KINDERGARTEN

Supplemental Resources May 18 - June 5

Hello Parents,

Thank you for all of your hard work in helping to finish this school year with your child. We know many of you are balancing your own work requirements from home while helping to teach your children. We truly appreciate your partnership. In this final packet, you will find work for May 18th- June 5th. The packet is organized by week with a heading to divide each week. Your child's teacher will be providing activities to close out the school year for the last two days, June 8th and 9th.

Please remember, while we encourage engagement in the activities, they continue to be optional and completed work will **not** need to be returned to school for grading or credit. If you find you need more resources, please check the UCPS EmpowerED Family Portal on our website www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Recursos Suplementarios Mayo 18 - Junio 5

Estimados padres,

Gracias por todo su arduo trabajo ayudando a que su hijo termine este año escolar. Sabemos que muchos de ustedes están balanceando sus propios requisitos de trabajo desde casa, mientras ayudan a enseñar a sus hijos. Apreciamos su colaboración. En este paquete final, encontrará trabajo para las semanas del 18 de Mayo al 5 de Junio. El paquete está organizado por semanas, con un encabezado para dividir cada semana. El maestro de su hijo le proporcionará actividades para cerrar el año escolar durante los últimos dos días, 8 y 9 de Junio.

Por favor recuerde, si bien alentamos la participación en las actividades, estas continúan siendo opcionales y el trabajo que complete no debe ser devuelto a la escuela para su calificación o crédito. Si necesita más recursos, consulte el Portal familiar de UCPS EmpowerED en nuestro sitio web www.ucps.k12.nc.us/domain/2917.

Manténgase seguro y saludable!

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Week of May 18, 2020

Language Arts - Lenguaje

STANDARD	ACTIVITY	NOTES FOR PARENTS
W.K.2 Use a combination of drawing, dictating, and writing, to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	1.Read carefully the information related to ducks.	Students will need a pencil and crayons to complete the diagram.
	2. Write and draw the Information about ducks on the diagram.	Students will need a pencil to write a little text.
	3. Write information about the topic: "*the ducks"* you have learnt.	Discuss information related to ducks with your child. Ask him/her to make sentences about this information.
RI K.4 With prompting and support, ask and answer questions about unknown words in a text.	1.Read the words in the box.	Students will need a pencil to complete the activity. When reading with your child (English or Spanish), pay attention to those words that are difficult to decode. At the end of the book go back and look for those words and find out the meaning by reading the text and by looking at the pictures.
	2. Read the sentences and complete them with the words in the box.	

Lesson 1

Lee la información relacionada con los conejos. *Read the information related to rabbits.*

Todo sobre los conejos.

All about rabbits.

Los tienen grandes.

conejos orejas

Los pueden .

conejos saltar.

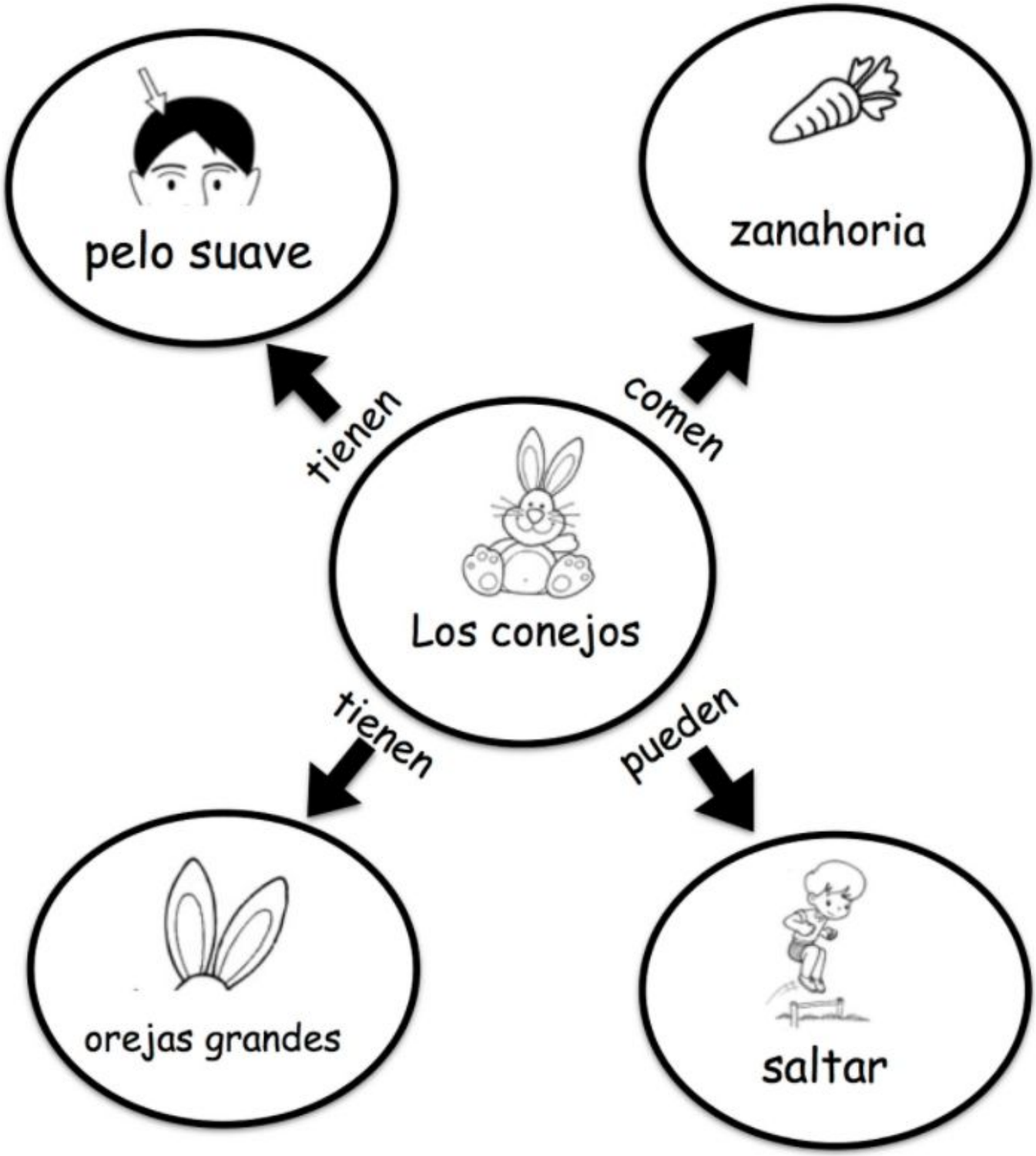
Los comen .

conejos zanahorias.

Los conejos tienen . El pelo es muy suave.

pelo

Información acerca de los conejos en un diagrama. *Information about rabbits on a diagram.*



Escribe información que has aprendido sobre los conejos. *Write information you have learnt about rabbits.*

Los conejos son animales.

Los conejos tienen orejas grandes.

Los conejos tienen pelo.

El pelo es suave.

Los conejos comen zanahorias.

Los conejos pueden saltar.

Activity 1

Lee la información relacionada con los patos. ***Read the information related to ducks.***

Todo sobre los patos.

All about ducks.

Los tienen .

patos pico

Los pueden en el agua.

patos nadar

Los ponen .

patos huevos

Los patos tienen . Los patos **<u>no</u>**

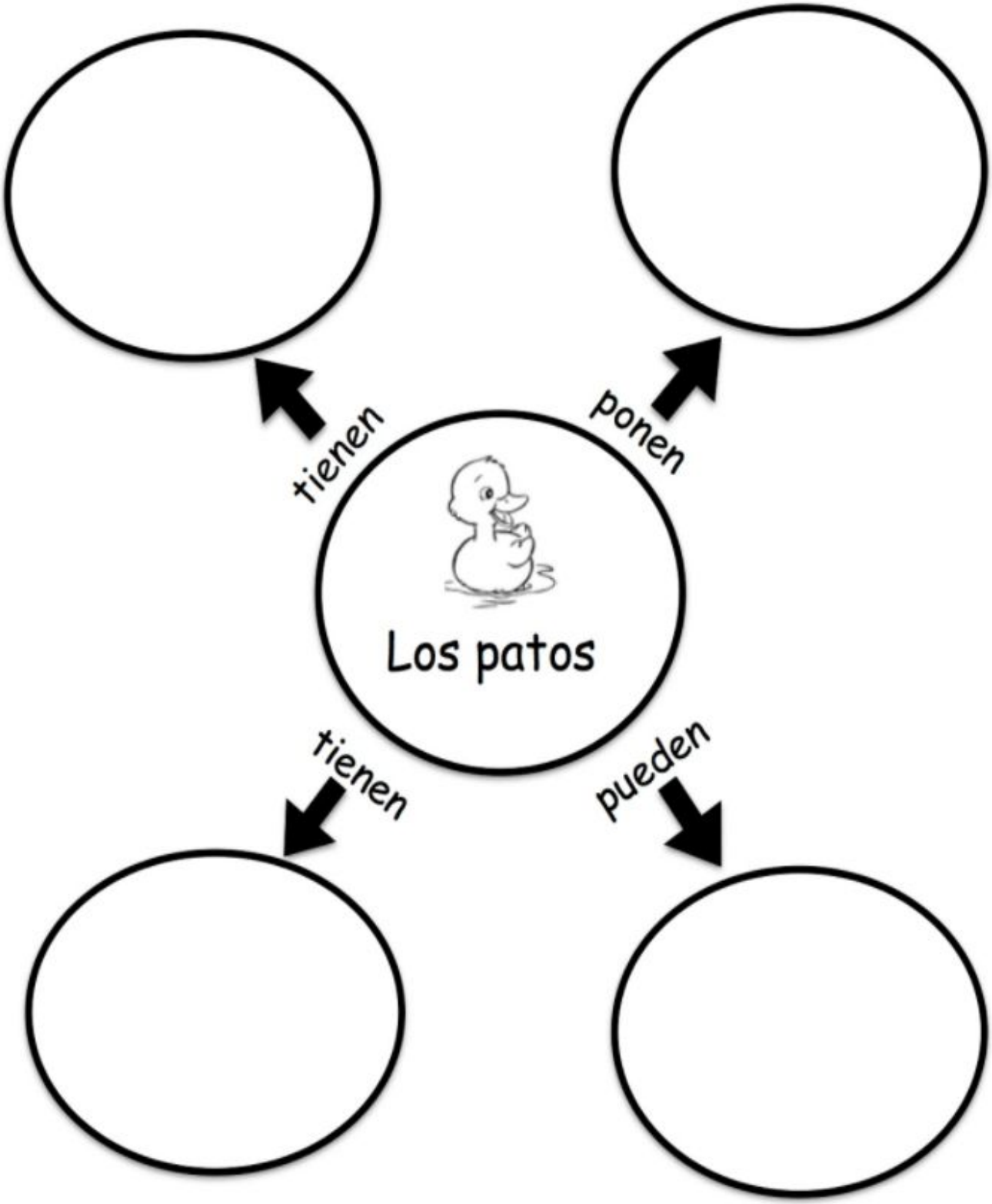
plumas

tienen .

pelo

Activity 2

Escribe y dibuja la información acerca de los patos en un diagrama. *Write and draw the Information about ducks on a diagram.*



Activity 3

Escribe información que has aprendido sobre los patos. *Write information you have learnt about ducks.*

Yo puedo escribir información sobre los patos.

Lesson 2

Palabras desconocidas. *Unknown words.*

Lee las palabras que están dentro la caja. Lee las oraciones y complétalas con las palabras que están en la caja. *Read the words inside the box. Read the sentences and complete them with the words that are in the box.*

huevo	tulipán	nido	cometa	caracol	hongos

1.- El pájaro está dentro del nido.

2.- Daniel y Pedro están volando la cometa.

3.- El caracol es un animal muy lento.

4.- Dentro de la cesta está el huevo.

5.- Tengo un hermoso tulipán en el jardín.

6.- Los hongos crecen en el bosque.

Activity 2

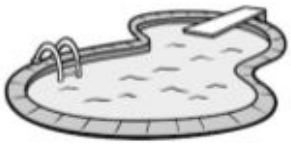
Lee las palabras que están dentro de la caja. Lee las oraciones y complétalas con las palabras que están en la caja. *Read the words inside the box. Read the sentences and complete them with the words that are in the box.*

barco	piscina	nadar	castillo de arena	helado	pelota de playa

1.- En la playa hicimos un _____.

2.- Yo puedo _____ en el agua.

3.- Me gusta el _____ de chocolate.

4.- La _____ tiene mucha agua. 

5.- La _____ es muy grande.

6.- Ana viaja en el _____.

Math - Matemáticas

STANDARD	ACTIVITY	NOTES FOR PARENTS
NC.K.G.4 Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.	Color the common objects according to the 3D shaper they contain.	Students will need crayons or colored pencils(blue, red, green, pink, and purple).
	Label the pictures with the 3d shape name which they resemble the best.	Students will need a pencil to label the pictures.
	Count how many of each 3d shape you labeled in the previous activity and write the numbers in each star.	Students will need a pencil to write the numbers in the stars. Look for objects with different shapes in your house. Ask your child what is the shape of each object and compare them according to size, width, length and height.
	Students have to complete the amount of sides, faces and edges according to what they have read.	Students will need a pencil and crayons or markers. They should read and then complete the worksheets.
	They must also distinguish 3D and 2D shapes, coloring only the tridimensional shapes.	

Lesson 1

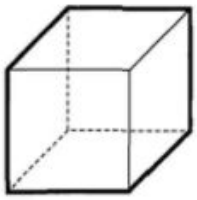
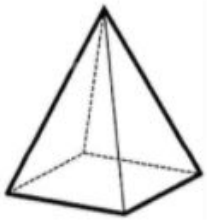
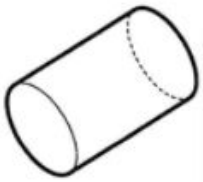
Figuras Sólidas

Las figuras sólidas tienen 3 atributos importantes:

1 - alto
2- ancho
3- largo

Por eso se llaman figuras 3D.

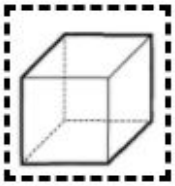
Tú puedes ver figuras sólidas en todas partes.

				
esfera	cubo	cono	pirámide	cilindro

Las **esferas** pueden ser...

grandes medianas pequeñas

Los **cubos** pueden ser...

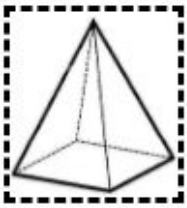


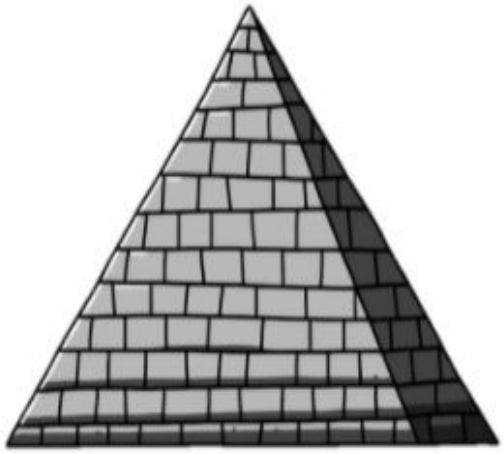
grandes medianos pequeños

Los **conos** pueden ser...

grandes medianos pequeños

Las **pirámides** pueden ser...



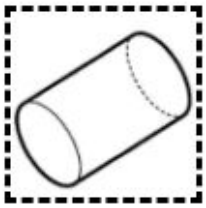


grandes

medianas

pequeñas

Los **cilindros** pueden ser...



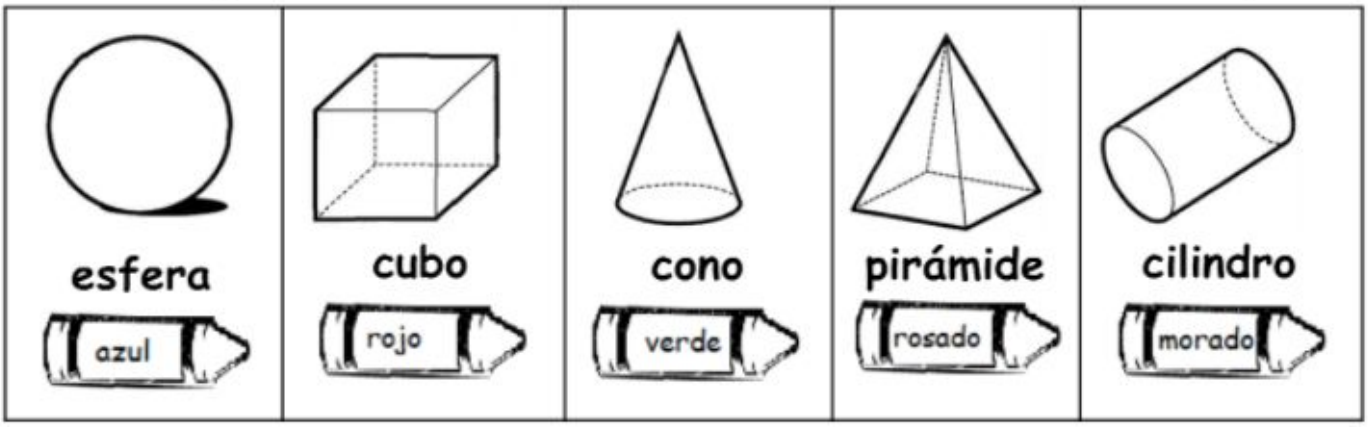
grandes

medianos

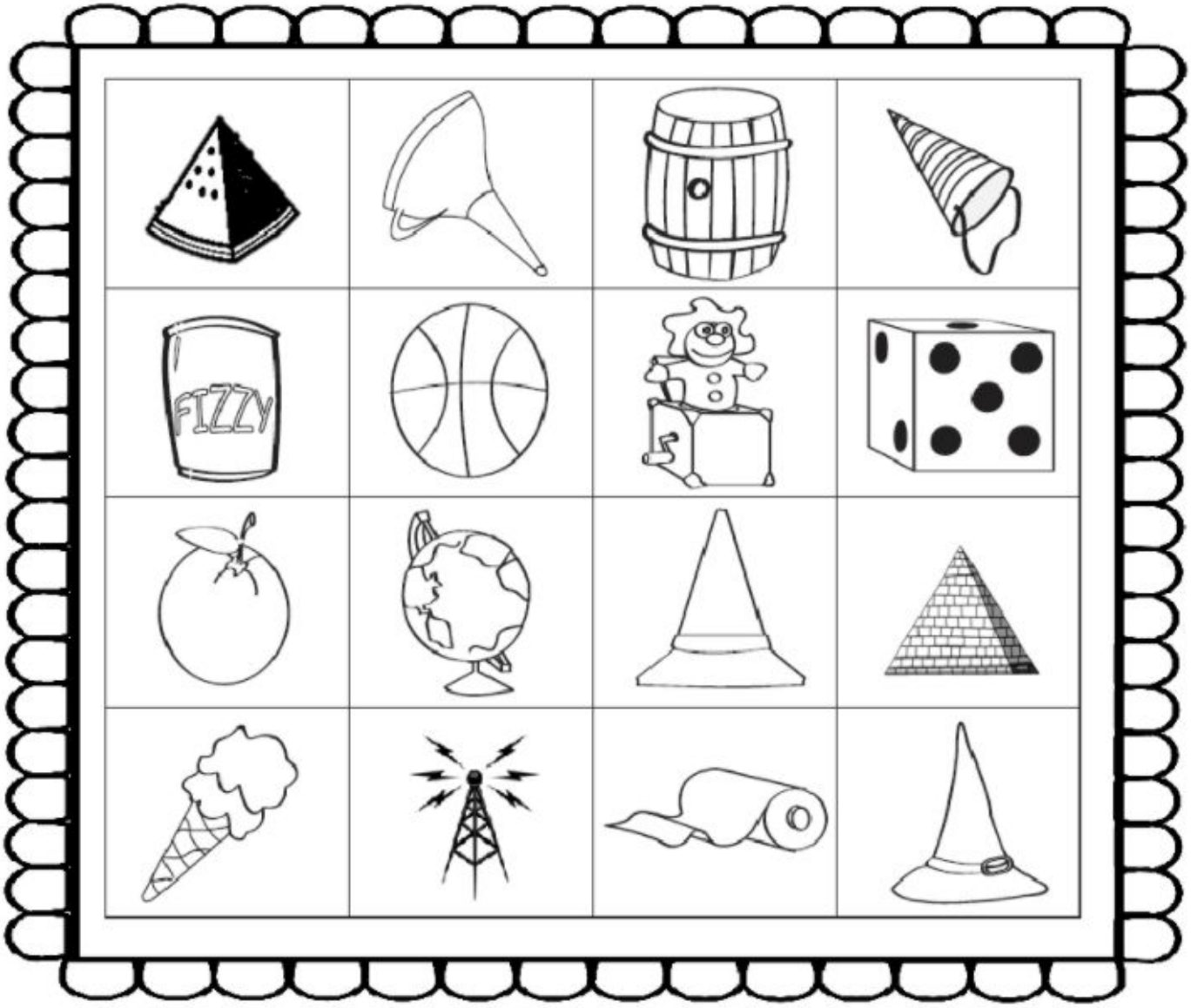
pequeños

Activity 1:

Colorea las figuras sólidas - 3D de acuerdo a los colores del cuadro debajo. *Color*

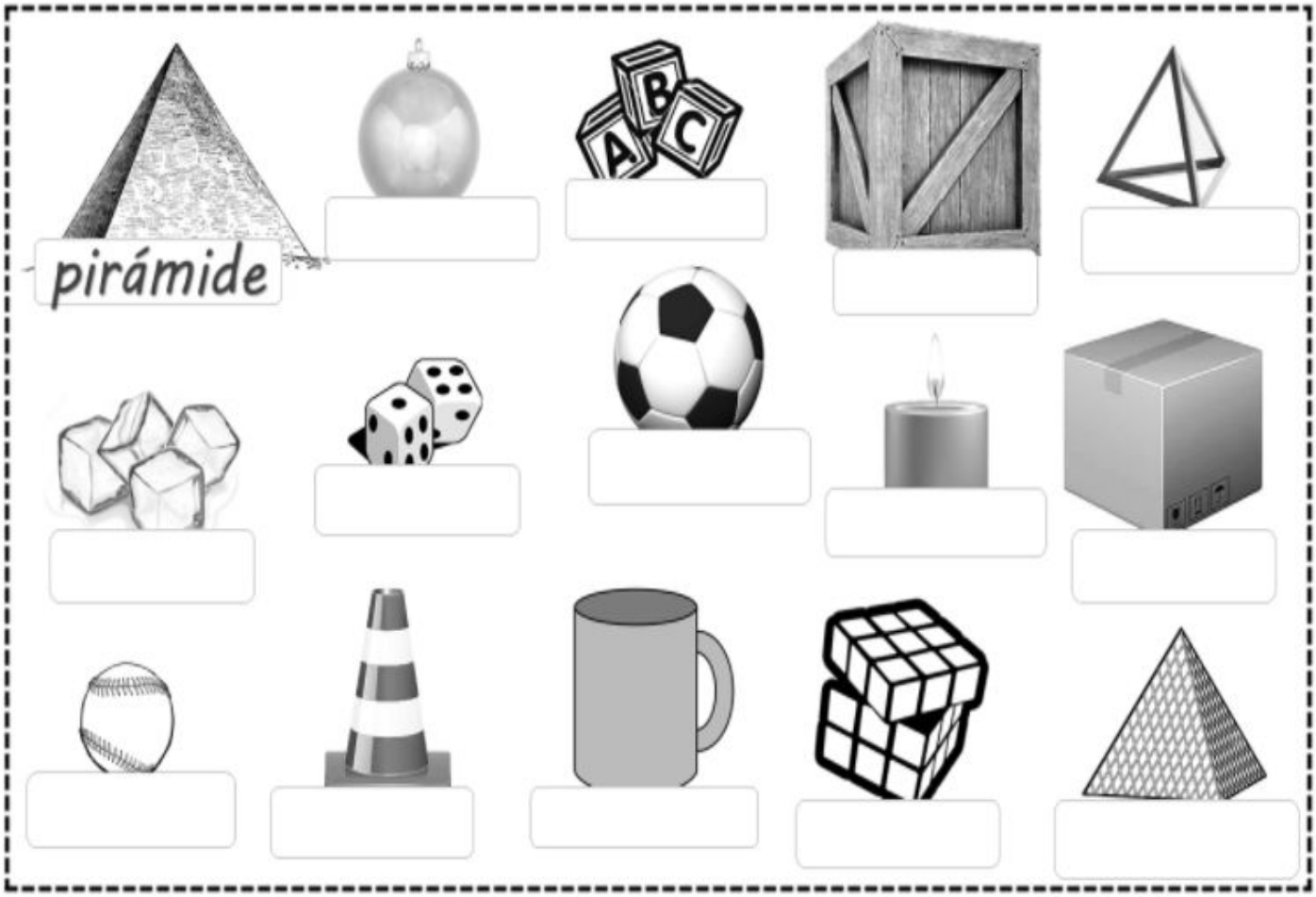


the objects according to the 3D shapes they resemble.

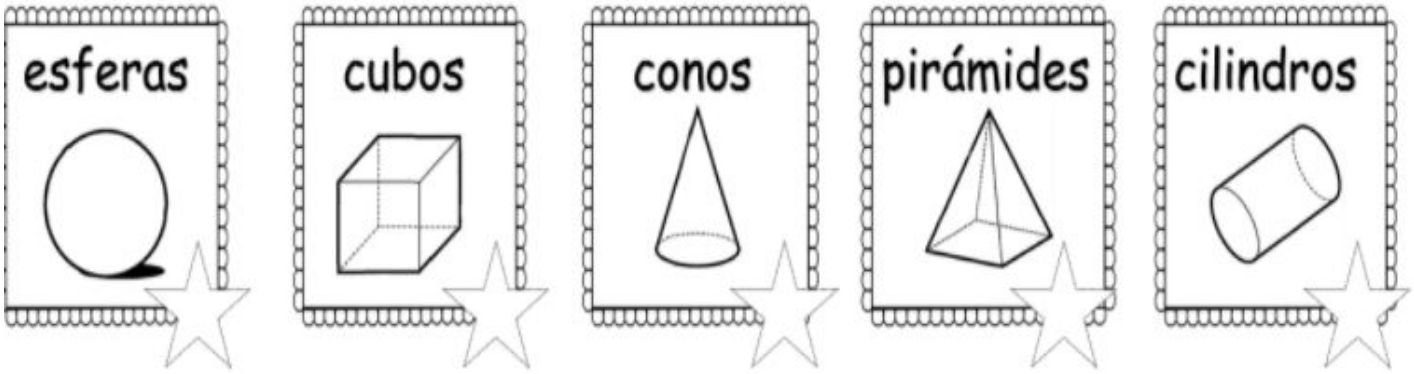


Activity 2:

Escribe el nombre de las figuras sólidas en el rectángulo debajo de cada imagen. *Label the pictures according to the 3D shape they look like.*

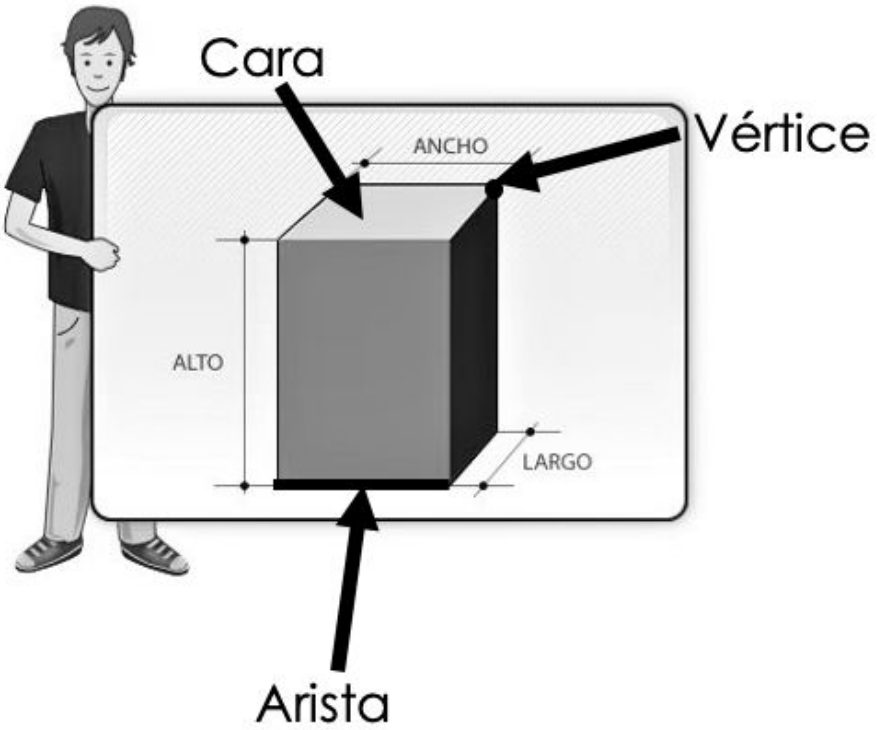


En las estrellas, escribe el número de figuras sólidas que encontraste en la actividad anterior. *Write the number of 3D shapes you found in the previous activity.*

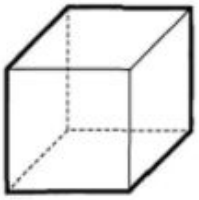


Lesson 2

Figuras sólidas: Son las figuras geométricas que tienen relieve y volumen. Tienen 3 dimensiones: alto, ancho y largo. Son objetos que vemos a diario como cajas, dados, pelotas, latas, etc.



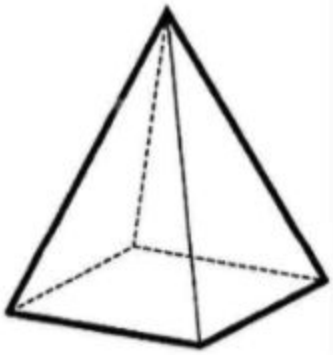
Las figuras sólidas tienen caras y vértices igual que las figuras planas, pero además tienen <u>aristas</u>.



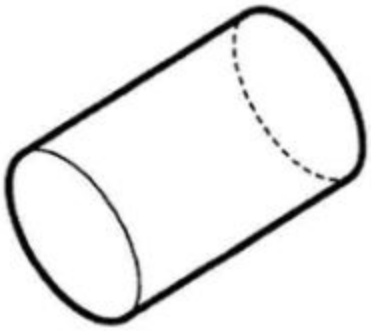
El cubo tiene 6 caras, 12 aristas y 8 vértices.

La esfera tiene 1 cara, 0 aristas y 0 vértices.

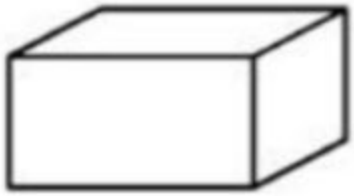
El cono tiene 2 caras, 0 aristas y 1 vértice.



La pirámide tiene 5 caras, 8 aristas y 5 vértices.



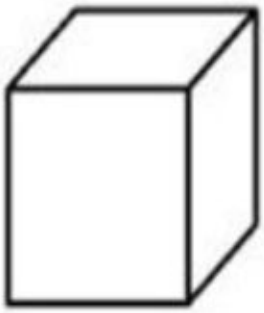
El cilindro tiene 3 caras, 0 aristas y 0 vértices.



El prisma rectangular tiene 6 caras, 12 aristas y 8 vértices.

Activity 1:

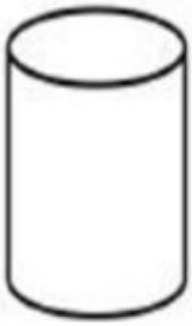
Completa la cantidad de lados, vértices y aristas de las formas 3D. *Complete with the amount of faces, sides and edges of the 3D objects.*



Caras: _____

Vértices: _____

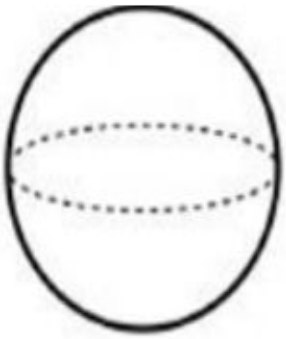
Aristas _____



Caras: _____

Vértices: _____

Aristas _____



Caras: _____

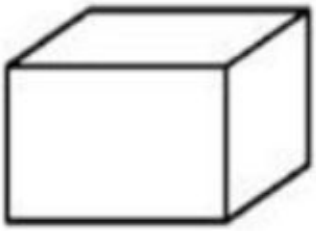
Vértices: _____

Aristas _____

Caras: _____

Vértices: _____

Aristas _____



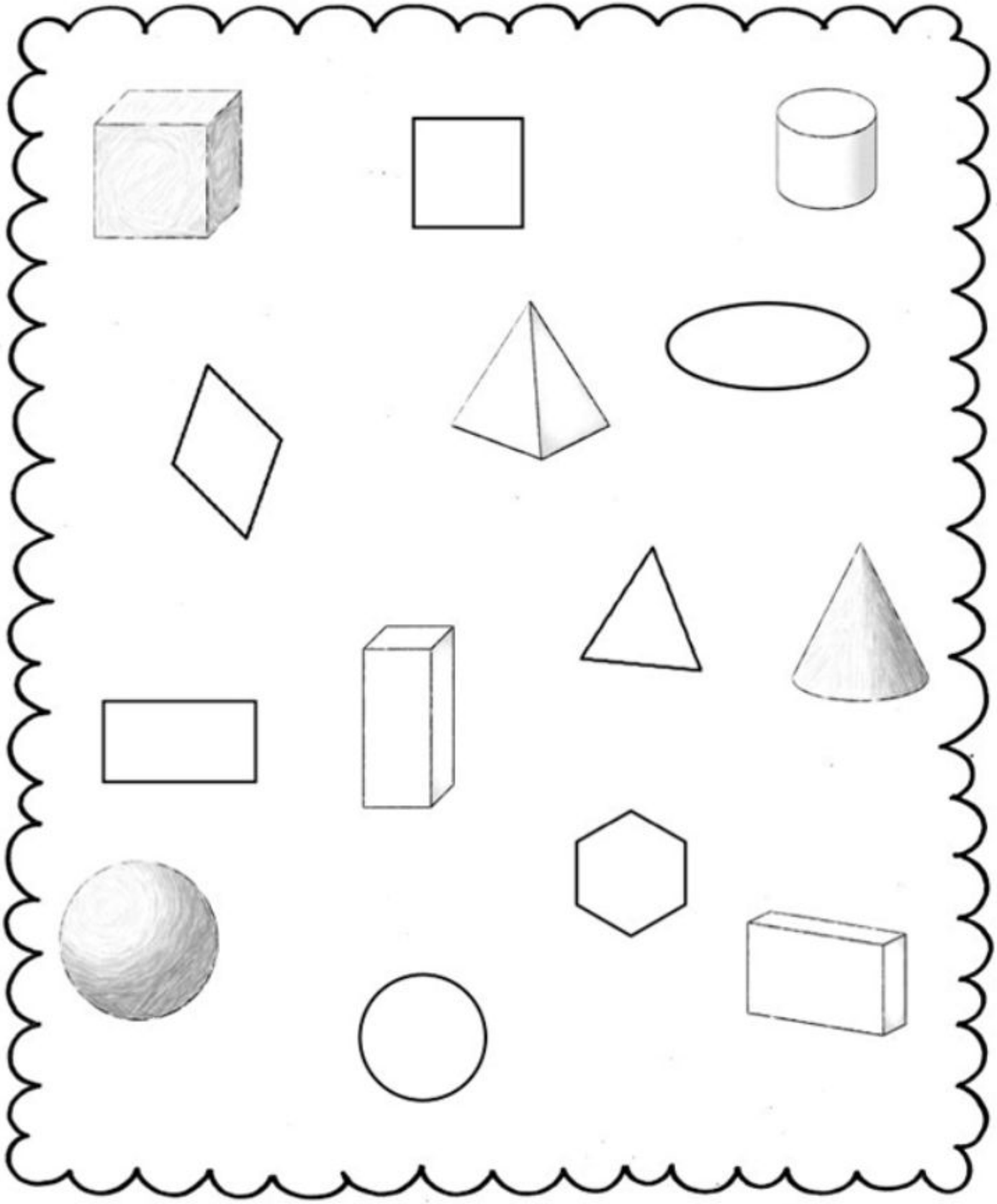
Caras: _____

Vértices: _____

Aristas _____

Activity 2:

Colorea <u>sólo</u> los objetos 3D. *Color the 3D objects.*



Science - Ciencias

STANDARD	ACTIVITY	NOTES FOR PARENTS
K.L.1.2 Compare characteristics of living and nonliving things in terms of their: • Structure • Growth • Changes • Movement • Basic needs	1. Students will learn to differentiate living and nonliving things looking at pictures and reading a short story. Then, color and write which is living and which is nonliving.	Students will need a pencil and crayons. Talk with your child about living and nonliving things then go outside and ask your child to name different living and nonliving things that she/he sees.
	2. Students will learn to identify how the living things move. Look at the pictures and match them with their movement.	

Lesson 1

Activity 1: Mira la imagen y lee la historia. Luego, colorea y escribe cuál es el ser vivo y cuál es el ser no vivo. *Look at the pictures and read the story. Then, color and write which is living and which is nonliving.*

Lucas sembró un árbol.

Lucas regó con agua al árbol.

El árbol creció.

a) _____

Katy sembró un oso de peluche.	Katy regó con agua al oso de peluche.	El oso de peluche no creció.
b) _____		

Activity 2: Mira la imagen, encuentra y encierra con verde los seres vivos y de azul los no vivos. Luego escribe el nombre de dos de ellos. *Look at the picture and circle with green all the living things and with blue all non-living things.*

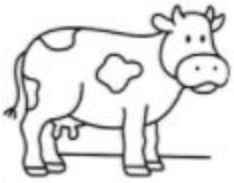
Seres vivos	Seres no vivos
Ejemplo: • La mariposa _____ _____	Ejemplo: • Los patines _____ _____

Lesson 2

¿Cómo se mueven los seres vivos?

Los seres vivos se mueven de diferentes formas.

Algunos…

caminan  Las vacas caminan	**corren** los perros corren	**saltan** los canguros saltan
nadan Los delfines nadan	**vuelan** Las mariposas vuelan	**Se arrastran** Las serpientes se arrastran.

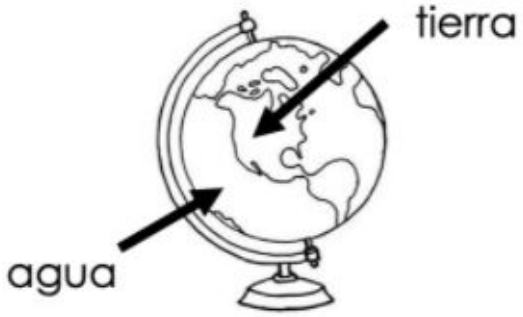
Activity 1 Mira las imágenes de los animales y únelos con su movimiento. *Look at the pictures and match them with their movement.*

Social Studies - Sociales

STANDARD	ACTIVITY	NOTES FOR PARENTS
K.G.1.2 Use globes and maps to locate land and water features.	Activity 1 1. Look at the pictures and read the description. 2. Color following the instruction.	Students will need pencils or crayons to color the map. Show to your child the different ways we can find land and water on a globe and a map.
K.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.)	Activity 1 1. Look at the picture. 2. Read the description and and color following the instruction.	Students will need crayons or colored pencils to color the landforms. Show to your child different pictures of landscapes(mountains, hills, rivers, lakes, etc) and name their characteristics.

Lesson 1

Activity 1:Observa las imágenes y lee. ***Look at the pictures and read .***



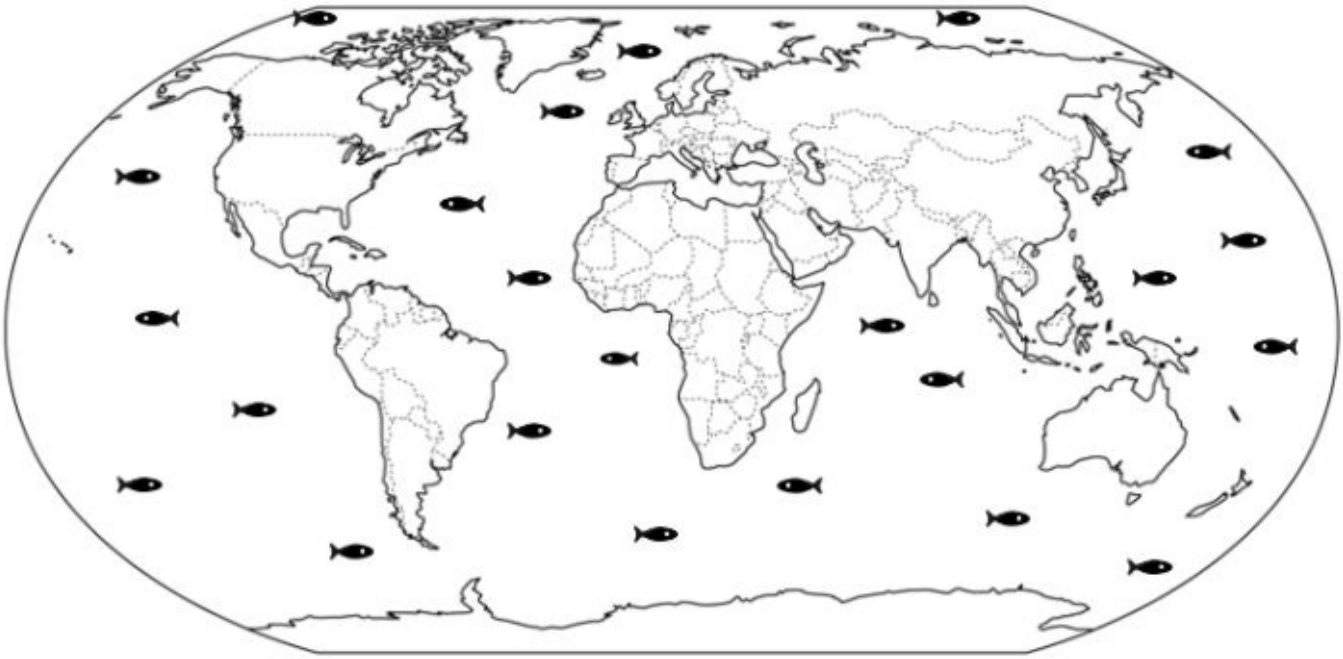
Este es un **globo terráqueo**

Este es un **mapa**

Yo puedo ver países y agua usando el globo terráqueo y los mapas.

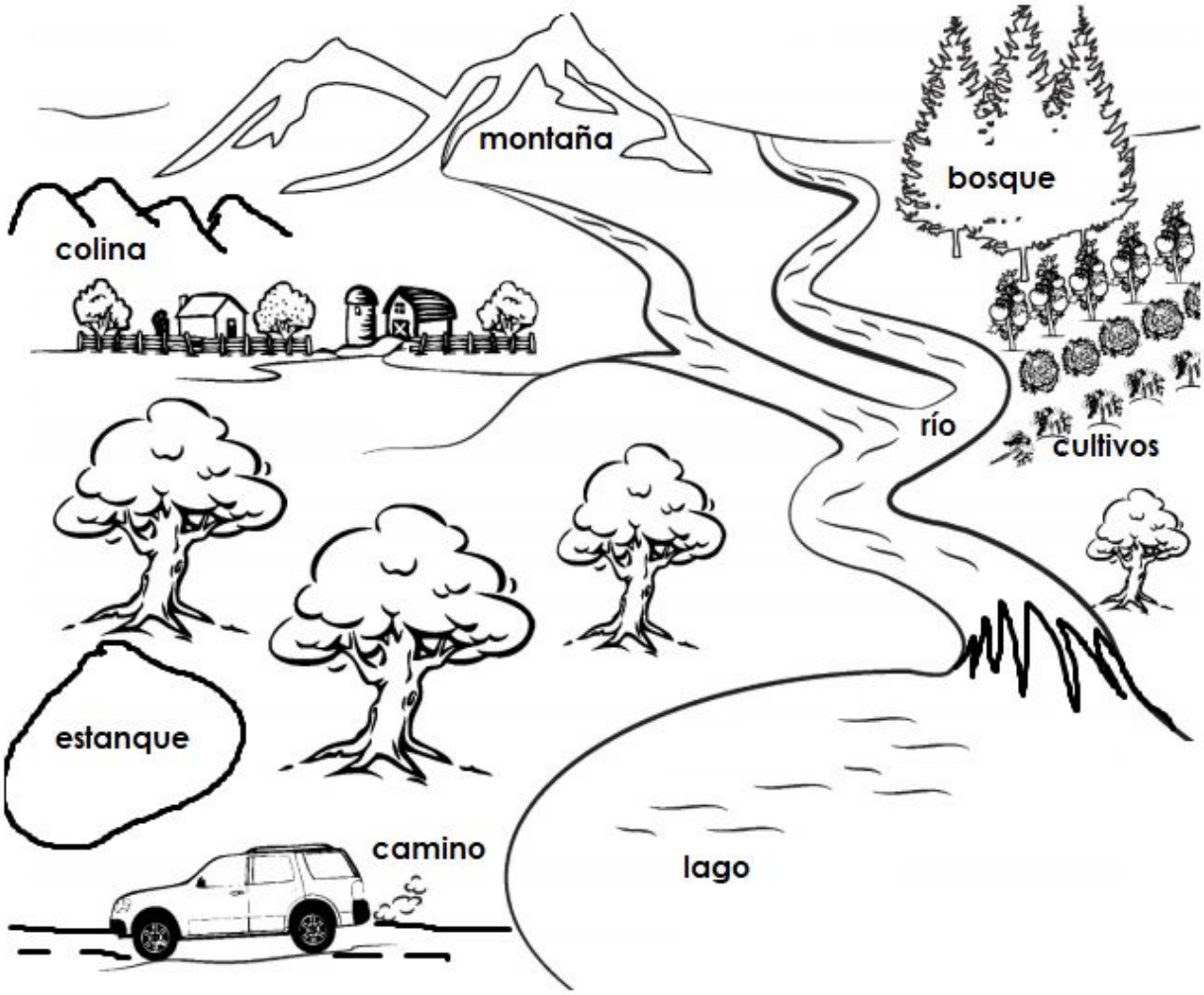
Observa el mapa.Luego colorea con color verde la tierra y con color azul el agua.

Look at the map. Then color the land (del color verde) and the water (del color azul)



Lesson 2

Activity 1: Mira la imagen y colorea siguiendo la instrucción. ***Look at the picture and color following the instruction.***



Colorea la montaña y la colina de café.	Colorea el río y el lago azul.
Colorea el camino de negro.	Colorea los cultivos de amarillo.
Colorea el bosque de verde.	Colorea el estanque de verde.

Answer Key

Language Arts

Lesson 1		Lesson 2
Page **Tienen** bubble: pico **Pueden** bubble: nadar en el agua. **ponen** buble:huevos. **Tienen** bubble: plumas / no **tienen** pelo.	**Page** *Answers may vary, the following are suggestions.* Los patos **son** animales. Los patos **tienen** plumas. Los patos **pueden** volar. Los patos **pueden** nadar (en el agua). Los patos **ponen** huevos. Los patos **no tienen** pelo.	**Page** **1.- castillo de arena** **2.- nadar** **3.-helado** **4.- piscina** **5.- pelota de playa** **6.- barco**

Math

Lesson 1			Lesson 2		
Activity 1 **Page** 3D shapes colored... **Spheres:** blue **Cubes:** red **Cones:** green **Pyramids:** pink **Cylinders:** purple	**Activity 2** **Page** **Ancient pyramid:** pirámide **Ornament**: esfera **Abc blocks:** cubo **Wooden box:** cubo **Frame pyramid:** pirámide **Ice cubes:** cubo **Dice:** cube **Soccer ball:** esfera **Candle:** cilindro **Delivery box:** cubo **Baseball:** esfera **Traffic cone:** cono **Cup/mug**: cilindro **Rubik´s cube/toy:** cubo **Pattern pyramid:** pirámide	**Activity 2** (complementary) **Page** **Esferas:** 3 **Cubos:** 6 pictures/ 12 cubes **Conos:** 1 **Pirámides:** 3 **Cilindros:** 2	**Activity 1, Page**		
			 Caras: 6 **Vértices:** 8 **Aristas:** 12	 **Caras:** 3 **Vértices:** 0 **Aristas:** 0	 **Caras:** 1 **Vértices:** 0 **Aristas:** 0
			 Caras: 2 **Vértices:** 1 **Aristas:** 1	 **Caras:** 6 **Vértices:** 8 **Aristas:** 12	
			Activity 2, Page Only 3D shapes should be colored (7 shapes)		

Science

Lesson 1 -**Page**	Lesson 2
activity 1: a) seres vivos b) seres no vivos **activity 2:** Seres vivos (las flores, los árboles, la niña, el niño, el perro, los pajaros) Seres no vivos (la casa, la bicicleta, la nube)	**Page** **activity 1**: El pájaro-vuelan El gato - corren El pez - Nadan El caracol - se arrastran El hámster -camina El conejo - saltan

Social Studies

Lesson 1 Activity 1 Page Color the land with green and the water (the part with fish) with blue.
Lesson 2 Activity 1 **Page** Color according to the instructions given. Mountain and hill colored brown. River and lake colored blue. Road colored black. Crops colored yellow. Forest colored green. Pond colored green.

Week of May 26, 2020

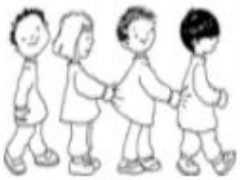
Language Arts - Lenguaje

STANDARD	ACTIVITY	NOTES FOR PARENTS
SL.K.4 Describe familiar people, places, things, and events, with prompting and support, provide additional detail.	Read carefully the text and then answer the questions making a cross for the correct answer. Finally answer the question why you like the school.	Discuss information related to school with your child. Ask him/her to make sentences about this information.
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Read carefully the text and underline the words that make reference to the kids´s toys. Then draw the toy that each kid has. Finally write down the toys that there are inside the box.	Students will need a pencil to complete the activity. When reading with your child (English or Spanish), pay attention to the text, at the end of the reading you can go find out the meaning of the words reading the text and by looking at the pictures.

Lesson 1

Mira el dibujo y colorea. *Look at the picture and color.*

Activity 1 Lee atentamente el texto y contesta a las preguntas. *Read the text carefully and then answer the questions.*

					
niña	niño	maestra	fila	escuela	felices

Yo veo una escuela. La escuela es grande. En la escuela hay niños y niñas. Los niños y niñas están en una fila. Hay una maestra. Los niños y niñas están felices porque aman la escuela. Los niños, las niñas y la maestra están afuera de la escuela.

Activity 1

Haz una cruz en la respuesta correcta según el texto. ***Make a cross at the correct answer according to the text.***

¿Cómo es la escuela?

☐ grande ☐ pequeña

¿Dónde están los niños y niñas?

☐ Adentro de la escuela. ☐ Afuera de la escuela.

¿Cómo se sienten los niños y niñas?

☐ felices ☐ tristes

¿Por qué están felices los niños y niñas?

☐ Porque aman la escuela. ☐ Porque tienen un perro.

Termina la frase. *Complete the sentence.*

Me gusta mi escuela porque...

Activity 2

Ana y Luis son amigos. Ana tiene una muñeca. Luis tiene un coche y una pelota pequeña.

Ellos tienen una caja de juguetes.

Dentro de la caja hay muchos juguetes: hay un oso, una pelota, un bate.

Dibuja los juguetes de Luis.	Dibuja el juguete de Ana.

Escribe qué tienen Luis y Ana dentro de la caja:

Math - Matemáticas

STANDARD	ACTIVITY	NOTES FOR PARENTS
NC.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: • using objects or drawings • recording each composition or decomposition by a drawing or expression. • Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	• Recognition of numbers 11 to 19.	Use crayons or small objects as manipulatives to easily find the answers to the activities. Encourage your kid to count things around your house and write the number of objects. Practice teen numbers.
	Write numbers 11 to 19 in each row.	
	Write numbers 11-19 copying the order of the example.	
	Make a line from the written word to the number accordingly.	
	• Complete the 20 frames to decompose teen numbers.	Use small objects as counters to solve the activities. Complete the ten frames and the addition sentences/equations to match with the given number.
	Complete the grid with the correct number of dots to match the teen number, then complete the addition sentences.	

Lesson 1

Activity 1 Traza los números del 11 al 19. ***Trace numbers 11-19.***

11 11

12

13

14

15

16

17

18

19

Activity 2

Escribe los números del 11 al 19, copiando el cuadro del ejemplo. ***Write numbers 11-19 copying the order of the example.***

11	12	13	11		
14	15	16			
17	18	19			

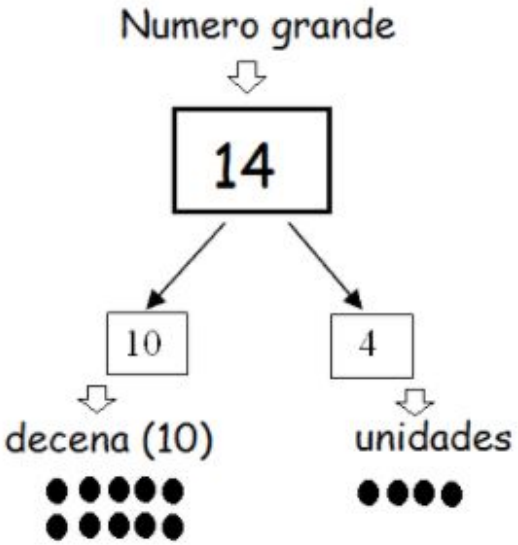
Activity 3

Lee y haz una línea desde la palabra hasta su número correspondiente. ***Read and make a line from the written word to the number accordingly.***

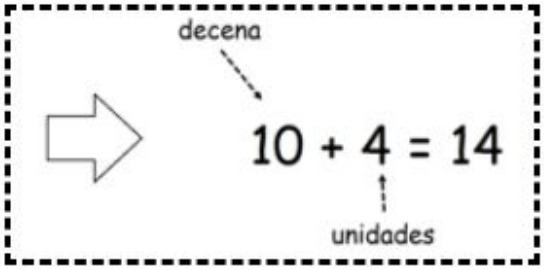
	15
Once	14
Doce	11
Trece	12
Catorce	13
Quince	19
Dieciseis	18
Diecisiete	17
Dieciocho	16
Diecinueve	

Lesson 2

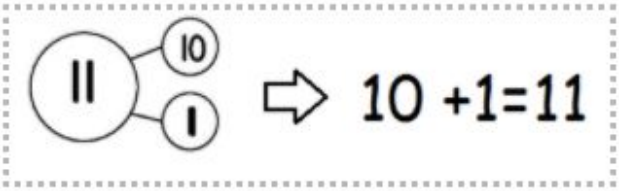
Descomponiendo números de 11 a 19

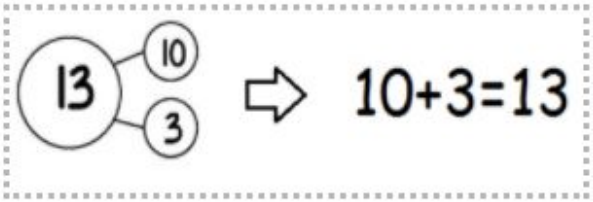


Para descomponer números grandes,los separamos en 2 números más pequeños: 10 y 1,2,3,4,5,6,7,8,o,9.

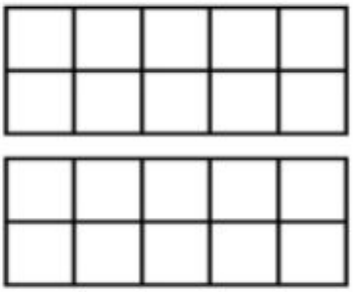


Ejemplos:

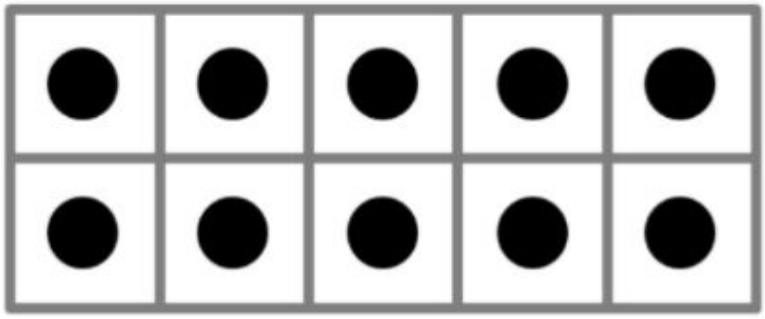




Para descomponer números de 11 a 19 también podemos usar 2 cuadros de 10.



Cuando un cuadro de 10 está <u>lleno</u> este representa 10 (una decena).

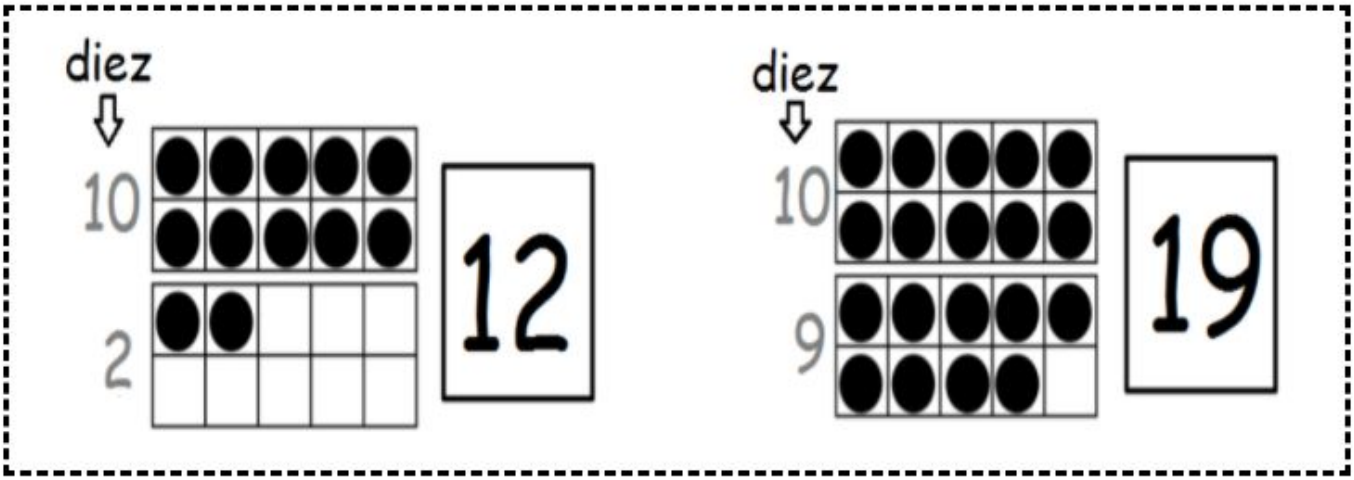


= 10

Cuando tenemos <u>más de 10</u>, usamos otro cuadro de 10 y ponemos las <u>unidades extra</u> en él. 2 Cuadros de 10 son igual a 20. <u>10 + 10 = 20</u>

Quince

10 + 5 = 15



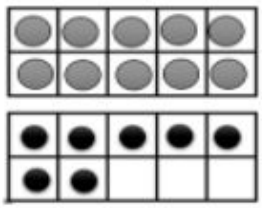
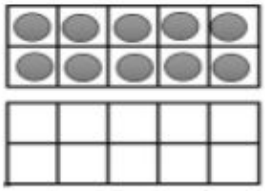
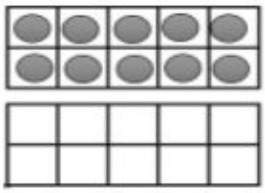
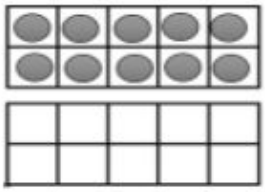
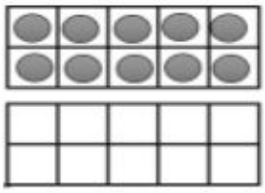
Activity 1

Usa los 2 cuadros de 10 para representar las cantidades y descomponer los números del 11 al 19. *Use the 10 frames to represent teen numbers and decompose them.*

Activity 2

Completa los 2 cuadros de 10 y la ecuación para descomponer los números del 11 al 19. *Complete the 20 frames and the addition sentences to decompose teen numbers.*

Ejemplo:

17		10+7=17
13		10+___=13
18		10+___=18
14		10+___=14
19		10+___=19

Science - Ciencias

STANDARD	ACTIVITY	NOTES FOR PARENTS
K.L.1.2 Compare characteristics of living and nonliving things in terms of their: - Structure - Growth - Changes - Movement - Basic needs	Lesson 1: students will learn the living thing changes during the life cycles. Activity 1: Look at the pictures and according to their life cycle enumerate from 1 to 4. Activity 2: Look at the picture and identify the changes, then color, trace and read the word.	Students will need to use their pencil and crayons or colored pencils to complete the activities. • Use their senses to observe their environment • Describe the way their environment looks, feels, sounds, and smells
	Lesson 2: Follow the sequence and draw the corresponding cycle to complete the life cycle.	

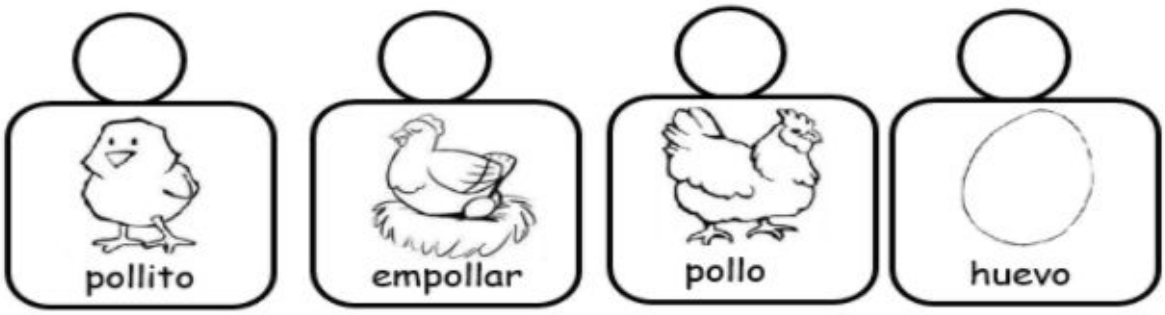
Lesson 1

Mira las imágenes y presta atención a la secuencia, luego lee el mensaje. *Look at the pictures and pay attention to the sequence, then read the message.*

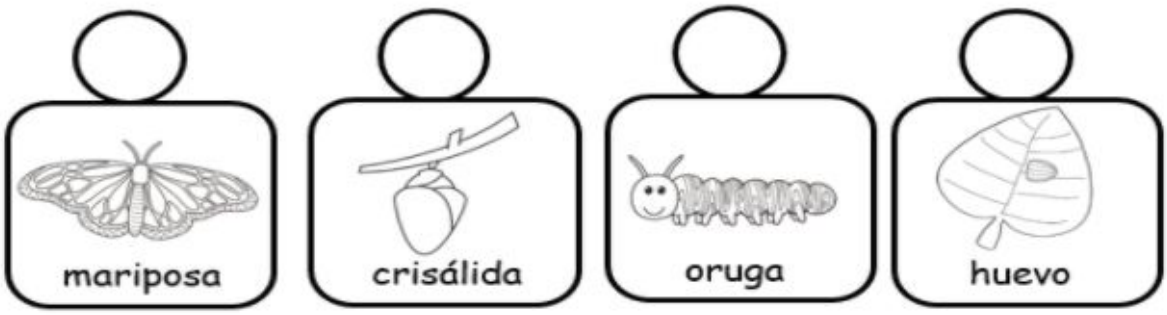
Activity 1:

Mira las imágenes y enumera del 1 al 4 de acuerdo a su ciclo de vida. *Look at the pictures and according to their life cycle enumerate 1 to 4.*

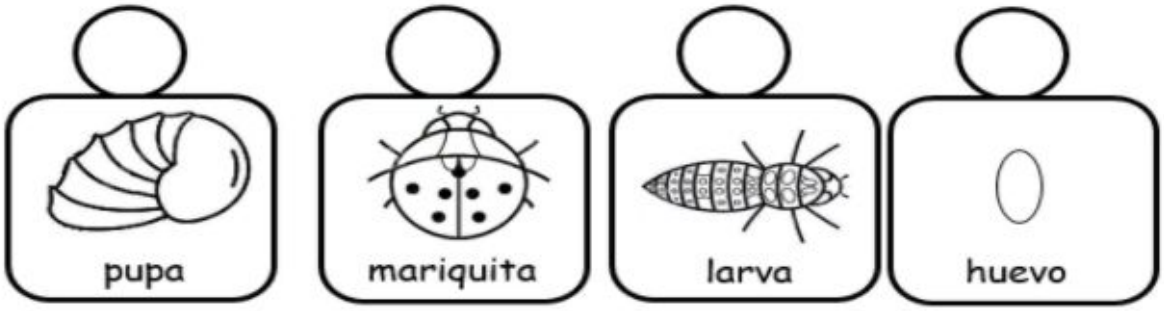
a)



b)



c)



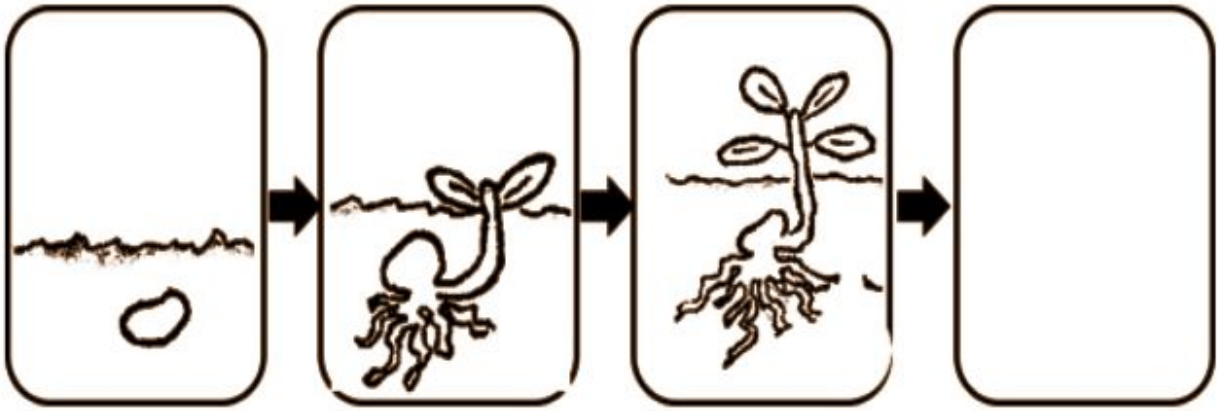
Activity 2

Mira la imagen, colorea, traza y lee la palabra. *Look at the picture, color, trace and read the word.*

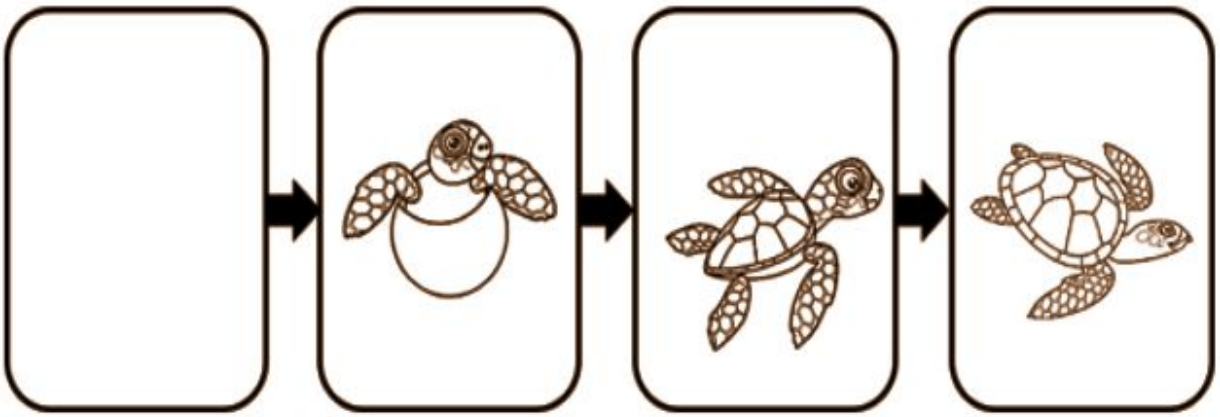
Lesson 2

Dibuja el ciclo correspondiente para completar el ciclo de la vida. *Draw the corresponding cycle to complete the life cycle.*

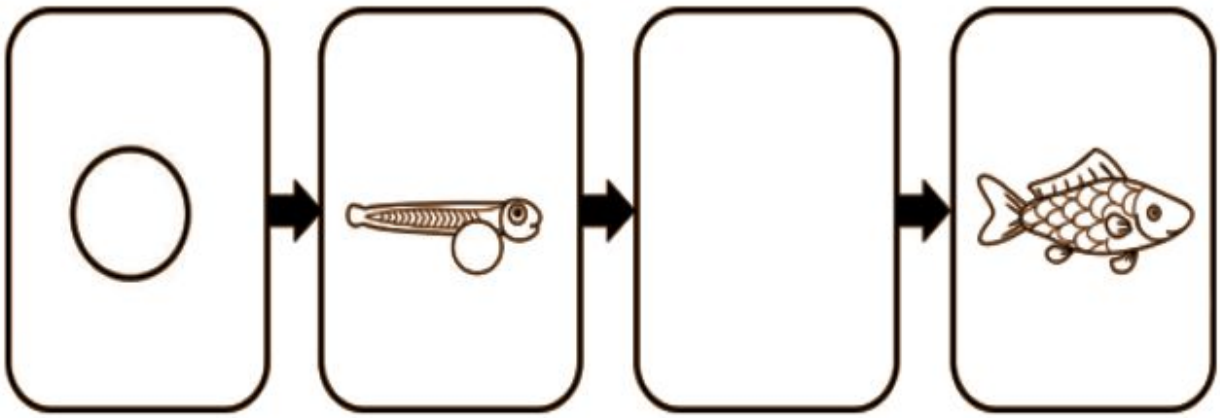
a)



b)



c)



Social Studies - Social Studies

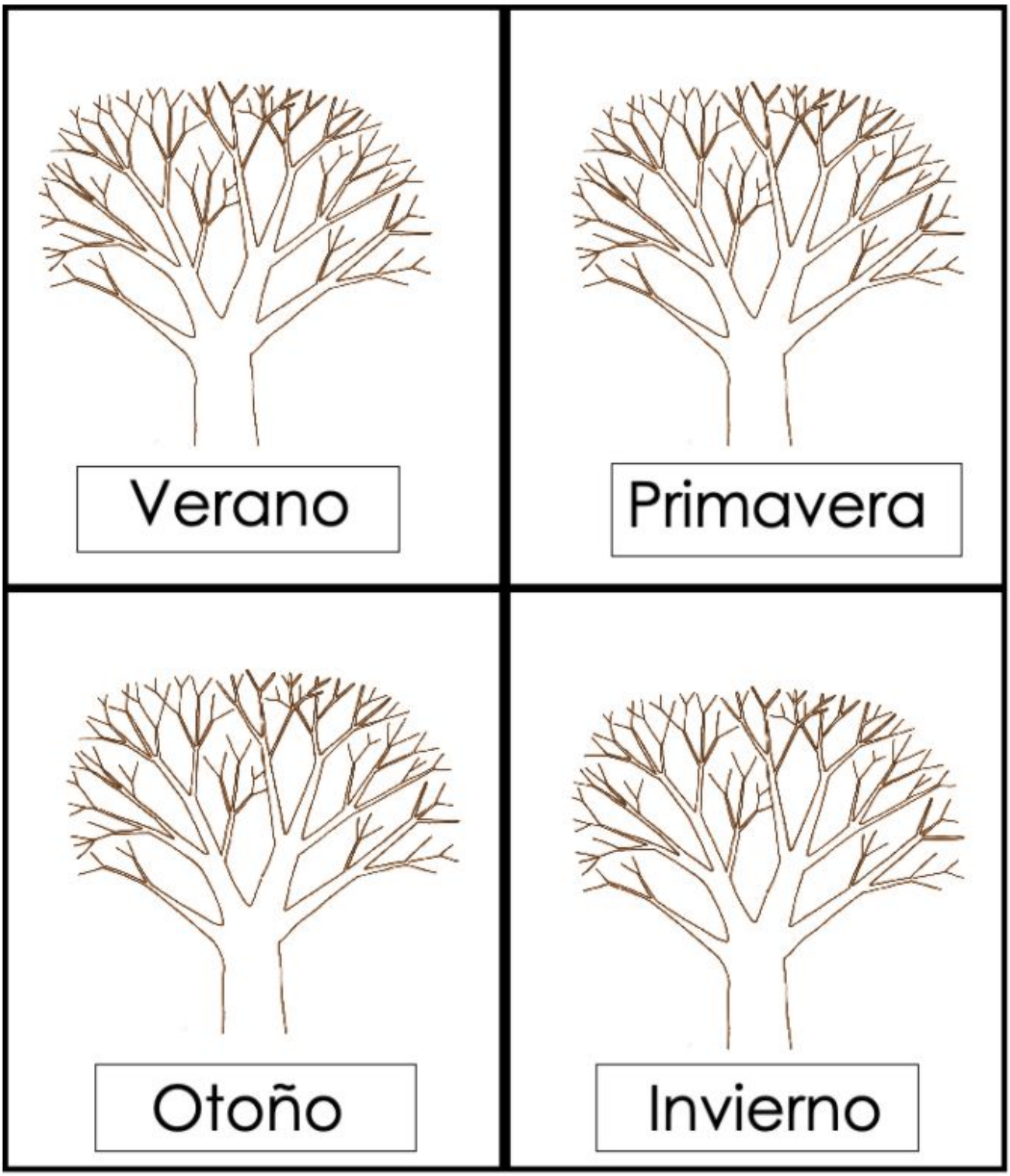
STANDARD	ACTIVITY	NOTES FOR PARENTS
K.H.1 Understand change over time.	Look at each picture carefully. Read the information given and notice how each season is different from the other.	Encourage your kid to think of the different characteristics of each season and that they are not permanent but they change through the year.
K.H.1.2 Explain how seasons change over time.	Complete each tree with a drawing according to its season. Read the seasons below in order to complete it. Then color.	You will need a pencil and color pencils or crayons to complete this activity. Talk with your kid about how different trees look in the different seasons.

Lesson 1

Mira las imágenes y lee la información. ***Look at the pictures and read the information.***

Activity 1

Completa cada árbol con un dibujo de acuerdo a su estación,luego colorea. Lee las estaciones para poder completar. ***Complete each tree with a drawing according to its season,then color. Read the seasons below in order to complete it.***

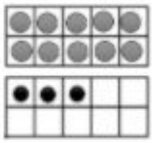
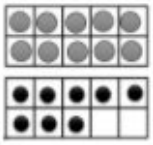
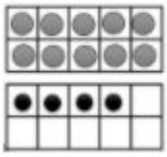
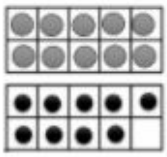


Answer Key

Language Arts

Lesson 1		
Activity 1 **Page 4** X grande X afuera de la escuela X felices X porque aman la escuela	*Answers may vary, the following are suggestions.* Me gusta la escuela porque… yo veo a mis amigos. yo estoy con mis amigos. yo amo a mi maestra, maestro. es bonita. yo estoy con mis amigos.	Activity 2 **Page 5** Draw on the left side of the chart a car (coche) and a small ball (pelota pequeña). Draw on the right side of the chart a doll (muñeca). Write the names of the toys that they have inside the box. (bate,pelota,oso).

Math

Lesson 1			Lesson 2
Activity 1 **Page 6**	Activity 2 **Page 7**	Activity 3 **Page 7**	Activity 1, **page 10** Fill the ten frames according to the given number. There should be the same amount of dots as the numbers suggest.
Write the numbers 11 to 19.	Copy the numbers from the left in the exact same order. 11 12 13 14 15 16 17 18 19	Once → 11 Doce → 12 Trece → 13 Catorce → 14 Quince → 15 Dieciseis → 16 Diecisiete → 17 Dieciocho → 18 Diecinueve → 19	Activity 2. **Page 11**
			13  10 + 3 = 13
			18  10 + 8 = 18
			14  10 + 3 = 13
			19  10 + 3 = 13

Science

Lesson 1		Lesson 2
Activity 1 Page: a. (1. Huevo 2. Empollar 3. Pollito 4. pollo). b. (1. Huevo 2. Oruga 3. Crisálida 4. mariposa). c. (1. Huevo 2. Larva 3. Pupa 4. Mariquita)	Activity 2 Trace the words, color and then read.	Activity 3 a. Drawing of a plant or a flower b. Drawing of an egg c. Drawing of a little fish

Social Studies

Lesson 1
Activity 1 Page: *Answers may vary, the following are suggestions.* Verano: Green tree with many leaves Primavera: Green tree with many leaves and flowers. Otoño: Tree with no leaves or just a few, red,orange,yellow and/or brown leaves. Invierno: Tree with no leaves, covered with snow.

Week of June 1, 2020

Language Arts - Lenguaje

STANDARD	ACTIVITY	NOTES FOR PARENTS
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Read the text and then describe the main characteristics of the characters. Compare and contrast two of the characters of the story. Write in the center similarities and on the sides differences of each one.	When reading with your child (English or Spanish), pay attention to those words that are difficult to decode. At the end of the reading go back and look for those words and find out the meaning by reading the text and by looking at the pictures. The pictures can give you many clues. Try to describe the pictures you see using Spanish words.
SL.K.4 Describe familiar people, places, things, and events, with prompting and support, provide additional detail.	Read the story about the Goldilocks and the three bears and pay attention to it. Then looking at the pictures, write a sentence about it.	Help your child to read the story and encourage them to think about what happens. Looking at the pictures, write a sentence about it. Students will need a pencil to complete the activity.

Lesson 1

"Ricitos de Oro y los tres osos". Lee y mira los dibujos para comprender la historia. *"Goldilocks and the three bears".* Read and look at the pictures to understand the story.

Papá oso era grande. Mamá oso era mediana. Hijo oso era pequeño. Los tres salieron a pasear.

Ricitos de Oro encontró la casita de los osos. Ella entró en la casa.

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1

En la casa había tres cuencos de sopa. Ricitos de Oro se tomó la sopa del cuenco pequeño.

En la casa había tres sillas. Ricitos de Oro se sentó en la pequeña. Entonces, la silla se rompió.

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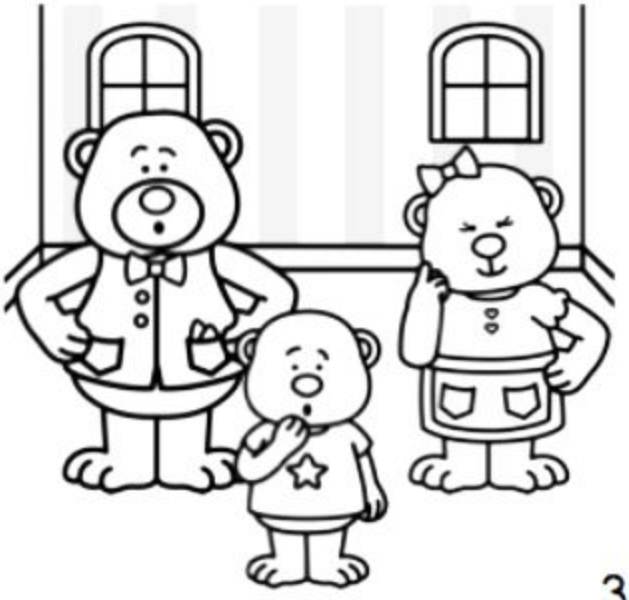
2

En la casa había tres camas. Ricitos de Oro se acostó en la pequeña. Ella se quedó dormida.

Los tres ositos llegaron a su casita. Ellos vieron que alguien había entrado.



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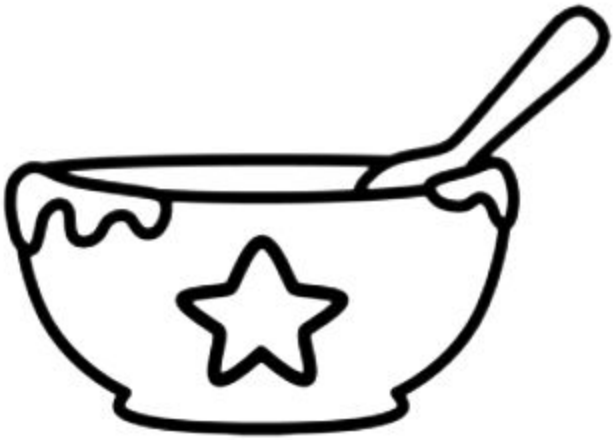
Alguien se había tomado la sopa del cuenco pequeño.



Alguien había roto la silla pequeña.

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Alguien estaba durmiendo en la cama pequeña. Los Ositos descubrieron a Ricitos de Oro.

Ricitos de Oro escuchó las voces de los osos. Ella se despertó. Ricitos de Oro se asustó al ver a los ositos.

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Ricitos de Oro salió corriendo de la casa.

Y colorín, colorado, este cuento se ha acabado.

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Credits to Noelia Mendoza The Dreamer Teacher.

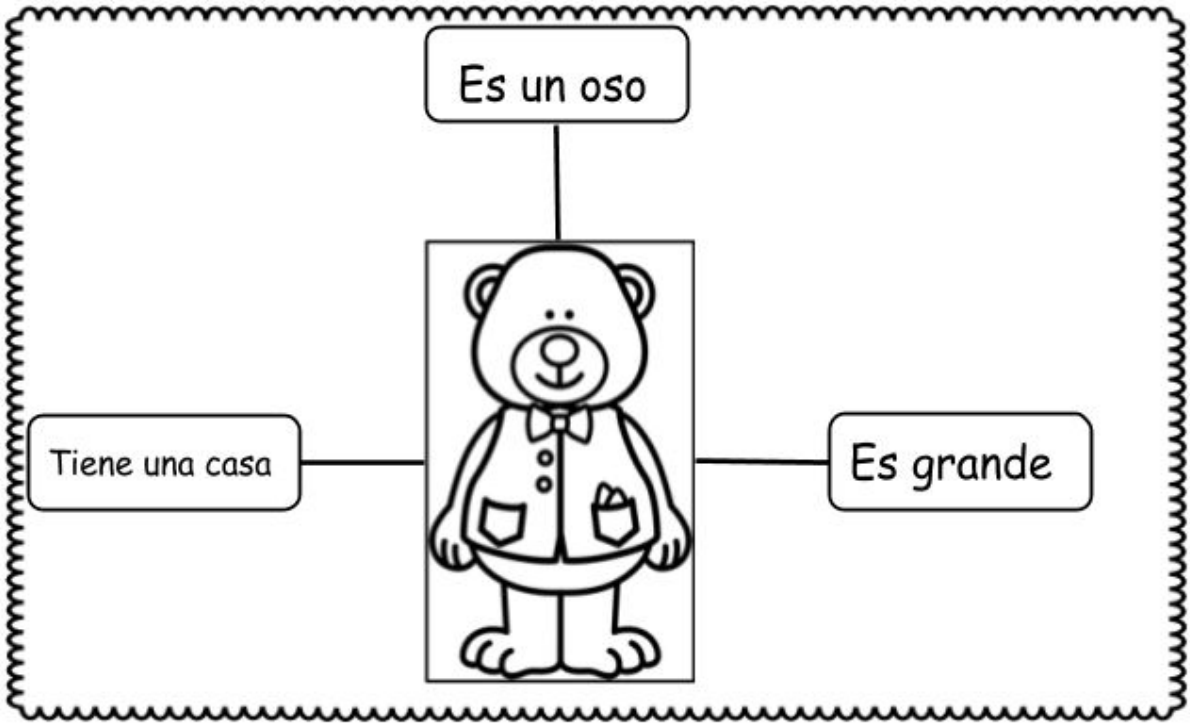
Activity 1 Escribe las características de los personajes del cuento. ***Write the story's characters traits.***

Personajes principales.

Papá oso **Mamá osa** **Hijo oso** **Ricitos de oro**

Completa las frases relacionadas con los personajes. *Complete the sentences related to the characters.*

Papá oso

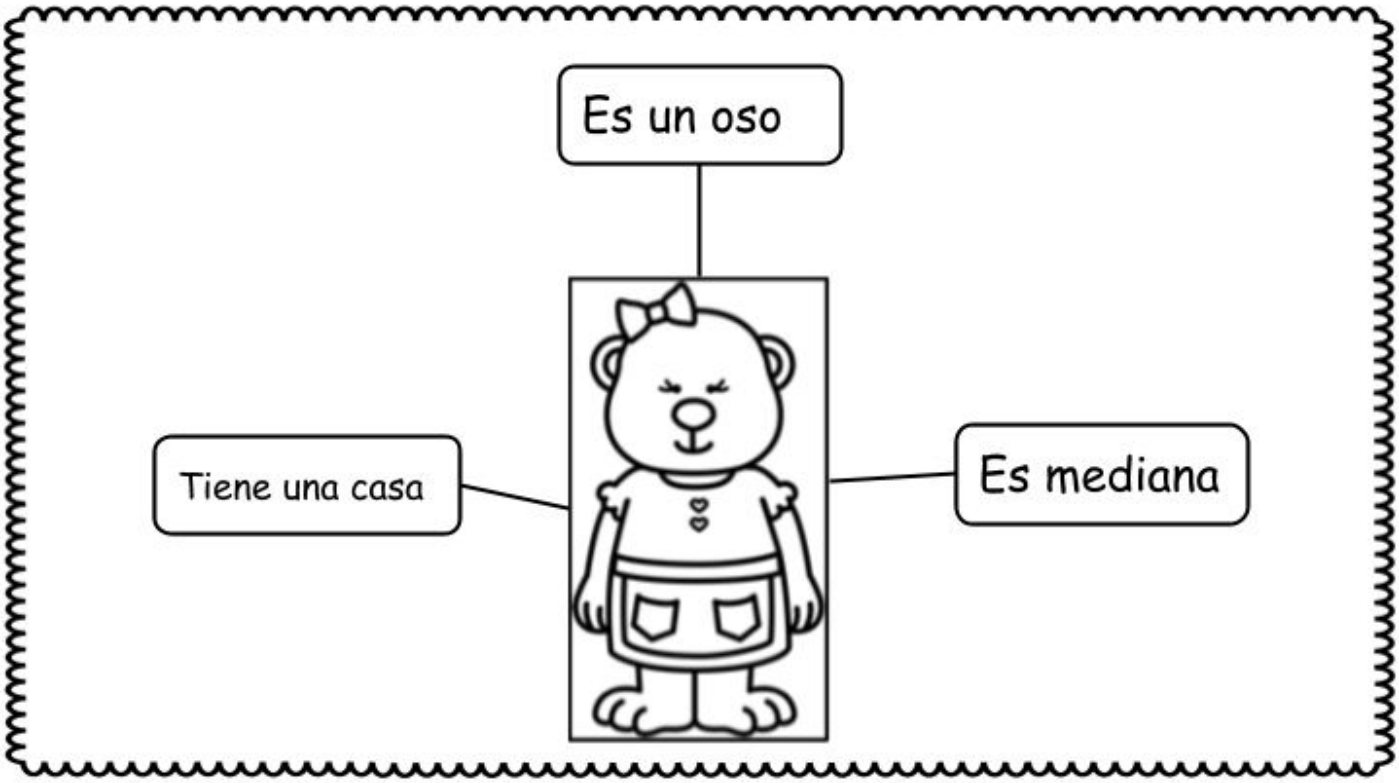


Papá oso es

Papá oso tiene

Papá oso es

Mamá oso

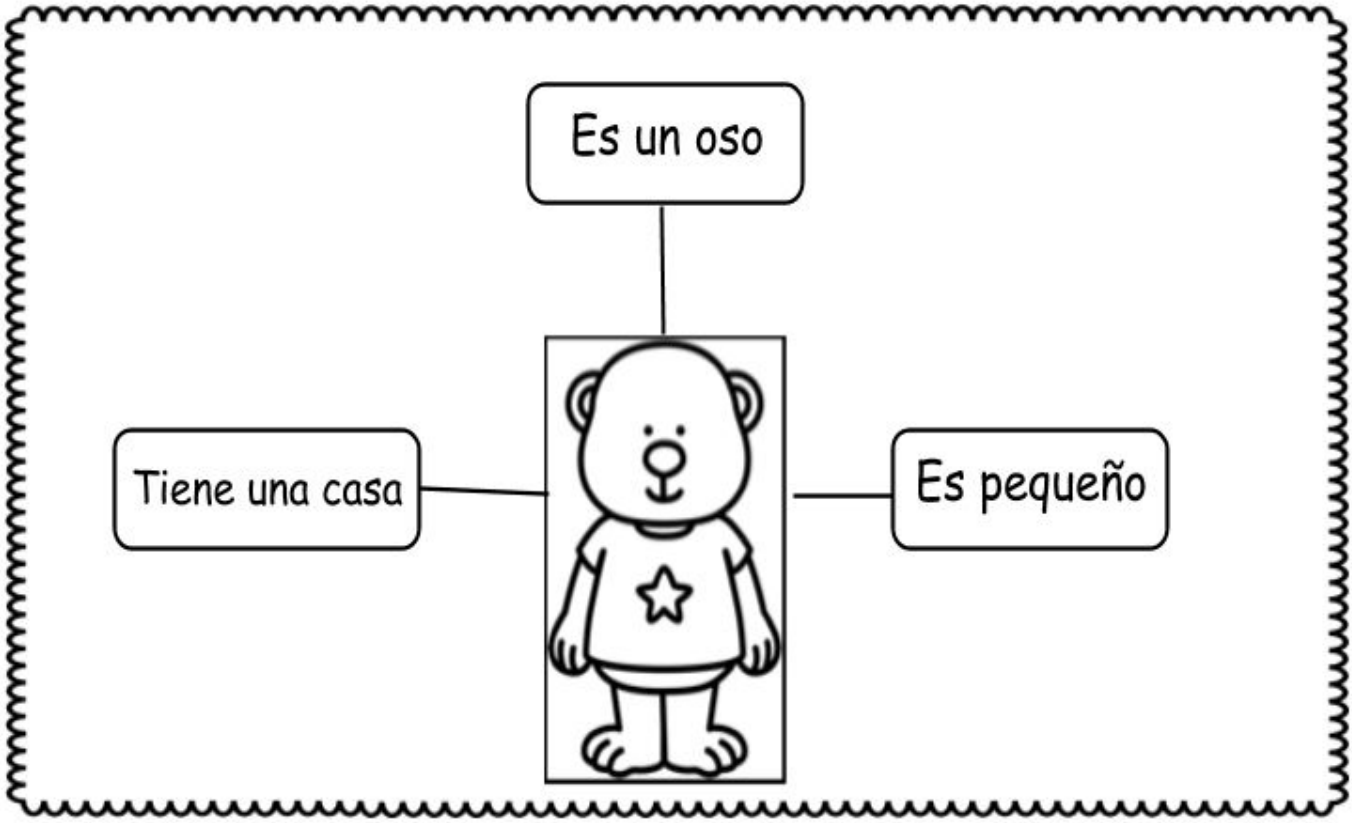


Mamá oso es

Mamá oso tiene

Mamá oso es

Hijo oso

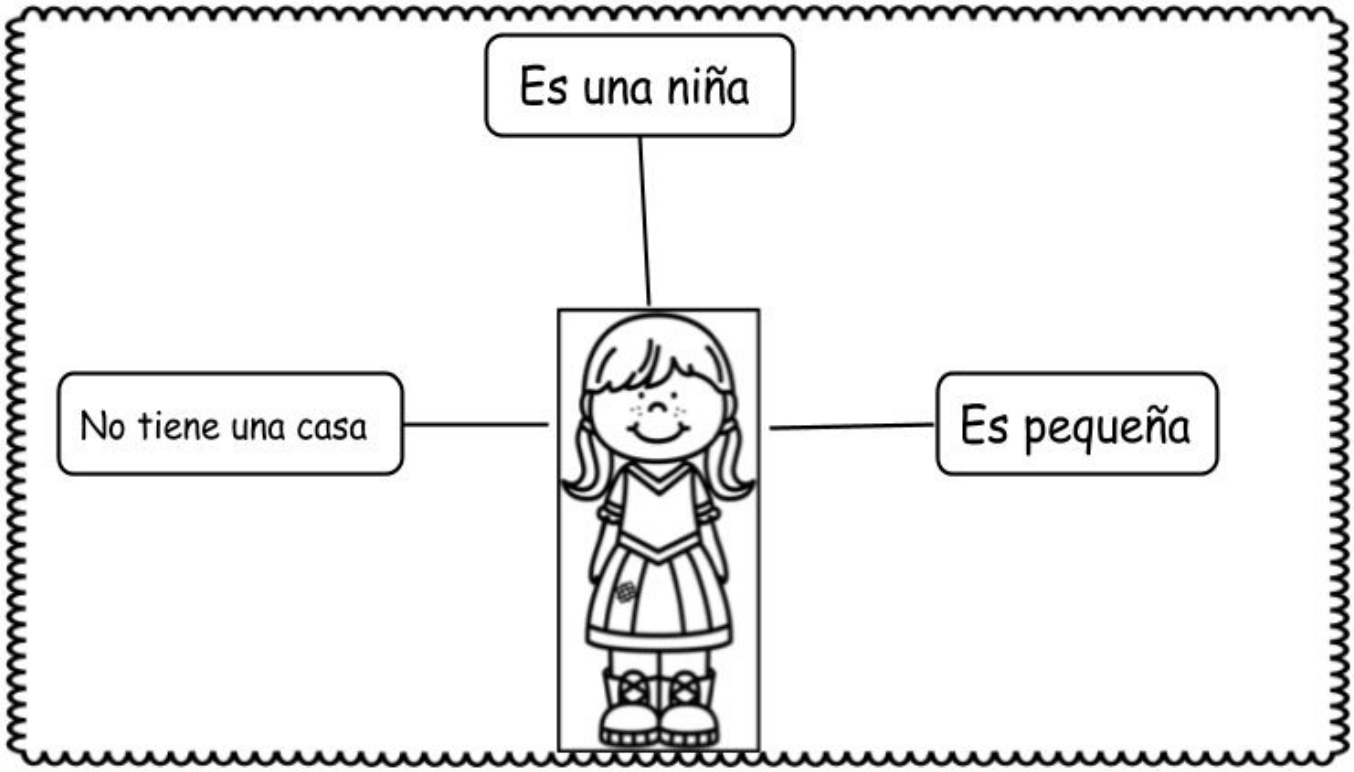


Hijo oso es

Hijo oso tiene

Hijo oso es

Ricitos de oro



Ricitos de oro es

Ricitos de oro no tiene

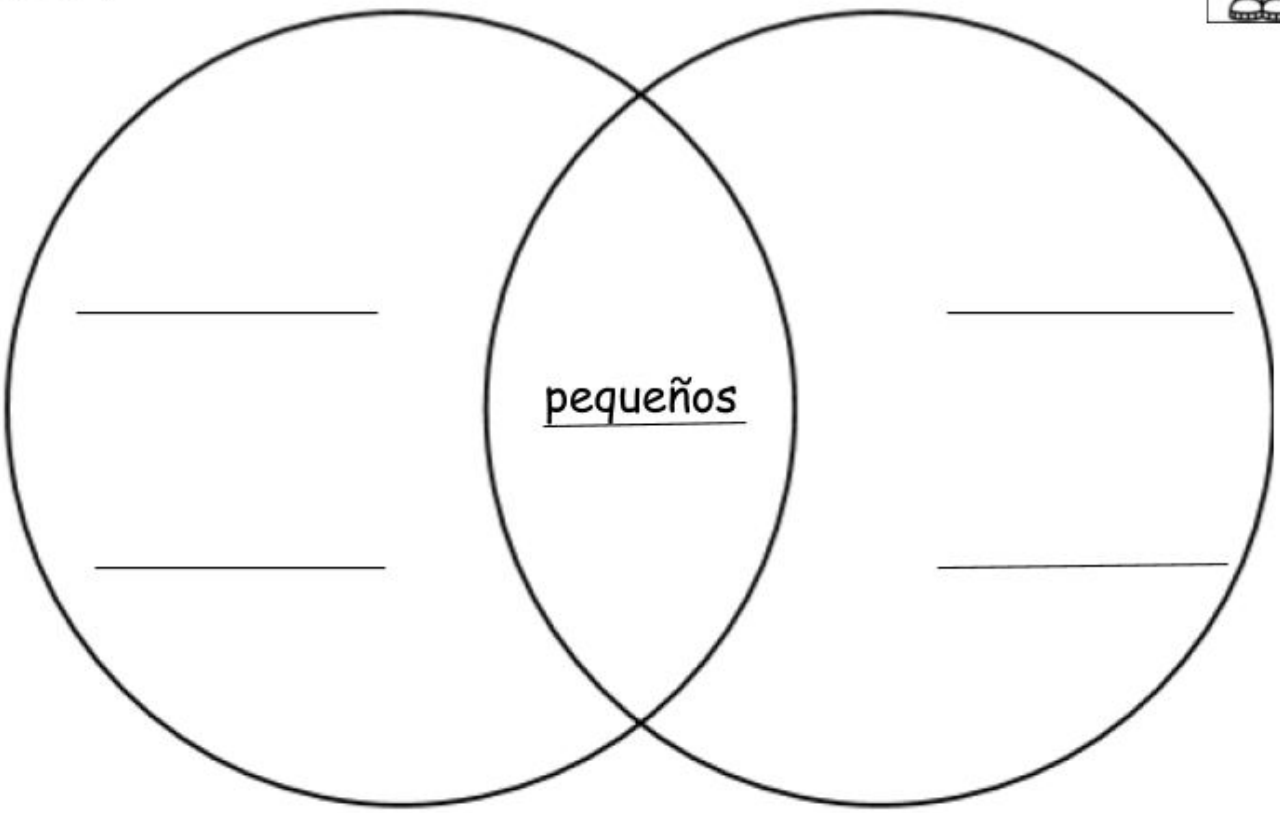
Ricitos de oro es

Activity 2

Compara los elementos que son iguales y contrasta las diferencias entre Ricitos de Oro y el Oso Hijo. *Compare and contrast the characteristics between Goldilocks and the baby bear.*

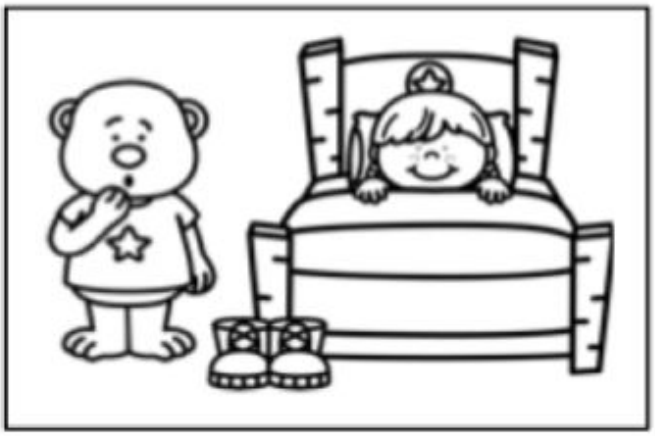
Oso hijo

Ricitos de Oro



Lesson 2

Observa las imágenes del cuento Ricitos de Oro y los tres osos, y luego escribe una oración para cada dibujo. ***Look at the pictures and write a sentence about each picture.***

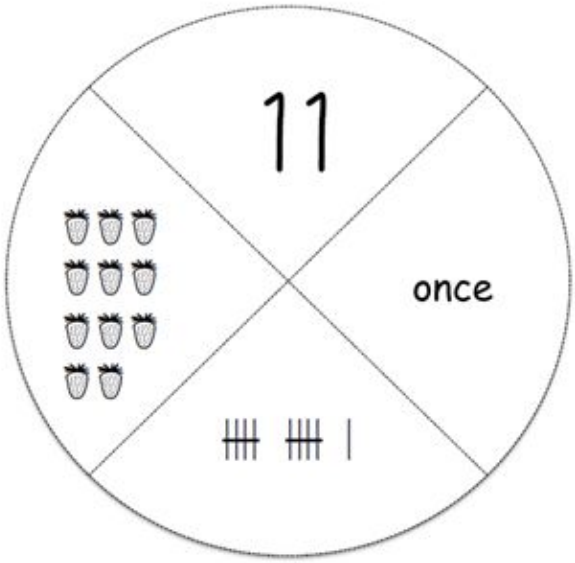


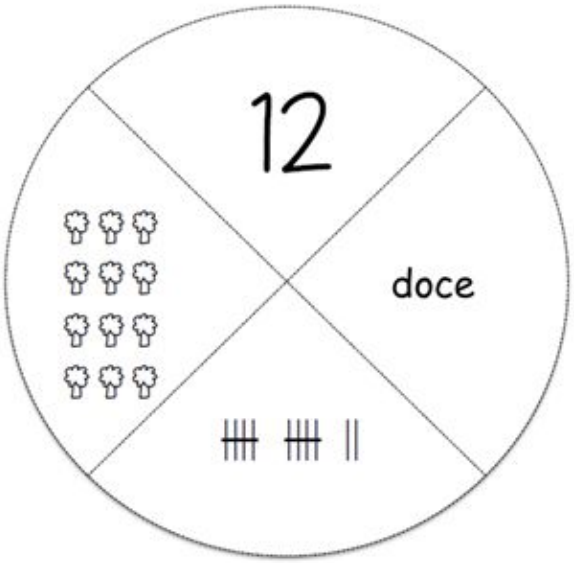
Math - Matemáticas

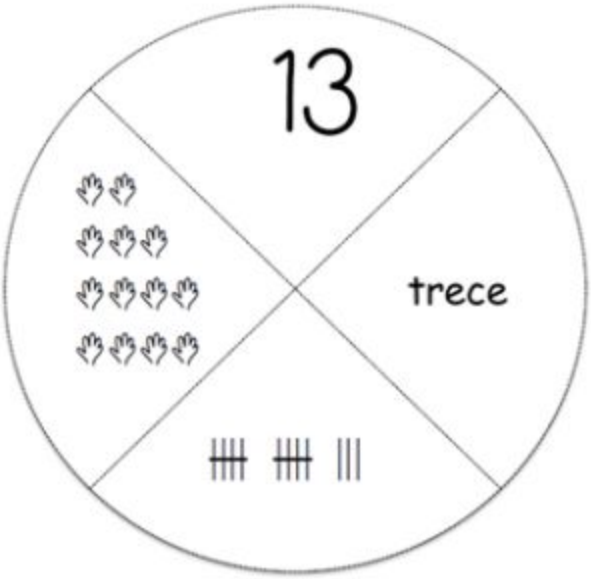
STANDARD	ACTIVITY	NOTES FOR PARENTS
NC.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: • using objects or drawings • recording each composition or decomposition by a drawing or expression. • Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Complete the missing numbers from 11-19	Encourage your child to count the objects from 11-19 and write how many in the box.
	Tell how many when given a group of objects 11 to 19	
	Practice finding out many ones there are after 10.	Help your child identify the ones after ten that help make teen numbers.
	Complete the ten frames with the number you need to make the given teen number.	

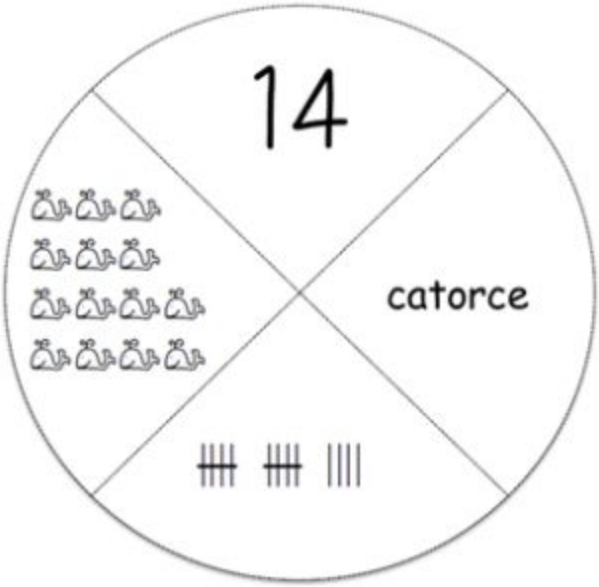
Lesson 1

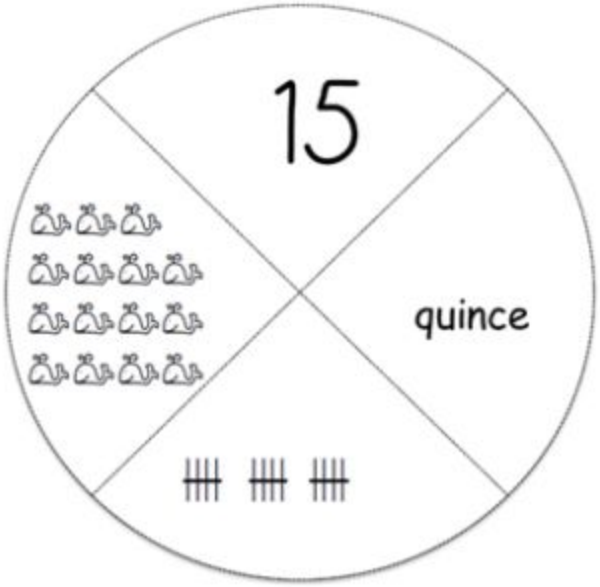
Recordemos juntos los números del 11 al 19:

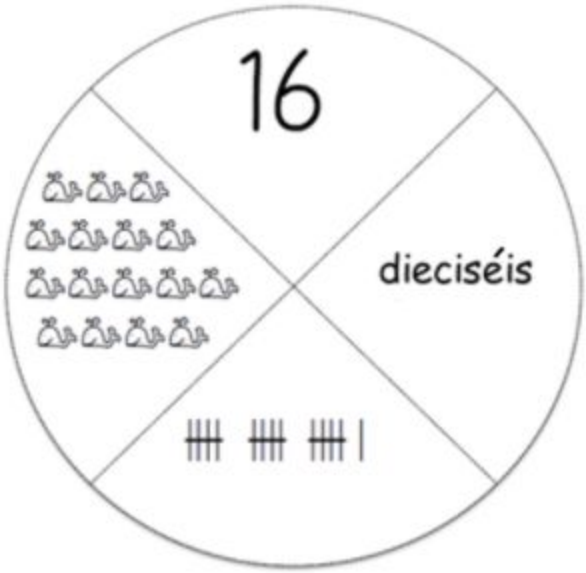




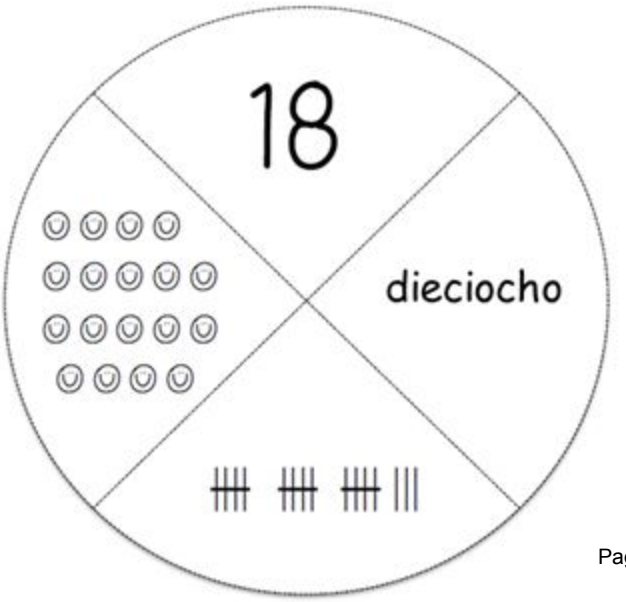

13
trece

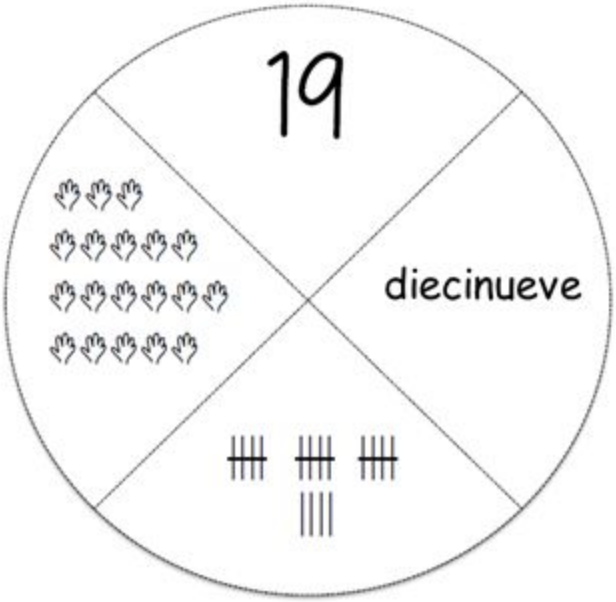

14
catorce


15
quince


16
dieciséis

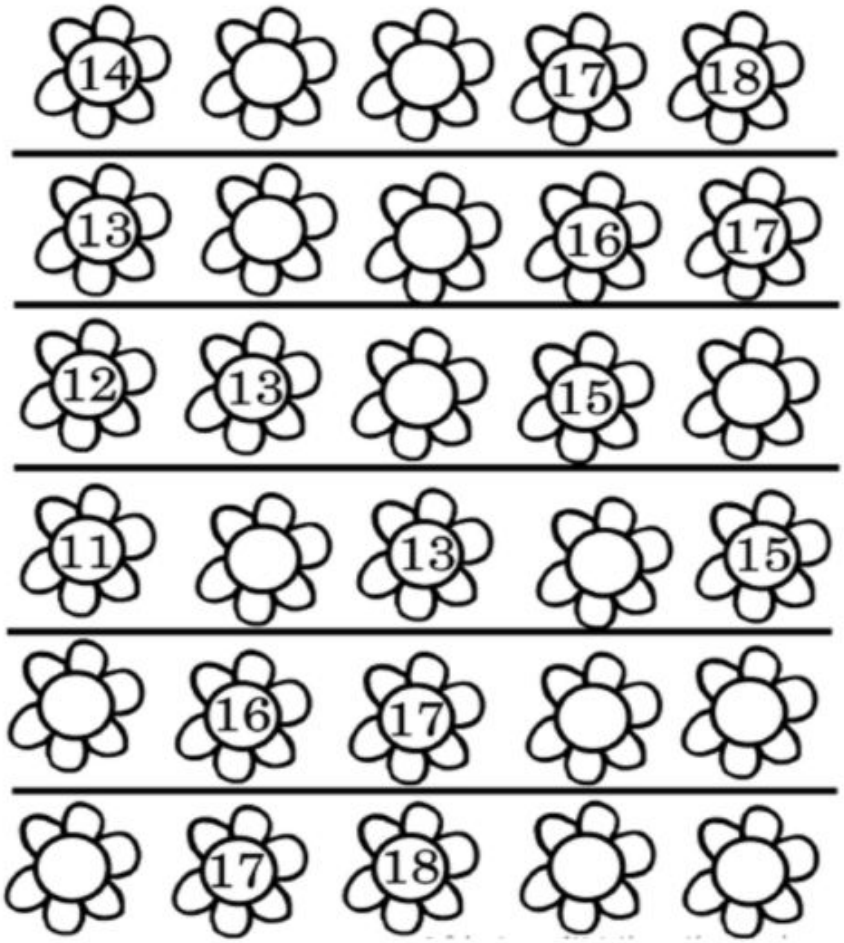
17
diecisiete


18
dieciocho



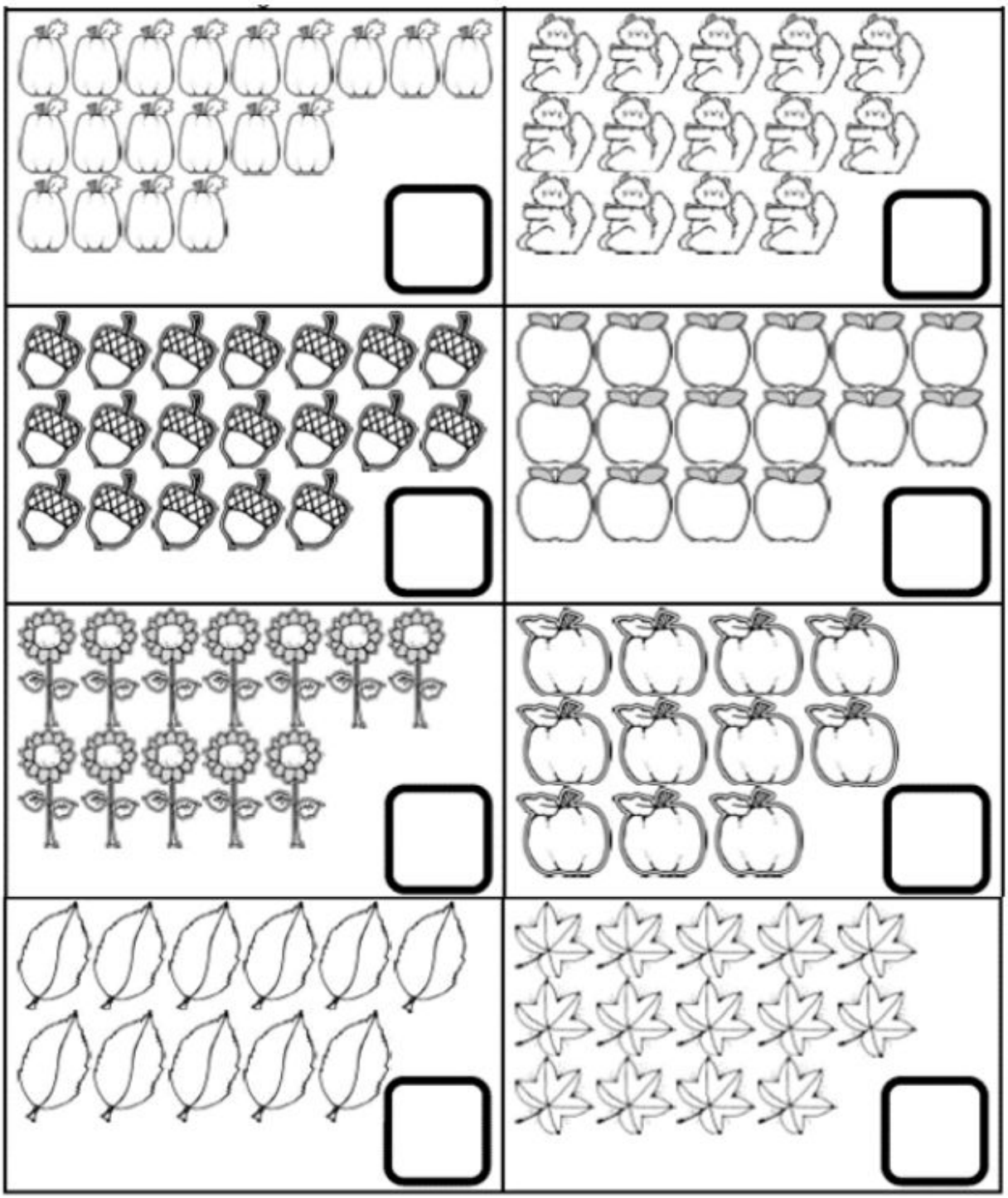
Activity 1

Completa los números que faltan. *Complete the missing numbers.*



Activity 2

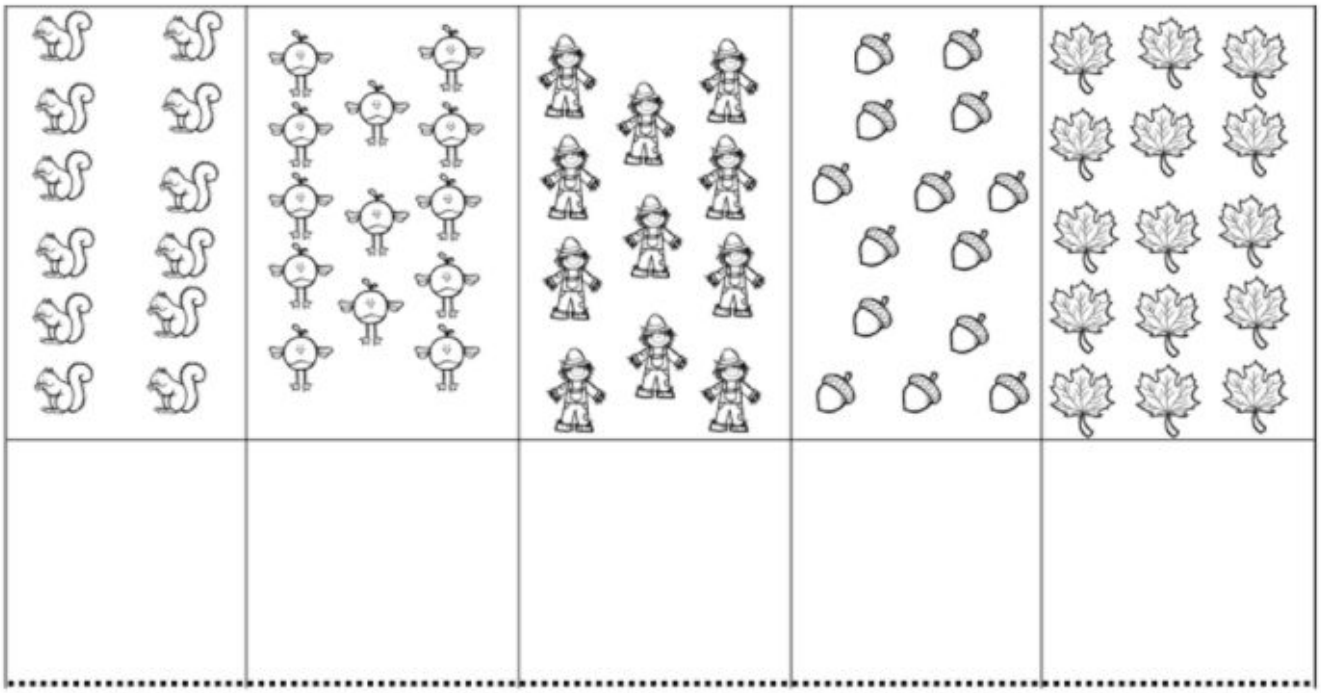
Cuenta la cantidad de objetos y escribe el número correspondiente al lado. *Count the objects and write the number in the box.*

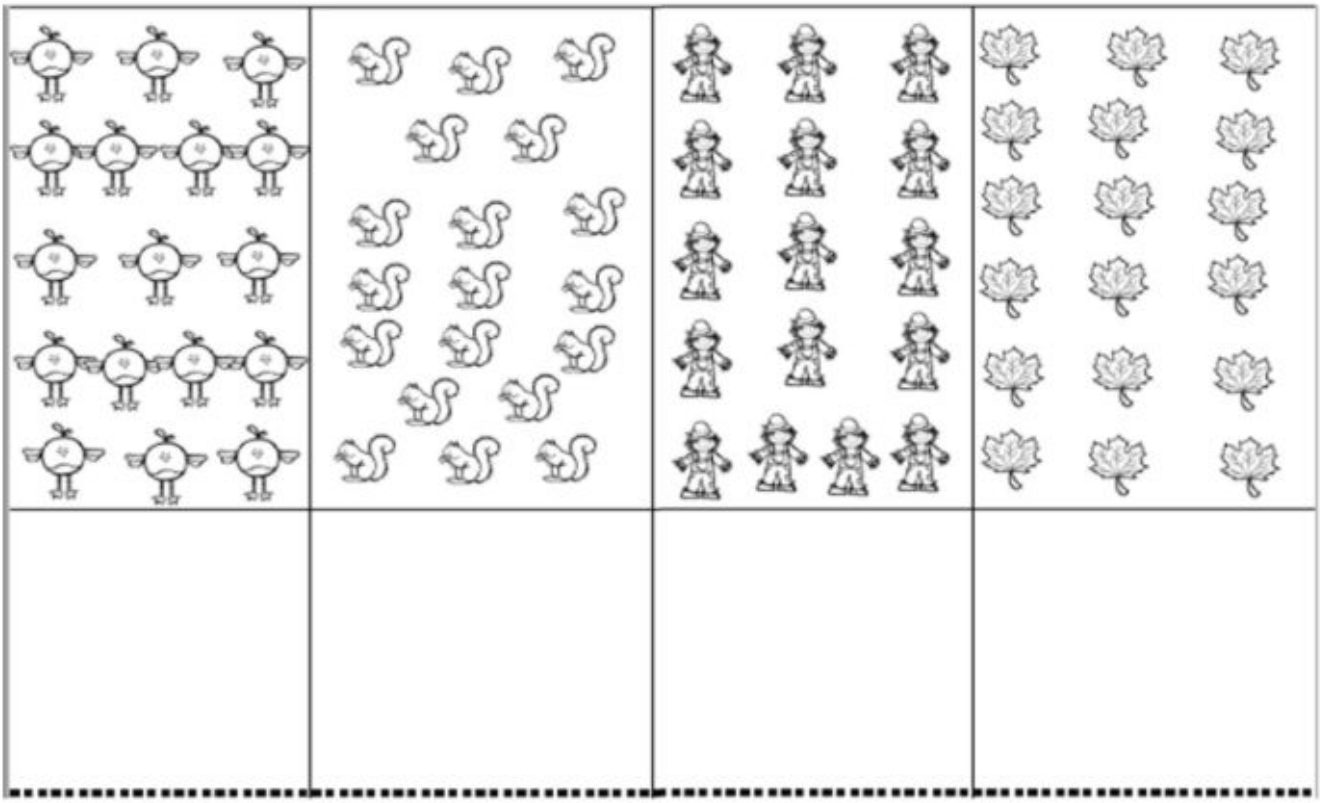


Activity 3

Cuenta la cantidad de objetos y escribe el número correspondiente abajo.

Count the objects and write the number in the box.

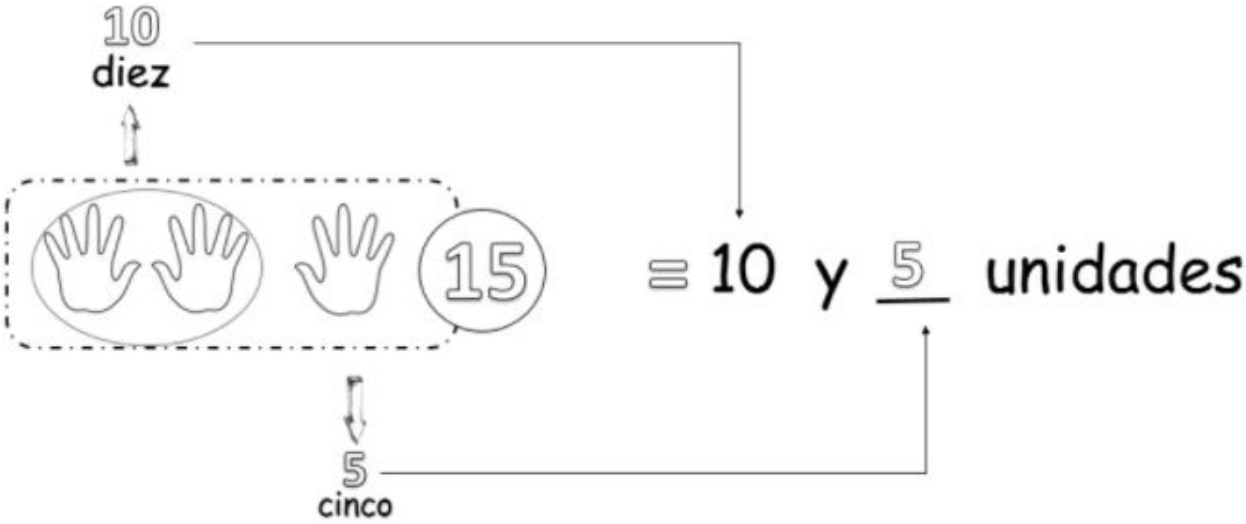




Descomponiendo números del 11 al 19.

Podemos descomponer los números del 11 al 19 haciendo grupos de 10 y unidades (1,2,3,4,5,6,7,8,9).

Mira el ejemplo:



Las unidades

Las unidades son los números del 1 al 9

1 = 1 unidad

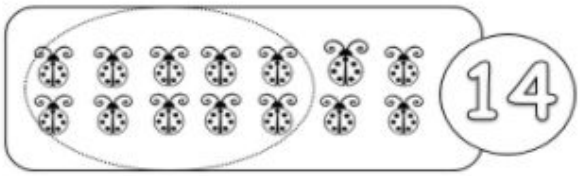
2 = 2 unidades

3 = 3 unidades
4 = 4 unidades
5 = 5 unidades
6 = 6 unidades
7 = 7 unidades
8 = 8 unidades
9 = 9 unidades

Activity 1

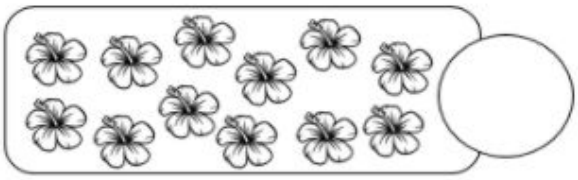
Primero cuenta y encierra 10, luego cuenta cuántas unidades quedan para saber el total y completar la frase. *First count up to ten and circle the ten, then count how many you have left to know the total and fill in the gap.*

Ejemplo:

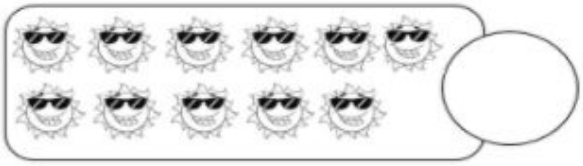


= 10 y 4 unidades

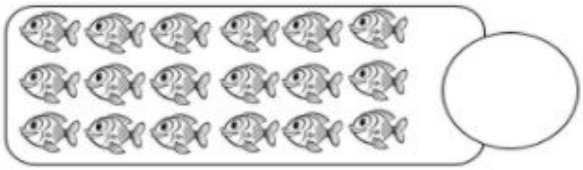
¡Practica!



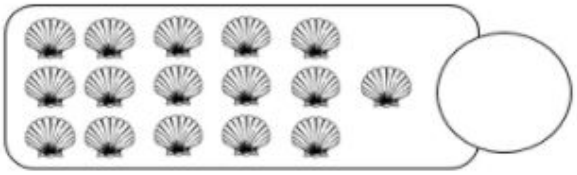
= 10 y ___ unidades



= 10 y ___ unidad



= 10 y ___ unidades



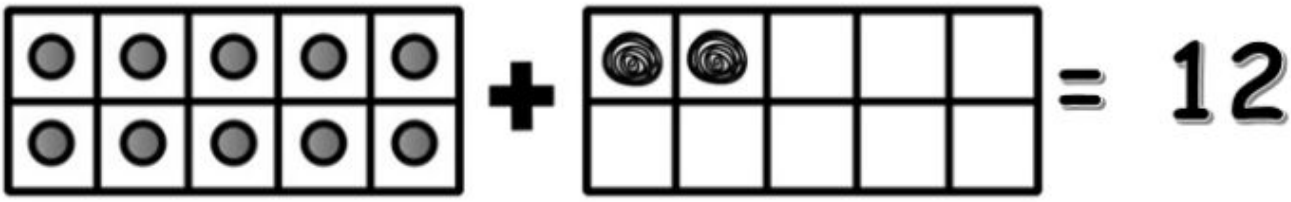
= 10 y ___ unidades

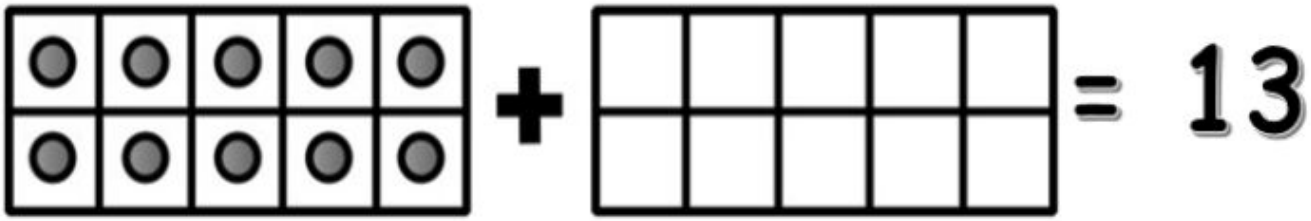
= 10 y ___ unidades

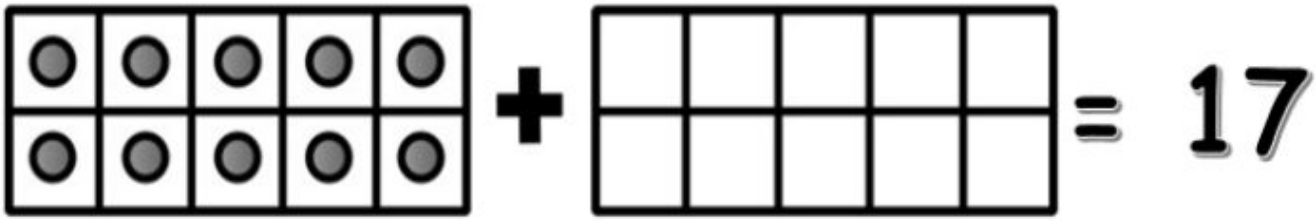
Activity 2

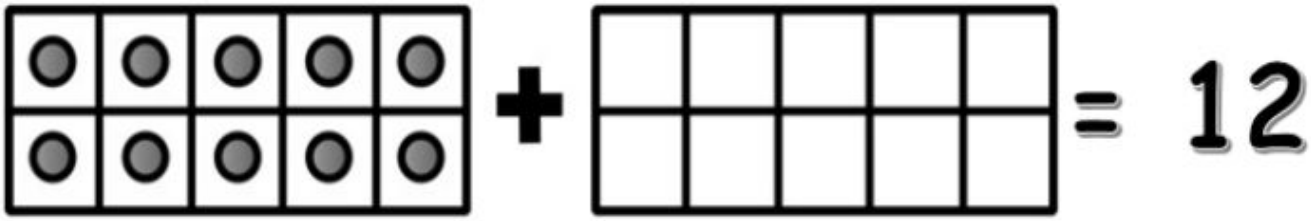
Completa el cuadro de 10 de la <u>derecha</u> con la cantidad que hace falta. *Complete the ten frames on the right with the missing quantity of dots.*

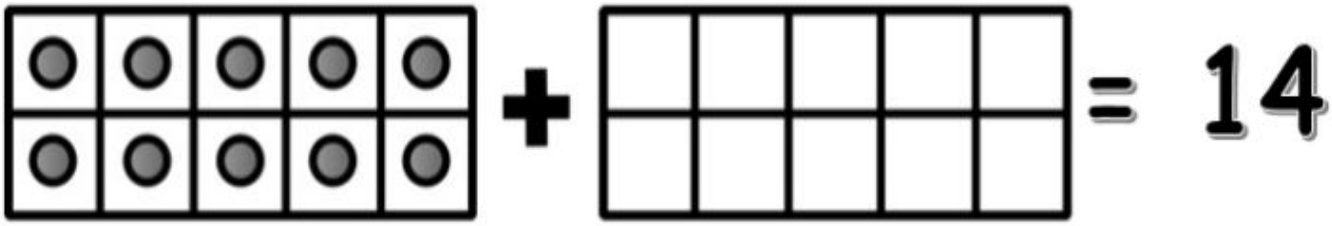
Ejemplo:

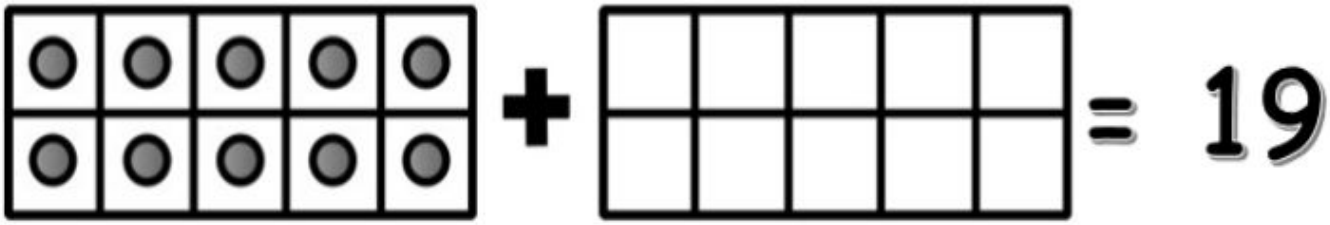












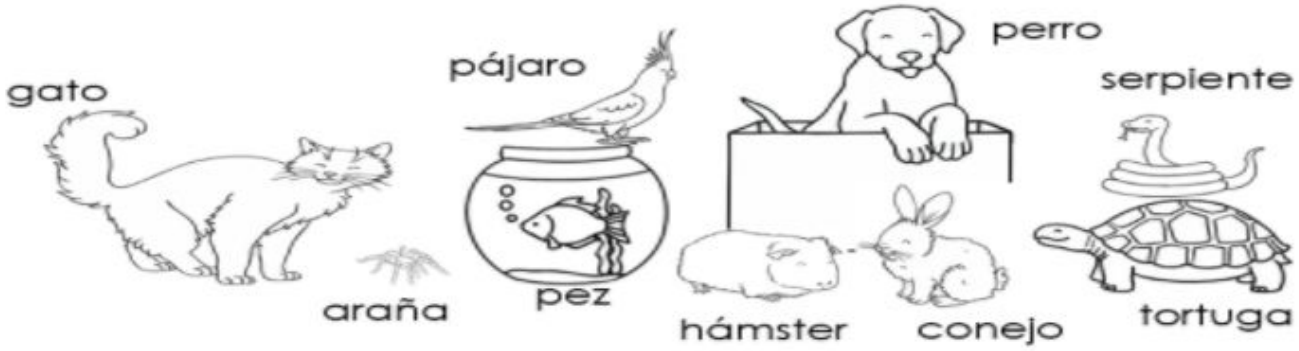
Science - Ciencias

STANDARD	ACTIVITY	NOTES FOR PARENTS
K.L.1.1 Compare different types of the same animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.	Lesson 1 Caring for Pets Activity 1: Look at the pictures and trace the message, then read and enumerate them from 1 to 3. Activity 2. Look at the picture and find all the pets, then write how many did you find.	Students will need a pencil and crayons.Students will need crayons or colored pencils to color the pets. Show to your child different pictures of pets and talk about how to take care of them and then practice their names.
	Lesson 2. Similarities and Differences Among Dogs Activity 1: Look at the pictures and read the description then, match them with a line with the dog. Activity 2: Draw your dog and write a sentence to describe it.	

Lesson 1

Mira las imágenes y lee los nombres de las mascotas, luego traza el mensaje. *Look at the pictures and read the names of pets, then trace the message.*

Mis Mascotas



Yo cuido mis mascotas

Activity 1 Mira las imágenes y traza el mensaje, luego lee y enumera de 1 a 3 *Look at the pictures and trace the message, then read and enumerate them from 1 to 3.*

1. Yo juego con mi gato

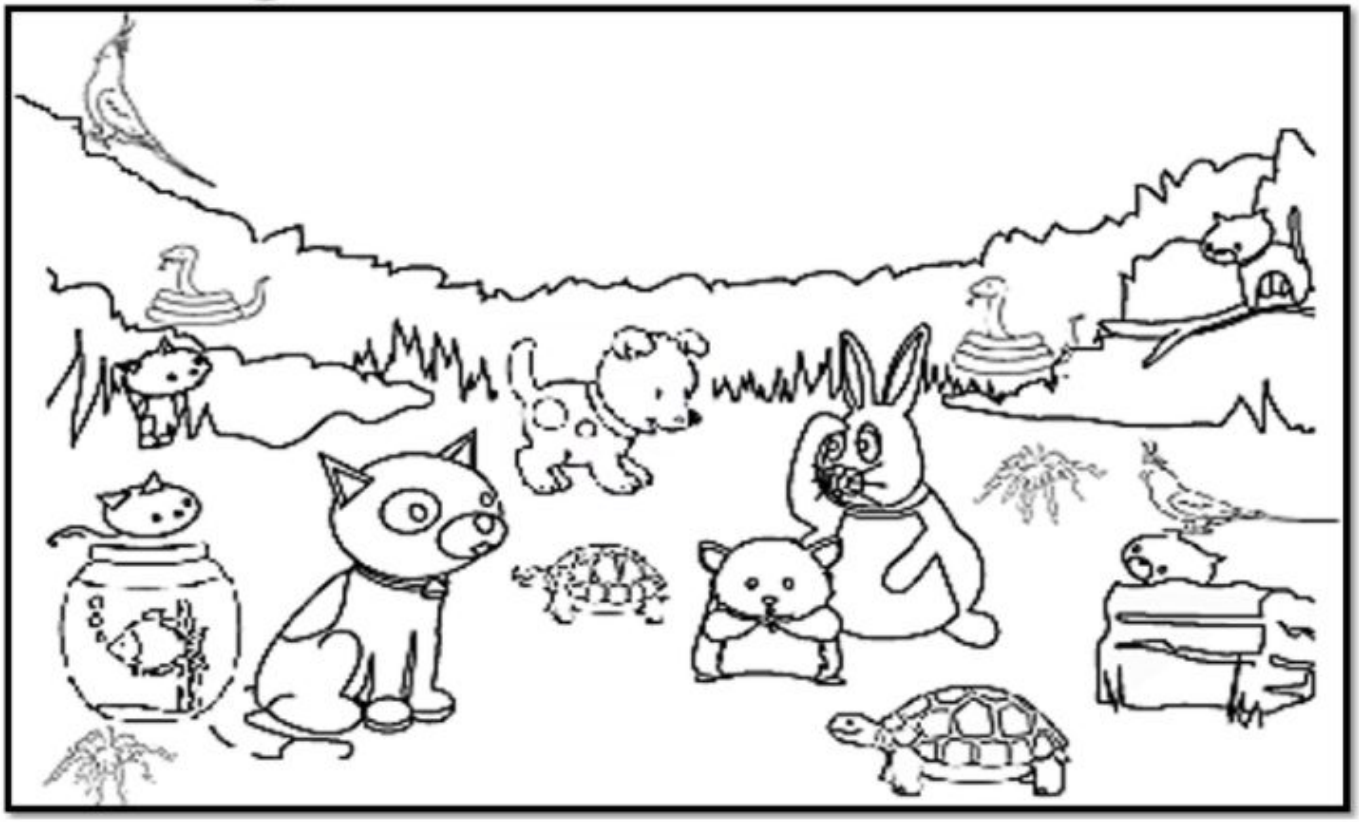
2. Yo alimento a mi conejo

3. Yo paseo a mi perro

Activity 2. Mira la imágen y encuentra las mascotas, luego escribe cuántas ves.

Look at the picture and find all the pets, then write how many did you find.

¿Cuántas mascotas ves?

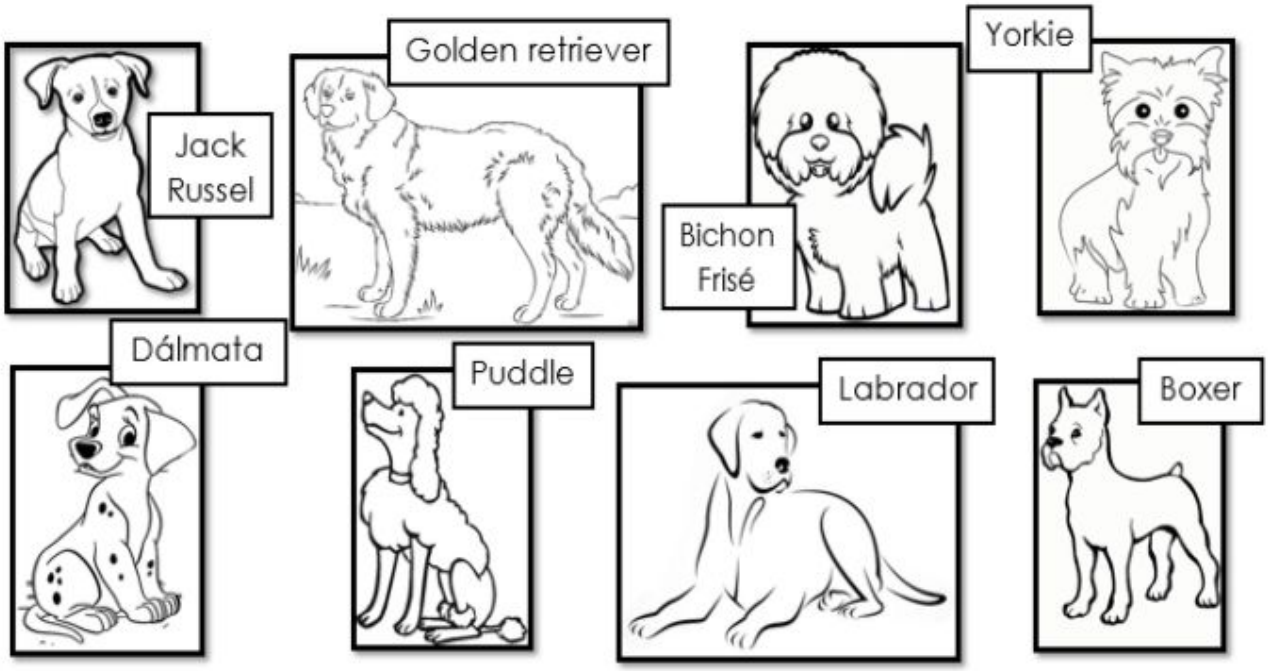


Gato	5	Serpiente		Conejo		Tortuga	
Pájaro		Perro		Araña		Pez	

Lesson 2

Mira las imágenes e identifica los tipos de perros, then color. *Look at the pictures and identify the types of dogs.*

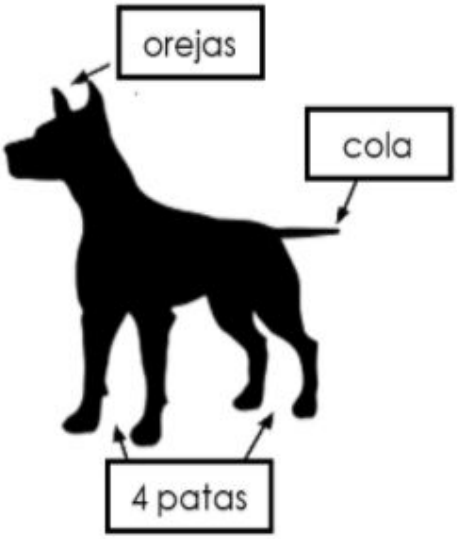
Tipos de perros



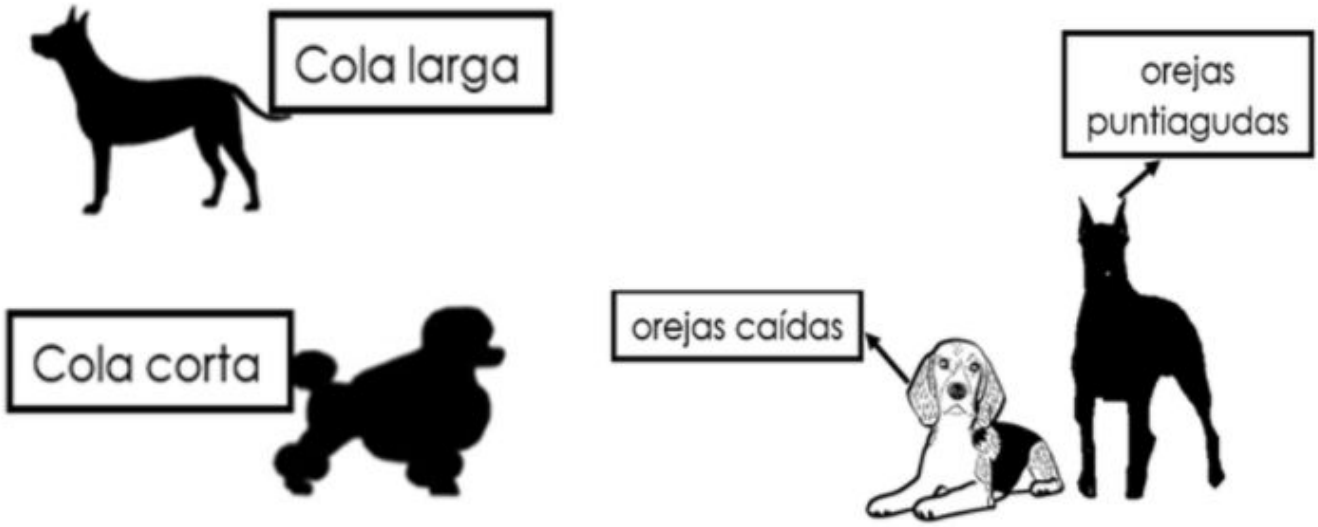
Los perros son mascotas y hay diferentes razas. Grandes, pequeños y peludos.

Todos los perros tienen cosas en común.

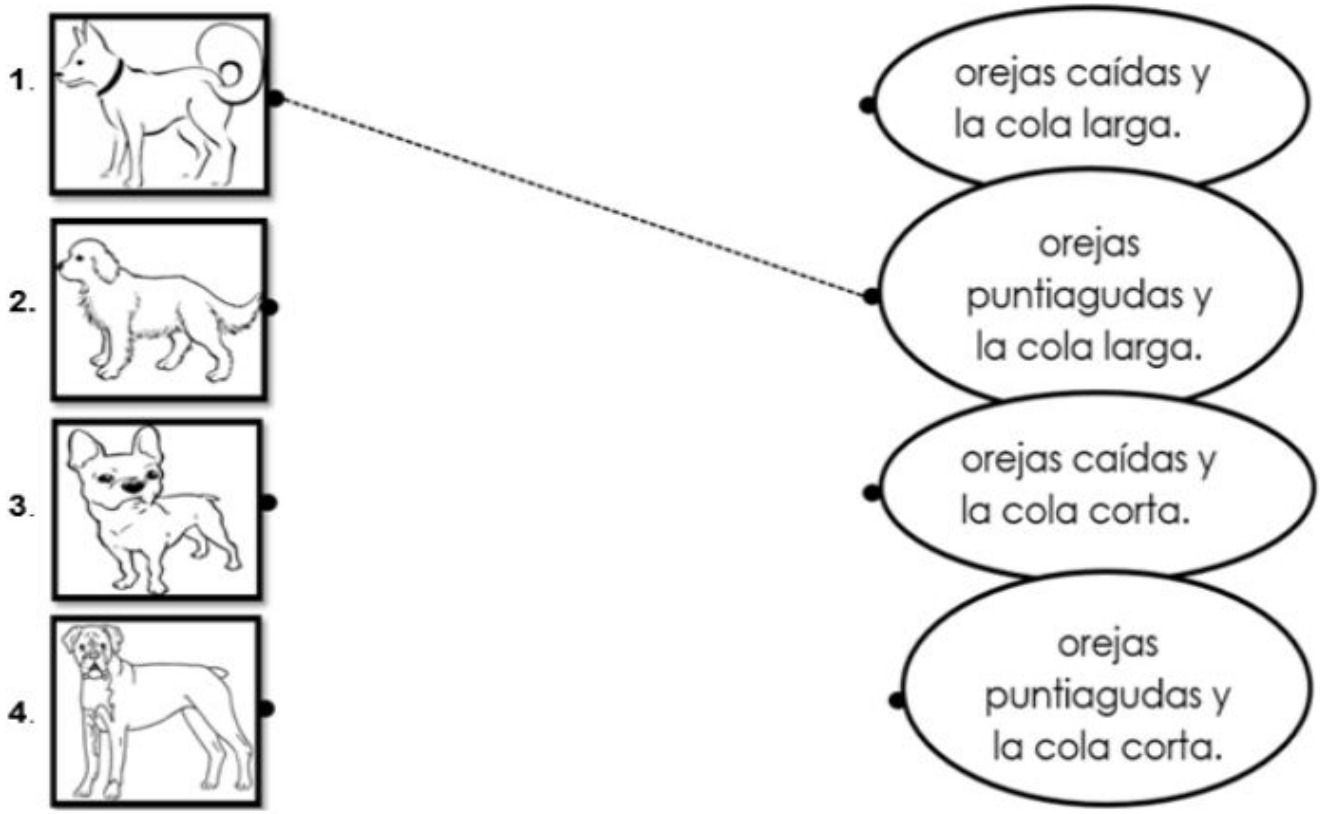
- Todos tienen orejas.
- Todos tienen cola.
- Todos tienen 4 patas.



Los perros tienen diferencias que nos ayudan a agruparlos.



Activity 1 Mira las imágenes y lee la descripción luego, únelas con una línea con el perro. *Look at the pictures and read the description then, match them with a line with the dog.*



Activity 2 Dibuja tu perro y escribe una frase que lo describa, si no tienes uno dibuja y describe el qué te gustaría tener. *Draw your dog and write a sentence to describe it,* if you do not have a dog, draw and describe one you would like to have.

Mi perro

Mi perro tiene _____

_____

_____

_____

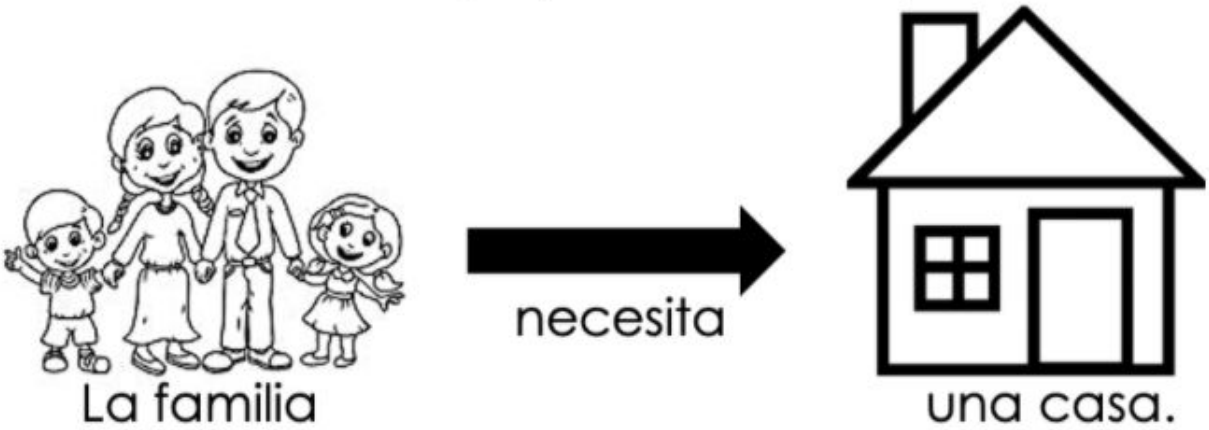
Social Studies - Sociales

STANDARD	ACTIVITY	NOTES FOR PARENTS
K.E.1.1 Explain how families have needs and wants.	Lesson 1. Needs and wants. Activity 1. Look at the pictures and match them with the word according to if they are a need or a want. Activity 2. Think of a need and a want your family has . Then draw it and write it down..	Encourage your kid to think of the things that we really need (the ones we need to live) and differentiate them from the ones we want (and are not essential)
K.E.1.2 Explain how jobs help people meet their needs and wants.	Lesson 2. How jobs help us. Activity 1. Look at the picture and circle the job that can help you with that situation. Then write its name Activity 2. Draw a need or a want that you have and draw the job that can help you to solve it. Look at the example.	Think with your kid about where you go when you need or want something. Who is the person in charge of helping you with that?

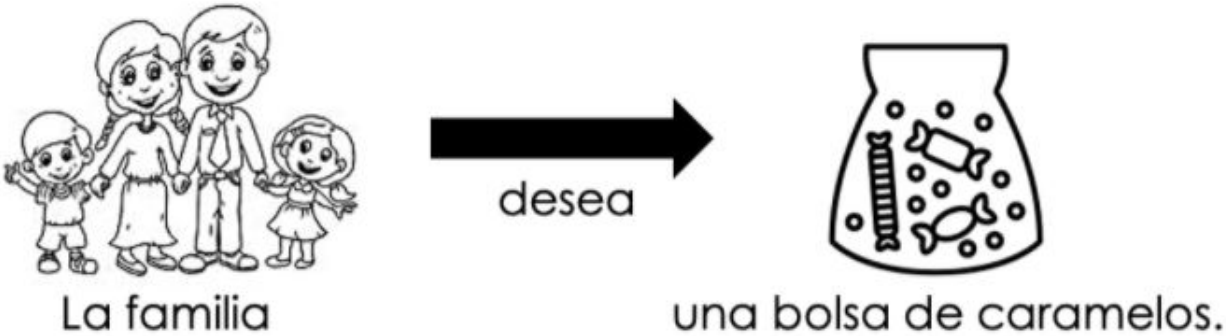
Lesson 1

Necesidades y deseos. Mira las imágenes y lee la información. *Look at the pictures and read the information.*

Una **necesidad** es algo que debes tener para poder vivir.



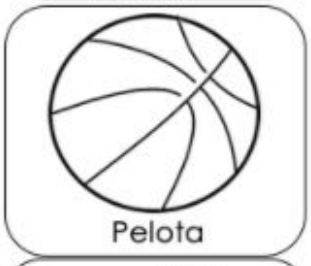
Un **deseo** es algo que te gustaría tener pero que **no** necesitas para vivir.



Activity 1 : Mira las imágenes y únelas a la palabra de acuerdo a si son una necesidad o un deseo. *Look at the pictures and match them with the word according to if they are a need or a want.*

Necesidades

Deseos



Activity 2: Piensa en una necesidad y un deseo que tu familia tenga. Luego dibújalo y escríbelo. *Think of a need and a want your family has . Then draw it and write it down.*

Necesidad

Deseo

Mi familia necesita

Mi familia desea

Lesson 2

Mira las imágenes y traza las palabras. Luego mira las imágenes y lee las oraciones. *Look at the pictures and trace the words. Then look at the pictures and read the sentences.*

El policía

El bombero

El veterinario

La cocinera

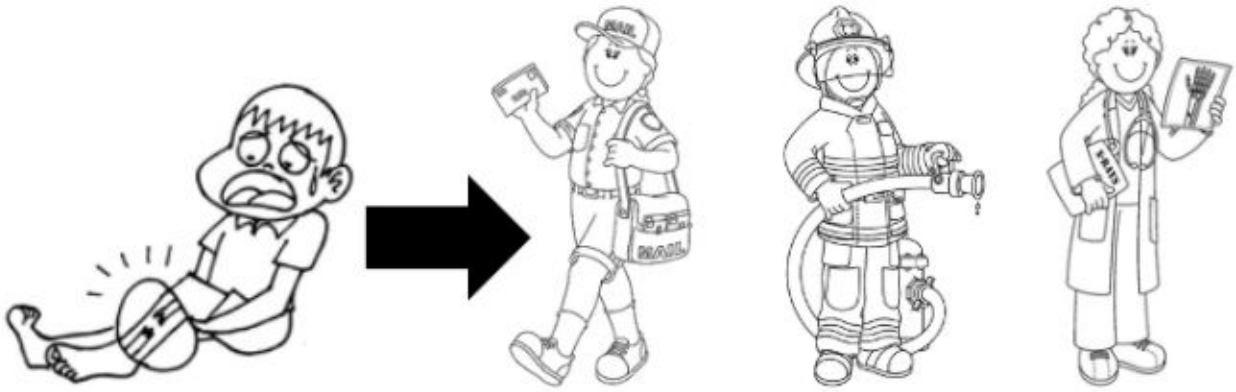
Lee las siguientes oraciones.

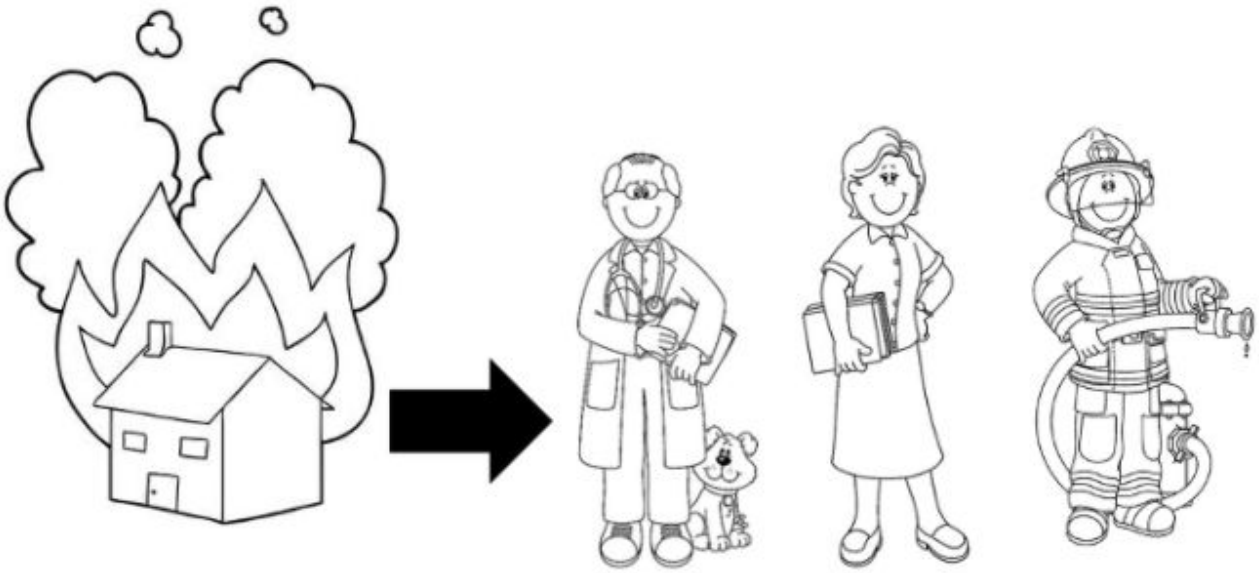
Yo estoy enfermo, **necesito** un **doctor.**

Yo quiero aprender, **necesito** una **maestra.**

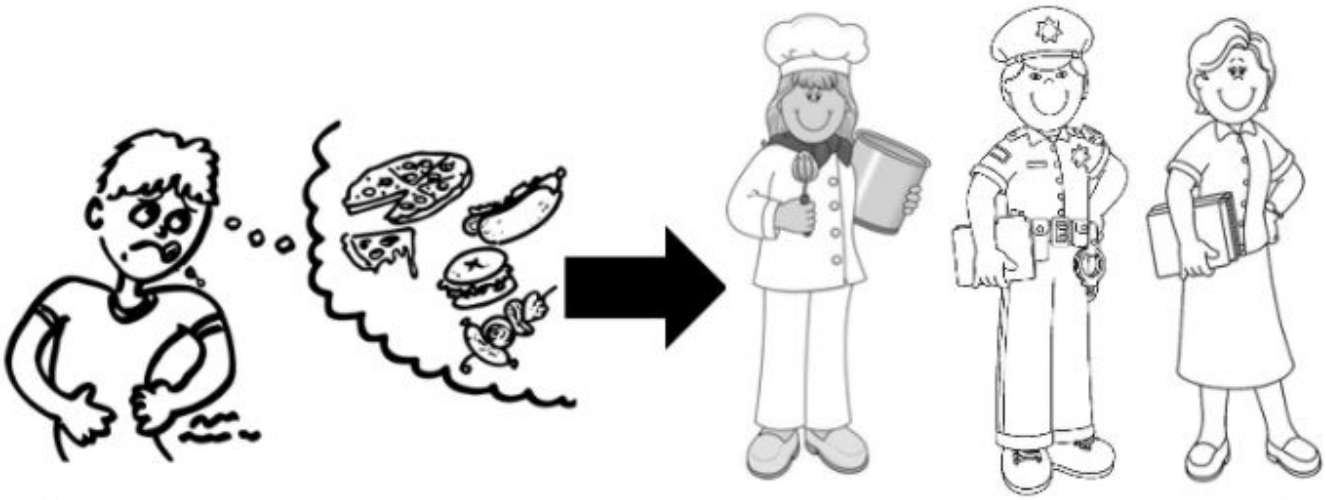
Yo quiero enviar una carta, **necesito** un **cartero.**

Activity 1. Mira la imagen y encierra en un círculo el trabajo que puede ayudarte en cada situación. Luego escribe su nombre. *Look at the picture and circle the job that can help you with that situation. Then write its name.*



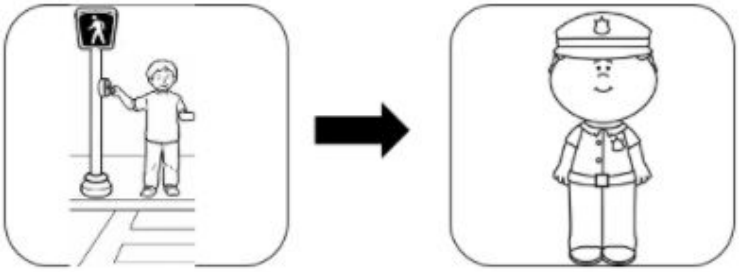


2.



3.

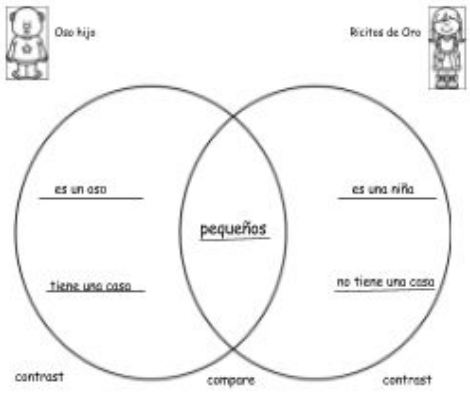
Activity 2: Dibuja una necesidad o deseo que tengas y dibuja el trabajo que puede ayudarte a resolverla. Mira el ejemplo. *Draw a need or a want that you have and draw the job that can help you to solve it. Look at the example.*



Yo quiero estar a salvo , necesito un policía

Answer Key

Language Arts

Lesson 1		Lesson 2
Activity 1 **Page 7** Papá oso es grande. Papá oso tiene una casa. Papá oso es un oso. **Page 8** Mamá oso es mediana. Mamá oso tiene una casa. Mamá oso es un oso. **Page 9** Hijo oso es pequeño. Hijo oso tiene una casa. Hijo oso es un oso. **Page 10** Ricitos de oro es pequeña. Ricitos de oro no tiene una casa. Ricitos de oro es una niña.	Activity 2  	Activity 1. Sentences can vary. **Picture 1** Yo veo una casa. La niña está fuera de la casa. Hay una niña y una casa. La niña fue a la casa. **Picture 2** La niña come sopa. Yo veo una niña. La niña tiene una cuchara. La sopa está caliente. Hay tres platos en la mesa. **Picture 3** Yo veo el oso y la niña. La niña está en la cama.La niña está dentro de la casa La niña está feliz. La niña y el oso están en la sala.

Math

Lesson 1		
Activity 1, page	**Activity 2, page**	
Write the numbers in the flowers in this order: 14- 15 -16 - 17 - 18 13 - 14 - 15 - 16 -17 12 - 13 - 14 - 15 - 16 11 - 12 - 13 - 14 - 15 15 - 16 - 17 - 18 - 19 16 - 17 - 18 - 19 - 20	**Part 1:** write the number in the boxes in the order show below: 19 14 19 16 12 11 11 14	**Part 2:** write the number in the boxes in the order show below: 12 13 11 14 15
Lesson 2		
Activity 1, page	**Activity 2, page**	
10 y 2 unidades *10 y 1 unidad* *10 y 8 unidades* *10 y 6 unidades* *10 y 3 unidades*	**13:** draw **3** dots in the ten frame on the right **17:** draw **7** dots in the ten frame on the right **12:** draw **2** dots in the ten frame on the right **14:** draw **4** dots in the ten frame on the right **19:** draw **9** dots in the ten frame on the right	

Science

Lesson 1 **Activity 1:** 3,1,2 **Activity 2:** pájaro: 2 serpiente: 2 perro:1 conejo: 1 araña: 2 tortuga: 2 pez: 1	**Lesson 2** **Activity 1:** 1-orejas puntiagudas y la cola larga. 2-orejas caídas y la cola larga. 3- orejas puntiagudas y la cola corta. 4- orejas caídas y la cola corta **Activity 2:** Draw your dog and write a sentence, but if you do not have a dog, draw and describe a dog you would like to have.

Social studies

Lesson 1 **Activity 1:** Needs: clothes, sleep, water Wants: video game, bike, ball **Activity 2:** Answers may vary. Some possible answers are : Needs: My family needs a house, water, food, clothes, sleep, love, etc.. Wants: My family wants a car, a computer, candy, a phone, etc.	**Lesson 2** **Activity 1:** 1. Doctor 2. Firefighter 3. Chef **Activity 2:** Answers may vary.