

Day 1

Today's skill: Rhyming words

Rhyming words have the same vowel sound and ending sound.

☐ Rhyming word game

☐ Rhyming match

Word game

If you do not have scissors or glue, you may draw the picture in or draw a line to match.



Phonemic Awareness in 5 Minutes

Rhyme Identification

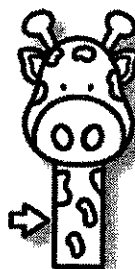
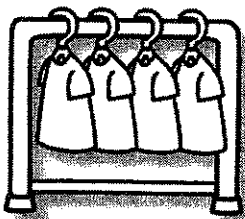
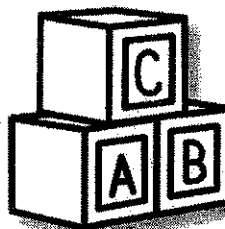
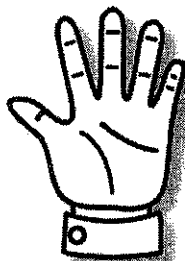
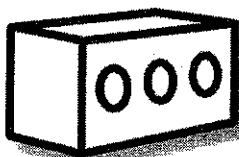
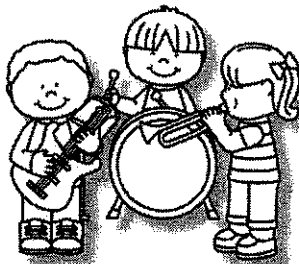
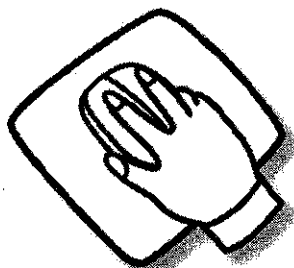
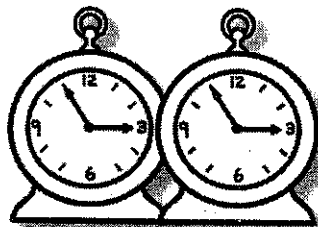
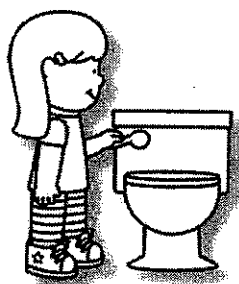
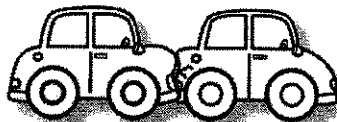
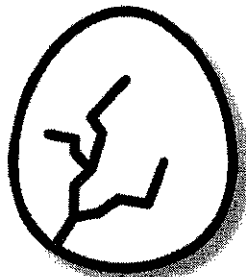
Ask student to identify 2 words that rhyme from 3 words given.

Say these words:	Student responses:
fan, can't, can	fan can
wish, wash, fish	wish fish
bone, bow, tow	bow tow
friend, Ford, cord	Ford cord
stamp, tramp, tap	stamp tramp
grand, grip, rip	grip rip
took, take, make	take make

Name _____

Rhyming #1

Directions: Cut and paste the pictures next to the pictures that rhyme.



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A. Words for Fluency Practice

sc-	sk-	sm-	sn-	sp-	st-
scab	skin	smash	snap	spot	stop
scan	skill	smell	snag	spell	step
scam	skip	smith	sniff	spit	stiff
Scott	skiff	smog	snob	span	stab
scum	skid	smug	snub	spun	stun

B. Nonsense Words for Fluency Practice

snet skub spid smop sten scap

C. Sentences for Fluency Practice

1. Trish can spell with skill.
2. The scab on her skin bled.
3. Scott cannot skip in the smog.
4. Can you snap and skip with skill?

A Dog Is a Mammal

by Rachelle Kreisman



Every dog is a mammal. All mammals have hair on their bodies. People, horses, and elephants are also mammals.

Hair protects a mammal's skin. The hair keeps skin from getting scraped. Hair also protects mammals from cold and heat.

What else makes an animal a mammal? Here are some examples.

Every mammal has a backbone. That bone is also called the spine.

Mammals are warm-blooded. That means the temperature in their bodies is warm and usually stays the same.

Female mammals make milk in their bodies. They feed the milk to their babies.

Day 2

Today's skills: Rhyming words and word parts

Rhyming words have the same vowel sound and ending sound.

A **syllable** is a word or a word part with a talking vowel. When we count the number of words parts, we do not count the sounds. Instead, we count the number of times our mouth drops open. Our mouth opens because we are saying a vowel sound.

❑ Rhyming word game

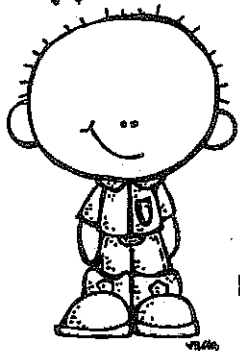
❑ Syllable count

Phonemic Awareness in 5 Minutes

Rhyme Identification

Ask student to identify 2 words that rhyme from 3 words given.

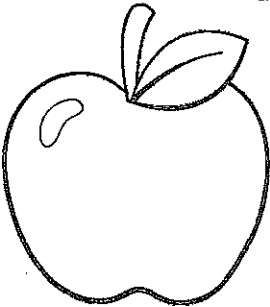
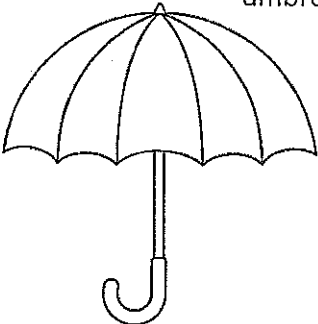
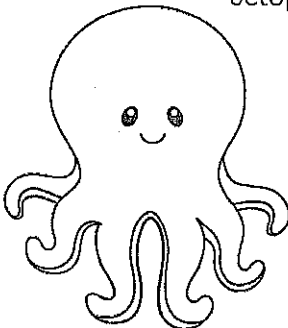
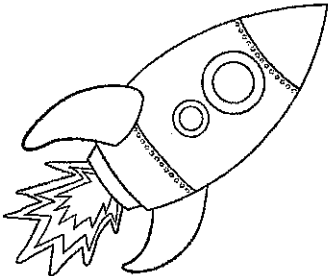
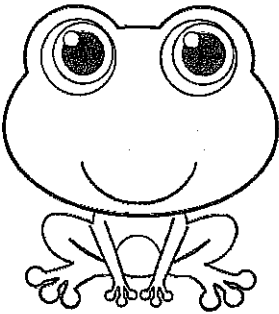
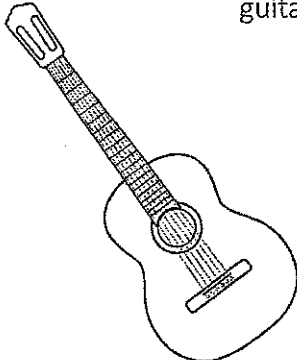
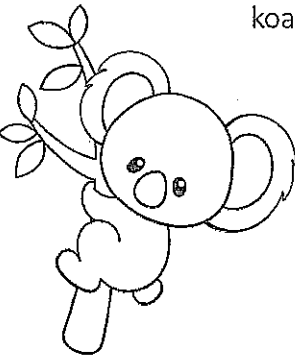
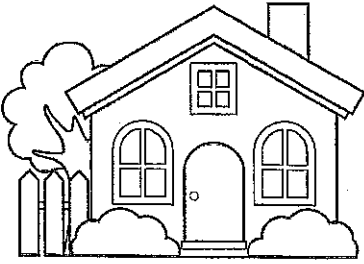

Say these words:	Student responses:	
clip, clap, flip	clip	flip
shake, quake, quick	shake	quake
fun, fan, run	fun	run
chair, mare, miss	chair	mare
shake, shine, mine	shine	mine
thin, pin, pan	thin	pin
band, bump, lump	bump	lump



Name _____

Syllable Count **5** Level 2

Instructions – Identify the number of syllables in each picture. Shade how many syllables there are.

1. apple  <div>1 2 3</div>	2. umbrella  <div>1 2 3</div>	3. octopus  <div>1 2 3</div>
4. rocket  <div>1 2 3</div>	5. frog  <div>1 2 3</div>	6. guitar  <div>1 2 3</div>
7. koala  <div>1 2 3</div>	8. house  <div>1 2 3</div>	9. zebra  <div>1 2 3</div>

Name: _____ Date: _____

Addition of 3
addends – sums
to 20

I had a birthday party. 3 adults, 9 girls, and 1 boy came to my party. How many total guests came to my party?

Draw a picture to show your thinking.

Show your work using ten frames.

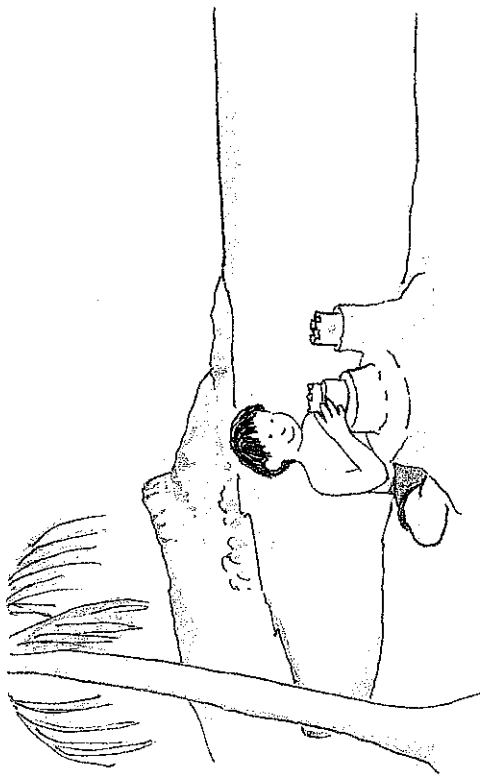
Show your thinking on the number line.



Write a number sentence.

__ O __ O __ O __

What is your final answer?



Copy capital I.

I I I

Copy lowercase i.

i i i

Copy the sentences.

David sits to dig.

David visits Hawaii.

☐ Check Sentence

Day 3

Today's skill: Counting and segmenting sounds

Phonemes are the smallest units of sound.

Zoo would have two: z - oo. Beach would have three: b - ea - ch.

Have your child "pound and tap" the words you say.

☐ Segmenting word game

☐ Count the sounds match

If you do not have scissors or glue, you may draw the picture in or draw a line to match.

Phonemic Awareness in 5 Minutes

Sound Segmentation: School Words

Say each word and ask your student to say each sound in the word.
Put 1 finger up for each sound.

2-3 phonemes

chair
hook
chart
book
math

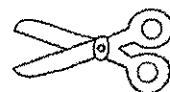
4 phonemes

table
lights
bench
lunch
desk

5+ phonemes

pencil
recess

Name _____

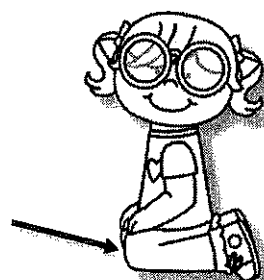
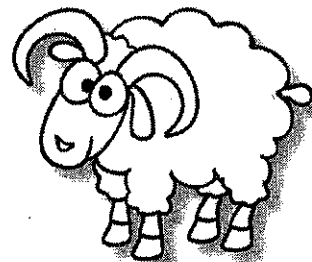
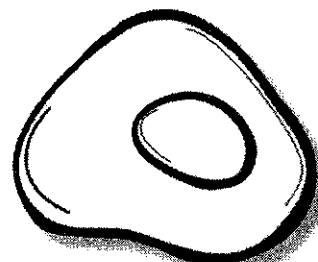
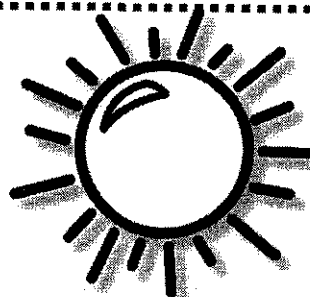
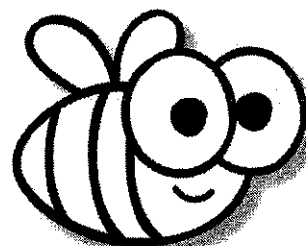
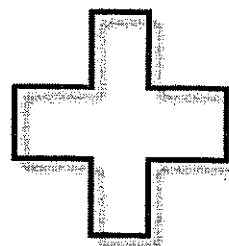


Count the Sounds #1

Cut out the pictures. Name each one. Count the number of sounds in the word, and paste it into the correct column.

2 Sounds

3 Sounds



Name _____

Skill: Consonant blends sc, sw, sp, sn

Write the 2-letter blend **sc**, **sw**, **sp** or **sn**.



__ill



__ale



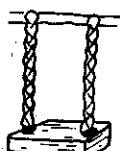
__oon



__ot



__owman



__ing



__ider



__ail



__eater



__an



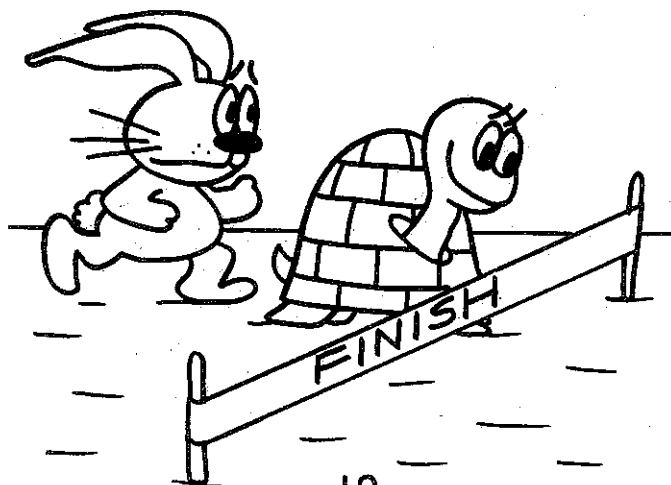
__ake



__arf



__ow



__ooter

Name: _____ Date: _____

1. What does every mammal have?

- A. hair and a backbone
- B. scales
- C. a tail

2. This text describes the characteristics of mammals. Which of the following animals are mammals?

- A. birds, eagles, and penguins
- B. people, horses, and elephants
- C. snakes, lizards, and crocodiles

3. Mammals have hair and backbones. Dogs are mammals. Based on this information, what is true about dogs?

- A. Dogs have hair. Dogs do not have backbones.
- B. Dogs have both hair and backbones.
- C. Dogs have backbones. Dogs do not have hair.

4. What is "A Dog Is a Mammal" mostly about?

- A. how hair protects mammals
- B. dogs and other pets
- C. the characteristics of mammals

5. Name something that dogs and people have in common.

One thing that dogs and people have in common is

6. What did you learn from "A Dog Is a Mammal"?

7. Class Discussion Question: Explain whether a mammal's backbone or a mammal's hair would help it stay warm in cold weather. Use information from the text to support your answer.

8. Draw a picture of a mammal. Try to label something that makes it a mammal.

AMI

DAY 4

Today's skill: Counting and segmenting sounds

Remember, **phonemes** are the smallest units of sound. We can "pound and tap" to count the number of phonemes/sounds in a word.

- ❑ Segmenting word game
- ❑ Trees sound sort

If you do not have scissors or glue, you may draw the picture in or draw a line to match.

Phonemic Awareness in 5 Minutes

Sound Segmentation: Color Words

Say each word and ask your student to say each sound in the word.
Put 1 finger up for each sound.

2-3 phonemes

red
blue
grey
white
aqua
beige

4 phonemes

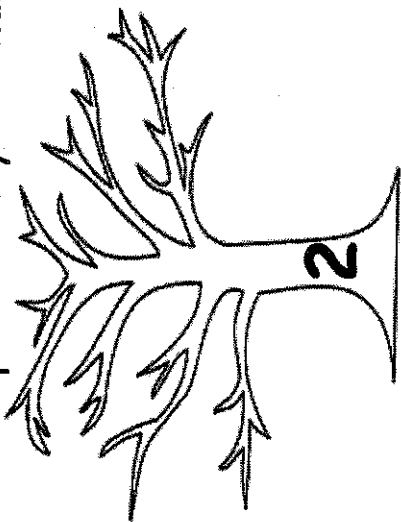
green
pink
black
yellow
purple

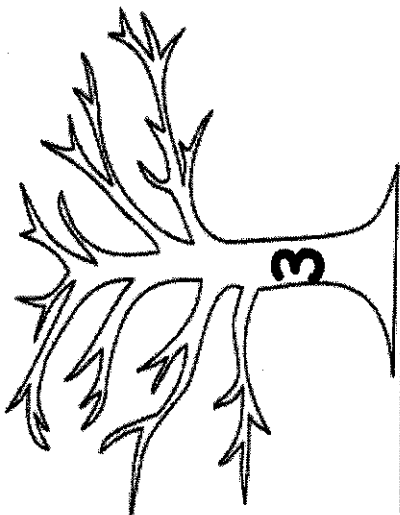
5+ phonemes

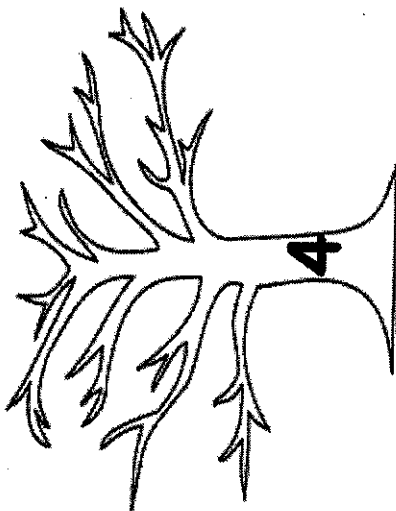
orange
violet
turquoise

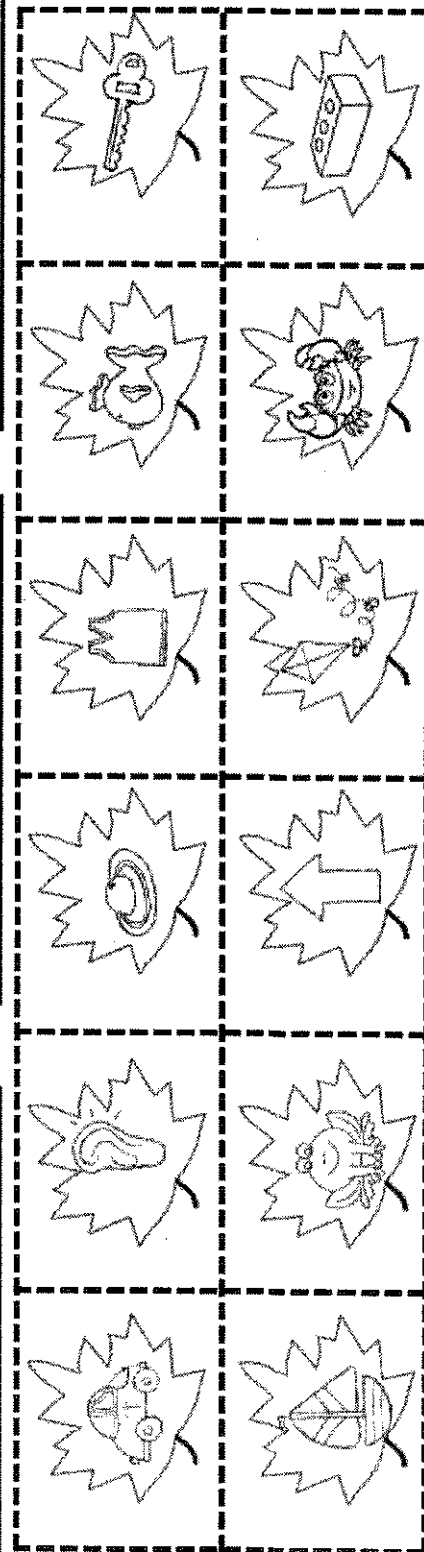
Name _____

Sort the pictures by the number of sounds you hear. Glue them under the correct tree.









Name: _____ Date: _____

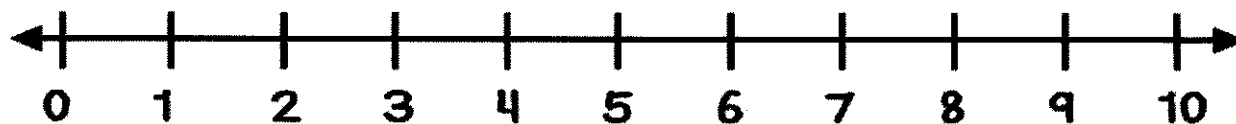
Subtraction
change
unknown –
sums to 10

Baby Jim held 7 balloons in his hand. Some of them flew away. Now he only has 2 balloons.
How many balloons flew away?

Draw a picture to show your thinking.

Show your work using ten frames.

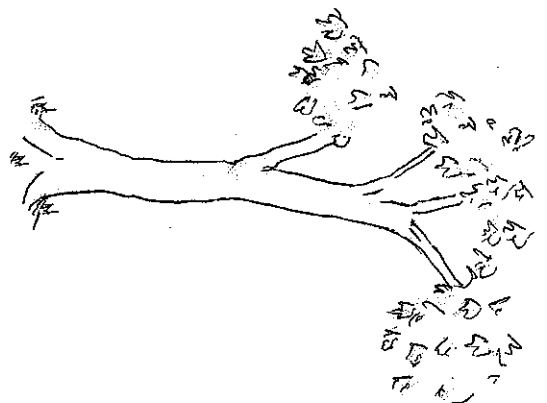
Show your thinking on the number line.



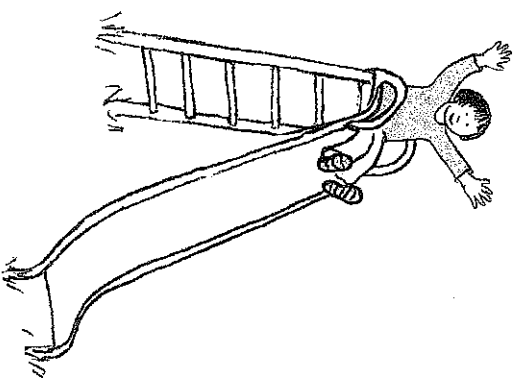
Write a number sentence.

___ O ___ O ___

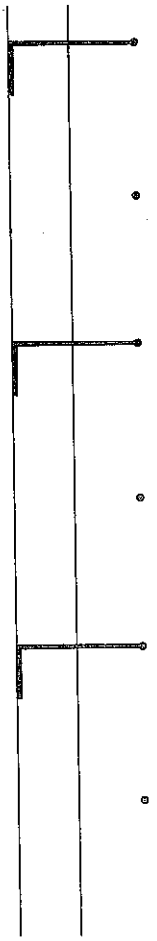
What is your final answer?



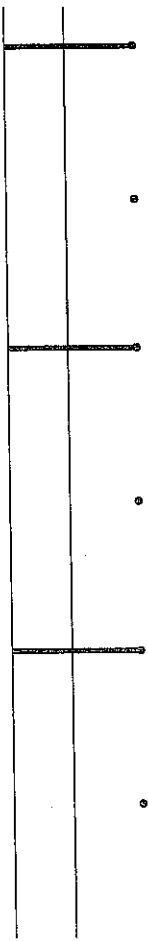
Copy the sentences.



Copy capital L.



Copy lowercase l.



We see a tall slide.

Ellie Sue will slide.

☐ Check Sentence

AMI

DAY 5

Today's skills: Blending and compound words

Blending is when we put phonemes/sounds together. You say the sounds and your child will blend them together to say the word. **Compound words** are two words with two different meaning. When we put them together, we make a new word with a new meaning.

- ❑ Blending word game
- ❑ Compound words match

If you do not have scissors or glue, you may draw the picture in or draw a line to match.

Phonemic Awareness in 5 Minutes

Sound/Phoneme Blending: School Words

Say each phoneme. Student blends them together to make a word.

2-3 phonemes

ch-ai-r
h-oo-k
ch-ar-t
b-oo-k
m-a-th

4 phonemes

t-a-b-le
l-igh-t-s
b-e-n-ch
l-u-n-ch
d-e-s-k

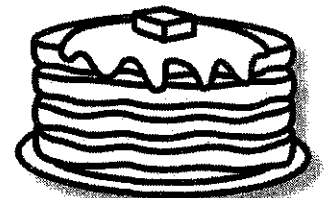
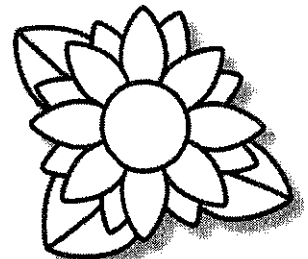
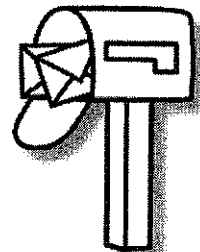
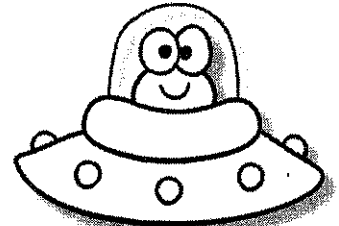
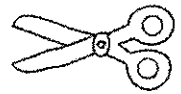
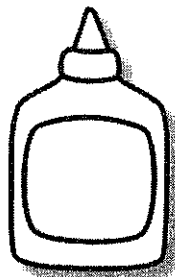
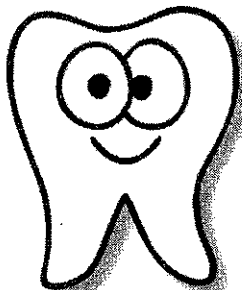
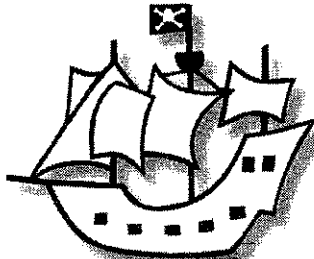
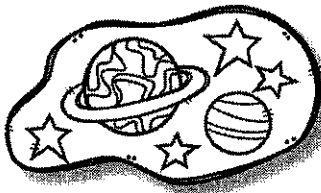
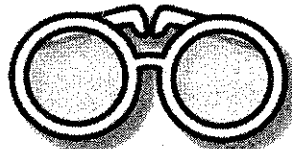
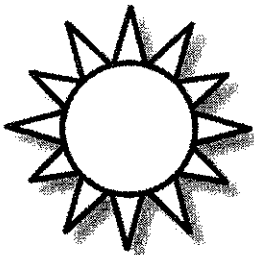
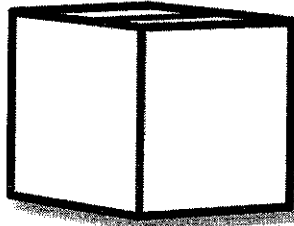
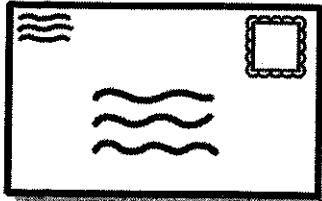
5+ phonemes

p-e-n-c-i-l
r-e-c-e-ss

Name _____

Compound Words #1

Name the pictures in each row. Then paste the picture that matches the compound word.



AMI

DAY 6

Today's skills: Blending and beginning sounds

Blending is when we put phonemes/sounds together. You say the sounds and your child will blend them together to say the word. **Beginning sounds** are the first, or initial, sounds we hear in a word or word part.

❑ Blending word game

❑ Beginning sounds sort

If you do not have scissors or glue, you may draw the picture in or draw a line to match.

Phonemic Awareness in 5 Minutes

Sound/Phoneme Blending: Color Words

Say each phoneme. Student blends them together to make a word.

2-3 phonemes

r-e-d
b-l-ue
g-r-ey
wh-i-te
a-qu-a
b-ei-ge

4 phonemes

g-r-ee-n
p-i-n-k
b-l-a-ck
y-e-ll-ow
p-ur-p-le

5+ phonemes

o-r-a-n-ge
v-i-o-l-e-t
t-ur-qu-oi-se

Name _____

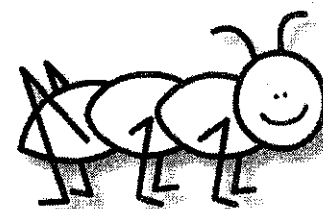
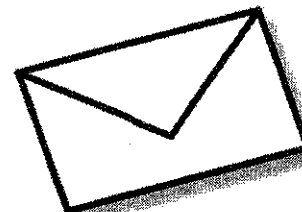
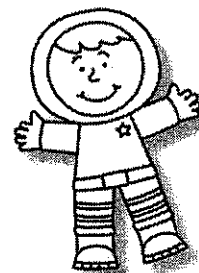
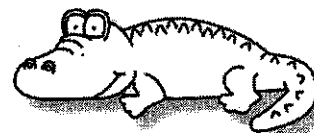
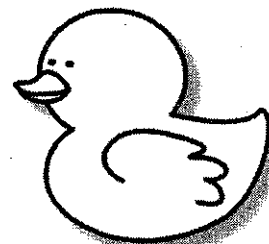
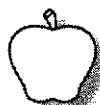
Beginning Sounds Sort #1

Cut out the pictures. Name each one. Paste them in the correct columns.

Starts like



**Does NOT
start like**



Class Trip

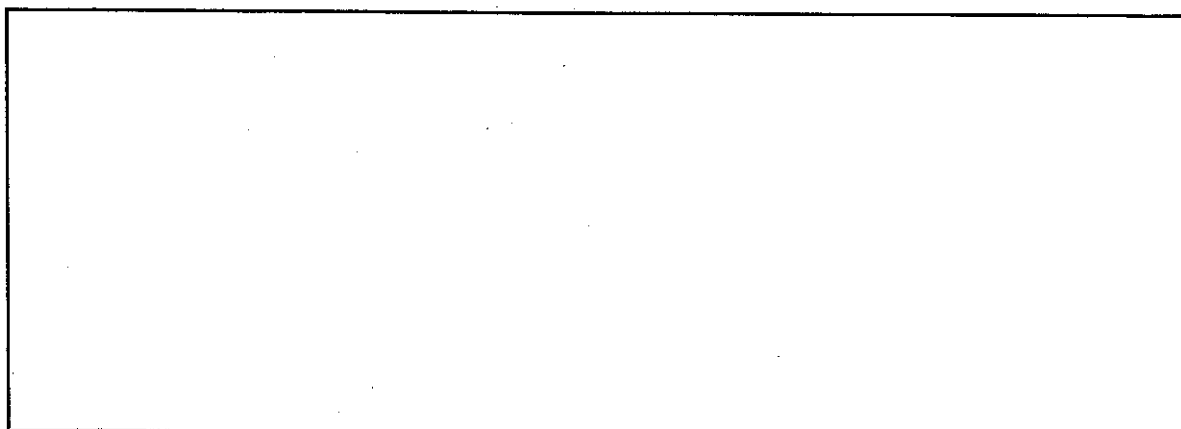
Brad and Brit were on a class trip.

Brad and Brit got on a tram and did trek with the class. When the class did get to the spot, Brad and Brit did brag. Brad did trap a big crab. Brit did grab and trap a big clam.

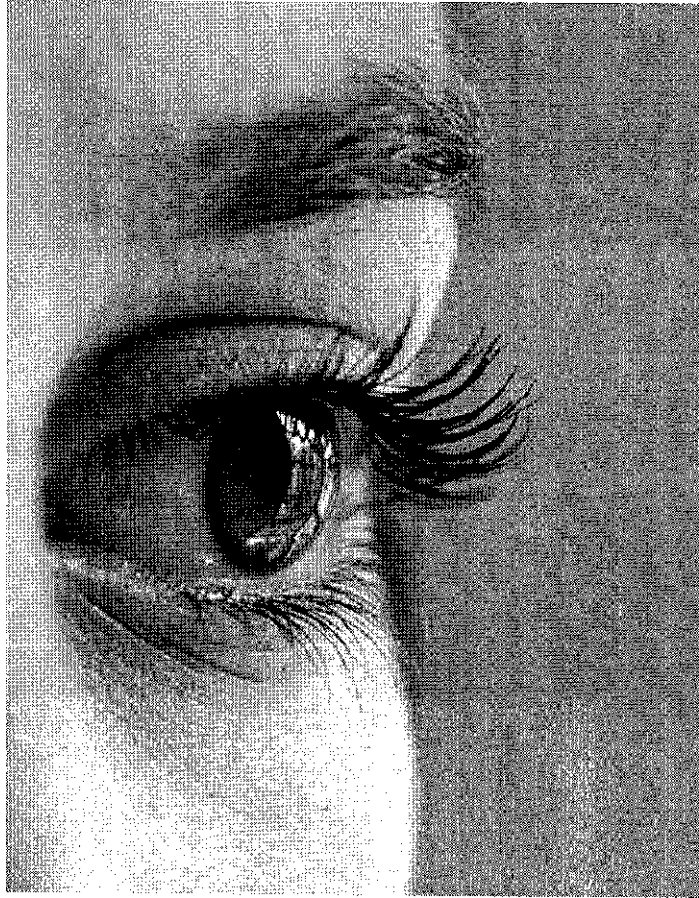
Brad and Brit did grip the clam and the crab. The big crab did grip Brad. The big clam did grip Brit. Brad and Brit did fret.

Brad and Brit had to drop the crab and the clam. The class did trek to the tram. Brad and Brit were mad on the class trip.

Draw a picture of Brad and Brit on the trip.



Seeing



Sight is one of your five senses. It helps you learn about the world around you.

You see things with your eyes. When you see something, light is bouncing off that thing and into your eyes. Your eyes take in lots of information from that light. They take in information about color, shape, and movement. Then they send that information to your brain. Your brain can tell you what you're looking at!

Eyes are very important. They help you spot danger so you can stay safe. They help you spot the things around you so you can move through the world. And they help you spot your friend on the school bus, too!

AMI

DAY 7

Today's skills: Sound substitution and middle sounds

Sound **substitution** is when your child identifies a sound in a word and changes the sound to another sound.

Middle sounds are the vowel sounds we hear in a word or word part. These are also called medial sounds.

❑ Substitution word game

❑ Medial sounds sort

If you do not have scissors or glue, you may draw the picture in or draw a line to match.

Phonemic Awareness in 5 Minutes

Sound/Phoneme Substitution - Ending

Say each word and change the identified sound to make a new word.

Say: pass

Say: rip

Say: sad

Say: feel

Say: rock

Say: bag

Say: wash

Change the /ss/ → /t/

Change the /p/ → /m/

Change the /d/ → /c/

Change the /l/ → /d/

Change the /ck/ → /d/

Change the /g/ → /t/

Change the /sh/ → /d/

past

rim

sack

feed

rod

bat

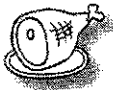
wad

Name _____

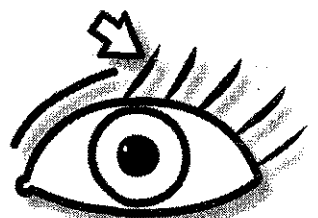
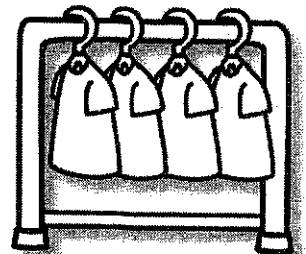
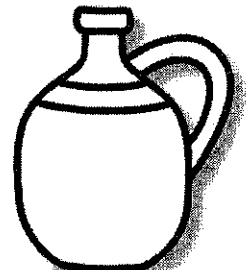
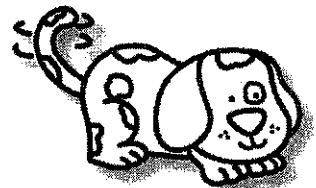
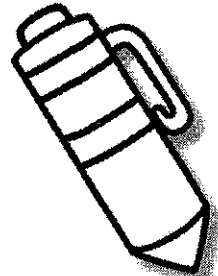
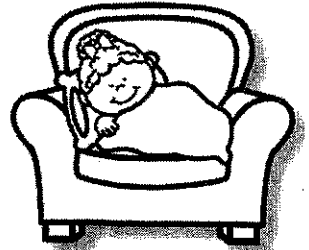
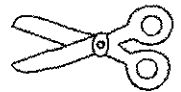
Medial Sounds Sort #1

Cut out the pictures. Name each one. Paste them in the correct column.

**Middle
sound like**



**Middle sound
NOT like**



Name: _____ Date: _____

Addition start
unknown –
sums to 20

I saw a few red birds on a tree. Then, 7 blue birds came. Now there are 12 birds on the tree.
How many red birds were on the tree?

Draw a picture to show your thinking.

Show your work using ten frames.

Show your thinking on the number line.



Write a number sentence.

___ O ___ O ___

What is your final answer?

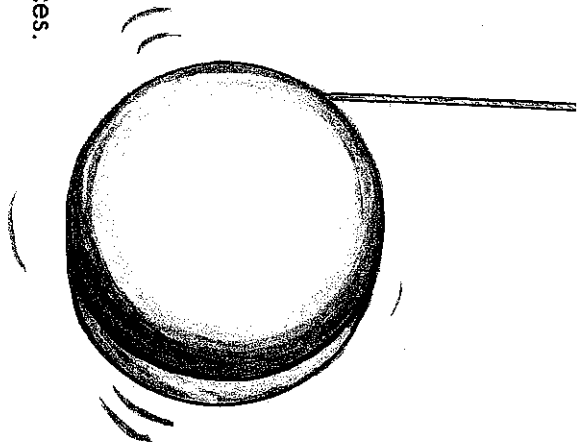
Copy capital Y.

Y Y Y

Copy lowercase y.

y y y

Copy the sentences.



My yo-yo is yellow.

Kyle's yo-yo sways.

☐ Check Sentence

AMI

DAY 8

Today's skills: Sound substitution and ending sounds

Sound **substitution** is when your child identifies a sound in a word and changes the sound to another sound.

Ending sounds are the final, or last, sounds we hear in a word or word part.

❑ Substitution word game

❑ Ending sounds sort

If you do not have scissors or glue, you may draw the picture in or draw a line to match.

Phonemic Awareness in 5 Minutes

Sound/Phoneme Substitution - Ending

Say each word and change the identified sound to make a new word.

Say: push

Say: race

Say: light

Say: red

Say: bone

Say: stab

Say: write

Change the /sh/ → /t/

Change the /s/ → /n/

Change the /t/ → /d/

Change the /d/ → /p/

Change the /n/ → /t/

Change the /b/ → /c/

Change the /t/ → /m/

put

rain

lied

rep

boat

stack

rhyme

Name _____

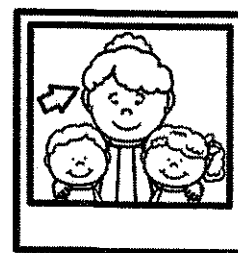
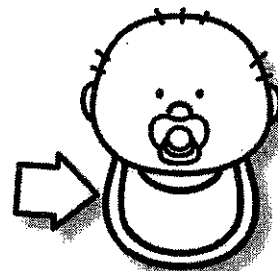
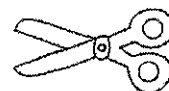
Ending Sounds Sort #1

Cut out the pictures. Name each one. Paste them in the correct column.

Ending
sound like



Ending sound
NOT like



Name _____

Fill in the **Missing** words

1. The frog is _____.
2. I _____ on a brick.
3. The _____ has 4 legs.
4. The kid is in his _____.
5. I can _____ hot dogs.
6. She has on a _____.

Words

- grill
- crab
- dress
- trip
- crib
- green

Name: _____ Date: _____

1. Which of your five senses is this text about?

- A. hearing
- B. sight
- C. touch

2. This text explains how you see things with your eyes. What happens after light bounces off something.

- A. the light goes into your eyes
- B. the light goes to your brain
- C. the light disappears

3. Read this sentence about sight:

Your eyes take in information from light and send it to your brain, which tells you what you are looking at.

What body part actually tells you what you are looking at?

- A. Your eyes tell you what you are looking at.
- B. Your brain tells you what you are looking at.
- C. Your brain and eyes tell you what you are looking at.

4. What is "Seeing" mostly about?

- A. what we can see
- B. how sight helps you learn
- C. how we see

5. What kind of information does your eye take in?

Our eyes take in information about _____.

6. What did you learn from "Seeing"?

7. Class Discussion Question: Why are your eyes important? Use information from the text to support your answer.

8. Draw a picture of light going into your eye. Be sure to draw a line to show the path the light is taking.