



Helping Your Child Get Ready: Week 2

These are the skills your child will be working on this week.

Math

- adding and subtracting through 10
- problem solving
- adding double numbers to 18

Reading

- real or fantasy
- sequencing

Writing

- adjectives
- writing to a prompt

Vocabulary

- initial and final consonants
- -ash word family

Grammar

- sentence subjects and predicates

Here are some activities you and your child might enjoy.

Rainbow Hunt Ask your child to find one object for each color of the rainbow: red, orange, yellow, green, blue, and purple.

Scrambled Names Have your child write his or her first and last name on a sheet of paper and cut apart the letters. Encourage your child to use the letters to make new words. For variety, your child might also use the names of friends and family members.

Daily Time Line Help your child practice sequencing by creating a time line of the daily routine. Encourage him or her to draw pictures or write words to describe what happened first, next, and so on.

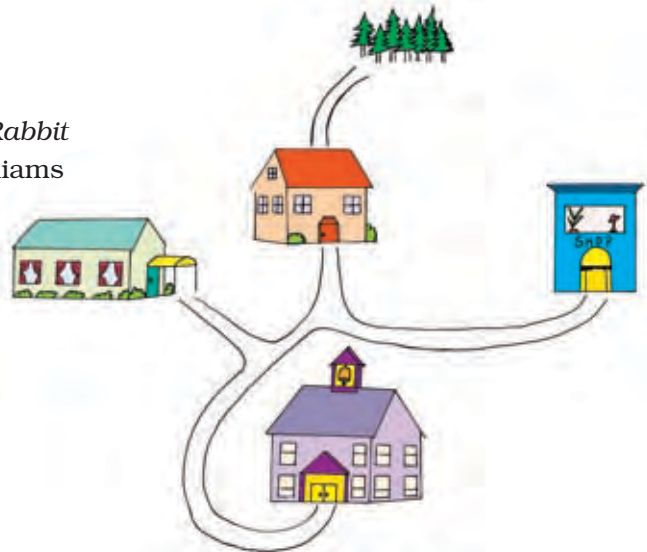
Find Your Way Home Invite your child to make a map of the place you live. He or she can draw and label what is in front, behind, to the left, and to the right of your home.

Your child might enjoy reading the following books:

The Great Kapok Tree
by Lynne Cherry

Chato's Kitchen
by Gary Soto

The Velveteen Rabbit
by Margery Williams



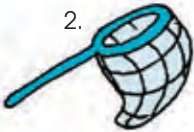








Down the Word Steps

Work your way down the word steps.

The last letter of each word is the first letter of a new word.

Use the picture clues to help you.

C	O	1. T	1. 10
		2.	3.
2. 			3. 
		4.	5.
4. 			5. 
		6.	7.
		6. 	7. 
		8. 	8.



Sensational Words

Choose words from the Word Bank to describe each picture.



It tastes _____.
It looks _____.
It feels _____.



It feels _____.
It tastes _____.
It sounds _____.

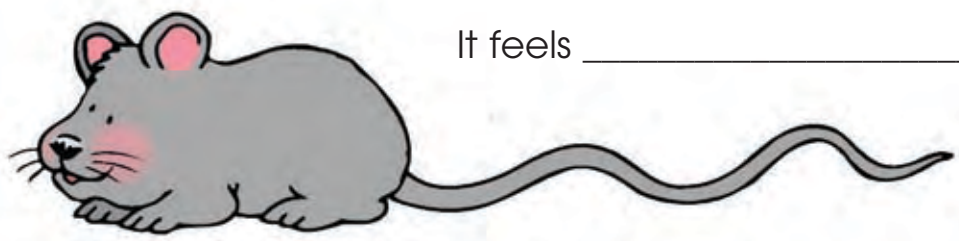
Word Bank

- bumpy
- crunchy
- furry
- gray
- red
- salty
- smooth
- squeaky
- sweet

It looks _____.

It sounds _____.

It feels _____.



Find two objects outside. On another sheet of paper, write two adjectives to describe each object.



Mr. Lee's Store

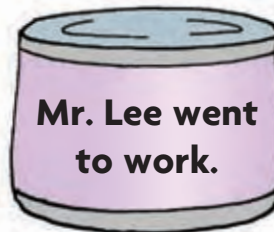
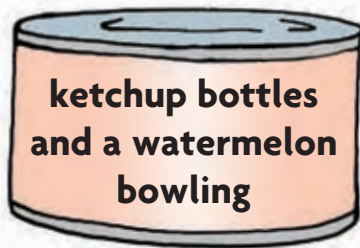


Story events that can really happen are **real**. Story events that are make-believe are **fantasy**.



At night, Mr. Lee locked the store and went home. That's when the fun began! The ketchup bottles stood in rows like bowling pins. Then the watermelon rolled down the aisle and knocked them down. The chicken wings flew around the room. Cans of soup stacked themselves higher and higher until they laughed so hard that they tumbled over. Carrots danced with bananas. Then it was morning. "Get back in your places!" called the milk jug. "Mr. Lee is coming!" Mr. Lee opened the door and went right to work.

Circle the cans that are make-believe.



Draw a picture of the story on another sheet of paper.



In Warm Weather



When it is warm outside, what do you like to do?
Draw a picture to show something you like to do.



When it is warm outside, I like to _____

I like doing this because _____

When it is warm, I like to go to _____

I like warm weather because _____



Planes . . . Trains . . .

Add or subtract.

A. There are **7** cars in the parking lot. Then **3** more cars park there, too. How many cars are there in all in the lot?

$$\underline{7} + \underline{3} = \underline{10} \text{ cars}$$

B. There are **7** boxes on the truck. Then **4** boxes fall on the street. How many boxes are left on the truck?

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ boxes}$$

C. There are **10** planes waiting on the runway. Then **6** planes take off. How many planes are left on the runway?

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ planes}$$

D. There are **8** girls and **2** boys on the bus. How many more girls than boys are on the bus?

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ more girls}$$

E. There are **5** people in the first car and **4** people in the second car. How many people in all?

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ people}$$



-ash Words

Unscramble each word. Write it on the line.

sthra _____

asmh _____

flhas _____

rhas _____

scha _____

hapssl _____

ssah _____

hcsra _____

Find and circle each word from the Word Bank.

s p x f h f r a s h x s n a g p p s h f
p s h f s n p s h f s p l a s h p s h f
c r a s h f s h n a g p p s h f c a s h
d p s r h w s a s h i r c m a s h i b v
s t a s h f g i s n a p t r a s h d s f
f g p f l a s h s n i a s m a s h b j k

Word Bank

cash sash
crash smash
flash splash
mash stash
rash trash

Write a sentence using one of the -ash family words.



Who Does It?

The **subject** of a sentence tells who or what did something.

Read the sentences below. Look at the picture to find out who or what is doing the action described in the sentence and then write it on the line.



1. A _____ sits in the wagon.
2. A _____ rides in the wagon too.
3. _____ is pulling the wagon.
4. Her _____ wants a ride too.
5. The _____ can carry all the animals.
6. The _____ fly along with them.

Write another sentence about the picture. Underline the subject of the sentence.



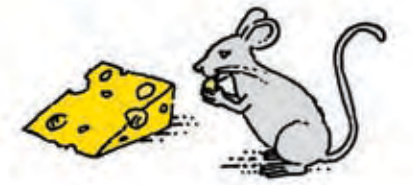
What Happens?

The **predicate** of a sentence tells what happens.

For each sentence, write an ending that tells what is happening in the picture.



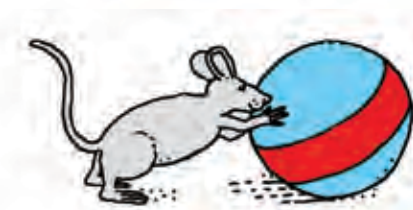
1. The cat _____ .



2. A mouse _____ .



3. The cat _____ .



4. The mouse _____ .



5. The ball _____ .



6. The milk _____ .

Write another sentence about the cat and mouse. Underline the part of the sentence that tells what happens.



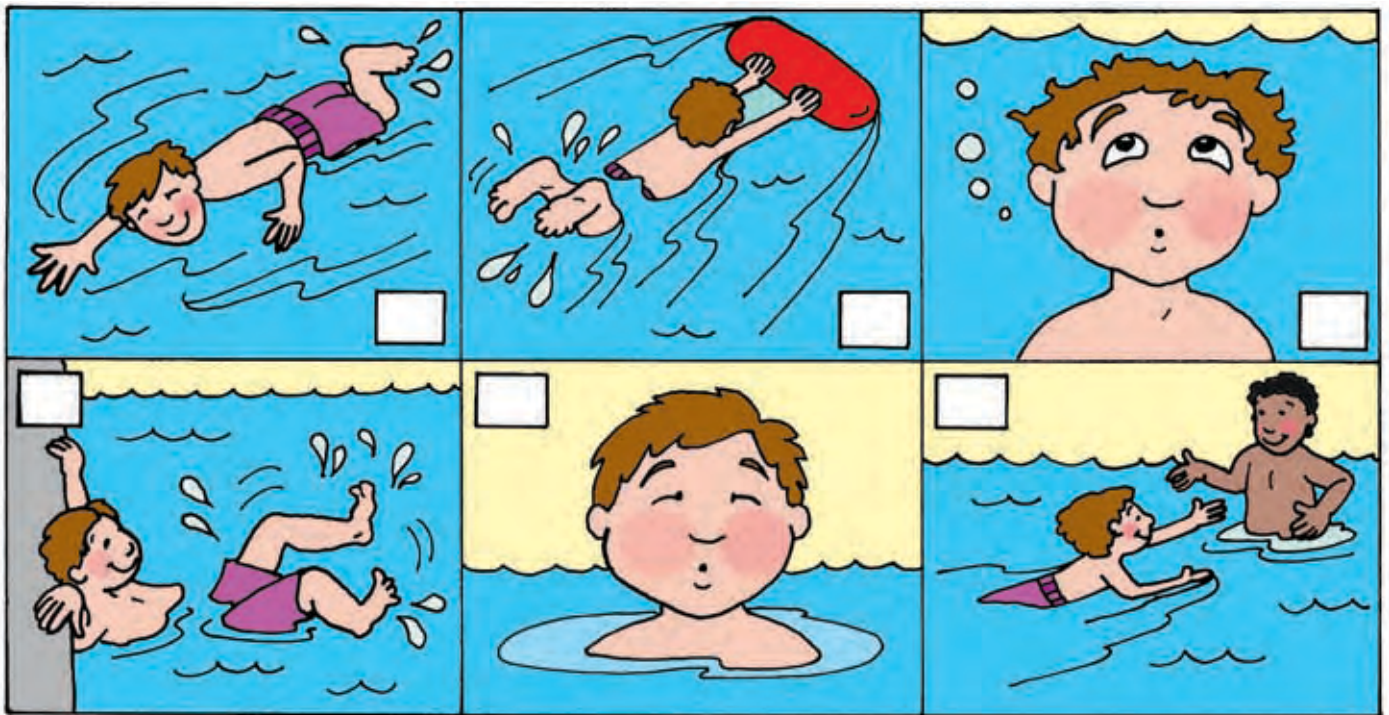
Swimming Lessons



Sequencing means putting the events in a story in the order they happened.

Last summer I learned how to swim. First, the teacher told me to hold my breath. Then I learned to put my head under water. I practiced kicking my feet. While I held on to a float, I paddled around the pool. Next, I floated to my teacher with my arms straight out. Finally, I swam using both my arms and my legs. I did it! Swimming is fun! This summer, I want to learn to dive off the diving board.

Number the pictures in the order that they happened in the story.



Unscramble the letters to tell what the person in the story wants to do next.

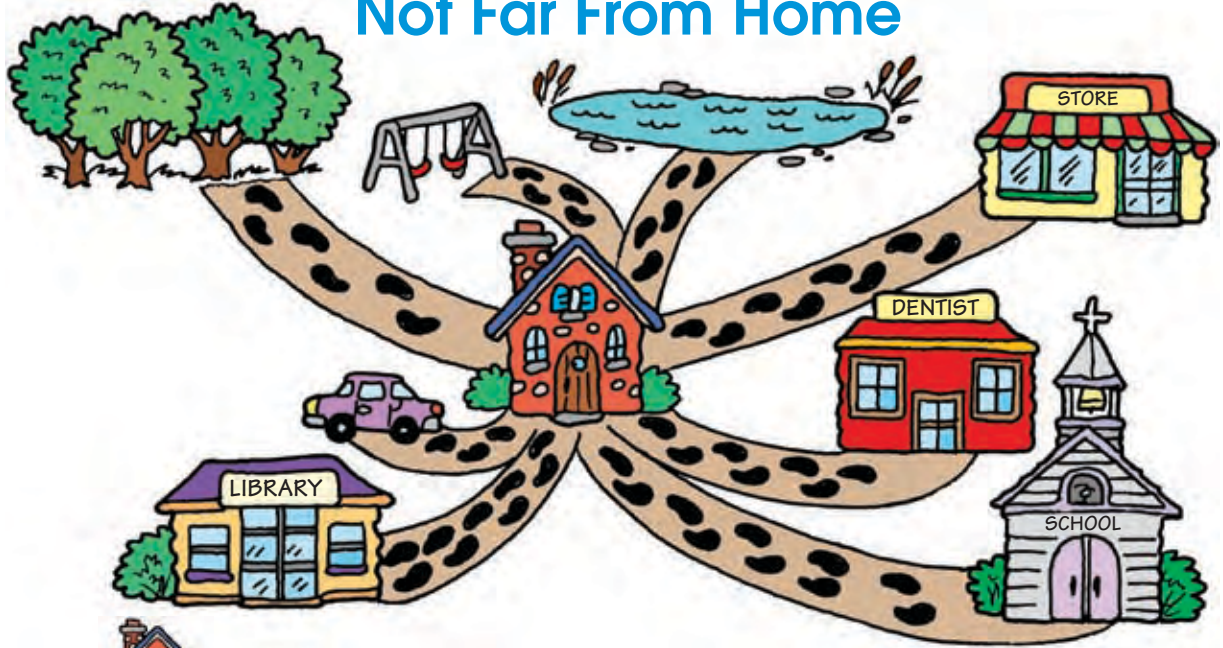
EALNR


OT









IVDE











Not Far From Home



Start at . Write the number of steps to each place.
Write the number of steps back home. Add.

		<u> 7 </u> + <u> 7 </u> = <u> 14 </u>
		<u> </u> + <u> </u> = <u> </u>
		<u> </u> + <u> </u> = <u> </u>
		<u> </u> + <u> </u> = <u> </u>







		<u> </u> + <u> </u> = <u> </u>
		<u> </u> + <u> </u> = <u> </u>
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		<u> </u> + <u> </u> = <u> </u>

's Incentive Chart: Week 2

Name Here _____

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 2	Day 1	Day 2	Day 3	Day 4	Day 5
 I read for...					
minutes	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					

Congratulations!

Wow! You did a great job this week!



Place sticker here.

Parent or Caregiver's Signature _____

Week 2 • Day 1
Consonants

Down the Word Steps

Work your way down the word steps
The last letter of each word is the first letter of a new word
Use the picture clues to help you

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page 23

Week 2 • Day 1
Adjectives

Sensational Words

Choose words from the Word Bank to describe each picture

It tastes **sweet**
It looks **red**
It feels **smooth**

It feels **bumpy**
It tastes **salty**
It sounds **crunchy**

It looks **gray**
It sounds **squeaky**
It feels **furry**

Word Bank
bumpy
crunchy
furry
gray
red
salty
smooth
squeaky
sweet

Find two objects outside. On another sheet of paper, write two adjectives to describe each object.

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page 24

Week 2 • Day 2
Real or Fantasy

Mr. Lee's Store

Story events that can really happen are real. Story events that are make-believe are fantasy.

At night, Mr. Lee locked the store and went home. That's when the fun began! The ketchup bottles stood in rows like bowling pins. Then the watermelon rolled down the aisle and knocked them down. The chicken wings flew around the room. Cans of soup stacked themselves higher and higher until they laughed so hard that they tumbled over. Carrots danced with bananas. Then it was morning. "Get back in your places!" called the milk jug. "Mr. Lee is coming!" Mr. Lee opened the door and went right to work.

Circle the cans that are make-believe

Draw a picture of the story on another sheet of paper.

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page 25

Week 2 • Day 2
Writing to a Prompt

In Warm Weather

When it is warm outside, what do you like to do?
Draw a picture to show something you like to do

Check your child's work.

When it is warm outside, I like to _____

I like doing this because _____

When it is warm, I like to go to _____

I like warm weather because _____

Answers will vary.

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page 26

Week 2 • Day 3
Adding/Subtracting

Planes ... Trains ...

Add or subtract

A There are 7 cars in the parking lot. Then 3 more cars park there. How many cars are there in all in the lot?
 $7 + 3 = 10$ cars

B There are 7 boxes on the truck. Then 4 boxes fall on the street. How many boxes are left on the truck?
 $7 - 4 = 3$ boxes

C There are 10 planes waiting on the runway. Then 6 planes take off. How many planes are left on the runway?
 $10 - 6 = 4$ planes

D There are 8 girls and 2 boys on the bus. How many more girls than boys are on the bus?
 $8 - 2 = 6$ more girls

E There are 5 people in the first car and 4 people in the second car. How many people in a?
 $5 + 4 = 9$ people

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page 27

Week 2 • Day 3
ash Word Family

-ash Words

Unscramble each word. Write t on the line

sthra → trash asmh → mash
flhas → flash rhas → rash
scha → cash hapss → splash
ssah → sash hcsra → crash

Find and circle each word from the Word Bank

sp x fh f c a s b x s n a g p p s h f
p s h f s n p s h f s p l a s h p s h f
c r a s h f s h n a g p p s h f c a s h
d p s r h w s a s h i r c m a s h i b v
s t a s h f g i s n a p t r a s h d s f
f g p f l a s h s n i a s m a s h b j k

Word Bank
cash sash
crash smash
flash splash
mash stash
rash trash

Write a sentence using one of the -ash family words


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page 28

Week 2 • Day 4
Sentence Subjects

Who Does It?

The **subject** of a sentence tells who or what did something. Read the sentences below. Look at the picture to find out who or what is doing the action described in the sentence and then write it on the line.



- 1 A **bear** sits in the wagon
- 2 A **panda** rides in the wagon too
- 3 **Jane** is pulling the wagon
- 4 Her **dog** wants a ride too
- 5 The **wagon** can carry all the animals
- 6 The **birds** fly along with them

Write another sentence about the picture. Underline the subject of the sentence.
Sentences will vary.

page 29

Week 2 • Day 4
Sentence Predicates

What Happens?

The **predicate** of a sentence tells what happens. For each sentence write an ending that tells what is happening in the picture.

- 1 The cat
- 2 A mouse
- 3 The cat
- 4 The mouse
- 5 The ball
- 6 The milk

Answers will vary.

Write another sentence about the cat and mouse. Underline the part of the sentence that tells what happens.

page 30


Week 2 • Day 5
Sequencing

Swimming Lessons

Sequencing means putting the events in a story in the order they happened.

Last summer I learned how to swim. First, the teacher told me to hold my breath. Then I learned to put my head under water. I practiced kicking my feet. While I held on to a float, I paddled around the pool. Next, I floated to my teacher with my arms straight out. Finally, I swam using both my arms and my legs. I did it! Swimming is fun! This summer, I want to learn to dive off the diving board.

Number the pictures in the order that they happened in the story.



Unscramble the letters to tell what the person in the story wants to do next.


EALNR OT IVDE

L E A R N T O D I V E

page 31

Week 2 • Day 5
Addition

Not Far From Home



Start at the house. Write the number of steps to each place. Write the number of steps back home. Add.

+ = <u>14</u>	+ = <u>10</u>
+ = <u>16</u>	+ = <u>12</u>
+ = <u>18</u>	+ = <u>6</u>
+ = <u>4</u>	+ = <u>4</u>

page 32