


# Kindergrarten Learning Menu: February 5 - 8, 2024

## Writing

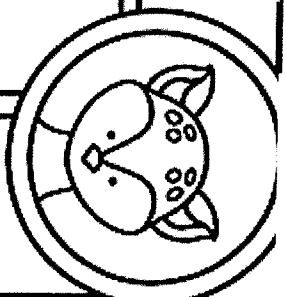
|   |  |
|---|--|
| <p>Let's sort sounds!<br/>Complete Phonics Lesson 14 Pgs. 184 - 186.</p>  | <p>Let's write about the story! Complete Phonics Lesson 14 Pgs. 187 - 188.</p> |
| <p>Let's show how to show the steps you need to follow to take out the trash. Illustrate each step. Try to write words or a sentence to match each picture.</p>  |  |

## Math




|   |  |
|---|--|
| <p>Let's add to make 10! Complete Chapter 5 Lesson 7 Homework Practice.</p> | <p>Let's practice adding! Complete Chapter 5 Fluency Practice.</p> |
| <p>Let's subtract! Make Chapter 6 Foldable Practice.</p>                    |  |

## Phonics



|  |  |
|--|--|
| <p>Let's practice reading high frequency words! Complete Phonics Lesson 14 Pgs. 177 - 178.</p> | <p>Let's read a story and practice handwriting! Complete Phonics Lesson 14 Pgs. 179 - 181.</p> |
| <p>Let's write words! Complete Phonics Lesson 14 Pgs. 182 - 183.</p>                           |  |






## Social Studies

|  |   |
|--|---|
| <p>Let's research! Who invented the first powered airplane? Make a paper airplane. Try different designs and decide which plane flies farther.</p>  | <p>Let's compare then and now! How did people in the past communicate with each other? How do we communicate now?</p>  |
| <p>Let's think! What are ways that we can save money? Why is it important to save money?</p>   |   |

## Vocabulary

|   |  |
|---|--|
| <p>Let's race! Play the Sight Word Race track. Go around and read as many words as you can in 30 seconds. Review any words missed. Record the number of words you read for 3 timings.</p>   | <p>Let's think about clothes! Illustrate as many types of clothes as you can think of. Try to write the word beside them. Circle your favorite ones.</p>  |
| <p>Let's think about teachers! Illustrate as many teaching supplies as you can think of. Try to write the word beside them. Circle your favorite ones.</p>  |  |

## Movement

|   |   |
|---|---|
| <p>Let's prance like a reindeer! Lift your feet like reindeer hooves and alternate back and forth while moving around the room.</p>                      | <p>Let's shiver! Play music and dance around. When the music stops, freeze and then start to shiver. Continue until the music starts again.</p>  |
| <p>Let's jump! Start jumping in place. Then, when someone says, "Switch," jump forwards and backwards. When they say, "Switch" again, jump in place.</p>  |   |

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

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



|     |     |     |    |     |     |     |     |
|-----|-----|-----|----|-----|-----|-----|-----|
| her | for | him | us | her | for | him |     |
| 14  | 13  | 12  | 11 | 10  | 9   | 8   |     |
| him |     |     |    |     |     |     | for |
| 15  |     |     |    |     |     |     | 7   |
| for |     |     |    |     |     |     | her |
| 16  |     |     |    |     |     |     | 6   |
| us  |     |     |    |     |     |     | for |
| 17  |     |     |    |     |     |     | 5   |
| for |     |     |    |     |     |     | us  |
| 18  |     |     |    |     |     |     | 4   |
| her |     |     |    |     |     |     | him |
| 19  |     |     |    |     |     |     | 3   |
| us  | her |     |    |     |     |     |     |
| 20  | 2   | for |    |     |     |     |     |
| him | 1   | him |    |     |     |     |     |
| 21  | 28  |     |    |     |     |     |     |
| her | us  | her | us | for | him | her |     |
| 22  | 23  | 24  | 25 | 26  | 27  | 28  |     |

Name .....

Lesson 7

Add to Make 10

# My Homework

Homework Helper



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

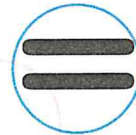
1



3



7

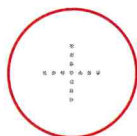


10

2



\_\_\_\_\_



\_\_\_\_\_

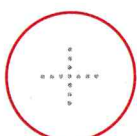


10

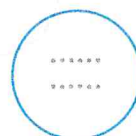
3



\_\_\_\_\_



\_\_\_\_\_

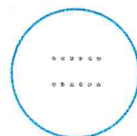
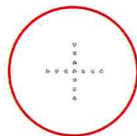
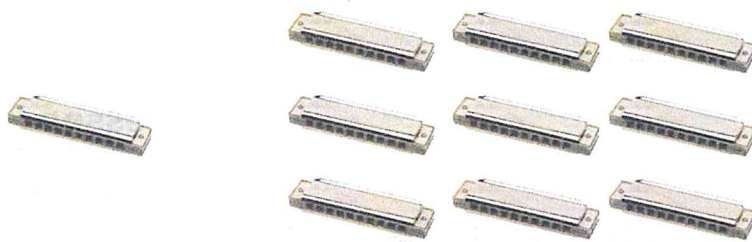


10

Directions: 1-3. Count the objects and write the numbers. Trace the symbols.

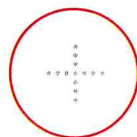
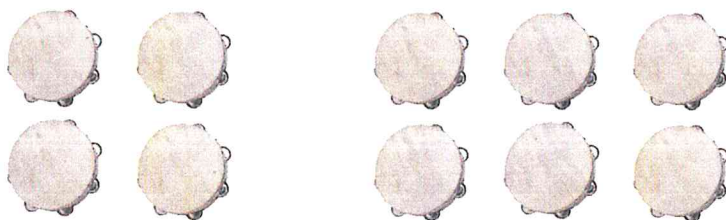


4



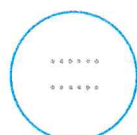
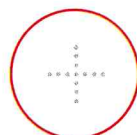
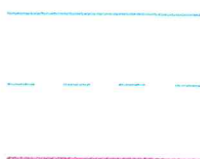
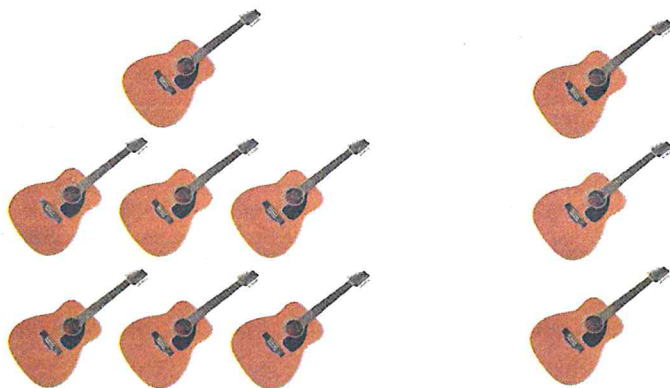
10

5



10

6



10



Directions: 4–6. Count the objects and write the numbers. Trace the symbols.

**Math at Home** Give your child a group of six items and a group of four items. Have your child add the groups together to tell how many in all.

Name \_\_\_\_\_

## Fluency Practice

$$\begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array}$$

$$\begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array}$$

$$\begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array}$$

$$\begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array}$$

$$\begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array}$$

– Use counters to model joining groups. Write a number sentence that tells how many there are in all.



## Learn and Blend

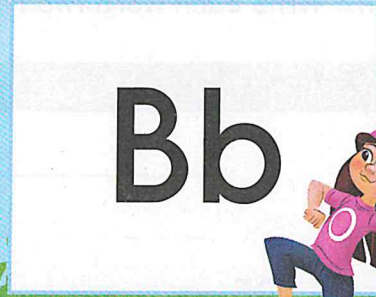
**Directions:** Listen and join in.

b...b...b...

Bounce the ball fast.

b...b...b...

Bounce it slow.



## Blend It

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

### INTRODUCE

|        |     |     |     |
|--------|-----|-----|-----|
| 1. b   | r   | o   | a   |
| 2. bat | cat | bad | mad |
| 3. bit | sit | rob | rib |

### REVIEW

|        |      |     |     |
|--------|------|-----|-----|
| 4. fan | pick | dad | mom |
|--------|------|-----|-----|

### CHALLENGE

|         |      |      |      |
|---------|------|------|------|
| 5. bats | cats | sits | hits |
|---------|------|------|------|

### IN CONTEXT

- I see a bat.
- I see a bat and a ball.

## 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 **b**.
- 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. or \_\_\_\_\_

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

## Use in Context

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

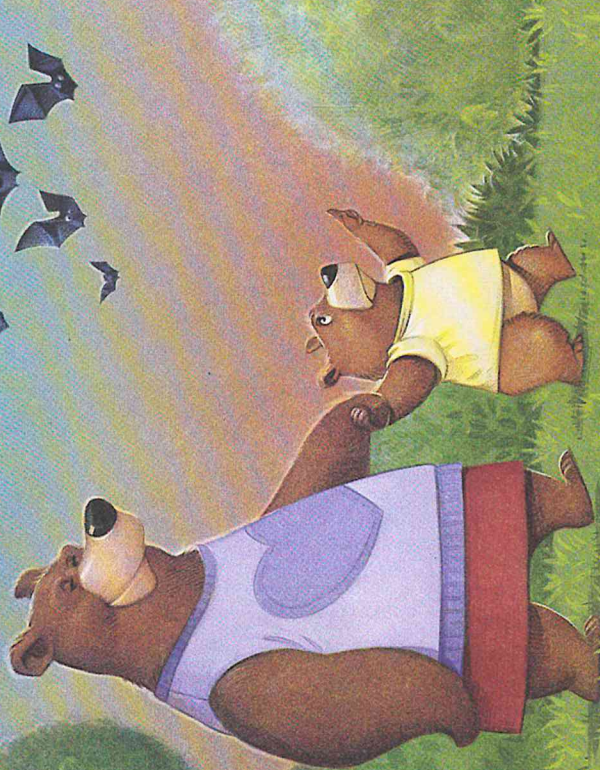
1. Is the cat big \_\_\_\_\_ little?

2. The cats \_\_\_\_\_ little.



Name \_\_\_\_\_

# Good or Bad?



I see big bats.  
Good or bad?

1

Copyright © by William H. Sadlier, Inc. All rights reserved.



The bats are in my bed!  
Good or bad?

4

2

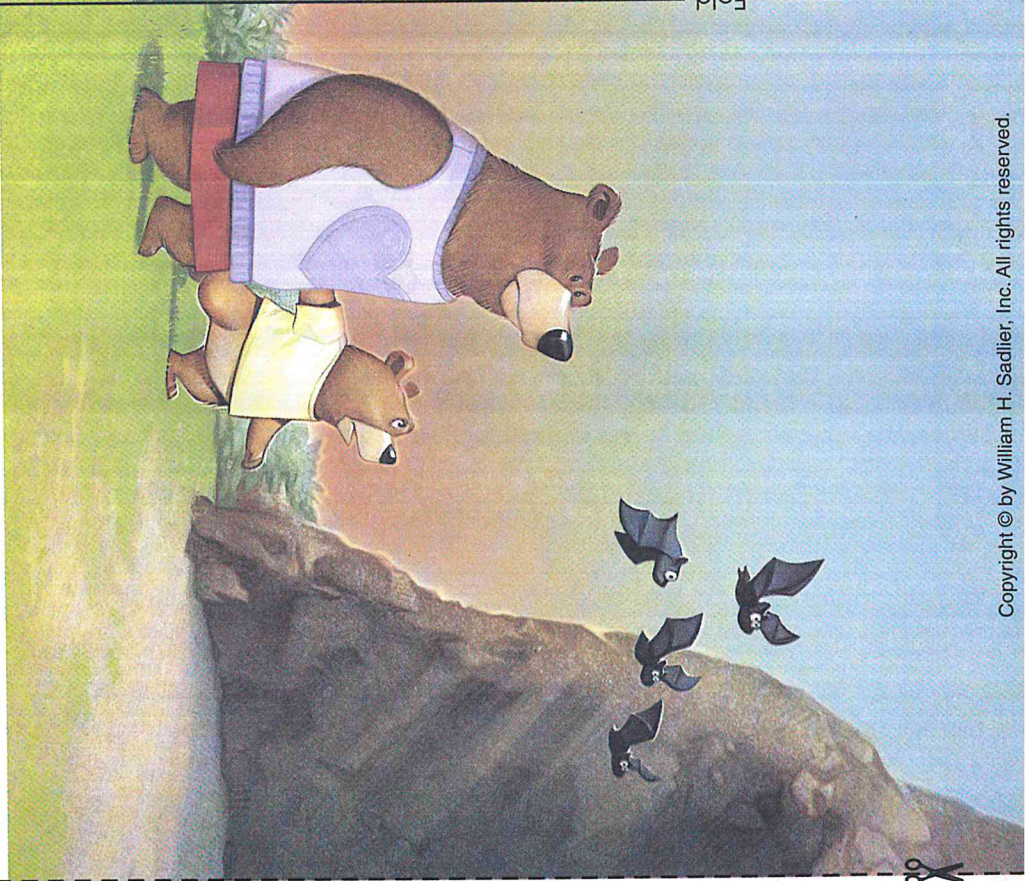
The bats are in the tree.  
Good or bad?



Fold

The bats are in the cave.  
Good or bad?

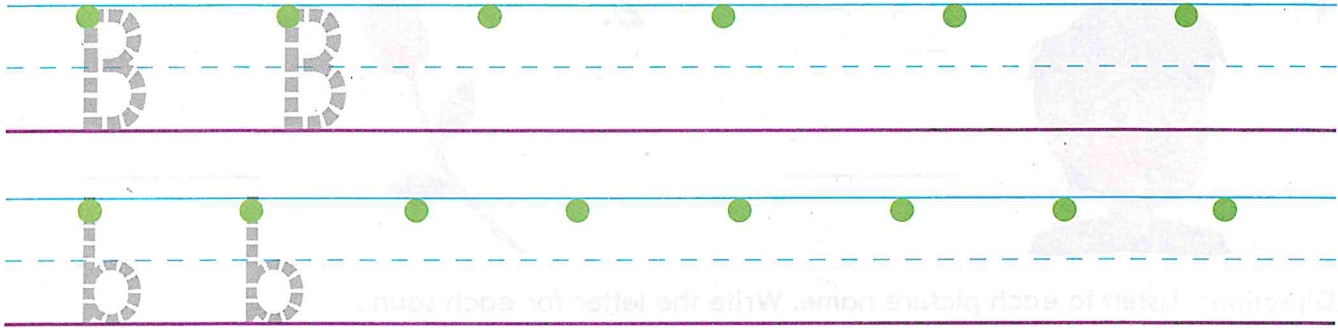
3





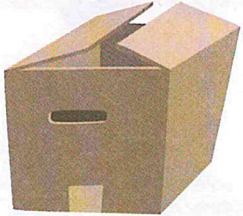

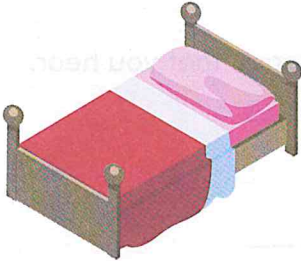
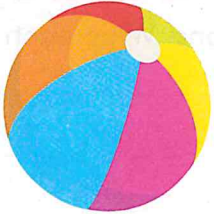
Fold

## Trace and Write

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



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

|   |   |   |
|---|---|---|
|  <p>1. _____</p>  |  <p>2. _____</p> |  <p>3. _____</p>  |
|  <p>4. _____</p> |  <p>5. _____</p> |  <p>6. _____</p> |

## Think and Write

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

1.

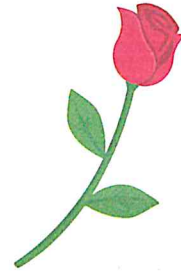


\_\_\_\_\_

-----

\_\_\_\_\_

2.



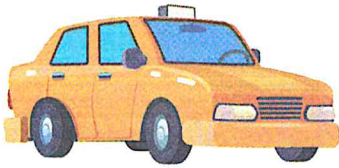
\_\_\_\_\_

-----

\_\_\_\_\_

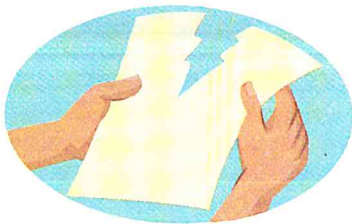
**Directions:** Listen to each picture name. Write the letter for each sound in a separate box.

3.



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

4.



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

## Listen and Spell

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

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

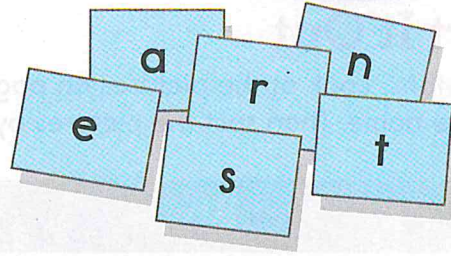
\_\_\_\_\_

-----

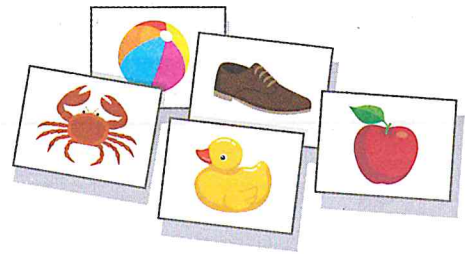
\_\_\_\_\_

# Trace, Write, and Build

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



| TRACE | WRITE |
|-------|-------|
| or    |       |
| are   |       |
| bat   |       |
| bad   |       |
| rat   |       |



## Sort It Out

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

**Bb**

Empty box for sorting items starting with Bb.

**Dd**

Empty box for sorting items starting with Dd.

What words do you know with these sounds?

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

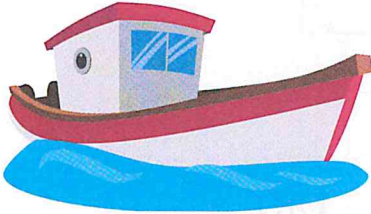
## Read and Write

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

b

d

t

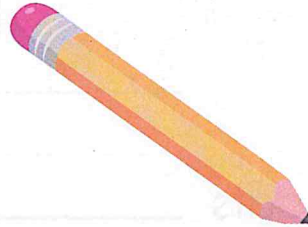


1. \_\_\_\_\_

b

h

p

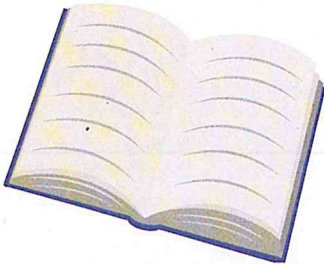


2. \_\_\_\_\_

b

c

f



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

b

d

p

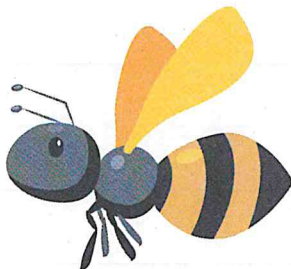


4. \_\_\_\_\_

b

n

p



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

b

d

t



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

## Build Fluency

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

are and

1. The cats \_\_\_\_\_ big.

2. I see Bob \_\_\_\_\_ Tom.

Directions: Write a sentence using each word.

3.

ran

4.

bat



## Write About It

**Directions:** Read "Good or Bad?" again.  
Draw a picture about the bats. Write about your picture.



|  |      |                          |                          |
|--|------|--------------------------|--------------------------|
|  | has  | <input type="checkbox"/> | <input type="checkbox"/> |
|  | rats | <input type="checkbox"/> | <input type="checkbox"/> |
|  | him  | <input type="checkbox"/> | <input type="checkbox"/> |
|  | hid  | <input type="checkbox"/> | <input type="checkbox"/> |
|  | bad  | <input type="checkbox"/> | <input type="checkbox"/> |
|  | bib  | <input type="checkbox"/> | <input type="checkbox"/> |
|  | zod  | <input type="checkbox"/> | <input type="checkbox"/> |
|  | qip  | <input type="checkbox"/> | <input type="checkbox"/> |
|  | fat  | <input type="checkbox"/> | <input type="checkbox"/> |
|  | fan  | <input type="checkbox"/> | <input type="checkbox"/> |
|  | it   | <input type="checkbox"/> | <input type="checkbox"/> |
|  | it   | <input type="checkbox"/> | <input type="checkbox"/> |

Handwriting practice lines (solid top and bottom lines, dashed middle line) are provided below the table.

## Fluency Check

**Directions:** Listen to the child read the word list. 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 |                          |                          |
| 14                                   | bats | <input type="checkbox"/> | <input type="checkbox"/> | 11     | has  | <input type="checkbox"/> | <input type="checkbox"/> |
|                                      | bad  | <input type="checkbox"/> | <input type="checkbox"/> |        | hats | <input type="checkbox"/> | <input type="checkbox"/> |
|                                      | bit  | <input type="checkbox"/> | <input type="checkbox"/> |        | him  | <input type="checkbox"/> | <input type="checkbox"/> |
|                                      | rob  | <input type="checkbox"/> | <input type="checkbox"/> |        | hid  | <input type="checkbox"/> | <input type="checkbox"/> |
| 13                                   | ran  | <input type="checkbox"/> | <input type="checkbox"/> | 10     | dad  | <input type="checkbox"/> | <input type="checkbox"/> |
|                                      | rats | <input type="checkbox"/> | <input type="checkbox"/> |        | did  | <input type="checkbox"/> | <input type="checkbox"/> |
|                                      | rip  | <input type="checkbox"/> | <input type="checkbox"/> |        | sad  | <input type="checkbox"/> | <input type="checkbox"/> |
|                                      | rock | <input type="checkbox"/> | <input type="checkbox"/> |        | dip  | <input type="checkbox"/> | <input type="checkbox"/> |
| 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"/> |
| Number Correct (accuracy): ____ /24  |      |                          |                          |        |      |                          |                          |
| Number Automatic (fluency): ____ /24 |      |                          |                          |        |      |                          |                          |