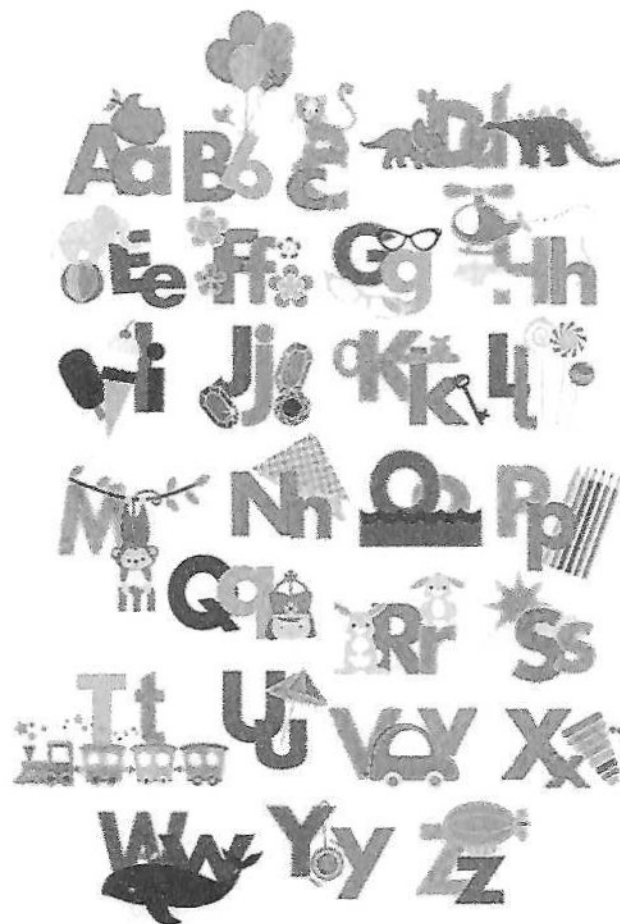


# Kindergarten

## Phonics

### Week 1



# Reading

Look at the picture  
and circle the word.

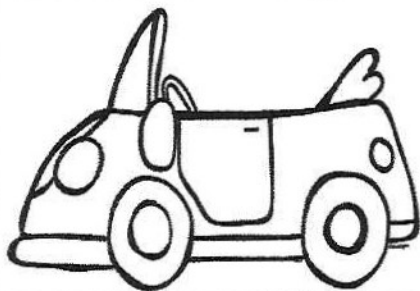
Week 1



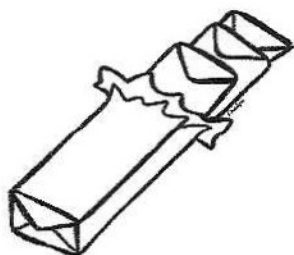
Jam Jan Job



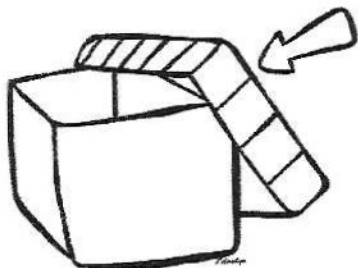
San Sin Six



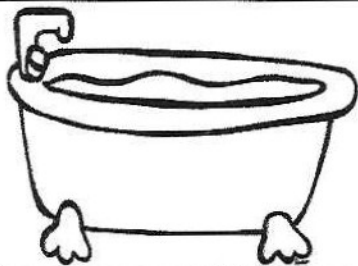
Can Cob Car



Gob Gum Gun



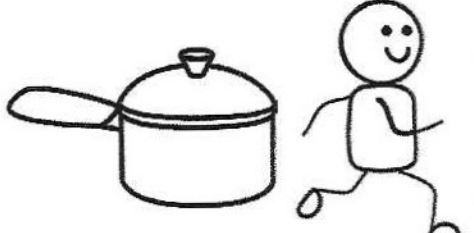
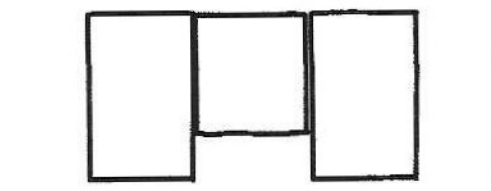
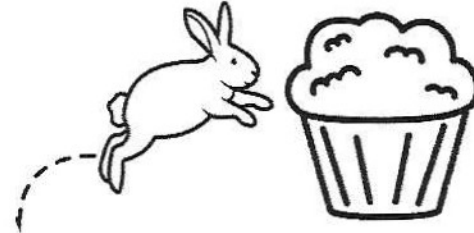
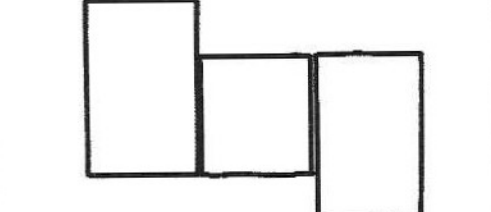
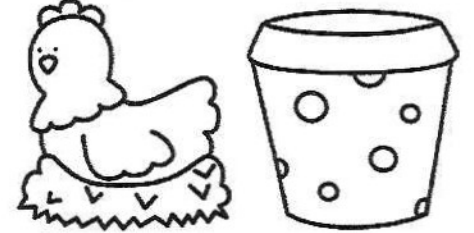
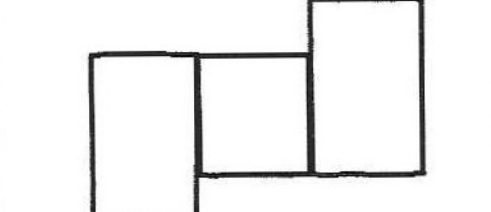
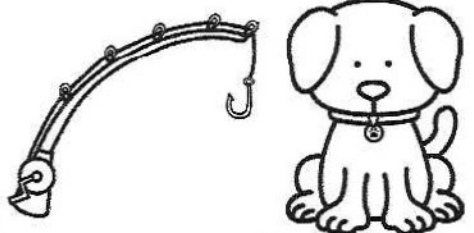
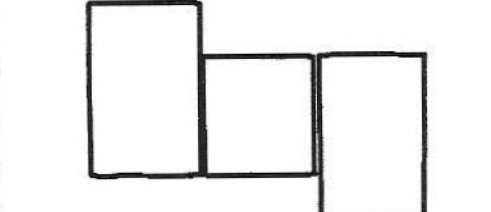
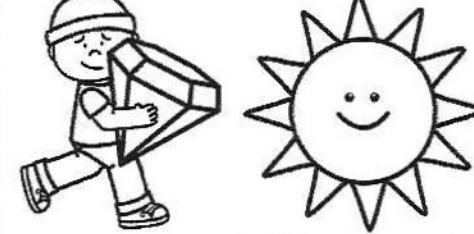
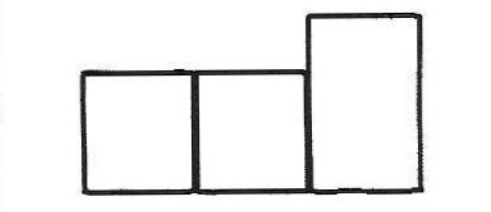

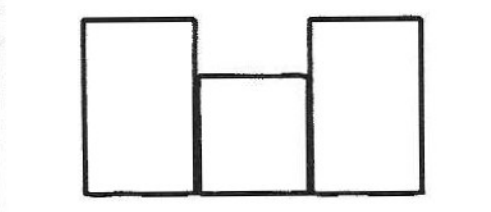
Lin Mid Lid



Ton Tin Tub

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

# Read, Color, Write

Read it	Color it	Write it
jog		
hop		
pot		
dog		
rob		
hot		

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

# Bubble words

Color all the short u words.

met

pin mat bug tub rag

hug

sun gum bun nut fed

fog


peg hit bus but

cub lab

not cut dot

wig dud pun

hub tab jut





# Rainbow Sight Word Writing

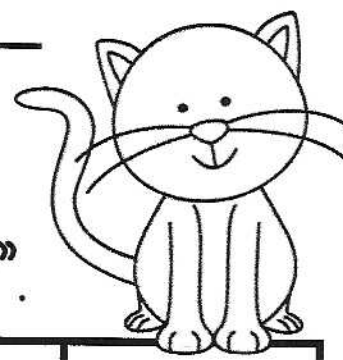
Directions: Read and trace the sight word listed on top.  
Then write the sight word in each box below in rainbow colors.

<i>I</i>	<i>a</i>	<i>see</i>	<i>like</i>	<i>to</i>
<i>we</i>	<i>can</i>	<i>my</i>	<i>the</i>	<i>in</i>

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

# Find The Rhyming Words #1

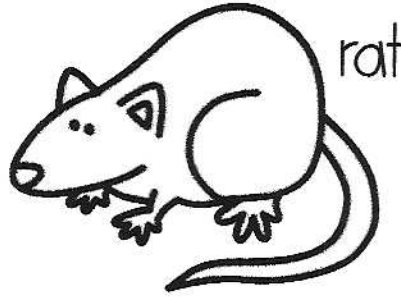
Find the words that rhyme with "cat".



**cat**



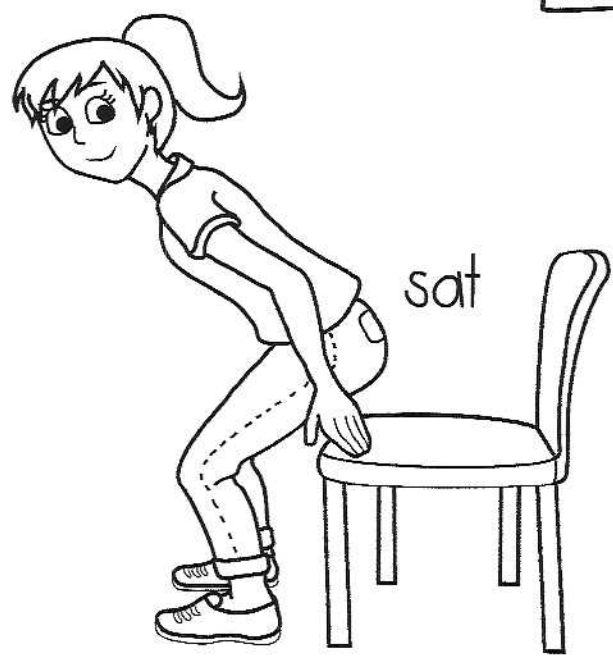
wet



rat



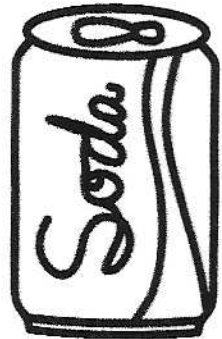
mat



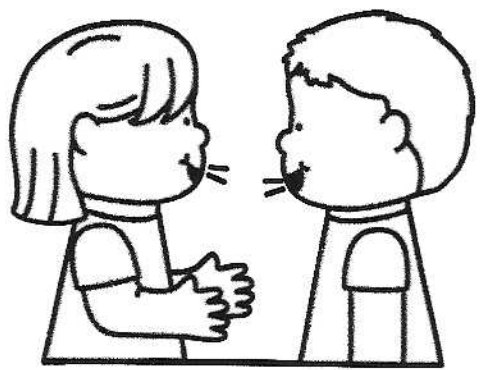
sat



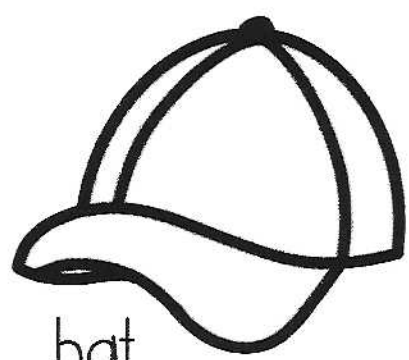
tap



can



chat



hat



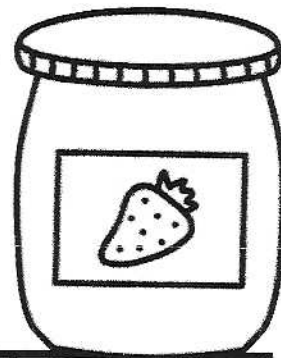
bat

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

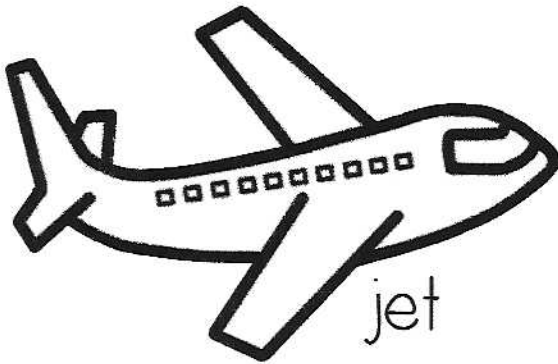
Date: \_\_\_\_\_

# Find The Rhyming Words #2

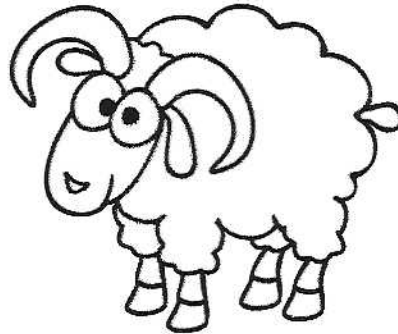
Find the words that rhyme with "jam".



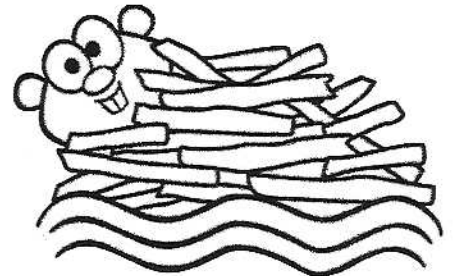
**jam**



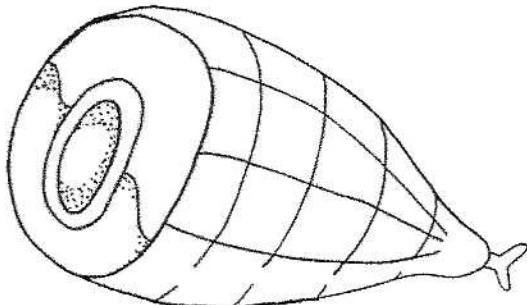
jet



ram



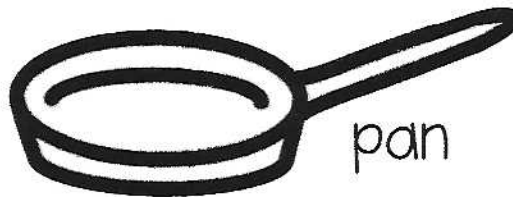
dam



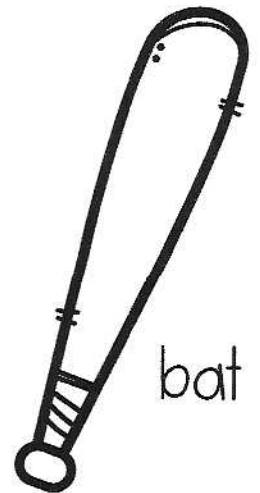
ham



yam



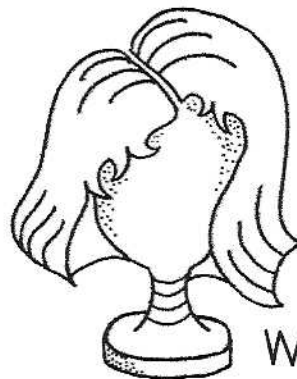
pan



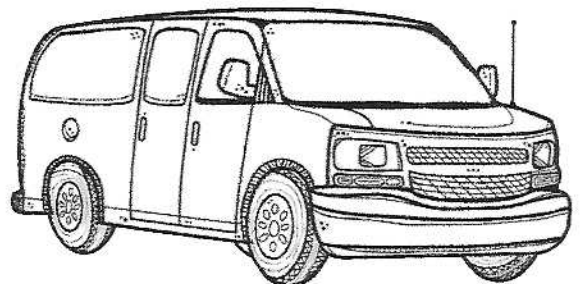
bat



clam



wig



van

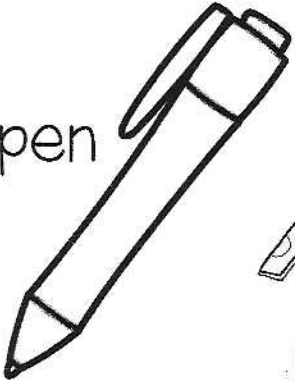
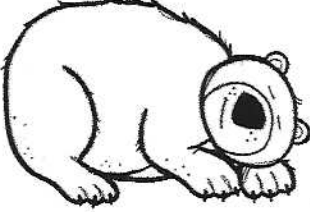
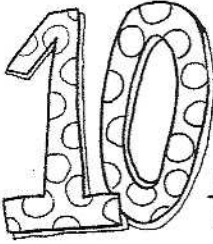

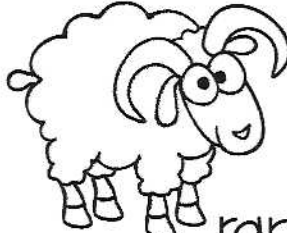

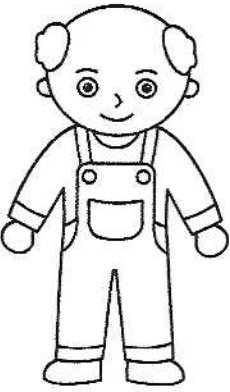

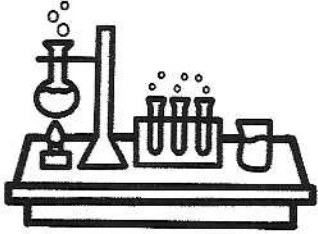
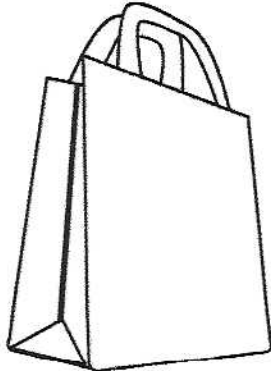
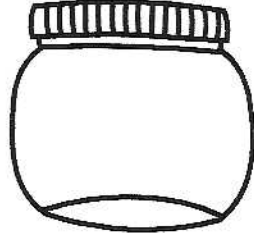
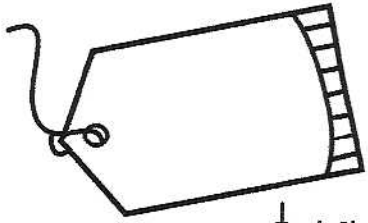
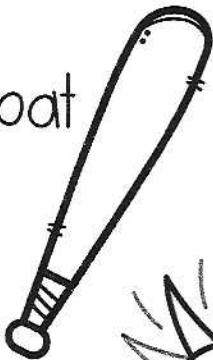
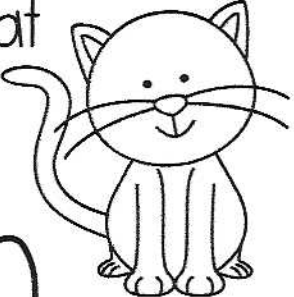
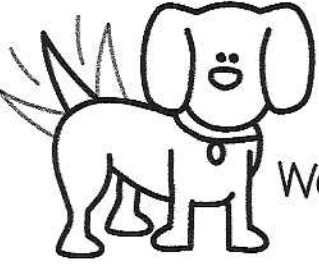


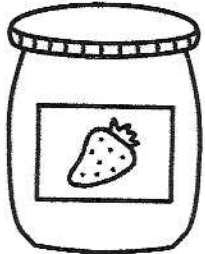
Name: \_\_\_\_\_

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



# Color The Rhyming Pictures #1

Color the rhyming pictures. Draw an 'X' through the picture that does not rhyme.

 <p>pen</p>  <p>rest</p>  <p>ten</p>	 <p>bug</p>  <p>ram</p>  <p>hug</p>
 <p>man</p>  <p>cab</p>  <p>lab</p>	 <p>bag</p>  <p>jar</p>  <p>tag</p>
 <p>bat</p>  <p>cat</p>  <p>wag</p>	 <p>clam</p>  <p>crush</p>  <p>jam</p>

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

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



# Color The Rhyming Pictures #2

Color the rhyming pictures. Draw an 'X' through the picture that does not rhyme.

<p>pin</p>  <p>bin</p>  <p>skip</p> 	<p>nest</p>  <p>ham</p>  <p>vest</p> 
<p>snake</p>  <p>trash</p>  <p>lake</p> 	<p>top</p>  <p>can</p>  <p>pan</p> 
<p>frog</p>  <p>drop</p>  <p>dog</p> 	<p>crash</p>  <p>kick</p>  <p>brick</p> 

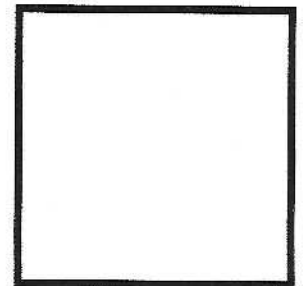
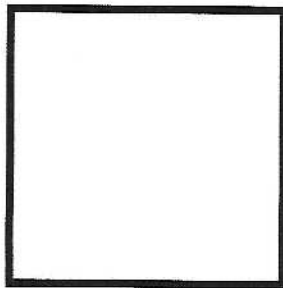
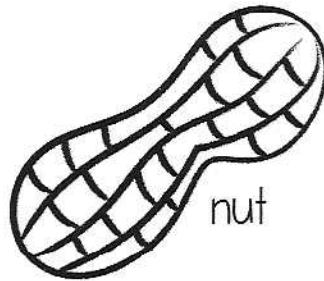
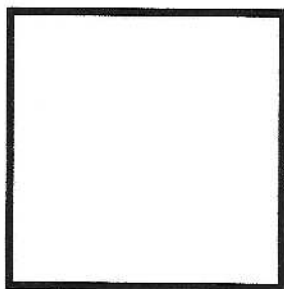
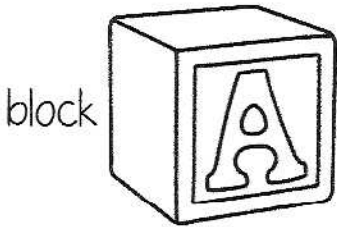
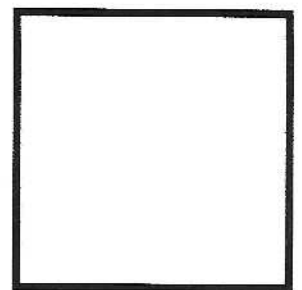
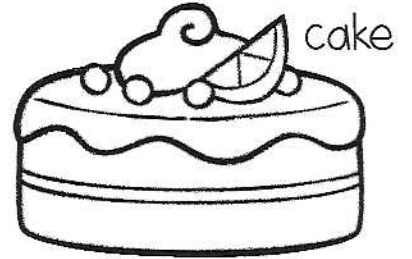
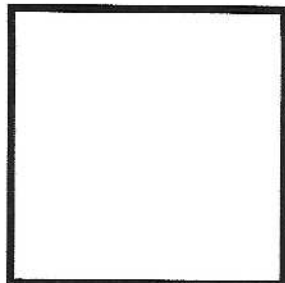
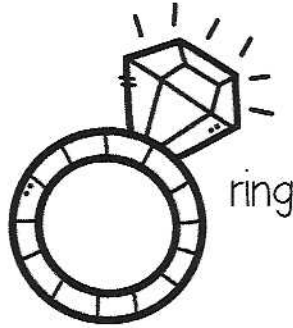
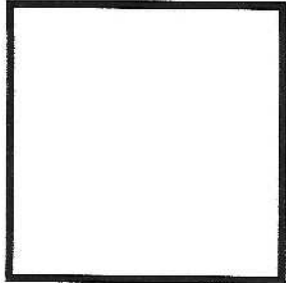


Name: \_\_\_\_\_

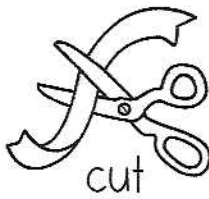
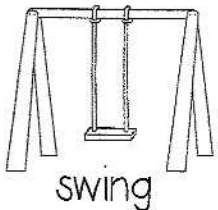
Date: \_\_\_\_\_

# Rhyming Pairs Cut & Paste #1

Cut and paste to match the rhyming pairs.



Rhyming Worksheets by Miss Vanessa



# Kindergarten

# Math

# Week 1





Dear Family:

Ask your child about our pretend grocery store at school! Children will be using the groceries from this pretend store to create addition and subtraction story problems, such as the following:

*There are 3 bananas in this bunch and 4 bananas in the other bunch. How many bananas are there in all?*

You and your child can create similar story problems with groceries in your own kitchen. When doing so, you may need to help your child say the question at the end of the story problem.

Addition example:

*There are 5 cans on the top shelf. There are 4 cans on the bottom shelf. How many cans are there?*

Subtraction example:

*There are 10 eggs in the carton. If we cook 3 eggs, how many eggs are left in the carton?*

It is not necessary to solve all of the story problems. Learning to visualize the situation and state the story problem are both important tasks, even without solving. Asking questions different ways is also helpful.

Have fun!

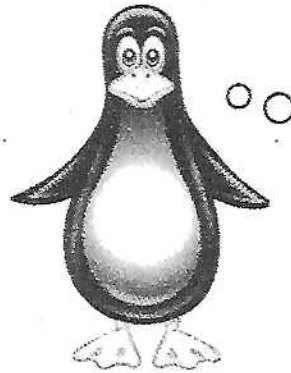
Sincerely,  
Your child's teacher



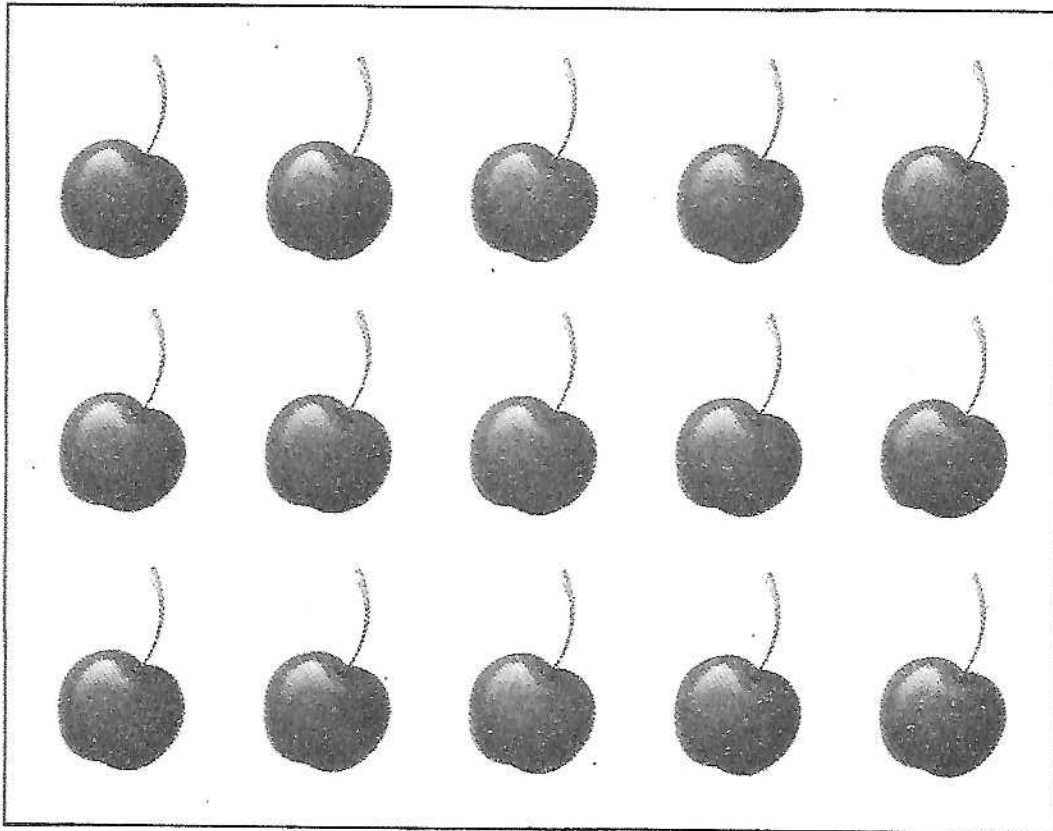
© Houghton Mifflin Harcourt Publishing Company

Look at what Puzzled Penguin wrote.  
Help Puzzled Penguin.

14 cherries



Am I correct?

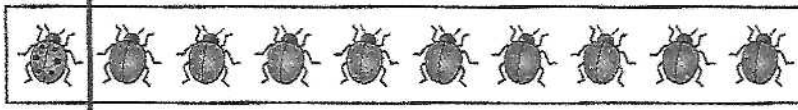


\_\_\_\_\_ cherries

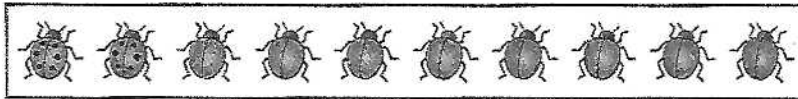


**VOCABULARY**  
 partners

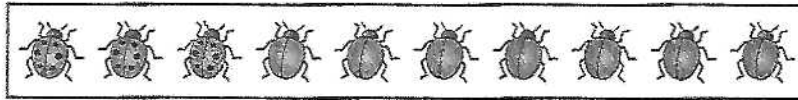
I. Draw a line to show the **partners**. Then write the partners.



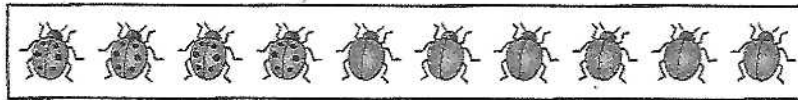
$$10 = \square + \square$$



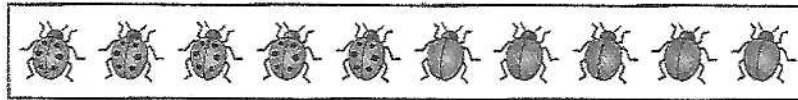
$$10 = \square + \square$$



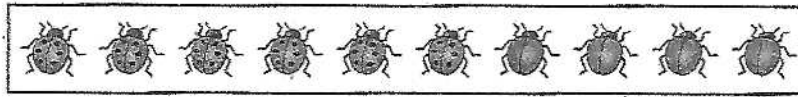
$$10 = \square + \square$$



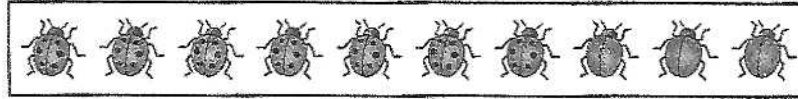
$$10 = \square + \square$$



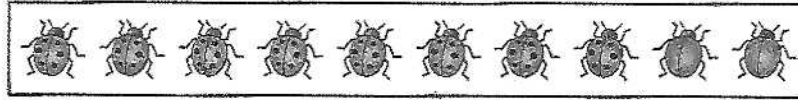
$$10 = \square + \square$$



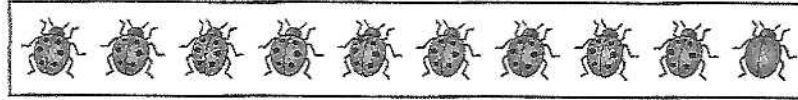
$$10 = \square + \square$$



$$10 = \square + \square$$



$$10 = \square + \square$$

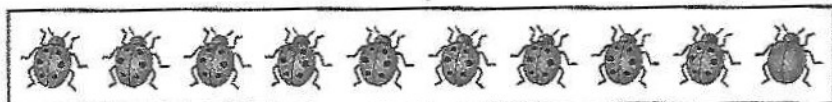


$$10 = \square + \square$$

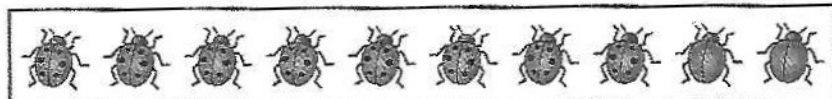


## Class Activity

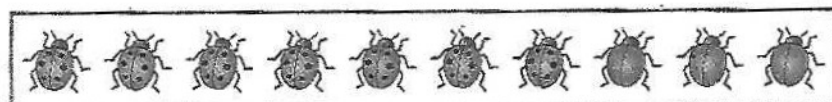
2. Show and write the partners. Begin with  $9 + 1$ .



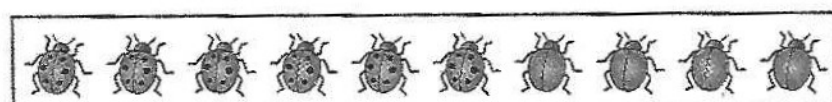
$$10 = \square + \square$$



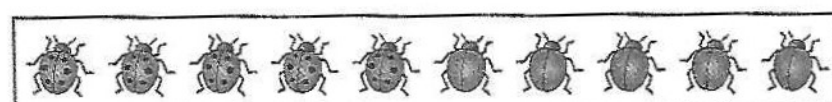
$$10 = \square + \square$$



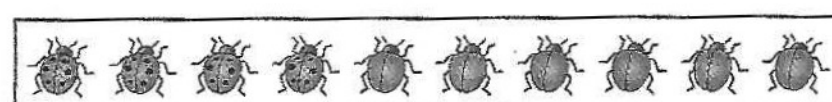
$$10 = \square + \square$$



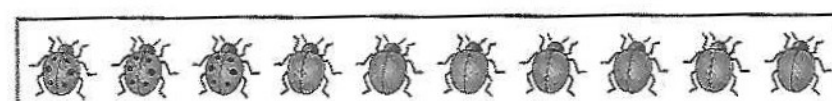
$$10 = \square + \square$$



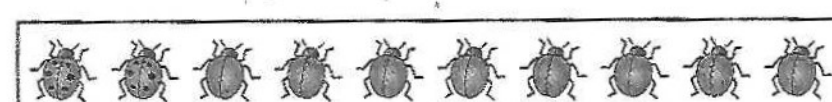
$$10 = \square + \square$$



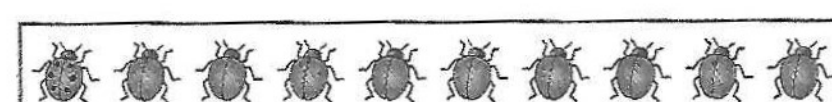
$$10 = \square + \square$$



$$10 = \square + \square$$



$$10 = \square + \square$$



$$10 = \square + \square$$

## Set A

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

## Set B

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

1. Show the partners with fingers. Then write the total.

$10 + 1 = \square$

$10 + 6 = \square$

$10 + 2 = \square$

$10 + 7 = \square$

$10 + 3 = \square$

$10 + 8 = \square$

$10 + 4 = \square$

$10 + 9 = \square$

$10 + 5 = \square$

2. Write the numbers 1–20.


3. Draw a picture to show 10 ones and 2 ones.

4. Subtract the numbers. Use your fingers or draw.

$3 - 2 = \square$

$5 - 5 = \square$

$2 - 2 = \square$

$4 - 1 = \square$

$4 - 3 = \square$

$3 - 1 = \square$

$3 - 3 = \square$

$5 - 2 = \square$

$4 - 3 = \square$

$5 - 0 = \square$

$4 - 2 = \square$

$3 - 0 = \square$

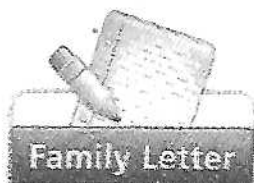
$2 - 1 = \square$

$5 - 4 = \square$

$5 - 3 = \square$

5. Choose an equation. Draw a picture to show the subtraction. Write the equation.



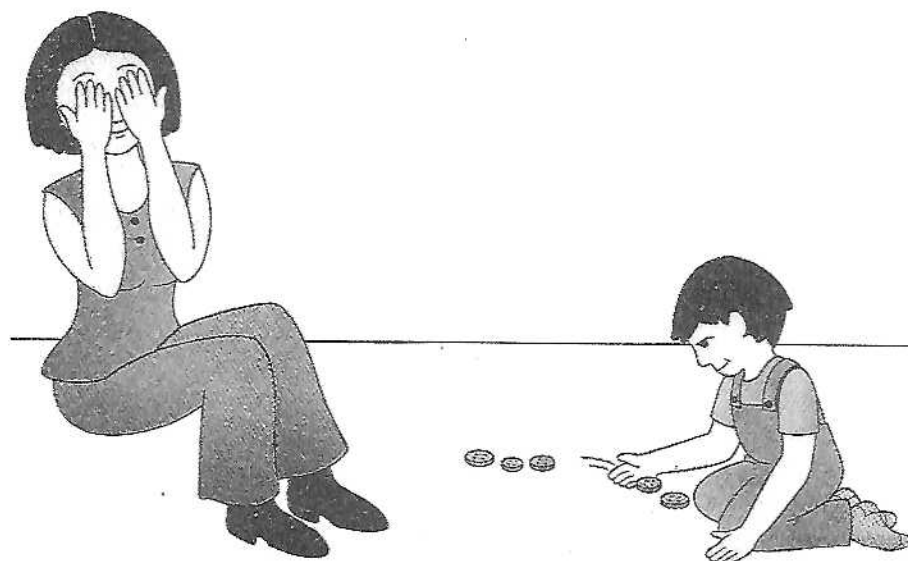


Dear Family:

Throughout the year, your child will be learning how to “break apart” numbers. For example, 6 equals 5 and 1, 4 and 2, and 3 and 3. We call two numbers that add up to a number the *partners* of the number.

To strengthen your child’s understanding of these concepts, you can play *The Unknown Partner Game* with him or her. The game is played as follows:

Put out 5 objects such as buttons or crackers. Count them together. Have your child cover his or her eyes while you take a partner away. Ask your child to tell you the missing amount. Now it is your turn to close your eyes!



You can play this game again and again, starting with a different total each time. Start with 5 first (because it is easiest), and then move on to 6, 7, 8, 9, and 10.

Thank you!

Sincerely,  
Your child’s teacher



Unit 4 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.3, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.CC.7; Operations and Algebraic Thinking K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5; Number and Operations in Base Ten K.NBT.1; Measurement and Data K.MD.3; Geometry K.G.1, K.G.2, K.G.5, K.G.6 and all Mathematical Practices.



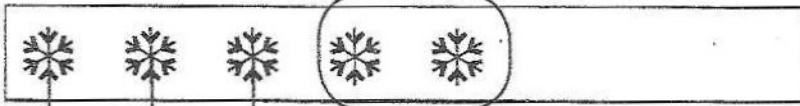
**Class Activity**

**VOCABULARY**  
 extra  
 greater  
 less

Draw lines to match. Circle the **extras**.

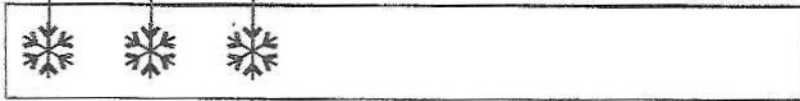
Write the numbers and compare them.

Write G for **Greater** and L for **Less**.



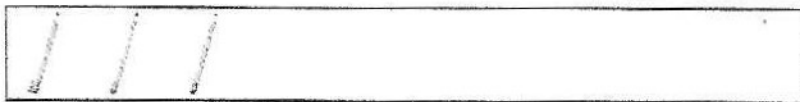
5

G



3

L



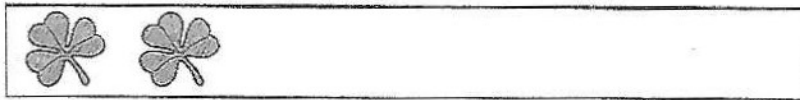
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\_\_\_\_\_



\_\_\_\_\_



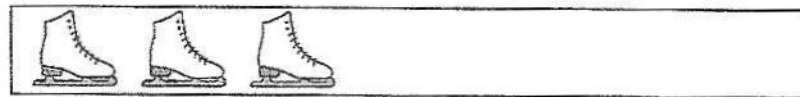
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

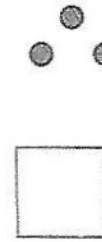
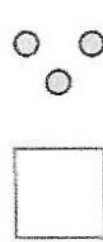
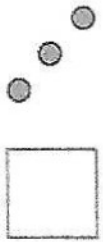
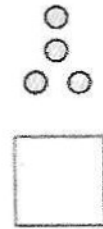
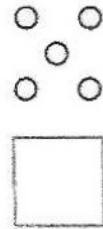
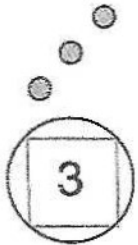


\_\_\_\_\_

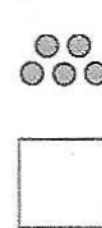
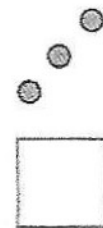
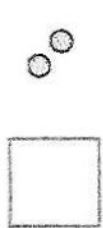
Name \_\_\_\_\_

VOCABULARY  
greater than  
less than

Count and write the number. Circle the number that is greater.



Count and write the number. Circle the number that is less.



Compare the numbers. Write G for **Greater than** or L for **Less than**.



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## Class Activity

**VOCABULARY**  
 partner

 Draw a line to show two **partners**. Write the partners.

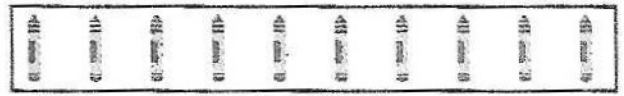

$$10 = \square + \square$$



$$10 = \square + \square$$



$$10 = \square + \square$$



$$10 = \square + \square$$



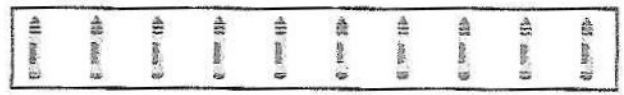
$$10 = \square + \square$$



$$10 = \square + \square$$



$$10 = \square + \square$$



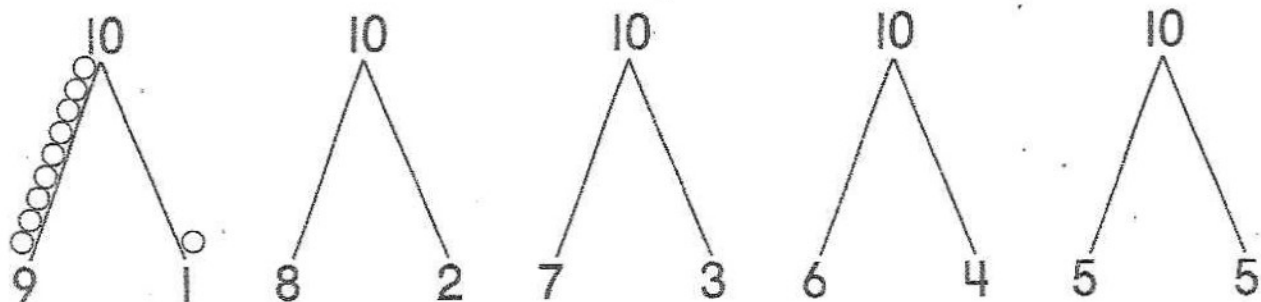
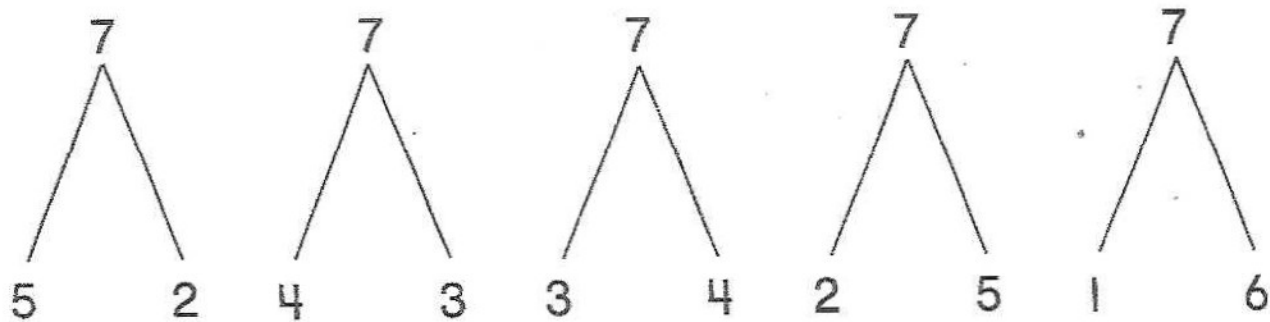
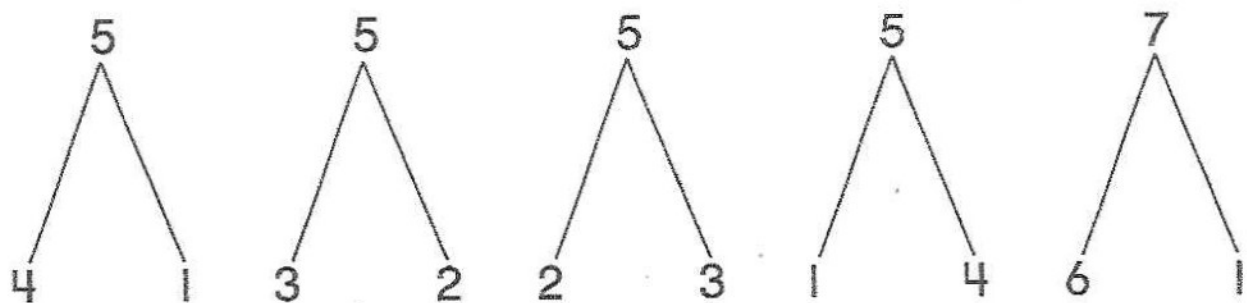
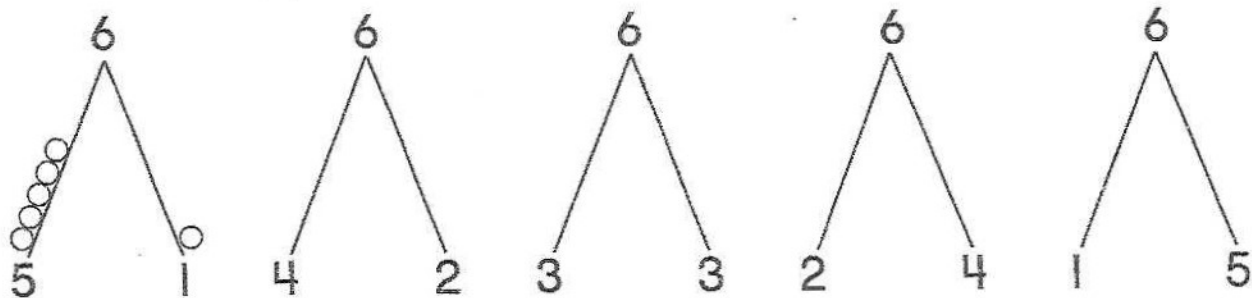
$$10 = \square + \square$$



$$10 = \square + \square$$



Draw Tiny Tumblers on the Math Mountains.







## Class Activity

Write the numbers 1–20.

1										
										20

1										
										20

1										
										20

Count how many.

○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
				□

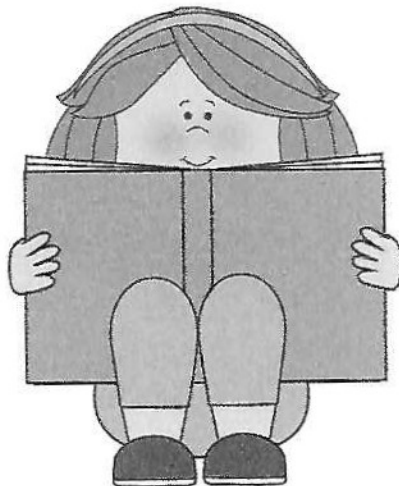
☆		☆		☆
☆		☆		☆
☆		☆		
				□

# Kindergarten

## Reading

### Week 1

Cut these pages apart and put together to make a collection of books to read. In addition to reading these books, your child can read other books at a level they are successful at, listen to and read along with stories read by you, and visit reading websites.



Practice writing the word with:

with with with

Start With Reading  
**Play Time**

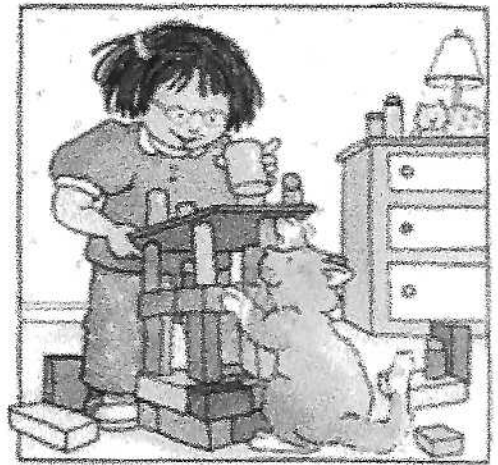


A



8

I play with kittens!



B

I play with blocks.

1



6

I play with balls.



C

I play with dolls.

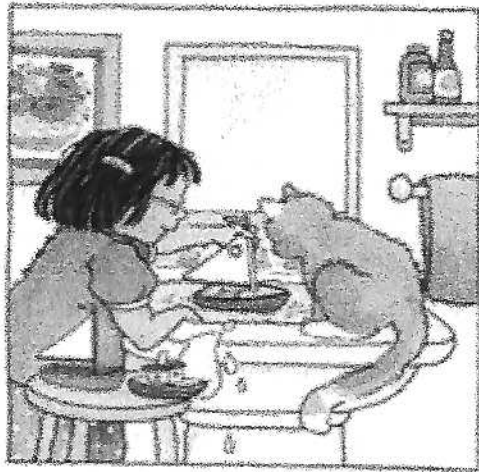
3

Star Wars Readers

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Practice writing the word play:

play play play



2

I play with boats.



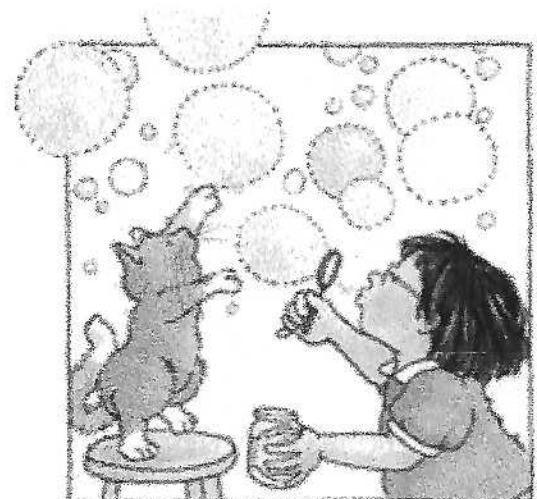
7

I play with trucks.



4

I play with puppets.



5

I play with bubbles.

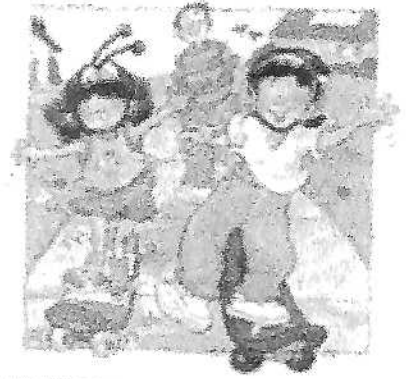
Practice writing the word they:

they they

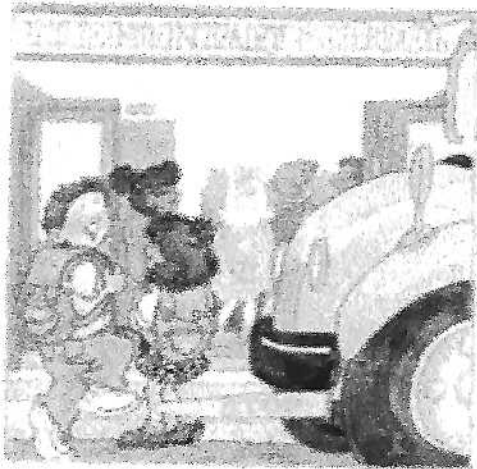
the  
go

Star Wars Readers

Go, Go



A



8

They go to school!



1

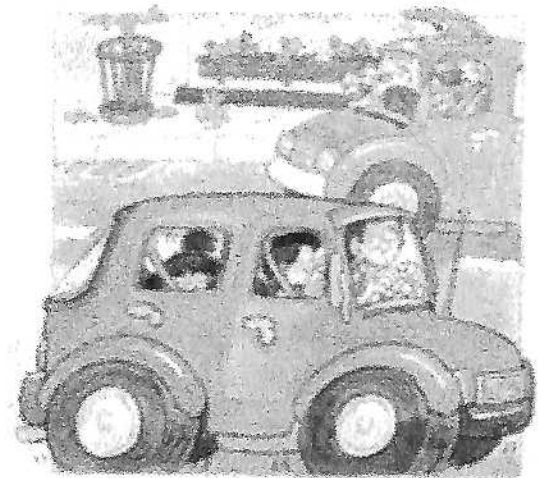
B

Go, go!



6

They go to the pool.



3

c

Go, go.



Start With Readers

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Practice writing the word go:

go go go go

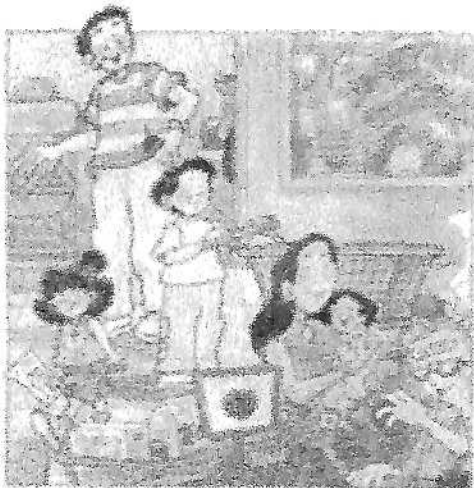


2 They go to the swings.



Go, go.

7



4 They go to the store.



Go, go.

5

Practice writing the word down:

down down

up  
down

# Up and Down



A



8 We go down, down, down.



We go up.

1

B



6 We go down.



We go up.

3

C



Step With Readers

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Practice writing the word up:

up up up up up



2

We go down.



We go up, up, up.

7



4

We go down.



We go up.

5

Practice writing the word pretty:

pretty pretty

tha  
pref

Start Your Readers

# That Hat

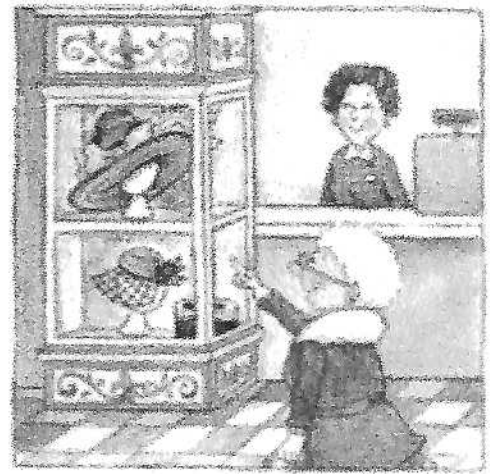


A



8

That is your pretty hat!



B

That hat.

1



6

That is my pretty hat!



C

That is my pretty hat!

3

Step Into Reading

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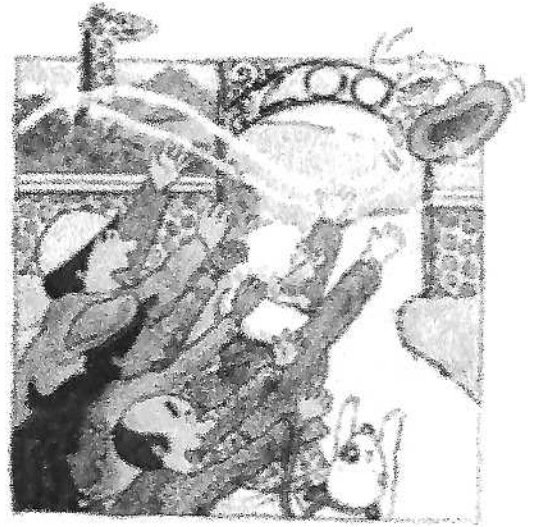
Practice writing the word **that**:

that that that



2

My pretty hat.



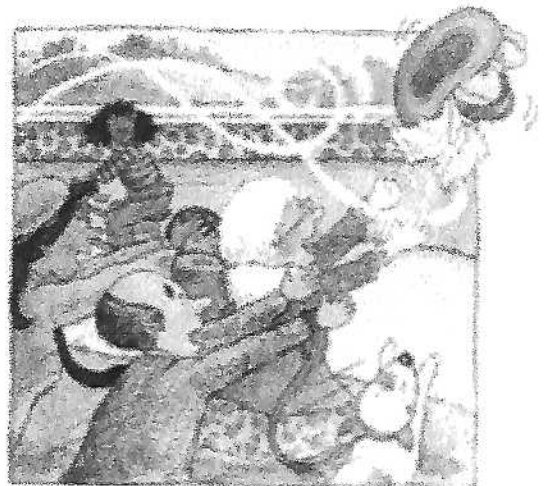
That is my pretty hat!

7



4

That is my pretty hat!



That is my pretty hat!

5



Practice writing the word CAN:

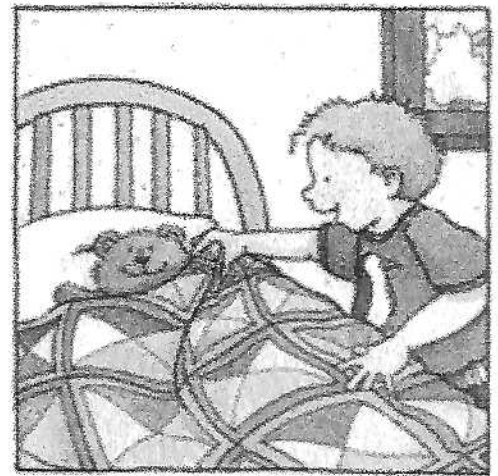
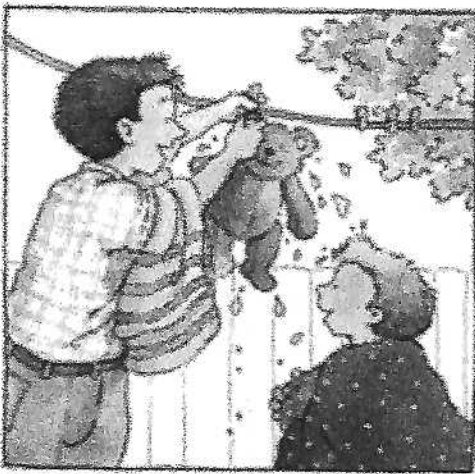
can can can

Sight Word Readers

# My Bear



A



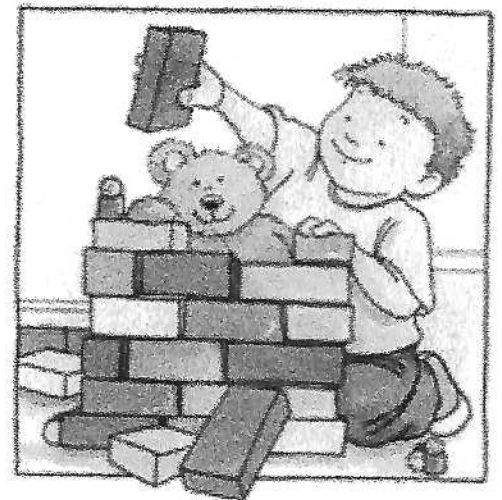
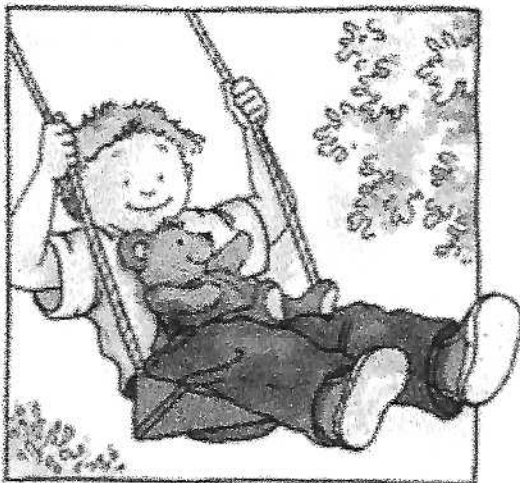
8

My bear can dry!

B

My bear can sleep.

1



6

My bear can swing.

C

My bear can play.

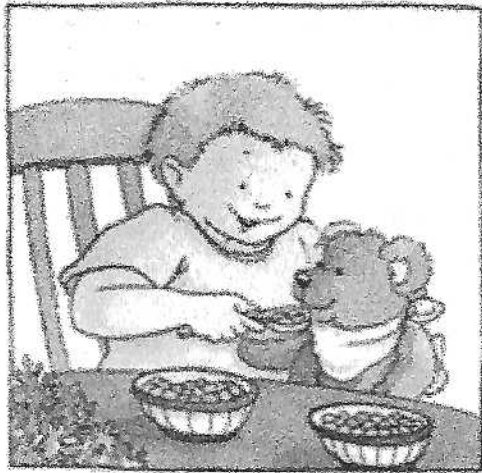
3

Start With Readers

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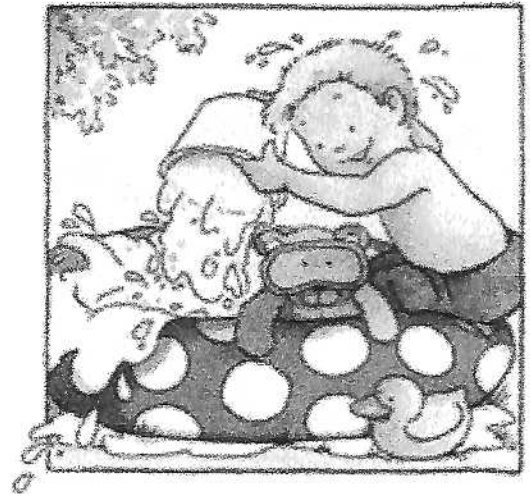
Practice writing the word **my**:

my my my



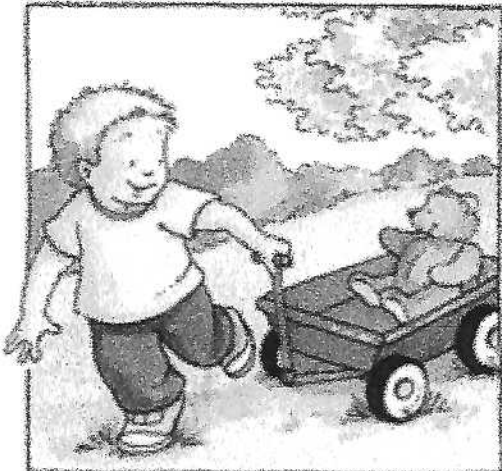
2

My bear can eat.



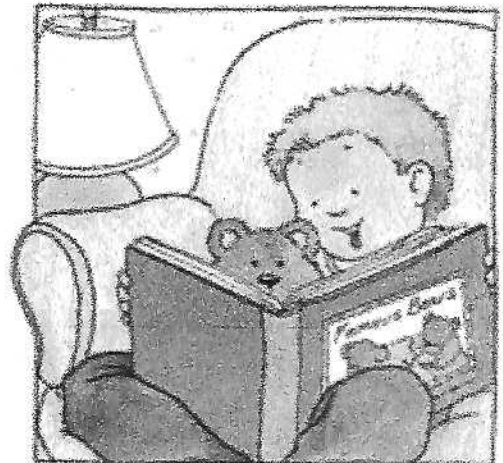
7

My bear can swim.



4

My bear can ride.



5

My bear can read.

Practice writing the word **it**:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

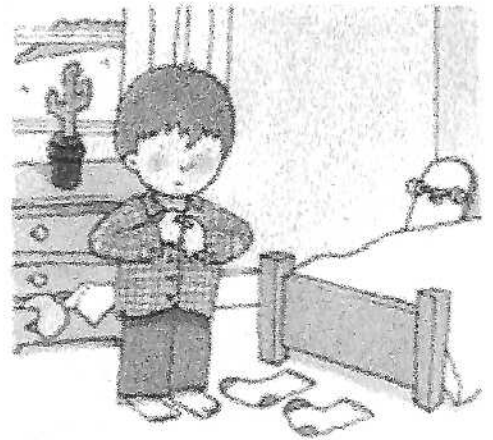


A



8

Hug. I did it!



B

Button. I did it.

1



6

Open. I did it.



C

Tie. I did it.

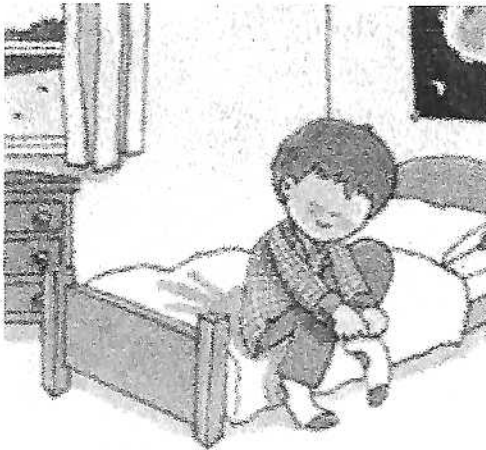
3

Step-By-Step

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Practice writing the word **did**:

did did did



2

Pull. I did it.



7

Wait!



4

Zip. I did it.



5

Snap. I did it.



Practice writing the word for:

for for for

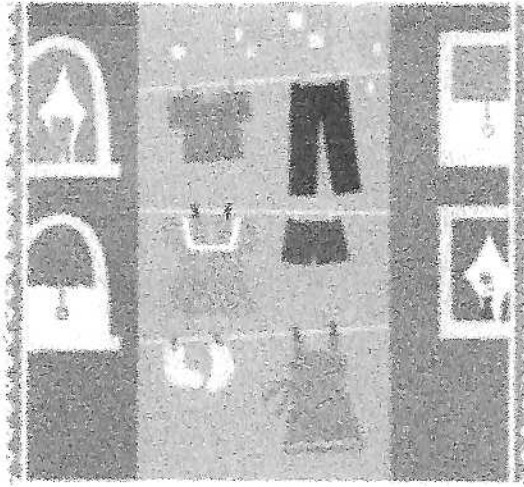
See Your Readers

loo  
foi

# City Colors

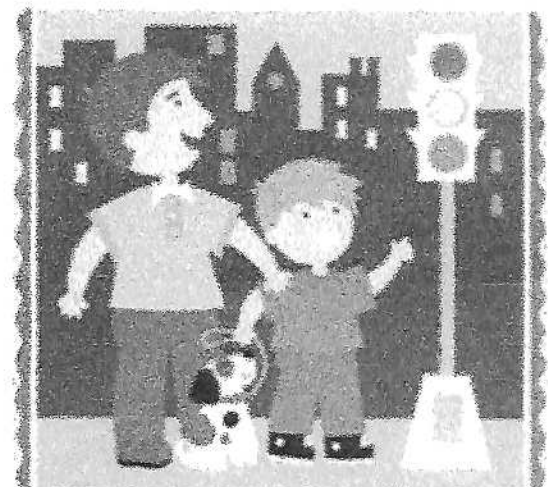


A



8 Look for colors we have seen.

B



Look for red.

1



6 Look for green.

C



Look for orange.

3

Send Your Requests

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Practice writing the word look:

look look look

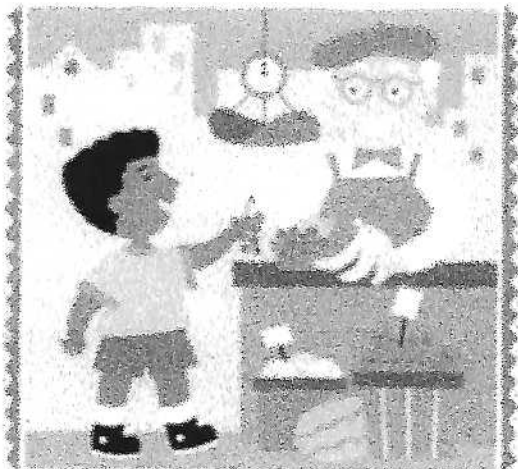


2

Look for blue.



7



4

And purple too.



5

Look for yellow.

# Kindergarten



## Writing Week 1

### Small Moment Writing –

This type of writing is similar to journal writing. Your child should write about something they have done before. At school I encourage them to tell when it was, where they are, who is with them, and how they felt. Along with their writing they should draw a picture.

### Opinion Letter –

Write a letter to someone to tell their opinion of something. I encourage them to include an introduction, their opinion, why they feel that way, and to ask something else. I also encourage strong the use of strong feelings other than “like” and “not like.” For example:

Dear Mrs. Bennett,

I watched Frozen 2 the other night. I loved it because I really loved the songs and Elsa’s new dress. Have you seen Frozen 2 yet?

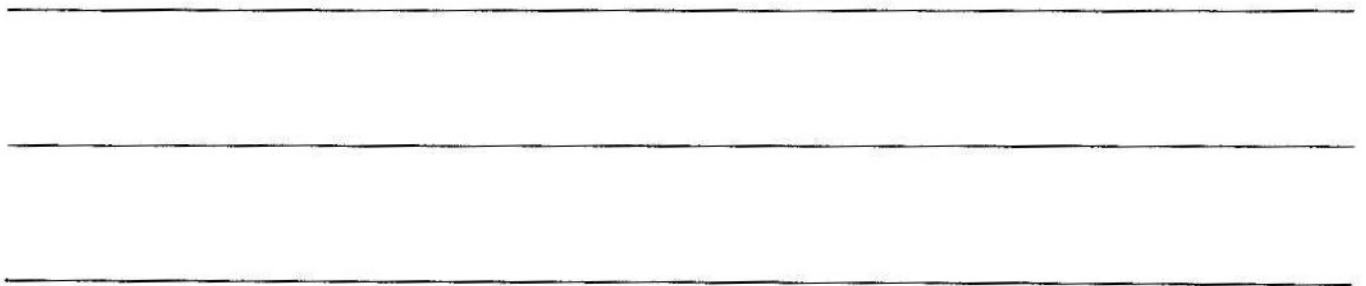
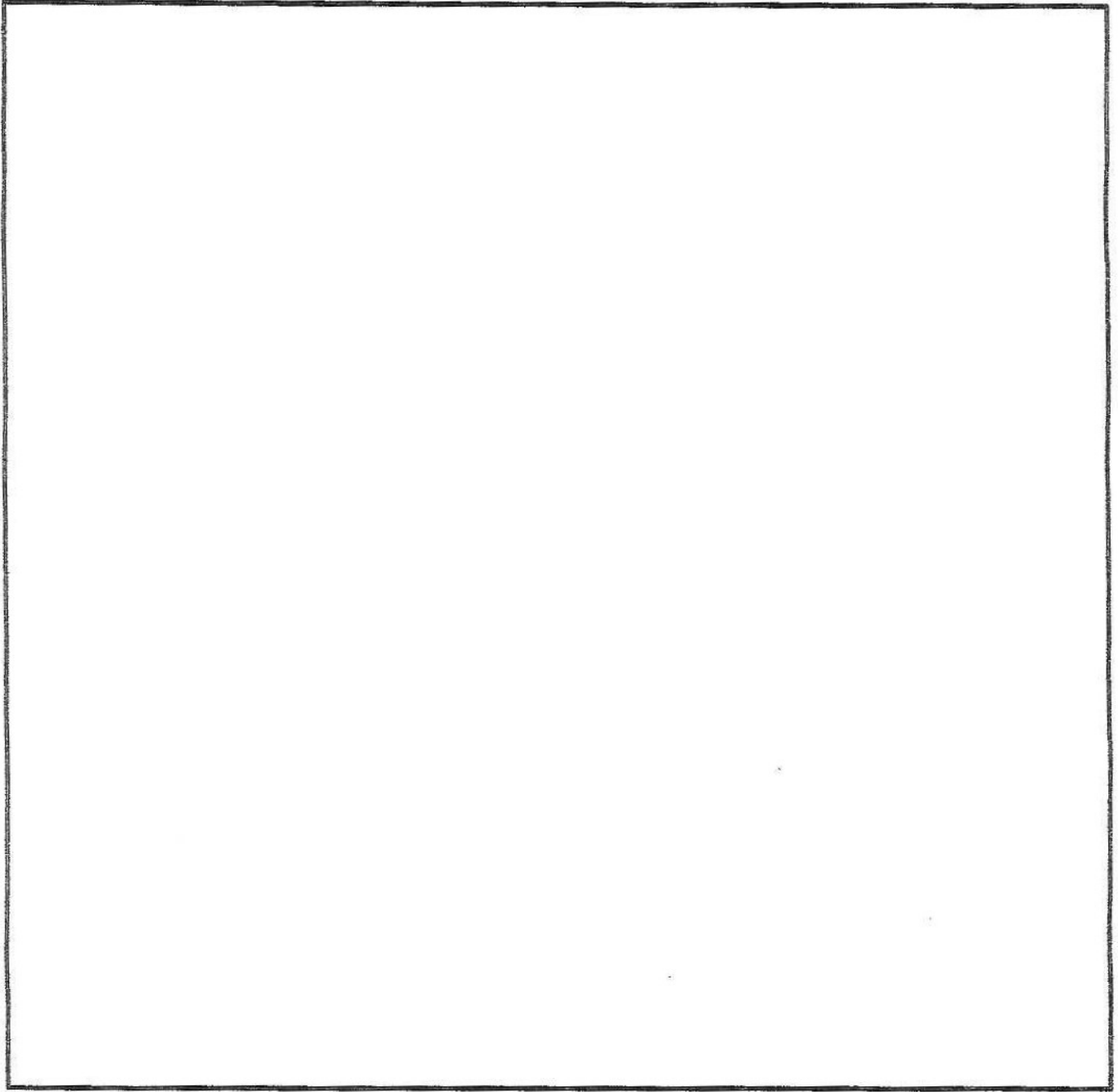
From,  
Grace

### Informational –

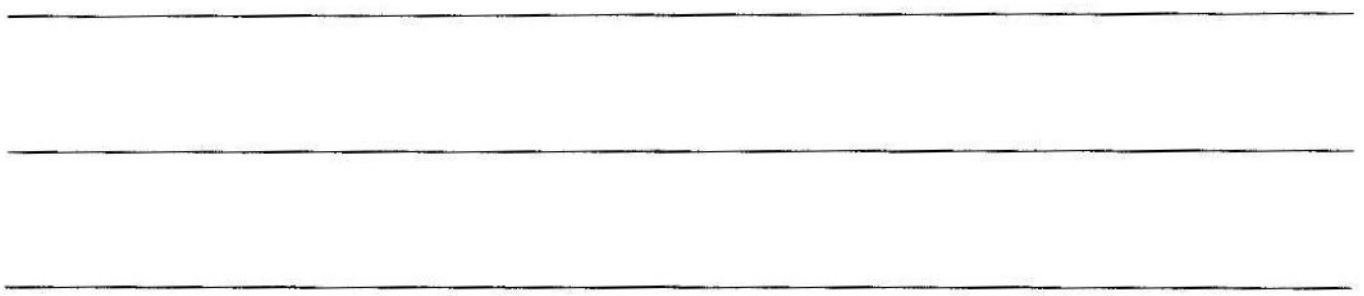
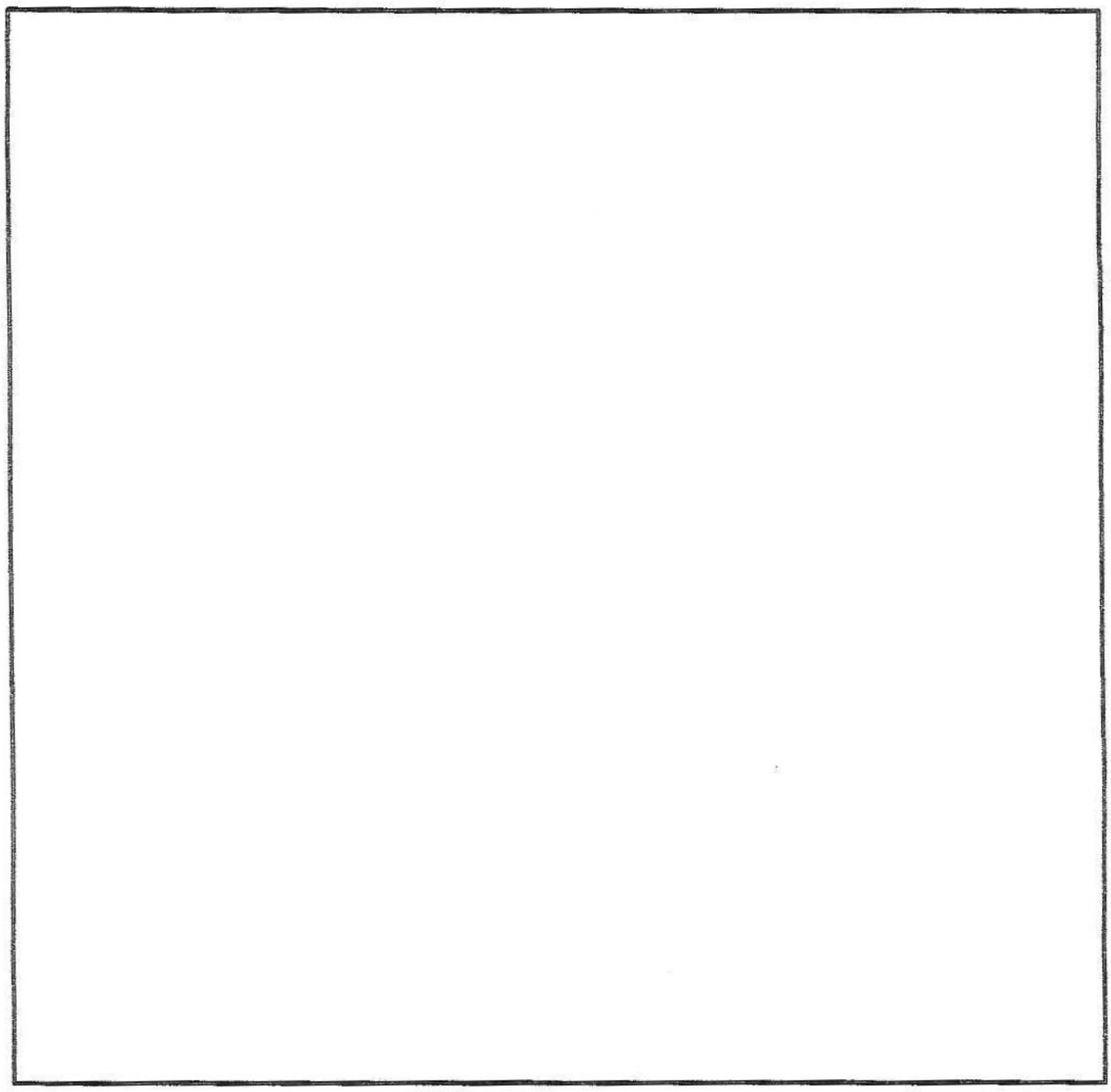
Your child should be able to write a minimum of 3 facts about something. It can be anything they know at least 3 facts about; dogs, cats, a person in their family, a food, a season, or just about anything.

In all forms of writing, emphasize capital letters just at the beginning of sentences and in proper nouns, appropriate punctuation at the end of sentences, and phonetic spelling. Your child may ask you to how to spell a word, but instead of telling the, ask them what sounds they hear. At school, we grab the word out of the air with our hand and let it out slowly. For example, if they want to spell puzzle, they would hear p-u-z-l. They may write is puzl, but they wrote a letter for each sound they heard.

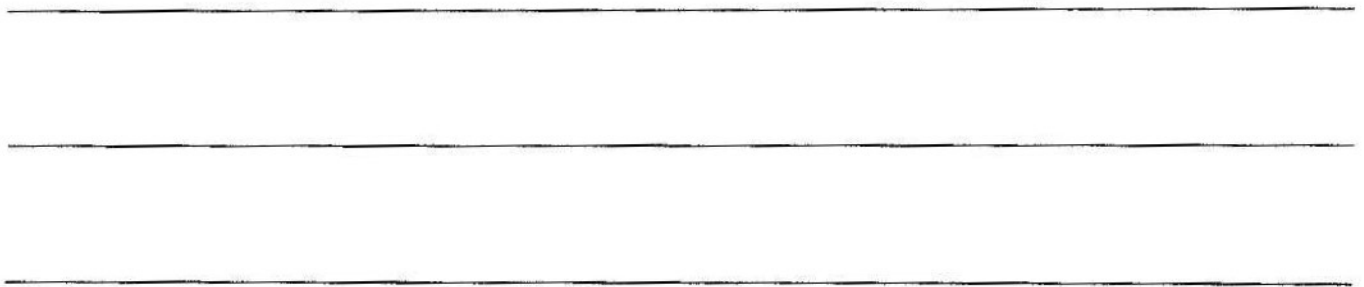
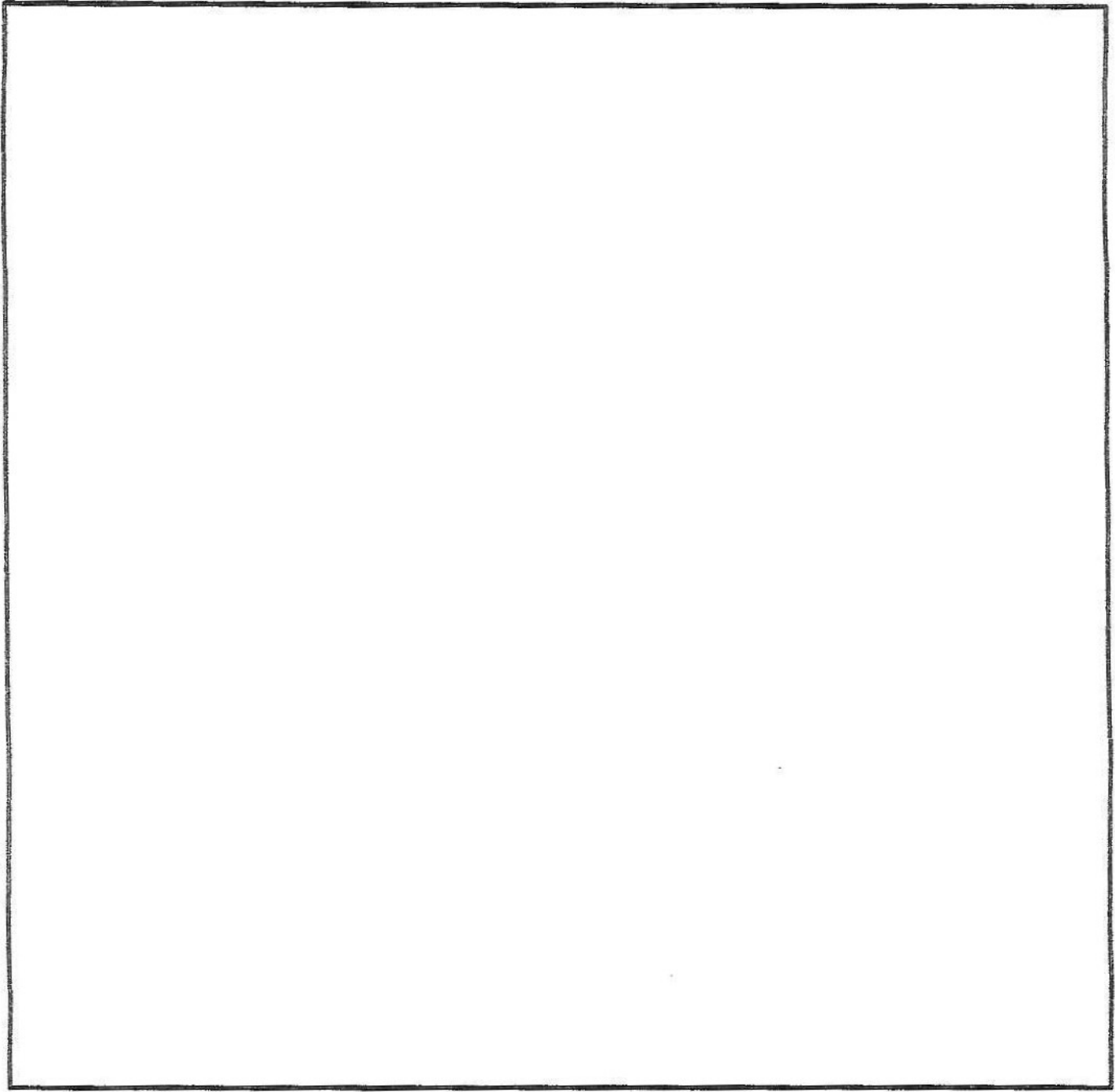
a b c d e f g h i j k l m n o p q r s t u v w x y z



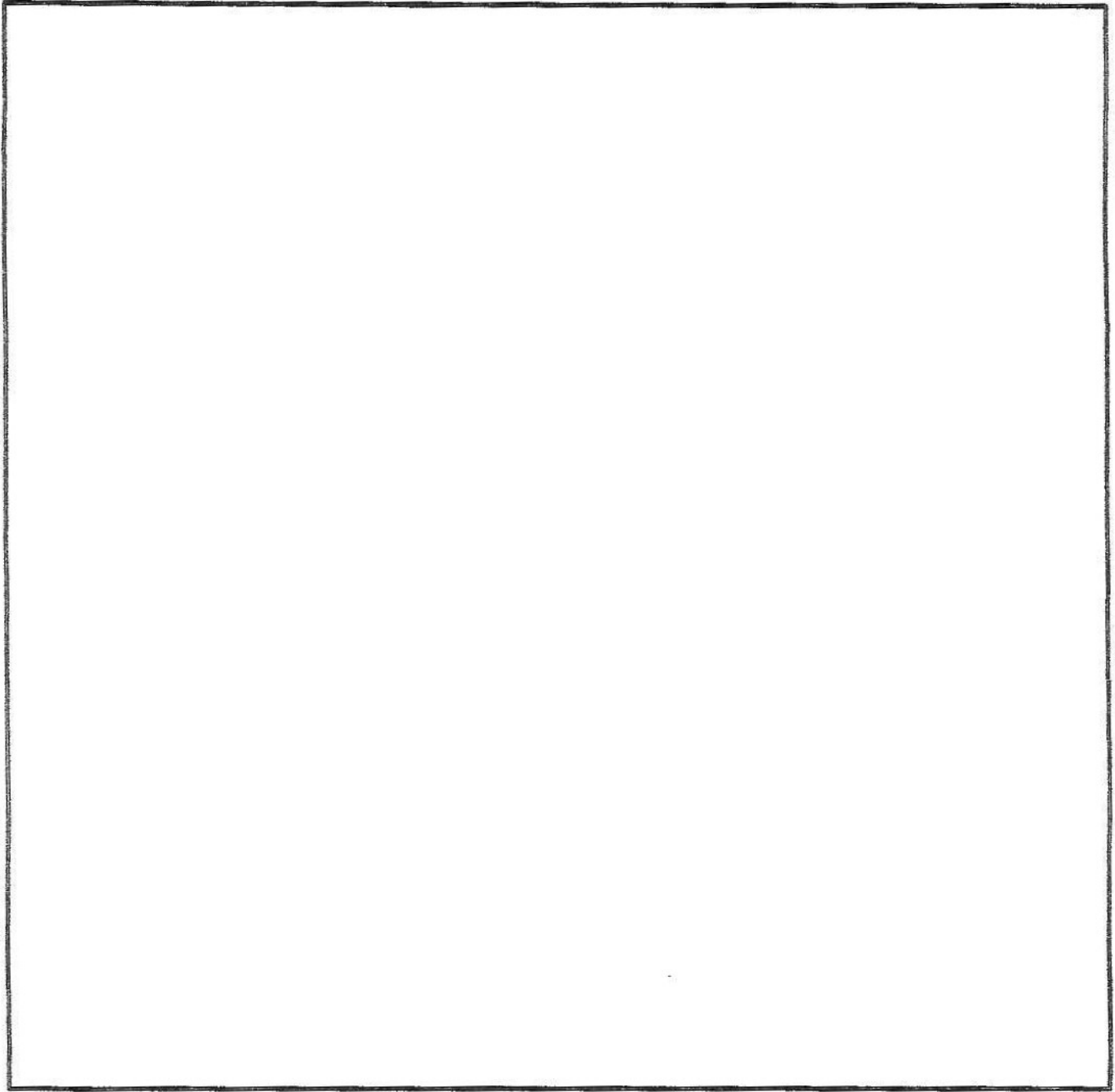
a b c d e f g h i j k l m n o p q r s t u v w x y z



a b c d e f g h i j k l m n o p q r s t u v w x y z

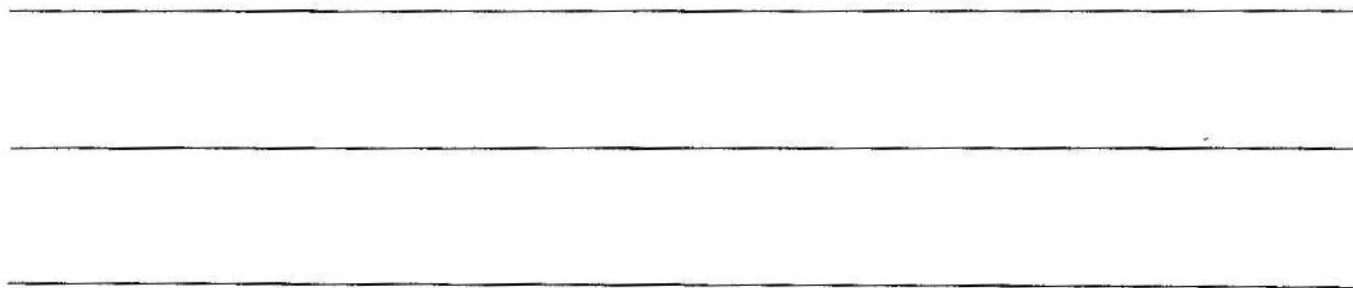
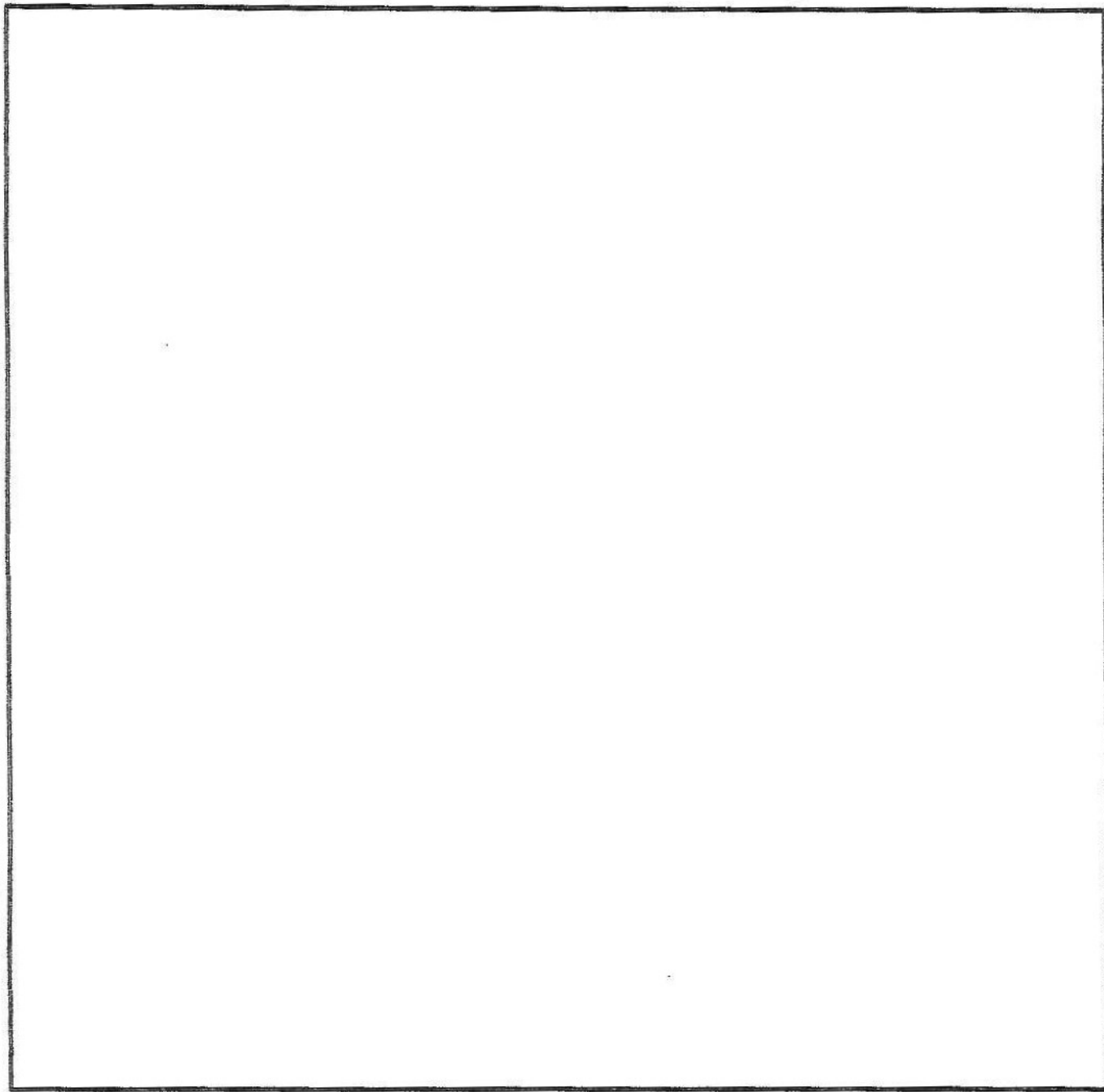


a b c d e f g h i j k l m n o p q r s t u v w x y z

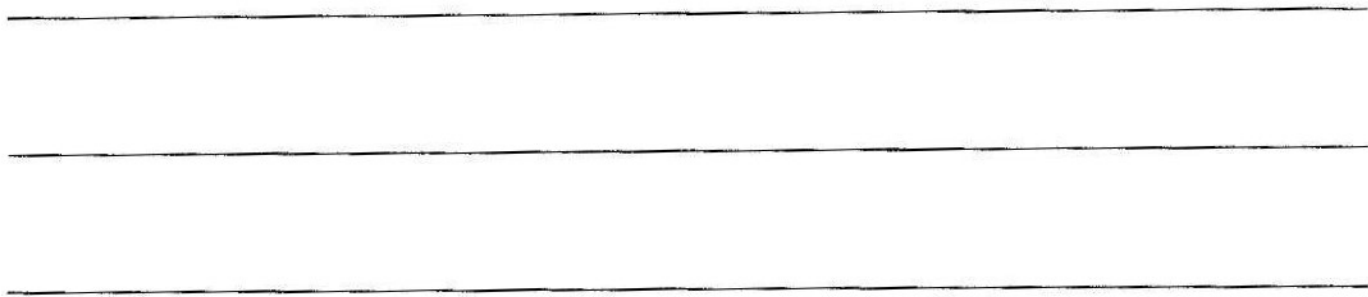
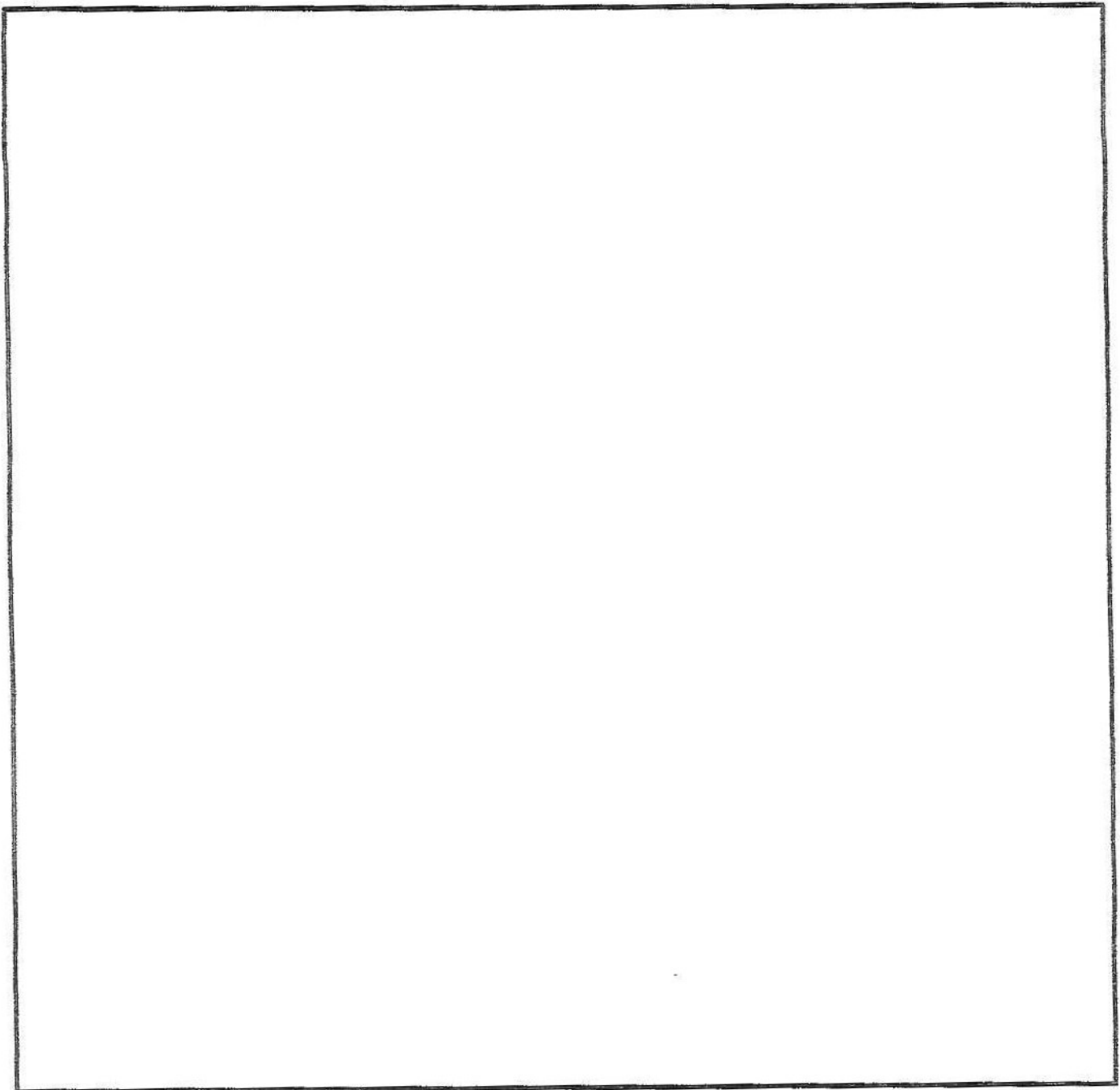




a b c d e f g h i j k l m n o p q r s t u v w x y z



a b c d e f g h i j k l m n o p q r s t u v w x y z



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