

# Kindergarten

Hi Kinder Parents and Students,

I hope all is well. We will try to continue our learning through the internet and packets. Enclosed in the bag are the tools you will need to complete works. The lesson plan is for 3 weeks but, only 1 week is printed out for you. Each day has 5 worksheets Math and Reading. In the bottom left corner of most worksheets it is labeled week 1, day 1 and so on.

Do not let your child do more than the 5 pages per day with the packet.

On the worksheets Spin, Read and cover the paper clip is the spinner and the pencil holds it in place. The students are very familiar with this activity.

Handwriting without tears workbooks are in the folder. Each student can work on this daily; it is all review now.

The "My Journals" are for stories. Read a story to your child, let them write the title in the journal, then draw a picture about the story.

The path to Lent is a work we were doing together, it would be nice if this continued as a family. The Holy Week book is all put together and needs to be glued, colored, and read to the child. The last religion project is a book that has a cross, alphabet dot-to-dot cross and tomb, this requires glue and coloring.

Additional work like the primary phonics workbooks can be worked according to your child's needs. All work should be completed with a regular pencil. No markers in the My Journal and handwriting without tears books.

Please remember to say daily prayers, intentions and the Pledge.

The next work will be emailed to each family. I plan on communicating with each and every family once a week to check on the progress of each student.

This is all very new, so please do not stress we will get through this together.

I will talk to you all very soon, in the meantime if you have any questions or concerns please call me 719-850-2863

Be safe, healthy and God Bless,

Panda Causey

Dear Kindergarten Families,

## **Welcome to the Kindergarten Home Learning Packet!**

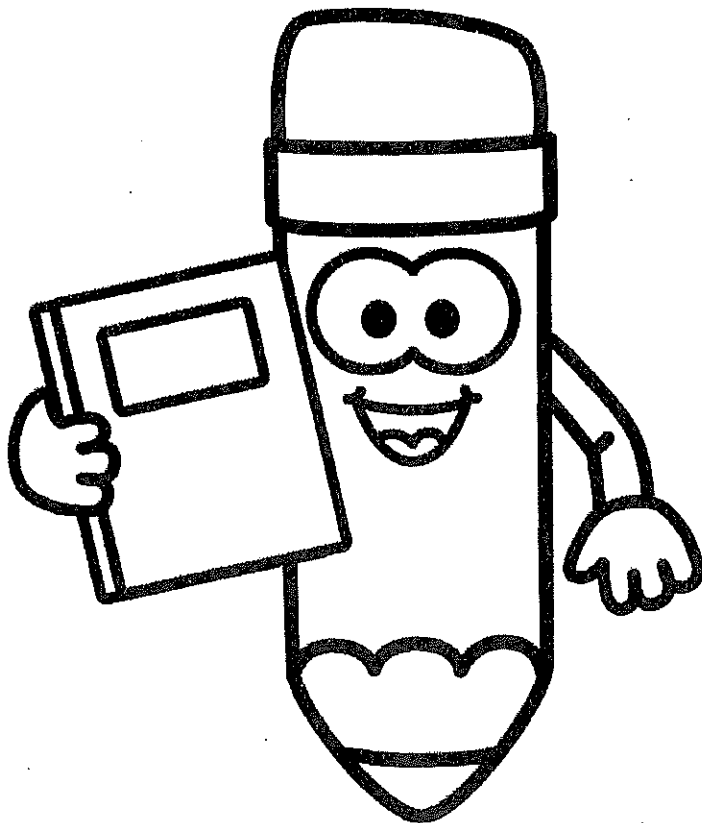
This packet includes 3 weeks of work from home assignments. Each daily assignment consists of 5 pages math, literacy, sight words and more!

This packet is designed to serve as a review and extra practice. However, please monitor your child as they complete the assignments and feel free to help your child review any pages they find challenging.

### **Other ideas to extend learning throughout the day:**

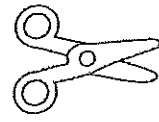
- Name a letter, number, or sight word then have your child find it on mail, magazines, or packaging around the house.
- Have your child to write notes, letters, or signs. Encourage them to sound out words instead of asking how a word is spelled.
- Choose a sound. Have your child find something in the room that starts with the sound. For an extra challenge have them find something that ends with the sound instead.
- Encourage mathematical thinking with questions like, "If I give you 4 more crackers how many will you have?"
- Encourage your child to make predictions and then evaluate what happened. Ask, "What do you think will happen if we \_\_\_\_\_?" then ask, "What actually happened? Was it the same or different than your prediction?"

# My Home Learning Packet



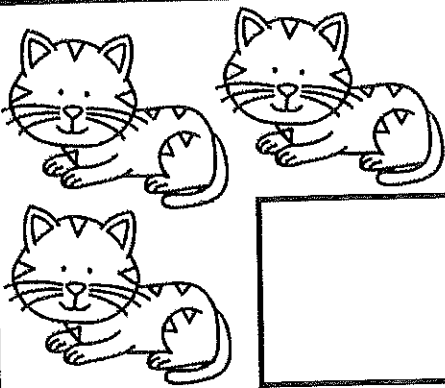
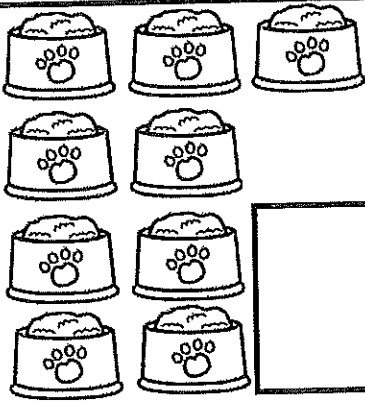
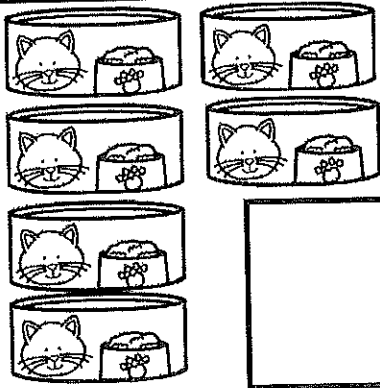
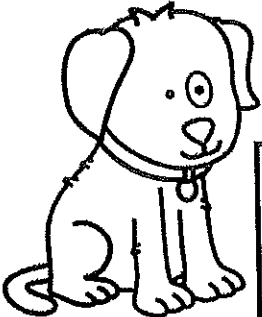
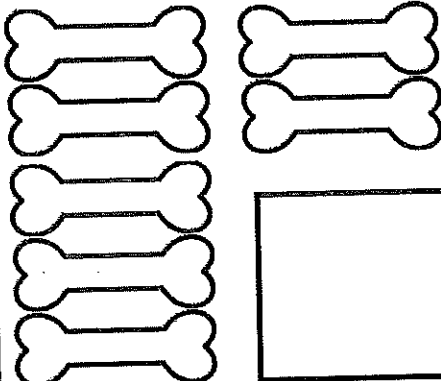
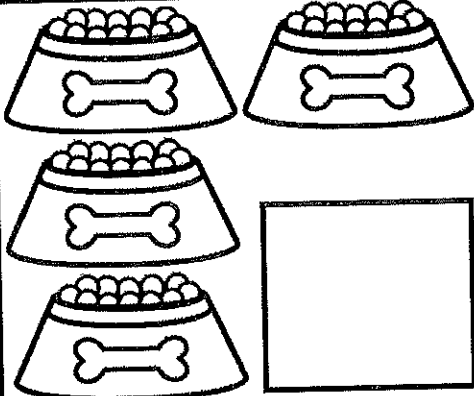
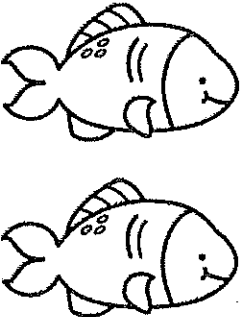
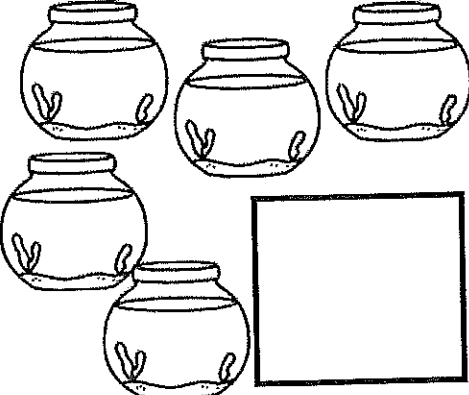
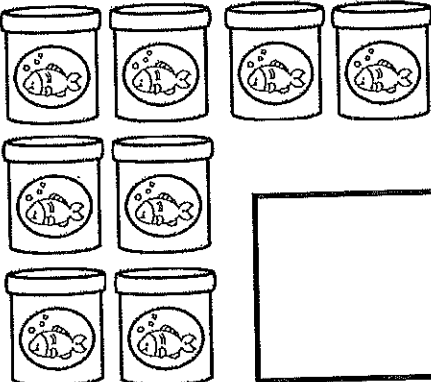
Name:

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



# How Many? Count, Cut and Paste

Directions: Count the number in each set.  
Cut and paste the correct number in each box.

 <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"/>

Week 1: Day 1

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1	2	3	4	5
6	7	8	9	

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

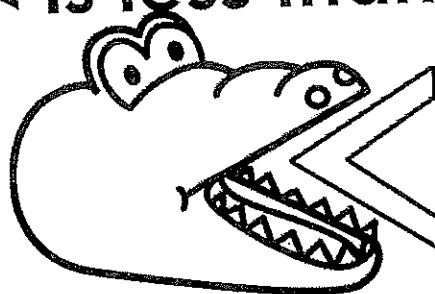
# Greater Than, Less Than

Directions: Fill in each circle with the correct sign.

$>$  is greater than



$<$  is less than



6  3

2  9

7  4

5  1

3  8

10  5

0  2

9  6

1  7

6  5

8  10

3  2

9  7

5  6

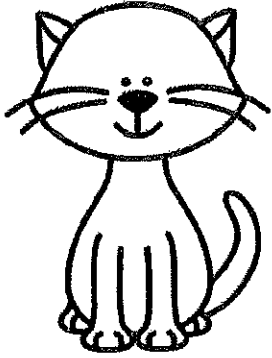
9  1

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

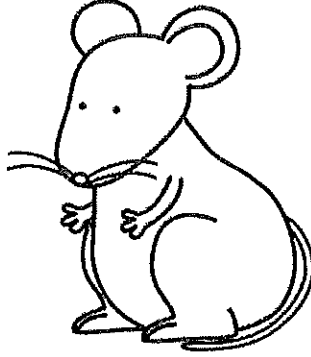
# Missing Letters Set I

Directions: Fill in the missing letter for each picture.

Write the word on the lines.



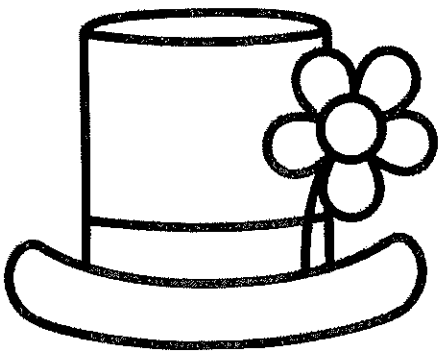
c a



r  t



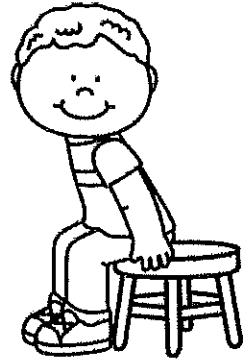
a t



h a



a t



s  t

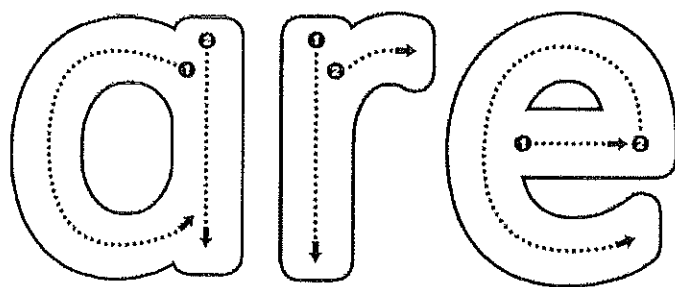
Name: \_\_\_\_\_



are

# Sight Word Practice: are

Trace the letters with your finger. Trace the letters with a pencil.



Color the word **are**.

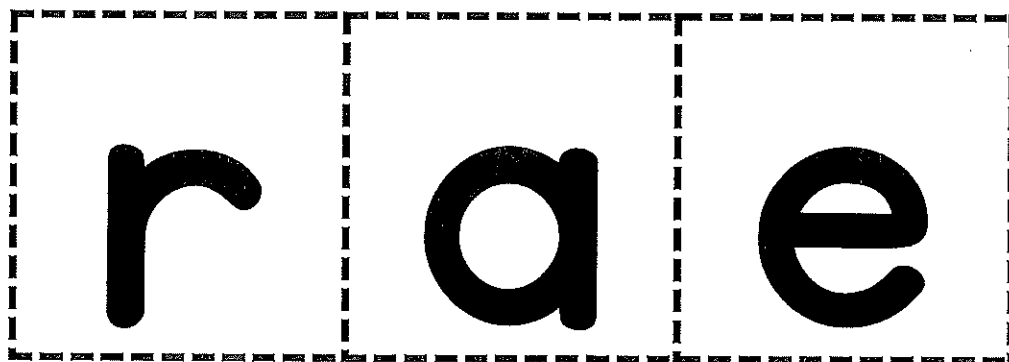
<b>black</b>	<b>are</b>	<b>at</b>	<b>are</b>
<b>are</b>	<b>came</b>	<b>are</b>	<b>what</b>
<b>are</b>	<b>into</b>	<b>must</b>	<b>who</b>

Cut and paste the word **are**.

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Week 1: Day 1

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

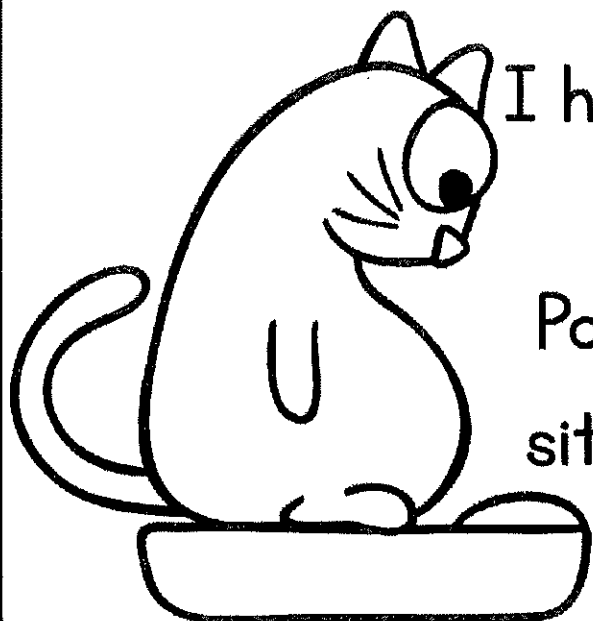
**-at**  
Family

# I Can Read Simple Stories!

Directions: Read the story. Highlight the -at family words.

Answer the questions. Write the correct word on the line.

## Pat the Cat



I have a cat. His name is Pat.

Pat will not play.

Pat will not run. Pat likes to sit all day. He sits on a mat.

Pat, the cat, is too fat.

1. The cat's name is

\_\_\_\_\_.

☐ Rat

☐ Pat

☐ Cat

2. Pat will not

\_\_\_\_\_.

☐ sit

☐ run

☐ play

3. Pat likes to sit on a

\_\_\_\_\_.

☐ mat

☐ hat

☐ bat

4. Pat, the cat, is

\_\_\_\_\_.

☐ sat

☐ fat

☐ vat

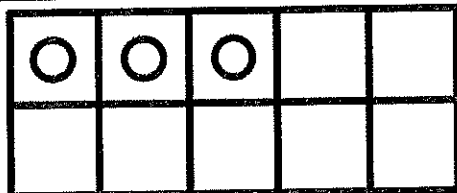


Name: \_\_\_\_\_

# How Many More to Make 10?

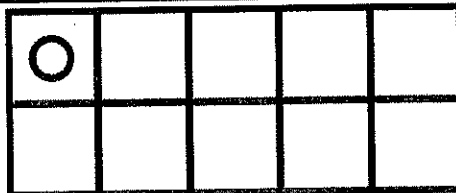
Directions: Count how many more needed to make ten. Write the number.

1



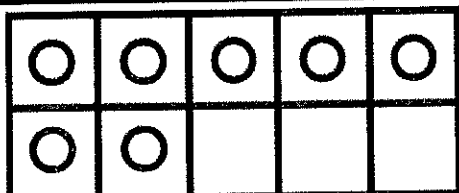
$$3 + \underline{\quad} = 10$$

2



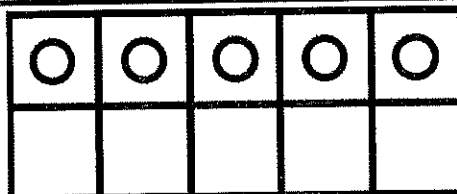
$$1 + \underline{\quad} = 10$$

3



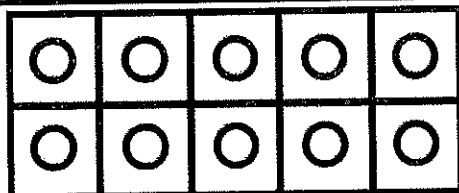
$$7 + \underline{\quad} = 10$$

4



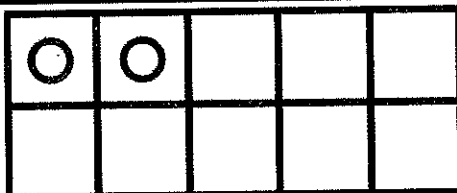
$$5 + \underline{\quad} = 10$$

5



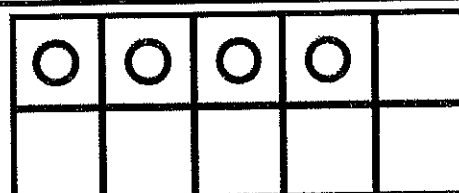
$$10 + \underline{\quad} = 10$$

6



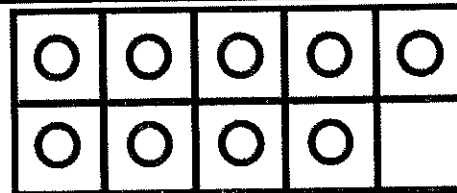
$$2 + \underline{\quad} = 10$$

7



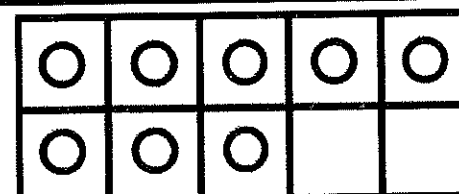
$$4 + \underline{\quad} = 10$$

8



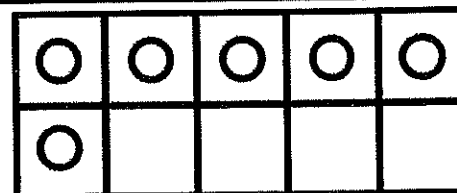
$$9 + \underline{\quad} = 10$$

9



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

10



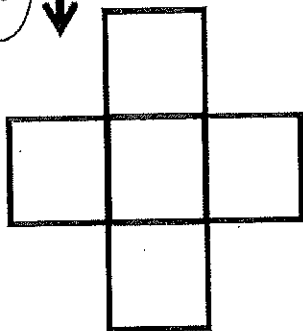
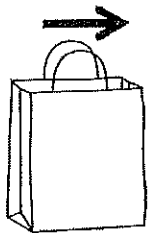
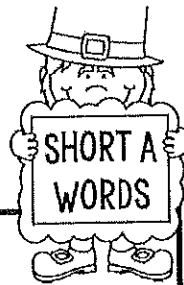
$$6 + \underline{\quad} = 10$$

Name \_\_\_\_\_

# CVC Puzzles and Simple Sentences

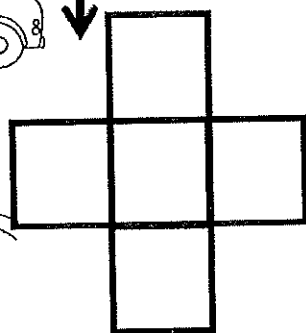
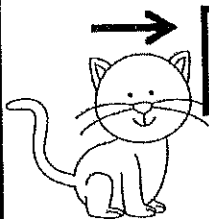
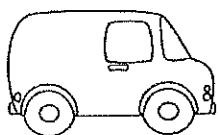
Directions: Fill in the letters for each picture.

Write the correct word to complete the sentence.



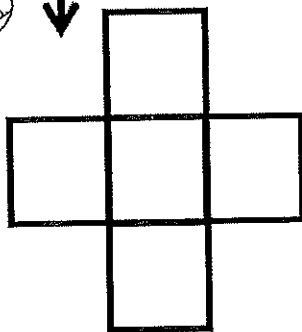
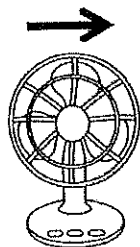
1. What is in the \_\_\_\_\_?

2. I like to eat \_\_\_\_\_.



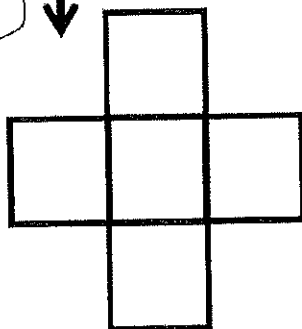
1. Get in the \_\_\_\_\_.

2. I have a pet \_\_\_\_\_.



1. Turn on the \_\_\_\_\_.

2. The \_\_\_\_\_ is hot!



1. The \_\_\_\_\_ is fat.

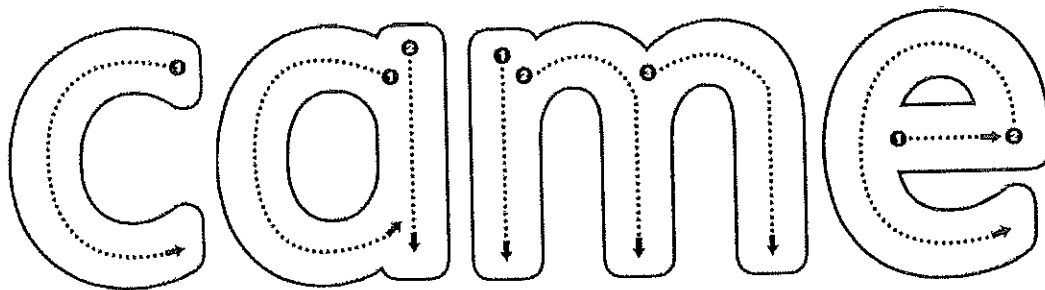
2. Put on the \_\_\_\_\_.

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

came

# Sight Word Practice: came

Trace the letters with your finger. Trace the letters with a pencil.



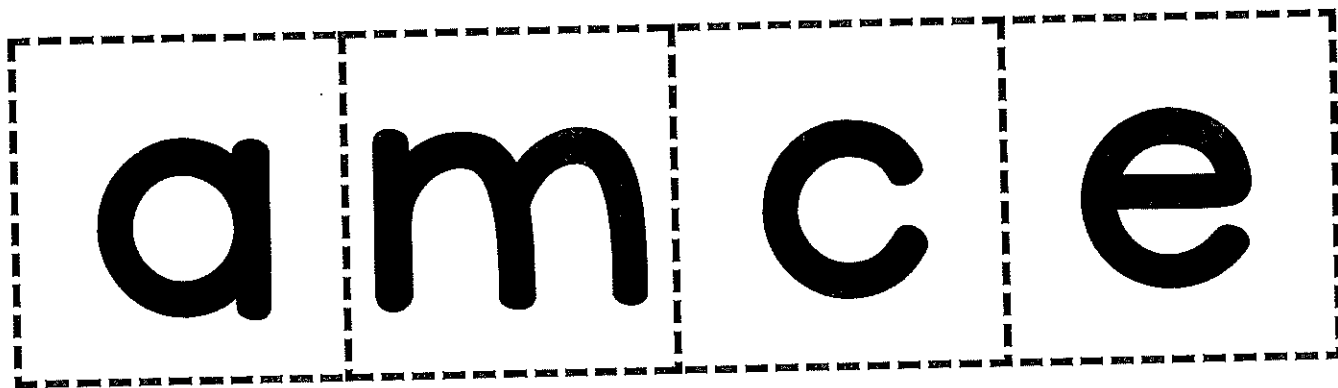
Color the word **came**.

<b>came</b>	<b>did</b>	<b>do</b>	<b>came</b>
<b>ate</b>	<b>came</b>	<b>came</b>	<b>into</b>
<b>came</b>	<b>are</b>	<b>came</b>	<b>new</b>

Cut and paste the word **came**.

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Week 1: Day 2



Name \_\_\_\_\_

# I Can Read Simple Sentences

-ap  
family

Directions: Read the words in the Word Bank.

## Word Bank

cap

gap

lap

map

nap

tap

rap

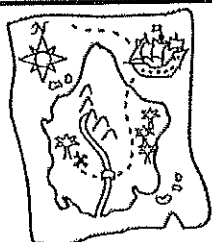
sap

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



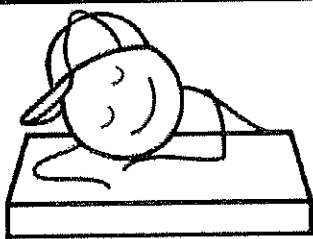
☐ His smile had a gap.

☐ Can I take a nap?



☐ I had sap on my hand.

☐ Find it on the map.



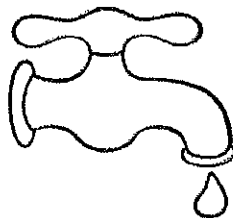
☐ Jon took a nap.

☐ Did you hear the tap?



☐ It was an old map.

☐ The sap is in the tree.



☐ I have a pet cat.

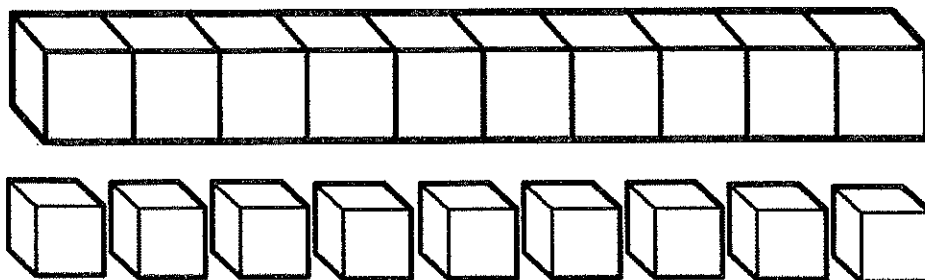
☐ The tap has a drip.

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

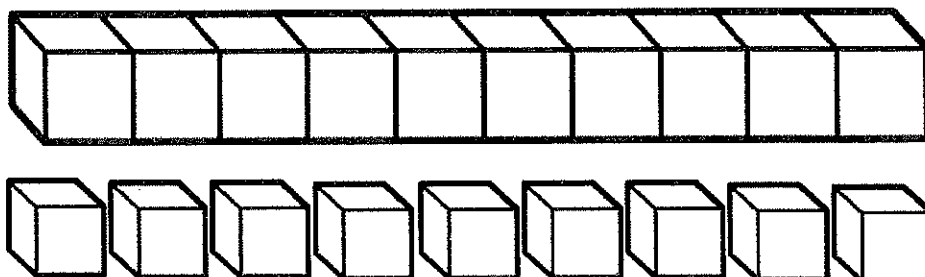
# Place Value: Composing Numbers

Directions: Color the base ten blocks to show each number.

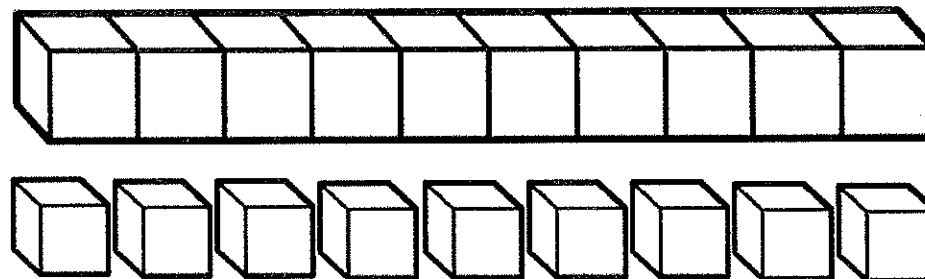
13



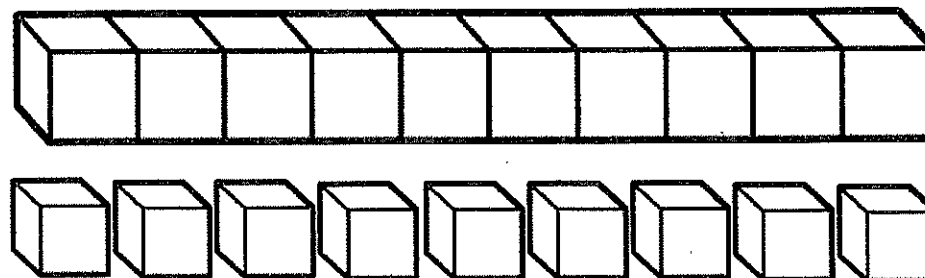
11



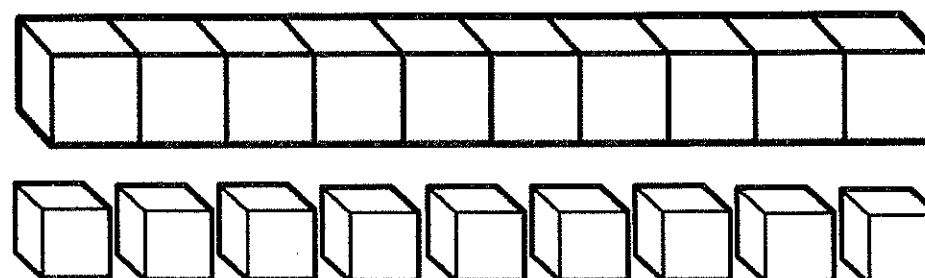
14



12



15

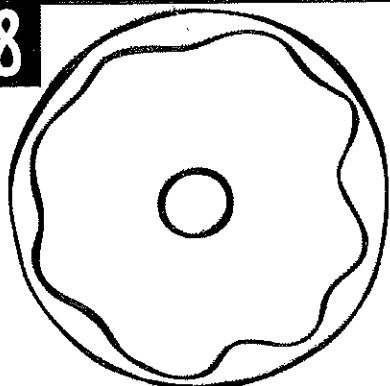


Name: \_\_\_\_\_

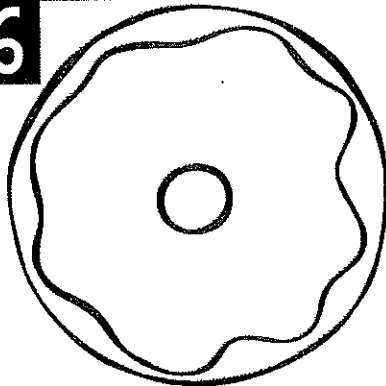
# Number Sense up to 20

Directions: Read the number in the box.  
Draw the correct number of sprinkles to match.

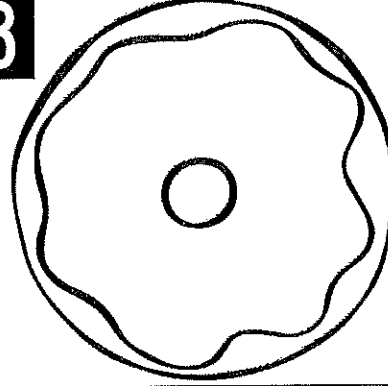
18



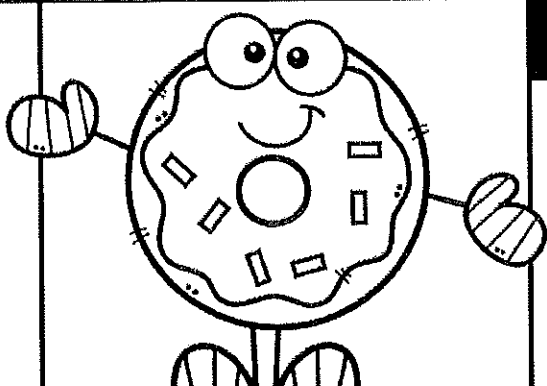
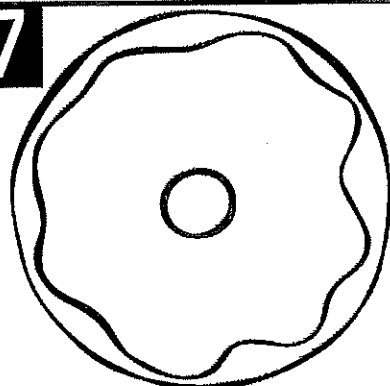
16



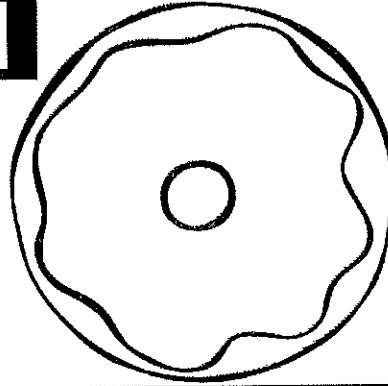
13



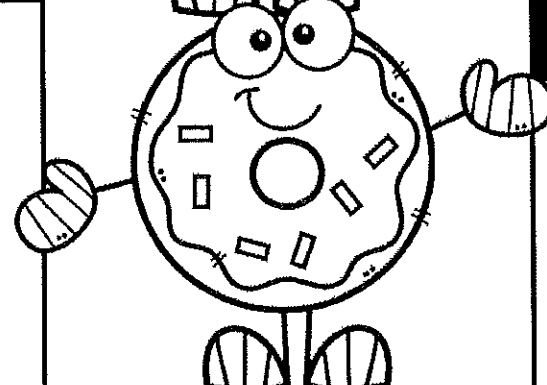
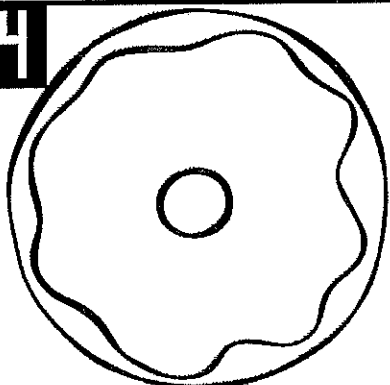
17



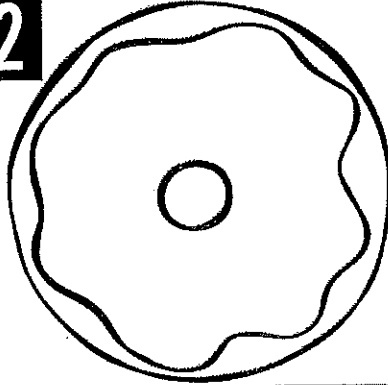
11



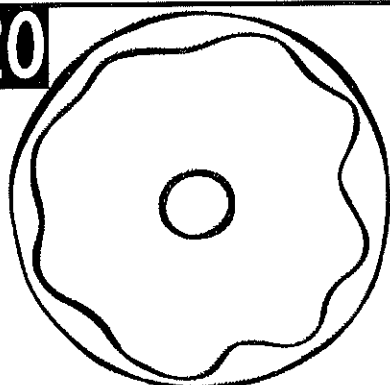
14



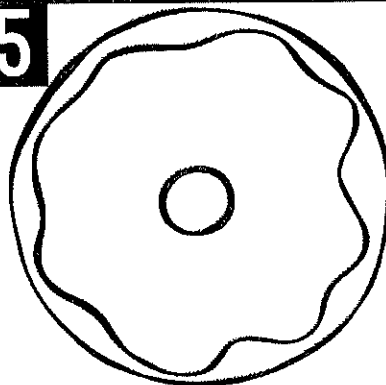
12



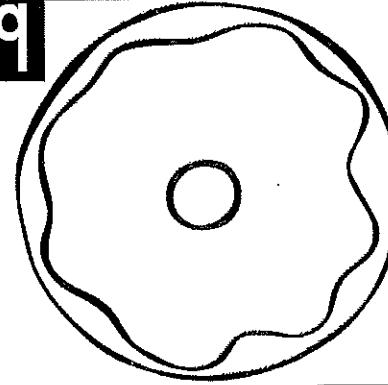
20



15



19



# Spin, Read, and Cover!

pan

van

man

pan

fan

can

ran

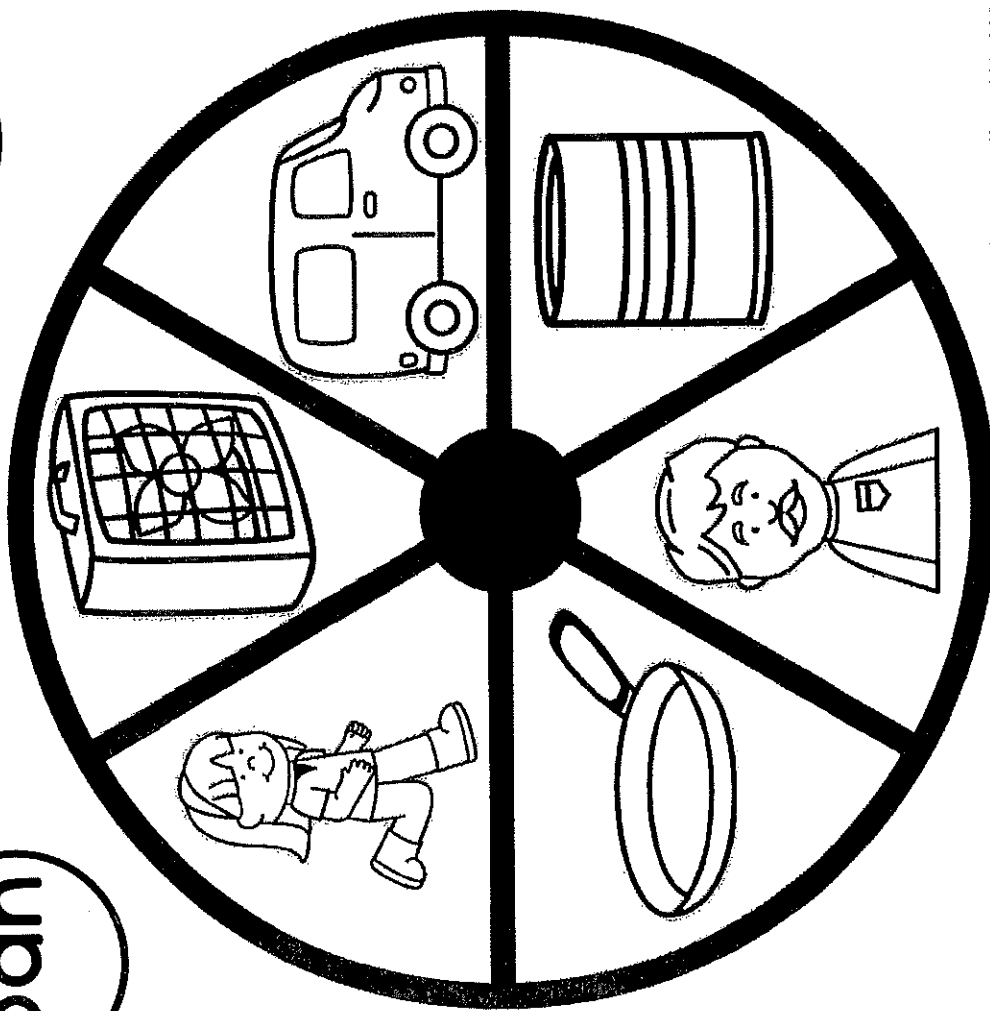
fan

man

van

ran

can



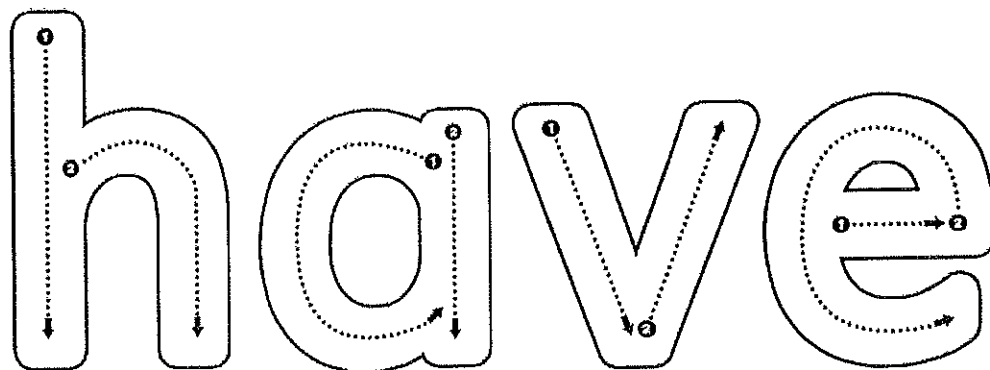
Name: \_\_\_\_\_



have

# Sight Word Practice: have

Trace the letters with your finger. Trace the letters with a pencil.



Color the word **have**.

he	must	have	have
have	have	that	he
into	new	have	ride

Cut and paste the word **have**.

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Week 1: Day 3





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

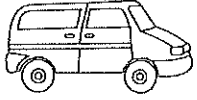
I can Read it 3 times!



-an

# Phonics Reading Comprehension

Directions: Read the passage and answer the questions.

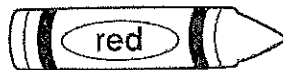


## Dan's Tan Van

Dan has a tan van. Dan's van is too hot. The van had no fan. Dan took his tan van to a man named Stan. The man looked at Dan's van. He said he can fix Dan's van. Stan put a new fan in Dan's van. Dan's van is not hot. Now Dan's van is cold. Dan likes to drive his tan van now.



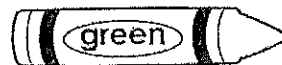
1. What does Dan have?



2. What is wrong with Dan's van?



3. Who did Dan take his van to?

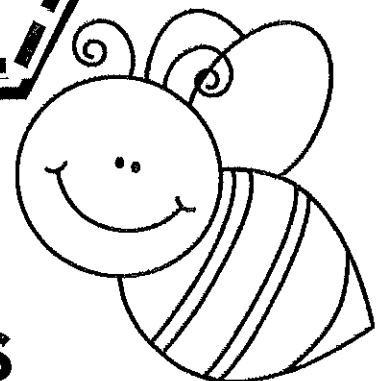
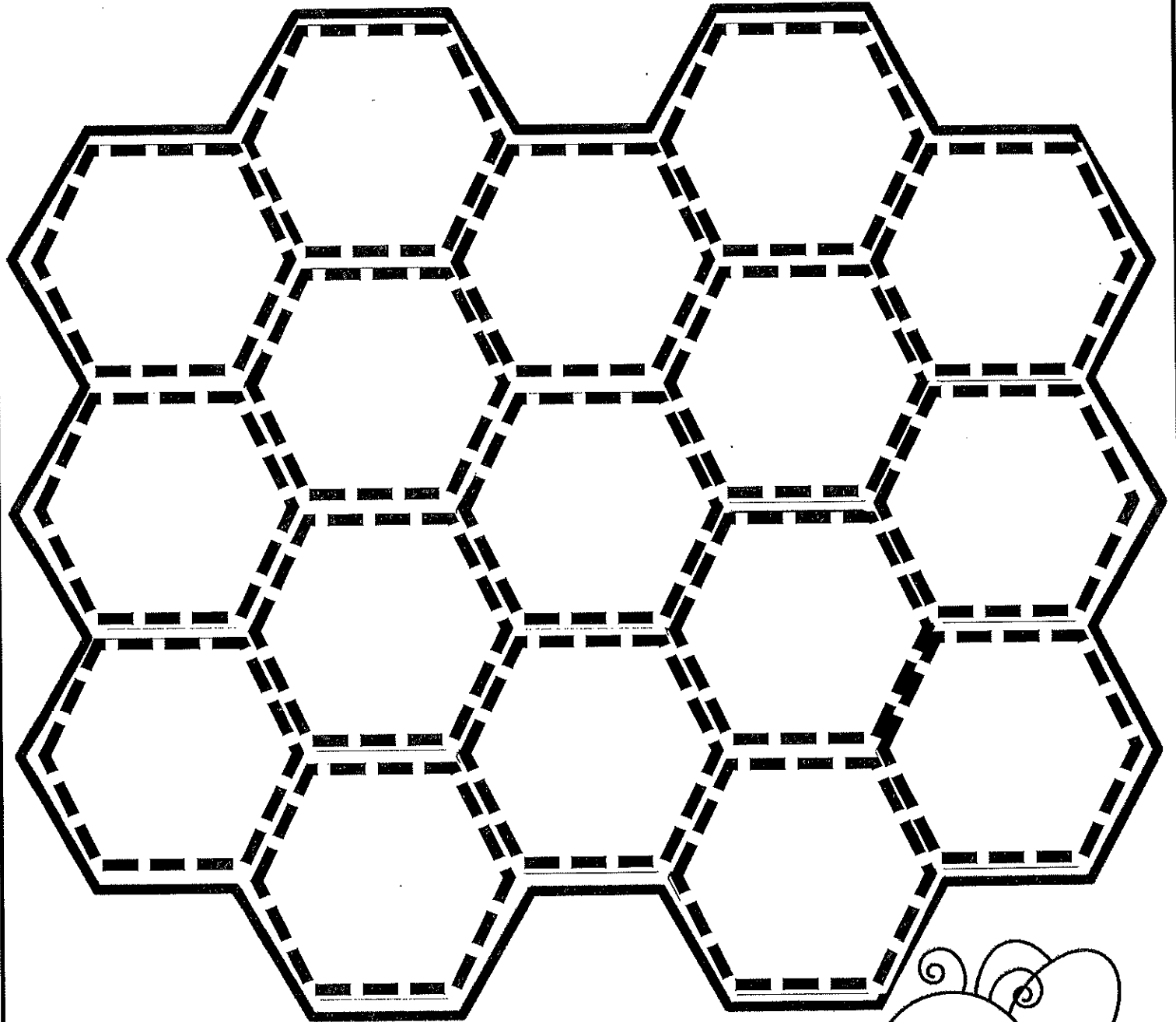


\_\_\_\_\_  
\_\_\_\_\_  
Name: \_\_\_\_\_

**Hexagon Shapes:  
Trace and Count**

# Hexagons: Trace and Count

Directions: Trace the hexagons. Write how many.

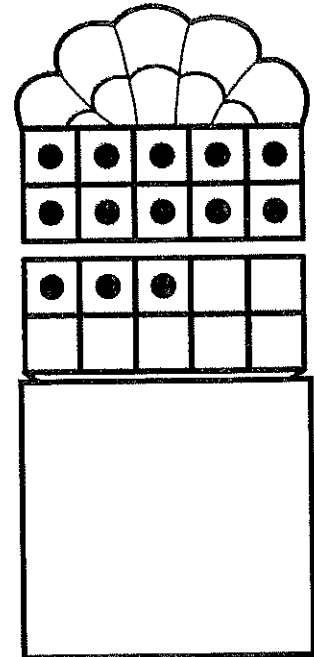
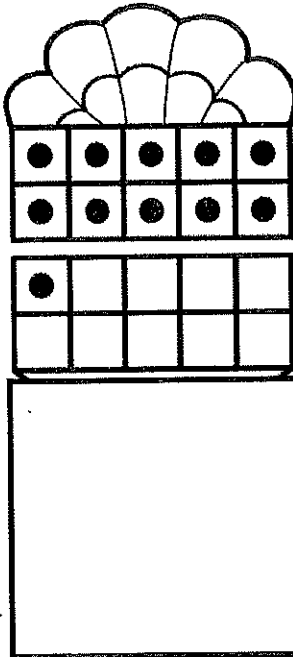
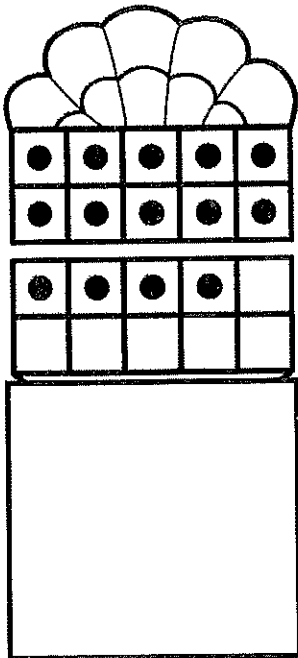
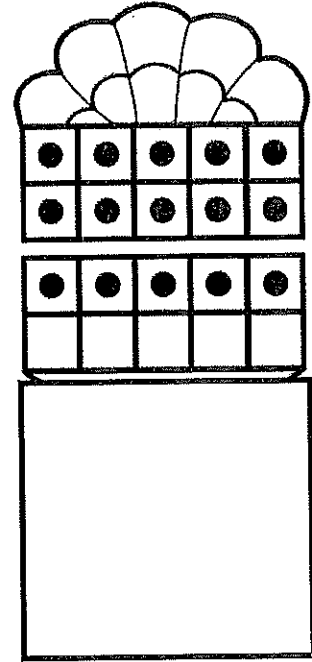
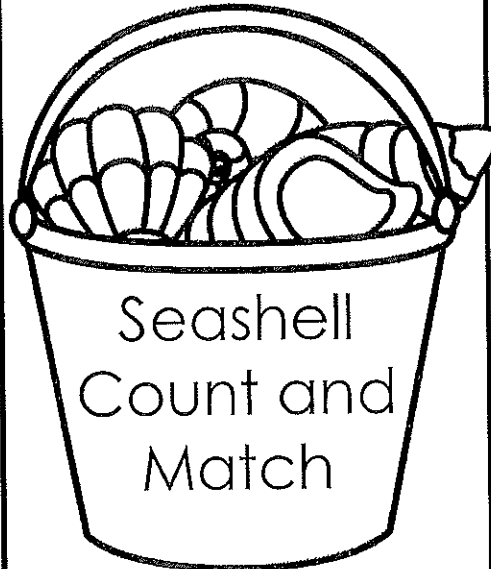
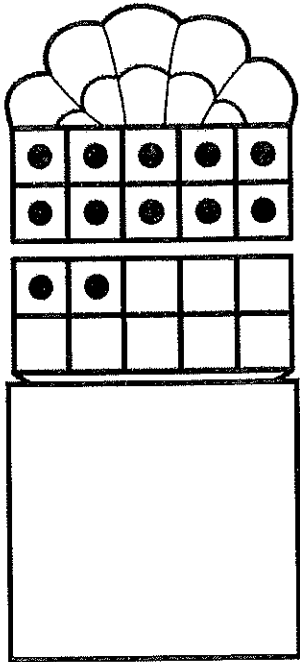


\_\_\_\_\_ hexagons

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

# Twenty Frame Counting

Directions: Count the dots. Cut and paste a number to match.



11

12

13

14

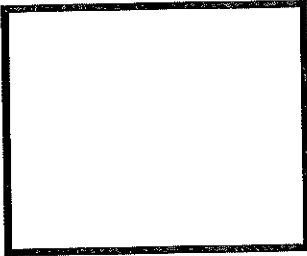
15

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

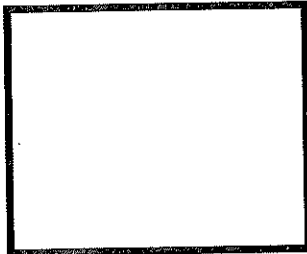
## Telling Time: Cut and Paste to Match

Directions: Cut and paste the correct clock to each time.

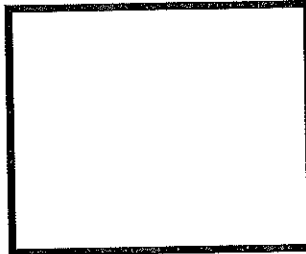
6:00



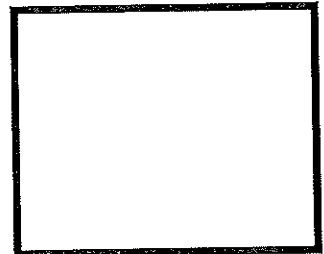
1:00



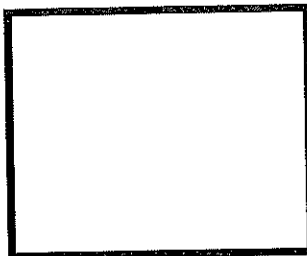
9:00



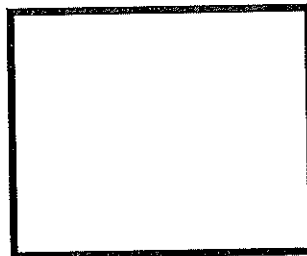
4:00



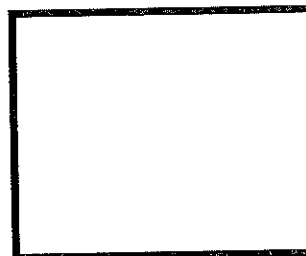
11:00



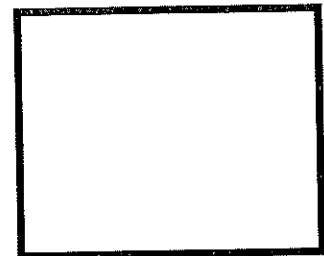
7:00



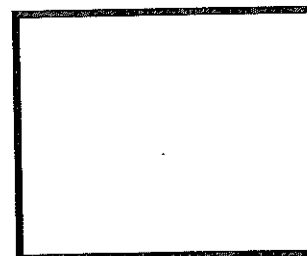
2:00



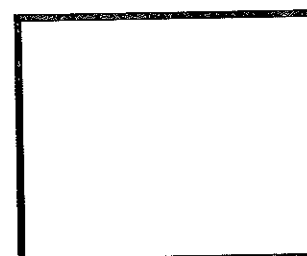
12:00



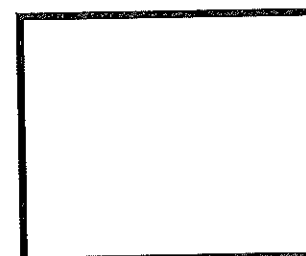
3:00



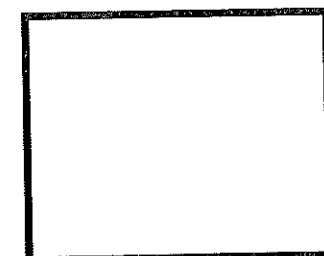
8:00



10:00

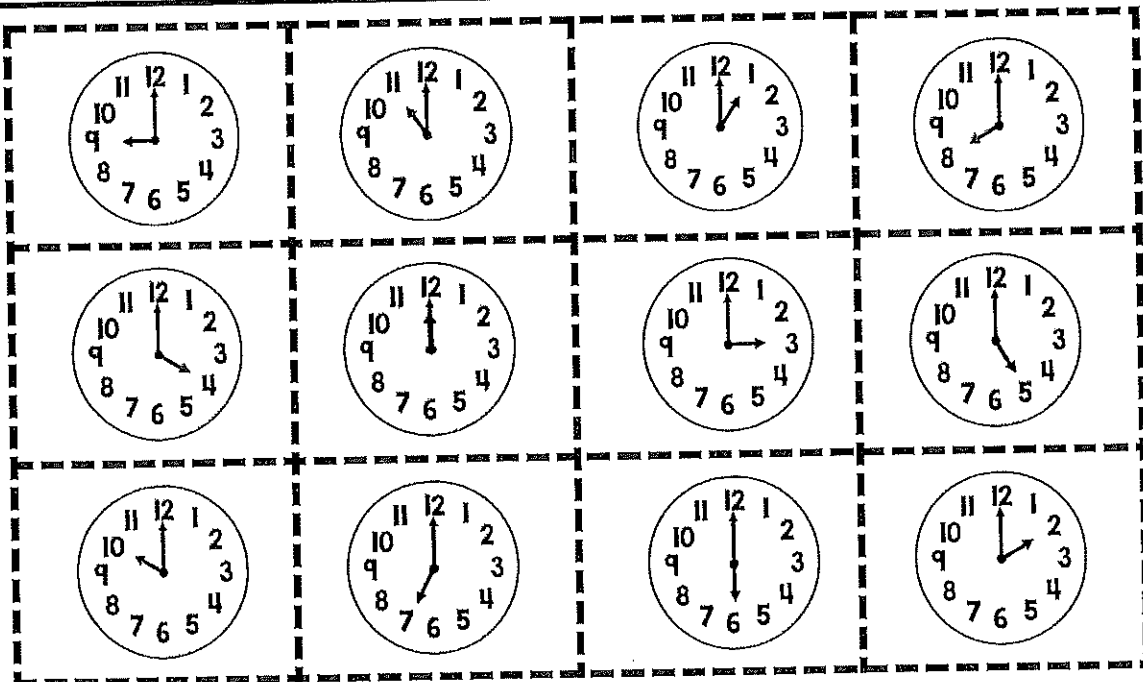


5:00



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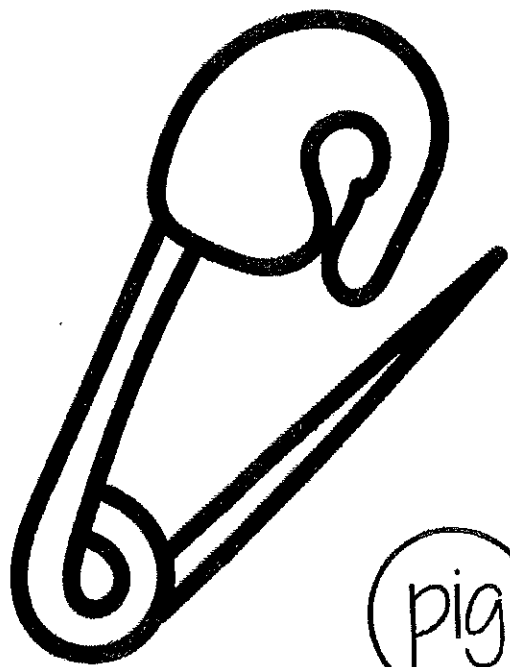
Week 1: Day 4



Name \_\_\_\_\_

# Read and Dot the -in Family Words

Directions: Dot mark the -in family words.



bin

fan

tan

pin

hat

lag

cod

man

pig

kin

rat

hit

vat

tap

tin

YAP

cap

bit

fin

rip

gag

ban

ram

win

nag

mad

Directions: Write six words from the -in family.

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

Directions: Write two sentences using -in family words.

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

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

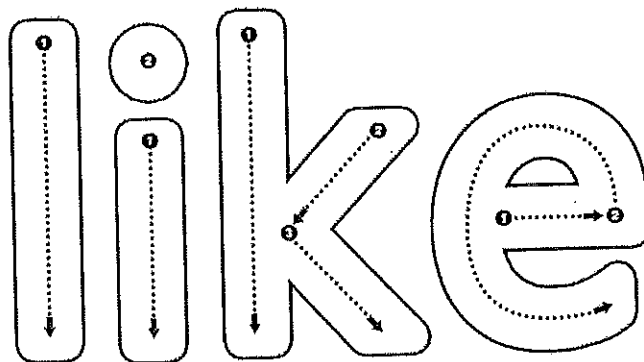
Name: \_\_\_\_\_



like

# Sight Word Practice: like

Trace the letters with your finger. Trace the letters with a pencil.



Color the word like.

must	like	brown	saw
like	are	like	like
new	like	say	like

Cut and paste the word like.

--	--	--	--

Week 1: Day 4

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Name \_\_\_\_\_

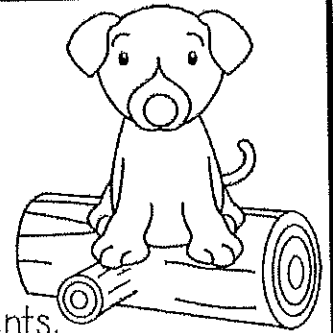
I Can Read it  
3 times:



# Read and Sequence: Who is on the Log?

Directions: Read the story.

Cut and paste the pictures to show the order of events.



## Who is on the Log?

Can you see the big brown log?

The dog can jump on the log.

Can you see the funny hog on the log?

Come and see the red hen on the log!

Oh no! I see one big, big bug on the log!

The End

First,

1

Next,

2

Then,

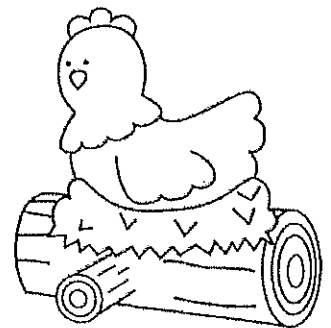
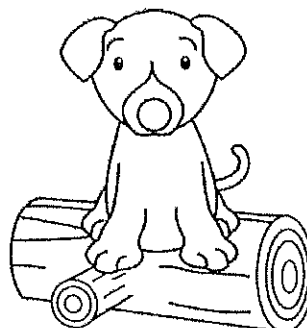
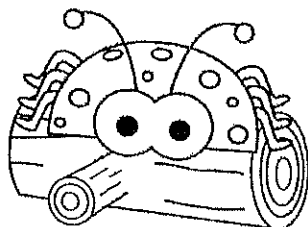
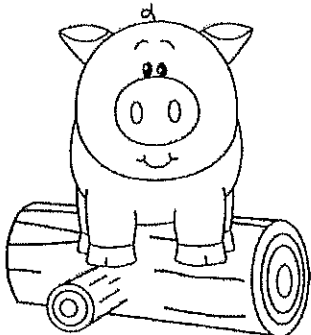
3

Last

4

Week 1: Day 4

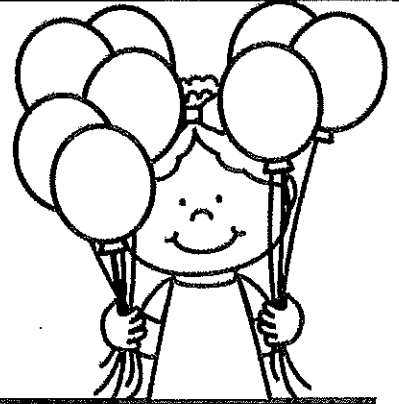
© Annie Moffatt @ The Moffatt Girls 2015



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

# Comparing Numbers

Directions: Color the balloon with the smaller number. Complete the sentence with the correct numbers.



8 4 \_\_\_\_\_ is less than \_\_\_\_\_.

2 6 \_\_\_\_\_ is less than \_\_\_\_\_.

10 1 \_\_\_\_\_ is less than \_\_\_\_\_.

9 3 \_\_\_\_\_ is less than \_\_\_\_\_.

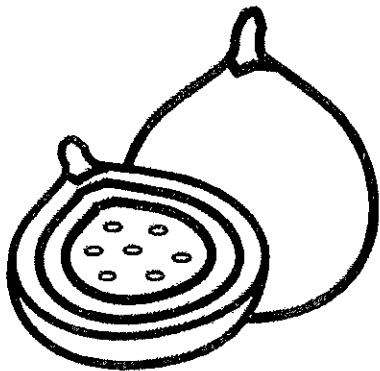
7 5 \_\_\_\_\_ is less than \_\_\_\_\_.



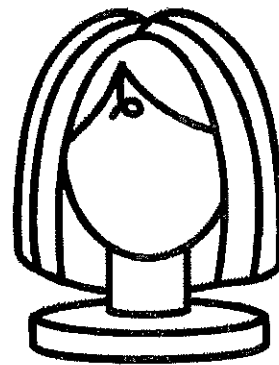
Name: \_\_\_\_\_

# CVC Cut and Paste Set 2

Cut and paste the CVC words to match each picture.



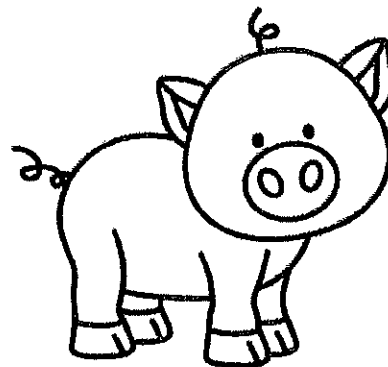
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f	i	g	w	i	g
d	i	g	p	i	g

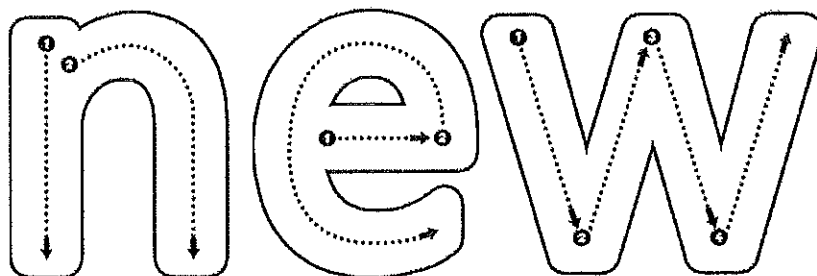
Name: \_\_\_\_\_



**new**

# Sight Word Practice: new

Trace the letters with your finger. Trace the letters with a pencil.



Color the word **new**.

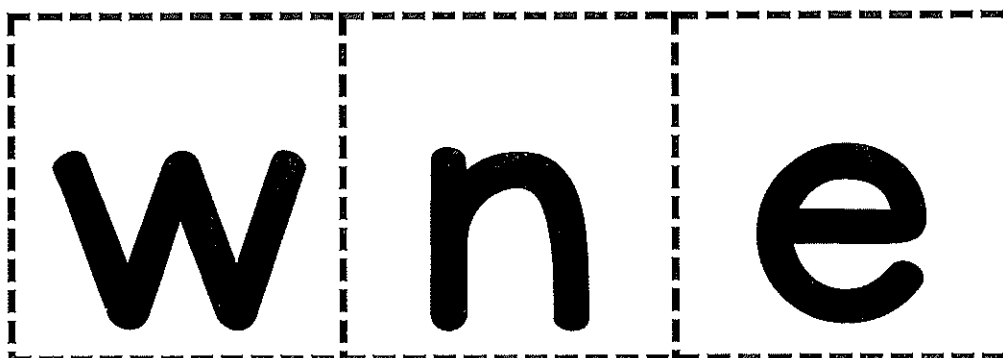
<b>new</b>	<b>new</b>	<b>on</b>	<b>she</b>
<b>new</b>	<b>no</b>	<b>new</b>	<b>so</b>
<b>now</b>	<b>new</b>	<b>our</b>	<b>new</b>

Cut and paste the word **new**.

--	--	--

Week 1: Day 5

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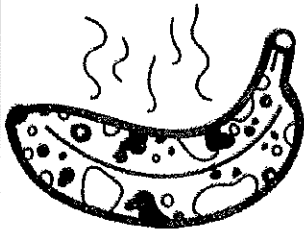


Name \_\_\_\_\_

-ot  
family

# Sound it Out!

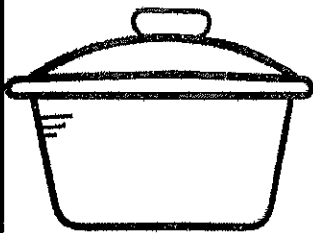
Directions: Color or dot the beginning, middle and ending sound for each picture.  
Read the sentence and write the new word. Color the picture.



r a m  
c o t

The fruit began to

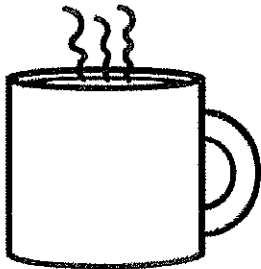
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



n u t  
p o d

My mom used a

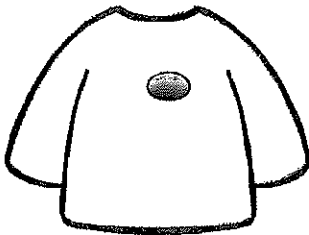
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



h a m  
n o t

The cup is too

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



l o t  
d a d

My shirt has a

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



f o b  
c a t

He slept on a

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