



**SAUSD ELA**  
**Distance Learning**  
**Packet #2**  
**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 18-19
Day 3	ELA pages 20-22
Day 4	ELA page 23-24
Day 5	ELA page 25-27
Day 6	ELA pages 28-29
Day 7	ELA pages 30-32
Day 8	ELA page 33-34
Day 9	ELA page 35-36
Day 10	ELA pages 37-39





# 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
				
				
				
				

















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## 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 \_\_\_\_\_.

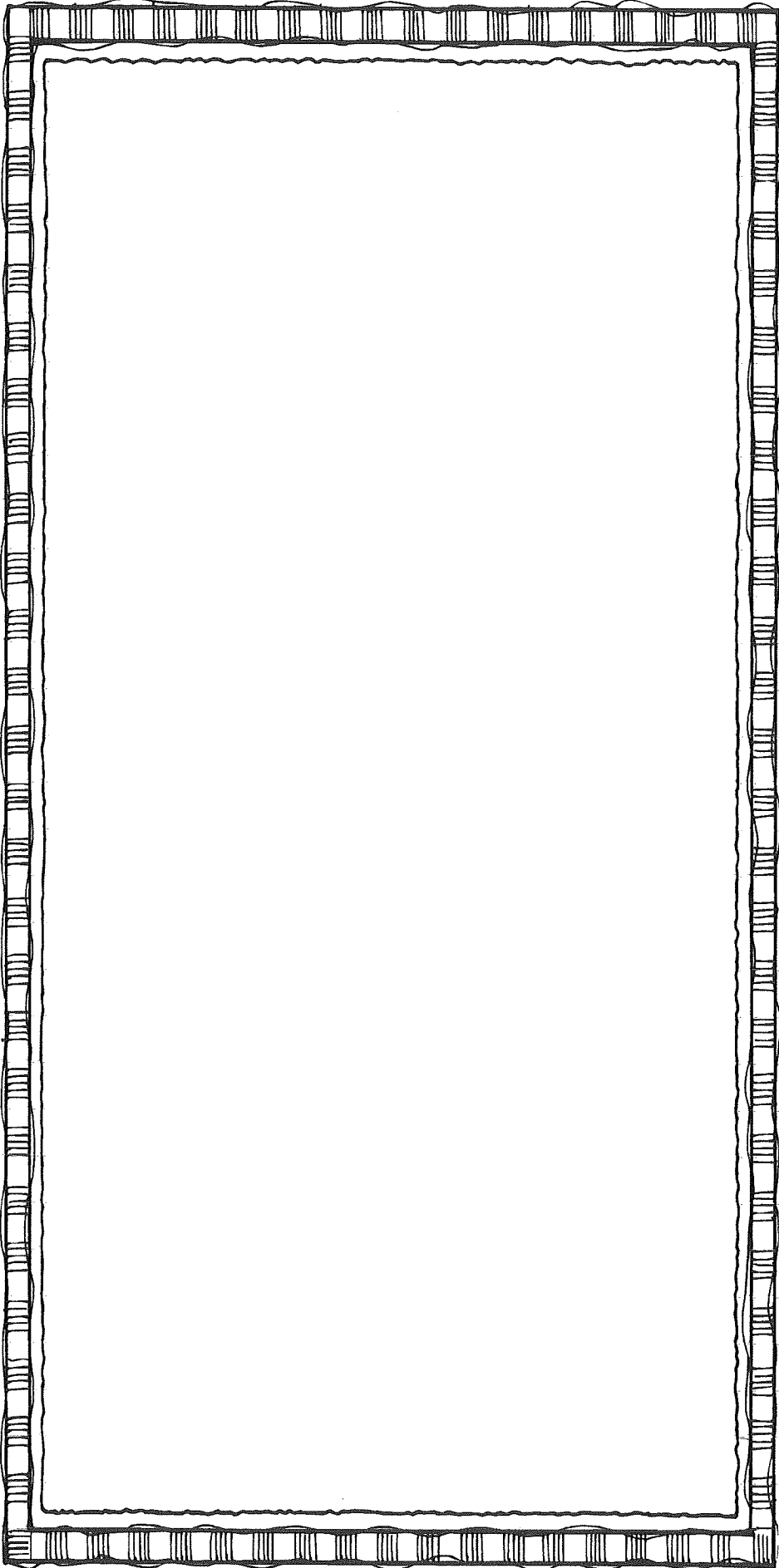
When I grow up \_\_\_\_\_.

My favorite book is \_\_\_\_\_ because \_\_\_\_\_.

On the weekends, I like to \_\_\_\_\_.

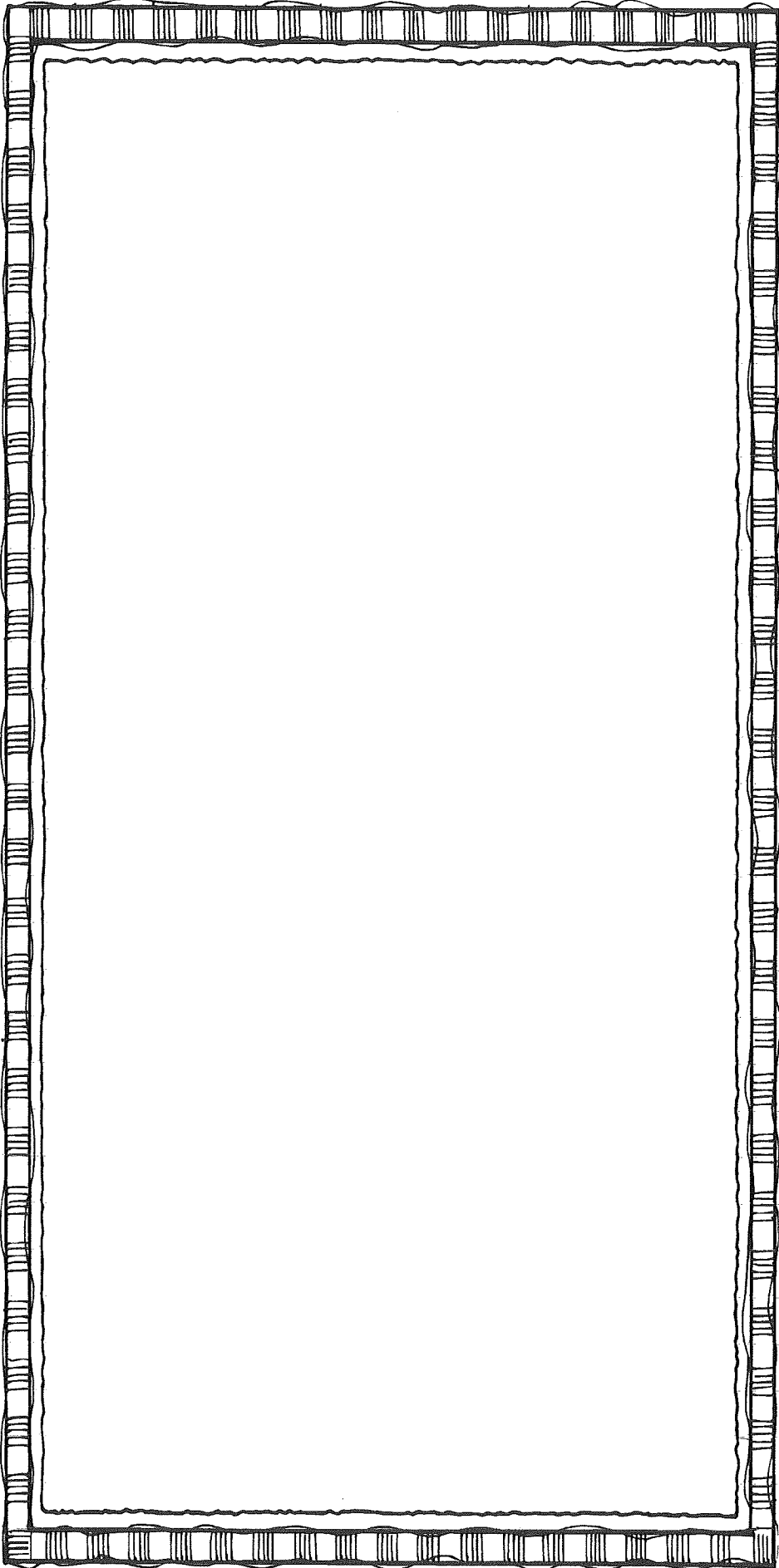
My favorite animal is \_\_\_\_\_ because \_\_\_\_\_.

The best thing about school is \_\_\_\_\_.

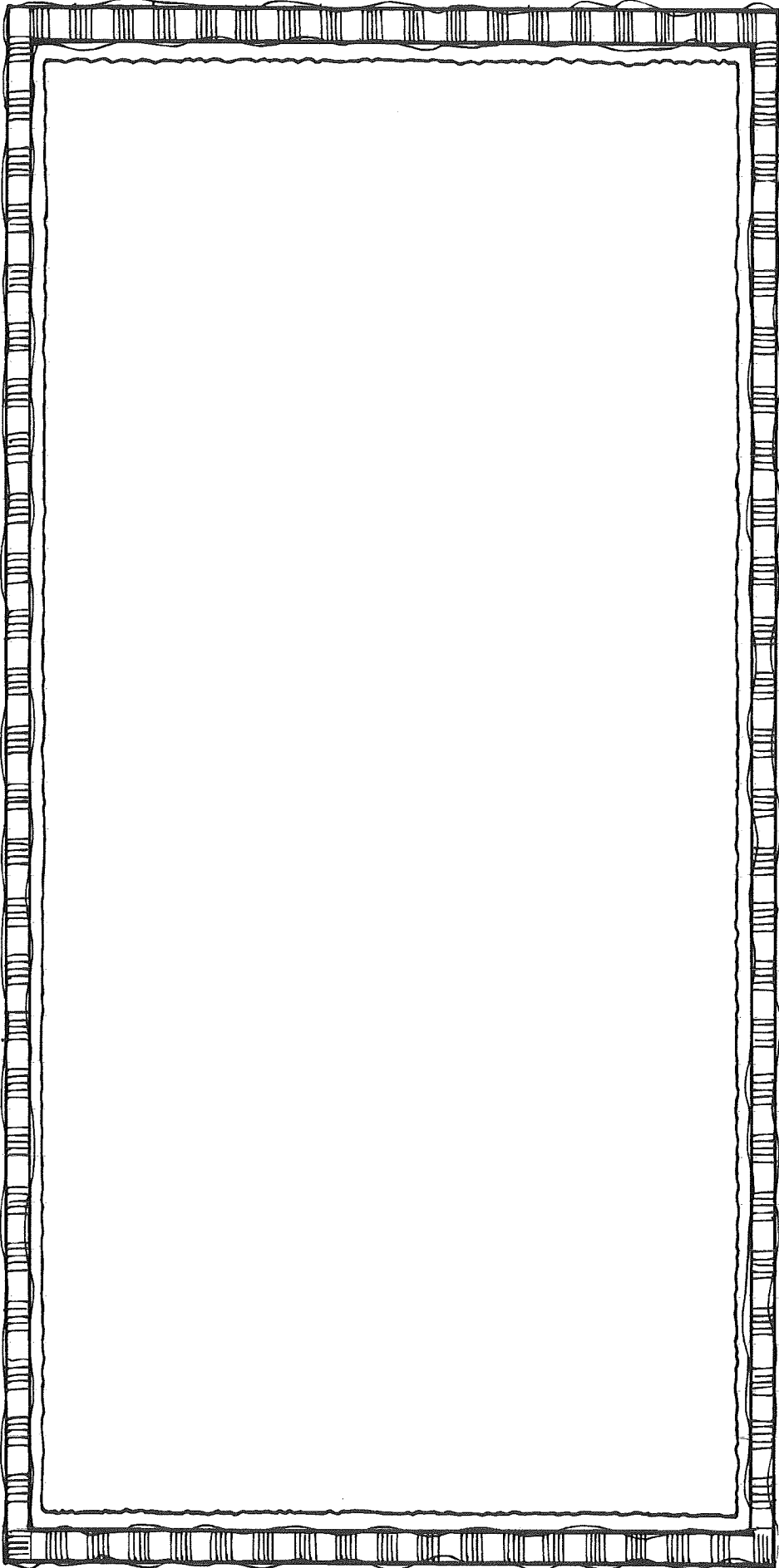


Four sets of horizontal writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

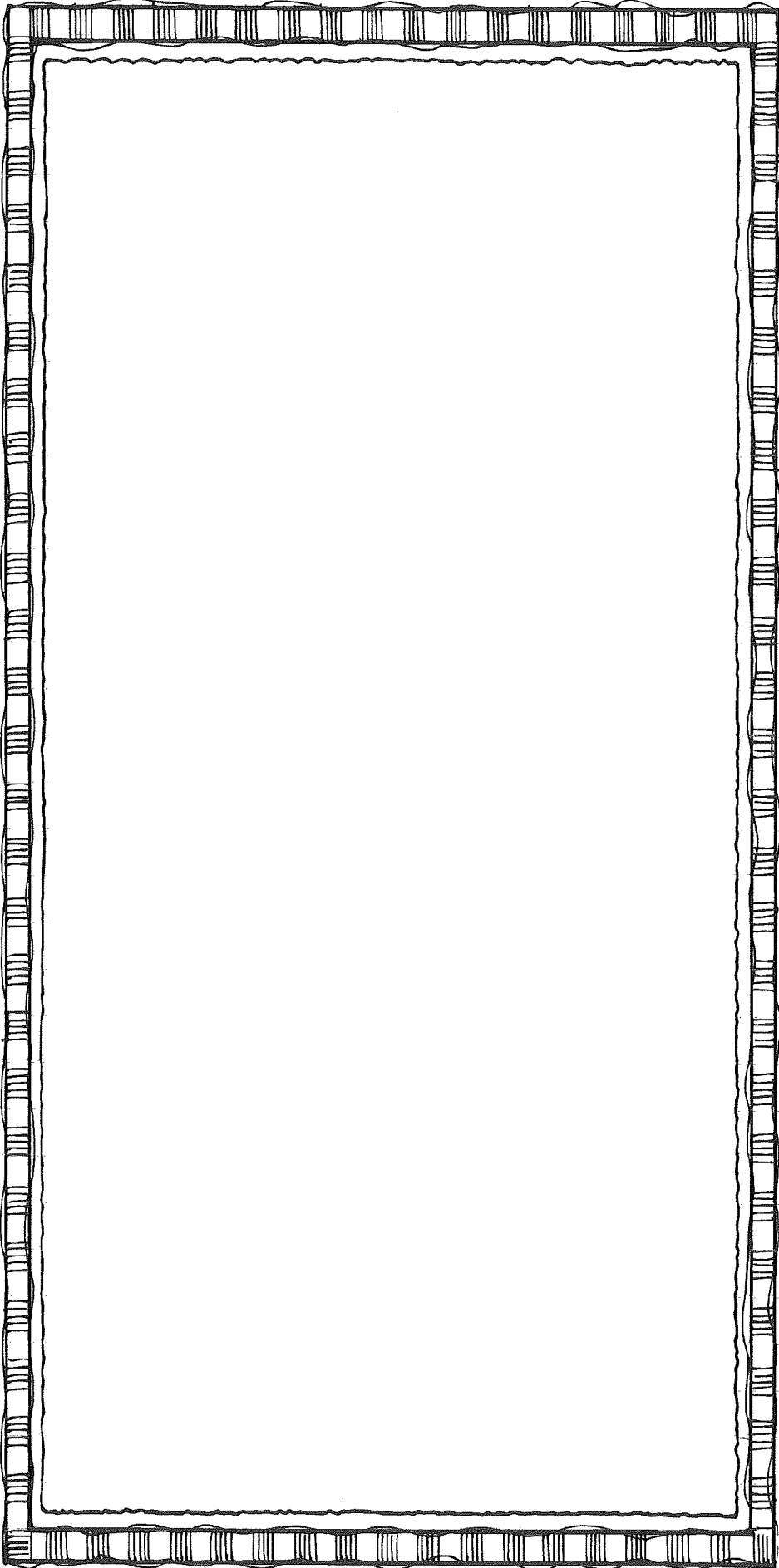




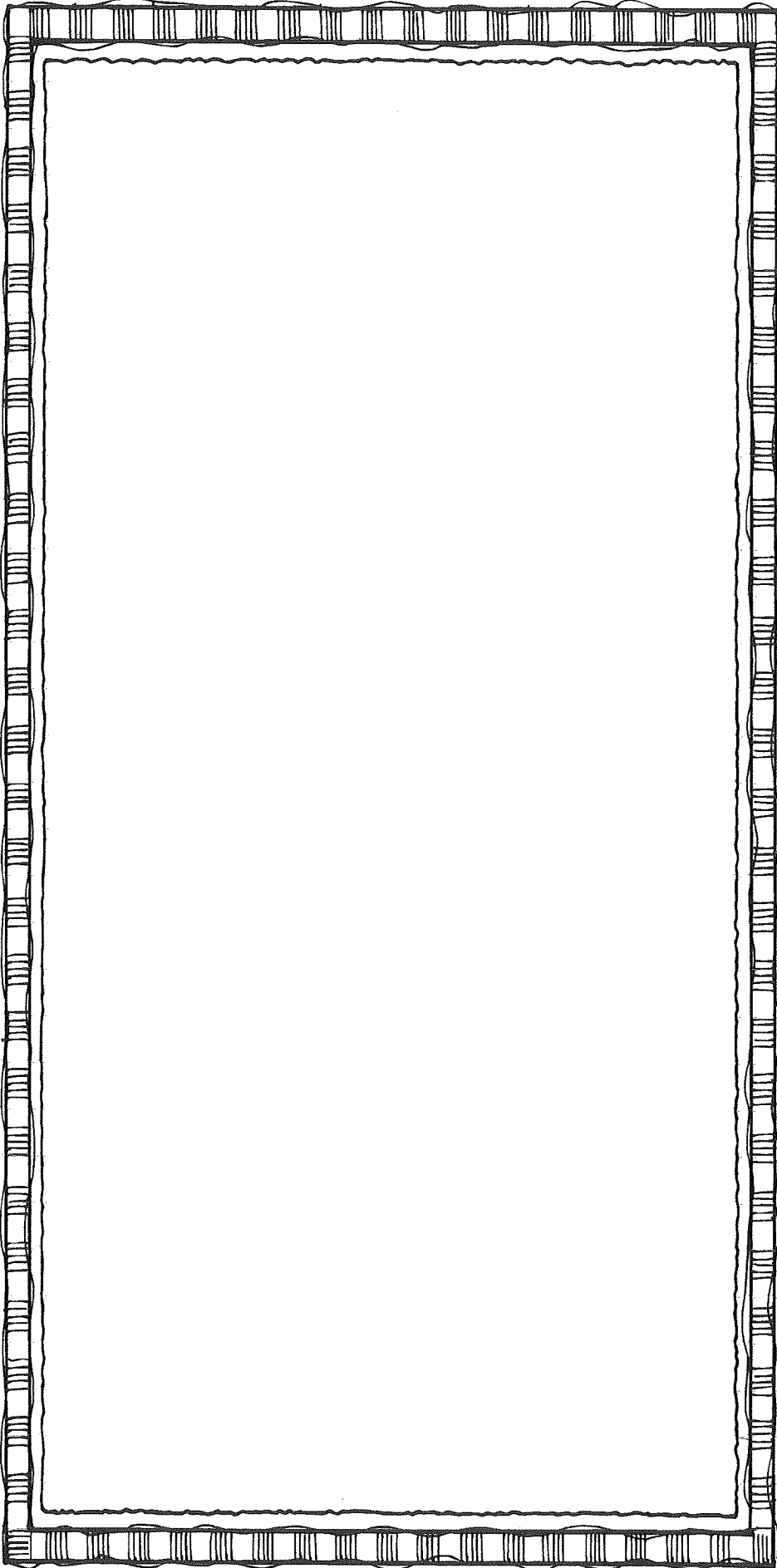
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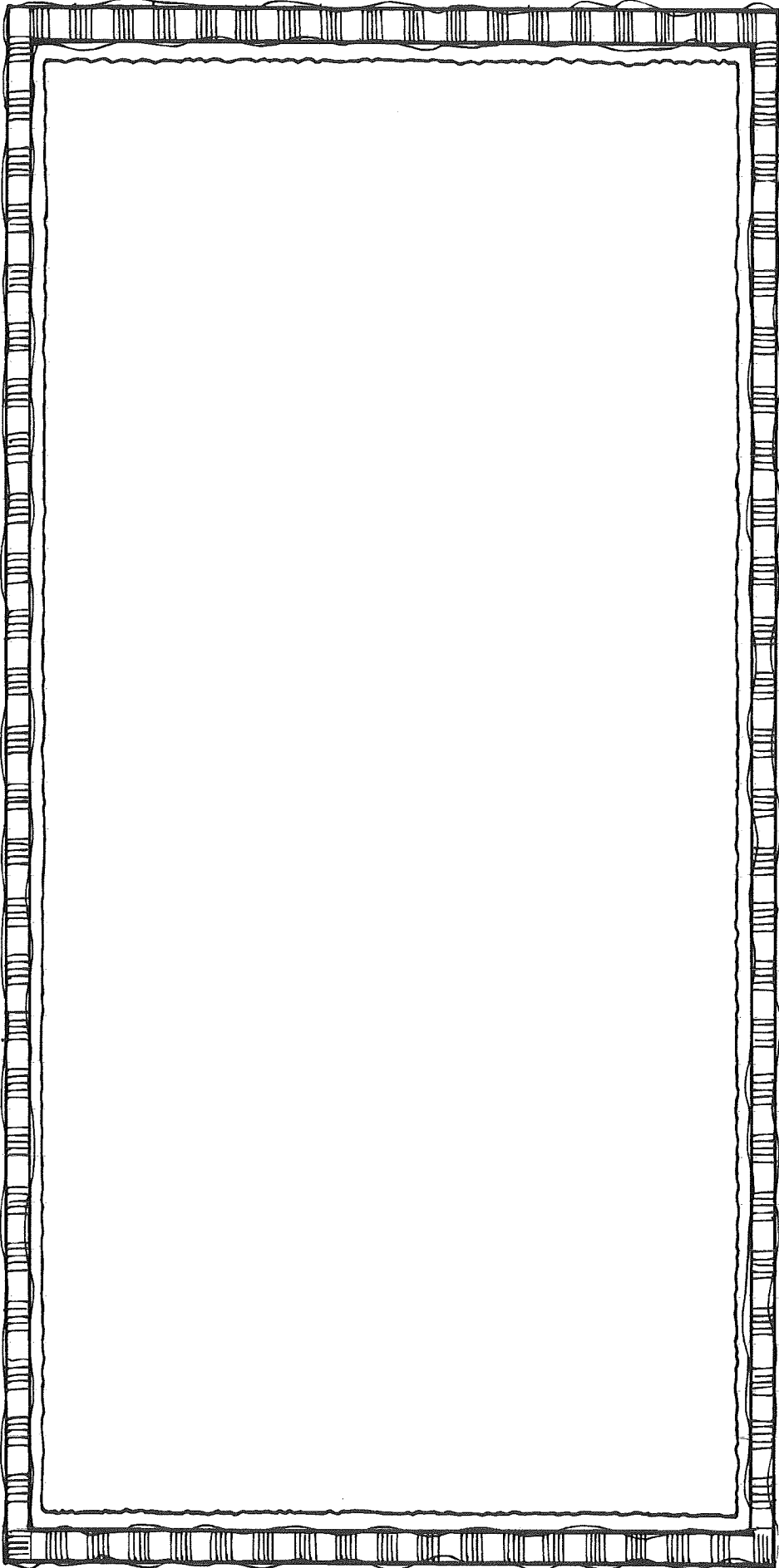
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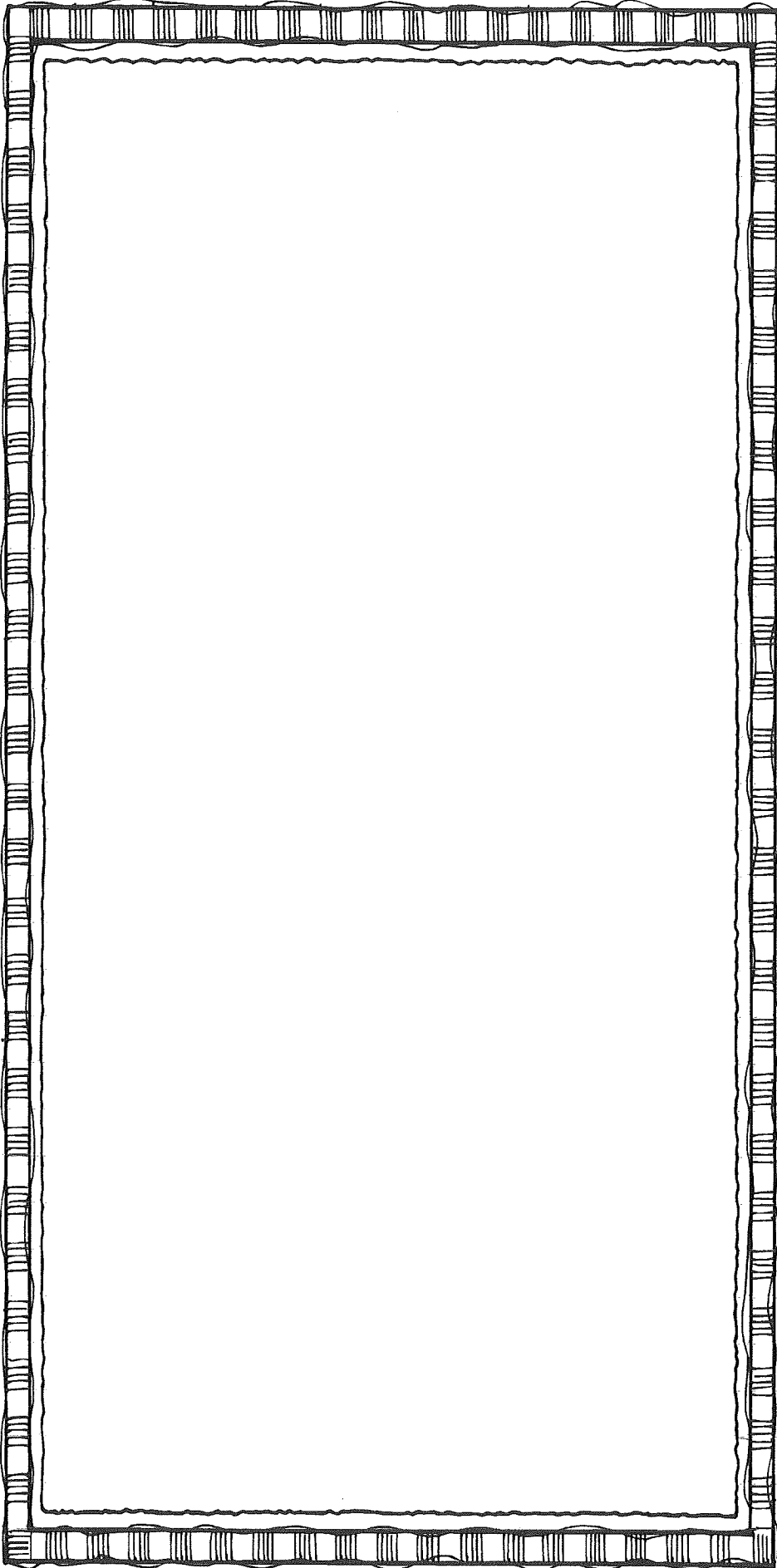
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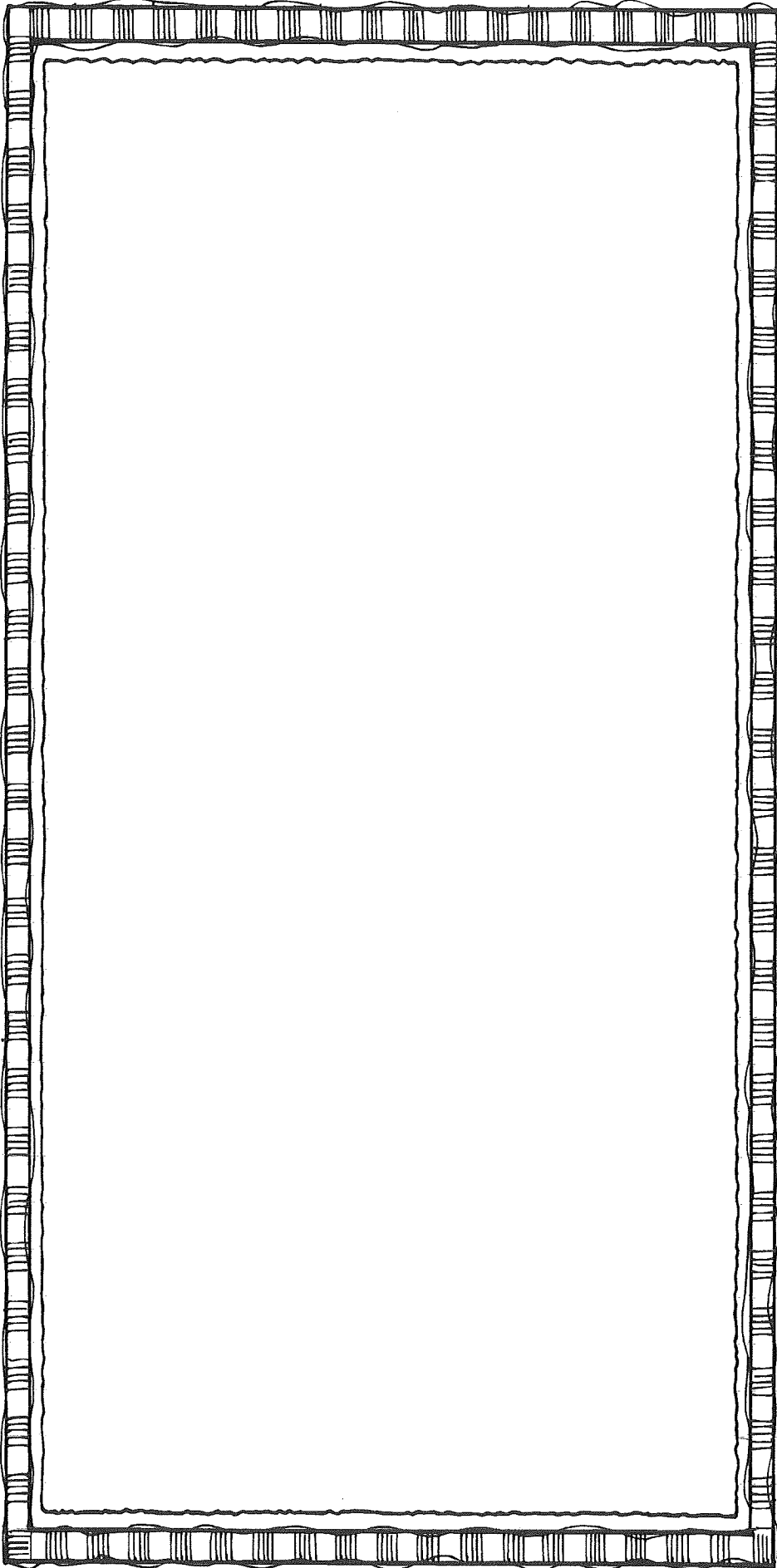
Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



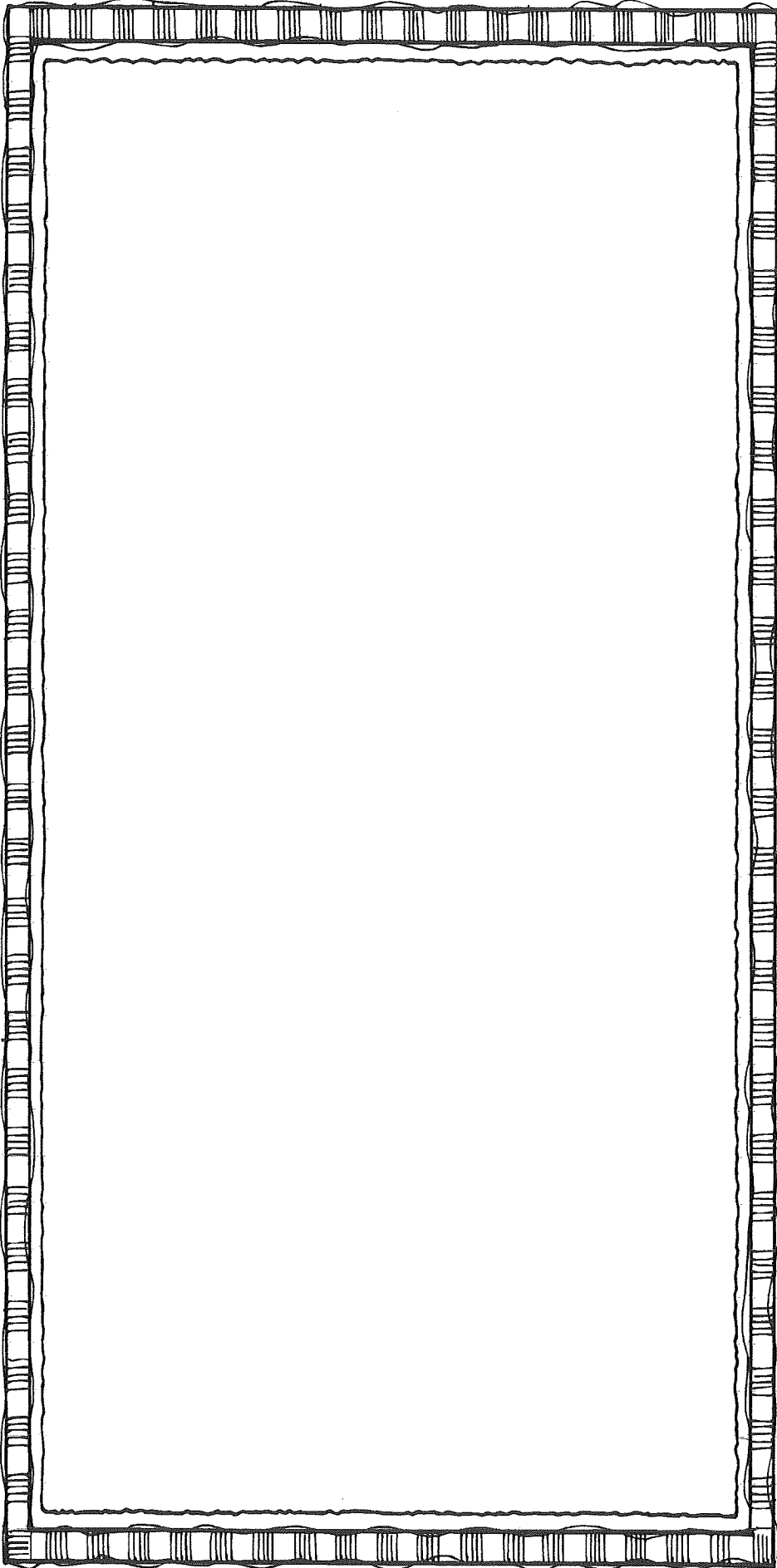
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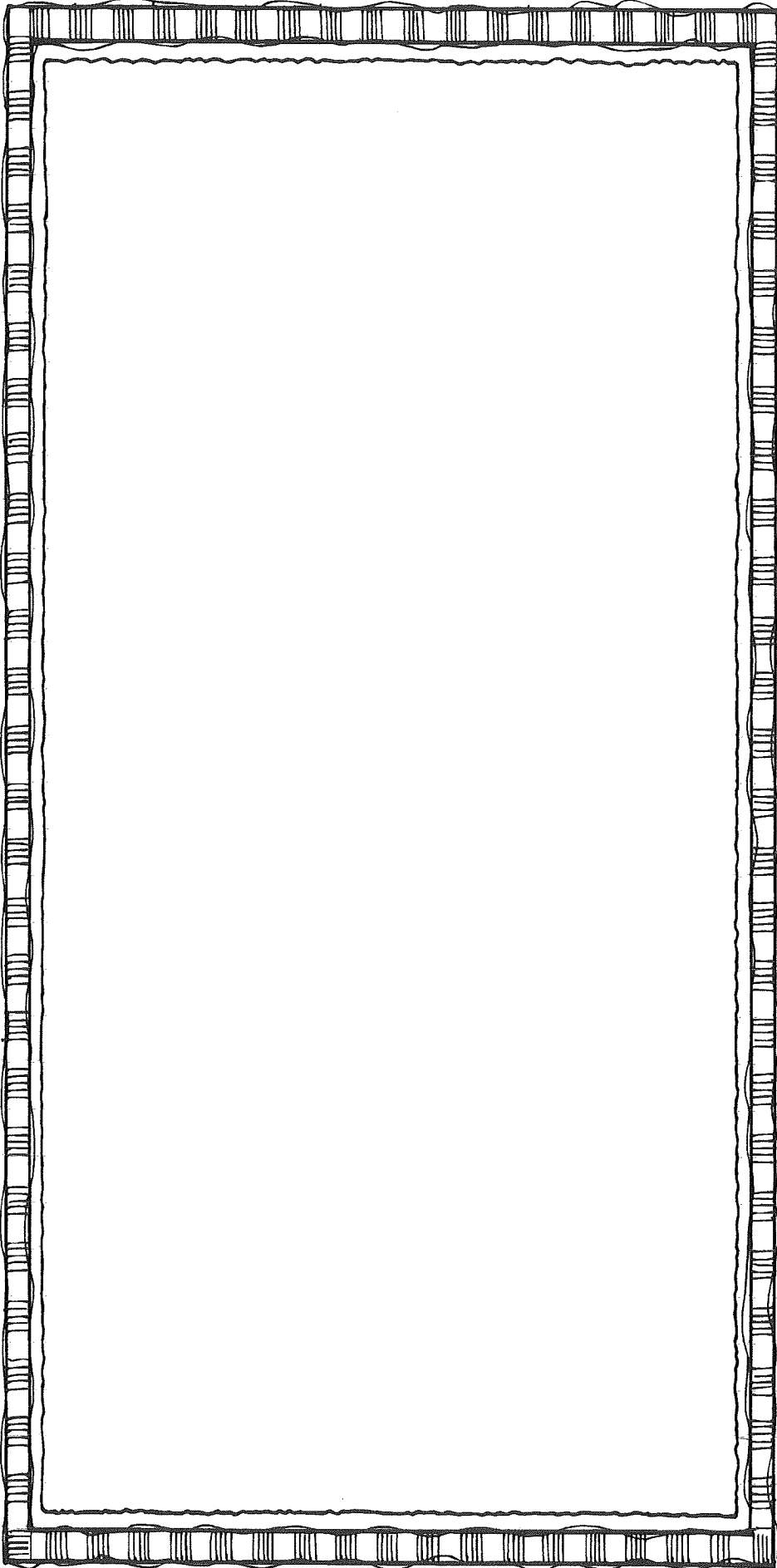


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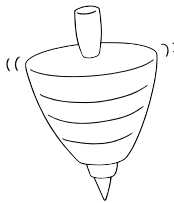




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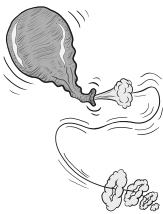
# Word Family Crossword

**Complete the crossword puzzle.  
Write in the words for the pictures  
shown.**



### Word Bank

- mop
- hop
- top
- pop
- cop






# The Pop

**Read the poem and circle all the short o words.  
Then write about something you sip.**

I sip a can of pop.

I like it!

I spill the pop.

I mop it.



I sip

# High-Frequency Words Graph

How many letters are in each word? Write the words below the graph. Color in the graph for each word.

<b>he</b>	<b>has</b>	<b>little</b>	<b>play</b>
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<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				


# Pop and Tim

**Read the story. Circle all the words with o. Then draw a picture with Tim and Pop.**

Pop can see Tim.

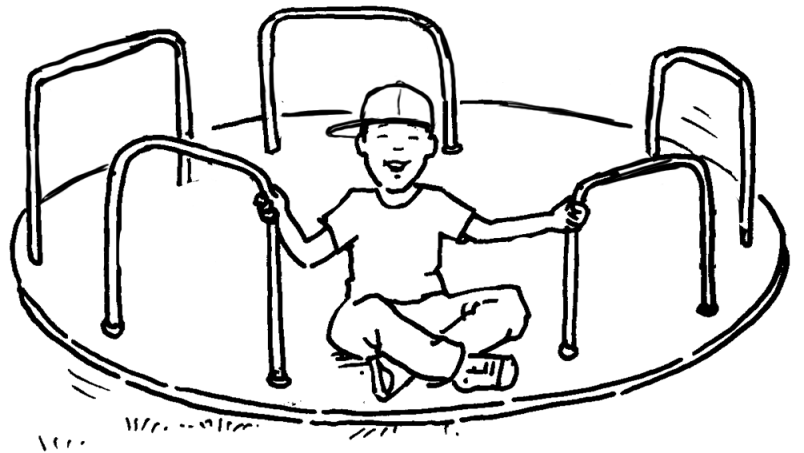
Tim has a cap.

Tim can sit.

Tim can play a lot!

Play, Tim, play!

Pop can see Tim play.



# Tip the Cat

**Read the poem.**

**Then complete the sentence about Tip the cat.**

Tip is a cat.

He is not a little cat.

He is a fat cat!

Tip has a hat.

It is a top hat!



Tip is a

**cat**

**cop**

**fin**

**mat**

**mop**

**pin**

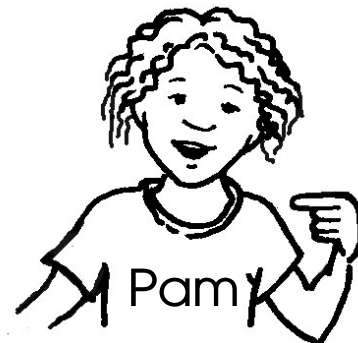
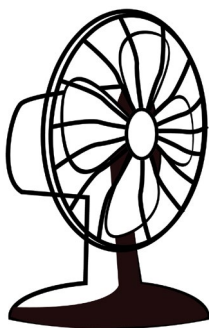
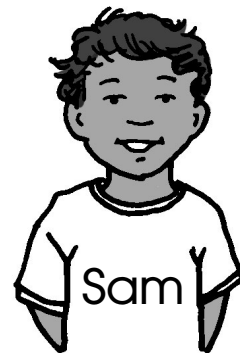
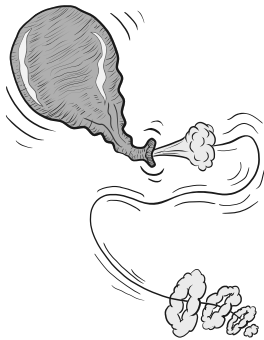
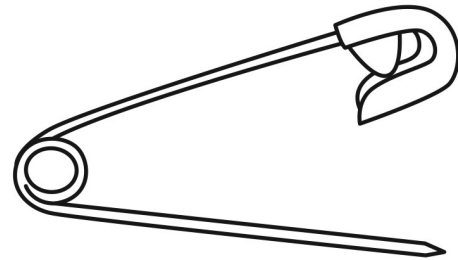
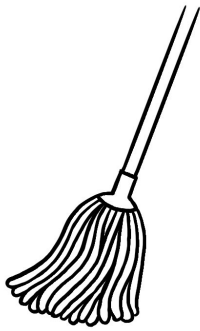
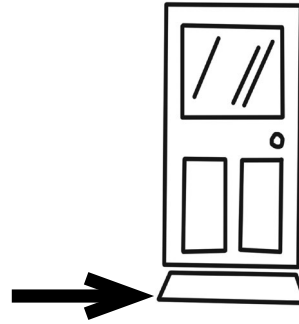
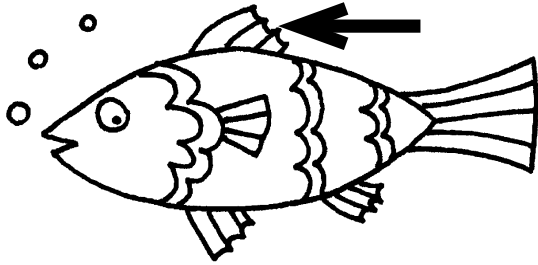
**pop**

**Sam**

**fan**

**Pam**

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Matching Game



# We Tip and We Dip!

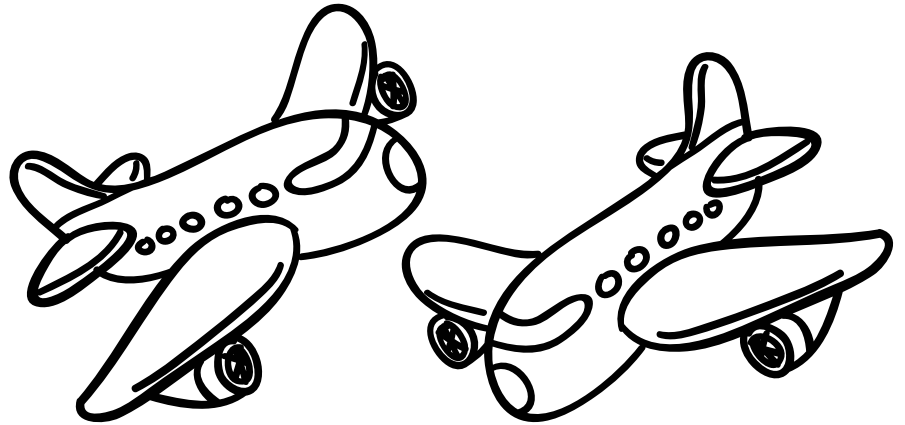
## Read the poem.

We tip and we dip.

We go up and up.

We dip and we tip!

It is fun!



**Now draw what happens next. Label your picture with *-ip* words.**

# The Pig Digs

**Read the story. Then look at the picture.**

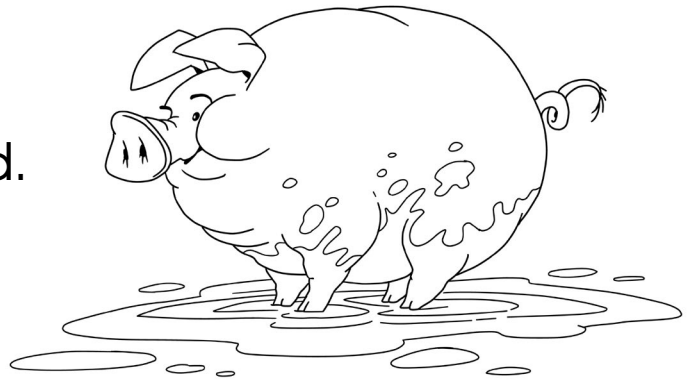
Dan and Deb have a pig.

She is a big pig.

She digs and digs in the mud.

The pig has fun.

She digs and digs!



**Now draw what happens next in the story.**

**Now write what happens next in the story.**

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# Pip the Dog

**Read the story. Then write what happens next.**

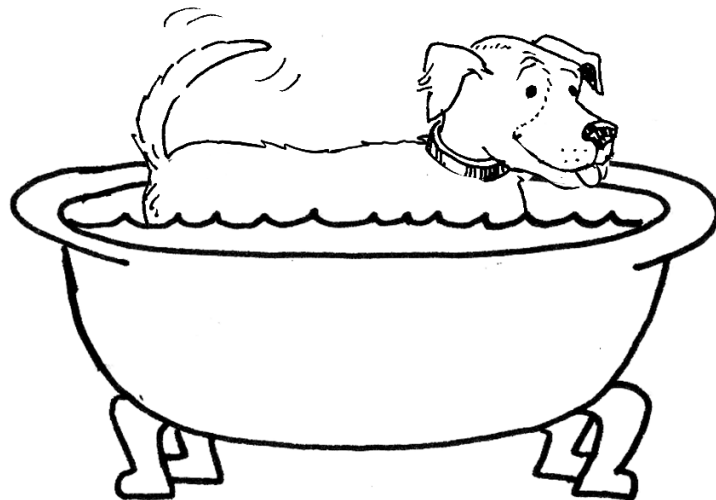
Pip is a big dog.

Pip got in the tub.

Pip got wet.

Pip the dog had fun.

Can you see Pip go wag, wag, wag?



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**den**

**wig**

**dig**

**rip**

**dip**

**hip**

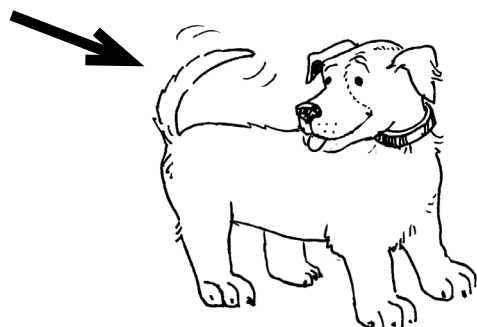
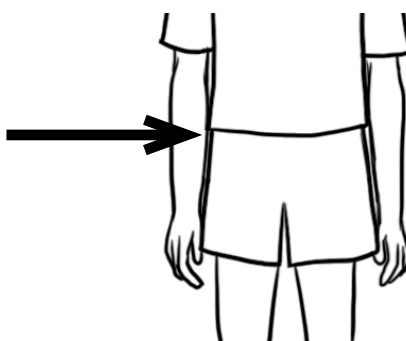
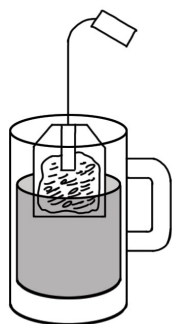
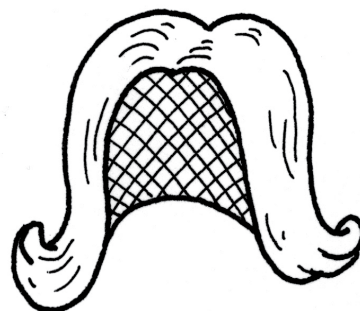
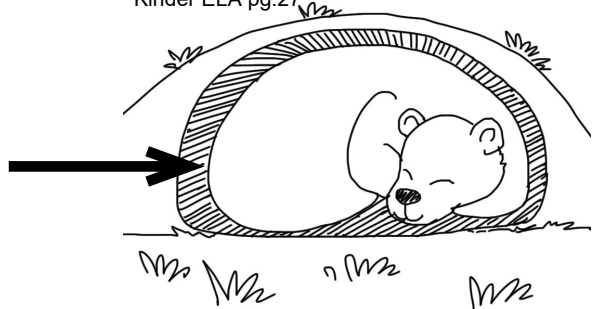
**wag**

**pig**

**wet**

**sip**

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# The Snack

**Read the story. Circle words that begin with s.**

Sniff, sniff!

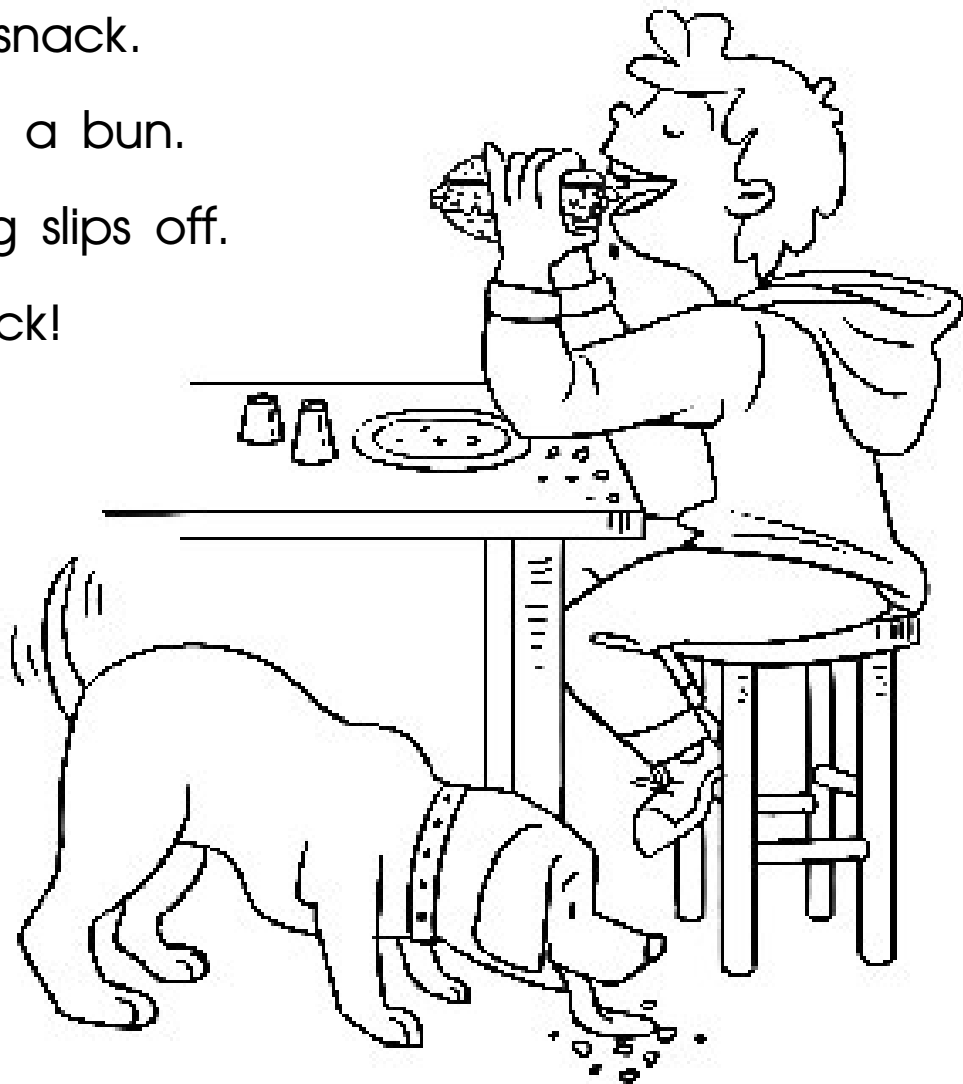
What is that smell?

Ross has a snack.

It is egg on a bun.

A bit of egg slips off.

I get a snack!



# My Socks

**Read the story. Then write a sentence to end the story.**

I like socks.

I like socks with fuzz.

I like to cuff my socks.

But I will not sniff my socks.

My socks smell bad!



A series of ten sets of handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing space for the student to write a sentence.

# Sit by the Hill

Look at the picture. Label the things in the picture that make a short i sound. Use words from the box.

hill

stick

sit





**stick**

**snack**

**fan**

**hill**

**pan**

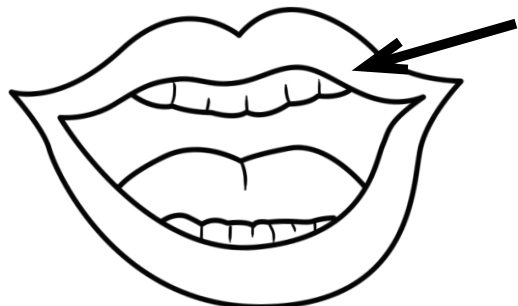
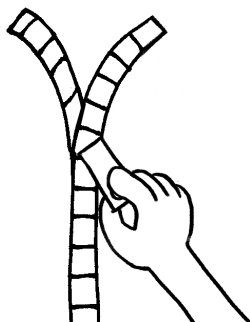
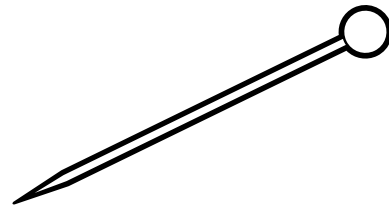
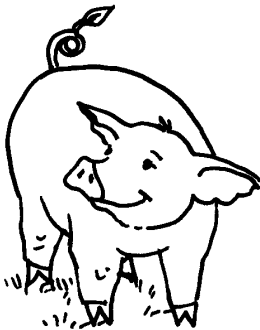
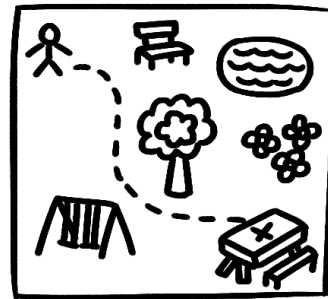
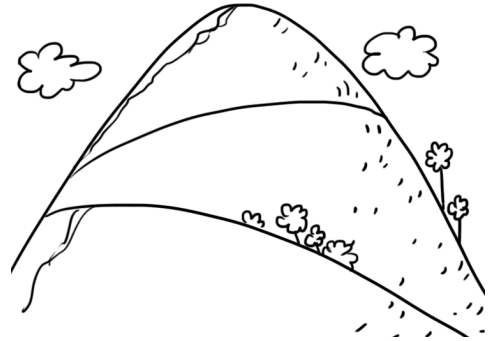
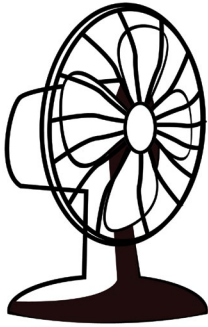
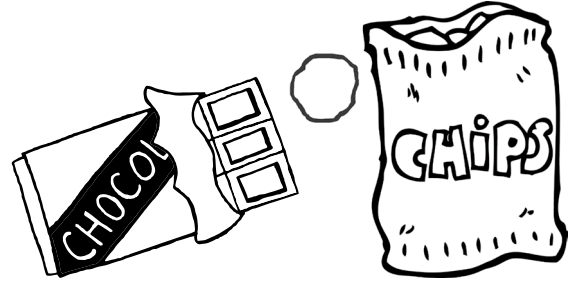
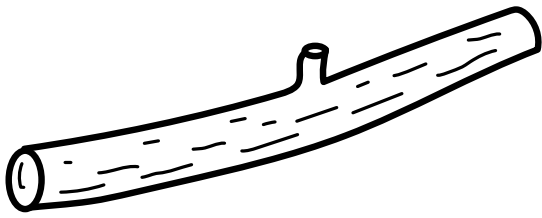
**map**

**pig**

**pin**

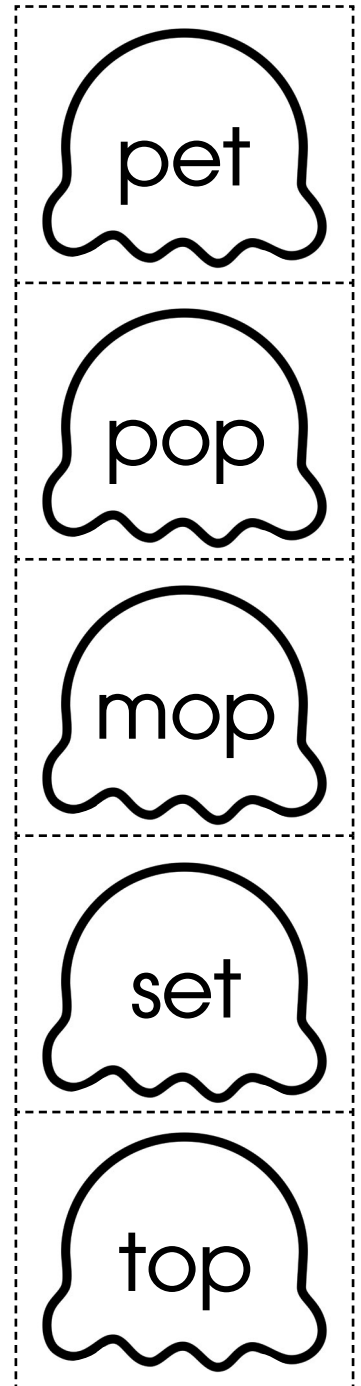
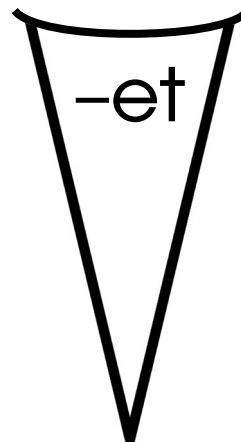
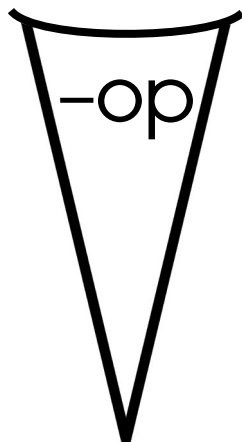
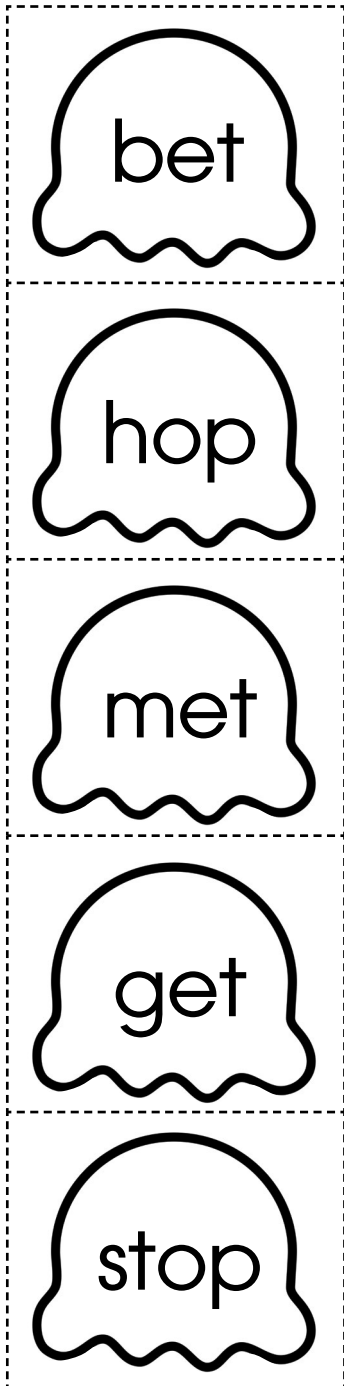
**zip**

**lip**



# Word Family Ice Cream Cones

Read each word. Write or place the scoops of ice cream on the correct word family cones.



# I See a Bug!

**Read the story. Circle words with the short *u* sound.**

I see a big, black bug.

The bug is on the rim of the cup.

Yuck!

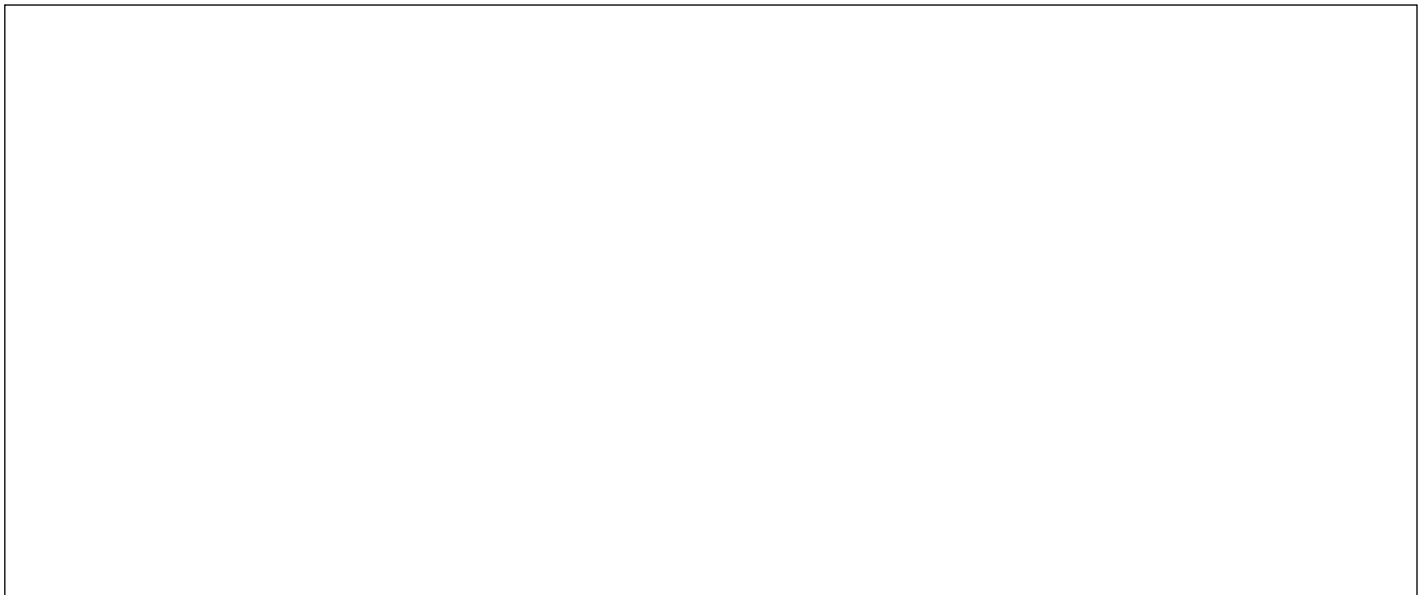
I want the bug to get off of the cup.

I smack at the bug.

Buzz! Buzz!

The bug is off!

**Now draw a picture of what happens next.**



# High-Frequency Words Graph

**How many letters are in each word? Write the words below the graph. Color in the graph for each word.**

<b>play</b>	<b>no</b>	<b>has</b>	<b>little</b>
-------------	-----------	------------	---------------

<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				


# Can I Get a Pet?

**Read the story.**

Can I get a pet?

A frog is fun, I bet!

A frog can hop and jump.

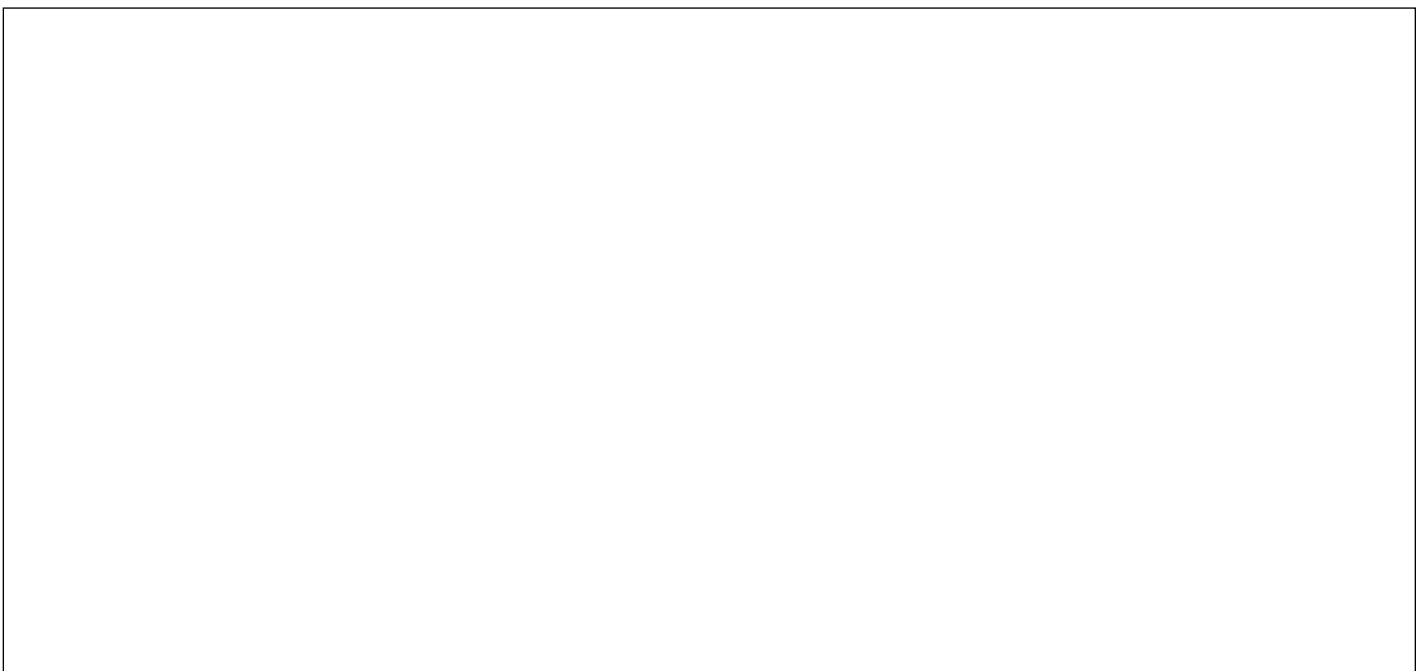
A frog likes to get wet.

A frog can snack on bugs.

I will be glad to get a

frog as a pet.

**Now draw a picture of the pet you want.**



# The Little Cub

**Read the poem. Then look at the picture.  
Write two or three sentences to tell what you see.**

A little cub sat on a log.

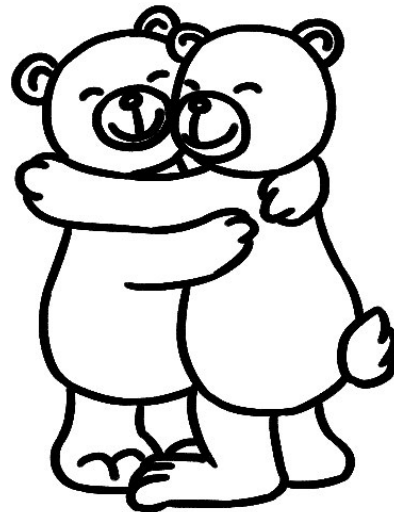
I said, "Have we met?"

The cub said, "Not yet!

Do you want to play?"

"Yes," I said.

So I play with the cub  
and give him a hug.



**hen**

**pen**

**well**

**web**

**fox**

**jog**

**mop**

**stop**

**jug**

**nut**

**bug**

**pup**



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