

KIPP Kansas City
Kindergarten Distance Learning Packet
April 1 to April 7

Dear Kindergarten Families,

Hey there! We are missing you and your students dearly during this challenging time. Starting today and tomorrow you'll be getting phone calls from us and if you have other students, their teachers as well. This week, we're calling to see how you are doing and make sure you have everything you need. In the coming weeks, we'll use these calls to help your KIPPster with their work (and also to see how you all are doing).

Attached is a packet of work to keep your KIPPster's brain growing while we can't be together at school. You will get a new one from the bus each week. This week you'll find work that students have already worked on in class. It should be a review, but if you have any questions don't hesitate to reach out. Also feel free to send in photos of what you've been working on and we would love to shout out students on Dojo! If your student completes the packet and you feel like you need extra work please reach out via text, Dojo, or email.

We are also including a suggested schedule (on page 3). You know your KIPPster best so please structure time as you see fit, but if you are looking for some guidance, here is how we recommend spending the day.

Again, if you need anything at all, please reach out. We are looking forward to touching base with all of you!

All of our love during this time,

Ms. Medina, bmedina@kippkc.org

Mrs. Taylor, dpearl@kippkc.org

Mrs. Scheidt, kschedit@kippkc.org

KIPP Kansas City
Paquete de aprendizaje a distancia de jardín de infantes
1 de abril a 7 de abril

Estimadas familias de kindergarten,

¡Hola! Los extrañamos mucho a usted y a sus estudiantes durante este momento difícil. A partir de hoy y de mañana, recibirá nuestras llamadas telefónicas y, si tiene otros estudiantes, también sus maestros. Esta semana, estamos llamando para ver cómo le está yendo y para asegurarnos de que tiene todo lo que necesita. En las próximas semanas, utilizaremos estas llamadas para ayudar a su KIPPster con su trabajo (y también para ver cómo están todos).

Se adjunta un paquete de trabajo para mantener el crecimiento de su hijo KIPPster mientras no podemos estar juntos en la escuela. Recibirá uno nuevo del autobús cada semana. Esta semana encontrarás trabajo en el que los estudiantes ya han trabajado en clase. Debería ser una revisión, pero si tiene alguna pregunta, no dude en comunicarse. ¡No dude en enviar fotos de lo que ha estado trabajando y nos encantaría felicitar a los estudiantes en Dojo! Si su estudiante completa el paquete y siente que necesita trabajo adicional, comuníquese por mensaje de texto, Dojo o correo electrónico.

También incluimos un horario sugerido (en la página 3). Conoces mejor tu KIPPster, así que por favor estructura el tiempo como mejor te parezca, pero si estás buscando orientación, así es como te recomendamos pasar el día.

Nuevamente, si necesita algo, comuníquese. ¡Esperamos tocar la base con todos ustedes!

Todo nuestro amor durante este tiempo,

Ms. Medina, bmedina@kippkc.org

Mrs. Taylor, dpearl@kippkc.org

Mrs. Scheidt, kschedit@kippkc.org

Suggested Schedule: This is just a suggestion of how to spend your time. You know your KIPPster best, do what works for you! (Put a Smiley Face as you Finish each Part of the Day.)

Horario sugerido: esto es solo una sugerencia de cómo pasar el tiempo. ¡Conoces mejor tu KIPPster, haz lo que funcione para ti! (Pon una carita feliz mientras terminas cada parte del día.)

Time/What	Hora / Qué
8am to 9am Wake up, eat breakfast!	8am a 9am ¡ Despierta, desayuna!
9am to 9:30 Reading	9am a 9:30 Lectura
9:30 to 10am Math	9:30 a 10am Matemáticas
10am to 10:40 Science	10am a 10:40 Ciencia
10:40 to 11am Specials	10:40 a 11 a.m. Especiales
11am to 11:20 Writing	11am a 11:20 Escritura
11:20 11:30 Specials	11:20 11:30 Especiales
11:30 to 12 Math	11:30 a 12 Matemáticas
12 to 1pm Lunch Break!	12 a 1pm Almuerzo !
1pm 1:30 pm Reading	1pm 1:30 pm Lectura

Wednesday /
Miércoles

Wednesday / Miércoles **Reading/ Leyendo**

AM Reading - Reading A-Z or any book / *Lectura de la A a la Z o de cualquier libro*

PM Reading - Sight word Practice/*práctica de la palabra de vista*

Sight Word List

Level A	Level B	Level C	Level D	Level E
am	and	are	all	could
at	do	come	down	day
can	got	did	saw	give
go	had	for	that	her
is	has	get	they	new
me	he	have	this	out
my	his	here	was	over
see	in	him	went	then
the	it	of	what	there
to	like	play	where	want
up	look	said	with	were
we	on	she	Adds ing: playing, looking, etc.	your
	come	will		Adds ed: played, looked, etc.
		you		
		Adds s: plays, comes, likes, looks, etc.		

For each sight word on your list:

Say the word, write the word two times, say the word again. Then, make up a sentence using the word, and say it out loud. *Bonus: Try to write the sentence. You can do it! I would love to see some of your hard work! Send Mrs. Scheidt a picture on Class Dojo or by text! (636) 579-8895 :-)

Por cada palabra vista en su lista:

Di la palabra, escribe la palabra dos veces, di la palabra nuevamente. Luego, inventé una oración usando la palabra y dígala en voz alta. * Bonificación: Intenta escribir la oración. ¡Puedes hacerlo! ¡Me encantaría ver parte de tu arduo trabajo! ¡Envíele a la Sra. Scheidt una foto en Class Dojo o por mensaje de texto! (636) 579-8895 :-)

Name: _____ **Work on Writing**

Read & Fill in the Box

1. ☐ ☐ , I do not like rats.
2. ☐ ☐ , I do not like snakes.
3. ☐ ☐ , I do not like spiders.



Read & Copy

No, I do not like rats.
No, I do not like snakes.
No, I do not like spiders.



©teaching Bill Fizz Cend

Name: _____

©teaching Bill Fizz Cend

Sight Word of the Day :

Color it

no

Find and circle it

no now no
new no on
no no our no new



Trace it, box it, write it

no



Read, find and color the box

no	now	no	new
new	no	on	no
no	our	no	now

Paste it



Read and highlight

No, I do not like rats.
No, I do not like snakes.
No, I do not like spiders.



Afternoon Writing

Word Families: __an

I can write real and made up words. Make a list! Ex) Real: Fan, Made up: Lan

Familias de palabras: __an

Puedo escribir palabras reales e inventadas. ¡Hacer una lista! Ex) Real: Fan, Compuesto: Lan

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.

Dibuje un cuadro alrededor de todas las serpientes, trace el cuadro misterioso y escriba la respuesta dentro de él.



$$4 + 2 = \boxed{}$$

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. *Dibuja un cuadro alrededor de todas las tortugas, dibuja un cuadro misterioso y escribe la respuesta.*



$$5 + 2 =$$

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. *Dibuja un cuadro misterioso y escribe la respuesta dentro de él.*



$$7 + 1 =$$

Lee el problema de palabras y luego haz un dibujo.

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.

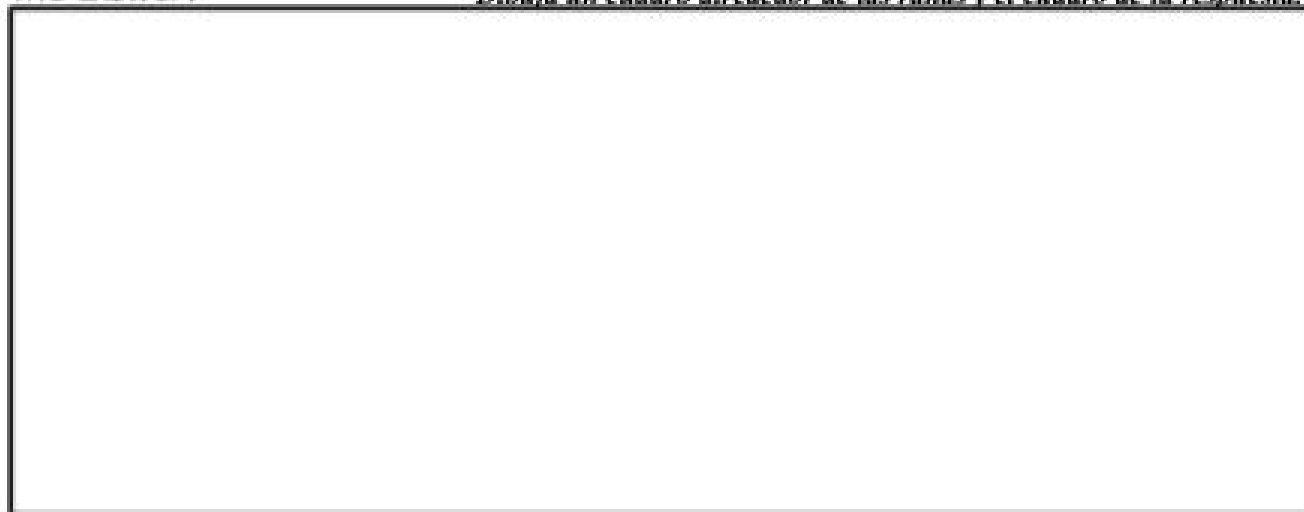
Dibuja un cuadro alrededor de todos los niños.



$$6 + 1 = \boxed{}$$

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.

Dibuja un cuadro alrededor de las ranas y el cuadro de la respuesta.



$$3 + 5 = $$

Wednesday/ Miércoles Science/ Ciencias

Circle the words that are examples of **forces**.

Encierra en un círculo las palabras que son ejemplos de fuerzas.

push



smile



kick



throw



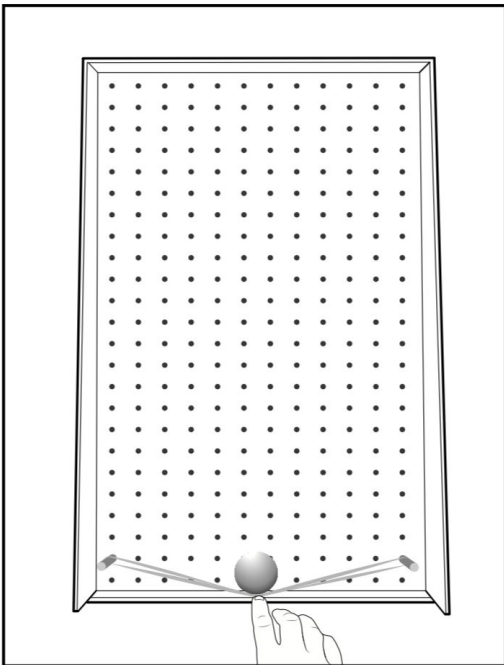
think



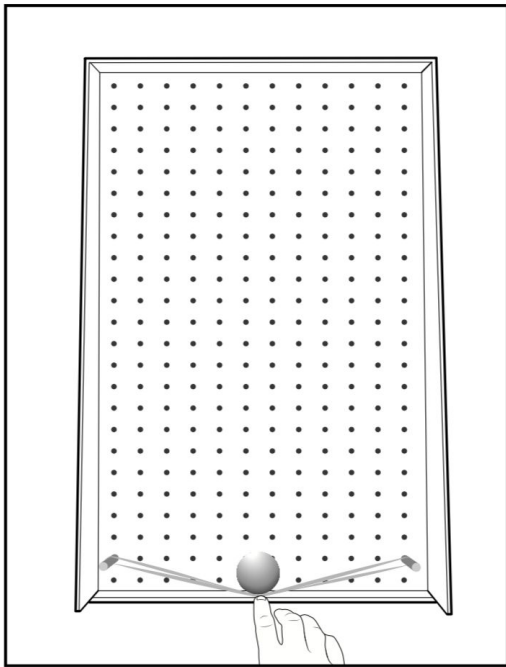
pull



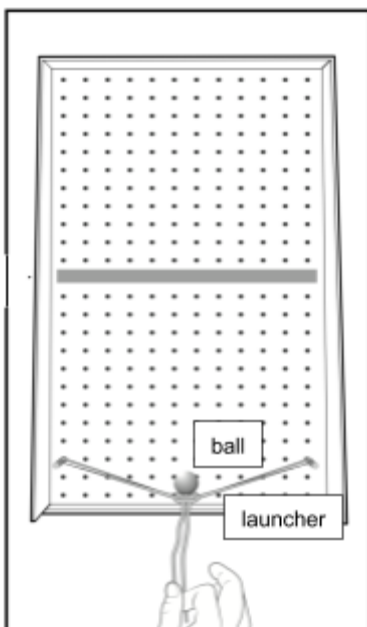
Label the **launcher**. Etiqueta el lanzador.



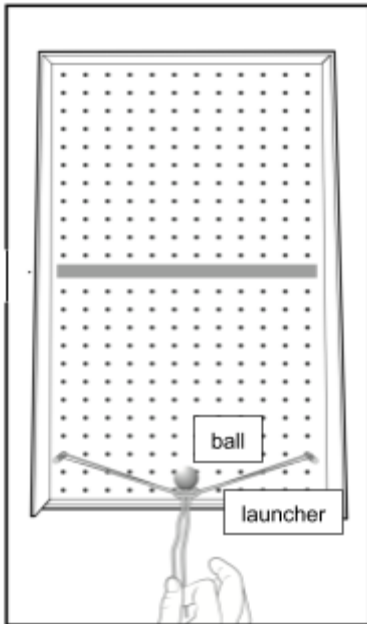
Label the **ball**. *Etiqueta la pelota.*



Draw an arrow (→) to show how the ball will move if the person uses a **strong** force.
(long distance) *Dibuje una flecha (→) para mostrar cómo se moverá la pelota si la persona usa una fuerza fuerte. (larga distancia)*



Draw an arrow (→) to show how the ball will move if the person uses a **gentle** force.
(short distance) Dibuje una flecha (→) para mostrar cómo se moverá la pelota si la persona usa una fuerza suave. (Distancia corta)



Day 1: After completing the worksheets, find things around the house you can push and/or pull using a strong force and a gentle force. Parents ask them questions like:

“What type of force did you use?” *push or pull*

“How do you know?” *push-away from you pull-close to you*

“What type of force did you use?” *strong or gentle*

“How do you know?” *strong=long distance gentle=short distance*

Día 1: Después de completar las hojas de trabajo, encuentre cosas alrededor de la casa que pueda empujar y / o tirar usando una fuerza fuerte y una fuerza suave. Los padres les hacen preguntas como:

“¿Qué tipo de fuerza usaste?” *empujar o tirar*

“¿Cómo lo sabes?” *empujar lejos de ti acercarme a ti*

“¿Qué tipo de fuerza usaste?” *fuerte o gentil*

“¿Cómo lo sabes?” *fuerte = larga distancia suave = corta distancia*

Wednesday / Miércoles **Specials**

Dance

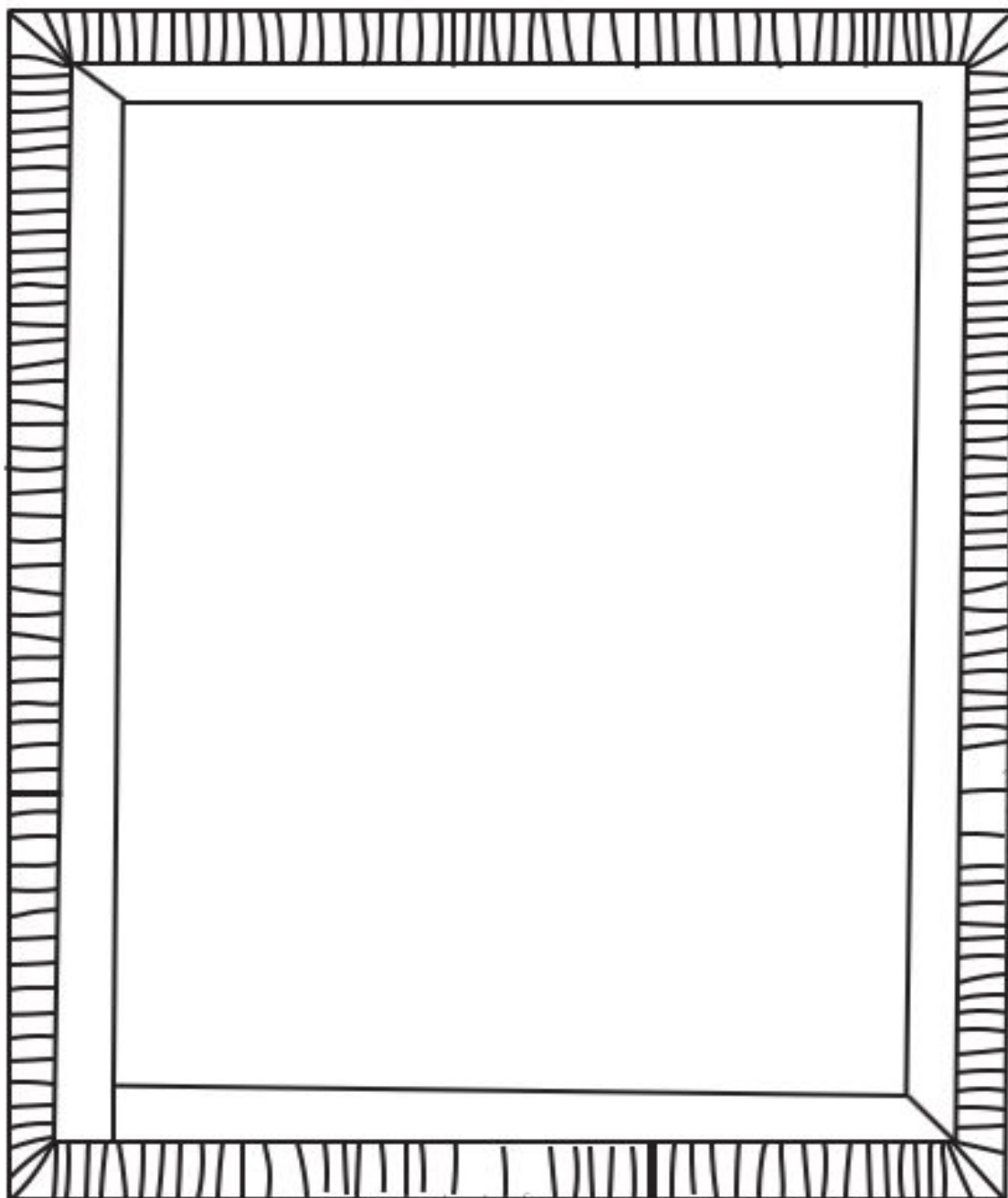
Warm Up: Leg Stretches 10s each leg Arm Stretches 10s each arm Dances of the Day Hoki Poki: https://www.youtube.com/watch?v=hlrTYfd0dGo Head shoulders knees and toes: https://www.youtube.com/watch?v=E6ovnaMr_q0	Calentar: Estiramientos de piernas 10s cada pierna Estiramientos de brazo 10s cada brazo Danzas del día Hoki Poki: https://www.youtube.com/watch?v=hlrTYfd0dGo Cabeza, hombros, rodillas y dedos de los pies https://www.youtube.com/watch?v=E6ovnaMr_q0
--	--

PE

Warm Up: https://www.youtube.com/watch?v=bj1WjGpPjgc https://www.youtube.com/watch?v=2pgR87RVD14 (If you do not have a computer do the warm up listed from the previous week.) Workout: 20 jumping jacks 20 Sit ups 10 push ups 20 minute run	(Si no tiene una computadora, haga el calentamiento de la semana anterior). Rutina de ejercicio: 20 gatos saltadores 20 abdominales 10 flexiones 20 minutos de carrera
---	--

My Self Portrait

El Autorretrato



Thursday /
Jueves

Thursday/Jueves **Reading/lectura**

AM Reading - Reading A-Z or any book / *Lectura de la A a la Z o de cualquier libro*

PM Reading - Sight word Practice/*práctica de la palabra de vista*

Sight Word List				
Level A	Level B	Level C	Level D	Level E
am	and	are	all	could
at	do	come	down	day
can	got	did	saw	give
go	had	for	that	her
is	has	get	they	new
me	he	have	this	out
my	his	here	was	over
see	in	him	went	then
the	it	of	what	there
to	like	play	where	want
up	look	said	with	were
we	on	she	Adds ing: playing, looking, etc.	your
	come	will		Adds ed: played, looked, etc.
		you		
		Adds s: plays, comes, likes, looks, etc.		

For each sight word on your list:

Say the word, write the word two times, say the word again. Then, make up a sentence using the word, and say it out loud. *Bonus: Try to write the sentence. You can do it! I would love to see some of your hard work! Send Mrs. Scheidt a picture on Class Dojo or by text! (636) 579-8895 :-)

Por cada palabra vista en su lista:

Di la palabra, escribe la palabra dos veces, di la palabra nuevamente. Luego, inventé una oración usando la palabra y dígala en voz alta. * Bonificación: Intenta escribir la oración. ¡Puedes hacerlo! ¡Me encantaría ver parte de tu arduo trabajo! ¡Envíele a la Sra. Scheidt una foto en Class Dojo o por mensaje de texto! (636) 579-8895 :-)

Name: _____

©Teaching Bill Fizz Cend

Sight Word of the Day :



Color it

now

Find and circle it

on now now
no our out
no
now now now now on



Trace it, box it, write it

now

--	--	--

Read, find and color the box

now	now	our	now
no	on	now	on
now	out	now	no

Paste it

--	--	--

Read and highlight

I have to go now.
If I go now, I will not be late.
We can go now.



Name: _____

Work on Writing

Read & Fill in the Box



1. I have to go

--	--	--

 .

2. If I go

--	--	--

 , I will not be late.

3. We can go

--	--	--

 .

Read & Copy

I have to go now.
If I go now, I will not be late.
We can go now.



©Teaching Bill Fizz Cend

Afternoon Writing

Draw a picture about your favorite part of the story from reading time. Draw what happens in the beginning, middle, and end

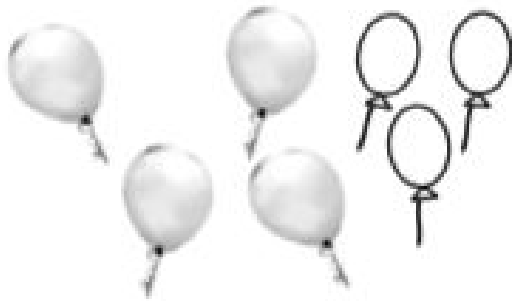
Haz un dibujo sobre tu parte favorita de la historia a partir del tiempo de lectura. Dibuja lo que sucede al principio, al medio y al final.



Name _____

Date _____

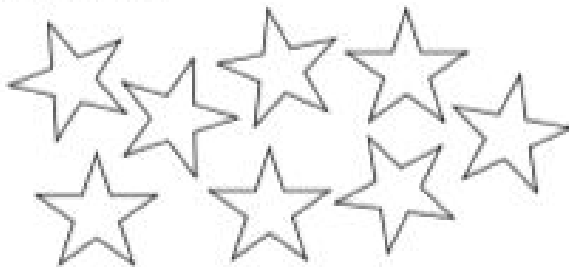
There are 4 green balloons and 3 orange balloons in the air. How many balloons are in the air? Color the balloons to match the story, and fill in the number sentences. *Colorea los globos para que coincidan con la historia y completa las oraciones numéricas.*



$$\square + \square = \square$$

$$\square = \square + \square$$

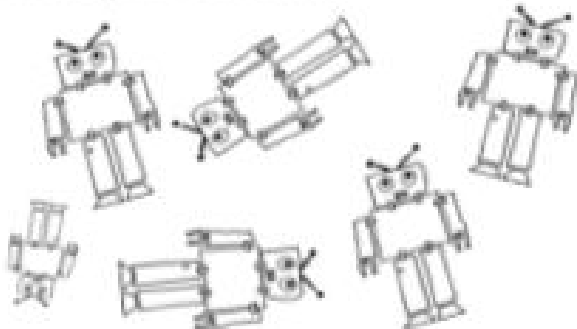
Dominic has 6 yellow star stickers and 2 blue star stickers. How many stickers does Dominic have? Color the stars to match the story, and fill in the number sentences. *Colorea las estrellas para que coincidan con la historia y completa las oraciones numéricas.*



$$\square + \square = \square$$

$$\square = \square + \square$$

There are 5 big robots and 1 little robot. How many robots are there? Fill in the number sentences. *Completa las oraciones numéricas.*



$$\square + \square = \square$$

$$\square = \square + \square$$

Lee el problema de palabras y luego haz un dibujo.

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



$$\begin{array}{ccccc} \square & + & \square & = & \square \\ \square & = & \square & + & \square \end{array}$$

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? *¿Cuántos cubos de enlace tiene Gavin?*

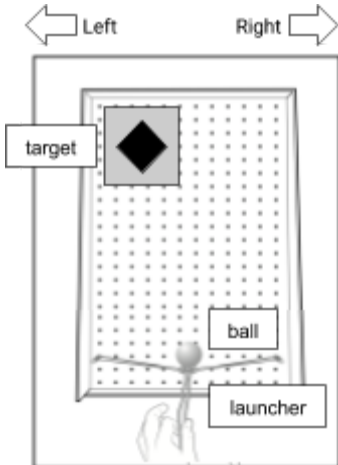


$$\begin{array}{ccccc} \square & + & \square & = & \square \\ \square & = & \square & + & \square \end{array}$$

Thursday/Jueves **Science/Ciencia**

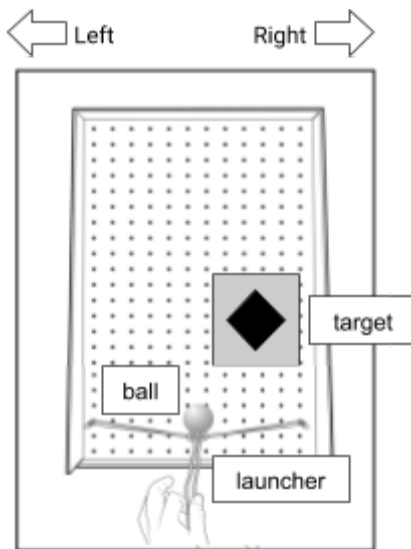
Draw an arrow (→) to show how the ball would move to the target.

Dibuje una flecha (→) para mostrar cómo se movería la pelota hacia el objetivo.



Draw an arrow (→) to show how the ball would move to the target.

Dibuje una flecha (→) para mostrar cómo se movería la pelota hacia el objetivo.



Day 2: After completing the worksheets, find things in the house you can use to practice hitting a target? Parents this activity is for practicing directions. When they push or pull an object they need to know what direction it is going. During the activity ask questions like

"What type of force did you use?" push or pull

"How do you know?" push-away from you pull-close to you

"What direction did the object go in?" should be able to say left or right

Día 2: Después de completar las hojas de trabajo, ¿encuentra cosas en la casa que pueda usar para practicar golpear un objetivo? Padres, esta actividad es para practicar direcciones. Cuando empujan o tiran de un objeto, necesitan saber en qué dirección va. Durante la actividad haga preguntas como

"¿Qué tipo de fuerza usaste?" empujar o tirar

"¿Cómo lo sabes?" empujar lejos de ti acercarme a ti

"¿En qué dirección se dirigió el objeto?" debería poder decir izquierda o derecha

DANCE

Warm Up:

Leg Stretches

10s each leg

Arm Stretches

10s each arm

Dances of the Day

Hoki Poki:

<https://www.youtube.com/watch?v=hlrTYfd0dGo>

Head shoulders knees and toes:

https://www.youtube.com/watch?v=E6ovnaMr_q0**Calentar:**

Estiramientos de piernas

10s cada pierna

Estiramientos de brazo

10s cada brazo

Danzas del dia

Hoki Poki:

<https://www.youtube.com/watch?v=hlrTYfd0dGo>

Cabeza, hombros, rodillas y dedos de los piés

https://www.youtube.com/watch?v=E6ovnaMr_q0

PE

Warm Up:https://www.youtube.com/watch?v=bMZA_uhadz2Y

(If you do not have a computer do the warm up listed from the previous week.)

Workout:

60 seconds jog in place x2

20 squats x2

10 froggy jumps x2

45 second wall sit x2

Rutina de ejercicio:

60 segundos trotar en su lugar x2

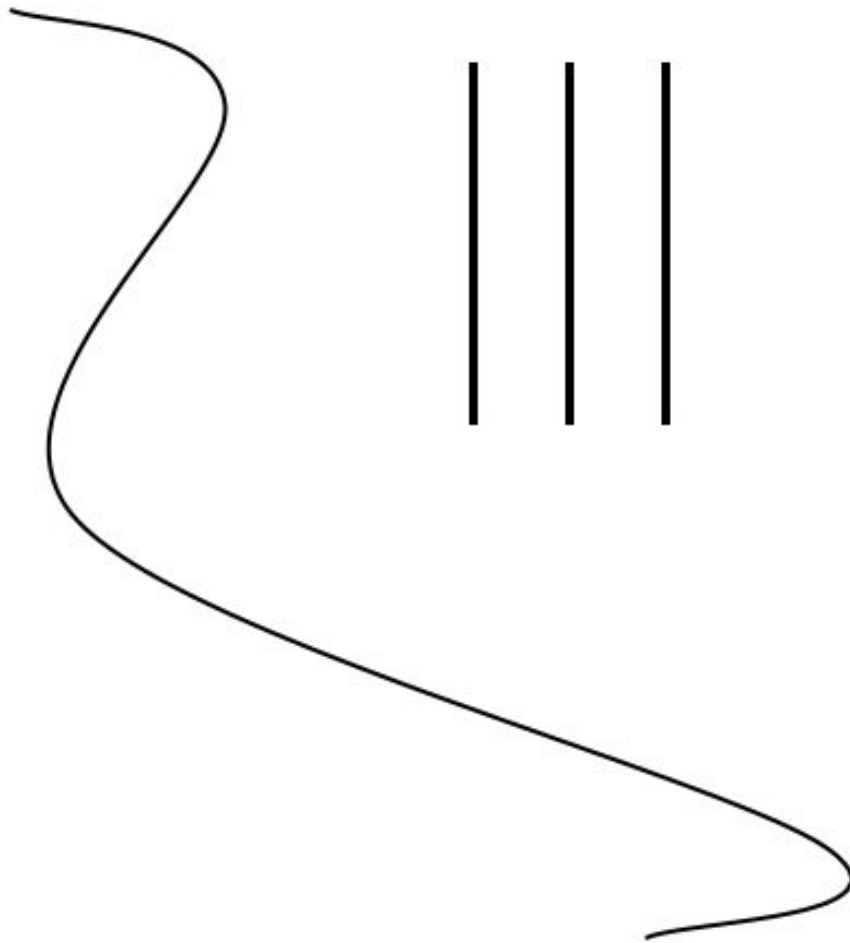
20 sentadillas x2

10 saltos de rana x2

45 segundo muro sentarse x2

Mr. Squiggle

Can you turn these lines into an amazing picture?
¿Puedes convertir estas líneas en una imagen increíble?



Friday /
Viernes

Friday / Viernes Reading / lectura

AM Reading - Reading A-Z or any book / *Lectura de la A a la Z o de cualquier libro*

PM Reading - Sight word Practice/*práctica de la palabra de vista*

Sight Word List				
Level A	Level B	Level C	Level D	Level E
am	and	are	all	could
at	do	come	down	day
can	got	did	saw	give
go	had	for	that	her
is	has	get	they	new
me	he	have	this	out
my	his	here	was	over
see	in	him	went	then
the	it	of	what	there
to	like	play	where	want
up	look	said	with	were
we	on	she	Adds ing: playing, looking, etc.	your
	come	will		Adds ed: played, looked, etc.
		you		
		Adds S: plays, comes, likes, looks, etc.		

For each sight word on your list:

Say the word, write the word two times, say the word again. Then, make up a sentence using the word, and say it out loud. *Bonus: Try to write the sentence. You can do it! I would love to see some of your hard work! Send Mrs. Scheidt a picture on Class Dojo or by text! (636) 579-8895 :-)

Por cada palabra vista en su lista:

Di la palabra, escribe la palabra dos veces, di la palabra nuevamente. Luego, inventé una oración usando la palabra y dígala en voz alta. * Bonificación: Intenta escribir la oración. ¡Puedes hacerlo!

¡Me encantaría ver parte de tu arduo trabajo! ¡Envíele a la Sra. Scheidt una foto en Class Dojo o por mensaje de texto! (636) 579-8895 :-)

Name: _____

©teaching Bill Fizz Cend

Sight Word of the Day :



Color it

our

Find and circle it

on our on
our please our
out our pretty our out
our our



Trace it, box it, write it

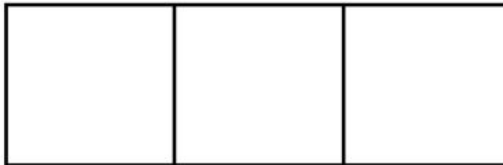
our



Read, find and color the box

on	our	out	on
our	out	our	pretty
our	please	our	our

Paste it



Read and highlight

We took our pets to the park.
We ride our blue car.
Our pets like to chase the birds.



Name: _____

Work on Writing

Read & Fill in the Box

1. We took pets to the park.
2. We ride blue car.
3. pets like to chase the birds.



Read & Copy

We took our pets to the park.
We ride our blue car.
Our pets like to chase the birds.



©teaching Bill Fizz Cend

Afternoon Writing

Word Families: __ad

I can write real and made up words. Make a list! Ex) Real: Mad, Made up: Vad

Familias de palabras: __ad

Puedo escribir palabras reales e inventadas. ¡Hacer una lista! Ex) Real: Mad, Compuesto: Vad

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.

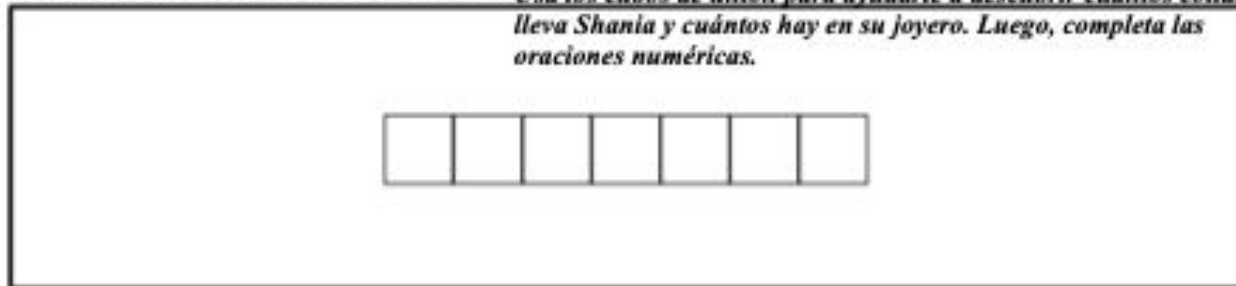
Escriba una oración numérica para mostrar cuántos lápices podría tener Devin en su escritorio y caja de lápices.



$$6 = \square + \square$$

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.

Usa los cubos de unión para ayudarte a descubrir cuántos collares lleva Shania y cuántos hay en su joyero. Luego, completa las oraciones numéricas.



$$\square + \square = \square$$

$$\square = \square + \square$$

Lee el problema de palabras y luego haz un dibujo.

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.

Complete las oraciones numéricas para que coincida con su imagen.

$$\square = \square + \square$$

$$\square + \square = \square$$

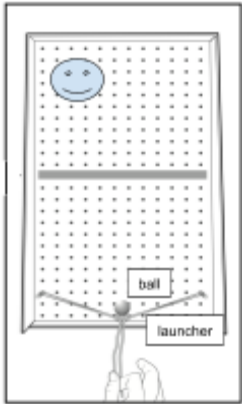
Create your own story, and draw a picture. Fill in the number sentences. Tell your story to a friend.

Complete las oraciones numéricas para que coincida con su imagen.

$$\square + \square = \square$$

$$\square = \square + \square$$

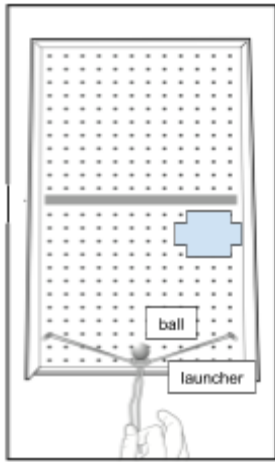
Fill in the blank. *Completa el espacio en blanco.*



The person should use a force that is _____ and _____
gentle / strong

_____.

to the left / to the right



The person should use a force that is _____ and _____
gentle / strong

_____.

to the left / to the right

Day 3: After completing the worksheets, combine activities from day 1 and 2 together by practicing moving objects with a push or pull using a strong or gentle force hitting a target. Parents ask questions like:

"What type of force did you use?" *push or pull*

"How do you know?" *push-away from you pull-close to you*

"what type of force did you use?" *strong or gentle*

"How do you know?" *strong=long distance gentle=short distance*

"What type of force did you use?" *push or pull*

"How do you know?" *push-away from you pull-close to you*

"What direction did the object go in?" *should be able to say left or right*

Día 3: Después de completar las hojas de trabajo, combine las actividades de los días 1 y 2 practicando objetos en movimiento con un empujón o un tirón utilizando una fuerza fuerte o suave que golpea un objetivo. Los padres hacen preguntas como:

"¿Qué tipo de fuerza usaste?" *empujar o tirar*

"¿Cómo lo sabes?" *empujar lejos de ti acercarme a ti*

"¿Qué tipo de fuerza usaste?" *fuerte o gentil*

"¿Cómo lo sabes?" *fuerte = larga distancia suave = corta distancia*

"¿Qué tipo de fuerza usaste?" *empujar o tirar*

"¿Cómo lo sabes?" *empujar lejos de ti acercarme a ti*

"¿En qué dirección se dirigió el objeto?" *debería poder decir izquierda o derecha*

Friday/ Viernes Especiales **Specials / Especiales**

Dance - Mr. Sam (913-325-1339)

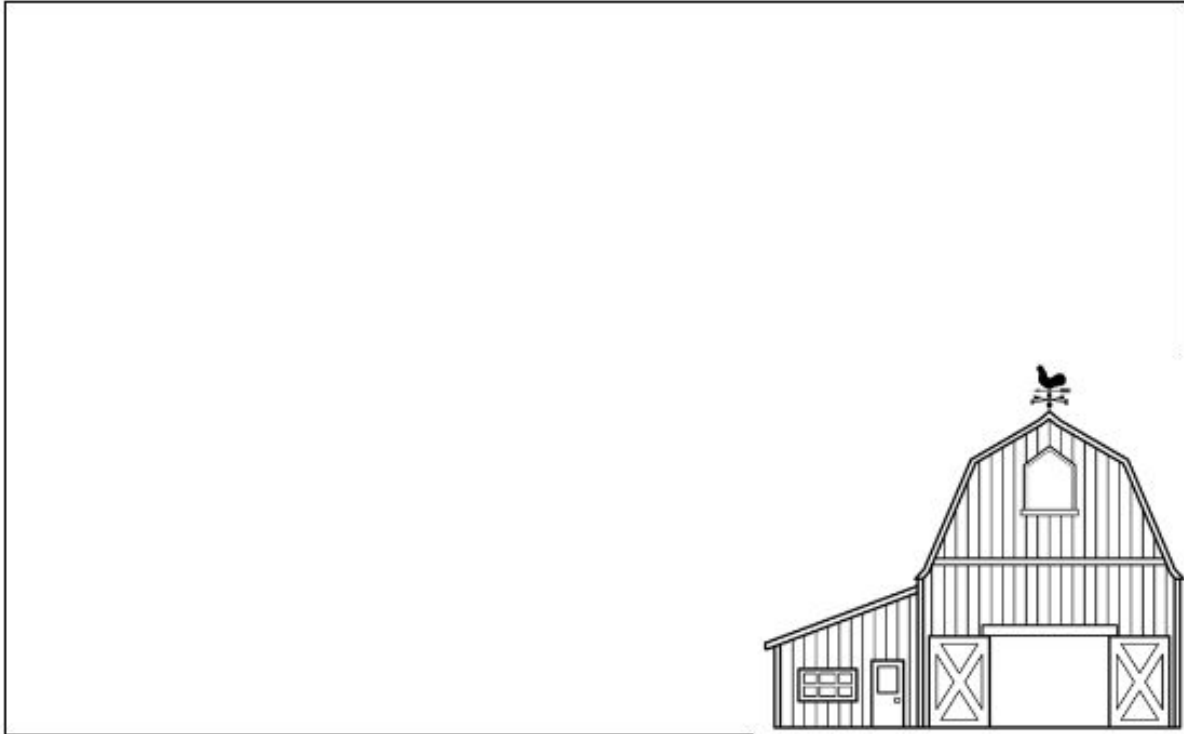
Warm Up: Leg Stretches 10s each leg Arm Stretches 10s each arm Dances of the Day The git up https://www.youtube.com/watch?v=bN8vY8qkgVs Lean and Dab https://www.youtube.com/watch?v=rZVQwDtyUK0	Calentar: Estiramientos de piernas 10s cada pierna Estiramientos de brazo 10s cada brazo Danzas del dia The git up https://www.youtube.com/watch?v=bN8vY8qkgVs Lean and Dab https://www.youtube.com/watch?v=rZVQwDtyUK0
---	--

PE

Warm Up: Leg Stretches 10s each leg Arm Stretches 10s each arm Workout: 5 minute run 20-25 minutes walk. 1 minute of galloping	Calentar: Estiramientos de piernas 10s cada pierna Estiramientos de brazo 10s cada brazo Rutina de ejercicio: 5 minutos de carrera 20-25 minutos a pie. 1 minuto de galope
--	---

Imagine you had your own farm. Draw some of the things you would grow there. Make sure to include a picture of what plants need to grow.

Imagina que tienes tu propia granja. Dibuja algunas de las cosas que crecerías allí. Asegúrese de incluir una imagen de lo que las plantas necesitan para crecer.



Monday/
Lunes

Monday/ Lunes Reading / lectura

AM Reading - Reading A-Z or any book / *Lectura de la A a la Z o de cualquier libro*

PM Reading - Sight word Practice/*práctica de la palabra de vista*

Sight Word List				
Level A	Level B	Level C	Level D	Level E
am	and	are	all	could
at	do	come	down	day
can	got	did	saw	give
go	had	for	that	her
is	has	get	they	new
me	he	have	this	out
my	his	here	was	over
see	in	him	went	then
the	it	of	what	there
to	like	play	where	want
up	look	said	with	were
we	on	she	Adds ing: playing, looking, etc.	your
	come	will		Adds ed: played, looked, etc.
		you		
		Adds S: plays, comes, likes, looks, etc.		

For each sight word on your list:

Say the word, write the word two times, say the word again. Then, make up a sentence using the word, and say it out loud. *Bonus: Try to write the sentence. You can do it! I would love to see some of your hard work! Send Mrs. Scheidt a picture on Class Dojo or by text! (636) 579-8895 :-)

Por cada palabra vista en su lista:

Di la palabra, escribe la palabra dos veces, di la palabra nuevamente. Luego, inventé una oración usando la palabra y dígala en voz alta. * Bonificación: Intenta escribir la oración. ¡Puedes hacerlo! ¡Me encantaría ver parte de tu arduo trabajo! ¡Envíele a la Sra. Scheidt una foto en Class Dojo o por mensaje de texto! (636) 579-8895 :-

Name: _____

©Teaching Bill Fizz Cend

Sight Word of the Day :



Color it

please

Find and circle it

please out please
please out please
please pretty pretty
out ran please please

please

Trace it, box it, write it

please

Read, find and color the box

out	ran	pretty	please
please	please	please	please
pretty	ride	out	please

Paste it

--	--	--	--	--	--	--

Read and highlight

Can you please help me?
Please, clean up your room!
Can I have some milk, please.



Name: _____

Work on Writing

Read & Fill in the Box

- Can you

--	--	--	--	--

 help me?
- | | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

 , clean up your room!
- Can I have some milk,

--	--	--	--	--

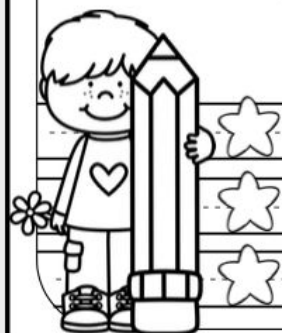
 .



please

Read & Copy

Can you please help me?
Please, clean up your room!
Can I have some milk, please.



©Teaching Bill Fizz Cend

PM Writing

Draw a picture of the character(s) from the story you read. Don't forget to add labels

Haz un dibujo de los personajes de la historia que leíste. ¡No olvides agregar etiquetas!



Lea el problema y siga las instrucciones dadas. Luego escribe cuántos quedan en el cuadro.

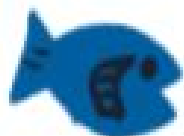
Name _____

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.



Lea el problema y siga las instrucciones dadas. Luego escribe cuántos quedan en el cuadro.

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?



Day 4: Before completing the worksheet, complete this activity. The activity today is about changing directions. When an object changes directions, other objects help. So today using the same or different objects practice making the objects change directions with the help of another object. When doing the activity ask questions like:

“What type of force did you use?” *push or pull*

“How do you know?” *push-away from you pull-close to you*

“what type of force did you use?” *strong or gentle*

“How do you know?” *strong=long distance gentle=short distance*

“What direction did the object go in?” *should be able to say left, right, up, or down.*

Día 4: Antes de completar la hoja de trabajo, complete esta actividad. La actividad de hoy se trata de cambiar de dirección. Cuando un objeto cambia de dirección, otros objetos ayudan. Así que hoy en día, usar los mismos o diferentes objetos practica hacer que los objetos cambien direcciones con la ayuda de otro objeto. Al realizar la actividad, haga preguntas como:

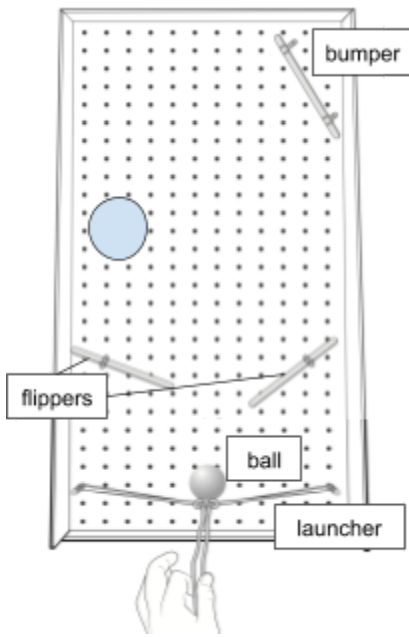
“¿Qué tipo de fuerza usaste?” *empujar o tirar*

“¿Cómo lo sabes?” *empujar lejos de ti acercarme a ti*

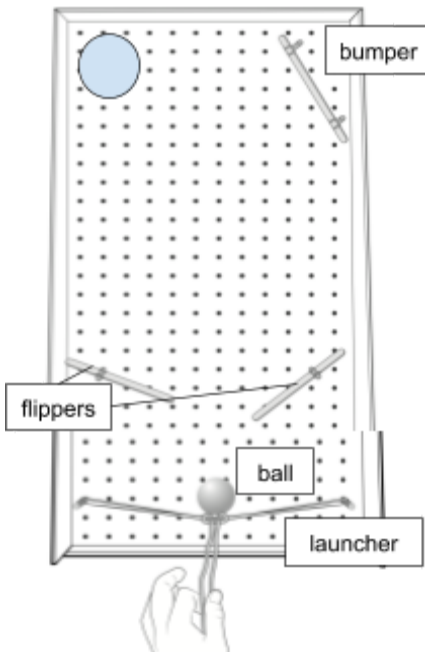
“¿Qué tipo de fuerza usaste?” *fuerte o gentil*

“¿Cómo lo sabes?” *fuerte = larga distancia suave = corta distancia*

“¿En qué dirección se dirigió el objeto?” *debería poder decir izquierda, derecha, arriba o abajo.*



Draw an arrow ($\rightarrow$) to show how the ball will move to the bumper and then to the target. *Dibuje una flecha ($\rightarrow$) para mostrar cómo se moverá la pelota hacia el parachoques y luego hacia el objetivo.*



Draw an arrow ($\rightarrow$) to show how the ball will move to the bumper and then to the target. *Dibuje una flecha ($\rightarrow$) para mostrar cómo se moverá la pelota hacia el parachoques y luego hacia el objetivo.*

Monday /Lunes

Specials / Especiales

Dance - Mr. Sam (913-325-1339)

Warm Up:

Leg Stretches

10s each leg

Arm Stretches

10s each arm

Dances of the Day

Move that

<https://www.youtube.com/watch?v=jMvFjkunSBw>

Hub City Step

<https://www.youtube.com/watch?v=RpLEAhNoX7k>

Calentar:

Estiramientos de piernas

10s cada pierna

Estiramientos de brazo

10s cada brazo

Danzas del dia

Mover eso

<https://www.youtube.com/watch?v=jMvFjkunSBw>

Hub City Step

<https://www.youtube.com/watch?v=RpLEAhNoX7k>

PE

Warm Up:

Leg Stretches

10s each leg

Arm Stretches

10s each arm

Workout:

Hula hooping for 5 minutes. Or jumping jacks for 5 minutes.

Jump roping for 10 minutes

20 Push ups

10 sit ups

Repeat workout x2

Calentar:

Estiramientos de

piernas

10s cada pierna

Estiramientos de

brazo

10s cada brazo

Rutina de ejercicio:

Hula hooping por 5 minutos. O saltar gatos durante 5 minutos.

Saltar la cuerda por 10 minutos

20 flexiones

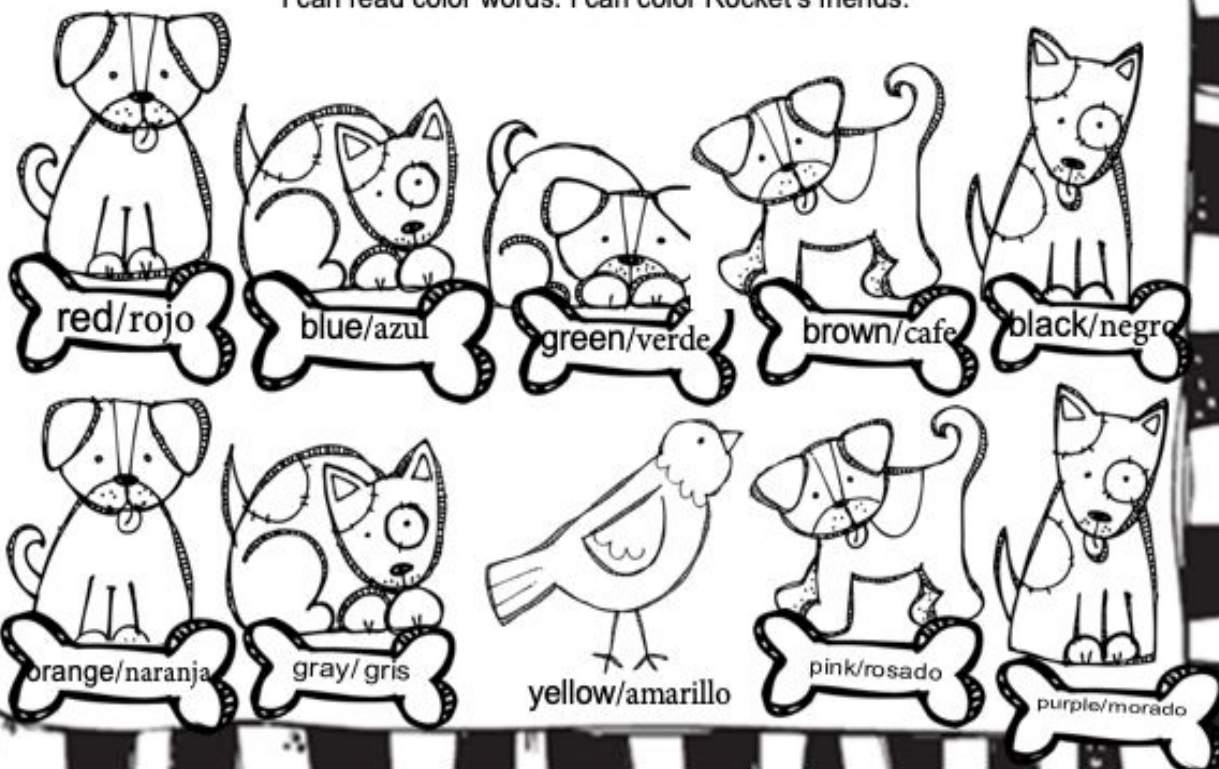
10 abdominales

Wednesday, April 1st

Rocket's friends can read the color words

(inspired by *How Rocket Learned To Read* by Tad Hills)

I can read color words. I can color Rocket's friends.



Tuesday /
Martes

Tuesday / Martes

Reading / lectura

AM Reading - Reading A-Z or any book / *Lectura de la A a la Z o de cualquier libro*

PM Reading - Sight word Practice/*práctica de la palabra de vista*

Sight Word List				
Level A	Level B	Level C	Level D	Level E
am	and	are	all	could
at	do	come	down	day
can	got	did	saw	give
go	had	for	that	her
is	has	get	they	new
me	he	have	this	out
my	his	here	was	over
see	in	him	went	then
the	it	of	what	there
to	like	play	where	want
up	look	said	with	were
we	on	she	Adds ing: playing, looking, etc.	your
	come	will		Adds ed: played, looked, etc.
		you		
		Adds S: plays, comes, likes, looks, etc.		

For each sight word on your list:

Say the word, write the word two times, say the word again. Then, make up a sentence using the word, and say it out loud. *Bonus: Try to write the sentence. You can do it! I would love to see some of your hard work! Send Mrs. Scheidt a picture on Class Dojo or by text! (636) 579-8895 :-)

Por cada palabra vista en su lista:

Di la palabra, escribe la palabra dos veces, di la palabra nuevamente. Luego, inventé una oración usando la palabra y dígala en voz alta. * Bonificación: Intenta escribir la oración. ¡Puedes hacerlo!

¡Me encantaría ver parte de tu arduo trabajo! ¡Envíele a la Sra. Scheidt una foto en Class Dojo o por mensaje de texto! (636) 579-8895 :-)

Name: _____

©Teaching Bill Fizz Cend

Sight Word of the Day :



Color it

out

Find and circle it

out our out
please out please
out our out pretty out ran



Trace it, box it, write it

out



Read, find and color the box

please	our	out	ran
our	out	pretty	out
out	please	out	out

Paste it

--	--	--

Read and highlight

Is the ball out there?
The ball is out there.
We went out to play.



Name: _____

Work on Writing

Read & Fill in the Box

1. Is the ball

--	--	--

 there?
2. The ball is

--	--	--

 there.
3. We went

--	--	--

 to play.



Read & Copy

Is the ball out there?
The ball is out there.
We went out to play.



©Teaching Bill Fizz Cend

PM Writing Use sight words on your reading level to make 2 sentences. Draw a picture to match.

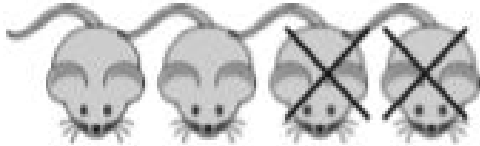
Use palabras comunes en su nivel de lectura para formar 2 oraciones. Haz un dibujo para que coincida.



Name _____

Date _____

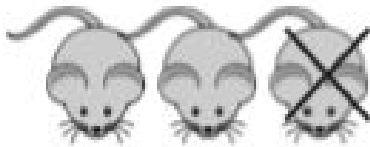
Draw a line from the picture to the number sentence it matches.

Dibuja una línea desde la imagen hasta la oración numérica que coincida.

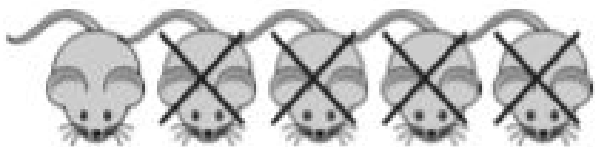
$$3 - 1 = 2$$



$$5 - 4 = 1$$



$$4 - 2 = 2$$



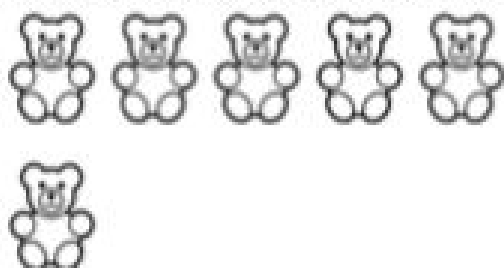
$$5 - 1 = 4$$

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

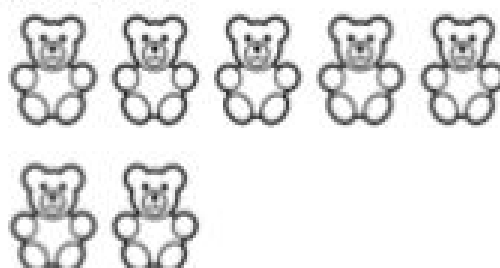
Elige 1 foto de ratón y cuéntale una historia a tu pareja. Vea si su pareja puede elegir la imagen de la que le contó la historia.

Cross out the bears to match the number sentences.

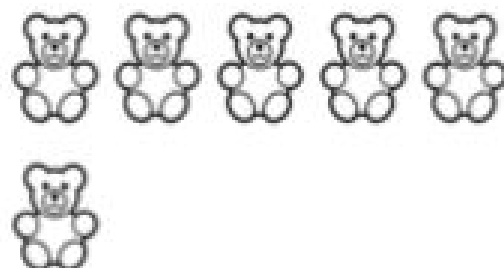
Tacha los osos para que coincidan con las oraciones numéricas.



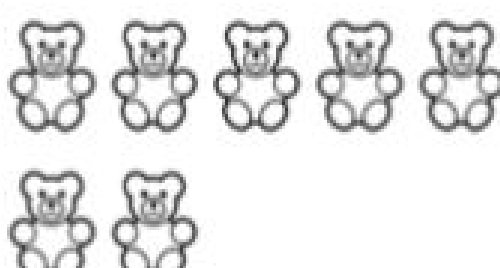
$$6 - 1 = 5$$



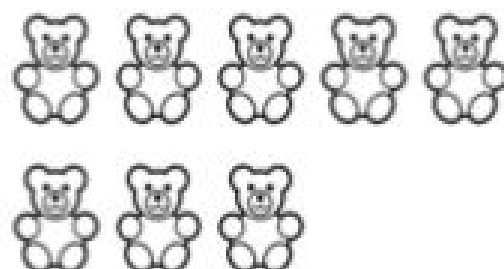
$$7 - 2 = 5$$



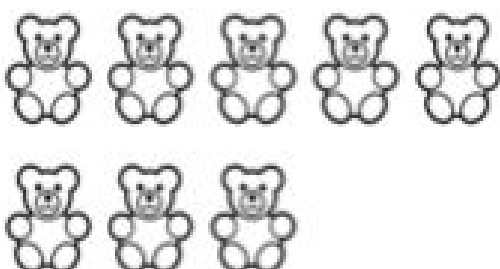
$$6 - 4 = 2$$



$$7 - 3 = 4$$



$$8 - 1 = 7$$



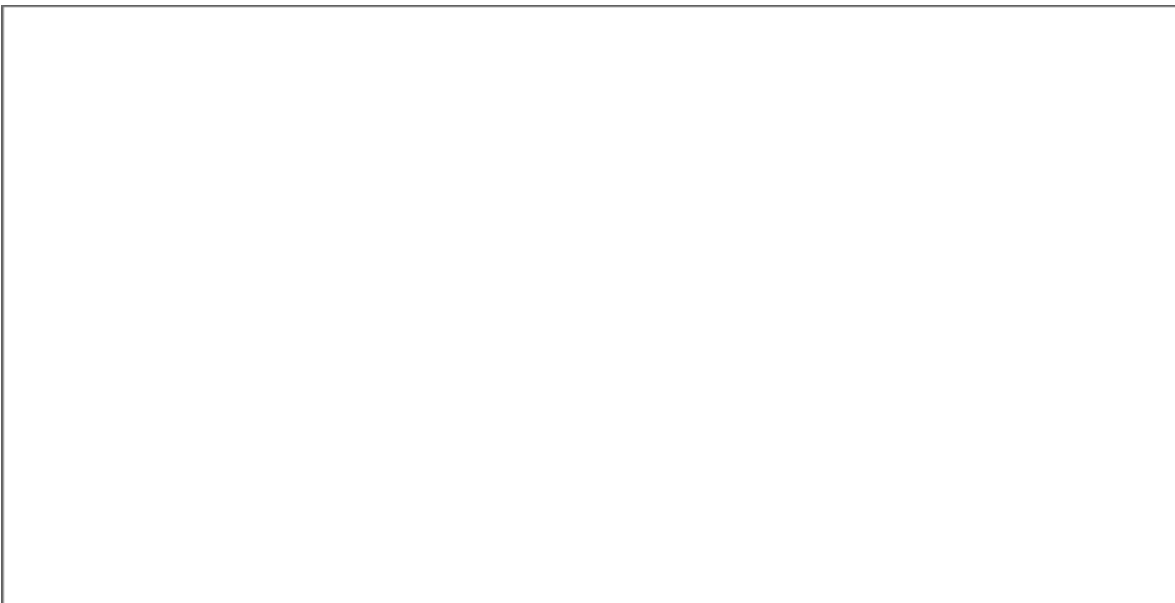
$$8 - 2 = 6$$

Draw and label a **basketball**. Use an arrow (→) to show the basketball **changing direction**. Dibuja y rotula una pelota de baloncesto. Use una flecha (→) para mostrar la dirección cambiante del baloncesto.



Draw and label a **basketball**. Use an arrow (→) to show the basketball **changing direction**. Draw the person or object that made it change direction and label it on your diagram.

Dibuja y rotula una pelota de baloncesto. Use una flecha (→) para mostrar la dirección cambiante del baloncesto. Dibuja la persona u objeto que hizo que cambie de dirección y etiquétala en tu diagrama.



Martes **Specials / Especiales**

Dance - **Mr. Sam (913-325-1339)**

Warm Up: Leg Stretches 10s each leg Arm Stretches 10s each arm Free Dance Do 3 Tik Tok dances of your choice!!!	Calentar: Estiramientos de piernas 10s cada pierna Estiramientos de brazo 10s cada brazo Baile gratis ¡Haz 3 bailes Tik Tok de tu elección!
---	---

PE

Zumba Warm up: (If you do not have a computer do the warm up listed from the previous week.) https://www.youtube.com/watch?v=ymigWt5TOV8 https://www.youtube.com/watch?v=RoYxG0avSfY Workout: 20 minute run and 20 minute walk	Calentamiento Zumba: (Si no tiene una computadora, haga el calentamiento de la semana anterior). https://www.youtube.com/watch?v=ymigWt5TOV8 https://www.youtube.com/watch?v=RoYxG0avSfY Entrenamiento: 20 minutos de carrera y 20 minutos a pie.
--	---

My Listening Walk

Mi Caminata De Escucha

Places we went:

Lugares a los que fuimos:

Sounds I heard:

Sonidos que escuché:

