

Ms. Chesnek's Kindergarten Schedule 4-6-4-10

Mon. Reading: Packet do page 234 – color each picture a different color if name begins with u, g, or w -do page 242 – read “Jim and Kit” at least 2 times. On Wonders’ site: choose a listening skills activity and read “Going Up” – there is audio for this story Math: Do pages 490-491 – Do Lesson 9.1

Tue: Reading: Packet do page 235- color each picture a different color if names ends with x, v ,or j – do page 238 – read fluency sheet “Sun Fun” text on both sides at least 2 times. On Wonders’ site: read “How the Sun and Moon Found Home” audio is available for this story- and choose a listening skills activity. Math: Do Lesson 9.2

Wed. Reading Packet do page 236-color each picture a different color if name begins with qu, y ,or z – do page 141- read fluency sheet “Wet Gus” text on both sides at least 2 times- On Wonder’s site: read fluency word sheet and choose a listening skills activity Math: Do lesson 9.3

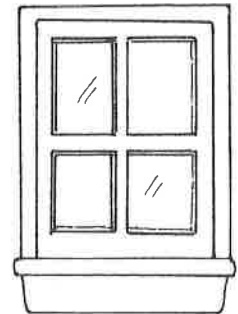
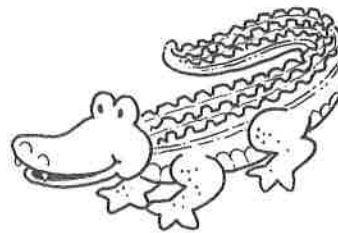
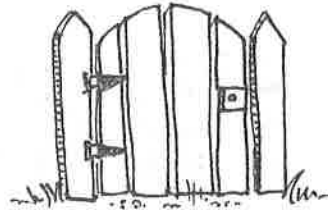
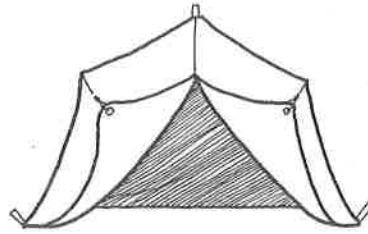
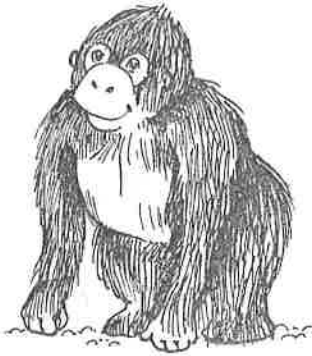
Thur. Reading: Packet do pages 238,244, and 142 – On Wonders’ site: read “In the Clouds” audio is available for this story – choose a listening skills activity Math: Do lesson 9.4

Fri: Packet you can play game on page 237 and review stories from packet- On Wonder’s site review fluency word sheet- Math: Do Lesson 9.5 *Keep math packet -lessons 9.6 – 9-12 will be completed next week 4-13 – 4-17.

* I've included a couple of journal pages- if you would like your child to write



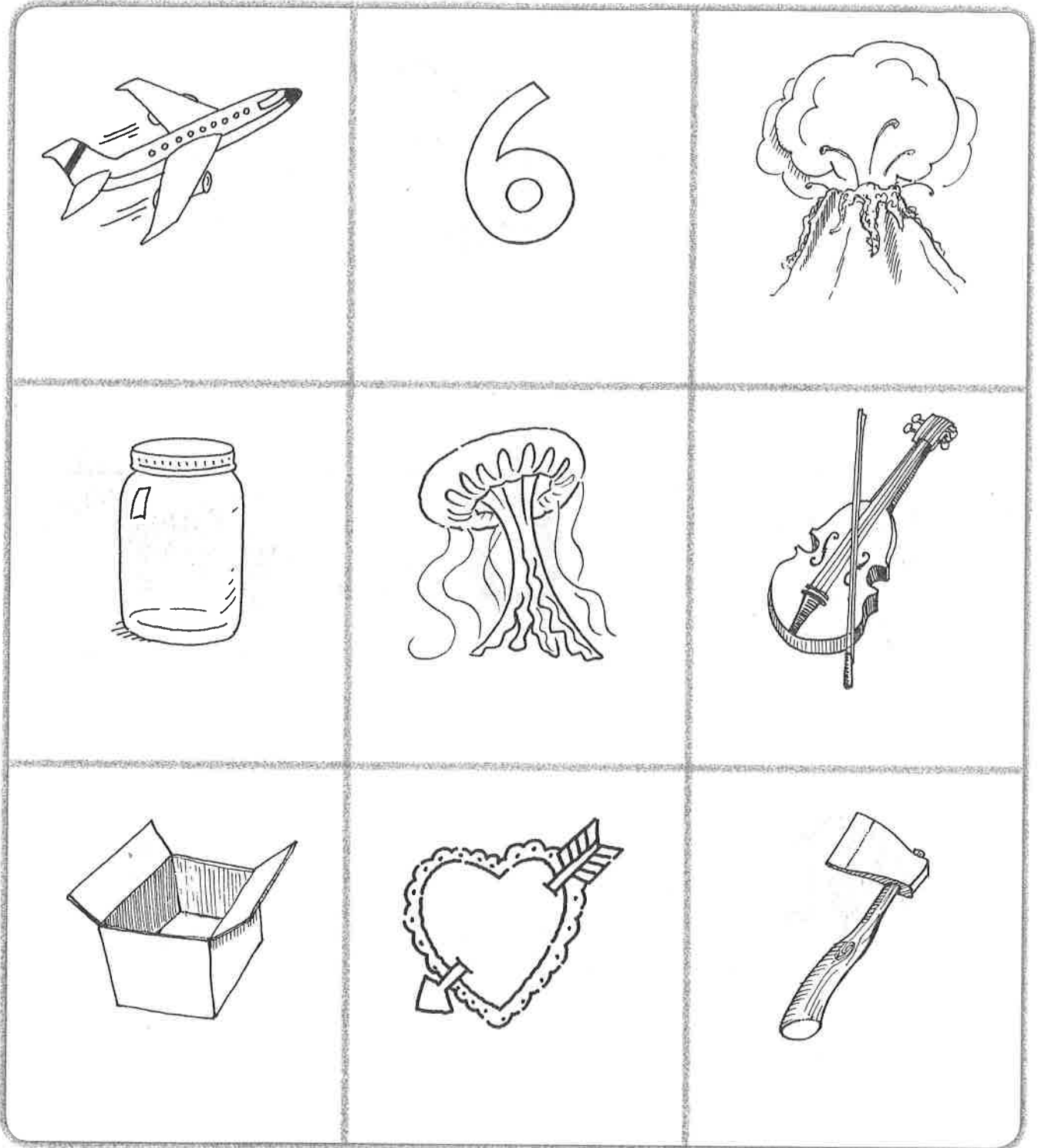
Name _____



Review Phonics: /u/u, /g/g, /w/w

Say the name of each picture. Put a marker on each picture if its name begins with the letter *u*, *g*, or *w*.

Name _____



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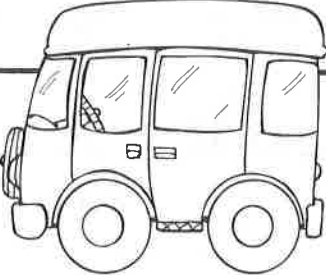

Review Phonics: /ks/x, /v/v, /j/j

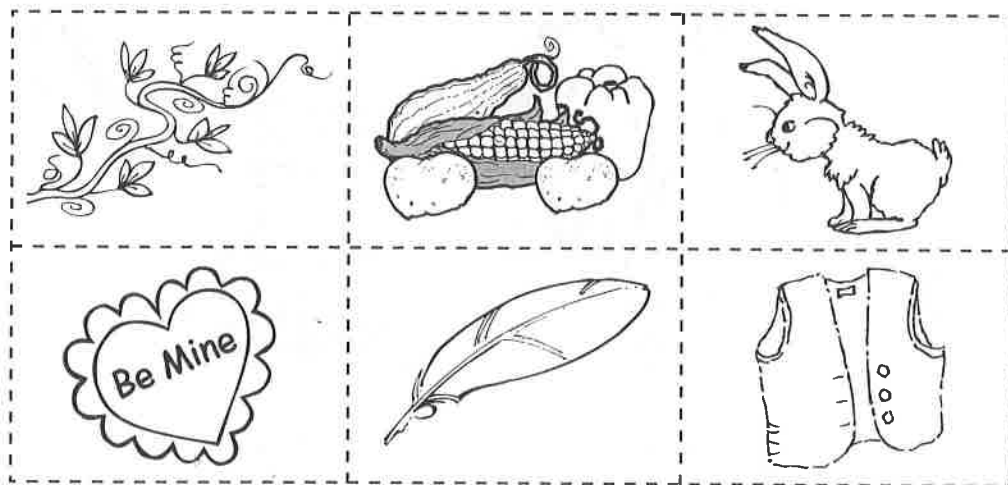
Say the name of each picture. Put a marker on each picture if its name ends with the letter x. Then put a marker on each picture if it begins with the letter v or j.

Name _____

Cut and Sort

Glue the pictures that begin with a **v** under the van.
Glue the other pictures under ☹️.

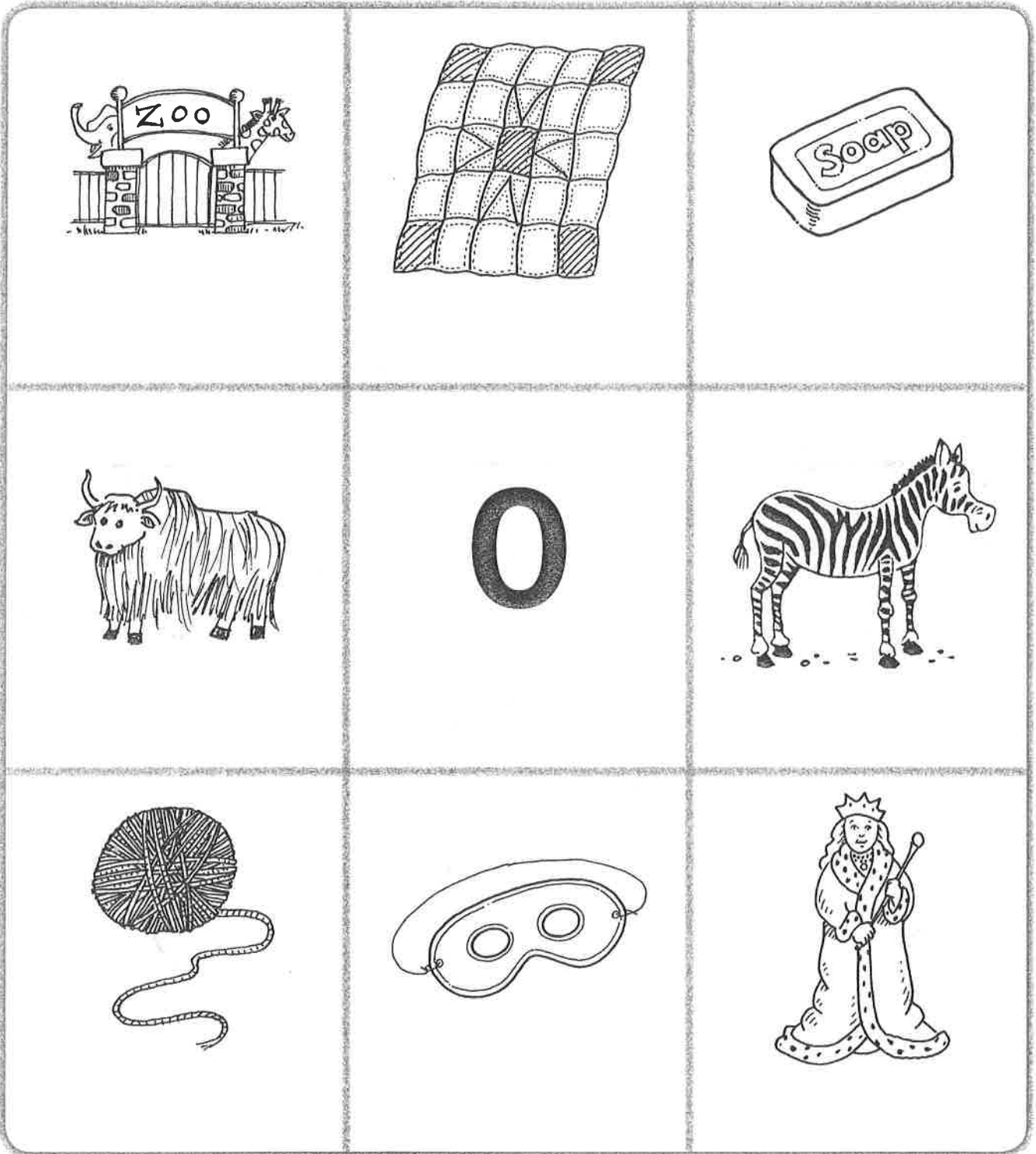
		
van		
glue	glue	glue
glue	glue	glue



Listening for initial **v**



Name _____



Review Phonics: /kw/qu, /y/y, /z/z

Say the name of each picture. Put a marker on each picture if its name begins with the letters *qu*, *y*, or *z*.



Name _____

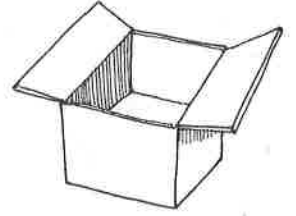


Phonics Review Game: /u/u, /g/g, /w/w, /v/v, /j/j, /kw/qu, /y/y, /z/z

Place a marker on "Start." Move your marker from square to square. When you land on a picture, say the name of the picture and the letter it begins with. If you land on a letter, say a word that begins with that letter. When you reach "End," play again and think of new words.



Name _____



g

x

Phonics Review Game: /g/g, /ks/x

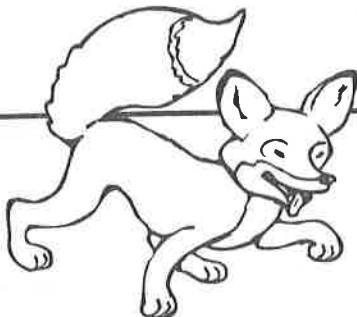
Say the name of each picture. Draw lines to connect the pictures to the letters they end with.

Name _____

Cut and Sort

Glue the pictures that end with **x** under the fox.
Glue the other pictures under ☹️.

fox



glue	glue
glue	glue

glue
glue

Listening for the ending **x**



Name _____

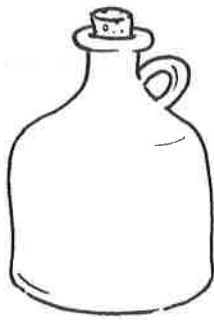
gum jug web

1.



gum

2.



3.



Review Phonics: Blending

Blend the sounds and say the word. Write the word.

Repeat the word.



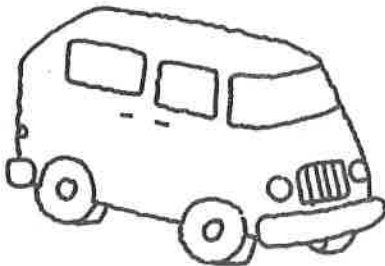
Name _____

1.



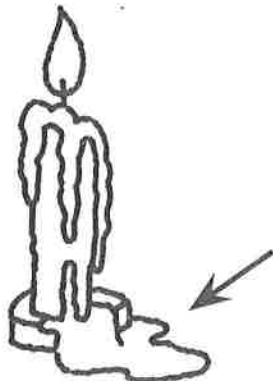
jug

2.



van

3.



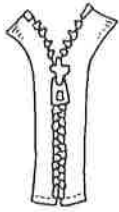
wax

Handwriting Review

Say each picture name. Then say each word as you trace it and write it. Read each word to a partner.

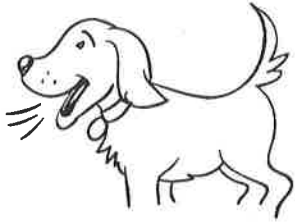
Name _____

1.



ip

2.



ap

3.



am

4.



ack

5.



es

Phonics: initial *y*, *z*

Listen as I say each picture name. Fill in the missing letter for each word. Then trace the word. (*zip*, *yap*, *yam*, *Zack*, *yes*)



Name _____

1.

This is a yam.

2.

Is _____ a dog?

3.

What did Zeb do?

4.

_____ is in it?

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High-Frequency Words: *this, what*

Read the first sentence. Say and trace the word *This*. With a partner, read the second sentence. Complete the second sentence with the word *this*. Read the third sentence. Say and trace the word *What*. With a partner, read the last sentence. Complete the last sentence with the word *What*. Remember to start a sentence with a capital letter.

Name _____



“I see me!” said Kit.

They have a lot of fun.

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Jim and Kit



“Here it is!” said Jim.

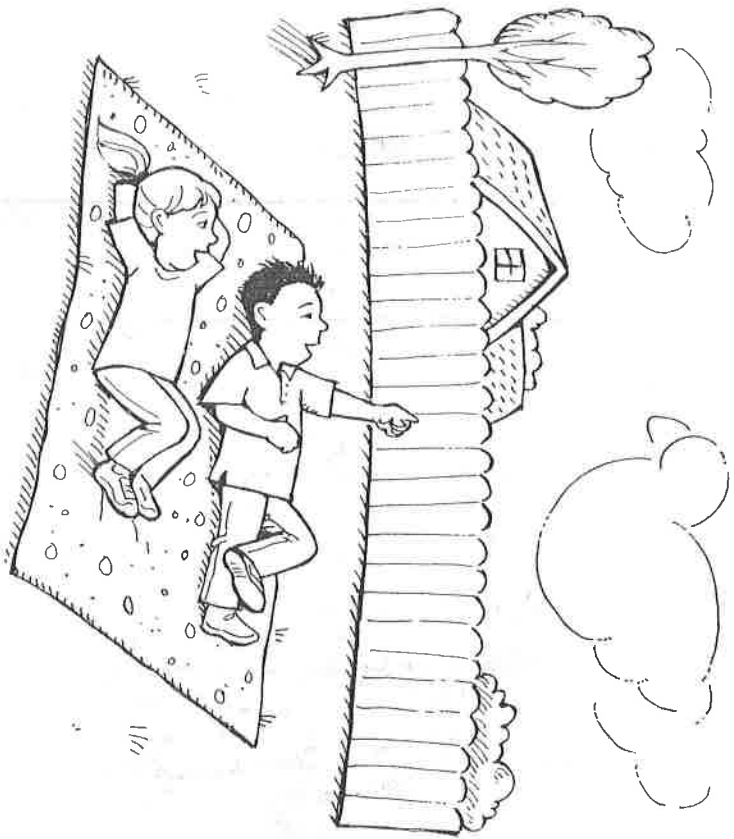
“Do you want to sit?”

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Review High-Frequency Words: *they, have, want, said, this, what, here, for, of, me*
Read the book aloud to a partner. Reread for fluency.

4 Unit 8: From Here to There • Week 3

1



“What do you see?”

“I see a hen.”

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“This is a little cup!”

“It is for you to sip!”

#7 Reading for Fluency

Sun Fun

Unit 7 Week 1: short u

Sound Fluency list

ck	b	u	s
i	u	d	p

Word Fluency list

up

cub

duck

fun

pup

run

Phrases and Sentences Fluency list

Duck can go

pup can run

can lick it

Cub is fit

run in the sun

hop for fun

A pup can run.

A cub can run in the sun.

Sun Fun

See the duck.	3
Duck can go up.	7
Pup is fun.	10
A pup can run.	14
Cat can nap.	17
A cat can lick it.	22
Cub is fit.	25
A cub can run in the sun.	32
Kid can have fun.	36
A kid can hop for fun.	42

Wet Gus

Gus is my pet pup.	5
Gus can wag for fun.	10
Gus can tug on it.	15
Can Gus win?	18
Gus can win it!	22
Gus got mud on a leg.	28
It is a lot of mud.	34
I can get Gus wet.	39
Mom and Dad pat Gus.	44
They like Gus.	47

#7 Reading for Fluency

Wet Gus

Unit 7 Week 2: g, w

Sound Fluency list

g	w	e	l
n	a	u	t

Word Fluency list

Gus

leg

tug

wag

wet

win

Phrases and Sentences Fluency list

Gus can wag

tug on it

Gus got mud

get Gus wet

Mom and Dad

They like Gus

Gus got mud on a leg.

Mom and Dad pat Gus.