

# Homework

English Language Arts (KA, KB, KC, KD & KE)

WEEK OF: March 18-22

## Weekly Reading Concepts:

### Sight Words:

another, become, children, afraid, round,  
does, right, whom, small

### Letters of the Week:

Review short u , g, w, and x

### Weekly Story:

Bringing Down the Moon

### Genre:

Fantasy

## Weekly Writing Concepts:

### Spelling Words:

kick, chick, lick, sick, stick, click, tick, brick, quick,  
Nick

### Weekly Grammar Concept:

Synonyms-Words with the same or similar meaning.

## REMINDERS

1. Read for 30 minutes (on a daily basis) is highly recommended.
2. 45 minutes of i-Ready (Reading).
3. Please check the students' blue folders on a daily basis to review with them what they have been learning in class.

## MONDAY:

1. "Sam" Worksheets-pages 1-2
2. "Matching Synonyms" Worksheet-page 3

## TUESDAY:

3. "Sam will play" Worksheets-pages 4-5
4. "Where is the dog?" Worksheet-page 6

## WEDNESDAY:

1. i-Ready (25 minutes)

## THURSDAY:

1. "Something new" Worksheets-pages 7-8
2. Write a Sentence for each Spelling Word-Page 9

## FRIDAY:

1. i-Ready Reading (20 minutes)

Have a great weekend!!!





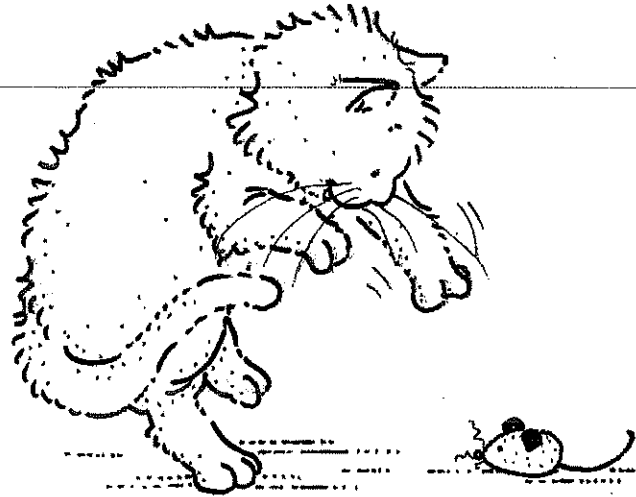
Parents, For Your Information: 24 words  
is, can, play, run, sleep, eat, jump, good, cat

Monday

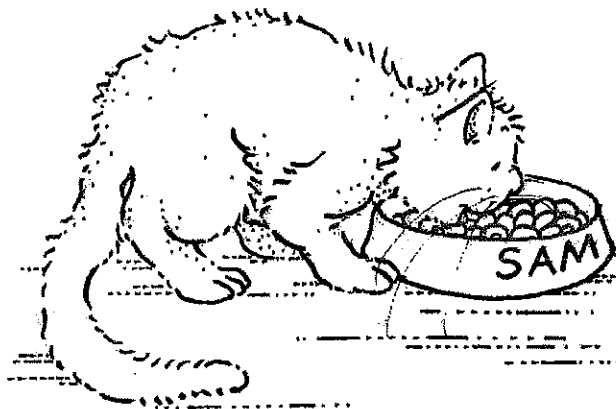
LISTEN to your  
child read this  
story aloud.

# Sam

Sam is a cat.  
Sam can play.  
Sam can run.



Sam can sleep.



Sam can eat.  
Sam can jump.  
Sam is a good cat.



Dear Parents,

One of the ways you can help a beginning reader is to teach him or her to look at the illustrations for clues about the story and any unfamiliar words. By teaching children to look carefully at the pictures, you encourage them to pay more attention to the helpful details. Looking for details is a skill that will aid them in all aspects of reading, including factual recall. For example, in this little story, both the text and the pictures can aid your child in answering the second question below. Remember to discuss pictures and illustrations before and during reading.

Skill

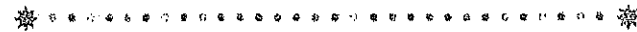
Factual Recall

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

## The Questions



Answer these questions together and write the answers on the lines.

1. What is the cat's name?

\_\_\_\_\_

2. What are three things the cat can do?

\_\_\_\_\_

3. What kind of cat is Sam?

\_\_\_\_\_



Monday

## Matching Synonyms

### Kindergarten Synonyms Worksheet

*Synonyms are words that mean the same thing. Write each word in the cloud next to its synonym.*

big	
-----	--

throw	
-------	--

quick	
-------	--

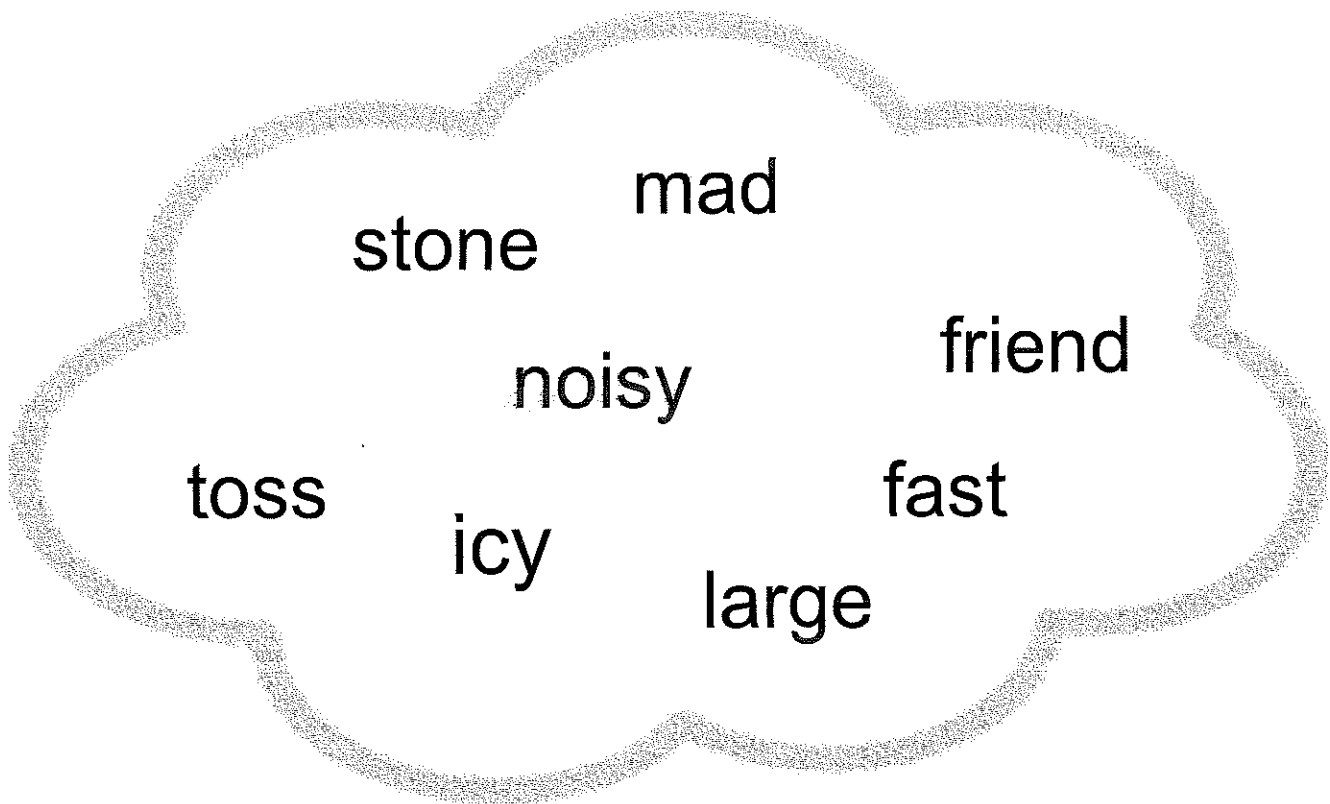
angry	
-------	--

buddy	
-------	--

cold	
------	--

loud	
------	--

rock	
------	--





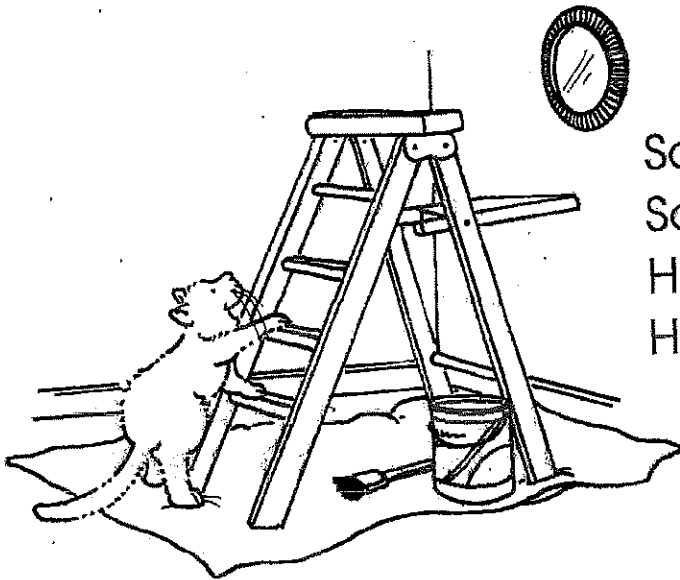




Parents, For Your Information: 35 words  
likes, to, he, will, go, up, look, down

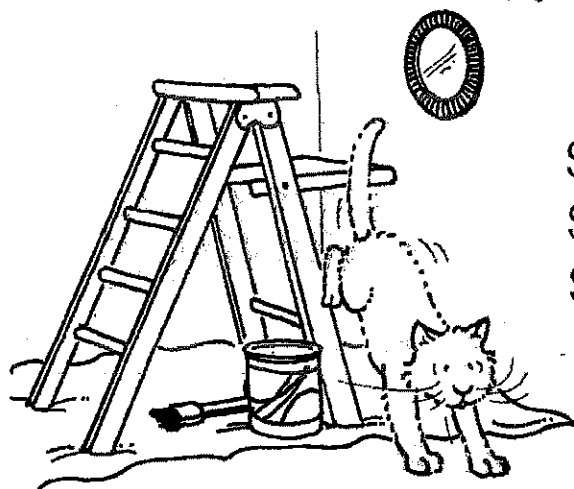
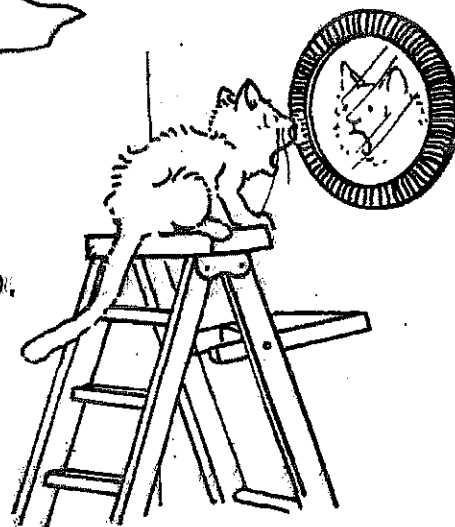
LISTEN to your  
child read this  
story aloud.

# Sam will play



Sam is a cat.  
Sam likes to play.  
He will go.  
He will go up.

Sam will go up, up, up.  
Sam will look down.



Sam will jump.  
Sam will jump down.  
Sam will run.



Tuesday

Dear Parents,

In this story the cat sees his reflection in a mirror. This fact is not directly stated in the story. While the illustrations help to convey this message, the child must make an inference in order to explain why the cat jumped down. Thus, the skill we are working on for this story is called "making inferences from text." Because inferences may vary, accept (and write down) almost any reasonable answer your child gives.

Skill

Making Inferences From Text

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

## The Questions

\* .....

Help your child write a one- or two-word answer for each question.

1. Where did Sam go? \_\_\_\_\_

\_\_\_\_\_

2. What did he see? \_\_\_\_\_

\_\_\_\_\_

3. Why did Sam jump down? \_\_\_\_\_

\_\_\_\_\_



# Where is the dog?

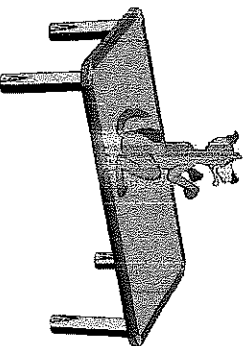
Name: \_\_\_\_\_

Class: \_\_\_\_\_

Fill in the blanks with the prepositions below.

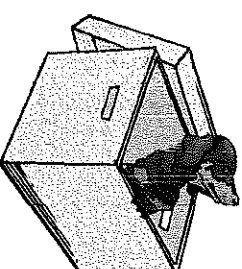
under, on, next to, behind, in front of, in

1



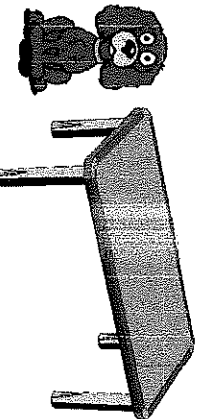
The dog is \_\_\_\_\_ the table.

2



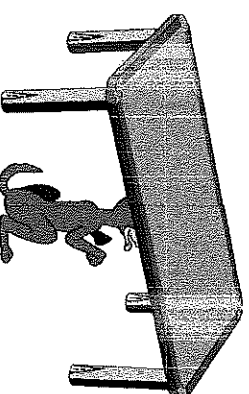
The dog is \_\_\_\_\_ the box.

3



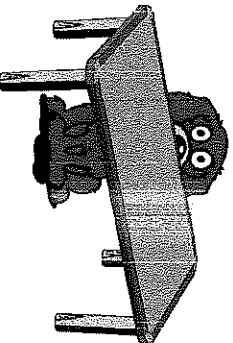
The dog is \_\_\_\_\_ the table.

4



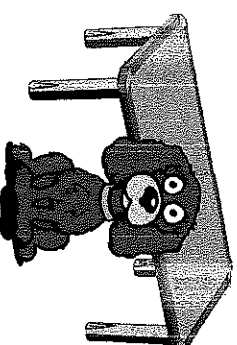
The dog is \_\_\_\_\_ the table.

5



The dog is \_\_\_\_\_ the table.

6



The dog is \_\_\_\_\_ the table.



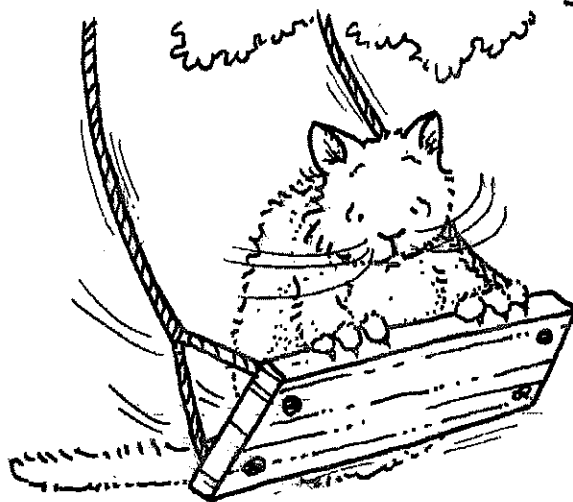
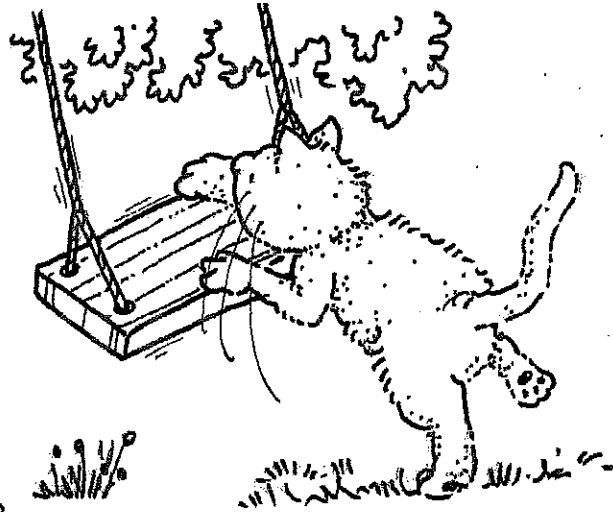


Parents, For Your Information: 34 words,  
something, new, what, do

LISTEN to your  
child read this  
story aloud.

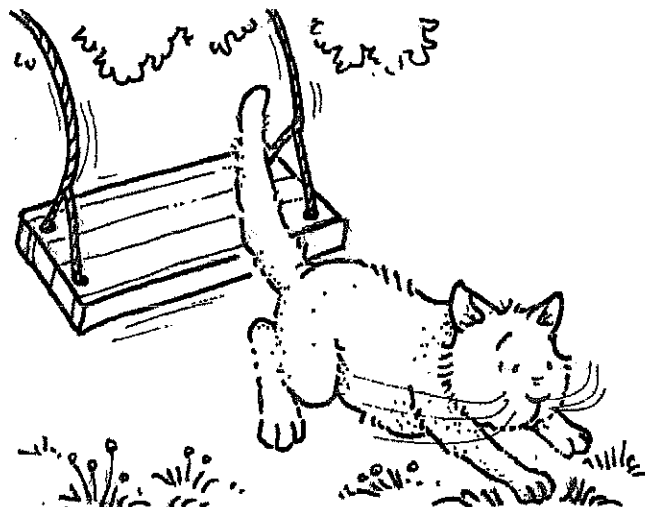
# Something new

Sam will go out.  
Sam will run. It is  
something new.  
He will go up.



Sam will look down.  
What will Sam do?  
Sam will jump.

He will jump down.  
LOOK! Sam will RUN!







Thursday

Dear Parents,

As your child reads this story out loud to you, listen carefully for any voice inflections. The voice should go up slightly when there is a question and should show some excitement when there is an exclamation mark. Attention to changes in voice inflection and to punctuation are evidence of comprehension of the story line. If your child does not notice these things at first, try reading the story together. As you read together, make the appropriate changes in your own voice. Then see if your child will imitate you as you read through the story a third time.

Skill

Changing Voice Inflection;  
Using Question/Exclamation Marks

We completed this  
assignment together.

(Child's Signature)

(Parent's Signature)

## The Questions



Using a red crayon or marker, help your child add the correct ending punctuation to the following sentences:

Sam will go to the water

What will Sam do

Sam will see a cat

Sam is scared

Will Sam look down

Sam will run and run and run



WRITE A SENTENCE FOR EACH SPELLING WORD. UNDERLINE THE SPELLING WORD IN EACH SENTENCE.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

