

180 DAYS™

Lessons and Activities

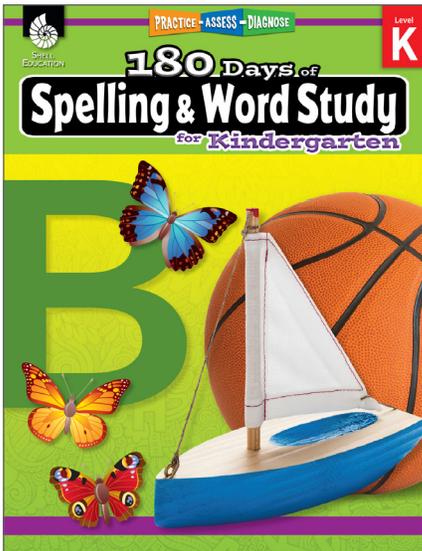
Spelling and Word Study for Kindergarten

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Introduction (cont.)

Goals of the Series (cont.)
 Vocabulary development is the third, and perhaps most critical, goal of the series. All tasks have support from engaging, high-quality images.

Structured Practice
 To be successful in spelling, students must focus on the words instead of learning how to complete the words. This series uses structured practice. Rather than writing the words, the daily activities are repeated throughout the week, the daily activities are repeated throughout the week, the daily activities are repeated throughout the week. The following activities are used throughout this series.

Title of Activity	Description
Change a Letter	Students change a letter in a word.
Color and Search	Students color pictures and search for a specific color.
Color and Trace	Students find words and practice writing the words.
First Sound	Students write the first sound of a word.
Last Sound	Students write the last sound of a word.
Letter Search	Students distinguish between letters and words.
Middle Sound	Students write the middle sound of a word.
Picture Match	Students match words to pictures.
Read, Write, Match	Students read a word and match it to a picture.
Rhyming Words	Students search for words that rhyme.
Short Stories	Students read short stories.
Stretch the Words	Students stretch words.
Tapping Sounds	Students tap sounds.

WEEK 1 DAY 1

Name: _____ **Date:** _____

Directions: Color the pictures that start with *m*.

mouse

map

fish

mug

car

moon

Directions: Trace and write.

M M
 m m

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SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

K

180 Days of Spelling & Word Study for Kindergarten



Introduction *(cont.)*

Goals of the Series *(cont.)*

Vocabulary development is the third, and perhaps most critical, goal of the series. All tasks have support from engaging, high-quality images.

Structured Practice

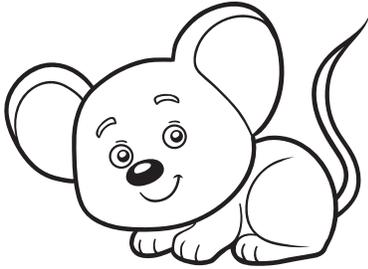
To be successful in spelling, students must focus on the letters, words, and patterns. For that reason, this series uses structured practice. Rather than changing the activities week-to-week, the daily activities are repeated throughout the 36 units. That way, students can focus on the words instead of learning how to complete the activities.

The following activities are used throughout this book:

Title of Activity	Description
Change a Letter	Students change a letter to create a new word.
Color and Search	Students color pictures with letter sounds and search for letter sounds in a list of words.
Color and Trace	Students find words that begin with the letter of the week and practice writing the letter.
First Sound	Students write the letter they hear in the beginning of words.
Last Sound	Students write the letter they hear at the end of words.
Letter Search	Students distinguish between uppercase and lowercase letters, and then they will trace letters.
Middle Sound	Students write the letter they hear in the middle of words.
Picture Match	Students match words to corresponding pictures.
Read, Write, Match	Students read a word, write the word, and find the matching picture of the word.
Rhyming Words	Students search for rhyming words.
Short Stories	Students read short stories and search for words that match the spelling pattern.
Stretch the Words	Students stretch words and write the letters they hear.
Tapping Sounds	Students tap sounds out and write the letters they hear.

Name: _____ Date: _____

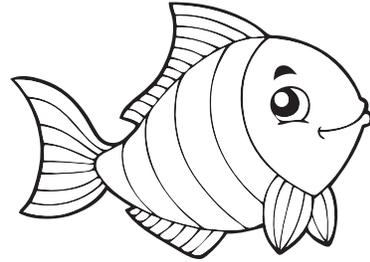
Directions: Color the pictures that start with *m*.



mouse



mop



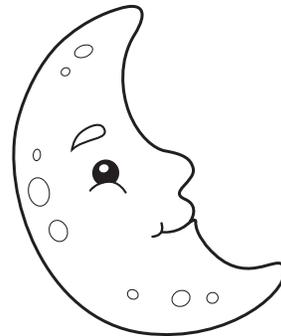
fish



mug



car



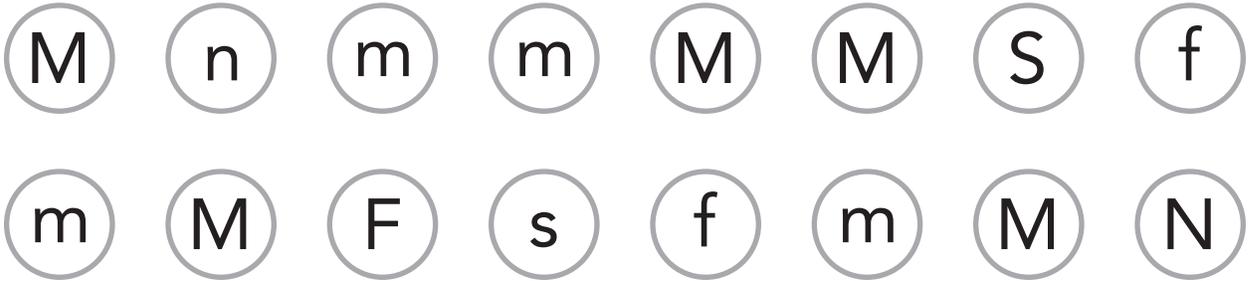
moon

Directions: Trace and write.

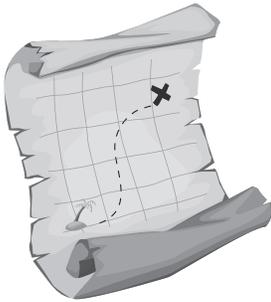


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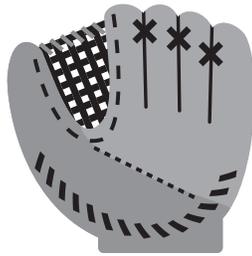
Directions: Use a crayon to color every uppercase *M*.
Use a different crayon to color every lowercase *m*.



Directions: Use your finger to read each word. Trace the *m* in each word.



map



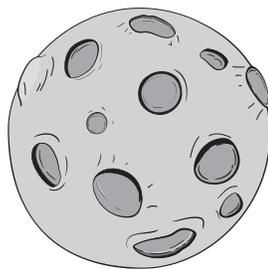
mitt



man



milk



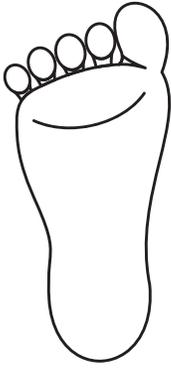
moon



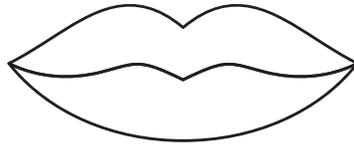
mug

Name: _____ Date: _____

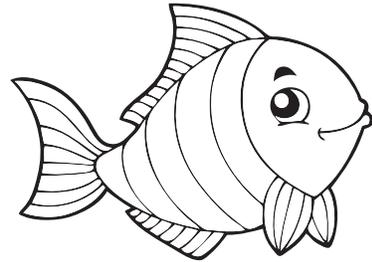
Directions: Color the pictures that start with *f*.



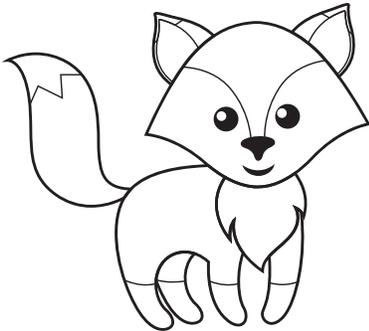
foot



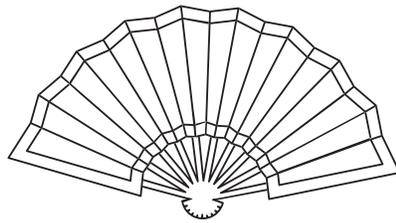
lips



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fox



fan



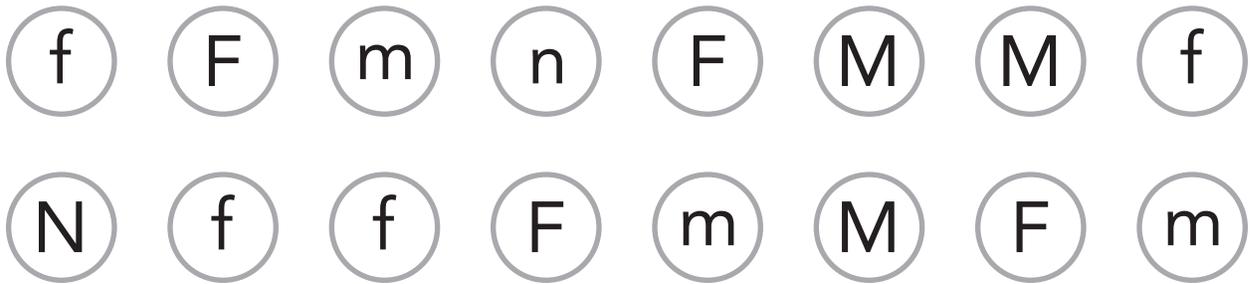
dog

Directions: Trace and write.



Name: _____ Date: _____

Directions: Use a crayon to color every uppercase *F*.
Use a different crayon to color every lowercase *f*.



Directions: Use your finger to read each word. Trace the *f* in each word.



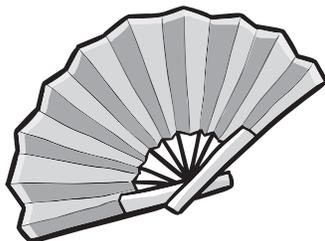
fox



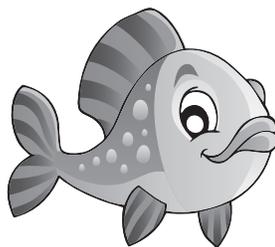
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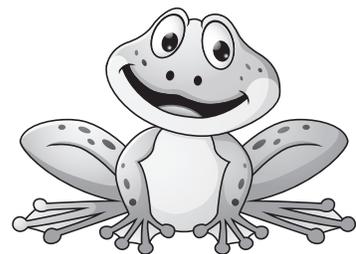
finger



fan



fish

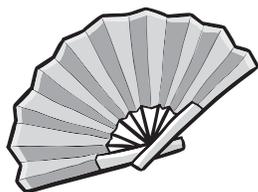


frog

Name: _____ Date: _____

Directions: Look at the pictures. Say the words.
Write the missing letter.

1.



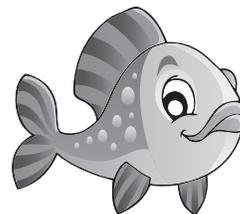
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