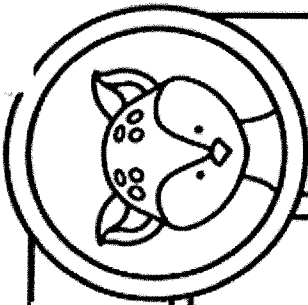


# Kindergarten Learning Menu: January 8 - 12, 2024

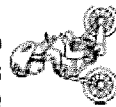


## Writing

Let's show how to show the steps you need to follow to make soup. Illustrate each step. Try to write words or a sentence to match each picture.



Let's show how to show the steps you need to follow to ride a bike. Illustrate each step. Try to write words or a sentence to match each picture.



Let's show how to show the steps you need to follow to make a sandwich. Illustrate each step. Try to write words or a sentence to match each picture.



Let's write about the story! Complete Phonics Lesson 10 Pgs. 137 - 138.

## Math

Let's take apart 6 and 7! Complete Chapter 4 Lesson 4 Homework Practice.

Let's take apart 6 and 7! Complete Chapter 4 Lesson 4 Homework Practice.

Let's make 8 and 9! Complete Chapter 4 Lesson 6 Homework Practice.

Let's draw! Write the numbers 11 - 15. Draw the correct number of dots to match each number.

## Phonics

Let's practice reading high frequency words! Complete Phonics Lesson 10 Pgs. 127 - 128.

Let's read a story and practice handwriting! Complete Phonics Lesson 10 Pgs. 129 - 131.

Let's write words! Complete Phonics Lesson 10 Pgs. 132 - 133.

Let's sort sounds! Complete Phonics Lesson 10 Pgs. 134 - 136.

## Social Studies

Let's research! Who invented basketball? Ball up a piece of paper and try to make shots into a trash can.



Let's compare then and now! What kinds of clothes did people in the past wear? What kinds of clothes do we wear now?



Let's discuss! What is a tradition your family has for Thanksgiving? If you could start a new tradition, what would it be?



Let's list! Think about Thanksgiving dinner. What foods do you and your family enjoy? Who makes each dish?



## Vocabulary

Let's race! Play the Sight Word Race track. 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 think about needs! Illustrate as many things you need as you can think of. Try to write the word beside them. Circle your favorite ones.



Let's think about dentists! Illustrate as many dental supplies as you can think of. Try to write the word beside them. Circle your favorite ones.



Let's think about a garage! Illustrate as many things in a garage as you can think of. Try to write the word beside them. Circle your favorite ones.



## Movement

Let's do snowball lifts! Pretend you are lifting large snowballs to make a snowman. Squat down and then stand back up.



Let's make snow angels! Lay on your back. Stretch your arms and legs out and move them back and forth across the floor.



Let's play start and stop! Have an adult play music for you. When you hear the music, hop from one foot to the other. When the music stops, balance on one foot.

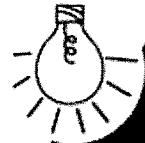


Let's play a game! Decide a different motion for red, blue, green, and yellow. Place a piece of paper for each color in a bag. Pull a piece and do the action.

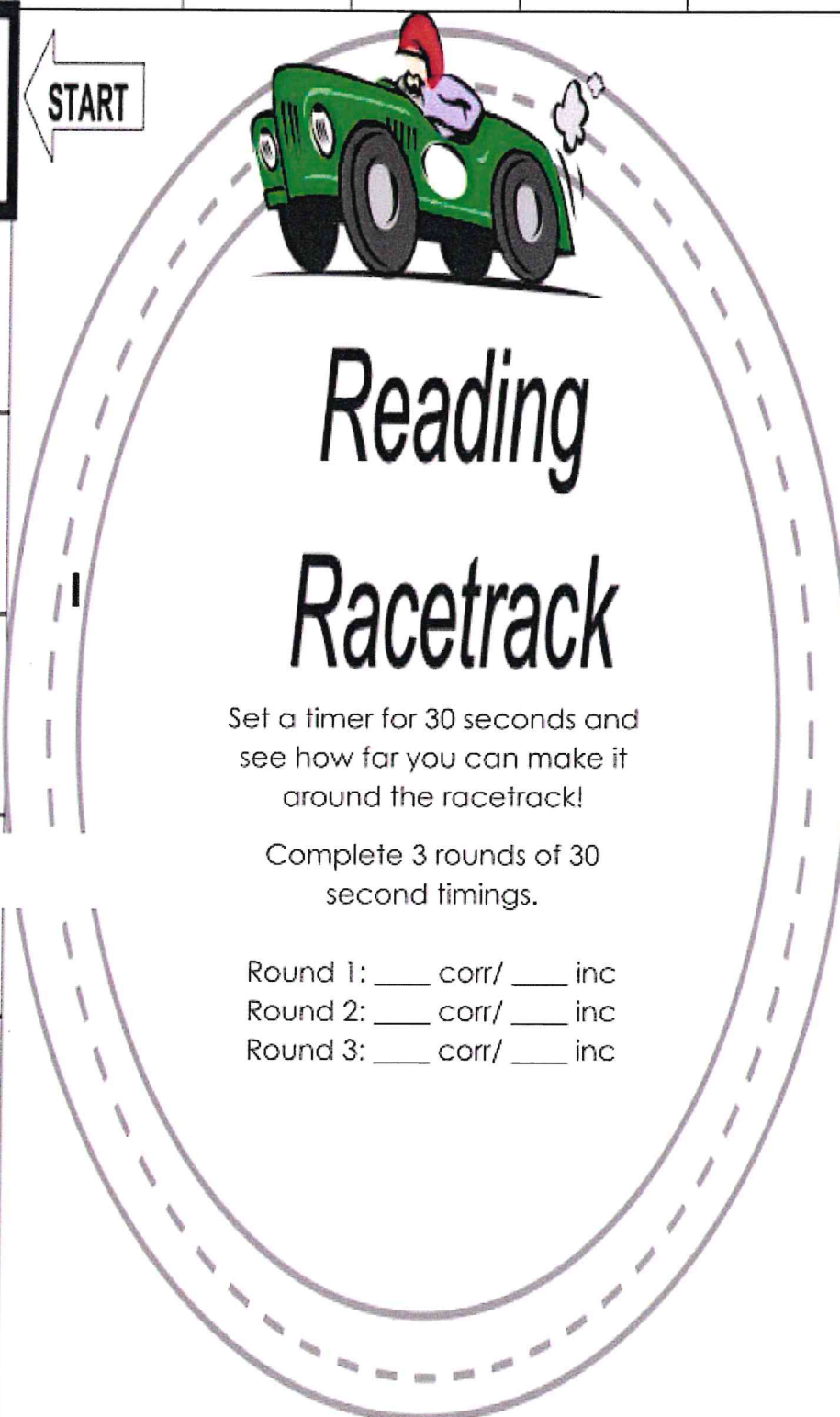


Instructions: Choose a task from each box daily Monday through Thursday. After the task is completed, check it off with a color dot.

Student Name: \_\_\_\_\_





28	of	27	on	26	got	25	here	24	on	23	got	22	of
1	<b>here</b>											21	got
2	of											20	on
3	got											19	of
4	on											18	here
5	here											17	on
6	of											16	here
7	here											15	got
8	got	9	here	10	of	11	on	12	got	13	here	14	of



Name .....

Lesson 4

Take Apart 6 and 7

# My Homework

## Homework Helper



Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

1

6



5

and

1

2

7



\_\_\_\_\_ and \_\_\_\_\_

3

6



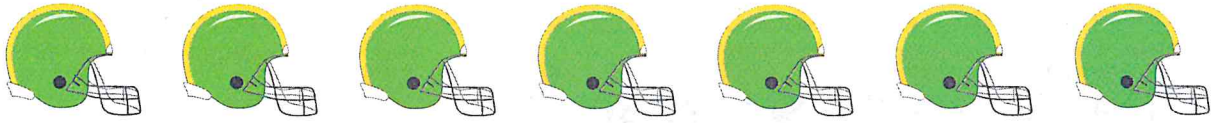
\_\_\_\_\_ and \_\_\_\_\_



Directions: 1-3. Look at the number. Count the objects. Circle the objects to show a way to take apart the number. Write the numbers.

4

7



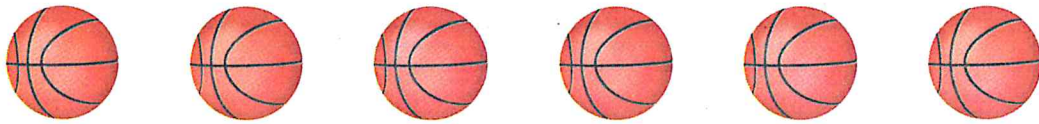
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

5

6



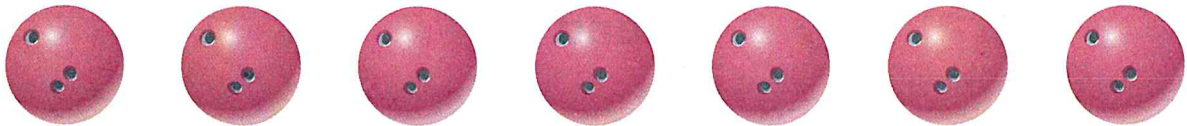
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

6

7



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_



**Directions: 4–6.** Look at the number. Count the objects. Circle the objects to show a way to take apart six and seven. Write the numbers.

**Math at Home** Show your child a group of six pennies. Have your child break apart the group into two groups to show a way to take apart six. Guide your child in writing the numbers that tell how many are in each group. Repeat using seven pennies.

Name .....

**Lesson 5**

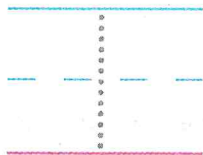
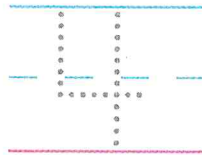
**Problem Solving:  
Act It Out**

# My Homework

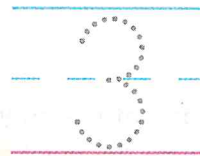
How do you make the number?



Act It Out

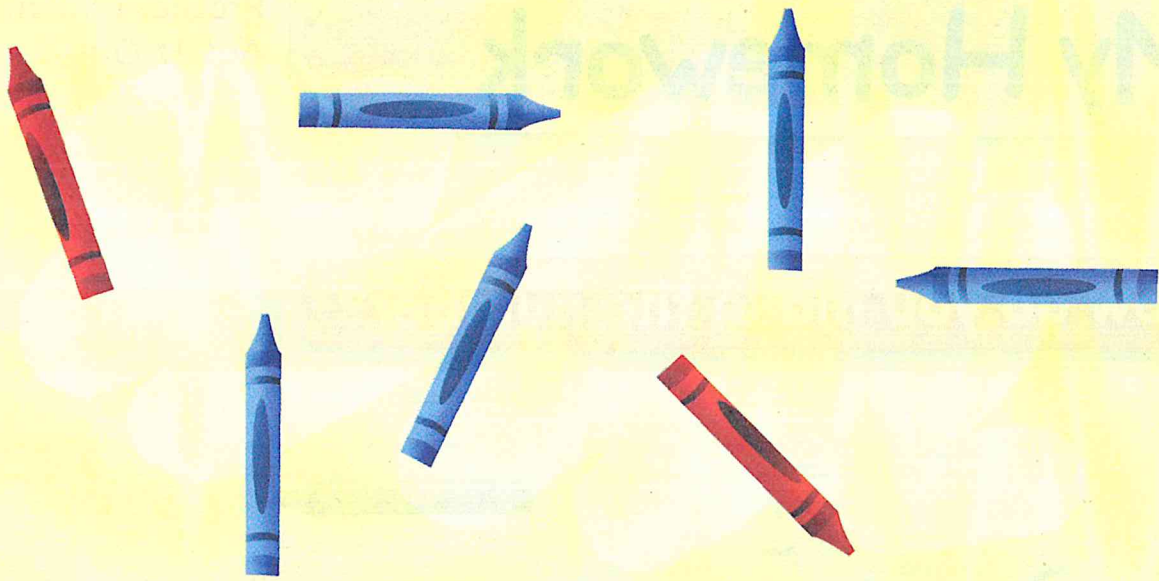


and



**Directions:** Look at the crayons. Use crayons to show them. Count the crayons. Say how many. Trace the number on the top line. Trace the numbers that show a way to make that number.

## How do you make the number?



## Act It Out

---

---

---

---

---

---

and

---

---

---



**Directions:** Look at the crayons. Use crayons to show them. Count the crayons. Say how many. Write the number on the top line. Write the numbers that show how many red crayons and how many blue crayons as a way to make that number.

**Math at Home** Take advantage of problem-solving opportunities during daily routines such as cooking. Use teaspoons and tablespoons to show ways to make a number.



Name .....

Lesson 6

Make 8 and 9

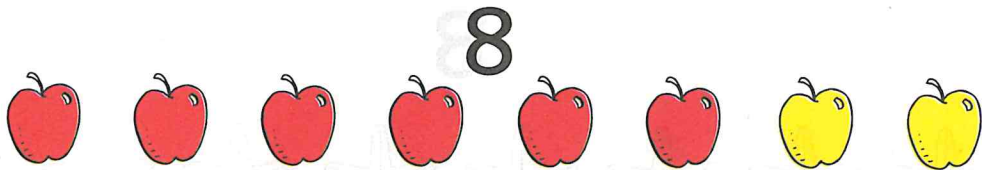
# My Homework

## Homework Helper



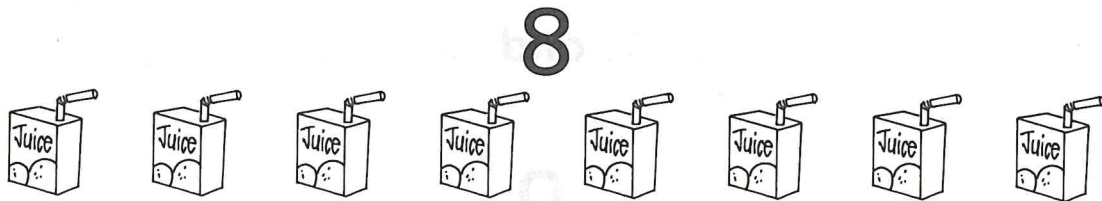
Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

1



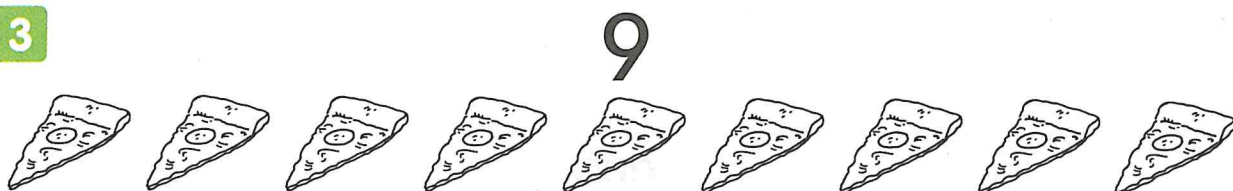
6 and 2

2



8  
and

3



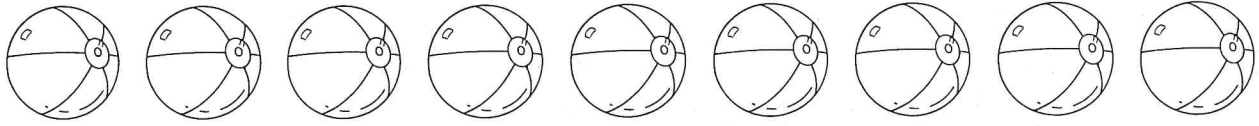
9  
and

Directions: 1-3. Use red and yellow to color the objects to show a way to make eight and nine. Write the numbers.



4

9



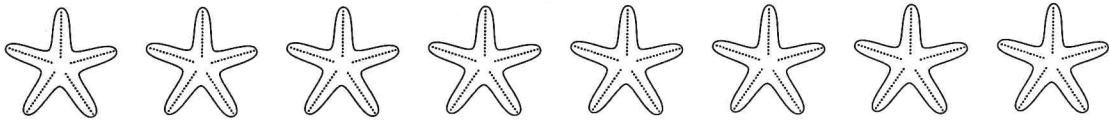
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

5

8



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

6

9



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_



**Directions:** 4–6. Use red and yellow to color the objects to show a way to make eight and nine. Write the numbers.

**Math at Home** Draw a picture of objects such as eight dolls or eight toothbrushes. Have your child color the objects to show a way to make eight. Repeat by drawing nine objects and having your child show another way to make nine.

## Learn and Blend

**Directions:** Listen and join in.

d...d...d...

Dig in the dirt.



# Dd

## Blend It

**Directions:** Chorally say the sounds and read the words.

### INTRODUCE

- |        |     |     |     |
|--------|-----|-----|-----|
| 1. d   | f   | a   | i   |
| 2. dad | sad | did | dip |

### REVIEW

- |        |     |      |     |
|--------|-----|------|-----|
| 3. fat | cat | pick | tan |
| 4. tap | at  | am   | sat |

### CHALLENGE

- |          |       |       |       |
|----------|-------|-------|-------|
| 5. Dan's | Sam's | Pam's | Pat's |
|----------|-------|-------|-------|

### IN CONTEXT

- Dan is sad.
- I did it!

## Daily Practice

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

- Build Fluency** Read the words each day by yourself and to a partner.
- Mark It** Circle all the words with **d**.
- Spell It** Have a partner say each word. Write the word. Check your answer.
- Write About It** Use the words to create a story. Draw a box around words from the list that you used.

## Read-Spell-Write

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

1. look

2. he

## Use in Context

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

1. \_\_\_\_\_ at the map.

2. \_\_\_\_\_ is sad.

Name \_\_\_\_\_

# Dan and Dad



Look at Dan.

He is wet.

1



Look at Dad.

He is happy.

4



Look at Dad.  
He is sad.

2

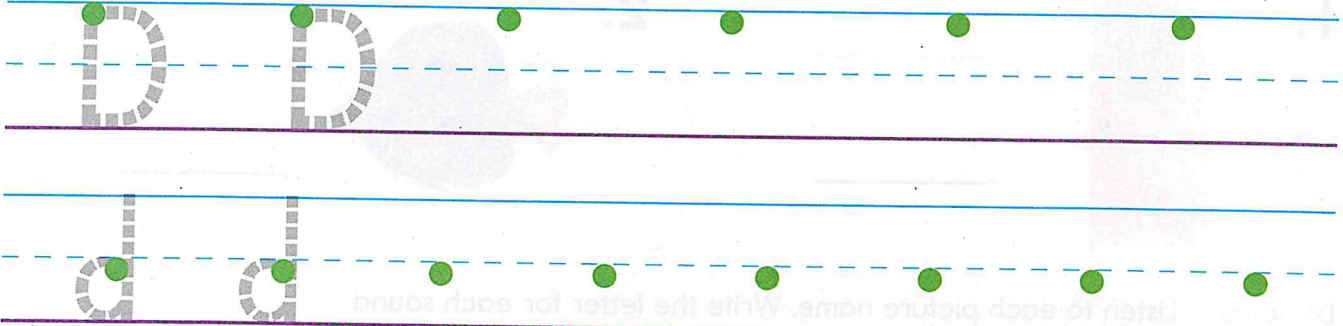


Look at Dan.  
He is dry.

3

## Trace and Write

**Directions:** Trace and write the letters D and d. These letters stand for /d/. Say the sound each time you write the letter.



**Directions:** Say the name of the picture. Write Dd on the line if the picture name begins with /d/.



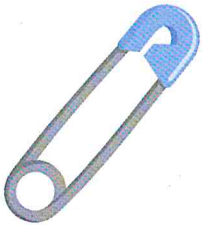
1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

## Think and Write

**Directions:** Listen to each picture name. Write the first letter of the picture name on the line.

1.

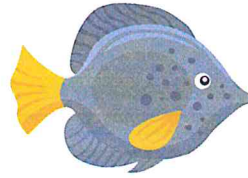


\_\_\_\_\_

-----

\_\_\_\_\_

2.



\_\_\_\_\_

-----

\_\_\_\_\_

**Directions:** Listen to each picture name. Write the letter for each sound in a separate box.

3.



--	--	--

4.



--	--	--

## Listen and Spell

**Directions:** Write each word and sentence that you hear.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

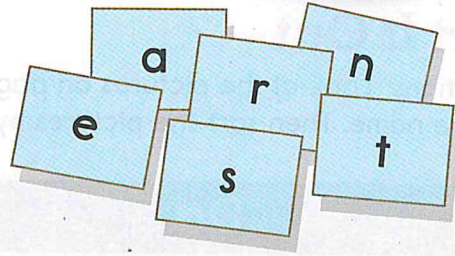
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\_\_\_\_\_



# Trace, Write, and Build

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



TRACE	WRITE
look	
he	
dad	
did	
sad	



## Sort It Out

**Directions:** Look at the pictures on page 389. Say each picture name. Then sort the pictures by beginning sound.

**Dd**

**Tt**

What words do you know with these sounds?

## Read and Write

**Directions:** Say the picture name. Circle the first letter of the picture name. Write the letter on the line.

d

p

t



\_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_

d

p

t



\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

d

p

t



\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

d

p

t



\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

d

p

t



\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

d

p

t



\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

## Build Fluency

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

my he

1. \_\_\_\_\_ is a man.

2. Dad likes \_\_\_\_\_ map.

Directions: Write a sentence using each word.

3.

did

4.

fat

## Write About It

**Directions:** Read "Dan and Dad" again.  
Draw a picture about Dan and Dad. Write about your picture.



<input type="checkbox"/>	li	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	tip	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	sits	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	pin	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	man	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	bars	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	top	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	top	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	q	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	top	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	map	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	back	<input type="checkbox"/>	<input type="checkbox"/>

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# Fluency Check

**Directions:** Listen to the child read the list below. Mark one check in the green box if the word or letter-sound is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

CUMULATIVE ASSESSMENT					
Lesson	Word		Lesson	Word/Letter-sound	
10	dad	<input type="checkbox"/> <input type="checkbox"/>	7	it	<input type="checkbox"/> <input type="checkbox"/>
	did	<input type="checkbox"/> <input type="checkbox"/>		tip	<input type="checkbox"/> <input type="checkbox"/>
	sad	<input type="checkbox"/> <input type="checkbox"/>		sits	<input type="checkbox"/> <input type="checkbox"/>
	dip	<input type="checkbox"/> <input type="checkbox"/>		pin	<input type="checkbox"/> <input type="checkbox"/>
9	fat	<input type="checkbox"/> <input type="checkbox"/>	6	man	<input type="checkbox"/> <input type="checkbox"/>
	fan	<input type="checkbox"/> <input type="checkbox"/>		pans	<input type="checkbox"/> <input type="checkbox"/>
	if	<input type="checkbox"/> <input type="checkbox"/>		tan	<input type="checkbox"/> <input type="checkbox"/>
	fit	<input type="checkbox"/> <input type="checkbox"/>		nap	<input type="checkbox"/> <input type="checkbox"/>
8	cat	<input type="checkbox"/> <input type="checkbox"/>	5	p	<input type="checkbox"/> <input type="checkbox"/>
	can	<input type="checkbox"/> <input type="checkbox"/>		tap	<input type="checkbox"/> <input type="checkbox"/>
	sick	<input type="checkbox"/> <input type="checkbox"/>		map	<input type="checkbox"/> <input type="checkbox"/>
	pack	<input type="checkbox"/> <input type="checkbox"/>		Pam	<input type="checkbox"/> <input type="checkbox"/>
Number Correct (accuracy): ____ /24					
Number Automatic (fluency): ____ /24					