

Home Letter

Zinnia's Flower Garden
Home Letter

Dear Family,

How does your garden grow? As we read the informational text **Zinnia's Flower Garden**, children will learn how Zinnia plants, takes care of, and watches her flower garden grow. They will explore the question "What steps can someone follow to plant and grow flowers?" Children will also read an informational text, **Growing Sunflowers**, about growing sunflowers.

This week's...

Words to Know: she, all, over, her, when, some

Phonics Skills: Letter/sound Ee /e/

Vocabulary Strategy: Context clues

Comprehension Skill: Sequence of events—tell the order in which things happen

Comprehension Strategy: Visualize—picture what is happening as you read

Writing Focus: Informative writing—invitations (lists, sentence fluency)

Activities to Do Together

Vocabulary

Play a tongue twister game with this week's **Words to Know**. Say the tongue twister for your child, and then take turns saying it together: "She sells - all her shells - by the seashore." Then ask your child to think of and say another tongue twister with the other **Words to Know**.

What If?

Ask your child, "What if you could plant a garden? What would you plant? Why?" Discuss this with your child.

Write About Gardens

Together, make a list of what you need to plant a garden. Read the list with your child, and then help your child write sentences telling what you would use first, next, and last.






Go to the *eBook* to listen to and read along with this week's selections.

Name _____ Date _____

Weekly To-Do List

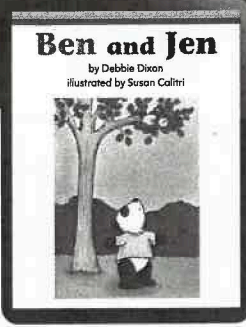
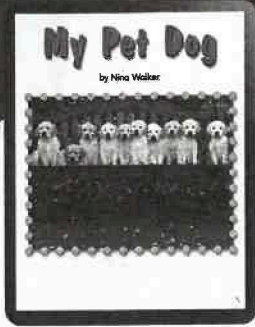
Put an X in each box when you finish the activity.

Must Do	May Do
<input type="checkbox"/> Practice pages <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<input type="checkbox"/> Reading Log
<input type="checkbox"/>  Comprehension and Fluency Literacy Center	<input type="checkbox"/> Vocabulary in Context Cards
<input type="checkbox"/>  Word Study Literacy Center	<input type="checkbox"/> Writing
<input type="checkbox"/>  Think and Write Literacy Center	<input type="checkbox"/> Other _____ <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
<input type="checkbox"/> Read	
<input type="checkbox"/> Other _____ <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	

I read...

<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	

Lesson 23



WORDS TO KNOW High-Frequency Words

she
all
over
her
when
some

Vocabulary Reader



Context Cards



She works in the garden.
How does she do it?
She works in the garden. Is she your mother?
What is she doing?
She is working in the garden.
What is she doing?
She is working in the garden.
Is she your mother?
Is she your mother?

Words to Know



- ▶ Read the words.
- ▶ Talk about the pictures.

she



She works in the garden.

all



Look at all the colorful flowers!

over

3



Will the puppy tip over the pot?

her

4



She wore her hat and gloves.

when

5



They planted the flowers when it was sunny.

some

6



Please give the plants some water.

Choose one word.

Use it in a sentence.

Your Turn

Read
Together

Talk About It!

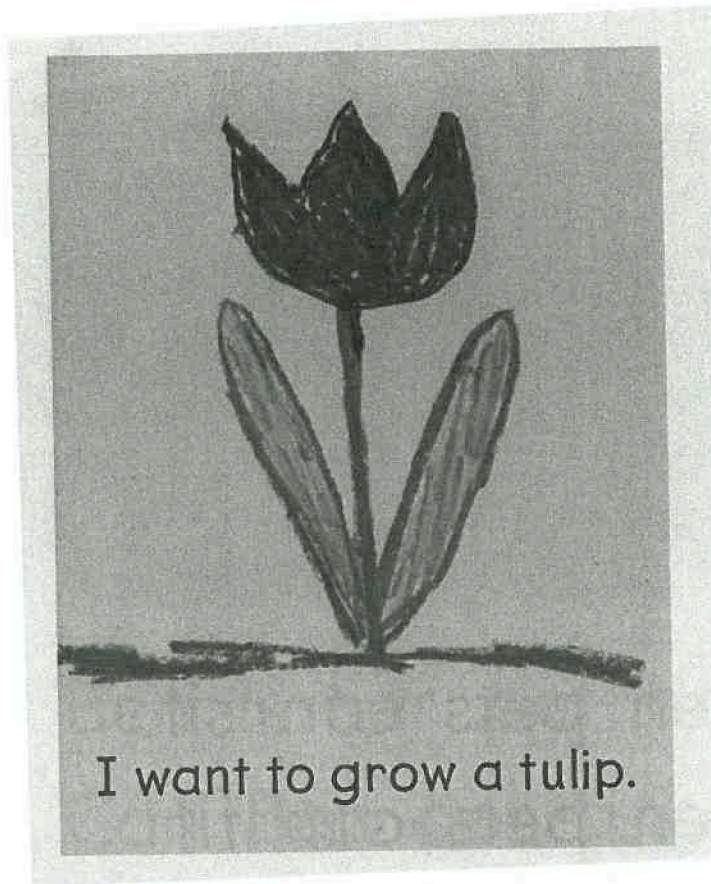
What steps can someone follow to plant and grow flowers? Talk to a friend about it.





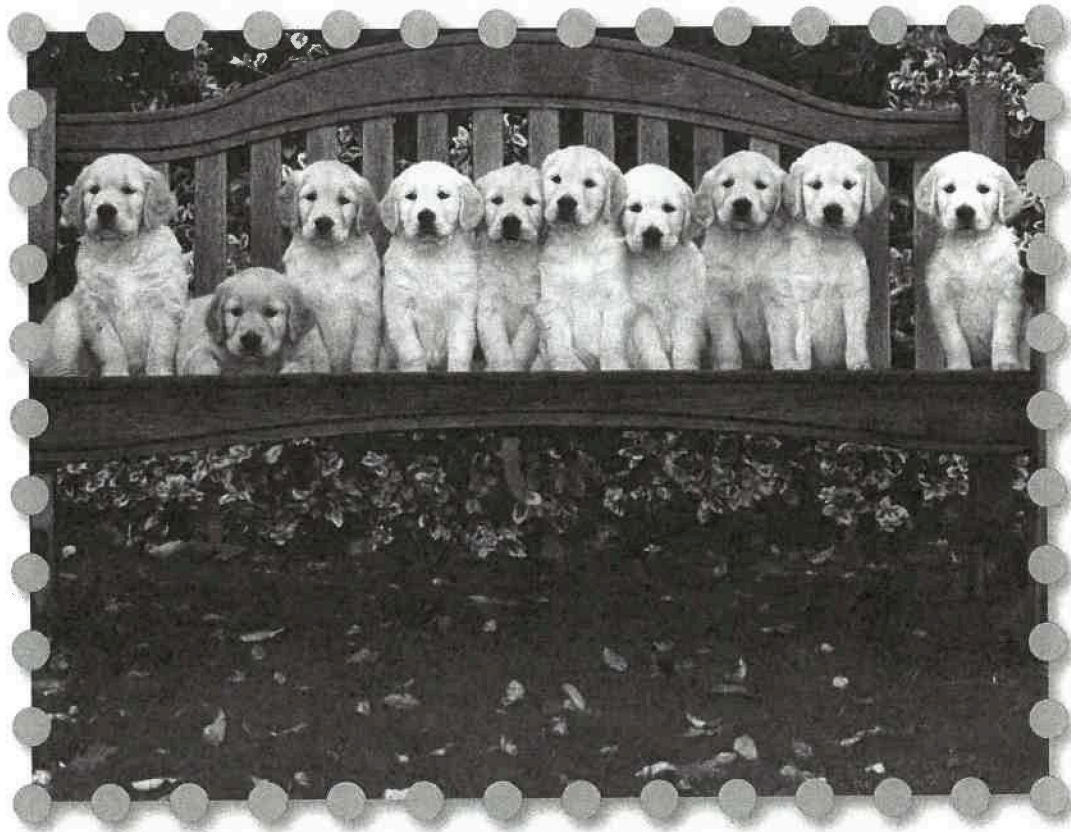
Write About It!

Draw and write about flowers you would like to grow.

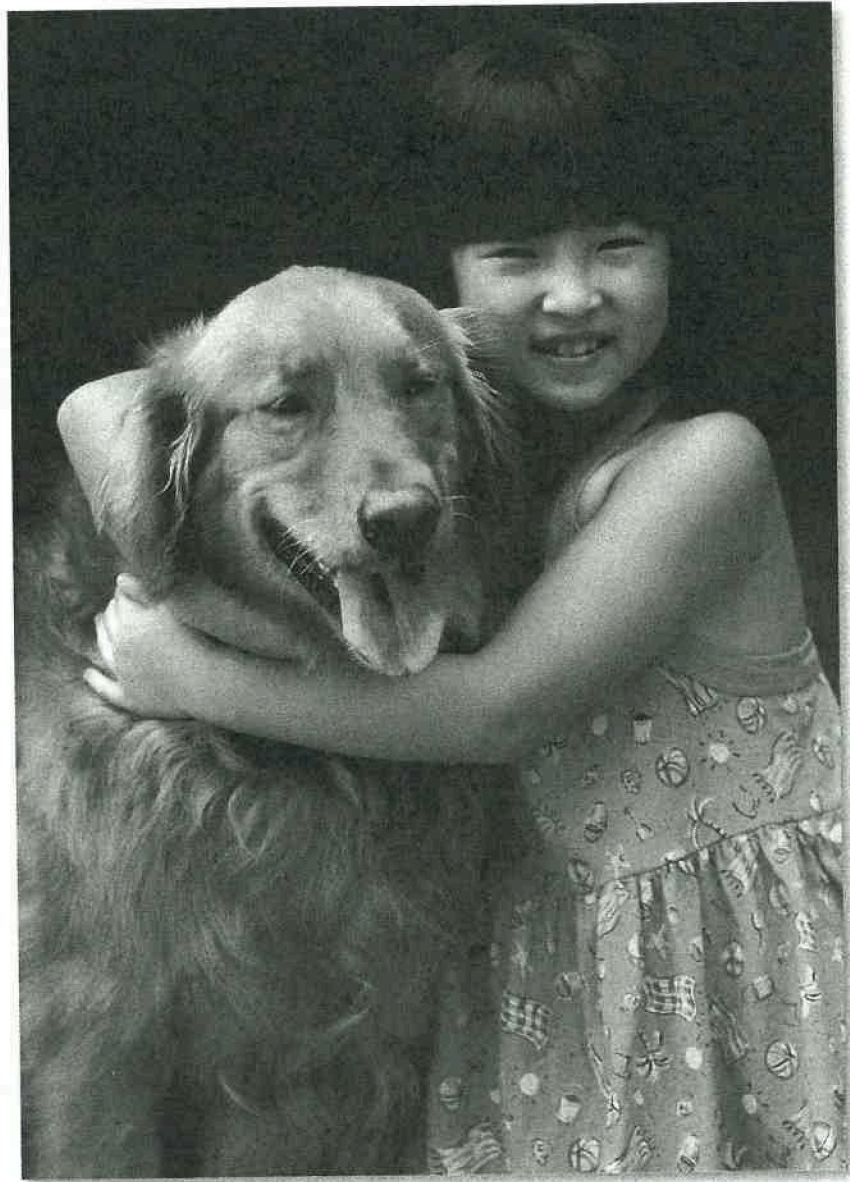


My Pet Dog

by Nina Walker



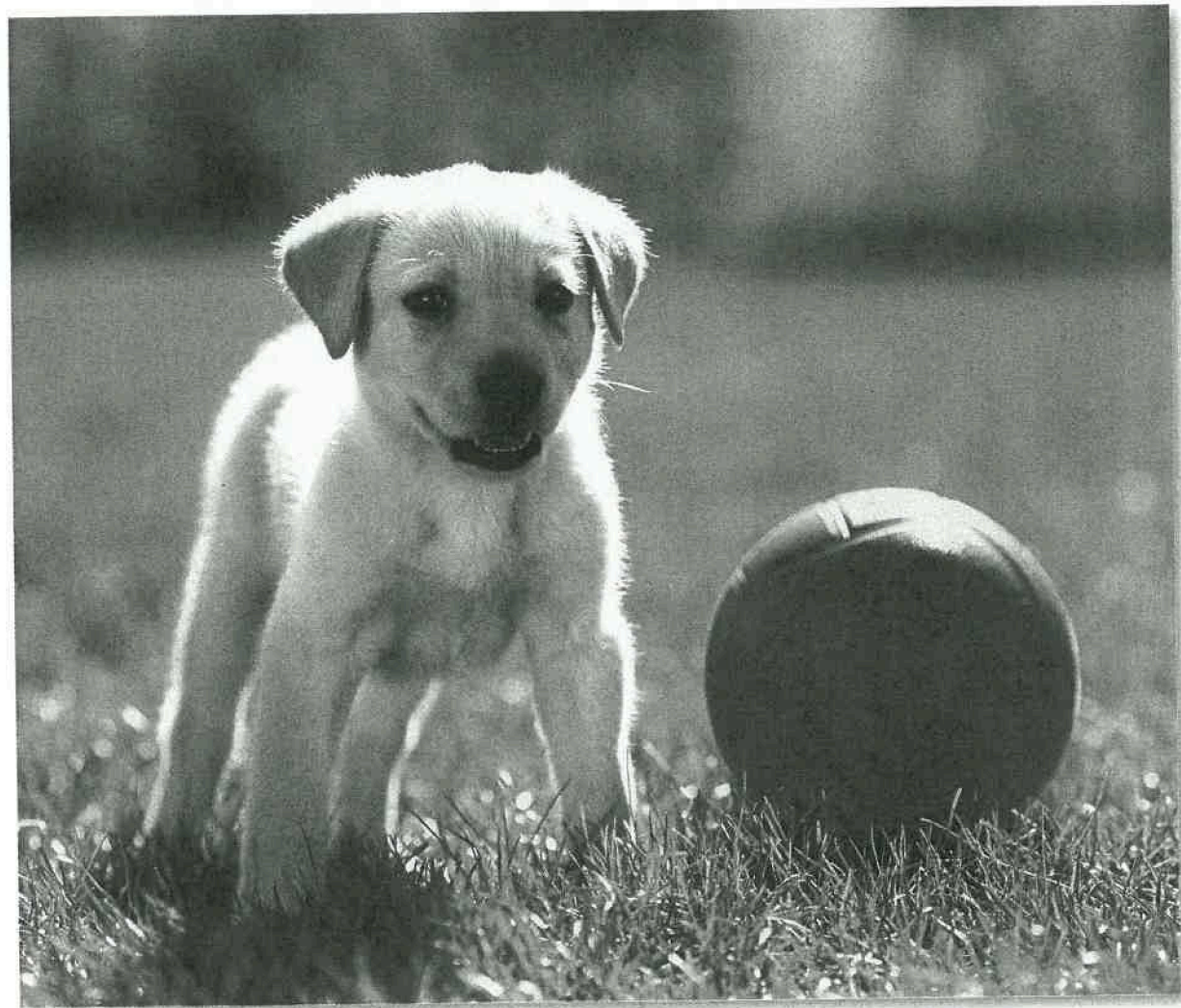
All ten pets can sit.
All ten pets can fit
when they sit.



Ben is her pet dog.
Can Ben get a big pat?



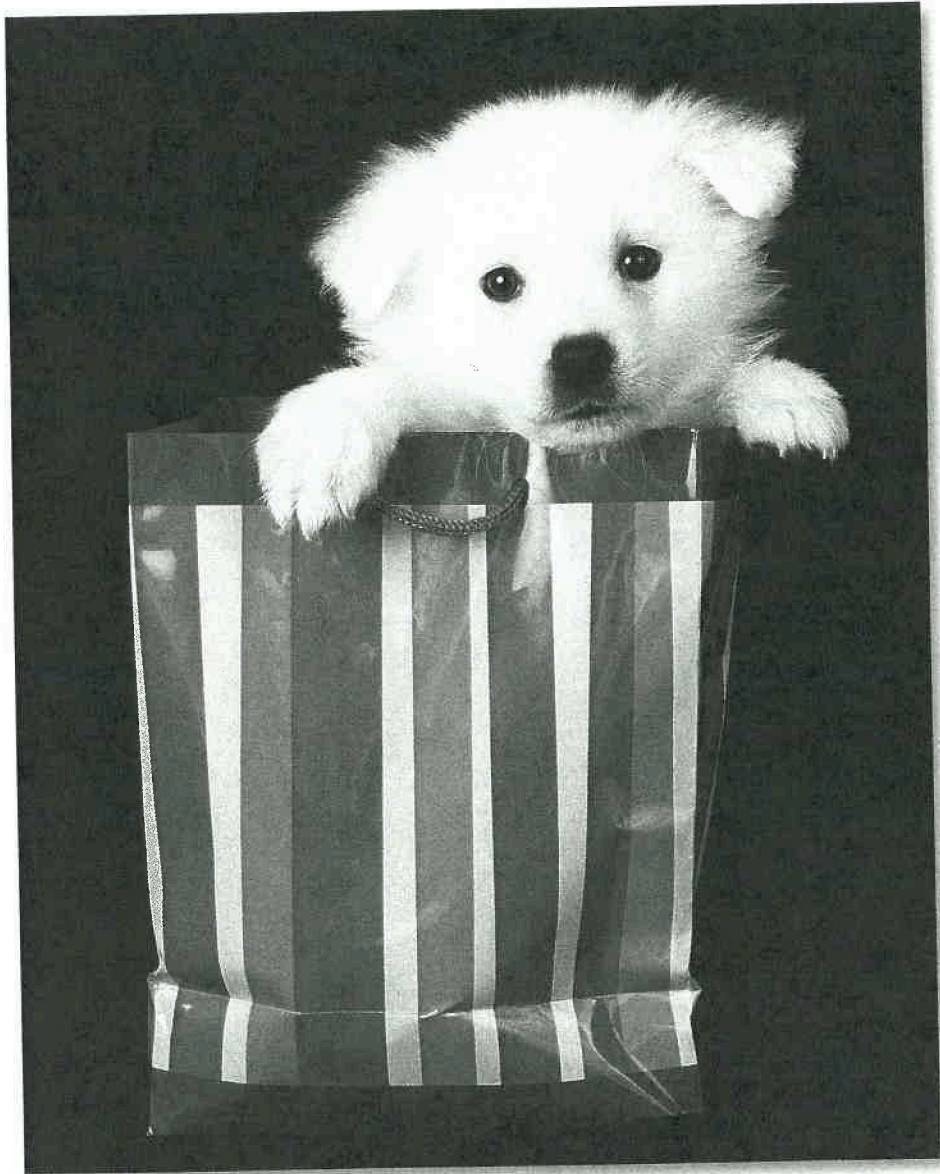
Ted is her pet dog.
Can Ted get a big pat?



Deb ran, ran, ran.
What did she get?



Meg ran over here.
What did she get?



Peg can fit in the bag.
Peg can sit in it.

Ben and Jen

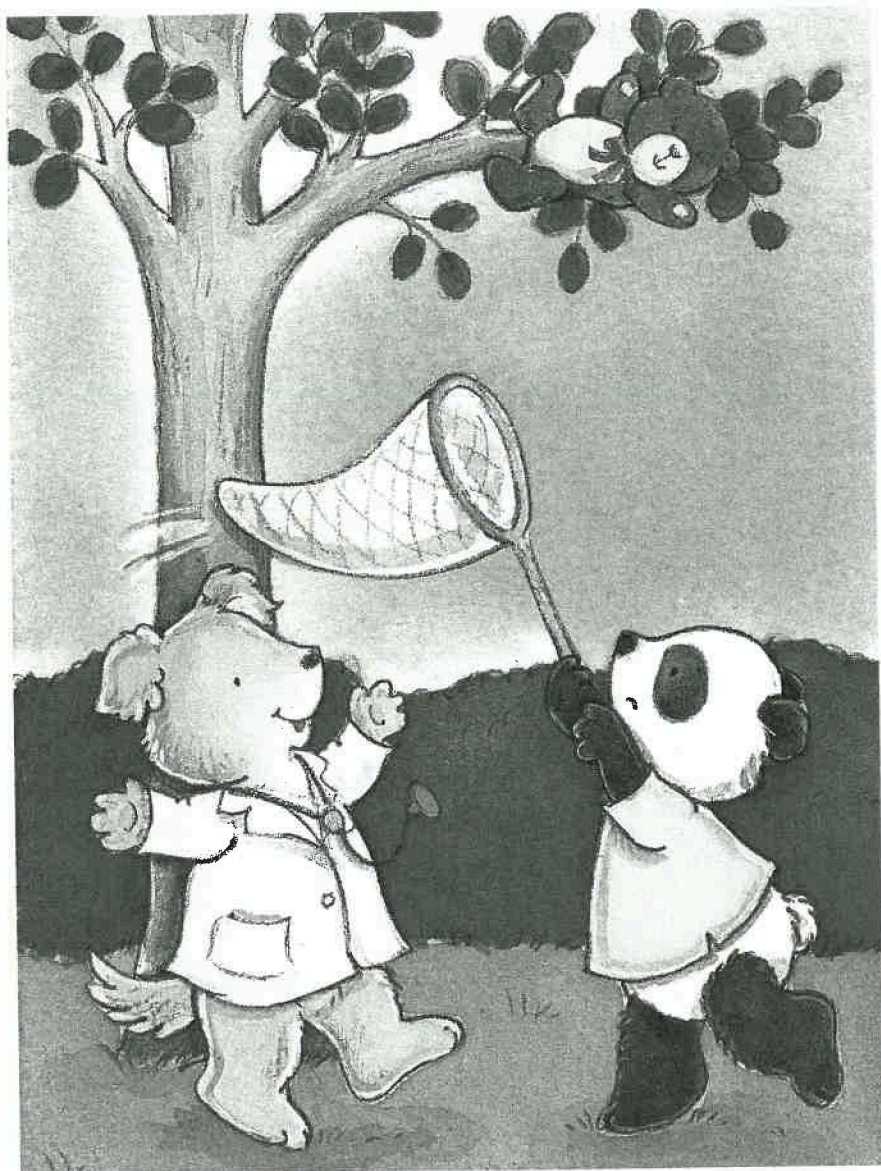
by Debbie Dixon

illustrated by Susan Calitri

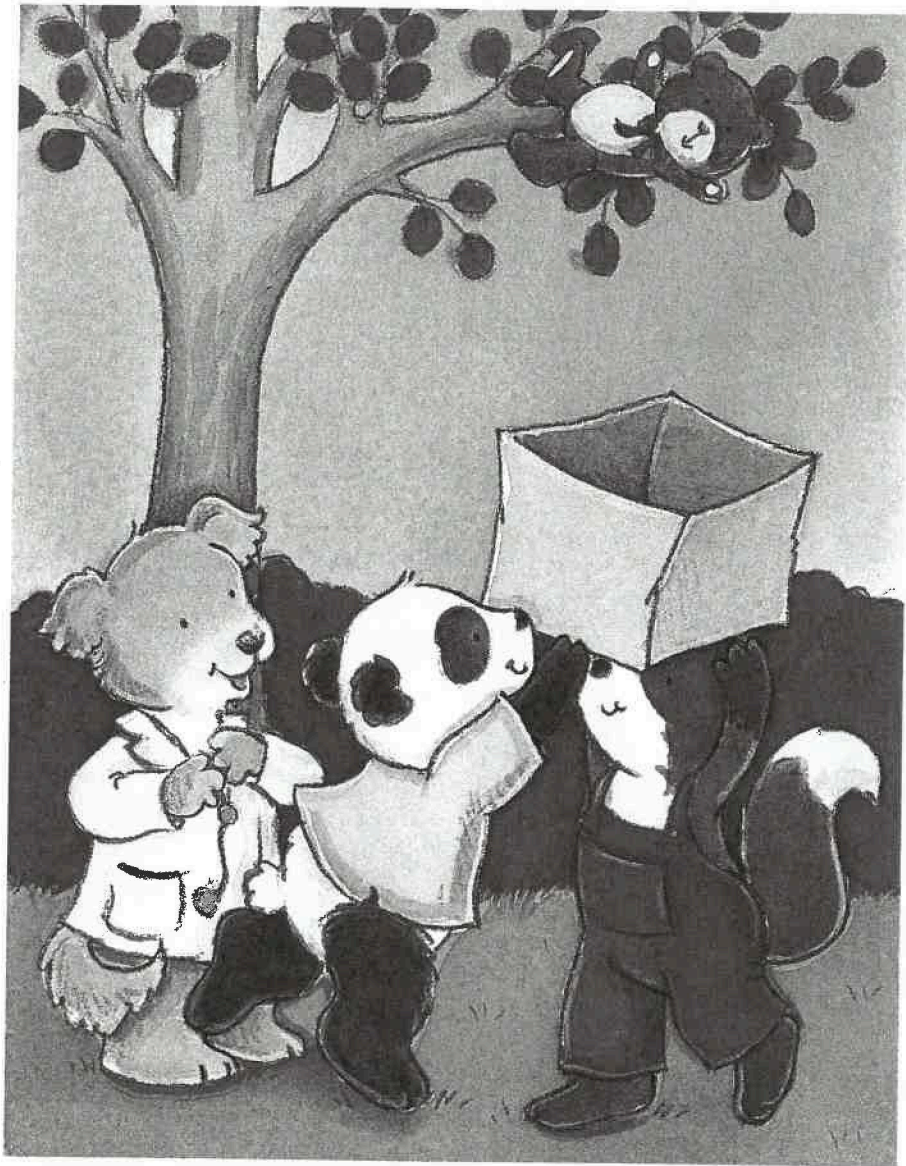


"Jen, Jen, Jen!" said Ben.

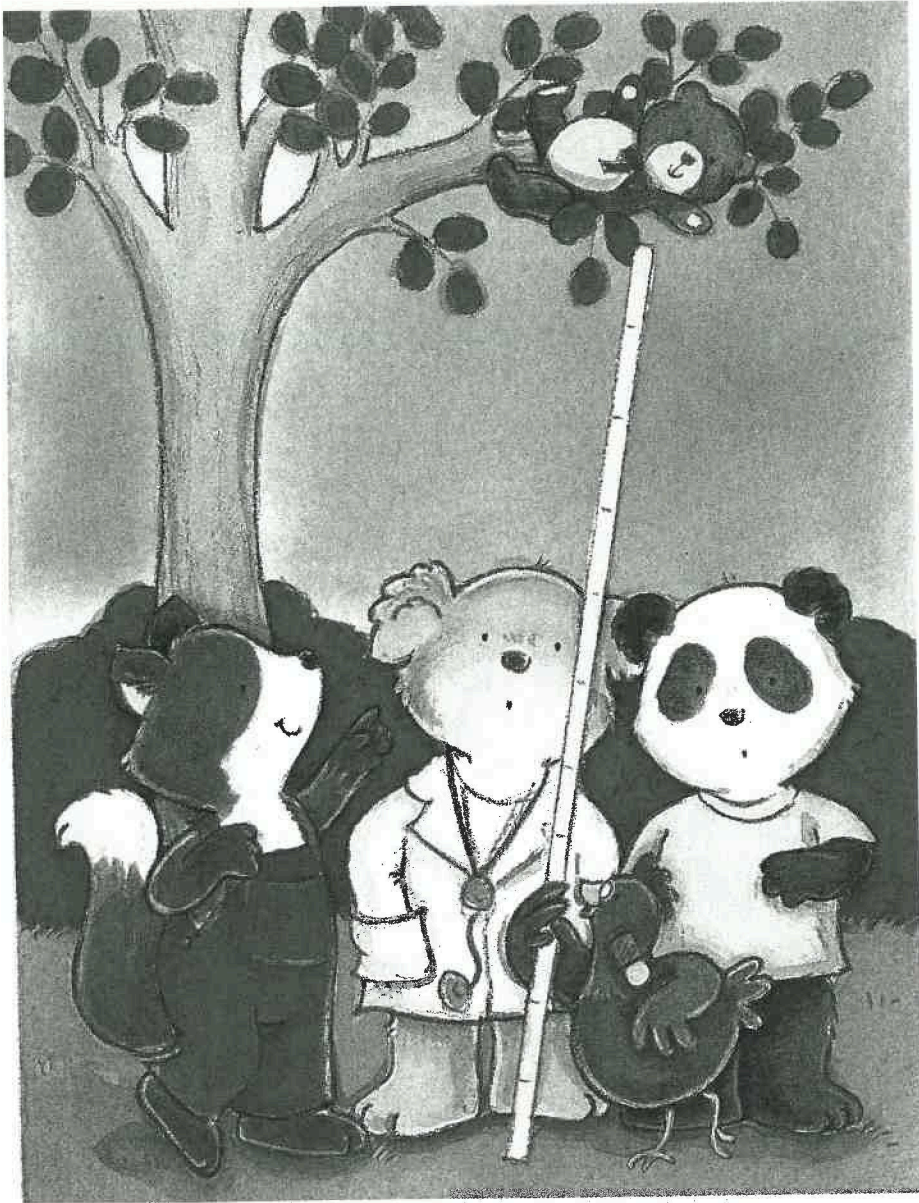
"I can not get Jen."



"Get a net," said Ed.
Ben can not get Jen.



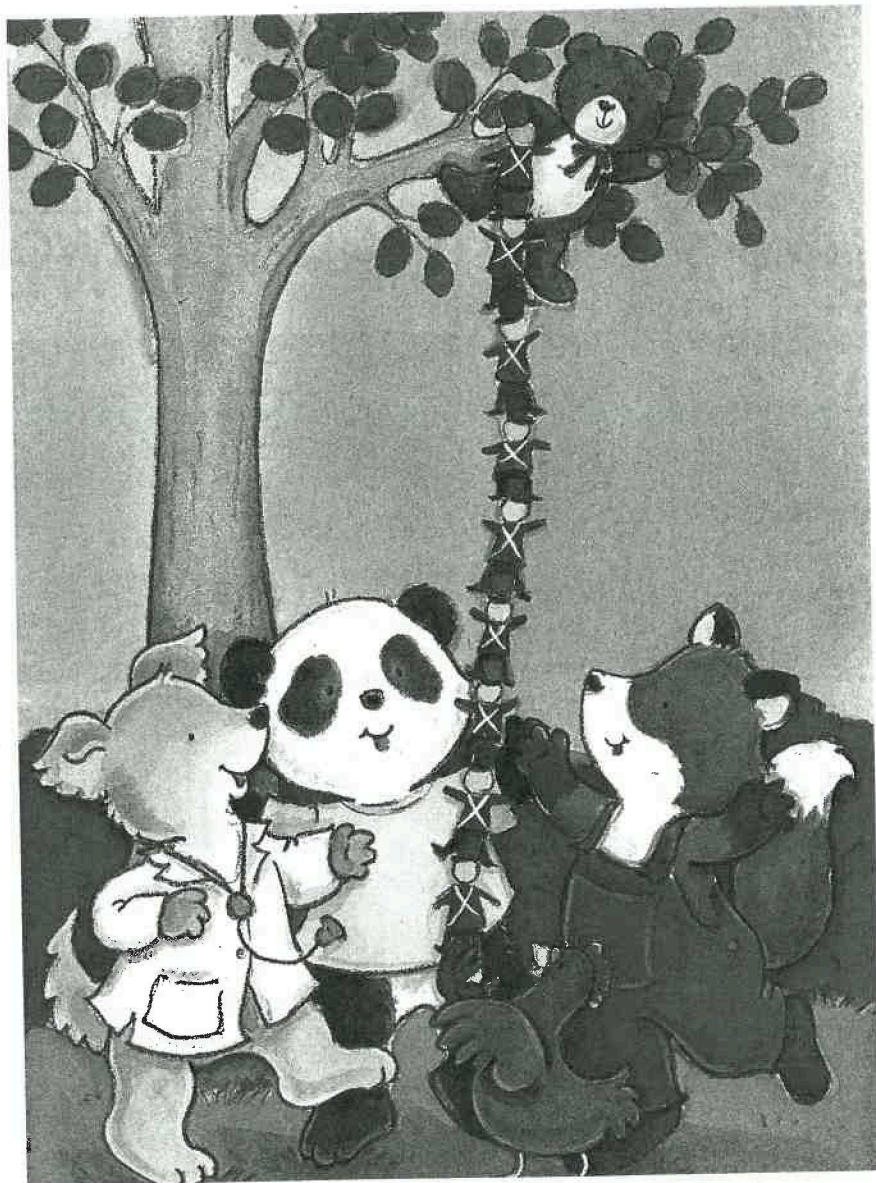
"Get a box," said Ted.
Ben can not get Jen.



Can Meg get Jen?
She can not get Jen.



Ed and Ted got some men.
Ben and Meg got some men.



"I can get Jen," said Meg.
Meg did it!
Meg did get Jen.

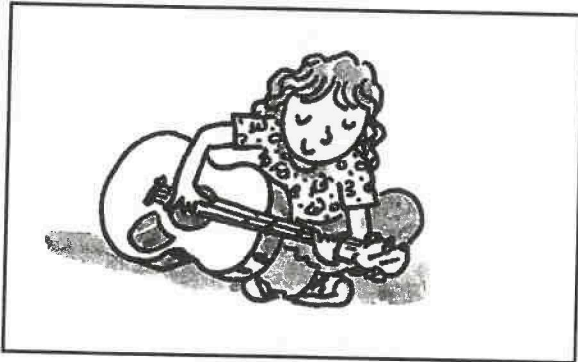
Words to Know

The Flower
Words to Know


Circle the words **she** and **all** in the sentences.

Words to Know

she
all
some
over
her
when



1. She likes the .

2. The  will play all morning.

Write the word that has the same

vowel sound as **bee**.

Name _____

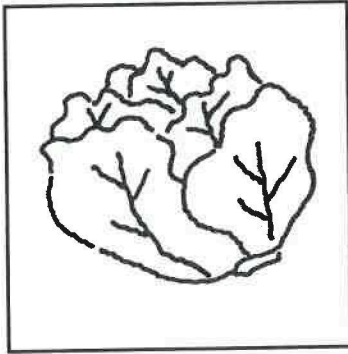
Date _____

The Vegetable Garden
Think About It

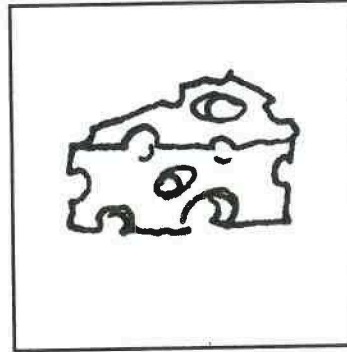
Think About It

Children read the words and circle the one that answers the question.

1. What grows in a garden?



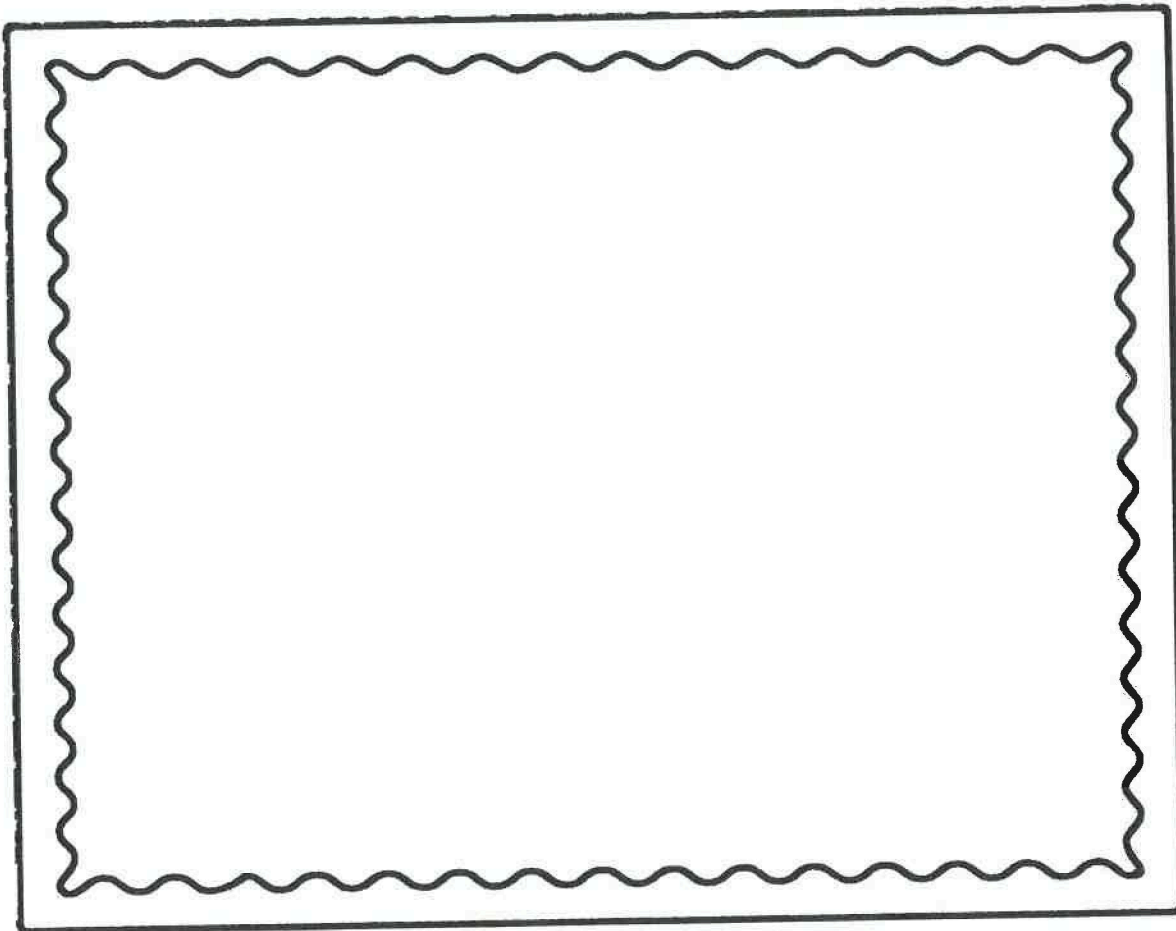
lettuce



cheese

Children draw a picture of a vegetable they would grow in a garden and label it.

2.

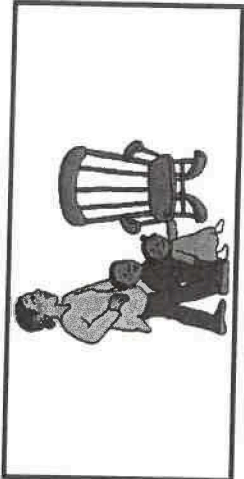


Name _____

she all her when



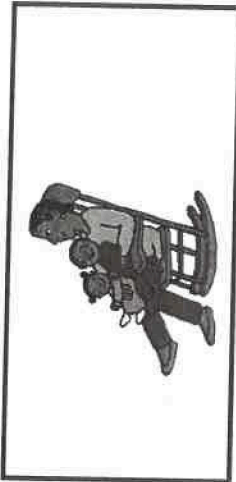
1. Can we _____ fit?



2. _____ will sit.



3. We will sit with _____.



4. _____

Directions Have children read each sentence and write *she, all, her, or when* to complete it. Then have children write their own sentence using *she, all, her, or when*.



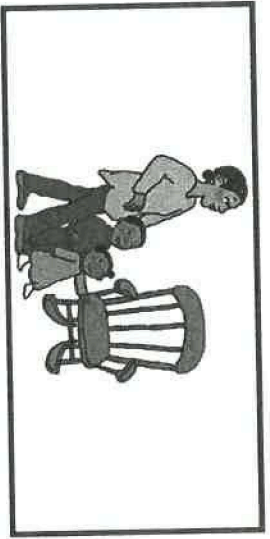
Home Connection Your child is learning to read the words *she, all, her, and when*. Read the sentences above together. Then take turns using the words *she, all, her, and when* to tell about a teacher.

Name _____

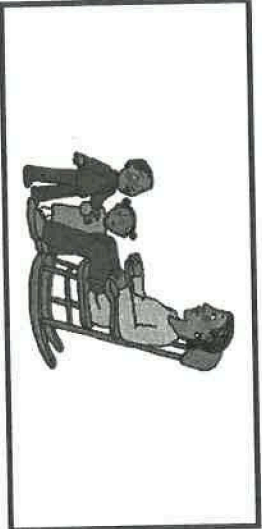
she all when



1. _____
_____ can we sit?



2. _____
_____ will sit first.



3. Then we can _____
_____ fit!



Directions Have children read the words in the box and guide them to discuss the pictures. Then have children read each sentence and write *she*, *all*, or *when* to complete it. Remind them to capitalize *When* in the first sentence and *She* in the second sentence.



Home Connection Your child is learning to read the words *she*, *all*, and *when*. Read the sentences above together. Then take turns using the words *she*, *all*, and *when* to tell a story about a garden.

Words to Know

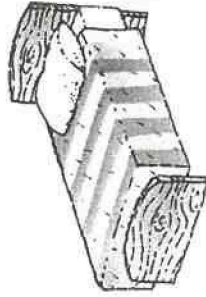
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Name _____

Words with e



1.



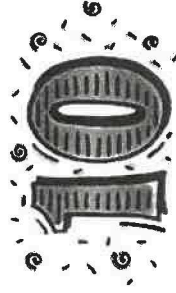
bag bed bad

2.



pin nip pen

3.



ten net tan

4.



ten net bat

Directions Have children look at the first picture. Then have them read the words beneath the picture and circle the word that matches the picture. Repeat with the rest of the pictures and words.

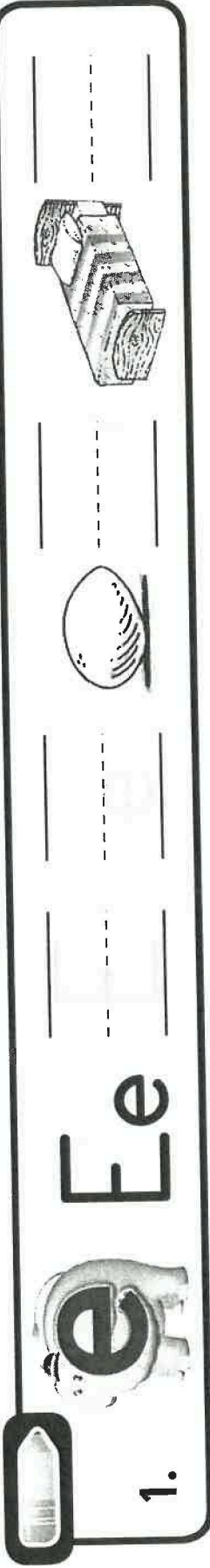


Home Connection Your child is learning to recognize words that contain the letter e. Help your child say the word that matches each picture. Then help him or her think of words that rhyme with each one.

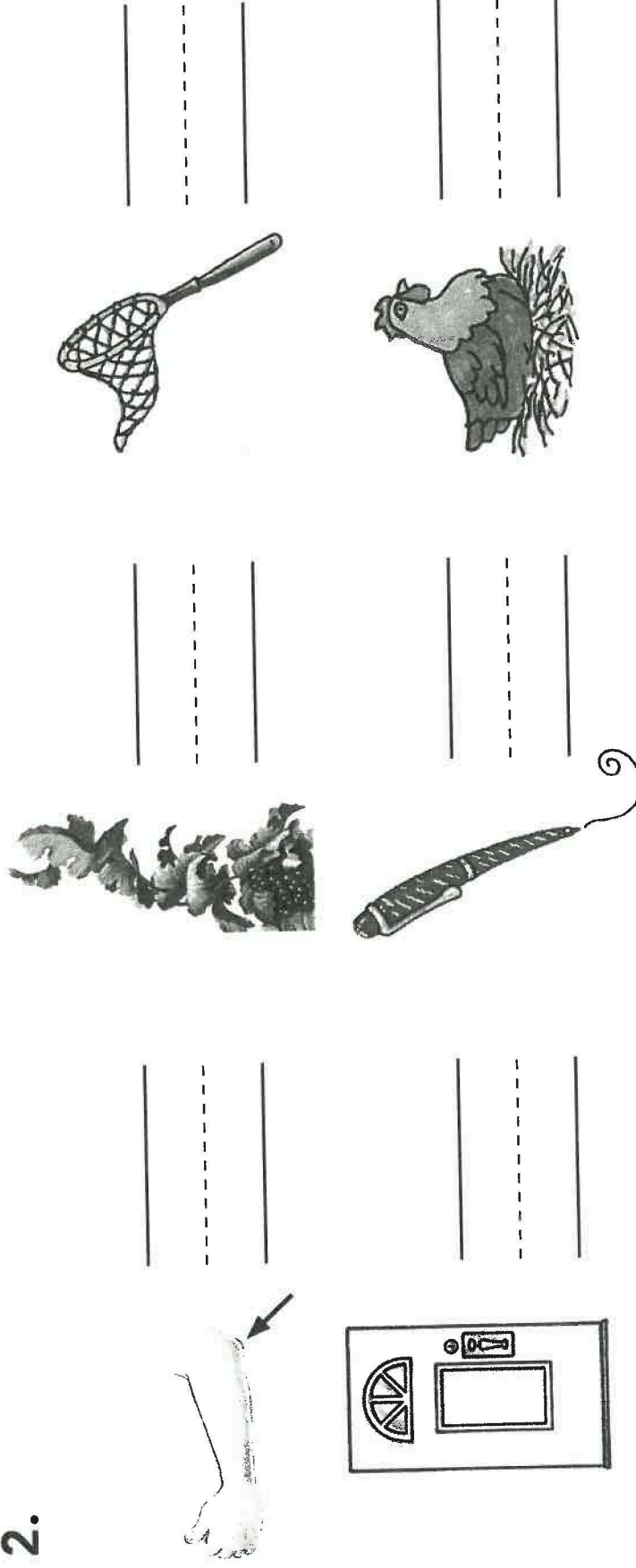
Lesson 23
 LEVELED PRACTICE ELL23.2

Zinnia's Flower Garden
 Phonics: Letter/Sound Ee /e/

Name _____

1. 

2.






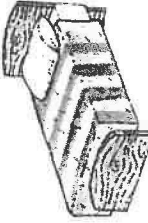
Below each illustration are two sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the letter 'e'.

Home Connection Your child is learning the letter Ee. Help your child think of groups of words that contain the short e sound, for example, *net, vet, pet, wet.*


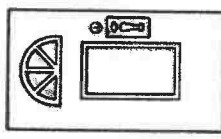



Directions Have children name the **Alphafriend** and its letter. Have children trace and write the letter *Ee*. Guide children to name the pictures. Then have them write *Ee* next to the pictures whose names contain the /e/ sound.

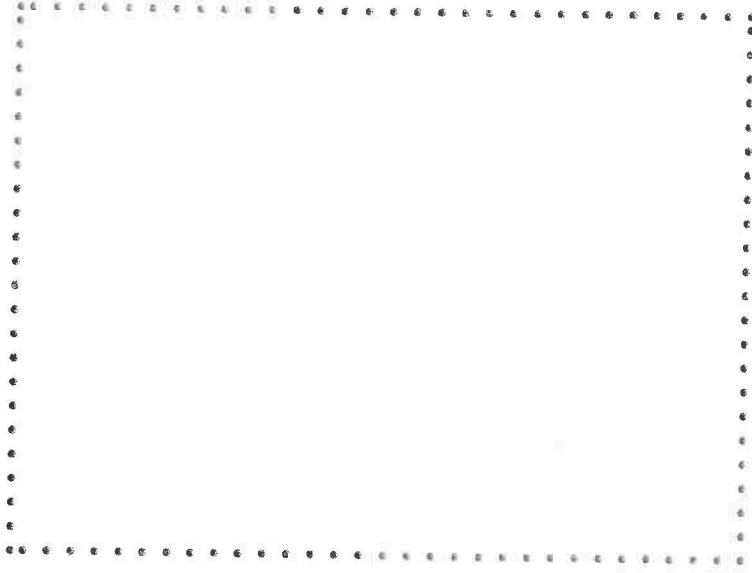
Name _____

1.    

2.

3.



Directions Have children trace and write the letter Ee. Have them write the letter Ee next to the pictures whose names contain the short e sound. Then have them draw a picture of something whose name contains the short e sound.

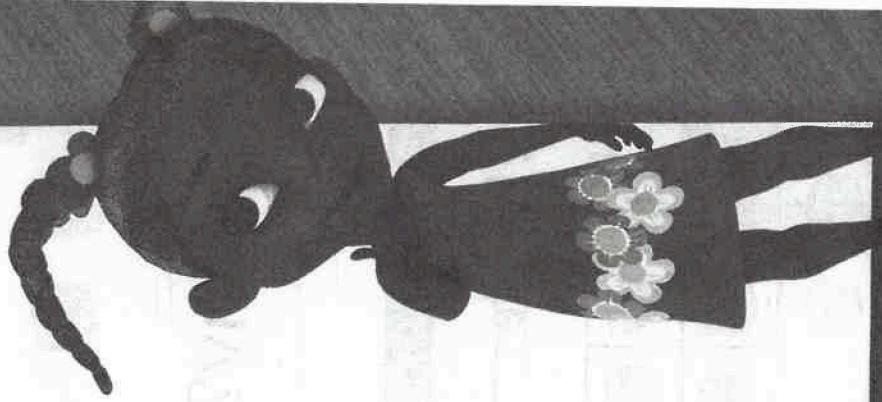


Home Connection Your child is learning the letter Ee. Help your child think of groups of words that contain the short e sound, for example, net, vet, pet, wet.

Lesson 10-1
Make 11, 12,
and 13

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

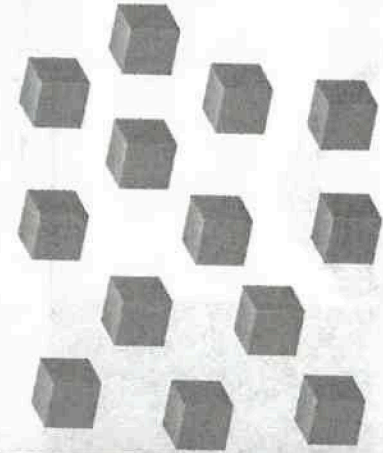
$$10 + \underline{\quad} = \underline{\quad}$$



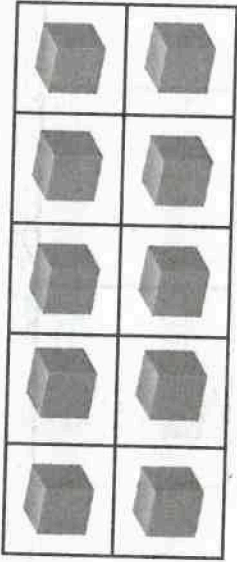
Directions Say: Use counters to fill the ten-frame. Put 1, 2, or 3 counters outside of the ten-frame. Draw all of the counters. What equation can you write to tell how many counters there are in all?

I can ...
use drawings and equations to make the numbers 11, 12, and 13.

Content Standards
K.NBT.A.1
Mathematical Practices
MP.2, MP.4, MP.5, MP.7



How many?



10

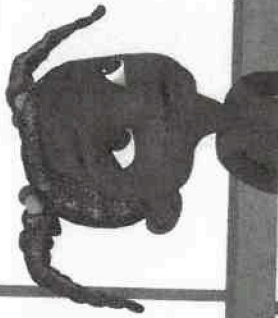


3

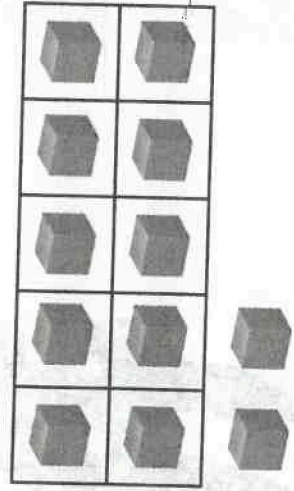


$$10 + 3 = 13$$

13



★ Guided Practice



10

+

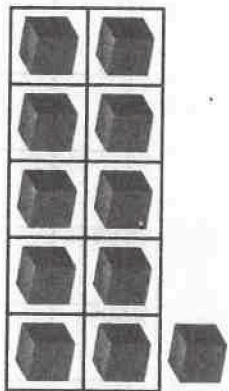
3

=

13

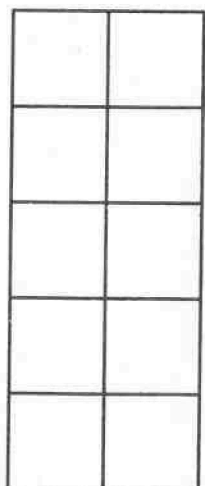
Directions ★ Have students write an equation to match the number of blocks shown. Then have them tell how the picture and equation show 10 ones and some more ones.

2



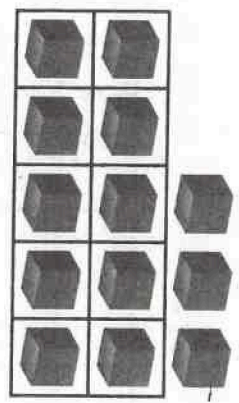
_____ + _____ = _____
----- + ----- = -----

4

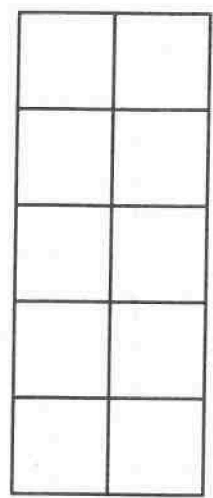


10 + 2 = 12

3



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



10 + 3 = 13

Directions Have students: 2 and 3 write an equation to match the number of blocks shown. Then have them tell how the picture and equation show 10 ones and some more ones; 4 and 5 draw blocks to match the equation. Then have them tell how the picture and equation show 10 ones and some more ones.

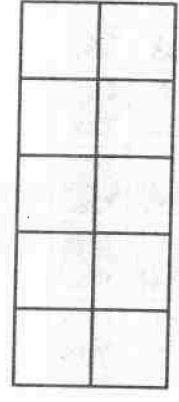
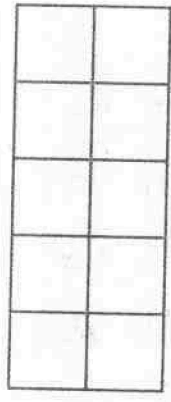
Independent Practice



Tools Assessment

Nar

6



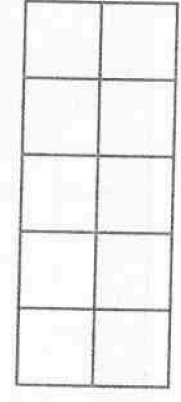
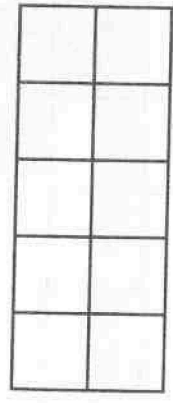
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\text{---} + \text{---} = \text{---}$$

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

$$\text{---} + \text{---} = \text{---}$$

8



$$10 + \text{---} = \text{---}$$

12

13 = 10 +

$$\text{---} + \text{---}$$

Directions Have students: 1. draw counters and write an equation to show how to make 13. Then have them tell how the picture and equation show 10 ones and some more ones; 2. draw counters and write an equation to show how to make 11. Then have them tell how the picture and equation show 10 ones and some more ones. **Algebra** Have students draw counters to find the missing number. Then have them tell how the picture and equation show 10 ones and some more ones. **Higher Order Thinking** Have students draw counters to find the missing number. Then have them tell how the picture and equation show 10 ones and some more ones.

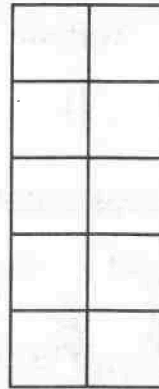
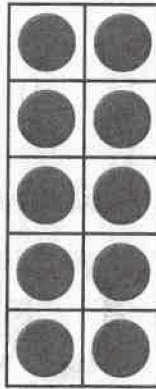
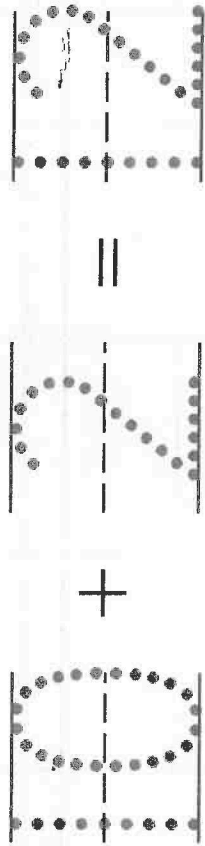
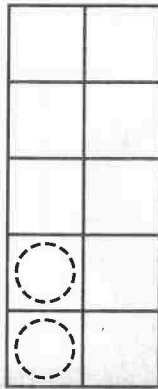
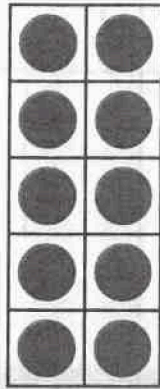
Al

100 Days of School & Practice 10-1

Make 11, 12, and 13

HOME ACTIVITY Have your child use pennies to model and explain how to make 11, 12, and 13 with 10 ones and some more ones.

Another Look!

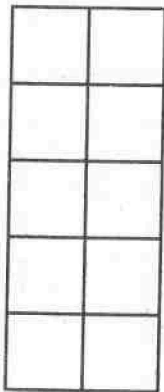
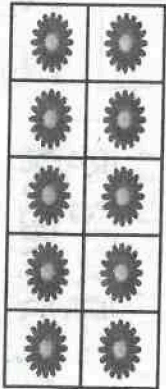


_____	+	_____	=	_____
_____	+	_____	=	_____



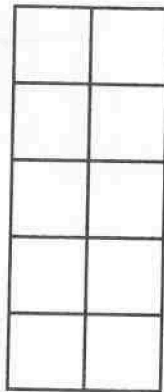
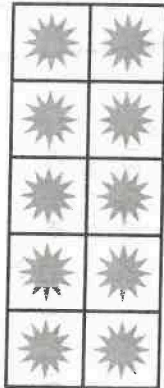
Directions Say: You can use counters and a double ten-frame to show 12 as 10 ones and some more ones. Fill the first ten-frame with 10 counters. Then draw more counters to make 12, and write an equation to match the picture. ★ Have students draw counters to make 13 and write an equation to match the picture. Then have them tell how the picture and equation show 10 ones and some more ones.

2



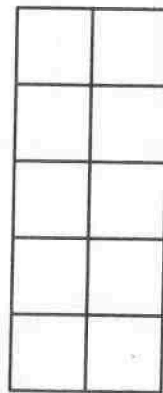
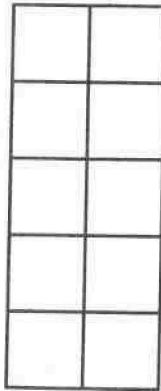
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3



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

4

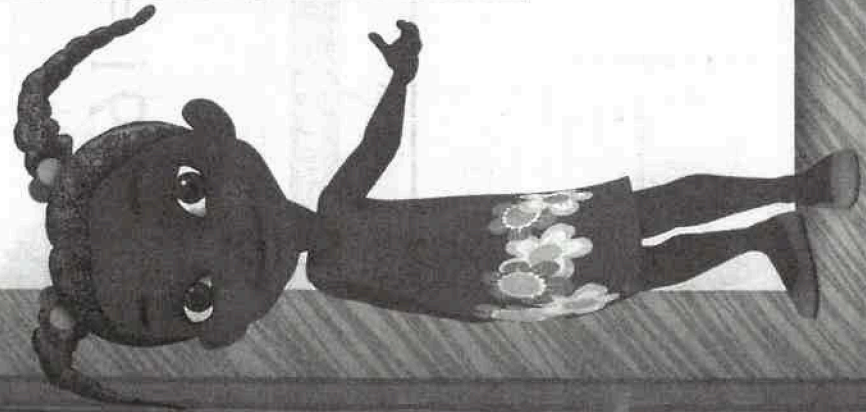


$$10 + \underline{\quad} = \underline{\quad}$$

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

Directions 2 **Math and Science** Say: Plants turn sunlight into food. This helps them grow. Li Mei planted 10 flowers in the sun. They grew tall. She planted 2 flowers in the shade. They did not grow as tall as the other flowers. Have students draw flowers and write an equation to tell how many flowers Li Mei planted in all. 3 Have students draw counters to make 11 and write an equation to match the picture. Then have them tell how the picture and equation show 10 ones and some more ones. 4 **Higher Order Thinking** Have students draw counters to find the missing numbers in the equations. Then have them tell how the picture and equations show 10 ones and some more ones.

Make 14, 15, and 16



$$\begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

Directions Say: Put 15 counters in the double ten-frame to show 10 ones and some more ones. Then complete the equation to match the counters.

I can ... make the numbers 14, 15, and 16.

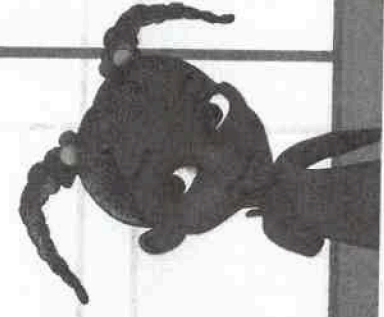
Content Standards
K.NBT.A.1
Mathematical Practices
MP.2, MP.3, MP.4, MP.7

ten ones
10

four ones
4

14 counters

$$10 + 4 = 14$$



ten ones
10

six ones
6

16 counters

$$10 + 6 = 16$$

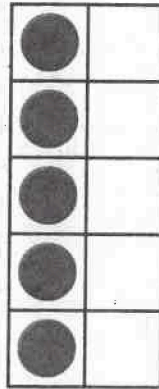
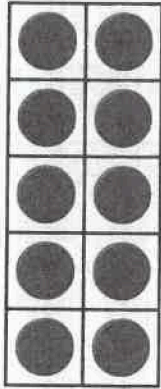


☆ Guided Practice



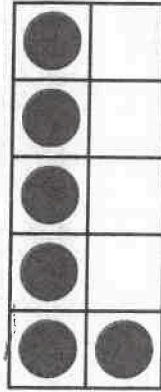
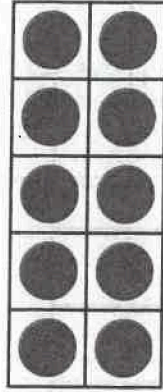
Directions ☆ Have students write an equation to match the counters. Then have them tell how the picture and equation show 10 ones and some more ones.

2



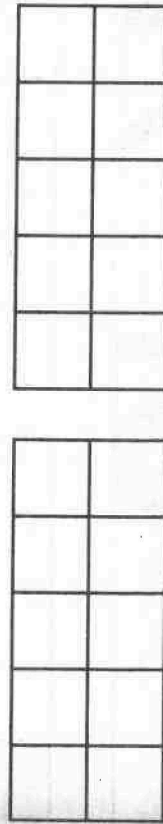
_____ + _____ = _____

3



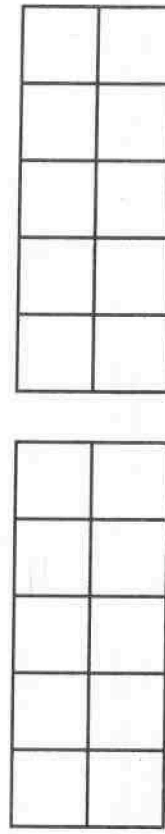
_____ + _____ = _____

4



10 + 4 = 14

5



10 + 5 = 15

Directions Have students: 2-3 write an equation to match the counters. Then have them tell how the picture and equation show 10 ones and some more ones; 4-5 draw counters to match the equation. Then have them tell how the picture and equation show 10 ones and some more ones.

