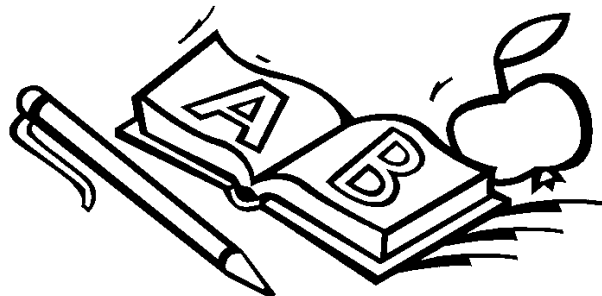


# Week 5

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

**Families:** Please sign below to confirm your kindergartener's completion of each day's work in their packet. Also, please remember to check for online updates and resources on Schoology. Thanks!

	Adult Signature	Date
May 4		
May 5		
May 6		
May 7		
Teacher Workshop - No Distance Learning		







# Reading Time <sup>Week 5</sup>

Choose an activity or two to do while reading.  
Read for at least 10 minutes every day.

## Play School



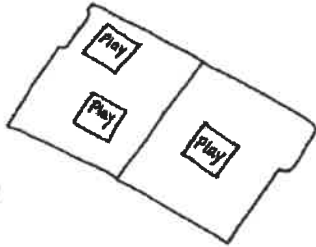
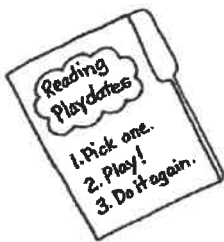
Read Aloud



Shared Reading

Read to a stuffed animal, a sibling, or a family member.

## Play Games



Snap word hunt.



Guess the feeling!



Guess  
what's next!

Look for snap words.  
Tell how characters feel. Predict!

## Play Pretend



Act it out!



Use gestures!

# Read Aloud Choice

Please pick one of the following for  
read aloud today:

vooks.com	tumblebooks.com
storylineonline.net	Listen to your teacher read on Schoology.com
Reading Rainbow on YouTube	Have someone read to you at home



# Monday, May 4<sup>th</sup> Distance Learning

## Kindergarten Day 21 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **\*Handwriting** - 10 minutes (packet materials)
- **\*Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.

Week 5, Day 1: Practice reading the words.  
Color the box for words you can say.

<b>play</b>	<b>say</b>	<b>for</b>
<b>are</b>	<b>come</b>	<b>love</b>

Tell a family member a sentence with each word. If you can, write a sentence on the lines below.

---

---

---

---

## Lesson 2.11: Peg Helps Ted

### Word List

*best, fret, get, help(s),  
let, met, next, Peg, pets,  
Ted, vet, web*

### New Sight Words

*can't, ever, love, of, out*

Next, Peg met Ted the fly.

“I can’t get  
out of the web,”  
said Ted.

“Don’t fret,”  
said Peg.

“I can help you.”  
Peg let Ted  
out of the web.

**2.11 Peg Helps Ted**

Complete the following activities.

1. Draw your own picture of Peg helping a pet.

Peg is the best vet.  
She helps all the pets.  
All the pets love Peg.  
Peg is the best vet  
they ever met.

2. Write a sentence to go with your picture.

---

---

---

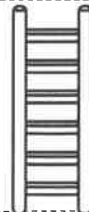
---

name \_\_\_\_\_

©SIMPLYkinder

**Sentence Mash Up**

Glue the picture that matches the sentence.


**He had a fire.****He had a hose.****He had a ladder.****He had a hat.****He had a truck.****He had a dog.**





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

@Tara West



Directions: Cut and paste the matching picture.

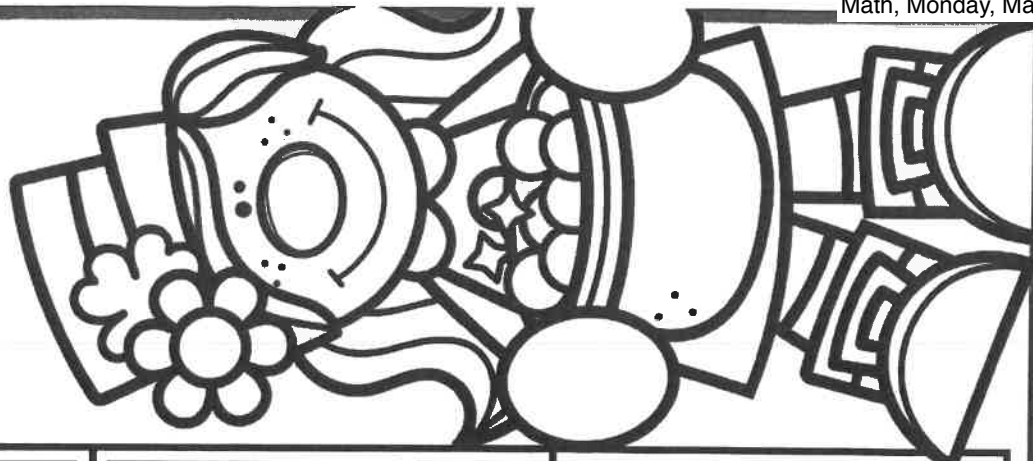
**b**→**ib****r**→**ag****g**→**um****s**→**un****f**→**og****c**→**an****d**→**en****m**→**om**



## Writing An Addition Equation

Name \_\_\_\_\_

Use the  
pictures to  
write the  
equation.

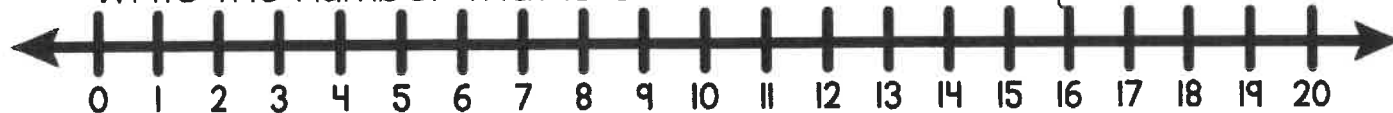



	<div></div> <div>+</div> <div></div>	<div></div> <div>=</div> <div></div>		<div></div> <div>+</div> <div></div>	<div></div> <div>=</div> <div></div>		<div></div> <div>+</div> <div></div>	<div></div> <div>=</div> <div></div>
	<div></div> <div>+</div> <div></div>	<div></div> <div>=</div> <div></div>		<div></div> <div>+</div> <div></div>	<div></div> <div>=</div> <div></div>		<div></div> <div>+</div> <div></div>	<div></div> <div>=</div> <div></div>
	<div></div> <div>+</div> <div></div>	<div></div> <div>=</div> <div></div>		<div></div> <div>+</div> <div></div>	<div></div> <div>=</div> <div></div>		<div></div> <div>+</div> <div></div>	<div></div> <div>=</div> <div></div>

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

# One More


Write the number that is one more than the squirrel's number.




1.  \_\_\_\_\_

2.  \_\_\_\_\_

3.  \_\_\_\_\_

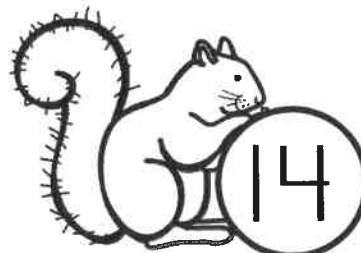
4.  \_\_\_\_\_


5.  \_\_\_\_\_

6.  \_\_\_\_\_

7.  \_\_\_\_\_

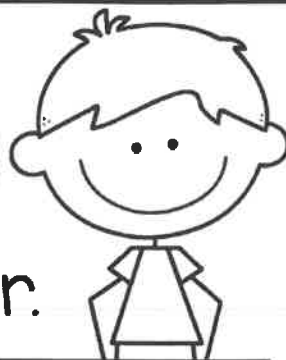
8.  \_\_\_\_\_

9.  \_\_\_\_\_

10.  \_\_\_\_\_

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

# Numbers to 20



Paste the missing numbers in order.

1	2		4	
6		8		10
	12			15
16		18		

© My Teaching Pal

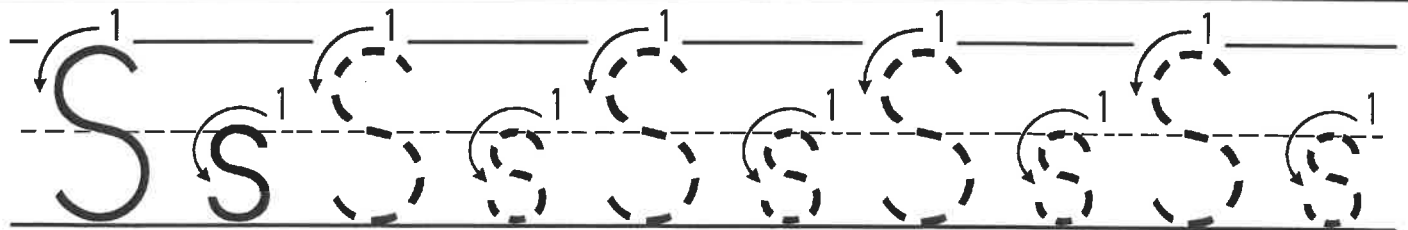
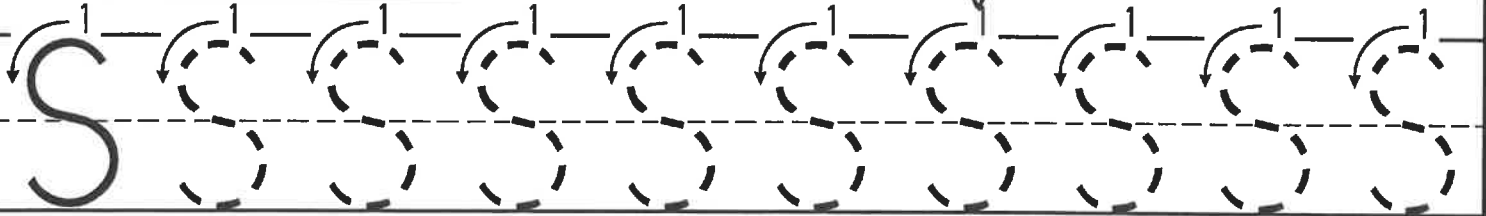
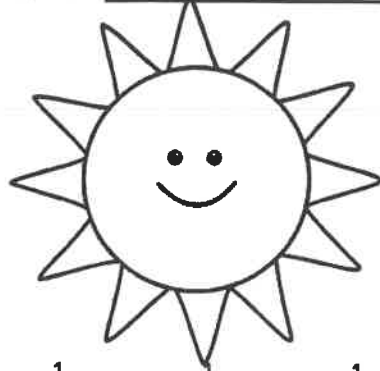
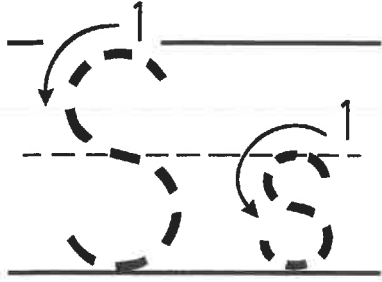


11	5	13	17	9
7	20	19	3	14



Letter

Name \_\_\_\_\_

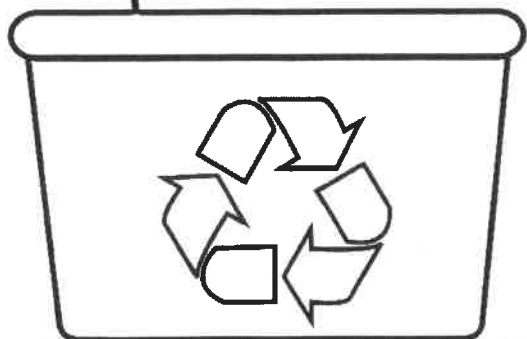
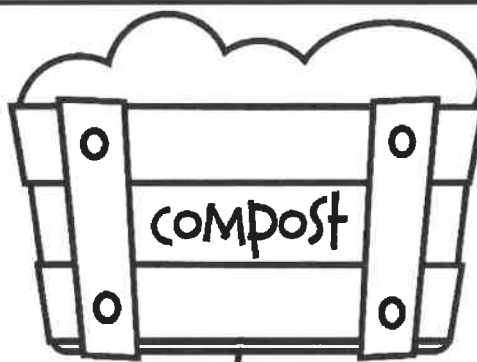
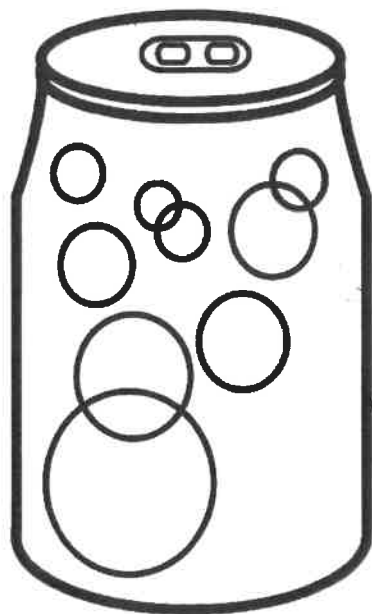


☐ My colors make sense. 

☐ I have words. dog

# Label it!

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





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

Date: \_\_\_\_\_



bike

or



scooter

I like a \_\_\_\_\_ because \_\_\_\_\_

---

---

---

---

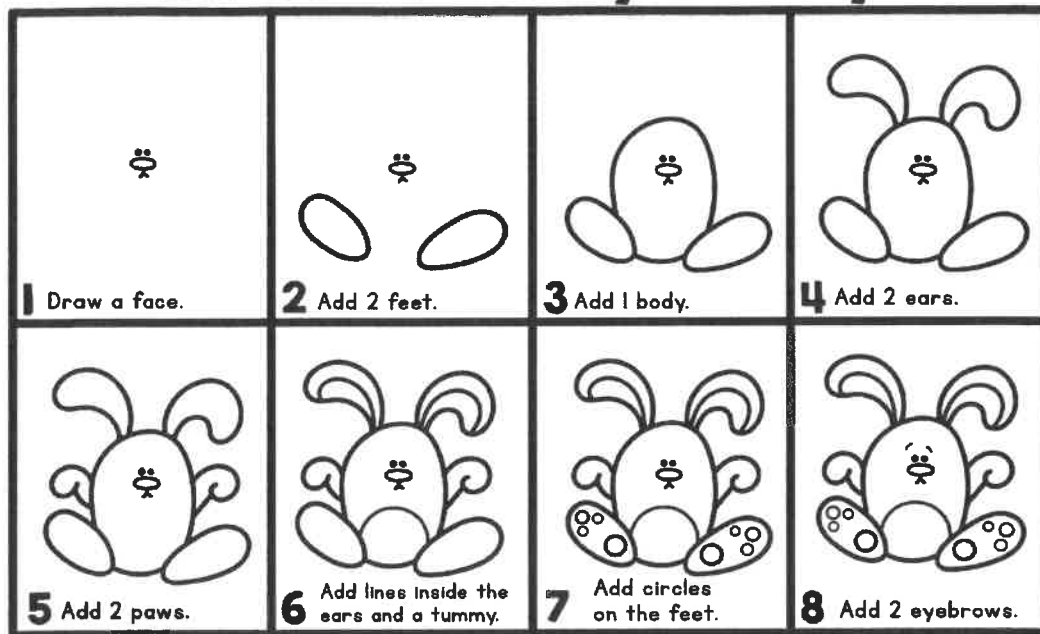
---

---

---

---

# Draw a Baby Bunny



Use the directions to draw your own picture.

Cut on the dotted line to keep your picture.



©Whimsy Workshop Teaching 2016

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





## Tuesday, May 5<sup>th</sup> Distance Learning

### Kindergarten Day 22 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.



<b>too</b>	<b>all</b>	<b>ball</b>
<b>had</b>	<b>will</b>	<b>by</b>

Week 5, Day 2: Cut out the word cards above. Hide them around your house. Find the words and write them in the boxes.




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

# Read & Sequence

Read the story. Then cut out and glue the

pictures in order.

## The Pond

This is the pond.

The swan is in the pond.

The duck is in the pond.

The frog is in the pond, too.

WORD

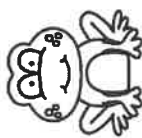
BANK:



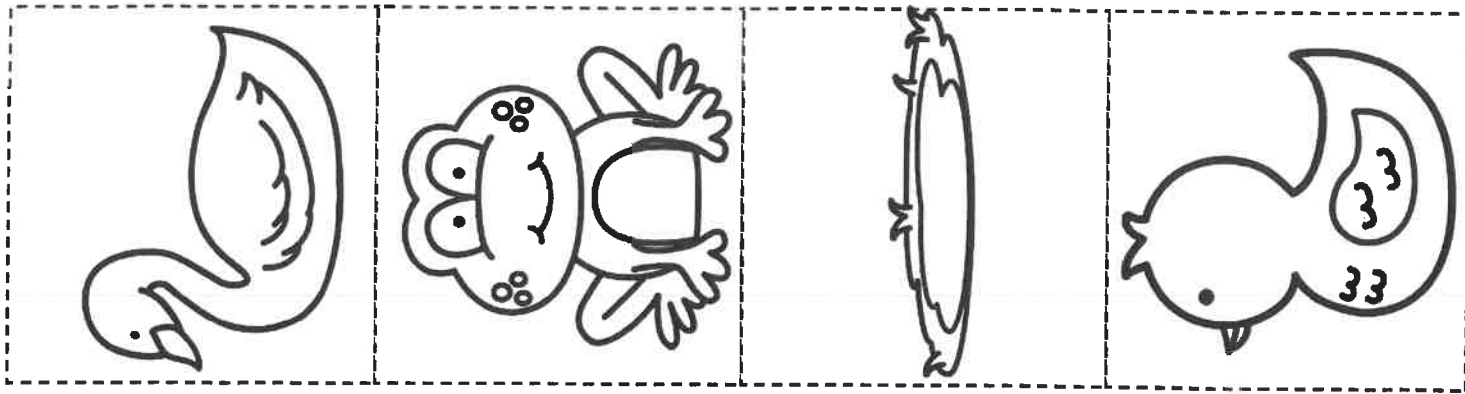
duck



swan



frog



1	2	3	4
---	---	---	---





Lesson 3.1: Mim Is My Gram	
<b>Word List</b>	<i>big, dig, grin, is, kid, Mim, pink, quick, swim, trips, wigs, wink</i>
<b>New Sight Words</b>	<i>for, her, mom</i>

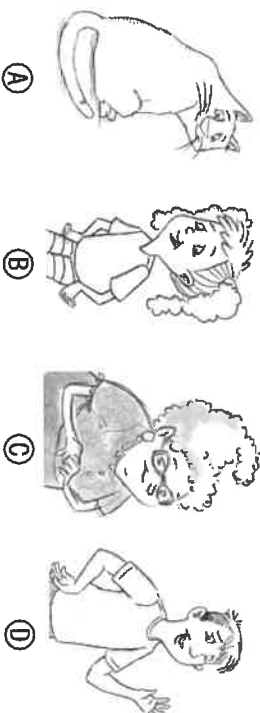
Mim is my gram.  
Mim is my dad's mom.  
Mim likes cats  
and big wigs.  
And Mim likes pink.

Mim and I go on trips.  
 We swim  
 and dig for clams.  
 Mim said I am her kid.  
 Mim has a big grin  
 and a quick wink.

### 3.1 Mim Is My Gram

Complete the following activities.

1. Who is Mim?



2. Use the letters to fill in the blanks.

p	b	w	c
---	---	---	---

Mim likes \_\_\_\_ig \_\_\_\_igs,  
 \_\_\_\_ats, and the  
 color \_\_\_\_ink.

LEVELED BOOK • B

# Maria and Her Teacher

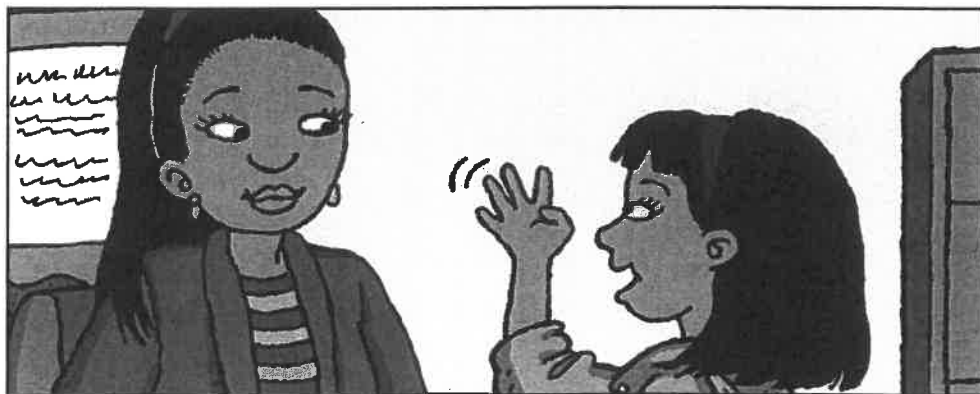


Written by  
Elizabeth Strauss  
Illustrated by  
Angela Kamstra-  
Jacobson



[www.readinga-z.com](http://www.readinga-z.com)

# Maria and Her Teacher



Written by Elizabeth Strauss  
Illustrated by Angela Kamstra-Jacobson

[www.readinga-z.com](http://www.readinga-z.com)





Maria and her teacher talk.

Maria and Her Teacher • Level B

3



Maria and her teacher write.

4





Maria and her teacher read.

Maria and Her Teacher • Level B

5



Maria and her teacher add.

6







Maria and her teacher smile.

Maria and Her Teacher • Level B

7



Maria and her teacher paint.





Maria and her teacher clean.

Maria and Her Teacher • Level B

9



Maria and her teacher play.



Name \_\_\_\_\_

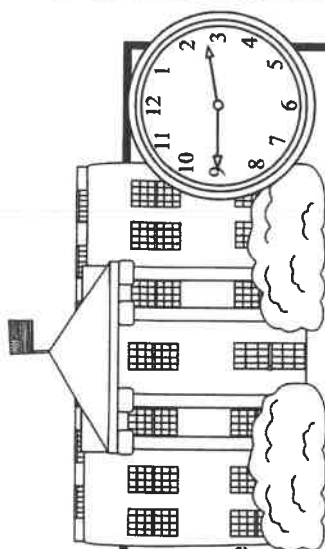
# Characters and Setting

**Title:** \_\_\_\_\_



## Main Character

The person or animal the story is about.



## Setting

Where and when the story takes place.

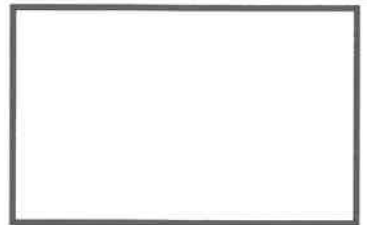
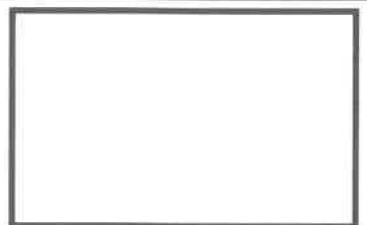
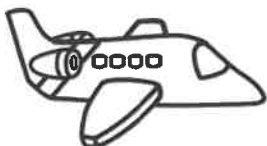
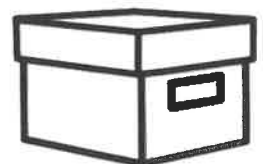


Name: \_\_\_\_\_

©Tara West



Directions: Cut and paste the matching picture.

**van****bun****bat****mop****bus****rib****jet****box**

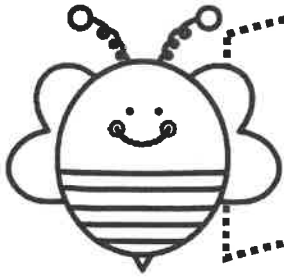




Name: \_\_\_\_\_

# Number Bees

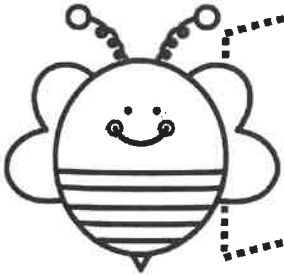
Fill in the missing numbers.



5

6

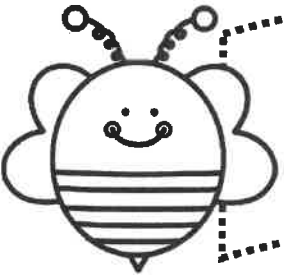
8



8

10

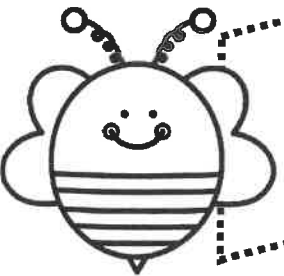
13



14

16

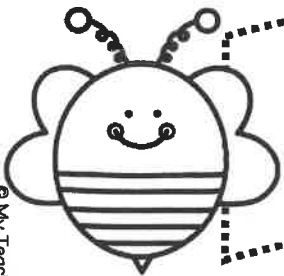
18



12

14

15



15

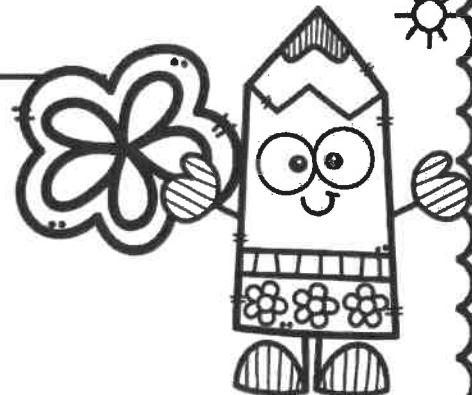
17

19



Name \_\_\_\_\_

Use the number line to add.



1.  $5 + 0 =$

2.  $4 + 5 =$

3.  $6 + 3 =$

4.  $9 + 1 =$

5.  $7 + 2 =$

6.  $5 + 4 =$

7.  $6 + 1 =$

8.  $0 + 6 =$

9.  $8 + 2 =$

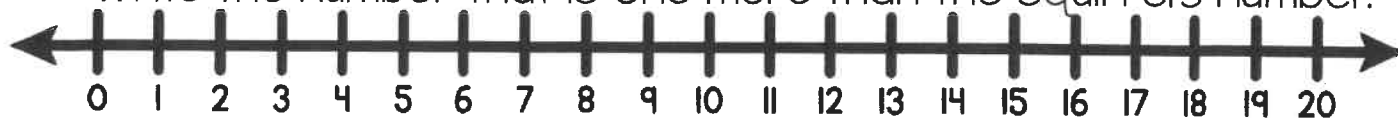
10.  $4 + 2 =$

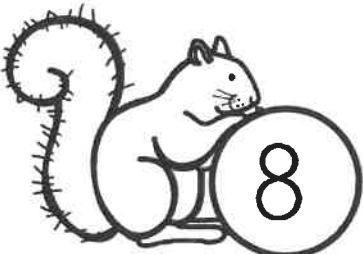


Name: \_\_\_\_\_

# One More

Write the number that is one more than the squirrel's number.

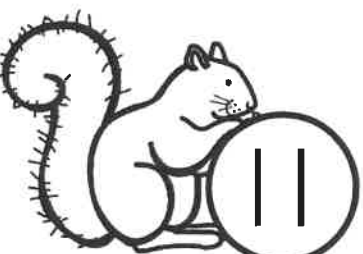


1.  \_\_\_\_\_


2.  \_\_\_\_\_


3.  \_\_\_\_\_


4.  \_\_\_\_\_

5.  \_\_\_\_\_

6.  \_\_\_\_\_

7.  \_\_\_\_\_

8.  \_\_\_\_\_

9.  \_\_\_\_\_

10.  \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Tally Them Up!

Count the objects and write the tally marks.  
Then tell how many you counted.



Tally Marks	How many?
-------------	-----------



Tally Marks	How many?
-------------	-----------



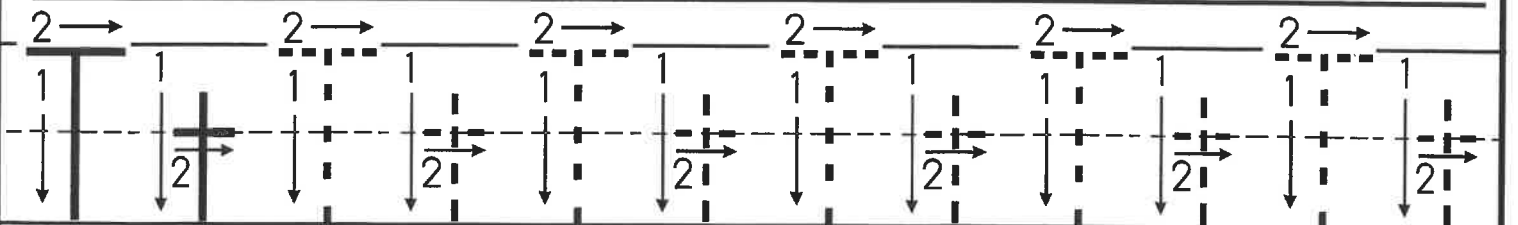
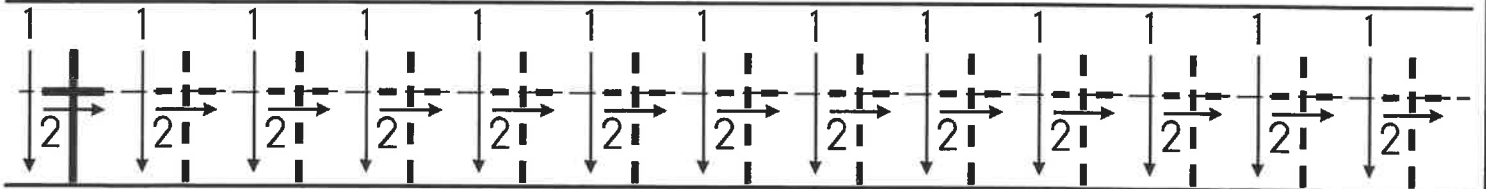
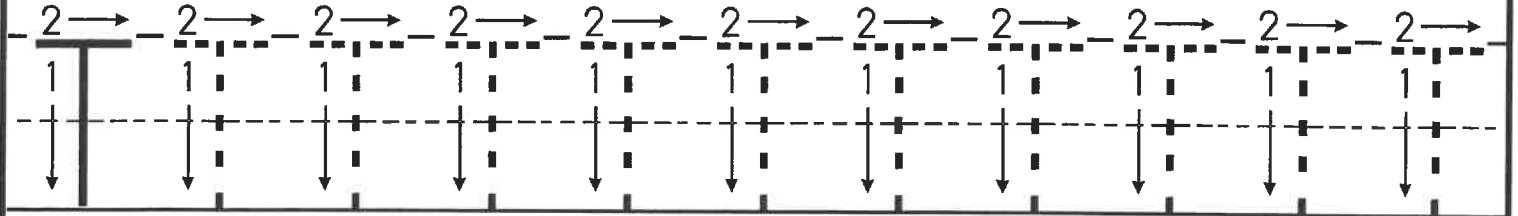
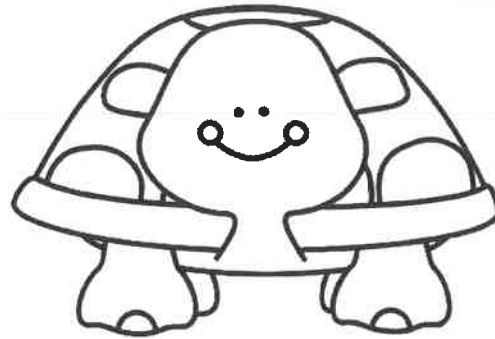
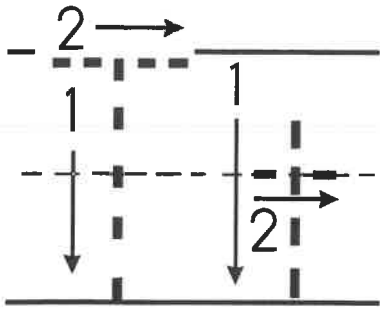
Tally Marks	How many?
-------------	-----------



Tally Marks	How many?
-------------	-----------

Letter








Name \_\_\_\_\_











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

# "Pet Care How-To" Writing Planner

Which pet will you teach the reader how to care for?

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> dog   | <input type="checkbox"/> hamster  | <input type="checkbox"/> snake  |
| <input type="checkbox"/> cat   | <input type="checkbox"/> turtle   | <input type="checkbox"/>   |
| <input type="checkbox"/> fish  | <input type="checkbox"/> rabbit   | <input type="checkbox"/>   |


What does the pet need?

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> bed           | <input type="checkbox"/> cage           | <input type="checkbox"/> hamster wheel  |
| <input type="checkbox"/> dog house     | <input type="checkbox"/> aquarium       | <input type="checkbox"/>   |
| <input type="checkbox"/> food bowl     | <input type="checkbox"/> toys           | <input type="checkbox"/>   |
| <input type="checkbox"/> water bowl  | <input type="checkbox"/> litter box  | <input type="checkbox"/>   |

What should the pet eat?

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> pet food  | <input type="checkbox"/> fruit       | <input type="checkbox"/> meat  |
| <input type="checkbox"/> insects   | <input type="checkbox"/> vegetables  | <input type="checkbox"/>  |

What do you have to do for the pet?

- |   |  |                          |
|---|--|--------------------------|
| <input type="checkbox"/> feed  | <input type="checkbox"/> play       | <input type="checkbox"/> |
| <input type="checkbox"/> walk  | <input type="checkbox"/> give love  | <input type="checkbox"/> |

Is there anything else you need to do to take care of this pet?

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

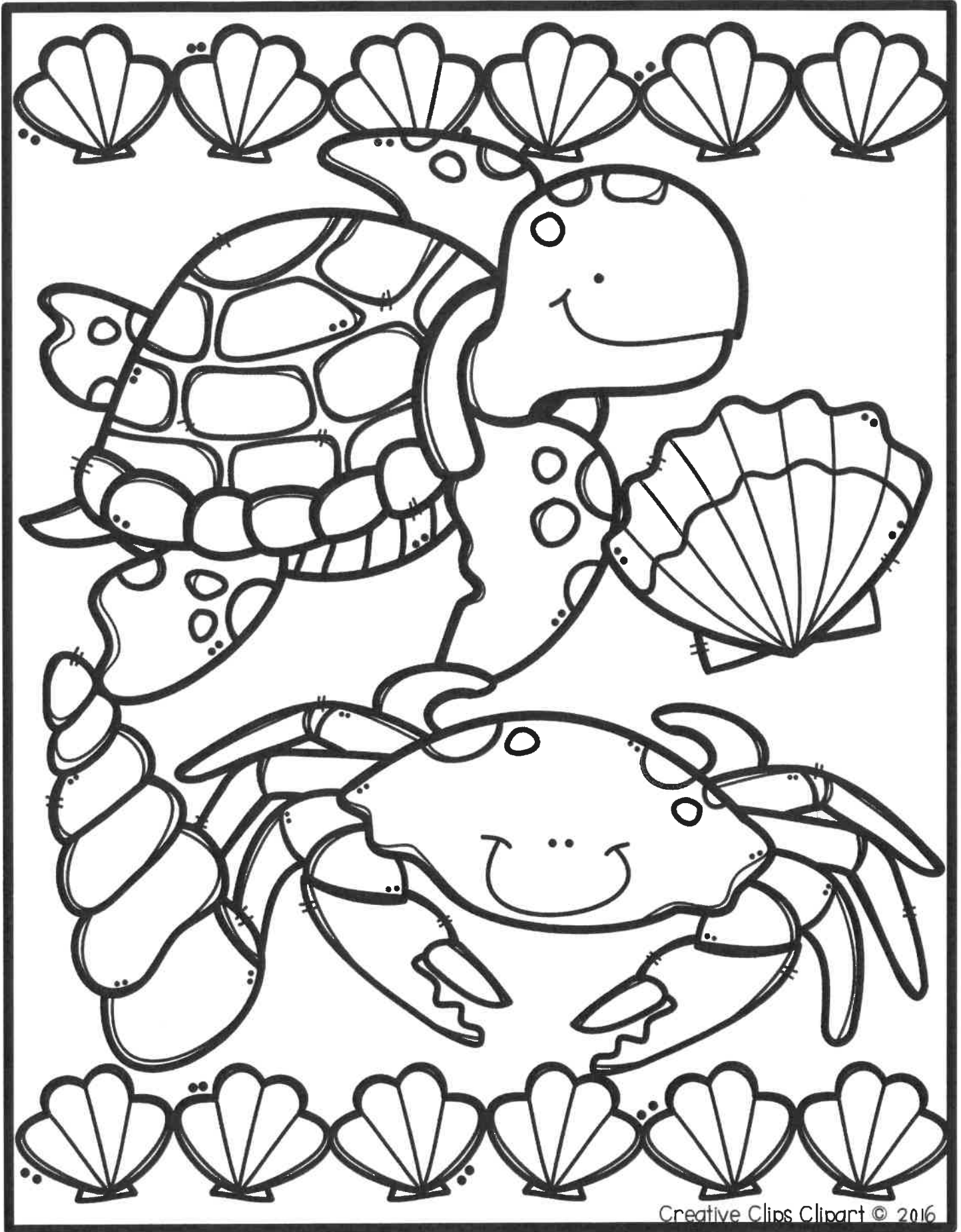
## How To Take Care of a \_\_\_\_\_

Here is how to take care of a pet

This pet needs

The pet should eat

You will have to







## Wednesday, May 6<sup>th</sup> Distance Learning

### Kindergarten Day 23 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.

Week 5, Day 3: Practice reading the words.  
Color the box for words you can say.

<b>too</b>	<b>all</b>	<b>ball</b>
<b>had</b>	<b>will</b>	<b>by</b>

Tell a family member a sentence with each word. If you can, write a sentence on the lines below.

---

---

---

---

Lesson 3.2: Mim’s Quilt	
<b>Word List</b>	
<i>big, fix, is, it, kit, lip, Mim(’s), nips, pin, pink, quilt, rip, sit, snip, trim, with</i>	
<b>New Sight Words</b>	
<i>fast, say(s), up</i>	

Mim has a big quilt.  
I like to sit on Mim’s quilt.  
The quilt is red,  
but the trim is pink.  
I like red and Mim  
likes pink.

**3.2 Mim's Quilt**

Complete the following activities.

1. Draw a picture to go with the sentence.

Mim's cat Fred  
nips my lip.

I get up fast  
and rip the quilt.

I can't fix it.

"Get me my kit,"

says Mim.

"I can fix the quilt with a  
snip and a pin."

Mim's quilt is red but the  
trim is pink.

2. What does Mim fix?

Mim fixes the \_\_\_\_\_

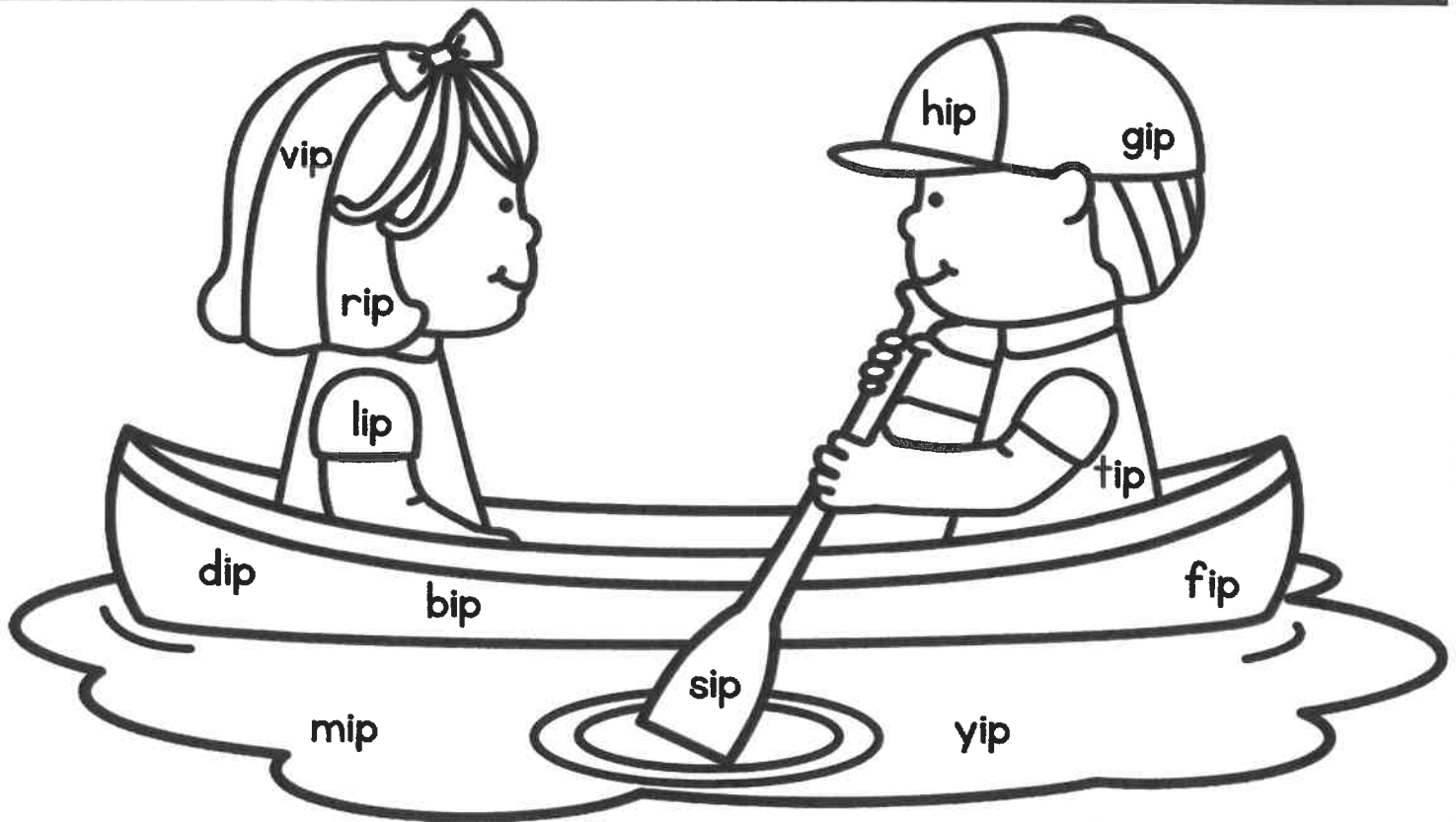
\_\_\_\_\_.

Name \_\_\_\_\_

# Find and Record -ip Words

Directions: Find the hidden words. Record them in the correct columns.

Real -ip Words		Silly -ip Words	
1. _____	4. _____	1. _____	4. _____
2. _____	5. _____	2. _____	5. _____
3. _____	6. _____	3. _____	6. _____



Write a sentence using some of the real words.

---



---

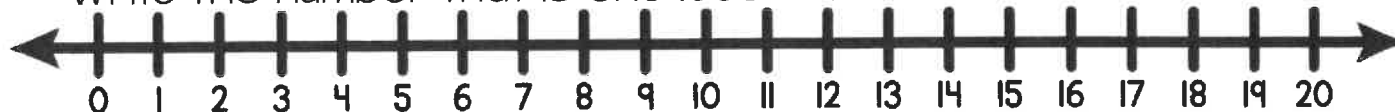


---

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

# One Less

Write the number that is one less than the scarecrow's number.



1.



2.



3.



4.



5.



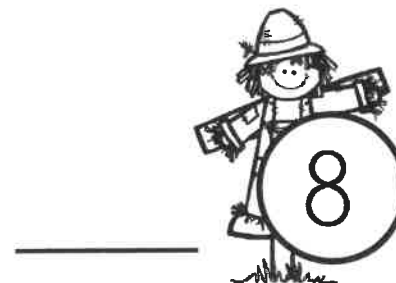
6.



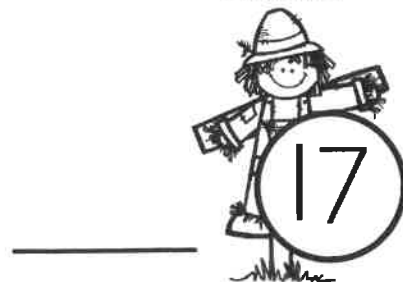
7.



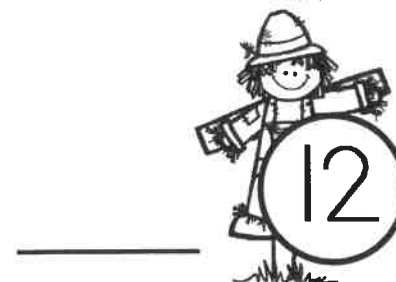
8.



9.



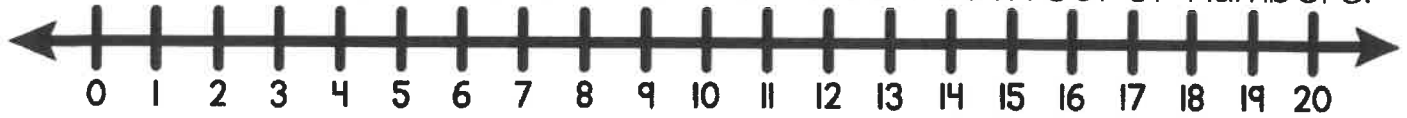
10.



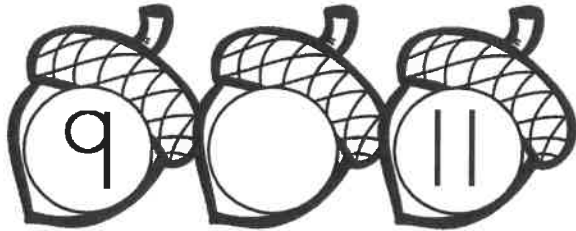
Name: \_\_\_\_\_

# Missing Numbers

Fill in the number that comes in between each set of numbers.



1.



2.



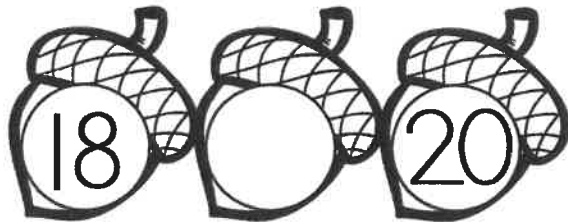
3.



4.



5.



6.



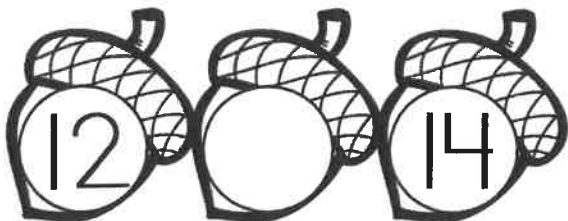
7.



8.



9.



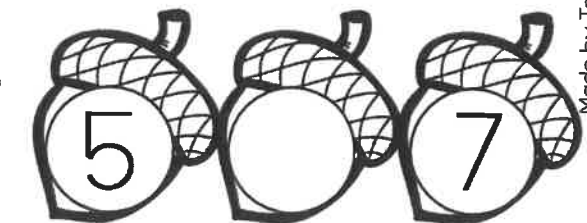
10.



11.



12.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Tally Them Up!

Count the objects and write the tally marks.  
Then tell how many you counted.



Tally Marks	How many?
-------------	-----------



Tally Marks	How many?
-------------	-----------



Tally Marks	How many?
-------------	-----------

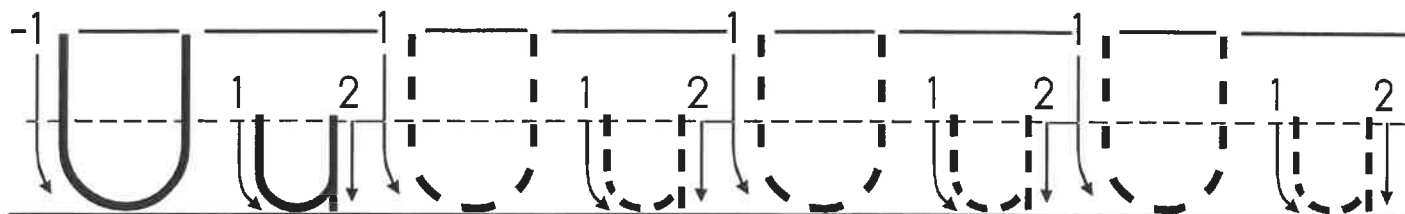
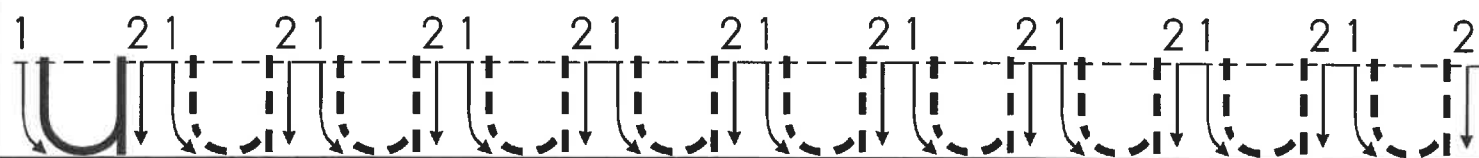
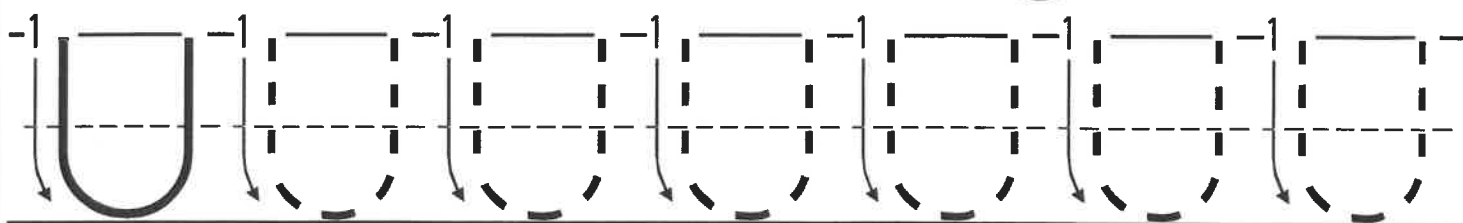


Tally Marks	How many?
-------------	-----------



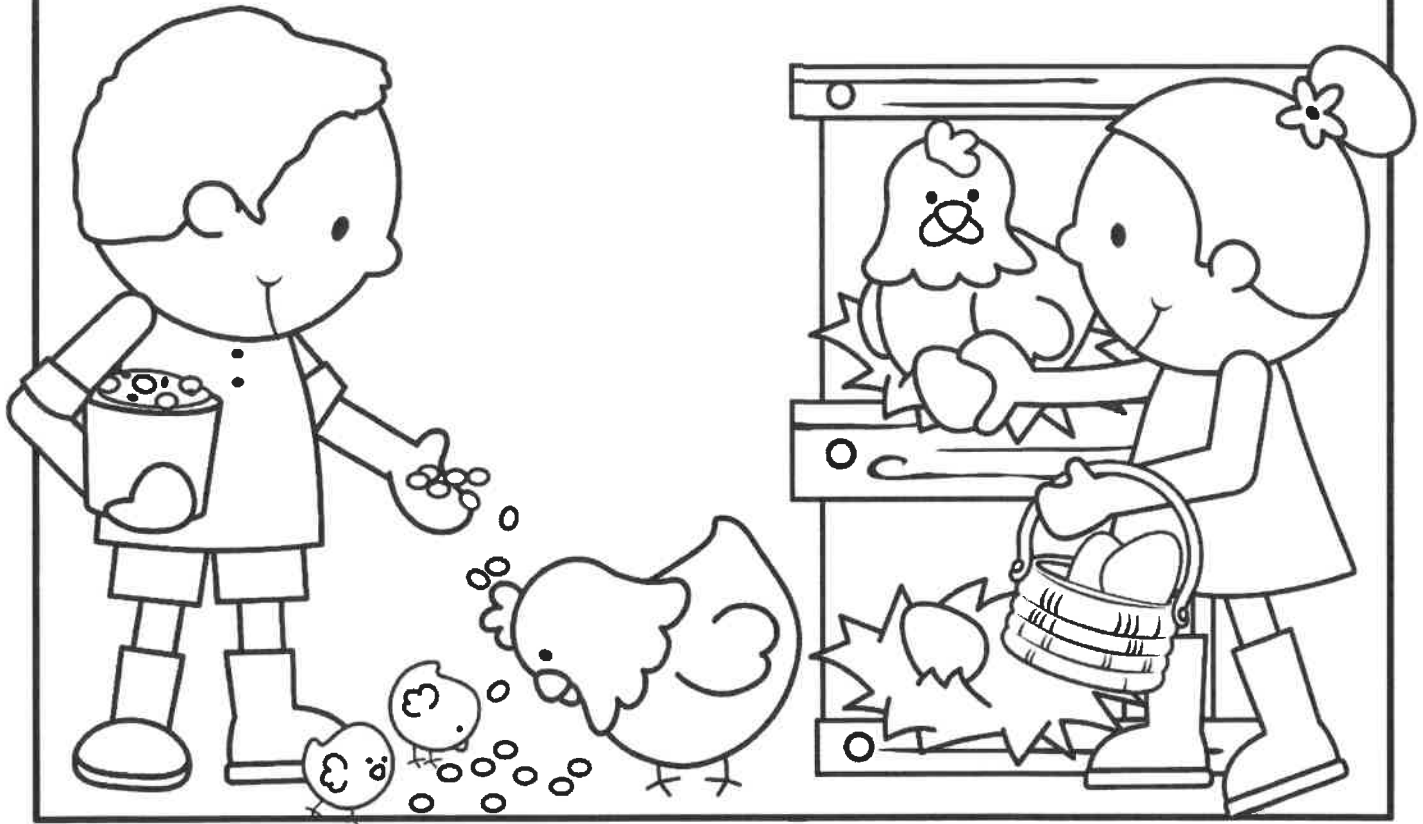
Letter

Name \_\_\_\_\_



# Write About It!

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




---



---



---



---



---

☐ I have characters. 

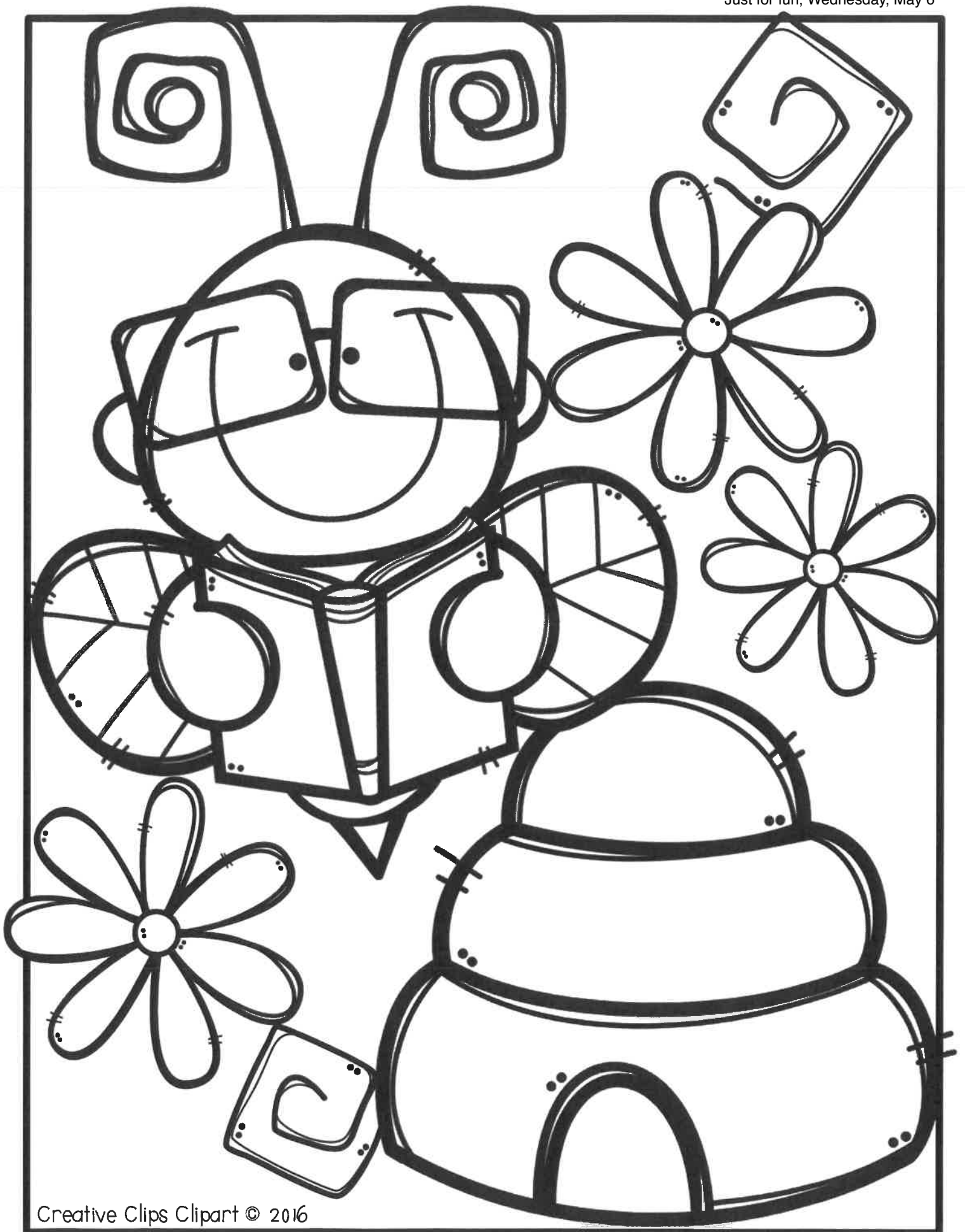
☐ I have words. dog

☐ I have spaces.  

☐ I have a setting. 

☐ I have punctuation. (. ? !)

☐ My colors make sense. 







## Thursday, May 7<sup>th</sup> Distance Learning

### Kindergarten Day 24 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.



**too****all****ball****had****will****by**

Week 5, Day 4: Cut out the word cards above. Hide them around your house. Find the words and write them in the boxes.






Lesson 3.3: Mim’s Cats

Word List

*big, bit, Brick(s), Flint, him, is, Kim, Kip, milk, Mim, mix, six, trips, twins, zips*

New Sight Words

*who*

Mim has six cats,  
Stan, Kip, Brick,  
Fred, Kim, and Flint.  
Mim has a big  
mix of cats.  
Kip and Brick are twins.  
Fred is Kip  
and Brick’s dad.  
Fred is the cat  
who bit me.  
Fred is a pest.

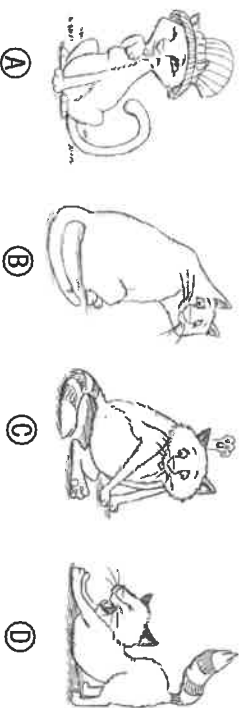
### 3.3 Mim's Cats

Complete the following activities.

1. Which sentence tells how many cats Mim has?

- Ⓐ Mim can fix a hat.
- Ⓑ Mim has six cats.
- Ⓒ Mim can fix a quilt.

2. Which cats are Kip and Brick?



Stan is big.  
He likes milk and jam.

Kip zips  
and Flint trips him.

Mim has a big  
mix of cats.

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

# Read & Sequence

Read the story. Then cut out and glue the pictures in order.

WORD

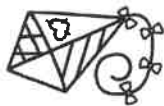
bank:



puddles



flowers



kite

## In The Spring

I fly my kite in the spring.

I pick flowers in the spring.

I jump in puddles in the spring.

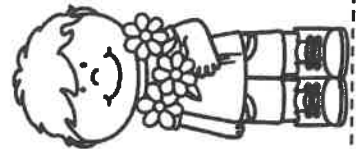
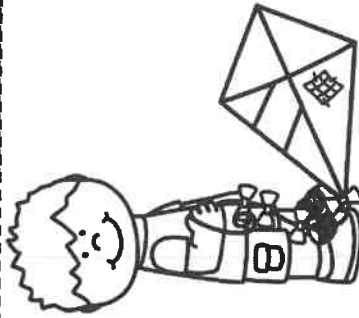
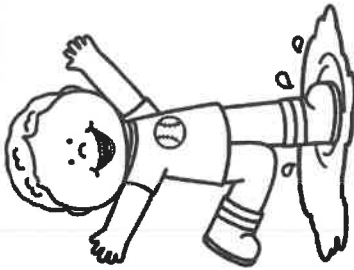
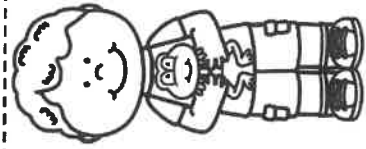
I see frogs in the spring.

1

2

3

4

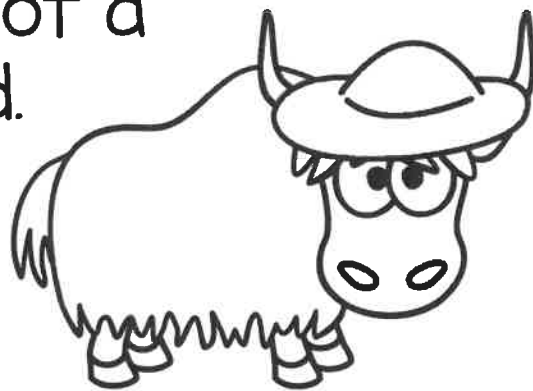




Name: \_\_\_\_\_

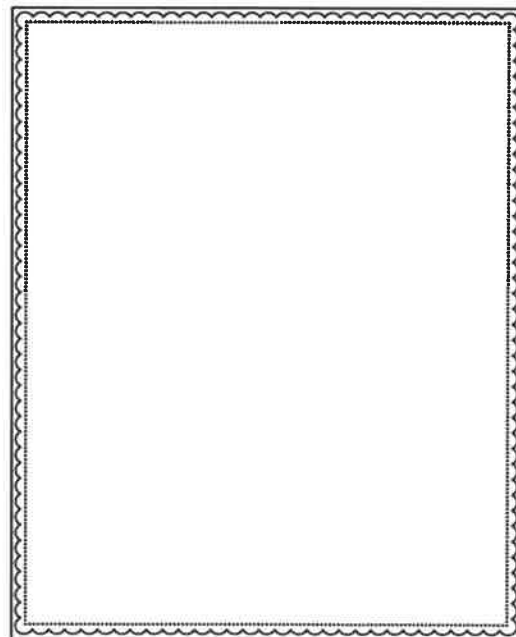
# Zac the Yak

Zac is a yak. He is big! It is hot in the sun, so Zac got a hat. His hat is red.



1. What is Zac?
  - ☐ a yak
  - ☐ a cat
  - ☐ a yam
2. What is Zac?
  - ☐ big
  - ☐ sad
  - ☐ bad
3. Why did he get a hat?
  - ☐ he is big
  - ☐ it is hot
  - ☐ he is sad
4. Is his hat red?
  - ☐ yes
  - ☐ no

5. Draw Zac in a top hat.





# Animals Can Move

A Reading A-Z Level B Levelled Book

Word Count: 34



 **Reading A-Z**

Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.

LEVELLED BOOK • B

# Animals Can Move



Written by Pam Bull

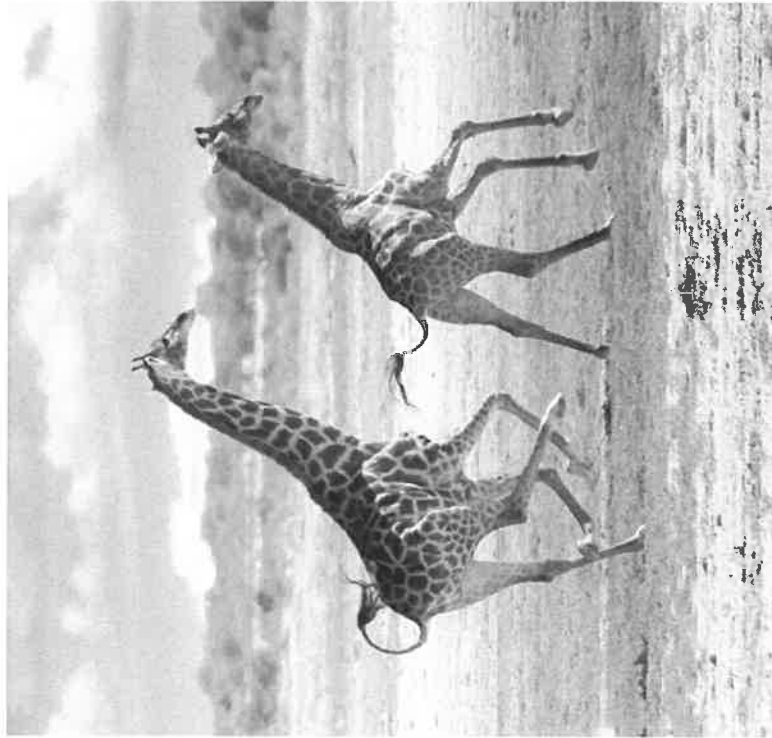
BRITISH ENGLISH

[www.readinga-z.com](http://www.readinga-z.com)





# Animals Can Move



Written by Pam Bull

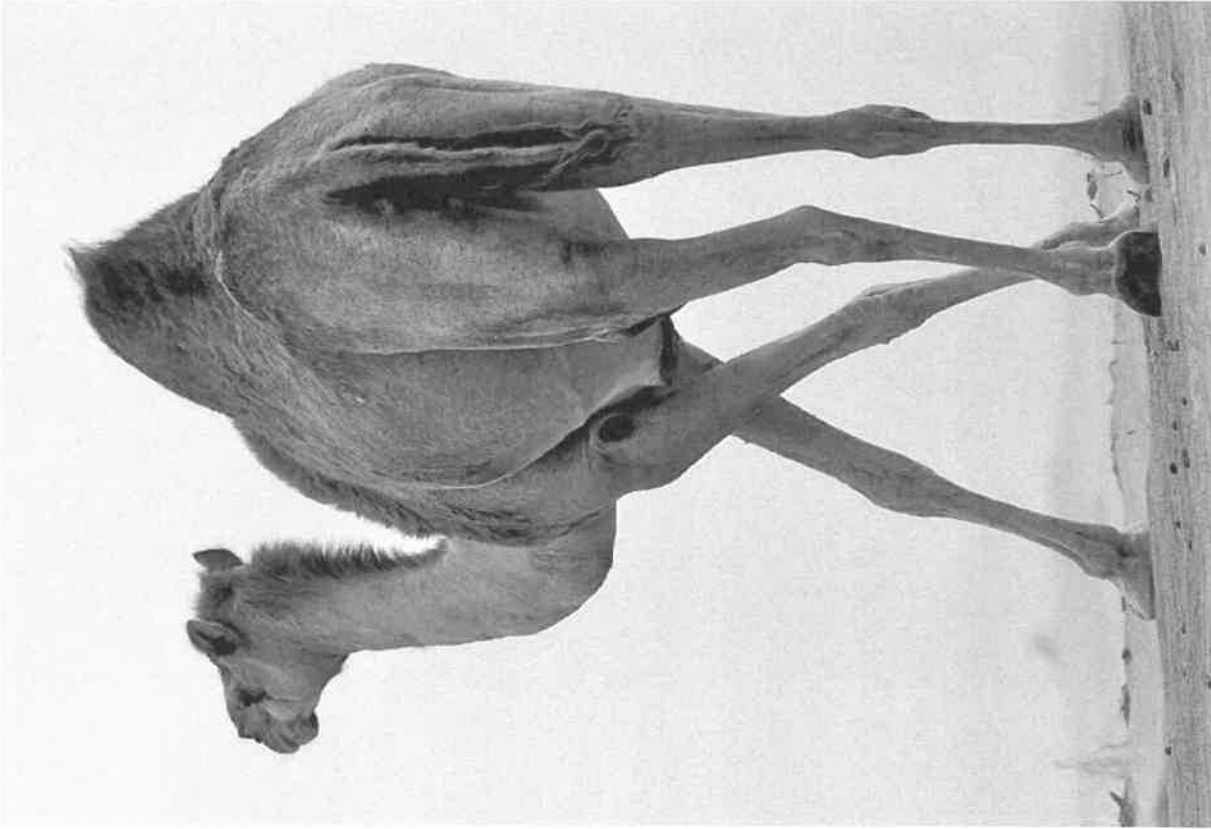
[www.readinga-z.com](http://www.readinga-z.com)

## Photo Credits:

Front cover: © Renee Lynn/Corbis/VCG/Corbis Documentary/Getty Images;  
back cover: © Pecak/Dreamstime.com; title page: © Dmitry Pichugin/  
Dreamstime.com; page 3: © Sergey Rusakov/Dreamstime.com; page 4:  
© Melissa Schalle/Dreamstime.com; page 5: Courtesy of US Fish & Wildlife  
Service; page 6: © Alan Carey/Corbis; pages 7, 9, 10 (top left and bottom right):  
© Jupiterimages Corporation; page 8: © iStockphoto.com/Richard Goerg;  
page 10 (top right): © Villiers Steyn/Dreamstime.com

Animals Can Move  
Level B Levelled Book  
© Learning A-Z  
Written by Pam Bull  
All rights reserved.  
[www.readinga-z.com](http://www.readinga-z.com)





The camel can walk.

Animals Can Move • Level B

3



The horse can run.

4





The snake can slither.

Animals Can Move • Level B

5



The rabbit can hop.

6

Animals Can Move • Level B

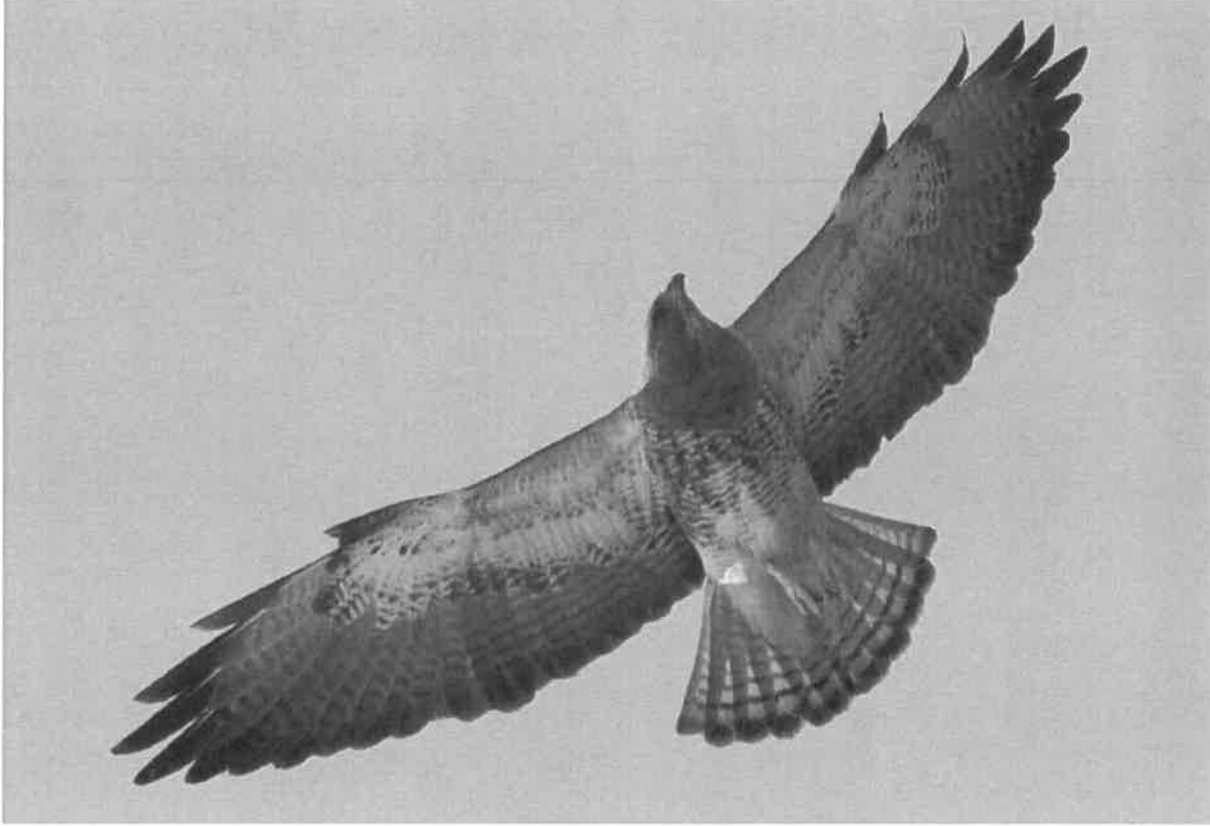




The polar bear  
can swim.

Animals Can Move • Level B

7



The bird can fly.

8



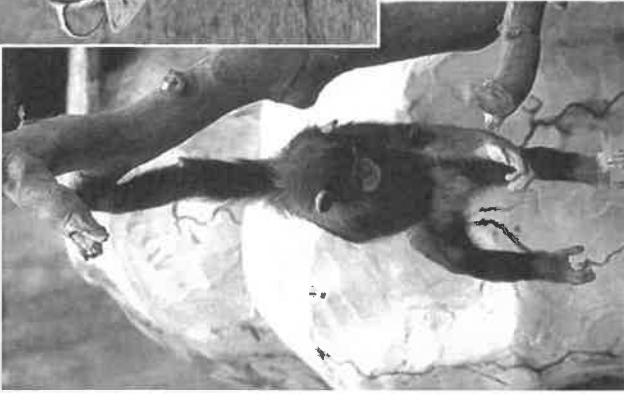




The insect can crawl.

Animals Can Move • Level B

9



How can these  
animals move?

10



name: \_\_\_\_\_

The book I read was: \_\_\_\_\_

# The Topic is WHO or WHAT it's ALL about!

After reading the text, write what the topic is. Then, use the boxes to write what you learned about the topic.

The Topic of the text:



Name \_\_\_\_\_

# Sound it Out!

-ed  
family

Directions: Color or dot the beginning, middle and ending sound for each picture.  
Read the sentence and write the new word. Color the picture.



w e d  
r a n

I like the color

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



f a t  
b e d

The dog was

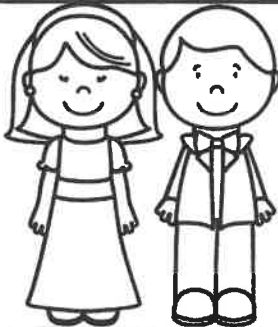
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



b a n  
l e d

She made her

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



w e n  
t a d

They were to be

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



l a d  
n e t

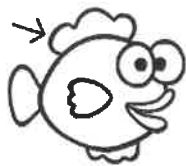
My dog

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

the way.

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

## Match it up!



kid

dog

bud

hat

can

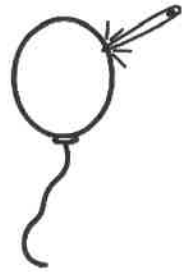
pop

fin

jug

bed

pet



# Word Problems

## Subtraction within 10

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

### Subtraction Word Problems Set 4

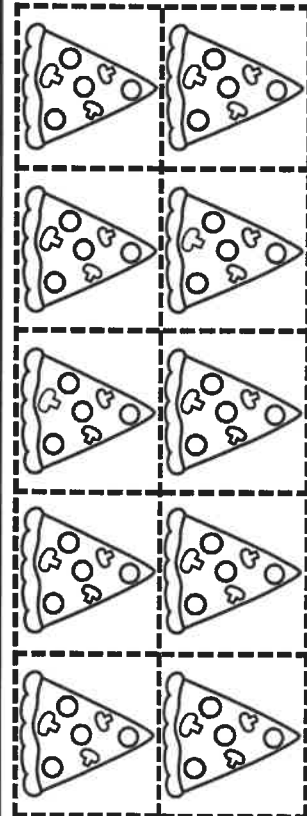
Directions: Solve the word problem. Cut and paste the slices of pizza to the ten frame. Cross out the number subtracted. Write an equation.

There were 8 slices of pizza.

We ate 7 slices.

How many slices of pizza are left?


— =

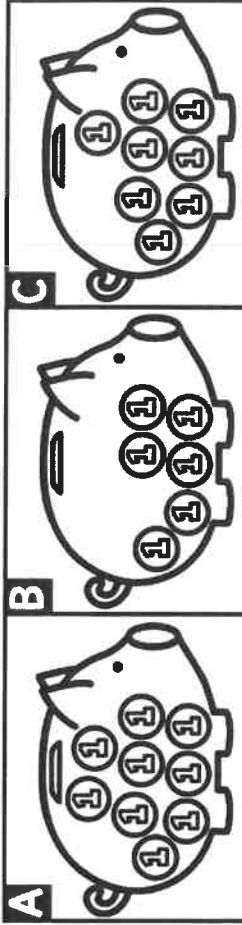


# Basic Subtraction

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

### Subtract to 9

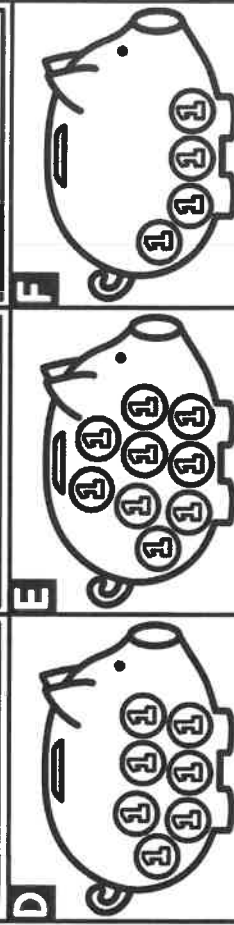
Directions: Count. Cross out the coins to subtract. Write the answer.



$$9 - 3 =$$

$$6 - 4 =$$

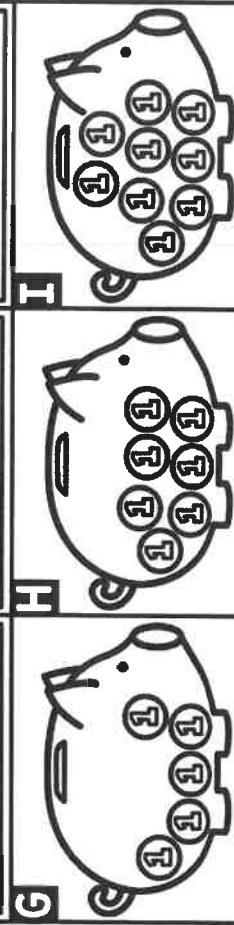
$$8 - 1 =$$



$$7 - 6 =$$

$$9 - 2 =$$

$$4 - 3 =$$



$$5 - 2 =$$

$$7 - 1 =$$

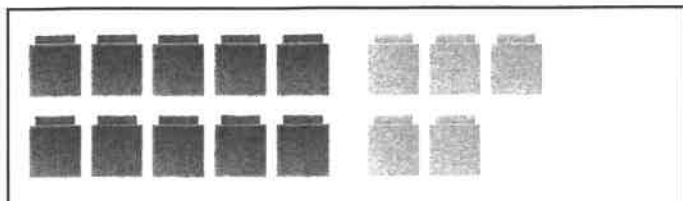
$$9 - 6 =$$



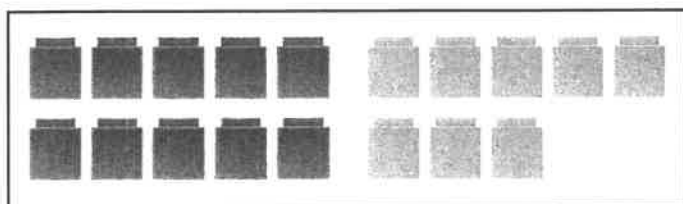


**Understanding of  
Teen Numbers**

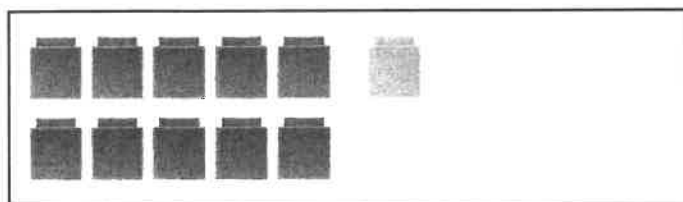
Name \_\_\_\_\_

**Draw lines to match the numbers.**

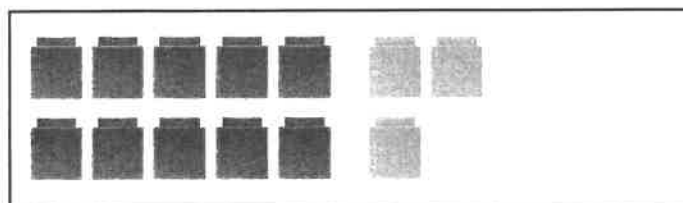
11



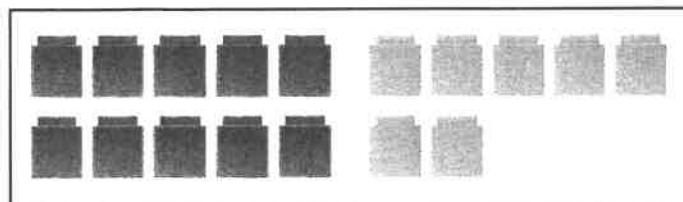
17



15



18

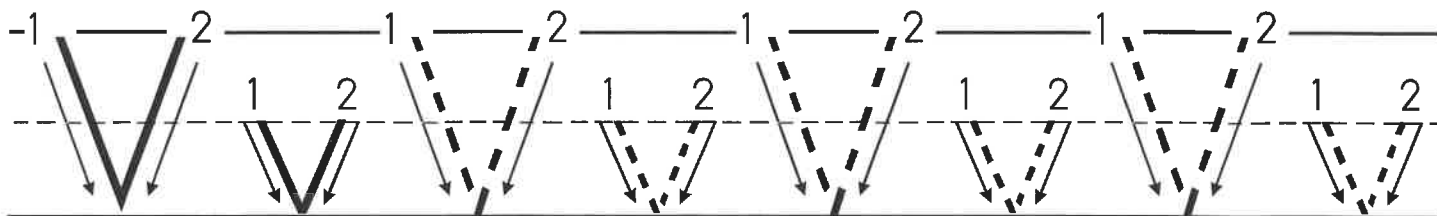
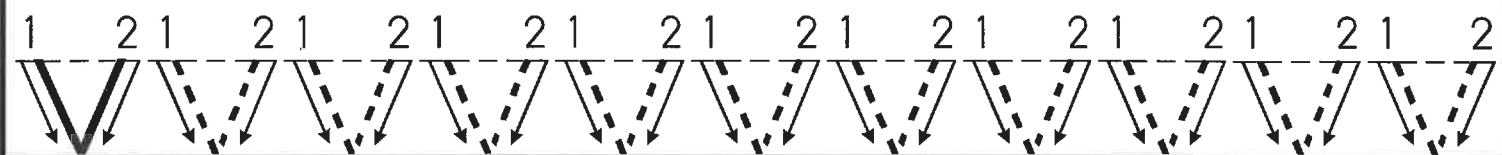
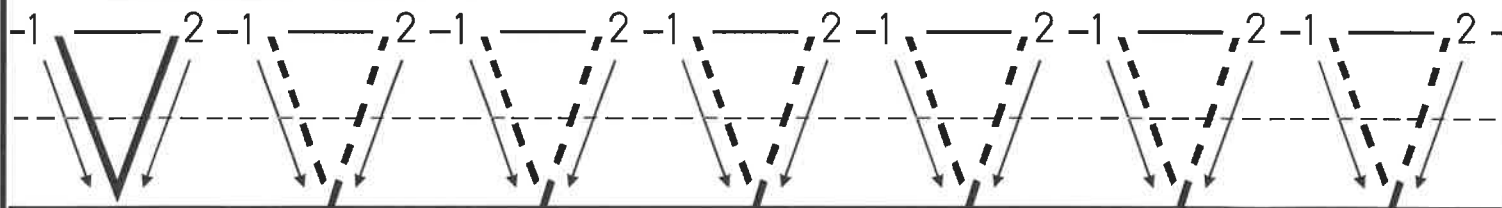
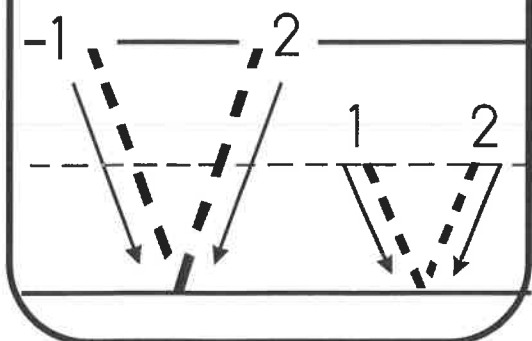


13



Letter

Name \_\_\_\_\_



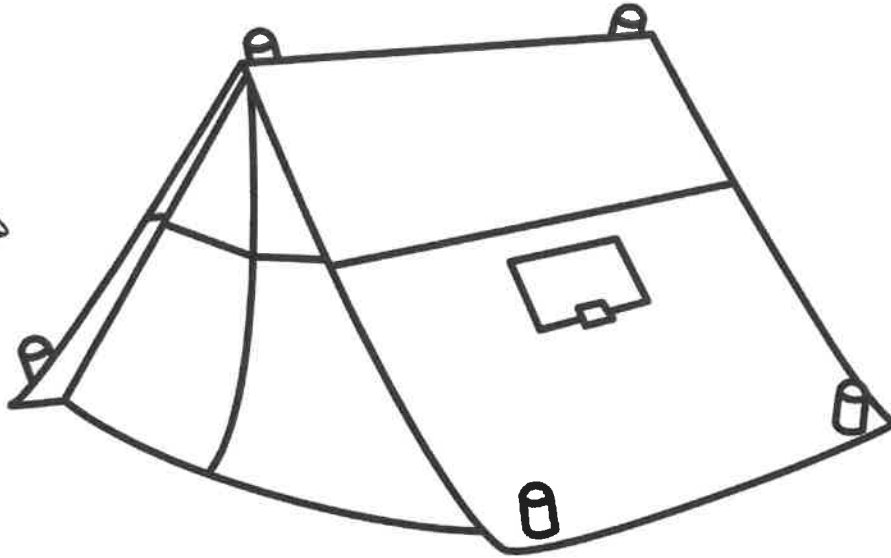
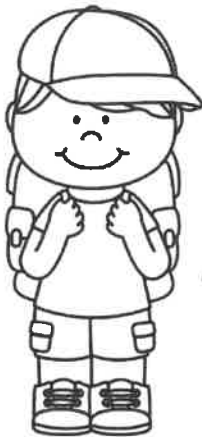


Name : \_\_\_\_\_

this

# Sight Word

## SENTENCE BUILDING



Cut out the words at the bottom of the page and paste them in the correct order.

--	--	--	--

Write the sentence.

---



---



---



---



---



---

☐ Capital letter

☐ Spaces

☐ Punctuation

my

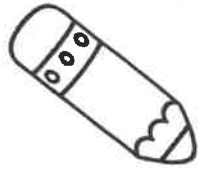
tent.

This

is



Name \_\_\_\_\_

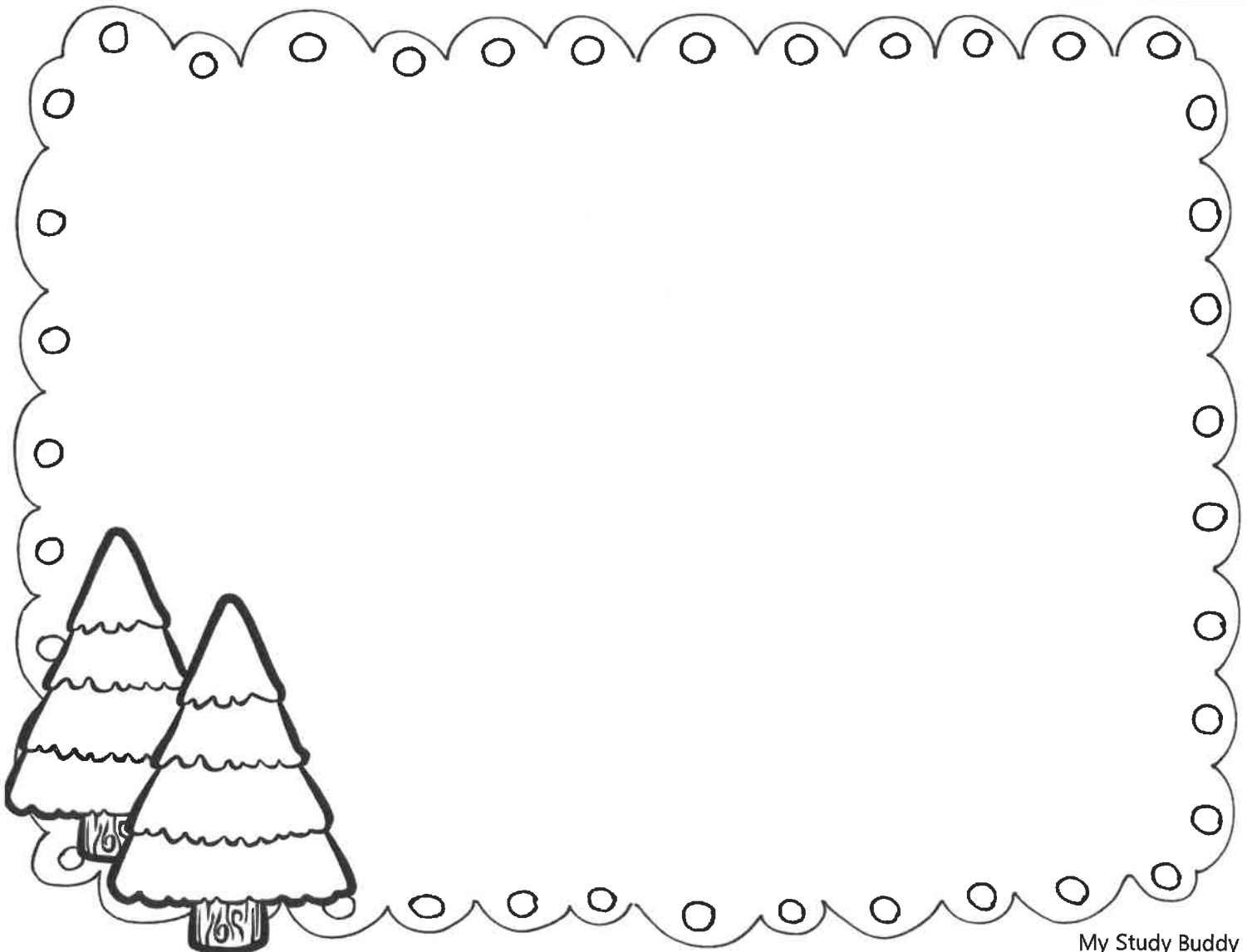


# Draw a Moose!

Directions: Follow the steps to draw a moose in the space below. Color the picture and add additional details.



<p>1.</p>	<p>2.</p>	<p>3.</p>
<p>4.</p>	<p>5.</p>	<p>6.</p>

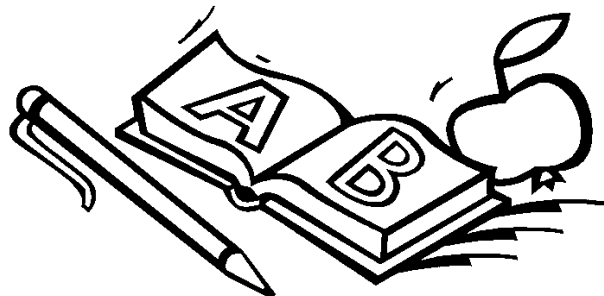


# Week 6

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

**Families:** Please sign below to confirm your kindergartener's completion of each day's work in their packet. Also, please remember to check for online updates and resources on Schoology. Thanks!

	Adult Signature	Date
May 11		
May 12		
May 13		
May 14		
May 15		







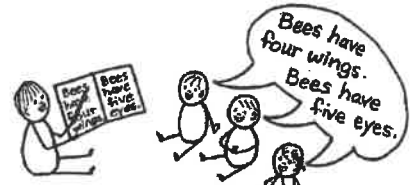
# Reading Time <sup>Week 6</sup>

Choose an activity or two to do while reading.  
Read for at least 10 minutes every day.

## Play School



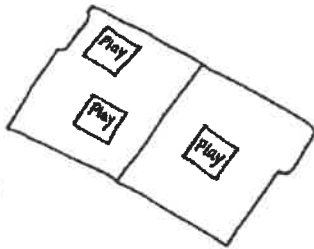
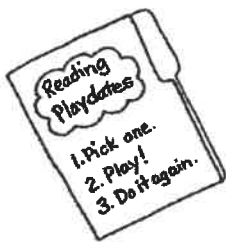
Read Aloud



Shared Reading

Read to a stuffed animal, a sibling, or a family member.

## Play Games



Snap word hunt.



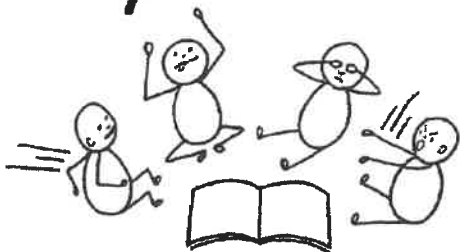
Guess the feeling!



Guess  
what's next!

Look for snap words.  
Tell how characters feel. Predict!

## Play Pretend



Act it out!



Use gestures!

# Read Aloud Choice

Please pick one of the following for  
read aloud today:

vooks.com	tumblebooks.com
storylineonline.net	Listen to your teacher read on Schoology.com
Reading Rainbow on YouTube	Have someone read to you at home



# Monday, May 11<sup>th</sup> Distance Learning

## Kindergarten Day 25 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.

Week 6, Day 1: Practice reading the words.  
Color the box for words you can say.

**go**

**no**

**so**

**as**

**has**

**her**

Tell a family member a sentence with each word. If you can, write a sentence on the lines below.

---

---

---

---

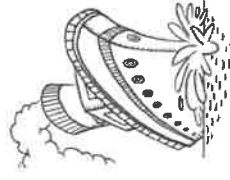
### 3.5 Kim and Mim

Complete the following activities.

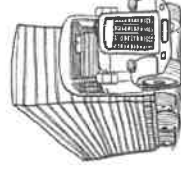
What is Kim and Mim's plan?

- Ⓐ Get a gift for Dad.
- Ⓑ Get a quilt for Gram.
- Ⓒ Get a slip for Kip.

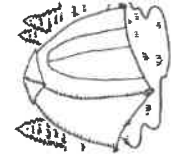
2. Which does Dad like?



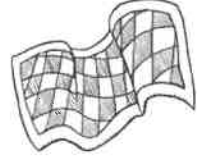
Ⓐ



Ⓑ



Ⓒ



Ⓓ

Mim and Kim  
have a big plan.  
Mim and Kim  
are going to get  
a gift for Kim's dad.  
Kim's dad loves  
big ships.

Mim and Kim  
will get him a kit.  
Kim's dad can make a  
ship with the kit.

**Lesson 3.5: Kim and Mim**

**Word List**

*big, gift, him, is, kid,  
Kim(s), kit, Mim, pink,  
ship(s), sing, six, will,  
with*

**New Sight Words**

*little, make*

Kim is a little kid.

She is six.

Mim says Kim is her kid.

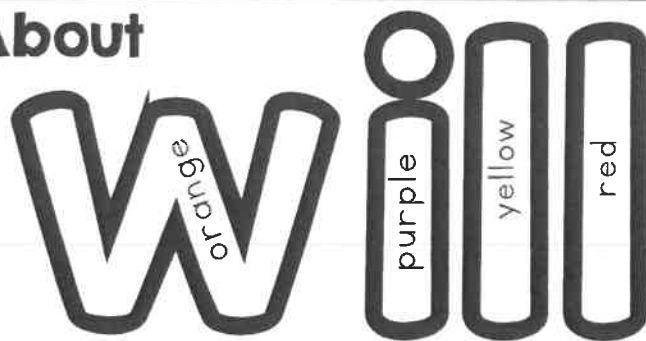
Kim likes red,

and Mim likes pink.

Mim and Kim

like to camp and sing.

## All About



Name \_\_\_\_\_

51

Directions:

1. Cut out the pages.
2. Complete the job on each page.
3. Glue in order to make a book.

2

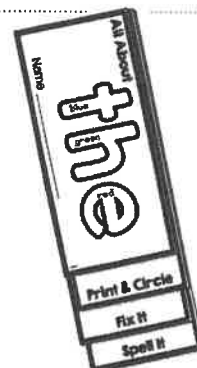
Glue



Trace and print.  
Circle your best one.

will									

Print &amp; Circle



3

Glue



Fill in the missing letters.

w	i	l	l						
w	i	l	l						
w	i								
w		l	l						
	i								
w		l							
	i								

Fix It

4

Glue



✓ Correct: RED.  
✗ Incorrect: BLUE.

will	will
wilt	well
will	wilt
will	well
well	will
will	all
wilt	will
wall	will
will	well

Spell It



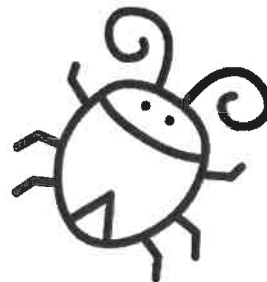
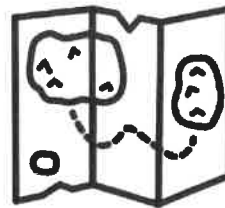
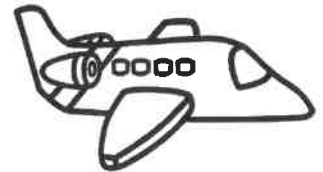
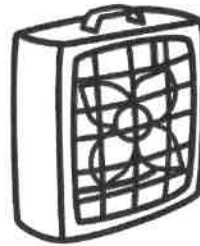
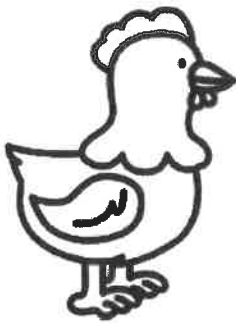
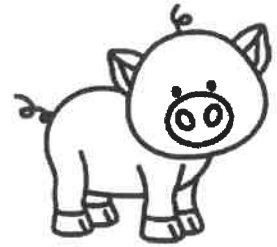
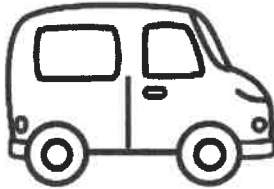


Name \_\_\_\_\_



# Find It!

Directions: Find and color the picture that rhymes.

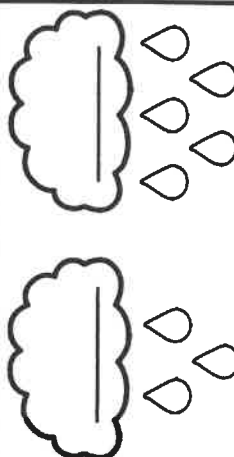
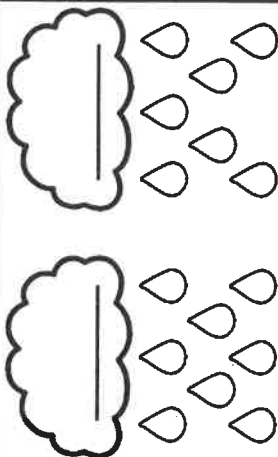
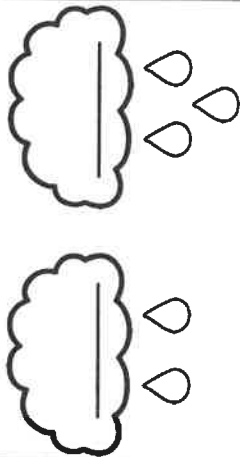
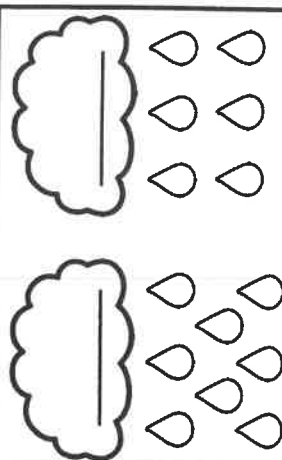
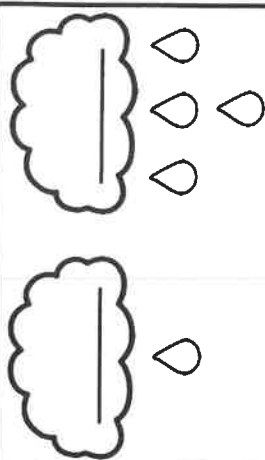
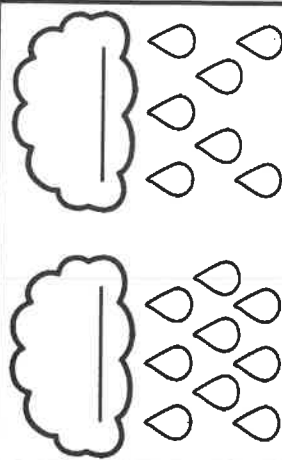
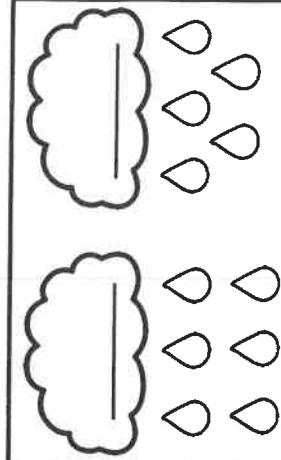




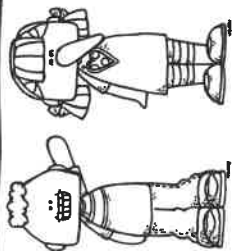
# So Much Rain!!

Count the raindrops and write the number on the cloud. Circle the cloud that has more raindrops.

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



© A Spoonful of Learning



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

## Addition Match

Match the picture with the addition sentence.



$$4+4=8$$

$$7+3=10$$

$$9+0=9$$

$$5+4=9$$

$$2+5=7$$

$$3+2=5$$

$$1+5=6$$

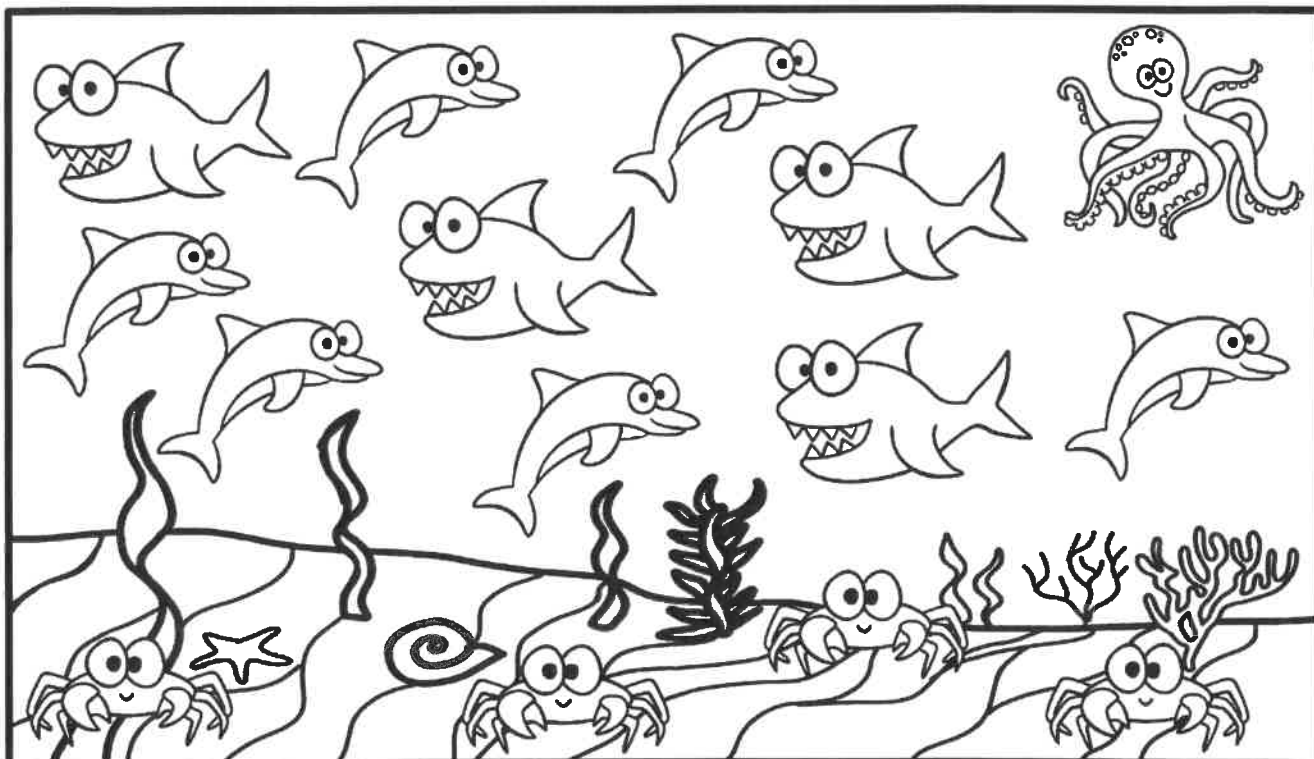
Happy 1st Kindergarten!





Name \_\_\_\_\_



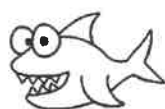
# Ocean Animals

Graph the ocean animals. Answer the questions.



How many of each?



\_\_\_\_\_



\_\_\_\_\_

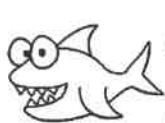


\_\_\_\_\_

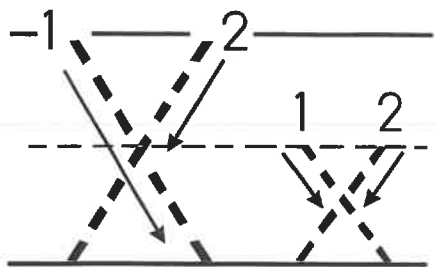


\_\_\_\_\_

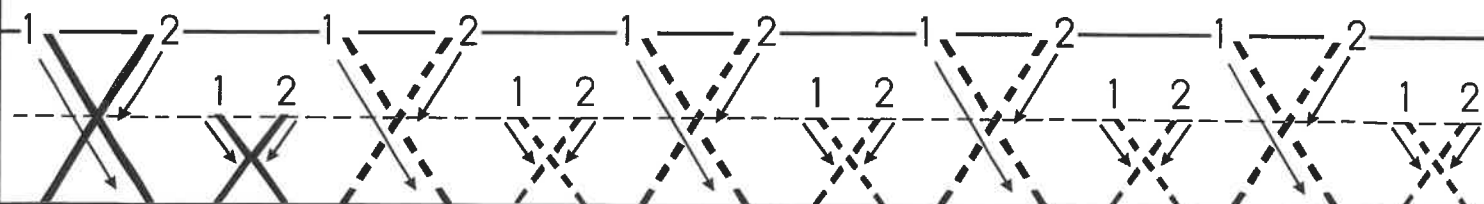
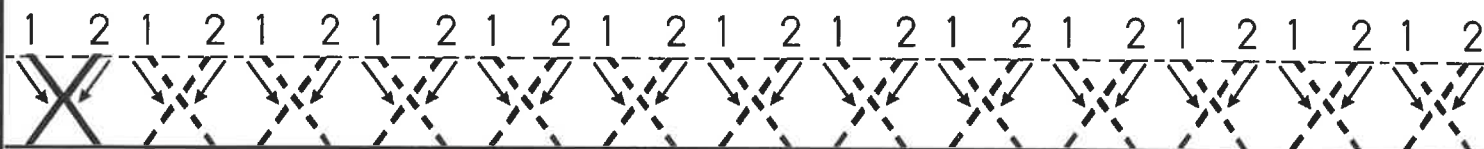
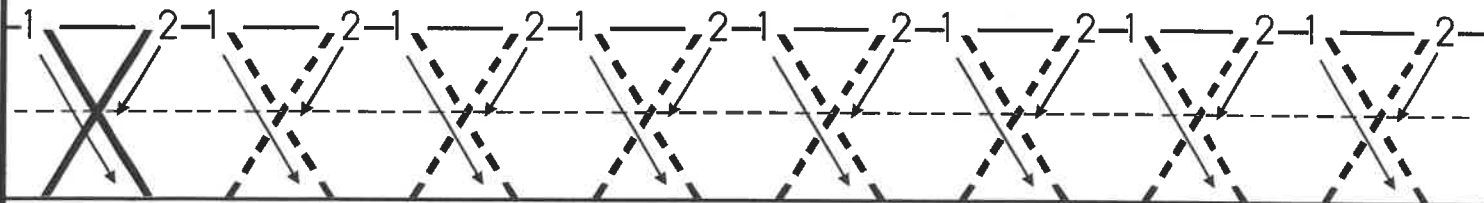
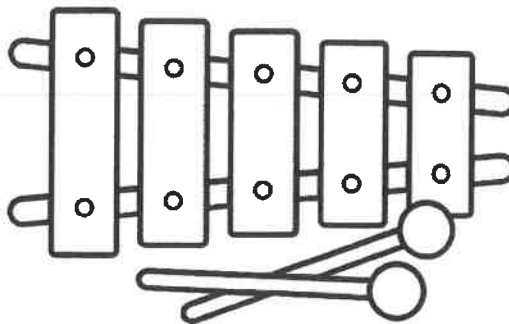
Which ocean animal did you see the most?



Letter



Name \_\_\_\_\_

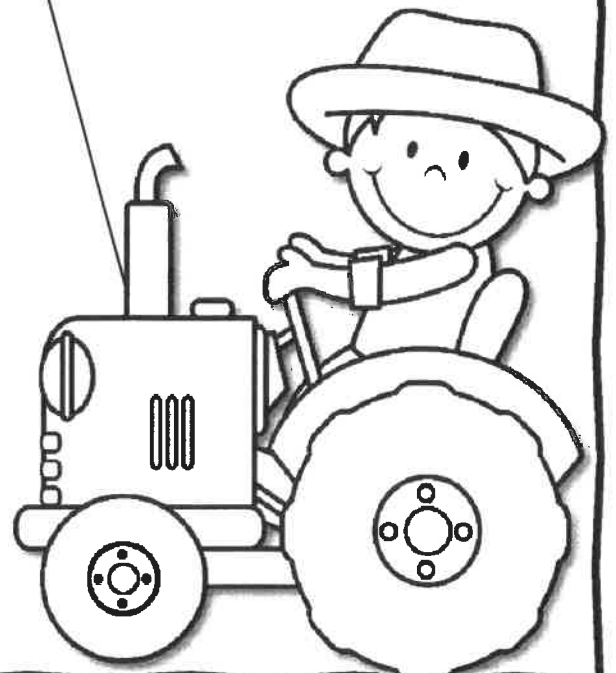
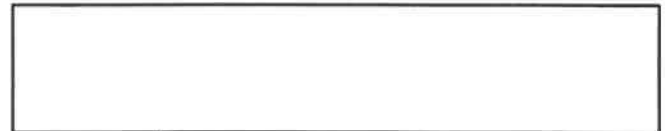
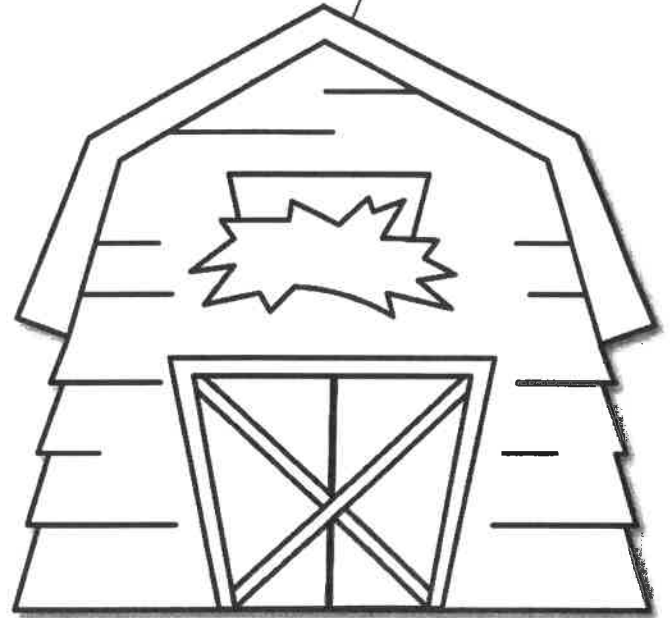
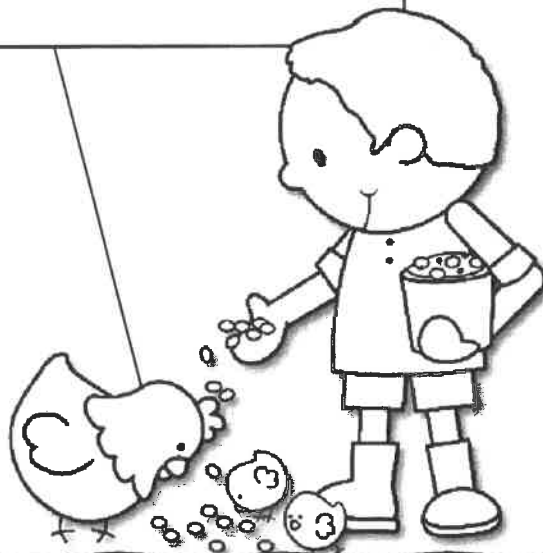
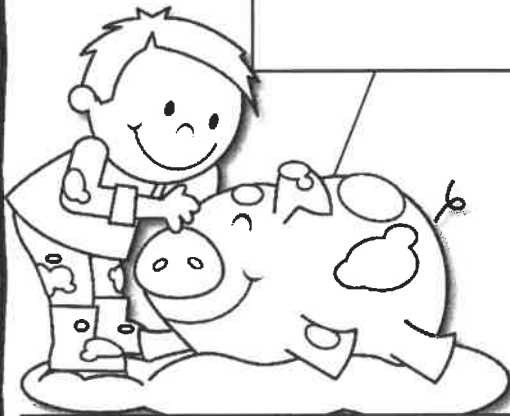
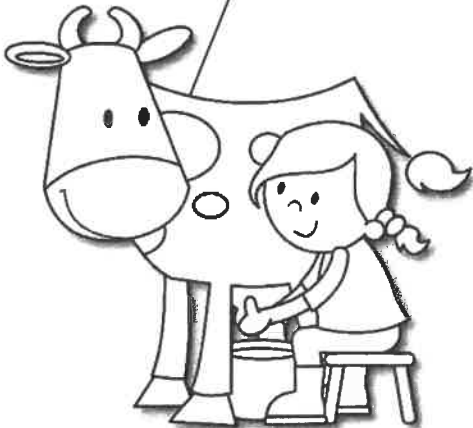


☐ My colors make sense. 

☐ I have words. dog

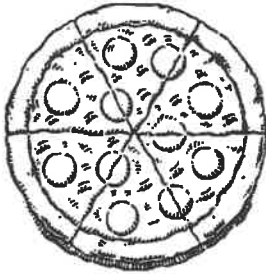
# Label it!

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



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

Date: \_\_\_\_\_



pizza

or



spaghetti

I like \_\_\_\_\_ because \_\_\_\_\_

---

---

---

---

---

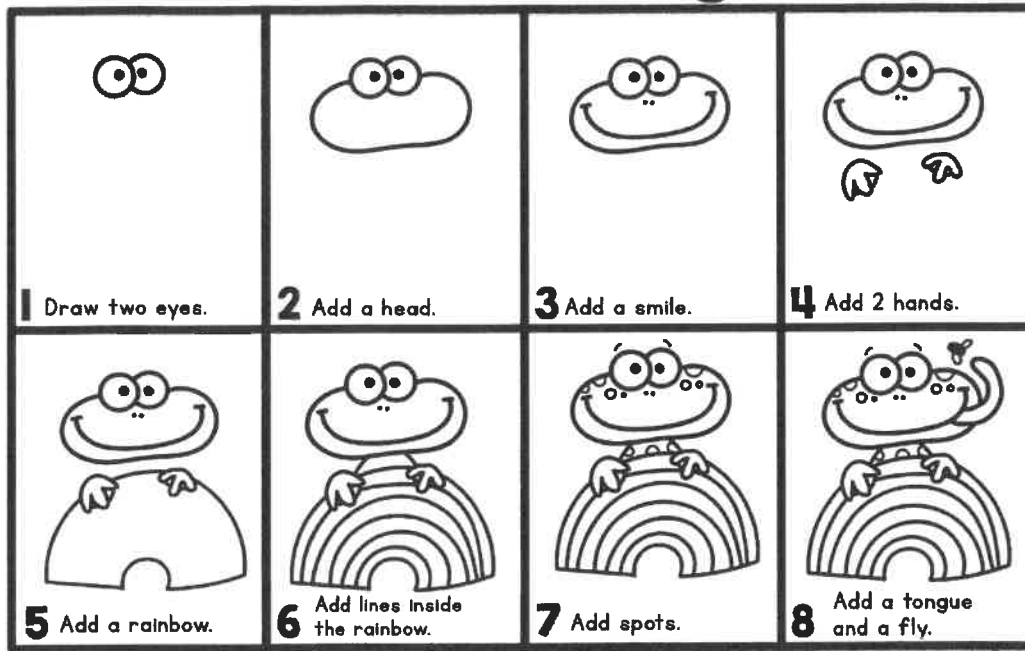
---

---

---



# Draw a Frog



Use the directions to draw your own picture.

Cut on the dotted line to keep your picture.



©Whimsy Workshop Teaching, com 2016

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





## Tuesday, May 12<sup>th</sup> Distance Learning

### Kindergarten Day 26 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.



**go****no****so****as****has****her**

Week 6, Day 2: Cut out the word cards above. Hide them around your house. Find the words and write them in the boxes.




### 3.6 Dad's Ship Kit

Complete the following activities.

1. Complete the sentences with words from the story.

Kim \_\_\_\_\_ at Mim.

Mim \_\_\_\_\_ at Kim.

2. What does Dad do?

- Ⓐ Dad sinks the ship.
- Ⓑ Dad kids Kim and Mim.
- Ⓒ Dad gets the ship wet.

Dad grins.  
Dad kids Kim and Mim.  
Dad did not think the  
ship could swim.  
“Not bad, Dad,”  
grins Kim.

**Lesson 3.6: Dad's Ship Kit****Word List**

brings, did, gift, grins,  
his, if, it, kids, Kim, kit,  
Mim, ship, sink, split,  
swim, think, this, will,  
winks

**New Sight Words**

could, does

"I love my ship kit,"  
says Dad.

"I love this gift."

Kim grins at Mim.

Mim winks at Kim.

Dad brings the ship  
to his sink.

"Don't get the ship wet.

The ship will sink.

The ship does not swim,"  
yells Kim.

"The ship will split if it  
gets wet,"

yells Mim.

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

# Read & Sequence

Read the story. Then cut out and glue the

pictures in order.

## Ready To Play

I put on my boots.

I put on my jacket.

I put on my hat.

I get my umbrella.

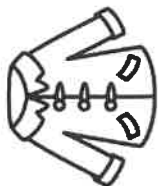
Now I can play in the rain!

WORD

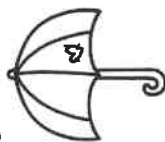
BANK:



boots



jacket



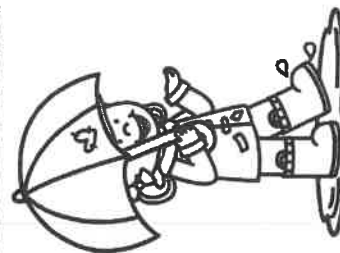
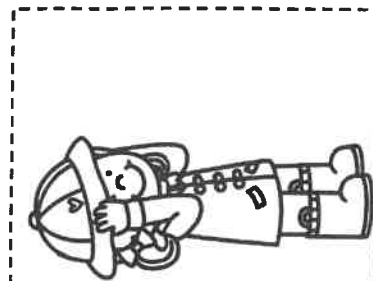
umbrella

1

2

3

4







# Clean Is Not for Me!

A Reading A-Z Level B Leveled Book  
Word Count: 40



## Connections

### Writing and Art

Draw a picture and write a sentence about your favorite way to get messy.

### Science

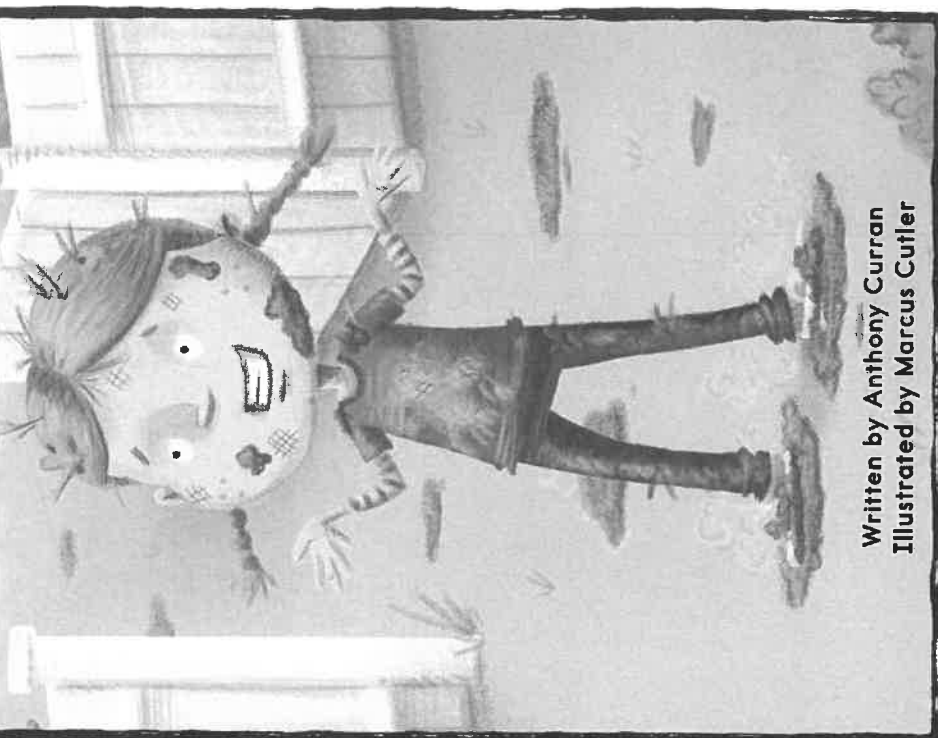
Tell a partner which season this story likely takes place in and give examples from the book to support your answer.

 **Reading A-Z**

Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.

LEVELED BOOK • B

# Clean Is Not for Me!

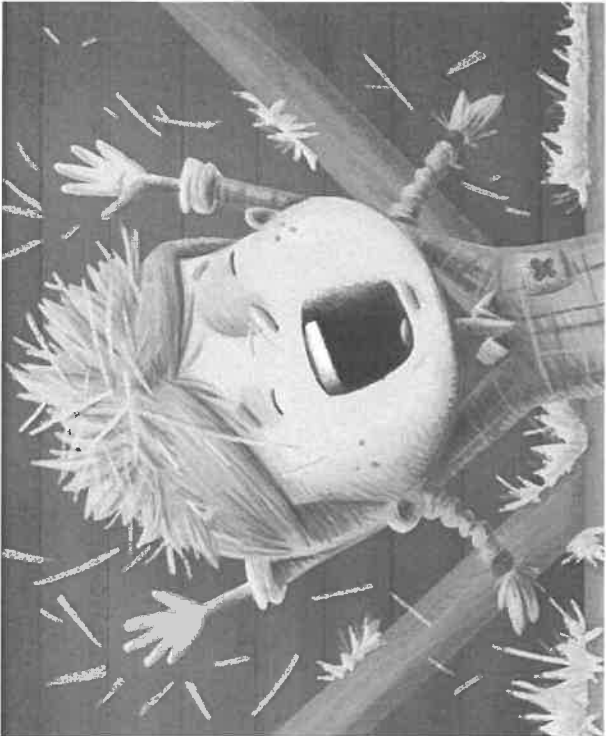


Written by Anthony Curran  
Illustrated by Marcus Cutler

[www.readinga-z.com](http://www.readinga-z.com)



# Clean Is Not for Me!



Written by Anthony Curran  
Illustrated by Marcus Cutler

[www.readinga-z.com](http://www.readinga-z.com)

## Focus Question

What are some ways to get messy?

## Words to Know

dirt  
grass  
hay

ketchup  
oil  
paint

Clean Is Not for Me!  
Level B Leveled Book  
© Learning A-Z  
Written by Anthony Curran  
Illustrated by Marcus Cutler  
  
All rights reserved.  
[www.readinga-z.com](http://www.readinga-z.com)

## Correlation

LEVEL B		
Fountas & Pinnell	B	
Reading Recovery	2	
DRA	2	





Mud is for my shoes.

Clean Is Not for Me! • Level B

3



Ketchup is for my shirt.

4





Oil is for my fingers.

Clean Is Not for Me! • Level B

5

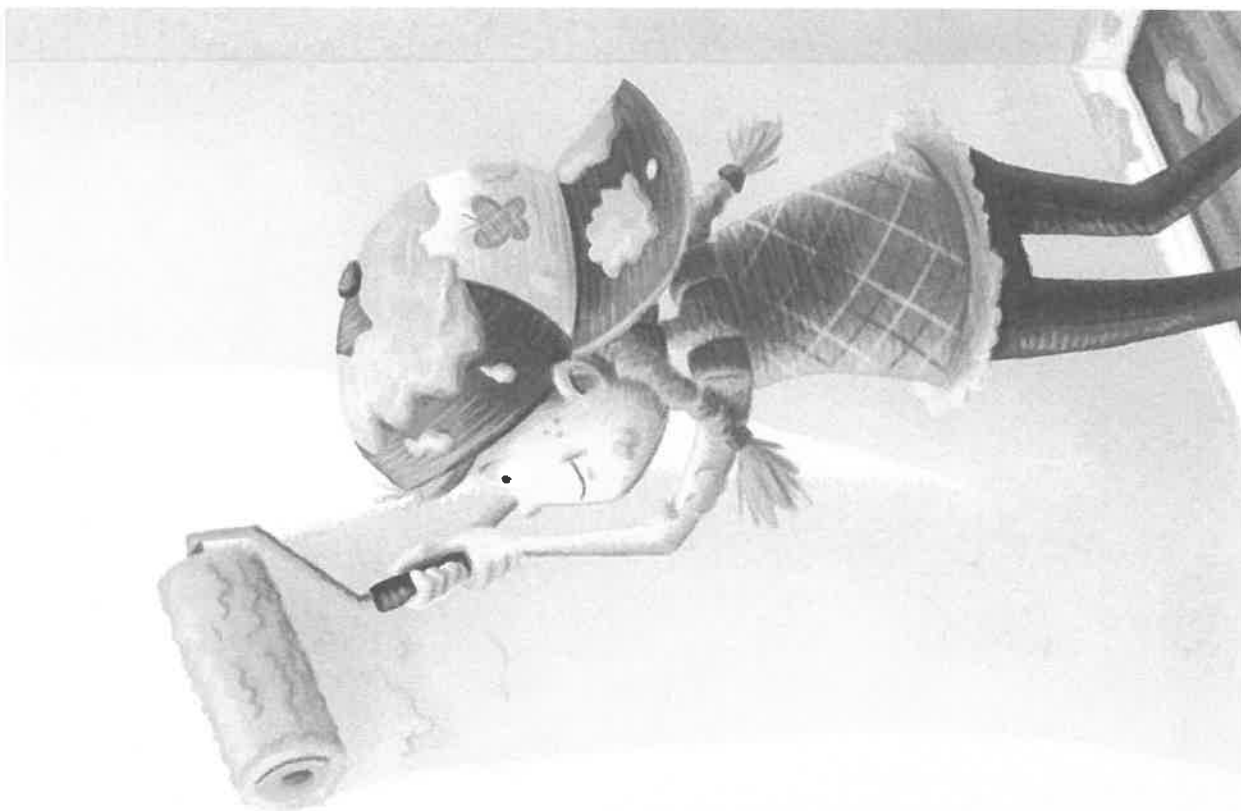


Grass is for my pants.

6



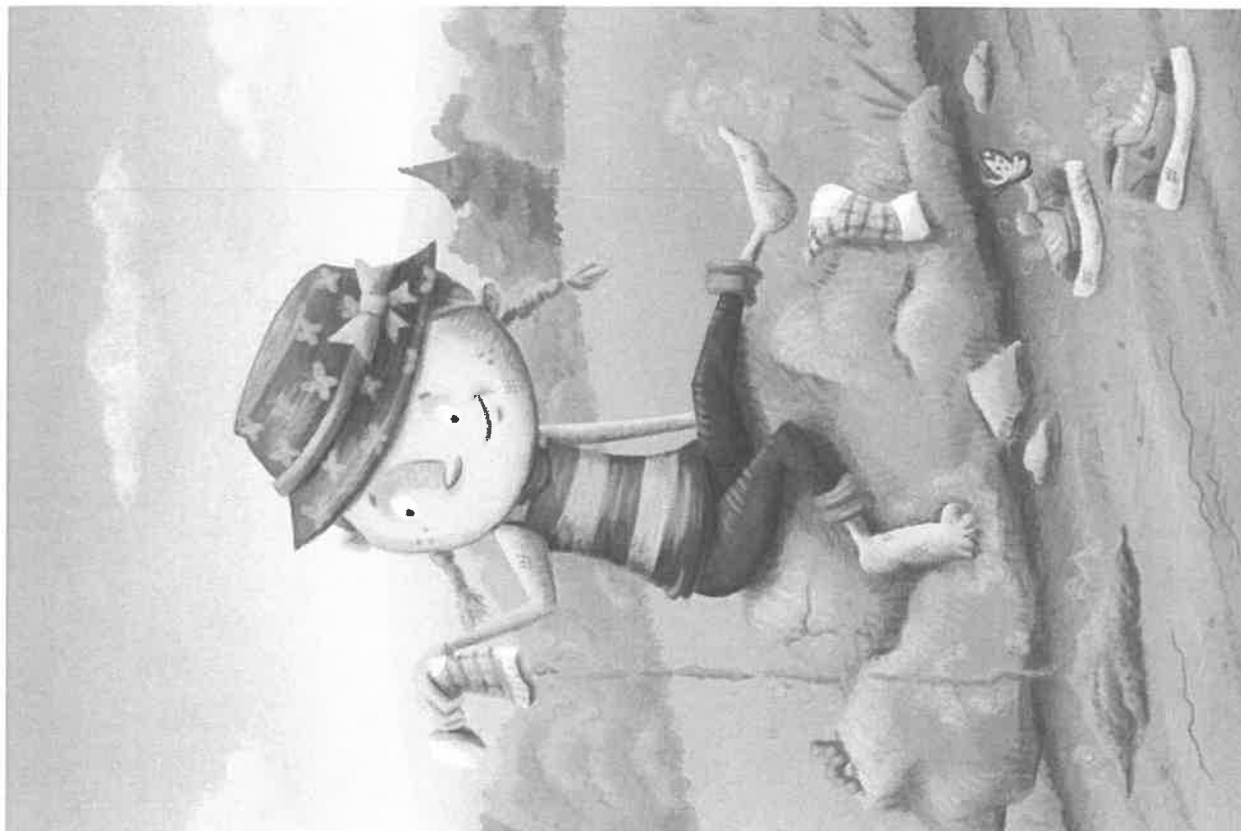




Paint is for my hat.

Clean Is Not for Me! • Level B

7



Dirt is for my socks.

8

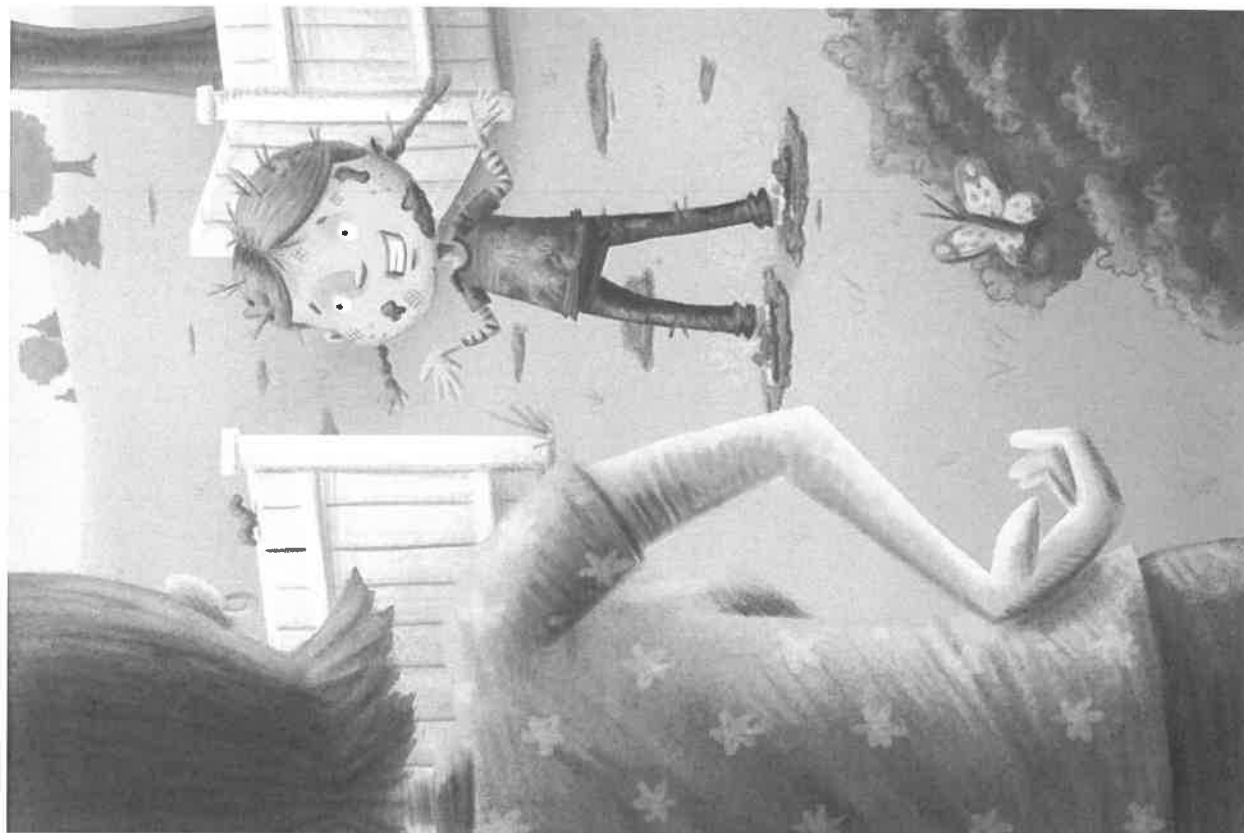




Hay is for my hair.

Clean Is Not for Mel • Level B

9



Clean is not for me!

10



# Story Retell

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

Draw three pictures and write sentences that retell the story you just read.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

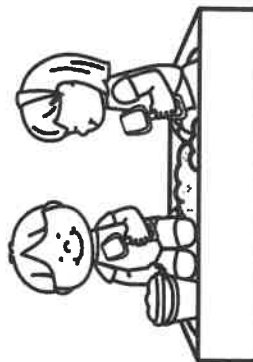
---



Kindness



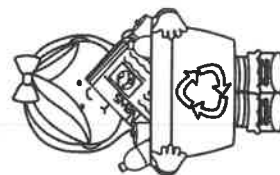
Bravery



Friendship



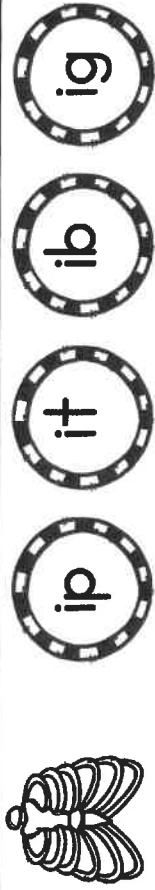
Honesty



Responsibility

Circle the central message or lesson of this story.

Directions: Color in the correct word family to match the picture.



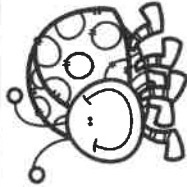
ip    it    ib    ig



at    ag    ap    am



og    op    ot    ob



ub    ug    ud    up



en    et    ed    eb



ip    ig    in    it

Keri Brown

Date: \_\_\_\_\_

## Winter Rhymes

Color the pictures that rhyme with the picture in the skate.

dot		jog		cat	
hop		cop		top	
fog		log		hid	
stop		crop		chop	
sock		lock		block	
		clock			

# counting tallies

Count the tally marks. Write how many in the box.

★

Name \_\_\_\_\_

<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="text-align: center;"> <del>    </del>                      </div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="text-align: center;"> <del>    </del>                      </div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="text-align: center;"> <del>    </del>                    </div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="text-align: center;"> <del>    </del>                      </div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="text-align: center;"> <del>    </del>                      </div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="text-align: center;"> <del>    </del>                     </div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="text-align: center;"> <del>    </del>                     </div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="text-align: center;"> <del>    </del>                      </div> </div>
--	--	---	---

This was: \_\_\_\_\_

(Circle one)

Easy
Just Right
Hard

© Miss Giraffe

# Tally Charts

Look at the data. Answer the questions.

★

Name \_\_\_\_\_

Meg's Pets	<div style="text-align: center;"> <del>    </del>                     </div>	<div style="text-align: center;"> <del>    </del>                   </div>	<div style="text-align: center;"> <del>    </del>                      </div>

1. How many? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Which pet does Meg have the most of? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Which pet does Meg have the least of? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

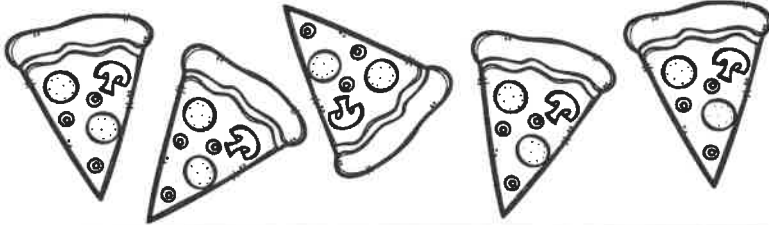
© Miss Giraffe



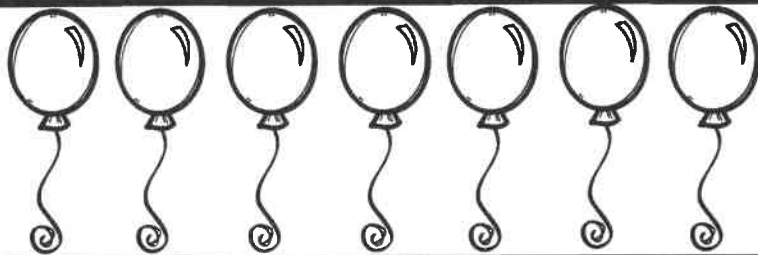
Name: \_\_\_\_\_

# Subtraction

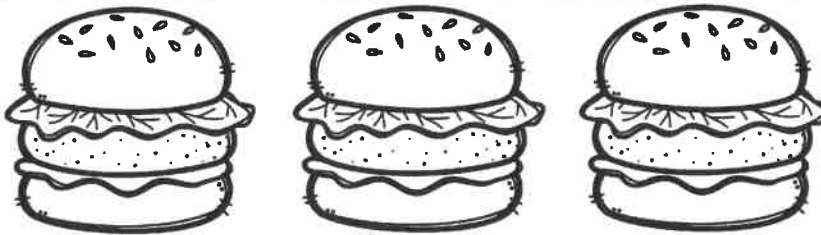
Cross out the pictures to solve the subtraction problems.



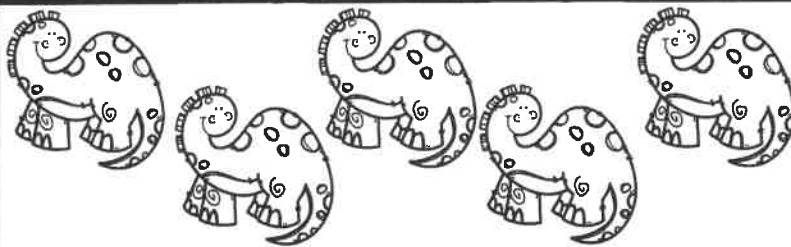
$$5 - 2 = \underline{\hspace{1cm}}$$



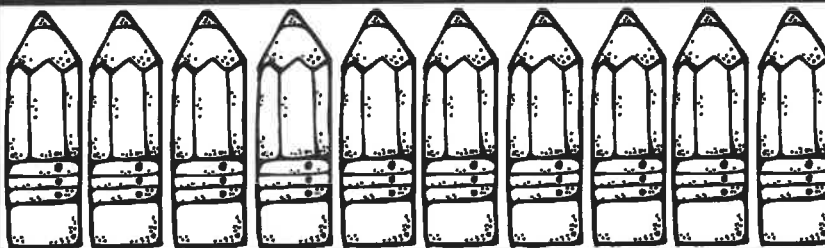
$$7 - 4 = \underline{\hspace{1cm}}$$



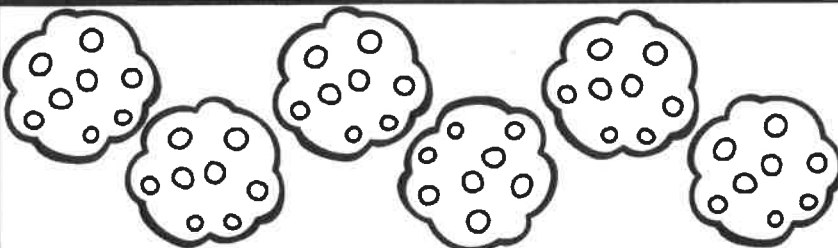
$$3 - 1 = \underline{\hspace{1cm}}$$



$$5 - 3 = \underline{\hspace{1cm}}$$



$$10 - 6 = \underline{\hspace{1cm}}$$

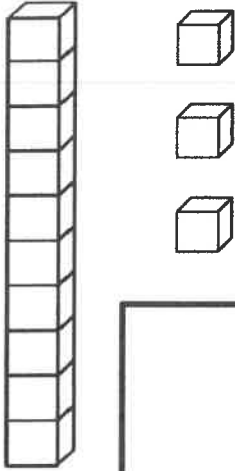
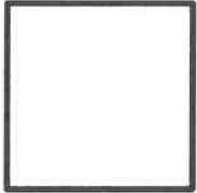
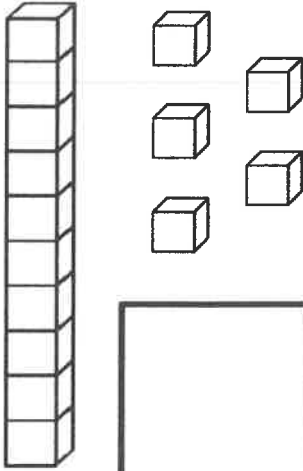
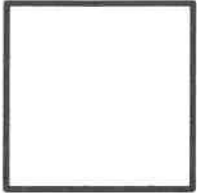
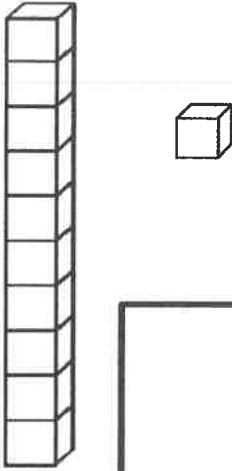
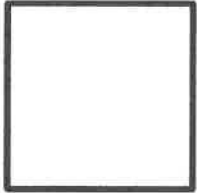
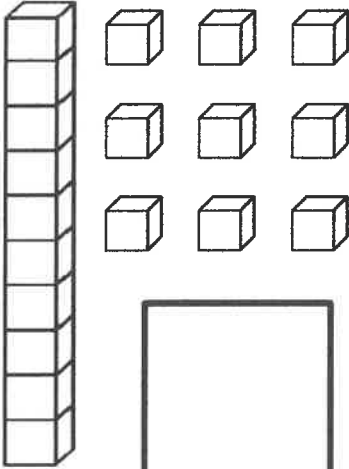
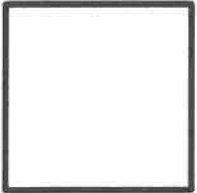
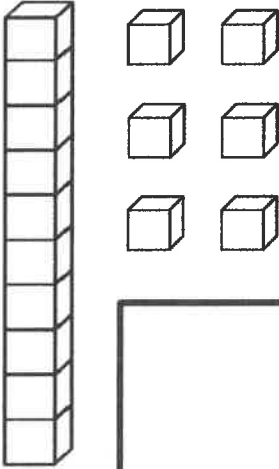
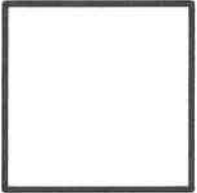
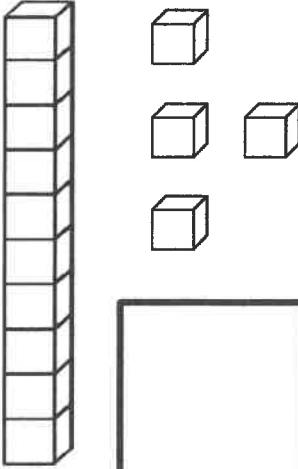
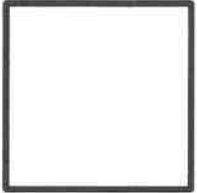
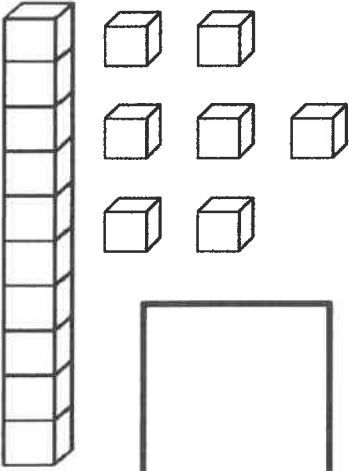
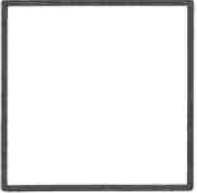
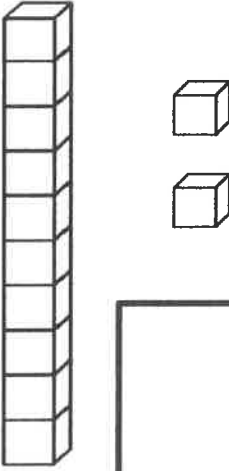
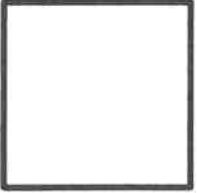
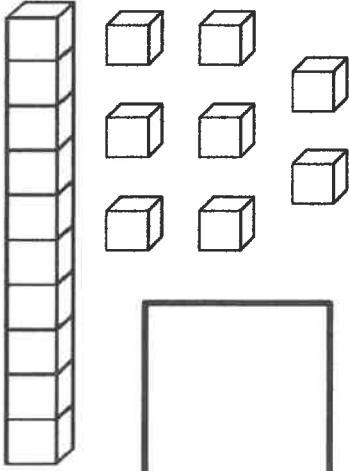
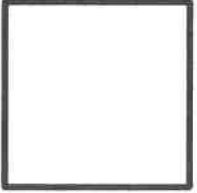


$$6 - 5 = \underline{\hspace{1cm}}$$

# Teen Number Match

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

Cut the teen numbers and glue to the correct blocks.

18

14

12

16

11

17

15

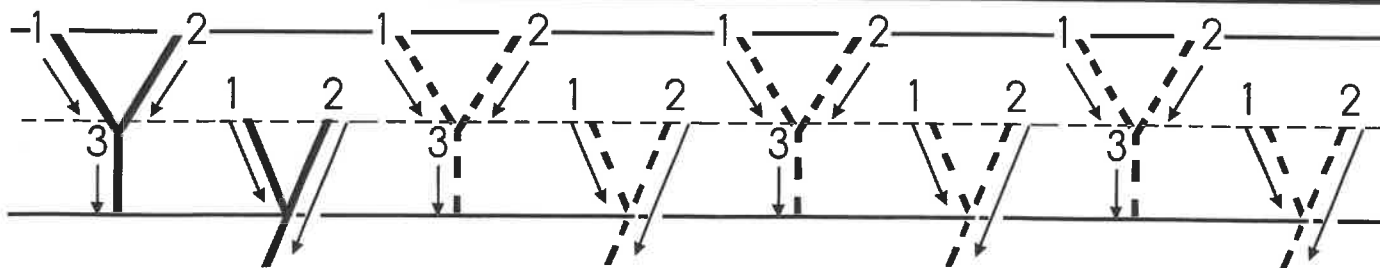
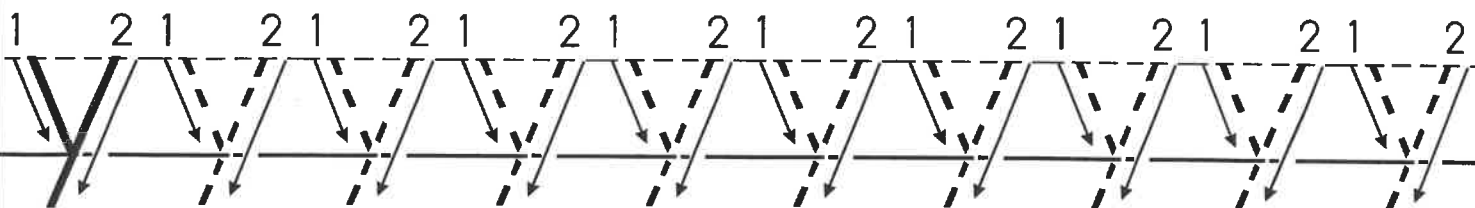
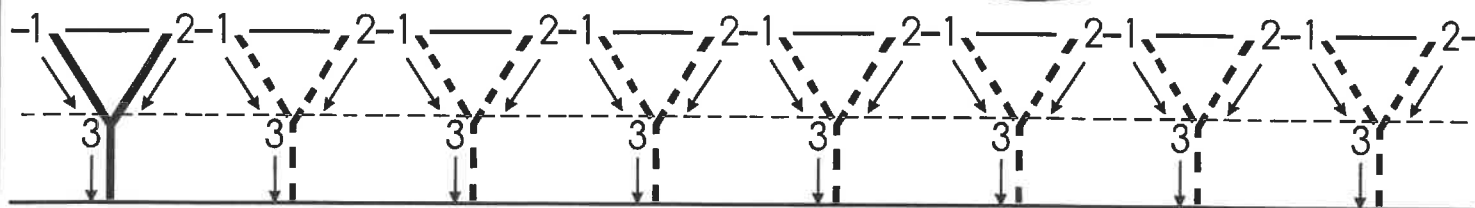
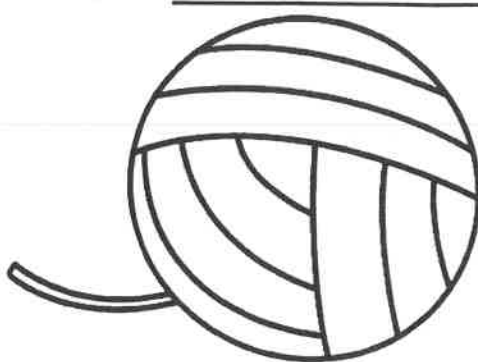
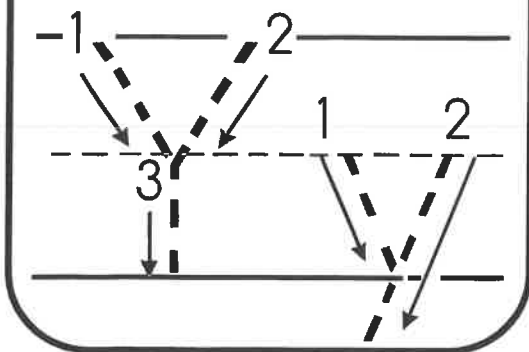
19

13



Letter

Name \_\_\_\_\_



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

# Fairy Tale Writing Planner

This story is about a...

☐ boy 

☐ king 

☐ monster 

☐ girl 

☐ queen 

☐

☐ prince 

☐ horse 

☐

☐ princess 

☐ dragon 

☐

It takes place...

☐ in a castle 

☐ in the mountains 

☐ in a cave 

☐ outside 

☐ by the water 

☐

☐ in a house 

☐ in a forest 

☐

👉 First...

👉 Next...

👉 Last...

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

## My Fairy Tale

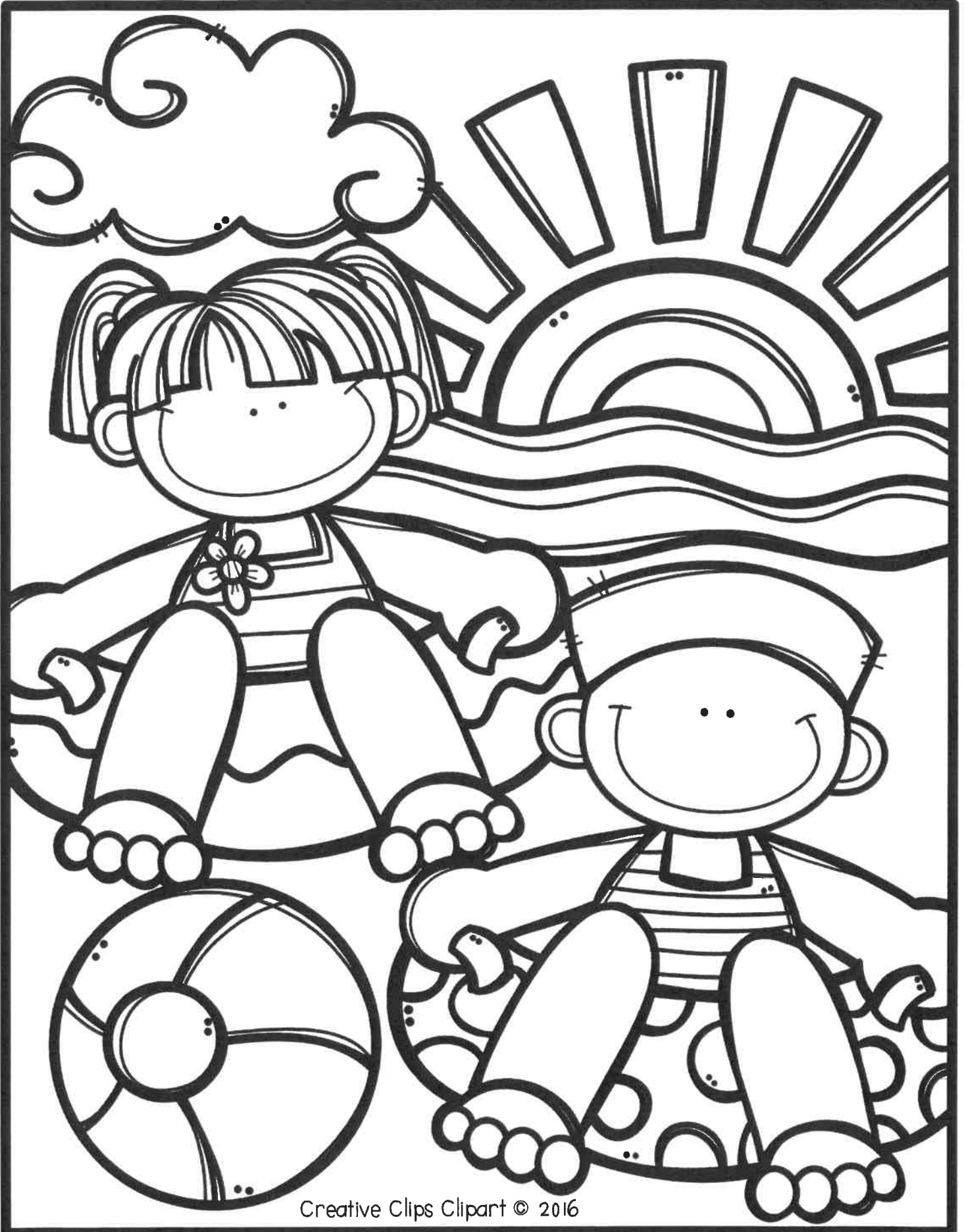
Once upon a time, there was a

who lived in

First,

Next,

Last,





## Wednesday, May 13<sup>th</sup> Distance Learning

### Kindergarten Day 27 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.



Week 6, Day 3: Practice reading the words.  
Color the box for words you can say.

<b>him</b>	<b>fun</b>	<b>will</b>
<b>day</b>	<b>are</b>	<b>did</b>

Tell a family member a sentence with each word. If you can, write a sentence on the lines below.

---

---

---

---

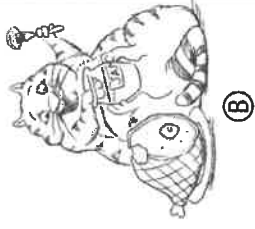
### 3.7 Brick Stinks!

Complete the following activities.

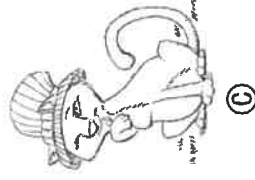
1. Which one is Brick?



A



B



C



D

“What is this?”

says Mim.

Mim looks in Brick’s dish.

“Where did you get this  
bad, old fish?”

Kim grins.

“It is a bad fish,”

says Kim.

2. Brick stinks because

---

---

---

## Lesson 3.7: Brick Stinks!

### Word List

*Brick(s), did, dish, fish, grins, in, is, it, Kim, Mim(s), skips, sniffs, stink(s), this*

### New Sight Words

*looks, old, over, what*

Kim skips over to Mim.

“Brick stinks,”

says Kim.

Brick is Mim’s cat.

Mim sniffs.

“This stink is bad!”

says Mim.

“It stinks like bad fish,”

says Kim.

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

# Mop in the Mud

Mop is a pig. He is in the mud. Mop is wet. He has a lot of mud on his legs.



1. What is Mop?

- ☐ a pig
- ☐ a pit
- ☐ a pot

2. Where is Mop?

- ☐ in the mud
- ☐ in a pen
- ☐ on a mat

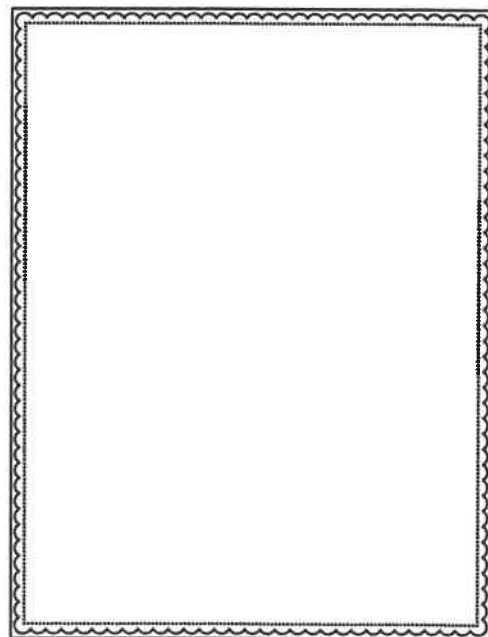
3. Where is the mud?

- ☐ on his legs
- ☐ on a rat
- ☐ on a hen

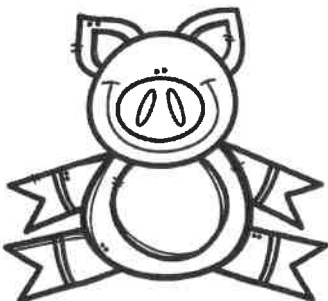
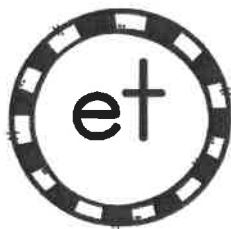
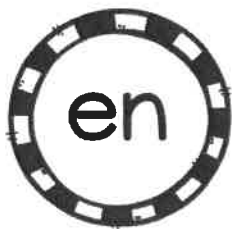
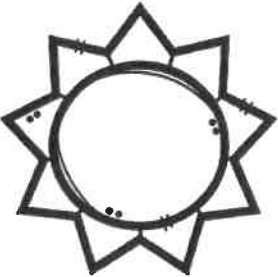
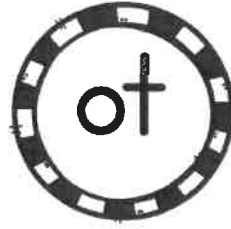
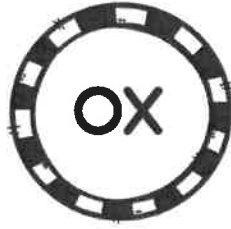
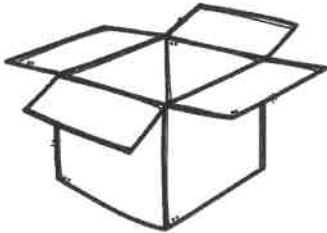
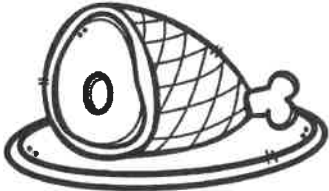
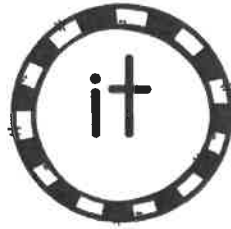
4. Is Mop wet?

- ☐ yes
- ☐ no

5. Draw Mop in a pen.



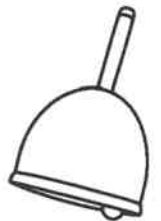
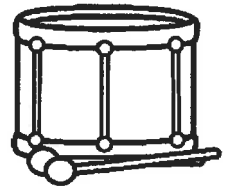
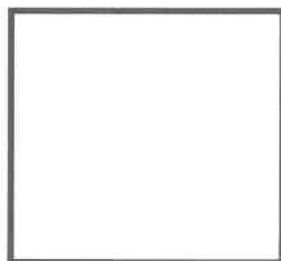
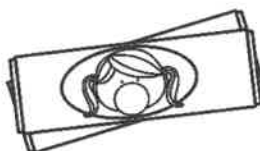
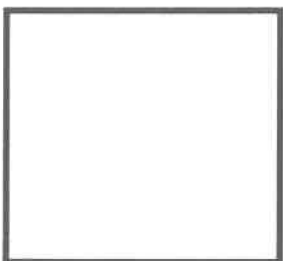
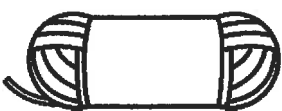
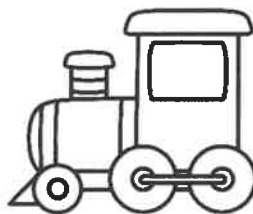
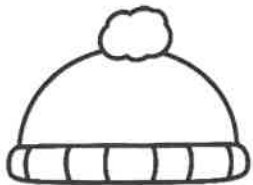
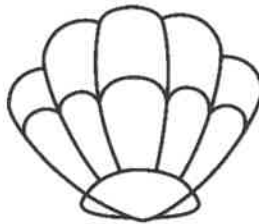
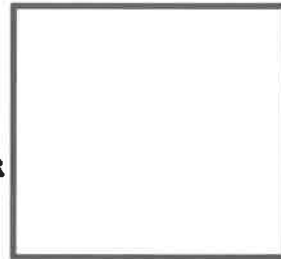
Directions: Color in the correct word family to match the picture.



# Rhyme Matching

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

Directions: Cut out the pictures. Glue each picture next to a picture below to make rhyming pairs.





# comparing length

Name \_\_\_\_\_

Write 1, 2, or 3 in each box to order the objects by length.

<b>1</b> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; font-size: 24px;">2</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; font-size: 24px;">3</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; font-size: 24px;">1</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> </div>	<b>4</b> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> </div>	<b>5</b> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> </div>
<b>2</b> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> </div>	<b>6</b> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> </div>	

This was: Easy Just Right Hard

(Circle one)

© Miss Giraffe

1 Shortest

2

1 2 longest

# measurement

Name \_\_\_\_\_

<div style="border: 1px solid black; width: 200px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 200px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 200px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 200px; height: 20px; margin: 0 auto;"></div>
_____ in	_____ in	_____ in	_____ in

This was: Easy Just Right Hard

(Circle one)

© Miss Giraffe



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

14



15



16



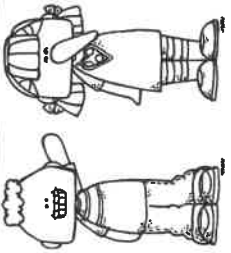
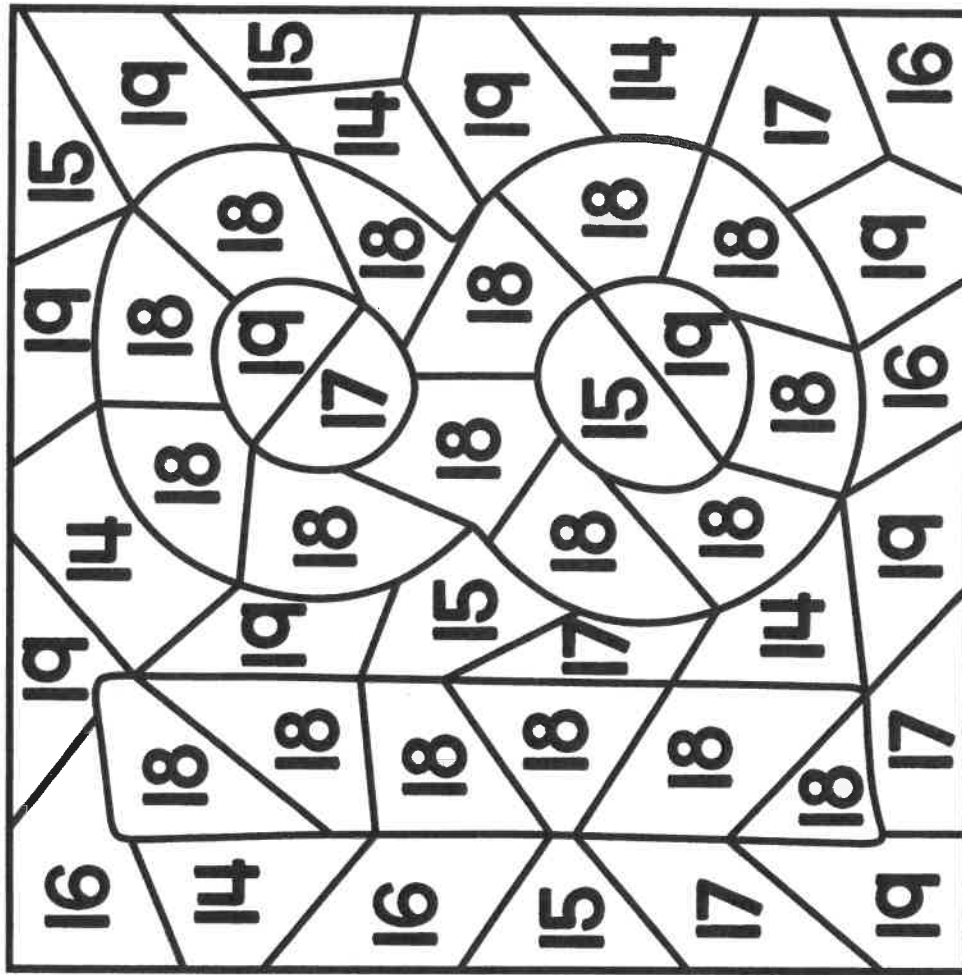
17



18



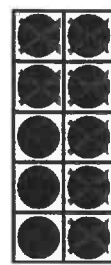
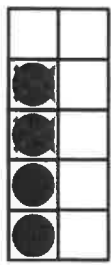
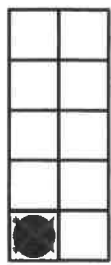
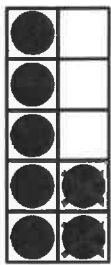
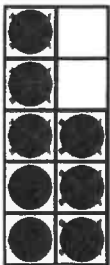
19



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

# Subtraction Match

Match the picture with the subtraction sentence.



$$1-1=0$$

$$4-2=2$$

$$9-5=4$$

$$5-3=2$$

$$10-7=3$$

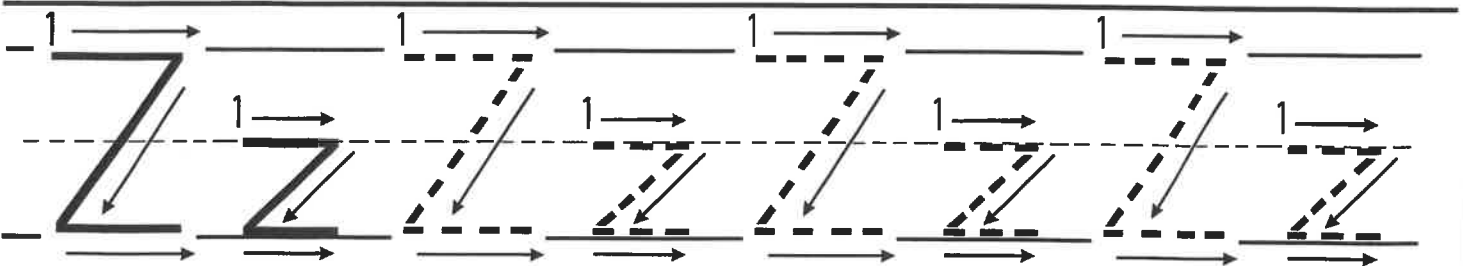
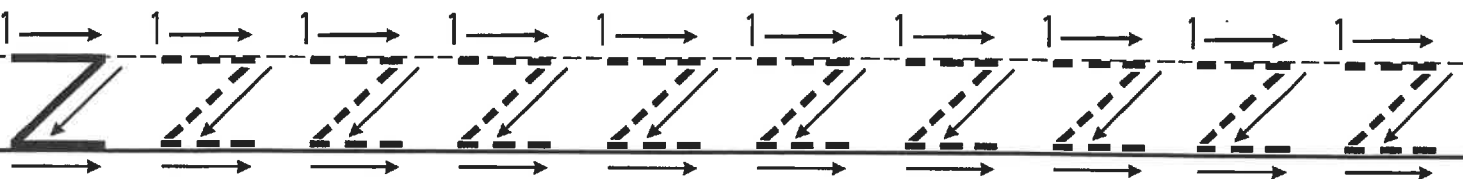
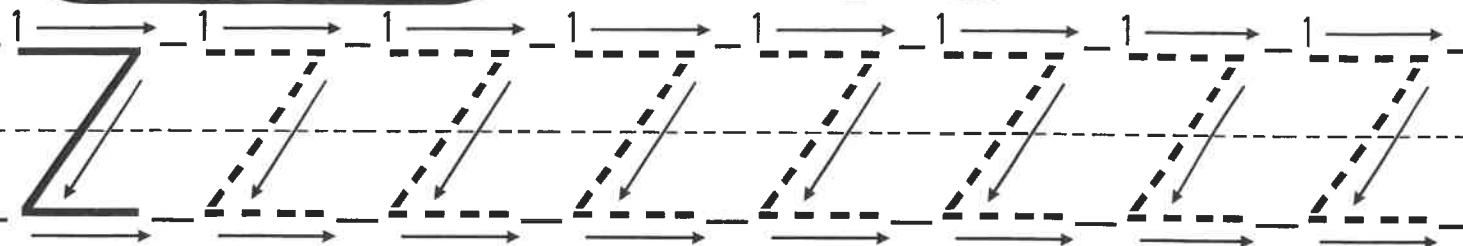
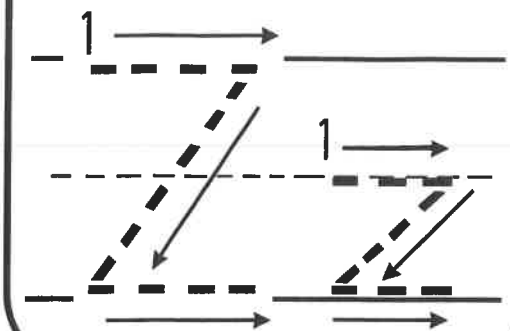
$$8-6=2$$

$$7-2=5$$

Happy Kindergarten

Letter

Name \_\_\_\_\_



# Write About It!

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




---

---

---


---

---

☐ I have characters. 

☐ I have words. 

☐ I have spaces. 









☐ I have a setting. 

☐ I have punctuation. 

☐ My colors make sense. 



# Draw A Crab

 <b>1</b> Draw a body.	 <b>2</b> Add 2 eyes.	 <b>3</b> Add 2 arms.	 <b>4</b> Start 2 claws with a U shape.
 <b>5</b> Finish the claws with a V shape.	 <b>6</b> Add 6 legs.	 <b>7</b> Add a smile.	 <b>8</b> Add spots.

Draw two crabs below.  
What will they say to each other?

Cut on the dotted line to keep your picture.



©Whimsy Workshop Teaching 2015

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





## Thursday, May 14<sup>th</sup> Distance Learning

### Kindergarten Day 28 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.



him	fun	will
day	are	did

Week 6, Day 4: Cut out the word cards above. Hide them around your house. Find the words and write them in the boxes.






### 3.8 Play Tag

Complete the following activities.

1. Who likes to play tag?

\_\_\_\_\_ and \_\_\_\_\_ like to  
play tag.

2. Use the letters to fill in  
the blanks.

ip	it	and
----	----	-----

You must s\_\_\_\_\_ on the bus.

Do not st\_\_\_\_\_ or sk\_\_\_\_\_.

Mim runs and grins.  
She stands by Kim.  
Mim taps Kim.  
“You’re it now!”  
says Mim.

**Lesson 3.8: Play Tag**

**Word List**

*grins, is, it, Kim, Mim, skips*

**New Sight Words**

*away, by, now, runs, you're*

Mim and Kim

like to play tag.

Kim tags Mim.

“You’re it!”

says Kim.

Mim is “it.”

She runs to Kim.

Kim skips away.

“Not it!”

says Kim.

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

# Read & SEQUENCE

Read the story. Then cut out and glue the pictures in order.

## Growing Flowers

I plant the seeds.

The seed sprouts.

The seedling will grow up.

The plant grows a flower.

WORD

bank:



seed



sprout



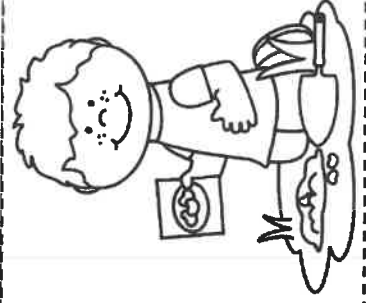
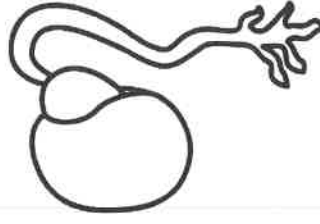
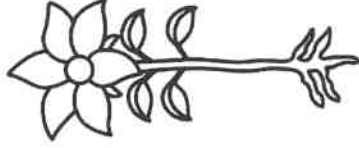
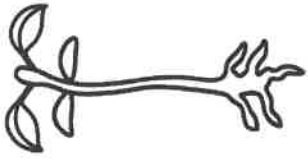
seedling

1

2

3

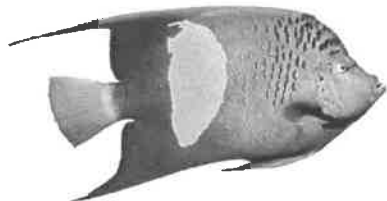
4





LEVELED BOOK • B

# How Many Legs?

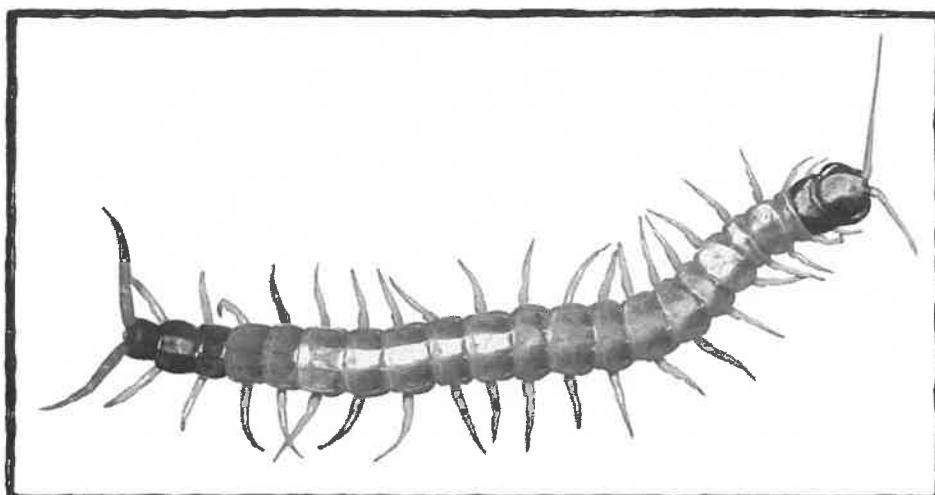


Written by Ned Jensen

[www.readinga-z.com](http://www.readinga-z.com)

## How Many Legs?

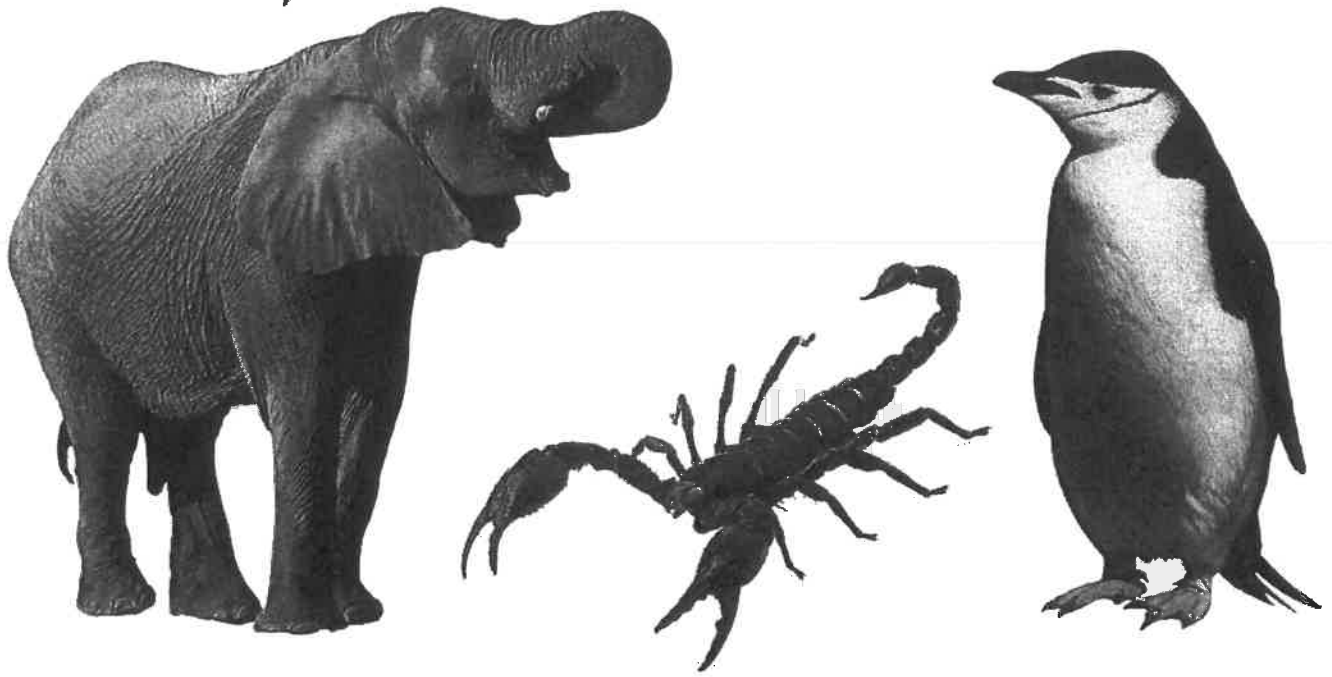
*A Reading A-Z Level B Leveled Book • Word Count: 41*



 **Reading A-Z**

Visit [www.readinga-z.com](http://www.readinga-z.com) for thousands of books and materials.





Many animals have legs.

How Many Legs? • Level B

3

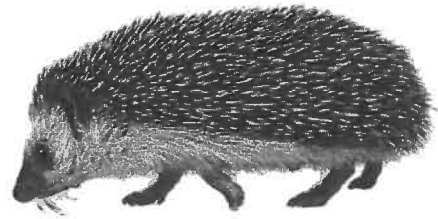
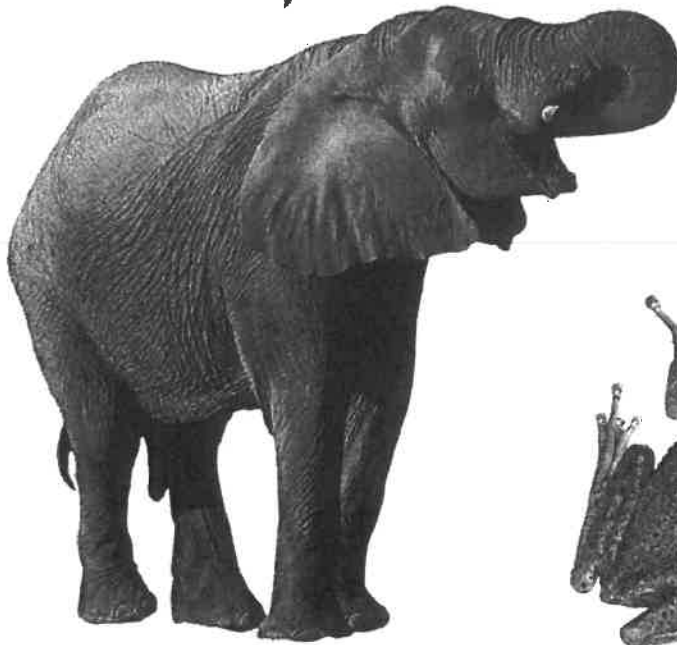


These animals have two legs.

4



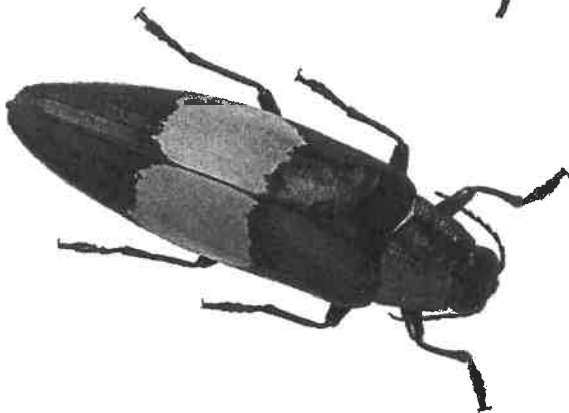
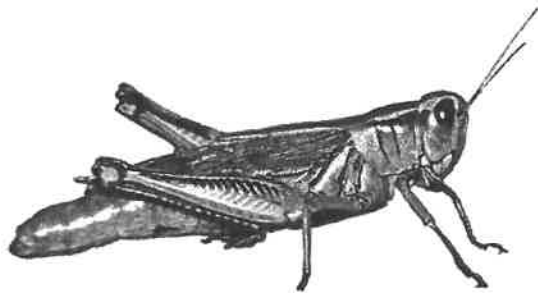




These animals have four legs.

How Many Legs? • Level B

5



These animals have six legs.

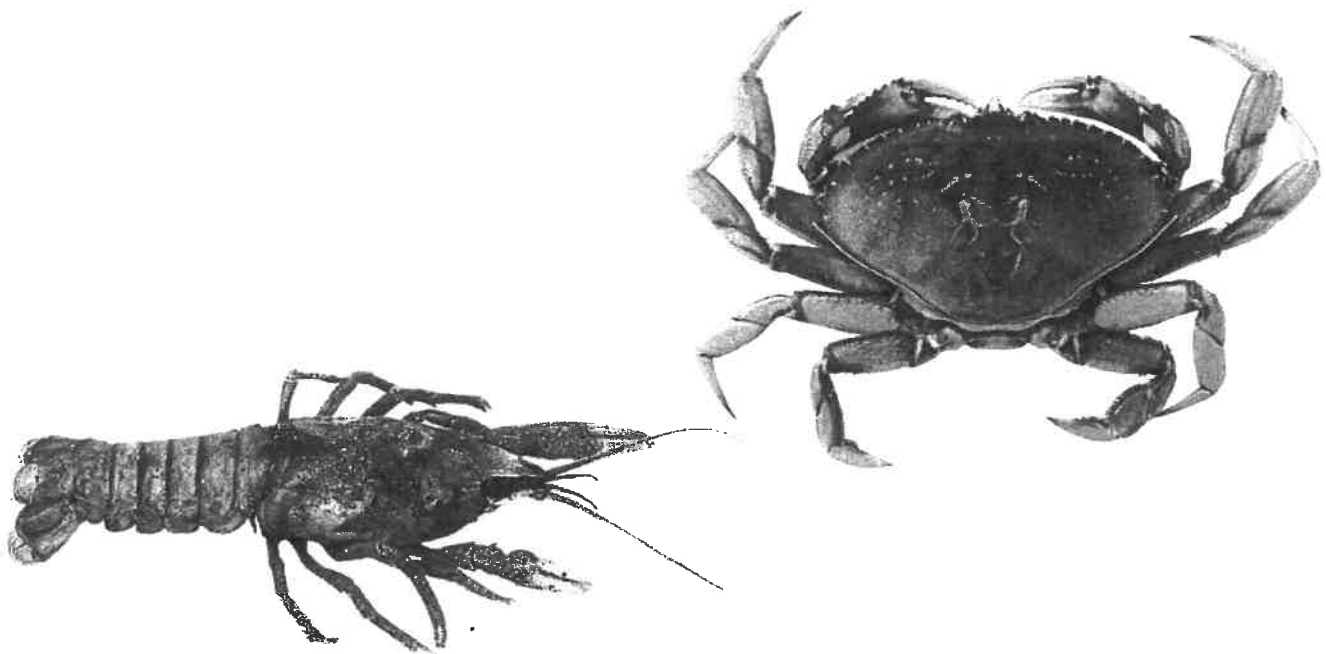




These animals have eight legs.

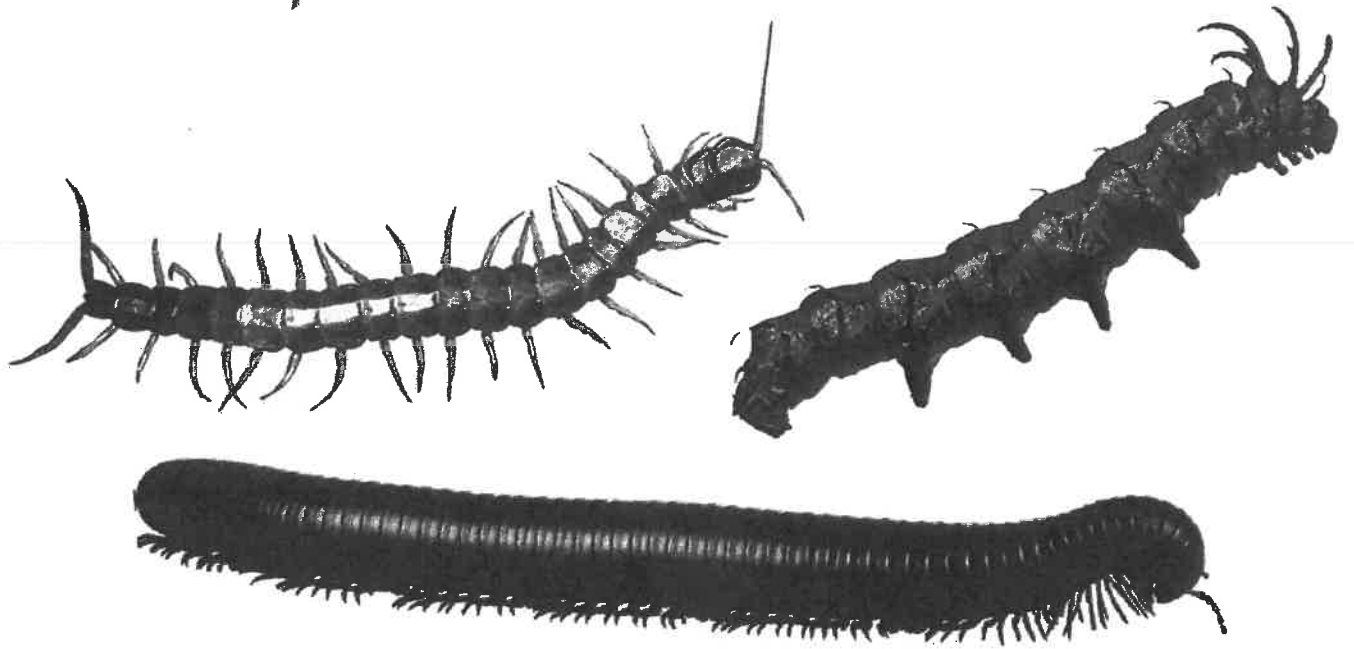
How Many Legs? • Level B

7



These animals have ten legs.

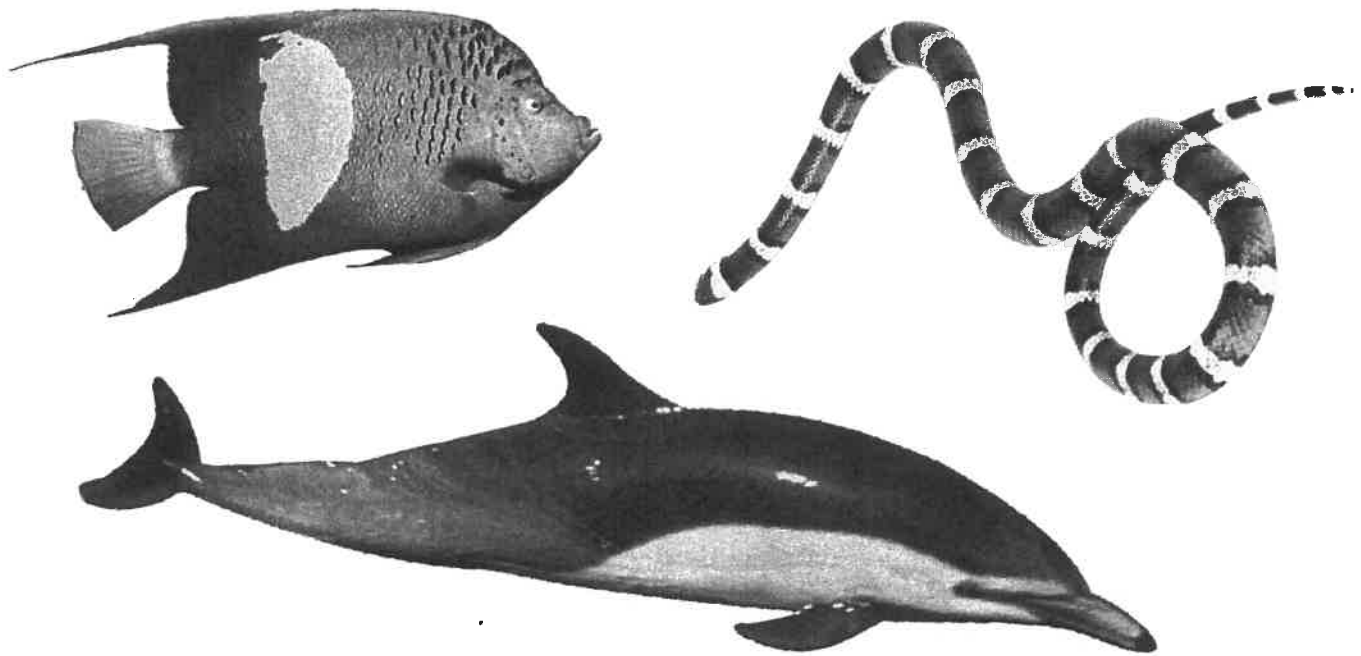




These animals have many legs.

How Many Legs? • Level B

9



How many legs do these animals have?

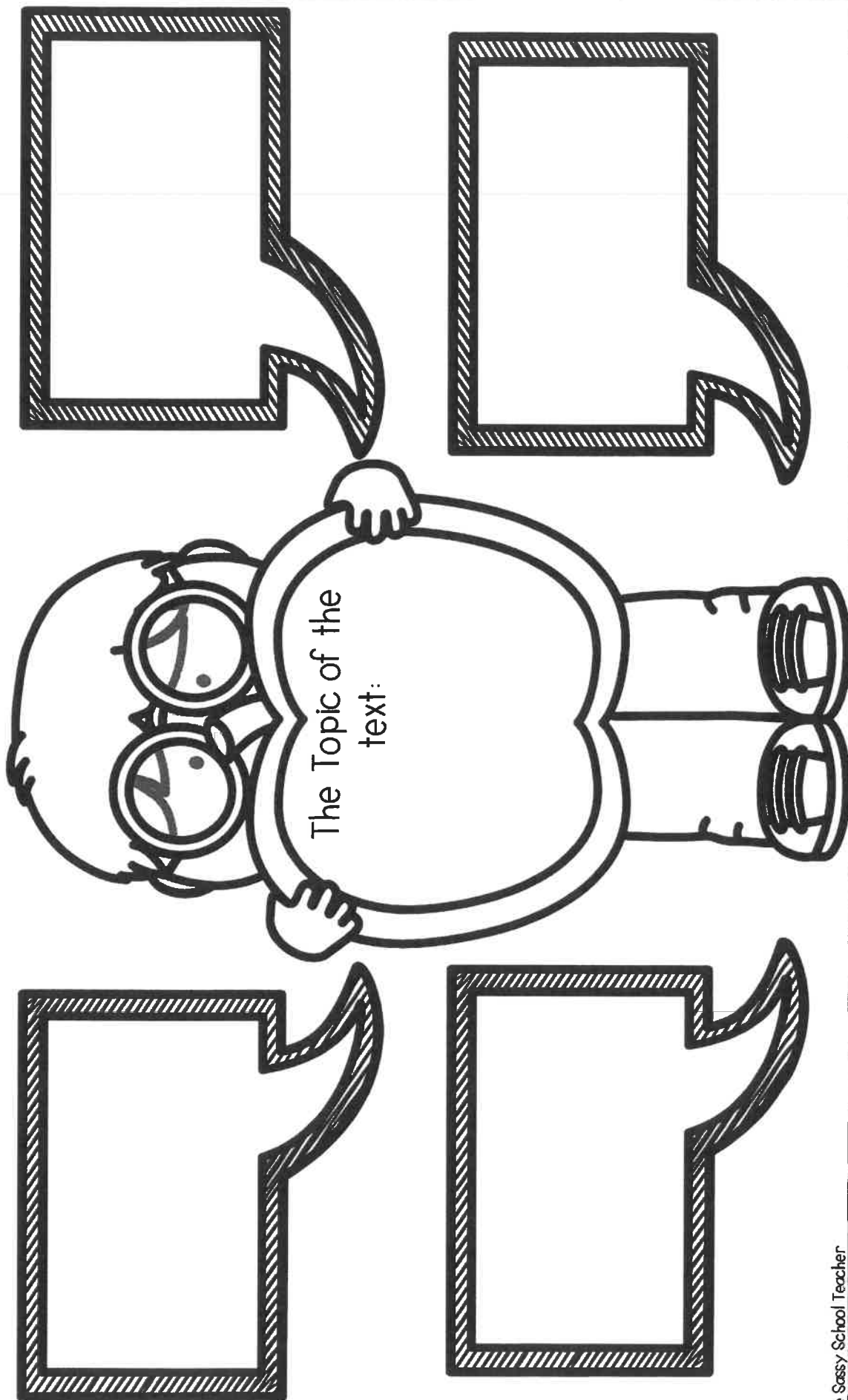


name: \_\_\_\_\_

The book I read was: \_\_\_\_\_

# The Topic is WHO or WHAT it's ALL about!


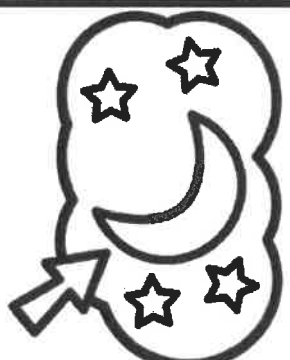
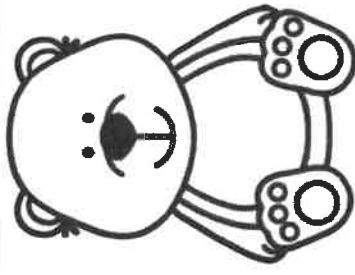
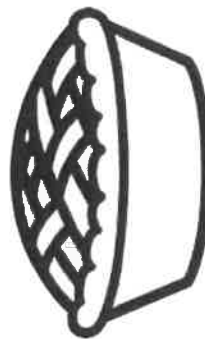
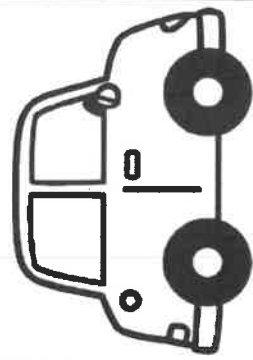
After reading the text, write what the topic is. Then, use the boxes to write what you learned about the topic.



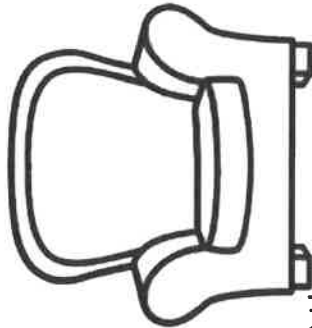

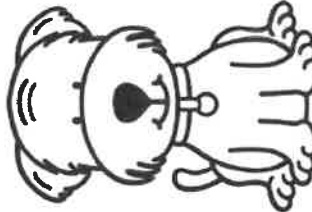
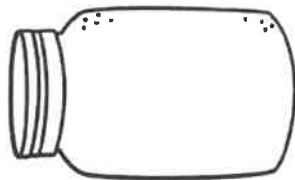





# Time to Rhyme Set 1

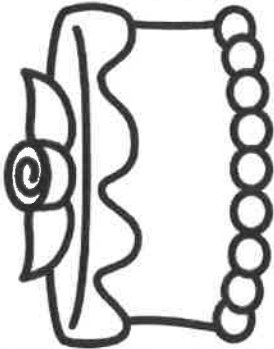
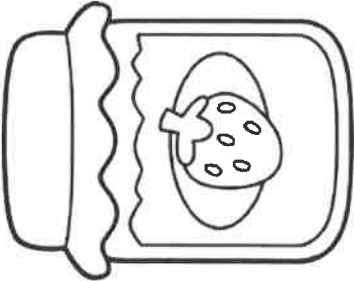
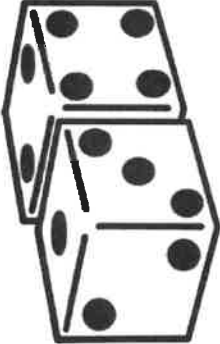
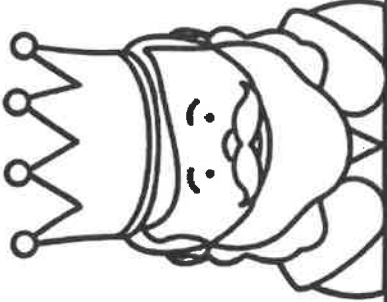

				

© Annie Moffatt @ The Moffatt Girls 2016

				
Set 1	Set 1	Set 1	Set 1	Set 1

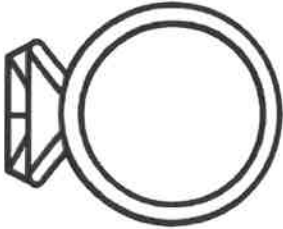



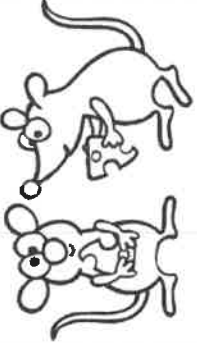


# Time to Rhyme > set 2

© Annie Moffatt @ The Moffatt Girls 2016

Phonics, Thursday, May 14

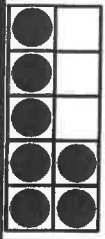
				
Set 2	Set 2	Set 2	Set 2	Set 2



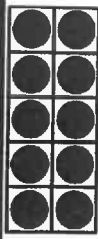
Name: \_\_\_\_\_

# Making Ten

Fill in the remaining counters to make ten. Finish the addition sentences to show how to make 10.



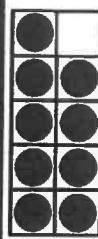
$7 + \underline{\quad} = 10$



$10 + \underline{\quad} = 10$



$1 + \underline{\quad} = 10$



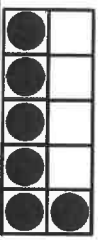
$9 + \underline{\quad} = 10$



$5 + \underline{\quad} = 10$



$3 + \underline{\quad} = 10$



$6 + \underline{\quad} = 10$



$4 + \underline{\quad} = 10$



$8 + \underline{\quad} = 10$



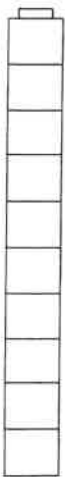
$2 + \underline{\quad} = 10$

Happy Learning!

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

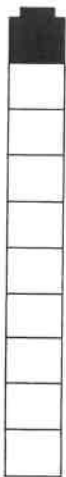
# Addition

Use the math cubes to complete the addition sentences.



$10 =$

+



$10 =$

+



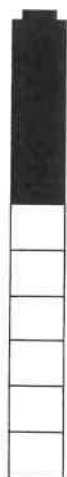
$10 =$

+



$10 =$

+



$10 =$

+



$10 =$

+



$10 =$

+



$10 =$

+



$10 =$

+



$10 =$

+



$10 =$

+

Happy Learning!

# Measurement: Height

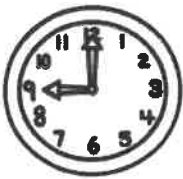
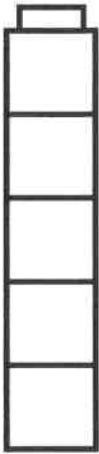
Name: \_\_\_\_\_



## Let's Measure! Height

Directions: Color the cubes to show the height of each object.  
Write the number of cubes colored.

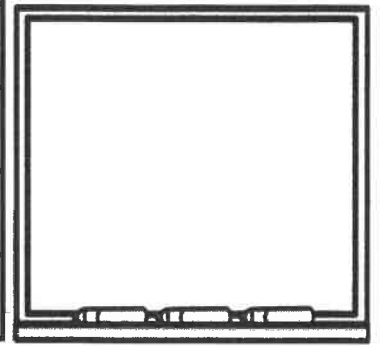
\_\_\_\_\_ cubes



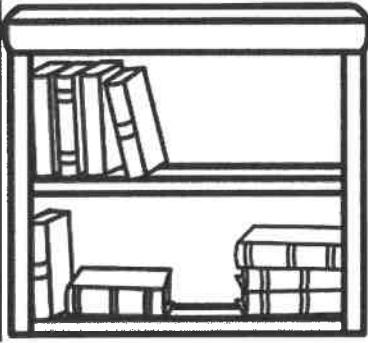
\_\_\_\_\_ cubes



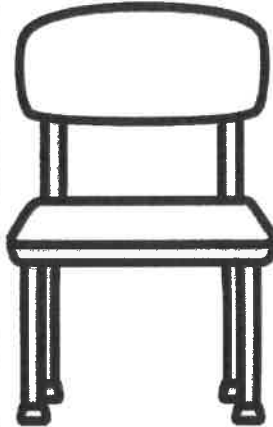
\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



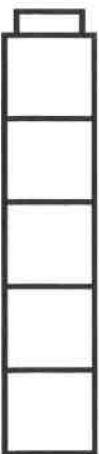
\_\_\_\_\_ cubes



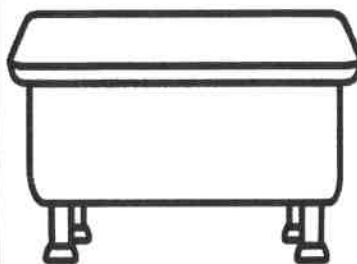
\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



I can write letters!

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz



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

Date: \_\_\_\_\_



candy

or



ice cream

I like \_\_\_\_\_ because \_\_\_\_\_

---

---

---

---

---

---

---

---



PIZZA





# Friday, May 15<sup>th</sup> Distance Learning

## Kindergarten Day 29 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.

Week 6, Day 5: Practice reading the words.  
Color the box for words you can say.

go

no

so

as

has

her

him

fun

will

day

are

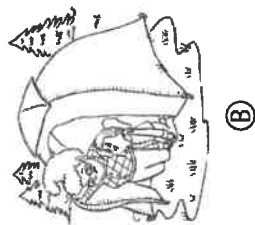
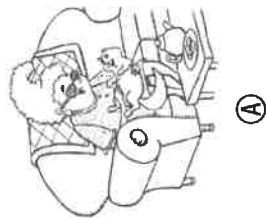
did

### 3.9 Kim's Trick

Complete the following activities.

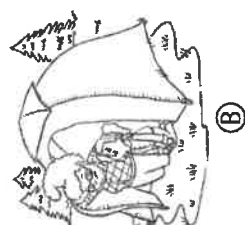
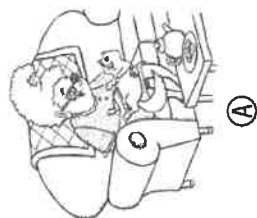
1. Which picture goes with this sentence?

Kim flips and twists.



2. Which picture goes with this sentence?

Mim is great with cats.



Mim can do tricks, too.  
Mim cannot flip or spin.  
She cannot twist.  
But Mim can make her  
cat sit up and beg.  
Mim is great with cats.

## Lesson 3.9: Kim's Trick

### Word List

*flip, is, Kim, Mim, sit, spin, trick(s), twist, with*

### New Sight Words

*cannot, do, great, too*

Kim loves to flip.  
She can flip and spin  
and twist.

Mim claps.

"Great trick, Kim!"  
says Mim.

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

# read to SELF

## Response Sheet

Title: \_\_\_\_\_

I give this book



My favorite part of the story:




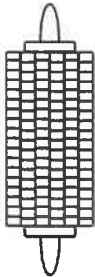
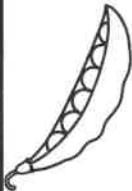

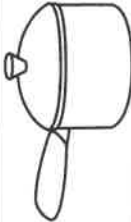


Name: \_\_\_\_\_

**Making New Words**

**Short o Words**

Write the word

Change it to...

pop		
sob		
rod		
hog		
cot		
cop		
fog		

© Annie Horvath • The Horvath Girls 2013

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

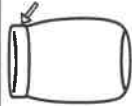
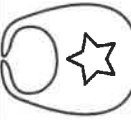
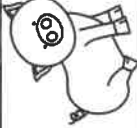


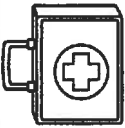

**Making New Words**

**Short i Words**

Word

Change it to...

Write the word

bid		
fib		
fig		
win		
dip		
pit		
big		

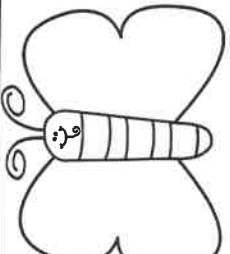
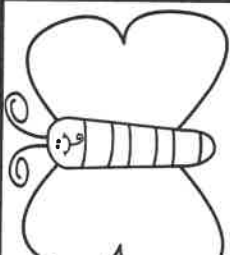
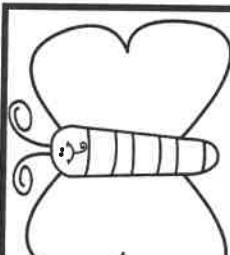
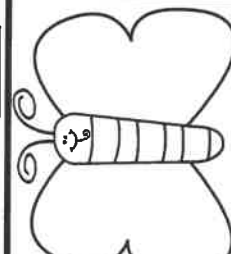
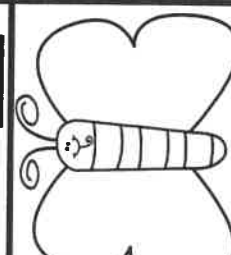
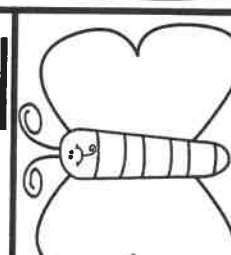
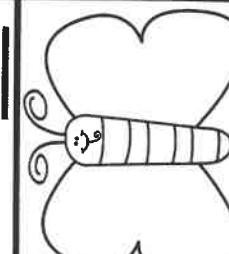
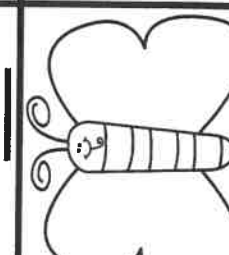
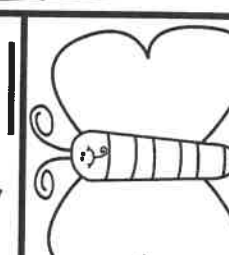
© Annie Horvath • The Horvath Girls 2013

# Spotted Butterfly Addition

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



DIRECTIONS: Add spots to the butterflies to solve addition problems

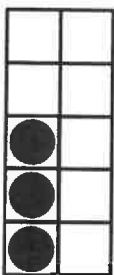

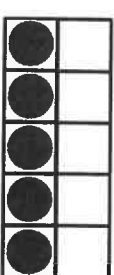


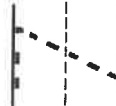


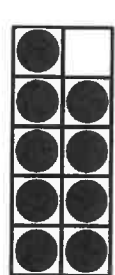



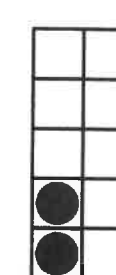

 $3+2=$	 $5+4=$	 $5+2=$
 $4+4=$	 $9+1=$	 $0+7=$
 $8+1=$	 $6+3=$	 $2+2=$

HAPPY TALK KIDZ EDUCATION

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

Solve the addition problem by drawing additional counters to make 10.

# Draw on!

	$10=$		+	_____
	$10=$		+	_____
	$10=$		+	_____
	$10=$		+	_____
	$10=$		+	_____
	$10=$		+	_____
	$10=$		+	_____

HAPPY TALK KIDZ EDUCATION

# Measurement: Length

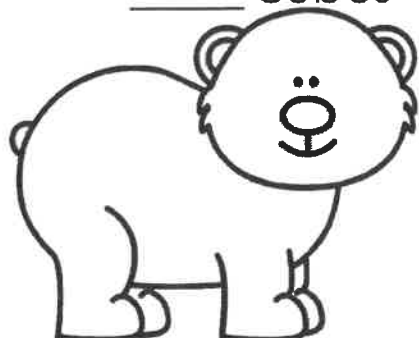
Name: \_\_\_\_\_



## Let's Measure! Length

Directions: Color the cubes to show the length of each object.  
Write the number of cubes colored.

\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



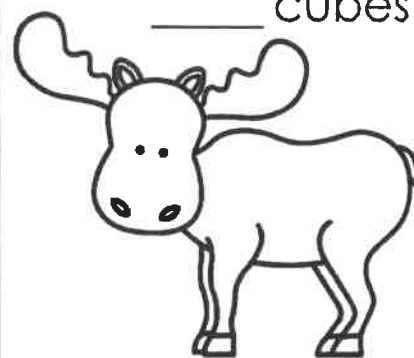
\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



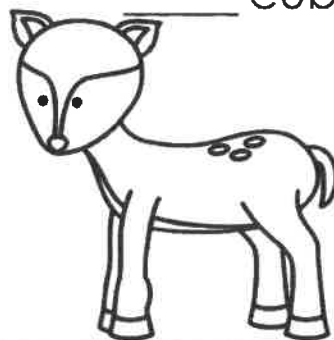
\_\_\_\_\_ cubes



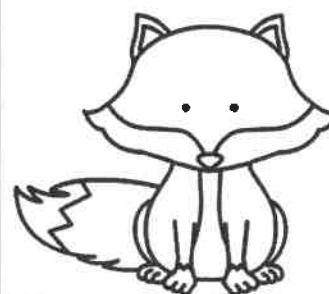
\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



**Star Sight Word**

Rainbow write the word and then write it on the lines.

# here

here

here

here



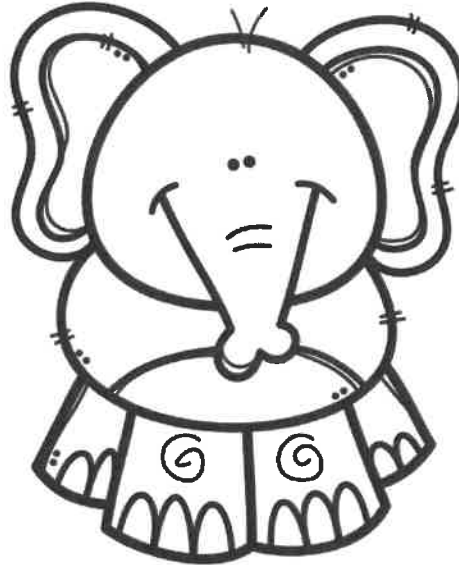
Name : \_\_\_\_\_

saw

# Sight Word



## SENTENCE BUILDING



Cut out the words at the bottom of the page and paste them in the correct order.

--	--	--	--

Write the sentence.

---



---



---



---



---



---

☐ Capital letter

☐ Spaces

☐ Punctuation

saw

an

I

elephant.







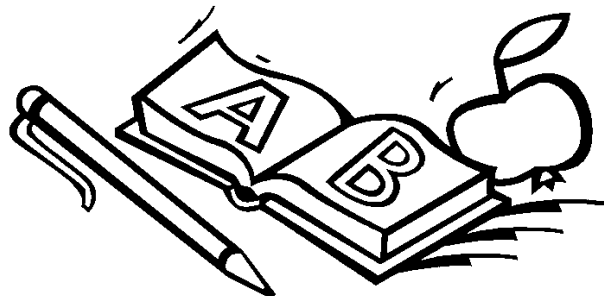


# Week 7

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

**Families:** Please sign below to confirm your kindergartener's completion of each day's work in their packet. Also, please remember to check for online updates and resources on Schoology. Thanks!

	Adult Signature	Date
May 18		
May 19		
May 20		
May 21		
May 22		





# Reading Time Week 7

Choose an activity or two to do while reading.  
Read for at least 10 minutes every day.

## Play School



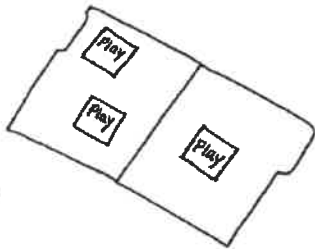
Read Aloud



Shared Reading

Read to a stuffed animal, a sibling, or a family member.

## Play Games



Snap word hunt.



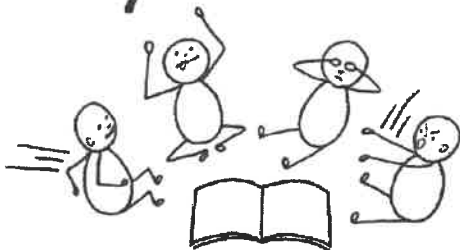
Guess the feeling!



Guess what's next!

Look for snap words.  
Tell how characters feel. Predict!

## Play Pretend



Act it out!



Use gestures!

# Read Aloud Choice

Please pick one of the following for  
read aloud today:

<a href="http://vooks.com">vooks.com</a>	<a href="http://tumblebooks.com">tumblebooks.com</a>
<a href="http://storylineonline.net">storylineonline.net</a>	Listen to your teacher read on <a href="http://Schoolology.com">Schoolology.com</a>
Reading Rainbow on YouTube	Have someone read to you at home



# Monday, May 18<sup>th</sup> Distance Learning

## Kindergarten Day 30 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.



# SIGHT WORDS

## List 1

Check the words off the list as you learn them. Color in the smiley face at the top when the list is mastered!

	<b>I</b>		<b>and</b>
	<b>a</b>		<b>the</b>
	<b>in</b>		<b>to</b>
	<b>is</b>		<b>you</b>
	<b>on</b>		<b>he</b>
	<b>at</b>		<b>be</b>
	<b>as</b>		<b>we</b>
	<b>an</b>		<b>she</b>
	<b>if</b>		<b>by</b>
	<b>up</b>		<b>my</b>
	<b>of</b>		<b>so</b>
	<b>or</b>		<b>it</b>
	<b>all</b>		

**Lesson 3.10: Mim and Kim**

**Word List**

*is, Kim('s), Mim, tricks*

Mim is Kim's gram.  
Mim and Kim  
are pals, too.



### **3.10** Mim and Kim

Complete the following activities.

1. Who are the pals?

The pals are \_\_\_\_\_

\_\_\_\_\_.

2. Write a sentence that  
tells what the pals like  
to do.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

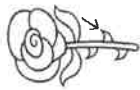
\_\_\_\_\_

\_\_\_\_\_.

They play and chat  
and do tricks.  
Mim loves Kim.  
Kim loves Mim.

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

Trace and read the word.

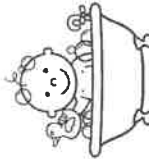
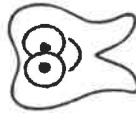
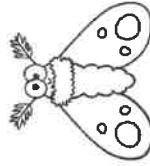


mole

rose

teeth

Write and read the word.



moth

tooth

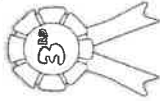
bath

Read and illustrate.

I see the path.

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

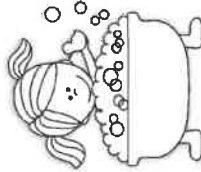
Trace and read the word.



path

box

th



moth

bath

box

Read and illustrate.

I see the moth fly.

KinderPhonics®

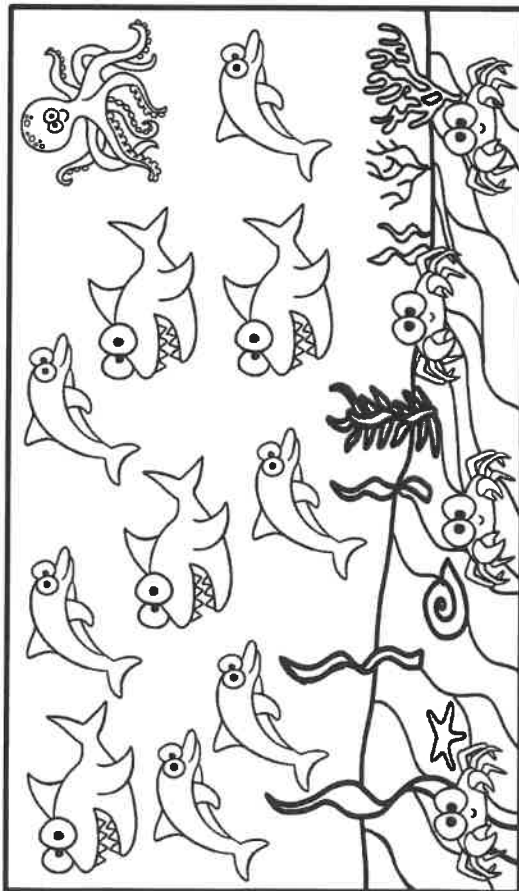
KinderPhonics®







Name \_\_\_\_\_

# Ocean Animals

Graph the ocean animals that you see.



## Tally Chart

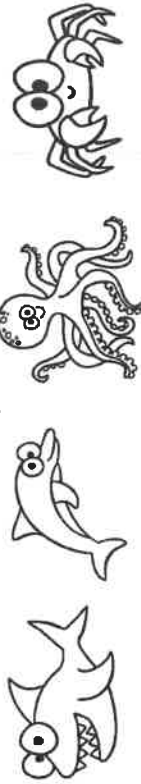
© Miss Graffo

Name \_\_\_\_\_

# Ocean Animals

Answer the questions about the data you collected.

1. Which animal did you see the most of?



2. Which animal did you see the least of?



3. How many ocean animals did you see in all? \_\_\_\_\_ ocean animals

4. Which 2 animals did you see the same of?

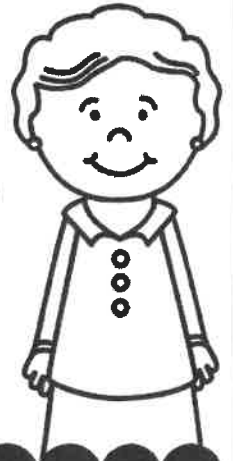


5. How many more \_\_\_\_\_ than \_\_\_\_\_?

6. How many more \_\_\_\_\_ than \_\_\_\_\_?

© Miss Graffo

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



# Missing Numbers 1-100 Set 3

Directions: Grandma needs help writing the missing numbers on her quilt. Write the missing numbers to complete the 100 chart to help Grandma.

1				5			8		10
	12				16		18	19	
21			24			27			
		33			36				40
41				45				49	
		53		55			58		60
61					66			69	
	72			75		77		79	
81		83		85		87			90
	92							99	

**Star Sight Word**

Rainbow write the word and then write it on the lines.

# house

house house

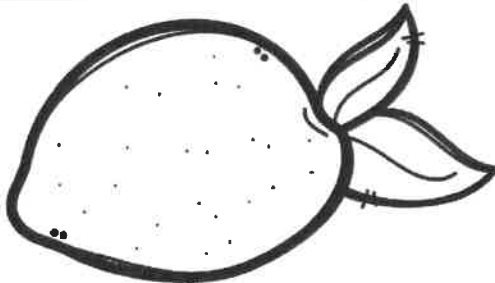
house

☐ My colors make sense. 

☐ I have words. dog

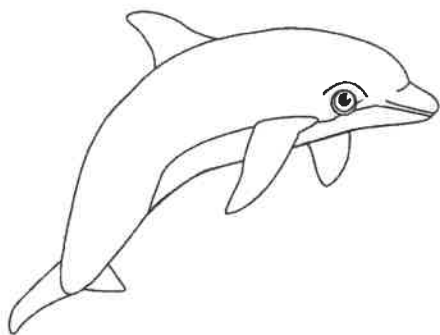
# Label it!

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



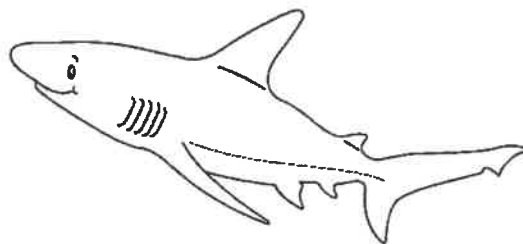
Name: \_\_\_\_\_

Date: \_\_\_\_\_



dolphin

or



shark

I like a \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



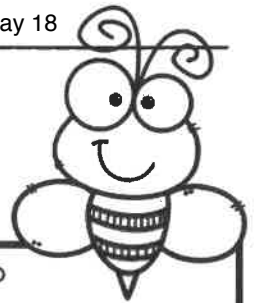
Name \_\_\_\_\_

Just for fun, Monday, May 18



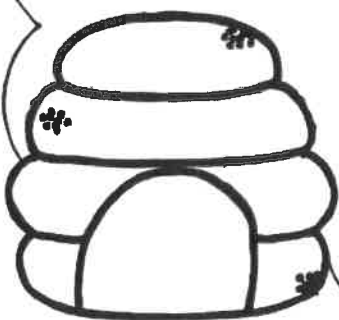
# Draw a Bee!

**Directions:** Follow the steps to draw a bee in the space below. Color the picture and add additional details.



1. 	2. 	3. 
4. 	5. 	6. 

**BUZZ  
BUZZ**





## Tuesday, May 19<sup>th</sup> Distance Learning

### Kindergarten Day 31 Schedule

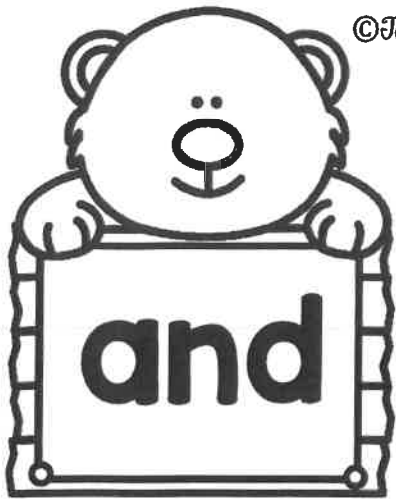
If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.





Name \_\_\_\_\_

# I Can Read !

Read the passage 3 times for fluency.

Highlight the word: **and**.Circle the sight word: **a**.Underline the word: **can**.**and****and****and**

I go to the park with my mom  
and my dad. I can see a cat and  
a dog. I can see a bird and a  
frog. I can see a squirrel and a  
duck. I can see a lot of animals at  
the park.



1st Read	
2nd Read	
3rd Read	

\_\_\_\_\_  
Name

**1. Put the events in order. Write 1, 2, or 3 in the box.**



**2. Where did I go?**

- a. to the farm
- b. to the zoo
- c. to the park

**3. Who will I go with?**

- a. With my mom and my dad.
- b. With my sister and my brother.
- c. With my friends.

**4. Write 3 animals I see at the park:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Lesson 4.1: Dot	
<b>Word List</b>	
<i>Dot, lot, Mom, not, socks</i>	
<b>New Sight Words</b>	
<i>about, many, them, wear</i>	

This is Dot.  
Dot is six.  
Dot loves Mom a lot.  
Dot does not  
like socks.

## 4.1 Dot

Complete the following activities.

1. Use the words below to fill in the blanks.

Dot	Mom	socks
-----	-----	-------

Dot loves \_\_\_\_\_.

Dot does not like \_\_\_\_\_.

\_\_\_\_\_ has to wear socks.

2. What problem does Dot have?

---



---



---



---

Dot and Mom  
have many chats  
about socks.  
Dot does not like them.  
Mom says Dot  
has to wear socks.

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

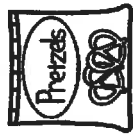
# Read & Sequence

Read the story. Then cut out and glue the

pictures in order.

WORD

BANK:



pretzels



sandwich



ant

## The Picnic

We are having a picnic.

I ate my pretzels.

My sister ate her sandwich.

Oh no! The ants ate my

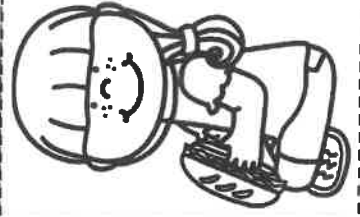
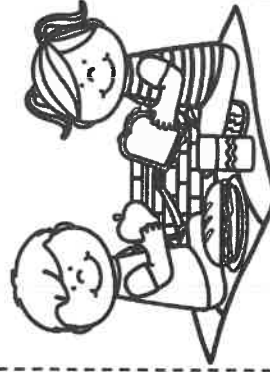
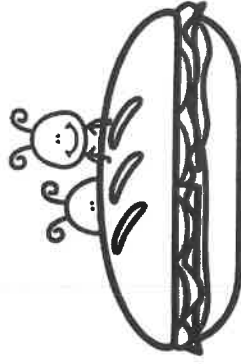
sandwich!

1

2

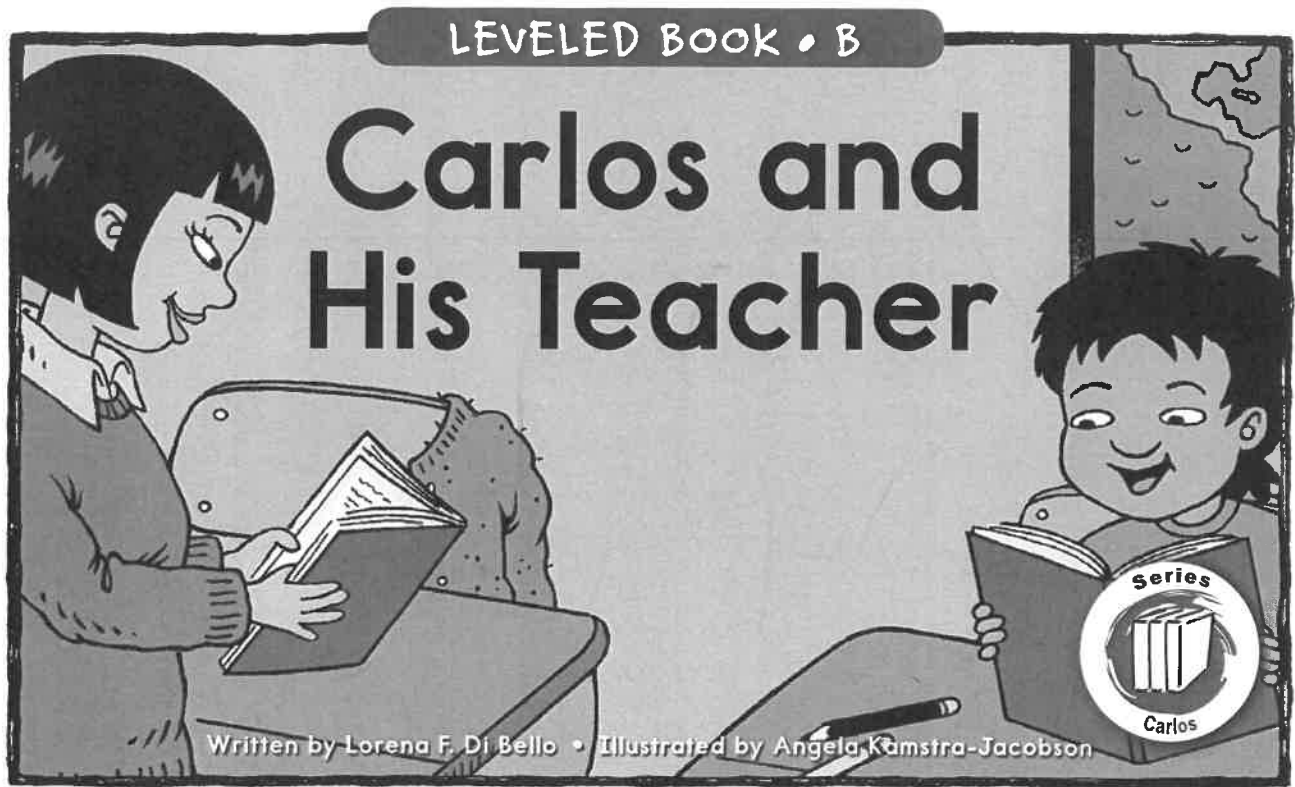
3

4





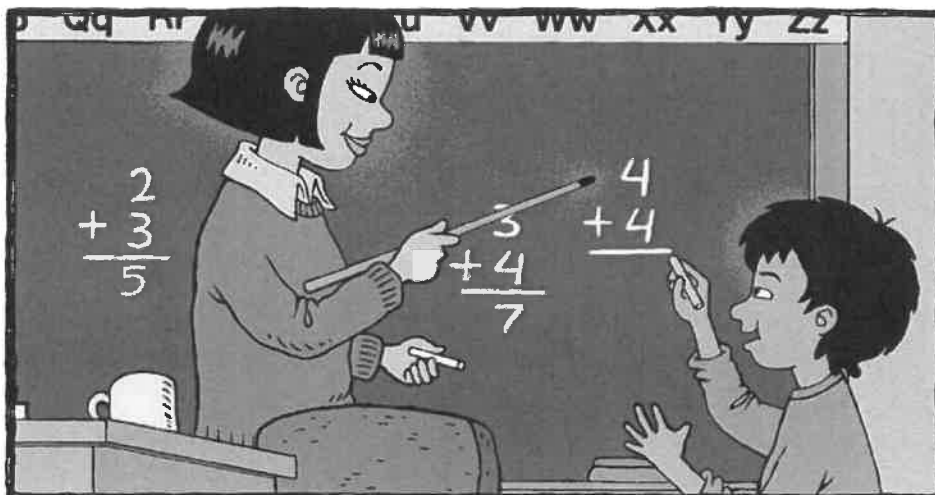




[www.readinga-z.com](http://www.readinga-z.com)

## Carlos and His Teacher

*A Reading A-Z Level B Leveled Book • Word Count: 40*

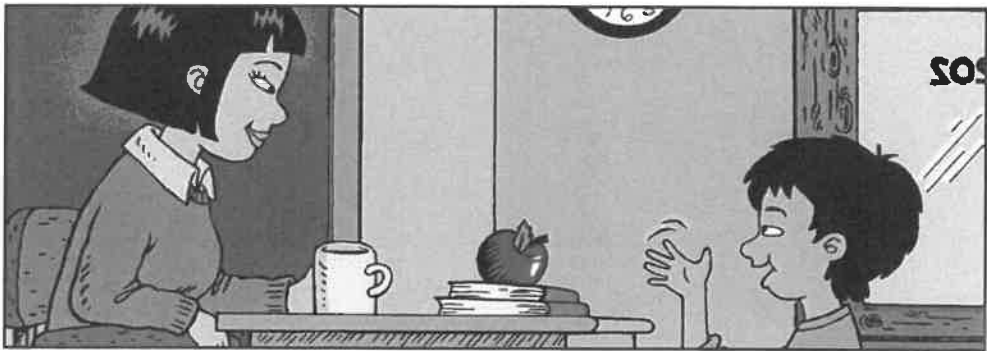


  
**Reading a-z**

Visit [www.readinga-z.com](http://www.readinga-z.com) for thousands of books and materials.



# Carlos and His Teacher



Written by Lorena F. Di Bello  
Illustrated by Angela Kamstra-Jacobson  
[www.readinga-z.com](http://www.readinga-z.com)

2	DRA
2	Reading Recovery
B	Fountas & Pinnell

**LEVEL B**  
**Correlation**

Carlos and His Teacher  
Level B Leveled Book  
© Learning A-Z  
Written by Lorena F. Di Bello  
Illustrations by Angela Kamstra-Jacobson  
All rights reserved.  
[www.readinga-z.com](http://www.readinga-z.com)





Carlos and his teacher talk.

Carlos and His Teacher • Level B

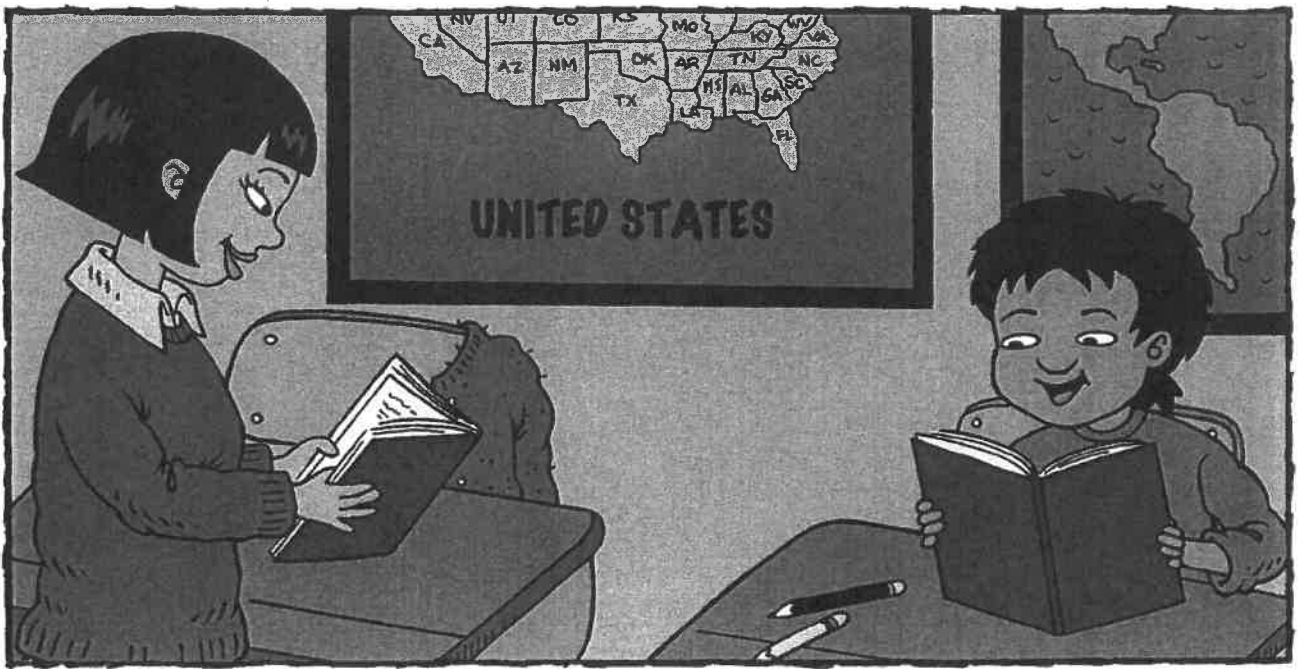
3



Carlos and his teacher write.

4

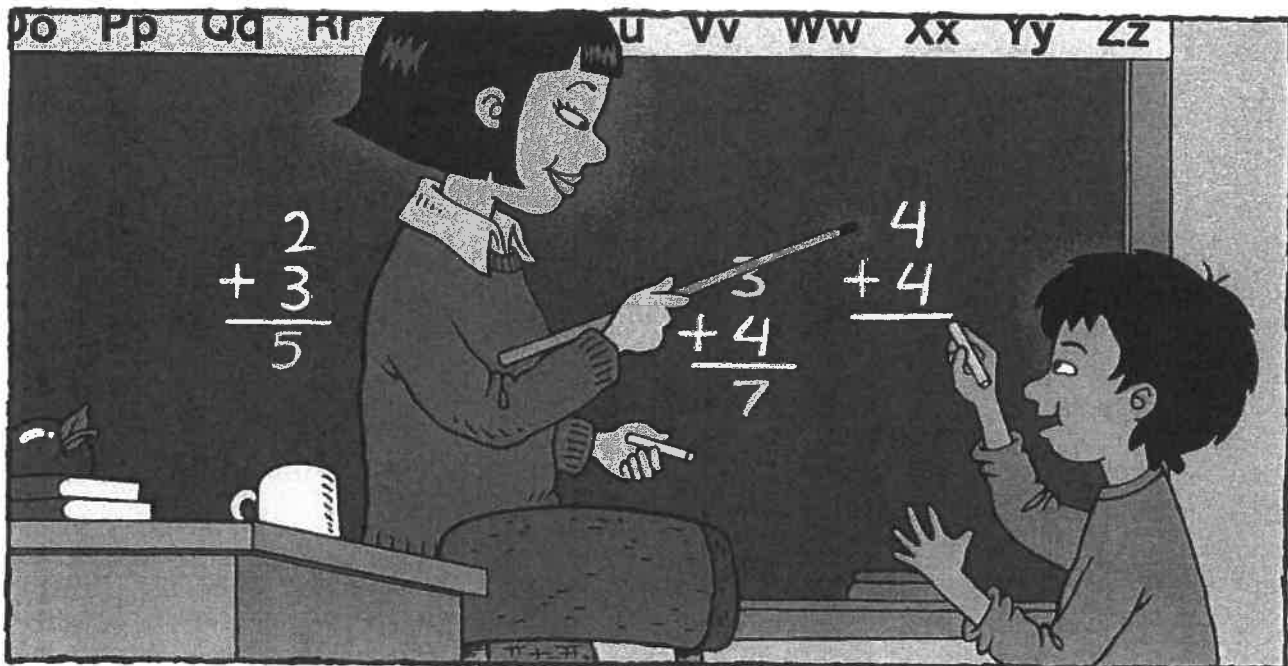




Carlos and his teacher read.

Carlos and His Teacher • Level B

5



Carlos and his teacher add.

6







Carlos and his teacher share.

Carlos and His Teacher • Level B

7



Carlos and his teacher paint.





Carlos and his teacher clean.

Carlos and His Teacher • Level B

9



Carlos and his teacher play.



Name \_\_\_\_\_

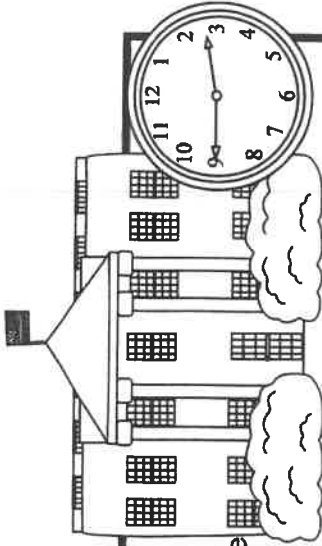
# Characters and Setting



**Title:** \_\_\_\_\_

## Main Character

The person or animal the story is about.



## Setting

Where and when the story takes place.

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

Digraph  
sh  
Day 1

Trace and read the word.

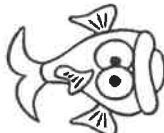


shark

shell

sheep

Write and read the words.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

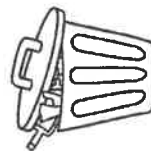
Read and illustrate.

The green fish can swim.

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

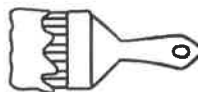
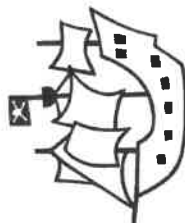
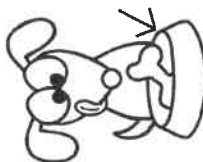
Digraph  
th  
Day 2

Write and read the words.



shovel

trash



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Read and illustrate.

The ship set sail.









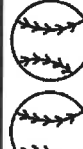
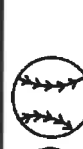










KinderPhonics®

KinderPhonics®

Name \_\_\_\_\_

# Picture Graphs

Answer the questions about the picture graph.

Our Class' Favorite Sports	
Soccer	     
Baseball	     
Football	 
Basketball	     

1. Write how many kids like each sport.

 \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

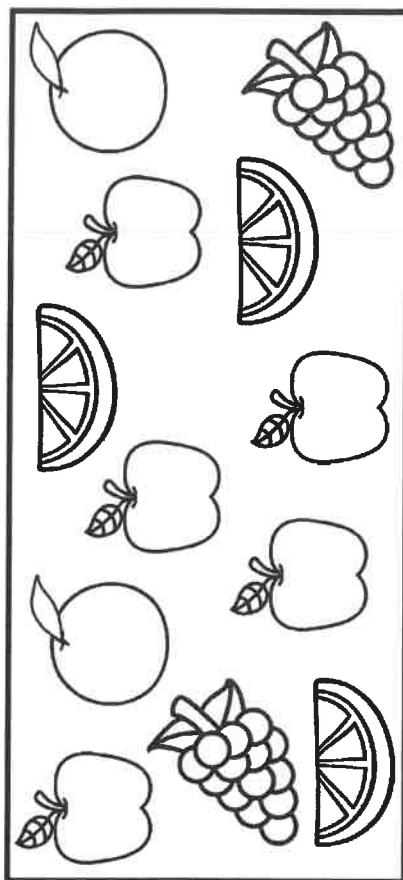
2. Which sport does our class like the most? \_\_\_\_\_

3. Which sport does our class like the least? \_\_\_\_\_

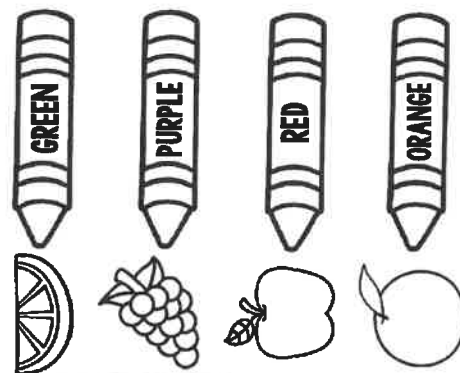
Name \_\_\_\_\_

# Pie Charts

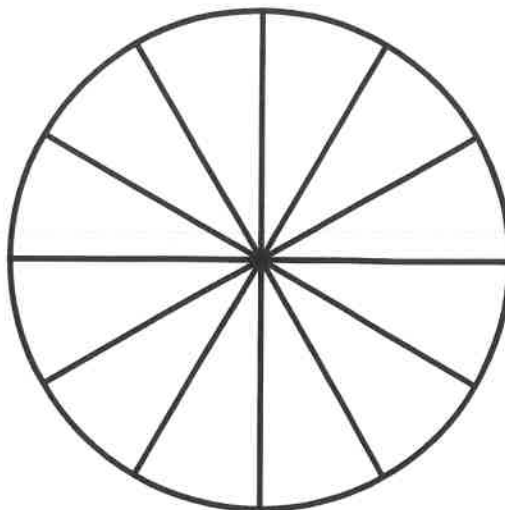
Color the fruits. Fill out the pie chart.



**Key**



**Fruits**







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

Directions: Use the cookie  
counters to solve the  
subtraction sentences.

# Cookie Subtraction

$9-4=$  \_\_\_\_\_

$6-3=$  \_\_\_\_\_

$5-4=$  \_\_\_\_\_

$9-5=$  \_\_\_\_\_

$4-1=$  \_\_\_\_\_

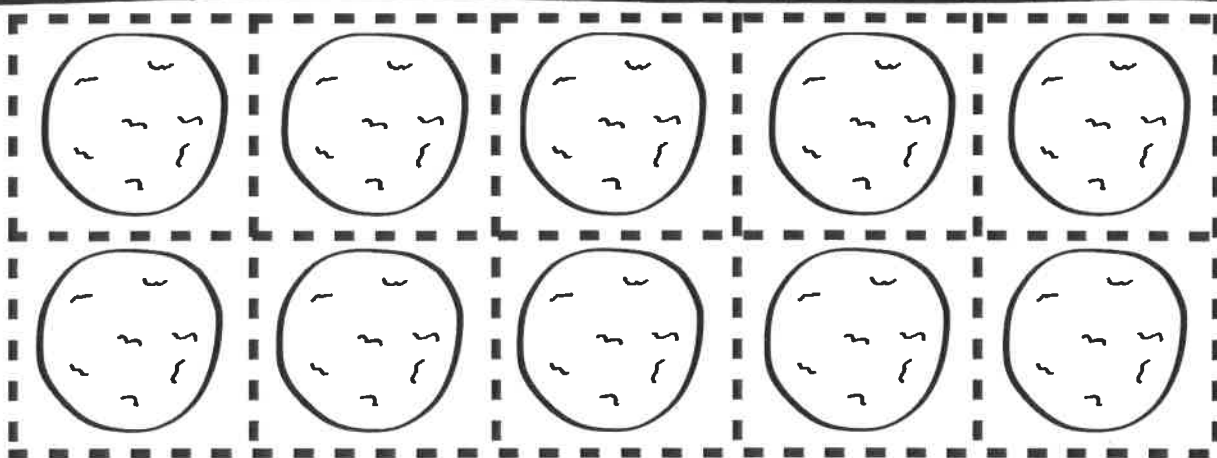
$8-6=$  \_\_\_\_\_

$7-2=$  \_\_\_\_\_

$2-2=$  \_\_\_\_\_

$1-0=$  \_\_\_\_\_

$3-1=$  \_\_\_\_\_





**Star Sight Word**

Rainbow write the word and then write it on the lines.

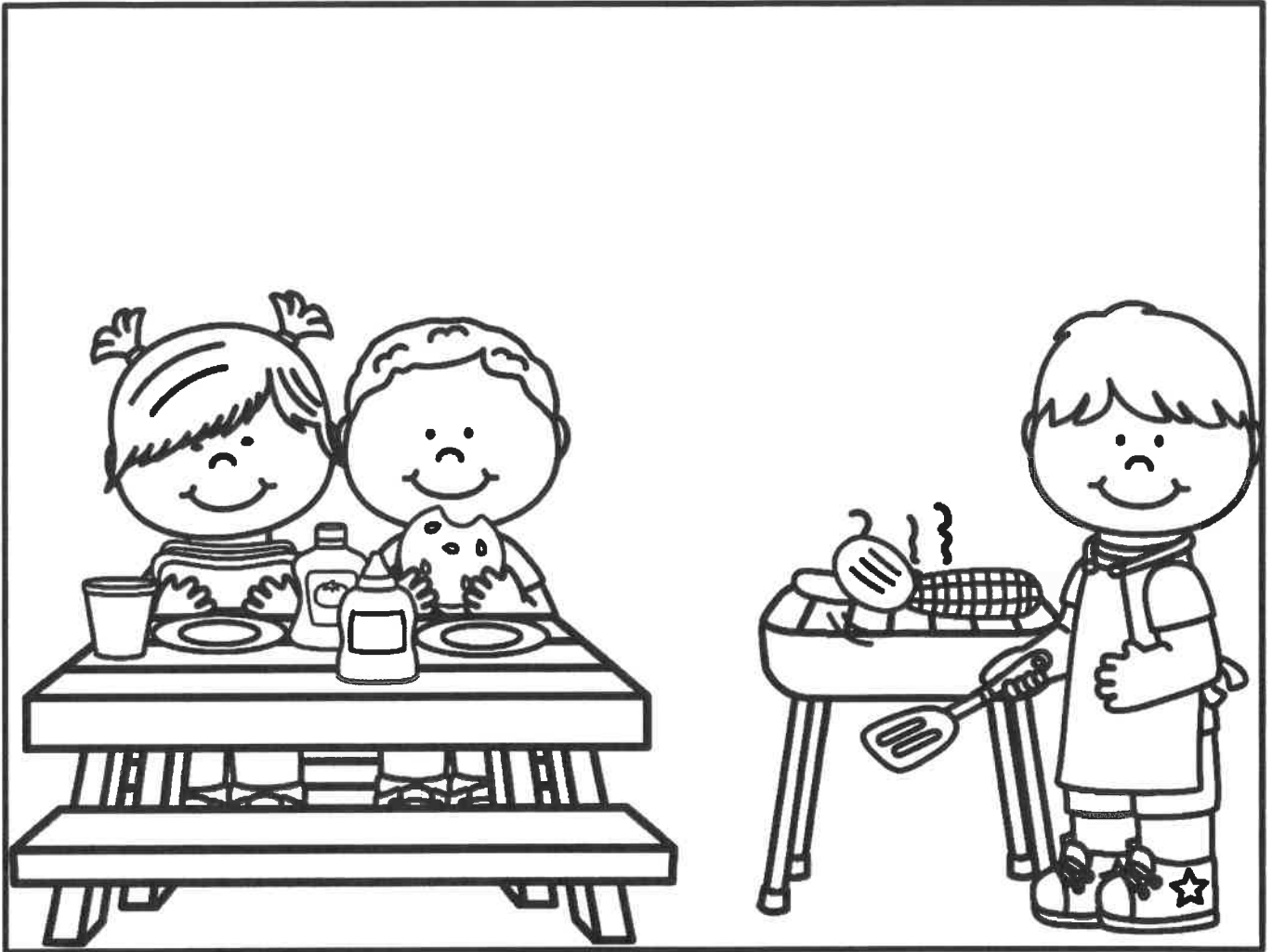
park

park park

park

# Write About It!

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




---



---



---



---



---

☐ I have characters. 

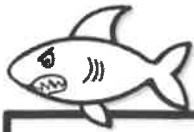
☐ I have words. 

☐ I have spaces. 









☐ I have a setting. 

☐ I have punctuation. (. ? !)

☐ My colors make sense. 



# Draw A Shark

 <b>1</b> Draw a body.	 <b>2</b> Add a tail.	 <b>3</b> Add 1 fin on top.	 <b>4</b> Add 1 fin on the bottom.
 <b>5</b> Add 1 eye.	 <b>6</b> Add 1 mouth.	 <b>7</b> Add a zigzag for teeth.	 <b>8</b> Add 3 lines for gills.

Draw one shark below. Now draw another one. What will they say to each other?

Cut on the dotted line to keep your picture.



©Whimsy Workshop Teaching 2015

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





## Wednesday, May 20<sup>th</sup> Distance Learning

### Kindergarten Day 32 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.





# SIGHT WORDS

Reading,  
Wednesday, May 20

## List 2

Check the words off the list as you learn them. Color in the smiley face at the top when the list is mastered!

	<b>go</b>		<b>his</b>
	<b>no</b>		<b>they</b>
	<b>see</b>		<b>this</b>
	<b>way</b>		<b>have</b>
	<b>do</b>		<b>one</b>
	<b>who</b>		<b>had</b>
	<b>day</b>		<b>but</b>
	<b>may</b>		<b>not</b>
	<b>that</b>		<b>what</b>
	<b>was</b>		<b>were</b>
	<b>for</b>		<b>when</b>
	<b>are</b>		<b>your</b>
	<b>with</b>		

Lesson 4.2: Dot Does Not Like Socks	
Word List	Dot, hot, Mom, not, on, shops, socks
New Sight Words	adds, feel, some, thick, today, until, your

Today, Dot and Mom  
are going  
to the shops.  
“Get some socks, Dot,”  
says Mom.  
“We are not going  
until you have  
your socks on.”

## 4.2 Dot Does Not

### Like Socks

Complete the following activities.

1. What does Mom tell

Dot she must do before  
they go to the shops?

"I do not like socks!"

yells Dot.

"Socks are hot.

Socks are thick.

Socks feel bad!"

Dot adds.

2. Write why Dot does  
not like socks.

Socks are \_\_\_\_\_.

Socks are \_\_\_\_\_.

Socks feel \_\_\_\_\_.

Name \_\_\_\_\_

# 1

# I Can Read CVC Stories



© Keeping My Kiddo Busy 2014 keepingmykiddobusy.com

Sid is a bug.

He sat on a log.

Sid can not jump.

Sid is big and red!

## COMPREHENSION QUESTIONS

Sid is a \_\_\_\_\_

cat

bug

What color is he?

red

green

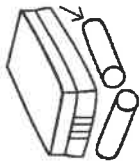
Day 1

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

Trace and read the word.



chair

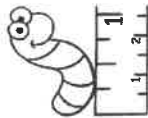


book



torch

Write and read the words.



Read and illustrate.

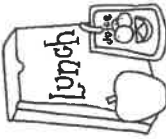
The chick sat in the chair.

KinderPhonics®

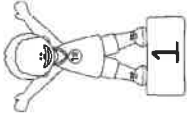
Day 2

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

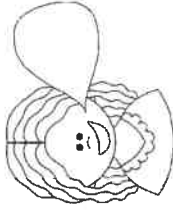
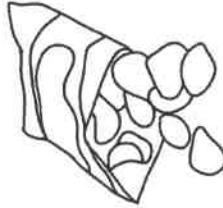
Write and read the words.



lunch



jump

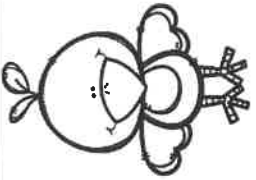
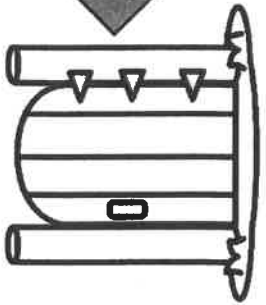


Read and illustrate.

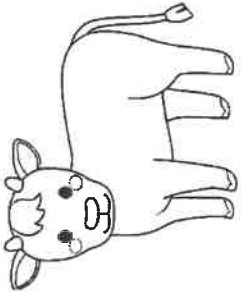
I can chat with mom.

KinderPhonics®

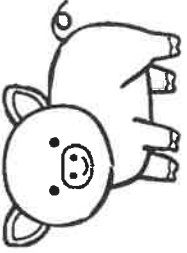
The animals are going out! Answer the questions below.



bird



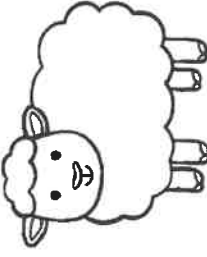
cow



pig



duck



sheep

Who is 1st?

---

Who is last?

---

Who is 2nd?

---

Who is 4th?

---

Who is 3rd?

---

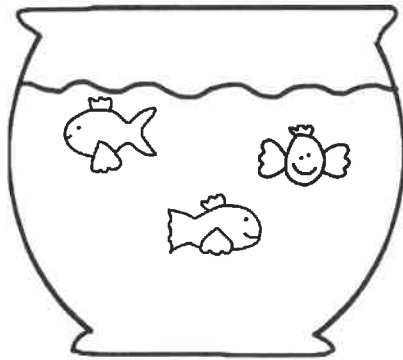
Who is 5th?

---

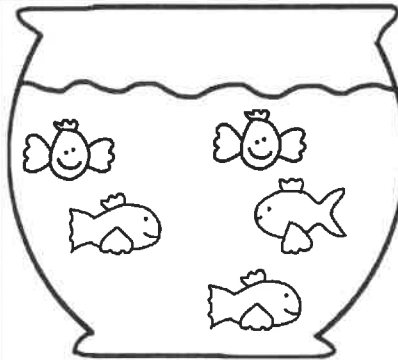
Name: \_\_\_\_\_



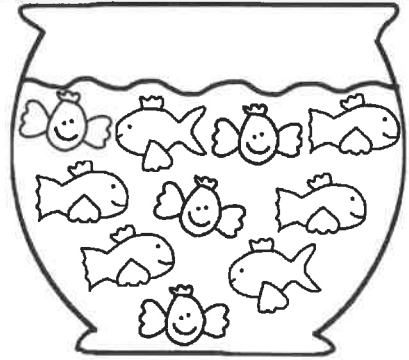
# Swimmin' Subtraction



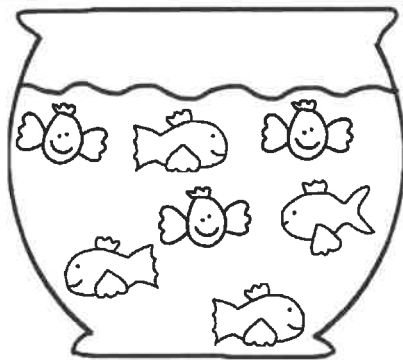
$$3 - 2 = \underline{\quad}$$



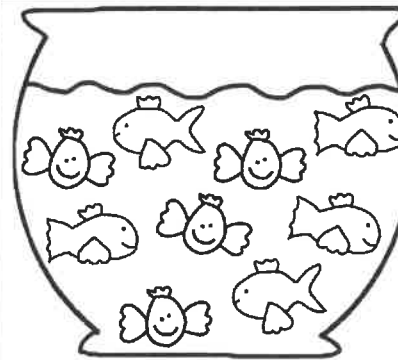
$$5 - 1 = \underline{\quad}$$



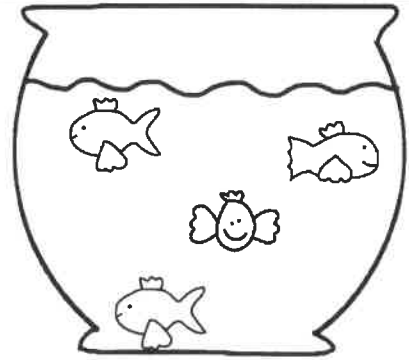
$$10 - 7 = \underline{\quad}$$



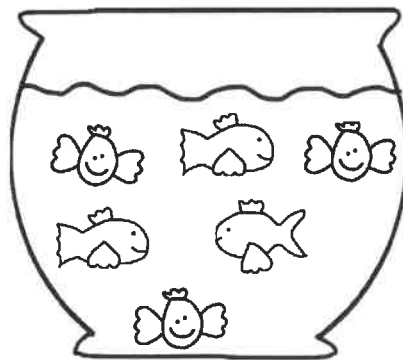
$$7 - 5 = \underline{\quad}$$



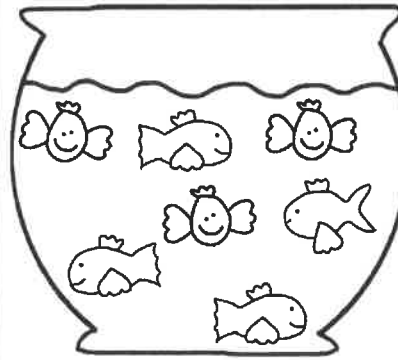
$$9 - 6 = \underline{\quad}$$



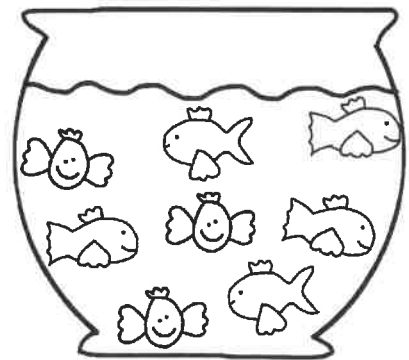
$$4 - 1 = \underline{\quad}$$



$$6 - 3 = \underline{\quad}$$



$$7 - 3 = \underline{\quad}$$



$$8 - 6 = \underline{\quad}$$

**Subtraction up to 10**  
**True or False**

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

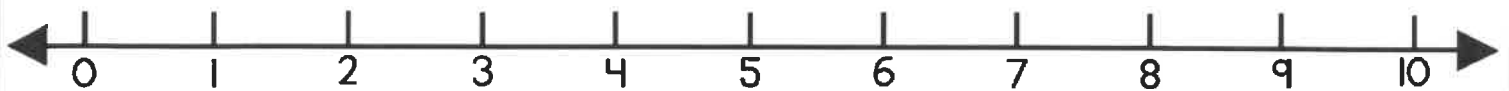
**True or False? Set 4**

Directions: Cut and paste to the correct column.

**True****False**



© Annie Moffatt @ The Moffatt Girls 2017



© Annie Moffatt @ The Moffatt Girls 2017

PAGE 43

$$7 - 5 = 3$$

$$5 - 3 = 1$$

$$10 - 2 = 7$$

$$9 - 3 = 6$$

$$8 - 4 = 4$$

$$6 - 1 = 5$$





name

Handwriting, Wednesday, May 20

# Star Sight Word

Rainbow write the word and then write it on the lines.

got

got got got

got

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

# Animal Nonfiction Writing Planner

💡 What animal are you writing about? 💡

What body parts does the animal have?

☐ wings 
☐ beak 
☐ trunk 
☐ whiskers 
☐ hooves 
☐ tail 
☐ claws 
☐ scales 

What does the animal eat?

☐ plants 
☐ fish 
☐ bugs 
☐ other animals 

How does the animal move?

☐ run 
☐ fly 
☐ swing 
☐ walk 
☐ jump 
☐ swim 
☐ float 
☐ climb 

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

## All About \_\_\_\_\_



\_\_\_\_\_ is an interesting animal.

This animal has

\_\_\_\_\_

\_\_\_\_\_

This animal eats

\_\_\_\_\_

\_\_\_\_\_

This animal can

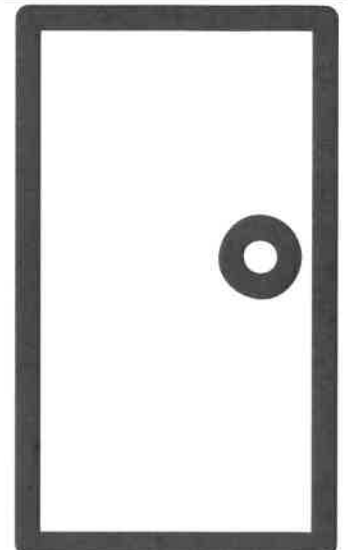
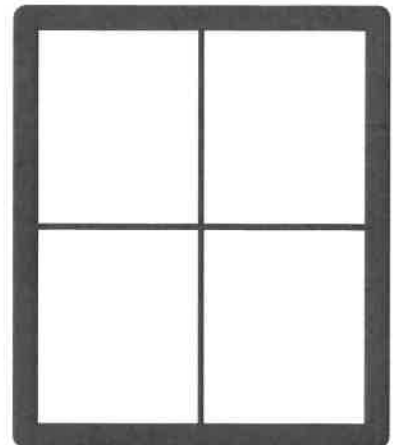
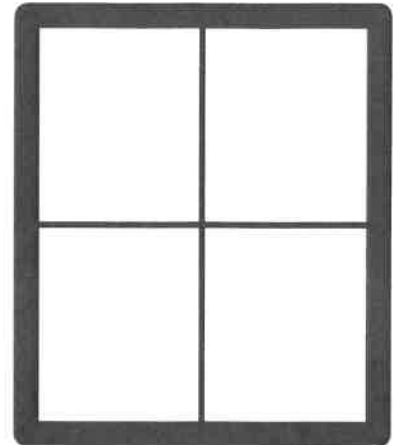
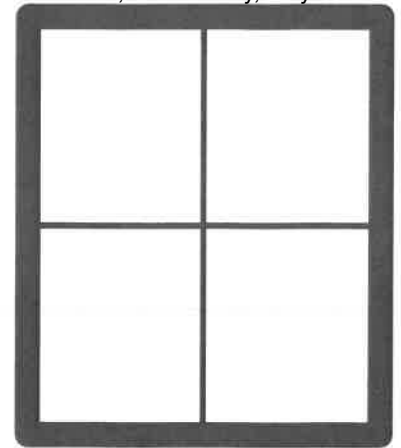
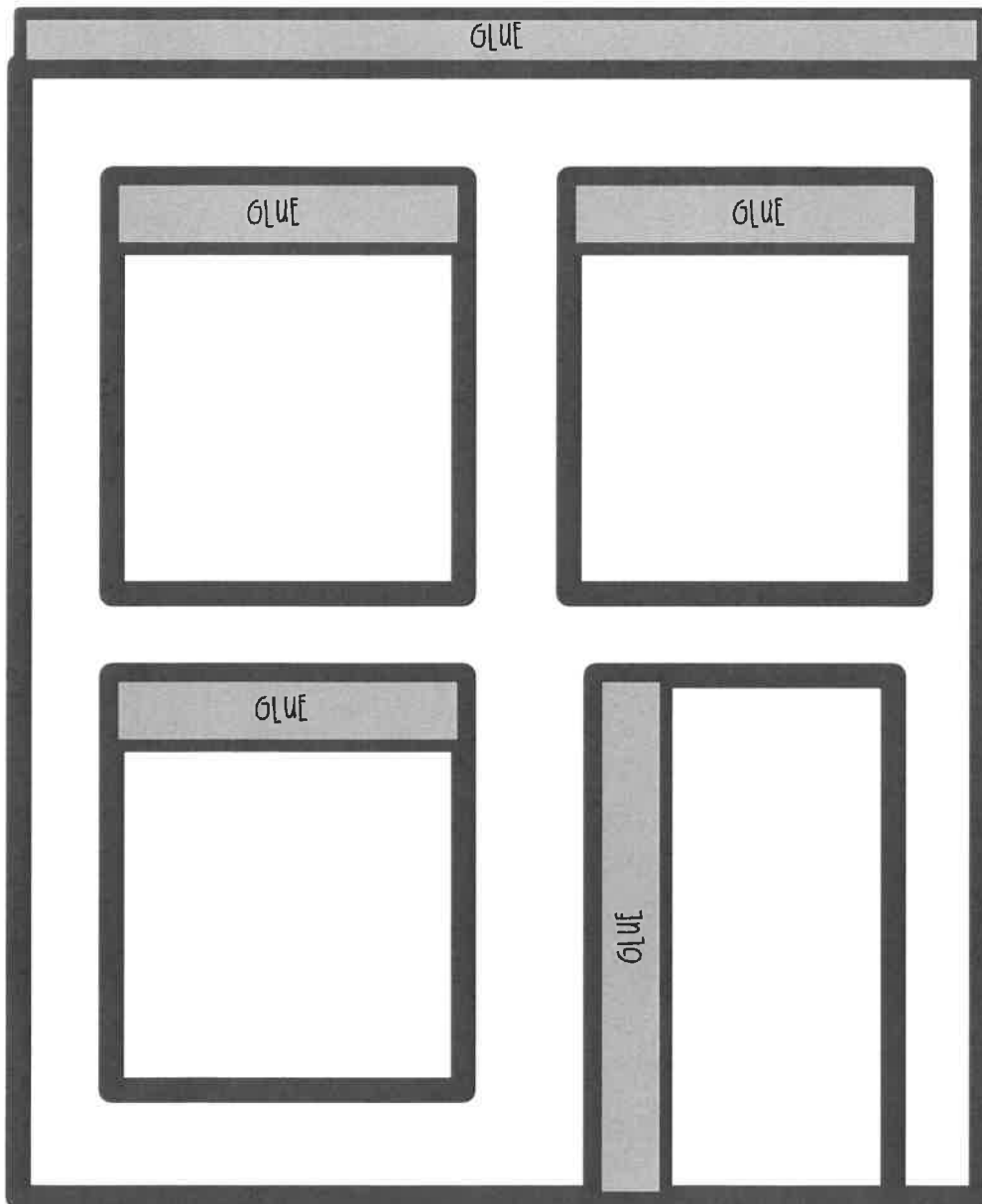
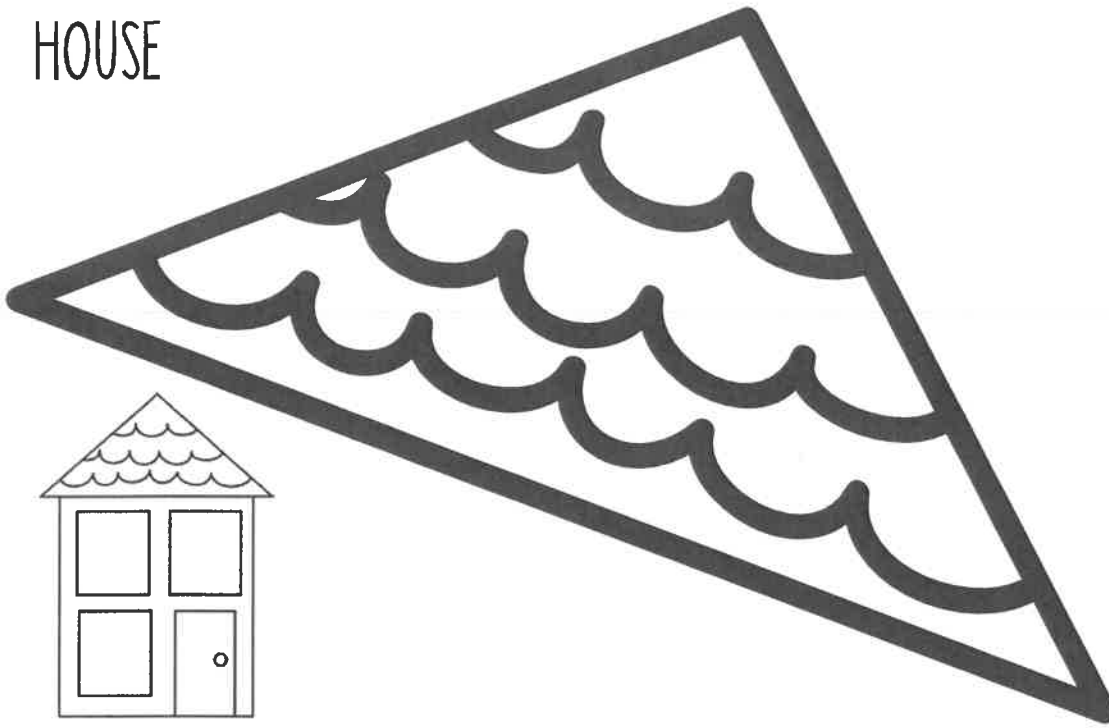
\_\_\_\_\_

\_\_\_\_\_



# HOUSE

Just for fun, Wednesday, May 20







## Thursday, May 21<sup>st</sup> Distance Learning

### Kindergarten Day 33 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

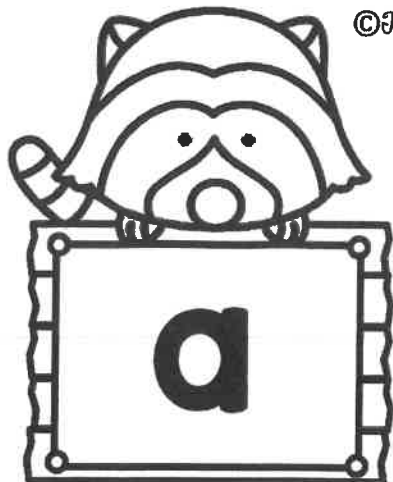
- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.







Name \_\_\_\_\_

# I Can Read !

Read the passage 3 times for fluency.

Highlight the sight word: **a**.

Circle the sight word: **I**.

Underline the word: **blue**.

**a**  
●**a**  
●**a**  
●

I have a red crayon.

I have a yellow crayon.

I have a blue crayon.

I have three crayons.

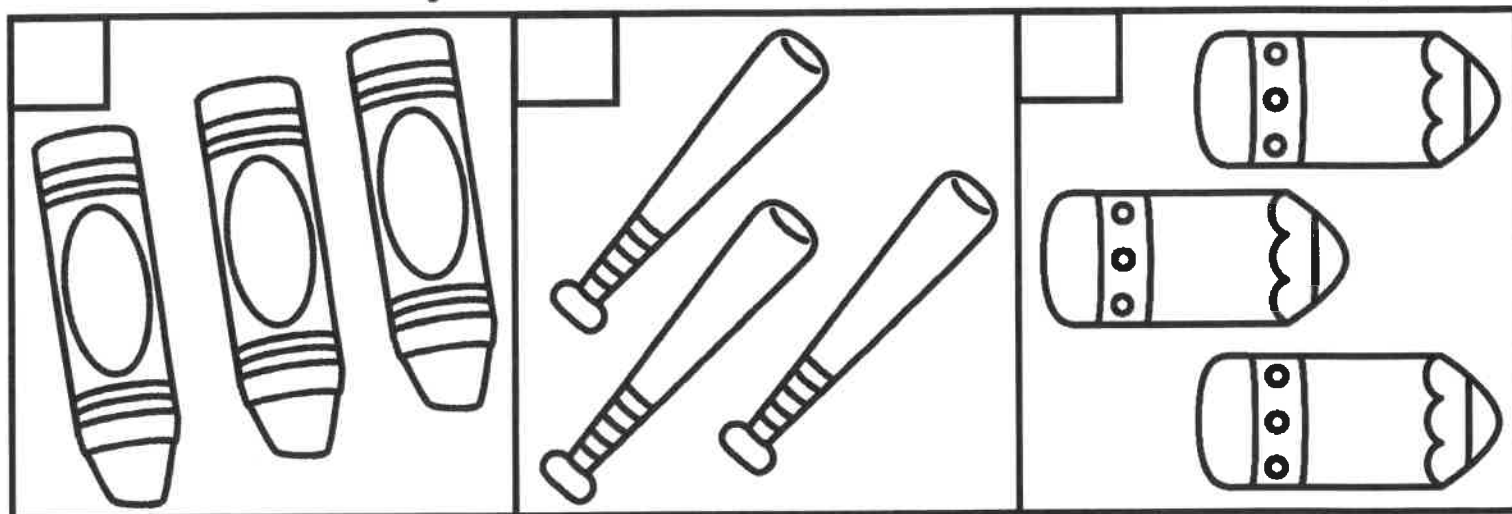
The crayons are big.



1st Read	
2nd Read	
3rd Read	

**a**

Name \_\_\_\_\_

**1. Check the picture that matches the story.****2. How many crayons do I have?**

- a. one crayon
- b. two crayons
- c. three crayons

**3. What are the colors?**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**4. The crayons are \_\_\_\_\_.**

- a. little
- b. small
- c. big.

Lesson 4.3: Dot's Tan Socks
<b>Word List</b>  dogs, Dot, Mom, not, on, socks
<b>New Sight Words</b>  come, so, that, these

“Come on, Dot,”  
says Mom.  
“Put on some socks.  
We can pick socks  
that are not so bad.”

“Look, Dot!”  
says Mom.  
“Tan socks with dogs!  
You love dogs.  
These tan socks  
with dogs  
are not so bad,”  
Mom adds.

**4.3 Dot’s Tan Socks**

Complete the following activities.

1. Why does Mom think  
that Dot will like tan  
socks with dogs?

---

---

---

2. Which socks have  
dogs?



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

# Read & SEQUENCE

Read the story. Then cut out and glue the

pictures in order.

## Planting

I put soil in the pot.  
I put seeds in the pot.  
I water the seeds.  
My plant grows!

WORD

bank:



soil



seed



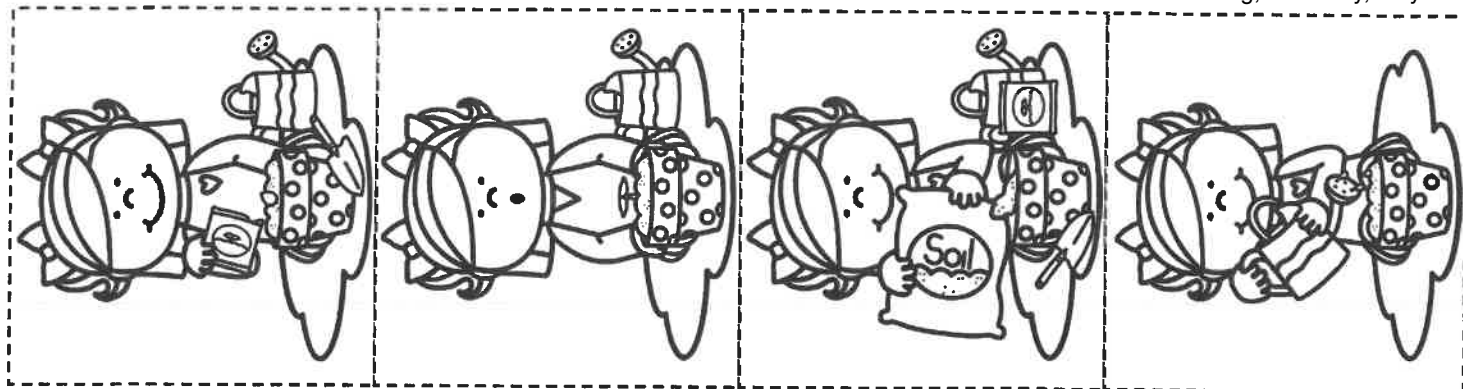
water

1

2

3

4





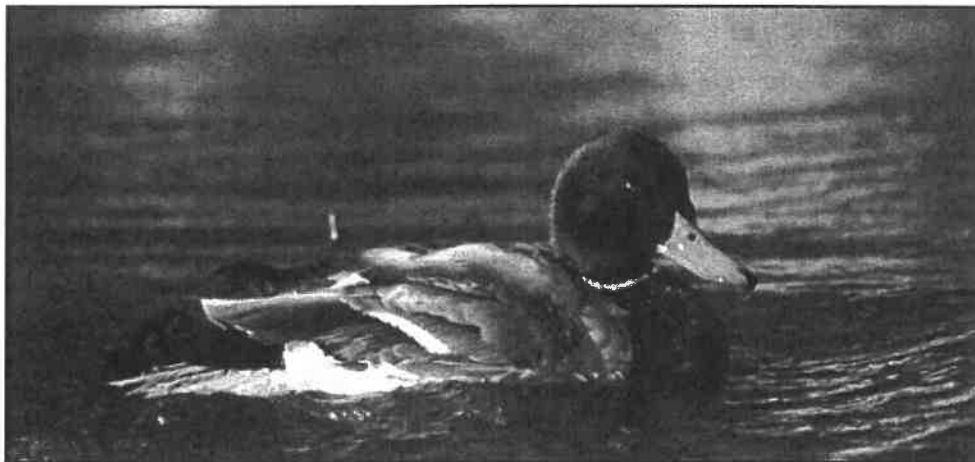
LEVELED BOOK • B

# Pond Life

Written by Susan Hartley

[www.readinga-z.com](http://www.readinga-z.com)

# Pond Life

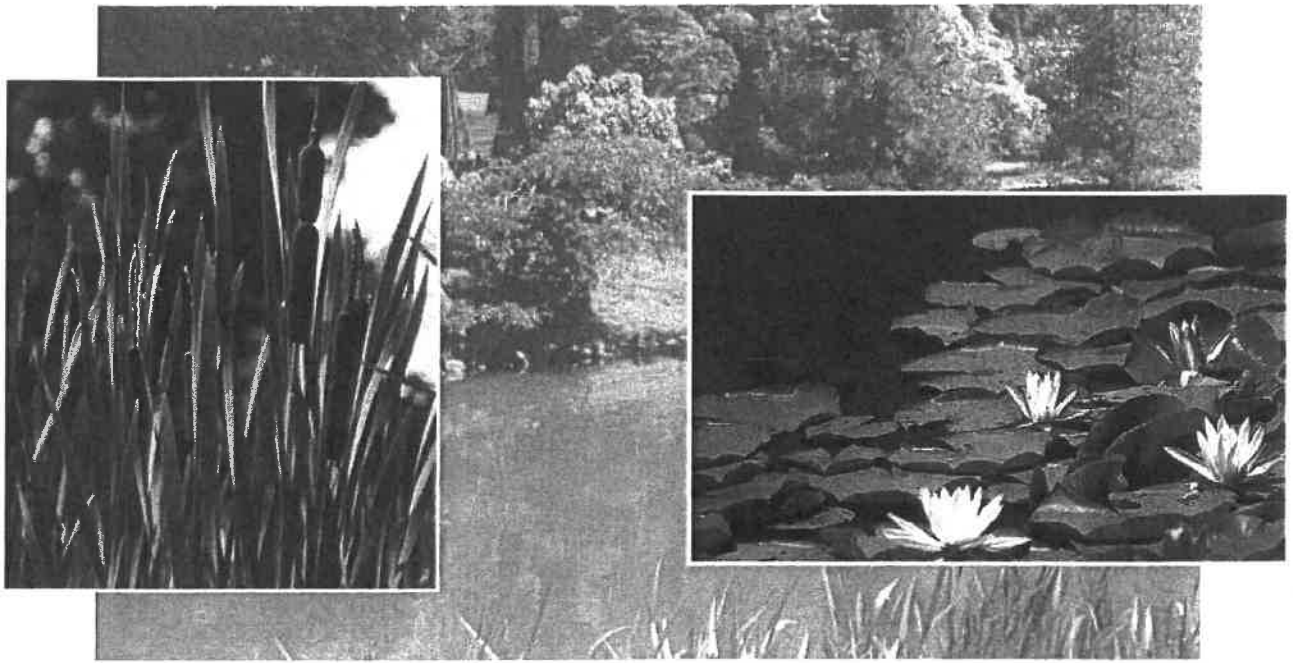


Written by Susan Hartley

[www.readinga-z.com](http://www.readinga-z.com)



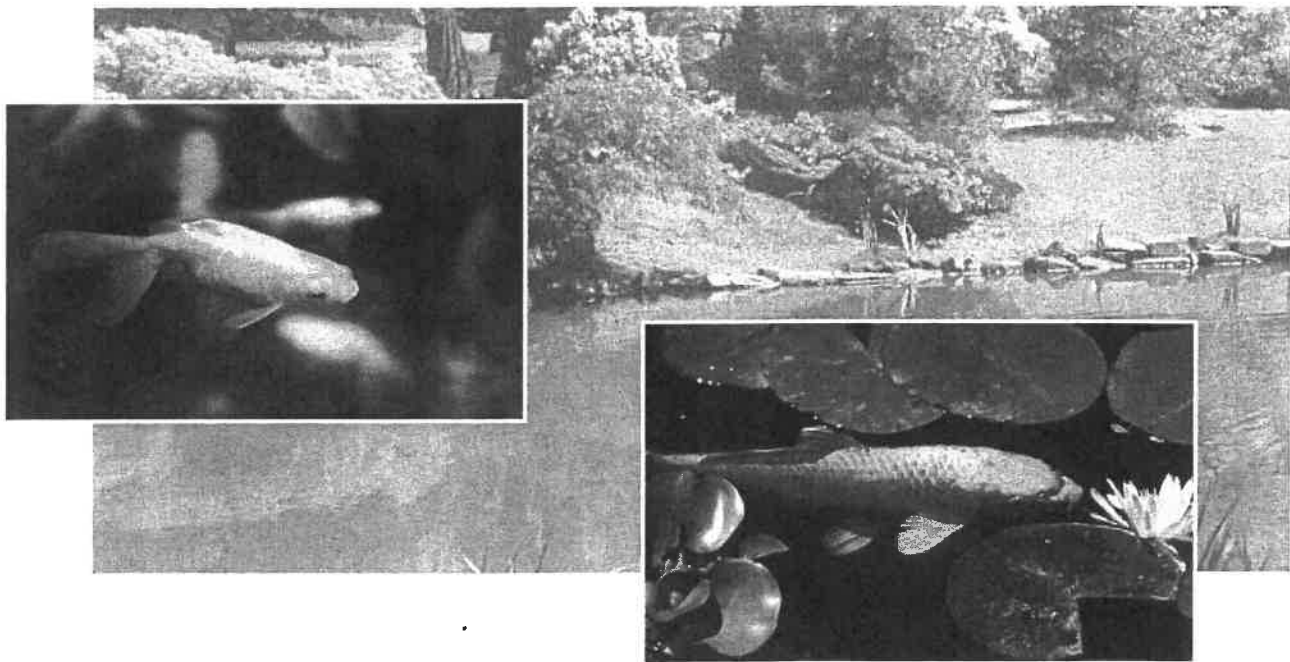




There are plants in the pond.

Pond Life • Level B

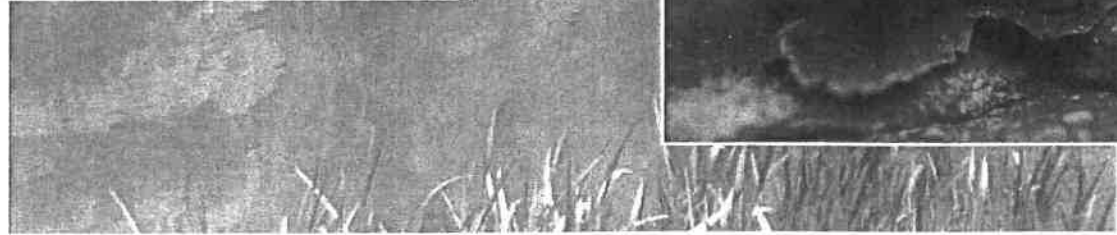
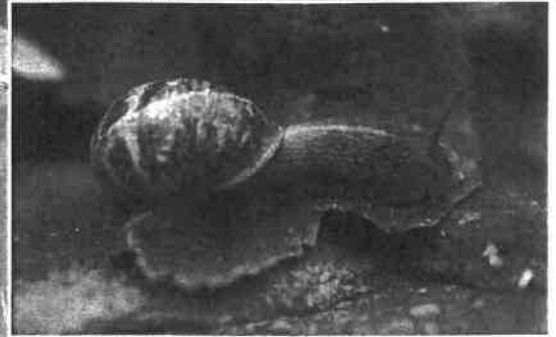
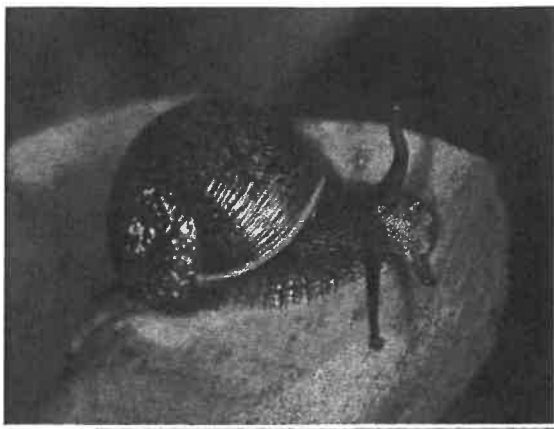
3



There are fish in the pond.

4

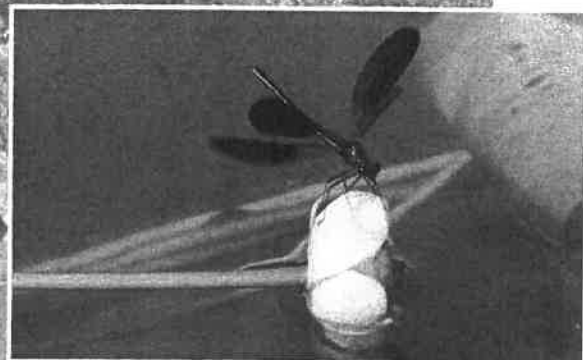
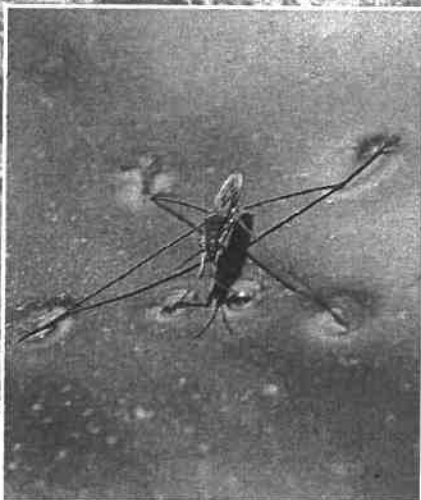
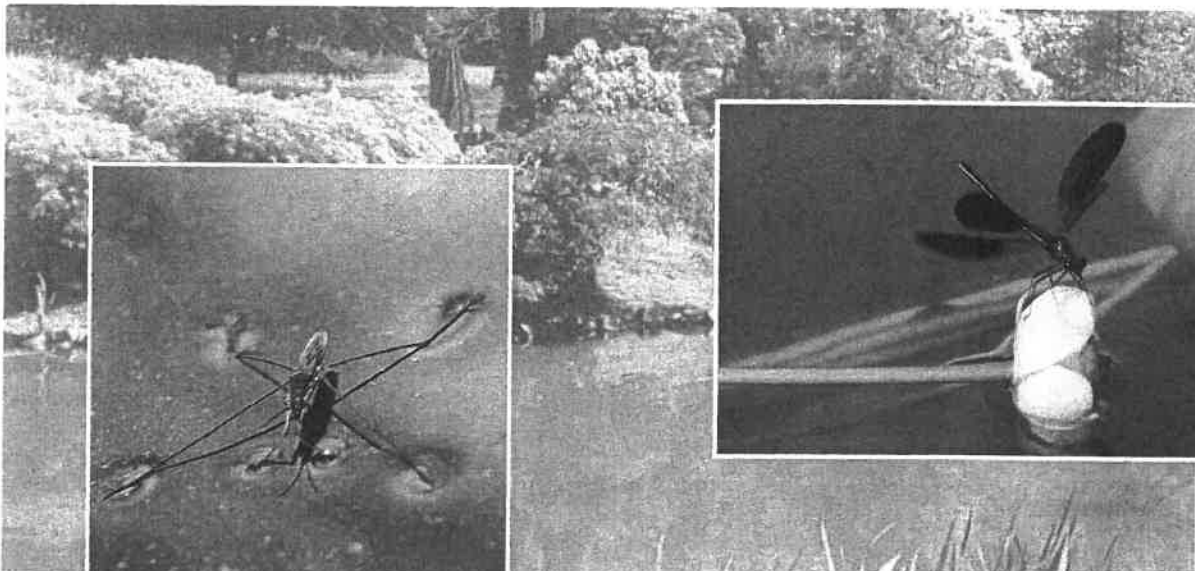




There are snails in the pond.

Pond Life • Level B

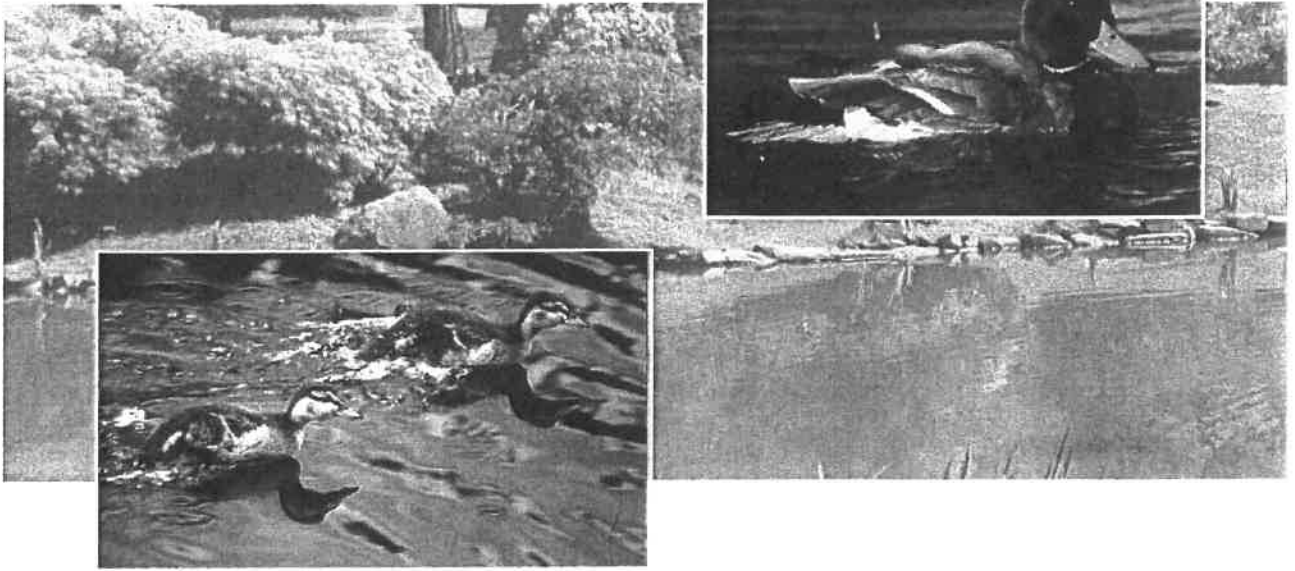
5



There are bugs in the pond.

6

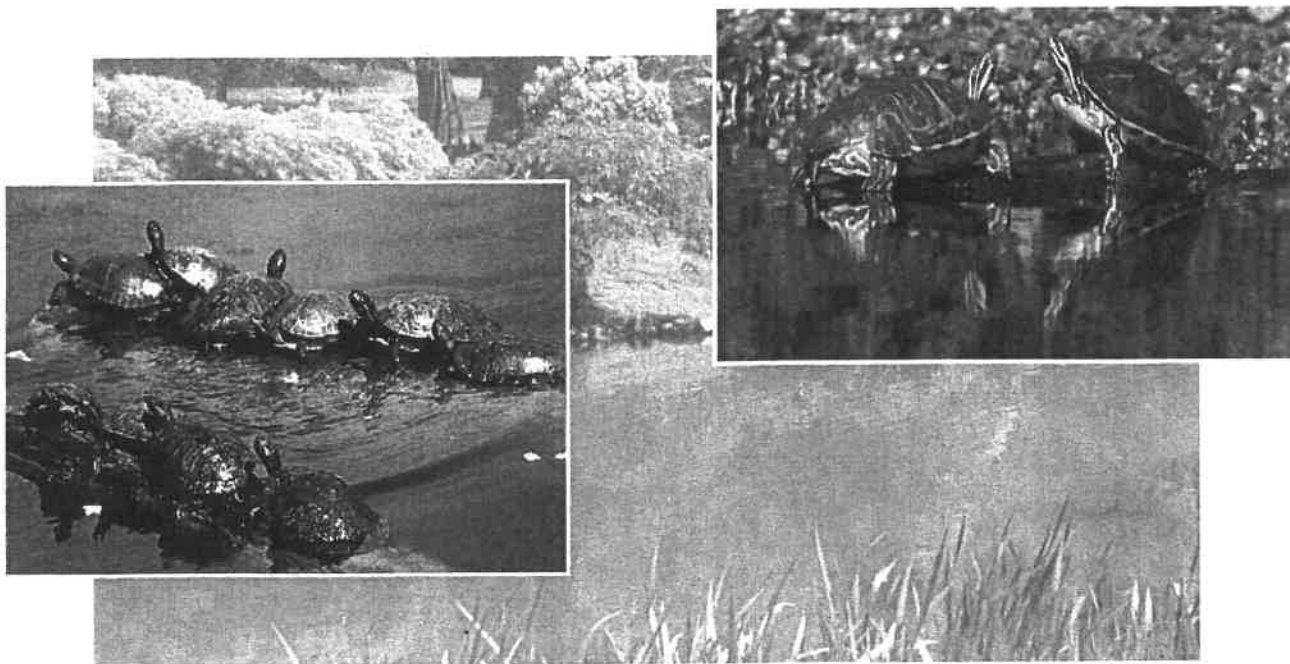




There are ducks in the pond.

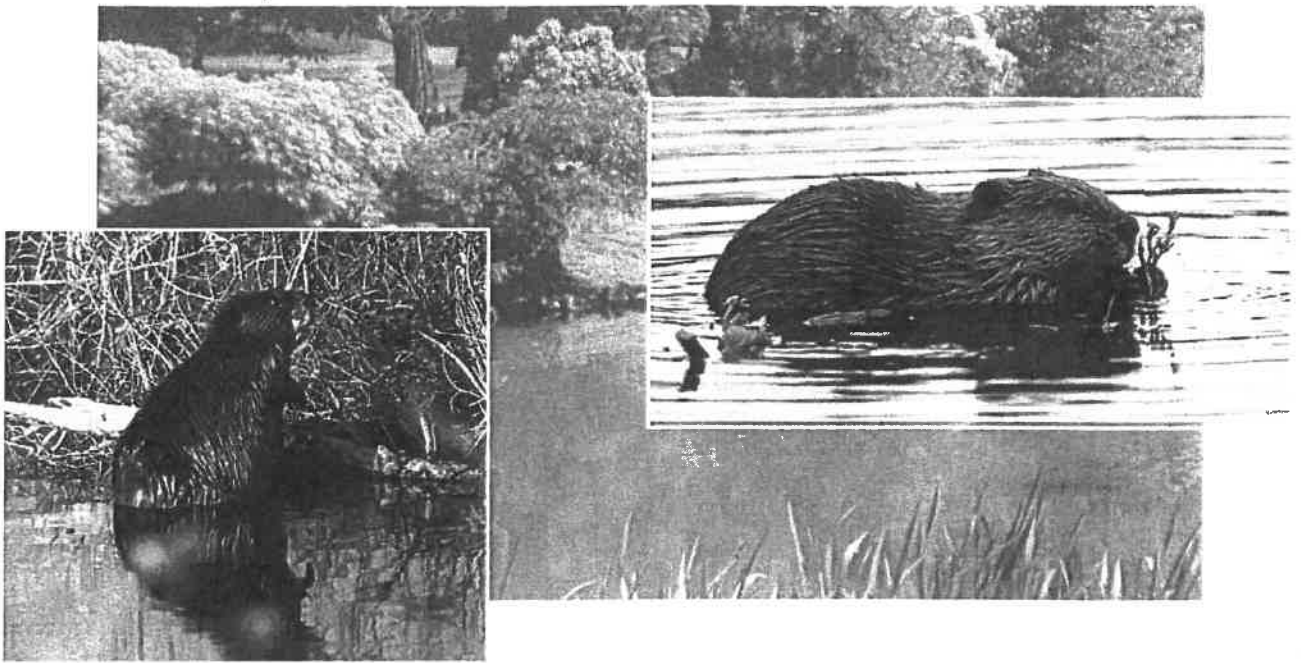
Pond Life • Level B

7



There are turtles in the pond.

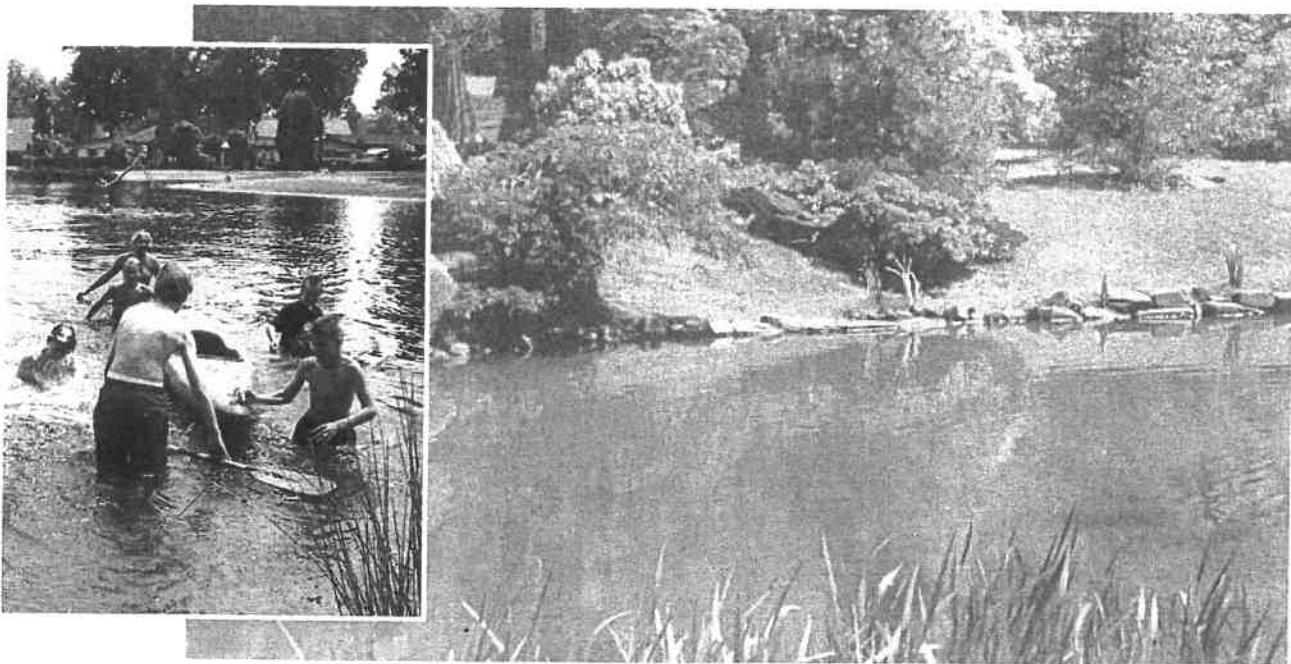




There are beavers in the pond.

Pond Life • Level B

9



There are boys in the pond.



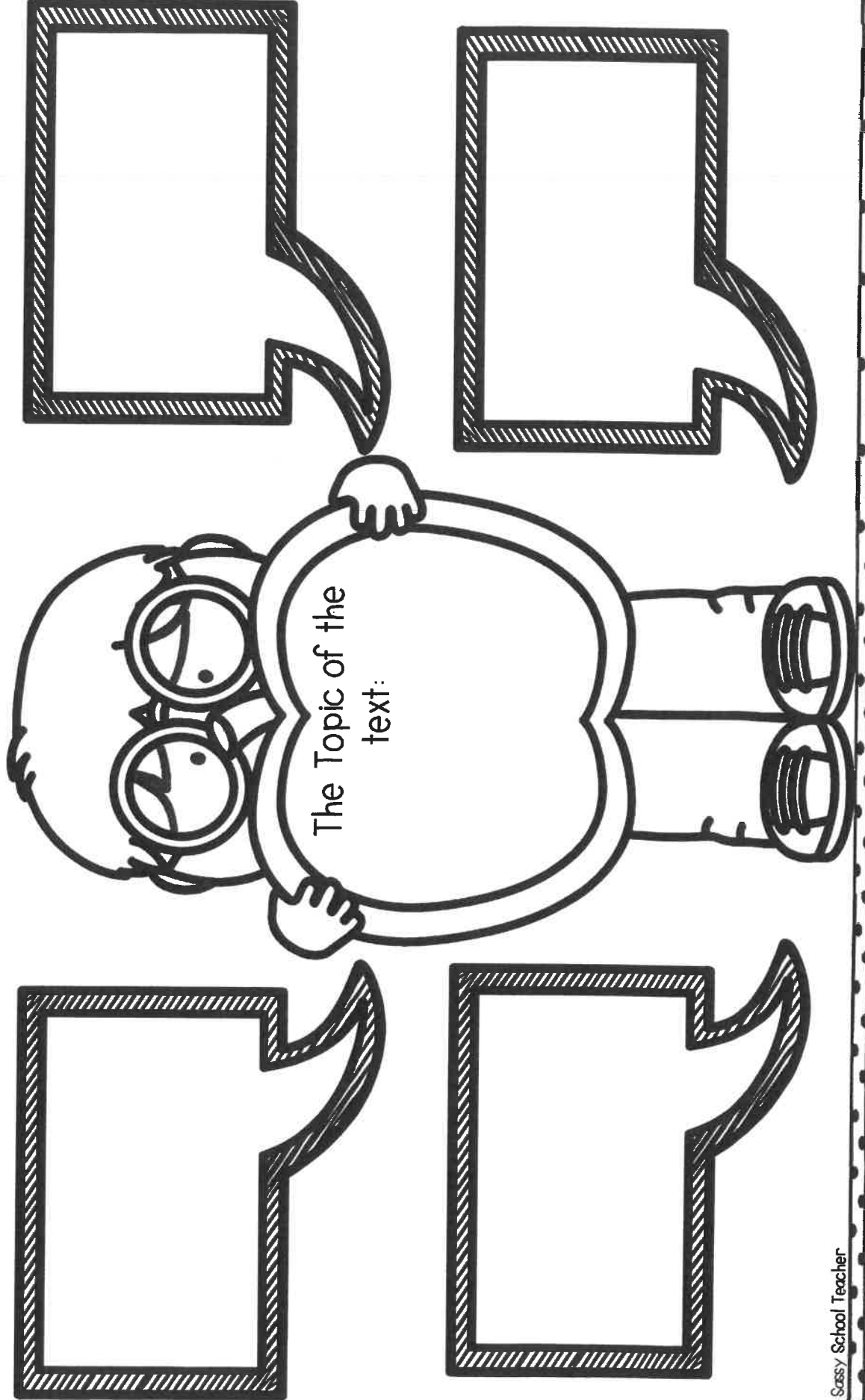


The book I read was:

name:



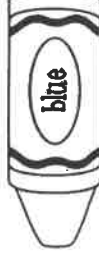

# The Topic is WHO or WHAT it's ALL about!

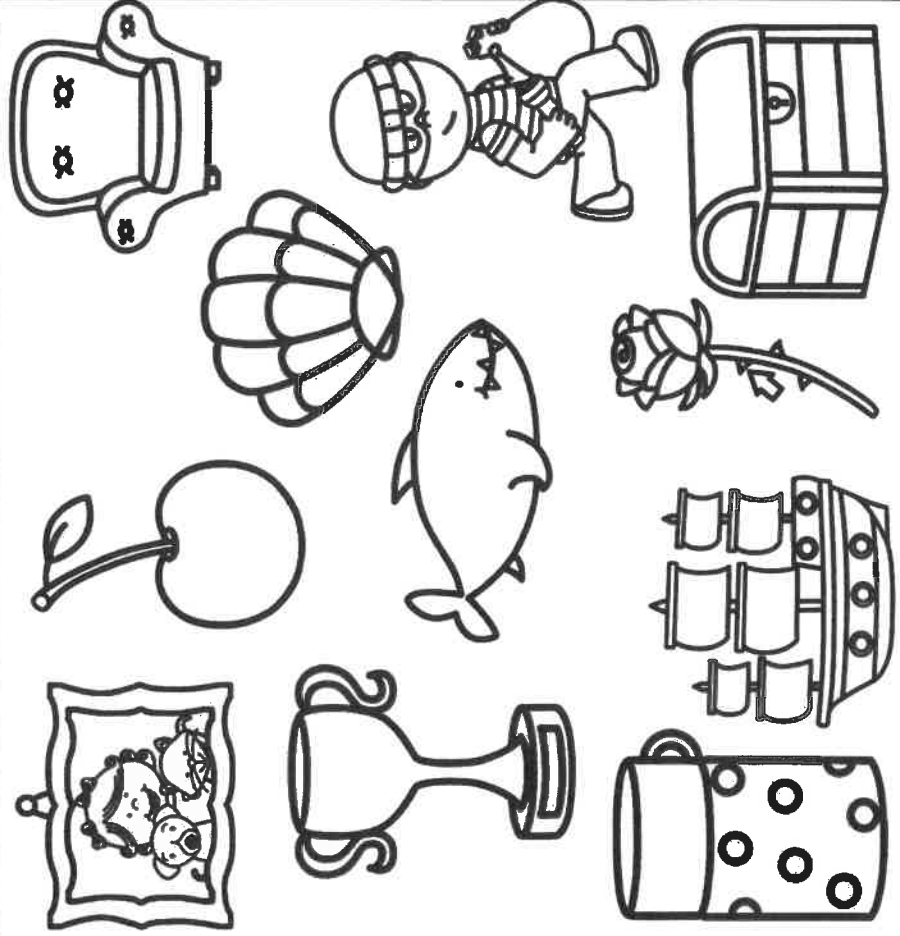
After reading the text, write what the topic is. Then, use the boxes to write what you learned about the topic.



# Color by Digraph

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

<b>th</b>		<b>ch</b>	
<b>sh</b>		<b>ph</b>	

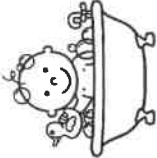
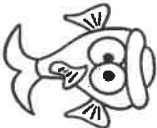

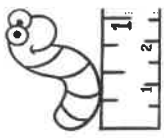
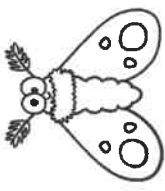
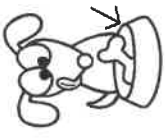
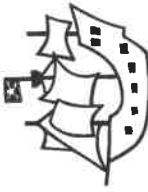




© 2008 Sweet for Kindergarten

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

Write and read the words.

Day 1  
Digraph Review

		
_____	_____	_____
_____	_____	_____
		
_____	_____	_____
_____	_____	_____
		
_____	_____	_____
_____	_____	_____

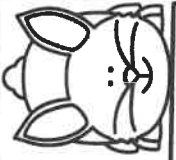
KinderPhonics®

Name \_\_\_\_\_

# I Can Count Backwards from 20!

Directions: Count backwards from 20.

Trace the numbers as you go. Cut and paste the missing numbers.



20	15	10	
			4
	13		
17		7	2
		6	1

© Annie Mollett @ The Mollett Girls 2015

2	10	9	4
16	8	19	3
		11	

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

Cross out the counters to solve the subtraction problem.

# Cross it out!

●	●	●	●	●	●
●	●	●	●	●	●

8 -

●	●	●	●	●	●
●	●	●	●	●	●

5 -

●	●	●	●	●	●
●	●	●	●	●	●

7 -

●					

1 -

●	●	●	●	●	●
●	●	●	●	●	●

9 -

●	●	●	●	●	●
●	●	●	●	●	●

4 -

●	●	●	●	●	●
●	●	●	●	●	●

10 -

4	3	10	1	6	2	7
=	=	=	=	=	=	=

Happy Math Kidz



Draw a line to match the car to its place.



3rd

1st

4th

6th

2nd

5th

## What is the Teen Number?

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

Count the blocks and color the correct teen number.

<p>(11) (13) (14)</p>	<p>(18) (16) (15)</p>	<p>(12) (14) (11)</p>	<p>(19) (18) (17)</p>
<p>(17) (19) (16)</p>	<p>(11) (12) (13)</p>	<p>(17) (19) (15)</p>	<p>(11) (14) (12)</p>



**Star Sight Word**

Rainbow write the word and then write it on the lines.



went

went went

went



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

Date: \_\_\_\_\_



rain

or



snow

I like the \_\_\_\_\_ because \_\_\_\_\_

---

---

---

---

---

---

---

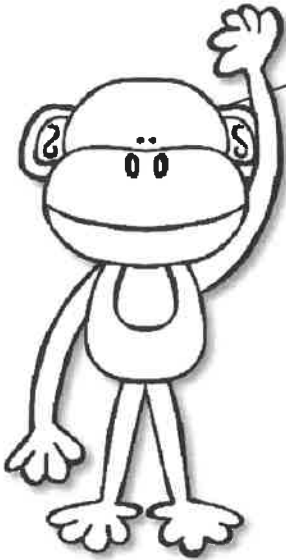
---

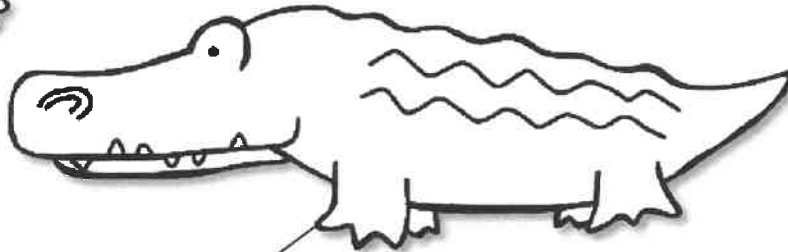
☐ My colors make sense. 

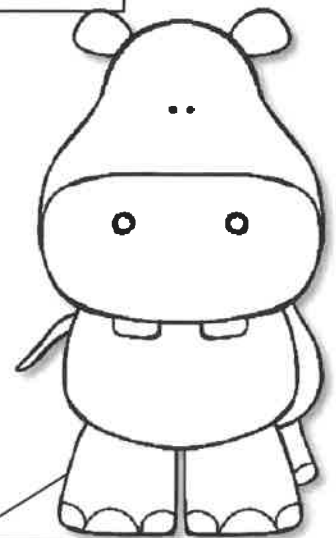
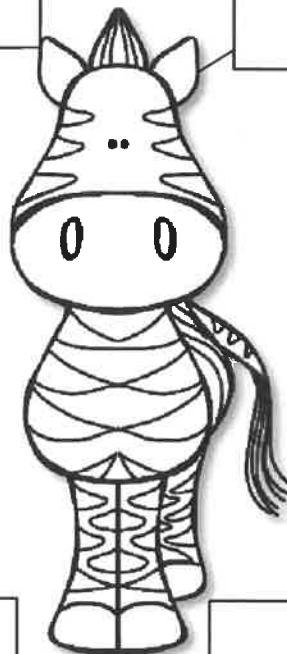
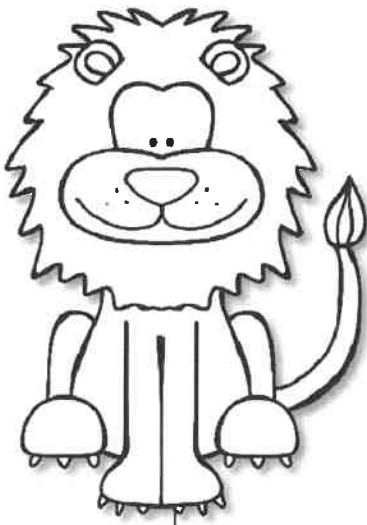
☐ I have words. dog

# Label it!

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

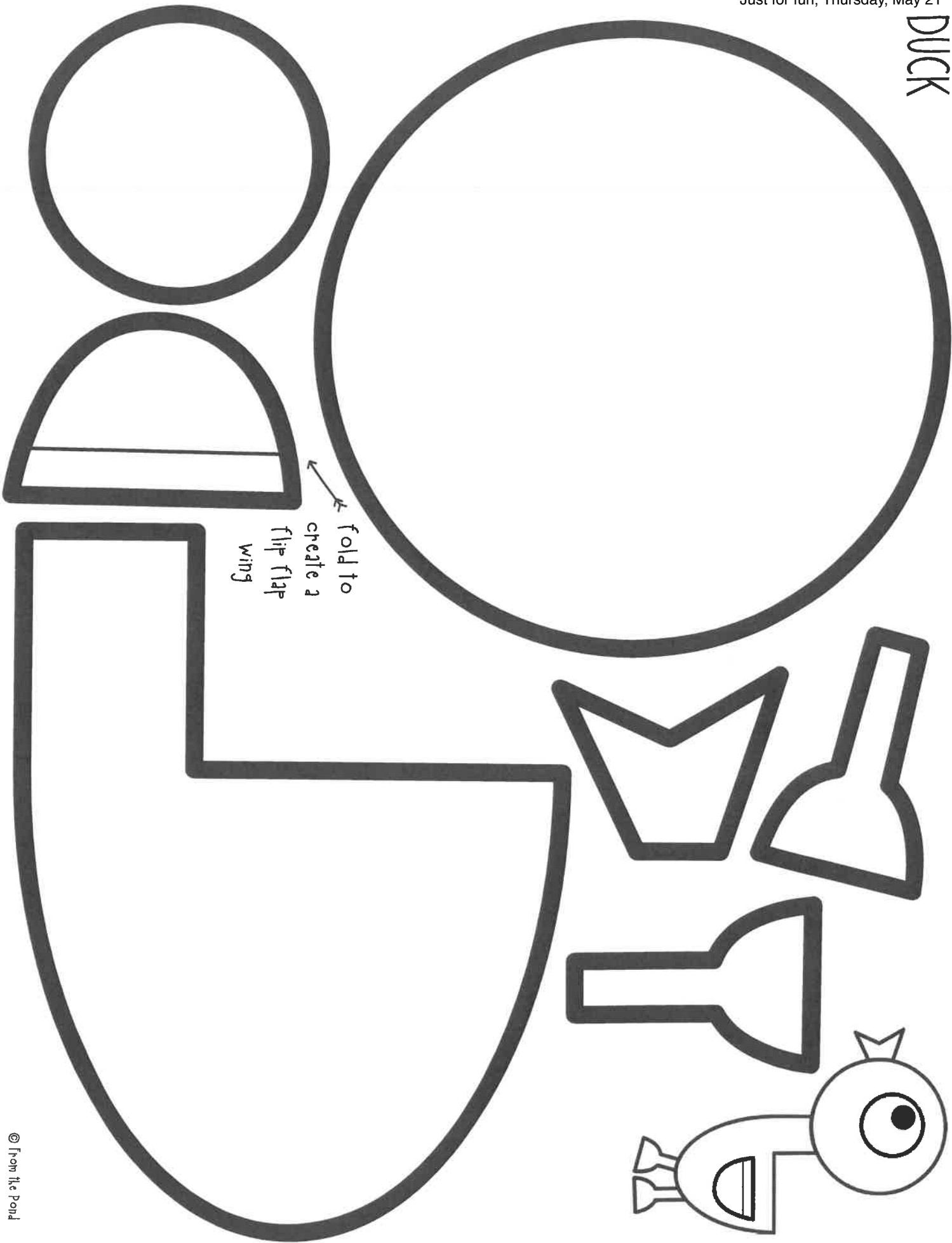




DUCK







## Friday, May 22<sup>nd</sup> Distance Learning

### Kindergarten Day 34 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.



# SIGHT WORDS

## List 3

Check the words off the list as you learn them. Color in the smiley face at the top when the list is mastered!

	<b>can</b>		<b>her</b>
	<b>said</b>		<b>make</b>
	<b>use</b>		<b>like</b>
	<b>each</b>		<b>him</b>
	<b>there</b>		<b>time</b>
	<b>their</b>		<b>has</b>
	<b>which</b>		<b>look</b>
	<b>how</b>		<b>two</b>
	<b>will</b>		<b>more</b>
	<b>them</b>		<b>write</b>
	<b>then</b>		<b>than</b>
	<b>these</b>		<b>been</b>
	<b>some</b>		

**Lesson 4.4: No Socks,  
No Shops**

**Word List**

*dogs, Dot, hot, Mom,  
not, on, shops, socks*

**New Sight Words**

*cannot, then, want*

“But the tan socks  
with dogs  
are hot,”  
says Dot.

“They are thick.  
They make me feel bad.”



#### 4.4 No Socks, No Shops

Complete the following activities.

1. Which socks does

Dot not like?

Ⓐ tan socks with frogs

Ⓑ tan socks with dogs

Ⓒ tan socks with logs

2. What happens if Dot does not wear socks?

“Come on, Dot,”  
says Mom.  
“We cannot  
go to the shops  
if you do not wear socks.”

---

---

---

---

---

---

---

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

# read to self

## Response Sheet

Title: \_\_\_\_\_

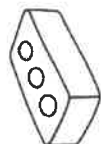
I give this book



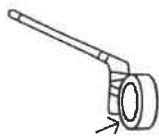
My favorite part of the story:

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

Trace and read the word.



brick

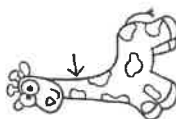
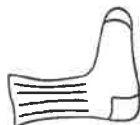


duck



sock

Write and read the words.



\_\_\_\_\_

Read and illustrate.

I can see six black socks.

KinderPhonics®

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

Write and illustrate the words.

sock

lock

deck

duck

neck

rock

sack

kick

brick

KinderPhonics®

Day 2  
Digraph  
ck

Day 1  
Digraph  
ck

**Kindergarten Math**  
**Counting by Tens**

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

**Counting by Tens**

Directions: Count by tens.

Fill in the missing numbers for each set.

10		10	10		10
20	20			20	
		30			
40	40		40		
		50			
60	60		60	60	
		70			
80	80			80	
		90	90		
100	100				

Name \_\_\_\_\_

# Find and Count Tally Marks!

Directions: Look at the picture below.

Find and circle each GROUP of tally marks according to the color code.

15= |||||



16= ||||| I



17= ||||| II



|||||

||||| I

|||||  
||| II

||||| II

|||||  
|||

||||| II

||||| II

|||||

||||| II

||||| I

||||| I

||||| I

|||||

|||||

||||| I

||||| I

||||| II

|||||

||||| I

||||| II

||||| II

||||| II

|||||

|||||  
|||||

||||| I

|||||

||||| I

|||||  
||||||||  
||| I

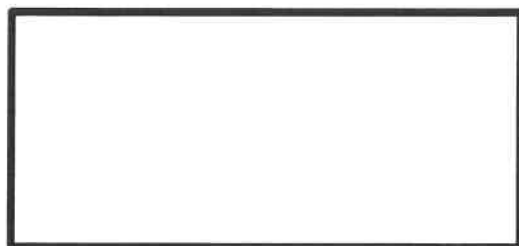
# Subtraction up to 10 With Ten Frames

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

## Ten Frame Subtraction Match

Directions: Cut and paste a ten frame to match the number sentence.

**1**  $10 - 2 = 8$



**2**  $7 - 2 = 5$



**3**  $9 - 4 = 5$



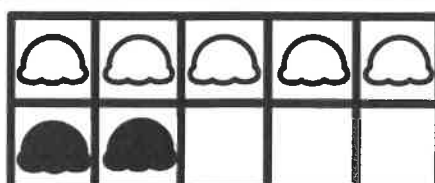
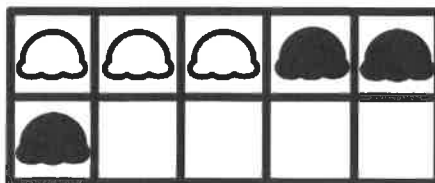
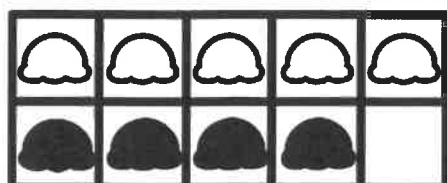
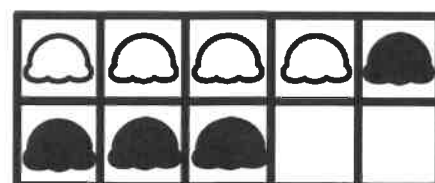
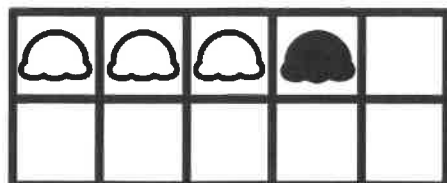
**4**  $4 - 1 = 3$



**5**  $8 - 4 = 4$



**6**  $6 - 3 = 3$





name

Handwriting, Friday, May 22

# Star Sight Word

Rainbow write the word and then write it on the lines.

boy

boy boy boy

boy



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

Date: \_\_\_\_\_



fruits

or



vegetables

I like \_\_\_\_\_ because \_\_\_\_\_

---

---

---

---

---

---

---

---



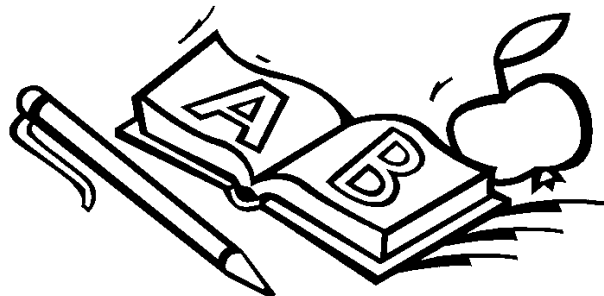


# Week 8

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

**Families:** Please sign below to confirm your kindergartener's completion of each day's work in their packet. Also, please remember to check for online updates and resources on Schoology. Thanks!

	Adult Signature	Date
Memorial Day - No Distance Learning		
May 26		
May 27		
May 29		
May 30		





# Reading Time <sup>Week 8</sup>

Choose an activity or two to do while reading.  
Read for at least 10 minutes every day.

## Play School



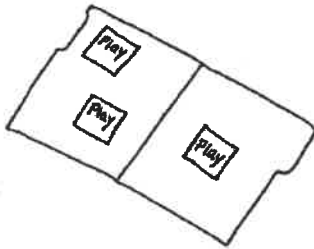
Read Aloud



Shared Reading

Read to a stuffed animal, a sibling, or a family member.

## Play Games



Snap word hunt.



Guess the feeling!



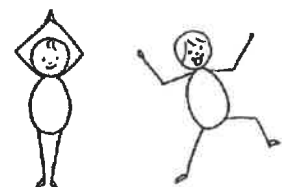
Guess  
what's next!

Look for snap words.  
Tell how characters feel. Predict!

## Play Pretend



Act it out!



Use gestures!

# Read Aloud Choice

Please pick one of the following for  
read aloud today:

vooks.com	tumblebooks.com
storylineonline.net	Listen to your teacher read on Schoolology.com
Reading Rainbow on YouTube	Have someone read to you at home



## Tuesday, May 26<sup>th</sup> Distance Learning

### Kindergarten Day 35 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.





# SIGHT WORDS

Reading, Tuesday, May 26

## List 4

Check the words off the list as you learn them. Color in the smiley face at the top when the list is mastered!

	<b>sit</b>		<b>would</b>
	<b>did</b>		<b>could</b>
	<b>now</b>		<b>should</b>
	<b>down</b>		<b>into</b>
	<b>long</b>		<b>number</b>
	<b>get</b>		<b>people</b>
	<b>come</b>		<b>first</b>
	<b>made</b>		<b>water</b>
	<b>from</b>		<b>called</b>
	<b>word</b>		<b>find</b>
	<b>other</b>		<b>part</b>
	<b>about</b>		<b>other</b>
	<b>many</b>		

**Lesson 4.5: Dot Picks Socks****Word List**

*Dot, got, hot, Mom, not,  
shops, socks, spots*

“I want to  
go to the shops!”  
says Dot.  
“Then pick some socks  
that are not so bad,”  
says Mom.

## **4.5 Dot Picks Socks**

**Complete the following activities.**

1. Draw the socks that Dot likes.

“Here!” says Dot.  
“I got some socks  
that have red spots.

These socks  
are not hot.

They are not thick.

They are not so bad.

Let’s go to the shops!”

Dot adds.

2. Where are Dot and Mom going?

---

---

---

---

---

Day 1  
L Blends  
sl-

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

Color the sl- blend words.



Write and read the words.



\_\_\_\_\_

\_\_\_\_\_

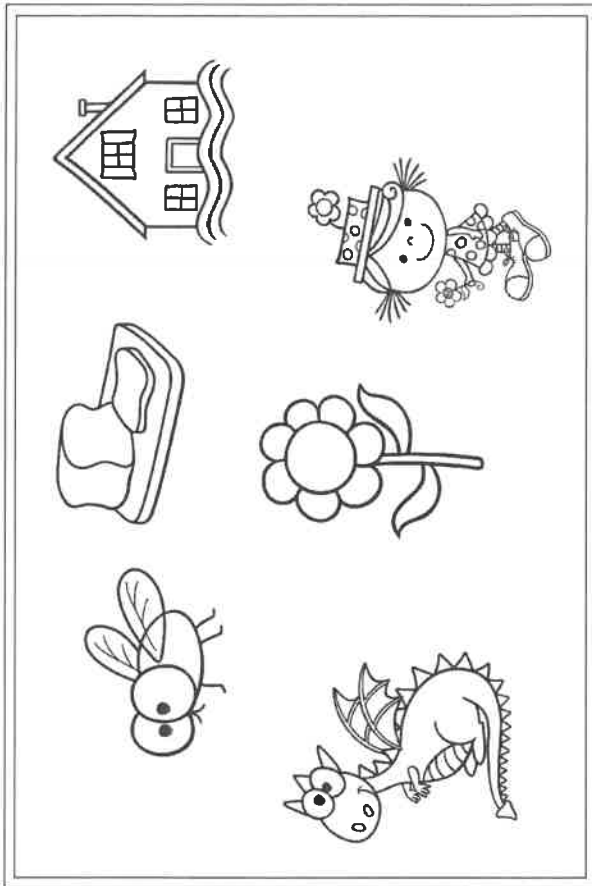
\_\_\_\_\_

KinderPhonics®

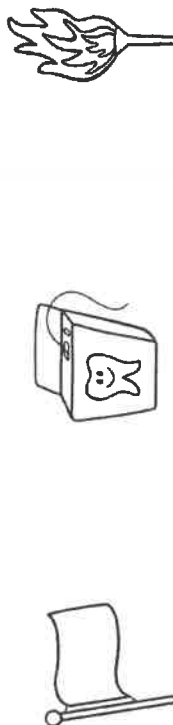
Day 2  
L Blends  
fl-

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

Color the fl- blend words.



Write and read the words.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

KinderPhonics®



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

# Subtraction

Cross out the cubes in the indicated place. Complete the subtraction sentence.

--	--	--	--	--	--	--	--	--	--

$$10 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

									X
--	--	--	--	--	--	--	--	--	---

$$10 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

								X	X
--	--	--	--	--	--	--	--	---	---

$$10 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

							X	X	X
--	--	--	--	--	--	--	---	---	---

$$10 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

						X	X	X	X
--	--	--	--	--	--	---	---	---	---

$$10 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

					X	X	X	X	X
--	--	--	--	--	---	---	---	---	---

$$10 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

			X	X	X	X	X	X	X
--	--	--	---	---	---	---	---	---	---

$$10 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

		X	X	X	X	X	X	X	X
--	--	---	---	---	---	---	---	---	---

$$10 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

	X	X	X	X	X	X	X	X	X
--	---	---	---	---	---	---	---	---	---

$$10 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

X	X	X	X	X	X	X	X	X	X
---	---	---	---	---	---	---	---	---	---

$$10 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

X	X	X	X	X	X	X	X	X	X
---	---	---	---	---	---	---	---	---	---

$$10 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

# Spring Addition Stories!

Read the addition story. Color the pictures to go with the story. Write an addition equation to go with the story.

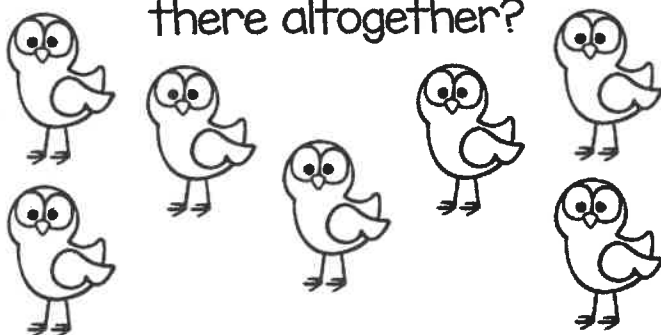
Name: \_\_\_\_\_

I see 1 green basket and 3 pink baskets. How many are there altogether?



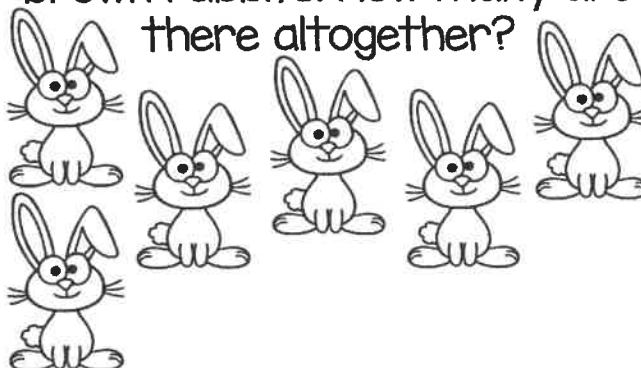
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

I see 2 orange chicks and 5 yellow chicks. How many are there altogether?



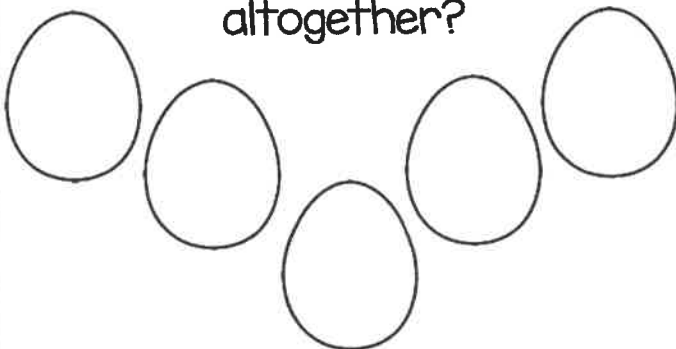
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

I see 4 white rabbits and 2 brown rabbits. How many are there altogether?



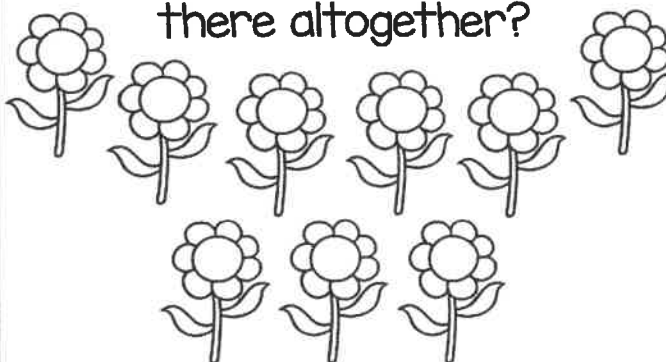
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

I see 3 blue eggs and 2 red eggs. How many are there altogether?



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

I see 6 purple flowers and 3 pink flowers. How many are there altogether?



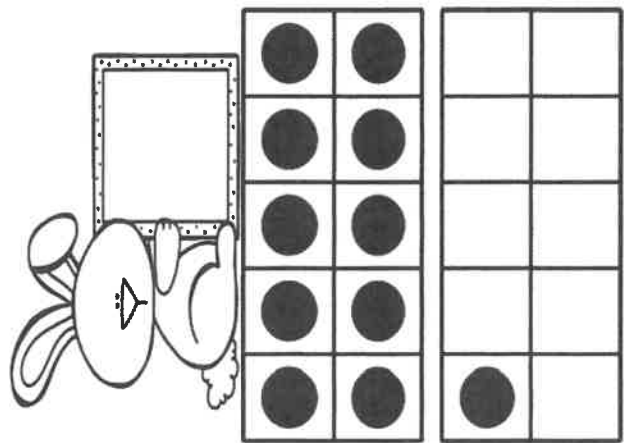
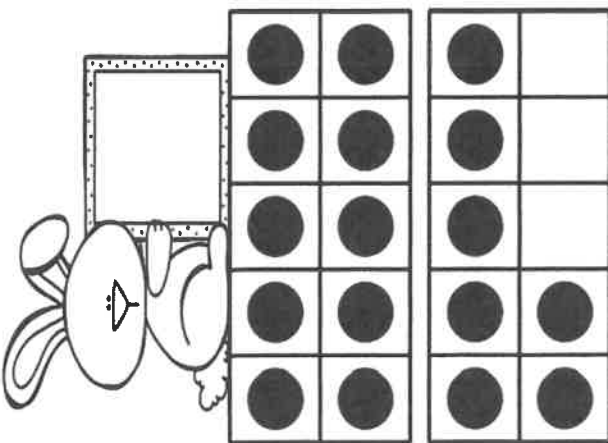
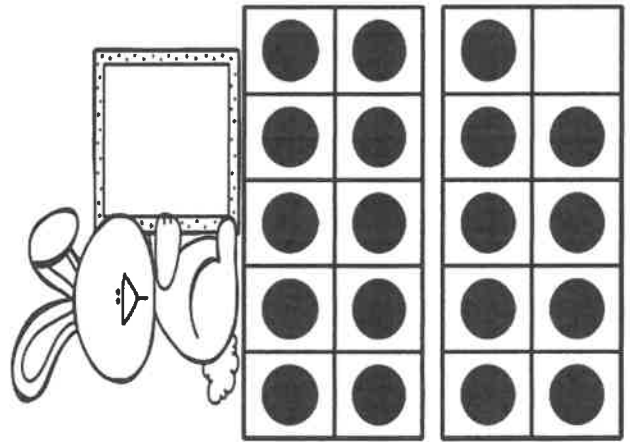
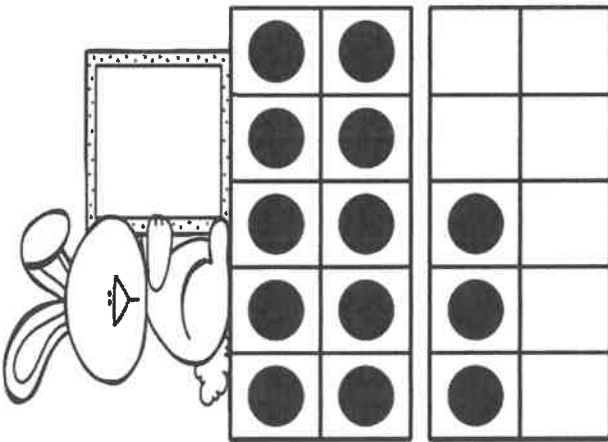
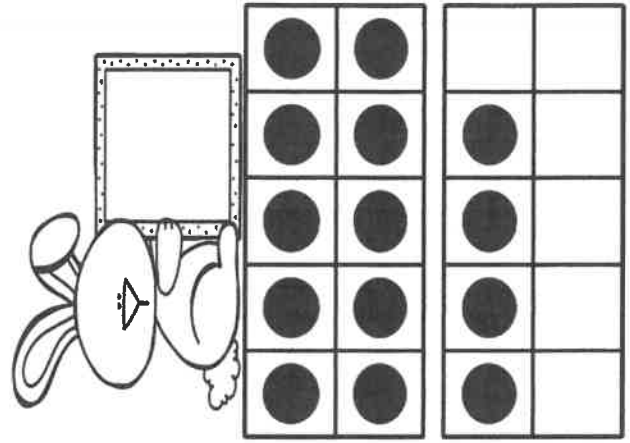
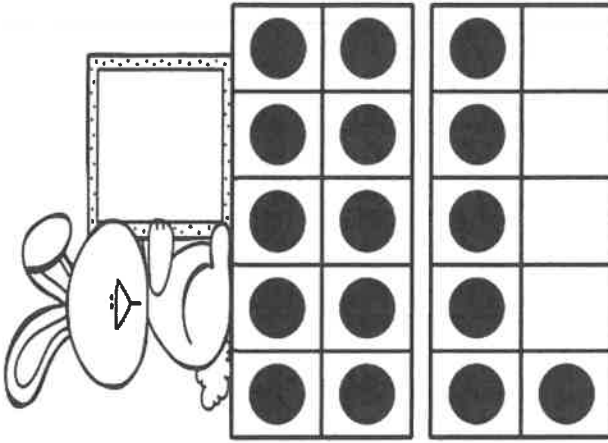
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

= 13 14 16 17 19

# Match the Teen Number

Cut the teen numbers and glue in the square about the correct filled in ten frames.

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







**Star Sight Word**

Rainbow write the word and then write it on the lines.

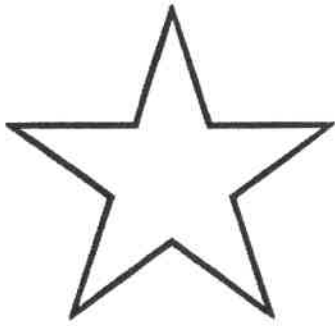
# friend

friend friend

friend

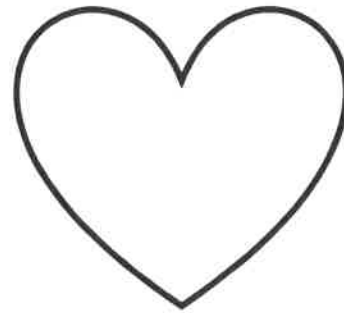
Name: \_\_\_\_\_

Date: \_\_\_\_\_



star

or



heart

I like a \_\_\_\_\_ because \_\_\_\_\_

---

---

---

---

---

---

---

---







## Wednesday, May 27<sup>th</sup> Distance Learning

### Kindergarten Day 36 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.





**big**

Name \_\_\_\_\_

# I Can Read !

Read the passage 3 times for fluency.

Highlight the word: **big**.

Circle the word: **dog**.

Underline the word: **ball**.

**big**

**big**

I have a pet dog.

My pet dog is big.

My big dog has a big ball.

He likes his big ball.

The big ball is blue



1st Read	
2nd Read	
3rd Read	

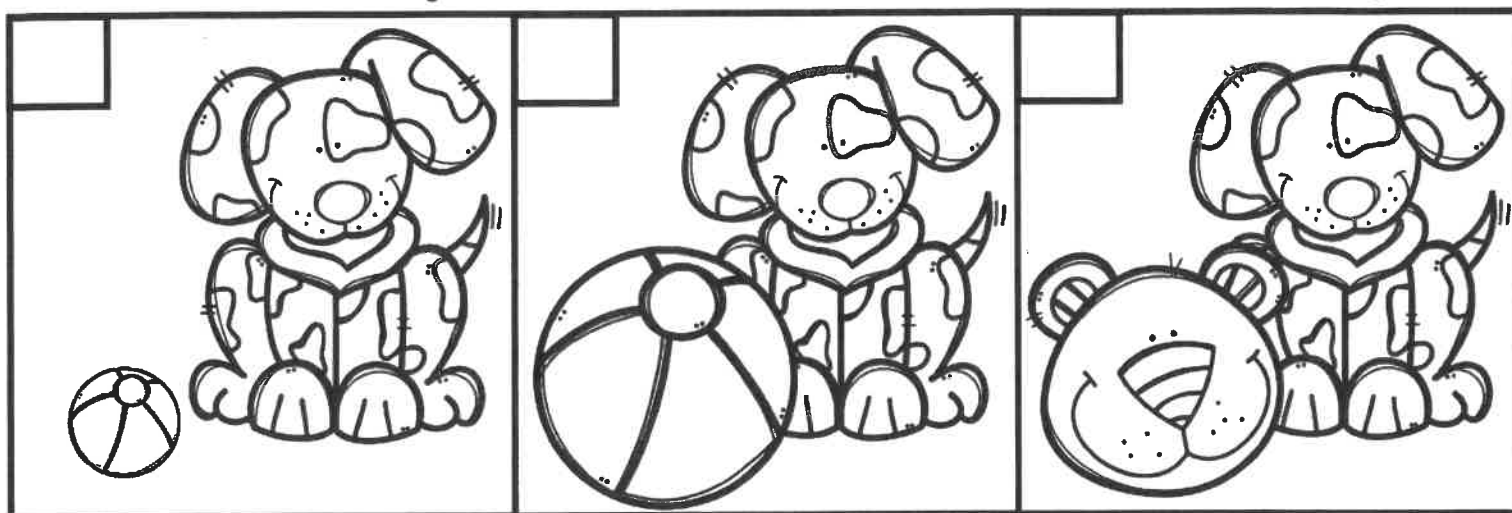


# big

\_\_\_\_\_

Name \_\_\_\_\_

**1. Check the picture that matches the story.**



**2. What do I have?**

- a. a pet cat
- b. a pet dog
- c. a pet duck

**3. What does my pet have?**

- a. a big bone
- b. a big bowl
- c. a big ball

**4. The ball is**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**and**

\_\_\_\_\_  
-----  
\_\_\_\_\_

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

# Read & Sequence

Read the story. Then cut out and glue the pictures in order.

## Picnic Time

I put apples in the basket.

I put sandwiches in the  
basket.

I put pretzels in the basket.

I am ready for the picnic!

WORD

BANK:



apple



sandwich



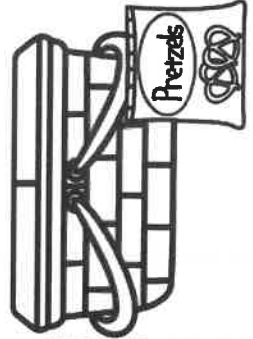
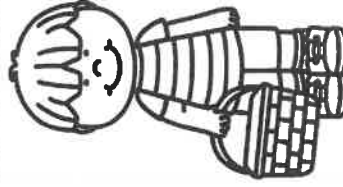
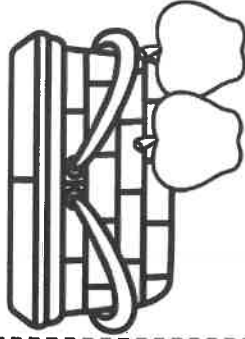
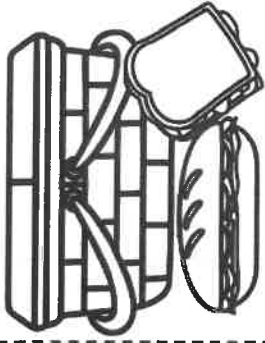
pretzels

1

2

3

4





Lesson 4.6: Dot and Mom Shop	
Word List	box, Dot, fox, Mom, shop, spots
New Sight Words	love, toy

Dot and Mom are  
at the toy shop.  
Dot spots  
a pink fox in a box.

**4.6 Dot and Mom Shop**  
Complete the following activities.

1. Which of these did Dot see at the toy shop?



“I love that fox,”  
says Dot.  
“That is a great fox,”  
says Mom.

2. What does Mom think about the fox?

---

---

---

---

---

# The Box

A Reading A-Z Level C Leveled Book  
Word Count: 55

## Connections

### Writing

Make a list of all the places the character goes in the story. Then, put the list in ABC order.

### Art

If you had a box, where would you go? Draw and color a picture.

 **Reading A-Z**

Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.

LEVELED BOOK • C

# The Box

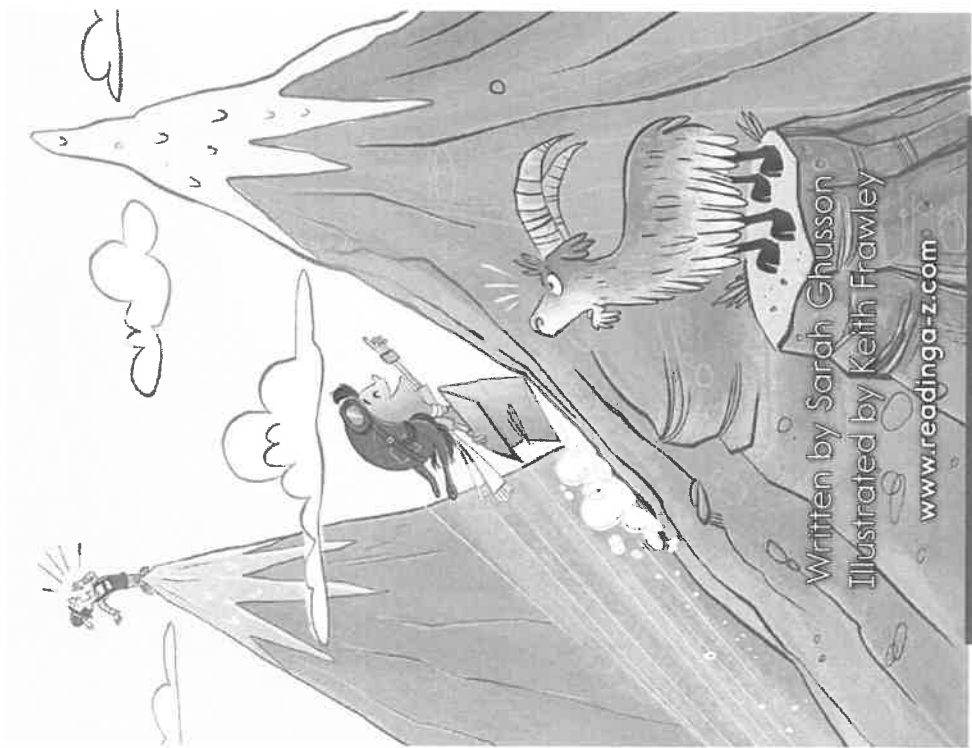
Written by Sarah Ghusson  
Illustrated by Keith Frawley

[www.readinga-z.com](http://www.readinga-z.com)





# The Box



## Focus Question

Why is the box special?

## Words to Know

anywhere      mountains  
backyard      ocean  
climb      special

The Box  
Level C Leveled Book  
© Learning A-Z  
Written by Sarah Ghusson  
Illustrated by Keith Frawley

All rights reserved.

[www.readinga-z.com](http://www.readinga-z.com)

## Correlation

LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4



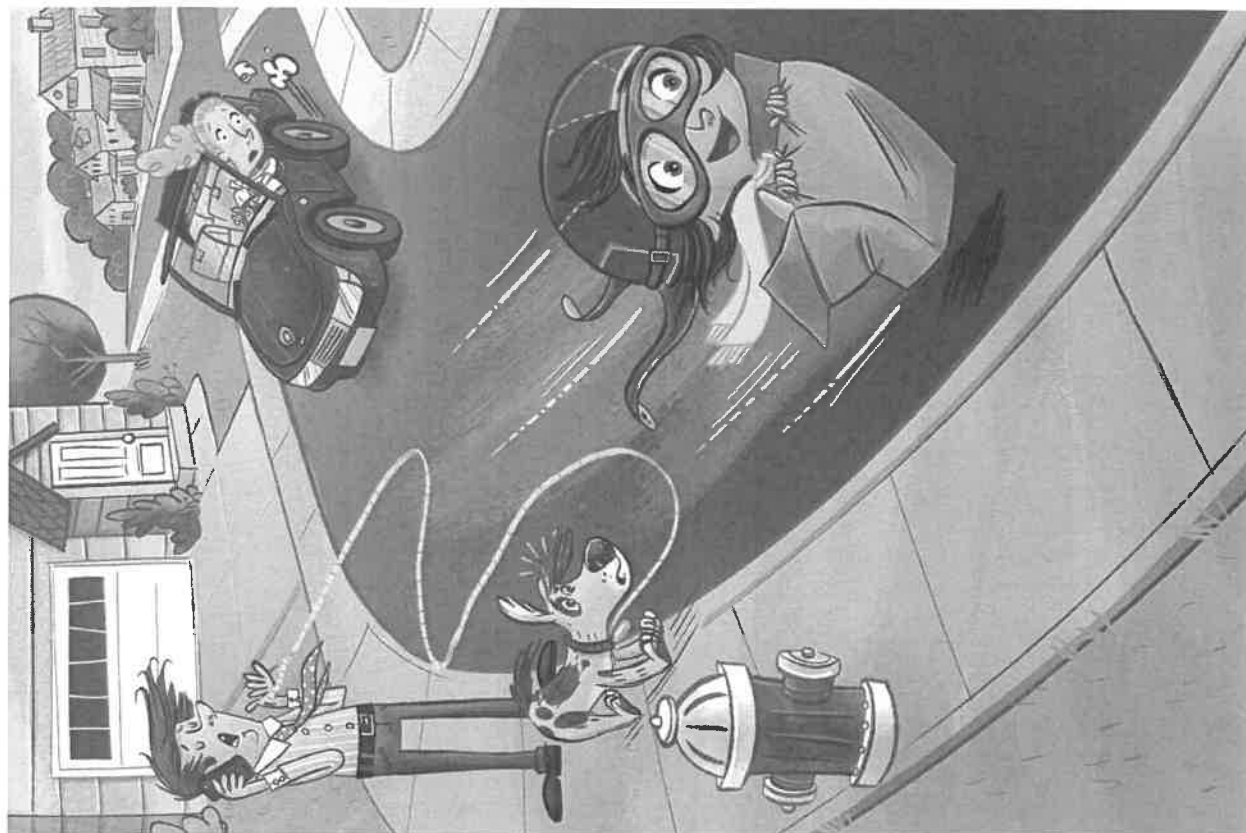




I climb into  
my backyard box.  
Where do I want  
to go today?

The Box • Level C

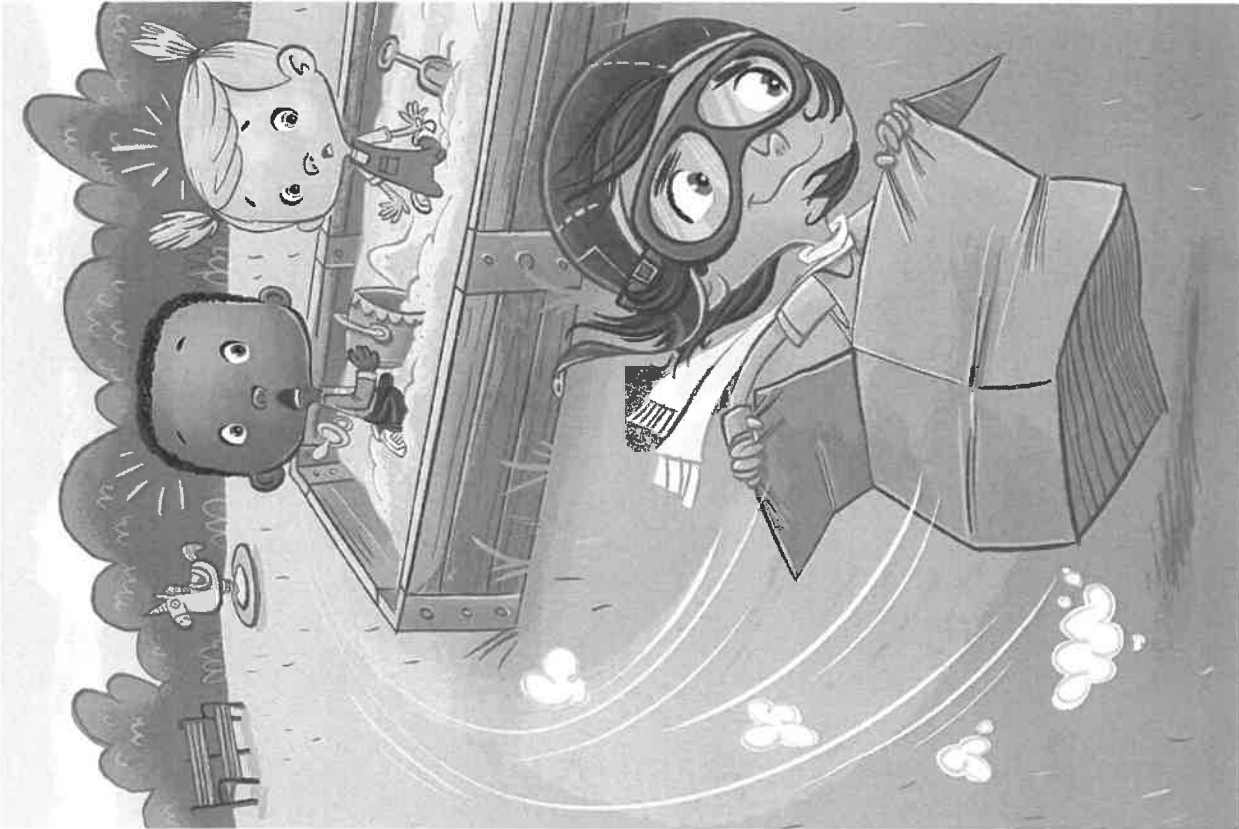
3



I go down the street.

4

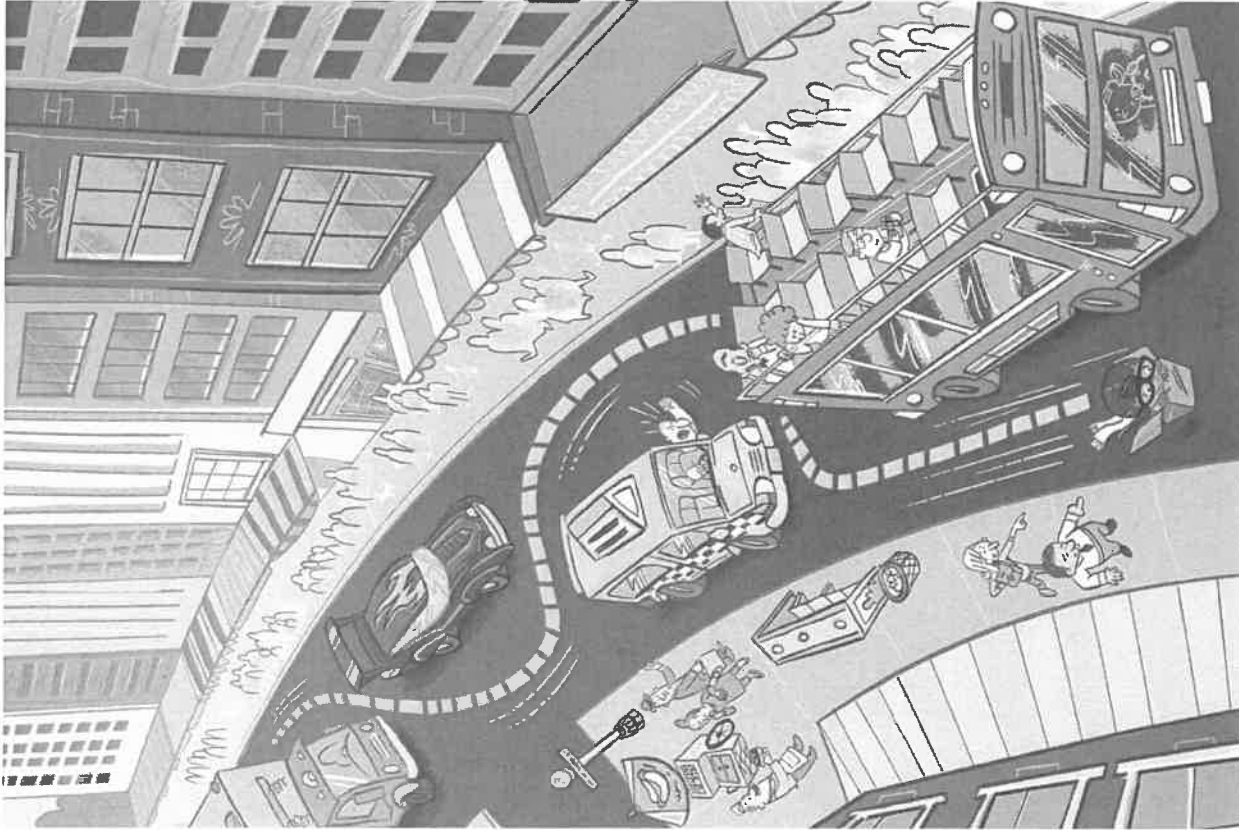




I go through the park.

The Box • Level C

5



I go to the city.

6





I go across the ocean.

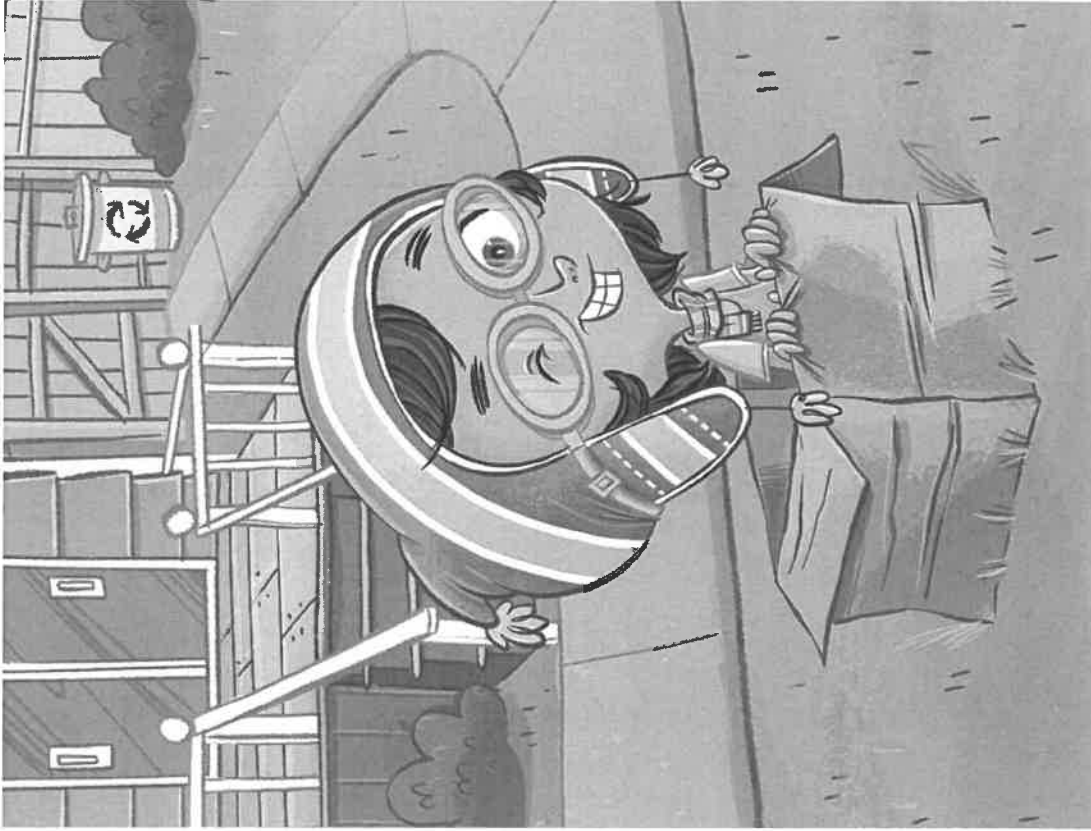


I go up the mountains.





I go into the sky.



My box is special.  
I can go anywhere  
in my own backyard!





# Story Retell

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

Draw three pictures and write sentences that retell the story you just read.

---

---

---

---

---

---



---

---

---

---

---

---



---

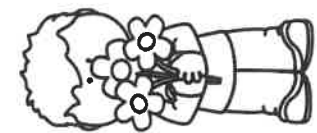
---

---

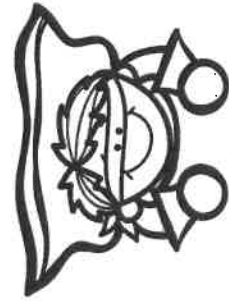
---

---

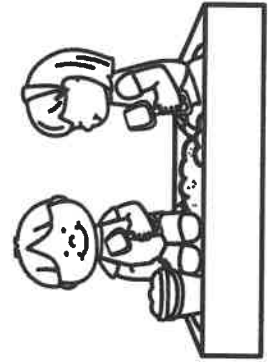
---



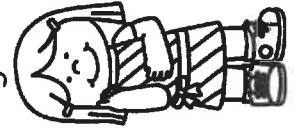
Kindness



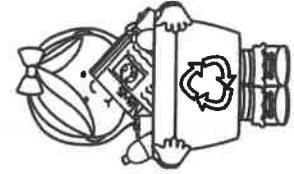
Bravery



Friendship



Honesty



Responsibility

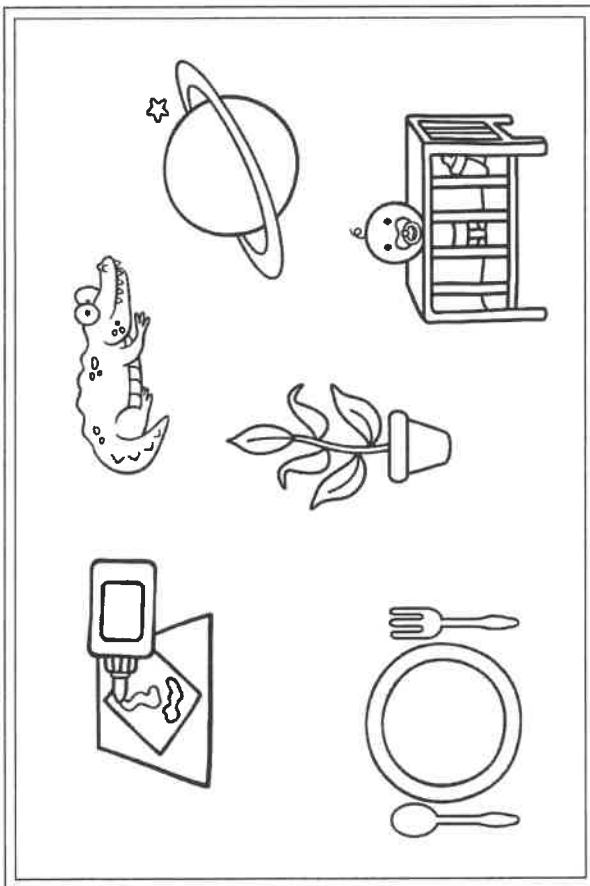
Circle the central message or lesson of this story.

Day 3

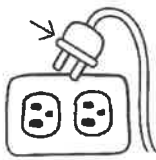

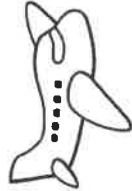
L Blends  
pl-

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

Color the pl- blend words.



Write and read the words.

		
_____	_____	_____
_____	_____	_____
_____	_____	_____

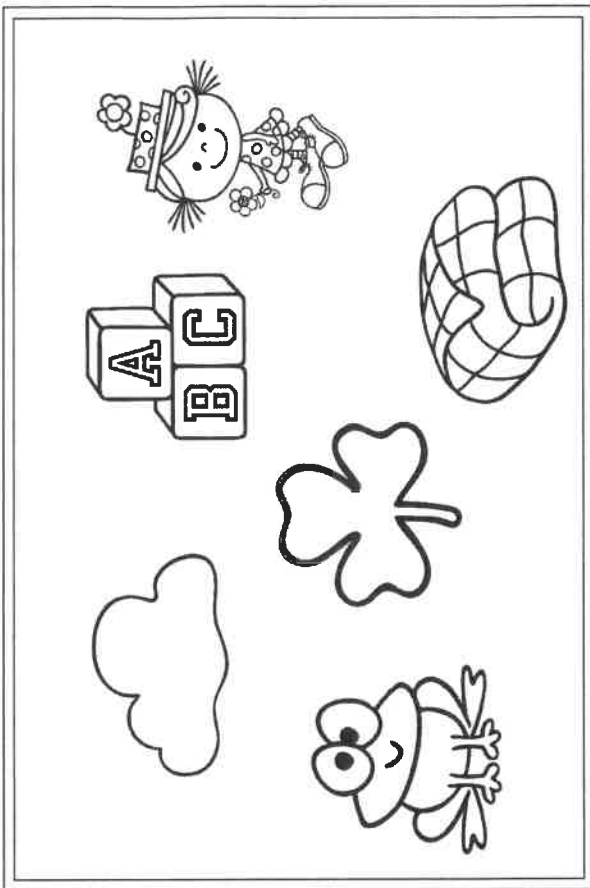
KinderPhonics®

Day 4

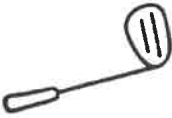
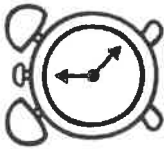
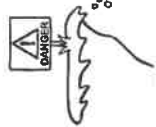
L Blends  
cl-

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

Color the cl- blend words.



Write and read the words.

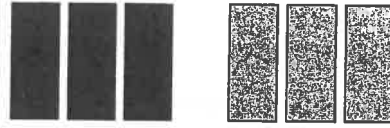
		
_____	_____	_____
_____	_____	_____
_____	_____	_____

KinderPhonics®

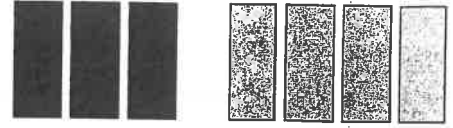
# Adding Within 10

Name \_\_\_\_\_

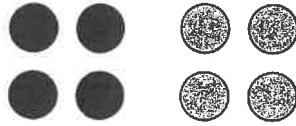
## Example



$$3 + 3 = \underline{6}$$



$$3 + 4 = \underline{\hspace{2cm}}$$



$$4 + 4 = \underline{\hspace{2cm}}$$



$$5 + 4 = \underline{\hspace{2cm}}$$

Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

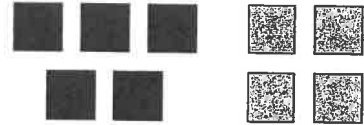
## Fluency and Skills Practice

# Adding Within 10 *continued*

Name \_\_\_\_\_



$$5 + 5 = \underline{\hspace{2cm}}$$



$$5 + 4 = \underline{\hspace{2cm}}$$



$$2 + 6 = \underline{\hspace{2cm}}$$



$$6 + 2 = \underline{\hspace{2cm}}$$

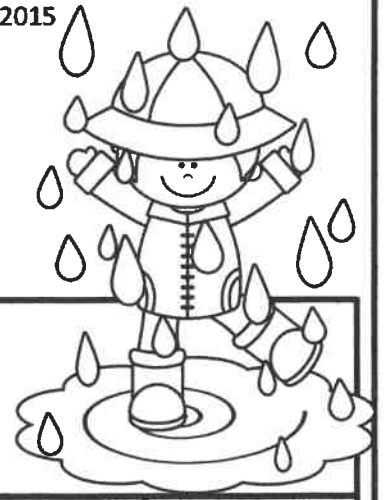
Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

Name \_\_\_\_\_



# Calendar Skills

Directions: Look at the calendar.  
Answer the questions.



## April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 	2 	3 	4 
5 	6 	7 	8 	9 	10 	11 
12 	13 	14 	15 	16 	17 	18 
19 	20 	21 	22 	23 	24 	25 
26 	27 	28 	29 	30 		

Directions: Answer the questions.

1. How many days were ?

4. How many days were ?

2. How many days were ?

5. How many days were ?

3. How many days were ?

6. How many days in the month?

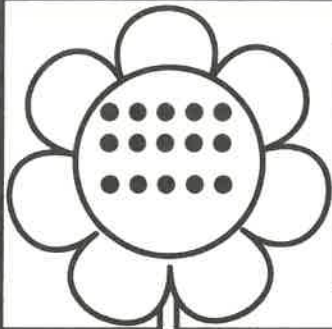
Name \_\_\_\_\_

© Annie Moffatt @ The Moffatt Girls 2015

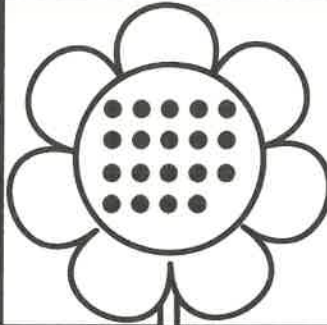
# I Can Match Sets up to 20

Directions: Count each set of dots on the flower.

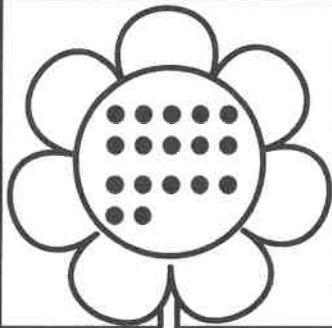
Cut and paste the number that matches.



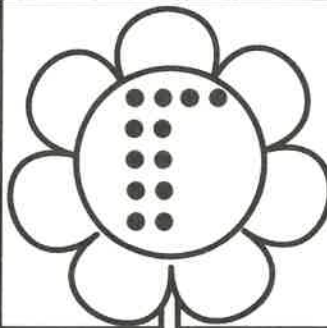
Paste  
Here



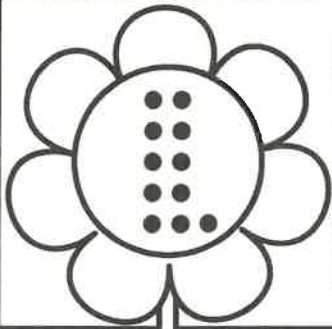
Paste  
Here



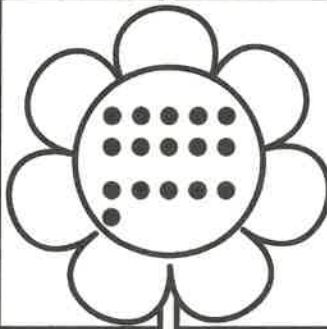
Paste  
Here



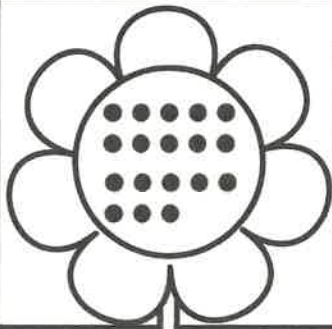
Paste  
Here



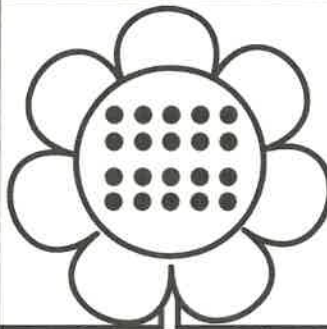
Paste  
Here



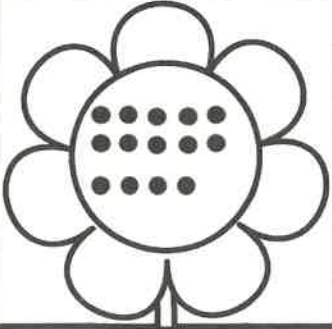
Paste  
Here



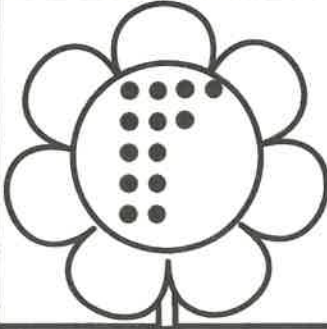
Paste  
Here



Paste  
Here



Paste  
Here



Paste  
Here

11

12

13

14

15

16

17

18

19

20



name

Handwriting, Wednesday, May 27

# Star Sight Word

Rainbow write the word and then write it on the lines.

girl

girl

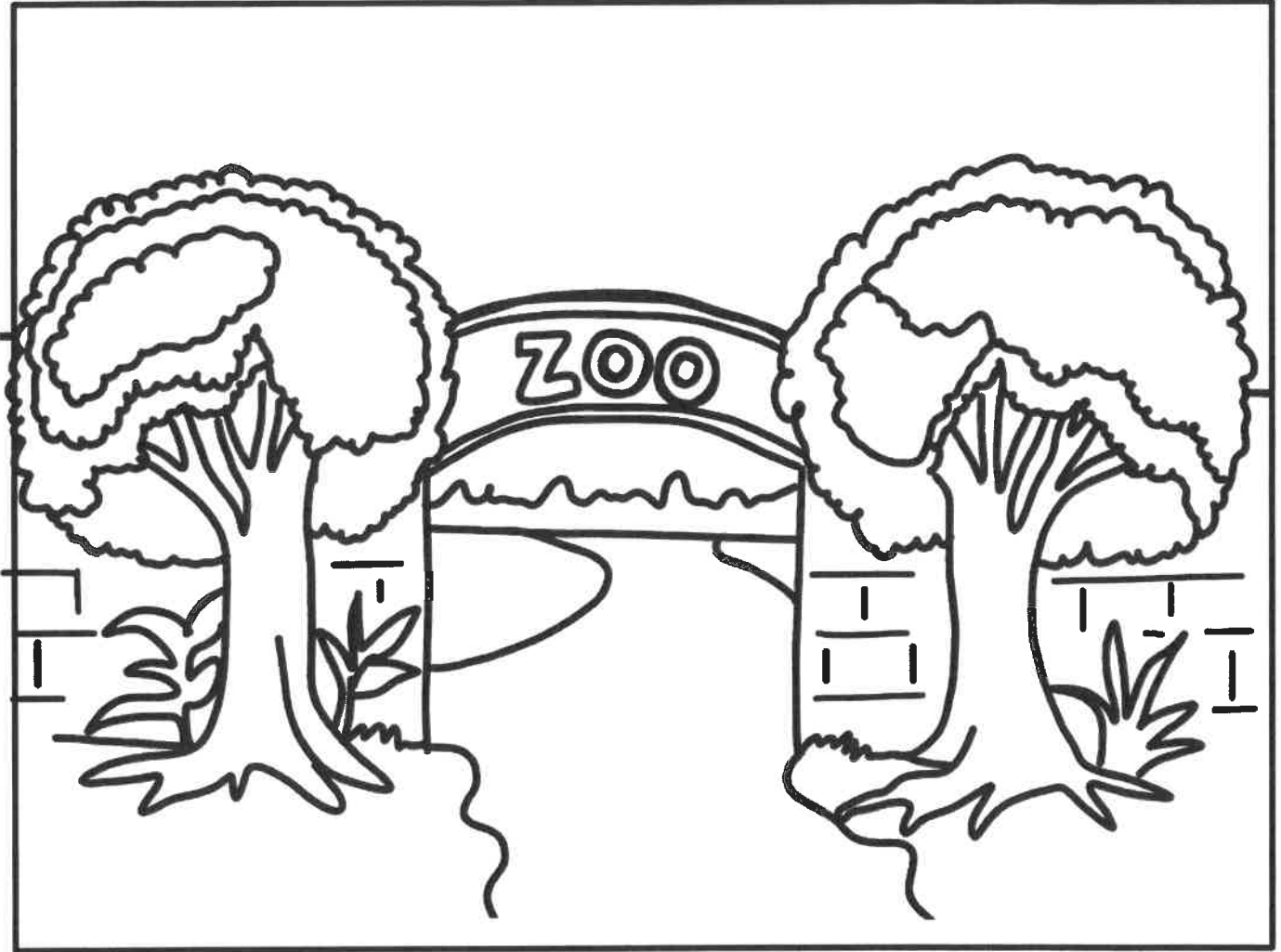
girl

girl



# Write About It!

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




---



---



---



---



---

☐ I have characters. 

☐ I have words. dog

☐ I have spaces.  

☐ I have a setting. 

☐ I have punctuation. (. ? !)

☐ My colors make sense. 







## Thursday, May 28<sup>th</sup> Distance Learning

### Kindergarten Day 37 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.



# SIGHT WORDS

Reading, Thursday, May 28

## List 5

Check the words off the list as you learn them. Color in the smiley face at the top when the list is mastered!

	<b>new</b>		<b>put</b>
	<b>take</b>		<b>big</b>
	<b>live</b>		<b>such</b>
	<b>me</b>		<b>men</b>
	<b>just</b>		<b>us</b>
	<b>name</b>		<b>off</b>
	<b>good</b>		<b>end</b>
	<b>man</b>		<b>well</b>
	<b>say</b>		<b>work</b>
	<b>help</b>		<b>back</b>
	<b>too</b>		<b>give</b>
	<b>much</b>		<b>our</b>
	<b>set</b>		

Lesson 4.7: Mom Spots Blocks	
Word List	blocks, box, Dot, lot, Mom, spots
New Sight Words	some, there

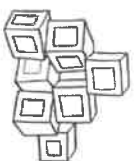
Mom spots some  
red and blue blocks.  
The blocks are  
in a great big box.

## 4.7 Mom Spots Blocks

Complete the following activities.

1. Use these letters to complete the words.

b	bl	s	f
---	----	---	---



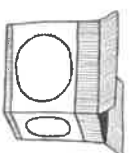
\_\_\_ocks



\_\_\_ocks



\_\_\_ox



\_\_\_ox

“Look at those blocks,”  
says Mom.  
“There are a lot of blocks  
in that box,”  
says Dot.

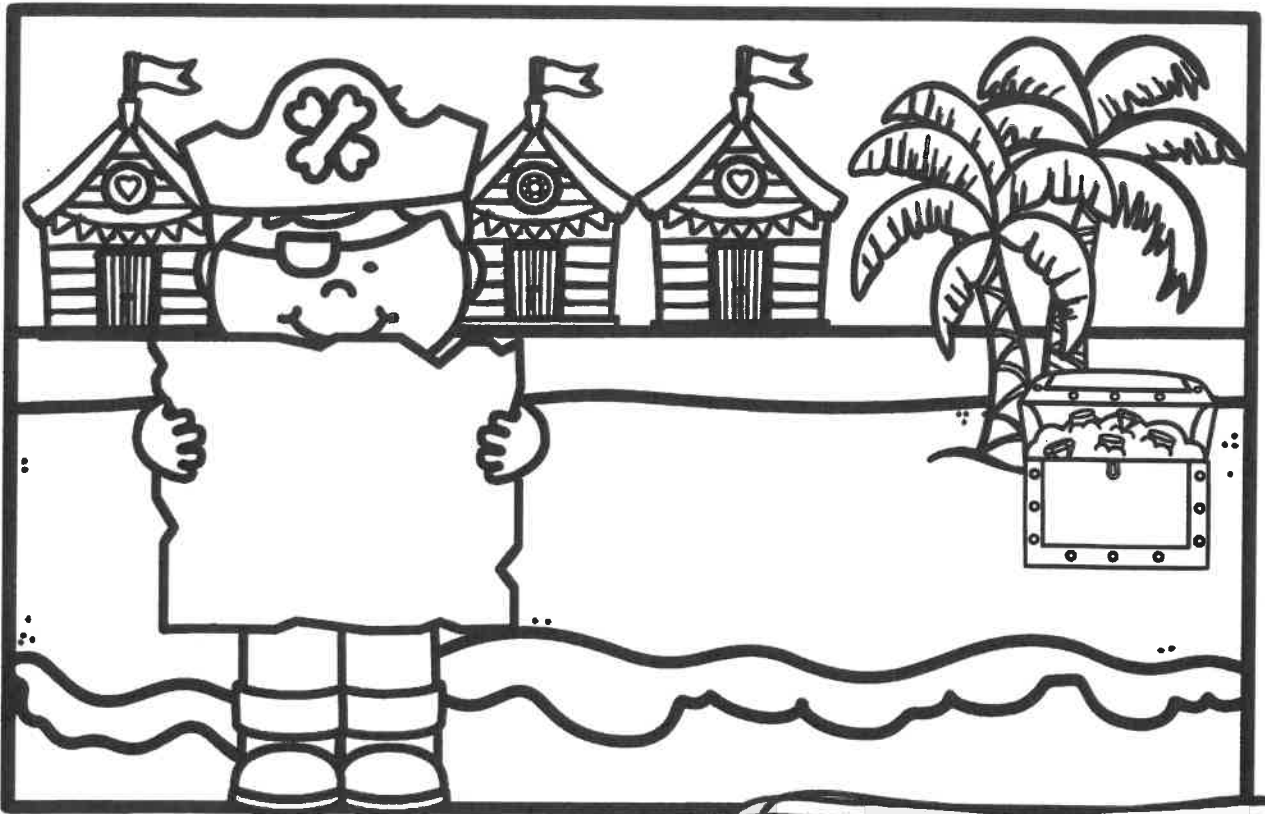
2. What colors are  
the blocks?

---

Name \_\_\_\_\_

# 2

## I Can Read CVC Stories



© Keeping My Kiddo Busy 2014 keepingmykiddobusy.com

Sam has a map.  
He looks for a  
box of gold.  
Can you see it?

COMPREHENSION  
QUESTIONS

Sam has a \_\_\_\_\_

map

mop

He looks for a \_\_\_\_\_

dog

box

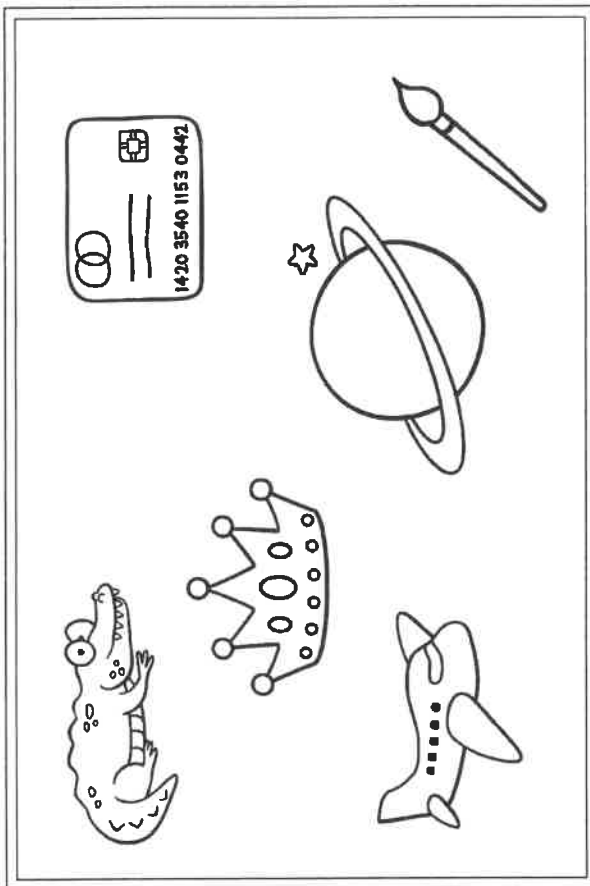


Day 1

R Blends  
cr-

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

Color the cr- blend words.



Write and read the words.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

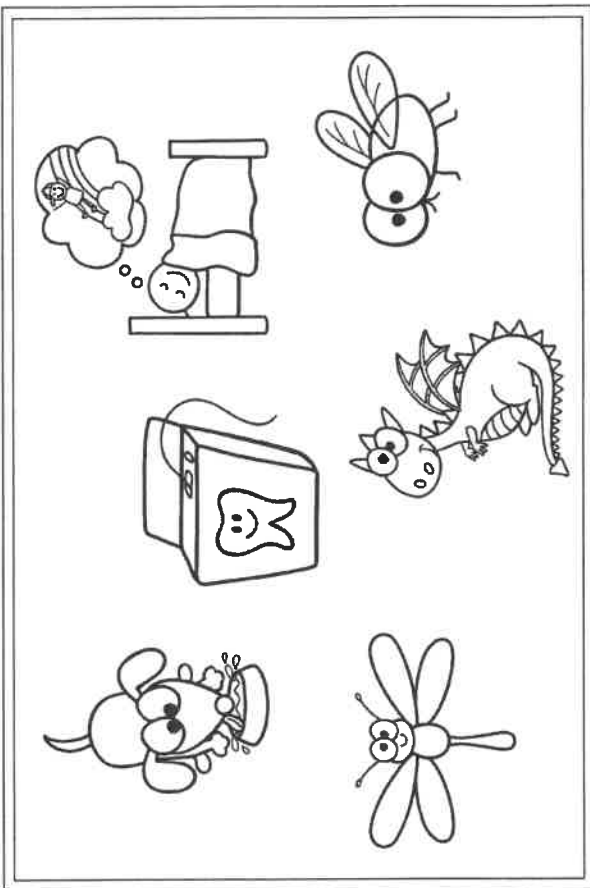
KinderPhonics®

Day 2

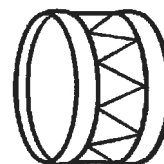
R Blends  
dr-

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

Color the dr- blend words.



Write and read the words.



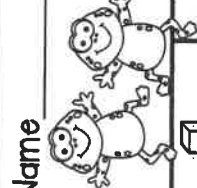
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

KinderPhonics®

Name \_\_\_\_\_



# Place Value

Directions: Count each set of tens and ones.



	<u>Tens</u>		<u>Ones</u>
	<u>Tens</u>		<u>Ones</u>
	<u>Tens</u>		<u>Ones</u>
	<u>Tens</u>		<u>Ones</u>
	<u>Tens</u>		<u>Ones</u>
	<u>Tens</u>		<u>Ones</u>

© Annie Morait @ The Morait Girls 2015

# Crossed Out and Subtract!

Write a subtraction equation that goes along with the pictures.

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

	$\underline{\quad} - \underline{\quad} = \underline{\quad}$		$\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} - \underline{\quad} = \underline{\quad}$		$\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} - \underline{\quad} = \underline{\quad}$		$\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} - \underline{\quad} = \underline{\quad}$		$\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} - \underline{\quad} = \underline{\quad}$		$\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} - \underline{\quad} = \underline{\quad}$		$\underline{\quad} - \underline{\quad} = \underline{\quad}$

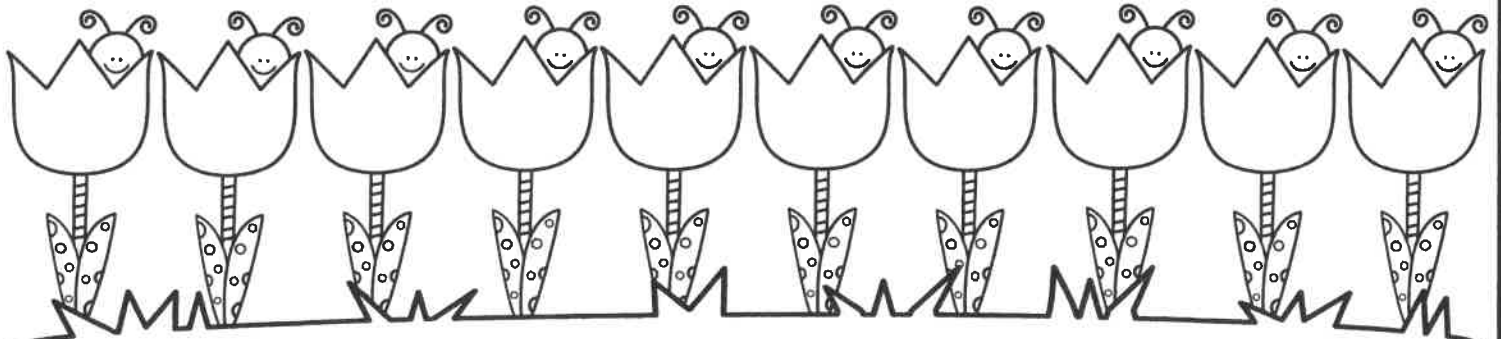
© A Spoonful of Learning


Name \_\_\_\_\_


# Ordinal Numbers

## I Can Follow Directions

Directions: Read and color.





Color the 3rd  yellow.


Color the 5th  red.

Color the 1st  orange.

Color the 7th  blue.

Color the 2nd  green.


Color the 10th  purple.


Color the 9th  white.


Color the 4th  brown.


Color the 6th  gray.


Color the 8th  black.


Color the 7th  orange.


Color the 2nd  blue.

Color the 10th  green.

Color the 6th  purple.


Color the 3rd  yellow.

Color the 1st  brown.

Color the 5th  red.

Color the 9th  white.

Color the 4th  black.

Color the 8th  gray.

name

Handwriting, Thursday, May 28

# Star Sight Word

Rainbow write the word and then write it on the lines.

how

how how how

how

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

# Fairy Tale Writing Planner

This story is about a...

☐ boy 

☐ king 

☐ monster 

☐ girl 

☐ queen 

☐

☐ prince 

☐ horse 

☐

☐ princess 

☐ dragon 

☐

It takes place...

☐ in a castle 

☐ in the mountains 

☐ in a cave 

☐ outside 

☐ by the water 

☐

☐ in a house 

☐ in a forest 

☐

👉 First...

👉 Next...

👉 Last...

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

## My Fairy Tale

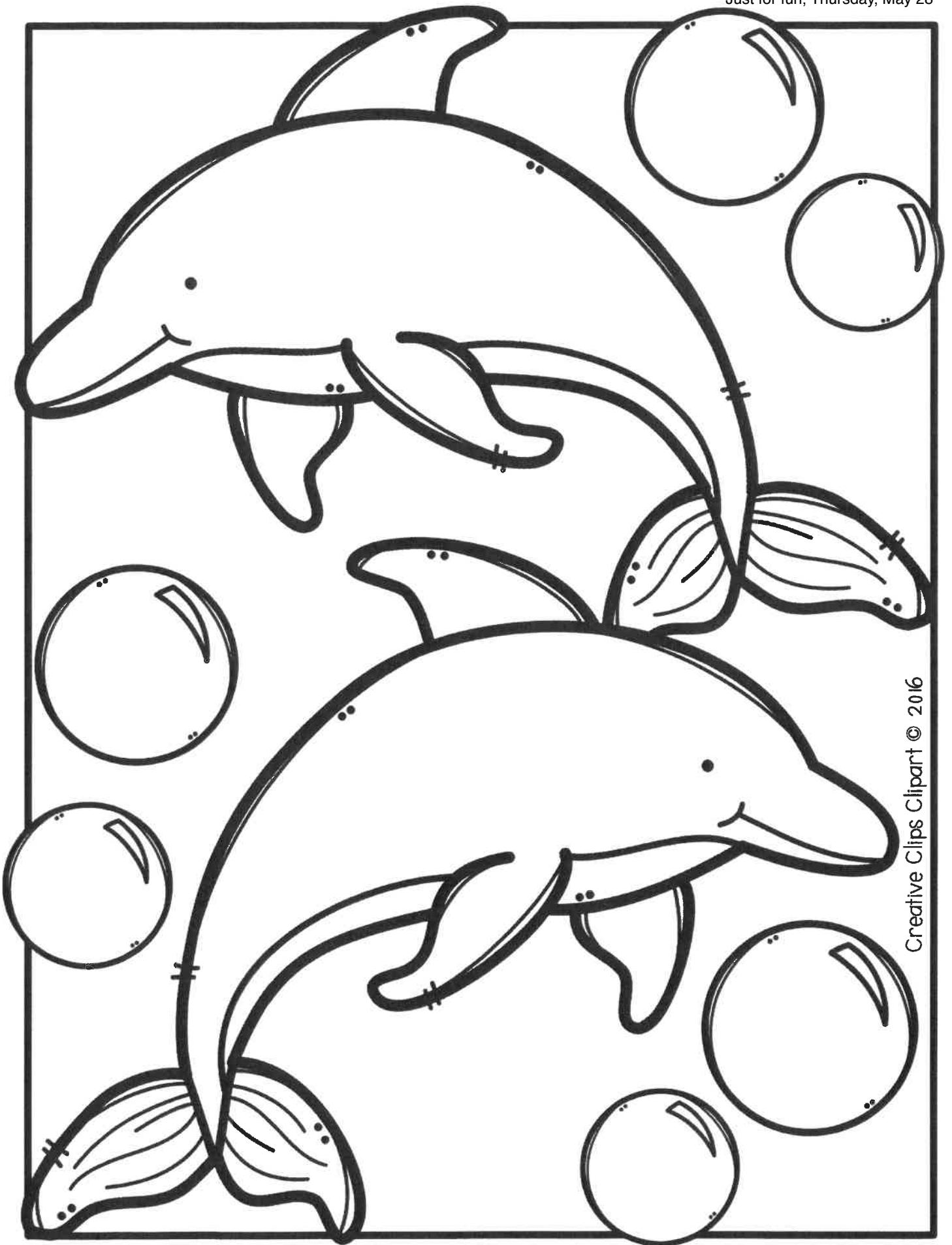
Once upon a time, there was a

who lived in

First,

Next,

Last,





## Friday, May 29<sup>th</sup> Distance Learning

### Kindergarten Day 38 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.



Name \_\_\_\_\_

## I Can Read CVC Stories



© Keeping My Kiddo Busy 2014 keepingmykiddobusy.com

Ned is a fox.  
He can run fast.  
Ned likes to wag  
his big tail.

COMPREHENSION  
QUESTIONS

Ned is a \_\_\_\_\_

cat

fox

He can run \_\_\_\_\_

fast

slow



Name \_\_\_\_\_

# I Can Read!

Read the passage 3 times for fluency.

Highlight the word: **away**.

Circle the sight word: **I**.

Underline the word: **my**.

**away**

**away**

**away**

I put my toys away.

I put my books away.

I put my dolls away.

Now my room is clean!

Mom will be happy to see my  
clean room.



1st Read	
2nd Read	
3rd Read	

# away

Name \_\_\_\_\_

1. Put the events in order. Write 1, 2, or 3 in the box.



2. What did I put away?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3. Is my room clean?

- a. yes
- b. no

4. Mom will be \_\_\_\_\_.

- a. sad
- b. happy
- c. mad

Lesson 4.8: Dot Spots Socks	
<b>Word List</b>	
<i>Dot, frogs, hot, Mom, not, on, shop, socks, spots, top</i>	
<b>New Sight Words</b>	
<i>green, those</i>	

Dot and Mom  
go to the next shop.  
Dot spots some socks  
with green frogs  
on them.  
“I love frogs!  
I love those socks,”  
says Dot.  
“Can you get me  
those socks?”

## **4.8** Dot Spots Socks

Complete the following activities.

1. Why does Mom not want to get the socks for Dot?

---

---

---

2. Draw a picture of the socks that Dot likes.

“I do not want  
to get socks  
that you will not wear,”

says Mom.

“What if those socks  
are hot?”

What if they are thick?  
What if they feel bad?”

Mom adds.

# Animal Coverings

A Reading A-Z Level B Leveled Book

Word Count: 25



 **Reading A-Z**

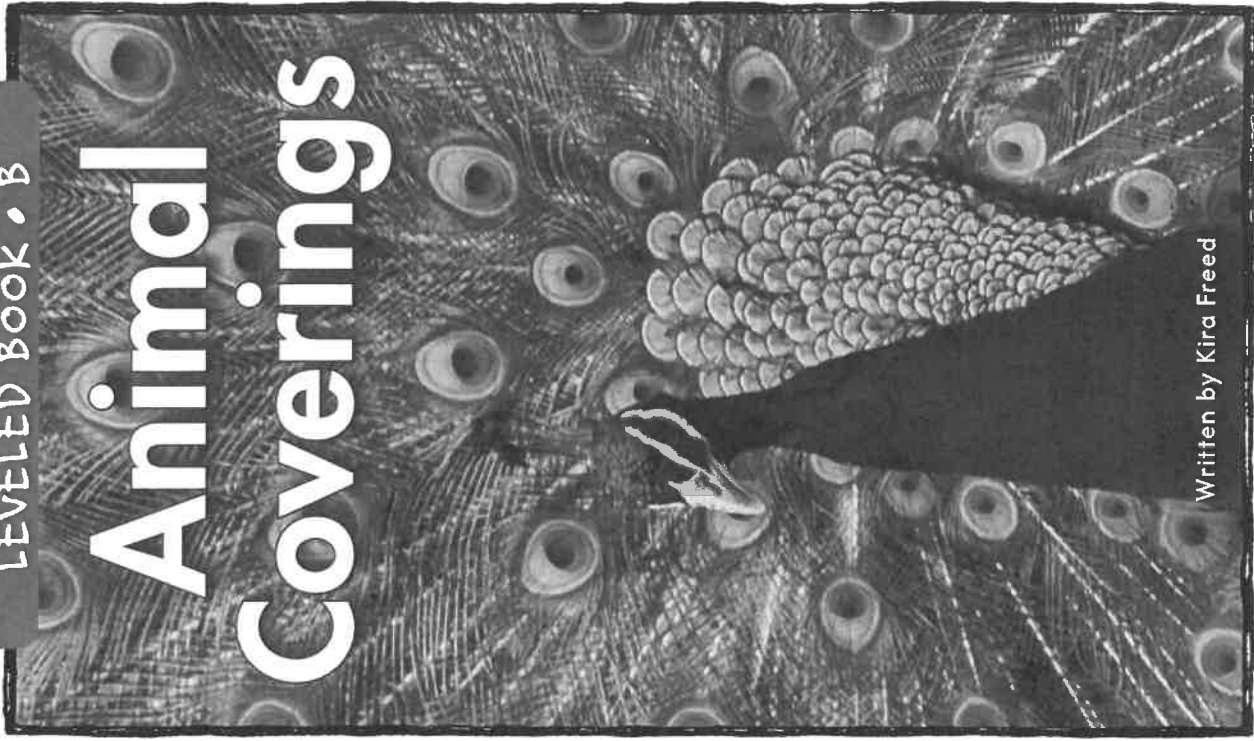
Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.

LEVELED BOOK • B

# Animal Coverings

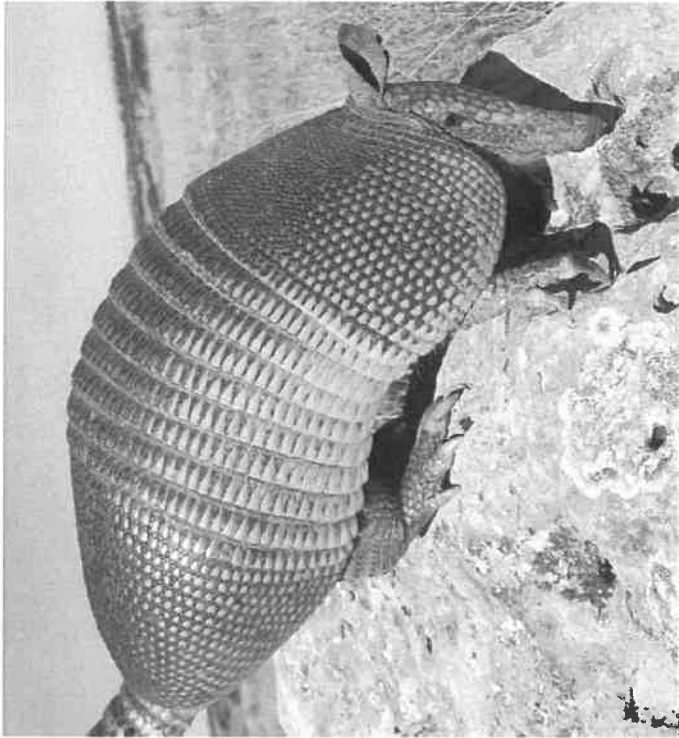
Written by Kira Freed

[www.readinga-z.com](http://www.readinga-z.com)





# Animal Coverings



Written by Kira Freed

[www.readinga-z.com](http://www.readinga-z.com)

**Photo Credits:**

Front cover, back cover, pages 3 (top two), 4 (all), 5 (top and bottom), 6 (both bottom), 8 (bottom left), 9, 10 (bottom right): © Jupiter Images: title page: © iStockphoto.com/Jeremiah Garcia; pages 3 (bottom): © iStockphoto.com/Sherry Gribben; page 5 (center): © iStockphoto.com/Richard Ng; page 6 (top left): © iStockphoto.com/Alexander Klemm; page 6 (top right): © Vilaincrevette/Dreamstime.com; page 7 (center): © Graemo/Dreamstime.com; page 7 (top): © Mint Images - Frans Lanting/Mint Images/Getty Images; pages 7 (bottom), 8 (bottom right): © Hemera Technologies/Jupiterimages Corporation; pages 8 (top), 10 (top): © Juniors Bildarchiv/Alamy; page 10 (center): © Dixi\_/iStock/Thinkstock

**Correlation**

LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

Animal Coverings  
Level B Leveled Book  
© Learning A-Z  
Written by Kira Freed

All rights reserved.

[www.readinga-z.com](http://www.readinga-z.com)



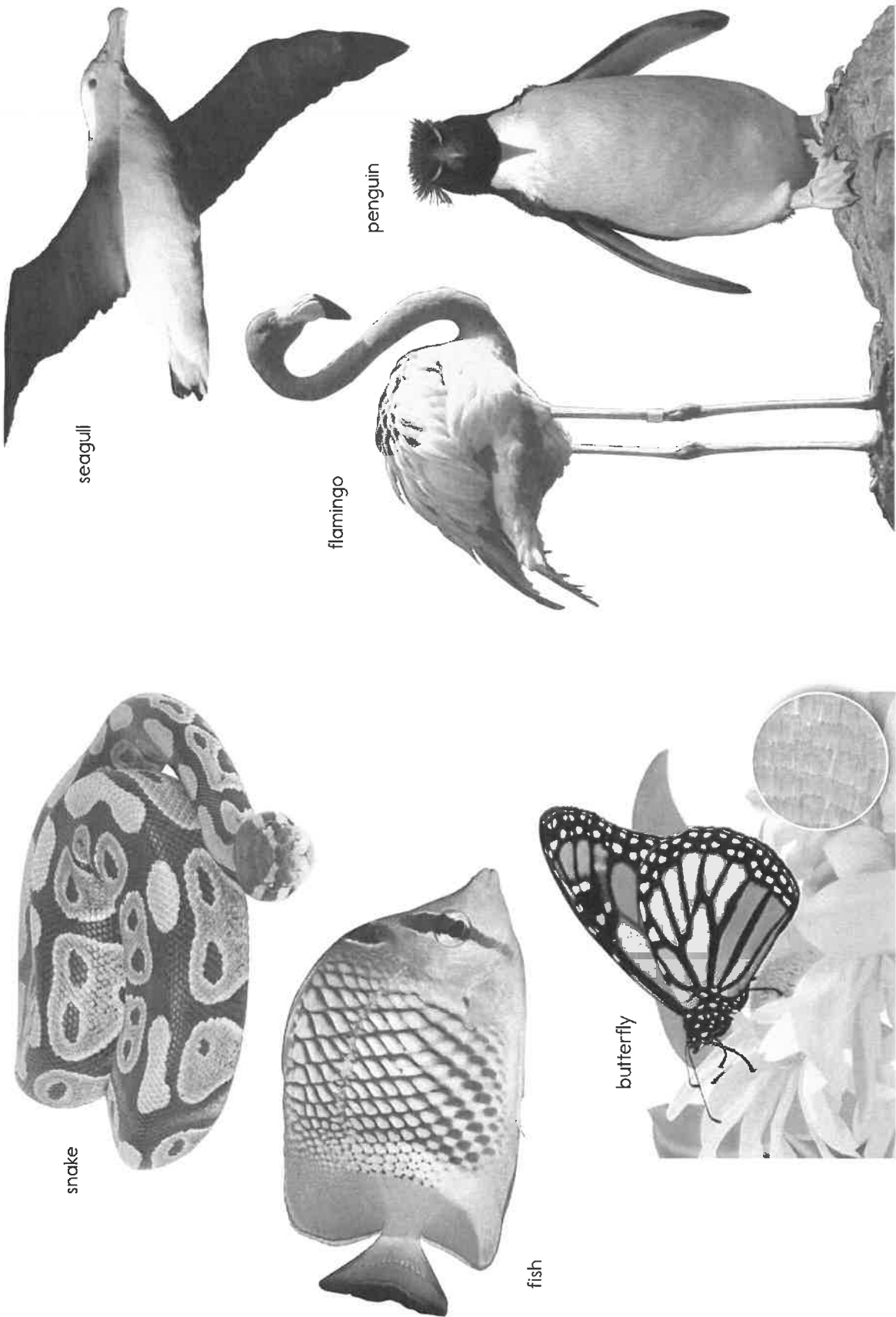


We have feathers.

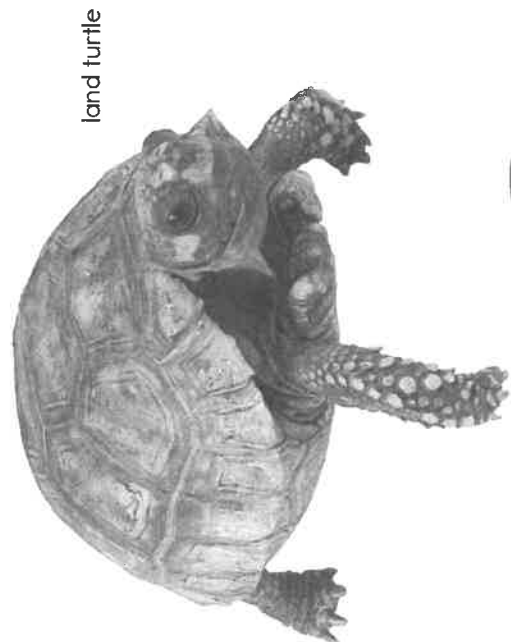
4

We have scales.

3







land turtle



sea turtle

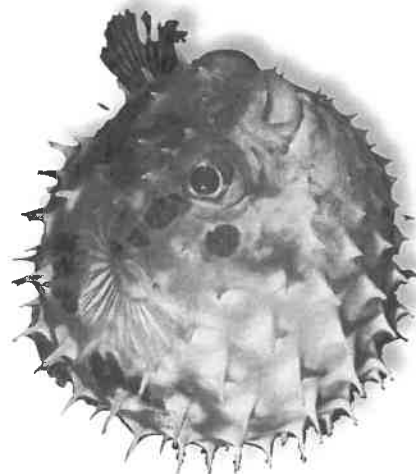


snail

We have shells.



hedgehog



blowfish



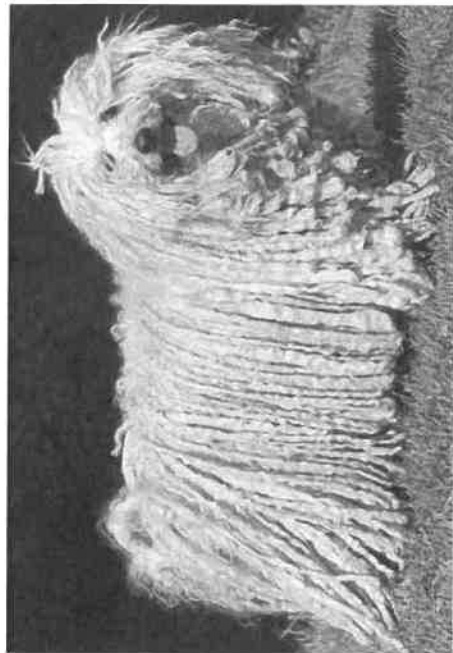
porcupine



sea urchin

We have spines.

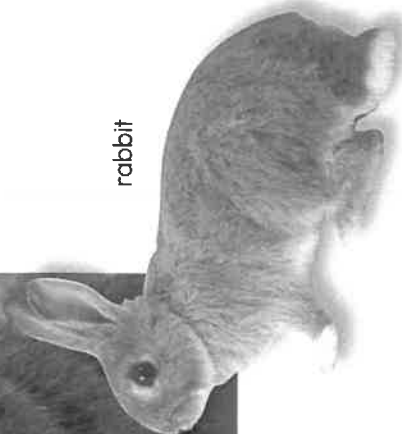




dog



bear



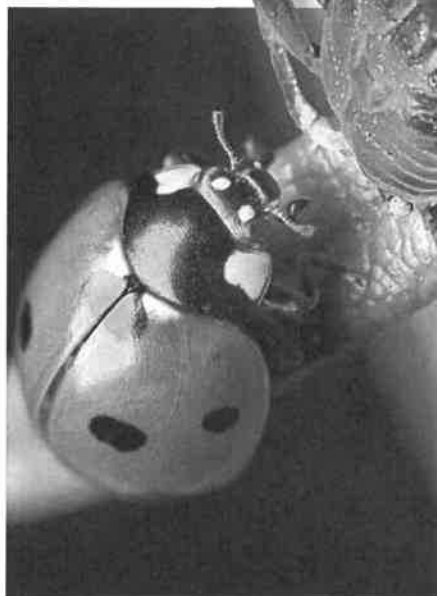
rabbit

We have fur.

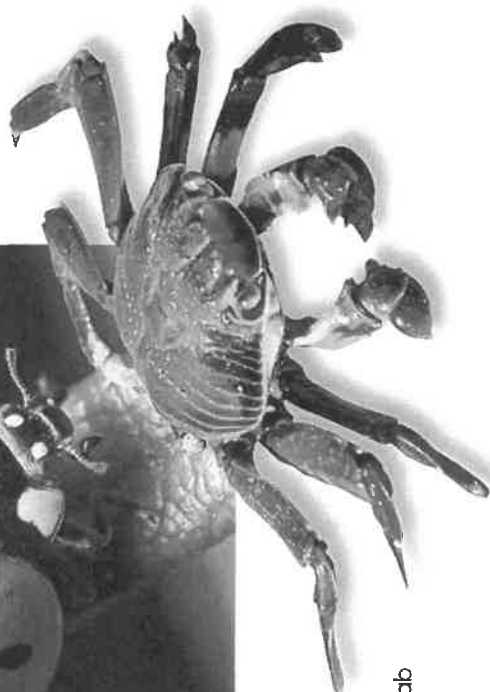
8



pangolin



ladybug



crab

We have armor.

7





We have hair.



Mexican hairless dog



sphynx cat

bald man



We just have skin.



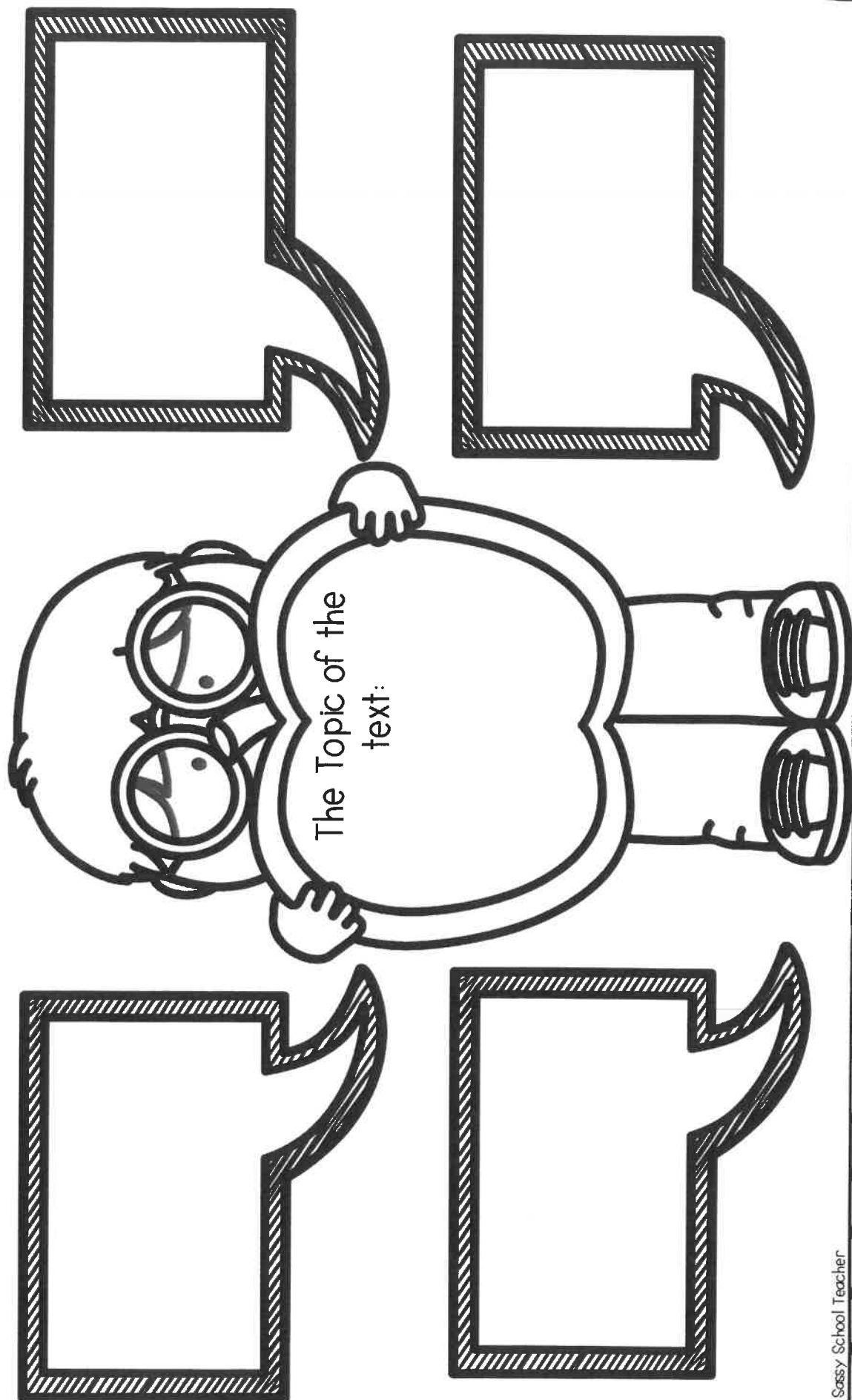


name: \_\_\_\_\_

The book I read was: \_\_\_\_\_

# The Topic is WHO or WHAT it's ALL about!

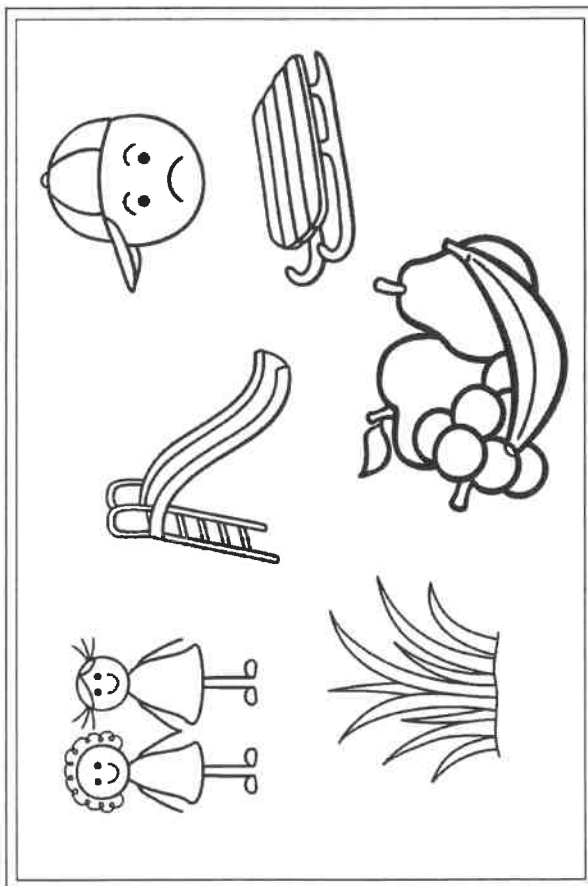
After reading the text, write what the topic is. Then, use the boxes to write what you learned about the topic.



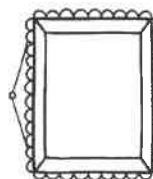
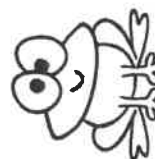
Day 3  
R Blends  
fr-

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

Color the fr- blend words.



Write and read the words.



\_\_\_\_\_

\_\_\_\_\_

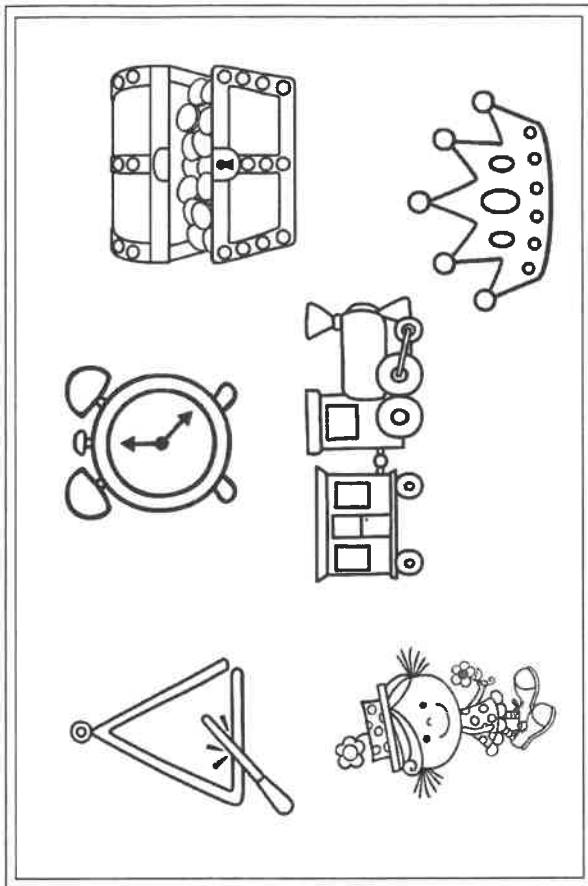
\_\_\_\_\_

KinderPhonics®

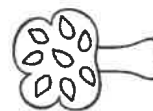
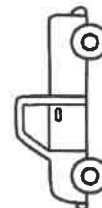
Day 4  
R Blends  
tr-

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

Color the tr- blend words.



Write and read the words.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

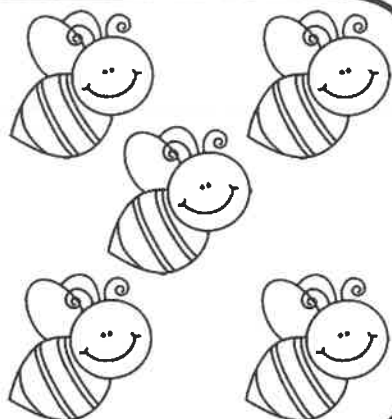
KinderPhonics®

# Cross Out Subtraction

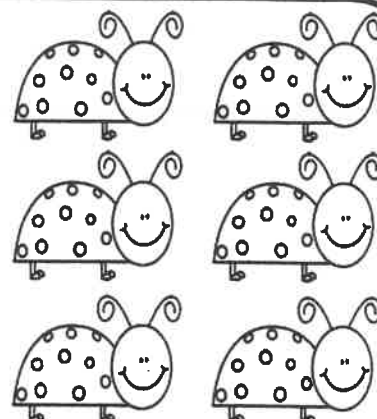
Use the picture to help solve the subtraction.  
Cross out the pictures to help you find the answer.

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

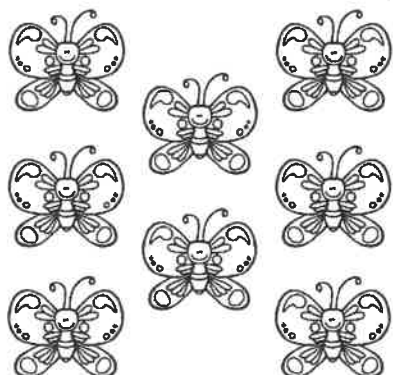
$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$



$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$



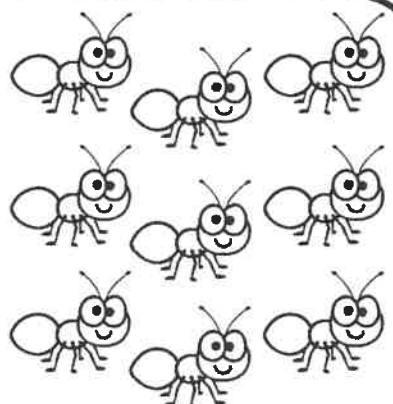
$$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$



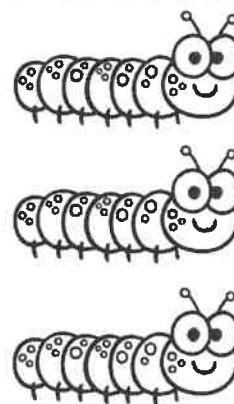
$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$



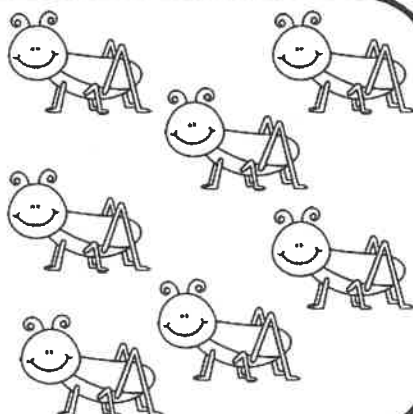
$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$



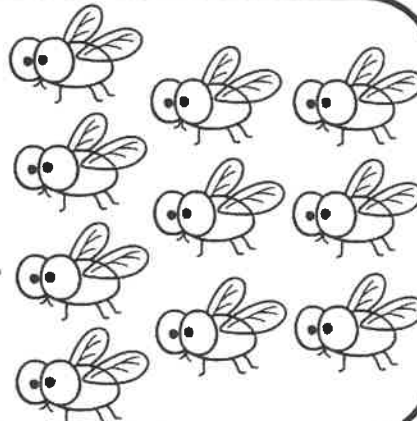
$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$



$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$



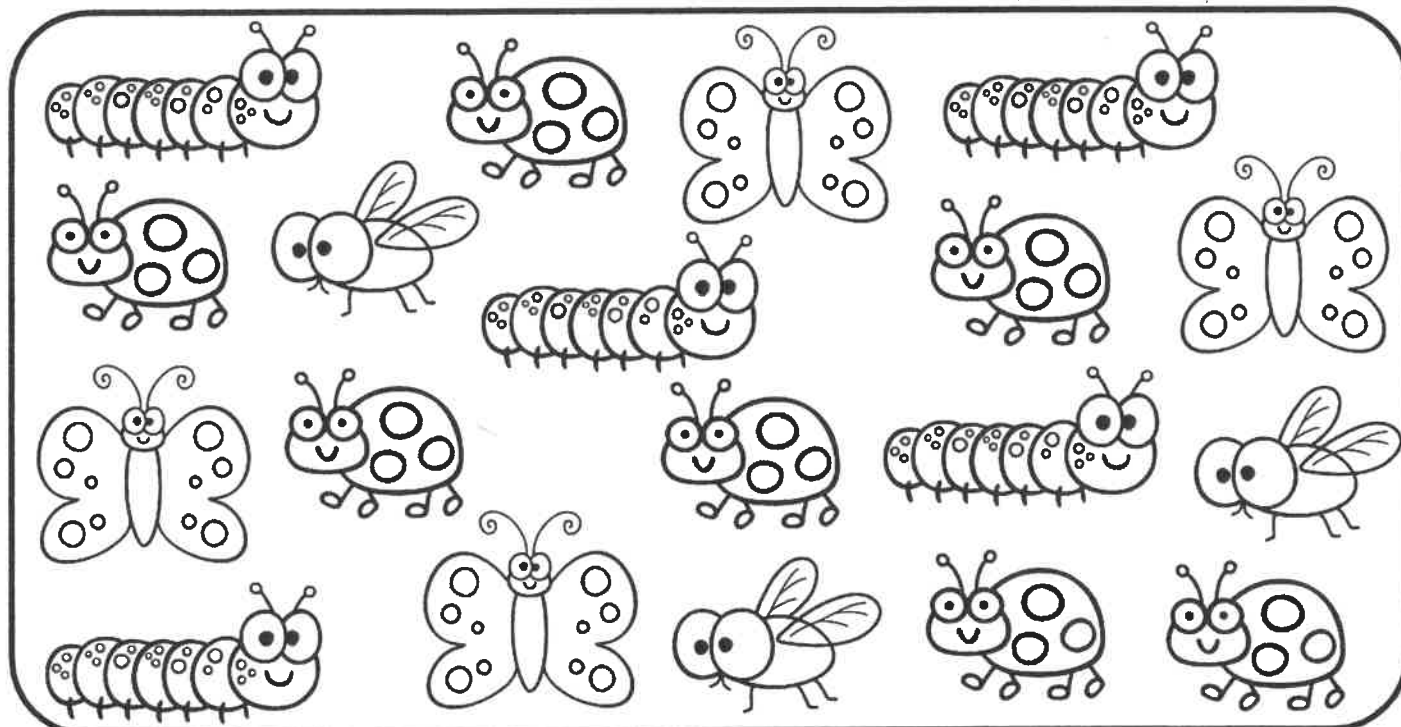
$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$




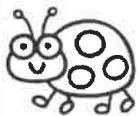
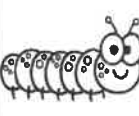

**Insects Count, Graph, & Data**

Count each bug to fill in the graph. Fill in the data to go with the graph.

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







**Count the insects and graph**

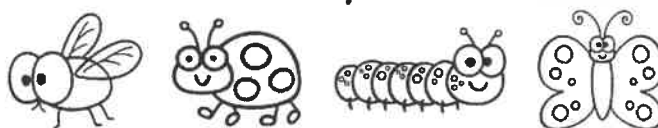
**Number**

**Tally**

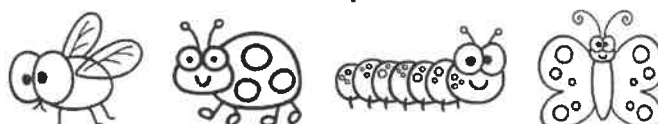
		
		
		
		

**Circle the answer**

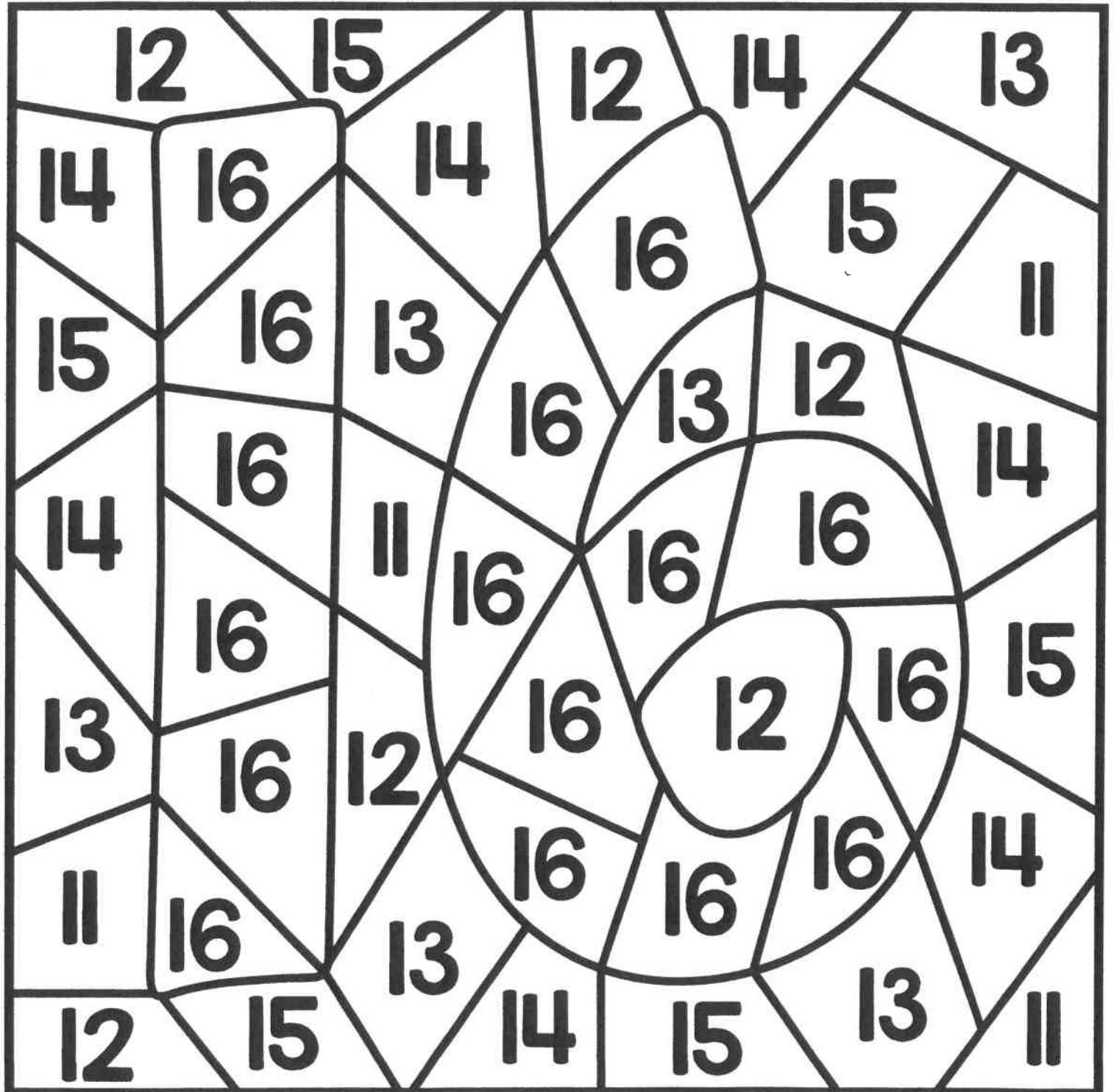
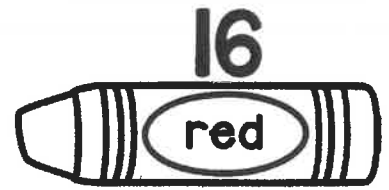
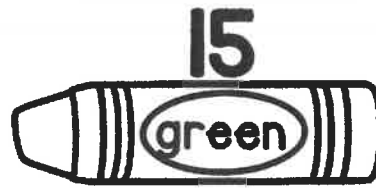
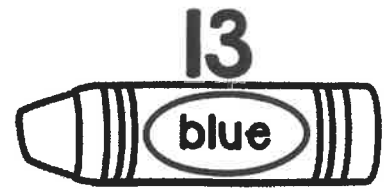
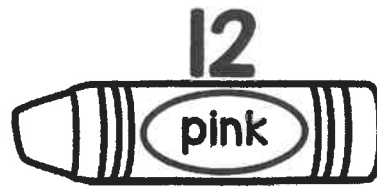
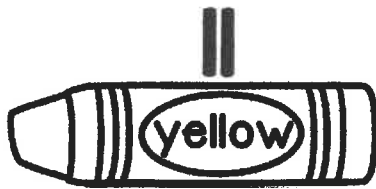
Which insect did you have most?



Which insect did you have least?



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



# Star Sight Word

Rainbow write the word and then write it on the lines.

you

you you you

you

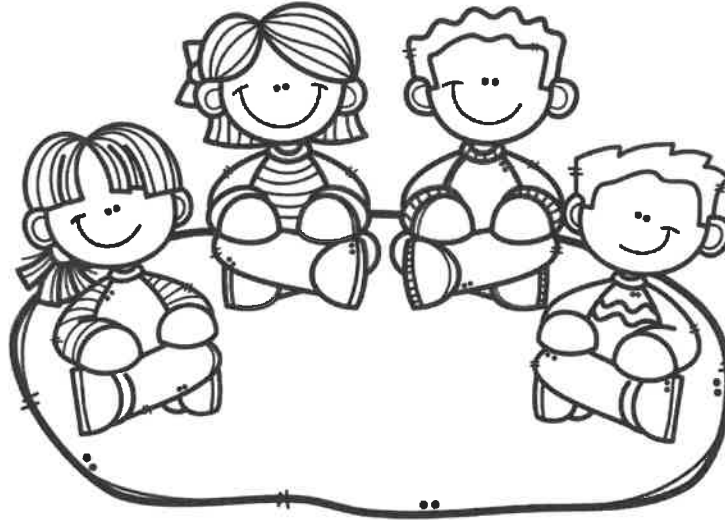
Name : \_\_\_\_\_

down

# Sight Word



## SENTENCE BUILDING



Cut out the words at the bottom of the page and paste them in the correct order.

--	--	--	--	--	--

Write the sentence.

---



---



---



---



---



---

☐ Capital letter

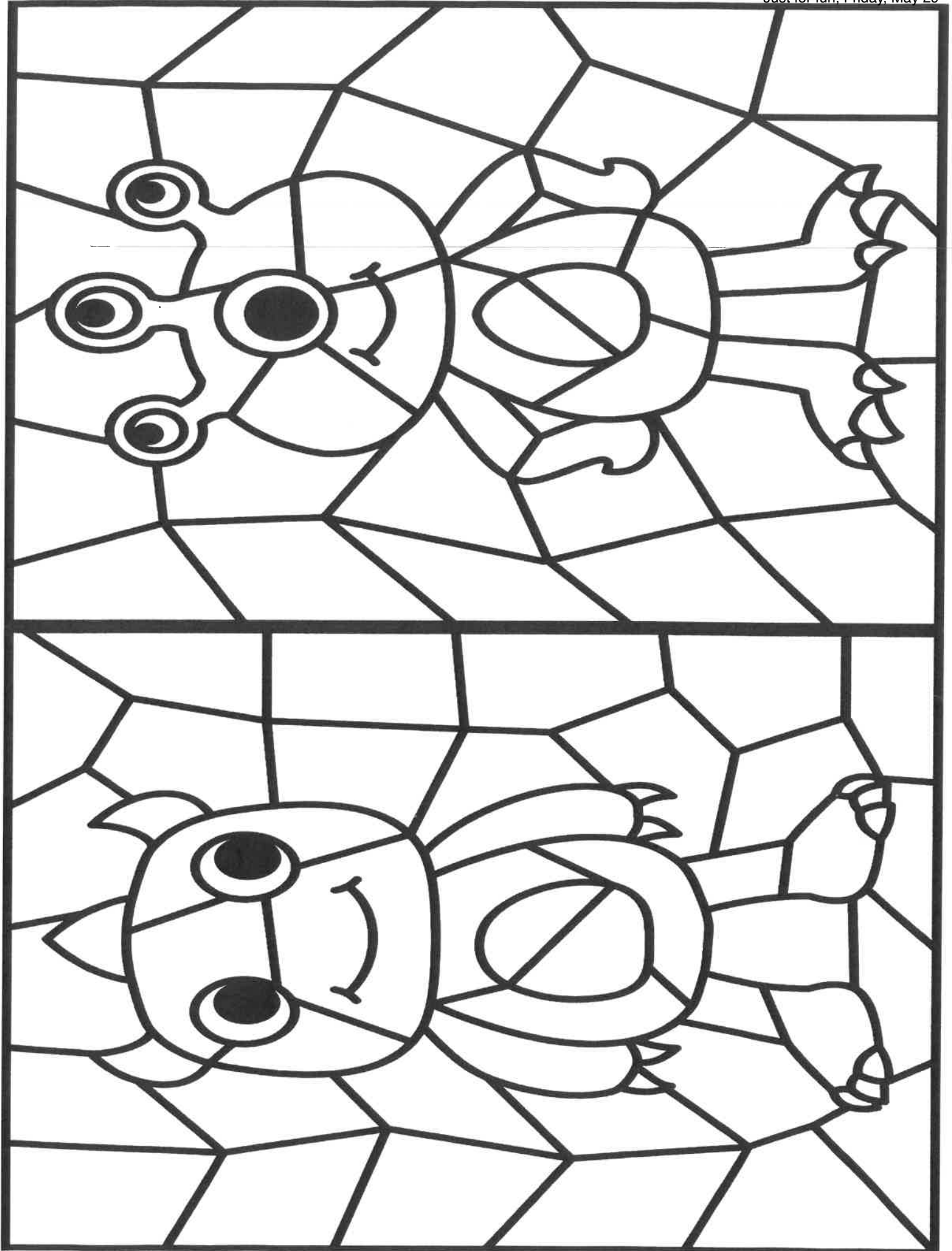
☐ Spaces

☐ Punctuation

We down sat on floor. the







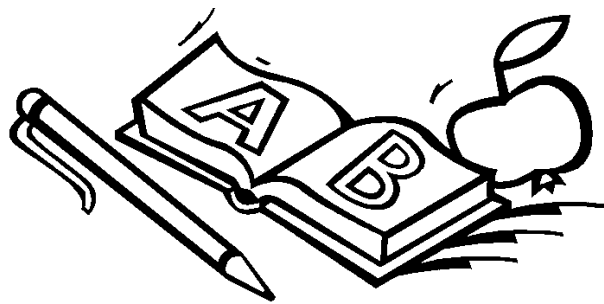


# Week 9

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

**Families:** Please sign below to confirm your kindergartener's completion of each day's work in their packet. Also, please remember to check for online updates and resources on Schoology. Thanks!

	Adult Signature	Date
June 1		
June 2		





# Reading Time Week 9

Choose an activity or two to do while reading.  
Read for at least 10 minutes every day.

## Play School



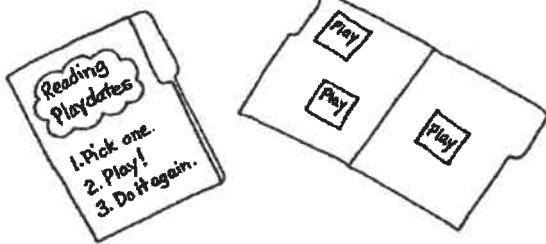
Read Aloud



Shared Reading

Read to a stuffed animal, a sibling, or a family member.

## Play Games



Snap word hunt.



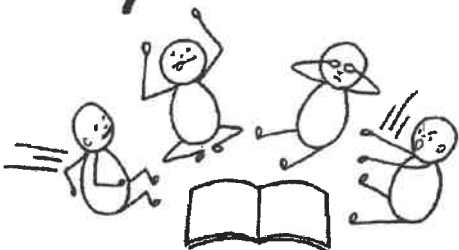
Guess the feeling!



Guess  
what's next!

Look for snap words.  
Tell how characters feel. Predict!

## Play Pretend



Act it out!



Use gestures!

# Read Aloud Choice

Please pick one of the following for  
read aloud today:

vooks.com	tumblebooks.com
storylineonline.net	Listen to your teacher read on Schoolology.com
Reading Rainbow on YouTube	Have someone read to you at home



# Monday, June 1<sup>st</sup> Distance Learning

## Kindergarten Day 39 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.





# SIGHT WORDS

Reading, Monday, June 1

## List 6

Check the words off the list as you learn them. Color in the smiley face at the top when the list is mastered!

	<b>where</b>		<b>small</b>
	<b>most</b>		<b>must</b>
	<b>time</b>		<b>does</b>
	<b>right</b>		<b>here</b>
	<b>old</b>		<b>why</b>
	<b>any</b>		<b>went</b>
	<b>same</b>		<b>need</b>
	<b>tell</b>		<b>home</b>
	<b>boy</b>		<b>try</b>
	<b>came</b>		<b>hand</b>
	<b>want</b>		<b>play</b>
	<b>show</b>		<b>away</b>
	<b>three</b>		

**Lesson 4.9: Dot's New Socks**

**Word List**

*Dot, frogs, hot, Mom,  
not, socks*

“These socks  
are not hot,”  
says Dot.  
“They are not thick.  
These socks  
do not feel bad.”

## **4.9** Dot's New Socks

Complete the following activities.

1. Dot will wear the socks  
with green frogs  
because

---

---

---

2. Draw a picture of  
socks that you would  
like to wear.

"These socks  
have green frogs!  
I will wear these socks,"  
Dot says.

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

# read to SELF

## Response Sheet

Title: \_\_\_\_\_

I give this book



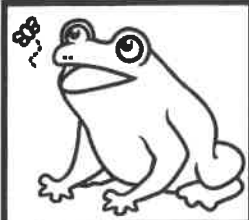
My favorite part of the story:

A large rectangular area enclosed by a dashed line, intended for writing the favorite part of the story.

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

Date: \_\_\_\_\_ Phonics, Monday, June 1

# Circle the correct spelling.



flog

frog

fog



swem

slim

swim



slug

swug

snug



stop

sop

swop



smap

snap

stap



trick

stuck

truck



crock

clock

click



crab

clab

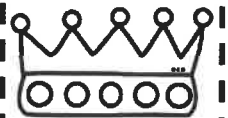
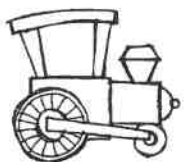
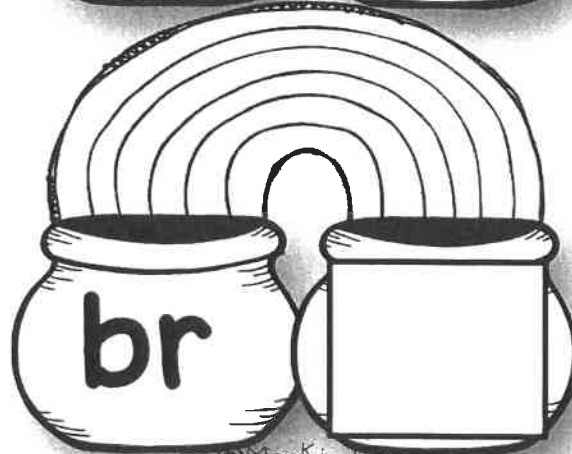
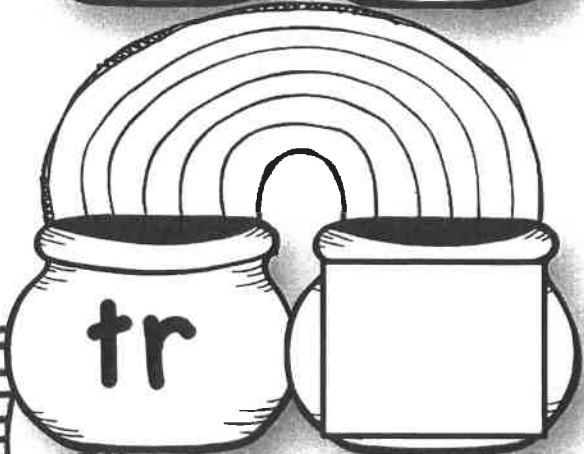
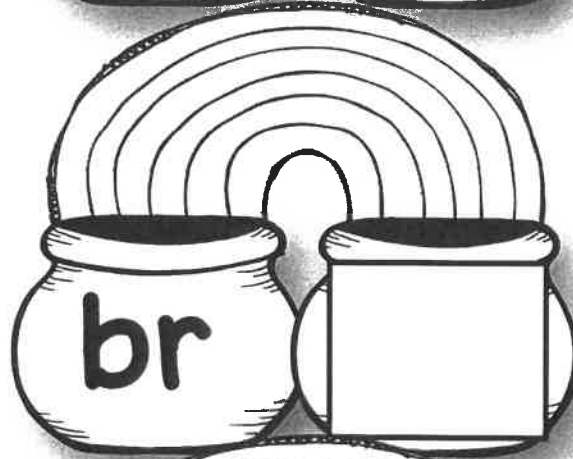
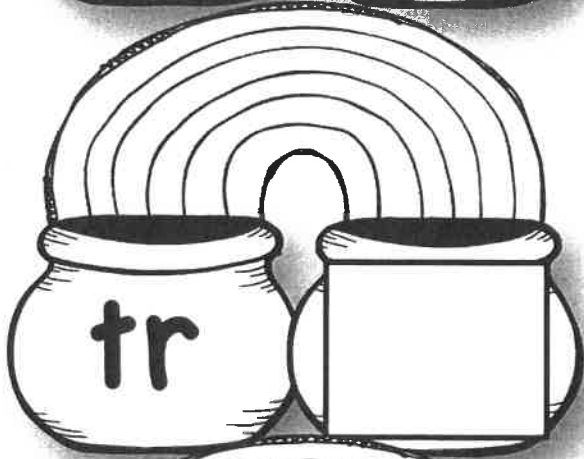
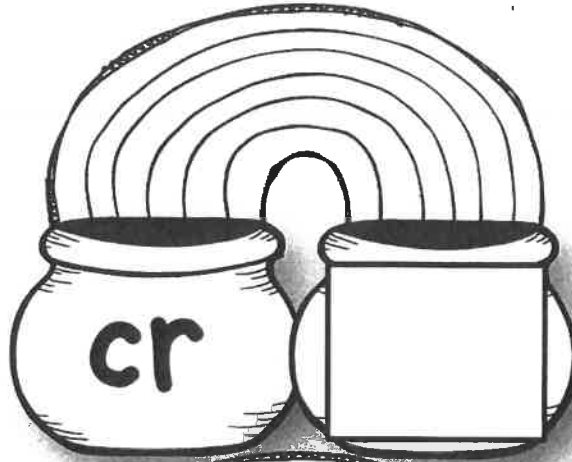
crib

Name \_\_\_\_\_

# Over the Rainbow

R blends

Match the beginning blend with each picture.





# Drawing Addition

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

Draw pictures to show the addition equation and write the sum.

$2 + 3 = \underline{\quad}$

$5 + 1 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

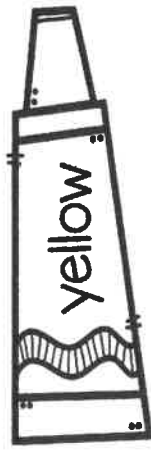
$2 + 2 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

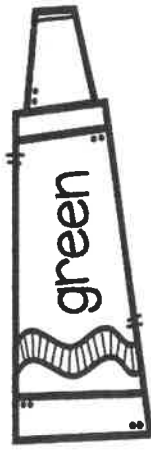
$3 + 4 = \underline{\quad}$



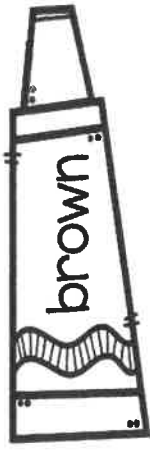
# Color by Counting



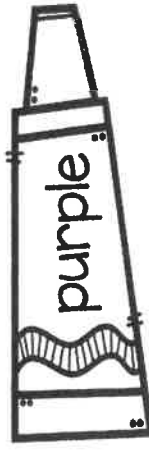
1



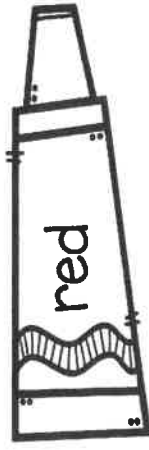
2



3



4

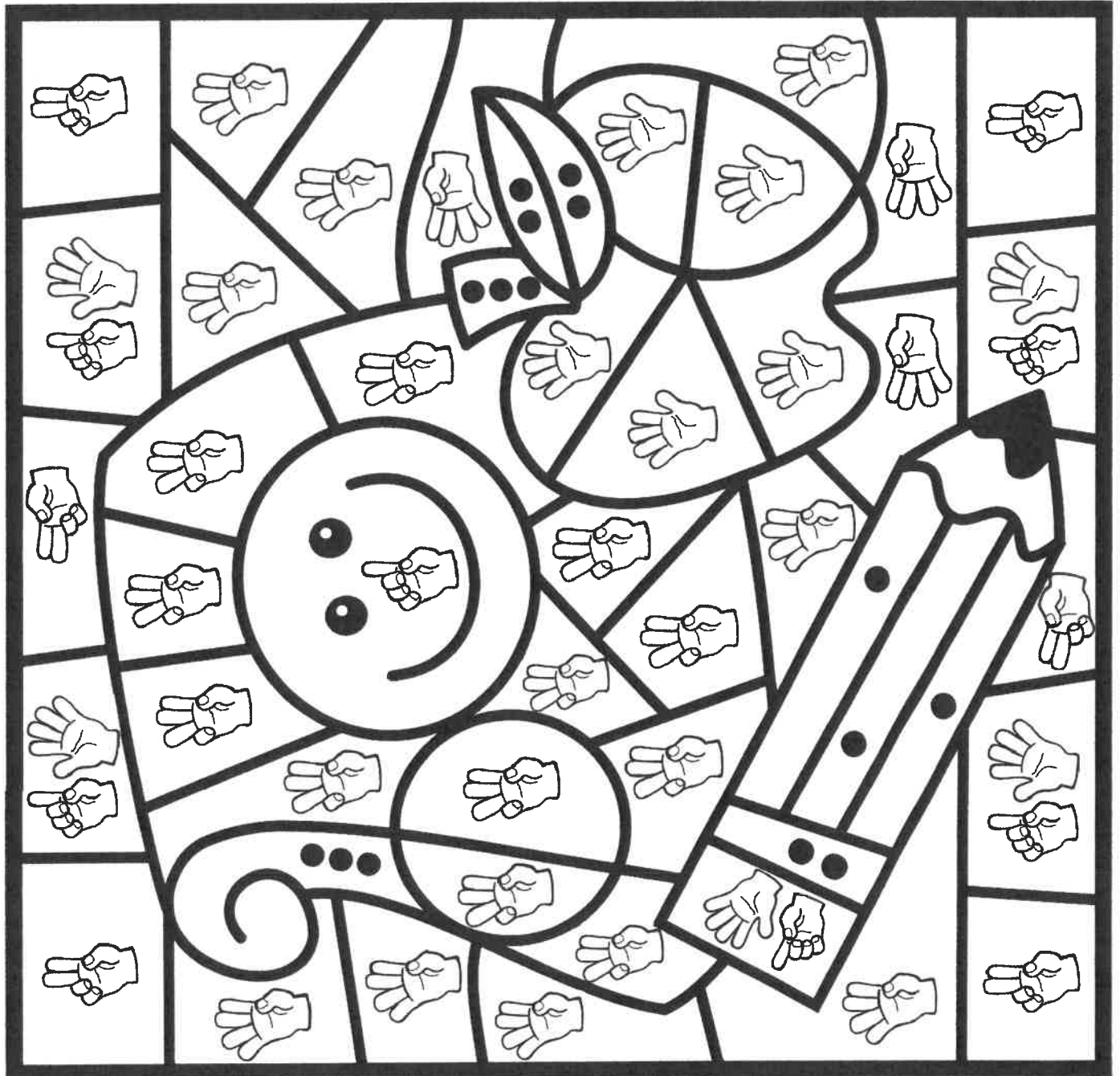


5



6

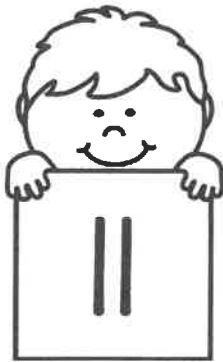
Name: \_\_\_\_\_



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

# Number Names to 20

Paste the number names under the correct numeral.






















© My Teaching Pal



nineteen	eleven	eighteen	fifteen	thirteen	
twenty	fourteen	sixteen	twelve	seventeen	



name

Handwriting, Monday, June 1'

# Star Sight Word

Rainbow write the word and then write it on the lines.

am

am am am

am

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

# Fairy Tale Writing Planner

This story is about a...

☐ boy

☐ king

☐ monster

☐ girl

☐ queen

☐
☐ prince

☐ horse

☐
☐ princess

☐ dragon

☐

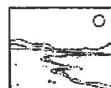
It takes place...

☐ in a castle

☐ in the mountains

☐ in a cave

☐ outside

☐ by the water

☐
☐ in a house

☐ in a forest

☐

👉 First...

👉 Next...

👉 Last...

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

## My Fairy Tale

Once upon a time, there was a

\_\_\_\_\_

\_\_\_\_\_

who lived in

\_\_\_\_\_

First,

\_\_\_\_\_

\_\_\_\_\_

Next,

\_\_\_\_\_

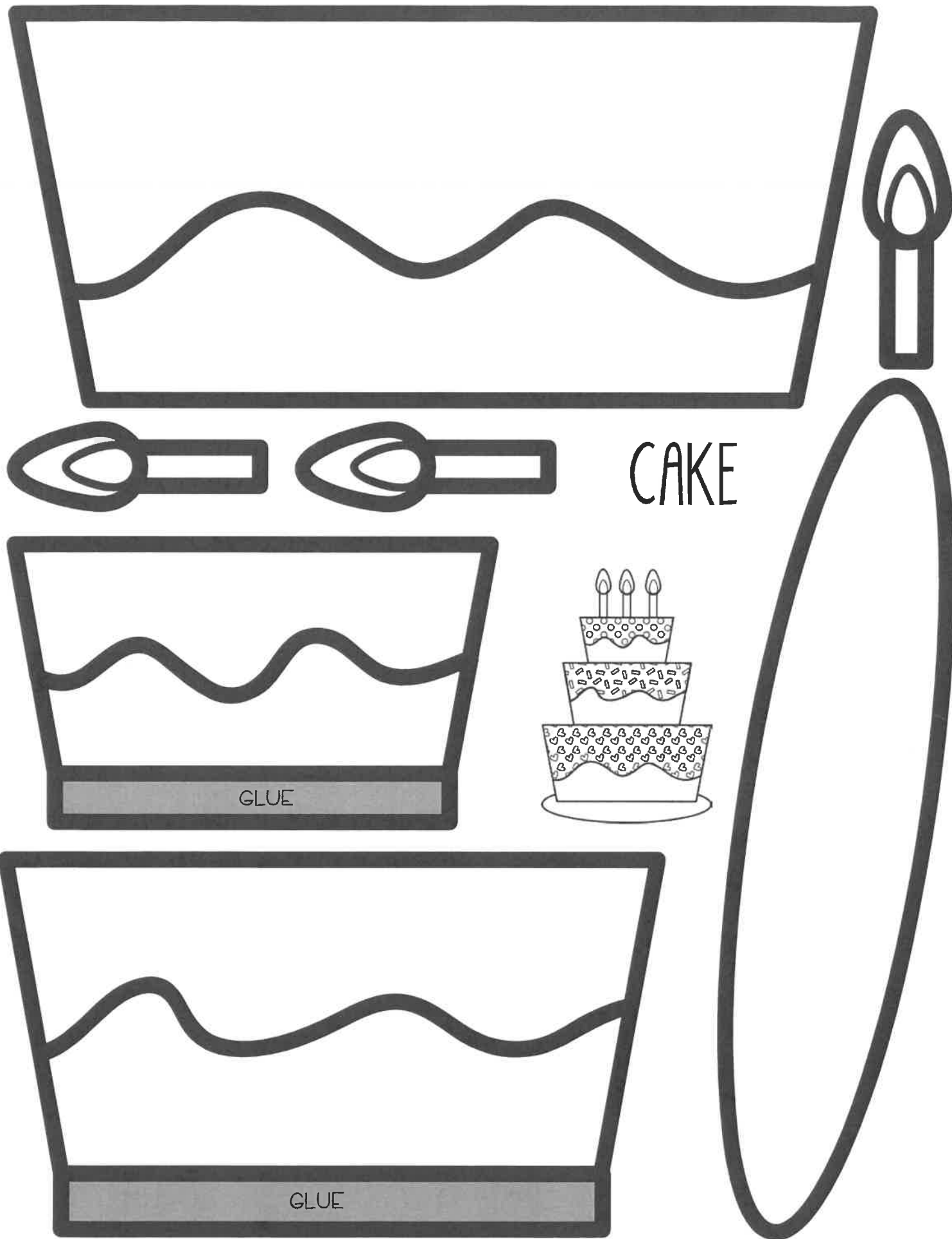
\_\_\_\_\_

Last,

\_\_\_\_\_

\_\_\_\_\_











## Tuesday, June 2<sup>nd</sup> Distance Learning

### Kindergarten Day 40 Schedule

If you are able, log onto Schoology for a daily introduction video of our day!

- **\*Reading** - 20 minutes (packet materials)
- **Independent Reading** - 10 minutes (pick an activity from the Reading Time worksheet)
- **Play Break** - 20 minutes (no technology; pick an activity from the Play Choice worksheet)
- **\*Phonics** - 30 minutes (packet materials)
- **Body Break** - 15 minutes of exercise (GoNoodle, 10 jumping jacks, run in place, stretch, etc.)
- **\*Math** - 30 minutes (packet materials)
- **Break** - 30 minutes (eat lunch/snack, play games, help around the house)
- **\*Read Aloud** - 20 minutes (pick from Read Aloud Choice worksheet)
- **Handwriting** - 10 minutes (packet materials)
- **Writing** - 30 minutes (packet materials)
- **Specialist Bingo Board** - 15 minutes (packet materials)
- **Free Play** - 10 minutes (technology okay)

\*Guidance videos available on Schoology!

Thank you for all your hard work! See you tomorrow.

Week 5, Day 5: Practice reading the words.  
Color the box for words you can say.

<b>play</b>	<b>say</b>	<b>for</b>
<b>are</b>	<b>come</b>	<b>love</b>

<b>too</b>	<b>all</b>	<b>ball</b>
<b>had</b>	<b>will</b>	<b>by</b>

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

# read to SELF

## Response Sheet

Title: \_\_\_\_\_

I give this book



My favorite part of the story



Lesson 3.4: Mim’s Kid

Word List

*big, bin, bring, cling,  
grins, in, is, it, kid,  
Mim('s), picks, pink, quilt,  
think, trip, twig, winks*

New Sight Words

see

Mim and I  
went on a trip.  
We slept  
in a big pink tent.  
We had to bring  
a bin of jam.  
Mim and I love jam.

Mim and I  
are in the tent.  
I have Mim's quilt.  
I think I see a big crab  
on the quilt.  
I cling to Mim.  
She grins and picks it up.  
It is a big twig.  
Mim is the best.  
Mim says I am the best.  
"You are my kid,"  
says Mim.  
She winks and grins.  
I love Mim.

### 3.4 Mim's Kid

Complete the following activities.

Which words tell what  
Mim's tent looks like?

- Ⓐ big
- Ⓑ little
- Ⓒ red
- Ⓓ pink

2. Draw a picture of  
Mim's tent.

Name \_\_\_\_\_

**I Can Read Simple Sentences**

Directions: Read the words in the Word Bank.

**-ig  
family****Word  
Bank**

big

dig

fig

gig

jig

pig

rig

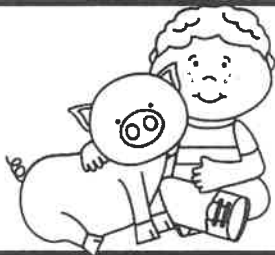
wig

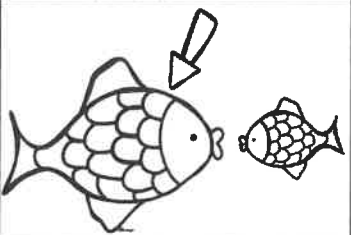
Directions: Read the sentences. Color the circle that matches the picture.

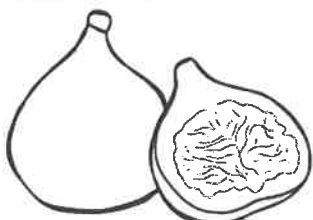

☐ She has a nice wig.

☐ Can I dig here?

☐ I ate a fig.

☐ My dog likes to dig.

☐ He has a pet pig.

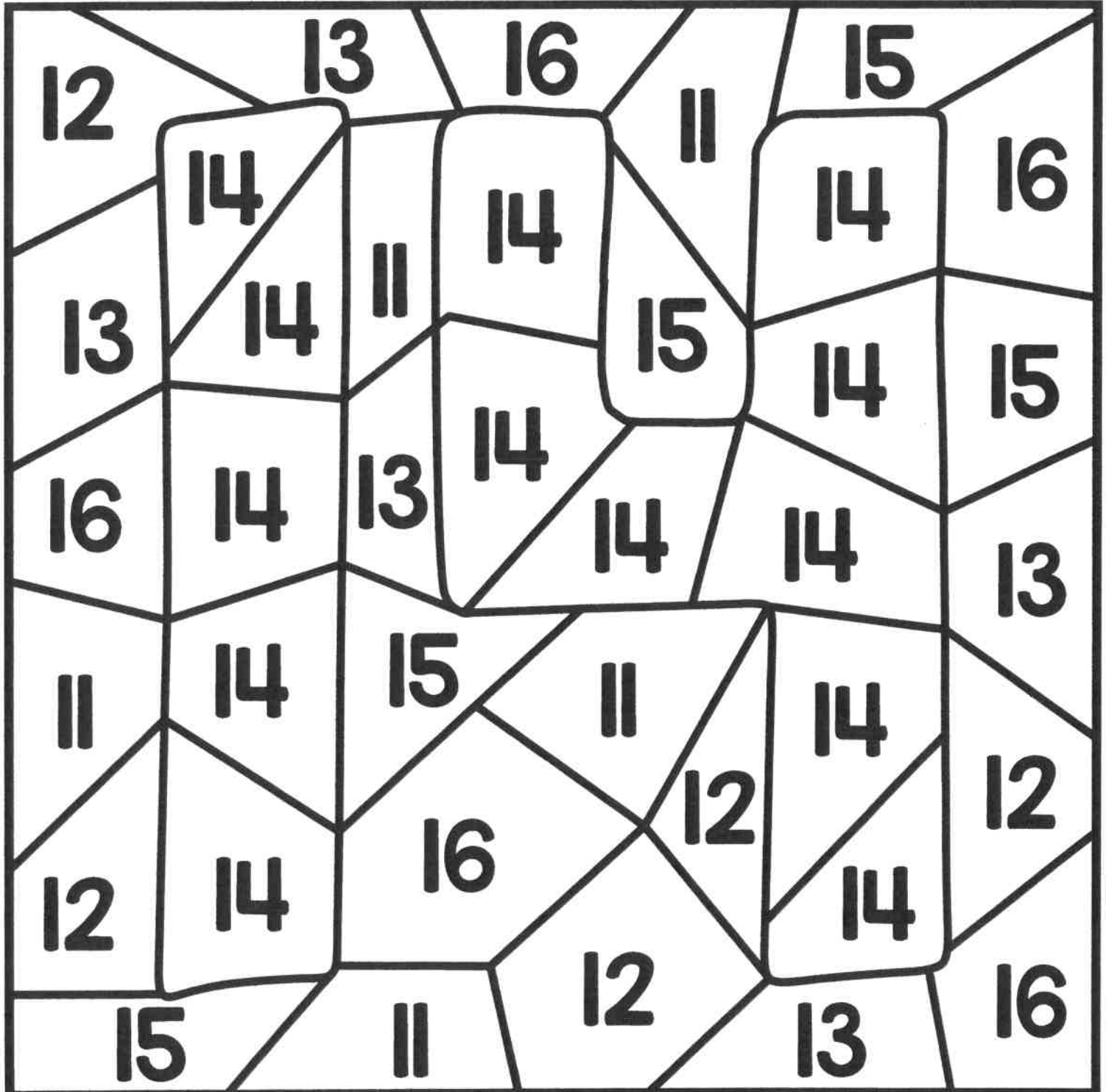
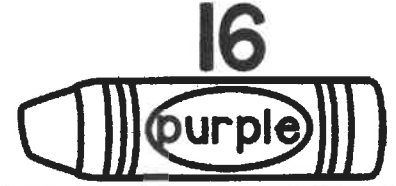
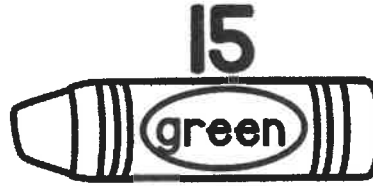
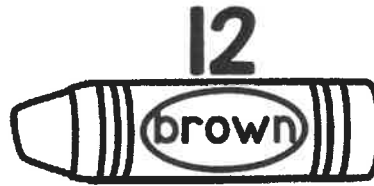
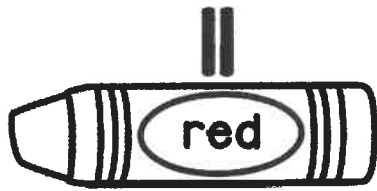
☐ We can do a jig.

☐ He was a big fish.

☐ He had a black wig.

☐ Was the pig pink?

☐ A fig looks like this.



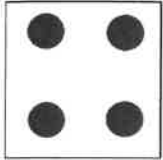
Name: \_\_\_\_\_



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



# Addition Dice Roll



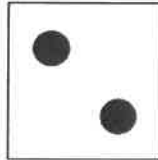
+



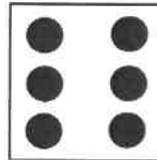
+

=

\_\_\_\_\_



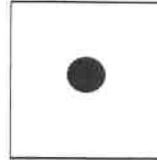
+



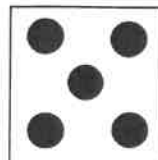
+

=

\_\_\_\_\_



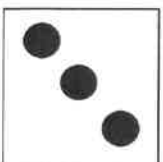
+



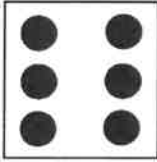
+

=

\_\_\_\_\_



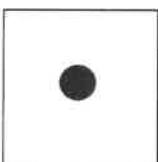
+



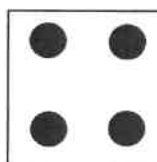
+

=

\_\_\_\_\_



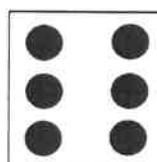
+



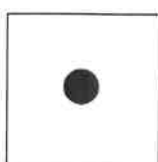
+

=

\_\_\_\_\_



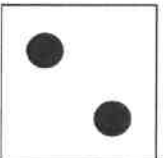
+



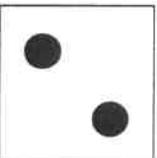
+

=

\_\_\_\_\_



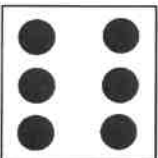
+



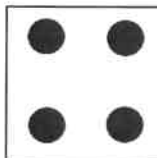
+

=

\_\_\_\_\_



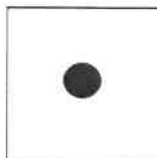
+



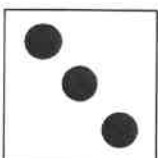
+

=

\_\_\_\_\_



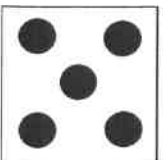
+



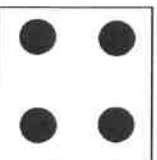
+

=

\_\_\_\_\_



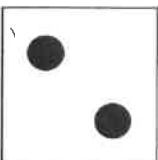
+



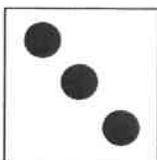
+

=

\_\_\_\_\_



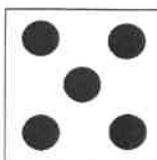
+



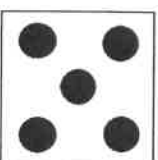
+

=

\_\_\_\_\_



+



+

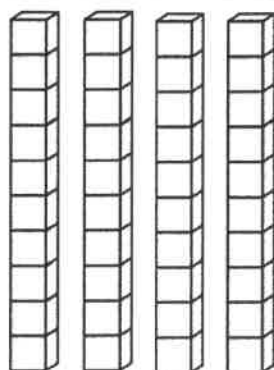
=

\_\_\_\_\_

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

**Let's Count by 10's****= 10**

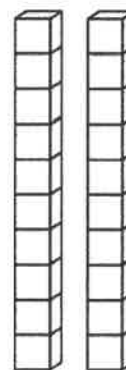
Directions: Count each set of rods. Color the number that matches.



30

40

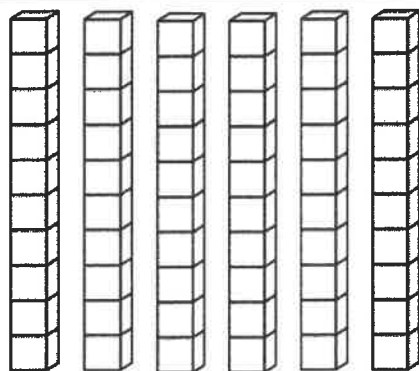
50



20

30

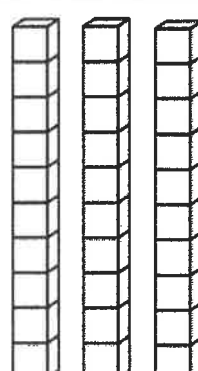
10



40

50

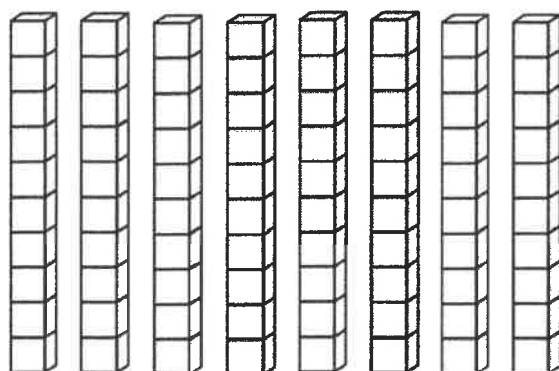
60



20

30

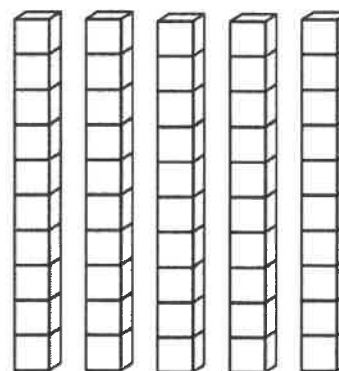
40



80

90

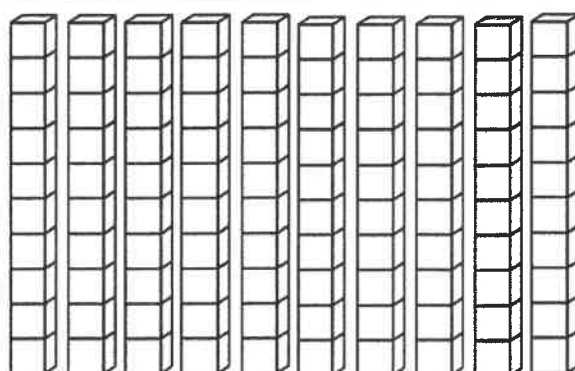
100



30

40

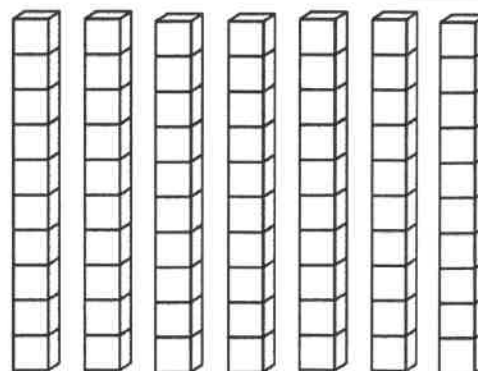
50



100

90

80



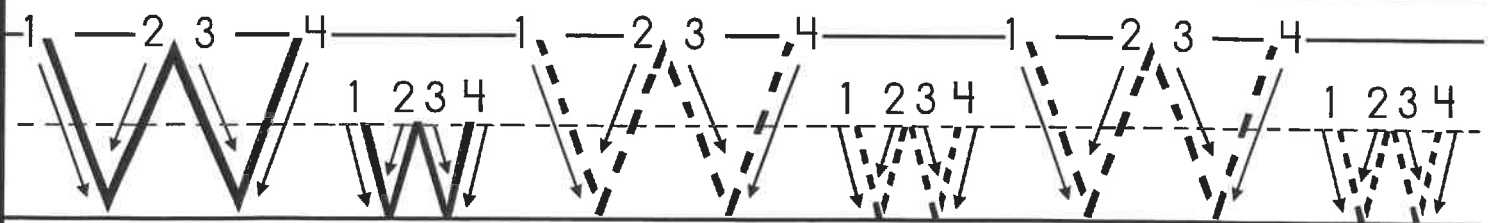
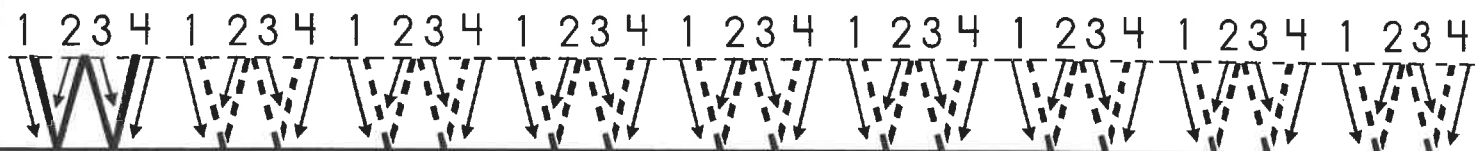
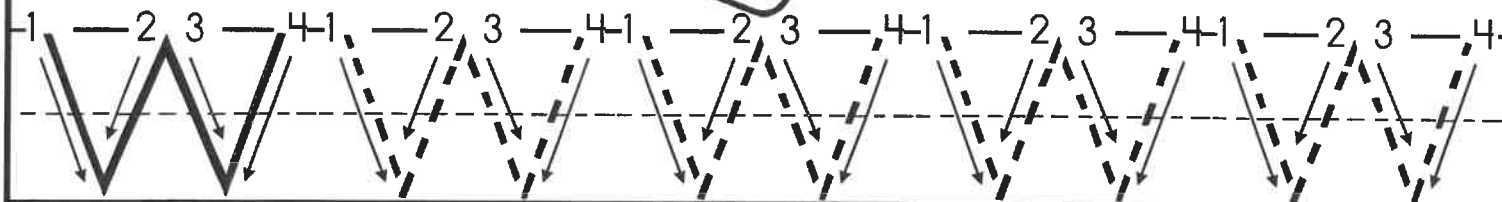
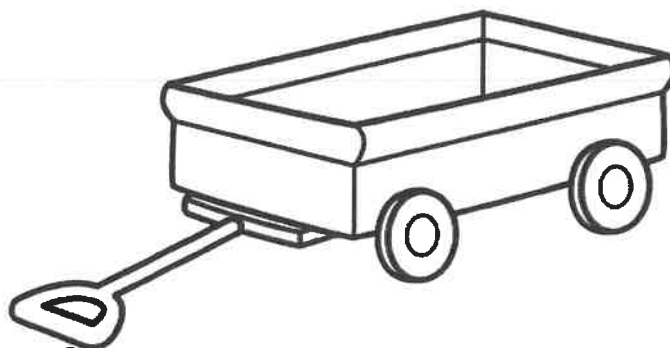
60

70

50

Letter

Name \_\_\_\_\_













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

# “All About A Sport” Writing Planner

What sport are you writing about?

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> soccer      | <input type="checkbox"/> baseball  | <input type="checkbox"/> hockey       |
| <input type="checkbox"/> basketball  | <input type="checkbox"/> softball  | <input type="checkbox"/> track        |
| <input type="checkbox"/> football    | <input type="checkbox"/> tennis    | <input type="checkbox"/> volleyball   |
| <input type="checkbox"/> gymnastics  | <input type="checkbox"/> dance     | <input type="checkbox"/> ice skating  |

What do you do to play the sport?

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> run      | <input type="checkbox"/> bounce   | <input type="checkbox"/> dance  |
| <input type="checkbox"/> walk    | <input type="checkbox"/> kick    | <input type="checkbox"/> flip  |
| <input type="checkbox"/> jump   | <input type="checkbox"/> hit    | <input type="checkbox"/>   |
| <input type="checkbox"/> throw  | <input type="checkbox"/> skate  | <input type="checkbox"/>   |

What equipment do you need for the sport?


- |   |   |                          |
|---|---|--------------------------|
| <input type="checkbox"/> ball  | <input type="checkbox"/> racket        | <input type="checkbox"/> |
| <input type="checkbox"/> bat   | <input type="checkbox"/> hockey stick  | <input type="checkbox"/> |
| <input type="checkbox"/> mitt  | <input type="checkbox"/> puck          | <input type="checkbox"/> |

What do you wear to play the sport?

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> uniform  | <input type="checkbox"/> sweater  | <input type="checkbox"/> running shoes  |
| <input type="checkbox"/> shorts   | <input type="checkbox"/> leotard  | <input type="checkbox"/> skates         |
| <input type="checkbox"/> t-shirt  | <input type="checkbox"/> skirt    | <input type="checkbox"/> helmet         |
| <input type="checkbox"/> pants    | <input type="checkbox"/> cleats   | <input type="checkbox"/>   |

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

# All About \_\_\_\_\_



\_\_\_\_\_ is a fun sport.

To play it, you will

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

You need

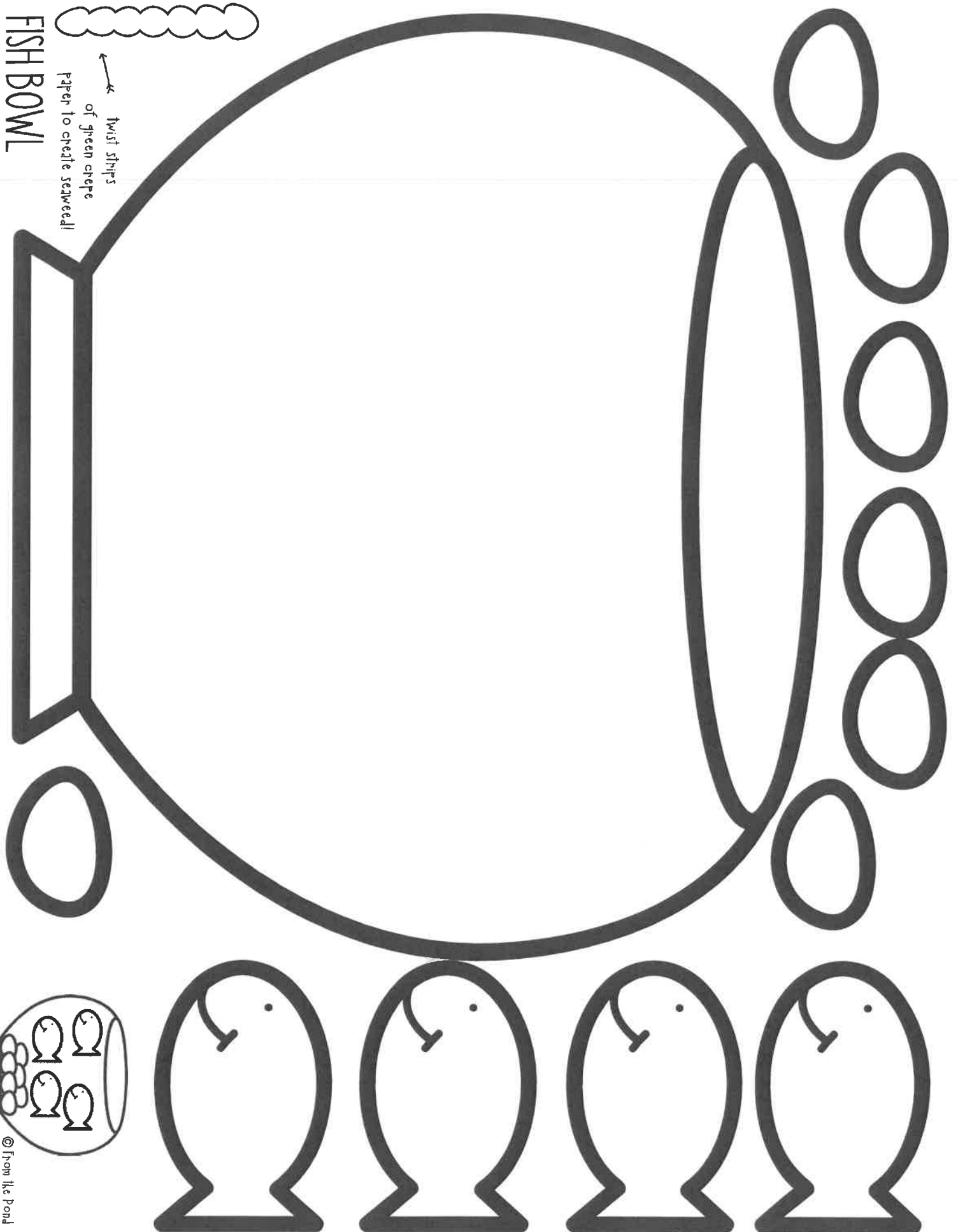
\_\_\_\_\_

\_\_\_\_\_

You should wear

\_\_\_\_\_









# June 3<sup>rd</sup> and 4<sup>th</sup>, 2020

## Choice Board

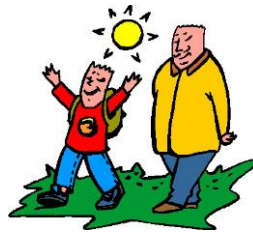
To finish up our school year, please choose 2 or 3 fun activities to complete each day.

If you can access Schoology, your teacher will hold some video chats to see your friends and say goodbye!

**Play pretend with a family member.**  
**Where are you? What will you be?**



**Go outside and find some things from nature, or play with toys in your yard.**



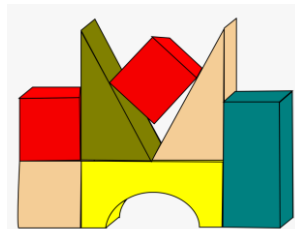
**Draw a picture of yourself, now that you are ready for first grade!**



**Write about the things you like to do in the summer.**



**Build something from blocks or boxes in your house. What will you make?**



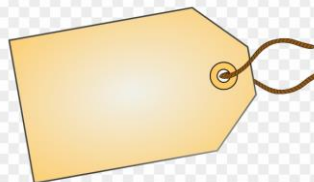
**Sing some of your favorite songs - from class or from home.**  
**If you have music, have a dance party!**



**Turn off the lights in your house and read books with a flashlight. Pretend you are camping!**



**Walk around your house. Try to write labels for everything you see.**



**Play a game with your family. Practice being a good winner and a good loser.**

