

Kindergarten Language Arts Assignments for Learning Period 1

Week	Lesson/Stories	Phonics/Spelling	Comprehension	High Frequency Words	Writing
Week 1	Lesson 1: -"How Tortoise Grew a Tail" (Read-Aloud) -Pre-decodable Book 1	-Consonant /m/ m -Consonant /s/ s	-Make Predictions -Summarize	l	Narrative Stage 1-2 (See Writing Guide)
Week 2	Lesson 2: -"Elmer" (Read Aloud) -Pre-decodable Book 2	-Consonant /r/ r	-Make Predictions -Reread	a	Narrative Stage 1-2 (See Writing Guide)
Week 3	Lesson 3: -"Elmer" (Read Aloud) -Pre-decodable Book 3	-Consonant /t/ t	-Make Predictions -Making Inferences	my	Narrative Stage 1-2 (See Writing Guide)
Week 4	Lesson 4: -"Who Will Tuck Me in Tonight?" (Read Aloud) -Pre-decodable Book 4	- Consonant /n/ n - Consonant /p/ p	-Characters -Generate Questions	the	Narrative Stage 1-2 (See Writing Guide)
Week 5	Lesson 5: -"New Shoes for Silvia" (Read Aloud) -Pre-decodable Book 5	-Consonant /c/ c	- Characters -Answer Questions	go	Narrative Stage 1-2 (See Writing Guide)
Week 6	Review/Catch-Up -AND/OR- Enrichment/Book Projects				Narrative Stage 1-2 (See Writing Guide)

Notes

- Each week you are responsible for reading the assigned read aloud stories with your child and for completing practice book pages/projects/activities that teach the skills associated with that week.
- If more ideas/resources are needed...please go to my website at www.mschristinaswebsite.weebly.com. (Password: k1aim). Note: In Kindergarten, hands-on practice/activities are encouraged!
- If you feel you still need extra curriculum or ideas to support your teaching (ex. Wordly Wise, Teach Your Child to Read in 100 Easy Lessons, Handwriting Without Tears, etc.), PLEASE don't hesitate to contact me.

Kindergarten Math Assignments for Learning Period 1

Week	Math Chapter	Math Focus (Lesson Names)	Daily Calendar	IXL (Online Math)	Assessment
Week 1	Unit 1: Match and Sort	-Match/Sort by similarities, color, pattern, function, attribute. - Identifying objects that DON'T belong	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter reviews and assessments as needed or assigned in the TE.
Week 2	Unit 1: Match and Sort	-Match/Sort by similarities, color, pattern, function, attribute. - Identifying objects that DON'T belong	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter reviews and assessments as needed or assigned in the TE.
Week 3	Unit 2: Numbers to 5	- Count and recognize and represent numbers to 5 - Arrange sets of objects _ Read/Understand graphs	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter reviews and assessments as needed or assigned in the TE.
Week 4	Unit 2: Numbers to 5	- Count and recognize and represent numbers to 5 - Arrange sets of objects _ Read/Understand graphs	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter reviews and assessments as needed or assigned in the TE.
Week 5	Unit 3: Numbers to 10	-Count and recognize and represent numbers to 10 - Read and understand picture graphs -Use a number line	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter reviews and assessments as needed or assigned in the TE.
Week 6	Unit 3: Numbers to 10	-Count and recognize and represent numbers to 10 - Read and understand picture graphs -Use a number line ord Problems: Addition	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter reviews and assessments as needed or assigned in the TE.

Notes

- This is a suggested pacing guide for the learning period.
- If finished with chapters early...please use the extra time for other math activities such as practice on the IXL website, math games, creating/solving word problems and/or completing activities from the Chapter Overview found in the TE at the beginning of each chapter.
- There are Extra Practice, Re-Teach, Enrichment and Pre/Post Tests pages for each chapter located on the "Curriculum" page of my website. (www.mschristinaswebsite.weebly.com-password: k1aim)

Steps for Teaching a Math Lesson

Step 1: I DO...

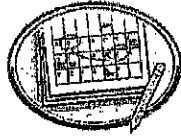
When teaching a new concept, always try and start the math lesson with an introduction on how to teach the concept. Using manipulatives, a white board and/or a blank piece of paper to teach the child first is a great way to introduce a new concept. The main goal is to show them what to do. Use the teacher's manual to give you ideas on how to introduce a new concept.

Step 2: WE DO...

After you have given/worked through a few examples of how to do a math skill, help guide your child through the same process. You should be working through this process together. The more hands-on you can be, the better. Work through some example problems (either made up or from your workbook/textbook/teacher's manual) together until you feel your child understands the concept and is ready to try it independently on his/her own.

Step 3: YOU DO...

This is the step where your child should have an opportunity to work through problems on his/her own. You may have to read the directions or questions to your child, but they should be the one showing how to solve the answer. If your child has mastered the concept, they should be able to complete the assigned work on his/her own. If your child is struggling with answering the questions/solving the problems, this is a sign that you may need to re-teach the concept again (either the same day or the next day).



Calendar



It is important to establish a calendar routine with your child. I found a very helpful website from a mom who homeschools her children. On her website, she included PDF documents of different activities she does with her children during their calendar routine. This is her original site:

<http://www.homeschoolcreations.net/2010/03/homeschool-calendar-morning-board/>.

On our class website, you will find PDF documents she created for the following calendar activities. I've also added a hundreds chart (from a different website). If you are able to do so, you can print and laminate these documents to use every home day. Another option would be to place them securely in page protectors. Either laminating them or placing them in page protectors, would allow your child to write on them each day with a dry erase marker each day.

What components should you focus on during calendar time?

- **Calendar-** You can use a pocket chart calendar or print a calendar from www.starfall.com or another website.
 - Focus on the days of the week, months of the year and patterns
 - Sing a song about the days of the week and months of the year
 - This is the link to the songs we will be learning in class:
 - <http://www.homeschoolcreations.com/preschool/learningsongs.html>
 - Have your child create a different kind of pattern each day using household objects-
 - For example, red lego, blue lego, green lego, red lego, blue lego, green lego
 - Then, have your child state what kind of pattern he or she made. In this case, it would be an ABC pattern.
- **Today Is**
 - This is where your child will write the number of days he or she has been in school (you can include home days and school days).

- After printing the chart with two thermometers, laminate it and have your son or daughter use a red dry erase marker to color in the mercury on each thermometer.
- **What's The Weather:**
 - Use Velcro and have your child, determine what the weather is outside today
 - At the end of the week, discuss the weather graph you created:
 - Where there any days where the weather repeated?
 - What kind of weather did we have the most this week?
 - What kind of weather did we have the lease of this week?
 - Which day of the week had your favorite type of weather?

Narrative Writing

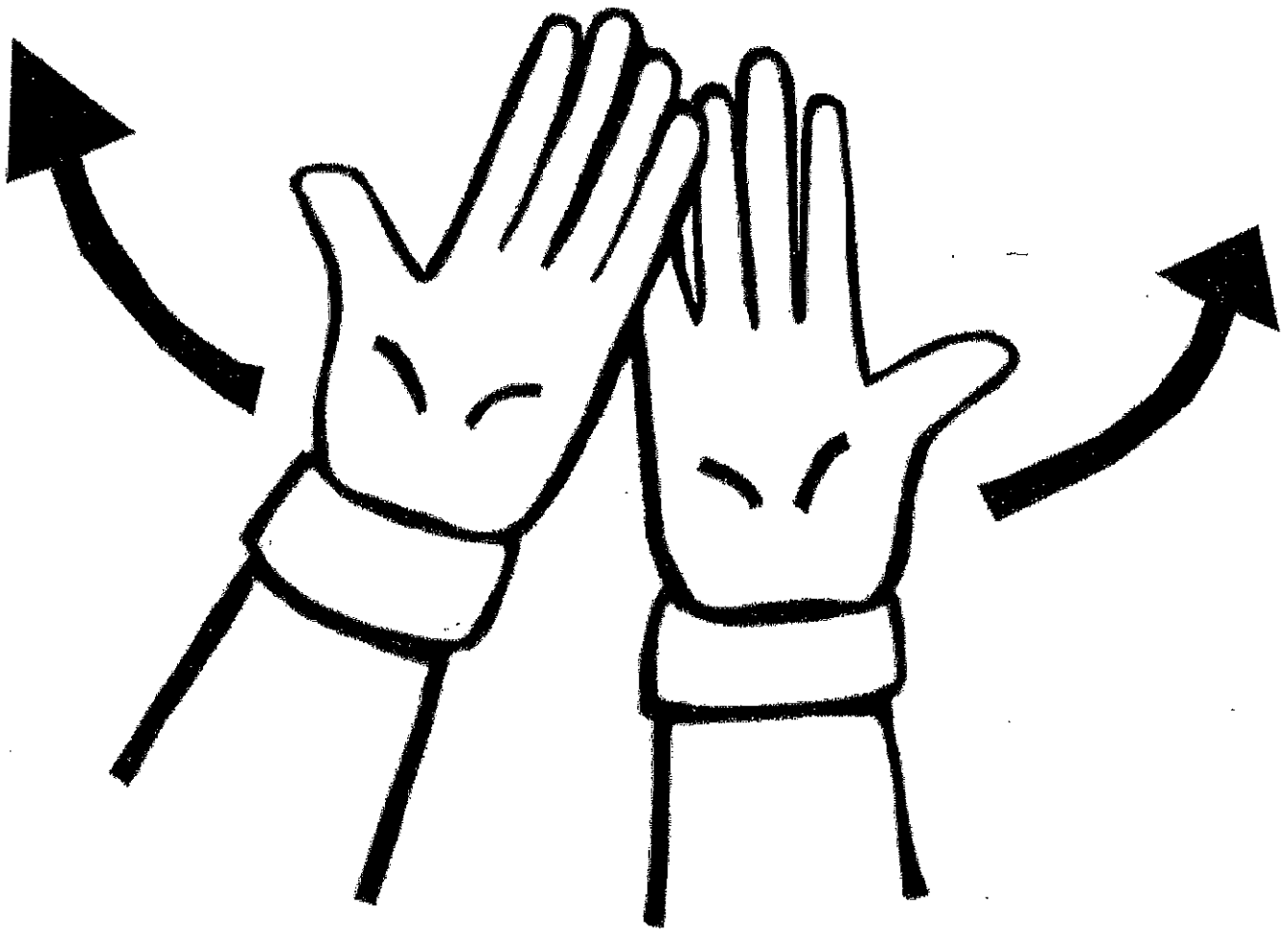
This year, we will be using Nancy Fefzer's K-1 writing curriculum. Please visit the website listed below to view videos of actual writing lessons that will be taught during class. These lessons will help guide you in your at-home writing instruction.

Week	Stage of Writing	Video	Writing Assignment for the Week *See examples attached to understand the difference between stage 1 and stage 2
1	Narrative Writing: Stage 1	Visit: https://www.commoncorestandardswriting.com/ Watch Narrative Writing Lessons Stage 1 Part 1 Watch Narrative Writing Lessons Stage 1 Part 2	Write an imaginative or personal narrative. Kinders draw pictures, form one-sentence stories, then write. First graders make their own organizer (in space for picture) to plan their sentences, then write.
2	Narrative Writing: Stage 1	Re-visit: https://www.commoncorestandardswriting.com/ Review Narrative Writing Lessons Stage 1 Part 1 Review Narrative Writing Lessons Stage 1 Part 2	Write an imaginative or personal narrative. Kinders draw pictures, form one-sentence stories, then write. First graders make their own organizer (in space for picture) to plan their sentences, then write.
3	Narrative Writing: Stage 1	Re-visit: https://www.commoncorestandardswriting.com/ Review Narrative Writing Lessons Stage 1 Part 1 Review Narrative Writing Lessons Stage 1 Part 2	Write an imaginative or personal narrative. Kinders draw pictures, form one-sentence stories, then write. First graders make their own organizer (in space for picture) to plan their sentences, then write.
4	Narrative Writing: Stage 2	Visit: https://www.commoncorestandardswriting.com/ Watch Narrative Writing Lessons Stage 2 Part 1 Watch Narrative Writing Lessons Stage 2 Part 2	Write an imaginative or personal narrative. Kinders use organizer provided to plan story with a lot of parent help. Then, write story and draw picture to match. First graders use organizers provided to plan their stories, then write.
5	Narrative Writing: Stage 2	Re-visit: https://www.commoncorestandardswriting.com/ Watch Narrative Writing Lessons Stage 2 Part 1 Watch Narrative Writing Lessons Stage 2 Part 2	Write an imaginative or personal narrative. Kinders use organizer provided to plan story with a lot of parent help. Then, write story and draw picture to match. First graders use organizers provided to plan their stories, then write.
6	Narrative Writing: Stage 2	Re-visit: https://www.commoncorestandardswriting.com/ Watch Narrative Writing Lessons Stage 2 Part 1 Watch Narrative Writing Lessons Stage 2 Part 2	Write an imaginative or personal narrative. Kinders use organizer provided to plan story with a lot of parent help. Then, write story and draw picture to match. First graders use organizers provided to plan their stories, then write.

The writing lessons you teach your child at home are very guided at the beginning of the school year. The expectation is for kindergartners to write a one sentence narrative (with support) by the end of learning period one. The expectation is for first graders to write 3-5 sentence narrative (with support) by the end of learning period one.

Narrative Writing Chant: Stage 1

Story Opening!



Narrative Writing: Stage 1

(Kinder-First Grade)

Narratives: One Sentence

Content and Organization

Story Opening: Character + Action

Picture matches story sentence.

Sentences

One complete sentence.

Adjectives (optional)

Mechanics

Capitals: Beginning of sentence and "I".

Uses end punctuation.

Spaces between words.

Letters printed correctly and snugged in words.

Steps:

Narrative Writing: Stage 1

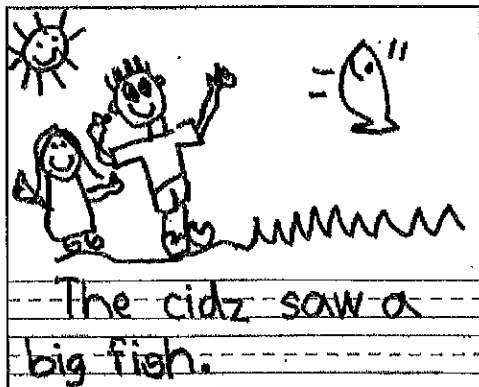
Story Opening!

1. Get Organized!
2. Character
3. Setting
4. Action

Add Fancy Words!

Kinder: Plan and Write

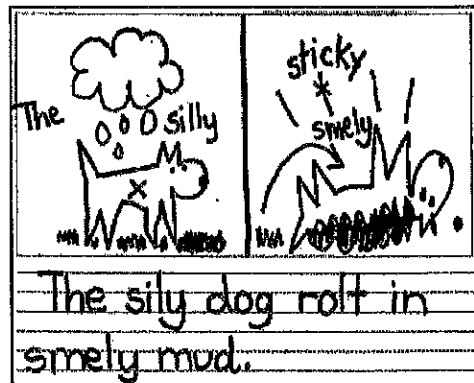
Kinder Organizer and Sample Writing



Kinders draw pictures, form one-sentence stories, then write.

First: Plan and Write

First Grade Organizer and Sample Writing

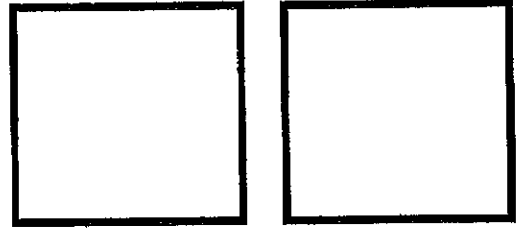


Students make their own organizers to plan their sentences, then write.

Imaginative or Personal Narrative Writing Steps: Stage 1

Story Opening Sentence:

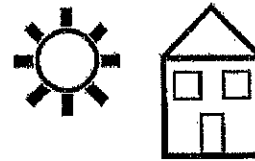
1. Get Organized!
(Draw two boxes.)



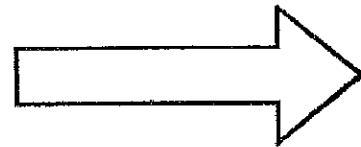
2. Character:
Who is in the story?
A person, animal, or I am.
(Draw in left box.)



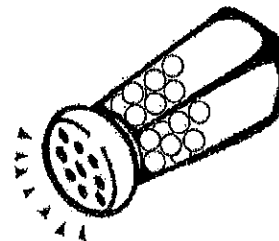
3. Setting:
When and where does
the story take place?
(Draw in left box.)



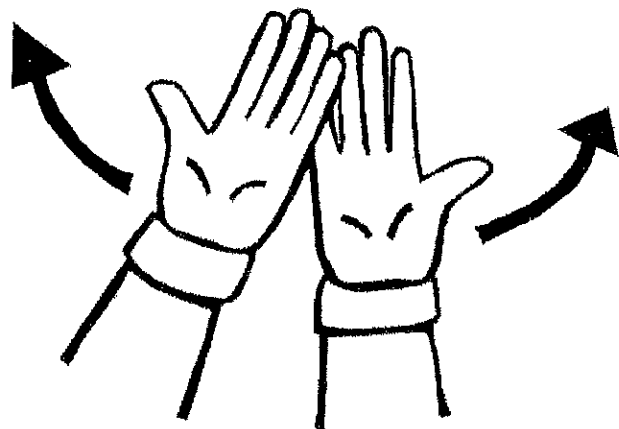
4. Action!
What was the character
or you doing in the setting?
(Draw in right box.)



5. Add Fancy Words!
Who or what is the
most important part of
the sentence?
(Write words in boxes.)



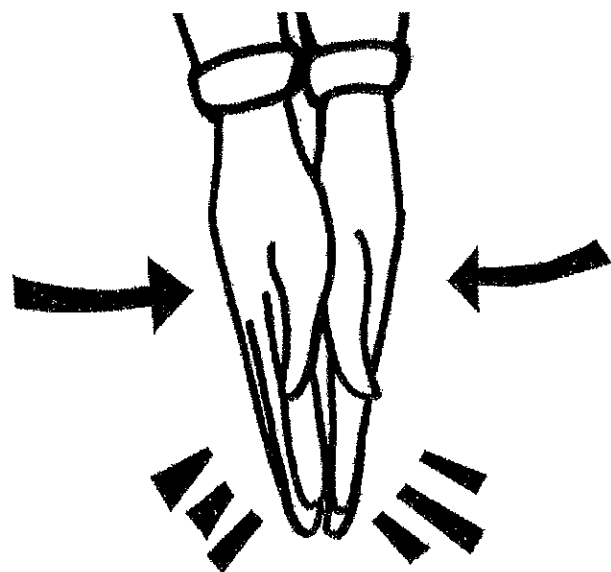
Narrative Writing Chant: Stage 2



Story Opening!



Then actions,
actions, actions...



...until the story
is done!

Narrative Writing: Stage 2

(Kinder-First Grade)

Narratives: Sentences and Simple Paragraphs

Content and Organization

Story Opening: Character + Action

Events: Sequenced actions. Reactions optional (emotions and dialogue / thoughts without quotation marks)

Story Closing: The main character's reaction after the experience. What did the character feel, think, or wish?

Sentences

Different sentence beginnings.

Adjectives

Transitions (optional)

Mechanics

Capitals: Beginning of a sentence and "I"

End Punctuation

Spaces between words.

Letters snuggled in words.

Steps:

Narrative Writing: Stage 2

Story Opening!

1. Get Organized!

2. Character

3. Setting

4. Action




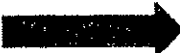
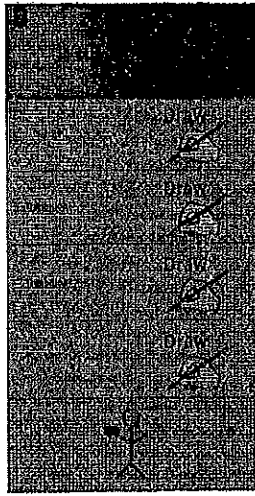
Actions, Actions, Actions!



1. Draw Box

2. What Happened Next?

3. Transition

The Story is Done!

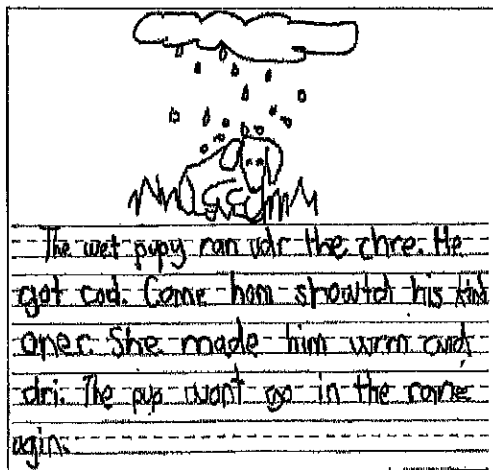
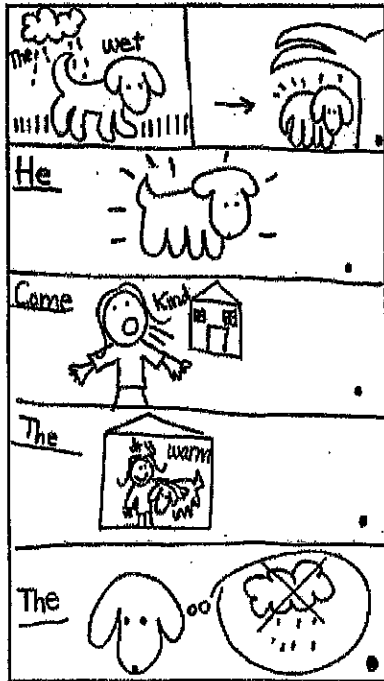
 **Add Fancy Words!** 

Narrative Writing: Stage 2

(Kinder-First Grade)

Kinder: Plan and Write

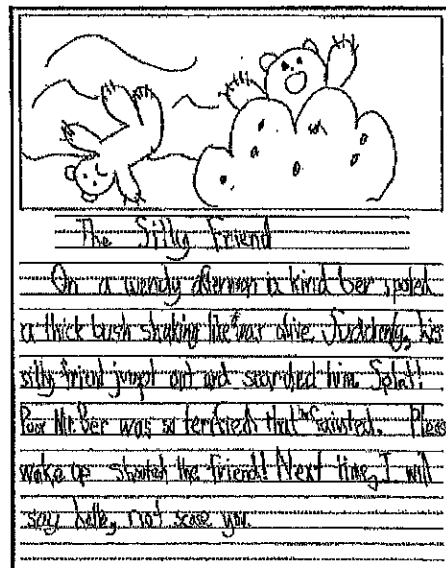
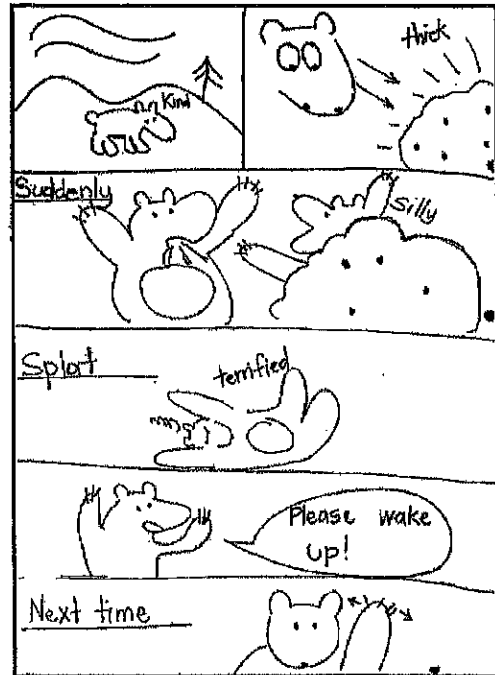
Teacher draws organizer for modeling, interactive writing, or for Beginner-Level writing lessons.



A Beginner-Level student wrote the story, then drew a picture to match.

First Grade: Plan and Write

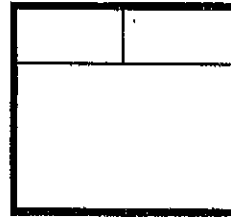
Students draw their own organizers to plan their stories, then write (sample below).



Imaginative or Personal Narrative Writing Steps: Stage 2

Story Opening Sentence:

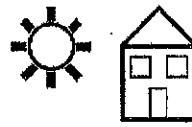
1. Get Organized!
(Draw two boxes.)



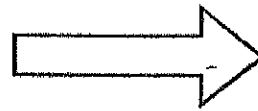
2. Character:
Who is in the story?
A person, animal, or I am.
(Draw in left box.)



3. Setting:
When and where does
the story take place?
(Draw in left box.)



4. Action!
What was the character
or you doing in the setting?
(Draw in right box.)



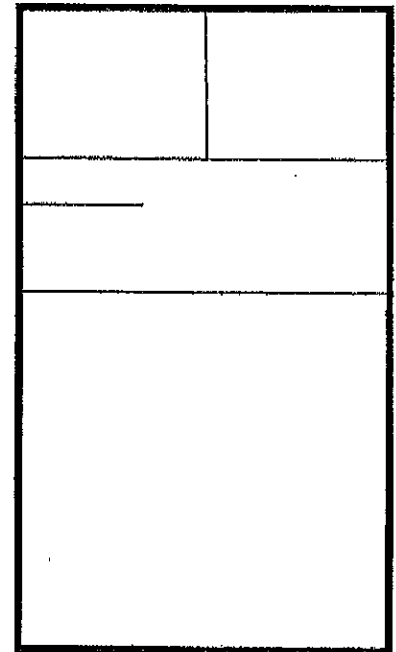
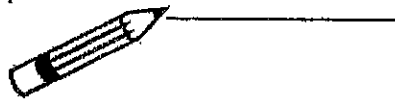
Actions, Actions, Actions:

1. Draw an Action Box!
(Make a box for the next action.)

2. What happened next **after** or
while the character or you _____?
(Draw a picture in the box.)

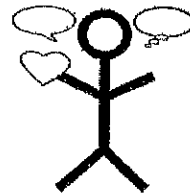


3. Transitional Special Words that Move One Action to the Next Action!
(Draw a line on the left side of the picture box.
Write a transition on the line.)



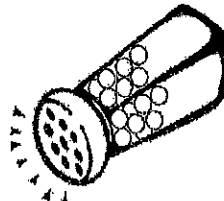
The Story is Done!

Ending Action: What Did
the character or you **Feel**,
Learn, or **Wish** in the end?



Add Fancy Words!

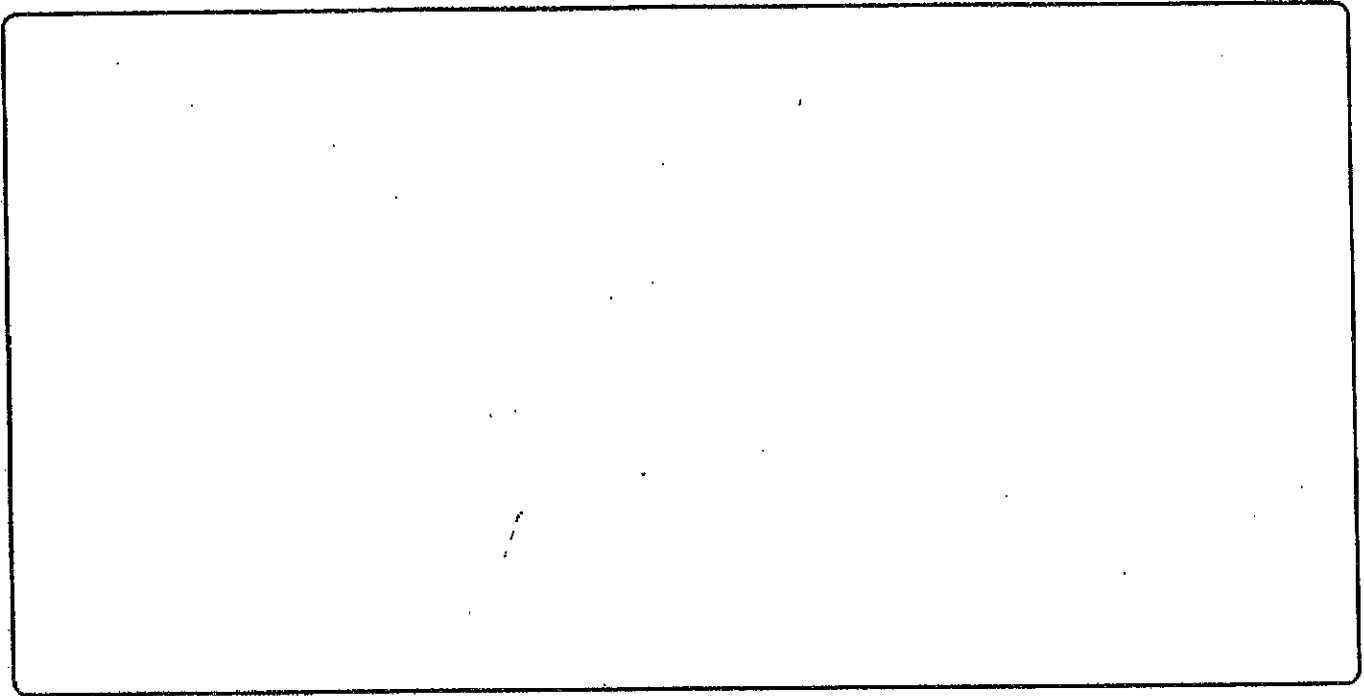
Who or what is the
most important part of
the sentence?
(Write words near pictures.)



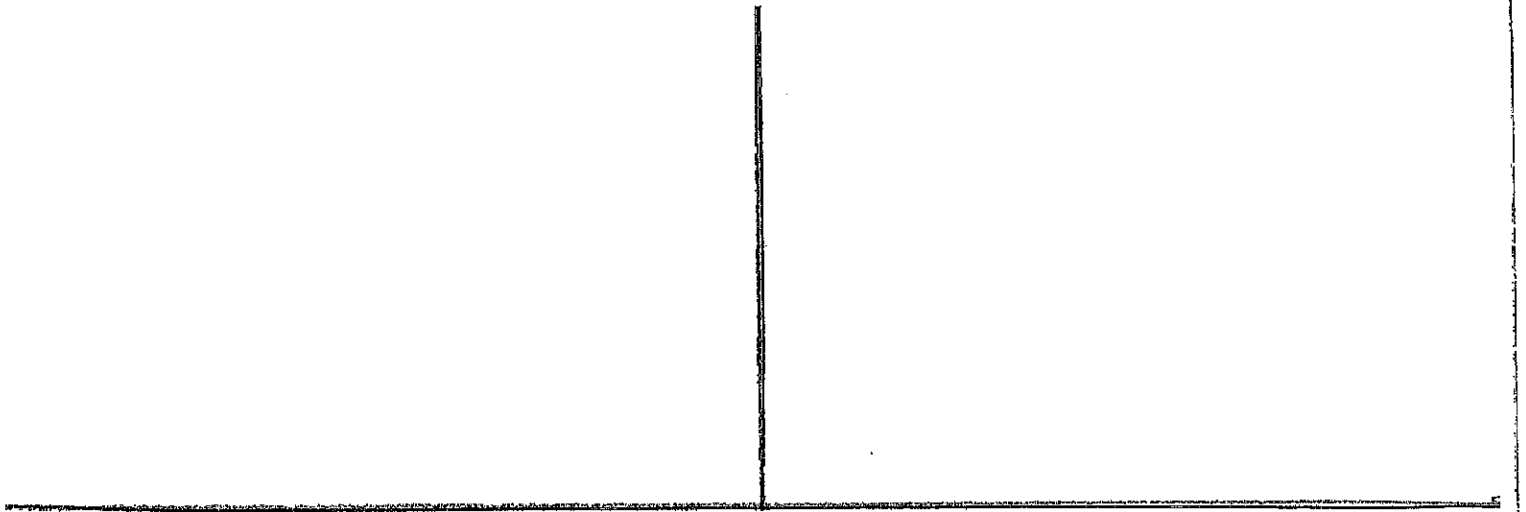
Name: _____

Date: _____

Title: _____



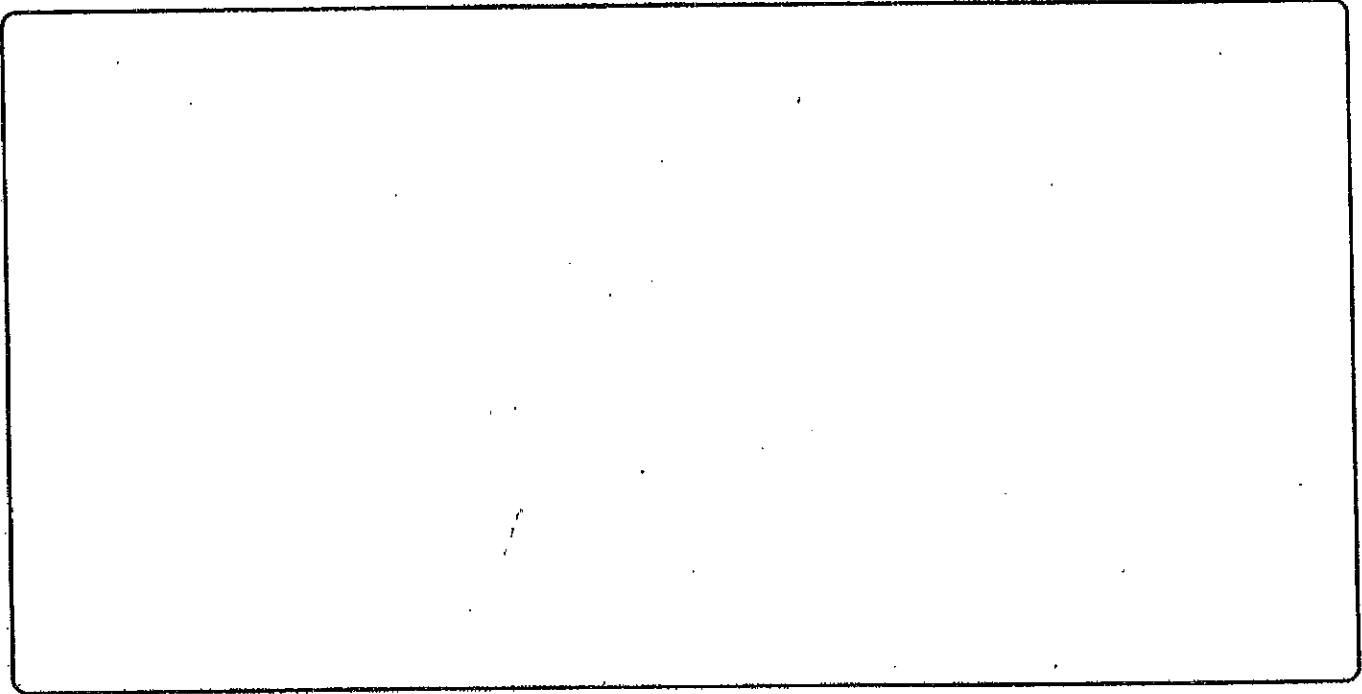
A series of ten sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



Name: _____

Date: _____

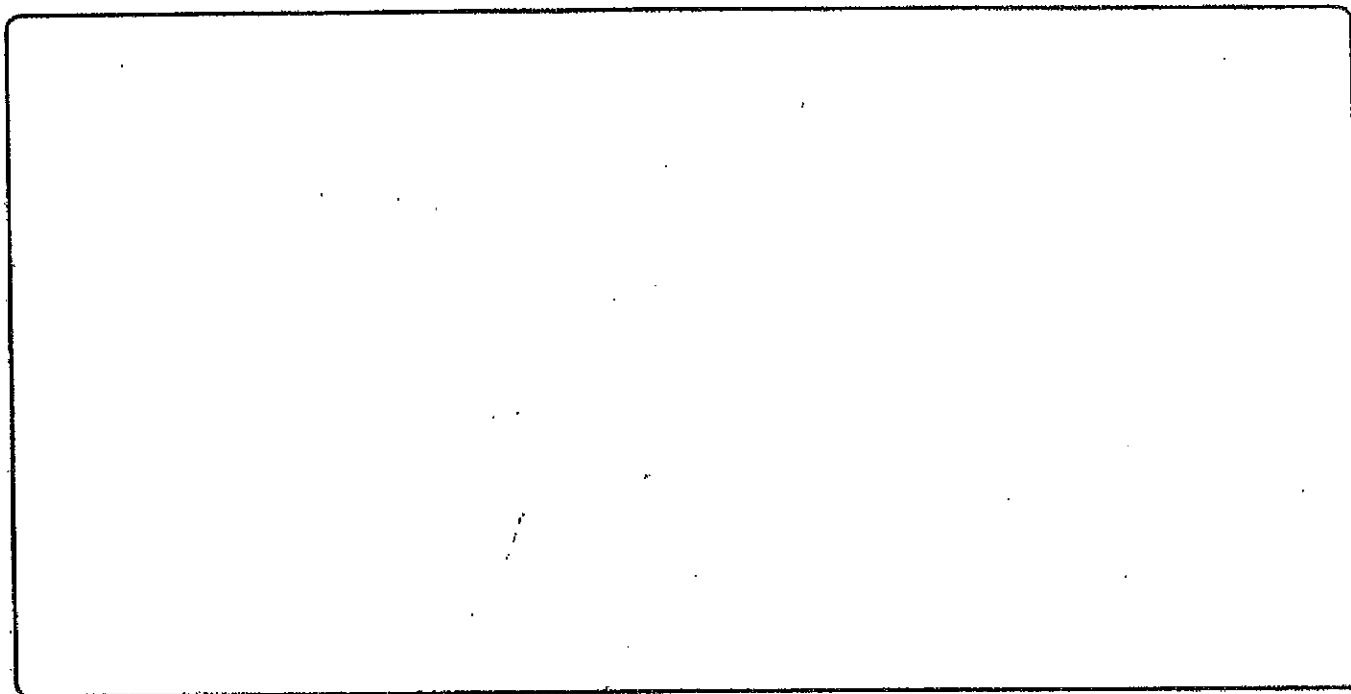
Title: _____



Name: _____

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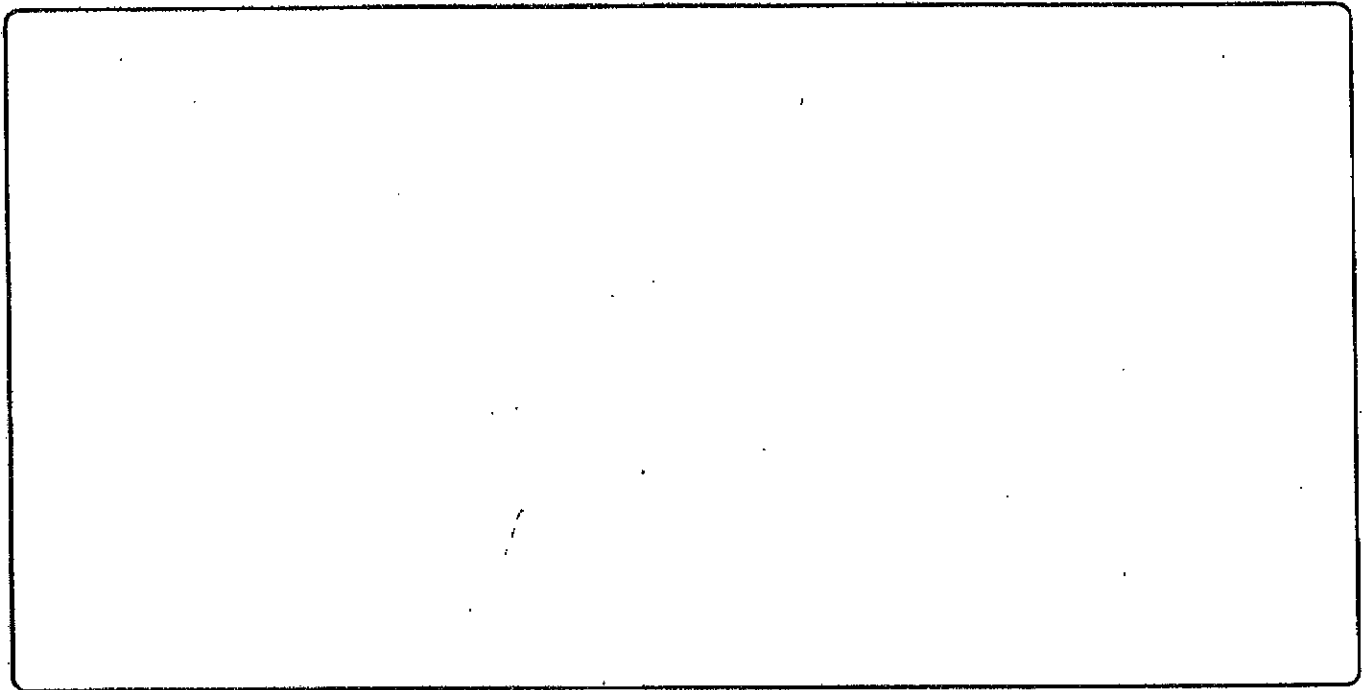
Title: _____



Name: _____

Date: _____

Title: _____



A series of horizontal lines for writing, consisting of solid top and bottom lines and a dashed middle line for each row. There are approximately 12 rows of these lines.