Learning Guide - ELA and Math

Kindergarten
Section 1: Student Resource.................................................pages 5-14
  - Vocabulary
  - Student Choice Board
  - Student Answer Sheets

This section contains a list of skills that the students will be working on while reading and completing tasks. Targeted vocabulary words have been identified. There are links to videos to provide students with background knowledge related to the text. There is a Student Choice Board in which students will select 5 out of the 8 activities to complete. Answer sheets are provided for students to show their work.

Section 2: Handwriting Practice.............................................pages 15-42
  - Trace and Print Letter A to Z

This section contains tracing activities with the letters A to Z. Have children practice writing letters and words.

Section 3: Student Text: What Will the Weather Be? ........pages 43-74
  - Text to use for Student Choice Board activities

This section provides a copy of the text to use for Shared Reading while in school and Student Choice Board activities while in school or at home (see Section1).

Section 4: Answer Key......................................................... pages 75-82
  - Sample student replies

This section contains possible student replies for each activity from the Choice Board. This can be used to check the student’s work.
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Click on links below to access resources

Math

Topic Overview: Add within 10................................. pages 85-99
- Student Sheets
- Answer Keys

Topic Overview: Subtract within 10....................... pages 100-113
- Student Sheets
- Answer Keys

Topic Overview: Add and Subtract, and break apart numbers within 10
................................................................. pages 114-122
- Student Sheets
- Answer Keys

Topic Overview: Count Objects and Say, Write, and Compare Numbers to 10
................................................................. pages 123-127
- Student Sheets
- Answer Keys
ENGLISH LANGUAGE ARTS
(ELA)
Grade: K  Subject: English Language Arts

**Topic:** What Will the Weather Be?
Access the text [here](#).

**What The Student is Learning:**
The student will read the informational text, What Will the Weather Be?
While working with this text, your student will practice the following skills:

- Finding the details in the text that support the author's main point
- Building their vocabulary
- Practice letter and word sounds within the text.

**Background and Context for Parents and Guardians:**
- In this unit, students read about the different types of weather and how the weather changes.
- They will be asked to think about why it is important to predict the weather and how it impacts people.
- They will also practice letter and word sounds.
  
  - Please see handout linked to [https://tinyurl.com/KLetters](https://tinyurl.com/KLetters)

**Ways to support your student:**

- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
  1. **noon** - twelve o'clock in the day; midday.
  2. **ground** - the solid surface of the earth.
  3. **inches** - a unit of length
  4. **prepare** - when someone gets ready or able to do or deal with something.
  5. **forecast** - a prediction or estimate of future events, especially coming weather.

- Read the text aloud with your child.

- After reading, ask questions about the text. These questions could include:
  1. What did you learn about the weather? (Children share things they learned such as, "I learned the different types of weather..."
  2. What do you think the author wanted you to know about the weather?
  3. Why does the weather change?

**Online Resources for Students:**

**Power Library:** is the online portal to all that Pennsylvania libraries offer. This is the place to find 24/7 access to newspapers, magazines, journals, historical documents and photos, online databases, and eBooks. Research a subject. Learn about your family history. Locate a title. Explore career options. It's all here at POWER Library.

Link: [https://sites.google.com/philsd.org/sdppowerlibrary/home](https://sites.google.com/philsd.org/sdppowerlibrary/home)
# Kindergarten Choice Board

**Instructions:** Pick 5 activities to do. Do a different activity everyday.

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Activity 2</th>
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<tbody>
<tr>
<td>Read the text <em>What Will the Weather Be?</em> with an adult.</td>
<td>Look at the pictures in the story <em>What Will the Weather Be?</em></td>
</tr>
<tr>
<td>Draw a picture of something you learned. Write a sentence explaining your drawing.</td>
<td>Write a sentence about what you think the story is about.</td>
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<td>Think about why predicting the weather is important. Write a sentence about why it is important to predict the weather.</td>
<td>Reread page 7, then answer the question: What happened to the cars and buses?</td>
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Activity 5
Work with Letters and Sounds
-Hard /C/ sound

Watch a video about words that have long /c/ sounds!
https://www.youtube.com/watch?v=HagJ6CSA7BM

Activity 6
Practice High Frequency Words

High-Frequency Sight Words

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<td>what</td>
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Read words aloud in text.
Play Memory with the words.

Activity 7
Work with Letters and Sounds
-Initial /f/ sound

Watch a video about words that have -initial /f/ sounds!
https://www.youtube.com/watch?v=jgxcv-k4gYA

Activity 8
Practice new vocabulary

V is for...

Find the vocabulary words in the text.
Write a new sentence for two of the words.
Activity 1:

Read the text, *What will the Weather Be?* Then draw a picture of something you learned.

Write a sentence about your drawing.
Activity 2:
Look at the pictures in the text *What Will the Weather Be?*

Write a sentence about what you think the text is about.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Activity 3:
Read the text *What Will the Weather Be?* with an adult.

Think about why predicting the weather is important.

Write a sentence about why it is important to predict the weather.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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Read the text *What Will the Weather Be?* with an adult.

Reread page 7, then answer the question:

What happened to the cars and buses?
Activity 5

Work with Letters and Sounds -hard /C/ sound

Watch a video about words that have long /c/ sounds!
https://www.youtube.com/watch?v=HagJ6CSA7BM

Circle the words from the text that have the -hard /c/ sound:

call  cloudy  weather  two
sad  city  ground  cars

cold  storm  can  computer
Activity 6

Practice High Frequency Words

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Read words aloud in the text as you read *What Will the Weather Be?*

**Play Memory with the words**

Cut both set of words out and play Memory with your family to see who can read and find the most matches!

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Activity 7
Work with Letters and Sounds -Initial /f/ sound

Watch a video about words that have -initial /f/ sounds!
https://www.youtube.com/watch?v=jgxcv-k4gYA

Find words that have the -initial /f/ sound in the text and write them below.

______________________________  ________________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________
Activity 8
Practice new vocabulary

V is for...

Find the vocabulary words in the text.

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4. **prepare** - when someone gets ready or able to do or deal with something.
5. **forecast** - a prediction or estimate of future events, especially coming weather.

Write a new sentence for two of the words.

1. 

2. 


Trace and Print the Letter A

Trace each letter then practice printing each letter five times.

A

These words begin with the letter A. Trace each word, and then print each word on the line.

apple

and

amaze

area
Trace and Print the Letter B

Trace each letter then practice printing each letter five times.

B

These words begin with the letter B. Trace each word, and then print each word on the line.

boy

baby

block

bed
Trace and Print the Letter C

Trace each letter then practice printing each letter five times.

C

These words begin with the letter C. Trace each word, and then print each word on the line.

cat

candy

coin

data

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Trace and Print the Letter D

Trace each letter then practice printing each letter five times.

These words begin with the letter D. Trace each word, and then print each word on the line.

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Trace and Print the Letter E

Trace each letter then practice printing each letter five times.

E
E
E
E
E

These words begin with the letter E. Trace each word, and then print each word on the line.

egg
egg
egg
egg
egg

eat
eat
eat
eat
eat
Trace and Print the Letter F

Trace each letter then practice printing each letter five times.

F

These words begin with the letter F. Trace each word, and then print each word on the line.

far
flash
tree
found
Trace and Print the Letter G

Trace each letter then practice printing each letter five times.

G

These words begin with the letter G. Trace each word, and then print each word on the line.

goal

gate

girl

guppy
Trace and Print the Letter H

Trace each letter then practice printing each letter five times.

H
    
H
    

These words begin with the letter H. Trace each word, and then print each word on the line.

hat
    
hill
    
house
    
hurt
Trace and Print the Letter I

Trace each letter then practice printing each letter five times.

These words begin with the letter I. Trace each word, and then print each word on the line.
Trace and Print the Letter J

Trace each letter then practice printing each letter five times.

J

These words begin with the letter J. Trace each word, and then print each word on the line.

jump

just

jam
Trace and Print the Letter K

Trace each letter then practice printing each letter five times.

K
K
K

These words begin with the letter K. Trace each word, and then print each word on the line.

king
key
kitten
dEEP
Trace and Print the Letter L

Trace each letter then practice printing each letter five times.

These words begin with the letter L. Trace each word, and then print each word on the line.
Trace and Print the Letter M

Trace each letter then practice printing each letter five times.

M

M

These words begin with the letter M. Trace each word, and then print each word on the line.

not

mask

moon

must
Trace and Print the Letter N

Trace each letter then practice printing each letter five times.

N

These words begin with the letter N. Trace each word, and then print each word on the line.

not

tico

toot

number
Trace and Print the Letter O

Trace each letter then practice printing each letter five times.

These words begin with the letter O. Trace each word, and then print each word on the line.
Trace and Print the Letter P

Trace each letter then practice printing each letter five times.

P
P
P

These words begin with the letter P. Trace each word, and then print each word on the line.

pie
pair
piece
point
Trace and Print the Letter Q

Trace each letter then practice printing each letter five times.

These words begin with the letter Q. Trace each word, and then print each word on the line.
Trace and Print the Letter R

Trace each letter then practice printing each letter five times.

R

R

These words begin with the letter R. Trace each word, and then print each word on the line.

rat

really

right

rug
Trace and Print the Letter S

Trace each letter then practice printing each letter five times.

S
S
S

These words begin with the letter S. Trace each word, and then print each word on the line.

ship
send
sink
sister
Trace and Print the Letter T

Trace each letter then practice printing each letter five times.

These words begin with the letter T. Trace each word, and then print each word on the line.

Trace
that
ten
right
Trace and Print the Letter U

Trace each letter then practice printing each letter five times.

U

U

U

These words begin with the letter U. Trace each word, and then print each word on the line.

Under

Use

Up

Uncle
Trace and Print the Letter V

Trace each letter then practice printing each letter five times.

These words begin with the letter V. Trace each word, and then print each word on the line.
Trace and Print the Letter W

Trace each letter then practice printing each letter five times.

These words begin with the letter W. Trace each word, and then print each word on the line.
Trace and Print the Letter X

Trace each letter then practice printing each letter five times.

\[ \text{X} \]

\[ \text{X} \]

These words begin with the letter X. Trace each word, and then print each word on the line.

\[ \text{x-ray} \]

\[ \text{xerox} \]

\[ \text{xylophone} \]
Trace and Print the Letter Y

Trace each letter then practice printing each letter five times.

Y

Y

Y

These words begin with the letter Y. Trace each word, and then print each word on the line.

yes

yellow

yam

young
Trace and Print the Letter Z

Trace each letter then practice printing each letter five times.

Z

These words begin with the letter Z. Trace each word, and then print each word on the line.

ZERO

ZIGZAG

ZOOM

ZIP

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Font notes for *Trace and Print the Letters A-Z* packet consisting of 26 alphabet worksheets.

A note about the handwriting fonts used in this activity.

www.tlsbooks.com has purchased a license from http://www.educationalfontware.com that allows us to use their fonts for worksheets we produce.

The OZ Manuscript style font used in this document is a trademark of Educational Fontware, Inc (EFI).

The OZ Manuscript font is similar to Zaner-Bloser Traditional®-style font. OZ Manuscript font (by EFI) is not endorsed by Zaner-Bloser®.

All worksheets are intended to supplement educational materials your child is currently using in school or at home.
What Will the Weather Be?

Let's Read and Find Out Science

Illustrated by Carolyn Croall

By Linda Dajwit
What Will the Weather Be?
Text copyright © 1991 by Lynda DeWitt
Illustrations copyright © 1991 by Carolyn Croll
Manufactured in China. All rights reserved.
What will the weather be?
An inch or two of snow.

The sky was gray and cloudy over Washington, D.C., on the morning of March 9, 1999. The weather forecast called for
For the huge storm,
the weather forecast was wrong. And people were not prepared
on the city.

So did the schools. In all, eight inches of snow fell
close down. So did the buses were stuck in it. The airports had to
many cars and buses were stuck in it. The ground that
But by noon, there was so much snow on the ground that
For days at a time:

Whatever the weather is like, it often stays that way.

Or is it covered with dark clouds?

Is it windy or still? Is the sky clear?

You can go outside and look, is the air warm or cold?

It is easy to see what the weather is like right now.

But predicting the weather is hard to do.

Weather forecasts tell us what kind of weather is coming.
But then something happens.
The wind begins to blow. Air from somewhere else moves in.
Most changes in the weather occur along fronts. The place where this happens is called a front. The new air pushes against the old air. Sometimes it is warmer air from the south. Sometimes it is cooler air from the north.
Where cold air pushes against warm air, we say there is a cold front.

Cold fronts move fast. They can make the wind howl. They quickly push warm air up and out of the way. The rising air carries water. The water is not a liquid. It is a gas called water vapor.

As the air rises, it cools, and the water vapor turns to liquid. High in the sky, the drops of liquid water clump together and make clouds.
Water vapor
Warm air carrying
The clouds grow big and dark as more air rises. Then it rains. There may be thunder and lightning.
and the weather is colder

do not last long. After a cold front passes, the sky clears

Cold fronts cause sudden storms, but they usually

If it is cold enough, snow falls. It all happens very fast.
Where warm air pushes against cold air, a warm front forms. Warm fronts move slowly. They make the wind blow just a little. Wispy clouds cover the sky.
There may be a light shower. Or it may drizzle for a couple of days. Warm fronts change the weather slowly. After a warm front passes, the sky clears and the weather is warmer.
Meteorologists, people who study the weather, try to predict where fronts will form.
A thermometer measures temperature.

They find out where the warm air is and where the cold air is.

They measure the temperature of the air at different places around the earth.
A wind vane tells from what direction the wind blows.

They watch to see where the air moves. They measure how fast it goes.

An anemometer measures wind speed.
That is why air along coastlines feels humid.

Lots of water vapor rises from the ocean.

Water vapor is what makes air feel damp or humid.

Meteorologists also measure the amount of water vapor.
Another thing meteorologists measure is air pressure. It's hard to imagine, but air has weight. And all of this weight presses on the earth. It presses on everything—even you! Hundreds of pounds of air press against your body all the time. You cannot feel it because air inside your body pushes out with the same force.
As the air pressure changes, the weather changes.
But it does. Sometimes it is high, and sometimes it is low.
You cannot feel air pressure, and you cannot tell when it changes.
It collapses from the weight of outside air.
When you take the air out? The basketball flattens.
Bounce a ball when it has air in it, but what happens when inside this basketball pushes out, too.
You can
When air pressure is low, air is rising into the sky. Water vapor in the air turns to liquid and clouds form. As more air rises, the pressure gets lower and lower. And the clouds get bigger and darker. Lots of rain or snow may fall when the air pressure is low.
The weather is dry and sunny when the air pressure is high.

A few puffy clouds may appear, but it won't rain.

The skies stay mostly clear.

When air pressure is high, air is sinking toward earth.

Luckily, the air pressure is high most of the time.
Meteorologists measure the air pressure over the whole earth. They find the highs and the lows. They measure the temperature and humidity of the air. They see where air is warm or cold, damp or dry. They measure the speed and direction of the wind. They take their measurements over the oceans and over the land.
Throughout the day the measurements are sent to the National Weather Service in Maryland. There, huge computers plot the measurements on maps. The maps show the temperature, humidity, and pressure of the air all around the world. Arrows on the maps mark the direction of the winds. Cold fronts and warm fronts show where storms are forming.

Meteorologists everywhere study the maps. To forecast weather for tomorrow and the next day, they need to know what is happening hundreds and hundreds of miles away. They need to know what kind of air is coming. Then they can make their forecasts.
Weather Map

Warm front
Warm air in SE is 50-60°F.

Cold front
Cold air in NW is 5°F.

Temperature

Wind direction
Weather forecasts are sent to radio and television stations. They are printed in the newspapers. The forecasts tell us what kind of air is coming and what kind of weather to expect.
They may call for warm and sunny days.  
Or they may tell us to prepare for snow and strong winds.  
They warn farmers when a frost is coming.  
They help us decide whether our schools and airports should be closed down.
Changes in the weather are not always predictable. So not all of the forecasts are right. Sometimes meteorologists tell us to take our umbrellas when we don’t need them. Other times they say we won’t need a jacket when we do.

But meteorologists today know more about the weather than ever before. And usually we can depend on their forecasts when we’re wondering. “What will the weather be?”
Activity 1:

Read the text, *What will the Weather Be?* Then draw a picture of something you learned.

Write a sentence about your drawing.

_The wind can blow hot or cold air._
Activity 2:
Look at the pictures in the text *What Will the Weather Be?*

Write a sentence about what you think the text is about.

The text is about snow and rain.

Activity 3:
Read the text *What Will the Weather Be?* with an adult.

Think about why predicting the weather is important.

Write a sentence about why it is important to predict the weather.

Predicting the weather is important to help keep us safe.
Activity 4

Read the text *What Will the Weather Be?* with an adult.

Reread page 7, then answer the question:

What happened to the cars and buses?

The cars and buses got stuck

in the snow.
Activity 5

Work with Letters and Sounds -hard /c/ sound

Watch a video about words that have long /c/ sounds!
https://www.youtube.com/watch?v=HaqJ6CSA7BM

Circle the words from the text that have the -hard /c/ sound:

call
cloudy
weather
two

sad
city
ground
cars

cold
storm
can

computer
Activity 6

Practice High Frequency Words

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Read words aloud in the text as you read *What Will the Weather Be?*

Play Memory with the words

Cut both set of words out and play Memory with your family to see who can read and find the most matches!
Activity 7
Work with Letters and Sounds -Initial /f/ sound

[Image of Ff]

Watch a video about words that have -initial /f/ sounds!
https://www.youtube.com/watch?v=igxcv-k4qYA

Find words that have the -initial /f/ sound in the text and write them below.

forecast  fast  force
fell  find  flattens
for  from  form
front  feel  farmers
Activity 8
Practice new vocabulary

Find the vocabulary words in the text.

1. **noon** - twelve o'clock in the day; midday.
2. **ground** - the solid surface of the earth.
3. **inches** - a unit of length
4. **prepare** - when someone gets ready or able to do or deal with something.
5. **forecast** - a prediction or estimate of future events, especially coming weather.

Write a new sentence for two of the words.

1. **We eat lunch at noon.**

2. **There was 5 inches of snow.**
Math
|---------------------|------------------------------------------|

What Your Student is Learning: Represent addition with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.

Background and Context:

The attached worksheets ask for equations & drawings. You can also encourage students to clap for the equations (3 *clap clap clap* plus 2 *clap clap* equals 5 *clap clap clap clap clap*) and to represent them with objects (toy blocks, for example).

When students first learn addition they say: 2 and 3 is 5 in all.

A problem to give them would be: 3 and 1 is ____ in all (pg 2)

Then, you could show pictures and say ____ and ____ is ___. Students have to count to figure out all parts of the problem. (pg 3-4)

Then, you move on to + and = symbols. Connect to “and” and “is” language. Have them fill in numbers and symbols, continuing to connect to pictures. (pg 5)

Then, you can move to where students must work without the support of the “and” and “is” language to count and complete full equations. (pg 6-7)

Last, after following this progression, you can have students fill in some numbers, given others. (pg 8)

Ways to support your student:

Ask: How could you represent that with a picture? How could you read that equation (ex: 5 and 3 is 8 and 5 plus 3 equals 8)? Where do you see the 3 in your picture and your equation?

Online Resources for Students:

Video to explain to students - [https://www.youtube.com/watch?v=tVHOBVAfLuw](https://www.youtube.com/watch?v=tVHOBVAfLuw)
Games for students to practice - [https://www.splashlearn.com/addition-games-for-kindergarteners](https://www.splashlearn.com/addition-games-for-kindergarteners)
5 and 2 is ____ in all.

5 and 5 is ____ in all.

**Directions**  **Top** Say: What do you see? What do the numbers 5 and 2 in the addition sentence represent? How can you show the 5 erasers? How can you show the 2 erasers? How can you find the number of erasers in all? Where can you write the number that tells how many in all?  **Bottom** Say: What do you see? How can you show 5 red paint buckets? Which part of the addition sentence shows the 5 red paint buckets? How can you show 5 blue paint buckets? Which part of the sentence shows the 5 blue paint buckets? What do you notice about the two numbers in the sentence? How can you find the number of paint buckets in all?
Say: Marta has some cubes. Then she gets some more. You can write numbers to show how Marta counts on to add more to the groups of cubes. Then write an addition sentence to tell how many in all.

For 1 and 2, Say: Daniel has some cubes. Then he gets some more. Have students count on to add the group of cubes, and then write an addition sentence to tell how many in all.

For 3 and 4, have students write the numbers to tell how many to add to the group when more boats come and then write how many there are in all.

Resources from enVision Mathematics, 2020, Common Core, Grade K
Directions 1 and 2: Have students use counters to model putting together the groups, draw a circle around the groups to put them together, and then write an addition sentence to tell how many in all.

Directions for 3: Have students draw a circle around the groups to put them together, write an addition sentence to tell how many in all, and then say the sentence aloud. Directions for 4-6: Have students use counters to model putting together the groups, draw a circle around the groups to put them together, and then write an addition sentence to tell how many in all.
Directions for 1 and 2: Have students add the groups to find the sum, and then write an equation to show the addition.

Directions for 3-6: Have students add the groups to find the sum, and then write an equation to show the addition.
Have students listen to the story, draw a picture to show what is happening, and then write the equation. Then have them explain their work. **For #1,** tell students, “There are 6 sea stars on the beach. 1 more joins them. How many sea stars are there in all?**

**For #2,** say: 3 birds are sitting in a tree. 7 more join them. How many birds are sitting in all? **For #3,** say: 5 squirrels are looking for good. 4 more join them. How many squirrels are there in all?

**For this question,** say, “You have some carrots in your refrigerator. You buy some more to put in your refrigerator.” Complete the equation to represent all of your carrots.
Use counters to show the addition, look at, or draw a picture, and then write an equation to tell how many in all. Have them explain. 

#3 - Jorge puts 4 blue paint jars and 3 red paint jars in a room. How many paint jars in all? 

#4 - Maya has some crayons. Her friends gives her some more. How many total crayons does she have?

For the 4 questions above, have students tell a story about each picture. Make sure the story is about addition. Then, draw a line to connect each picture to its matching equation.
For #1, Say: You can write an equation to show what is happening in a picture. How many counters are white? How many counters are black? Write an equation to match the counters.

For #2, Say: The counters show a different way to make 5. How many counters are white? How many counters are black? Complete the equation to match the counters.

For #3 and 4, have students color the counters to complete the pattern of different ways to make 5 and then write an equation to match. When done, say: Look, we made 5 in 4 different ways! There are multiple ways to make the same total.

Resources from enVision Mathematics, 2020, Common Core, Grade K
Answer Key
Directions  Top Say: What do you see? What do the numbers 5 and 2 in the addition sentence represent? How can you show the 5 erasers? How can you show the 2 erasers? How can you find the number of erasers in all? Where can you write the number that tells how many in all? Bottom Say: What do you see? How can you show 5 red paint buckets? Which part of the addition sentence shows the 5 red paint buckets? How can you show 5 blue paint buckets? Which part of the sentence shows the 5 blue paint buckets? What do you notice about the two numbers in the sentence? How can you find the number of paint buckets in all?
Another Look!

5 6 7 8
5 and 3 is 8.

2 4 6
and 3 is 6.

Say: Marta has some cubes. Then she gets some more. You can write numbers to show how Marta counts on to add more to the groups of cubes. Then write an addition sentence to tell how many in all.

For 1 and 2, Say: Daniel has some cubes. Then he gets some more. Have students count on to add the group of cubes, and then write an addition sentence to tell how many in all.

3 7 10
and is 10.

2 5 7
and is 7.

For 3 and 4, have students write the numbers to tell how many to add to the group when more boats come and then write how many there are in all.
Directions 1 and 2: Have students use counters to model putting together the groups, draw a circle around the groups to put them together, and then write an addition sentence to tell how many in all.

Directions for 3: Have students draw a circle around the groups to put them together, write an addition sentence to tell how many in all, and then say the sentence aloud. Directions for 4-6: Have students use counters to model putting together the groups, draw a circle around the groups to put them together, and then write an addition sentence to tell how many in all.
Directions for 1 and 2: Have students add the groups to find the sum, and then write an equation to show the addition.

Directions for 3-6: Have students add the groups to find the sum, and then write an equation to show the addition.
Have students listen to the story, draw a picture to show what is happening, and then write the equation. Then have them explain their work. For #1, tell students, "There are 6 sea stars on the beach. 1 more joins them. How many sea stars are there in all?"

For #2, say: 3 birds are sitting in a tree. 7 more join them. How many birds are sitting in all? For #3, say: 5 squirrels are looking for good. 4 more join them. How many squirrels are there in all?

For this question, say, "You have some carrots in your refrigerator. You buy some more to put in your refrigerator." Complete the equation to represent all of your carrots.
Use counters to show the addition, look at, or draw a picture, and then write an equation to tell how many in all. Have them explain. #3 - Jorge puts 4 blue paint jars and 3 red paint jars in a room. How many paint jars in all? #4 - Maya has some crayons. Her friends gives her some more. How many total crayons does she have?

For the 4 questions above, have students tell a story about each picture. Make sure the story is about addition. Then, draw a line to connect each picture to its matching equation.
For #1, Say: You can write an equation to show what is happening in a picture. How many counters are white? How many counters are black? Write an equation to match the counters.

For #2, Say: The counters show a different way to make 5. How many counters are white? How many counters are black? Complete the equation to match the counters.

For #3 and 4, have students color the counters to complete the pattern of different ways to make 5 and then write an equation to match. When done, say: Look, we made 5 in 4 different ways! There are multiple ways to make the same total.
**Grade:** K  
**Subject:** Math  
**Goes with Pages:** 18-23


**What Your Student is Learning:** Represent subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.

**Background and Context for Parents:**

The attached worksheets ask for equations & drawings. You can also encourage students to clap for the equations (5 *clap clap clap clap clap* minus 2 *clap clap* equals 3 *clap clap clap*) and to represent them with objects (toy blocks, for example).

Subtraction is completely new to students at this time. You want to start by telling short math stories and having pictures to match the stories. Students can cross out the insects/objects to represent them “walking away” or being “taken out” of the jar. See page 18).

We can continue to develop an understanding of subtraction before ever using the word subtract or the minus symbol. On page 19, students see a group of objects, and break them into two groups. This focuses on the idea of subtraction as taking apart.

Another way to think about subtraction is taking away. With addition, we said __ and __ is __. Now for subtraction, we can use the language ___ take away ___ is ___. Before introducing symbols, we can write those sentences. See page 20.

Next, on page 21, you build a bridge between the language and the symbols (just like you did with addition). Help students to understand the symbols are called minus and equals, and that minus represents take away, and equals takes the place of “is”

Page 22 transitions students away from the supporting language to where they have to come up with their own equation. Be sure to ask students to read their equations aloud.

Page 23 has the last activity for this section. You have students subtract multiple times, starting with the same number. This helps us see different ways to compose and decompose the numbers.

**Ways to support your student:**

Ask: How could you represent that with a picture? How could you read that equation (ex: 5 take away 3 is 2 and 5 take away 3 is 2)? Where do you see the 3 in your picture and your equation?

**Online Resources for Students:**

Video to explain to students - [https://www.youtube.com/watch?v=pwQKugrFmJQ](https://www.youtube.com/watch?v=pwQKugrFmJQ)

Games for students to practice - [https://www.splashlearn.com/subtraction-games-for-kindergarteners](https://www.splashlearn.com/subtraction-games-for-kindergarteners)
Tell the students a story for each picture. Have students mark X’s on the objects/insects that go away, and then ask them how many are left. You might also act out the stories or model them with small blocks. Example stories:

#3 - 9 ladybugs are on a leaf. 4 walk away. How many ladybugs are left?

#4 - 7 caterpillars are on a leaf. 6 walk away. How many caterpillars are left?

#5 - 9 marbles are in a jar. 3 are taken out. How many marbles are left?

#6 - 6 marbles are in a jar. 4 are taken out. How many marbles are left?

#7 - 10 fingers in the air. 2 are put down. How many are left?

#8 - 7 fingers in the air. 3 are put down. How many are left?
Have students draw a circle around some of the objects. Then, count the two parts (in and out of the circle. Notice: Are students able to count and write their numbers? They learned this earlier in the year, but may need additional practice.
For each one, tell the story, asking questions along the way. Have students fill in the numbers to match.

#3 - Emily sees 6 grasshoppers on the table. Where do you see 6 grasshoppers? 2 hop away. Where do you see 2 hopping away? How many are left? #4 - Emily sees 7 dragonflies on the table. Where do you see 7 dragonflies? 3 fly away. Where do you see 3 flying away? How many are left? #5 - Emily sees 8 caterpillars on the table. Where do you see 8 caterpillars? 4 crawl away. Where do you see 4 crawling away? How many are left? #6 - Emily sees 10 ants on the table. Where do you see 10 ants? 4 walk away. Where do you see 4 walking away? How many are left? #7 - Emily sees 8 snails on the table. Where do you see 8 snails? 3 walk away. Where do you see 3 walking away? How many are left? #8 - Emily sees 6 crickets on the table. Where do you see 6 crickets? 3 hop away. Where do you see 3 hopping away? How many are left?
You will have to start by modeling and introducing the symbols that go in the circles to create the equations. You might want to remind students that when we added things together, we used a plus sign. Now that we are taking away, we use a symbol called minus. Have students put Xs on the objects that are being taken away so that their picture matches their equation.
You may need to remind students how to create equations using minus and equals.

#2 - There are some bunnies in a pet store. How many bunnies are there? Someone adopts 3 of them. How many are left?

#3 - There are some parrots in the zoo. How many parrots are there? 4 of them fly to a new cage. How many are left?

Ask students to create an equation to show the subtraction that the picture represents. You can tell stories if students need stories to help them. They can also model the problems with small blocks.

Resources from enVision Mathematics, 2020, Common Core, Grade K
We start with 3 butterflies. How many do we take away first? How many are left?
In the next row, we start with 3 again, and how many do we take away? How many are left?
In the last row, we start with 3 again, and how many do we take away? How many are left?
What do you notice is the same about each one? What is different?

We start with 2 flowers. How many do we take away first? How many are left? Write an equation.
In the next row, we start with 2 again. Cross one out. How many are left? Write an equation.
In the last row, we start with 2 again. Don't cross any out. How many are left? Write an equation.
(Students may be confused about subtracting zero. Talk about it).
Answer Key
Tell the students a story for each picture. Have students mark X’s on the objects/insects that go away, and then ask them how many are left. You might also act out the stories or model them with small blocks. Example stories:

#3 - 9 ladybugs are on a leaf. 4 walk away. How many ladybugs are left?

#4 - 7 caterpillars are on a leaf. 6 walk away. How many caterpillars are left?

#5 - 9 marbles are in a jar. 3 are taken out. How many marbles are left?

#6 - 6 marbles are in a jar. 4 are taken out. How many marbles are left?

#7 - 10 fingers in the air. 2 are put down. How many are left?

#8 - 7 fingers are in the air. 3 are put down. How many are left?
Have students draw a circle around some of the objects. Then, count the two parts (in and out of the circle. Notice: Are students able to count and write their numbers? They learned this earlier in the year, but may need additional practice.

Answers depend on what students circle. Samples are above.
For each one, tell the story, asking questions along the way. Have students fill in the numbers to match.

#3 - Emily sees 6 grasshoppers on the table. Where do you see 6 grasshoppers? 2 hop away. Where do you see 2 hopping away? How many are left? #4 - Emily sees 7 dragonflies on the table. Where do you see 7 dragonflies? 3 fly away. Where do you see 3 flying away? How many are left? #5 - Emily sees 8 caterpillars on the table. Where do you see 8 caterpillars? 4 crawl away. Where do you see 4 crawling away? How many are left? #6 - Emily sees 10 ants on the table. Where do you see 10 ants? 4 walk away. Where do you see 4 walking away? How many are left? #7 - Emily sees 8 snails on the table. Where do you see 8 snails? 3 walk away. Where do you see 3 walking away? How many are left? #8 - Emily sees 6 crickets on the table. Where do you see 6 ants? 3 hop away. Where do you see 3 hopping away? How many are left?
You will have to start by modeling and introducing the symbols that go in the circles to create the equations. You might want to remind students that when we added things together, we used a plus sign. Now that we are taking away, we use a symbol called minus. Have students put Xs on the objects that are being taken away so that their picture matches their equation.
You may need to remind students how to create equations using minus and equals.

#2 - There are some bunnies in a pet store. How many bunnies are there? Someone adopts 3 of them. How many are left? #3 - There are some parrots in the zoo. How many parrots are there? 4 of them fly to a new cage. How many are left?

Ask students to create an equation to show the subtraction that the picture represents. You can tell stories if students need stories to help them. They can also model the problems with small blocks.
We start with 3 butterflies. How many do we take away first? How many are left?
In the next row, we start with 3 again, and how many do we take away? How many are left?
In the last row, we start with 3 again, and how many do we take away? How many are left?
What do you notice is the same about each one? What is different?

We start with 2 flowers. How many do we take away first? How many are left? Write an equation.
In the next row, we start with 2 again. Cross one out. How many are left? Write an equation.
In the last row, we start with 2 again. Don’t cross any out. How many are left? Write an equation.
(Students may be confused about subtracting zero. Talk about it)
| Topic: Add and Subtract, and break apart numbers within 10 | Time: You might do 1-2 pages in a sitting. |

**What Your Student is Learning:** Represent subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.

**Background and Context for Parents:**

At this point, students are familiar with addition and subtraction. This set of problems provides a chance to practice. In addition to practicing adding and subtracting, they are given opportunities to think about and compare different problems that all have the same total.

For example:
6 = 0 + 6  
6 = 1 + 5  
6 = 2 + 4  
6 = 3 + 3  
6 = 4 + 2  
6 = 5 + 1  
6 = 6 + 0

Students can practice *decomposing* 5, 6, 7, 8, and 9 in all different ways. It can be helpful to start with the total and then to color some one color and some another as a way to determine the two parts. You could also count out some cubes and then put some in one hand and some in another, as a way to see two groups.

**Ways to support your student:**
At this point, you want to pay attention to what confusions students have. Do they understand what it means to add? Do they understand what it means to subtract? Do they understand the symbols for plus, minus, and equals? This is a chance to watch them practice and listen to their thinking, and to learn what they know and do not know.

**Online Resources for Students:**
Practice Games: [https://www.splashlearn.com/subtraction-games-for-kindergarteners](https://www.splashlearn.com/subtraction-games-for-kindergarteners)  
[https://www.splashlearn.com/addition-games-for-kindergarteners](https://www.splashlearn.com/addition-games-for-kindergarteners)
Ask student to solve the problems. Encourage them to draw pictures or use blocks to model the problem to help them solve. Ask them to read the final equations to you.

Resources from enVision Mathematics, 2020, Common Core, Grade K
Say: Carlos has 7 flowers. He wants to put some in a red vase and some in a blue vase. How many could he put in each vase? Have student color the 7 cubes in 3 different ways, and write the corresponding equations. For example, if they color 2 red and 5 blue, then the equation would be $7 = 2 + 5$. Ask: How are your equations similar? Different? How does your equation match your picture? Where do you see the 7? The 2? The 5?

Say: Carlos has 6 pieces of candy. He has a red box and a blue box. How much candy could he put in each vase? Repeat the same process as above. Ask the same questions.
Say: There are 8 children on a boat. Each child needs a lifevest. There are red and blue vests. How many could wear red and how many blue? Show 3 different ways to split into red and blue vests and create matching equations. Ask: How are your equations similar? Different? How does your equation match your picture? Where do you see the parts of your equation in the picture?

Say: There are 9 cookies to give to two kids, John and Sally. What are two different ways you could split up the cookies? Color some of the cookies red and some blue and create matching equations. Ask questions like those above.
Answer Key
Ask student to solve the problems. Encourage them to draw pictures or use blocks to model the problem to help them solve. Ask them to read the final equations to you.

Resources from enVision Mathematics, 2020, Common Core, Grade K
Carlos has 7 flowers. He wants to put some in a red vase and some in a blue vase. How many could he put in each vase? Have student color the 7 cubes in 3 different ways, and write the corresponding equations. For example, if they color 2 red and 5 blue, then the equation would be \(7 = 2 + 5\). Ask: How are your equations similar? Different? How does your equation match your picture? Where do you see the 7? The 2? The 5? Answers depend on how students color. Sample shown.

Carlos has 6 pieces of candy. He has a red box and a blue box. How much candy could he put in each vase? Repeat the same process as above. Ask the same questions.
Say: There are 8 children on a boat. Each child needs a lifevest. There are red and blue vests. How many could wear red and how many blue? Show 3 different ways to split into red and blue vests and create matching equations. Ask: How are your equations similar? Different? How does your equation match your picture? Where do you see the parts of your equation in the picture?

Answers depend on how students color, samples shown.

Say: There are 9 cookies to give to two kids, John and Sally. What are two different ways you could split up the cookies? Color some of the cookies red and some blue and create matching equations. Ask questions like those above.
<table>
<thead>
<tr>
<th>Topic: Count Objects and Say, Write, and Compare Numbers to 10</th>
<th>Time: Try to count something every day.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What Your Student is Learning:</strong> Represent addition with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.</td>
<td></td>
</tr>
<tr>
<td><strong>Background and Context for Parents:</strong> THIS IS REVIEW CONTENT.</td>
<td></td>
</tr>
</tbody>
</table>

Students spent the first part of the school year counting objects and learning to read, write, and compare numbers.

**Pages 41-44** provide a place to practice **writing numbers**. Students can continue to practice writing numbers on paper. You can also put sand or sugar in a tray and have students trace the numbers into the sand/sugar. Have them say the numbers out loud.

When we think about counting, we think about it two ways. First, students can learn the counting sequence. As you walk down the sidewalk, climb the stairs, take bites of cereal, etc., you can count: one, two, three, four… up to ten.

The second way we think about counting is by counting objects to determine how many there are. To practice this, find random objects in your house or outside, pick an amount 10 or less, and ask the student to count them. Ask: *How many are there? How do you know?* Notice if students organize them into a nice arrangement. Do they touch them as they count? Can they draw a picture to represent the objects, and write the number to represent the total?

Finally, to compare, you could give two small groups of objects. Ask: Which group is bigger? Which is smaller? How do you know? Which has more? Which has less? How do you know? You could also show some objects (candy, blocks, crayons, for example) and ask, for example: *Are there more than 5 blocks or less than 5 blocks?*

**Ways to support your student:**
Ask lots of questions. When counting - *How many are there? How do you know?* When comparing, which has more? *How do you know?*

**Online Resources for Students:**
Counting: [https://www.youtube.com/watch?v=HkkYaj0m6cq&vl=en](https://www.youtube.com/watch?v=HkkYaj0m6cq&vl=en)
Counting story: [https://www.youtube.com/watch?v=lHGGJXQmwTo](https://www.youtube.com/watch?v=lHGGJXQmwTo)
Which number do you want to practice more?
Which number do you want to practice more?
Which number do you want to practice more?
Which number do you want to practice more?
Lesson Preparation

Materials
- letter tiles
  (in containers)
- Letter Card 19 (e)
- Picture Card 19
  (elephant)
- Spelling Card 18 (/é/)
- Review Decks

Worksheet 73
- Reading Practice 12
- Handwriting Masters 13
  and 66 (optional)
- Max's Big Book of
  Songs; Max's Sing-
  Along CD (optional)

Letter Card 19
Picture Card 19
Spelling Card 18

Ee Wall Card

Lesson Warm-Up

Phonological/Phonemic Awareness

Objective: To develop the ability to unblend sounds in words

"Let's unblend words to hear each sound."
"Echo 'bug.'" bug

- Say the word again slowly, holding up one finger for each of the three sounds as you say them. Encourage children to do the same.

"How many sounds are in this word?" three

- Repeat with the following:
  fun must
  sit last
  cat top

Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words

- Reminder: Never mix the individual card decks.
- Quickly review the Letter, Picture, and Sight Word Decks.
Spelling Sound Review

Objective: To practice spelling letter sounds and words

- Seat children where they can work with the letter tiles easily.
- Distribute the letter tile containers. Tell children which side to use, and have them lay their tiles in a row.
- Quickly review the Spelling Deck. Children should echo the sounds, name the letters that make them, and move the appropriate tiles to another row. (Make sure children move the correct tiles.)
- Select words from the Spelling Word List that children can spell using their tiles. Choose from the list only previously taught words and words that do not require duplicate letter tiles.
- Have children spell the following sight words with their letter tiles, and remind them to refer to the caterpillar word wall if necessary:
  into  four  from
- Have children spell additional phonetic words from the caterpillar word wall before you collect the letter tile containers.

New Increment: The Letter E

Handwriting E

- Seat children in small groups.
- Distribute Worksheet 73 and an extra sheet of paper to each child.

➤ Pronunciation Note: Pronounce the following vowel sound like the e in “elf”:

“Echo /ɛəl/.”  /ɛəl/

“/ɛəl/ is the short sound of the letter e.”

➤ Optional: Show children the pictures on pages 12 and 13 of Max’s Big Book of Songs. Introduce the letter E verse from “We Love the Alphabet” on Max’s Sing-Along CD. Tell children to listen for words that begin with /ɛə/. Later, ask them to say the /ɛə/ words they heard.

- Write a lowercase e on the board in the handwriting you want children to learn. (Specific handwriting strokes are described in the Handwriting Booklet.)

“This is a lowercase letter e.”

- Have children skywrite the letter e a few times before they practice writing e’s on the extra sheet of paper. Children should name the letter each time they write it.
- Assist any children whose e’s are improperly written.
Introduce capital E.

- Write a capital E on the board, and let children skywrite and practice writing capital E's.
- Have children set their worksheets aside for use later in the lesson.

New Deck Cards for E

- Show Letter Card 19 and have children name the letter.
  "Is ‘e’ a vowel or a consonant?" vowel
  "Our new keyword for E begins with /e/. See if you can guess it."
- Introduce the keyword “elephant” with the following riddle:
  “This animal is big and gray. It has tusks and big ears. It also has a long nose called a ‘trunk.’ What do you think it is?” elephant
- Show Picture Card 19 and uncover the picture on the wall card.
  “When you see this card, say ‘elephant, /e/.’”
  "The keyword ‘elephant’ helps us remember the /e/ sound because it begins with /e/.”
  "Remember, vowels have at least two sounds. The e on this card has a breve over it to help us remember that /e/ is the short sound of e."
  “Get out your worksheet and put your finger on the #1.”
- Follow the instructions on Spelling Card 18. Children should write a lowercase e beside #1.
- Add the three new cards to the Review Decks.

Application and Continual Review

“Look at the letters in the box on your worksheet. Do you see any e’s?” yes
  “Circle all of the e’s.”
  “Turn your paper over. Look at the pictures at the top of the page. What is the first picture?” plant
- Give credit to any answer that corresponds to the picture, but lead to the answer provided.
  “What sound do you hear at the beginning of ‘plant’?” /p/
  “What letter makes the /p/ sound?” p
  “Write the lowercase letter p on the line beneath the picture of a plant.”
- Repeat with #3 (egg) and #4 (bench).
  “Look at the word by #5. Which letter is a vowel?” e
  “Put your finger under the vowel. How will we code it?” short; breve
“Why?” followed by a consonant

- Have children code the vowel. Ask a volunteer to read the word (net). Help children blend the sounds, as needed.

“Draw a line from the word ‘net’ to the picture of a net.”

- Repeat with #6 (bell) and #7 (leg). Remind children to look for twin consonants.

“Look at the words at the bottom of your paper.”

“Read these words to someone at home tonight.”

- Try to call each child to your desk during the day to read the words in the High Frequency Word Box. Children must learn to recognize these words quickly in order to become fluent readers.

- Check each child’s worksheet and have him/her correct it.

- Have children put their worksheets in their Homework Folders.

- Optional Handwriting Practice: Use the strokes outlined in the Handwriting Booklet to demonstrate how to skywrite capital and lowercase e’s. Distribute Handwriting Master 13 and have children practice forming capital and lowercase e’s. Send home the completed master to show parents the correct formation of letter e. For additional handwriting practice and review of previously taught sight words, distribute Handwriting Master 66. Have children complete the sheet in class or as homework.

Classroom Practice

Objective: To practice recently introduced words

- Distribute Reading Practice 12. Before sending it home, you may check off words that the child can read.
School/Home Reinforcement

- Send the following home with children at the end of the day:

  Worksheet 73
  Reading Practice 12
  Handwriting Masters 13 and 66 (optional)

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Lesson 73 - Saxon Phonics and Spelling K

Name:

Ee

1. e

z g e u
e e e e
z a e z
e u e b

High Frequency Word Box

into can big
four but

Dear Parent/Guardian:

The words in the box are common words that your child has been practicing. Please help your child practice the words on the list as often as possible. Once your child knows the words, you can use them in daily conversations.

Sincerely,

Lesson Preparation

Materials
- alphabet handwriting strips
- Review Decks
- Sight Word Card 7 (one)
- Worksheet 74
- Handwriting Master 39 (optional)
- Decodable Reader 7 (Ben is Ten!)
- colored pencils

Lesson Warm-Up

Alphabet Activity

Objective: To review the vowels and the alphabet

- Children should have their alphabet handwriting strips available.
  - How many letters are in the alphabet? 26
  - What two kinds of letters make up the alphabet? vowels and consonants
  - Name the vowels: a, e, i, o, u

- Divide the class into two teams.
  - Let’s say the alphabet in teams. Team 1 will say ‘A.’ Team 2 will say ‘B.’ Team 1 will say ‘C.’ Team 2 will say ‘D,’ and so on.

- Continue through the alphabet, keeping the rhythm as steady as possible.

Phonological/Phonemic Awareness

Objective: To unblend two initial consonant sounds

- Let’s work with consonant blends.
  - I’ll say a word that begins with a blend. Tell me the blend you hear.
  - Echo ‘grass.’ grass
  - What blend do you hear at the beginning of ‘grass’? /gr/
  - What are the two sounds in /gr/? /g/ and /r/

- Repeat with the following:
  - glass (/gl/)
  - grin (/gr/)
  - gloss (/gl/)
  - great (/gr/)
  - grab (/gr/)
  - glob (/gl/)
Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words

- Quickly review the Letter, Picture, and Sight Word Decks.

Spelling Sound Review

Objective: To practice spelling letter sounds

- Seat children in small groups where they can write comfortably.
- Distribute Worksheet 74.
- Quickly review the following spelling sounds. Children should echo the sounds, name the letters that make them, and write the appropriate responses on lines 1–12.

1. /e/ e  
2. /t/ r  
3. /m/ m  
4. /i/ i  
5. /f/ f  
6. /k/ k, c  
7. /o/ o  
8. /a/ a  
9. /b/ b  
10. /z/ z  
11. /u/ u  
12. /s/ s

- If necessary, write each letter on the board after children echo and name it.

New Increment: Sight Word “one”

- Write the following on the board:

  one

  “This word is ‘one.’ This sight word does not follow our rules, so we must memorize it.”
  “Who can use the word ‘one’ in a sentence?” various answers
  “You’ll see this sight word often, so you must be able to recognize it. This word will be in your reader today.”

- Show Sight Word Card 7, and have children read the word.
- Add the new card to the Sight Word Deck.
- Help children locate “one” on the Numbers Poster.
Application and Continual Review

“Look at the letters in the boxes on your worksheets.”
“Do you see any e’s?” yes
• Have children draw a line between the capital and lowercase e’s in the boxes. Have them draw lines between other matching capital and lowercase letters.

“Turn your paper over. Look at the words by #1. Circle the word ‘tell.’”
• Repeat with #2 (spell), #3 (rest), #4 (step), and #5 (nest).

“Look at the words at the bottom of your paper.”
“Read these words to someone at home tonight.”
• Try to call each child to your desk during the day to read the words in the High Frequency Word Box. Children must learn to recognize these words quickly in order to become fluent readers.
• Check each child’s worksheet and have him/her correct it.
• Have children put their worksheets in their Homework Folders.

Optional Handwriting Practice: Distribute Handwriting Master 39. Have children practice writing the capital and lowercase letters in class or as homework. Make extra copies if you would like to provide additional handwriting practice throughout the week.

Decodable Reader: Print Awareness
• Write the following on the board:

  Ben’s pals tell him. “Ben is the best!”

• Track the print as you and children read the first sentence aloud together.
• Point to the apostrophe.

“What do we call this mark?” an apostrophe
“What do we mean when we write apostrophe s?” We show that someone or something belongs to someone.
“Right! When we write apostrophe s, we show that something belongs to someone.”
“Whose pals are they?” Ben’s
• Point to the quotation marks in the second sentence.
“Does anyone know what these marks are?” various answers
“These are quotation marks. We write a quotation mark at the beginning …”
• Point to the first quotation mark.
“... and at the end ...”
• Point to the ending quotation mark.
“... of the exact words a person says.”
• Track a finger under the exact words.
“We do not say or do anything special when we come to quotation marks as we read. They just signal words that characters speak.”
“Let’s read this sentence together to find the exact words that Ben’s pals say.”
• Track the print as you and children read the second sentence aloud.
“What are the exact words that Ben’s pals say?” Ben is the best!

Decodable Reader: Understanding the Story

• Distribute Decodable Reader 7 (Ben Is Ten!).
• Read the title of the book together as a class.
• Ask children to open their books and read the story independently. Continue with the following questions when children finish:
“How does Ben help Gram?” He walks Zeb and makes cupcakes.
“How does Ben help Mom?” He sets up the net.
“So why are Gram and Mom keeping Ben busy?” so he won’t know about the surprise party
“Do you think this party is a good surprise for Ben? Why?” Yes, surprise birthday parties are fun. Ben will have fun with his pals.
• Distribute some colored pencils to each child, and have children color the pictures.

➤ Reminder: A teacher or parent should read the comprehension questions aloud and have children answer them. (Comprehension questions are not decodable. Although some may enjoy the challenge, children should not be expected to read them.)

• Keep the decodable readers at school for practice. Send them home when children can read them easily.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  
  Worksheet 74
  Handwriting Master 39 (optional)
  Decodable Reader 7 (if the child can read it easily)
Lesson Preparation

Materials
- e letter tiles
- letter tiles (in containers)
- Review Decks
- Worksheet 75

Before class
- Add the e letter tile to each container. Two letter tiles are included for the letter e. The duplicate tile has been provided for optional use with any spelling activities requiring more than one e. Distribute the extra tiles only when you feel they are needed.

Lesson Warm-Up

Alphabet Activity

Objective: To use kinesthetic response to practice the alphabet

"Let's say the alphabet while we do jumping jacks."
- Have children spread out so that they have enough room.
- Recite letters in rhythm with the jumping jacks.
- Alternate Activity: Recite the alphabet together, clapping once for each letter.

Phonological/Phonemic Awareness

Objective: To develop awareness that sentences are composed of individual words and to determine the number of words in sentences

"I'll say some sentences. Tell me how many words are in each one. You may use your fingers to count the words."
- If desired, use the following:
  
  My mom really likes turnips.
  School is a great place to be!
  The leaves fall from the trees.
  Apples are red and green.
  Short vowels are coded with breves.
  The weather is hot in the summer.
If desired, allow children to compose their own sentences and to count the number of words.

**Daily Letter and Sound Review**

**Objective:** To practice letter recognition, letter sounds, and sight words

- Quickly review the Letter, Picture, and Sight Word Decks.

**Spelling Sound Review**

**Objective:** To practice spelling letter sounds and words

- Seat children where they can work with the letter tiles easily.
- Distribute the letter tile containers. Tell children which side to use, and have them lay their tiles in a row.
- Quickly review the Spelling Deck. Children should echo the sounds, name the letters that make them, and move the appropriate tiles to another row. (Make sure children move the correct tiles.)
- Select words from the Spelling Word List that children can spell using their tiles. Choose from the list only previously taught words and words that do not require duplicate letter tiles.
- Have children spell the following sight words with their letter tiles, and remind them to refer to the caterpillar word wall if necessary:
  - one
  - into
  - four
- Have children spell additional phonetic words from the caterpillar word wall before you collect the letter tile containers.

**Application and Continual Review**

- Seat children in small groups where they can write comfortably.
- Distribute Worksheet 75.

  "Look at the letters in the box. Circle the capital E's."

- When children finish, have them count the E's.

  "Turn your paper over. Look at the word by #1. Which letter is a vowel?"
  "Short; breve"

  "Put your finger under the vowel. How will we code it?"

  "Why?" followed by a consonant

- Have children code the vowel. Ask a volunteer to read the word (log). Help children blend the sounds, as needed.

  "Draw a line from the word 'log' to the picture of a log."

- Repeat with #2 (sun), #3 (net), #4 (fan), #5 (cat), and #6 (cup). Call on a different child to read each word.
Remediation Tip: Allow children who are successfully blending to read the words to you. Children who are not ready to blend may locate various letters and tell you their sounds. Blend the sounds with these children, and let them match each word to its picture.

"Look at the words at the bottom of your paper."
"Read these words to someone at home tonight."

- Try to call each child to your desk during the day to read the words in the High Frequency Word Box. Children must learn to recognize these words quickly in order to become fluent readers.
- Check each child's worksheet and have him/her correct it.
- Have children put their worksheets in their Homework Folders.

School/Home Reinforcement

- Send the following home with children at the end of the day:
  Worksheet 75

### Lesson 75

**Ee**

- log
- sun
- net
- cup

High Frequency Word Box:

- one
- get
- help
- ten
- can
Lesson Preparation

Materials
- Review Decks
- Worksheet 76
- Oral Assessment 17
- Oral Assessment 17 Answer Form
- Oral Assessment 17 Recording Form

Lesson Warm-Up

Alphabet Activity

Objective: To review the alphabet, with each child naming one letter in alphabetical order

- Seat children in a circle where they can roll a ball to one another.
  
  "Let's say the alphabet as we roll this ball."

  "I'll say 'A' and roll this ball to someone. That person will say 'B' and roll the ball back to me. We'll say the whole alphabet."

- Continue through the alphabet, making sure each child gets to roll the ball and recite a letter. If necessary, repeat the alphabet so all children may have a turn.

Phonological/Phonemic Awareness

Objective: To recognize letter sounds

"I'll say some words. If you hear the /e/ sound, stand up. If you don't hear that sound, sit down."

- Say the following:
  
  wet  gnat  hop  
  met  bet  on  
  elk  hand  fret
Daily Letter and Sound Review
Objective: To practice letter recognition, letter sounds, and sight words

- Quickly review the Letter, Picture, and Sight Word Decks.

Spelling Sound Review
Objective: To practice spelling letter sounds

- Seat children in small groups where they can write comfortably.
- Distribute Worksheet 76.
- Quickly review Spelling Cards 1–18. Children should echo the sounds, name the letters that make them, and write the appropriate responses on lines 1–18.
- Check these sheets for accuracy today.

Application and Continual Review

“Turn your worksheet over. Look at the letters in the box.”
“Circle the capital E’s.”

- When children finish, have them count the capital E’s.
- Repeat with the lowercase e’s.
- Have children circle any other letters you think they need to practice.

“Look at the word by #1. Which letter is a vowel?”
“Put your finger under the vowel. How will we code it?”
short; breve

“Why?” followed by a consonant

- Have children code the vowel. Ask a volunteer to read the word (mop). Help children blend the sounds, as needed.

“Draw a line from the word ‘mop’ to the picture of a mop.”

- Repeat with #2 (net), #3 (step), #4 (pin), #5 (nest), and #6 (mess). Remind children to look for twin consonants.

> Remediation Tip: Allow children who are successfully blending to read the words to you. Children who are not ready to blend may locate various letters and tell you their sounds. Blend the sounds with these children, and let them match each word to its picture.

“Look at the words at the bottom of your paper.”
“Read these words to someone at home tonight.”

- Try to call each child to your desk during the day to read the words in the High Frequency Word Box. Children must learn to recognize these words quickly in order to become fluent readers.
Check each child’s worksheet.

- Check each child’s worksheet and have him/her correct it.
- Have children put their worksheets in their Homework Folders.

Assessment and Remediation

➢ Note: The following is a noncumulative assessment. If you do not have time to focus on every child, focus on those children who may require more practice or remediation.

- Give Oral Assessment 17. Interview children individually. Record their responses on Oral Assessment 17 Answer Form; then transfer them to Oral Assessment 17 Recording Form, if desired.
- The assessment may be completed over a period of five days.
- Do not grade the assessment, but use it to address the needs of your class. If a child is not performing at an 80% mastery level, plan intervention and extra help immediately. If any children have difficulty with specific concepts, follow the instructions provided on the answer form.

Classroom Practice

Objective: To practice reading words on the word wall

➢ Caterpillar Word Wall: Add some or all of the following words to the caterpillar word wall: “egg,” “elk,” “melt,” “pest,” “sent,” “step,” “test.” Also add the following sight word, using a separate color marker or circle: “one.” If desired, let children initial the word circles they can read.

Objective: To apply onsets and rimes to decode and generate words

- If desired, have children practice forming words by reading or spelling rimes and adding appropriate onsets. This can be done on the board or with letter tiles.
- Combine the following rimes with appropriate onsets to make words:
  - -en
  - -ell
  - -uff

- Words for this activity can be found in the Reading and Spelling Word Lists. You can also refer to the Individualized Practice and Remediation: Hands-on Games and Activities booklet for additional onset-and-rime game ideas.
School/Home Reinforcement

- Send the following home with children at the end of the day:

Worksheet 76
Oral Assessment 17

---

**Practice Exercise:**

<table>
<thead>
<tr>
<th>1. mop</th>
<th>2. pin</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. net</td>
<td>4. nest</td>
</tr>
<tr>
<td>5. step</td>
<td>6. mess</td>
</tr>
</tbody>
</table>

**High Frequency Words:**

Ee one get help
ReF ten into
GtE

**Flashcard Practice:**

1. **Ee**
2. **Ee**
3. **Ee**
4. **Ee**

---

**Phonics Practice:**

<table>
<thead>
<tr>
<th>Rr</th>
<th>Gg</th>
<th>Ss</th>
<th>Tt</th>
<th>Mm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uu</td>
<td>Oo</td>
<td>Bb</td>
<td>Ff</td>
<td>Kk</td>
</tr>
<tr>
<td>Hh</td>
<td>Pp</td>
<td>Aa</td>
<td>Ll</td>
<td>Zz</td>
</tr>
<tr>
<td>Ii</td>
<td>Nn</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Run and Four:**

zip zap fuzz

---

**Oral Assessment 17**

**Practice Exercise:**

1. Write the word: "mop"
2. Write the word: "pin"
3. Write the word: "net"
4. Write the word: "nest"
5. Write the word: "step"
6. Write the word: "mess"

**Phonics Practice:**

1. **Rr**
2. **Gg**
3. **Ss**
4. **Tt**
5. **Mm**
6. **Uu**
7. **Oo**
8. **Bb**
9. **Ff**
10. **Kk**
11. **Hh**
12. **Pp**
13. **Aa**
14. **Ll**
15. **Zz**
16. **Ii**
17. **Nn**

---

**Oral Assessment 17:**

**Practice Exercise:**

1. Write the word: "mop"
2. Write the word: "pin"
3. Write the word: "net"
4. Write the word: "nest"
5. Write the word: "step"
6. Write the word: "mess"

---

**Phonics Practice:**

1. **Rr**
2. **Gg**
3. **Ss**
4. **Tt**
5. **Mm**
6. **Uu**
7. **Oo**
8. **Bb**
9. **Ff**
10. **Kk**
11. **Hh**
12. **Pp**
13. **Aa**
14. **Ll**
15. **Zz**
16. **Ii**
17. **Nn**

---

**Oral Assessment 17:**

**Practice Exercise:**

1. Write the word: "mop"
2. Write the word: "pin"
3. Write the word: "net"
4. Write the word: "nest"
5. Write the word: "step"
6. Write the word: "mess"
Lesson Preparation

Materials
- letter tiles (in containers)
- Letter Card 20 (y)
- Picture Card 20 (yarn)
- Spelling Card 19 (y/y)
- Review Decks
- Worksheet 77

Before class
- Cover the picture on the Yy Wall Card.
- Put pieces of yarn inside a sack (or sacks, depending on your class size) for children to use to guess the new keyword.

Lesson Warm-Up

Phonological/Phonemic Awareness

Objective: To determine whether two words are the same or different

"I'll say two words. Tell me whether they are the same or different."

"Flutter. Gutter. Are they the same or different?" different

- Repeat with the following, presenting as many as time permits:
  - kitten/mitten
  - orange/orange
  - mustard/mustard
  - batter/tatter
  - flower/shower
  - Wednesday/Wednesday

- Reminder: Some children may need individualized attention to develop this skill.

Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words

- Quickly review the Letter, Picture, and Sight Word Decks.
**Spelling Sound Review**

**Objective:** To practice spelling letter sounds and words

- Seat children in small groups where they can work with the letter tiles easily.
- Distribute the letter tile containers. Tell children which side to use, and have them lay their tiles in a row.
- Quickly review the Spelling Deck. Children should echo the sounds, name the letters that make them, and move the appropriate tiles to another row. (Make sure children move the correct tiles.)
- Select words from the Spelling Word List that children can spell using their tiles. Choose from the list only previously taught words and words that do not require duplicate letter tiles.
- Have children spell the following sight words with their letter tiles, and remind them to refer to the caterpillar word wall if necessary:

  - one into four

- Have children spell additional phonetic words from the caterpillar word wall before you collect the letter tile containers.

**New Increment: The Letter Y**

**Handwriting Y**

- Seat children in small groups.
- Distribute Worksheet 77 and an extra sheet of paper. Introduce lowercase y and the /y/ sound.

  - "Echo /y/" /y/
  - Make sure children give the short, crisp sound of /y/ and do not add a short u sound, as in /yuh/.

  - "/y/ is one of the sounds the letter y makes."

- Optional: Show children the pictures on pages 52 and 53 of Max's Big Book of Songs. Introduce the letter Y verse from "We Love the Alphabet" on Max's Sing-Along CD. Tell children to listen for words that begin with /y/. Later, ask them to say the /y/ words they heard.

- Write a lowercase y on the board in the handwriting you want children to learn. (Specific handwriting strokes are described in the Handwriting Booklet.)

  - "This is a lowercase letter y."

- Have children skywrite the letter y a few times before they practice writing y's on the extra sheet of paper. Children should name the letter each time they write it.
- Assist any children whose y's are improperly written.
Introduce capital Y.

- Write a capital Y on the board, and let children skywrite and practice writing capital Y’s.
- Have children set their worksheets aside for use later in the lesson.

**New Deck Cards for Y**

- Show Letter Card 20 and have children name the letter.
  
  "Is ‘y’ a vowel or a consonant?"  **consonant**

  ➤ Note: Vowel y will be taught in Saxon Phonics and Spelling 1.
  
  "Our new keyword for y begins with /y/. See if you can guess it."

- Introduce the keyword “yarn” by allowing each child to feel inside the sack. Then call on various children to see if they have guessed the keyword.

  ➤ Alternate Activity: Introduce the keyword “yarn” with the following riddle:

  "This is made of cotton or wool twisted into long strands. It is used to knit sweaters or weave cloth. It may be wound into balls that cats like to play with. What do you think it is?"  **yarn**

- Show Picture Card 20 and uncover the picture on the wall card.

  "When you see this card, say ‘yarn, /y/.’"

  "The keyword ‘yarn’ helps us remember the /y/ sound because it begins with /y/.

  "Get out your worksheet and put your finger on the #1."

- Follow the instructions on Spelling Card 19. Children should write a lowercase y beside #1.

- Add the three new cards to the Review Decks.

**Application and Continual Review**

"Look at the letters in the box on your worksheet. Do you see any y’s?"  **yes**

"Circle all of the y’s."

- Have children circle any other letters you think they need to practice.

  "Turn your paper over. Look at the pictures at the top of the page. What is the first picture?"  **yo-yo**

- Give credit to any answer that corresponds to the picture, but lead to the answer provided.

  "What sound do you hear at the beginning of ‘yo-yo’?"  **/y/**

  "What letter makes the /y/ sound?"  **y**

  "Write the lowercase letter y on the line beneath the picture of a yo-yo."
“What is the next picture?” 
cupcake
“What sound does ‘cupcake’ begin with?” 
/k/

- Point to Spelling Rule Wall Card 1.
“How do we spell the /k/ sound?” 
k or c
“What sound do you hear after the first /k/ in ‘cupcake’?” 
/ü/
“What letter makes the /ü/ sound?” 
u

- Point to the u on the rule card. Then slowly move your finger back to the c.
“So what letter should we use to spell the /k/ sound?” 
c
“Write the lowercase letter c on the line beneath the picture of a cupcake.”

- Repeat with #4 (banana).
“Look at the word by #5. Which letter is a vowel?” 
a
“Put your finger under the vowel. How will we code it?”
short; breve
“Why?” followed by a consonant

- Have children code the vowel. Ask a volunteer to read the word (yam). Help children blend the sounds, as needed.
“Draw a line from the word ‘yam’ to the picture of a yam.”

- Repeat with #6 (yak) and #7 (yell). Remind children to look for twin consonants.
“Look at the words at the bottom of your paper.”
“Read these words to someone at home tonight.”

- Try to call each child to your desk during the day to read the words in the High Frequency Word Box. Children must learn to recognize these words quickly in order to become fluent readers.
- Check each child’s worksheet and have him/her correct it.
- Have children put their worksheets in their Homework Folders.

Optional Handwriting Practice: Use the strokes outlined in the Handwriting Booklet to demonstrate how to skywrite capital and lowercase y’s. Distribute Handwriting Master 33 and have children practice forming capital and lowercase y’s. Send home the completed master to show parents the correct formation of letter y. For additional handwriting practice and review of previously taught sight words, distribute Handwriting Master 67.
- Have children complete the sheet in class or as homework.
Classroom Practice

Objective: To practice recently introduced words

- Distribute Reading Practice 13. Before sending it home, you may check off words that the child can read. Parents should follow the directions for practicing the words with their children. Once the child can read the words easily, he/she should return the practice sheet to you.

School/Home Reinforcement

- Send the following home with children at the end of the day:
  - Worksheet 77
  - Reading Practice 13
  - Handwriting Masters 33 and 67 (optional)
Lesson 77

1. get
2. let
3. set
4. ten
5. hen
6. egg

- fell
- tell
- help
- best
- spell
- one

Dear Parent/Guardian:

Your child has learned the words that sound, and spelled below of the word "egg." Help your child sound, spell, and read these words by asking the child to say the word in the list to you. Ask the child to write the word in the box below. Then have the child read the word to you. Review the child's spelling by asking the child to write the word in the box below and then read the word to you. Send this page to school with your child.

Sincerely,

[Signature]

[Teacher's Name]
Lesson Preparation

Materials
- alphabet handwriting strips
- Review Decks
- Worksheet 78
- Handwriting Master 59 (optional)

Lesson Warm-Up

Alphabet Activity

Objective: To review vowels and the alphabet

- Children should have their alphabet handwriting strips available.
  "How many letters are in the alphabet?" 26
  "What two kinds of letters make up the alphabet?" vowels and consonants
  "Name the vowels." a, e, i, o, u
  "Let's touch and name the vowels."
- Point to each vowel as children name it.
  "What are all of the other letters called?" consonants
  "Put your pointer finger on A, and point to each letter as we say the alphabet."
- Set a steady pace so children cannot sing the alphabet.

Phonological/Phonemic Awareness

Objective: To think of words that contain particular sounds

  "Raise your hand if you can tell me a word that has the /e/ sound."
- Accept any word containing the /e/ sound.
- Call on volunteers to name words and identify the position of the /e/ sound within them.
- Provide hints as necessary. Continue as time permits.
Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words.

- Quickly review the Letter, Picture, and Sight Word Decks.

Spelling Sound Review

Objective: To practice spelling letter sounds.

- Seat children in small groups where they can write comfortably.
- Distribute Worksheet 78.
- Quickly review the following spelling sounds. Children should echo the sounds, name the letters that make them, and write the appropriate responses on lines 1–12.

1. /y/ y
2. /u/ u
3. /b/ b
4. /i/ i
5. /m/ m
6. /e/ e
7. /s/ s
8. /z/ z
9. /æ/ a
10. /k/ k, c
11. /i/ i
12. /r/ r

- If necessary, write each letter on the board after children echo and name it.

Application and Continual Review

“Look at the letters in the box on your worksheet.”
“Circle the capital Y’s.”

- When children finish, have them count the Y’s.

“Turn your paper over. What is the picture in box #1?” log
“How do you spell ‘log’?” l-o-g

- If children have difficulty spelling the word, unblend each sound and have them write the letter that spells each sound.

“Write the word you spelled on the lines beneath the picture of a log.”

- Repeat with #2 (fan), #3 (pig), #4 (sun), #5 (cup), and #6 (net).
- Work individually with any children who need help while the others work independently.

“Look at the words at the bottom of your paper.”
“Read these words to someone at home tonight.”

- Try to call each child to your desk during the day to read the words in the High Frequency Word Box. Children must learn to recognize these words quickly in order to become fluent readers.
- Check each child's worksheet and have him/her correct it.
- Have children put their worksheets in their Homework Folders.

- Optional Handwriting Practice: Distribute Handwriting Master 59.
  Have children practice writing the capital and lowercase letters in class or as homework. Make extra copies if you would like to provide additional handwriting practice throughout the week.

School/Home Reinforcement

- Send the following home with children at the end of the day:
  Worksheet 78
  Handwriting Master 59 (optional)