

Kindergarten Learning Menu: March 11 - 15, 2024

Writing

Let's make a St. Patrick's Day card! Make a St. Patrick's Day card for a friend. Draw a picture on the front. Write on the inside. Don't forget your name!	Let's write about the story! Complete Phonics Lesson Lesson 17 Pgs. 225 - 226.
Let's write an opinion story. Write an opinion of whether you like snow or rain more. I like _____ because _____.	Let's write a narrative story about your favorite rainy day. One rainy day I _____.

Math

Let's make numbers 11 - 15. Complete Chapter 7 Lesson 1 Homework Practice.	Let's take apart numbers 11 - 15. Complete Chapter 7 Lesson 2 Homework Practice.
Let's make a table! Complete Chapter 7 Lesson 3 Homework Practice.	Let's review! Complete Chapter 7 Check My Progress Homework Practice.

Phonics

Let's practice reading high frequency words! Complete Phonics Lesson 17 Pgs. 215 - 216.	Let's read a story and practice handwriting! Complete Phonics Lesson 17 Pgs. 217 - 219.
Let's practice writing words! Complete Phonics Lesson 17 Pgs. 220 - 221.	Let's practice sounding out words! Complete Phonics Lesson 17 Pgs. 223 - 224.

Science

Let's research! What makes a rainbow? Have a helper assist you in researching what makes a rainbow.	Let's compare! Compare animals that live in an ocean to a pond.
Let's research! What is a baby rabbit called? Have a helper assist you in researching the name.	Let's list! List as many animals as you can that live at a farm.

Reading

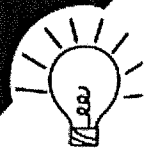
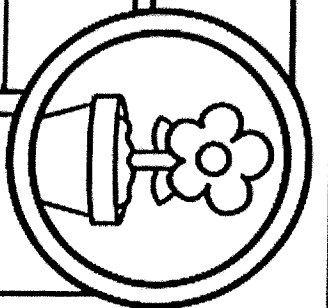
Let's read! Play the Slight Word Race track. Go around and read as many letters as you can in 30 seconds. Review any letters missed. Record the number of words you read for 3 timings.	Let's read! Put on your best whisper voice and read your favorite book so, so, so quietly.
Let's read! Turn off the radio and turn on your reading. Read a book in the car for your family to listen to.	Let's read! Curl up in bed with your favorite doll, stuffed animal, or figurine. Read the book as they listen in.

Movement

Let's row! Put down a towel or blanket as your boat. Practice rowing long strides. You will row back and forth on both sides.	Let's hop like a frog! Hop like a frog through the house. Practice hopping with two feet at a time and then practice hopping on one foot safely.
Let's waddle! Practice waddling like a duck around the house. Waddle here, waddle there, and waddle everywhere.	Let's gallop! Pretend you are a pony that is galloping through a field. Gallop, gallop, gallop.

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: _____



8	come	8	come	12	come	13	if	14	from
7	if	7	if	15	come	16	if	17	stop
6	from	6	from	18	if	19	from	20	stop
5	if	5	if	21	come	22	from	23	if
4	stop	4	stop	24	stop	25	come	26	stop
3	come	3	come	27	from	28	come	29	from
2	from	2	from	30	stop	31	from	32	stop
1	if	1	if	33	from	34	from	35	from

Reading Racetrack

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

Learn and Blend

Directions: Listen and join in.

e...e...e...

Slowly goes the
engine up the hill.



Ee

Blend It

Directions: Chorally say the sounds and read the words.

INTRODUCE

- | | | | |
|---------|------|-----|-----|
| 1. e | a | i | o |
| 2. men | ten | met | set |
| 3. sell | tell | red | fed |

REVIEW

- | | | | |
|---------|-----|-----|-----|
| 4. kick | lot | bat | map |
|---------|-----|-----|-----|

CHALLENGE

- | | | | |
|---------|------|-------|------|
| 5. pens | hens | bells | pets |
|---------|------|-------|------|

IN CONTEXT

- Ed has ten hats.
- Ben fell on the rock.

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 **en**.
- 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. make _____

2. they _____

Use in Context

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

1. _____ sit on the mat.

2. I can _____ my bed.

Name _____

Ten Little Men



Fold

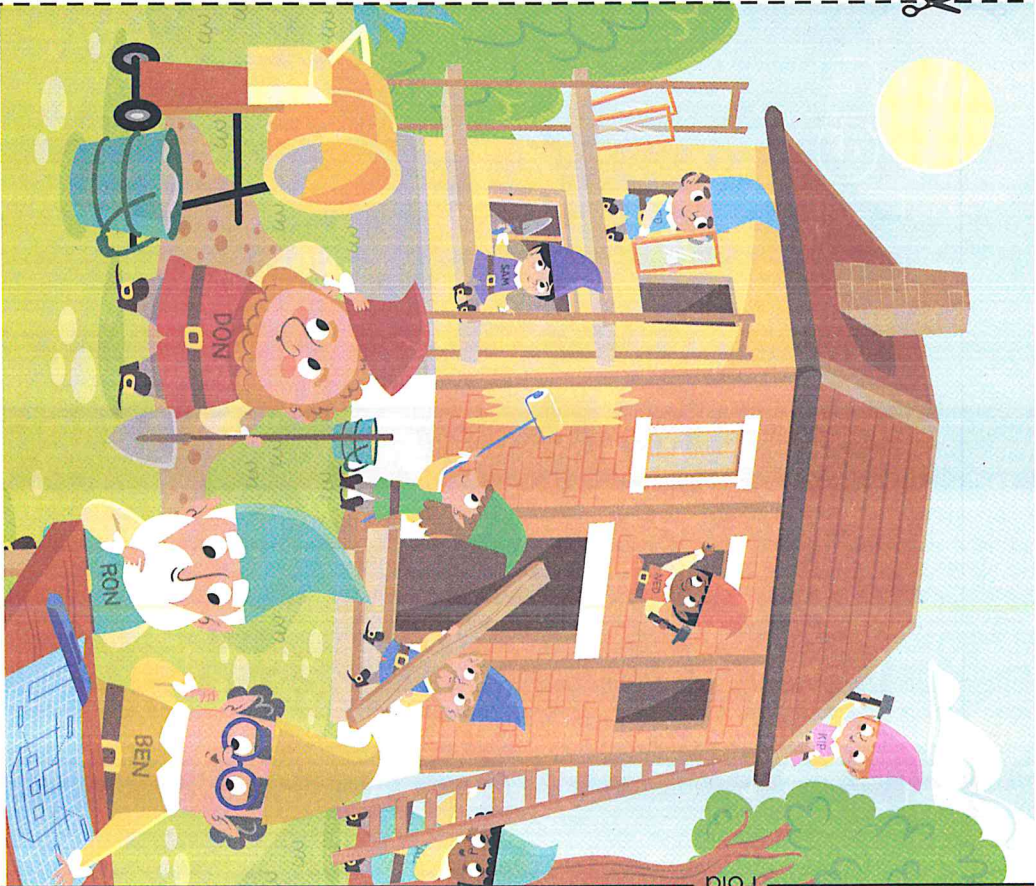
Ten little men eat.
They make a big mess.

Fold

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Ten little men stop.
They hop in ten little beds.



Ten little men work.
They make a big house.

2

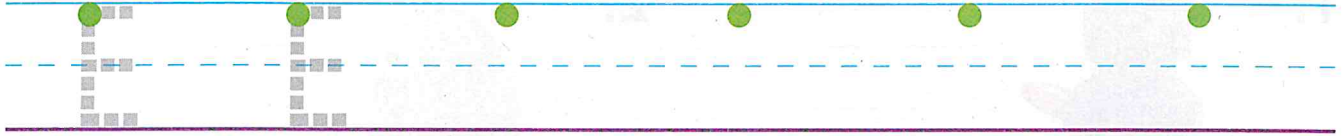


The bell rings!
Ten little men look up.

3

Trace and Write

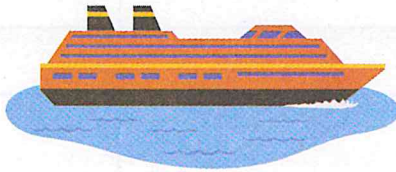
Directions: Trace and write the letters E and e. These letters stand for /e/. Say the sound each time you write the letter.



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



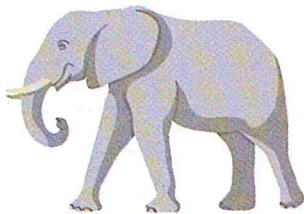
1. _____



2. _____



3. _____



4. _____



5. _____

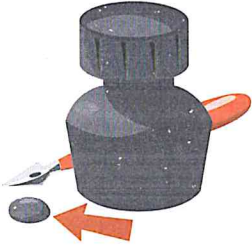


6. _____

Think and Write

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

1.



2.



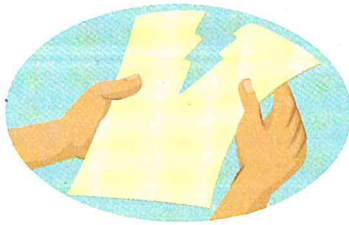
Directions: Listen to each picture name. Write the letter for each sound in a separate box.

3.



--	--	--

4.



--	--	--

Listen and Spell

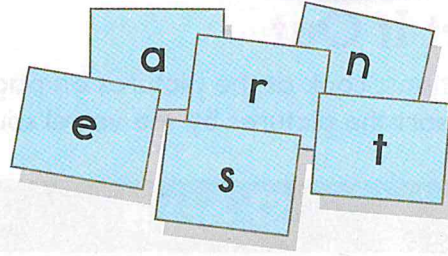
Directions: Write each word and sentence that you hear.

1.

2.

Trace, Write, and Build

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



TRACE	WRITE
make	
they	
men	
ten	
red	



Sort It Out

Directions: Look at the pictures on page 393. Say each picture name. Then sort the pictures by the vowel sound you hear.



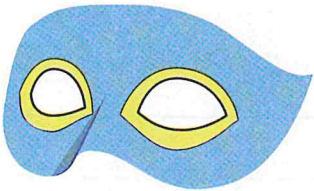



Short e

Short i

What words do you know with these sounds?

Read and Write

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

<p>a e i</p>  <p>1. _____</p>	<p>a e i</p>  <p>2. _____</p>
<p>a i o</p>  <p>3. _____</p>	<p>e i o</p>  <p>4. _____</p>
<p>a e i</p>  <p>5. _____</p>	<p>a e i</p>  <p>6. _____</p>

Build Fluency

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

her make

1. This is _____ sock.

2. I can _____ a map.

Directions: Write a sentence using each word.

3.

pet

4.

sick

Write About It

Directions: Read "Ten Little Men" again. Draw a picture about the ten little men. Write about your picture.



<input type="checkbox"/>	<input type="checkbox"/>	bat	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	bad	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	bit	<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"/>	fan	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	tid	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	rip	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	rock	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	on	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	ment	<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"/>

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

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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		
17	men	<input type="checkbox"/>	<input type="checkbox"/>	14	bats	<input type="checkbox"/>	<input type="checkbox"/>
	sell	<input type="checkbox"/>	<input type="checkbox"/>		bad	<input type="checkbox"/>	<input type="checkbox"/>
	red	<input type="checkbox"/>	<input type="checkbox"/>		bit	<input type="checkbox"/>	<input type="checkbox"/>
	let	<input type="checkbox"/>	<input type="checkbox"/>		rob	<input type="checkbox"/>	<input type="checkbox"/>
16	kid	<input type="checkbox"/>	<input type="checkbox"/>	13	ran	<input type="checkbox"/>	<input type="checkbox"/>
	kiss	<input type="checkbox"/>	<input type="checkbox"/>		rats	<input type="checkbox"/>	<input type="checkbox"/>
	kick	<input type="checkbox"/>	<input type="checkbox"/>		rip	<input type="checkbox"/>	<input type="checkbox"/>
	lock	<input type="checkbox"/>	<input type="checkbox"/>		rock	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
Number Correct (accuracy): ____ /24							
Number Automatic (fluency): ____ /24							

Name

Lesson 1

Make Numbers
11 to 15

My Homework

Homework Helper



Need help? connectED.mcgraw-hill.com

1

13

10 and 3 more

2

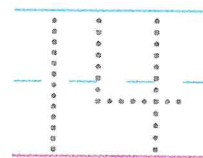
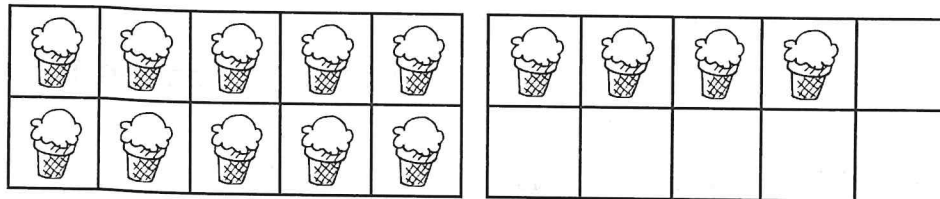
15

_____ and _____ more



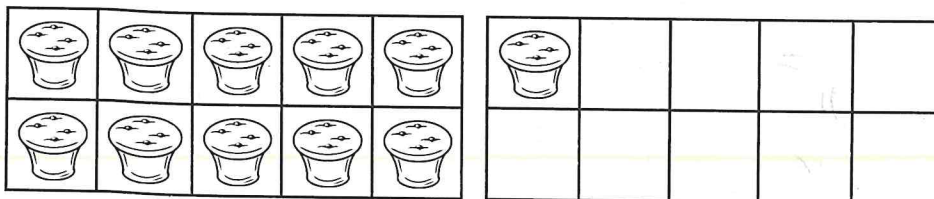
Directions: 1-2. Count 10. Color the objects red to show 10. Write the number. Count how many more. Color the other objects yellow to show how many more. Write the number. Trace the number made.

3



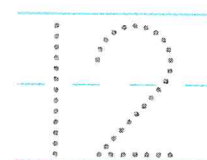
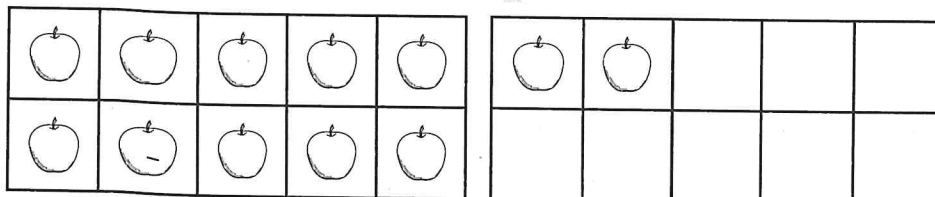
_____ and _____ more

4



_____ and _____ more

5



_____ and _____ more



Directions: 3–5. Count 10. Color the objects red to show 10. Write the number. Count how many more. Color the other objects yellow to show how many more. Write the number. Trace the number made.

Math at Home Give your child 10 pieces of dry cereal. Give your child 3 more. Have your child make one group of 10 and 3 more. Have your child tell you how many 10 and 3 more make.

Name

Lesson 2

Take Apart
Numbers 11 to 15

My Homework












Homework Helper



Need help? connectED.mcgraw-hill.com

1

12

10
















and

2

more

2

15

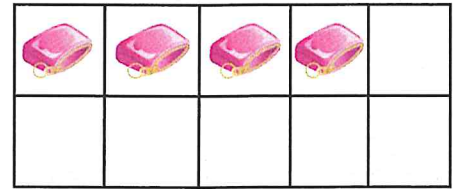
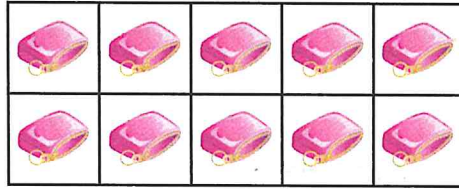
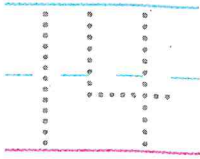
									
									

_____ and _____ more



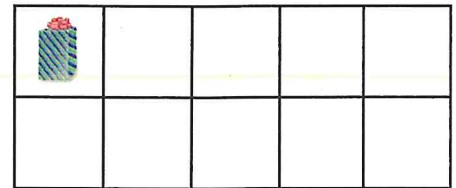
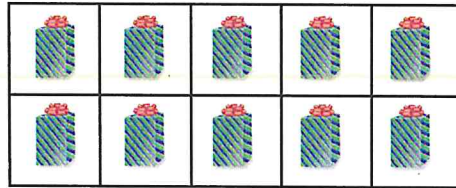
Directions: 1-2. Say the number. Trace it. Circle the group of objects that shows 10. Write the number. Circle the group that shows some more. Write the number.

3



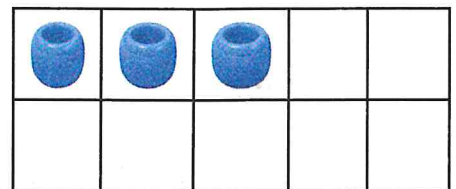
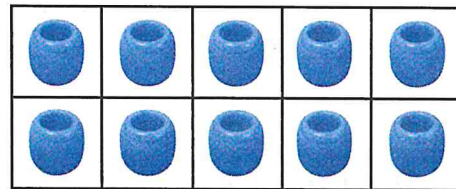
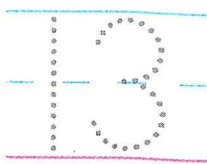
and _____ more

4



and _____ more

5



and _____ more



Directions: 3–5. Say the number. Trace it. Circle the group of objects that shows 10. Write the number. Circle the group that shows some more. Write the number.

Math at Home Show your child 11 pennies. Have your child use the pennies to show a group of 10 and some more. Repeat using 12, 13, 14, and 15 pennies.

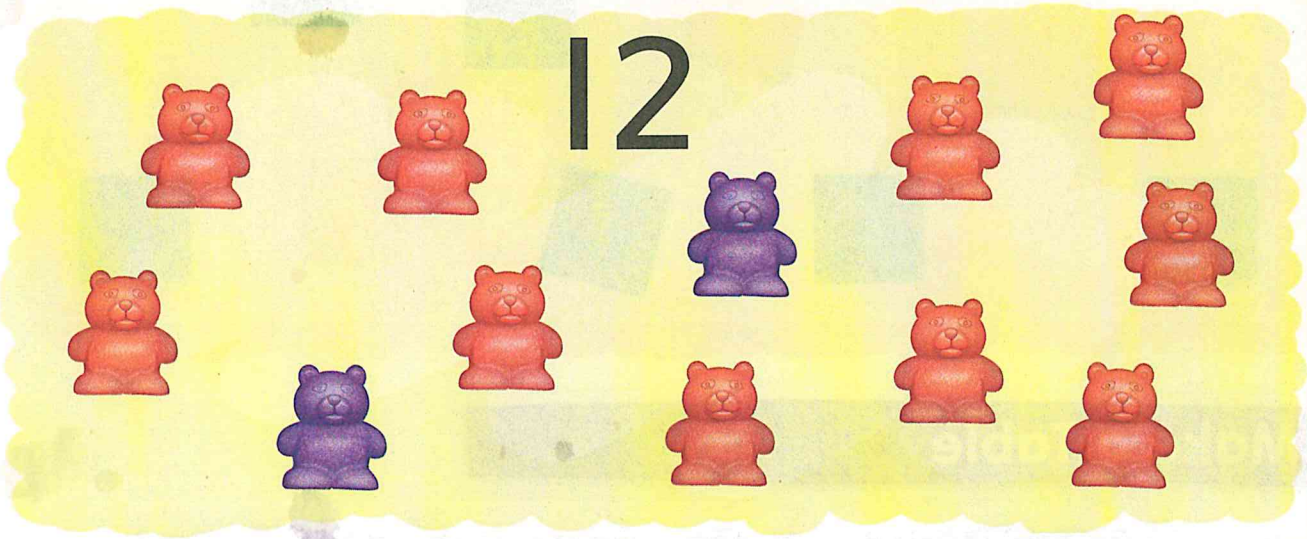
Name

Lesson 3



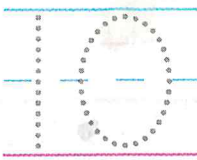
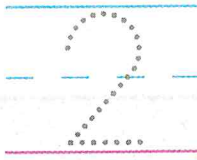
Problem Solving:
Make a Table

My Homework

What numbers make 12?



Make a Table

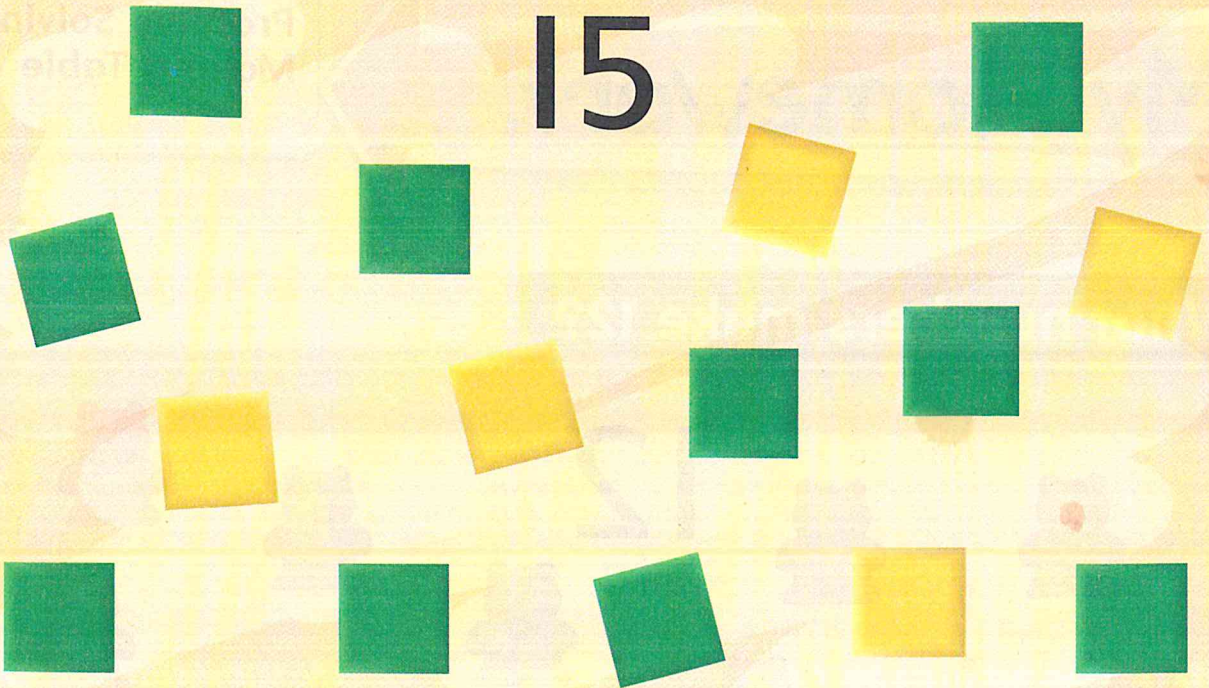
	
	

Directions: Count how many bears. Say the number. Count the orange bears. Trace the number in the table. Count the purple bears. Trace the number in the table.





What numbers make 15?

15



Make a Table

	
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



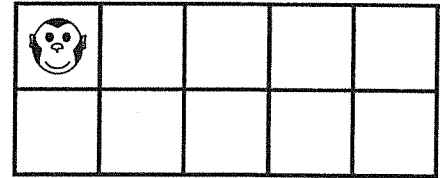
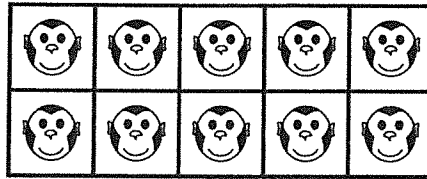
Directions: Count how many color tiles. Say the number. Count the green tiles. Write the number in the table. Count the yellow tiles. Write the number in the table.

Math at Home Take advantage of problem-solving opportunities during daily routines such as making breakfast. Use dry cereal pieces to show ways to make a number.

Name _____

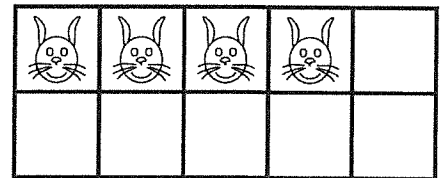
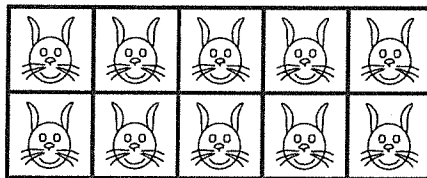
Check My Progress *(Lessons 1 through 3)*

11



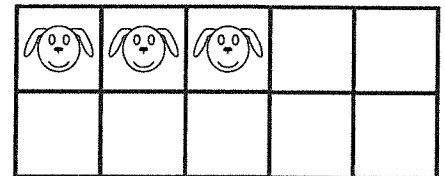
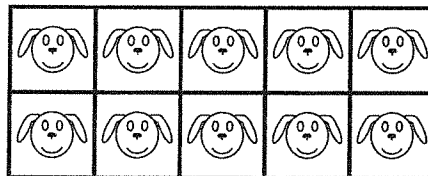
and _____ more

14



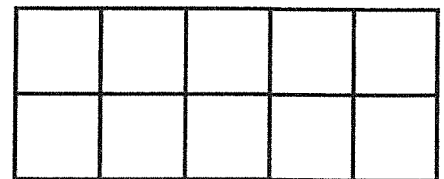
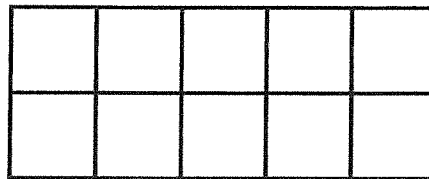
and _____ more

13



and _____ more

11



and _____ more

1. Say the number. Trace it. Break apart the number by circling the group of objects that show 10. Circle the group that shows some more. Write the numbers.

2. Write a number between 11 and 15. Draw objects to show the number. Circle the objects that show 10. Circle the objects that show some more. Write the numbers.

