



Kindergarten

(K)

WEEK #2

English Language Arts

Math

Social Studies

Science

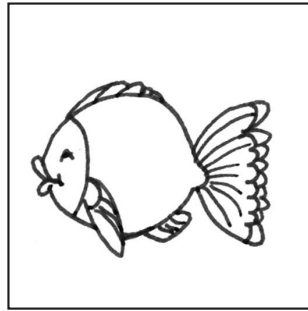
Physical Education & VAPA

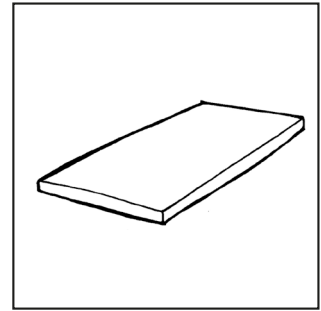
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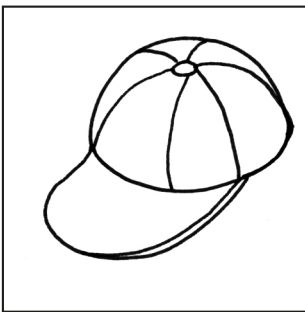
Phonics: Ii

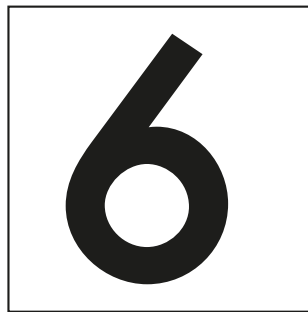
I

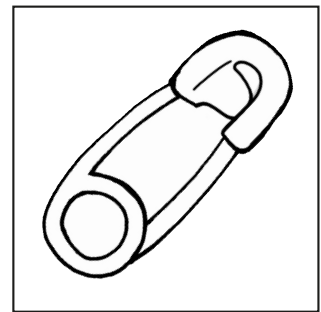












Directions: Trace the uppercase and lowercase **Ii**. Say the name of each picture. Write the letter **i** under each picture whose name has the /i/ sound in the middle.

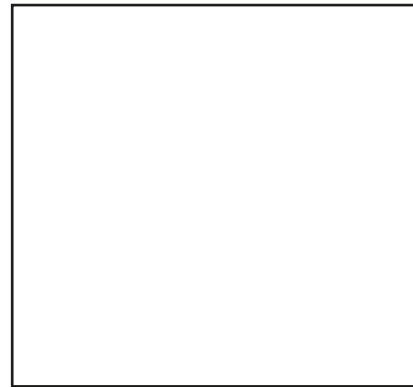
Name: _____ Date: _____

High-Frequency Words

can

she

She can _____ .



We can see the _____ .

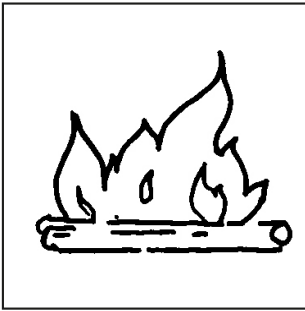


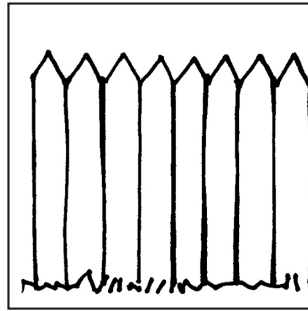
Directions: Trace the high-frequency words **can** and **she**. Then complete the sentence starters. Draw a picture to go with each sentence.

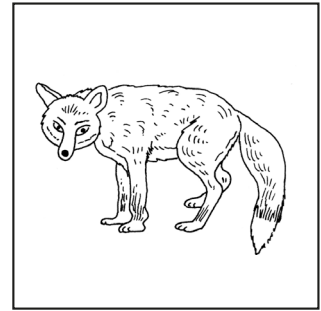
Name: _____ Date: _____

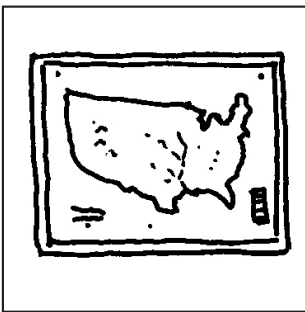
Phonics: Ff

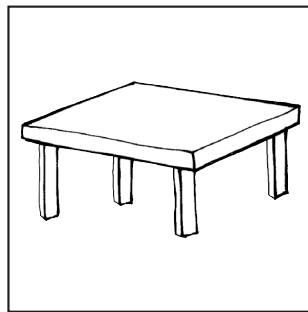
Ff

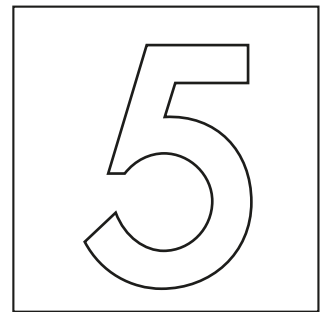












Directions: Trace the uppercase and lowercase **Ff**. Say the name of each picture. Color each picture whose name begins with the /f/ sound and write the letter **f**.

Name: _____ Date: _____

High-Frequency Words

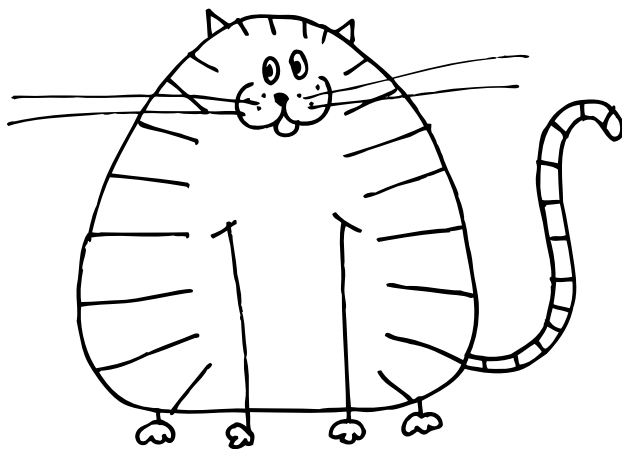
a

is

I see _____ cat.

The cat _____ tan.

The cat _____ fat!

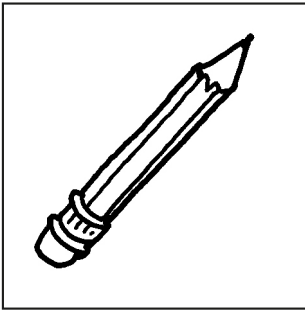


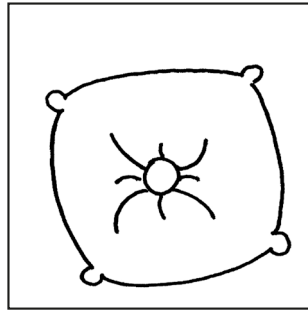
Directions: Trace the high-frequency words **a** and **is**. Then complete each sentence by writing a high-frequency word. Read each sentence.

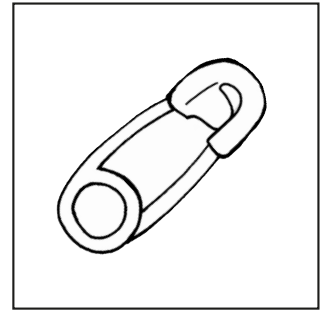
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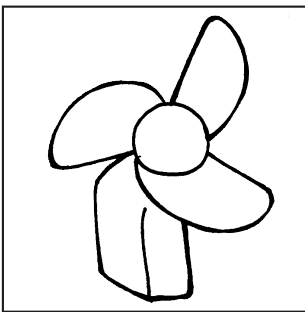
Phonics: Pp

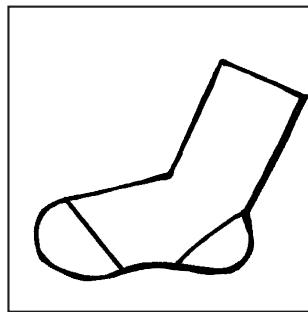
Pp

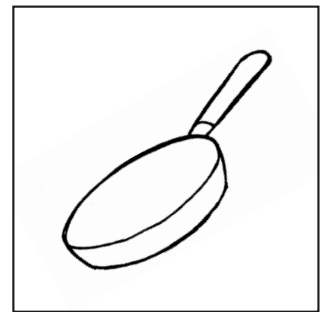








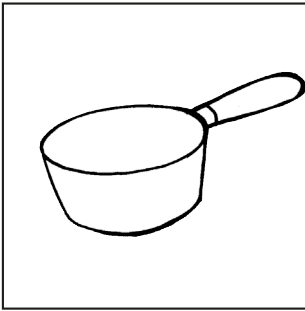


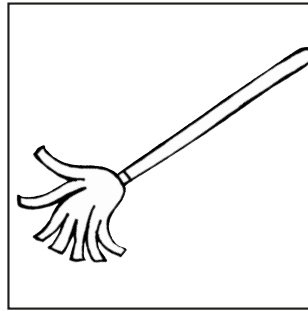


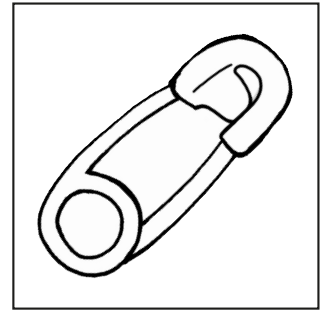
Directions: Trace the uppercase and lowercase Pp. Say the name of each picture. Write the letter p under the picture if the name begins with the /p/ sound.

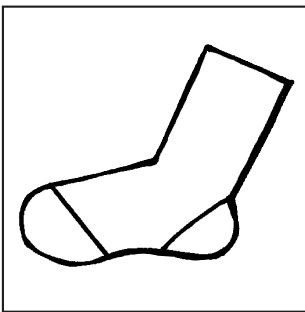
Name: _____ Date: _____

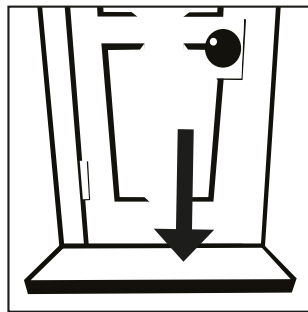
Phonics: Oo

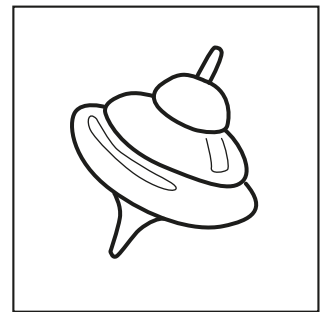












Directions: Trace the uppercase and lowercase **Oo**. Say the name of each picture. Write the letter that stands for the vowel sound of each picture name.

Name: _____ Date: _____

High-Frequency Words

has

he

Tom _____ a pot of soup.

_____ drops the pot.

Tom _____ a mop.

_____ can mop it up.

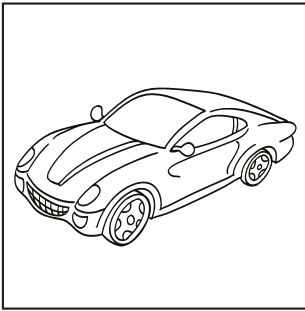


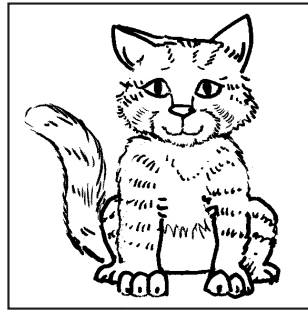
Directions: Trace the high-frequency words **has** and **he**. Then complete each sentence by writing a high-frequency word.

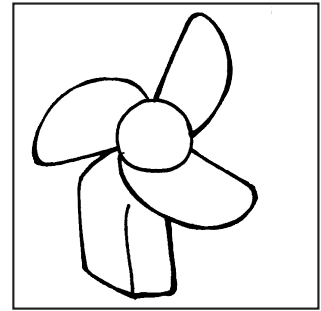
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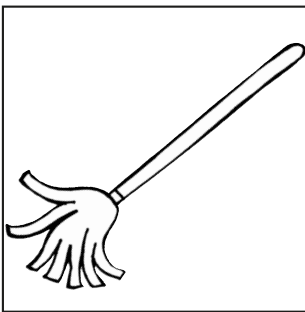
Phonics: Cc

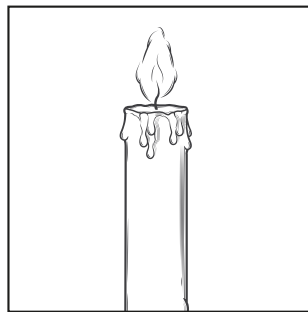
Cc

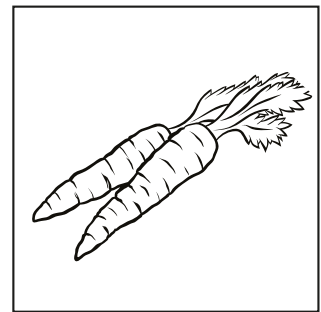












Directions: Trace the uppercase and lowercase Cc. Say the name of each picture. Write the letter that stands for the beginning sound of each picture name. Color each picture whose name begins with c.

Name: _____ Date: _____

High-Frequency Words

little

play

Matt has a _____ cat.

I like to _____ with it.

The cat has a _____ top.

We like to _____ with the top.

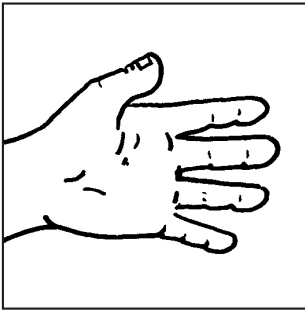


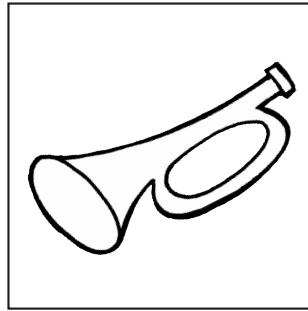
Directions: Trace the high-frequency words **little** and **play**. Then complete each sentence by writing a high-frequency word.

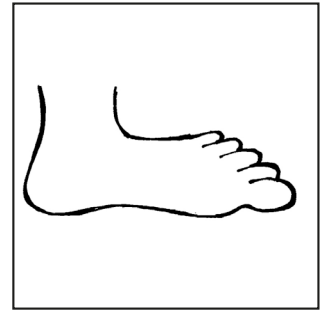
Name: _____ Date: _____

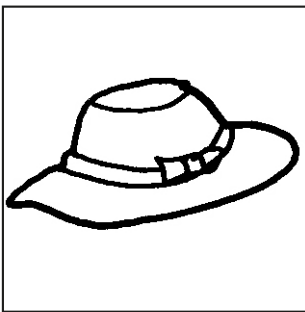
Phonics: Hh

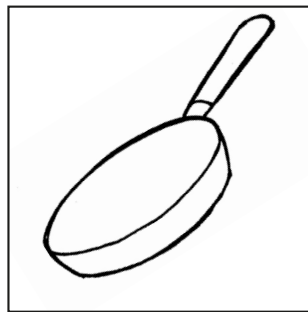
Hh

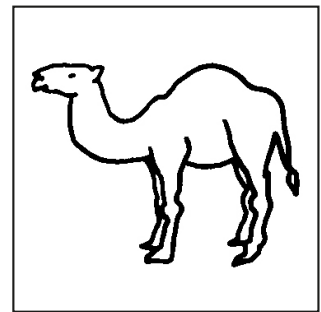












Directions: Trace the uppercase and lowercase **Hh**. Say the name of each picture. Write the letter **h** under each picture whose name begins with the /h/ sound.

Name: _____ Date: _____

High-Frequency Words

a

is

can

little

has

play

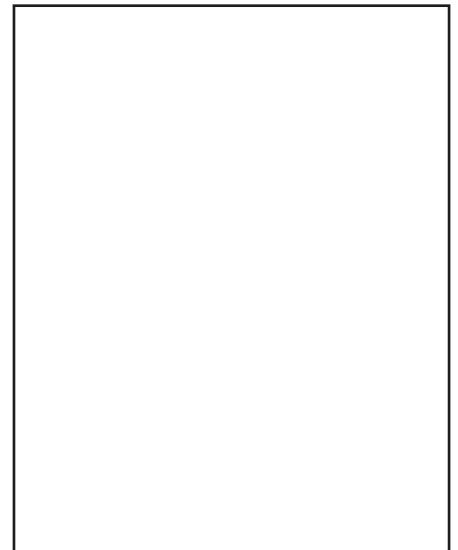
he

she

She can play _____.

He has a little _____.

The little cat is _____.



Directions: Trace the high-frequency words **a**, **can**, **has**, **he**, **is**, **little**, **play**, and **she**. Then complete each sentence starter. Draw a picture to go with one sentence.

Capitalization

Capitalize the word **I** and the first word in a sentence.

Correct each sentence. Write it on the line.

1. i see a cat.

2. can we play?

3. is it big?

4. she can go.

Write *I* on the line. Draw a line from the sentence to the picture.

5. _____ like the book.



6. _____ can jump.



Spelling and Vocabulary

Fill in the missing word. Use one of the words from the box.

can	she	at	it
-----	-----	----	----

1. I _____ run.

2. _____ is happy.

3. _____ is ripe.

4. I am _____ school.

Draw a picture to match one of the sentences.

Circle the sentence. Write the sentence below.

Spelling and Vocabulary

Use the letter cards to make each word.

Color each letter card as you use it.

Write the letters in the boxes, one letter per box.

1. can

--	--	--

2. she

--	--	--

3. at

--	--

4. it

--	--

a	n	i	a	e
c	t	h	s	t

Fill in the missing letter.

5. c _____ n

6. _____ an

7. ca _____

Spelling and Vocabulary

Trace each word. Then write it.

Say each letter as you spell the word.

1. a _____

2. fat _____

3. is _____

4. fan _____

Fill in the missing word. Use one of the words from above.

5. The cat is _____ .



6. I see _____ man.



7. The water _____ cold.



8. Is the _____ on?



Spelling and Vocabulary

Unscramble the letters. Write the word.

a is fat fan

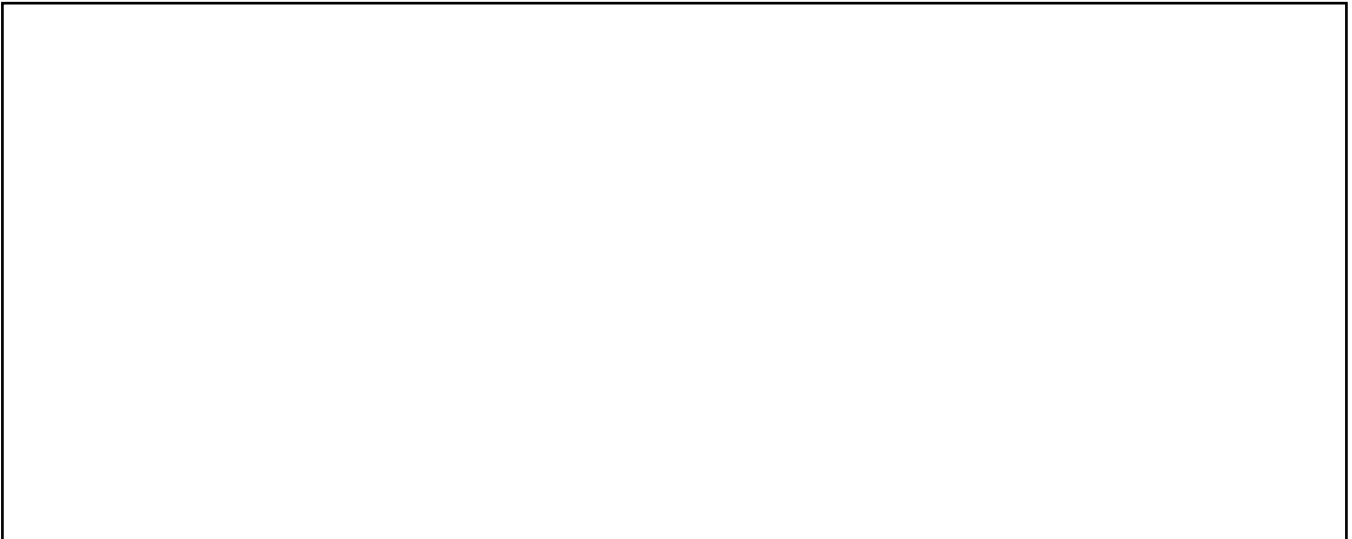
1. s i _____

2. f t a _____

3. n f a _____

Fill in the missing word. Use one of the words from above.
Then draw a picture to match the sentence.

4. I see _____ fan.



Spelling and Vocabulary

Trace each word. Then write it.

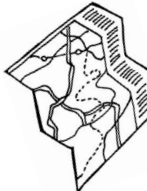
Say each letter as you spell the word.


1. can _____

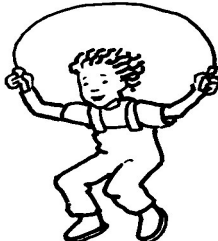
2. pan _____


3. is _____

4. map _____

5. I need a _____ . 

6. The food is in the _____ . 

7. I _____ jump. 

8. The cat _____ fat. 

Spelling and Vocabulary

Unscramble the letters. Write the word.

can is pan map

1. s i _____

2. p n a _____

3. a c n _____

4. m p a _____

Fill in the missing word. Use one of the words from above.
Then draw a picture to match the sentence.

5. The _____ is hot.



Prepositions

A preposition connects a noun with other words in a sentence and tells how they are related.

Circle the prepositions.

in mop to can
pan under fan on

Fill in the missing word.

Use one of the prepositions from above.

1. The food is _____ the pot.



2. The cat sat _____ the mat.



3. The cat is _____ the bed.



4. The dog ran _____ the man.



Spelling and Vocabulary

Fill in the missing word. Use one of the words from the box.

has	he	on	mop
-----	----	----	-----

1. The man _____ a hat.



2. The cat sat _____ top.



3. I see a _____ .



4. Did _____ go right or left?



Draw a picture to match one of the sentences.
Circle the sentence.

End Punctuation

A sentence can end with a period, question mark, or exclamation point.

Complete each sentence. Use the correct end mark.

1. I see the fan _____

2. I like the little dog _____

3. Can he play _____

4. What is it _____

5. Stop _____

Rewrite the sentence below using correct punctuation.

6. He has a little cat

Spelling and Vocabulary

Unscramble the letters. Write the word.

little	cat	play	cap
--------	-----	------	-----

1. t a c _____

2. a p c _____

3. l p a y _____

4. t t l e l i _____

Fill in the missing word. Use one of the words from above.
Then draw a picture to match the sentence.

5. The _____ is fat.



Spelling and Vocabulary

Use the letter cards to make each word.

Color each letter card as you use it.

Write the letters in the boxes, one letter per box.

1. play

--	--	--	--

2. hot

--	--	--

3. hop

--	--	--

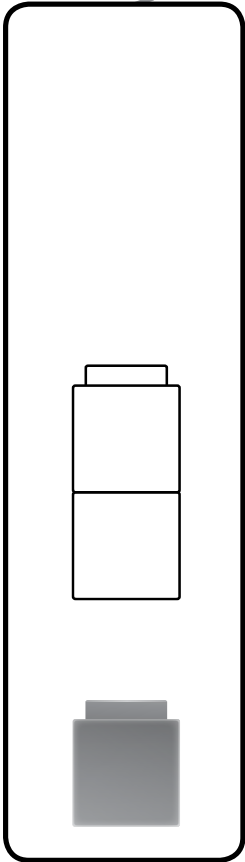
4. has

--	--	--

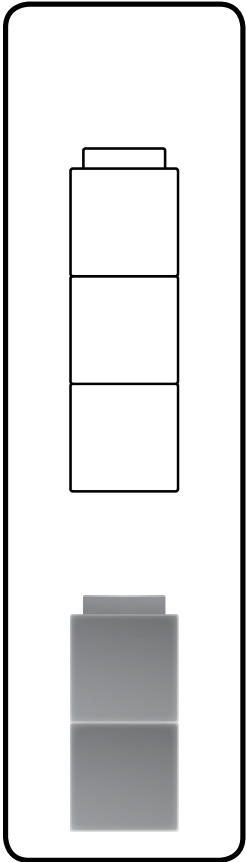
h	o	l	h	p
a	o	a	s	t
p	y	h		

Understanding Addition

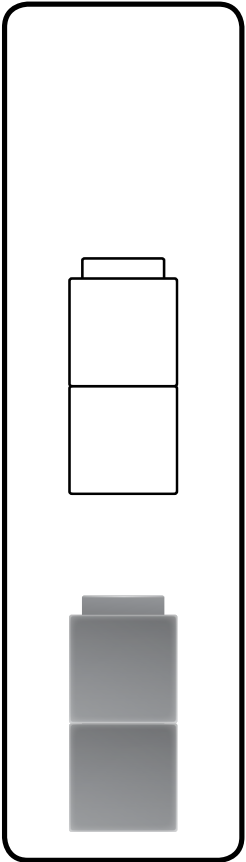
Name _____



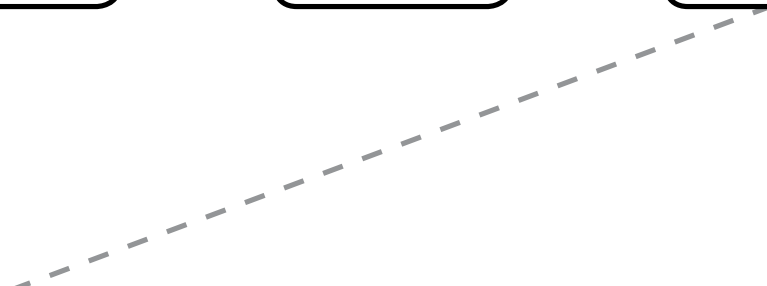
$$2 + 3 = 5$$



$$2 + 2 = 4$$



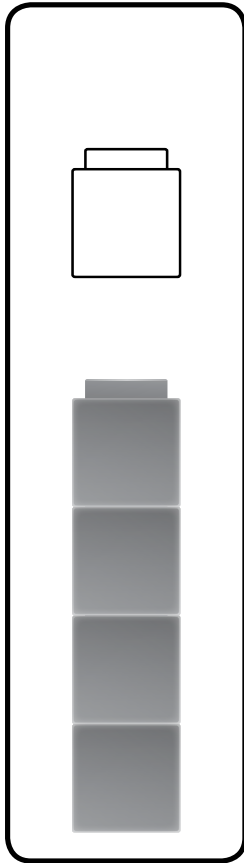
$$1 + 2 = 3$$



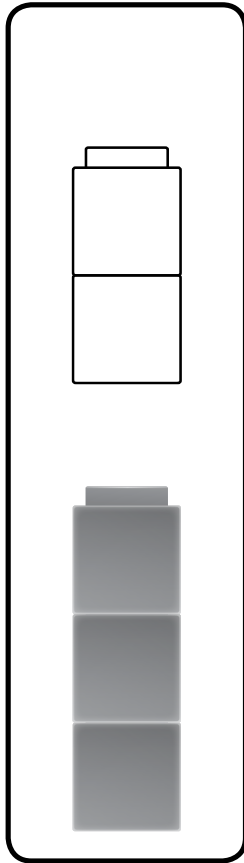
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Understanding Addition *continued*

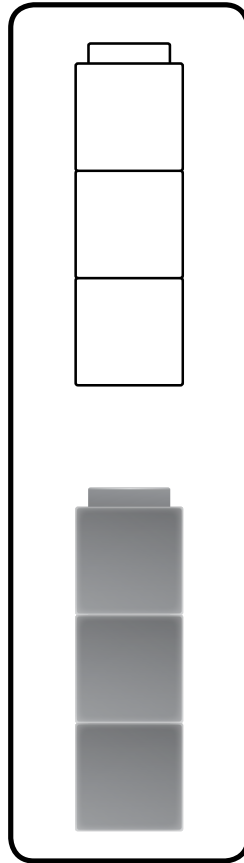
Name _____



$$3 + 3 = 6$$



$$4 + 1 = 5$$



$$3 + 2 = 5$$

Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Adding Within 5

Name _____

Example

●	●
---	---

$1 + 1 = 2$

● ●	●
-----	---

$2 + 1 =$ _____

● ● ● ●	●
---------	---

$4 + 1 =$ _____

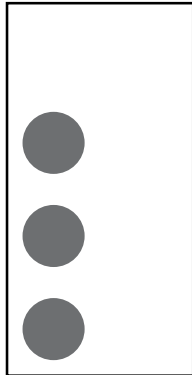
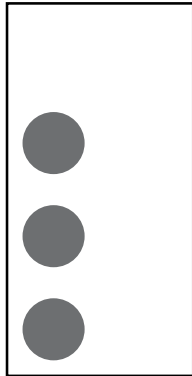
● ● ●	●
-------	---

$3 + 1 =$ _____

Ask children to write equations to match the dot cards. Have children write the total in each equation.

Adding Within 5 *continued*

Name _____

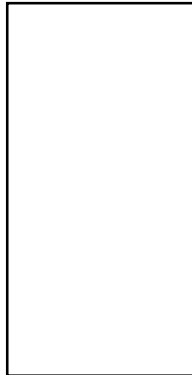
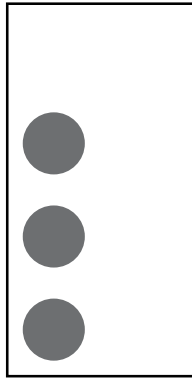
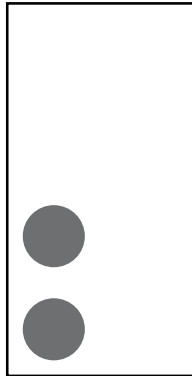
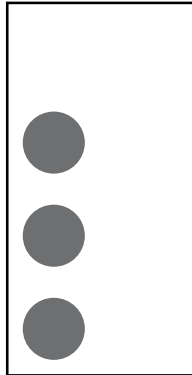


$$\underline{\quad} + 3 = \text{-----}$$

$$\underline{\quad}$$

$$\underline{\quad} + 3 = \text{-----}$$

$$\underline{\quad}$$



$$\underline{\quad} + 2 = \text{-----}$$

$$\underline{\quad}$$

$$\underline{\quad} + 0 = \text{-----}$$

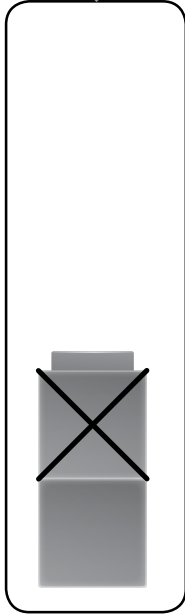
$$\underline{\quad}$$

Ask children to write equations to match the dot cards. Have children write the total in each equation.

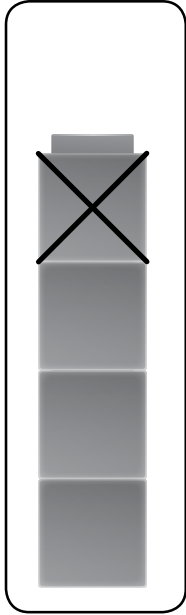
Understanding Subtraction

Name _____

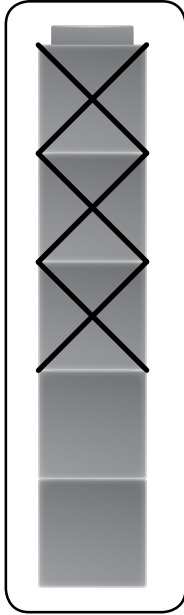
Example



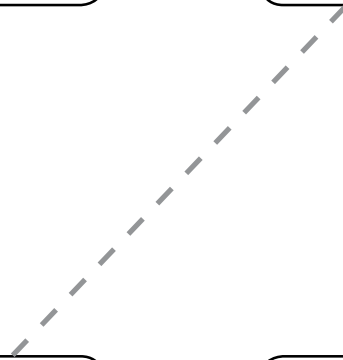
$$4 - 1 = 3$$



$$2 - 1 = 1$$



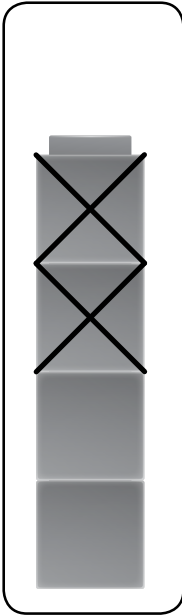
$$5 - 3 = 2$$



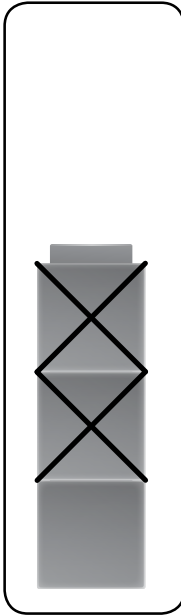
Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Understanding Subtraction *continued*

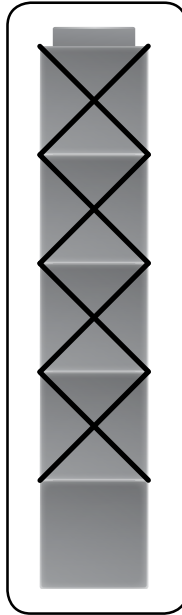
Name _____



$$5 - 4 = 1$$



$$4 - 2 = 2$$



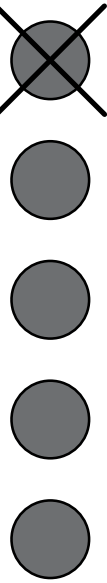
$$3 - 2 = 1$$

Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

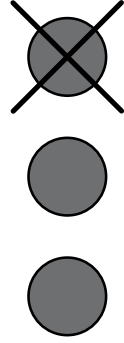
Subtracting Within 5

Name _____

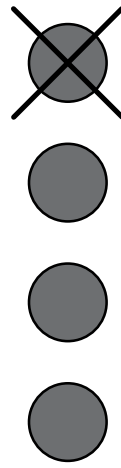
Example



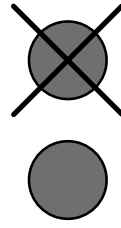
$$5 - 1 = \underline{4}$$



$$\underline{\quad} - 1 = \underline{\quad}$$



$$\underline{\quad} - 1 = \underline{\quad}$$

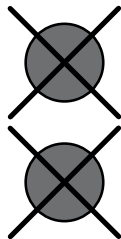


$$\underline{\quad} - 1 = \underline{\quad}$$

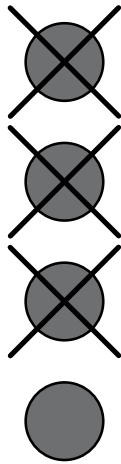
Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

Subtracting Within 5 *continued*

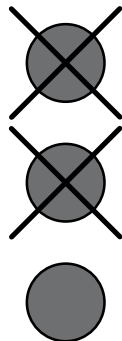
Name _____



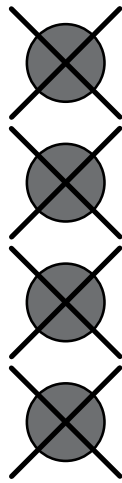
$$\underline{\quad} - 2 = \text{---} \underline{\quad}$$



$$\underline{\quad} - 4 = \text{---} \underline{\quad}$$



$$\underline{\quad} - 2 = \text{---} \underline{\quad}$$



$$\underline{\quad} - 5 = \text{---} \underline{\quad}$$

Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

Facts to 5

Name _____

Example

$1 + 2 = 3$

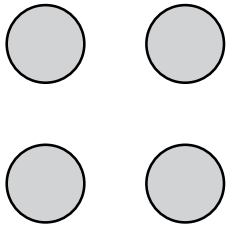
$3 - 2 = \underline{\quad}$

$4 - 3 = \underline{\quad}$

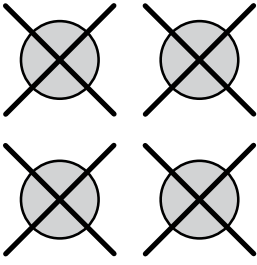
Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, $1 + 2 = 3$, so if you start with 3 and take away 2, you have 1 left.

Facts to 5 continued

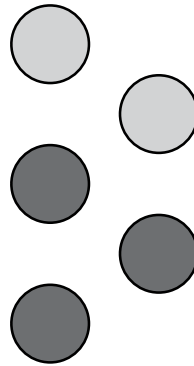
Name _____



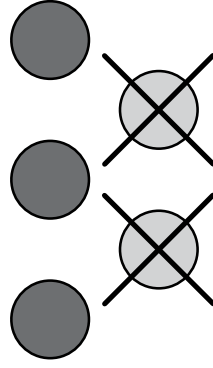
$$0 + 4 = \underline{\quad} - - - \underline{\quad}$$



$$4 - 4 = \underline{\quad} - - - \underline{\quad}$$



$$3 + 2 = \underline{\quad} - - - \underline{\quad}$$



$$5 - 2 = \underline{\quad} - - - \underline{\quad}$$

Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, $1 + 2 = 3$, so if you start with 3 and take away 2, you have 1 left.

HOME/SCHOOL CONNECTION

INVESTIGATION 3: GETTING TO KNOW PAPER

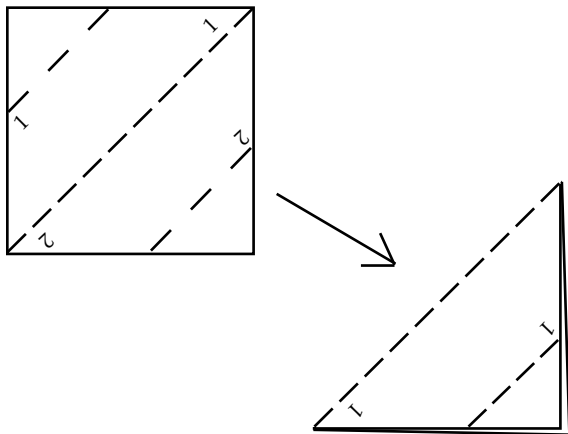
At school, we have begun to investigate the properties of paper. Recently, we compared how easily different kinds of paper can be folded. Not all are alike! Here is a paper-folding project you can do together. If you have more than one kind of paper available, it would be interesting to make a cup from both papers and compare the two.

MATERIALS

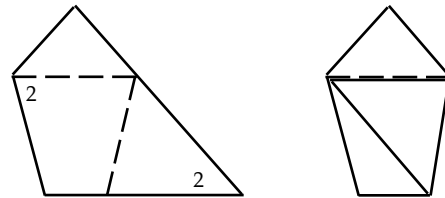
- 1 Drinking-cup pattern
- 1 Scissors (optional)

CONSTRUCTION

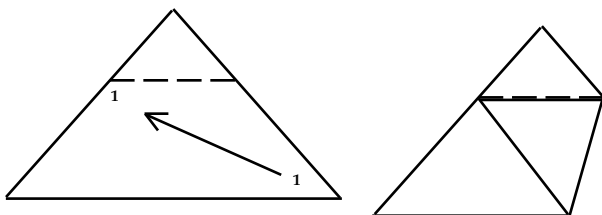
1. Cut the top off the pattern sheet.
2. Fold the sheet on the middle line that runs from corner to corner. The other lines should be on the outside, not folded in.



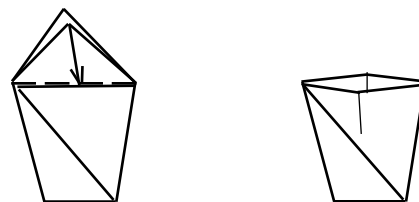
5. Flip the folded paper over, and follow the same procedure, this time matching the 2s.



3. Lay the sheet on the table, so that the long side is closest to you and the number 1s are showing.
4. Fold the number 1 on the long side up to the number 1 in the middle of the other side. Fold so the edge of the paper is parallel to the small dotted line.



6. Separate the two triangle flaps at the top of the cup. Tuck one into each of the pockets formed by the previous two folds. Open the cup, fill it with water, and drink up!



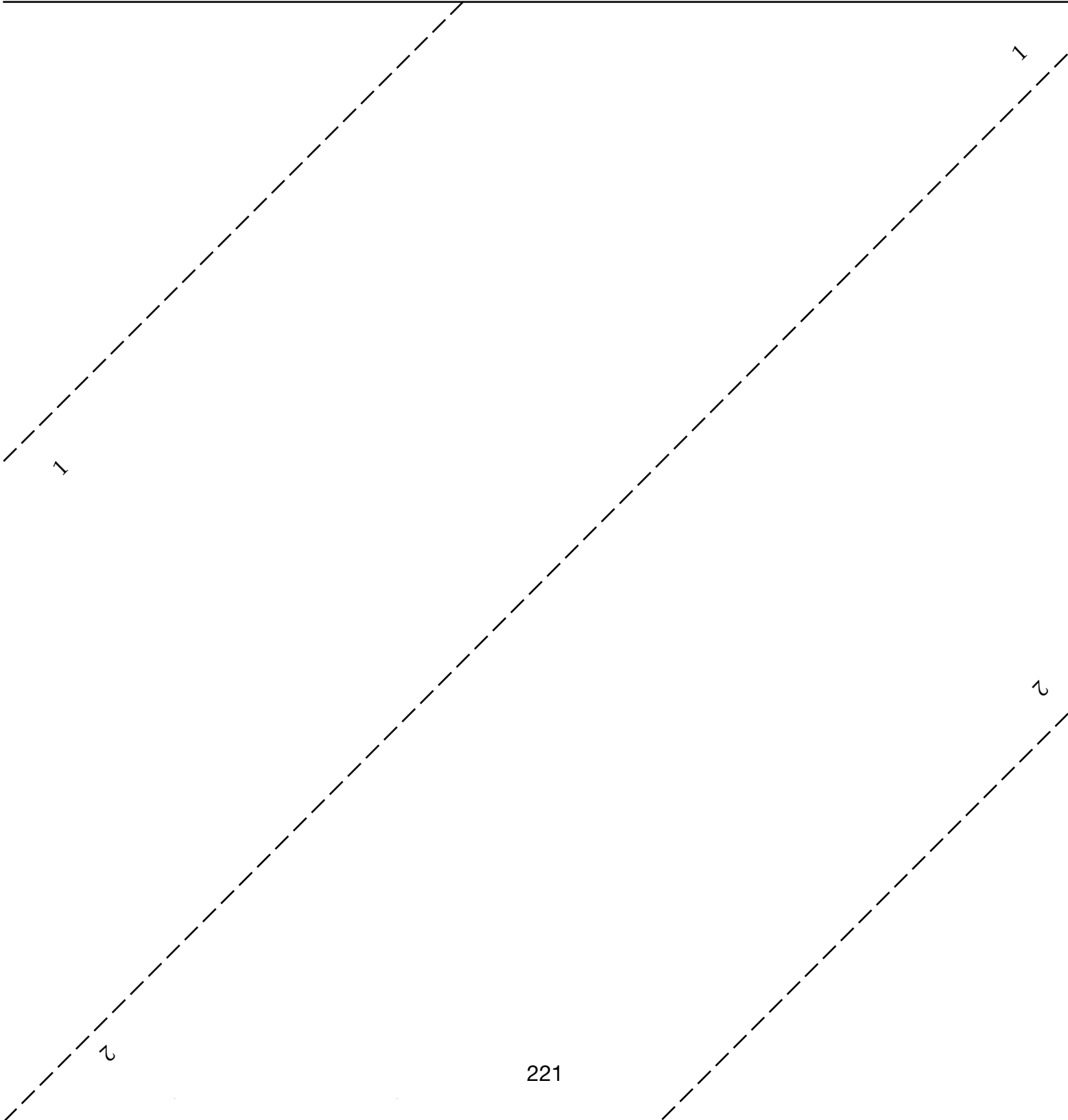
HOME/SCHOOL CONNECTION

DRINKING-CUP PATTERN

FOSS Wood and Paper Module
© The Regents of the University of California
Can be duplicated for classroom or workshop use.

Investigation 3: Getting to Know Paper
No. 25—Teacher Sheet

Cut on this line.



Name: _____

Weekly Literacy Connection

Practice writing the word "rule" on the line.

rule

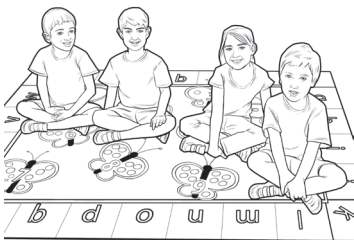
Use the words to complete the sentences.

keep rules

1. Rules help _____ us safe.

2. Teachers make the _____
in the classroom.

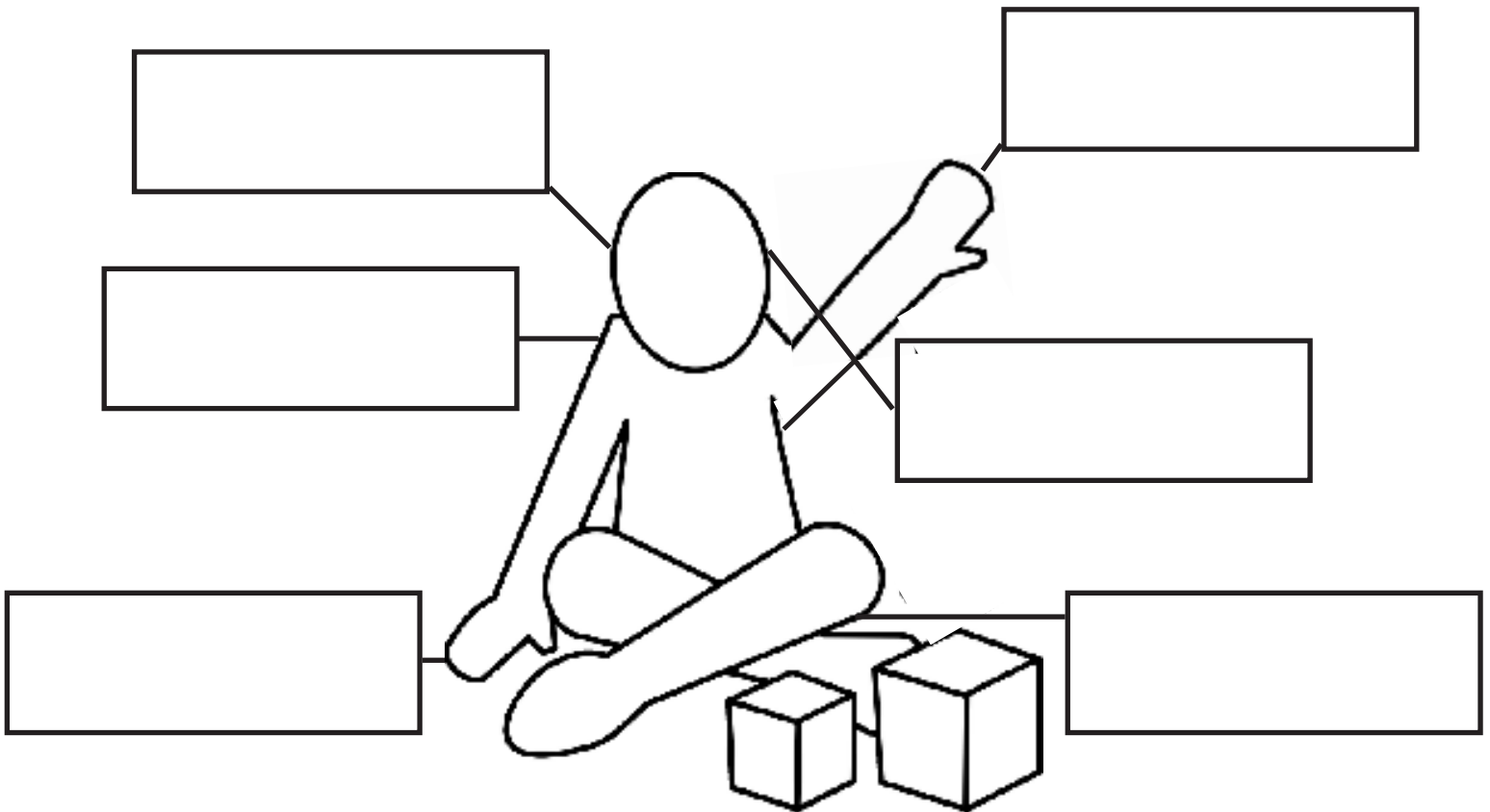
Circle the pictures that show someone following the rules.



Name: _____

Follow the Rules

Match the rule to the child. Draw your face on the child following the rules.



I keep my hands to myself.	My eyes are watching.	I am listening.
I am sitting.	I am quietly waiting.	I raise my hand to talk.

F.I.T.T.

- Frequency (how often) - exercise 3 times a week
- Intensity (how hard) - your heart rate should be between 120-160 beats per minute.
 - Level 1-little exertion; little perspiration
 - Level 2-able to speak without gasping; increase in heart rate
 - Level 3-sweating, breathing heavily; increase in heart rate
- Time (how long) - 20-30 minutes of continuous aerobic activity
- Type (what) - walking, running, jump roping, push ups, sit ups, planks, workout video, etc

Please practice social distancing when participating outside in fitness activities.

Physical Activity Log Instructions

How to fill out the log:

- Write the date
- Write in the type of activity
- Write in the total number of minutes you were active
- Write in the intensity level
 - Level 1-little exertion; little perspiration
 - Level 2-able to speak without gasping; increase in heart rate
 - Level 3-sweating, breathing heavily; increase in heart rate

Date	Activity	Number of Minutes	Intensity Level

Dance



Since ancient times, people have danced. Cave and rock paintings from as far back as 3300 B.C. show people dancing. People have danced for ritual, for celebration, and also just for fun!

Every culture has its own dance styles, and its own reasons for dancing. In ancient Greece, citizens would dance to honor gods and celebrate events. Ancient Egyptian women danced at funerals to express sadness. It was around Renaissance times that dance became something that people did for enjoyment.

In the 1600s, King Louis XIV of France enjoyed ballet, which helped make it popular with the public. Pretty soon, people were going to the theater to watch people dance, and it became into a true performing art. Now, there are all different styles of dance, from jazz to tap to hip-hop to salsa...and that's just in the Western world. All over the globe, there are countless styles of dancing, and countless reasons for it.

Make up a dance to a favorite song. Draw each step in the boxes below.

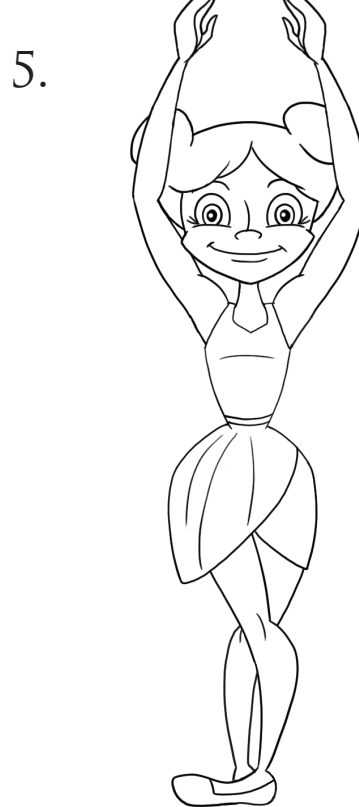
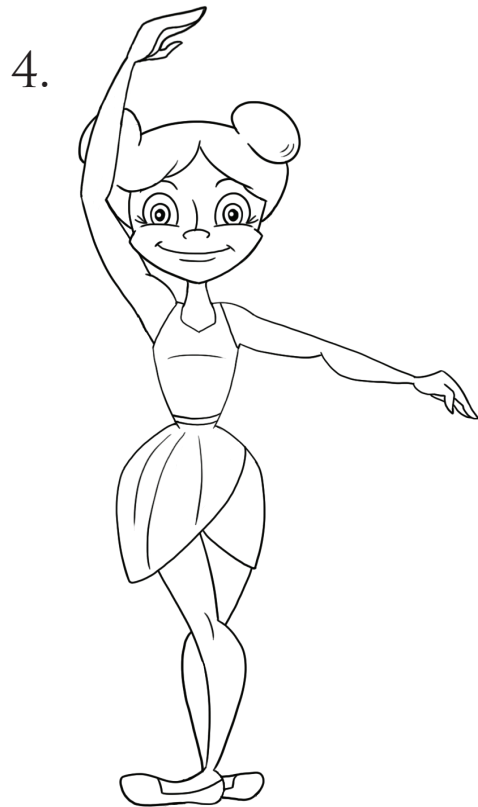
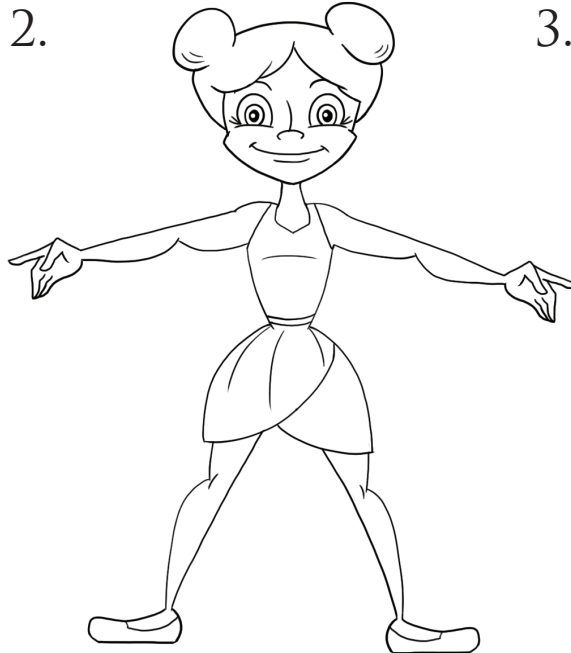
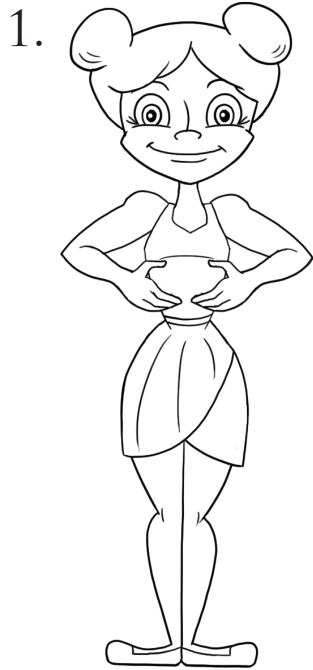
Now make up a dance that tells a story. Pick a favorite book or a famous fairy tale.



BALLET

BALLET

Keep all text and illustrations within the 0.5" margin.





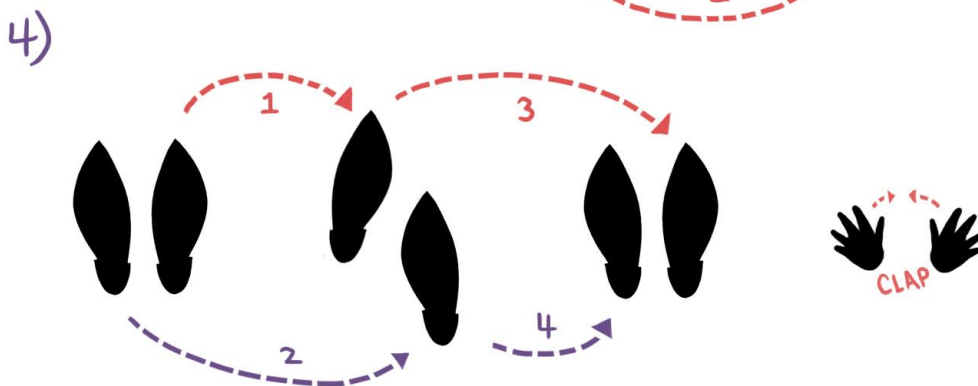
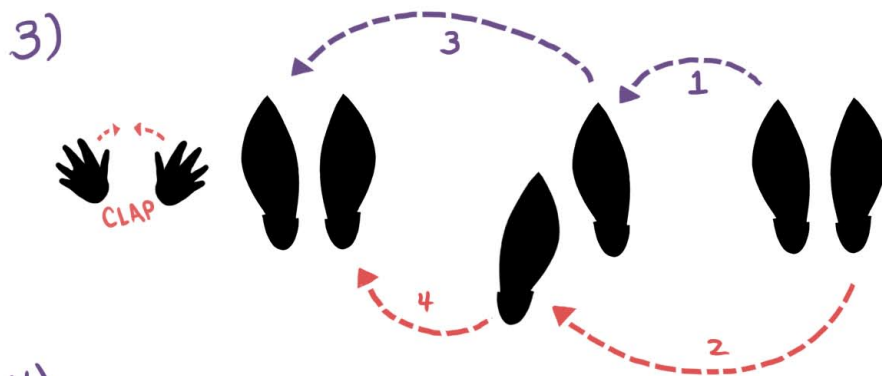
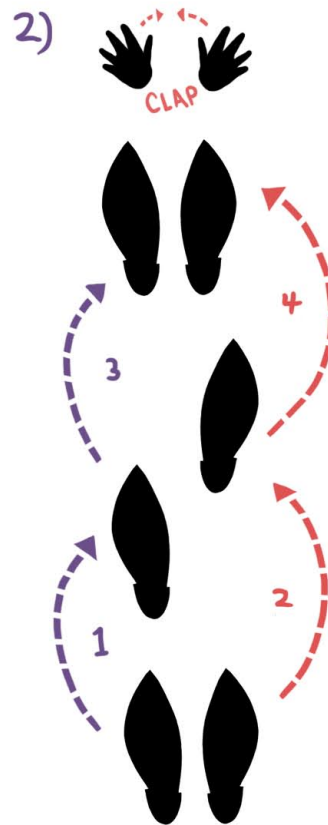
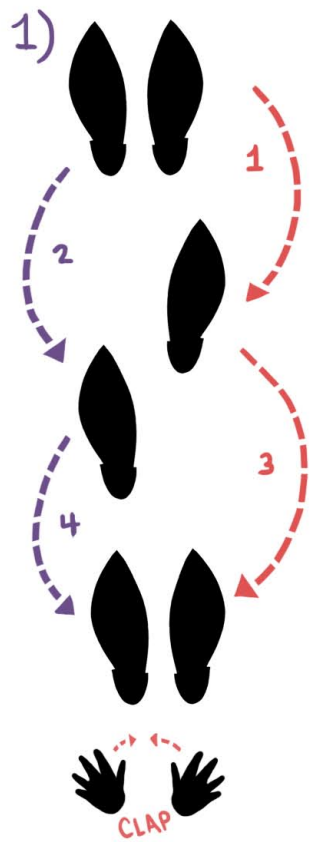
DANCES FROM HISTORY



DISCO DANCE

CALIFORNIA HUSTLE

CIRCA 1970



Stand-Up



Stand-up is a kind of comedy where a person gets up on stage and tells jokes straight to an audience. Stand-up comedy started in the music halls of Britain and on the vaudeville stages of America. Comedy acts were by far the most popular kinds of acts in those shows, and the emcee, or host, would tell jokes to warm up the audience.

Stand-up comedy was at its peak in the '60s, '70s, and '80s. Some of the most famous actors and comedians of all time, like Bill Cosby, Woody Allen, and Jerry Seinfeld, got their start in stand-up.

Stand-up comedy can be performed anywhere, for anyone – from paying ticketholders in a theater to guests in a coffee shop to soldiers overseas. The jokes in stand-up can be told in many different ways, but they almost always poke fun at everyday life.

There are many different ways to tell a joke in stand-up. Try coming up with a joke for each of the joke types below. Then perform it them for your friends and family!

A **monologue** (mon-o-log) is basically a funny story. A comedian will spend a minute or two talking about something funny that happened to him or her. (Psst...it doesn't have to be true!)

A **one-liner** is a short joke that is one or two sentences long.

Physical comedy (fizz-ick-al com-eh-dee) is acted out instead of told.

Prop comedy uses props, or items, in a funny way.

Write a monologue about...*dealing with your brother, sister or other family member.*

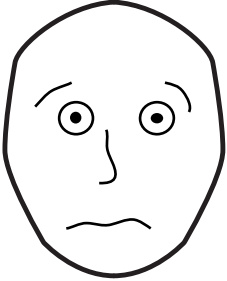
Write a one-liner about...*something you don't like.*

Do a physical joke about...*eating a school lunch.*

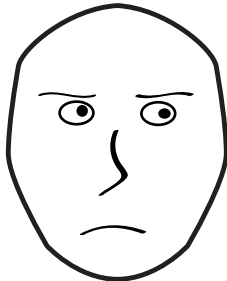
Do a prop joke about...*going to the dentist.*



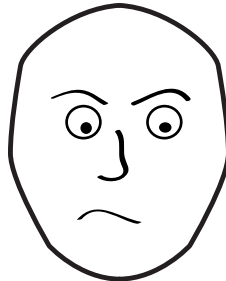
FACIAL EXPRESSIONS: Our expressions tell people what we're feeling.



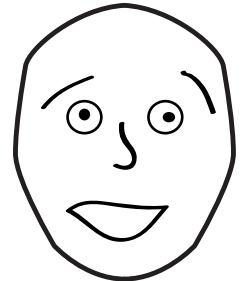
Embarrassed



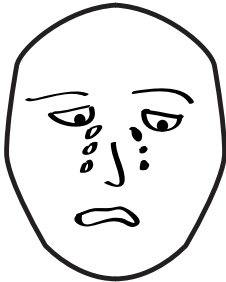
Bored



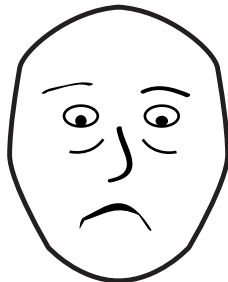
Annoyed



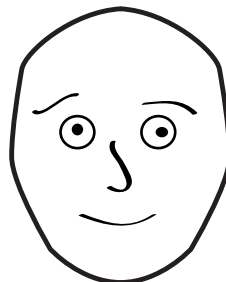
Excited



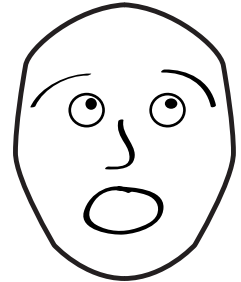
Crying



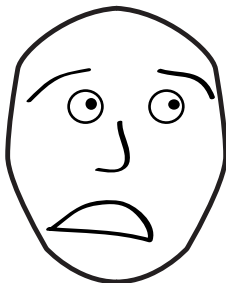
Sad



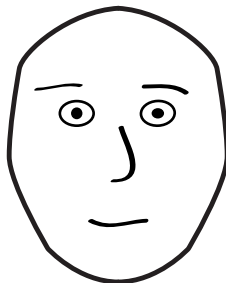
Happy



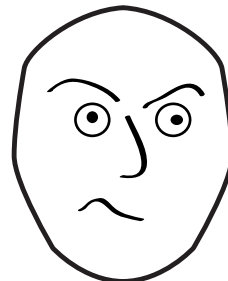
Surprised



Scared

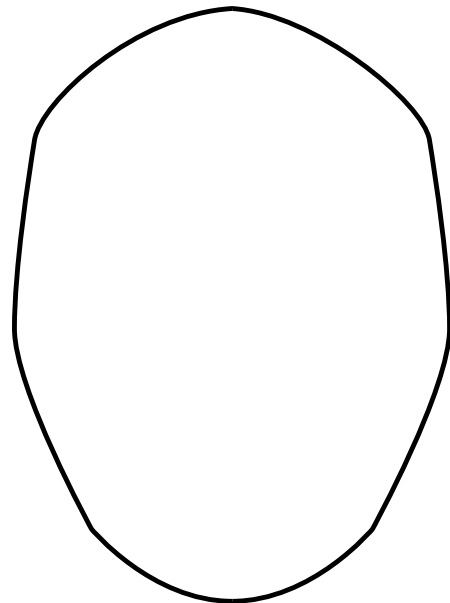
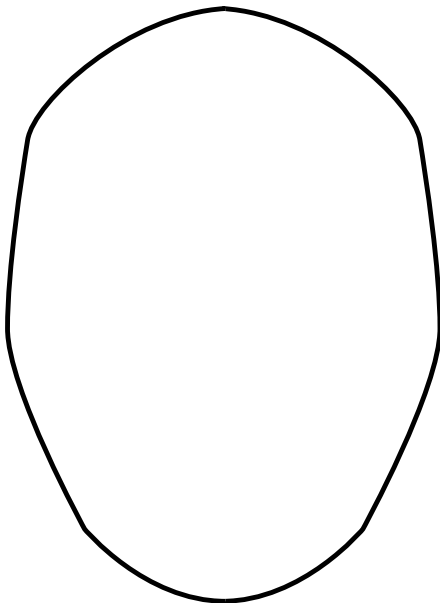
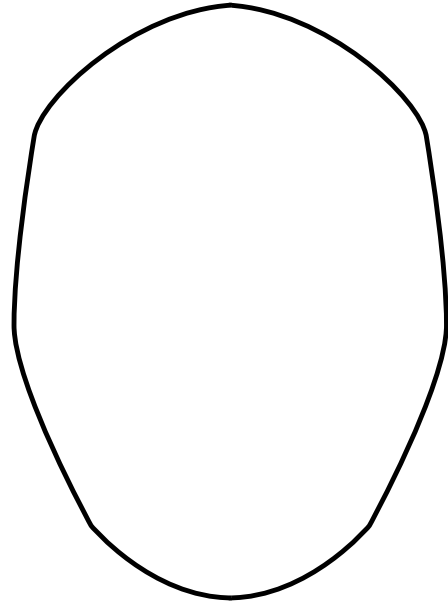
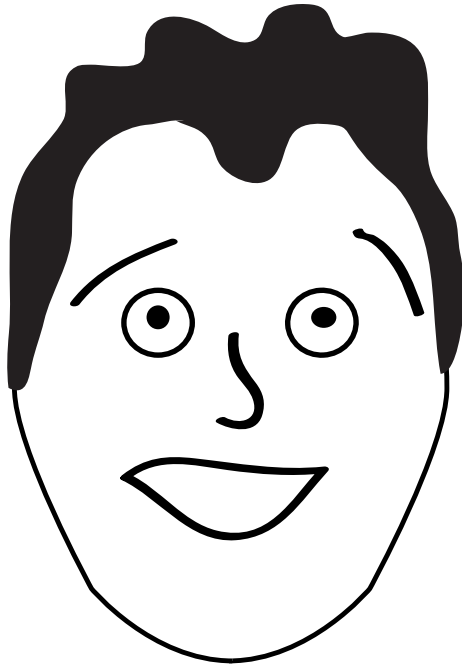


Calm



Angry

FACIAL EXPRESSIONS: Use these empty heads to draw your own faces! Don't forget the eyebrows—they can be the most important part.



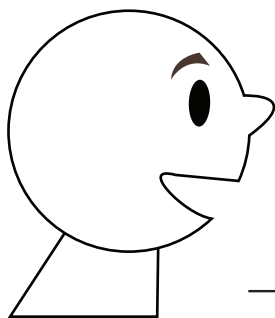
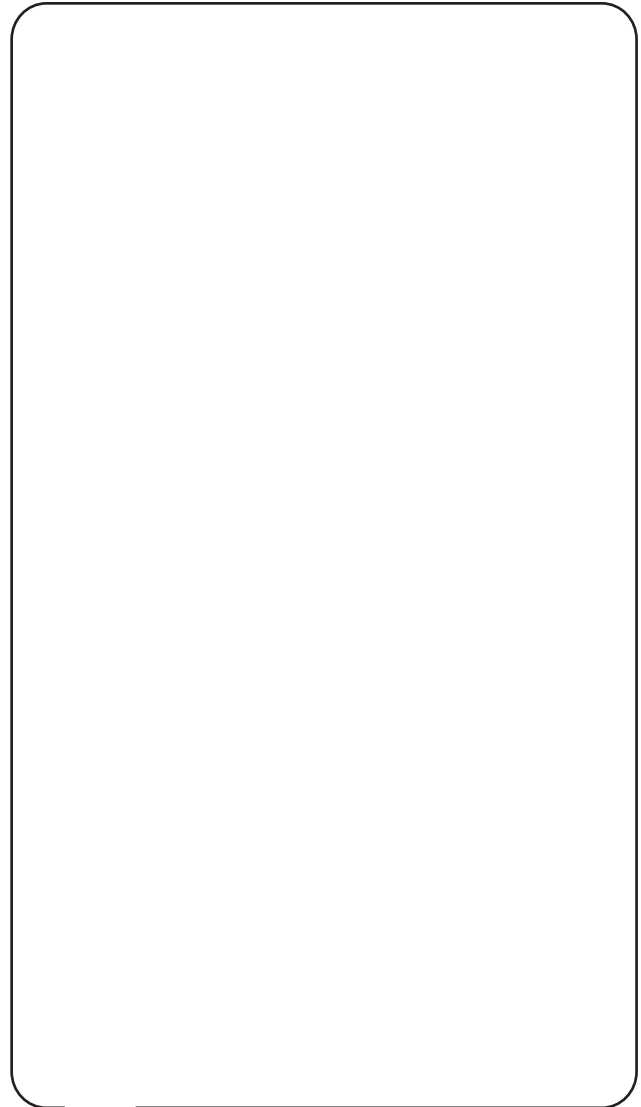
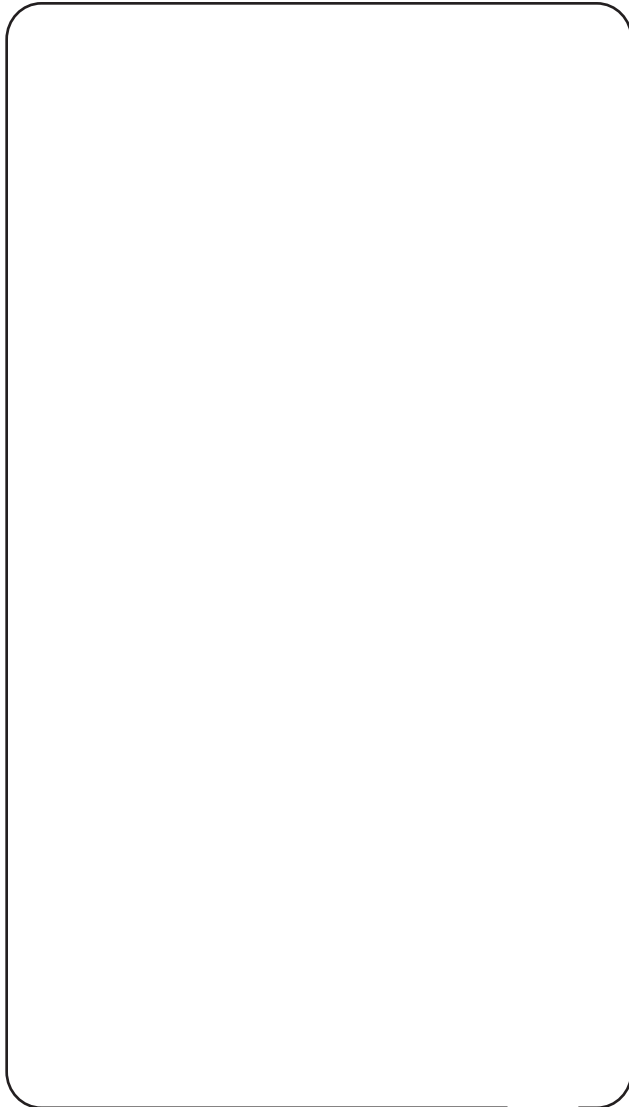
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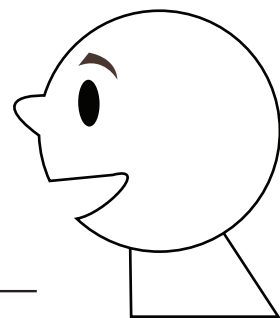
Date: _____

Dialogue & Drama



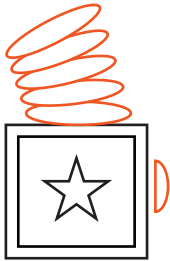
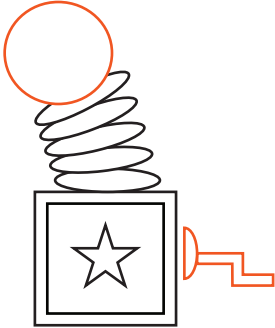
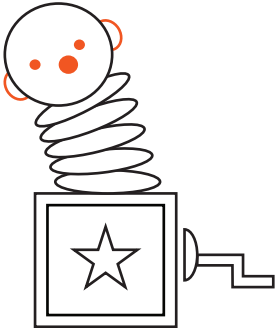
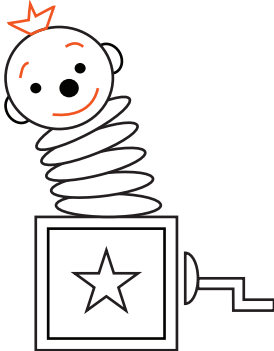
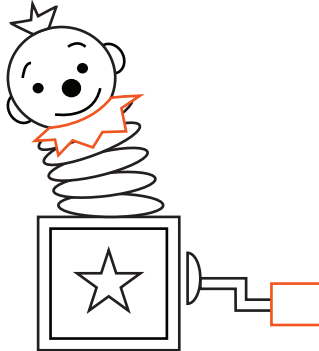
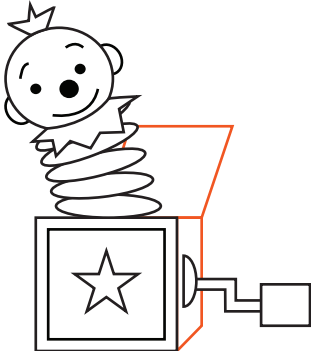
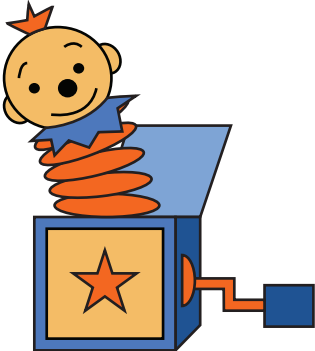
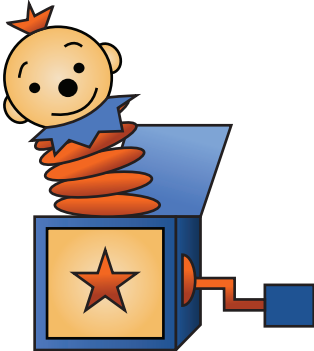
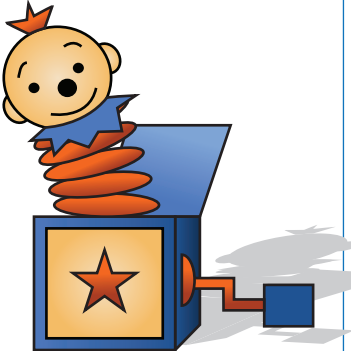


Think about the personal narrative you are writing. Think about two characters in your narrative. Write words that they can say to each other in the speech bubbles below.





By combining simple shapes, we can create complex drawings. Let's draw a jack-in-the-box toy!

 <p>Start with a square and add a smaller square inside.</p>	 <p>Now add a star in the middle to decorate it.</p>	 <p>Draw the some ellipses and a half circle for the lever.</p>	 <p>Add a circle for the head and a zigzag shape for the lever.</p>
 <p>Now add circles for the face and half-circles for the ears.</p>	 <p>Add curves for the eyebrows and a puff of hair.</p>	 <p>Let's add the handle and a decoration below the neck.</p>	 <p>Now extend the box and add the cover.</p>
 <p>Add some colors!</p>	 <p>Use darker colors and lighter colors to shade him.</p>	 <p>Then add a little shadow.</p>	<p>Great job! You are done!</p>