## Kindergarten AMI Assignments

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<th>Phonics</th>
<th>Writing/Social Studies</th>
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<td><strong>Monday</strong></td>
<td>Have students read then spell consonant-vowel- consonant words.</td>
<td>Write a sentence about your pet. Remember to focus on capitalization, punctuation, spacing and correct letter/sound for unknown words.</td>
<td>Hop from the kitchen to the living room (or your bedroom). Count each hop along the way. How many hops did it take? Record the number of hops on a piece of paper and practice writing it 5 times.</td>
<td>Make a prediction for what you think the weather may be like tomorrow. Complete this sentence frame: I think it will be __________ tomorrow because __________.</td>
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Ex:
Parent writes “cat.”
“Lets tap the sounds we hear in “cat.””
Touch a finger to your thumb for each sound. /c/ /a/ /t/.

Have students spell the word on their own by tapping each sound and writing it.

Find a list of consonant-vowel- consonant words by clicking [here](#).

| **Tuesday** | Have students read then spell consonant-vowel- consonant words.         | Write a sentence about a fun time you had with your family. Remember to focus on capitalization, punctuation, spacing and correct letter/sound for unknown words. | Practice counting to 100 by 1s, 5s, and 10s with a fun game of basketball! Ask an adult to count with you. Each time you make it to 100, crumple up a piece of scratch paper to make a mini basketball. When you are finished practicing, take turns making “baskets” into the trash can. | Draw a picture of any of the animals that you see outside. What do the animals eat? Where do the animals live? How do they stay warm and dry when the weather is bad? |

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Find a list of consonant-vowel- consonant words by clicking [here](#).
| **Wednesday** | Have students read then spell consonant-vowel- consonant words.  
Ex:  
Parent writes “cat.”  
“Lets tap the sounds we hear in “cat.””  
Touch a finger to your thumb for each sound. /c/ /a/ /t/.  
Have students spell the word on their own by tapping each sound and writing it.  
Find a list of consonant-vowel- consonant words by clicking [here](#). | Write a sentence about your favorite food. Remember to focus on capitalization, punctuation, spacing and correct letter/sound for unknown words. | Pick out your favorite books and toys (no more than 20). Count them aloud. How many books and toys did you pick? Record the number of your favorite books and toys on a piece of paper and practice writing it 5 times. | Have an adult help you draw a maze on a piece of paper. Use pushes or pulls to move a small round object like a marble, ball, or mini marshmallow through the maze. How do you have to push the object to make it move where you want it to go? (Do you have to use a lot of force to move the marble through the maze?) |
| **Thursday** | Have students read then spell consonant-vowel- consonant words.  
Ex:  
Parent writes “cat.”  
“Lets tap the sounds we hear in “cat.””  
Touch a finger to your thumb for each sound. /c/ /a/ /t/.  
Have students spell the word on their own by tapping each sound and writing it.  
Find a list of consonant-vowel- consonant words by clicking [here](#). | Write a sentence about something that makes you happy. Remember to focus on capitalization, punctuation, spacing and correct letter/sound for unknown words. | Pick a set of objects around the house (crayons, toy cars, coins). Give some of the objects to your parent and keep the rest for yourself. Count together to find out how many objects are in each set. On a piece of paper, draw a picture to show how many are in each set. Write the number that represents each set and circle the one that has more. If they are the same, circle both. | Three friends are planning to plant a garden. John wants to plant all small seeds because he thinks they will sprout faster. Sarah wants to use all big seeds because she thinks they will sprout faster. Ethan doesn’t think the size of the seeds will make a difference in how quickly the seeds sprout. Which friend do you agree with most? Explain why you agree with this friend. |