

# Kindergarten

## Phonics

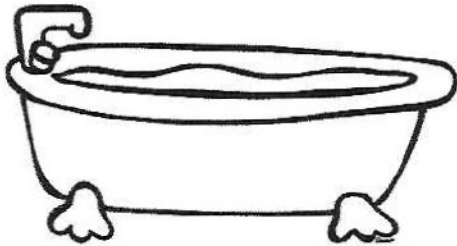
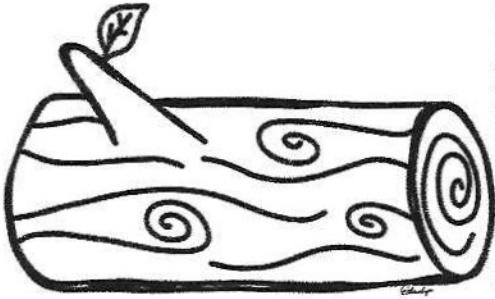
### Week 3



# Reading

Build each word using the letters below.

Week 3



© Mrs V's Chickadees 2016

t

o

g

l

m

u

d

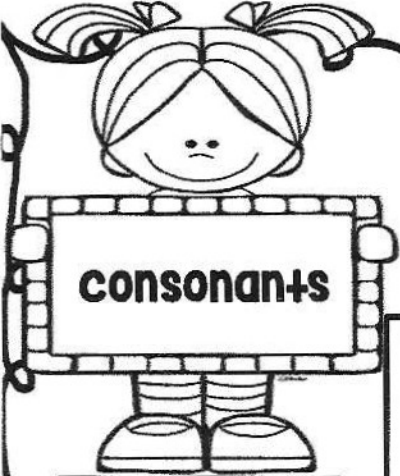
b

u

# Phonics

Sort the vowels and consonants.

**Week 3**

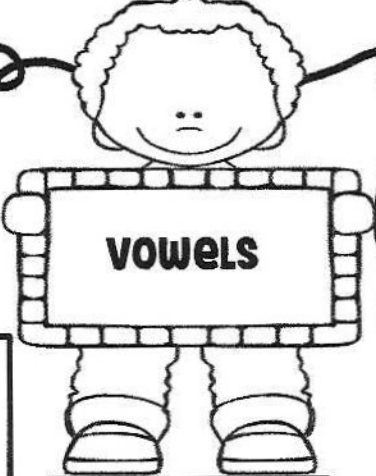


**consonants**

Paste Here

Paste Here

Paste Here



**vowels**

Paste Here

Paste Here

Paste Here



<b>A</b>	<b>C</b>	<b>I</b>	<b>P</b>
<b>W</b>	<b>O</b>	<b>B</b>	<b>E</b>

# Writing

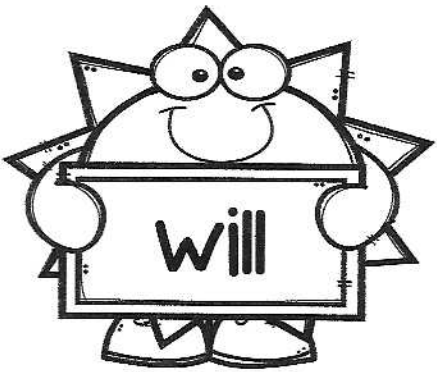
Use each sight word in a sentence.

Week 3



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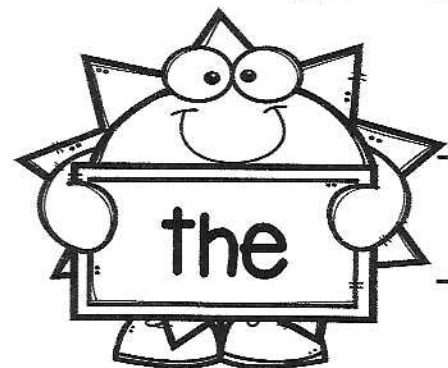
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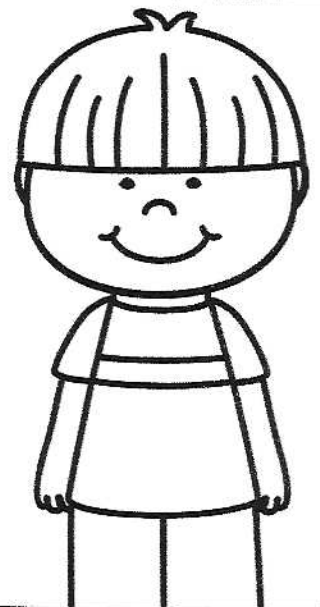
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Name: \_\_\_\_\_

# Word search



- |                           |                           |                           |
|---------------------------|---------------------------|---------------------------|
| <input type="radio"/> bug | <input type="radio"/> pot | <input type="radio"/> ten |
| <input type="radio"/> can | <input type="radio"/> map | <input type="radio"/> sun |
| <input type="radio"/> pig | <input type="radio"/> hat | <input type="radio"/> leg |
| <input type="radio"/> cop | <input type="radio"/> cup | <input type="radio"/> bin |



# 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.

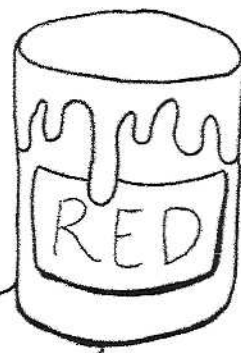
<i>it</i>	<i>and</i>	<i>said</i>	<i>was</i>	<i>on</i>
<i>by</i>	<i>put</i>	<i>some</i>	<i>of</i>	<i>what</i>

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

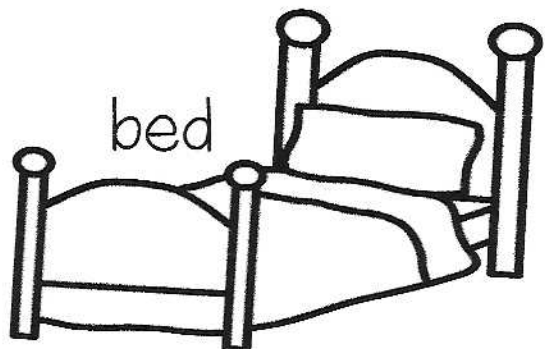
Date: \_\_\_\_\_

# Find The Rhyming Words #4

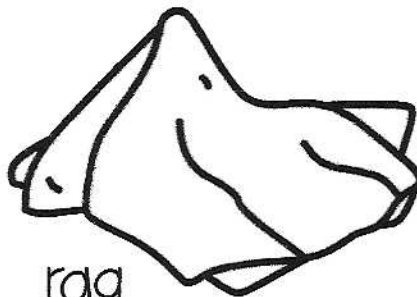
Find the words that rhyme with "red".



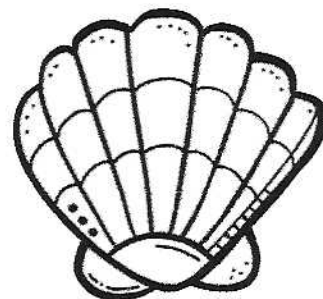
**red**



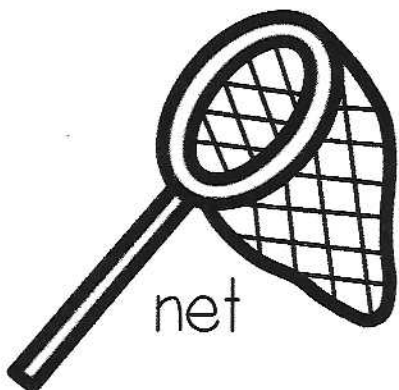
bed



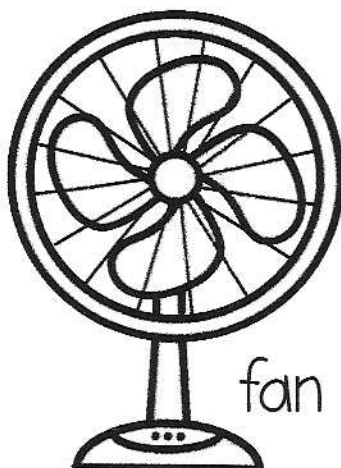
rag



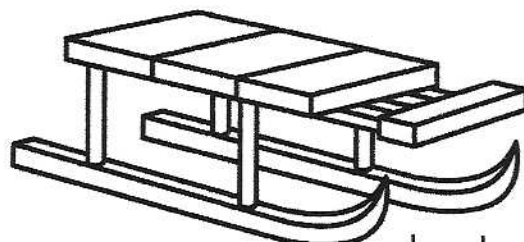
shell



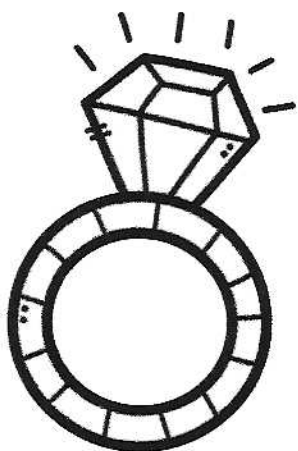
net



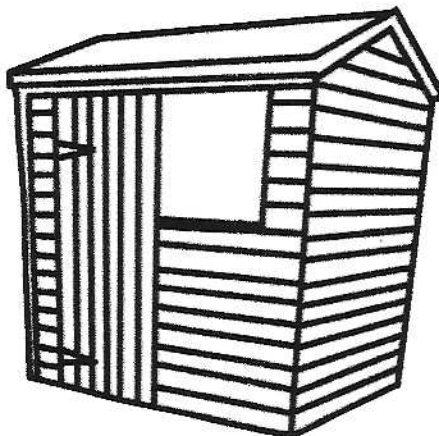
fan



sled



ring



shed

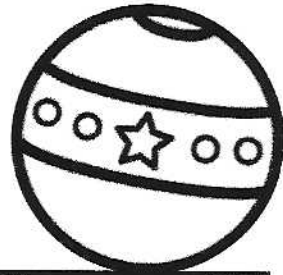


wed

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

# Find The Rhyming Words #5

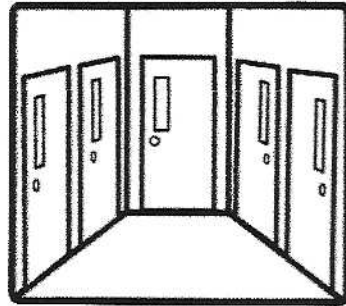
Find the words that rhyme with "ball".



**ball**



fall



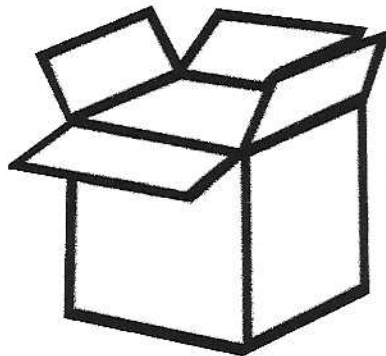
hall



small



call



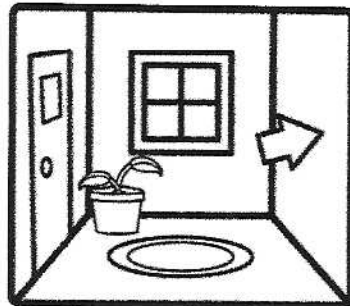
box



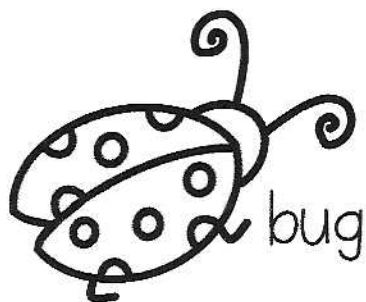
bag



tall



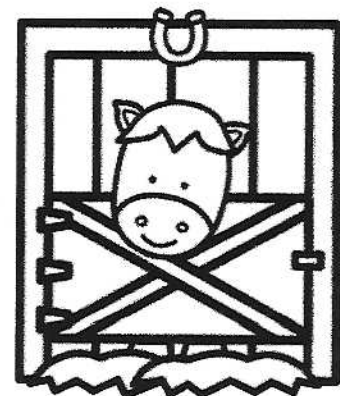
wall



bug



bell



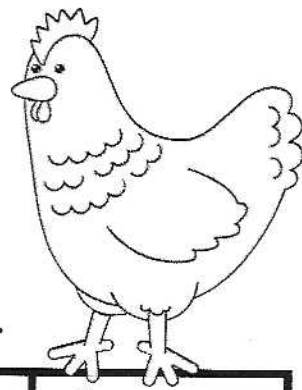
stall



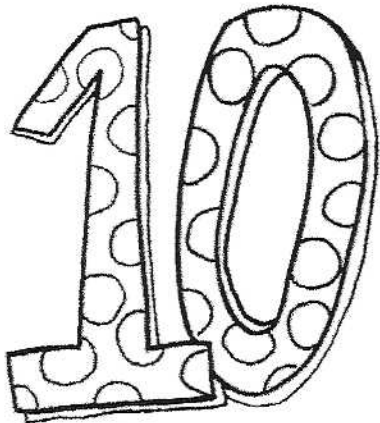
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Find The Rhyming Words #6

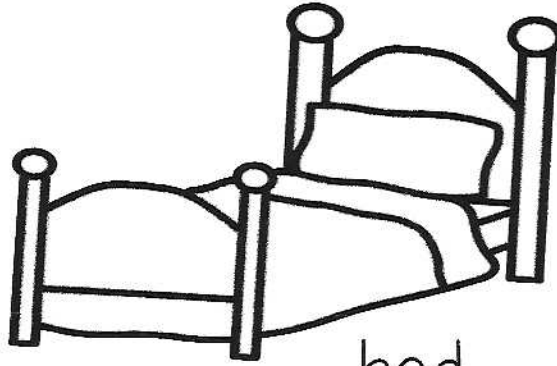
Find the words that rhyme with "hen".



**hen**



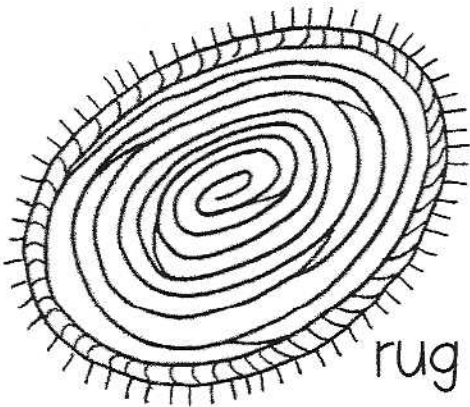
ten



bed



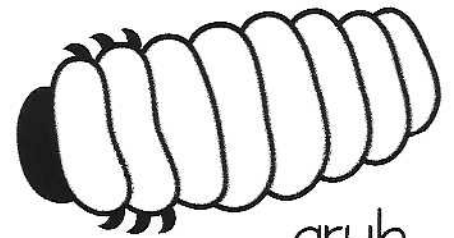
pen



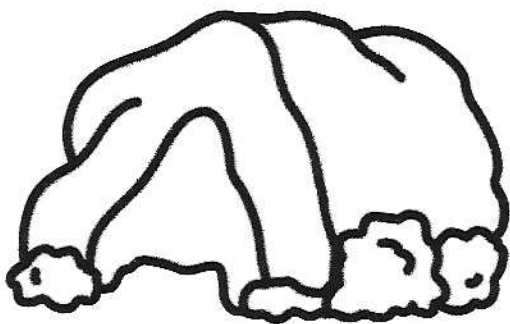
rug



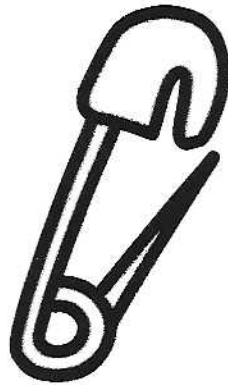
leg



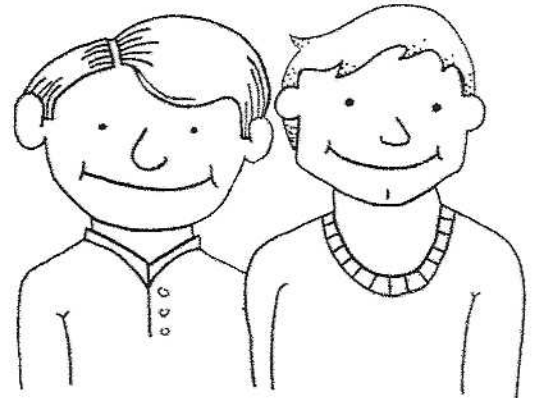
grub



den



pin



men

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

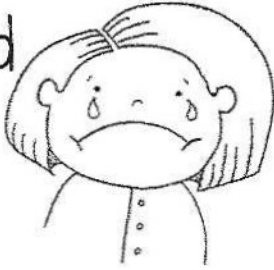
Date: \_\_\_\_\_



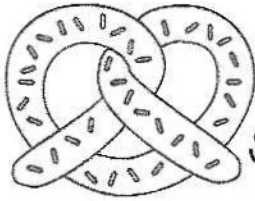
# Color The Rhyming Pictures #5

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

sad



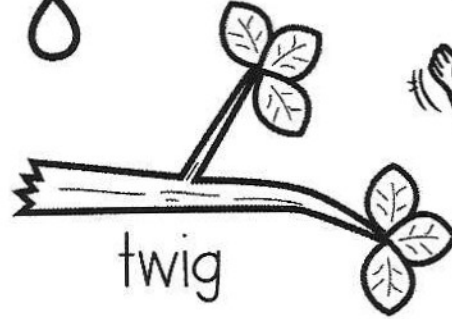
dad



snack



tap

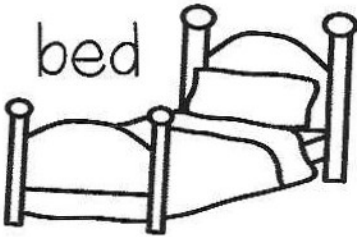


twig



clap

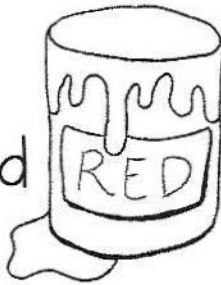
bed



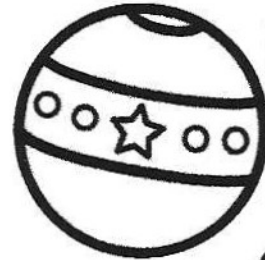
bud



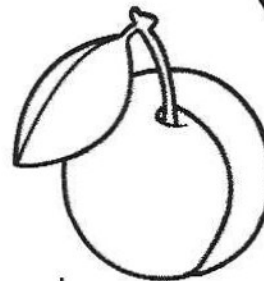
red



ball



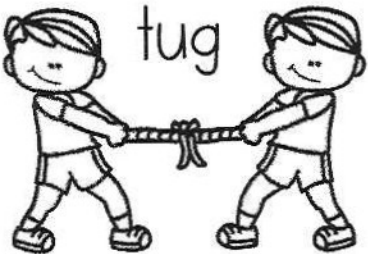
call



plum



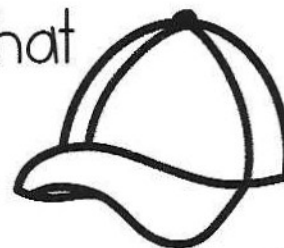
tug



fan



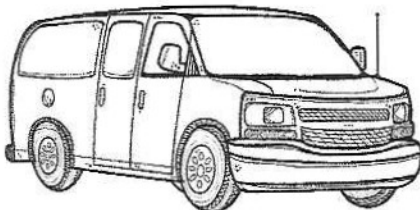
hat



chop



rat



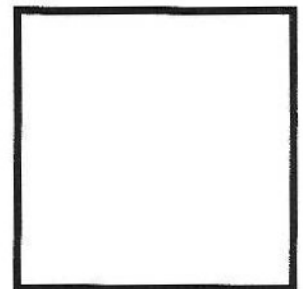
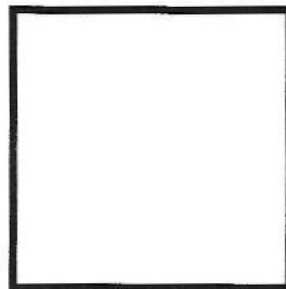
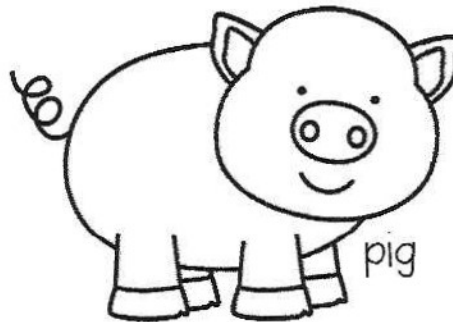
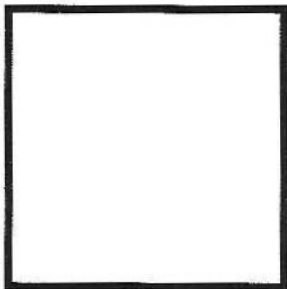
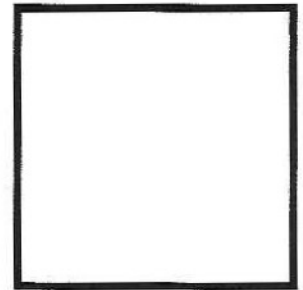
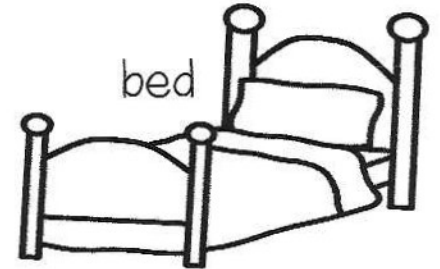
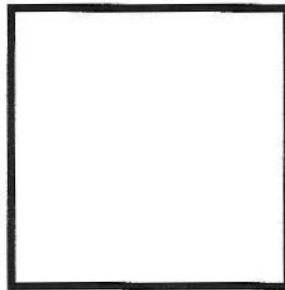
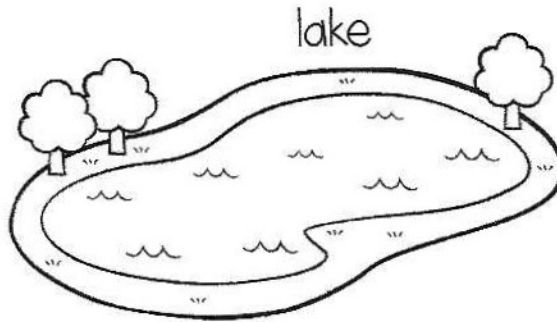
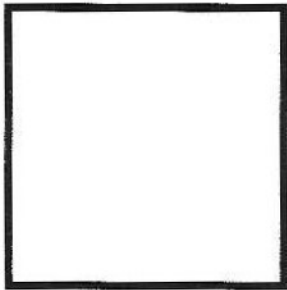
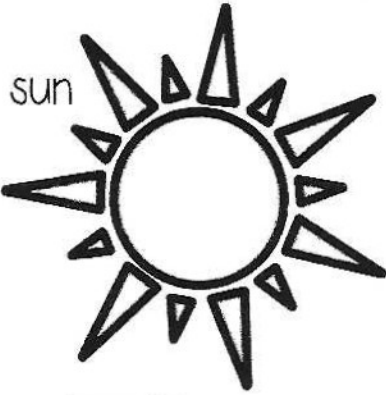
van

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

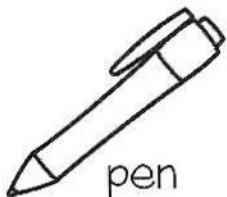
Date: \_\_\_\_\_

# Rhyming Pairs Cut & Paste #4

Cut and paste to match the rhyming pairs.



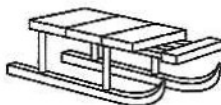
Rhyming Worksheets by Miss Vanessa



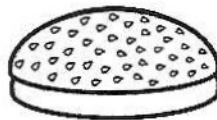
pen



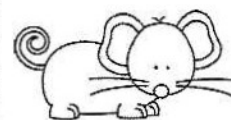
rake



sled



bun



mouse



wig

# Kindergarten

# Math

# Week 3



1. Add the numbers.

$5 + 5 = \square$

$3 + 4 = \square$

$5 + 1 = \square$

$3 + 6 = \square$

$4 + 6 = \square$

$6 + 2 = \square$

$4 + 2 = \square$

$4 + 4 = \square$

$5 + 2 = \square$

$3 + 3 = \square$

$2 + 7 = \square$

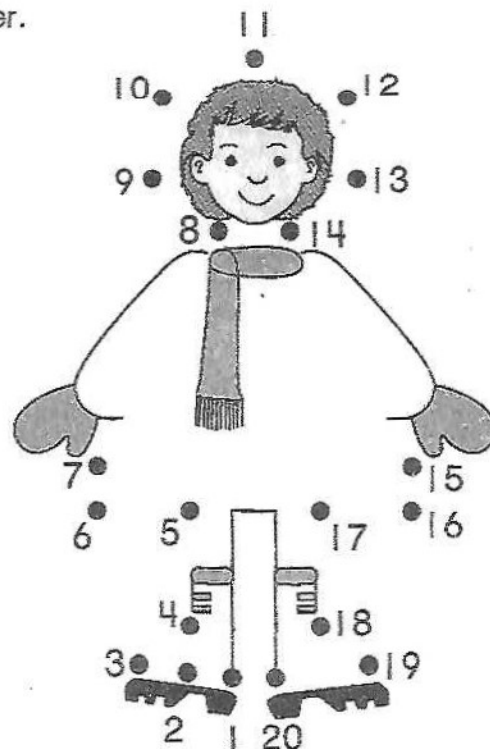
$7 + 3 = \square$

$5 + 4 = \square$

$5 + 3 = \square$

$2 + 5 = \square$

2. Connect the dots in order.




**Class Activity**
**PATH to  
FLUENCY**
**3. Add the numbers.**

$4 + 1 = \square$

$0 + 3 = \square$

$4 + 0 = \square$

$3 + 2 = \square$

$1 + 4 = \square$

$1 + 1 = \square$

$5 + 0 = \square$

$3 + 1 = \square$

$1 + 3 = \square$

$2 + 2 = \square$

$1 + 2 = \square$

$0 + 5 = \square$

$2 + 1 = \square$

$3 + 0 = \square$

$2 + 3 = \square$

**4. Subtract the numbers.**
**PATH to  
FLUENCY**

$5 - 4 = \square$

$5 - 2 = \square$

$5 - 1 = \square$

$4 - 4 = \square$

$4 - 2 = \square$

$4 - 3 = \square$

$3 - 1 = \square$

$3 - 0 = \square$

$3 - 3 = \square$

$2 - 1 = \square$

$2 - 2 = \square$

$2 - 0 = \square$

$1 - 0 = \square$

$1 - 1 = \square$

$5 - 3 = \square$



1. Draw lines to match.

	10
	6
	9
	7
	8

*Note: A dashed line connects the first box (7 dots) to the number 7.*

2. Make two matches.

	5	
	4	
	3	
	1	
	2	

*Note: Dashed lines connect the hand with 1 finger to the number 1 and the box with 1 dot, and the hand with 2 fingers to the number 2 and the box with 3 dots.*

3. Connect the dots in order.



4. Add the numbers.

$1 + 3 = \square$

$3 + 2 = \square$

$2 + 1 = \square$

$2 + 2 = \square$

$1 + 4 = \square$

$0 + 2 = \square$

$1 + 0 = \square$

$1 + 2 = \square$

$4 + 1 = \square$

$2 + 1 = \square$

$2 + 0 = \square$

$0 + 4 = \square$

$1 + 3 = \square$

$3 + 1 = \square$

$1 + 1 = \square$

$8 + 2 = \square$

$2 + 5 = \square$

$5 + 3 = \square$

$5 + 4 = \square$

$6 + 2 = \square$

$6 + 4 = \square$

$4 + 3 = \square$

$2 + 8 = \square$

$4 + 3 = \square$

$3 + 4 = \square$

$5 + 3 = \square$

$4 + 5 = \square$



VOCABULARY  
add

PATH to  
FLUENCY

1. Add the numbers.

$3 + 1 = \square$

$2 + 2 = \square$

$0 + 4 = \square$

$3 + 2 = \square$

$5 + 0 = \square$

$4 + 1 = \square$

$2 + 0 = \square$

$2 + 3 = \square$

$0 + 1 = \square$

$2 + 1 = \square$

$3 + 0 = \square$

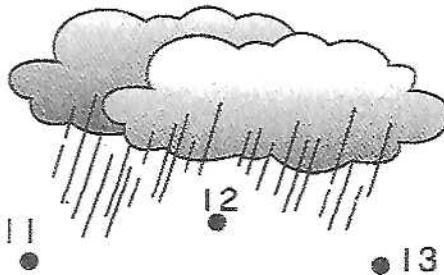
$1 + 2 = \square$

$0 + 5 = \square$

$1 + 4 = \square$

$1 + 3 = \square$

2. Connect the dots in order.



10 ●

9 ●

8 ●

16 ●

15 ●

● 14

7 ●

● 17

2 ●

3 ●

6 ●

● 18

1 ●

4 ●

5 ●

20 ●

● 19

3. Subtract the numbers.

$3 - 2 = \square$

$4 - 1 = \square$

$3 - 3 = \square$

$5 - 0 = \square$

$2 - 1 = \square$

$5 - 5 = \square$

$4 - 3 = \square$

$5 - 2 = \square$

$4 - 2 = \square$

$5 - 4 = \square$

$2 - 2 = \square$

$3 - 1 = \square$

$4 - 3 = \square$

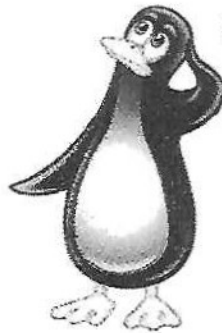
$3 - 0 = \square$

$5 - 3 = \square$

4. Look at what Puzzled Penguin wrote.

Help Puzzled Penguin.

$4 + 1 = 3$



Am I correct?



4

+

1

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


**VOCABULARY**  
 partner equation

1. Write the partner equation.

$3 = 2 + 1$

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

$4 = 3 + 1$

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

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

$5 = 4 + 1$

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

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

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

$10 = 9 + 1$

$10 = \underline{\hspace{2cm}}$

$10 = \underline{\hspace{2cm}}$

$10 = \underline{\hspace{2cm}}$

$10 = \underline{\hspace{2cm}}$

$10 = \underline{\hspace{2cm}}$

$10 = \underline{\hspace{2cm}}$

$10 = \underline{\hspace{2cm}}$

$10 = \underline{\hspace{2cm}}$



## Class Activity

PATH to  
FLUENCY

2. Add the numbers.

$2 + 2 = \square$

$3 + 0 = \square$

$2 + 3 = \square$

$3 + 1 = \square$

$2 + 1 = \square$

$1 + 0 = \square$

$1 + 2 = \square$

$0 + 4 = \square$

$3 + 2 = \square$

$4 + 1 = \square$

$1 + 1 = \square$

$0 + 2 = \square$

$1 + 3 = \square$

$2 + 1 = \square$

$5 + 0 = \square$

$3 + 4 = \square$

$3 + 3 = \square$

$5 + 3 = \square$

$2 + 4 = \square$

$3 + 5 = \square$

$6 + 2 = \square$

$1 + 5 = \square$

$3 + 6 = \square$

$8 + 2 = \square$

$5 + 2 = \square$

$1 + 9 = \square$

$5 + 4 = \square$



Class Activity

Name \_\_\_\_\_

1. Write the partner equation.

●	○	○
---	---	---

 $3 = 1 + 2$

●	●	○
---	---	---

\_\_\_\_\_

●	○	○	○	○
---	---	---	---	---

 $5 = 1 + 4$

●	●	○	○	○
---	---	---	---	---

\_\_\_\_\_

●	●	●	○	○
---	---	---	---	---

\_\_\_\_\_

●	●	●	●	○
---	---	---	---	---

\_\_\_\_\_

●	○	○	○	○	○
---	---	---	---	---	---

 $6 = 1 + 5$

●	●	○	○	○	○
---	---	---	---	---	---

\_\_\_\_\_

●	●	●	○	○	○
---	---	---	---	---	---

\_\_\_\_\_

●	●	●	●	○	○
---	---	---	---	---	---

\_\_\_\_\_

●	●	●	●	●	○
---	---	---	---	---	---

\_\_\_\_\_

○	○	○	○
---	---	---	---

 $4 = 1 + 3$

○	○	○	○
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○	○	○	○
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●	○	○	○	○	○	○	○	○	○
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 $10 = 1 + 9$

●	●	○	○	○	○	○	○	○
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●	●	●	●	●	●	●	○	○	○
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●	●	●	●	●	●	●	○	○
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●	●	●	●	●	●	●	●	○
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\_\_\_\_\_

## 2. Subtract the numbers.

$9 - 1 = \square$

$8 - 1 = \square$

$9 - 5 = \square$

$10 - 4 = \square$

$9 - 2 = \square$

$7 - 2 = \square$

$10 - 3 = \square$

$8 - 4 = \square$

$6 - 1 = \square$

$7 - 4 = \square$

$6 - 5 = \square$

$10 - 2 = \square$

$6 - 3 = \square$

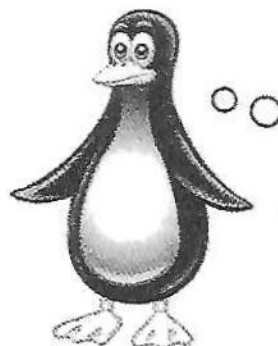
$6 - 4 = \square$

$8 - 2 = \square$

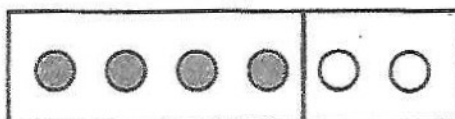
## 3. Look at what Puzzled Penguin wrote.

Help Puzzled Penguin.

$6 = 4 - 2$



Am I correct?

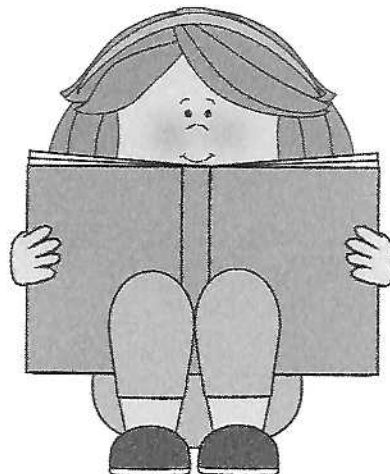


# Kindergarten

## Reading

### Week 3

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.



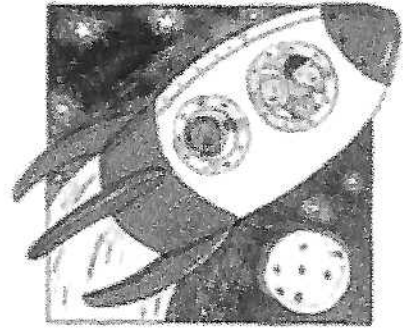
Practice writing the word fly:

fly fly fly fly

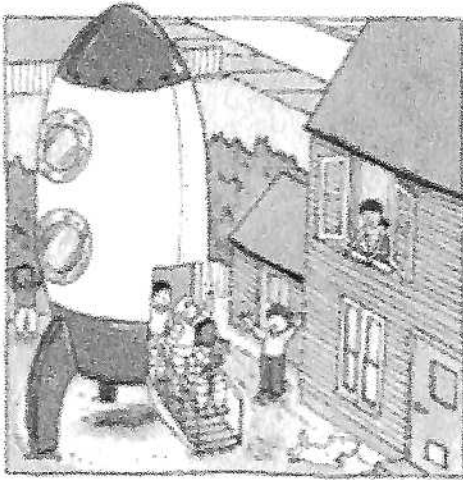
will fly

Star Wars Readers

# Fly Away

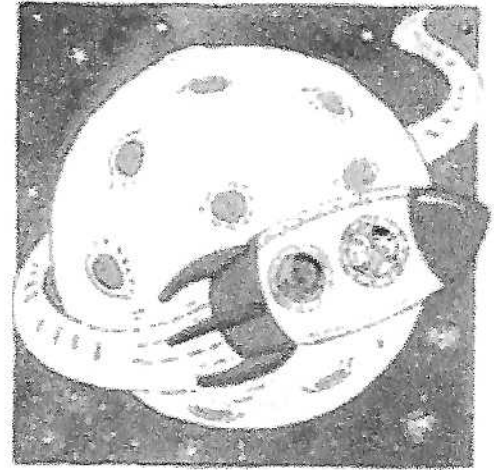


A

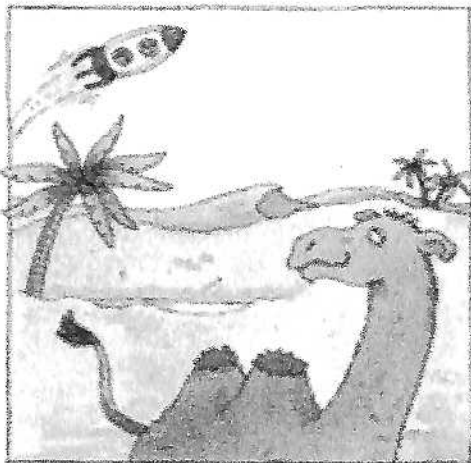


8 We will fly home to land.

B

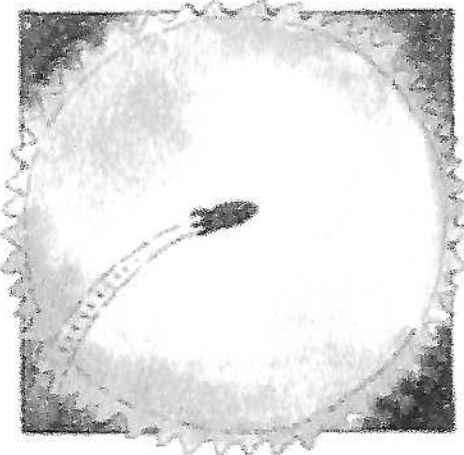


We will fly to the moon. 1



6 We will fly to the sand.

C



We will fly to the sun. 3

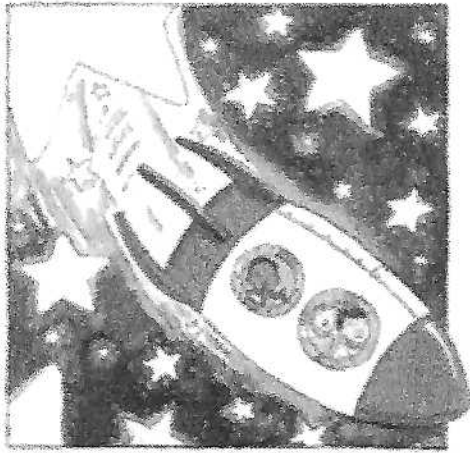


# Sight Word Readers

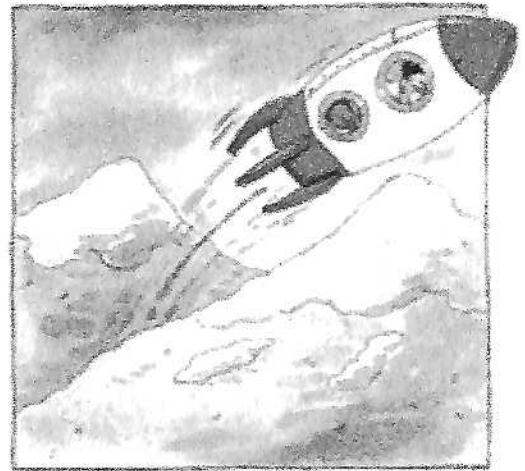
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Printed in the U.S.A.

Practice writing the word Will:

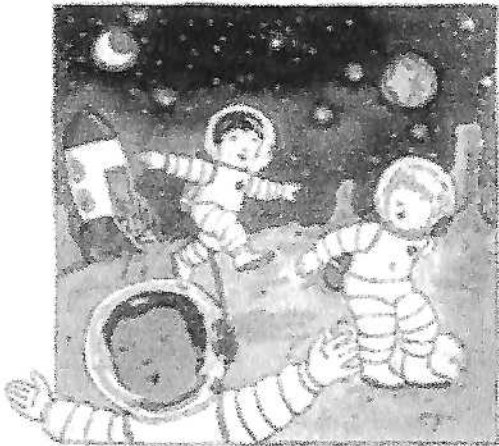
will will will



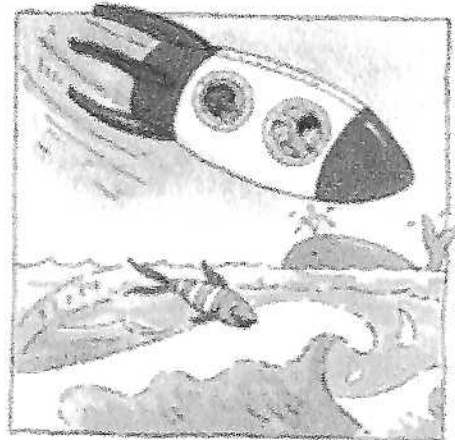
2 We will fly to the stars.



7 We will fly to the mountains.



4 We will fly to Mars.



5 We will fly to the sea.

Practice writing the word and:

and and and

yo  
an

Sight Word Readers

# My Dog



A



8

and you run too!



1

B

I rake



6

and you hide.



3

c

I sweep

Start With Readers

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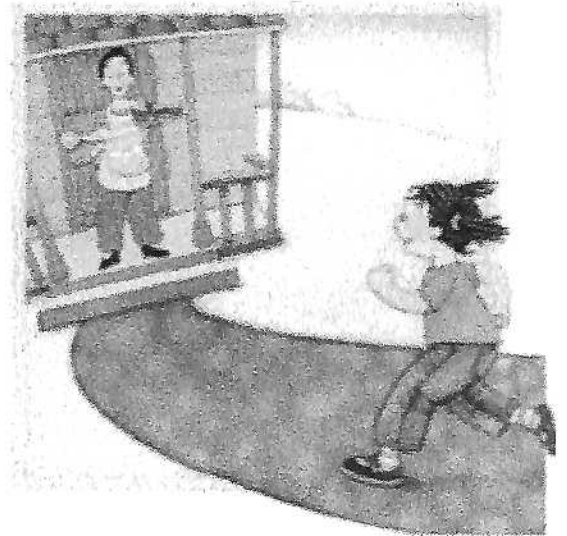
Practice writing the word **YOU**:

you you you



2

and you shake.



7

I run



4

and you sleep.



5

I ride

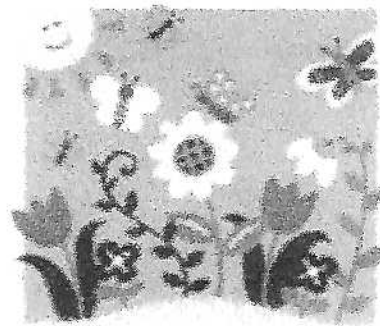
Practice writing the word in:

in in in in in

A

who  
in

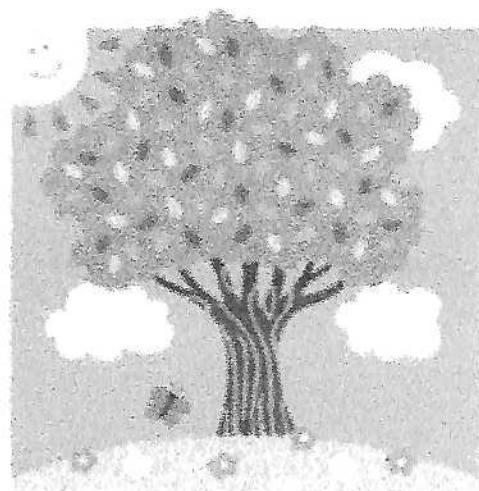
# State Wildflowers Guessing Game



8

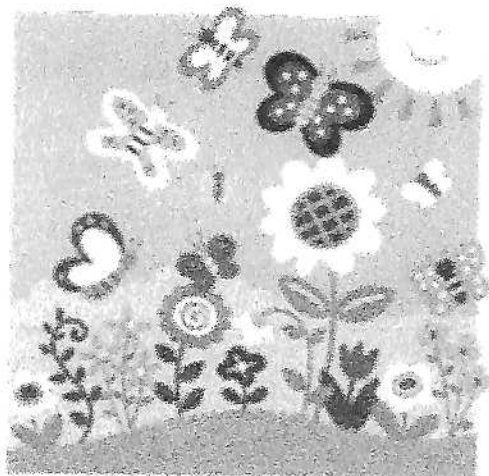
People!

B



1

What is in the tree?



6

Butterflies!

C



3

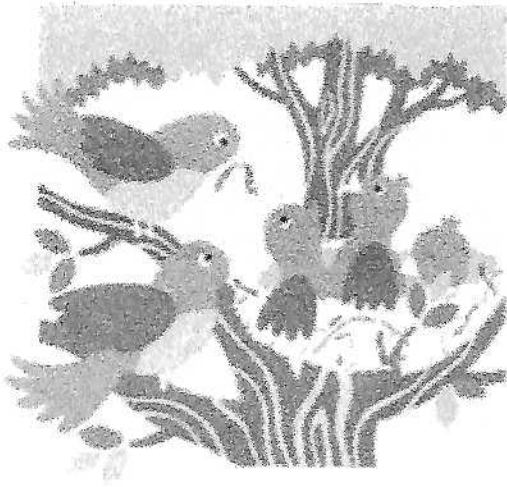
What is in the hive?

Start With Pictures

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Practice writing the word **what**:

what what



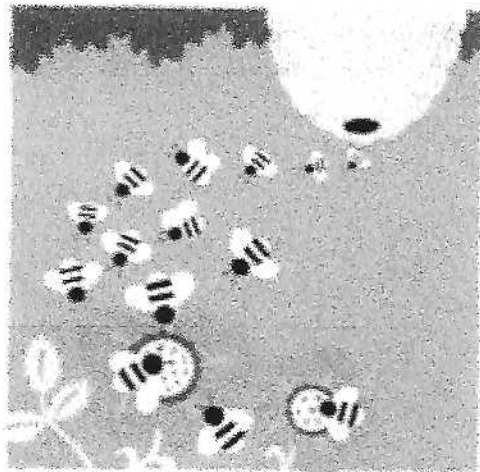
2

Birds!



What is in the house?

7



4

Bees!



What is in the garden?

5

Practice writing the word see:

see see see

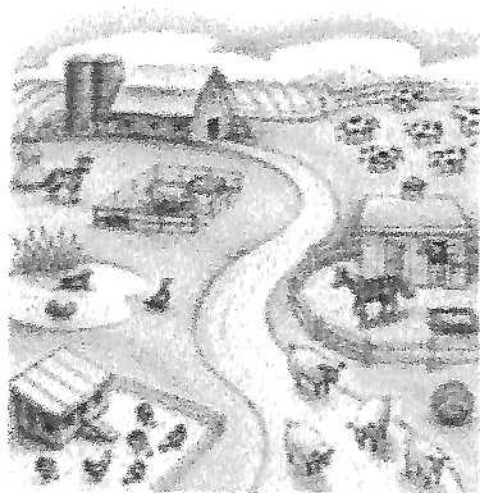
Star Wars Readers

I see

# Farm Friends

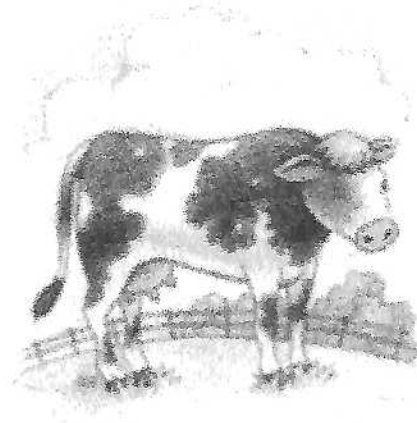


A



8

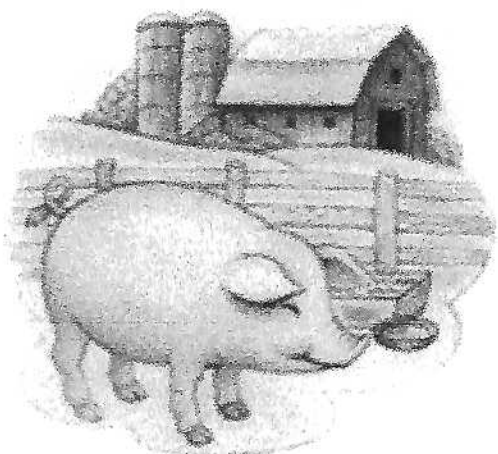
I see a farm.



1

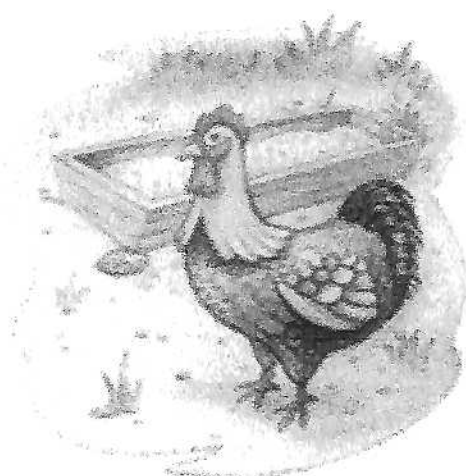
B

I see a cow



6

I see a pig.



3

C

I see a hen.

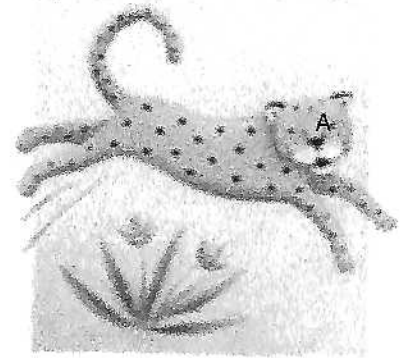


Practice writing the word like:

like like like

Sight Word Readers

# Animals



A

lik  
to



8

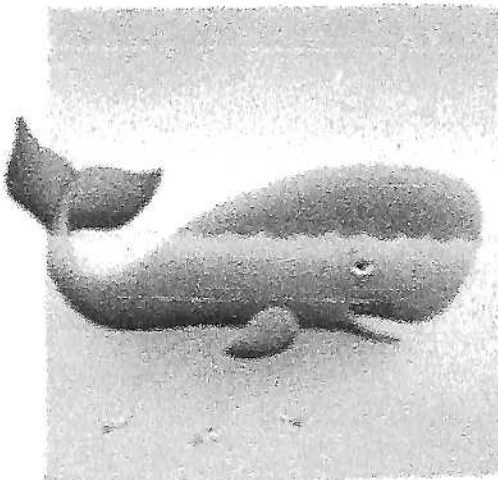
I like to glow.



B

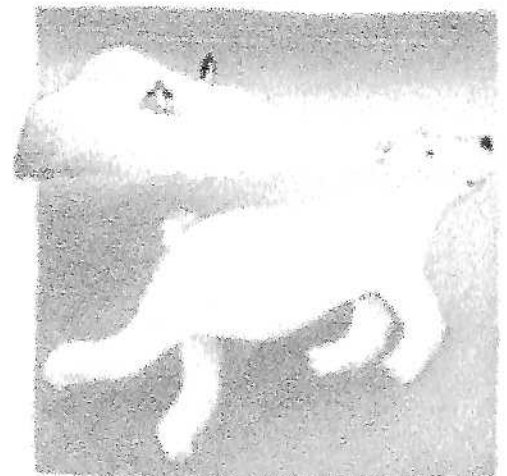
I like to climb.

1



6

I like to blow.



C

I like to swim.

3

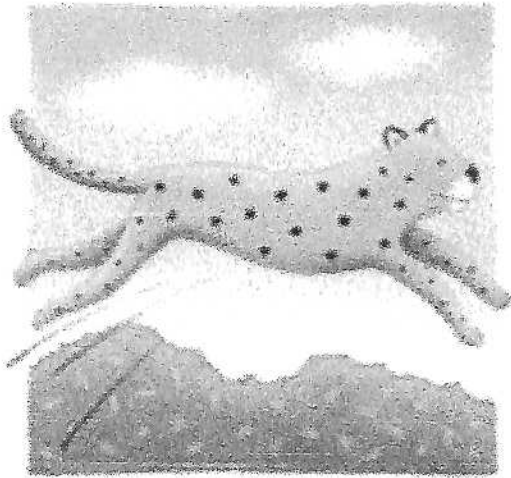


Sun, Wind, Rain

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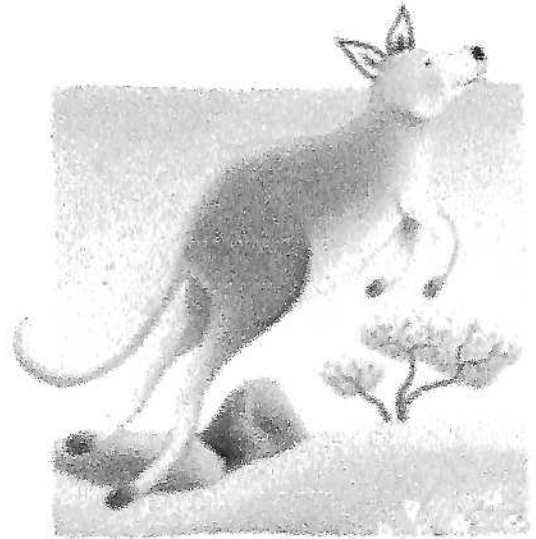
Practice writing the word **to**:

to to to to to



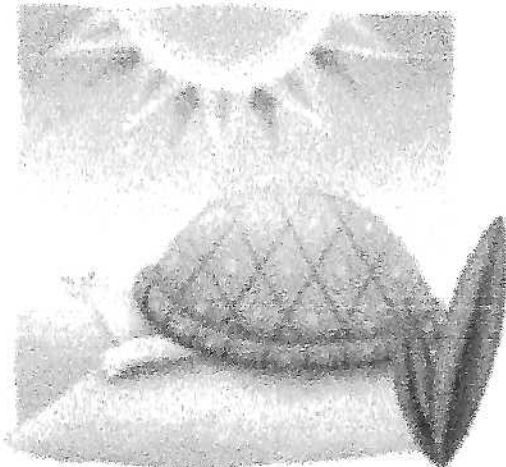
2

I like to run.



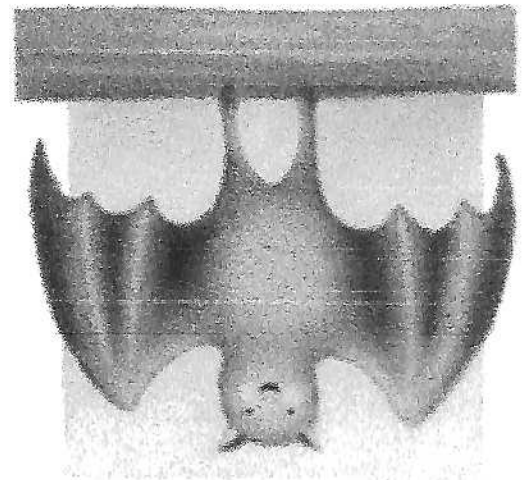
7

I like to hop.



4

I like to sun.



5

I like to hang.

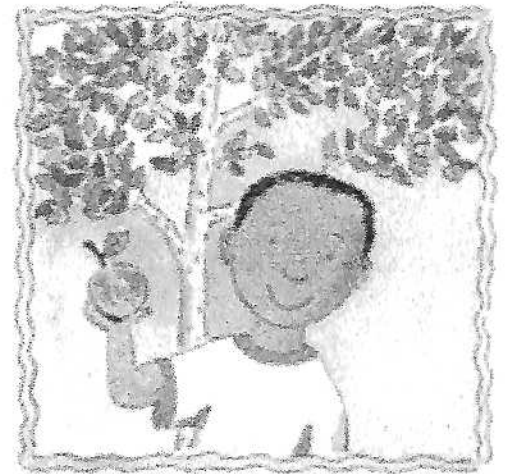
Practice writing the word **is**:

is is is is is

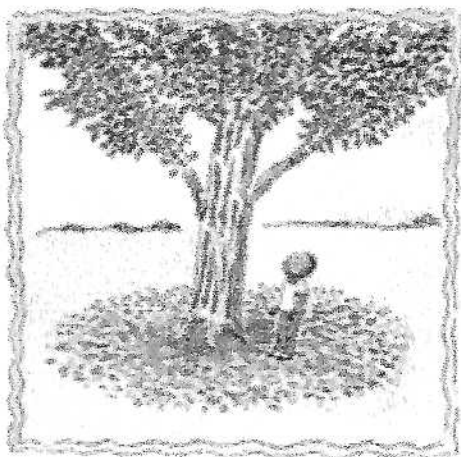
*Sight Word Readers*  
**This Is a Peach**



**8** No! This is me!



**1** This is a peach.



**6** This is a tree.



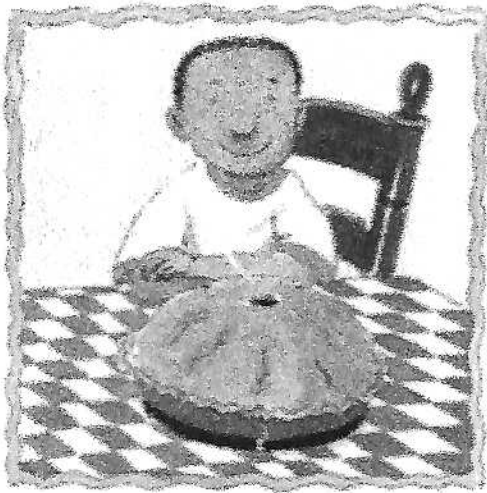
**3** This is a potato.

*Start With Pictures*

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Practice writing the word **this**:

this this this



2

This is a pie.



7

This is a dragon.



4

This is a fry.



5

This is a seed.

Practice writing the word **two**:

two two two

Sight Word Readers

# Sharing

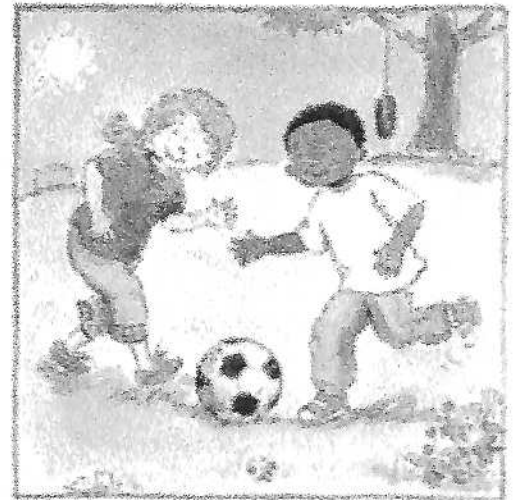


A



8

One umbrella,  
lots of friends!



B

One ball, two friends.

1



6

One book, two friends.



C

One swing, two friends.

3

Sun West Rivers

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Practice writing the word **one**:

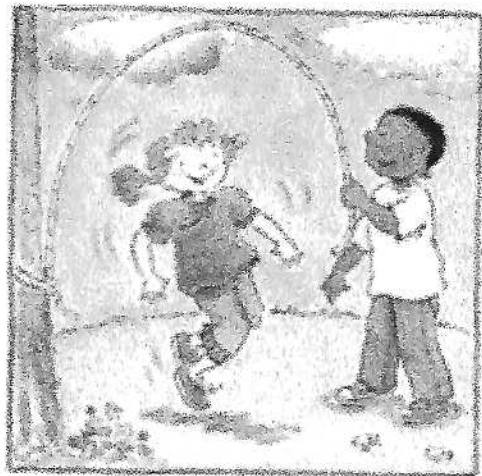
one one one



2 One wagon, two friends.



One umbrella, two friends. 7



4 One rope, two friends.



One tree, two friends. 5

# Kindergarten



## Writing Week 3

### 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?

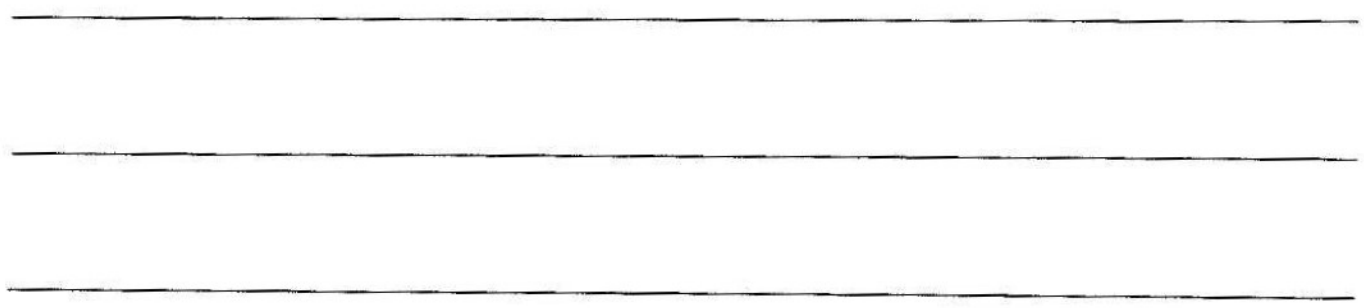
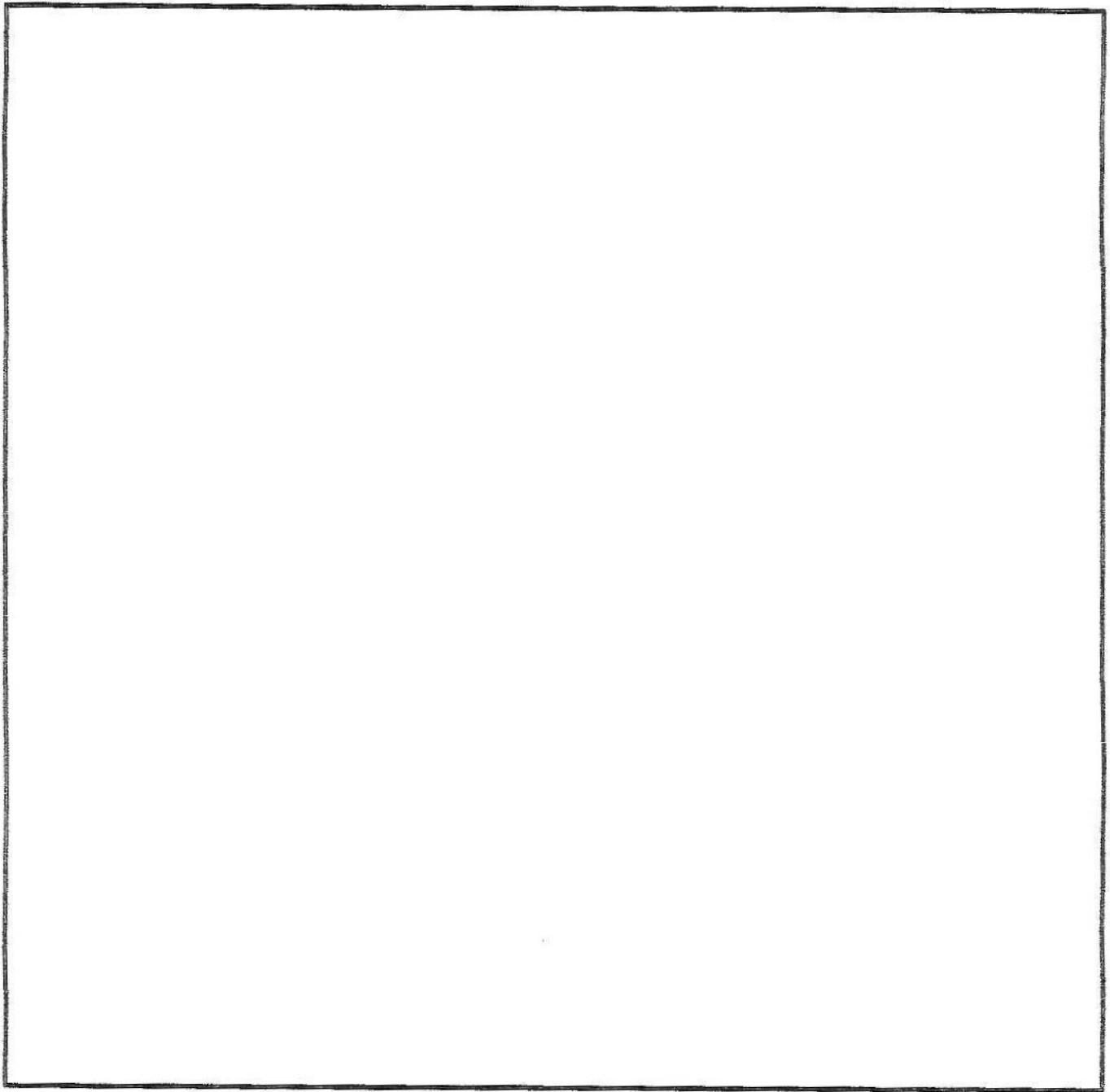
From,  
Grace

### Informational –

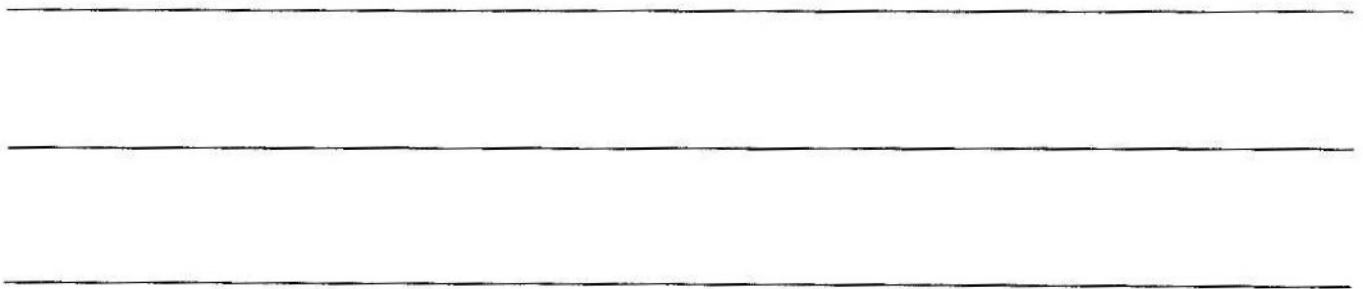
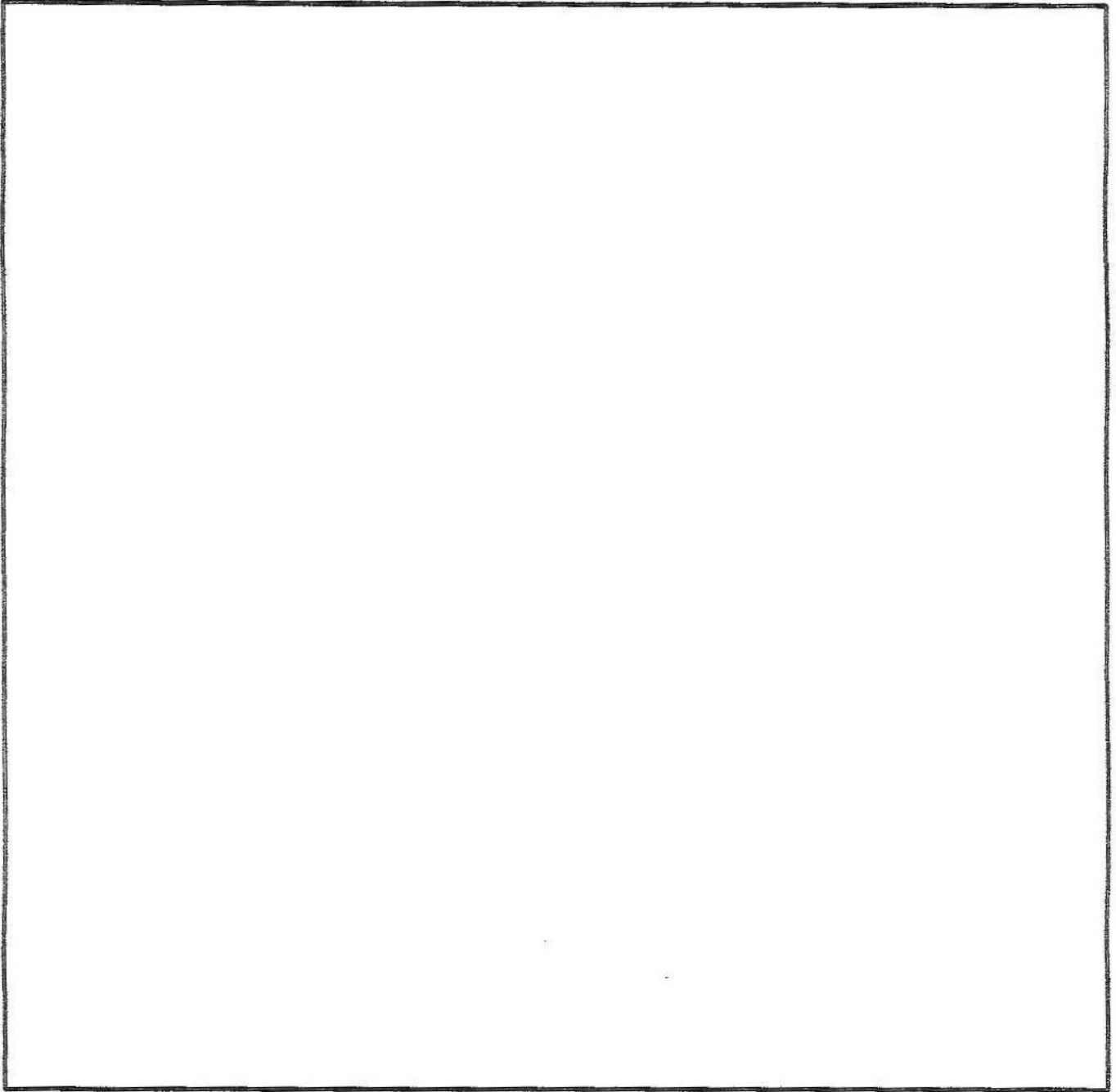
Your child should be able to write a minimum of 3 facts about something. It can be anything they know at least 3 facts about; dogs, cats, a person in their family, a food, a season, or just about anything.

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

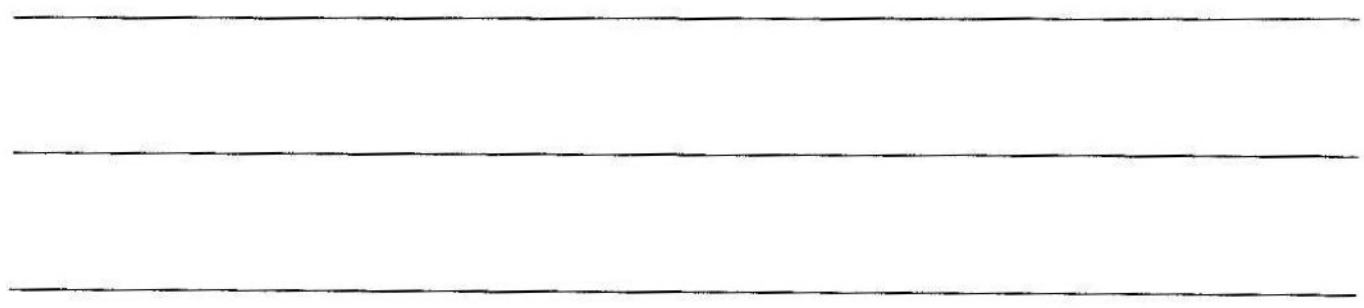
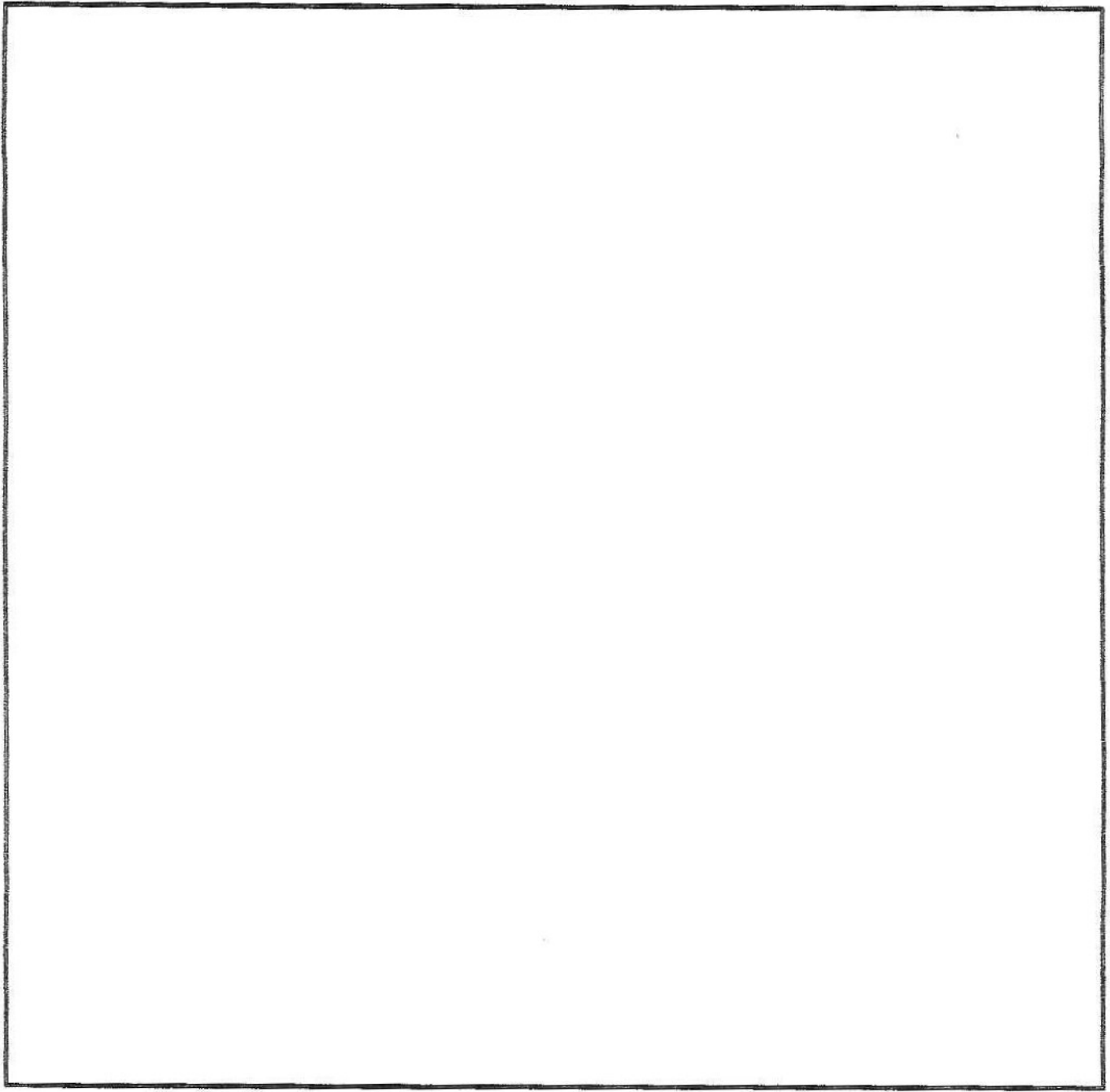


a b c d e f g h i j k l m n o p q r s t u v w x y z

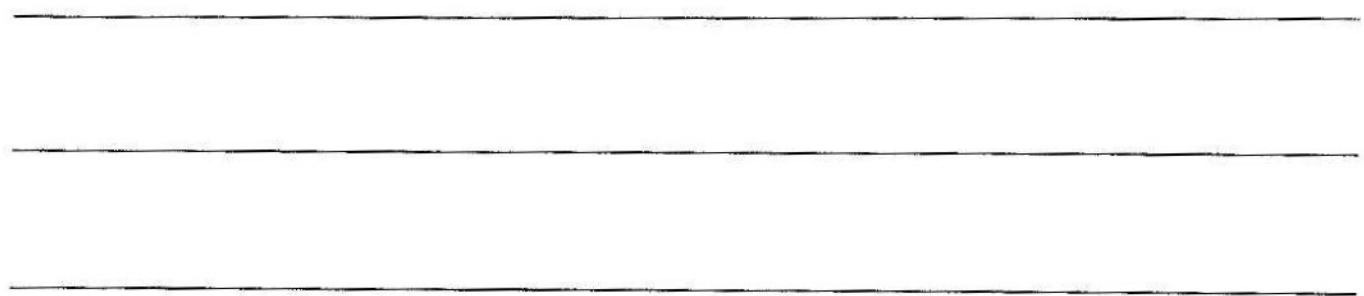
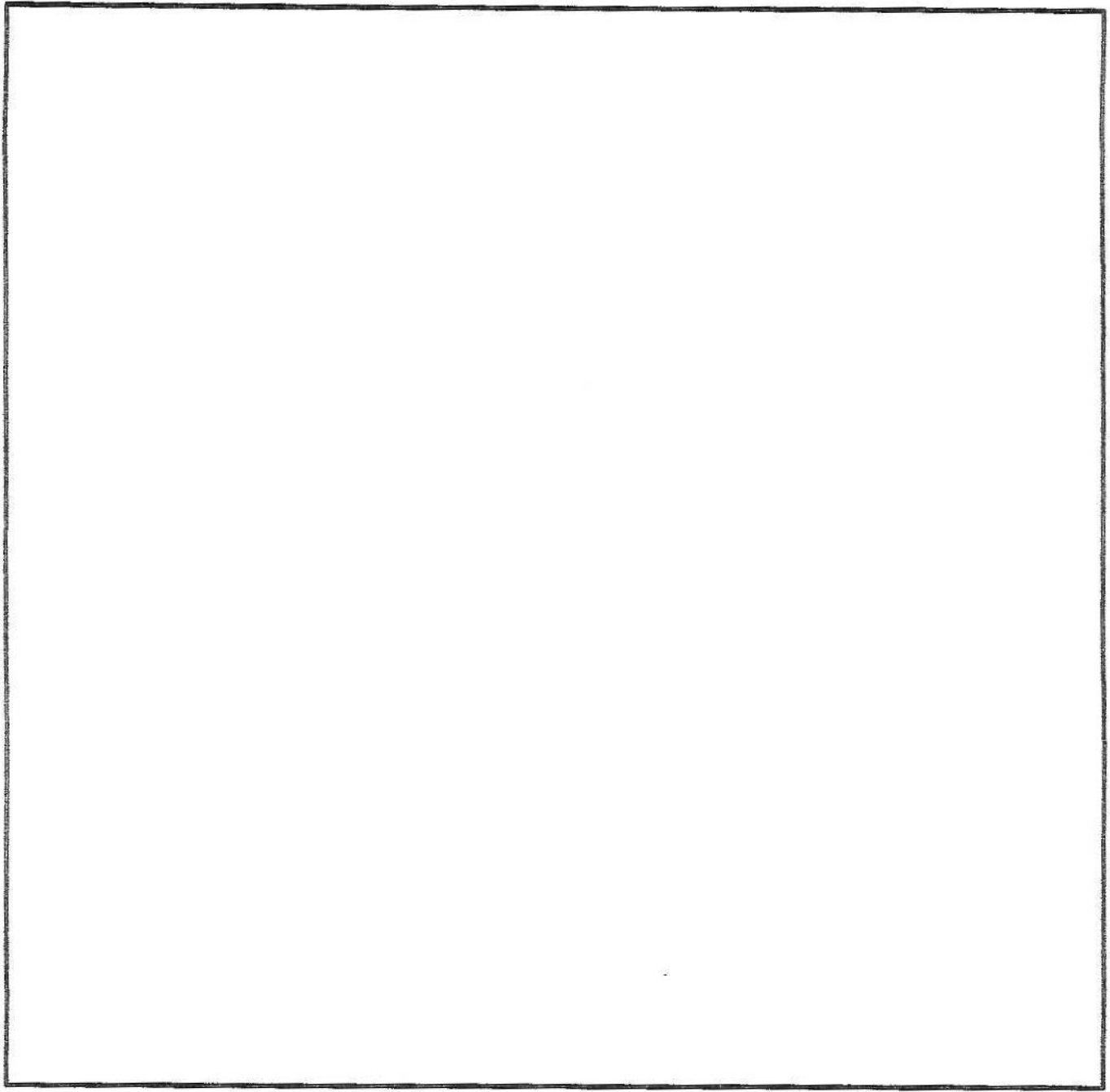




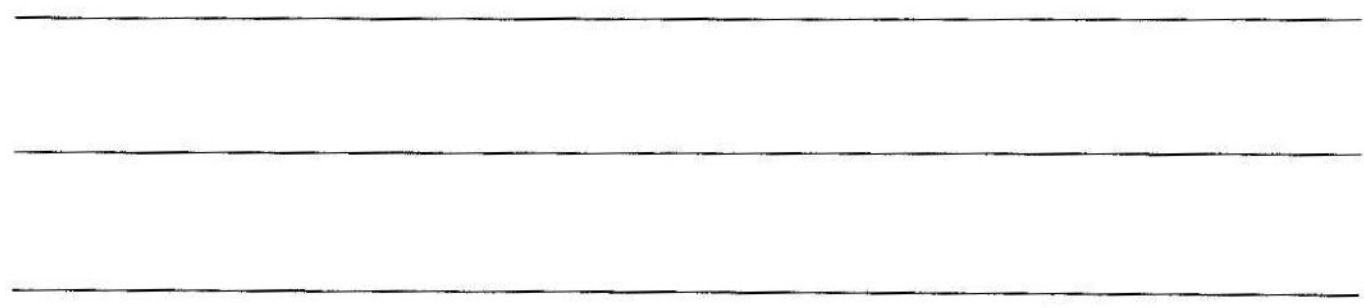
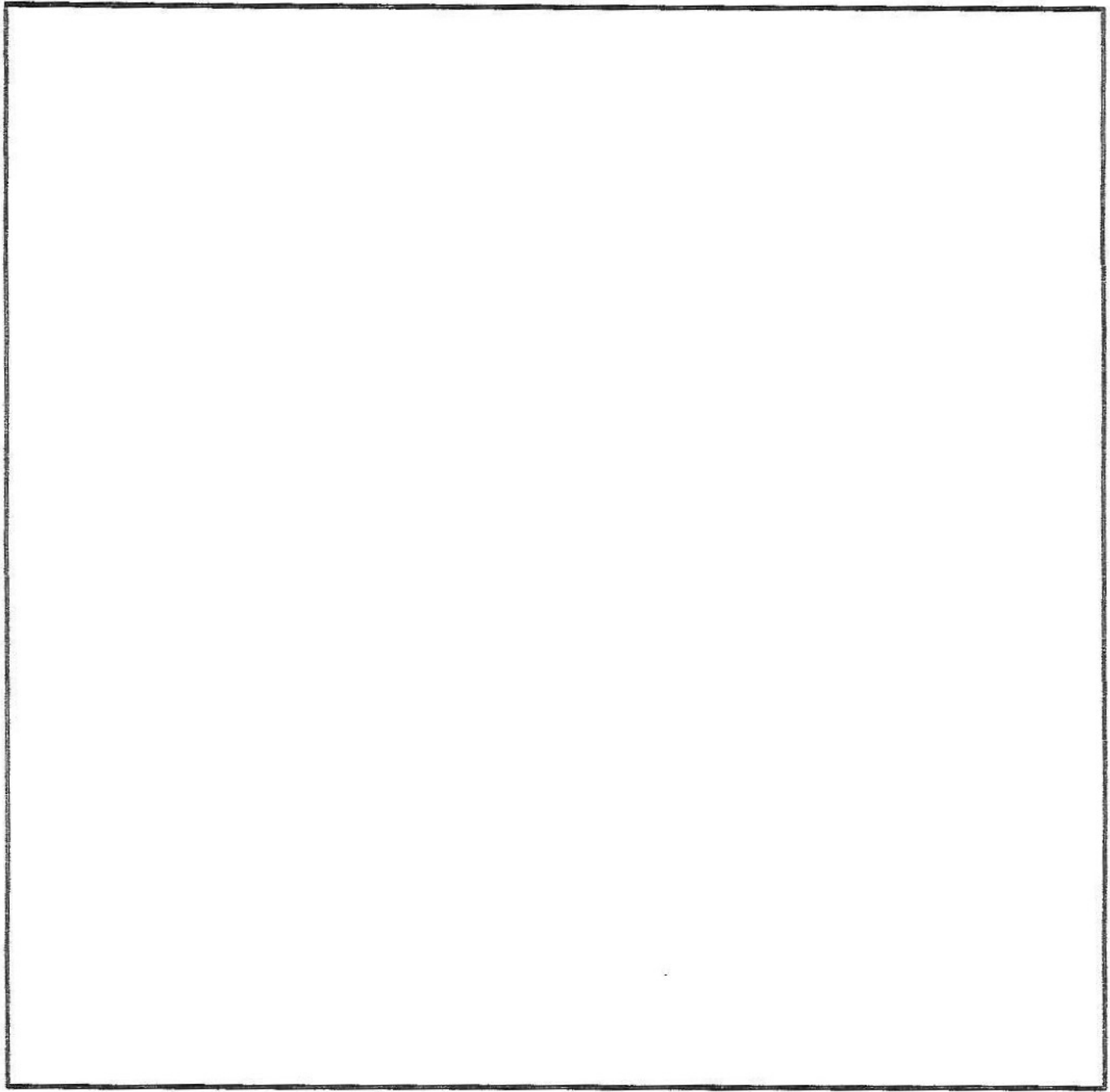
a b c d e f g h i j k l m n o p q r s t u v w x y z



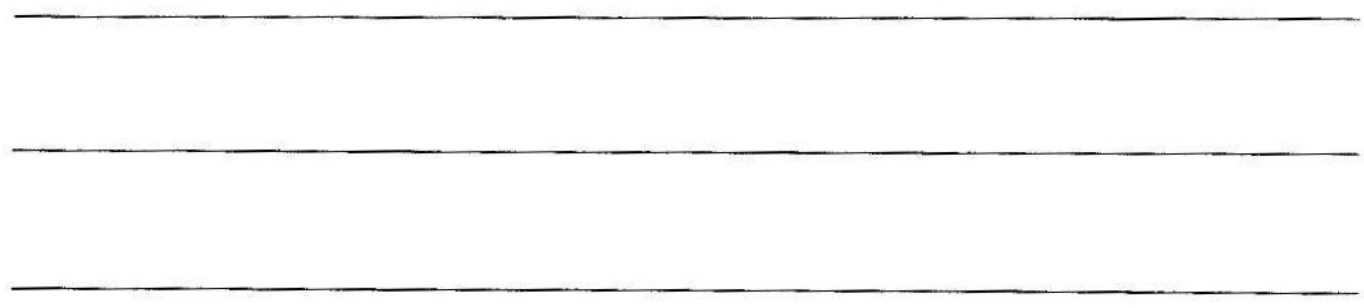
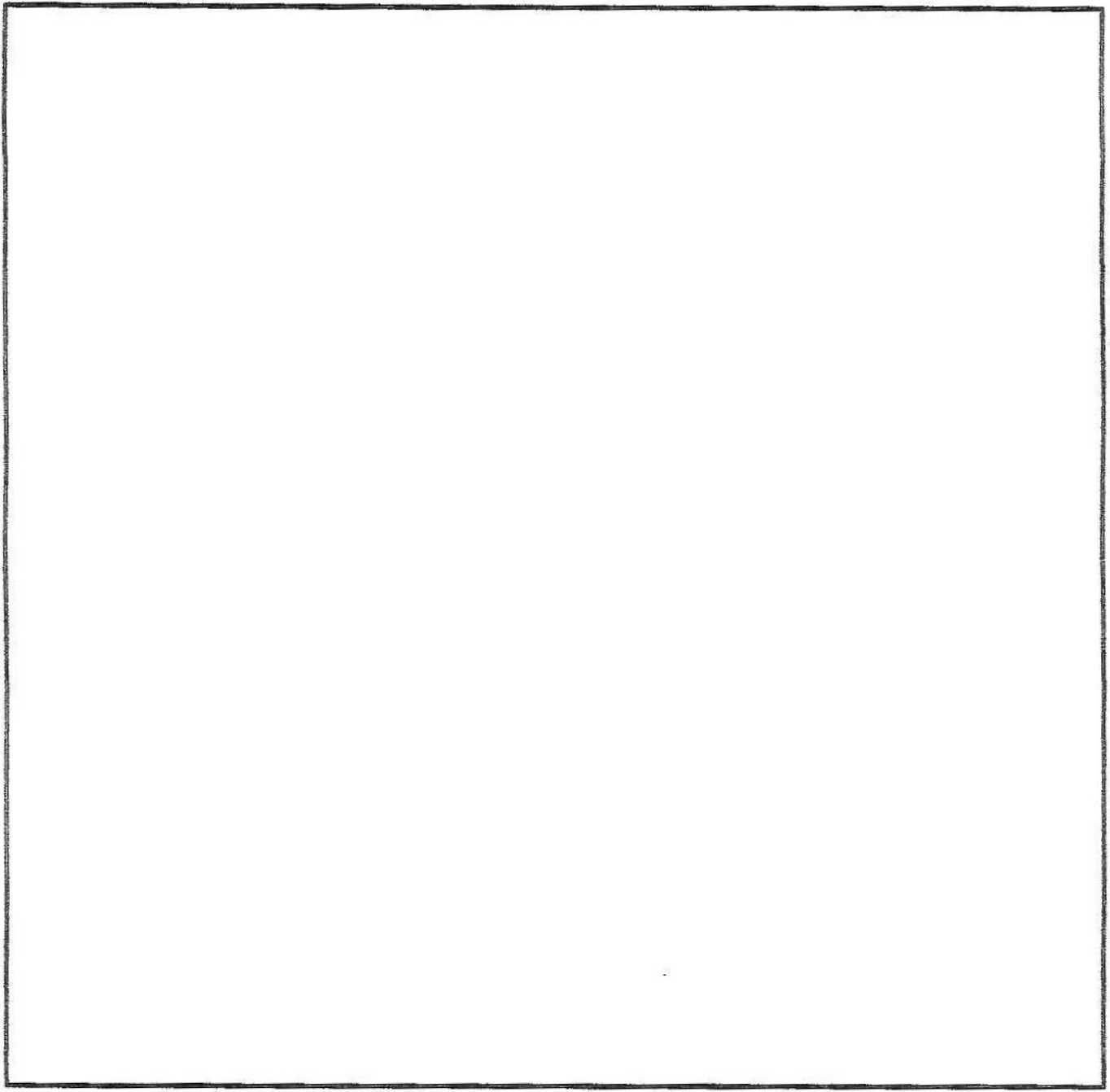
a b c d e f g h i j k l m n o p q r s t u v w x y z



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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3.

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

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1.

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2.

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3.

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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.