

# Seneca Grade School Kindergarten e-learning Plan

**Daily Assignments:** Students should complete the daily Heggerty lesson and read for at least ten minutes. They should also practice their sight words and math facts.

Directions: Complete the word work, reading, writing, math, and science activities listed on the chart below.

**\*Parents must sign the bottom of this paper to verify that the work is completed and return the paper to school for credit.**

March 16-19, 2020	Word Work	Reading	Writing	Math	Science
<b>Tuesday, March 16</b>  Wear green	Sort it!- Read, cut, sort, and glue your sight words.	Read your library book with someone in your family. Talk about the beginning, middle, and end of the story.	Choose a writing prompt from your <i>March Choice Board</i> and write 2-3 sentences in your orange writing journal. Draw a picture to go with your writing.	Complete p. 1-2 in your number bond packet.	Mystery Science- <a href="https://mysteryscience.com/mini-lessons/germs">https://mysteryscience.com/mini-lessons/germs</a>
<b>Wednesday, March 17</b>  Dress as a book character	Color it!- Read and color your sight words.	Read <i>At the Park</i> three times. Color sentences within the text to answer the questions and draw a picture to match.	Choose a writing prompt from your <i>March Choice Board</i> and write 2-3 sentences in your orange writing journal. Draw a picture to go with your writing.	Complete p. 3-4 in your number bond packet.	Make a poster listing the steps to good hand washing and post it by your sink.
<b>Thursday, March 18</b>  Wear pajamas	Spin it!- Spin the spinner. Read and write your sight words.	Read <i>Going Fishing</i> three times and answer the questions that go along with the text.	Choose a writing prompt from your <i>March Choice Board</i> and write 2-3 sentences in your orange writing journal. Draw a picture to go with your writing.	Complete p. 5-6 in your number bond packet.	Mystery Science- <a href="https://mysteryscience.com/mini-lessons/germs-sanitizer">https://mysteryscience.com/mini-lessons/germs-sanitizer</a>
<b>Friday, March 19</b>  Wear Raider red	Practice reading the short vowel words in your <i>Short Vowel Superheroes</i> packet.	Read <i>Mark's Lost Toy</i> three times and answer the questions that go along with the text.	Choose a writing prompt from your <i>March Choice Board</i> and write 2-3 sentences in your orange writing journal. Draw a picture to go with your writing.	Complete the +4 and +5 addition practice activity sheet.	Let's Find Out- Read <i>My Wild Weather Day</i> and complete the activity page.

Student Name:

Parent Signature:

# Kindergarten Specials

PE			Music	Art	Library
Please do one warm up, one set of stretches/strength, and one activity daily. *			Complete 2 activities from each column, and color it in.		
Warm up	Stretches/ Strength	Activity: Go to YouTube and select one of the videos from the channels below:	Sing your favorite song from music class so far this year	Using your choice of coloring materials, draw a rainbow, but instead of a pot of gold, put YOUR favorite treasure at the end!	Take a picture walk with a book from your bookshelf. Tell the story to a stuffed animal or toy.
*Jog in place for 15 seconds	*Touch toes and hold for 10 seconds *Arm circles forward and backward for 10 seconds *5 rly poly- grab hold of knees and roll back and up. *Plank for 15 seconds	Go Noodle workout  List title	On a piece of paper, write down your favorite instrument from music: ukulele, drums, xylophones, metallophones, claves, rhythms sticks	Make Salt dough (link to recipe below), sculpt an animal. *Optional: add color to dough with food coloring, or paint it after it's baked.  <a href="https://www.allrecipes.com/recipe/240641/salt-dough/">https://www.allrecipes.com/recipe/240641/salt-dough/</a>	picture walk with a favorite book. Read one page of the book to an adult.
*20 high knees	*Straddle stretch- legs apart and reach to each side for 10 seconds *Shoulder rolls forward and backward for 10 seconds *5 sit- ups *Plank for 15 seconds	Cosmic Kids Yoga  List title	Listen to a song (on the radio, youtube, etc.) and keep a steady beat. Is it fast, slow, or medium	On large paper (or piece of cardboard), draw a winding road track for your matchbox cars. Add buildings all along the edges for the cars to pass. *Optional: add colors with markers, crayon, paint...	Watch this video. Clark the Shark  <a href="https://www.storylineonline.net/books/clark-the-shark/">https://www.storylineonline.net/books/clark-the-shark/</a>  What did Clark learn? Would you be Clark's friend? Why or why not? Tell your answers to an adult.
*15 Jumping jacks	*Seated L stretch- one leg in, reach down and touch toes, then switch legs. *Neck stretches- roll neck for 10 count *15 bicycles *Plank for 15 seconds	Kids Tabata  List title	Dance to 3 of your favorite songs	Draw a large circle in the middle of a paper. Draw your favorite meal! Include your silverware and drinks on the sides.	See how many sight words you can find in a favorite book. Read one page of the book to an adult.
*5 burpees	*Touch toes and hold for 10 seconds *Overhead reach- reach overhead to each side for 10 *5 rly poly- grab hold of *Plank for 15 seconds	SworKit Kids  List title	Using items around your house, build your own instrument. Give this instrument a name	Choose one of your favorite books. Draw a picture of one part of the book. Add lots of details so we know what happened in the story.	Tell:  1. Who is in the story 2. What happens first, next, and last 3. Where the story happens 4. When the story takes place
	*Straddle stretch- legs apart, *Trunk rotation- sit criss *5 sit ups *Plank for 15 seconds	Children's Fitness  List title	Sing your favorite song	Draw a garden of lollipops.	

\*If internet is unavailable, complete any warm up and strength/stretch portion 2x.

# English Kindergarten

## Phonemic Awareness Training Lesson Plan for Week 18

Skills		Monday	Tuesday	Wednesday	Thursday	Friday					
Rhyme Recognition		Teacher reads the series of words. Students repeat only the two rhyming words.  Ex. T: gum, hum, rat    S: gum, hum  Frt: Teacher says the nonsense word. Students repeat the nonsense word and say, "Not (nonsense word), (real rhyming word)!"  toss, loss, hard	seem, team, man paw, saw, give will, hill, job mop, pop, toe hen, den, cub bird, heard, foot rack, pack, glove	rain, cold, told best, sing, thing help, pick, kick fox, rug, tug cape, gem, stem lock, door, floor ten, pad, sad	sail, head, pall pet, pig, net key, knob, bee mad, bet, dad June, nice, soon gun, rim, sun sell, roll, well	Category: Farm Animals  lig (pig) porse (horse) tricken (chicken) looster (rooster) cheep (sheep) turkey (turkey)					
Onset Fluency		Teacher says the word. Students repeat the word. Teacher says, "Which word begins like *?" and says the two words listed. Students say the word that begins with the same sound. Ex. T: elbow S: elbow T: Which word begins like elbow; echo or zero? S: echo	Which word begins like *?  upstairs: curtain, usher elbow: echo, zero boulder: Texas, buffalo octopus: forever, option landing: listen, sister	Which word begins like *?  actress: admit, dancer poetry: doctor, pencil iguana: itchy, regular nervous: harbor, napkin explode: enter, captain	Which word begins like *?  ostrich: opera, sister garden: cotton, gallon excellent: extra, lunchbox daughter: total, distant avenue: actor, quickly	Which word begins like *?  editor: winner, excuse corner: puddle, caboose itself: igloo, rapid journey: copy, justice upper: ugly, visit	Which word begins like *?  obstacle: ladder, opposite victory: violet, concert everyone: jacket, effort sandal: slinger, officer adding: button, activity				
Blending Phonemes		Teacher says the phonemes for each word. Students repeat the phonemes and blend the sounds to say the whole word.  Ex. T: t - ā - k    S: t - ā - k, take	s - ī - d    side f - ō - m    foam b - ī - t    bite v - ā - s    vase p - ō - k    poke r - ī - s    rice f - ā - d    fade m - ō - n    moan h - ī - k    hike c - ō - v    cove	w - ō - k    woke l - ī - d    lied p - ī - k    pike r - ā - z    raise s - ō - k    soak v - ā - n    vane k - ō - d    code d - ī - v    dive p - ā - v    pave k - ā - p    cape	r - ō - d    road k - ī - t    kite p - ā - n    pain l - ā - t    late n - ō - t    note r - ī - p    ripe w - ī - z    wise g - ā - v    gave l - ō - n    loan f - ī - n    fine	s - ā - v    save z - ō - n    zone f - ī - l    file t - ō - d    toad p - ī - n    pine r - ō - b    robe f - ā - m    fame b - ī - k    bike h - ō - m    home t - ā - p    tape	b - ō - n    bone l - ī - k    like h - ō - p    hope b - ā - t    bait w - ī - p    wipe g - ō - t    goat s - ā - m    same d - ī - s    dice k - ā - n    cane p - ā - d    paid				
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher.											
Isolating Medial Sounds		Teacher says the word. Students repeat the word using the roller coaster hand motion, and isolate the medial sound.  Ex. T: bake    S: bake, /ā/  dine	/ā/ /ō/ /ī/ /ē/ /ū/ /ā/ /ī/	hike race heat kite boat same teeth	/ī/ /ā/ /ē/ /ī/ /ō/ /ā/ /ē/	goat wise reach date peek code mute	/ō/ /ī/ /ē/ /ā/ /ē/ /ō/ /ū/	feet sign phone duke hide leap came	/ē/ /ī/ /ō/ /oo/ /ī/ /ē/ /ā/	fuse ride lane meet dude hope raise	/ū/ /ī/ /ā/ /ē/ /oo/ /ō/ /ā/
Roller coaster hand motion: Teacher and students move their arm like a roller coaster going over a hill. The bottom of the hill is the beginning of the word; top of the hill is the vowel sound; bottom of the hill is the end of the word.											



# English Kindergarten

## Phonemic Awareness Training Lesson Plan for Week 18

### Skills

### Monday

### Tuesday

### Wednesday

### Thursday

### Friday

Segmenting Phonemes	road	r - o - d	save	s - a - v	bone	b - o - n	side	s - i - d	woke	w - o - k
Teacher says the word. Students repeat the word and segment it into individual phonemes. Ex. T: cape S: cape, k-ā-p	kite pain late note ripe wise gave loan fine	k - i - t p - ā - n l - ā - t n - ō - t r - ī - p w - ī - z g - ā - v l - ō - n f - ī - n	zone fite load pine robe fame bike home tape	z - ō - n f - ī - l t - ō - d p - ī - n r - ō - b f - ā - m b - ī - k h - ō - m t - ā - p	like hope bait wipe goat same dice cane paid	l - ī - k h - ō - p b - ā - t w - ī - p g - ō - t s - ā - m d - ī - s k - ā - n p - ā - d	foam bite vase poke rice fake moan hike cove	f - ō - m b - ī - t v - ā - s p - ō - k r - ī - s f - ā - k m - ō - n h - ī - k c - ō - v	lied pike raise soak vane code dive pave cape	l - ī - d p - ī - k r - ā - z s - ō - k v - ā - n k - ō - d d - ī - v p - ā - v k - ā - p
*Say sound, not letter name										
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. Teachers will chop from right to left so that students mirror your movements.										

Adding Phonemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
Teacher says the rime. Students repeat the rime. Teacher says, "Add /r/ at the beginning and the word is?" Ex. T: ine S: ine T: Add /m/ at the beginning and the word is? S: mine *Say sound, not letter name	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response
	-ake	/r/	fake	-ite	/b/	bite	-ote	/r/	wrote	-ace	/f/	face
	-ake	/v/	take	-ite	/s/	sight	-ote	/n/	note	-ace	/l/	lace
	-ake	/l/	lake	-ite	/r/	right	-ote	/b/	boat	-ace	/r/	race
	-ake	/r/	rake	-ite	/h/	height	-ote	/k/	coat	-ace	/p/	pace
	-ake	/m/	make	-ite	/m/	might	-ote	/m/	mcoat	-ace	/k/	case
Adding hand motion: Teacher holds left palm out to show the rime. Add the first sound (onset) with right hand and lightly clap hands together for the whole word.												

Deleting Phonemes	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
Teacher says the word. Students repeat the word. Teacher says, "Without /r/, what's left is?" Ex. T: coat S: coat T: Without /k/, what's left is? S: cat *Say sound, not letter name	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
	fine	/f/	ine	dine	/d/	ime	garne	/s/	arne	face	/f/	ace
	cage	/k/	age	soak	/s/	oak	ljme	/l/	ime	sight	/s/	ite
	load	/l/	oad	rnite	/m/	ite	ione	/v/	ōne	foam	/r/	ōam
	mine	/m/	ice	page	/p/	age	kte	/k/	ite	coat	/k/	oat
	sale	/s/	ale	wrote	/r/	ōte	made	/m/	ade	wide	/w/	ide
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what word part remains with your left hand.												



# English Kindergarten

## Phonemic Awareness Training Lesson Plan for Week 18

### Skills

#### Monday

#### Tuesday

#### Wednesday

#### Thursday

#### Friday

Substituting Initial Phonemes	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
Teacher says the word. Students repeat the word. Teacher says, "Change /r/ to /g/ and the word is?"	rate	/r/	rate	hide	/s/	side	bone	/z/	zone	sail	/m/	mail	bite	/b/	bite
T: Ex: T: line S: line T: Change /l/ to /m/ and the word is? S: mine	gate	/g/	gate	ride	/r/	ride	zone	/l/	lone	mail	/p/	pail	site	/s/	site
* Say sound, not letter name	late	/m/	late	wide	/w/	wide	cone	/r/	cone	pail	/n/	nail	light	/l/	light
	late	/d/	late	hide	/h/	hide	known	/n/	known	wail	/w/	wail	night	/n/	night
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word.															

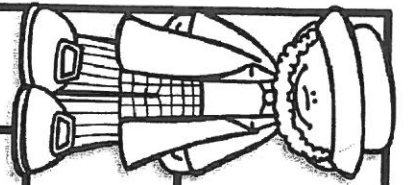
### Letter Naming

Teacher holds up flashcards one at a time out of alphabetical order. The students and teacher say the letters' name and sound. Provide multiple sounds for vowels.	Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are _____"; Sound is / Sounds are _____."	Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are _____"; Sound is / Sounds are _____."	Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.	Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are _____"; Sound is / Sounds are _____."
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### Language Awareness

Nursery Rhyme Practice: Students recite nursery rhymes line by line, echoing the teacher. Teacher can have the rhyme written out and track print while the rhyme is said together. Review rhyme and highlight rhyming words on Friday.	Little Miss Muffet Sat on a tuffet, Eating her curds and whey. Along came a spider, Who sat down beside her And frightened Miss Muffet away.	Baa, Baa, Black Sheep Baa, baa, black sheep, Have you any wool? Yes sir, yes sir, Three bags full. One for the master, One for the dame, And one for the little boy Who lives down the lane.	Little Jack Horner Sat in the corner, Eating a Christmas pie; He put in his thumb, And pulled out a plum, And said, "What a good boy am I!"	Hey, Diddle, Diddle Hey, Diddle, Diddle, The cat and the fiddle, The cow jumped over the moon; The little dog laughed to see such a sight, And the dish ran away with the spoon.	Student's choice from this week's nursery rhymes to recite or sing.
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1. Sort the words.

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

# Sort it!

away

there

said

over

could

some

there

could

away

some

said

over

over

said

some

there

away

could

away

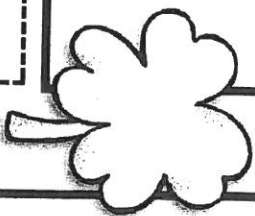
over

could

said

some

there



Day 1



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

# MARCH CHOICE BOARD

At the end of the rainbow I found...	What makes you so lucky? Explain.	How do you celebrate St. Patrick's Day?	What's your favorite book to read?	Do you ever miss winter when spring starts?
Who is your favorite story character? Why?	How would you trap a leprechaun?	What's your favorite color of the rainbow? Why?	What's worth more than gold?	Describe the weather in March.
If I were a kite I would...	Write about 3 things that are green. Explain them.	Describe what it looks like when it is windy outside.	Write a letter to a leprechaun.	What would you do if you found a four leaf clover?
If a leprechaun came to my school....	Can it snow in March? Why or why not?	What green food do you like to eat?	Would you try green eggs and ham? Why or why not?	What's your least favorite color of the rainbow? Why?

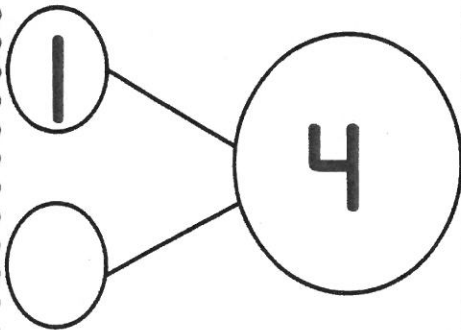


Name: \_\_\_\_\_

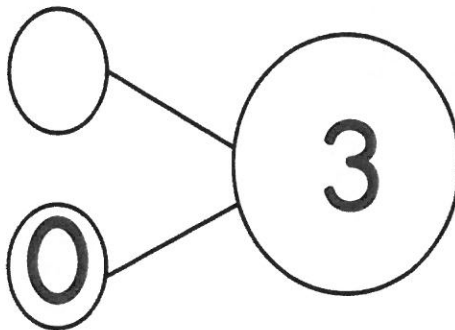
NUMBERS TO 5

# Missing **PART & WHOLE**

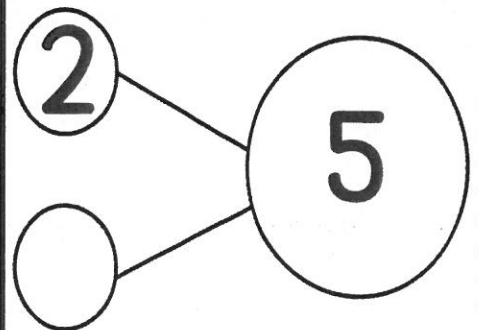
Complete the number bond. Finish the number sentence to match.



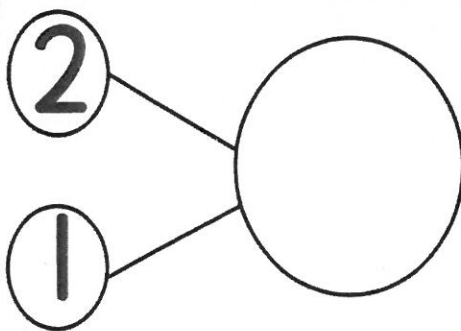
$$1 + \underline{\quad} = 4$$



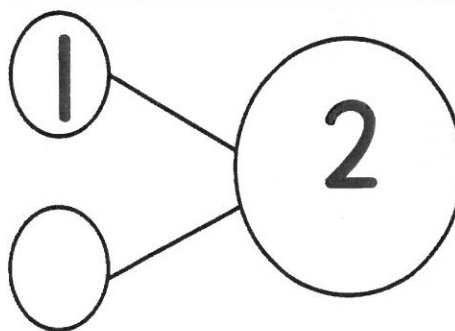
$$\underline{\quad} + 0 = 3$$



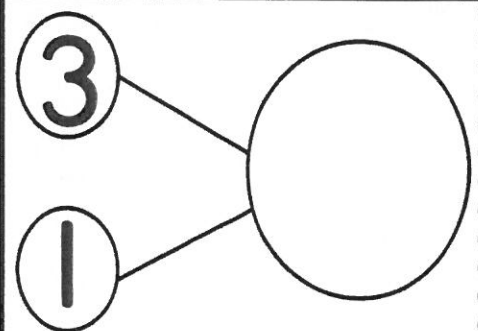
$$2 + \underline{\quad} = 5$$



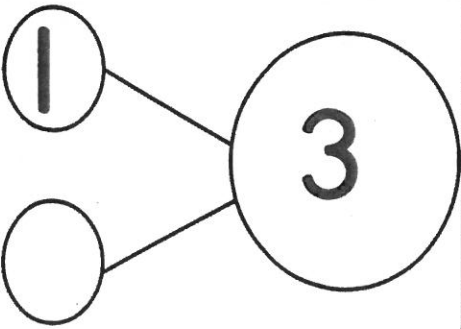
$$2 + 1 = \underline{\quad}$$



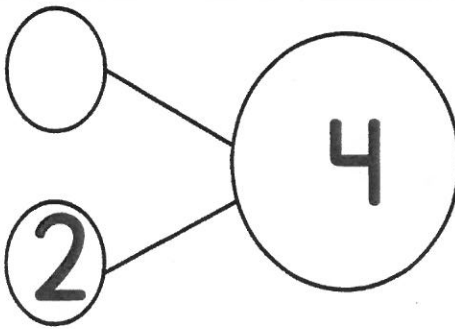
$$1 + \underline{\quad} = 2$$



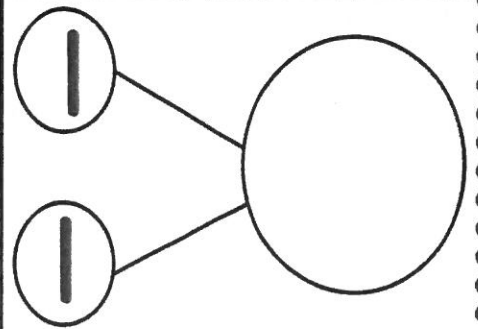
$$3 + 1 = \underline{\quad}$$



$$1 + \underline{\quad} = 3$$



$$\underline{\quad} + 2 = 4$$



$$1 + 1 = \underline{\quad}$$

Melissa Moran

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

NUMBERS TO 5

# True or False?

Color the number bonds green if true and color blue if false.



$\begin{matrix} 3 \\ 2 \end{matrix} \rightarrow 5$	$\begin{matrix} 2 \\ 2 \end{matrix} \rightarrow 3$	$\begin{matrix} 2 \\ 0 \end{matrix} \rightarrow 2$
$\begin{matrix} 1 \\ 4 \end{matrix} \rightarrow 5$	$\begin{matrix} 0 \\ 3 \end{matrix} \rightarrow 3$	$\begin{matrix} 2 \\ 2 \end{matrix} \rightarrow 5$
$\begin{matrix} 1 \\ 3 \end{matrix} \rightarrow 3$	$\begin{matrix} 1 \\ 1 \end{matrix} \rightarrow 2$	$\begin{matrix} 2 \\ 3 \end{matrix} \rightarrow 4$
$\begin{matrix} 0 \\ 4 \end{matrix} \rightarrow 4$	$\begin{matrix} 1 \\ 3 \end{matrix} \rightarrow 5$	$\begin{matrix} 0 \\ 5 \end{matrix} \rightarrow 5$

Melissa Moran

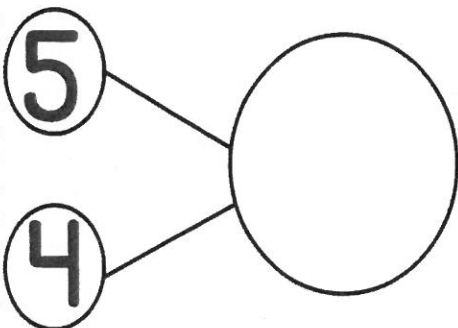


Name: \_\_\_\_\_

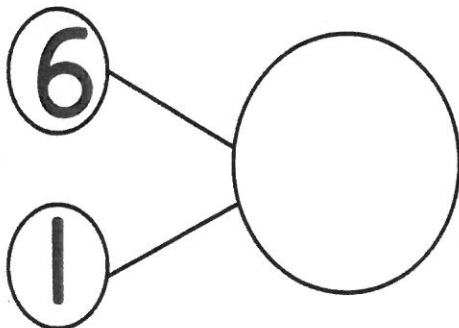
NUMBERS TO 10

# Missing **WHOLE**

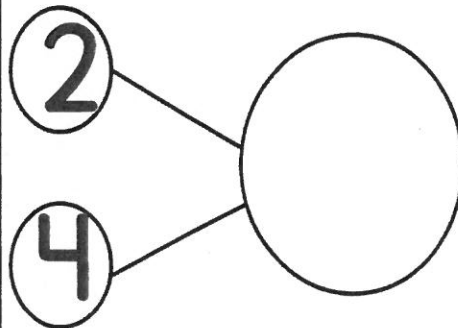
Complete the number bond. Finish the number sentence to match.



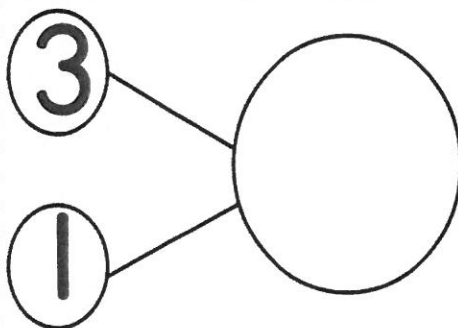
$5 + 4 = \underline{\quad}$



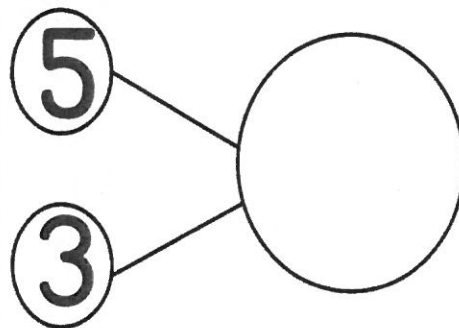
$6 + 1 = \underline{\quad}$



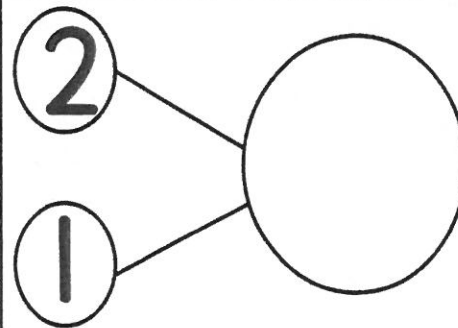
$2 + 4 = \underline{\quad}$



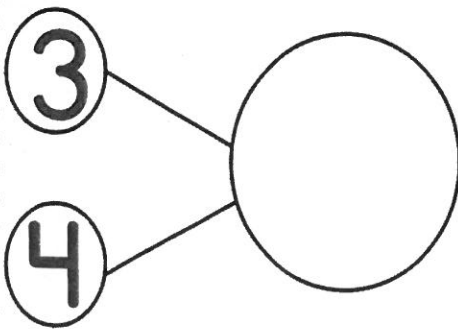
$3 + 1 = \underline{\quad}$



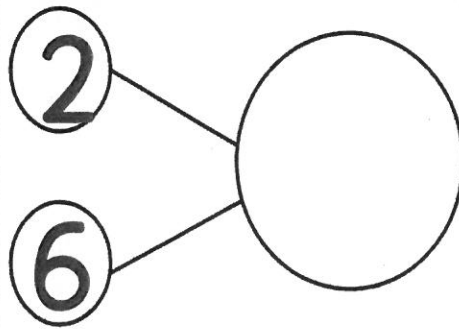
$5 + 3 = \underline{\quad}$



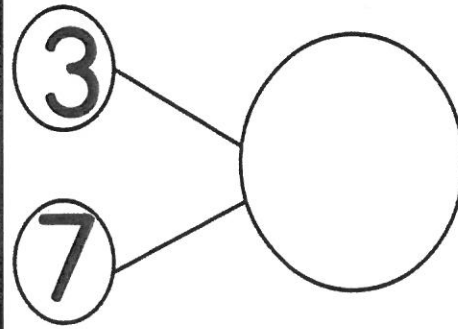
$2 + 1 = \underline{\quad}$



$3 + 4 = \underline{\quad}$



$2 + 6 = \underline{\quad}$



$3 + 7 = \underline{\quad}$

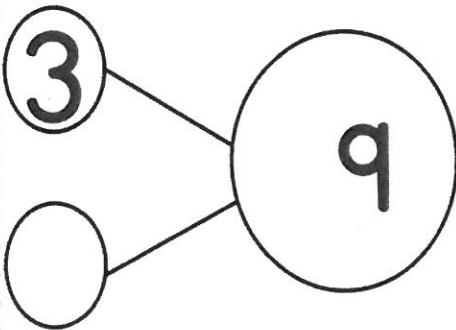
Melissa Moran

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

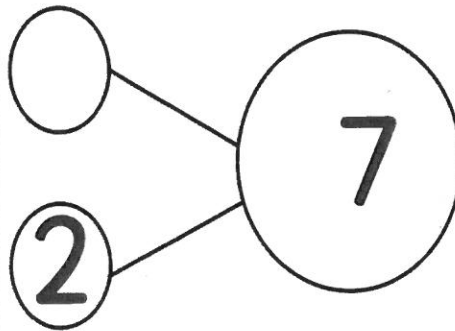
NUMBERS TO 10

# Missing **PART**

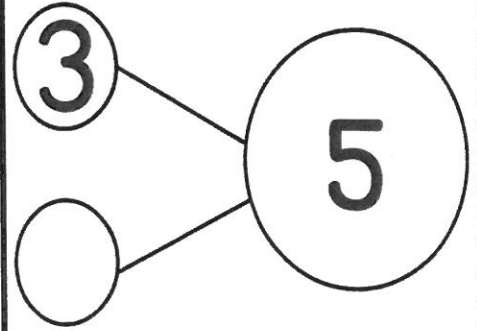
Complete the number bond. Finish the number sentence to match.



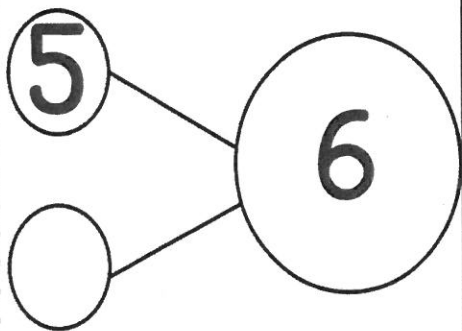
$$3 + \underline{\quad} = 9$$



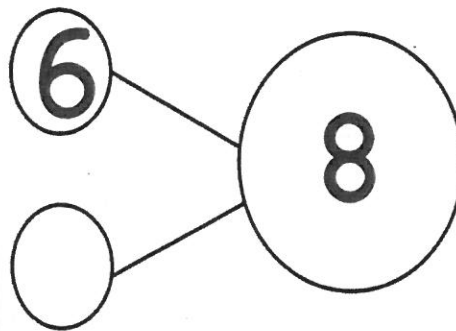
$$\underline{\quad} + 2 = 7$$



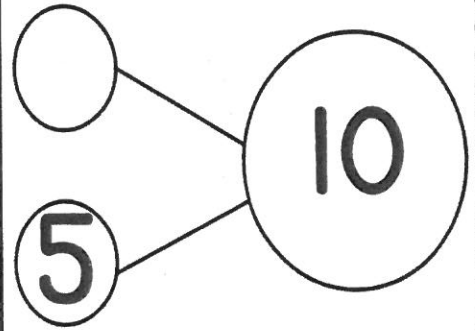
$$3 + \underline{\quad} = 5$$



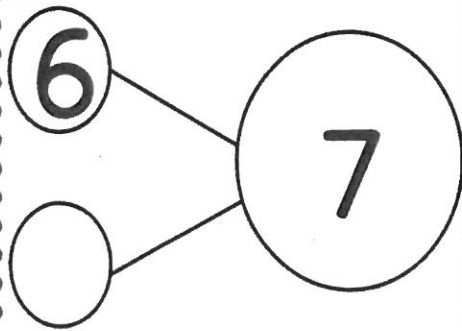
$$5 + \underline{\quad} = 6$$



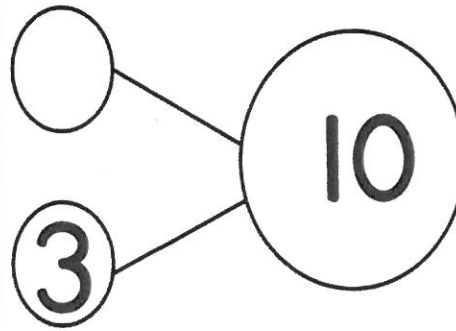
$$6 + \underline{\quad} = 8$$



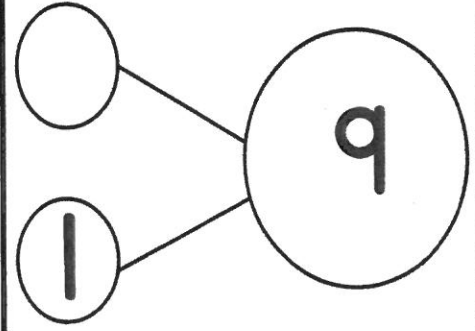
$$\underline{\quad} + 5 = 10$$



$$6 + \underline{\quad} = 7$$



$$\underline{\quad} + 3 = 10$$



$$\underline{\quad} + 1 = 9$$

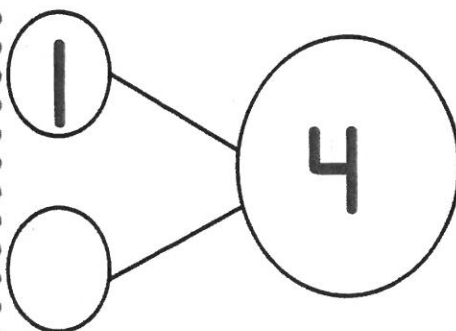
Melissa Moran

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

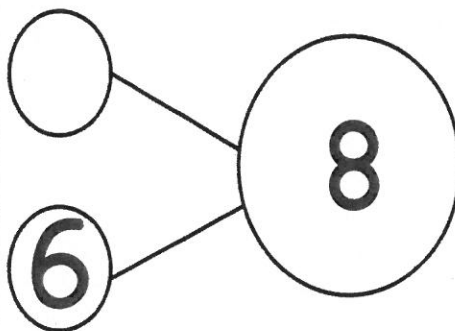
NUMBERS TO 10

# Missing PART & WHOLE

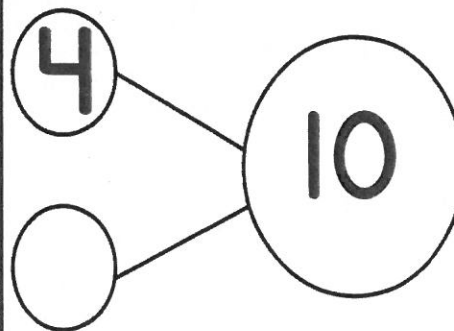
Complete the number bond. Finish the number sentence to match.



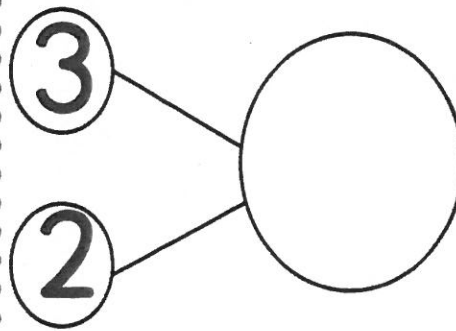
$$1 + \underline{\quad} = 4$$



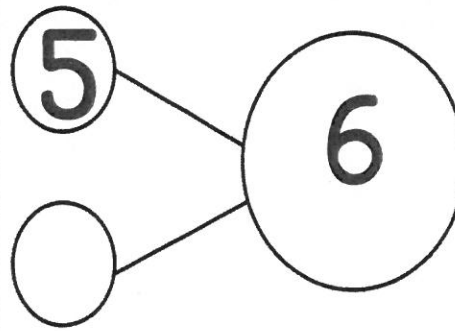
$$\underline{\quad} + 6 = 8$$



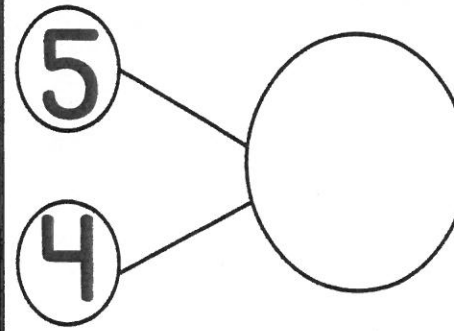
$$4 + \underline{\quad} = 10$$



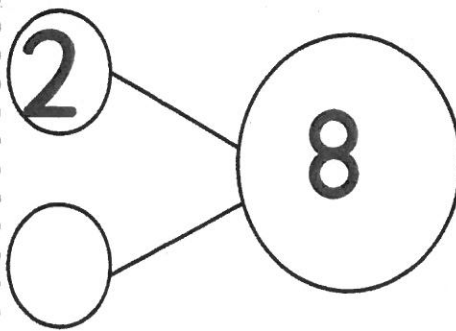
$$3 + 2 = \underline{\quad}$$



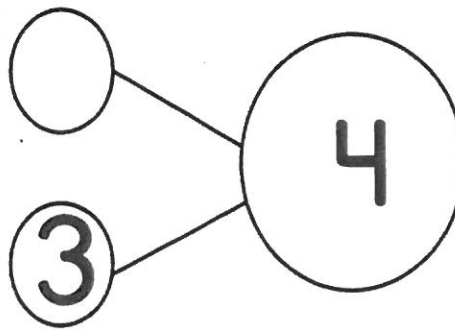
$$5 + \underline{\quad} = 6$$



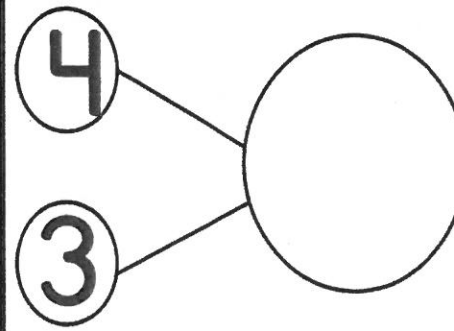
$$5 + 4 = \underline{\quad}$$



$$2 + \underline{\quad} = 8$$



$$\underline{\quad} + 3 = 4$$



$$4 + 3 = \underline{\quad}$$

Melissa Moran

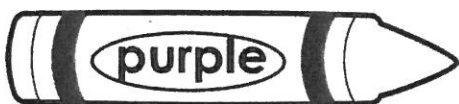


Name: \_\_\_\_\_

NUMBERS TO 10

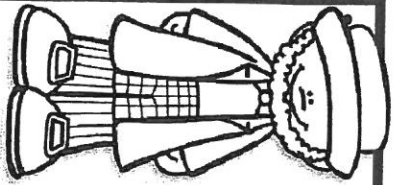
# True or False?

Color the number bonds purple if true and color yellow if false..



$\begin{matrix} 5 \\ 2 \end{matrix} \rightarrow 8$	$\begin{matrix} 2 \\ 4 \end{matrix} \rightarrow 6$	$\begin{matrix} 5 \\ 5 \end{matrix} \rightarrow 10$
$\begin{matrix} 1 \\ 7 \end{matrix} \rightarrow 9$	$\begin{matrix} 3 \\ 5 \end{matrix} \rightarrow 7$	$\begin{matrix} 1 \\ 3 \end{matrix} \rightarrow 4$
$\begin{matrix} 3 \\ 5 \end{matrix} \rightarrow 8$	$\begin{matrix} 4 \\ 4 \end{matrix} \rightarrow 9$	$\begin{matrix} 1 \\ 2 \end{matrix} \rightarrow 3$
$\begin{matrix} 2 \\ 3 \end{matrix} \rightarrow 4$	$\begin{matrix} 4 \\ 3 \end{matrix} \rightarrow 6$	$\begin{matrix} 2 \\ 8 \end{matrix} \rightarrow 10$

Melissa Moran



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

Color the words to  
match the key

Select 6 colors to create a color key.



away



said



could



there



over



some

there

some

away

over

said

could

could

said

some

away

there

over

said

away

there

could

over

some

away

could

over

there

some

said

could

there

said

some

over

away

over

some

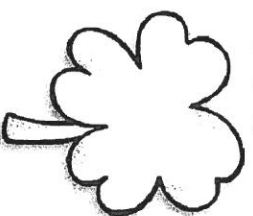
could

said

away

there

..  
COLOR it!  
..



Day 2

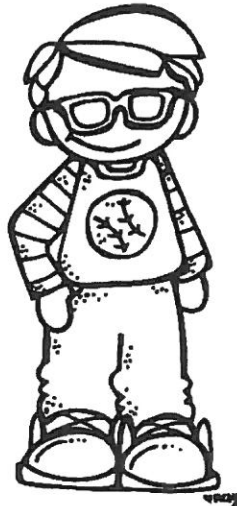
Name \_\_\_\_\_

1. Read the text 3 times and color a star each time you read it.



## At the Park

Ben is at the park. His dog, Sam, is at the park, too. Ben rides his bike and plays with Sam. Then he goes to the pond to see the ducks. He thinks they are so cute and funny!



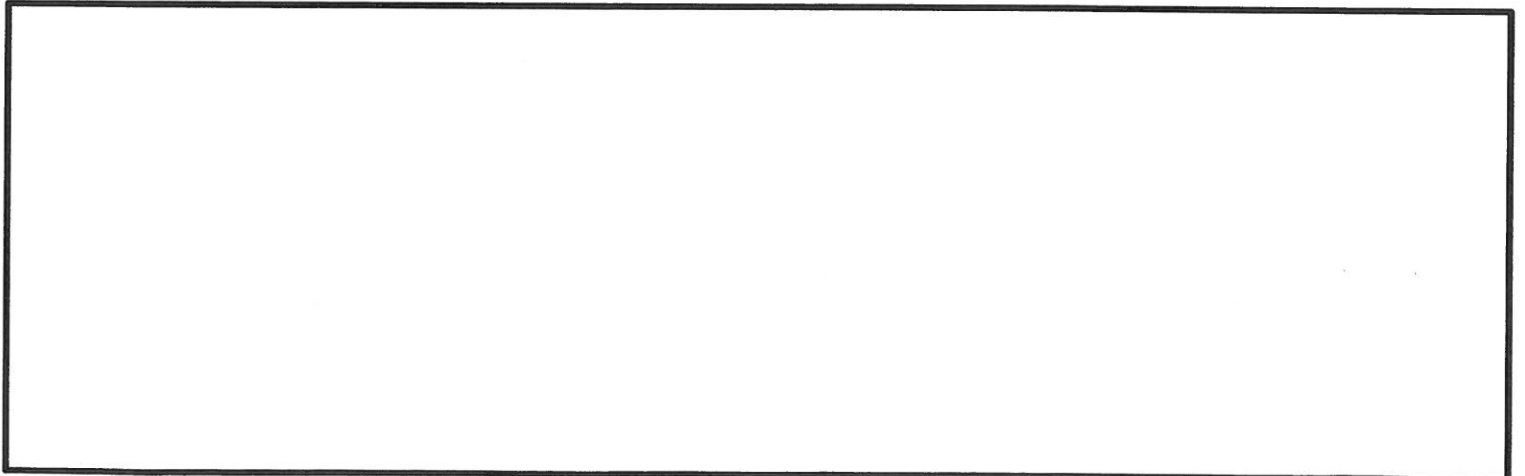
2. Color the sentences within the text that contain the answer to the following questions.

A. Where is Ben? 

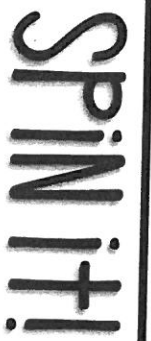
B. Who is with Ben? 

C. Why does Ben want to see the ducks? 

3. Draw a picture that matches the text.







1. Spin the spinner.
2. Write the word.

Deedee Wills 2016

Name \_\_\_\_\_

# Reading Comprehension

Read the story and answer the questions.

## Going Fishing

Holly likes to go fishing. She likes to fish with her dad. Holly's dad taught her how to fish. Holly has caught five fish. She is excited to go fishing soon!



1. What does Holly like to do?

- ☐ swim
- ☐ eat
- ☐ fish

2. Who taught her?

- ☐ Holly
- ☐ her dad
- ☐ her mom

3. How many fish has she caught?

- ☐ four
- ☐ five
- ☐ six

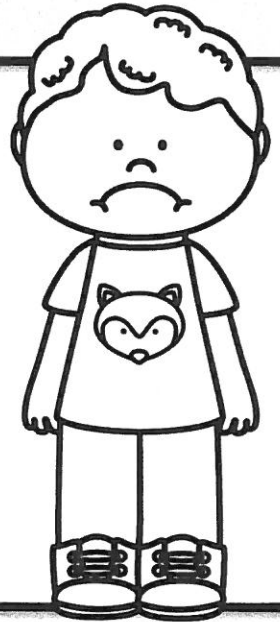
Name \_\_\_\_\_

# Reading Comprehension

Read the story and answer the questions.

## Mark's Lost Toy

Mark is feeling sad. Mark is sad because he lost his favorite toy. Mark lost his toy truck. He looked inside and outside but he can't find it anywhere! Mark will ask his mom to help him.



1. Why is Mark sad?

- ☐ he lost his toy
- ☐ he fell down
- ☐ he read a book

2. What did Mark lose?

- ☐ his baseball bat
- ☐ his toy truck
- ☐ his pencil



Color how Mark is feeling.



Color where Mark looked for his toy.



Color who Mark will ask to help.

Dear Parent/Guardian,

This year your child will be using Lexia Reading Core5®, a fun computer-based program that has helped millions of students. The activities in Core5 support and build on our classroom curriculum and focus on developing reading skills in six areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension.

Here's how Lexia Reading Core5 works:

- Your child begins Core5 at a starting point that fits his or her needs and works in online activities throughout the week.
- Online activities include direct instruction and feedback as your child learns new skills.
- Progress and performance in the program is reported so teachers can provide help when needed.
- Paper-and-pencil activities are also used for practice and may be done in school or brought home.
- Achievement certificates may be sent home to celebrate success and to show progress in the program.

We hope you share in our excitement about this program!

Sincerely,

---

Lexia Reading Core5® can be used at home for extra practice. Getting started is easy!

1. To use on a computer, go to [www.lexiacore5.com](http://www.lexiacore5.com).
2. To use on an iPad, download the free **Lexia Core5 Reading app** from the App Store.  
(iPad support is limited to these devices: iPad 4+, iPad Mini 3+, iPad Air+, and iPad Pro.)
3. The first time your child uses Core5, you may need to enter the teacher email shown below.  
Your child can then log in with the username and password used at school and listed below.

Teacher Email (for setup): psteiner@sgs170.org

Username: \_\_\_\_\_

Password: \_\_\_\_\_

4. It is important that your child works without any help while using Core5. All of the work your child does at home is recorded and reported to school. This way, teachers can see when help is needed and provide additional instruction at school.
5. If you have a question about your child's username or password, please contact your child's teacher.

# FREE ONLINE READING RESOURCES FOR KIDS



Oxford Owl

[www.oxfordowl.co.uk/for-home/](http://www.oxfordowl.co.uk/for-home/)

**WordWorld™**

Word World

[www.wordworld.com/apps-and-games/](http://www.wordworld.com/apps-and-games/)



PBS Reading Games

[pbskids.org/games/reading/](http://pbskids.org/games/reading/)

**Storyline Online**

Storyline

[www.storylineonline.net](http://www.storylineonline.net)

**ReadWorks**

ReadWorks

[www.readworks.org](http://www.readworks.org)

**Starfall**

Star Fall

[www.starfall.com](http://www.starfall.com)



**newsela**

NewsELA

[www.newsela.com](http://www.newsela.com)

**SQUIGGLE  
PARK**

Squiggle  
Park

[www.squigglepark.com](http://www.squigglepark.com)



National Geographic Kids

[www.natgeokids.com](http://www.natgeokids.com)

**Sports  
Illustrated  
KIDS**

Sports Illustrated Kids

<https://www.sikids.com/>





# FUN AND FREE WAYS TO LEARN FROM HOME

## MATH:

Prodigy

[play.prodigygame.com](http://play.prodigygame.com)



Khan Academy

[www.khanacademy.org](http://www.khanacademy.org)



## READING:

Squiggle Park



[www.squigglepark.com](http://www.squigglepark.com)

Storyline

Storyline Online

[www.storylineonline.net/](http://www.storylineonline.net/)

## SCIENCE:

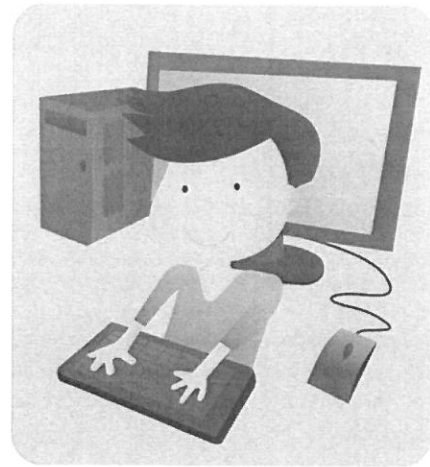
Mystery Doug

[mysterydoug.com](http://mysterydoug.com)



National Geographic

[kids.nationalgeographic.com](http://kids.nationalgeographic.com)



## WRITING:

Typing Club

[www.typingclub.com](http://www.typingclub.com)



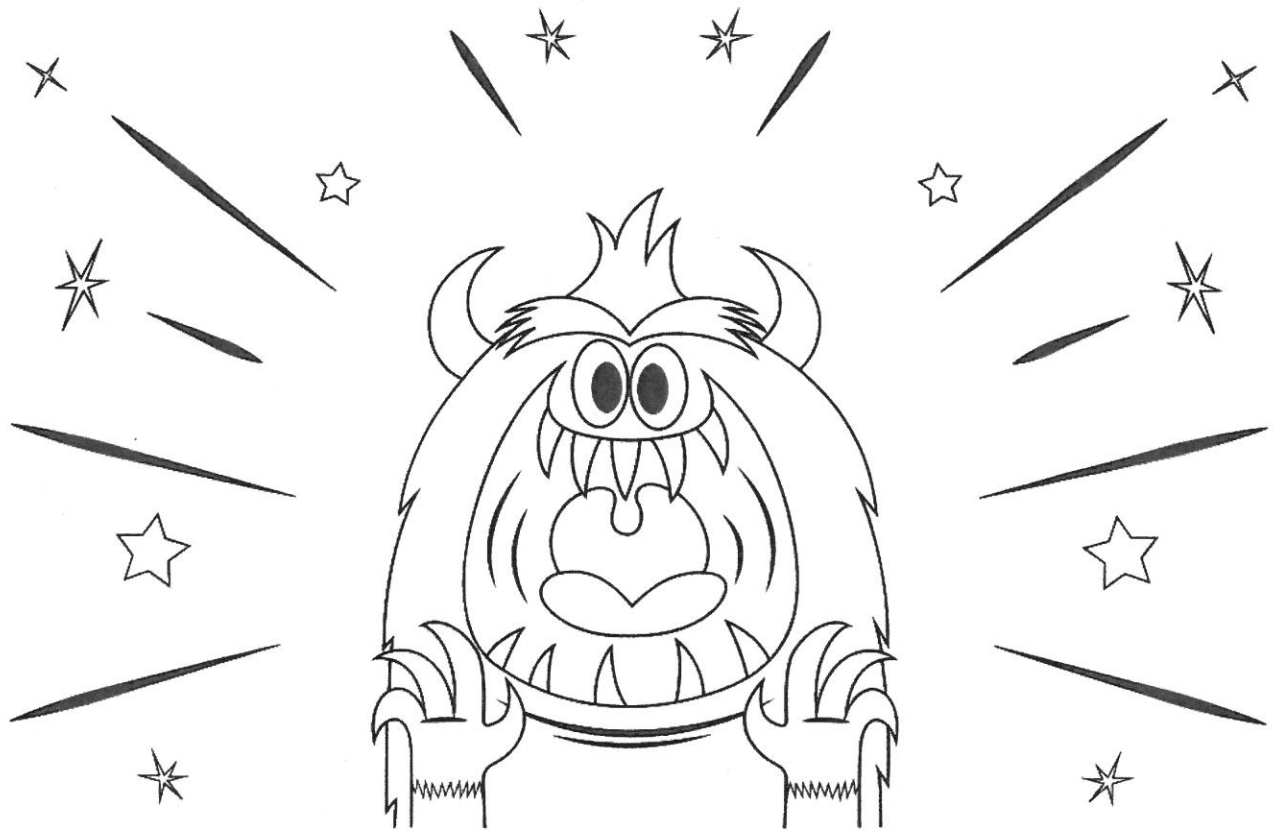
## SOCIAL STUDIES:

History for Kids ~~History for Kids~~

[www.historyforkids.net](http://www.historyforkids.net)

# epic!

Student Login - Class Code



Go to [www.getepic.com/students](http://www.getepic.com/students)  
or open the **Epic! app** and enter class code

**ygx6587**



## **Laptop or Chromebook**

Have your students open their web browser and

1. Go to **www.getepic.com/students**

2. Sign in with your class code **ygx6587**

3. Select their name and they're in!

## **iOS/Android**

Have your students open the Epic! app and

1. Click on **"Have an account? Sign In"** then click on **"Students & Educators"**

2. Sign in with your class code **ygx6587**

3. Select their name and they're in!

# Short Vowel SUPERHEROES

a e i o u

---

Name







# Word Lists

a

## List 1

mat

can

hat

bat

fan

lad

ran

sat

## List 2

cab

Dan

van

nap

pan

tax

zap

wag



# Word Lists

e

## List 1

ten  
Ben  
set  
den  
web  
let  
Jen  
hen

## List 2

wet  
Ted  
get  
vet  
peg  
hem  
jet  
hex



# Word Lists

i

## List 1

sit

lip

hid

bin

zip

tip

fin

pig

## List 2

dip

kit

pit

rip

pin

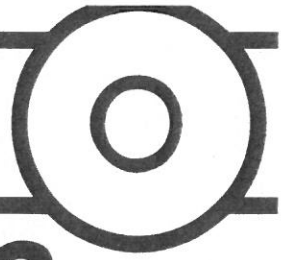
sip

wig

hit



# Word Lists



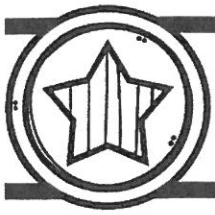
## List 1

hot  
mop  
dog  
dot  
hop  
log  
not  
pot

## List 2

Ron  
top  
fog  
got  
hog  
jog  
lot  
job





# Word Lists

u

## List 1

jug  
bug  
hut  
fun  
mud  
nut  
run  
sun

## List 2

cut  
bus  
cup  
dug  
tug  
hum  
mug  
hug

**+5**

# ADDITION FACT PRACTICE

Solve each fact equation.

$$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

Now practice your facts by solving the equations.

$1 + 5 = \underline{\quad\quad}$

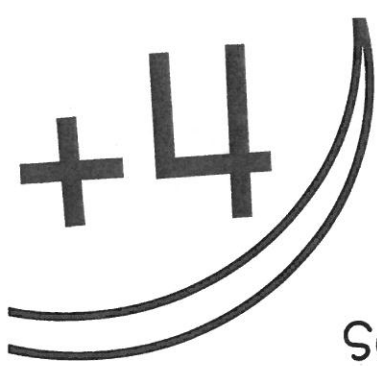
$5 + 5 = \underline{\quad\quad}$

$0 + 5 = \underline{\quad\quad}$

$3 + 5 = \underline{\quad\quad}$

$3 + 5 = \underline{\quad\quad}$

$4 + 5 = \underline{\quad\quad}$



# ADDITION FACT PRACTICE

Solve each fact equation.

$$\begin{array}{r} 0 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

Now practice your facts by solving the equations.

$1 + 4 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

$0 + 4 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$4 + 4 = \underline{\quad}$



MARCH 2020

 SCHOLASTIC

Watch our video about  
weather at  
[www.scholastic.com/lfo](http://www.scholastic.com/lfo).

# Let's Find Out®

My Weekly Reader®

ISSN 0024-1261 • VOL. 54, NO. 6

## My Wild Weather Day

I had my big soccer game today—  
with some very wild weather!



My name \_\_\_\_\_



The weather  
changed 6 times!  
How did it affect  
my game? I'll tell  
you all about it.

# The Day the



## It started out chilly.

I put on a long-sleeved shirt.  
I could see my breath in the air.



## It rained.

We played in the rain.  
It was so much fun. I got muddy.





# Weather Went Wild



**When it got hot.**

The sun came out.  
It was 75 degrees. I got sweaty.



**It got windy.**

The sky turned gray. The wind  
made it harder to kick the ball.



**There was lightning.**

We had to stop playing.  
We went inside to stay safe.



**Look! There is a rainbow!**

The storm ended. The sun came out.  
We finished the game. GOAL!



# Dress for the Weather

Choose a weather word.  
Write it under the correct outfit.

cool

hot

rainy

snowy










In which kind of weather should you go inside to stay safe?



cloudy



stormy

My name \_\_\_\_\_

**Show What You Know:**  
**My Wild Weather Day**

Use your *Let's Find Out* to answer the questions.  
A grown-up can help you.

1. Why did the soccer player get sweaty?



It got hot.



It rained.

2. Why did she get muddy?



The wind blew.



It rained.

3. Why did she have to stop playing soccer?



It rained.



There was lightning.

4. Draw something you use or wear when it rains. Label it.

My name \_\_\_\_\_

Fill in the blanks to complete the story. Use the **word ideas** to help.  
 You can make the story serious or silly!

# My Weather Story

Today I went out to play \_\_\_\_\_  
**game**

It was \_\_\_\_\_  
**weather**

I put on my \_\_\_\_\_  
**clothing**

The weather was perfect!

My pet \_\_\_\_\_  
**animal** came out to play too!

## Ideas for words:

### game

soccer 

tic-tac-toe 

T-ball 

### weather

hot 

snowy 

rainy 

### clothing

hat 

boots 

cape 

### animal

dog 

cat 

elephant 