

Kindergarten ELA  
Quarter 1  
Remote Learning  
Practice and Enrichment Packet



Hello SCS Family,

This resource packet was designed to provide students with activities, which can be completed at home independently, or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for ELA and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents, which lists each activity.

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# Literacy Project

| 1st Grade Literacy Project: Fiction vs. Nonfiction All About Plants |   |
|---|---|
| Estimated Time  | Approximately 5 days of activities (60 minutes a day).  |
| Grade Level Standard(s)   | <ul style="list-style-type: none"> <li>• <b>K.RL.KID.1/K.RI.KID.1</b> With prompting and support, ask and answer questions about key details in a text.</li> <li>• <b>K.RI.IKI.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>• <b>K.W.TTP.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</li> </ul>  |
| Caregiver Support Option  | <p>Read the following text aloud, which are included with your child.</p> <p><u>Books</u></p> <ul style="list-style-type: none"> <li>• <i>Where Plants Grow</i> by Vic Moors</li> <li>• <i>The Very Tiny Seed</i> by Eric Carle</li> </ul> <p><u>Video</u> (via You Tube)</p> <ul style="list-style-type: none"> <li>• How Do Plants Grow? (video)<br/> <a href="https://www.youtube.com/watch?v=89QRnnYPNw">https://www.youtube.com/watch?v=89QRnnYPNw</a> </li> <li>• Water, Water, Little Seed (video)<br/> <a href="https://www.youtube.com/watch?v=LeeNo-jYEcQ&amp;list=TLPQMTgwODlwMjDFQxeu5yHKSsw&amp;index=11">https://www.youtube.com/watch?v=LeeNo-jYEcQ&amp;list=TLPQMTgwODlwMjDFQxeu5yHKSsw&amp;index=11</a> </li> <li>• Parts of a Plant (video)<br/> <a href="https://www.youtube.com/watch?v=ql6OL7_qFgU">https://www.youtube.com/watch?v=ql6OL7_qFgU</a> </li> <li>• Little Seeds Read Aloud<br/> <a href="https://www.youtube.com/watch?v=2fyYJzs3UY&amp;list=TLPQMTgwODlwMjDFQxeu5yHKSsw&amp;index=10">https://www.youtube.com/watch?v=2fyYJzs3UY&amp;list=TLPQMTgwODlwMjDFQxeu5yHKSsw&amp;index=10</a> </li> </ul> |

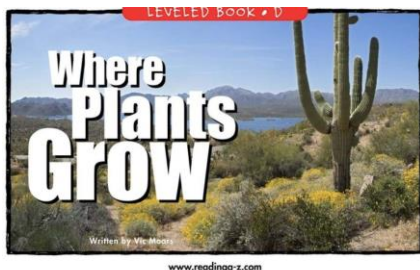
|                            |   |
|----------------------------|---|
|                            | <p><u>Writing:</u></p> <p>During the writing portions of the project outlined below, please encourage your child to sound out words and try their best to write a sentence. Don't worry about correcting spelling. Inventive spelling is appropriate at this age. You can help write words for your child after encouraging them to try on their own.</p> |
| <b>Materials Needed</b>    | <p>The text, <i>Where Plants Grow</i> and <i>The Tiny Seed</i> (found below).<br/>Pencil, blank paper, crayons, markers, colored pencils, and tape</p>  |
| <b>Question to Explore</b> | <ul style="list-style-type: none"> <li>• What is the difference between nonfiction &amp; fiction? How can you tell?</li> <li>• What do plants need? How do plants grow?</li> <li>• What have I learned from the story?</li> </ul>   |
| <b>Student Directions</b>  | <p>See each activity below for instructions.</p>  |

### Activity 1: Nonfiction vs. Fiction Text

#### **Nonfiction: Where Plants Grow by Vic Moors**

A nonfiction book is one that tells you facts and information about the world around you. It can cover almost any topic, from wild animals to Vikings. If it's about something that really happened or something that really exists, it is nonfiction.

A. Read the following nonfiction story to the student.



Plants grow in many places. They can grow outside. They can grow inside, too.





Most plants grow in soil.



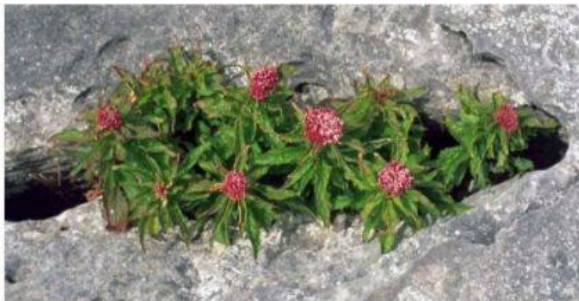
Some plants grow in pots.  
There is soil inside the pots.



Some plants grow in sand.



Some plants grow in water.



Some plants grow on rocks.



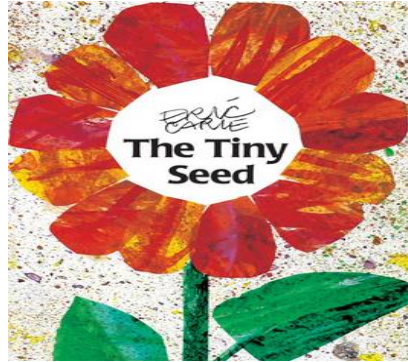
Some plants even grow on other plants.



Plants need three things to grow. They need  
water, air, and sunlight.

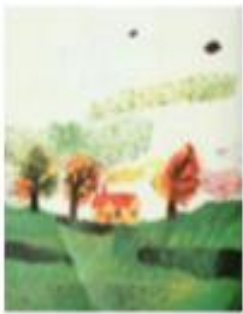
**The end.**

## Fiction: The Very Tiny Seed by Eric Carle



A fiction book is one that tells you a story that is made up. It did not happen in real life.

**B.** Read the following fiction story.



It is Autumn. A strong wind is blowing. It blows flower seeds high in the air and carries far across the land. One of the seeds is tiny, smaller than the others. Will it be able to keep up with the others? And where are they all going?



One of the seeds flies higher than the others. Up, up, it goes. It flies too high and the sun's hot rays burn it up. But the tiny seed sails on with the others.



Another seed lands on a tall and icy mountain. The ice never melts, and the seed cannot grow. The rest of the seeds fly on. But the tiny seed does not go as fast as the others.



Now they fly over the ocean. One seed falls over the water and drowns. The others sail on with the wind. But the tiny seed does not go as high as the others.





One seed drifts down onto the desert. It is hot and dry, and the seed cannot grow. Now the tiny seed is flying very low, but the wind pushes it on with the others.



Finally the wind stops and the seeds fall gently down on the ground. A bird comes by and eats one seed. The tiny seed is not eaten. It is so small that the bird does not see it.



Now it is Winter. After their long trip the seeds settle down. They look just as if they are going to sleep in the earth. Snow falls and covers them like a soft white blanket. A hungry mouse that also lives in the ground eats a seed for his lunch. But the tiny seed lies very still and the mouse does not see it.



Now it is Spring. After a few months the snow has melted. It is spring! Birds fly by. The sun shines. Rain falls. The seeds grow so round and full they start to burst open a little. Now they are not seeds any more. They are plants. First they send roots down into the earth. Then their little stems and leaves begin to grow toward the sun and air. There is another plant that grows much faster than the new little plants. It is a big fat weed. And it takes all the sunlight and the rain away from one of the small new plants. And that little plant dies. The tiny seed hasn't begun to grow yet. It will be too late! Hurry! But finally it too starts to grow into a plant.



The warm weather also brings the children out to play. They too have been waiting for the sun and spring time. One child doesn't see the plants as he runs along and oh! He breaks one! Now it cannot grow anymore.



The tiny plant that grew from the tiny seed is growing fast, but its neighbor grows even faster. Before the tiny plant has three leaves the other plant has seven. And now even a flower!



But what is happening? First there are footsteps. Then a shadow looms over them. Then a hand reaches down and breaks off the flower.



A boy has picked the flower to give to a friend.



It is Summer.  
Now the tiny plant  
from the tiny seed is  
all alone. It grows on  
and on. It doesn't  
stop. The sun shines  
on it and the rain  
waters it. It has many

leaves. It grows taller and taller.



It is taller than the people. It is  
taller than the trees. It is taller  
than the houses. And now a  
flower grows on it. People  
come from far and near to  
look at this flower. It is the  
tallest flower they have ever  
seen. It is a giant flower.



All summer long the  
birds and bees and  
butterflies come  
visiting. They have  
never seen such a big  
and beautiful flower.



Now it is Autumn  
again.  
The days grow  
shorter. The nights  
grow cooler. And  
the wind carries  
yellow and red

leaves past the flower. Some petals drop from  
the giant flower and they sail along with the  
bright leaves over the land and down to the  
ground.

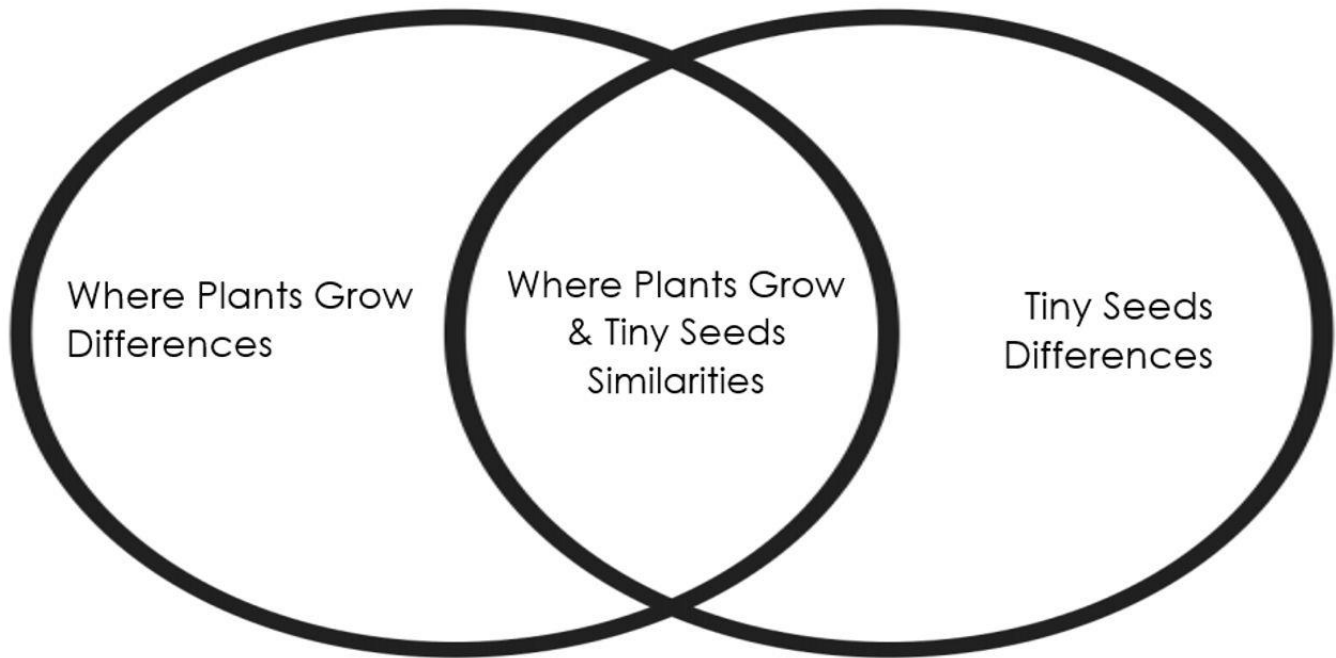


The wind blows harder. The flower has lost almost all of its petals. It  
sways and bends away from the wind. But the wind grows stronger  
and shakes the flower. Once more the wind shakes the flower, and this  
time the flower's seed pod opens. Outcome, many tiny seeds that  
quickly sail far away on the wind.



## Activity 2: Compare!

- A.** You read a nonfiction story, *Where Plants Grow*, and a fiction story, *The Tiny Seed*. Think about how they are similar and how they are different. On a separate piece of paper draw a Venn diagram and write in your thoughts.



- B.** On a separate piece of paper, write about which story you liked better. Don't forget to include reasons to support your answer!

I liked \_\_\_\_\_ better because \_\_\_\_\_.

Activity 3: Explore! Go for a walk with an adult or look out your window. Look for seeds, plants, animals, insects, etc. On a separate sheet of paper, make a list with words or drawings of what you find below.

## Activity 4: Create your own plant!

- A.** Complete the Plant Parts activity sheet and view the video below.

*For more support with identifying the major parts of a plant, have your student view the following video and complete the activity sheet below.*

Parts of a Plant video [https://www.youtube.com/watch?v=ql6OL7\\_qFgU](https://www.youtube.com/watch?v=ql6OL7_qFgU)

# Parts of a Plant

Draw arrows to the parts of a plant.

Stem

Roots

Flowers

Leaves



- B.** Using any materials you can find at home build your own plant. Think about the stories you read, the plants you saw outside and the videos you watched.
- ✓ What does YOUR plant have to include?
  - ✓ When your plant is complete, present it in front of a family member. Explain to them what you learned from the story and how it helped you build your own plant.

## Activity 5: Watch and Grow!

- A.** Using the following materials students will observe the growth of seed: dried uncooked bean or pea, zip lock bag, soaked cotton ball or paper towel, and sunlight.
- B.** Observe the seed daily. Record the seeds growth by drawing pictures of what is seen. Label the plant parts in the drawings.

Caregivers: For step-by-step directions to support you with this final part of the project access the following link:

<https://www.scholastic.com/parents/school-success/learning-toolkit-blog/germinate-seeds-and-watch-them-sprout-windowsill.html>

# Start Smart Week 1

## Practice Pages

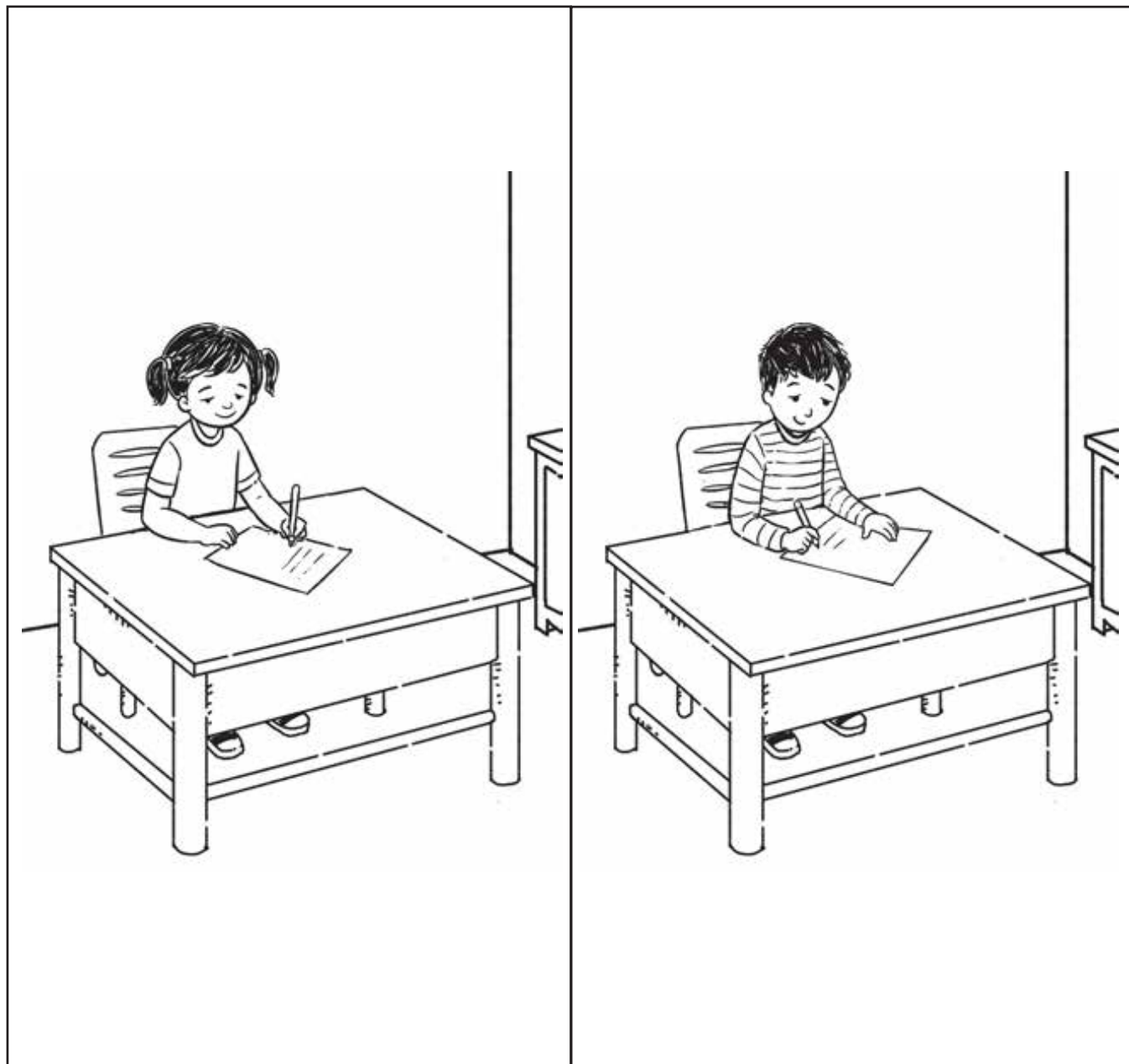
### Week 1

|  |       |
|--|-------|
| Concepts of Print .....                                | 3     |
| Phonological Awareness: Sentence<br>Segmentation ..... | 4     |
| Phonological Awareness: Nursery Rhyme .....            | 5     |
| Letter Identification .....                            | 6-10  |
| Category Words: Names .....                            | 11    |
| High-Frequency Words: <i>I</i> .....                   | 12    |
| Take-Home Story ... ..                                 | 13-14 |

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This section includes pages 1, 2, 6, 7 and 8 ONLY.

Name \_\_\_\_\_



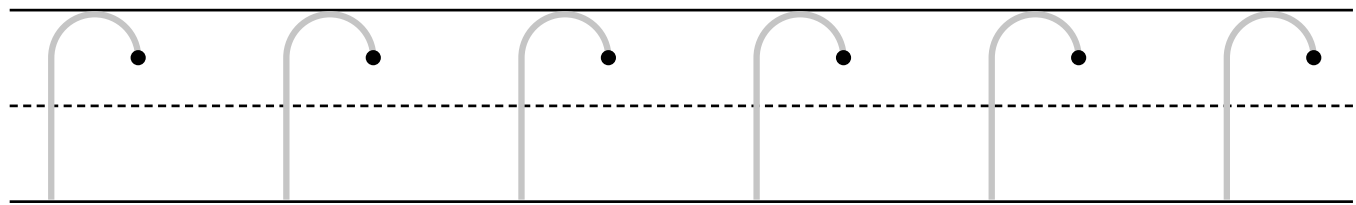
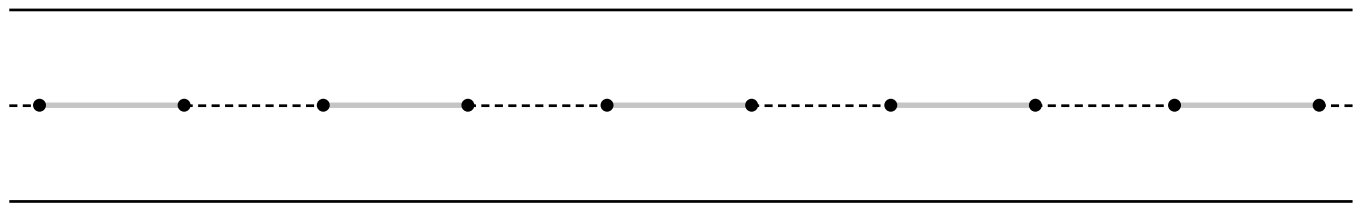
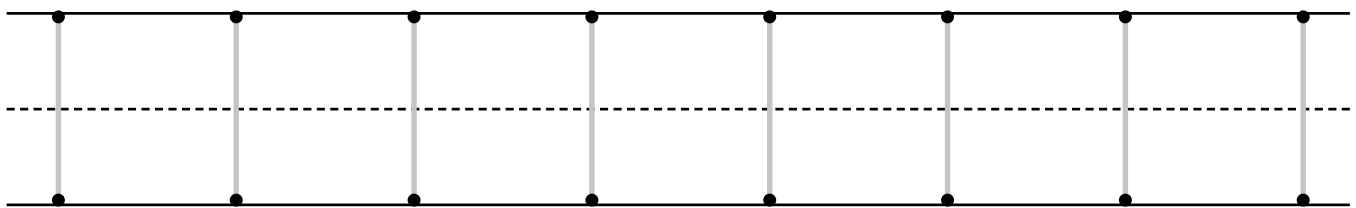
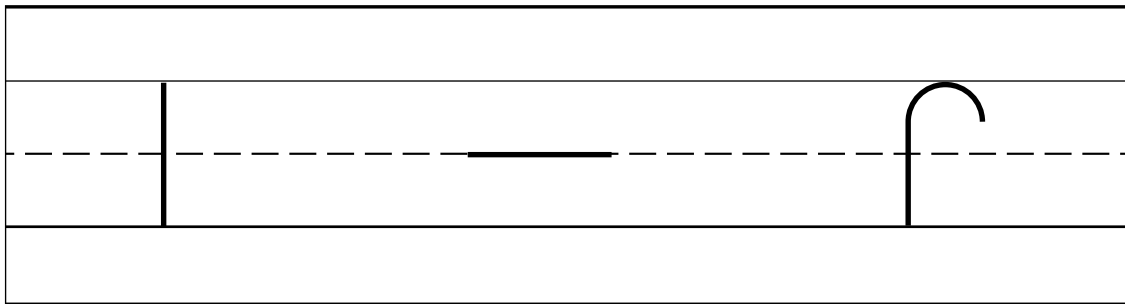
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### Handwriting

Model for children the correct way to sit up, hold a pencil, and have the correct paper placement. Say: *The picture on the left shows the way a left-handed person writes. The picture on the right shows the way a right-handed person writes.* Then tell children to sit up straight with their feet on the floor. Have them practice sitting up straight, holding a pencil, and slanting their paper.



Name \_\_\_\_\_



### Letter Formation

Point to the first letter form at the top of the page. Explain to children that some letters are formed using a straight line that goes up and down. Point to the second letter form and tell children that other letters are formed with straight lines that go from left to right. Point to the third letter form and explain that still other letters are formed using a curved line and a straight line. Tell children to then trace the letter forms in each row.



Name \_\_\_\_\_

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



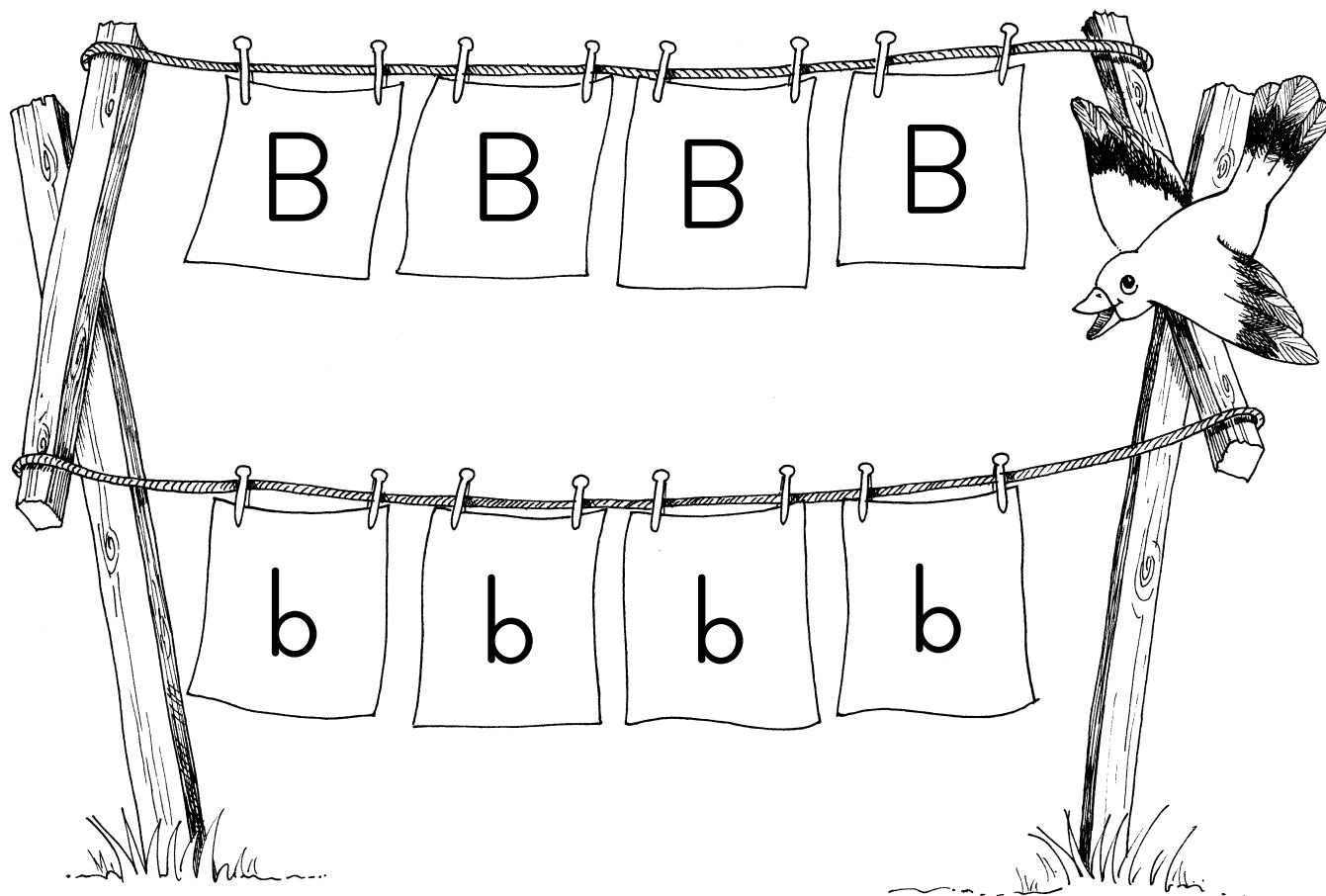
#### Letter Recognition: Aa

Point to and say the uppercase and lowercase forms of the letter Aa. Tell children that the uppercase A is used if it's the first word in a sentence or the first letter in a person's name, such as *Amy*. Tell children to draw a line from each uppercase letter A to each lowercase a on the page.

Name \_\_\_\_\_



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



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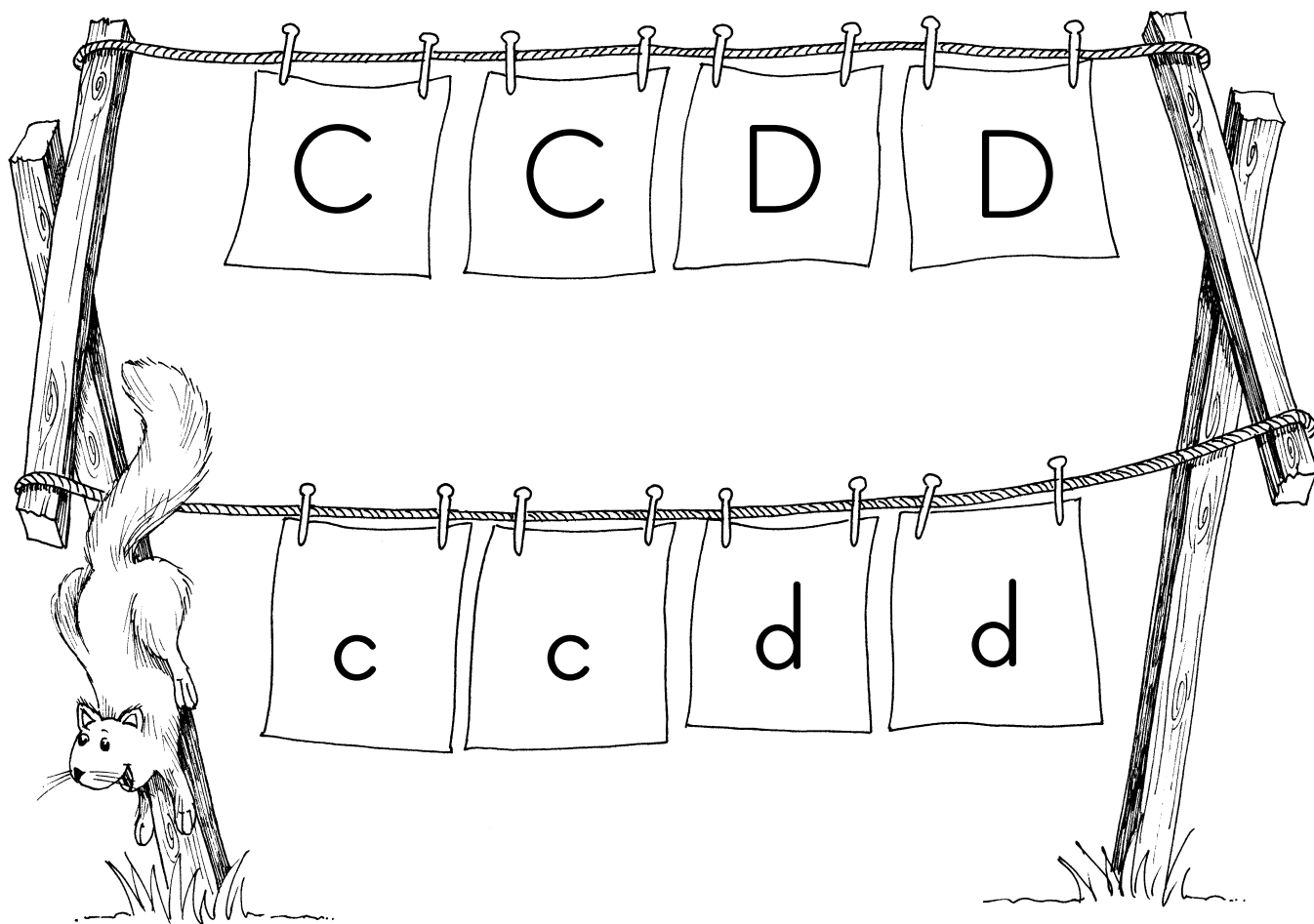
**Letter Recognition: Bb**

Point to and say the uppercase and lowercase forms of the letter *Bb*. Tell children that the uppercase *B* is used if it's the first word in a sentence or the first letter in a person's name, such as *Bonnie*. Tell children to draw a line from each uppercase letter *B* to each lowercase *b* on the page.



Name \_\_\_\_\_

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



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### Letter Recognition: Cc, Dd

Point to and say the uppercase and lowercase forms of the letter Cc. Tell children that the uppercase C is used if it's the first word in a sentence or the first letter in a person's name, such as *Carol*. Tell children to draw a line from each uppercase C to each lowercase c on the page. Repeat with the uppercase and lowercase forms of the letter Dd and the name *Dan*.

# Start Smart Week 2

## Practice Pages

### Week 2

|  |       |
|--|-------|
| Concepts of Print .....                                | 15    |
| Phonological Awareness: Sentence<br>Segmentation ..... | 16    |
| Phonological Awareness: Nursery Rhyme .....            | 17    |
| Letter Identification .....                            | 18-22 |
| Category Words: Numbers .....                          | 23    |
| High-Frequency Words: <i>can</i> .....                 | 24    |
| Take-Home Story .....                                  | 25-26 |

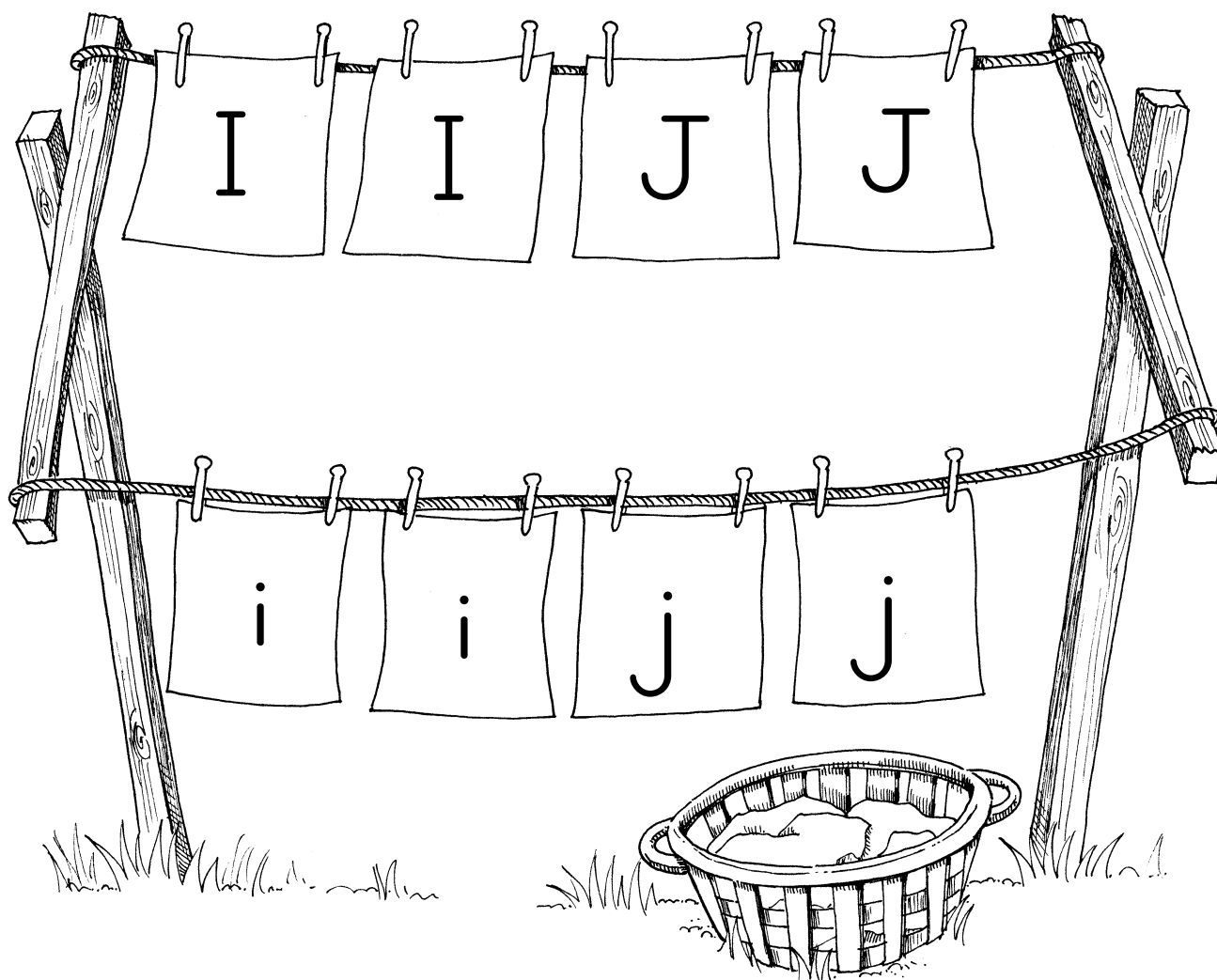
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This section includes pages 18, 19, 20, 21, and 22 ONLY.



Name \_\_\_\_\_

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



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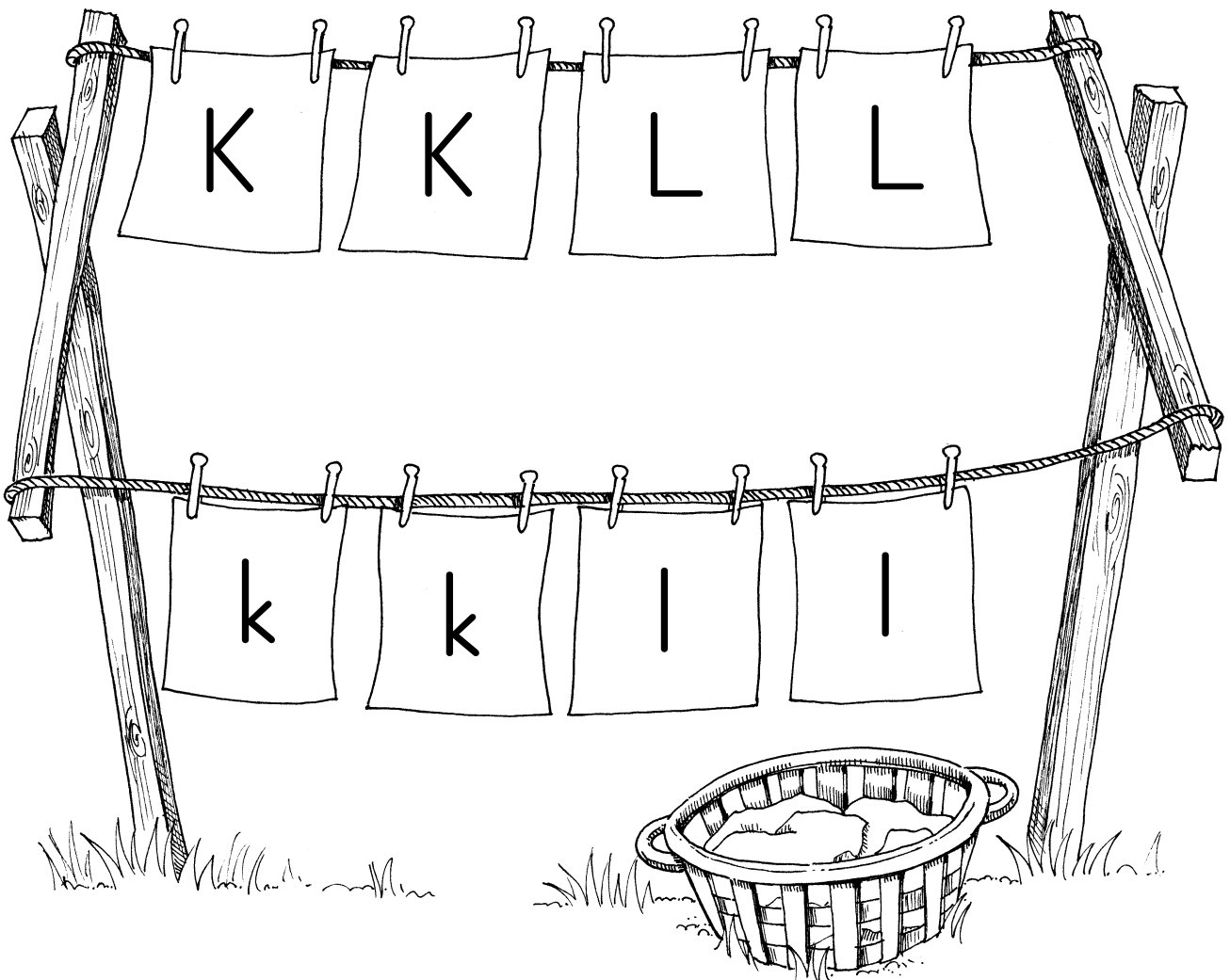
**Letter Recognition: Ii, Jj**

Point to and say the uppercase and lowercase forms of the letter *Ii*. Tell children that the uppercase letter *I* is used if it's the first word in a sentence or the first letter in a person's name, such as *Ingrid*. Tell children to draw a line from each uppercase letter *I* to each lowercase *i*. Repeat with the uppercase and lowercase forms of the letter *Jj* and the name *Jack*.

Name \_\_\_\_\_



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



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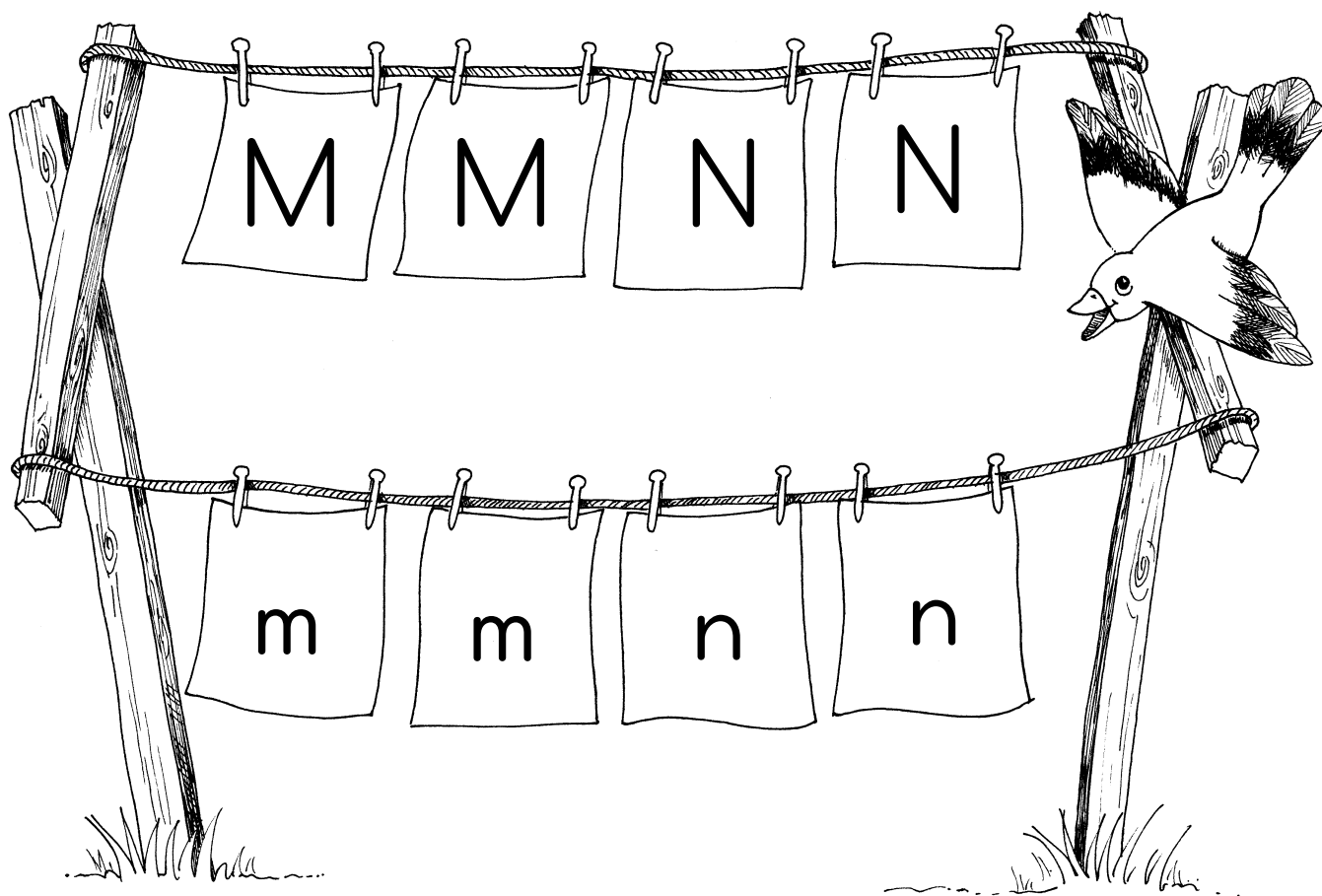
**Letter Recognition: Kk, Ll**

Point to and say the uppercase and lowercase forms of the letter Kk. Tell children that the uppercase letter K is used if it's the first word in a sentence or the first letter in a person's name, such as *Ken*. Tell children to draw a line from each uppercase letter K to each lowercase k. Repeat with the uppercase and lowercase forms of the letter Ll and the name *Lee*.



Name \_\_\_\_\_

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



**Letter Recognition: Mm, Nn**

Point to and say the uppercase and lowercase forms of the letter *Mm*. Tell children that the uppercase letter *M* is used if it's the first word in a sentence or the first letter in a person's name, such as *Meg*. Tell children to draw a line from each uppercase letter *M* to each lowercase *m*. Repeat with the uppercase and lowercase forms of the letter *Nn* and the name *Nan*.



Name \_\_\_\_\_



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



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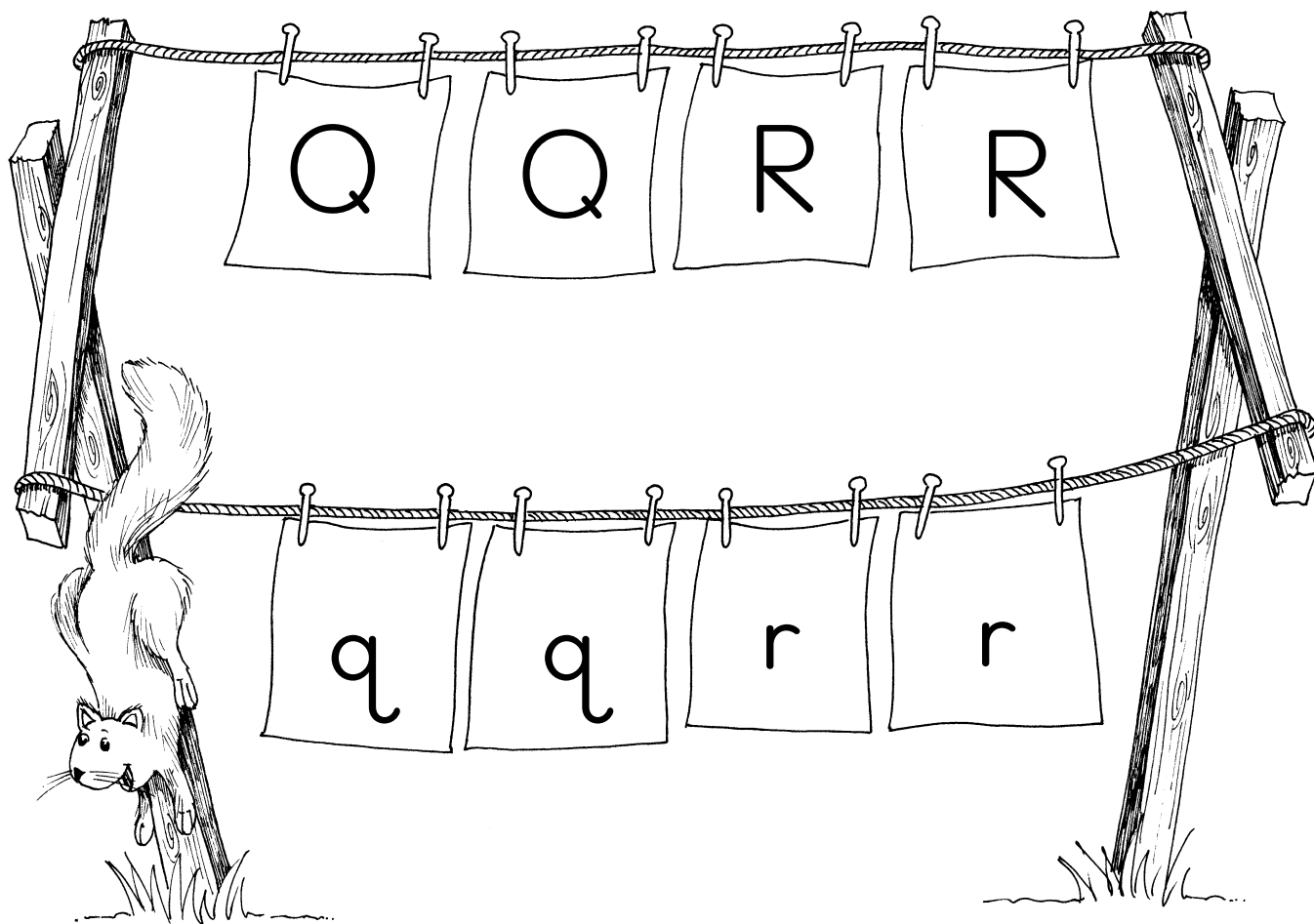
**Letter Recognition: Oo, Pp**

Point to and say the uppercase and lowercase forms of the letter Oo. Tell children that the uppercase letter O is used if it's the first word in a sentence or the first letter in a person's name, such as *Olivia*. Tell children to draw a line from each uppercase letter O to each lowercase o. Repeat with the uppercase and lowercase forms of the letter Pp and the name *Pam*.



Name \_\_\_\_\_

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



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### Letter Recognition: Qq, Rr

Point to and say the uppercase and lowercase forms of the letter Qq. Tell children that the uppercase letter Q is used if it's the first word in a sentence or the first letter in a person's name, such as *Quinn*. Tell children to draw a line from each uppercase letter Q to each lowercase q. Repeat with the uppercase and lowercase forms of the letter Rr and the name *Robert*.

# Start Smart Week 3

## Practice Pages

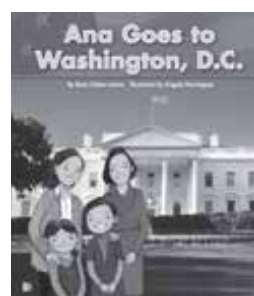
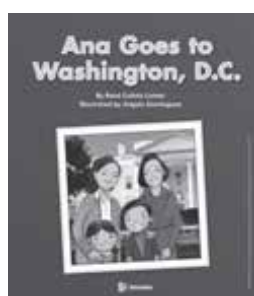
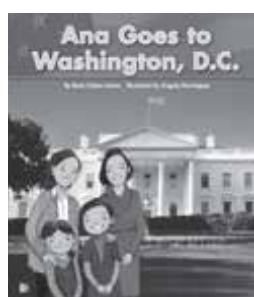
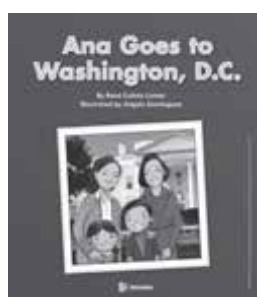
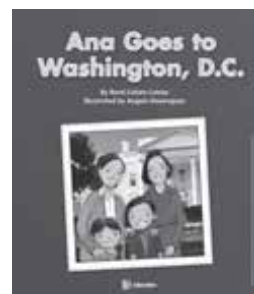
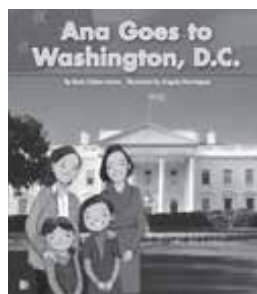
### Week 3

|   |       |
|---|-------|
| Concepts of Print .....                     | 27    |
| Phonological Awareness:                     |       |
| Recognize Syllables .....                   | 28    |
| Phonological Awareness: Nursery Rhyme ..... | 29    |
| Letter Identification .....                 | 30-34 |
| Category Words: Days of the Week .....      | 35    |
| High-Frequency Words: <i>I, can</i> .....   | 36    |
| Take-Home Story .....                       | 37-38 |

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Name \_\_\_\_\_



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### Concepts of Print

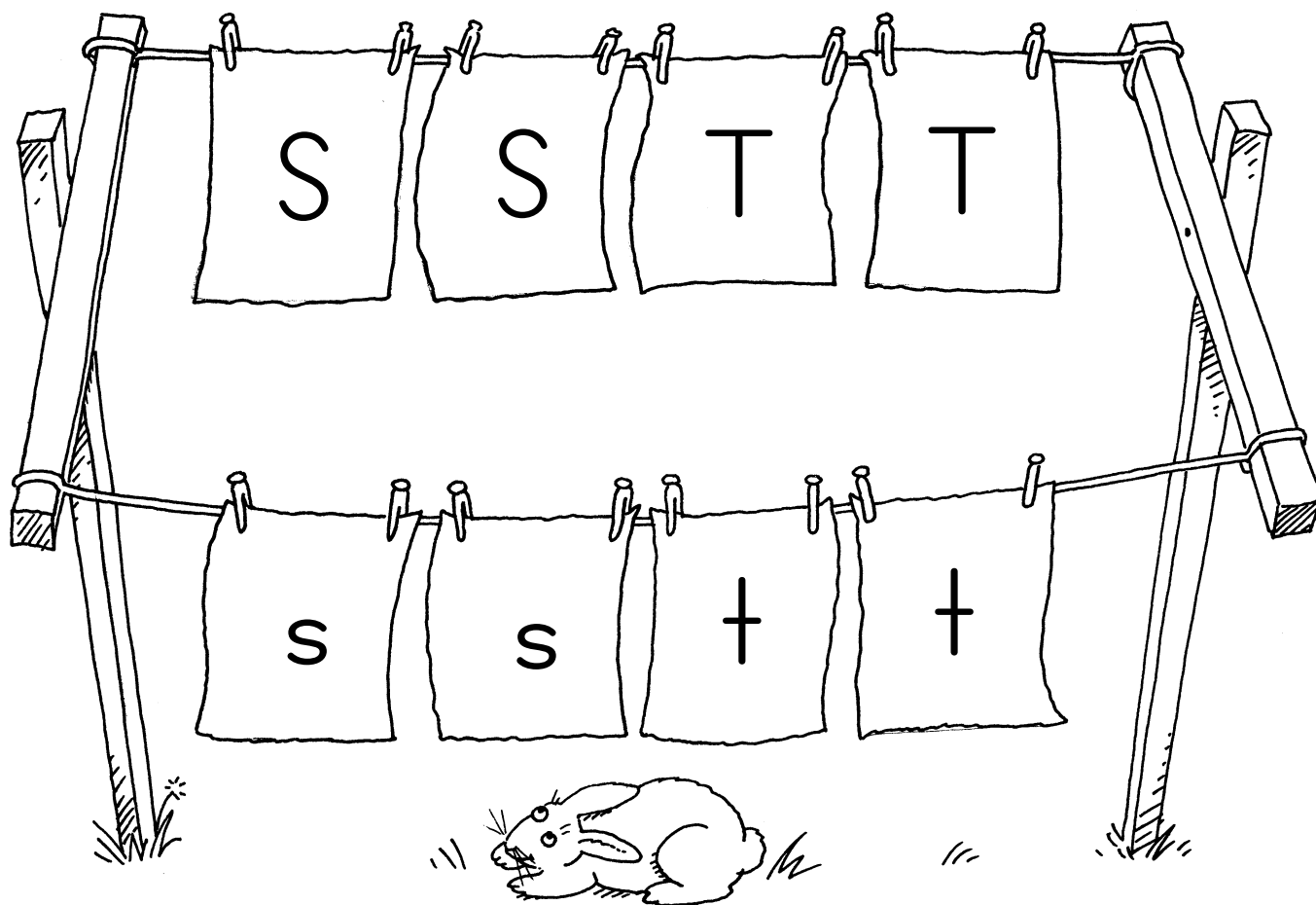
Show children the front cover, the back cover, and the title page of *Ana Goes to Washington, D.C.* Explain what each one shows. Model these concepts of print. Then have children do the following:

- 🍏 Circle the picture that shows the front cover.
- ★ Circle the picture that shows the title page.
- 🌲 Circle the picture that shows the back cover.



Name \_\_\_\_\_

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



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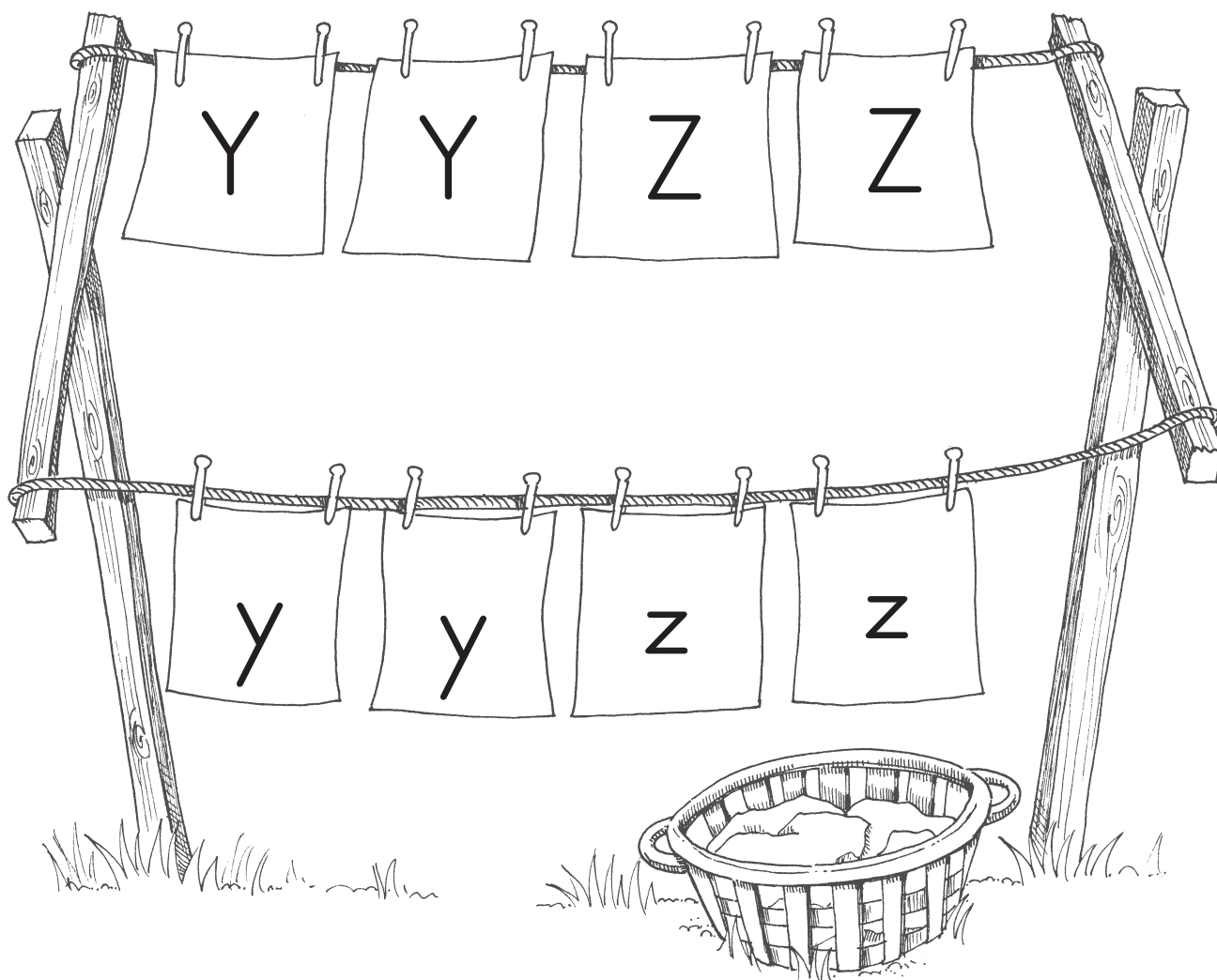
### Letter Recognition: Ss, Tt

Point to and say the uppercase and lowercase forms of the letter Ss. Tell children that the uppercase S is used if it's the first word in a sentence or the first letter in a person's name, such as *Sam*. Tell children to draw a line from the uppercase S to the lowercase s on the page. Repeat with the uppercase and lowercase letters Tt and the name *Tam*.

Name \_\_\_\_\_



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



### Letter Recognition: Yy, Zz

Point to and say the uppercase and lowercase forms of the letter Yy. Tell children that the capital letter Y is used if it's the first word in a sentence or the first letter in a person's name, such as *Yolanda*. Tell children to draw a line from each uppercase letter Y to each lowercase y. Repeat with the uppercase and lowercase forms of the letter Zz and the name *Zachary*. Then direct children's attention to the alphabet at the top of the page and say the name of each uppercase and lowercase letter. Then name random uppercase and lowercase letters and have children identify them.



Name \_\_\_\_\_

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



F

g

e

f

x



M

z

E

n

m



Q

o

q

b

c



S

t


c


o


s


### Letter Identification Review

Review the alphabet with children. Then tell them to look at the uppercase letter in each row. Have children follow these directions:

 Circle the lowercase *f*.

 Circle the lowercase *m*.

 Circle the lowercase *q*.

 Circle the lowercase *s*.

Have children take turns working with partners to identify the letters on the chart at the top of this page. Then guide children to turn to The Alphabet page on page 463. Have them identify all the uppercase letters, and then all the lowercase letters.

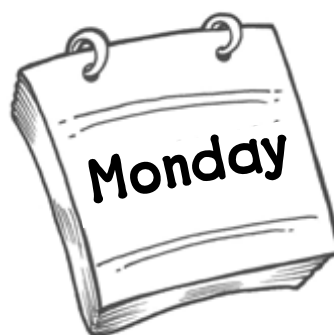
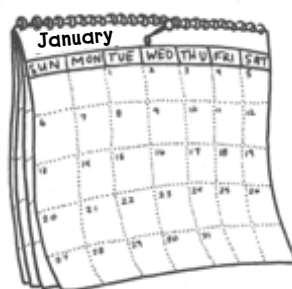
Name \_\_\_\_\_



3



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



can

### Category Words: Days of the Week

Explain to children that there are seven days of the week. Name the days: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday* and *Saturday*. Ask children how the days *Saturday* and *Sunday* are different from the other days of the week. Tell children that some of the pictures on this page show days of the week. Point to and name the pictures in each row. Have children circle the pictures that show days of the week. Have partners talk about what they do on *Saturday* and *Sunday*.



# Unit 1 Week 1

## Practice Pages

### Week 1

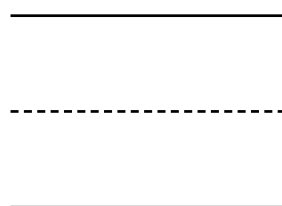
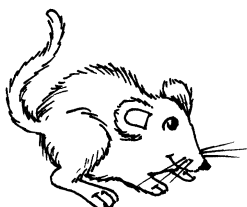
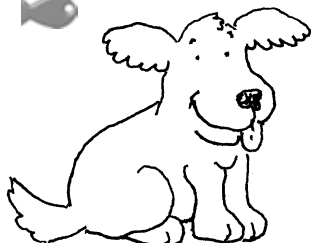
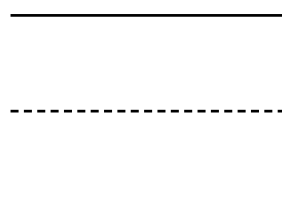
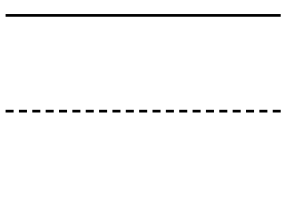
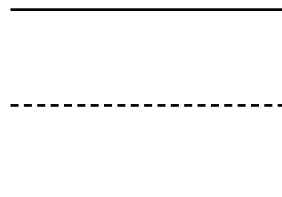
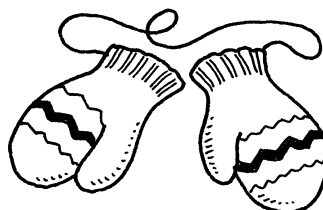
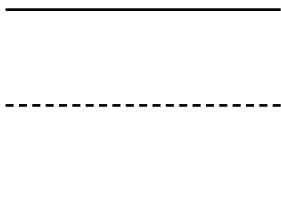
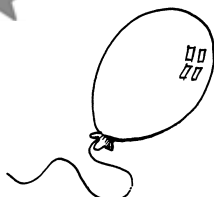
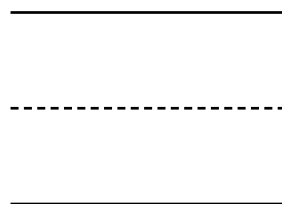
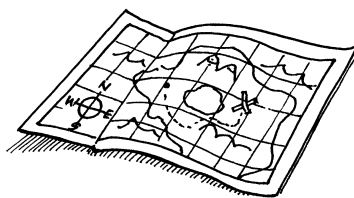
|  |       |
|--|-------|
| <b>Phonological Awareness:</b>                     |       |
| Sentence Segmentation.....                         | 39    |
| <b>Phonemic Awareness: Phoneme Isolation</b> ..... | 40    |
| <b>Phoneme Blending</b> .....                      | 41    |
| <b>Phonics: Initial/final /m/m</b> .....           | 42    |
| <b>Handwriting</b> .....                           | 43    |
| <b>High-Frequency Words: <i>the</i></b> .....      | 44    |
| <b>Category Words: Feeling Words</b> .....         | 45    |
| <b>Grammar: Nouns/Edit/Proofread</b> .....         | 46-48 |
| <b>Take-Home Story</b> .....                       | 49-50 |

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This section includes pages 42, 43, 45, 46, and 48 ONLY.



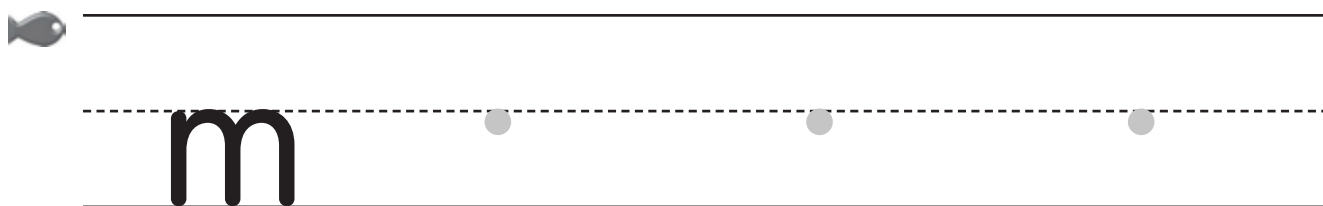
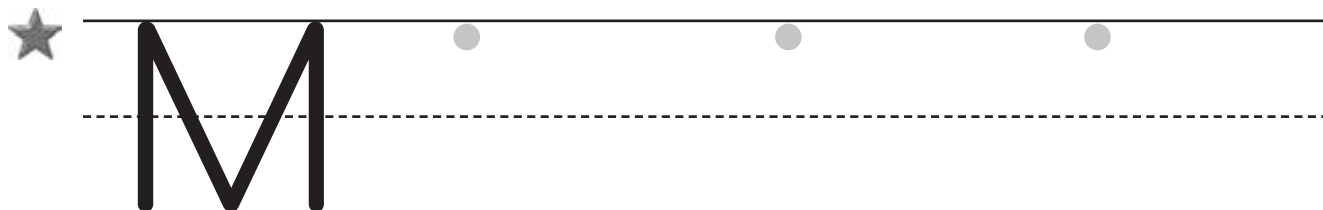
Name \_\_\_\_\_



### Phonics: /m/m

Point to and say the name of the picture of the moon. Tell children that the word *moon* begins with the /m/ sound. Explain that the letter *m* stands for the /m/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter *m* next to the picture if its name begins with /m/ sound as in *moon*. Tell children to look at the pictures in each row from left to right.

Name \_\_\_\_\_

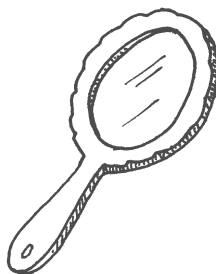


**Handwriting: Mm**

Demonstrate following the numbers and arrows to model for children the proper formation of the capital and lowercase Mm. To form the uppercase letter M, say: *Straight down. Go back to the top. Slant down. Slant up. Straight down.* For the lowercase m, say: *Straight down. Around and straight down. Around and straight down.* Have children use their finger to trace the models for the letter. Then have them write the uppercase and lowercase forms of the letter Mm.



Name \_\_\_\_\_



### Category Words: Feeling Words

Explain that the words *happy*, *sad*, and *excited* are some words that describe feelings. Then name the pictures in each row. Have children circle the two pictures in each row that show feelings. Encourage children to use feeling words in sentences with a partner.



Name \_\_\_\_\_



person

place

animal

thing



The library is big.



The bird can fly.



The boy runs.



The fish swims.



### Grammar: Singular Nouns

Point to and say the name of each picture at the top of the page. Explain to children that a noun is a word that names a person, place, animal, or thing. Tell children that *girl* is a noun that names a person; *library* is a noun that names a place or a location; *dog* is a noun that names an animal; *bike* is a noun that names a thing. Tell children to listen to each sentence. Have them circle the noun in each one and tell whether the noun names a person, a place, an animal, or a thing. Then encourage children to use nouns that name a person, a place, an animal, or a thing in sentences.



Name \_\_\_\_\_



i can see.

\_\_\_\_\_

-----

\_\_\_\_\_



The man sees

\_\_\_\_\_

-----

\_\_\_\_\_



the map is big.

\_\_\_\_\_

-----

\_\_\_\_\_



Can you pat the dog.

\_\_\_\_\_

-----

\_\_\_\_\_

#### Edit/Proofread

Read aloud the sentences. Tell children that a sentence begins with a capital letter and has an ending mark. Have children rewrite each sentence so it shows correct capitalization and end punctuation. Use gestures to clarify meaning when possible.

# Unit 1 Week 2

## Practice Pages

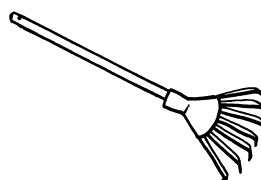
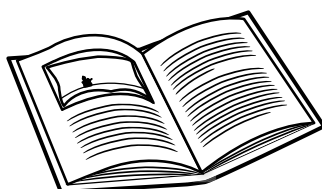
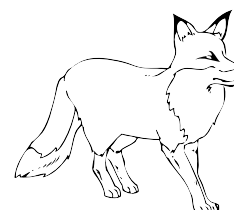
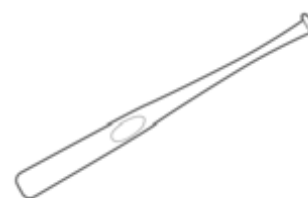
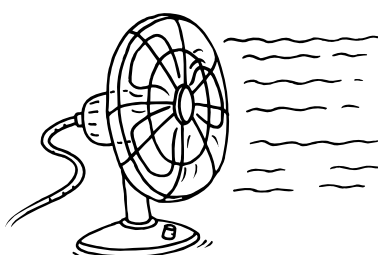
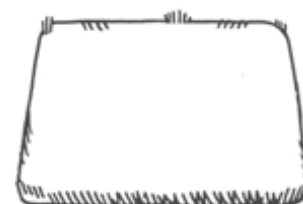
### Week 2

|   |       |
|---|-------|
| Phonological Awareness: Recognize Rhyme ..... | 51    |
| Phonemic Awareness: Phoneme Isolation .....   | 52    |
| Phoneme Blending .....                        | 53    |
| Phonics: Initial/medial /a/a .....            | 54    |
| Handwriting .....                             | 55    |
| High-Frequency Words: <i>we, can</i> .....    | 56    |
| Category Words: <i>Family Words</i> .....     | 57    |
| Grammar: Nouns/Edit/Proofread .....           | 58-60 |
| Take-Home Story .....                         | 61-62 |

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This section includes pages 51, 52, 54, 55, and 59 ONLY.

Name \_\_\_\_\_



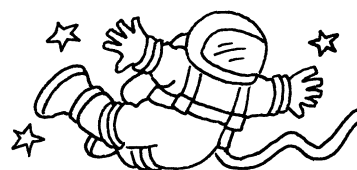
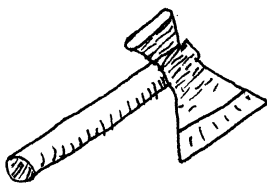
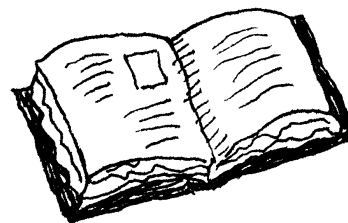
### Phonological Awareness: Recognize Rhyme

Explain to children that words that rhyme have the same ending sounds. Point to and name the pictures in the first row: *man, can, mat*. Say: *The words man and can rhyme because they have the same ending sounds. They end with the sounds /an/.* Tell children you will circle these pictures. Now point to and say the names of the other pictures on the page. Have children circle the two pictures in each row that have names that rhyme.





Name \_\_\_\_\_



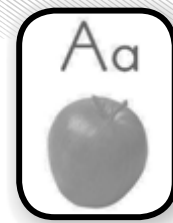
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### Phonemic Awareness: /a/

Point to and say the name of the picture of the ant. Tell children that the word *ant* begins with the /a/ sound. Have children repeat, *ant*, /a/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /a/ sound as in *ant*.



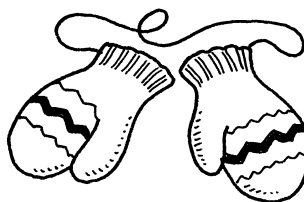
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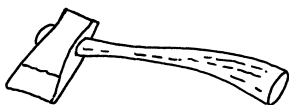
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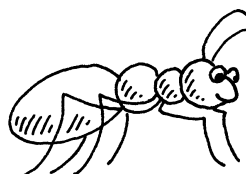
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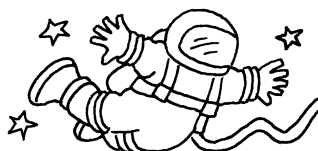
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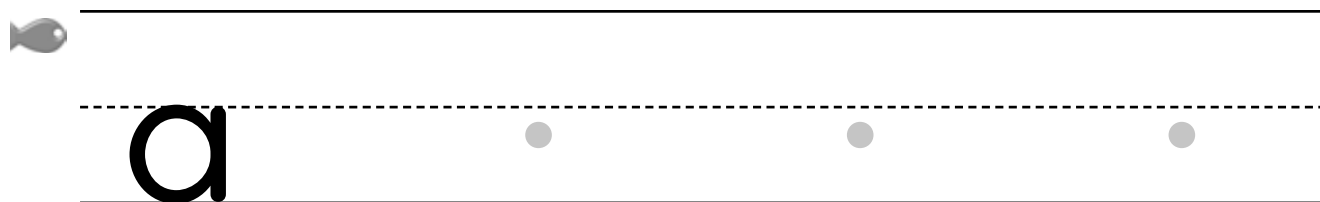
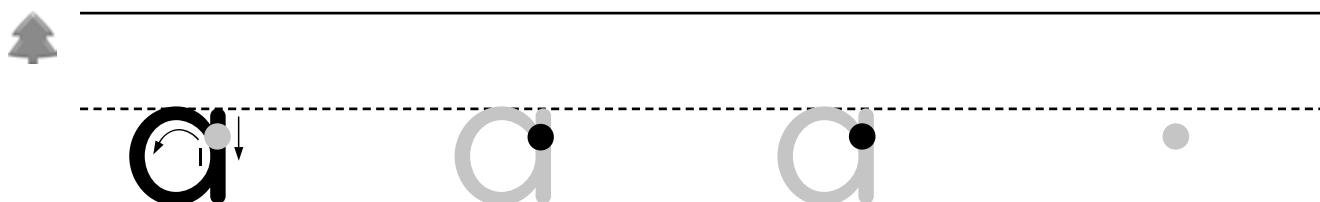
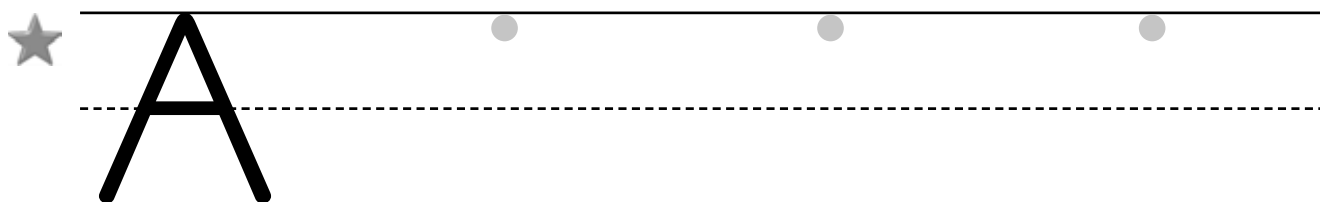
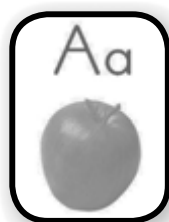
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### Phonics: /a/a

Point to and say the name of the picture of the apple. Tell children that the word *apple* begins with the /a/ sound. Explain that the letter *a* stands for the /a/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter *a* next to the picture if its name begins with the /a/ sound as in *apple*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.

Name \_\_\_\_\_



# Handwriting: Aa

Demonstrate following the numbers and arrows to model the proper formation of the uppercase and lowercase Aa. To form the uppercase letter A say: *Slant down. Go back to the top. Slant down. Straight across the dotted line.* To form the lowercase letter a say: *Circle back, then around. Straight down.* Have children use their finger to trace the models for the letters. Then have them write the uppercase and lowercase forms of the letters Aa.

Name \_\_\_\_\_



I pet the \_\_\_\_\_.

dog

big



My \_\_\_\_\_ is nice.

ran

mom



The \_\_\_\_\_ is tall.

tree

like



The \_\_\_\_\_ is pretty.

jumps

girl



### Grammar: Nouns

Read the sentences and word choices. Point to and say the name of each picture. Then tell children to write the word that completes each sentence on the lines. Use gestures to clarify meaning.



# Unit 1 Week 3

## Practice Pages

### Week 3

#### Phonological Awareness:

Onset/Rime Blending.....63

#### Phonemic Awareness:

Phoneme Isolation.....64

Phoneme Blending.....65

Phonics: Initial /s/s.....66

Handwriting.....67

High-Frequency Words: *see, the*.....68

Category Words: Sensory Words.....69

Grammar: Nouns/Edit/Proofread.....70-72

Take-Home Story .....73-74

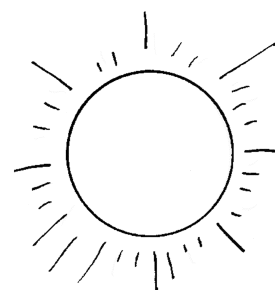
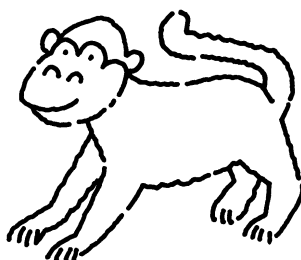
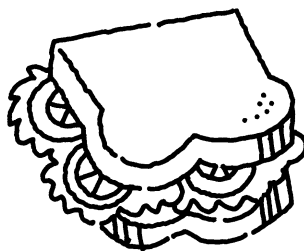
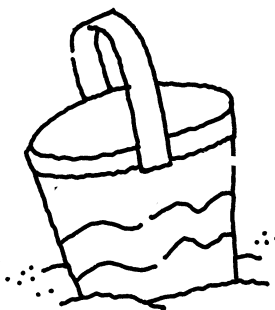
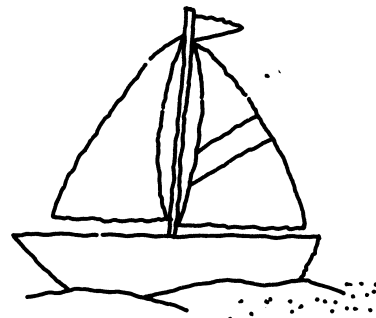
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Name \_\_\_\_\_

6

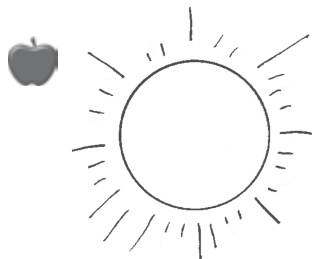


**Phonemic Awareness: /s/**

Point to and say the name of the picture of the number six. Tell children that the word *six* begins with the /s/ sound. Have children repeat, *six*, /s/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /s/ sound as in *six*.



Name \_\_\_\_\_



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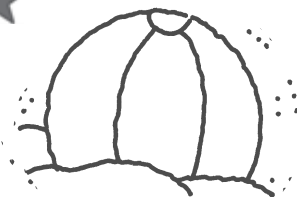
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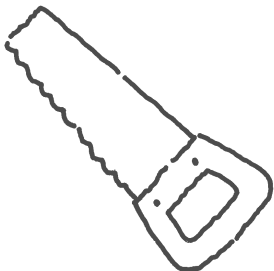
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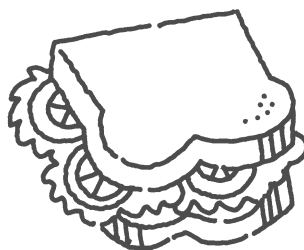
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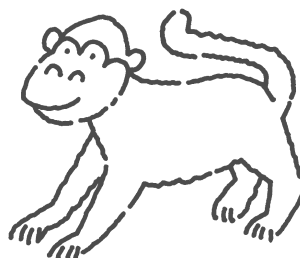
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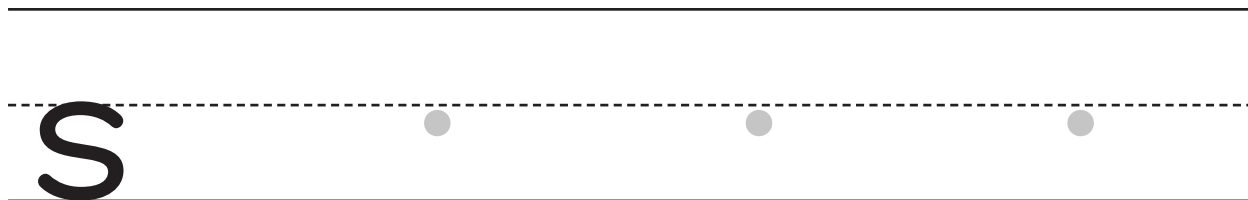
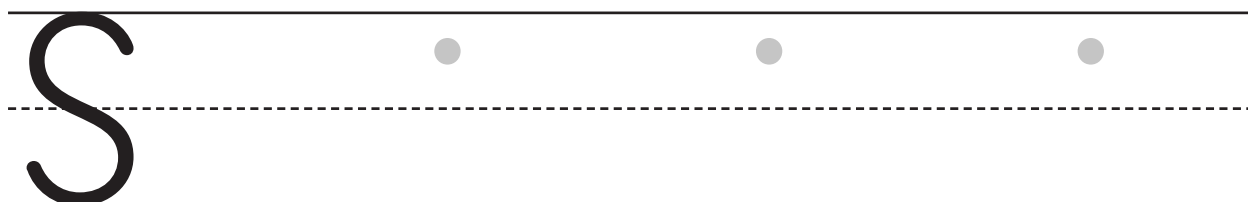
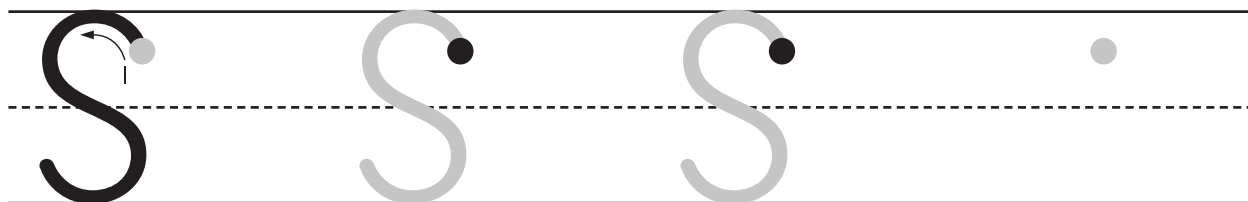
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### Phonics: /s/s

Point to the first picture and say the word *sun*. Tell children that the word *sun* begins with the /s/ sound. Explain that the letter *s* stands for /s/. Now point to and say the name of each picture. Have children write the letter *s* next to the picture if its name begins with /s/ as in *sun*. Remind children to look at the pictures in each row from left to right and to work their way from the top to the bottom of the page.

Name \_\_\_\_\_



### Handwriting: Ss

Demonstrate following the numbers and arrows to model for children the proper formation of the uppercase and lowercase letters Ss. To form the uppercase letter S say: *Circle back, sweep around, and back again.* To form the lowercase letter s say: *Circle back, sweep around, and back again.* Have children use their finger to trace the models for the letters. Then have them write the uppercase and lowercase forms of the letters Ss.



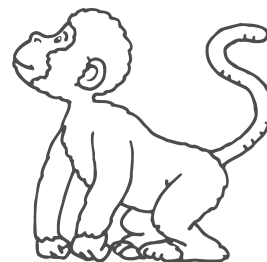
Name \_\_\_\_\_

see the



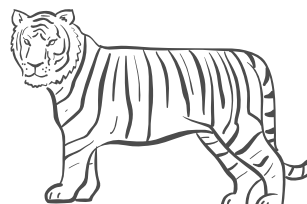
We

the



We

the



I can see



I can see



**High-Frequency Words: see, the**

Model the Read/Spell/Write routine with the word *see*. Have children repeat the routine using the words *see* and *the*. Then have them write a word from the box on the line to complete each sentence. Have partners read the sentences to each other. Then dictate *see* and *the* for children to spell.



Name \_\_\_\_\_



You and i can hop.

\_\_\_\_\_

-----

\_\_\_\_\_



Can I sit.

\_\_\_\_\_

-----

\_\_\_\_\_



i sat with Sam.

\_\_\_\_\_

-----

\_\_\_\_\_



we can walk to school.

\_\_\_\_\_

-----

\_\_\_\_\_

#### Edit/Proofread

Tell children to listen as you read aloud the sentences. Have them rewrite each sentence so it shows correct capitalization and punctuation. Use gestures to clarify meaning.



# Unit 2 Week 1

## Practice Pages

### Week 1

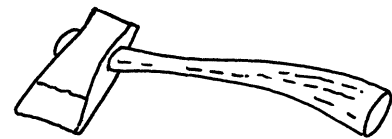
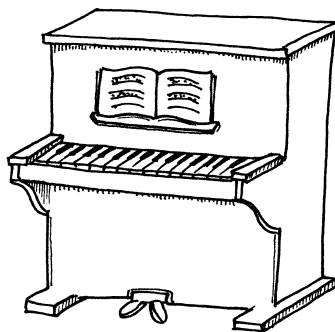
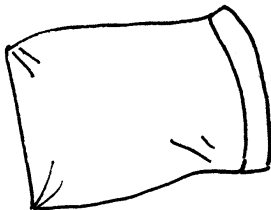
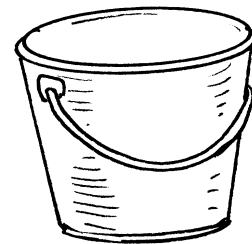
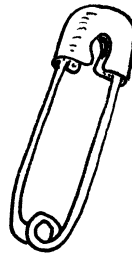
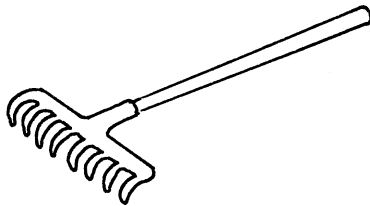
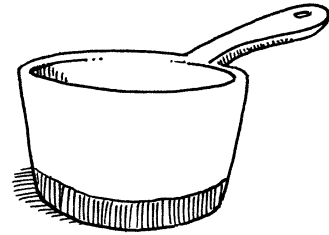
|  |       |
|--|-------|
| Phonological Awareness: Alliteration ..... | 75    |
| Phonemic Awareness:                        |       |
| Phoneme Isolation .....                    | 76    |
| Phoneme Blending .....                     | 77    |
| Phonics: Initial/final /p/p .....          | 78    |
| Phonics/Spelling .....                     | 79    |
| Phonics: Letter/Sound Match .....          | 80    |
| Handwriting .....                          | 81    |
| High-Frequency Words: <i>a, see</i> .....  | 82    |
| Category Words: Colors .....               | 83    |
| Grammar: Verbs/Edit/Proofread .....        | 84-86 |
| Take-Home Story .....                      | 87-88 |

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This section includes pages 76, 78, 80, 81, and 82 ONLY.



Name \_\_\_\_\_



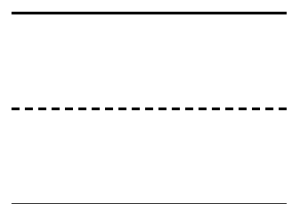
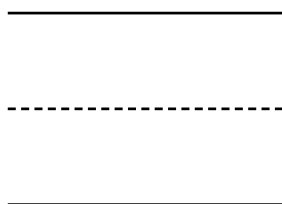
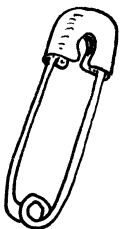
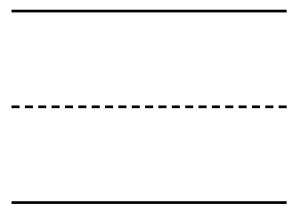
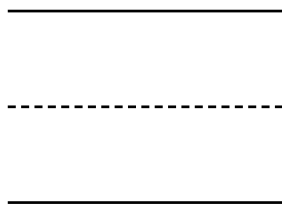
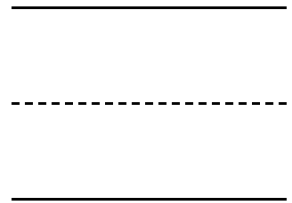
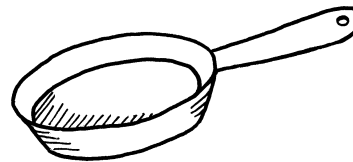
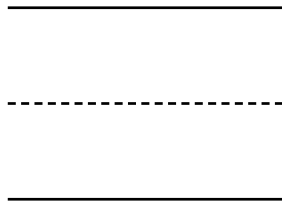
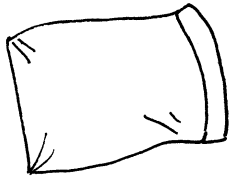
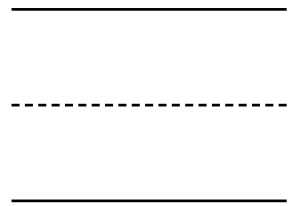
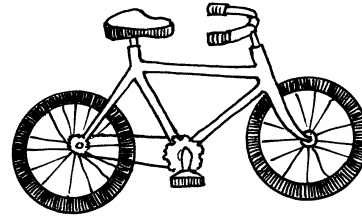
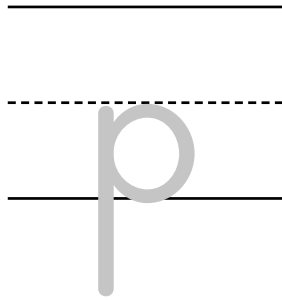
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### Phonemic Awareness: /p/

Point to and say the name of the picture of the pen in the first box and explain that *pen* begins with the /p/ sound. Have children repeat, *pen*, /p/. Then point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /p/ sound as in *pen*.



Name \_\_\_\_\_



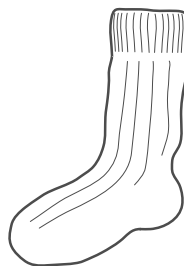
### Phonics: /p/p

Point to and say the word *pen* in the apple row. Say that it begins with the /p/ sound. Explain that the letter *p* stands for the /p/ sound. Now point to and say the names of the rest of the pictures. Have children write the letter *p* next to the picture if its name begins with the /p/ sound. Remind children to look at the pictures in each row from left to right and to work their way from the top to the bottom of the page.

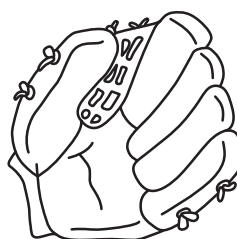


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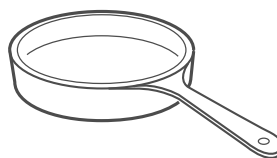
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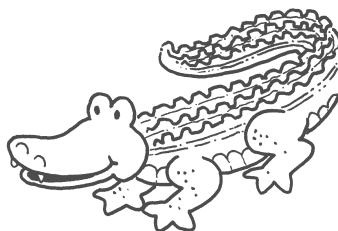
a



m



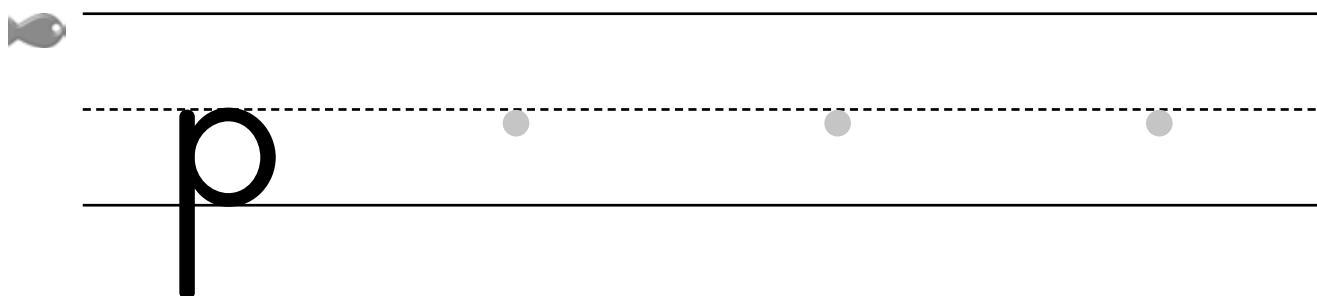
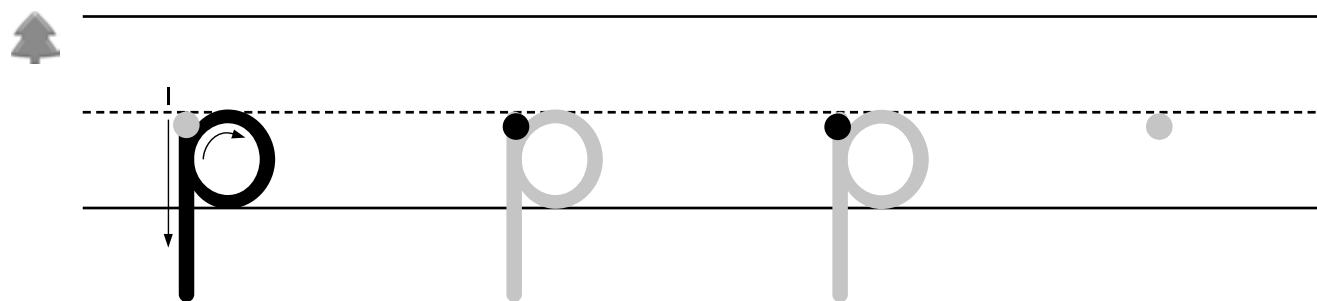
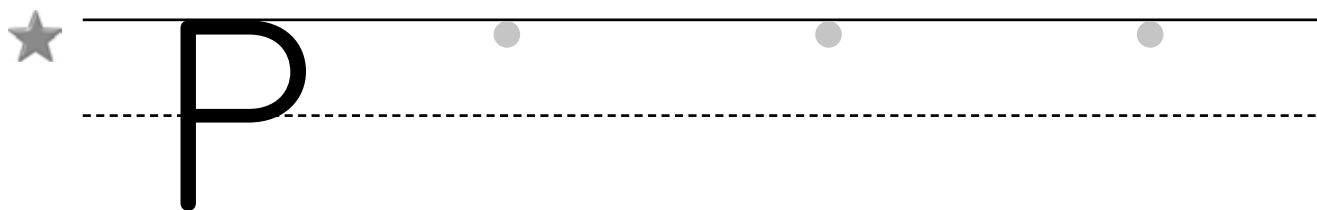
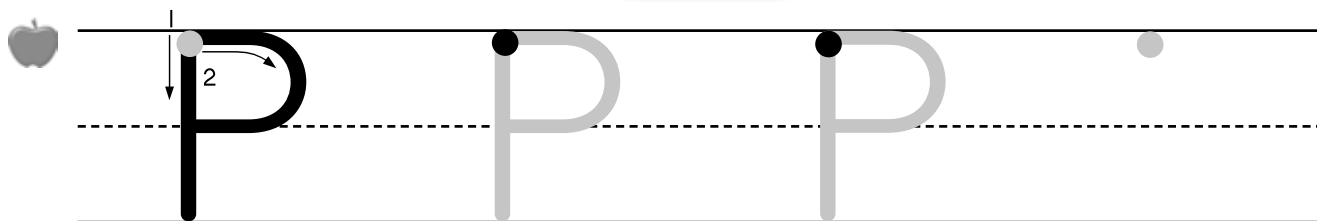
s



### Phonics: Letter/Sound Match

Point to the *p* and explain to children that this letter stands for the /p/ sound. Model drawing a line from the letter *p* to the picture of the pan. Then say the name of each picture. Tell children to draw a line from each letter to the picture whose name begins with that letter and sound.

Name \_\_\_\_\_



**Handwriting: Pp**

Demonstrate following the numbers and arrows to model for children the proper formation of the uppercase and lowercase Pp. To form the uppercase letter P say: *Straight down. Go back to the top. Around and in at the dotted line.* To form the lowercase letter p say: *Straight down, past the bottom line. Circle around all the way.* Have children use their finger to trace the models for each of the letters. Then have them write the uppercase and lowercase forms of the letters Pp.

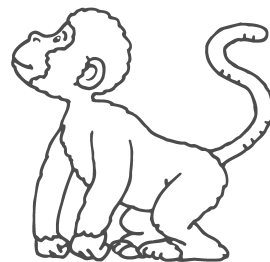


Name \_\_\_\_\_

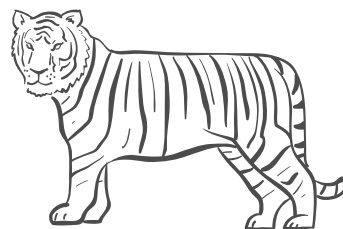
a see



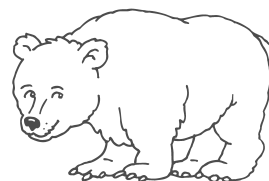
We \_\_\_\_\_ a



We see \_\_\_\_\_



I can see \_\_\_\_\_



I can \_\_\_\_\_ a



**High-Frequency Words: a, see**

Model the Read/Spell/Write routine with the word *a*. Have children repeat. Remind them that the other word in the box is *see*. Have children write a word from the box on the line to complete each sentence. Have partners read the sentences to each other. Then dictate the words *a* and *see* for children to spell.



# Unit 2 Week 2

## Practice Pages

### Week 2

#### Phonological Awareness:

Onset/Rime Blending..... 89

Phonemic Awareness: Phoneme Isolation ..... 90

Phoneme Blending..... 91

Phonics: Initial/final /t/t ..... 92

Phonics/Spelling..... 93

Phonics: Letter/Sound Match ..... 94

Handwriting..... 95

High-Frequency Words: *like, a*..... 96

Category Words: Colors..... 97

Grammar: Verbs/Edit/Proofread ..... 98-100

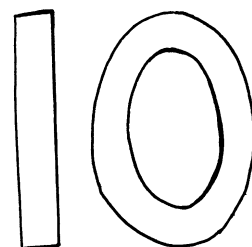
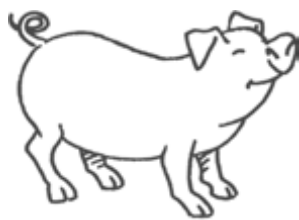
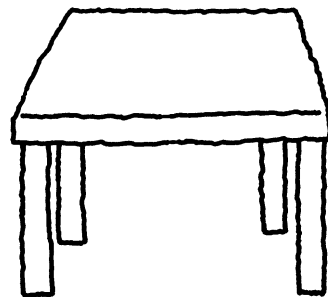
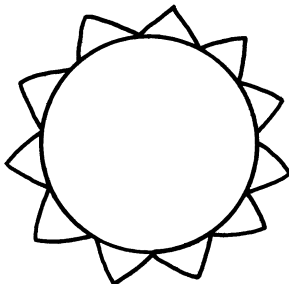
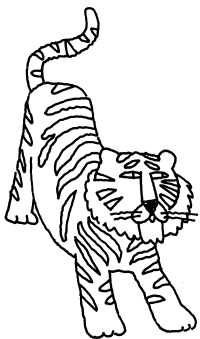
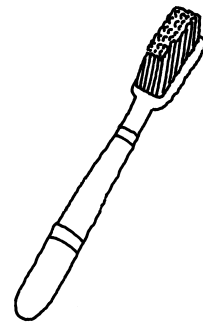
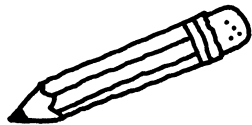
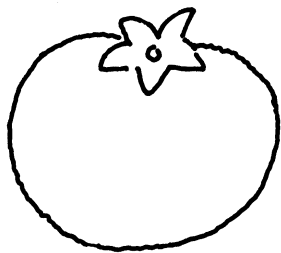
Take-Home Story..... 101-102

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This section includes pages 90, 92, 94, 95, and 99 ONLY.



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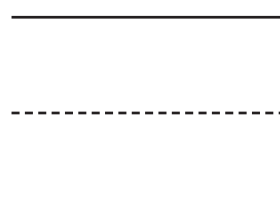
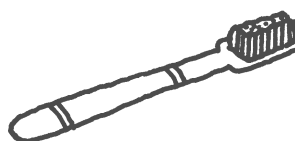
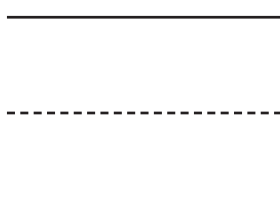
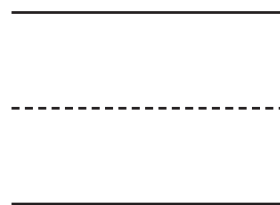
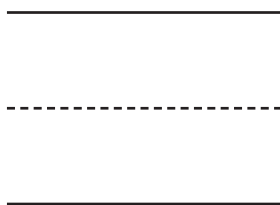
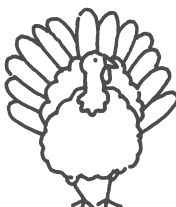
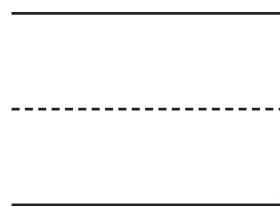
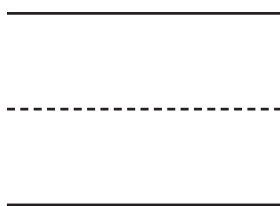
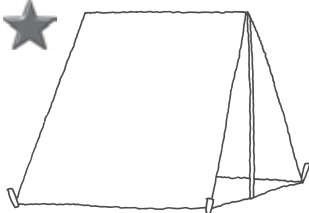
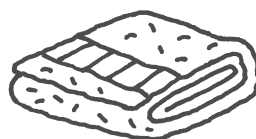
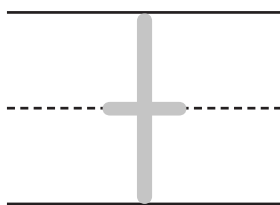
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**Phonemic Awareness: /t/**

Point to and say the name of the picture of the tomato in the first box and explain that *tomato* begins with the /t/ sound. Have children repeat, *tomato*, /t/. Then point to and say the name of each picture on the page. Tell children to circle the pictures in each row that have names that begin with the /t/ sound.



Name \_\_\_\_\_



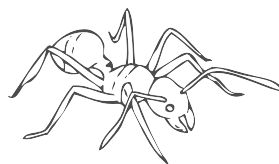
### Phonics: /t/t

Point to and say the word *tie*. Tell children that *tie* begins with the /t/ sound. Explain that the letter *t* stands for the /t/ sound. Now point to and say the names of the rest of the pictures. Have children write the letter *t* next to the picture if its name begins with the /t/ sound as in *tie*. Remind children to look at the pictures in each row from left to right and to work their way from the top to the bottom of the page.

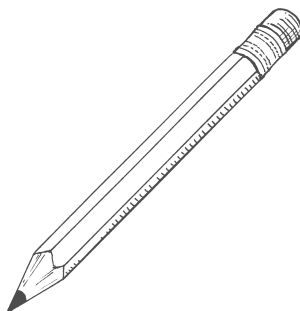


Name \_\_\_\_\_

t



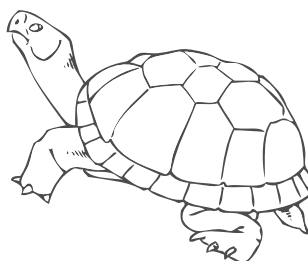
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m



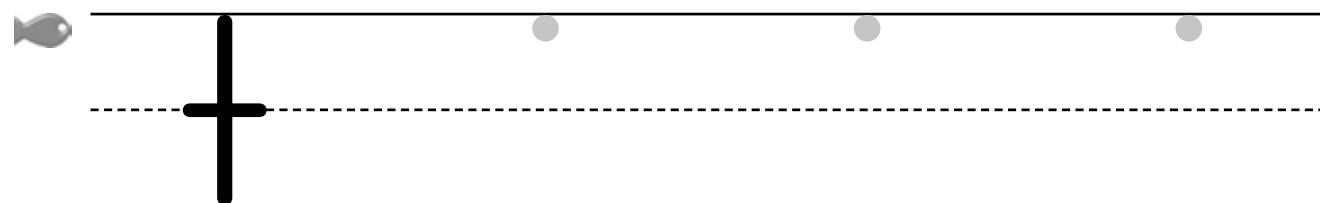
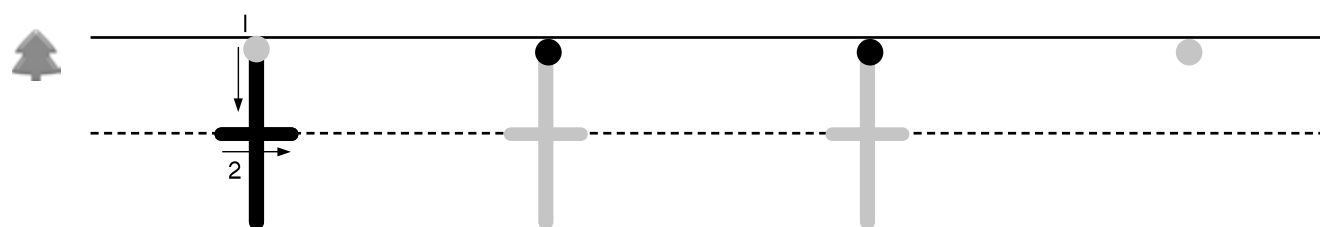
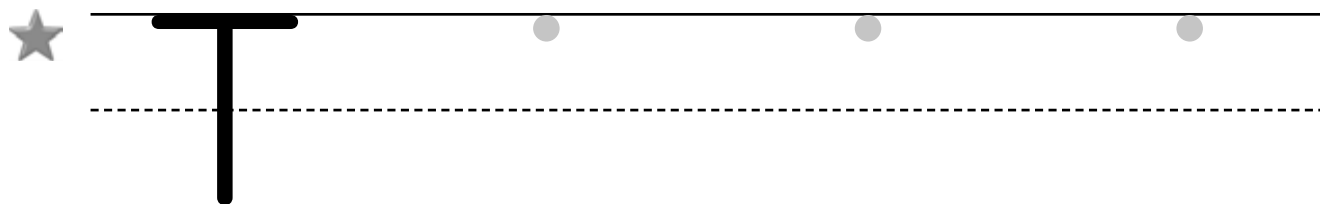
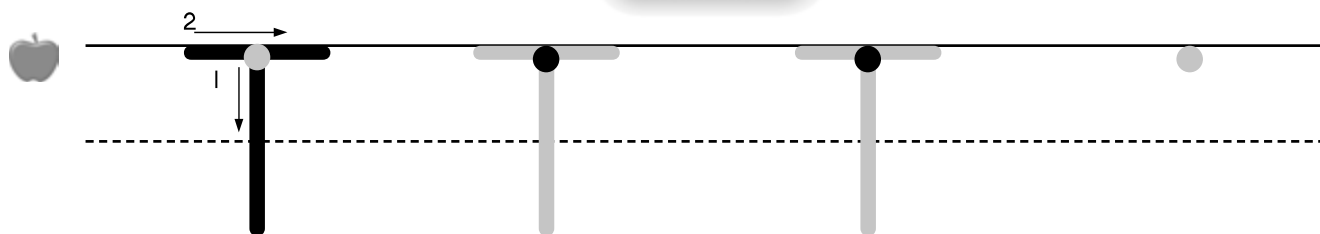
p



### Phonics: Letter/Sound Match

Point to the letter *t* and explain to children that this letter stands for the /t/ sound. Model drawing a line from the letter *t* to the picture of the turtle. Then say the name of each picture and tell children to draw a line from each letter to the picture whose name begins with that letter and sound.

Name \_\_\_\_\_



# **Handwriting: Tt**

Demonstrate following the numbers and arrows to model for children the proper formation of the uppercase and lowercase *Tt*. To form the uppercase letter *T* say: *Straight down. Go back to the top. Straight across.* To form the lowercase letter *t* say: *Straight down. Go to the dotted line. Straight across.* Have children use their finger to trace the models for each of the letters. Then have them write the uppercase and lowercase forms of the letters *Tt*.



Name \_\_\_\_\_



The boy \_\_\_\_\_.

swims

water



The tiger \_\_\_\_\_.

growls

sleeps



The man \_\_\_\_\_.

jumps

hikes



The girl \_\_\_\_\_.

jumps

cute



### Grammar: Verbs

Remind children that a verb tells about an action. Point to and name the pictures on the page. Then read each sentence and the two answer choices. Tell children to write the verb that completes each sentence.

# Unit 2 Week 3

## Practice Pages

### Week 3

#### Phonological Awareness:

Count and Pronounce Syllables ..... 103

Phonics: Letter Review ..... 104-105

Phonics/Spelling ..... 106

High-Frequency Words Review ..... 107

Category Words: Textures ..... 108

Category Words Review ..... 109

Grammar: Verbs/Edit/Proofread ..... 110-112

Take-Home Story ..... 113-114

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This section includes pages 104, 105, 107, 110, and 111 ONLY.



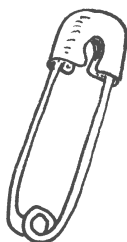
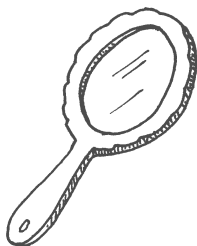


Name \_\_\_\_\_



a

6



10



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

Point to and say the word *ant*. Tell children that *ant* begins with the /a/ sound. Explain that the letter *a* stands for the /a/ sound. Review the /m/, /p/, /s/, and /t/ sounds. Now point to and say the names of the rest of the pictures on the page. Have children write the letter that stands for the first sound in the picture name on the lines. Remind children to look at the pictures in each row from left to right and work their way from the top of the page to the bottom.



Name \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

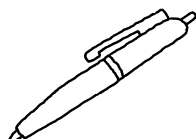
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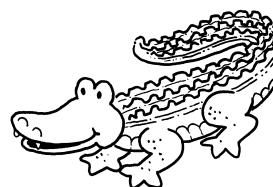
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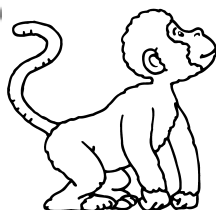
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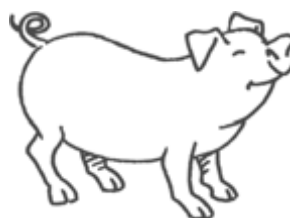
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\_\_\_\_\_

\_\_\_\_\_

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

Point to and say the name of each picture on the page. Then tell children to write the letter that stands for the first sound in the picture name on the line. Remind children to look at the pictures in each row from left to right and to work their way through the page from top to bottom.

Name \_\_\_\_\_



a

like

see



we

the

a



the

like

we



see

a

the

### Review High-Frequency Words

Have children follow these directions:



Circle the word *see*.



Circle the word *the*.



Circle the word *we*.



Circle the word *a*.

Dictate the words *the*, *we*, *see*, *a*, and *like* for children to spell.



Name \_\_\_\_\_

🍏 We dance to the music.



★ The frog jumps.



🌲 He runs fast.



🐟 The boy rides the bike.



#### Grammar: Verbs

Remind children that a verb is a word that tells about an action. Say: *The word eats is a verb because it tells about an action, or what someone is doing.* The words *walks* and *hops* are verbs. Tell children to listen to each sentence and circle the verb in each one. Then have children refer back to a piece of writing that they did during the week and make sure they used verbs or action words correctly.

Name \_\_\_\_\_



The child

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

short

writes



Pam

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

jumps

up



The frog

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

far

leaps



The man

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

fishes

rod



### Grammar: Verbs

Point to and name the pictures on the page. Then read each sentence and the two answer choices. Tell children to write the verb that completes each sentence on the line.