



Kinder Week 8 Checklist

	Reading	Writing	Math/Science
MON	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <u>Roz the Vet</u> and <u>Not Yet</u> <input type="checkbox"/> Reading Log 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log	<input type="checkbox"/> One V practice page <input type="checkbox"/> Pick an activity from ABC Sort page	<input type="checkbox"/> Math: Page 1
TUE	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <u>Roz the Vet</u> and <u>Not Yet</u> <input type="checkbox"/> Reading Log 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log	<input type="checkbox"/> One Z practice page <input type="checkbox"/> Pick an activity from ABC Sort page	<input type="checkbox"/> Math: Page 2
WED	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <u>Roz the Vet</u> and <u>Not Yet</u> <input type="checkbox"/> Reading Log 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log	<input type="checkbox"/> One Q practice page <input type="checkbox"/> Pick an activity from ABC Sort page	<input type="checkbox"/> Math: Page 3
THU	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <u>Roz the Vet</u> and <u>Not Yet</u> <input type="checkbox"/> Reading Log 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log	<input type="checkbox"/> One Q and Y practice page <input type="checkbox"/> Pick an activity from ABC Sort page	<input type="checkbox"/> Math: Page 4 and 5
FRI.	NO SCHOOL	NO SCHOOL	NO SCHOOL

Reading Log to do

1. Read a book by yourself or with a grown-up.
2. Put your name and the title of the book at the top of a new page.
3. Choose one of the ideas and write one or two sentences about your book. Remember, not all of the questions make sense for every book.
4. Don't forget to tell why or how you know, or both if you can!



How did the story end?	Who is your favorite character? 	Is this book like any other book you have read? Which one?
How does the main character feel in this book?	Which words in the book were tricky?	Where does the story take place (the setting)?
What is your favorite part of the story? 	What is the big problem in the story? How is it solved?	What did you learn from reading this book?
What friend or family member might like this book?	When does the story take place (the setting)?	At the end, did any characters change from how they felt at the beginning?
What is your favorite picture in the book?	What did the author want you to learn?	What surprised you in the book?

Write your 2-4 dictations words here daily

[illegible]



Yetta Yo-Yo

Queenie Queen

Vinny Volcano

Zelda Zebra

Sound-Spelling Card Introduction and Practice



**Signal to introduce a new sound-spelling card*

Materials: Sound-spelling cards from your core reading program.

You're going to learn the new sound-spelling card(s). When I tap the card, you'll repeat the name, sound, or spelling.

1. Touch to the side of the picture.
The card is [card name]. Card? (pause) Tap to the side of the picture.
2. Touch to the side of the picture.
The sound is [sound]. Sound? (pause) Tap to the side of the picture.
3. Touch to the side of the spelling.
The spelling is [spelling]. Spelling? (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the new cards.



***Signal to practice the sound-spelling card*

1. Touch to the side of the picture.
Card? (pause) Tap to the side of the picture.
2. Touch to the side of the picture.
Sound? (pause) Tap to the side of the picture.
3. Touch to the side of the spelling.
Spelling? (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.



Correcting Student Errors

1. **Let's practice this one together.**
2. Follow the signal to introduce a new sound-spelling card* steps 1 through 4.
3. Practice two other sound-spelling cards.
4. Re-present the missed card following the signal to practice the sound-spelling card** steps 1 through 4.
5. Continue presenting the sound-spelling cards.

Y	q	v	Z
Z	Y	q	I
q	Y	v	Z
V	q	Y	W

Letter Name Review

You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. **My turn.** Use the signal for each letter name. * Model until students are successful with the routine.

2. **Your turn.** Go back to the first letter on the chart. Use the signal for each letter name. *

3. **Let's do some individual turns.** I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud. Call on two to three students.



*Signal for each letter name

1. Touch to the left of the letter: **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.



Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

y	qu	v	z
z	y	qu	l
qu	y	v	z
v	qu	y	w

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

1. **My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. **Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.



*Signal for each sound-spelling

1. Touch to the left of the sound-spelling.
Sound?
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.
— or —
For continuous sounds, touch under the sound-spelling for 2 seconds.



Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

yip	quiz	fox	boats
mat	hen	nap	tub

Regular Word Reading

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.*
Model until students are successful with the routine.

2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*

3. **Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.
Call on two to three students.

 *Signal for each word

1. Touch to the left of the word.
- Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

 Correcting Student Errors

1. **My turn.** Re-present the missed word.
2. **Your turn.** Re-present the missed word.
3. **Now let's practice blending that word.**
Follow the blending routine used in the previous blending activity to have students practice blending the missed word.
4. Back up two words and continue presenting the words on the chart.

Roz the Vet

by Terry Rengifo
illustrated by Joe Cepeda



Roz the vet can help a pet!
Roz can zip in her red van.



Roz can look at a pet pig.
Roz fed the little pig.



Roz the vet can help a pet!
Roz can zip in her red van.



Vic had a bad cut.
Roz put Vic in the van.
Roz can fix it, Vic!



Tab Cat got out.
Tab ran up. Tab had fun.
Tab can not get down.



Tab saw Roz.
Roz can get Tab.

Not Yet

by Nancy Spencer



Cat, do not get up yet!
Nap on the little red mat.



Dog, do not get up yet!
Nap on the big rug all day.



Hen, do not get up yet!
Nap in the hen box.



Pig, do not get up yet!
Nap in the pig pen.

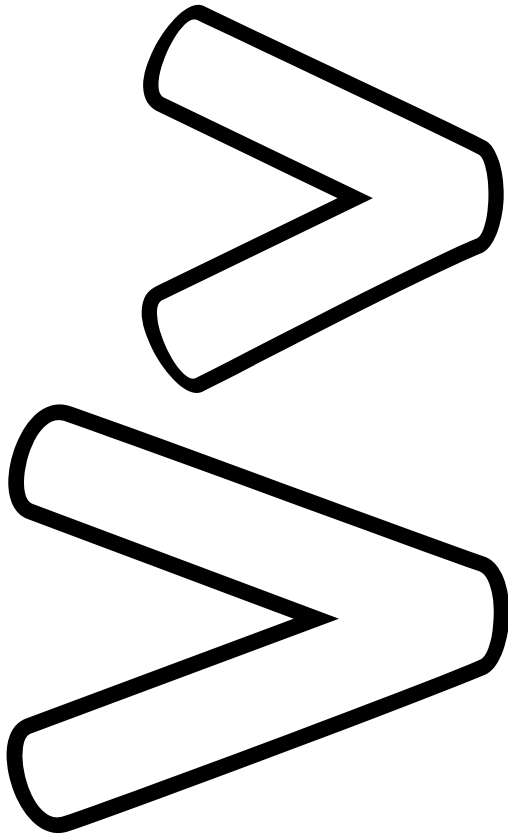


Fox, do not get up yet!
Nap in the fox den.

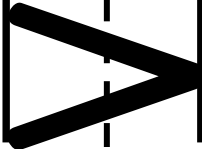


Bat, get up! Bat, take off!
Bats only quit at sun up!

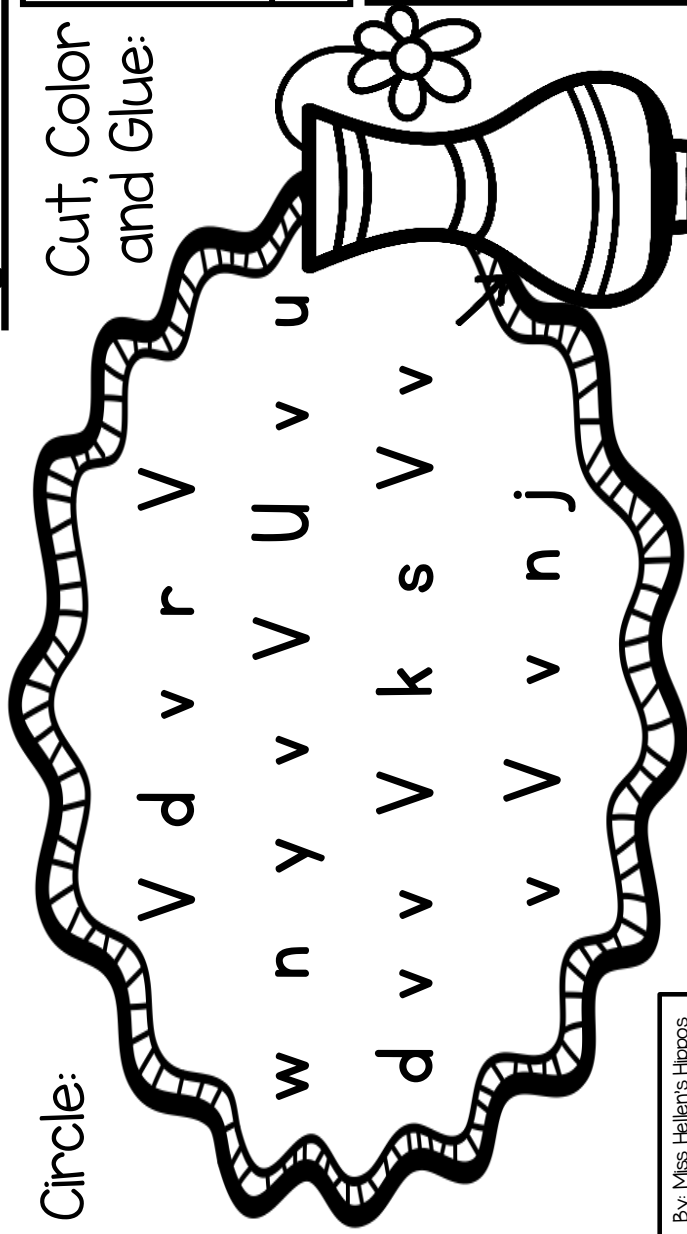
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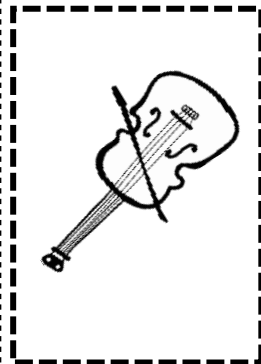
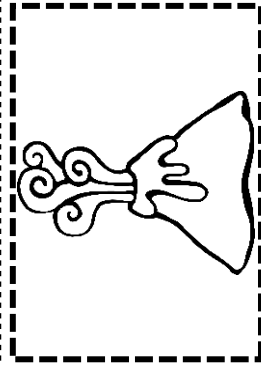
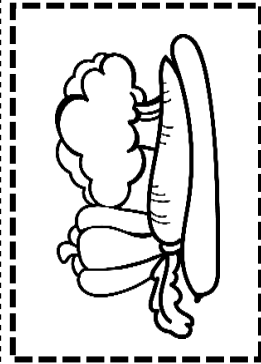
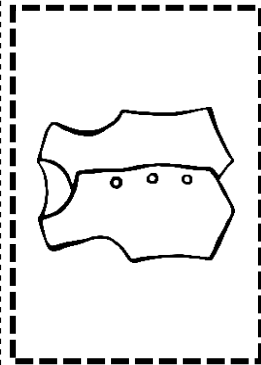


Circle:



Cut, Color
and Glue:

glue picture	glue picture
vegetables	volcano
glue picture	glue picture
violin	vest

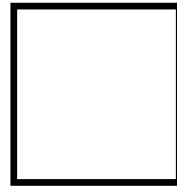


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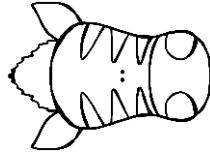
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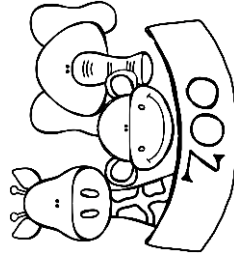
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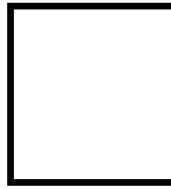
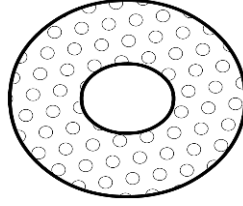
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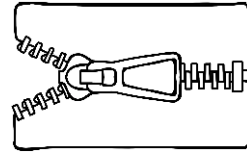
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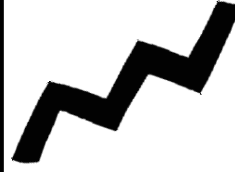
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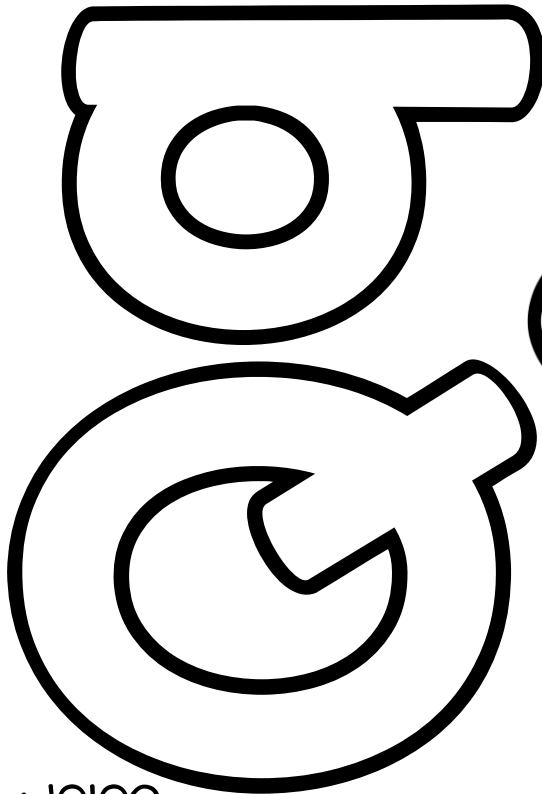
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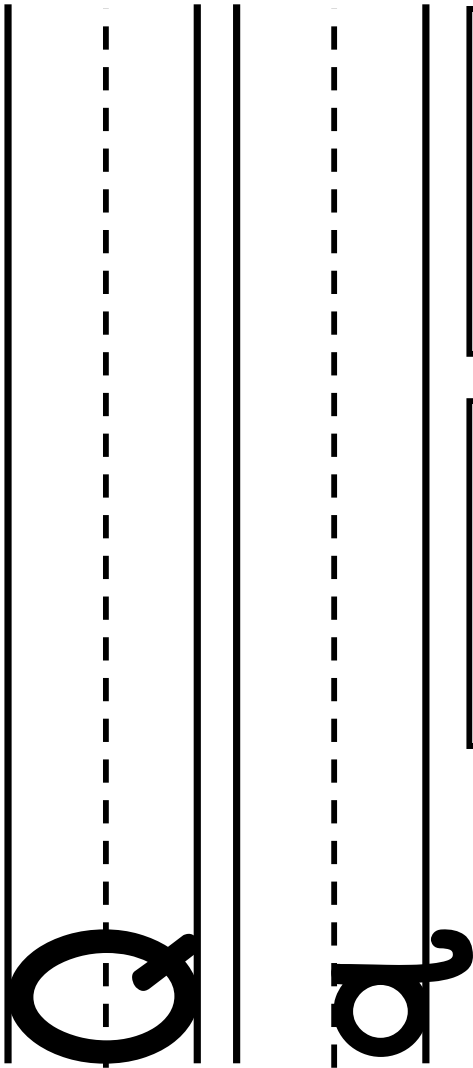
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Color:



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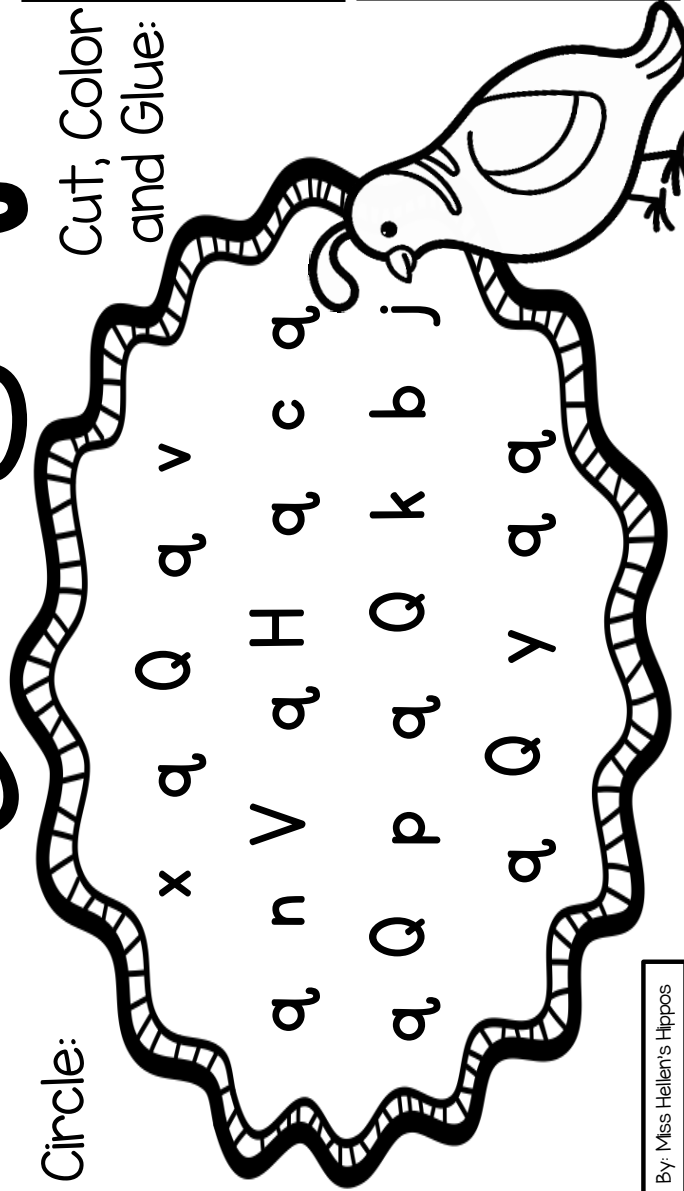


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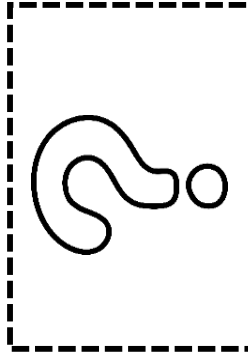
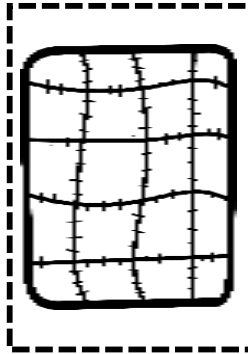
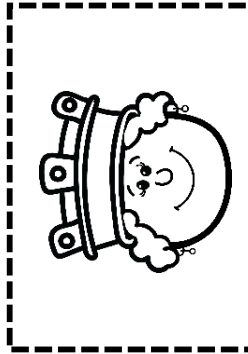
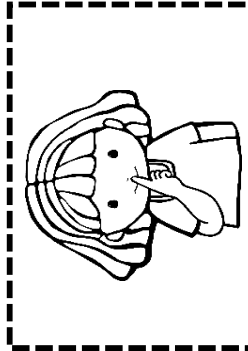
Cut, Color
and Glue:

x q Q q v
a n V a H a c a
a Q p a Q k b j
a Q y a a

glue picture	question
glue picture	quiet
glue picture	queen
glue picture	quilt



By: Miss Hellen's Hippos



Qq



Read:

I see the queen!

Cut and glue:

--	--	--	--

Write the sentence:

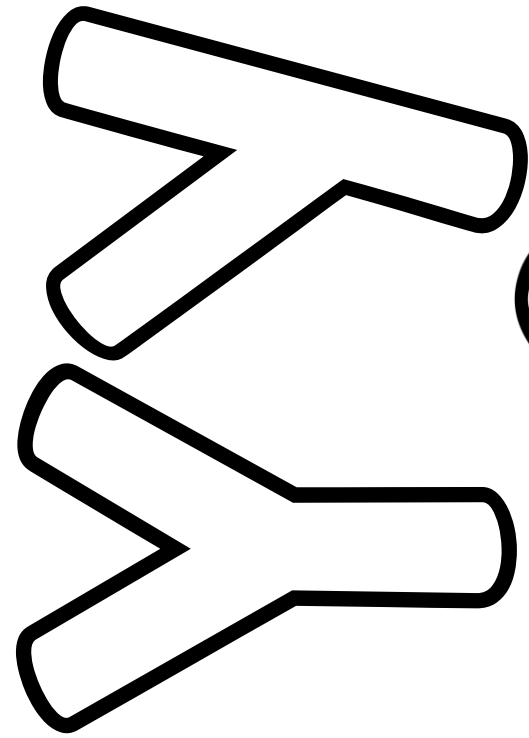
Qq queen!



I	queen!	see	the
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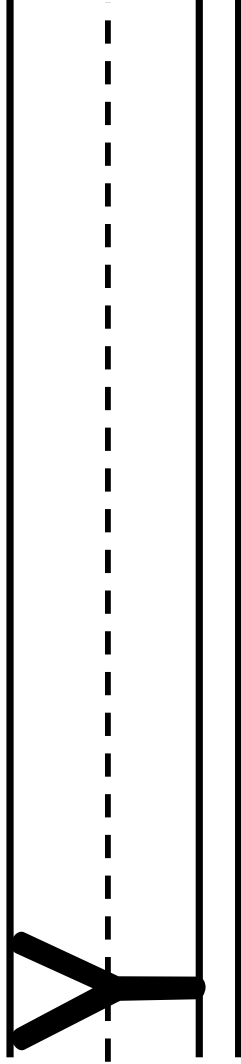
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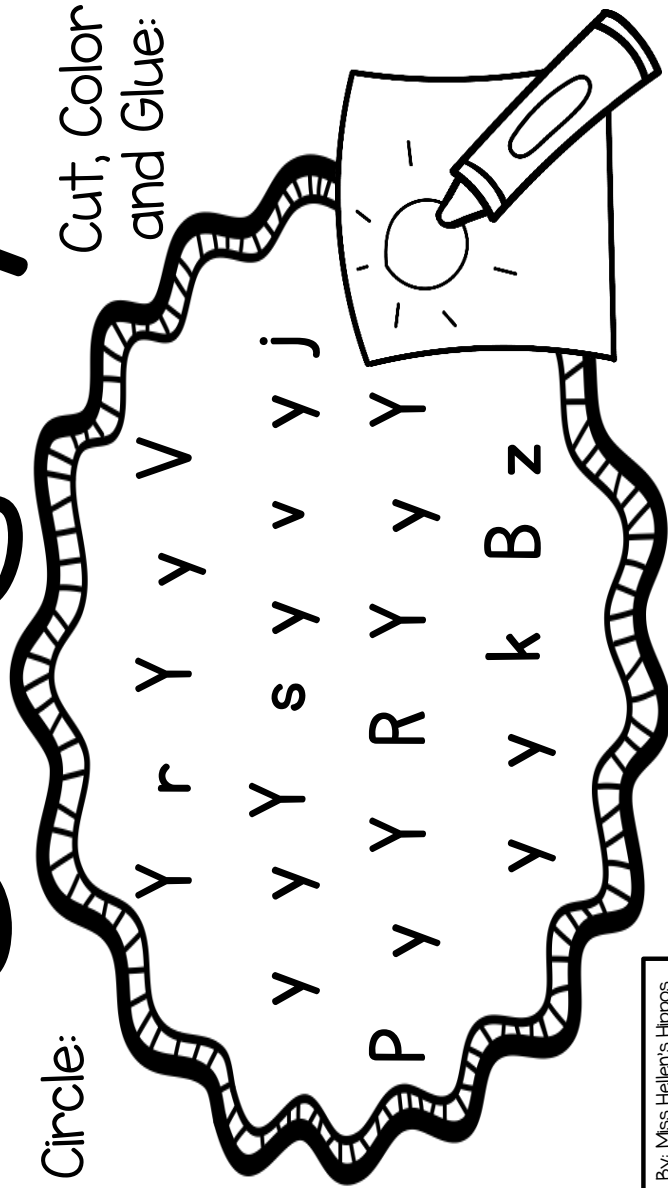


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Print:



Circle:



Cut, Color
and Glue:

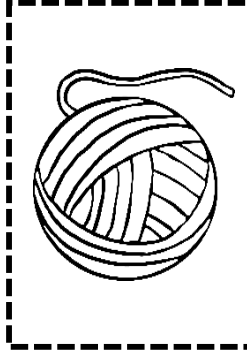
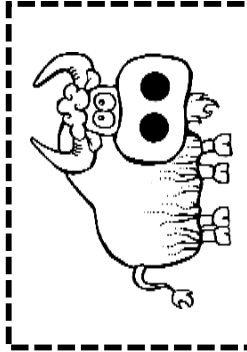
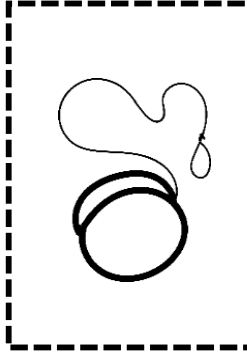
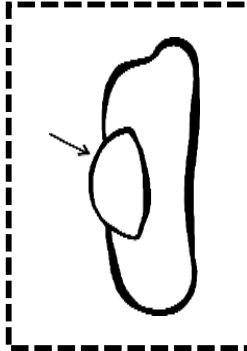
glue picture	yo-yo
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glue picture	yarn
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glue picture	yolk
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glue picture	yak
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By: Miss Helen's Hippos



Name _____

Number Bonds I

Directions: Complete the number bonds.

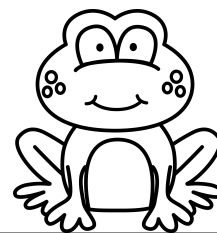


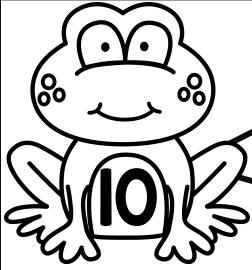
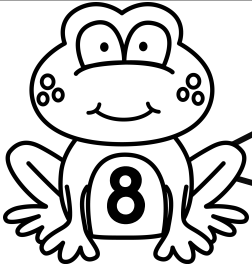
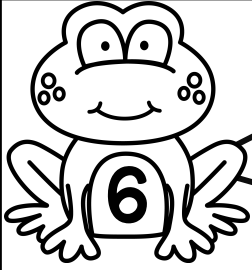
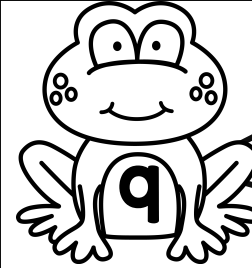

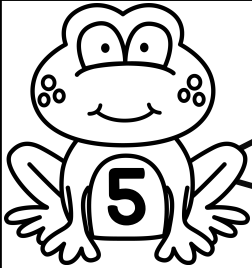
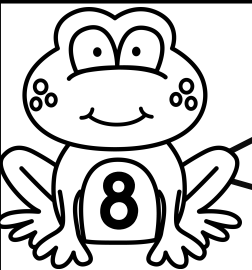
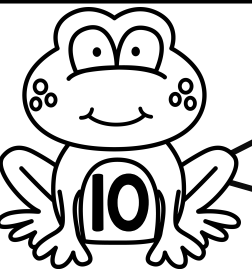
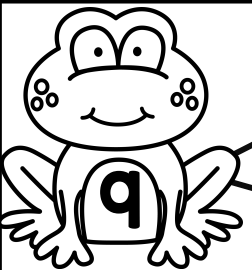
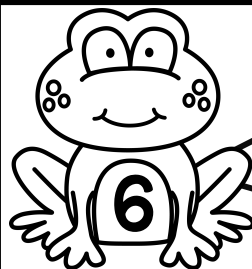

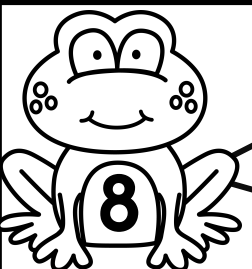
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 6 <input type="text"/> 2	 8 3 <input type="text"/>	 5 <input type="text"/> 3
 9 5 <input type="text"/>	 10 <input type="text"/> 5	 7 1 <input type="text"/>
 4 <input type="text"/> 2	 6 1 <input type="text"/>	 10 6 <input type="text"/>

Name _____

Number Bonds II

Directions: Complete each number bond and the number sentence.



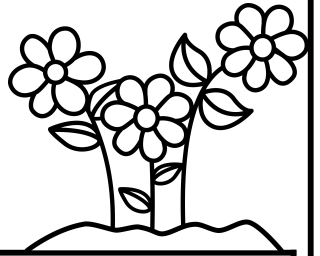
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Name _____

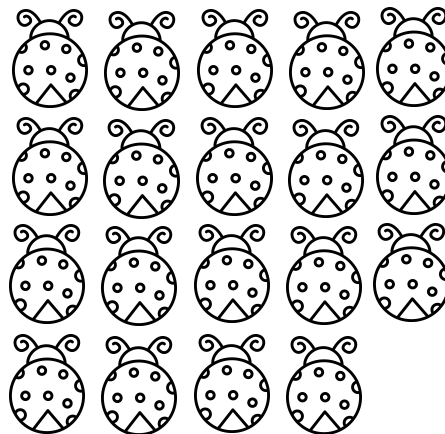
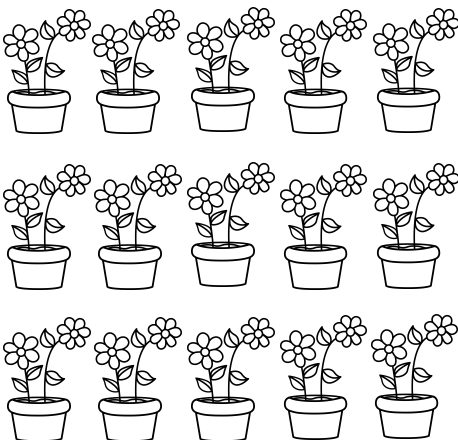
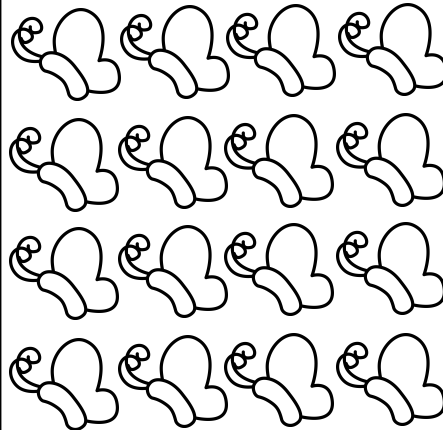
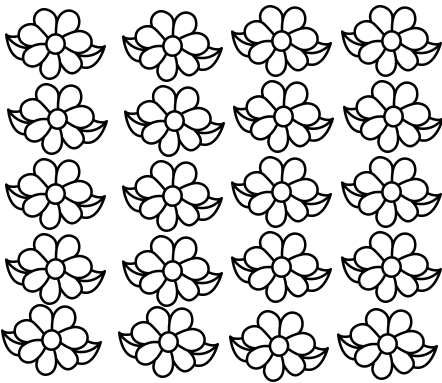
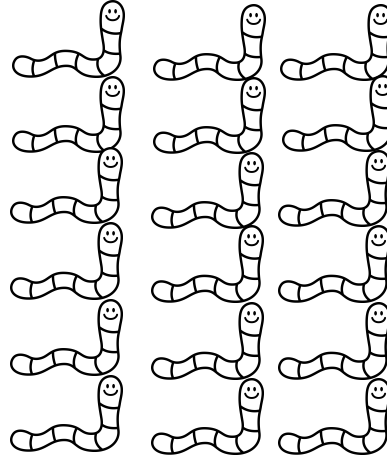
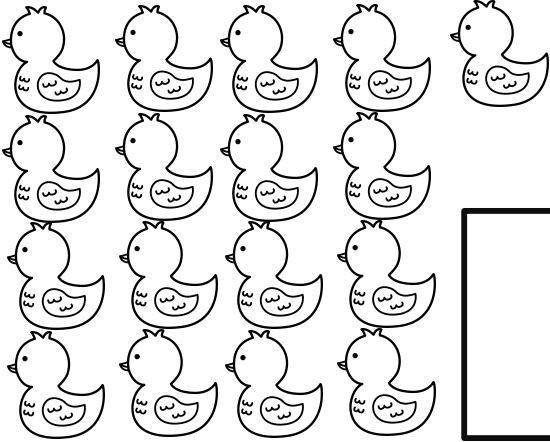
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Count and Match 15-20



Directions: Count each set.
Cut and paste the number to match.



15

16

17

18

19

20

Name _____

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Base Ten Match Up

Directions: Look at the numbers on the clouds.

Cut and paste the set of base ten blocks that match.

16

12

19

17

14

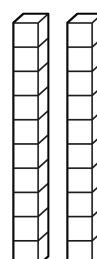
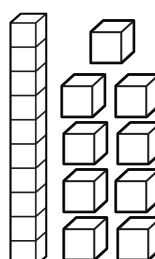
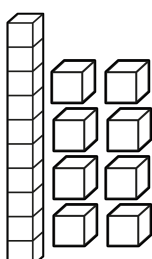
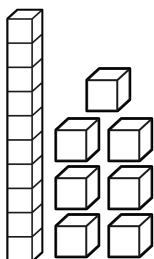
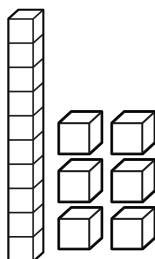
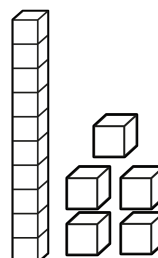
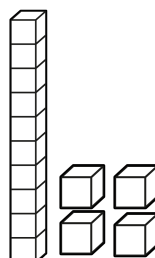
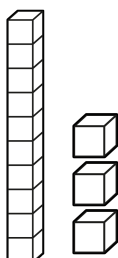
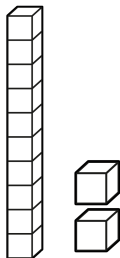
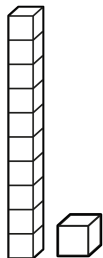
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15

11

20

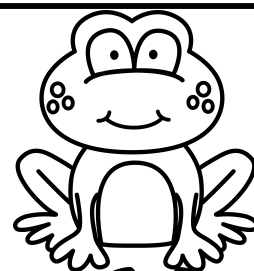
13



Name _____

Teen Numbers

Directions: Trace and color all of the lily pads with teen numbers.



13	7	21	19	17	3	8
30	13	18	6	16	1	4
19	20	3	15	14	40	13
25	13	18	7	50	23	16
19	5	0	14	32	16	1
22	9	17	19	45	13	16
27	13	10	4	9	39	15
17	14	24	30	19	16	40