



Kindergarten Learning Resources

Dear Families,

Enclosed is our second set of optional learning resources that your student may use to practice skills previously taught this school year. These activities are intended to supplement assignments and activities provided directly from your child's teacher. It is designed to support 2-3 weeks' worth of supplemental learning. We recommend that students complete no more than one math activity and one literacy activity from this packet per day. For additional learning and practice opportunities, including our first set of resources and available extensions, please visit our website at:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Estimadas familias,

Adjunto se encuentra nuestra segunda serie de recursos de aprendizajes adicionales que su estudiante puede usar para practicar las habilidades que se enseñaron anteriormente este año escolar. El propósito de estas actividades es complementar las tareas y actividades proporcionadas por el maestro de su hijo. Están diseñadas para apoyar el aprendizaje suplementario de 2-3 semanas. Les recomendamos que los estudiantes completen no más de una actividad de matemáticas y una de alfabetización diariamente. Para más oportunidades de aprendizaje y práctica, incluyendo nuestra primera serie de recursos y extensiones de materiales disponibles, por favor visite nuestro sitio web en:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Thân gửi gia đình các học sinh,

Đính kèm theo đây là tài liệu học tập thứ hai với tài nguyên học tập tùy chọn mà học sinh có thể sử dụng để thực hành năng khiếu đã được giảng dạy tại trường trong niên học này. Những hoạt động này với chủ đích như là bài tập và hoạt động bổ sung được cung cấp trực tiếp từ các giáo viên của con em quý vị. Nó được thiết kế để hỗ trợ từ 2 tới 3 tuần lễ trong việc học tập. Chúng tôi đề nghị học sinh hoàn tất một hoạt động với toán học và một hoạt động về Anh Ngữ trong tập tài liệu này cho mỗi ngày. Để bồi túc cho việc học tập và những cơ hội thực tập, bao gồm trong tập tài nguyên (resources) học tập thứ nhất và sự khai triển có sẵn, xin coi tại mạng lưới của chúng ta tại:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Qoysaska Qaaliga ahaw,

Waxa ku lifaaqan xidhmaadeena labaad ee khayraadka waxbarasho ee ikhtiyaariga ah ee ardaygaagu u isticmaali karo inuu ku tabobarato xirfadaha hore loo baray sannad dugsiyedkan. Hawlahaas waxaa loogu talagalay in lagu kabo shaqooyinka iyo nashaadaadka tooska ah ee uu bixiyo macallinka ilmahaagu. Waxaa loogu talagalay in lagu taageero 2-3 toddobaad qimaynta dheeriga ah. Waaan kula talineynaa ardayda inay dhammeeyaan wax aan ka badneyn hal hawl oo xisaabta ah iyo hal hawl oo qorista oo xidhmadan ah maalin kasta. Si aad u hesho waxbarasho dheeraad ah iyo fursado tababar ah, oo ay kujirto qaybleena koowaad ee khayraadka iyo kordhinta la heli karo, fadlan booqo bartayada internetka: www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

የተከበረች በተሰቦች፡

እኩን የእርስዥ ተማሪ በኋላ የተምሃደት አማካይ ቅድሚያ ብሎ የተማሪዎችን ትለታዋችን ለማለማመራው ለጠቀምበት የሚችል አማራጭ የመማሪያ ባገናቸውን ሁሉትና ሲጠቅም ትግበራ የተሰበው ለማለማመራው የሚችል አማራጭ የሚሆን ተጨማሪ ተምሃደት ለማደገፍ የተቀጥሱ ነው፡፡ ተማሪዎች ከኋላ እኩን ውስጥ ከአንድ የሚሰባ ተግበራ እና ከአንድ የሚገባበት ተግበራ ያለበት በየቀኑ እንዲያጠናቁቁ እንማክራለን፡፡ ለተጨማሪ የተምሃደት እና የፈምምድ እድልች፡ የመቻመረያዎችን የሆነቶች ሲጠቅም እና የሚገኘን ቅጥያዎችን ችግሮች ለማግኘት፡ እብካወ ይርጋ ጠበቀችን እኋላ ለይችል፡ www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Kindergarten Math

To access the online resources in this packet as well as lessons from other grade levels, visit **<https://bit.ly/homemathresources>**



SFUSD

SAN FRANCISCO
PUBLIC SCHOOLS

Grade K Day 1: 2D Shapes

Grade	K
Day	1
Math	Identifying 2 Dimensional Shapes and Counting on the Hundreds Chart
Audience	Teachers
Language of Instruction	English
Objective	Students match shapes with their names
Standard	Geometry Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). K.G.1 Describe objects in the environment using names of shapes K.G.2 Correctly name shapes regardless of their orientations or overall size.
Links to printable materials (Student facing)	Student Page Kinder Day 1
Online / Blended Resources	Interactive Hundreds Chart https://www.mathplayground.com/interactiveHundredsChart.html Shape Song https://www.youtube.com/watch?v=QBD7CB-rroo Shape Concentration Online Game https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Concentration/



SFUSD

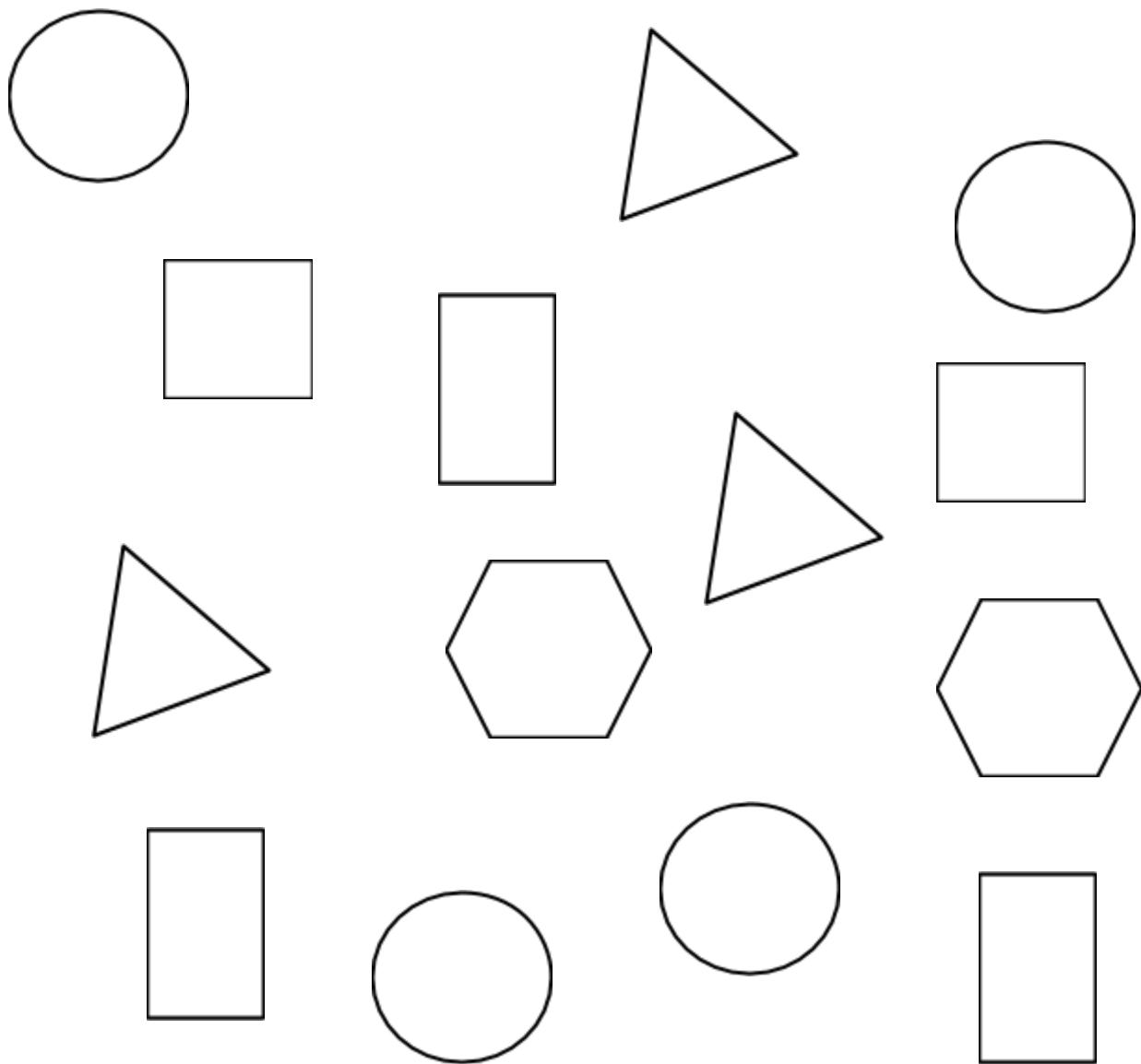
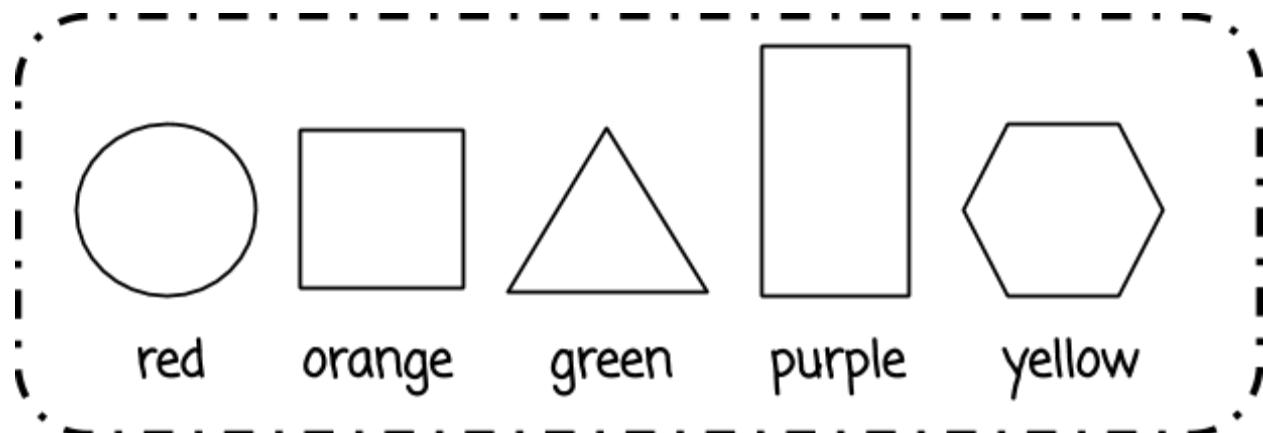
SAN FRANCISCO
PUBLIC SCHOOLS

	Worksheets	Online
Launch	Counting on the Hundreds Chart Count from 1 to 20 on a hundreds chart	Interactive Hundreds Chart https://www.mathplayground.com/interactiveHundredsChart.html
Explore	Color the Shapes Draw a line to match the shape to its name.	Shape Song https://www.youtube.com/watch?v=QBD7CB-rroo Shape Concentration Online Game https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Concentration/
Summarize	Draw a shape robot using circles, rectangles, squares, triangles and hexagons.	

Count from 1 to 20 on the Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Color each shape its assigned color.

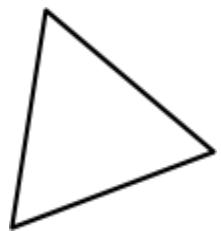


Draw a line to connect the shape to its name.

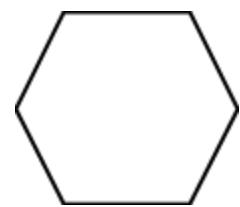
Circle



Square



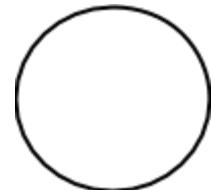
Rectangle



Triangle



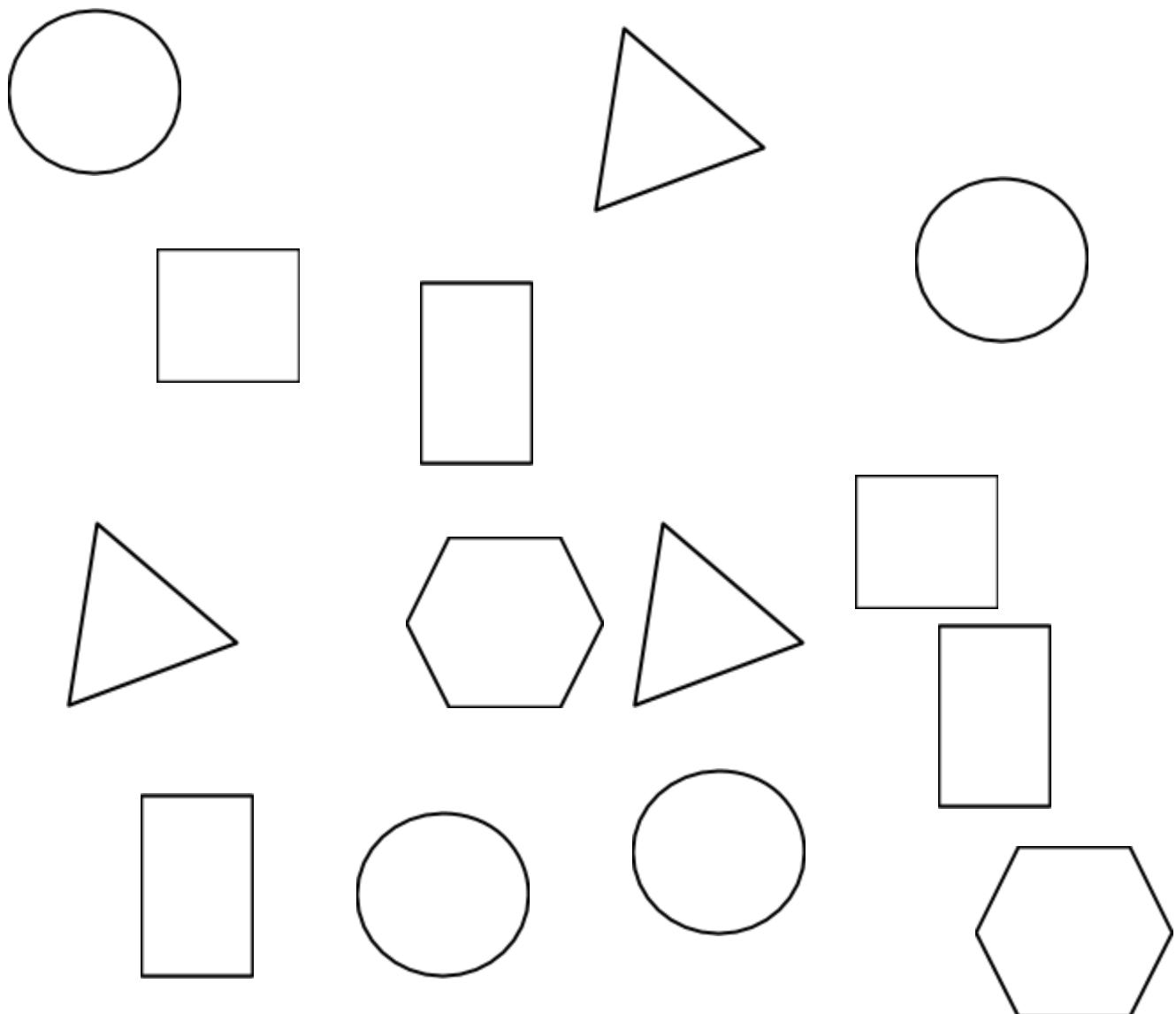
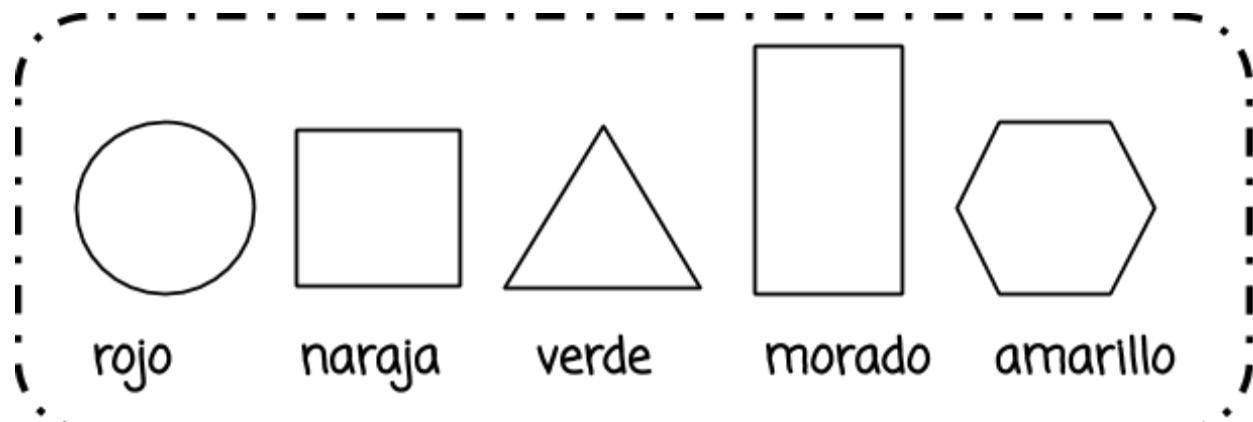
Hexagon



Contar de 1 a 20 en la tabla de 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Colorear cada figura del color asignado.

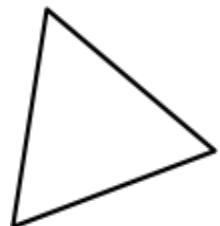


Haz una linea para conectar la figura a su nombre.

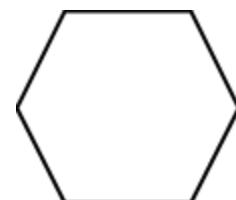
círculo



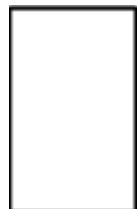
cuadrado



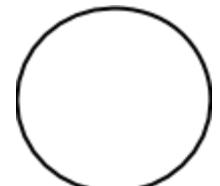
rectángulo



triángulo



hexágono





SFUSD

SAN FRANCISCO
PUBLIC SCHOOLS

Grade K Day 2: Matching Numbers

Grade	K
Day	2
Math	Matching Numbers and Counting on the Hundreds Chart
Audience	Teachers
Language of Instruction	English
Objective	Identify and match the numbers 1 to 10
Standard	Counting and Cardinality Know number names and the count sequence. K.CC.1 Count to 100 by ones and by tens. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
Links to printable materials (Student facing)	<u>Student Page Kinder Day 2</u>
Online / Blended Resources	Counting to 100 video https://www.youtube.com/watch?v=5E0hG30ZOxY Counting Game - Okta's Rescue https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Oktas-Rescue/



SFUSD

SAN FRANCISCO
PUBLIC SCHOOLS

	Worksheets	Online
Launch	Counting on the Hundreds Chart Start at 5 and count up to 20. Start 25 and count up to 35. Start at 35 and count up to 45.	Counting to 100 video https://www.youtube.com/watch?v=5E0hG30ZOxY
Explore	Match the number of Bears to their Number	Number Quantity Recognition Game https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Oktas-Rescue/
Summarize	Represent the number 8 in a drawing.	

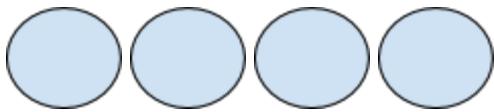
Start at 5 and count to 20 on the Hundreds Chart.

Start at 15 and count to 28.

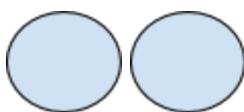
Start at 34 and count to 48

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

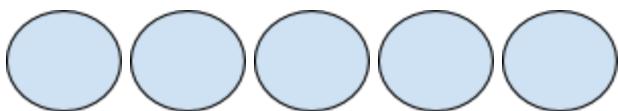
Draw a line to connect each group of circles to the matching number.



2



1



4

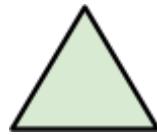
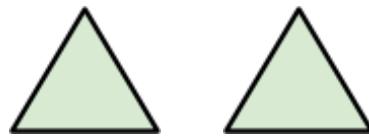
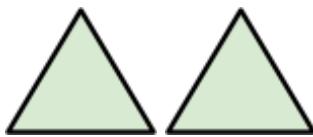
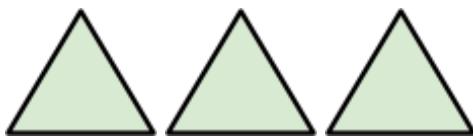
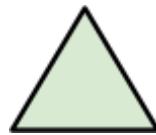


5



3

Count the number of shapes. Write the number in the box.



Represent the number 8 in a drawing using shapes.

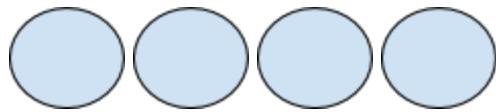
Comience a las 5 y cuenta hasta 20 en la tabla de 100.

Comience en 15 y cuente hasta 28.

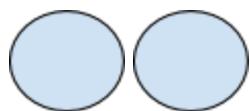
Comience en 34 y cuente hasta 48.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

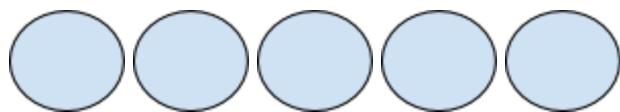
Haz una línea para conectar el grupo de círculos con el número escrito.



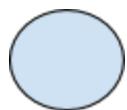
2



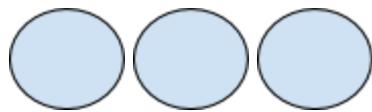
1



4

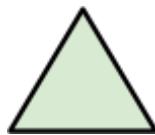
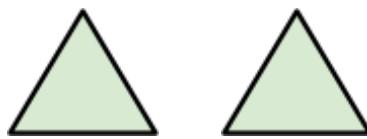
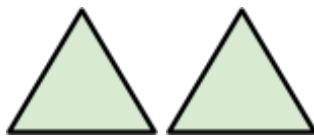
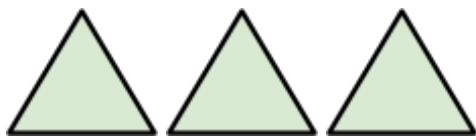
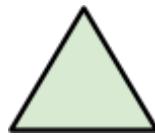


5



3

Cuenta el número de figuras en cada grupo y escribe el número en el cuadro.



Representa el número 8 en un dibujo.



SFUSD

SAN FRANCISCO
PUBLIC SCHOOLS

Grade K Day 3: Adding to 10

Grade	K
Day	3
Math	Adding to ten and Counting on a Hundreds Chart
Audience	Teachers
Language of Instruction	English
Objective	Develop greater fluency adding to ten
Standard	Operations and Algebraic Thinking (Lessons) Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$)
Links to printable materials (Student facing)	Student Page Kinder Day 3
Online / Blended Resources	Underwater Counting Game https://www.topmarks.co.uk/learning-to-count/underwater-counting Ways to Make 10 https://www.youtube.com/watch?v=RiFRb_Uoa3U



SFUSD

SAN FRANCISCO
PUBLIC SCHOOLS

	Worksheets	Online
Launch	Counting on the Hundreds Chart Start at 43 and count to 58. Start at 50 and count to 63.	Underwater Counting Game https://www.topmarks.co.uk/learning-to-count/underwater-counting
Explore	Students explore numbers that add to ten.	Ways to Make 10 https://www.youtube.com/watch?v=RiFRb_Uoa3U
Summarize	Show two numbers that add to 10 in both a drawing and a number sentence.	

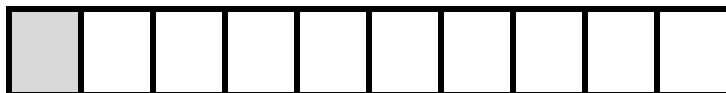
Start at 43 and count to 58.

Start at 50 and count to 63.

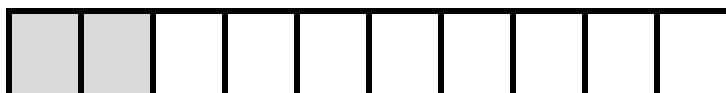
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Part 2: What are all the combinations of numbers that add to 10?

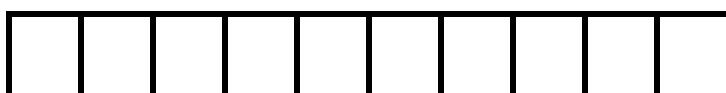
Color the 10-sticks with two colors and write equations like the examples:



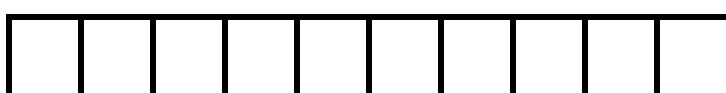
$$1 + 9 = 10$$



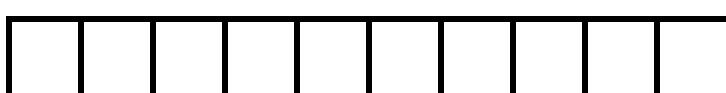
$$2 + 8 = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



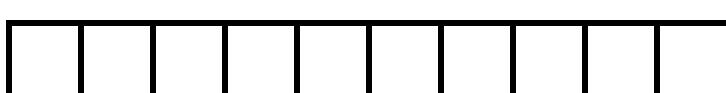
$$\underline{\quad} + \underline{\quad} = 10$$



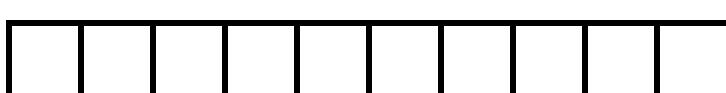
$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



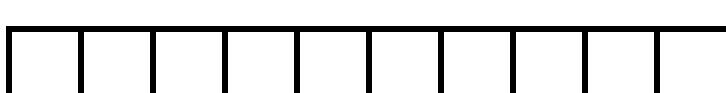
$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$

Make your own drawing of numbers that add to 10

Example:

$$\begin{array}{c} \triangle \triangle \triangle \\ + \end{array} \quad \begin{array}{c} \square \square \\ = 10 \end{array}$$

$$\begin{array}{c} \triangle \triangle \triangle \\ + \end{array} \quad \begin{array}{c} \square \square \\ = \end{array}$$

$$6 + 4 = 10$$

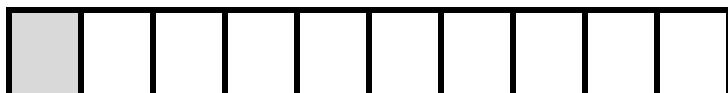
Comienza en 43 y cuente hasta 58.

Comienza en 50 y cuente hasta 63.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Parte 2: ¿Cuáles son todas las combinaciones de números que suman 10?

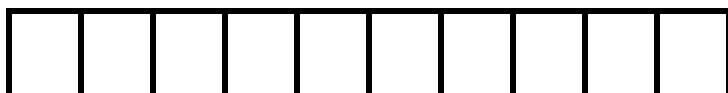
Colorea los 10 palos con dos colores y escribe ecuaciones como los ejemplos:



$$1 + 9 = 10$$



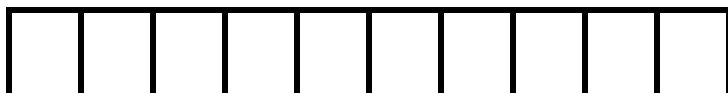
$$2 + 8 = 10$$



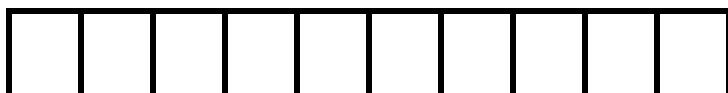
$$\underline{\quad} + \underline{\quad} = 10$$



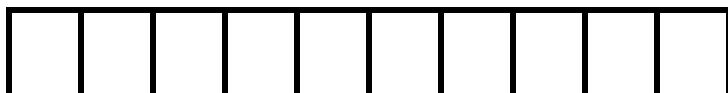
$$\underline{\quad} + \underline{\quad} = 10$$



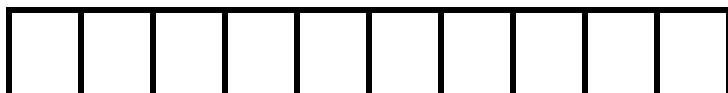
$$\underline{\quad} + \underline{\quad} = 10$$



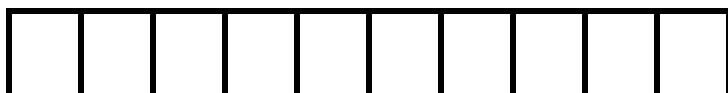
$$\underline{\quad} + \underline{\quad} = 10$$



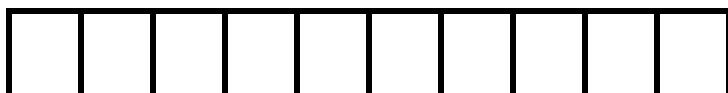
$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$

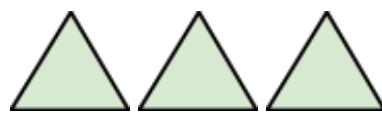


$$\underline{\quad} + \underline{\quad} = 10$$

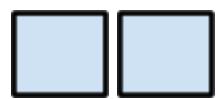
$$\underline{\quad} + \underline{\quad} = 10$$

Dibuja grupos de objetos que suman a 10

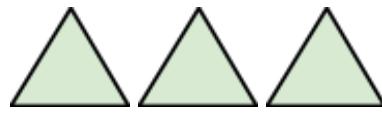
Ejemplo:



+



= 10



$$6 + 4 = 10$$



SFUSD

SAN FRANCISCO
PUBLIC SCHOOLS

Grade K Day 4: Adding Dice

Grade	K
Day	4
Math	Adding Dice and Counting on a Hundreds Chart
Audience	Teachers
Language of Instruction	English
Objective	Develop fluency adding within 10
Standard	Operations and Algebraic Thinking Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.1 Represent addition with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve addition word problems and add within 10, e.g., by using objects or drawings to represent the problem.
Links to printable materials (Student facing)	Student Page Kinder Day 4
Online / Blended Resources	Sing-A-Long: Counting to 100 Song (En español) Five Frame Game https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Five-Frame/



SFUSD

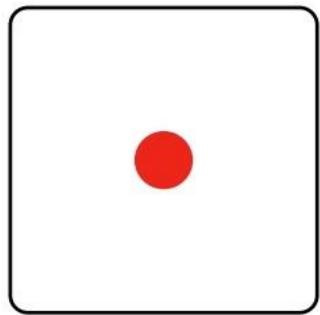
SAN FRANCISCO
PUBLIC SCHOOLS

	Worksheets	Online
Launch	Start at 55 and count to 64. Start at 75 and count to 85.	Sing-A-Long: <u>Counting to 100 Song (En español)</u>
Explore	Adding dots on dice	Five Frame Game https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Five-Frame/
Summarize	Draw your own dots on the dice to equal 4.	

Start at 55 and count to 64.

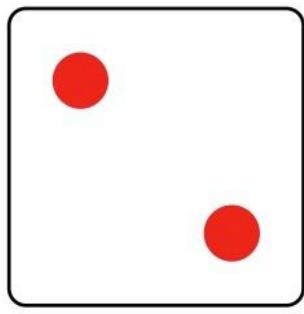
Start at 75 and count to 85.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

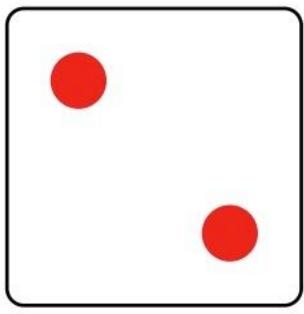


and

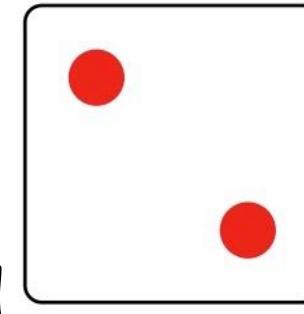
make _____



and



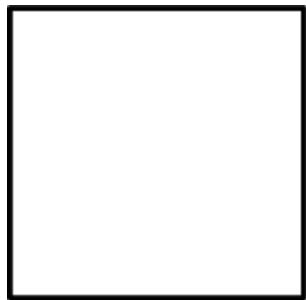
make _____



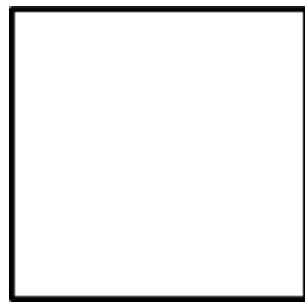
and

make _____

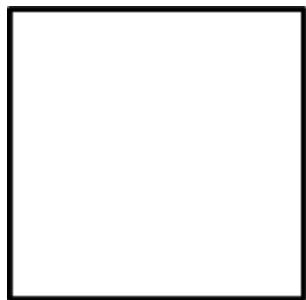
Draw your own dots on the dice to make 4.



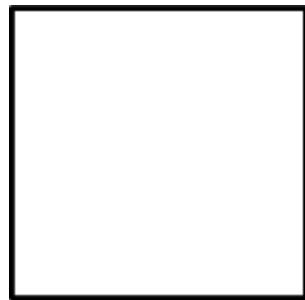
and



make 4



and

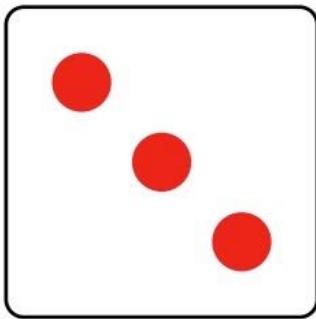
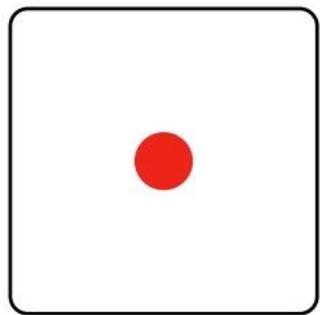


make 4

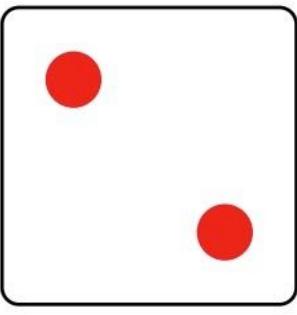
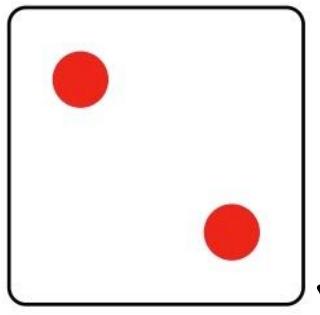
Comienza en 55 y cuenta hasta 64.

Comienza en 75 y cuenta hasta 85.

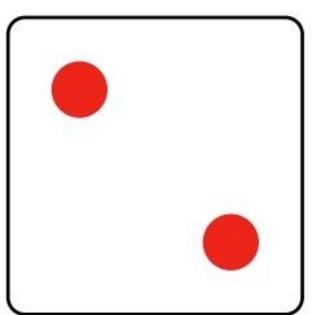
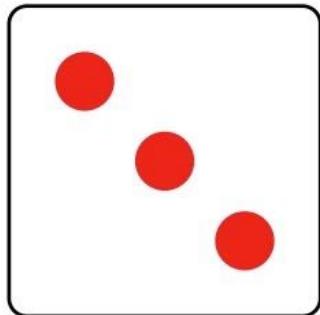
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



y es igual a _____

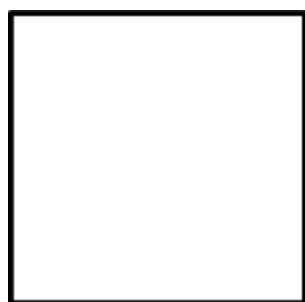


y es igual a _____

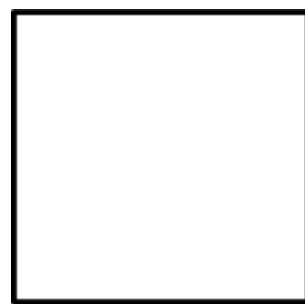


y es igual a _____

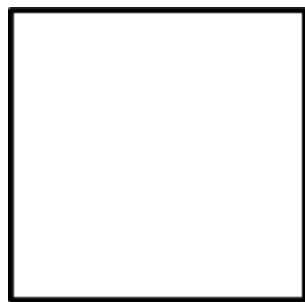
Dibuja tus propios puntos en los dados
para formar 4.



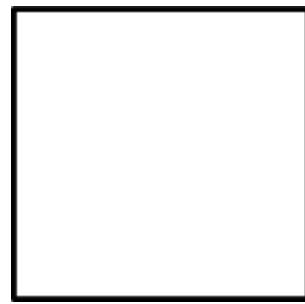
y



es igual a **4**



y



es igual a **4**



SFUSD

SAN FRANCISCO
PUBLIC SCHOOLS

Grade K Day 5: More Adding Dice

Grade	K
Day	5
Math	Add within 10 and Counting to a Hundred
Audience	Teachers
Language of Instruction	English
Objective	Students add dice within 10 and Count on the Hundreds Chart
Standard	Operations and Algebraic Thinking Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.1 Represent addition with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve addition word problems and add within 10, e.g., by using objects or drawings to represent the problem. K.OA.5 Fluently add within 5.
Links to printable materials (Student facing)	Student Page Day 5
Online / Blended Resources	Sing-A-Long: Counting to 100 Song (En español) Five Frame Game https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Five-Frame Addition Blocks Game http://www.additionblocksgame.com/AdditionBlocksGame/



SFUSD

SAN FRANCISCO
PUBLIC SCHOOLS

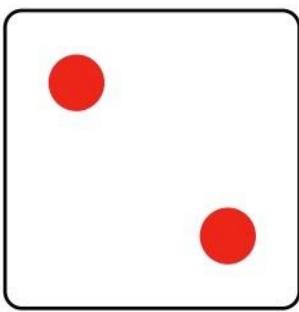
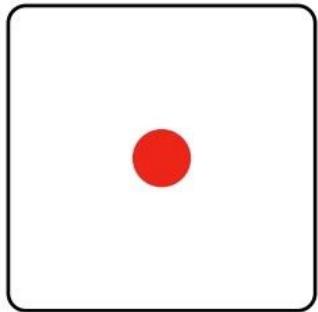
	Worksheets	Online
Launch	Start at 72 and count to 84. Start at 88 and count to 100.	Sing-A-Long: <u>Counting to 100 Song (En español)</u>
Explore	Addition Dice	Five Frame Game <u>https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Five-Frame</u> Addition Blocks Game <u>http://www.additionblocksgame.com/AdditionBlocksGame/</u>
Summarize	Draw your own dots on the dice to make 5.	

Start at 72 and count to 84.

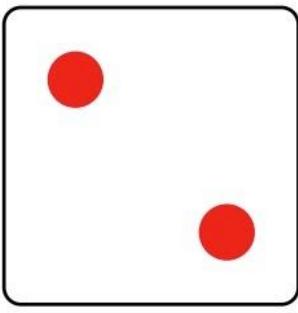
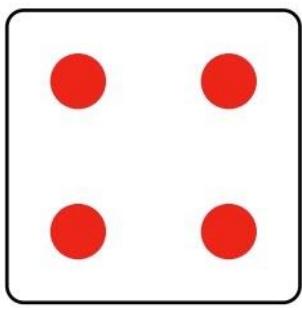
Start at 88 and count to 100.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

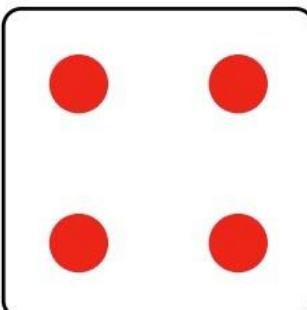
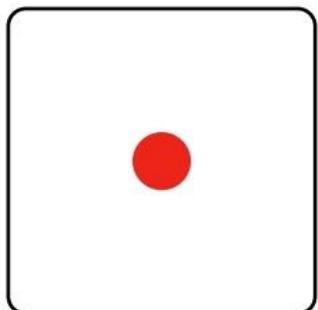
Part 2 Adding with Dice



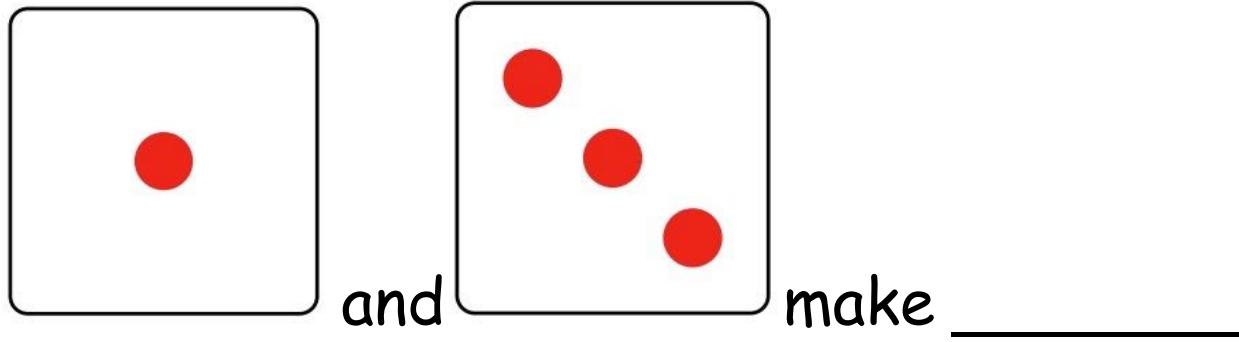
and make _____



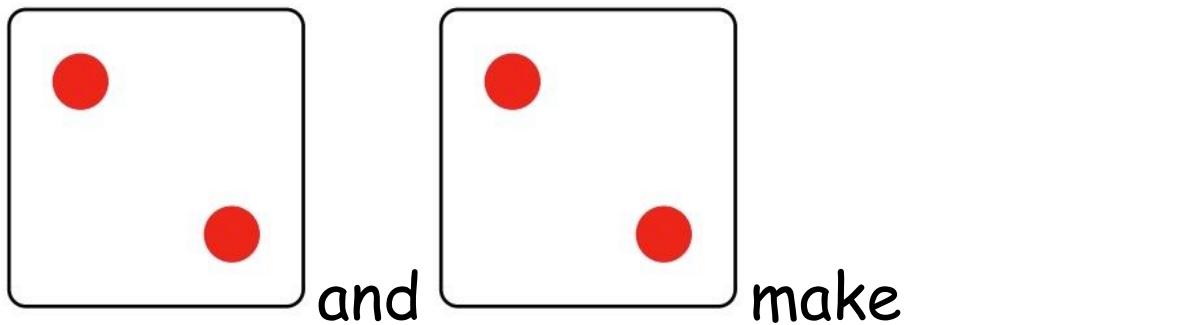
and make _____



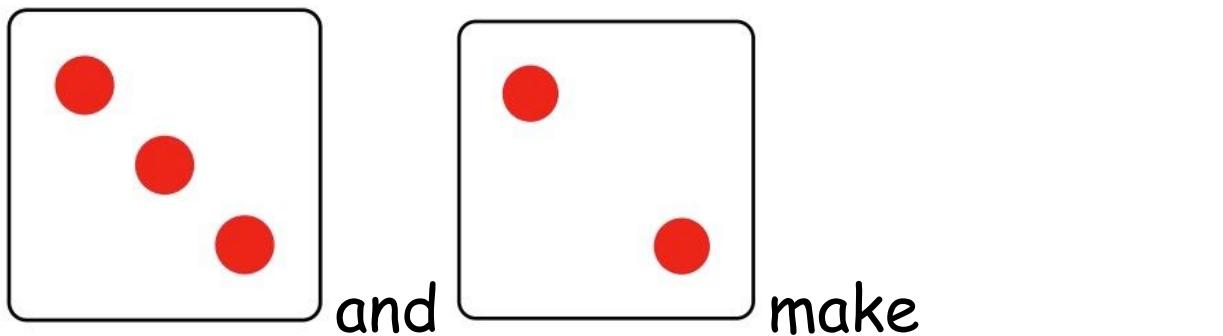
and make _____



and make _____

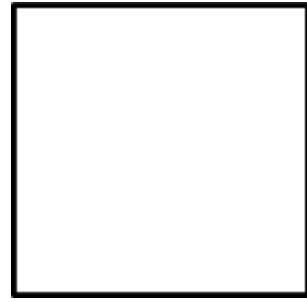
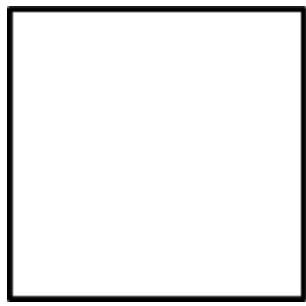


and make _____



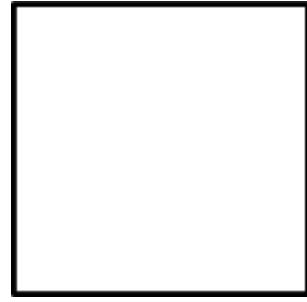
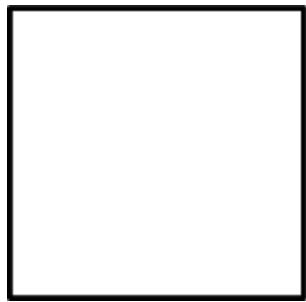
and make _____

Draw your own dots on the dice to make 5.



and

make 5



and

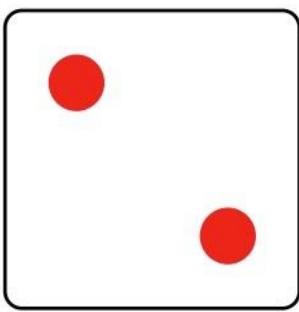
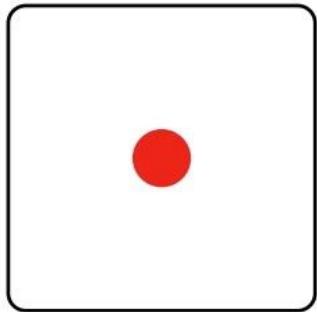
make 5

Comienza en 72 y cuente hasta 84.

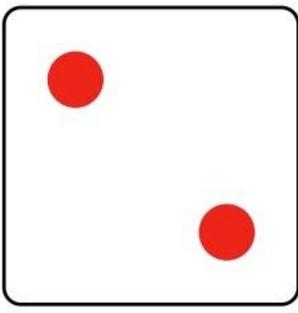
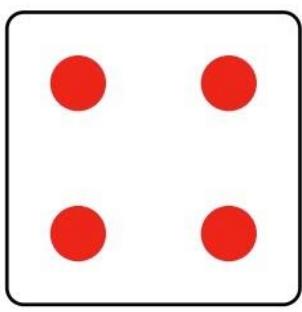
Comienza en 88 y cuente hasta 100.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

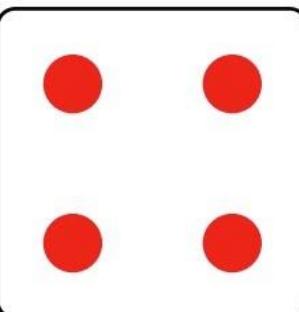
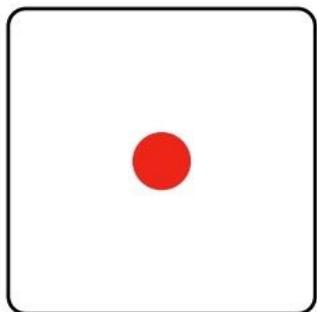
Parte 2 Agregar con dados



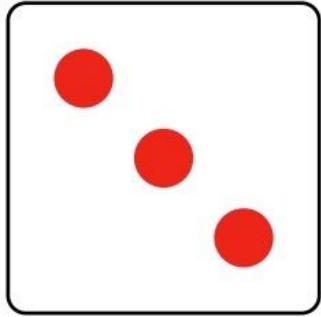
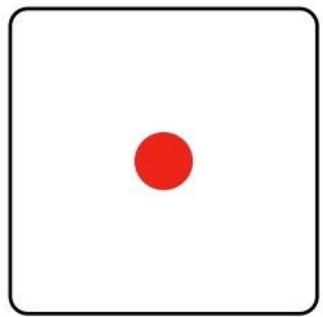
y hacen _____



y hacen _____

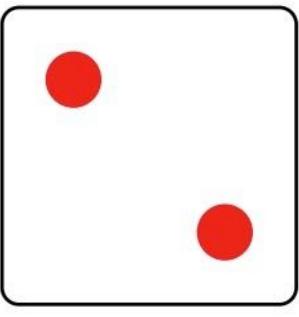
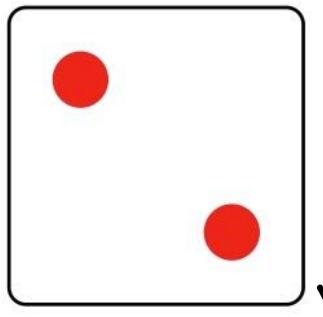


y hacen _____



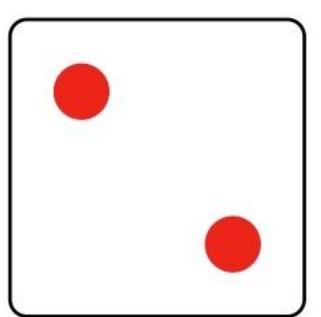
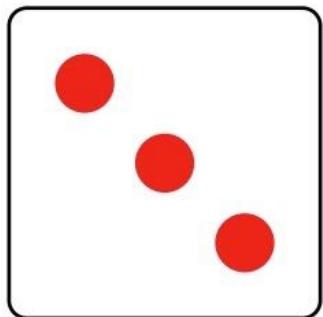
y

hacen _____



y

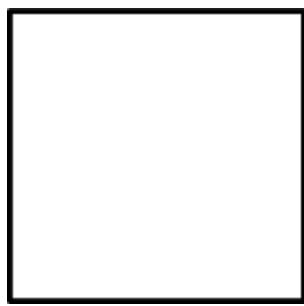
hacen _____



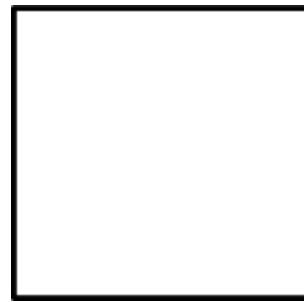
y

hacen _____

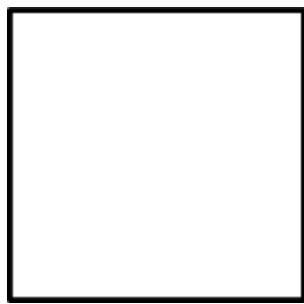
Dibuja tus propios puntos en los dados para hacer 5.



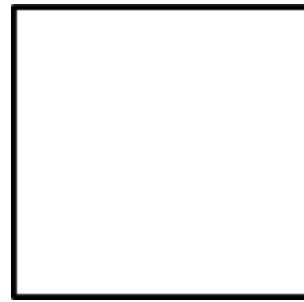
y



hacen **5**



y



hacen **5**



Dear Kindergarten Students and Families,

The pages in this packet will provide you with fun activities to keep you learning while you are out of school. Please use the materials at your own pace. In this packet, you will find:

- Letter and sound practice: try a few letter chants each day. Try writing the letters you are practicing on another piece of paper.
- Fluency: spend a few minutes on this each day. Read the story ("Kit Runs and Skips" and "Kit and Stan") with a grown-up or older child; then take turns reading; then read it yourself (you might try one of these each day)
- Circling sounds: each day, circle the letter patterns on one line, then read the words out loud.
- "I Can Be," "We are People," and "I Like My Hair" stories: you'll probably want to read these more than once over several days. Read the story and poem by yourself or with someone else. Think about what you are learning.
- A reading response sheet to help you think about your reading.
- KCLS - how you and your child can use the King County Library System

In addition to the activities in the packet, here are some suggestions to keep growing as a reader and writer.

- Have a grown-up read to you each day.
- Read to yourself each day.
- Tell stories with someone else. Take turns making up what comes next in the story.
- Sing songs together.
- At the end of the day, talk with someone about what happened in your day. Tell that person about what you did, and ask what they did. Ask each other questions.
- Write and illustrate your own stories.



Estimados estudiantes y familias del Kínder,

Las páginas en este paquete les proveerá con actividades divertidas para que sigan aprendiendo mientras están fuera de la escuela. Por favor usen los materiales a su propio ritmo. En este paquete, encontrarán:

- Práctica de letras y sonido: intenta algunos cánticos de letras cada día. Intenta escribir las letras que estás practicando en otro papel.
- Fluidez: dedica unos minutos a esto todos los días. Lea la historia (“Kit Runs and Skips” y “Kit and Stan”) con un adulto o un niño mayor luego se turnan para leer; luego léelo tú mismo (puedes probar hacer uno de estos cada día)
- Circulando sonidos: cada día, circula los patrones de las letras en una línea, luego lee las palabras en voz alta.
- Historias “I Can Be,” “We are People,” y “I Like My Hair”: probablemente querrás leerlos más de una vez durante varios días. Lea la historia y el poema solo o con otra persona. Piensa en lo que estás aprendiendo.
- Una hoja de respuesta a la lectura para que te ayude a pensar sobre lo que leíste.
- KCLS: cómo usted y su hijo pueden usar el Sistema de Bibliotecas del Condado de King

Además de las actividades en el paquete, he aquí algunas sugerencias para mantenerlos creciendo como lector y escritor.

- Haz que un adulto te lea cada día.
- Léete a ti mismo todos los días.
- Cuenta historias con alguien más. Túrnense para inventar lo que viene después en la historia.
- Canten juntos
- Al final del día, habla con alguien sobre lo que ocurrió en tu día. Cuéntale a esa persona lo que hiciste y pregúntale qué hizo. Pregúntense unos a otros.
- Escribe e ilustra tus propias historias



Thân gửi học sinh lớp mẫu giáo và gia đình,

Những tài liệu trong hồ sơ này sẽ cung cấp cho các bạn với những hoạt động vui thích để bạn duy trì học tập trong khi xa trường. Xin sử dụng tài liệu này với nhịp độ của bạn. Trong tập tài liệu này, bạn sẽ thấy:

- Mẫu tự và thực hành phát âm: thử một vài mẫu tự mỗi ngày. Thủ viết những mẫu tự bạn đang thực hành trên một tờ giấy khác.
- Thông thạo: dùng vài phút về việc này mỗi ngày. Đọc truyện ("Kits Run and Skip" và "Kit and Stan") với trẻ trưởng thành hoặc trẻ lớn hơn; thay phiên nhau đọc; rồi bạn tự đọc (bạn có thể thử một trong những thứ này hằng ngày).
- Âm thanh vòng tròn: mỗi ngày, khoanh tròn các mẫu tự trên một dòng kẻ, rồi đọc lớn những chữ này.
- Đọc truyện "I Can Be" "We are People" và "I Like My Hair": bạn có thể đọc những bài này nhiều lần cho vài ngày. Đọc truyện và bài thơ cho chính bạn hoặc với một người khác. Nghĩ về bạn đang học gì.
- Giấy trả lời khi đọc sách sẽ giúp bạn nghĩ về những gì đã đọc.
- Hệ thống thư viện King County - quý vị và con em có thể truy cập vào hệ thống thư viện King County như thế nào.

Trong việc bổ túc về những hoạt động trong tập tài liệu này đây là một số đề nghị để duy trì phát triển với người đọc và viết.

- Có phát triển về đọc với bạn mỗi ngày.
- Đọc cho chính bạn mỗi ngày.
- Kể truyện với một người khác. Thay phiên nhau để nói về những gì xảy ra tiếp theo trong câu chuyện.
- Cùng nhau ca hát.
- Vào cuối ngày, nói với người khác về những gì xảy ra đối với bạn trong ngày. Nói với người này là họ đã làm gì. Hỏi lẫn nhau những câu hỏi khác.
- Viết và vẽ hình cho câu chuyện của bạn.



Mudanayaal Qoysaska iyo Ardayda Fasalka Xanaanada Caruurta,

Bogagan bushqadan waxa aad ka heleysaa hawlo madadaalo ah oo markaa aad wax ku baran karto adiga oo sidoo kale ku madadaaloonaya inta aad dugsiga ka maqan tiiin. Fadlan u isticmaal waxyaabaha qaabkaaga. Bushqadan, waxa aad ka heleysaa:

- Barbarashada xarfaha iyo codadka: waxa aad isku daydaa dhawr cod kaalin kasta. Waxa aad isku daydaa inaad ku qorto xaraf aad barbaranayso warqad kale.
- Aqoonta: waxa aad maalin kasta siisaa dhawr daqiiqo. Akhri sheeki ("Kit Runs and Skips" iyo "Kit and Stan") adiga oo la jooga qof wayn ama ilmo wayn; kadibna kolba midkiin ha akhriyo; kadibna akhri laftaadu (waxa aad isku dayi kartaa mid kamid ah)
- Codka goobaabta: maalin kasta, goobaab qaabka xarafka hal khad, kadibna u akhri kalmada kor.
- "I Can Be," "We are People," iyo "I Like My Hair": waxa ay noqonaysaa inaad akhrido kuwan wax ka badan hal mar dhawrkii maalmoodba. Akhri sheekada iyo gabayga laftaadu ama cid kale la akhri. Waxa aad ka fikirtaa waxa aad ka ogaatay.
- Xaashidu akhriska jawaabta waxay kaa caawinaysaa inaad ka fikirto waxa aad akhriday.
- KCLS - sida adiga iyo ilmahaaga aad u isticmaali kartaan King County Library System

Marka laga tago hawlaha ku jira bushqada, waa kuwan talooyin aad ku kobcin karto akhriskaaga iyo qoraalkaaga.

- Qof wayni hakuu akhriyo adiga maalin kasta.
- Laftaadu akhriso maalin kasta.
- Waxa aad ugu sheegtaa qof kale sheeko ahaan. Waxa uu kolba midkiin mala awaalaa waxa soo socda ee sheekada.
- Wada heesa hees.
- Ugu danbaynta, waxa aad kala sheekeysataa qof waxa dhacay guriga dhaxdiisa. Waxa aad u sheegtaa qof waxa aad samaysay, oo waxa aad waydiisaa waxa aad samaysay. Waxa aad iswaydiisaan su'aalo kale.
- Waxa aad qortaa oo aad mala awaashaa sheeko kuu gaar ah.



መ-ቁጥር የሚገኘውን እና በተሰጠው:

በዚህ ተቁል ላይ ያለት ገዢ ከተማዎች ውጤ በማትሆነዎት ውስጥ መማረቻዎን እንዲቀጥል የሚረዳ
አስደሳቸው የሆነ ተግባራትን ለእናንተ ይሰጣል:: እብዚውን ቅዱ ቀሰቶን በረሰም ፍጥነት ይጠቀሙ:: በዚህ ተቁል
ውሰድ የጥምታት::

- ይጠቀሙ እና የድጂሞች ልማምዎ: በእያንዳንዱ ቅን ላይ ተቁቻ የድጂሞች ንግድና:: በሌላ
የወረቀት በጠቅም ላይ እየተለማማዎች ያለውን ፍደሎች ለማግኘት የሚከተሉ::
- እንደበት ሲቋልት: በእያንዳንዱ ቅን ላይ በዚህ ላይ ተቁቻ ይቋቻቸው ውስጥ:: ታሪክ (“Kit Runs and
Skips” እና “Kit and Stan”) ከአዋጅ ቡድ ወይም ታላቅ ፍቃድ ቡድ እንሰጣ በማቀጠልም ነበባ
ተለዋዋጊ:: በማቀጠል ለረሰኑዎን እንሰጣ (ከእነዚህ ውስጥ እንደን ለእያንዳንዱ ቅናት መሞከር
ትቋላለቻሁ)
- ቤት ድጂሞች: በእያንዳንዱ ቅን፣ እንደበት ሲቋልት ታሪክ ቁጥራ የሚመጠውን ገዢ ተጠቀሙ::
- “I Can Be,” “We are People,” እና “I Like My Hair” ታሪክ:: እነዚህን ለበርካታ ቅናት ከእናድ ገዢ
በለይ ይጠቀሱ ማንበት ተፈልጉ ይሆናል:: ታሪክ ወይም ባጥም በረሰም ወይም ከሌላ ስው
ወደ እንሰጣ:: ምን እየተማረቻዎ እንደሆነ አስቡ::
- ስለንበበት ማስተካከል የሚያሳዝ ብልጽ ነበባ::
- KCLS - King County Library System ሲጋፍናን እርስዎ እና ፍቃድ እንደት ማግኘት እንደሚችሉ

በዚህ ተቁል ውስጥ ከላ ተግባሩት በተጨማሪ:: እንደ እንሰጣ እና ተናሬ ማድረግ እንደተቀጥል እንደንድ
ጥዴርች በዚህ ውስጥ አሉ::

- በእያንዳንዱ ቅን የሚያሳዝ እዋቅ ይኋላቻሁ::
- ለረሰኑዎን በየቀኑ እንሰጣ::
- ታሪክና ከሆነ ስው ለረሰኑዎን እቅድ:: በታሪክ ውስጥ ቁጥራ የሚመጠውን ነገር የሚያዘግዝር ተሸጋ
አድርጋ::
- አብረው መዝመርችን አጥኔ::
- በቀኑ ማብቃድ:: በቀኑም ላይ ለለፈጠረው ነገር ከሆነ ስው ለረሰኑዎን ተሸጋና:: ለዘመና ምን
እንዲደረገቻዎ ተናገኙ እና እነዚህ ምን እንዲደረገ ተደቃቃው:: እርስ በእርስዎ ተያቄዎን
ተጠያቃቁ::
- የረሰኑዎን የሆነትን ታሪክ የኩ እና አብረው::

Handwriting without Tears Alphabet Chart

 one	 two	 three	 four	 five	 six	 seven	 eight	 nine	 ten
 Ii	 Jj	 Kk	 Ll	 Uu	 Vv	 Ww	 Xx	 Yy	 Zz
 Aa	 Bb	 Cc	 Dd	 Ee	 Ff	 Gg	 Hh		
 Rr	 Ss	 Tt	 Uu	 Vv	 Mm	 Nn	 Oo	 Pp	 Qq
					 Ll	 Mm	 Nn	 Oo	 Pp

Exploring Sound Chants and Hand Signals

Aa (hold imaginary apple in cupped hands) The sound is /a/ The letter is A Appetizing apple /a/ /a/ /a/	Hh (torso bends forward like a horse eating) The sound is /h/ The letter is H Hungry horse /h/ /h/ /h/
Bb (hand palm up as if bouncing a balloon into the air) The sound is /b/ The letter is B Bouncing balloons /b/ /b/ /b/	Ii (move an imaginary block of ice with hands) The sound is /i/ The letter is I Iggy built an igloo /i/ /i/ /i/
Cc (both hands make a steering wheel motion) The sound is /k/ The letter is c Cruising cars /c/ /c/ /c/	Jj (put on an imaginary jacket and pop the collar as you say /j/) The sound is /j/ The letter is J Jazzy jean jacket /j/ /j/ /j/
Dd (one hand makes a diving motion) The sound is /d/ The letter is D Diving duckies /d/ /d/ /d/	Kk (kicking motion with foot) The sound is /k/ The letter is K Kicking koala /k/ /k/ /k/
Ee (move one arm like an elephant's trunk) The sound is /e/ The letter is E Exercising elephant /e/ /e/ /e/	Ll (gently wave hand, pretending to hold leaf) The sound is /l/ The letter is L Lovely leaf /l/ /l/ /l/
Ff (two hands palms together swim like a fish) The sound is /f/ The letter is F Funny fish /f/ /f/ /f/	Mm (bring hand to mouth as if munching) The sound is /m/ The letter is M Munching mouse /m/ /m/ /m/
Gg (pull apart imaginary sticky candy with fingers) The sound is /g/ The letter is G	Nn (pretend to catch butterfly with net) The sound is /n/ The letter is N Nifty net /n/ /n/ /n/

Gooey gumballs /g/ /g/ /g/ Oo (wave arms like an octopus) The sound is /o/ The letter is O Odd oblong octopus /o/ /o/ /o/ Pp (move hands back as if being pricked) The sound is /p/ The letter is P Prickly pear /p/ /p/ /p/ Qq (running motion with both arms) The sound is /kw/ The letter is Q Quick, quick queen /kw/ /kw/ /kw/ Rr (move one hand in an arc over your head) The sound is /r/ The letter is R Radiant rainbow /r/ /r/ /r/ Ss (make a sawing motion with one arm) The sound is /s/ The letter is S Silver slicing saw /s/ /s/ /s/ Tt (pull an imaginary truck toward you with both hands) The sound is /t/ The letter is T Tiny towing truck /t/ /t/ /t/	 Uu (make an arch over your head with both arms) The sound is /u/ The letter is U Under the umbrella /u/ /u/ /u/ Vv (play an imaginary violin) The sound is /v/ The letter is V Violet's violin /v/ /v/ /v/ Ww (bring finger to mouth in a hushing motion) The sound is /w/ The letter is W Whispering whale /w/ /w/ /w/ Xx (touch index fingers together in an x) The sounds is /ks/ The letter is X Exciting X-Ray /ks/ /ks/ /ks/ Yy (pull imaginary socks onto both feet) The sound is /y/ The letter is Y Yellow yarn socks /y/ /y/ /y/ Zz (zip and unzip imaginary sweatshirt) The sound is /z/ The letter is Z Zebra zipping in a zoo /z/ /z/ /z/
---	---

Kit Runs and Skips

Kit can run.

Kit can skip.

See Kit skip.

Kit can flip and flop.

See Kit flip and flop.

Circle the blend, say the sound of the blend, and read the word.

slop

snip

clap

scum

sled

flip

flop

clam

clip

fret

grab

club

brim

trim

skip

glum

Kit and Stan

Kit ran and hid.

Stan sped and got Kit.

Stan ran and hid.

Kit ran and got Stan.

“Come grab me,” Kit said.

Kit ran.

Kit and Stan had fun.

Circle the blend, say the sound of the blend, and read the word.

clop

glad

spot

slim

step

fled

brim

span

glum

bran

plug

gram

trap

blot

snag

stem

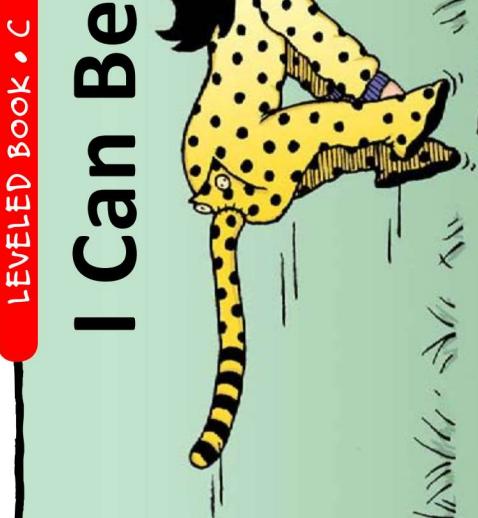
I Can Be



Written by Elizabeth Strauss
Illustrated by Angela Kamstra-Jacobson
www.readinga-z.com

I Can Be

LEVEL C



Written by Elizabeth Strauss • Illustrated by Angela Kamstra-Jacobson
www.readinga-z.com

I Can Be

A Reading A-Z Level C Leveled Book • Word Count: 62



Reading a-Z

Visit www.readinga-z.com for thousands of books and materials.

I Can Be
Level C Leveled Book

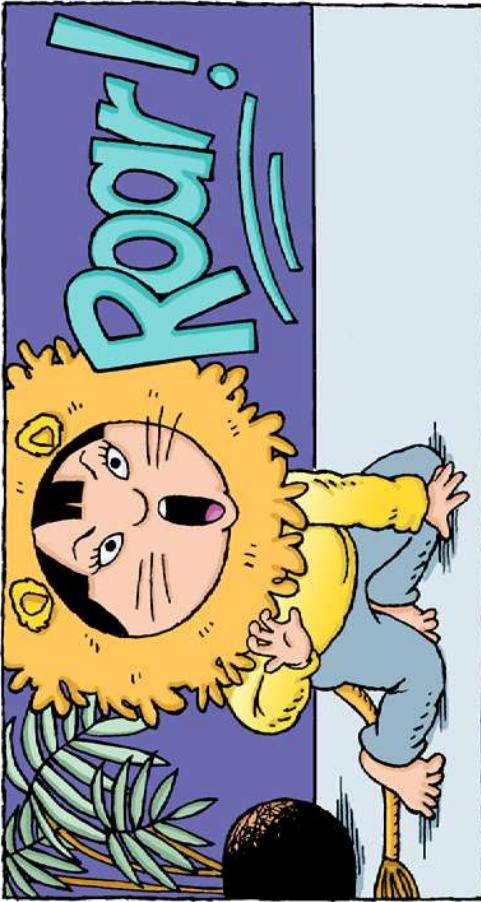
© Learning A-Z
Written by Elizabeth Strauss

Illustrated by Angela Kamstra-Jacobson
All rights reserved.
www.readinga-z.com

Correlation

LEVEL C

Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4



I can be as loud as a lion.

4



I can be as proud as a peacock.

5



I can be like many things.

3



I can be as silent as a snake.

6

I Can Be • Level C



I can be as fast as a cheetah.



I can also be just me!



I can be as meek as a mouse.

7

I Can Be • Level C



I can be as slow as a slug.

8

I Can Be • Level C

9

We Are All People

A Reading A-Z Level C Leveled Book
Word Count: 47

LEVELED BOOK • C

We Are All People

Draw and label a picture of yourself.

Share your picture with a partner.

Discuss with your partner ways you are the same and different.

Social Studies

Listen to different kinds of music from around the world.

How is it the same as or different from the music you listen to?

Discuss with your class.

Reading A-Z

Visit www.readinga-z.com
for thousands of books and materials.

Written by Edie Evans

www.readinga-z.com

We Are All People



Written by Edie Evans

www.readinga-z.com

Focus Question

How are people different?
How are they the same?

Words to Know

clothes live
different same
homes world

Photo Credits:

Front cover, back cover, page 3 (children); © iStock.com/Rawpixel; title page:
Adam Ján Figel/Alamy Stock Photo; page 3 (globe); © Tsiumpai/Dreamstime.com;
page 4 (top left); Eric Nathan/Alamy Stock Photo; page 4 (top right); H. Mark
Weidman Photography/Alamy Stock Photo; page 4 (bottom left); © Gordon
Ester/Photographer's Choice/Getty Images Plus; page 4 (bottom right); © Gordon
Sport/Alamy Stock Photo; pages 5 (top left), 7 (bottom right); Clynt Garnham
Stock Photo; page 5 (bottom left); Edwin Remsberg/Alamy Stock Photo; page 5
(bottom right); Folio Images/Alamy Stock Photo; page 6 (top left); Agencja
Fotograficzna Czarno/Alamy Stock Photo; page 6 (top right); © Radek Petrasek/
CTK/AP Images; page 6 (bottom left); © Stocklib/Getty Images Plus/Getty
Images; page 6 (bottom right); Stephen Dorey/Alamy Stock Photo; page 7
(top left); © Eric Lafforgue/Art In All Of Us/Corbis News/Getty Images; page 7
(top right); Ariadne Van Zandbergen/Alamy Stock Photo; page 7 (bottom
left); Education & Exploration 4/Alamy Stock Photo; page 8 (top left); George
Sweeney/Alamy Stock Photo; page 8 (top right); © Creative Touch Imaging Ltd./
NurPhoto/Getty Images; page 8 (bottom left); © Wolfgang Kaehler/LightRocket/
Getty Images; page 8 (bottom right); © SuperStock/Super Stock/age fotostock;
page 9 (top left); © Rick Gomez/Getty Images; page 9 (top right); © Eye
Ubiquitous/Universal Images Group/Getty Images; page 9 (bottom left);
Tim Gaine/Alamy Stock Photo; page 9 (bottom right); © Ipppei Nooi/Moment/
Getty Images; page 10 (top left); Anterra Picture Library/Alamy Stock Photo;
page 10 (top right); Cavan Images/Alamy Stock Photo; page 10 (bottom left);
Werli Francois/Alamy Stock Photo; page 10 (bottom right); robertharding/
Alamy Stock Photo

We Are All People
Level C Leveled Book
© Learning A-Z
Written by Edie Evans
All rights reserved.
www.readinga-z.com

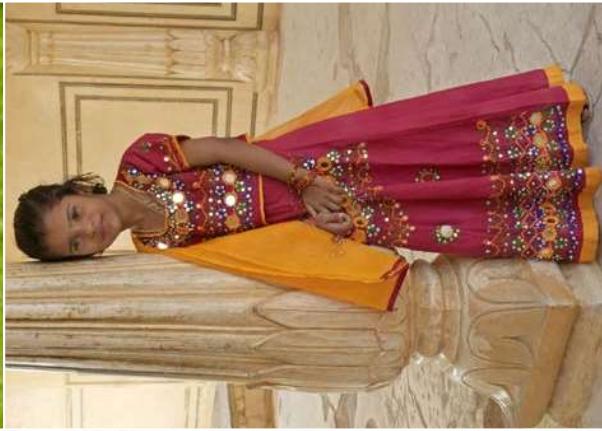
Correlation

LEVEL C

Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4

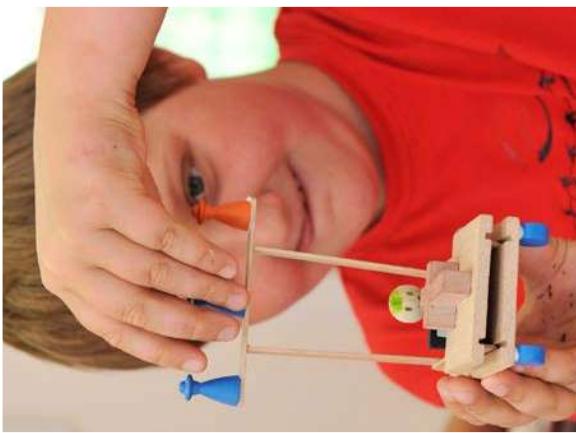
People around the world
live in different ways.

Their clothes may
be different.



Their toys may
be different.

5



Their homes may
be different.

We Are All People • Level C



6

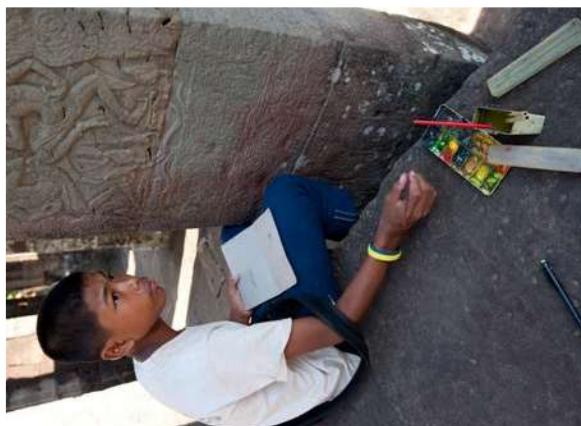
Their music may
be different.



8

7

Their art may
be different.





One thing is the same.
They are all people!

10

9



Their food may
be different.

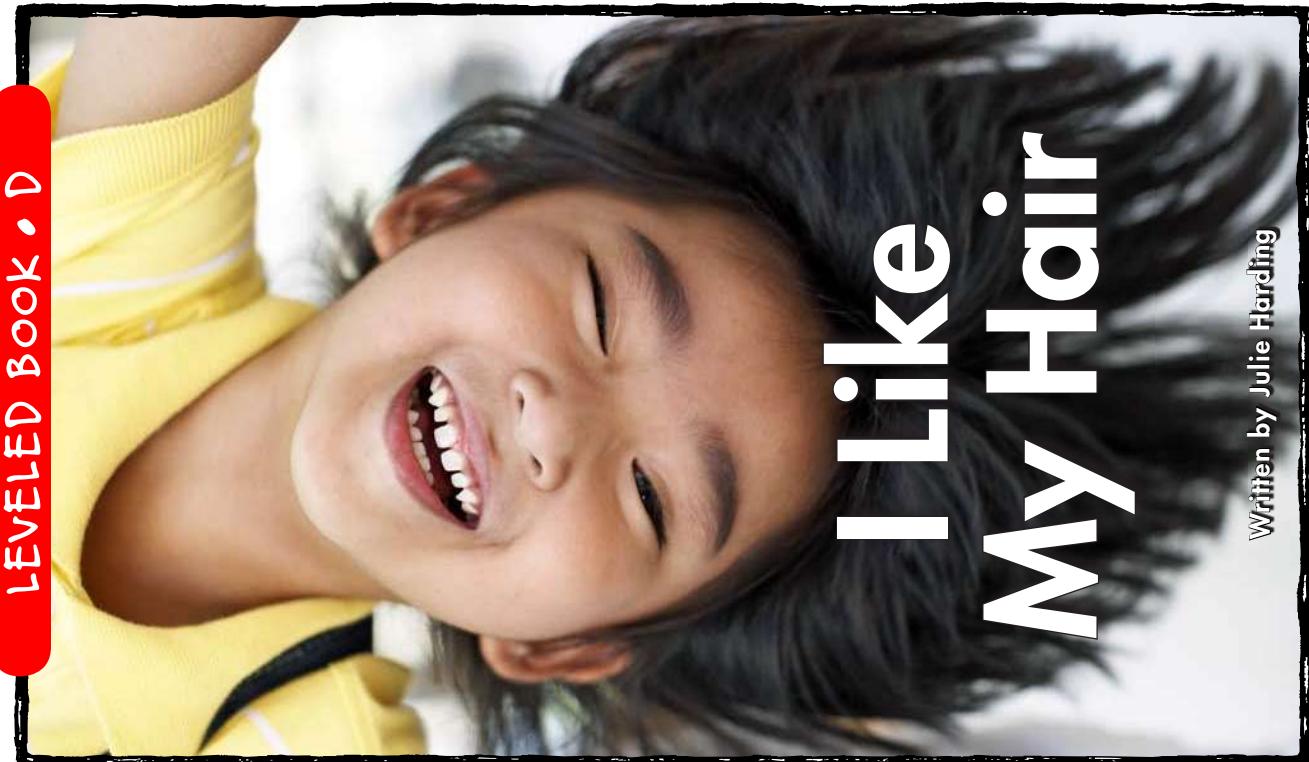
We Are All People • Level C

I Like My Hair

A Reading A-Z Level D Leveled Book

Word Count: 128

LEVELD BOOK • D



I Like My Hair

Written by Julie Harding

www.readinga-z.com



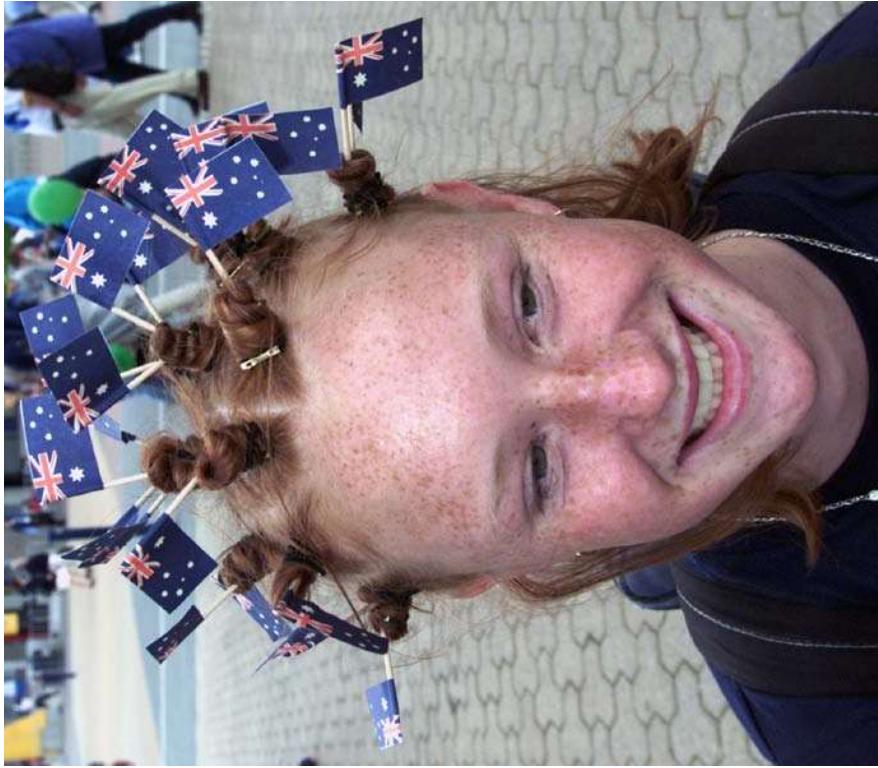
 **Reading a-z**

Visit www.readinga-z.com
for thousands of books and materials.

I Like My Hair

Photo Credits:

Front cover: © Ken Seet/Corbis Yellow/Corbis; back cover: © REUTERS/Ricardo Moraes; title page: © REUTERS/Ali Jarekji; page 3: © Martin Hosbach/fstop/Corbis; page 4: © Plush Studios/Blend Images/Corbis; page 5: © iStockphoto.com/Kai Chiang; page 6: © Andersen Ross/Blend Images/Corbis; page 7: © Mirage1/Dreamstime.com; page 8: © Jose Luis Pelaez, Inc./Blend Images/Boost/Corbis; page 9: © Jim Zuckerman/Alamy; page 10: © Heide Bensler/Fancy/Corbis; page 11: © Philip Lewis/Alamy; page 12: © StockbrokerXtra/Alamy

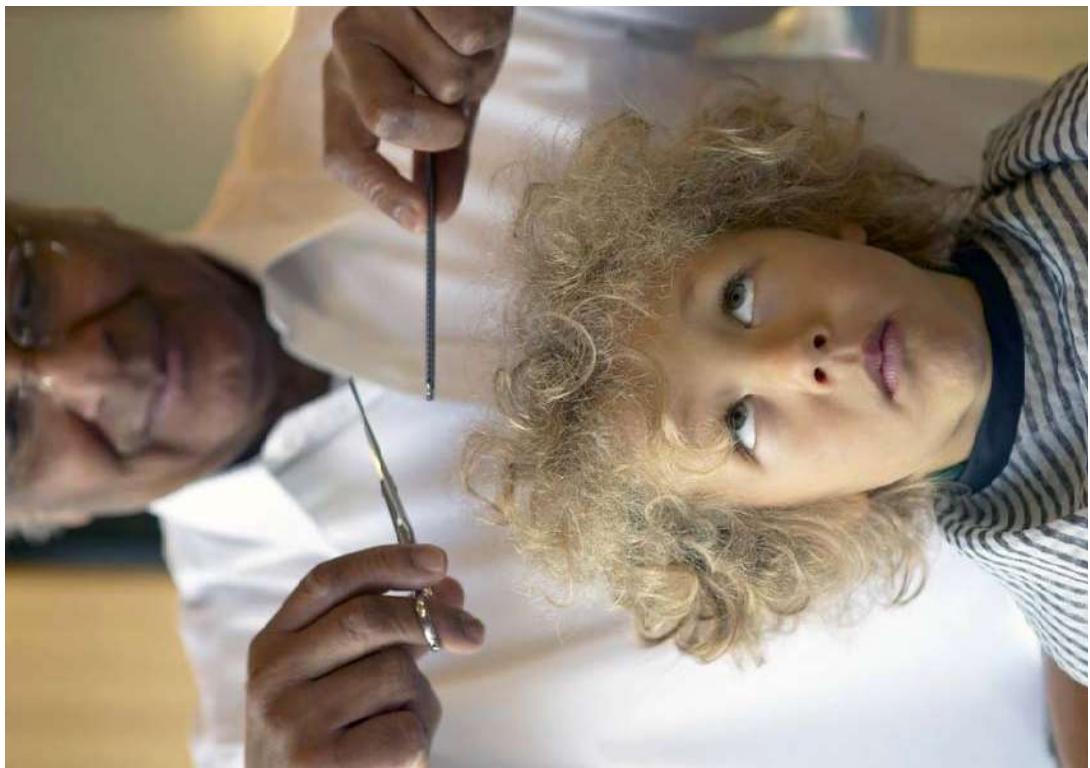


Written by Julie Harding

www.readinga-z.com

I Like My Hair
Level D Leveled Book
© Learning A-Z
Written by Julie Harding
All rights reserved.
www.readinga-z.com

Correlation	
LEVEL D	
Foundas & Pinnell	D
Reading Recovery	5-6
DRA	6



My hair is curly.
I like to let it grow.
My mom likes it cut.

4



Hair is fun.
We can wear our hair
in lots of different ways.

3



My hair is black.
I like to put flowers
in my hair.

6



My hair is straight.
I like it to swing when
I walk my dog.

5



My hair has braids.
I like to swing them
when I play.

8



My hair is red.
I like it to match
my freckles.

7



My hair is short.
I like it to stay out
of my eyes.

10



My hair has spikes.
I like to paint them
in colors.

9



What is your hair like?
What do you like best
about your hair?

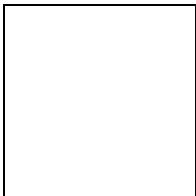
12



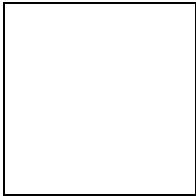
My hair is long.
I like it to hang
upside down.

11

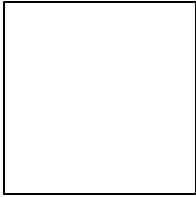
Name _____



I read the pictures.

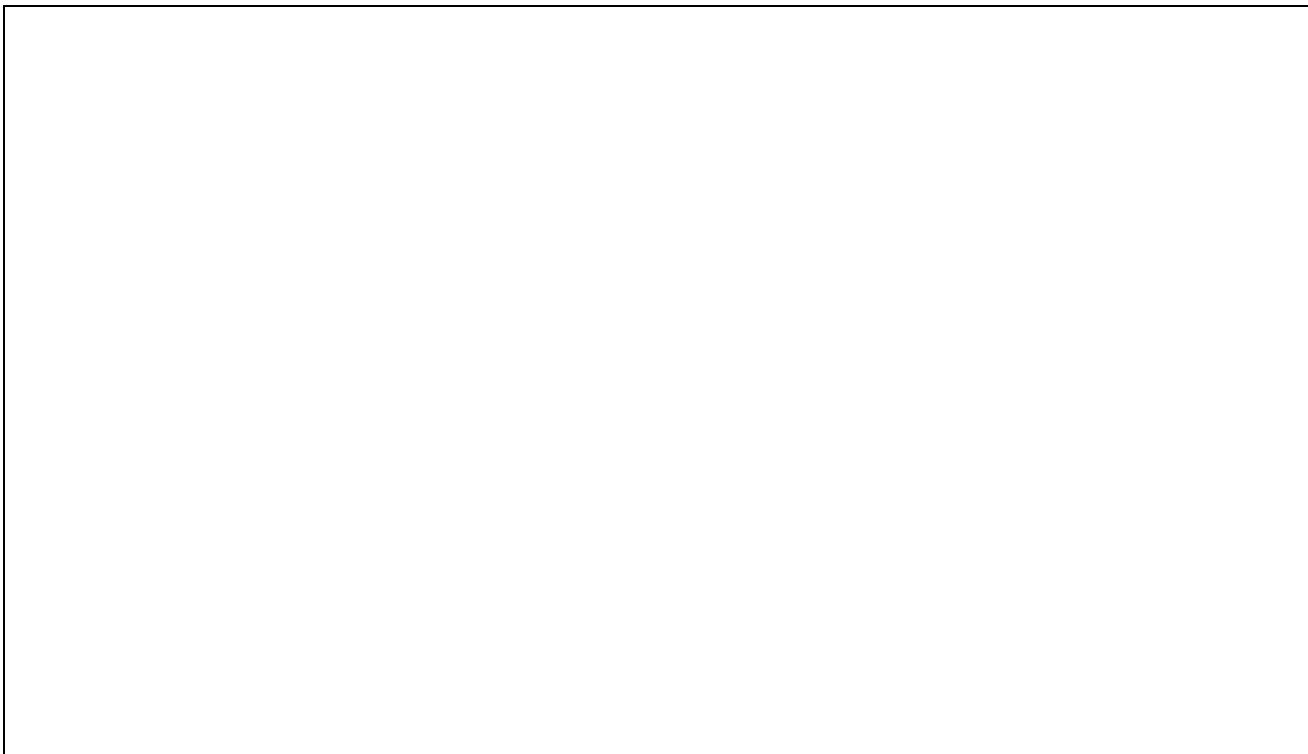


I read the WORDS.



I retold the story.

Draw a picture of your favorite part of the story.



King County Library System Access for Highline Students

All Highline students have digital KCLS accounts. Through KCLS you are able to access online materials (books, magazines, videos, and databases). If the book you are waiting for is not available you may place a hold and be notified when it becomes available.

To log-on:

1. Go to www.kcls.org/students
2. Once you land on the student page, **DO NOT** login yet.
3. Choose **elementary school students**
4. Choose one of the links in the center of the screen to explore
5. Log-in from your chosen page using your student number. (*Note: All library card numbers for Highline School District students begin with 401, and are followed by your student number. Your password is the last 4 digits of your student number.*)

Example:

library card number: 4019811640

PIN: 1640

Acceso al Sistema de bibliotecas del condado King para los estudiantes de Highline

Todos los estudiantes de Highline tienen cuentas digitales de KCLS. A través de KCLS pueden tener acceso a materiales en línea (libros, revistas, videos y bases de datos). Si el libro que está esperando no está disponible puede reservarlo y ser notificado cuando esté disponible.

Para iniciar la sesión:

1. Vaya a www.kcls.org/students
2. Una vez que llegues a la página del estudiante, **NO** inicies la sesión todavía.
3. Escoge estudiantes de la primaria
4. Escoge uno de los enlaces en el centro de la pantalla para explorar
5. Inicia la sesión de la página escogida usando tu número de estudiante. (Nota: Todos los números de las tarjetas de la biblioteca para el Distrito Escolar de Highline empiezan con 401 y son seguidos por tu número de estudiante. Tu contraseña son los últimos 4 dígitos de tu número de estudiante.)

Ejemplo:

Número de la tarjeta de la biblioteca: 4019811640

PIN: 1640

Việc truy cập vào hệ thống thư viện King County cho học sinh học khu Highline

Tất cả các học sinh của học khu Highline có tài khoản hệ thống thư viện King County kỹ thuật số. Qua Hệ Thống Thư Viện King County (KCLS) bạn có thể truy cập trên mạng lưới cho tài liệu (sách, tạp chí, băng thép video, và cơ sở dữ liệu). Nếu sách mà bạn đang chờ đợi chưa có, bạn có thể đặt yêu cầu là bạn sẽ chờ và bạn sẽ được thông báo khi có sách.

Để truy cập

1. Vô mạng: [ww.kcls.org/students](http://www.kcls.org/students)
2. Khi bạn đạt được vô trang học sinh (student page), vẫn **KHÔNG** truy cập.
3. Chọn **elementary school students** (học sinh tiểu học)
4. Chọn một trong những nối kết ở giữa màn hình (screen) để khám phá
5. Đăng nhập từ trang bạn chọn bằng số thẻ học sinh của bạn (your student number).
(Chú ý: Tất cả số thẻ thư viện cho học sinh thuộc khu học chánh Highline bắt đầu bằng số 401, tiếp theo là số thẻ học sinh của bạn. Mã số (password) của bạn là 4 số sau cùng của số thẻ học sinh của bạn)

Thí dụ

Số thẻ thư viện: 4019811640

PIN: 1640

Gelitaanka Nidaamka Laybareeriga Degmada King ee Ardayda Highline

Dhamaan ardayda Highline waxa ay leeyihiiin xisaabaadka KCLS oo dhijitaal ah. KCLS waxa aad ka geli kartaa agab online ah (buugaag, majalado, fiidyaw, iyo kaydka maclumaadka). Hadii buuga aad sugaysay aanad ka geli karin waxaa lagu gelin karaa hakad oo waxaa lagula socodsiin doonaa marka la heli karo.

Si aad u gasho:

1. Qabo www.kcls.org/students
2. Marka aad tagto boga ardayga, **HA** gelin weli.
3. Waxa aad doorataa **ardayda dugsiga hoose**
4. Ka dooro mid kamid ah linkiyada xarunta ee shaashada baadhitaanka
5. Waxa aad ka gashaa boga aad dooratay adiga oo isticmaalaya lambarka ardaygaaga. (*Oggow: Dhamaan lambarada ardayda Degmada Dugsiga Highline ee ku bilaabma 401, oo ay markaa la socdaan lamabrka ardayga. Baaswoodhkaagu waa 4 god ee ugu danbeeya lambarkaaga ardayda.*)

Tusaale ahaan:

Lambarka kaadhka laybareeriga: 4019811640

PIN: 1640

King County Library System & Highline ቴማሪዎች

ሁለም የይለይን ቴማሪዎች የዲጂታል KCLS መለያዎች አሉታው:: በ KCLS በከል የእንደሸጭ ማግኘት ይቻላል
(መቀበል ትምህር የሚከተሉ የዳጂዎች እና የታብሔሮች):: አየጠበቀት ያለው መቆጣጥ ካልተገኘ በመጠበቅኩ ላይ ለቀመጥ እና
መቆጣጥ ለተገኘ እንዲያወቁ ለደረሰ ይቻላል::

በመለያ ለመግባት::

1. ወደ www.kcls.org/students ይረዳ.
2. በተመሳሪያ ገዢ ላይ ከደረሰ በቋላ፣ እሁንም በመለያ እንዲይጠበቅ::
3. የመጀመሪያ ደረጃ ትምህርኑ በት ቴማሪዎች የሚለውን ይሞላጋ.
4. በማግኘት መሆኑ ላይ ከለት ማግኘቶች ውስጥ ለመካከሉ እንዲነት ይሞላጋ.
5. የተመሳሪያውን በመጠቀም ከተመረጋገጫ ገዢ ይሞላ:: (የስተመለለ እና የተመሳሪያውን ስለም የበተመቀበል ክርክር ቅጥር በ401 ይጀመራለ እና የተመሳሪያውን ስለዘመርመሪያ የሚከተሉበት ነው::)

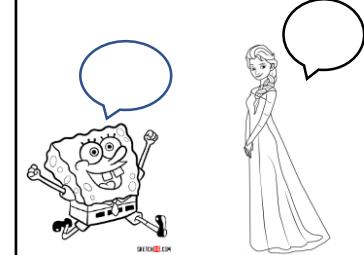
አምስት:

የበተመቀበል ክርክር ቅጥር: 4019811640

ጥር: 1640

English K-2 Weeks 1-2

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Watch a TV show or movie.</p> <p>List:</p> <ul style="list-style-type: none"> • Title • Characters • Setting • Beginning • Middle • End 	<p>Use objects in your house to invent something.</p> <p>Illustrate it and label it.</p> 	<p>What do you look like? Use a mirror to draw and label yourself.</p> 	<p>Write a word that starts with every letter of the alphabet.</p> <p>Example: A: apple B: boy</p>	<p>Use a toothbrush to measure 5 things in your house.</p> <p>Name: _____</p> <p> Toothbrush Measuring </p> <p>The <input type="text"/> is ____ toothbrushes long.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Find 10 things that are heavy. Draw them or write a list.</p> <p>Find 10 things that are red. Draw them or write a list.</p> <p>Find 10 things that are soft. Draw them or write a list.</p>	<p>Stack cans and boxes to make a tower. Stand back and throw a small pillow to knock it down.</p> 	<p>Write a message to someone, then write it backwards. Ask them to figure it out!</p> <p>Example: I love you uoy evol I</p>	<p>Write an acrostic poem using <u>your name</u>.</p> <p>Example: R: Really fun O: Outgoing Y: yellow hair</p>	<p>Watch two TV shows or movies and pick two characters. Draw a cartoon of them meeting each other.</p> 

English K-2 Weeks 3-4

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday		
Read a book to your family. Take turns retelling the story.	<p>Make a T-chart. Make a list of opposites, like big and small, yes and no.</p> <table border="1" data-bbox="432 496 739 669"> <tr> <td>Big Yes Happy</td><td>Small No Sad</td></tr> </table>	Big Yes Happy	Small No Sad	<p>Find food in your house, like crackers or water bottles. Write or draw a math story problem.</p> <p>Omar has 6 crackers. Neveah ate three. How many are left?</p>	<p>Go outside. Tell someone what you see, hear, think, feel, and smell.</p>	<p>Choose an animal. Draw it and label its body parts. Write about how it moves.</p>
Big Yes Happy	Small No Sad					
Monday	Tuesday	Wednesday	Thursday	Friday		
Create shadow shapes on the wall. How many different shapes can you make with your hands?	<p>Use crackers or candy to write words you find in your home.</p> 	<p>Take a walk in your neighborhood. Use sticks, leaves, and rocks to make words.</p> 	<p>Sort your clothes or toys into rainbow order.</p> <p>Sort your clothes or toys into order, biggest to smallest.</p>	<p>Use the food in your house to create a menu with prices.</p> <p>Example: Milk = \$2.00 Bananas = \$3.00 Ice cream = \$1.00 </p>		

Spanish K-2 Semanas 1-2

Usar una hoja de libreta para completer las actividades. Hacer uno por dia.

Lunes	Martes	Miercoles	Jueves	Viernes
<p>Ver un programa de television o una pelicula.</p> <p>Lista:</p> <ul style="list-style-type: none"> • Titulo • Personajes • Lugar • Comienzo • Medio • Fin 	<p>Usar objetos en su casa para inventar algo.</p> <p>Dibuja y ponle una etiqueta.</p> 	<p>Como te miras? Usa un Espejo y etiquetate.</p> 	<p>Escribir palabras que empiezen con todas las letras del abecedario.</p> <p>Ejemplo: A: abeja B: banco</p>	<p>Usa un sepillo de dientes para medir 5 cosas en tu casa.</p> <p>Name: _____</p> <p>Toothbrush Measuring</p> <p>The [] is ____ toothbrushes long. The [] is ____ toothbrushes long. The [] is ____ toothbrushes long. The [] is ____ toothbrushes long.</p>
Lunes	Martes	Miercoles	Jueves	Viernes
<p>Encuentra 10 cosas que son pesadas. Dibujalas o escribe una lista.</p> <p>Encuentra 10 cosas que son rojas. Dibujalas o escribe una lista.</p> <p>Encuentran 10 cosas que son blandas. Dibujalas o escribe una lista.</p>	<p>Encimar latas y cajas para hacer una torre. Da un paso atrás y avienta un cojín pequeño para derribarlo.</p> 	<p>Escribe un mensaje a alguien, despues escribele al revez. Pidele que lo resuelvan.</p> <p>Ejemplo: Buenos dias Said soneub</p>	<p>Escribe un poema acrostico con tu nombre.</p> <p>Ejemplo: J: Jugador O: Optimista S: soltero E: emocionado</p>	<p>Ver dos programas de television o dos peliculas. Escoger dos personajes, dibujalos conociendose.</p> 

Spanish K-2 Semanas 3-4

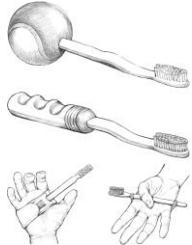
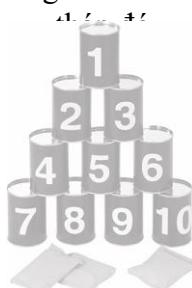
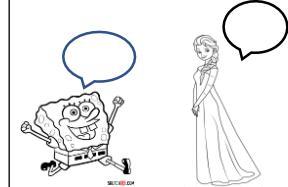
Usar una hoja de libreta para completer las actividades. Hacer uno por dia.

Lunes	Martes	Miercoles	Jueves	Viernes		
<p>Leer un libro a tu familia. Tomar turnos en Volver a contar la historia.</p>	<p>Hacer un grafico de T. Hacer una lista de opuestos, como grande y pequeño.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Big Yes Happy</td> <td>Small No Sad</td> </tr> </table>	Big Yes Happy	Small No Sad	<p>Encontrar comida en tu casa, como galletas o botellas de agua. Escribe o dibuja una historia de problema matematica.</p> <p>Omar tiene 6 galletas. Neveah comio tres. Cuantas galletas quedan?</p>	<p>Sal afuera. Dile a alguien lo que viste, escuchaste, pensaste, sentiste y oliste.</p>	<p>Escoje un animal. Dibujalo y marcar los partes de su cuerpo. Escribe como se mueve.</p>
Big Yes Happy	Small No Sad					

Lunes	Martes	Miercoles	Jueves	Viernes
<p>Crear figuras de sombras en la pared. Cuantas figuras puedes hacer con us manos?</p>	<p>Usar galletas o dulces para escribir una palabra de lo que encontraste en casa.</p> 	<p>Sal a caminar en tu vecindad. Usa palos, hojas y piedras para hacer palabras.</p> 	<p>Acomodar tu ropa o juguetes en orden del arcoiris.</p> <p>Acomodar tu ropa o juguetes en orden del mas grande al mas pequeno.</p>	<p>Usa la comida que tienes en casa para crear un menu con precios.</p> <p>Ejemplo: Leche = \$2.00 Platanos = \$3.00 Nieve = \$1.00 </p>

Vietnamese K-2 tuần 1-2

Sử dụng giấy vở để hoàn thành các bài tập này. Làm một bài mỗi ngày!

Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
<p>Xem một chương trình TV hoặc phim.</p> <p>Ghi xuồng:</p> <ul style="list-style-type: none"> •Tựa đề: •Nhân vật: <p>•Ở đâu/ khi nào (setting):</p> <ul style="list-style-type: none"> •Bắt đầu: •Ở giữa: •Kết thúc: 	<p>Sử dụng các đồ vật trong nhà của bạn để chế tạo ra một cái gì đó mới.</p> <p>Minh họa và dán nhãn cho nó.</p> 	<p>Hình dáng bạn như thế nào? Sử dụng một chiếc gương để vẽ và dán nhãn cho mình.</p> 	<p>Viết một từ bắt đầu bằng mọi chữ cái trong bảng chữ cái.</p> <p>Thí dụ:</p> <p>A: apple B: boy</p>	<p>Sử dụng bàn chải đánh răng để đo 5 thứ trong nhà của bạn.</p> <p>Toothbrush Measuring</p> <p>The [] is ____ toothbrushes long. The [] is ____ toothbrushes long.</p>
<p>Tìm 10 thú nặng. Vẽ hình hoặc viết một danh sách.</p> <p>Tìm 10 thú màu đỏ. Vẽ hình hoặc viết một danh sách.</p> <p>Tìm 10 thú mềm. Vẽ hình hoặc viết một danh sách.</p>	<p>Chồng các hộp sắt hoặc thùng giấy để làm một tòa tháp. Đứng lùi lại và ném một cái gói nhỏ để làm đòn</p> 	<p>Viết một tin nhắn cho ai đó, sau đó viết ngược lại. Yêu cầu người đó đoán đọc!</p> <p>Thí dụ:</p> <p>I love you uoy evol I</p>	<p>Viết một bài thơ acrostic sử dụng chữ cái của tên của bạn.</p> <p>Thí dụ:</p> <p>R: Really fun O: Outgoing Y: yellow hair</p>	<p>Xem hai chương trình TV hoặc phim và chọn hai nhân vật. Vẽ một phim hoạt hình của họ gặp nhau.</p> 

Vietnamese K-2 tuần 3-4

Sử dụng giấy vở để hoàn thành các bài tập này. Làm một bài mỗi ngày!

Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
Đọc một cuốn sách cho gia đình của bạn nghe. Thay phiên nhau kể lại câu chuyện.	Làm biểu đồ chữ T. Ghi xuống các sự đối lập, ví dụ như lớn và nhỏ, có và không .	Tìm thức ăn trong nhà của bạn, như bánh quy hoặc chai nước. Viết hoặc vẽ một câu chuyện toán học. Omar has 6 crackers. Neveah ate three. How many are left?	Đi ra ngoài trời. Kể cho ai đó những gì bạn thấy, nghe, ngửi, nghĩ, và cảm nhận.	Chọn một con vật bạn thích. Vẽ hình nó và ghi chú các bộ phận cơ thể của nó. Viết miêu tả về cách nó di chuyển như thế nào.
Tạo bóng trên tường. Bạn có thể tạo ra bao nhiêu hình dạng khác nhau bằng đôi tay?	Sử dụng bánh hoặc kẹo để tạo những từ bạn tìm thấy trong nhà của bạn.	Đi dạo trong khu phố của bạn. Nhận và sử dụng que cây, lá và sỏi đá nhỏ để tạo từ.	Sắp xếp quần áo hoặc đồ chơi của bạn theo thứ tự cầu vòng: đỏ, cam, vàng, xanh da trời, xanh dương, xanh đậm, tím	Sử dụng thực phẩm trong nhà của bạn để tạo ra một thực đơn với giá cả. Thí dụ: Milk = \$2.00 Bananas = \$3.00 Ice cream = \$1.00



Somali K-2 Isbuuc 1-2

Waxaa isticmaashaa waraaqad si aad u dhamaystirtid casharada. Maalinkasta mid samee!

Isniin	Talaado	Arbaco	Khamiis	Jimce
<p>Daawo filin ama bandhig ka so galo TVga:</p> <p>Liis Ku Qor:</p> <ul style="list-style-type: none"> •Cinwaanka •Jilayaasha <p>•Meesha lagu dhigay</p> <ul style="list-style-type: none"> •Bilowga •Dhexda •Dhamaadka 	<p>U isticmaal alaabada gurigaada inaad wax abuurto.</p> <p>Muuji oo calaamadee.</p>	<p>Sidee u egtahay? Istimaal muraayad si aad isku sawirto, calaamad saar qaybo jirkaada ka mid ah.</p>	<p>Qor eray ka bilowda xaraf kasta oo alifbeetada ah.</p> <p>Tusaale:</p> <p>A: Apple B: Bat C: Cat</p>	<p>U isticmaal caday 5 waxyabood oo gurigaada ah sidaad u cabirtid.</p>
<p>Hel 10 waxyaboo oo culus.</p> <p>Sawir ama liis ka qor.</p> <p>Hel 10 shay oo guduudan.</p> <p>Sawir ama liis ka qor.</p> <p>Hel 10 waxyabood oo jilicsan.</p> <p>Sawir ama liis ka qor.</p>	<p>Is dul saar dhawr gasacadood iyo bokisyo si aad u sameyso taalo dheer.</p> <p>Dib ooga istaag oo barkin yar ku tuur si aad u dumisid.</p>	<p>Qof u qor fariin, ka dibna gad gadaal u qor. Weydii inay fahmi karaan!</p> <p>Tusaale:</p> <p>I love you uoy evol I</p>	<p>Qor gabay hoos hoos u socda adoo isticmaalaya magacaaga.</p> <p>Tusaale:</p> <p>A: B: D: I: Xaraf kasto u heel sifo qeexeyso.</p>	<p>Daawo laba bandhig ama filimo oo TVga ka soo galo, markaas kabacdi labo jilayaasha ka mid ah dooro.</p> <p>Sawiro kartoon ah ka samee ayagoo kulmayaan.</p>

Somali K-2 Isbuuc 3-4

Waxaa isticmaashaa waraaqad si aad u dhamaystirtid casharada. Maalinkasta mid samee!

Isniin	Talaado	Arbaco	Khamiis	Jimce
U akhri buug qoyskaada. Qof kasta dib ha uga sheekeyo buuga.	Samee liis ka kooban labo qaybood. Ku qor waxyaabo lid isku ah, sida kuwa waaweyn iyo kuwa yar, haa iyo maya, iwm.	Soo hel cunto gurigaada taalo sida buskud ama dhalo biyo. Qor ama sawir su'aalo. Sida “Omar shan buskud ayuu heystaa, Samira ayaa saddex cuntay, meeqaa haray?”	Banaanka u bax. U sheeg qof waxa aad aragto, maqasho, ku fikirto, dareemayso, iyo waxaad uriso.	Dooroo xayawaan. Sawir oo calaamadee qaybaha jirkooda. Qor sida ay u socdaan.
Isniin	Talaado	Arbaco	Khamiis	Jimce
Samee hooska ka soo baxo gacantaada markaad derbiga iftiin ku qabato. Immisa qaabab kala duwan ayaad gacmahaaga ku samayn kartaa?	Isticmaal buskud ama naecnac si aad ugu qorto ereyada gurigaada ku yaal.	Ku lugee xaafadaada. Adeegso ulaha, caleemaha, iyo dhagaxa si aad ereyo u sameyso.	U kala sooc dharkaada iyo boombalayaashaada midabaha ay yihiin. U kala sooc dharkaada iyo boombalayaashaada sida ay u kala weyn yihiin.	Adigoo cuntada gurigaada taalo isticmaalayo, menu qiima wato samee. Kadibna su'aalo ka qor. Tusaale: Caano = \$2.00 Moos = \$3.00 Jalaato = \$1.00

THE META-MOMENT

OVERVIEW

The Meta-Moment

What is the Meta-Moment?

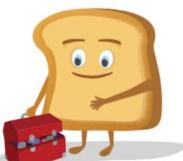
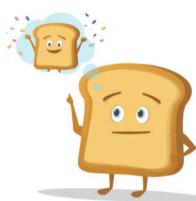
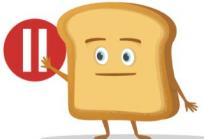
Most of us have had the experience of “losing our cool” and regretting it later. For example, your daughter is whining, the milk spills, and you’re late for work. You yell at her and she dissolves into tears. Later, you wish you had handled the situation differently.

Even in the most trying moments, our behavior does not have to be automatic and reactive. The Meta-Moment is a process that allows us to prolong the time from when we are triggered to when we respond. And, taking Meta-Moments keeps us aligned with our values over time. With practice, our responses can be more deliberate and skillful. Even when our emotions are really “hot,” we can take a Meta-Moment, pause, call to mind our ‘best self’ and choose a helpful strategy.

Practicing Meta-Moments over time requires intentionality and effort...and, it's worth the extra effort to feel proud of the actions we choose even in the most challenging moments.

The Meta-Moment consists of four steps:

- 1. Sense:** You sense that something has happened or changed in your environment, body, mind, or behavior. For example, you may notice that your palms are sweaty and your mind is racing, or that your heart is beating more quickly in response to an event.
- 2. Pause:** You make a conscious choice to pause, and take a few long, slow, deep breaths. This helps to calm your body and mind in the moment so that you can try to problem-solve more effectively.
- 3. See Your Best Self:** When pausing, you call to mind an image of your ‘best self’ – the ideal self you want to be; the person you are when your actions align with your values.
- 4. Strategize & Act:** As your ‘best self,’ you might choose a thought strategy or an action strategy. A thought strategy might be to remember that there is more than one perspective, or to consider your larger goals (such as preserving the relationship). An action strategy might be to take a walk, drink some water, or set up a time for a conversation later. If you responded to the moment as your ‘best self,’ you’ve just taken a Meta-Moment!



RULER ANCHOR

META-MOMENT

KINDERGARTEN

MY NAME	DATE
---------	------

Duration: 20 minutes

1

Family members and grown-ups, please read this before your child leads the activity.

Key Ideas:

- Our bodies provide important clues about our feelings.
- Sometimes, even recalling a memory can affect how our bodies feel.
- Paying attention to body cues can help us become more self-aware, so we can actually take a Meta-Moment if the need arises.

Activity Goals:

- To become more attuned to how our bodies are feeling.
- To develop a vocabulary to describe the cues our bodies are giving us.

Activity Description:

The first step of the Meta-Moment is sensing how our bodies are feeling when a strong emotion occurs. For example: if your child says, "My tummy feels jittery," this might be an opportunity to explore what emotions might be going on. You might ask, "Are you feeling a little anxious or nervous about something?"

This is an activity for you to guide your child through an experience where they recall a time they've felt an unpleasant (but not overly intense) emotion, and then

see if they can remember how that felt in their body.



2

Families, follow the first steps, and then take turns leading the activity!

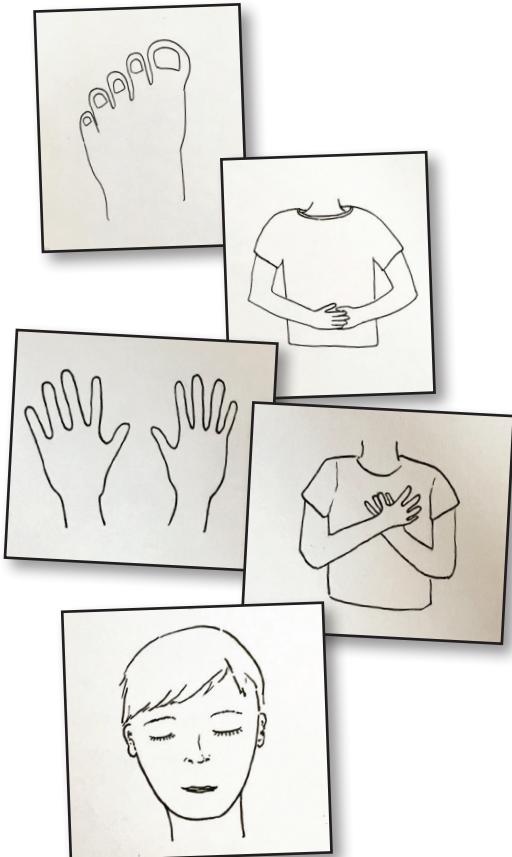
First Steps



**Parent, taking a slow pace,
please ask your child to:**

1. Sit down in a comfortable place.
2. Think of a time they felt a little angry, frustrated, or afraid.
3. Say which emotion it is.
4. Notice how their body is feeling as they think about the story and their emotion.

The Activity



**Parent, please ask these questions slowly,
so your child has time to sense the feelings:**

1. Notice how...
 - a. Your toes feel – are they tight or soft? Wiggly or still?
 - b. Your belly feels – is it tight or soft? Fluttering or calm?
 - c. Your hands – what are they doing? Are they in a fist or open? Are they hot or cool?
 - d. Your heart – put your hand on your heart. Is it beating fast or slow?
 - e. Your face – is there a part of your face that feel tense? Your eyebrows? Your jaw?
2. Use the words on the next page to help you label how your body was feeling. Cut the words out and place them onto the body on Page 3. Feel free to write your own. It's helpful to have words to describe how your body is feeling!
3. It is easier to take a Meta-Moment when you can catch the cues your body is giving you about your emotions.

3

Sensing Your Body

ACTIVITY SHEET 1

INSTRUCTIONS:

Where in your body?

Word Bank



Tight	Soft	Cool	Hot	Wiggly
Relaxed	Fast	Slow	Tense	Scrunched
Still	Open	Closed	Fluttering	Pounding

