

# Kindergarten

Week: 9/22 - 9/26

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

Section: \_\_\_\_\_



## Reminders

- Homework is turned in every Friday inside the blue folder.
- Read everyday for 15 minutes- Complete Reading log.
- Students need to know how to read the Sight Words.
- Students need to know how to write the spelling words on their own.
- All pages of the homework packet MUST have first and last name on all pages.
- Please print and have ready all the weekly worksheets. Attached please find all weekly worksheets.

## Weekly Assessment(s):

- Reading Comprehension Test (Thursday)
- Spelling Test (Friday)
- Sight Words Test (Friday)

## TO DO LIST

### Monday:

- Write the Spelling Words by choosing **one choice**, from the Spelling Choice Board.
- Read and Spell Worksheet "by & my"
- Does It Make Sense? Worksheet

### Tuesday:

- No School- Teacher Planning Day

### Wednesday:

- Letter Bb & Tt handwriting Worksheet
- Read Bb & Tt stories (It can be used in reading log.)
- Read and Spell Worksheet "to"

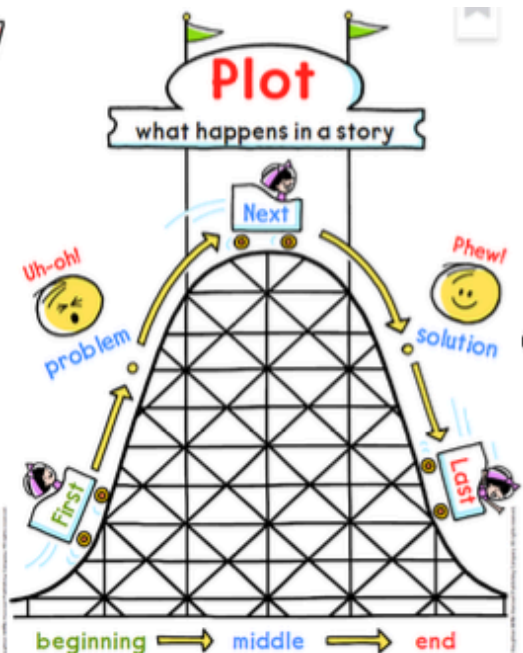
### Thursday:

- Write the **Spelling Words & Sight Words** by choosing **two choices**, from the Spelling Choice Board.
- Consonants Bb and Tt Worksheet
- It's in the Past Worksheet

## Weekly Learning Discoveries:

### Retell a Story

Use your own words to tell the **characters**, **setting**, and **main events**.



### Verbs

A **verb** is an action word.

A **NOUN** is a...

#### Person



#### Place



#### Thing



# Module 2 - week 1

essential question:

What makes each of us special?

weekly texts:

Reading comprehension skill:  
Plot



Genre: Fiction  
Lexile® Measure: 550L  
Guided Reading Level: D



Genre: Persuasive Text  
Lexile® Measure: 320L  
Guided Reading Level: G

Reading comprehension strategy:  
Asking Questions

spelling words:  
ten, tag, bus, bed, big

PHONICS:

Identify and write Letters Bb & Tt

sight words:  
by, my, to, we

GRAMMAR:  
Past Tense Verbs

vocabulary:  
celebrate, different, special

writing:  
Narrative writing

# Hello, Family!

Thank you for continuing to support your child’s learning! Over the next month, our class will celebrate what makes each of us special. We will read books to explore how we are the same and different—from our names, to our style, to our favorite things.

Children will write stories about their experiences with making friends and learning new things. Partners will interview each other as part of a class project and use what they learn to create a “flap book” that reveals how they are each one-of-a-kind.

## Bring It Home

Here are some ideas for practicing the skills we are learning at school.

<b>ASKING FOR HELP</b>	<b>BIG IDEA WORDS</b>												
<p>Support your child with asking for help. Show your child how to politely ask people for help. Encourage your child to make eye contact and use this language:</p> <ul style="list-style-type: none"> <li>• <i>Excuse me. Could you please help me ____?</i></li> <li>• <i>Thank you. You’re welcome.</i></li> </ul>	<p>Reinforce these important topic words when you are reading or talking with your child:</p> <p style="text-align: center;">celebrate different special</p>												
<b>WORD PLAY</b>	<b>WORDS TO KNOW</b>												
<p>Play with sounds, letters, and words to help develop skills that are important for reading:</p> <ul style="list-style-type: none"> <li>• Show your child how to write different family members’ names. Say the letters together.</li> <li>• Point out words that rhyme and challenge your child to think of another rhyming word.</li> <li>• Say words with more than one syllable. Clap and say each syllable with your child.</li> </ul>	<p>Practice reading and spelling these words that children will see a lot in books they read:</p> <table style="width: 100%; text-align: center;"> <tbody> <tr> <td>am</td> <td>and</td> <td>at</td> <td>by</td> </tr> <tr> <td>can</td> <td>go</td> <td>is</td> <td>man</td> </tr> <tr> <td>my</td> <td>no</td> <td>to</td> <td>you</td> </tr> </tbody> </table>	am	and	at	by	can	go	is	man	my	no	to	you
am	and	at	by										
can	go	is	man										
my	no	to	you										
<b>LET’S READ TOGETHER</b>	<b>STORY WRITING</b>												
<p>Make a special time and place to read with your child every day. While you read:</p> <ul style="list-style-type: none"> <li>• Ask questions such as, <i>What is the problem? How did the characters solve it? What lesson did the characters learn?</i></li> <li>• Point out words with the same meaning (<i>kind/nice, big/large, sad/unhappy</i>) or opposite meanings (<i>hot/cold, big/small, happy/sad</i>).</li> </ul>	<p>Support your child to write stories with characters and a setting:</p> <ul style="list-style-type: none"> <li>• Look at a photo. Have your child tell you about it and write down what he or she says. Ask: <i>Who is in the picture? Where did we take the pictures? When did this happen?</i></li> <li>• Tell your child the story of his or her name and stories from when you were a child. Make sure to share a lot of details!</li> </ul>												

# READING LOG

Your child's reading homework each night is to read a book together with you for at least 15-20 minutes. Talk to your child about the books as you read them together. Remember that the only way to become a better reader is to practice reading. Please fill out the following page each night and return it on Fridays with the rest of your child's homework

	Title of Book	Minutes
Monday		
Tuesday	No School	
Wednesday		
Thursday		

Parent Signature: \_\_\_\_\_

Firma del Padre: \_\_\_\_\_

# September

## Spelling Choice Board

### Handy Dandy

Write your words once with your normal hand & once with your opposite hand.

### Sum Words

Write your words and then add them up:  
Vowels=3  
Consonants=1  
school=10

### Picture Perfect

Draw a fall picture and hide your words in it.



### Word Finder

Write each word and then write 2 more words that can be made from those letters:  
match- mat hat

### Fancy Fonts

Use your fanciest handwriting to write your words with curly, **BLOCK**, crazy, or other fancy letters.

### Dry Erase

Write your words with dry erase marker

Parent Initials: \_\_\_\_\_

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

### Crazy Consonants

Write your words and circle all the consonants:

w h e r e

### Snappy Apples



Draw some apples and write your words inside them.

### Sandy Speller

Use a stick to write your words in the sand.

Parent Initials: \_\_\_\_\_

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

### Boxed In

Write your words in boxes that show their size:

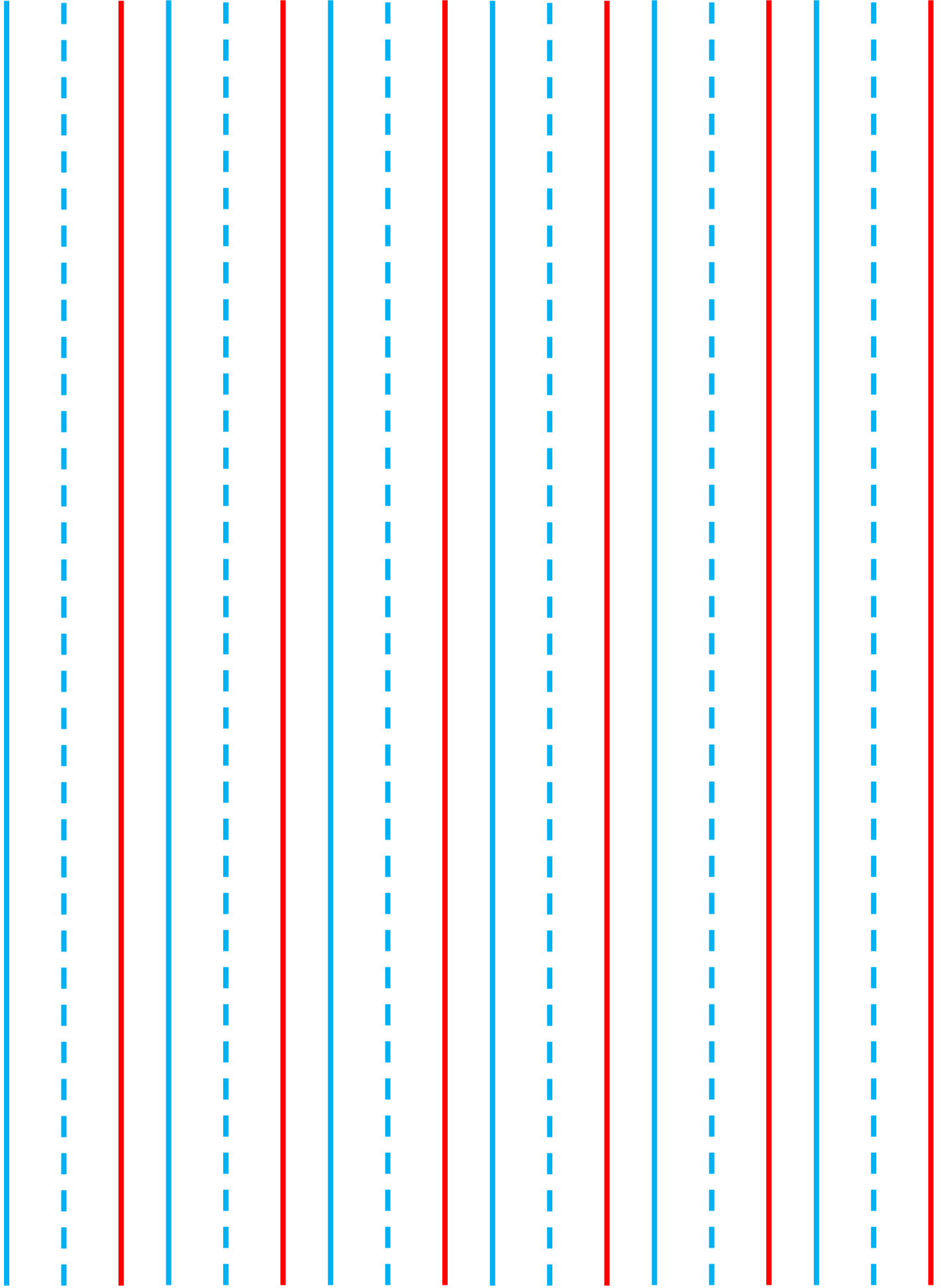
happy

### Racing Writer

Use a timer to write each word as many times as you can in 30 seconds.

### ABC Order

Write your words in ABC order.








Name \_\_\_\_\_

# Read and Spell

The word **by** can tell where someone or something is.

Read and spell this word to be a better reader.






 Read it.  <p style="font-size: 2em; text-align: center;">by</p>	 Trace it.  <p style="font-size: 2em; text-align: center;">by</p>
 Color it.  <p style="font-size: 4em; text-align: center;">by</p>	
 Write it. <hr/> <hr style="border-top: 1px dashed;"/> <hr/>	 Spell it. <div style="display: inline-block; border: 1px solid black; width: 80px; height: 80px; vertical-align: middle; margin-right: 10px;"></div> <div style="display: inline-block; border: 1px solid black; width: 80px; height: 80px; vertical-align: middle;"></div>
<p><input type="radio"/> Circle the word <b>by</b> in the sentences.</p> <p style="font-size: 1.5em;">I sit <b>by</b> a friend.</p> <p style="font-size: 1.5em;">The shoes are <b>by</b> the bed.</p>	

Name \_\_\_\_\_

# Read and Spell

The word **my** tells something belongs to you.

Read and spell this word to be a better reader.

 Read it.  <p style="text-align: center; font-size: 2em;">my</p>	 Trace it.  <p style="text-align: center; font-size: 2em;">my</p>
 Color it.  <p style="text-align: center; font-size: 3em;">my</p>	
 Write it. <hr/> <hr style="border-top: 1px dashed;"/> <hr/>	 Spell it. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 60px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 80px; height: 90px;"></div> </div>
<p><input type="radio"/> Circle the word <b>my</b> in the sentences.</p> <p style="text-align: center; font-size: 1.5em;">I raise my hand in class.</p> <p style="text-align: center; font-size: 1.5em;">I ate fruit for my snack.</p>	

Name \_\_\_\_\_

# Does It Make Sense?

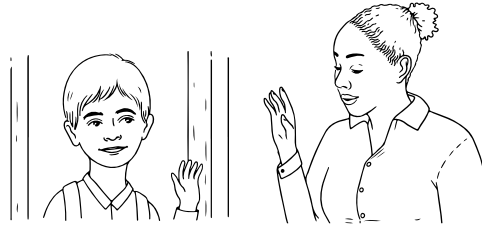
Put the events of a story in an order that makes sense.

 Listen to the story events.

 Draw lines to put the events in order.

First

Anton's teacher said hello as he walked in the classroom.



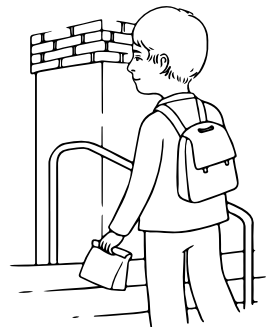
Next

Finally, he put his bag in the closet, ready to start the day!



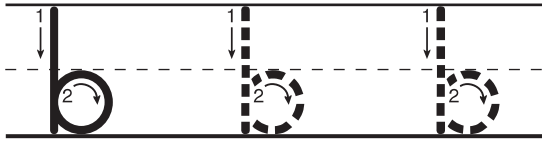
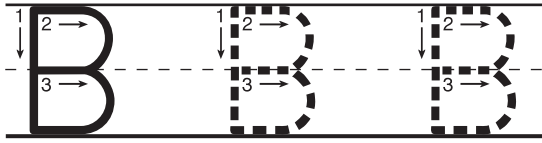
Last

One day, Anton came to school.



Name \_\_\_\_\_

# Letter Bb



Make sure  
the line  
reaches the  
top!

 Trace and write the words.

Bob

bus

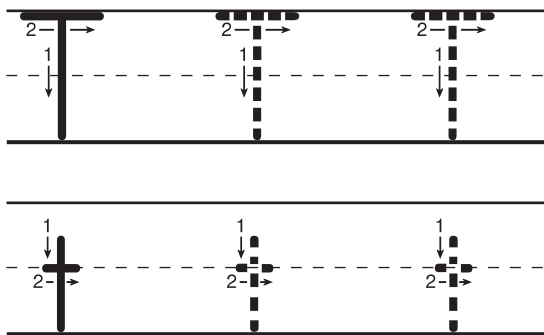
big

bat

bed

Name \_\_\_\_\_

# Letter Tt



Remember  
to cross your  
lowercase t!

 Trace and write the words.

T  
Tom

t  
tip

t  
tag

t  
ten







t  
tub

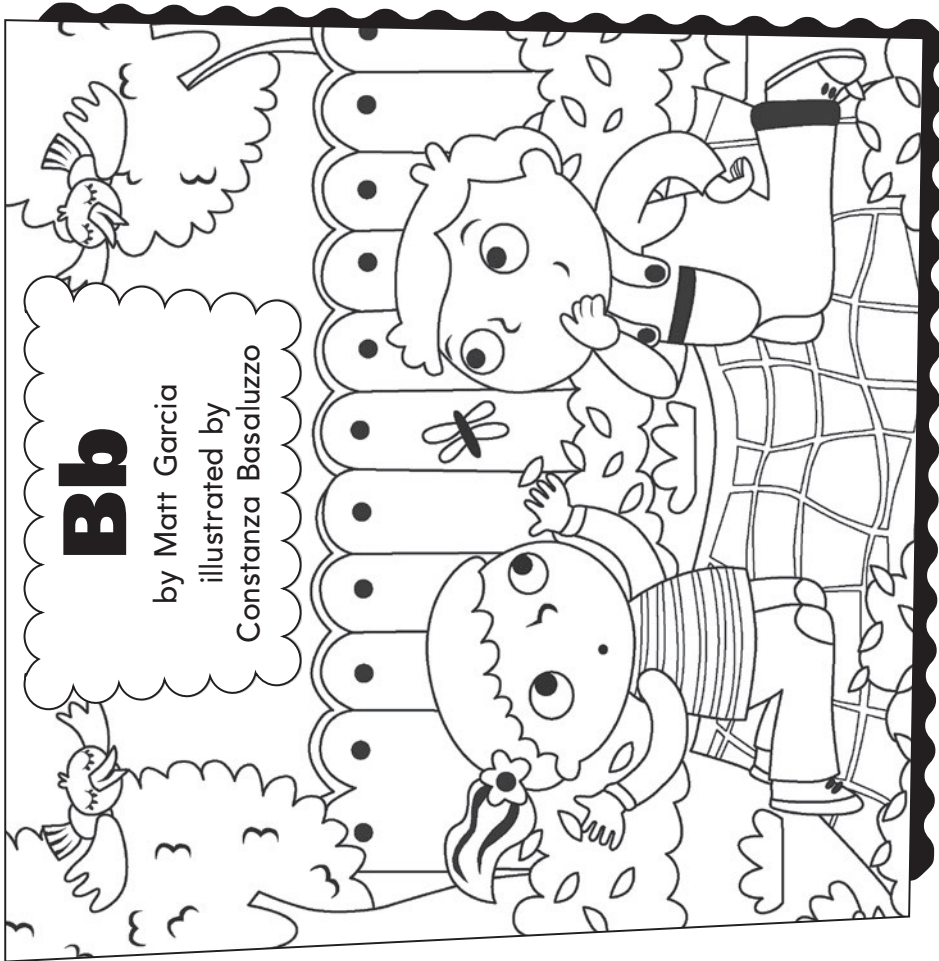
Name \_\_\_\_\_

# Read and Spell

The word **to** can tell where someone or something is going.

Read and spell this word to be a better reader.

 Read it.  <p style="text-align: center; font-size: 2em;">to</p>	 Trace it.  <p style="text-align: center; font-size: 2em;">to</p>
 Color it.  <p style="text-align: center; font-size: 2em;">to</p>	
 Write it. <hr/> <hr style="border-top: 1px dashed;"/> <hr/>	 Spell it. <div style="display: flex; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; width: 60px; height: 80px;"></div> <div style="border: 1px solid black; width: 60px; height: 50px;"></div> </div>
<p> Circle the word <b>to</b> in the sentences.</p> <p style="font-size: 1.5em;">We go to the park.</p> <p style="font-size: 1.5em;">He rides his bike to school.</p>	



**Bb**

by Matt Garcia  
illustrated by  
Constanza Basaluzzo


-Fold-

This book belongs to

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

See my  ?  
boat

WORD  
WORK



**Speed Read**

Read these words.

see a the my by

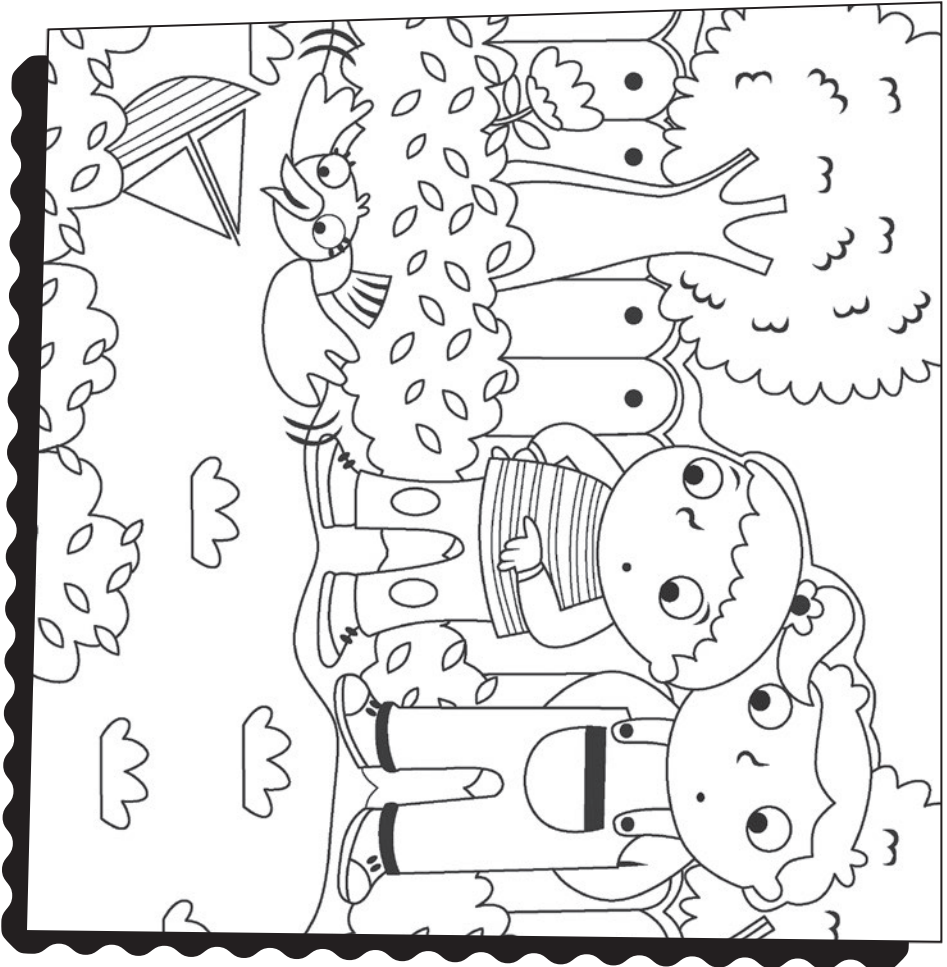


**Picture Hunt**

Which pictures start with Bb?

A dashed rectangular box containing six small illustrations: a leaf, a sailboat, a tree, a bird, a bicycle, and a tree.

**Bb**

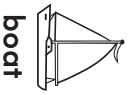


See the



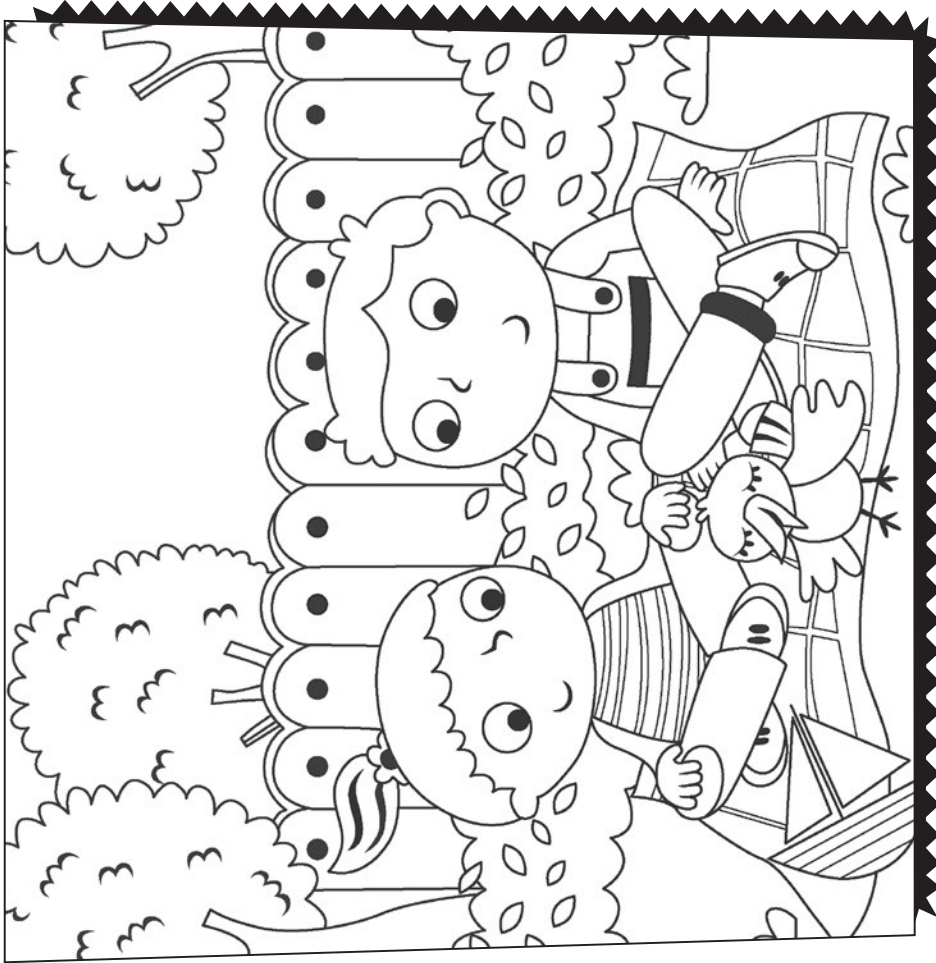
bird

by my

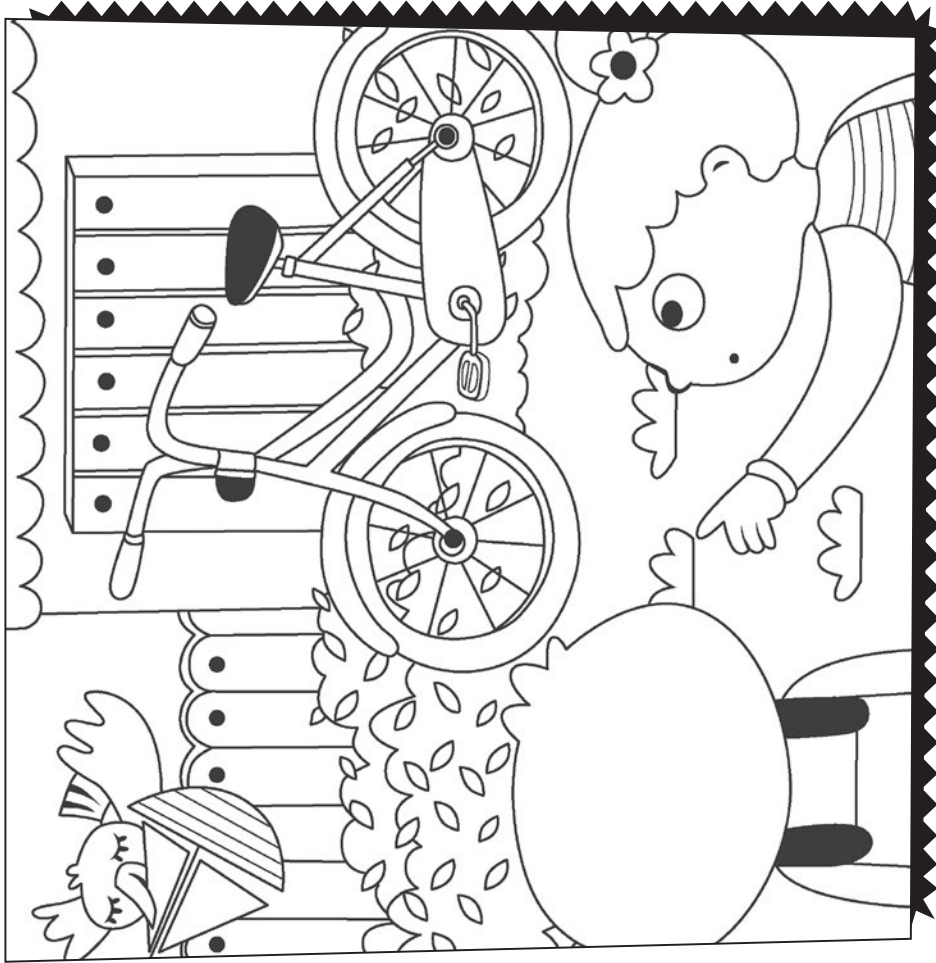



boat

i

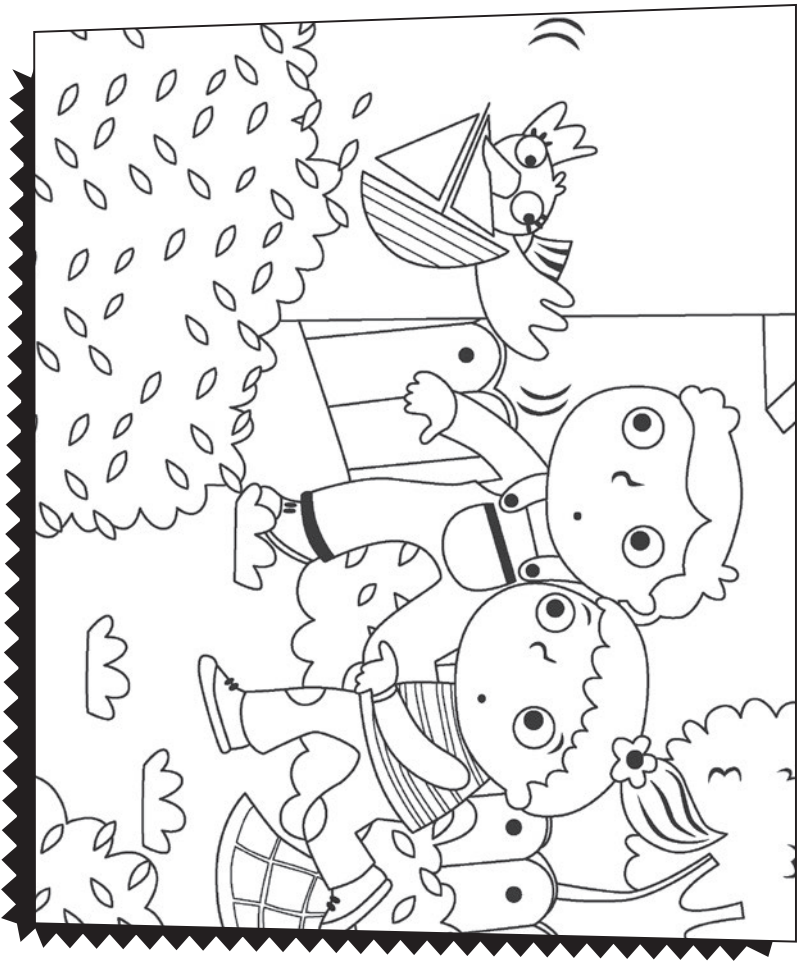




See my  i  
boat





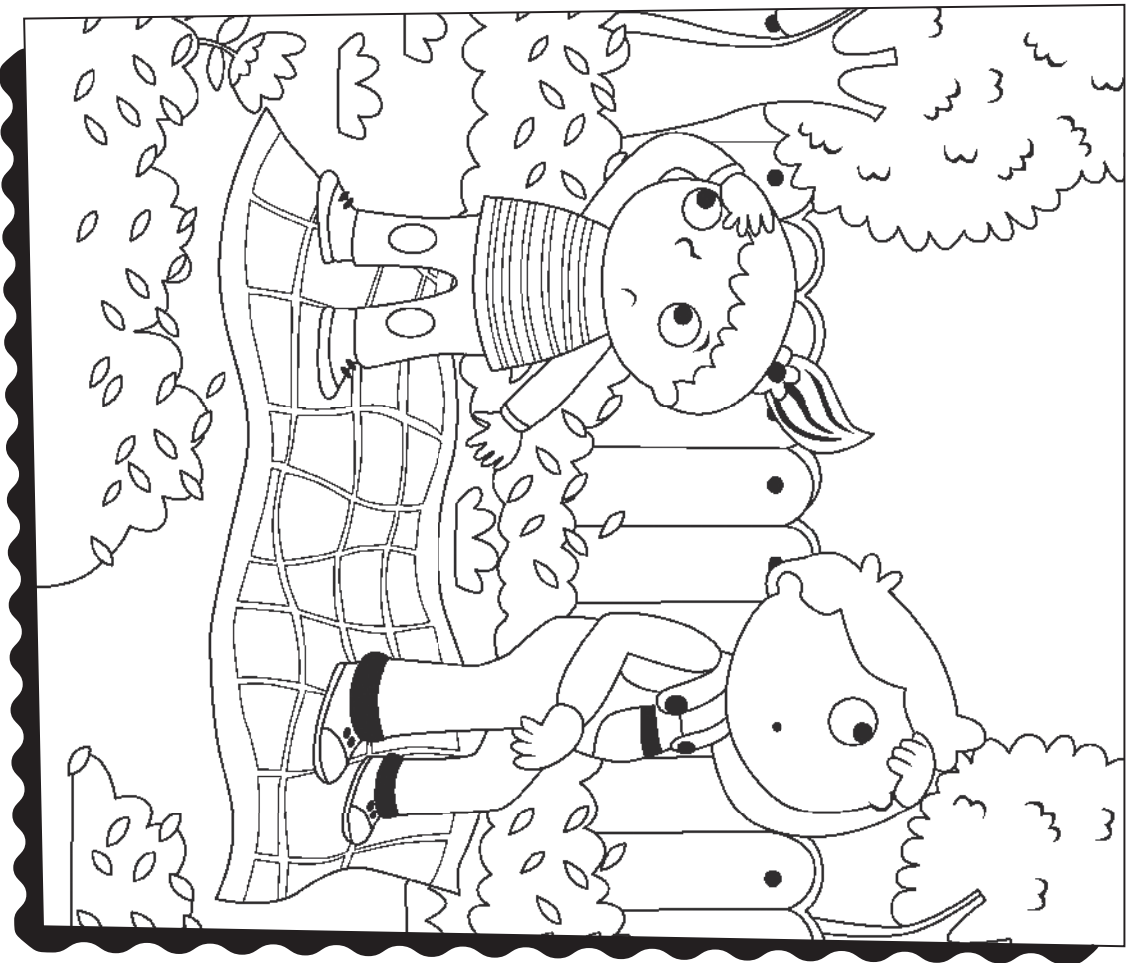
See the  bird  
by my  bike

Fold

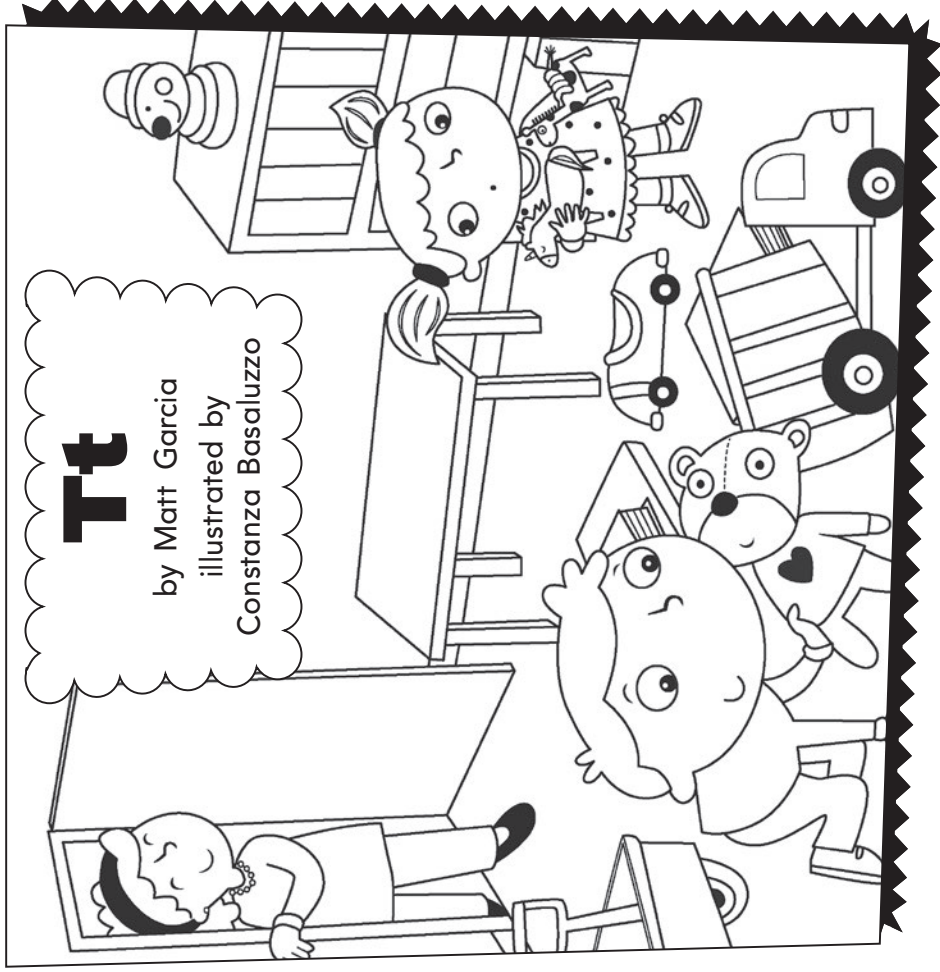


See the  by the .

Run  to the !



Fold



**Tt**  
by Matt Garcia  
illustrated by  
Constanza Basaluzzo

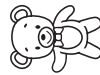

-Fold-

This book belongs to

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---

A  by the  truck.  
teddy bear

**WORD  
WORK**



**Speed Read**

Read these words.

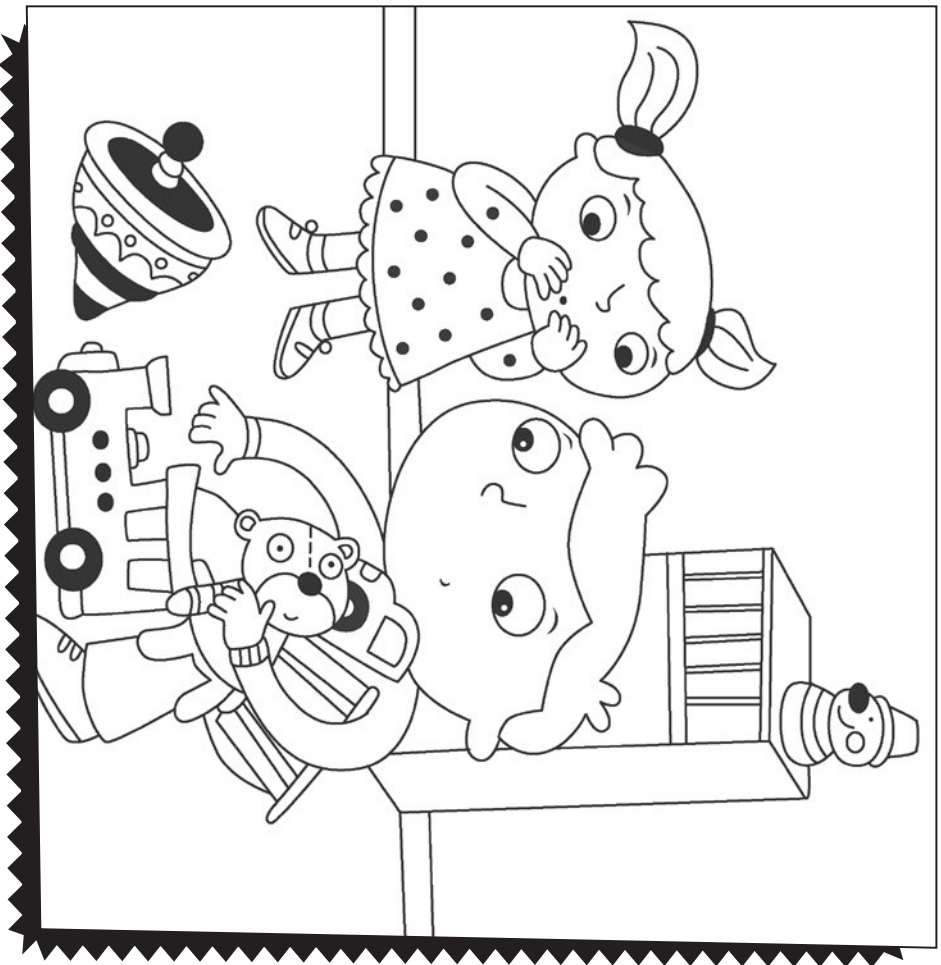
a the to



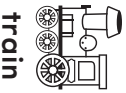
**Picture Hunt**

Which pictures start with Tt?

Truck, Turtle, Train, Top, Table, Toy



A

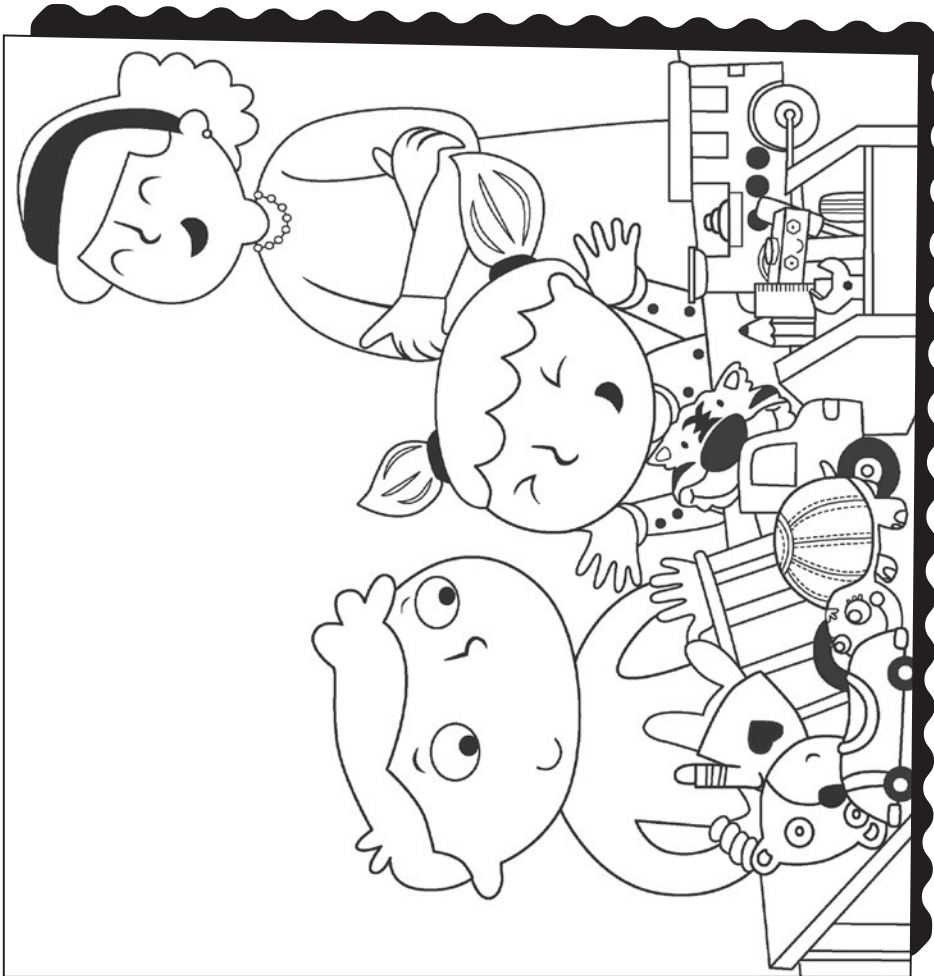


train

by a



top



I carry



my

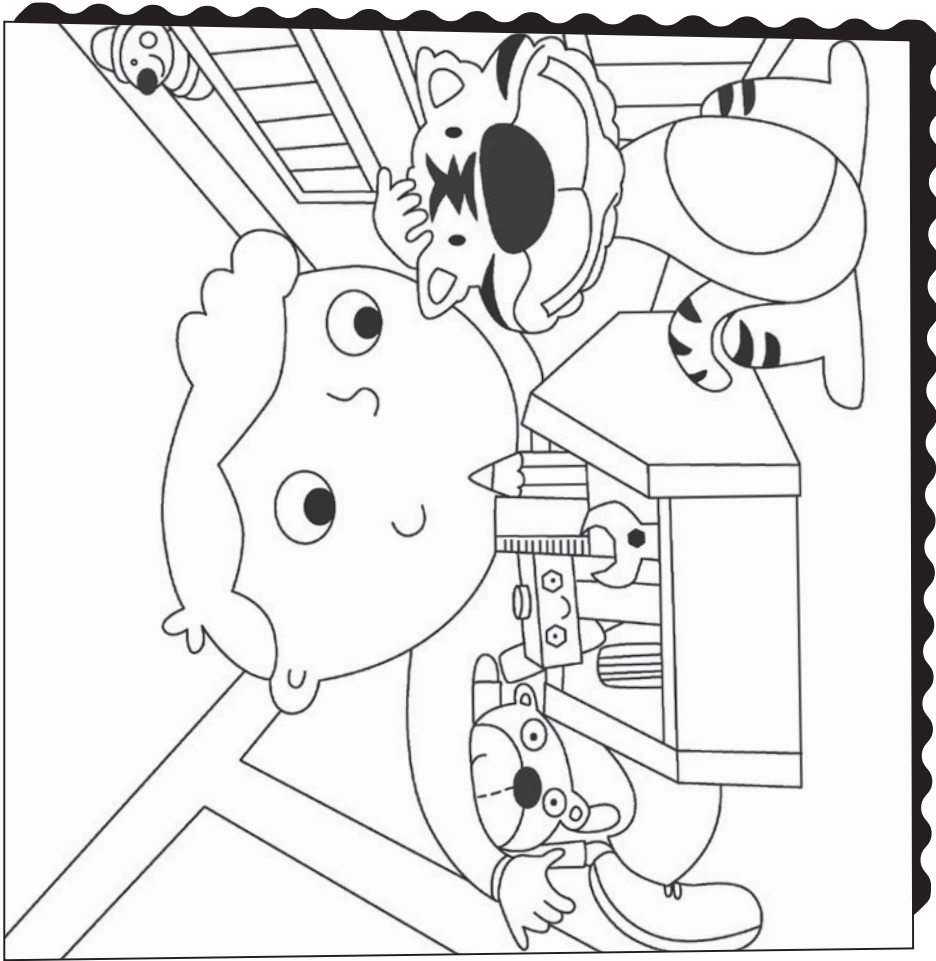


to the



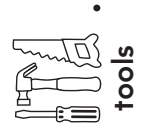
!

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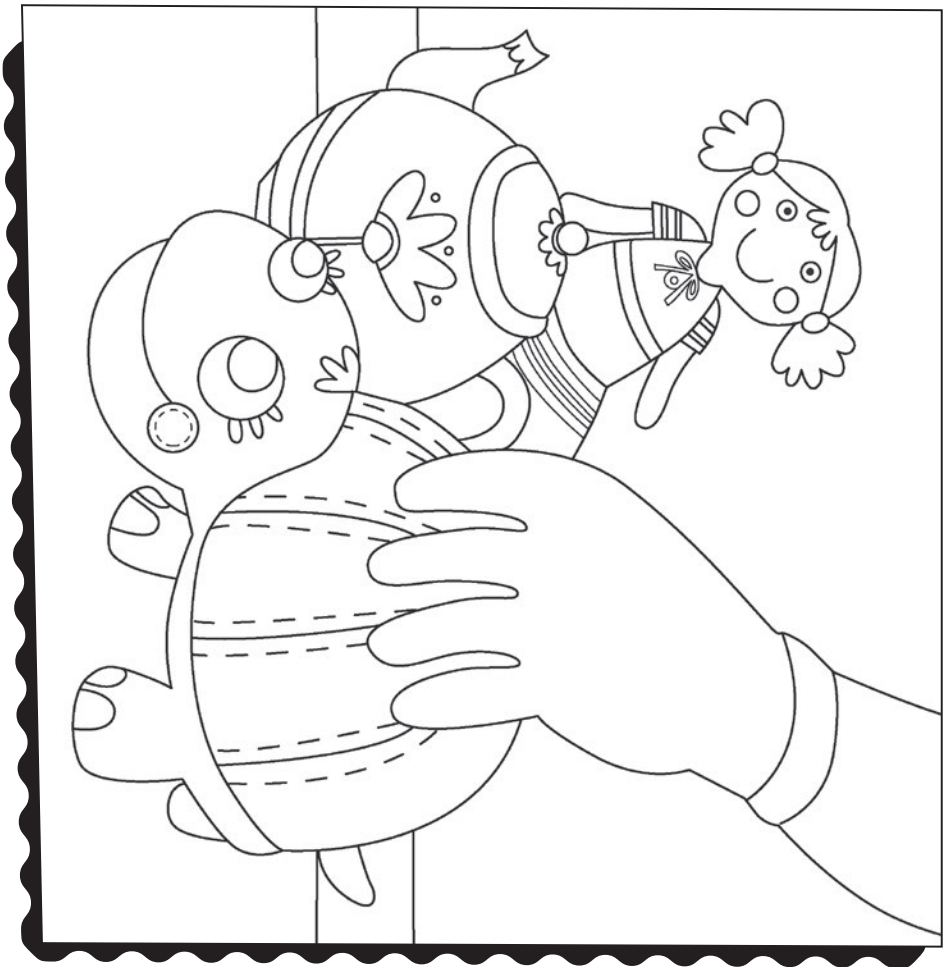


A

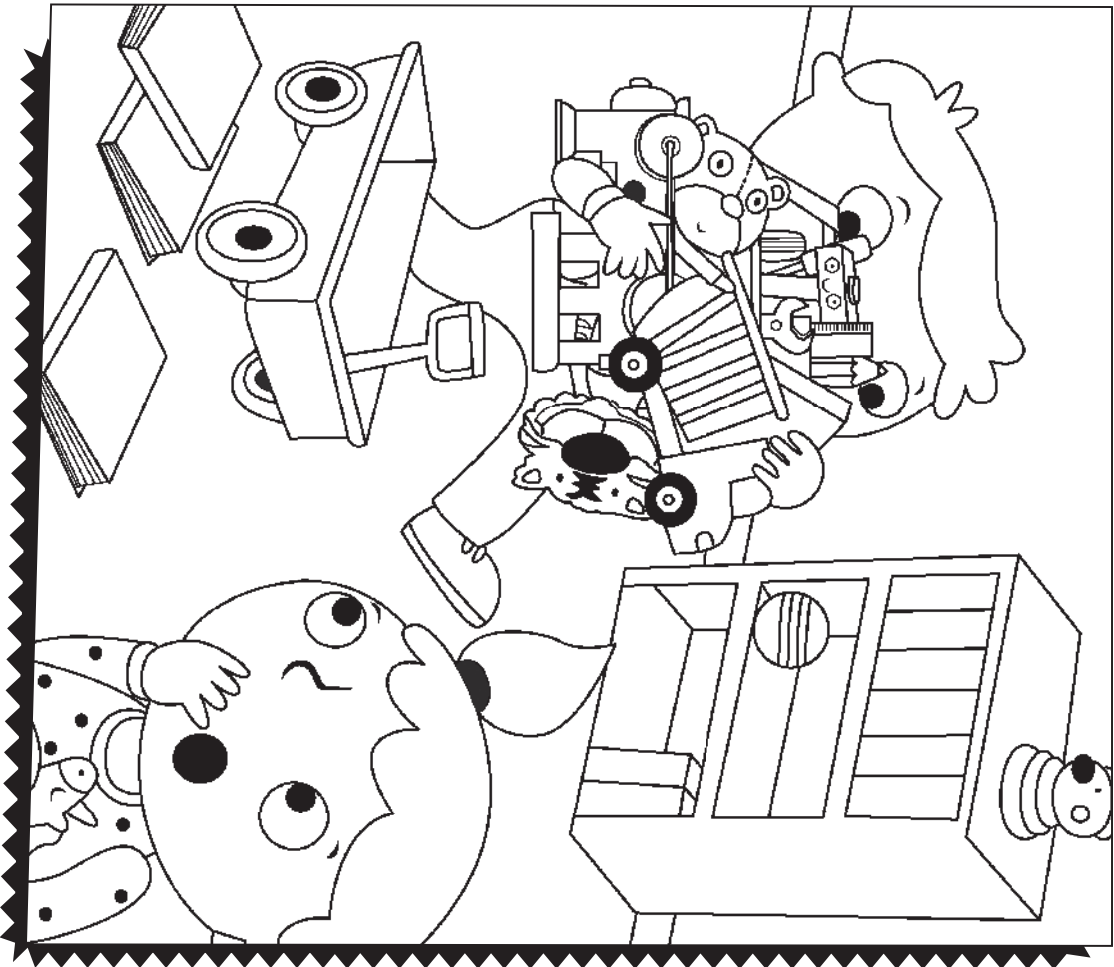
by the



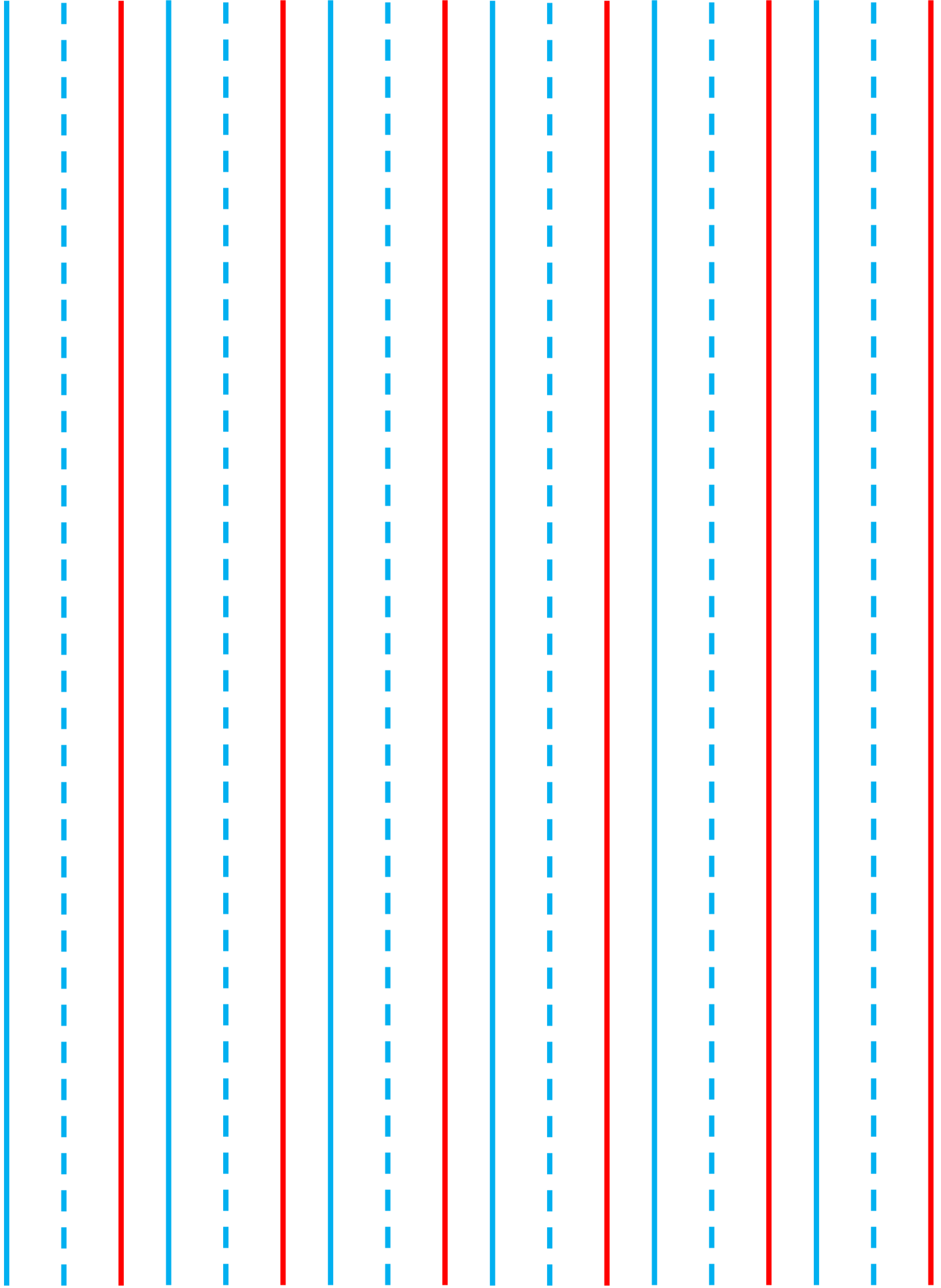
tools



A  turtle  
by a  teapot .



Fold



Name \_\_\_\_\_

# Consonants t and b



starts with the letter t.



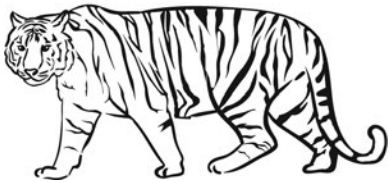
starts with the letter b.



Name each picture.



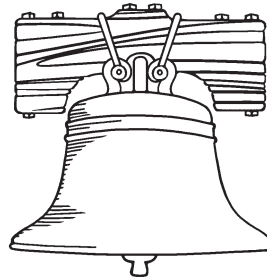
Write the first letter for each word.



\_\_\_\_\_

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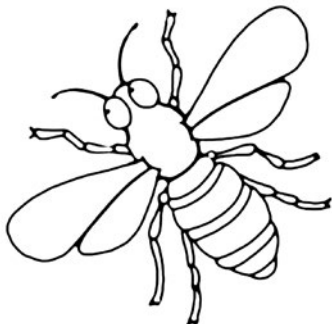
\_\_\_\_\_



\_\_\_\_\_

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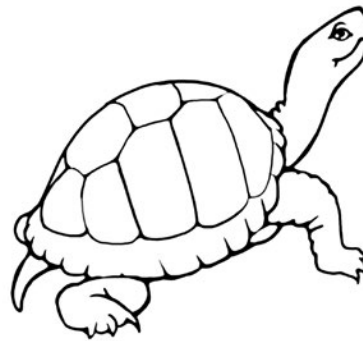
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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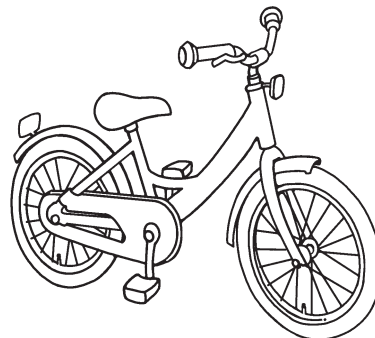
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

Name \_\_\_\_\_

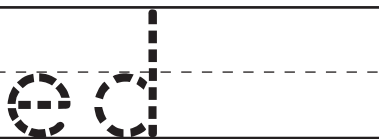
# It's in the Past

A verb that ends with **-ed** tells an action that already happened.

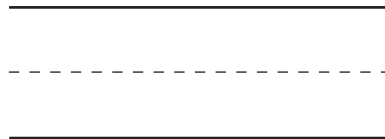
 Write **-ed** at the end of the verbs.



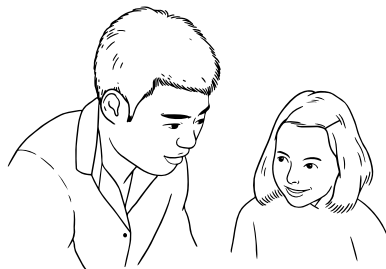
1. jump



2. call



3. play



4. talk



 Write or draw something you did yesterday.