

CURRICULUM NOTEBOOK



R E A D

Ready, Eager, Able & Determined to READ!





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Curriculum Overview

	Word Family	Sight Words	Language Arts
Pre Assessment Activities			
Week 1	AM (dam, jam, ram, ham, mam, yam)	I, a, am,	Nouns
Week 2	AT (cat, rat, hat, mat, fat, bat)	my, is,	Pronouns
Week 3	AB (cab, gab, lab, tab, jab)	and, the	Verbs
Week 4	AG (bag, nag, rag, gag, tag, wag, sag)	can, we	Adjectives
Week 5	BL, FL, GL, SL (blab, blam, flat, flab, flag, glam, slam, slab)		
Week 6	AN (can, fan, man, van, pan, tan)	see, at, it	Word Bank/Game
Week 7	AD (dad, lad, sad, mad, pad, bad)	like, me	Sentences
Week 8	AP (sap, gap, map, cap, tap, nap)	to, come, for	Capitalization
Week 9	ED (bed, fed, wed, red, Ted, sled)	go, got	Punctuation
Week 10	CL, PL, BR, CR (clam, clap, plan, plat, brag, bran, cram, crab,)		
Week 11	AR (car, jar, bar, far, star, scar)*	his, in	Plural Nouns
Week 12	EN (den, ten, men, hen, pen)	look, on	Proper Nouns
Week 13	EG (leg, peg, keg, beg, Meg, Greg)	one, said	Days of the Week
Week 14	ET (vet, net, wet, jet, pet, set)	she, he, up	Calendar Months
Week 15	DR, FR, GR, PR (drag, Fran, Fred, fret, grab, Greg, pram)		
Week 16	IG (wig, fig, big, dig, pig)	little, who	Prepositions
Week 17	IN (pin, fin, tin, bin, kin, win)	with, you	Homophones
Week 18	IT (pit, hit, kit, sit, fit, lit)	what, are	Question Words
Week 19	IP (lip, dip, hip, tip, sip, zip)	now, how	Quotations
Week 20	SN, SP, ST, SW (snot, snip, snag, snap, spin, spot, stop, star, stag, swim, swig)		
Week 21	OG (fog, log, dog, jog, hog)	this, will	Antonyms

Week 22	OP (top, cop, pop, hop, mop)	find, be	Synonyms
Week 23	OT (dot, cot, pot, hot, lot)	did, from	Adjective Shades
Week 24	UG (bug, hug, rug, jug, mug, dug, tug)	make, play	Verb Shades
Week 25	CH, SH, TH, WH (chip, chin, chat, char, ship, shin, shed, that, thin, whip, wham)		
Week 26	UN (bun, run, sun, nun, fun)	here, says	Conjunctions
Week 27	UT (hut, cut, nut, rut, Tut)	where, no	Comma
Week 28	ALL (ball, call, fall, small, stall, tall, wall)	do, down	Comma: Address
Week 29	ILL (Bill, gill, hill, Jill, pill, grill, will)	have, help	Comma: Letters
Week 30	Ending Digraphs ch, sh, th, ck		
Week 31	ING (king, ping, ring, sing, wing, swing)	was, our	Affixes
Week 32	EST (best, rest, vest, west, zest)	off, take	Affixes
Week 33	INK (link, pink, sink, think, wink)	they, there	Categories
Week 34	ICK (chick, flick, kick, lick, pick, stick)	love, friend	Possessives
Week 35	END (bend, lend, mend, send, spend)	went, out	Vowel Teams
Week 36	ACK (back, pack, sack, rack, tack, Mack)	first, were	Silent E

General Overview:

- 4 Days a Week over 36 Weeks
- One Word Family per week
- 2-3 Sight Words per week
- Beginning Blends cycle every fifth week
- Interactive L.A. Notebook 2x per week
- Optional Review Pack Available (not included)

Binder Prep: Our curriculum is designed in a print-ready format keeping the prep work to a minimum.....simply print and place inside a three ring binder (or two). If desired, you can create weekly tabs to differentiate between each of the 36 weeks, but it is not necessary. With the suggested four-day calendar (below) you can simply work your way through the binder each day.

Additional Materials: Beyond basic classroom supplies you'll need a composition notebook, two page protectors, a dry erase pen and a small plastic bag or storage container for flashcards.

Daily Schedule:

	Monday	Tuesday	Wednesday	Thursday
Warm Up	Calendar & Warm-up	Calendar & Warm-up	Calendar & Warm-up	Calendar & Warm-up
Reading	I Can Rhyme Chart	Sound it Out	Read & Respond	Story Reader
Language	Letter Sound Chart	Interactive Grammar	Making Words Letter Tiles	Interactive Grammar
Handwriting	Handwriting	Write & Find	Nonsense Words	Guided Writing
Activity/Game	Playdough Mat	Spinner Winner	Find & Color	Crown
Sight Word 1	Word Cards	Daily Sight Word	Word Maze	Daily Sight Word

Blends & Digraphs Week Schedule:

	Monday	Tuesday	Wednesday	Thursday
Warm Up	Calendar & Warm-up	Calendar & Warm-up	Calendar & Warm-up	Calendar & Warm-up
Reading	Blend Chart	Blend Chart	Blend Chart	Blend Chart
Handwriting	Blending to Read	Blending to Read	Blending to Read	Blending to Read
Language	Find & Color	Find & Color	Find & Color	Find & Color
	Draw and Write	Nonsense Word	Draw & Write	Nonsense Word
	Science Sequencing	Sort it Out	Science Sequencing	Sort it Out
Game				Bingo Game



Interactive Notebook:

On Tuesdays and Thursdays children begin to build and add to their interactive notebook. You will need to decide which method will work the best for your setup:

Keep it all in your R.E.A.D. Binder

If you want to keep everything contained in your R.E.A.D. Binder, you can create a section for Language Arts and add blank cardstock paper. The cardstock will help with durability as your child repeatedly thumbs through the binder.

Use a Manilla File Folder as a Lapbook

Glue a few manila file folders together to create a double or triple lapbook (there are many videos online depicting this process.) Keep the lapbook in the binder pockets or nearby for easy use.

Use a Composition Notebook <-----Recommended Method

Composition notebooks are fantastic resources for interactive notebooks. They are inexpensive, have a sturdy cardboard front and back, and include lined paper for children to write in additional answers. Additionally, having a separate notebook provides children with a Language Arts reference tool they can continue to build on during the next few years of schooling.

As children will be adding to this notebook twice a week, whichever method you choose, be sure that and keep this interactive notebook close by, as children will be adding to it twice a week. Topics covered in the notebook will help meet Kindergarten language art requirements and are outlined in the weekly schedule above.

Pre Assessment Activities

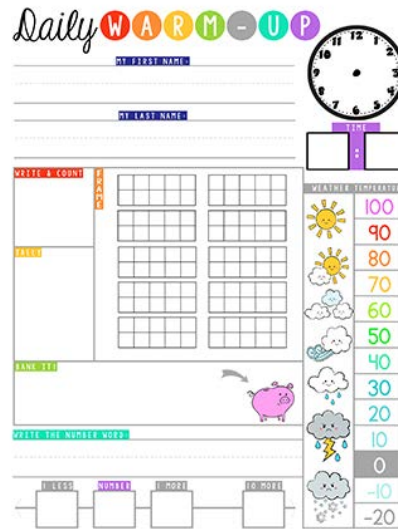
This is a small collection of helpful resources you can use to assess if your child is ready to begin our curriculum. Sit down with your children and review each letter name in both uppercase and lowercase versions. Then, review each letter sound with your child, noting that vowels can have more than one sound. If your child is able to identify a majority of the letter sounds they are ready to begin this curriculum. Assessment charts can be stored in the front pocket of your binder for daily review.



Daily Warm-Up

Warm Up Worksheets:

Each morning, children will complete two daily warm up activity pages to practice key life skills. While you can print these pages for each day, we recommend only printing them once and storing them in a plastic sleeve at the front of your binder. Children can then use dry erase markers to complete their morning work each day. These are basically no-prep activities, just write a number on the board, and your child can get started while you prepare yourself for the day. (Available in color or black and white.)



- First & Last Name
- Digital/Analog Time
- Weather
- Temperature
- Count & Write Daily Number
- Number Word
- Ten Frame
- Tally
- Money
- Days of Week
- Months of Year
- Number Word
- Number Line

Monday

I Can Rhyme Chart

Each week you'll be introducing children to a new word family or blend. Start off the week with this colorful chart. Talk with children about the different words they can make with this special word family and try to think of other rhyming words together.

Letter Sound Chart

Sound out each letter individually, and then blend them together as you move your finger across the letters and arrows. Encourage children to keep the sound going until they reach the end of the arrow, changing and blending sounds when their finger crosses over new letters.

Handwriting Worksheet

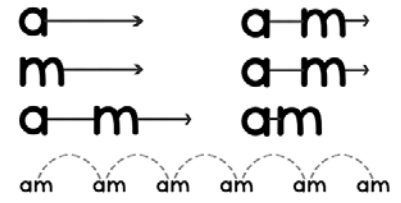
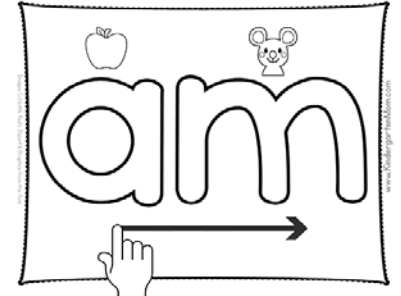
This is a simple worksheet for children to practice writing their new words. Each handwriting page features a place for children to write their name and the written word family at the top. Pictures and their corresponding words are shown, and children have the opportunity to trace and then write the words on their own, checking off each row they complete.

Blank Word Family Template

These blank word family templates are very versatile and can be filled in a variety of ways: Playdough mats, Stickers, Painting, Dot Markers, Fingerprints, Cut & Paste Collage (a words, m words)etc.

Sight Word Cards

Each week children will learn two or three new sight words. Introduce children to these new words and use the sight word cards to begin building small sentences. Children can cut and store cards for later use.



I	am
a	ram
yam	ham
mam	dam
jam	Sam

Wednesday

Read & Respond

Children work on key reading and comprehension skills with this simple worksheet. Instruct children to put their finger on the dot and read each word. After reading children respond by answering questions or completing a writing activity. This worksheet is progressive throughout the curriculum so reading selections and responses will be increasingly harder as the child strengthens their reading skills.

READ	am	RESPOND	Name: _____
I am.		Mam Sam	jam yam
I am Mam.		yam ram	dam ham
I have a yam.		WRITE I have a jam.	
I have a ram.		_____	
I have a ham		_____	

Making Words w/Letter Tiles

Children build words by cutting out the letter tiles and pasting them to the correct word mat. If you have them, these cards will work with plastic letter tiles as well.

			<table border="1"> <tr><td>h</td><td>a</td><td>m</td></tr> <tr><td>y</td><td>a</td><td>m</td></tr> <tr><td>d</td><td>a</td><td>m</td></tr> <tr><td>m</td><td>a</td><td>m</td></tr> <tr><td>j</td><td>a</td><td>m</td></tr> <tr><td>r</td><td>a</td><td>m</td></tr> </table>	h	a	m	y	a	m	d	a	m	m	a	m	j	a	m	r	a	m
h	a	m																			
y	a	m																			
d	a	m																			
m	a	m																			
j	a	m																			
r	a	m																			

Nonsense Words

Children build words by choosing a beginning letter and pairing it with their word family. After saying the sounds out loud, children much decided if they created a real word or a nonsense word, and write it on the corresponding list.

<p>p i s t z m q n h</p>		-am
Red Word	Nonsense Word	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	

Find & Color Word Family

Children find the words that have the same ending sound and color them. Children then write three of the words they found.

Color the words that end with: **AM**

Write three words you found: _____

Sight Word Maze

A fun activity for children to catch all of the sight words as they work their way through the maze. Encourage children to read the words aloud as they find them, counting up how many they found.

CATCH YOUR SIGHT WORDS
as you solve the maze!

Trace and say

I
a
I
am
a
am

Thursday

Story Reader

Children put their reading skills to the test with this end of the week comic book style story reader. The goal is for children to read this story three times on their own. If your child is struggling with this reader, take breaks and review or even try to finish is over the weekend.

Guided Writing

Each week children will complete a simple story writing prompt. Children are encouraged to use newly acquired words as well as practice language and grammar skills. Each writing prompt provides children with the necessary framework to complete the activity with little help from a teacher. Upon completion children are encouraged to cut out their writing and word box and paste them into their interactive notebook. Writing samples can be read during review week and vocabulary can be used as a reference for future assignments.

What is your favorite color?

Write your answer below:
My favorite color is _____

Cut out your word bank and your sentence, paste it into a notebook.

red	blue	black
orange	purple	grey
yellow	pink	white
green	brown	

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color cut glue staple wear

ham mam jam yam

am

Name: _____

Interactive Notebook

On Thursday children continue to build and add to their interactive notebook. Children cut out and assemble the minibook and paste it into the next available page. Each minibook contains new information covering key Language Arts standards for Kindergarten.

Daily Sight Word Work

Review sight words with yesterday's word cards. Children then practice writing their sight words with these simple activity pages.

End of the Week Crown

Children cut and paste to create their own word family crown to wear!

Yam Jam



I am mam.



I am a ram.



I am a yam.

Week 1 - Day 2
Nouns

Items needed:

Instructions:
 1. Trace the words and cut out the definition.
 2. Paste it in your notebook.
 3. Cut and paste the headings into your notebook.
 5. Cut, Sort & Paste pictures.

A noun is a person, place or a thing.

People Places Things

look

HOW MANY?
 LETTERS SYLLABLES VOWELS CONSONANTS

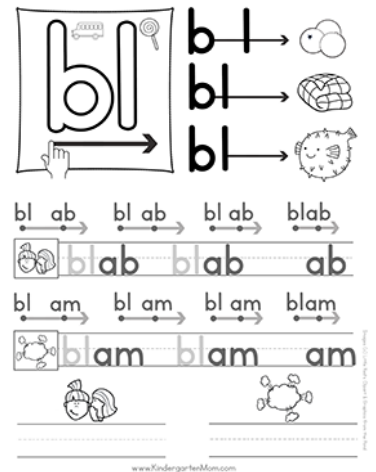
look rhymes with _____

look written backwards is _____

look

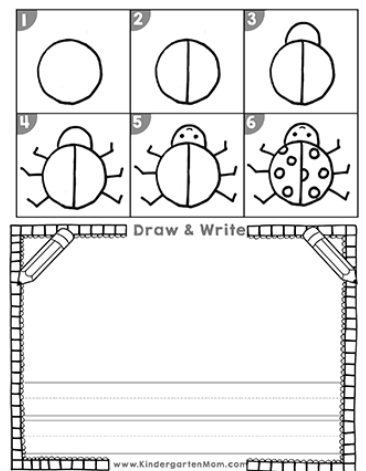
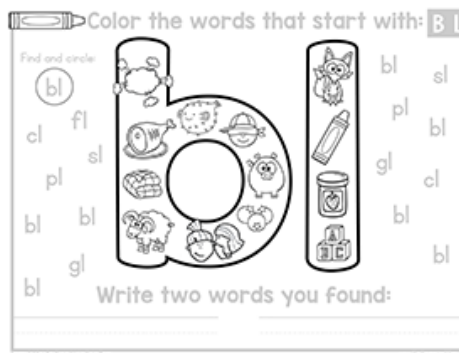
Review & Blends Week

Every five weeks has been scheduled as an optional review week for word families and grammar concepts learned during the previous four weeks. (If you find your child is needing review, check out our optional review and assessment pack.) For children ready to progress we've scheduled a week of beginning blends for children to learn and pair up with their word families. The blends week schedule (shown above) is very similar to a normal week with a few substitutions:



Blend Sound Chart

Each week you'll be introducing children to a new word family or blend. Start off the week with this colorful chart. Talk with children about the different words they can make with this special word family and try to think of other rhyming words together.



Blending to Read

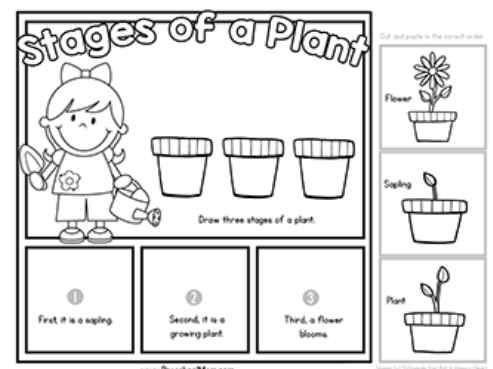
This is a simple activity page for children to practice close listening to the beginning sound and identify the correct blend. Children should use the dots and arrows as finger placement guides as they blend each word together.

Find & Color

Children find the words that have the beginning blend sound and color them. Children then write two of the words they found.

Draw & Write (Mon & Wed)

Children follow the six step drawing guidelines to create their own fun characters. Drawing builds small motor skills, increased confidence and provides writing opportunities for children to create stories for their creations.



Science Sequencing (Mon & Wed)

Children build 3-step sequences and learn to write or draw short responses in a First, Next, Last format. Science topics include life cycles, plant growth, hibernation, states of matter and more.

Nonsense Words (Tues & Thurs)

Children build words by choosing a beginning letter and pairing it with their word family. After saying the sounds out loud, children much decided it they created a real word or a nonsense word, and write it on the corresponding list.

1. Spin 2. Spin

3. Write:

Real-Word Non-sense Word

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Sort it Out (Tues & Thurs)

Sorting is a great way to assess comprehension. Children use the included game cards and mats to sort through their newly learned beginning blends. Encourage children to cut out each picture and sort them into the correct categories. Remind them to check each word before they paste it down.

SORT IT OUT

1. Cut 2. Sort 3. Paste

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BL FL

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Bingo Games (Fri)

Finish out your blends week with a fun game of phonics bingo! Each bingo board features images of the previously learned word families. Children can take turns choosing and then reading the calling cards to find out which picture was called.

dam	cat	bat	jab	tag
jam	rat	cab	bag	wag
ram	hat	gab	nag	sag
ham	mat	lab	rag	mam
yam	fat	tab	gag	

Phonics

B I N G O

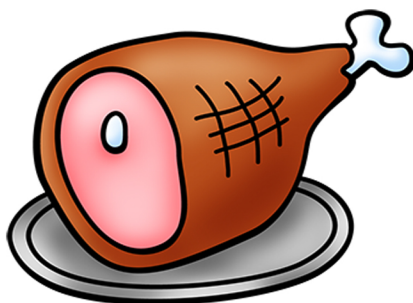
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I C A N * R * H * Y * M * E

- am



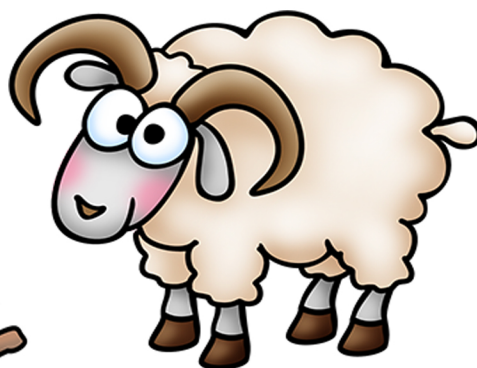
mam



ham



jam



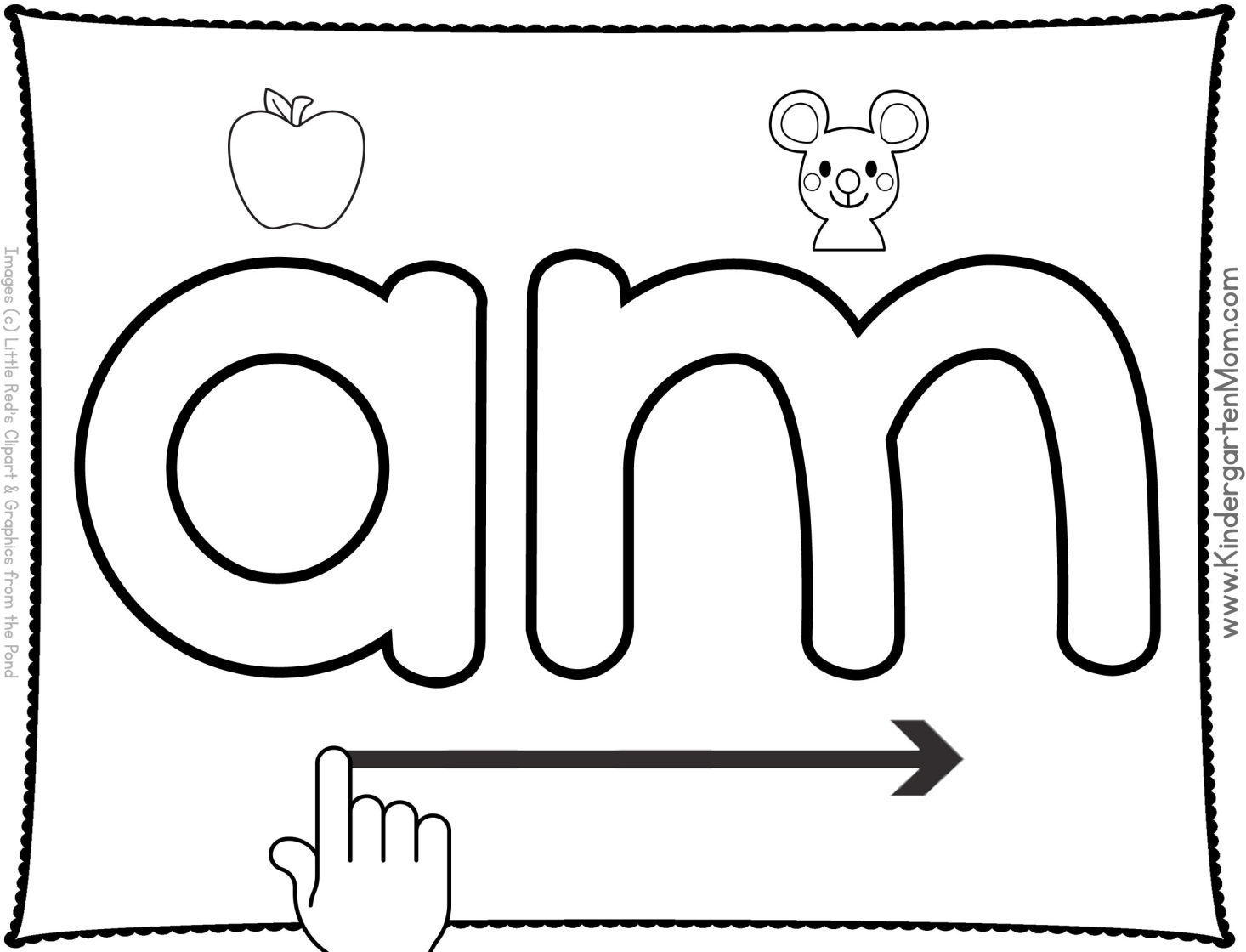
ram



dam



yam



a →

a-m →

m →

a-m →

a-m →

am

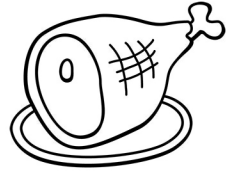
am am am am am am

-am

NAME : _____



Color one for each row of words you complete



yam

jam

dam

ram

mam

ham

yam

jam

dam

ram

mam

ham

Sam

dn

I

am

a

ram

yam

ham

mam

dam

jam

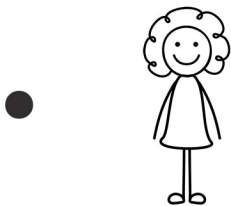
Sam

READ & MATCH

m a m



y a m



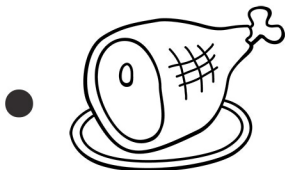
r a m



h a m



j a m



d a m



SOUND IT OUT Name: _____

Beginning sound		Middle sound		Ending sound		
s	m	o	a	m	n	
v	y	a	e	t	m	
r	s	o	a	m	d	
k	j	a	e	b	m	
d	p	i	a	m	g	
h	n	a	e	m	d	

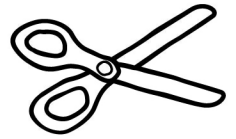


Week 1 : Day 1

Nouns



Items needed:



Instructions:

1. Color and cut out the pictures.
2. Paste them onto each flap.
3. Cut out and fold the booklet.
4. Paste into notebook so that you can lift the flaps.
5. Write examples underneath.

A

noun

is a

paste here

paste here

paste here

Parent Notes:

Cut on the solid black line.

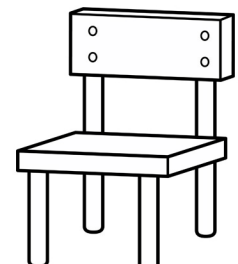
Fold on the dotted line



person



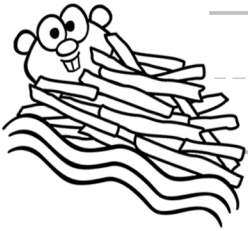
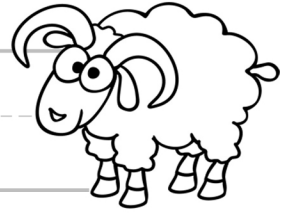
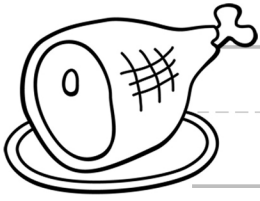
place



thing

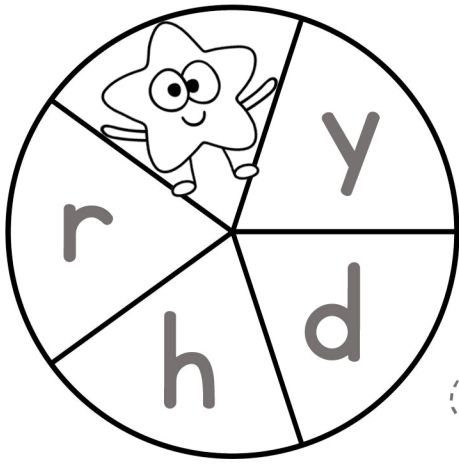
W R I T E

NAME : _____



F I N D

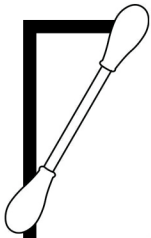
h	g	c	j	a	m	e
b	a	e	h	a	r	d
c	m	m	q	m	c	a
m	a	m	w	y	a	m
r	a	m	u	m	p	y
e	s	v	b	w	k	m



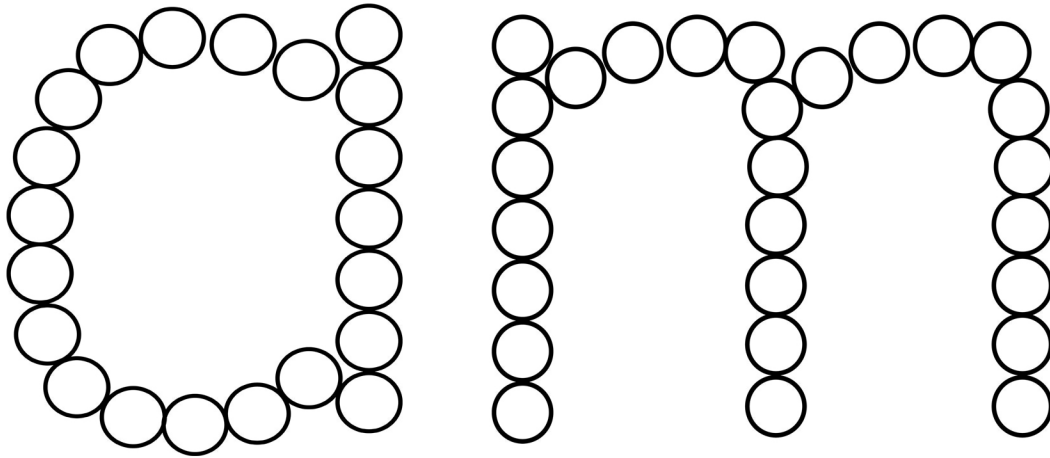
SPINNER WINNER

-am

mam	yam	ham	dam
mam	yam	ham	dam
mam	yam	ham	dam
mam	yam	ham	dam
mam	yam	ham	dam
mam	yam	ham	dam
mam	yam	ham	dam
mam	yam	ham	dam
mam	yam	ham	dam
mam	yam	ham	dam

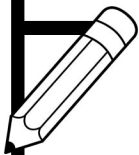


Dip and Dab to spell your word:

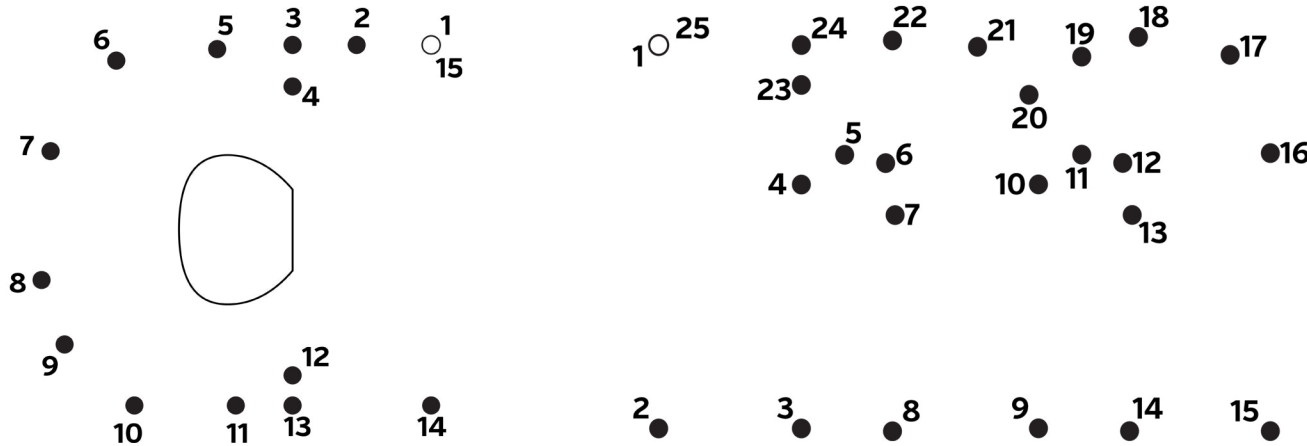


Write your word:

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated four times.

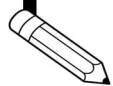


Dot to dot to spell your word:



Find your word:

a
are
am



Write a sentence with your word:

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated once.

READ

am

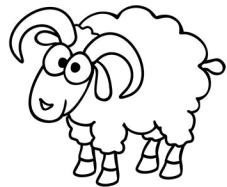
I am.
● ●



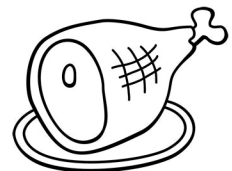
I am Mam.
● ● ●



I have a yam.
● ● ● ●



I have a ram.
● ● ● ●



I have a ham
● ● ● ●

RESPOND

Name: _____



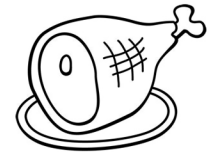
Mam Sam



jam yam



yam ram

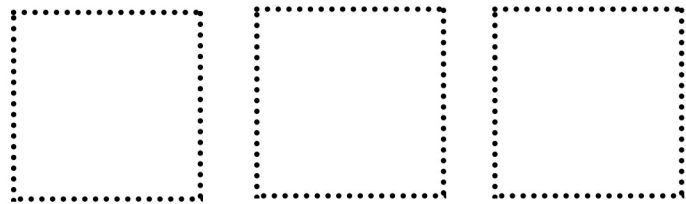
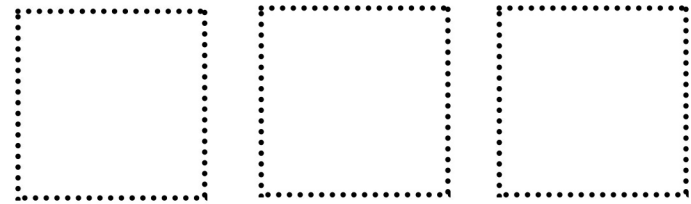
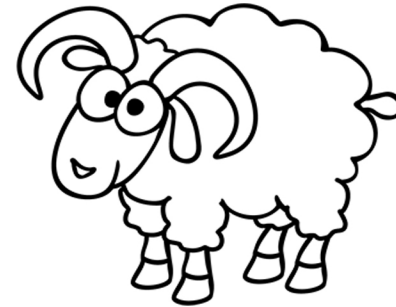
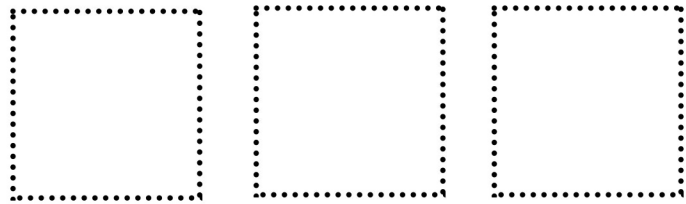
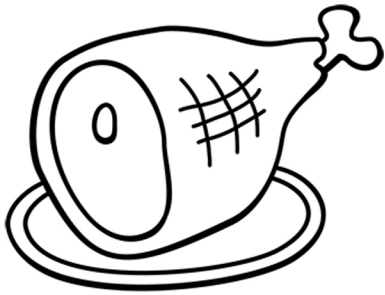


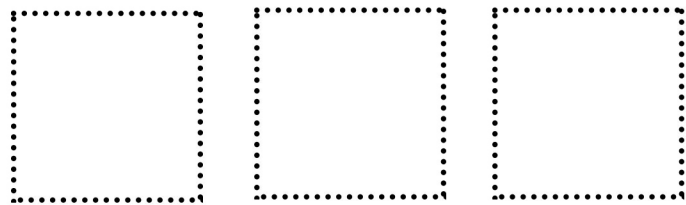
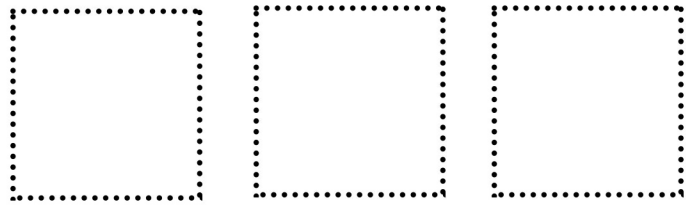
dam ham

WRITE

I have a jam.



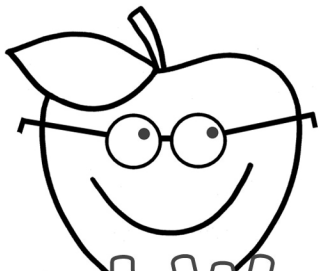




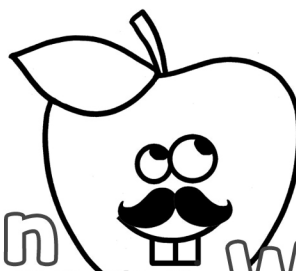
h	a	m
y	a	m
d	a	m
m	a	m
j	a	m
r	a	m

p l s t z
m q n h

-am



Real Word

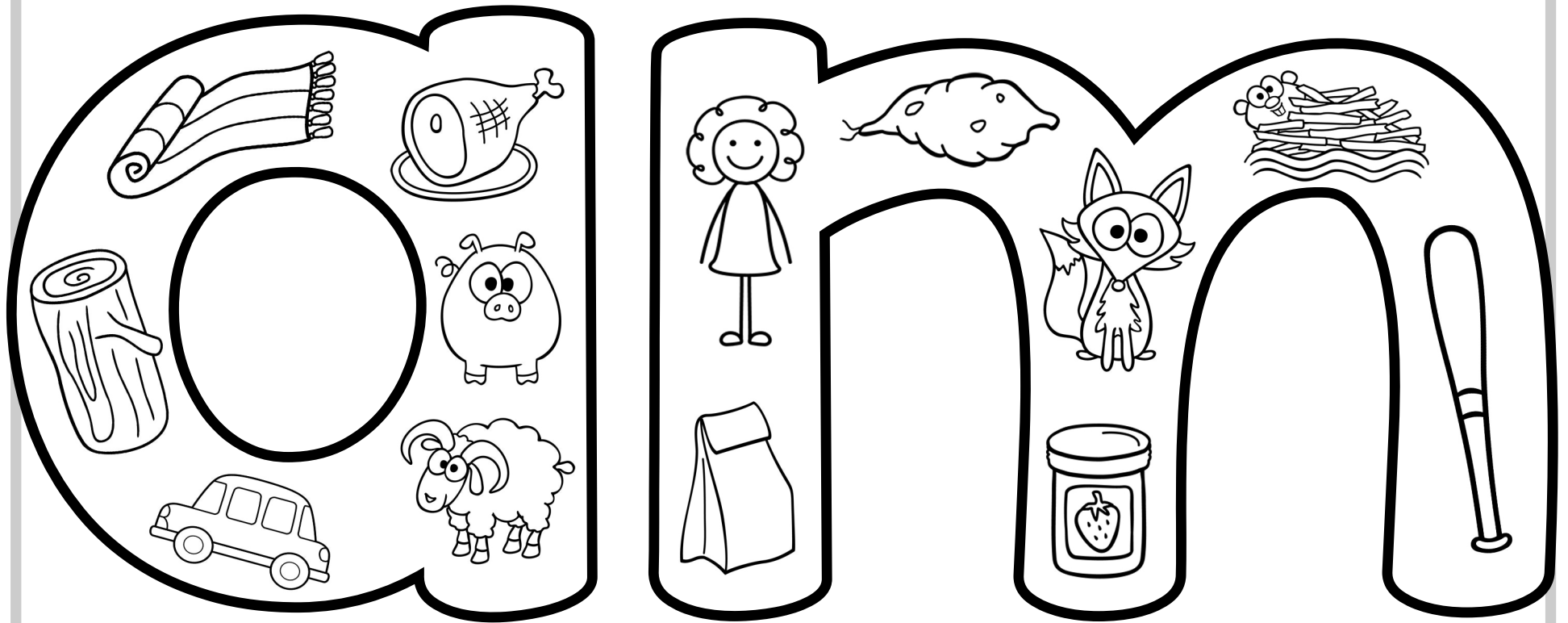


Non sense Word



Color the words that end with:

A M



Write three words you found:

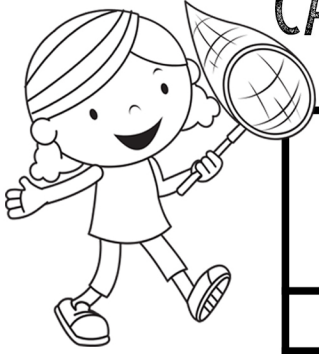
CATCH YOUR SIGHT WORDS

as you solve the maze!!

I

am

a



Trace and say:

I

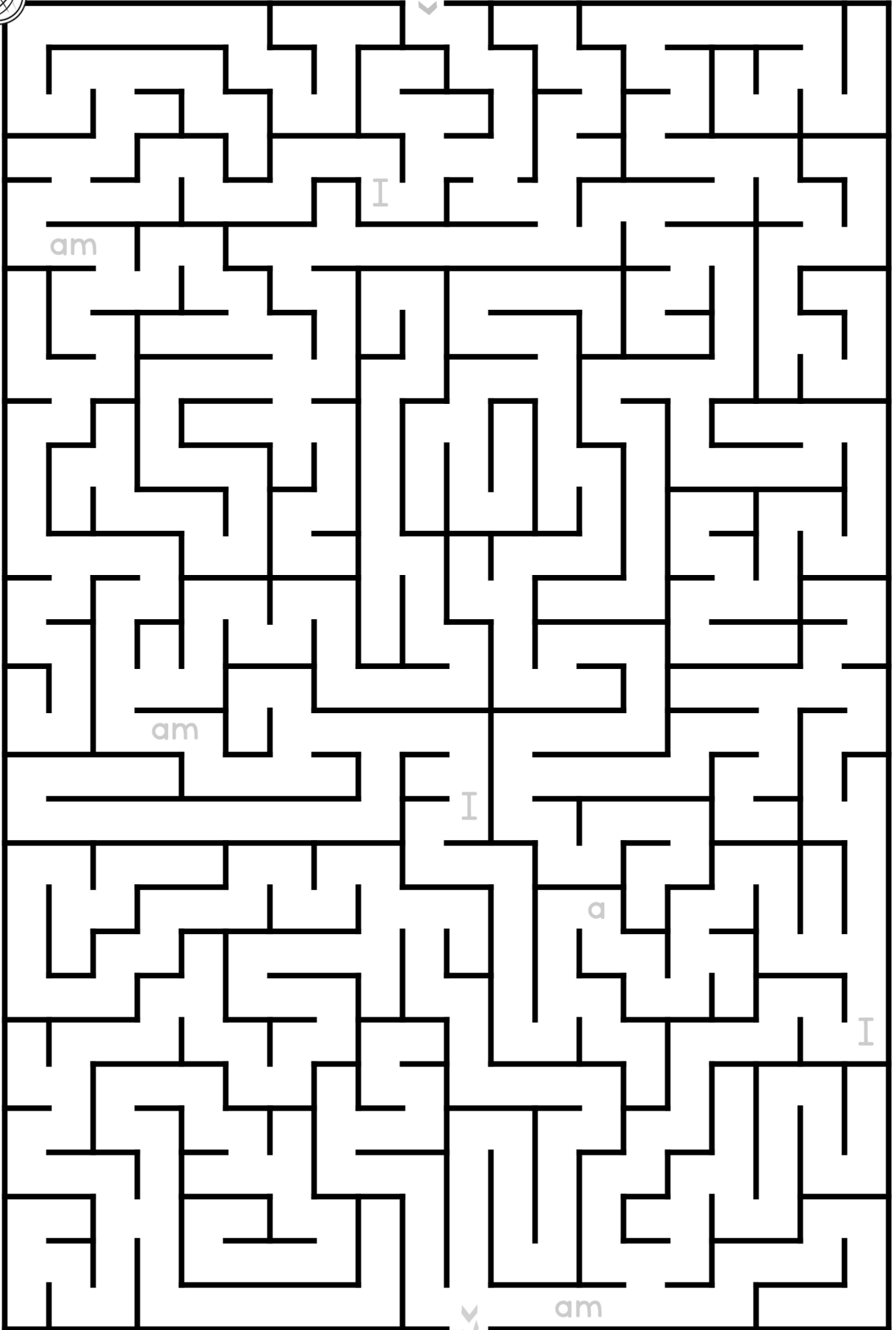
a

I

am

a

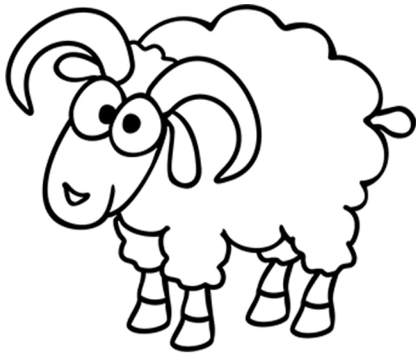
am



Yam Jam



I am mam.



I am a ram.

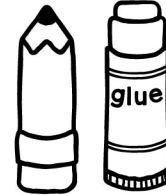


I am a yam.

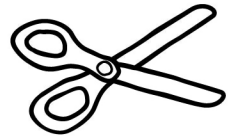


Week 1 : Day 2

Nouns



Items needed:



Instructions:

1. Trace the words and cut out the definition.
2. Paste it in your notebook.
4. Cut and paste the headings into your notebook.
5. Cut, Sort & Paste pictures.

A noun is a person, place or a thing.



People



Places



Things

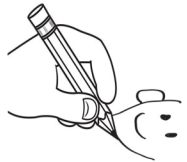


What is your name?

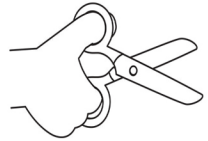


Write your answer below:

I am _____.



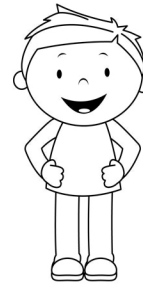
Draw a face on the child.



Cut and paste into
your notebook.

Are you a girl or a boy?

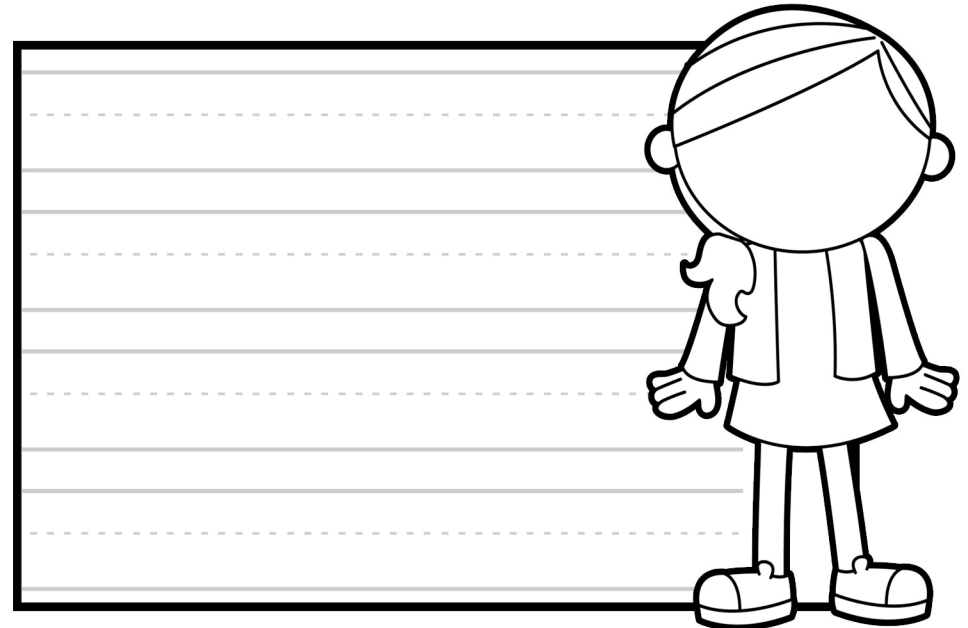
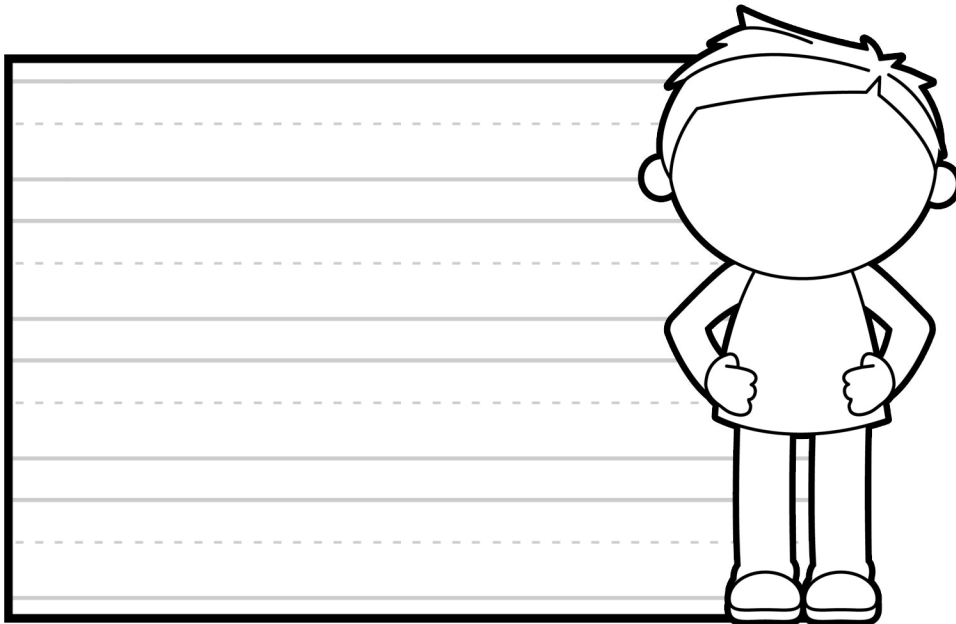
I am a _____.

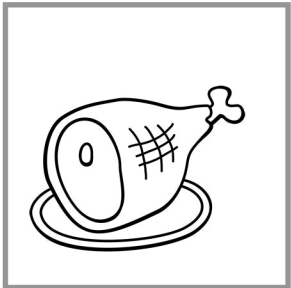


boy

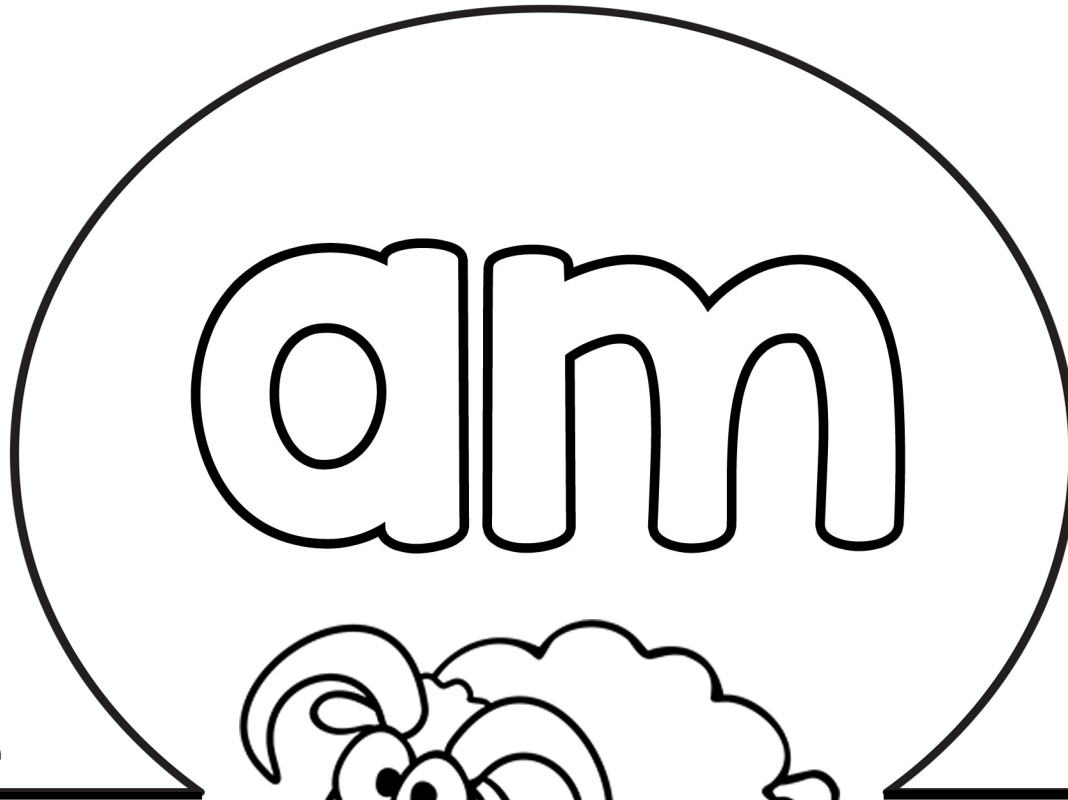


girl



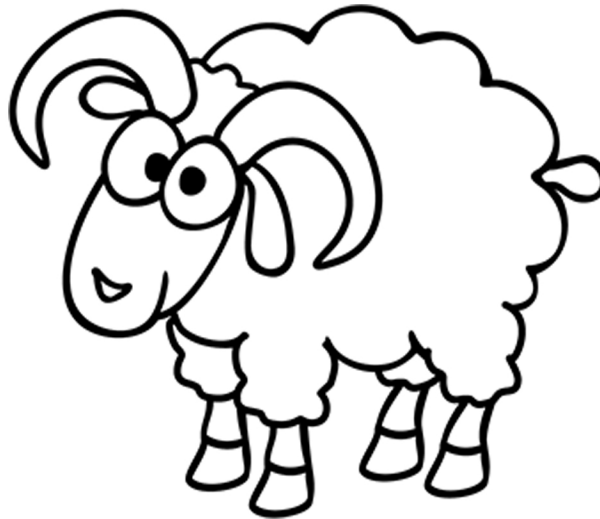


color
cut
glue
staple
wear



www.KindergartenMom.com

Images (c) Pink Cat Studio & Hidsey's Clipart



Name:

I

Handwriting practice lines for the letter 'I'.

HOW MANY?

LETTERS

SYLLABLES

VOWELS

CONSONANTS

I

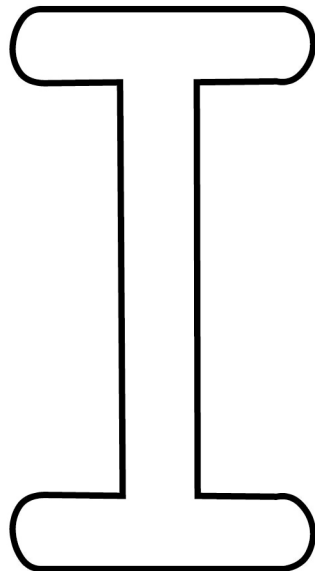
rhymes with

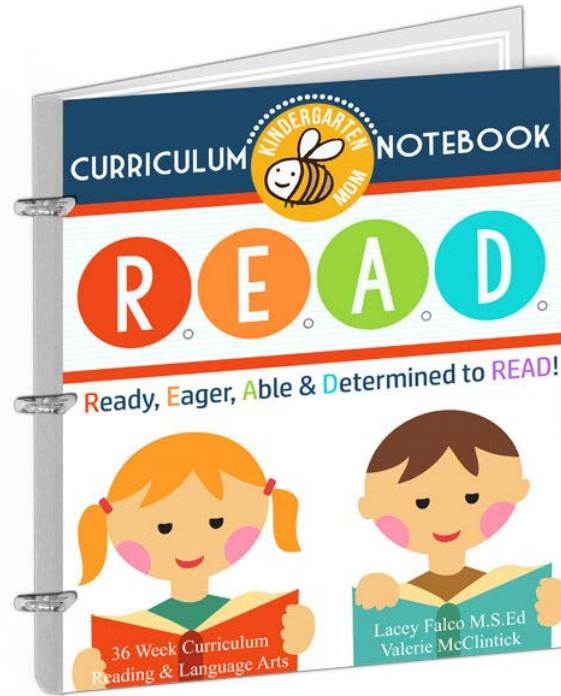
Handwriting practice lines for rhyming words.

I

written backwards is

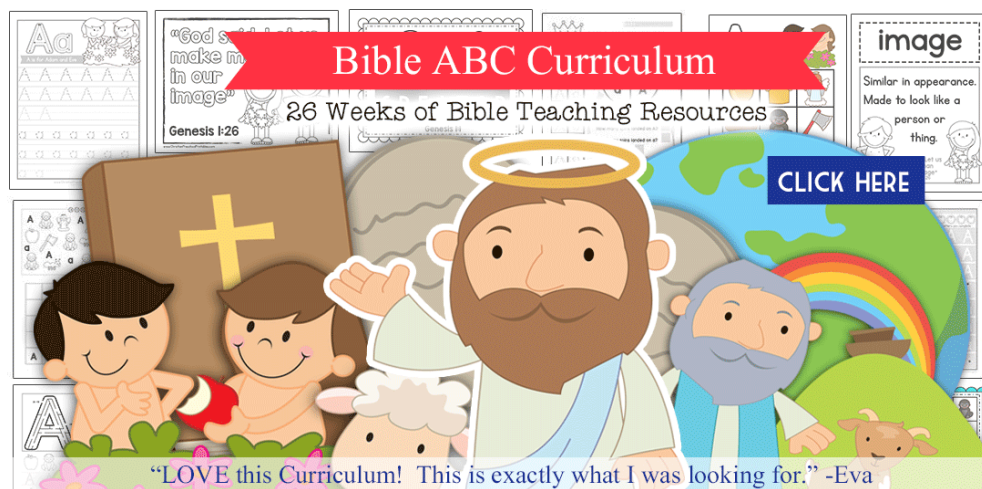
Handwriting practice lines for writing backwards.





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