

Kindergarten

May 11th to May 22nd

- Complete the packet pages.
- Continue to practice reading and spelling cvc words with digraphs.
- Study trick words.
- Read 15 minutes each day.
- Lexia Core 5 reading (lexiacore5.com) - log in for 60 minutes each week.

Trick words

a	and	are	as	be
by	do	for	from	has
have	he	his	I	is
me	my	of	one	or
she	The	they	to	was
we	you			

CVC Words with Digraphs

rash	such	chip	much	shot	moth
rich	lash	path	dash	whip	math
dish	shut	rush	shop	wish	fish
shed	sock	quick	peck	tuck	sick
back	lick	bath	thin	with	thick
quack	bath	chin	chop	whip	neck
luck	lock	tuck	dish	path	rack
shut	fish	shop	moth	thud	ship

Visit our website to find resources that support the packet.

<https://sites.google.com/prod/view/snyder-girotti-kindergarten/home>



Name: _____

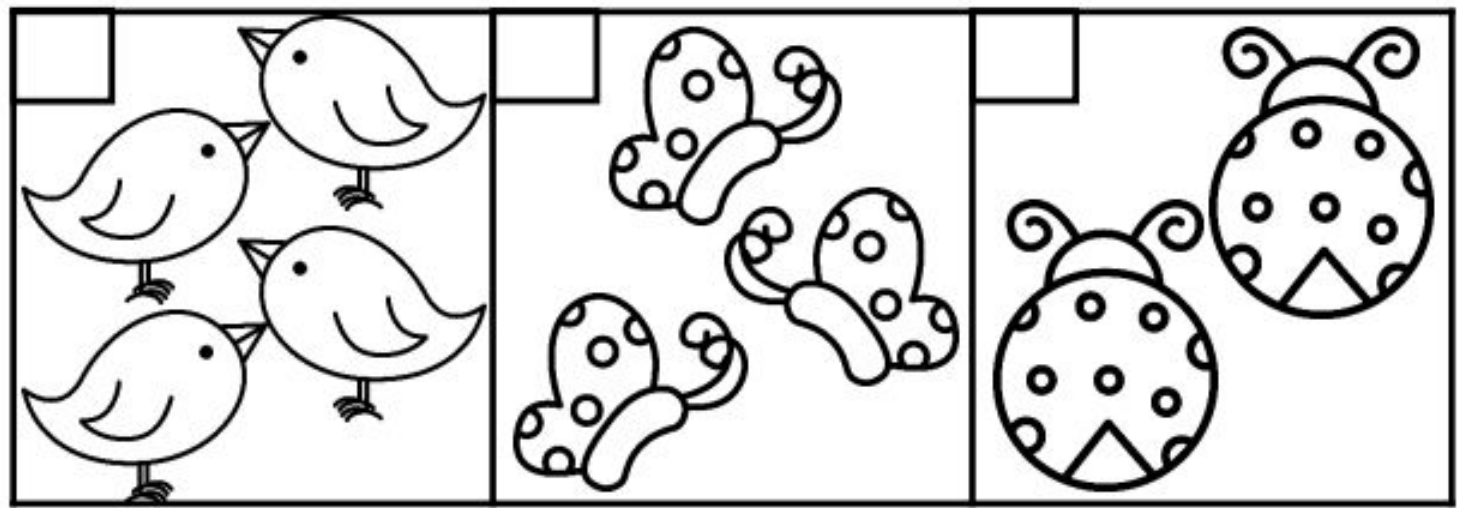
Reading Comprehension

Directions: Read the text 3 times for fluency and color the stars.

I like to play in the garden.
I saw two little red ladybugs.
Then, I saw three butterflies.
Last, I saw four birds.



1. Put the events in order: Write 1, 2, 3 in the box.



2. Where do I like to play?

3. The ladybugs are _____

and _____

Name: _____

Date: _____

Reading Comprehension

Grow Seed, Grow!



Read the story 3 times and answer the questions.

My friend gave me a pretty little seed. I planted it in my garden. I placed it carefully in the soil and covered it up. I gave it water, but not too much! I waited and waited. One day, I looked outside and saw a pretty little plant! Hooray!

Put a check mark each time you read the story.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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1. Who gave me a seed?
 My mom
 My friend
 My teacher

2. What did I do with it?
 I ate it
 I looked at it
 I planted it


3. How much water did I give my seed?
 Too much
 Not enough
 Just enough

Draw A Picture

4. My seed grew into a

 Find evidence in the text.

5. I sat next to my seed and waited until it grew.
 True
 False

 Highlight the sentence in the text that supports your answer.



Name : _____

Reading Comprehension

Read the sentences. Cut and paste the correct pictures into the columns.

The Zoo

I see Maria and Jane.

They are going to the zoo.

They are going to see the giraffes.

They love the giraffes.

Who do I see?



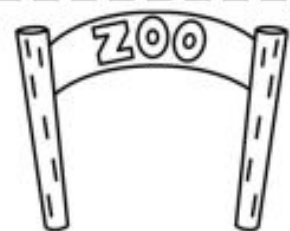
Where are they going?



What are they going to see?

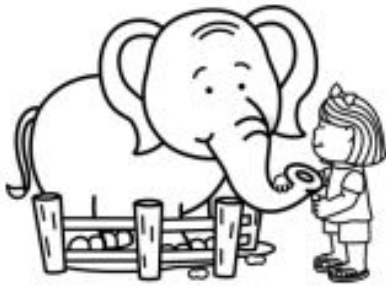
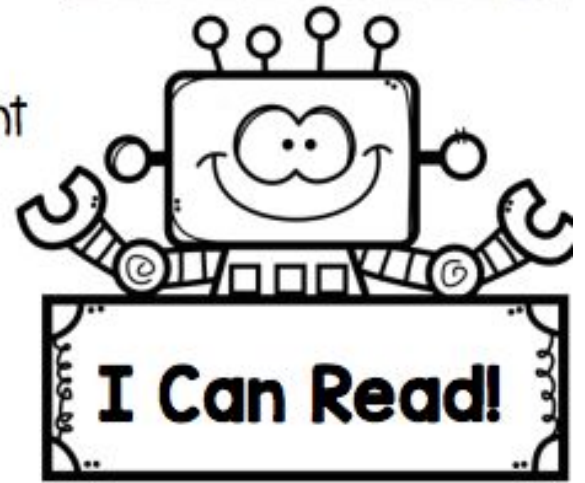


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Name: _____ Date: _____

Direction: Look at the picture and highlight the correct sentence that matches the picture.



She saw an elephant.
She saw a lion.



He likes to see the seal.
He likes to see the bear.



The boy saw a hippo.
The kids saw an alligator.



She likes to hold the koala.
She likes to hold the monkey.

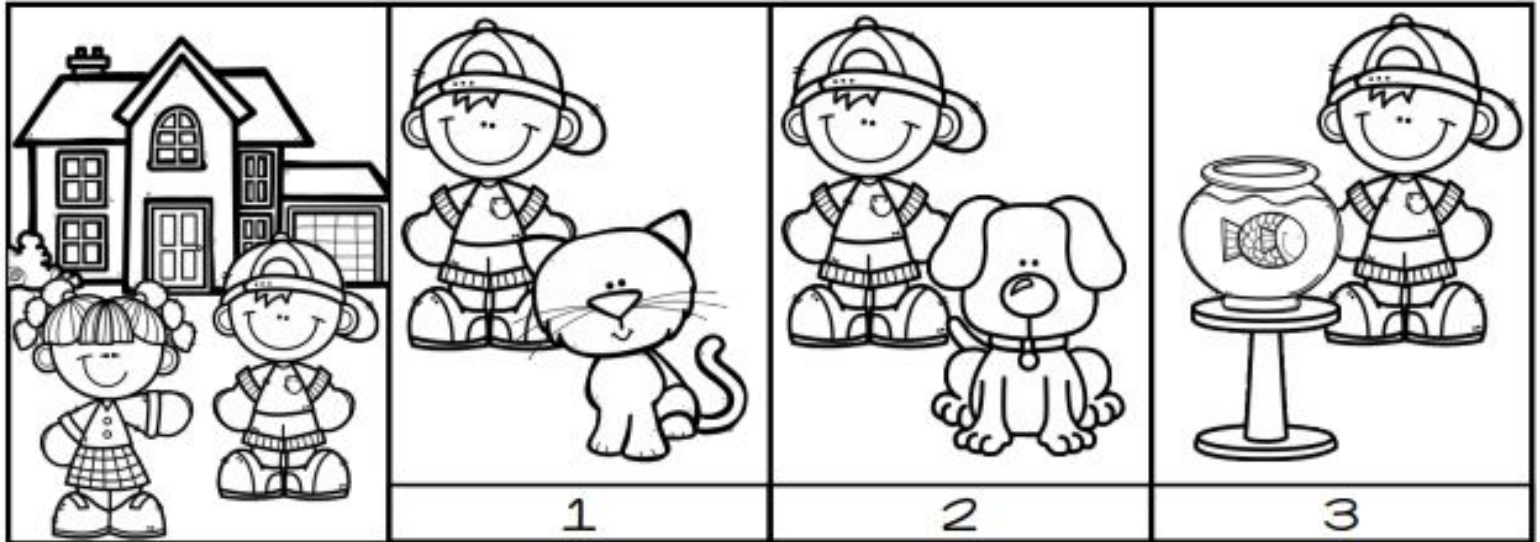
Name : _____



Sequence Writing

for Beginning Writers

Observe the pictures in order and finish the sentences.



I went to my friend's house.

First, I saw his _____

Then, I saw his _____

Last, I saw his _____

He loves his pet.

Name _____

Ladybug

Comprehension



Read the story. Answer the questions at the bottom.

I see a little ladybug.



It is red with dots.



It crawls on the leaf.



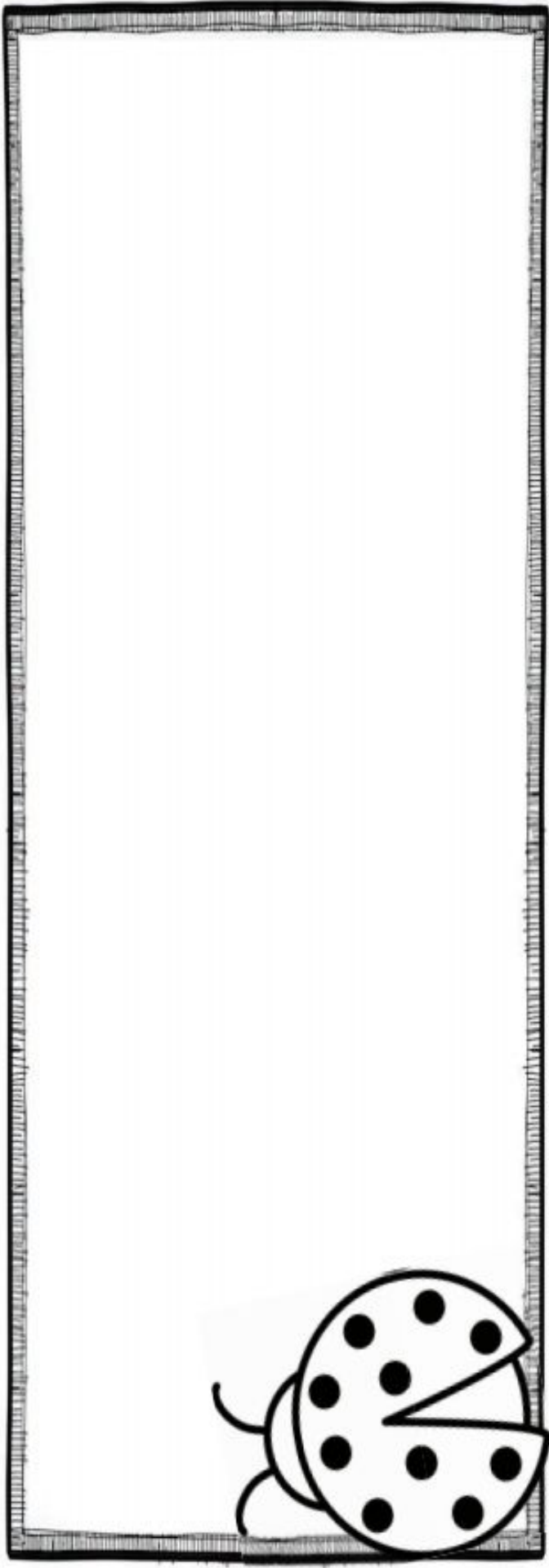
I take it home to show mom.



1. What do you see?

2. What color is the
ladybug?

3. What does it crawl on?



keepingmykiddobusy.com

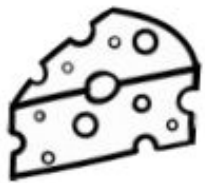


Ladybugs are red with dots.

Write the sentence.

Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

DIGRAPH - DOT & WRITE IT



__ e e s e

ch th sh



__ o e

th sh ch



m a __

sh ch th



__ i c k

ch th sh



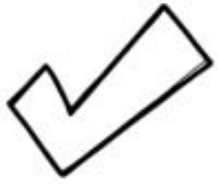
__ i n k

sh ch th



l a __

sh th ch



__eck

th sh ch



pu__

sh ch th



__in

sh ch th



lun__

ch sh th



__op

th sh ch



ba__

sh ch th

Name _____



Finish the Word!

Directions: Write the correct digraph to complete the word.

Blends bank: th, ch, wh, sh, ph



_____air



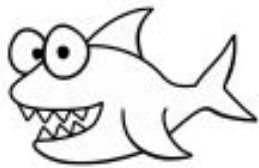
_____eep



_____umb



_____oto



_____ark



_____istle



_____erry



_____orn



_____eel



_____one

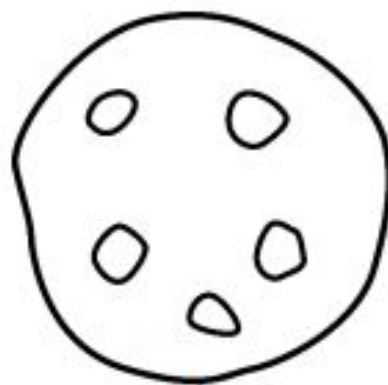
Name _____

Opinion Writing



cupcakes

or



cookies

Do you like cupcakes or cookies?

I like

because

Name: _____ Date: _____



I Can Read *and* Draw!

1. The monkey has a banana.

A large, empty square box with a black border, intended for drawing a monkey with a banana.

2. The rocket is red.

A large, empty square box with a black border, intended for drawing a red rocket.

3. I picked flowers for
my mom.

A large, empty square box with a black border, intended for drawing flowers.

4. The star is pretty.

A large, empty square box with a black border, intended for drawing a pretty star.

all about
Me



Handwriting practice lines consisting of two sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Date: _____

Story Map



My favorite part of the story is when

Name: _____

Date: _____

Story Map



My favorite part of the story is when

NAME _____

SORT THE WORDS INTO THE CORRECT BOX.

Plant Parts

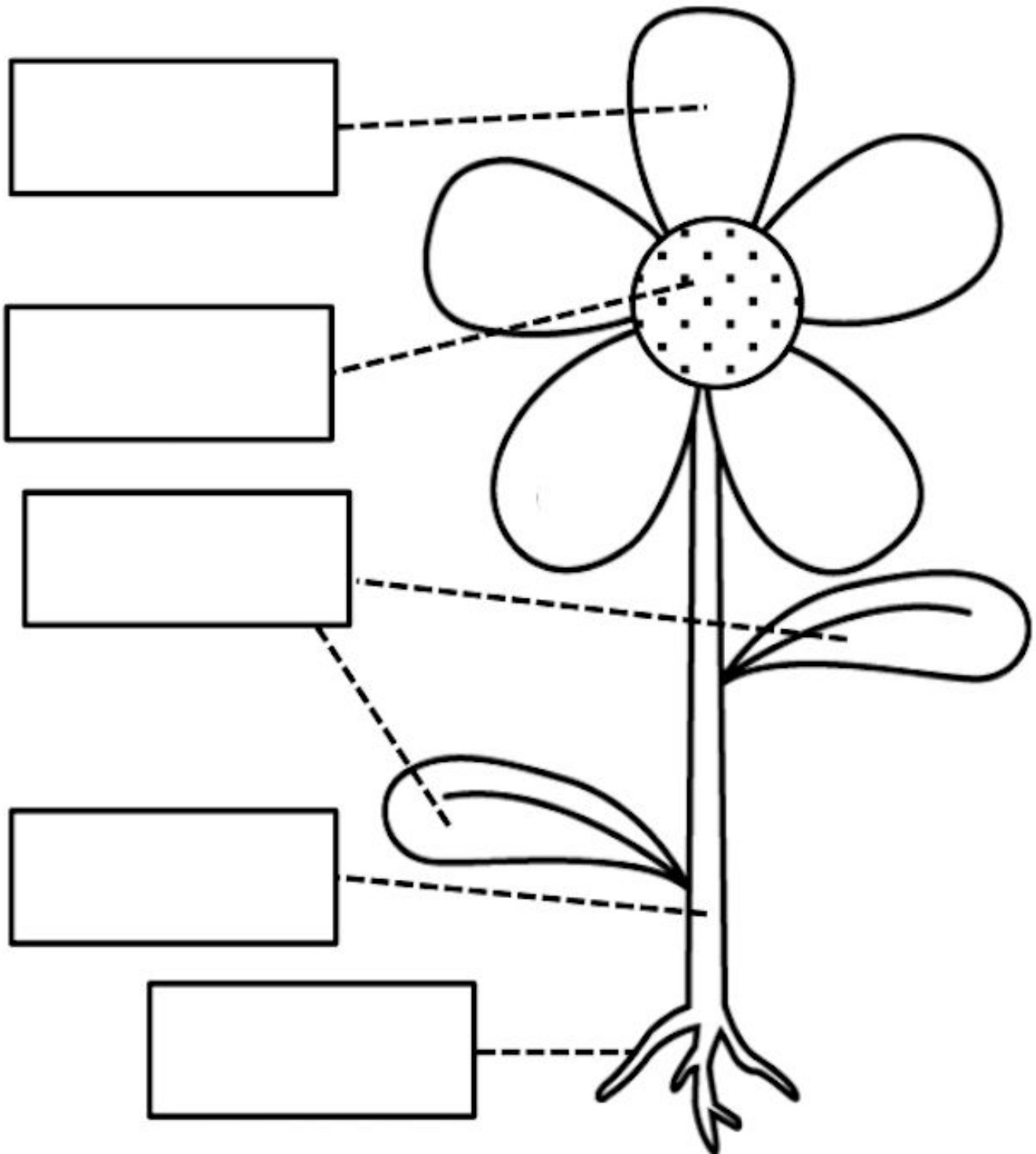
Plant Needs



Sort the words into the correct box. Words found on cut-out page.

Name _____

Parts of A Plant



Sort the words into the correct box. Words found on cut-out page.

Cut-out page

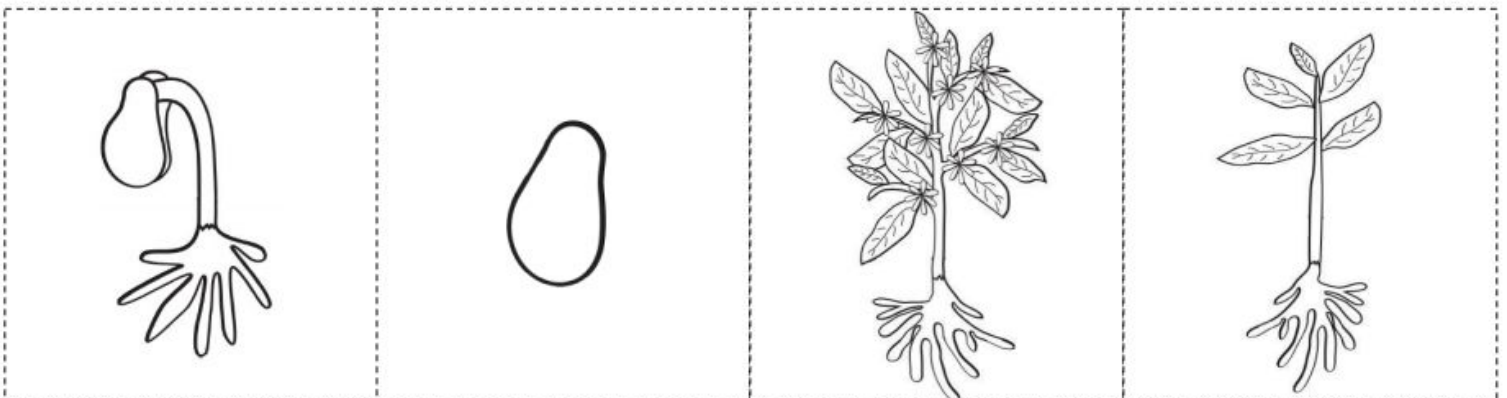
Plant parts and needs

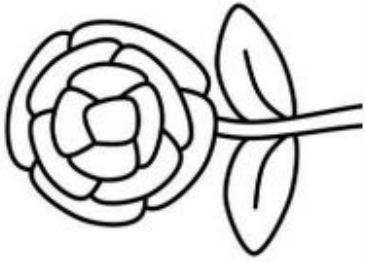
seeds	sunlight	leaves	water
fruit	flower	air	soil
	stem	roots	

Parts of A Plant

leaves	seeds	stem
roots	flower	sunlight

Plant Life Cycle





Plant Life Cycle

Cut and paste the plant life cycle in the correct order.



1

2

3

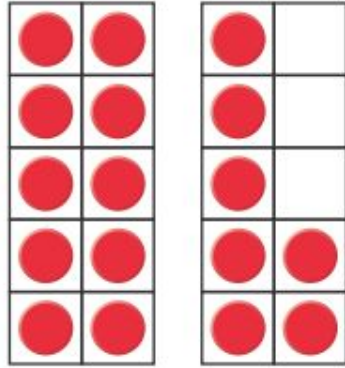
4

Sort the words into the correct box. Words found on cut-out page.

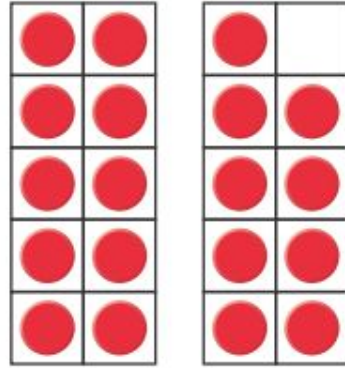
Independent Practice



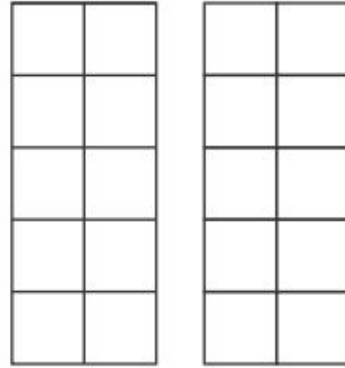
Tools Assessment



$$17 = \begin{array}{|c|} \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \end{array}$$



$$19 = \begin{array}{|c|} \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \end{array}$$



$$\begin{array}{|c|} \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \end{array}$$

Directions and Have students complete the equation to match the counters. Then have them tell how the picture and equation show 10 ones and some more ones. **Higher Order Thinking** Have students use counters to show 18, draw them in the double ten-frame, and write two equations to match the picture. Then have them tell how the picture and equations show 10 ones and some more ones.

Name _____

Independent Practice

2

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

_____ + _____ = _____

3

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

_____ + _____ = _____

4

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

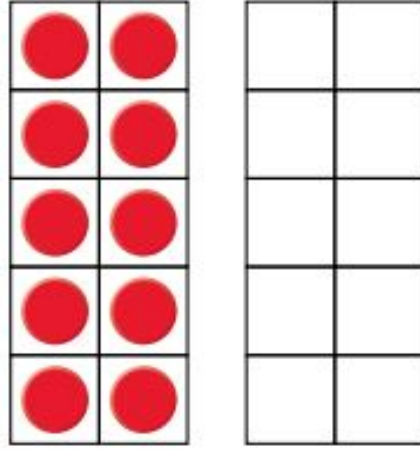
_____ + _____ = _____

Hand icon

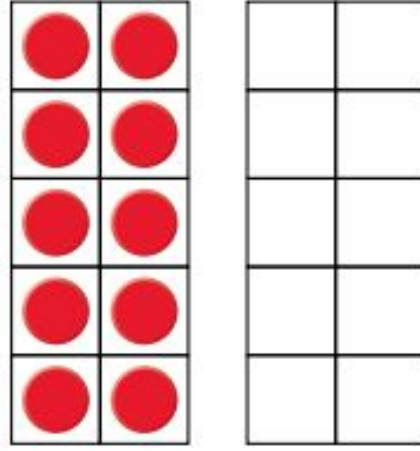
$10 + 1 = 11$ $10 + 2 = 12$

_____ + _____ = _____

Directions Have students: 2-4 find the number with the blue box around it, and color the number that is 10 greater than the number in the blue box. Then have them write an equation to match, and then tell how the equation shows 10 ones and some more ones; 5 complete the equation to continue the pattern, and then explain the pattern they made.



$$10 + \begin{array}{|c|} \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \end{array} = 15$$

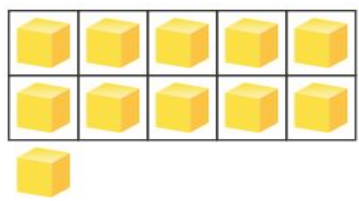


$$19 = 10 + \begin{array}{|c|} \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \end{array}$$

Directions Understand Vocabulary Have students: ★ complete the drawing and the equation to show **how many more** counters are needed to make 15; ☆ complete the drawing and the equation to show **how many more** counters are needed to make 19.

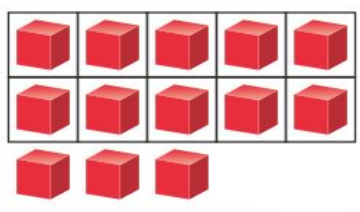
Name _____

Set A



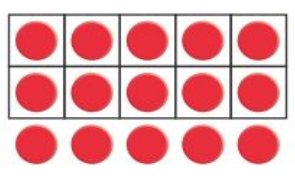
$$10 + 1 = 11$$

1



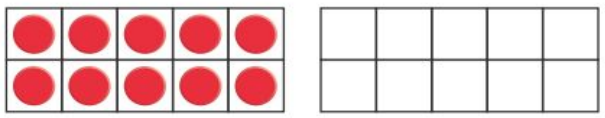
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Set B



$$10 + 5 = 15$$

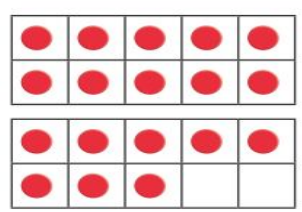
2



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

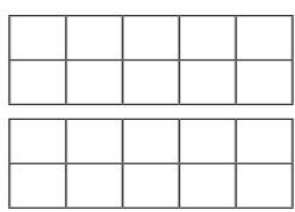
Directions Have students: 1 write an equation to match the blocks. Then have them tell how the picture and equation show 10 ones and some more ones; 2 draw counters to show 16, and then write an equation to match the picture. Then tell how the picture and equation show 10 ones and some more ones.

Set C



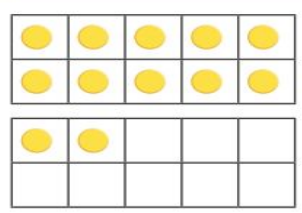
$$10 + 8 = 18$$

3



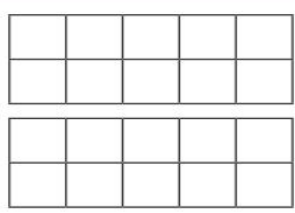
$$10 + 7 = 17$$

Set D



$$12 = 10 + 2$$

4

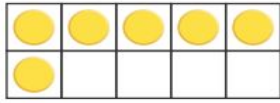


$$11 = \underline{\quad} + \underline{\quad}$$

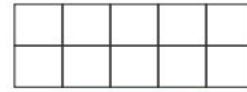
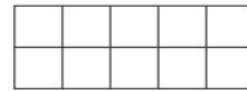
Directions Have students: 3 draw counters to match the equation. Then have them tell how the picture and equation show 10 ones and some more ones; 4 draw counters to make 11, and then complete the equation to match the picture. Then have them tell how the picture and equation show 10 ones and some more ones.

Name _____

Set E



$$16 = 10 + 6$$



$$14 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

Set F

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

$$19 = 10 + 9$$

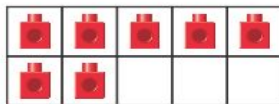
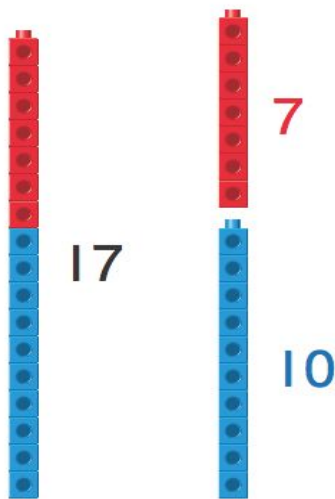


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

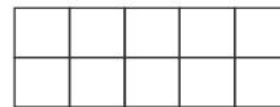
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Directions Have students: use counters to show 14, draw them in the double ten-frame, and complete the equation to match the picture. Then have them tell how the picture and equation show 10 ones and some more ones; find the number with the blue box around it, and color the number that is 10 greater than the number in the blue box. Then have them write an equation to match, and then tell how the equation shows 10 ones and some more ones.

Set G



$$17 = 10 + 7$$



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

Directions Have students: color 10 cubes blue in the train to show 10 ones, and then draw 10 blue cubes in the top ten-frame. Have them color the remaining cubes in the train red to show more ones, count them, and then draw the same number of red cubes in the bottom ten-frame. Then have them write an equation to match the pictures.





Independent Practice



Back Assessment



1	2	3	4	5	6		8	9	10
11	12	13	14	15	16		18	19	20
21	2	2	2	2	26	2	28	29	30



1	2	3	4	5	6	7	8	9	10
11	12							19	20
21	22	23	24	25	26	27	28	29	30

Directions Have students: write the missing numbers in the column, say them aloud, and then explain how the numbers in that column are alike; count the numbers in the bottom row aloud, and then write the missing numbers as they say them aloud.

Higher Order Thinking Have students write the missing numbers on the chart, count them aloud, and then explain the pattern they hear. Then have them draw a circle around the other number that fits the pattern.

Independent Practice



Tools Assessment

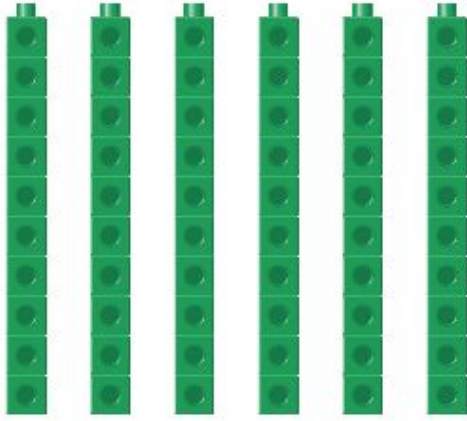
8

1	2			5		7	8	9	
11		13	14	15	16		18	19	
21	22	23	24	25	26	27	28	29	
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	



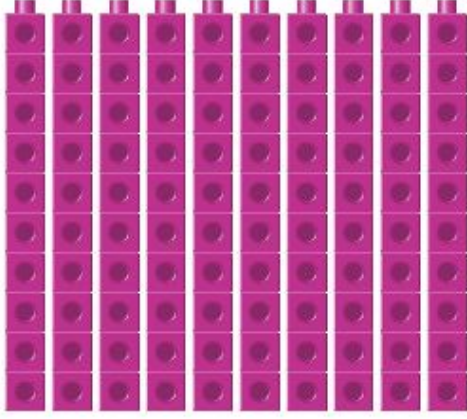
Directions Have students: **8** write all the missing numbers in the chart, and then explain how they found the numbers; **9** color the boxes of the numbers that have 4 in the tens place; **10** find and mark an X on the following numbers: *thirty-five, forty-one, forty-eight*.
Higher Order Thinking Have students look at the green column, write all the numbers that are in the column, and then explain how they used the number chart to find the answer.

Independent Practice



60 80 100

8



60 80 100



Blank writing lines for the number 9 practice, including a dashed line for tracing.

Directions **Algebra** Have students count the cube trains by tens, write the decade numbers as they count, and then circle the number that tells how many. Have students count the cubes, and then draw a circle around the number that tells how many. **Higher Order**
Thinking Have students write all the decade numbers in order.

