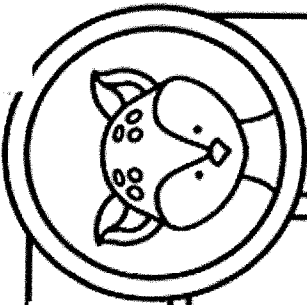
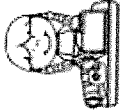


# Kindergarten Learning Menu: January 22 - 26, 2024



## Writing

Let's show how to show the steps you need to follow to wrap a gift. 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 play baseball. 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 take care of a pet. Illustrate each step. Try to write words or a sentence to match each picture.



Let's write about the story! Complete Phonics Lesson 12 Pgs. 163 - 164.

## Math

Let's practice our Chapter 5 Math Vocabulary! Complete Chapter 5 Vocabulary Cards and My Foldables Practice.

Let's make addition stories! Complete Chapter 5 Lesson 1 Homework Practice.

Let's use objects to add! Complete Chapter 5 Lesson 2 Homework Practice.

Let's review! Complete Chapter 5 Check My Progress Practice.

## Phonics

Let's practice reading high frequency words! Complete Phonics Lesson 12 Pgs. 153 - 154.

Let's read a story and practice handwriting! Complete Phonics Lesson 12 Pgs. 155 - 157.

Let's write words! Complete Phonics Lesson 12 Pgs. 158 - 159.

Let's sort sounds! Complete Phonics Lesson 12 Pgs. 160 - 162.

## Social Studies

Let's research! Who discovered electricity? How would our lives be different if we did not have electricity?



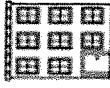
Let's compare then and now! How did people in the past see in the dark? How do we see in the dark now?



Let's think! What are the four cardinal directions? How can you tell where each direction is?



Let's create! Make a map of your town. Be sure to include important places, such as your school. Don't forget to include your home!



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



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



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



## Movement

Let's fall like a snowflake! Sway side to side very slowly as you make your way to the ground.



Let's balance like a tightrope walker! Very carefully walk with one foot directly in front of the other. Stretch your arms out by your side to help you keep your balance.



Let's hop like an Arctic hare! Squat down low and then jump forward as high as you can.

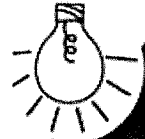


Let's toss snowballs! Ball up a piece of paper. Toss it back and forth with a partner. Try not to let it fall on the floor.



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: \_\_\_\_\_





26	had	27	do	26	ten	25	be	24	had	23	ten	22	do
1	<b>be</b>	<p><b>Reading Racetrack</b></p> <p>Set a timer for 30 seconds and see how far you can make it around the racetrack!</p> <p>Complete 3 rounds of 30 second timings.</p> <p>Round 1: ___ corr/ ___ inc  Round 2: ___ corr/ ___ inc  Round 3: ___ corr/ ___ inc</p>										21	had
2	do											20	ten
3	had											19	do
4	ten											18	be
5	be											17	ten
6	do											16	be
7	be											15	had
8	had	9	be	10	do	11	ten	12	had	13	be	14	do

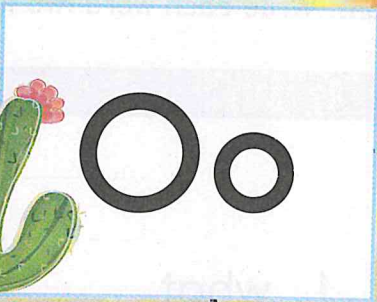


## Learn and Blend

**Directions:** Listen and join in.

O...O...O...

Turn the light on.



Oo

## Blend It

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

### INTRODUCE

- |        |     |     |     |
|--------|-----|-----|-----|
| 1. o   | a   | i   | h   |
| 2. mop | top | hot | not |
| 3. on  | top | pop | dot |

### REVIEW

- |        |     |     |     |
|--------|-----|-----|-----|
| 4. hat | sad | fan | can |
|--------|-----|-----|-----|

### CHALLENGE

- |         |      |      |      |
|---------|------|------|------|
| 5. mops | dots | pots | cats |
|---------|------|------|------|

### IN CONTEXT

6. The cat sat on the mat.

7. It is hot!

## 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 **oi**.
- 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. what \_\_\_\_\_

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

## Use in Context

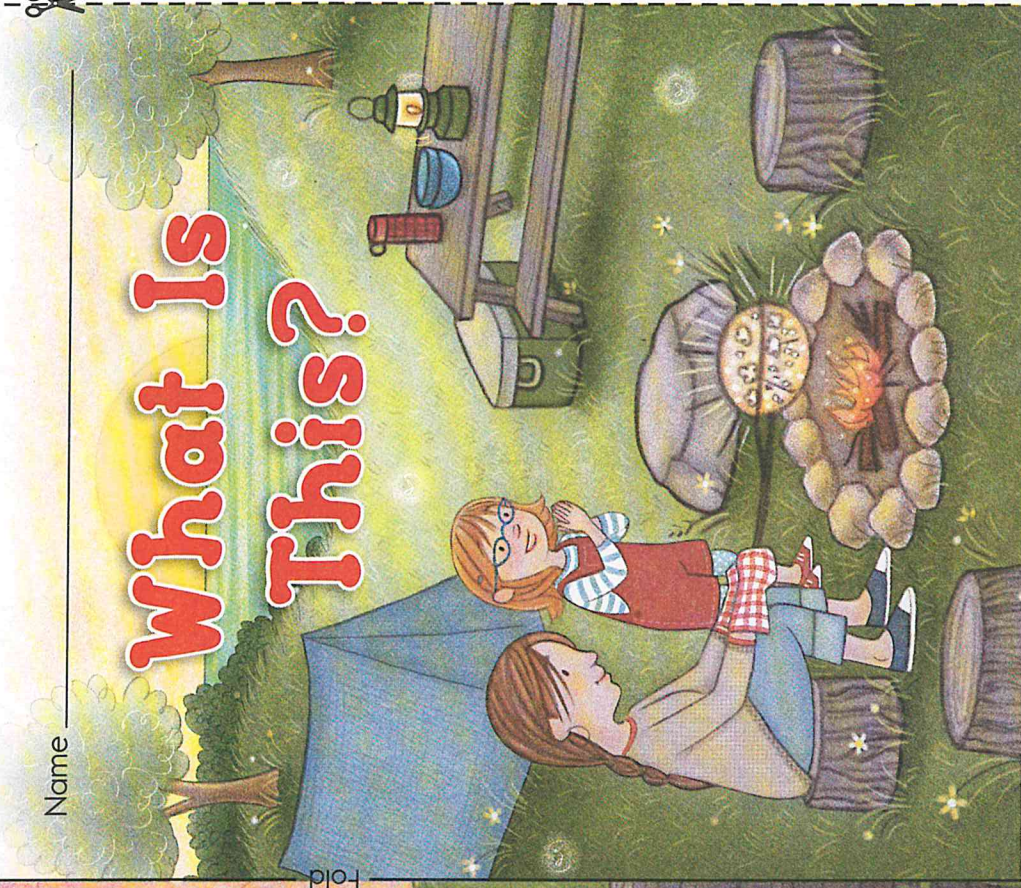
**Directions:** Complete each sentence with a word from above.  
Read the finished sentences to a partner.

1. \_\_\_\_\_ is it?

2. Is \_\_\_\_\_ my hat?

Name \_\_\_\_\_

# What Is This?



Fold

Fold



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Hop! Hop! Hop!

It is a frog.

I like it!

Pop! Pop! Pop!

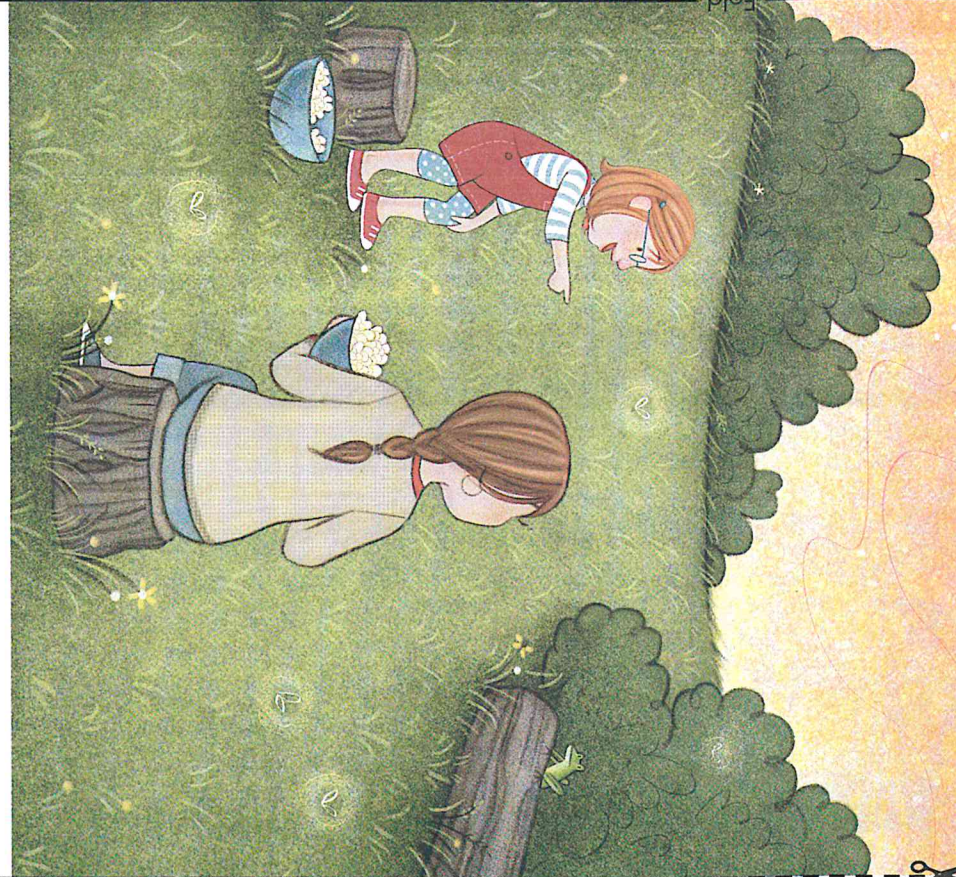
Mom!

What is this?



It is hot.  
I like it!

2



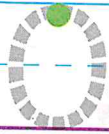
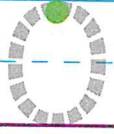
Mom!  
Look on the log.  
What is this?

3



## Trace and Write

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



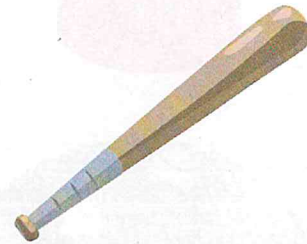
**Directions:** Say the name of the picture. Write Oo on the line if the picture name has the **short o** sound.



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



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



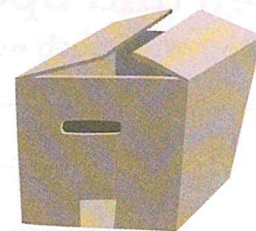
3. \_\_\_\_\_



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




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

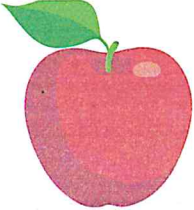


6. \_\_\_\_\_


## 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

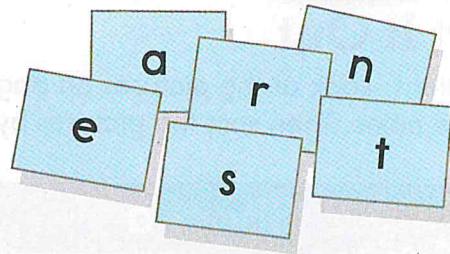
**Directions:** Write each word and sentence that you hear.

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

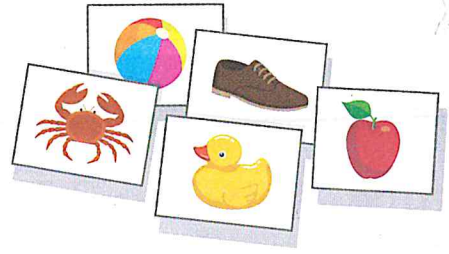
2. \_\_\_\_\_  
\_\_\_\_\_

# Trace, Write, and Build

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



TRACE	WRITE
what	
this	
not	
hot	
on	



## Sort It Out

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

Short a

Blank area for sorting pictures with the short 'a' sound.

Short o

Blank area for sorting pictures with the short 'o' sound.

What words do you know with these sounds?

Four sets of handwriting lines (top solid blue, middle dashed blue, bottom solid purple) for writing words.

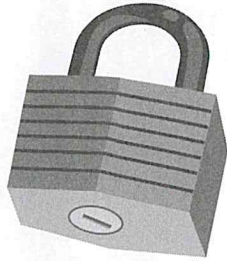
## Read and Write

**Directions:** Say the picture name. Circle the letter for the vowel sound you hear. Write the letter on the line.

a

i

o



\_\_\_\_\_

\_\_\_\_\_

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

a

i

o



\_\_\_\_\_

\_\_\_\_\_

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

a

i

o



\_\_\_\_\_

\_\_\_\_\_

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

a

i

o



\_\_\_\_\_

\_\_\_\_\_

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

a

i

o



\_\_\_\_\_

\_\_\_\_\_

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

a

i

o



\_\_\_\_\_

\_\_\_\_\_

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

## Build Fluency

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

you      what

1. Did \_\_\_\_\_ see it?

2. \_\_\_\_\_ do you like?

Directions: Write a sentence using each word.

3.

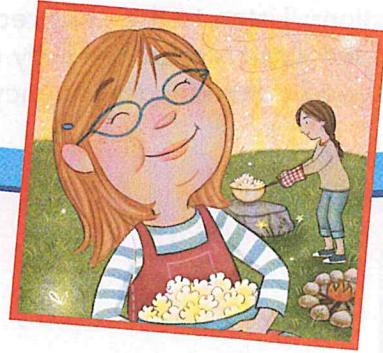
not

4.

hot

## Write About It

**Directions:** Read "What Is This?" again. Draw a picture that shows one answer to the question "What Is This?" Write about your picture.



A large writing area with a grid of boxes for drawing and writing. The grid is framed by a blue top border, a red left border, and a purple right border. The bottom border is orange. The grid contains several rows of boxes, some with faint words like 'fat', 'tan', 'if', 'fit', 'cat', 'can', 'sick', 'back', 'tip', 'sis', 'hip' and 'mom', 'top', 'not', 'has', 'hats', 'him', 'hid', 'bob', 'did', 'sod', 'bip'. There are also dashed lines for writing.

## 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	
12	on	<input type="checkbox"/> <input type="checkbox"/>	9	fat	<input type="checkbox"/> <input type="checkbox"/>
	mom	<input type="checkbox"/> <input type="checkbox"/>		fan	<input type="checkbox"/> <input type="checkbox"/>
	top	<input type="checkbox"/> <input type="checkbox"/>		if	<input type="checkbox"/> <input type="checkbox"/>
	not	<input type="checkbox"/> <input type="checkbox"/>		fit	<input type="checkbox"/> <input type="checkbox"/>
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"/>
Number Correct (accuracy): ____ /24					
Number Automatic (fluency): ____ /24					



# My Vocabulary Cards



Processes & Practices



add

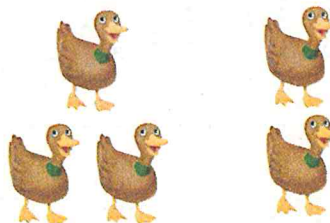


3

2

5 in all

equals sign =



3

+

2

=

5

in all



2

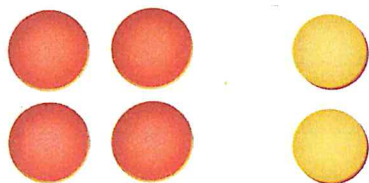
1

3 in all

join



plus sign +



4

+

2

is

6.

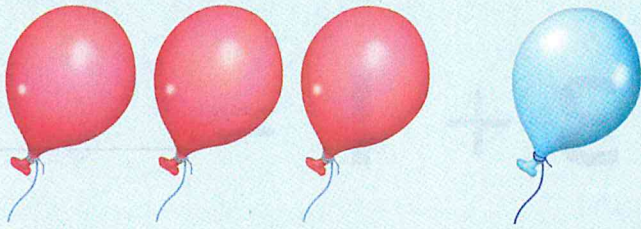


**Teacher Directions:**  
**Ideas for Use**

- Have students think of words that rhyme with some of the words.
- Have students name the letters in each word.
- Have students create an addition story and draw the pictures on their blank card. Have students choose a classmate to model their story.

# My Foldable

**FOLDABLES** Follow the steps on the back to make your Foldable.



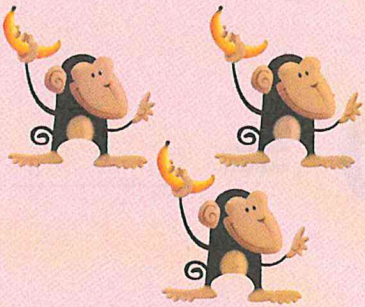
$$\square + \square = \square$$



$$\square + \square = \square$$



$$\square + \square = \square$$

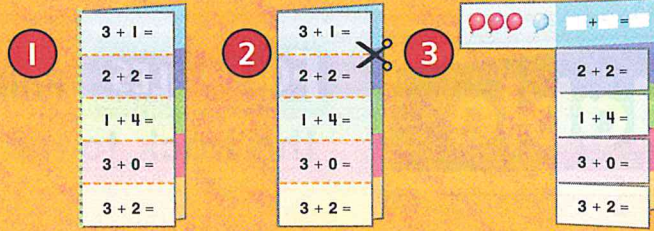


$$\square + \square = \square$$



$$\square + \square = \square$$

**FOLDABLES**  
Study Organizer



**3 + 1 = \_\_\_\_\_**

**2 + 2 = \_\_\_\_\_**

**1 + 4 = \_\_\_\_\_**

**3 + 0 = \_\_\_\_\_**

**3 + 2 = \_\_\_\_\_**

Name .....

Lesson 1

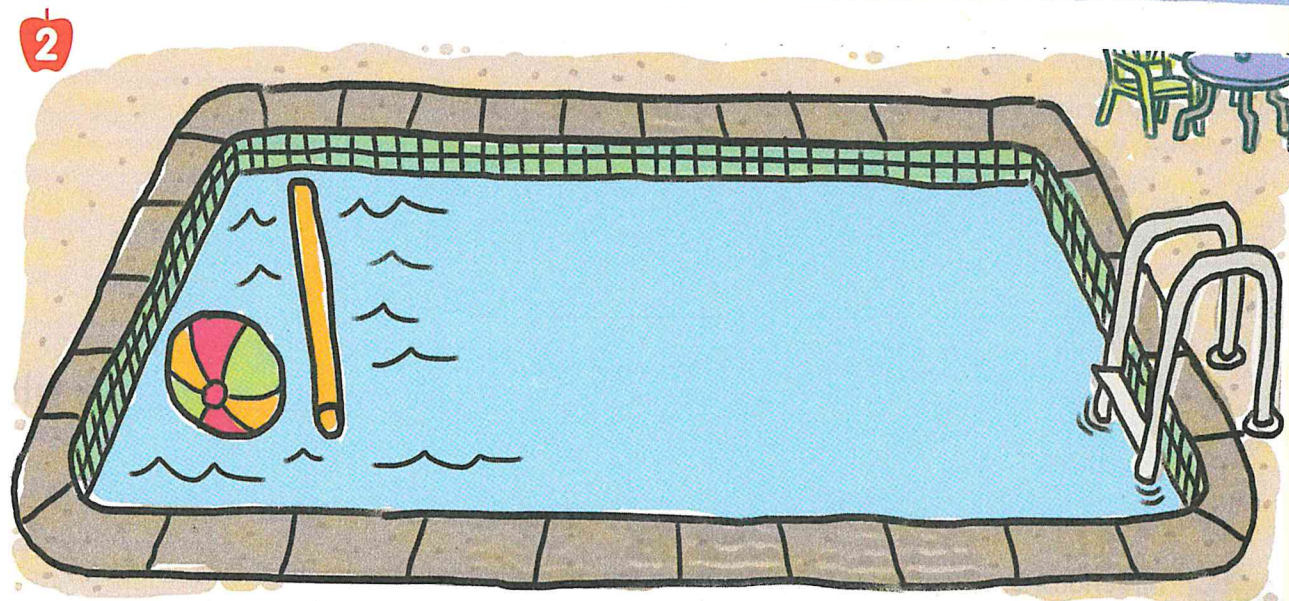
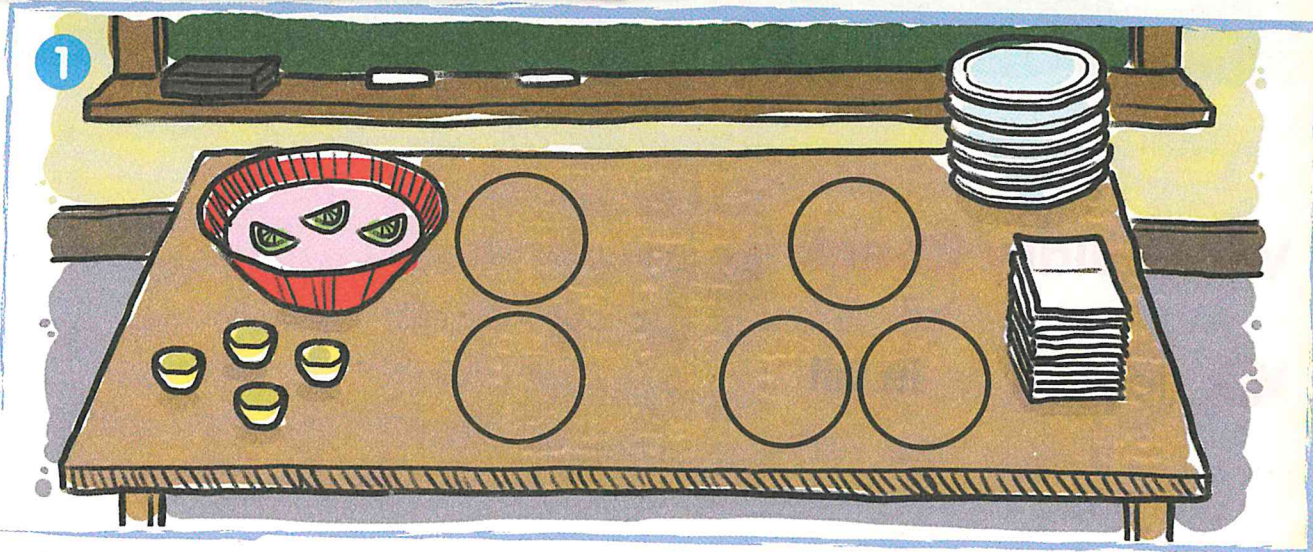
Addition Stories

# My Homework

## Homework Helper

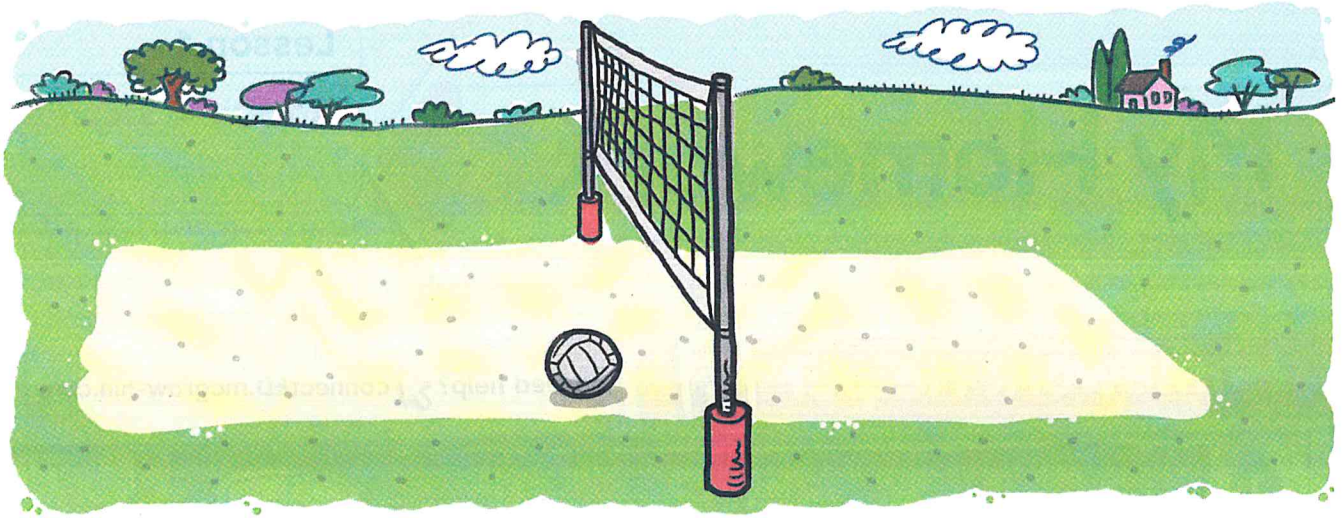


Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)



**Directions:** Use pennies to model each addition story. Trace the pennies. 1. Two pizzas are on the table. Three more pizzas are put on the table. How many pizzas are there in all? 2. Four children jump in the pool. Three more children jump in the pool. How many children are there in all?

3



## Vocabulary Check



4

join

in all

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ in all



**Directions:** 3. Use pennies to model the addition story. Trace the pennies. Five children are playing volleyball. Two more children join them. How many children are there in all? 4. Draw a group of three blue balloons. Draw a group of five red balloons. Join the two groups. How many balloons are there in all? Write the number.

**Math at Home** Tell your child an addition story. Have your child use pennies to model the story. Have him or her tell you how many pennies there are in all.

Name .....

**Lesson 2**

**Use Objects to Add**

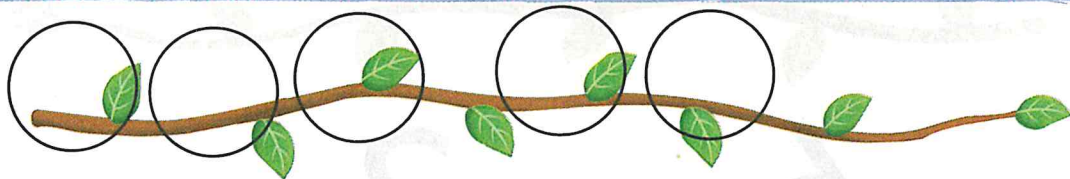
# My Homework

## Homework Helper



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1

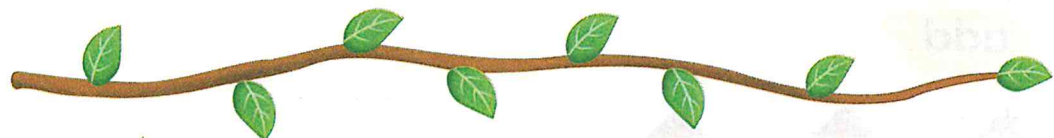


3

2

5 in all

2

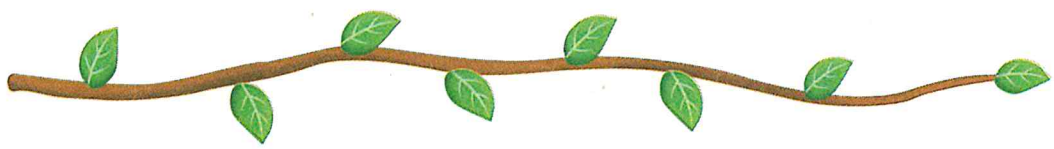


1

3

in all

3



4

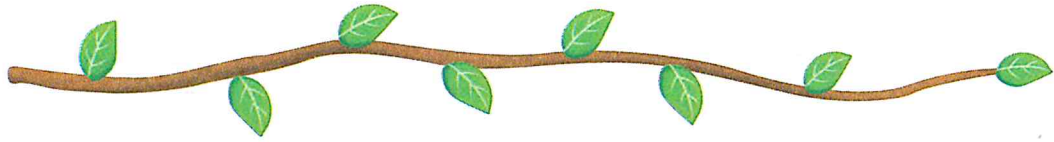
3

in all



**Directions:** 1. Use pennies to model. Trace the pennies. Three bugs are on a branch. Two more bugs join them. How many bugs are there in all? Write the number.  
2-3. Use pennies to model joining groups of bugs. Write the number that tells how many.

4



5

4

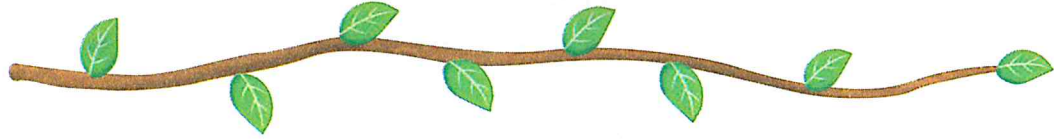
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

in all

5



6

2

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

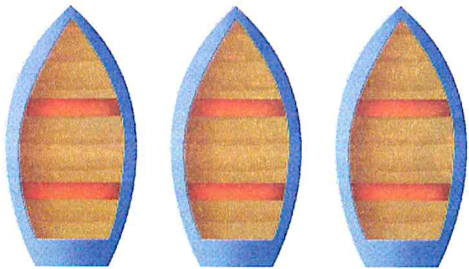
in all

## Vocabulary Check



6

add



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

in all



**Directions:** 4–5. Use pennies to model joining groups of bugs. Write the number that tells how many there are in all. 6. Count the row boats. Draw three more. Write the number that tells how many there are in all.

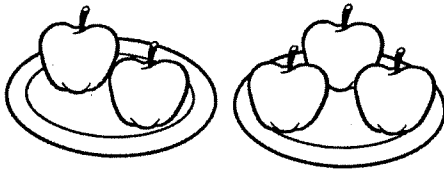
**Math at Home** Tell your child an addition story. Using buttons or pennies, ask your child to model the story and tell how many there are in all.



Name \_\_\_\_\_

# Check My Progress *(Lessons 1 through 2)*

1

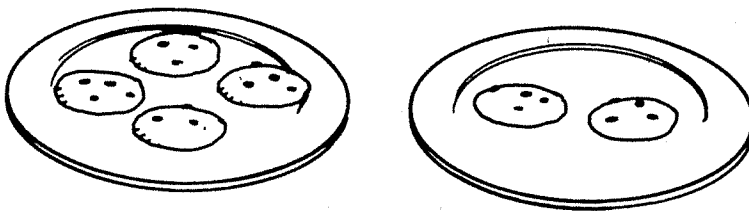


\_\_\_\_\_

-----

\_\_\_\_\_

2

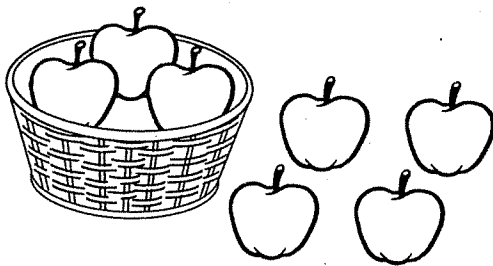


\_\_\_\_\_

-----

\_\_\_\_\_

3

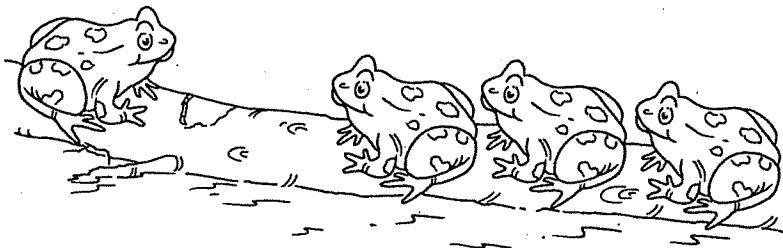


\_\_\_\_\_

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\_\_\_\_\_

4



\_\_\_\_\_

-----

\_\_\_\_\_

- 1 Use counters to model the addition story. There are two apples on one plate and three apples on another plate. How many apples are there in all?
- 2 Use counters to model the addition story. There are four cookies on one plate. Two more cookies are on the other plate. How many cookies are there in all?
- 3 Write the number that tells how many there are in all.

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