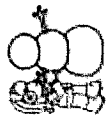


# Kindergarten Learning Menu: February 26 - March 1, 2024

## Writing

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



Let's write about the story! Complete Phonics Lesson 15 Pgs. 199 - 200.

## Math

Let's use the symbol! Complete Chapter 6 Lesson 3 Homework Practice.

Let's use the symbol! Complete Chapter 6 Lesson 4 Homework Practice.

Let's find how many are left! Complete Chapter 6 Lesson 5 Homework Practice.

Let's write a number sentence! Complete Chapter 6 Lesson 6 Homework Practice.

## Phonics

Let's practice reading high frequency words! Complete Phonics Lesson 15 Pgs. 189 - 190.

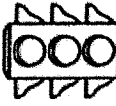
Let's read a story and practice handwriting! Complete Phonics Lesson 15 Pgs. 191 - 193.

Let's write words! Complete Phonics Lesson 15 Pgs. 194 - 195.

Let's sort sounds! Complete Phonics Lesson 15 Pgs. 196 - 198.

## Social Studies

Let's research! Who invented the traffic signal? Why was the important invention?



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



Let's think! What is kindness? What are different ways that we can spread kindness to others?



Let's discuss! Who was Dr. Martin Luther King Jr.? What was his dream?



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



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



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



## Movement

Let's waddle! Place your arms straight down by your sides. Keep your legs straight and waddle across the room like a penguin.



Let's ice skate! Pretend you are ice skating. Glide across the room.



Let's be a snowball! Lay on your back. Bring your knees into your chest and wrap your arms around them.

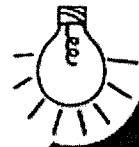


Let's pull a sled! Grab an item that you can pull, such as a box. Pretend that it is a sled that you are pulling through the snow.



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

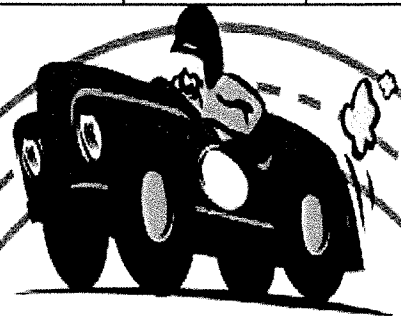
Student Name: \_\_\_\_\_





28	27	26	25	24	23	22
some	six	we	some	we	have	six

1  
**have**



21  
some

2  
six

20  
we

3  
some

19  
six

4  
we

# Reading Racetrack

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

18  
have

5  
have

Complete 3 rounds of 30 second timings.

17  
we

6  
six

Round 1: \_\_\_\_\_ corr/ \_\_\_\_\_ inc  
 Round 2: \_\_\_\_\_ corr/ \_\_\_\_\_ inc  
 Round 3: \_\_\_\_\_ corr/ \_\_\_\_\_ inc

16  
have

7  
have

15  
some

8	9	10	11	12	13	14
some	have	six	we	some	have	six



Name .....

Lesson 3

Use the — Symbol

# My Homework

## Homework Helper



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

1



6



2

is

4

2



is

3



is



**Directions:** 1–3. Count and write the number of objects. Trace the minus sign. Draw an X on the objects that are going away. Write the number that tells how many are going away. Write the number that tells how many are left.



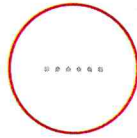
4



\_\_\_\_\_

-----

\_\_\_\_\_



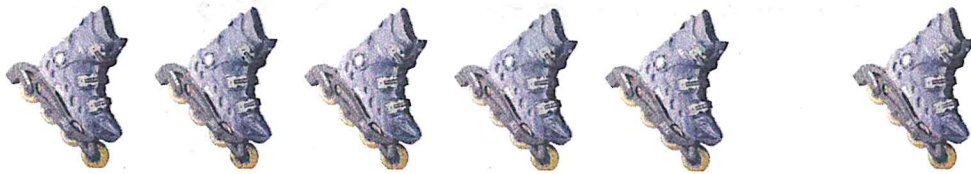
\_\_\_\_\_

-----

\_\_\_\_\_

is

5



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

is

## Vocabulary Check



6

minus sign (-)



7



3

is



**Directions:** 4–5. Count and write the number of objects. Trace the minus sign. Draw an X on the objects that are going away. Write the number that tells how many are going away. Write the number that tells how many are left. 6. There are seven tennis rackets. Three are being used. Draw an X on each racket that is being used. Trace the minus sign. Tell how many are left. Write the number.

**Math at Home** Draw 9 squares on paper. Have your child put an X on 6 of the squares. Have your child write the number that tells how many are left.

Name .....

Lesson 4

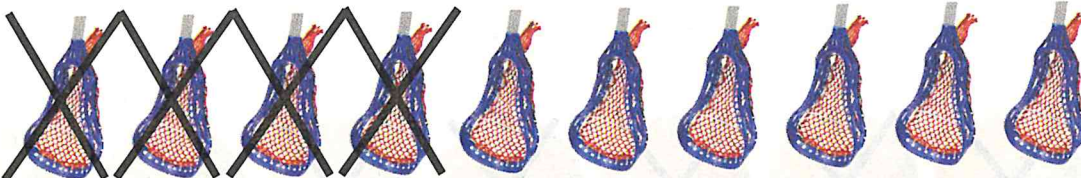
Use the = Symbol

# My Homework

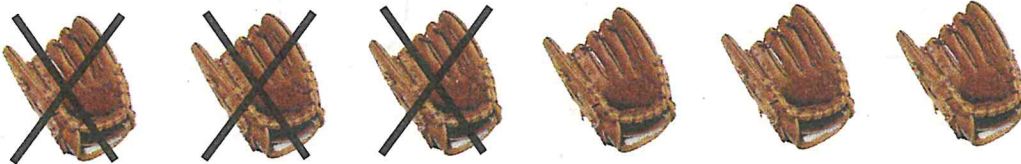
## Homework Helper



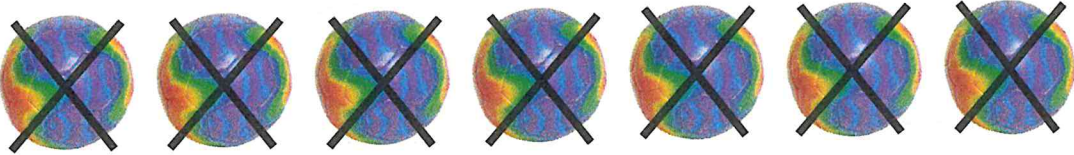
Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

1 

10 - 4 = 6

2 

     -      =     

3 

     -      =     



**Directions:** 1-3. Count and write the number of objects. Write the number that tells how many are taken away. Trace the equals sign. Write how many objects are left.



4



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

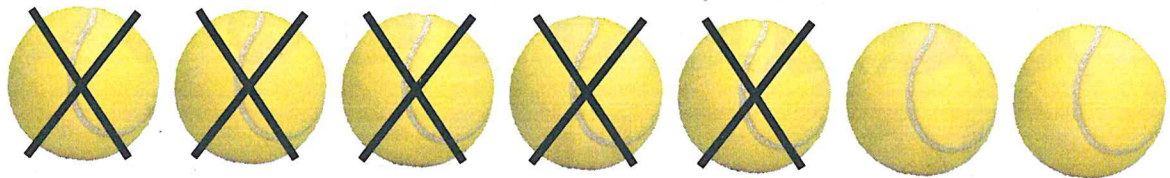
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Directions: 4–6.** Count and write the number of objects. Write the number that tells how many are taken away. Trace the equals sign. Write how many objects are left.

**Math at Home** Show your child 7 objects. Have your child write the number of objects. Write the minus sign. Have your child take 4 of the objects away. Write the number sentence. Have your child write the number that tells how many are left.



Name .....

Lesson 5

How Many are Left?

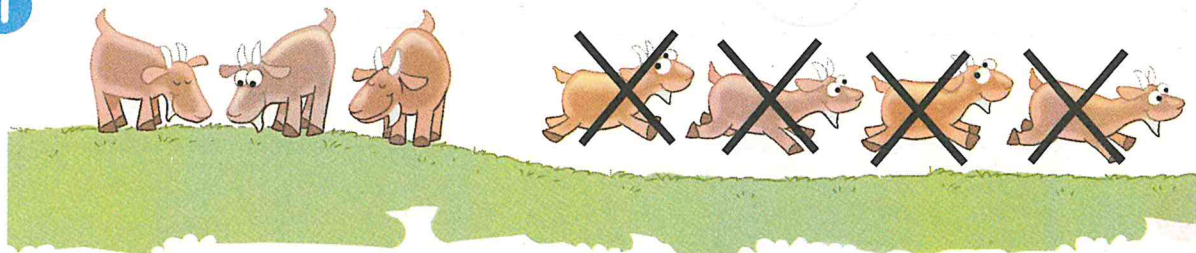
# My Homework

## Homework Helper



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

1



$$7 - 4 = 3$$

2



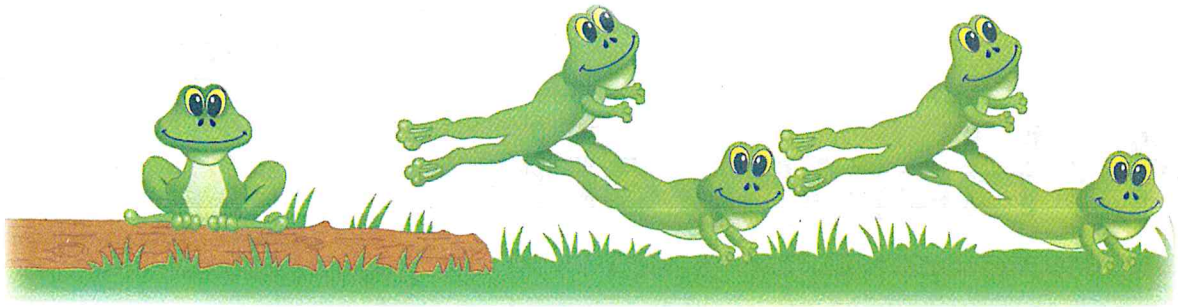
\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_

\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_



**Directions:** 1-2. Count and write the number of animals. Trace the minus sign. Draw an X on the animals going away. Write the number. Trace the equals sign. Write the number that tells how many animals are left.

3



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

○

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

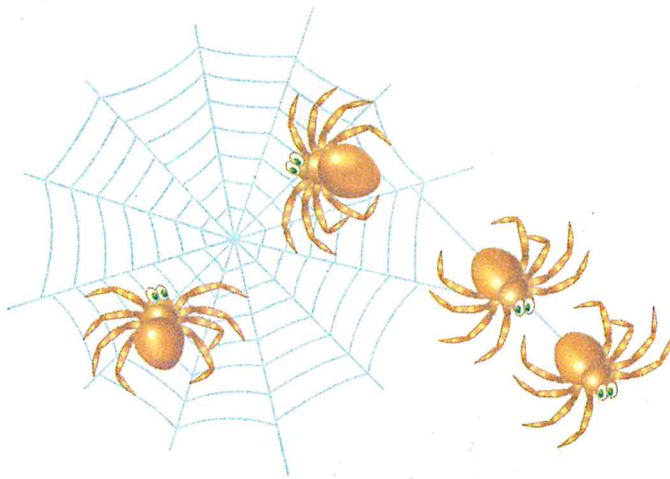
○

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

○

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

○

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Directions: 3–4.** Count and write the number of animals. Trace the minus sign. Draw an X on the animals going away. Write the number. Trace the equals sign. Write the number that tells how many animals are left.

**Math at Home** Show 10 crayons. Have your child take 6 away. Have your child write a number sentence to show how many are left.



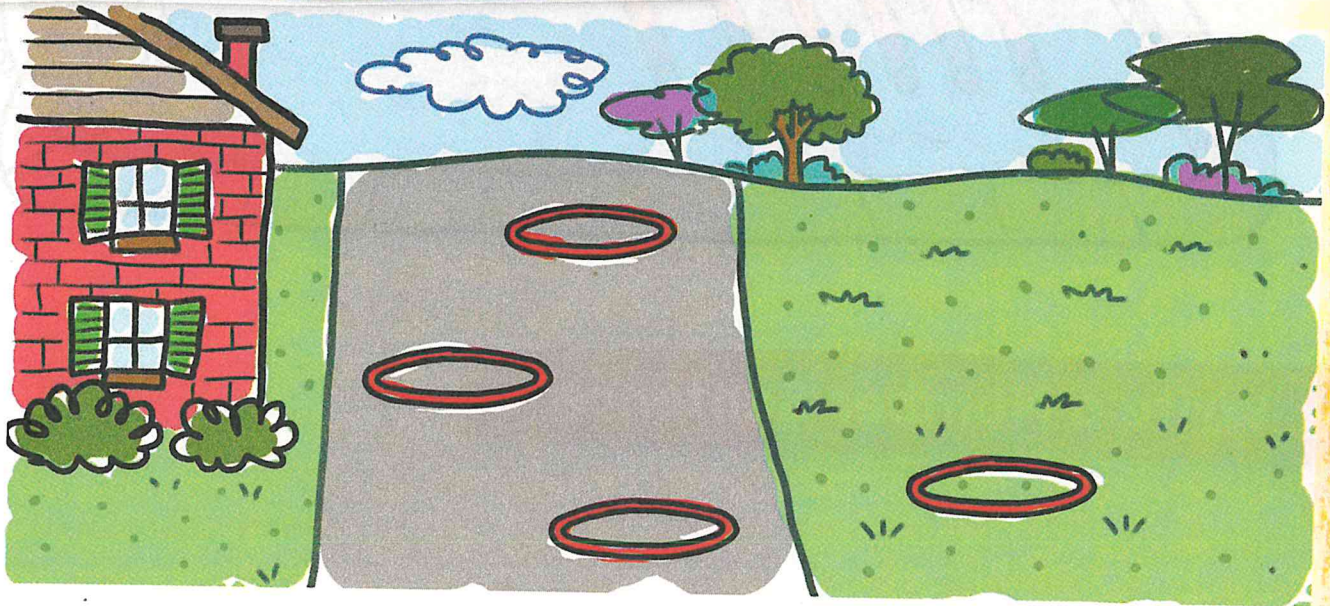
Name .....

Lesson 6

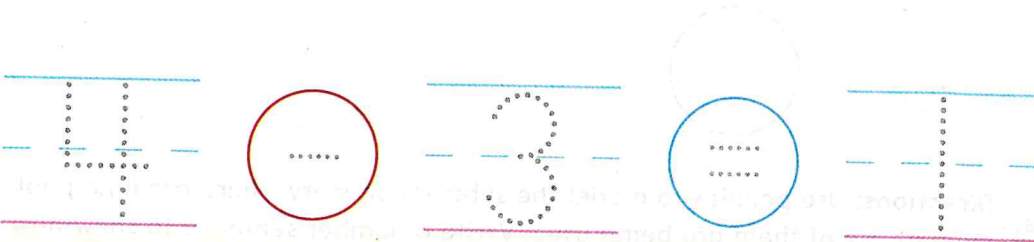
Problem Solving:  
Write a Number  
Sentence

# My Homework

How many are left?



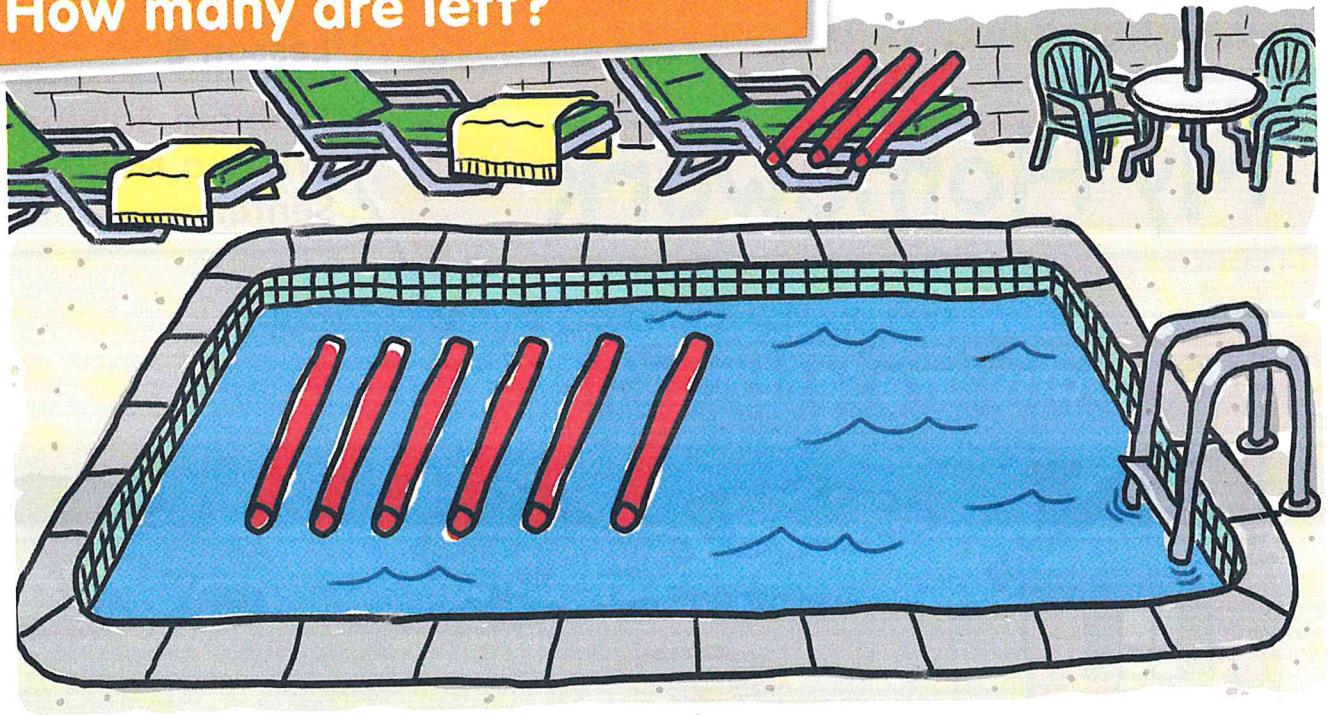
Write a Number Sentence



**Directions:** Use pennies to model the subtraction story. There are four hula hoops. Three hula hoops are being used. Trace the number sentence to show how many hula hoops are left.



How many are left?



Write a Number Sentence

\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_  
-----  
\_\_\_\_\_



**Directions:** Use pennies to model the subtraction story. There are nine pool noodles. Six of them are being used. Write a number sentence to show how many are left.

**Math at Home** Take advantage of problem-solving opportunities during daily routines such as riding in the car, bedtime, doing laundry, putting away groceries, and so on.



## Learn and Blend

**Directions:** Listen and join in.

l...l...l...

Lick the lemons  
and the limes. Ooo!



LI

## Blend It

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

### INTRODUCE

1. l	b	o	i
2. lot	hot	hill	fill
3. lap	lip	lid	lit

### REVIEW

4. bad	ran	top	his
--------	-----	-----	-----

### CHALLENGE

5. lips	hills	bills	bats
---------	-------	-------	------

### IN CONTEXT

- Bill has a lot.
- The hill is big.

## 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 l.
- 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. up \_\_\_\_\_

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

## Use in Context

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

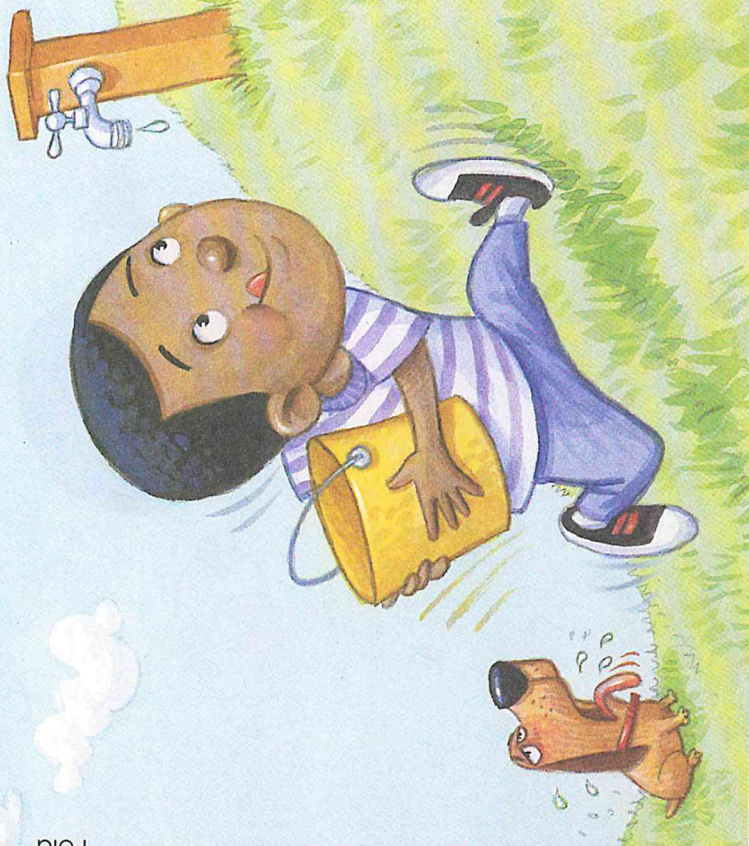
1. Pick \_\_\_\_\_ the cat.

2. Sit \_\_\_\_\_ on the mat.



Name \_\_\_\_\_

# Up and Down



Fold

Fold

Bill ran up the hill.  
He had to fill his pail.

Bill ran up the hill.  
He had to fill his pail.

1

Bill ran up the hill.  
Up. Up. Up!

Bill ran up the hill.  
Up. Up. Up!

4

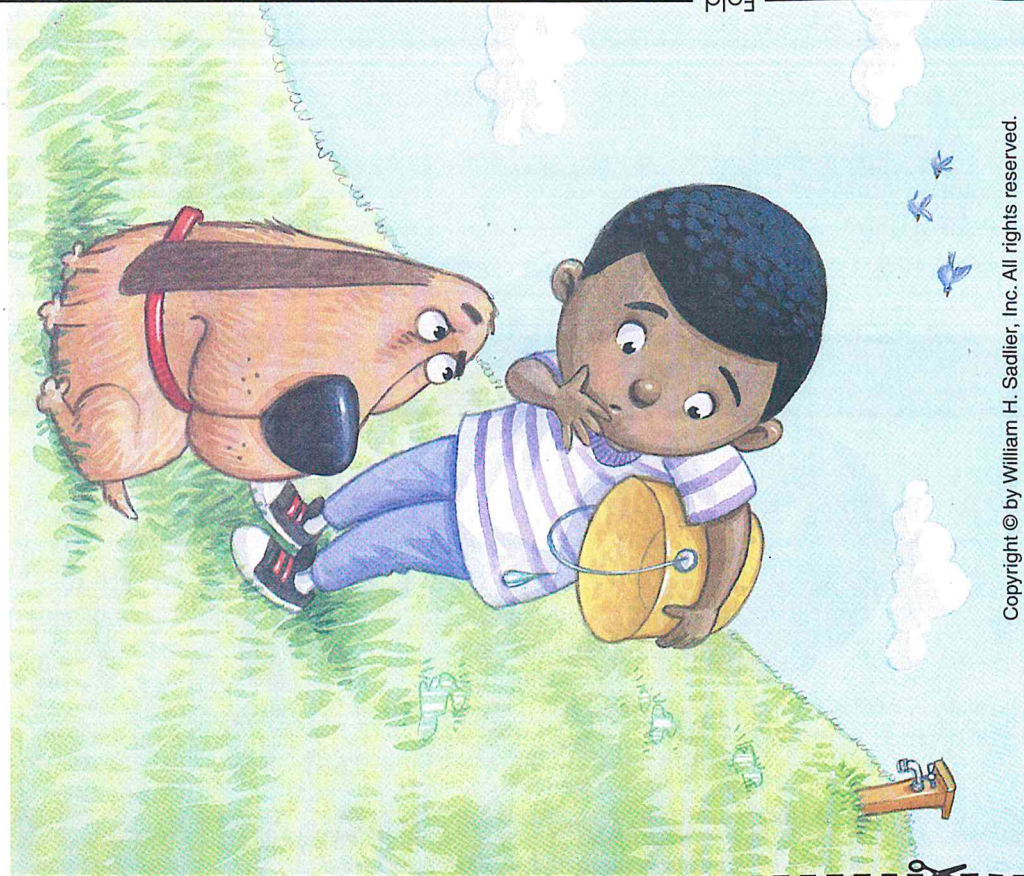




Bill ran down the hill.  
Down. Down.

D O W N!

2



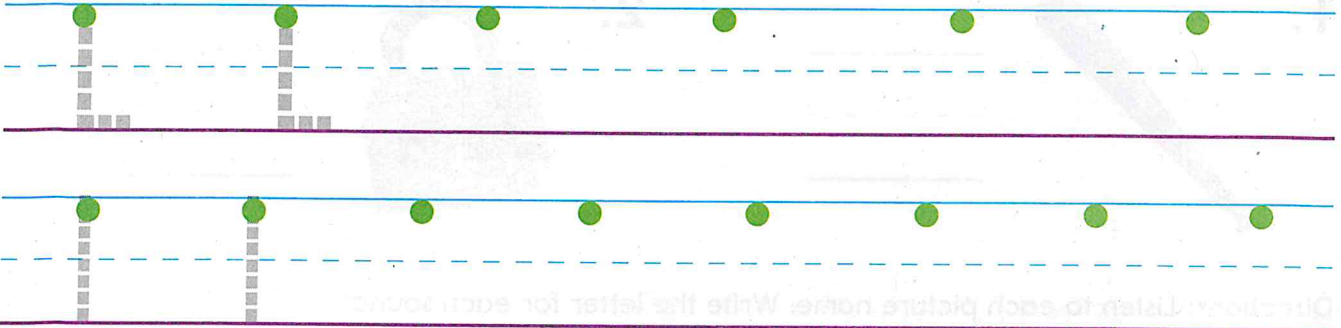
Oh, no!  
No water.  
What did Bill do?

3



## Trace and Write

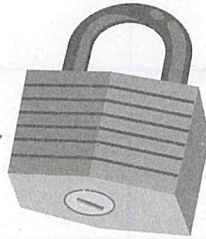
**Directions:** Trace and write the letters L and I. These letters stand for /l/. Say the sound each time you write the letter.



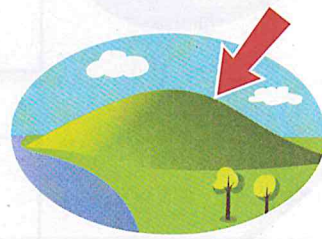
**Directions:** Say the name of the picture. Write LI on the line if the picture name begins with /l/.



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



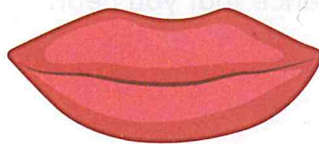
2. \_\_\_\_\_



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.



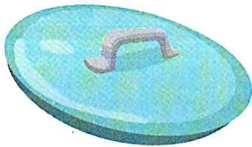
\_\_\_\_\_

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\_\_\_\_\_

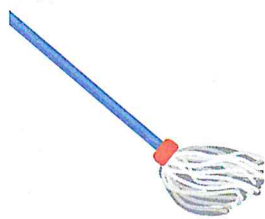
**Directions:** Listen to each picture name. Write the letter for each sound in a separate box.

3.



--	--	--

4.



--	--	--

## Listen and Spell

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

\_\_\_\_\_

-----

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

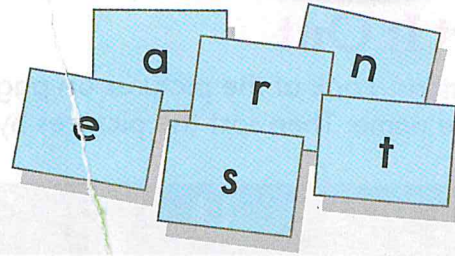
\_\_\_\_\_

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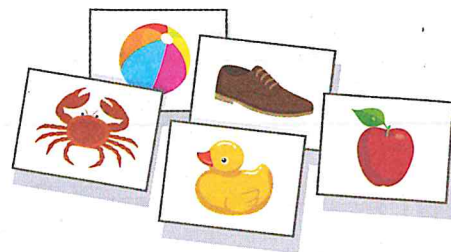
2. \_\_\_\_\_

# Trace, Write, and Build

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



TRACE	WRITE
up	
down	
lot	
fill	
hill	



## Sort It Out

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

LI

Rr

What words do you know with these sounds?

---

---

---

---

---

---

---

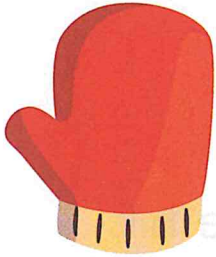
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# Read and Write

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

m



n

t

\_\_\_\_\_

\_\_\_\_\_

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

f



l

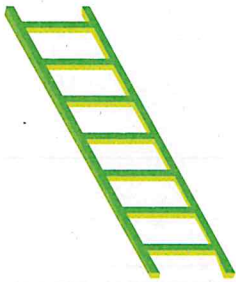
r

\_\_\_\_\_

\_\_\_\_\_

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

d



l

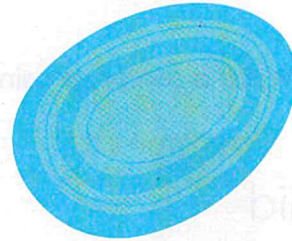
r

\_\_\_\_\_

\_\_\_\_\_

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

b



d

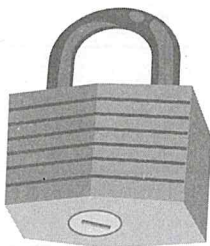
r

\_\_\_\_\_

\_\_\_\_\_

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

h



l

t

\_\_\_\_\_

\_\_\_\_\_

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

d



f

l

\_\_\_\_\_

\_\_\_\_\_

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

## Build Fluency

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

or up

1. Sam ran \_\_\_\_\_ the hill.

2. Is the fan on \_\_\_\_\_ off?

Directions: Write a sentence using each word.

3.

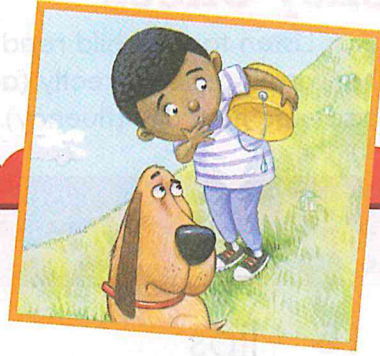
lid

4.

bad

## Write About It

**Directions:** Read "Up and Down" again. Draw a picture about Bill. Write about your picture.



<input type="checkbox"/>	<input type="checkbox"/>	on	12	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	mom		<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"/>	not		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	hos	14	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	hots		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	him		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	hid		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	bob	10	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	bid		<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"/>	top		<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"/>	top		<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 is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

CUMULATIVE ASSESSMENT							
Lesson	Word			Lesson	Word		
15	lips	<input type="checkbox"/>	<input type="checkbox"/>	12	on	<input type="checkbox"/>	<input type="checkbox"/>
	lid	<input type="checkbox"/>	<input type="checkbox"/>		mom	<input type="checkbox"/>	<input type="checkbox"/>
	lot	<input type="checkbox"/>	<input type="checkbox"/>		top	<input type="checkbox"/>	<input type="checkbox"/>
	fill	<input type="checkbox"/>	<input type="checkbox"/>		not	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
Number Correct (accuracy): ____ /24							
Number Automatic (fluency): ____ /24							