Kindergarten ELA Week 7

Fulton County Schools
Where Students Come First

For Week 7 of TeleSchool, choose and complete one activity per day.

Reading RL3, RL7	Writing W1	Phonics RF3
Readers pay attention to the characters in their stories. Avid readers feel what the characters feel. They do this by thinking about: ▪ How the character acts. ▪ What the character thinks. ▪ How the character feels. Read, or have someone read to you, a picture book. While you are reading, pay close attention to the characters. Use the pictures and the words to help you figure out: ▪ How the character acts. ▪ What the character thinks. ▪ How the character feels. Then, think about how YOU are feeling. Do you feel what the character feels?	Superheroes have many different superpowers. Think about the different superpowers. Which do you think is the best? Why do you think this is the best superpower? Choose the superpower that you think is the best one. Draw a picture and include: What is the superpower? How does the superpower work? When would you use the superpower? Why is it the best? 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: 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	For each of the ending parts of words, add a beginning part to create a word. For example, if the ending part is -en I can make these words: <table><tr><td>ten</td><td>Ben</td><td>hen</td></tr><tr><td>Len</td><td>pen</td><td>den</td></tr><tr><td>men</td><td>when</td><td>Glen</td></tr></table> For each of the ending parts below, add a beginning part to create as many different words as you can. 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. As an extra, cut apart the letters in each word and put the word back together again! -est -eck

Reading RL6, RL7	Writing W2, W5, W8	Phonics/ Phonological Awareness RF2
Readers get information about a book from words and the pictures. Readers use the pictures to help them read the text. One strategy readers use is: Look carefully at the picture. Think: What do I notice about this picture? Read the words on the page. Think: How do the words and the picture go together to help me understand the text? Choose a picture book. Then, identify the author (the person who wrote the book) and the illustrator (the person who drew the pictures). Read the book or have someone read it to you. Remember to use this strategy.	There are many things that you can write information about. Think of an activity that you do with friends. Draw a picture of the activity. Describe it. Think about these questions: Where do you do this activity? What does it look like? What does it sound like? Who do you do this activity with? How do you do this? What are the steps involved? 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).	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 sight words, high frequency words, snap words, and red words. These are some words that you have learned this year. Write them on index cards, post it notes, or a sheet of paper. 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. Write each word on a piece of paper. Cut apart the letters in each word, and then rebuild the word. <table><tr><td>like</td><td>see</td><td>day</td><td>saw</td><td>how</td></tr><tr><td>my</td><td>come</td><td>say</td><td>girl</td><td>ran</td></tr></table>

| Reading RI2, RI6, RI7	Writing/ Language L1	Phonics/ Phonological Awareness RF2
Authors and illustrators of informational books work together. Readers can use the pictures to help understand the words in the text. Read, or have someone read to you, an informational book. On each page look carefully at the pictures. Remember to: Look very carefully at the details in the pictures. Think: What do I notice in the picture? Think: How does this connect to the words on the page? When you finish reading the book talk about the main topic and all the details.	We let others know that there is more than one of something by adding an 's' to the end of the word. For example, if I say 'pen', that means there is 1 pen. If I add an 's' and say 'pens', that means there is more than 1 pen. Read each of these words. Write each of the words on a piece of paper. Now add an 's' to the end of each word. Read the new word. Have someone read the following words to you. Write them again correctly: <table><tr><td>leg</td><td>bag</td><td>bed</td><td>mask</td><td>jug</td></tr><tr><td>pot</td><td>chick</td><td>shop</td><td>fig</td><td>nut</td></tr></table>	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. For each word below, identify the number of syllables in the word. <table><tr><td>pocket [2]</td><td>jog [1]</td></tr><tr><td>cockpit [2]</td><td>shocking [2]</td></tr><tr><td>flop [1]</td><td>octopus [3]</td></tr><tr><td>pottery [3]</td><td>unstoppable [4]</td></tr></table>

Kindergarten Math Week 7

For Week 7 of TeleSchool, choose and complete one activity per day.

MGSEK.MD.1 MGSEK.MD.2 Draw a crayon longer than the crayon below and an object heavier than a juice box.	MGSEK.G.1 Circle the shape in each row that has the same name as the shape in the first row.	MGSEK.G.3 Circle the solid shapes and x the flat shapes in each row
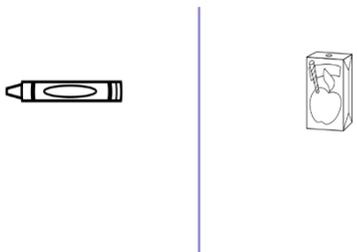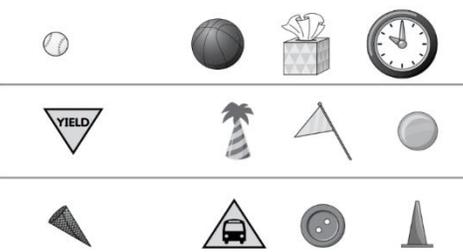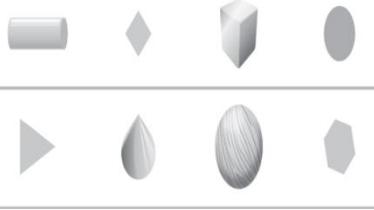
MGSEK.CC.1 MGSEK.CC.2 What is the missing number? 24 25 26 ☐ 47 48 ☐ 50 ☐ 30 31 32	MGSEK.G.1 Count the objects by 10	MGSEK.OA.1 Draw a Model to show the following number sentences. 3+2=5 1+4=5 5+0=5
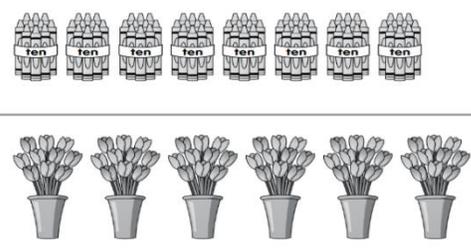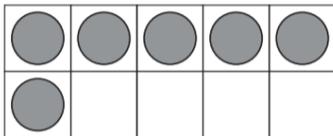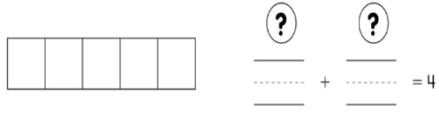
MGSEK.OA.3 MGSEK.OA.4 Use the model to make a 10. How many counters do we have? How many counters do we need to make a 10? Create a number sentence.	MGSEK.OA.2 MGSEK.OA.5 **Use 2 colors to fill in the 5-frame in order to get the given total. Complete the number sentence to match your model.** $\_\_\_ + \_\_\_ = 4$	MGSEK.NBT.1 Use the double 10 frame to show the number 15.