

Phonics

- Focus skill: Short /e/ sound
- Choose 1 activity per day

Sight Words

- List of first 200 sight words
- Goal for end of Kindergarten is 44+
- Choose 6-8 each week your child NEEDS to learn
- Play a game each day for practice

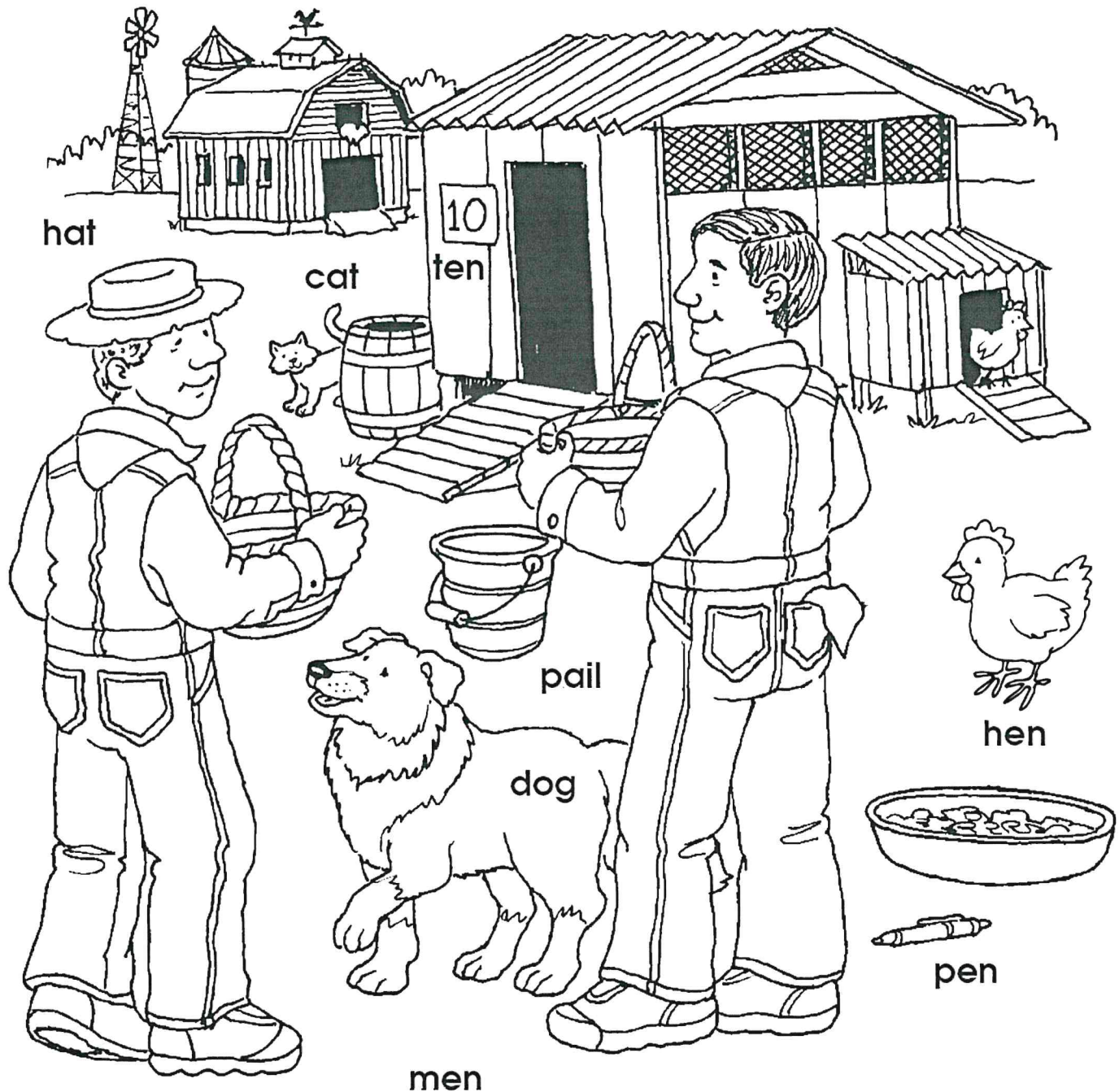
Name _____



-en word family

Farmer Ben

Color things in the picture that rhyme with **den**



Find two other things that rhyme in the picture.

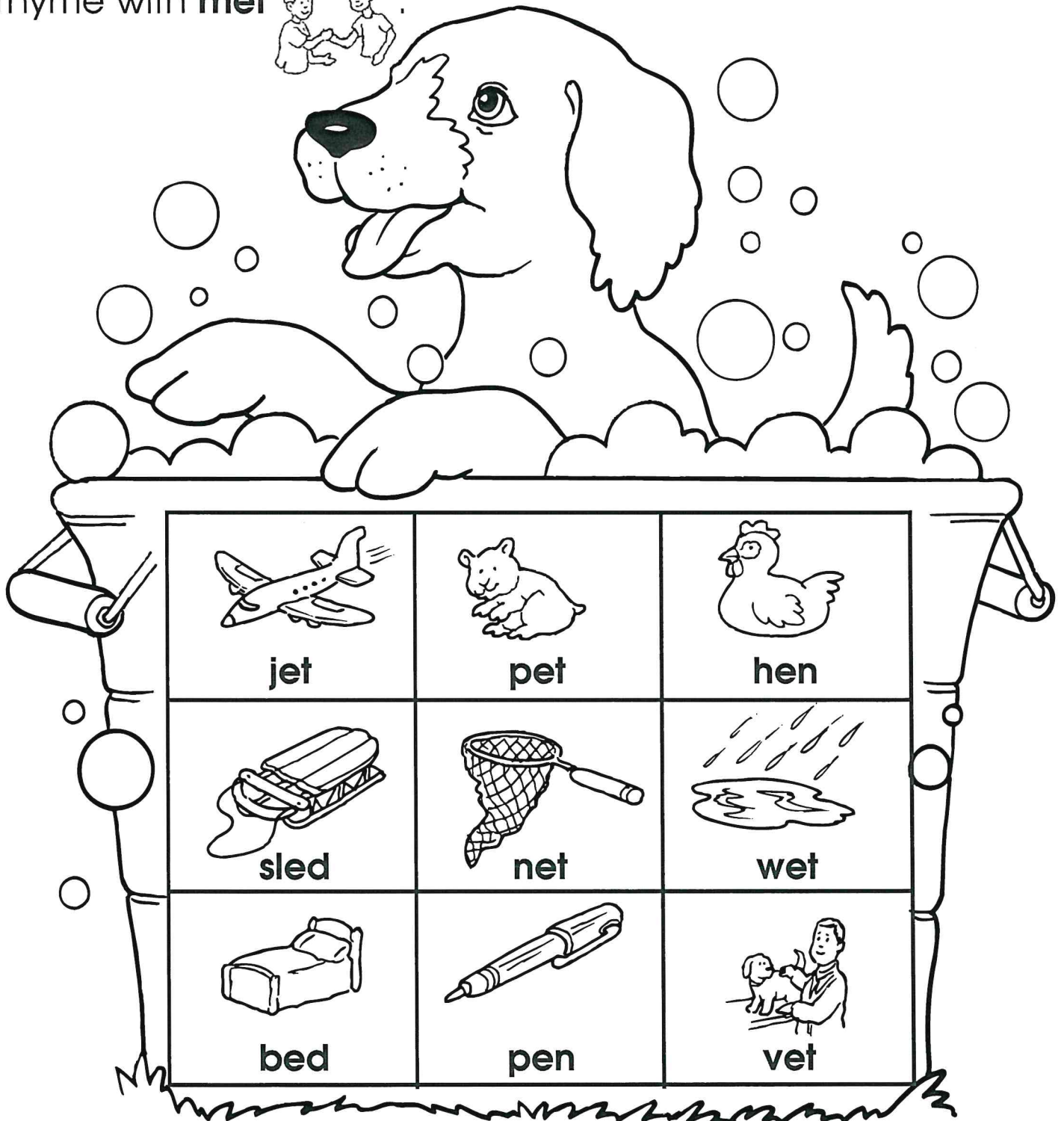
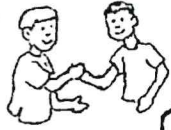
Name _____



-et word family

Taking the Pet to the Vet

Say the names of the pictures. Color the pictures that rhyme with **met**



Name: _____

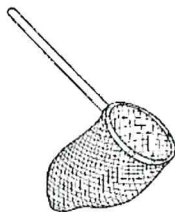
Word Family
Packet

7

You will learn these word families:
et, en, ed, eg, ess, ell

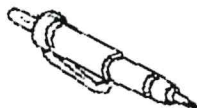
vowel + consonant

e + t



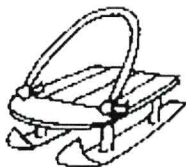
net

e + n



pen

e + d



sled

e + g



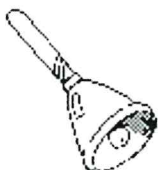
leg

e + s



dress

e + l



bell

Checklist

✓ off each page after
you complete it.

____ Activity 1

____ Activity 2

____ Activity 3

____ Activity 4

____ Activity 5

____ Activity 6

____ Activity 7

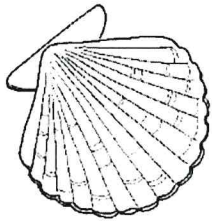
____ Activity 8

____ Activity 9

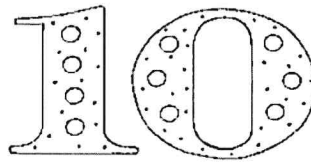
Name: _____

They All Sound the Same

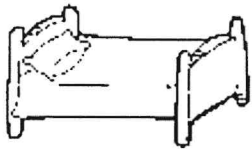
Can you think of three rhyming words to go with each picture?



shell



ten



bed



leg



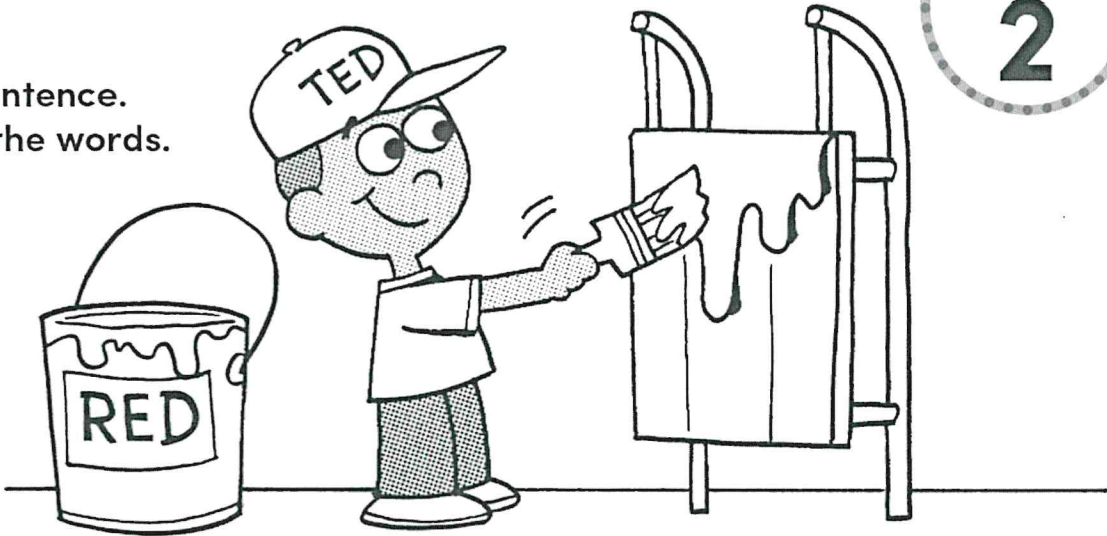
dress



wet

Name: _____

Read the sentence.
Then write the words.



A boy named Ted paints his sled red.

Ted Ted

sled sled

red red

Use the letters from the letter bank to make more -ed words.

Letter
Bank

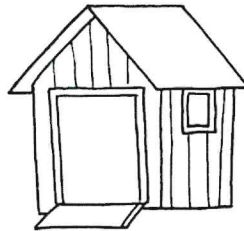
sh

w

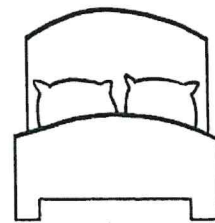
b



_____ed



_____ed



_____ed

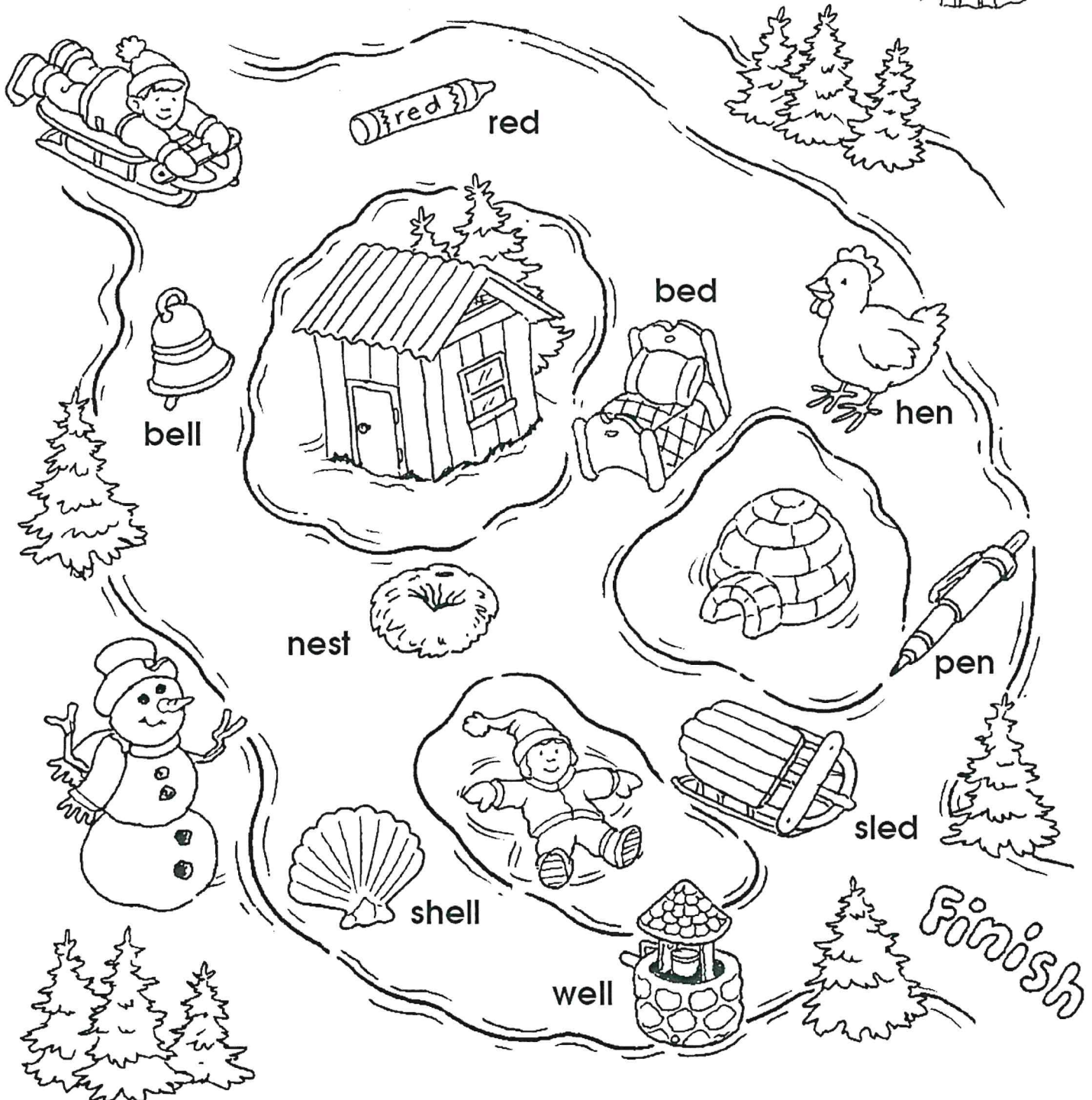
Name _____



-ed word family

Watch Out!

Help Ted find his way down the hill without hitting the shed. Follow the pictures that rhyme with **shed**



Match the -ell words to their pictures.

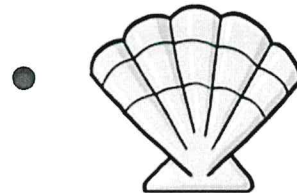
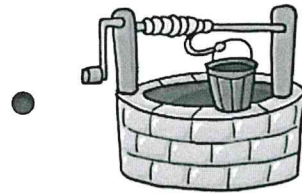
smell •

shell •

yell •

bell •

well •



Find each -ell word once.

Word Bank

bell

shell

yell

smell

well

w e l l n t e

z b e l l u v

q k o y e l l

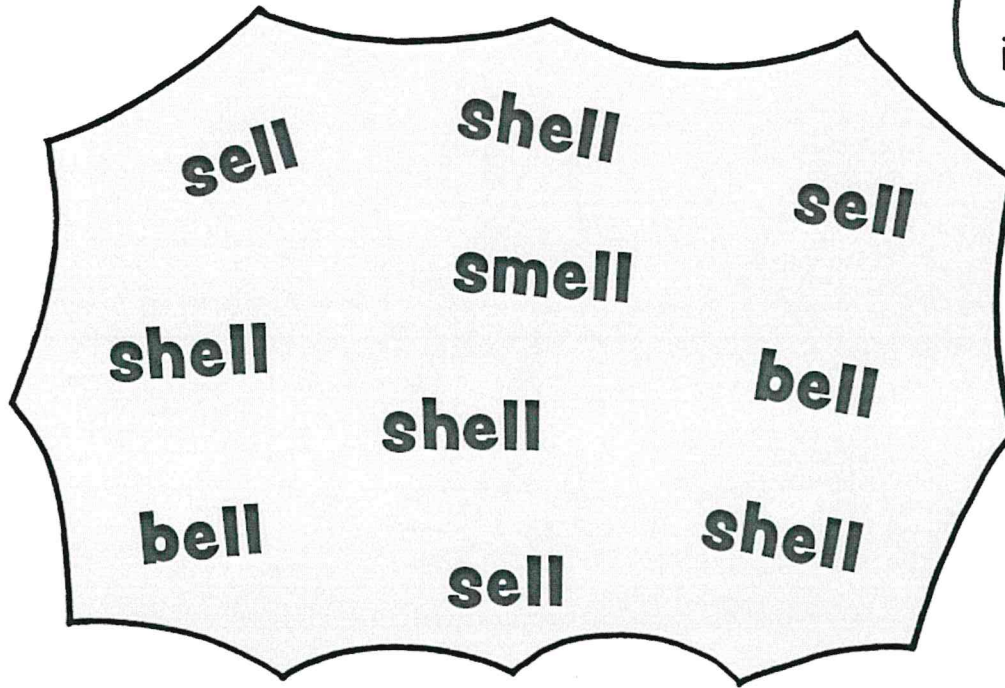
s h e l l g n

u g s m e l l

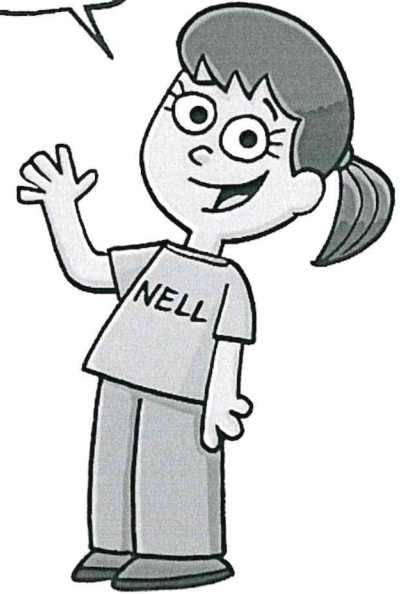
You did
swell!







Count and graph the -ell words.



Math is fun!



	 bell	 smell	 shell	 sell
4				
3				
2				
1				



I found this -ell word the most times:


Name _____

Review



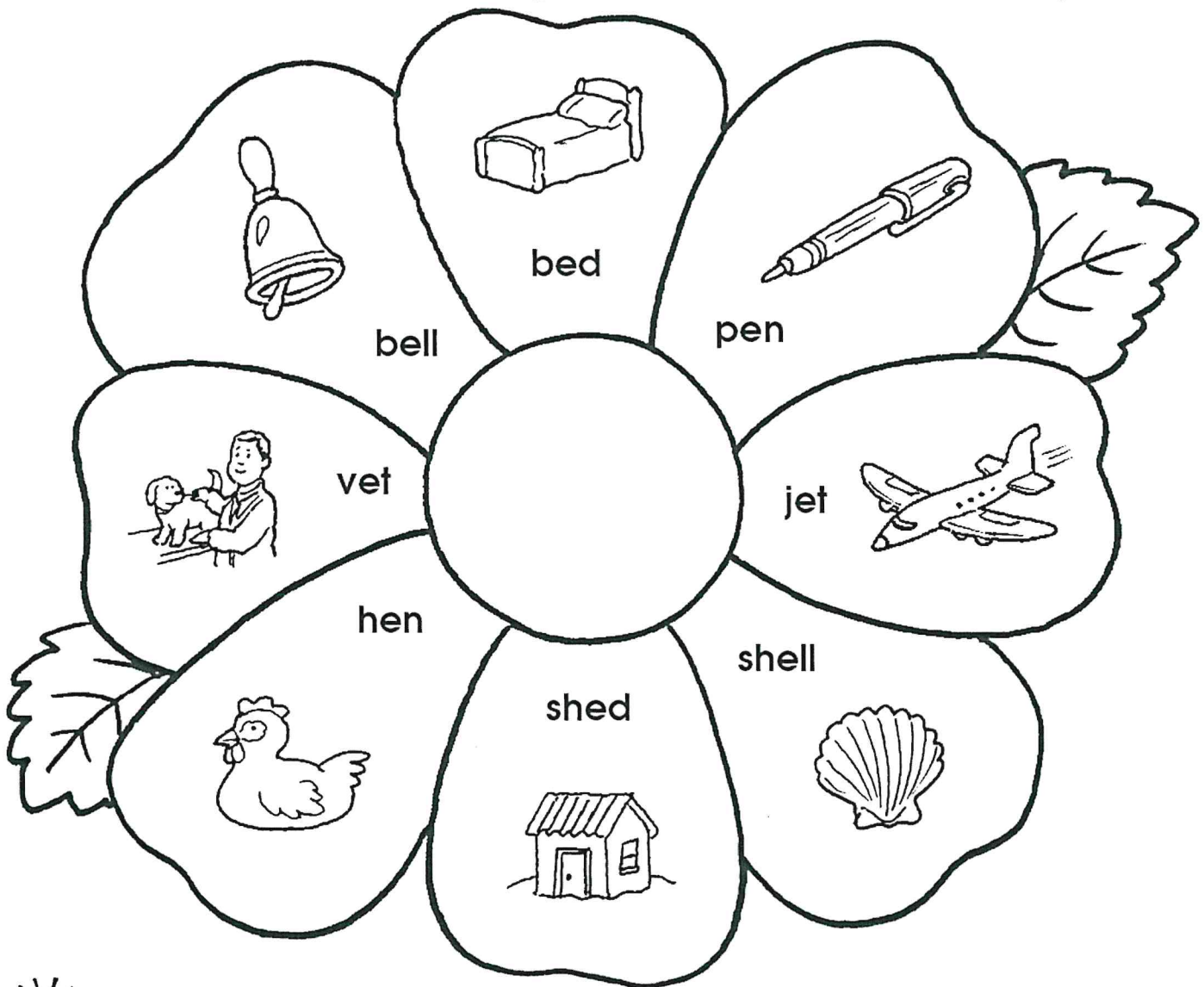
Flower Power

Color the pictures  that rhyme with **sled** .

Color the pictures  that rhyme with **ten** 10.

Color the pictures  that rhyme with **yell** .

Color the pictures  that rhyme with **net** .



On another sheet of paper, draw a flower with four petals. On each petal, draw something that rhymes with **red**.

the		or		will		number	
of		one		up		no	
and		had		other		way	
a		by		about		could	
to		words		out		people	
in		but		many		my	
is		not		then		than	
you		what		them		first	
that		all		these		water	
it		were		so		been	
he		we		some		called	
was		when		her		who	
for		your		would		am	
on		can		make		its	
are		said		like		now	
as		there		him		find	
with		use		into		long	
his		an		time		down	
they		each		has		day	
I		which		look		did	
at		she		two		get	
be		do		more		come	
this		how		write		made	
have		their		go		may	
from		if		see		part	

over		say		set		try	
new		great		put		kind	
sound		where		end		hand	
take		help		does		picture	
only		through		another		again	
little		much		well		change	
work		before		large		off	
know		line		must		play	
place		right		big		spell	
years		too		even		air	
live		means		such		away	
me		old		because		animal	
back		any		turn		house	
give		same		here		point	
most		tell		why		page	
very		boy		ask		letter	
after		follow		went		mother	
things		came		men		answer	
our		want		read		found	
just		show		need		study	
name		also		land		still	
good		around		different		learn	
sentence		form		home		should	
man		three		us		America	
think		small		move		world	

SIGHT WORD SONG

Sing to the tune of BINGO.

There was a sight word of the day,
and _____ was our sight word.

(spell sight word)

Repeat x2.

And _____ was our sight word!

Example:

There was a sight word of the day,
and from was our sight word.

f-r-o-m

f-r-o-m

f-r-o-m

And from was our sight word!

SIGHT WORD GAME IDEAS

Write the Room

Using index cards or cut up pieces of paper, write down some sight words and hang them up around the house. Have your child write the sight words as he/she finds them.

Memory/Matching

Create this game using cut up index cards or paper; write down some sight words (2x per word). Lay the cards face down and see if you can find matching sight words (reading and spelling as you flip each card over).

BONUS: You can even play Go-Fish with this set of cards!

Puddle Jumping

A fun indoor or outdoor activity! Write some sight words out on paper, or using sidewalk chalk, lay them out on the floor. Say a sight word and have your child hop to that word.

CHALLENGE: Have he/she spell it while hopping!

Ghost Words

On white paper, write a sight word with a white crayon. Then use colored paint or a marker to color over the crayon. Watch the word magically appear!



Hide and Seek

Write sight words on disposable cups, then hide a fun object under one of those cups. Have your child name/spell a sight word to guess where the object is hiding.

Hopscotch

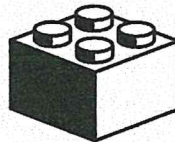
Like Puddle Jumping, a fun indoor or outdoor activity! Write some sight words out on paper, or using sidewalk chalk, lay them out on the floor in a hopscotch pattern. Have your child hop to each word, reading and spelling as he/she goes!

Flashcards & Beyond

Make standard flashcards to help your child practice. Other ideas include, having them spell sight words in the sand, with sidewalk chalk, on a cookie sheet with shaving cream, or rolling the letters out of Playdoh!

Build It!

Using Legos or other building blocks, build, spell, and read sight words.



Sight Word SPLAT!

Using index cards or paper, write out some sight words, then lay them out flat. Using a flyswatter (or something similar), name or spell a sight word and have your child "SPLAT" it!

Sight Word Toss

Using a balloon or ball, cover the surface by writing out sight words. Toss the balloon/ball back and forth with your child, reading and spelling the sight word your right thumb lands on when you catch it.

Sight Word Scramble

Write out a sight word with the letters scrambled out of order. Have your child play detective to spell the word correctly.

Tic-Tac-Toe

Draw out a tic-tac-toe board, filling each square with a different sight word. Read and spell the word as each square gets used.

X	X	O
O	O	X
X	O	X

Math

- One activity per day, 10 total.
- Not all of them have a printed instruction page; instructions on calendar are enough.
- Instruction pages are dated to coincide with dates on instruction page.
- NOTE: You do not have to do them in order. You can pick and choose when to do each activity, as long as you are practicing MATH. 😊

I Spy with Shapes

Home Link 5-5

NAME

DATE

4/20

Family Note

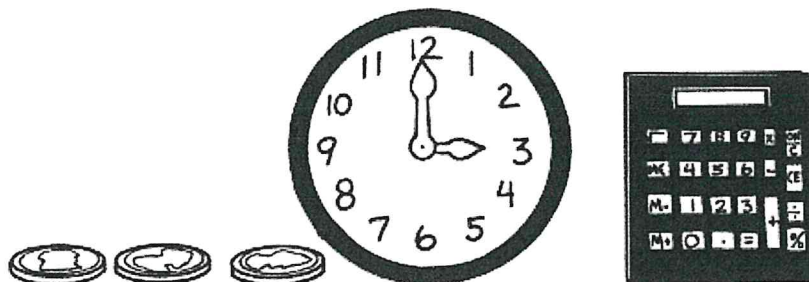
Your child is learning to recognize and name a variety of shapes. Ask him or her questions about an object's shape whenever the opportunity arises. To broaden your child's knowledge of shapes, be sure to highlight shapes in a variety of sizes and orientations. (Without adult assistance, many children only recognize prototypical shapes, such as a triangle with equal sides or a triangle sitting on one of its bases.) By pointing out and discussing the variety of shapes all around, you will help your child build awareness of geometry concepts and vocabulary.

Play *I Spy with Shapes* with someone. Pick an object that you can see. Give a clue about the shape of the object. Then have the other person guess which object you are describing. Begin with easy clues and then give some harder ones.

Examples:

- "I spy something that is square."
- "I spy something on the wall that is round and has two hands."
- "I spy something that is a rectangle and has rectangular buttons."

Take turns giving clues and guessing.



Solid-Shapes Museum

Home Link 6-4

NAME

DATE

4/21

Family Note

At school we have been learning about 2-dimensional and 3-dimensional shapes, and children have been noticing shapes all around them. Manipulating, exploring, and discussing 3-dimensional objects helps children learn the names of these objects and builds their spatial sense. Many familiar objects closely resemble 3-dimensional geometric shapes. For example, balls are spheres and dice are cubes. At home, encourage your child to look for and describe 3-dimensional objects to bring to school for our classroom's Solid-Shapes Museum. It is also helpful for children to notice and discuss the 2-dimensional shapes that are part of many 3-dimensional objects, such as the circular faces on the ends of cans and the square faces on dice.

Look around your home for 3-dimensional geometric shapes. Try to find examples like the ones below and describe them to someone.

sphere: ball, globe

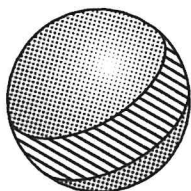
cube: dice, square box

cylinder: food can

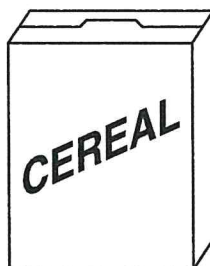
cone: ice-cream cone, party hat

rectangular prism: cereal box, book

Bring in some objects to add to our classroom's Solid-Shapes Museum.



Sphere



Rectangular prism



Cylinder

Modeling Shapes and Structures

Home Link 8-2

NAME

DATE

4/23

Family Note

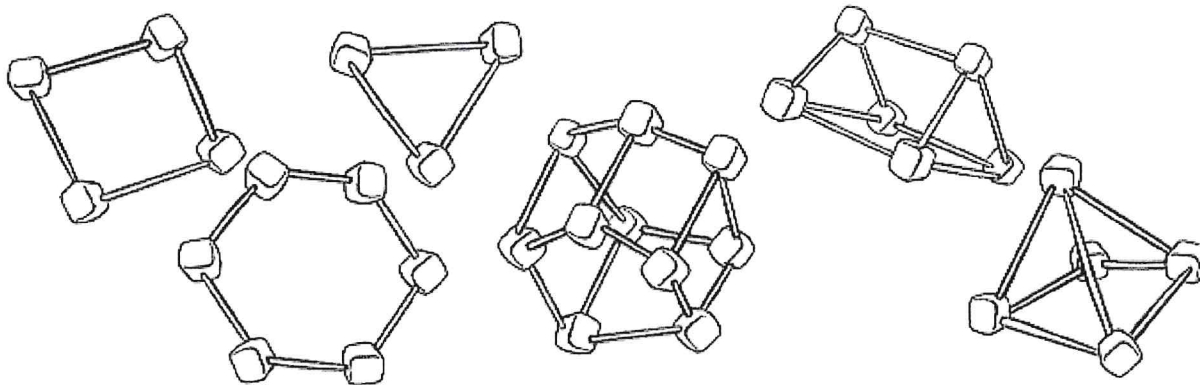
Children can use toothpicks and miniature marshmallows, gumdrops, or small balls of modeling dough as building materials to help develop their understanding of 2- and 3-dimensional shapes. Encourage your child to use the materials to build structures (buildings, vehicles, 3-dimensional designs, and so on) that are made up of common geometric shapes. Help your child learn more about shapes and numbers by talking to him or her about this project. Ask questions such as:

- Are there any squares in your structure?
- How many triangles did you make? How many rectangles?
- Which shapes did you combine to make your creation?
- Do any of your shapes have more toothpicks than marshmallows?
- What 2-dimensional shapes did you make? What 3-dimensional shapes did you make?

Build shapes and structures with toothpicks and marshmallows. (You can use gumdrops or balls of modeling dough instead of marshmallows.)

Build models of **2-dimensional shapes** such as triangles and rectangles. Also build models of **3-dimensional shapes** such as cubes, pyramids, and prisms.

Tell someone at home about your shapes. Then bring one or two of your shapes to school.



Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Heavier or Lighter?

Home Link 4-9

NAME

DATE

4/27

Family Note

In school we have been talking about different types of measures, such as weight and length. Support your child's developing measurement skills by pointing out the many ways we measure things in everyday life. Help your child make connections to the pan balances we've been using in school to compare the weights of objects. As you talk with your child, model the correct use of words and tools to describe and compare sizes and weights of different things.

Compare the weights of two objects by extending both arms and holding one object in each hand.

Which object is heavier? Which object is lighter?

How did your arms look? Draw a picture to show which object felt heavier and which one felt lighter.

What tools could you use to check which object weighs more?

Try this again with other objects.



Comparing Capacities

37

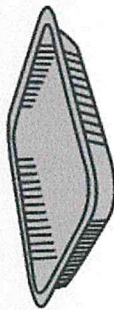
What You Need



empty containers

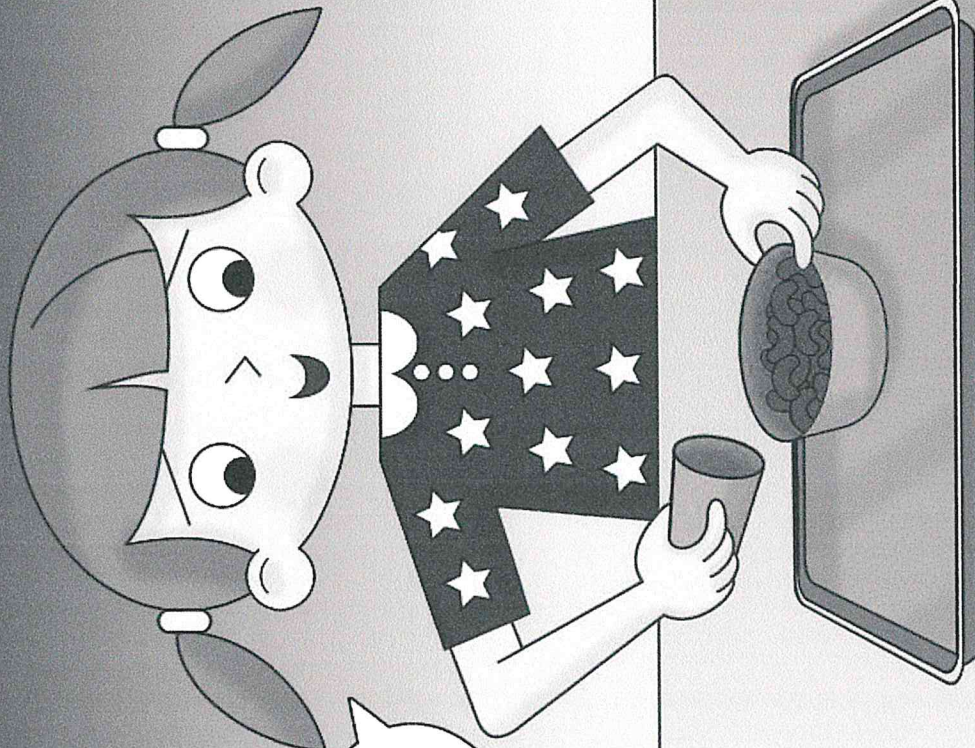


beans



pan or tray

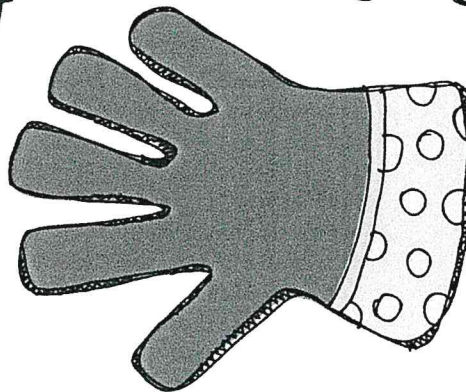
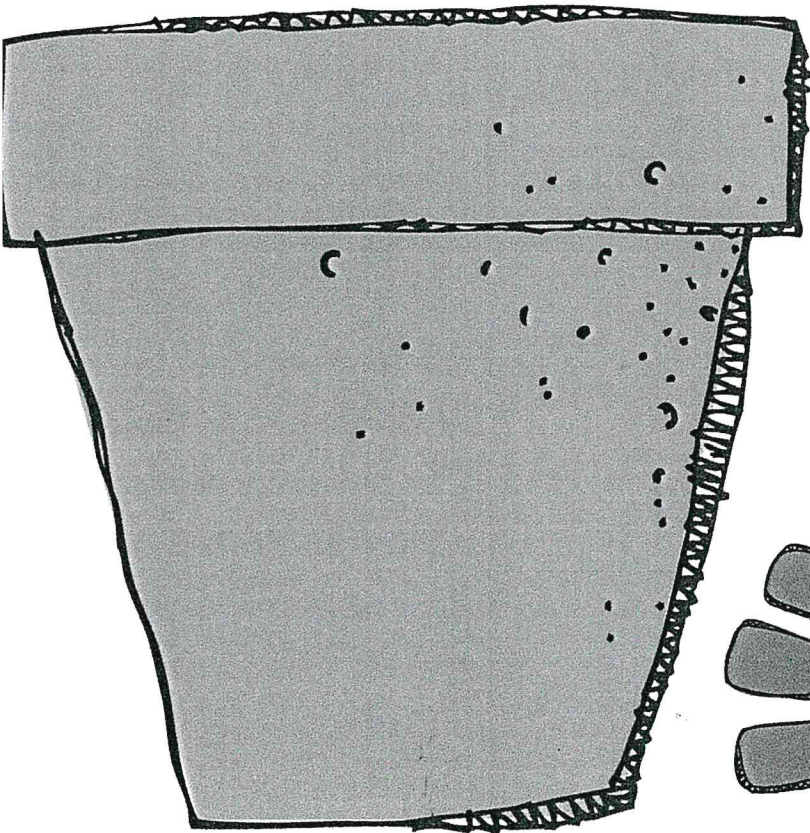
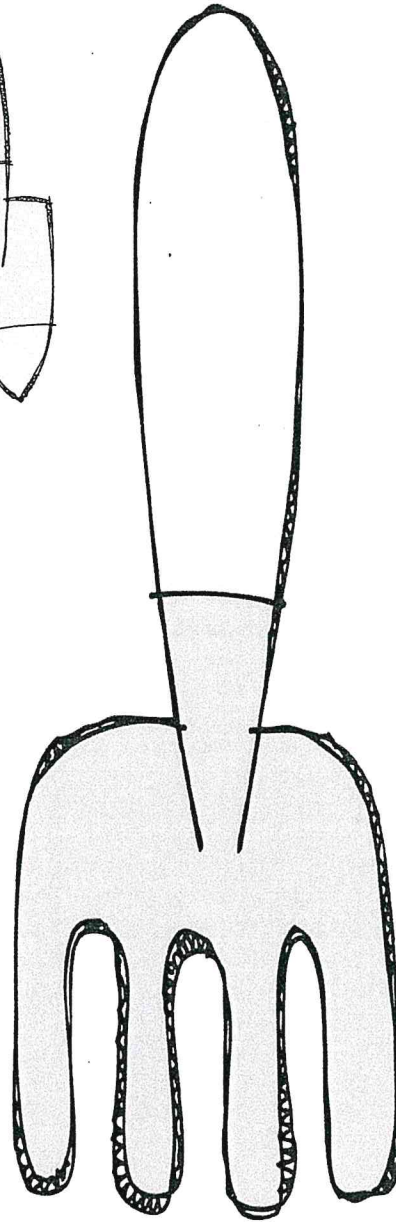
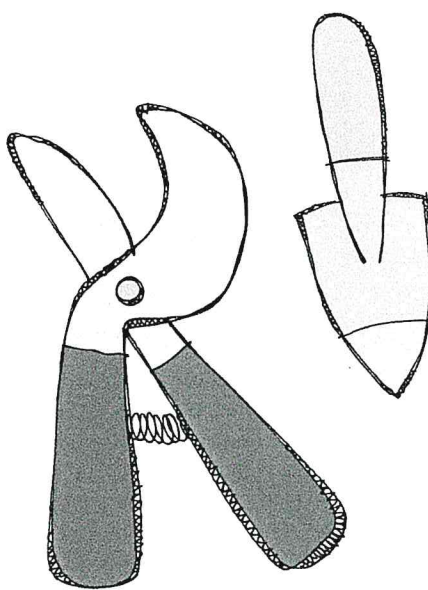
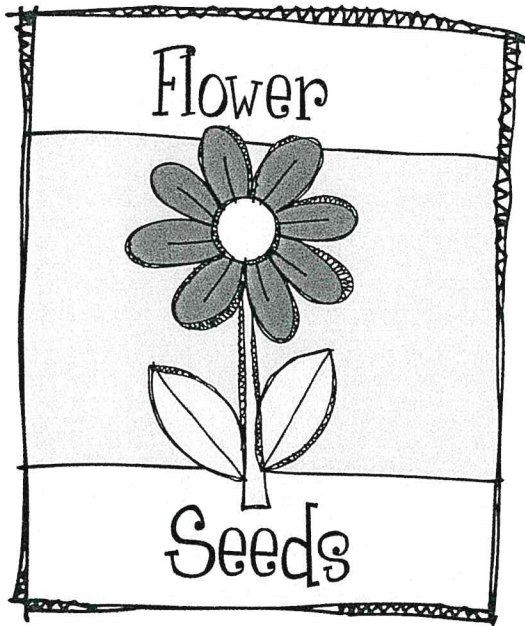
The bowl holds more beans than the cup.



What To Do

- 1 Pick a pair of containers.
- 2 Guess which container **holds more**.
- 3 Fill one container with beans.
- 4 Pour the beans into the other container to see if you were right.

Garden Tools: Measure with the worm rulers or with standard measurement rulers.



Name: _____

NON-Standard
Measurement

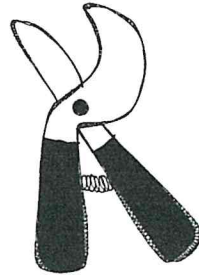
Inch Worms

Use your worm ruler to measure the garden tools. Record the measurements and answer the questions.



Flower seeds:

_____ Worms

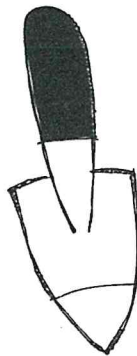


Snips:

_____ Worms

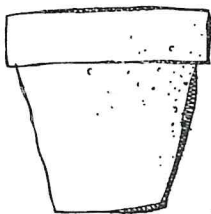
Spade:

_____ Worms



Rake:

_____ Worms



Flower pot:

_____ Worms



Gardening Glove:

_____ Worms

Which garden tool was the longest? _____

Which garden tool was the shortest? _____