

# A Day in Kindergarten

by ReadWorks



Photo Credit: Steve Parker

In Keesha's kindergarten classroom, the day started with meeting time. The children sang a song each day.

They also talked about the weather. Next, they had show-and-tell. Today Tim talked about his toy spaceship. He passed it around for everyone to see.

Then it was reading time. The letter of the week was d. Ms. Clarke read a book about dolphins.

The children had time to draw pictures. Keesha drew a picture of her favorite animal. It was a dolphin!

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

1. How did the day start in Keesha's kindergarten classroom?



*with reading time*



*with meeting time*

2. What do the children do during meeting time?



*sing a song*



*run*

3. What comes after meeting time?



*reading time*

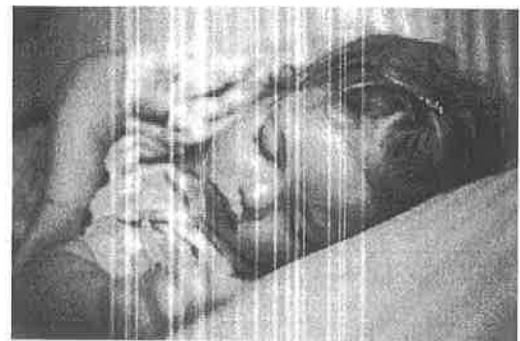


*show and tell*

4. When show-and-tell is over, what time is it?



*reading time*



*sleeping time*

5. What did Ms. Clarke read about for reading time?

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6. What did you learn from "A Day in Kindergarten"?

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7. Draw a picture of reading time in Keesha's classroom.

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Dear Family:

Your child is well on the way to reading and writing. We are now ready to begin Unit 4 in Foundations®. I hope you have had fun!

In Unit 4, your child will continue to practice:

- *how to blend and read more three-sound words*
- *how to segment or pull apart sounds in a word*
- *how to spell three sound words*

Your child will also continue to learn high frequency Trick Words. You will cut out Unit 4 Trick Words to help your child practice. Continue to practice Unit 3 words.

Your child will also learn how to read and spell words with **consonant digraphs**. A consonant digraph is two consonants together that make one sound such as “**s**” and “**h**” together make the sound of /**sh**/. Your child will learn the following consonant digraphs:

**wh** - **whistle** - /w/

**ch** - **chin** - /ch/

**sh** - **ship** - /sh/

**th** - **thumb** - /th/

**ck** - **sock** - /k/

I will also emphasize the fluent reading of sentences, using phrasing. When your child reads, it should sound like he is talking rather than reading one word at a time. To help guide your child with phrasing, we scoop under phrases:

The dog and cat sat on the deck.

Model fluent reading for your child whenever you read to him.

Sincerely,

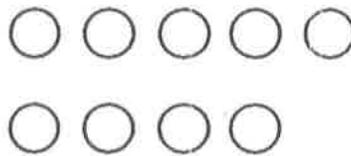
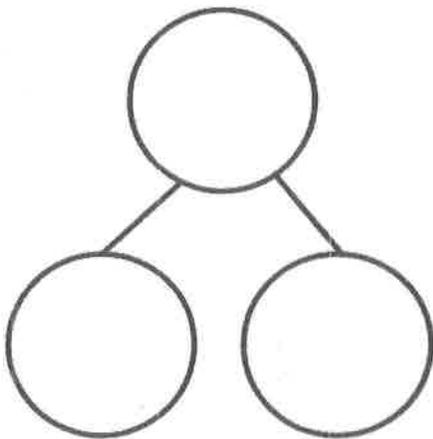


Name \_\_\_\_\_

Date \_\_\_\_\_

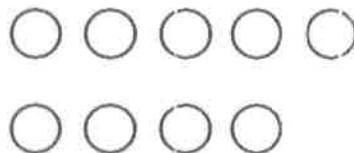
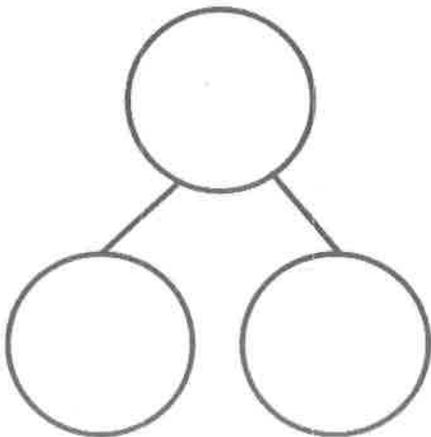
Cross off the part that goes away. Fill in the number bond and number sentence.

Mary had 9 library books. She returned 1 book to the library. How many books are left?



$$\underline{\quad\quad\quad} - \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

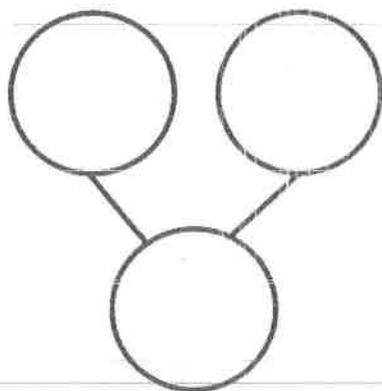
There were 9 lunch bags. 3 bags were thrown away. How many bags are there now?



$$\underline{\quad\quad\quad} - \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

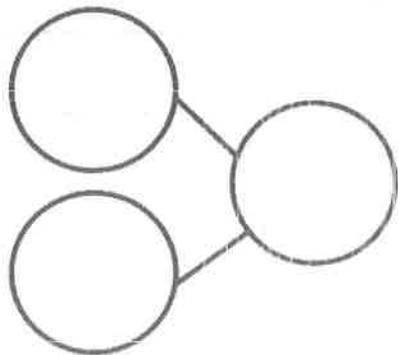
Make a 5-group drawing to show the story. Cross off the part that goes away. Fill in the number bond and number sentence.

Ms. Lopez has 9 pencils. 7 of them broke. How many pencils are left?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

There are 9 soccer balls. The team kicked 5 of the balls at the goal. How many soccer balls are left?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Subtract.

$5 - 2 = \square$

$4 - 2 = \square$

$3 - 2 = \square$

$2 - 1 = \square$