



Home-School Connection

Word Workout



VOCABULARY

imagine create

Imagine a beautiful picture. How would you create it? What would you put in the painting? What colors would you use?

MY WORDS TO KNOW

High-Frequency Words: me, where

Your child can use a finger to write the words **me** and **where** on your back as you name the letters. Then have your child write the words on paper. You might pin the word **me** on yourself for your child to see.

Concept Words: sound words

buzz, boom, splash, zoom

Let's pretend to be a bee, a thunder cloud, a duck, and a jet. We'll act out being each thing, while we make the sound that matches it. We'll use sound words like: **buzz, boom, splash, zoom.**

Dear Family Member:

This week we are reading *Warthogs Paint: a Messy Color Book*. One rainy day, the warthogs decide to paint their kitchen wall. First they paint red, then yellow, then blue. I'm learning that when one thing happens in a story, it makes something else happen. In this book, the warthogs mix blue paint with yellow paint. Then they have green paint.



This Week's Skills

Comprehension: identify cause and effect

High-Frequency Words: me, where

Concept Words: sound words

Phonics: y, z

How many words can you name that begin with the letters **y** or **z**? I'll give you hints, such as: *This looks like a horse but it has black and white stripes.* I'll print the words to name. You can point to the letter in each word and name it. Then we can say the words together. (*zebra, zipper, zero, zigzag, yard, yawn, year, yellow*)

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Name _____

Tic Tac Toe

Let's read the clues below. We'll take turns telling what will happen. After each turn, you can mark an **X** on the tic-tac-toe board, and I'll mark an **O**. Whoever gets three in a row first wins! We may not need to use all the clues. We can make up our own clues and play again.

You step in a puddle.

Your feet grow.

You have new skates.

Your phone rings.

You hear a funny joke.

You jump into a pool.

You are very thirsty.

You are very tired.

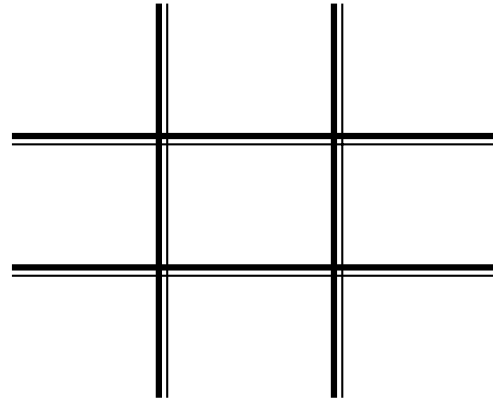
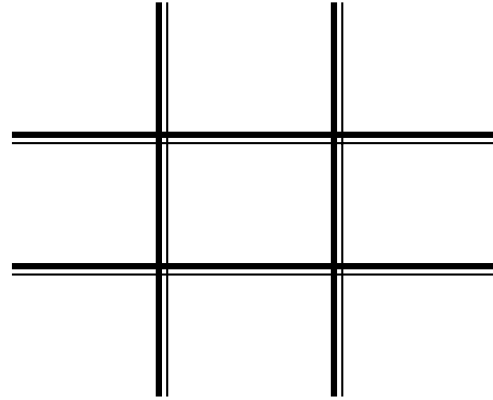
You get a new baseball.

Your dog is hungry.

You feel sick.

Your dad gets a pizza.

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Conexión con el hogar

Ejercicio de palabras



VOCABULARIO

imagine create

Imagina que haces una hermosa ilustración. ¿Cómo la crearías? ¿Qué pondrías en la ilustración? ¿Qué colores usarías?

MIS PALABRAS

Palabras de uso frecuente: **me, where**

Su niño puede escribir con un dedo las palabras *me* y *where* en su espalda a medida que usted vaya diciendo cada letra. Luego haga que el niño escriba las palabras en un papel. Si usted quiere, puede prenderse el papel con la palabra *me* para que su niño la vea.

Palabras de concepto: palabras de sonido

buzz, boom, splash, zoom

Nos imaginamos a estar una abeja, un nubarrón, un pato y un avión. Vamos a fingir cada cosa y hacemos el sonido que lo corresponde. Vamos a usar palabras de sonido como: **buzz, boom, splash, zoom.**

Queridos familiares:

Esta semana estamos leyendo *Warthogs Paint: a Messy Color Book*. Un día de lluvia los jabalíes deciden pintar la pared de su cocina. Primero la pintan de color rojo, luego de amarillo y finalmente de azul. Estoy aprendiendo que algo que pasa en un cuento hace que pase otra cosa. En este libro los jabalíes mezclan pintura azul con pintura amarilla. Entonces terminan teniendo pintura verde.

MIS DESTREZAS DE LA SEMANA

Comprensión: identificar causa y efecto

Palabras de uso frecuente: **me, where**

Palabras de concepto: palabras de sonido

Fonética: **y, z**

¿Cuántas palabras en inglés me puedes decir que comiencen con **y** o con **z**? Una pista: *Parece un caballo, pero tiene franjas blancas y negras (zebra)*. Voy a escribir las palabras que tú me digas. Señala las letras **y** y **z** y dilas. Luego digamos las palabras juntas. (*zebra, zipper, zero, zigzag, yard, yawn, year, yellow*)



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Nombre _____

Ta te ti

Vamos a leer la lista de causas de abajo. Vamos a turnarnos para decir qué pasará después. Al terminar tu turno, escribirás una **X** en el tablero; yo escribiré una **O**. Gana el primero que tenga tres marcas en una hilera. Puede que no necesitemos usar todas las pistas. Después podemos crear nuestras propias pistas y jugar otra vez.

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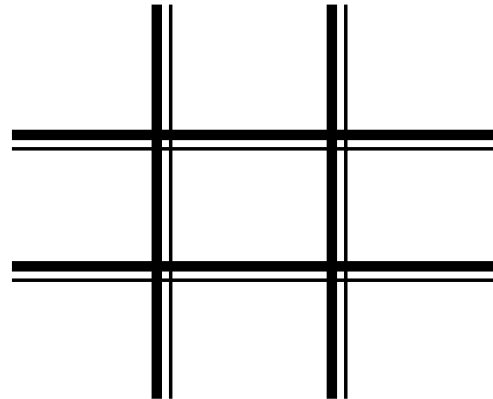
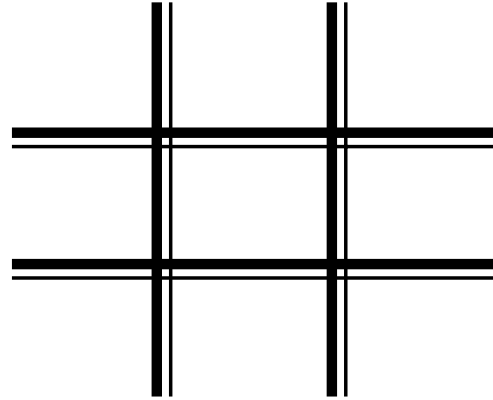
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You feel sick.

Your dad gets a pizza.

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Koneksyon lakay ak lekòl

Egzèsis sou mo



VOKABILÈ

imagine create

Imajine yon bèl foto. Ki jan ou ta fè pou kreye l ? Ki sa ou ta va mete nan penti a ? Ki koulè ou ta va itilize ?

MO POU M KONNEN

Mo yo itilize souvan : **me, where**

Pitit ou an ka itilize yon dwèt pou ekri mo **me** ak **where** sou do w pandan w ap nonmen lèt yo. Ansuit fè pitit ou an ekri mo yo sou papye. Ou ka tache mo **me** an sou oumenm pou pitit ou an ka wè l.

Mo konsèp : mo ki endike son

buzz, boom, splash, zoom

Annou pretann nou se yon myèl, yon nyaj loraj, yon kana ak yon djèt. Nou pral pretann nou se chak nan bagay sa yo, pandan n ap fè son ki mache ak bagay la. Nou pral itilize mo ki gen son tankou : **buzz, boom, splash, zoom.**

Chè manm fanmi :

Semèn sa a n ap li *Warthogs Paint : a Messy Color Book*. Yon jou lapli, fakochè yo deside pentire mi kizin yo a. Dabò yo pentire koulè wouj, ansuit jòn, ansuit ble. M ap aprann lè yon bagay rive nan yon istwa, li fè yon lòt bagay rive. Nan liv sa a, fakochè yo melanje penti ble ak penti jòn. Ansuit yo vin gen penti vèt.

Teknik pou semèn sa a

Konpreyansyon : idantifye koz ak efè

Mo yo itilize souvan : **me, where**

Mo konsèp : mo ki endike son

Fonik : **y, z**

Konbyen mo ou ka nonmen ki kòmanse ak lèt **y** oswa **z** ? Mwen pral baw kèk endis, tankou : *Sa a sanble yon cheval men li gen reyli nwa e blan*. Mwen pral ekri mo pou nonmen yo. Ou ka pwente sou lèt nan chak mo epi nonmen li. Ansuit nou ka di mo yo ansanm. (*zebra, zipper, zero, zigzag, yard, yawn, year, yellow*)



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Non _____

Tik tak to

Annou li koz yo ki anba a. Nou pral di sa ki pral rive a tou de wòl. Aprè chak tou, ou ka make yon X sou tablo tik-tak-to a, epi mwen pral make yon O. Nenpòt moun ki gen twa youn dèyè lòt se li ki genyen ! Nou ka pa bezwen itilize tout endis yo. Nou ka bay pwòp endis nou epi jwe ankò.

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