



# Kindergarten Week 6 Checklist 3

	Reading	Writing	Math/Science/PE
<b>MON</b>  20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <u><i>My Pet Dog</i></u> and <u><i>A City Garden</i></u> <input type="checkbox"/> Read 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log	<input type="checkbox"/> Journal entry: What did you do over the weekend? <input type="checkbox"/> One H practice page <input type="checkbox"/> Write new sight words(when,some,he,no) three times <input type="checkbox"/> Journeys workbook 2 page 46 <input type="checkbox"/> Pick an activity from sight word activities	<input type="checkbox"/> Math: Page 390 <input type="checkbox"/> Optional Science: Living and Non-Living things <input type="checkbox"/> PE activity log
<b>TUE</b>  20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <u><i>My Pet Dog</i></u> and <u><i>A City Garden</i></u> <input type="checkbox"/> Read 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log	<input type="checkbox"/> Journal entry: "I want to be ___ when I grow up." <input type="checkbox"/> One U practice page <input type="checkbox"/> Write new sight words (when,some,he,no) three times <input type="checkbox"/> Journeys workbook 2 page 47 <input type="checkbox"/> Pick an activity from sight word activities	<input type="checkbox"/> Math: Page 392 <input type="checkbox"/> Optional Science: Living and Non-Living things <input type="checkbox"/> PE activity log
<b>WED</b>  20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <u><i>My Pet Dog</i></u> and <u><i>A City Garden</i></u> <input type="checkbox"/> Read 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log	<input type="checkbox"/> Journal entry: "My favorite food is ____." <input type="checkbox"/> One U letter practice page <input type="checkbox"/> Write new sight words (when,some,he,no) three times <input type="checkbox"/> Journeys workbook 2 page 48 bring 50 to Virtual meeting we will work on it together (Gore Only)	<input type="checkbox"/> Math: Page 409, 416 <input type="checkbox"/> Optional Science: Living and Non-Living Things <input type="checkbox"/> PE activity log
<b>THU</b>  20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <u><i>My Pet Dog</i></u> and <u><i>A City Garden</i></u> (If you can send a video of your child reading one of these stories!) <input type="checkbox"/> Read 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log	<input type="checkbox"/> Journal entry: Use at least one of the new sight words in a sentence. <input type="checkbox"/> One U practice page <input type="checkbox"/> Handwriting first and last names <input type="checkbox"/> Journeys workbook 2 finish page 50 and 49	<input type="checkbox"/> Math: Page 18, 19 <input type="checkbox"/> Optional Science: Living and Non-Living things <input type="checkbox"/> PE activity log (Send a picture of log to Mr. Spaulding on Class Dojo)
<b>FRI</b>	Have a good weekend! NO SCHOOL!	Have a good weekend! NO SCHOOL!	Have a good weekend! 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?

# Parent Instructions for ECRI Routines

*\*We suggest you repeat these routines daily*

## Irregular Word Reading:

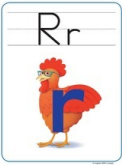
Your student is going to learn to read new words using say-it, spell-it, say-it. Point to a word and slide your finger underneath it. Say the word, next have your student read the word out loud as you slide your finger. Next, you will tap under each letter and say each letter then, have your student do it Repeat the first step by having your student read the word a second time.

## Irregular Word Reading Continued:

Your student is going to practice reading words. Point to a word and have your student say the word in their head. Slide your finger under the word. Your student will read the word out loud as you slide your finger.

## Alpha Friend Card Practice:

You're going to practice the Alpha card(s). You will then tap next to the picture card and your student will say the name, sound and spelling out loud.



(Card: Reggie Rooster, Sound rrrr, Name R)

## Letter Name Review:

Your student is going to practice letter names. Point to a letter, say then name in their heads. You will then tap under the letter and your student will say the letter name.

## Sound Spelling Review:

Your student is going to practice saying sounds. Point to a letter, have them say the sound in their head. You will then tap under the letter and your student will say the sound out loud.

## Regular Word Reading:

Your student is going to practice reading words. Point to a word and have your student say the word in their head. Slide your finger under the word. Your student will read the word out loud as you slide your finger.

## Dictation:

Your student is going to practice writing words. Pick 2 to 4 words from the **Regular Words** list. You will say the word out loud (without a visual example) ask how many sounds in word and say them say word again and then write it.



# DICTATION PAPER

## DICTATION Practice Paper

Write your 2-4 dictations words here daily



Two columns of handwriting practice lines. Each column contains 10 sets of lines, each set consisting of a solid top line, a dashed midline, and a solid bottom line.

when	some	he	no
------	------	----	----

## Irregular Word Reading

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\*Signal for say-it, spell-it, say-it

You're going to learn to read **new words** using *say-it, spell-it, say-it*.

1. Touch to the left of the word.  
**My turn. The word is...** Slide finger under the word [word].

2. Touch to the left of the word.  
**Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word.  
**Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word.  
**Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.



Correcting Student Errors

• **Word Error: My turn. This word is [word]. Your turn. Everyone, word? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• **Spelling Error: My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

when	some	he	no
all	over	her	when
some	he	no	give
say	new	said	good

## Irregular Word Reading (continued)

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.

- My turn.** Use the signal for each word.\* Model until students are successful with the routine.
- Your turn.** Go back to the first word on the chart. Use the signal for each word.\*
- 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

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



Correcting Student Errors

- Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
- Back up two words and use the signal for each word\* to continue presenting the words on the chart.

Umbie Umbrella

Edna Elephant

Hattie Horse

Keely Kangaroo

## 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.



*Correcting Student Errors*

**Now you're going to practice the new sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.**



**\*\*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.

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.



u	d	i	o
x	o	u	e
j	u	h	e
i	k	a	u

## 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.**

U	d	i	O
X	O	U	e
j	U	h	e
i	k	a	U

## 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.

rug	big	dog	hat
bag	hop	dig	on

## 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.
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

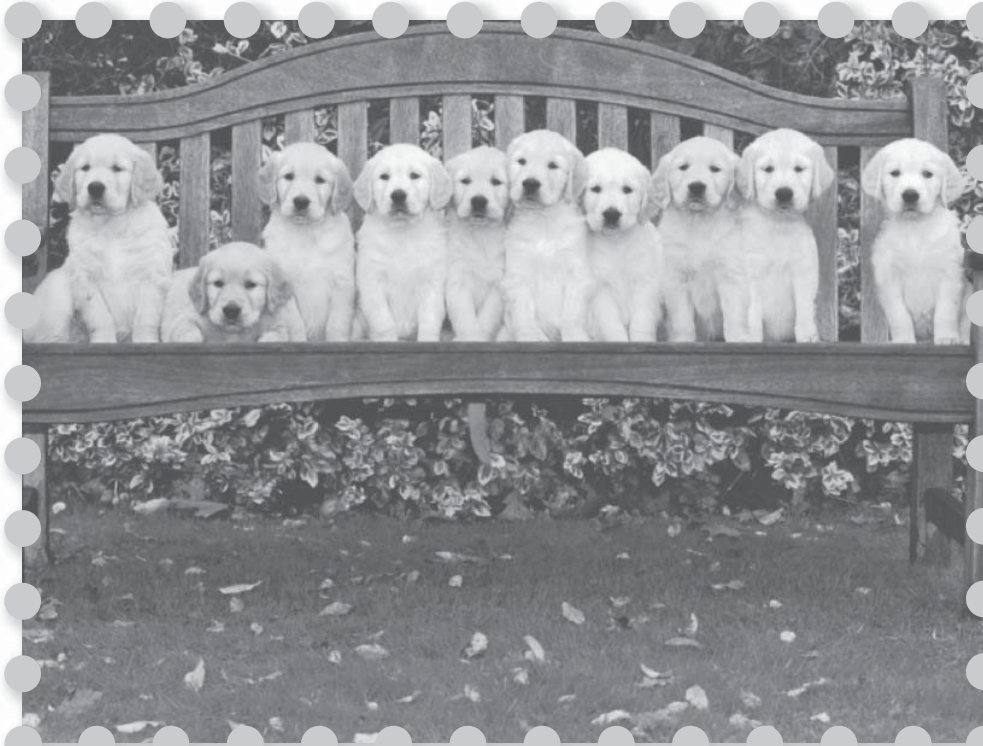


Correcting Student Errors

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.

# My Pet Dog

by Nina Walker



All ten pets can sit.  
All ten pets can fit  
when they sit.



Ben is her pet dog.  
Can Ben get a big pat?



Ted is her pet dog.  
Can Ted get a big pat?



Deb ran, ran, ran.  
What did she get?

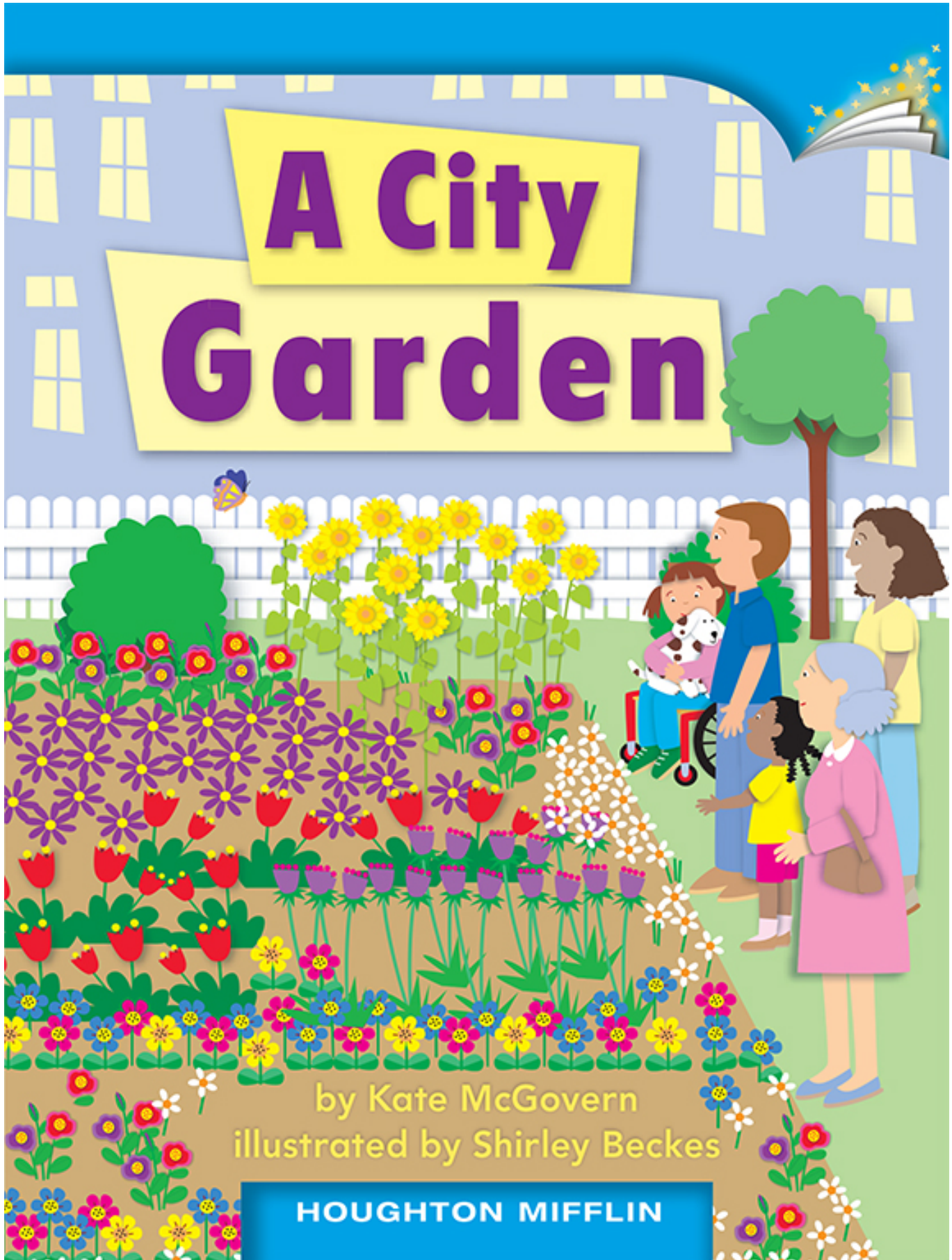


Meg ran over here.  
What did she get?





Peg can fit in the bag.  
Peg can sit in it.



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Look at this place.  
It is a mess!  
We can clean it up.

2



Look at all the trash.  
We can pick it up.  
We can fill the cans  
with trash.



Look at all the leaves.  
We can rake them into  
big piles.  
We can jump in the  
piles, too.

4



Look at the broken fence.  
We can fix it and paint it, too.



Look at the **soil**.

We can dig it up and  
plant vegetables.

We can plant flowers, too.



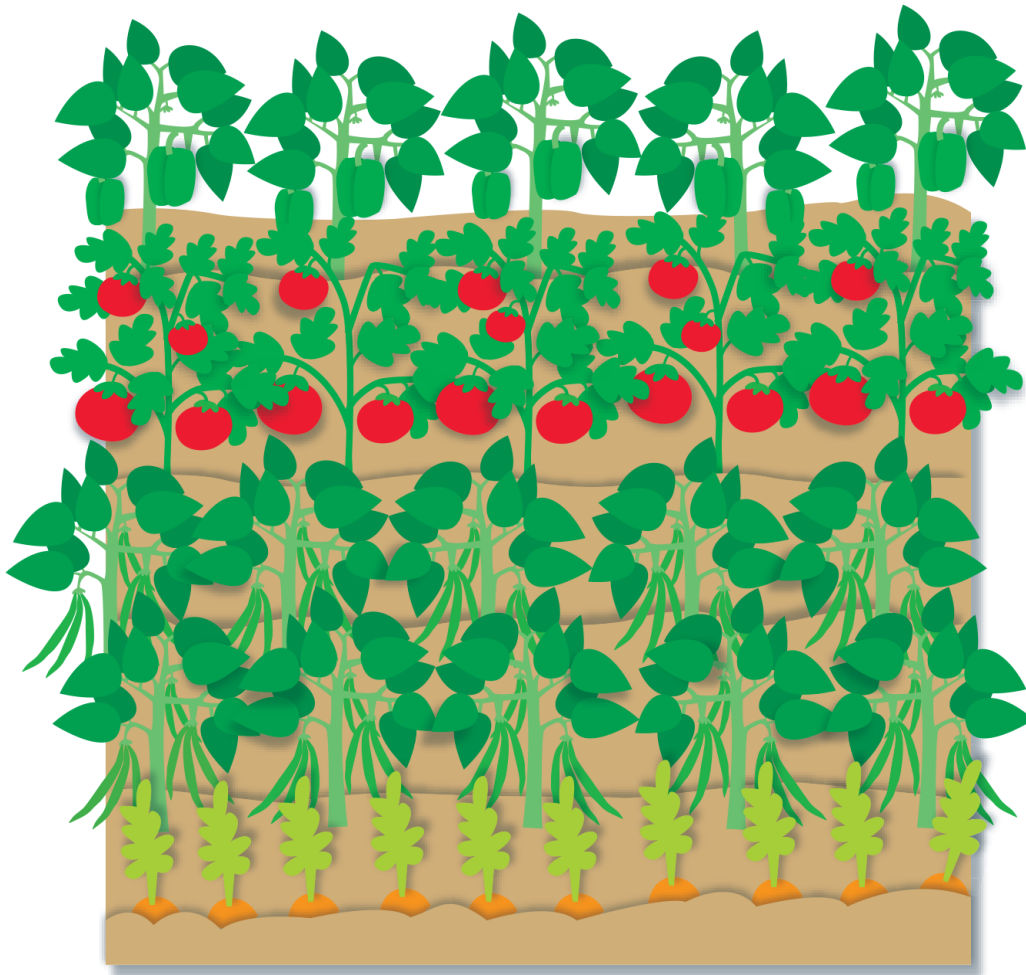
Look at the **hose**.

We can water the plants  
with it.





Look at this garden now.  
Look at all the flowers.



Look at all the vegetables.



And look at all of us!

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

Write about how you would make a garden.

First,

Next,

Last,

# A City Garden

After you read the story answer the following questions:

This book tells about a garden. Tell the order in which things are described in the story.

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

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

Draw pictures of the **story sequence**.

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What is this book about?

<hr/> <hr/>
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## **Writing**

On the back write about how you would make a garden.

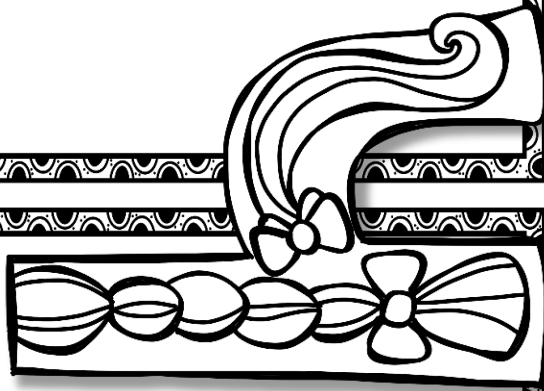
# Hh

# Alphabet Sort!

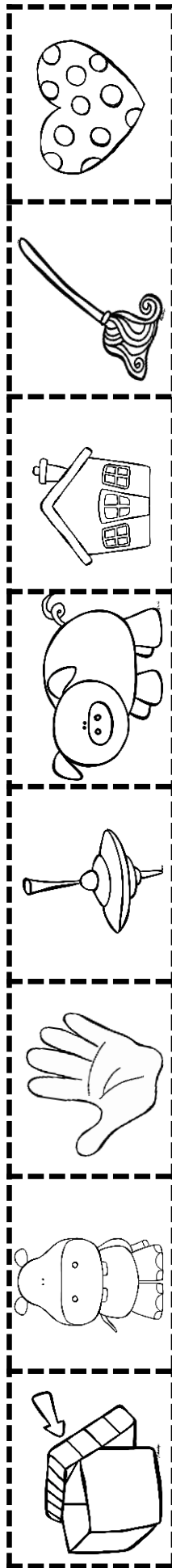
Directions: Cut out the pictures and sort into groups of pictures that start with Hh, and those that don't. Glue into the correct box.

## Hh

## Not Hh



By: Miss Hellen's Hippos



Color:

U U

Print:

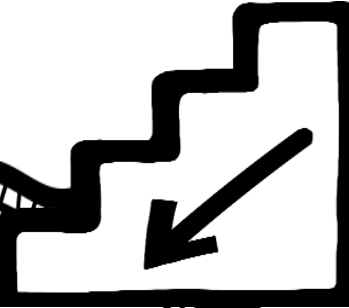
U U

u

Circle:

b u U a u  
o u y u D U e u  
z u + U M u U C  
u i u u g

Cut, Color  
and Glue:



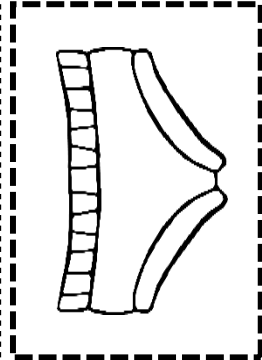
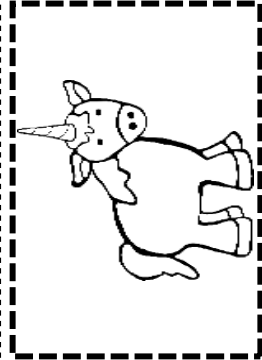
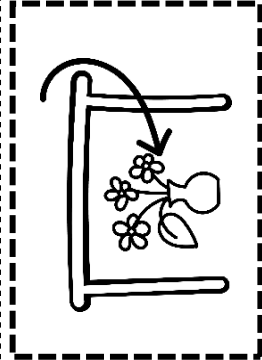
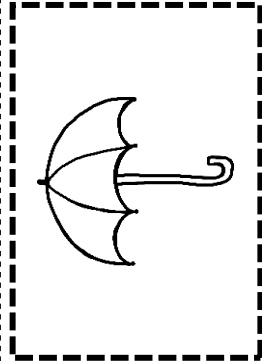
glue  
picture  
umbrella

glue  
picture  
unicorn

glue  
picture  
underwear

glue  
picture  
under

By: Miss Helen's Hippos

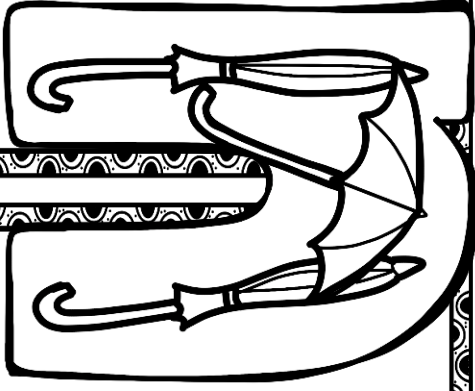


# Uu


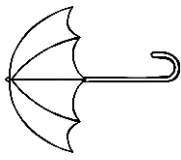
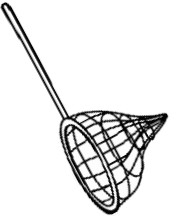

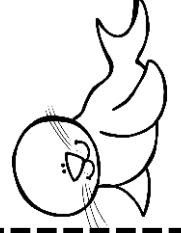
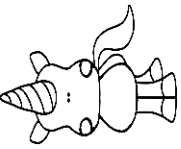

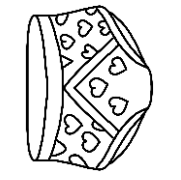
## Alphabet Sort!

Directions: Cut out the pictures and sort into groups of pictures that start with Uu, and those that don't. Glue into the correct box.

<h1>Uu</h1>	<h1>Not Uu</h1>
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By: Miss Hellen's Hippos

							
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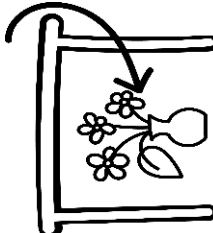


Print:

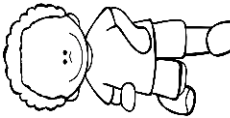
U

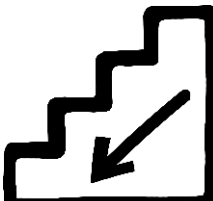
u

Cut and Paste:

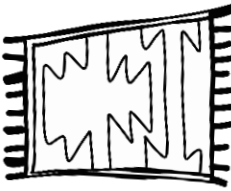
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u u u u u

Uu         

Read:

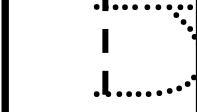
Get an umbrella!

Cut and glue:

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Write the sentence:

\_\_\_\_\_

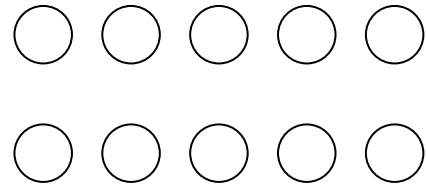
Uu 

\_\_\_\_\_

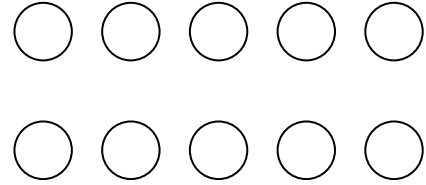


umbrella!	an	Get
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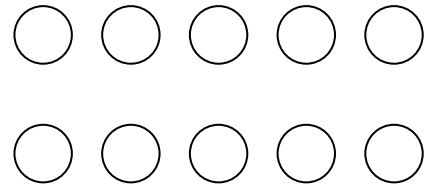
$$6 + 1 = \square$$



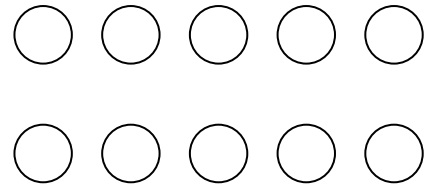
$$7 + 1 = \square$$



$$8 + 1 = \square$$

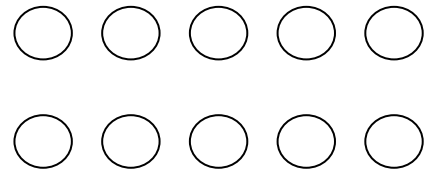


$$9 + 1 = \square$$

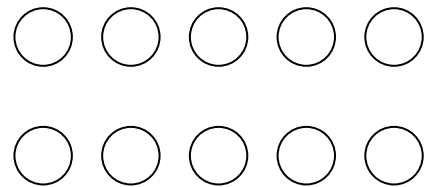


Fill in the number sentences. Color the circles.

$$\square + 1 = \square$$



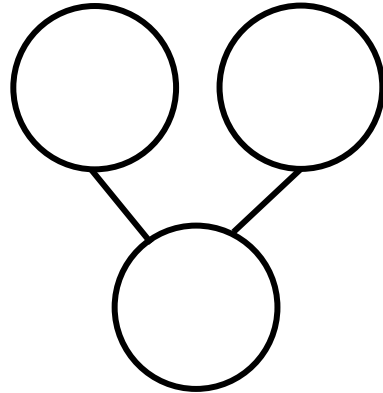
$$\square + 1 = \square$$



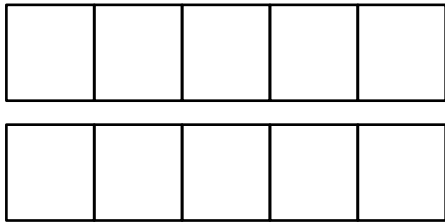
Color 2 squares green and 1 square blue.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

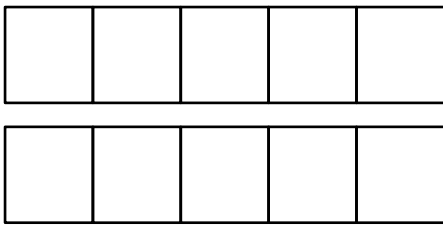


Color 1 square green and 1 square blue.

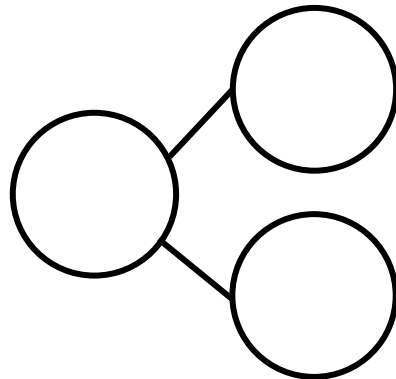


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Color 0 squares green and 1 square blue.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



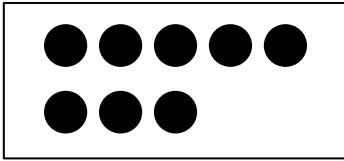
Subtract.

$$4 - 1 = \square \quad 3 - 1 = \square \quad 2 - 1 = \square \quad 1 - 1 = \square$$

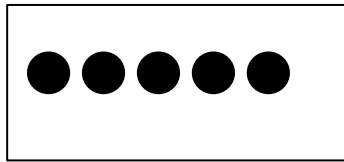
Name \_\_\_\_\_

Date \_\_\_\_\_

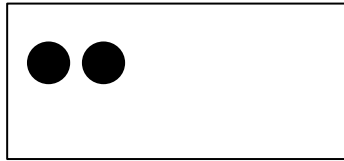
Look at the 5-group cards. Draw dots to make 10. Fill in the number sentences.



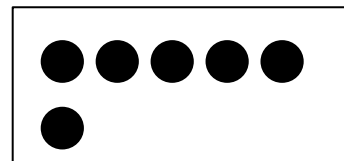
$$\square + \square = 10$$



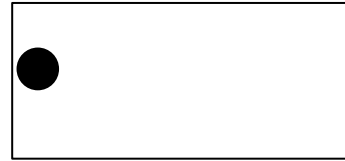
$$\square + \square = 10$$



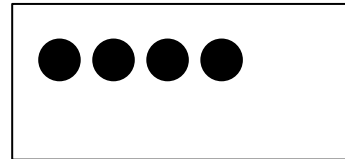
$$\square + \square = 10$$



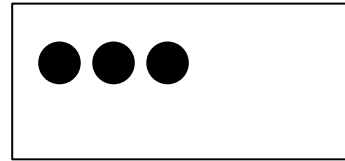
$$\square + \square = 10$$



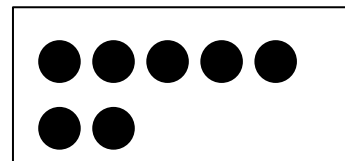
$$\square + \square = 10$$



$$\square + \square = 10$$



$$\square + \square = 10$$



$$\square + \square = 10$$

On the back of this page, create a 5-group card. Draw dots to make 10, and write a number sentence.

There were 10 horses in the yard. Some were brown, and some were white. Draw the horses the 5-group way. The brown ones went back into the barn. How many horses were still in the yard? Draw a number bond, and write a subtraction sentence.

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Solve.

$1 + 1 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$\underline{\quad} = 2 + 2$

$3 + 1 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$\underline{\quad} = 3 + 2$

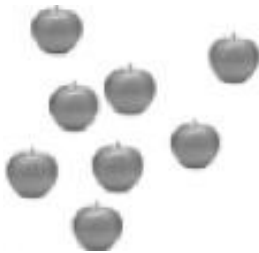
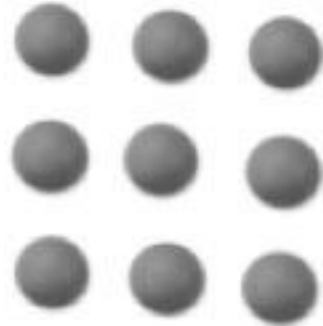
$5 + 1 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

Name \_\_\_\_\_

Date \_\_\_\_\_

Circle the groups that have 10 ones.



How many times did you count 10 ones?

Name \_\_\_\_\_

Date \_\_\_\_\_

Circle 10.


Count the number of times you circled 10 ones. Tell a friend or an adult how many times you circled 10 ones.



# Information to Parents & Guardians,

This week we are on to the next adventure! This unit is more self directed and interest driven. AND it requires you to get outside and explore!

There is so much to learn just out your back door. Take a trip with your family up into the woods, or just right in your backyard. Keep your eyes open and be sure to look ALL around. That is the key, LOOK with exploring eyes. You might notice when you stop to really look around, you will see things you've never seen before.

To start, let's talk about **Living and Non-Living** things. *A Living thing needs food, water and air to grow. A Non-Living thing does not need food, water or air to grow AND does not grow.* As you explore outside find at least 4 Living things & 4 Non-Living things and sort them out in the chart below.

LIVING	NON-LIVING

## **Compare & Contrast**

How are Living & Non-Living things different? Go find an **earthworm and a stick** about the same size. Now, you are going to perform a simple experiment, record your observations, and form a conclusion. Lay the earthworm and the stick on their own paper plate (or whatever suits you best). Now perform the below tests:

What happens when you touch it?

What happens when you put a drop of water on it?

What happens when you feed it?

Record your observations in the table below:

	<b>Touch it</b>	<b>Drop water on it</b>	<b>Feed it</b>
<b>Earthworm</b>			
<b>Stick</b>			

What conclusion can you make based on your observation of Living and Non-Living things?

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## **Organism Study**

Now that you have a good idea of what a Living thing is defined as we can go on a nature hunt! Oh, and bring your journal! If you have a magnifying glass bring that too! Another word for a Living thing is an **Organism**. As you go out into your backyard, or with your parents into the woods, look for different Organisms that are interesting to you. When you stop to study an organism make sure you spend a lot of time really looking at it. How do you know it is a Living thing? Draw the details of the organism. Really look at its location. Why do you think it likes it there? Is it receiving food of some sort there? Write your thoughts and questions. Include details! When you get back home do some research on the organisms you found. I cannot wait to hear about what you saw and learned.

If you need an example of an organism to study I suggest **Lichen or Mushrooms**. But be careful! Some mushrooms are poisonous. Have the adult with you do the touching of the mushrooms. Research types of mushrooms. Draw and write about the mushrooms you find. Below are some links that might help you get started. Remember, this is only a suggestion. You are the leader here. You have the freedom to explore any organism of your choice.

<http://elementalblogging.com/homeschool-science-lichens/>

<https://handbookofnaturestudy.com/2016/03/outdoor-hour-challenge-lichen-on-rocks-and-more.html/>

<http://ourjourneywestward.com/lichen-vs-moss/>

<https://thecraftyclassroom.com/2015/10/24/mushroom-science-printables/>

<https://www.giftofcuriosity.com/mushroom-spore-prints>

<http://www.treehousekidsmagazine.com/2018/09/the-magical-and-mysteriou-s-mushroom.html#.XrX1yY7YrnG>

**Enjoy and Have Fun!**

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