

Learning Destinations

K3



BQ How do we live, work, and play together?

Week 1 **WQ** How do children get to school? **6**

Week 2 **WQ** How do children work and play together? **24**

Week 3 **WQ** How do families have fun together? **42**

Week 4 **WQ** How do families work and play together? **60**

Week 5 **WQ** What are some machines and tools like? **78**

Week 6 **WQ** How do machines help people work? **96**

My Words **114**

Cutouts **117**

Sample Unit



BQ How do we live, work,
and play together?



Point



Say



WQ How do children get to school?



Have children find words that rhyme. Ask them what rhymes with *man* and have them point to it. Then ask them to say which of the following word pairs rhyme: *nap/lap*, *cook/coat*, *boat/coat*, and to point to the words.



Walk around the house and name an object. Encourage your child to think of a word that rhymes with the word you said. Repeat with other objects.

Aa



astronaut

Letters I Know

Aa

Words I Can Read

I

am

Bb



baby

Bb

Sentences I Can Read

1. I am a  .

2. I am  .



Sample Unit

A

a

B

b




Have children write a row of uppercase *A* and lowercase *a*.
Then have them write a row of uppercase *B* and lowercase *b*.




Ask your child to show you how to write
uppercase *A* and *B*, and lowercase *a* and *b*.



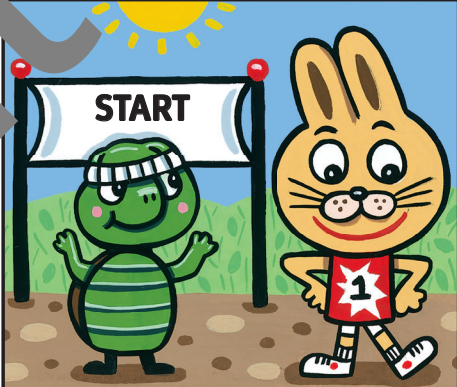
Characters



Setting



Plot



The main illustration shows a large green turtle with a white headband and a red rabbit with a red jersey with the number 1. The turtle is running towards the right, and the rabbit is running towards the left. The background features a green tree, a yellow sun, and a dirt path.



Look



Say



Circle

A



A

B

A

B

B

A

a



a

b

b

a

a

b

B



A

B

B

A

A

B

b



b

b

a

b

a

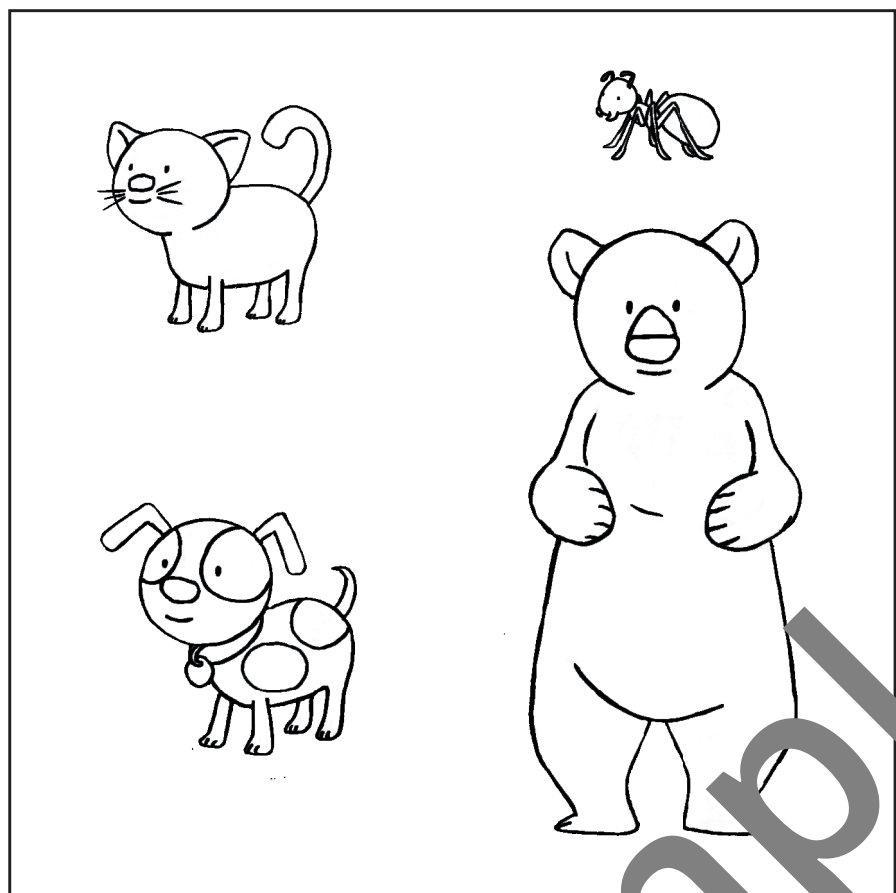
a



Point to uppercase A. Have children identify it and repeat after you: A is for apple. Next have them circle all the uppercase letters A in the first row. Repeat the procedure with the rest of the letters.



Have your child name the circled letters.



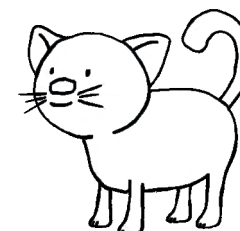
I am a bear.



I Am!

Decodable
Story

1

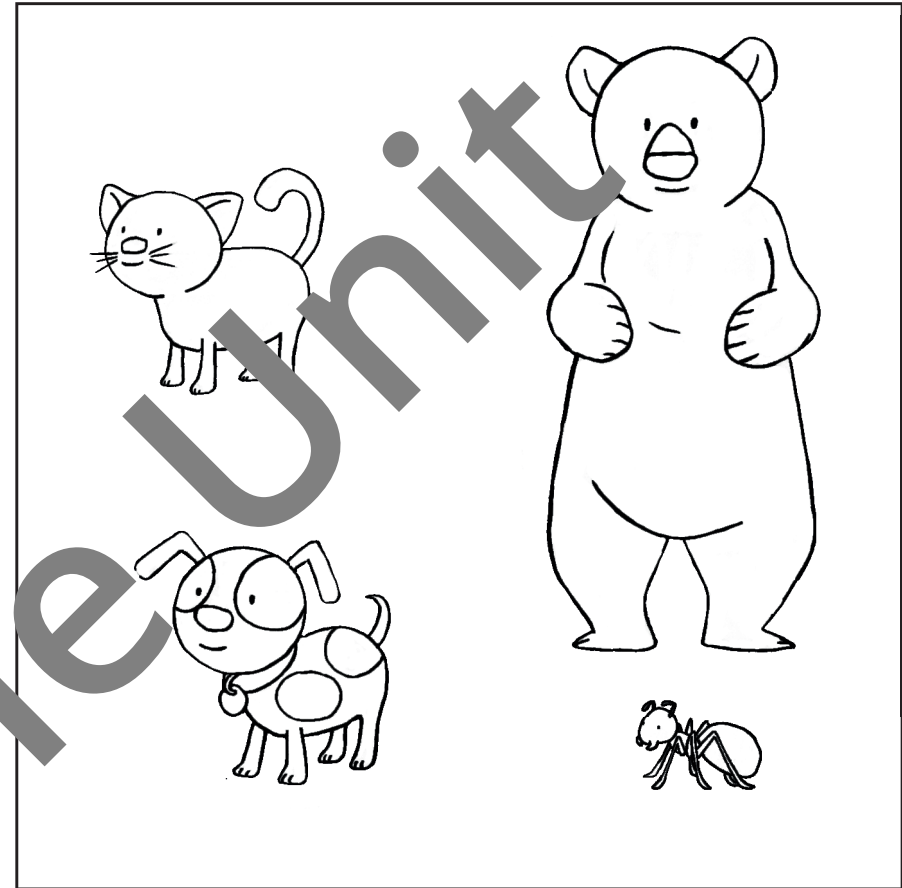
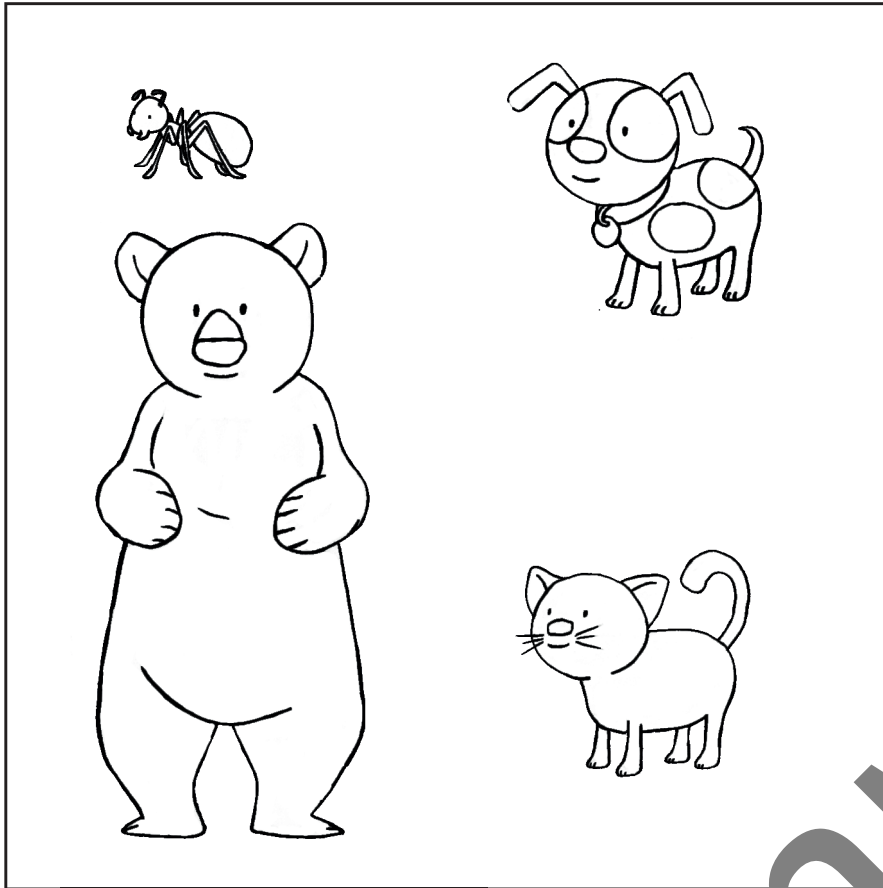


I am an ant.



Name _____ 1





I am a dog



I am a cat.





Look



Glue



Read



Write

I am

am a dog.



I

a cat.



Have children identify each picture and glue on the cutouts. Then have them write the missing words to complete the sentences.

Have your child use *I* and *am* in other sentences.



Draw



Say

Sample Unit



Have children draw a picture of themselves. Then have them hold up their pictures and say their names.



Help your child say the names of the people in his or her family.



bus



car



van



bike

Have children look at the pictures and repeat the words after you. Then have them talk about the forms of transportation they use.

Name each vehicle and have your child point to the corresponding picture.



Look



Say



Circle

C



C

A

C

B

c



b

c

c

a

D



C

D

D

B

d



b

d

a

d

E



E

L

C

B

e



e

c

b

e



Name each object and have children repeat after you. Then have them circle the letters that match the letter in each box.



Have your child name the circled letters and trace them in the air.



Big Book

1. How do you get to school?
2. Who is a character from *Hip, Hop, Hurry!*?
3. What is Rabbit waiting for at the school bus stop?
4. Discuss and write with your teacher.



Have children look at the pictures and follow the sequence. Invite them to retell and act out the story. Then ask them to answer the questions.

Ask your child to name all the characters who get on the bus.



Draw



Color



Sing

If you're happy and you know it,



Have children draw and color a picture of something they do when they are happy. Then sing the song using the children's activities.



Have your child describe the activity in his or her drawing. Name some other actions and include them in the song as you sing with your child.



I am Dad.



Who Am I?

Decodable
Reader

Written by Bob Atkins
Illustrated by Yvette Pierre

1

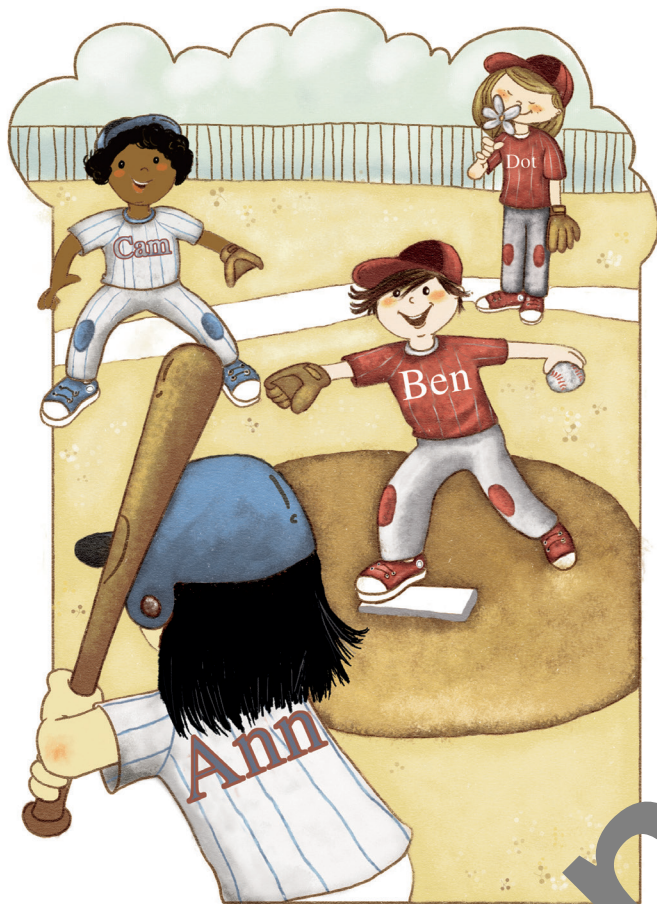


**I Can
Read!**

Decodable Reader

- Letter Recognition: Aa, Bb, Cc, Dd, Ee
- High-Frequency Words: I, am
- Read the story.

Name _____



I am Ann



I am Emma.



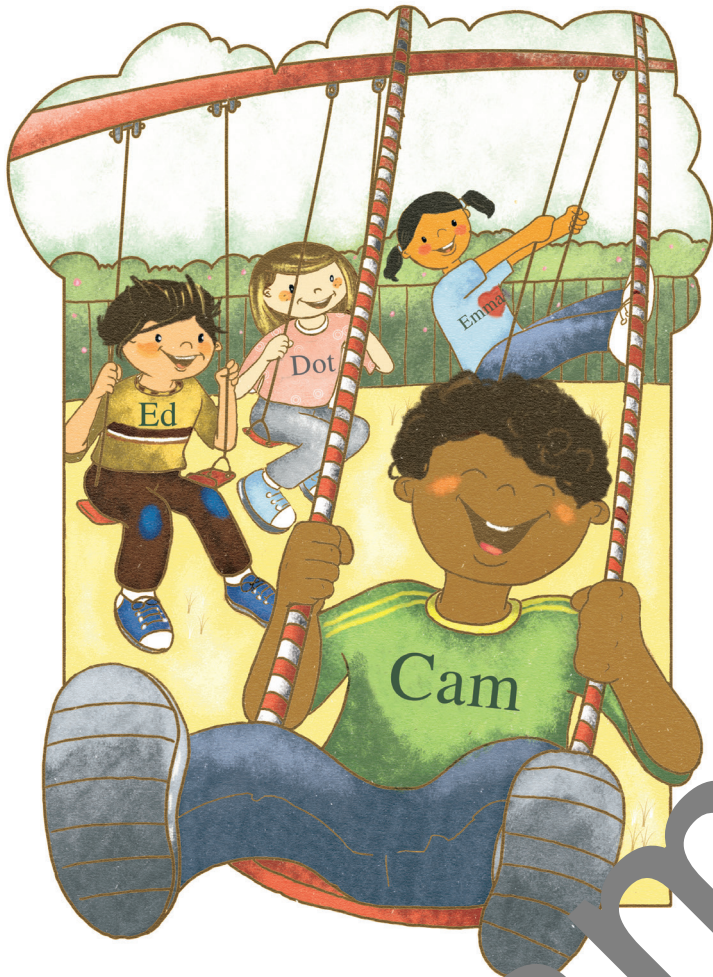


I am Ed.

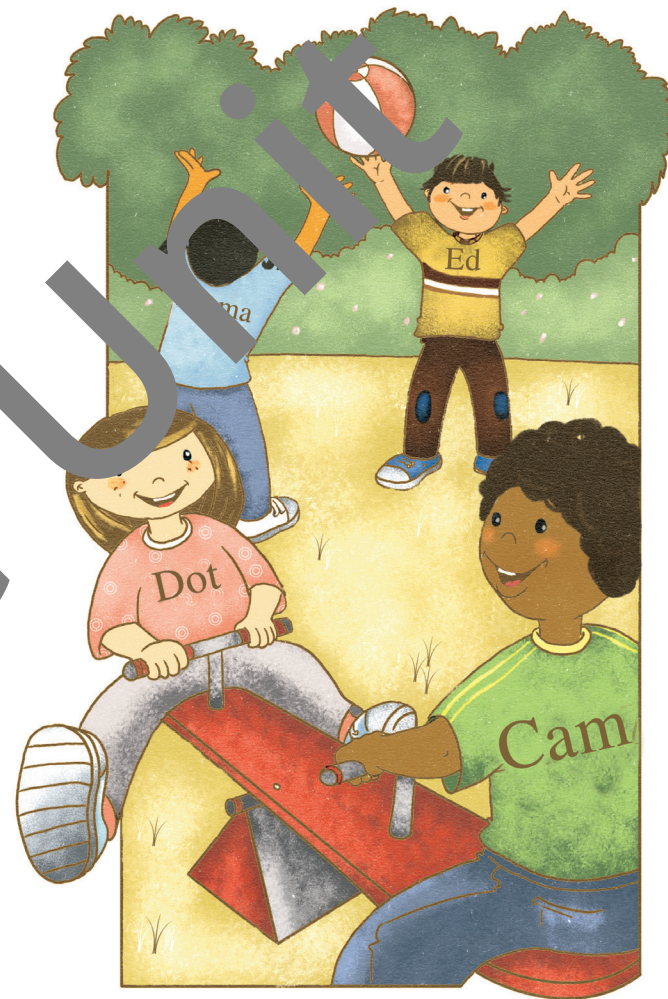


I am Ben.





I am Cam



I am Dot.





Look



Point



Listen



Have children look at the pictures and point to the girl jumping. Encourage them to stand up. Then say the action and have children jump. Continue with the rest of the pictures and actions.

Have your child point to the pictures. Name the actions and do them with your child.



Look



Circle



Have children look at the pictures and circle the animal that is not in the story.



Ask your child to name the characters in the story.



Point



Say



Draw

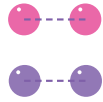


Have children point to and name each character. Then have them name and draw another character from the story.

Ask your child to tell you about the characters in the story.



Count



Match



10



1



8



5



3



Have children count the balloons in each row. Then ask them to match them with the corresponding numbers.



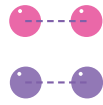
Have your child count items from 1 to 10.



Look



Count



Match

1st3rd5th

Have children count the pictures. Then ask them to match them with the corresponding ordinal numbers below.

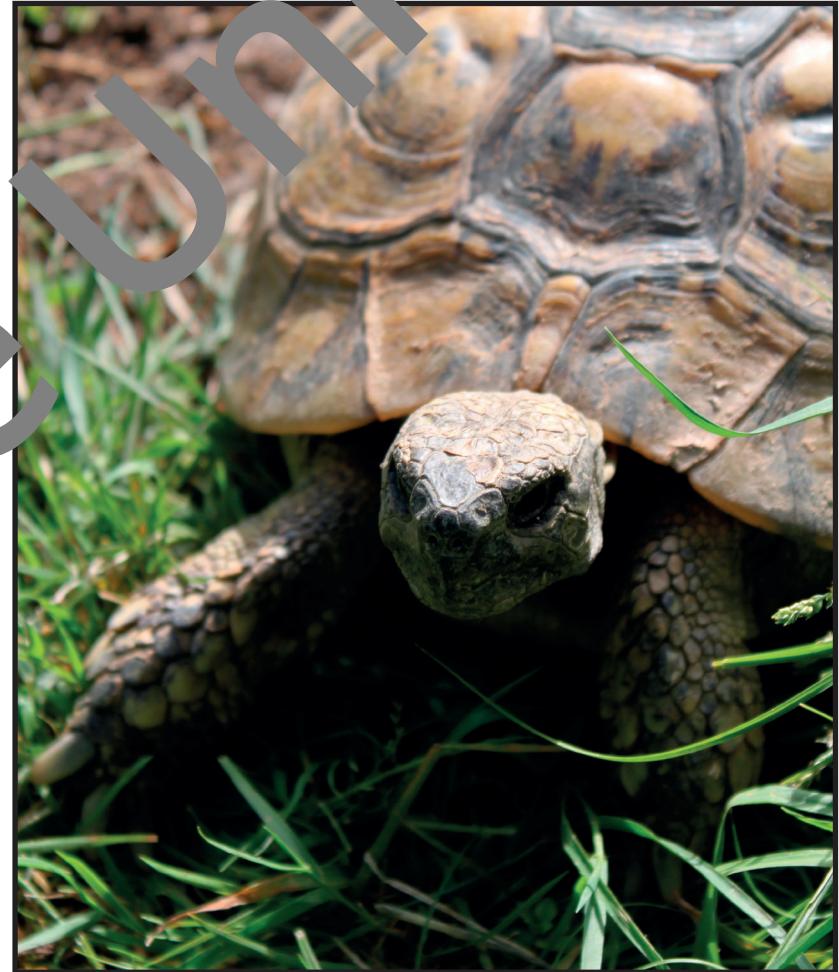
Have your child put five toys in a row and tell you which one comes first, second, etc.



Look



Color



Have children look at the pictures and ask them to color the animal that moves fast green and the animal that moves slowly red.



Ask your child how each animal moves, fast or slowly. Ask him or her to act out moving fast and moving slowly.



Look



Circle



Have children look at the pictures in the first row and circle the animals that can crawl. Next have them look at the pictures in the second row and circle the animals that can hop.

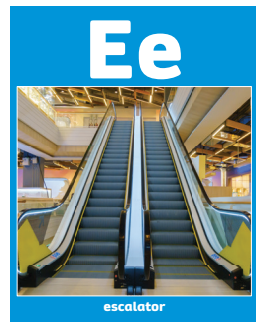
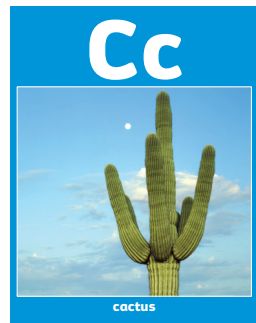
Walk around a park with your child and have him or her find an animal that can crawl, an animal that can fly, and an animal that can hop.



Point to an item and name it. Have children repeat after you. Then say the word and clap at each syllable. Have children clap with you. Repeat with other objects in the scene.



Play a game with your child. Walk around the house and point to an object. Name it and clap at each syllable. Have your child clap with you.



Letters I Know



Words I Can Read



Sentences I Can Read

1. I am 😞 .

2. Am I 😞 ?



F

f



G

g



H

h



I


i



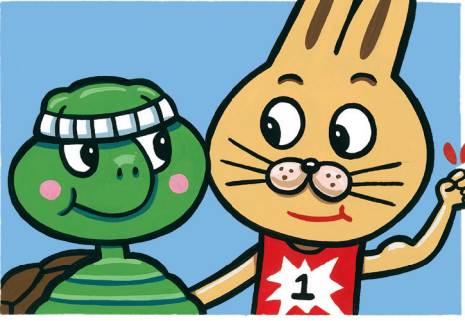
Have children write a row of each letter.




Ask your child to show you how to write each letter.



Characters



Setting



Plot





Look



Say



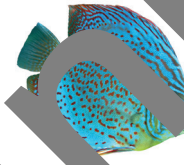
Circle

F



G A F B F

f



f f e d f

G



G B D E G

g



g b a g c

H



H G H H F

h



f h h g a

I



F T G I A

i



i a i e b

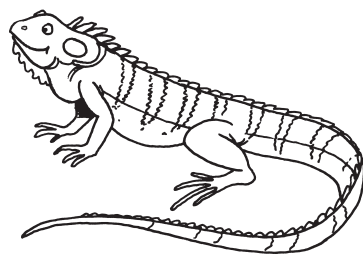


Have children look at each picture and name it. Then have them circle the letters that match the letter in the box.

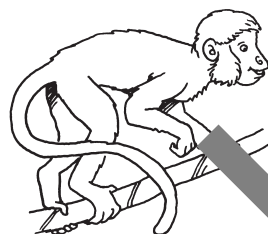


Help your child look for the letters *Ff, Gg, Hh, and Ii* in books, magazines, and newspapers.

Am I an iguana?



Am I a monkey?



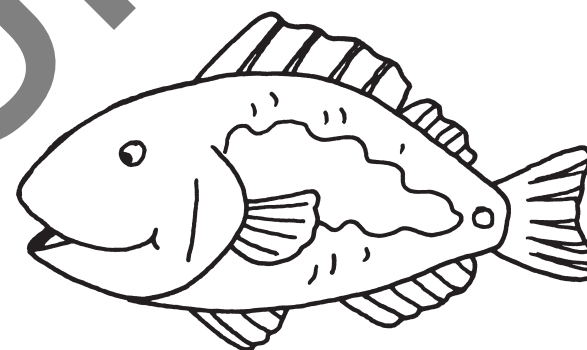
Am I a kangaroo?



Am I?

Decodable
Story

2



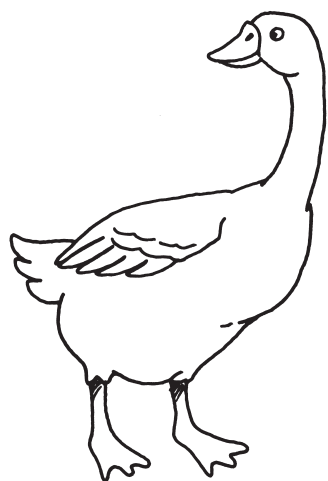
I am a fish.

Name _____

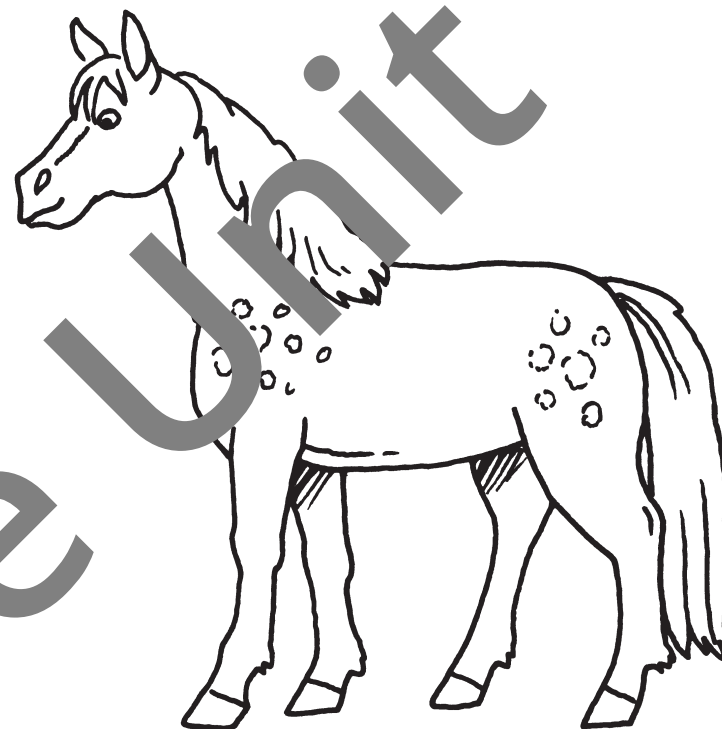
1



4



I am a goose.



I am a horse.





Look



Glue



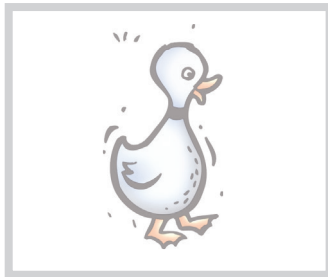
Read



Write

I am

I _____ a duck.



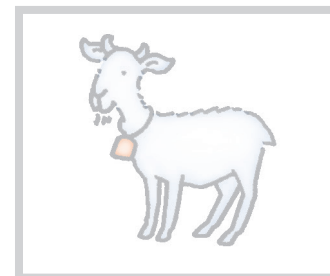
_____ am a sheep.



_____ am a frog.



I _____ a goat.



Have children identify each picture and glue on the cutouts. Then have them read the sentences and complete them with the words *I* or *am*.

Have your child use *I* and *am* in other sentences.



Draw



Write

Sample Unit



Have children draw a picture of themselves and write their first name on the line.



Help your child write the names of family members or friends.



Look



Point

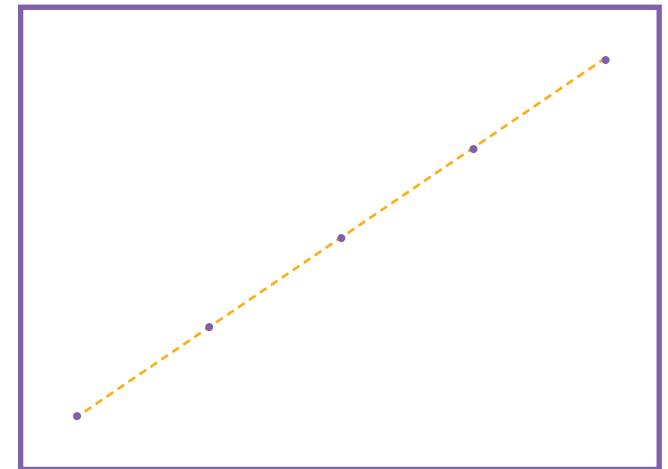
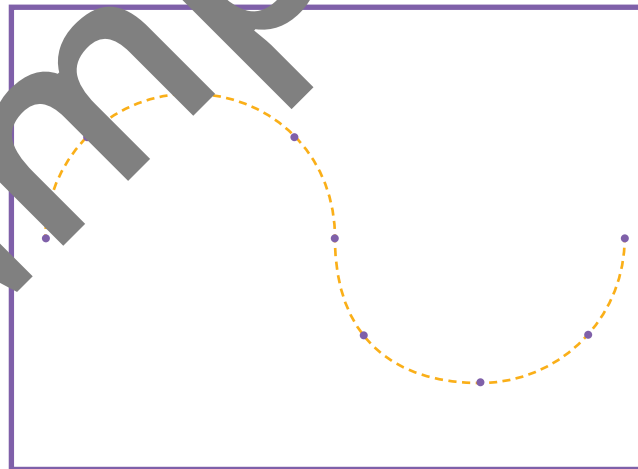
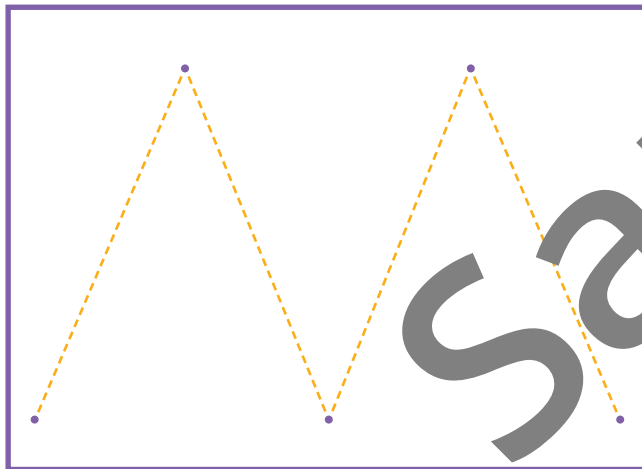
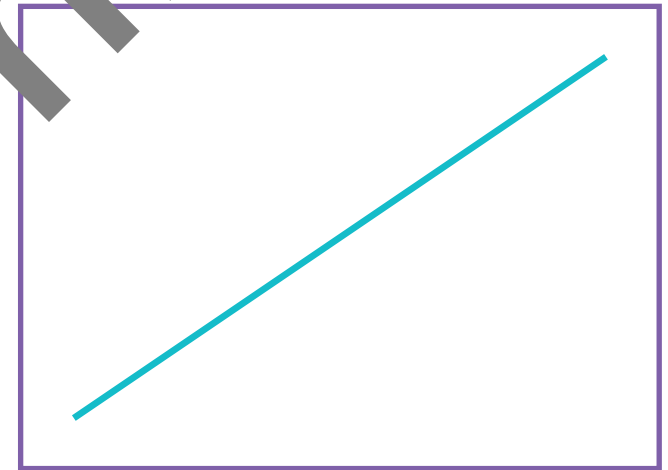
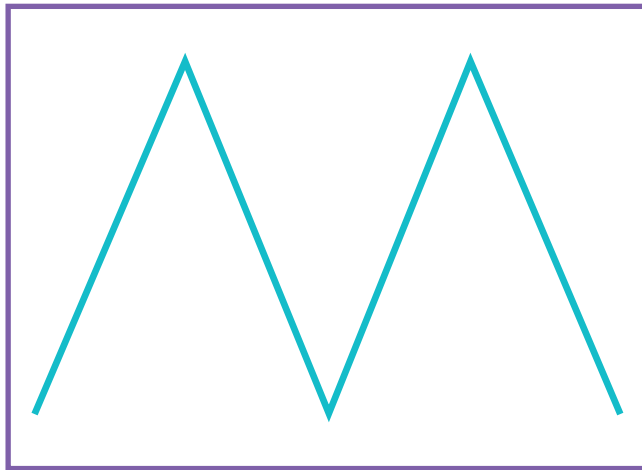


Trace

zigzag

curved

straight



Name each movement word and have children point to the corresponding picture. Then have them trace the corresponding line.

Have your child look for zigzag, curved, and straight lines around the house.



Listen



Point



Circle

Jj



J

H

j

g

j

J

Kk



E

K

k

J

k

H

Ll



L

c

l

k

L

H

Mm



h

d

m

M

h

M

Nn



B

n

M

N

e

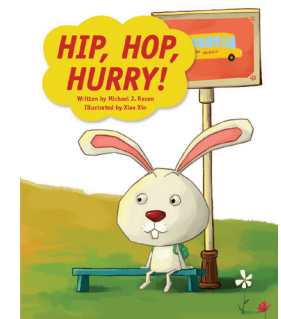
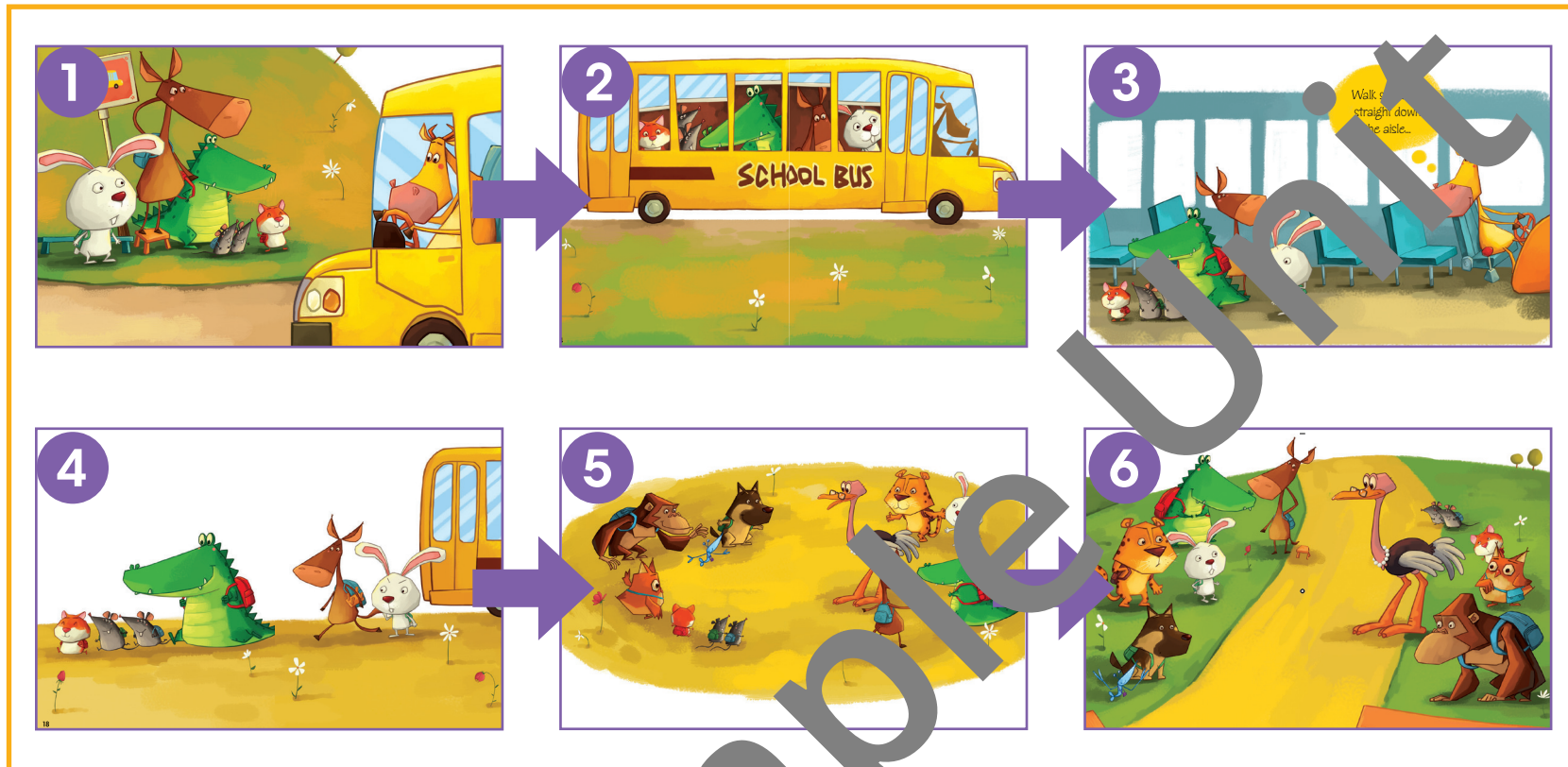
n



Name the items and have children point to them. Then in each row, have them circle the letters that match the ones in the box.

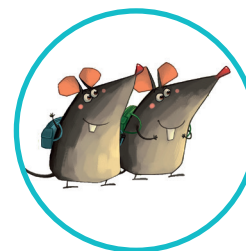


Have your child look for the letters *Jj, Kk, Ll, Mm, and Nn* in a newspaper.



Big Book

1. Which animals wait at the bus stop at the beginning of the story?
2. Which animals are twins?
3. Name all the places that Rabbit goes to in *Hip, Hop, Hurry!*
4. Discuss and write with your teacher.



Have children look at the pictures and follow the sequence. Invite them to retell and act out the story. Then ask them to answer the questions.

Have your child recall the characters in the story and tell you where the story takes place.



Read



Trace



Draw

Invitation

Come to our Science Open Day .

It is on Friday .

It is at 12 o'clock .

Unit

Sample



Have children read the information for the school activity. Then have them trace the words and number to complete the sentences. Finally have them draw a picture to illustrate the activity.



Ask your child to read or tell you about the information in the invitation.



I am Gus.

Am I?

Decodable
Reader
2

Written by George Helm
Illustrated by Tori Wheaton



**I Can
Read!**

Decodable Reader

- Letter Recognition: Ff, Gg, Hh, Ii, Jj, Kk, Ll
- High-Frequency Words: I, am
- Read the story.

Name _____



I am Jan



Am I Hanna?





I am Kim.



Am I Fran?





I am Len.



Am I Ken?

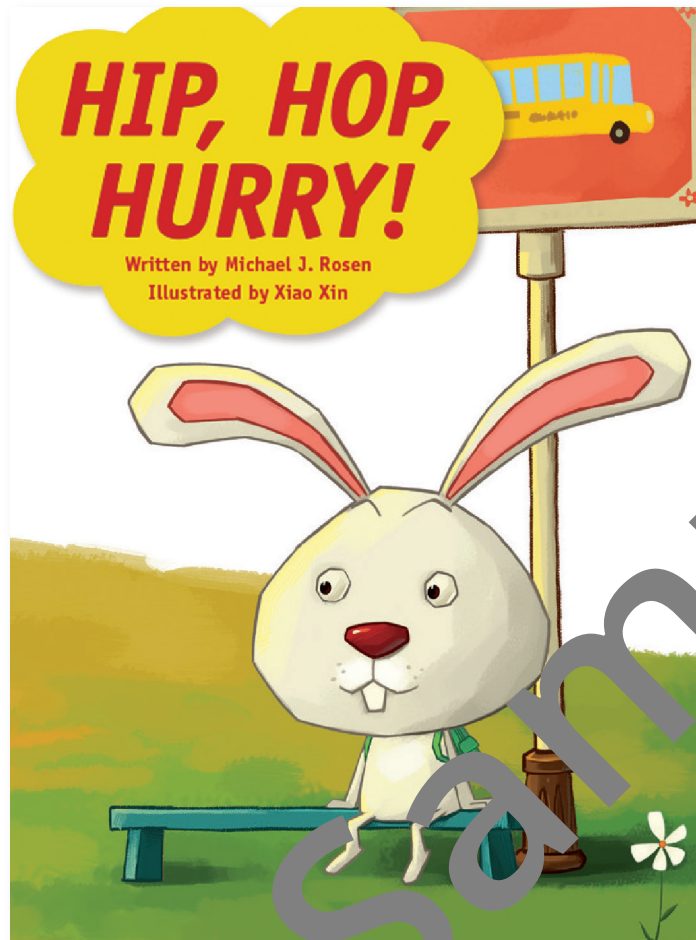




Listen



Say

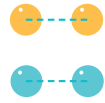


Read the story to the children. Then have them say where the story takes place and ask them to name their favorite character. Finally ask them to tell you about their favorite part of the story.

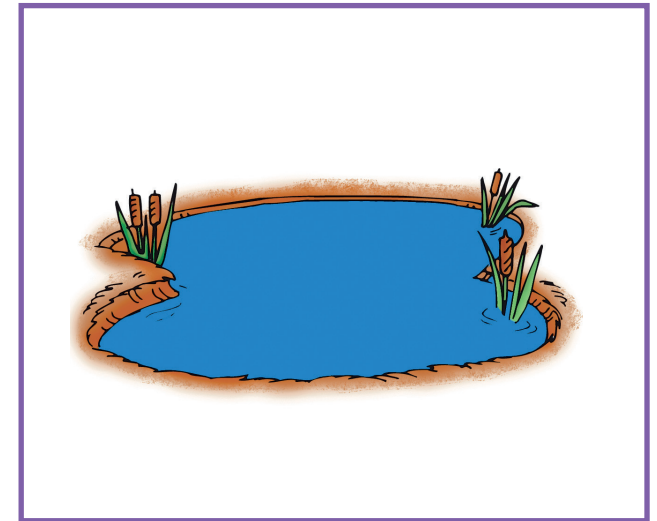
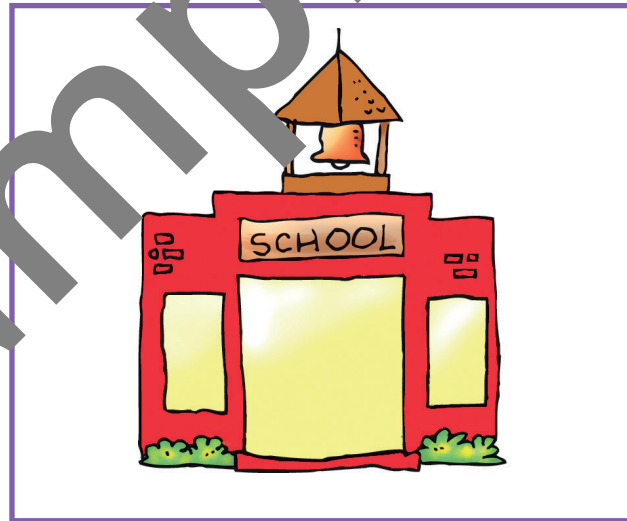
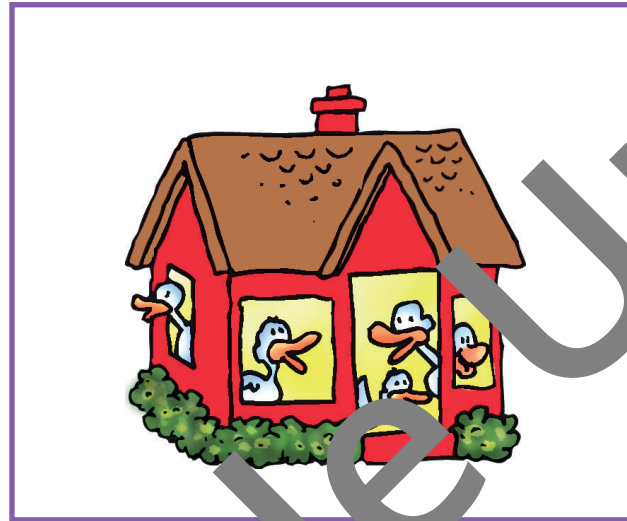
Have your child tell you about his or her favorite character.



Look



Match



Have children look at the pictures and draw a line from each story in the first row to its corresponding setting.



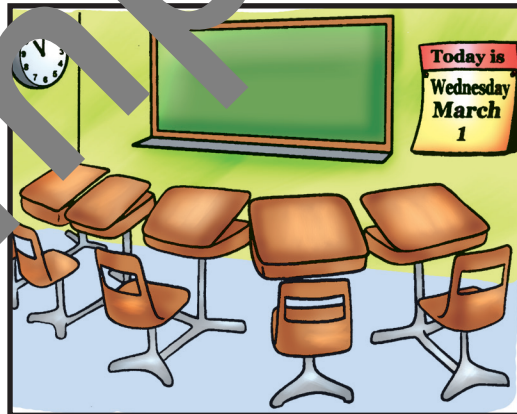
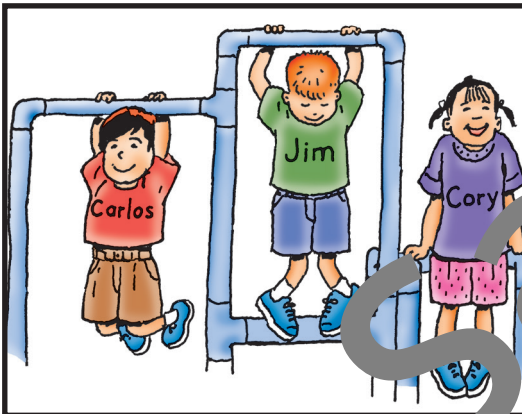
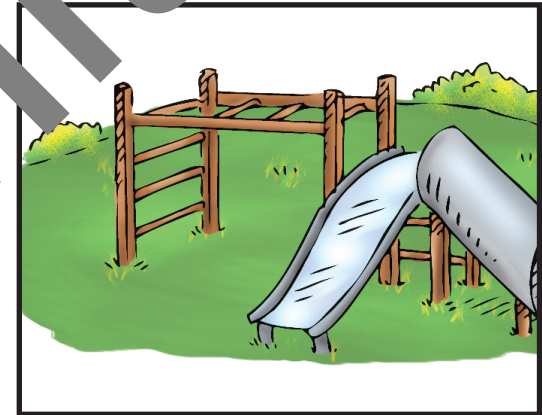
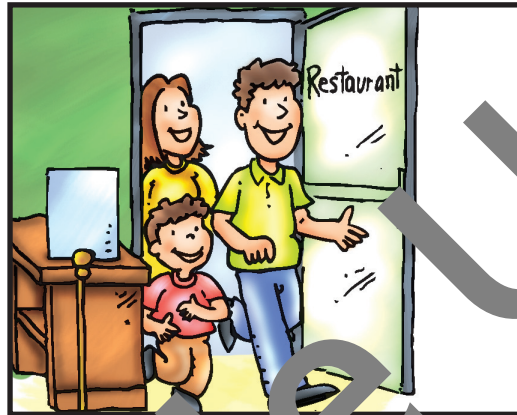
Have your child think of a story he or she knows and draw its setting.



Look



Color



Have children look at each picture. Then have them color the frames of the scenes that show characters.

Ask your child to name the characters from the story *Hip, Hop, Hurry!*



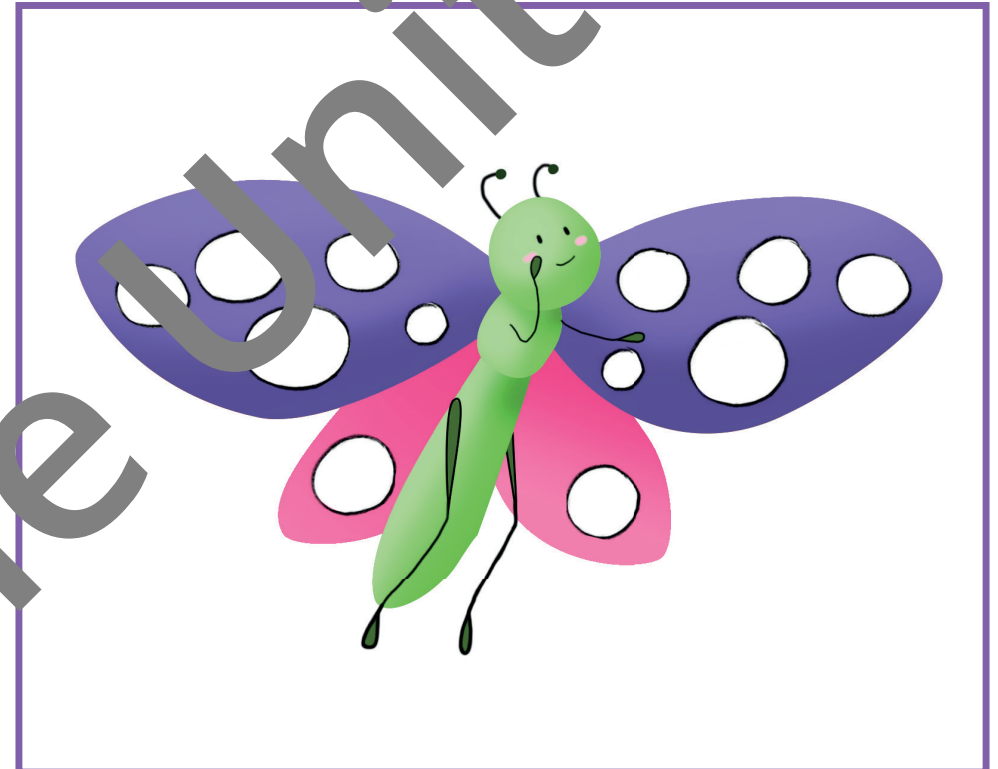
Color



Count



Trace



Have children color the spots on the ladybug, count to 11, and trace the number. Next have them color the spots on the butterfly, count to 12, and trace the number.



Show your child 11 objects and have him or her count them. Repeat with 12 objects.



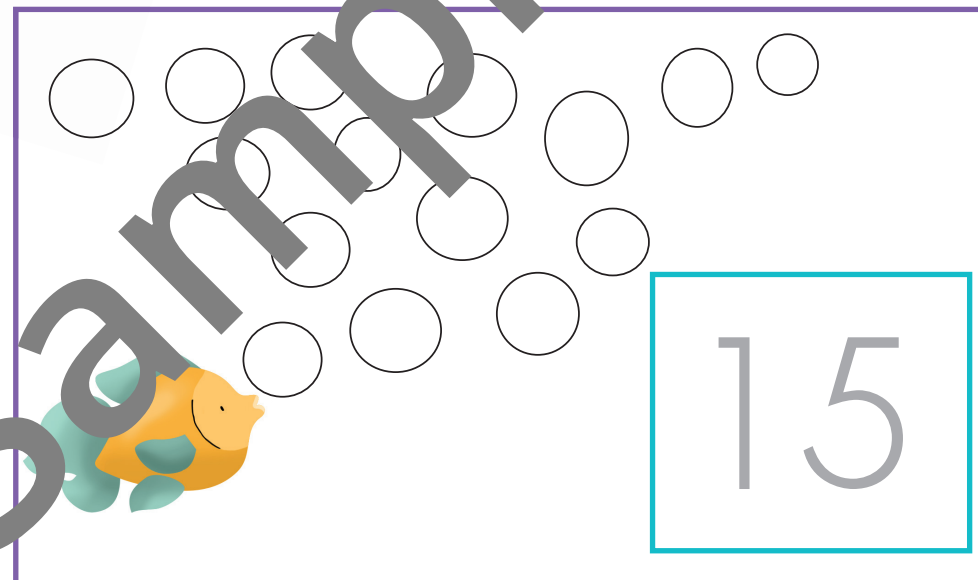
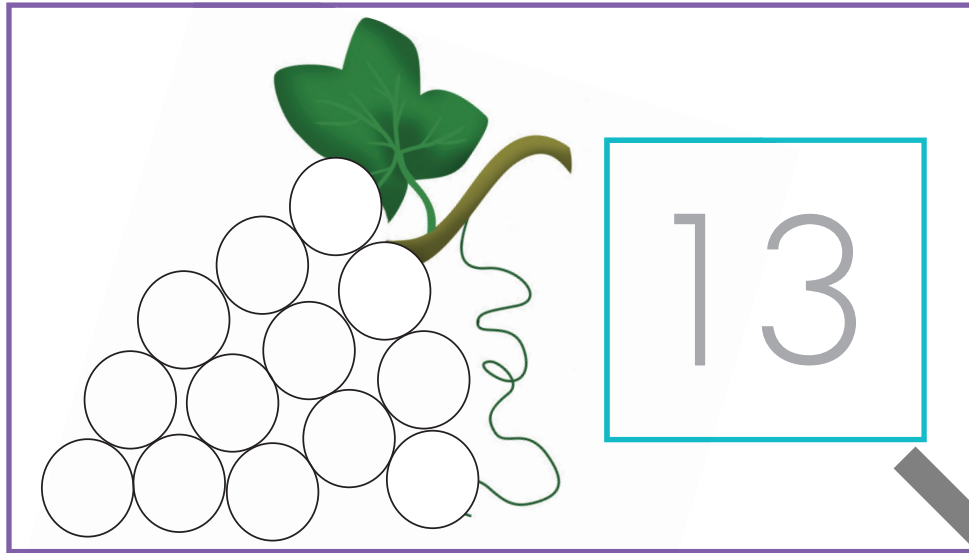
Color



Count



Trace



Have children color the grapes, count them, and trace number 13. Repeat the procedure with the rest of the drawings.

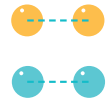
Show your child 13 objects and ask him or her to count them. Repeat with 14 and 15 items.



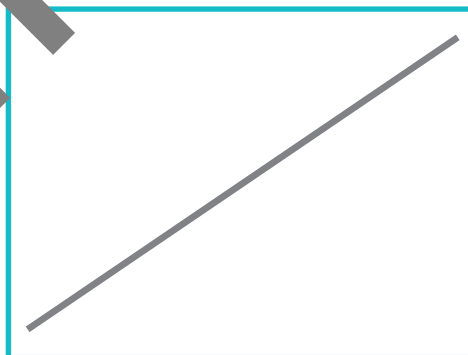
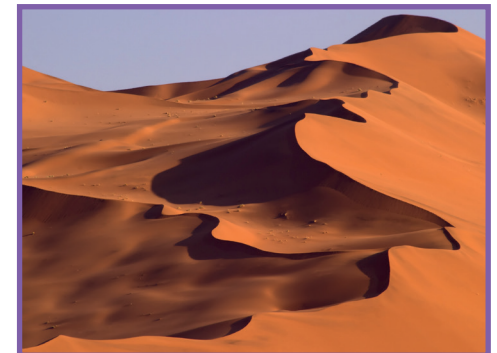
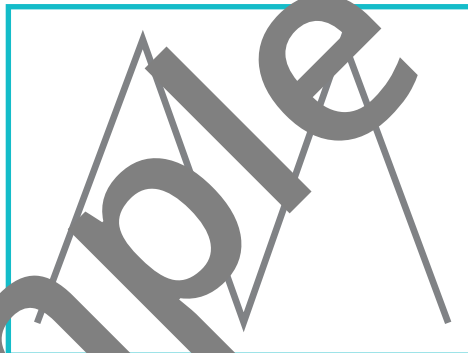
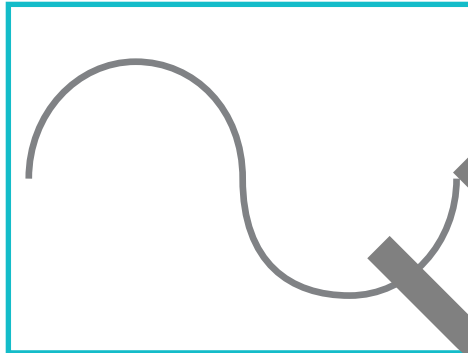
Look



Say



Match



Have children look at the pictures in the first column and describe what animals or objects they see. Ask them to match the columns to find out how they move and where they go to.



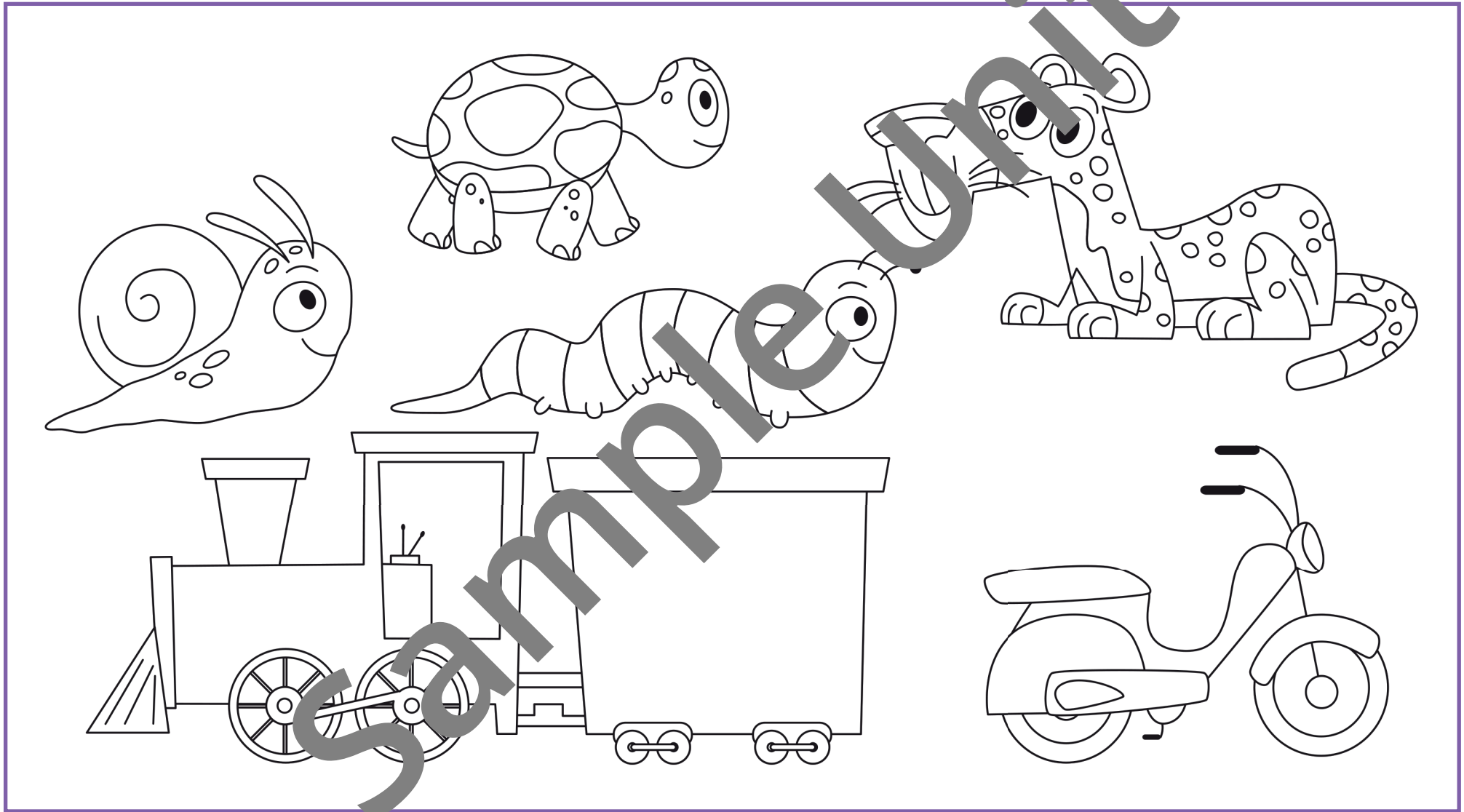
Have your child choose a different animal or object and tell you how it moves.



Look

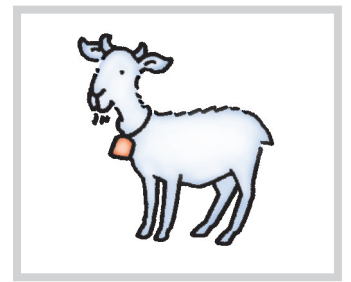
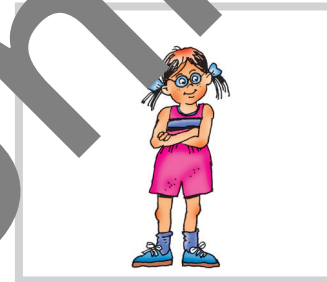
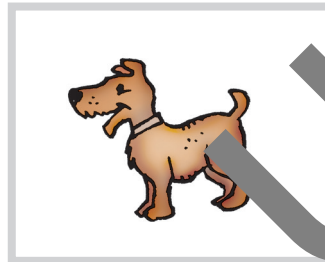
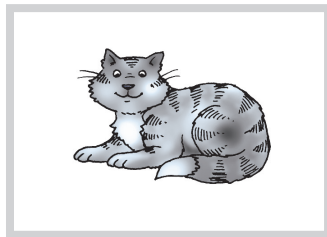
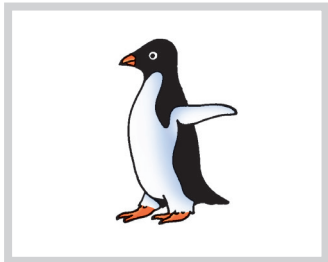
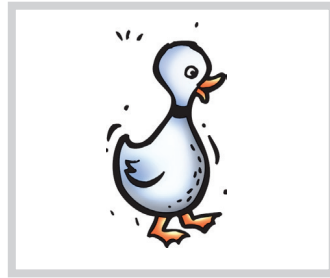
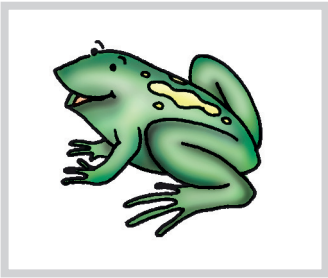


Color



Tell children that some things move fast or quickly and others do it slowly. Next ask children to color the things that move quickly green and the ones that move slowly red.

Have your child identify some other animals or objects that move fast and slowly.



19

18

17

16

20

