

# Kindergarten ~ Week 2

## At Home Daily Learning Schedule

Please refer to the Week 1 Schedule for a more detailed version of the learning schedule.

**It is very important to make these learning activities fun.  
This shouldn't be stressful or boring.**

**Please keep all completed work. I will let you know what day it  
needs to be turned in.**

**Snap Shot of the Schedule** (This schedule is just a suggestion.)

20 minutes	Intro & Calendar Time
20 minutes	Read, Discuss & Draw
20 minutes	Writing Time
25 minutes	Snack & Play Break
20 minutes	Math Time
20 minutes	Art
20 minutes	Phonics

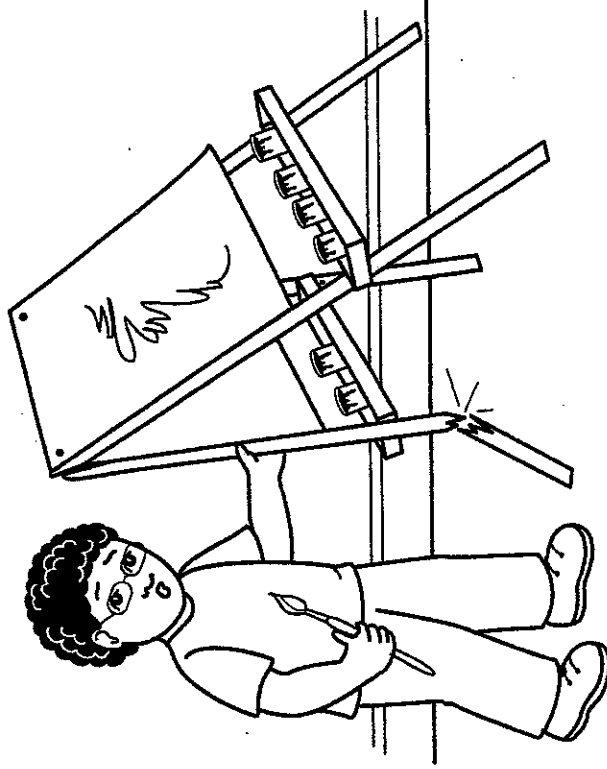
These times are flexible. If your child is losing interest in a particular activity, try to change it up.

**Your child should know the following skills at the end of Tri. 3.**

**Student Should be able to:**

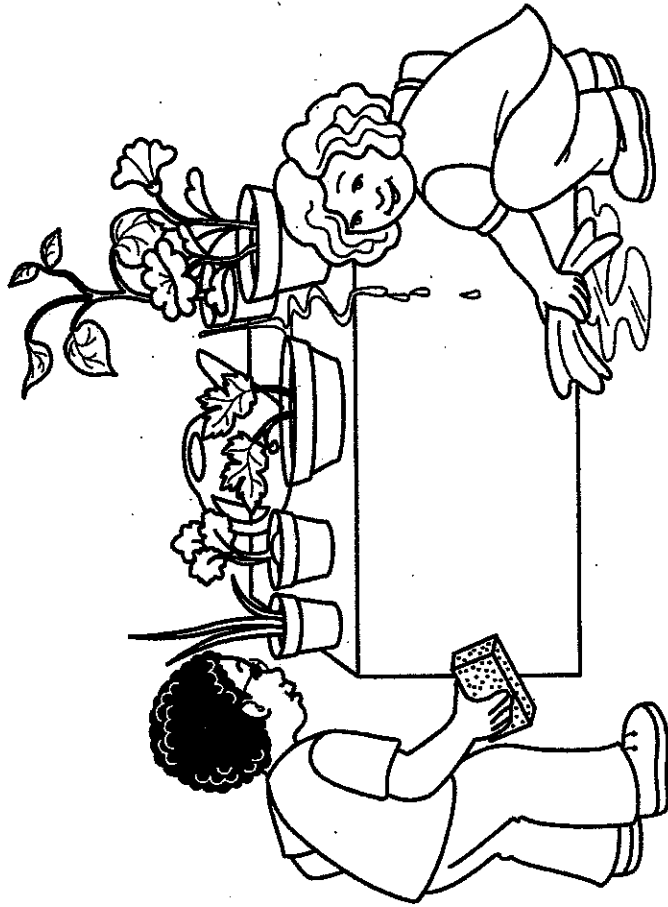
- Recognize, write & say first & last name. Only the first letter should be capitalized.
- Run, jump, skip, and hop. Properly use pencil, crayons, scissors, and glue.
- **Recognize** & **write** all uppercase and lowercase letters and **say** their sounds.
- Fluently name as many Upper/Lower case letters as possible within 1 minute.
- Blend sounds to make words.
- Rhyme.
- Recognize beginning, middle and ending sounds of words.
- Spell CVC (Consonant-Vowel-Consonant) words like: top, men, hat, lid, sub
- Write a good Opinion Sentence. The sentence must state an opinion.
- Write a good Informative Sentence. The sentence must state a fact about something (No opinions with this type of writing.)
- Write a good Narrative Sentence. The sentence must state what the subject is, tell what happened first, next, and last.  
*All sentences must begin with a capital letter, have finger spacing, & end with a period.*
- Compose & decompose numbers up to 19, write #'s 1-20 out of order, solve word problems using addition & subtraction, count to 100 by ones & tens, find numbers that make 10, identify solid shapes & describe/analyze/compare those shapes.

# Who Can Help?



This is not good!  
Who can I get to help?

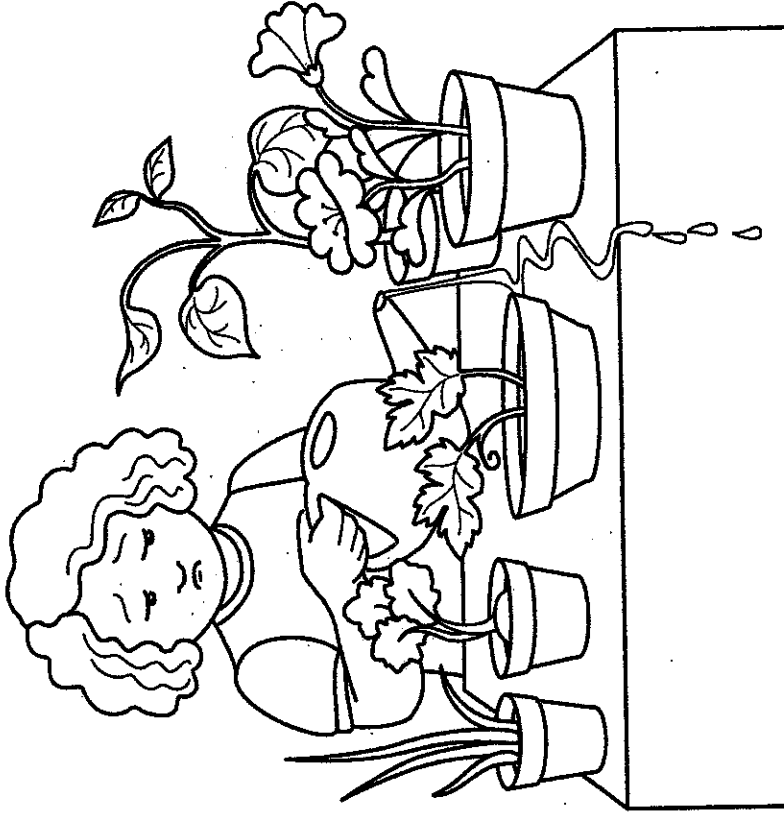
Name \_\_\_\_\_



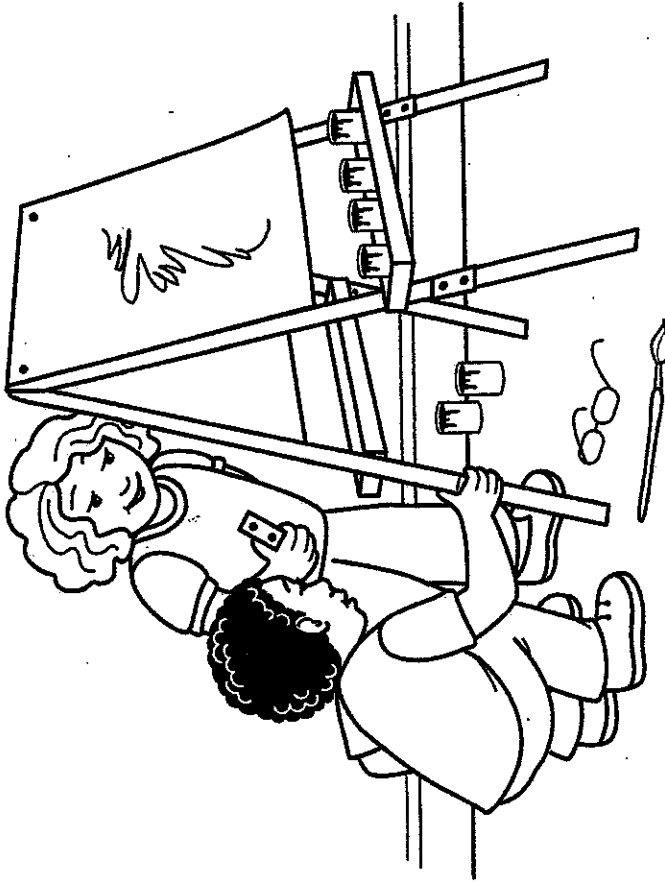
Sam is good at this.  
He can help mop.

High Frequency Words: *who, good*  
Read the book aloud to a partner. Reread for fluency.

Who Can Help?



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Deb can help me fix it.

She is good at this.

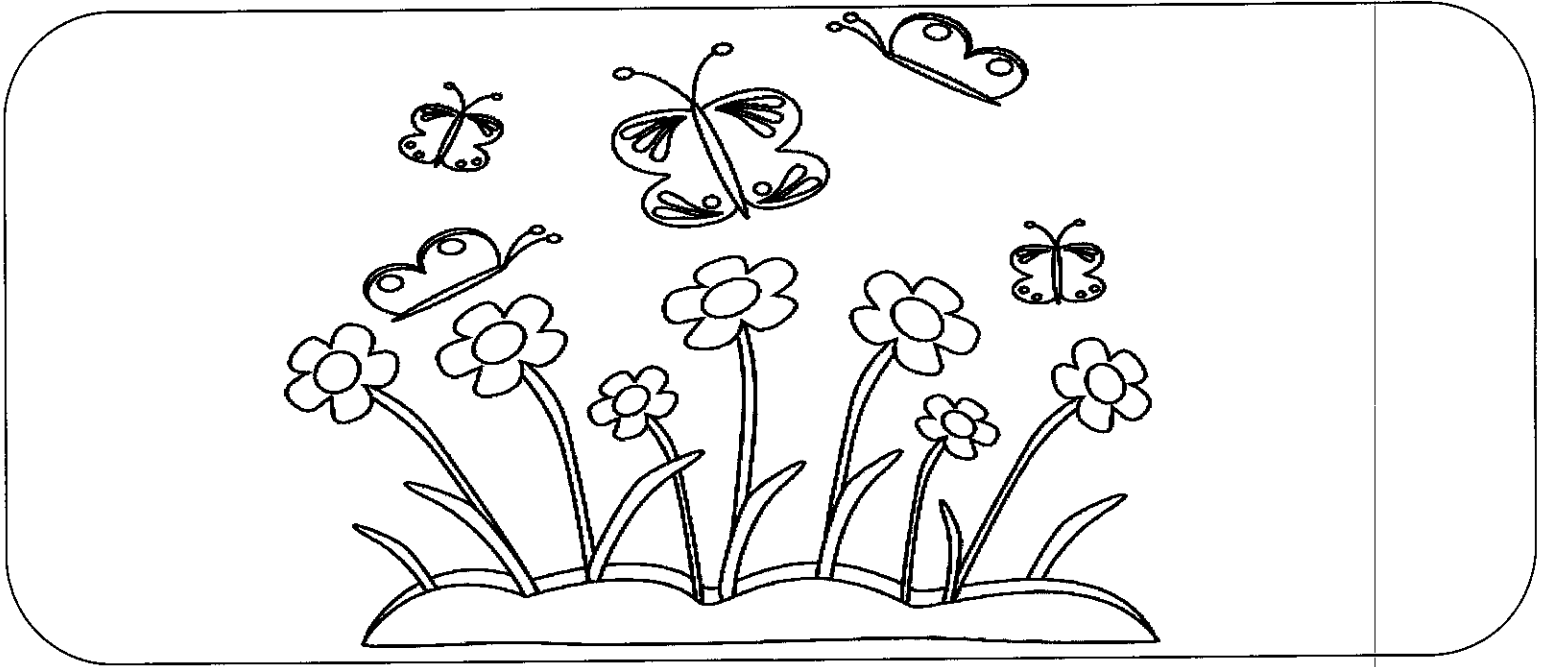
This is not good.

Who can help mop?

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

Informative writing:

Color the picture. Then write 1 –2 sentences about the picture. You must only state true facts.

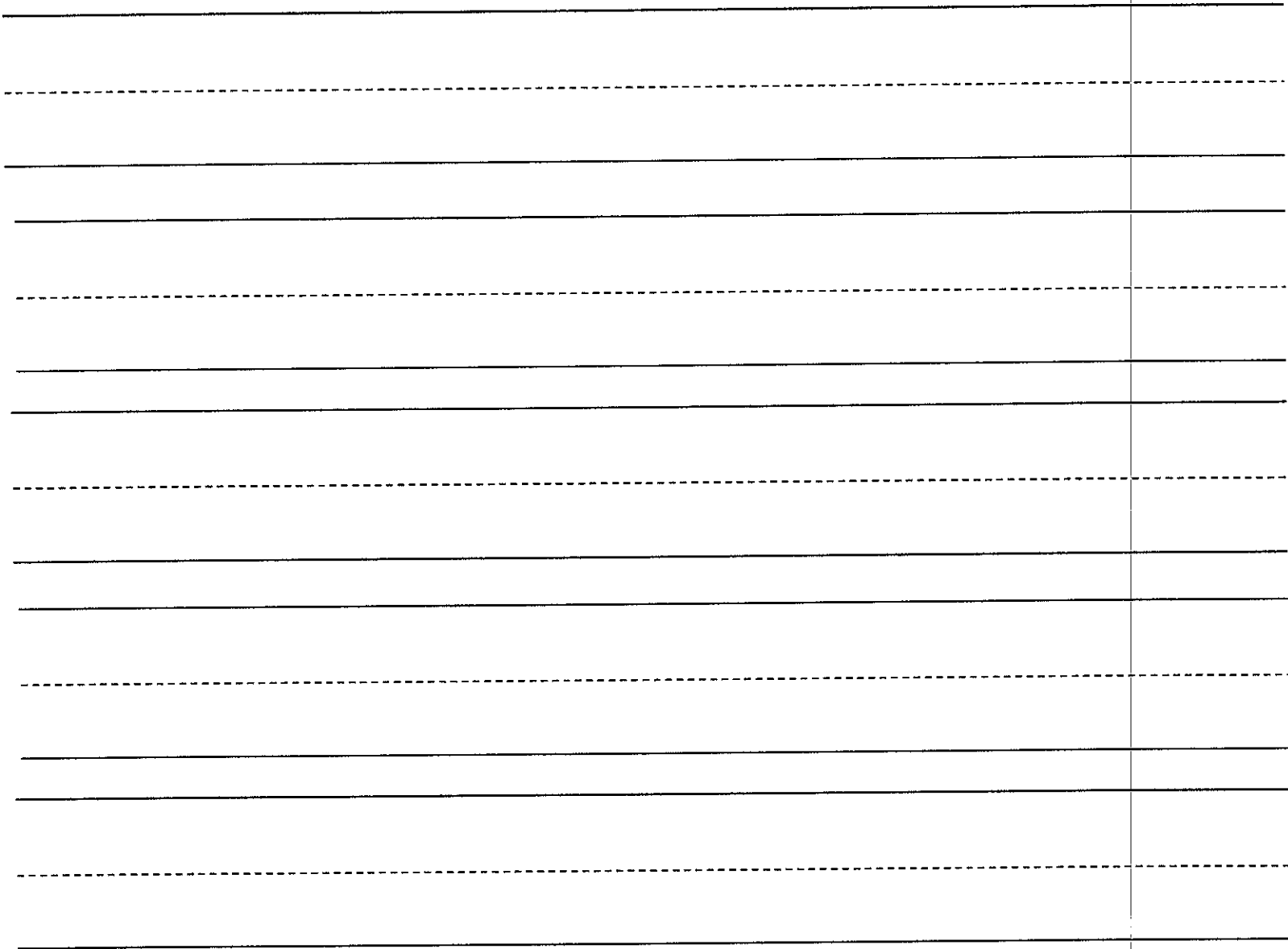


Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing space for the student to write their response.

# This is me in March



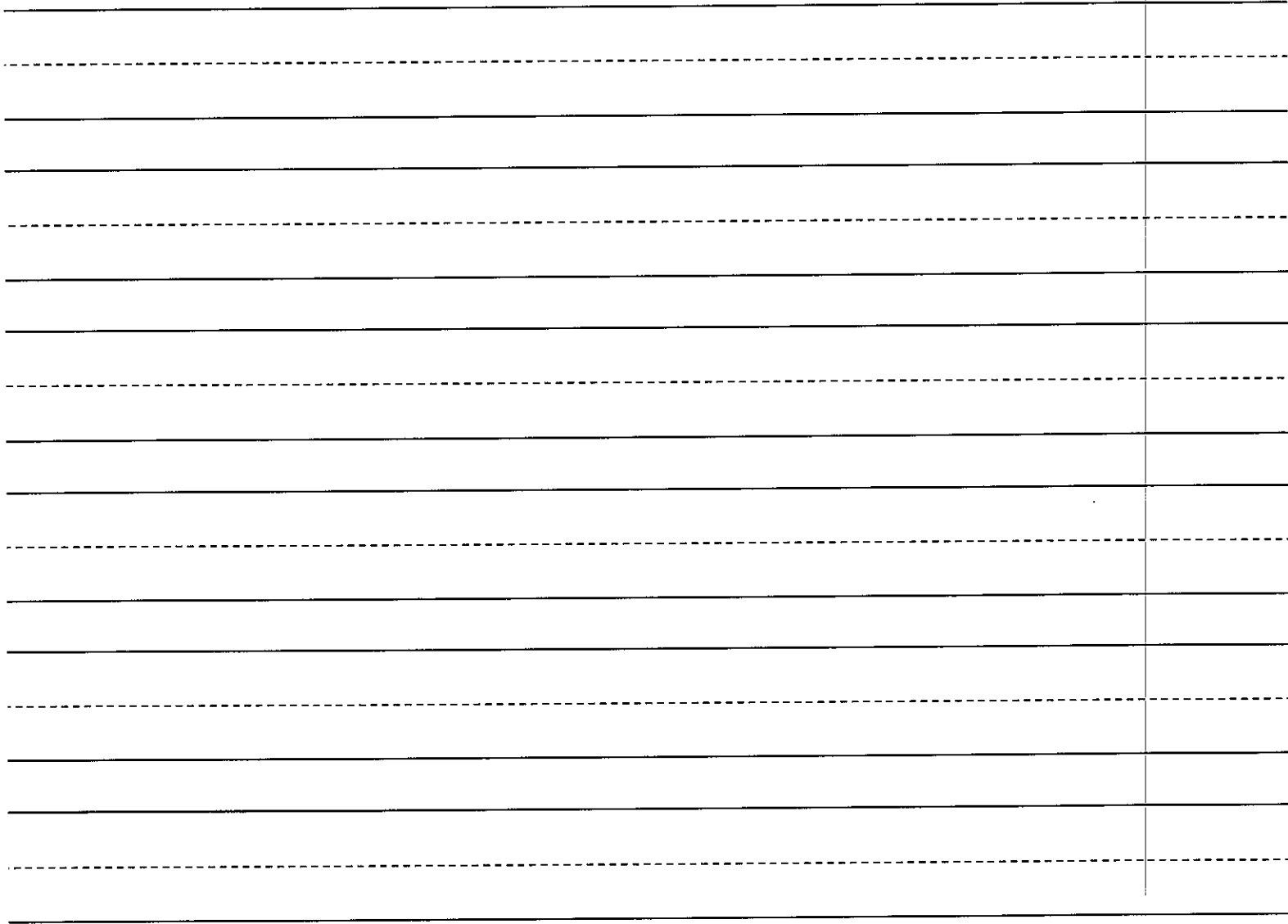
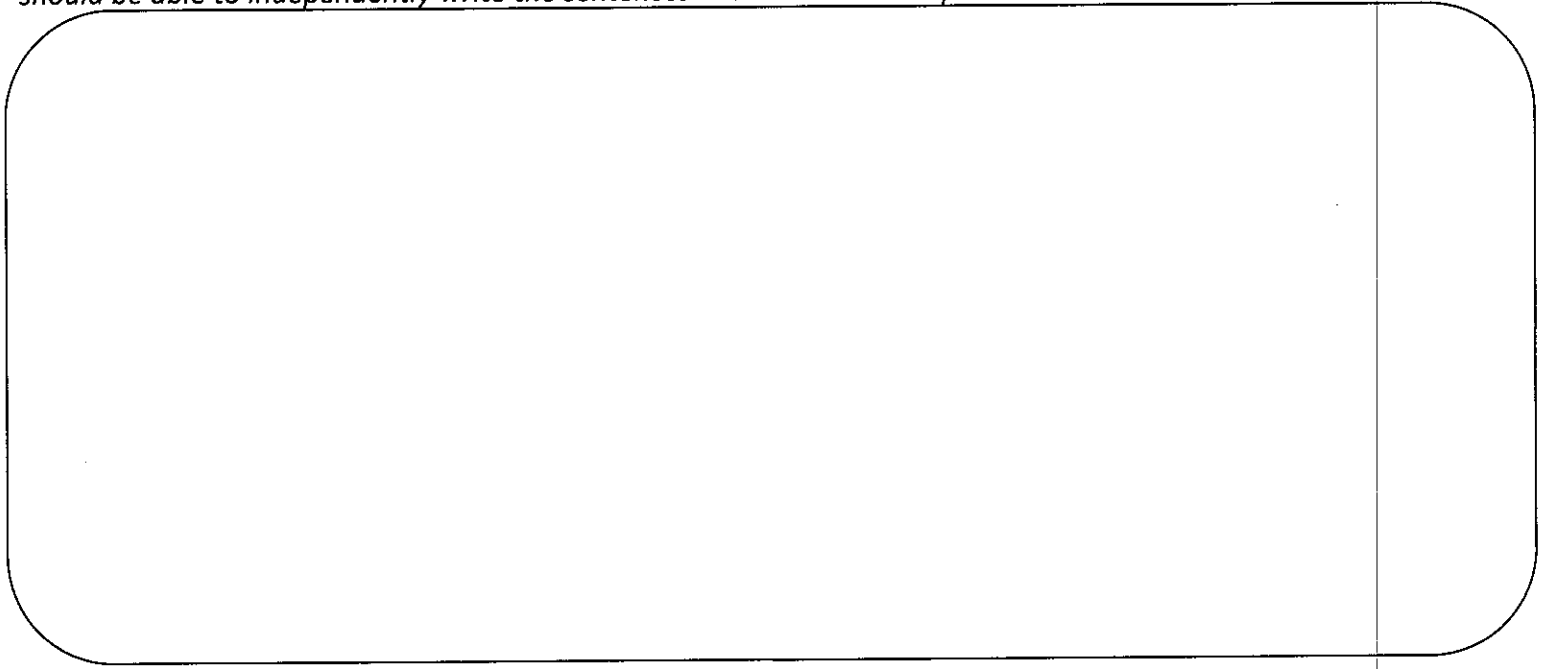
Write 1-2 sentences about how you felt when school closed early for the year.  
Draw a picture to illustrate what you wrote.



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

## Opinion writing

Read a book and then write 1-2 sentences about your favorite part of the story. *Students should be able to independently write the sentences with little to no help.*

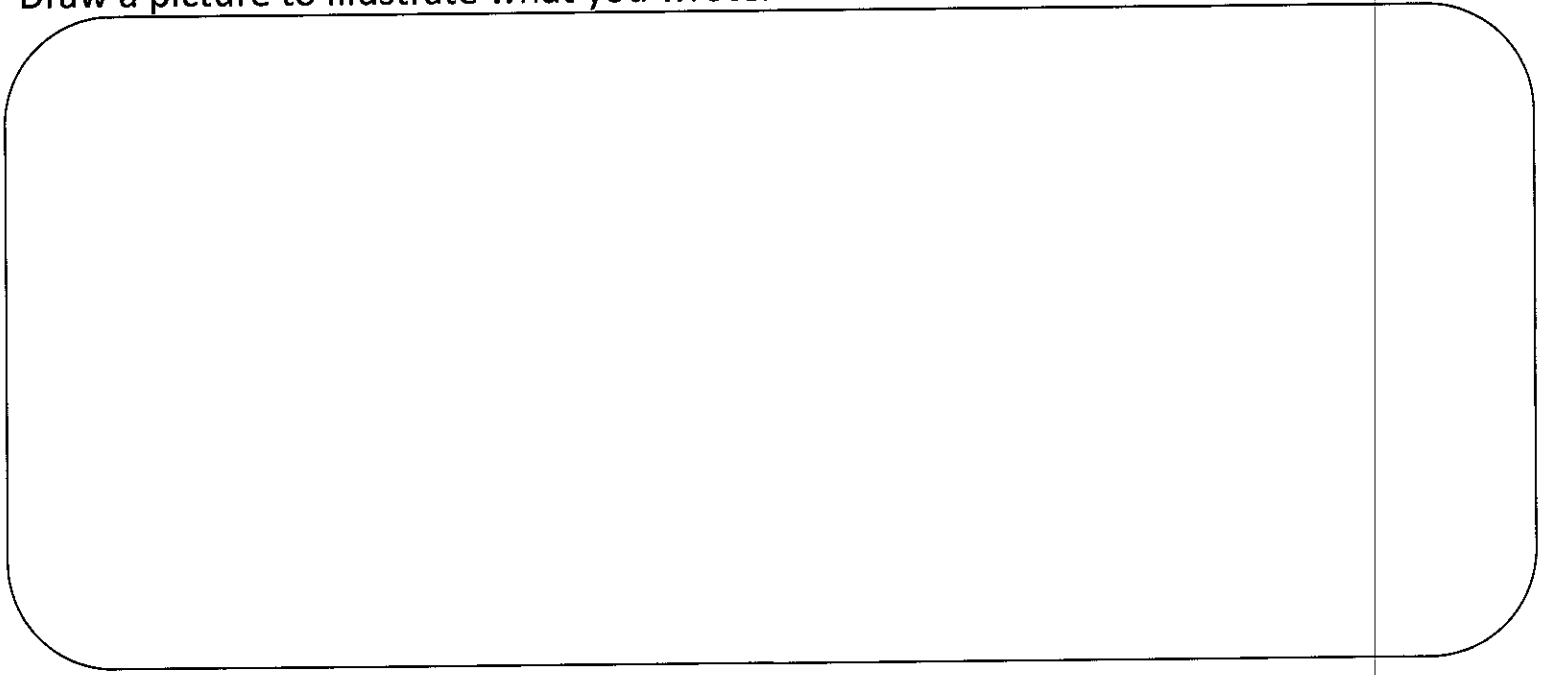


Name: \_\_\_\_\_

**Narrative writing:**

Tell me about something you did. What did you do? What was your reaction?

Draw a picture to illustrate what you wrote.



Handwriting practice lines consisting of multiple rows of solid top and bottom lines with a dashed midline.

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

**Narrative writing:**

**Tell me about something you did. What did you do? What was your reaction?**

**Draw a picture to illustrate what you wrote.**

A large, empty rounded rectangular box with a thin black border, intended for drawing to illustrate the narrative. It occupies the upper half of the page.A series of horizontal lines for writing, consisting of solid top and bottom lines with a dashed midline, repeated down the page. A vertical line runs down the right side of the page, separating the writing area from the margin.

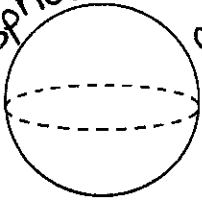




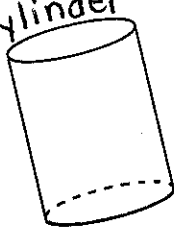
# My 3D Shapes

## Mini-Book

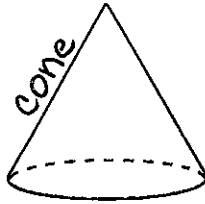
sphere



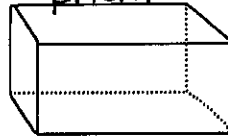
cylinder



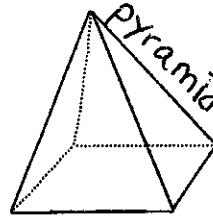
cone



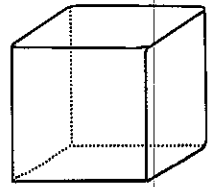
rectangular  
prism



pyramid

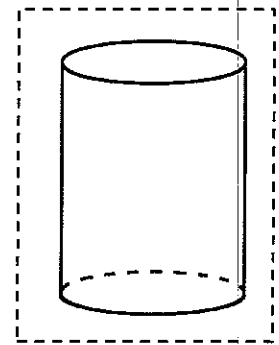
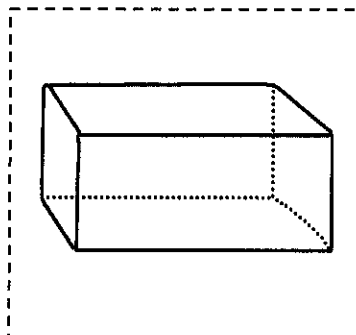
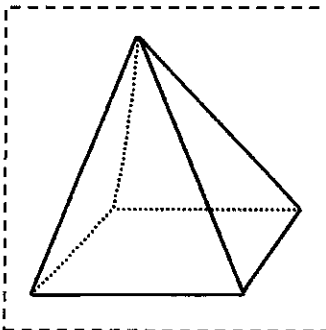
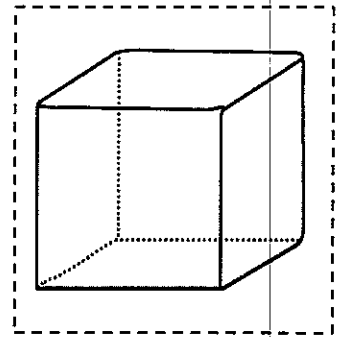
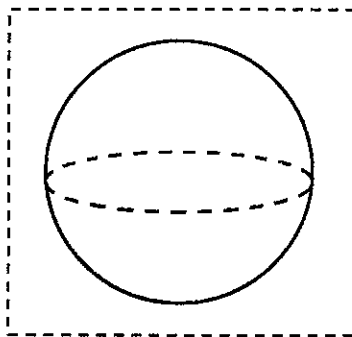
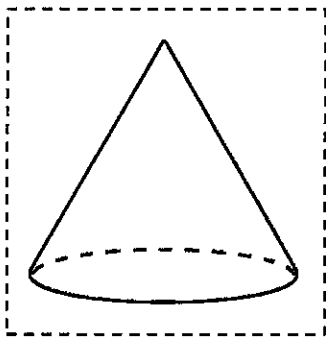


cube



By \_\_\_\_\_

Cut and paste.



# This is a cone.

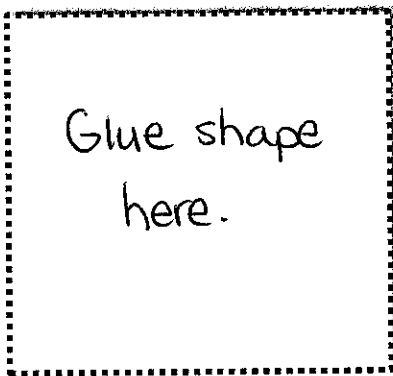


**Shape**

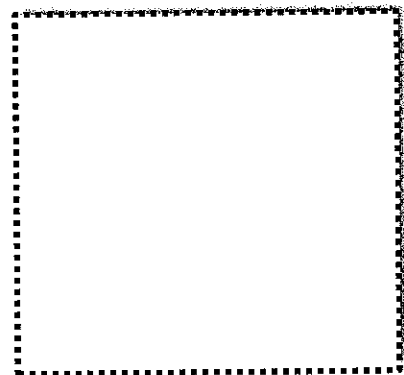


**Real World Example**

# This is a cylinder.

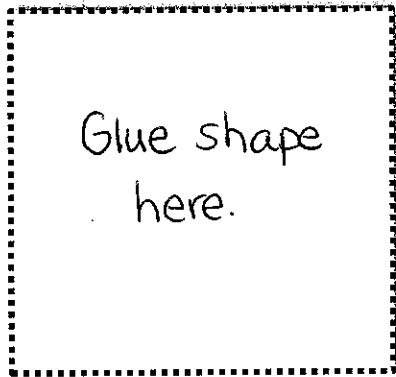


**Shape**

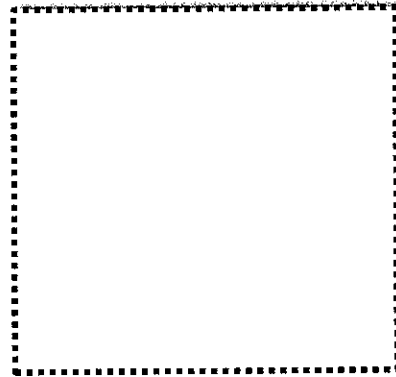


**Real World Example**

# This is a sphere.

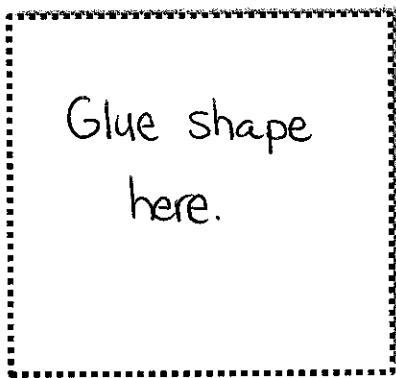


**Shape**



**Real World Example**

# This is a cube.



**Shape**

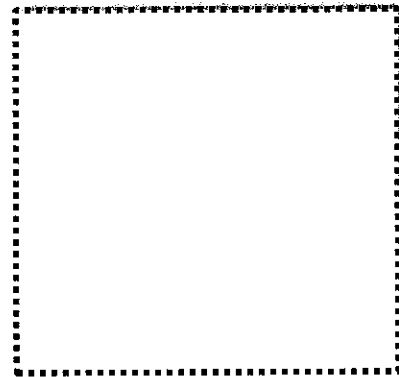


**Real World Example**

# This is a rectangular prism.



**Shape**



**Real World Example**

# This is a pyramid.



**Shape**



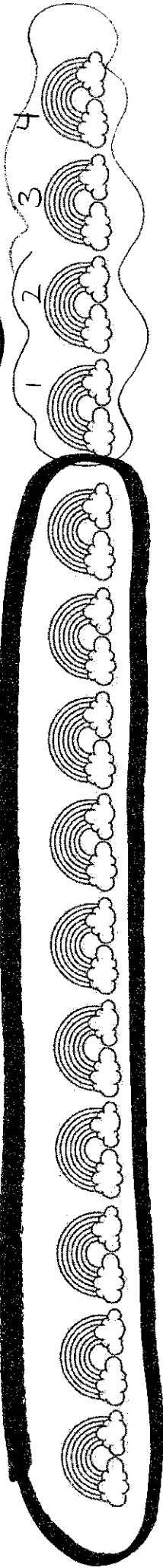
**Real World Example**

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

Decompose 14 into tens and ones. Show you're answer using a ten frame.

14

10



●	●	●	●	●	●
●	●	●	●	●	●

Sample

Sample

●	●	●	●	●	●
●	●	●	●	●	●

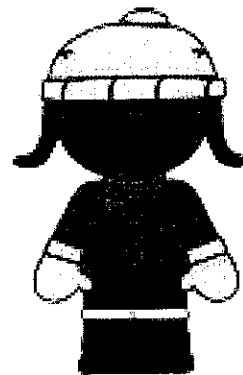






Name: \_\_\_\_\_

Liz had 10 snowballs. She threw 4 snowballs at Dan. How many snowballs does she have left?



Sketch:

Ten Frame:


Number Path:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Equation:

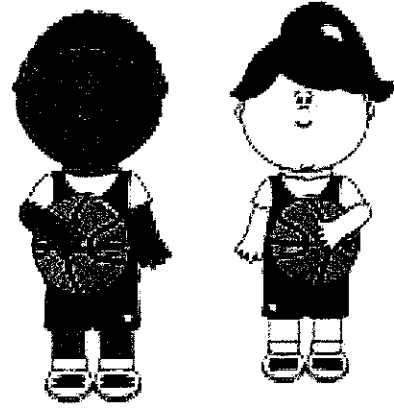
Answer:

Liz has \_\_\_\_\_  
snowballs left.

Bonus: Write a word problem about Liz and her snowballs.

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

Tim made 4 baskets. Jill made 5 baskets. How many baskets did they make in all?



Sketch:

Ten Frame:


Number Path:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Equation:

Answer:

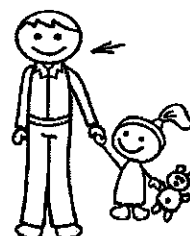
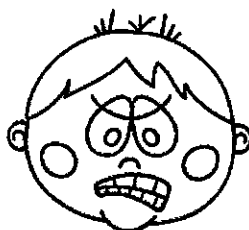
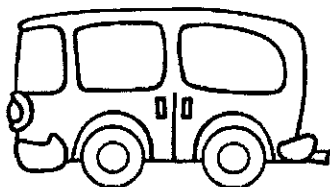
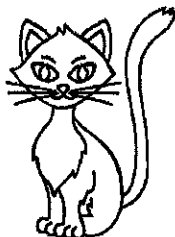
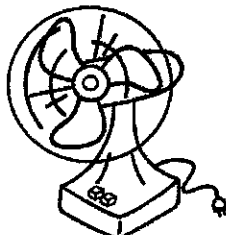
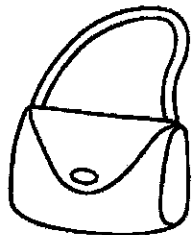
They made \_\_\_\_\_ baskets in all.

Bonus: Each basket is worth 2 points. How many points did Tim make? How many points did Jill make?

Student should do this indep


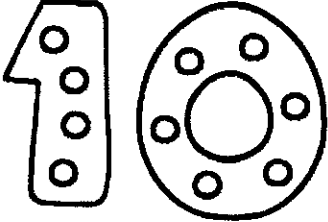
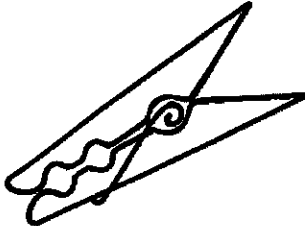
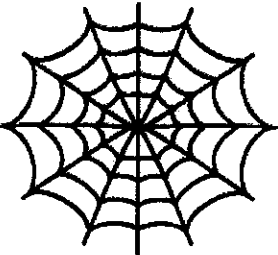
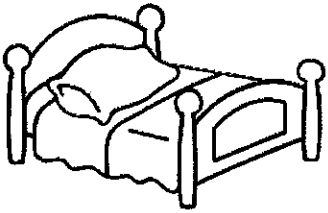
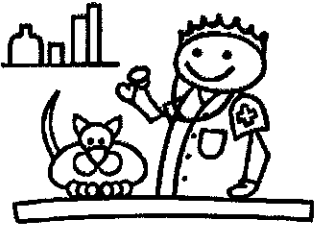
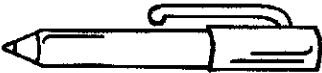
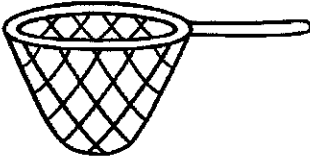
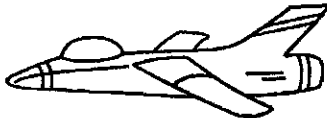
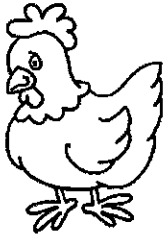
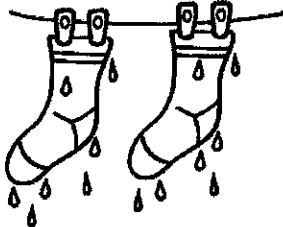

Name \_\_\_\_\_ Date \_\_\_\_\_

I can write short a words!



Name \_\_\_\_\_ Date \_\_\_\_\_

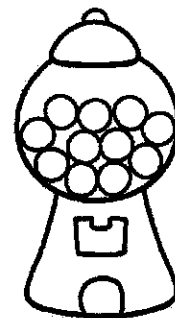
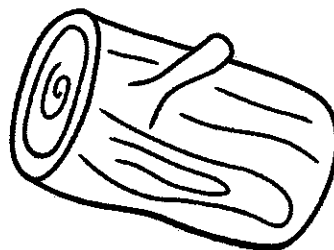
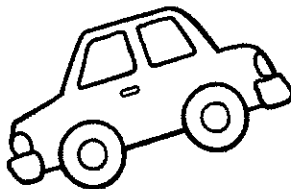
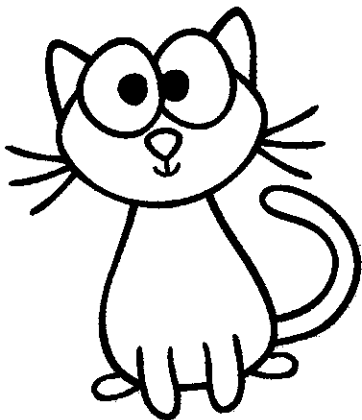
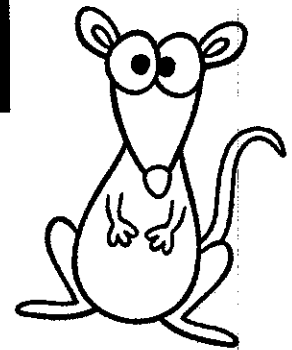
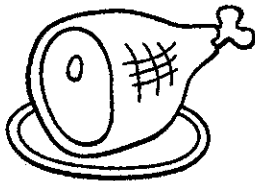
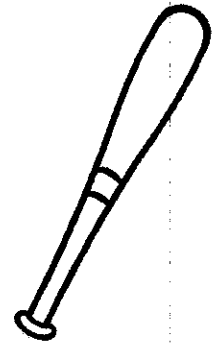
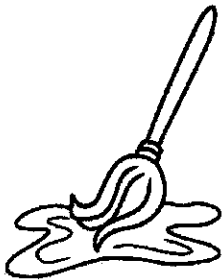
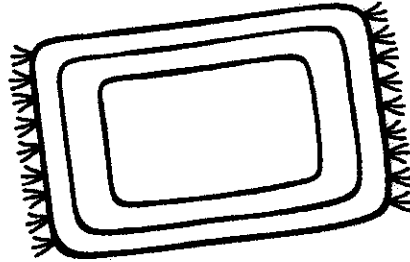
I can write short e words!

Circle the pictures that rhyme. Color.

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

# RHYMING DAB IT FUN!



Letter Naming Fluency.

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

Set a timer for 1 minute.

See how many letters your child can name in 1 minute. Do not give them the answers or extra time. If he/she does not know the letter, circle it and have them continue on. When the timer goes off, mark where your student stopped and how many letters he/she knew. For example, if your child named 32 letters in 1 minute, you would write 32/120 as the score. FYI: An average Kindergarten score would be 30-40 letters per minute by the end of the year.

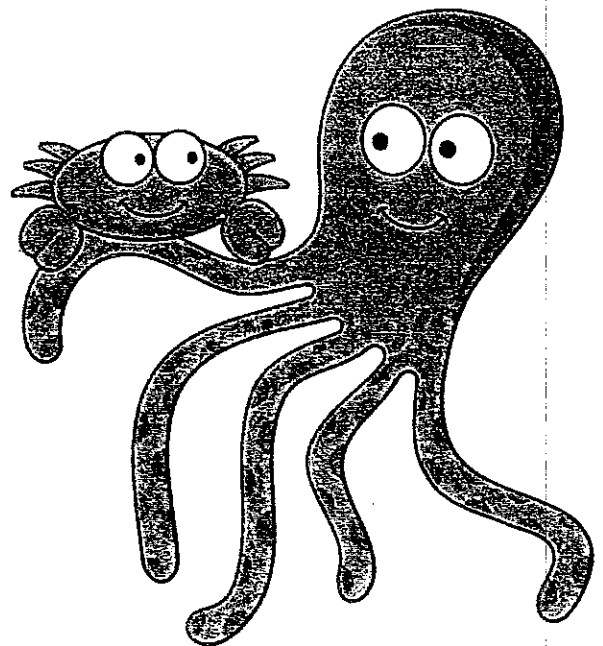
Please turn this Fluency Sheet in with the rest of the homework. Thank you!

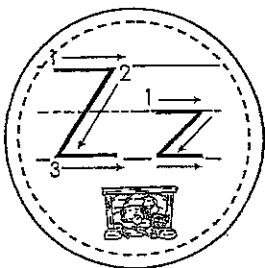
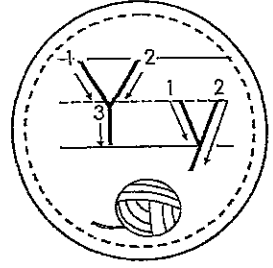
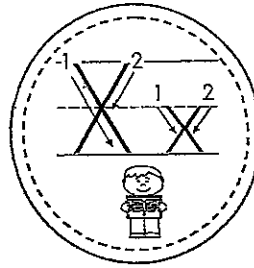
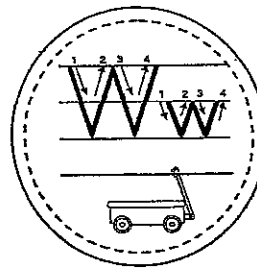
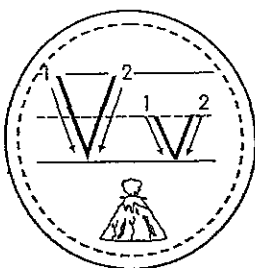
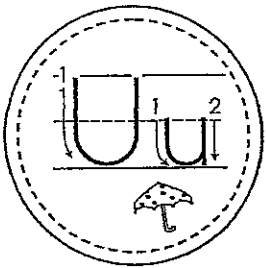
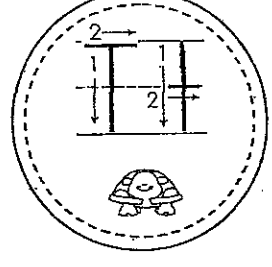
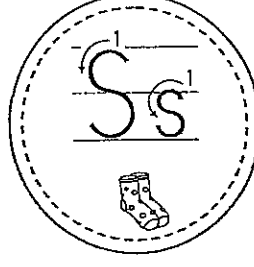
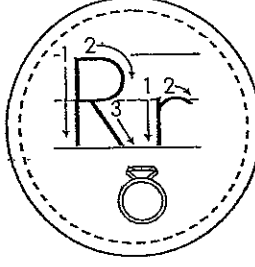
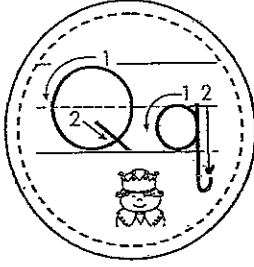
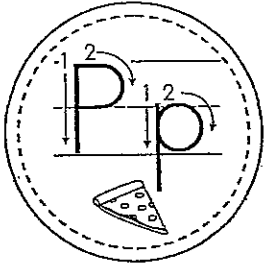
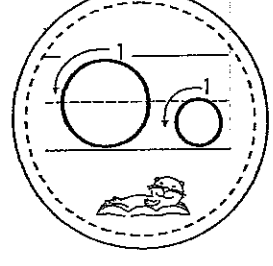
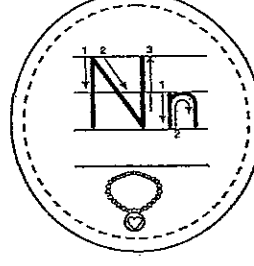
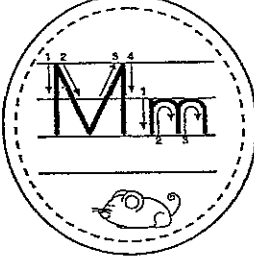
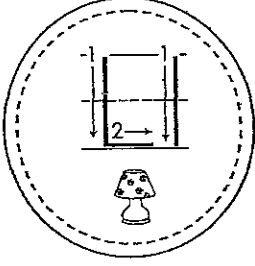
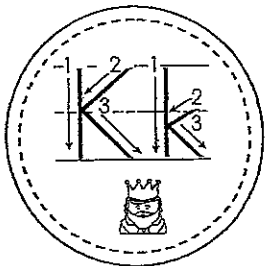
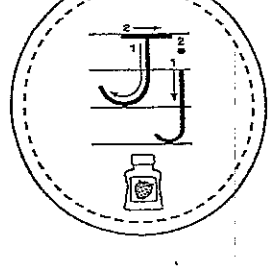
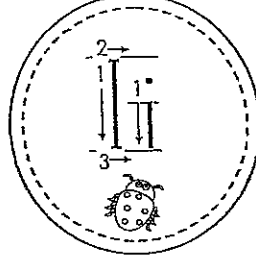
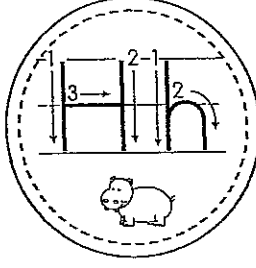
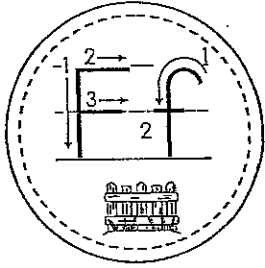
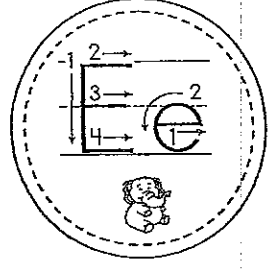
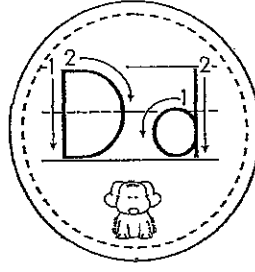
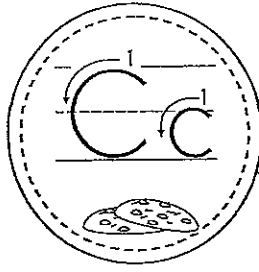
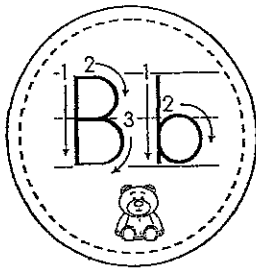
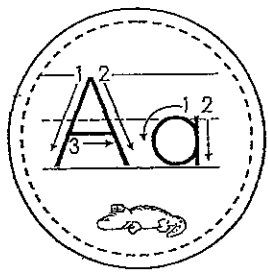
120

g	H	t	X	r	F	C	j	T	z
K	l	q	z	b	n	y	s	l	O
A	e	V	u	Q	Y	z	M	j	a
f	i	W	R	g	U	d	z	S	c
k	M	g	D	o	J	n	p	m	h
C	N	E	b	u	a	g	w	V	f
G	Y	i	d	e	n	S	T	t	c
R	F	a	m	Z	l	w	v	C	n
f	s	P	o	Y	W	E	j	k	Q
D	U	g	e	A	b	i	y	B	d
N	f	p	R	F	q	l	K	p	M
L	a	W	f	U	c	O	b	x	Z

Please make sure your student is writing the letters of the Alphabet correctly. The attached chart demonstrates what students are being taught at school. Letters should not be floating, but should stand on the bottom line. Tall letters should touch both the top line and the bottom line. Only letters g, j, p, q and y should go below the bottom line.

Thank you & please let us know if you have any questions.







Name

A B C D

E F G H

I J K L

M N O P

Q R S T

U V W X

Y Z

Name

a b c d

e f g h

i j k l

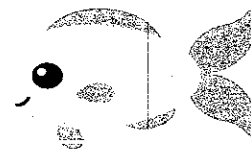
m n o p

q r s t

u v w x

y z

# KINDERGARTEN SIGHT WORD LIST



Practice these words everyday for mastery. A child has mastery when he/she can read the word without hesitation or sounding it out. At the end of the week, please record how many Sight Words your child knows. Please turn this page in with the rest of the completed homework pages.

## Sight Words

1. the
2. to
3. can
4. I
5. see
6. we
7. a
8. like
9. and
10. go
11. do
12. you
13. are
14. he
15. my
16. with
17. is
18. little
19. she

20. was

21. for

22. have

23. of

24. said

25. they

26. want

27. here

28. me

29. this

30. what

31. has

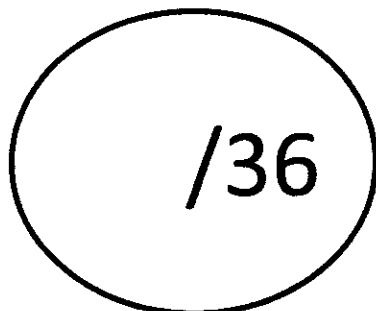
32. help

33. look

34. play

35. too

36. where



## Bonus Words

1. in
2. it
3. at
4. no
5. yes
6. on
7. up
8. down
9. an
10. big
11. small
12. who
13. not
14. boy
15. girl
16. his
17. her
18. that
19. as

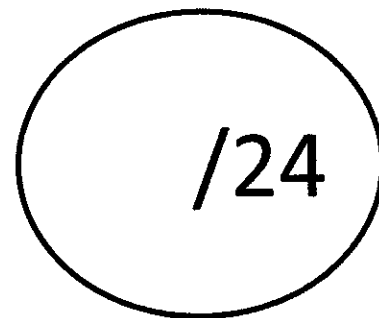
20. by

21. all

22. first

23. next

24. last



Every day, have your child read the following sentences out loud. He/She should be able to sound the words out and/or recognize the Sight Words.

The cat is fat. He likes to eat nuts.

The rat ran to the small lake.

Do not hit the girl on the big bed.

The kid is fun. She plays at the park with her mom.

The fox and the pig can dig in the mud.

Spelling Homework Turn the completed work in with  
the homework packet.

Please have your child practice spelling the following  
words:

man

hop

lid

run

set

Parent says the word. Student writes the word.