

Transitional
Kindergarten

Student Name _____

April 2020

Monday	Tuesday	Wednesday	Thursday	Friday
 <small>Advancement via Individual Determination</small>		1 ELA- pgs. 2-4 Math- write numbers Parent Initial _____	2 ELA- pgs. 1-4, 7 Math-Ordering Numbers Parent Initial _____	3 ELA- pgs. 8, 9 Math-Number Match Parent Initial _____
6 ELA- pgs. 1-4, 10 Math-Number Match Parent Initial _____	7 ELA- pgs. 13, 14 Math-Missing Numbers Parent Initial _____	8 ELA- pgs. 15, 16 Math-Missing Numbers Parent Initial _____	9 ELA- pgs. 1-4 Math-One More Parent Initial _____	10 Good Friday
13 Spring Break	14 Spring Break	15 Spring Break	16 Spring Break	17 Spring Break
20 ELA- pgs. 19, 20 Math-One More Parent Initial _____	21 ELA- pgs. 21, 22 Math-One Less Parent Initial _____	22 ELA- pgs. 1-4 Math-One Less Parent Initial _____	23 ELA- pgs. 59-61 Math-Write Numbers Parent Initial _____	24 ELA- pgs. 1-4, 62 Math-Trace Numbers Parent Initial _____
27 ELA- pgs. 65-67 Math-Trace Numbers Parent Initial _____	28 ELA- pgs. 68-70 Math page Parent Initial _____	29 ELA- pgs. 1-4 Math Page Parent Initial _____	30 ELA- pgs. 74-76 Math- Trace Shapes Parent Initial _____	

Important Information:

Please follow the calendar to ensure students are working at a reasonable pace. In addition to these resources, students should be login in to Lexia Core 5 for at least 20 minutes a day.



Name _____



m

N T M B C



s

D P S F T



a

A T R E G



p

S P N B C



t

H U C T W

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Phonics: Letter recognition: Mm, Aa, Ss, Pp, Tt

Trace the lowercase letter at the beginning of each row and say its name. Then circle its partner
Capital letter in the row.
in the row.



Name _____

Ii	I B C	Tt	a b t
i		T	
Pp	a p g	Ss	S T L
P		s	
Mm	h m b	Ff	E F Q
M		f	

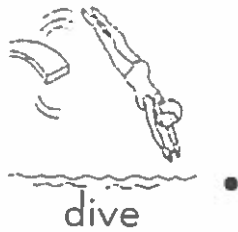
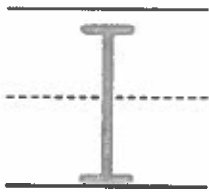
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Phonics: Letter Recognition: Ff, Ii, Mm, Pp, Ss, Tt

Say the letter name. Trace the Capital and lowercase letters. Draw a line to match the letter at the bottom to its partner letter.



Name _____



dive

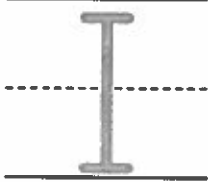


I

can



swim

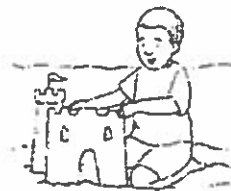


dig



I

can



build

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High-Frequency Words: *I, can*

Say and trace the word in each sentence. Then read the sentence.

Name: _____

TK

Writing Numbers

Practice counting by saying the numbers from 0 to 10, tracing the numbers, and writing each number yourself.

0 1 2 3 4 5

6 7 8 9 10

0 1 2 3 4 5

6 7 8 9 10

Blank handwriting lines for independent practice.



Name _____

I Can



I can



sleep

I can



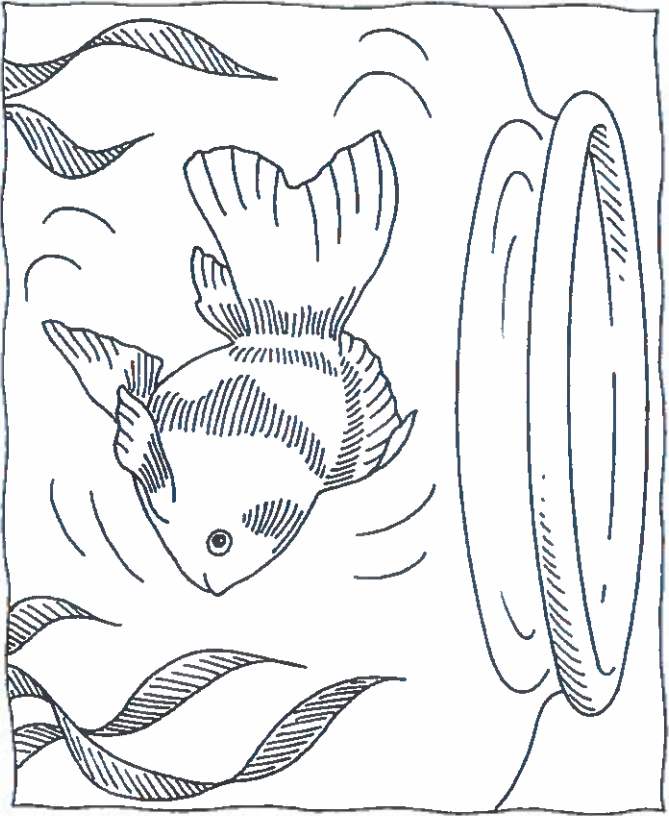
sing



4

Practice • Grade K • Unit 1 • Week 1

1



I can



swim

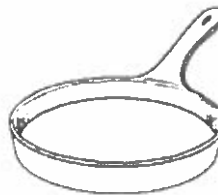
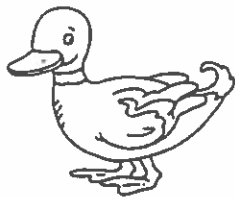
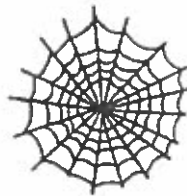
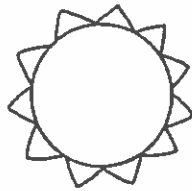
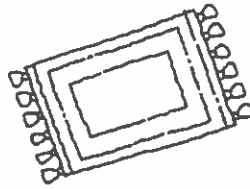
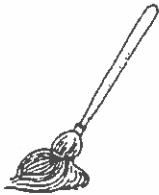
I can



swing







Name _____



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Phonemic Awareness: Phoneme Isolation

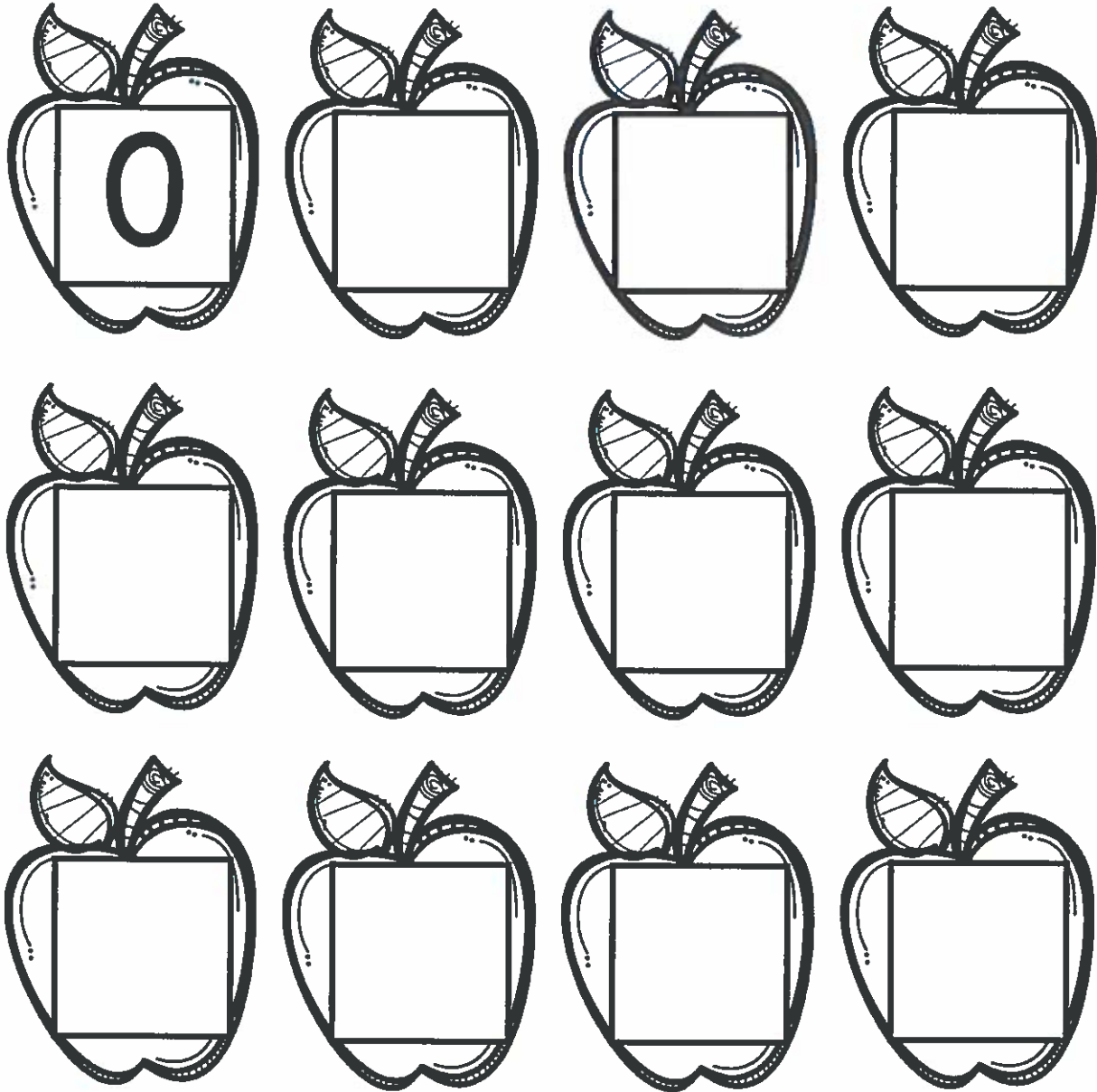
 Listen to this word: *mix*. Listen for the beginning sound. /m/ /i/ /ks/. Now listen to each picture name: *mop*, *rug*. Circle the picture that has the same beginning sound as *mix*. ★ *tip* (*tub*, *bag*)
 *wish* (*sun*, *web*)  *dig* (*duck*, *pan*);  *nap* (*six*, *net*).

Name: _____

Ordering Numbers

TK

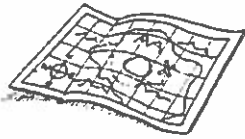
Cut out the numbers on the bottom. Paste them on the apples in order.

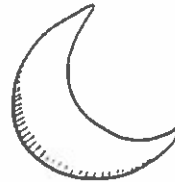


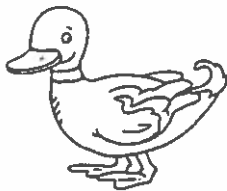
4	9	6	2	10
3	1	8	7	5



Name _____











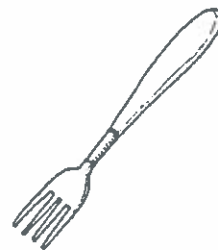
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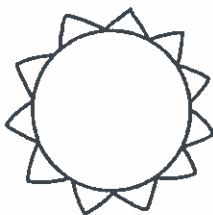
Phonics: initial *m*

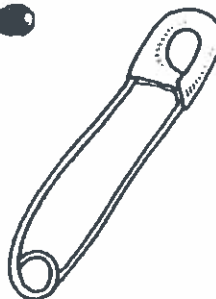
Listen as I say each picture name. If the picture name begins with the /m/ sound, write *m* on the line. (*map, moon, duck, mouth, mitten*)

Name _____












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Phonics: initial *m*

 Listen carefully as I say each picture name: *tent*, *mouse*. Circle the picture whose name begins with the /m/ sound. ★   Write *m* on the line. (*mop*, *fork*; *sun*, *mirror*; *pin*, *mask*)

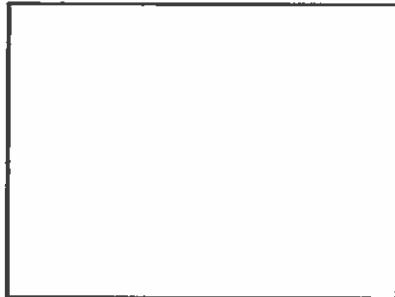
Name: _____

0 - 5 Number Match

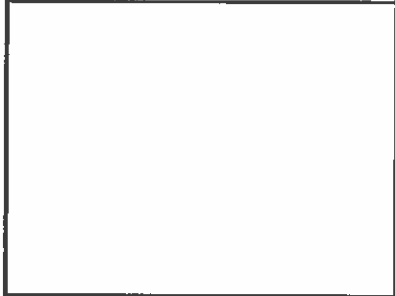
Cut out the pictures at the bottom.

Paste each picture next to the number it matches.

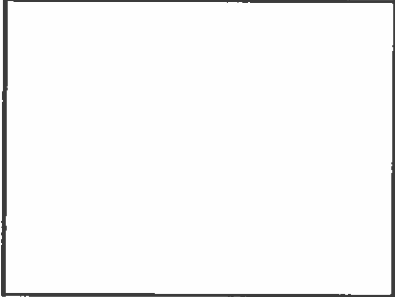
0



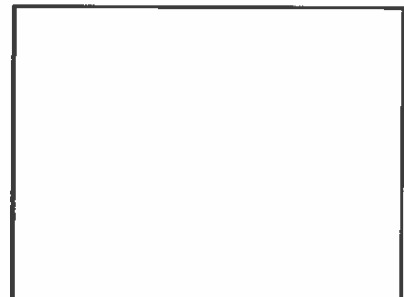
1



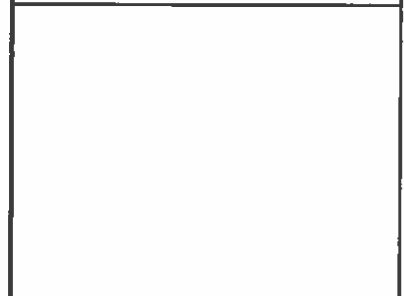
2



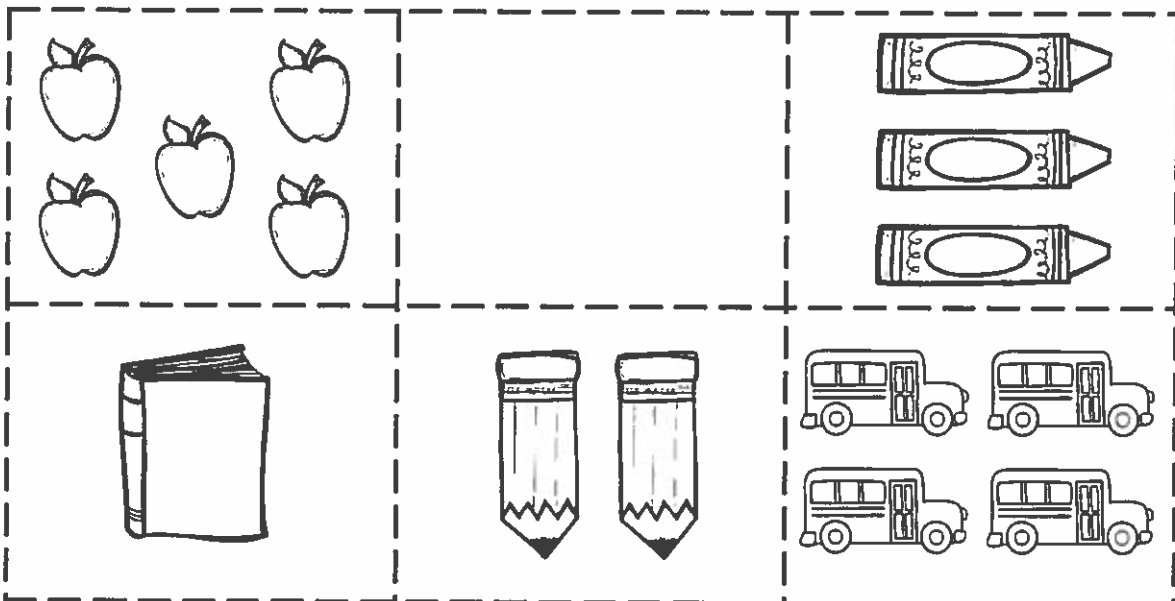
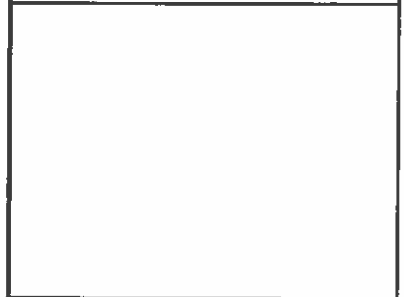
3



4





5





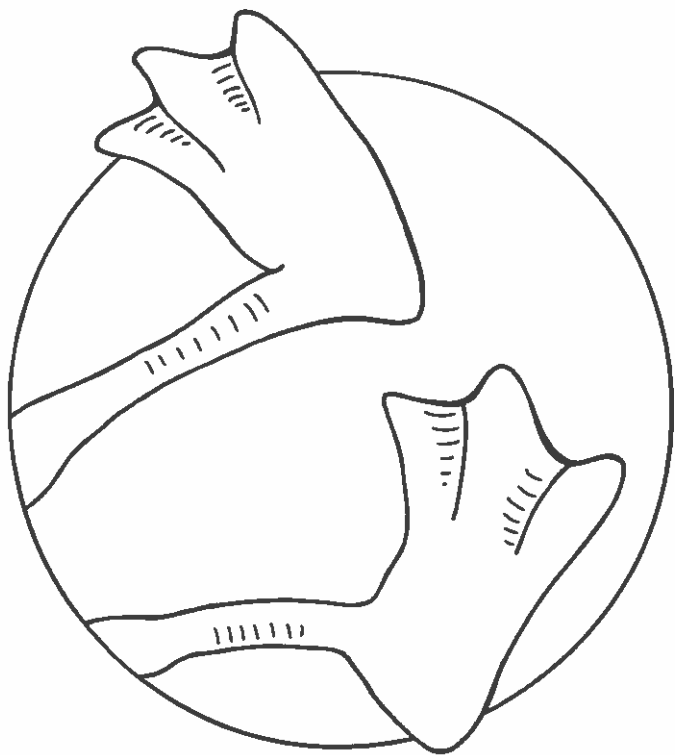
Name _____

I Can



I can  the  .
see duck

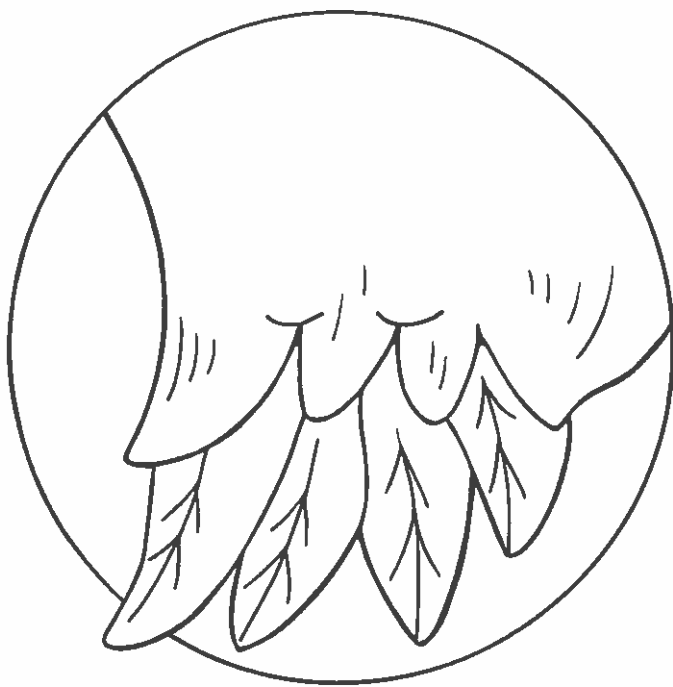
I can  the  .
see feathers



I can see the feet.

2

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I can see the tail.

3



Name _____

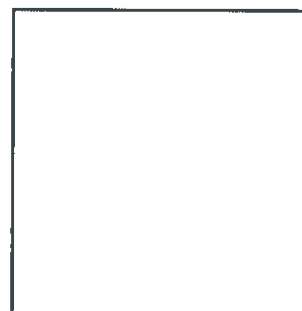
the



The



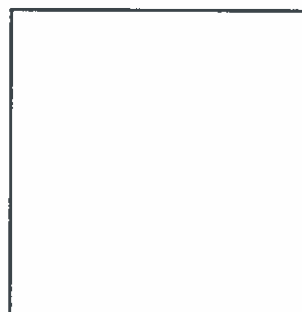
can



The



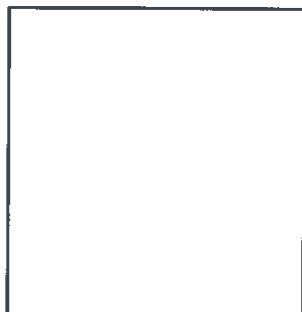
can



The



can



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High-Frequency Words: *the*

Say and trace the word *the* 🍏 ★ 🌲. Say and trace the word in each sentence. Read the sentence and draw a picture in the box to complete it.

Name: _____

5 - 10 Number Match

Cut out the pictures at the bottom.

Paste each picture next to the number it matches.

5

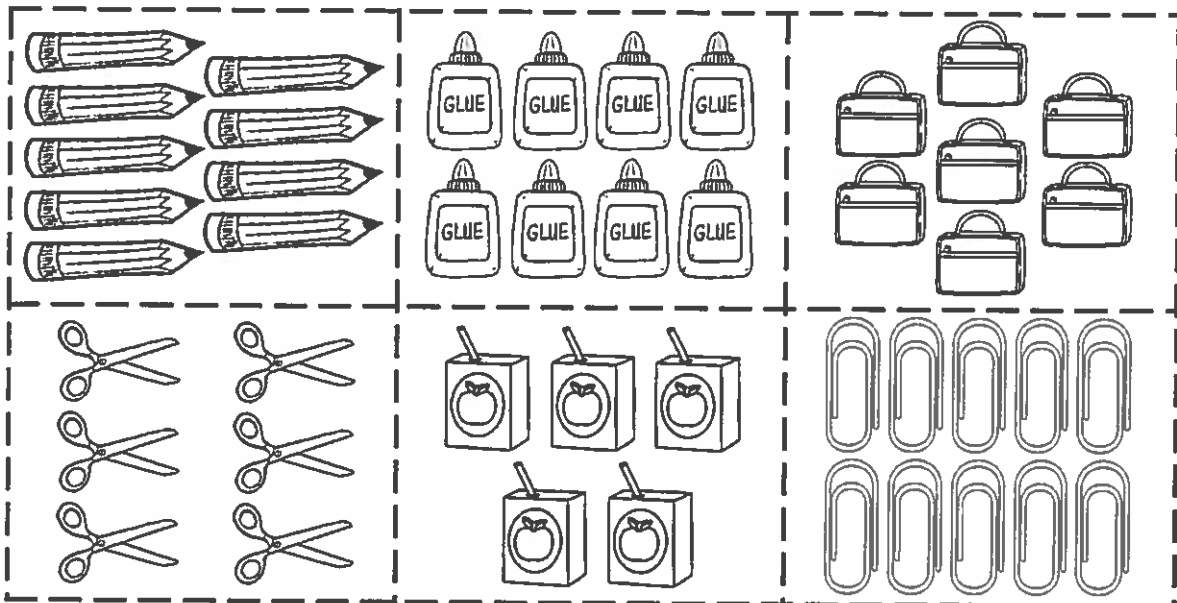
6

7

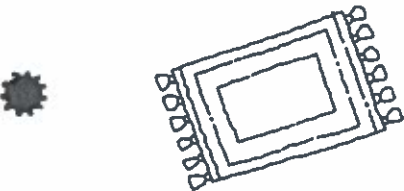
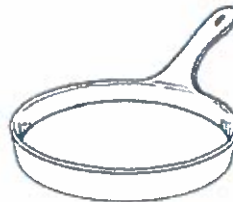
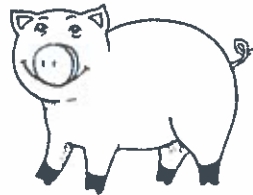
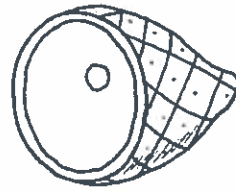
8

9

10



Name _____



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Phonemic Awareness: Phoneme Isolation

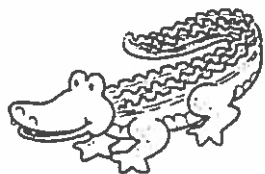
Listen to this word: *sat*. Listen for the middle sound: /s/ /a/ /t/. Now listen to each picture name: *jet*, *ham*. Circle the picture that has the same middle sound as *sat*. *rat* (*cap*, *pig*) *bat* (*tub*, *van*) *hop* (*fox*, *pan*); *nap* (*rug*, *bat*).



Name _____











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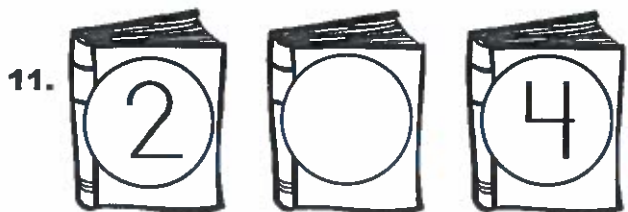
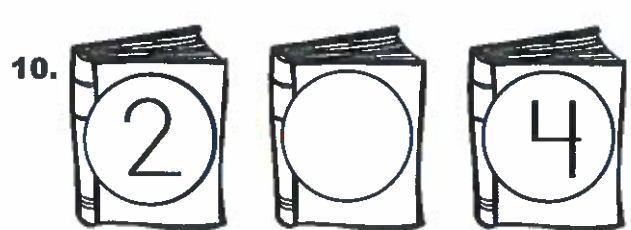
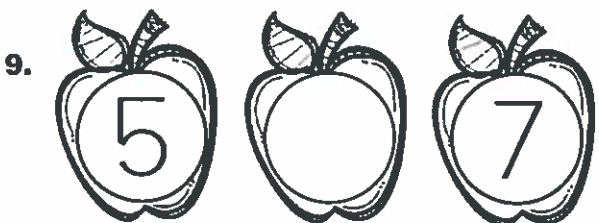
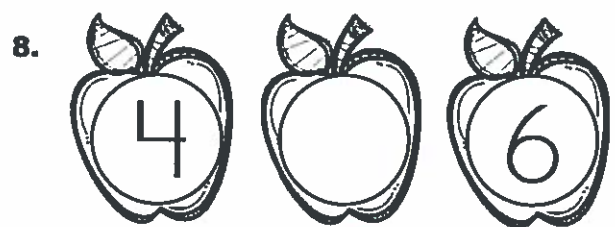
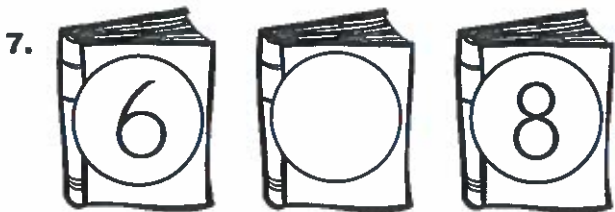
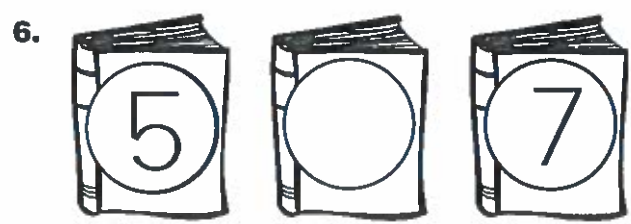
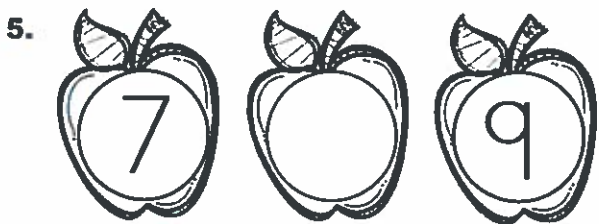
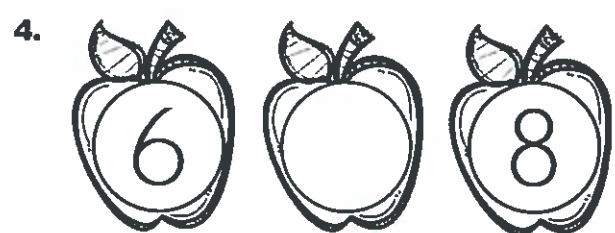
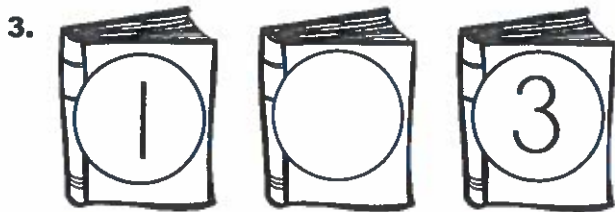
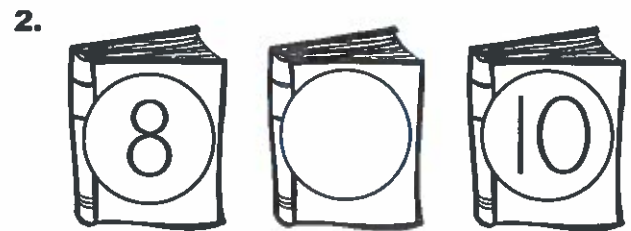
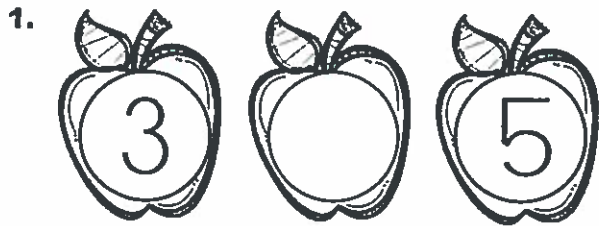
Phonics: initial short *a*

Listen as I say each picture name. If the picture name begins with the /a/ sound, write *a* on the line. (*ant, pencil, alligator, apple, astronaut*)

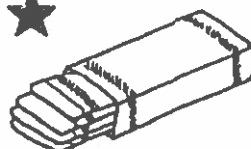
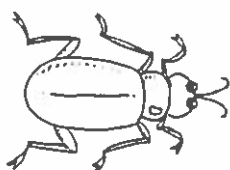
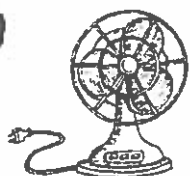
Name: _____

Missing Numbers

Fill in the number that comes in between each set of numbers.



Name _____



Phonics: medial short a

Listen carefully as I say each picture name: *fan, bug*. Circle the picture whose name has the /a/ sound in the middle. Write *a* on the line. (*gum, hat, cab, net, pad, sock, bib, tack*)



Name _____



We



read



We



paint



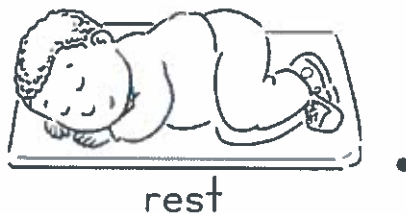
We



sing



We



rest

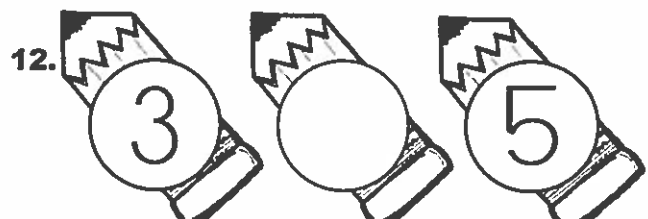
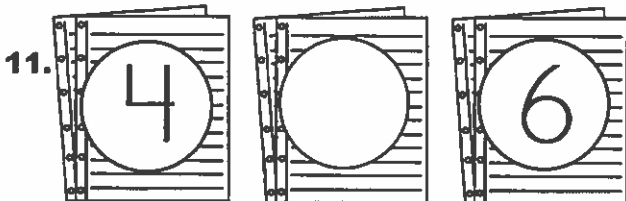
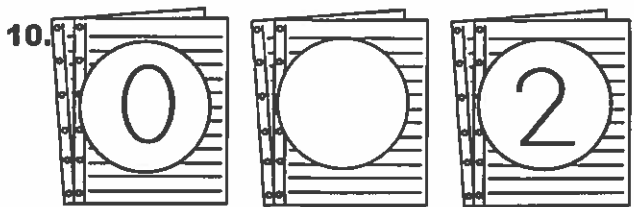
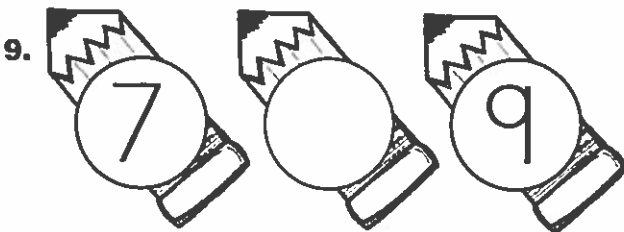
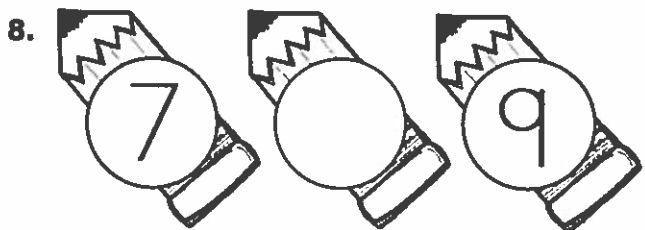
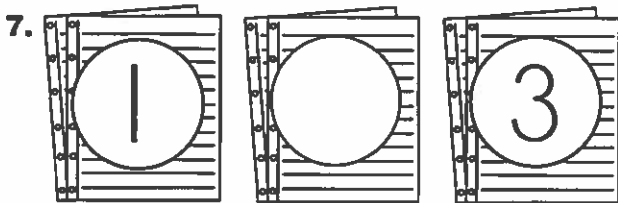
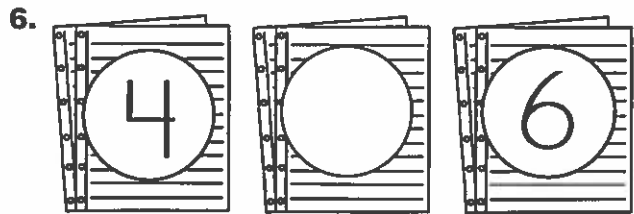
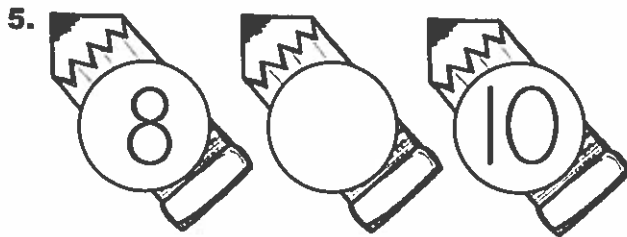
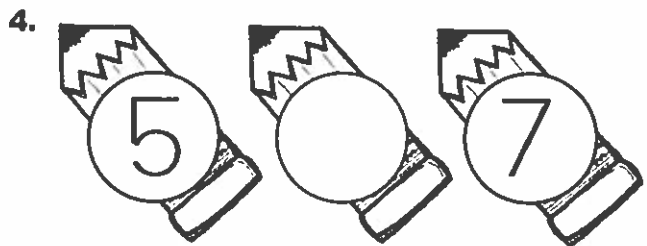
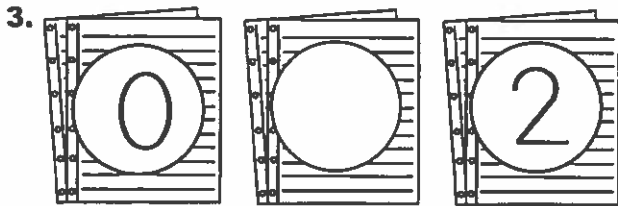
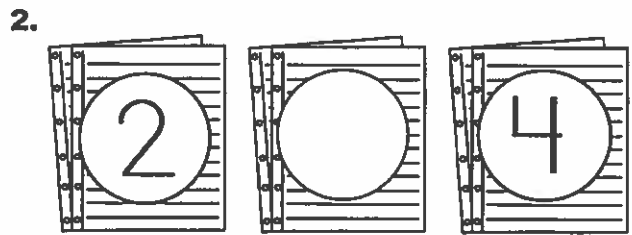
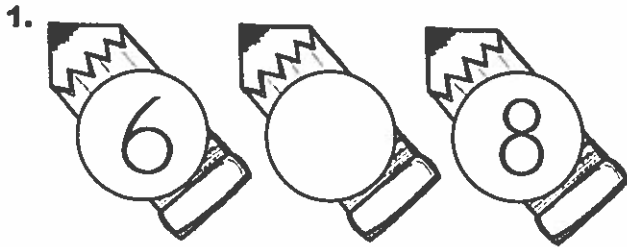
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High-Frequency Words: **we**

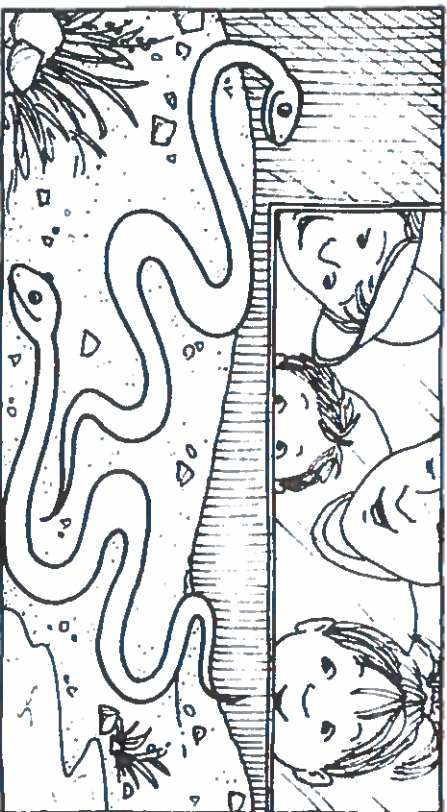
Say and trace the word in each sentence. Read the sentence.

Missing Numbers

Fill in the number that comes in between each set of numbers.



Name _____



We can see the snakes.

4

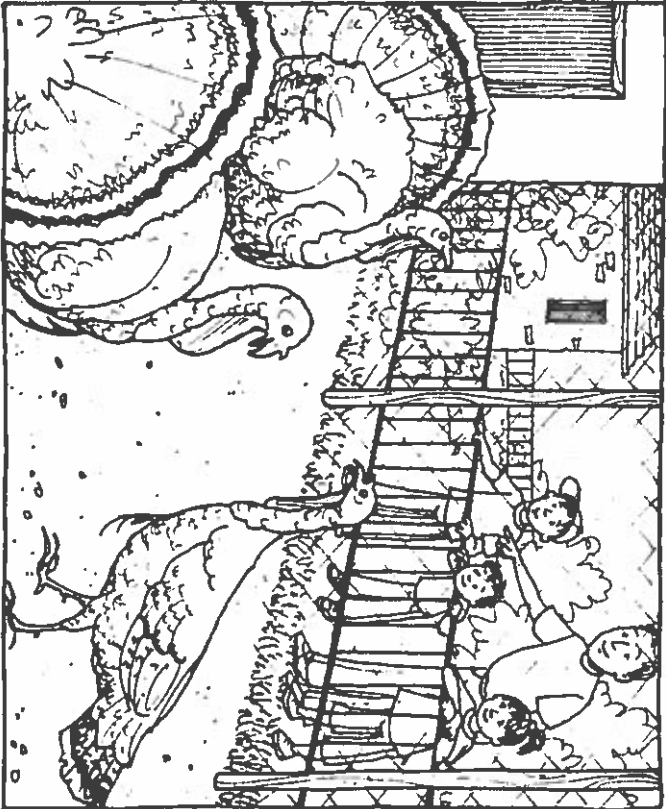
Practice • Grade K • Unit 1 • Week 3

We Can



We can see the tigers.

1

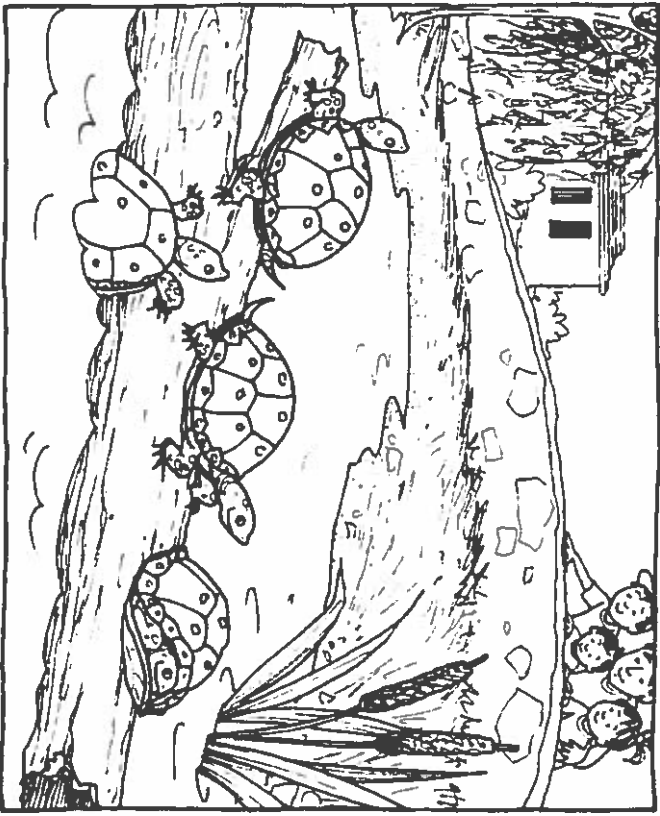


We can see the turkeys.



2

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We can see the turtles.



3

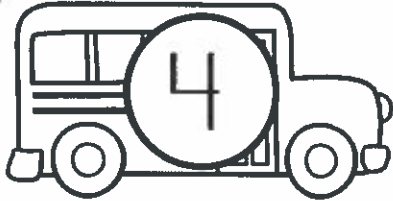
Name: _____

One More

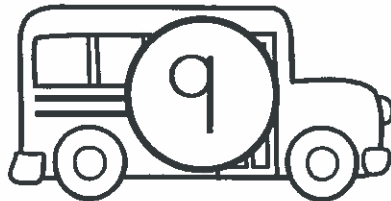
Write the number that is one more than the one on the bus.



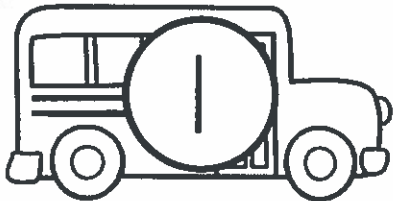
1.



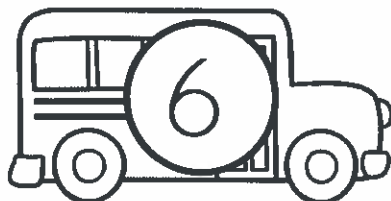
2.



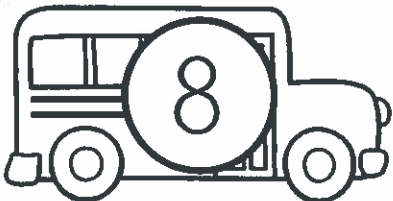
3.



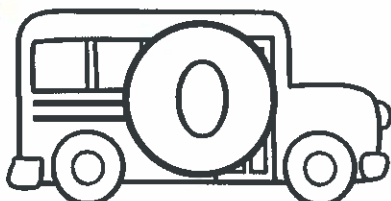
4.



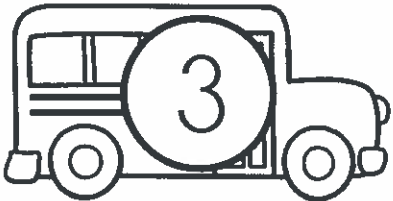
5.



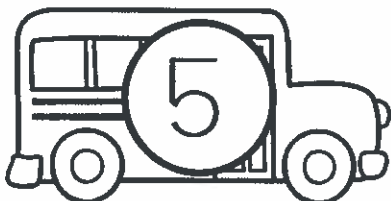
6.



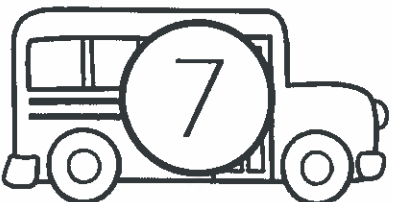
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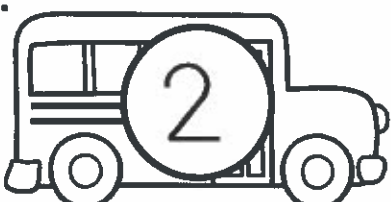
8.



9.

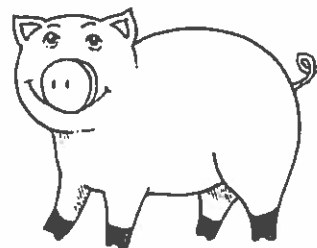
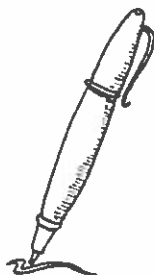
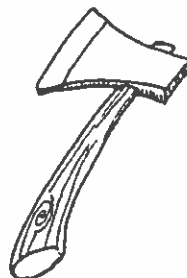
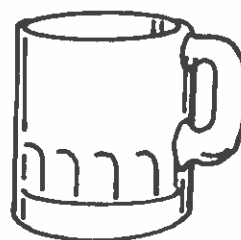
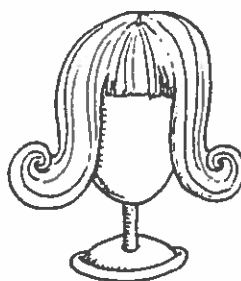
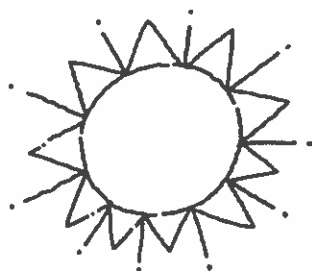


10.





Name _____



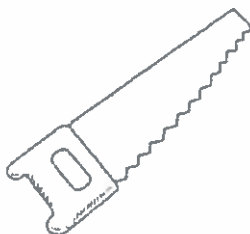
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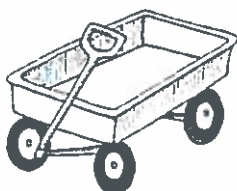
Phonemic Awareness: Phoneme Categorization

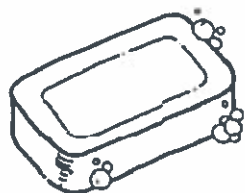
Listen to the beginning sound as I say each picture name: *sun, wig, sock*. Two words have the same beginning sound. Which word does not belong? Put an X on the picture whose name does not belong. ★ *top, monkey, mug*; 🐜 *ant, ax, can*; ✒️ *pen, rock, pig*.



Name _____









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Phonics: Initial s

Listen as I say each picture name. If the picture name begins with the /s/ sound, write *s* on the line. (*saw, wagon, soap, seal*)

Name: _____

One More

Write the number that is one more than the one on the book.



1.



2.



3.



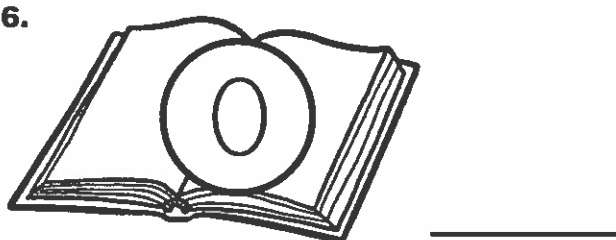
4.



5.



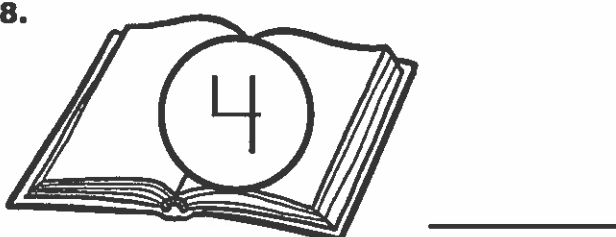
6.



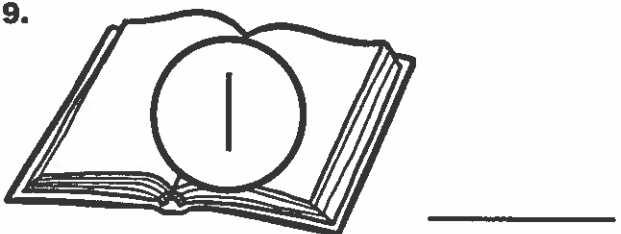
7.



8.



9.

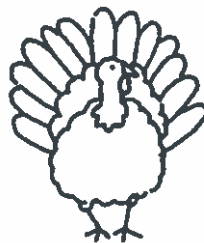


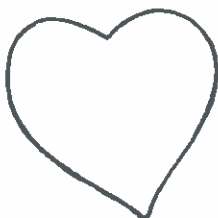
10.



Name _____









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Phonics: initial s

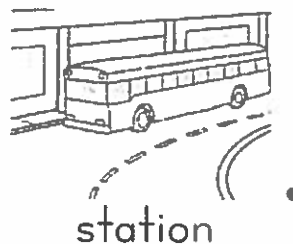
Listen carefully as I say each picture name: *six*, *car*. Circle the picture whose name begins with the /s/ sound. Write s on the line. ★ *turkey*, *sail*; 🌲 *sock*, *heart*; 🐟 *sink*, *ant*



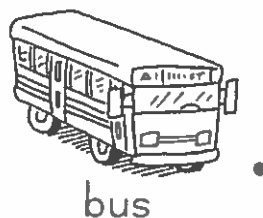
Name _____



I see the



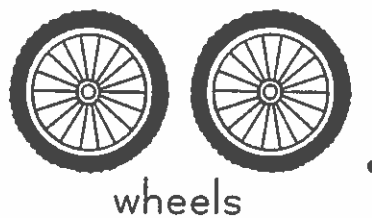
I see the



I see the



I see the



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High-Frequency Word: see

Say and trace the word in each sentence. Read the sentence.

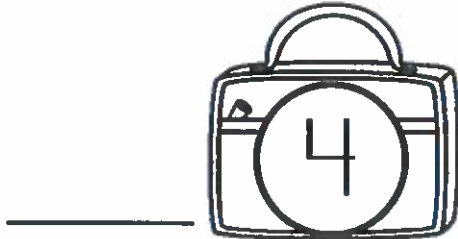
Name: _____

One Less

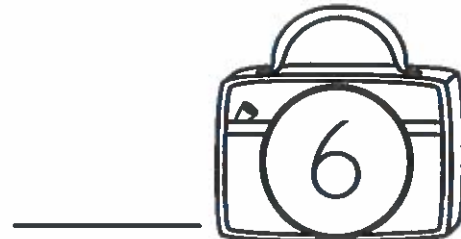
Write the number that is one less than the one in the lunch box.



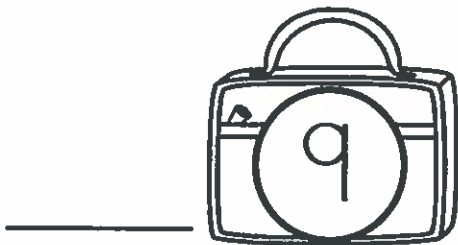
1.



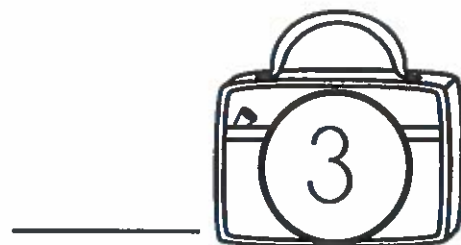
2.



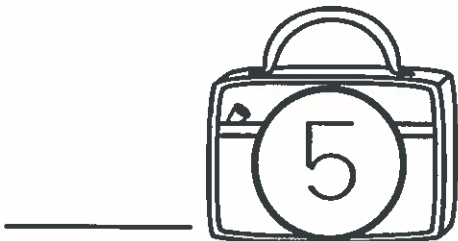
3.



4.



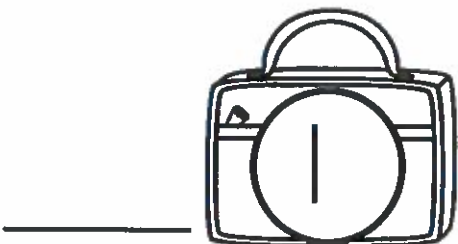
5.



6.



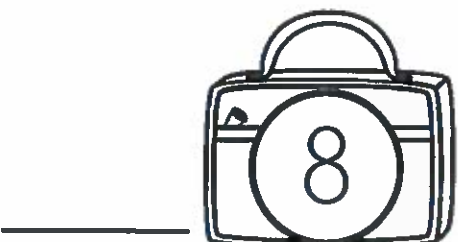
7.



8.



9.

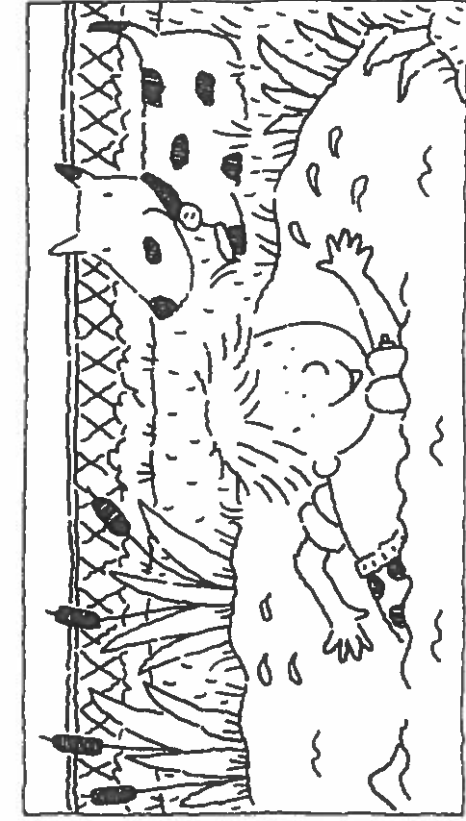


10.



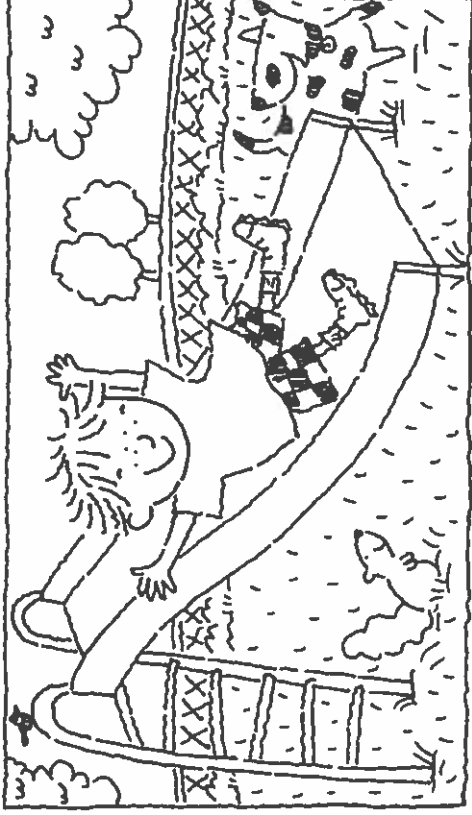
Name _____

I See Sam



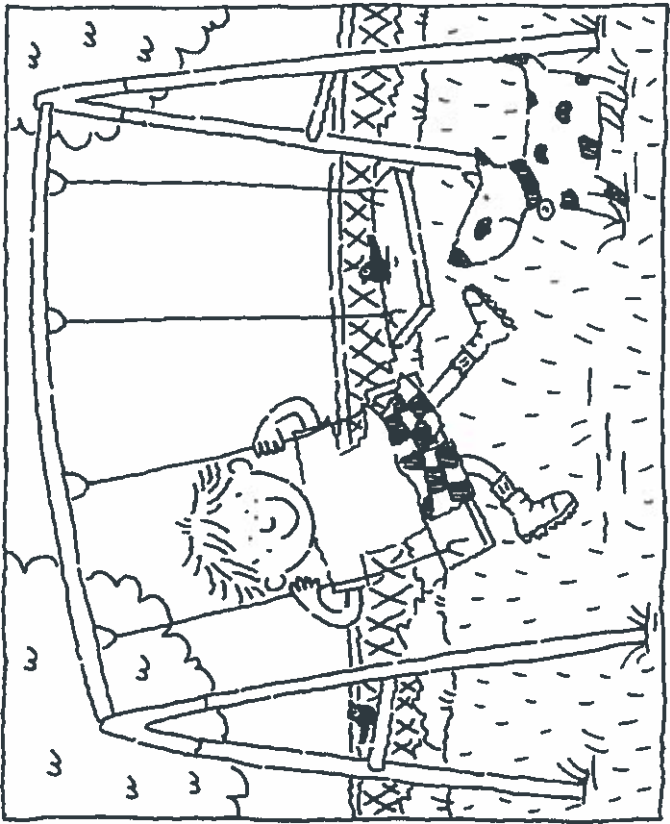
I see Sam .

swim

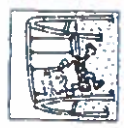


I see Sam .

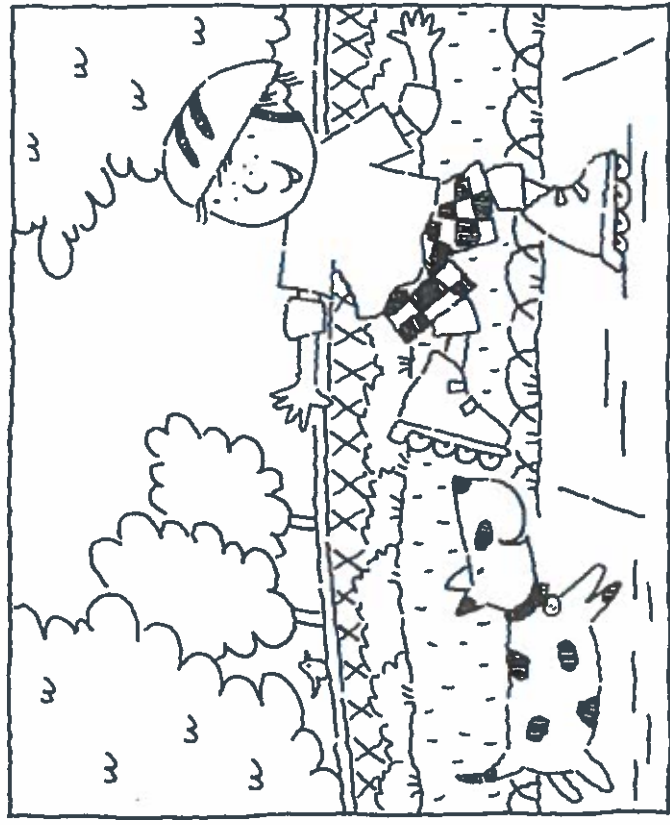
slide



I see Sam .
swing



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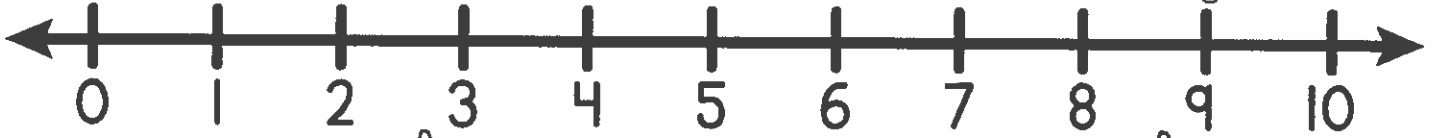
I see Sam .
skate



Name: _____

One Less

Write the number that is one less than the one in the glue bottle.



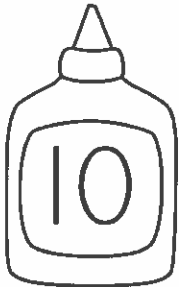
1.



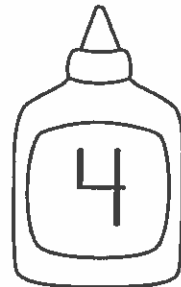
2.



3.



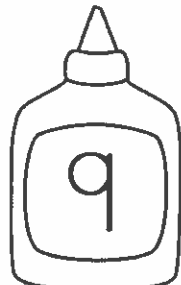
4.



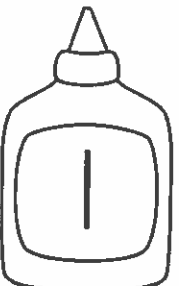
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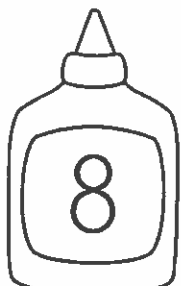
6.



7.



8.



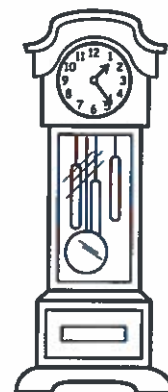
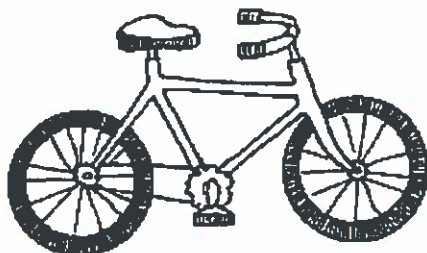
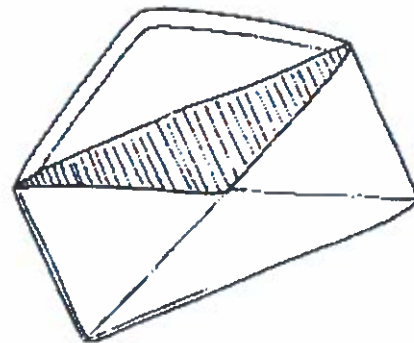
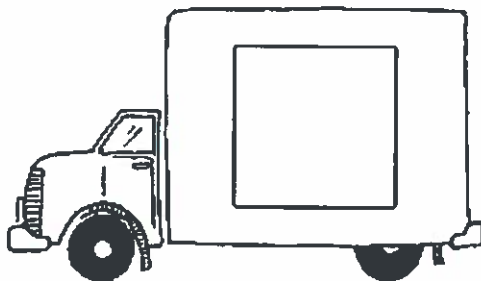
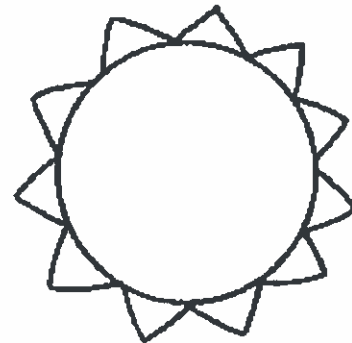
9.



10.



Name _____

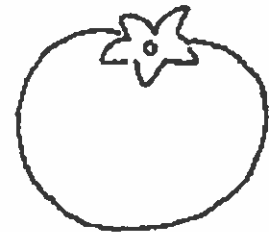
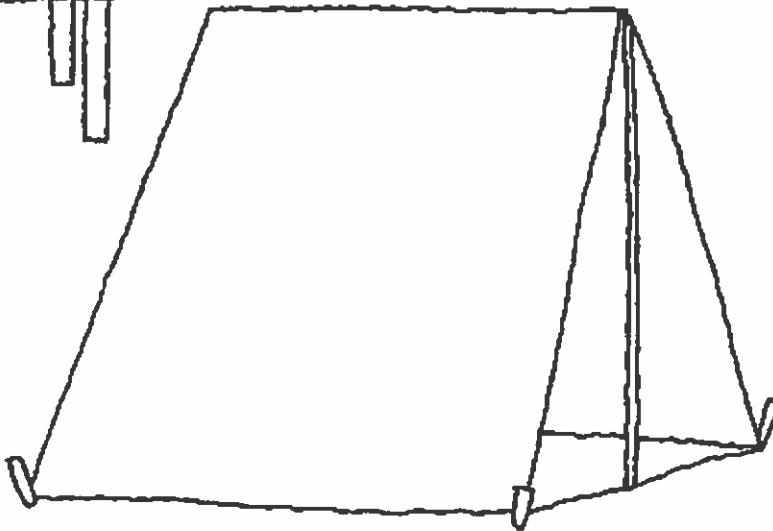
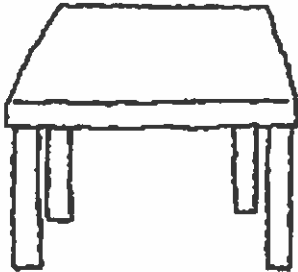
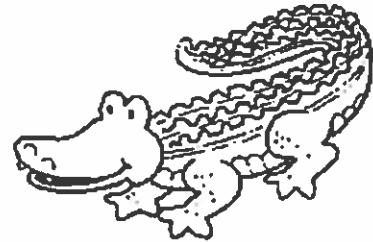
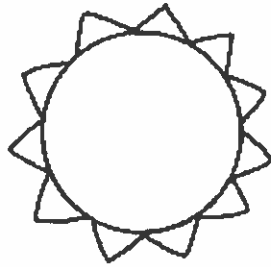


Comprehension: Key Details

Look at the pictures. Find circles, rectangles, triangles, and squares as you did when you read *Shapes All Around*. Trace each shape in a different color. Tell a partner about each shape you traced.



Name _____

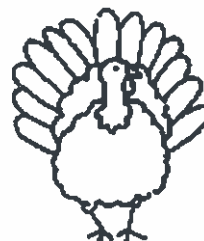
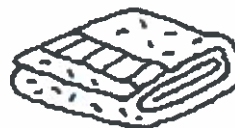
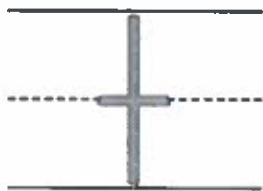
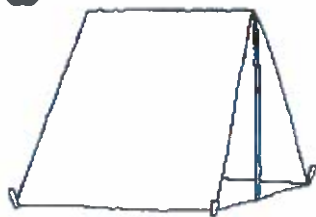


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Phonemic Awareness: /t/

Say the name of each picture. Circle each picture if its name begins with the /t/ sound.

Name _____

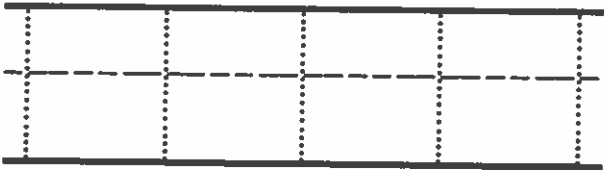
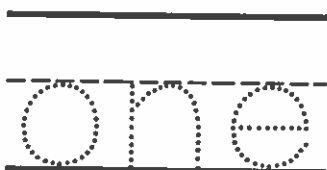
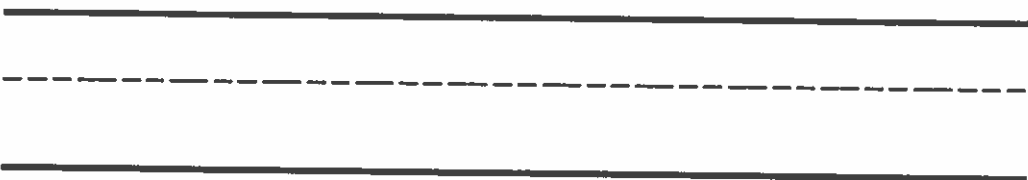
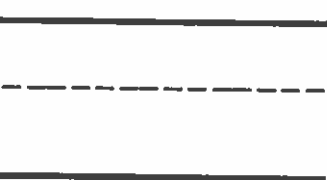


Phonics: /t/

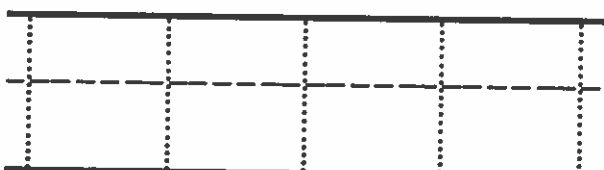

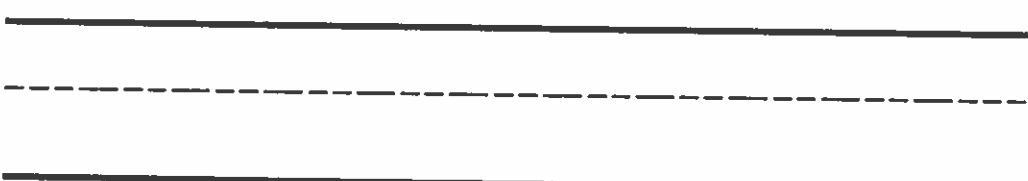
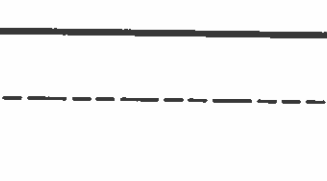
Say the name of each picture. Write the letter *t* next to each picture whose name begins with the /t/ sound.

Cut and glue "I can" statement at top of page. Trace numbers and word. In the bottom row, write number and word independently.

I can write numbers.

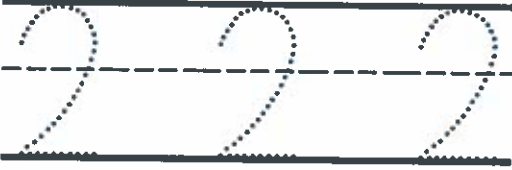

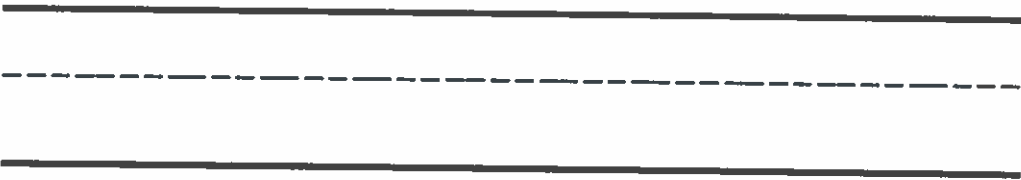
trace	write
	
	

I can write numbers.

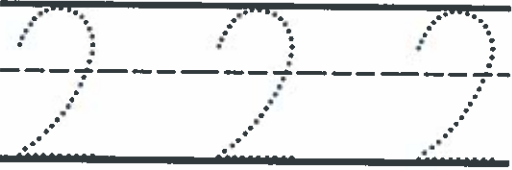

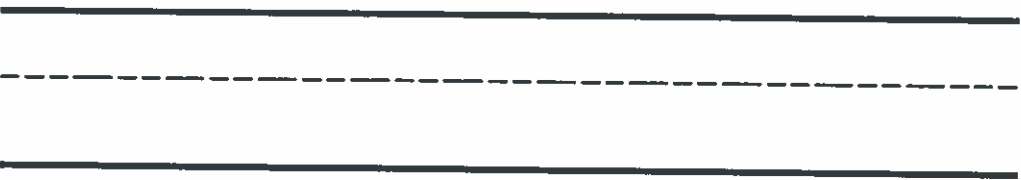
trace	write
	
	

Cut and glue "I can" statement at top of page. Trace numbers and word. In the bottom row, write number and word independently.

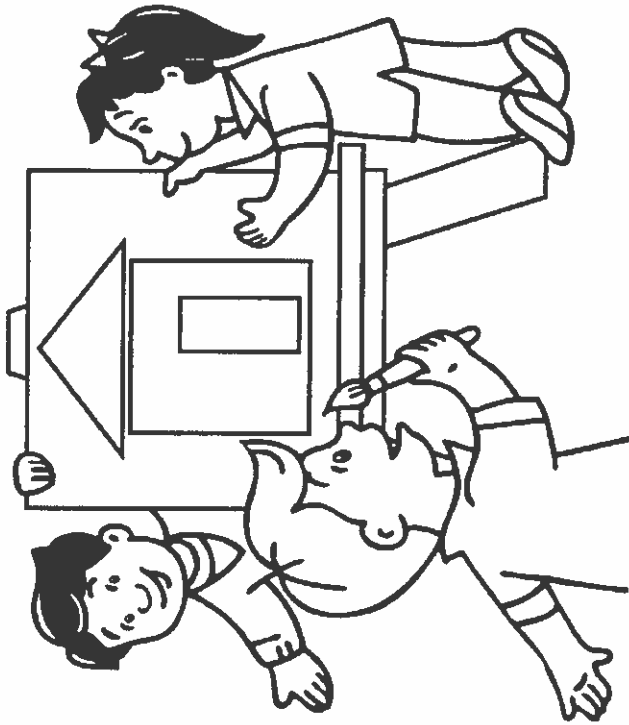
I can write numbers.

trace	write
	
	


I can write numbers.

trace	write
	
	

Name _____



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We like the  shapes!

High Frequency Words: like

Read the book aloud to a partner. Reread for fluency.


We Like!



I like the  square!

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I like the  triangle.

2

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I like the  rectangle.

3

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Name _____

Unit 2: Let's Explore • Week 2

Cut and glue "I can" statement at top of page. Trace numbers and word. In the bottom row, write number and word independently.

I can write numbers.

trace write

3 3 3 three

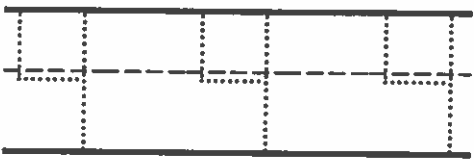
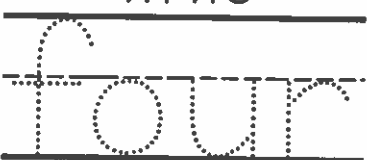
I can write numbers.

trace write

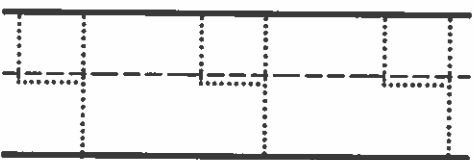
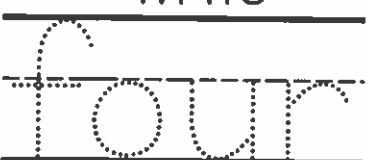
3 3 3 three

Cut and glue "I can" statement at top of page. Trace numbers and word. In the bottom row, write number and word independently.

I can write numbers.

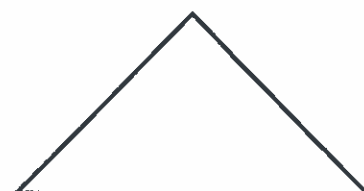
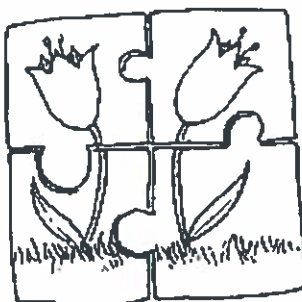
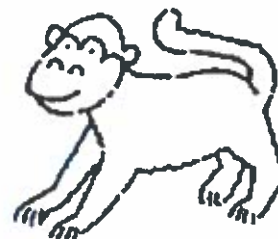
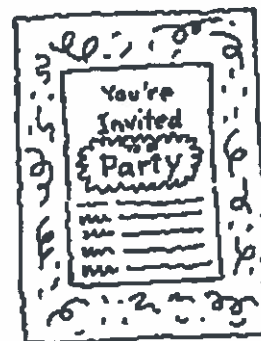
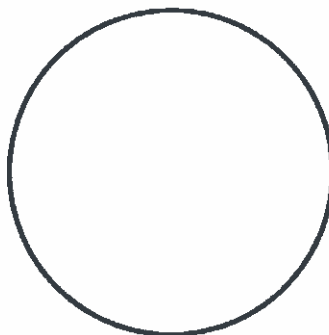
trace	write
	
<hr/> <hr/> <hr/>	

I can write numbers.

trace	write
	
<hr/> <hr/> <hr/>	



Name _____

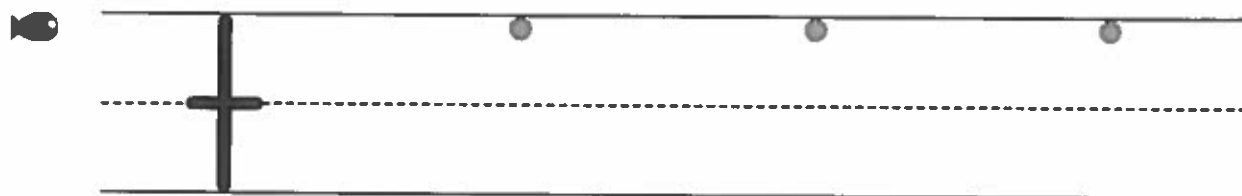
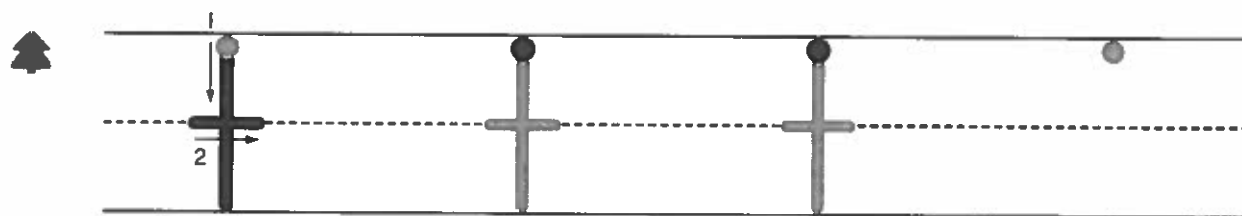
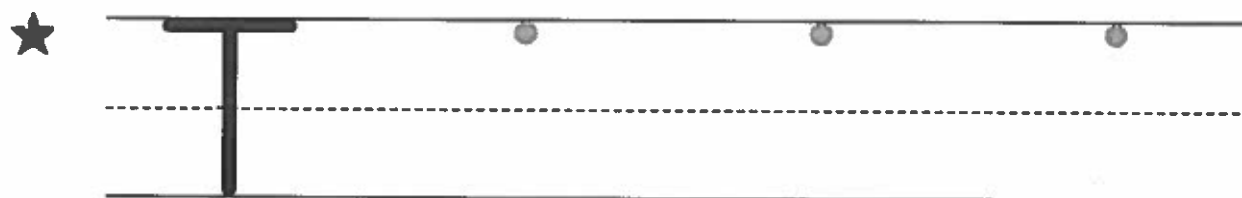
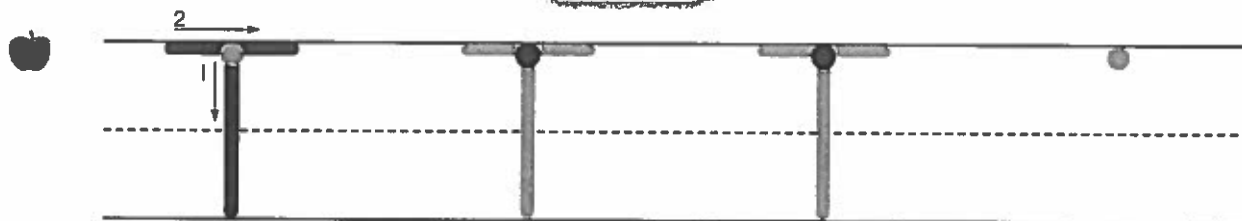
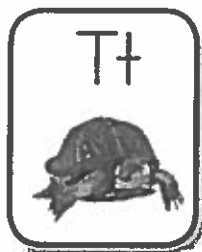


Category Words: Shapes

Tell about each picture. Circle each picture if it shows a shape.
Say the name of each shape you circled.



Name _____

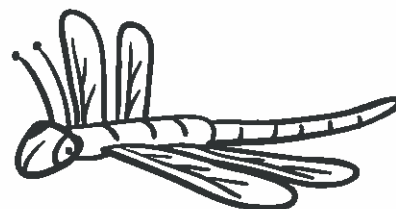
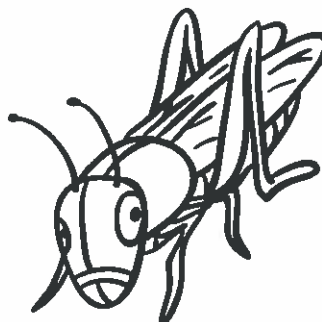
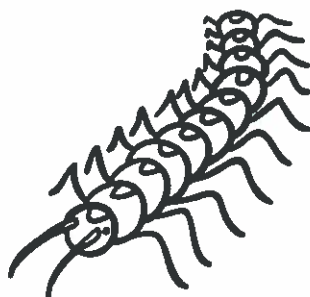
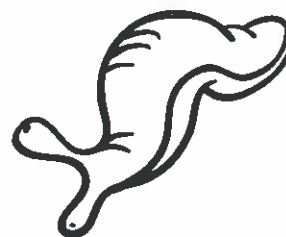
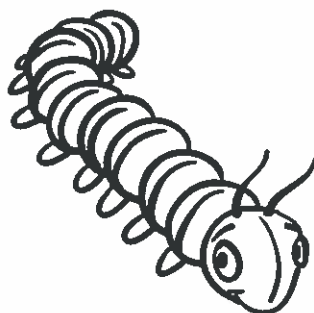
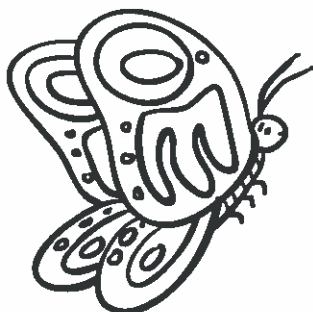
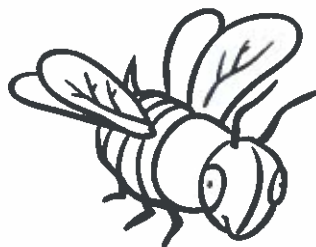


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Handwriting: *Tt*

Trace and write each capital letter *T*. Then trace and write each lowercase letter *t*.

Name _____



Comprehension: Key Details

- Which bugs fly? Circle the pictures.
- ★ Which bugs crawl? Circle the pictures.
- ♣ Which bugs hop? Circle the picture.

Cut and glue "I can" statement at top of page. Trace numbers and word. In the bottom row, write number and word independently.

18

I can write numbers.

trace

5 5 5

write

five

I can write numbers.

trace

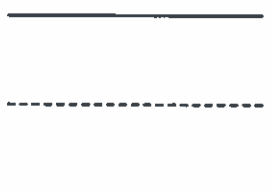
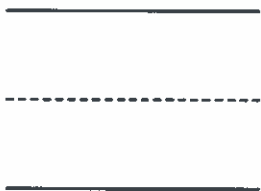
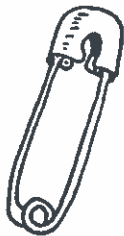
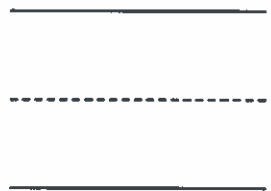
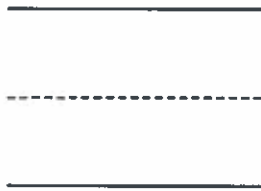
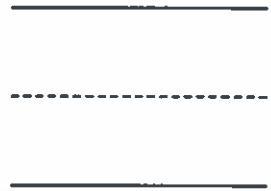
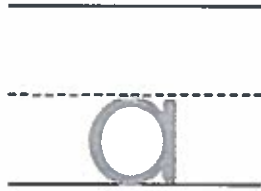
5 5 5

write

five



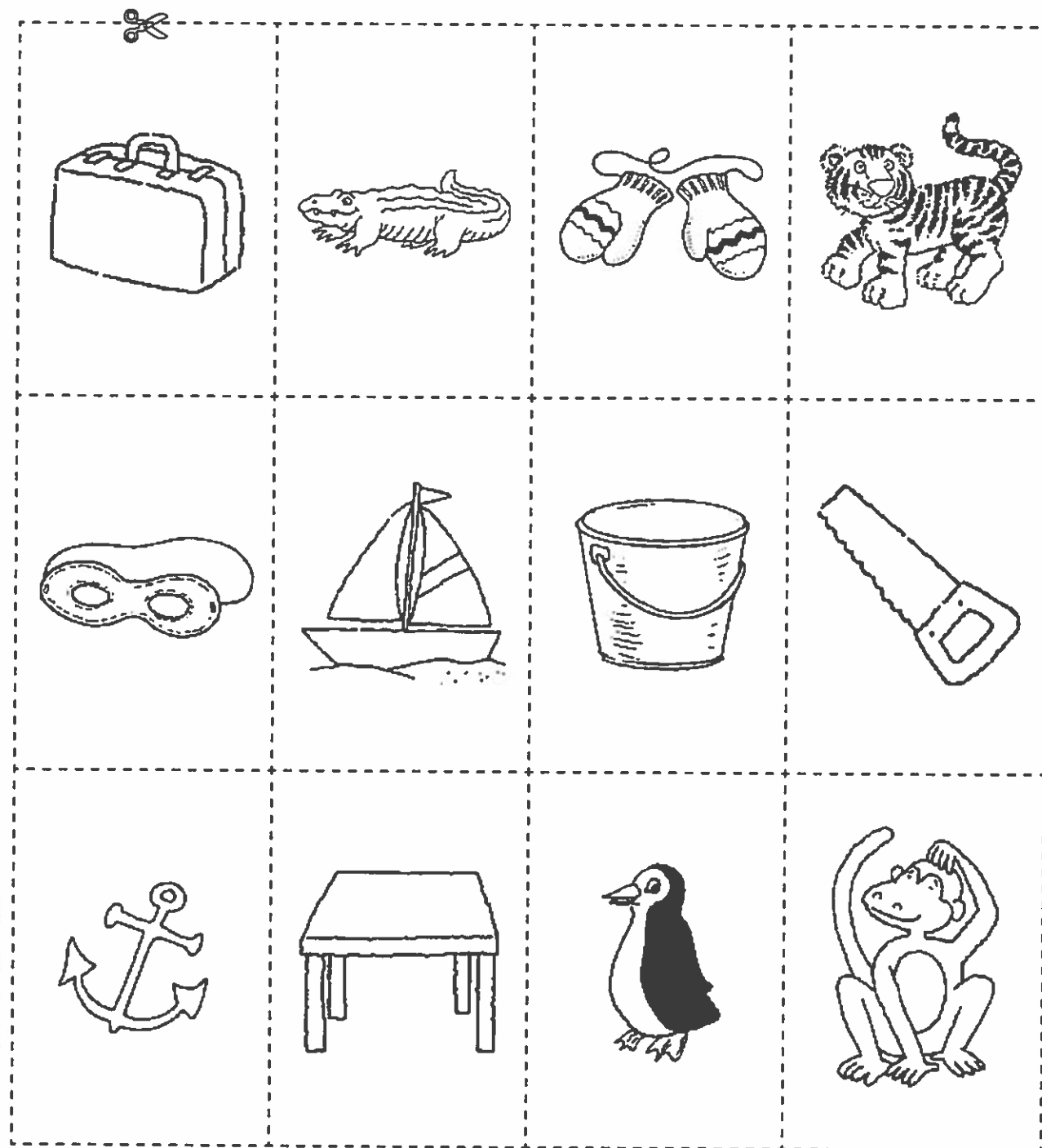
Name _____



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Review Phonics: /m/m, /a/a, /p/p, /s/s
Say the name of each picture. Write the letter
that begins each picture name: *m, a, p, or s.*

Name _____




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Phonics Review Game: /m/m, /a/a, /s/s, /p/p, /t/t

Say the name of each item and the letter it begins with. Turn the picture over and trace the letters. With a partner, think of other things whose names begin with each sound and letter.

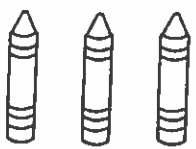
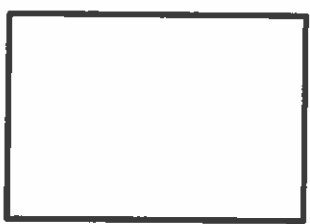

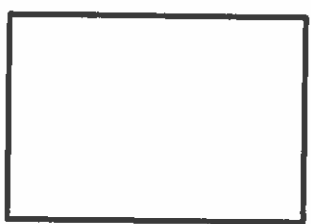
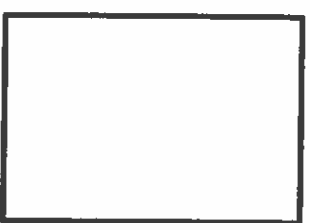




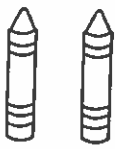
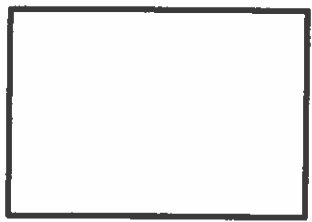

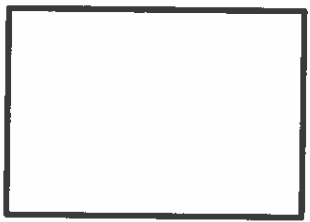
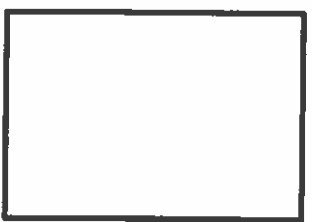


Name _____

			
t	m	a	s
s	p	s	m
m	p	t	a

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Phonics Review Game: /m/m, /a/a, /s/s, /p/p, /t/t
Trace the letters. Say each letter and its sound. Then name a word that begins with the letter.

I can show different ways to make a number.		
		
		
		three
		
		III

I can show different ways to make a number.		
		
		
		two
		
		II

Name _____



We like the
bugs
!

Review High Frequency Words: *the, a, see, we, like*
Read the book aloud to a partner. Reread for fluency.

4 Unit 2: Let's Explore • Week 3

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**See the
bugs
!**



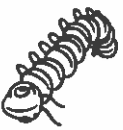
We see a
bee
.

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1



We see a
caterpillar .



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We see a
butterfly .





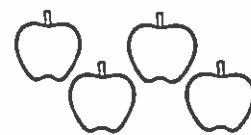
Name _____

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

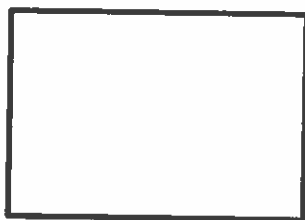
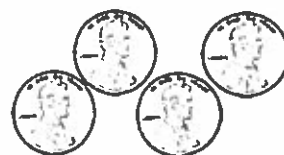
Writing Fluency

Have children reread *See the Bugs!* On their own, have children write for four minutes as much as they can, as well as they can, about what the children in the story see. Have children review their writing.

I can show different ways to make
a number.



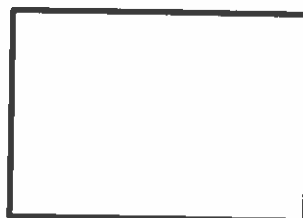
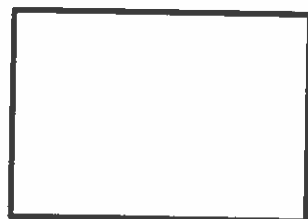
four



I can show different ways to make
a number.



five





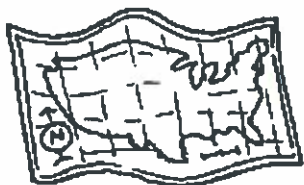
Name _____

mat map sap



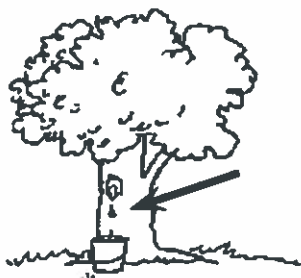
mat

mat



map

map



sap

sap

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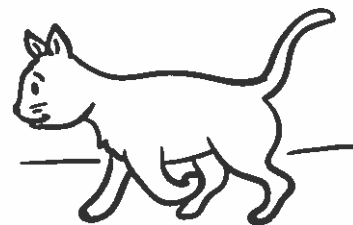
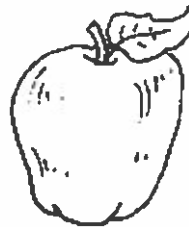
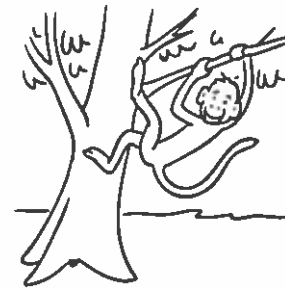
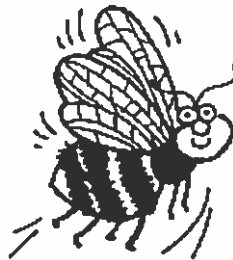
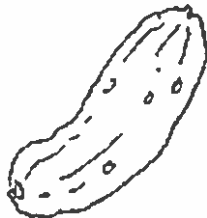
Review Phonics: Blending

Blend the sounds and say the word. Write the word.

Repeat the word.



Name _____



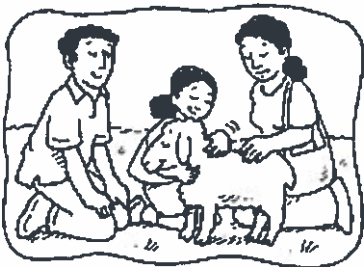
Category Words: Movement Words
Tell about each picture. Put a marker on each picture if it shows movement.



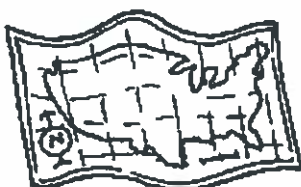
Name _____



sat



pat



map

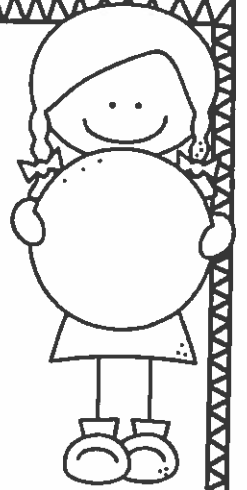
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Handwriting Review

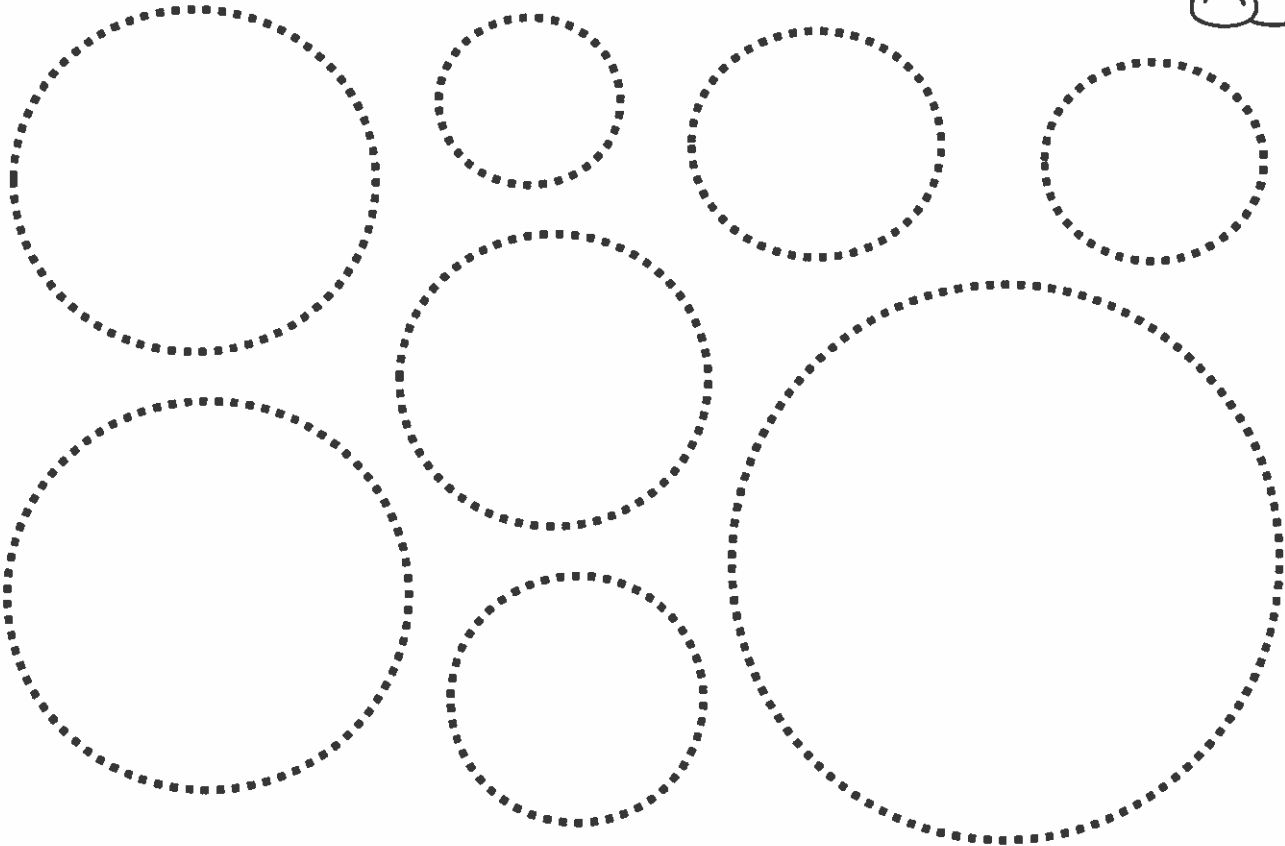
Say each word as you trace it and write it. Then read each word to a partner.

Name _____

Circles



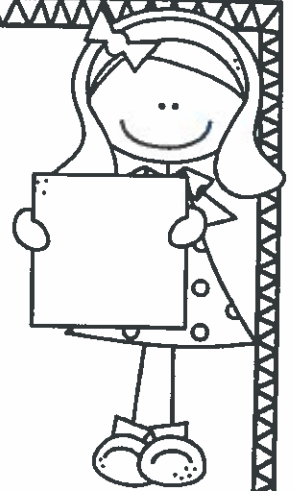
Trace the circles.



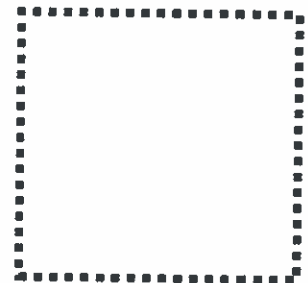
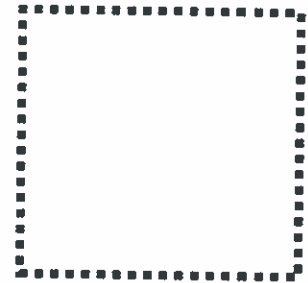
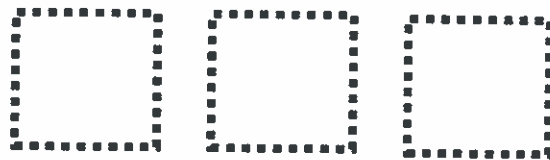
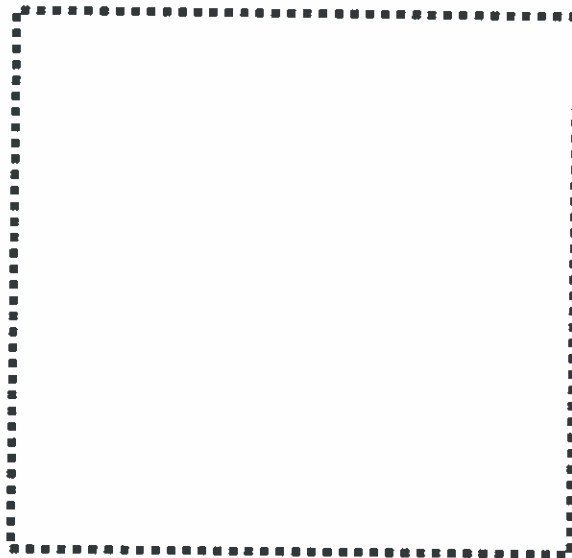
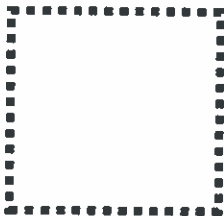
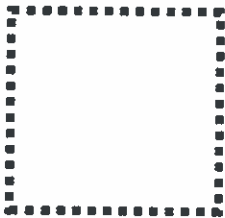
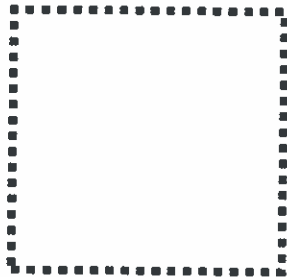
Draw your own.

Name _____

Squares



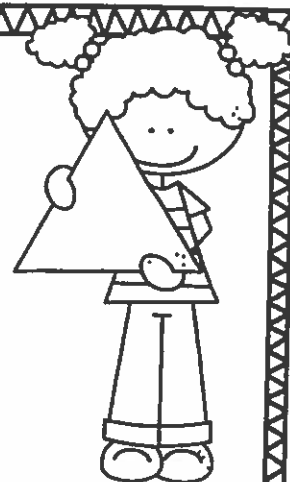
Trace the squares.



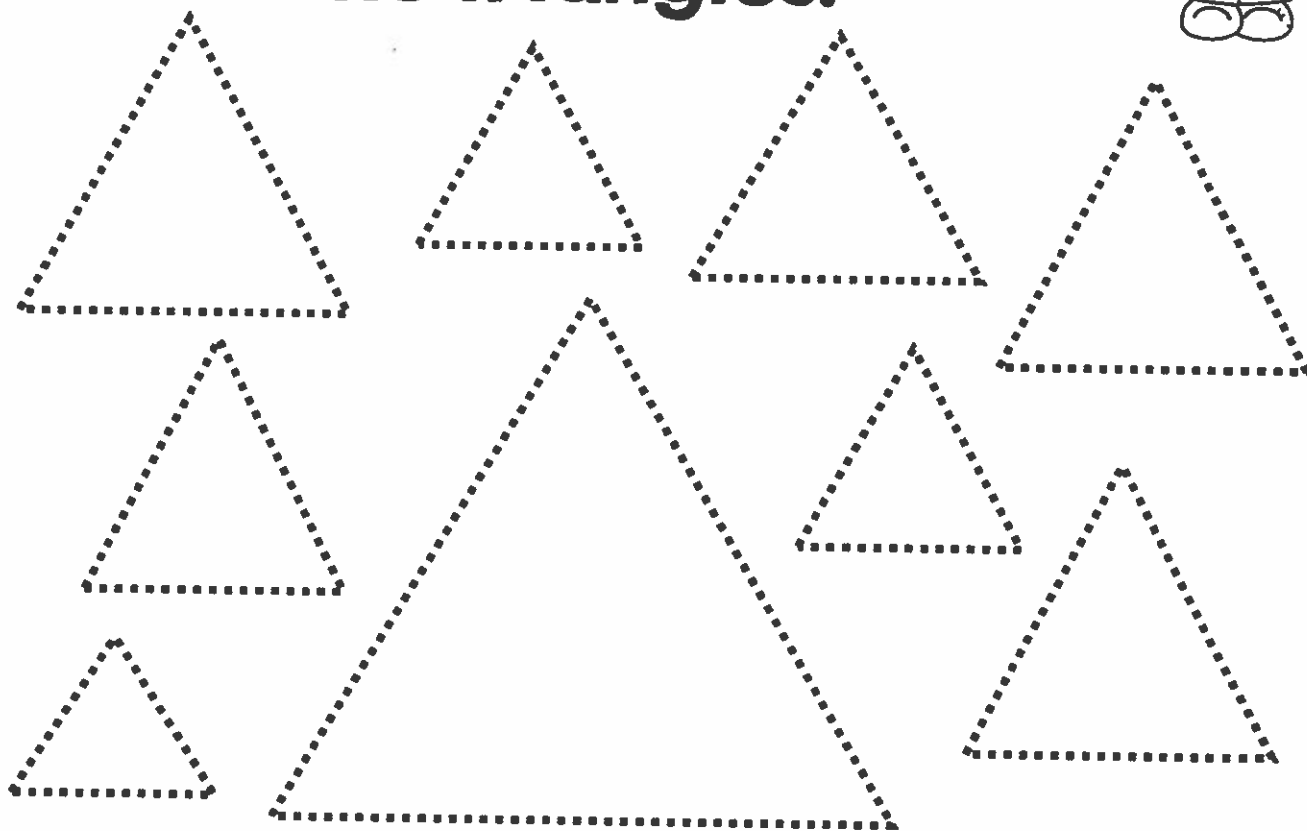
Draw your own.

Name _____

Triangles



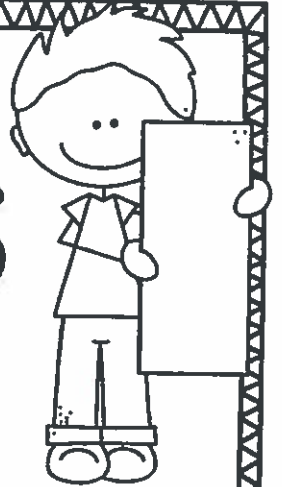
Trace the triangles.



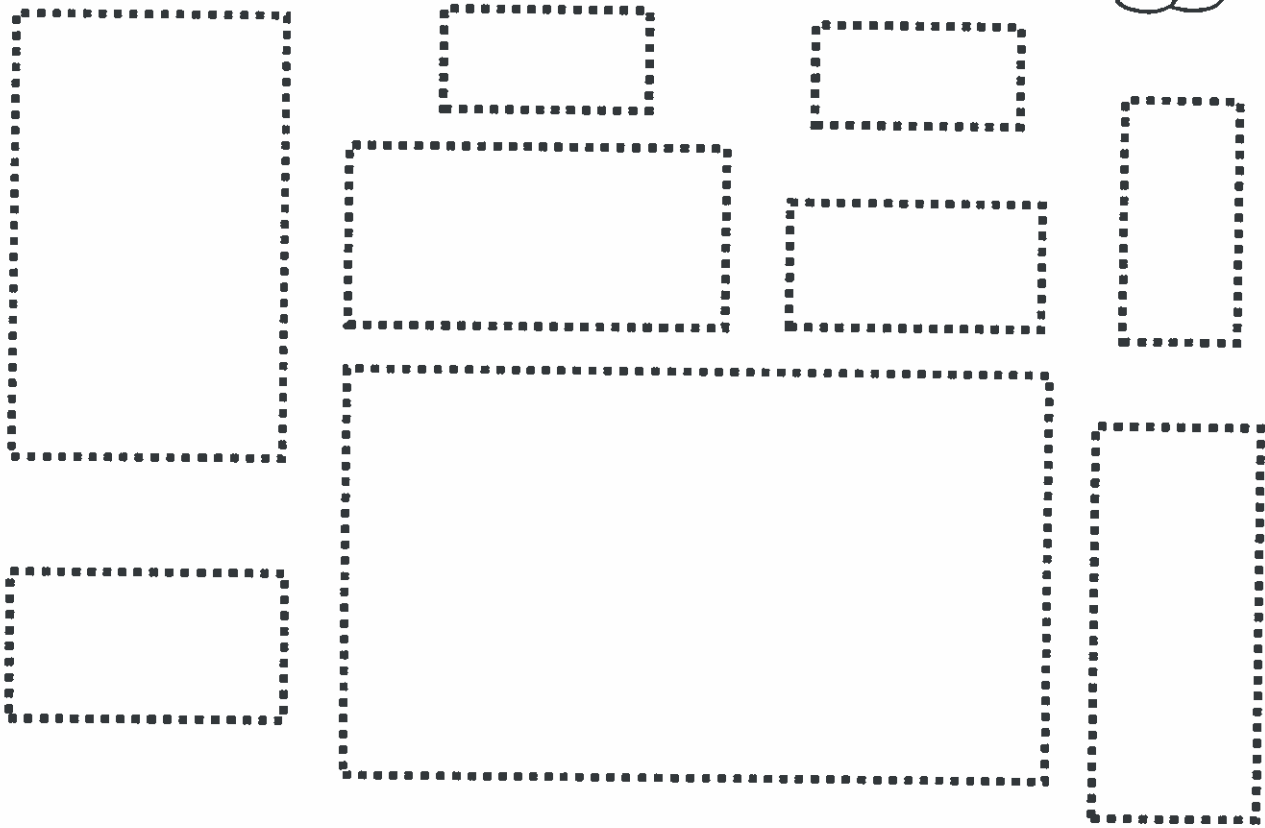
Draw your own.

Name _____

Rectangles



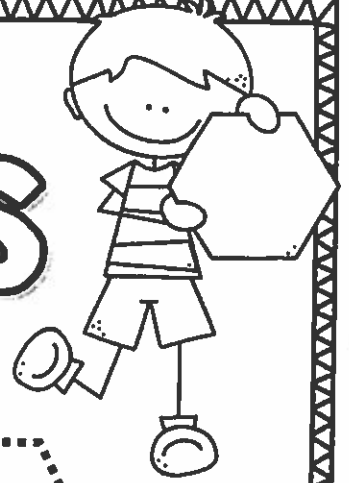
Trace the rectangles.



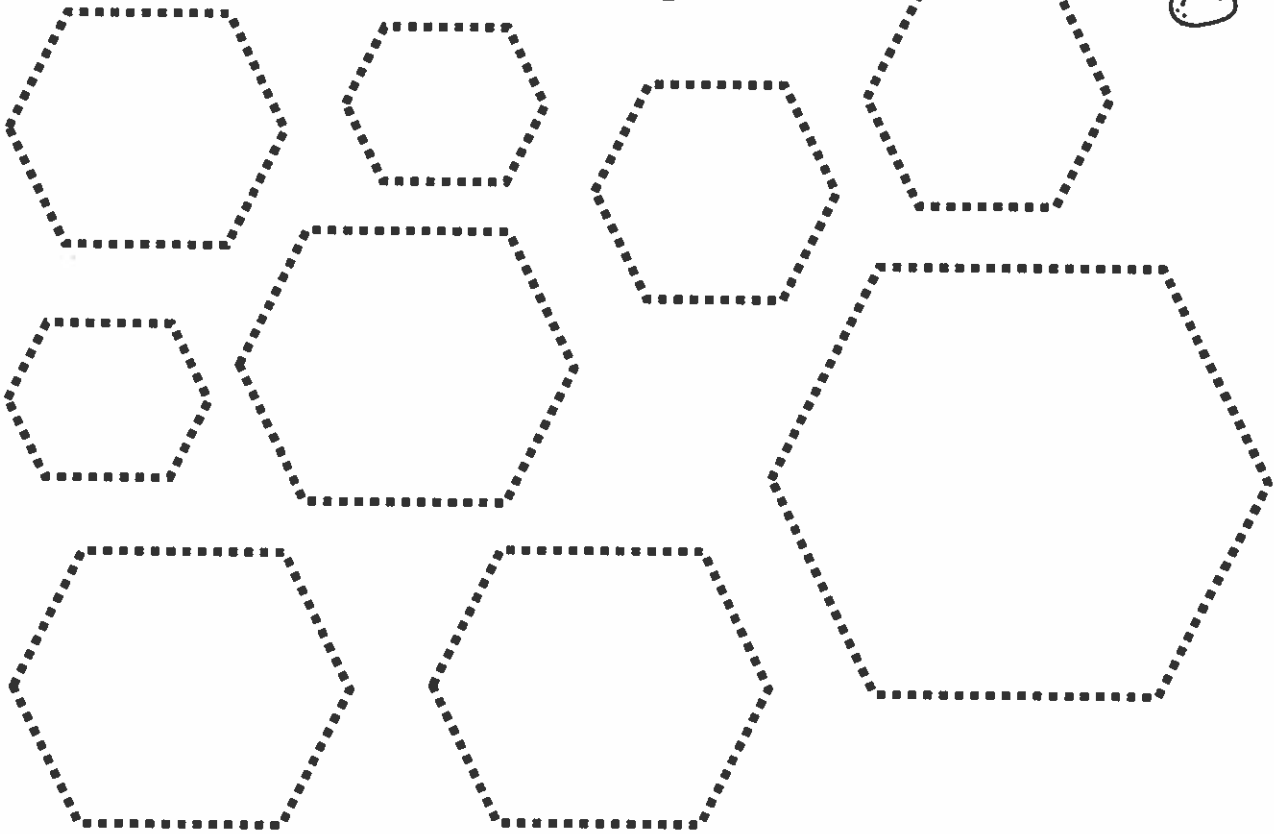
Draw your own.

Name _____

Hexagons



Trace the hexagons.



Draw your own.

