

Kindergarten

March 30, 2020



Help Your Child Blend Sounds to Make Words

Now that your child recognizes both upper and lower-case letters and the sound that each letter makes, we can **blend** some of those sounds to make words.

Tapping the sounds helps! Have your child say each sound of a word while tapping a finger to the thumb.

Example:

For the word **mad**, have your child say the sound /m/ while touching index finger to thumb; then say the sound /ā/ while touching middle finger to thumb; then say the sound /d/ while touching ring finger to thumb; and then finally say the entire word “**mad**”.

On Monday, Tuesday and Wednesday, have your child find the letters to make four words using the letters you have cut up and stored in a baggie.

On the next page, you will write a word from the following list (without saying it). Have your child find the cut up letters and put them onto the blank squares.

After the letters are placed to form the word, say, “**Now let’s tap out to see what word you made!**” Sound tap and read the word together.

Week 1

mad	sad	lad	map
nap	lap	rap	sat
lag	sag	nag	rag

Week 2

fat	mat	rat	rip
sit	lid	fit	rid
sip	rig	lit	lip

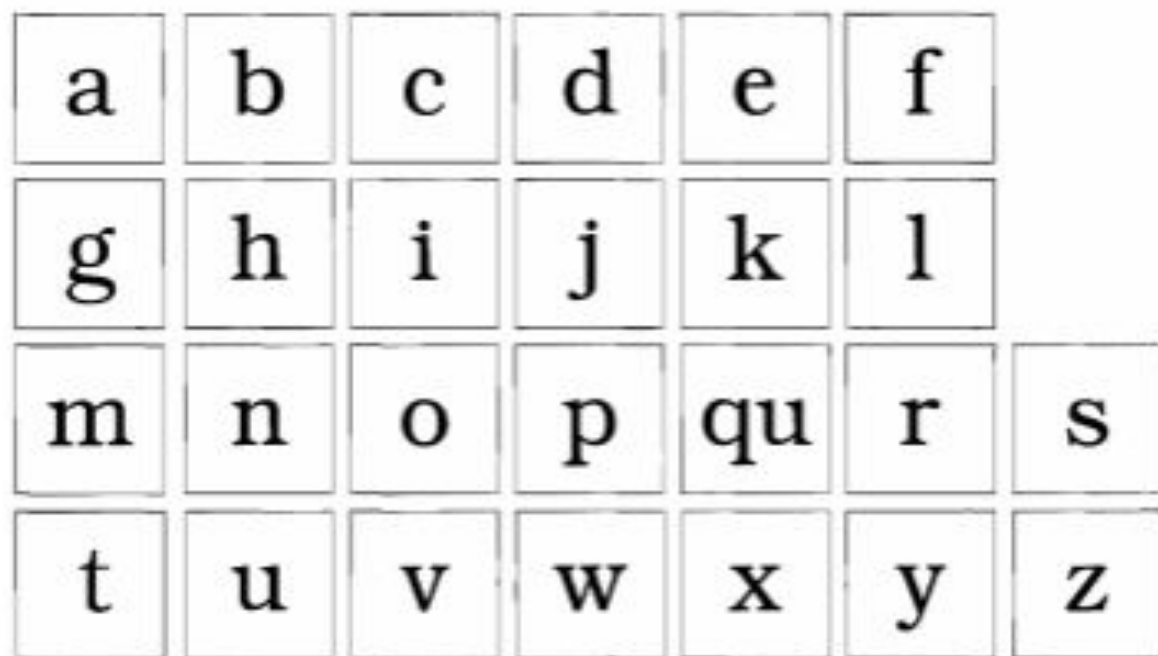
Week 3

mop	fog	rod	not
log	top	lot	rot
rob	sob	Tom	nod

Week 4

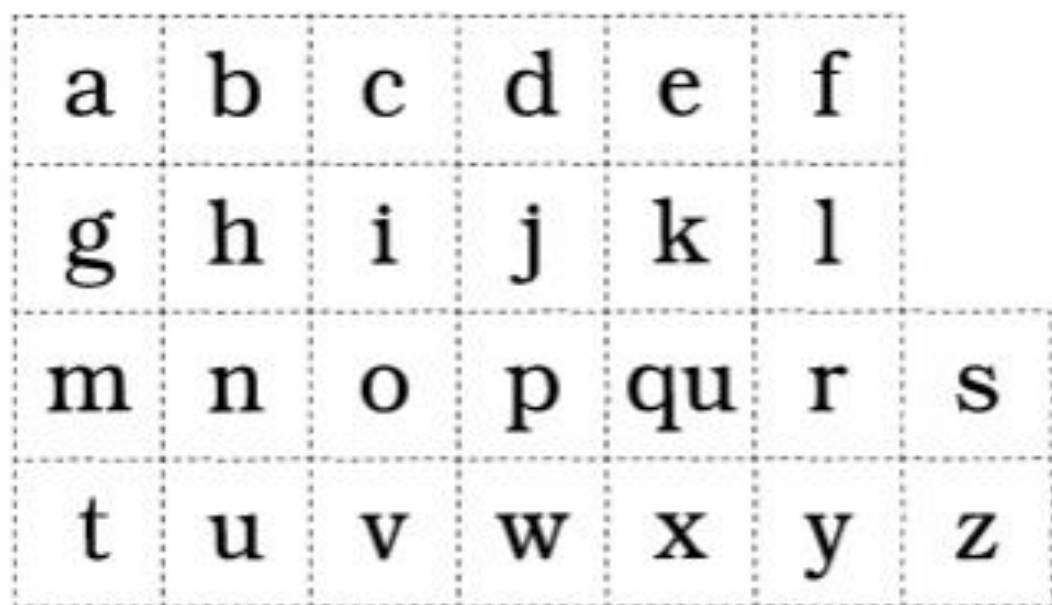
mud	tug	kid	pot
rug	bus	red	lug
leg	met	net	fig

Foundations® Alphabet Order Squares



Have your child lightly color the vowels (a e i o u) orange. Keep **this group of squares uncut** to use as the base. Have your child place the cut letters (from below) onto the matching letters on the uncut squares. Make sure your child says the name of the letter as it is placed.

 Have your child lightly color the vowels (a e i o u) orange. **Cut this group into individual squares.** Keep these letters in a baggie to do this again and for other activities.



Name: _____

Reading Comprehension

Directions: Read the text 3 times for fluency and color the stars.

Ben has a new kite.

His kite is big and yellow.

He will fly his kite
at the playground.



1. Who has a new kite?

2. The kite is _____

and _____

3. Where will Ben fly his kite?

a. at the zoo

b. at the store

c. at the playground

Name: _____

Reading Comprehension

Directions: Read the text 3 times for fluency and color the stars.

I see a little gray rabbit.

The rabbit is in my backyard.

The rabbit is eating
my carrots.



1. The rabbit is _____

_____ and _____

2. Where is the rabbit?


- a. at the park
- b. in my house
- c. in my backyard

3. What is the rabbit eating?

- a. carrots
- b. apples
- c. grass

I Can Read

Simple Sentences



Short
a

Get Ready:

I

see

the

I see the cat.

● ● ● ○

I see the pan.

● ● ● ○

I see the dam.


● ● ● ○

I see the bat.

● ● ● ○

I see the map.

● ● ● ○



Match the
pictures with
the words.

○



○



○



○



○



Read the sentences
three times.

□	□	□
---	---	---

Copy your favorite sentence.



I Can Read

Name: _____

A Simple Story

Ken The Dog

Ken is a dog.

He likes to play tag.

He puts his ball in a bag.

Look at his tail wag!



Choose a special voice for your third read.



What game does Ken like to play?

tag

bag

wag

Circle all the -ag words in the story. Write them below.

Handwriting practice lines with a solid top line, a dashed middle line, and a solid bottom line. There are ten sets of these lines for writing.

Illustrate the story.

A large empty rectangular box for drawing an illustration of the story.



Comprehension

Bake A Cake

Will you help me bake a cake?

First, we make the cake.

Then, we place it on a tray.

Next, we add sprinkles and berries on top.



Did you like this story?



Put the events in order by writing a number in each box.

		
---	--	---

Use two colors to highlight the answers in the story.



What will we bake?

- A tray
- A cake
- Sprinkles



What fruit do we use?

- Cake
- Candy
- Berries

Name _____ Date _____

Title of Book _____



Setting



This is the setting in my book:

Name _____ Date _____

Title of Book _____

Retell the Story

B

M

E



Name _____

Story Map



Setting

Characters

Beginning

Middle

End



Name : _____

Reading Comprehension

Read the sentences. Cut and paste the correct pictures into the columns.

Star Gazing

That is Jack.

He has a telescope.

He sits on his lawn.

He is gazing at the stars.

Who is that?

What does he have?

What is he doing?



© Miss Faheena



I am
Jack



Name : _____

Reading Comprehension

Read the sentences. Cut and paste the correct pictures into the columns.

The Frozen Pond

Jennifer went to the frozen pond.

She wore earmuffs and a scarf.

She ice skated on the frozen pond.

She was really happy.

Where did Jennifer go?

What did she wear?

What did she do?



© Miss Faleena



hat

mat

rat

cat

fat

boat



Trace and Find

DAY 1

hat

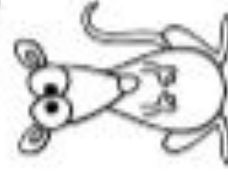
mat

rat

cat

fat

boat



Trace and Find

DAY 1

The cat is on the mat.

Find these words:

bat

mat

cat

bat

fat

rat

h	a	a	o	h	a	t	z
c	a	t	y	n	e	a	s
q	u	l	p	d	f	a	t
v	f	m	a	t	z	w	t
b	a	t	x	i	a	b	m
i	s	y	j	r	a	t	k



Write and Find

DAY 4

The cat is on the mat.

Find these words:

bat

mat

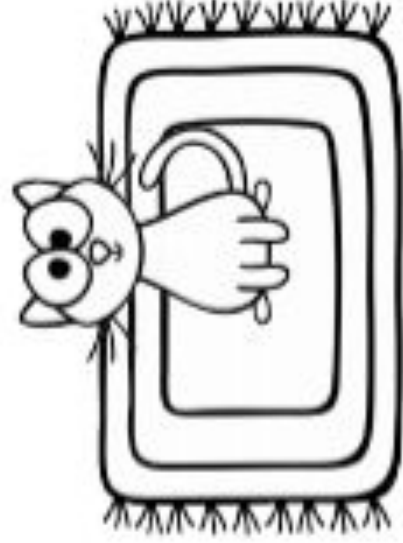
cat

bat

fat

rat

h	a	a	o	h	a	t	z
c	a	t	y	n	e	a	s
q	u	l	p	d	f	a	t
v	f	m	a	t	z	w	t
b	a	t	x	i	a	b	m
i	s	y	j	r	a	t	k



Write and Find

DAY 4

Write a sentence using some 'at' words.

rat hat mat cat bat fat pat rat

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Write a Sentence

DAY 1


Write a sentence using some 'at' words.


rat hat mat cat bat fat pat rat

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Write a Sentence


Name: _____

1. I can see the  .

2. I have a pet  .


3. My  is a girl.

4. My  is a boy.

5. The sun is  .

6. I see a  on the ground.

7. I can  dance.

8. Do you like my new  ?

tap

hot

hat

bug

sun

mom

dad

dog

Name: _____

SHORT I MYSTERY PICTURE

Color in only the Short I CVC words to reveal a hidden picture. Write what your picture is at the bottom of the paper.

man	pin	six	van	wig	rip	yet
lip	pet	map	pig	cat	get	fit
rim	bag	bun	win	mom	sap	zip
rib	let	rot	hum	not	pal	hid
rap	big	fun	ram	yes	dig	run
mum	pop	pit	tap	hip	gut	leg
hot	wag	jet	bib	cut	pet	jam

My mystery picture is a _____!

Name: _____

Match them up!

Cut out the pictures and match them to each Short I word.

dig



kid



wig



dip



bit



lid



© 2017 Samantha Kelly




Name: _____




Real or Wacky



Cut out the words and sort them by real or wacky nonsense words.

 Real Words

 Wacky Words

tip

sij

vif

hit

pig

cib

diz

rip

mim

lid

gix

dip

Name: _____

Label It!

Look at each of the pictures. Say the word then write the sounds to make a CVC word.



Name _____ Date _____

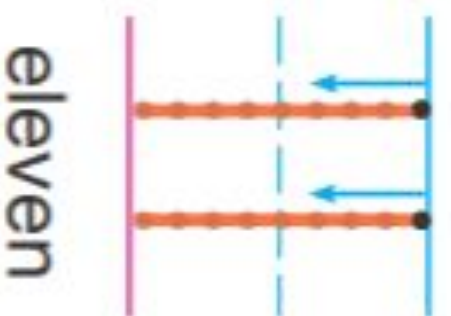
Title of Book _____



characters



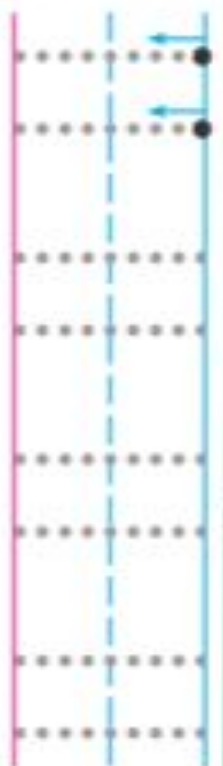
These are the characters:



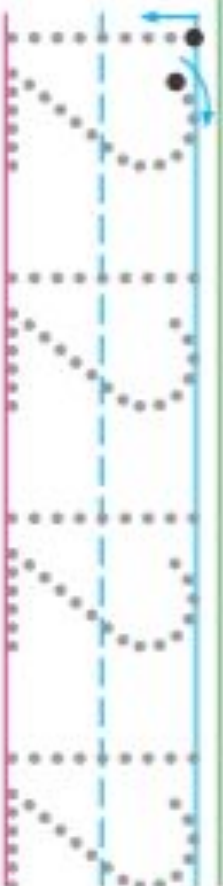
eleven

☆ Guided Practice ☆

1



2



Directions ☆ and 2 Have students count the cars in each group, and then practice writing the number that tells how many.



3




4




5



6

Directions  Have students count the toys in each group, and then practice writing the number that tells how many.

Number Sense  Have students count the train cars, write the number to tell how many, and then write the number that comes after it.





10

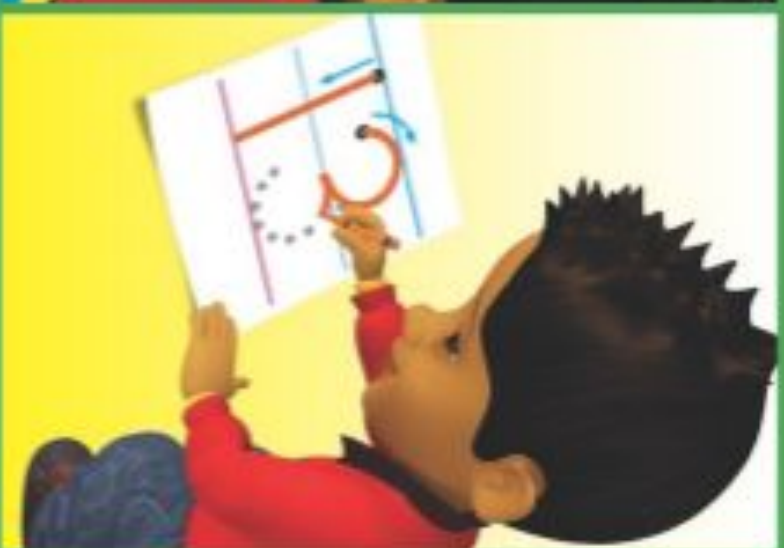
Directions Have students count the toys in each group, and then practice writing the number that tells how many.

Higher Order Thinking Have students draw 11 toys, and then practice writing the number that tells how many.





13

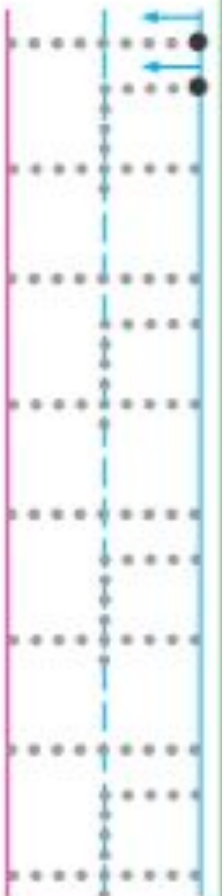


★ Guided Practice ★

1



2

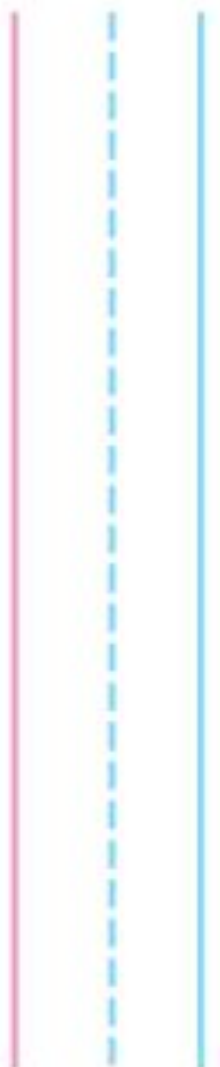


Directions ★ and 2 Have students count the leaves in each group, and then practice writing the number that tells how many.

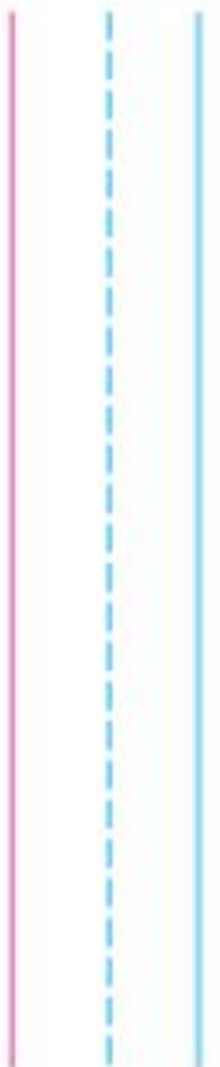
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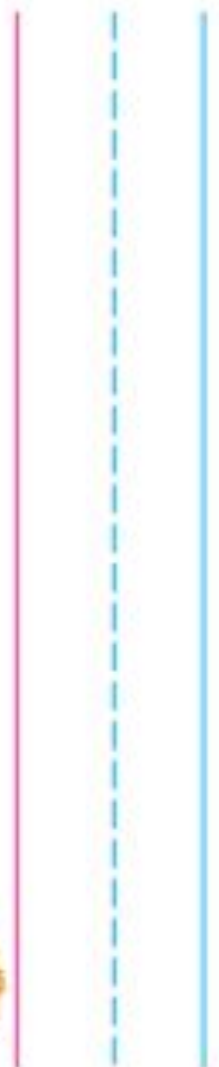
4




5



6



Directions  Have students count the leaves in each group, and then practice writing the number that tells how many.

Math and Science Sky: Trees use their leaves to turn sunlight into food. Have students count the green leaves, and then practice writing the number that tells how many.



7



8



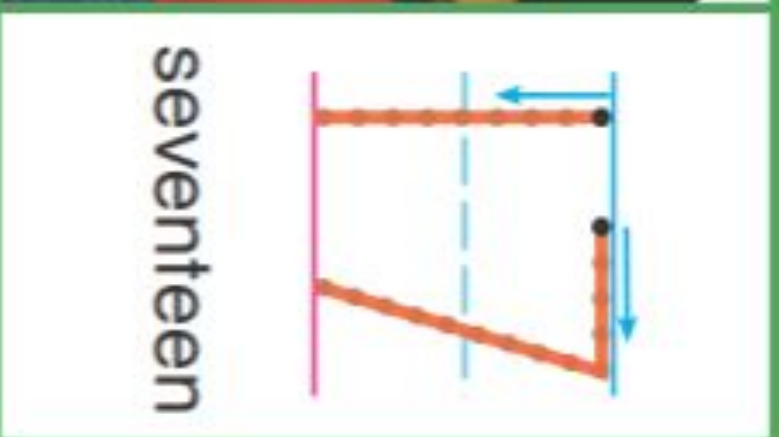
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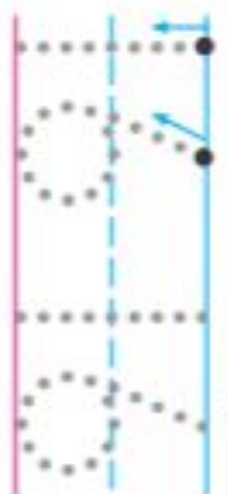
Directions Have students count the leaves in each group, and then practice writing the number that tells how many. **Higher Order Thinking** Have students draw 14 leaves, and then practice writing the number that tells how many.



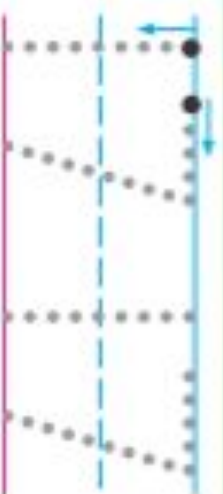


☆ Guided Practice ☆

1



2



Directions ☆ and ● Have students count the piggy banks in each group, and then practice writing the number that tells how many.

3        

4        

5        

6        

7        

Directions   Have students count the stuffed animals in each group, and then practice writing the number that tells how many.



8



9



10



11

Directions **EE-12** Have students count the stuffed animals in each group, and then practice writing the number that tells how many. **11-Higher Order Thinking** Have students draw 17 balls, and then practice writing the number that tells how many.





19

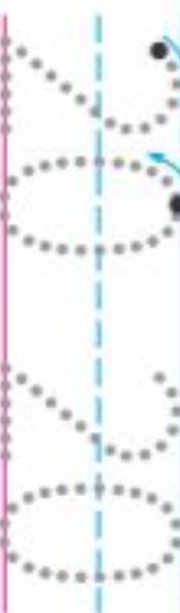


☆ Guided Practice ☆

1



2



Directions Use 1 and 2 Have students count the bird stickers in each group, and then practice writing the number that tells how many.



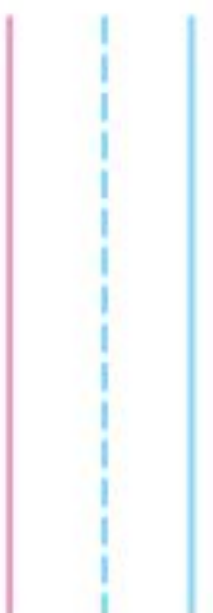
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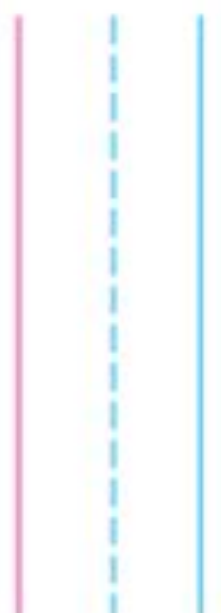
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6



7



Directions

Have students count the stickers in each group, and then practice writing the number that tells how many.

8



9



10



11

Directions: **11-12** Have students count the stickers in each group, and then practice writing the number that tells how many.

11 Higher Order Thinking Have students draw 20 bug stickers, and then practice writing the number that tells how many.

