


Week 4 Overview

April 13th – April 17th

Families: Below is a guide for the week. The state of Washington is expecting Kindergarten to spend roughly 45 minutes a day on schoolwork. Pick and chose from the menu below to fit the needs of your child and the needs of your family. It can also be done in any order. Thank you-Sonia Vaughan

	Reading	Reading	Writing	Math	Bonus/Extra
Monday	<input type="checkbox"/> Please complete "want" practice page <input type="checkbox"/> Read the book <u>They Can Do It</u>	<input type="checkbox"/> Day 1 click this <u>link</u> : for info to slide show for the week.	Handwriting Zz Click for the lesson <input type="checkbox"/> Practice writing the letter 'Zz' on whiteboard.	<input type="checkbox"/> Calendar Folder: Record day 13 & graph weather.	<ul style="list-style-type: none"> • iReady math lesson • iReady reading lesson • Teach Your Monster to Read
Tuesday	<input type="checkbox"/> Read the book <u>Y Book</u> <input type="checkbox"/> Secret Word Paper	<input type="checkbox"/> Day 2 click this <u>link</u> : follow along.	<input type="checkbox"/> Practice Writing want & some on your white board.	<input type="checkbox"/> Calendar Folder: Record day 14 & graph weather. <input type="checkbox"/> Click for Lesson: Math Pages 91 & 92	
Wednesday	<input type="checkbox"/> Read the book <u>Zig Zag Pig</u>	<input type="checkbox"/> Watch this video of the book "Tools": After watching the video, go on a scavenger hunt around your home. Can you find a tool you use to draw? What about a tool you use to do schoolwork?	<input type="checkbox"/> Information Writing: Go to a new page in your GREEN book and draw/ label what you know about firefighters (draw what they wear and what tools they use)	<input type="checkbox"/> Calendar Folder: Record day 15 & graph weather <input type="checkbox"/> Shake and Spill: www.youtube.com/watch?v=q4YJH7Nwdo Please note, for this game you will need your yellow and red counters from this week's work packet!	
Thursday	<input type="checkbox"/> Please complete the "some" practice page	<input type="checkbox"/> Scholastic News: Frogs https://letsfindout.scholastic.com/home-page-logged-out.html 	<input type="checkbox"/> Frog Papers	<input type="checkbox"/> Calendar Folder: Record day 16 & graph weather. <input type="checkbox"/> Click for Lesson: Math Pages 93 & 94	
Friday	Please complete the "Color By Sight Word" worksheet for this week. Remember to color by the code!	<input type="checkbox"/> Epic Books: www.getepic.com/students Our Class Code: thv3Z28	4 Square Writing Get your whiteboard ready or the 2 4 Square Paper Parents, please say these words: zigzag, bag, rug, zip	<input type="checkbox"/> Calendar Folder: Record day 17 & graph weather	

STEAM: Complete the directed drawing of the Easter Bunny by clicking the link below.
www.youtube.com/watch?v=5QAQJ6mMWoFY
 **Have your parents email me your picture so I can see your beautiful art!

Sound-Spelling: Cc

Cal Cam can

High Frequency Words

and are do
he is they

8

WORD COUNT: 52



Ted and Cam are not big.
They can tug.

6

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They Can Do It



1



Cam is not big.
But Cam can tug.

3



Cal is big.
He can not get in.

2



Pop!
They did it.
Cal got in.

7



Cam can not do it.
Can Ted?

4



Ted can not do it.
Can Ted and Cam?

5

Sight Word Work

Name: _____

Trace it:

Color it:

want

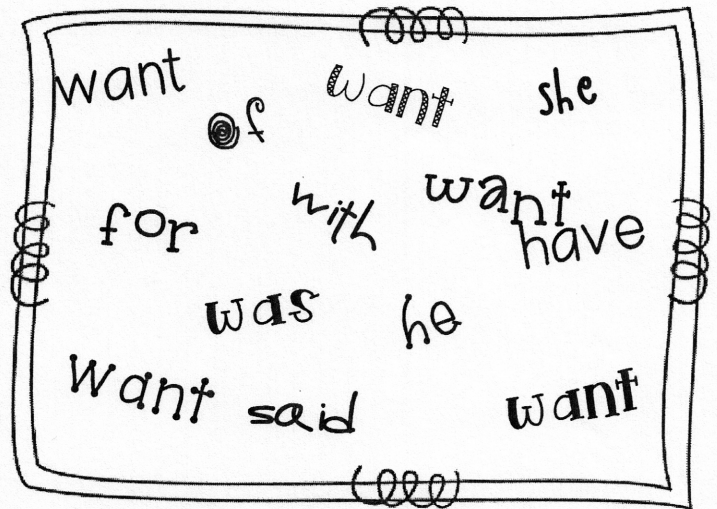
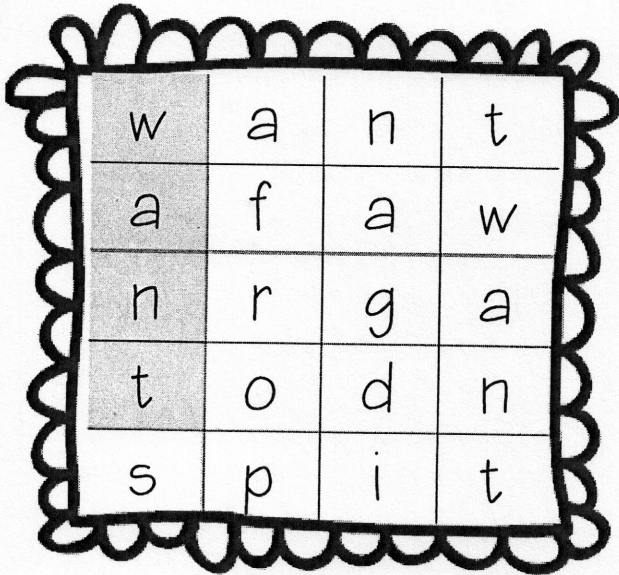
want want want

Write it:

Box it:

Find it:

Circle it:



Glue it:

--

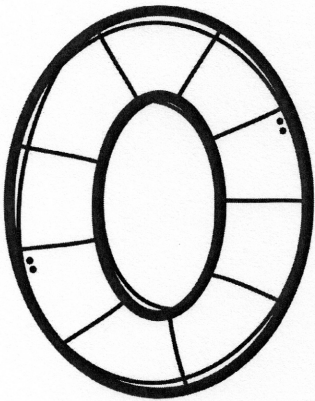
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©jensen

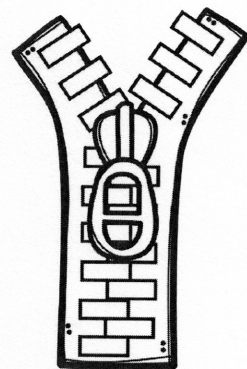
Cut it:



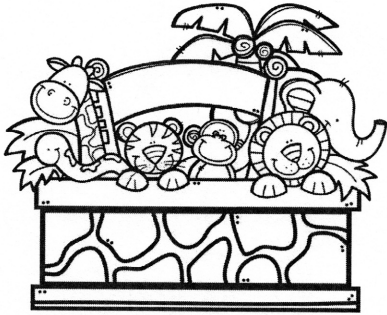
Zz



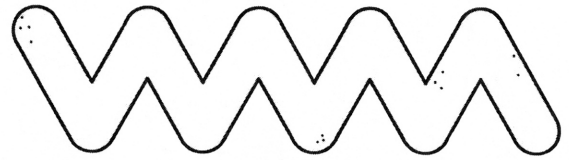
Z is for zero.



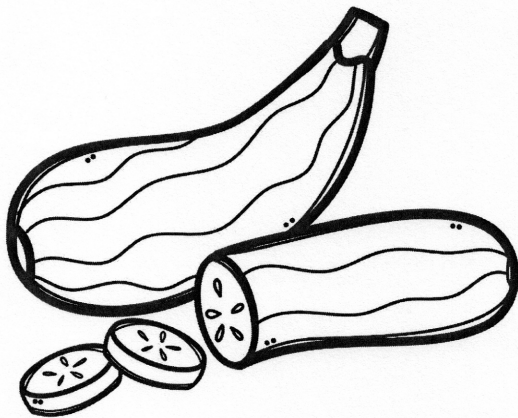
Z is for zipper.



Z is for zoo.



Z is for zig-zag.



Z is for zucchini.



Z is for zebra.

Name _____

Enrichment

9-1

Making 4 and 5

★

5

3

and

2

2

4

1

and

3

3

5

2

and

3

4

4

2

and

2

Directions Have children draw groups of 4 and 5 circles. Then have them show ways to make 4 and 5 by coloring the circles to match the numbers on the right side of the page.

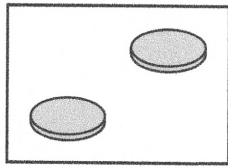
Name _____

Practice

9-2

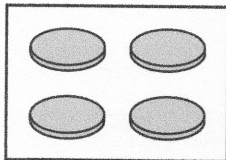
Writing Number Sentences for 4 and 5

1



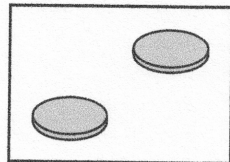
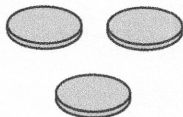
$$\begin{array}{c} \underline{\hspace{1cm}} \\ - - - - - \\ \underline{\hspace{1cm}} \end{array} = \begin{array}{c} \underline{\hspace{1cm}} \\ - - - - - \\ \underline{\hspace{1cm}} \end{array} + \begin{array}{c} \underline{\hspace{1cm}} \\ - - - - - \\ \underline{\hspace{1cm}} \end{array}$$

2



$$\begin{array}{c} \underline{\hspace{1cm}} \\ - - - - - \\ \underline{\hspace{1cm}} \end{array} = \begin{array}{c} \underline{\hspace{1cm}} \\ - - - - - \\ \underline{\hspace{1cm}} \end{array} + \begin{array}{c} \underline{\hspace{1cm}} \\ - - - - - \\ \underline{\hspace{1cm}} \end{array}$$

3

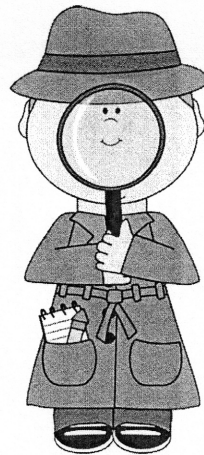


$$\begin{array}{c} \underline{\hspace{1cm}} \\ - - - - - \\ \underline{\hspace{1cm}} \end{array} = \begin{array}{c} \underline{\hspace{1cm}} \\ - - - - - \\ \underline{\hspace{1cm}} \end{array} + \begin{array}{c} \underline{\hspace{1cm}} \\ - - - - - \\ \underline{\hspace{1cm}} \end{array}$$

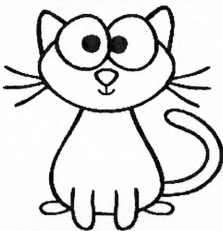
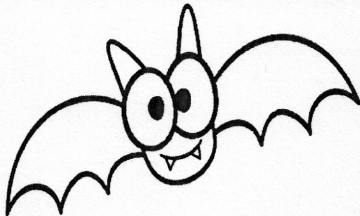
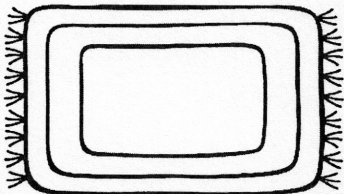
Directions Have children count the total number of counters, and then the parts that are inside and outside the box. Ask them to write a number sentence that describes the relationship between the whole and the parts.

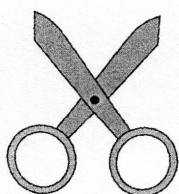
Name _____

Secret Word



Directions: Build each word. Use the letters you have left over to figure out the secret word.

Picture	Build	Write
	<div><div></div><div></div><div></div></div>	
	<div><div></div><div></div><div></div></div>	
	<div><div></div><div></div><div></div></div>	
	<div><div></div><div></div><div></div></div>	



a	t	c	b	t	h
a	t	t	m	a	a



Sound-Spelling: Zz

zag zig

High Frequency Words

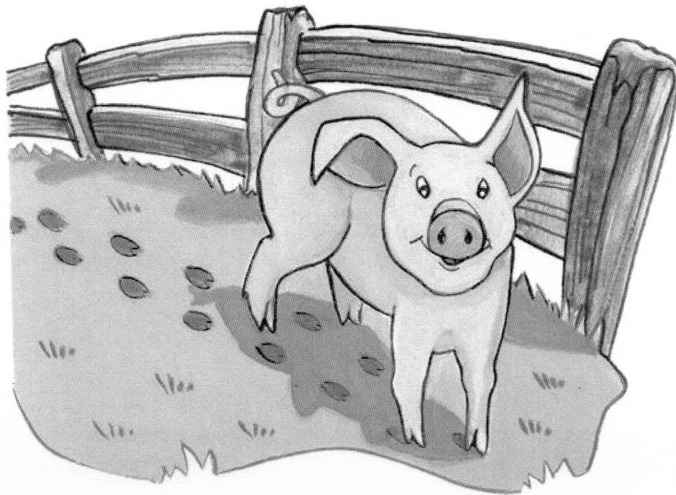
some want

8

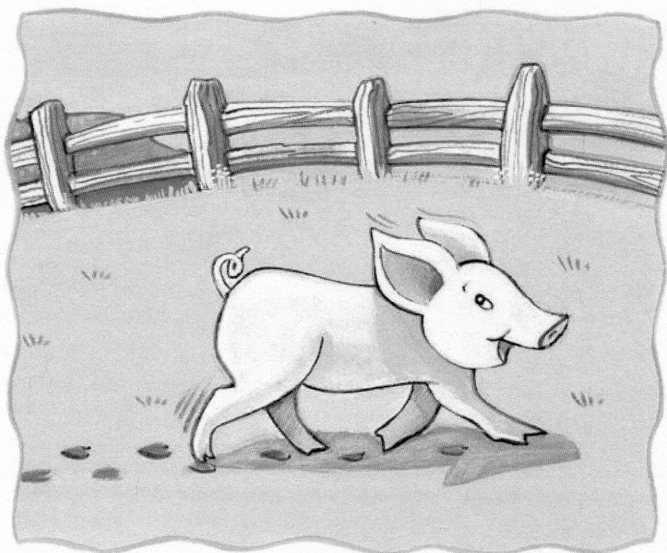
WORD COUNT: 36

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Zig Zig Pig

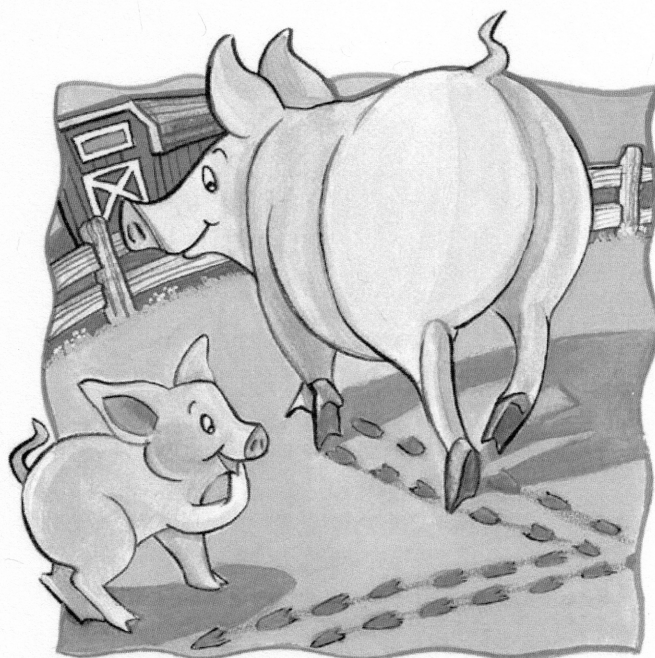


1



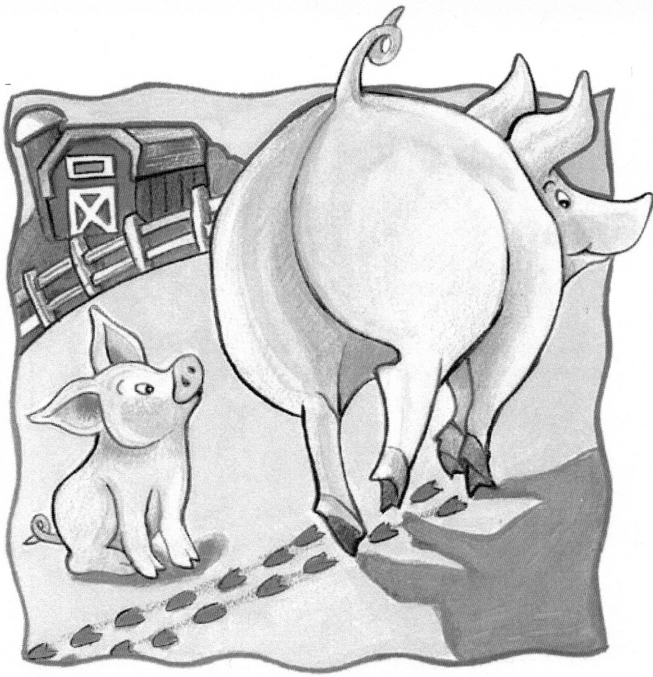
But Pig *can* zig.

6



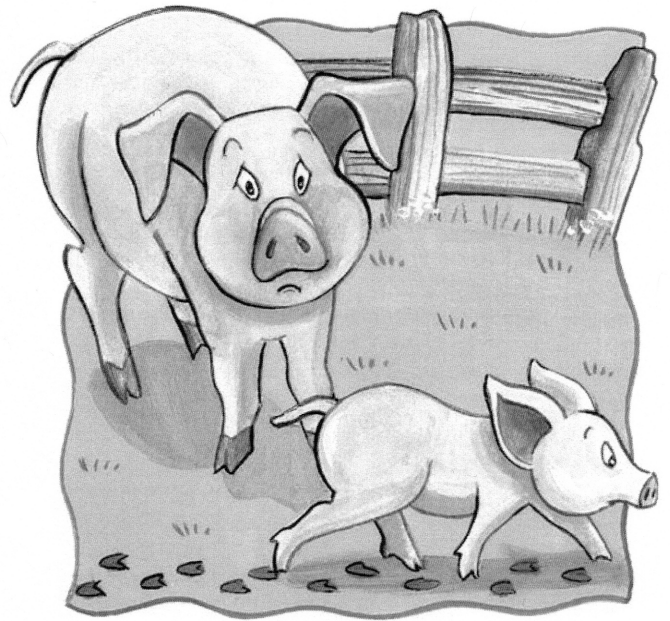
Dad can zig some.
Zig, zig.

3



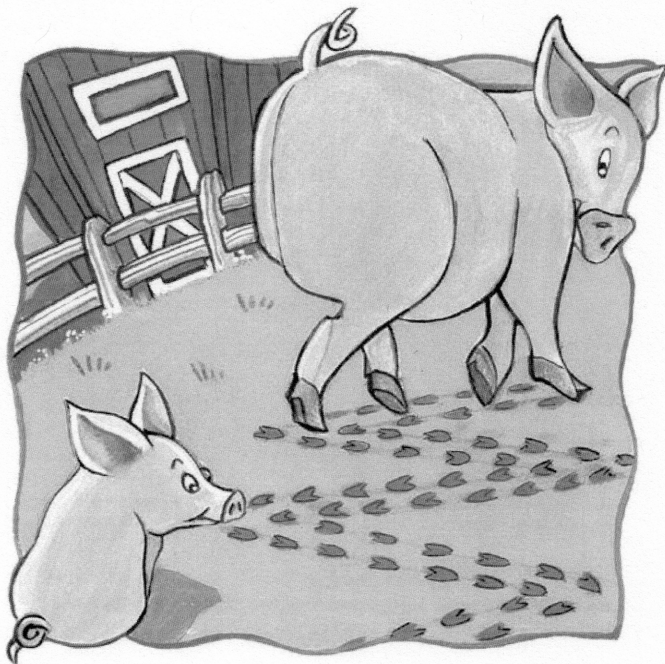
Dad and Pig want
to zig zag in the pen.

2



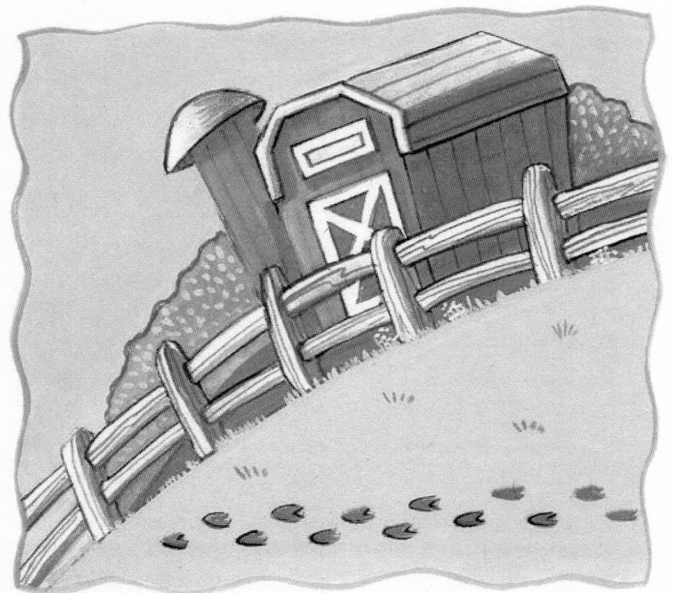
Zig, zig, zig!

7



Dad can zag some.
Zag, zag.

4



Pig can not zag!

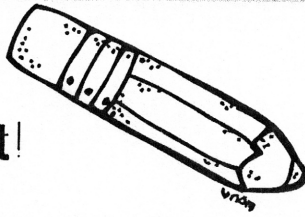
5

Color it!

Name: _____

some

Trace and write it!



some

Rainbow write it with 6 colors!

some

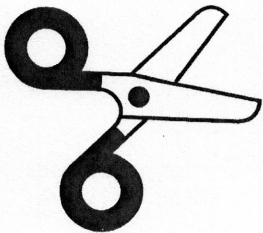
Paste it!

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Circle it!

red old some come over help open
that some some please round am
his away some pretty may black

Cut it!

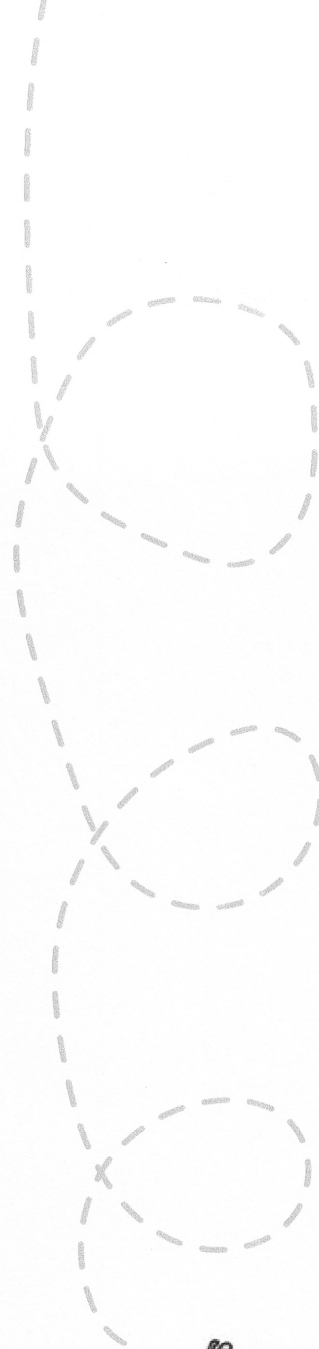
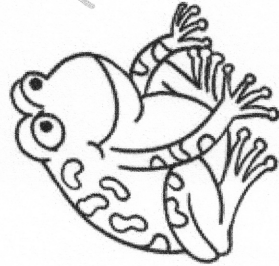
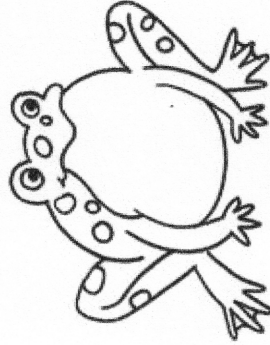
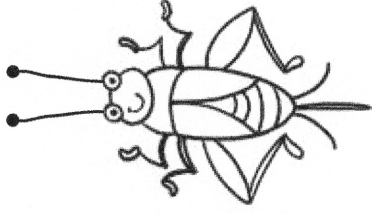
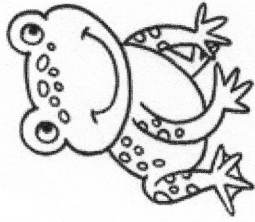


s e m o

My name _____

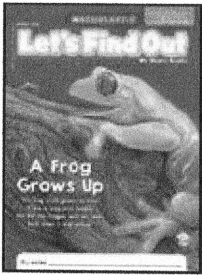
Follow That Frog!

These frogs are hungry and ready to hop!
Trace the path of each frog to its dinner.



BONUS: An insect has six legs. Circle the frog that ate an insect.

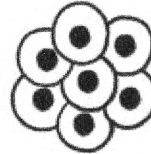
My name _____



Show What You Know: **A Frog Grows Up**

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

1. A frog starts in an _____.



2. What is a baby frog called?

a tadpole



a froggie

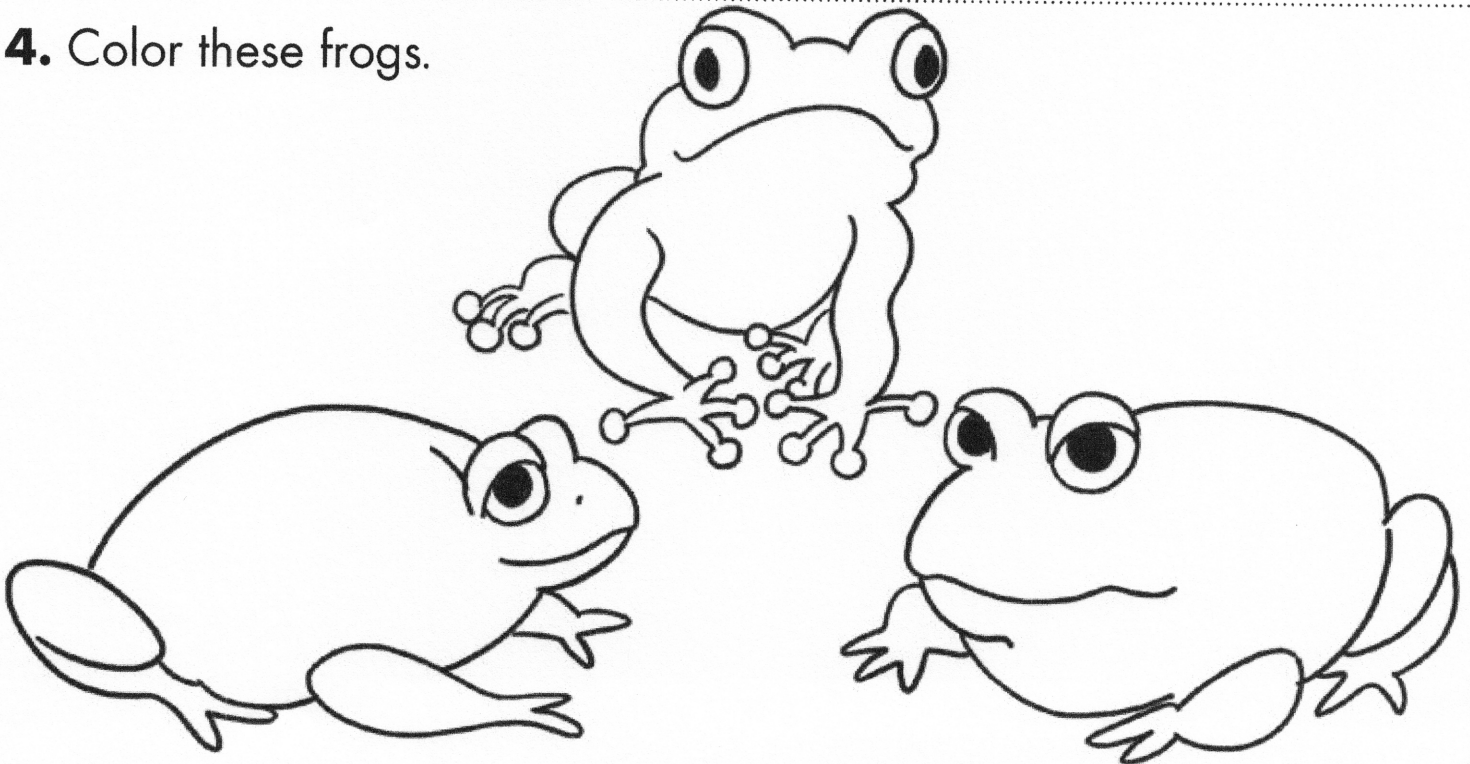


3. Do all frogs look the same when they grow up?

yes

no

4. Color these frogs.



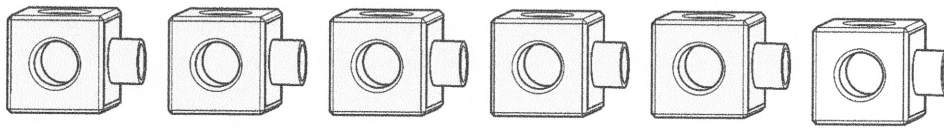
Name _____

Reteaching

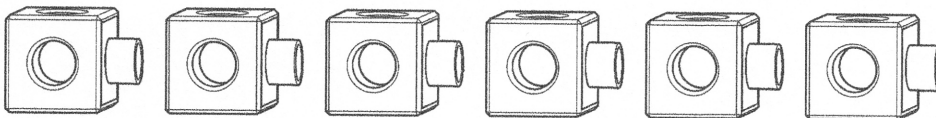
9-3

Making 6 and 7

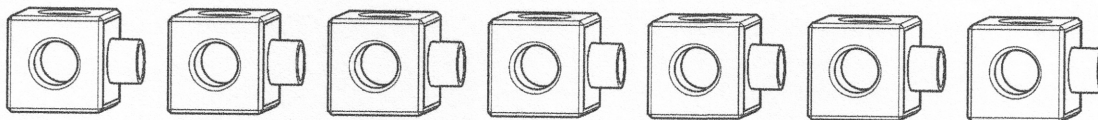
1



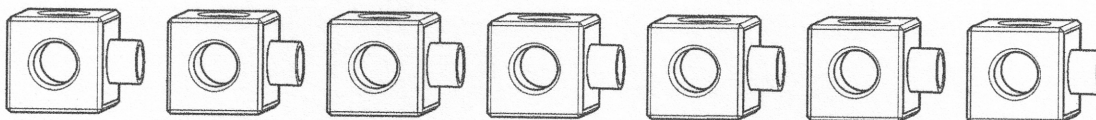
2



3



4



Directions Have children: **1** use red and blue cubes to model the example of one way to make 6; **2** use cubes to find another way to make 6 and then color the cubes to show this way; **3** use red and blue cubes to find one way to make 7 and then color the cubes to show this way; **4** use cubes to find another way to make 7 and then color the cubes to show this way.

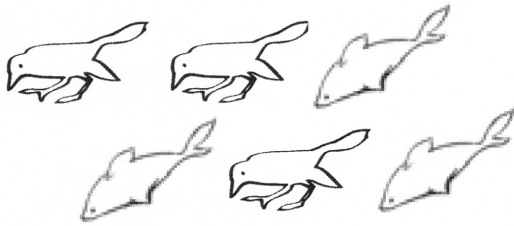
Name _____

Practice

9-4

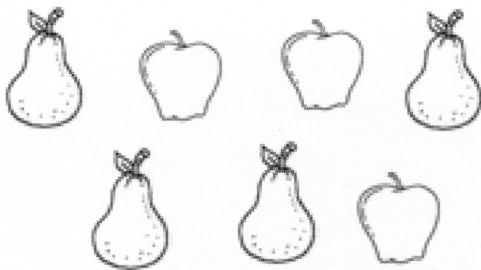
Writing Number Sentences for 6 and 7

1



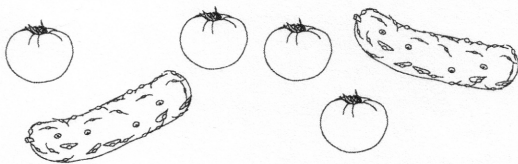
$$\begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} = \begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} + \begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array}$$

2



$$\begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} = \begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} + \begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array}$$

3





$$\begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} = \begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} + \begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array}$$


Directions Have children write the number sentence that describes each picture.


Name _____


COLOR BY SIGHT WORD

are = 

no = 

he = 

from = 

she = 

with = 

