Local District South
Ten Day Grade Level Assignment Packet

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

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

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

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

**Schedule of Daily Assignments:**

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

- Do as many activities as you would like from the Daily Take-Home Activity Calendar
<table>
<thead>
<tr>
<th>High-Frequency Words (Kindergarten)</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
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<td>and</td>
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<tr>
<td>for</td>
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<tr>
<td>are</td>
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<tr>
<td>me</td>
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<tr>
<td>my</td>
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<tr>
<td>put</td>
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<tr>
<td>saw</td>
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<tr>
<td>big</td>
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<tr>
<td>what</td>
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</table>
Baking

“Will you wear a bib?”
Ink the Cat asked his pal Tig.
“This mix will make a mess.
It may be rather big!”
Five Tired Mice

Five mice with kites went for a hike, walking single file.
The hike was fine, but they got tired after just a mile.
Side by side they all filed home to dine on rice with lime.
They had a bite and went to bed.
"We'll ride our bikes next time!"
Directions: Trace the letters i and e. Say the name of each picture. Each picture has the /i/ sound made by i and e. Write the picture name under each picture.
High-Frequency Words

put

want

1. We ______ to dive in the lake.

2. Did you ______ the bike in the hut?

3. Mike and Rose ______ to go on a hike.

4. I ______ the cat on my lap.

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

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

Farmer Jude has a mule,
And her name is June.
She tugs ten lines, as a rule,
While Jude sings her a tune.
Phonics: Long u (final -e)

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

saw

this

1. Kate _______ a cute dog in the van.

2. I like _______ red bike a lot!

3. Can you play _______ game with me?

4. Rose _______ Mike at the lake.

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

Ted and Ed have a pet hen and Betty is her name. Betty lays eggs every day. She’s red and very tame.
Steve and Steve

My father and I are both named Steve. My mother and sister are both named Eve.

Steve and Steve, and Eve and Eve, it seems like a joke, but it’s not make-believe.
Phonics: Long e (final -e, e)

Directions: Trace the letter. Look at each picture. Circle the word that describes the picture and has the /ee/ sound. Then color the pictures.
High-Frequency Words

put
saw
this
want

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

Directions: Trace the high-frequency words put, saw, this, and want. Then write one of the words to complete each sentence. Draw a picture for one sentence.
## Unit 10: Forces and Motion

### Daily Take-Home Activity Calendar

Check off each activity as you complete it.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</table>
| - Read aloud the text.  
- Ask your child to find the word you seven times (including the title).  
- Reread the second sentence. Ask: Which word rhymes with you? (too) | - Read aloud the text.  
- Ask your child to find the exclamation points. Together, read these lines with excitement.  
- Point out that the title is a question. Ask: Where else do you see a question mark? Read the last sentence aloud and take turns answering the question. | - Read aloud the rhyme.  
- Ask your child to find a line that matches the title and draw lines between the matching words. (line 1)  
- Ask him or her to count the words in each line. Say: Remember that the words are separated by spaces. | - Read aloud the rhyme.  
- Ask your child to circle a word that begins with b and rhymes with pack. (back)  
- Ask: What word rhymes with pack and back and begins with the sound of the letter s? (sack) The letter s? (tack) | - Review the two selections.  
- Read the third sentence in the first selection together.  
- Ask: How does the woman in the rhyme get from place to place? |
| - Read aloud the text.  
- Ask your child to point to words that begin with uppercase letters.  
- Ask him or her to name each uppercase letter and find a matching lowercase letter on the page. | - Read aloud the text.  
- Draw a circle around the word kick. Say the word in parts. (k/ick) Then say the whole word.  
- Ask: What word rhymes with kick and begins with the sound of the letter k? (lick) The letter p? (pick) The letter s? (sick) | - Read aloud the text.  
- Point to and say the words magnet and metals. Together, name the beginning letter, say the beginning sound, and clap the syllables in each word.  
- Ask: How are the words magnet and metals alike? (Both begin with m and have two claps.) | - Read aloud the text.  
- Ask your child to find the word an on page 21.  
- Ask: What word in the sentence begins with the sound of the letter k and ends with the word an? (can) What word on page 20 begins with the word an and ends with the sound of the letter d? (and) | - Review the two selections.  
- Ask: How many words are in each title? (six, five) What is at the end of each title? (a question mark)  
- Together, use the words and photographs in the texts to answer the questions in the titles. |
| - Read aloud the text.  
- Say the words bicycle and invented aloud. Clap the syllables together. Ask: How many daps do both words have? (three)  
- Ask: What word does the author use that means the same as bicycle? (bike) | - Read aloud the text.  
- Point out that the title ends in an exclamation point. Read it together with excitement.  
- Ask: Where else do you see an exclamation point? Read the last sentence together with excitement. | - Read aloud the story.  
- Ask your child to find the word Dad. Together, say the word sound by sound. Then say the whole word. Repeat with the words laps and top.  
- Ask: What word rhymes with snap and laps and begins with the sound of the letter m? (maps) The letter m? (naps) The letter s? (caps) | - Read aloud the story.  
- Reread the second sentence. Ask: Which two words rhyme? (snaps, laps)  
- Ask: What word rhymes with snaps and laps and begins with the sound of the letter m? (maps) The letter m? (naps) The letter s? (caps) | - Review the two selections.  
- Ask your child to find the word Like in the first title.  
- Ask: Who likes roller coasters in the story? Who doesn't like roller coasters? How can you tell? |
<table>
<thead>
<tr>
<th>Lunes</th>
<th>Martes</th>
<th>Miércoles</th>
<th>Jueves</th>
<th>Viernes</th>
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</thead>
<tbody>
<tr>
<td>• Lean el texto en voz alta.</td>
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<td>• Lean el texto en voz alta.</td>
<td>• Lean juntos la tercera oración del primer texto.</td>
</tr>
<tr>
<td>• Pida a su niño/a que busque la palabra you siete veces (incluyendo el título).</td>
<td>• Pida a su niño/a que busque los signos de exclamación. Juntos, lean estas líneas con la entonación correcta.</td>
<td>• Pida a su niño/a que busque una línea que se corresponda con el título y que dibuje líneas entre las palabras que se correspondan. (línea 1)</td>
<td>• Pida a su niño/a que encierre en un círculo una palabra que empiece con b y rime con pack. (back)</td>
<td>• Pida a su niño/a qué palabra rima con pack y back y empiexcione por el sonido de la letra s? (sack) Y con la letra t? (tack)</td>
</tr>
<tr>
<td>• Pida a su niño/a que busque la palabra you.</td>
<td>• Señale que el título es una pregunta. Pregunta: ¿En qué otro lugar ves un signo de interrogación? Lee la última oración en voz alta y túnense para responder la pregunta.</td>
<td>• Pida que cuenten las palabras de cada línea. Diga: Recuerda que las palabras están separadas por espacios.</td>
<td>• Pregunta: ¿Qué palabra rima con pack y back y empiexcione por el sonido de la letra s? (sack) Y con la letra t? (tack)</td>
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<tr>
<td>• Vuelva a leer la segunda oración. Pregunta: ¿Qué palabra rima con you? (too)</td>
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<tr>
<td><strong>What Makes a Soccer Ball Fly?</strong> págs. 18–19</td>
<td><strong>What Makes a Soccer Ball Fly?</strong> págs. 18–19</td>
<td><strong>What Can a Magnet Do?</strong> págs. 20–21</td>
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<td><strong>What Makes a Soccer Ball Fly?</strong> págs. 18–19</td>
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<td>• Lean el texto en voz alta.</td>
<td>• Lean el texto en voz alta.</td>
<td>• Repase los dos textos.</td>
</tr>
<tr>
<td>• Pida a su niño/a que señale palabras que empiecen con letra mayúscula.</td>
<td>• Dibuje un círculo alrededor de la palabra kick. Diga la palabra por partes. (kick) Luego díga la palabra completa.</td>
<td>• Señale y diga las palabras magnet y metals. Juntos, nombran la letra inicial, digan el sonido inicial y den palmas por cada sílaba de cada palabra.</td>
<td>• Pregunta: ¿Qué palabra rima con kick y empieza con el sonido de la letra p? (pick) Y con la letra p? (pick) Y con la letra s? (sick)</td>
<td>• Repase los dos textos.</td>
</tr>
<tr>
<td>• Pide que nombre cada letra mayúscula y que encuentre una letra minúscula correspondiente en la página.</td>
<td>• Pregunta: ¿Qué palabra rima con kick y empieza con el sonido de la letra p? (pick) Y con la letra p? (pick) Y con la letra s? (sick)</td>
<td>• Pregunta: ¿Qué palabra rima con pick y empieza con el sonido de la letra m? (magnet) Y con la letra a? (magnet) Y con la letra t? (tack)</td>
<td></td>
<td>• Pregunta: ¿Qué palabra rima con pick y empieza con el sonido de la letra p? (pick) Y con la letra p? (pick) Y con la letra s? (sick)</td>
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<tr>
<td><strong>We Like Bikes!</strong> págs. 22–23</td>
<td><strong>We Like Bikes!</strong> págs. 22–23</td>
<td><strong>Riding a Roller Coaster</strong> págs. 24–25</td>
<td><strong>Riding a Roller Coaster</strong> págs. 24–25</td>
<td><strong>We Like Bikes!</strong> págs. 22–23</td>
</tr>
<tr>
<td>• Lean el texto en voz alta.</td>
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<td>• Lean el texto en voz alta.</td>
<td>• Lean el texto en voz alta.</td>
<td>• Repase los dos textos.</td>
</tr>
<tr>
<td>• Diga las palabras bicycle e invented en voz alta. Juntos, den una palizada por cada sílaba. Pregunta: ¿Cuántas palabras damos en ambas palabras? (tres)</td>
<td>• Señale que el título termina con un signo de exclamación. Léanlo juntos con la entonación correcta.</td>
<td>• Pregunta: ¿Dónde más ves un signo de exclamación? Lean juntos la última oración con la entonación correcta.</td>
<td>• Pregunta: ¿Qué sonido de vocal escuchas en el nombre Eve? (e) Luego Lean la última oración. Pregunta: ¿Qué palabra tiene un sonido de e larga? (me)</td>
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</tr>
<tr>
<td>• Pregunta: ¿Qué palabra usa el autor que significa lo mismo que bicycle? (bike)</td>
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