



LOCAL DISTRICT SOUTH

*Successful Students,
Supporting Schools &
Strengthening Communities*

Local District South

Ten Day Grade Level Assignment Packet

Grade: Kindergarten

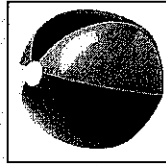
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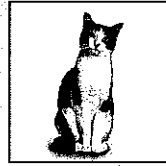
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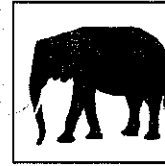
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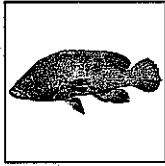
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Ee



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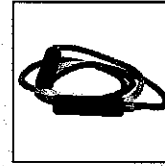
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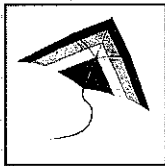
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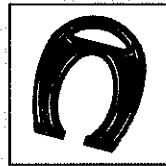
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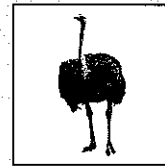
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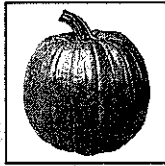
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Oo



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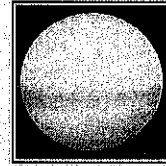
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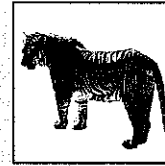
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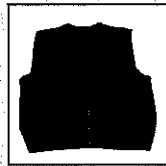
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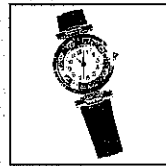
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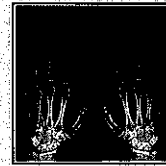
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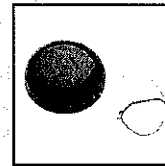
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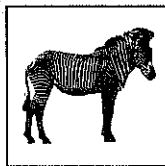
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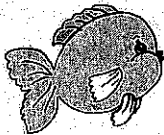
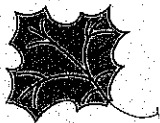


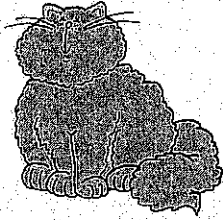
Yy



Zz



The   **Alphabet**




This packet contains the pages needed to complete your assignments over the next ten days. You will need the red Benchmark Text titled: **My Shared Readings, 9 and 10**

When **packet pages** are assigned they are from the packet of handouts and are numbered using the preexisting numbers from the original Benchmark text pages. They are arranged in order as assigned.

Este paquete contiene las páginas que usted necesita para completar sus tareas en 10 días. Necesitarás el texto titulado en rojo – Benchmark Adelante: **Mis Lecturas Compartidas 9 y 10.**

Las tareas estan numeradas en orden usando las páginas numeradas del texto original de Benchmark Adelante.

Schedule of Daily Assignments:

Day #	My Shared Readings Unit 9 and 10 	Kindergarten Packet
1	Pages 14-15	High Frequency Words
2	Reread pages 14-15	Read Baking and Five Tired Mice Complete pages 56 and 57
3	Pages 16-17	High Frequency Words
4	Reread pages 16-17	Read Buddy and June the Mule Complete pages 58 and 59
5	Pages 18-19	High Frequency Words
6	Reread pages 18-19	Read The Red Hen and Steve and Steve Complete pages 60-61
7	Pages 20-21	High Frequency Words
8	Pages 22-23	High Frequency Words
9	Pages 24-25	High Frequency Words
10	Reread one of your favorite selections	Choose an activity from the Daily Take-Home Calendar

- Do as many activities as you would like from the Daily Take-Home Activity Calendar

High-Frequency Words (Kindergarten)

is	a	the	has
and	of	with	see
for	no	little	have
are	said	I	you
me	come	here	to
my	look	he	go
put	want	this	she
saw	play	like	can
big	jump	one	two
what	we		

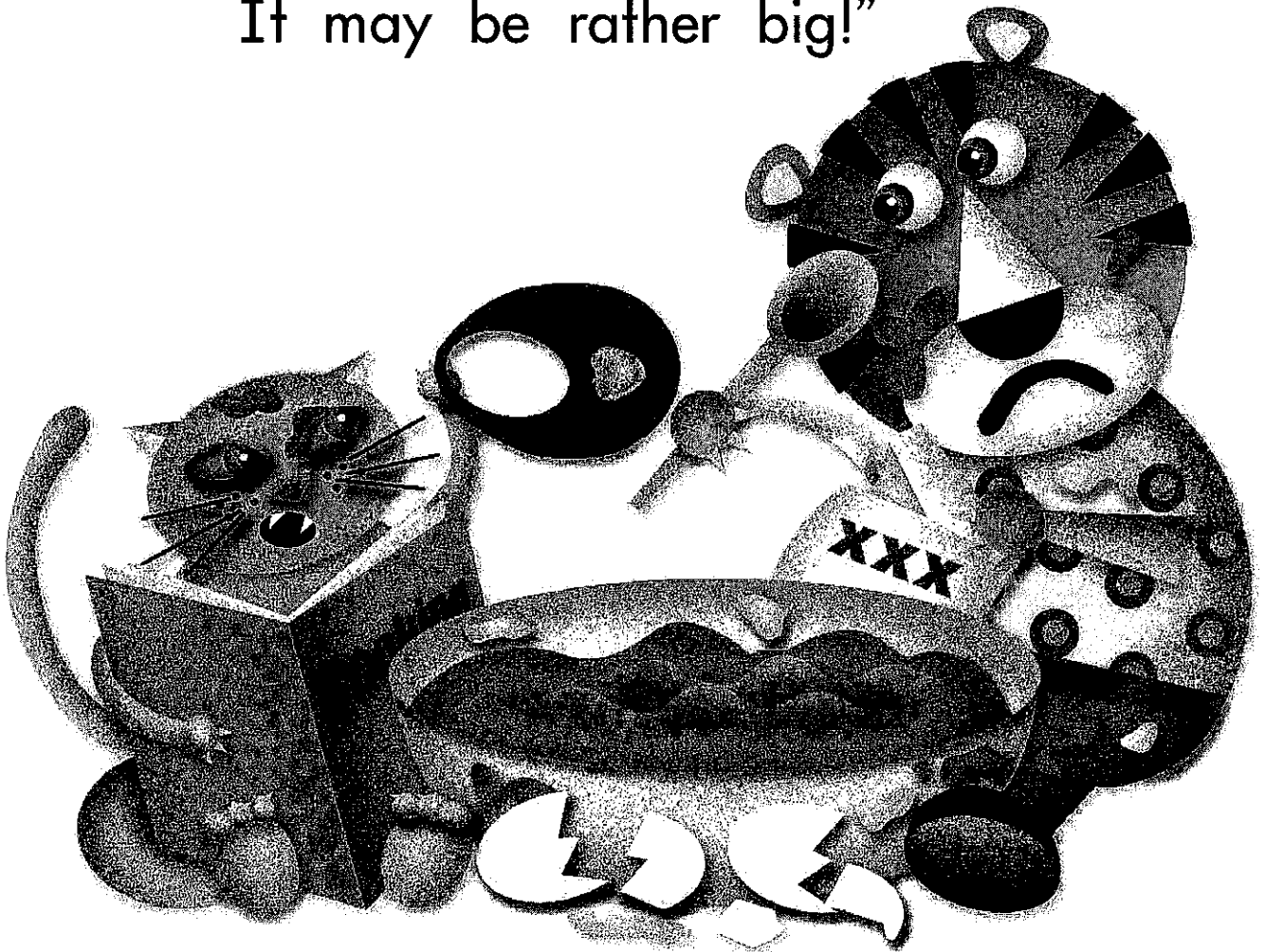
Baking

“Will you wear a bib?”

Ink the Cat asked his pal Tig.

“This mix will make a mess.

It may be rather big!”



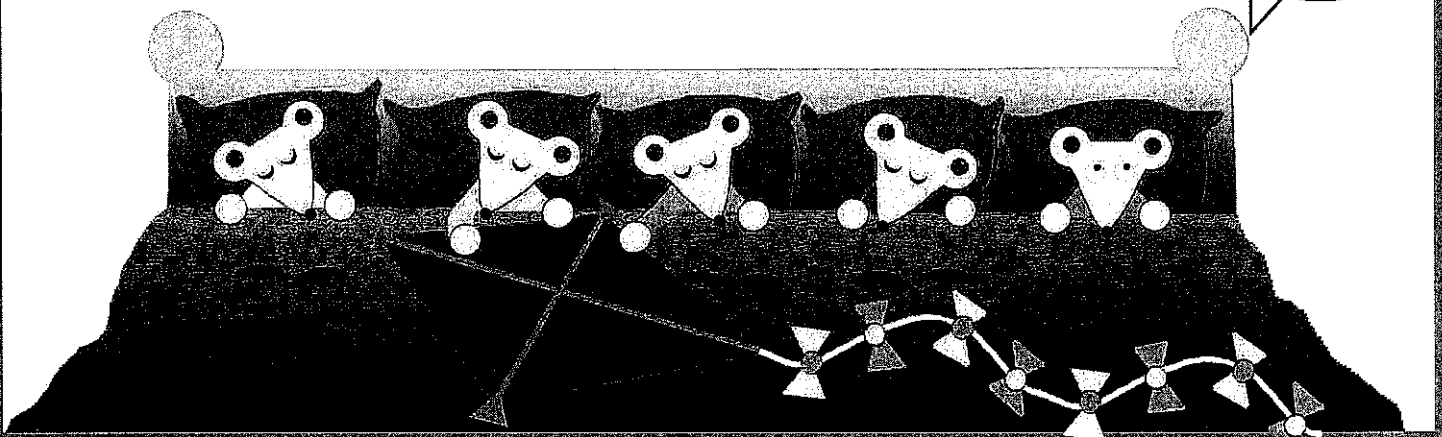
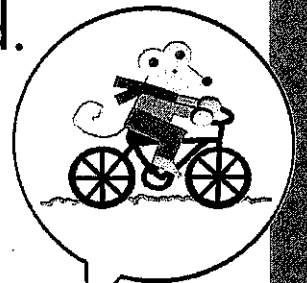
Five Tired Mice

Five mice with kites went for a hike,
walking single file.

The hike was fine, but they got tired
after just a mile.

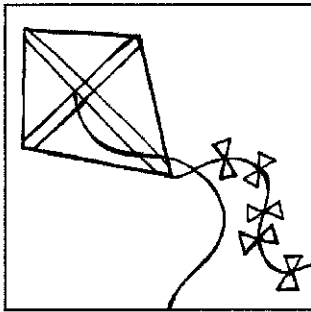
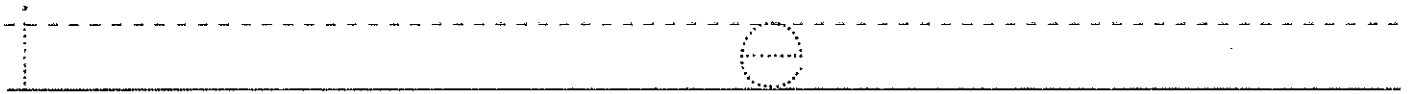
Side by side they all filed home
to dine on rice with lime.

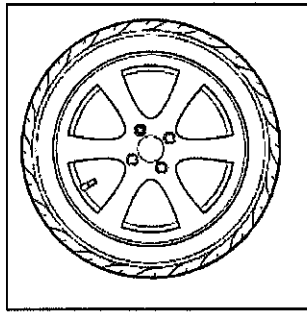
They had a bite and went to bed.
“We’ll ride our bikes next time!”

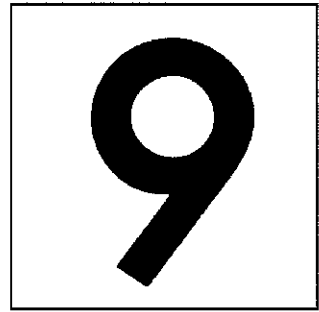


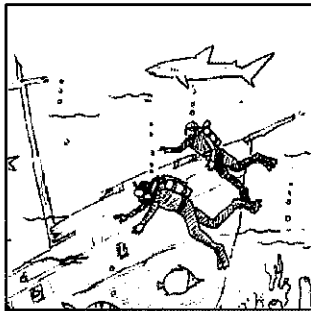
Name: _____ Date: _____

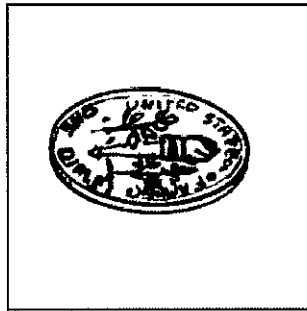
Phonics: Long i (final -e)

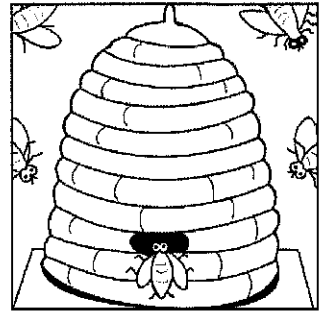












Directions: Trace the letters **i** and **e**. Say the name of each picture. Each picture has the /i/ sound made by **i** and **e**. Write the picture name under each picture.

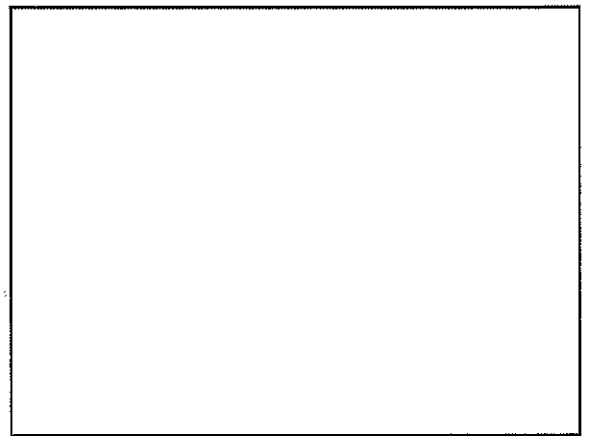
Name: _____ Date: _____

High-Frequency Words

put

want

1. We _____ to dive in the lake.
2. Did you _____ the bike in the hut?
3. Mike and Rose _____ to go on a hike.
4. I _____ the cat
on my lap.



Directions: Trace the high-frequency words **put** and **want**. Then write one of the words to complete each sentence. Draw a picture for one sentence.

Uu:

BUDDY

Under my umbrella
is my pug pup, Buddy.
I must soak him in the tub.
Buddy is all muddy!



Long
u

June the Mule

Farmer Jude has a mule,
And her name is June.
She tugs ten lines, as a rule,
While Jude sings her a tune.

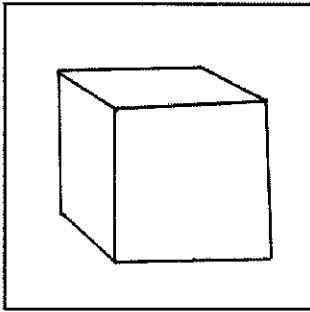


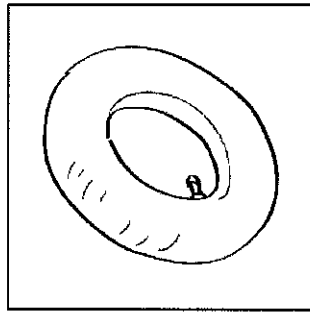
Name: _____ Date: _____

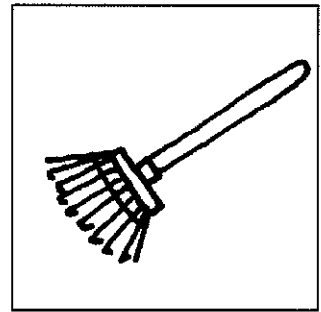
Phonics: Long u (final -e)

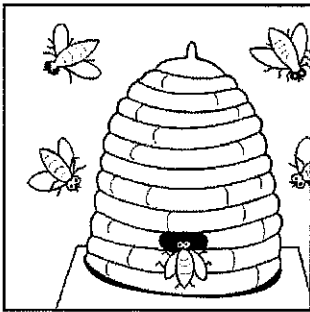
u

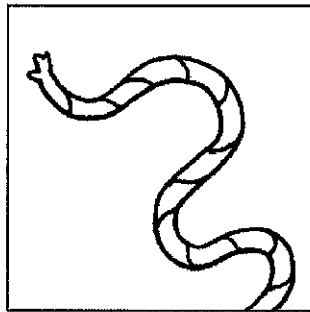
e

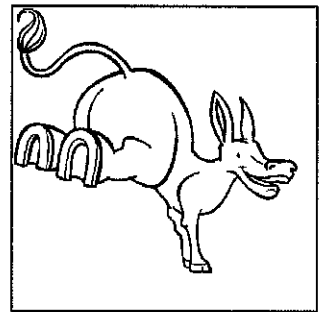












Directions: Trace the letters **u** and **e**. Say the name of each picture. Color each picture whose name has the /yoo/ sound made by **u** and **e**. Write the picture name under each picture with the /yoo/ sound.

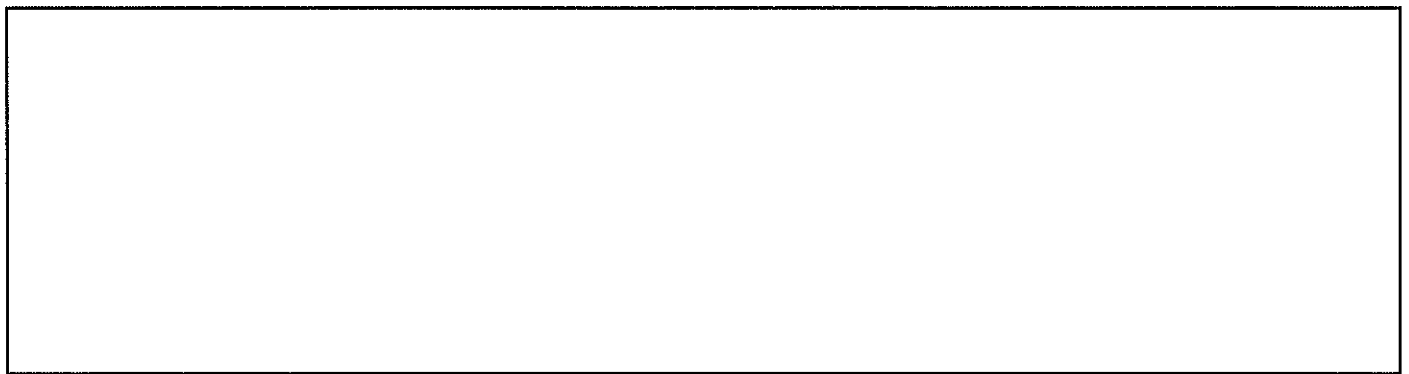
Name: _____ Date: _____

High-Frequency Words

saw

this

1. Kate _____ a cute dog in the van.
2. I like _____ red bike a lot!
3. Can you play _____ game with me?
4. Rose _____ Mike at the lake.



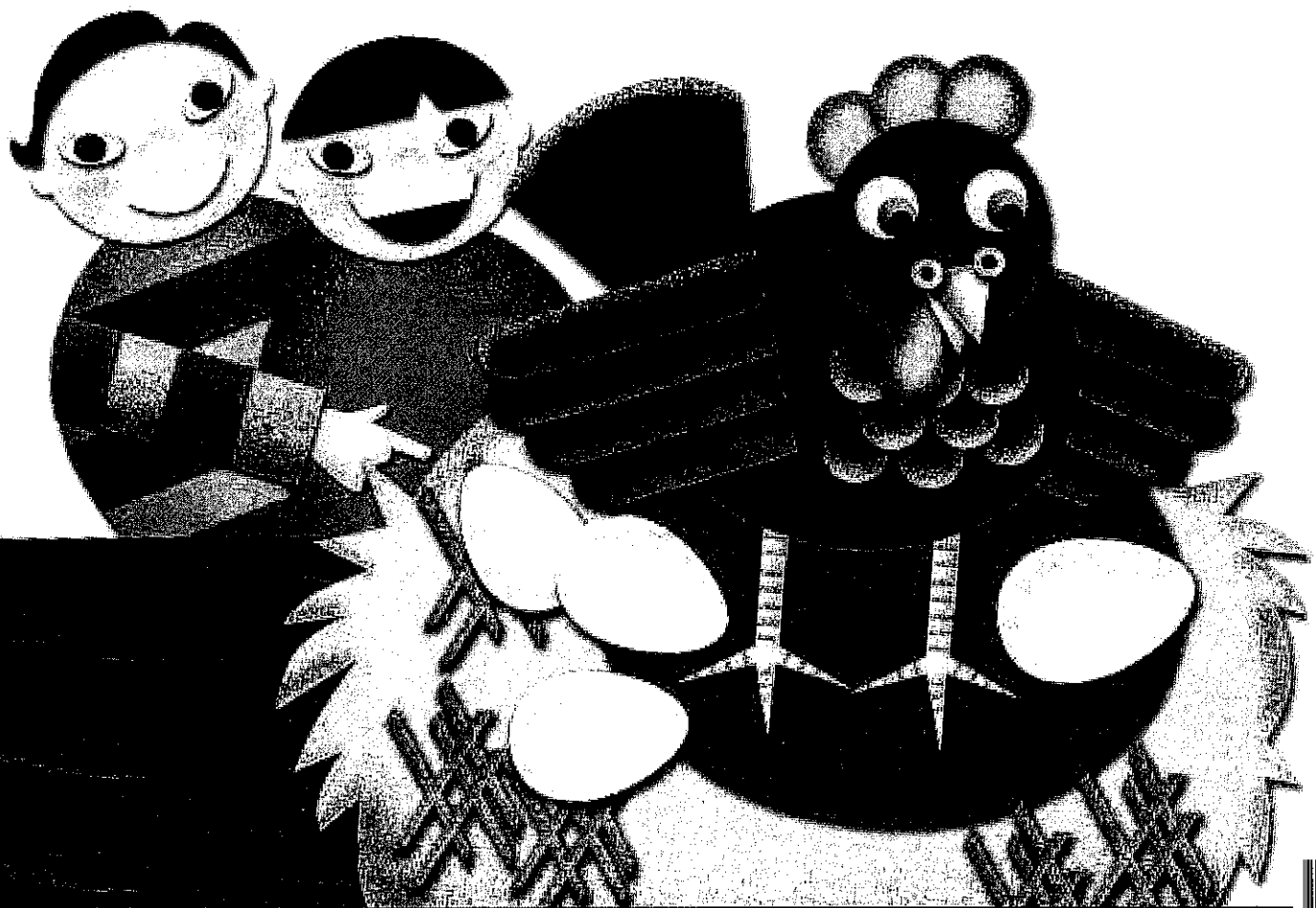
Directions: Trace the high-frequency words **saw** and **this**. Then write one of the words to complete each sentence. Draw a picture for one sentence.

The Red Hen

Ted and Ed have a pet hen
and Betty is her name.

Betty lays eggs every day.

She's red and very tame.



• Long •
• e •

Steve and Steve

My father and I
are both named Steve.

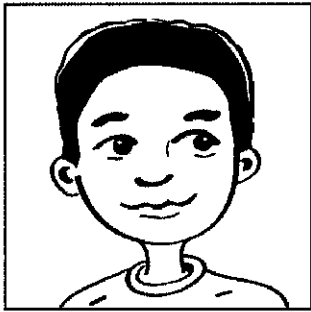
My mother and sister
are both named Eve.

Steve and Steve,
and Eve and Eve,
it seems like a joke,
but it's not make-believe.



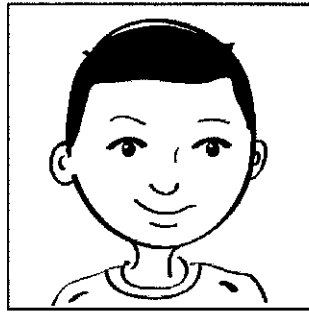
Name: _____ Date: _____

Phonics: Long e (final -e, e)



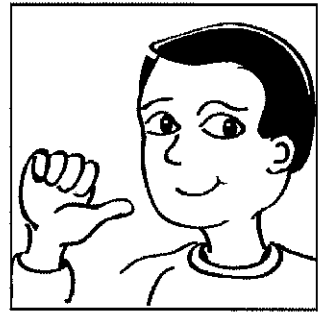
he

him



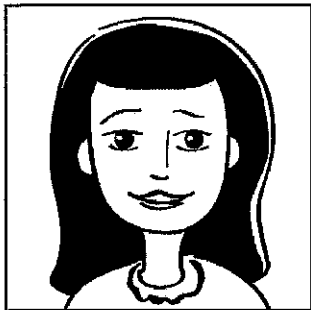
Jake

Zeke



me

my



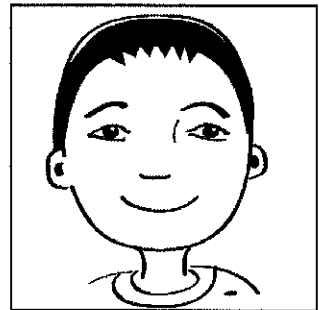
it

she



we

you



Pete

Mike

Directions: Trace the letter. Look at each picture. Circle the word that describes the picture and has the /eee/ sound. Then color the pictures.

Name: _____ Date: _____

High-Frequency Words

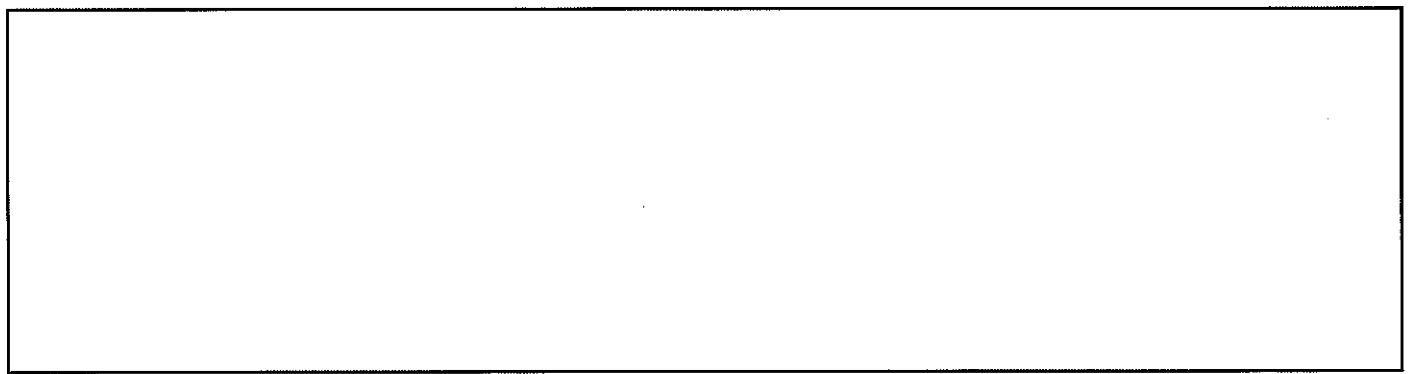
put

this

saw

want

1. Jane _____ a bat in the cave.
2. Dad _____ a log on the fire.
3. What is the name of _____ dog?
4. We _____ to go on a hike.



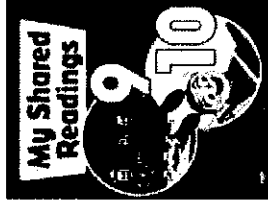
Directions: Trace the high-frequency words **put**, **saw**, **this**, and **want**. Then write one of the words to complete each sentence. Draw a picture for one sentence.

Name: _____

Unit 10: Forces and Motion

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>How Many Ways Can You Move? pp. 14–15</p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to find the word you seven times (including the title). Reread the second sentence. Ask: <i>Which word rhymes with you?</i> (too) 	<p>How Many Ways Can You Move? pp. 14–15</p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to find the exclamation points. Together, read these lines with excitement. Point out that the title is a question. Ask: <i>Where else do you see a question mark?</i> Read the last sentence aloud and take turns answering the question. 	<p>Old Woman, Old Woman pp. 16–17</p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to find a line that matches the title and draw lines between the matching words. (line 1) Ask him or her to count the words in each line. Say: <i>Remember that the words are separated by spaces.</i> 	<p>Old Woman, Old Woman pp. 16–17</p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to circle a word that begins with b and rhymes with pack. (back) Ask: <i>What word rhymes with pack and back and begins with the sound of the letter s?</i> (sack) <i>The letter t?</i> (tack) 	<p>How Many Ways Can You Move?; Old Woman, Old Woman pp. 14–17</p> <ul style="list-style-type: none"> Review the two selections. Read the third sentence in the first selection together. Ask: <i>How does the woman in the rhyme get from place to place?</i>
Week 2	<p>What Makes a Soccer Ball Fly? pp. 18–19</p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to point to words that begin with uppercase letters. Ask him or her to name each uppercase letter and find a matching lowercase letter on the page. 	<p>What Makes a Soccer Ball Fly? pp. 18–19</p> <ul style="list-style-type: none"> Read aloud the text. Draw a circle around the word kick. Say the word in parts. (kick) Then say the whole word. Ask: <i>What word rhymes with kick and begins with the sound of the letter l?</i> (lick) <i>The letter p?</i> (pick) <i>The letter s?</i> (sick) 	<p>What Can a Magnet Do? pp. 20–21</p> <ul style="list-style-type: none"> Read aloud the text. Point to and say the words magnet and metals. Together, name the beginning letter, say the beginning sound, and clap the syllables in each word. Ask: <i>How are the words magnet and metals alike?</i> (Both begin with m and have two claps.) 	<p>What Can a Magnet Do? pp. 20–21</p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to find the word an on page 21. Ask: <i>What word in the sentence begins with the sound of the letter k and ends with the word an?</i> (can) <i>What word on page 20 begins with the word an and ends with the sound of the letter d?</i> (and) 	<p>What Makes a Soccer Ball Fly?; What Can a Magnet Do? pp. 18–21</p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>How many words are in each title?</i> (six, five) <i>What is at the end of each title?</i> (a question mark) Together, use the words and photographs in the texts to answer the questions in the titles.
Week 3	<p>We Like Bikes! pp. 22–23</p> <ul style="list-style-type: none"> Read aloud the text. Say the words bicycle and invented aloud. Clap the syllables together. Ask: <i>How many claps do both words have?</i> (three) Ask: <i>What word does the author use that means the same as bicycle?</i> (bike) 	<p>We Like Bikes! pp. 22–23</p> <ul style="list-style-type: none"> Read aloud the text. Point out that the title ends in an exclamation point. Read it together with excitement. Ask: <i>Where else do you see an exclamation point?</i> Read the last sentence together with excitement. 	<p>Riding a Roller Coaster pp. 24–25</p> <ul style="list-style-type: none"> Read aloud the story. Reread the second sentence. Ask: <i>Which two words rhyme?</i> (snaps, laps) Ask: <i>What word rhymes with snaps and laps and begins with the sound of the letter m?</i> (maps) <i>The letter n?</i> (naps) <i>The letter z?</i> (zaps) 	<p>Riding a Roller Coaster pp. 24–25</p> <ul style="list-style-type: none"> Read aloud the story. Reread the second sentence. Ask: <i>Which two words rhyme?</i> (snaps, laps) Ask: <i>What word rhymes with snaps and laps and begins with the sound of the letter m?</i> (maps) <i>The letter z?</i> (zaps) 	<p>We Like Bikes!; Riding a Roller Coaster pp. 22–25</p> <ul style="list-style-type: none"> Review the two selections. Ask your child to find the word like in the first title. Ask: <i>Who likes roller coasters in the story? Who doesn't like roller coasters? How can you tell?</i>

Nombre: _____

Unidad 10: Forces and Motion

Calendario de actividades diarias para la casa

Marque cada actividad a medida que la completa.



	Lunes	Martes	Miércoles	Jueves	Viernes
Semana 1	<p>How Many Ways Can You Move? págs. 14–15</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que busque la palabra you siete veces (incluyendo el título). Vuelva a leer la segunda oración. <p>Pregunte: <i>¿Qué palabra rima con you?</i> (too)</p>	<p>How Many Ways Can You Move? págs. 14–15</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que busque los signos de exclamación. Juntos, lean estas líneas con la entonación correcta. Señale que el título es una pregunta. <p>Pregunte: <i>¿En qué otro lugar ves un signo de interrogación?</i> Lea la última oración en voz alta y túrnense para responder la pregunta.</p>	<p>Old Woman, Old Woman págs. 16–17</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que busque una línea que se corresponda con el título y que dibuje líneas entre las palabras que se correspondan. (línea 1) Pídale que cuente las palabras de cada línea. Diga: <i>Recuerda que las palabras están separadas por espacios.</i> 	<p>Old Woman, Old Woman págs. 16–17</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que encierre en un círculo una palabra que empiece con b y rime con pack. (back) Pregunte: <i>¿Qué palabra rima con pack y back y empieza con el sonido de la letra s?</i> (sack) <i>¿Y con la letra t?</i> (tack) 	<p>How Many Ways Can You Move?: Old Woman, Old Woman págs. 14–17</p> <ul style="list-style-type: none"> Repase los dos textos. Lean juntos la tercera oración del primer texto. Pregunte: <i>¿Cómo va de un lugar a otro la mujer del texto?</i>
Semana 2	<p>What Makes a Soccer Ball Fly? págs. 18–19</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que señale palabras que empiecen con letra mayúscula. Pídale que nombre cada letra mayúscula y que encuentre una letra minúscula correspondiente en la página. 	<p>What Makes a Soccer Ball Fly? págs. 18–19</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Dibuje un círculo alrededor de la palabra kick. Diga la palabra por partes. (k/ick) Luego diga la palabra completa. Pregunte: <i>¿Qué palabra rima con kick y empieza con el sonido de la letra l?</i> (lick) <i>¿Y con la letra p?</i> (pick) <i>¿Y con la letra s?</i> (sick) 	<p>What Can a Magnet Do? págs. 20–21</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Señale y diga las palabras magnet y metals. Juntos, nombren la letra inicial, digan el sonido inicial y den palmadas por cada sílaba de cada palabra. Pregunte: <i>¿En qué se parecen las palabras magnet y metals?</i> (Ambas empiezan con m y damos dos palmadas). 	<p>What Can a Magnet Do? págs. 20–21</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que busque la palabra an en la página 21. Pregunte: <i>¿Qué palabra de la oración empieza con el sonido de la letra k y termina con la palabra an?</i> (can) <i>¿Qué palabra en la página 20 empieza con la letra a?</i> (and) 	<p>What Makes a Soccer Ball Fly?: What Can a Magnet Do? págs. 18–21</p> <ul style="list-style-type: none"> Repase los dos textos. Pregunte: <i>¿Cuántas palabras tiene cada título?</i> (seis, cinco) <i>¿Qué hay al final de cada título?</i> (un signo de interrogación) Juntos, usen las palabras y fotografías del texto para responder las preguntas de los títulos.
Semana 3	<p>We Like Bikes! págs. 22–23</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Diga las palabras bicycle e invented en voz alta. Juntos, den una palmada por cada sílaba. Pregunte: <i>¿Cuántas palmadas damos en ambas palabras?</i> (tres) Pregunte: <i>¿Qué palabra usa el autor que significa lo mismo que bicycle?</i> (bike) 	<p>We Like Bikes! págs. 22–23</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Señale que el título termina con un signo de exclamación. Léanlo juntos con la entonación correcta. Pregunte: <i>¿Dónde más ves un signo de exclamación?</i> Lean juntos la última oración con la entonación correcta. 	<p>Riding a Roller Coaster págs. 24–25</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que busque la palabra Dad. Juntos, digan la palabra sonido por sonido. Luego digan la palabra completa. Repitan con los palabras taps y top. Pregunte: <i>¿Qué sonido de vocal escuchas en el nombre Eve?</i> (e larga) Lean la última oración. Pregunte: <i>¿Qué palabra tiene un sonido de e larga?</i> (me) 	<p>Riding a Roller Coaster págs. 24–25</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Vuelva a leer la segunda oración. Pregunte: <i>¿Qué dos palabras riman?</i> (snaps, laps) Pregunte: <i>¿Qué palabra rima con snaps y taps y empieza con el sonido de la letra m?</i> (maps) <i>¿Y con la letra n?</i> (naps) <i>¿Y con la letra z?</i> (zaps) 	<p>We Like Bikes!: Riding a Roller Coaster págs. 22–25</p> <ul style="list-style-type: none"> Repase los dos textos. Pida a su niño/a que busque la palabra Like en el primer título. Pregunte: <i>¿A quién le gustan las montañas rusas en la historia? ¿A quién no le gustan las montañas rusas? ¿Cómo lo sabes?</i>