



Kindergarten Week 7 Checklist 1

	Reading	Writing	Math/Science/PE
MON	No School	No School	No School
TUE 20 to 75 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <i>Hog in Hat</i> <input type="checkbox"/> Read 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log 	<ul style="list-style-type: none"> <input type="checkbox"/> Journal entry: "I am in_____ zone." <input type="checkbox"/> One L practice page <input type="checkbox"/> Write new sight words (away,must,by,there) three times <input type="checkbox"/> Journeys workbook 2 page 52 and 53 <input type="checkbox"/> Pick an activity from sight word activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Math: Page 32 and 34 <input type="checkbox"/> Optional Science <input type="checkbox"/> PE activity log
WED 20 to 75 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <i>Hog in Hat</i> <input type="checkbox"/> Read 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log 	<ul style="list-style-type: none"> <input type="checkbox"/> Journal entry: "I must do _____ everyday." <input type="checkbox"/> Two L practice page <input type="checkbox"/> Write new sight words (away,must,by,there) three times <input type="checkbox"/> Journeys workbook 2 page 54 bring 56 to Virtual meeting we will work on it together (Gore Only) 	<ul style="list-style-type: none"> <input type="checkbox"/> Math: Page 51 and 67 <input type="checkbox"/> Optional Science <input type="checkbox"/> PE activity log
THU 20 to 75 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <i>Hog in Hat</i> (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 	<ul style="list-style-type: none"> <input type="checkbox"/> Journal entry: Use at least one of the new sight words in a sentence. <input type="checkbox"/> Two W practice page <input type="checkbox"/> Handwriting first and last names <input type="checkbox"/> Journeys workbook 2 finish page 56 	<ul style="list-style-type: none"> <input type="checkbox"/> Math: Page 112 and 132 <input type="checkbox"/> Optional Science <input type="checkbox"/> PE activity log (Send a picture of log to Mr. Spaulding on Class Dojo)
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?

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.

Parent Instructions for ECRI Routines

**We suggest you repeat these routines daily*

Irregular Word Reading:

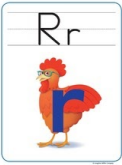
Your student is going to learn to read new words using say-it, spell-it, say-it. Point to a word and slide your finger underneath it. Say the word, next have your student read the word out loud as you slide your finger. Next, you will tap under each letter and say each letter then, have your student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

away	must	by	there
------	------	----	-------

Irregular Word Reading

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



*Signal for *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.

away	must	by	there
when	some	he	no
must	by	there	away
many	where	find	this

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.



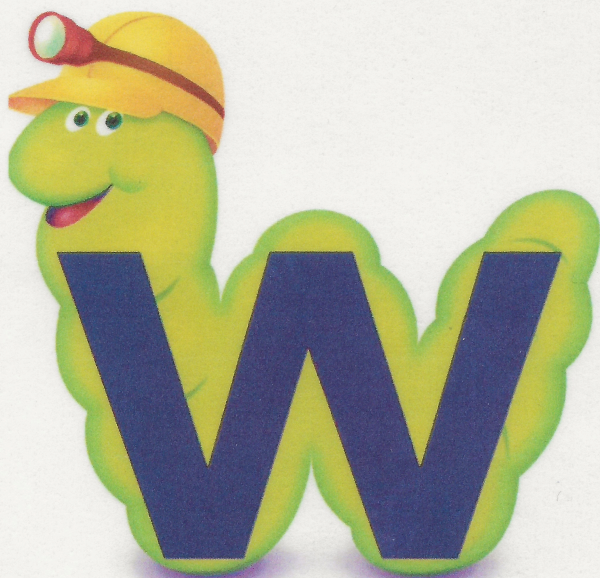
*Signal for each word

- 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.



Larry Lion

Willy Worm

Umbrie Umbrella

Keely Kangaroo

Sound-Spelling Card Introduction and Practice

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.



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

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

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.

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.

I	W	U	O
e	X	I	W
W	I	U	h
U	j	I	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.

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

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



Correcting Student Errors

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

I	w	u	o
e	x	l	w
w	l	u	h
u	j	l	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.

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

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



Correcting Student Errors

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

let	log	wet	lit
Ken	run	sit	up

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.

Hog in a Hat

by David McCoy
illustrated by Elizabeth Sayles



Hog can sit.

He can sit in a big top hat.



Dog can sit.
She can sit in a big red hat.



Cat can sit.

He can sit in a big tan hat.



Hen ran by.
She ran away in a red hat.

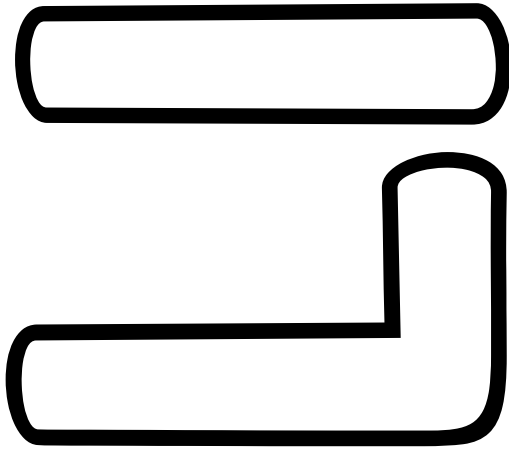


Fox can hop.
He can hop in a big hat.

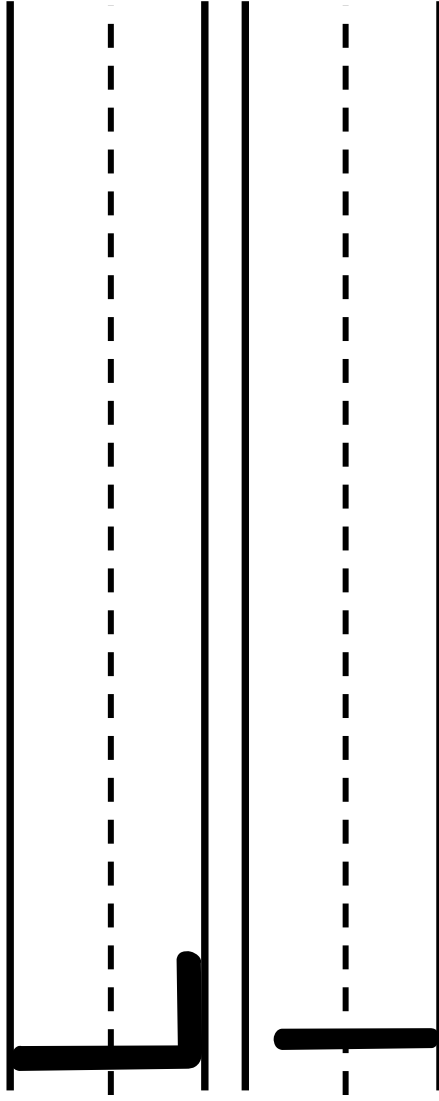


Pig must nap now.
She can nap in a red hat.

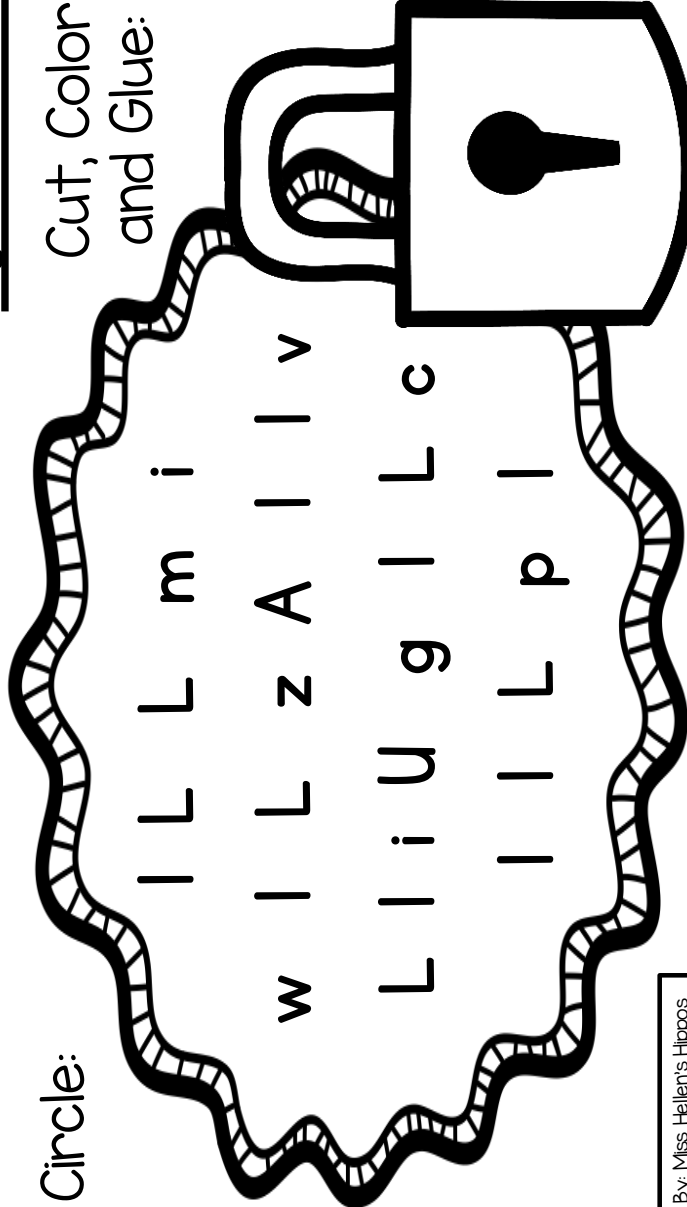
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Print:



Circle:



Cut, Color and Glue:

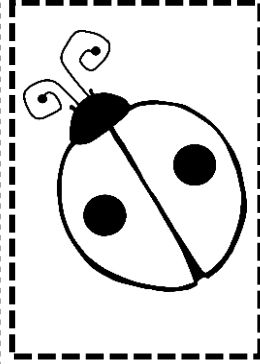
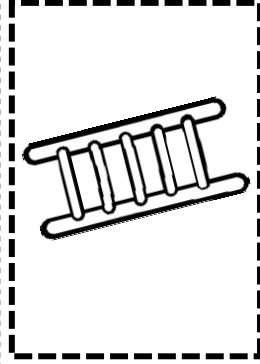
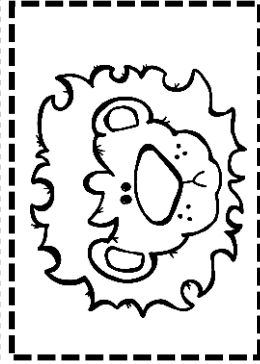
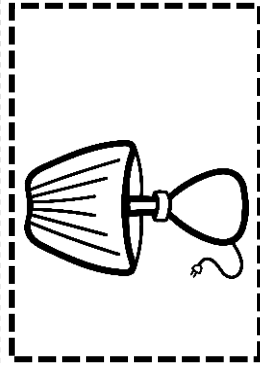
glue picture
lamp

glue picture
lion

glue picture
ladder

glue picture
ladybug

By: Miss Hellen's Hippos

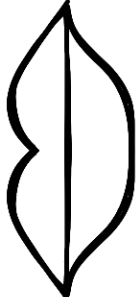
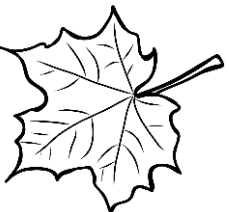

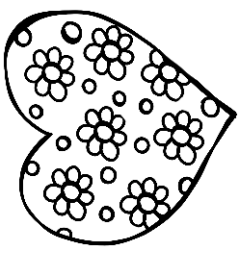
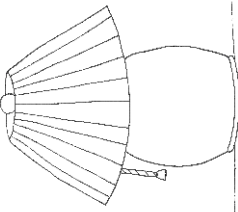
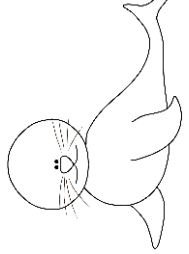


Print:

Large uppercase letter 'L' on handwriting lines (top solid, middle dashed, bottom solid).

Large lowercase letter 'l' on handwriting lines (top solid, middle dashed, bottom solid).

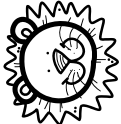
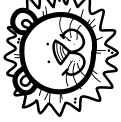
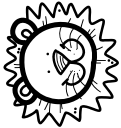
Cut and Paste:

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<input type="text"/> ove 	<input type="text"/> amp 	sea <input type="text"/> 

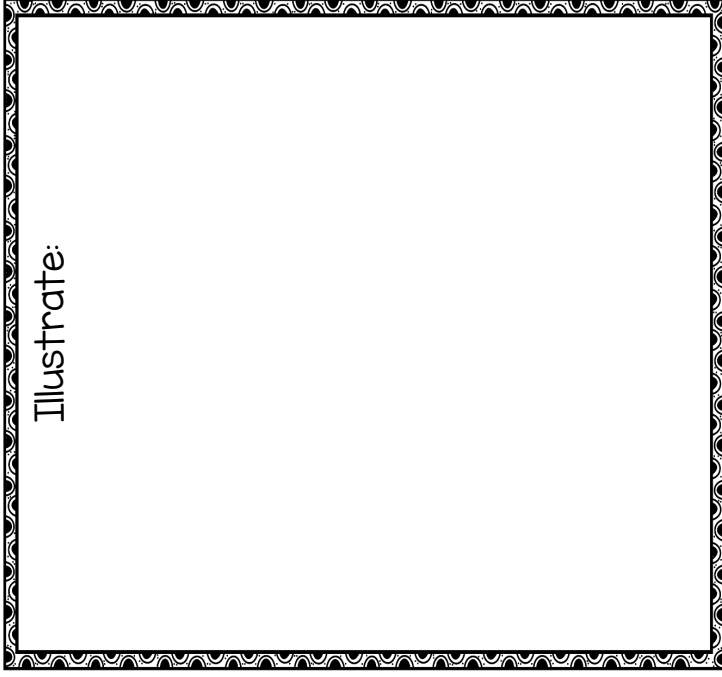


A row of six dashed boxes, each containing a vertical dashed line, intended for cutting out the words from the grid above.

L



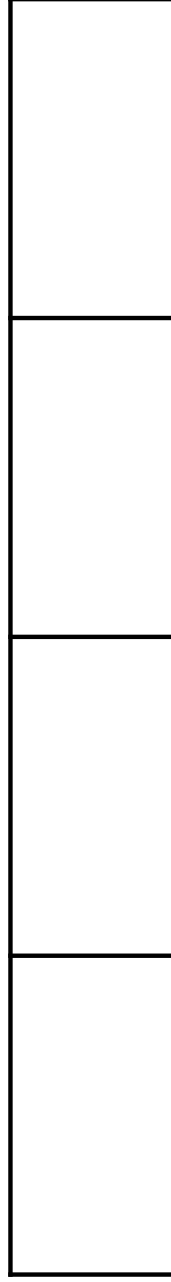
Illustrate:



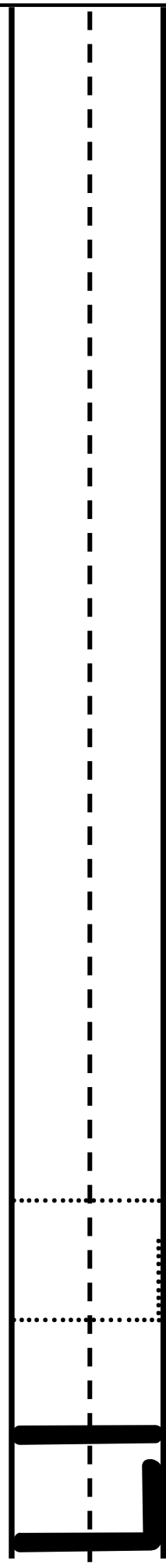
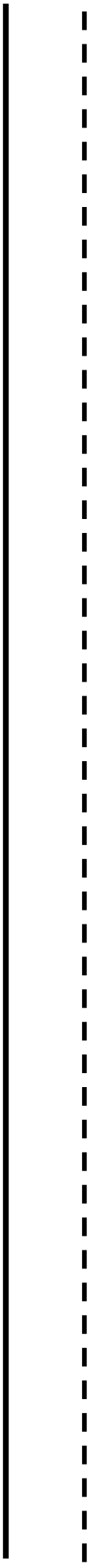
Read:

The lion is hungry.

Cut and glue:

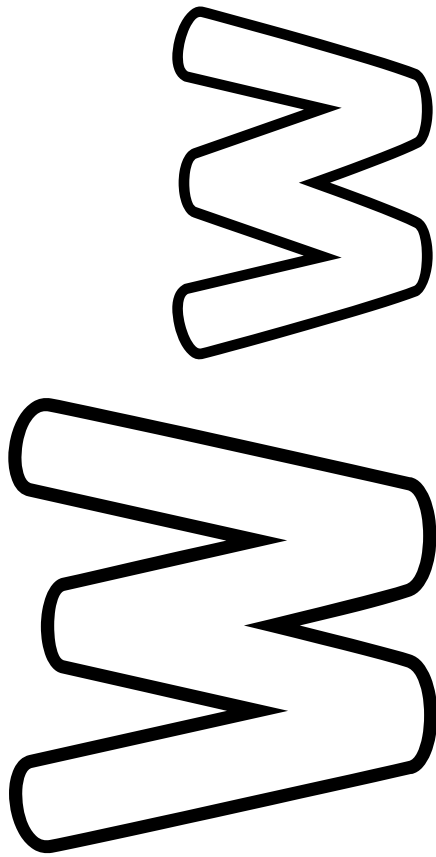


Write the sentence:

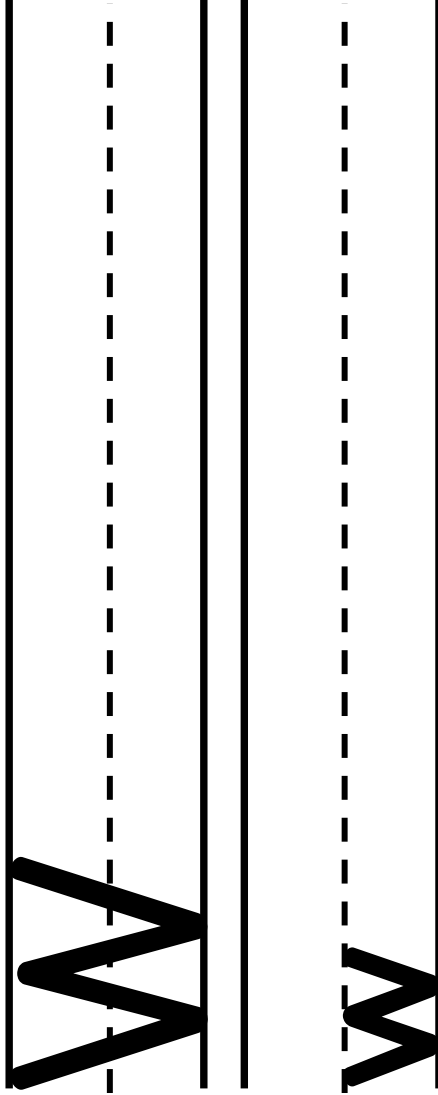


lion	The	hungry.	is
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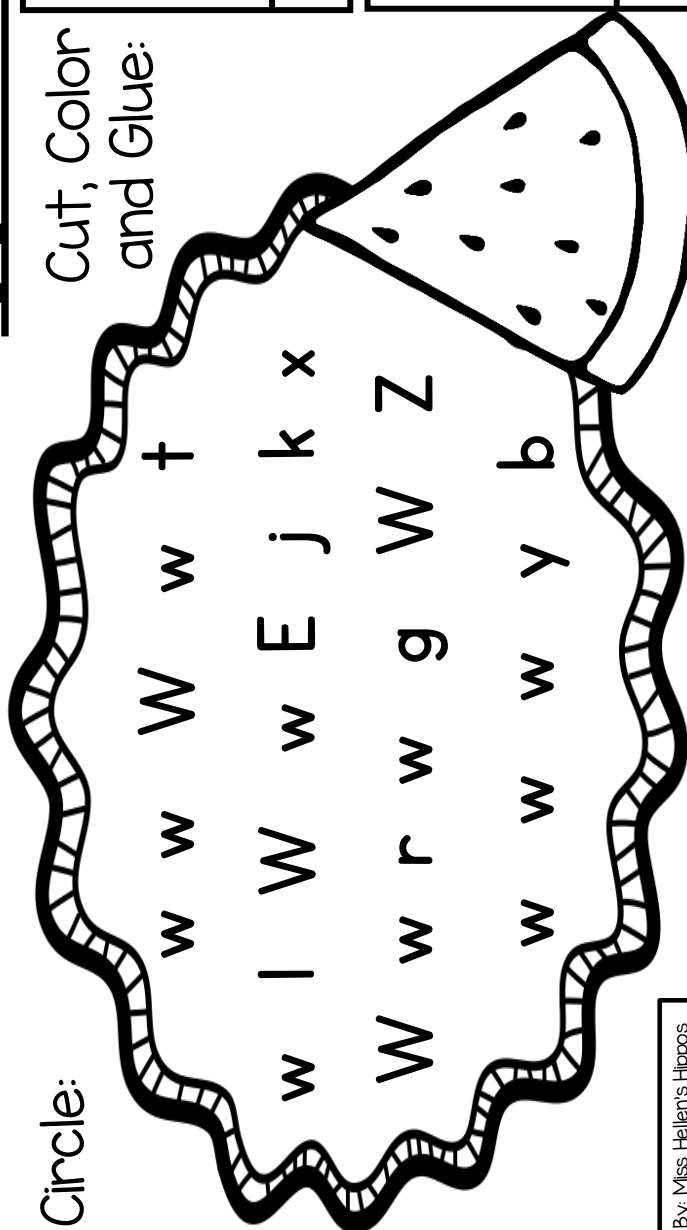
Color:



Print:



Circle:

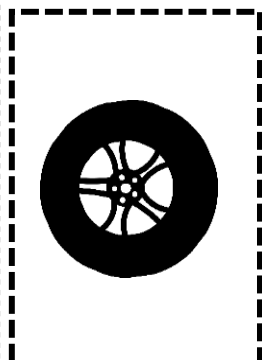
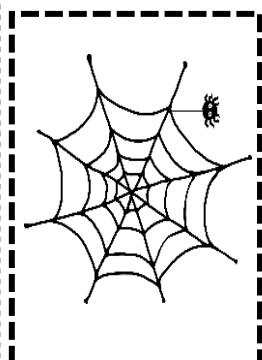
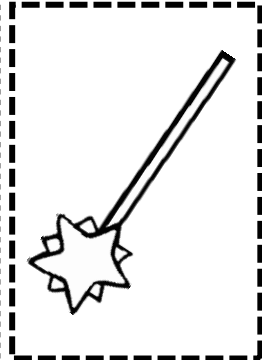


Cut, Color and Glue:

glue picture	glue picture
wheel	wand

glue picture	glue picture
web	wolf

By: Miss Hellen's Hippos



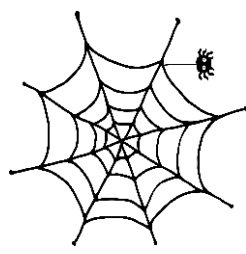
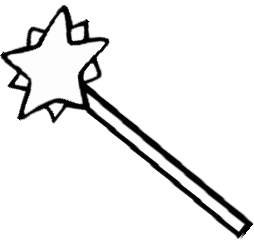
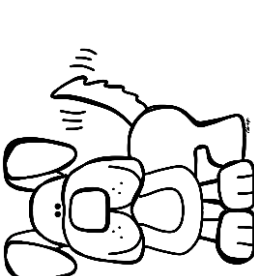
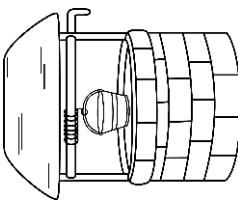


Print:

W

W

Cut and Paste:

<input type="text"/> olf 	<input type="text"/> ave 	<input type="text"/> eb 
<input type="text"/> and 	<input type="text"/> ag 	<input type="text"/> ell 

W W W W W W



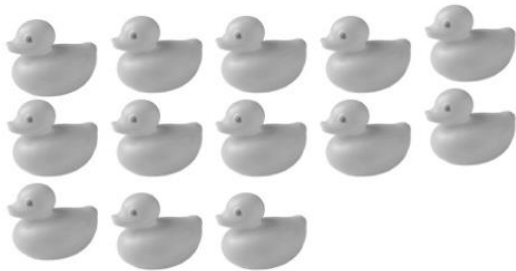
Name _____

Date _____



I have 10 ones and 2 ones.

Touch and count 10 things. Put a check over each one as you count 10 things.



I have 10 ones and ____ ones.



I have 10 ones and ____ ones.



I have ____ ones and ____ ones.



I have ____ ones and ____ ones.

Name _____

Date _____



10 ones and 3 ones

10 ones and 1 one

Circle the correct numbers that describe the pictures.

	<p>10 ones and 3 ones</p> <p>10 ones and 7 ones</p>
	<p>10 ones and 8 ones</p> <p>10 ones and 5 ones</p>
	<p>10 ones and 10 ones</p> <p>10 ones and 8 ones</p>
	<p>10 ones and 4 ones</p> <p>10 ones and 2 ones</p>

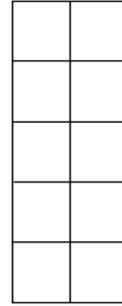
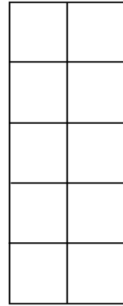
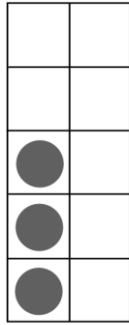
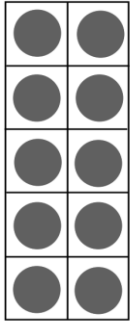
I can make **ten two**.
10 2

I can make **ten nine**.
10 9

Name _____

Date _____

Write and draw the number. Use your Hide Zero cards to help you.



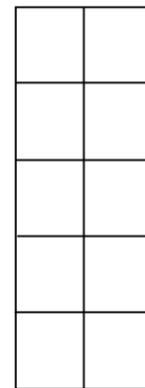
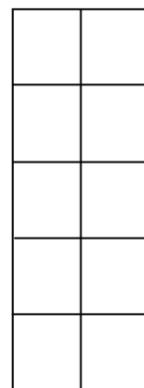
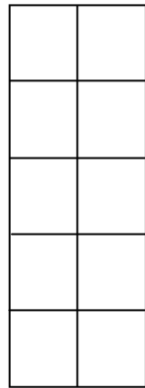
1 0 3

↓ ↓

1 3

1 0 5

↓ ↓



1 0 8

↓ ↓

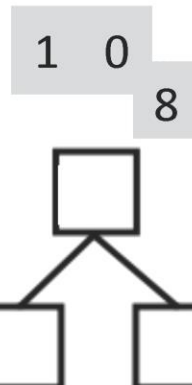
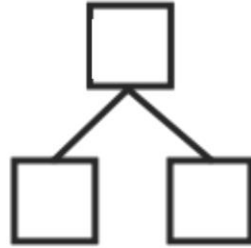
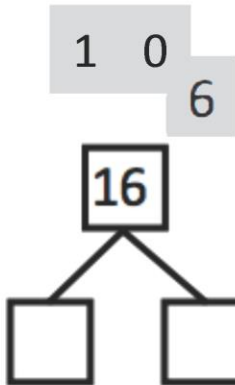
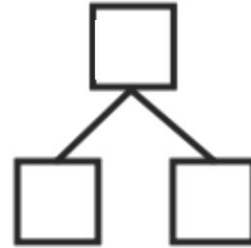
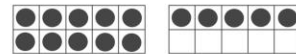
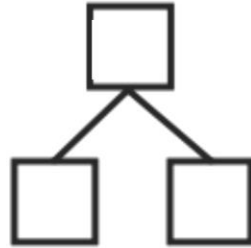
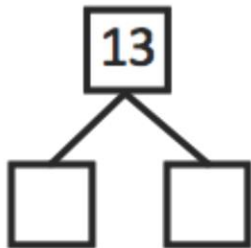
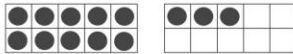
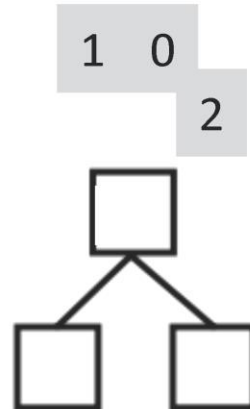
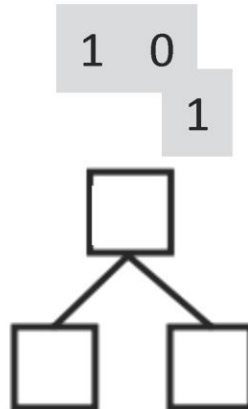
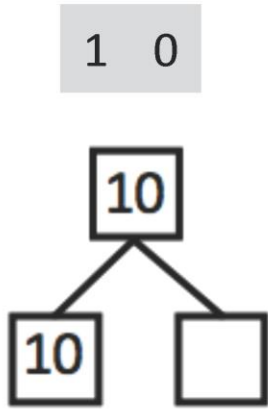
1 0 6

↓ ↓

Name _____

Date _____

Look at the Hide Zero cards or the 5-group cards. Use your cards to show the number. Write the number as a number bond.



Name _____

Date _____

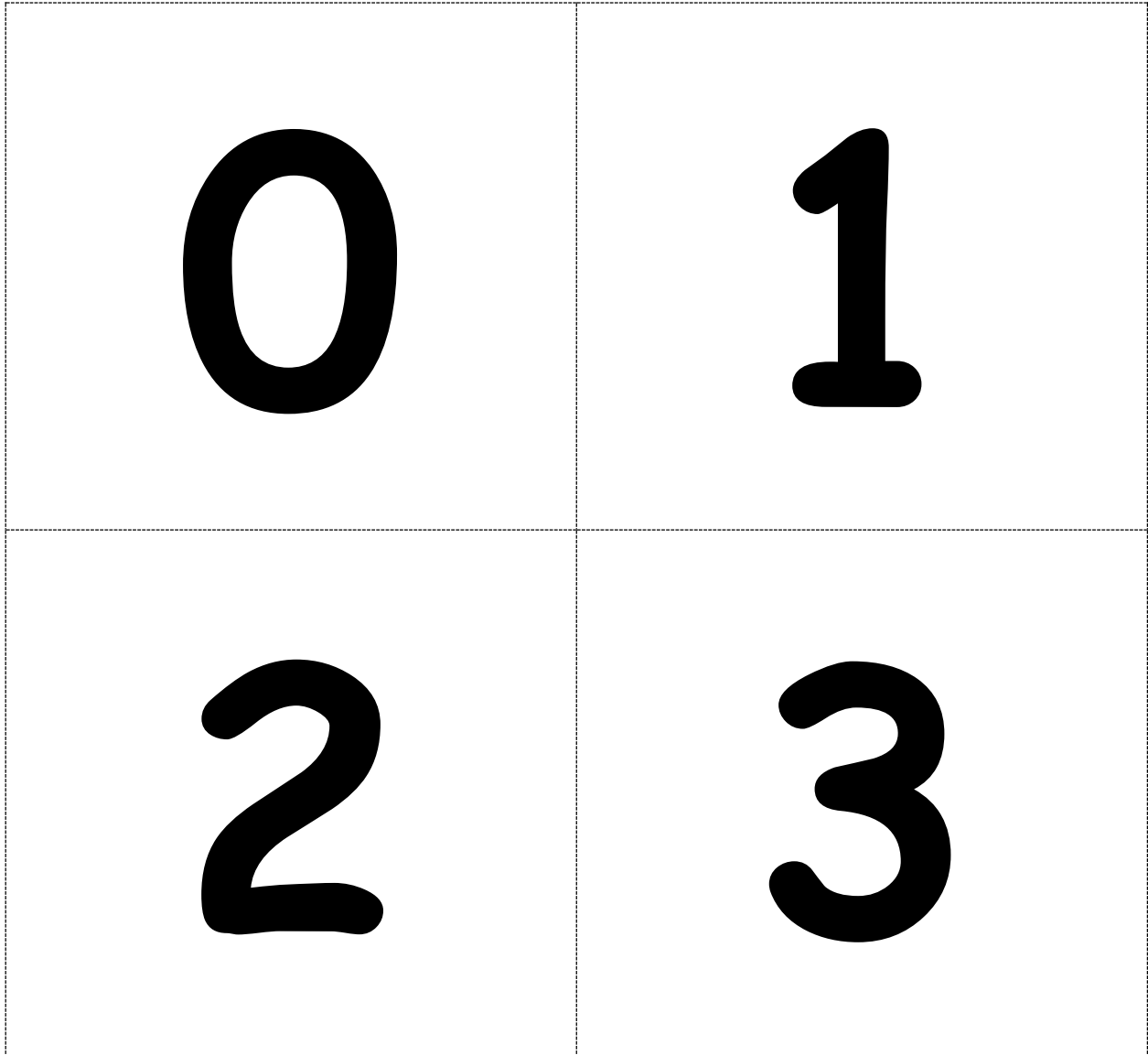
Whisper count as you draw the number. Fill one 10-frame first. Show your numbers with your Hide Zero cards.

12

17

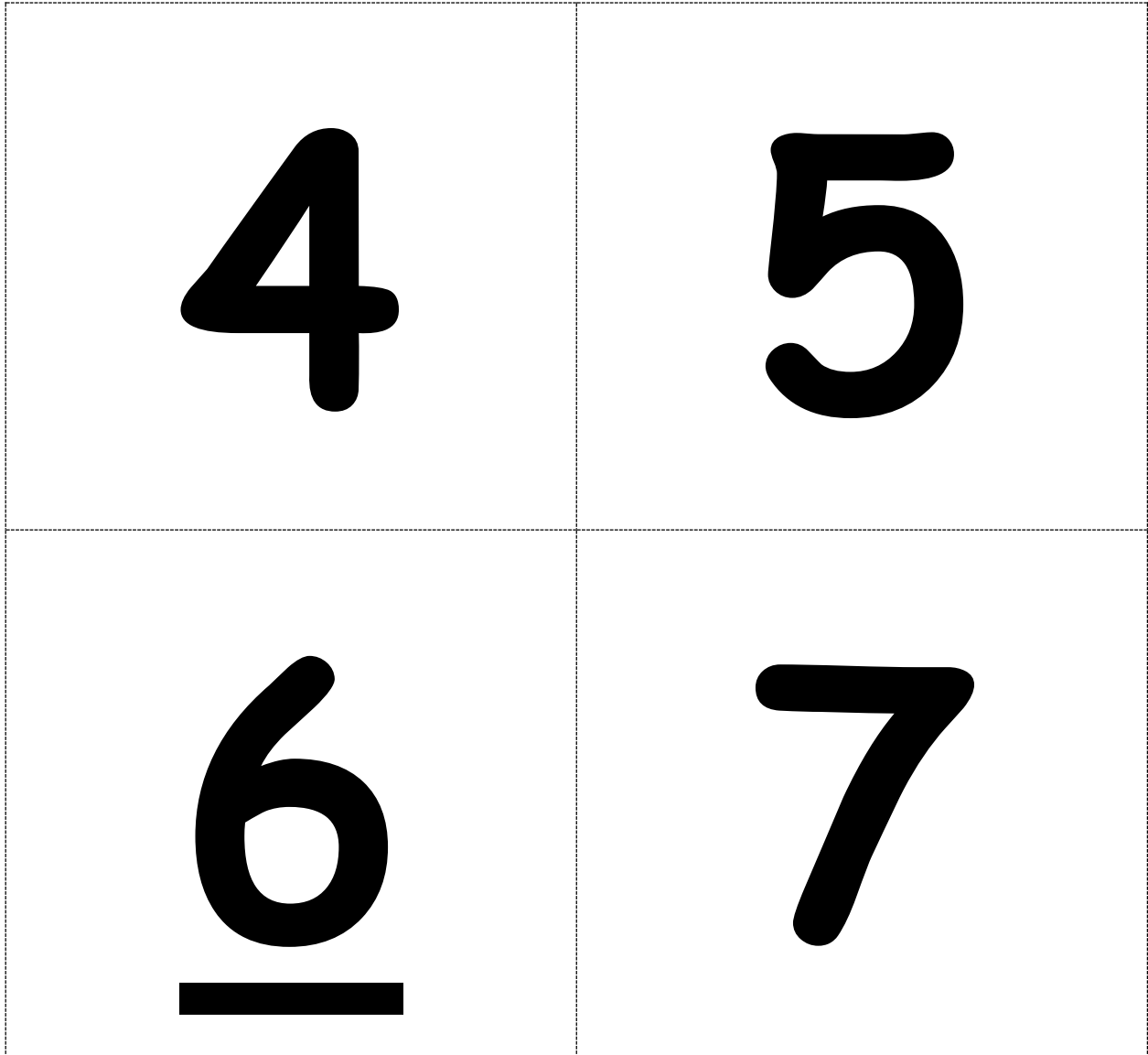
16

13



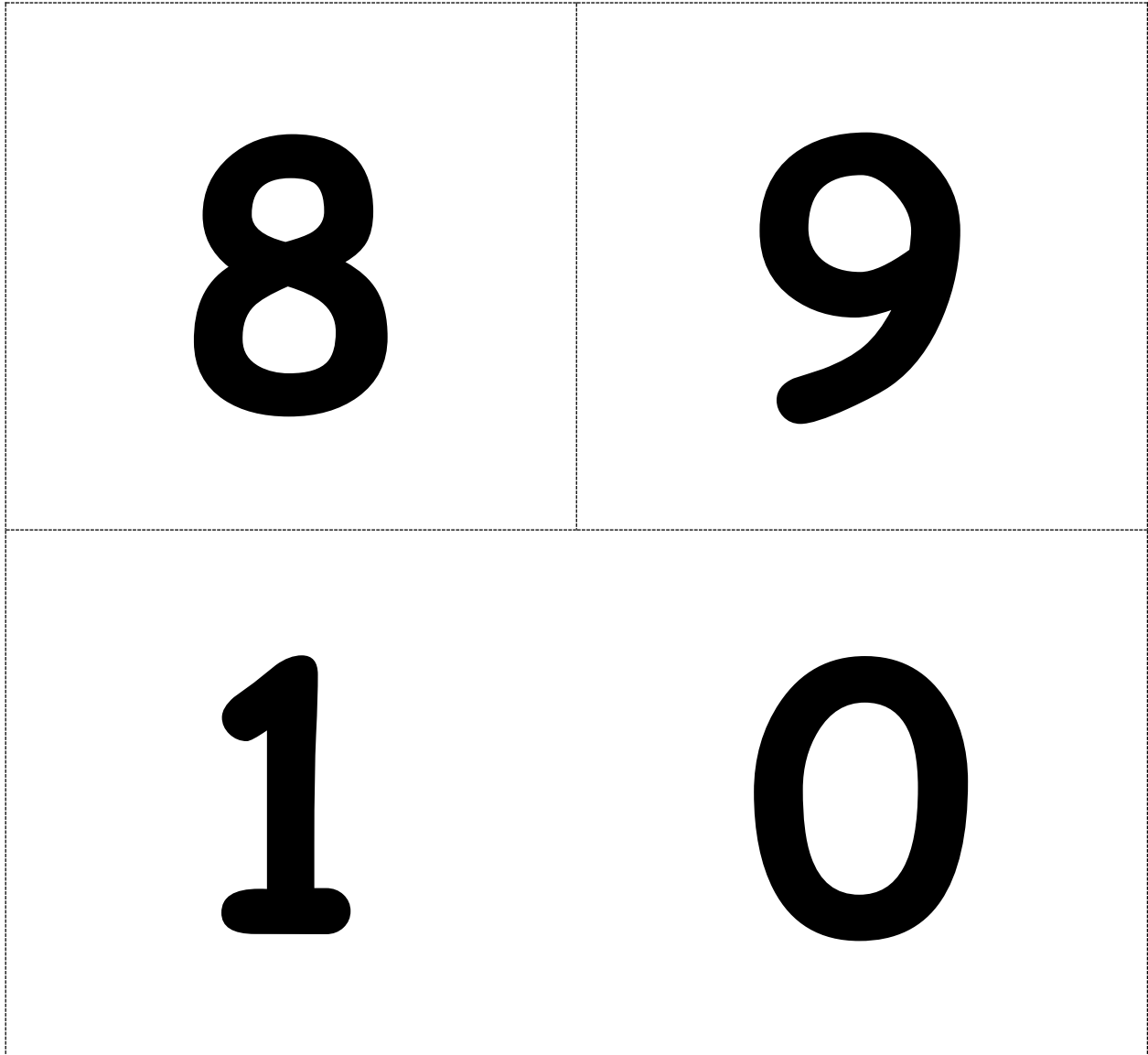
Note: Match to corresponding 5-group side and copy double-sided on card stock.

large Hide Zero cards (numeral side)



Note: Match to corresponding 5-group side and copy double-sided on card stock.

large Hide Zero cards (numeral side)



Note: Match to corresponding 5-group side and copy double-sided on card stock.

large Hide Zero cards (numeral side)

Information to Parents & Guardians,

This week we are moving into **Parts of Plants and Plant Life Cycle** by engaging in some fun hands-on activities. A favorite quote of mine is, “*Nothing should be given to the brain that is not first given to the hand.*” - Maria Montessori. So, with that said, in order to learn about parts of plants and their life cycle you are going to need seeds, dirt, and your hands! This unit will cover *germination, parts of the seed, parts of the plant, and the needs of the plant in order to grow through its life cycle.* To start, you can conduct a simple science experiment that includes planting seeds and observing the process of seed germination and the life cycle. You will need patience and more time than just this week. I promise you, if you have patience, next week’s packet will include more on gardening with this week’s seeds and experiments.



To begin, introduce new vocabulary: *germination, seed, roots, shoot, and seedling.* Then, you will want to see what kind of seeds you have and can germinate from home. This can include beans, corn, herbs, flower bulbs, etc. There are different methods in which you can watch your seeds that will make for lots of engagement, different observations, comparisons, and abilities to see details.

One method is with use of a clear jar:

- 1) Plant a bean or corn seed in a small clear jar along with wadded up paper towels.
- 2) Pour some water inside to make everything wet.

Another method is with a clear jar and soil:

- 1) Plant a bean or corn seed in a clear jar with soil at the bottom.
- 2) Water the soil, keeping everything damp.

If you do both, it is a great way to do a **Compare and Contrast**. Think critically, ask yourself questions about what you observed. For example, which one started the germination process faster? Or, which one grew a longer root system.

After about a week you should see a remarkable transformation. Take out the seedlings and really take a good look. **Journal** what you see!



A fun method of observation with bulbs & a glass vase:

- 1) Plant bulbs, such as Daffodil bulbs, into a glass vase. You can put shells or marbles on the bottom to allow space for the roots to grow, but it is not necessary.
- 2) Fill water up to enough to cover the bulbs.

Lastly, herbs in a ice-block maker:

- 1) Add soil to each ice-block square.
- 2) Add herb seeds to each ice-block square.
- 3) Water as needed in order to keep damp.

This is another great way to do a **Compare & Contrast** with the sizes of seeds, length of time in which it took to germinate, etc. **Journal, journal, journal!!**



During the time that it takes for the seeds and bulbs to germinate it allows for the perfect opportunity to observe and identify the parts of a plant. Attached is a worksheet your kiddo can complete as he/she learns each part. I have also included a list of books, some Mystery Science with Doug that extends the learning of plants and how they grow, as well as some links to some educational videos and songs.

Check out these videos and songs about parts of plants and their life cycles!

Parts Of A Plant | The Dr. Binocs Show | Learn Videos For Kids

<https://www.youtube.com/watch?v=p3St51F4kE8>

How Does A Seed Become A Plant?

<https://www.youtube.com/watch?v=tkFPyue5X3Q>

Look Inside a Flower! | Science Project for Kids

<https://www.youtube.com/watch?v=R9sn7HZM7uY>

The Parts of a Plant (song for kids about flower/stem/leaves/roots)

https://www.youtube.com/watch?v=ql6OL7_qFgU

Check out these books about plants and their life cycles!

Many times you can find these stories on YouTube as a read aloud. Once you find a book you like, other similar books will pop up to listen to as well.

“If You Plant a Seed” by Kadir Nelson

“The Tiny Seed” by Eric Carle

“From Seed to Plant” by Gail Gibbons

“Plantzilla” by Jerdine Nolen

“National Geographic: Seed to Plant” by Kristin Baird Rattini

“Planting A Rainbow” by Lois Ehlert

Check out the Mystery Science links below!

Mystery Science has engaging videos, easy to follow and prepped lesson plans, and hands on activities. The kids love Mystery Science! I hope you check out at least one of the following.

Mystery Science: Seed Dispersal (How did a tree travel halfway around the world?)

<https://mysteryscience.com/plants/mystery-1/seed-dispersal/84?r=7726369>

Mystery Science: Roots, Water, Minerals (Do plants eat dirt?)

<https://mysteryscience.com/plants/mystery-2/roots-water-minerals/85?r=7726369>

Mystery Science: Light, Leaves, Competition (How do trees grow so tall?)

<https://mysteryscience.com/plants/mystery-3/light-leaves-competition/86?r=7726369>

Mystery Science: Plant Adaptations (Where do plants grow best?)

<https://mysteryscience.com/plants/mystery-5/adaptations-habitat/88?r=7726369>

Enjoy and Have Fun!

