



SAUSD ELA
Distance Learning Packet
Kindergarten
2020





















SAUSD Distance Learning - Kinder

Daily	Read each day and fill in the Reading Log ELA pages 1-4
Daily	Draw and write a journal page ELA pages 5-15
Day 1	ELA pages 16-17
Day 2	ELA page 18-20
Day 3	ELA pages 20-22
Day 4	ELA page 23-25
Day 5	ELA page 26-28
Day 6	ELA pages 29-32
Day 7	ELA pages 33-35
Day 8	ELA page 36-38
Day 9	ELA page 39-41
Day 10	ELA pages 42-43

Reading Log

Registro de lectura





**Nombre/
Name:** _____

Date/Fecha	Title/Título	My Book Rating/ Mi calificación del libro	Minutes read /Minutos leyendo	Parent or Guardian Signature/ Firma de padre o tutor
		   		
		   		
		   		
		   		

Reading Log









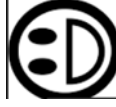







Registro de lectura

**Nombre/
Name:** _____

Date/Fecha	Title/Título	My Book Rating/ Mi calificación del libro	Minutes read /Minutos leyendo	Parent or Guardian Signature/ Firma de padre o tutor
				
				
				
				

Reading Log Registro de lectura





















**Nombre/
Name:** _____

Date/Fecha	Title/Título	My Book Rating/ Mi calificación del libro	Minutes read /Minutos leyendo	Parent or Guardian Signature/ Firma de padre o tutor
		   		
		   		
		   		
		   		

Reading Log

Registro de lectura

Nombre/
Name:

Date/ Fecha	Title/ Título	My Book Rating/ Mi calificación del libro	Minutes read /Minutos leyendo	Parent or Guardian Signature/ Firma de padre o tutor
		    		
		    		
		    		
		    		

Kindergarten Writing Journal

Use the writing paper to draw and write each day. You can draw and write about anything you would like. You can also pick from the ideas below if you need help.

Journal ideas:

Today I _____.

My favorite food is _____ because _____.

My favorite toy is _____ because _____.

At recess, I like to _____.

My best friend is _____ because _____.

At home, I like to _____.

I wish _____.

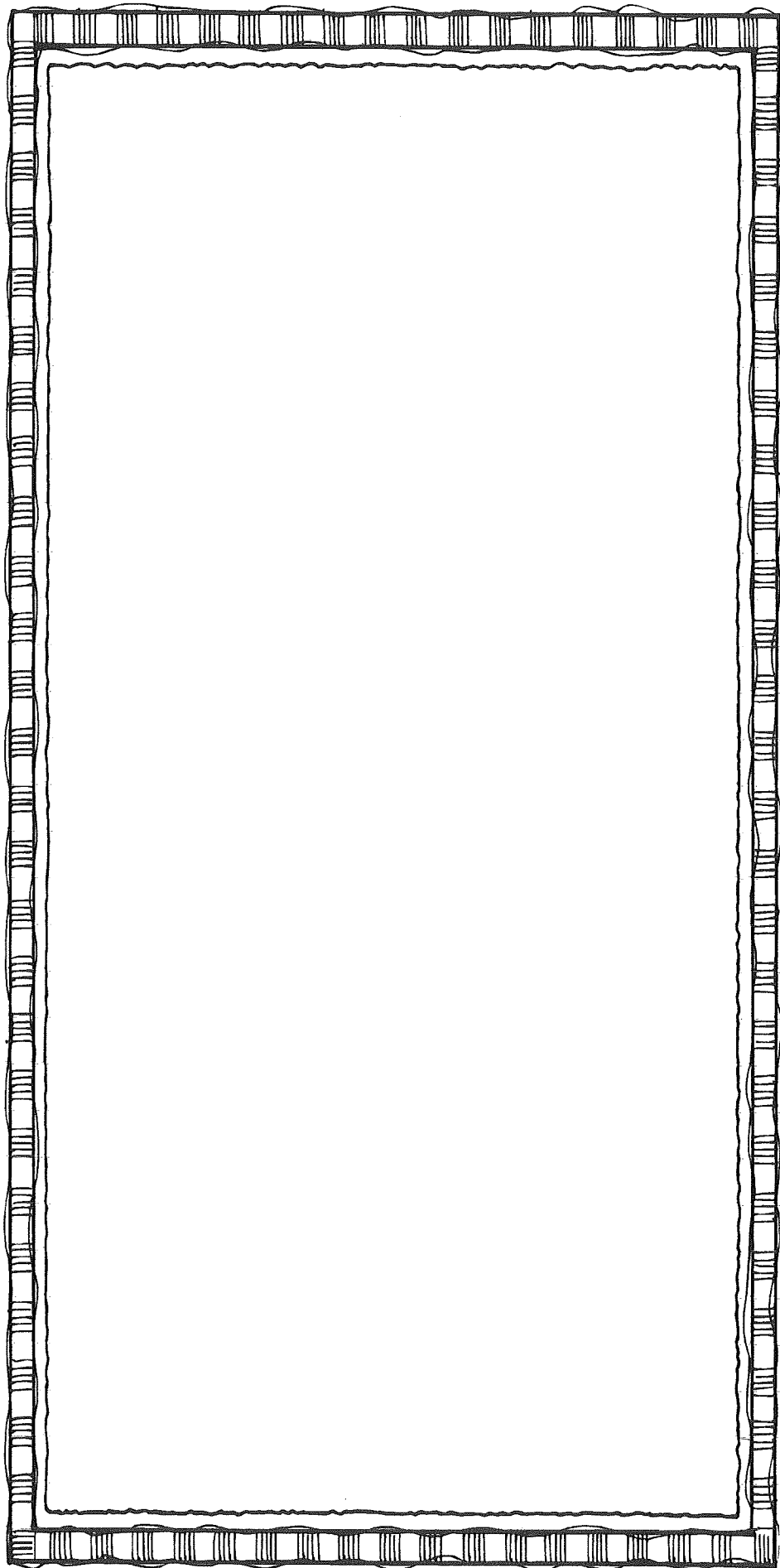
When I grow up _____.

My favorite book is _____ because _____.

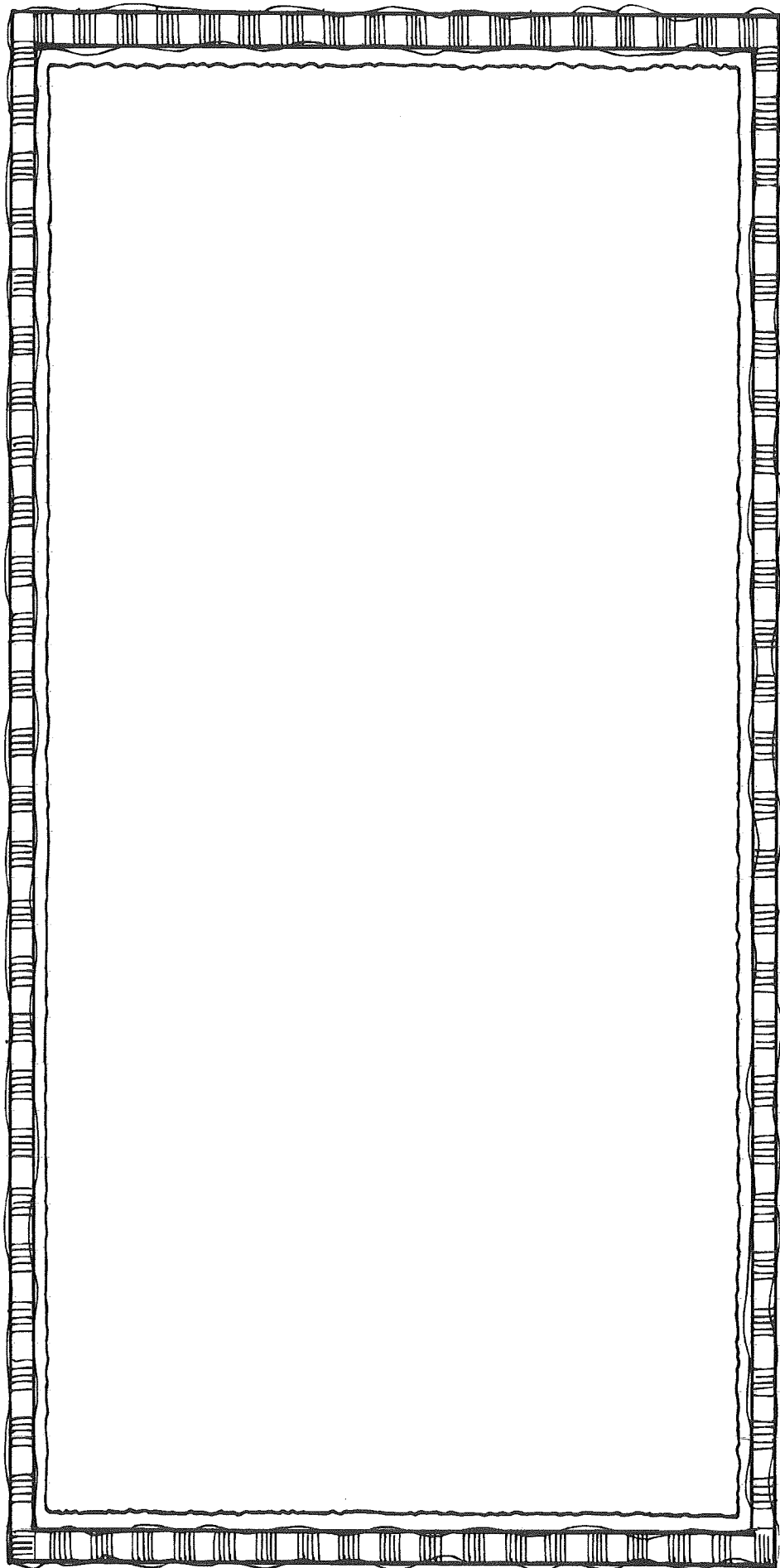
On the weekends, I like to _____.

My favorite animal is _____ because _____.

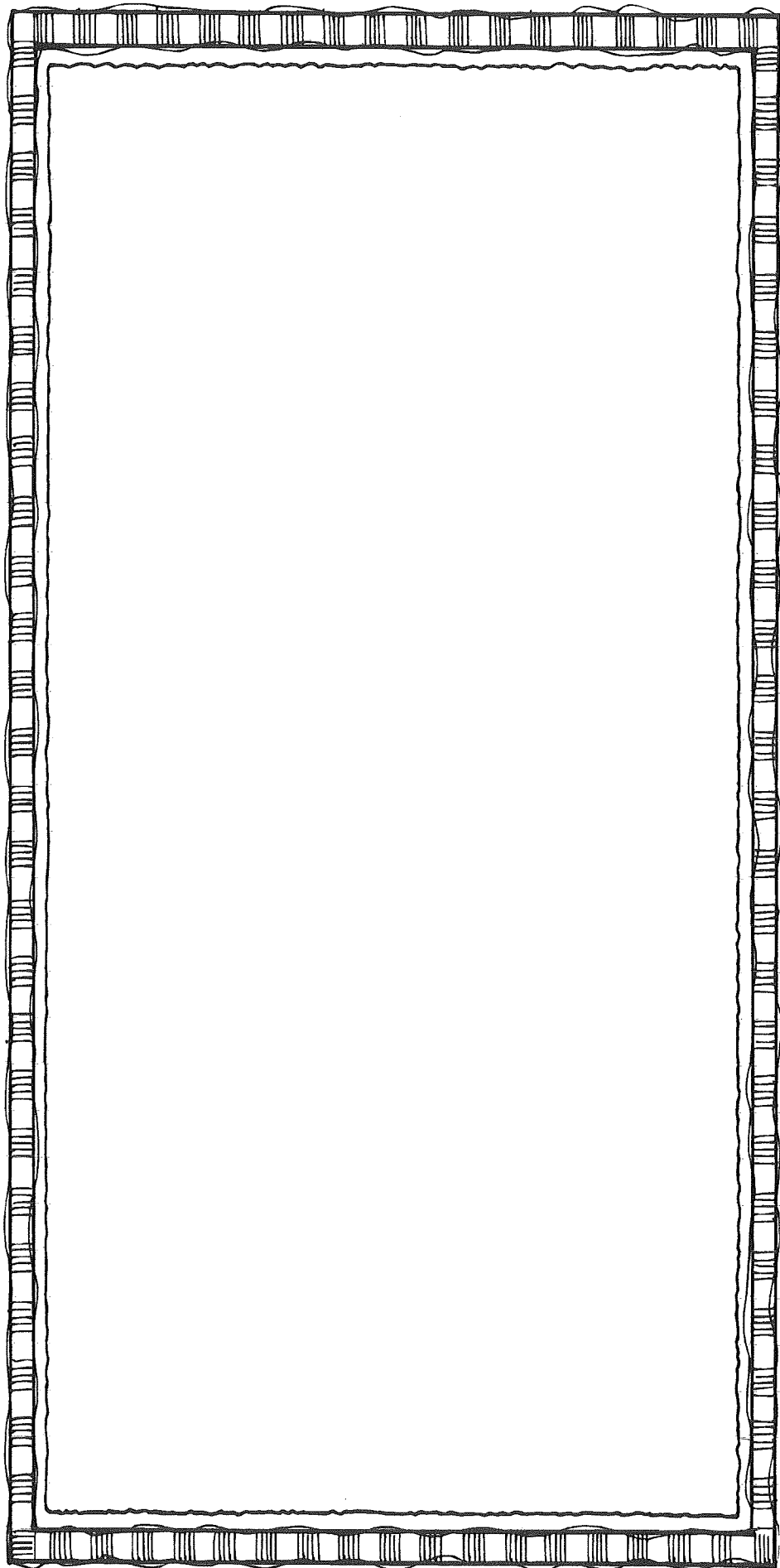
The best thing about school is _____.



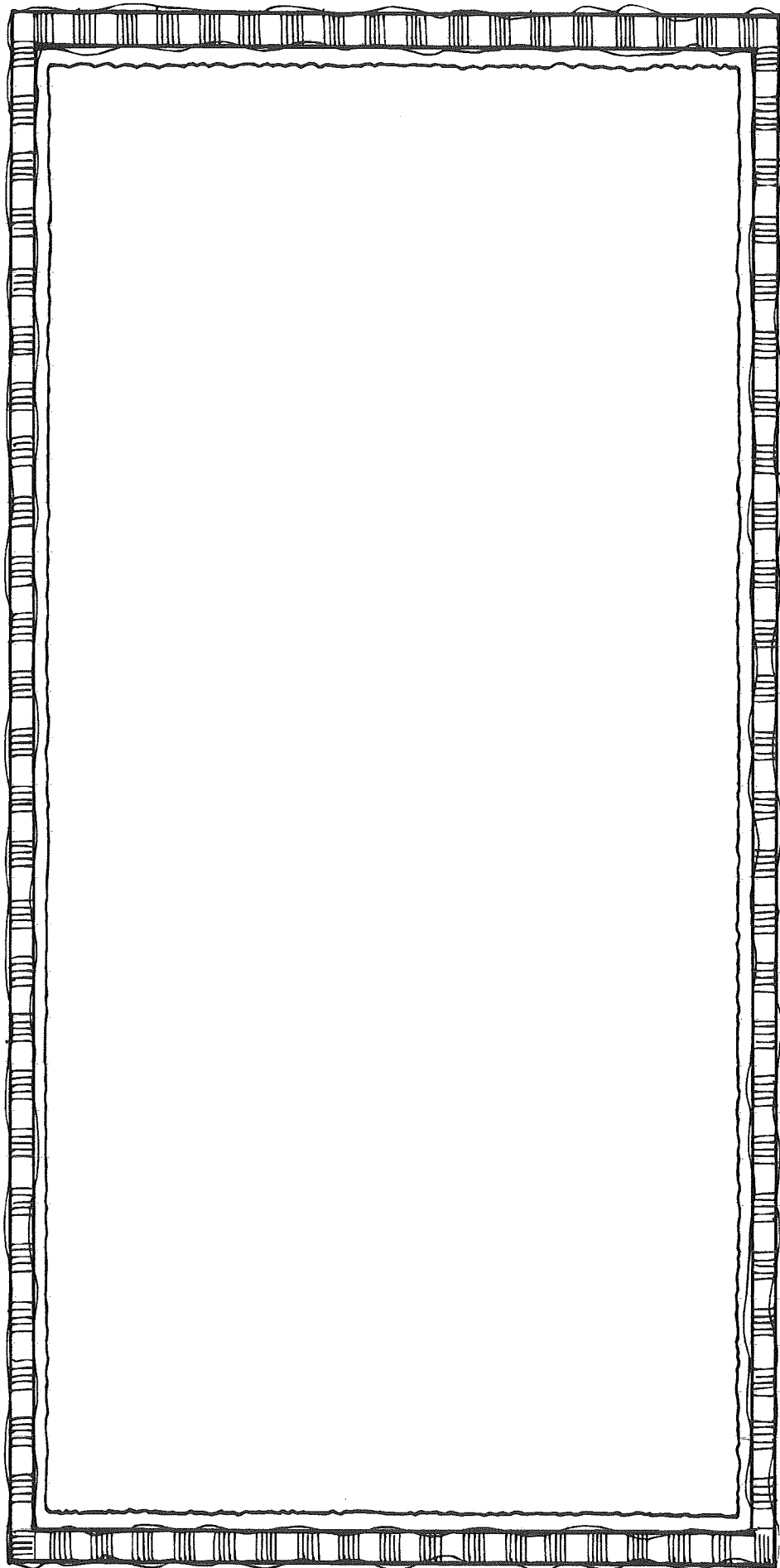
Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



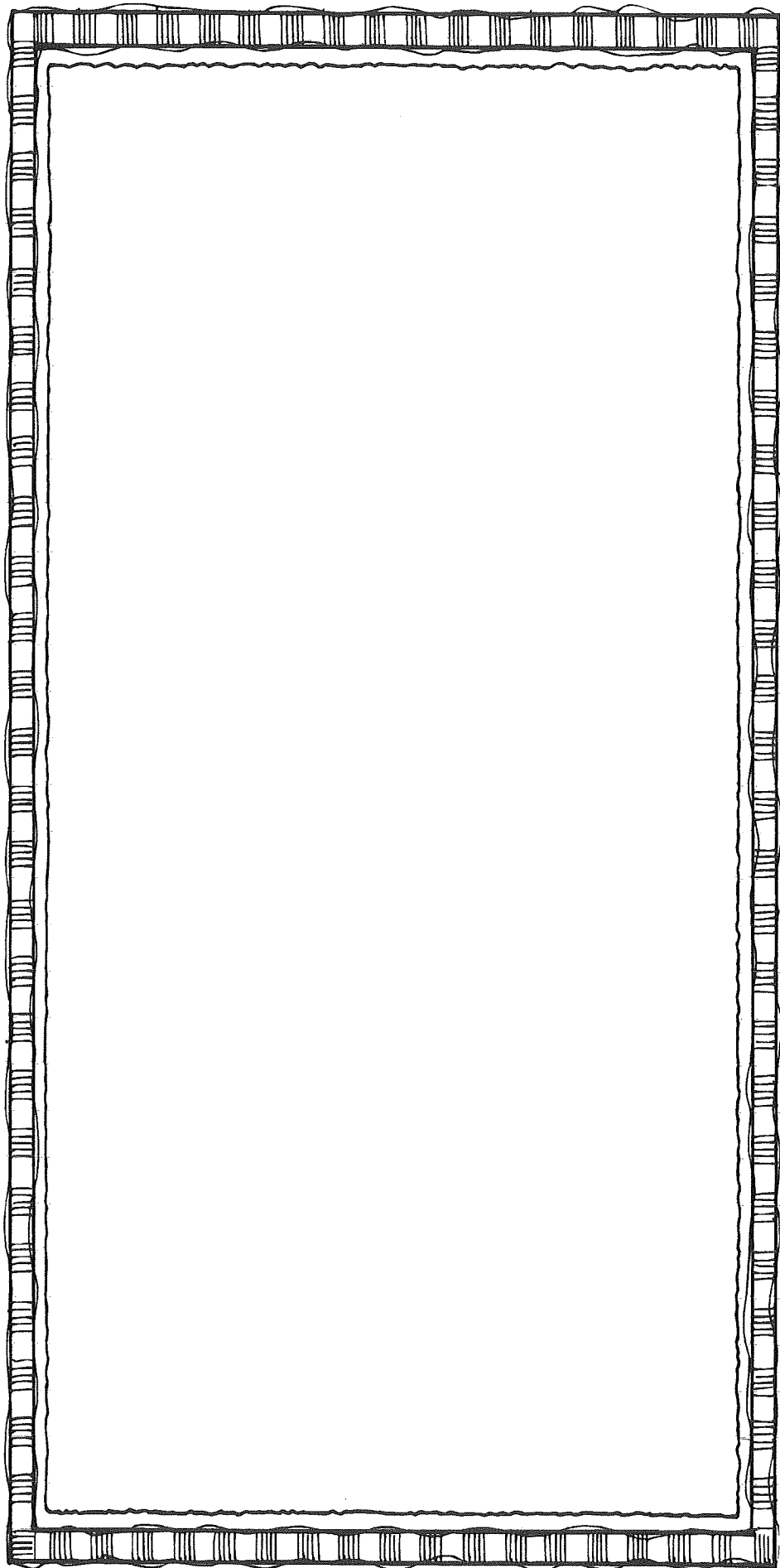
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated across the page.



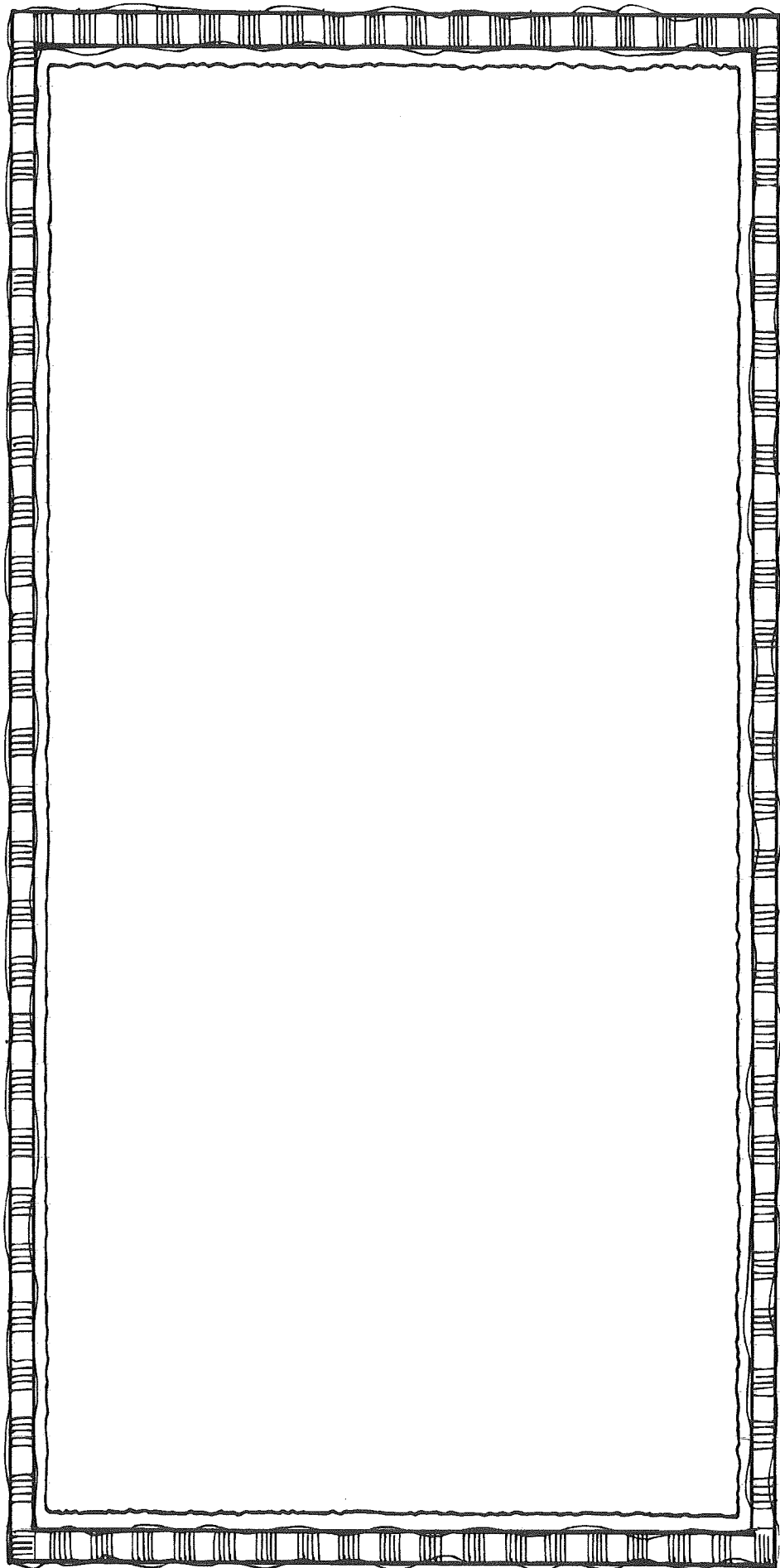
Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



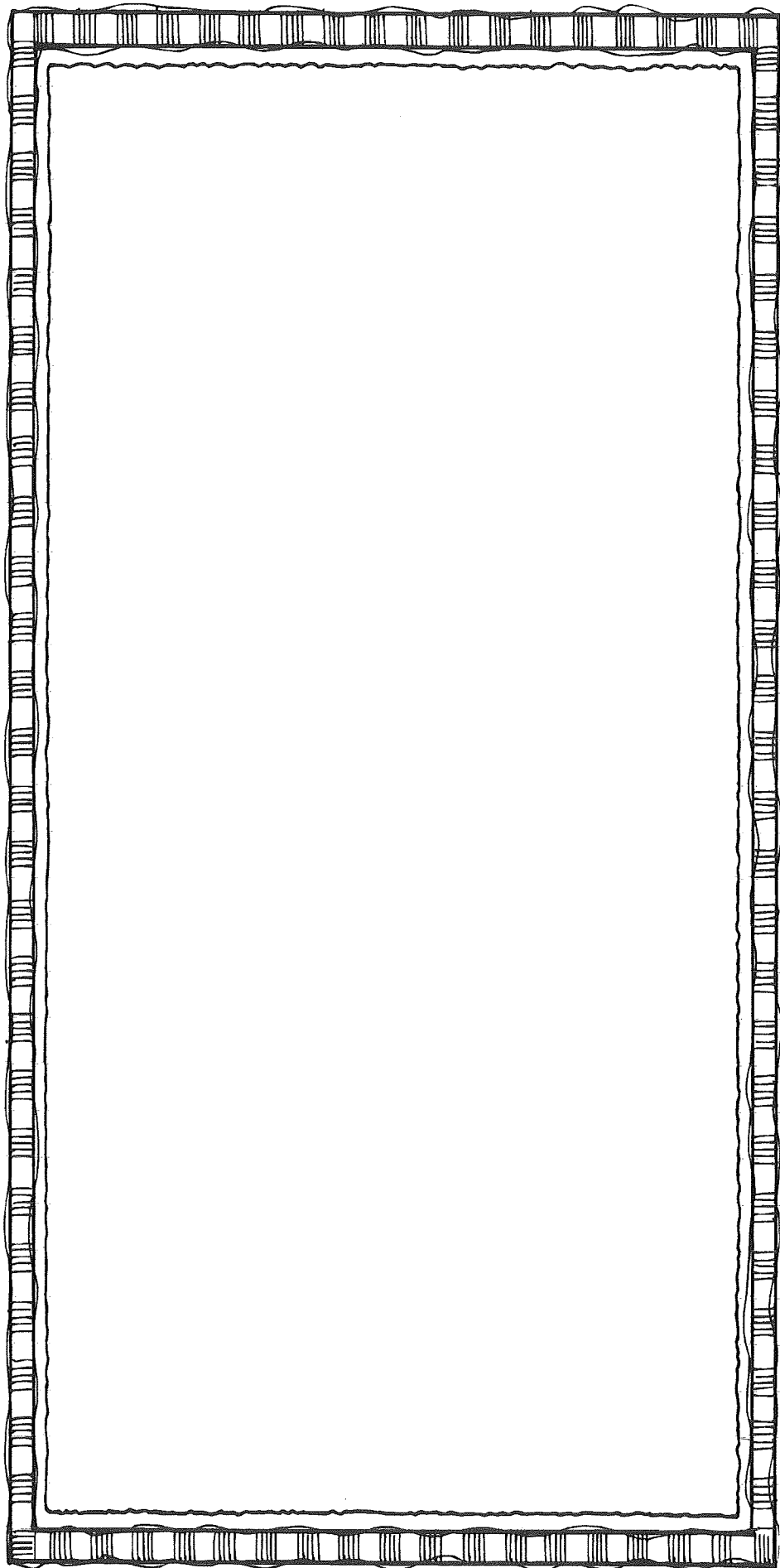
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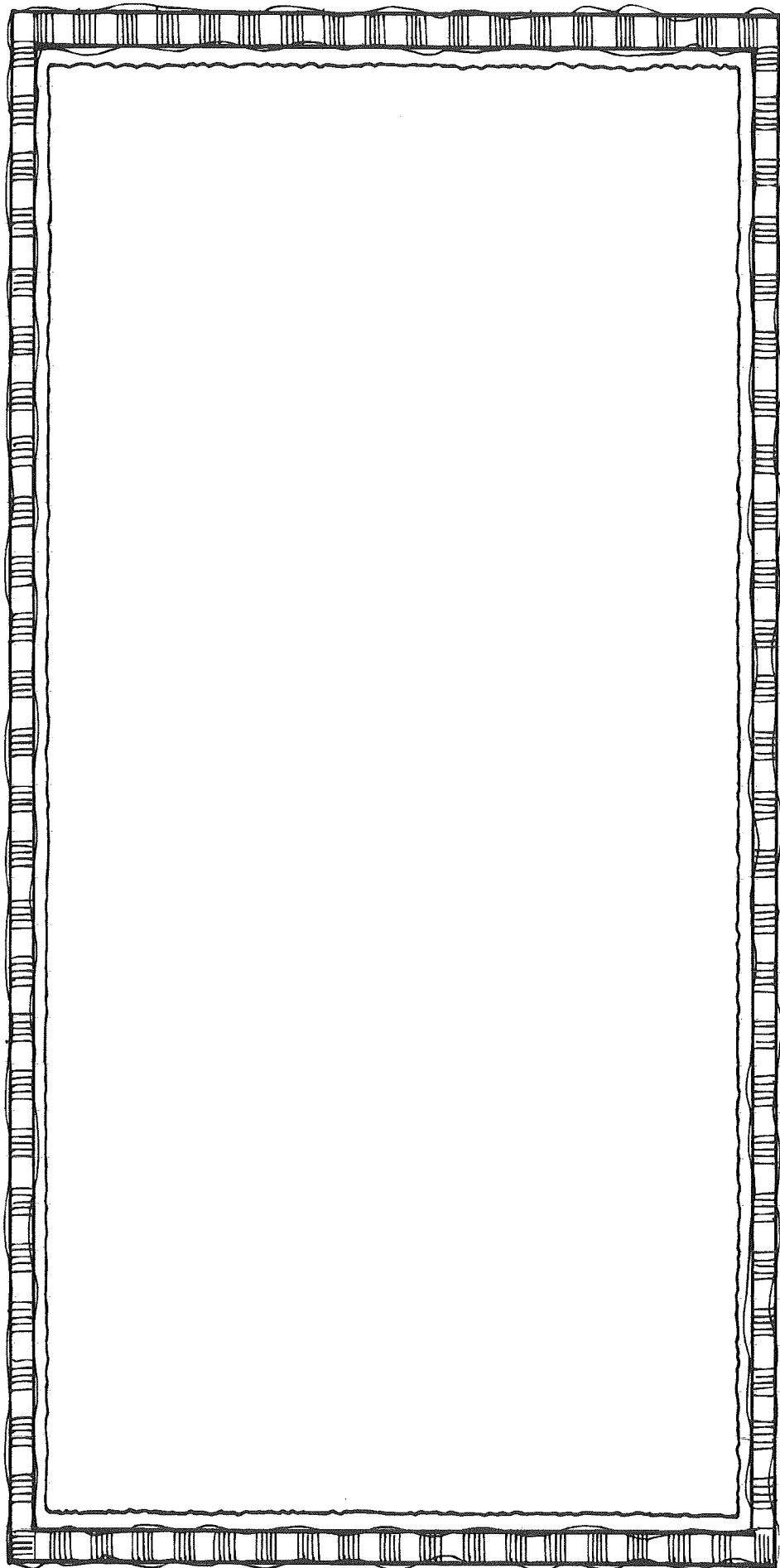
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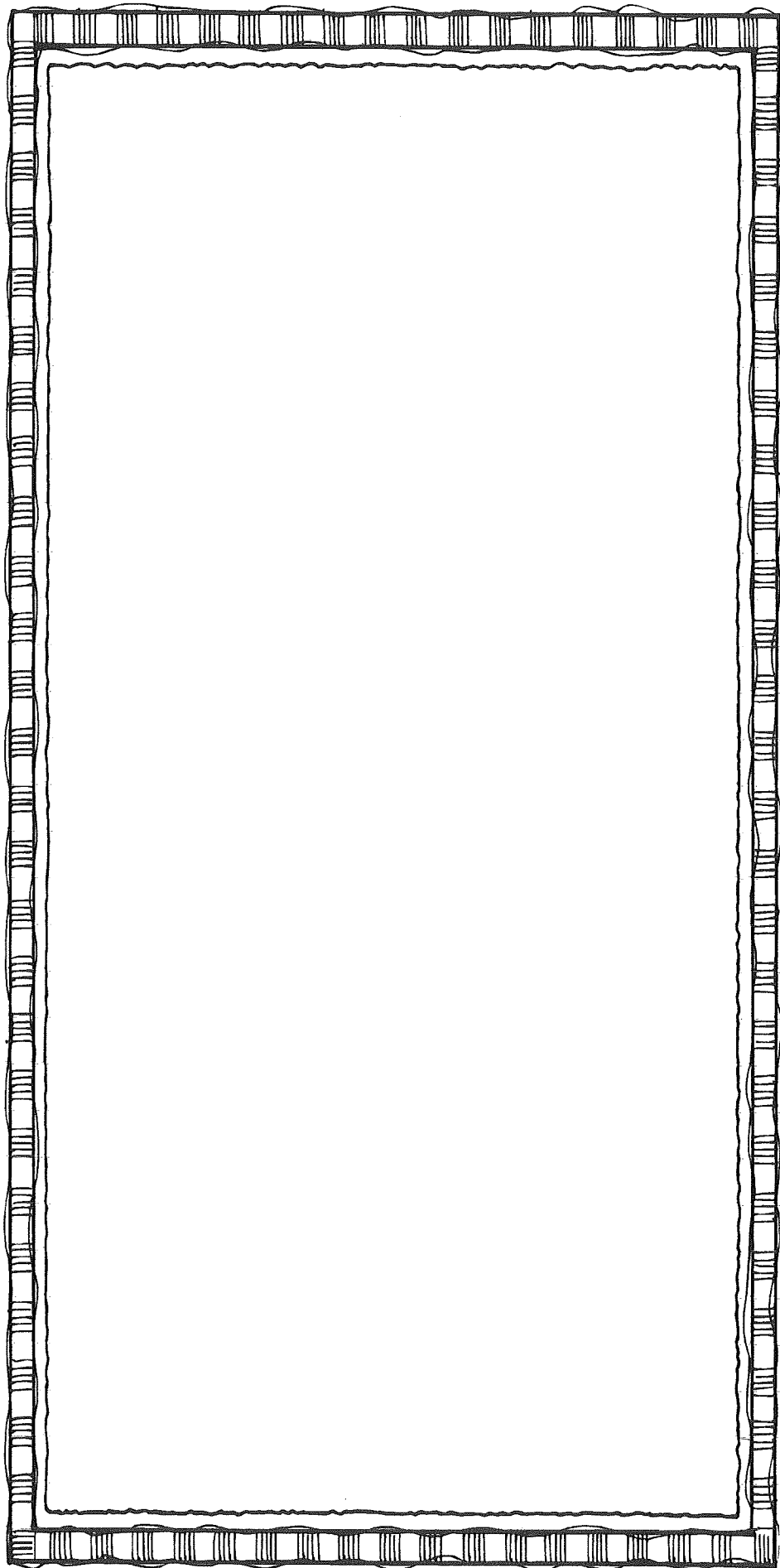
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated across the page.



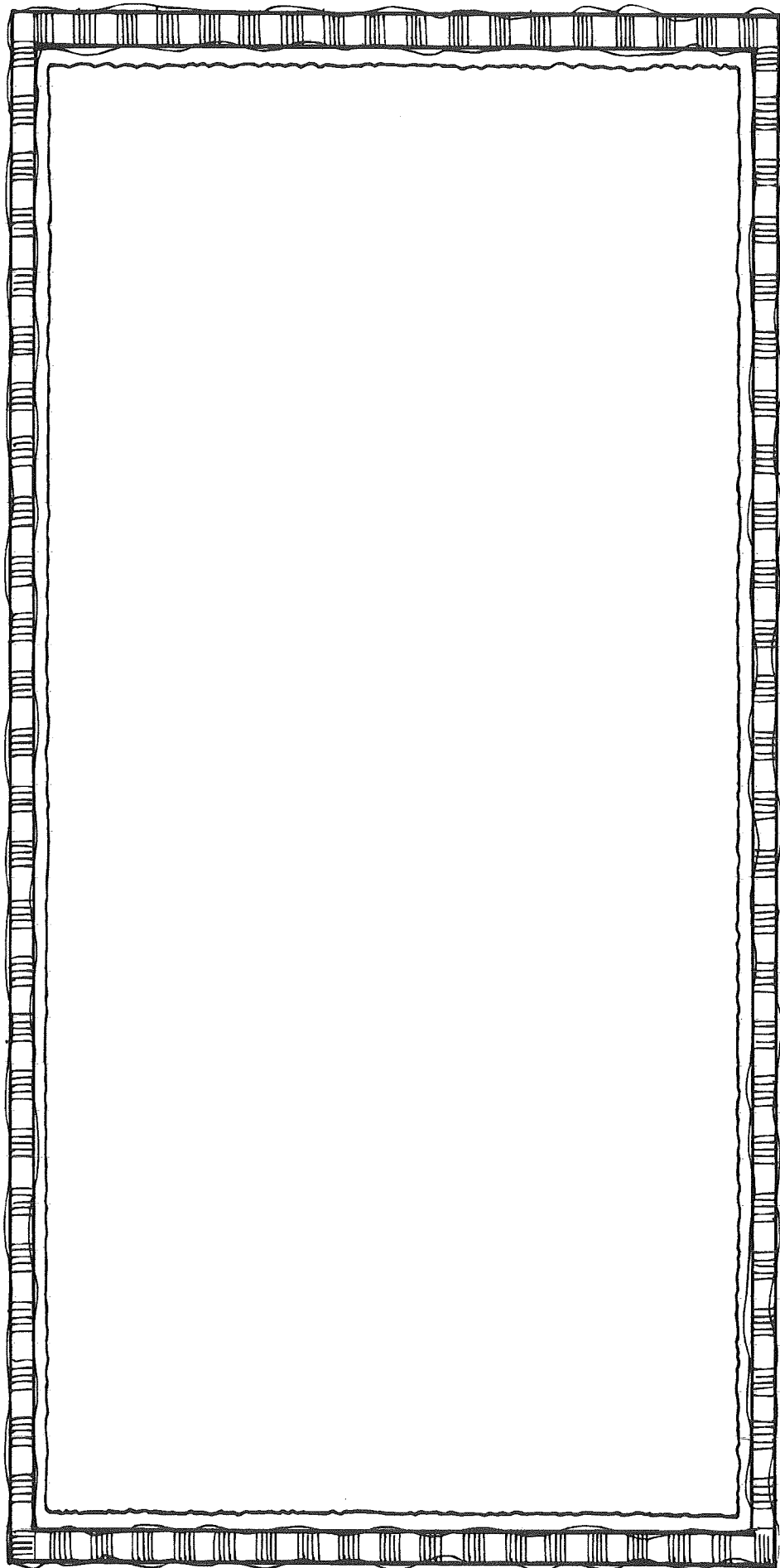
Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



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Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated across the page.

Directions: Sound out and read the words in the list.

Word Lists

him

sit

fat

not

hat

cap

hot

pin

pot

pan

hit

mat

mop

sap

hip

him

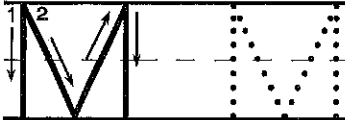
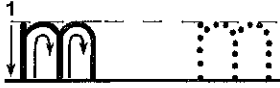
Directions: Find and color all the things that start with "h".

Sounds Like House



Name: _____ Date: _____

Mm

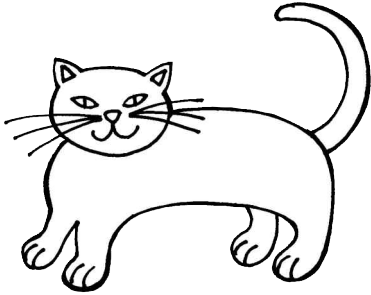


Teacher Modeling:

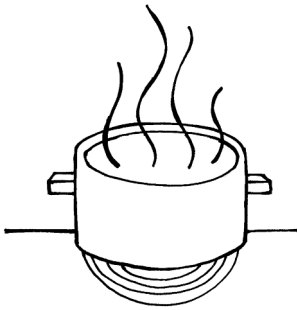
- Lowercase *m*. **Say:** A lowercase *m* is pull down, push up, curve forward, pull down, push up, curve forward, pull down. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *M*. **Say:** An uppercase *M* is pull down, lift, slant right, slant up, pull down. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Directions: Read each sentence. Draw a line to the picture that matches the sentence.

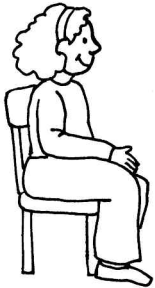
Sentences to Read



The pot is hot.



Pat can sit.



The cat is fat.



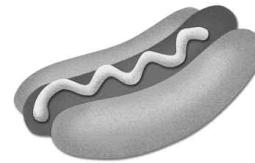
Sam can have fun.

Parent Directions: Have your child draw a line from each picture to the sentence that tells about it. Ask your child to read each sentence aloud.

Hh

Happy Thoughts

I like hot dogs.

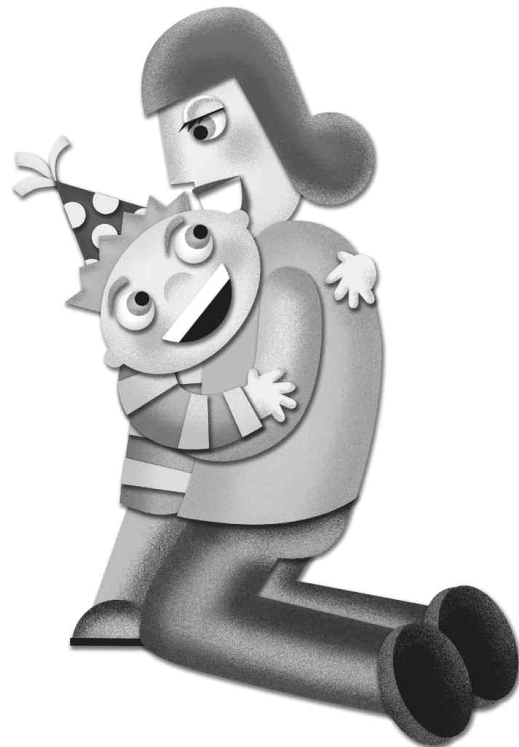
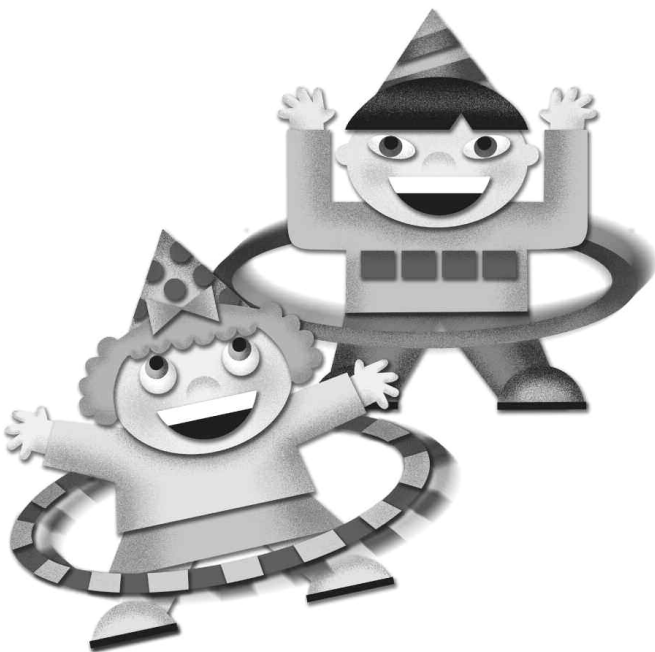


I like hats.



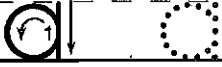
I like hula hoops, too.

But what really makes me happy
is a humdinger hug from you!



Name: _____ Date: _____

Aa



Handwriting practice lines for lowercase 'a'. The first line contains a solid 'a' with stroke order arrows and a dotted 'a' for tracing. Below are three sets of blank handwriting lines (top solid, middle dashed, bottom solid) for independent practice.



Handwriting practice lines for uppercase 'A'. The first line contains a solid 'A' with stroke order arrows and a dotted 'A' for tracing. Below are three sets of blank handwriting lines (top solid, middle dashed, bottom solid) for independent practice.

Teacher Modeling:

- Lowercase **a**. **Say:** A lowercase **a** is a circle back all the way around, push up, pull down. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase **A**. **Say:** An uppercase **A** is a slant left and down, lift, slant right and down, lift, cross in the middle. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Directions: Sound out and read the words in the lists.

Word Lists

pot

hat

bat

on

bib

bop

nip

nap

Bob

tab

bin

bit

pit

cab

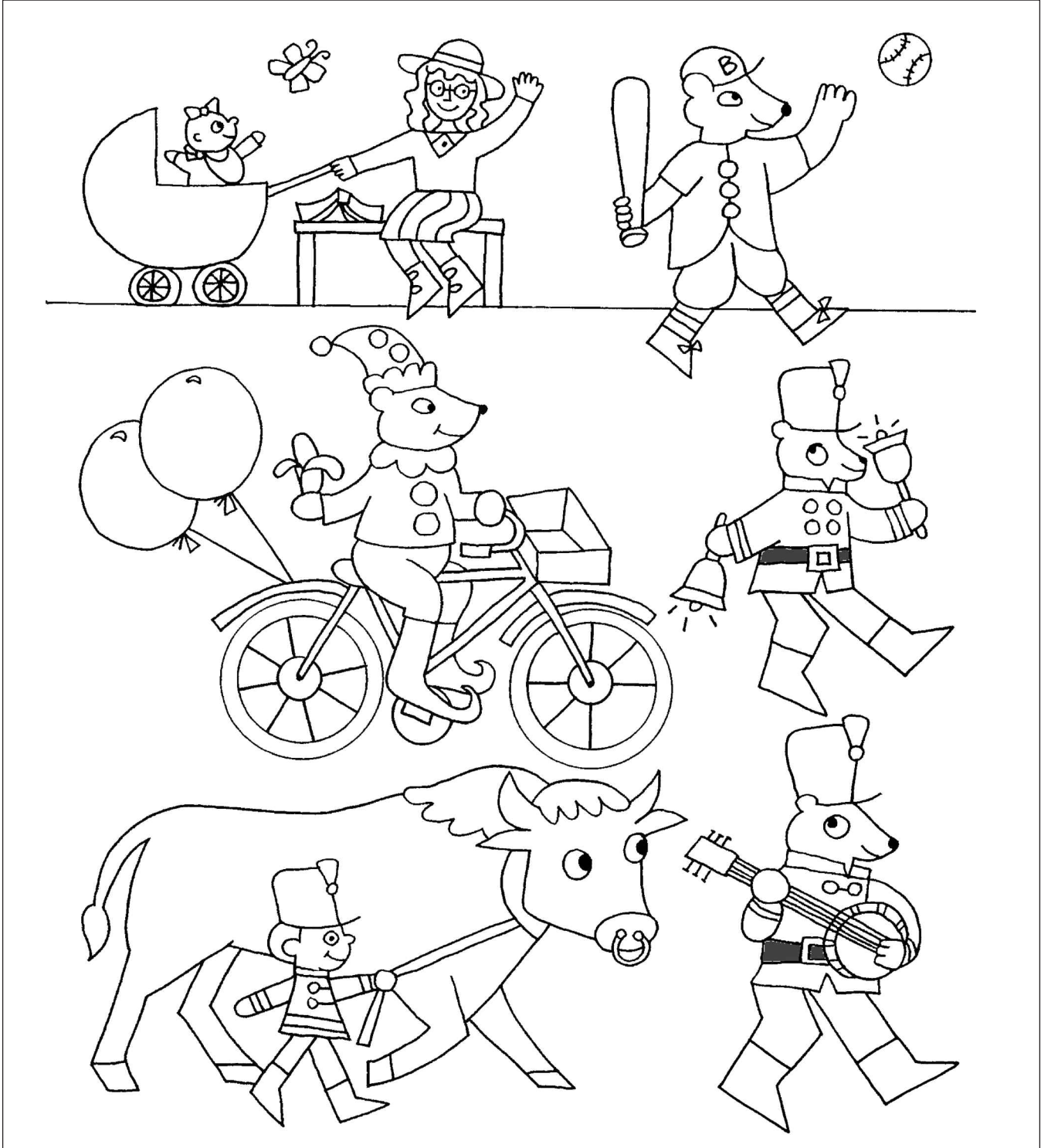
hip

ban

Word Lists

Directions: Find and color all the things that start with /b/.

Sounds Like Bananas



Sounds Like Bananas

Name: _____ Date: _____

Ss

S s

S s

Teacher Modeling:

- Lowercase *s*. **Say:** *A lowercase s is curve back, curve forward.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *S*. **Say:** *An uppercase S is curve back, curve forward.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Read the words in each box. Circle the letter Bb. Draw a picture in each box to match the words.

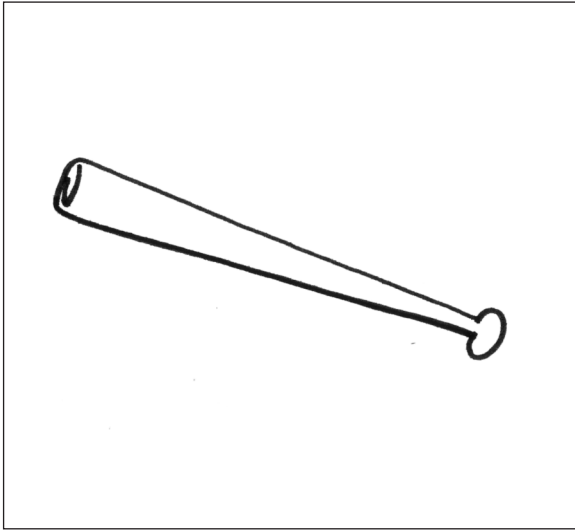
Read and Draw

Bob and a bat	a map in a bin
a bat	a bib
Bob and a cap	Bob bit the bun

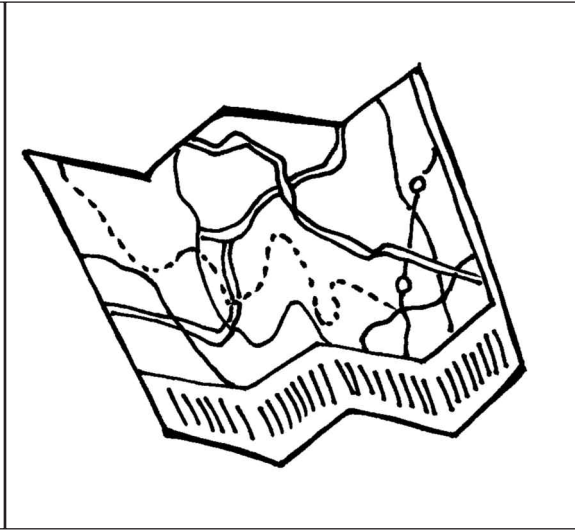
Read and Draw

Directions: Say the word for each picture and write the letters to finish spelling the word.

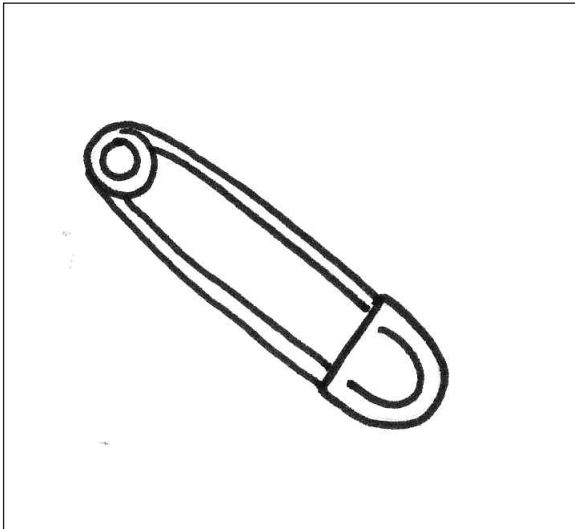
Name the Picture



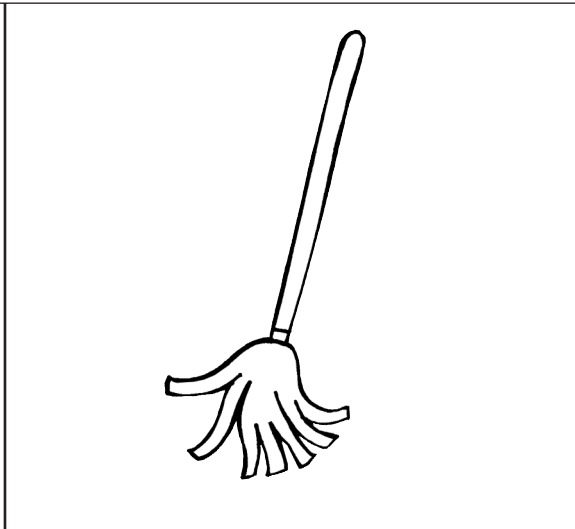
_ a _



_ a _



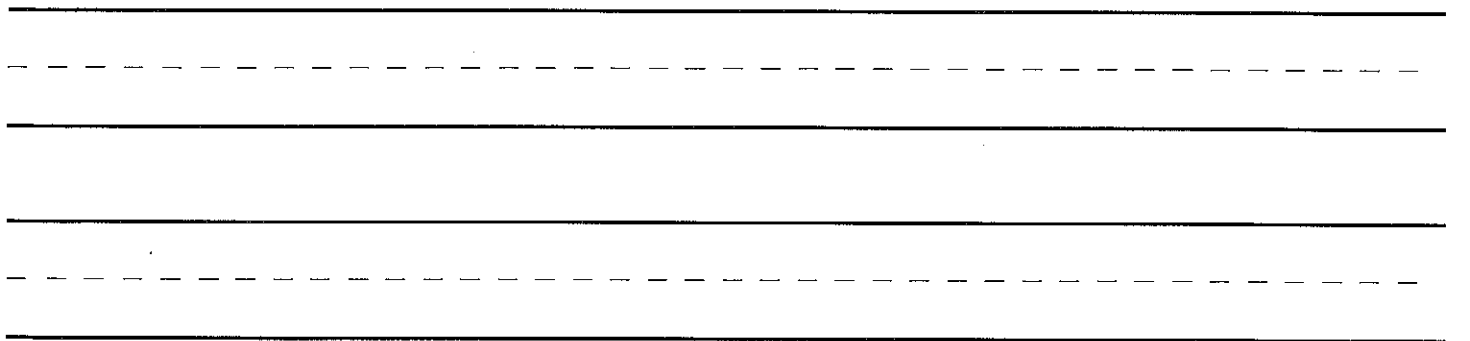
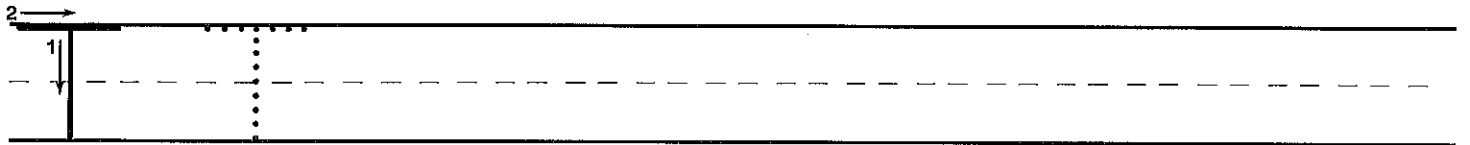
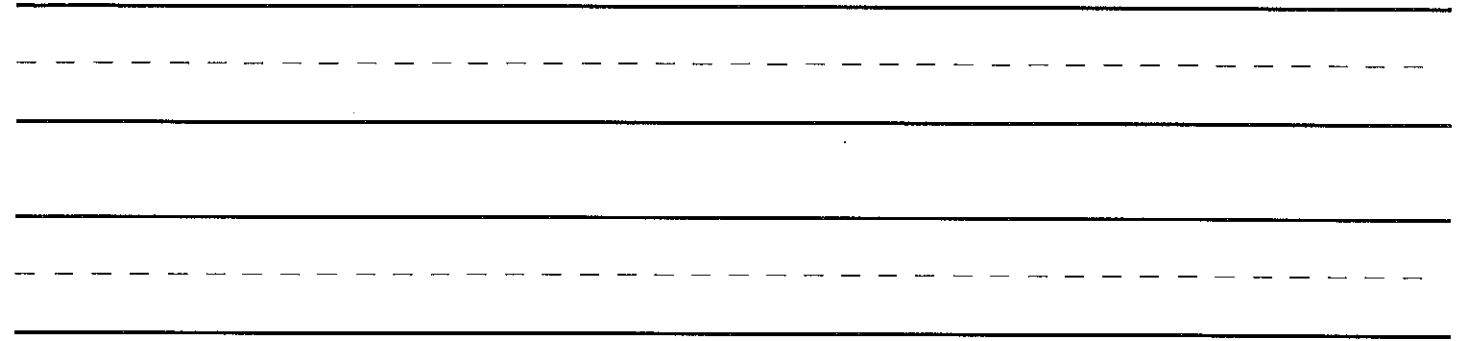
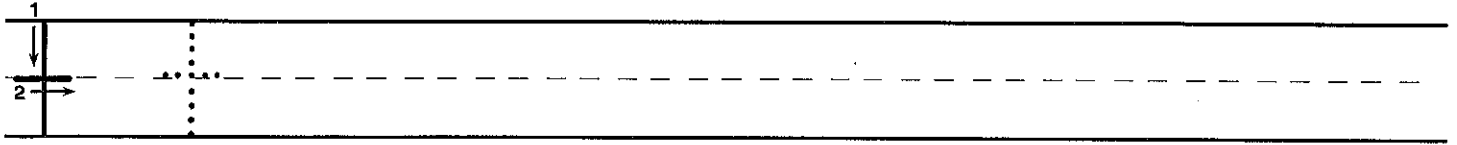
_ i _



_ o _

Name the Picture

Name: _____ Date: _____



Teacher Modeling:

- Lowercase *t*. **Say:** *A lowercase t is pull down, lift, cross at the middle.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *T*. **Say:** *An uppercase T is pull down, lift, cross at the top.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Directions: Read each of the words. Write each word in the boxes where they belong.



Puzzle Words

Puzzle Words

is has the and of
with see for no

w			

a		

f	

t		
s		

Directions: Read the story. Circle all of the words that begin with the letter Bb.

Bb

PHONETIC
CONNECTIONS™



Baby Bird

Baby Bird asked Baby Bear,
“Will you bounce this ball with me?”
But Baby Bear was on his bike.

“I’m busy, don’t you see?”

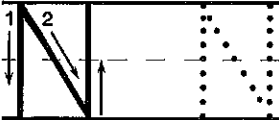
Baby Bird asked Little Bug,
“Will you bounce this ball with me?”
But Little Bug just shook his head.

“I’m too little, don’t you see?”



Name: _____ Date: _____

Nn



Teacher Modeling:

- Lowercase *n*. **Say:** *A lowercase n is pull down, push up, curve forward, pull down.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *N*. **Say:** *An uppercase N is pull down, lift, slant right, push up.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Directions: Sound out and read each word in the lists.

Word Lists

hut

met

rap

hit

net

ten

met

Ben

cup

let

set

ten

pen

rob

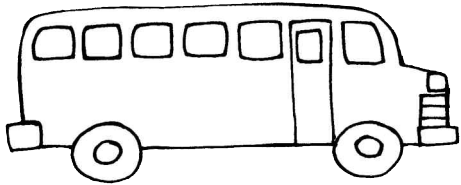
cup

men

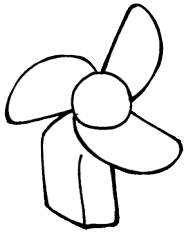
Word Lists

Directions: Read each word. Draw a line to the picture that matches the word.

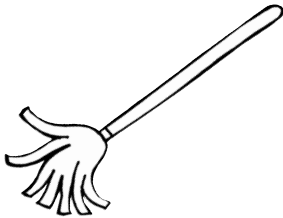
Make a Match



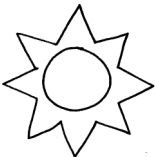
mop



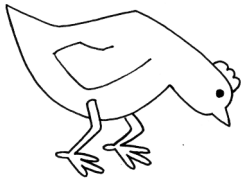
bus



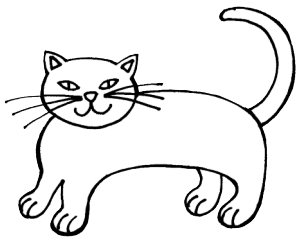
sun



fan



cat



hen

Make a Match

Ee



The Red Hen

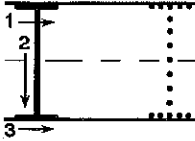
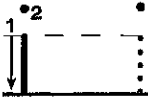
Ted and Ed have a pet hen
and Betty is her name.

Betty lays eggs every day.
She's red and very tame.



Name: _____ Date: _____

Ii



Teacher Modeling:

- Lowercase *i*. **Say:** A lowercase *i* is pull down, lift, dot at the top. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *I*. **Say:** An uppercase *I* is across at the top, lift, pull down, lift, across at the bottom. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Directions: Sound out and read the words in the list.

Word Lists

Word Lists

Day One

did

sun

tag

had

Day Two

win

wet

hit

gag

Day Three

rob

cut

wed

wit

Day Four

wet

dab

wig

dig

Directions: Find and color all the things that start with Ww.

Sounds Like Wendy

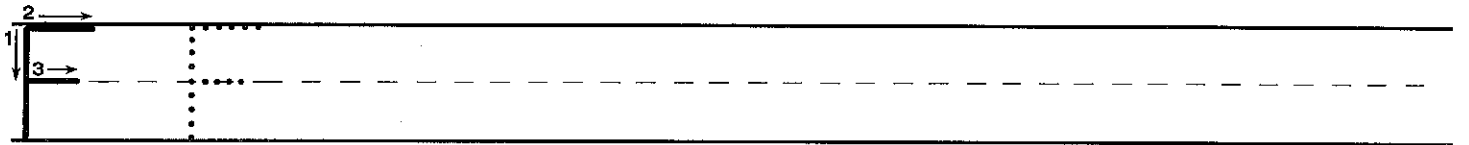
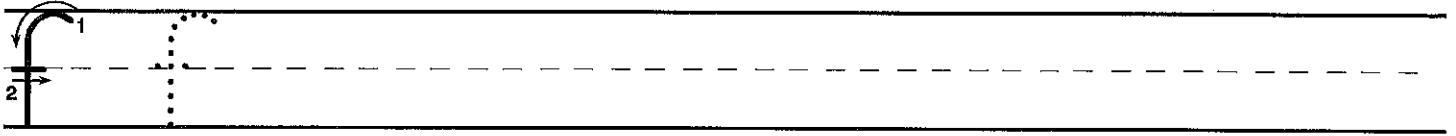


Sounds Like Wendy

Teacher Directions: Have students find and color all the things in the picture that start with /w/.

Name: _____ Date: _____

Ff

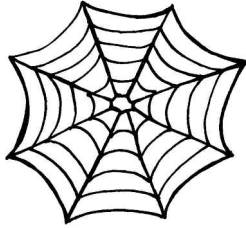


Teacher Modeling:

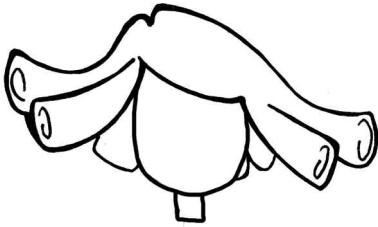
- Lowercase *f*. **Say:** A lowercase *f* is curve back from the top, lift, cross in the middle. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *F*. **Say:** An uppercase *F* is pull down, lift, on the top slide right, lift, in the middle slide right. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

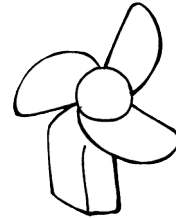
Directions: Say the word for each picture. Use the sounds to help you write the word.

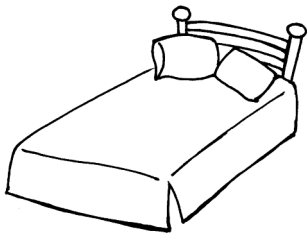
Sounds and Letters

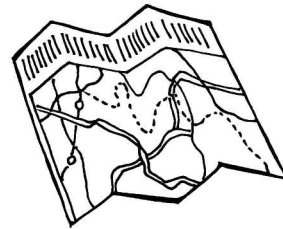


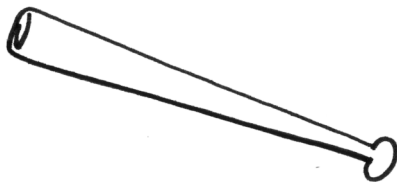


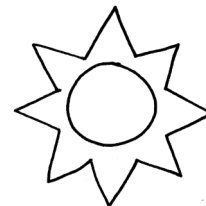






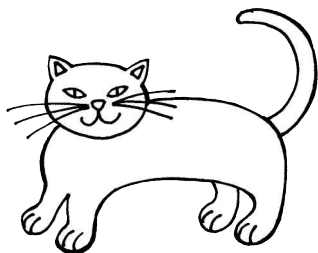






Directions: Say the name of each picture. Write the missing letters to make the word the picture names.

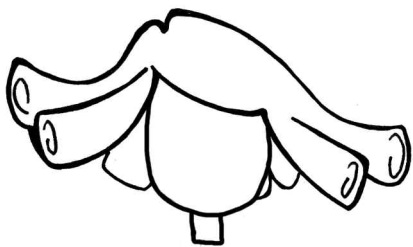
Fix the Word



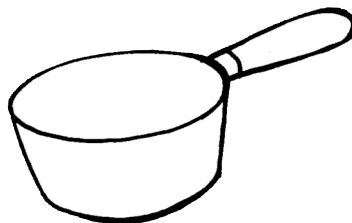
__ a __

10

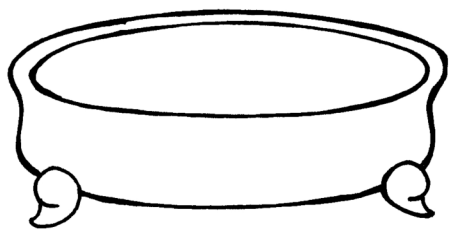
__ e __



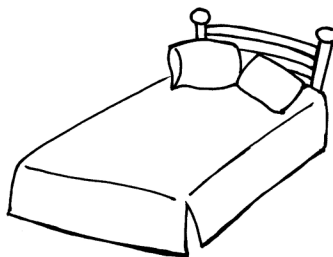
__ i __



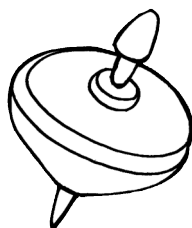
__ o __



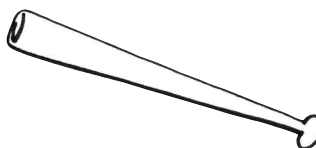
__ u __



__ e __



__ o __

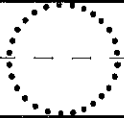


__ a __

Fix the Word

Parent Directions: Have your child look at the pictures and write the missing letters to make the word the picture names.

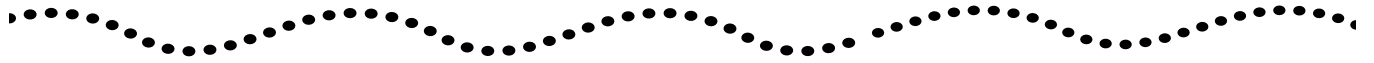
Name: _____ Date: _____



Teacher Modeling:

- Lowercase *o*. **Say:** *A lowercase o is a circle around.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *O*. **Say:** *An uppercase O is a circle around.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Directions: Read each word. Count the number of letters in the word. Write the word in a box with the number



How Many?

How Many?

my	look	he	come	has	the
and	with	no	here		

Letters	Letters	Letters



Ww

PHONETIC CONNECTIONS™

Worm

Worm lives in a windmill.

It's warm as it can be.

On wet and windy winter days,
friends drop by for tea.

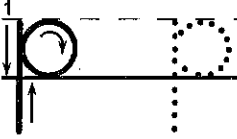
Worm peeks out his window
as the wind begins to blow.

“Is winter coming early?
I wonder, will it snow?”



Name: _____ Date: _____

Pp



Teacher Modeling:

- Lowercase *p*. **Say:** A lowercase *p* is pull down, push up, circle forward. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *P*. **Say:** An uppercase *P* is pull down, lift, circle forward. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.