



R E A D

Ready, Eager, Able & Determined to READ



## **R.E.A.D. Curriculum Notebook: Kindergarten**

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**Ready, Eager, Able & Determined to READ!**

### **General Curriculum Overview:**

- 4 Days/Week over 36 Weeks
- Daily Warm-Up/Calendar Work
- One Word Family/Week
- 2-3 Sight Words /Week
- Weekly Writing Prompts
- Complete Interactive Grammar Notebook
- Weekly Early Readers
- Weekly Science Sequencing
- Beginning Blends cycle every 5<sup>th</sup> week (Review Week)
- Quarterly Assessments & Review Games

### **Suggested Materials:**

Beyond basic classroom supplies, you'll need the following items:

- Composition notebook for the Interactive Grammar Notebook.
- Page protectors and dry erase marker for the Daily Warm-Up.
- Small bag or storage container for Review Flashcards

### **Assembly & Use:**

Before starting the course, it is recommended that you place the Daily Warm-Up pages into page protectors for reuse each morning. This curriculum is designed in a print-ready format, so you can simply print it in order and place the pages inside a 3-ring binder (or two) and you'll be set for the year. It may be helpful to add weekly divider tabs to differentiate between each of the 36 weeks. At the start of each week there will be full-color reference charts you can display and use for introducing students to the new reading concepts for the week. If desired, you can print the charts separately onto cardstock paper for durability.

## 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 Words	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. Topics covered in the notebook will help meet Kindergarten language art requirements and are outlined in the Comprehensive Curriculum Overview in the following pages.

# 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

*Daily* **WARM-UP**

MY FIRST NAME \_\_\_\_\_

MY LAST NAME \_\_\_\_\_

DATE \_\_\_\_\_

WEATHER \_\_\_\_\_

TEMPERATURE \_\_\_\_\_

Count & Write Daily Number

Number Word \_\_\_\_\_

Ten Frame

Tally

Money

Days of Week

Months of Year

Number Word

Number Line



Month \_\_\_\_\_ Year \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

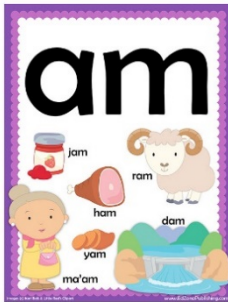
Today is \_\_\_\_\_

Yesterday was \_\_\_\_\_

Tomorrow will be \_\_\_\_\_

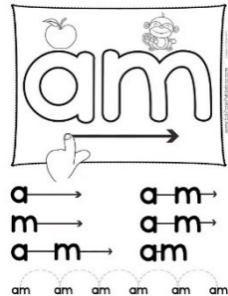


# MONDAY



## 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 students about the different words they can make with this special word family and try to think of other rhyming words together. Display the chart somewhere in the classroom for easy reference.



## Letter Sound Chart

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



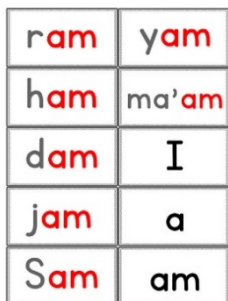
## Handwriting Worksheet

This is a simple worksheet for students 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. Students have the opportunity to trace and then write the words on their own, coloring the star when they've done their best work.



## 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.



## Flashcards

Each week students 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. Students can cut and store cards for later use.

# TUESDAY

**Touch, Read, & Match**

S a m →

y a m →

r a m →

h a m →

j a m →

d a m →

**SOUND IT OUT**

Beginning sound	Middle sound	Ending sound
s	m	a
y	a	m
r	a	m
h	a	m
j	a	m
d	a	m

## Sound it Out

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

**Week 1: Day 1**

**Noun**

1. Color and cut out the pictures.  
2. Paste them onto each flag.  
3. Cut out and fold the booklet.

4. Paste into notebook so that you can flip the flags.  
5. Write the examples underneath.

**noun**  
is a

person	place	thing
--------	-------	-------

Examples: person, place, thing

## Interactive Notebook Activity

On Tuesdays and Thursdays children begin to build and add to their interactive notebook. Students 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**

Write the words in the boxes below.

## Write & Find

This is a simple spelling activity for students to work on listening for individual letter sounds as they write. After writing each word, children find the words in the word search below. Words are presented horizontally, diagonally, vertically, and backwards.

**am SPINNER WINNER**

Write the words in the boxes below.

## Spinner Winner

This worksheet doubles as handwriting practice and a fun game! Using a paperclip spinner, students write each word they land on, first one to the bottom is the winner!

**am**

Write your word

Find your word

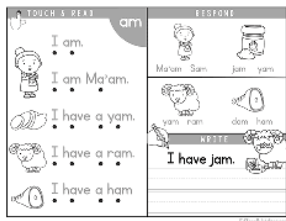
Write a sentence with your word

## Daily Sight Word Work

Review sight words with yesterday's word cards. Students 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.

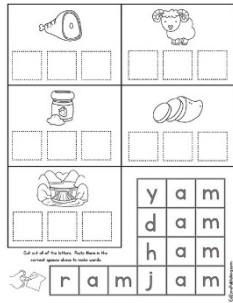


# WEDNESDAY



## Read & Respond

Students work on key reading and comprehension skills with this simple worksheet. Instruct students to put their finger on the dot and read each word. After reading children respond by answering questions or completing a writing activity.



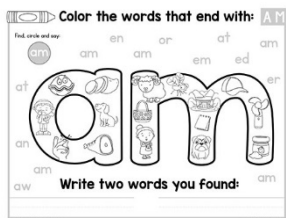
## Making Words w/Letter Tiles

Students 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.



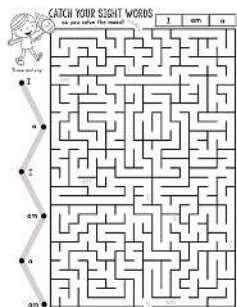
## Nonsense Words

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



## Find & Color Word Family

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



## Sight Word Maze

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

# THURSDAY

Yam Jam



I am Ma'am.



I am a ram.



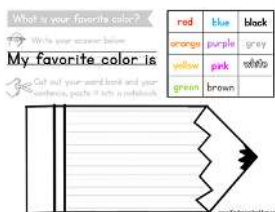
I am a yam.

I am yam jam.



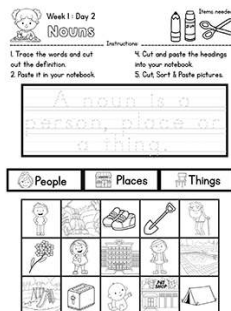
## Story Reader

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



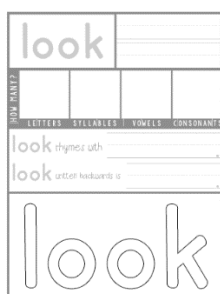
## Guided Writing

Each week students will complete a simple story writing prompt. Students 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 samples 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.



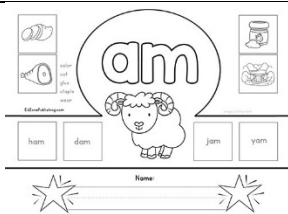
## Interactive Notebook

On Thursday students continue to build and add to their interactive notebook. Students cut out and assemble the mini-books, then paste them into the next available page. Each mini-book contains new information covering key language arts standards for kindergarten.



## Daily Sight Word Work

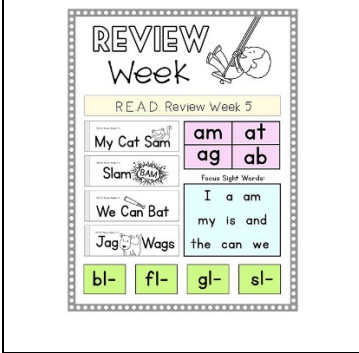
Review sight words with yesterday's word cards. Students then practice writing their sight words with these simple activity pages. First, spell the word aloud, then write it two times on the lines. Next, count the letters, syllables, vowels and consonants. Then, say your word aloud and find a word that rhymes with your word. Write your word backwards to see if it spells a silly word. Finally, use stickers, stamps, playdough, or crayons to fill in the letters of your word.



## End of the Week Crown

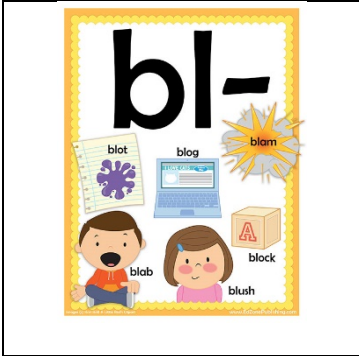
Students cut and paste the pictures to match the words. Then, students cut and staple to create their own word family crown to wear!

## REVIEW WEEKS



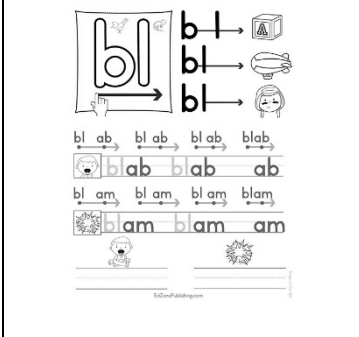
## Review Week Overview:

Every fifth has been scheduled as a review week. Students will cover word families and grammar concepts learned during the previous four weeks. During the review weeks, students will be introduced to four new beginning or ending blends, that they will pair up with their word families to make new words. Each review week also includes four controlled early readers to continue to build reading fluency.



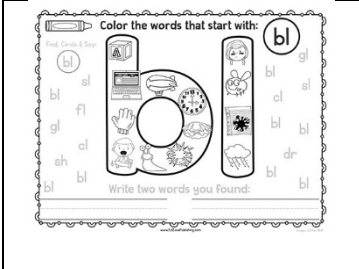
## Blend Sound Chart

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



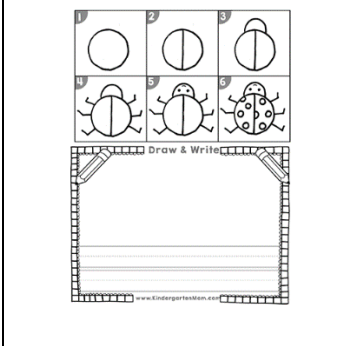
## Blending to Read

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



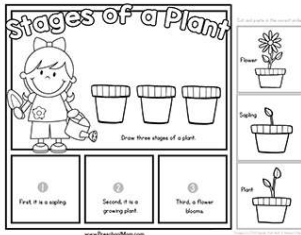
## Find & Color

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



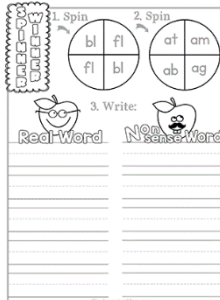
### Draw & Write (Mon & Wed)

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



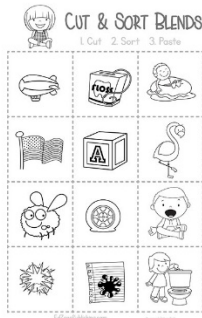
### Science Sequencing (Mon & Wed)

Students 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)

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



### Sort it Out (Tues & Thurs)

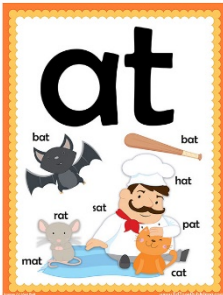
Sorting is a great way to assess comprehension. Students use the included game cards and mats to sort through their newly learned beginning blends. Encourage students to cut out each picture and sort them into the correct categories. Remind them to check each word before they paste it down.



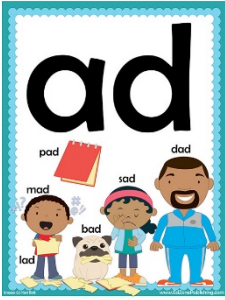


### Bingo Games (Fri)

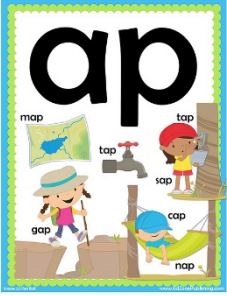
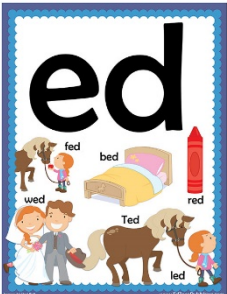
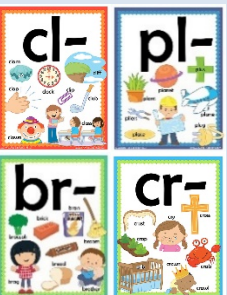
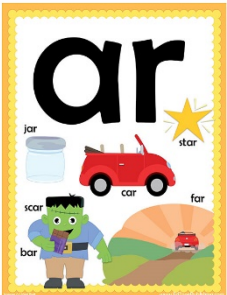
Finish out your review week with a fun game of phonics bingo! Each bingo board features images of the previously learned word families. Students can take turns choosing and then reading the calling cards to find out which picture was called.

# Comprehensive Weekly Curriculum Overview


Week	Reference Chart	Word Family Words	Sight Words	Language Arts	Writing	Early Reader	Page
1		dam ham jam ma'am ram yam	a am I	Nouns	I Am	Yam Jam	
2		bat cat fat hat mat pat rat sat	is my	Nouns	My House	My Cat	
3		cab dab gab lab nab tab job	and the	Proper Nouns	My Mom	The Cab	

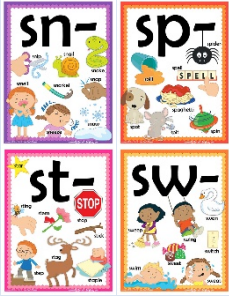

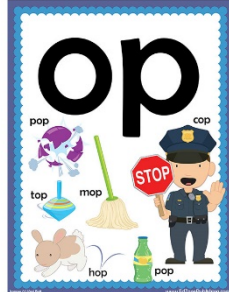
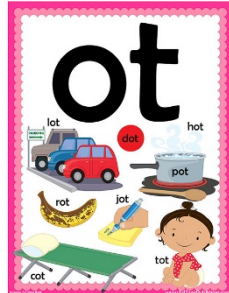
4		bag hag nag rag tag wag	can we	Proper Nouns	My Dad	Rag Bag	
5		<b>Early Readers</b> My Cat Sam Slam Bam! We Can Bat Jag Wags	<b>BL</b> blab blam block blog blot blush	<b>FL</b> flag flamingo flat float floss flush fly	<b>GL</b> glad glam glass globe glove glue glum	<b>SL</b> slab slam sled sleet slime slip slot slug	
6		can fan man pan ran tan van	see, at, it	Verbs	My Family	Tan Man	
7		bad dad lad mad pad sad	like, me	Verbs	My Family Tree	My Pad	



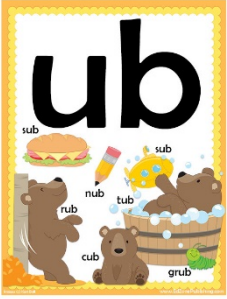


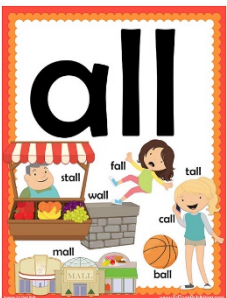
8		cap gap map nap sap tap	to, come, for	Adjectives	My Favorite Color	Cap Nap	
9		bed fed led red Ted wed	go, got	Adjectives	Making a List	Ted's Shed	
10		<b>Early Readers:</b> Sad Lad Ted and the Sled My Map The Pan Man	<b>CL</b> clam clap class clip clip clock clown club	<b>PL</b> plan plane planet plant plate pled pliers plug plus	<b>BR</b> brag bran bread brick broccoli broom brother brown	<b>CR</b> crab cram crawl crib crop cross crown crust cry	
11		bar car far jar scar star	his, in	Sentences	I Like	Scar's Bar	

12		den hen men pen ten	look, on	Sentences	My Favorite Book	Ten Men	
13		beg Greg keg leg meg peg	one, said	Capitalization	My Favorite Pet	No Beg!	
14		jet met net pet set wet	she, he, up	Punctuation	I Am Good At	Pet Vet	
15		<b>Early Readers</b> Ten Stars Pen Hen Wet Pet Brad is Bad	<b>DR</b> drag dragon dragonfly dress drip drop drum	<b>FR</b> frame Fran freckles friends fries frog frown fruit	<b>GR</b> grandpa grapes grass green grin grip grow	<b>PR</b> practice pram pretzel price prince princess prize prop	

16		big dig fig jig rig wig	little, who	Plural Nouns	If I Were a Bug	Pig Digs	
17		bin fin kin pin tin win	with, you	Irregular Plural Nouns	When I Grow Up	Fish Fin	
18		fit hit kit lit pit sit	what, are	Question Words	The World's Best Dessert	The Kit	
19		dip hip lip nip rip sip tip zip	now, how	Question Words	My Favorite Toy	Dip Tips	

20		<b>Early Readers</b> Who Are You? What Can You Do? Ten Pin Win! Who is With You?		<b>SN</b> snail snake snap sneeze sniff snip snorkel snow	<b>SP</b> spaghetti spell spider spill spin spit spot	<b>ST</b> stag staple star stem step stick sting stop	<b>SW</b> swan sweat sweep sweets swig swim swing switch	
21		Bog Dog Fog Hog Jog log	this, will	Prepositions	If I Could Fly	Dog Jog		
22		Cop Hop Mop Pop Top stop	find, be	Calendar	Super Powers	Pop Cop		
23		Cot Dot Hot Jot Lot Pot Rot Tot	did, from	Calendar	My Best Friend	Dot's Tot		

24		Bug Dug Jug Mug Pug Rug Tug	make, play	Conjunctions	My Best Friend 2	Bug's Rug	
25		<b>Early Readers</b> Frog Fog Big Mess The Gem Top Cop		<b>CH</b> chaps chat cheese chick chin chip chipmunk church	<b>SH</b> shark shed shell shin ship shovel	<b>TH</b> that thin think thorn thread throw thumb	<b>WH</b> whale wham what wheelbarrow whip whisk whisker whisper
26		bun fun gun nun run sun	here, says	Shades of Meaning	Poetry	Fun in the Sun	
27		cut hut gut nut Tut	where, no	Shades of Meaning	Window	Where is my Nut?	

28		cub grub nub rub sub tub	do, down	Commas	Helping	Cub in the Tub	
29		drum gum hum plum tum	have, help	Commas: Address	Three Wishes	Hum & Drum	
30		<b>Early Readers</b> Fall is Here Chip and Dip 3 Wishes We Help Pets	<b>_CH</b> branch inch pouch rich search teach	<b>_SH</b> brush bush cash dish trash wash	<b>_TH</b> bath earth math moth mouth teeth tooth	<b>_CK</b> duck lock neck puck rock sick sock tuck	
31		Ball Call Fall Mall Stall Tall Wall	was, our	Commas: Letter	Scared	Call Me	



32		Bill Gill Hill Jill Pill Grill	off, take	Affixes	Yesterday, Today, and Tomorrow	Bill & Jill	
33		King Ping Ring Sing Swing Wing	they, there	Affixes	Steps to a Balloon	Bing & the King	
34		Chick Kick Lick Pick Sick Stick	love, friend	Categories	The Best Vacation	Mick & Chick	
35		Back Pack Jack Sack Tack Mack	went, out	Synonyms & Antonyms	My Week Seasons & Senses	Jack Packs	

36	ASSESSMENT WEEK	Early Readers The One 8 Fun Friends Trash to Cash Get Up				
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Assessment Week				
	Monday	Tuesday	Wednesday	Thursday
<p>Use these charts to keep track of which word your student has mastered, and which need work. Words are arranged in weekly columns however, students should read from left to right. Color in the word when they get it correct and score the row. Repeat assessment after practice and game play.</p>	<p><b>Teacher Checklist</b></p>	<p><b>Teacher Checklist</b></p>	<p><b>Teacher Checklist</b></p>	<p><b>Teacher Checklist</b></p>
	<p><b>Assessment</b></p>	<p><b>Assessment</b></p>	<p><b>Assessment</b></p>	<p><b>Assessment</b></p>
	<p><b>Game</b></p> <p><b>BINGO DAB</b></p>	<p><b>Game</b></p> <p><b>WORD GRID</b></p>	<p><b>Game</b></p> <p><b>BINGO DAB</b></p>	<p><b>Game</b></p> <p><b>WORD GRID</b></p>

