Lower House Kindergarten

Ms. Mercedes Bens
Mrs. Danielle Cole
Mrs. Melanie Doody
Ms. Gretchen Guck
# Reading Log

**Week of: ______________**

<table>
<thead>
<tr>
<th>Day</th>
<th>Title of What I Read</th>
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<td>Sunday</td>
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Directions: Have children trace letters Aa, Ff, Nn, and Bb. Have children write the letters Aa, Ff, Nn, or Bb next to the pictures that begin with the sound that letter makes. Then have children draw a picture of something that begins with one of these sounds.

Home Connection: Your child has learned the letters Aa, Ff, Nn, and Bb. Help your child say silly sentences for each letter, using one letter sound per sentence. For example, Nancy needs ninety-nine nickels.
Review Words with a, f, n, b

1. cab  can  
2. pan  sat  
3. bus  bat  
4. cat  bat  
5. fan  man  
6. ran  rat

Directions: Have children look at the first picture. Then have them read the words below the picture and circle the word that matches the picture. Repeat with the rest of the pictures and words.

Home Connection: Help your child say the words that match each picture. Then have him or her think of words that rhyme with each one.
now what with you

1. ________ can you see?

2. I can see Pam ________ a bat.

3. ________ Pam can bat.

4. Bam! ________ can see Pam bat.

Directions  Have children read the words in the box. Then guide children to tell about the pictures. Have them choose a word from the box to complete each sentence. Then have children read the completed sentences.

Home Connection  Your child is learning to read the words now, what, with, and you. Read the sentences above together. Then take turns using the words now, what, with, and you to tell about playing a game of tag.

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Lesson 15
LEVELED PRACTICE A15.1
What a Beautiful Sky!
Words to Know: Review

Name

1. __________ can you see?
   What  With  To  Me

2. I can see Pam __________ a bat.
   what  with  now

3. __________ Pam can bat.
   Now  You  We  With

4. Bam! __________ can see Pam bat.
   Like  Come  Are  You

Directions Have children read each sentence and circle the correct word to complete it. Then have children write the word on the line and read the completed sentence.

Home Connection Your child is learning to read the words now, what, with, and you. Read the sentences above together. Then take turns using the words now, what, with, and you to tell about cooking vegetable soup.

Words to Know
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Fun with Fluency Triangles

with
with
with

Go
Go with
Go with her
Go with her to
Go with her to school.

Trace

Go with her to

school.

Write

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<tr>
<td><strong>Come to the beach.</strong></td>
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<td><strong>Come to the store.</strong></td>
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<td><strong>Come to the movie.</strong></td>
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<td><strong>Come to the pool.</strong></td>
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<td><strong>Come to the park.</strong></td>
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Read the sentence and draw a picture to go with it.
Words to Know

Circle the words is and how in each sentence.

1. This is warm!

2. How far are the stars?

Color the picture below that rhymes with how.
Directions: Have children trace and write /i/ and /i/. Have children write /i/ next to the pictures whose names contain the short /i/ sound. Then have children draw a picture of something whose name contains the short /i/ sound.

Home Connection: Your child is learning the letter /i/. Help your child think of groups of words that begin with the short /i/ sound, for example, Izzy Inchworm is inside.
Words with i

1. pan  pin
2. Tim  Pam
3. hit  mat
4. nap  sit
5. mat  tip
6. wag  wig

Directions: Have children look at the first picture. Then have them read the words below the picture and circle the word that matches the picture. Repeat with the rest of the pictures and words.

Home Connection: Your child is learning to recognize the short i sound. Help your child say the words that match each picture. Then have him or her think of words that rhyme with each one.
is how of where

1. The man _______ Sam.

2. _______ does Sam sit?

3. See _______ Sam can tap!

4. _______

Directions: Have children read each sentence and write is, how, of, or where to complete it. Then have children write their own sentence using is, how, of, or where.

Home Connection: Your child is learning to read the words is, how, of, and where. Read the sentences above together. Then take turns using the words is, how, of, and where to tell about how to draw a circle.
Words to Know

Circle the words come, me, you, and now.

come me with my what you are now

Circle the words with, my, what, and are.

come me with my what you are now

Write the word that ends like cow.

———

———
1. Add the numbers.

\[
\begin{align*}
2 + 0 &= \boxed{2} & 4 + 1 &= \boxed{5} & 1 + 4 &= \boxed{5} \\
0 + 1 &= \boxed{1} & 1 + 3 &= \boxed{4} & 2 + 1 &= \boxed{3} \\
0 + 4 &= \boxed{4} & 1 + 1 &= \boxed{2} & 2 + 2 &= \boxed{4} \\
5 + 0 &= \boxed{5} & 1 + 2 &= \boxed{3} & 3 + 2 &= \boxed{5} \\
0 + 3 &= \boxed{3} & 3 + 1 &= \boxed{4} & 2 + 3 &= \boxed{5}
\end{align*}
\]

2. Connect the dots in order.
Fill in the partners to complete the partner equation.

6 = [ ] + [ ]

6 = [ ] + [ ]

6 = [ ] + [ ]

7 = [ ] + [ ]

7 = [ ] + [ ]

7 = [ ] + [ ]

10 = [ ] + [ ]

10 = [ ] + [ ]
Draw a line to show the partners. Write the partners.

10 = □ + □

10 = □ + □

10 = □ + □

10 = □ + □

10 = □ + □

10 = □ + □

10 = □ + □

10 = □ + □

10 = □ + □

10 = □ + □
Write the partners.

\[
6 = \square + \square
\]

\[
6 = \square + \square
\]

\[
6 = \square + \square
\]

\[
5 = \square + \square
\]

\[
5 = \square + \square
\]

\[
5 = \square + \square
\]

\[
4 = \square + \square
\]

\[
4 = \square + \square
\]
Write the partners.

5 = □ + □
5 = □ + □
5 = □ + □

6 = □ + □
6 = □ + □
6 = □ + □

7 = □ + □
7 = □ + □
7 = □ + □
Draw a line to show two partners. Write the partners.

4 = \[\_\] + \[\_\]  
4 = \[\_\] + \[\_\]

10 = \[\_\] + \[\_\]
10 = \[\_\] + \[\_\]
10 = \[\_\] + \[\_\]

5 = \[\_\] + \[\_\]  
5 = \[\_\] + \[\_\]

6 = \[\_\] + \[\_\]  
6 = \[\_\] + \[\_\]
6 = \[\_\] + \[\_\]

P38 UNIT 4 LESSON 8
Break-Apart Numbers for 10
1. Count and write the number. Circle the number that is greater.

   5   4

2. Count and write the number. Circle the number that is less.

3. Draw lines to match. Ring the extras. Write the numbers and compare them.
   Write G for Greater than and L for Less than.

   6
   5

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Draw Tiny Tumblers on the Math Mountains.

10
5 5 6 4 7 3 8 2 9 1

6
1 5 2 4 3 3 4 2 5 1

5
1 4 2 3 3 2 4 1 1 1

4
1 3 2 2 3 1 1 2 2 1
Draw Tiny Tumblers on the Math Mountains.

Write the numbers 1 through 20.
1. Draw lines to match.

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2. Make two matches.

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<td>5</td>
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</table>

3. Connect the dots in order.

```
9 11

7  

5  

4 2 10

8 12 14

6 16

13

15

17
```
1. Draw Tiny Tumblers on the Math Mountains.

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

   6  6  6  6  6  6
   1  5  2  4  3  3  4  2  5  1

   5  5  5  5  5  2
   1  4  2  3  3  3  2  4  1  1  1

2. Write the numbers 1 through 20.
She! so is cold
March Writing Journal

name
Picnic

basket
sandwich
apple
blanket

My story plan:
St. Patrick's Day

leprechaun  pot of gold

four leaf clover  coins

My story plan:
Weather

- sun
- cloud
- umbrella
- rain

My story plan:
Vegetable Garden

tomato

corn

broccoli

carrot

My story plan:
Spring Playtime

kite  bike
skating  football

My story plan:
The Letter I

Short Sound

Name ________________________________

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I, I, /i/ /i/ /i/
Igloo, igloo, igloo.

I, I, /i/ /i/ /i/
Igloo, igloo, igloo.
Here is an igloo.

Here is an igloo.
I, I, /i/ /i/ /i/
Insect, insect, insect.

I, I, /i/ /i/ /i/
Insect, insect, insect.
Here is an insect.

Here is an insect.
I, I, /i/ /i/ /i/
Iguana, iguana, iguana.

I, I, /i/ /i/ /i/
Iguana, iguana, iguana.
Here is an iguana.

Here is an iguana.
I, I, /i/ /i/ /i/

Here is an _______________.

I, I, /i/ /i/ /i/

Here is an _______________.

The Letter G

G, G, /g/ /g/ /g/
Grapes, grapes, grapes.

Name ________________________________

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I like green grapes.

I like green grapes.
G, G, /g/ /g/ /g/
Gum, gum, gum.

G, G, /g/ /g/ /g/ /g/
Gum, gum, gum.
I like green gum.

I like green gum.
G, G, /ɡ/ /ɡ/ /ɡ/ /ɡ/
Gecko, gecko, gecko.

G, G, /ɡ/ /ɡ/ /ɡ/ /ɡ/
Gecko, gecko, gecko, gecko.
I like green green geckos.

I like green green green geckos.
G, G, /g/ /g/ /g/
I like green ______________.

G, G, /g/ /g/ /g/
I like green ______________.