

Kindergarten ELA Week 3

For Week 3 of TeleSchool, choose and complete one activity per day.

Reading RL1 and RI1; RL7 and RI7	Writing W3	Phonics RF3												
<p>Readers get ready to read by thinking about the text. They do this by: looking at the cover, reading the summary on the back (or inside cover if it is a hardback book), and looking at some of the pictures and talking about what they see.</p> <p>They use this information to make predictions about what the book might be about.</p> <p>Choose a book to read or have someone read a book to you. Then, follow the steps above.</p> <p>Read. Were you correct in your predictions? What did you have to change in your thinking?</p>	<p>We use writing to share our personal experiences with others. One way to brainstorm ideas to write about is to think about times you had strong feelings.</p> <p>Think about a time you felt happy. Draw a picture and include: The people who were with you, Where you were (the setting), What you were doing.</p> <p>Then: Label your picture, Write the letters for the sounds you hear in each word.</p> <p>Finally, write, or dictate to someone and have them write, what you want to say.</p> <p>Remember to: Write the letters for the sounds you hear in each word, Leave spaces between words, Begin each sentence with an uppercase letter, End each sentence with punctuation (period, question mark).</p>	<p>There are some letters that come together and form 1 sound. When c and k are together, they make the sound /k/.</p> <p>Read these words. Then write them 5 times using different colors of crayons, markers, or colored pencils to write them. Write the letters using lower case letters. Remember, each time you write the word, you need to read it out loud.</p> <table border="1" data-bbox="1094 743 1500 848"> <tr> <td>Tick</td> <td>slick</td> </tr> <tr> <td>Clock</td> <td>rock</td> </tr> <tr> <td>Duck</td> <td>luck</td> </tr> </table> <p>Challenge words:</p> <table border="1" data-bbox="1094 877 1500 947"> <tr> <td>Ticket</td> <td>slicker</td> </tr> <tr> <td>Lucky</td> <td>pocket</td> </tr> </table>	Tick	slick	Clock	rock	Duck	luck	Ticket	slicker	Lucky	pocket		
Tick	slick													
Clock	rock													
Duck	luck													
Ticket	slicker													
Lucky	pocket													
<p>Reading RL3</p> <p>When we read a fiction book, we can identify the characters in the book.</p> <p>Choose a picture book. Read the book or have someone read it to you. Then look at each picture and think, "What might the character be thinking or feeling?"</p> <ul style="list-style-type: none"> Use a post it note or a piece of paper and make a speech bubble.  <ul style="list-style-type: none"> Write inside the speech bubble what the character might be thinking or feeling. 	<p>Writing W2</p> <p>There are many things that you can write information about. For example, you can write information about a type of cereal.</p> <p>Find an object in your house that might be important to you. It can be something you collect, a toy you have, or even a type of food.</p> <p>Draw a picture of it. Describe it. Think about these aspects of this object: What does it look like? What does it sound like? What does it smell like? What does it taste like? What does it remind you of? How does it make you feel?</p> <p>Then, write about it. Remember to: Write the letters for the sounds you hear in each word. Leave spaces between words. Begin each sentence with an uppercase letter. End each sentence with punctuation (period, question mark).</p>	<p>Reading RL4</p> <p>Authors choose their words carefully. An action word, or verb, is a word that tells what someone or something is doing. For example, walking, running, singing, and eating are all action words.</p> <p>Read, or have someone read to you, a picture book. Choose 5 action words from the book.</p> <p>Write or have someone write for you each action word you found. What OTHER words might the author have used?</p> <ul style="list-style-type: none"> Write down 3 OTHER words the author might have used. 												
<p>Phonics/ Phonological Awareness RF2</p> <p>Rhyming words have the same ending part. For example, hat and pat are rhyming words. Hat and hit are NOT rhyming words.</p> <p>Have someone read the words to you (this is a listening activity).</p> <ul style="list-style-type: none"> For each word, listed, identify 4 more rhyming words. <table border="1" data-bbox="142 1885 545 1986"> <tr> <td>Pick</td> <td>dock</td> </tr> <tr> <td>Buck</td> <td>shack</td> </tr> <tr> <td>Check</td> <td></td> </tr> </table>	Pick	dock	Buck	shack	Check		<p>Writing/ Language L1</p> <p>A category is a group of words that have something in common. For example, a category of 'things to do outside' might include: ride a bike, skate, swing, run.</p> <p>Choose one of these categories. Think of 8 items that might be in this category.</p> <ul style="list-style-type: none"> Things to do on a rainy day. Things to bake. Characters from books. Things that live in the jungle. 	<p>Phonics/ Phonological Awareness RF2</p> <p>A syllable is a beat in a word. Some words have more than one syllable. For example, the word milk has 1 syllable. The word dinner has 2 syllables. The word elephant has 3 syllables.</p> <p>For each word, identify the number of syllables in the word.</p> <table border="1" data-bbox="1094 1885 1500 1986"> <tr> <td>pocket [2]</td> <td>unlucky [3]</td> </tr> <tr> <td>cluck [1]</td> <td>bracket [2]</td> </tr> <tr> <td>freckle [2]</td> <td>homesickness [3]</td> </tr> </table>	pocket [2]	unlucky [3]	cluck [1]	bracket [2]	freckle [2]	homesickness [3]
Pick	dock													
Buck	shack													
Check														
pocket [2]	unlucky [3]													
cluck [1]	bracket [2]													
freckle [2]	homesickness [3]													

Kindergarten Math Week 3

For Week 3 of TeleSchool, choose and complete one activity per day.

<p>Comparing Numbers Gabrielle had more than 3 grapes. How many grapes could she have had? Explain and model using items in your home.</p>	<p>Comparing Numbers Review and model vocabulary words fewer, same as and more. Practice using the words with the chart below. We have 6 sticks, show me fewer than, same as and more than 6. Try with different numbers 3, 5 and 9.</p> <table border="1" data-bbox="613 611 1003 850"> <thead> <tr> <th>Fewer</th> <th>Same As</th> <th>More</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Fewer	Same As	More				<p>DON'T SKIP Manipulative Alert Make Number Cards 0-10 Make number cards with paper, index cards or post- it Cut them out and place in a sandwich bag</p> <table border="1" data-bbox="1230 606 1456 835"> <tbody> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td></td> </tr> </tbody> </table>	0	1	2	3	4	5	6	7	8	9	10																																			
Fewer	Same As	More																																																				
0	1	2																																																				
3	4	5																																																				
6	7	8																																																				
9	10																																																					
<p>COMPARE THE CARDS Using the 0-10 number cards pull 2 cards. Which is more/greater? How do you know? Which is less/fewer? How do you know? Draw a model to explain your thinking</p>	<p>Break a number apart Look at the ways 4 is broken apart below (2 and 2, 3 and 1, 4 and 0). Take the number 6, 7 and 8 and break them apart. (We call this decomposing)</p> <p style="text-align: center;"><small>Drawing a Picture to Decompose 4</small></p> <p style="text-align: center;"><small>Draw a picture to show different ways to decompose or break apart the number 4.</small></p> <table border="1" data-bbox="651 1159 912 1323"> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">  </td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> </tbody> </table>	4				<p>Cereal Math Scoop a cup of different colored cereal or other multi-colored items.</p> <ul style="list-style-type: none"> Count all. Sort by color. Count each color set. Add 2 colors together 																																																
4																																																						
																																																						
<p>There are 7 pieces of candy. Some are orange and some are red. How many of each? Use a model. Can you solve a different way?</p>	<p>Fill in the missing number on the calendar.</p> <p>1 Fill in the missing numbers on this calendar.</p> <table border="1" data-bbox="558 1461 1024 1810"> <thead> <tr> <th>Sunday</th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> <th>Saturday</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td></td> <td>6</td> <td>7</td> <td>8</td> <td></td> <td>10</td> </tr> <tr> <td>11</td> <td>12</td> <td></td> <td>14</td> <td></td> <td>16</td> <td>17</td> </tr> <tr> <td>18</td> <td></td> <td>20</td> <td>21</td> <td></td> <td>23</td> <td></td> </tr> <tr> <td>25</td> <td></td> <td>27</td> <td></td> <td>29</td> <td></td> <td>31</td> </tr> </tbody> </table>	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday					1	2	3	4		6	7	8		10	11	12		14		16	17	18		20	21		23		25		27		29		31	<p>Make a 10 Fill in the missing number.</p> <table border="1" data-bbox="1073 1465 1498 1776"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">_____ ¢ + 3¢ = 5¢</p>										
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																																
				1	2	3																																																
4		6	7	8		10																																																
11	12		14		16	17																																																
18		20	21		23																																																	
25		27		29		31																																																
																																																						
																																																						

