



LEARNER GUIDE – Kindergarten

Episode: 315

Read It

Pat-a-Cake

Pat-a-cake, pat-a-cake
baker's man.

Bake me a cake
as fast as you can.

Pat it and prick it and
mark it with "B."

Put it in the oven
for baby and me.

High-Frequency Words

it in

Circle the high-frequency words
in the nursery rhyme.

Write It

- Rhyming words have ending sounds that are the same like **man** and **can**. These words are in the **-an** family.
- Underline the rhyming words man and can in the nursery rhyme.
- Can you think of some more words that rhyme with **man** and **can**?

Connections

A **bakery** is a place where bread, cakes, cookies, and other baked foods are made and sold. A **baker** is the person who makes and sells bread, cakes, and cookies.

- Here is a virtual field trip to a [bakery](https://dptv.pbslearningmedia.org/resource/10d47943-8e2c-43ca-a521-c700a4ef2bd8/baking-and-measurements/).
<https://dptv.pbslearningmedia.org/resource/10d47943-8e2c-43ca-a521-c700a4ef2bd8/baking-and-measurements/>



LEARNER GUIDE – Kindergarten

Episode: 316

Read It

Words are made up of syllables. A **syllable** is a part of a word with a vowel sound.

Clap out the number of syllables in our **Words To Know**. Then read the word in a sentence.

cower



The spider made me **cower**.

abandoned



I saw an **abandoned** toy on my walk.

discarded



My mom **discarded** some of my old toys.

Words To Know

- **cower** - to move back or look down because you are afraid.
- **abandoned** - to leave something or someone alone.
- **discarded** - to throw something away because it is unwanted.

Write It

- When we write a sentence we need to plan out our writing.
- We think about what we want to write and then say it out loud.
- On a scrap piece of paper, write "I can be kind."

Try It

Draw a picture of how you can show kindness.



COLORADO CLASSROOM

Read with Me at Home

ENGLISH
LANGUAGE
LEARNERS

Grades K-1



Ms. Page Lesson 1
Kindergarten ELD Beginning
English Language Development
Lessons

LESSON 1: The kitchen



Vocabulary

plate, fork, spoon, cup, table, chair,
knife, cut, big, small
yes, no

Language Structures

The _____

This is a _____.

The big _____ The small _____

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems, rhymes and chants in your home language.

Repeat new words. Label items in your house with English AND your home language. Point out print in both languages.

Home connections

Have kids set the table and talk about objects in the kitchen...

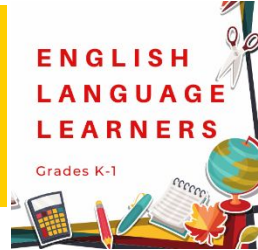
This is a _____. This is a _____ spoon.

Create pattern books based on the video. Try different topics, like toys, foods, or clothes. Have kids write the patterns and draw the new words.



COLORADO CLASSROOM

Read with Me at Home



Ms. Page Lesson 2
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English Language Development
Lessons

LESSON 2: The Home



Vocabulary

Living room, dining room, kitchen,
bedroom, bathroom

Language Structures

The _____ is in the home.

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems, rhymes and chants in your home language.

Repeat new words. Label items in your house with English AND your home language.

Home connections

Ask your child, "What room is this? Talk about names of furniture and items in the rooms.



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English Language Development

LESSON 3: Pets



Vocabulary

Pet, turtle, cat, dog, fish, snake

Language Structures

A _____ can be _____.

I have _____. He has _____.

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems, rhymes and chants in your home language.

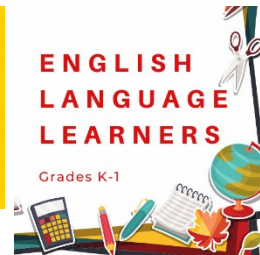
Repeat new words. Label items in your house with English AND your home language. Point out print in both languages.


Home connections

Print and read the book, [*Pets*](#)

Create pattern books based on the video. Try different topics, like toys, foods, or clothes. Have kids write the patterns and draw the new words.

Writing: I have a _____. (type of pet)



<p>Ms. Page Kindergarten ELD Beginning English Language Development</p>	<p>LESSON 4: Colors</p> 
<p><u>Vocabulary</u></p> <p>Red orange yellow blue green purple pink black brown white grey like</p>	<p><u>Language Structures</u></p> <p>She likes ____ She doesn't like</p> <p>Animals can be _____</p>
<p><u>Tips for parents to help develop language</u></p> <p>Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems, rhymes and chants in your home language.</p> <p>Repeat new words. Label items in your house with English AND your home language.</p>	
<p><u>Home connections</u></p> <p>Print and read the book, <i>What Color Do you Like?</i></p> <p>Create pattern books based on the video. Try different topics, like toys, foods, or clothes. Have kids write the patterns and draw the new words.</p> <p>Sing the color song. Change the color word to practice.</p>	

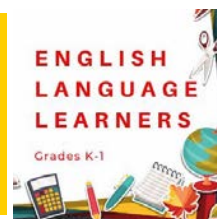
Blue, Blue, I see Blue.

Blue, Blue, I see Blue.

Blue Blue, I see Blue.

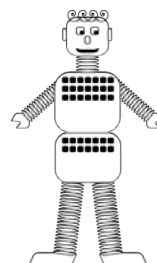
Find my something Blue

Write I like _____ (adding color words)



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English Language Development

LESSON 5: Body Parts



Sight words:

This, my, here, am

New Vocabulary:

Head, neck, tummy, arm, hand,
leg, foot, body, eyes, ears, nose,
mouth

Language Structures

Here is my _____.
Here are my _____.

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems, rhymes and chants in your home language.

Repeat new words. Label items in your house with English AND your home language. Point out print in both languages.

Home connections

Practice the [letter sound chart](#) with your child

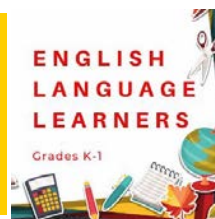
Print and read the book, [I AM A ROBOT](#)

Sing Head, Shoulders, knees and Toes (traditional)

Create pattern books based on the video. Try different topics, like toys, foods, or clothes. Have kids write the patterns and draw the new words.

Print and label [Robot design](#)

Writing: Here is my _____. Here are my _____



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LESSON 6: Clothes



Sight words:

They, she, he

Vocabulary:

Shoes, shirts, hats, stripes

Language Structures

Pronouns: *she, he, they*

They have _____.

She has _____.

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems, rhymes and chants in your home language.

Repeat new words. Label items in your house with English AND your home language.

Home connections

Print and read the book, [Hats](#)

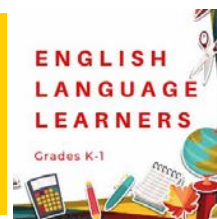
Practice the [letter sound chart](#) with your child

Create pattern books based on the video. Try different topics, like toys, foods, or clothes.

Have kids write the patterns and draw the new words.

Write: *I like my _____.*

Read poem [Clothes Everywhere](#)



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LESSON 7: Family



Sight words:

Some, big, small,

New Vocabulary:

family, mom, dad, sister,
brother, grandpa, grandma

Language Structures

Some families have _____
My mom helps me _____

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems, rhymes and chants in your home language.

Repeat new words. Label items in your house with English AND your home language. Point out print in both languages.

Home connections

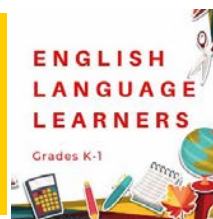
Practice the [letter sound chart](#) with your child

Print and read the book [Families are Different](#)

Print and read the book [My Mom Helps Me](#)

Create pattern books based on the video. Try different topics, like toys, foods, or clothes. Have kids write the patterns and draw the new words.

Writing: [Thank you card](#)



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English Language Development

LESSON 8: Activities



Sight words:

with

Vocabulary:

Run, jump, hop, flip,

Language Structures

Subject verb agreement (We, He, She
Example run/runs

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems, rhymes and chants in your home language.
Repeat new words. Label items in your house with English AND your home language.

Home connections

Print and read the book, [Things We Do](#)

Practice the [letter sound chart](#) with your child

Create pattern books based on the video. Try different topics, like toys, foods, or clothes.
Have kids write the patterns and draw the new words.

Writing: I _____ with my family.



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LESSON 9: Art Lessons



Sight words:

Make, with, like

New Vocabulary:

Paint, wood, pencil, markers,
paper,

Language Structures

I make art with _____

Listening for directions

Prepositions: on top, inside

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems, rhymes and chants in your home language.

Repeat new words. Label items in your house with English AND your home language. Point out print in both languages.

Home connections

Practice the [letter sound chart](#) with your child

Print and read the book [Do You Like to Draw](#)

Finish and read the book [Making Art](#)

Create pattern books based on the video. Try different topics, like toys, foods, or clothes. Have kids write the patterns and draw the new words.

Practice Rhyming with word family -ake

Writing: I like to make art with _____.



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LESSON 10: Celebrations



Sight words:

there, are, is, happy

Vocabulary:

Balloons, gifts, friends, cake,
 candles

Language Structures

There are _____ (plural)

There is _____ (singular)

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems, rhymes and chants in your home language.

Repeat new words. Label items in your house with English AND your home language.

Home connections

Print and read the book, [Birthday](#)

Practice the [letter sound chart](#) with your child

Practice singing [Days of the Week](#) ; put days of week in order

Create pattern books based on the video. Try different topics, like toys, foods, or clothes.

Have kids write the patterns and draw the new words.

Writing : Happy Birthday cards friends

Match The Expression

Directions:

1. Read each story problem.
2. Figure out which expression represents the story problem.
3. Draw a line to the correct expression.

Charlie has 2 books in his backpack. Charlie puts 4 more books in his backpack. How many books are in Charlie's backpack now?

$3 + 3$

$6 + 2$

$2 + 4$

Sandy decorates 8 cupcakes. Her sister decorates 2 cupcakes. How many more cupcakes did Sandy decorate than her sister?

$8 - 2$

$6 - 2$

$8 + 2$

Logan has 5 stickers in his sticker book. He received 3 new stickers for his birthday. How many stickers does Logan now have all together?

$5 - 3$

$5 + 3$

$8 - 5$

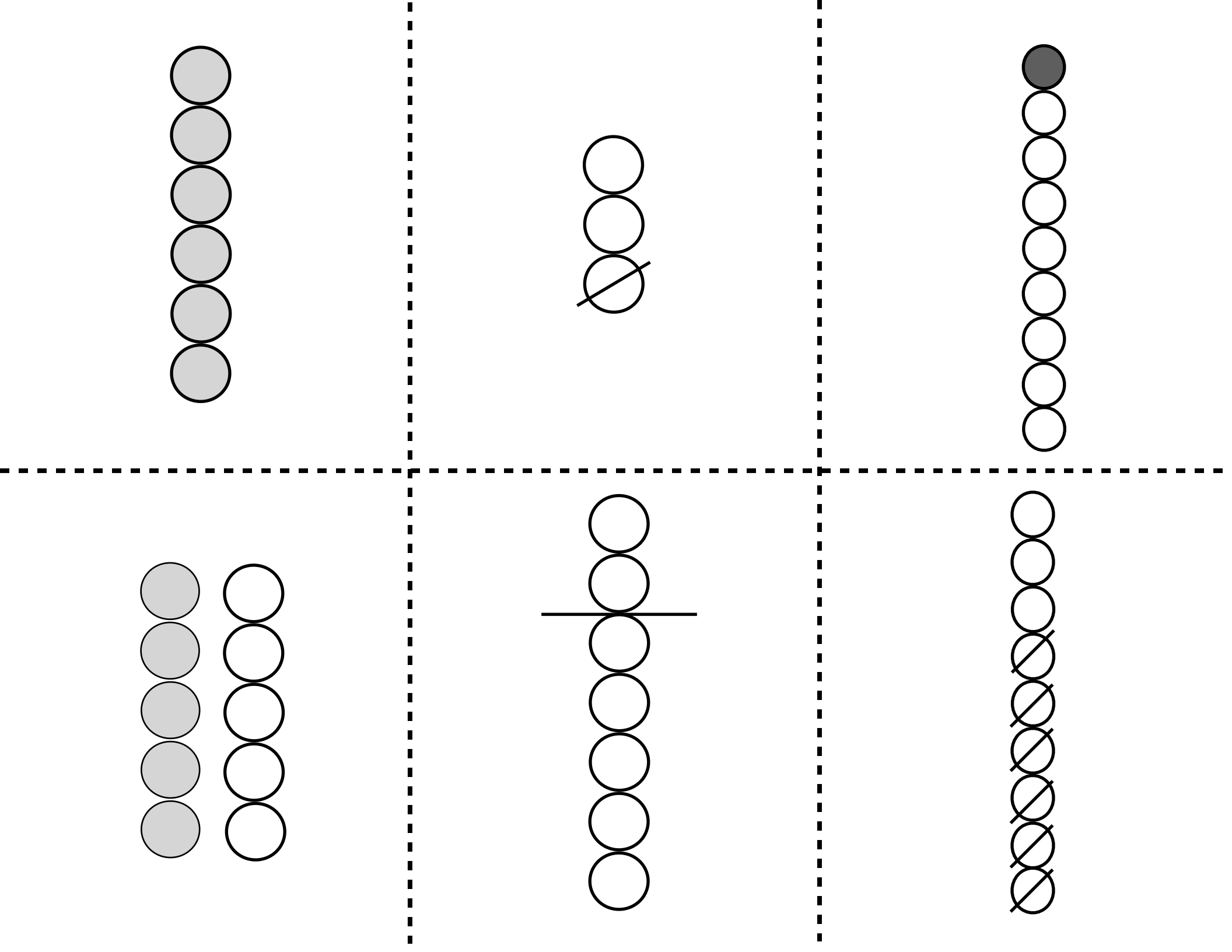
Match 'em Up!

Materials:

- expression cards (cut out)
- drawing cards (cut out)

Directions:

1. Work with a partner. Place the drawing cards and the expression cards facedown in two separate piles.
2. Player 1: Turn over one drawing card and one expression card. If the two cards match keep them. If the cards do not match turn them facedown again.
3. Player 2: Complete steps 2-3.
4. Keep taking turns until all pairs of cards have been found.



$$5 + 2$$

$$7 + 2$$

$$8 - 4$$

$$3 + 3$$

$$4 + 3$$

$$7 - 2$$

$$1 + 8$$

$$9 - 6$$

$$3 - 1$$

$$2 + 5$$

$$6 - 0$$

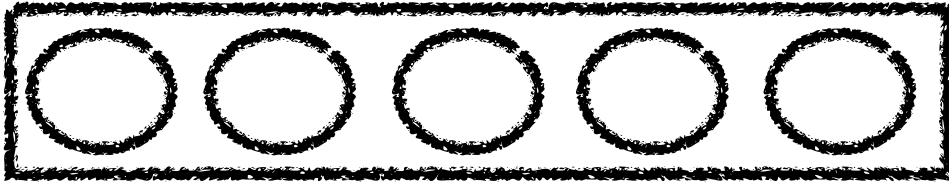
$$5 + 5$$



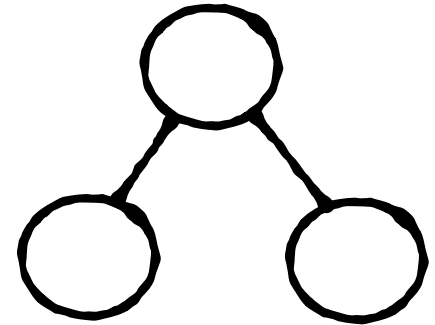
Name: _____

5 Frame Shake!

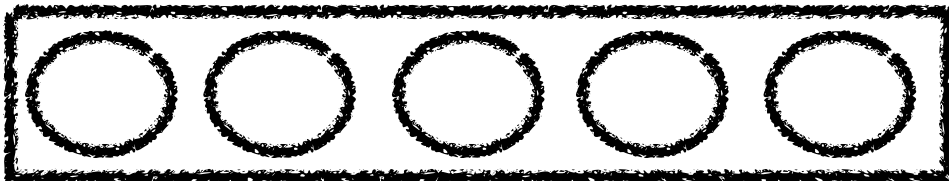
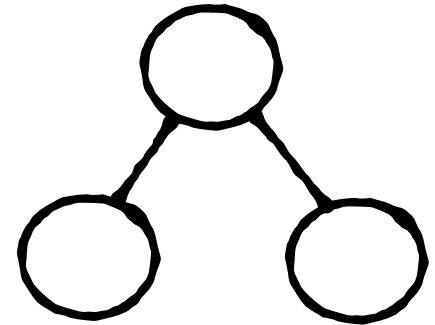
Shake a cup with 5 two-sided counters and dump it out. Record how many of each color you have and record it in the number sentence and number bond. Keep going until you have all 6 combinations for 5.



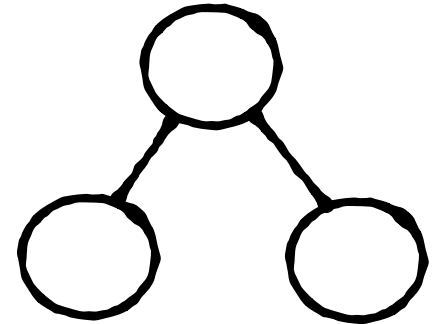
$$\underline{\quad\quad} + \underline{\quad\quad} = 5$$

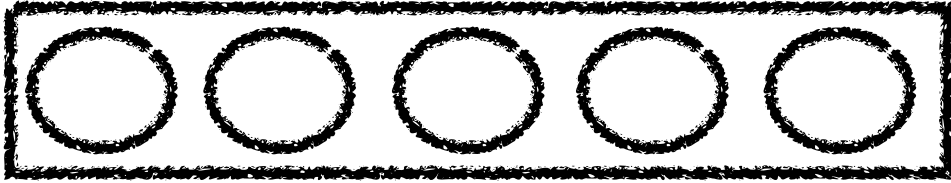


$$\underline{\quad\quad} + \underline{\quad\quad} = 5$$

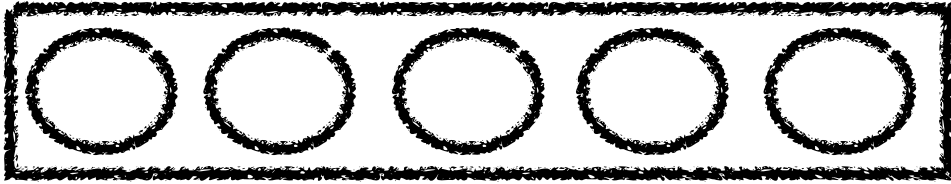
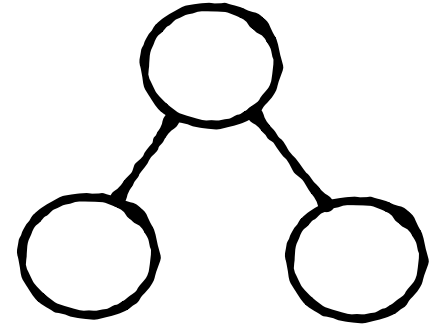


$$\underline{\quad\quad} + \underline{\quad\quad} = 5$$

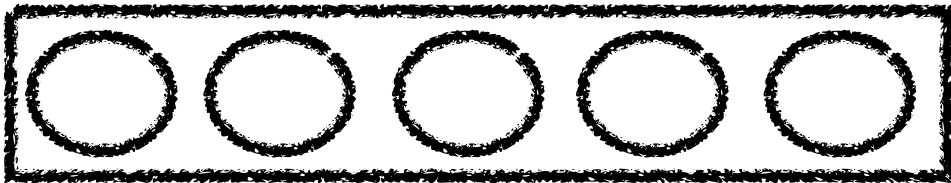
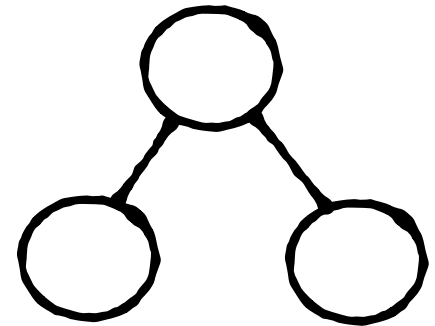




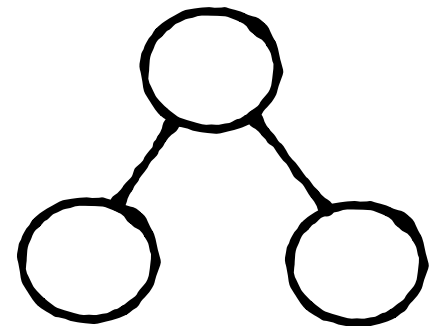
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 5$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 5$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 5$$



My 5 Frame Mat

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Shake Those Discs

Materials: 2 cups, 9 counters that have 2 different sides (they can be 2-sided discs or even pennies)

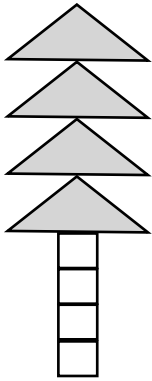
Directions:

1. Give each player a cup and 9 counters.
2. Put 9 counters into the cup and Shake Those Discs! Pour the discs out onto the table.
3. How many discs do you have of each color (or how many landed on heads and how many tails)? What expression can you write to represent the different parts?
4. Record your expression on the sheet below. Do this 4 more times.
5. Now repeat steps 2-4 but using 8 counters each.
6. Using 7 counters, repeat steps 2-4.

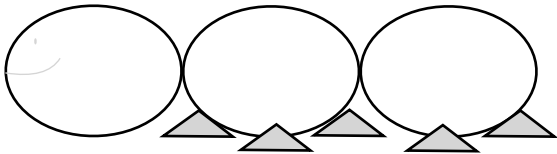
Player 1	
Shake	Expression
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

Player 2	
Shake	Expression
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

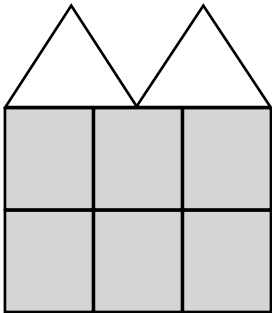
Matching Expressions



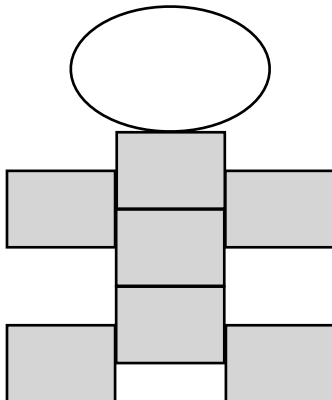
$$5 + 3$$



$$7 + 1$$



$$4 + 4$$



$$6 + 2$$

Snap The Cubes with D.C.

Directions:

1. Each tower has 7 cubes. Player 1 breaks down the tower into 2 parts and colors each part a different color.
2. Player 1 tells Player 2 what happened to the tower. (Ex: "I broke my tower into a group of 3 and a group of 4.")
3. Player 1 records the expression on the line below the tower.
4. Player 2 repeats steps 1-3 trying to break down the tower in a different way.
5. Continue until all towers have been broken down.



Player 1

Player 2

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

expression: _____

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

expression: _____

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

expression: _____

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

expression: _____

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

expression: _____

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

expression: _____

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

expression: _____

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

expression: _____

Make or Break Numbers


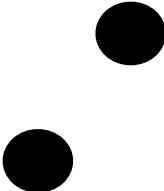
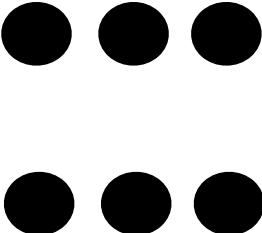



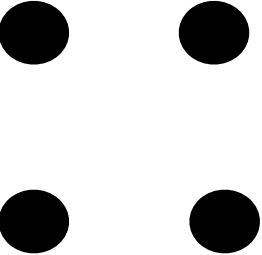
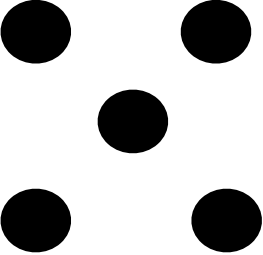
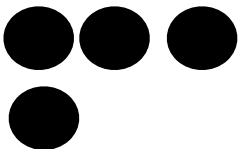

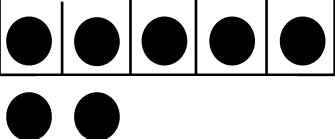

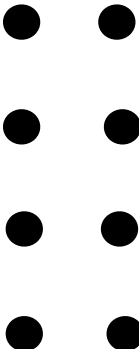
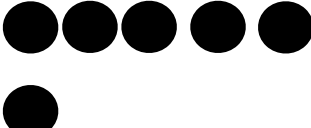

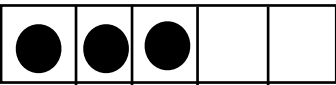


Materials: number cards (4-9) cut out

Directions:

1. Flip over the number cards and put them in a pile facedown. Turn over then top card.
2. Look on the Dots Page to find two groups of dots that can be put together to make the number that you rolled.
3. Write an expression below to represent the 2 parts that make the number.

1	example: $4 + 3 = 7$
2	
3	
4	
5	
6	
7	
8	
9	
10	

4

5

6

7

8

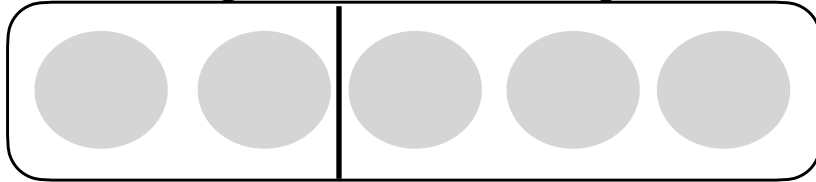
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Match The Drawing

Directions: Draw a line to match the labeled drawing to the word problems.

hotdogs

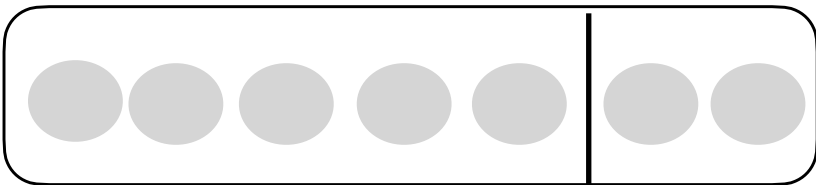
hamburgers



Karl has 5 toy trucks. For his birthday he got 2 toy cars. How many toys does Karl now have all together?

trucks

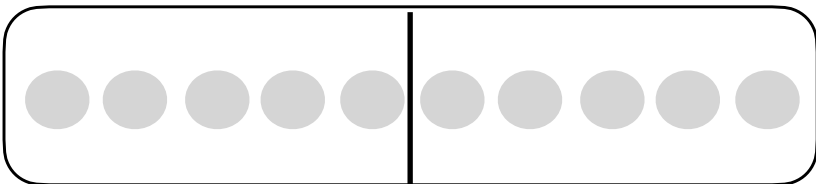
cars



Cindy made cupcakes for the school bake sale. She made 5 chocolate cupcakes and 5 vanilla cupcakes. How many cupcakes did Cindy make in all?

chocolate

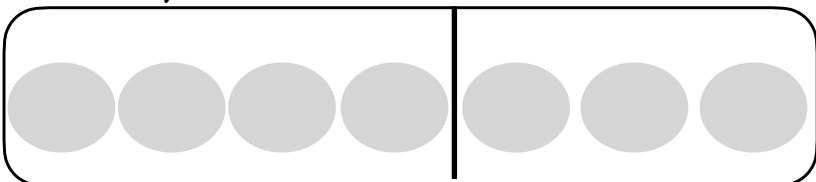
vanilla



Reagan made her friend a bracelet. She put 4 yellow beads and 3 blue beads on the bracelet. How many beads are on the bracelet?

yellow

blue



Jamal had some friends over for a barbecue. 2 friends ate hot dogs. 3 friends ate hamburgers. How many hot dogs and hamburgers were eaten altogether?

Find the Parts

Directions: Each problem gives you the total. You have to find as many different solutions to each problem. Fill in the parts to create the total.

Charlie has 8 toys in his toy box. Some of the toys are race cars and some of the toys are helicopters. How many race cars does Charlie have in his toy box? How many helicopters does he have in his toy box?



_____ helicopters + _____ race cars

_____ helicopters + _____ race cars

_____ helicopters + _____ race cars

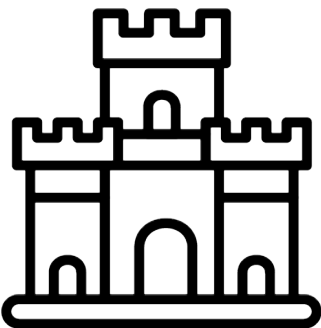
_____ helicopters + _____ race cars

_____ helicopters + _____ race cars

_____ helicopters + _____ race cars



Jessica built a castle with red and blue blocks. She used 7 blocks all together to build the castle. How many blocks are red? How many blocks are blue?



_____ red blocks + _____ blue blocks

_____ red blocks + _____ blue blocks

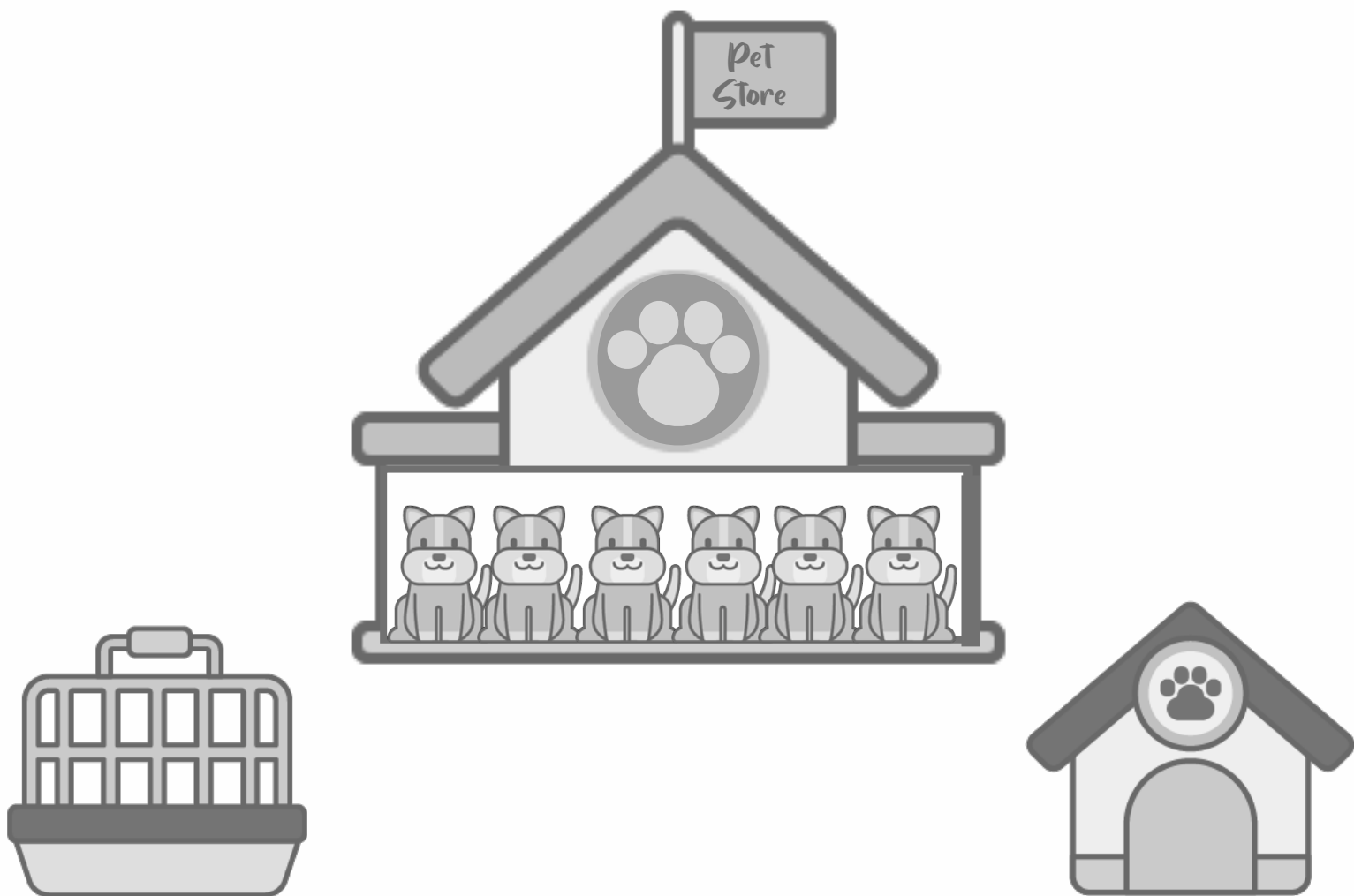
_____ red blocks + _____ blue blocks

_____ red blocks + _____ blue blocks

_____ red blocks + _____ blue blocks

_____ red blocks + _____ blue blocks

Directions: Using the pictures below tell a story. Use objects or drawings to show what happens in the story. Then tell a different story.



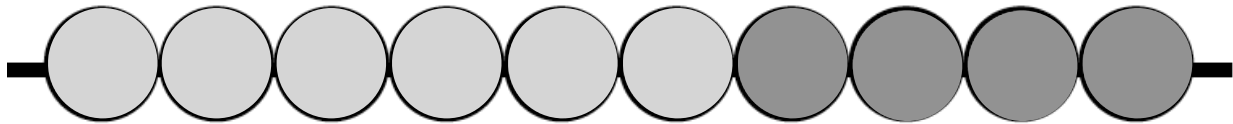
Write or draw your story.

Represent the Equation

Directions: Using two different colors fill in the Counting Buddy Senior to represent the equation.



Example: $10 = 6 + 4$



$10 = 5 + 5$



$10 = 7 + 3$



$10 = 1 + 9$



$10 = 8 + 2$



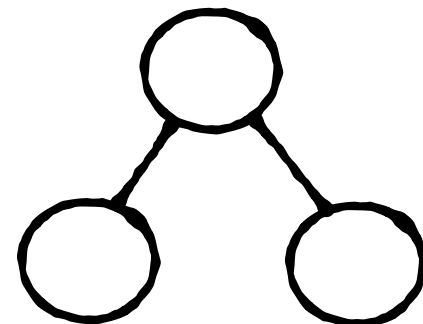


Name: _____

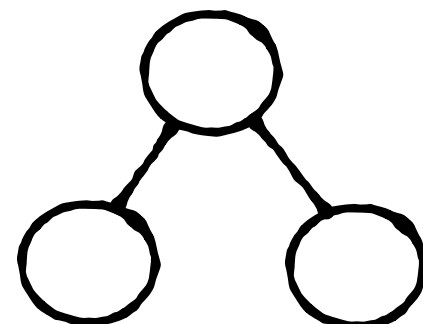
10 Frame Shake!

Shake a cup with 10 two-sided counters and dump it out. Record how many of each color you have and record it in the number sentence and number bond. Keep going until you have all 9 combinations for 10.

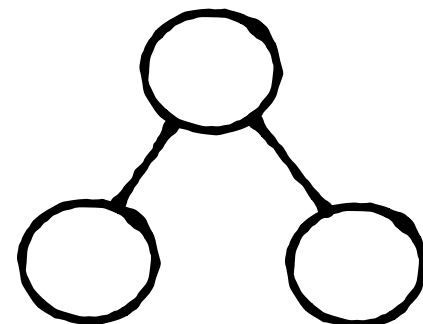
$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$



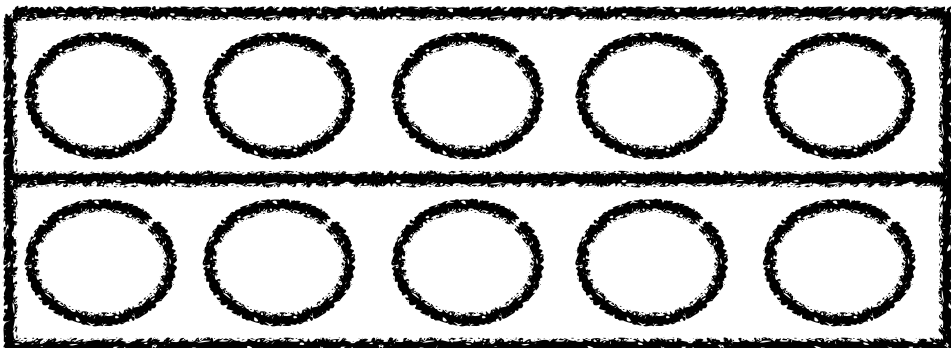
$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$



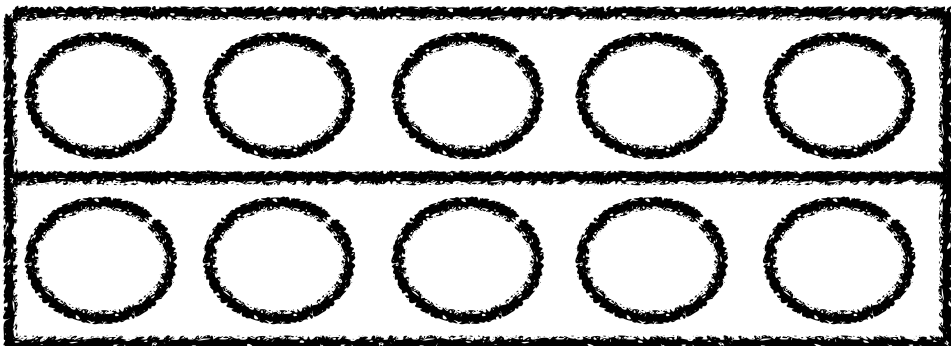
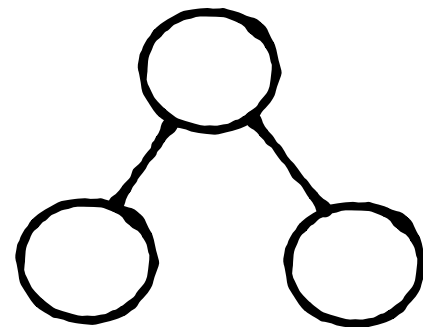
$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$



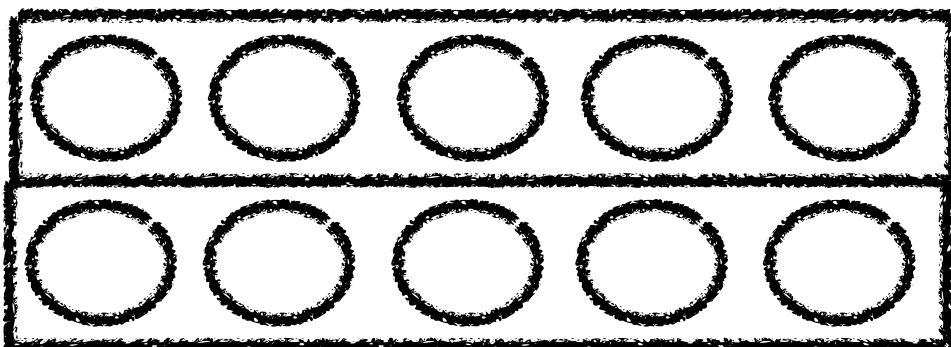
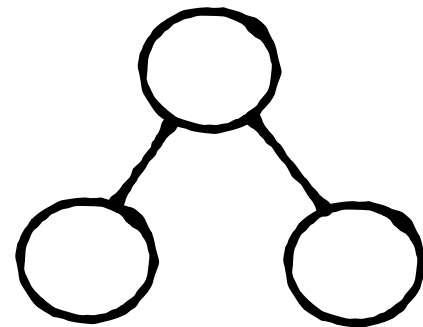
Name: _____



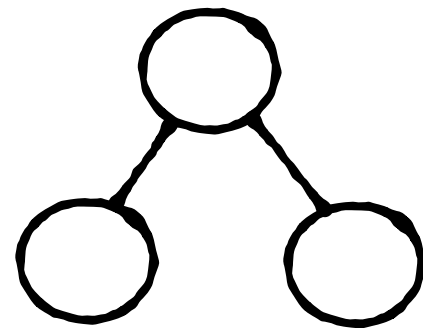
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$



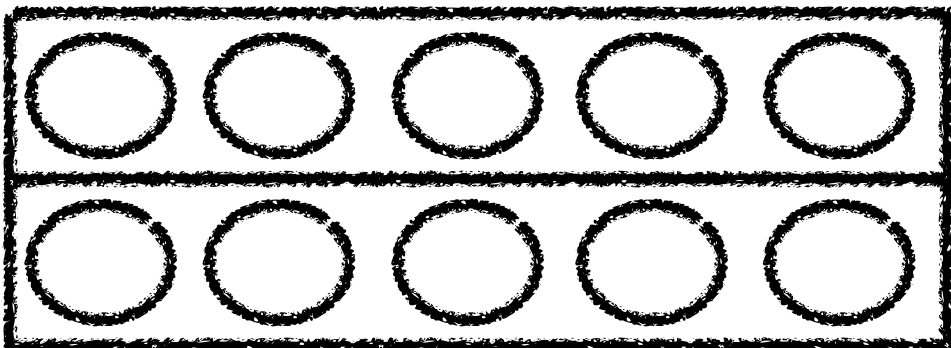
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$



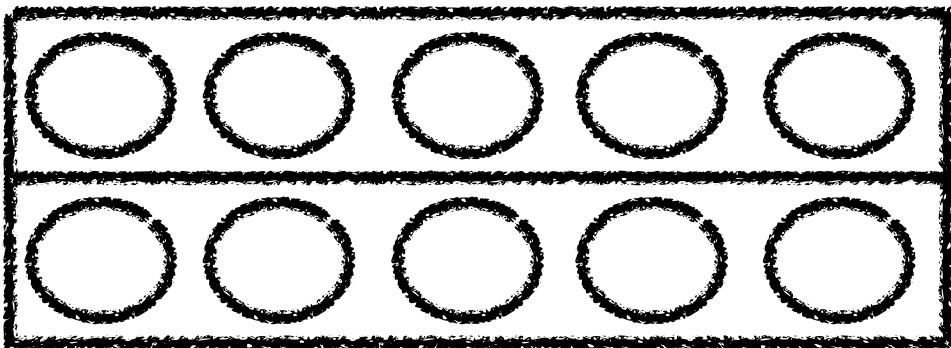
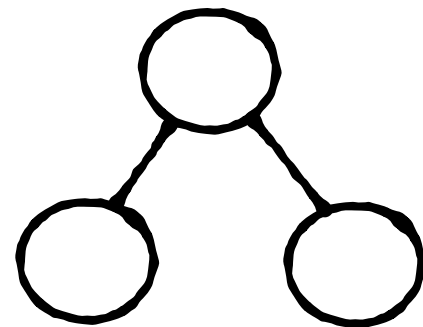
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$



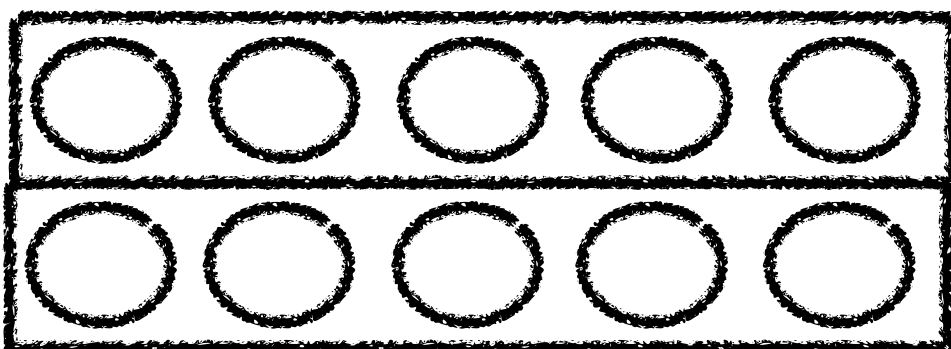
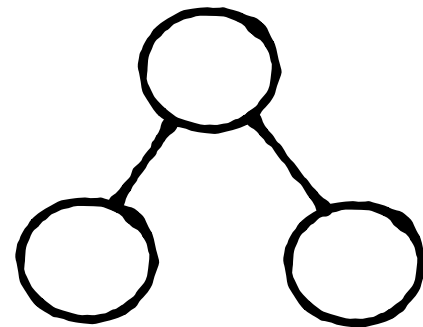
Name: _____



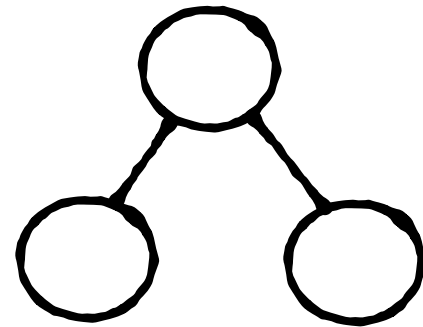
$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$



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



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



Make 10 With The Counting Buddy



Materials: dice, two different colored crayons, recording sheet for each player

Directions:

1. Play with a partner. Player 1 rolls the dice and colors in that number on the Counting Buddy.
2. Player 2 determines how many more are needed to make 10 and colors in the remaining circles with a different color.
3. Both partners fill in the equation on their recording sheet to show the 2 parts that make the 10.





Recording Sheet Player 1



1.	$10 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
2.	$10 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
3.	$10 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
4.	$10 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
5.	$10 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$



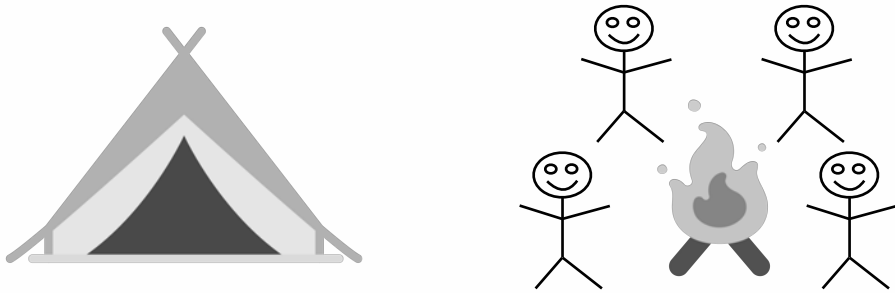
Recording Sheet Player 2



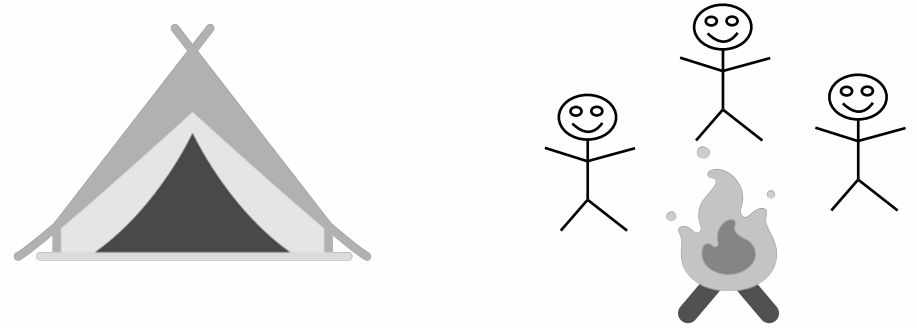
1.	$10 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
2.	$10 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
3.	$10 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
4.	$10 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
5.	$10 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

Kids in the Tent

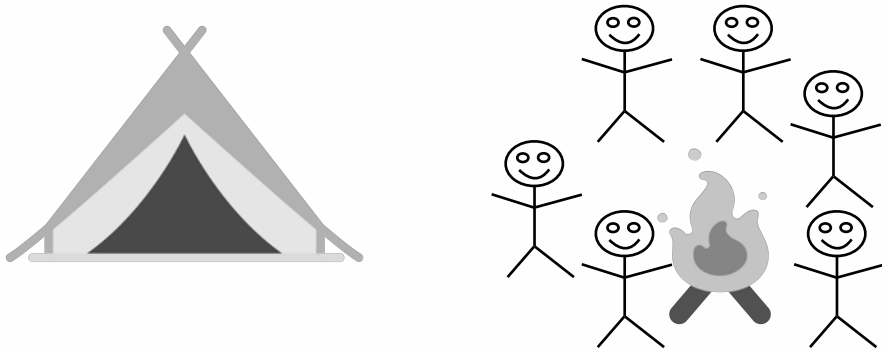
There are 10 friends going camping. Some of the friends are around the campfire and some of the friends are in the tent. Look at the pictures below and figure out how many friends are still in the tent. Fill in the number sentence to match.



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



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



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



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

Race and Trace 11-20

Materials: cube (it can be a blank cube, a unifix cube, or a connecting cube), crayon or colored pencil

Directions: Take turns with a partner rolling the die onto the number mat below. Write the number you land on on the recording sheet.

Number Mat

17	18	20	15	11
14	12	19	16	13

[illegible]

Recording Sheet 16-20

[illegible]

Build a Tower

Materials: connecting cubes

Directions:

1. Player 1 rolls a connecting cube onto the number mat and adds that number of cubes to their tower.
2. Player 2 repeats step 1.
3. The first player to make a tower of 20 wins.
4. If a student makes a tower with more than 20 cubes, they use the extra cubes to begin a new tower.

Number Mat

8	5	2	6	4
1	9	7	3	0

Guess Then Count!

Materials: pattern blocks (you can use snacks or anything you can grab a handful of)

Directions:

1. Player 1 grabs a handful of pattern blocks and puts them together with Player 2.
2. Both players work together to come up with a guess for how many pattern blocks there are and then count the blocks.
3. Record the guess and the actual number of blocks on the recording sheet.

Round	Guess	Count
1		
2		
3		
4		
5		
6		
7		
8		

Cover Up

Materials: numeral cards 11–19 (cut out), game boards

Directions:

1. Player 1 chooses a card with a number from 11–19.
2. Both players place a counter on an image on the game board that represents the number on the card.

11

12

13

14

15

16

17

18

19

