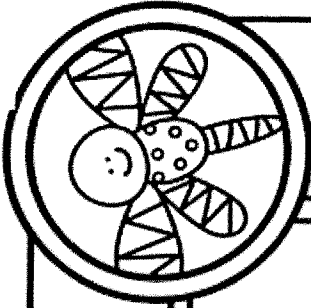


Kindergarten Learning Menu: March 18 - 22, 2024



Writing

Let's make a get-well card! Make a get-well card for a friend. Draw a picture on the front. Write on the inside. Don't forget your name!



Let's write an opinion story. Write an opinion of whether you like cupcakes or cake more. I like _____ because _____



Let's write about the story! Complete Phonics Lesson 18 Pgs. 237 - 238.

Let's write a narrative story about your favorite trip to the park. One day at the park I _____



Math

Let's make numbers 16 - 19. Complete Chapter 7 Lesson 4 Homework Practice.

Let's take apart numbers 16 - 19. Complete Chapter 7 Lesson 5 Homework Practice.

Let's practice fluency with numbers 11-19! Complete Chapter 7 Fluency Practice.

Let's add! Combine these sets and state the answer. 7 and 2; 5 and 3; 4 and 2; 10 and 0; 2 and 2.



Science

Let's research! What is a baby whale called? Have a helper assist you in researching the name.



Let's think! What are the parts of a flower? Look closely to identify the stem, leaves, bloom, and roots.



Let's build! Ask a helper to assist you in making homemade binoculars using two toilet paper rolls. Go exploring outside with your new binoculars. What do you see?



Let's research! Have a helper assist you in researching the steps of the frog life cycle. Illustrate the steps.



Phonics

Let's practice reading high frequency words! Complete Phonics Lesson 18 Pgs. 227 - 228.

Let's read a story and practice handwriting! Complete Phonics Lesson 18 Pgs. 229 - 231.

Let's practice writing words! Complete Phonics Lesson 18 Pgs. 232 - 233.

Let's practice sounding out words! Complete Phonics Lesson 17 Pgs. 234 - 236.

Movement

Let's fly like a butterfly! Practice flapping your arms like they are wings. Fly safely through the house as your flap your wings up and down.



Let's zoom! Pretend you are a jet plane. Fly and zoom around the house. Don't forget to turn on your jet engines.



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

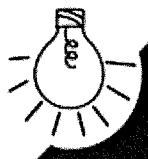


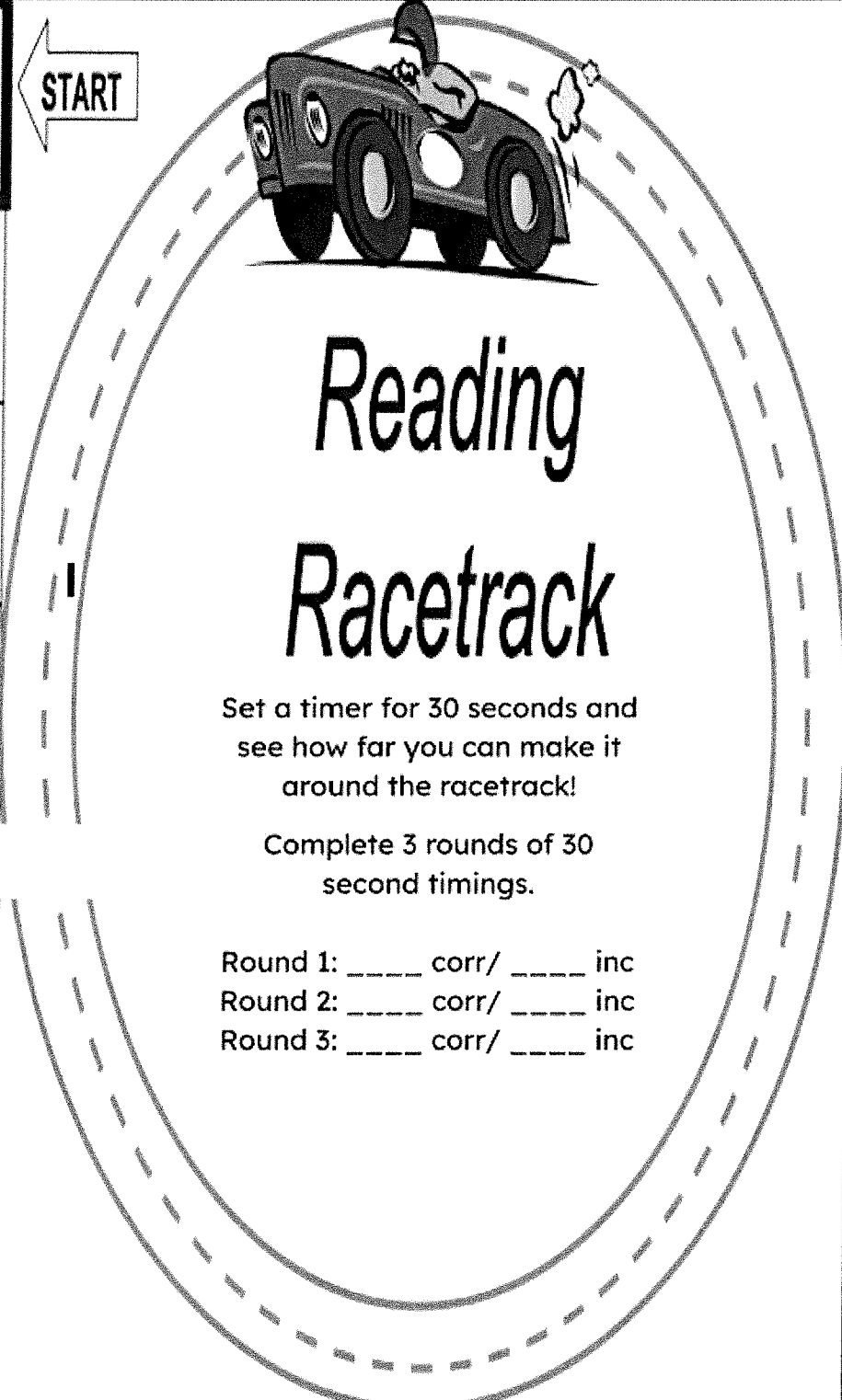
Let's slither! Pretend you are a worm. Slither back and forth on your belly. Slither fast and slither slow.



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 | |
| red | our | that | red | that | as | our | |
| 1 |  <p>Reading Racetrack</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 | |
| as | | | | | | red | |
| 2 | | | | | | our | 20 |
| 3 | | | | | | red | 19 |
| 4 | | | | | | that | 18 |
| 5 | | | | | | as | 17 |
| 6 | | | | | | our | 16 |
| 7 | as | 15 | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| red | as | our | that | red | as | our | |

Learn and Blend

Directions: Listen and join in.

g...g...g...

Gulp the grape juice.

So good!



Gg

Blend It

Directions: Chorally say the sounds and read the words.

INTRODUCE

| | | | |
|--------|-----|-----|-----|
| 1. g | k | e | i |
| 2. leg | beg | big | pig |
| 3. dig | dog | bag | rag |

REVIEW

| | | | |
|--------|------|-----|------|
| 4. egg | mess | kid | bill |
|--------|------|-----|------|

CHALLENGE

| | | | |
|---------|------|------|------|
| 5. legs | eggs | dogs | pigs |
|---------|------|------|------|

IN CONTEXT

6. Meg has a red egg.

7. The dog 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 **g**.
- 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. where _____

2. with _____

Use in Context

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

1. _____ are you?

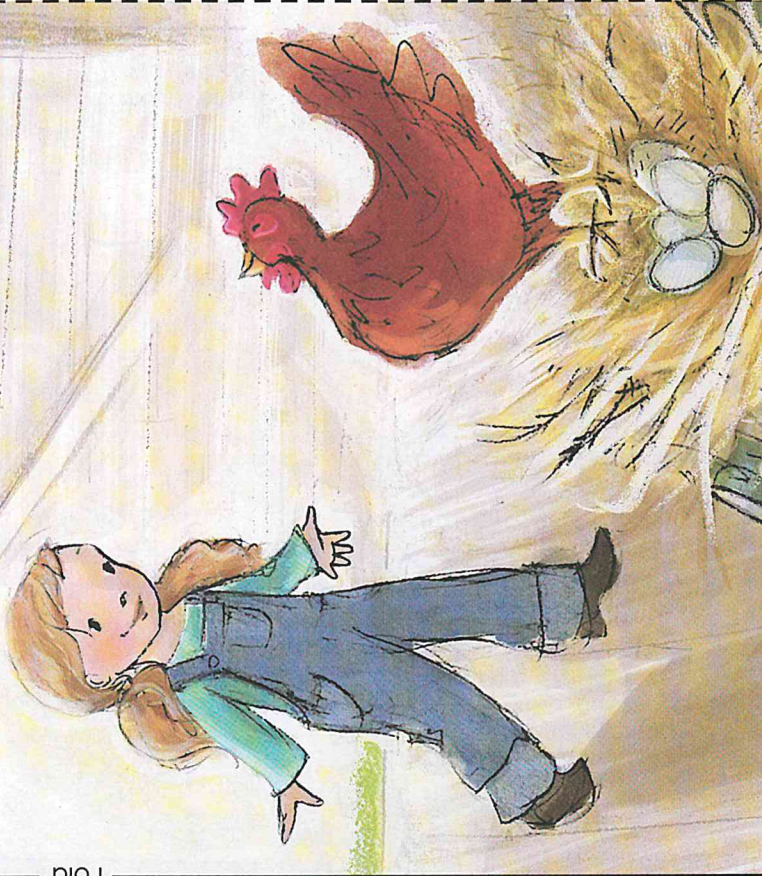
2. I am _____ Ben.



Fold

Where Am I?

Name _____



Fold

Read Connected
Text

I see a log.

I dig a big hole.

Where am I?

4

I see a hen.

I see a nest with eggs.

Where am I?

1



I see a big cat!
It is in a den.
Where am I?

2



I see a little dog.
It is with a man.
Where am I?

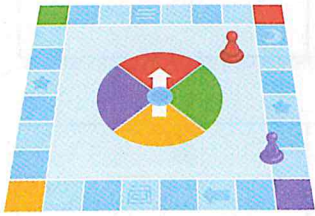
3

Trace and Write

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



Directions: Say the name of the picture. Write Gg on the line if the picture name begins with /g/.



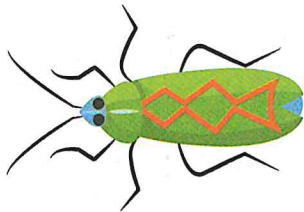
1. _____



2. _____



3. _____



4. _____



5. _____

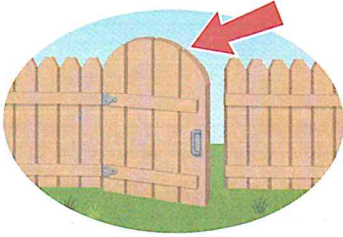


6. _____

Think and Write

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

1.



2.



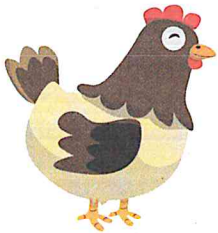
Directions: Listen to each picture name. Write the letter for each sound in a separate box.

3.



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

4.



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

Listen and Spell

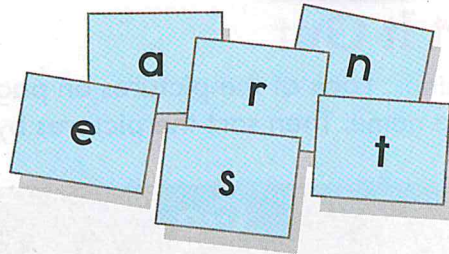
Directions: Write each word and sentence that you hear.

1.

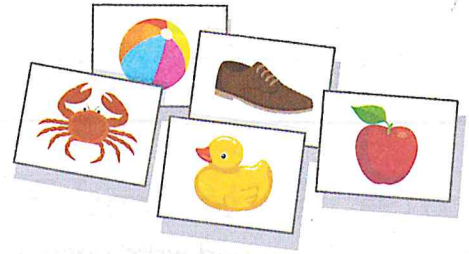
2.

Trace, Write, and Build

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



| TRACE | WRITE |
|-------|-------|
| where | |
| with | |
| leg | |
| big | |
| dog | |



Sort It Out

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

Gg

Kk

What words do you know with these sounds?

Four sets of handwriting lines, each 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.

d

f

g



1. _____

b

d

r



2. _____

d

g

p

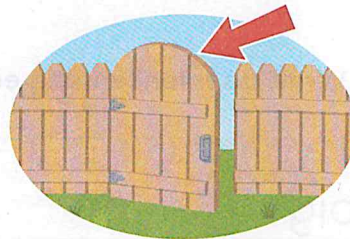


3. _____

b

d

g



4. _____

d

g

l

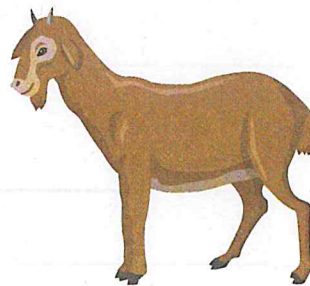


5. _____

g

k

t



6. _____

Build Fluency

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

they where

1. _____ is the cat?

2. _____ sit on a rock.

Directions: Write a sentence using each word.

3.

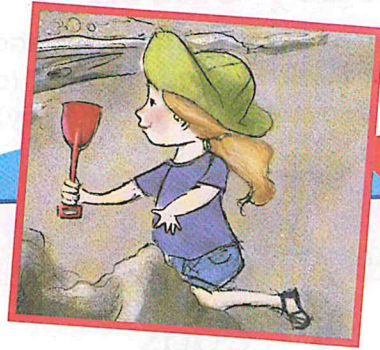
big

4.

pen

Write About It

Directions: Read "Where Am I?" again. Draw a picture that shows one place the girl goes. Write about your picture.



A large writing area with a blue scalloped border and red corner tabs. The area contains a grid of dotted lines for writing. At the bottom, there are four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

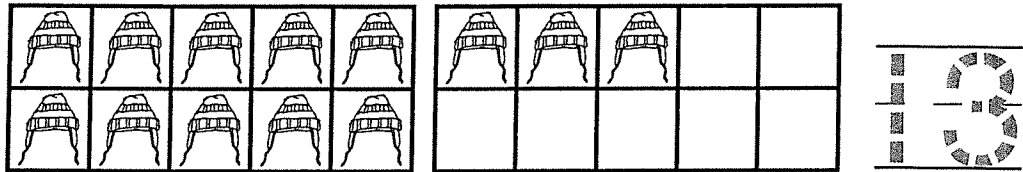
Fluency Check

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).

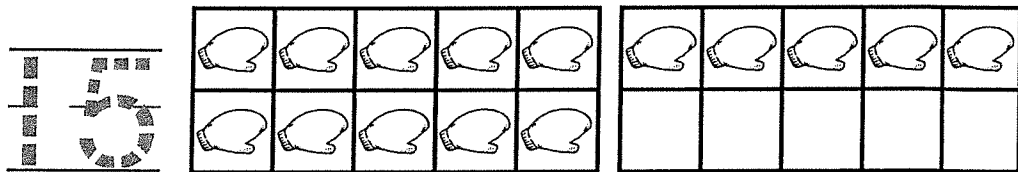
| CUMULATIVE ASSESSMENT | | | | | | | |
|--------------------------------------|------|--------------------------|--------------------------|--------|------|--------------------------|--------------------------|
| Lesson | Word | | | Lesson | Word | | |
| 18 | eggs | <input type="checkbox"/> | <input type="checkbox"/> | 15 | lips | <input type="checkbox"/> | <input type="checkbox"/> |
| | got | <input type="checkbox"/> | <input type="checkbox"/> | | lid | <input type="checkbox"/> | <input type="checkbox"/> |
| | pig | <input type="checkbox"/> | <input type="checkbox"/> | | lot | <input type="checkbox"/> | <input type="checkbox"/> |
| | log | <input type="checkbox"/> | <input type="checkbox"/> | | fill | <input type="checkbox"/> | <input type="checkbox"/> |
| 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"/> |
| Number Correct (accuracy): ____ /24 | | | | | | | |
| Number Automatic (fluency): ____ /24 | | | | | | | |

Name _____

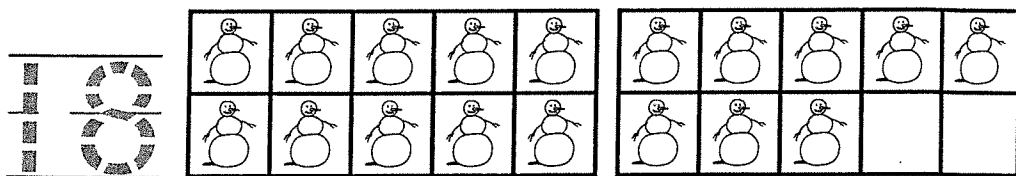
Fluency Practice



_____ and _____ more



_____ and _____ more



_____ and _____ more

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() Count 10. Color the objects blue to show 10. Write the number. Color the objects yellow to show how many more. Write the number. Trace the number made.

() - Trace the number. Circle the group of objects that show 10. Write the number. Circle the group that shows some more. Write the number.

Name

Lesson 4

Make Numbers
16 to 19

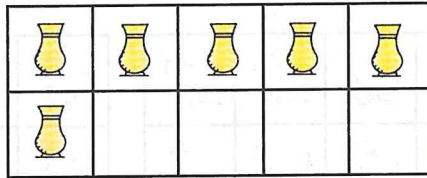
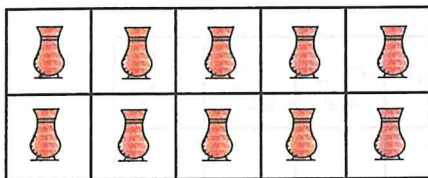
My Homework

Homework Helper



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1



16

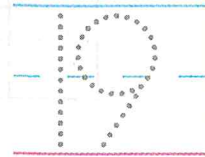
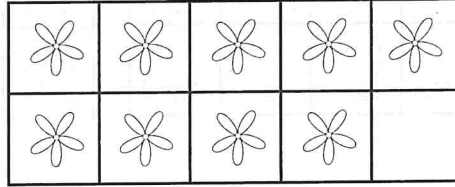
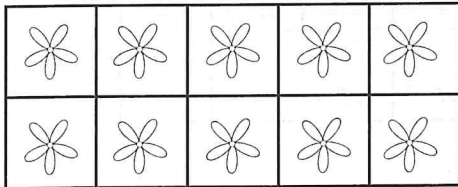
10

and

6

more

2



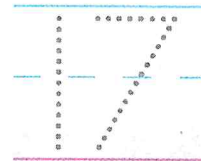
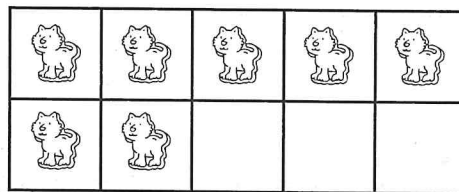
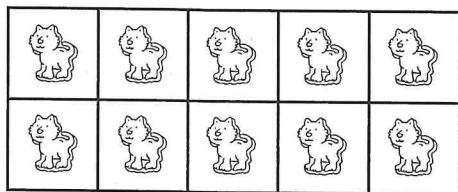
and

more



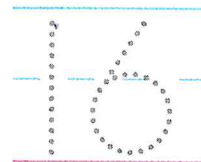
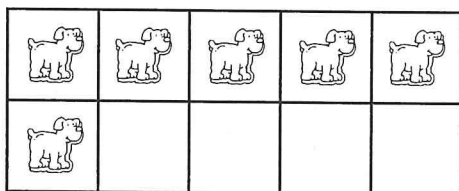
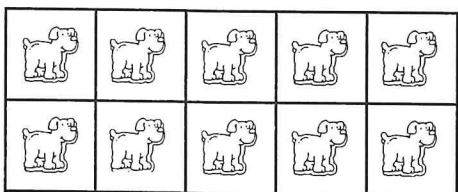
Directions: 1-2. Count 10. Color the objects red to show 10. Write the number. Count how many more. Color the other objects yellow to show how many more. Write the number. Trace the number made.

3



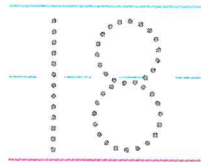
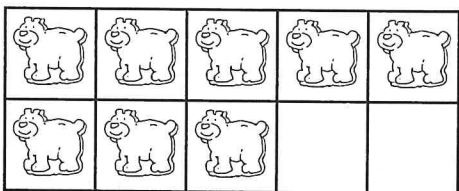
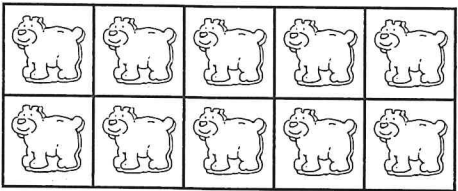
and _____ more

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 Choose a number from 16 to 19. Guide your child to use objects to show the number as a group of 10 and a group of some more. Write the numbers.

Name _____

Lesson 5

Take Apart
Numbers 16 to 19

My Homework

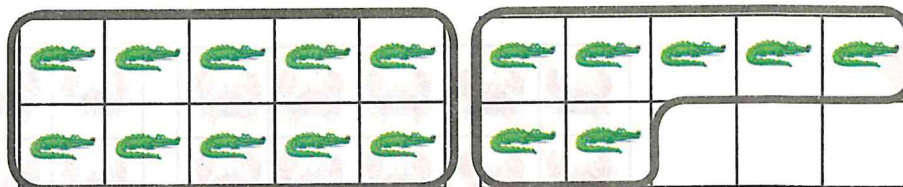
Homework Helper



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1

17



10

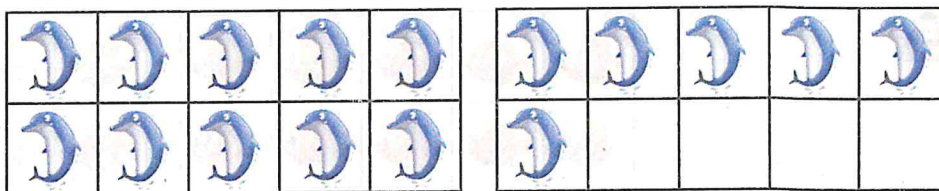
and

7

more

2

16



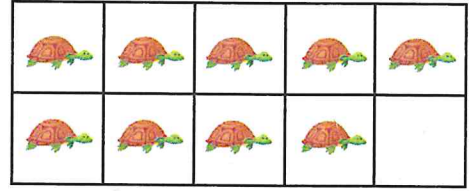
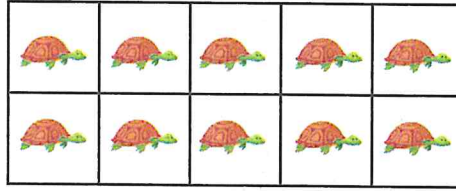
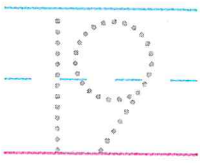
and

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.

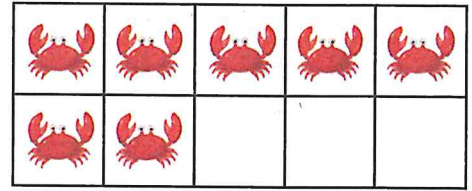
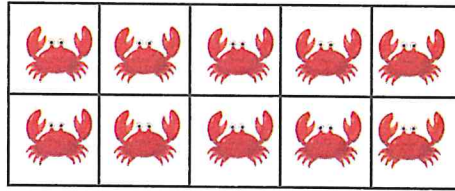
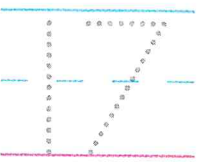
3



and

more

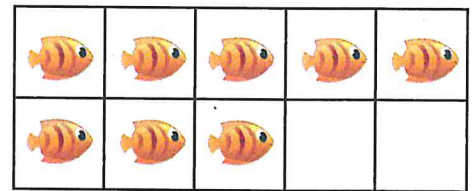
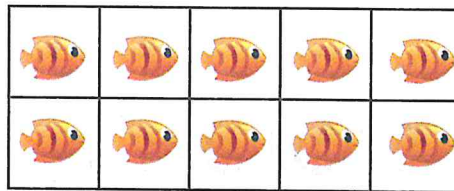
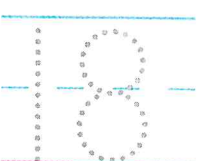
4



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 16 pieces of dry cereal. Have your child show the pieces in a group of 10 and a group of some more. Repeat with numbers 17, 18, and 19.