

Kindergarten

May 25th to June 5th

- Complete the packet pages.
- Continue to practice reading and spelling cvc words with digraphs.
- Continue to 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

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

My Dad

My dad went to the store.

He bought steak and fruits.

He put the steak in the refrigerator.

He put the fruits on the table.

Where did
my father go?



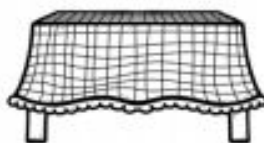
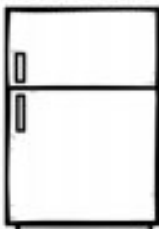
Where did
he put the steak?



Where did
he put the fruits?



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Name : _____

Reading Comprehension

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

The Wizard

I see a girl.

She is a wizard.

She wears a wizard hat.

She has a magic ball.

Who do I see?



She does she wears?



What does she have?

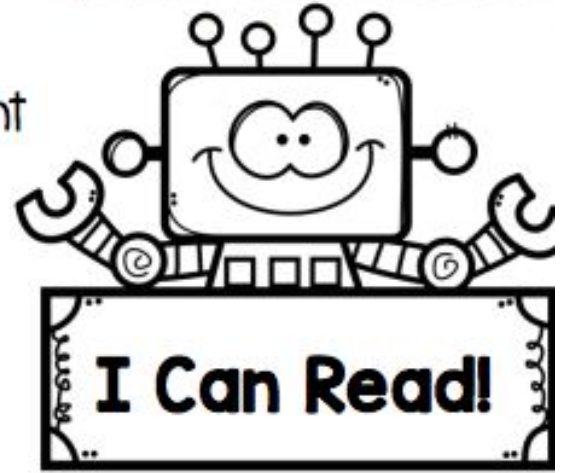


© Miss Faleena



Name: _____ Date: _____

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



She has a pet cow.
She has a pet cat.



He likes to play with his cat.
He likes to play with his dog.



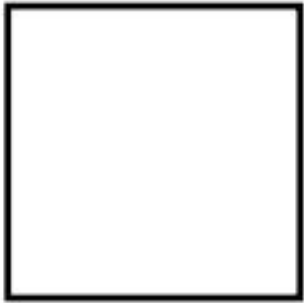
The rabbit is on her lap.
The rabbit is in the cage.



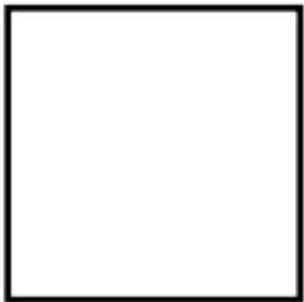
The fish is in the fish bowl.
The fish is on the fish bowl.

Name: _____

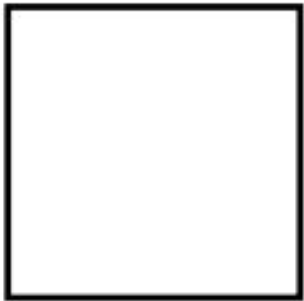
I Can Read it *and* Match it!



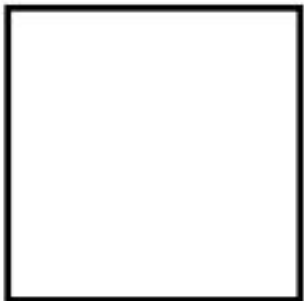
The pig is in the mud.



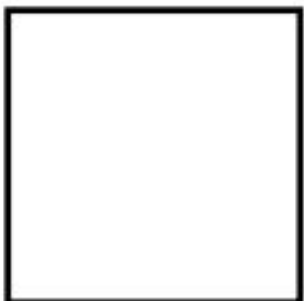
I see a chicken.



The horse can jump.



The barn is big.



I like to feed the cow.



Name: _____

Find a Digraph

r	t	f	m	a	t	h	i
t	h	e	r	m	o	s	l
g	o	a	t	h	g	l	r
v	r	r	y	u	m	o	u
z	n	t	h	e	o	t	h
f	j	h	s	f	t	h	m
b	a	t	h	t	h	b	g



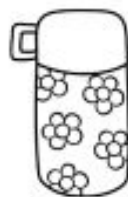
moth



sloth



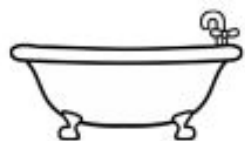
thorn



thermos



earth



bath

DIGRAPH - DOT & WRITE IT



--irt

ch th sh



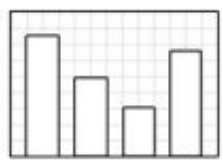
--ip

ph wh th



too--

th sh ph



gra--

sh ph ch



--air

ch wh sh



--oto

th sh ph

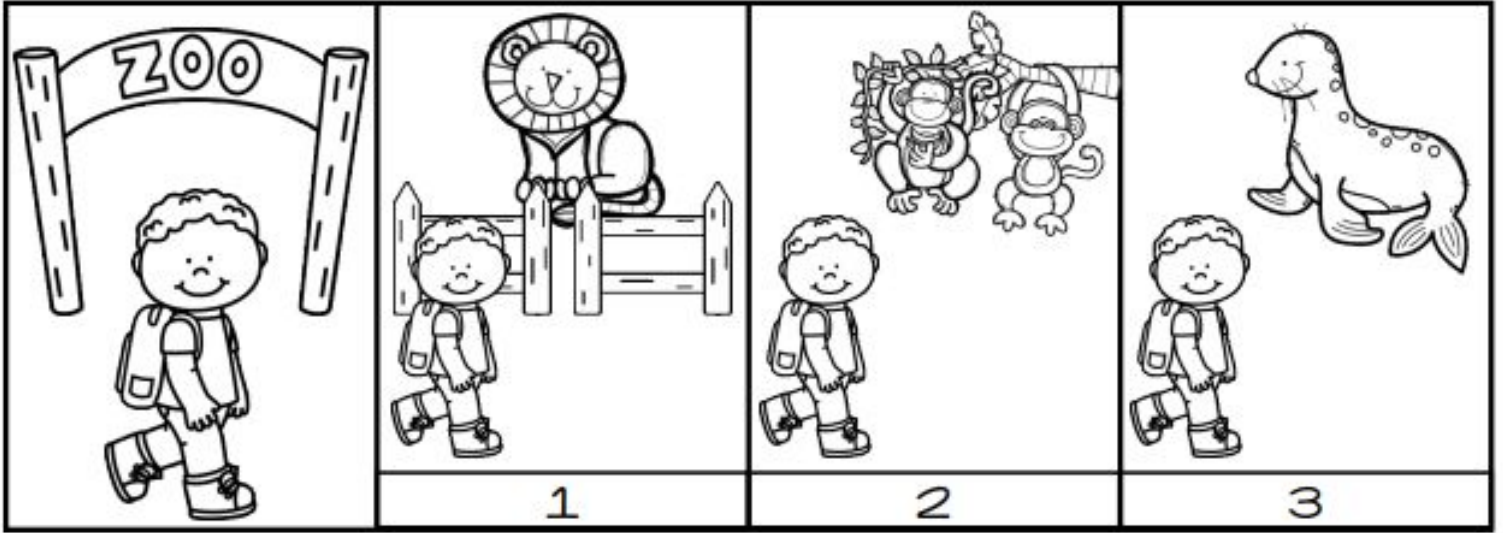
Name : _____



Sequence Writing

for Beginning Writers

Observe the pictures in order and finish the sentences.



I am going to the zoo.

First, I am going to see _____

Then, I am going to see _____

Last, I am going to see _____

I am going to have fun.

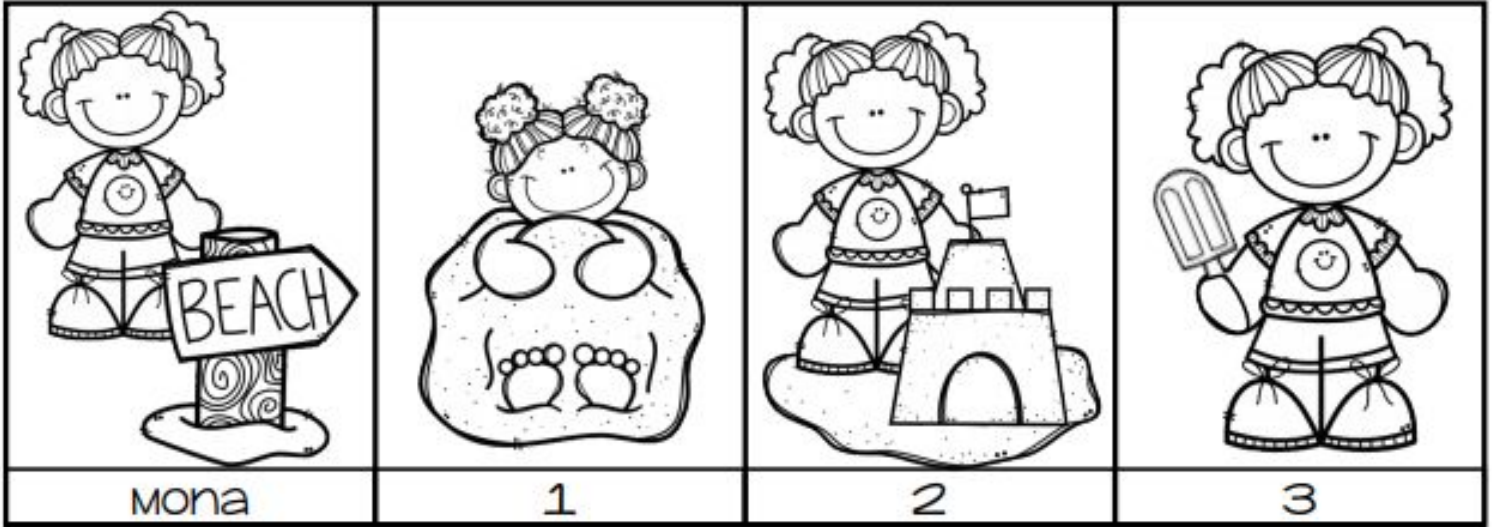
Name : _____



Sequence Writing

for Beginning Writers

Observe the pictures in order and finish the sentences.



Mona went to the beach.

First, She played in the _____

Then, She built _____

Last, She ate _____

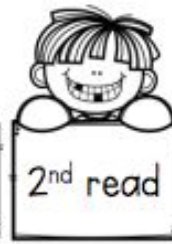
She had fun.

Name: _____

-sh

I Can Read!

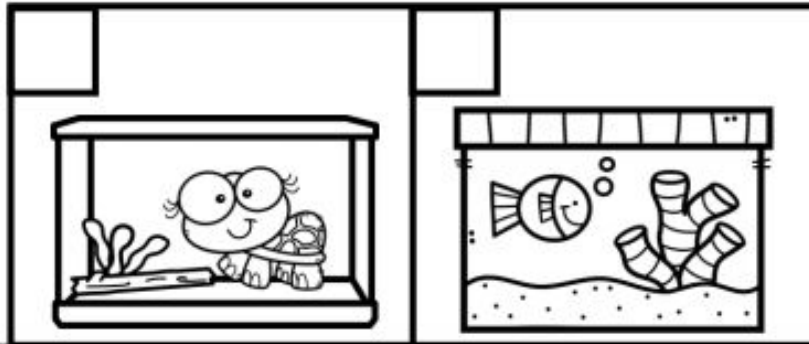
Check the picture that matches the sentence. Read the sentences 3 times, highlight the skill words.



1

I wish I had a fish.

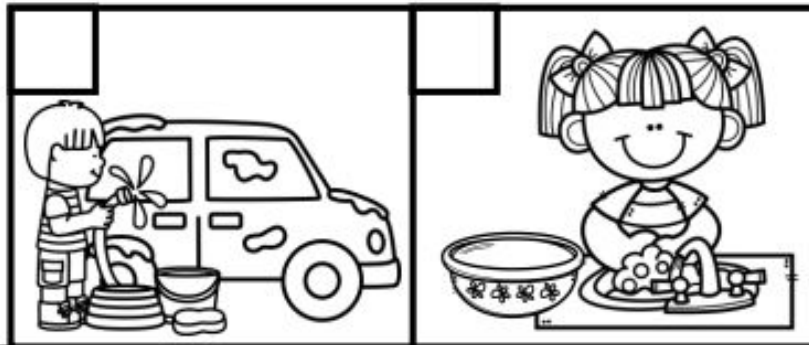
● ● ● ● ● ●



2

I will wash the dish.

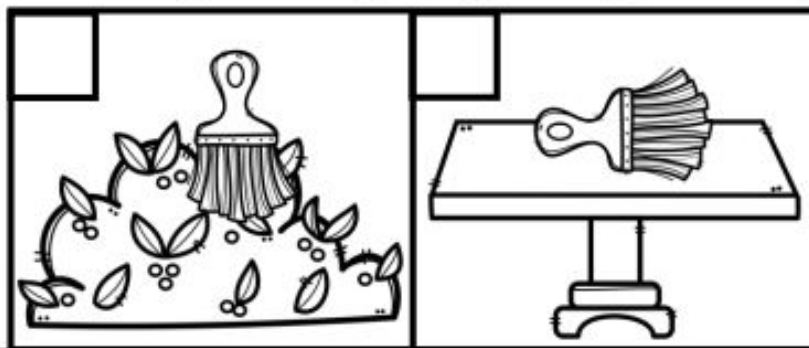
● ● ● ● ●



3

The brush is on the bush.

● ● ● ● ● ●



Name: _____

Directions: Read and color the right answer.

1. She likes to ride her

goat

horse



2. She saw a big _____.

shark

whale



3. She likes to read on the _____.

bed

couch



4. The pirate has a _____.

parrot

boat



5. He has a _____.

lollipop

cake

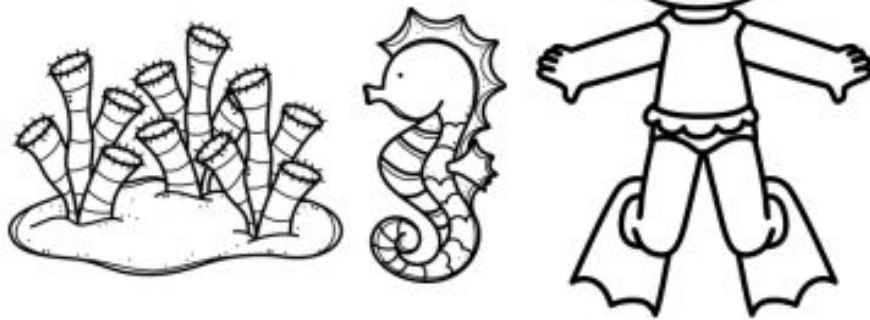


Name: _____

Directions: Color the pictures. Trace and copy the sentences.



He saw a mermaid in
the ocean.



She can see a little
seahorse.

Name: _____

Date: _____

Story Map





My favorite part of the story is when





























Name: _____

Date: _____

Story Map





My favorite part of the story is when















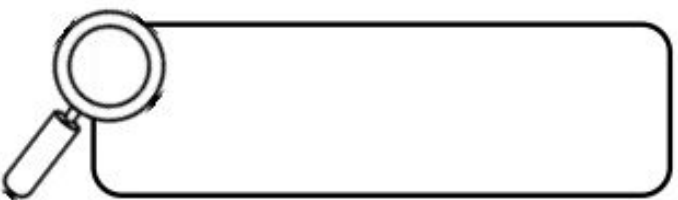
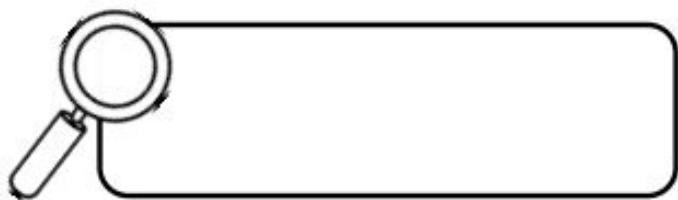
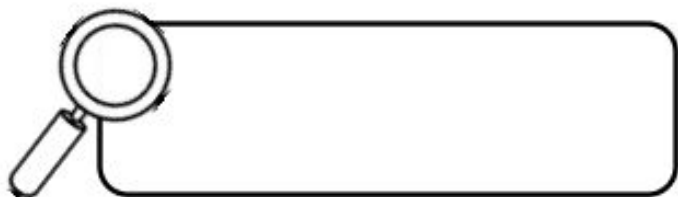
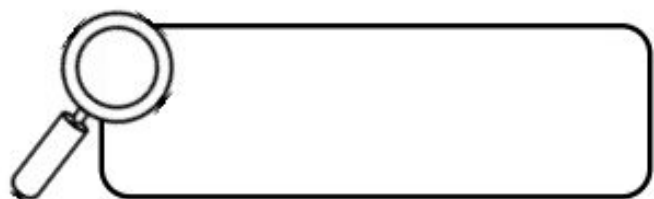
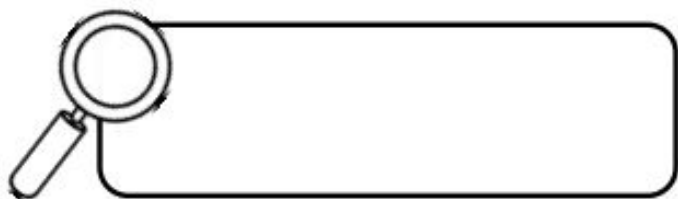
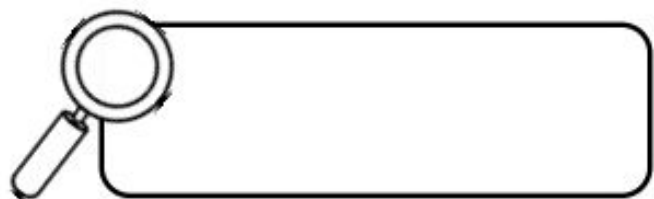




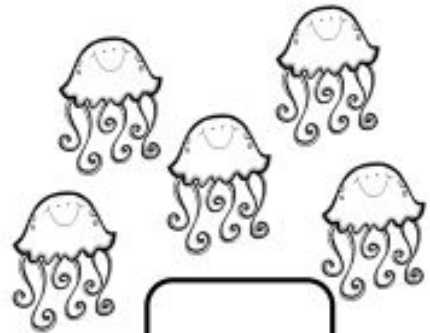
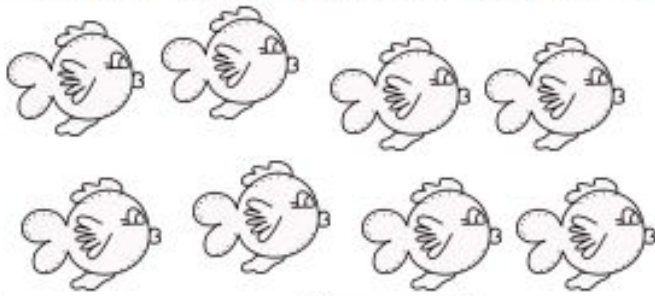


Write Around the House

Find words anywhere in your house and write them below.



Count and write, then circle the smaller number.



Write the beginning sound:



___op



___og



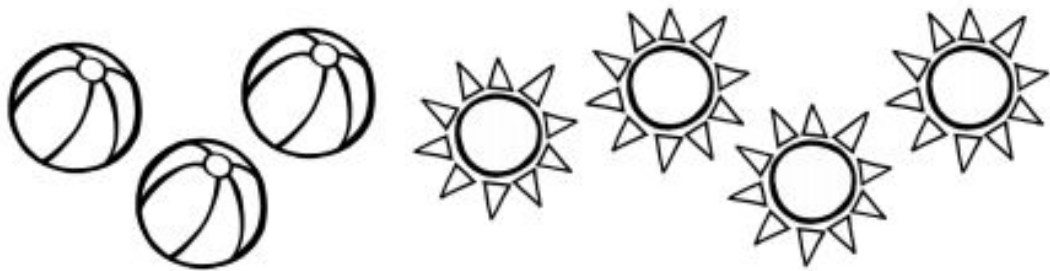
___ock

Trace the sentence:

He can see the fish.

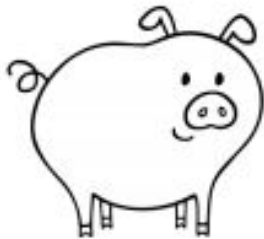
Write the sentence:

Write and solve the addition problem.



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

Write the ending sound:



pi _____



li _____

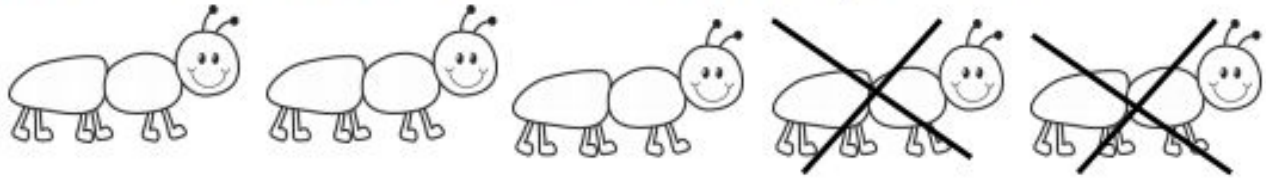


pi _____

Write five words that rhyme with hat:



Write and solve the subtraction problem:



$$\underline{\quad\quad\quad} - \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

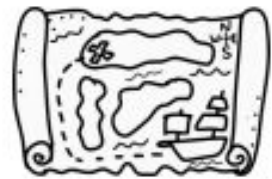
Write the middle sound:



c ___ t



w ___ b



m ___ p

Use the word fish in a sentence:



Name _____

Today we read the Grouchy Ladybug. I
feel grouchy when _____

Did you like this book?

I liked it. 😊

I did not like it. ☹️



If I were a...

PIRATE!

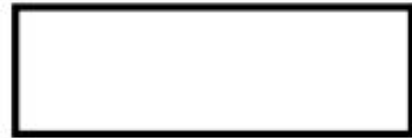
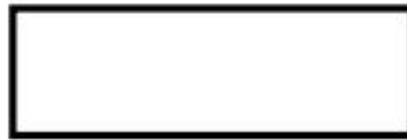
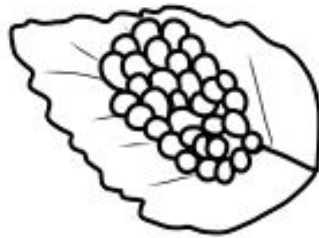


What would you do if you were a pirate?

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

Name: _____

LADYBUG LIFE CYCLE



ladybug

pupa

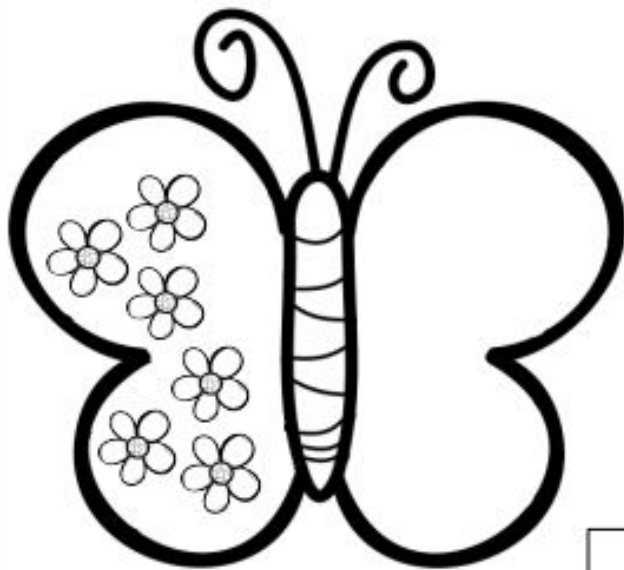
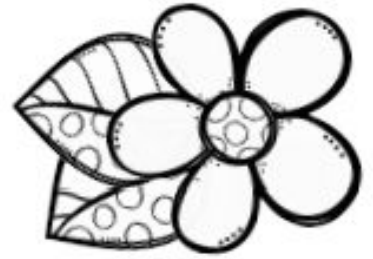
larva

egg

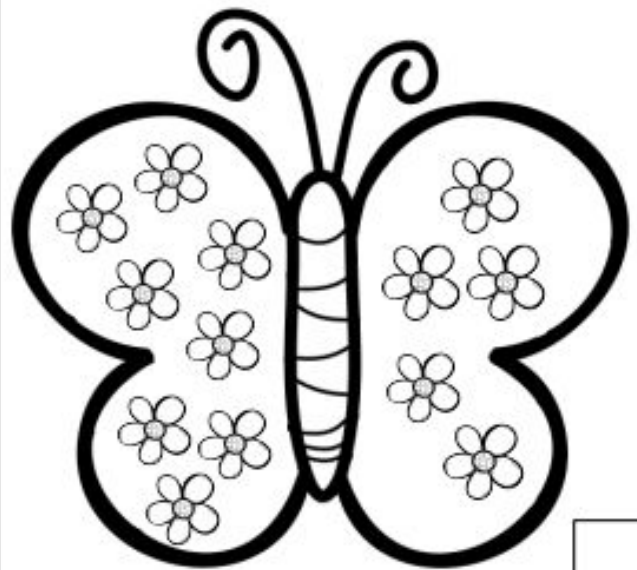
Name _____

Adding Flowers!

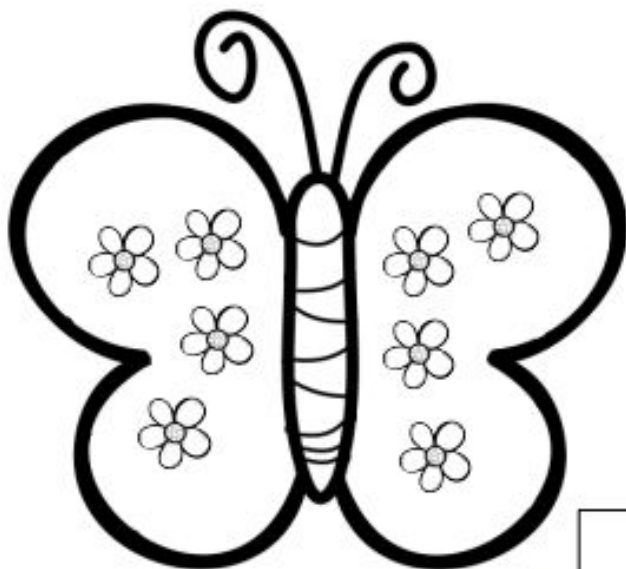
Directions: Add the two groups to find how many in all.



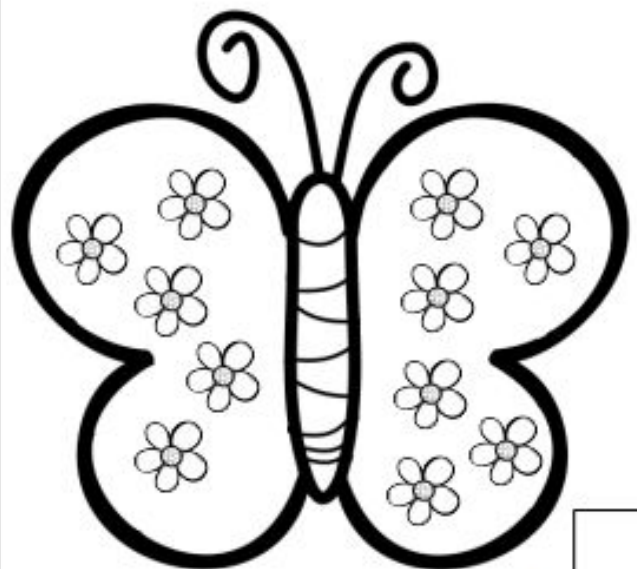
$$\underline{\quad} + \underline{\quad} = \square$$



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

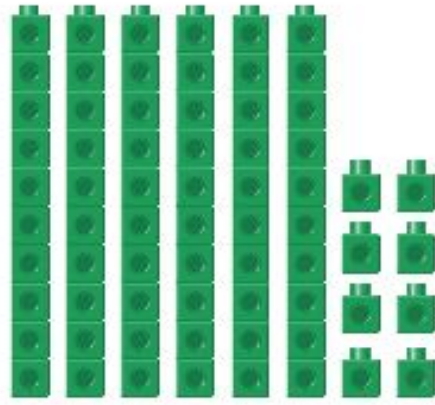


$$\underline{\quad} + \underline{\quad} = \square$$



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

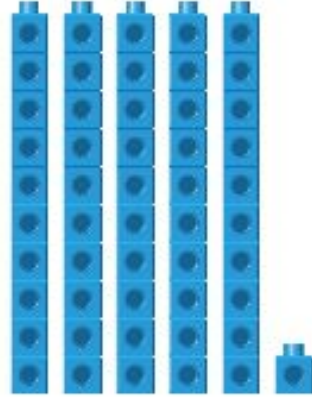
Independent Practice



68

77

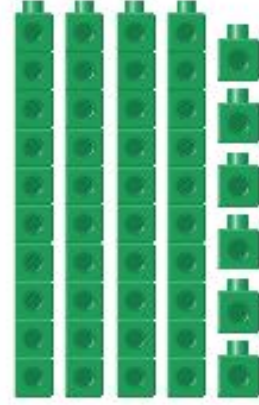
86



51

52

61



36

46

56



25



Directions Have students count by tens and by ones, and then draw a circle around the number that tells how many.
Higher Order Thinking Have students draw cubes to show how to arrange the number 25 for easy counting.

Independent Practice



Check Assessment



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

8

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



51	52	53	54	55	56	57	58	59	
61	62	63	64	65	66	67	68	69	
71	72	73	74	75	76	77	78	79	
81	82	83	84	85	86	87	88	89	
91	92	93	94	95	96	97	98	99	

Directions Have students color the boxes of the numbers as they count aloud, starting at the yellow box and ending at the red box.
Higher Order Thinking Have students write the numbers as they count by tens aloud, starting at the yellow box and ending at the red box.

7

71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97			

80 90 100
98 99 100
 89 99 100

8

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73				77	78	79	80

74 84 94
74 64 54
 74 75 76

9

1	2	3	4	5	7	8	9	10
11	12	13	14	15	17	18	19	20
21	22	23	24	25	27	28	29	30

6 7 8
6 16 26
 6 17 28

10

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51						57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Directions Have students count forward, and then draw a circle around the row that shows the missing set of numbers. **Higher Order Thinking** Have students count forward to find the missing numbers, write the missing numbers in the chart, and then draw a circle around the column that has 3 in the ones place.



Name _____



Independent Practice



41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80



61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Directions Have students: **3** start at 42 and make a path to show how to count up 21 using ones and then tens. Have them circle the number where they end, and then explain how they used the number chart to find the answer; **4** start at 56 and make a path to show how to count up 15 using tens and ones. Have them circle the number where they end, and then explain how they used the number chart to find the answer; **5** start at 72 and make a path to show how to count up 27 in any way they choose. Have them circle the number where they end, and then explain how they used the number chart to find the answer; **6** start at 63 and make a path to show how to count up 22 in any way they choose. Have them draw a circle around the number where they end, and then explain how they know they are correct.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Directions Understand Vocabulary Have students: draw a circle around the part of the number in the orange column that is the **ones** place; draw a circle around the part of the number in the blue column that is the **tens** place; color the **decade** numbers yellow.

Name _____

Set A

①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
10	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

1

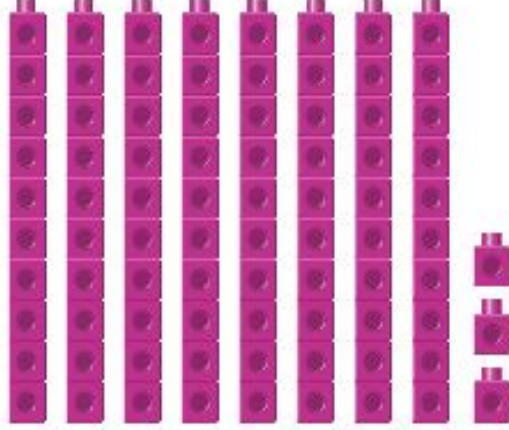
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Reteaching

Set B

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2



73

83

84

Directions Have students: ★ count aloud the numbers in the top row. Then have them count aloud the numbers in the bottom row and draw a circle around the number in the top row and the part of the number in the bottom row that sound the same; ⚡ count by tens and ones, and then draw a circle around the number that tells how many.

Set C

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

3

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Set D

1	2	3	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	28	29	30	
				34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	

4

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75		77	78	79	80
81	82	83	84	85		87	88	89	90
91	92	93	94	95		97	98	99	100

31 32 33

75 76 77

76 86 90

76 86 96

Directions Have students: **3** color the boxes of the numbers as they count aloud by ones, starting at the yellow box and ending at the red box; **4** count forward, and then draw a circle around the row that shows the missing set of numbers.