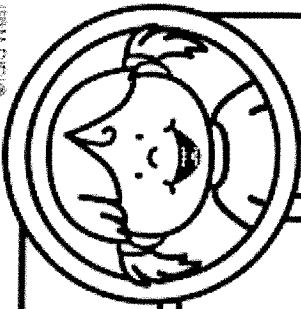


Kindergarten Learning Menu: Week of October 16 - 20, 2023



Writing

Let's draw and label! Draw a picture of a tree. Then label all the items in your picture. Write down all the beginning sounds that you hear.



Let's draw and label! Draw a picture of a cow. Then label all the items in your picture. Write down all the beginning sounds that you hear.



Let's draw and label! Draw a picture of your favorite lunch. Then label all the items in your picture. Write down all the beginning sounds that you hear.



Let's draw and label! Draw a picture of your school. Then label all the items in your picture. Write down all the beginning sounds that you hear.



Math

Let's find one more! Complete Lesson 10 Homework Practice.



Let's draw a diagram! Complete Lesson 11 Homework Practice.



Let's cut! Cut out and fill out the Chapter 2 Vocabulary Cards to save as review and extra practice during this chapter.



Let's flash! Have an adult say a number 0 - 10 and flash them that many fingers.



Phonics

Let's practice the Alphabet! Complete Phonics Lesson 2 Pgs. 21-23.



Let's practice high frequency words! Complete Phonics Lesson 2 Pgs. 24 - 27.



Let's write! Complete Phonics Lesson 2 Pgs. 28 - 29.



Let's sort sounds! Complete Phonics Lesson 2 Pgs. 30 - 32.



Science

Let's observe! Take a look outside. What do you see? Draw a picture of your surroundings. Label all the items in your picture.



Let's describe! Find an object in your house. Describe the color, shape, texture, size, weight, and the material it is made of to someone. Have them guess what it is.



Let's think! Think of an animal. Think of the colors, size, and texture of this animal. Draw a picture and label the parts.



Let's list! Name as many items as you can that are blue! Draw a picture of these items.



Let's think! How many different types of vegetables can you think of? Draw a picture of vegetables. Put a heart next to your favorite one.



Let's find out! Find out what different things you can make from apples. Draw a picture of different foods that can be made from apples!



Vocabulary

Let's race! Play the Sight Word Race! Go around and read as many letters as you can in 30 seconds. Review any letters missed. Record the number of words you read for 3 timings.

Let's do toe touches! Bend far forward and touch your toes. Hold it for 5 seconds. Then slowly come back up. Do this ten times!



Let's run like a cheetah! Run in place as fast as you can! Can you last 30 seconds? Can you last for a minute?



Let's crawl like a sheep! Lie down on the ground with your arms and knees tucked under your body. Inch yourself forward in a slow and steady crawl!



Let's make an obstacle course! Use items that you find around your house or yard to create an obstacle course.



Movement

Student Name: _____

Instructions: Choose a task from each box daily Monday through Thursday. After the task is completed, check it off with a color dot.



26

to

27

by

26

my

25

my

24

by

23

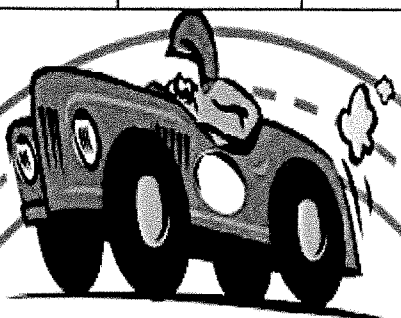
to

22

my

1

by



21

by

2

to

20

to

3

my

19

to

4

by

18

my

5

my

17

to

6

to

16

by

7

by

15

to

8

to

9

my

10

to

11

by

12

to

13

by

14

my

Reading

Racetrack

Set a timer for 30 seconds and see how far you can make it around the racetrack!

Complete 3 rounds of 30 second timings.

Round 1: ___ corr/ ___ inc

Round 2: ___ corr/ ___ inc

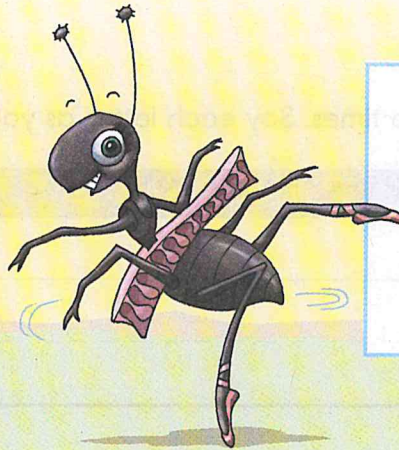
Round 3: ___ corr/ ___ inc

Learn and Say

Directions: Listen and join in.

a...a...a...

Bite that apple.

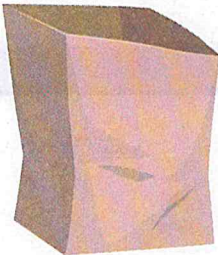
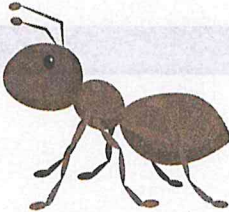
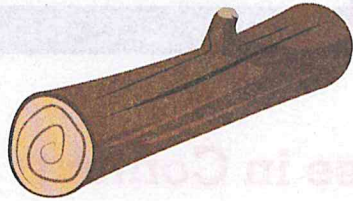


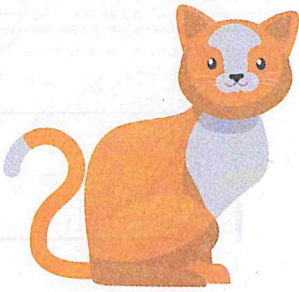


Aa

Say It

Directions: Say each picture name.

Circle the picture if its name has the short **a** sound.

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
<p>4.</p> 	<p>5.</p> 	<p>6.</p> 

Daily Practice

Directions: Do one activity each day. Then check the box.

- Sing It** Sing the "Alphabet Song" with a partner. Clap when you get to the letter **a**.
- See It** Find words in the classroom with the letter **a**.

Read-Spell-Write

Directions: Write each word two times. Say each letter as you write it.

1. I

2. can

Use in Context

Directions: Complete each sentence with a word from above.
Read the finished sentence to a partner.

1. _____ can sit.



2. I _____ hop.



Lowercase Letters

Directions: Point to the letters as we sing the "Alphabet Song."

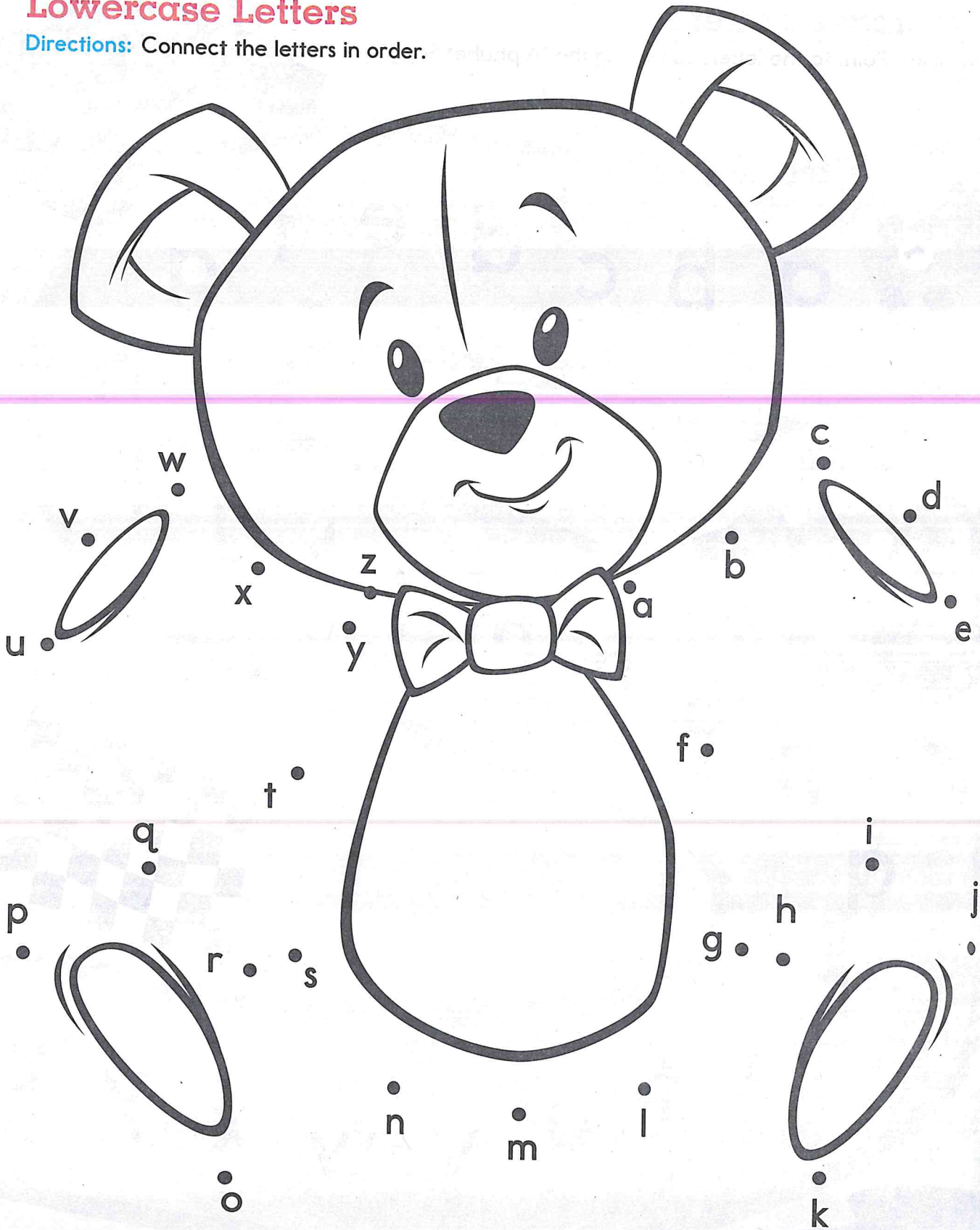


a b c d e f g
h
i
j k l m n o p
q r s t u v w x y z

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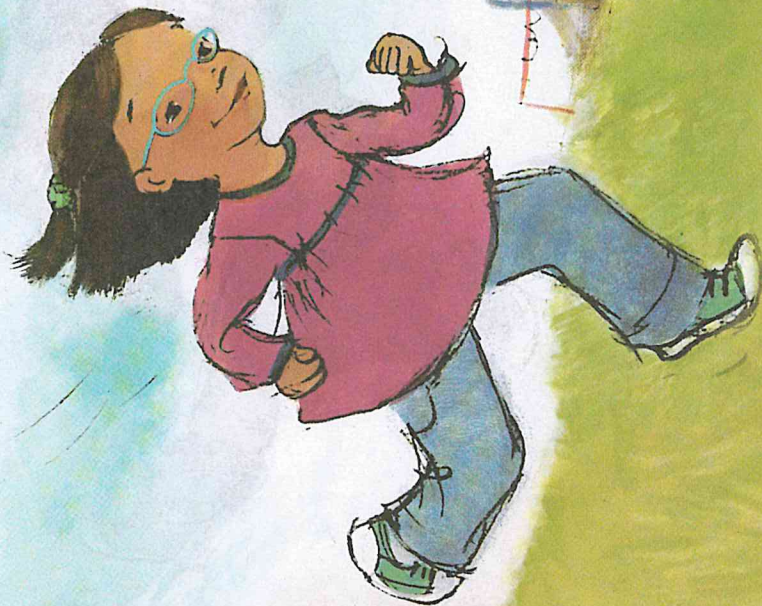
Lowercase Letters

Directions: Connect the letters in order.



Name _____

I Can



I can run.

Fold

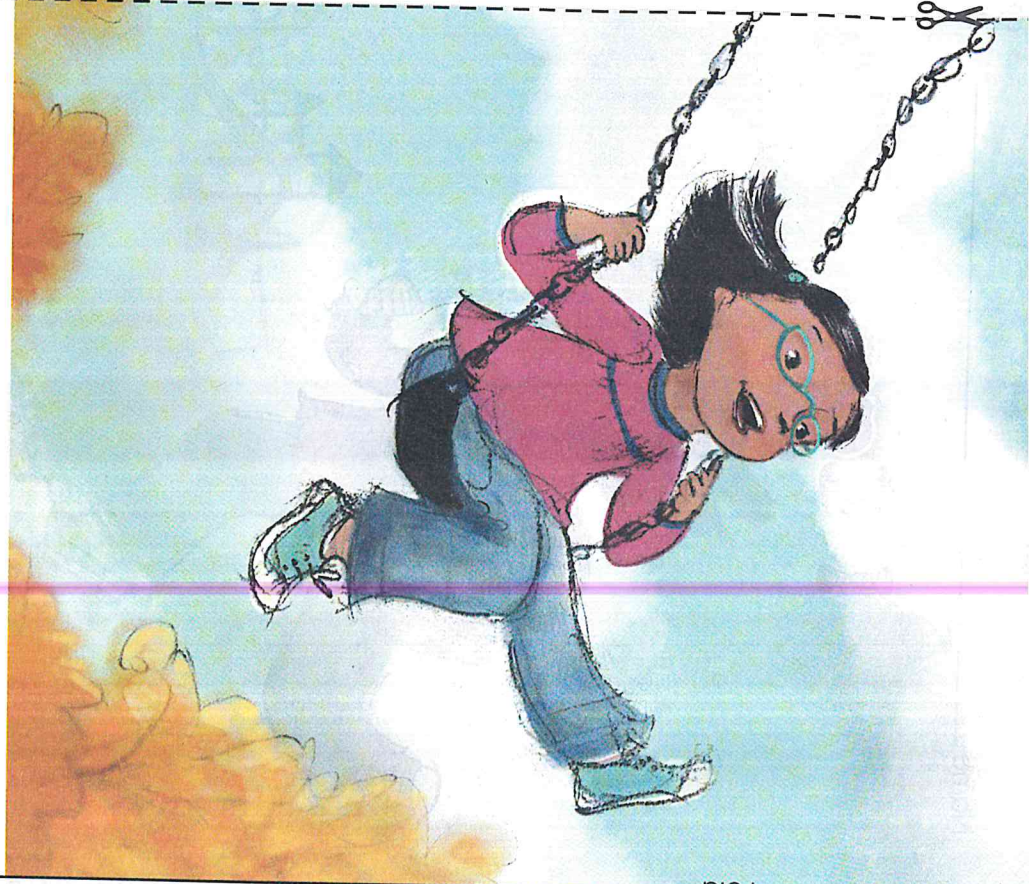


I am happy.

Fold

2

I can swing.



Fold

Fold

I can slide.

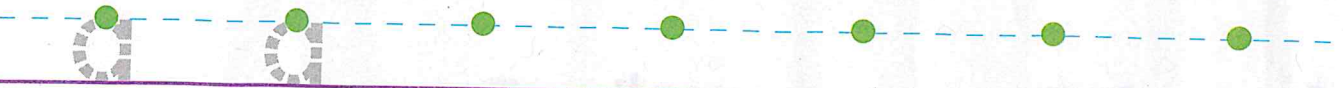
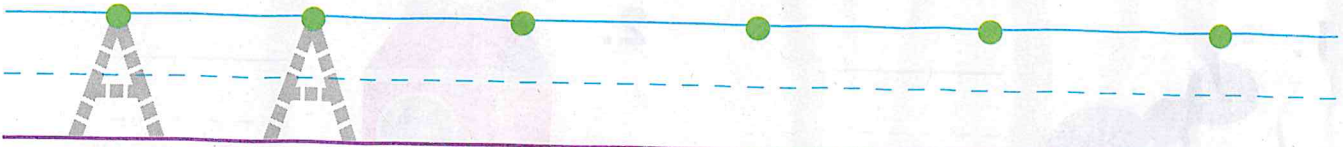


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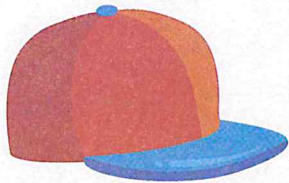
3

Trace and Write

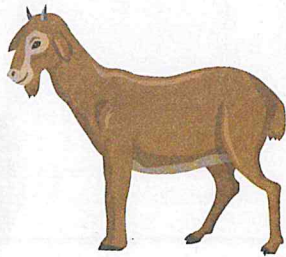
Directions: Trace and write the letters A and a. These letters stand for the short **a** sound. Say the sound each time you write the letter.



Directions: Say the name of the picture. Write Aa on the line if the picture name has the short **a** sound.



1. _____



2. _____



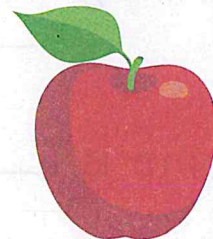
3. _____



4. _____



5. _____

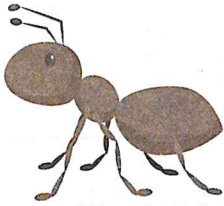


6. _____

Think and Write

Directions: Say each picture name. Write the letter a if the picture name has the short a sound. Write the letter m if it has the /m/ sound.

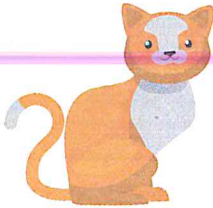
1.



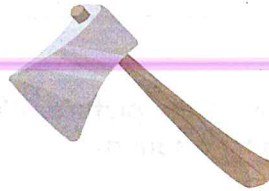
2.



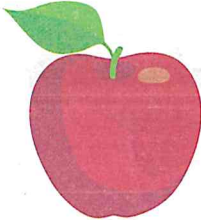
3.



4.



5.



6.

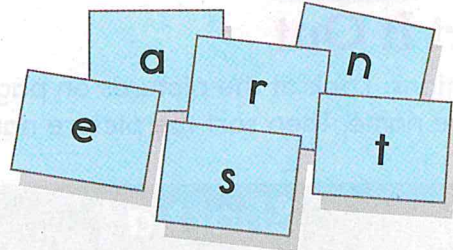


Directions: Write your name on the line.

My name is _____

Trace, Write, and Build

Directions: Trace and write each word. Then build each word with letter cards.



TRACE	WRITE
i	
can	
am	

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Sort It Out

Directions: Look at the pictures on page 387. Say each picture name. Then sort the picture name by vowel sound.

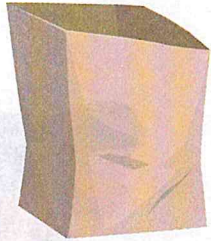
Short a

Not Short a

What words do you know with this sound?

Say and Write

Directions: Say each picture name. Write the letter a if the picture name has the short a sound. Write the letter m if it has the /m/ sound.



1.



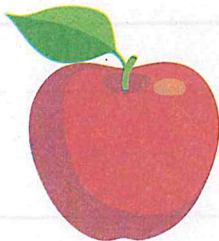
2.



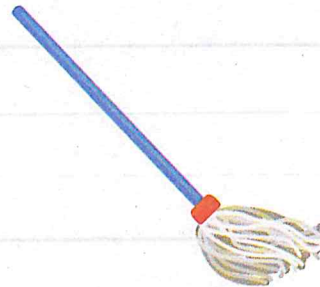
3.



4.



5.



6.

Build Fluency

Directions: Complete each sentence with a word from the box.

I can

1. I _____ run.

2. Can _____ run?



Directions: Think of a word that has the short **a** sound. Tell your teacher a sentence with that word.

Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name

Lesson 10

One More

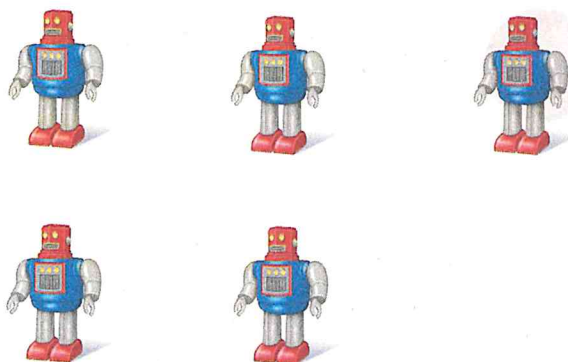
My Homework

Homework Helper

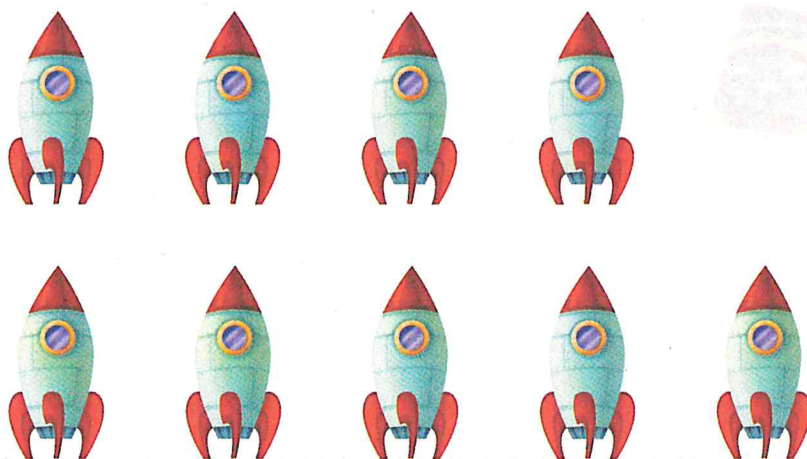


Need help? connectED.mcgraw-hill.com

1



2

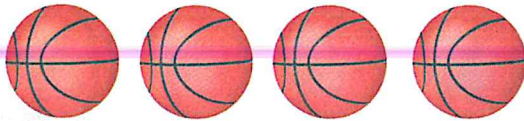


Directions: 1-2. Count the objects in each row. Say how many. Trace the numbers. Circle the number that shows one more.

3



4



5





Directions: 3. Count the objects in each group. Say how many. Write the numbers. Circle the number that shows one more. 4–5. Count the objects. Say how many. Write the number. Draw a group of objects that shows one more. Write the number.

Math at Home Show four cups. Have your child count the cups and write the number. Guide your child to draw a group of cups that shows one more and write the number.

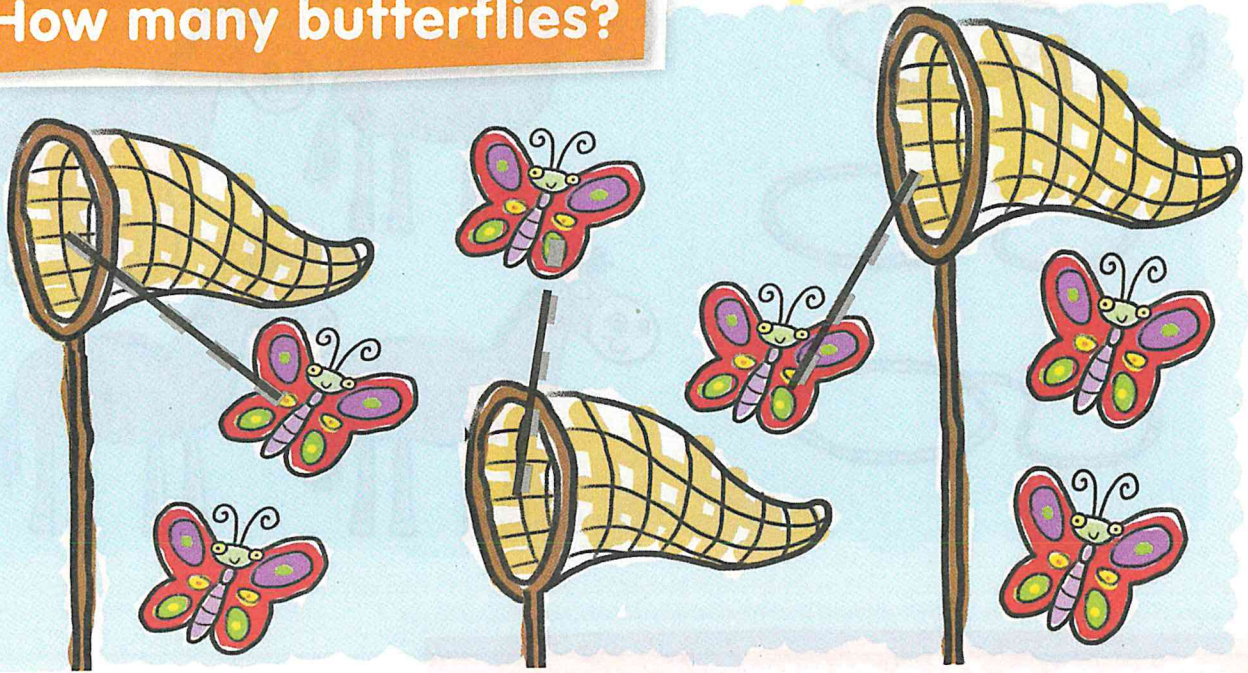
Name

Lesson 11

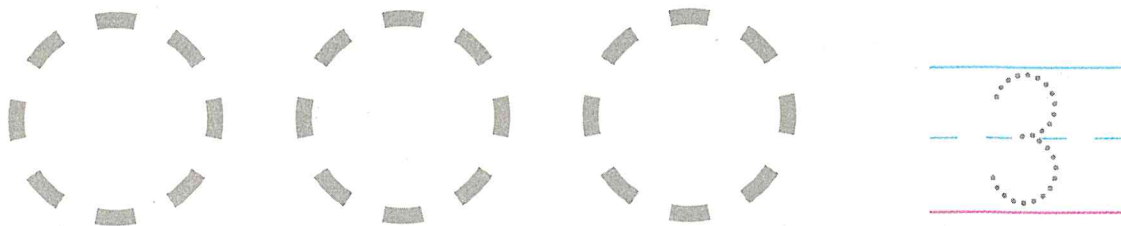
Problem Solving:
Draw a Diagram

My Homework

How many butterflies?

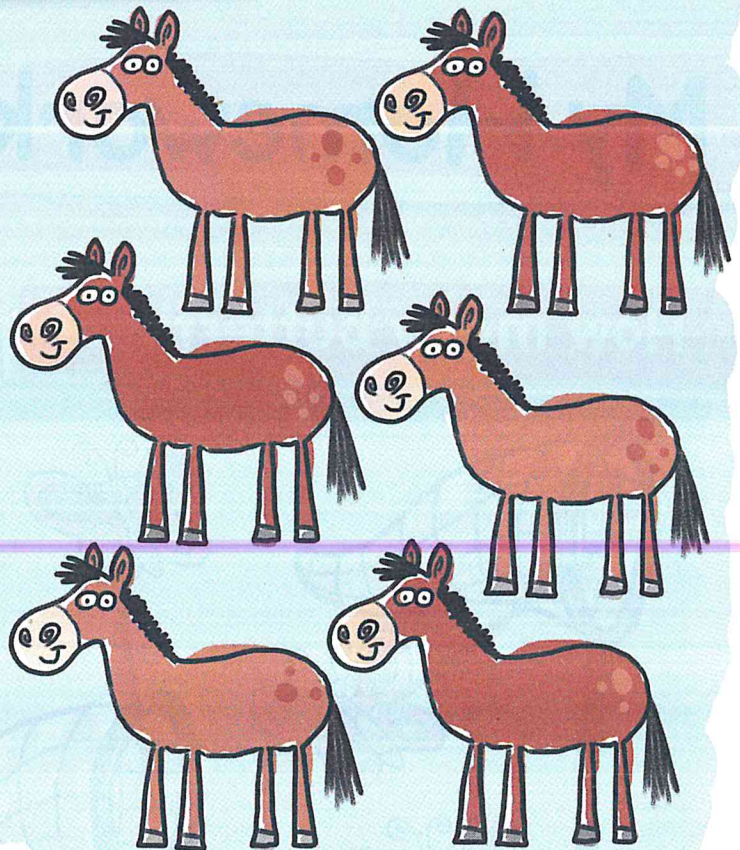
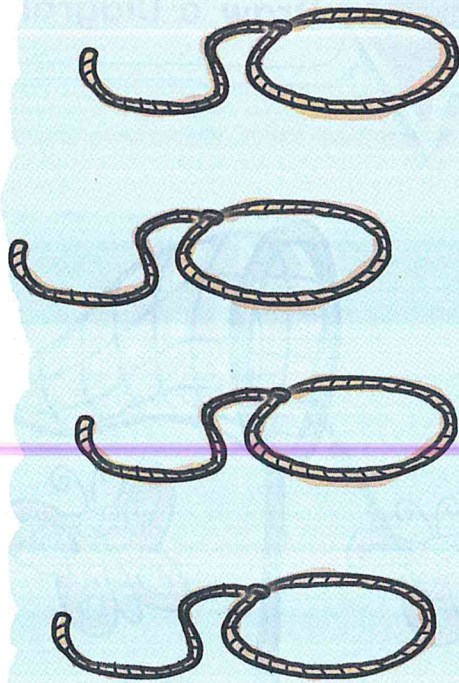


Draw a Diagram

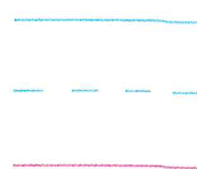


Directions: Trace the lines from each net to a butterfly. Trace a circle for each butterfly that was caught. How many butterflies were caught? Trace the number. Explain your answer to a family member.

How many horses?



Draw a Diagram



Directions: Draw a line from each lasso to a horse. Draw a circle for each horse that was caught. Write the number. Explain your answer to a family member.

Math at Home Take advantage of problem-solving opportunities during daily routines such as going to the grocery store. Have your child help you make a grocery list by drawing pictures of the grocery items needed and the number of each item needed.

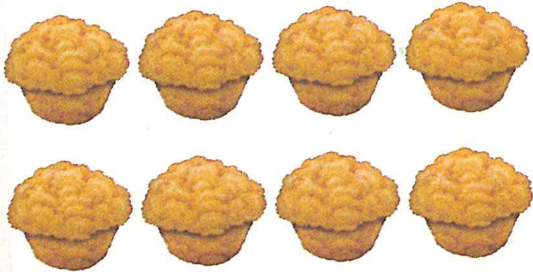
My Vocabulary Cards



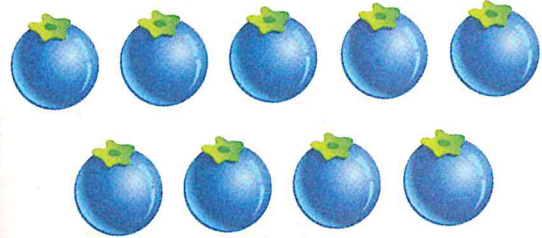
Processes & Practices



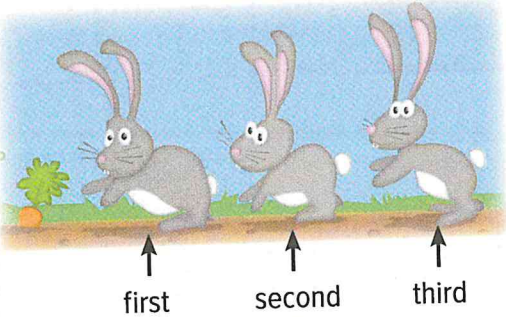
eight 8



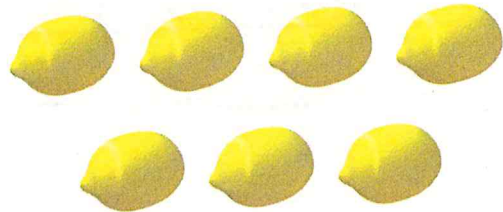
nine 9



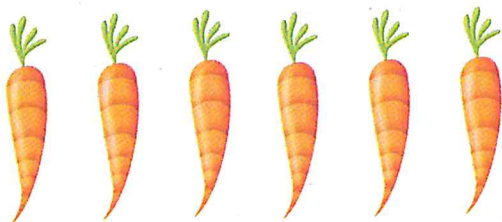
ordinal number



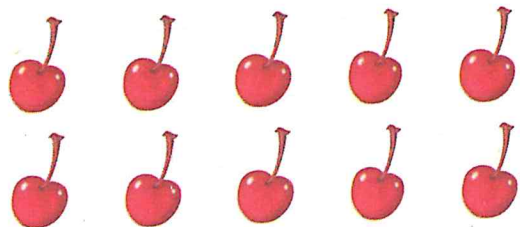
seven 7



six 6



ten 10





Teacher Directions:
Ideas for Use

- Have students name and copy the letters in each word. Guide students to choose two cards and compare the letters in each word.
- Have students choose a partner. Direct each partner to choose one number word. Have a partner clap the number as the other partner counts and tells how many.