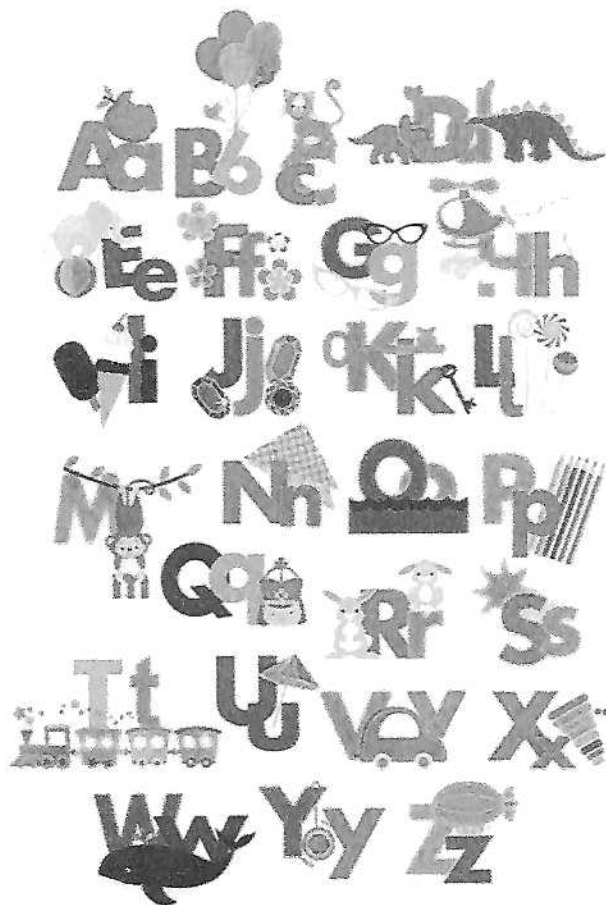


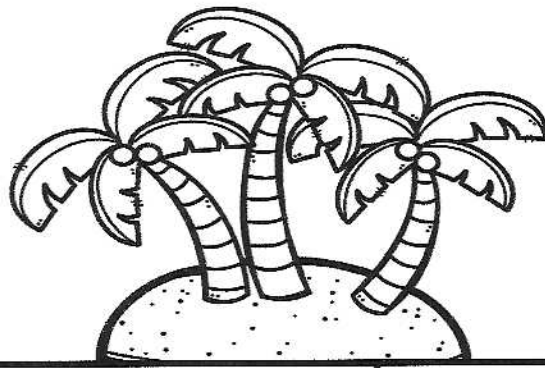
Kindergarten

Phonics

Week 2



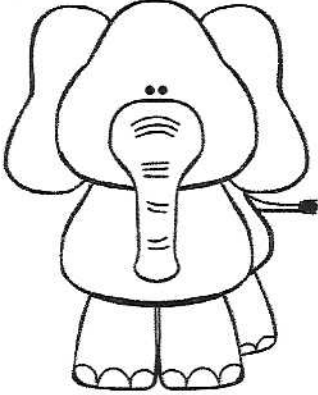
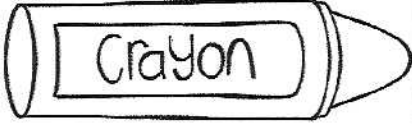
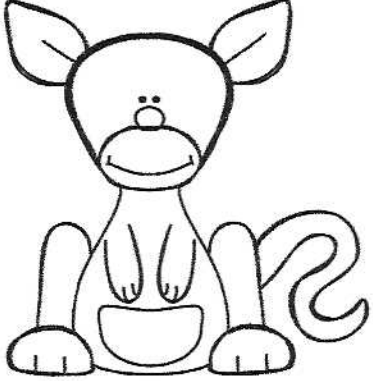
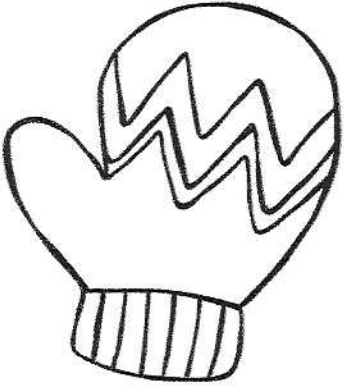

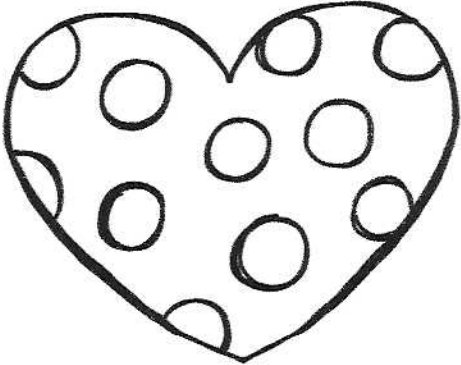
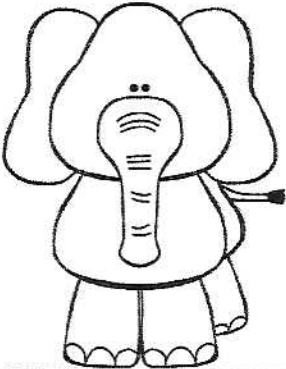
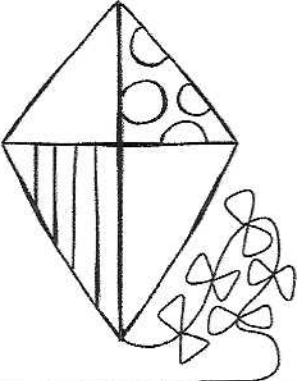
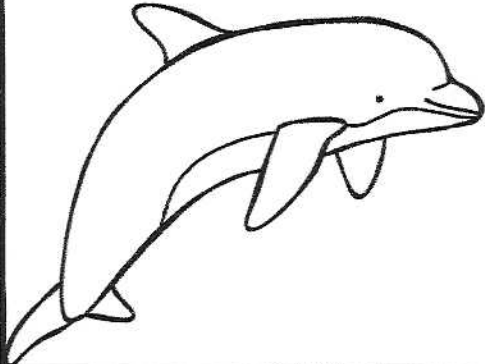
Phonics



Week 2

Clap out the syllables.

Color the correct answer.

		
1 2 3	1 2 3	1 2 3
		
1 2 3	1 2 3	1 2 3
		
1 2 3	1 2 3	1 2 3

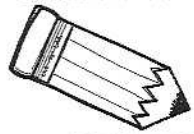
Reading

Unscramble the sentence.

Week 2

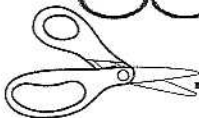
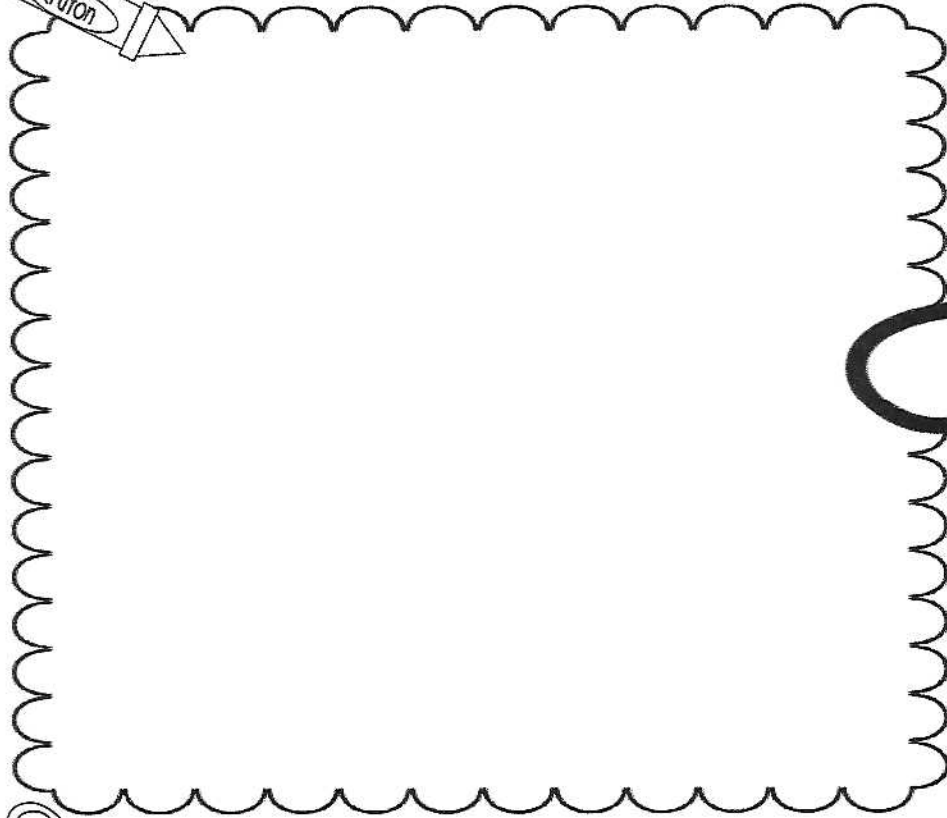


Paste Here	Paste Here	Paste Here	Paste Here
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Write the sentence

Draw a picture to match the sentence

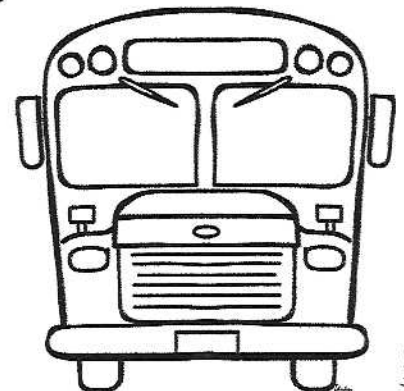
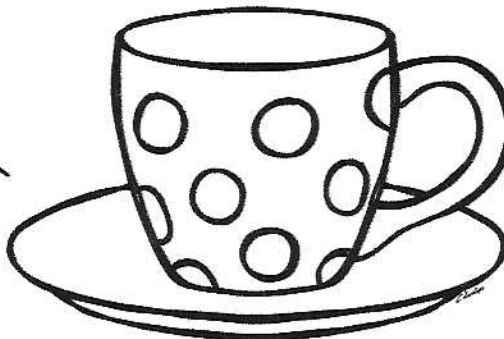
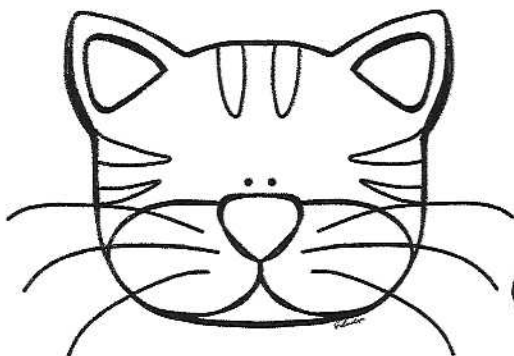
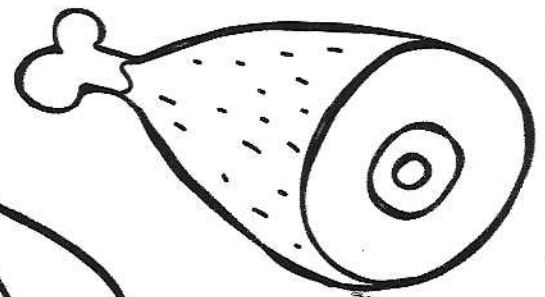
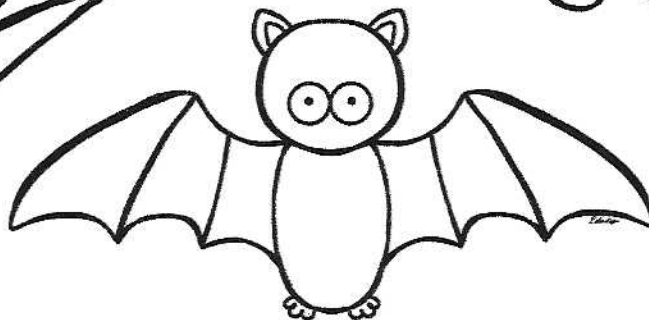
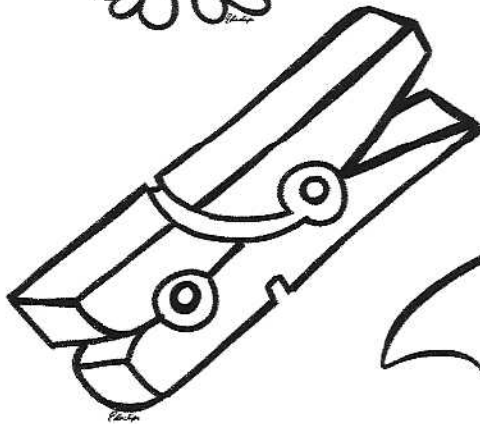
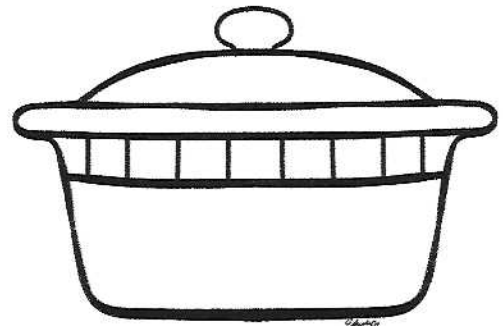
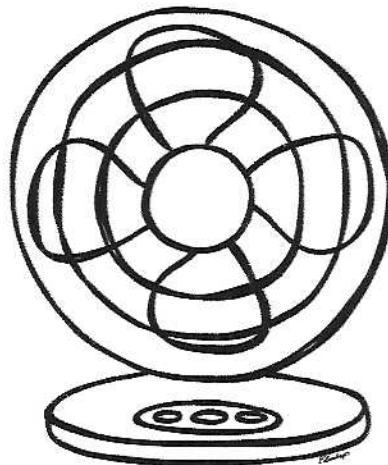
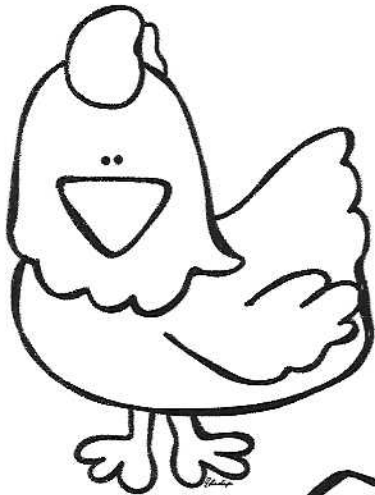
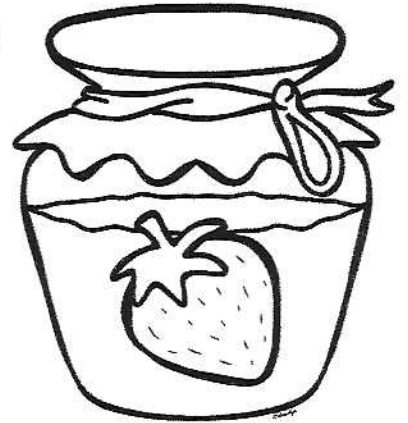
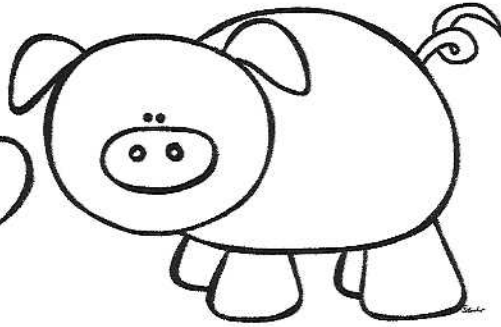
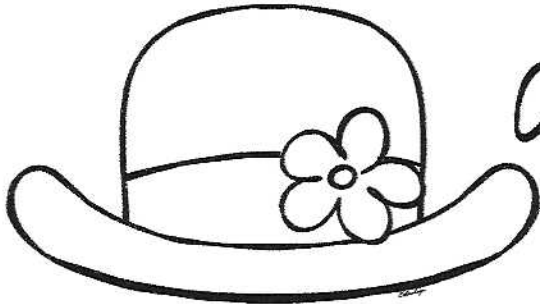


sun	yellow.	is	The
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Name: _____

Short a pictures

Color all the pictures that have a short a sound.



Sight Word Eye Spy



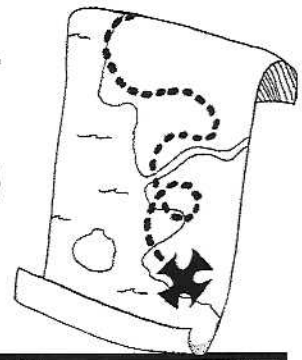
Directions: Grab your favorite book! While reading, search through and mark off any sight words you find. If you have words that you did not find see if you can find them in a different book.

<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>	<i>is</i>	<i>at</i>	<i>go</i>	<i>me</i>
<i>play</i>	<i>with</i>	<i>little</i>	<i>up</i>	<i>look</i>	<i>no</i>	<i>it</i>
<i>and</i>	<i>said</i>	<i>was</i>	<i>on</i>	<i>by</i>	<i>put</i>	<i>some</i>
<i>of</i>	<i>what</i>	<i>help</i>	<i>big</i>	<i>you</i>	<i>for</i>	<i>are</i>
<i>come</i>	<i>here</i>	<i>have</i>	<i>one</i>	<i>do</i>	<i>of</i>	<i>if</i>

Name: _____ Date: _____

Find The Rhyming Words #3

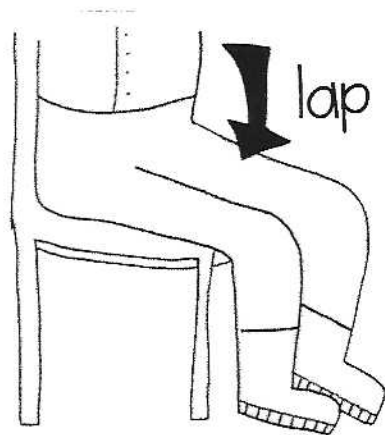
Find the words that rhyme with "map".



map



mat



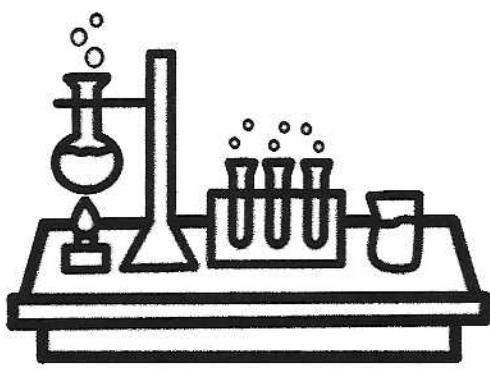
lap



tap



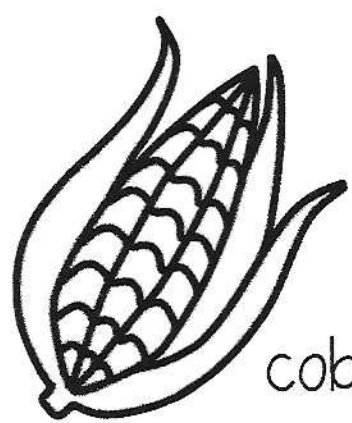
clap



lab



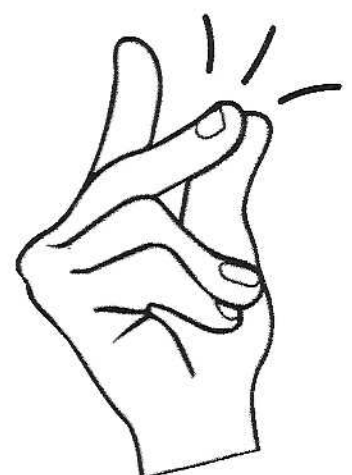
cap



cob



nap



snap

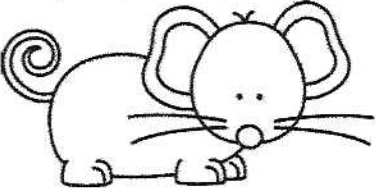
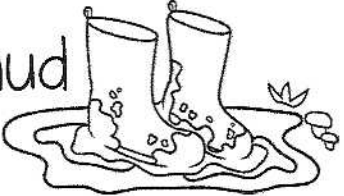

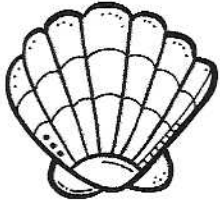

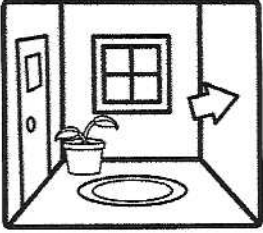

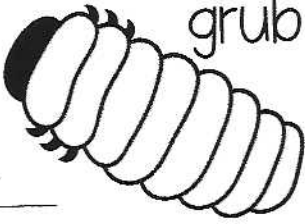
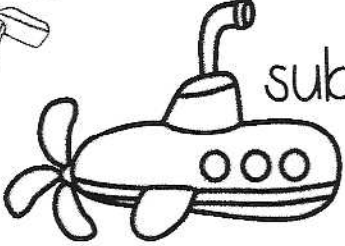
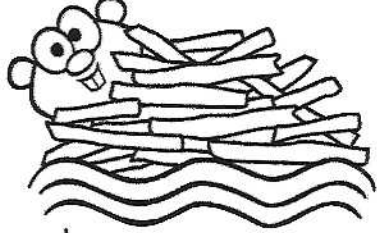
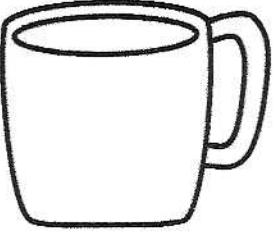
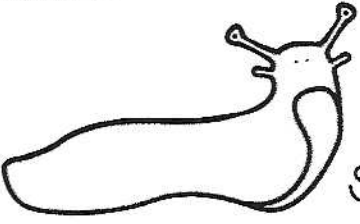
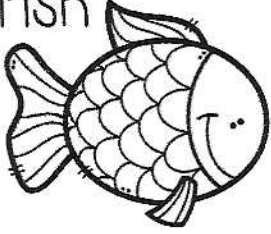
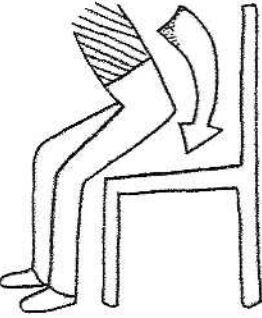
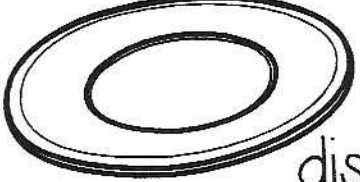
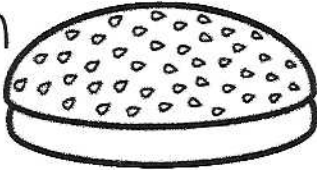
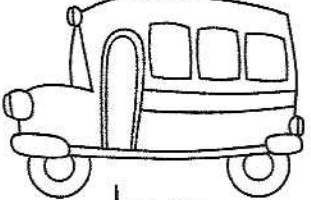
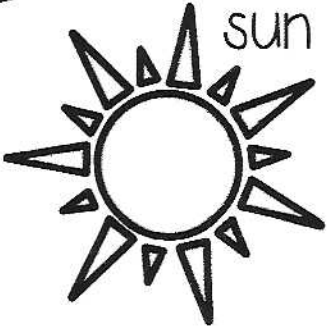
Name: _____

Date: _____



Color The Rhyming Pictures #3

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

<p>mouse</p>  <p>mud</p>  <p>house</p> 	<p>shell</p>  <p>bell</p>  <p>wall</p> 
<p>run</p>  <p>grub</p>  <p>sub</p> 	<p>dam</p>  <p>mug</p>  <p>slug</p> 
<p>fish</p>  <p>sit</p>  <p>dish</p> 	<p>bun</p>  <p>bus</p>  <p>sun</p> 

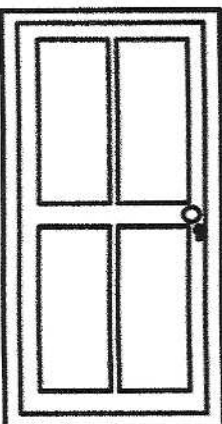

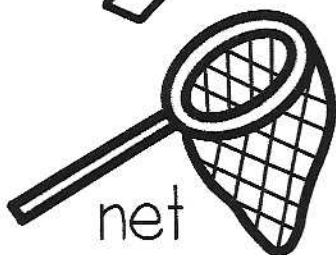
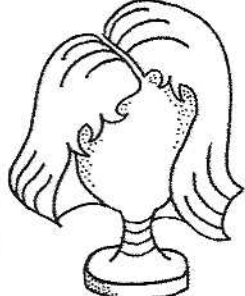
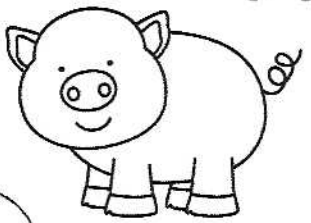

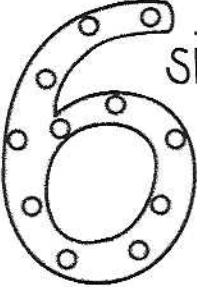


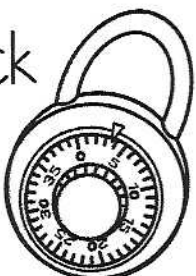
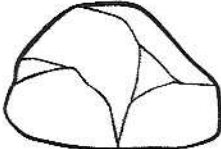
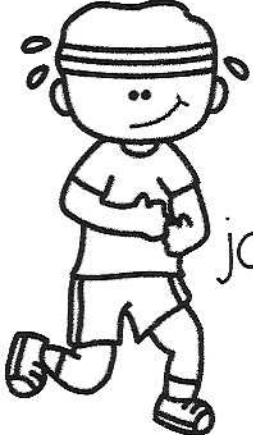
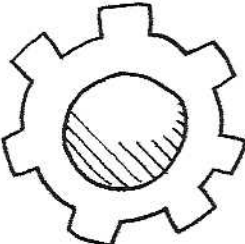
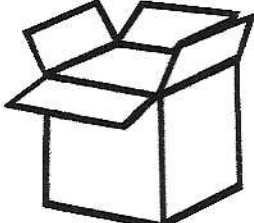

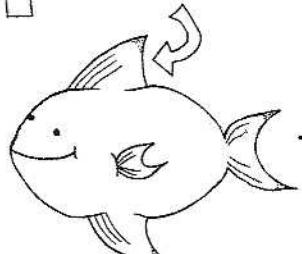
Name: _____

Date: _____



Color The Rhyming Pictures #4

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

<p>shut</p>  <p>jet</p>  <p>net</p> 	<p>wig</p>  <p>pig</p>  <p>sick</p> 
<p>six</p>  <p>cob</p>  <p>mix</p> 	<p>lock</p>  <p>rock</p>  <p>jog</p> 
<p>fox</p>  <p>cog</p>  <p>box</p> 	<p>swing</p>  <p>ring</p>  <p>fin</p> 

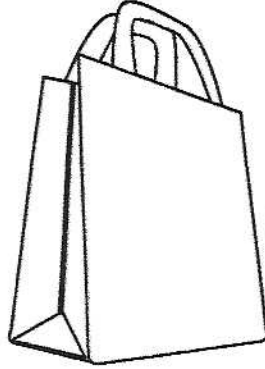
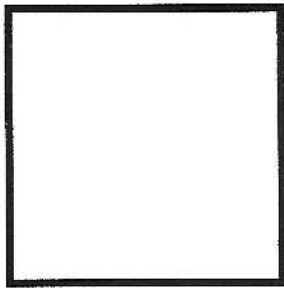
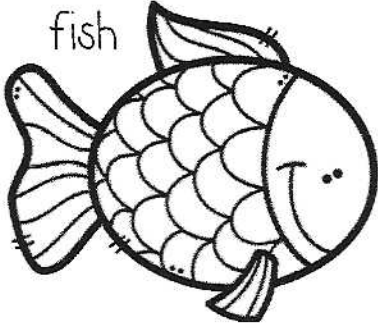
Name: _____

Date: _____

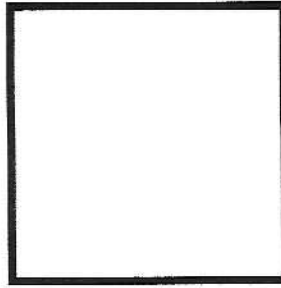
Rhyming Pairs Cut & Paste #2

Cut and paste to match the rhyming pairs.

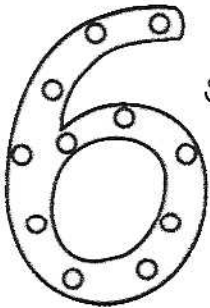
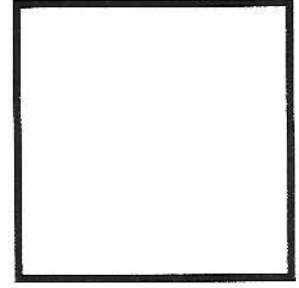
fish



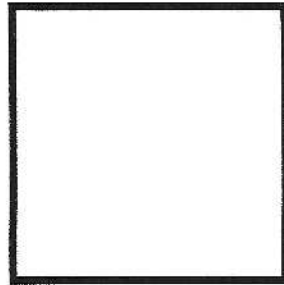
bag



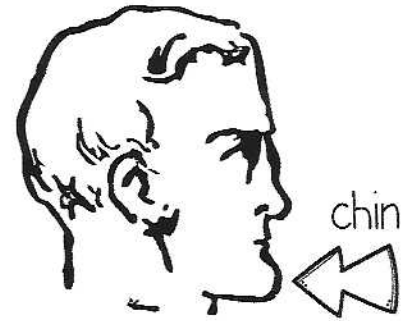
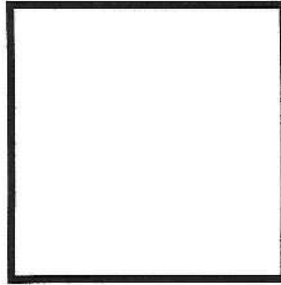
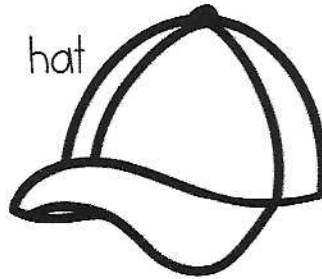
sock



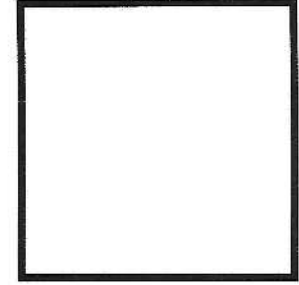
six



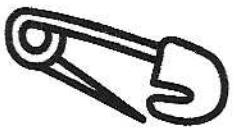
hat



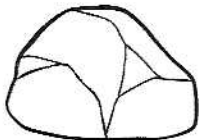
chin



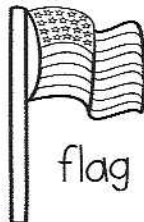
Rhyming Worksheets by Miss Vanessa



pin



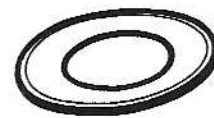
rock



flag



mix



dish



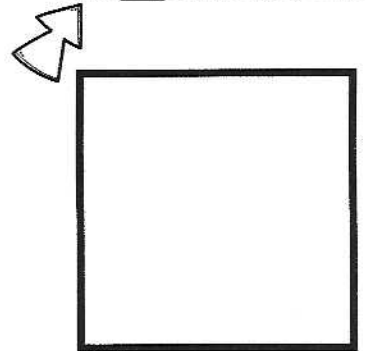
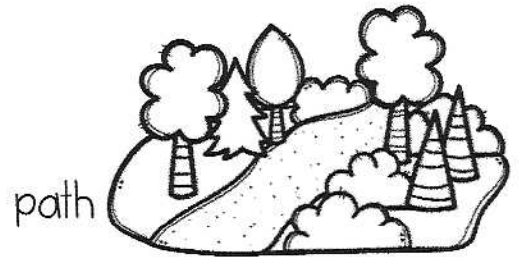
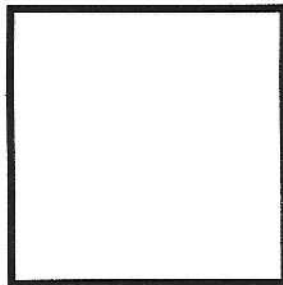
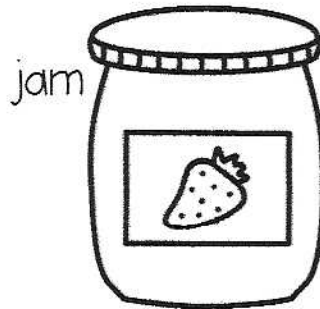
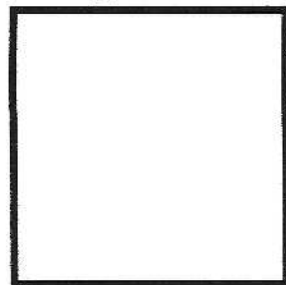
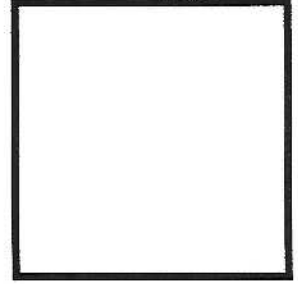
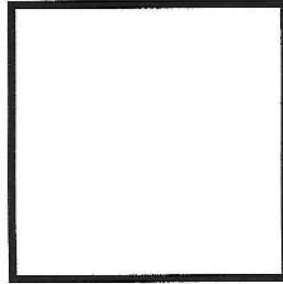
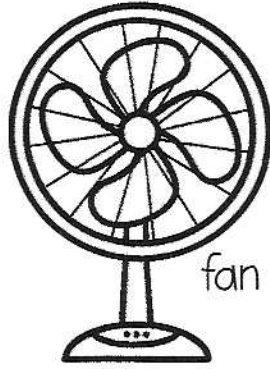
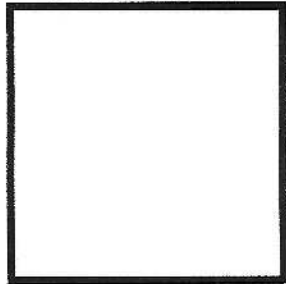
bat

Name: _____

Date: _____

Rhyming Pairs Cut & Paste #3

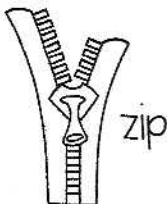
Cut and paste to match the rhyming pairs.



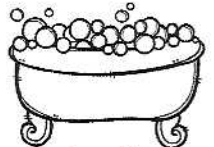
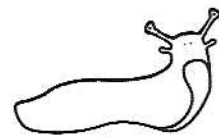
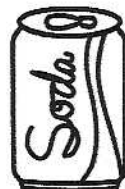
Rhyming Worksheets by Miss Vanessa



clam



ball



Kindergarten

Math

Week 2



Name _____

Write the numbers 1–20.













NUMBERS	
	20

NUMBERS	
	20





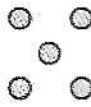







NUMBERS	
	20

VOCABULARY
greater
less

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

					
<input type="text" value="4"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Write the numbers 1 through 20 in order.



Name _____

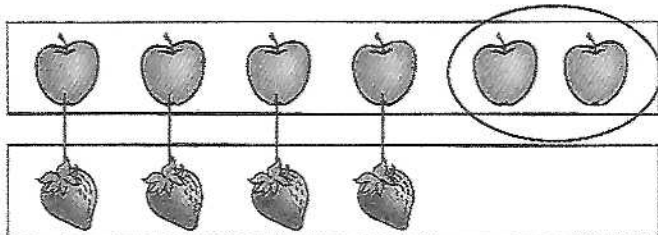
VOCABULARY

extras
greater than
less than

4. Draw lines to match. Circle the extras.

Write the numbers and compare them.

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

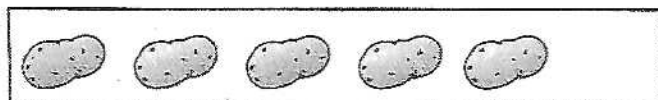
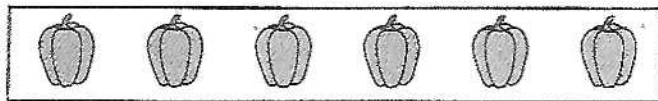
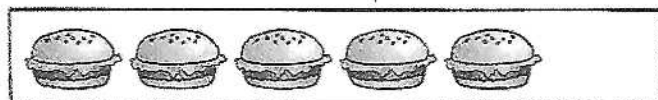
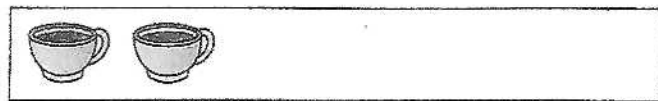
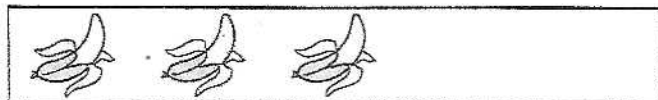


6

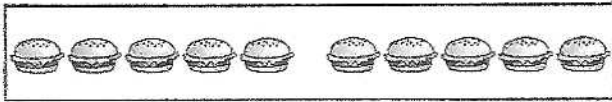
G

4

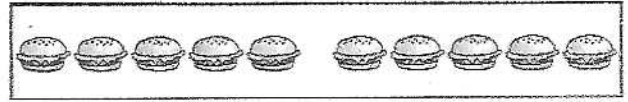
L



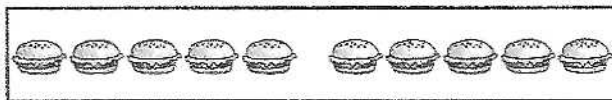
VOCABULARY
 partners

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


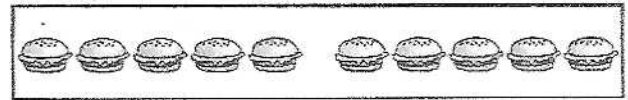
$$10 = \square + \square$$



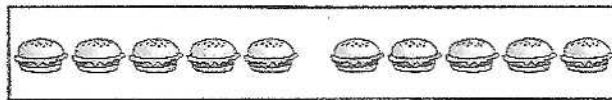
$$10 = \square + \square$$



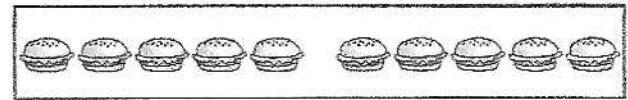
$$10 = \square + \square$$



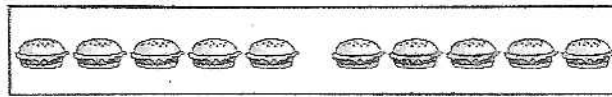
$$10 = \square + \square$$



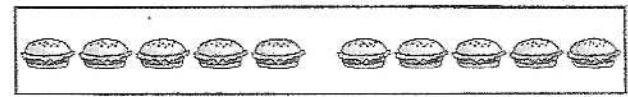
$$10 = \square + \square$$



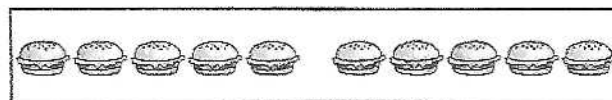
$$10 = \square + \square$$



$$10 = \square + \square$$



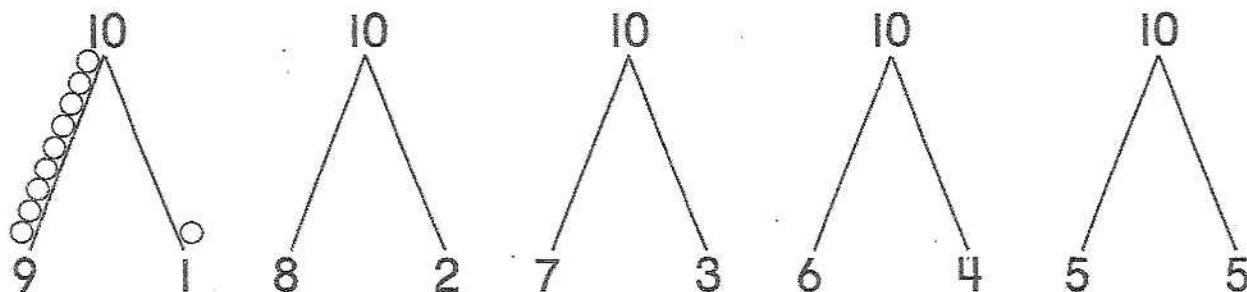
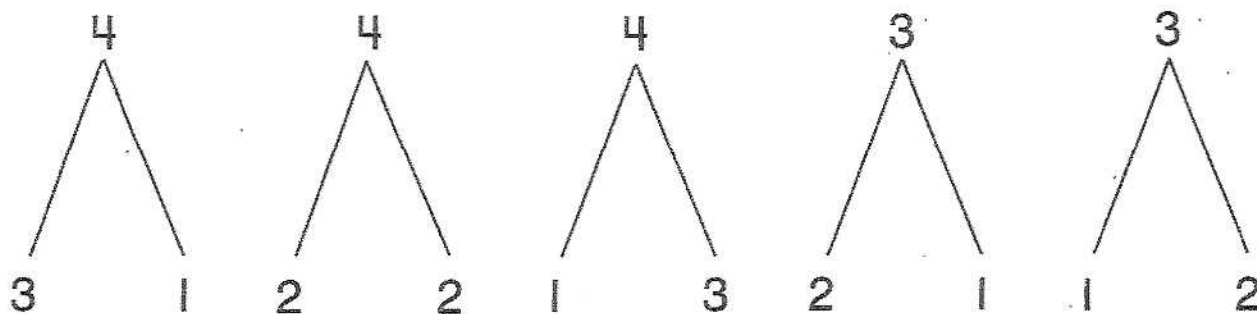
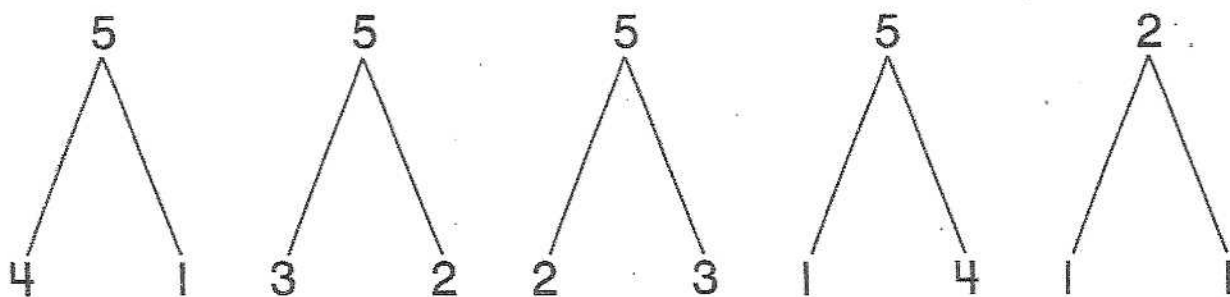
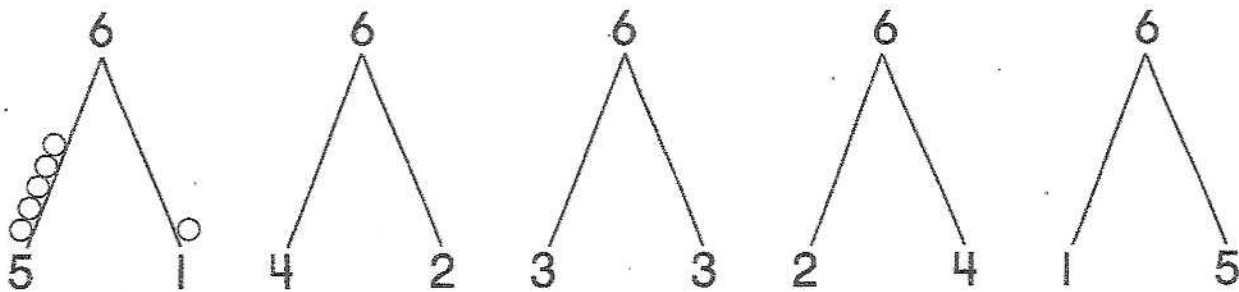
$$10 = \square + \square$$



$$10 = \square + \square$$



2. Draw Tiny Tumblers on the Math Mountains.

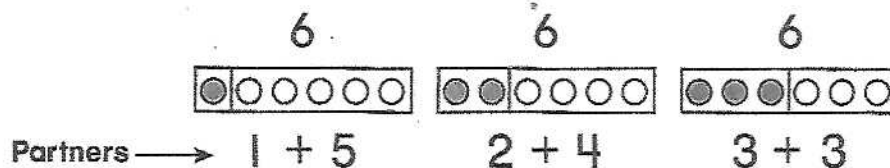




Family Letter

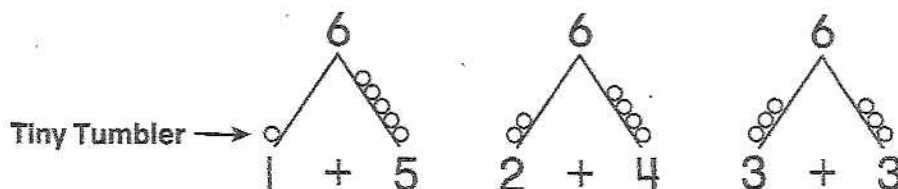
Dear Family:

In your child's math program, partners are numbers that go together to make up another number. For example:



Knowing partners of numbers will help your child develop a strong sense of relationships among numbers and provide a firm foundation for learning addition and subtraction.

Your child has begun using "Math Mountain" drawings to show partners of numbers. Children were told a story about "Tiny Tumblers" who live on top of "Math Mountain." These Tiny Tumblers roll down the sides of Math Mountain for fun. For example:



Your child will be asked to count Tiny Tumblers (small circles like those above) and draw Tiny Tumblers to show partners. Children enjoy this visual support and can more easily internalize partners with continued practice. Please help your child with Math Mountain pages as necessary.

Thank you!

Sincerely,
Your child's teacher

1. Add the numbers.

$5 + 1 = \square$

$6 + 1 = \square$

$7 + 1 = \square$

$8 + 1 = \square$

$9 + 1 = \square$

$4 + 2 = \square$

$5 + 2 = \square$

$6 + 2 = \square$

$7 + 2 = \square$

$8 + 2 = \square$

$3 + 3 = \square$

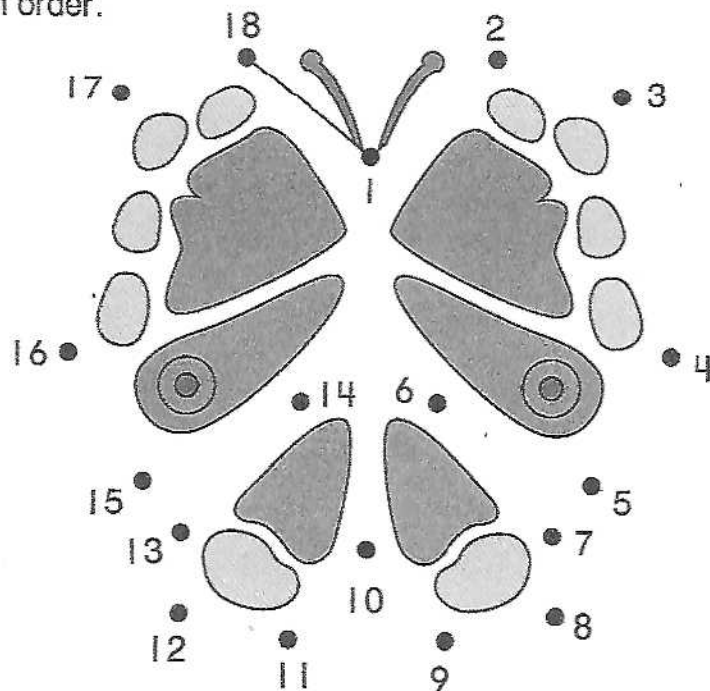
$4 + 3 = \square$

$5 + 3 = \square$

$6 + 3 = \square$

$7 + 3 = \square$

2. Connect the dots in order.





Class Activity

**PATH to
FLUENCY**

3. Add the numbers.

$2 + 3 = \square$

$0 + 2 = \square$

$3 + 1 = \square$

$4 + 0 = \square$

$2 + 1 = \square$

$1 + 1 = \square$

$5 + 0 = \square$

$1 + 2 = \square$

$0 + 3 = \square$

$3 + 1 = \square$

$1 + 4 = \square$

$1 + 3 = \square$

$3 + 2 = \square$

$2 + 2 = \square$

$4 + 1 = \square$

4. Subtract the numbers.

**PATH to
FLUENCY**

$3 - 2 = \square$

$5 - 5 = \square$

$2 - 2 = \square$

$4 - 1 = \square$

$4 - 3 = \square$

$3 - 1 = \square$

$3 - 3 = \square$

$5 - 2 = \square$

$5 - 1 = \square$

$5 - 0 = \square$

$4 - 2 = \square$

$3 - 0 = \square$

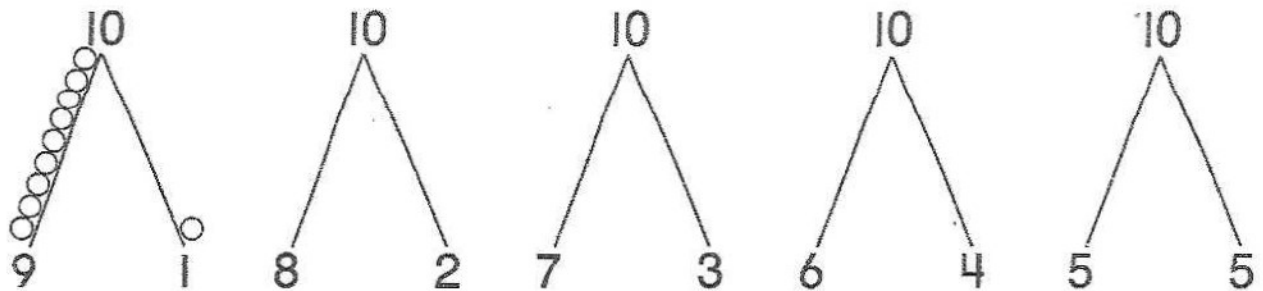
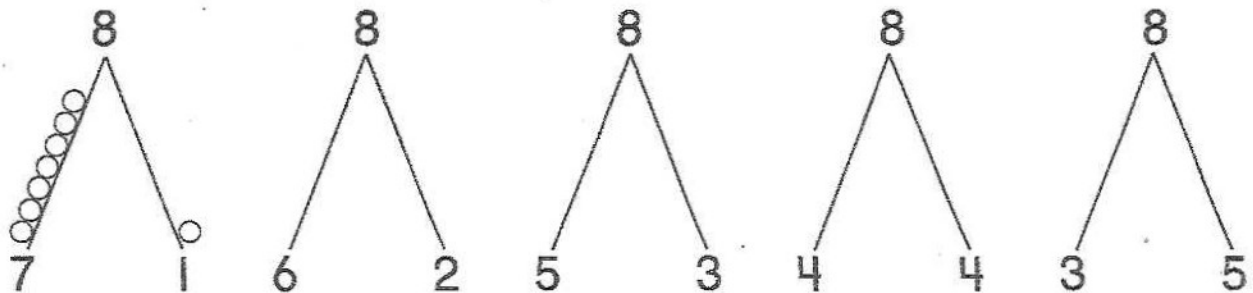
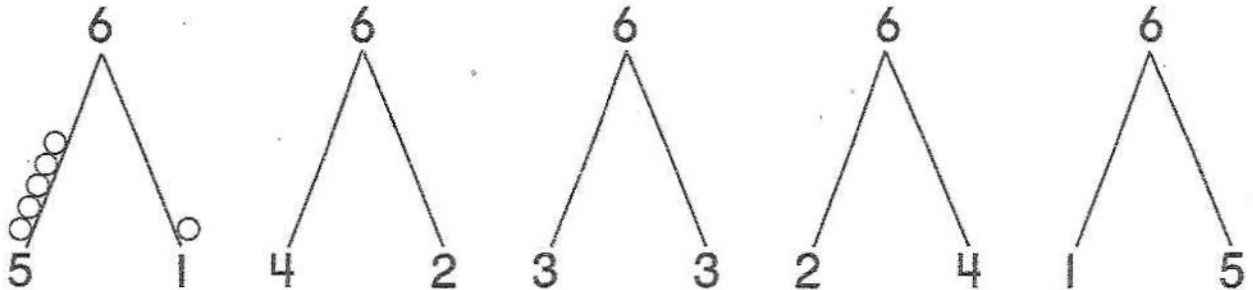
$2 - 1 = \square$

$5 - 4 = \square$

$5 - 3 = \square$

VOCABULARY
 Tiny Tumblers
 Math Mountains

1. Draw Tiny Tumblers on the Math Mountains.



2. Write the numbers 1 through 20.

1									



Class Activity

Help Kate find the gate.

3. She needs to find the partners of 8.

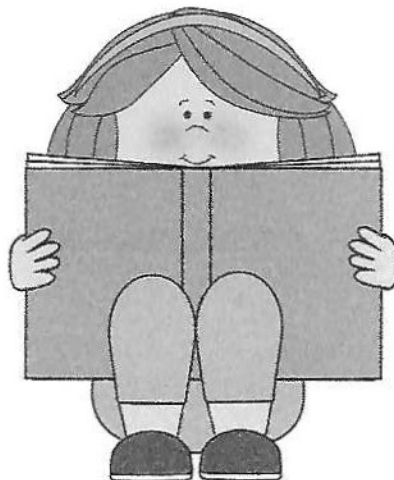
$2 + 6$ $3 + 4$
 $1 + 7$ $5 + 3$
 $3 + 5$ $4 + 2$
 $6 + 2$ $7 + 1$
 $1 + 5$ $2 + 7$ $4 + 4$
 $2 + 3$ $1 + 3$

Kindergarten

Reading

Week 2

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.



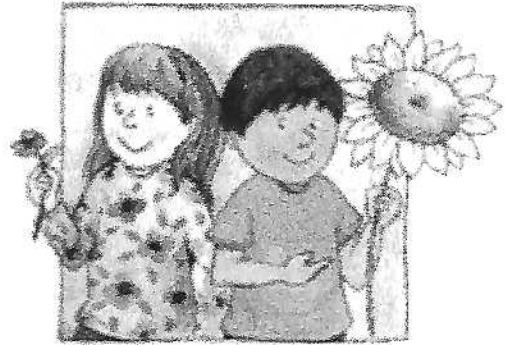
Practice writing the word **little**:

little little little

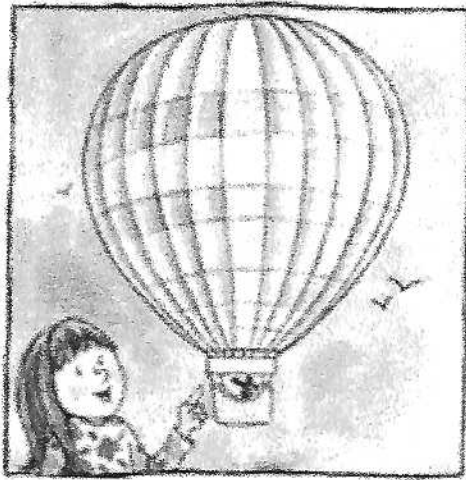
Sight Word Reader

little
big

Little and Big

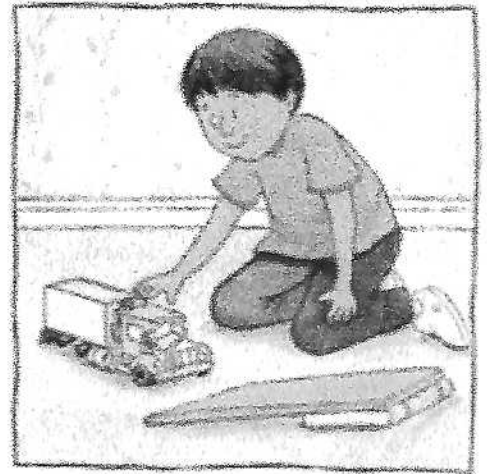


A



8

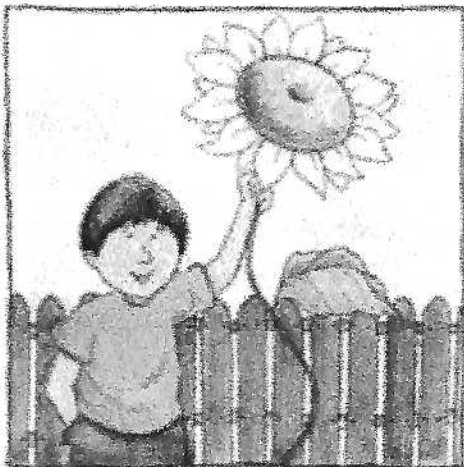
This balloon is **BIG!**



B

This truck is **little**.

1



6

This flower is **big**.



C

This house is **little**.

3

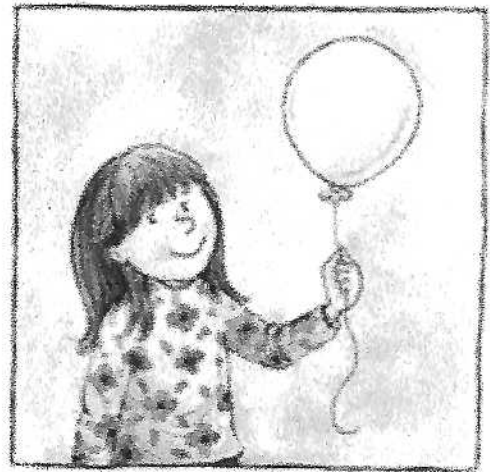
Practice writing the word **big**:

big big big big



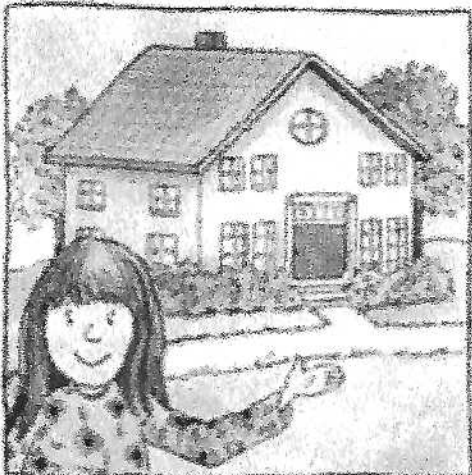
2

This truck is big.



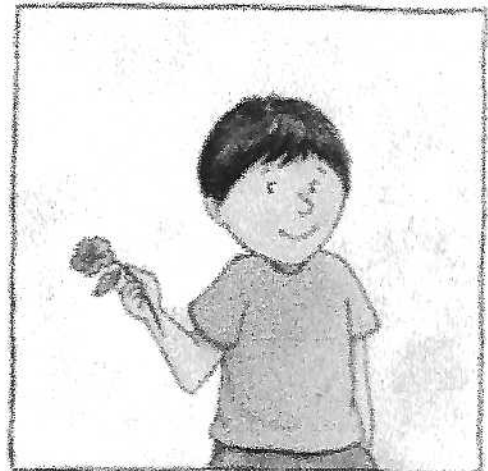
7

This balloon is little.



4

This house is big.



5

This flower is little.

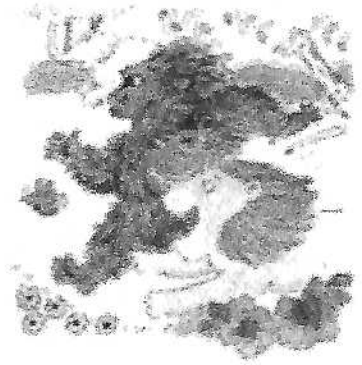
Practice writing the word said:

said said said

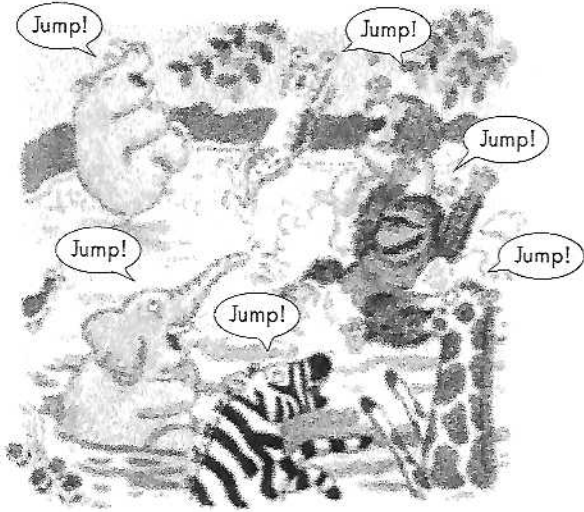
run
said

Sight Word Readers

Run!



A

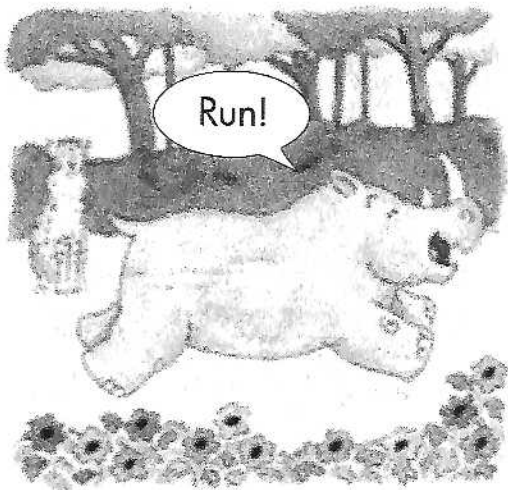


6 "Jump!" said the animals.

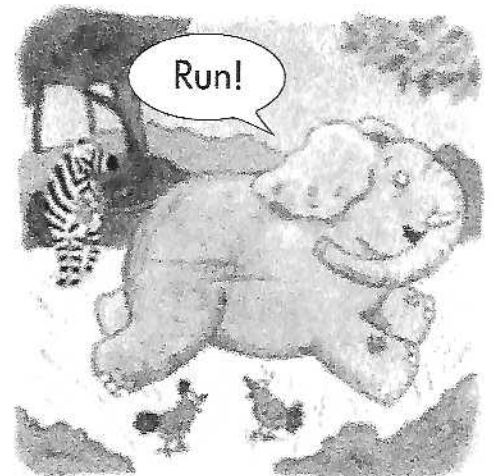


1 "Run!" said the lion.

B



6 "Run!" said the rhino.

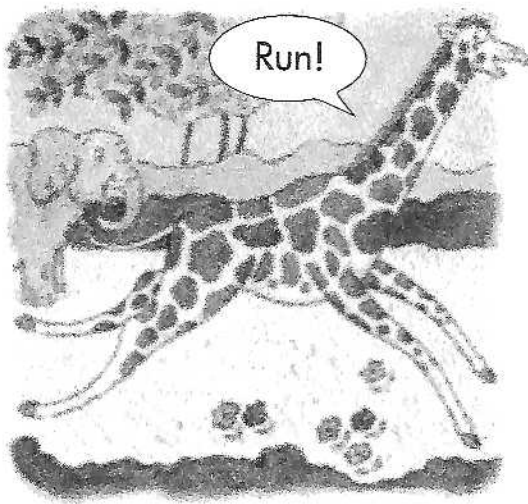


3 "Run!" said the elephant.

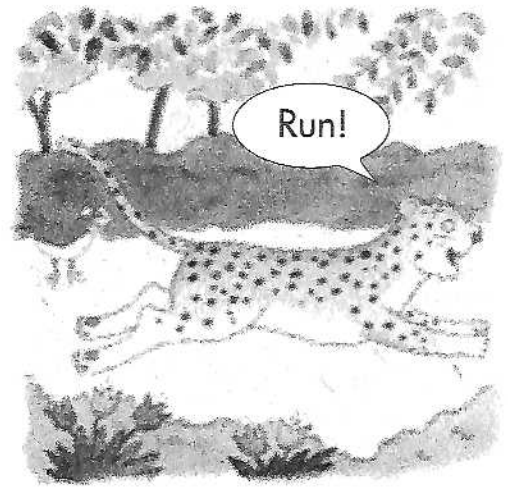
C

Practice writing the word **run**:

run run run



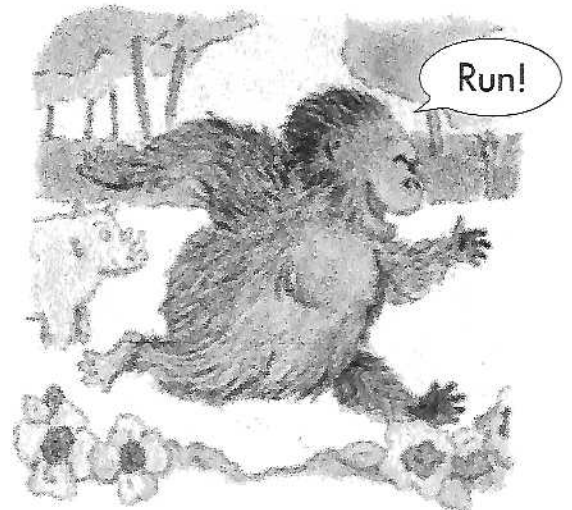
2 "Run!" said the giraffe.



"Run!" said the cheetah. 7



4 "Run!" said the zebra.



"Run!" said the gorilla. 5

Practice writing the word can:

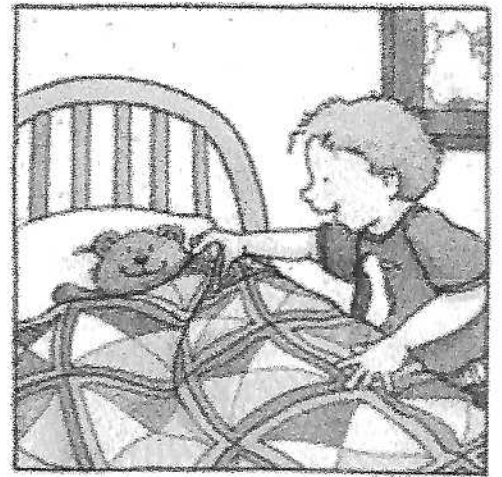
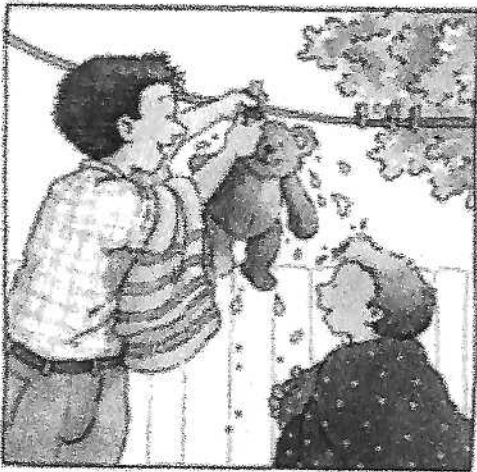
can can can

Sun Wave Resorts

My Bear



A



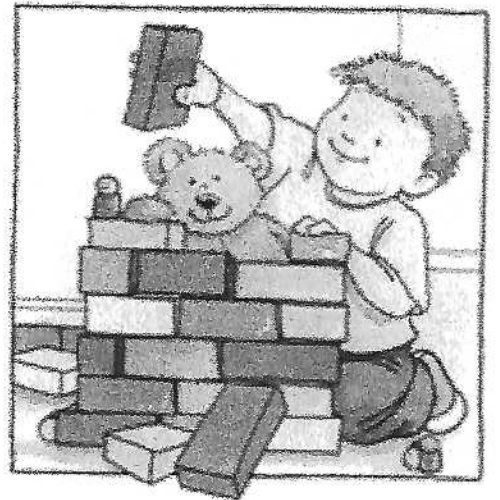
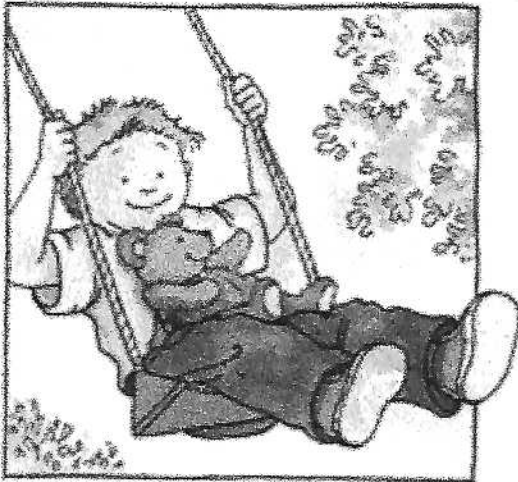
5

My bear can dry!

B

My bear can sleep.

1



6

My bear can swing.

C

My bear can play.

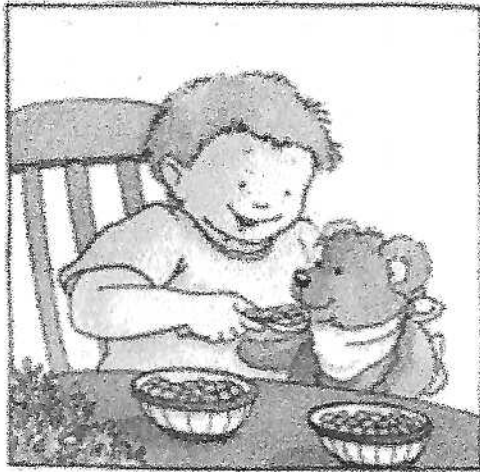
3

Step-By-Step Readers

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Printed in the U.S.A.

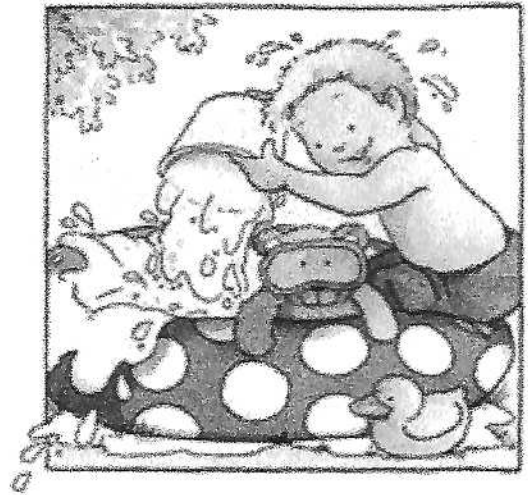
Practice writing the word **my**:

my my my



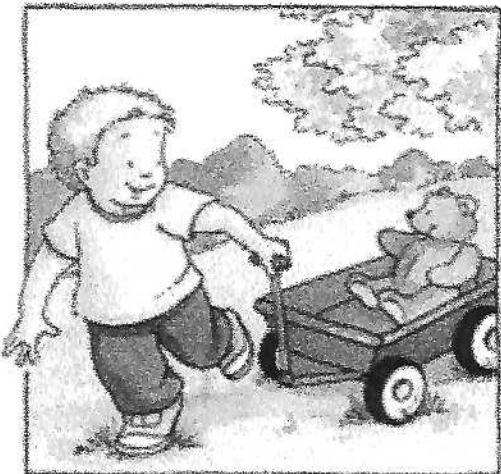
2

My bear can eat.



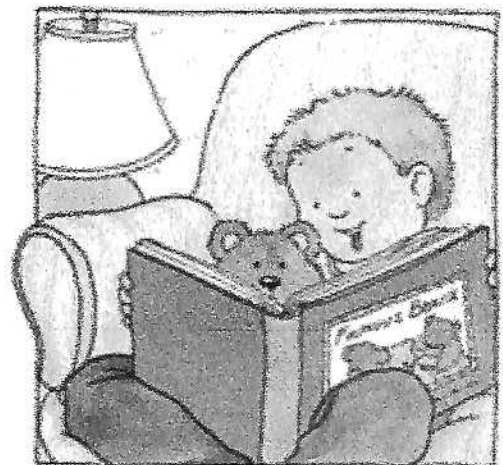
7

My bear can swim.



4

My bear can ride.



5

My bear can read.

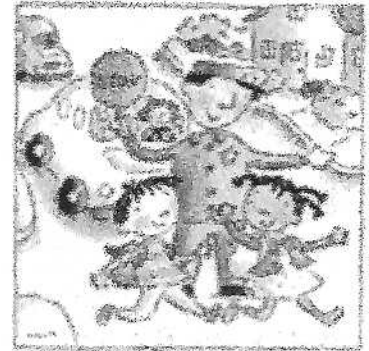
Practice writing the word **at**:

at at at at

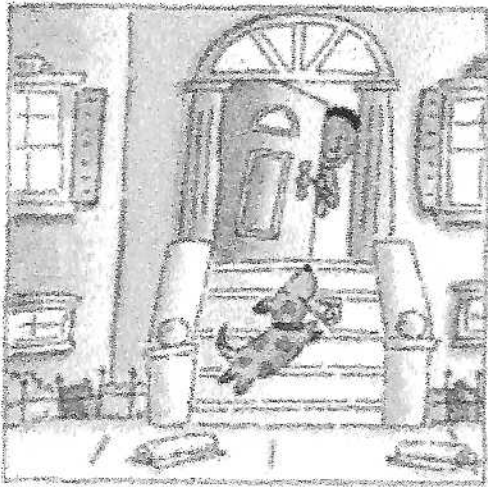
hel
at

Step Word Readers

Helpers

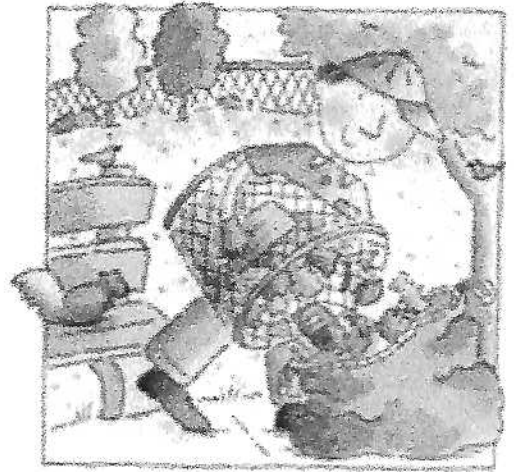


A



8

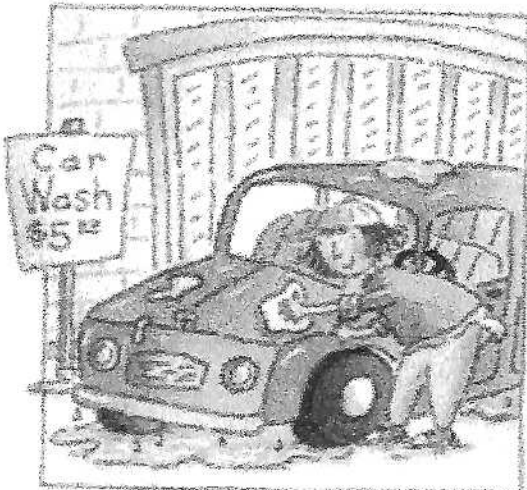
I help at home!



1

B

I help at the park.



6

I help at the car wash.



3

C

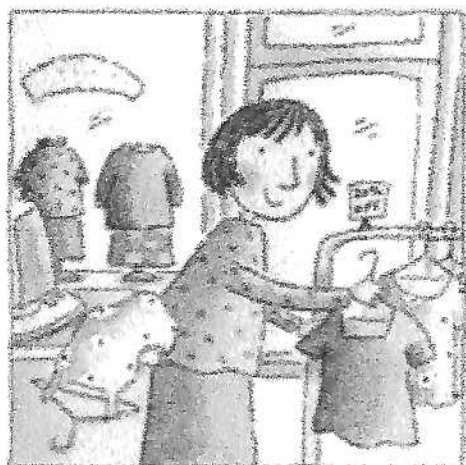
I help at the library.

Start With Readers

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Practice writing the word help:

help help help



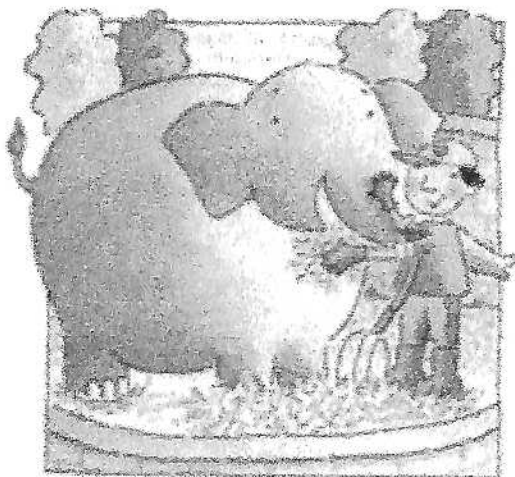
2

I help at the store.



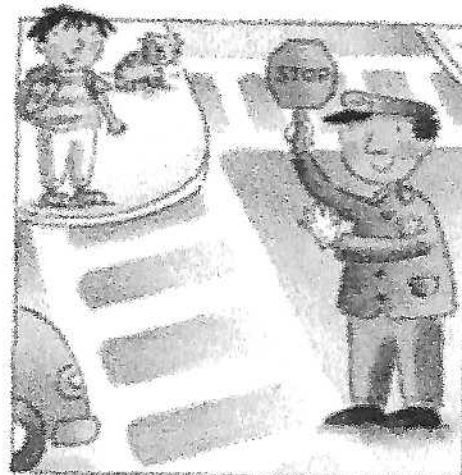
7

I help at school.



4

I help at the zoo.



5

I help at the corner.

Practice writing the word **the**:

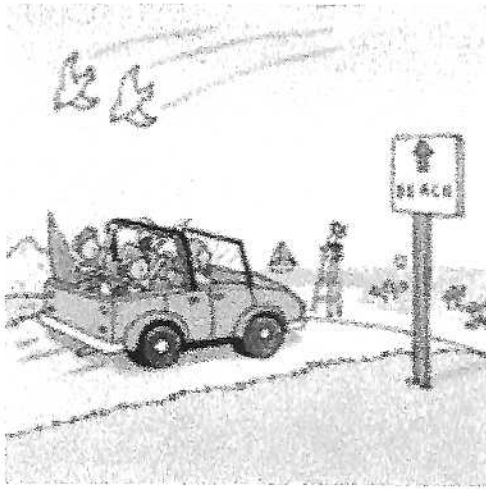
the the the

Sea View Resorts

Find It!

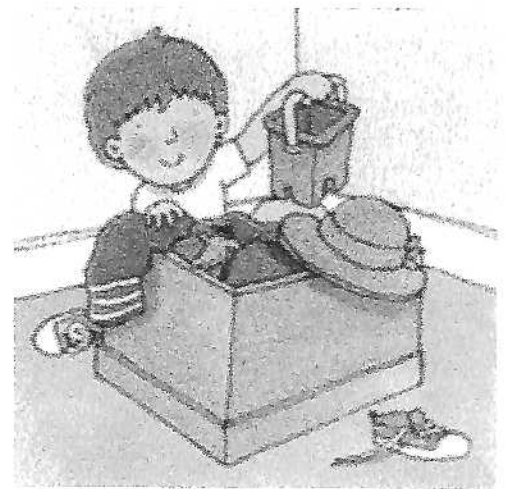


A



8

Find the beach!



1

Find the pail.

B



6

Find the suits.



3

Find the umbrella.

C

Star Wars Readers

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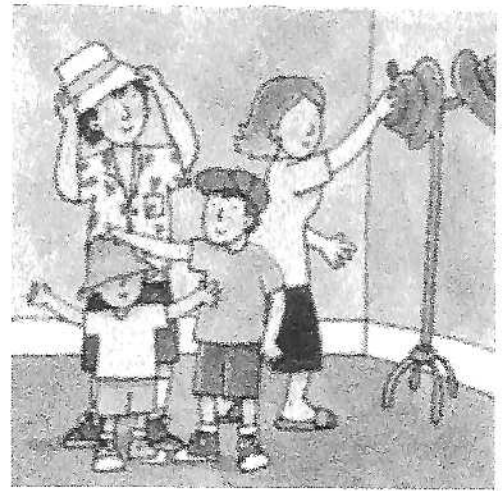
Practice writing the word find:

find find find



2

Find the shovel.



7

Find the hats.



4

Find the lotion.



5

Find the towels.

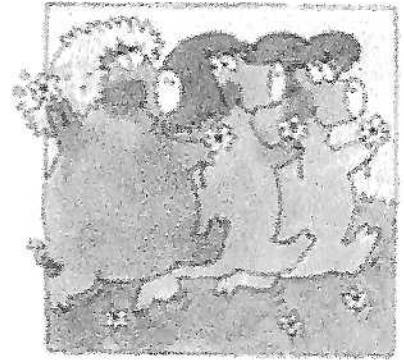
Practice writing the word **three**:

three three

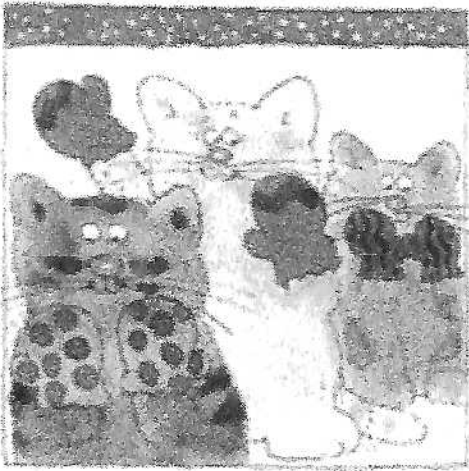
State Word Review

hav
thre

Three

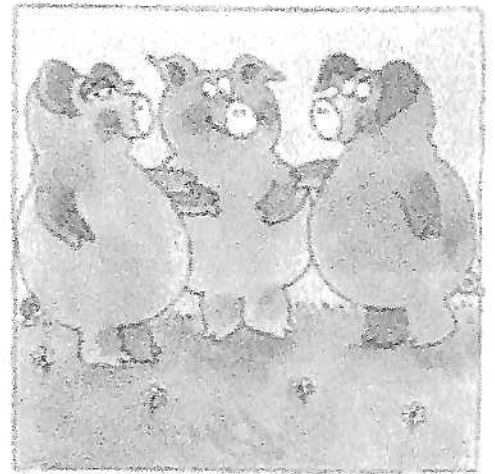


A



8

have 6 mittens!



B

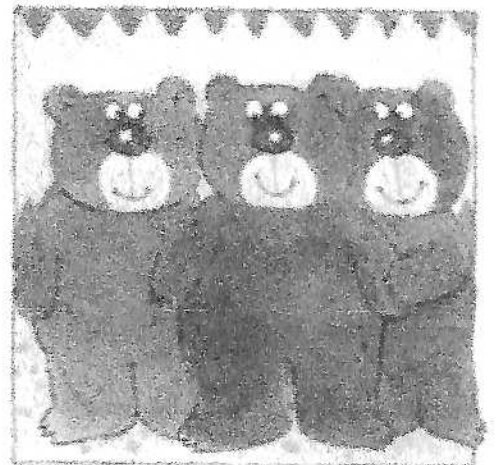
Three pigs

1



6

have three bunks.



C

Three bears

3

Sun Wagon Resorts

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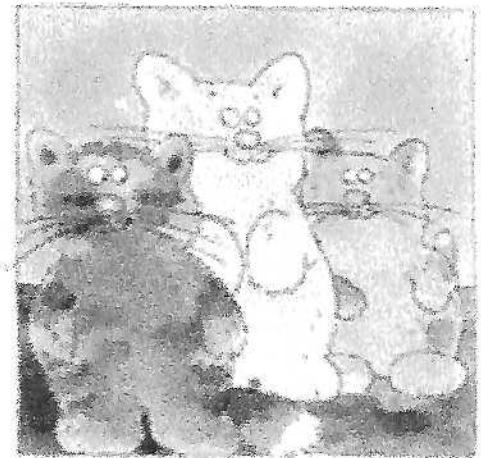
Practice writing the word have:

have have



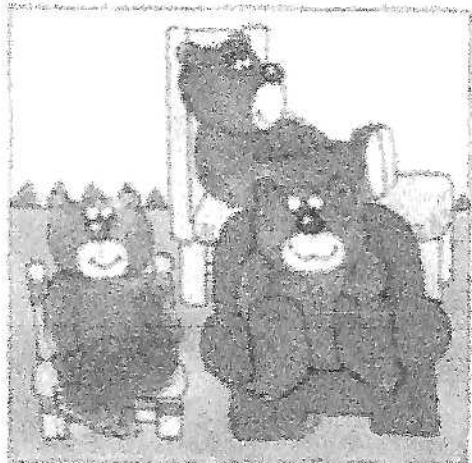
2

have three wigs.



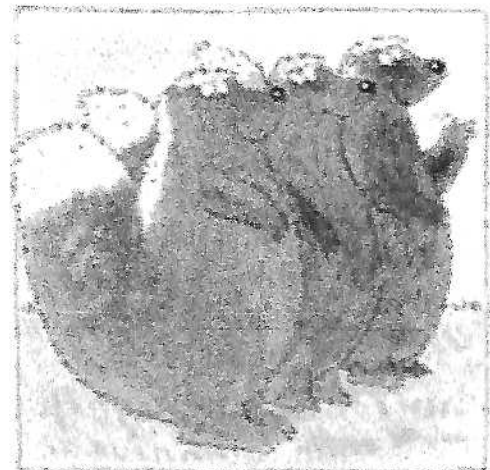
But three kittens

7



4

have three chairs.



Three skunks

5

Kindergarten



Writing Week 2

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?

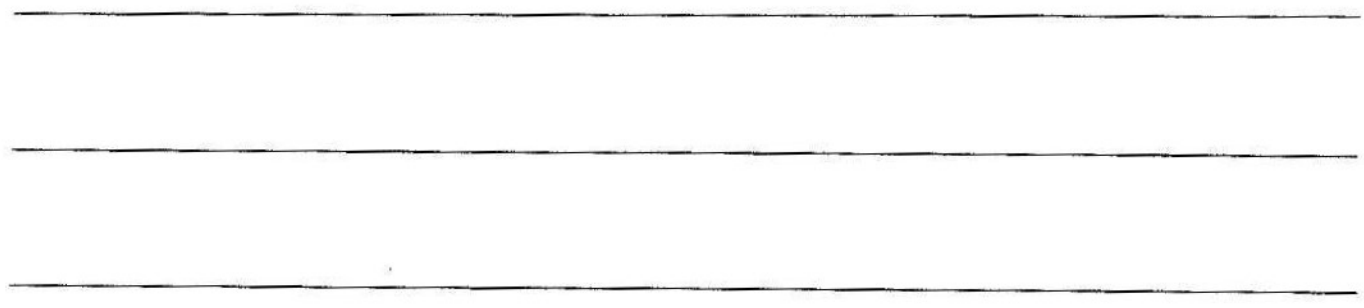
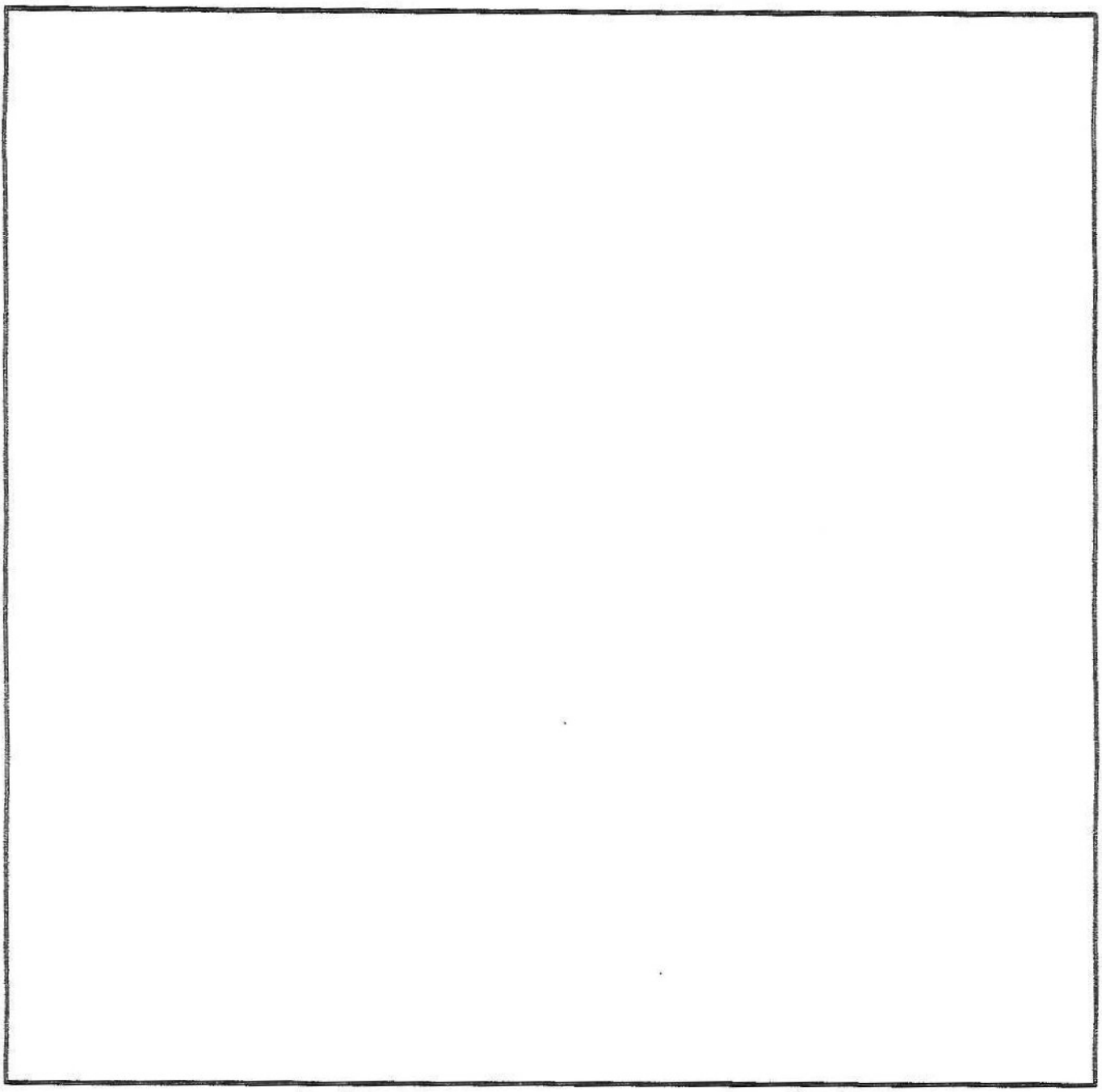
From,
Grace

Informational –

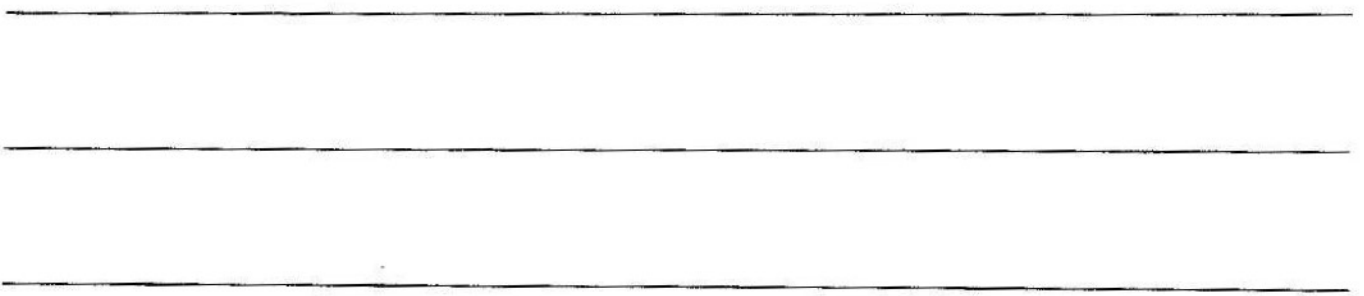
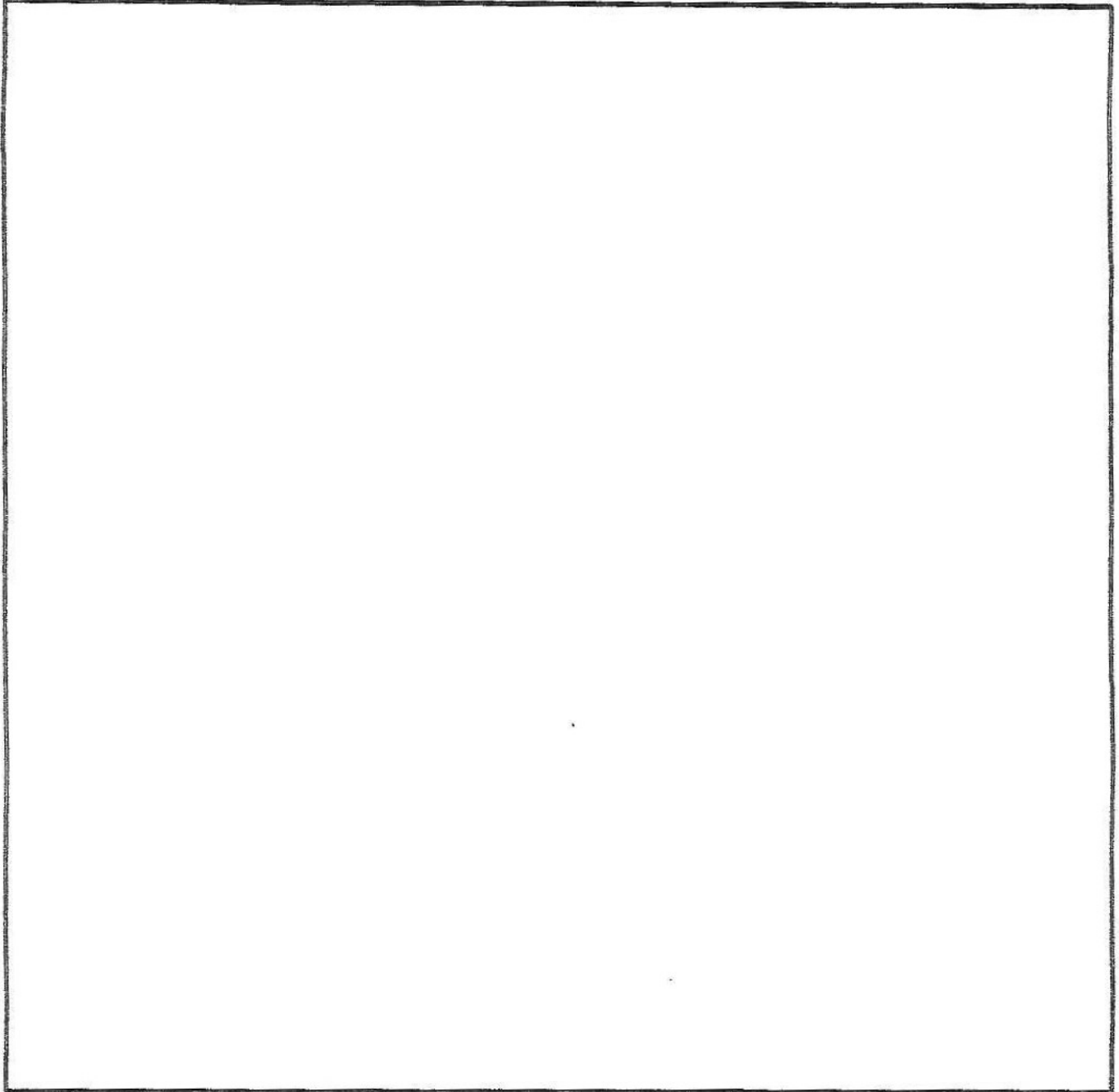
Your child should be able to write a minimum of 3 facts about something. It can be anything they know at least 3 facts about; dogs, cats, a person in their family, a food, a season, or just about anything.

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 puzzl, but they wrote a letter for each sound they heard

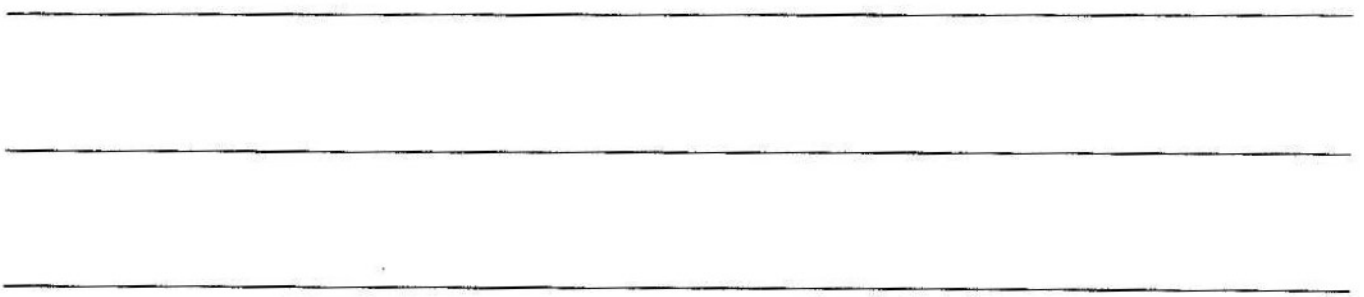
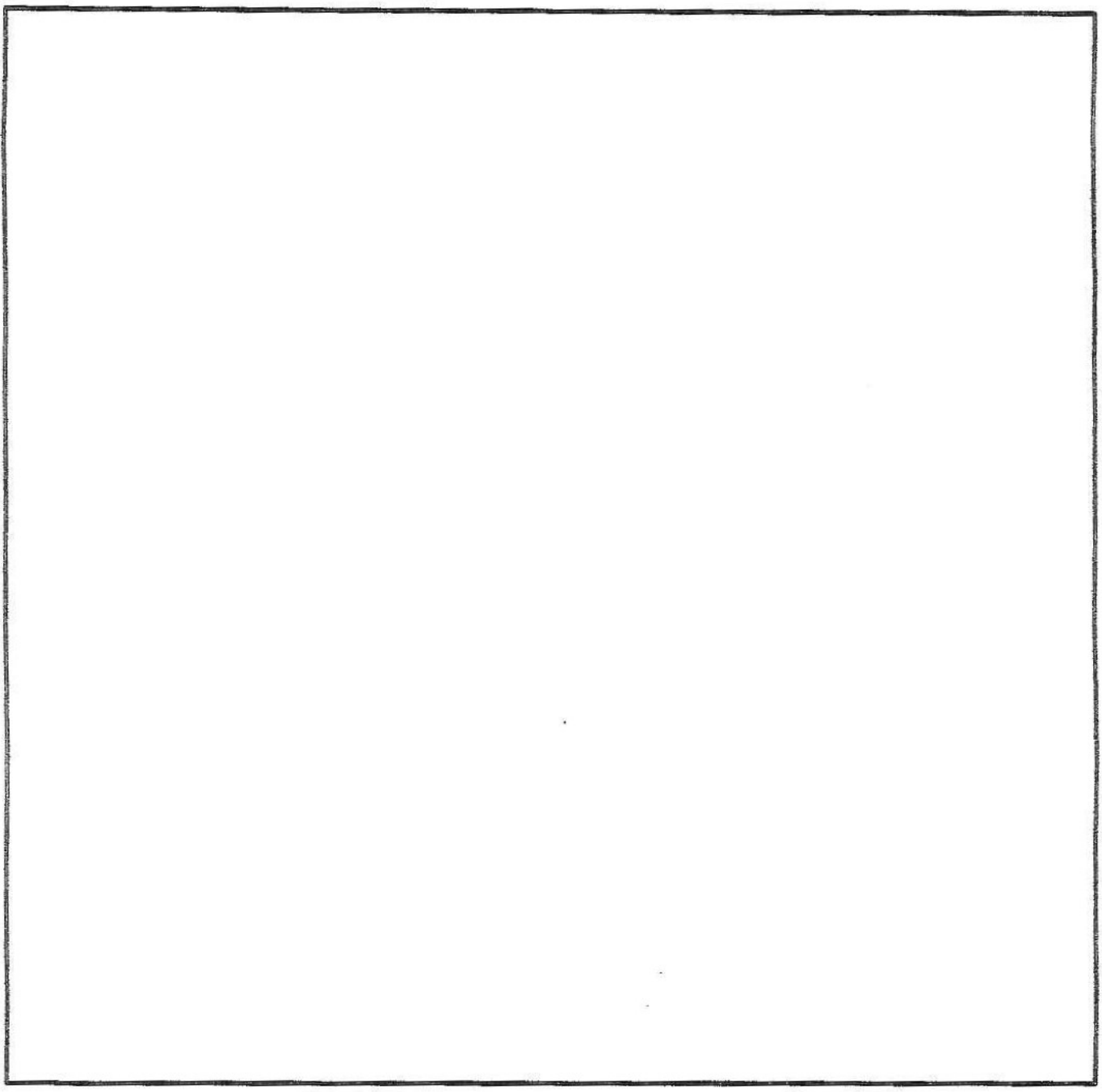
a b c d e f g h i j k l m n o p q r s t u v w x y z



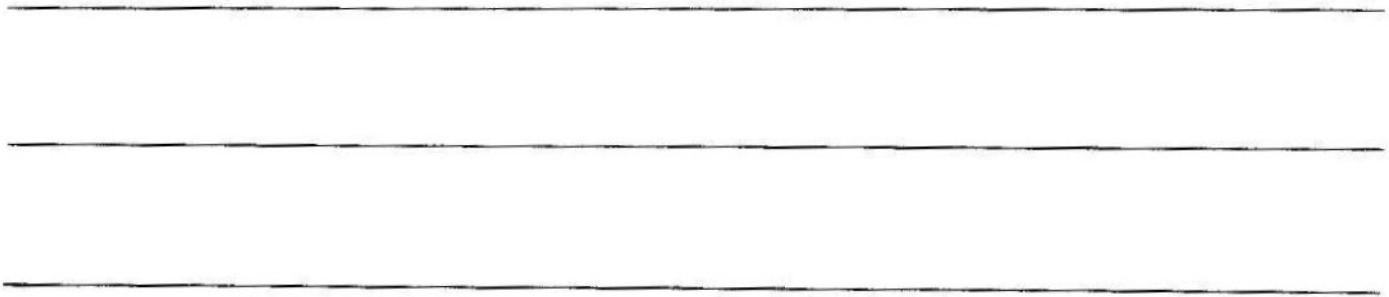
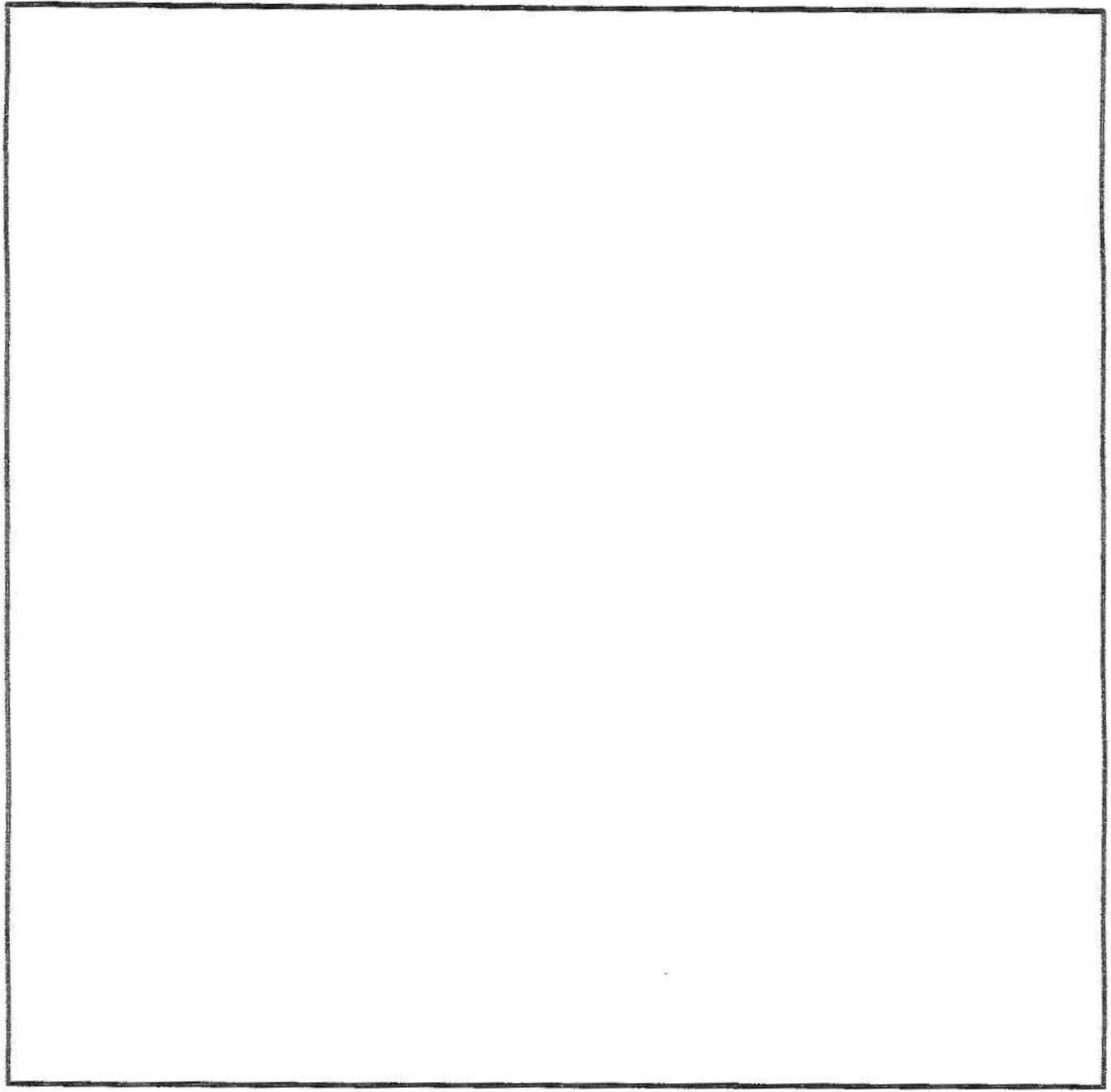
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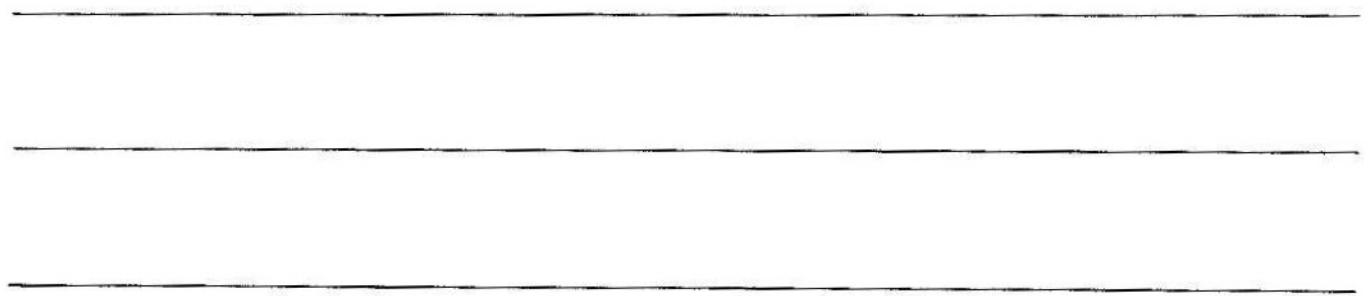
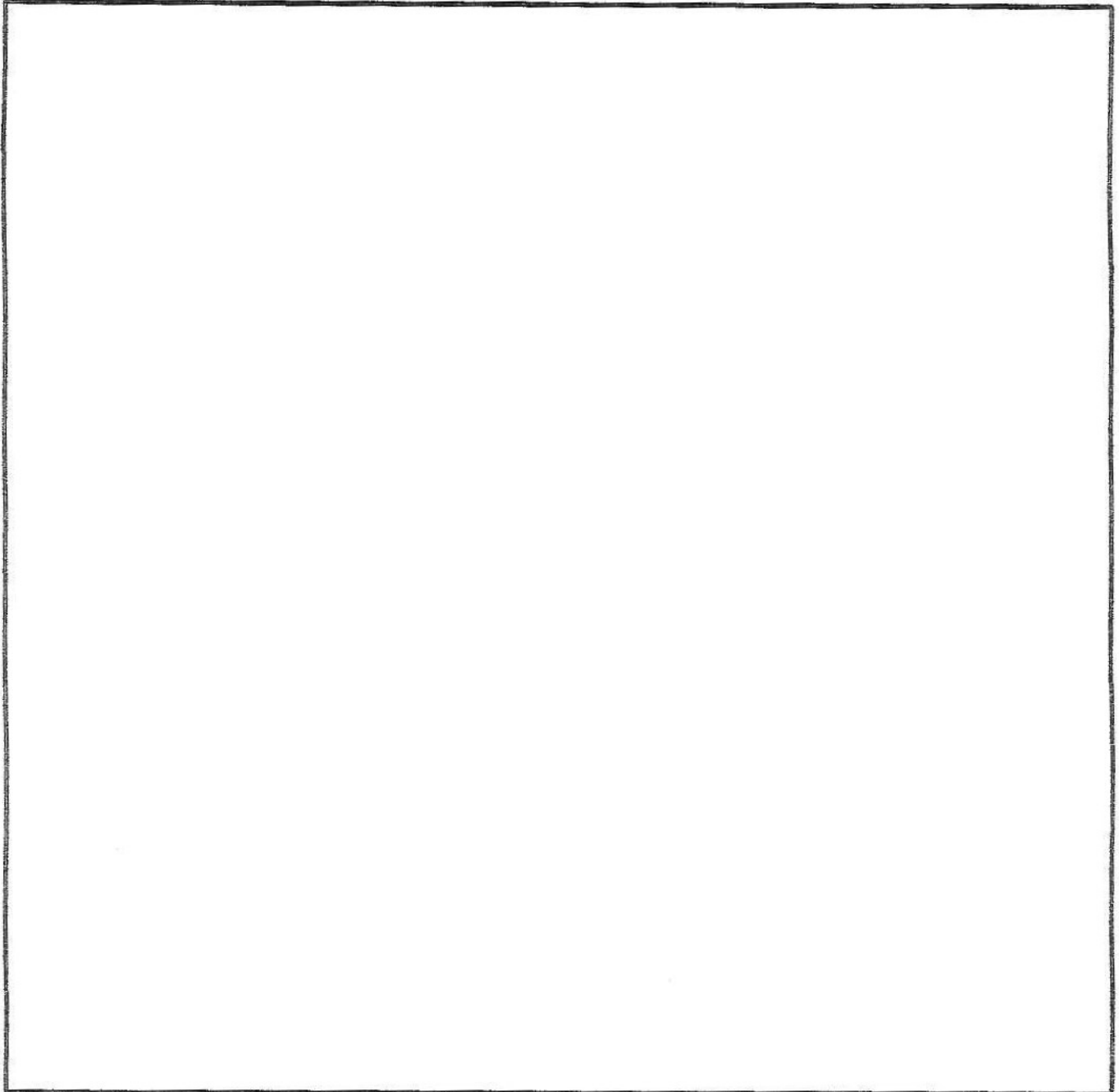
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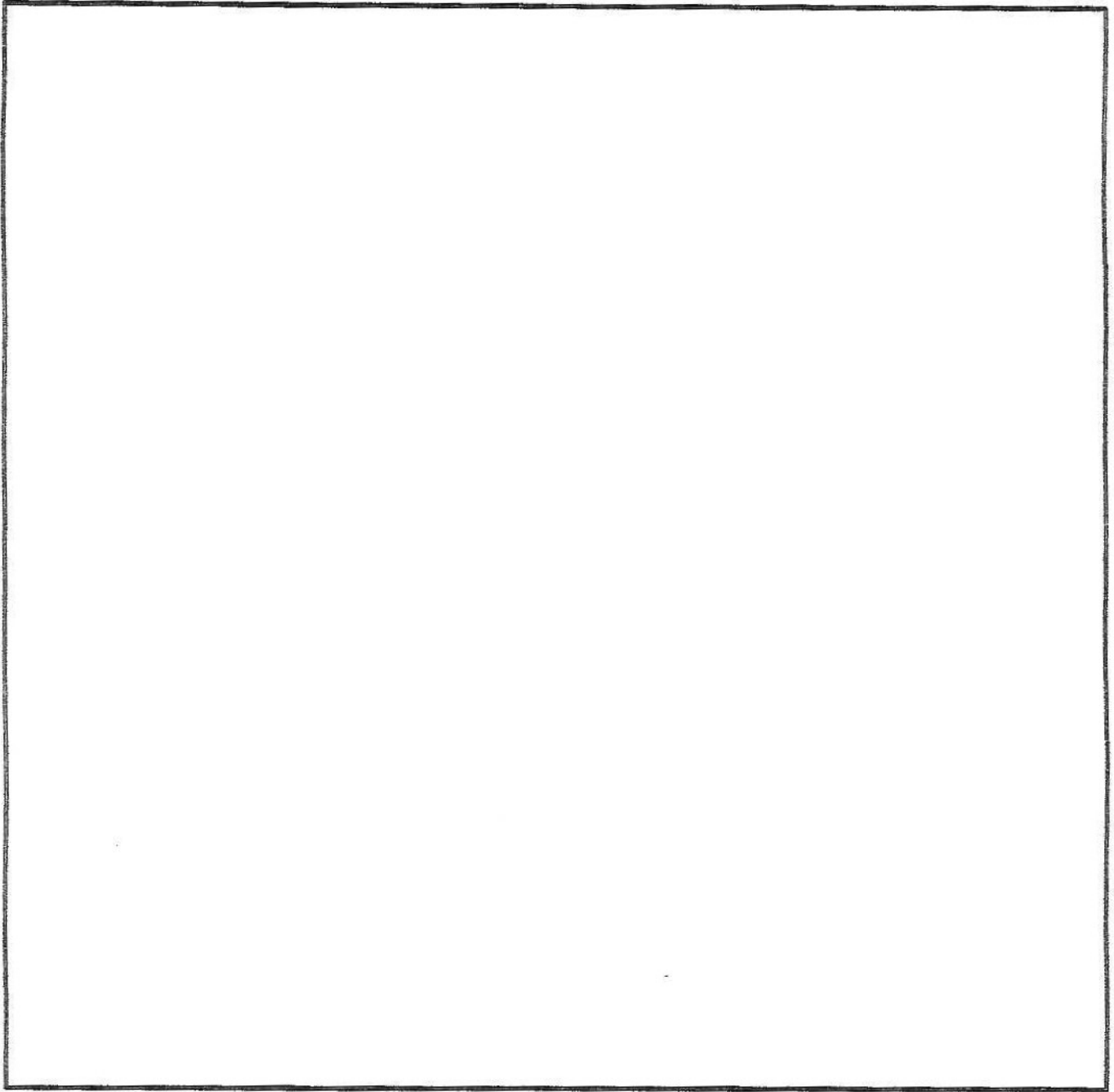
a b c d e f g h i j k l m n o p q r s t u v w x y z



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



1.

2.

3.

A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is intended for the student to write their response to the prompts.

1.

2.

3.

A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is intended for the student to write their response to the prompts.