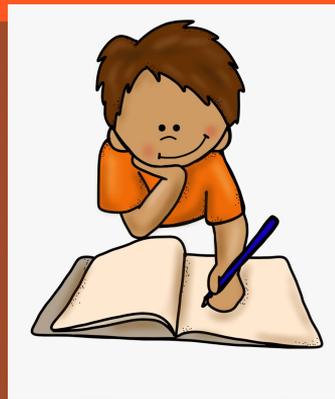




Monday

LET'S READ AND WRITE!



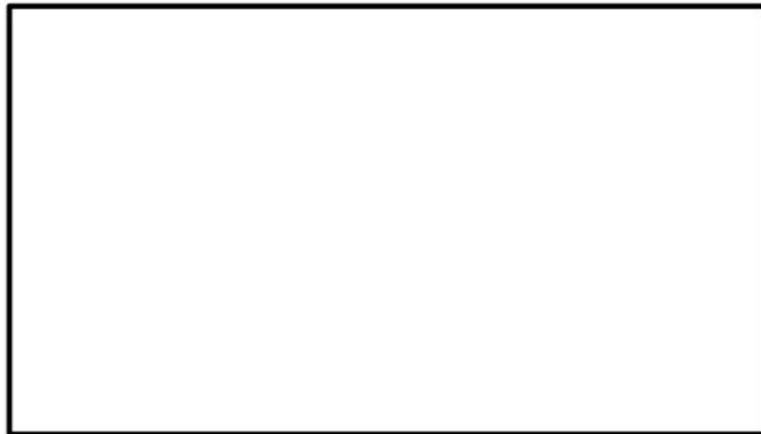
Name: _____ Date: _____



Handwriting practice lines with a dashed midline and a small cartoon character at the start of each line.

☆ I used capital letters. ☆ I used punctuation. ☆ I used spaces.

Name: _____ Date: _____



Handwriting practice lines with a dashed midline and a small cartoon character at the start of each line.

☆ I used capital letters. ☆ I used punctuation. ☆ I used spaces.

Extra paper if you want it, but..

You have paper like this in your **April Packet!**



Tools for Understanding our Books

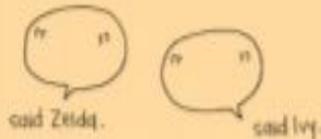
Check that you're getting it!



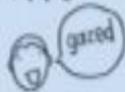
Make a movie to picture what's happening.



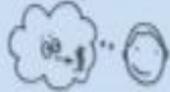
Keep track of who's talking.



Say the word the best you can.



Think about what it means.



Today I want to teach you that readers learn new words from *all* the books they read! When you figure out how to *read* a word, but you don't know what it means, you stop and think about it. You can look for clues in the picture and the other words to *understand* the new word the best you can.

Say the word the best you can.



Think about what it means.





Let's Read!



Click here, kidsa-z.com, and choose a few titles to read on Raz-Kids!

You can read a book in Spanish or English.

When you get to Raz-Kids...

1. Type your teachers username:
 - a. **mrsdiazgradel**
 - b. **khavlik**
 - c. **akrzenski**
 - d. **ktoto**
2. Click on the Reading Room and find your assignments!
3. Start the timer for 15 minutes.

You can take the book quiz when you finish reading!



Foundations Basic Keywords

1 2

Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz	wh	ch	sh	th
ck					

Foundations

all ball /ɔl/	an ant /an/	an ant /an/
ang bat /ang/	ing ring /ɪŋ/	ong song /ɒŋ/
unk junk /ʌŋk/	ink pencil /ɪŋk/	onk onion /ɒŋk/

FUNDATIONS

Foundations Vowel Sounds

a apple /ä/	safe /ä/
e Ed /e/	Pete /e/
i itch /i/	pine /i/
o octopus /ɒ/	home /ɒ/
u up /ü/	mule /ü/
rule /ü/	

Dear Family,

In unit 12 students will be introduced to words that have more than one syllable. You should encourage your child to scoop each syllable when the word is read. For example, **scoop** the word **napkin** into two syllables like this:



This is key in teaching a child to break down words into its parts.

We will be working on **multisyllabic words** for the next three weeks.

Some words will be compound words, or words that are made up of two parts. Each part can be a word by itself. For example, in the word "**sunfish**" -**sun** is a word and **fish** is a word.

Then we will work with words that have two consonants between the two vowels such as the word "**magnet**" and words with vowel-consonant-e syllables combined, like "**reptile.**"

Once again **thank you** for all of your help!

SPELLING WORDS

Unit 12 Week 1

The list below is made up of high frequency words used in writing and some words based on the skills we teach in Foundations. These are words that your child must know how to spell. Please help them study at home. There will be a test on Friday. Thank you!

1. people
2. month
3. sunfish
4. zigzag
5. upset
6. laptop
7. Batman
8. bathtub
9. admit
10. invent

sun cake
lap rise
cup top

pic ball
mis nic
soft take



Read the syllables on each side of the box. Draw a line to connect the syllables to form real words.

sun ic
ath lete
top shine

dis ment
pave side
in like

Have your child write the words above and read the words.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Write the words that you made on the lines.

sun cake
lap rise
cup top

pic ball
mis nic
soft take

sun ic
ath lete
top shine

dis ment
pave side
in like

Check your work!

Have your child write the words above and read the words.

sunrise

laptop

cupcake

picnic

mistake

softball

sunshine

athlete

topic

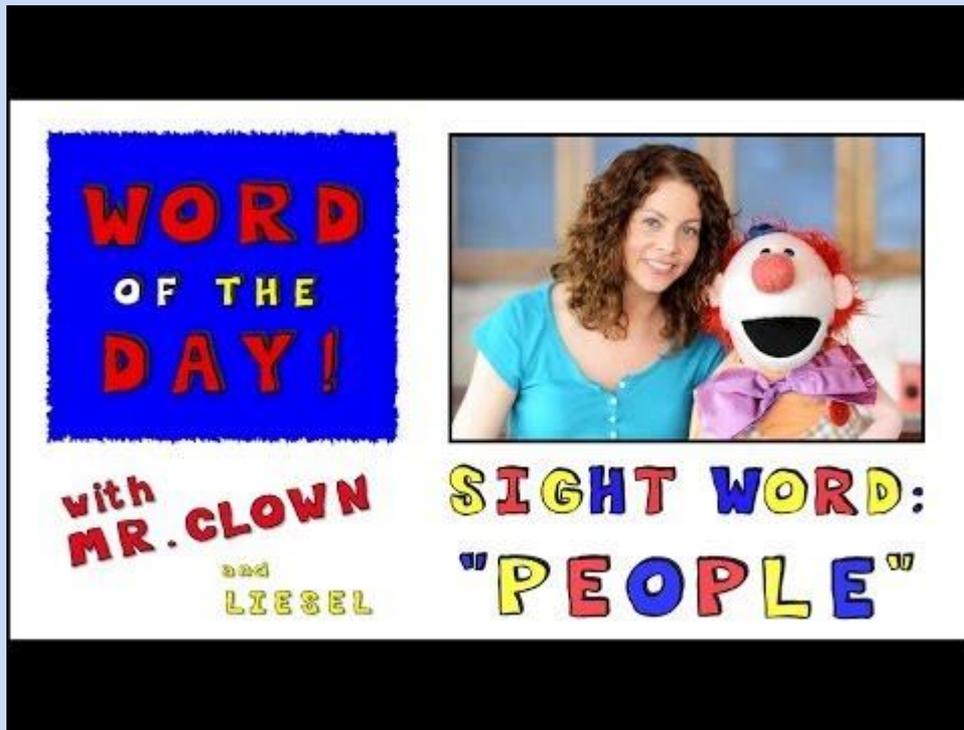
dislike

pavement

inside

Sight Word Practice

If this video is blocked, it means you need to sign OUT of your google account.



**WORD
OF THE
DAY!**

with **MR. CLOWN**
and **LIESEL**

**SIGHT WORD:
"PEOPLE"**

The graphic is a white rectangular area with a black border. On the left, there is a blue square with a white border containing the text 'WORD OF THE DAY!' in red and yellow. Below this, the text 'with MR. CLOWN and LIESEL' is written in red and yellow. On the right, there is a photograph of a woman with curly brown hair wearing a blue shirt, smiling and holding a clown puppet with a red nose and purple bow. Below the photo, the text 'SIGHT WORD: "PEOPLE"' is written in large, colorful letters.

Today we have a new sight word to learn!

PEOPLE

Phonics Review: Long vowel sound practice



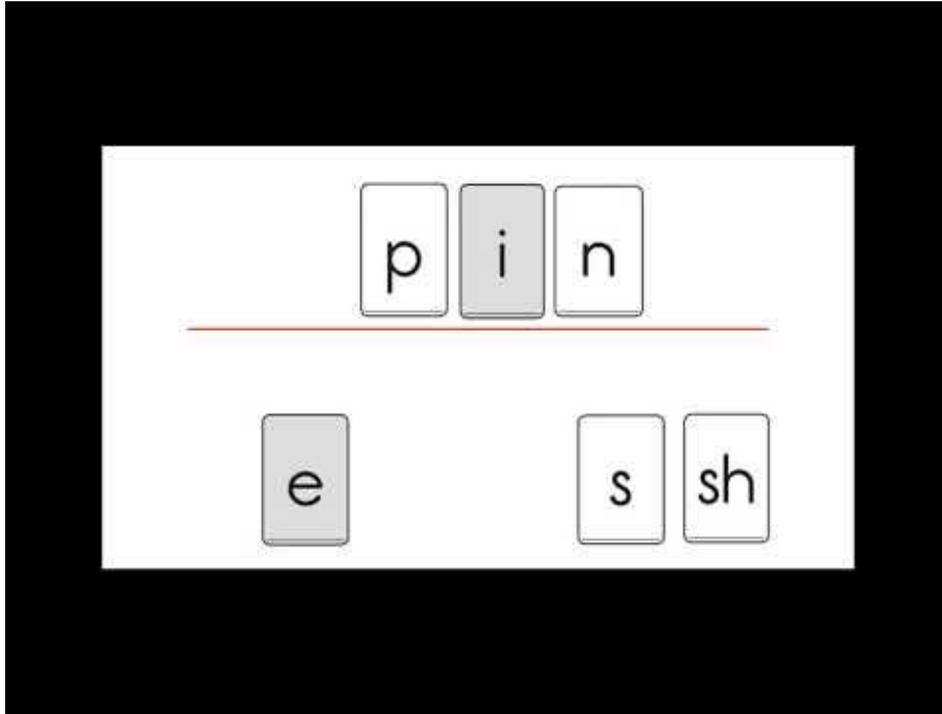
robe

Today we are going to read words with long vowel sounds spelled with the magic 'e' and 'ee'.

Remember that a long vowel says its name.

Click on the video to the left to read with me.

Phonics Review- Vowel sound practice



Now let's spell some words together.

Note: You can make your own letters at home by cutting up paper and writing letter on them or you could print out these [letters](#).

If you would like to just write the words in a notebook or on paper, that's okay too!



Time for a **BREAK!**

Get out of your
seat!

It's time to sing
and dance!



TIME FOR MATH!





Warm Up!

Practice finding 10 more and 10 less.

We are going to start learning about Measurement. Look at the picture and name some objects that are shorter than the arch.

Chapter
9

Measurement

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Curious About Math with
**Curious
George**

What objects in the picture are shorter than the arch?



This page will help us think about some vocabulary for this chapter.

Name _____

Vocabulary Builder

Review Words

nine ten
 eleven twelve
 long longer
 short shorter

Visualize It

Sort the review words from the box.

length

long

sort

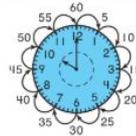
numbers

nine

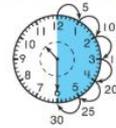
Understand Vocabulary

Complete the sentences with the correct word.

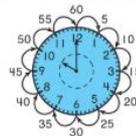
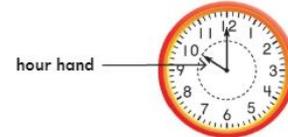
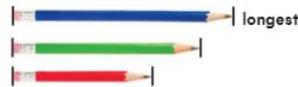
1. A crayon is _____ than a marker.
2. A toothbrush is _____ than a paper clip.



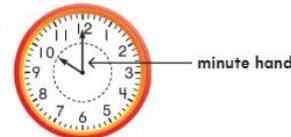
An **hour** has 60 minutes.



A **half hour** has 30 minutes.



An hour has 60 **minutes**.



$$5 - 3 = 2$$

There are **more** ★.

Lesson 9.1- How do you order objects by length?

**Look at
the
model.
Then
draw your
answers
for
#'s 1-3
and 4-6**

Model and Draw

Order three pieces of yarn from **shortest** to **longest**. Draw the missing piece of yarn.

shortest |  |

|

longest |  |

Share and Show 

Draw three lines in order from **shortest** to **longest**.

1. shortest |

2. |

3. longest |

Draw three lines in order from **longest** to **shortest**.

4. longest |

5. |

6. shortest |

TRY THESE PROBLEMS ON PAPER TOO!

Draw three crayons in order from shortest to longest.

7. shortest

8.

9. longest

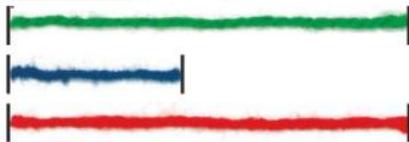
Draw three crayons in order from longest to shortest.

10. longest

11.

12. shortest

13. **THINK SMARTER** Complete each sentence.



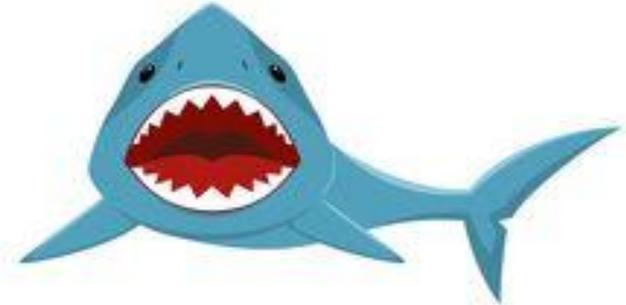
The _____ yarn is the shortest.

The _____ yarn and the _____ yarn
are the same length.



Let's Draw!

- Get a pen and some paper!
- [Learn how to draw a shark!](#)



A photograph of an astronaut in a white space suit floating in space. The astronaut is wearing a white helmet with a clear visor and has a small American flag patch on the right shoulder. The background is a deep purple and blue, suggesting the vastness of space. The astronaut's hands are visible, holding onto some equipment or cables. The overall tone is futuristic and scientific.

TIME FOR SCIENCE!

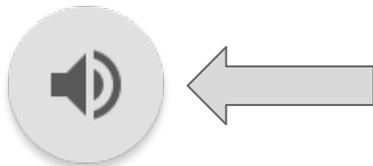
Science - Animals and Their Bodies



Have you ever thought about how some animals could not survive where other animals do?

Many animals have specific parts of the body and have adapted to survival in a certain environments. Among these parts are webbed feet, sharp claws, whiskers, sharp teeth, large beaks, wings, and hooves.

To help with swimming, many aquatic (animals that live in/around water) animals have **webbed feet**. Webbed feet help animals move through the water with ease. This can help the animal swim faster to catch prey or escape harm.



Science - Animals and Their Bodies



Also, if an animal has to swim long distances, webbed feet can help it save energy so it can swim

Sharp teeth help an animal eat meat. Found mostly on meat-eating animals, sharp teeth help tear and chew their prey. They also help with defending themselves.



Science - Animals and Their Bodies



Large beaks are used to help an animal eat. Beaks can be a feature (or characteristic) of both meat and plant eaters. For example, the large beak of the macaw (lives in the rainforest) has been adapted to help it crack open large nuts to reach the sweet fruit and pulp inside.

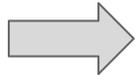
Hooves, another body part, are important for many large animals. Animals with hooves use their adapted feet to move about in a rocky environment. Hooves protect the feet of these animals while walking or running in their habitat.



Animals and Their Bodies



Whiskers serve an important purpose for many animals. In most cases, whiskers around mouth help the animal feel its way through tight spots. In a way, they serve as "feelers," telling the animal whether or not it can fit into a specific area. An example: Otters use their whiskers to help guide through tight spaces underwater and on land.



Shells serve as protection for the animal's organs and a home or protection from danger or weather. Turtles are animals that are thought of most often when we talk about shells. Crabs, clams, snails and lobsters all have shells also. Armadillos also have shells.

End of Day Cool Down



Let's Relax

Great work today, Friend!

After all that hard work, our brain and body needs to relax.

Find a quiet spot to stand and follow along.



DOMS

WHOA! Good Job!