

My Learning Book

Stories. Sentences. Numbers. Things to discover.

My name

Draw yourself learning something.

Learn with your teacher or another trusted adult.

Adult: Read directions aloud. Select pages by the child's next skill. Use the teacher plans for models, support, and fresh checks. The page order is a teaching route, not a fixed timetable.

Tell the story

Listen to The Spilled Water.

Draw what happened first, next, and last.

Tell why the cloth helped.

First

Next

Last

Hear the sounds

Listen. Push a counter for each sound.

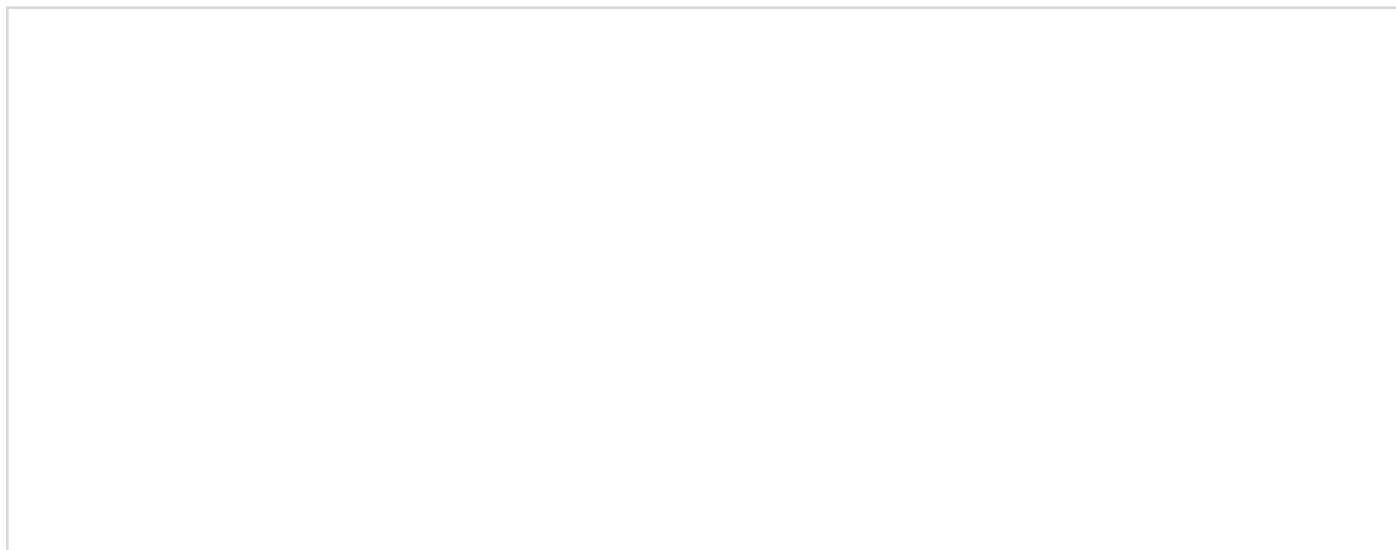
Say the whole word.

Try: sun, map, sit, dog.

Move a counter into a box for each sound.

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Draw one of the words you heard.



Match letters and sounds

Say the letter name. Say its sound.

Find its capital and lowercase partner.

Make a word with letters you know.

s S a A t T m M

Make a word with your letter cards.

Write a letter or word you know.

Build and read words

Point. Say the sounds. Blend the word.

Read: sat, mat, map, sit, pin.

Build a word your adult says. Read it back.

sat mat map

sit pin tap

Build it with cards. Then write it.

Handwriting practice lines consisting of three sets of three horizontal lines (top solid, middle dashed, bottom solid).

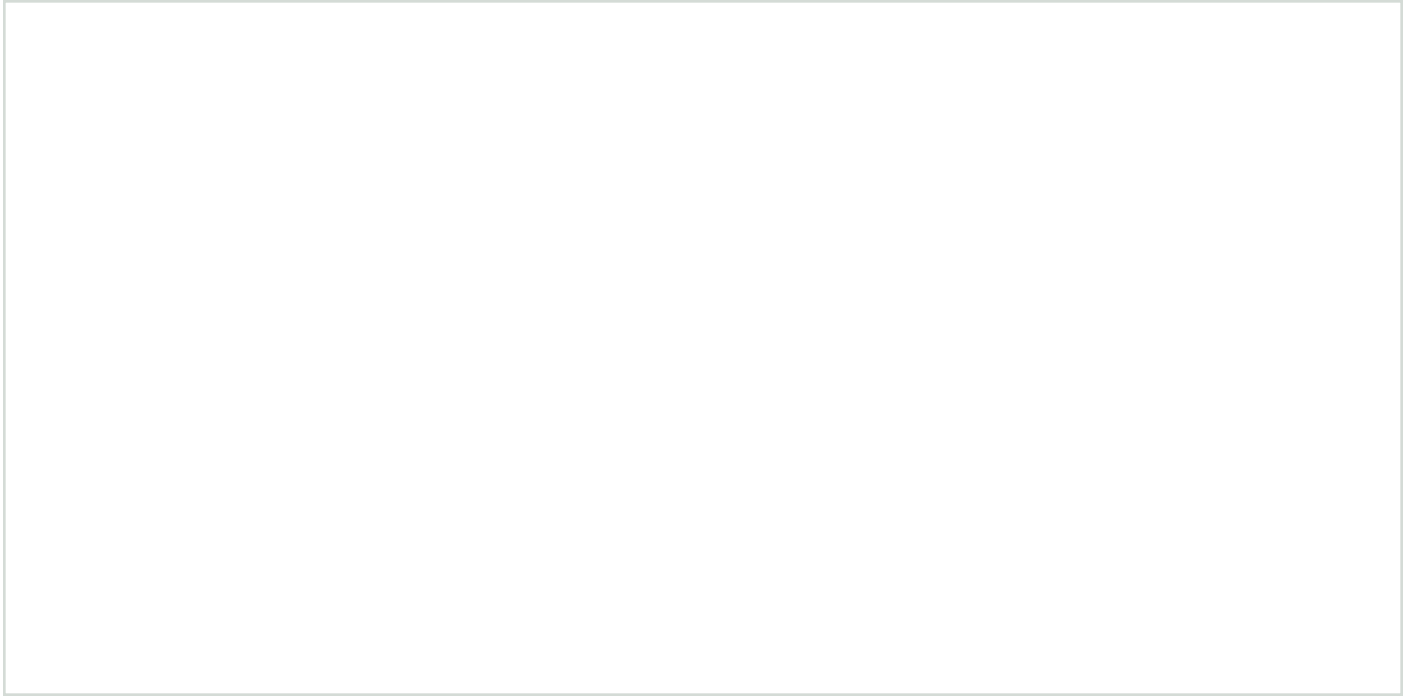
Read and understand

Read Sam and Tim with your adult.

Point to each word.

Tell what happened. Draw it.

Draw a scene from the reader.

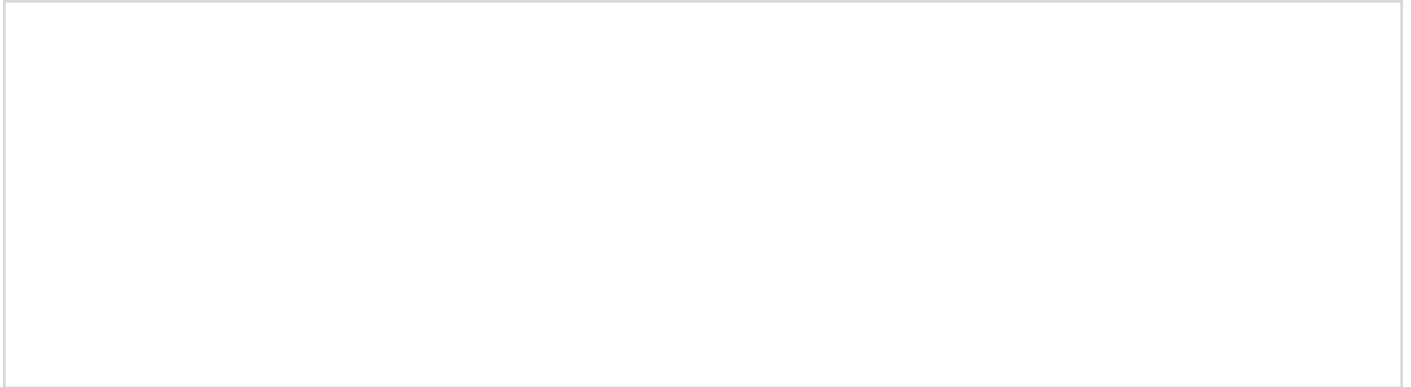


Tell or write about your drawing.

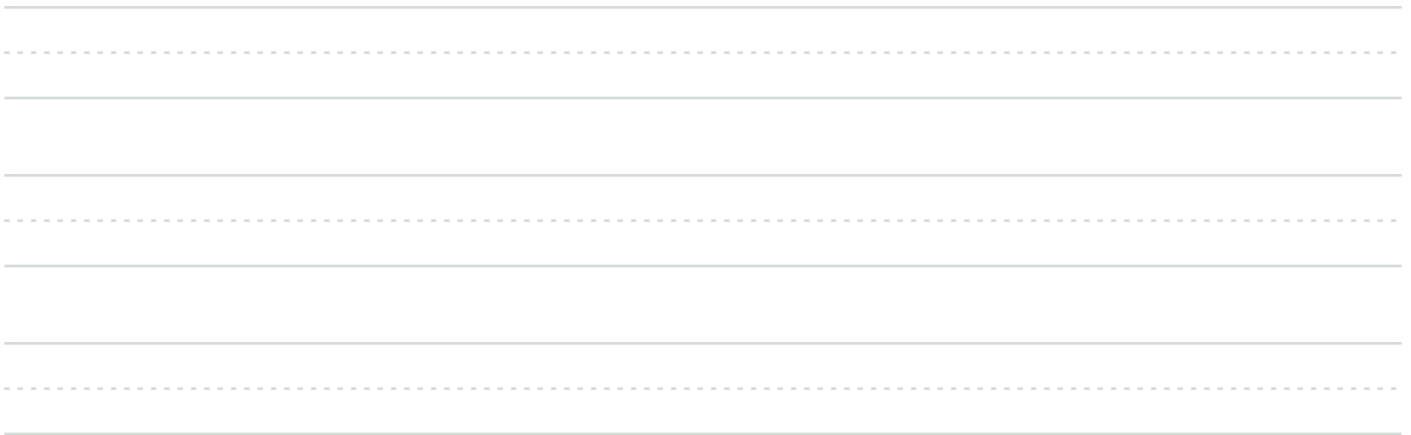
Make letters for a message

Watch your adult make a letter.
Make it. Say its name and sound.
Use it in your name or a message.

Try a large letter here.



Make the letter. Use it in a word.



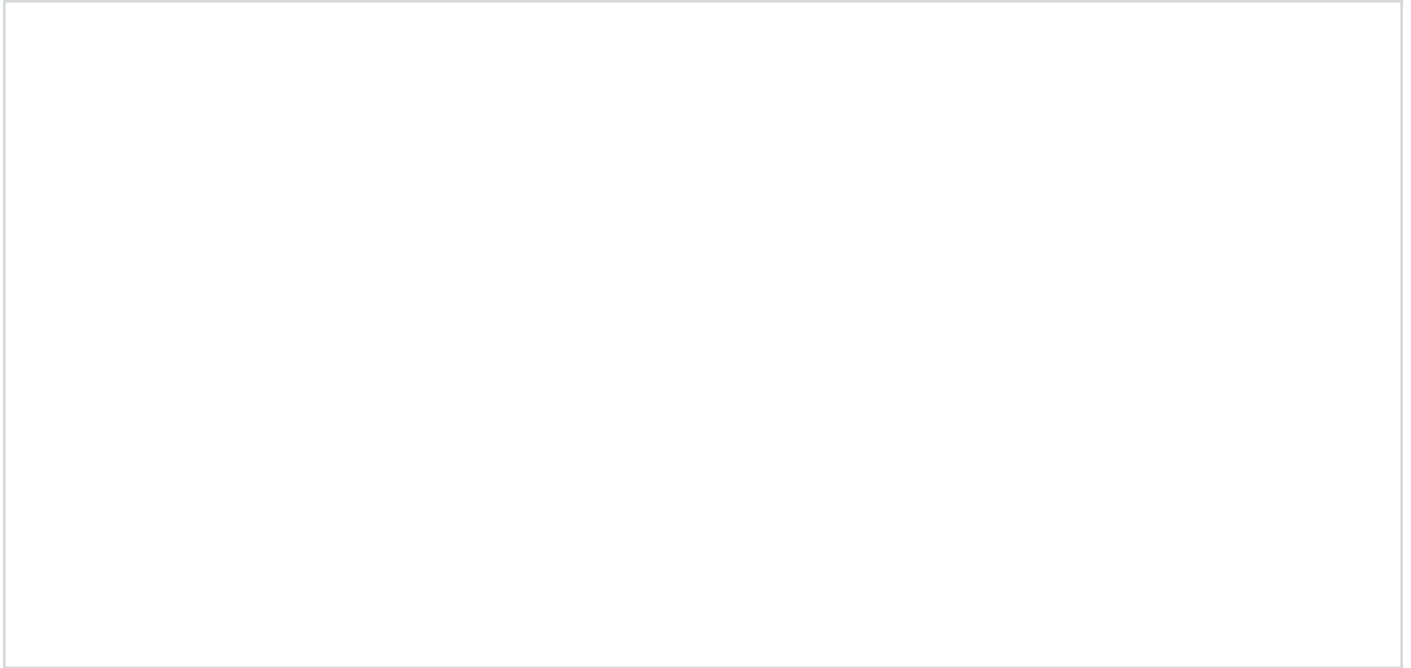
Say a complete idea

Draw something happening.

Say who or what. Say what happens.

Add a detail that helps your listener.

Your scene



Adult may write the child's exact words here.

Write your own sentence

Draw your idea.

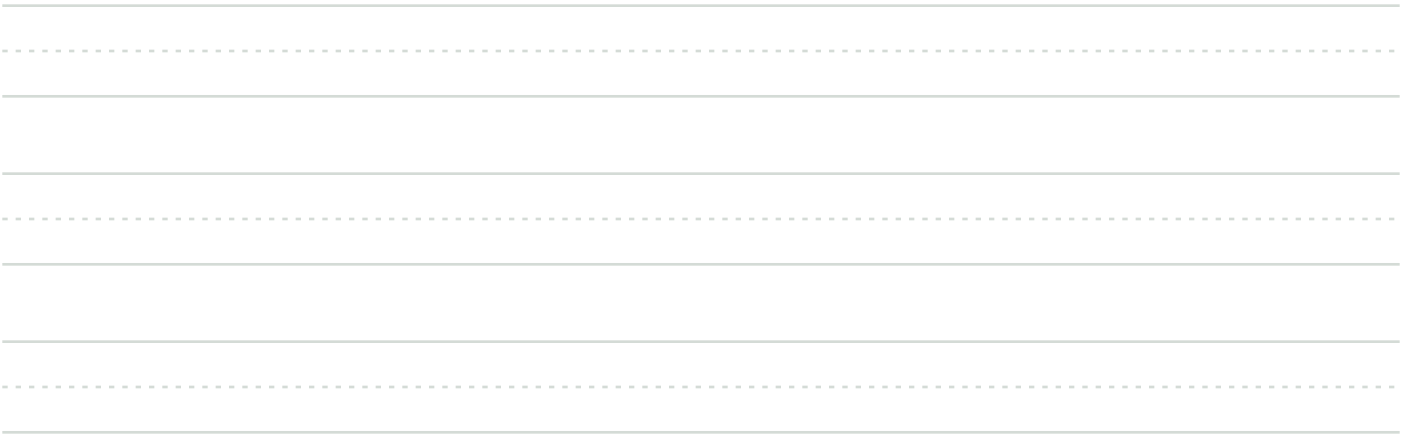
Say your sentence. Write it.

Read it back. Does it say your idea?

Your idea



Your sentence



Help your reader

Read: sam sat

Help the reader. Rewrite it.

Read your own sentence. Make a useful change.

sam sat

Help the reader.

A useful change to your own writing

Count and show how many

Touch or move each counter as you count.

Say how many. Match a number.

Move the counters around. How many now?



Draw a collection for your adult to count.

Your collection

Compare collections

Match one with one.

Which has more? Which has fewer?

Make the groups equal. Explain.



Draw groups that are equal.

A large empty rectangular box with a thin black border, intended for drawing groups that are equal.

Tell how you know.

Put parts together

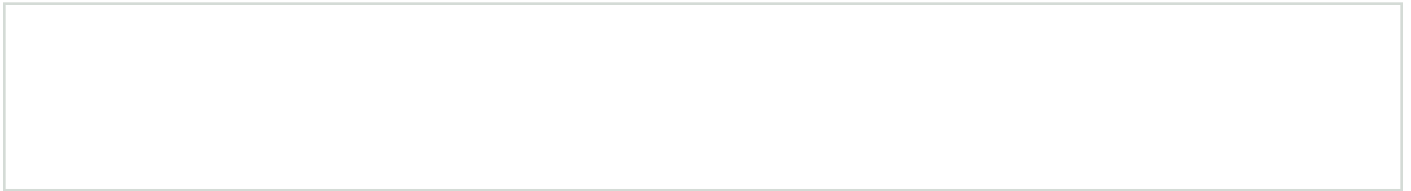
Put counters in each part.

Join them. How many altogether?

Draw and tell what happened.

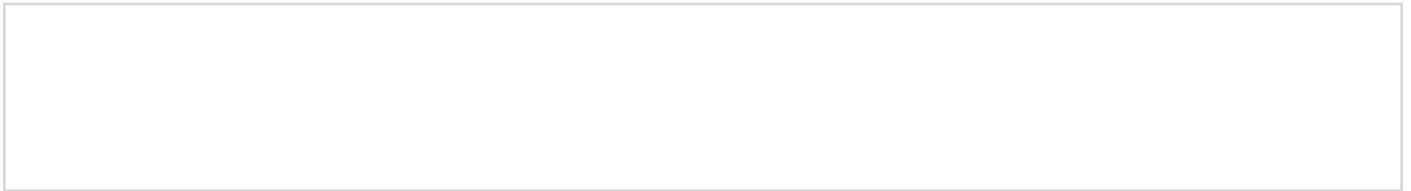
2 red cups. 1 blue cup. How many cups?

Draw the parts and the whole.



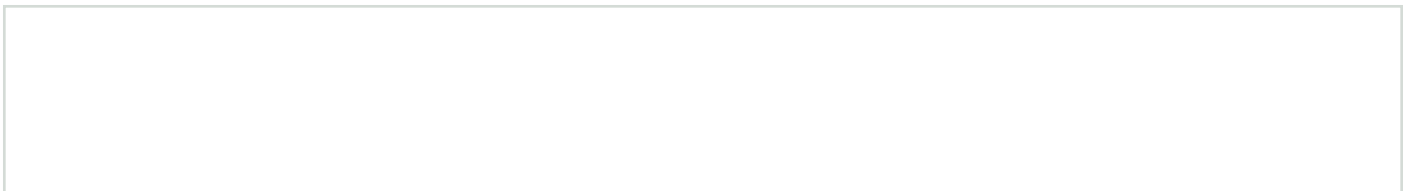
3 children come. 2 join them. How many now?

Draw the parts and the whole.



4 blocks. Add no blocks. How many now?

Draw the parts and the whole.



Take away and explain

Show how many at the start.

Move away the part that leaves.

How many are left? Draw and explain.

4 apples. 1 is eaten. How many are left?



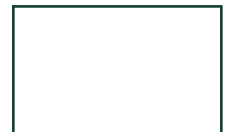
5 boats. 3 sail away. How many stay?



3 blocks. Take away none. How many stay?



2 birds. Both fly away. How many stay?



Find the hidden part

Look at the whole before it is covered.

What can you see? What is hidden?

Explain. Uncover and check.

Whole: 5 I can see: 3

Draw or write what is hidden. Explain.

Whole: 4 I can see: 1

Draw or write what is hidden. Explain.

Build with shapes

Turn a shape. What stays the same?

Build a picture with pieces.

Describe it so a friend can build it.



Build or draw your shape picture.

A large, empty rectangular box with a thin black border, intended for a student to draw or build a picture using the shapes provided.

Name a feature that stays the same when you turn it.

Find the repeating part

Find the part that repeats.

Continue the pattern.

Make the same pattern with sounds or moves.



Draw what comes next. Mark the repeating part.

A large, empty rectangular box with a thin black border, intended for a student to draw the continuation of the pattern and mark the repeating part.

Make your own repeating pattern.

A large, empty rectangular box with a thin black border, intended for a student to create and draw their own repeating pattern.

Measure and show data

Line up equal units with no gaps.

Measure and record.

Sort a collection. Show how many in each group.

Object / equal units used / what I found

--

A different object / the same units / what I found

--

Show how many in each group of your collection.

--

Make a plan and improve it

Draw your bridge plan.

Build it. Try it.

What happened? Change your plan and try again.

My plan

What happened in the test

My change

Solve a problem together

Tell what each puppet needs.

Choose a plan they can try.

How will you know if it helps?

What each puppet needs

A plan they can try

Tell whether the plan helped.

Test an idea

What do you think will happen?

Watch the test with your adult.

Draw what happened. What did you learn?

My prediction

What I saw

What the observation tells me

Notice growth and weather

Look closely at your plant. Draw it.

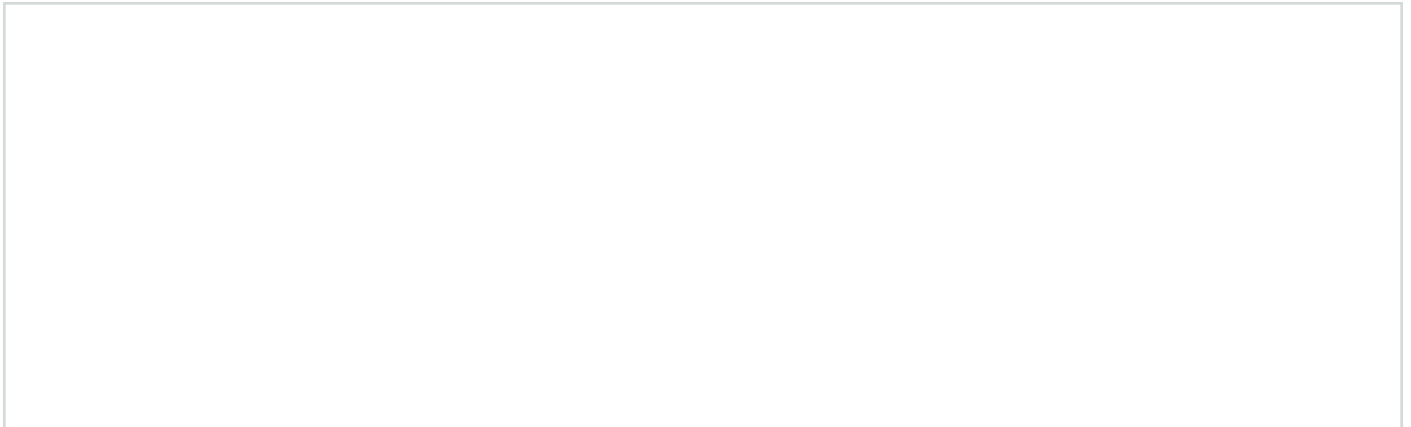
Come back and look again.

What changed? What stayed the same?

Date: _____ **First observation**



Date: _____ **Later observation**



Tell what changed. Use your records.

Choose a movement route

Plan a safe route with your adult.
Move, stop, and change direction.
Help a partner follow your route.

My route: start, places to stop, finish

A change that helps someone use the route

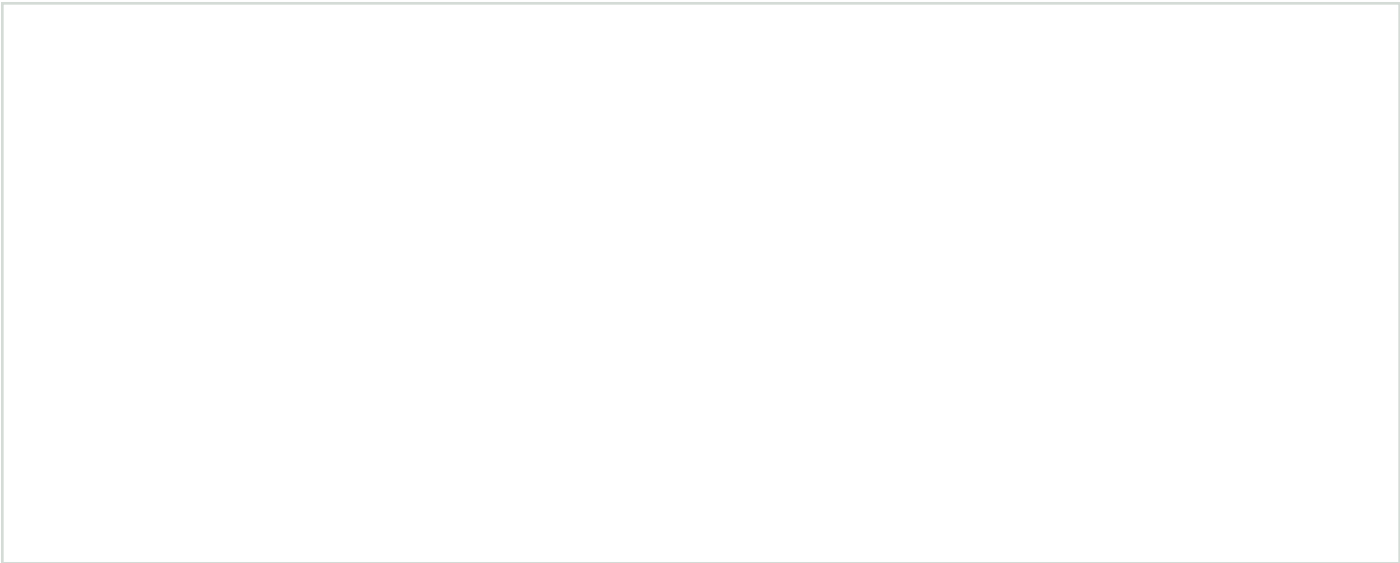
Care for yourself and ask for help

Put the care cards in order.

Practice with your adult.

Show how you ask for help.

Draw yourself asking an adult for help.



Tell or write what you could say.

Use the care cards with your teacher.

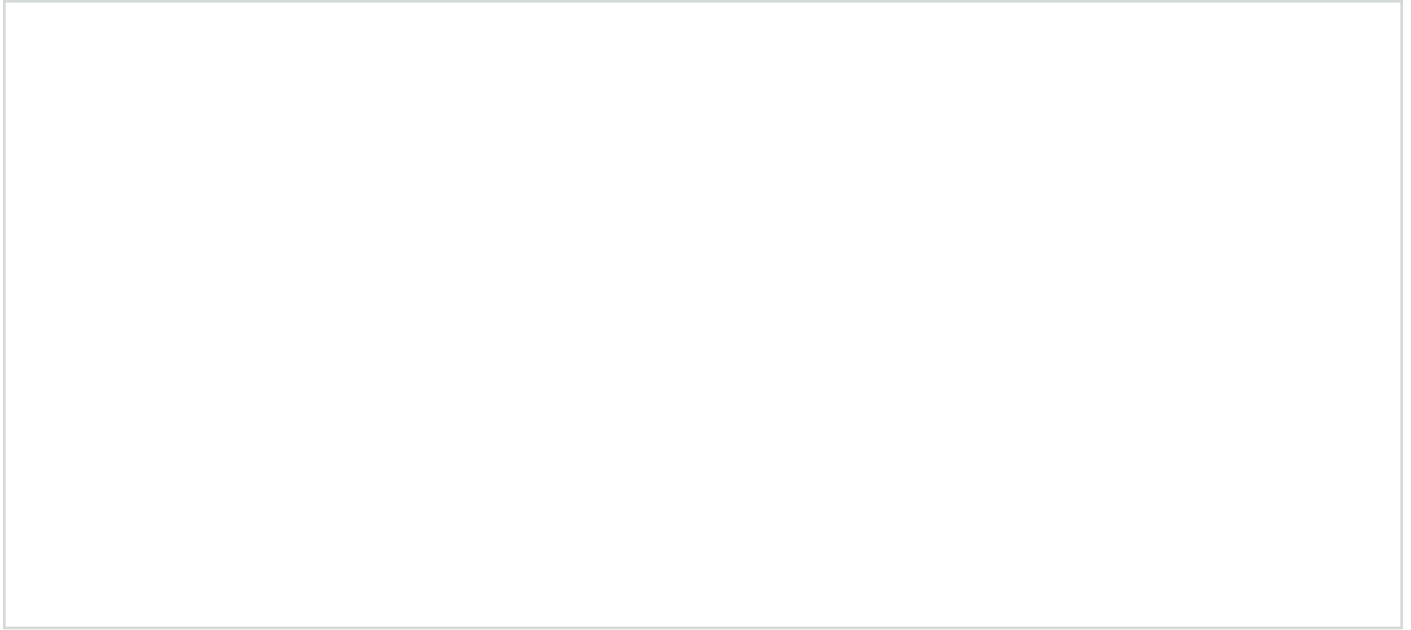
Make a map for someone

Choose places your community needs.

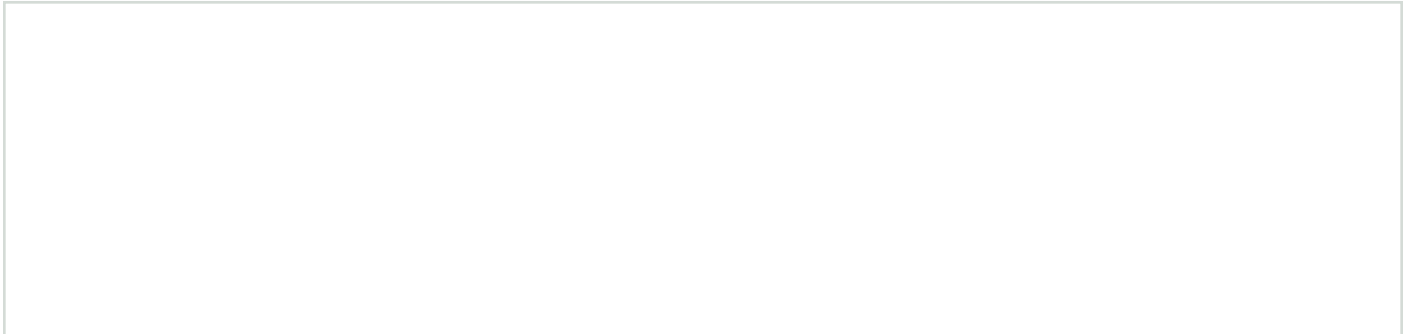
Make symbols and a map key.

Let a friend try your map. Improve it.

My map



My map key: symbols and what they mean



Make an artwork with an idea

Choose an idea.

Make your art.

Tell what you want a viewer to notice.

My artwork



Tell what you want a viewer to notice.

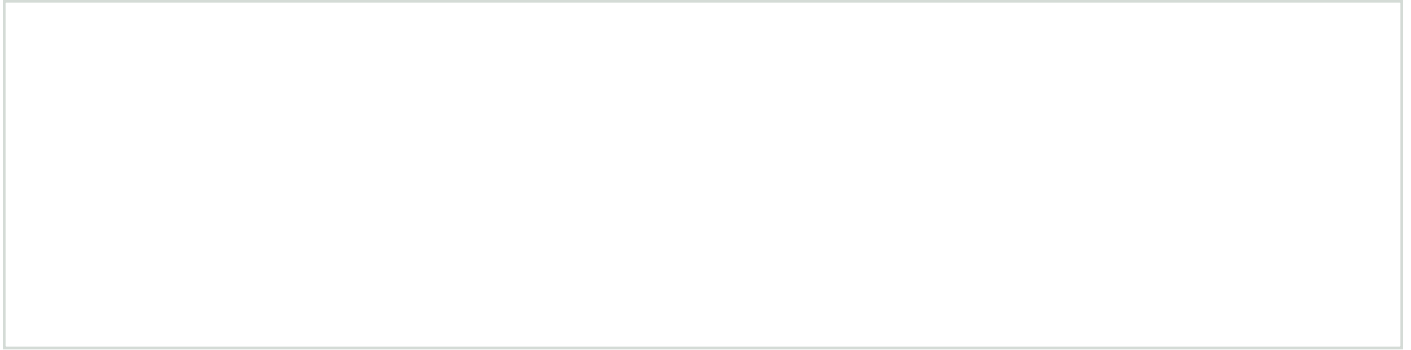
Make music, movement, and drama

Make a sound pattern. Draw its symbols.

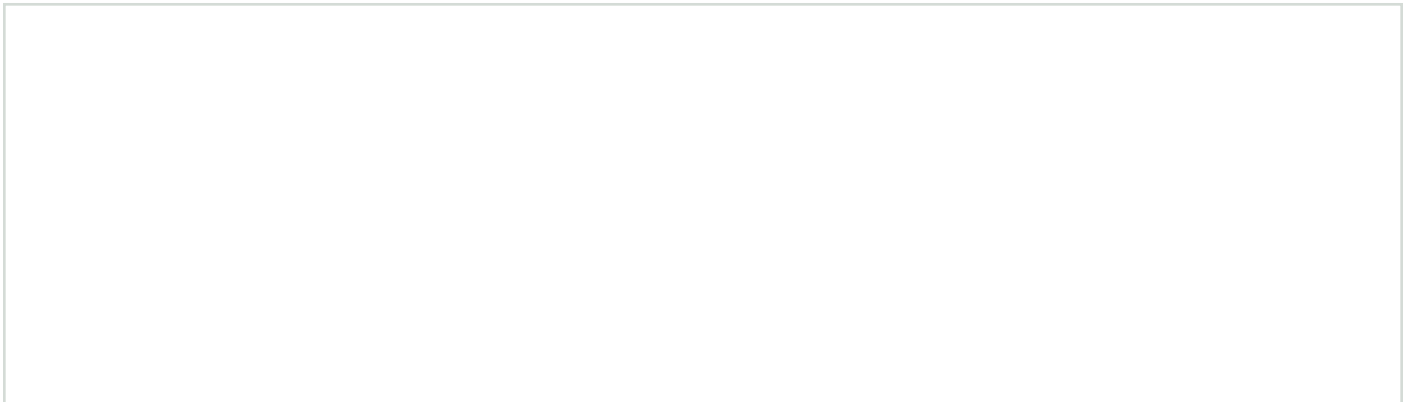
Add a movement or story action.

Let a partner try it. Tell what changed.

My sound symbols



My movement or story plan



Tell what you changed and why.



The Spilled Water

Mina carried water to the classroom plant. Her sleeve caught the cup. Water spilled onto the table. Jo brought a cloth and a smooth wooden block. They compared the materials. The cloth took up water. The block stayed hard and wet. Mina used the cloth to wipe the table. Jo moved the plant closer. Mina poured the water slowly. The soil became damp. "We found a way," said Mina.

What did Mina want to do?

Why did Jo bring different materials?

What helped them solve the problem?

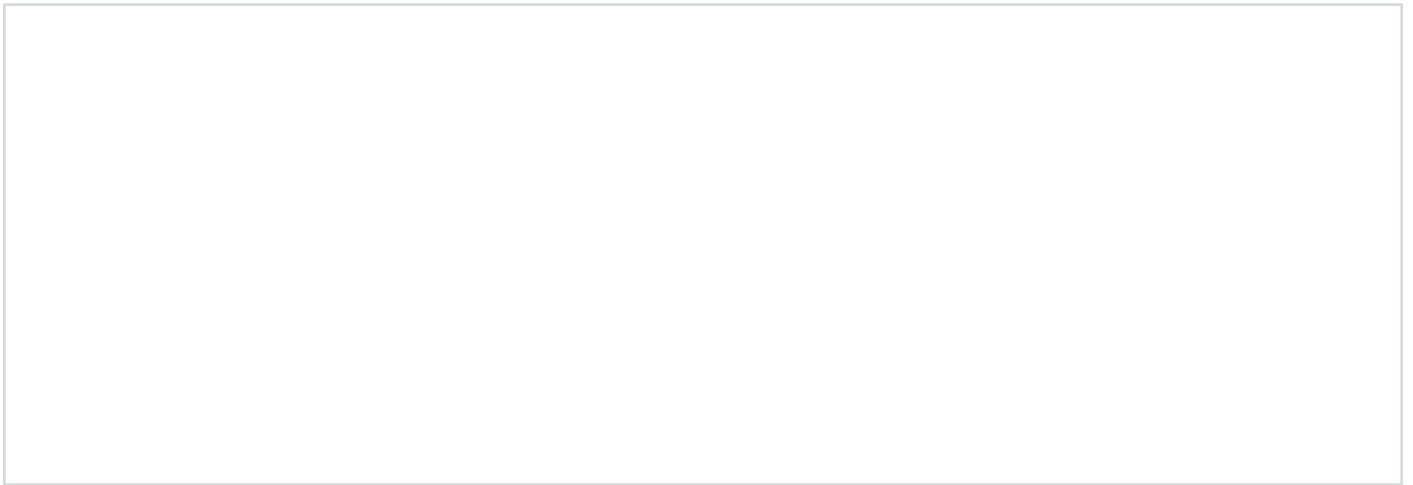
Sam and Tim

Sam sat.

Tim sat.

Sam met Tim.

Draw what happened. Tell how you know.

A large, empty rectangular box with a thin black border, intended for a student to draw a scene and write a description of it.

Taught letters: s, a, m, t, i, e. Names and met explained orally.

The Red Hen

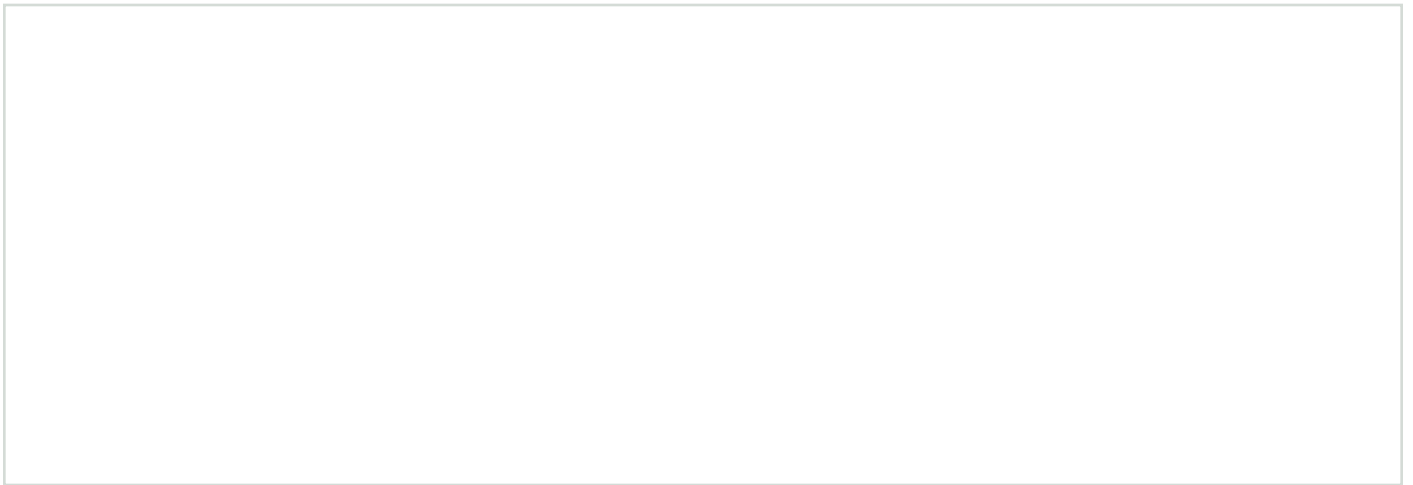
A hen hid.

A red hen hid.

Ben fed a hen.

A hen ran.

Draw what happened. Tell how you know.



Taught letters: a, h, e, n, i, d, r, b, f. Teach the word A/a as used in sentences. Adult reads title.

Letters and reference words

A a apple

B b bat

C c cat

D d dog

E e egg

F f fan

G g gum

H h hat

I i insect

J j jam

K k kit

L l leg

M m map

Use the sound in the reference word. x in box is /k/ /s/.

Teach q with u in quit. Letters can have other sound values.

Letters and reference words

N n	net
O o	octopus
P p	pig
Q q	quit
R r	rug
S s	sun
T t	top
U u	up
V v	van
W w	web
X x	box
Y y	yes
Z z	zip

Use the sound in the reference word. x in box is /k/ /s/.
Teach q with u in quit. Letters can have other sound values.

Letter cards

A a

apple

B b

bat

C c

cat

D d

dog

E e

egg

F f

fan

G g

gum

H h

hat

Letter cards

I i

insect

J j

jam

K k

kit

L l

leg

M m

map

N n

net

O o

octopus

P p

pig

Letter cards

Q q
quit

R r
rug

S s
sun

T t
top

U u
up

V v
van

W w
web

X x
box

Letter cards

Y y

yes

Z z

zip

Build, read, and spell

Use after teaching: s a t m i p n

sat

mat

map

sit

pin

tap

nap

man

Adult: explain each word. The final bank includes quit (qu), and box (x). Teach these mappings before asking for reading.

Build, read, and spell

Use after teaching: c o d g e + earlier letters

cat

cot

dog

dig

ten

net

pet

can

Adult: explain each word. The final bank includes quit (qu), and box (x). Teach these mappings before asking for reading.

Build, read, and spell

Use after teaching: r h b f l u + earlier letters

red

hen

bat

fan

lip

log

sun

run

Adult: explain each word. The final bank includes quit (qu), and box (x). Teach these mappings before asking for reading.

Build, read, and spell

Use after teaching: j v w y z k q x + earlier letters

jam

van

wet

yes

zip

kit

quit

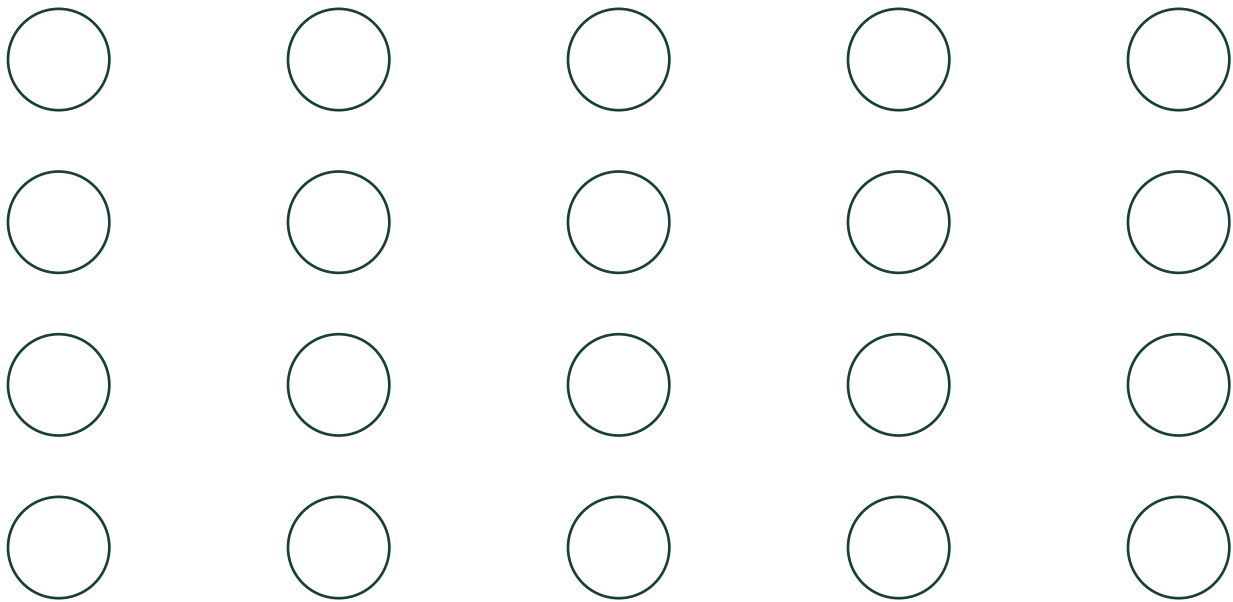
box

Adult: explain each word. The final bank includes quit (qu), and box (x). Teach these mappings before asking for reading.

Counters and number cards

Adult prepares the cards. Use counters on the mats.

0	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20



These cards support kindergarten K.CC.5 quantities.
Start with the quantities the child can represent.

Parts and whole

Part

Part

Whole

Start. Take away. Left.

Start: show the whole collection here.

Take away: move the part that leaves here.

Write or draw: start - taken away = left

More number stories

Use counters or drawings. Explain each answer.

7 shells. 2 are moved. How many stay?

Show your thinking.

8 seats. 3 are used. How many are empty?

Show your thinking.

6 blocks. Add 2 blocks. How many now?

Show your thinking.

9 birds. 4 fly away. How many stay?

Show your thinking.

Count a larger collection

Build a number your adult names. Use 1 to 20.
Try an arrangement and then scatter up to 10.

Draw a collection. Write how many.

Move the same pieces. Did the quantity change? Explain.

Shape pieces and equal units

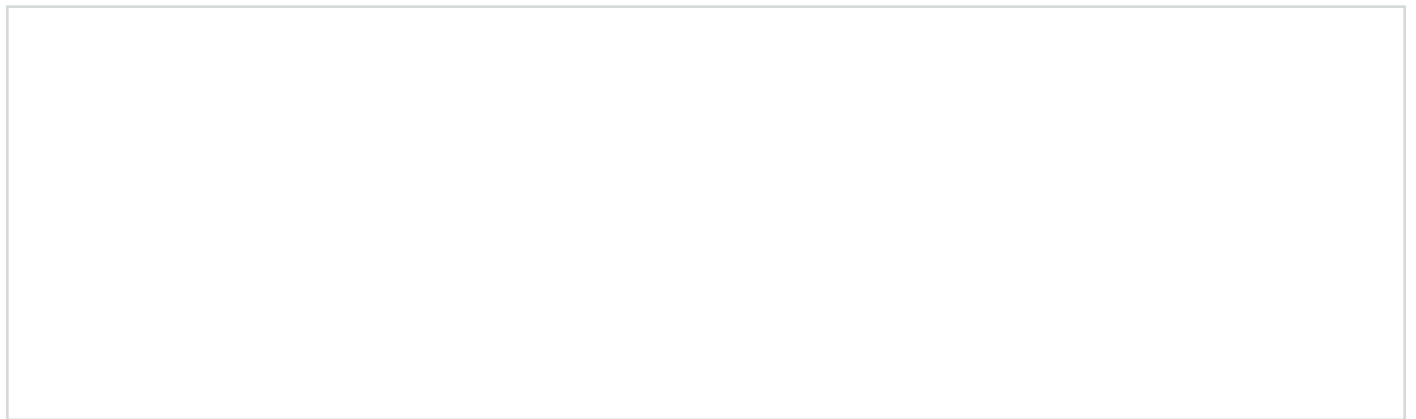
Turn, sort, combine, and measure.



Equal paper units: use the same size for one measurement.



Draw more pieces for an adult to prepare.



Care cards

Put the cards in order. Practice at the sink.

Rinse

Wet

Dry

Soap

Rub

These are recall cues. The teacher supplies the complete approved procedure, access support, and any required timing.

My next sentence

My idea

Say it. Write it. Read it. Help your reader.