

A decorative border of small, stylized pencils surrounds the entire page. The pencils are arranged in a rectangular frame, with some pointing inwards and others outwards, creating a border around the central text.

KINDERGARTEN

AMI ACTIVITIES

(Please check off each activity when it is completed and send back to school.)

___ Write all uppercase letters using correct letter formation.

___ Write all lowercase letters using correct letter formation.

___ Complete storybook activities using the provided book.

___ Trace/Write numbers 1 – 20.

___ Play Mouse math game at least 3 times.

___ Fill in weather chart.

___ Spend 15 minutes exercising.



STORYBOOK ACTIVITIES

Read the book Beanie and the Missing Bear to your child.

WORD AWARENESS

As you read aloud from the book have your child point to individual words and then count the number of words on each page.

STORY MAP

Complete the story map by having your child draw the characters, setting, beginning, middle, and end of the story.

CLAPPING SYLLABLES

Say: "I am going to say a word from the story. Say each word after me. Now let's clap for each syllable part of the word. How many syllables do you hear?"

- | | |
|--------------|-----------------|
| 1. detective | de - tect - ive |
| 2. mystery | mys - ter - y |
| 3. blanket | blank - et |
| 4. rabbit | rab - bit |
| 5. behind | be - hind |
| 6. under | un - der |

ONSET AND RIME

Say: "Blend the sounds together to make a word from the story. Tell me what word I am saying."

1. h - ouse
2. b - ear
3. s - ock
4. ch - air
5. b - est
6. w - orld



RECOGNIZING RHYMES

Say "I am going to say two words. Show me thumbs up if they rhyme and thumbs down if they do not rhyme."

1. chair - bear
2. dog - frog
3. ball - sock
4. bed - head
5. rabbit - solve
6. chomp - stomp

GENERATING RHYMES

Say "Tell me a word that rhymes with ____."

- | | |
|---------|------------------------|
| 1. bear | student response _____ |
| 2. dog | student response _____ |
| 3. bed | student response _____ |
| 4. ball | student response _____ |
| 5. sock | student response _____ |

IDENTIFYING BEGINNING SOUNDS

Say "What sound does the word ____ begin with?"

- | | |
|-----------|------------------------|
| 1. name | student response _____ |
| 2. bear | student response _____ |
| 3. chair | student response _____ |
| 4. dad | student response _____ |
| 5. rabbit | student response _____ |

GENERATING BEGINNING SOUNDS

Say "Tell me a word that begins the same as ____."

- | | |
|------------|------------------------|
| 1. dog | student response _____ |
| 2. sock | student response _____ |
| 3. mystery | student response _____ |
| 4. cat | student response _____ |
| 5. rabbit | student response _____ |

Name: _____

Date: _____

Directions: Write uppercase letters A-Z using correct letter formation.



Name: _____

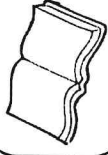
Date: _____

Directions: Write lowercase letters a-z using correct letter formation.



Name _____

Story Map



Setting

Characters

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Beginning

Middle

End

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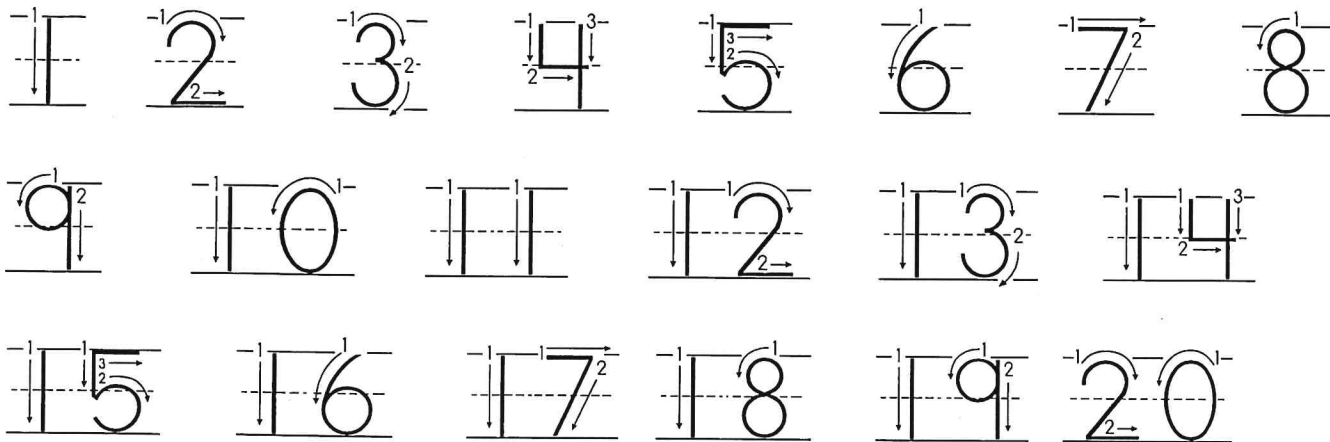
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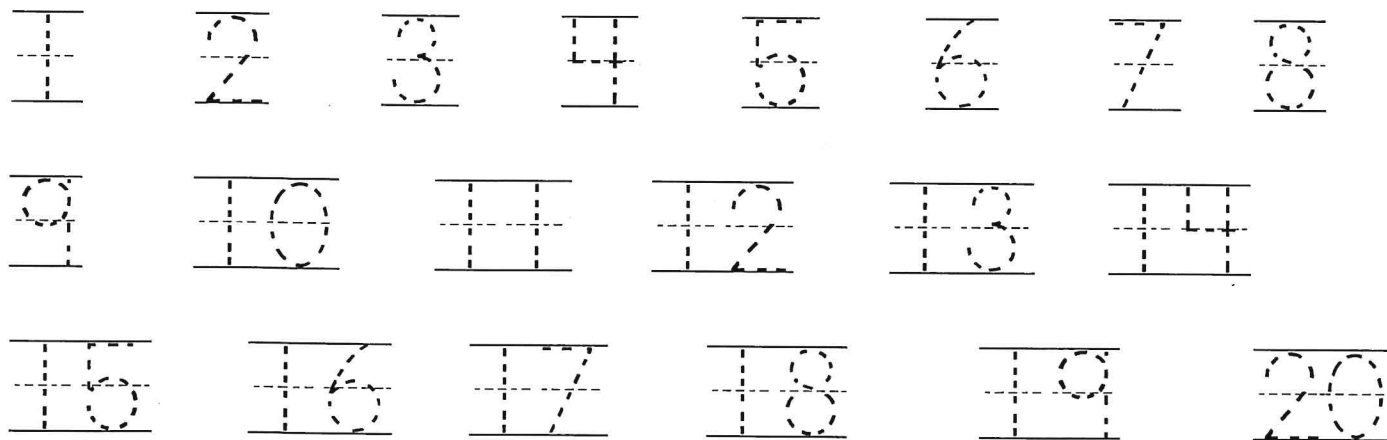
Name: _____

Write, Trace, & Say the Numbers 1-20

This is how you write the numbers 1-20

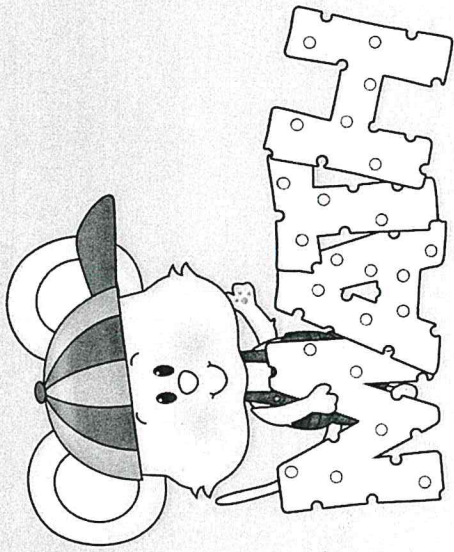


Say and trace the numbers 1-20



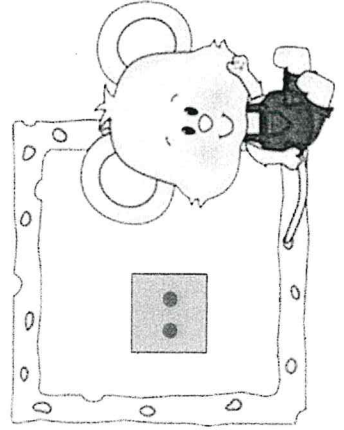
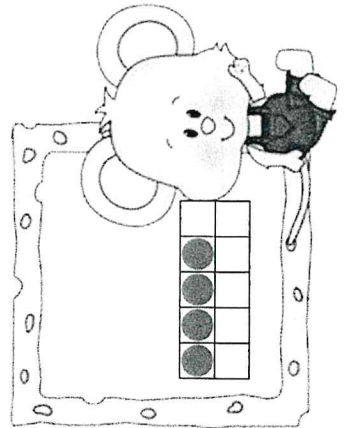
Say and write the numbers 1-20

_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

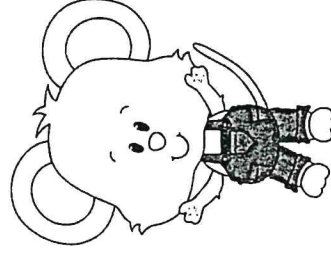
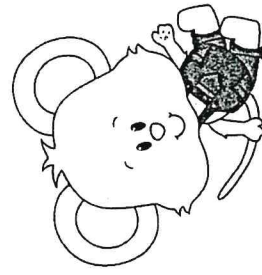


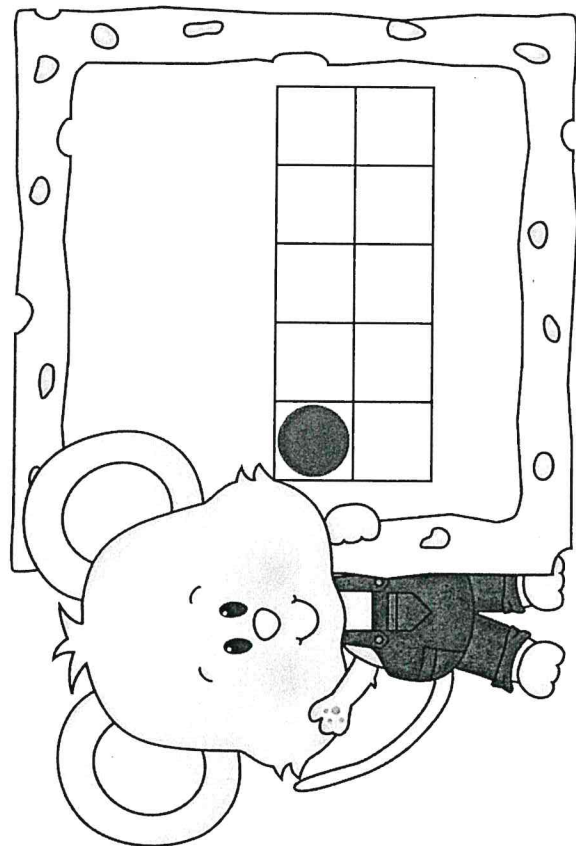
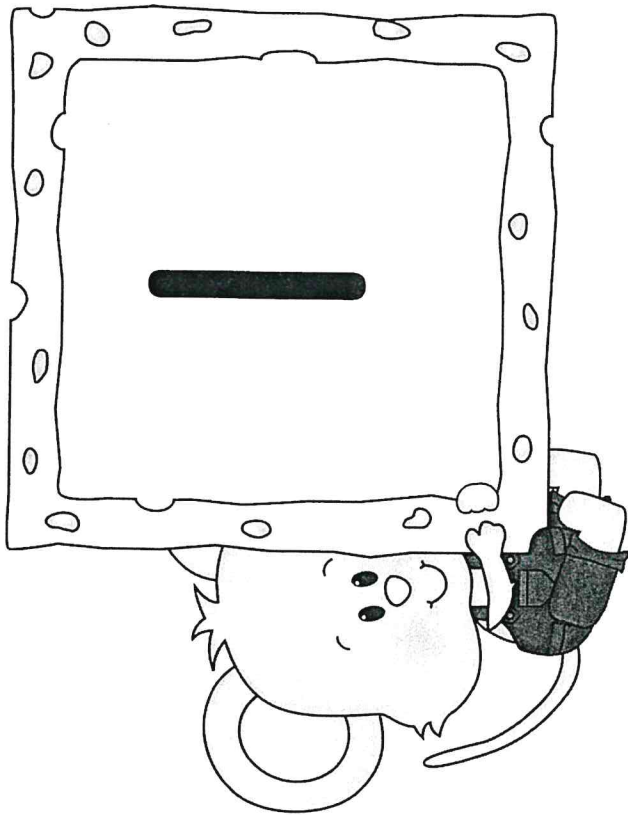
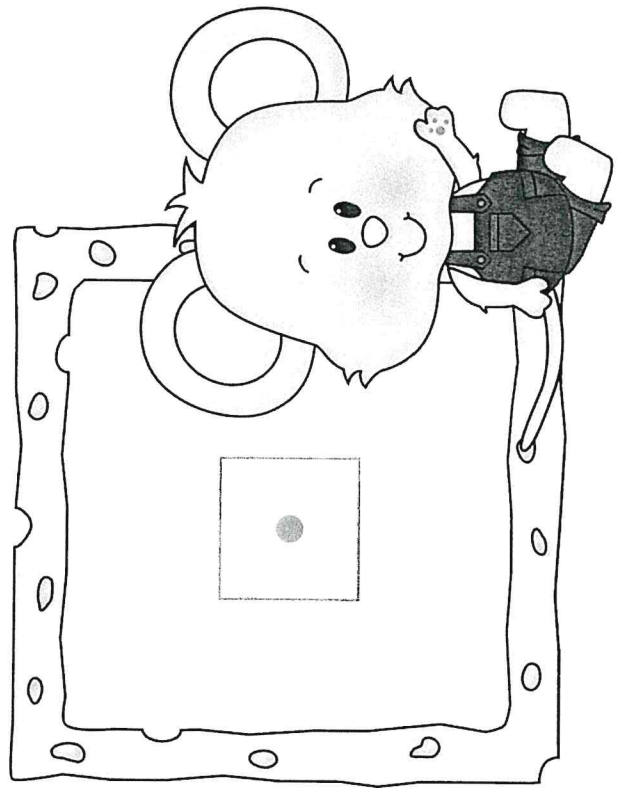
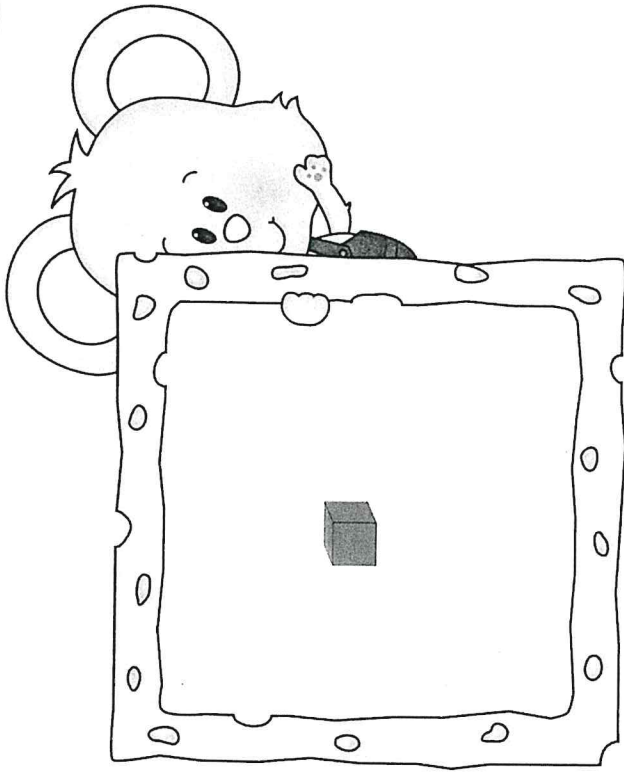
GAME
CARDS
1-10

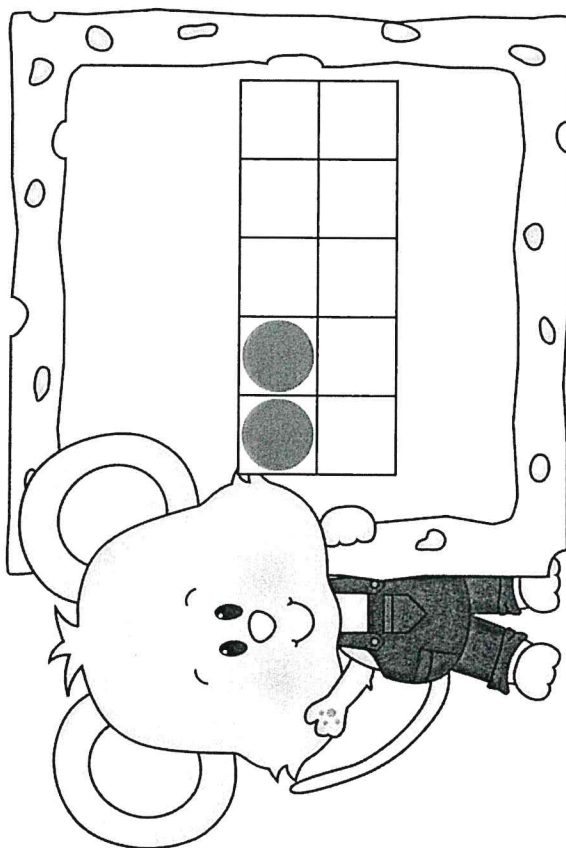
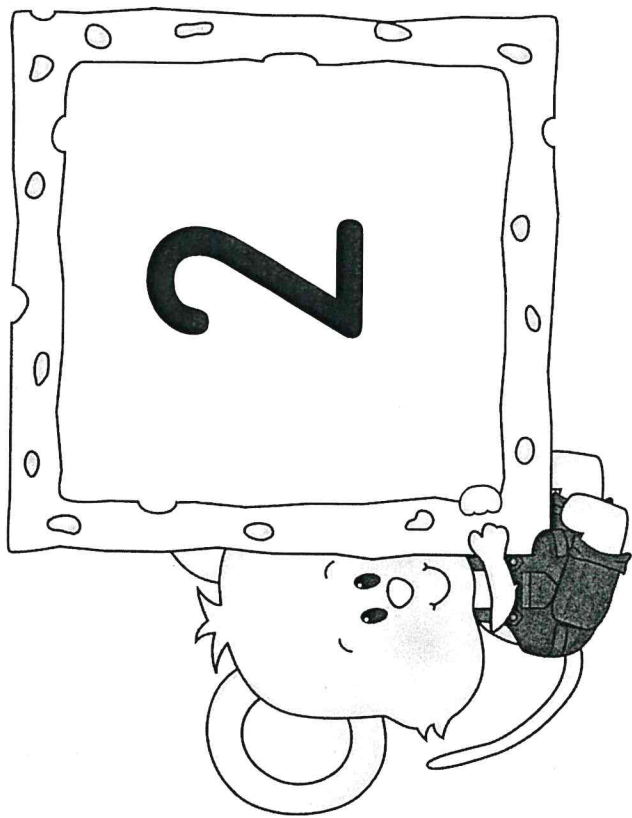
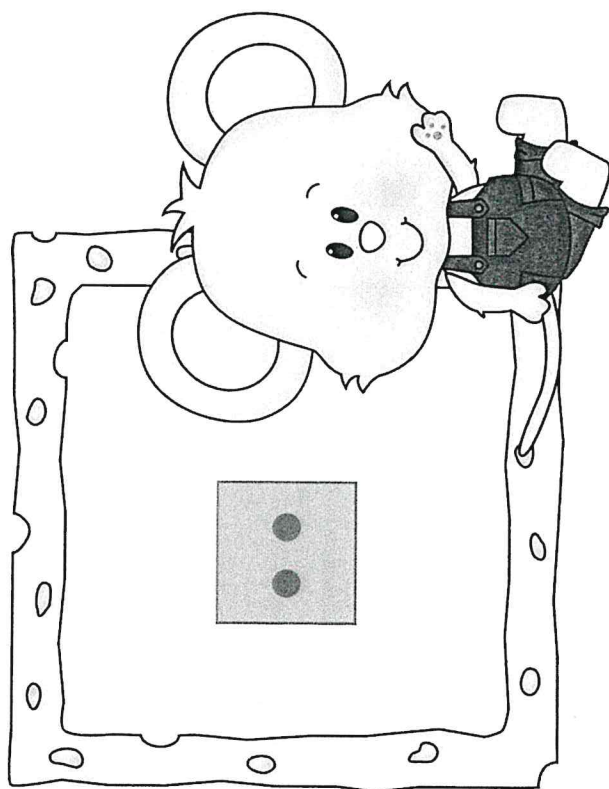
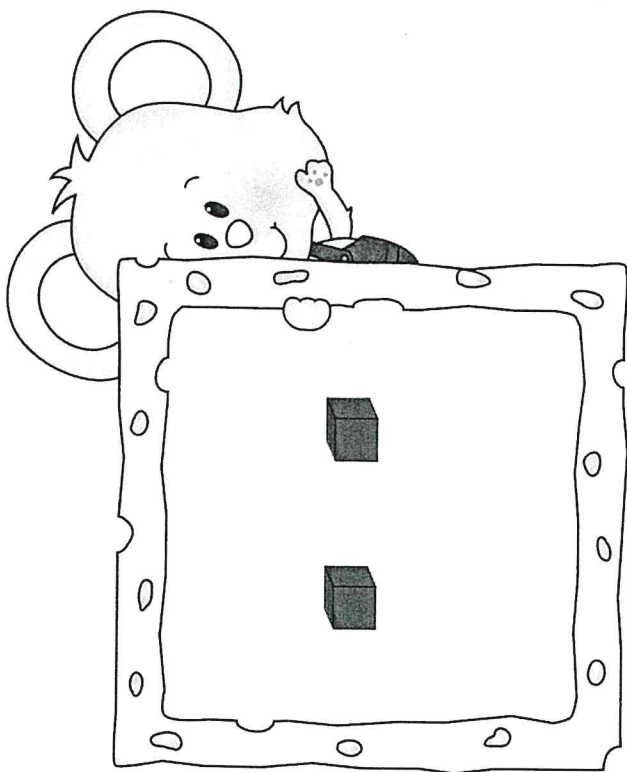
Created by Cheryl Litton

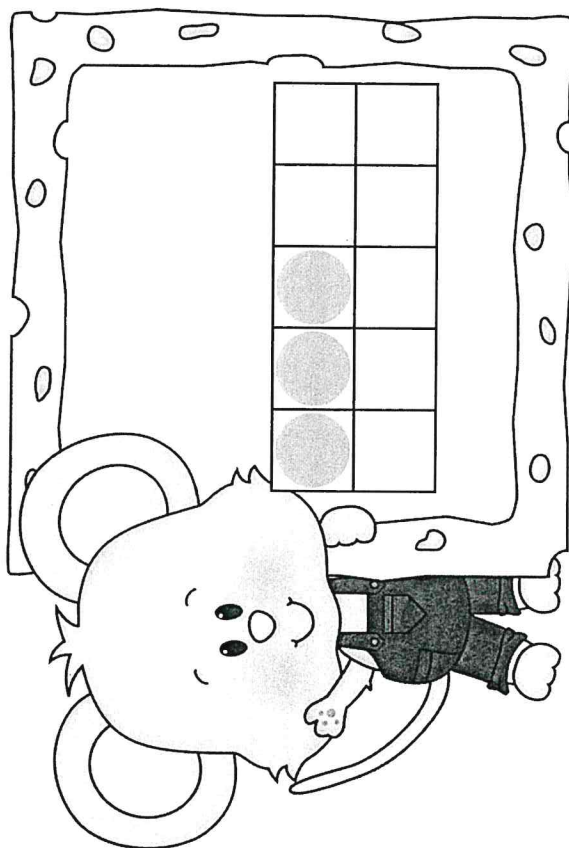
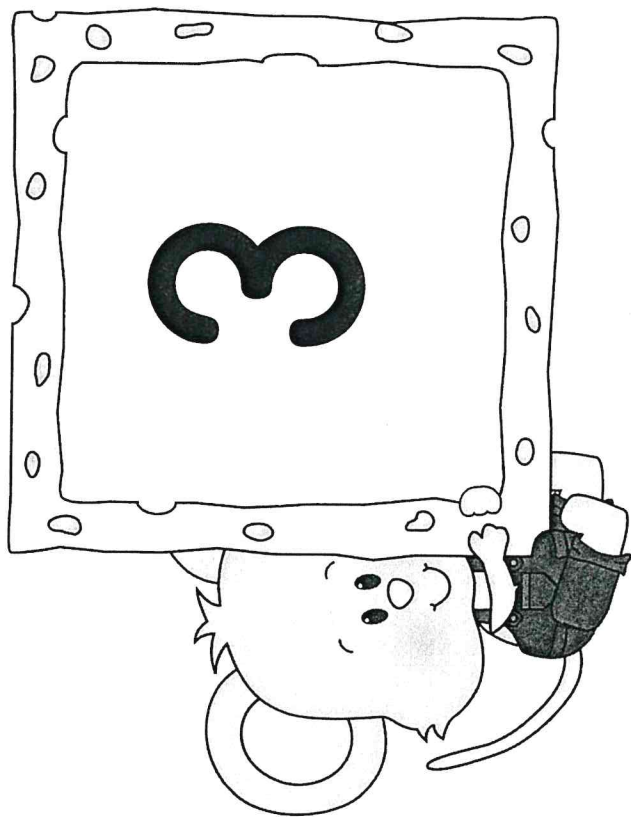
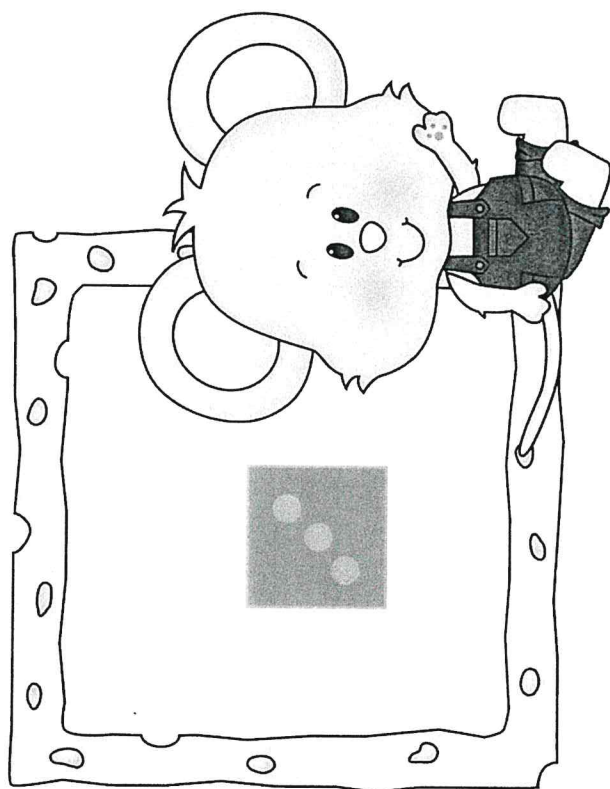
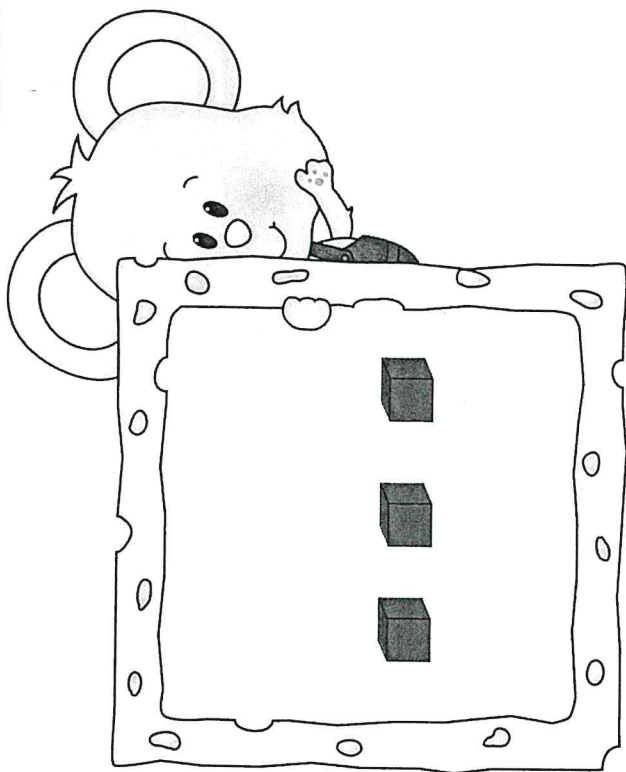


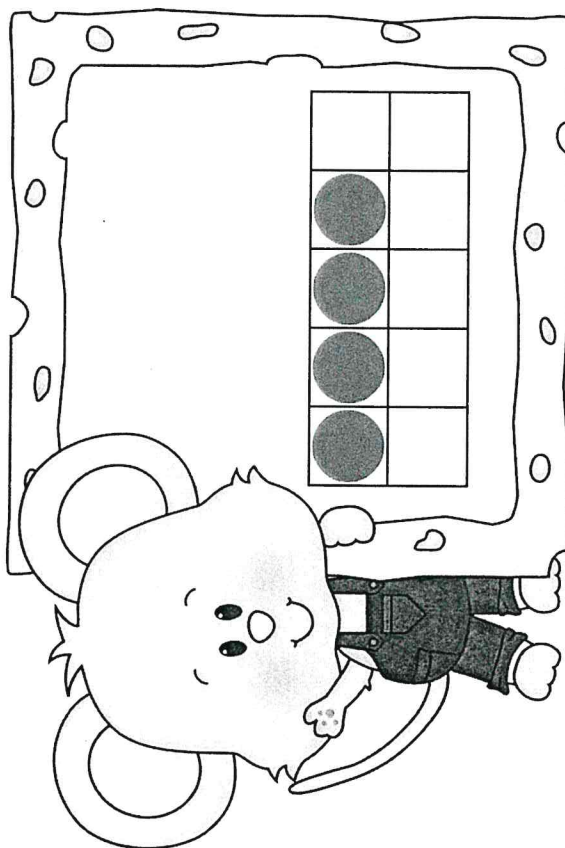
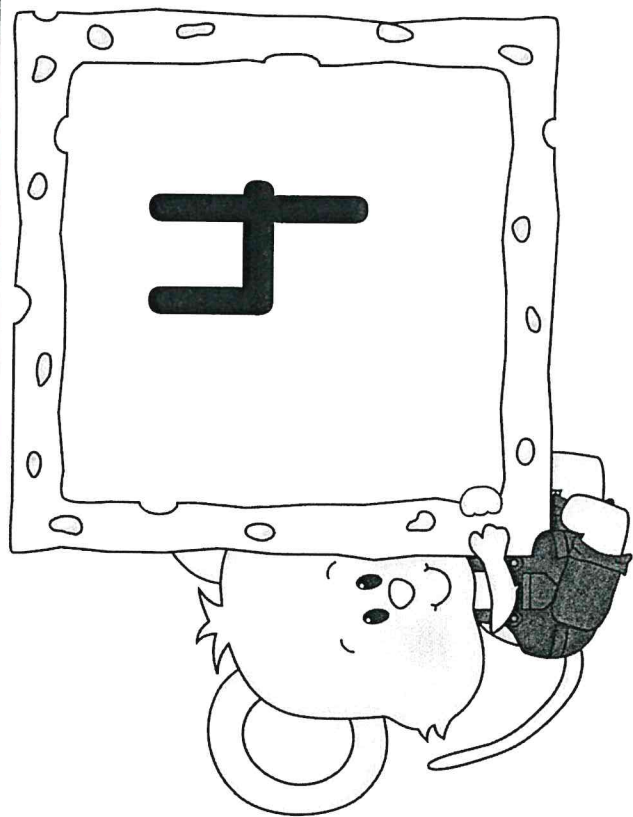
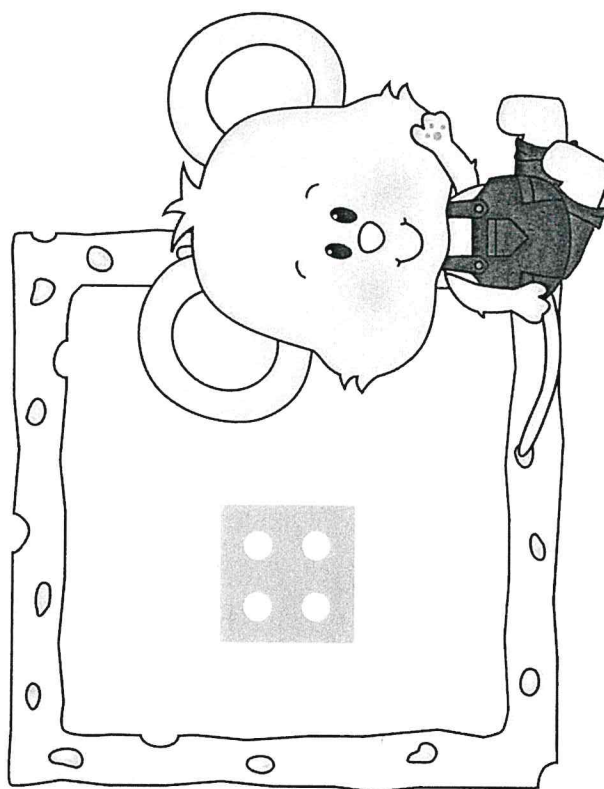
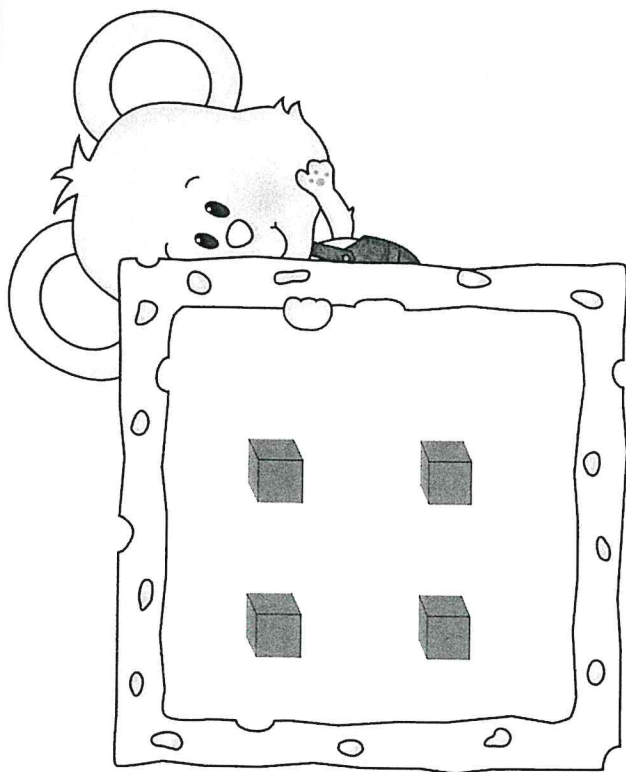
This math game contains cards for the numbers 1 – 10 with a fun mouse theme. The numbers are represented on the cards by either a numeral, ten frame, set of cubes, or dice. Use these cards to play a variety of games by having the student match two three, or all four representations for each number. The cards can also easily be used for a game of memory match or swat. For swat – arrange the cards on a table or the floor. When you call out a number the players try to swat the correct card with a fly swat or just their hand. It is a game of speed! I hope you enjoy playing!

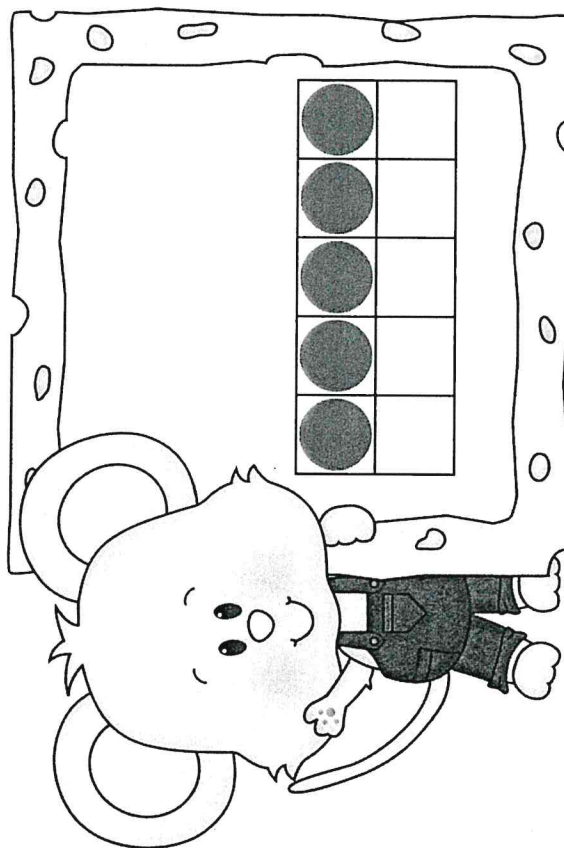
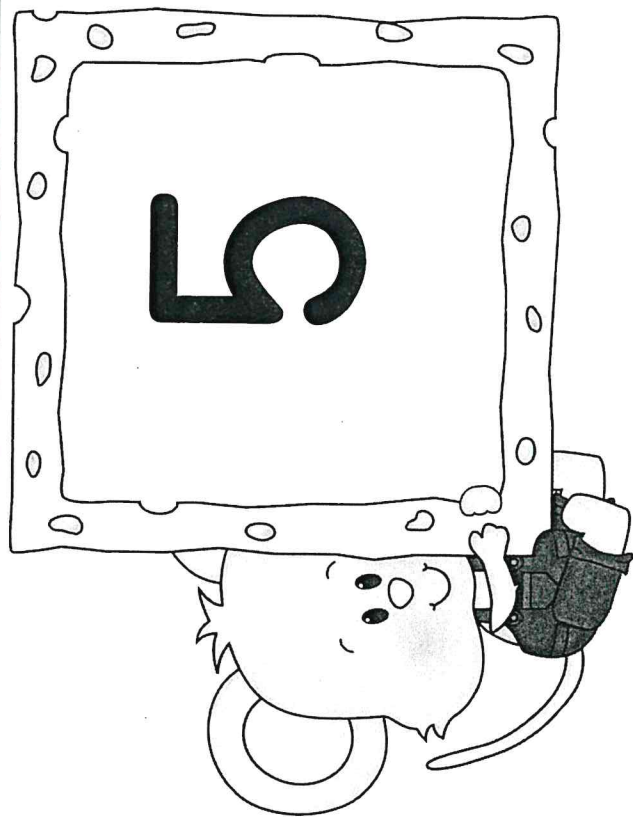
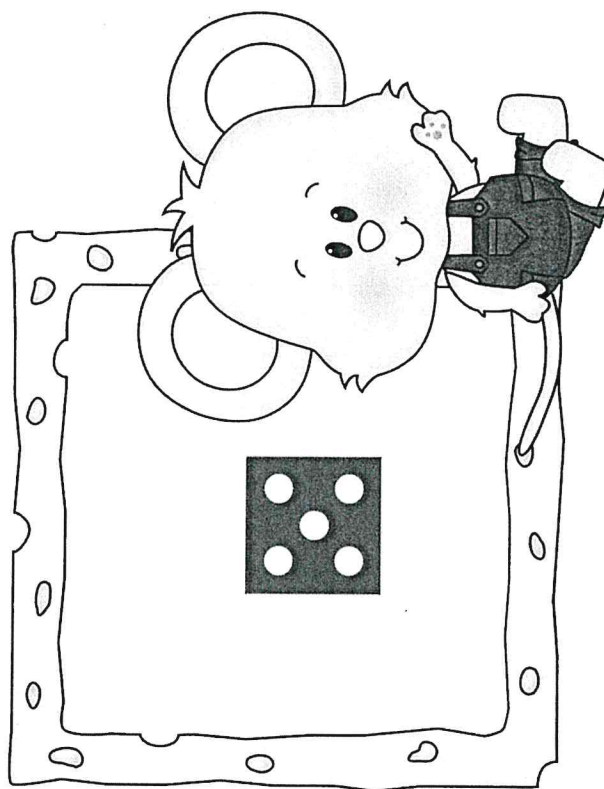
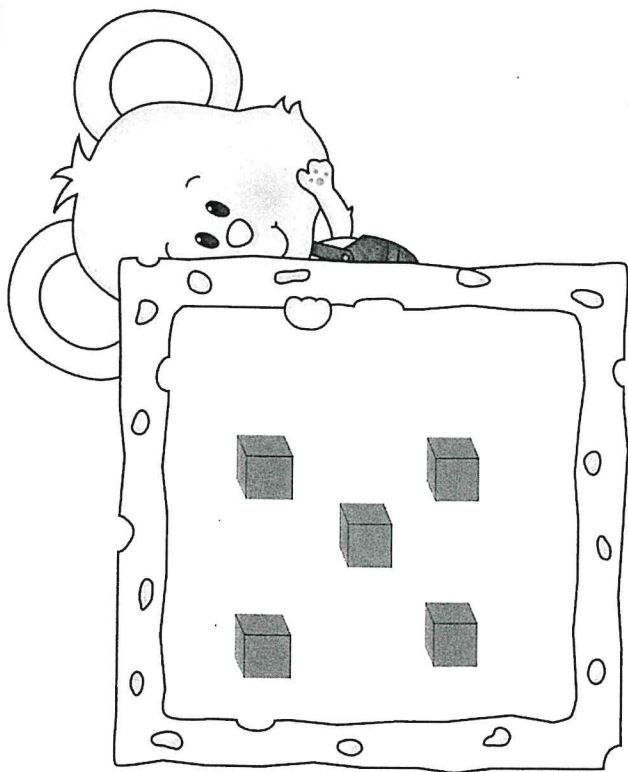


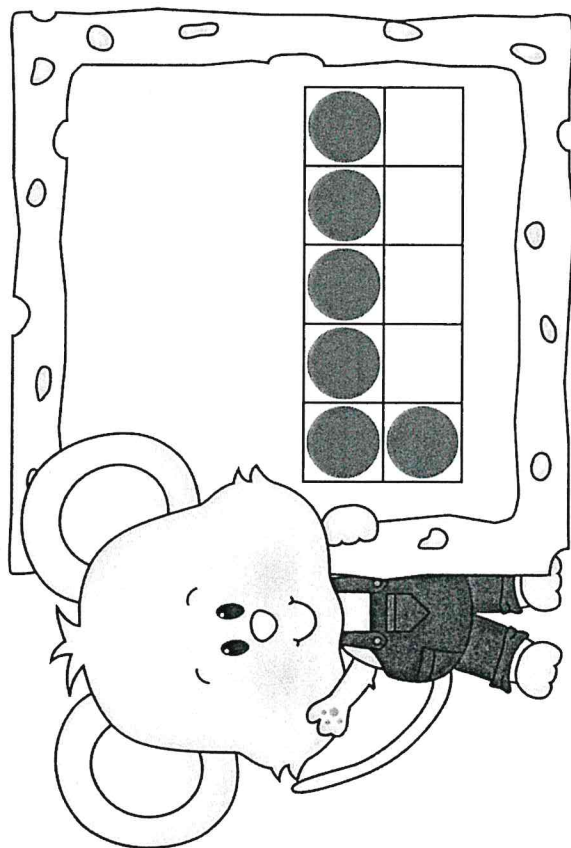
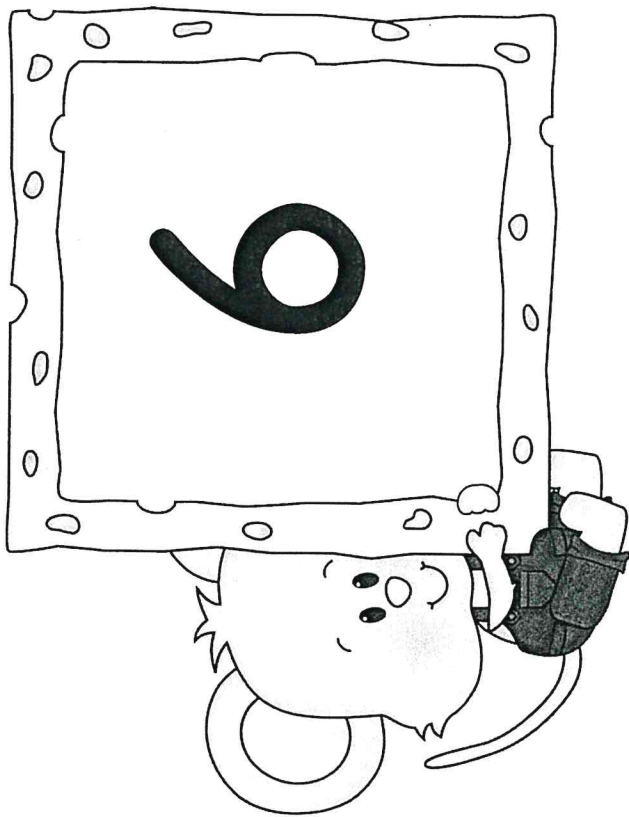
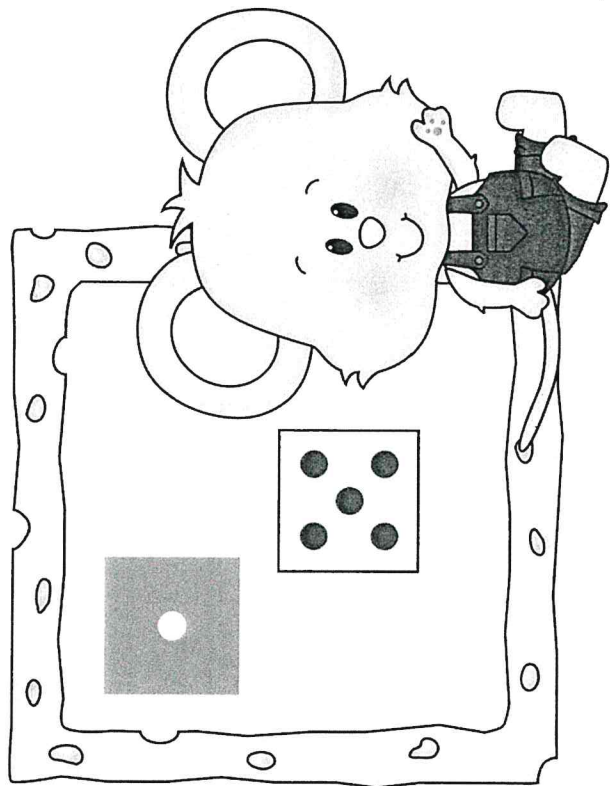
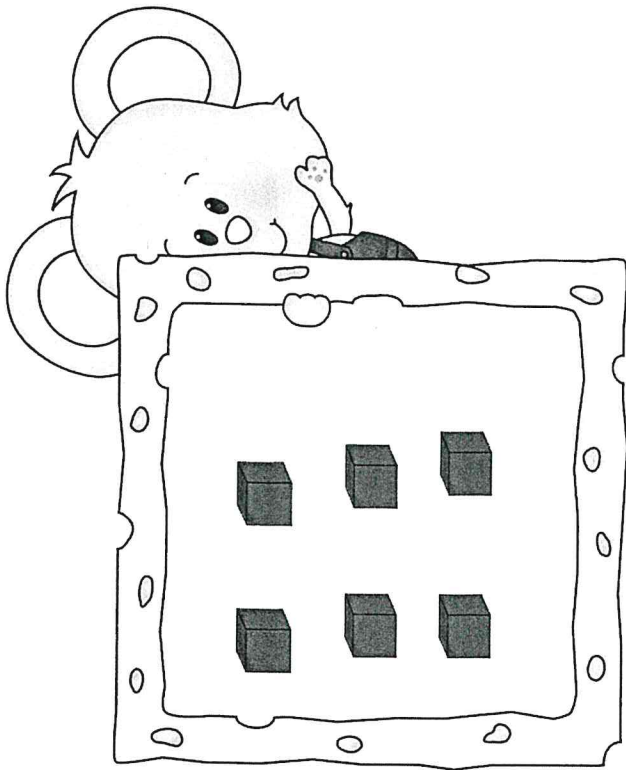


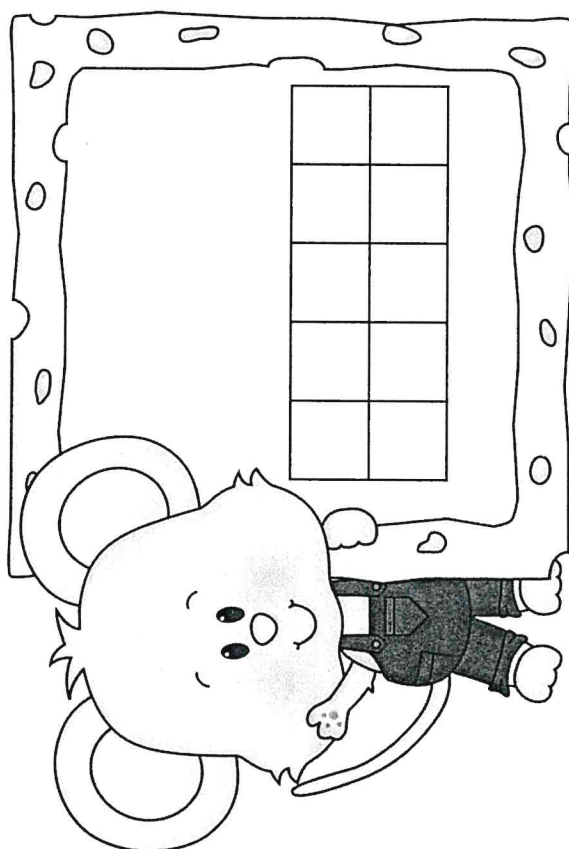
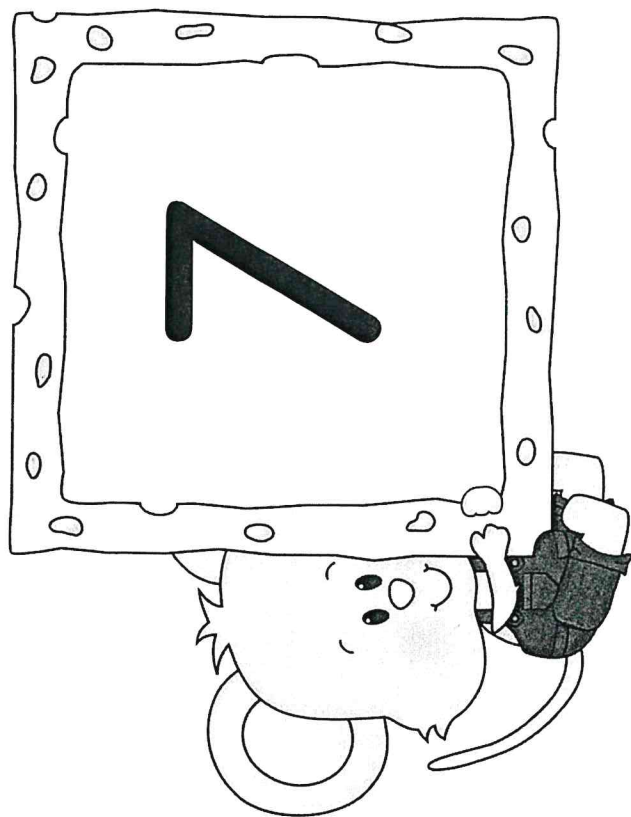
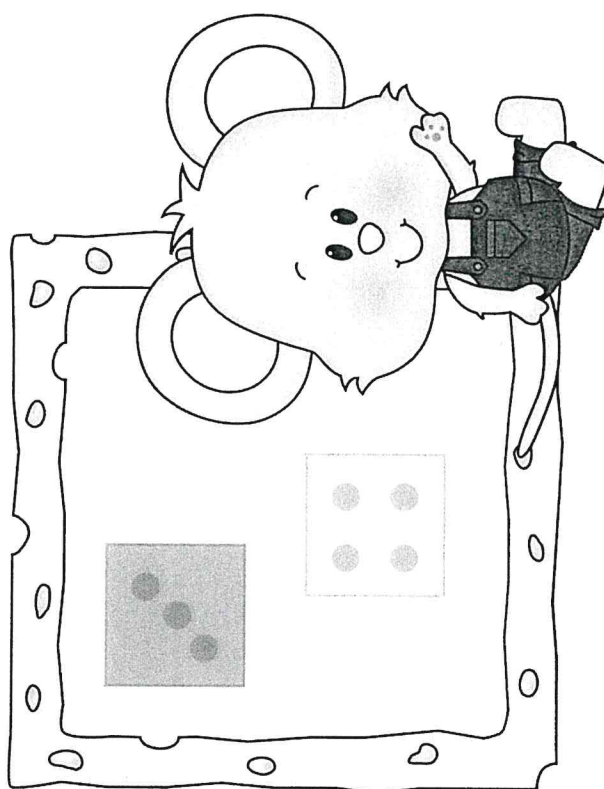
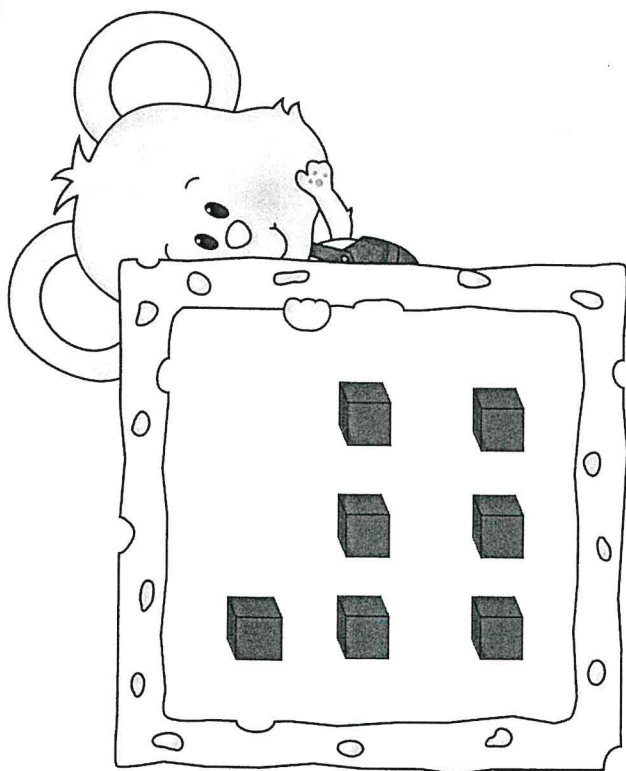


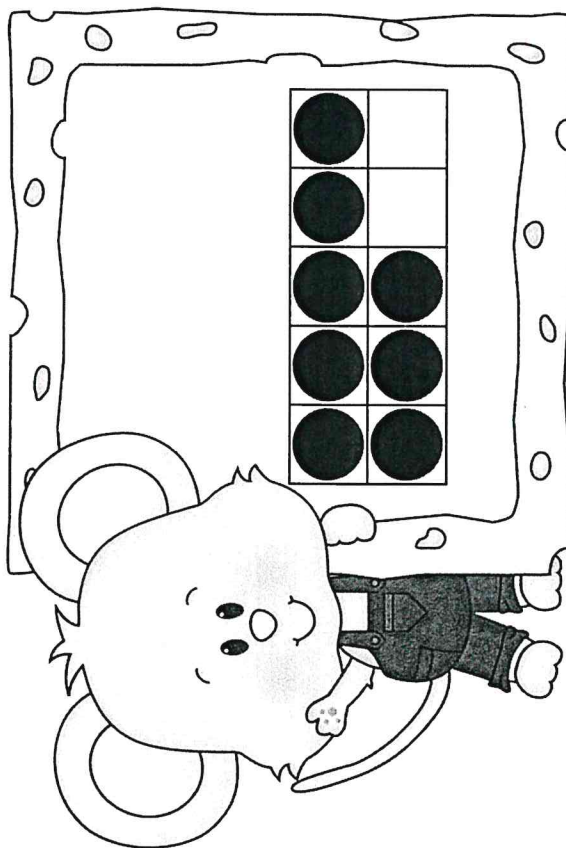
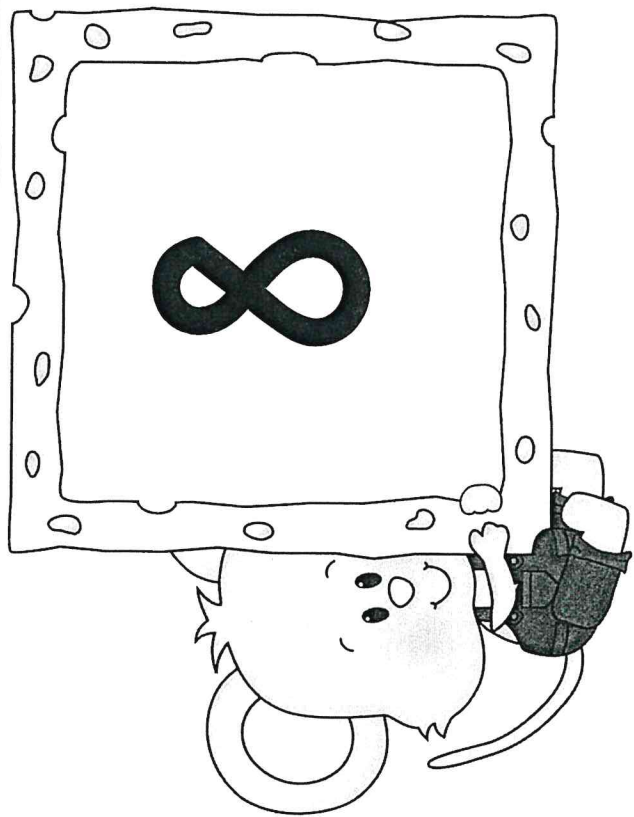
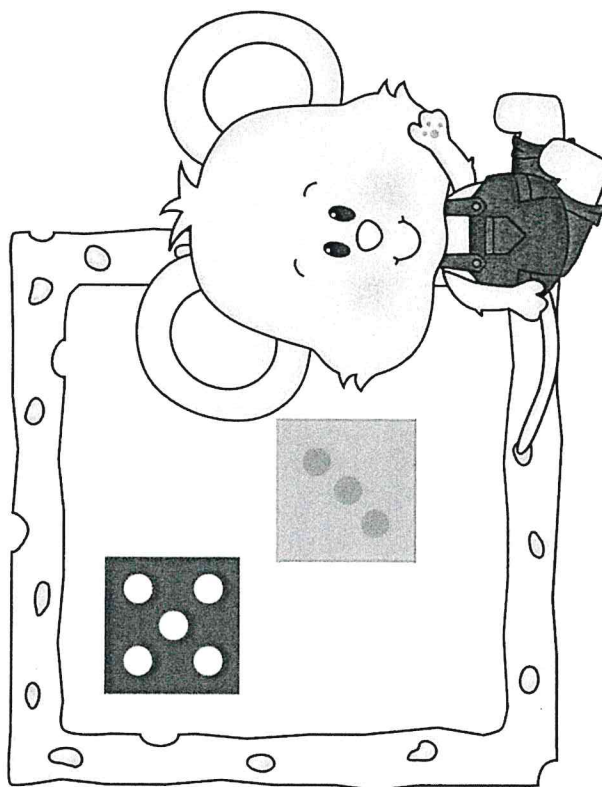
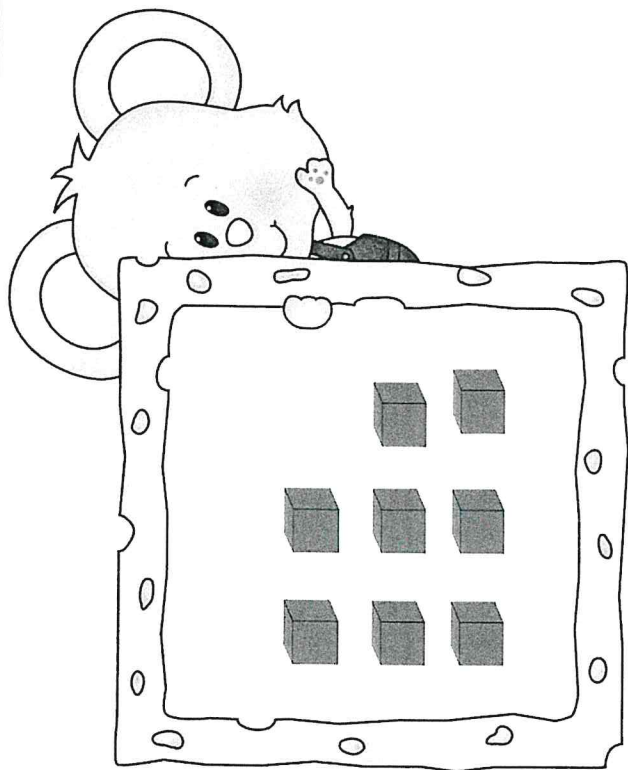


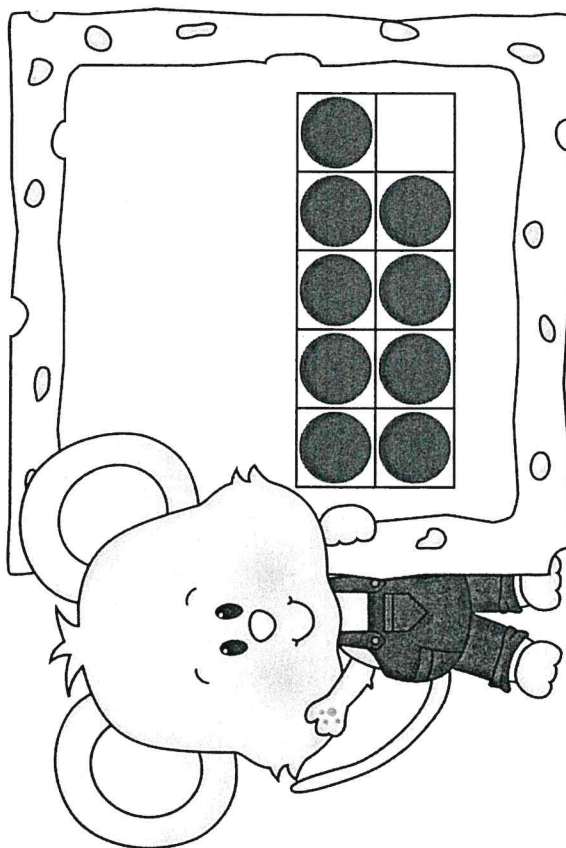
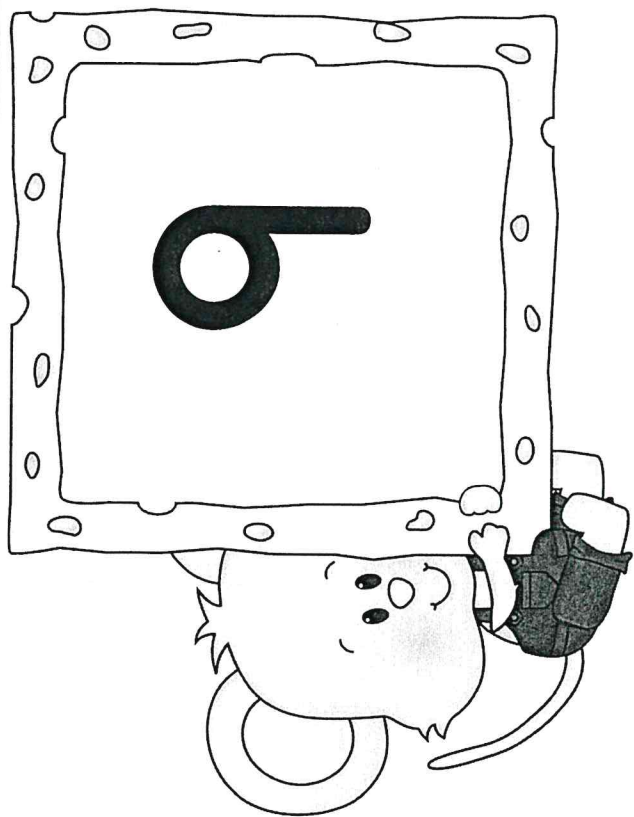
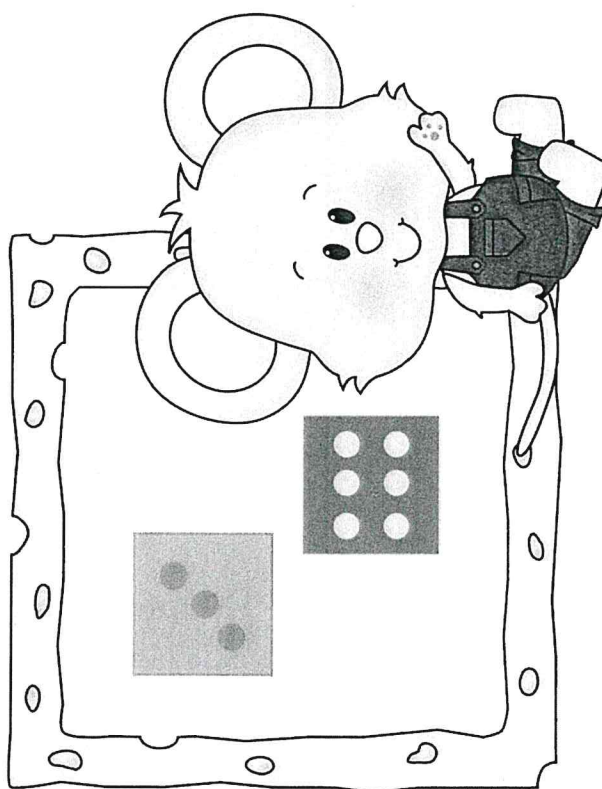
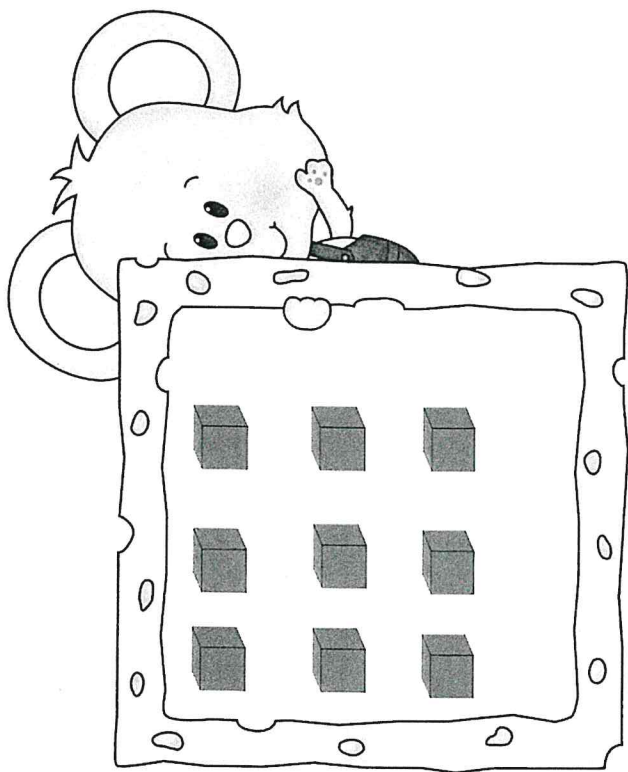


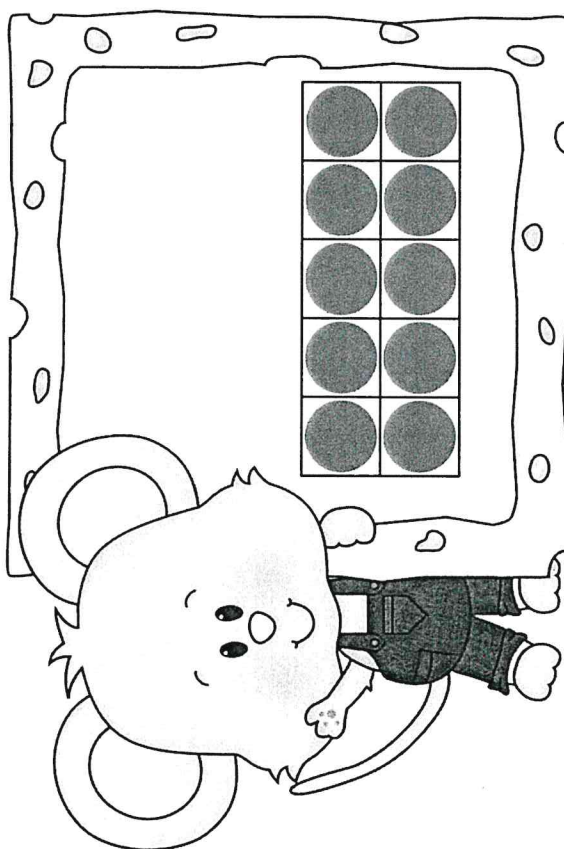
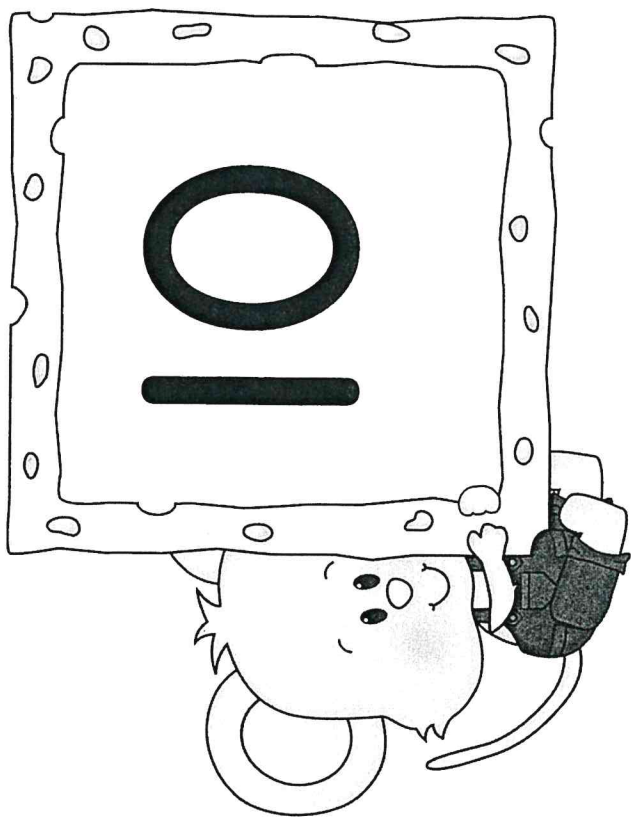
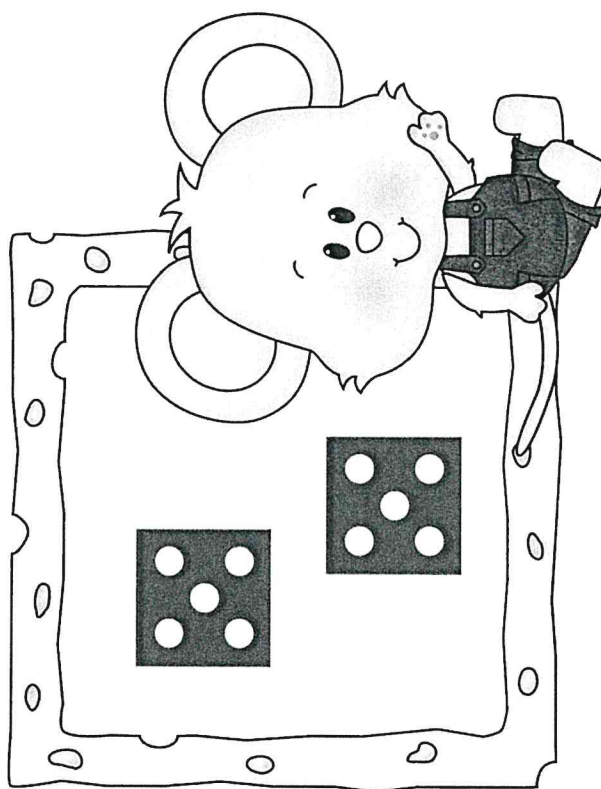
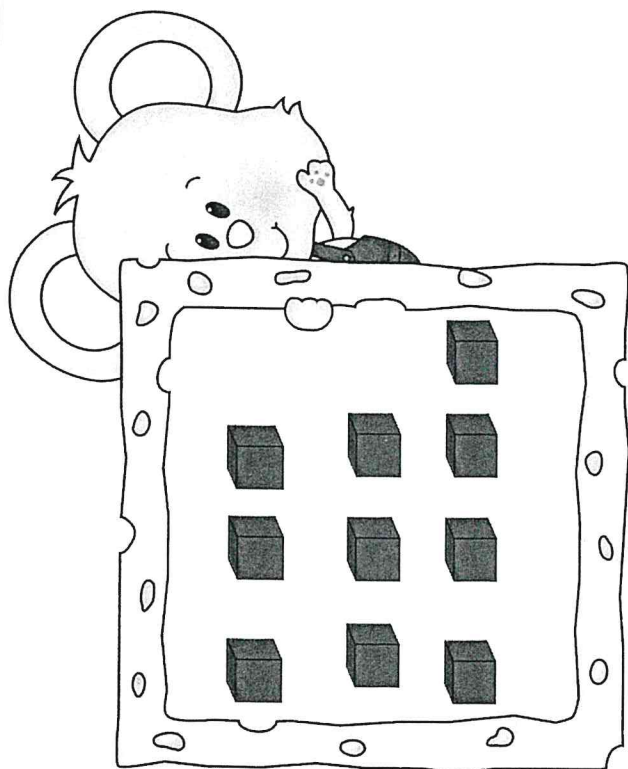








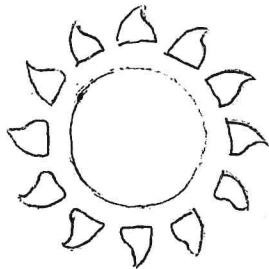




Today's weather

Today the weather is _____.

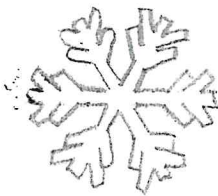
sunny



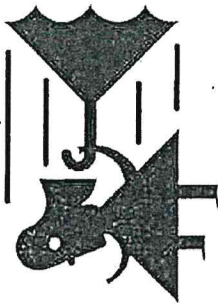
rainy



snowy



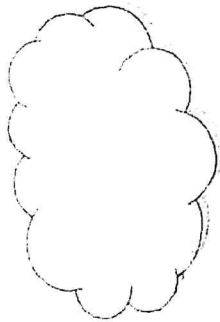
windy



foggy



cloudy



What I am wearing:

The season is:

Fall

Winter

Spring Summer

Fun Animal Exercises

A is for Chomp like an Alligator

B is for Run like a Bull

C is for Pounce like a Cat

D is for Fetch like a Dog

E is for Stomp like an Elephant

F is for Hide like a Fox

G is for Stretch like a Giraffe

H is for Swim like a Hippo

I is for Lay like an Iguana

J is for Attack like a Jaguar

K is for Hop like a Kangaroo

L is for Hang like a Lemur

M is for Climb like a Monkey

N is for Sing like a Nightingale

O is for Slide like an Otter

P is for Strut like a Peacock

Q is for Flap your Wings like a Quail

R is for Slither like a Rattlesnake

S is for Dance like a Swan

T is for Roar like a Tiger

U is for Twirl like a Umbrellabird

V is for Hang Upsidedown like a Vampire Bat

W is for Howl like a Wolf

X is for Flip Out like an X-Ray Tetra

Y is for Graze like a Yak

Z is for Play like a Zebra



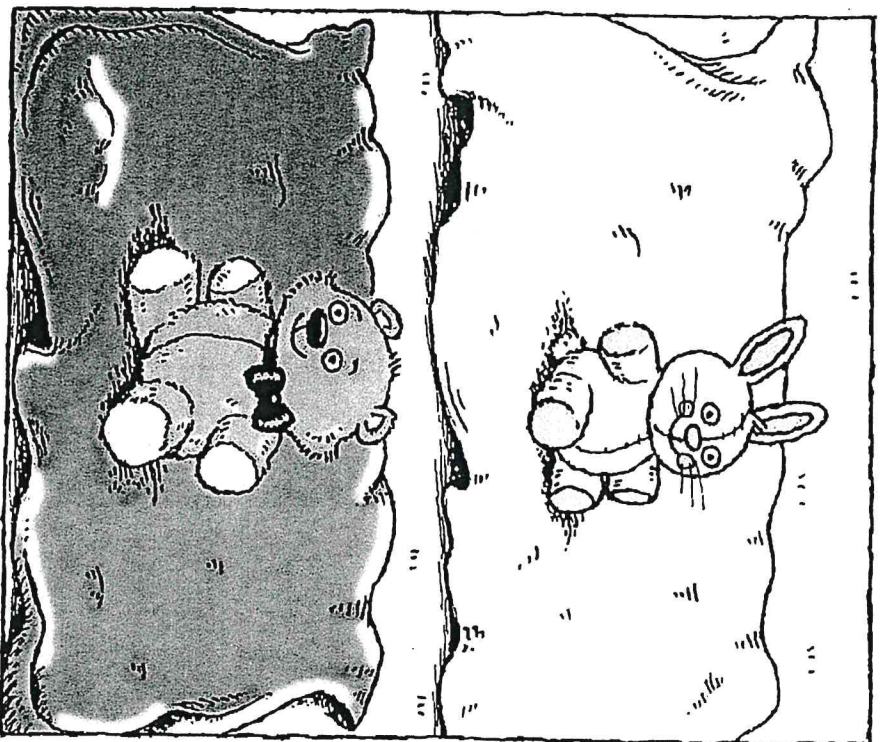
A black and white cartoon illustration. A woman with curly hair and a headband is looking down at a basket of puppies. She is holding a large pillow with the word 'Changes' written on it. Two children are also looking at the puppies. One child is holding a small rabbit. The basket is filled with several puppies, one of which is holding a small object. The scene is set indoors, with a chair and a table visible in the background.

www.readinga-z.com

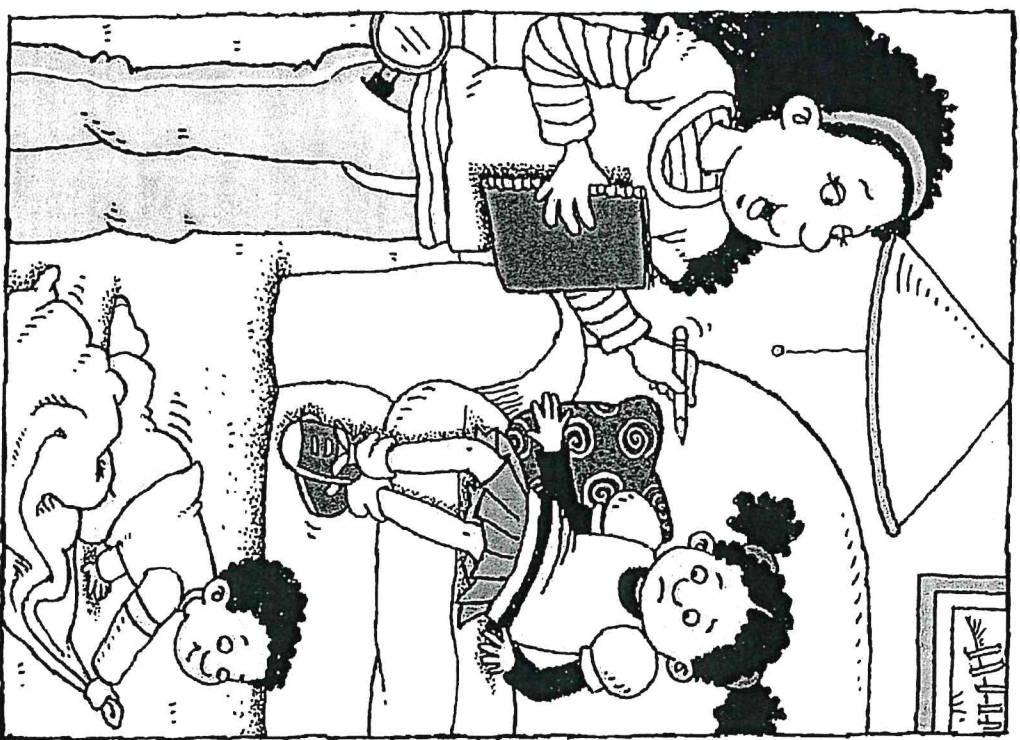
LEVEL G

LEVEL C	
Fountas & Pinnell	G
Reading Recovery	11-12
DRA	12

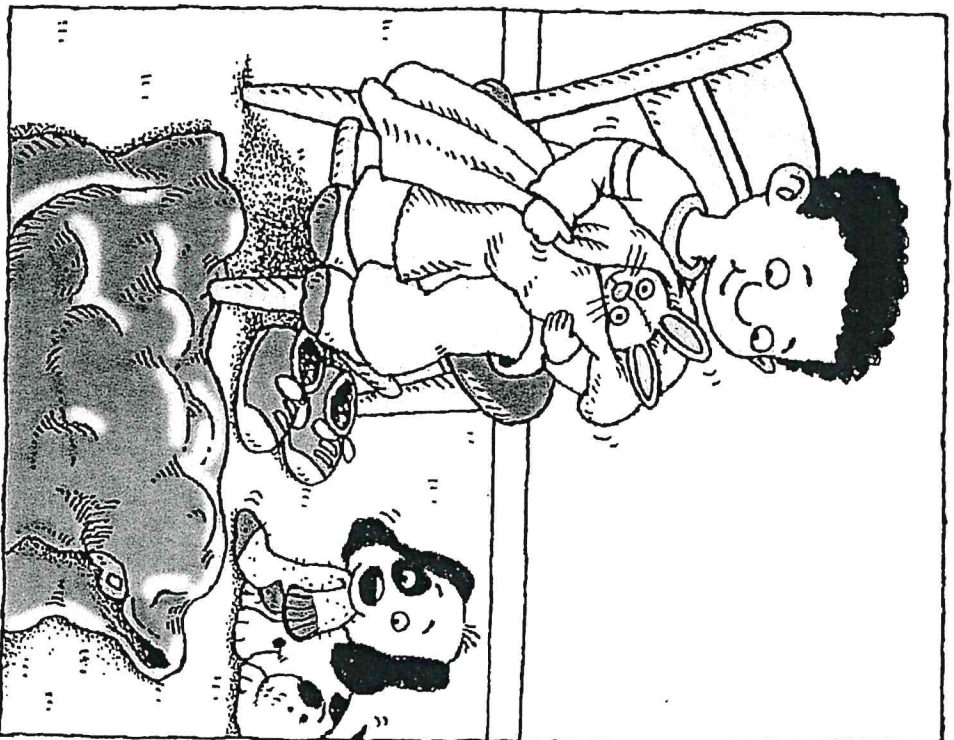
www.readinga-z.com



I open the old blanket.
 "Hello, Bear!" I say.
 Chomps did not take the bear.
 It was Danny.
 I solved the mystery.



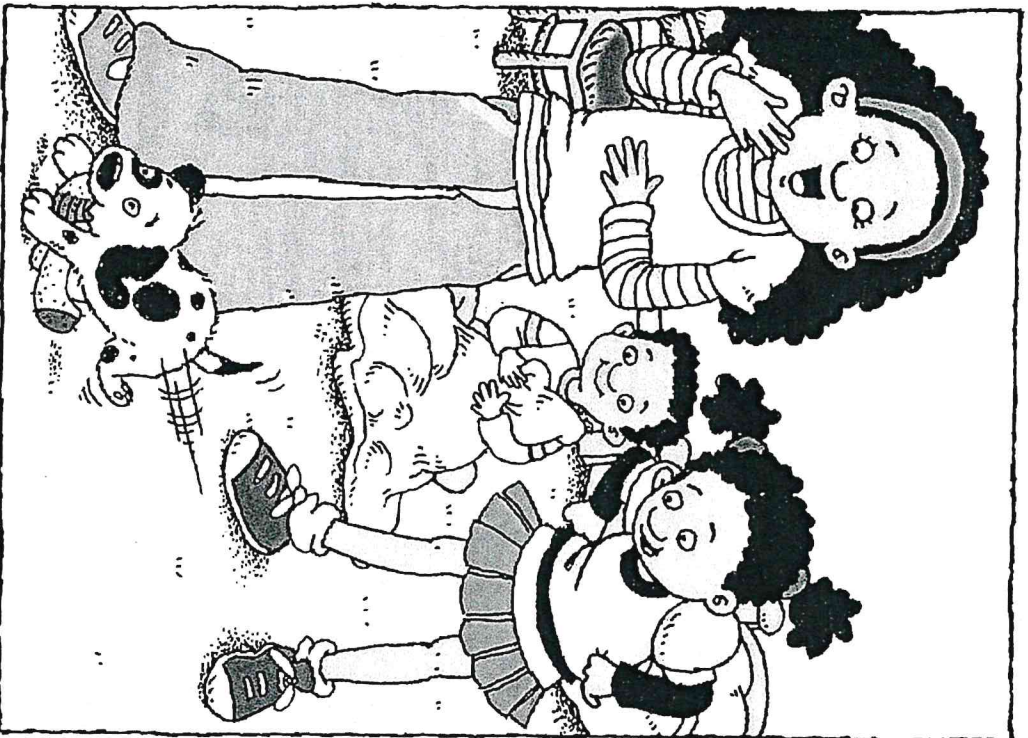
I have my first mystery to solve.
 My sister Clare can't find her
 bear.



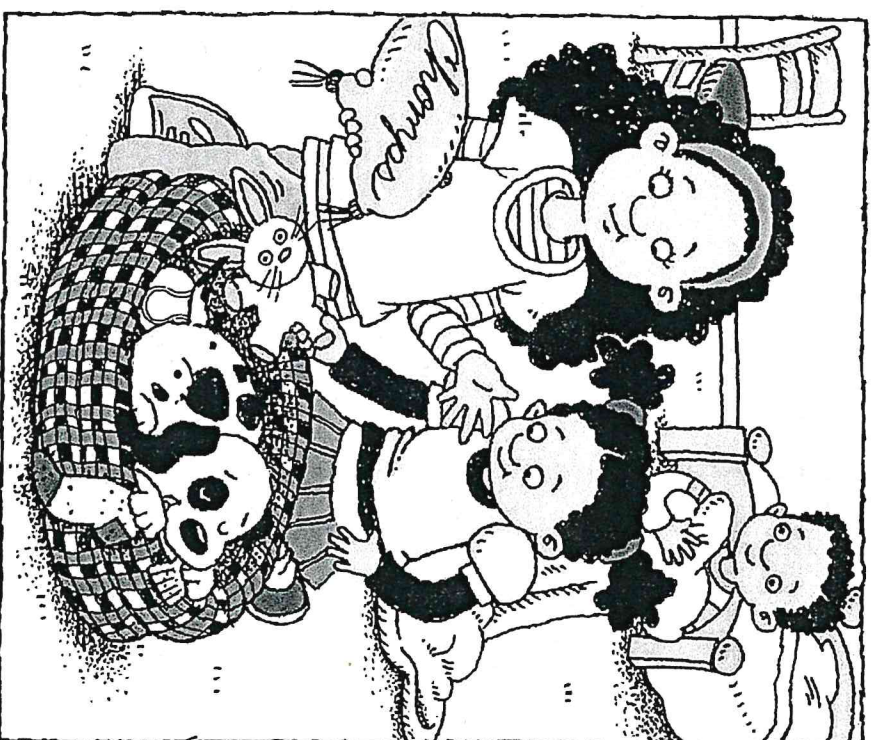
I give Danny his rabbit.
He puts it in a new blanket.
What about Danny's old
blanket?



I look on the chair, under the
chair, and behind the chair.
No bear.



Did you see that?
 Our dog Chomps took that sock.
 Maybe he took Clare's bear, too.



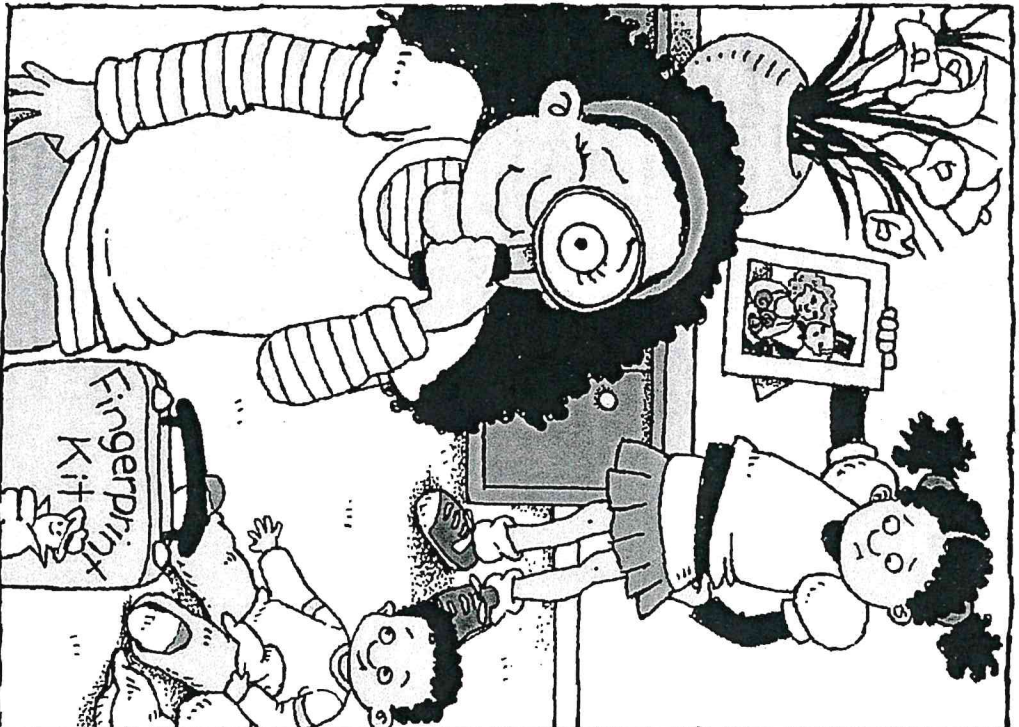
I follow Chomps.
 I look in Chomps's bed.
 I see a sock, a ball, and
 Danny's rabbit.
 But no bear.



Clare points at Dad's chair.
 "I left my bear in that chair,"
 says Clare.



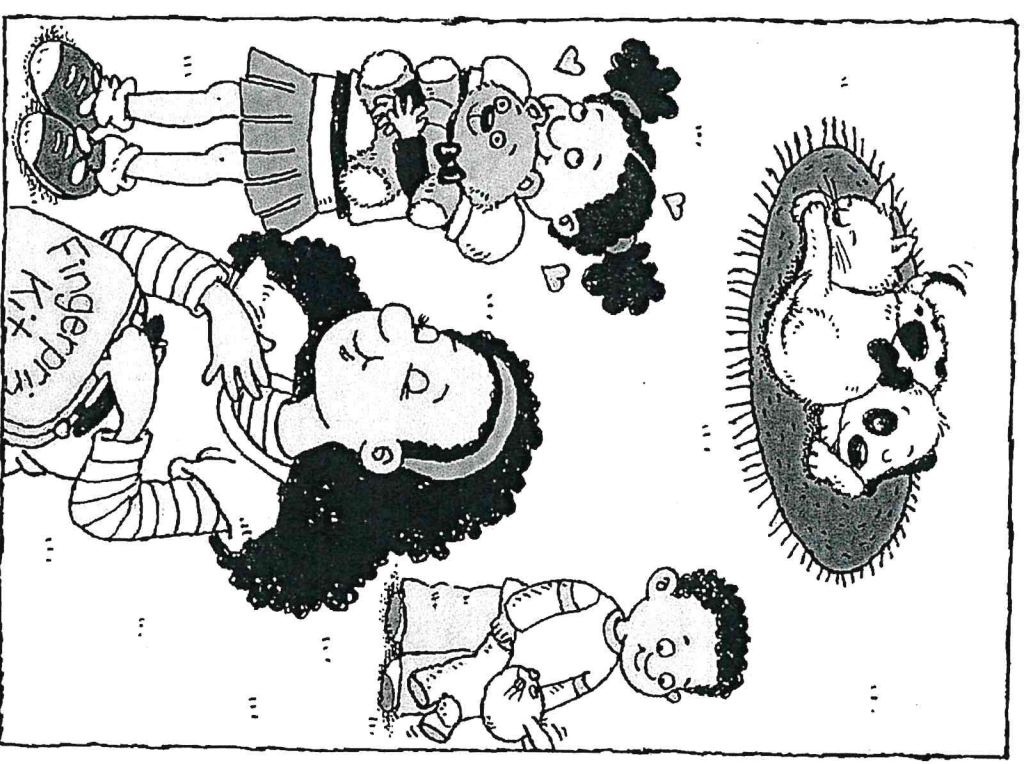
There is something strange
 about Danny's old blanket.
 Do you see it, too?
 "Please, Danny," I say. "May I
 look at your old blanket?"



My name is Beanie.

I am a detective.

That means I solve mysteries.



Now Clare thinks I'm the best

detective in the world.

She could be right.