



February 2013



Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
Week 1	<p>1) Read and complete the "What Are Some Kinds of Transportation?" graph (included with this packet)</p> <p>2) Retell how you get ready for school using the words first, next, then and last.</p>	<p>Tell a subtraction story:</p> <p>1.) $10-2=$__ 2.) $6-6=$__ 3.) $3-0=$__ 4.) $8-7=$__</p> <p>Example: There were 10 ducks swimming in the pond and 2 swam away. How many ducks are left in the pond?</p>	<p>1) After reading a book, Have your student tell you the title and their story connection(s)</p> <p>This book reminds me of ...</p> <p>2) Name & draw the 4 seasons and tell what you see or do for each season.</p>	<p>1) Tell an addition story. Example: 6 kids are in the park. 2 more come to play. How many kids are there altogether?</p> <p>2) Practice identifying word wall words from the sign off sheet.</p>	<p>1) Practice deletion by asking, "What is red without /r/ sound?" Answer: -ed</p> <p>2) Practice reading and tracking poems in the Poetry Folder</p>	
Week 2	<p>Review blending. Say 3 sounds and have your student blend them together. For example: /b/ /a/ /t/ makes bat. Also write the beginning, middle, and ending sounds you hear.</p> <p>1) Parent says each sound for /n/ /u/ /t/. Ask student, what is the word? Answer: nut. /v/ /e/ /s/ /t/ /h/ /a/ /m/</p>	<p>Review diagraphs. Have your student come up with 2-3 words for the following diagraphs: th-, ch-, sh-, wh-</p> <p>Examples for th-diagraph: thin, the, that.</p>	<p>1) Draw and write 3 words that end with the letters t, r, n. Ex: cut, rat, light</p> <p>2) Practice identifying numbers 1-30.</p>	<p>1) Come up with and write down 3 words for the -ap, -op, -in, -ake, -at, and -eep word families. Example for -ap family: cap, lap, tap.</p>	<p>1) Ask what number comes <u>after</u> 11 (answer: 12). How about for 14, 23, 34, 28, 37, 34, 19, and 50?</p> <p>2) Practice reading poems in the Poetry folder</p>	

<p>Week 3</p>	<p>1) Practice writing numbers 1-50 <u>legibly</u> & identifying the numbers <u>11-21</u>. 2) Read the following sentence and have your student fill in the correct word from word bank: the, to, went, is, my a) She ___ my friend. b) Are you going to ___ store c) I _____ to Austin last week. d) This is ___ family.</p>	<p>Practice segmenting these words: bus, tan, hot. What sounds do you hear in the word "bus?" /b/ /u/ /s/ Write down the sounds you hear.</p>	<p>Read a story with your student and ask him/her to retell the beginning, middle and ending of the story. Ask these questions: What was the main idea? Who were the characters? What was the setting?</p>	<p>Have your student pick a topic to write about and ask him/her to write 3-4 sentences about this topic. After writing, have him/her elaborate (add details to their writing) on it.</p>	<p>Practice saying the date in a complete sentence: Today is ____. Yesterday was ____. Tomorrow will be ____. 2) Write the months of the year in order.</p>	
<p>Week 4</p>	<p>1) Have your child skip count and write to 100 by 2s, 5s, and 10s. 2) Count out objects to 18, 25, 36, and 40.</p>	<p>1) Come up with and write down 3 words for the -ar, -all, -an, and -it word families. Examples for -ar family: star, car, far 2) Using objects in your home make a ABB pattern Ex: pencil, eraser,</p>	<p>Have your child think and generate a list of objects that look like the following 3-D shapes (cone, cylinder, cube, sphere, and pyramid). Example: (cone- party hat, traffic cone, and ice cream cone). 2) Generate the words for the</p>	<p>1) Read and complete the "What Is Your Favorite Thing To Do?" graph (included in this packet). 2) Write out the following sentence on a sheet of paper. Then cut up each word within the sentence and have student put the words in the sentence back together again.</p>	<p>1) Practice saying your home telephone number 5 times. 2) Practice saying your home address 5 times.</p>	

		eraser, pencil, eraser, eraser....	following word families: -ool -ook -ug	I like to go to eat at MacDonald's.		
Week 5	1) Practice number order by ordering numbers 1-30. Write out numbers on cards and mix up and put number back in order. First from least to greatest and then from greatest to least.	1) Use object or draw a picture to tell what 2 fewer than 7 is. 2) What is 2 fewer than 3? 3) What is 2 fewer than 8?	Draw a picture. Have your student tell you where things in the picture are located using positional words (i.e. above, near, under, below, between, far, inside, on).	Read a story with your student and stop reading towards the middle part of the story and ask your student to write and draw a prediction of what will happen next in the story.	1) Tell which number is less: 8 or 12 6 or 4 13 or 9 28 or 31 2) Practice deletion by asking: What is car with out the /c/ sound? Now try: boy chair pen shut close ham	