

Kinder packet

5-18 - 5-22

Kindergarten
packet
2-17-25

May 18th-22nd Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Zoom Meeting 10:30	Zoom Meeting 10:30	Zoom Meeting 10:30	Zoom Meeting 10:30	Zoom Meeting 10:30
MobyMax 30 min Math Worksheet 127	MobyMax 30 min h Worksheet 128	MobyMax 30 min Math Worksheet 129	MobyMax 30 min Math Worksheet 130	MobyMax 30 min Math Worksheet 131
Connected Read <u>All Kinds of Families</u>	Connected Look at vocab/high frequency words	Connected Read <u>We Come on Time!</u> in work packet	Connected Read <u>We Come on Time!</u> on <u>Connected</u>	Connected Read <u>All Kinds of Families</u> again
Epic Books or daily reading 20 min	Epic Books or daily reading 20 min	Epic Books or daily reading 20 min	Epic Books or daily reading 20 min	Epic Books or daily reading 20 min
Scholastic Website 20 min	Scholastic Website 20 min	Scholastic Website 20 min	Scholastic Website 20 min	Scholastic Website 20 min

Weekly Writing Prompts

Monday: In what ways are things alike? How are they different?

Tuesday: Write a sentence using the word come.

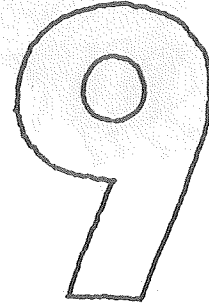
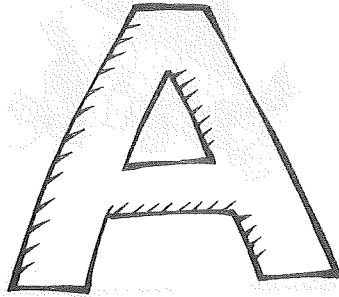
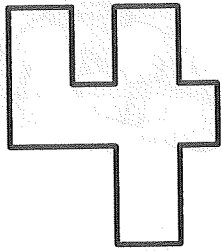
Wednesday: Write a sentence using the word does.

Thursday: What other things can you find to make families? (From All Kinds of Families on Connected)

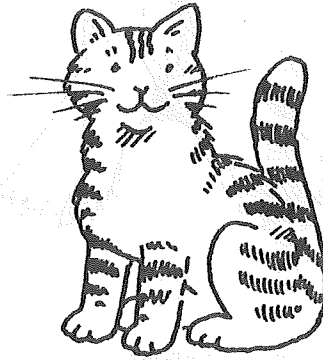
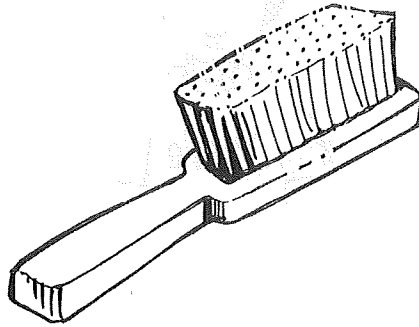
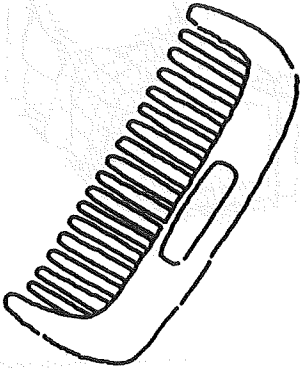
Friday: Why do the children come to school in different ways? (from We Come on Time!)

Name _____

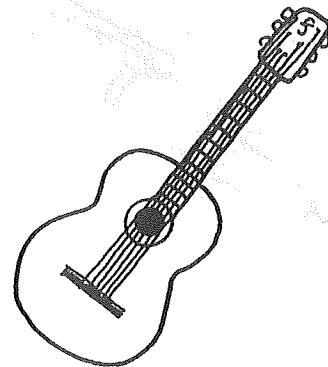
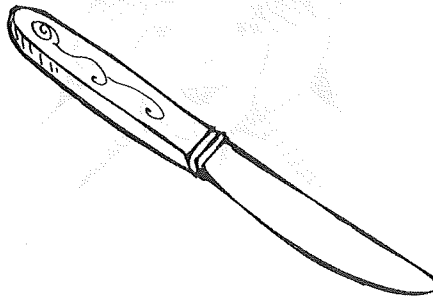
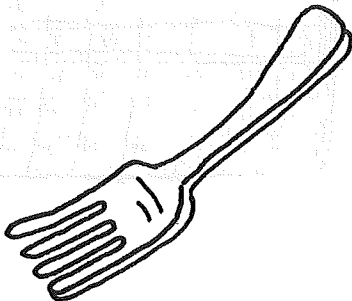
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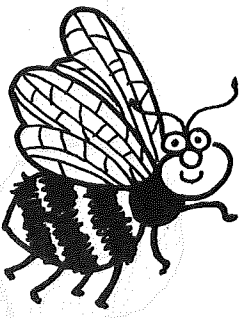
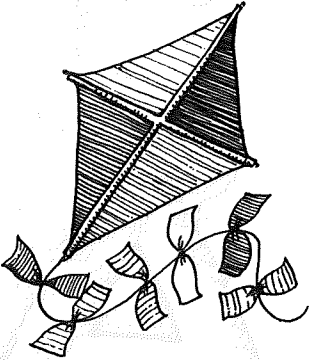
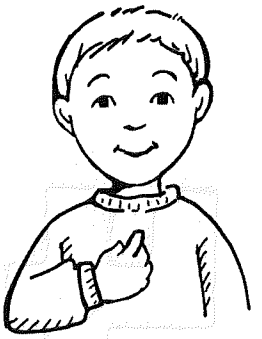
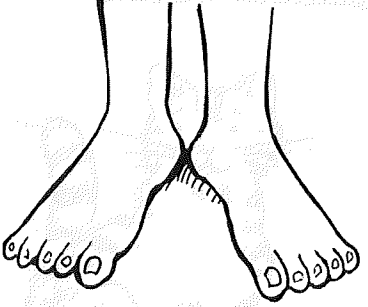

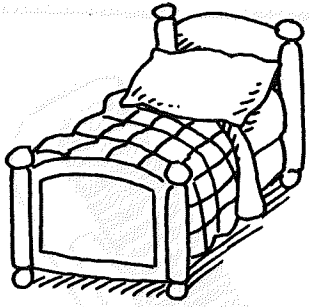
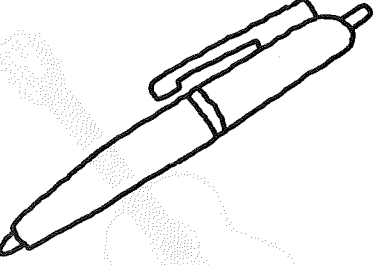

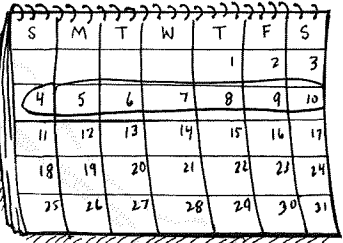


Comprehension: Key Details

Think about the story *All Kinds of Families!* Look at the pictures in each row. Circle the pictures that belong in the same family. Talk to a partner about how the pictures you circled belong in a family.



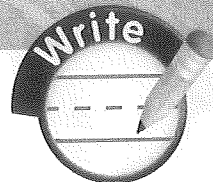
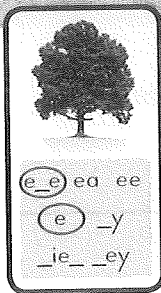
Name _____

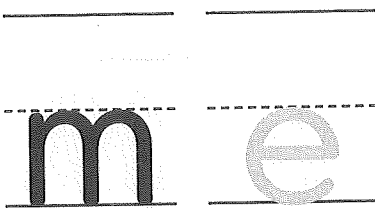
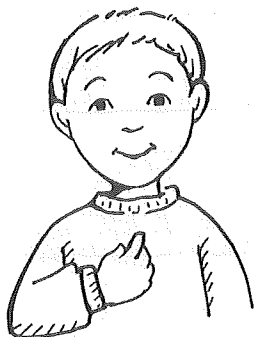
Phonemic Awareness: /ē/

Say the name of each picture. Put a marker on each picture if its name has the /ē/ sound.

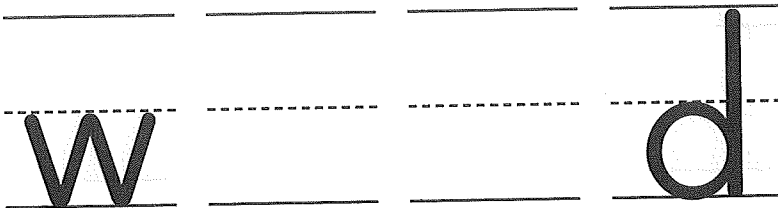
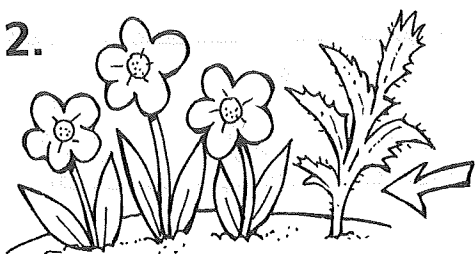
Name _____



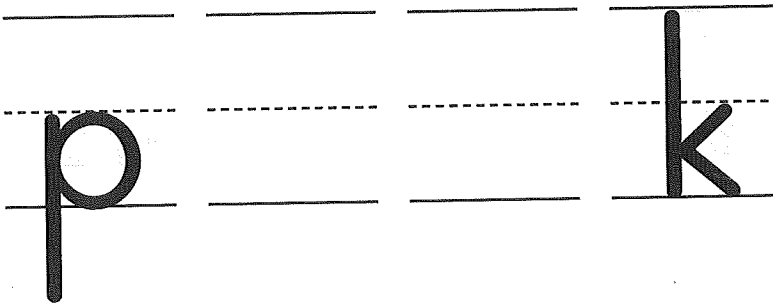
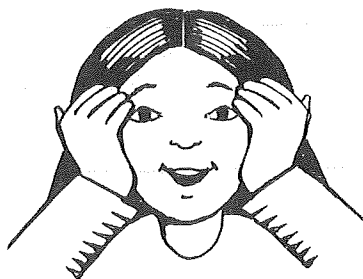
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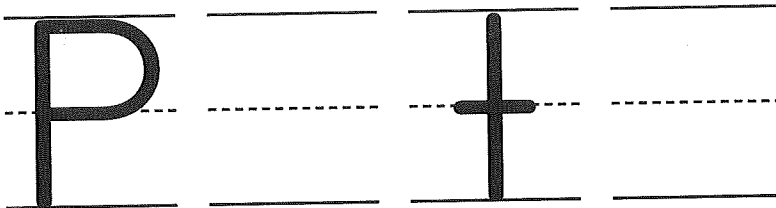
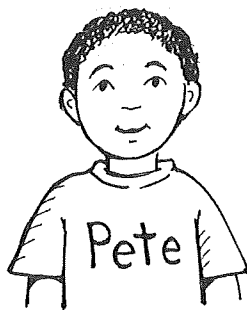
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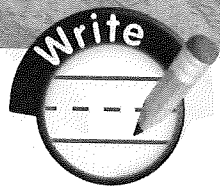


4.

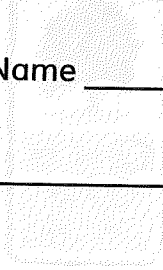


Phonics: /ē/e_e, ee, e

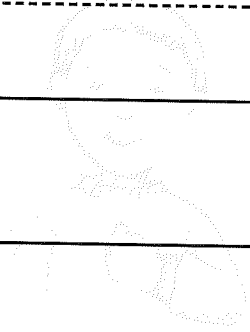
Say the name of each picture. Then write the letters that stand for long e in each picture name.



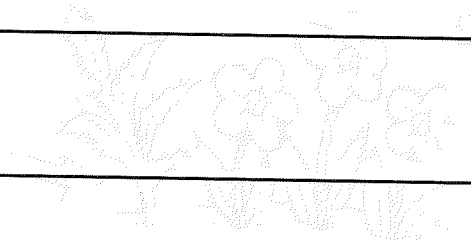
Name _____



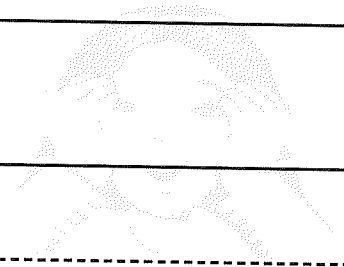
Write the letter **e** on the lines.



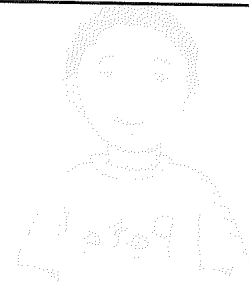
Write the letter **b** on the lines.



Write the letter **k** on the lines.



Write the letter **t** on the lines.

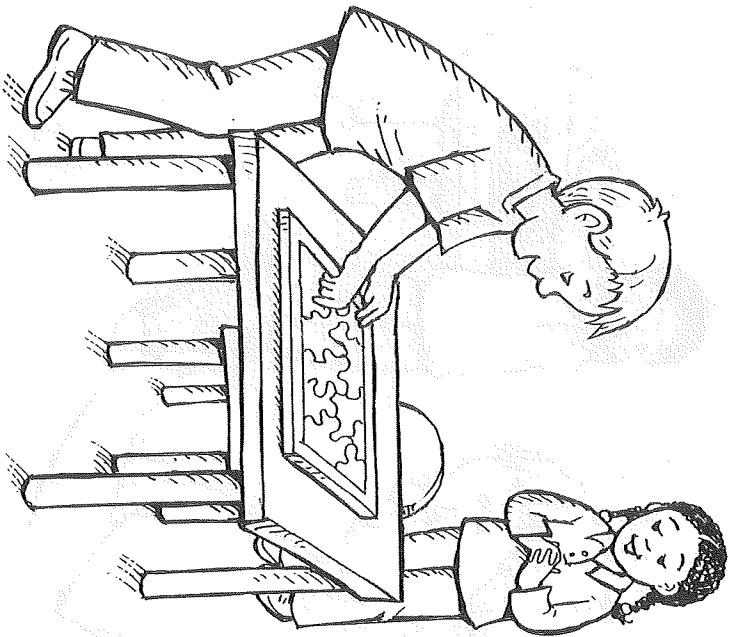


Writing Fluency

Have children reread *Come and See*. On their own, have children write for five minutes as much, and as well as they can, about how the children work together. Have children review their writing.

Write the letter **e** on the lines.
Write the letter **b** on the lines.
Write the letter **k** on the lines.
Write the letter **t** on the lines.

Name _____

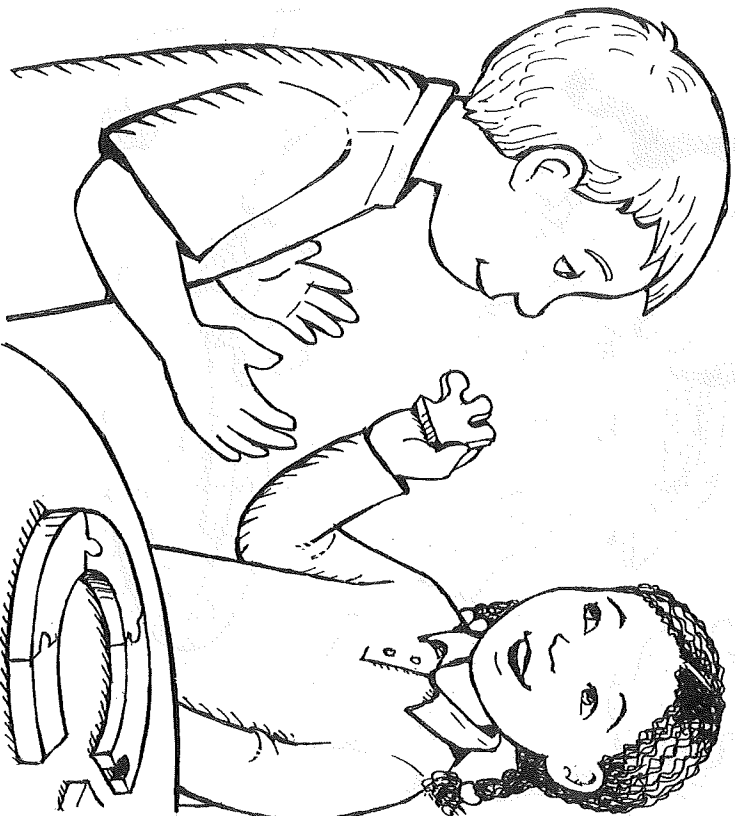


It does fit in here!

Come and see!

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Come and See



Can you help me?

Where does it go?

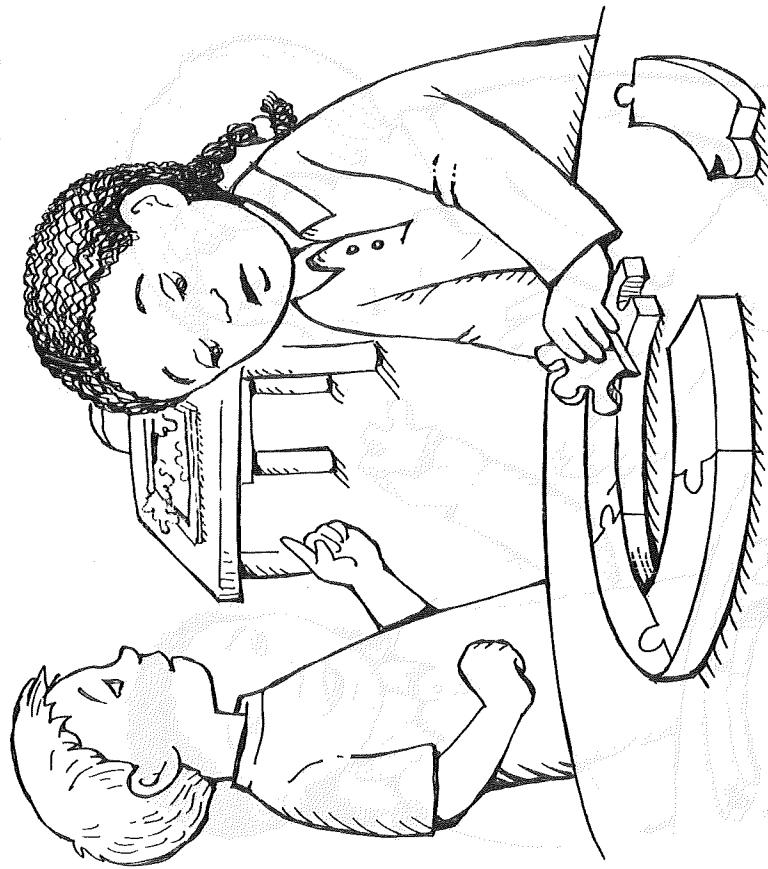
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High Frequency Words: *come, does*
Read the book aloud to a partner. Reread for fluency.

4

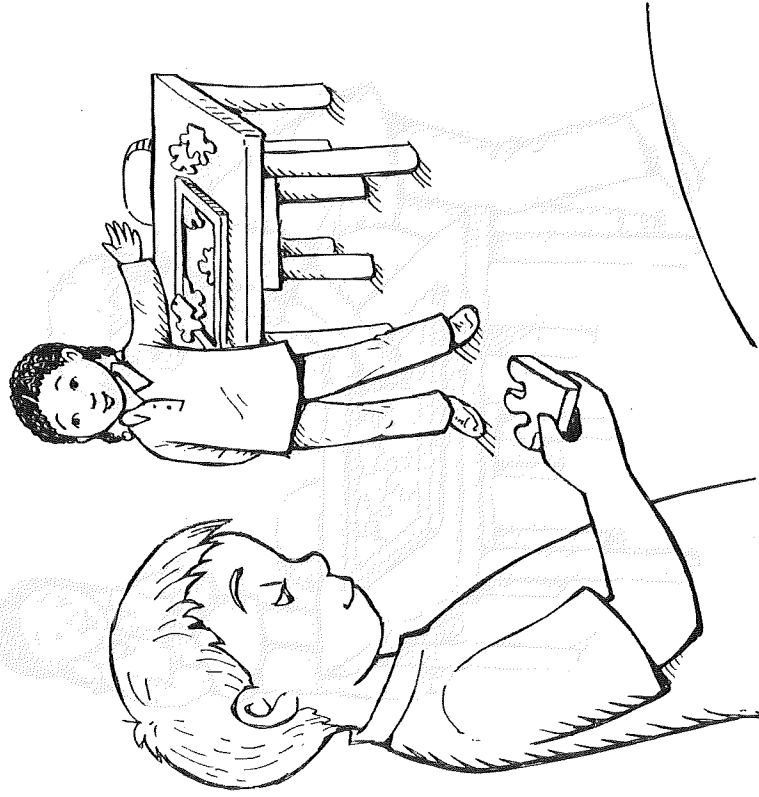
Unit 10: Thinking Outside the Box • Week 2

1



Does it fit here?

No, it does not fit.

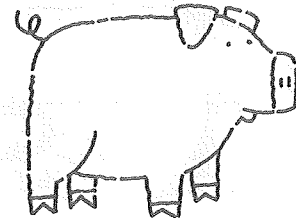
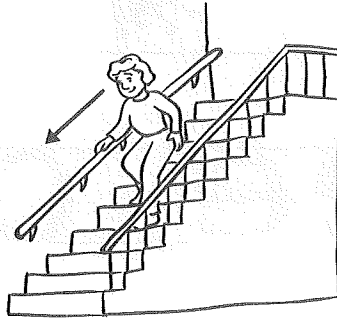


Come and see this!

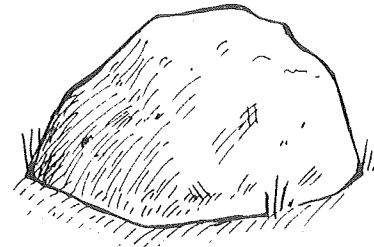
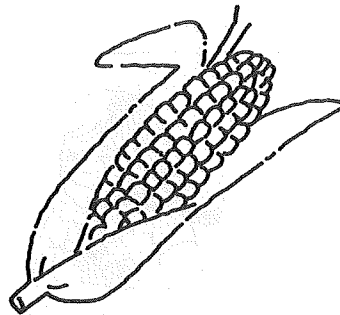
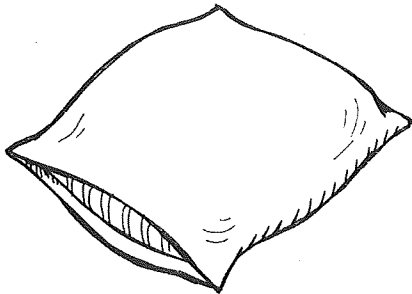
Does it go in here?

Name _____

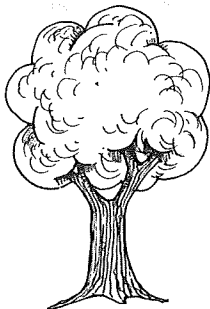
1.



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3.




Category Words: Opposites

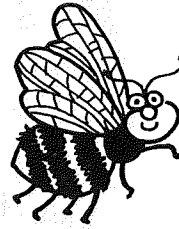
In each row, put a marker on the two pictures that show opposites.
Say the names of the pictures that show opposites.



Name _____



e_e ea ee
e _y
_ie _ey



1. I see a bee.

2. _____

3. I see Eve.

4. _____

Handwriting: Sentences with /ē/e_e, ee

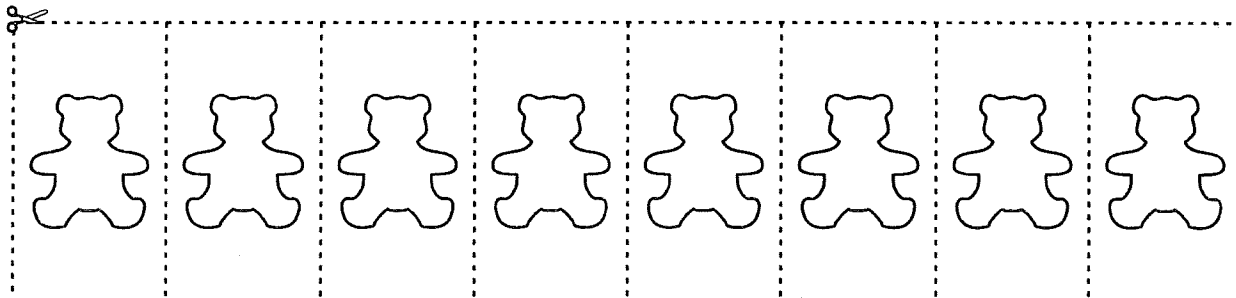
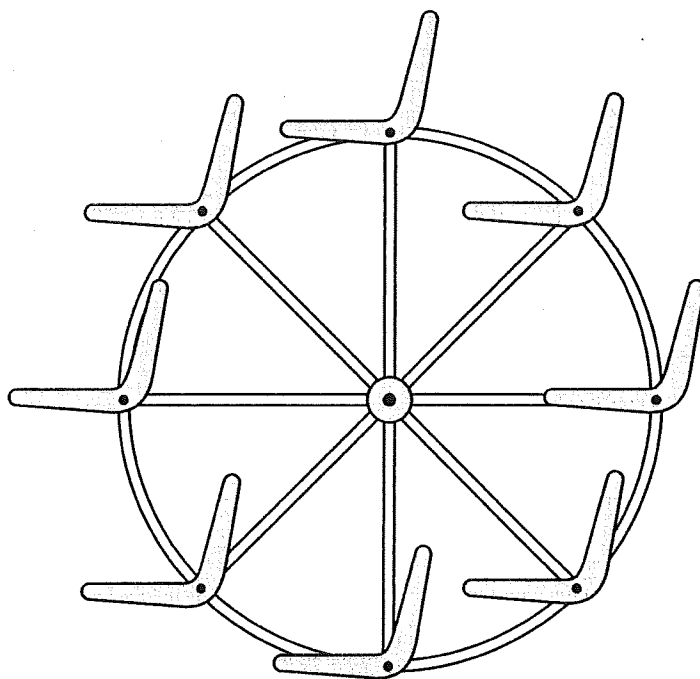
Say each word as you trace it and write it. Then read each sentence to a partner.

Name _____

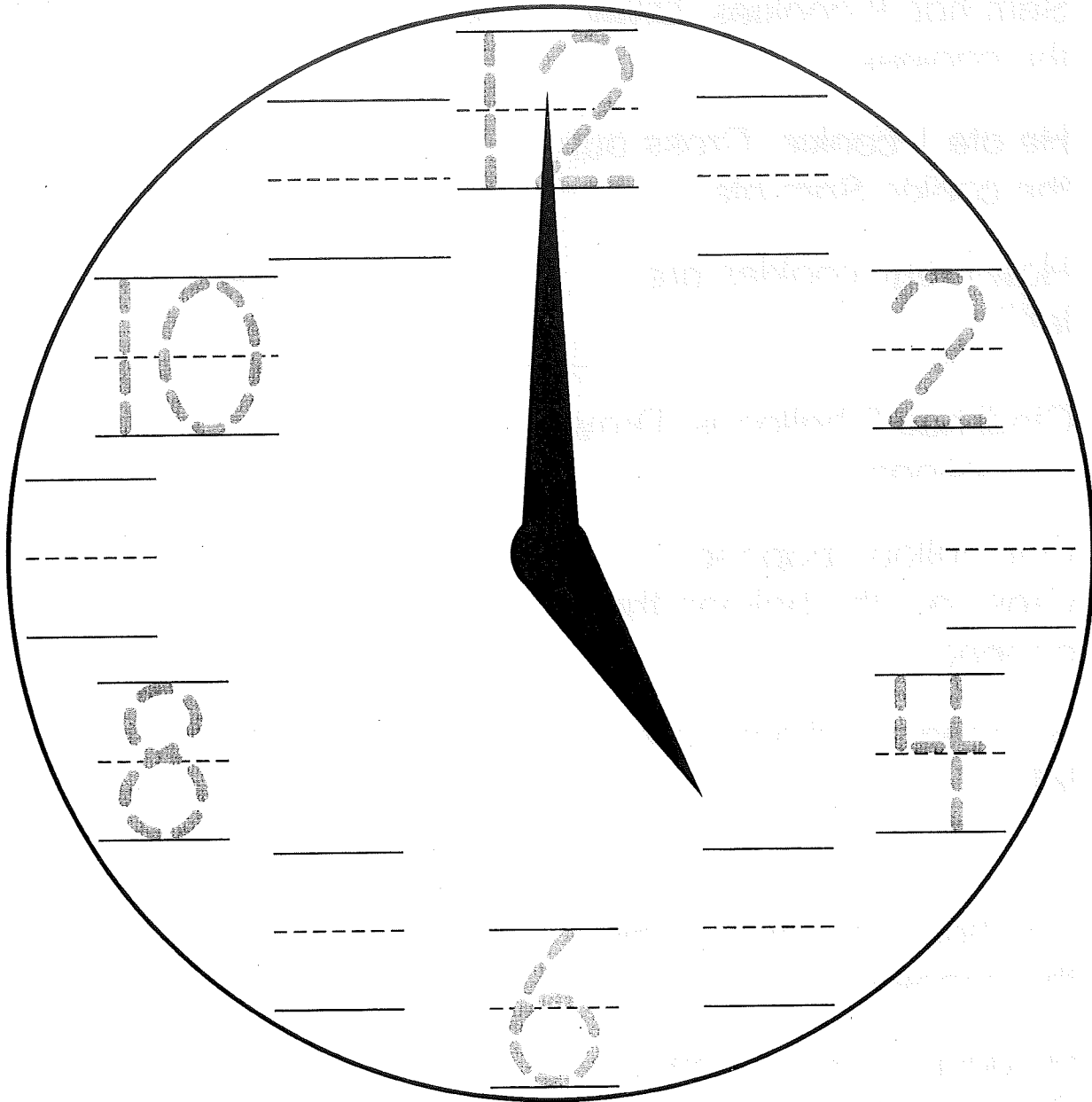
Parent: Assist your child as he or she colors and cuts apart the teddy bears at the bottom of this paper. Ask your child to use the teddy bears to act out the story below as you read it. Make up additional stories for your child to act out. Ask your child to make up a story for you to act out.

Story: Eight teddy bears got on the Ferris wheel. When the Ferris wheel stopped, 1 teddy bear got off. How many teddy bears are on the Ferris wheel now?

Continue with 2 teddy bears, then 3 teddy bears, and then the last 2 teddy bears getting off the Ferris wheel.



Fill in the odd numbers on the clock.



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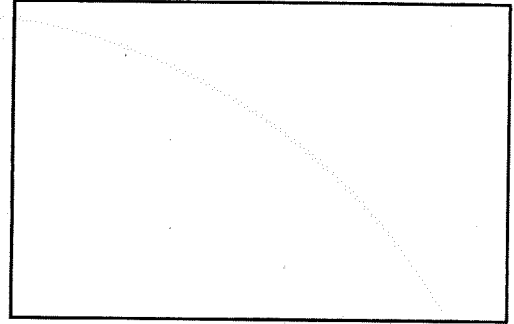
What time does the clock show?

Name _____

- A. Sam had 4 cookies. Draw the cookies.

He ate 1 cookie. Cross out the cookie Sam ate.

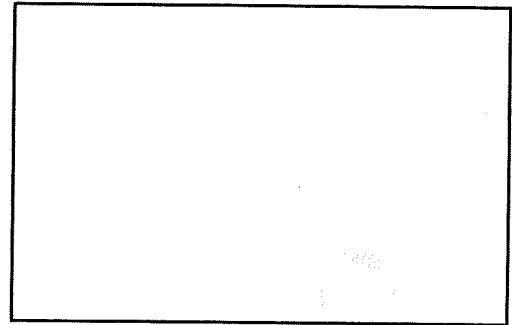
How many cookies are left?



- B. Cindi had 3 balloons. Draw the balloons.

One balloon popped. Cross out the balloon that popped.

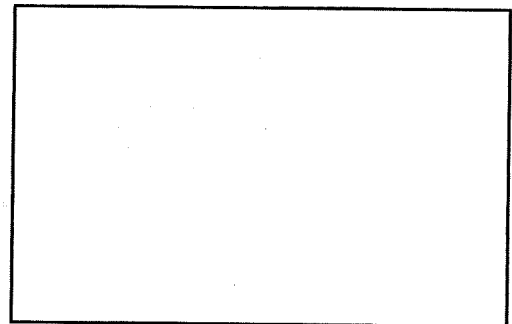
How many balloons are left?



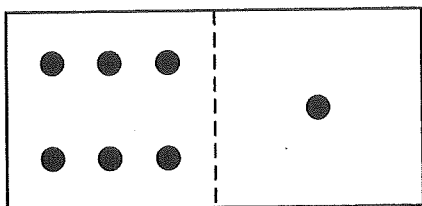
- C. Bob had 5 pennies. Draw the pennies.

He gave away 1 penny. Cross out the penny he gave away.

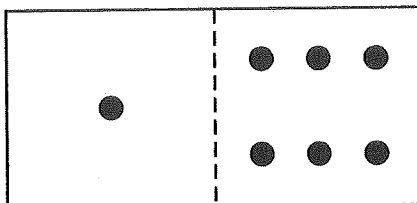
How many pennies does Bob have left?



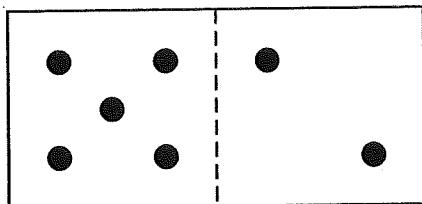
How many dots are on each half?
How many dots are on each domino?



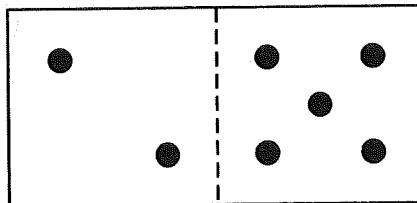
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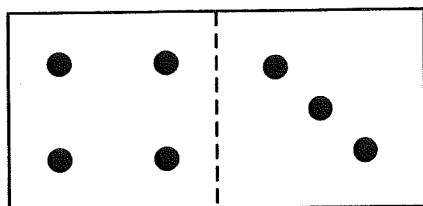
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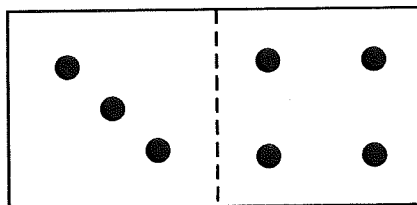
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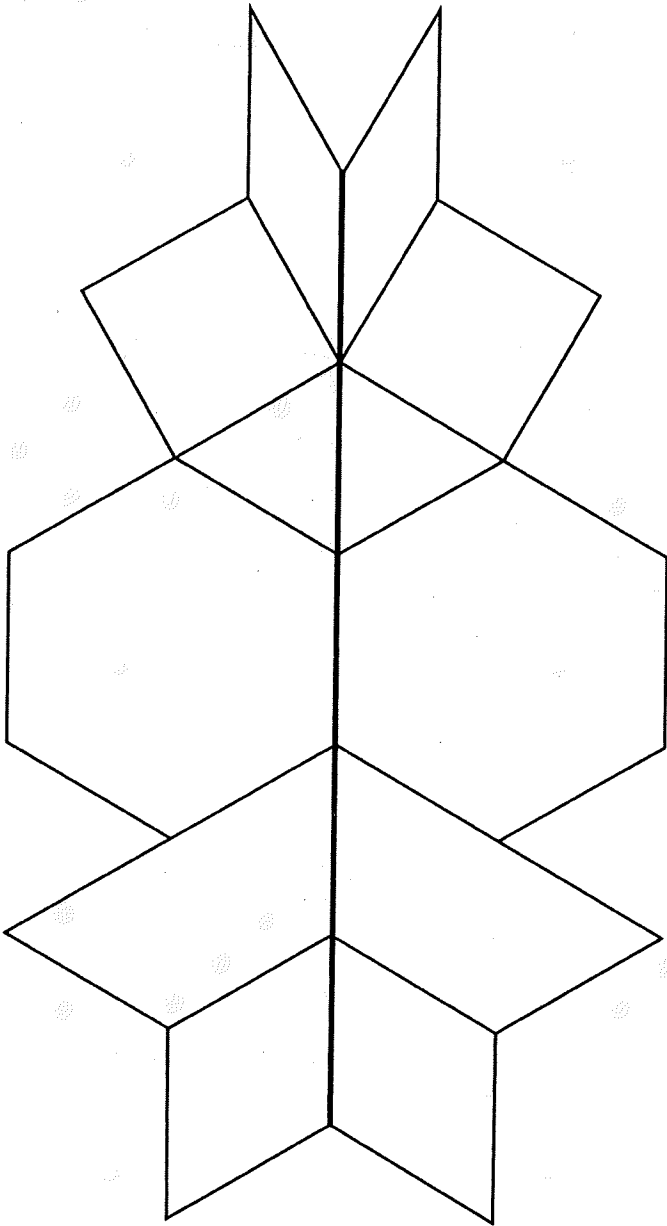


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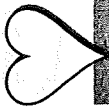
Name _____

Color the pattern blocks in this symmetrical design.



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Name _____



Problem-Solving Worksheet 130A

Saxon Math K (for use with Lesson 130-2)

Understand

Plan

Solve

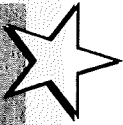
Check

Draw a Picture

Mr. Connolly put 5 markers on the table. Some of the markers rolled off the table onto the floor. James saw that there was only 1 marker left on the table. Show how many markers are on the floor.

How many markers are on the floor? _____

Name _____



Performance Task Worksheet 130B

Saxon Math K (for use with Lesson 130-2)

Understand

Plan

Solve

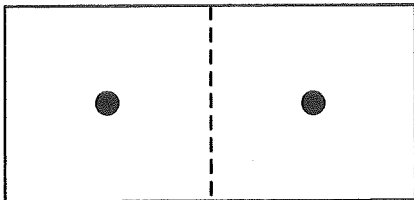
Check

Each child in Mrs. Smith's class has a box of 8 crayons. When Katherine opened her box of crayons she counted only 6 crayons. Show how many crayons are missing from Katherine's box of crayons.

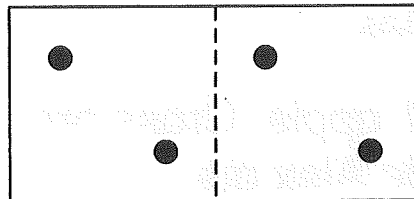
How many crayons are missing from the box? _____

Child's explanation of how he/she solved the problem: _____

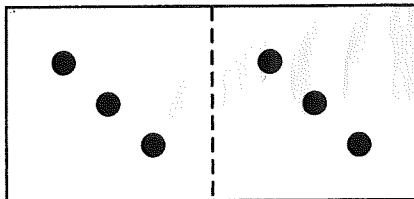
How many dots are on each half?
 How many dots are on each domino?



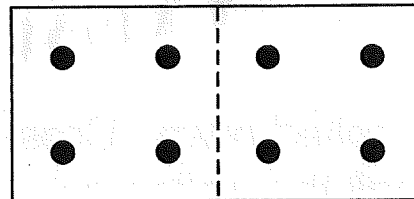
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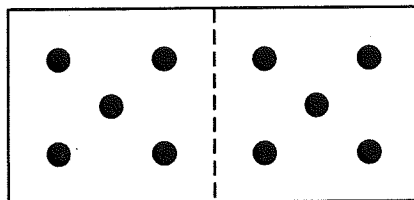
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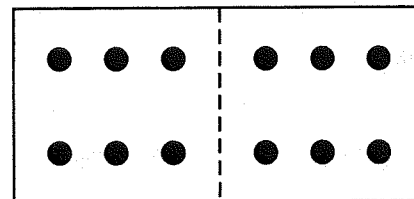
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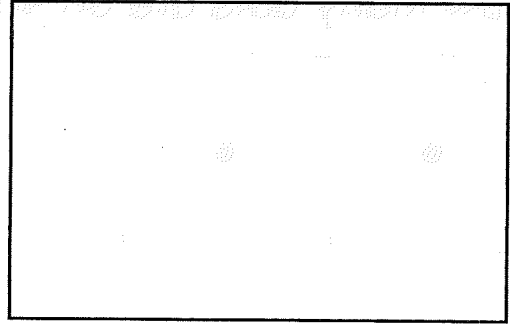
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Name _____

A. Alex had 4 apples. Draw the apples.

He ate 1 apple. Cross out the apple Alex ate.

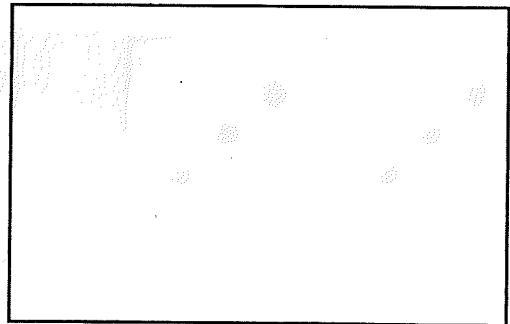
How many apples are left?



B. Taniesha had 6 balls. Draw the balls.

One ball rolled away. Cross out the ball that rolled away.

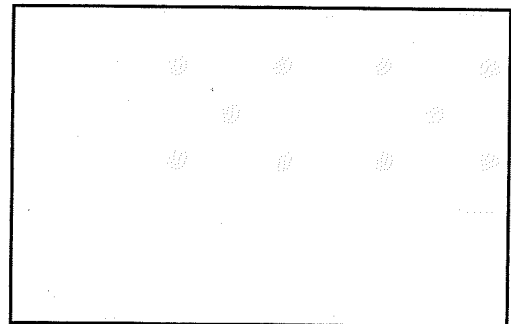
How many balls are left?



C. Juan had 5 candies. Draw the candies.

He gave away 2 candies. Cross out the candies he gave away.

How many candies does Juan have left?



Name _____

Sight Word Practice

come

Trace it.

Write it.

come

Build it.

--	--	--	--

Find it.

come

can

blue

away

can

come

can

can

blue

away

come

come

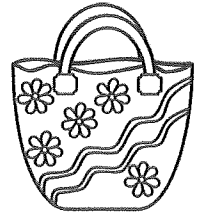
Use it.

o n g c l m i a e

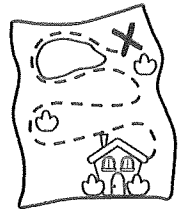
1. Write your name.
2. Write the words.
3. Cut out the pictures.
4. Glue the pictures.

short
a
level 4

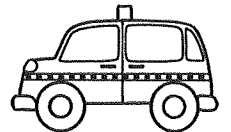
cab



mad



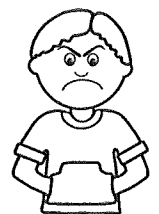
bag



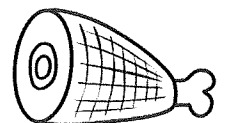
ham



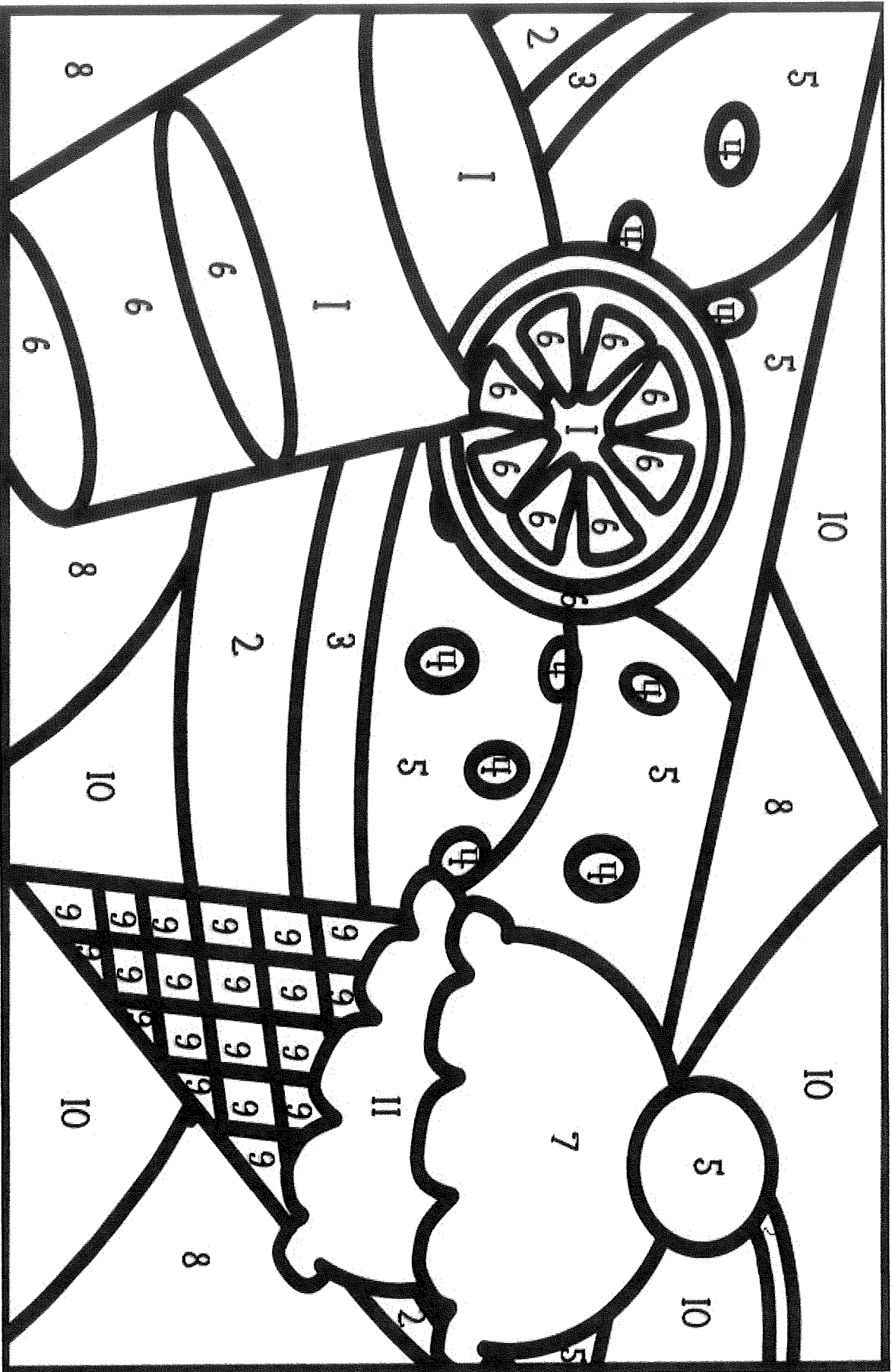
pan



map



Name: _____



Color Key

- White: 1
- Black: 4
- Red: 5
- Yellow: 6
- Brown: 7
- Light Brown: 9
- Green: 2
- Light Green: 3
- Blue: 8
- Light Blue: 10
- Pink: 11

NAME: _____

I SPY WITH MY LITTLE EYE ...

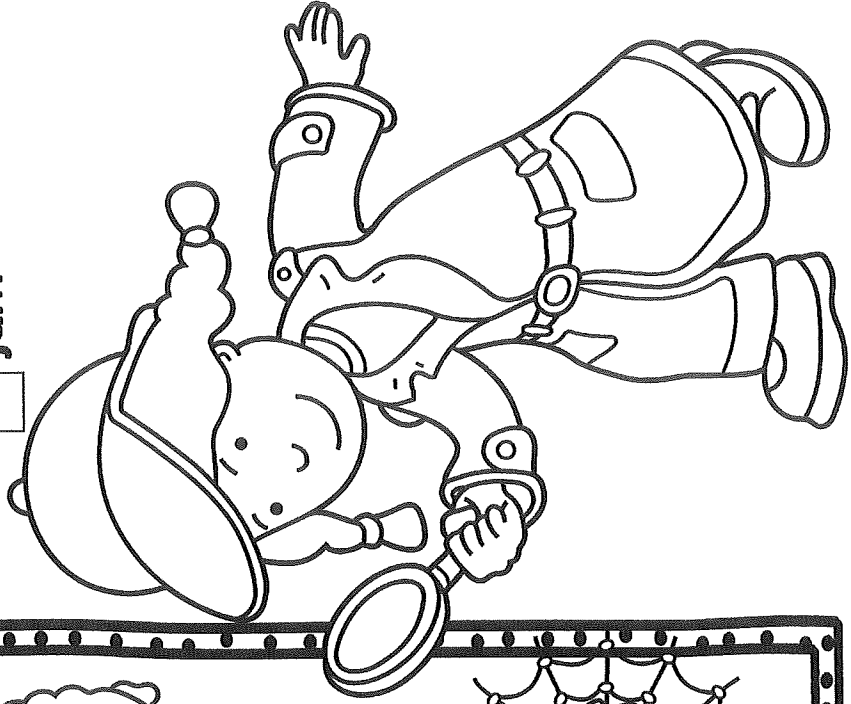
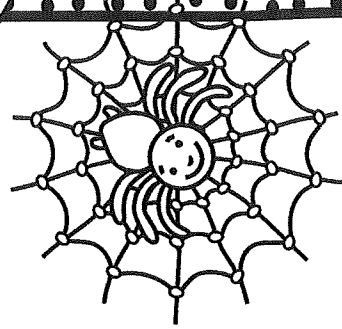
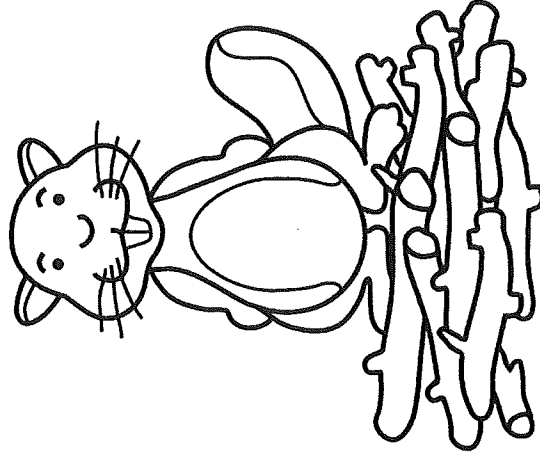
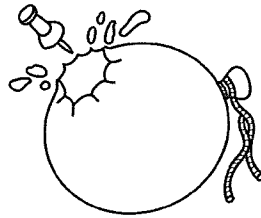
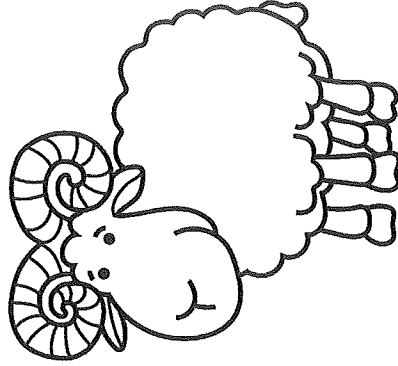
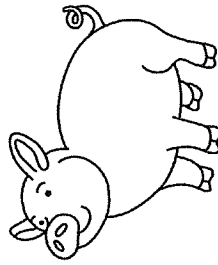
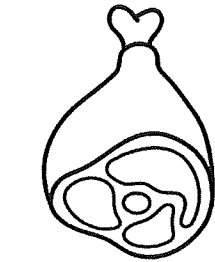
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Name: _____



©HighsandlowsofaTeacher

Color Key

- | | | | | | |
|-------------|-------------|---------------|--------------|-----------|----------------|
| White: 5, 6 | Red: 8 | Blue: 9 | Dark Blue: 1 | Brown: 11 | Light Brown: 3 |
| Green: 10 | Sky Blue: 4 | Light Blue: 2 | Orange: 7 | Pink: 12 | Yellow: 13 |

