

Student Name: \_\_\_\_\_



Ridgewood K12

## Blizzard Bag #7



### Language Arts:

1. Practice reading sight word cards.
2. Complete a "Read It and Read It Again" worksheet with your child.

### Math:

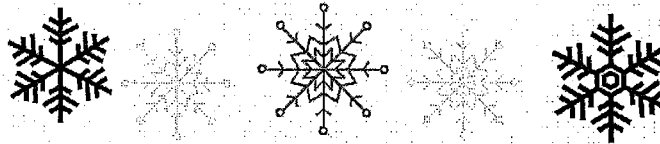
1. Practice addition math facts with your flash cards.

### Science/Social Studies:

1. Pick a "Let's Find Out" and read it.

### Title:

1. Use the March Fluency paper to practice sounding out words. (Phonemic Segmentation)



Please sign below after your child has completed all tasks above.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This does not need to be completed until directed by the superintendent. If you have any questions, please contact your child's teacher at

[hannah.addy@ridgewood.k12.oh.us](mailto:hannah.addy@ridgewood.k12.oh.us), [lisa.knicely@ridgewood.k12.oh.us](mailto:lisa.knicely@ridgewood.k12.oh.us),  
[ashley.mason@ridgewood.k12.oh.us](mailto:ashley.mason@ridgewood.k12.oh.us), [denise.posey@ridgewood.k12.oh.us](mailto:denise.posey@ridgewood.k12.oh.us), or  
[constance.kinsey@ridgewood.k12.oh.us](mailto:constance.kinsey@ridgewood.k12.oh.us).

Name: \_\_\_\_\_

**Read It**  
and read it again!

## The Fat Cat



Listen as I read... and read it again!

Jan has a fat cat.

The fat cat likes to nap.

The fat cat will just nap, nap, nap.



Let's read... and read it again!

Jan's fat cat naps on a mat.

It is a big and red mat.

I see the fat cat on the mat.

The fat cat just naps, naps, naps.

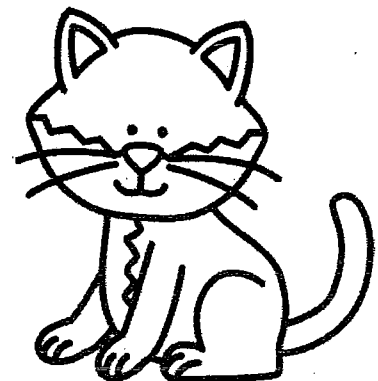


You read... and read it again!

The fat cat is sad.

Look! The red mat is wet.





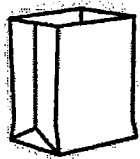




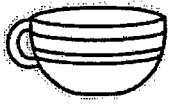

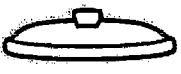
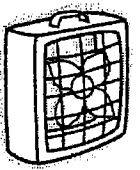
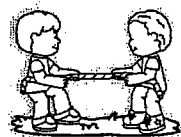
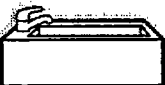

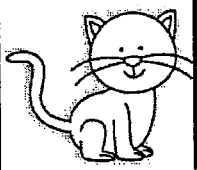

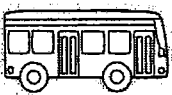







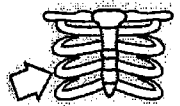


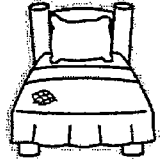
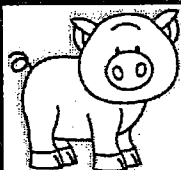
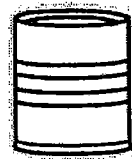


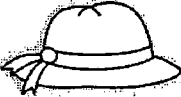


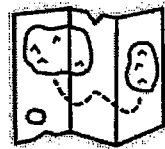





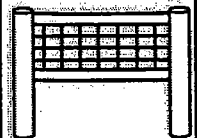

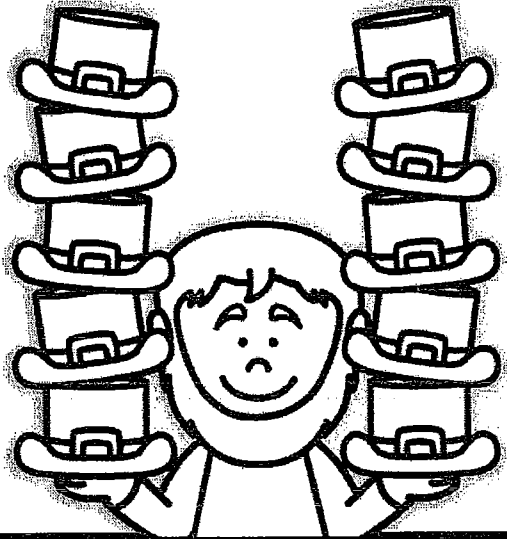

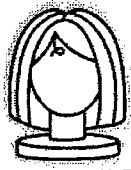



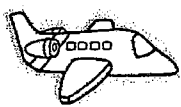
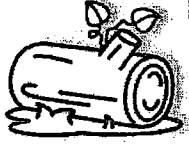
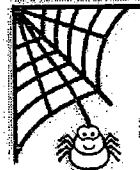
Jan will get the mop.



Why is the fat cat sad? How does Jan help? What does the fat cat like to do?

# March Fluency

Directions: Set a timer for 1 minute. Stretch out the words quickly. Color a hat for each time you read.

Parents: Initial for each time your child reads and return back to school.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Student Name: \_\_\_\_\_



## Blizzard Bag #8



### Language Arts:

1. Complete a "Read It and Read It Again" worksheet with your child.
2. Practice reading sight word cards.

### Math:

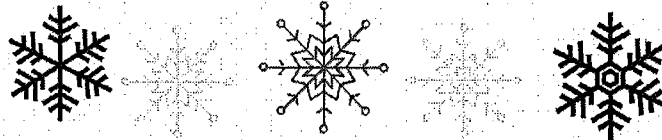
1. Practice subtraction math facts with subtraction flash cards.

### Science/Social Studies:

1. Pick a "Let's Find Out" and read it.

### Title:

1. Use the "Oral Blending" paper to blend letter sounds to make words.



Please sign below after your child has completed all tasks above.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

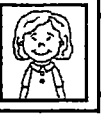
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[ashley.mason@ridgewood.k12.oh.us](mailto:ashley.mason@ridgewood.k12.oh.us), [denise.posey@ridgewood.k12.oh.us](mailto:denise.posey@ridgewood.k12.oh.us), or  
[constance.kinsey@ridgewood.k12.oh.us](mailto:constance.kinsey@ridgewood.k12.oh.us).

Name: \_\_\_\_\_

**Read It**  
and read it again!

## Mom's Pot



Listen as I read... and read it again!

My mom has a big pot.

The big pot is hot.

The pot has a lid on it.



Let's read... and read it again!

My mom put ham in the pot.

My mom put a yam in the pot

Do not get by the big pot.

The pot is so hot, hot, hot!

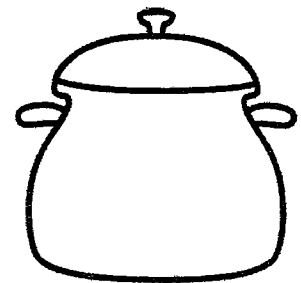


You read... and read it again!

My mom put the lid on the pot.

She sat and had a nap.

Then, she got the lid off it.



What did Mom put on the pot? What did Mom do after she sat? What did Mom put into the pot?

## Oral Blending

# HOME CONNECTIONS

At school, we have been working hard on blending individual sounds to make words. This is an important beginning reading skill! Say each individual sound to your child. Can your child tell you the word? Circle the words your child can correctly identify.

What word do you hear?

/m/ /a/ /p/

/w/ /e/ /t/

/n/ /a/ /p/

/h/ /u/ /g/

/p/ /i/ /t/

/p/ /e/ /t/

/f/ /o/ /x/

/w/ /i/ /g/

/h/ /o/ /p/

\_\_\_\_\_ My child was successful with this skill.

\_\_\_\_\_ My child was partially successful with this skill, but more practice is needed.

\_\_\_\_\_ My child struggled with this skill. Additional instruction in this area is needed.

Child's Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_



## Blizzard Bag #9



### Language Arts:

1. Complete a "Read It and Read It Again" worksheet with your child.
2. Practice reading sight word cards.

### Math:

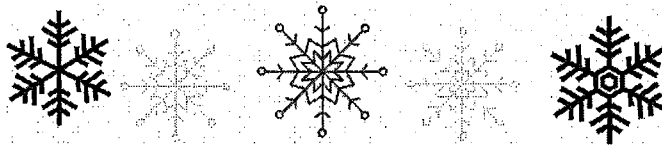
1. Practice counting to 100 by ones and tens. Indicate how high they reached for each with no help.  
By Ones: \_\_\_\_\_  
By Tens: \_\_\_\_\_

### Science/Social Studies:

1. Pick a "Let's Find Out" and read it.

### Title:

1. Use the "Oral Blending" paper to blend letter sounds to make words.



Please sign below after your child has completed all tasks above.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

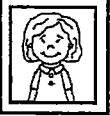
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[ashley.mason@ridgewood.k12.oh.us](mailto:ashley.mason@ridgewood.k12.oh.us), [denise.posey@ridgewood.k12.oh.us](mailto:denise.posey@ridgewood.k12.oh.us), or  
[constance.kinsey@ridgewood.k12.oh.us](mailto:constance.kinsey@ridgewood.k12.oh.us).

Name: \_\_\_\_\_

**Read It**  
and read it again!

## The Bag



Listen as I read... and read it again!

Max got a bag.

The bag is big.

What is in his bag?



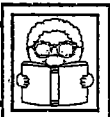
Let's read... and read it again!

The bag has a sub in it. Yum! Yum!

The bag has jam in it. Yum! Yum!

A nut is in the bag.

A fig is in the bag, too.

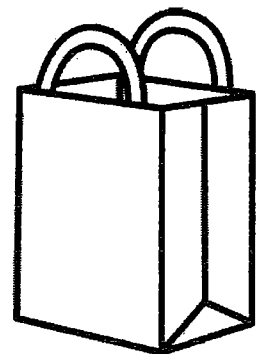


You read... and read it again!

A cob is in the bag.

A yam is in the bag.

Max likes his big bag.



What did Max's bag look like? What was the first thing in the bag? What else is in the bag?



## Oral Blending

# HOME CONNECTIONS

At school, we have been working hard on blending individual sounds to make words. This is an important beginning reading skill! Say each individual sound to your child. Can your child tell you the word? Circle the words your child can correctly identify.

What word do you hear?

/b/ /a/ /g/

/y/ /e/ /s/

/l/ /i/ /p/

/s/ /u/ /n/

/r/ /u/ /g/

/n/ /e/ /t/

/t/ /o/ /p/

/h/ /o/ /p/

/z/ /i/ /p/

\_\_\_\_\_ My child was successful with this skill.

\_\_\_\_\_ My child was partially successful with this skill, but more practice is needed.

\_\_\_\_\_ My child struggled with this skill. Additional instruction in this area is needed.

Child's Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_