READY, EAGER, ABLE & DETERMINED TO READ!

36 Week Curriculum Reading & Language Arts

Lacey Falco M.S.Ed
Valerie McClintick
## Curriculum Overview

<table>
<thead>
<tr>
<th>Word Family</th>
<th>Sight Words</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre Assessment Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>AM (dam, jam, ram, ham, mam, yam)</td>
<td>I, a, am,</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>AT (cat, rat, hat, mat, fat, bat)</td>
<td>my, is,</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>AB (cab, gab, lab, tab, jab)</td>
<td>and, the</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>AG (bag, nag, rag, gag, tag, wag, sag)</td>
<td>can, we</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>BL, FL, GL, SL (blab, blam, flat, flab, flag, glam, slam, slab)</td>
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<tr>
<td><strong>Week 6</strong></td>
<td>AN (can, fan, man, (an, (am, tan))</td>
<td>he, at, it</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>AD (dad, I'd, mad, mid, mad, ad, dad)</td>
<td>like, me</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>AP (sap, gap, map, cap, tap, nap)</td>
<td>to, come, for</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>ED (bed, fed, wed, red, Ted, sled)</td>
<td>go, got</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td>CL, PL, BR, CR (clam, clap, plan, plat, brag, bran, cram, cram)</td>
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<tr>
<td><strong>Week 11</strong></td>
<td>AR (cat, jar, bar, far, star, scar)*</td>
<td>his, in</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>EN (den, ten, men, hen, pen)</td>
<td>look, on</td>
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<tr>
<td><strong>Week 13</strong></td>
<td>EG (leg, peg, keg, beg, Meg, Greg)</td>
<td>one, said</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td>ET (vet, net, wet, jet, pet, set)</td>
<td>she, he, up</td>
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<tr>
<td><strong>Week 15</strong></td>
<td>DR, FR, GR, PR (drag, Fran, Fred, fret, grab, Greg, pram)</td>
<td></td>
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<tr>
<td><strong>Week 16</strong></td>
<td>IG (wig, fig, big, dig, pig)</td>
<td>little, who</td>
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<tr>
<td><strong>Week 17</strong></td>
<td>IN (pin, fin, tin, bin, kin, win)</td>
<td>with, you</td>
</tr>
<tr>
<td><strong>Week 18</strong></td>
<td>IT (pit, hit, kit, sit, fit, lit)</td>
<td>what, are</td>
</tr>
<tr>
<td><strong>Week 19</strong></td>
<td>IP (lip, dip, hip, tip, sip, zip)</td>
<td>now, how</td>
</tr>
<tr>
<td><strong>Week 20</strong></td>
<td>SN, SP, ST, SW (snot, snip, snag, snap, spin, spot, stop, star, stag, swim, swing)</td>
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<tr>
<td><strong>Week 21</strong></td>
<td>OG (fog, log, dog, jog, hog)</td>
<td>this, will</td>
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<tr>
<td>Week</td>
<td>Word Family</td>
<td>Examples</td>
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<td>------</td>
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<tr>
<td>22</td>
<td>OP (top, cop, pop, hop, mop)</td>
<td>find, be</td>
</tr>
<tr>
<td>23</td>
<td>OT (dot, cot, pot, hot, lot)</td>
<td>did, from</td>
</tr>
<tr>
<td>24</td>
<td>UG (bug, hug, rug, jug, mug, dug, tug)</td>
<td>make, play</td>
</tr>
<tr>
<td>25</td>
<td>CH, SH, TH, WH (chip, chin, chat, char, ship, shin, shed, that, thin, whip, wham)</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>UN (bun, run, sun, nun, fun)</td>
<td>here, says</td>
</tr>
<tr>
<td>27</td>
<td>UT (hut, cut, nut, rut, Tut)</td>
<td>where, no</td>
</tr>
<tr>
<td>28</td>
<td>ALL (ball, call, fall, small, stall, tall, wall)</td>
<td>do, down</td>
</tr>
<tr>
<td>29</td>
<td>ILL (Bill, gill, hill, Jill, pill, grill, will)</td>
<td>have, help</td>
</tr>
<tr>
<td>30</td>
<td>Ending Digraphs ch, sh, th, ck</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>ING (king, ping, ring, sing, thing, swing)</td>
<td>was, our</td>
</tr>
<tr>
<td>32</td>
<td>EST (best, rest, vest, west, zest)</td>
<td>off, take</td>
</tr>
<tr>
<td>33</td>
<td>INK (link, pink, sink, think, wink)</td>
<td>they, there</td>
</tr>
<tr>
<td>34</td>
<td>ICK (chick, flick, lick,lich, nick, puck)</td>
<td>love, friend</td>
</tr>
<tr>
<td>35</td>
<td>END (bend, lend, mend, send, spend)</td>
<td>went, out</td>
</tr>
<tr>
<td>36</td>
<td>ACK (back, pack, sack, rack, tack, Mack)</td>
<td>first, were</td>
</tr>
</tbody>
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**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:

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

### Blends & Digraphs Week Schedule:

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</tr>
<tr>
<td><strong>Language</strong></td>
<td>Find &amp; Color</td>
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<td>Find &amp; Color</td>
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<tr>
<td><strong>Game</strong></td>
<td></td>
<td></td>
<td></td>
<td>Bingo Game</td>
</tr>
<tr>
<td><strong>Draw and Write</strong></td>
<td>Nonsense Word</td>
<td>Draw &amp; Write</td>
<td>Nonsense Word</td>
<td></td>
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<tr>
<td><strong>Science</strong></td>
<td>Sort it Out</td>
<td>Science Sequencing</td>
<td>Sort it Out</td>
<td></td>
</tr>
<tr>
<td><strong>Sequencing</strong></td>
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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.
Tuesday

Sound it Out
Children build on the previous day’s activities by starting off the day reviewing each letter sound and blending them into words. Children match each word to the corresponding picture. The second part of this worksheet provides children the opportunity to deconstruct words into beginning, middle and ending sounds, circling each letter as they go. Encourage children to say these sounds out loud as they work.

Interactive Notebook Activity
On Tuesdays and Thursdays children begin to build and add to their interactive folder. Children cut out and assemble the minibook and add it to their folder. Each minibook contains new information covering key Language Arts standards for Kindergarten.

Write & Find
This is a simple spelling activity for children to work on listening for individual letter sounds. After writing each word, children find the words in the word search below.

Spinner Winner
This worksheet doubles as handwriting practice and a fun game! Using a paperclip spinner, children write each word they land on, first one to the top wins!

Daily Sight Word Work
Review sight words with yesterday’s word cards. Children then practice writing their sight words with these simple activity pages. Each page features dot painting and a dot to dot for children to solve. Smaller words leave room for writing practice and extra activities.
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.

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.

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

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.

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.
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.

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!
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 must decide if they created a real word or a nonsense word, and write it on the corresponding list.

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.

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.
I CAN RHYME

- am

ham
mam
jam
ram
dam
yam

www.KindergartenMom.com
I am a ram yam ham mam dam jam Sam
### READ & MATCH

<table>
<thead>
<tr>
<th>a</th>
<th>m</th>
<th>a</th>
<th>m</th>
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<tbody>
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</table>

### SOUND IT OUT

<table>
<thead>
<tr>
<th>Name: ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning sound</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>s</td>
</tr>
<tr>
<td>v</td>
</tr>
<tr>
<td>k</td>
</tr>
<tr>
<td>d</td>
</tr>
<tr>
<td>h</td>
</tr>
</tbody>
</table>

www.KindergartenMom.com
Week 1: Day 1
Nouns

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

SAMPLE is a

SAMPLE

paste here

paste here

paste here

Parent Notes:
Cut on the solid black line.
Fold on the dotted line

person

place

thing
<table>
<thead>
<tr>
<th>mam</th>
<th>yam</th>
<th>ham</th>
<th>dam</th>
</tr>
</thead>
<tbody>
<tr>
<td>mam</td>
<td>yam</td>
<td>ham</td>
<td>dam</td>
</tr>
<tr>
<td>mam</td>
<td>yam</td>
<td>ham</td>
<td>dam</td>
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<td>mam</td>
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<td>dam</td>
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<td>mam</td>
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<td>ham</td>
<td>dam</td>
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<tr>
<td>mam</td>
<td>yam</td>
<td>ham</td>
<td>dam</td>
</tr>
<tr>
<td>mam</td>
<td>yam</td>
<td>ham</td>
<td>dam</td>
</tr>
</tbody>
</table>

SAMPLE

SAMPLE

SAMPLE

KindergartenMom.com
Dip and Dab to spell your word:

Write your word:

Dot to dot to spell your word:

Find your word:

a
are
am

Write a sentence with your word:
READ

I am.

I am Mama.

I have a yam.

I have a ram.

I have a ham.

RESPOND

Name: ___________

Mama, Sam, jam, yam, yam, ram, dam, ham

WRITE

I have a jam.
Color the words that end with: am

Write three words you found:

---

Images (c) Pink Cat Studio & Little Red's Clipart

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CATCH YOUR SIGHT WORDS
as you solve the maze!

Trace and say:

I
am
a

I
am
a

I
am
a

SAMPLE
SAMPLE

I
am
a

I
am
a
Yam

Jam

I am mum.

I am a ram.

I am a yam.
Week 1: Day 2
Nouns

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.

A noun is a person, place or thing.

People  Places  Things
What is your name?  

Write your answer below:

I am ____________________________.

Are you a girl or a boy?

I am a ____________________________.

Draw a face on the child.

Cut and paste into your notebook.

www.KindergartenMom.com
Images (c) Little Reeds Clipart & Kari Bolt
I

How many?

Letters: S, L, A, B, E, T, O, V, E, L

Consonants: S, L, T, O, V

Rhymes with

Written backwards is
I CAN BLEND bl-

blowfish
blue
blocks
blob
blam
blab

www.KindergartenMom.com
Images(c) Miss Giraffe
Color the words that start with: BL

Find, Circle & Say:

Write two words you found:
SAMPLE

SAMPLE

www.KindergartenMom.com
Bean Sprout

Try this at home!

What do plants need to grow?

1. First, it is a seed.
2. Second, a root begins to grow down.
3. Third, a stalk begins to grow up.
I CAN BLEND

fl-

flag
flea
flat
fly
flip-flop
float
floss
flamingo

www.KindergartenMom.com
fl flag flag flag flag flag
flag flag flag flag flag
flag flat flat flat flat
flat flag flag flag flag
Color the words that start with: FL

Find, Circle & Say:

Write two words you found:

SAMPLE

Images: (c) Pink Cat Studio & Little Red's Clipart
www.KindergartenMom.com
1. Spin

2. Spin

3. Write:

Real Word

Non-sense Word

www.KindergartenMom.com
SORT IT OUT


www.KindergartenMom.com
I CAN BLEND

gl-

glam

globe

glass

glad

glove
Color the words that start with: GL

Find, Circle & Say:

Write two words you found:
Bird Nests

Circle things a bird might use to build a nest:

Can you solve this maze?

1. First, a bird makes a nest.
2. Second, the bird lays eggs in the nest.
3. Third, the eggs hatch into baby birds.

Cut and paste in the correct order:

Nest with eggs.
Nest.
Nest with baby birds.

www.PreschoolMom.com
I CAN BLEND

sl-

slip
slab
slam
slime
slide
slug

www.KindergartenMom.com
Color the words that start with: SL

Find, Circle & Say:

Write two words you found:
1. Spin  
2. Spin  
3. Write:

Real Word

Non sense Word

SAMPLE

www.KindergartenMom.com
SAMPLE
SAMPLE
SORT IT OUT


SAMPLE

SAMPLE

SAMPLE

www.KindergartenMom.com
<table>
<thead>
<tr>
<th>dam</th>
<th>cat</th>
<th>bat</th>
<th>jab</th>
<th>tag</th>
</tr>
</thead>
<tbody>
<tr>
<td>jam</td>
<td>rat</td>
<td>sab</td>
<td>bag</td>
<td>wag</td>
</tr>
<tr>
<td>ram</td>
<td>hat</td>
<td>gab</td>
<td>nag</td>
<td>sag</td>
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<td>ham</td>
<td>mat</td>
<td>lab</td>
<td>rag</td>
<td>mam</td>
</tr>
<tr>
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<td>fat</td>
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