










## DAISY Rules

Please take very good care of your DAISY book.  
It will be used all year!

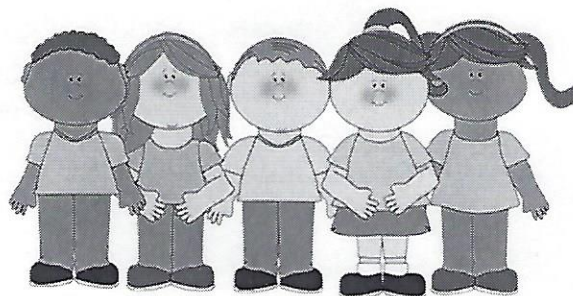
	Keep your DAISY book clean. Do not eat or drink while using it.
	Take your DAISY book home every day and bring it back with you each morning.
	Show your DAISY book to your parents each day. They will be so proud that you are learning responsibility!!
	Keep your DAISY book away from younger brothers or sisters and friends. Do not let anyone borrow, tear or draw pictures in it. Remember, it is yours!
	Put only papers that Mrs. Flowers tells you to in your DAISY book. Keep other papers out.
	Use your DAISY book for school only. Don't color or tear any pages in your book.
	Turn in your DAISY book each day after you have given Mrs. Flowers any papers that should be turned in. Remember, please turn in any letters from your parents and lunch money to Mrs. Flowers every morning.

Please leave the rules in your Daisy Book.

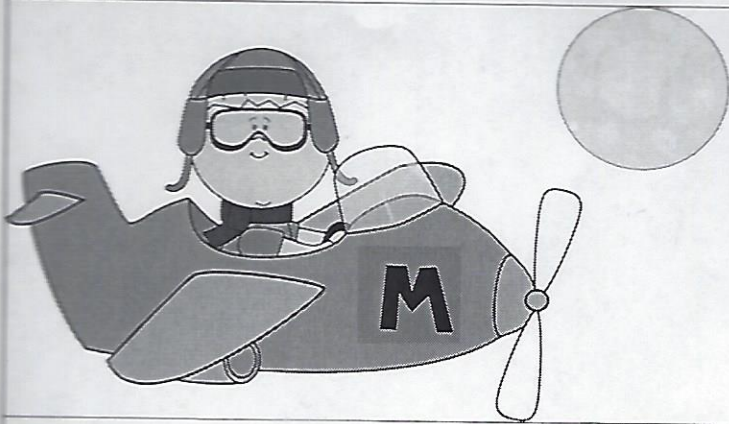
# Mrs. Flowers' Friends

2020-2021

1. Finley Akers
2. Hazel Beasley
3. Harrison Brown
4. Kennedy Jennings
5. Boone Chance
6. Eliza deClercq
7. Abigail Dedman
8. Odella Ellis
9. Waylon Porterfield
10. Bryson Jones
11. Vann Kolka
12. Ryleigh McGriff
13. Addison McKee
14. Collins Ogg
15. Coraline Pitt
16. Lane Ratliff
17. Gracyn Ray
18. Nathan Swanson
19. Knox Talbott
20. Brooklyn Taylor



# HOW AM I DOING?



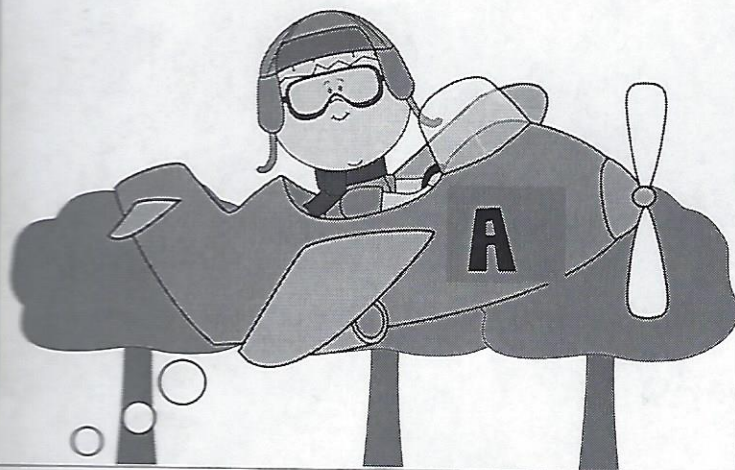
## OUT OF THIS WORLD MASTERY

Meeting grade level standard and consistently producing quality work independently. This indicates that a student demonstrated mastery of subject material.



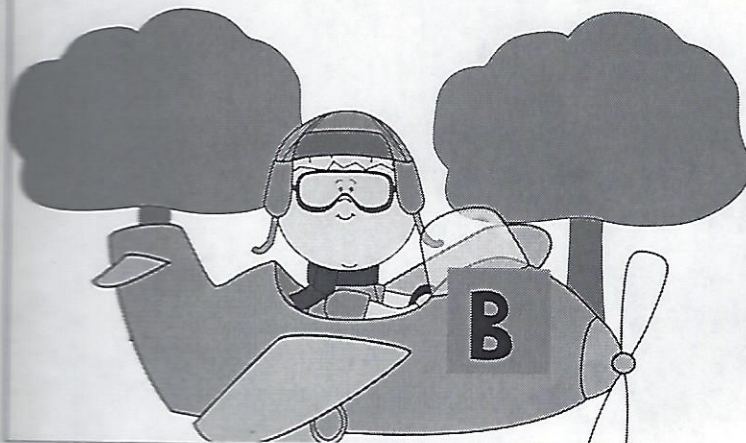
## FLYING HIGH ON TRACK

Progressing toward the standard and producing required grade level work with some teacher direction and assistance. This indicates that a student is still developing the skills needed for independent and consistent mastery.



## TAKING OFF APPROACHING

Beginning to develop the standard but not yet able to produce required grade level work without teacher direction and assistance. This indicates that a student is still developing the skills needed for independent mastery.



## READY TO GO BASIC

Limited ability to produce the grade level standard without significant teacher support and assistance. This indicates that a student needs significant teacher support and assistance and there is concern for the child's performance on this standard.

Name \_\_\_\_\_

Clever/IREADY

User name \_\_\_\_\_



Password \_\_\_\_\_

Raz Kids

Teacher \_\_\_\_\_


Password \_\_\_\_\_



# Alphabet CHART

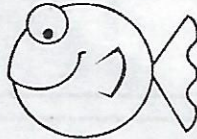
**Aa**  
apple  
  
acorn  


**Bb**  
  
bee

**Cc**  
  
carrot

**Dd**  
  
duck

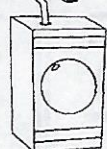
**Ee**  
elephant  
  
eel  


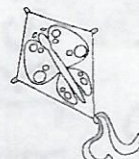
**Ff**  
  
fish


**Gg**  
  
girl

**Hh**  
  
horse

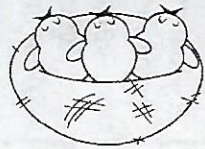
**Ii**  
igloo  
  
ice cream  




**Jj**  
  
juice

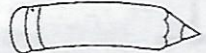
**Kk**  
  
kite

**Ll**  
  
leaf


**Mm**  
  
moon


**Nn**  
  
nest

**Oo**  
octopus  
  
oval  




**Pp**  
  
pencil

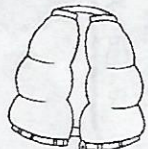
**Qq**  
  
queen

**Rr**  
  
rabbit


**Ss**  
  
sandwich


**Tt**  
  
tiger


**Uu**  
umbrella  
  
unicorn  


**Vv**  
  
vest

**Ww**  
  
watermelon

**Xx**  
  
x-ray

**Yy**  
  
yogurt

**Zz**  
  
zebra

### Strategies for Reading Unknown Words

#### \*Don't Just Tell Me The Word!\*

1. Use the pictures to help read the words.
2. Get your lips ready for the beginning sound of the word.
3. Stretch out the sounds in the word and then blend them together.
4. Look for parts of the word you know.
5. Skip the word and keep reading. Come back at the end of the sentence and think what word would make sense.
6. Try a word that fits picture/letter sound clues and read the sentence. If it doesn't make sense, go back and try another word.
7. If none of these strategies work, ask an adult for help.

# Helping Your Child Read At Home

### Steps for Reading with Your Child:

1. Before reading, begin by looking at the title and cover illustrations. Have your child predict what this book will be about.
2. Look through all the pictures of the story (while covering up the words). Have your child tell the story only using the pictures.
3. Look at the text and review any sight words to your child that are used in the book.
4. Read the book together (be sure to use the Strategies for Reading section).
5. Check for understanding by asking questions.

### Check for Understanding - Non-Fiction/ Informational Books:

1. What does the title tell you about this text?
2. How do I know this book is an information book instead of a story book? (Non-fiction text features, pictures instead of illustrations)
3. What topic is this book mainly about?
4. What are the important ideas related to this topic?
5. What non-fiction text features do you see in this book? (Table of contents, index, bold vocabulary words, glossary, charts/graphs)

### How To Read With A Beginning Reader

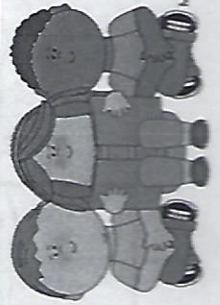
1. Encourage your child to use his/her finger to point to every word without sliding it under the text.
2. Take turns reading a sentence or page each.
3. Talk about the story as you read (see the Check for Understanding section for more information).
4. Don't be afraid to read the same book again! Rereading increases fluency.

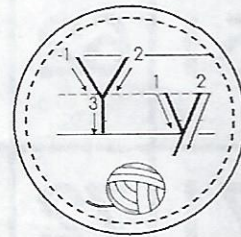
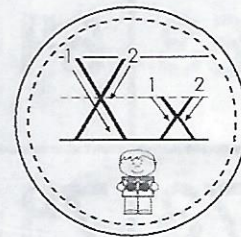
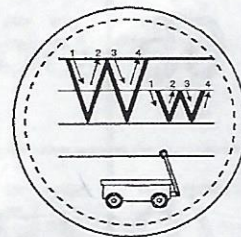
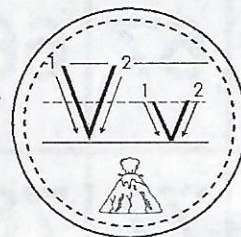
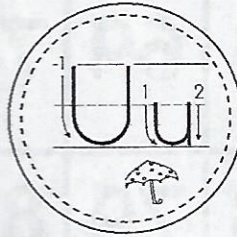
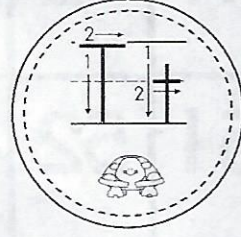
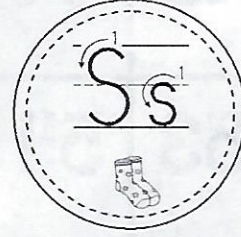
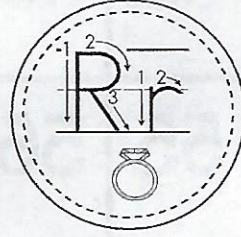
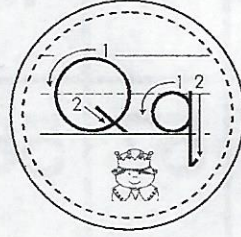
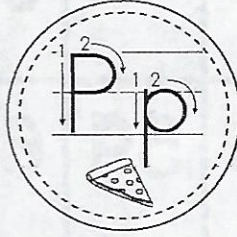
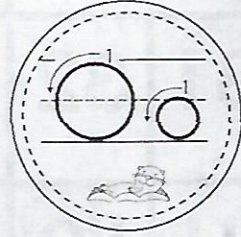
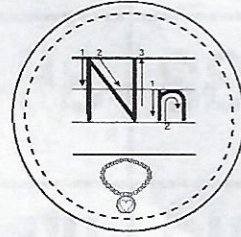
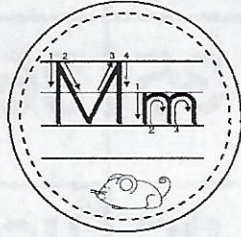
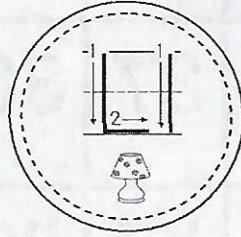
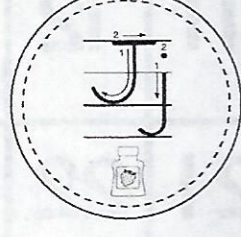
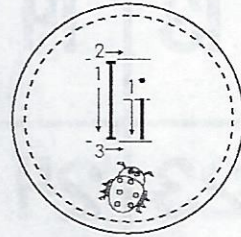
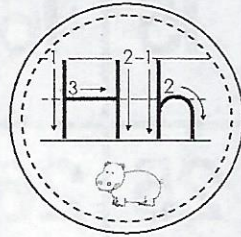
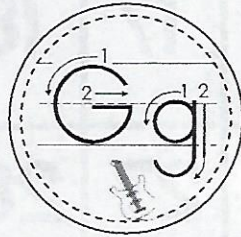
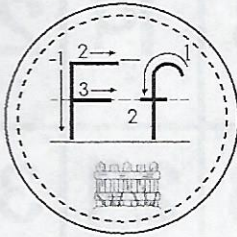
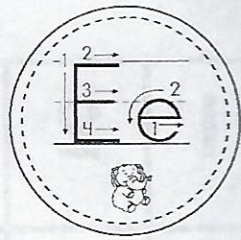
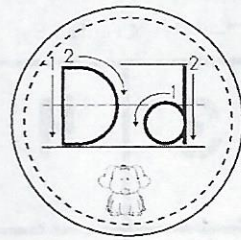
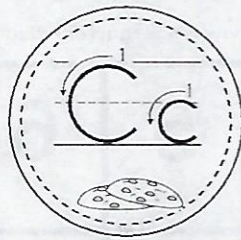
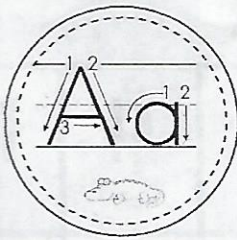
### Check for Understanding - Narrative/ Story Books:

1. What do you think will happen next?
2. What does this story remind you of?
3. How do you think this character feels?
4. After reading, have your child retell the events of the story in order.
5. What was the problem and solution in this story?
6. Who were the characters?
7. What was the setting of the story?
8. Can you retell the story in order?

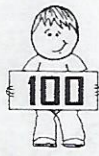
### Choosing "Just Right" Books

1. Use the Five Finger Rule - open the book to any page and have your child read. Put up one finger for every word your child doesn't know. If you have more than five fingers up at the end of the page, this book is too hard.
2. Choose books that relate to your child's interests when possible.
3. Check for understanding during and after reading. If your child is unable to answer many of your questions, the text may be too hard.





Mrs Campbell's Kindergarten



# 100's Chart

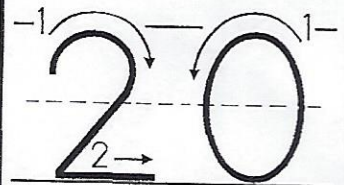
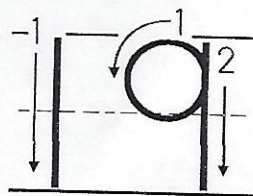
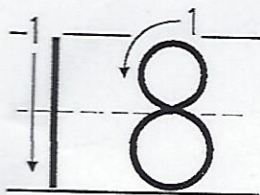
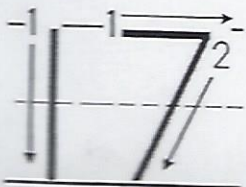
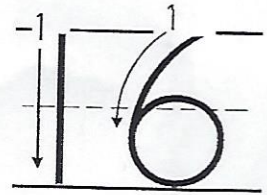
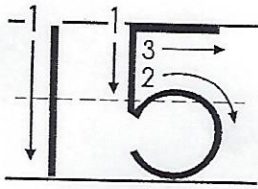
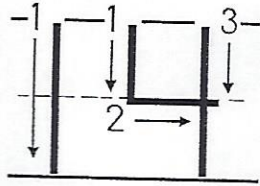
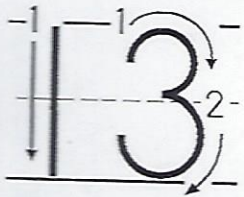
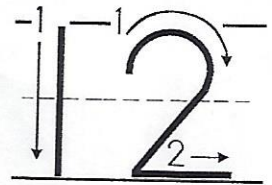
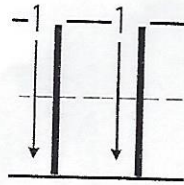
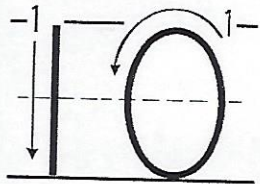
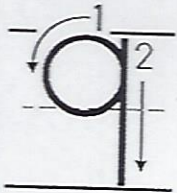
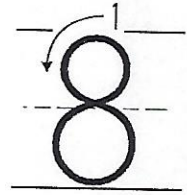
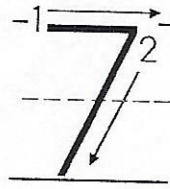
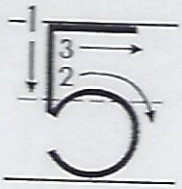
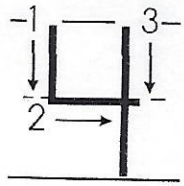
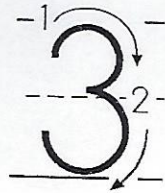
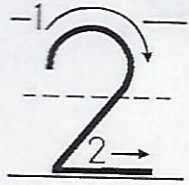


Created By: [www.kindergartenkidsatplay.blogspot.com](http://www.kindergartenkidsatplay.blogspot.com)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



# Number Formation Guide



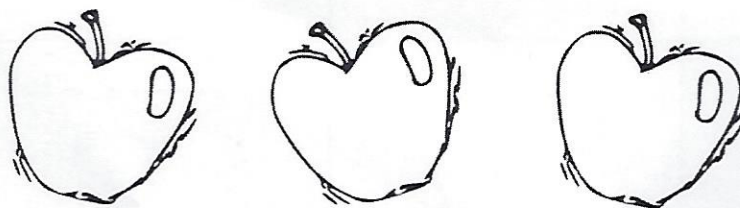
## Literacy Fluency

Letter Fluency is so important in Kinder! To help us, please make it a habit to **time your child** for 1 minute each night. During this minute, see **how many letters** they can name. They should be **adding letters** to their final results each week.

Oral language is also important to develop! Playing games to practice **rhyme, syllables, and first sounds** is **CRUCIAL** for students to be successful with literacy.

## Number Sense

Your student will develop number sense while they are counting items around the house and by estimating amounts. One way to help them is by playing with dice. Students should recognize the amounts on the dice without counting each dot. When they are fluent with 1-6 dots, you can add more with flash cards.



Sight words to practice for Mastery (3<sup>rd</sup> 9 weeks)

I	the	<b>NEW!!!</b>
he	in	of
on	a	there
and	up	they
you	do	where
see	it	one
to	for	no
at	are	what
has	we	where
is	you	when
was	be	then
his	by	said
or	with	were
will	have	she
from	all	her
not	but	like

## Digraph Words to Practice

ship

chin

thin

shop

chip

three

shut

chat

think

shed

chop

thank

she

chest

this

shirt

check

thing

short

church

thick

fish

inch

with

wish

arch

path

mash

rich

bath

mesh

porch

tooth

flesh

much

teeth

Sight words to practice for Mastery (3<sup>rd</sup> 9 weeks)

I	the	<b>NEW!!!</b>
he	in	of
on	a	there
and	up	they
you	do	where
see	it	one
to	for	no
at	are	what
has	we	where
is	you	when
was	be	then
his	by	said
or	with	were
will	have	she
from	all	her
not	but	like

## CVC Words to Practice

sat	jet	sit	hot	mug
bat	ten	big	mop	hut
ran	leg	hit	log	run
tag	wet	fin	dot	bug
rat	men	wig	hop	nut
tan	beg	fix	fox	dug
bag	met	dig	got	cut
fan	hen	mix	top	tub
cat	set	sip	dog	cub
nap	net	fit	sob	pup

# FREE EDUCATIONAL WEBSITES FOR KIDS

For Links Visit From [ABCsToACTs.com](http://ABCsToACTs.com)

PBS Kids

Make Me Genius

Starfall

The Magic School Bus

Cool Math

Highlights Kids

ABCya

National Geographic Kids

The KIDZ Page

Funbrain

NGAkids Art Zone

BBC History for Kids

Storyline Online

Steve Spangler Science

Mission US

The Happy Scientist

Khan Academy

Cells Alive

KidsReads

Google Earth

Youngzine

Fuel the Brain

Mr. Nussbaum

Exploratorium

Turtle Diary

e-Learning for Kids

Sesame Street

Fun Fonix

Seussville

Tvokids

The Story Starter

NASA Kids' Club

Crypto Club

Earthquakes for Kids

Smithsonian Learning Lab

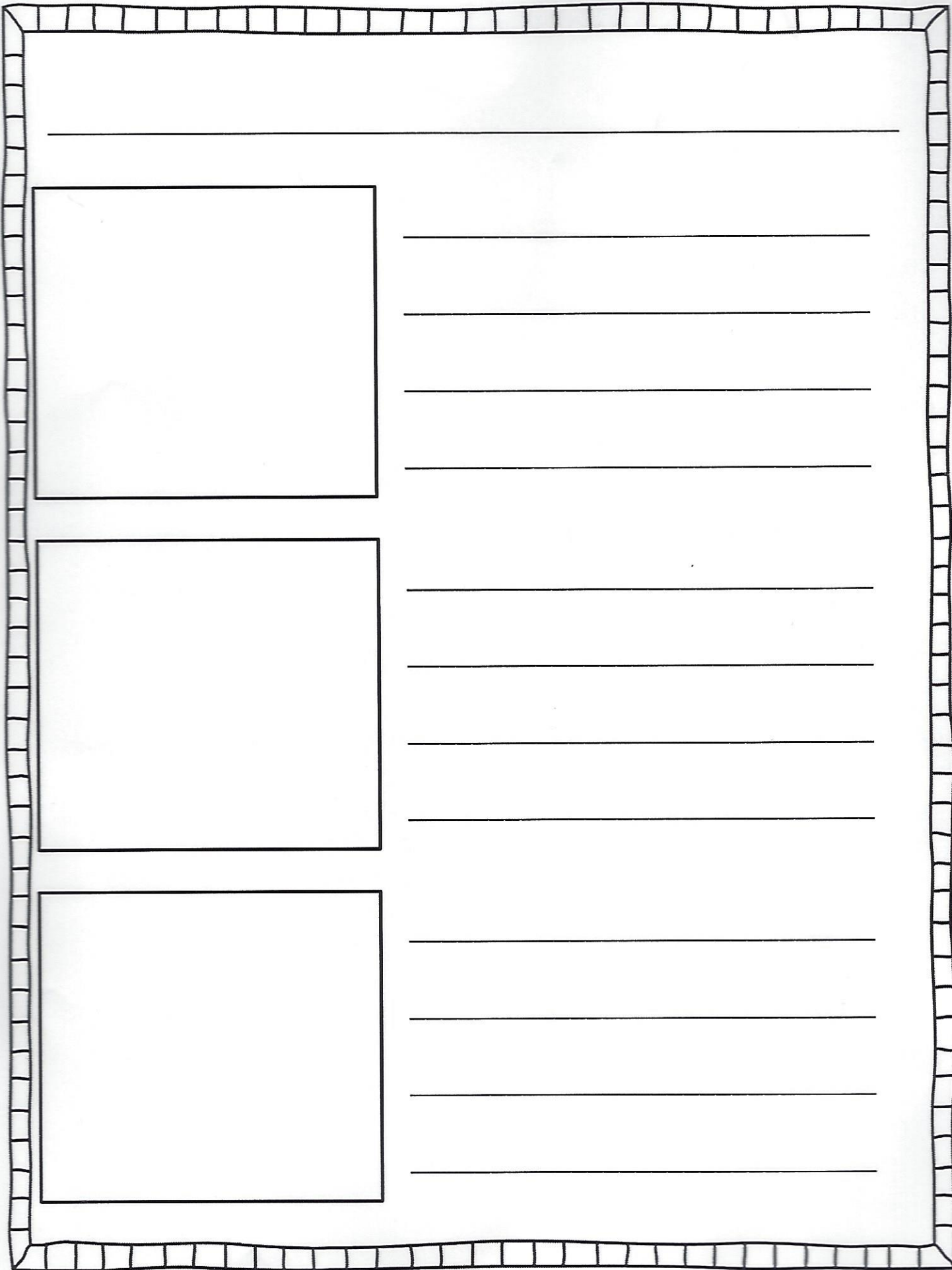
Study Jams

Grid Club

Magic Tree House

DOGO News

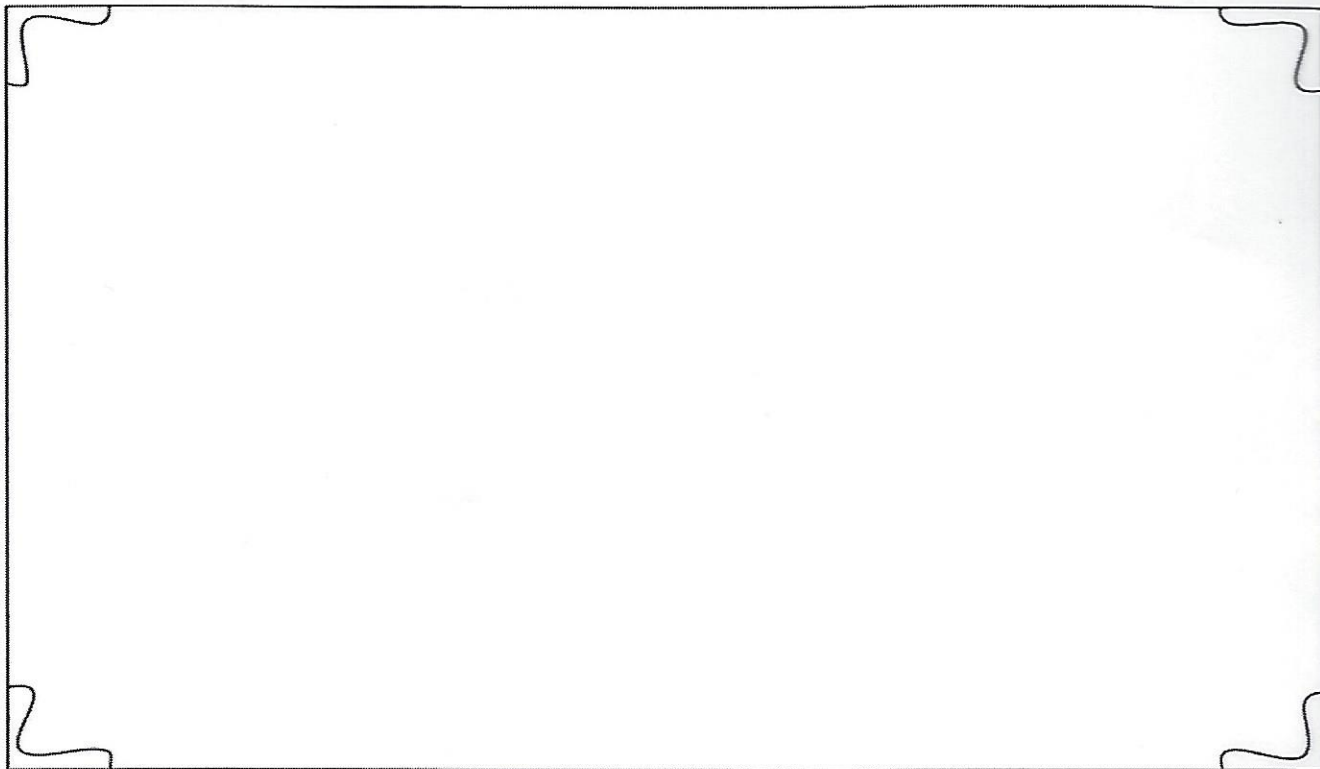
Science Bob





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Written by: \_\_\_\_\_



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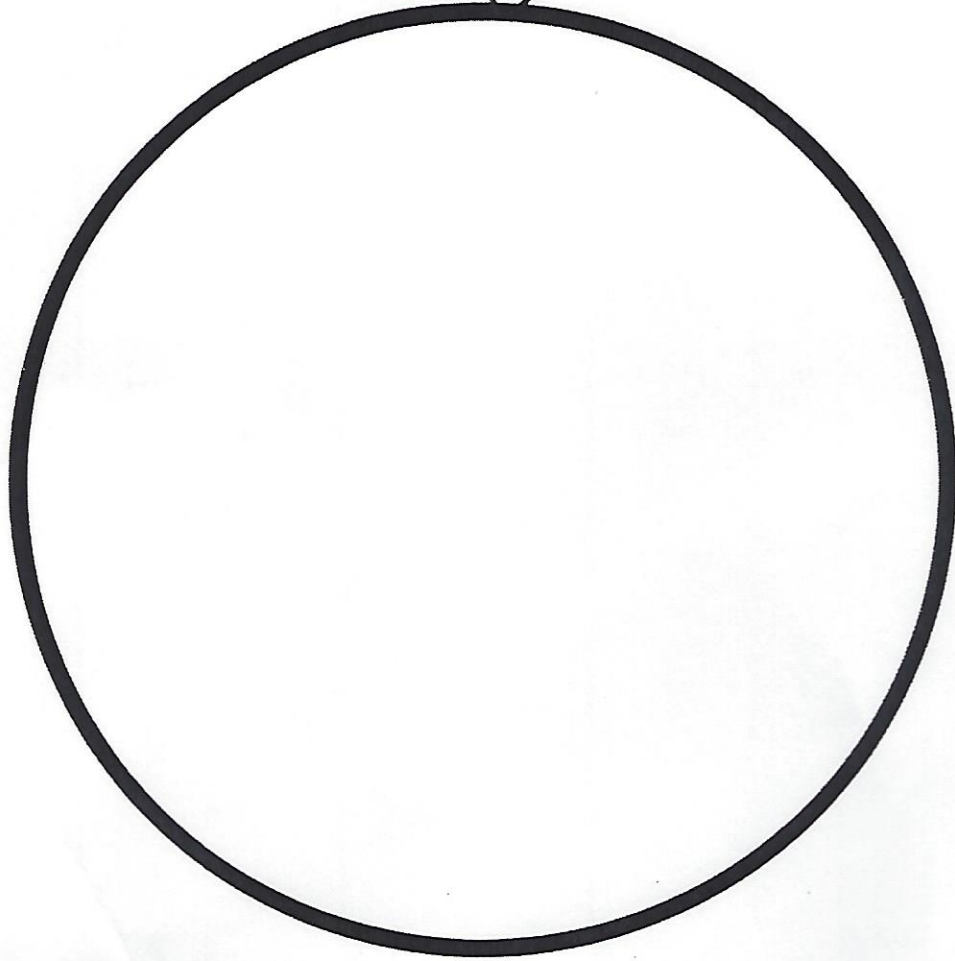
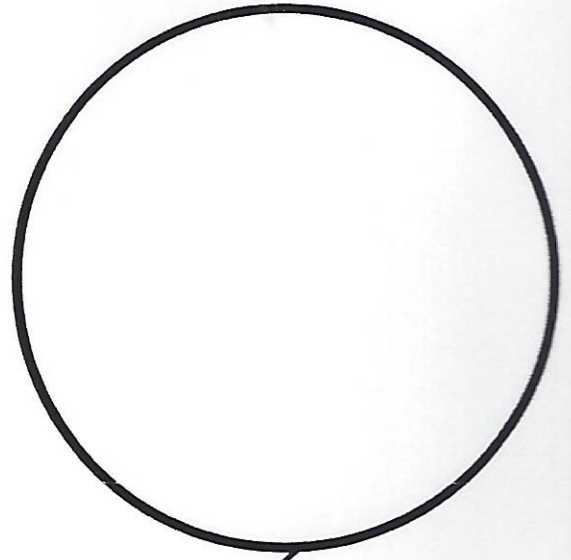
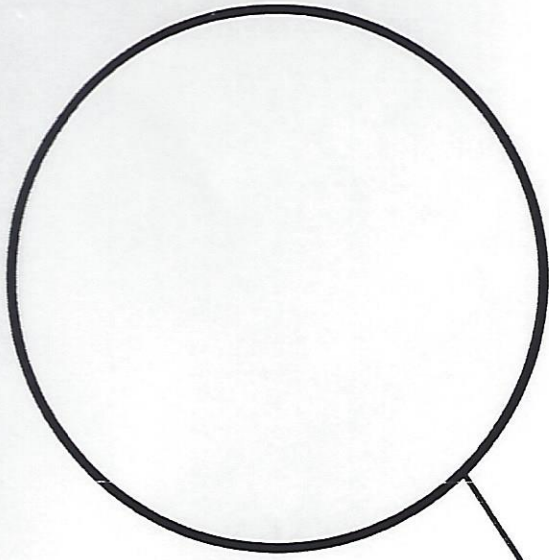
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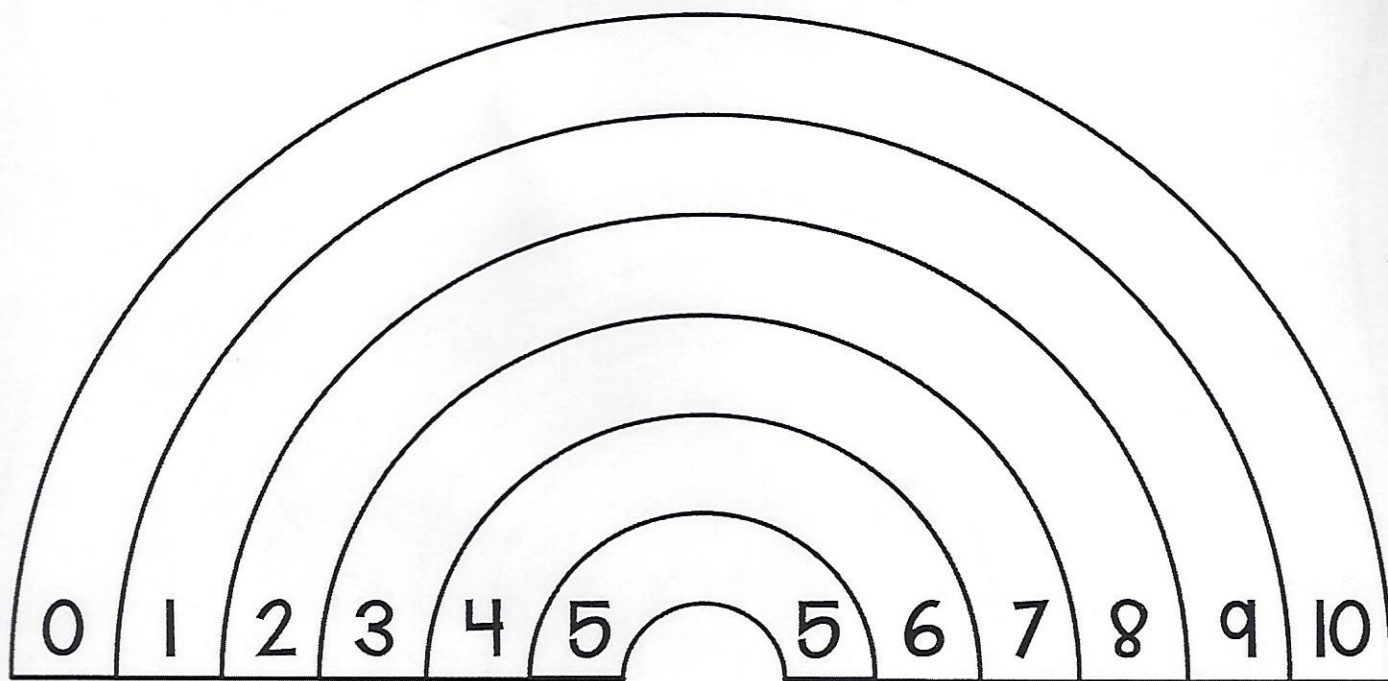


# Number Bond



# RAINBOW to 10

How many ways can you make 10?



$$0 + 10 = 10$$

$$10 + 0 = 10$$

$$1 + 9 = 10$$

$$9 + 1 = 10$$

$$2 + 8 = 10$$

$$8 + 2 = 10$$

$$3 + 7 = 10$$

$$7 + 3 = 10$$

$$4 + 6 = 10$$

$$6 + 4 = 10$$

$$5 + 5 = 10$$

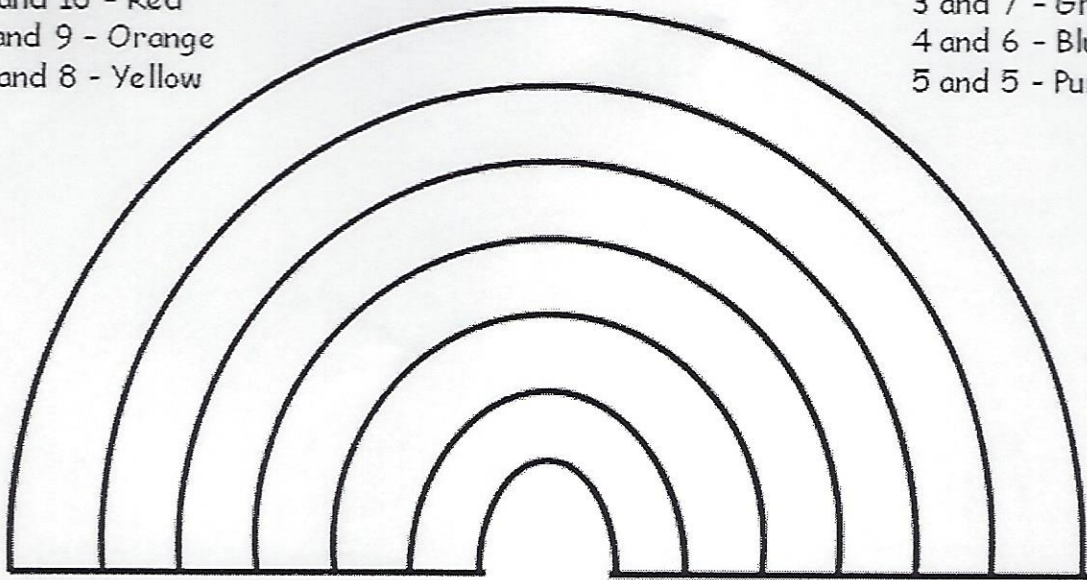
$$5 + 5 = 10$$

Name: \_\_\_\_\_

# Ways to Make 10

0 and 10 - Red  
1 and 9 - Orange  
2 and 8 - Yellow

3 and 7 - Green  
4 and 6 - Blue  
5 and 5 - Purple



0 1 2 3 4 5 5 6 7 8 9 10

$_____ + _____ = _____$

$_____ + _____ = _____$

$_____ + _____ = _____$

$_____ + _____ = _____$

$_____ + _____ = _____$

$_____ + _____ = _____$

$_____ + _____ = _____$

$_____ + _____ = _____$

$_____ + _____ = _____$

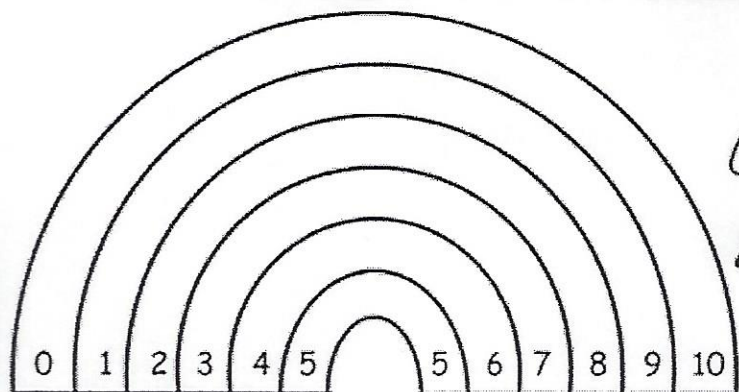
$_____ + _____ = _____$

$_____ + _____ = _____$

Name: \_\_\_\_\_

# Ways to Make 10

## Missing Addends



$3 + \underline{\quad} = 10$

$\underline{\quad} + 4 = 10$

$7 + \underline{\quad} = 10$

$\underline{\quad} + 7 = 10$

$2 + \underline{\quad} = 10$

$\underline{\quad} + 1 = 10$

$9 + \underline{\quad} = 10$

$\underline{\quad} + 5 = 10$

$0 + \underline{\quad} = 10$

$\underline{\quad} + 3 = 10$

$1 + \underline{\quad} = 10$

$\underline{\quad} + 9 = 10$

$6 + \underline{\quad} = 10$

$\underline{\quad} + 8 = 10$

$5 + \underline{\quad} = 10$

$\underline{\quad} + 6 = 10$

$8 + \underline{\quad} = 10$

$\underline{\quad} + 2 = 10$

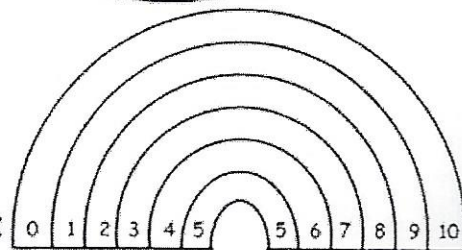
$4 + \underline{\quad} = 10$

$\underline{\quad} + 10 = 10$

Name: \_\_\_\_\_

## Ways to Make 10

### Missing Addends Word Problems



1. Sam has 4 coins. He finds some more. Now he has 10 coins. How many coins did Sam find?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ coins

2. There were 5 ducks in the pond. Some more flew in. Now there are 10 ducks. How many ducks flew into the pond?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ ducks

3. Emma has 9 crayons. Sara gives her some more. Now she has 10 crayons. How many crayons did Sarah give Emma?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ crayons

4. Gabe has 8 books. He is given some more for his birthday. Now he has 10 books. How many books did he get for his birthday?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ books

5. Alexis eats 3 grapes for snack. Then, she eats some more at lunch. She ate 10 grapes in all. How many grapes did she eat at lunch?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ grapes

\* You do not need dice in a bottle. You can simply roll the dice.

Name \_\_\_\_\_



# Shake and Share

Use dice shaker bottles. Shake the dice. When the dice settle, add the numbers. Record your number sentence.

_____	+	_____	=	_____
-----		-----		-----
_____		_____		=====
_____	+	_____	=	_____
-----		-----		-----
_____		_____		=====
_____	+	_____	=	_____
-----		-----		-----
_____		_____		=====
_____	+	_____	=	_____
-----		-----		-----
_____		_____		=====
_____	+	_____	=	_____
-----		-----		-----
_____		_____		=====
_____	+	_____	=	_____
-----		-----		-----
_____		_____		=====



\* You do not need dice in a bottle. You can simply roll the dice.

Name \_\_\_\_\_



# Shake and Share

Use dice shaker bottles. Shake the dice. When the dice settle, subtract the numbers. Make sure that the bigger number is first. Record your number sentence.

_____	-	_____	=	_____
-----		-----		-----
_____		_____		=====
_____	-	_____	=	_____
-----		-----		-----
_____		_____		=====
_____	-	_____	=	_____
-----		-----		-----
_____		_____		=====
_____	-	_____	=	_____
-----		-----		-----
_____		_____		=====
_____	-	_____	=	_____
-----		-----		-----
_____		_____		=====
_____	-	_____	=	_____
-----		-----		-----
_____		_____		=====
_____	-	_____	=	_____
-----		-----		-----
_____		_____		=====