

## Kindergarten Lesson Plans at a Glance May 4- 18 2020

**Reading:** Letterbooks K/Q: pgs 1-16 and J pgs 1-15. One book per week

**Introduce new sight words:** (by completing the included pages) Add the following words to the original list and have them read them to you daily: said, in, out, purple black, brown

**Math:** Review packet (covers chapter 1-5 including patterns, shape recognition etc)

100 counting book, please practice counting with them depending on the directions for each page. Doing one page per day might be a good suggestion because it has them practice counting to 100 different ways like by 2's, 5's, 10's etc. They can color it if they want.

If you need more math to do, checkout the [iknowit.com](http://iknowit.com) website, info page/directions included in this packet.

**Bible:** Week 1: Feeding the 5,000 story and related activities

Week 2: Sharing the good news of Jesus/God with others around the world and related activities

See my included detailed lessons and activities for Bible

**Bible May 4-18**

**Week 1 Theme: Jesus tells us to share what we have with others**

**Memory verse: Do not forget to do good and to share with others Hebrews 13:16**

**Lesson 1:** You can start by talking with your child about what you ate for breakfast that day. Ask them what they like to eat, and then ask them to think about this: Do you think that there are any people in your town or neighborhood etc who didn't have breakfast today? Discuss how most of us have enough to eat everyday, but how sometimes not all people do, depending on their situation. Ask for ideas on how we could help those people? Discuss what Jesus would want us to do when we see people who do not have enough of what they need when we have plenty? What should we do? Share! Go over the memory verse and relate that God wants us to share according to what this verse says.

**Activity:** If you have some others in your household that can participate in this that would be good to further illustrate the concept of sharing. Give only some of you participating 2 crackers each. Stop before everyone has crackers and look upset, saying something like "Oh no I don't have enough for everyone, I must have counted wrong. Wait to see if your child can suggest a way to solve this. Example: have everyone that has two crackers take one of theirs and share it with somebody that doesn't have any, so everyone can have a taste of the crackers. Or do another sort of sharing activity-your choice.

Here is a song you can teach them if you want. It is sung to the tune of London Bridge is Falling Down and goes like this: Sharing is the better way, better way better way, sharing is the better way, let's all share today.

**Lesson 2:** Review sharing and what it means and discuss how that is the choice that Jesus wants us to make. Then read and discuss the Bible story of the loaves and fishes when Jesus feeds the 5,000.

**Activity after the story:** Find pg 87 and 88 in the Biblical Choices tablet. They will cut out the loaves on the dotted lines and they will glue them onto pg 88 (only glue on the tabs not the whole picture so they can be lifted) Make sure they glue it correctly so it reads, I will share what I have.

**Lesson 3:** Do a sharing activity with your child or with however many children/people you have in your family. The more the better for this. Pretend to act out that you are hungry and tired from walking to hear Jesus preach on the hill when he fed the 5,000. Sit everyone down and give all of one item such as napkins to one child and all of another item such as cups to another and all of a food item to another child etc. Once done passing things out, wait to see if your child can figure out the problem. (Not everybody has what they need, because each person has all of one item) Encourage your child to brainstorm a solution for this problem. Lead them to discover that if they share what they have with others everyone can enjoy a picnic, but if they keep what they have and don't share, everyone will suffer. Have your child and the others share their items with each other.

Lesson 4: Review that you have been talking about sharing and what it means. Food is not the only thing we can share. Jesus wants us to share other things too. Discuss with your child what some items are that they could share with others. Use the pictures on pg 91 in Biblical Choices tablet to guide this discussion. If your child wants they can pick six of these items and cut them out and glue one in each box under the loaves on the project they made two days ago that reads: I will share what I have.

## Week 2

Theme: Jesus wants us to tell people about God's love

Bible Memory Verse: Go into all the world and preach the good news to all creation. Mark 16:15

Lesson 1: Discuss that we are blessed because we have the Bible to learn from and a church where we can worship God. Each week we have learned something new about Jesus. Review the story from last week where the little boy made a good choice to share his food with Jesus and the others. Sharing what we have with others is a choice that makes God proud of us and it makes us feel good when we see that others are happy. Ask them their thoughts on this: Should we share before people have to ask us to if we can see they are in need or if they want to share something like a toy or should we wait until they ask us? Ask them this: Did you know that there are millions of other people in the world who have never heard a Bible story or never heard that God loves them just the way they are? These boys and girls and men and women need someone to share with them. They need someone to share everything they know about God and his love with them. Ask them if they know what a missionary is? Explain that a missionary is someone who tells others about God's love and how Jesus came to earth to teach us how to live. Explain that sometimes missionaries might leave their homes and travel to another part of the world to teach about God. Talk about any missionary or missions you might know of/have a connection to through a church or another source etc.

Lesson 2: Talk about good news and have your child share an example of what good news could be (birth of a new baby, a new job etc.) Then ask if they knew that Jesus chose the first missionaries/disciples to tell others about God's love? Explain that a disciple is a follower. These men followed Jesus' good example and went everywhere telling others about God. Read Luke 5:1-11 from the Bible with your child. This tells about the disciples. After reading and discussing, tell them that they can be disciples too by helping to spread the good news about God's love to everyone they meet. Discuss that the words in the memory verse were what Jesus told to his disciples.

Activity: Megaphone craft Find pg 93 in the Biblical Choices tablet and cut out the megaphone and handle. Then glue the handle between the two tabs and roll up the megaphone and attach it with tape or staples to hold it. Your child can practice saying the Bible verse through this.

Lesson 3: Review that there are many people in our world that have not yet heard about God's love for us. Ask them if they think someone as little and young as a kindergartener could tell someone about God? The answer should be yes!! Activity: pg 59 in the Biblical Choices book.

They will color the God loves you and so do I page and write their name. This can be made into a doorknob hanger by folding/gluing down the flaps and attaching string to the back.

Lesson 4: Ask them that isn't it wonderful to know that the same God who loves all of us also loves all of the other people that are from/live in the many other countries in our world too, like Germany, Australia, Japan etc? Remind them that even though they may not ever see or be able to travel to other countries to share God's good news, what they can do is pray and ask God to make a way so that these people in the other countries that haven't heard about him yet can hear about him in some way. Activity: Pg 61 coloring page from Biblical choices book of children around the world.

# said

Print your name.

Trace the words.

said said

said

said

said

said

said

Write the sight word 4-6 times.

Trace and  
Complete this sentence.  
Write it twice more.  
Circle sight word said in  
each sentence.

Complete the following sentence: I said I can see the \_\_\_\_\_.

I said I can see the

See it. Say it. Write it. Read it.

in

in

out

out



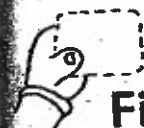
squirrels

run in and out.



children

The jump in and out.



Find the sticker for each word. Put it on the



sticker


sticker



Draw a line from the words to the right picture.


## Read and find:

The  is in and  
monkey


the  is out.  
elephant

A  is in and  
dog

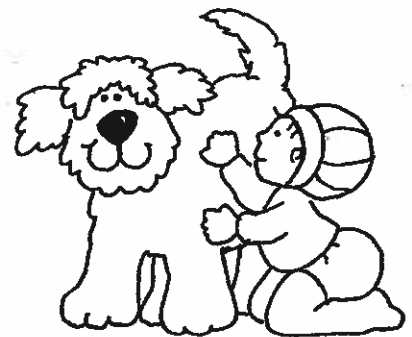
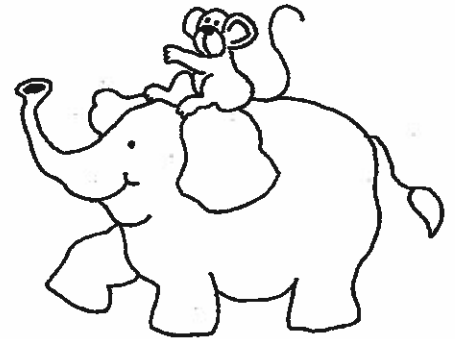
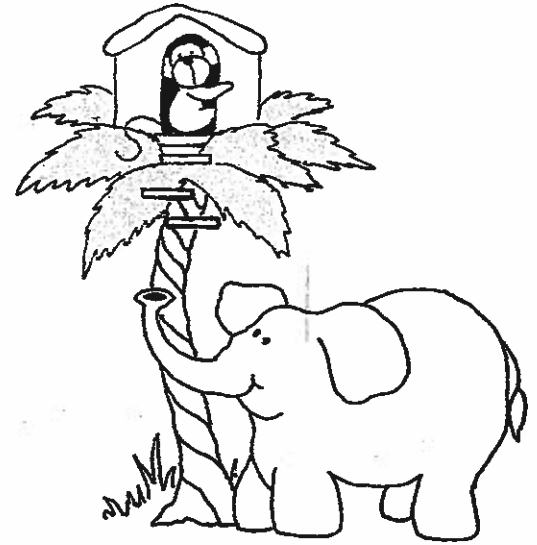
a  is out.  
baby

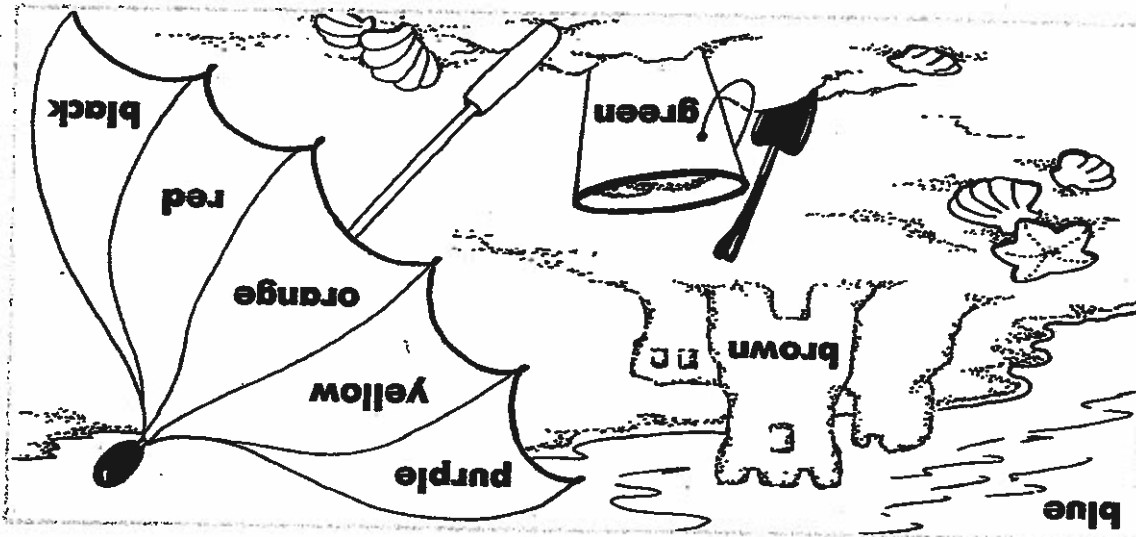
a little  and  
monkey

a big    
elephant

a little  and  
baby

a big    
dog





Read the words. Color the picture.



black

black

purple

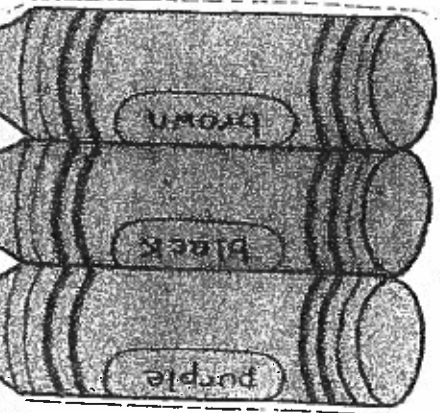
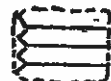
purple

brown

brown

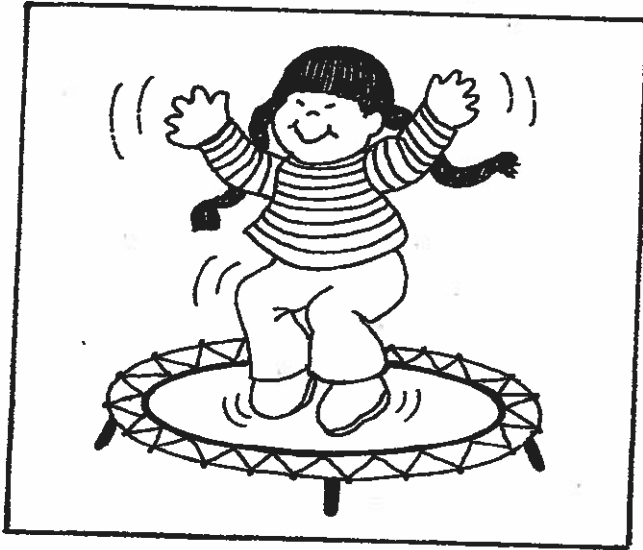
See it. Say it. Write it. Read it.

Find the sticker. Put it on the

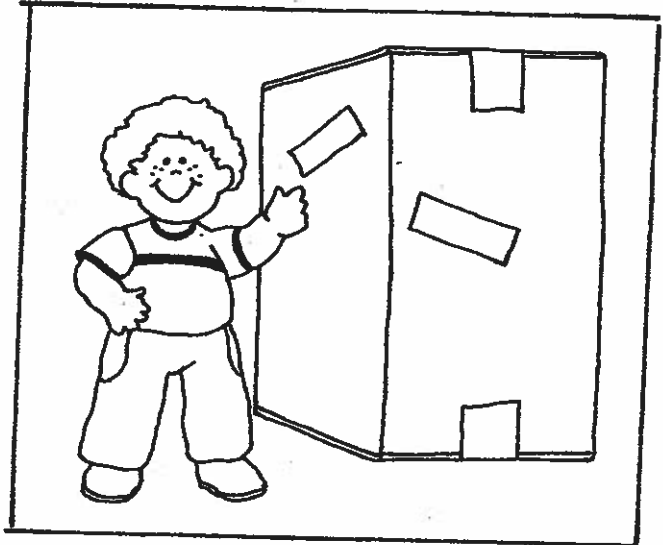





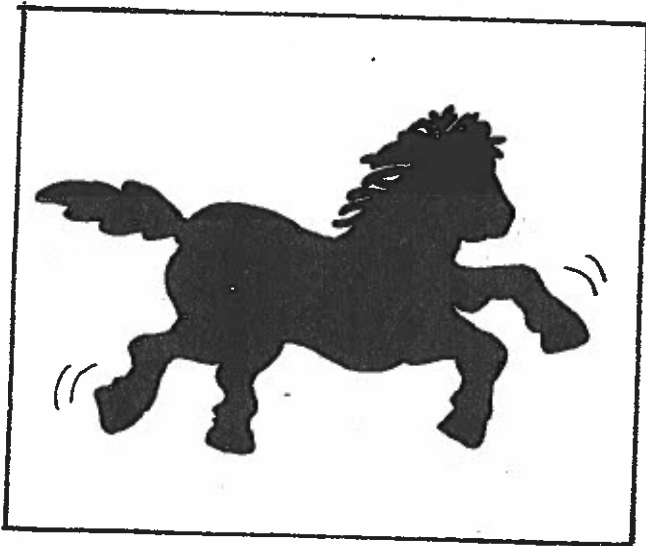
circle around the right word to finish the sentence.




The \_\_\_\_\_ can jump.  
girl is



The  is \_\_\_\_\_.  
box go big



The  can run.  
in black horse



The \_\_\_\_\_ can go.  
• jump boy

**Finish any remaining letterbooks first. Then proceed like this: K/Q then J**

#### **Letterbook K/Q**

**Cover:** Have them identify the two people and tell what they know about kings and queens. Indicate that king begins with k and queen begins with q. Have them trace uppercase and lowercase k and q with their finger. Indicate that k stands for the first sound in king, kitten, kitchen, kind, keys, Kevin, Karen etc. Have them say the sound for k ("ka") and repeat each of the above k words with you. Do this with Q too in the same way but using these words: queen, quarter, question, quiet, quart, quilt. Make sure to say the sound for q ("qua") and point out the sound difference that k makes compared to q.

**Pg 1:** Have them look at the pictures and discuss what begins with the "ka" sound for k and "qua" sound for q. Each time they identify something have them trace with their finger either k or q.

**Pg 2:** Discuss that what they see is a quilt and that the black dotted lines indicate the stitches where it is sewn together. Have them identify the sounds for k and q and then look at each picture and decide if it begins with the sound for k or for q. If it begins with the q sound, they will color it yellow, if it begins with the sound for k, they will color it purple, if it does not begin with any of those they will color it red.

**Pgs 3-4:** Trace and write upper and lowercase k. Use pencil only. Take your time and do it neat!

**Pg 5:** Have them read the tick tock that is written on both sides of the clock. Have them say the names of the objects in each row and tell them that they rhyme. Remind them that in order to rhyme, words have the same vowel and ending sound. To reinforce this further point out the letters that are the same at the end of the words. Direct their attention to the word rock and sound out the word rock one sound at a time for them and have them identify the letter for each sound you are saying in that word. Emphasize that although rock ends in ck, ck only stands for one sound. Have them write in the word under each picture on the remaining parts of the page.

**Pg 6:** This goes along with a cd that I can't give you, so am going to alter this a bit so you can still do it with them. Have your child look at each picture and discuss based on the picture and how many black lines they give you (these indicate how many letters will be in the word) what words you could use, base it on what the picture is showing. So they may pick any word that will fit on the black spaces (one letter per space) and the letters that are already provided. Then help them sound out each sound and write the letters for the word they chose.

**Pg 7-8:** Trace and write upper and lowercase q. Do this only in pencil and be neat!

**Pg 9:** You will read the included listening lesson and they will circle either the k or q depending on the sound they hear at the beginning.

Pgs 10-11: Show your child the title: Click Click and have them try to read it. Remind them that the ck stands for one sound, k. Then introduce the following words to your child before reading the story. New words: click, snaps, squints, trick, glasses, quick, rock, asks Review words: swims, wig, wagon, grins, sets, sits, bulb, odd Phrases: in the sun, is sad, act odd, gets wet, is not in it. Have your child read these words a couple times at least before attempting the story. There is a page included with questions for you to ask as you read the story. Discuss the picture and what is happening. Your child should be able to do the majority of the reading. Keep practicing by having them read to you several times throughout the week.

Pgs 12-13: Review the click click story and what happened. Have your child read the heading, Doll's Album and explain that an album is like a photo book where you can put in pictures or other items to tell about an experience that you had etc. Have them read the sentence under each picture to you, and then they can draw a picture in the white box to illustrate the meaning of each sentence.

Pg 14: For this, tell them that there are three words and a picture in each row. Two out of the three words are similar in meaning. They will circle the two words that are similar in meaning. Remind them of the sounds for ck and q when they are reading these words.

Pgs 15-16: Pg 15 contains the pictures that they will look at while you read the attached story. You will then ask them the questions following the story and they will circle the correct answer/picture on pg 16.

## Letterbook J

Have them identify what the picture on the cover is (jack in the box) Tell them that jack in the box begins with letter j, the letter on the cover. Tell them that j makes the sound they hear at the beginning of jack, jelly, jump, jet etc. Have them trace the j with their finger saying the sound as they trace.

Pg 1: Have your child guess what the clown on this page is doing by looking at his hands and the empty puzzle pieces. Give them the hint that it is something that begins with the "ja" sound, the sound that the letter j makes. (juggling) Punch out the j popout cards which are puzzle pieces with the letter j, included separately in the set of work and glue them onto the correct puzzle spots on this page. Explain that he is juggling j's and tell them what it means to juggle, if they don't know.

Pg 2: Have them circle the pictures that begin with the "ja" sound for j. Then write the letter for the first sound above the other pictures that don't begin with j.

Pg 3-4: Trace and write capital and lowercase j. Take your time and do it neat! Do it in pencil only!

Pg 5: I have included the directions you can read to them for this.

Pg 6: Point out that the same boy is doing a different action in each picture. Write Jack on paper for your child or point to it in one of the sentences and have them practice sounding out the letters to read his name. Remind that ck only represents one sound, even though its two letters. Discuss each picture and cut and glue the appropriate sentence under each one. Your child should be trying to read and sound out the sentences.

Pg 7: Directions are included for this. You will read the story, they will point to the appropriate picture as you read and then they will answer the questions.

Pg 8-9: Open to pg 8 and ask your child to imagine where Tig, Ted, Ed and Doll are going? Write the words picnic and basket for your child and have them identify what items the characters will put in the basket. Point out the balloons above each character's head and discuss what that shows... what each character is thinking about taking to the picnic. Write down the following words for your child to sound out with you: ducks, scraps, hot dogs, buns, jam, lemons, grill. After your child reads these, ask questions about these words, for example: What is Tig holding in his trunk? What did Tig give to the ducks? What did Ted bring to the picnic? Tell your child each character said something about the picnic and what he said is between the pink quotation marks followed by the word said. On pg 9, they need to decide who said the statement and write that character's name on the lines. If they aren't sure how to spell the names, say it a couple of times, focusing on isolating the sound for each letter as you say it, so they can try to listen for the sounds and identify what letter they hear for each sound in that word/name.

Pgs 10-11: The Big Job story. For this, you need to introduce the following new words: The, Big, Job by reading the included page/story on pollution problems. When you come to a bolded word in this pollution story, write it out for your child. Encourage them to help you continue the story by trying to sound it out. Then continue reading. Lastly, point to the title of the story and have your child sound it out with you. Tell them that in this story Tig, Doll, Ed and Ted go on a picnic, but when they get there the picnic spot is simply a mess. As they start to read this to you, remind them that said is a new sight word, meaning they have to memorize it, because it cannot be sounded out. Add this to your list of sight words that I sent home. This said sight word is in pink. As you read, discuss who is saying what, the name after said determines who said that particular sentence. You might want to read it to them once to demonstrate how to read in a conversational manner. Remind them too, that quotation marks mean that it is something that somebody said. There are also included questions you can ask for each picture as you read. Please read this more than once, have them read it to you several times during the week to help establish their fluency.

Pgs 12-13: Before beginning this, write can, glass, and basket out on paper and have your child find two pictures on pg 12 for each word. Discuss how the same word can sometimes have different meanings. Help them to come up with a sentence for each word to demonstrate its meaning. On pg 13, they will read the sentence and try to determine the meaning of the colored word. They then will get the same color crayon as the word and circle the item in the picture with that color.

Pgs 14-15: Have them look at the picture on pg 15 and discuss pollution briefly, and the cause and effect that it has. Discuss how factory, bus and jet cause air and noise pollution. Discuss why a rat might be in the picture. Next, have them look at the pictures on the right side of pg 14 and discuss how each of those items might contribute to air and noise pollution. Then after the pictures are identified, have them write in the letters for the missing sounds in each word. Then have them read the sentence under the picture on pg 15. Explain that they could pick up the junk just as Doll and her friends did in the story. Next, they will cut out the pictures on the left side of pg 14 and glue them over the pollutants on pg 15. Tree goes over the factory, and smokestacks, flowering shrub goes over the rear of the bus, picnic basket goes over the tin cans and bags on the table, trash can goes over the junk scraps and the rat on the ground, cloud goes over the jet. Each picture has a gray spot on the back where the glue should go, do not glue the whole picture only in the gray area. This way, they can lift up the picture to see the pollutant. Lastly, discuss how the picture is now clean and free of pollutants.

Pg 16: Skip (Directions for this are only on a cd that they have to listen to which I can't give out.)

## Beginning

Page 9

## OBJECTIVE

To discriminate between /k/ and /kw/ in the initial position

## INTRODUCTION

Prepare **Kk** and **Qu, qu** lettercards. Hold up both lettercards and have the children identify the sound they pronounce when they see these letters. Tell your students that **q** is always followed by the letter **u**. **U** does not, in this case, represent /u/, but rather **Qu** together represent /kw/. Dictate the words below and have the children hold up their **Kk** lettercards if /k/ is the initial sound in the word or their **Qu, qu** lettercards if /kw/ is the initial sound. Words for dictation: keys, kitten, quack, quill, quick, kerchief, quarrel, keep, kind, kick, quail, quake.

Make 2 lettercards  
for **K** and **Qu**

## SUGGESTED USE

Use **Listening Tape 21, Part 2** with page 9 of Letterbook K-Q or read aloud the Listening Lesson given below. Pause at the ★ to allow your students time to respond. A beep on the listening tape indicates when you should turn off the recorder so that each child may mark his answer.

Listening Tape 21  
Part 2

## READ ALOUD:

★ = Pause

On today's listening tape you will listen to words that begin with **K** or **Qu**. In each box on this page there is a king and a queen. If I say a word that begins with /k/ like king, circle the **K** on the king. If I say a word that begins with /kw/ like queen, circle the **Qu** on the queen.

King-Queen Exercise  
initial /k/ or /kw/

Now look at the king and queen dressed in red. The word is **kangaroo**. **Kangaroo**. Say it with me. (**Kangaroo**). Does **kangaroo** begin with /k/ like king, or with /kw/ like queen? Listen again. **Kangaroo**. **Kangaroo** begins with /k/ like king, so circle the **K** on the king. ★

kangaroo red

Find the king and queen dressed in orange. The word is **question**. **Question**. Say it with me. (**Question**). Does **question** begin with /k/ like king or with /kw/ like queen? Listen again. **Question**. **Question** begins with /kw/ like queen, so circle the **Qu** on the queen. ★

question orange

Point to the king and queen in yellow robes. The word is **kite**. **Kite**. Say it with me. (**Kite**). Does **kite** begin like king or queen? Mark your answer for **kite**. ★

kite yellow

Look at the king and queen with green robes. The word is **quiet**. **Quiet**. Say it with me. (**Quiet**). Does **quiet** begin like king or queen? Mark your answer for **quiet**. ★

quiet green

Find the king and queen dressed in blue. The word is **quack**. **Quack**. Say it with me. (**Quack**). Does **quack** begin like king or queen? Mark your answer for **quack**. ★

quack blue

purple kitchen

brown kettle

pink kitten

white quarter

Worksheet  
K, Qu-9a

Peace & Quiet!

Who are you?

Bright eyes  
needed here!

Point to the king and queen in royal purple robes. The word is **kitchen**. **Kitchen**. Say it with me. (**Kitchen**). Does **kitchen** begin like king or queen? Mark your answer for **kitchen**. ★

Look for the king and queen dressed in brown. The word is **kettle**. **Kettle**. Say it with me. (**Kettle**). Does **kettle** begin like king or queen? Mark your answer for **kettle**. ★

Find the king and queen in pink robes. The word is **kitten**. **Kitten**. Say it with me. (**Kitten**). Circle **K** or **Qu** for **kitten**. ★

Now find the king and queen in white robes. The word is **quarter**. **Quarter**. Say it with me. (**Quarter**). Does **quarter** begin like king or queen? Mark your answer for **quarter**. ★

## ADDITIONAL ACTIVITIES

### ● Supplementary Worksheet: K, Qu-9a

● **Quiet Blending:** Write any ten letters learned to date on the board; include at least two vowels. Review the names and sounds of these letters. Then point to three or four letters in an order which will form a word. Have the children silently blend the sounds as you point to them. Repeat the process several times. As soon as a child can read the word have him raise his hand. Call on a child to read the word; then write it on the board. Continue in a similar manner until other words have been silently blended and read.

● **Mystery Person:** Choose one child to stand in front of the room with his back to the class. Have another child say hello into a paper bag. Give the child three guesses to discover the mystery person.

● **Huckle-Buckle Beanstalk:** Choose three children to leave the room. Have another child hide a small object so that at least part of the object is visible. When the children return to the room to look for the object, a child leader should indicate who is near or far away from the object. He can do this by saying, "Mary is cold (far away). Bob is warm (getting closer). Randy is hot (very near)." When a child sees the object, he must walk back to his seat and say "Huckle-Buckle Beanstalk." The others should do the same as soon as they see the object. Have them whisper the hiding place to the leader. The first person to correctly identify the object can then hide it for the next game.

# Beginning

Pages 10 and 11

## OBJECTIVES

- To blend letter sounds into words
- To read phrases and sentences smoothly
- To reinforce word attack and comprehension skills
- To enjoy reading a story

## INTRODUCTION

**Blending Preview:** Write the title of the story, **Click! Click!**, on the board. Underline the **ck** in each word and remind the children that these letters represent one sound, /k/. Call on a child to read the title. Explain that Doll has a little machine that makes this sound. Can they guess what it is? If not, show them a real camera from which you have removed the film or a large camera that you have made from cardboard as illustrated. Use a small piece of sponge for the button so a child can push it down. Cut a large rectangular hole for the view finder. Make the lens from a paper cup by pasting the bottom of the cup to the camera.

Write the words and phrases listed below on strips of oak tag or construction paper. Underline **ck**, **k** and **qu**. Give a child the camera, hold up a word card and have the child look through the view finder as he silently blends the letter sounds. When he knows the word, tell the child to push down the camera's button and read the word.

New Words	Review Words	Phrases
click glasses	swims sets	in the sun
snaps quick	wig sits	is sad
squints rock	wagon bulb	act odd
trick asks	grins odd	gets wet
		is not in it

If an opaque projector is available, review the words by flashing them on a wall or a chalkboard for a few seconds. See how quickly the children can recognize and read the words.

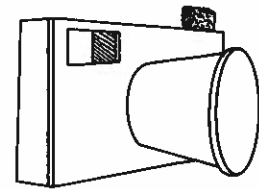
## GUIDED READING

Assign a handwriting paper, supplementary worksheet or art activity for each child to complete independently while you are reading the story with the others. The following ideas and questions are suggested as a guide for discussing the events and concepts of this story.

**Title:** Identify the pictures of Doll and the camera. Indicate that whenever the picture of a camera is seen in the text, they will say the word **camera**.

Have the sentence under the title read aloud. Ask if any of the children's parents have cameras. Call on a child to tell the class what cameras are used for. If possible bring in a camera and tell the children you will take pictures of them when they read and act out the story.

## Blending Preview



Focus on reading words

Rebus = camera

What is a camera?



Define snap  
and snapshot

Define lit

Define and demonstrate  
squint

Interpret actions

Summarize

Why is Doll sad?

**Frame 1:** Where is Ted? Read the words that tell where. (**in his wagon**)

What does Doll do?

What noise does the camera make when Doll takes Ted's picture? (**click**)

What does this sentence mean: **Doll snaps Ted?** (Doll pushes down the button on the camera and takes a picture of Ted. The button makes a snapping noise.)

**Frame 2:** Whose picture does Doll take now? (Flit's)

What does Flit look like when Doll takes his picture? (His bulb is lit.)

What does the word **lit** mean? (glowing, turned on)

What is Flit telling Doll with his bulb? Read the word. (**Quick!**)

Why must Doll take the picture quickly? (Flit's bulb won't stay lit for long.)

**Frame 3:** Who does Doll take a picture of next? (Ed)

Read the words that tell what Ed is doing when Doll takes the picture. (**Ed swims and gets wet.**)

**Frame 4:** Who does Doll snap a picture of now? (Tig)

What does Tig do when Doll takes his picture? (**squints**)

Explain that **squint** means to partly close your eyes when it's too bright. Ask the children if they have gone from a darkened room into bright sunlight. Did the sun hurt their eyes? They probably squinted in this instance. Have a child demonstrate how to squint and then have all the children squint.

Ask them to read the words that tell what made Tig squint. (**the sun**)

Will Doll get a good picture of Tig? Why or why not?

What could Tig do so that he wouldn't squint in the sun? (put on his sunglasses)

**Frame 5:** Point to and read the word that tells how Ted, Ed and Tig are acting. (**odd**)

What is odd about Ted? What is Ted wearing? Read the word. (**wig**)

What is odd about Tig? Read the word that tells what Tig is wearing. (**glasses**)

What is odd about Ed? (His trunk is tied in a knot.)

What is Ed doing? Read the word. (**trick**)

Elicit that the characters are showing off and acting up for Doll.

**Frame 6:** Does Doll get a picture of them? Read the sentence that proves your answer. (**Doll gets a snap of Ted, Ed and Tig.**)

Is Doll in the picture? Do you think she wants to be in the picture with her friends?

**Frame 7:** How does Doll feel? (**sad**)

Why does Doll feel sad? (She wants to be in the picture, too.)

Who does Doll ask to help? (Flit)

Do you think Flit can help Doll?

How do you think Flit can help?

**Frame 8:** Where is the camera? Read the words. (**on a rock**)

Does Doll get in the picture with her friends?

Who takes the picture? How? (Flit takes the picture by pressing down the button when he sits on it.)

How does Doll feel? How can you tell? Point to and read the word that means smiles. (**grins**)

How do you think Flit feels? (proud, happy, helpful)

**Overview:** What does Doll do throughout this story?

What is Doll's problem?

Who solves Doll's problem and how?

## ADDITIONAL ACTIVITIES

● **Supplementary Worksheet: K,Qu-11a**

● **Creative Dramatics:** Have the class read and act out the story, **Click! Click!** Assign children to read each frame and others to act out the character parts using the masks of Doll, Ted, Flit, Ed and Tig. Try to have each child read at least one frame and pantomime one character's actions. Use a real camera or the cardboard camera, real sunglasses or sunglasses made from cardboard or pipecleaners, and a string mop for a wig.

● **Picture Photographers:** For only a few seconds, show the children a picture which contains many details; then turn it over. Have the children tell you all they remember about the picture. Then show them the picture again to discover what things were not mentioned.

● **Taking a Word Picture:** This game was described on page F-11 of the Teacher's Guide for Letterbook F. Write a word on the board, allow the children to look at it briefly "to snap the picture", and then erase it. The child "develops the picture" by reading the word he has seen on the board. Start with two-letter words and build up to words with four or more letters. Or, if an opaque projector is available, use this to simulate a camera. While the light is on and the word is projected against the wall or screen, the children should blend and read the word silently. When it is off, call on someone to remember and say the word.

● **A Picture Present:** Buy round glass coasters that are used under the legs of tables and chairs. These are available at hardware and dime stores. Take photographs of the children or have them bring snapshots of themselves. Trace around the glass coaster on the back of each snapshot so that the child's picture will be in the center when the circle is cut out. Place the snapshot face down in the glass coaster, so that when the coaster is inverted the child's picture shows through the bottom. Fill the coaster with plaster of Paris and smooth it off level with the top of the coaster. When dry, trace around the coaster on a piece of felt. Cut out the felt and paste it on the plaster of Paris. The felt is the bottom of a paper weight, which, when inverted, shows the child's picture. This makes an effective Christmas, Mother's or Father's Day gift.

Who helps Doll?

Phrase reading

Define **grins**

Summarize

Worksheet  
K,Qu-11a

Simple props for  
creative dramatics

A quick shot

Developing words

A personalized  
paperweight

# Beginning

Pages 15 and 16

## OBJECTIVES

To enjoy a fairy tale

To check aural comprehension of **The Princess and the Pea**

## SUGGESTED USE

Use **Listening Tape 21, Part 3**, with page 15 or read aloud the story below. A bell on the listening tape will indicate when your students should look at the next picture.

Listening Tape 21  
Part 3

## READ ALOUD:

The children of kings and queens are called princes and princesses. You have seen many pictures of kings and queens in this letterbook, and now you will meet the son of a king and a queen. Today's story is about a young prince and how he searched far and wide for a princess to be his royal bride.

### **The Princess and the Pea**

(Picture 1) There once was a royal prince who lived in a magnificent palace. He had the most beautiful horse in the kingdom; he ate the most delicious food; he wore the most glorious clothes. He had every possible thing his heart could desire—except for one. More than anything else in the world he wanted to marry a princess, but she must be a real princess. He traveled around the world, from kingdom to kingdom, searching for his princess. But there was always something wrong with each of the princesses he met. He was not certain if any of them were real princesses. So sadly he returned home still wishing for a real princess.

(Picture 2) One evening shortly after his return, there was a frightful storm. Thunder clapped, lightning flashed, and the rain poured down in torrents. In the middle of the storm there was a knock at the palace door. "Who could be calling on a night like this?" questioned the queen. "Even dogs and cats would not go out on such a night." The king himself hurried to open the door. And who should be standing at the door but a bedraggled young girl! The water streamed down through her hair and over her clothes; it ran in at the tops of her shoes and out at the heels.

"Oh, I'm so glad you're here. I am Princess Penelope," said the girl. "I've become lost on my way home from the fair. I couldn't see the road in the dreadful storm and I lost my friends. Oh please, I beg of you, can you help me?"

"Well, we'll soon find out if you are a real princess," thought the queen to herself, but to the princess she said only, "I will go to prepare your room for the night."

(Picture 3) The queen went into the bedroom where the princess would be staying. She removed the blanket, the sheets and the mattress from the bed. Then she placed a small green pea on the bottom. Next she summoned the servants and instructed them to collect all the extra mattresses in the palace and to bring them to this bedroom. When the servants returned they had with them 20 mattresses which the queen instructed them to stack on the bed. When she finished making the bed, she invited the princess to come into the room.

The Princess and the Pea

"Oh!" said the princess, not knowing that the pea was under the mattresses, "How thoughtful of you to prepare such a soft bed for me. I am sure that I shall sleep well." The queen said goodnight and then went off to her own bedroom.

(Picture 4) But the princess did not sleep well at all. She tossed and turned most of the night. She simply could not get comfortable. Not once all night did she close her eyes. Not one minute of sleep did she get. In the morning the queen, the king, and the prince were anxious to find out how she had slept.

(Picture 5) "Oh, I did not sleep at all!" cried the princess. "I had hardly closed my eyes the whole night! There must have been a rock in the bed, for I seemed to have been lying on something hard. My whole body aches." The poor princess's body was black and blue from head to foot. At once, the king, the queen, and the prince knew that she must be a real princess. Only a genuine princess would have skin so delicate that she could feel a tiny pea through all those mattresses!

(Picture 6) The prince at once asked her to marry him. And they had a royal wedding before the month was out. The tiny pea was put on display in the royal museum so from that day forward everyone in the kingdom would be able to view it. To this day, if you visit that kingdom you, too, may see the remarkable pea mounted in a gold case.

Use the continuation of **Listening Tape 21, Part 3**, or read aloud the following questions. A beep on the listening tape is your signal to turn off the recorder to allow your students time to record their answers.

### READ ALOUD:

★ = Pause

Now turn the page and get your pencils so you will be ready to answer some questions about the story. ★

Look at the top row of pictures, the row with the ball in it. **What did the prince want more than anything else in the world?** Circle the picture of what the prince wanted more than anything else in the world. ★

Now find the row with the apple in it. **What kind of night was it when the princess first came to the castle?** Circle the picture that shows on what kind of night the princess first came to the castle. ★

Point to the row with the umbrella in it. **Who put something under the princess's mattress?** Draw a circle around the person who put something under the princess's mattress. ★

Look at the row with the rabbit in it. **What was under all the mattresses that night?** Circle the picture that shows what was under the mattresses. ★

Find the row with the bug. **How did the princess look in the morning?** Circle the picture that shows how the princess looked in the morning. ★

### ADDITIONAL ACTIVITIES

● **A Story Roll:** You can make a story machine from a wooden base and two 7" wooden sticks. Place the sticks upright about a foot apart and nail them to the base. Place two paper towel rolls over the uprights. Have the children draw pictures of a favorite story or fairy tale and tape them together in the correct sequence. Glue the first and the last pictures to the paper towel rolls. As the pictures are displayed between the uprights, call on different chil-

Answers to  
comprehension questions

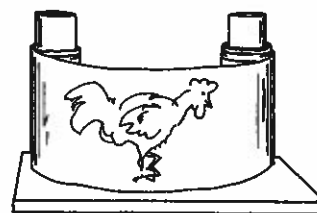
a princess

stormy

the queen

a pea

bruised and tired



## Beginning

Page 5

## OBJECTIVES

- To identify /j/ in the initial position
- To identify initial and final sounds in words
- To associate letter sound, name and formation
- To distinguish between sounds that are easily confused
- To distinguish between visually similar letters

## INTRODUCTION

Place lettercards, one for each letter learned to date, along the chalk tray. Choose two children to stand with their backs to the lettercards. Pronounce several words all of which begin or end with the same sound (rabbit, ring, rose; cat, plant, tent). Each child tries to be the first to select the letter for the repeated initial or final sound. Continue selecting pairs of children until everyone has had a chance to play. The children at their seats can participate by writing their answers on **startwrite™** paper.

## SUGGESTED USE

Use **Listening Tape 22, Part 1** with page 5 of Letterbook J, or read aloud the Listening Lesson written below. Pause when ★ is indicated to allow your students time to respond. On the listening tape, a beep will sound when you should turn off the recorder to allow each child time to mark his answer.

Listening Tape 22  
Part 1

Jar Exercise  
initial /j/

**Jar Exercise:** The children will circle the J on the jar if they hear /j/ as the first sound in the word. If /j/ is not the initial sound, they will put an X on the J.

## READ ALOUD:

★ = Pause

Look at the row of jars at the top of the page. Jar begins with /j/. Today you are going to listen for that sound at the beginning of other words. If I say a word that begins with /j/ like jar, circle the J on the jar. If I say a word that does not begin with /j/, put an X on the J.

Now look at the jar with the red lid. The word is **jungle**. **Jungle**. Say it with me. (**Jungle**). Does **jungle** begin with /j/ like jar? Yes, it does so circle the J on the jar. ★

Point to the jar with the orange lid. The word is **lucky**. **Lucky**. Say it with me. (**Lucky**). Now circle or X the J on the jar. **Lucky**. ★

Find the jar with the yellow lid. The word is **jelly**. **Jelly**. Say it with me. (**Jelly**). Circle or X the J on the jar with the yellow lid. **Jelly**. ★

Look at the jar with the green lid. The word is **January**. **January**. Say it with me. (**January**). Circle or X the J on the jar with the green lid. **January**. ★

jungle

lucky

jelly

January

Point to the jar with the blue lid. The word is **water**. **Water**. Say it with me. (**Water**). Circle or X the J on the jar with the blue lid. **Water**. ★

Find the jar with the purple lid. The word is **juice**. **Juice**. Say it with me. (**Juice**). Now circle or X the J on the jar with the purple lid. **Juice**. ★

**Sound/Letter Exercise:** In the first row of letters, the child will circle the letter in each box that stands for the initial sound in the dictated word. In the second row of letters, he will circle the letter for the final sound in the dictated word.

**Note:** This exercise will help you diagnose difficulties your students may be having with sound discrimination and letter recognition. In some instances the letters have been paired because they are visually similar and in other instances because their sounds are easily confused or substituted for each other.

### READ ALOUD:

★ = Pause

The next listening game will help you remember the sounds of the letters you have learned. In each box there are two letters whose sounds you know. I will say a word and you must decide what sound the word **begins** with. Then circle the letter in the box that stands for the first sound you heard.

Find the box with the red letters. The word is **octopus**. **Octopus**. Say it with me. (**Octopus**). Does **octopus** begin with /o/ or with /a/? **Octopus** begins with /o/, so circle the O in the first box. ★

Now find the box with the blue letters. The word is **quilt**. **Quilt**. Say it with me. (**Quilt**). Does **quilt** begin with /k/ or with /kw/? Circle the K or the Qu in this box. **Quilt**. ★

Point to the box with the yellow letters. The word is **ribbon**. **Ribbon**. Say it with me. (**Ribbon**). Does **ribbon** begin with /r/ or with /w/? Circle the R or the W in this box. **Ribbon**. ★

Look at the box with the brown letters. The word is **egg**. **Egg**. Say it with me. (**Egg**). Does **egg** begin with /e/ or with /u/? Circle the E or the U in this box. **Egg**. ★

Point to the box with the purple letters. The word is **butter**. **Butter**. Say it with me. (**Butter**). Does **butter** begin with /p/ or with /b/? Circle the P or the B in the box. **Butter**. ★

Find the box with the light green letters. The word is **funny**. **Funny**. Say it with me. (**Funny**). Does **funny** begin with /f/ or with /v/? Circle the F or the V in the box. **Funny**. ★

Now look at the next row of boxes with colored letters. This time you will listen for the sound at the **end** of the word. Then you will circle the letter that stands for the sound you heard at the end of the word.

Look at the box with the black letters. The word is **bug**. **Bug**. Say it with me. (**Bug**). Does **bug** end with /g/ or with /k/? **Bug** ends with /g/ so circle the G in the box. **Bug**. ★

Point to the box with the pink letters. The word is **kitten**. **Kitten**. Does **kitten** end with /m/ or with /n/? Circle the M or the N in the box. **Kitten**. ★

water

juice

### Sound/Letter Exercise

#### Initial sound identification

octopus

quilt

ribbon

egg

butter

funny

#### Final sound identification

bug

kitten

bed

Look at the box with the grey letters. The word is **bed**. **Bed**. Say it with me. (**Bed**). Does **bed** end with /b/ or with /d/? Circle the **B** or the **D** in this box. **Bed**. ★

puff

Point to the box with the light blue letters. The word is **puff**. **Puff**. Say it with me. (**Puff**). Does **puff** end with /s/ or with /f/? Circle the **S** or the **F** in the box. **Puff**. ★

spot

Find the box with the green letters. The word is **spot**. **Spot**. Say it with me. (**Spot**). Does **spot** end with /d/ or with /t/? Circle the **D** or the **T** in the box. **Spot**. ★

salt

Look at the box with the orange letters in it. The word is **salt**. **Salt**. Say it with me. (**Salt**). Does **salt** end with /t/ or with /l/? Circle the **T** or the **L** in the box. **Salt**. ★

## ADDITIONAL ACTIVITIES

Jar art

● **Many Uses for Jars:** Ask the children to bring baby food jars to school. When enough have been collected so that each child has two jars, proceed with this project. Have the children paste felt around their jars. As they are doing this, ask them what types of things their parents might put in these jars: buttons, pins, pencils, rubber bands, paper clips, nails, screws, thumbtacks. Have them decide what they want to keep inside each jar, draw a picture of it on manila paper, and paste it on the felt. The jars are then ready to take home as a gift for their parents.

Associating capital  
and small letters

● **Letter Match:** When your students read, write or spell words they will most frequently see and use the lower case letters. Therefore, it is a good idea to periodically review the capital letters. First have your students play the following game. Give each child a 9" x 12" piece of paper with a lower case or capital letter written on it. Tell the children to walk around the room until they find the child who has their corresponding letter. When everyone has found their letter partner, call out the name of a letter and have those two children put their letters side by side on the chalk tray. Ask the children to indicate the sound for their letter and have each child say a word that begins with that sound. Then write the lower case letters on **startwrite™** lines on the board. Have your students copy the lower case letters on a piece of **startwrite™** paper and write the corresponding capital letter beside each one.

# Beginning

Page 7

## OBJECTIVES

To enjoy listening to a story

To develop an awareness of sequence

To check aural comprehension of **The House That Jack Built**

## SUGGESTED USE

Use **Listening Tape 22, Part 2** with page 7 of Letterbook J, or read aloud the story below. As each new picture is described, the children should point to it in their letterbooks and then point in turn to each of the previous pictures as it is reviewed in the verse. The element of repetition in **The House That Jack Built** will help the children remember the sequence in which the characters are presented and reinforce the relationship of the characters for the comprehension questions that follow.

## READ ALOUD:

Today you will listen to a story titled **The House That Jack Built**. In the story you will hear about many things going on around Jack's house. As each animal or person is mentioned in the story point to that animal or person. Now find Jack's house in the picture and I'll begin the story.

### **The House That Jack Built**

This is the house that Jack built.

This is the corn that grew round the house that Jack built.

This is the rat that ate the corn that grew round the house that Jack built.

This is the cat that chased the rat, that ate the corn, that grew round the house that Jack built.

This is the dog that barked at the cat, that chased the rat, that ate the corn, that grew round the house that Jack built.

This is the cow with the curly horn, that teased the dog, that barked at the cat, that chased the rat, that ate the corn, that grew round the house that Jack built.

This is the maiden all forlorn that milked the cow with the curly horn, that teased the dog, that barked at the cat, that chased the rat, that ate the corn, that grew round the house that Jack built.

This is the man all ragged and torn, that kissed the maiden all forlorn, that milked the cow with the curly horn, that teased the dog, that barked at the cat, that chased the rat, that ate the corn, that grew round the house that Jack built.

This is the priest whose head was shorn, that married the man all ragged and torn, that kissed the maiden all forlorn, that milked the cow with the curly horn, that teased the dog, that barked at the cat, that chased the rat, that ate the corn, that grew round the house that Jack built.

This is the rooster that crowed in the morn, that woke the priest whose head was shorn, that married the man all ragged and torn, that kissed the maiden all forlorn, that milked the cow with the curly horn, that teased the

Listening Tape 22  
Part 2

Point to each picture  
every time it's mentioned

**The House That  
Jack Built**



dog, that barked at the cat, that chased the rat, that ate the corn, that grew round the house that Jack built.

This is the farmer that sowed the corn, that fed the rooster, that crowed in the morn, that woke the priest whose head was shorn, that married the man all ragged and torn, that kissed the maiden all forlorn, that milked the cow with the curly horn, that teased the dog, that barked at the cat, that chased the rat, that ate the corn, that grew round the house that Jack built.

Use the continuation of **Listening Tape 22, Part 2**, or read the comprehension questions below. Pause when ★ is indicated to allow your students time to mark the correct picture according to specified directions. On the listening tape, a beep is your signal to turn off the recorder for each student to mark his answer. For this exercise, the children should mark the characters in the story illustration on page 7.

### READ ALOUD:

★ = Pause

Now get your pencils and be ready to answer some questions about the story. Keep your books opened to page 7 because you will write right on these pictures. ★

**Which animal ate the corn that grew round the house that Jack built?** Draw a line under the picture of the animal that ate the corn. ★

**Who are the two people who were married in the story?** Draw a big circle around the two people who got married. ★

**Which of the animals barked at the cat?** Put an X on the animal that barked at the cat. ★

**Which was the animal with the curly horn who gave milk to the maiden all forlorn?** Draw a box around the animal with the curly horn. ★

**Which animal woke the priest in the morning?** Put a circle around the animal who woke the priest. ★

**What had Jack built?** Put an X on the thing that Jack built. ★

### ADDITIONAL ACTIVITIES

● **Sequence Stories:** The children can retell the story, **The House That Jack Built**, using the story machine (Teacher's Guide, Letterbook K-Q, page 25) or the cardboard television (Teacher's Guide, Letterbook T, page 21). Divide the class into two groups. Have each child in one group illustrate a different incident in the story. Help the children tape or paste the pictures together in the correct sequence. As the pictures are rolled through the story machine or television, let different children in the other group retell the story.

● **Jack and Jill:** Have the class form a circle and choose two children, Jack and Jill, to stand inside. Blindfold Jack and have him call, "Where are you, Jill?" Jill must answer, "Here I am, Jack." Jack tries to locate Jill by the sound of her voice. Jill should tiptoe quietly around the circle to avoid being caught, but must always answer when Jack calls.

● **Slap Jack:** Have your students form a circle. Choose a child to be Jack. He walks around the circle and touches another child, who immediately runs around the circle in the opposite direction. When the two meet, they must stop, shake hands and then continue to run around the circle. The first child to reach the vacant place becomes Jack.

## Answers to comprehension questions

Underline the rat

Circle man and maid

X on the dog

Box around the cow

Circle the rooster

X on the house

A good sequence skill

Auditory clues

A variation of  
Slap Jack

# Beginning

Pages 10 and 11

## OBJECTIVES

- To blend letter sounds to read words
- To review the concept of quotation marks
- To reinforce the sight word, **said**
- To reinforce word attack and comprehension skills
- To read a story about protecting the environment

## INTRODUCTION

**Note:** Before beginning this story, be sure to lead a class discussion about pollution. The curriculum guides on the preceding pink-edged pages will provide the framework for a pertinent discussion of ecology. A thoughtful class discussion will enrich the children's understanding of the story, **The Big Job**.

Tell a story  
about pollution

**Blending Preview:** To introduce the new words for the story, **The Big Job**, read the following description about how to prevent pollution of our air, land and water. When you come to each boldfaced word, write it on the board. Call on a child to help you continue the story by reading the word. Encourage the children to use both blending and context clues to unlock the word.

## Pollution Problems

Many boys and girls want to know how they can **help** to keep our cities, countryside, parks and **picnic spots** clean. One way is to **pick up scraps** of paper and other **junk** that you see on sidewalks or on the **grass** and put it in the trash basket.

Our air **gets** dirty from the smoke of factories or burning garbage. Scientists are working on ways to prevent so much smoke from entering the air. Dirty air is not good to breathe. Some of our **ponds**, lakes and rivers are beginning to **smell**. That's because people and factories are careless! Factories dump waste products into the water. People throw **tin** cans and **glass** into the water. The cans soon begin to **rust** and junk sticks in the mud.

Wouldn't it be fantastic if everyone in your city or town would get together and clean up what **mess** there is! With everyone working together, it wouldn't be such a big job. Let's work to end pollution.

Write the title of the story, **The Big Job**, on the board and call on a child to read it. Tell the children that in this story Tig, Doll, Ed and Ted go on a picnic; but when they get there, the picnic spot is simply a mess!

## SUGGESTED USE

Divide the children into reading groups. While each group is reading the story with you, the others should be completing independent seatwork. Have the children open their letterbooks to page 10. Have each frame read silently and then orally. One or more frames may be read at one time, depending on the group's ability. Mention that the word **said** is written in pink and re-

Write the boldfaced  
words

**said** is in pink

mind them that it is a memory word. Have the children read the word that follows **said** to determine who is speaking. Then call on a child to read the words between the pink quotation marks to find out what the person is saying. Help your children to read the quoted material in a conversational manner. Demonstrate, if necessary, and have them follow your example.

## GUIDED READING

Use the following questions and ideas to discuss the concepts of the story, **The Big Job**.

**Title:** Read the title of the story. Have the children guess what the big job might be.

Have the children identify the two kinds of baskets and explain what purpose each serves. Discuss the concept of one word having two different meanings.

Call on a child to read the sentence under the title.

Ask where Doll, Ted, Ed and Tig are going. (**the picnic spot**)

What is another word for **go to** in the sentence? (**visit**)

**Frame 1:** Point out the quotation marks and review their meaning.

Who is speaking? (Doll)

What word describes how the picnic spot looks? (**mess**)

Why is the picnic spot a mess? Interpret the picture.

Have the words Doll says read with an expression of alarm or disgust. Remind the child to read **said Doll** in his normal narrative voice.

**Frame 2:** Who is speaking? (Ted)

What does Ted suggest they do?

Does Ted think this will be easy to do? Read the words to prove your answer. (**It is a big job.**) Have the quoted sentence read with expression.

**Frame 3:** Who is speaking? (Ed)

What will Ed do to help?

Where are the scraps? Read the words. (**on the grass**)

How does Ed pick up the scraps? (with his trunk)

**Frame 4:** Who is speaking? Who does **I** refer to? (Ed)

What else does Ed find on the ground? (broken glass)

Read the words that tell where Ed put the broken glass. (**in the big can**)

Why would broken glass be dangerous if left on the ground?

Point to and read the word that means **to throw something into?** (**dump**)

**Frame 5:** Who is speaking? (Tig)

What doesn't Tig like about the picnic area? (**the pond**)

What is wrong with the pond? (**It smells.**)

Reading conversation  
for the first time

Two kinds of baskets

Land Pollution

First identify  
**who** is speaking

Read with tone  
of disgust

Who is I?

Synonym for **dump**

Water Pollution

Read with expression

Discuss how ducks  
are affected

"Quack, quack" =  
"Thank you"

fantastic  
Read in parts

Relate ecology  
discussion to story

Don't be a litterbug.  
Make a litterbag!

A little litter walk  
is a big help

Artistic litter

Our world in  
black and white

What is in the pond?

What word describes what happens to tin cans and junk after they have been under water for a time? (**rust**)

Spell the word **junk**. What is **junk**?

Have the quoted words read with expression of disgust.

**Frame 6:** Who is speaking? (Ted)

What does he suggest doing? (pick up the mess and clean up the pond)

Why does Ted want to pick up the mess in the pond? (so the ducks can swim and enjoy the pond again)

**Frame 7:** Who removes the junk from the pond? (Tig and Ted)

What is the ground like around the edge of the pond? (**mud**)

What do the ducks say? Read the words. (**Quack, quack**)

If the ducks could speak words, what do you think they would say? Why?

**Frame 8:** Read the words that tell us the picnic spot is clean now. (**The big job ends.**)

How does the picnic spot look? Read the word. (**fantastic**)

How do you think Tig, Doll, Ed and Ted feel?

Describe the picnic scene.

**Overview:** How do you feel toward the people who left the picnic spot a mess?

How did Tig, Doll, Ed and Ted help to clean up their environment?

## ADDITIONAL ACTIVITIES

● **Litterbags:** Have your students make litterbags to tape to their desks or the back of their chairs. This will encourage them to keep their classroom neat. Tell each child to bring in a lunch-size paper bag. During class have him draw a picture of an imaginary litterbug on his bag and decorate it with crayons, paint, wallpaper, material or foil. Your students can also make litterbags for their parents' cars. Have them attach a yarn handle.

● **Litter Walk:** Take the children on a "litter walk" on or near the school grounds. Have them collect trash in their litterbags and on returning to the classroom empty the contents into a trash barrel or waste basket. Discuss the quantity of litter they found in a small area and how this problem could be avoided. Repeat this walk every few days.

● **Junk Collage:** Tack a large sheet of brown paper to the bulletin board and have the children make an abstract collage of litter that collects in the classroom (milk cartons, candy wrappers, papers, etc.) by gluing, tacking or stapling the litter to the board.

● **Land Pollution Pictures:** Arrange black and white construction paper in a checkerboard pattern on the bulletin board. Divide the children into two groups. Pass out manila paper and have both groups draw pictures of a clean park, city street, picnic area, or country scene. Have one group litter their pictures by pasting small pieces of paper, aluminum foil, cardboard and other scraps on them. Place the littered pictures on the black squares and the other pictures on the white squares.

## **Helpful websites for online learning**

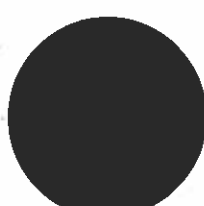
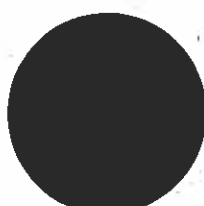
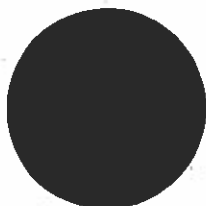
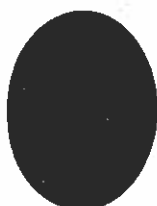
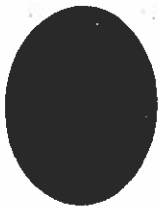
Hi Parents,

Attached you will find your child's username and password for a website called [iknowit.com](http://iknowit.com) which supports and complements math instruction at all grade levels. I have registered our class for this wonderful free online learning opportunity currently being offered to schools. This is a great way to practice and review what we have learned in math this year. When you log into [iknowit.com](http://iknowit.com) with your child's username and password below, you will be asked to enter a class code that is: msparsons. Once you enter it, it should bring you to the kindergarten page and you will see that I have assigned or selected different topics that were taught this year, such as adding and subtracting. I believe it will make you start with the first lesson which focuses on numbers 1-5, and then if your child scores an 80 percent or higher on that, it will then let them move on to the next lesson, if they score less than that I think they have to repeat it until they earn a higher score. There are a few things that aren't assigned, because they weren't specific items that we worked on this year, but if you want to try them you could, that's up to you. I would encourage you and your child to check this out when you have time and try as many lessons as you can between now and the end of the school year. I will be able to see your child's progress when I log in, so this is also great feedback for me on their performance.

Another good free educational website that you could look at if you want to is [education.com](http://education.com). They have free games for math and reading for each grade level. If you do choose to use that website, I think you first have to set up a free account, and then select the grade level that your child is in, it will then show you all related games that practice kindergarten level skills in math and reading. Both of these two websites are great resources while learning at home for this last grading quarter, so I would encourage you to use these websites to enhance learning.

Name \_\_\_\_\_

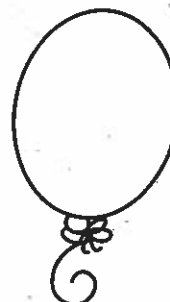
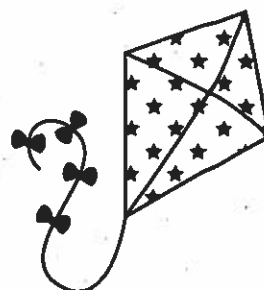
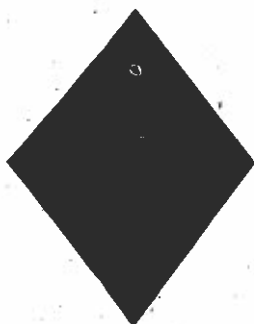
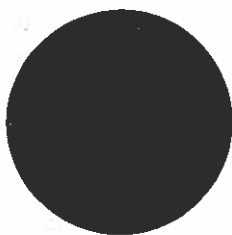
**Circle the shape that is different from the others.**



Name \_\_\_\_\_

# REVIEW

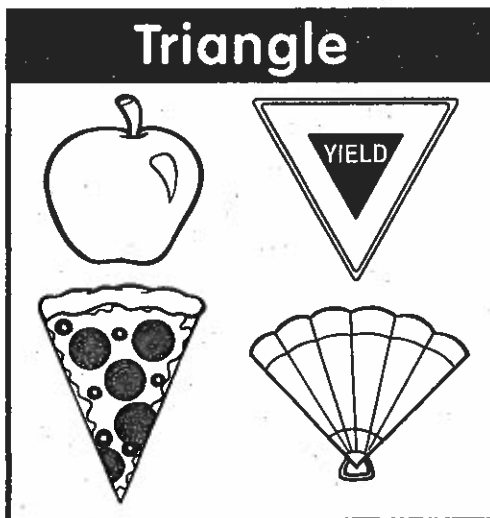
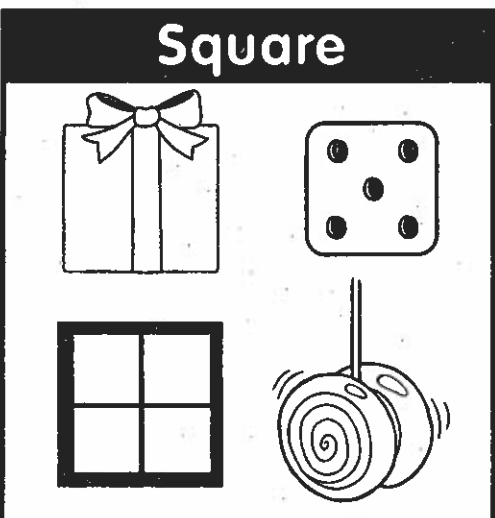
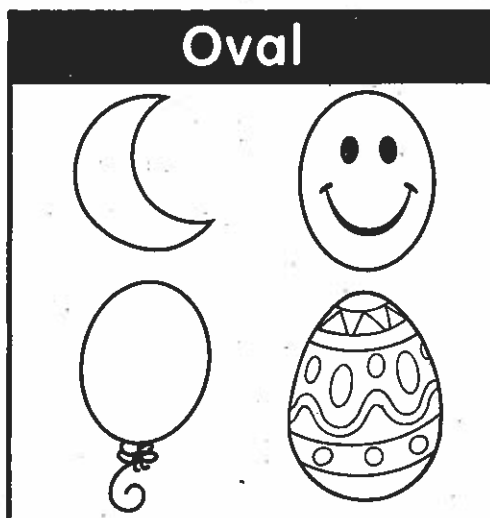
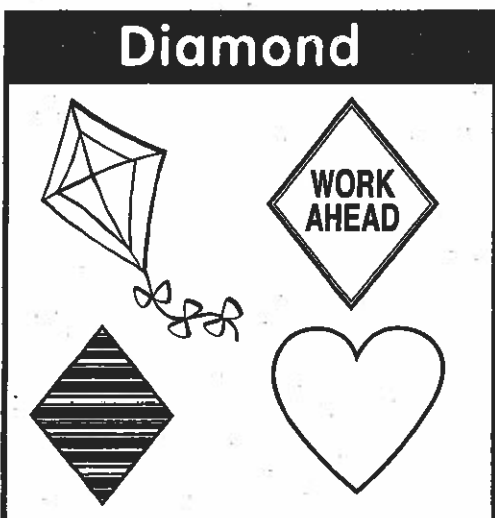
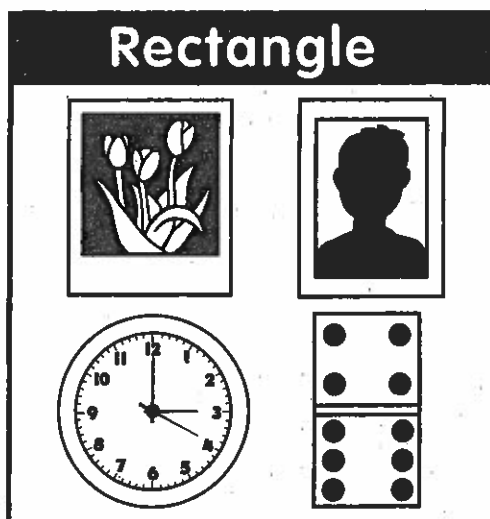
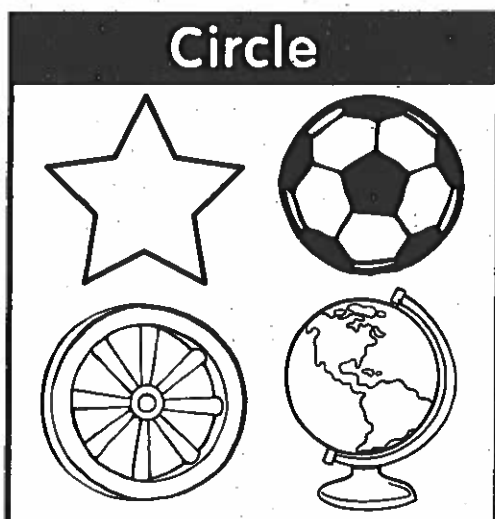
Draw a line to connect the shapes that match.



Name \_\_\_\_\_

# REVIEW

Place an "x" over each image that does not belong.

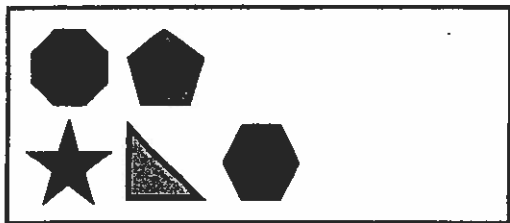




Name: \_\_\_\_\_ Date: \_\_\_\_\_

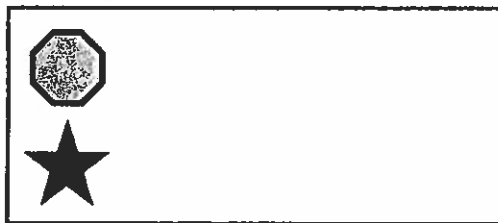
## Counting Shapes

Circle the correct number of shapes.



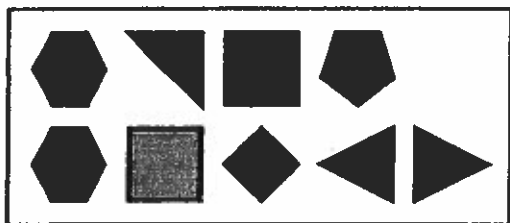
5

2



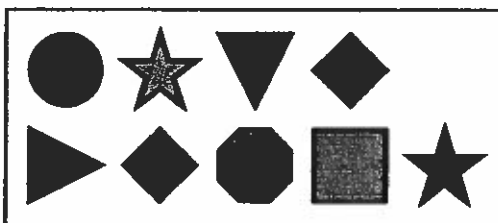
2

4



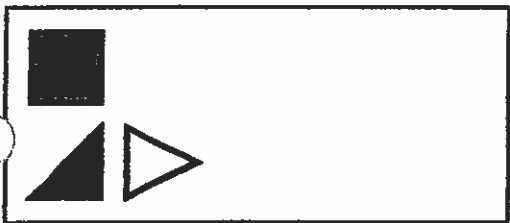
9

7



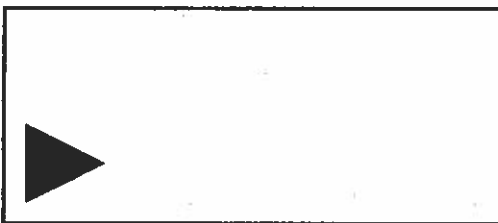
9

1



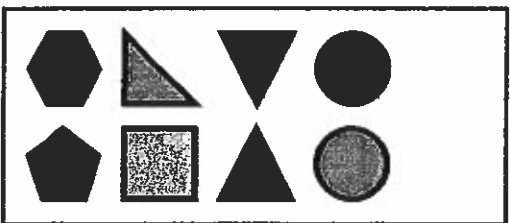
4

3



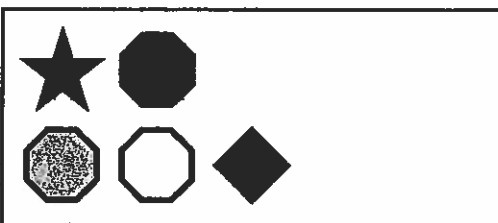
1

2



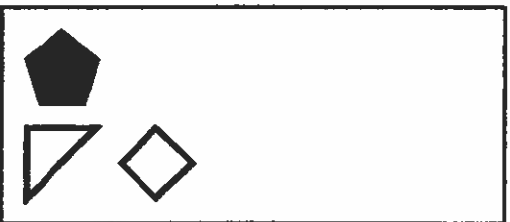
1

8



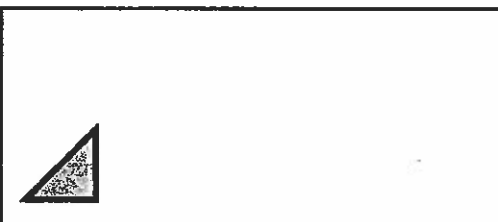
8

5



3

7



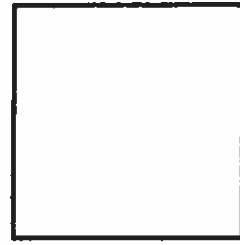
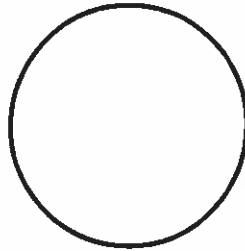
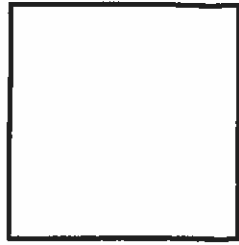
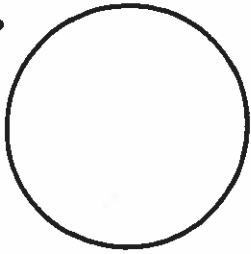
6

1

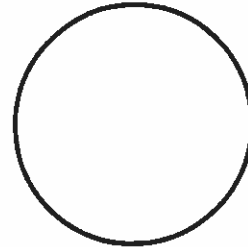
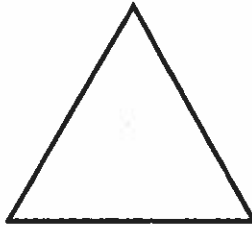
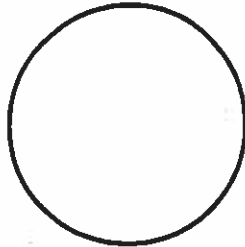
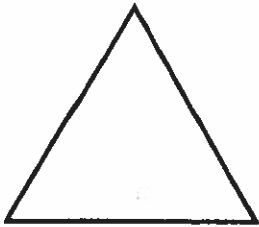
Name \_\_\_\_\_

Look at the **pattern** in each row. Fill in the blank with the shape that comes next.

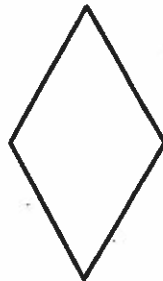
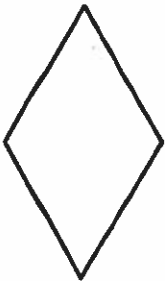
A.



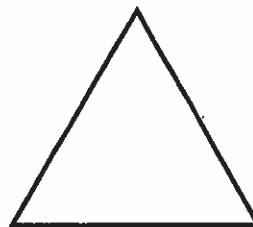
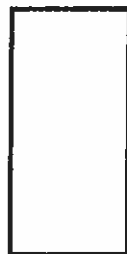
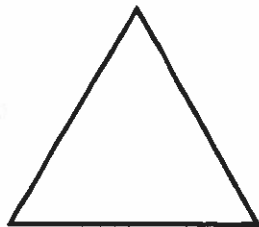
B.



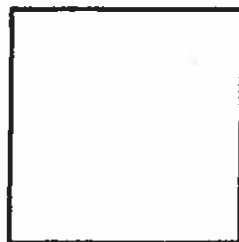
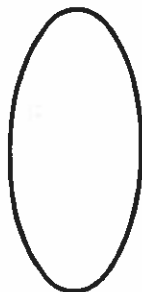
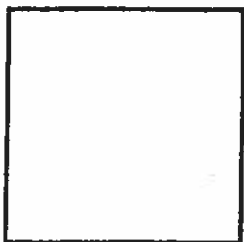
C.



D.



E.



# Same Number

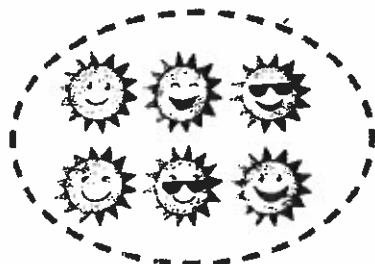


- Draw a flower for each clown. Color the flowers. Then draw lines to match.
- ★ Draw a balloon for each clown. Color the balloons. Then draw lines to match.

# WHICH IS LESS?

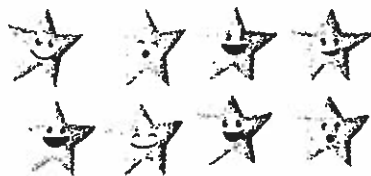
Count the objects in each group. Write the number of objects in each group.  
Circle the group with the smaller number.

1.



6

OR



8

2.



OR



3.



OR



4.



OR



5.



OR



6.



OR





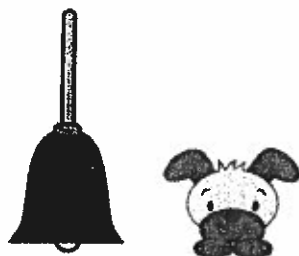
Name: \_\_\_\_\_

## Left or Right?

**Directions:** Look at the  in the pictures below. Is the  to the left of the object, or to the right? Circle **left** or **right**.



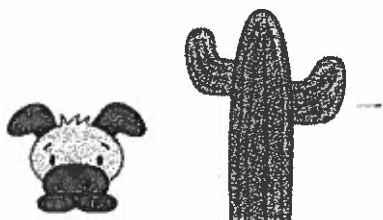
left      right



left      right



left      right



left      right



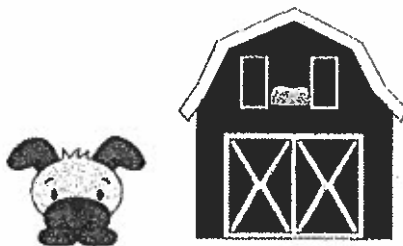
left      right



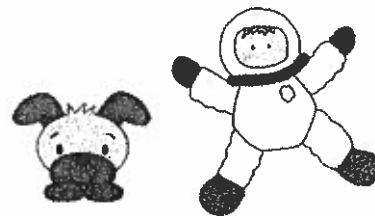
left      right



left      right

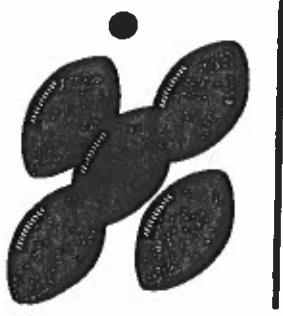


left      right

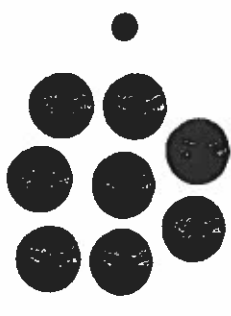


left      right

Count each set of objects. Draw a line to the correct number.



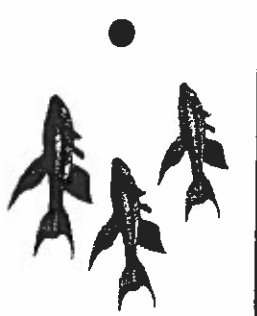
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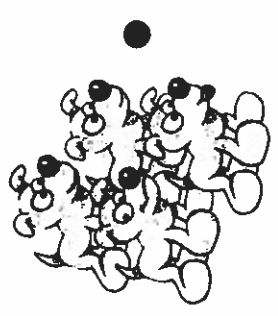
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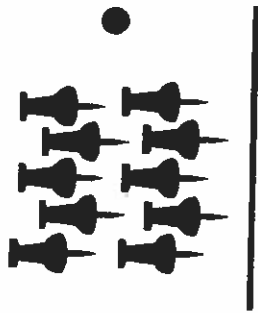
3



1



5



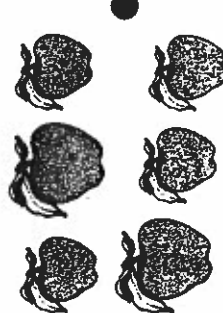
7



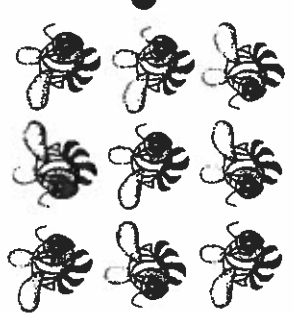
9



10



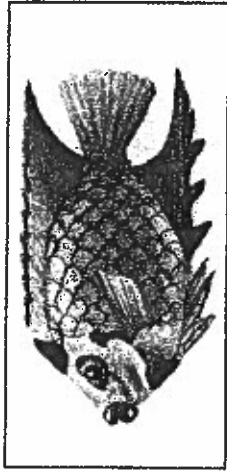
6



2

# Write Numerals

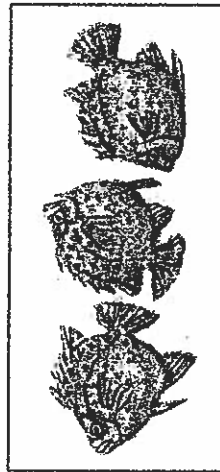
How many? Write the numeral.



Three horizontal lines for writing the numeral: a solid top line, a dashed middle line, and a solid bottom line.



Three horizontal lines for writing the numeral: a solid top line, a dashed middle line, and a solid bottom line.



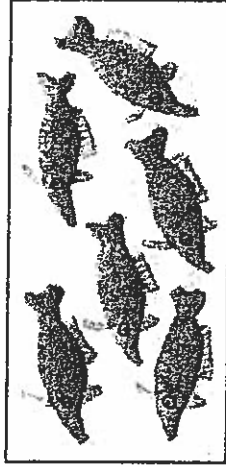
Three horizontal lines for writing the numeral: a solid top line, a dashed middle line, and a solid bottom line.



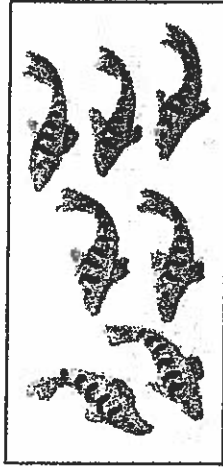
Three horizontal lines for writing the numeral: a solid top line, a dashed middle line, and a solid bottom line.



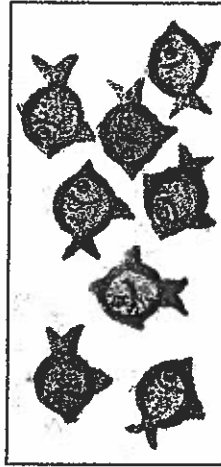
Three horizontal lines for writing the numeral: a solid top line, a dashed middle line, and a solid bottom line.



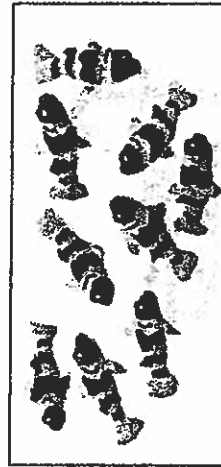
Three horizontal lines for writing the numeral: a solid top line, a dashed middle line, and a solid bottom line.



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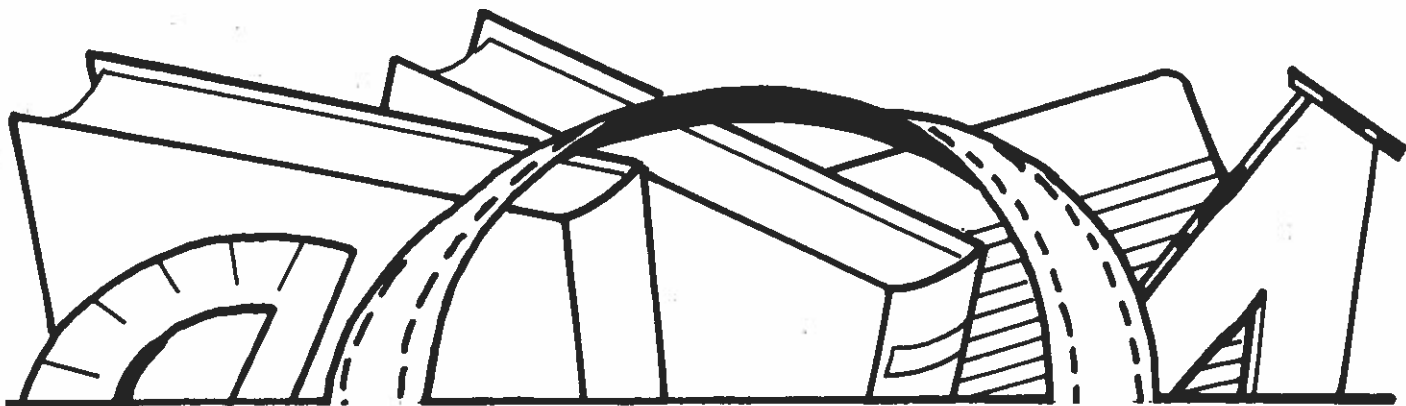
Three horizontal lines for writing the numeral: a solid top line, a dashed middle line, and a solid bottom line.



Three horizontal lines for writing the numeral: a solid top line, a dashed middle line, and a solid bottom line.



Three horizontal lines for writing the numeral: a solid top line, a dashed middle line, and a solid bottom line.



Name \_\_\_\_\_

0 \_ 2

1 \_ \_

3 \_ 5

3 \_ \_

4 \_ 6

2 3 \_ \_

7 \_ 9

5 \_ 7 8

1 \_ 3

8 \_

2 \_ 4

6 \_ \_ 9

5 \_ 7

0 \_ \_ 3

6 \_ 8

\_ 5 \_ 7