

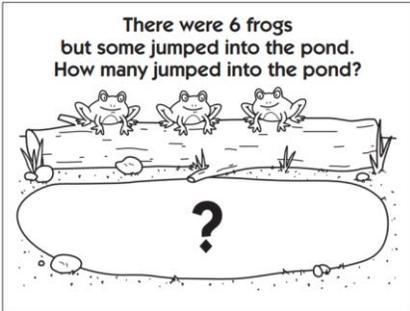
Kindergarten ELA Week 4

For Week 4 of TeleSchool, choose and complete one activity per day.

Reading RI2, RI4, RI7	Writing W3	Phonics RF3														
<p>Informational books have vocabulary words that are related to the topic. One way to figure out the meaning of a word is to look at the pictures on the page. Readers then think, "Does this picture help me figure out this word?"</p> <p>Choose an informational book. Read the book or have someone read it to you. While you are reading, pay attention to the words that are related to the topic.</p> <ul style="list-style-type: none"> Look at the pictures on the page to see if you can figure out what the word might mean. Think about all the words that you are learning about the topic. Use the words to tell someone all the new information that you learned about the topic. 	<p>While you have been at home, you have been doing a lot of things. Think about one thing that you have done. 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. Finally, write, or dictate to someone and have them write, what you want to say. Remember to:</p> <ul style="list-style-type: none"> 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>For each of the ending parts of words, add a beginning part to create a word. For example, if the ending part is</p> <table border="1" data-bbox="1203 436 1300 470"> <tr> <td>-am</td> </tr> </table> <p>I can make these words:</p> <table border="1" data-bbox="1076 499 1523 596"> <tr> <td>bam</td> <td>ham</td> <td>ram</td> </tr> <tr> <td>clam</td> <td>jam</td> <td>Sam</td> </tr> <tr> <td>dam</td> <td>Pam</td> <td>yam</td> </tr> </table> <ul style="list-style-type: none"> Say each word out loud. Then, write it down. Remember to use all lower-case letters and to form your letters correctly. Read each word out loud. <table border="1" data-bbox="1167 814 1446 877"> <tr> <td>-ag</td> <td>-an</td> </tr> <tr> <td>-ap</td> <td>-ap</td> </tr> </table>	-am	bam	ham	ram	clam	jam	Sam	dam	Pam	yam	-ag	-an	-ap	-ap
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<p>Readers get ready to read by thinking about the text. They do this by: looking at the front cover, reading the summary on the back cover (or inside cover if it is a hardback book), looking at some of the pictures, talking about what they see, and thinking about what they might learn.</p> <p>They use this information to make predictions about what the book might teach them. Choose an informational book. Then: identify the author (the person who wrote the book), identify the illustrator (the person who drew the pictures), look at the front cover, the back cover, and the inside cover (if it is a hardback book). Think about what the main topic of this book will be. What will you learn? Read the book or have someone read it to you. Then talk about: What was the main topic? What details did you learn about this topic? Now that you have read about the topic, what do you think?</p>	<p>There are many things that you can write information about. Think of an activity that you have done while you have been out of school. Draw a picture of the activity. Describe it. Think about these aspects of this activity: Where do you do this activity? Is there a certain room in your house? What does it look like? What does it sound like? Who do you do this activity with? Is it something that a person can do by yourself or do they need others? How do you do this? What are the steps involved?</p> <p>Then, write about it. Remember to:</p> <ul style="list-style-type: none"> 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>Phonics/ Phonological Awareness RF2</p> <p>There are some words that we see so often in text, and we can instantly recognize these words. We call these words many different things like:</p> <ul style="list-style-type: none"> sight words high frequency words snap words red words <p>These are some words that you have learned this year. Write them on index cards or post it notes or a sheet of paper.</p> <ul style="list-style-type: none"> For each word, read the word out loud. Look through your books. How many times do you see the word? Keep tally marks for each word. <table border="1" data-bbox="1097 1423 1523 1583"> <tr> <td>has</td> <td>Did</td> </tr> <tr> <td>be</td> <td>Look</td> </tr> <tr> <td>will</td> <td>Get</td> </tr> <tr> <td>and</td> <td>The</td> </tr> <tr> <td>you</td> <td>Can</td> </tr> </table>	has	Did	be	Look	will	Get	and	The	you	Can				
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<p>Reading RL2, RL3</p> <p>Choose a picture book to read. As you read, pay attention to the characters (the people or animals), the setting (where the story takes place), and the major events (all the things that happen). Read, or have someone read to you, a picture book.</p> <p>Retell the story. Remember to talk about:</p> <ul style="list-style-type: none"> The characters: Who are they? How would you describe them? The setting: How would you describe it? The major events: What happened throughout the whole story? 	<p>Writing/ Language L1</p> <p>We use prepositions to tell the position of a word. Some prepositions are in, out, on, off, by, and with.</p> <p>Find 5 different small objects in your house. For each object, describe it by using each preposition. For example:</p> <ul style="list-style-type: none"> The book is in the kitchen. The book is on the counter. The book is by the refrigerator. The book is off the chair. The book is with the cupcake. The book is out of the family room. 	<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="1097 1864 1523 1986"> <tr> <td>chatter [2]</td> <td>acrobat [3]</td> </tr> <tr> <td>clap (1)</td> <td>pancake [2]</td> </tr> <tr> <td>manhole [2]</td> <td>catnap [2]</td> </tr> <tr> <td>swagger [2]</td> <td>nag [1]</td> </tr> </table>	chatter [2]	acrobat [3]	clap (1)	pancake [2]	manhole [2]	catnap [2]	swagger [2]	nag [1]						
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Kindergarten Math Week 4

For Week 4 of TeleSchool, choose and complete one activity per day.

<p>Draw a circle in the middle of the paper; now change the circle into a picture.</p> 	<p>Create a pattern using the shoes in your house. Draw a picture of your pattern.</p>	<p>Count the number of steps it takes you to get from your front door to the refrigerator. Draw that many footprints below. Ask an adult to do the same thing. Draw that many footprints below. Who has the most footprints?</p>
<p>Look at a calendar and count how many Mondays are in April and May?</p>	<p style="text-align: center;">Word Problem</p> <p style="text-align: center;">There were 6 frogs but some jumped into the pond. How many jumped into the pond?</p> 	<p>1 Trace each number.</p> <p style="text-align: center;">5 10 15 20 25 30 35 40 45 50</p>
<p>10 and some more on double Ten Frames Pick 4 numbers from a set of 11-19 cards. For each number draw the model on the 10 and some more recording sheet</p>	<p>Color 2 frogs green. Color 3 frogs brown.</p>  <p style="text-align: center;">$2 + 3 = \underline{\quad}$</p>	<p>Find out the age of your family members and arrange the ages from youngest to oldest.</p>