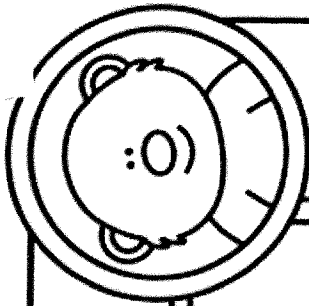


# Kindergarten Learning Menu: January 15 - 19, 2024



## Writing

Let's write a sentence! Write a sentence about something you need. Did you start with a capital letter? Did you use spaces? Is there punctuation at the end?



Let's write a sentence! Write a sentence about something you want. Did you start with a capital letter? Did you use spaces? Is there punctuation at the end?



Let's write a sentence! Write a sentence about a fox. Did you start with a capital letter? Did you use spaces? Is there punctuation at the end?



Let's write about the story! Complete Phonics Lesson 11 Pgs. 151 - 152.

## Math

Let's take apart 8 and 9! Complete Chapter 4 Lesson 7 Homework Practice.

Let's make 10! Complete Chapter 4 Lesson 8 Homework Practice.

Let's take apart 10! Complete Chapter 4 Lesson 9 Homework Practice.

Let's count! You and a partner will count back and forth. One person will say, 1 and the other will say 2. Continue until you reach 100!

## Phonics

Let's practice reading high frequency words! Complete Phonics Lesson 11 Pgs. 141 - 142.

Let's read a story and practice handwriting! Complete Phonics Lesson 11 Pgs. 143 - 145.

Let's write words! Complete Phonics Lesson 11 Pgs. 146 - 147.

Let's sort sounds! Complete Phonics Lesson 11 Pgs. 148 - 150.

## Science

Let's search! Look around your home or look outside with an adult. Find an example of an incline.



Let's think! How do plants change in the winter? Why are some plants able to stay green while others die?



Let's experiment! Go outside in the morning on a sunny day. Have someone trace your shadow with chalk. Go back outside throughout the day and notice how your shadow changes.



Let's experiment! Place a thin layer of water onto a cookie sheet. Freeze the cookie sheet. Then, place some salt on it. What happened when salt was added?



## 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 reptiles! Illustrate as many reptiles as you can think of. Try to write the word beside them. Circle your favorite ones.



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



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



## Movement

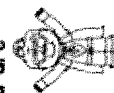
Let's inch like an inchworm! Bend over forward and place your hands on the ground. Walk them out in front of you. Then walk your feet to your hands.



Let's gator champ! Stretch your arms out in front of you. Open and close your arms like the mouth of an alligator.



Let's superhero stretch! Lay on your stomach. Stretch out your arms and legs. Lift them up like you are flying.



Let's walk like a polar bear! Use your hands and feet to walk around the room.



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

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





28

not

27

lot

26

are

25

was

24

lot

23

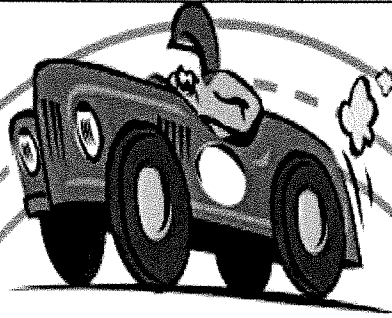
are

22

not

1

was



21

are

2

not

20

lot

3

are

19

not

4

lot

18

was

5

was

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

17

lot

6

not

16

was

7

was

15

are

8

are

9

was

10

not

11

lot

12

are

13

was

14

not

# Reading Racetrack



Name .....

Lesson 7

Take Apart 8 and 9

# My Homework

Homework Helper



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

1

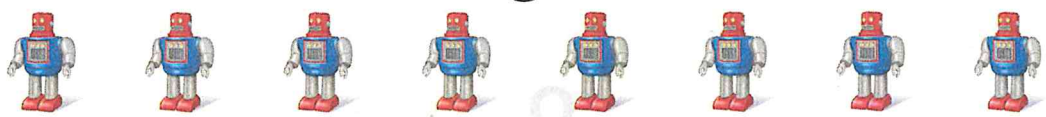
8



7 and 1

2

8



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

3

9



\_\_\_\_\_ 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

9



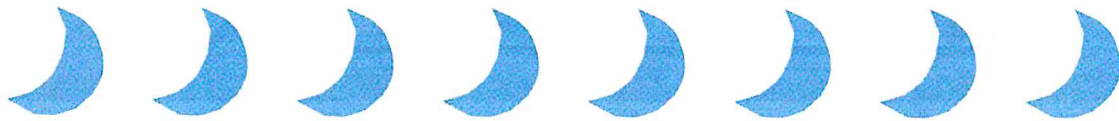
\_\_\_\_\_

\_\_\_\_\_

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

5

8



\_\_\_\_\_

\_\_\_\_\_

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

6

9



\_\_\_\_\_

\_\_\_\_\_

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



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

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



Name .....

Lesson 8

Make 10

# My Homework

Homework Helper

eHelp



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

1

10

6 and 4

2

10

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

3

10

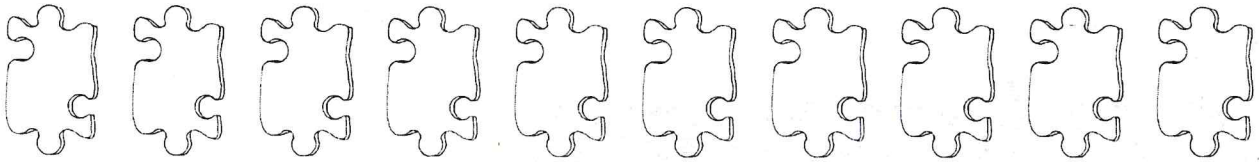
\_\_\_\_\_ and \_\_\_\_\_



Directions: 1-3. Use orange and yellow to color the objects to show a way to make 10. Write the numbers.

4

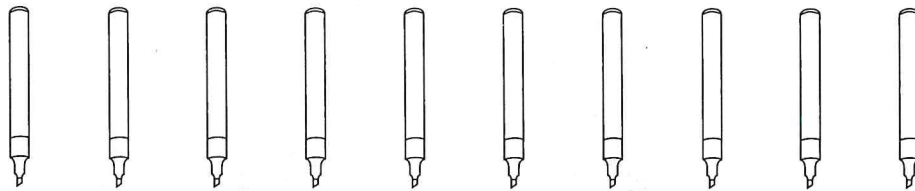
10



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

5

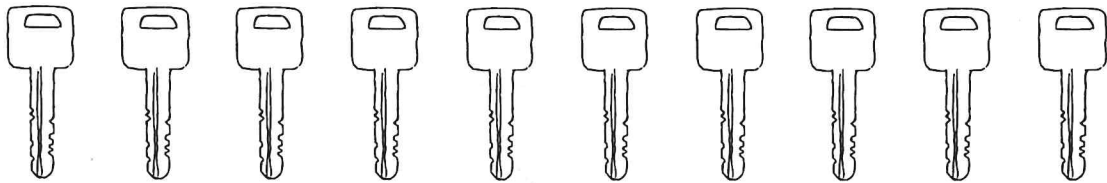
10



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

6

10



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



Directions: 4–6. Use orange and yellow to color the objects to show a way to make 10. Write the numbers.

**Math at Home** Draw a picture of objects such as 10 spoons or 10 bananas. Have your child color the objects to show a way to make 10. Repeat by drawing other objects and having your child show another way to make 10.



Name \_\_\_\_\_

Lesson 9

Take Apart 10

# My Homework

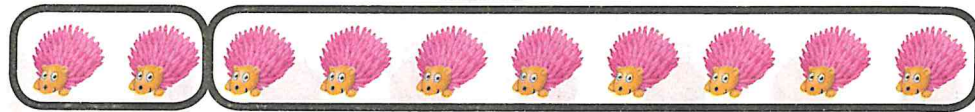
Homework Helper



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

1

10



2 and 8

2

10



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

3

10



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



Directions: 1-3. Look at the number. Count the objects. Circle the objects to show a way to take apart 10. Write the numbers.

4

10



\_\_\_\_\_

\_\_\_\_\_

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

5

10



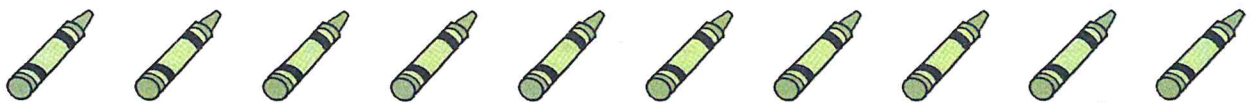
\_\_\_\_\_

\_\_\_\_\_

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

6

10



\_\_\_\_\_

\_\_\_\_\_

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



**Directions: 4–6.** Look at the number. Count the objects. Circle the objects to show a way to take apart 10. Write the numbers.

**Math at Home** Show your child a group of 10 spoons. Have your child break apart the group into two groups to show a way to take apart 10. Guide your child in writing the numbers that tell how many are in each group.



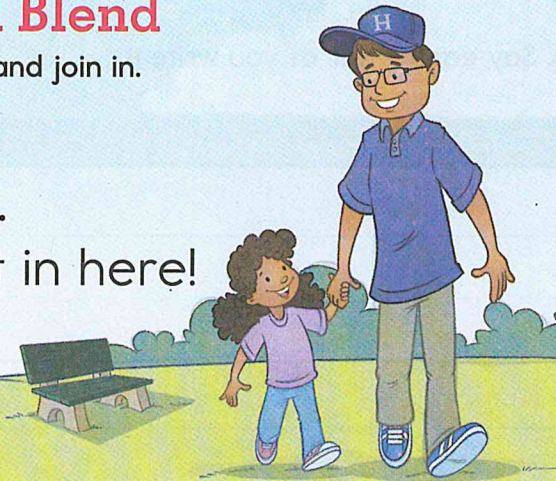
## Learn and Blend

**Directions:** Listen and join in.

h...h...h...

Hands up.

It's so hot in here!



# Hh

## Blend It

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

### INTRODUCE

- |        |     |     |     |
|--------|-----|-----|-----|
| 1. h   | i   | d   | a   |
| 2. hat | sat | mat | cat |
| 3. had | has | his | hit |

### REVIEW

- |        |     |     |     |
|--------|-----|-----|-----|
| 4. did | mad | fan | can |
|--------|-----|-----|-----|

### CHALLENGE

- |         |      |      |      |
|---------|------|------|------|
| 5. hats | hits | fans | maps |
|---------|------|------|------|

### IN CONTEXT

6. Dad has a hat.

7. I hid in 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 **h**.
- 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. do \_\_\_\_\_  
\_\_\_\_\_

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

## Use in Context

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

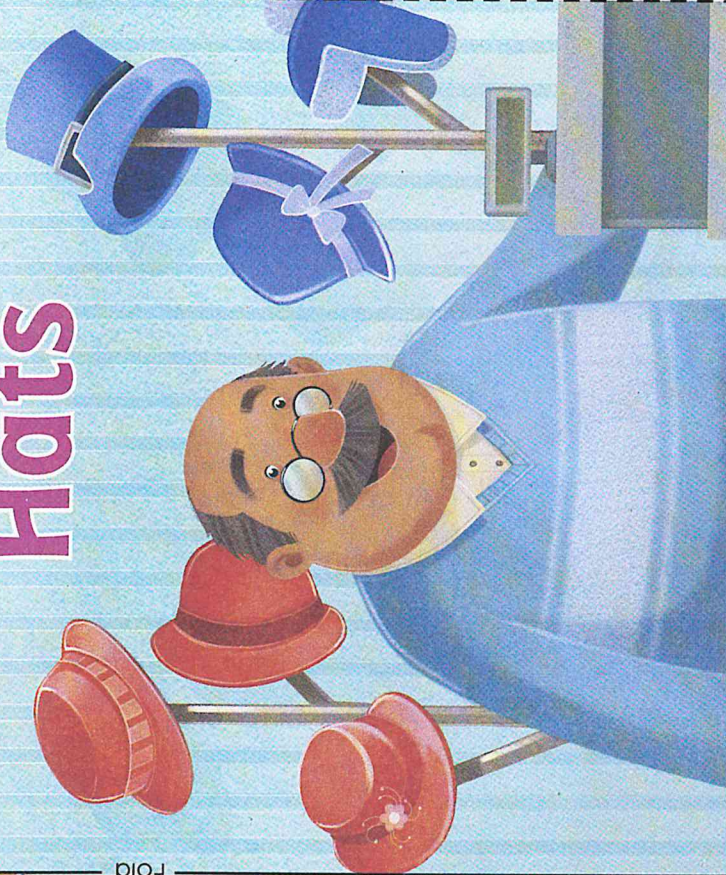
1. Do \_\_\_\_\_ like cats?

2. Yes, I \_\_\_\_\_ like cats.



# Hats

Name \_\_\_\_\_



Fold

Dan has hats.

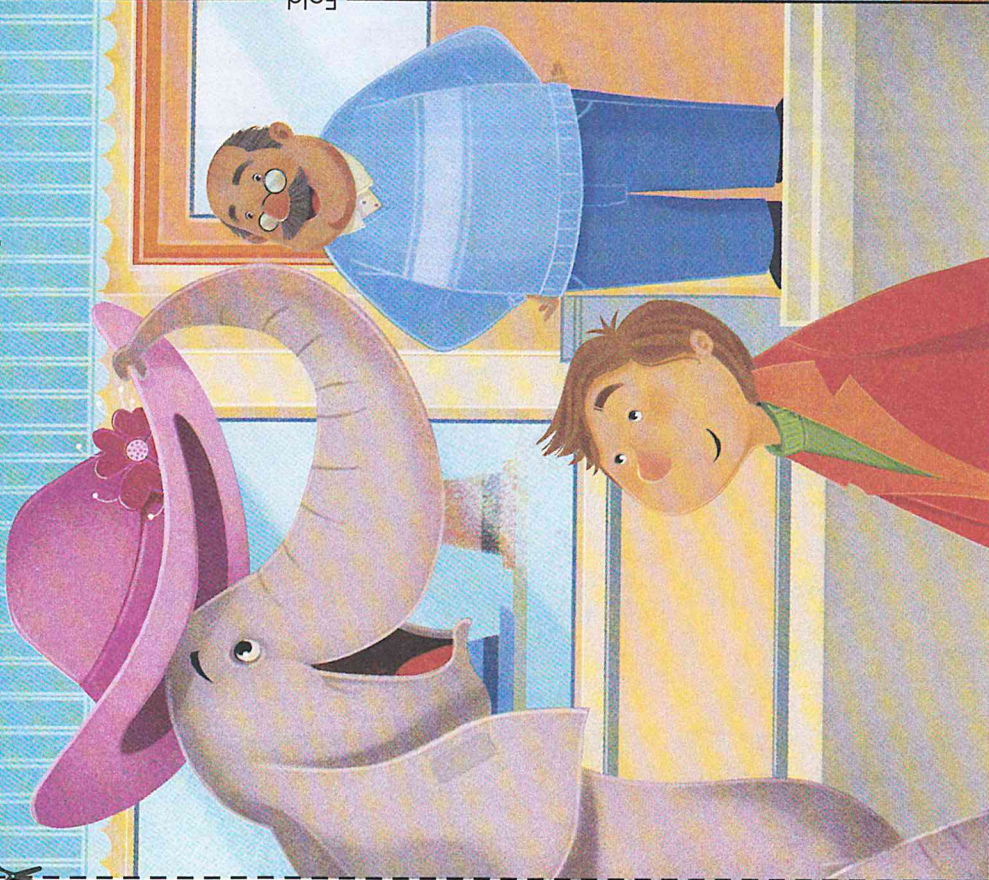
Red hats. Blue hats.

1

Do you like his hat?

I do!

4



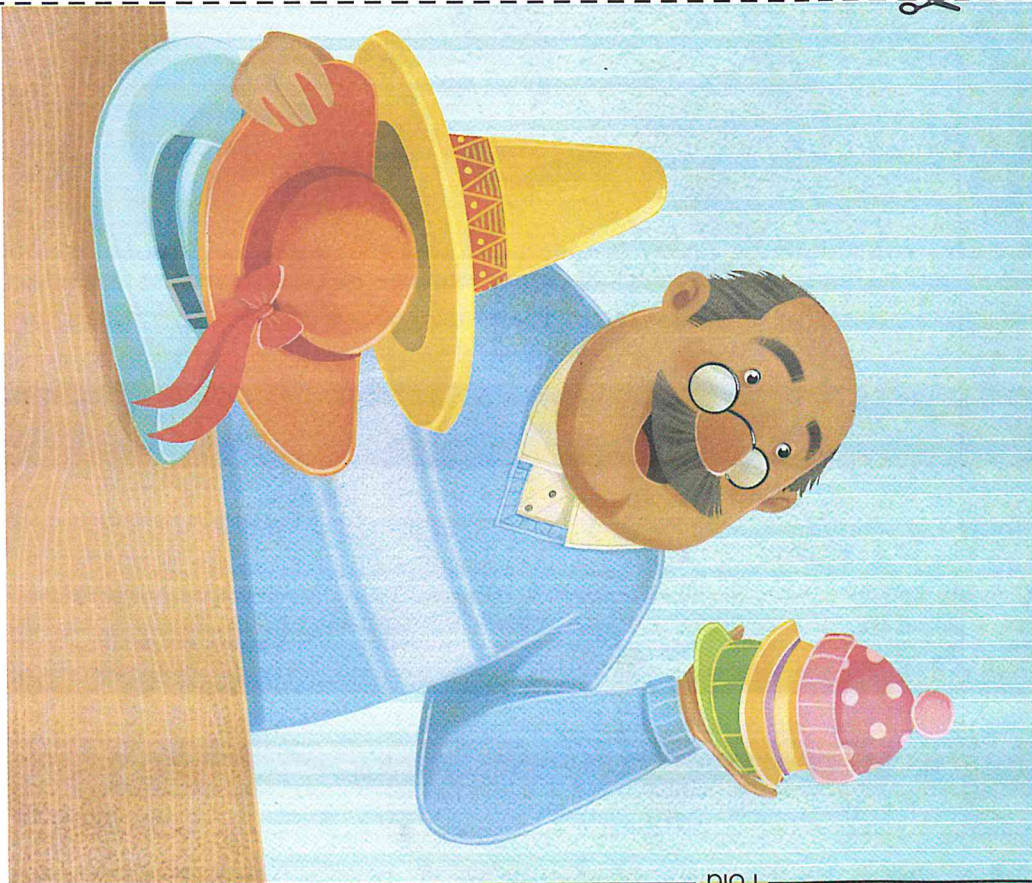
Fold

Do you like his hat?

I do!

4





Big hats. Little hats.  
Do you like his hats?

2



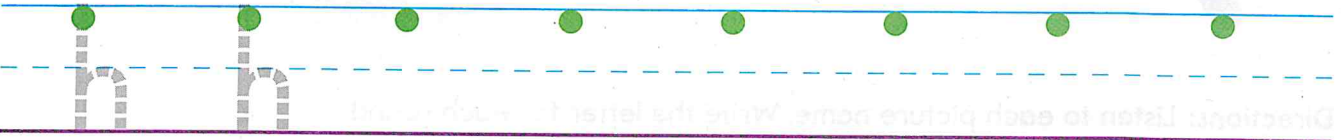
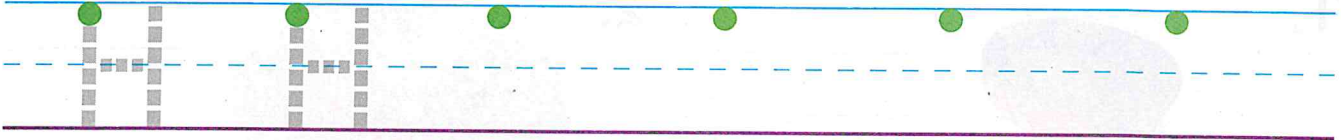
Sam looks at the hats.  
He picks a big hat.

3



## Trace and Write

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



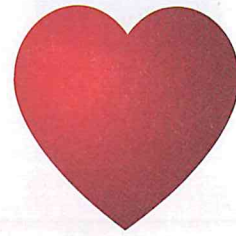
**Directions:** Say the name of the picture. Write Hh on the line if the picture name begins with /h/.



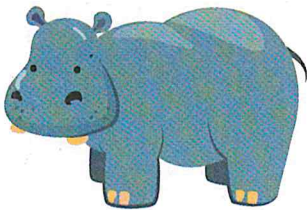
1. \_\_\_\_\_



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.

\_\_\_\_\_

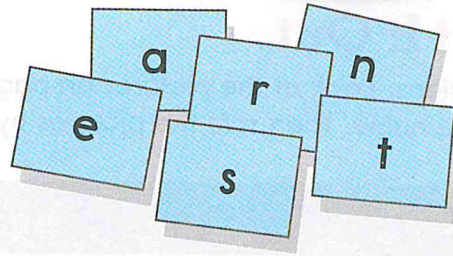
-----

\_\_\_\_\_



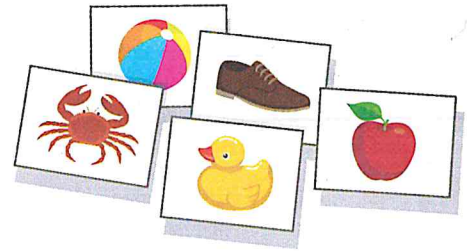
## Trace, Write, and Build

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



TRACE	WRITE
do	
you	
hat	
had	
his	

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## Sort It Out

**Directions:** Look at the pictures on page 391. Say each picture name. Then sort the pictures by beginning sound.

Cc

Blank area for sorting items starting with Cc.

Hh

Blank area for sorting items starting with Hh.

What words do you know with these sounds?

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

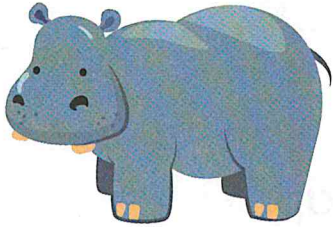
## Read and Write

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

f

h

p



\_\_\_\_\_

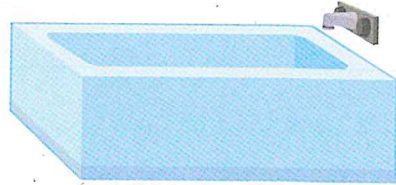
\_\_\_\_\_

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

d

h

t



\_\_\_\_\_

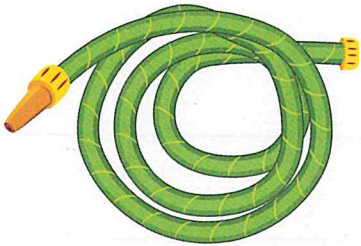
\_\_\_\_\_

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

h

p

s



\_\_\_\_\_

\_\_\_\_\_

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

h

n

p



\_\_\_\_\_

\_\_\_\_\_

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

d

h

n



\_\_\_\_\_

\_\_\_\_\_

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

h

m

r



\_\_\_\_\_

\_\_\_\_\_

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



## Build Fluency

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

do      look

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

2. I \_\_\_\_\_ see it.

**Directions:** Write a sentence using each word.

3.

has

4.

Dad



## Write About It

**Directions:** Read "Hats" again. Draw a picture about Dan's hats. Write about your picture.



<input type="checkbox"/>	<input type="checkbox"/>	cat	8	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	can		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	sick		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	back		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	tip	7	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	slit		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	pin		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	man	6	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	hair		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	top		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	box		<input type="checkbox"/>	<input type="checkbox"/>

Below the table are three sets of handwriting lines (solid top and bottom lines, dashed middle line) for writing practice.

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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 is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

CUMULATIVE ASSESSMENT							
Lesson	Word			Lesson	Word		
11	has	<input type="checkbox"/>	<input type="checkbox"/>	8	cat	<input type="checkbox"/>	<input type="checkbox"/>
	hats	<input type="checkbox"/>	<input type="checkbox"/>		can	<input type="checkbox"/>	<input type="checkbox"/>
	him	<input type="checkbox"/>	<input type="checkbox"/>		sick	<input type="checkbox"/>	<input type="checkbox"/>
	hid	<input type="checkbox"/>	<input type="checkbox"/>		pack	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
Number Correct (accuracy): ____ /24							
Number Automatic (fluency): ____ /24							