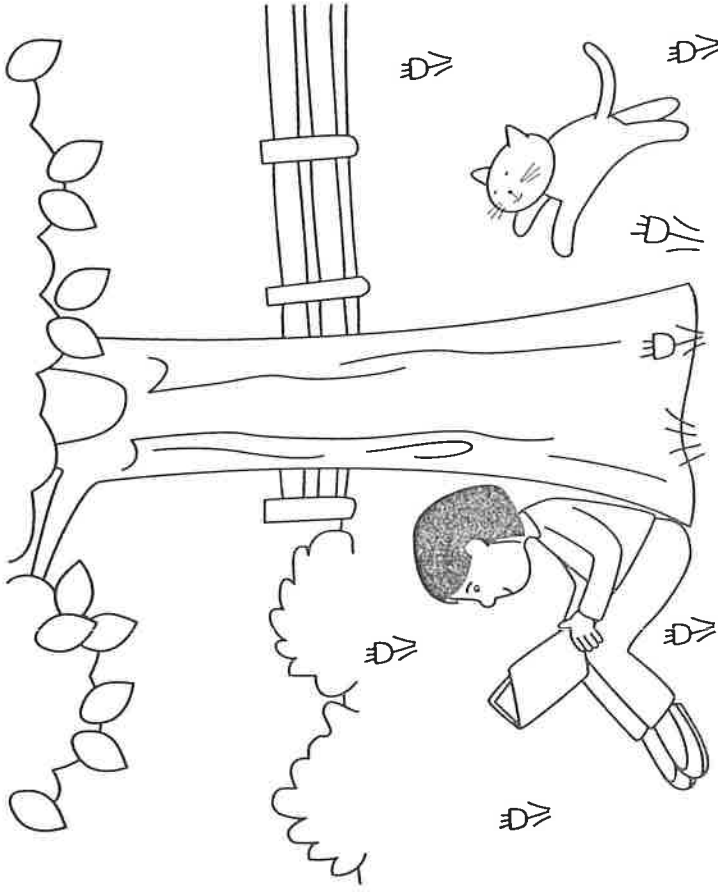


B. Write your own sentence using a word from the box.

5. _____

Kim and Flick

Grade 1



Flick looks.

①



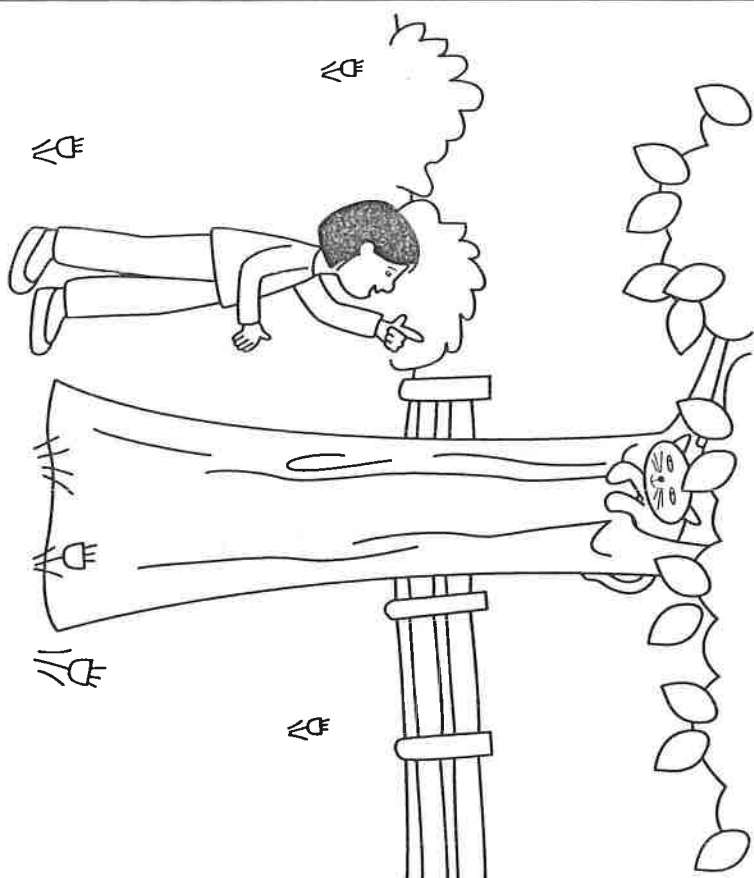
Kim is glad.

④



Flick hid.

2



Come out, Flick!

3

Name _____

A. Reread "Kim and Flick." Write a key detail to complete each sentence. Use a word from the box.

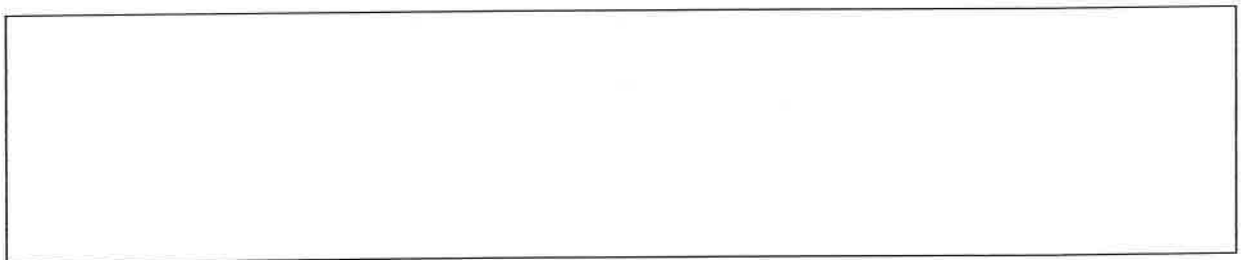
hid cat come

1. Flick is a _____.

2. Flick _____.

3. _____ out, Flick!

B. Draw a picture of Kim and Flick. Write how they are feeling.



Name _____

Fill in the Key Details Chart. Use words from the story.

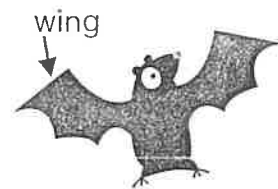
Detail
Detail
Detail

Name _____

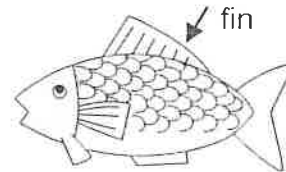
Labels are words or phrases that name people or things shown in a picture or photograph.

Look at the pictures. Read the labels. Then use the labels to complete the sentences.

1. The bat has a _____



2. The fish has a _____



3. The chick has _____



Name _____

Some words end with s. When a word ends in one s, it means there is more than one of something.

flag



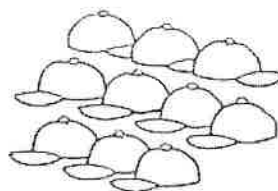
flags



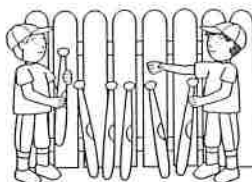
Read each sentence. Underline the word that tells about more than one thing. Write the word on the line.

1. See the hats?

hats



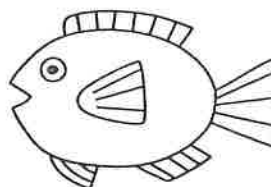
2. Tim and Jim have six bats.



3. We have cats.



4. The fish has fins.



Name _____

A. Read the draft model. Use the questions to help you add describing details.

Draft Model

Tim is the class pet. Tim is a fish. Tim swims fast.

1. What animal is the writing about?
2. What are the describing details?
3. What other describing details could you add to the writing?

B. Now revise the draft by adding describing details to help readers picture the animal in their minds.

Name _____

Write a word from the box to name each picture.

ox

block

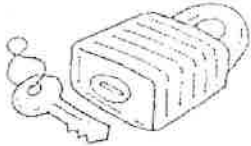
log

lock

mop

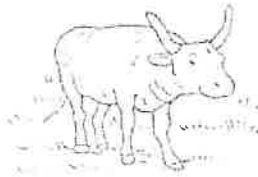
mom

1.

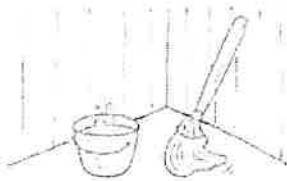


lock

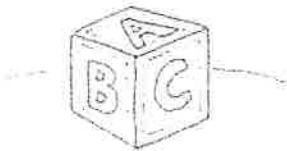
2.



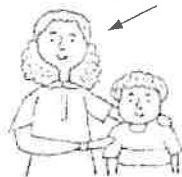
3.



4.



5.



6.



Name _____

A. Complete each sentence. Use one of the words in the box.

fun

make

they

too

1. They like to jump.



2. It is _____ to hop.



3. Mom can jog, _____.



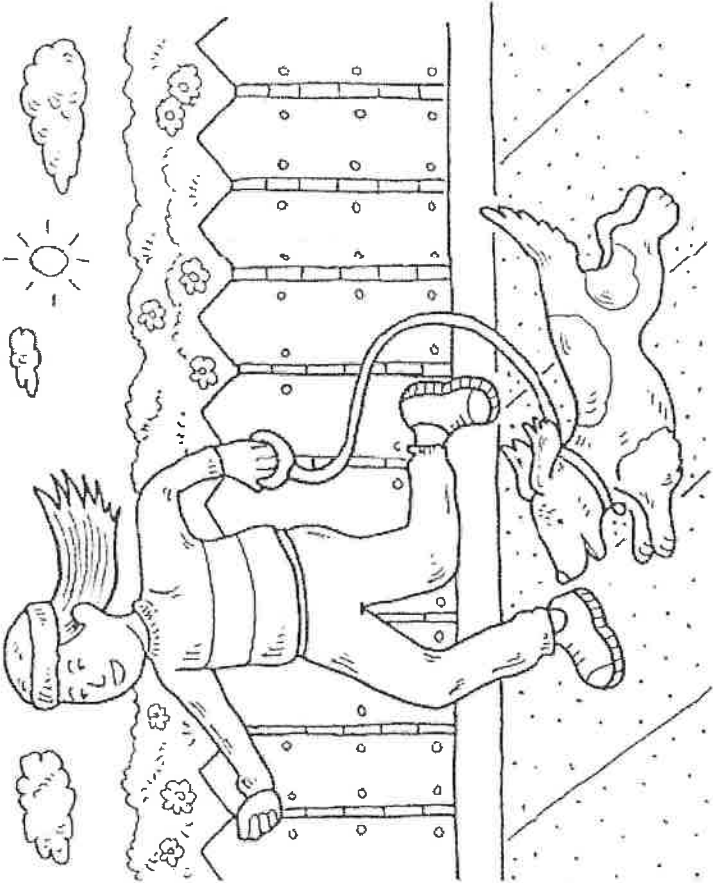
4. Dad can _____ a cake.



B. Write your own sentence using a word from the box.

5. _____

What Can It Do?



A dog can jog.

④



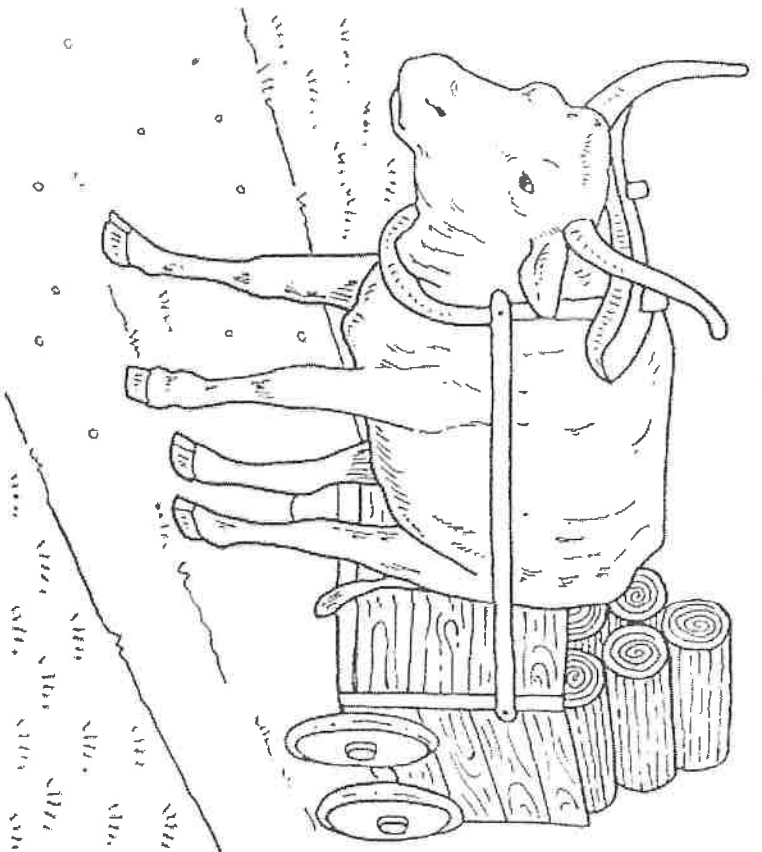
A cat can hop.

①



A fox can nap.

②



An ox can pull.

③

Name _____

Reread "What Can It Do?" Circle the word that answers each question.

1. What can cats do?

pull

hop

2. What can dogs do?

jog

nap

3. Who naps?

a fox

an ox

4. Who pulls?

an ox

a cat

Name _____

Fill in the Key Details Chart. Use words from the story.

Detail
Detail
Detail

Name _____

The letters of the alphabet always stay in the same order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Read the words in the box. Underline the first letter of each word. Write the words in ABC order. Use the pictures to help you.

ant

glass

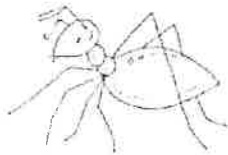
sit

zip

jam

1.

ant



2.



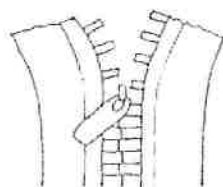
3.



4.



5.



Name _____

Words in a poem can **rhyme**. Rhyming words have the same ending sound.

mop

flop

top

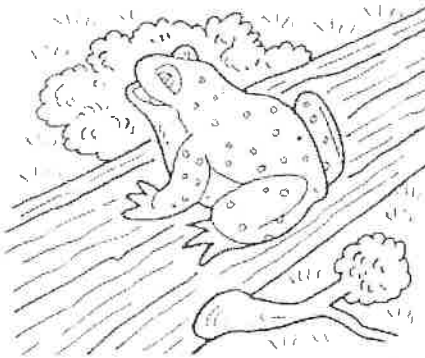
pop

A. Read the poem. Circle the words that rhyme. Write the rhyming words on the lines.

I Can See

I can see a frog.

It sits on a log.



1. _____

2. _____

I can see a fox.

He sits on a box.

3. _____

4. _____

B. Read each word. Complete the rhyming word.

5. hot

n _____

6. dog

h _____

Name _____

A. Read the draft model. Use the questions to help you write about how Sam and Amy are different.

Draft Model

Sam likes to draw. Amy likes to draw, too. Amy likes to draw dogs.

1. Who is the writing about?
2. How are Amy and Sam the same?
3. What could you add to tell about how they are different?

B. Now revise the draft by adding a detail about what Sam likes to draw.

Name _____

Read each word that begins with a consonant blend. Write the word from the box that names each picture.

spill

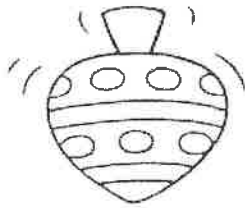
crib

grass

drip

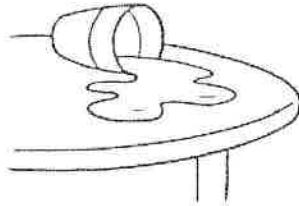
spin

1.

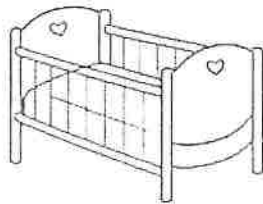


spin

2.



3.



4.



5.



Name _____

Write the word from the box that completes each sentence.

jump

move

run

two

1. I can _____ jump _____.



2. I _____ a big box.



3. I can _____

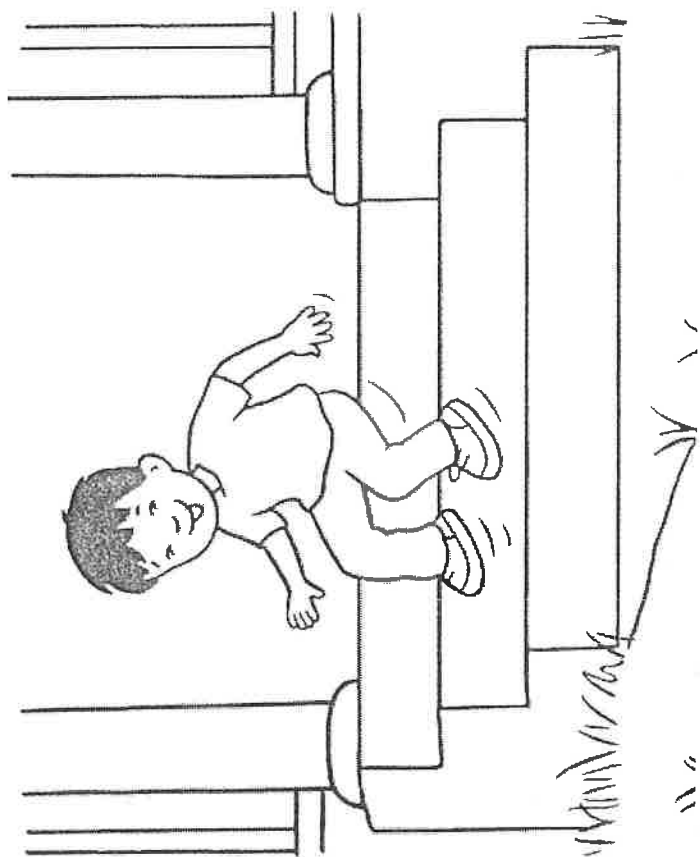


4. I have _____ cats.



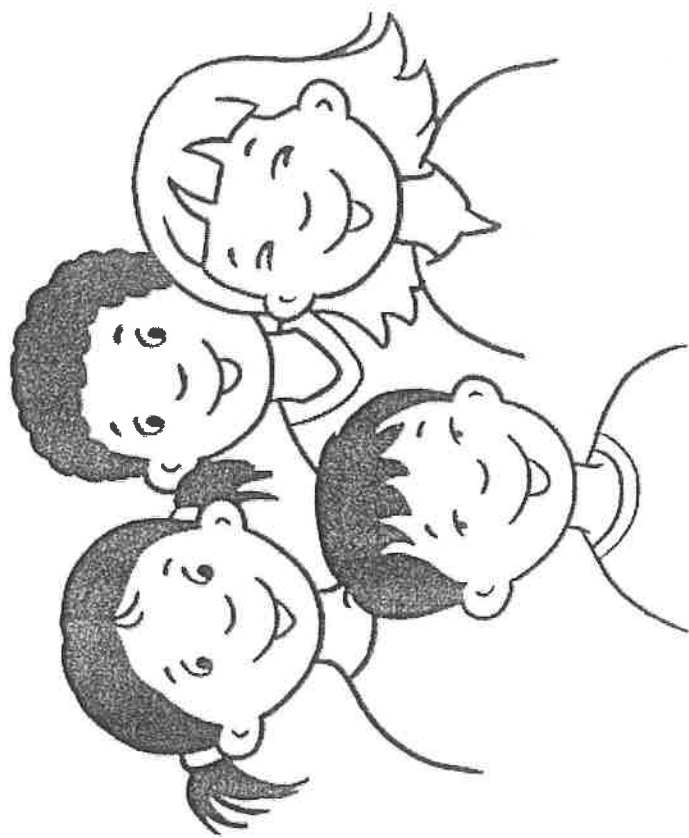
Kids Can Move

Grade 1



Stan can hop!

①



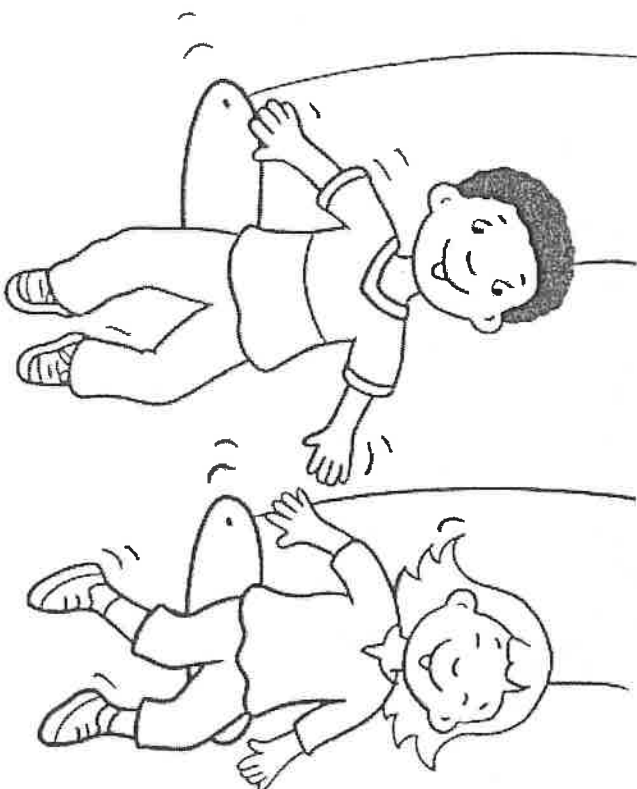
Kids like to move!

④



Fran can run!

2



Tom and Kris can jump off!

3

Name _____

Reread "Kids Can Move." Follow the directions.**1. Circle the child who hops.****2. Circle the child who runs.****3. Circle the child who jumps off.**

Pair children of different language abilities to reread the selection. Point to the pictures and prompt partners to discuss what they see. Guide them in using the selection to answer the questions. Use gestures to clarify the meaning of action words.

Grade 1

Name _____

Fill in the Key Details Chart. Use details from the story.

Detail
Detail
Detail

Name _____

A **diagram** is a picture with labels. The labels name the parts of the picture.

Look at the diagram of a cat. Use the words from the box to write the labels.

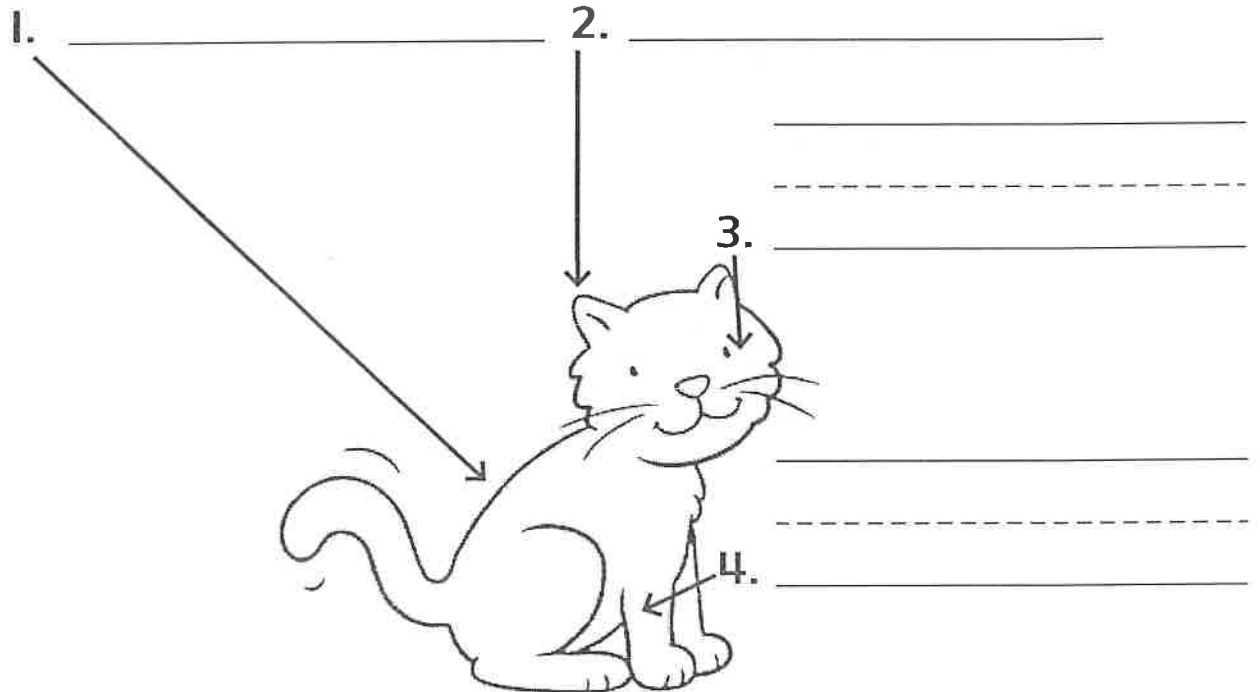
back

leg

ear

eye

Parts of a Cat



Review diagrams and reread the directions with children. Encourage children to complete the diagram by pointing to the different parts of the cat and asking, "What is this?" Have children refer to the word box to help them identify the parts of the cat.

Grade 1

Name _____

An 's at the end of a naming word means that something belongs to that person or thing.

Matt's hat



A. Underline the word that tells that something belongs to a person or thing. Write the word.

1. Dan's cat is little.



Dan's

2. Pam's pals play.



3. This is my cat's mat.



B. Write a sentence to tell about something that belongs to someone you know. Use a word with 's.

4. _____

Name _____

A. Read the draft model. Use the questions to help you put the events in order.

Draft Model

I tied my shoes. I put my socks on. I put my shoes on.

1. What is the writing about?
2. Which event had to happen first?
3. How can you change the sentences to put the events in order?

B. Now revise the draft by putting the events in order and adding the words *first*, *next*, and *last*.

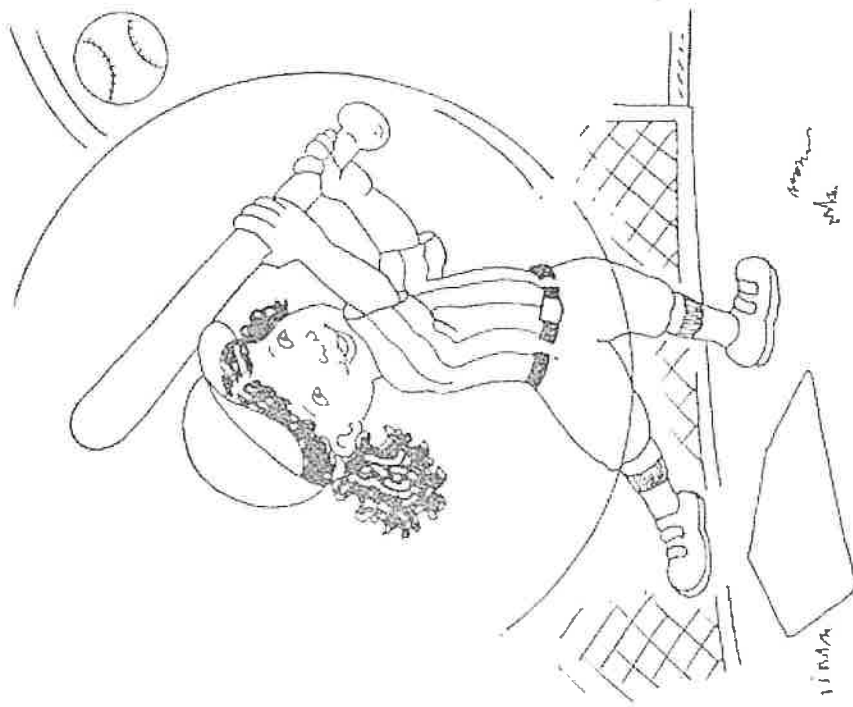
Essential Question

What do you do
at your school?

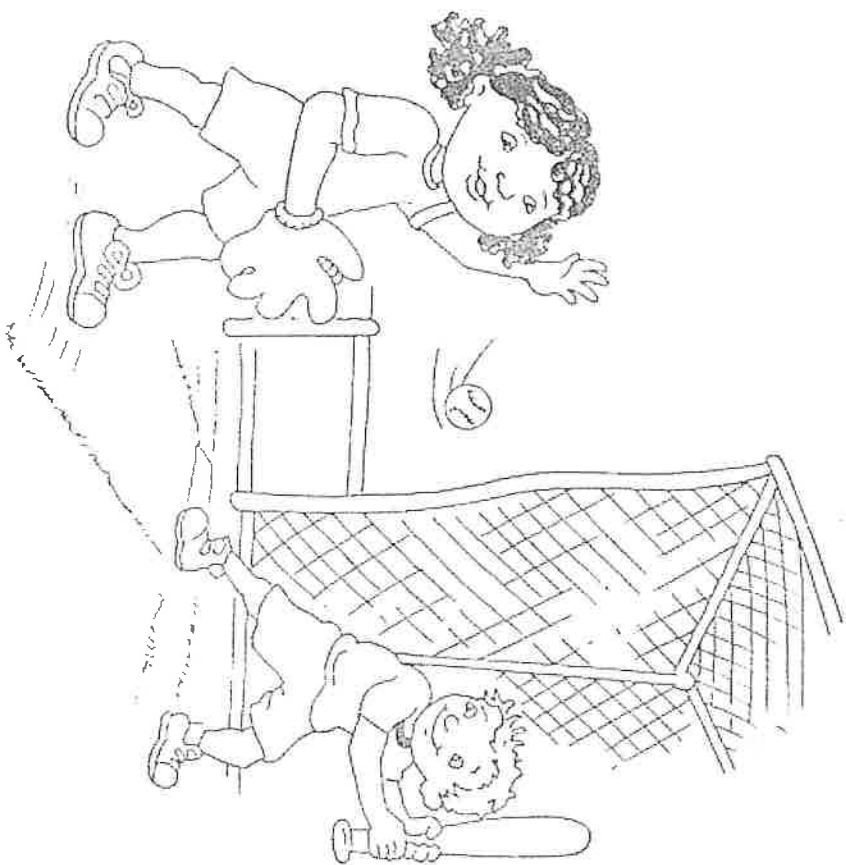
Realistic Fiction



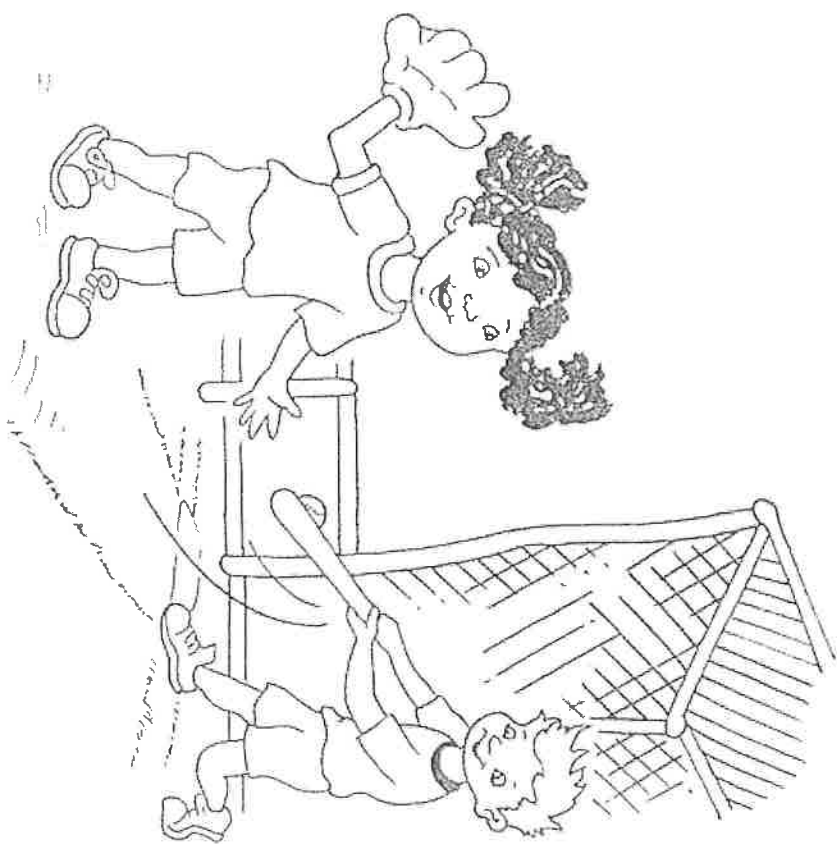
Jack can not hit.



Sam can hit.



Jack can bat at school.



Jack can hit!

**Read "We Can Bat" with a partner.
Discuss the questions below.**

1. Who can not hit? _____ can not hit.

2. Who can hit? _____ can hit.

Draw a picture. Where can Jack bat?

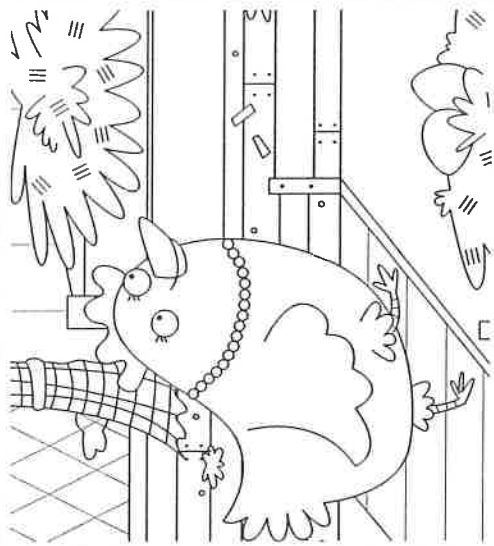


Respond to the Text Guide children to retell the story, and to talk about how Jack learns to bat. Help partners read and answer the questions. Then have children draw a picture of where Jack learns to bat. Ask partners to share their drawings and ideas.

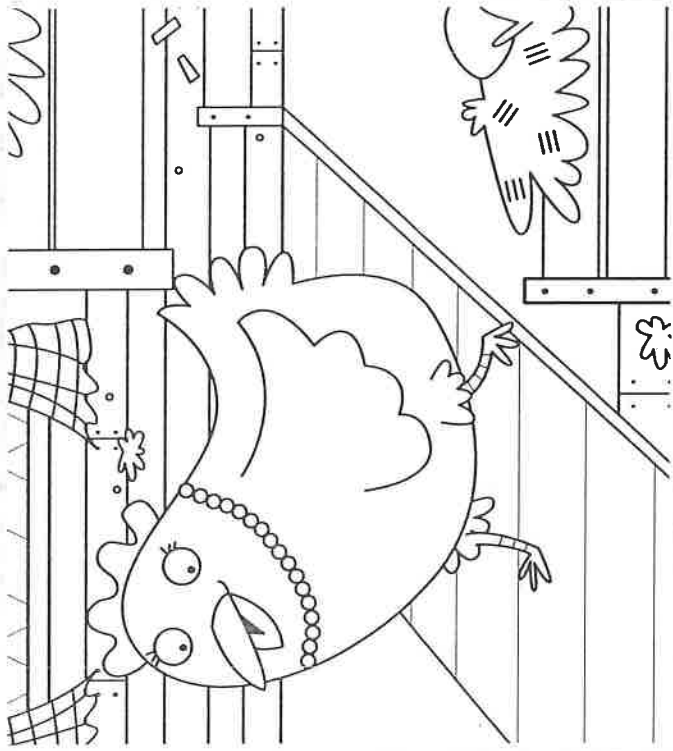
Essential Question

What is it like
where you live?

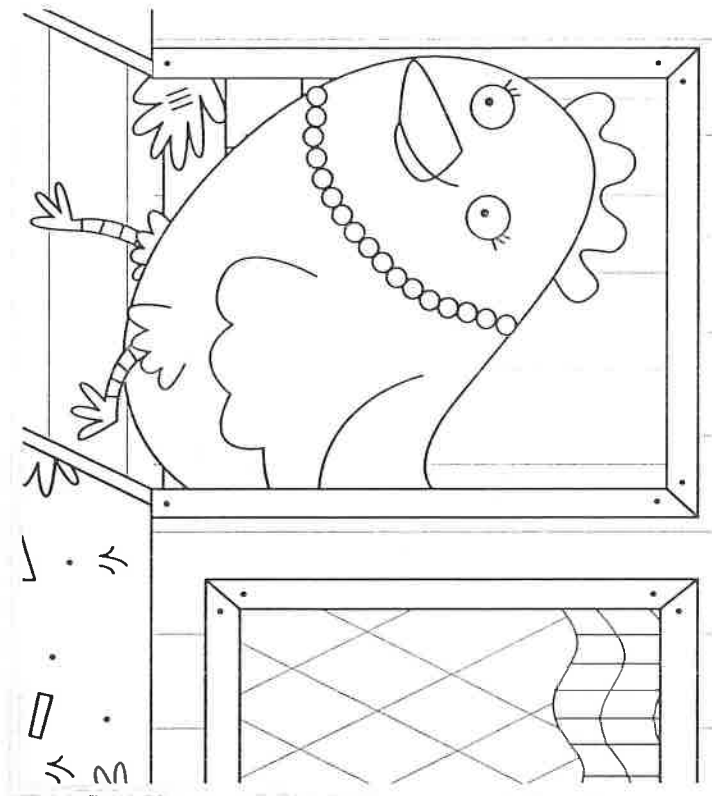
Fantasy



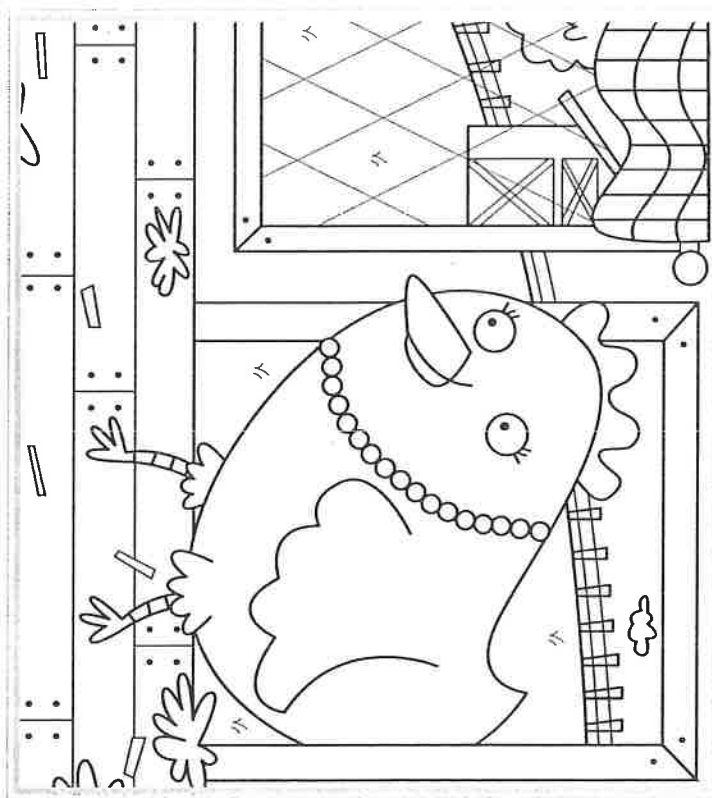
I go up.



I go down.



I go out.



I go in.

Read "I Can Go" with a partner.
Discuss the questions below.

1. Where does Hen go first? First, Hen goes ____.
2. Where does Hen go last? Last, Hen goes ____.

Draw a picture. Where does Hen live?

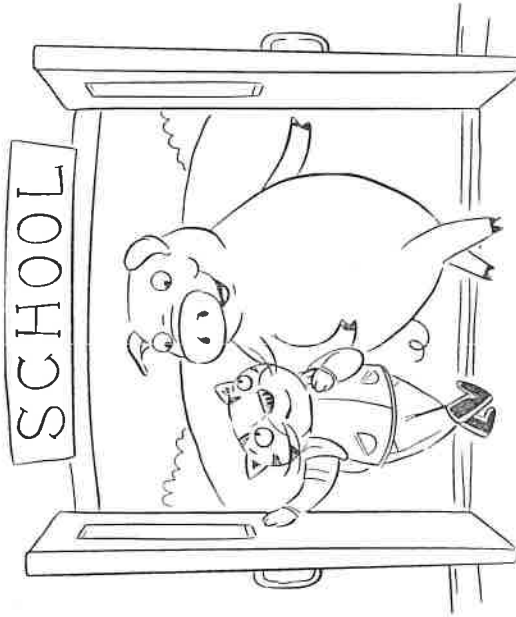


Respond to the Text Guide children to retell the story, and to describe where Hen lives. Help partners read and answer the questions. Then have children draw a picture of where Hen lives. Ask partners to share their drawings with one another.

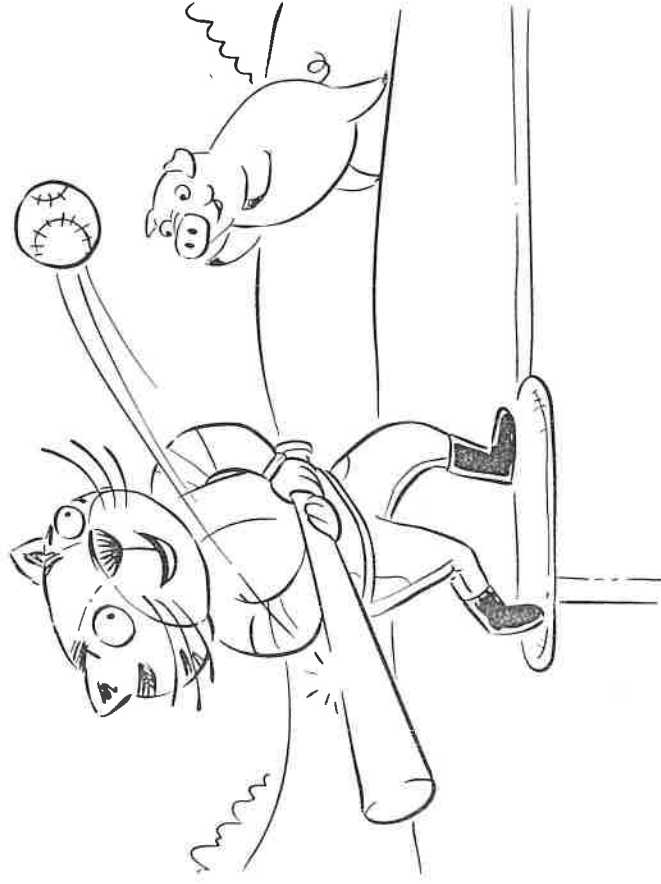
Essential Question

What makes a pet special?

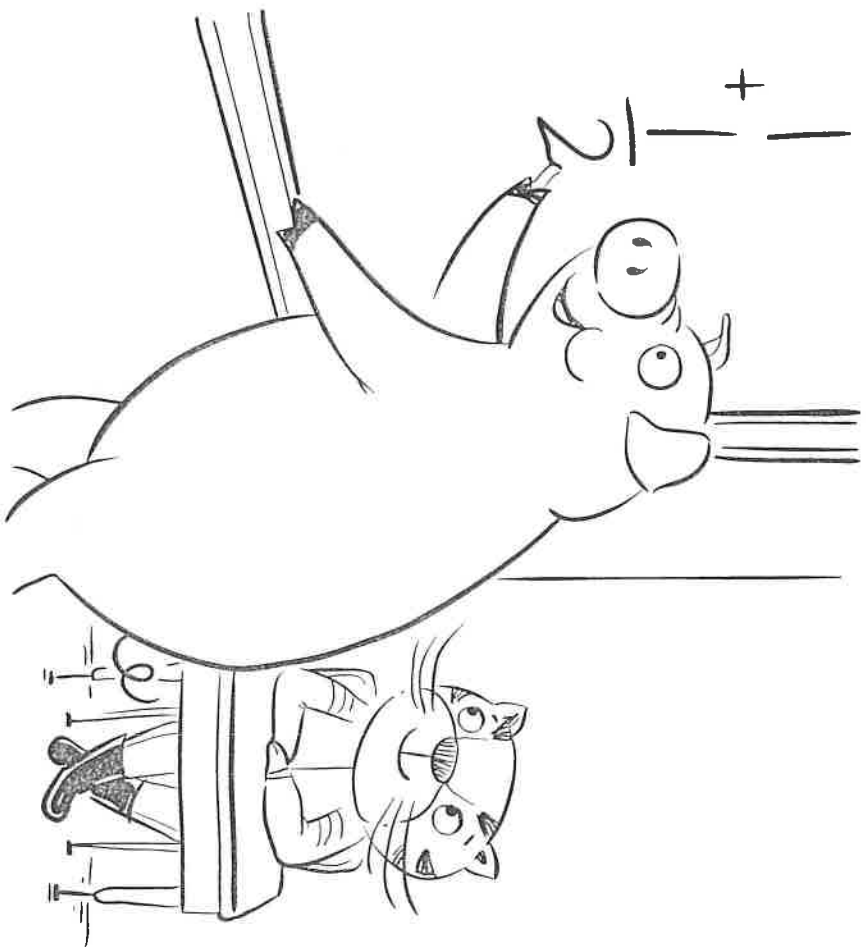
Fantasy



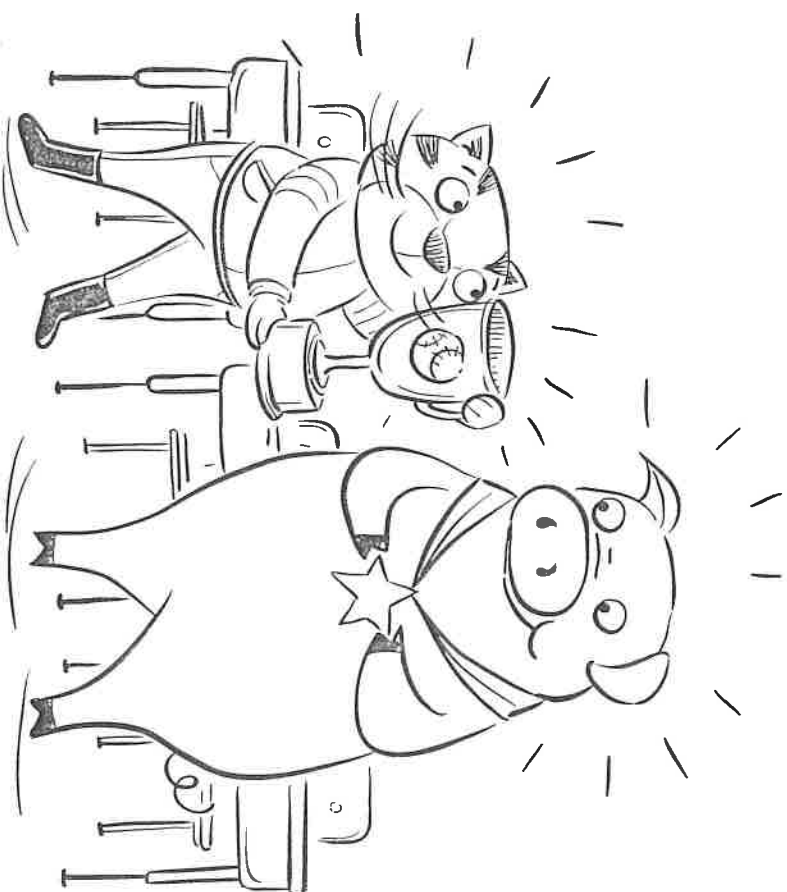
Cliff and Slim come to school.



Cliff hits.



Slim adds.



Cliff and Slim like school.
School is good.

Read "Pet at School" with a partner.
Discuss the questions below.

1. Where are Cliff and Slim? Cliff and Slim are at ____.
2. What does Cliff do at school? Cliff likes to ____.

Draw a picture. What does Slim do at school?

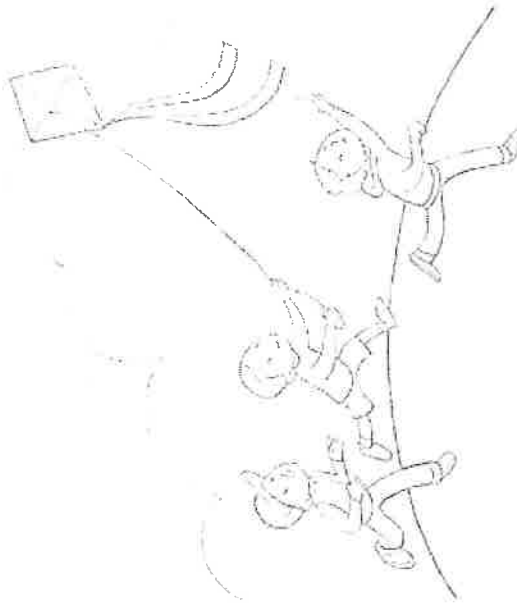


Respond to the Text Guide children to retell the story, and to talk about what makes Slim a good pet. Help partners read and answer the questions. Then have children draw a picture of what Slim does at school. Have partners share their drawings and talk about the story.

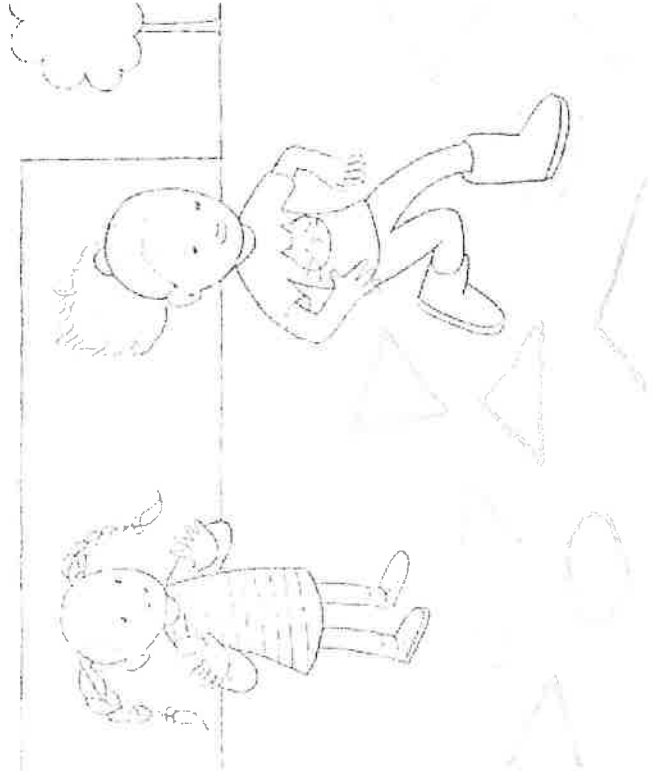
Essential Question

What do friends
do together?

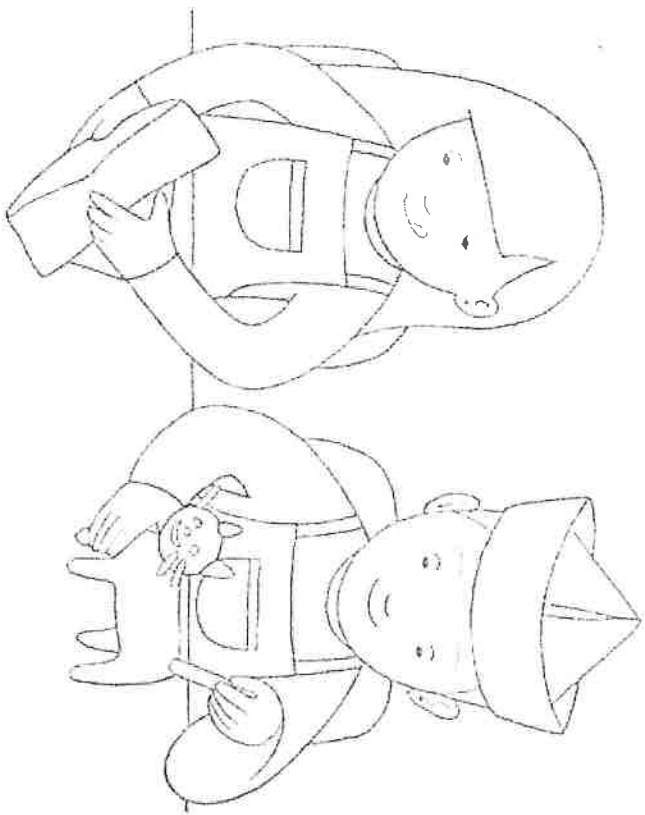
Nonfiction



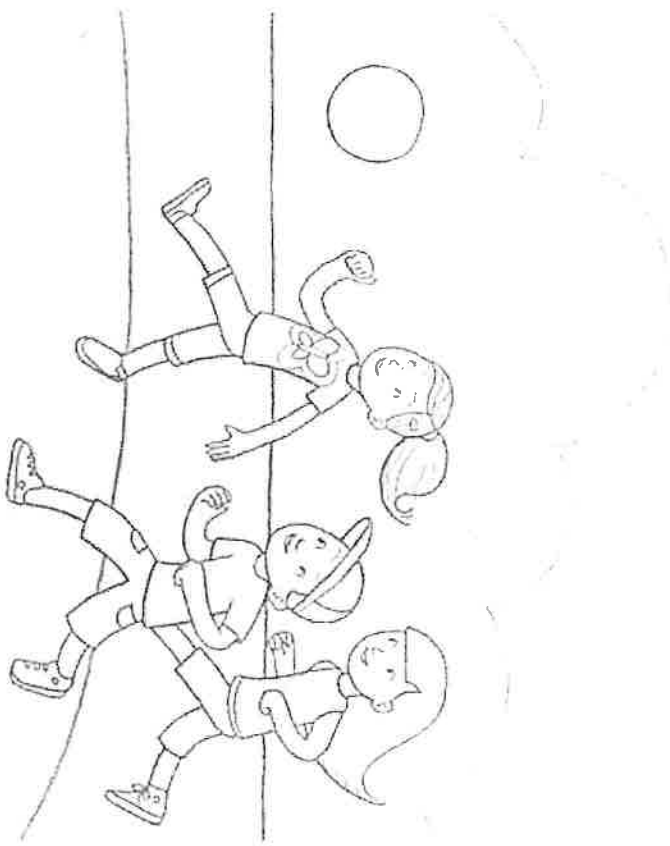
Kids have fun.
They do a lot!



Kids hop, hop, hop!



Kids make hats and cats.



Kids kick, kick, kick!
They have fun!

Read “Kids Have Fun!” with a partner.
Discuss the questions below.

1. What do kids do? Kids have ____ .
2. What do kids make? Kids make ____ .

Draw a picture. What do kids do for fun?



Respond to the Text Guide children to retell the story, and to describe how kids in the story have fun. Help partners read and answer the questions. Then have children draw a picture of one thing kids in the story do for fun. Have partners share and talk about their drawings.

Essential Question

How does your
body move?

REVIEW

Nonfiction



A kid can move.

A dog can move.



A dog can run and jump.

A dog can grab!



A kid can swim.
He can move his feet.



Kids and dogs can move.
They move a lot!

Read "On the Move!" with a partner.
Discuss the questions below.

1. Who moves in the story? A kid and a ____ move.
2. What can the dog do? The dog can ____.

Draw a picture. What can the boy do?



Respond to the Text Guide children to retell the story and to tell what they learned about how kids and dogs move their bodies. Help partners read and answer the questions. Then have children draw a picture of a kid moving. Have partners talk about their drawings.



Kinder








ELD Learning Packet

Answer Key



Kindergarten ELD Summer Learning Packet

ANSWER KEY

Subject	Lesson
<p>English Language Development (ELD)</p>	<div data-bbox="337 478 976 571"> <p>Week 1</p> <p>Phonics</p> <p>1. pan 2. c 3. hat 4. can 5. fan 6. cat</p> </div> <div data-bbox="337 575 587 604"> <p>High Frequency Words</p> </div> <div data-bbox="350 613 602 653"> <p>A. Complete each sentence. Use one of the words in the box.</p> </div> <div data-bbox="350 661 769 991"> <div data-bbox="365 678 755 701"> <p>does not school what</p> </div> <div data-bbox="350 716 769 991"> <p>1. Sam can <u>not</u> see the map. </p> <p>2. <u>What</u> do the cats have? </p> <p>3. I like my <u>school</u>. </p> <p>4. Where <u>does</u> Nan go? </p> </div> </div> <div data-bbox="350 1008 711 1045"> <p>B. Write your own sentence using a word from the box.</p> </div> <div data-bbox="350 1056 773 1176"> <p>5. <u>Responses will vary.</u></p> </div> <div data-bbox="337 1218 753 1247"> <p>Comprehension: Read "Pip and Tim".</p> </div> <div data-bbox="337 1283 646 1310"> <p>Comprehension: Key Details</p> </div> <div data-bbox="350 1320 894 1367"> <p>A. Reread "Jack the Cat." Circle two pictures that show key details.</p> </div> <div data-bbox="350 1369 626 1709"> <div data-bbox="350 1369 626 1476"> <p>1. </p> </div> <div data-bbox="350 1493 626 1610"> <p>2. </p> </div> <div data-bbox="350 1621 626 1709"> <p>3. </p> </div> </div> <div data-bbox="350 1730 649 1753"> <p>B. Draw another key detail.</p> </div> <div data-bbox="358 1772 909 1820"> <p>Responses will vary but may show cat playing with a ball or taking a nap.</p> </div> <div data-bbox="337 1957 898 1986"> <p>Comprehension: Key Details Chart: Open response</p> </div>

Text Feature: Photographs

Photographs are pictures that show people, animals, and things in real life.

A. Look at the photograph. Use the photograph to complete the sentences.



1. The cat has Possible response: whiskers

2. The cat likes to Possible response: nap

B. Look at the photograph. Write one more thing you see in the photograph.

3. Responses will vary.

Structural Analysis: -s

Add -s to an action word when it follows a name or the word **he**, **she**, or **it**.

I tag you. He tags me. Pam tags you.

Circle the word that completes each sentence.
Then write the word on the line.

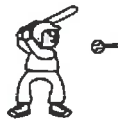
1. She

nap naps



2. He

bat bats



3. It

quack quacks



4. Max

pack packs for school.



Writing Traits: Ideas.

A. Read the draft model. Use the questions to help you focus on a single event.

Draft Model

We painted in class. I painted my family. I ate popcorn.

1. What event is the writing about?
2. What are the details in the writing?
3. What detail is not about the same event?

B. Now revise the draft to make sure all the details are about one event.

Answers will vary but should include replacing the

detail about popcorn with a detail about painting in

class.

Week 2

Phonics: Short i

Phonics: Short i

Name _____

Write a word from the box to name each picture.

kiss

pin

pick

dig

win

1.



dig

2.



pin

3.



kiss

4.



win

5.



pick

High Frequency Words

High-Frequency Words

Name _____

A. Complete each sentence. Use one of the words in the box.

down out up very

1. The bag is very big.



2. Look up at my cat.



3. I go out to play.



4. Sam sits down.



B. Write your own sentence using a word from the box.

5. Responses will vary.

Comprehension: Read "Pip and Tim"

Comprehension: Key Details

Comprehension: Key Details

Name _____

A. Reread "Pip and Tip." Circle two pictures that show key details.



B. Write a sentence that tells a key detail from page 3.

Pip digs.

Comprehension: Key Details Chart--Open Response

Text Feature: Bold Print

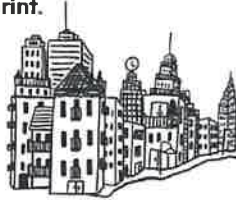
Text Feature: Bold Print

Name _____

Authors use **bold print** to point out words that are important.

A. Look at the picture. Read the sentences.
Underline the words in bold print.

1. The city is big.
2. It has lots of buildings.



3. This house is in the country.
4. Kids play in the big yard.



B. Write your own sentence about where you live.
Circle the most important word.

5. Possible response: I live in a city.

Structural Analysis: Double Final Consonant

Structural Analysis: Double Final Consonants

Name _____

When a word ends with two consonants that are the same, the letters together make one sound.

will jazz pass

Read each sentence. Underline the word that ends with the same two consonants. Write the word on the line.

1. Matt has a big hat.

Matt



2. Pam has to miss school.

miss



3. Cam will hit.

will



4. Dan can pass.

pass



Writing Traits: Ideas

Writing Trait: **Ideas**

Name _____

A. Read the draft model. Use the questions to help you add describing details.

Draft Model

I share a room with my sister. We have bunk beds.
My bed is on top.

1. What place is the writing about?
2. What are the describing details?
3. What other describing details could you add to the writing?

B. Now revise the draft by adding describing details to help readers picture the room in their minds.

Answers will vary but should include describing

details such as color words, position words, and size

words.

Week 3

Phonics: I-Blends

Phonics: **I-Blends**

Name _____

Use a word from the box to complete each sentence.

clap flag slam black glad

1. We are glad



2. The cat is black



3. Matt and Kim clap



4. Do not slam the door!



5. I can see a flag



High Frequency Words

High-Frequency Words

Name _____

A. Complete each sentence. Use one of the words in the box.

be come good pull

1. Tam is a good cat.



2. Max can pull the big pig.



3. I can be a big help.



4. Tip can come to me.



B. Write your own sentence using a word from the box.

5. Responses will vary.

Comprehension: Read "Kim and Flick".

Comprehension: Key Details

Comprehension: Key Details

Name _____

A. Reread "Kim and Flick." Write a key detail to complete each sentence. Use a word from the box.

hid cat come

1. Flick is a cat.

2. Flick hid.

3. Come out, Flick!

B. Draw a picture of Kim and Flick. Write how they are feeling.



Responses will vary but should show Flick with Kim,

looking glad. Possible sentence: "Kim is glad."

Comprehension: Key Details Chart--Open Response

Text Feature: Labels

Name _____

Look at the pictures. Read the labels. Then use the labels to complete the sentences.


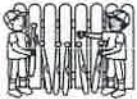


1. The bat has a wing.
2. The fish has a fin.
3. The chick has fuzz.

Structural Analysis: Plural Nouns

Name _____

flag  **flags** 

I. See the hats?

- _____
- _____
- _____
- hats**
2. Tim and Jim have six bats.
- _____
- _____
- _____
- bats**
3. We have cats.
- _____
- _____
- _____
- cats**
4. The fish has fins.
- _____
- _____
- _____
- fin**s
- 
- 
- 
- 

Writing Trait: Ideas

Writing Trait: Ideas

Name _____

A. Read the draft model. Use the questions to help you add describing details.

Draft Model

Tim is the class pet. Tim is a fish. Tim swims fast.

1. What animal is the writing about?
2. What are the describing details?
3. What other describing details could you add to the writing?

B. Now revise the draft by adding describing details to help readers picture the animal in their minds.

Answers will vary but should include describing

details such as color words or size words, or details

about what Tim does.

Week 4

Phonics: Short o

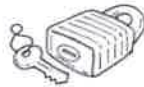
Phonics: Short o

Name _____

Write a word from the box to name each picture.

ox block log lock mop mom

1.



lock

2.



ox

3.



mop

4.



block

5.



mom

6.



log

High Frequency Words

High-Frequency Words

Name _____

A. Complete each sentence. Use one of the words in the box.

fun make they too

1. They like to jump.



2. It is fun to hop.



3. Mom can jog, too.



4. Dad can make a cake.



B. Write your own sentence using a word from the box.

5. Responses will vary.

Comprehension: Read "What Can I Do?"

Comprehension: Key Details

Comprehension: Key Details

Name _____

Reread "What Can It Do?" Circle the word that answers each question.

1. What can cats do?

pull

hop

2. What can dogs do?

jog

nap

3. Who naps?

a fox

an ox

4. Who pulls?

an ox

a cat

Comprehension: Key Details Chart--Open Response

Structural Analysis: Alphabetical Order

Structural Analysis: Alphabetical Order

Name _____

The letters of the alphabet always stay in the same order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Read the words in the box. Underline the first letter of each word. Write the words in ABC order. Use the pictures to help you.

ant glass sit zip jam

1. ant



2. glass



3. jam



4. sit



5. zip



Literary Element: Rhyming Words

Literary Element: Rhyming Words

Name _____

Words in a poem can **rhyme**. Rhyming words have the same ending sound.

mop flop top pop

A. Read the poem. Circle the words that rhyme. Write the rhyming words on the lines.

I Can See

I can see a frog.

It sits on a log.



1. frog

2. log

I can see a fox.

He sits on a box.

3. fox

4. box

B. Read each word. Complete the rhyming word.

5. hot n ot

6. dog h og

Writing Trait: Organization

Writing Trait: Organization

Name _____

A. Read the draft model. Use the questions to help you write about how Sam and Amy are different.

Draft Model

Sam likes to draw. Amy likes to draw, too. Amy likes to draw dogs.

1. Who is the writing about?
2. How are Amy and Sam the same?
3. What could you add to tell about how they are different?

B. Now revise the draft by adding a detail about what Sam likes to draw.

Answers will vary but should include a contrasting

detail about how Amy and Sam are different.

Week 5

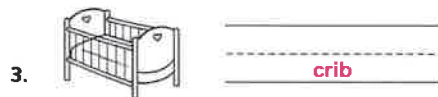
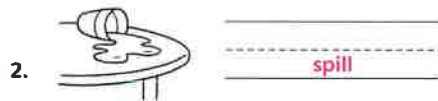
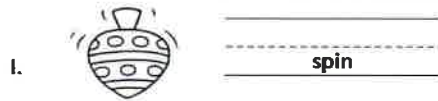
Phonics: r-Blends and s-Blends

Phonics: r-Blends and s-Blends

Name _____

Read each word that begins with a consonant blend. Write the word from the box that names each picture.

spill crib grass drip spin



High Frequency Words:

High-Frequency Words

Name _____

Write the word from the box that completes each sentence.

jump move run two

1. I can _____

jump



2. I _____

move

a big box.



3. I can _____

run



4. I have _____

two

cats.



Comprehension: Read "Kids Can Move"

Comprehension: Key Details

Comprehension: Key Details

Name _____

Reread "Kids Can Move." Follow the directions.

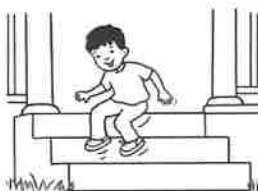
1. Circle the child who hops.



2. Circle the child who runs.



3. Circle the child who jumps off.



Comprehension: Key Details Chart--Open Response

Text Feature: Diagram

Text Feature: Diagram

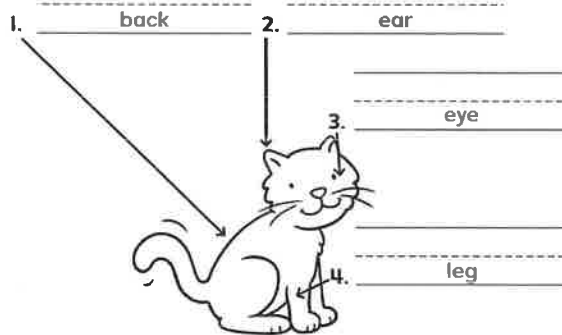
Name _____

A **diagram** is a picture with labels. The labels name the parts of the picture.

Look at the diagram of a cat. Use the words from the box to write the labels.

back leg ear eye

Parts of a Cat



Structural Analysis: Possessives

Structural Analysis: Possessives

Name _____

An **'s** at the end of a naming word means that something belongs to that person or thing.

Matt's hat



A. Underline the word that tells that something belongs to a person or thing. Write the word.

1. Dan's cat is little.



Dan's

2. Pam's pals play.



Pam's

3. This is my cat's mat.



cat's

B. Write a sentence to tell about something that belongs to someone you know. Use a word with 's.

4. Responses will vary.

Writing Traits: Organization

Writing Trait: Organization

Name _____

A. Read the draft model. Use the questions to help you put the events in order.

Draft Model

I tied my shoes. I put my socks on. I put my shoes on.

1. What is the writing about?
2. Which event had to happen first?
3. How can you change the sentences to put the events in order?

B. Now revise the draft by putting the events in order and adding the words *first*, *next*, and *last*.

Answers will vary but the events from the draft

should be rewritten in the correct order and include

the words *first*, *next*, and *last*.

Week 6

Read "We Can Bat". Complete the activities.

Respond to the Text Name _____

Read "We Can Bat" with a partner.
Discuss the questions below.

1. Who can not hit? _____ can not hit.
2. Who can hit? _____ can hit.

Draw a picture. Where can Jack bat?



Read "I Can Go". Complete the activities.

Respond to the Text

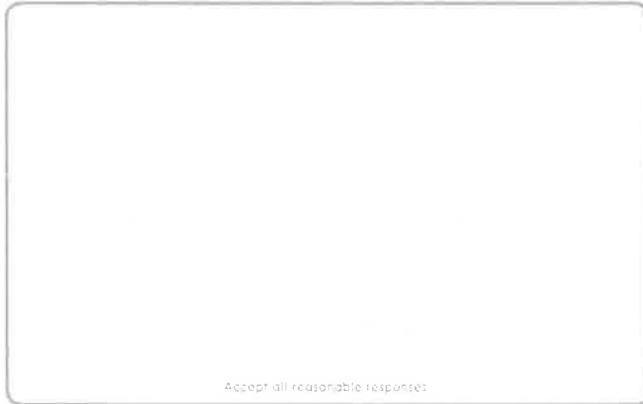
Name _____

Read "I Can Go" with a partner.
Discuss the questions below.

1. Where does Hen go first? First, Hen goes _____.
up the ramp

2. Where does Hen go last? Last, Hen goes _____.
in her house

Draw a picture. Where does Hen live?



Accept all reasonable responses

Read "Pet at School". Complete the activities.

Respond to the Text

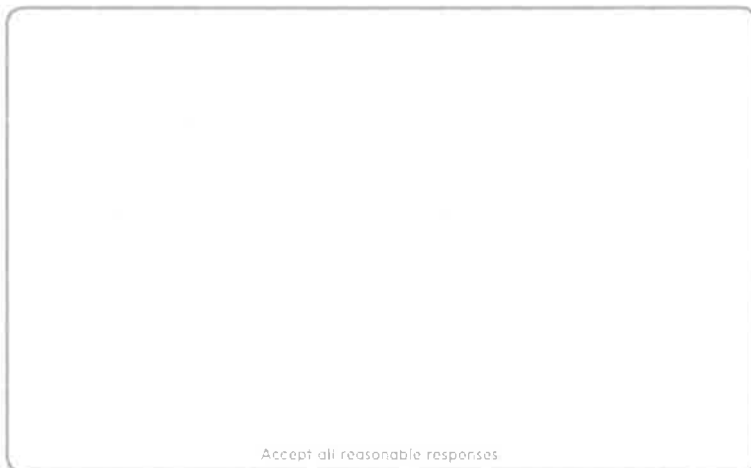
Name _____

Read "Pet at School" with a partner.
Discuss the questions below.

1. Where are Cliff and Slim? Cliff and Slim are at _____.
school

2. What does Cliff do at school? Cliff likes to _____.
hit

Draw a picture. What does Slim do at school?



Accept all reasonable responses

Read "Kids Have Fun!". Complete the activities.

Respond to the Text

Name _____

**Read "Kids Have Fun!" with a partner.
Discuss the questions below.**

1. What do kids do? Kids have _____.
fun

2. What do kids make? Kids make _____.
clay and soap

Draw a picture. What do kids do for fun?



Accept all reasonable responses

Read "On the Move!". Complete the activities.

Respond to the Text

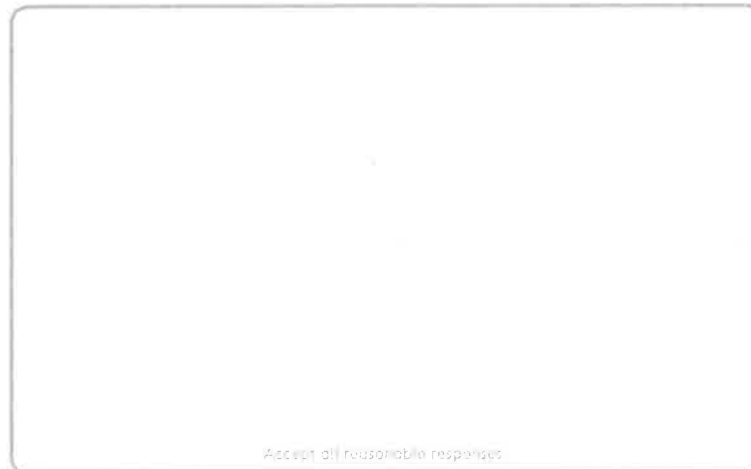
Name _____

**Read "On the Move!" with a partner.
Discuss the questions below.**

1. Who moves in the story? A kid and a _____ move.
dog

2. What can the dog do? The dog can _____.
run/jump/grab

Draw a picture. What can the boy do?



Accept all reasonable responses

