TULSA PUBLIC SCHOOLS

Kindergarten

(5/4-15/20)

Distance Learning Activities

Dear families,

These learning packets are filled with grade level activities to keep students engaged in learning at home. We are following the learning routines with language of instruction that students would be engaged in within the classroom setting. We have an amazing diverse language community with over 65 different languages represented across our students and families.

If you need assistance in understanding the learning activities or instructions, we recommend using these phone and computer apps listed below.



Google Translate

- Free language translation app for Android and iPhone
- Supports text translations in 103 languages and speech translation (or conversation translations) in 32 languages
- Capable of doing camera translation in 38 languages and photo/image translations in 50 languages
- Performs translations across apps



Microsoft Translator

- Free language translation app for iPhone and Android
- Supports text translations in 64 languages and speech translation in 21 languages
- Supports camera and image translation
- Allows translation sharing between apps

Queridas familias:

Estos paquetes de aprendizaje tienen actividades a nivel de grado para mantener a los estudiantes comprometidos con la educación en casa. Estamos siguiendo las rutinas de aprendizaje con las palabras que se utilizan en el salón de clases. Tenemos una increíble y diversa comunidad de idiomas con más de 65 idiomas diferentes representados en nuestros estudiantes y familias.

Si necesita ayuda para entender las actividades o instrucciones de aprendizaje, le recomendamos que utilice estas aplicaciones de teléfono y computadora que se enlistan a continuación:



Google Translate

- Aplicación de traducción de idiomas para Android y iPhone (gratis)
- Traducciones de texto en 103 idiomas y traducción de voz (o traducciones de conversación) en 32 idiomas
- Traducción a través de cámara en 38 idiomas y traducciones de fotos / imágenes en 50 idiomas
- Realiza traducciones entre aplicaciones



Microsoft Translator

- Aplicación de traducción para iPhone y Android (gratis)
- Traducciones de texto en 64 idiomas y traducción de voz en 21 idiomas
- Traducción a través de la cámara y traducción de imágenes
- Permite compartir la traducción entre aplicaciones

ENROLL TULSA!

TULSA PUBLIC SCHOOLS

DID YOU MISS THE ENROLLMENT WINDOW IN DECEMBER AND JANUARY? ARE YOU NEW TO TULSA?

We have great schools that still have room for your child. Don't miss this opportunity!

THE WINDOW TO ENROLL AT THESE SCHOOLS IS
MAY 1–21, 2020

We want to make it simple and easy for families to choose - and stay with - Tulsa Public Schools! Our improved enrollment system ensures that our families have an easy and simple process to access the schools that are the best fit for their children.

START YOUR APPLICATION AT Enroll.TulsaSchools.org.
If you need help, please leave a message at 918-746-7500 and an enrollment specialist will return your call or email enroll@tulsaschools.org.

For more information, visit TulsaSchools.org/EnrollTulsa

INSCRIBA A SU HIJO EN LAS ESCUELAS PÚBLICAS DE TULSA

TULSA PUBLIC SCHOOLS

¿TE PERDISTE LA VENTANA DE INSCRIPCIÓN EN DICIEMBRE Y ENERO? ¿ERES NUEVO EN TULSA?

Tenemos excelentes escuelas que todavía tienen espacio para su hijo. ¡No te pierdas esta oportunidad!

LA VENTANA PARA INSCRIBIRSE EN ESTAS ESCUELAS ES DEL
1 AL 21 DE MAYO DE 2020

¡Queremos que sea simple y fácil para las familias elegir, y quedarse con, las Escuelas Públicas de Tulsa! Nuestro sistema de inscripción mejorado garantiza que nuestras familias tengan un proceso fácil y simple para acceder a las escuelas que mejor se adapten a sus hijos.

INICIE SU SOLICITUD EN Enroll.TulsaSchools.org.
Si necesita ayuda, deje un mensaje al 918-746-7500 y un especialista en inscripción le devolverá la llamada. También puede enviarnos un correo electrónico a enroll@tulsaschools.org.

Para más información, visite TulsaSchools.org/EnrollTulsa

Television Programming Schedules

TPS20

	Daily
6:00-6:30 am	Recess
6:30 -7:00 am	Pre K - Math Pre K - Reading in English and Spanish.
7:00-8:00 am	Kindergarten - Math Kindergarten - Reading in English and Spanish
8:00-9:00 am	1st Grade - Math 1st Grade - Reading in English and Spanish
9:00- 10:00 am	2nd Grade - Math 2nd Grade - Reading in English and Spanish
10:00-11:00 am	3rd Grade - Math 3rd Grade - Reading in English and Spanish
11:00-11:30 am	Pre K - Math PreK - Reading in English and Spanish. *(repeat of 6:30 am program)*
11:30-12:00 pm	Recess
12:00-1:00 pm	4th Grade - Math 4th Grade - Reading in English and Spanish.
1:00-2:00 pm	5th Grade - Math 5th Grade - Reading in English and Spanish.
2:00-2:30 pm	Recess *(repeat of 6:00 am program)*
2:30-3:00 pm	Specials (Art, Music, SEL, or STEM)
3:00-4:00 pm	6th Grade - Math 6th Grade - English/Language Arts
4:00-5:00 pm	7th Grade - Math 7th Grade - English/Language Arts
5:00-6:00 pm	8th Grade - Math 8th Grade - English/Language Arts

Canal TPS20

	Diario
6:00-6:30 am	Recreo
6:30 - 7:00 am	Prekínder - Matemáticas Prekínder – Lectura en inglés y español.
7:00-8:00 am	Kínder - Matemáticas Kínder- Lectura en inglés y español.
8:00-9:00 am	Primer Grado - Matemáticas Primer Grado - Lectura en inglés y español.
9:00-10:00 am	Segundo Grado - Matemáticas Segundo Grado - Lectura en inglés y español.
10:00-11:00 am	Tercer Grado – Matemáticas Tercer Grado - Lectura en inglés y español.
11:00-11:30 am	Prekínder - Matemáticas Prekínder - Lectura en inglés y español. *(repitiendo el programa de las 6:30)*
11:30-12:00 pm	Recreo

12:00-1:00 pm	Cuarto Grado - Matemáticas Cuarto Grado - Lectura en inglés y español.
1:00-2:00 pm	Quinto Grado - Matemáticas Quinto Grado - Lectura en inglés y español.
2:00-2:30 pm	Recreo *(repitiendo el programa de las 6:00 am)*
2:30-3:00 pm	Especiales (Arte, Música, Socioemocional, o educación de ciencias, tecnología, ingeniería y matemáticas STEM)
3:00-4:00 pm	Sexto Grado - Matemáticas Sexto Grado - Ingles/Lengua y literatura
4:00-5:00 pm	Séptimo Grado - Matemáticas Séptimo Grado - Ingles/Lengua y literatura
5:00-6:00 pm	Octavo Grado - Matemáticas Octavo Grado - Ingles/Lengua y literatura

Listen and Learn

Unknown Words



Sometimes you hear or read a word you do not know. You can ask questions about the word to find out what it means.

Here are some questions you can ask:

- What clues can I find in the other words?
- What clues can I find in the pictures?

Finding the meaning of new words can help you understand an information book.

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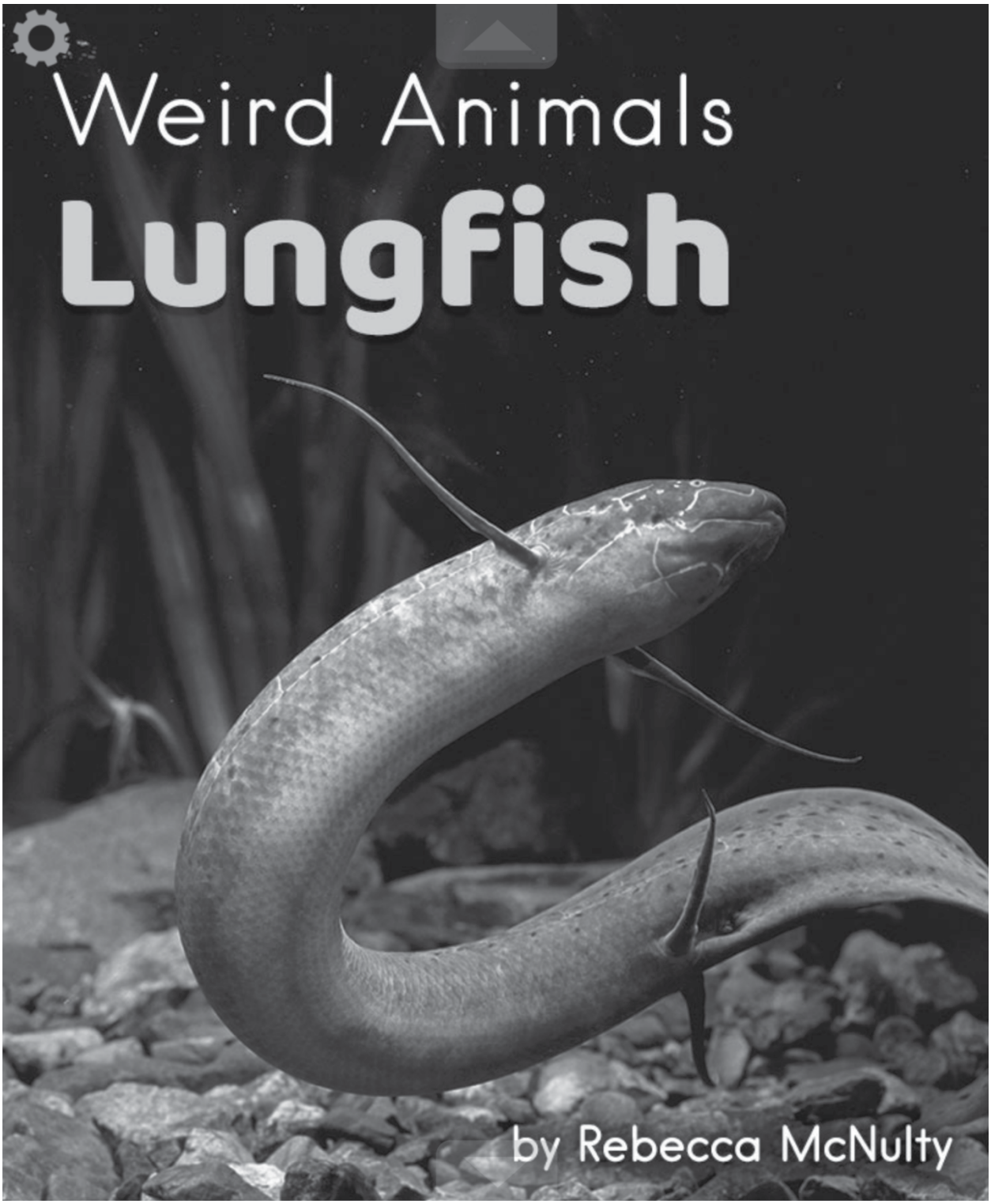

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Have you ever heard of a fish that can survive outside of water? It sounds like something that is made up.

But one fish is able to do that. It has a special way to stay alive outside of water. It is the lungfish.



This lungfish is on land.

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Rainy Season

Lungfish live in Africa. Africa has a rainy season. It is a rainy, wet time of the year.

Lungfish live in small lakes called ponds during the rainy season. They swim and eat and rest like other fish.



This lungfish is in water.

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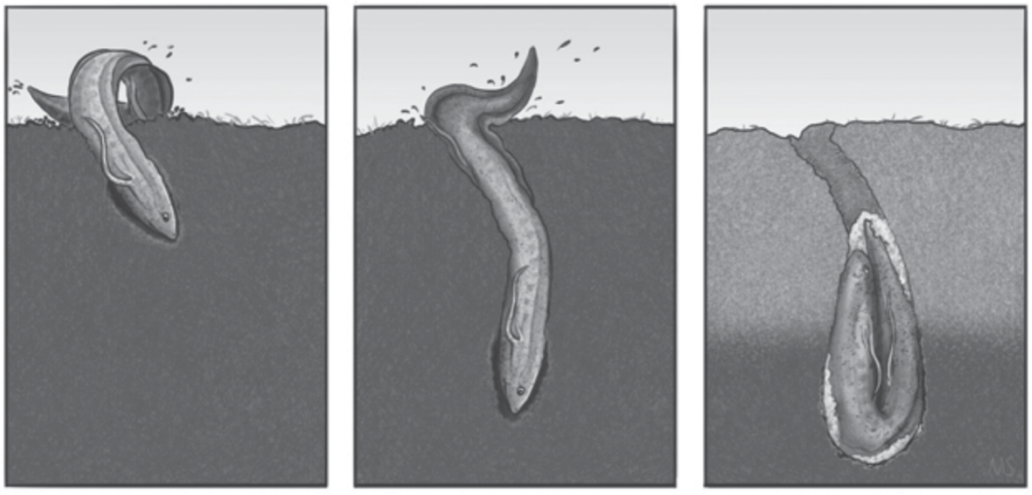
Dry Season

Africa also has a dry season. No rain falls. Ponds dry up. That is when lungfish do something special.

Lungfish burrow into the bottom of the pond. They dig into the mud. They make a **cocoon** that covers and protects them.



A lungfish makes its cocoon in the mud.

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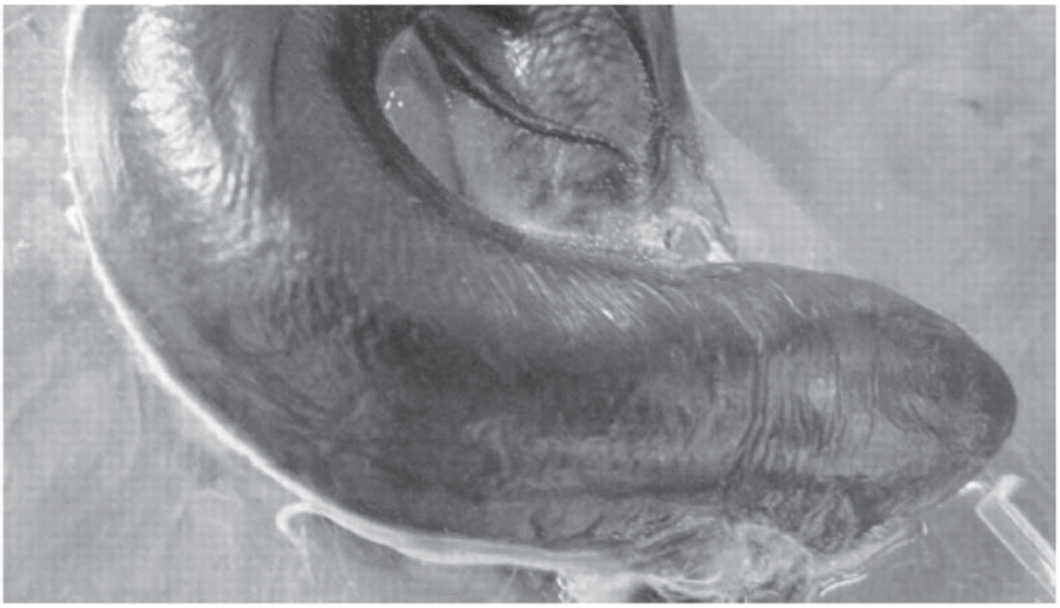
Resting in Slime

The cocoon is filled with sticky slime. It keeps the fish wet so they don't die.

Lungfish rest in the cocoon during the dry season. It lasts for half of the year. That is a long time to live without water!



A lungfish rests in its slime-filled cocoon.

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The Rain Comes Back

Then the dry season ends. Ponds fill with water. The cocoon melts away. It becomes soft and disappears.

The lungfish dig out of the mud. Soon they swim like other fish again!



This lungfish is out of the mud.

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Question 1 (for p. 1 of passage)

Read the first sentence. What does the word **survive** mean?

a. swim
b. play
c. live

Question 2 (for p. 1 of passage)

What is special about a lungfish?

a. It can live out of water.
b. It can swim in water.
c. It can drink water.

Question 3 (for p. 2 of passage)

Which picture shows what a pond is?

a. 

b. 

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c. 

Question 4 (for p. 3 of passage)

Look at the word **burrow**. Which other word in the text helps you understand what **burrow** means?

a. dig
b. make
c. fall

Question 5 (for p. 4 of passage)

What is slime like?

a. Slime is sticky.
b. Slime is hard.
c. Slime is dry.

Question 6 (for p. 5 of passage)

Which picture shows what happens after the dry season, when the rain comes back?

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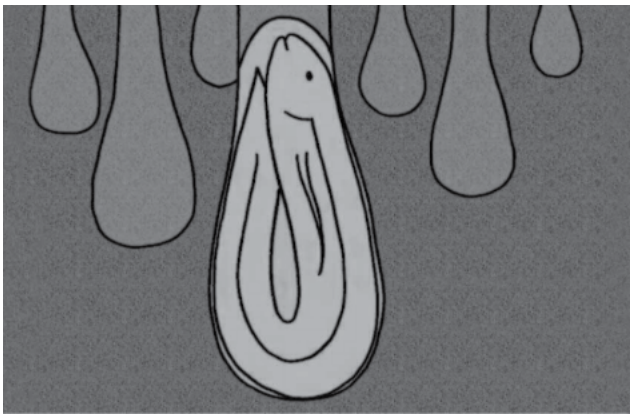
a. 

b. 

c. 

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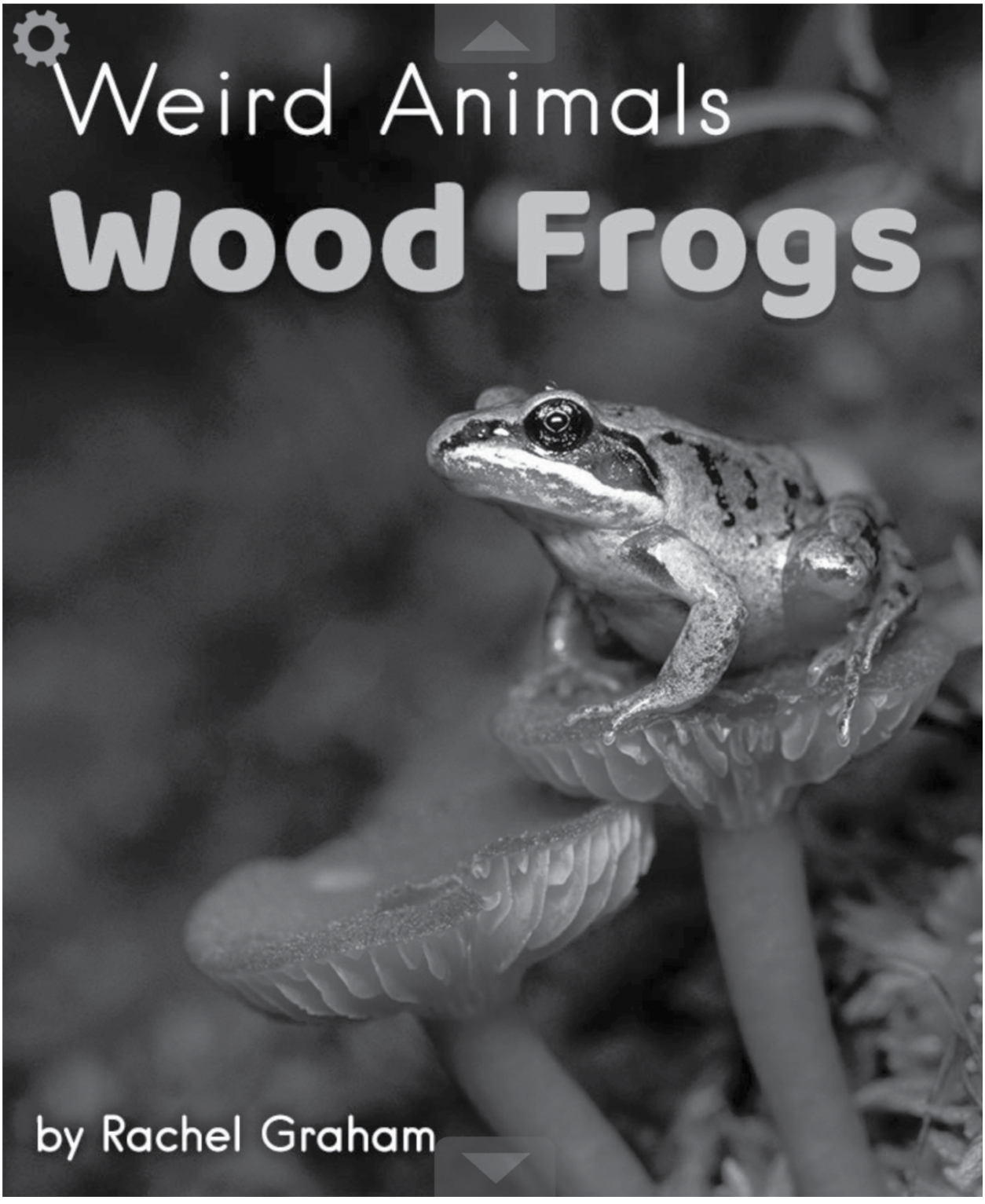

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Can you think of something that gets hard and freezes when it is very cold? Water turns to ice. But did you know some frogs can freeze, too?

Wood frogs freeze when it gets cold. Then, when it warms up, they warm up, too.



A wood frog can freeze when it gets cold.

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Finding a Safe Place

Wood frogs rest when they are frozen. They sleep all winter.

A wood frog finds a spot to rest in the fall. This place must be safe. The frog will stay there all winter.



This frog has found a good place to rest.

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Winter in Ice

Winter is cold. Lots of things freeze.

Ice can go all around a wood frog. It covers its whole body. Much of the water in a wood frog's body turns to ice. But the frog just sleeps.



Ice can go all around a wood frog.

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Frozen Frogs

A frozen wood frog feels hard like a rock. Its body stays very still. It does not move.

Wood frogs can stay frozen for a very long time.



This wood frog is frozen.

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Spring Warm Up

Spring comes. The frozen wood frog warms up. It starts to move again.

The frog hops back to the pond where it was born. It returns every spring. It eats, jumps, and swims until the next winter. Then it freezes again!



This wood frog is swimming.

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Question 1 (for p. 1 of passage)

Read the first sentence. What does the word **freezes** mean?

a. turns to ice
b. turns to water
c. turns to wood

Question 2 (for p. 1 of passage)

What can wood frogs do?

a. Wood frogs can freeze in the cold.
b. Wood frogs can make hard ice.
c. Wood frogs can stay warm all year.

Question 3 (for p. 2 of passage)

Which picture shows what the word **rest** means?

a. .

b. 

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c. 

Question 4 (for p. 2 of passage)

What does the word **spot** mean?

a. safe
b. fall
c. place

Question 5 (for p. 3 of passage)

What does the word **whole** mean?

a. some time
b. every part
c. any place

Question 6 (for p. 4 of passage)

Look at the word **still**. Which other words in the text help you understand what **still** means?

a. does not move
b. very long time
c. wood frog feels

Question 7 (for p. 5 of passage)

What does the word **returns** mean?

a. goes away

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b. goes back
c. goes over

Question 8 (for p. 5 of passage)

Look at the chart. What happens in the spring?

Fall	Winter	Spring
The wood frog finds a safe spot.	The wood frog freezes.	

a. The wood frog wakes up.
b. The wood frog stays still.
c. The wood frog goes to sleep.

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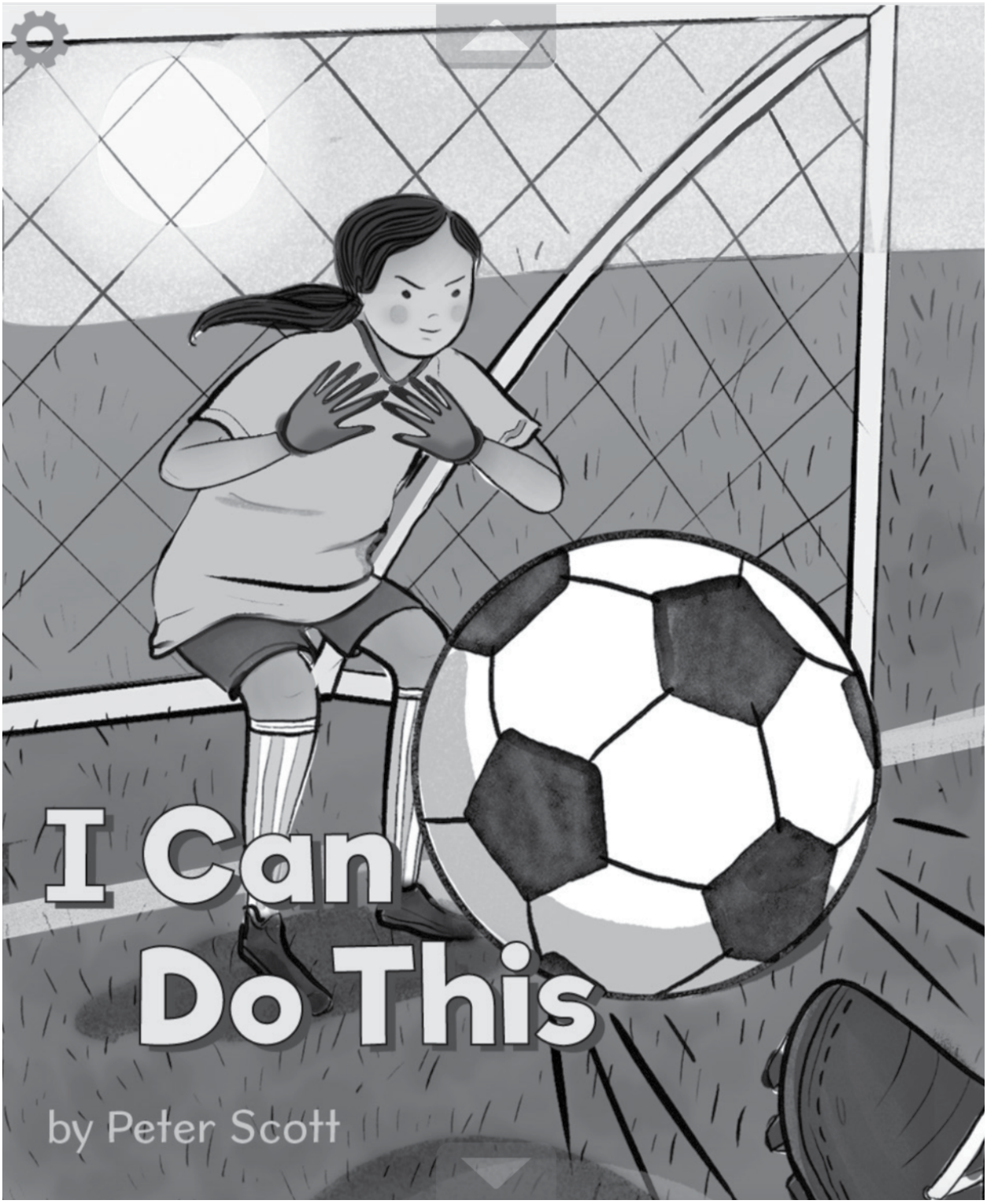

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"Abby, go in for Emma," Coach said. "She is hurt."

Emma was the team goalie. She could not play after she hurt her wrist.

"All right, Coach," said Abby. She ran onto the soccer field. But she was worried about playing goalie.



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Abby's team was the Wildcats. They were playing the Hawks. The Wildcats were winning by one.

The game was almost over. The Wildcats were excited. They could win!

"I can not let the Hawks score!" said Abby to herself.



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Abby stood in goal.

"I can do this," she thought. She had to keep the Hawks from scoring.

"Watch the ball," Abby said to herself. "Don't let it get past you."



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The game started again. The Hawks had the ball. They quickly kicked it up the field.

A player kicked the ball left, then right. Then she kicked it up high toward the goal.

Abby reached up. She punched the ball hard!



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The ball bounced away from the goal. Abby could not believe it. She did it! The Hawks did not score.

The whistle blew. The game was over. The Wildcats won! The team cheered and ran toward Abby.

Abby smiled. Then she cheered, too.



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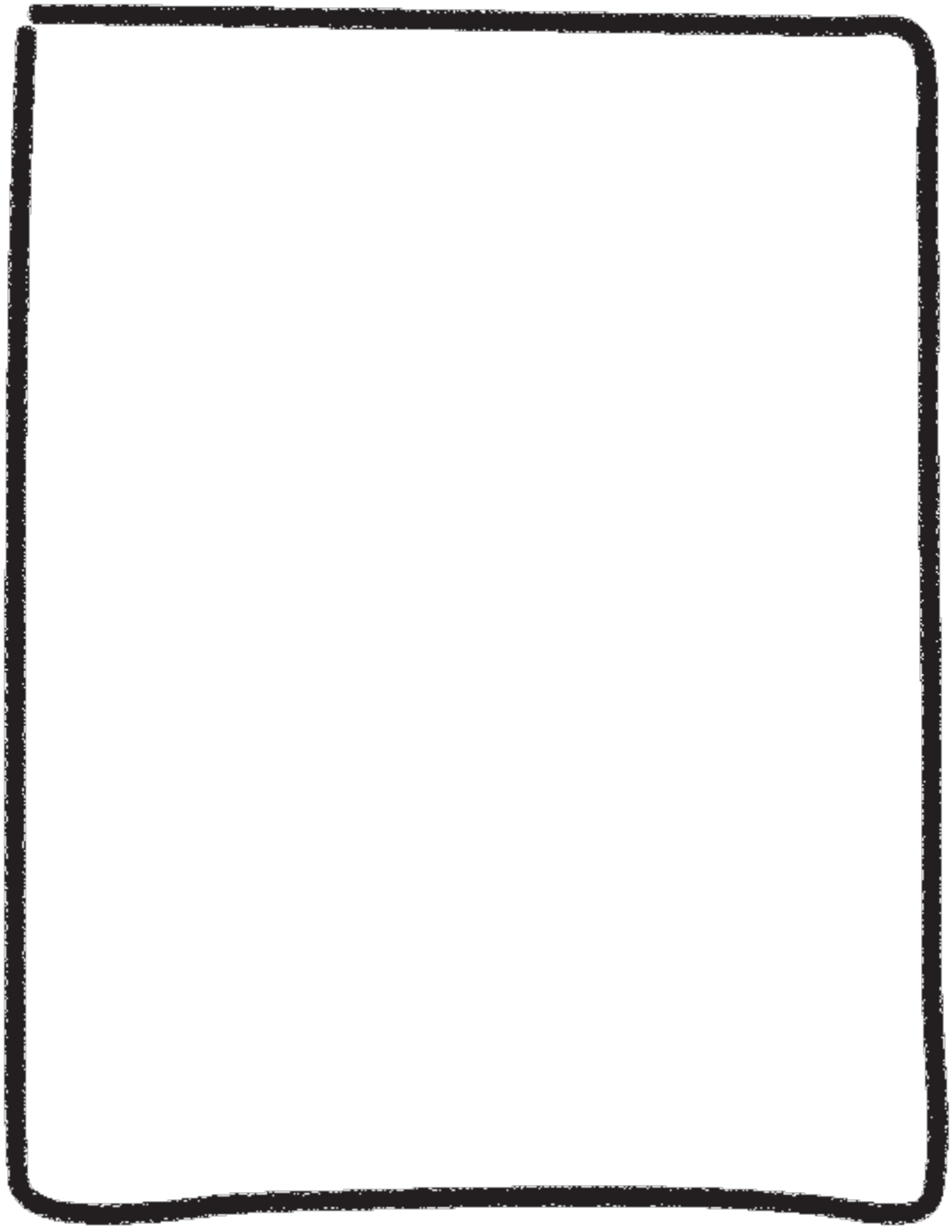
Draw or write.



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Circle the number to make 8.

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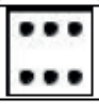
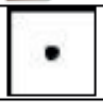
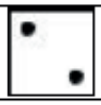
2				
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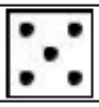
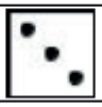
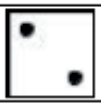
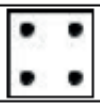
5				
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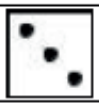
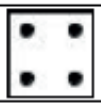
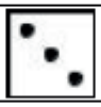
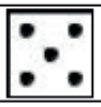
8				
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11	2	6	4	3
12				
13	1	7	6	5

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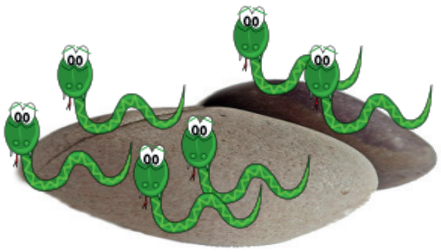
Lesson Video

Name _____ Date _____

There are 4 snakes sitting on the rocks. 2 more snakes slither over. How many snakes are on the rocks now? Put a box around all the snakes, trace the mystery box, and write the answer inside it.



4 + 2 = ☐

There are 5 turtles swimming. Draw 2 more turtles that come to swim. How many turtles are swimming now? Draw a box around all the turtles, draw a mystery box, and write the answer.



5 + 2 =

Today is your birthday! You have 7 presents. A friend brings another present. Draw the present. How many presents are there now? Draw a mystery box, and write the answer inside it.



7 + 1 =

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Listen and draw. There were 6 girls playing soccer. A boy came to play. How many children were playing soccer then? Draw a box around all the children.

6 + 1 = ☐

Listen and draw. There were 3 frogs on a log. 5 more frogs hopped onto the log. How many frogs were on the log then? Draw a box around the frogs, and box the answer.

3 + 5 =

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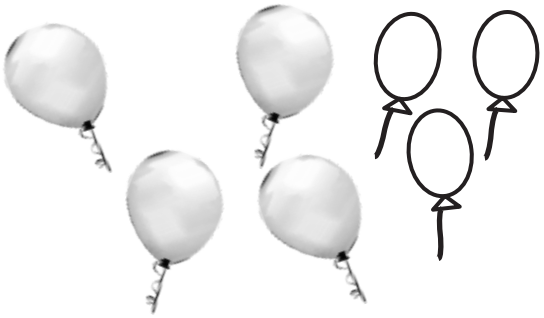
Answer Key

Video Lesson

Name _____ Date _____

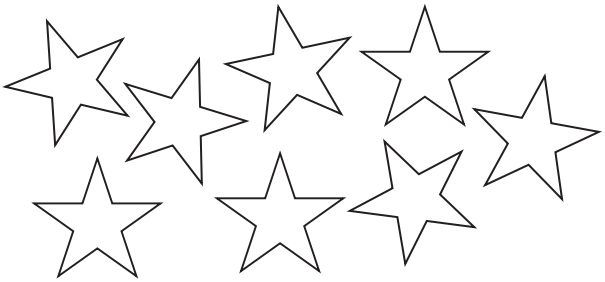
There are 4 green balloons and 3 orange balloons in the air. How many balloons are in the air? Color the balloons to match the story, and fill in the number sentences.



☐ + ☐ = ☐

☐ = ☐ + ☐

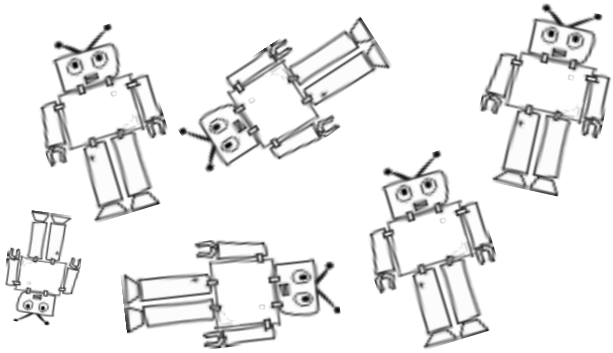
Dominic has 6 yellow star stickers and 2 blue star stickers. How many stickers does Dominic have? Color the stars to match the story, and fill in the number sentences.



☐ + ☐ = ☐

☐ = ☐ + ☐

There are 5 big robots and 1 little robot. How many robots are there? Fill in the number sentences.



☐ + ☐ = ☐

☐ = ☐ + ☐

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Listen and draw. Charlotte is playing with pattern blocks. She has 3 squares and 3 triangles. How many shapes does Charlotte have?

☐ + ☐ = ☐

☐ = ☐ + ☐

Listen and draw. Gavin is making a tower with linking cubes. He has 5 purple and 3 orange cubes. How many linking cubes does Gavin have?

☐ + ☐ = ☐

☐ = ☐ + ☐

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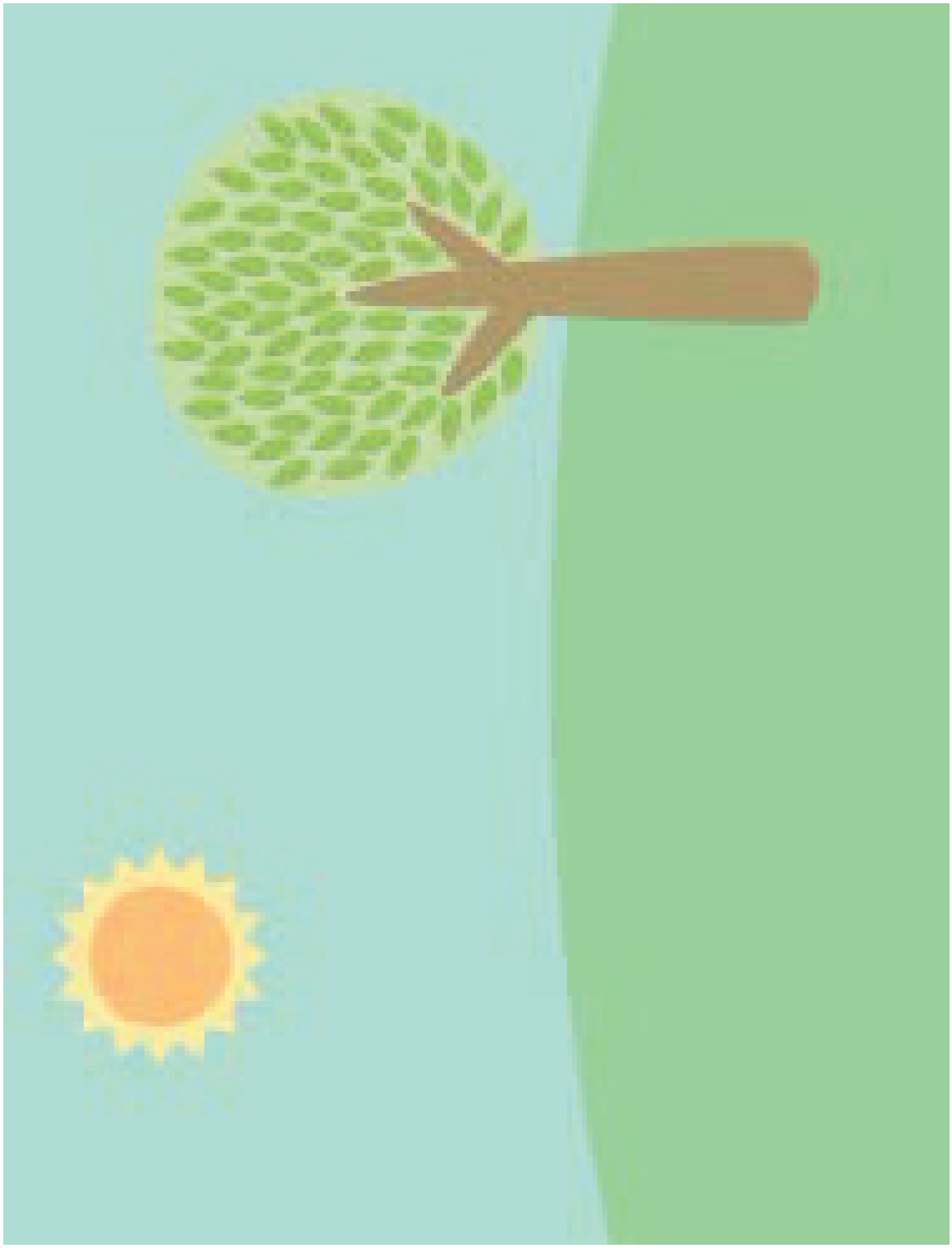
Answer Key



tree and sun

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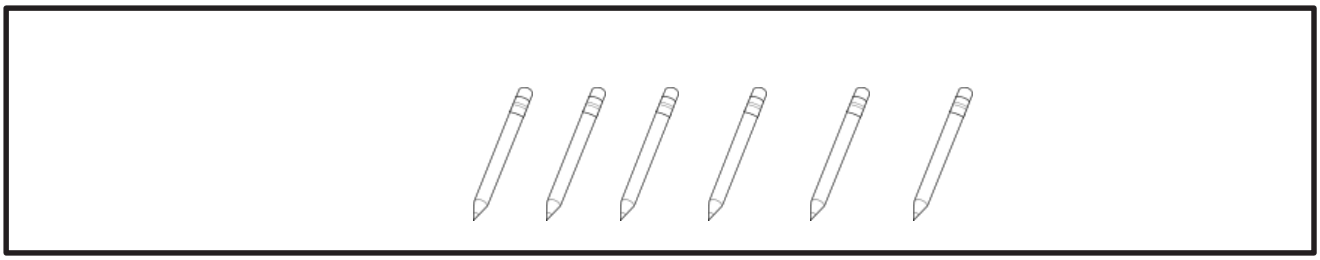
Video Lesson

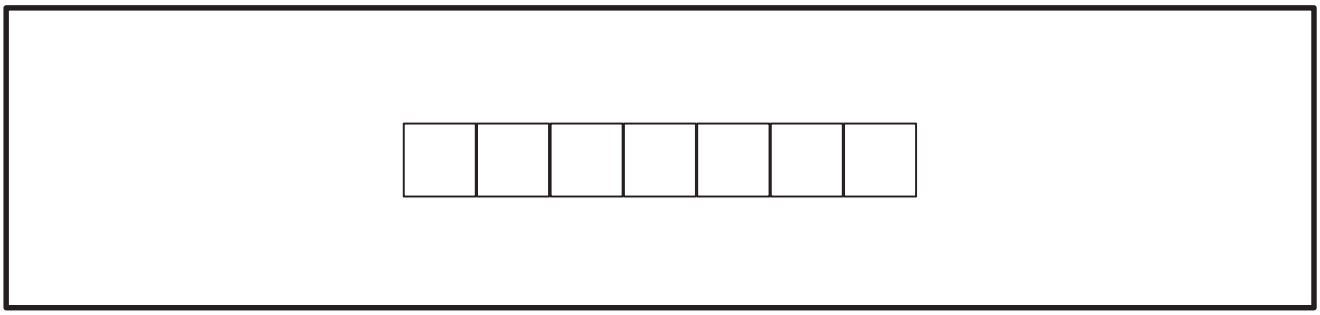
Name _____ Date _____

Devin has 6 Spiderman pencils. He put some in his desk and the rest in his pencil box. Write a number sentence to show how many pencils Devin might have in his desk and pencil box.



6 = ☐ + ☐

Shania made 7 necklaces. She wore some of the necklaces and put the rest in her jewelry box. Use the linking cubes to help you think about how many necklaces Shania might have on and how many are in her jewelry box. Then, complete the number sentences.



☐ + ☐ = ☐

☐ = ☐ + ☐

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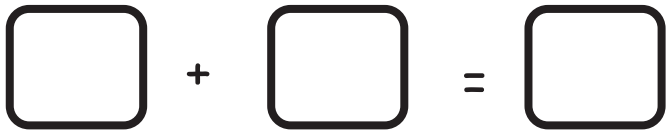
Tommy planted 8 flowers. He planted some in his garden and some in flowerpots. Draw how Tommy may have planted the flowers. Fill in the number sentences to match your picture.







Create your own story, and draw a picture. Fill in the number sentences. Tell your story to a friend.







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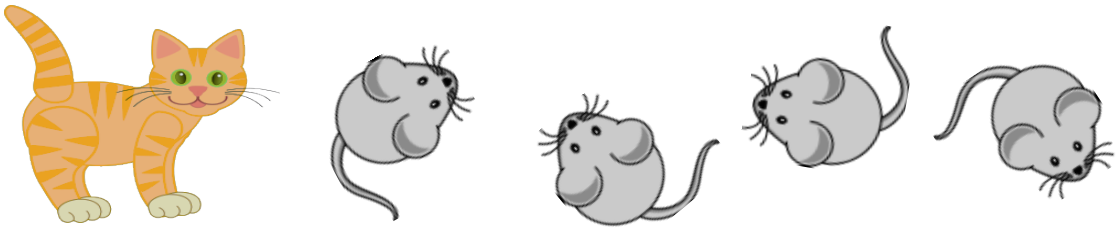
Answer Key

Lesson Video

Name _____ Date _____

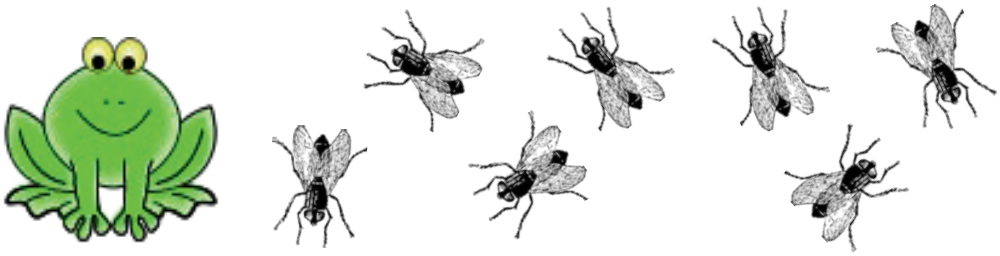
The cat ate 3 mice. Cross out 3 mice. Write how many mice are left.



The fish ate 2 worms. Cross out 2 worms. Write how many worms are left.



The frog ate 5 flies. Cross out 5 flies. Write how many flies are left.



The monkey ate 4 bananas. Cross out 4 bananas. Write how many bananas are left.



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Draw 6 balls. The boy kicked 3 balls down the hill. How many balls does he have left?



There are 5 butterflies flying around the flower. Draw them. 1 of the butterflies flew away, so cross it out. How many butterflies are left?



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Answer Key

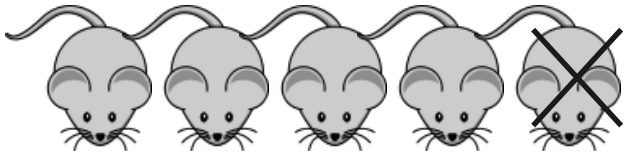
Lesson Video

Name _____ Date _____

Draw a line from the picture to the number sentence it matches.



3 - 1 = 2



5 - 4 = 1



4 - 2 = 2



5 - 1 = 4

Pick 1 mouse picture, and tell a story to your partner. See if your partner can pick the picture you told the story about.

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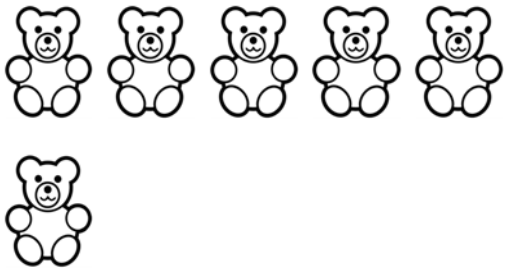
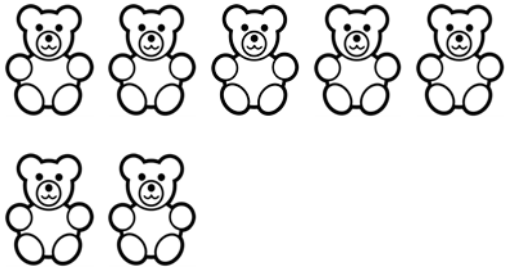
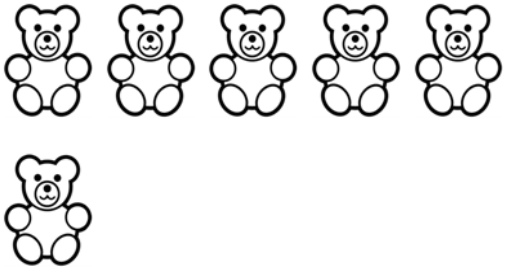
Cross out the bears to match the number sentences.



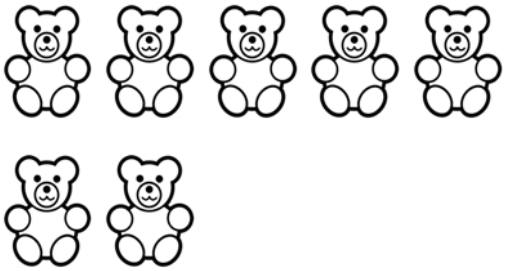
6 – 1 = 5



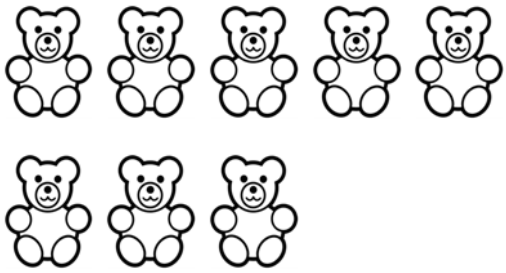
7 – 2 = 5



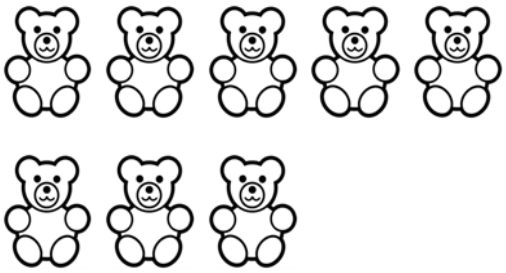
6 – 4 = 2



7 – 3 = 4



8 – 1 = 7



8 – 2 = 6

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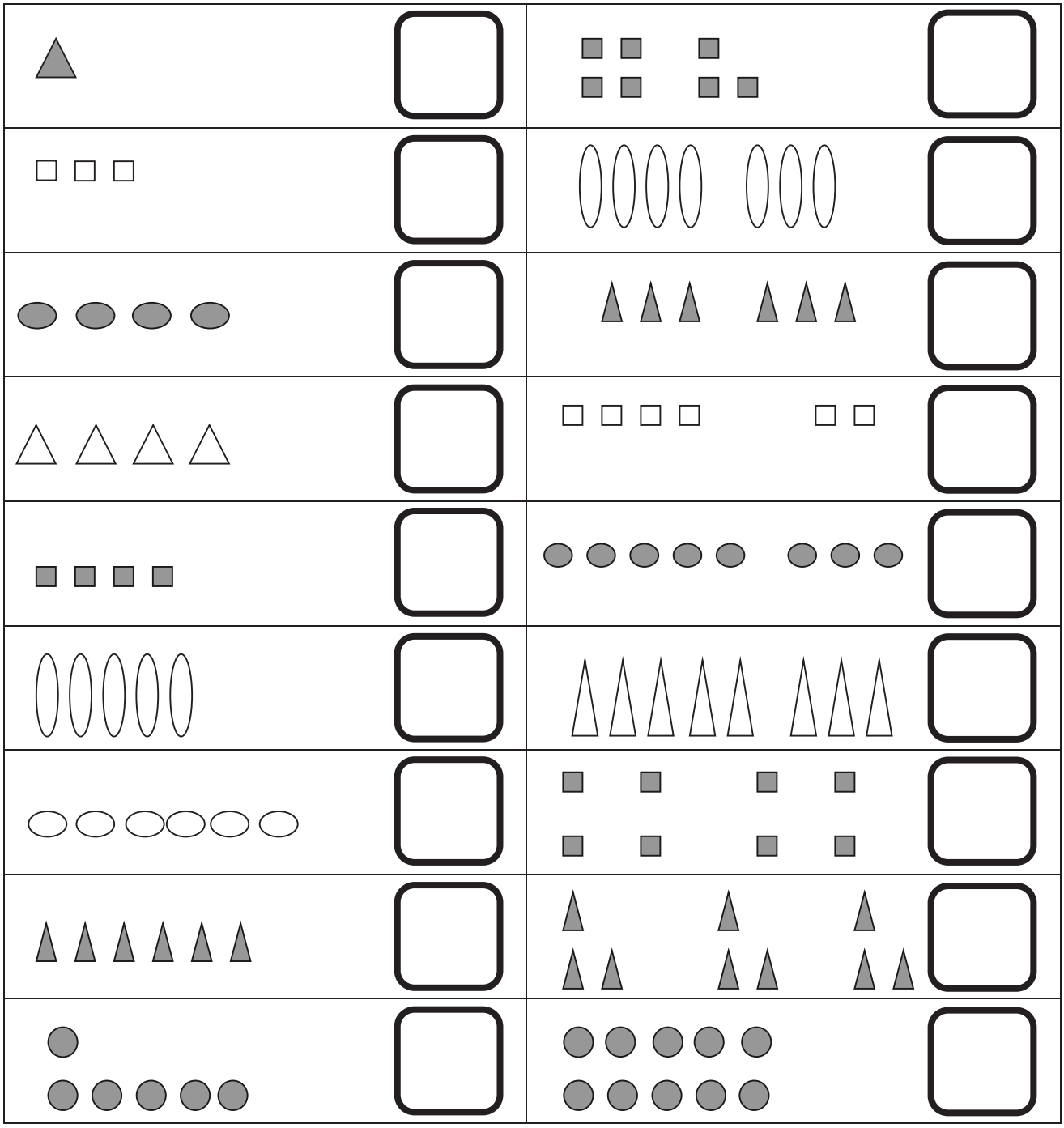
Answer Key

Cross 1 out, and write how many.



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Video Lesson

Name _____ Date _____

Tyler bought a cone with 4 scoops. He ate 1 scoop. Cross out 1 scoop. How many scoops were left?



4 - 1 = ☐

Eva ate ice cream, too. She ate 2 scoops. How many scoops were left?



4 - 2 = ☐

There were 4 bottles. 3 of them broke. How many bottles were left?



4 - 3 = ☐

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Anthony had 5 erasers in his pencil box. He dropped his pencil box, and 4 erasers fell on the floor. How many erasers are in Anthony's pencil box now? Draw the erasers, and fill in the number sentence.

5 - 4 = ☐

Tanisha had 5 grapes. She gave 3 grapes to a friend. How many grapes does Tanisha have now? Draw the grapes, and fill in the number sentence.

☐ - ☐ = ☐

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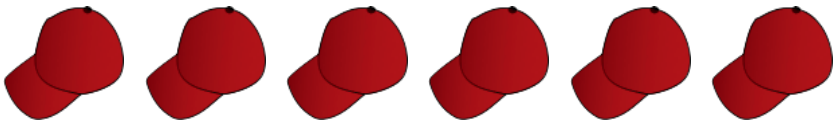
Answer Key

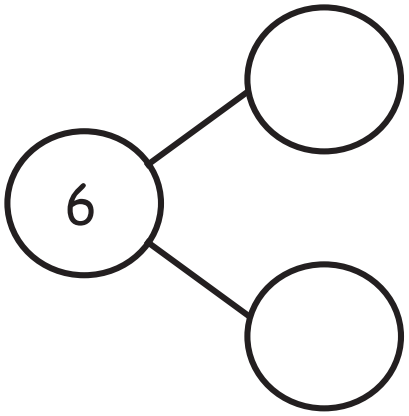
Video Lesson

Name _____ Date _____

Fill in the number bonds.

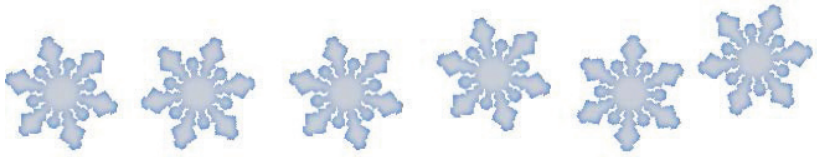
Cross out 1 hat.

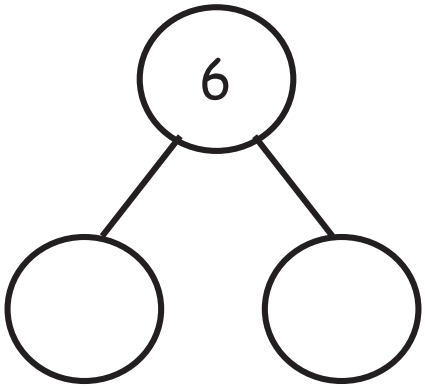




6 - 1 = 5

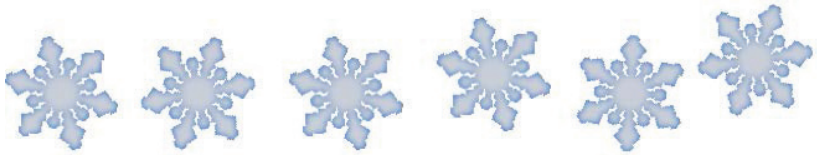
Cross out 5 snowflakes.

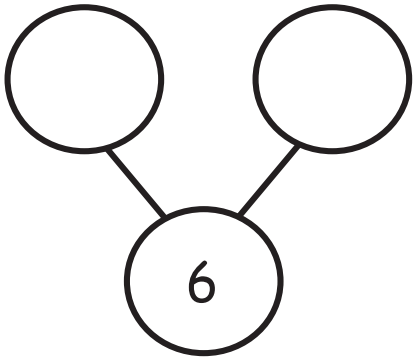




6 - 5 = 1

Cross out 2 snowflakes.





6 - 2 = 4

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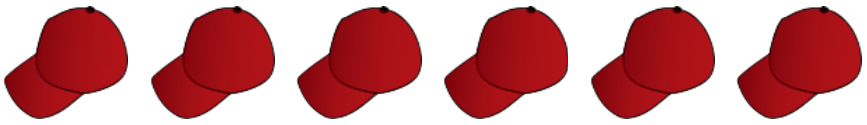
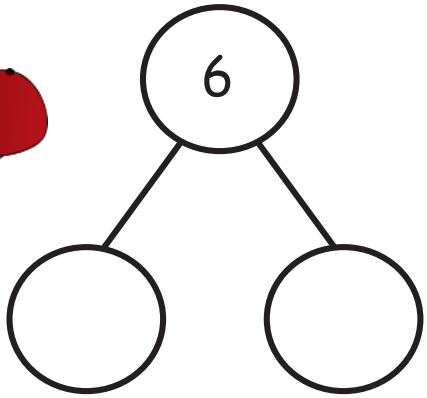
Fill in the number sentences and the number bonds.

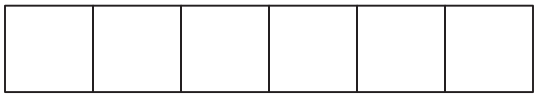
Take away 3 hats.



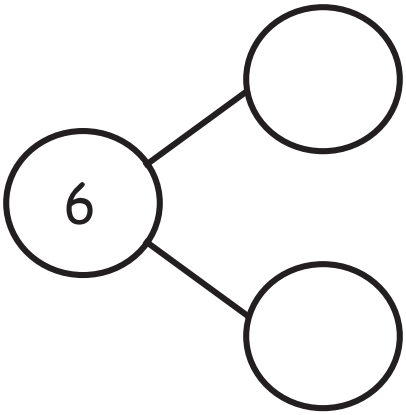
6 - ☐ = ☐



Take away 4 cubes.

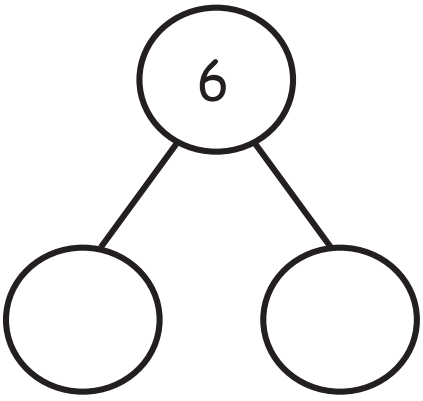


6 - ☐ = ☐



Draw 6 circles in a 5-group. Take away 2 circles.

☐ - ☐ = ☐



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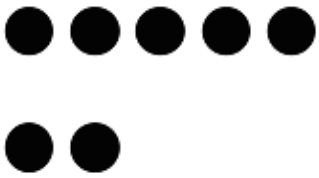
Answer Key

Video Lesson

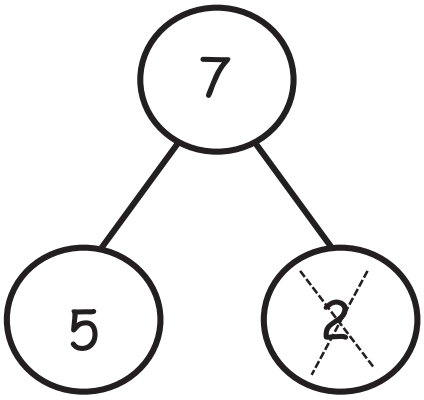
Name _____ Date _____

Say the number sentence. Fill in the blanks. Cross out the number.

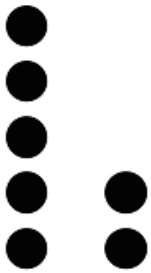
Cross out 2 dots.



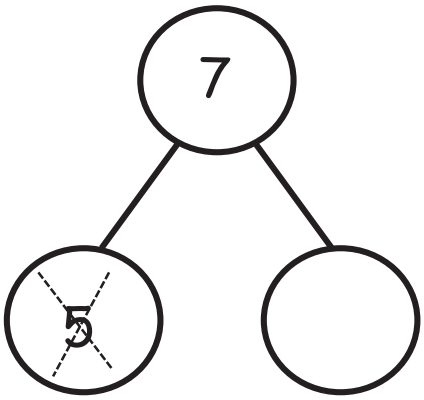
7 - 2 = ☐



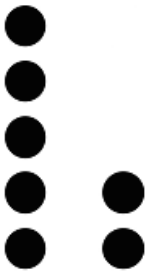
Cross out 5 dots.



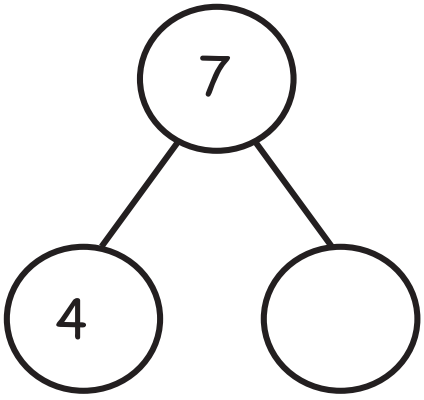
7 - 5 = ☐



Cross out 4 dots.



7 - 4 = ☐



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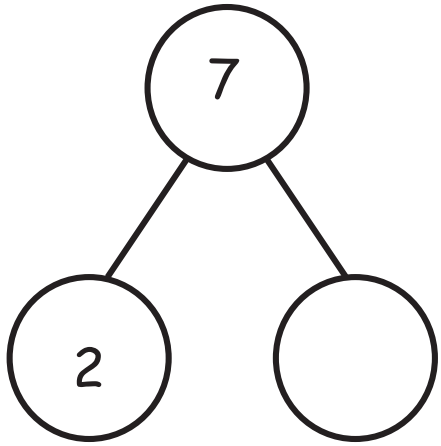
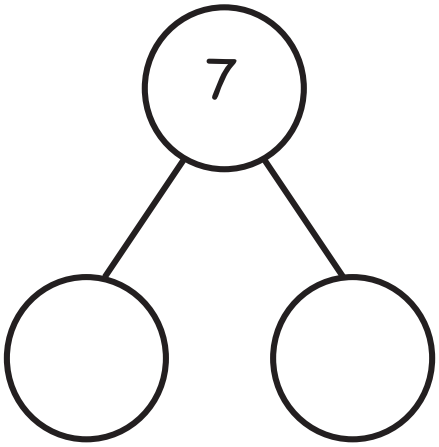
Draw and fill in the number bond and number sentence.
Draw 7 dots. Cross out 2 dots.

7 - 2 = ☐



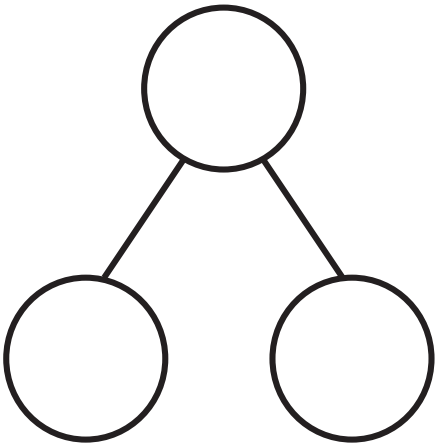
Draw 7 dots in a 5-group. Cross out 3 dots.

7 - ☐ = ☐



Draw 7 dots in a 5-group. Cross out 4 dots.

☐ - ☐ = ☐



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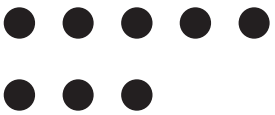
Answer Key

Video Lesson

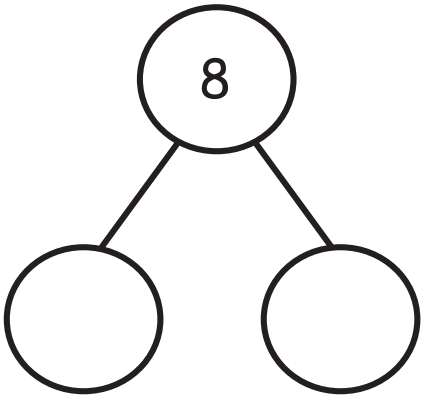
Name _____ Date _____

Fill in the number sentences and number bonds.

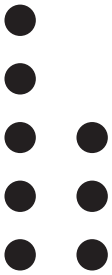
Put an X on 3 dots.



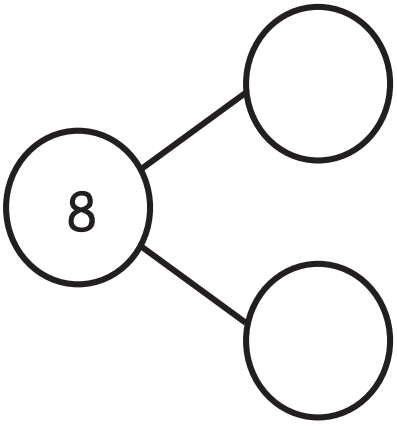
8 - ☐ = ☐



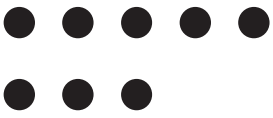
Put an X on 5 dots.



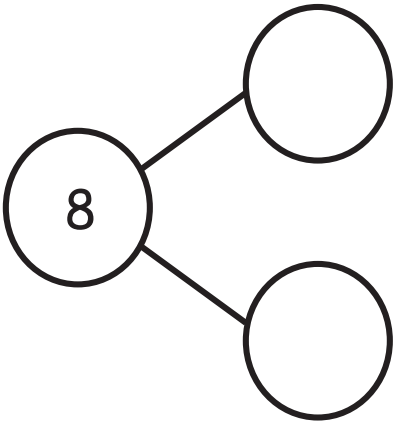
☐ - ☐ = ☐



Put an X on some dots.



☐ - ☐ = ☐



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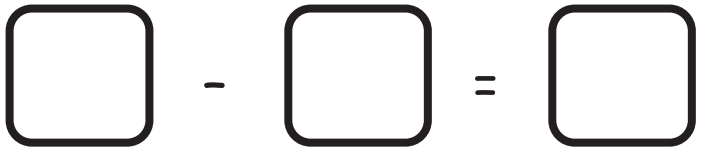
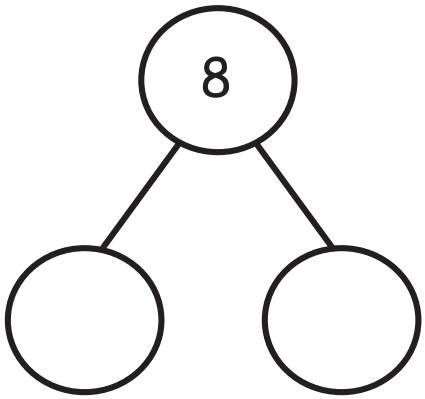
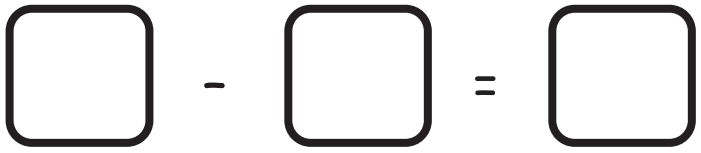
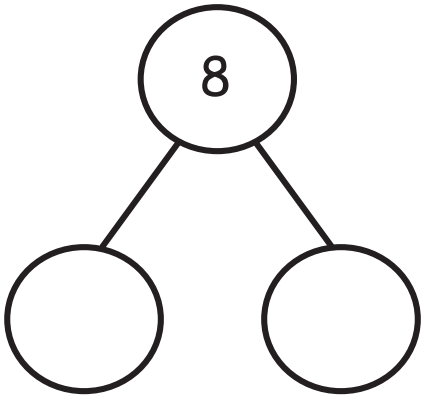
Draw 8 dots. Put an X on 1 dot.



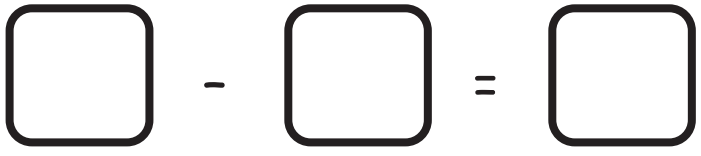


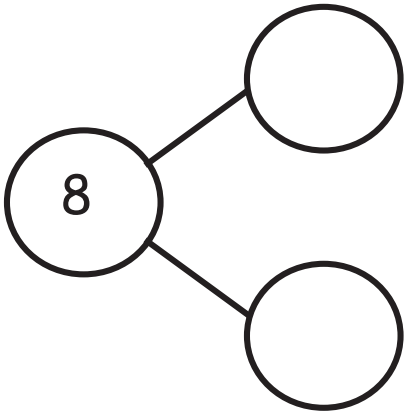
Draw 8 dots in a 5-group. Put an X on 7 dots.





Draw 8 dots in a 5-group. Put an X on some dots.





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Answer Key

Science

What are the seasons?

★ Color the picture of winter blue.

★ Color the picture of summer yellow.

★ Color the picture of spring green.

★ Color the picture of fall red.









Ready for Weather

People learn about the weather across the country.
You learn about the weather too.
What do you do to get ready for rainy weather?
Draw or write what you do to get ready for rainy weather.

At Home Activities and Resources for Families (English Language Development)

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities. You do not need to print any activities as responses can be written on a separate sheet of paper.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

Actividades en el hogar y recursos para familias (Desarrollo del idioma inglés)

Saludos querido padre/tutor. Gracias por apoyar el aprendizaje de su hijo en casa. Los recursos en este paquete le brindarán a su hijo oportunidades para practicar su desarrollo del inglés a través de diferentes actividades de vocabulario, gramática y lectura.

Cada paquete tiene historias para leer en inglés con preguntas y actividades de vocabulario. No necesita imprimir ninguna actividad, ya que las respuestas pueden escribirse en una hoja de papel por separado.

Gracias nuevamente por su entusiasmo en completar las actividades con su hijo en casa.

The Seasons



MP3

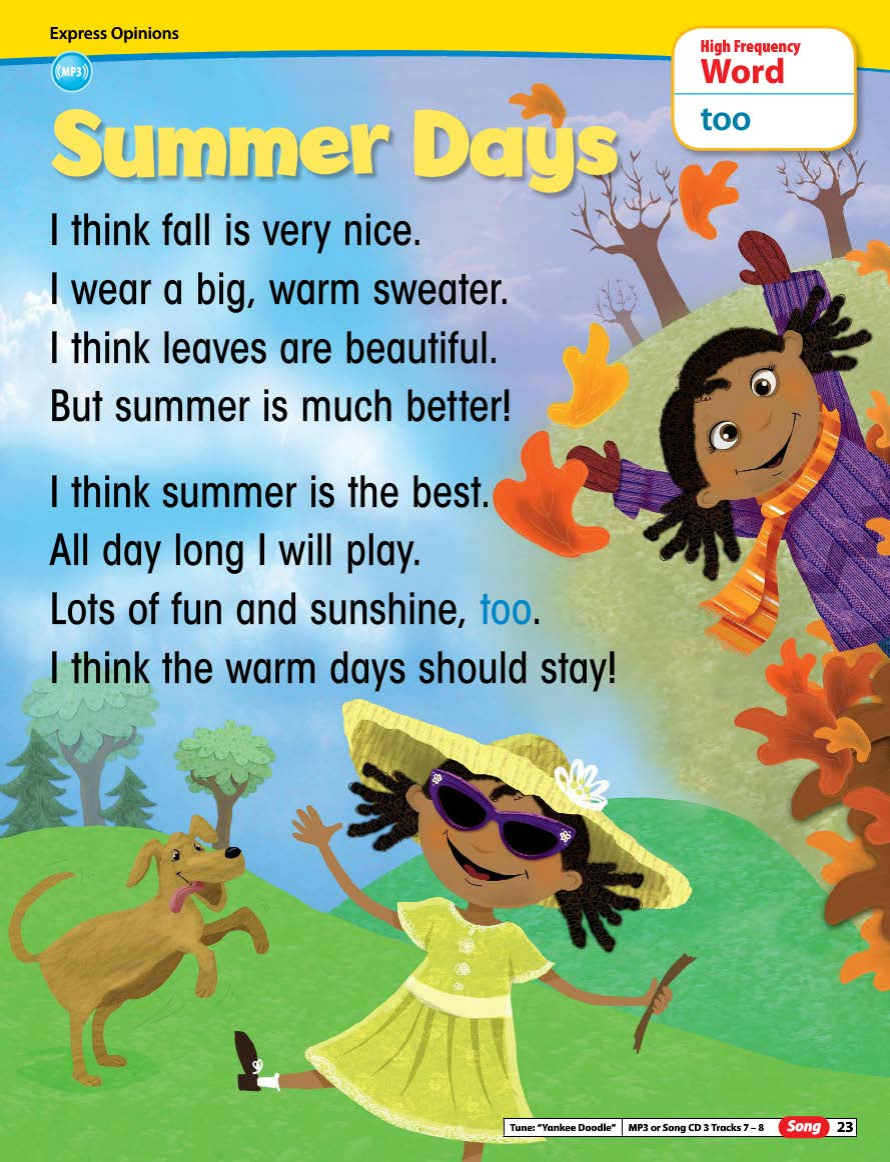
High Frequency Word

too

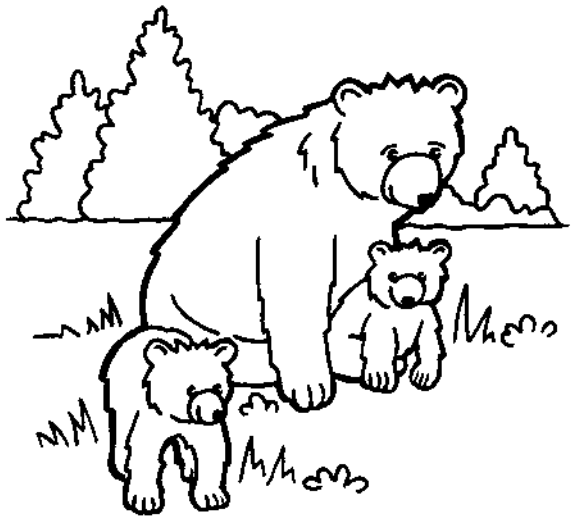
Summer Days

I think fall is very nice.
I wear a big, warm sweater.
I think leaves are beautiful.
But summer is much better!

I think summer is the best.
All day long I will play.
Lots of fun and sunshine, too.
I think the warm days should stay!



Bears and the Seasons

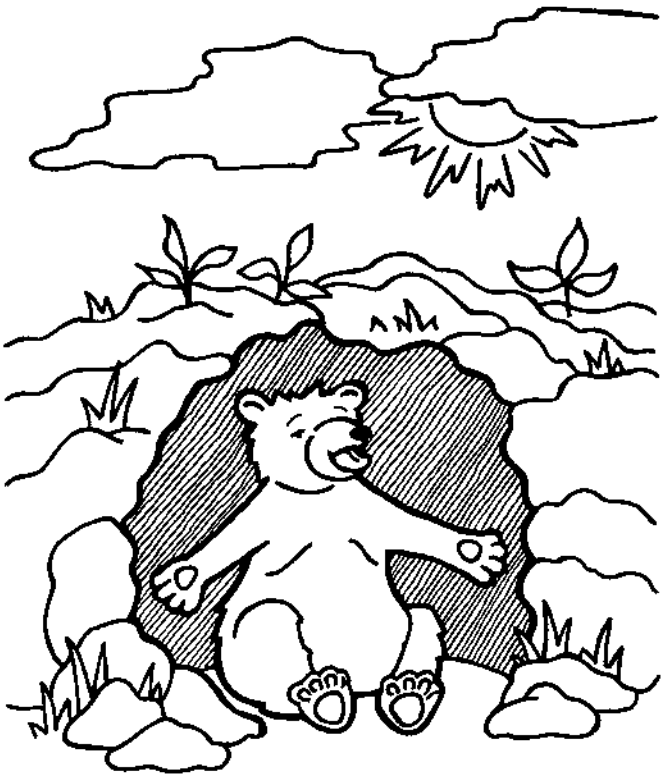


_____

_____

_____ 's Book

1



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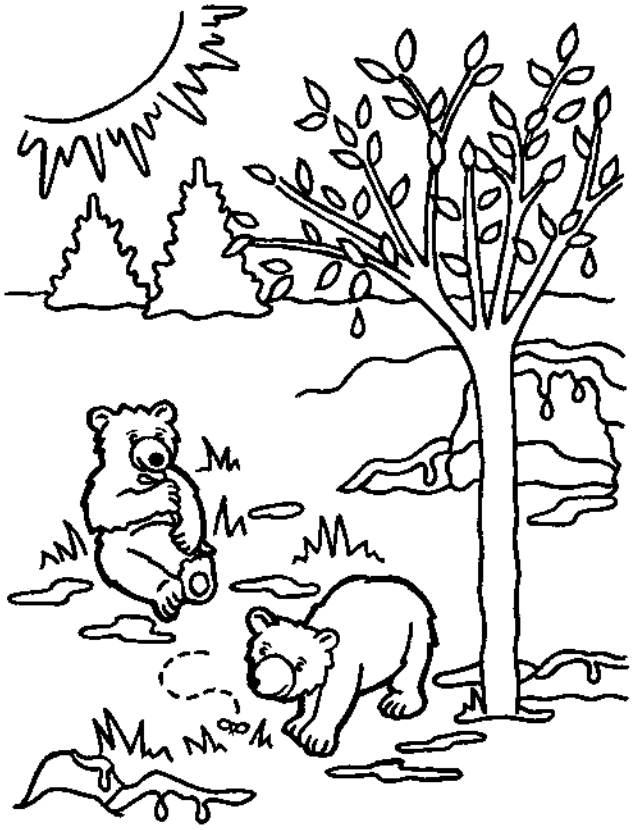

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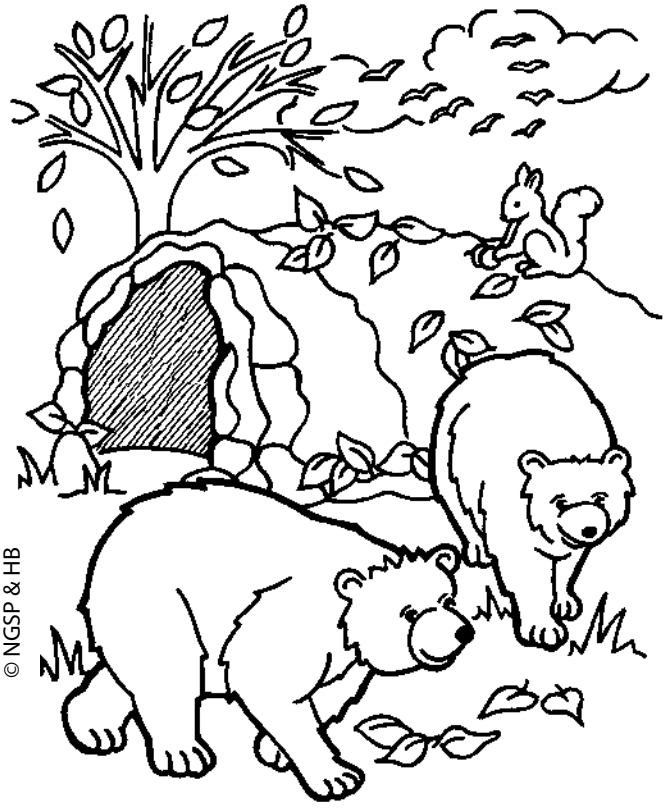

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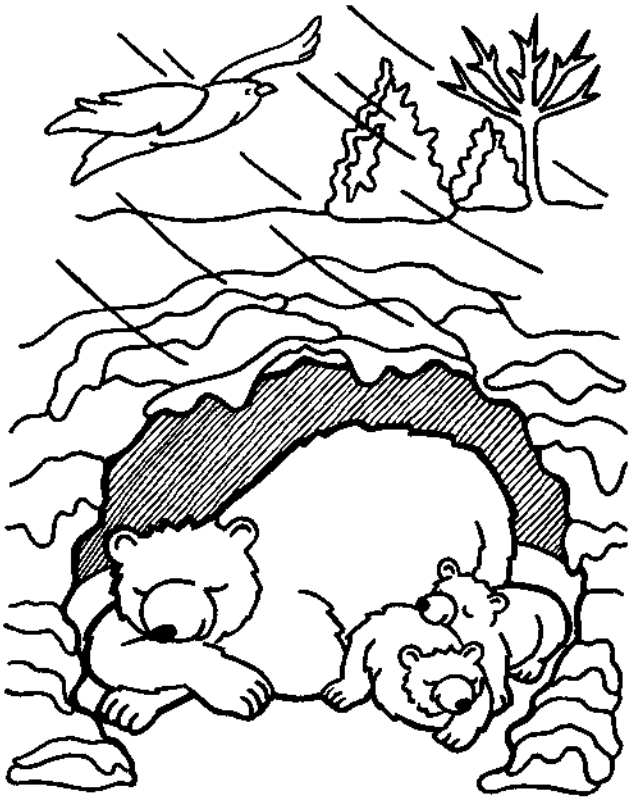
6



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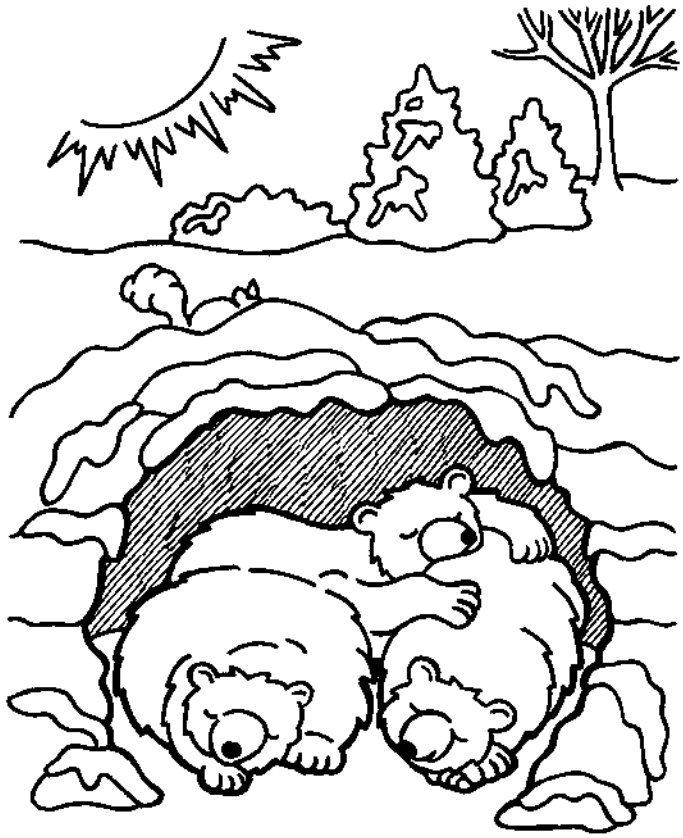

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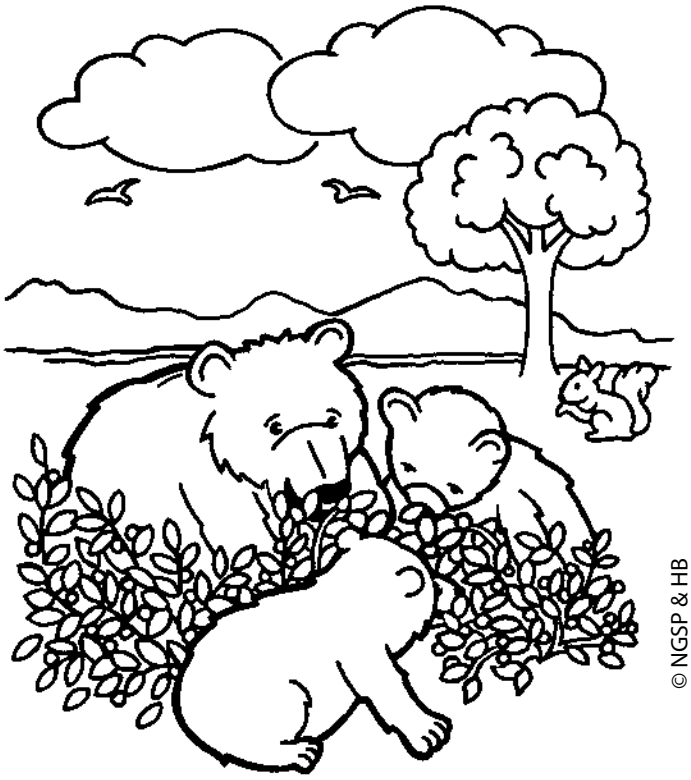

5

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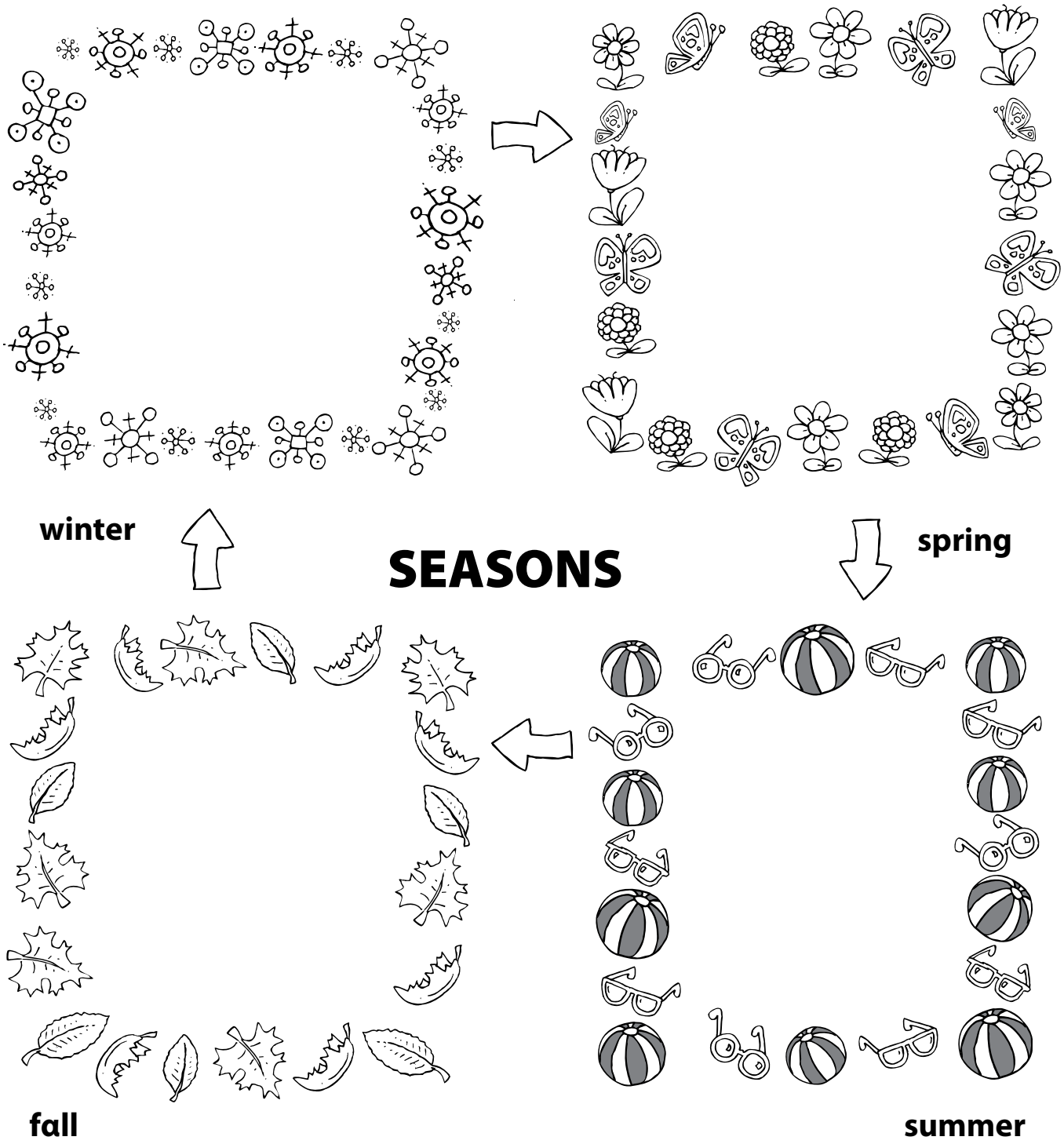
Name _____

Unit Concept Map



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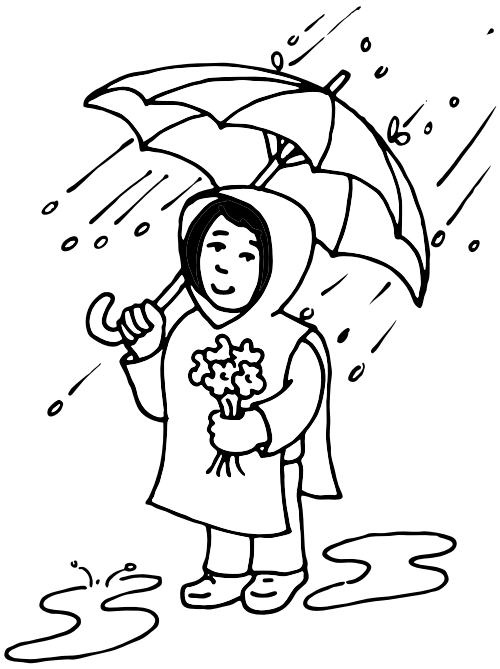
Directions: Have children add their ideas to the concept map.

Name _____

Vocabulary

Seasons





fall

summer

spring

winter





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Directions: Have children color the pictures. Read each season word. Then have children draw a line to match the name of the season to the picture. Repeat for all season words. Then name a season and have children act out putting on the appropriate clothing.

Nombre: _____ Fecha: _____

Palabras de uso frecuente

1. Una _____ mi gato se fue de la casa.

2. Cada _____ que lo veo, me animo.

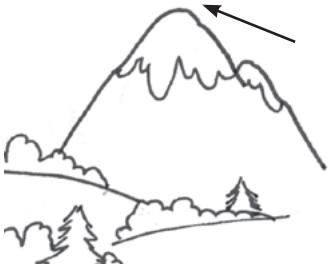
3. Me gusta tu _____ .

4. ¿Te gusta mi _____ ?

Instrucciones: Traza las palabras de uso frecuente **vez** y **voz**. Luego utiliza esas palabras para completar cada oración. Haz un dibujo que vaya con una de las oraciones.

Nombre: _____ Fecha: _____

Fonética: Cc /s/ (ce, ci)

 _____bra	12 do _____
 _____ma	 _____pillo
 _____ja	 bi_____cleta

Instrucciones: Traza la letra **Cc**, en mayúscula y minúscula. Nombra cada dibujo. Completa las palabras. Escribe la sílaba ***ce*** si la palabra contiene el sonido /ce/. Escribe la sílaba ***ci***, si la palabra contiene el sonido /ci/.

Nombre: _____ Fecha: _____

Palabras de uso frecuente: Repaso

al	bien	buena	con	el	ella

1. Voy _____ cine con mi mamá.
2. Me gusta _____ pelo de Paco.
3. El bebé come _____ .
4. Él come papas _____ pollo.
5. _____ le da tomate con queso.
6. La comida parece _____ y sana.

Instrucciones: Escribe la palabra que completa cada oración. Haz un dibujo que vaya con una de las oraciones.

Nombre: _____ Fecha: _____

Fonética: Gg /j/ (ge, gi)



_____
_____ rasol



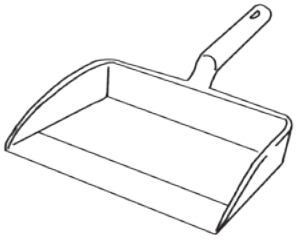
ru _____
_____



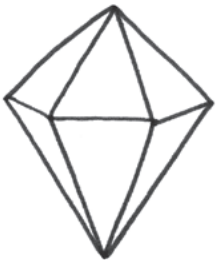
_____
_____ melas



pá _____ na
_____



_____
reco_____dor



_____
_____ma

Instrucciones: Traza la letra **Gg**, en mayúscula y minúscula. Nombra cada dibujo. Completa las palabras. Escribe la sílaba ***ge*** si la palabra contiene el sonido /ge/. Escribe la sílaba ***gi***, si la palabra contiene el sonido /gi/.

Nombre: _____ Fecha: _____

Palabras de uso frecuente: Repaso

fue	fui	fuimos	grande	gusta	juego

1. ¿Se _____ mi amiga Lola?

2. Yo _____ con un cubo y una pala.

3. _____ al cine con papá.

4. _____ al valle por la mañana.

5. ¿Te _____ el melón?

6. ¡Tengo una mochila _____ !

Instrucciones: Escribe la palabra que completa cada oración. Haz un dibujo que vaya con una de las oraciones.

PLANTER UNE VARIÉTÉ DE TEXTES



DES ACTIVITÉS DE LITTÉRATIE VARIÉES

UNE GRAINE À LA FOIS, PRATIQUONS DES POÈMES, DES AVIS, DES MARCHE À SUIVRE, DES PRÉSENTATIONS DE SUJET, DES AFFICHES INFORMATIVES, ETC

IMAGE DE GARDENS & CRAFTS

Profs et soeurs

Nom: _____		Auto-correction Sujet: _____	☑
♠	1	Vérifie les majuscules et les points.	
	2	Vérifie le pluriel des mots. *(Les) enfant**s** chantent une chanson.*	
♥	3	Vérifie à quelle personne sont écrit les verbes. Vérifie la terminaison des verbes.	
	4	Vérifie si tes phrases sont trop longues. Raccourcis les phrases trop longues.	
♦	5	Vérifie si tu peux écrire des synonymes pour les mots qui se répètent trop souvent.	
	6	Vérifie si tu peux écrire correctement les homonymes.	

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	6	Vérifie si tu peux écrire correctement les homonymes.	

Nom: _____

Poème

Lis le poème à gauche.
C'est à ton tour maintenant: change certains mots du poème et représente-le par un dessin.

Jamais on n'a vu,	Jamais on n'a vu,
Jamais on ne verra	Jamais on ne verra
La queue d'une souris	La _____ d'une _____
Dans l'oreille d'un chat!	Dans l'_____ d'un _____!
Jamais on n'a vu,	Jamais on n'a vu,
Jamais on ne verra	Jamais on ne verra
Un tout petit chien	Un tout _____ _____
Porter des lunettes!	Porter _____ _____!

La mer brille	La _____ brille
Comme une coquille;	Comme une _____;
On a envie de la pêcher.	On a envie de la _____.
La mer est verte,	La _____ est verte,
La mer est grise,	La _____ est grise,
Elle est d'azur,	Elle est _____,
Elle est d'argent et de dentelle.	Elle est _____et _____.

Trouve de mots qui riment avec d'autres mots.

MOT	Qui rime avec...	MOT	Qui rime avec...

Nom: _____

Poème #3

Écris certains mots pour ce poème et représente-le par un dessin.

J'ai un _____

Avec un _____.

Je suis un _____

Avec un _____.

J'ai un _____

Avec un _____.

Je suis un _____

Avec un _____.

Si j’étais un_____ _____,

Je serai _____.

Si j’étais un_____ _____,

Je pourrai_____.

Si j’étais un_____ _____,

Je ferai _____.

Trouve des mots qui riment avec d'autres mots.

MOT	Qui rime avec...	MOT	Qui rime avec...

Instruction: Parent read the story

Why the Rabbit Has a Short Tail

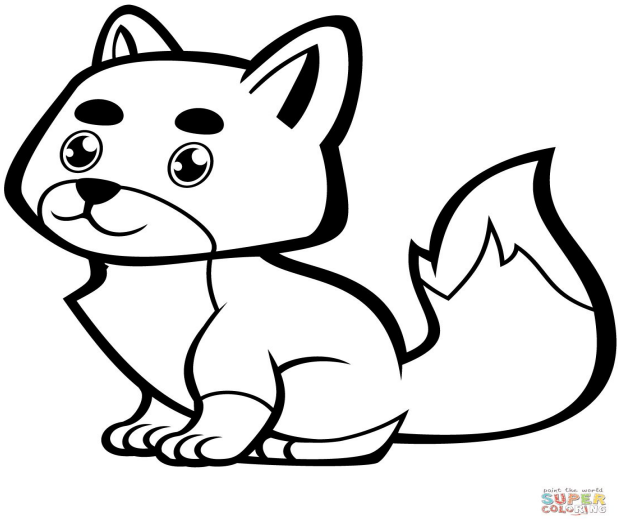
A very long time ago, only the Red People and the wildlife were on this land. At that time, the rabbit had a long tail.

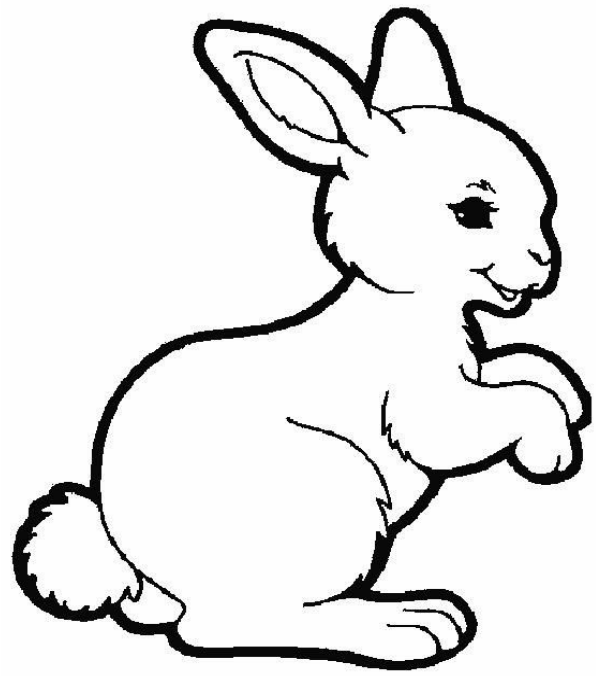
Early one very cold morning, he was hopping and playing. He looked toward the trail and saw a fox coming. The fox had some fish. “Wow! I’ll ask him where he caught the fish,” thought the rabbit. When the fox arrived, Rabbit asked, “Fox, where did you catch those fish?” The fox said to him, “I caught them at the pond. Although the pond was frozen, I dug a small hole in the ice and put my tail through the hole. I sat there for quite a while and my tail began to get heavy. I pulled my tail out and the fish were hanging on it.”

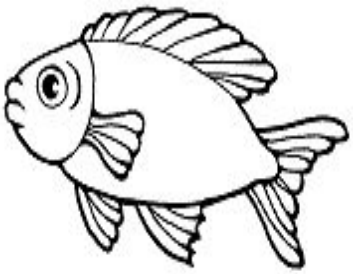
The rabbit hopped very quickly toward the pond. When he got there, he dug a small hole in the ice and put his tail through it. It was very cold but the rabbit kept sitting on the ice. When he thought he had enough fish, he pulled his tail but it was frozen to the ice. He couldn’t take his tail out so he pulled again. He pulled so hard that his tail snapped. That is why the rabbit has a short tail.

Color the pictures with Choctaw Words

Chula







Chukfi

Nani

Follow the instructions below and have fun!

7 Minute HITT Workout

Set interval timer for 45 seconds of work and 15 seconds of rest.



Frog Jump

Hop, hop, hop! Hop up and down like a frog.



Bear Walk

With your hands and feet on the floor, hips high walk left and right.



Gorilla Shuffle

In a low sumo squat, use your hands to balance and shuffle around the room.



Starfish Jumps

Jump up and down spreading your arms and legs wide. (Jumping Jacks – jumps)



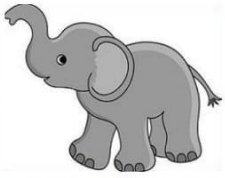
Cheetah Run

Run in place as fast as you can, just like the fastest animal in the Sahara!



Crab Walk

Sitting down, place your palms on the ground behind you, lift your hips and crawl on your hands



Elephant Stomp

March in place, stomping your feet as hard as you can.