



Teaching and Learning Department

Dear Students, Parents, and Families:

Week 3

The 2019 Novel Coronavirus (COVID-19) is a new disease that causes respiratory illness in people and can spread from person to person. Symptoms may appear 2-14 days after exposure. In the event of a local outbreak, we are preparing to extend learning and education via paper-based and online resources for our PCSD students and families. Our goal is to ensure the safety of our students as we continue to provide learning services. In the event of a school closure, we have provided this learning packet so that students can continue to learn at home.

This first packet has been provided in advance of any potential school closure. Additional packets will continue to be sent until a minimum of thirty (30) days of at home learning has been provided. It is not necessary that students complete the home learning packets unless a school closure does indeed occur. Instructions regarding student completion of the packets will be available at the district website at www.pcschools.us. In the event of a closure, our website will include information to log on to virtual meetings where parents will be able to receive additional information and support regarding working with students to complete home learning packets.

Home learning packets include activities that review grade-level standards and extend learning. Thus, parents are not responsible for teaching children new concepts at home. Additionally, as we approach end-of-the-year testing, this is an ideal time for reviewing and reinforcing concepts. Each set of daily learning activities should engage students for four (4) hours total per day. Keep in mind that these do not need to be consecutive hours and families should feel free to adjust the use of the packet as it makes sense for their individual circumstances.

Please make sure that you have provided your updated contact information to your school. You can do so by contacting the school office. We want every child to be successful with learning at home. Any family with specific needs for internet service and/or a learning device is asked to please notify your school principal for support.

Your continued partnership with Park City School District is appreciated!



Home Learning Packet Student Log

Student: _____

Grade Level: _____

School: _____

Teacher: _____

Please complete the chart below and return to your student's teacher upon return to school.

Date	Time Spent	Learning Activity	Parent/Guardian Initial



Teaching and Learning Department

Estimados estudiantes, padres y familias:

Week 3

El Nuevo coronavirus de 2019 (COVID-19) es una nueva enfermedad que causa problemas respiratorios en las personas y puede propagarse de persona a persona. Los síntomas pueden aparecer de 2-14 días después de la exposición. En caso de un brote local, nos estamos preparando para ampliar el aprendizaje y la educación a través de recursos en papel y en línea para nuestros estudiantes y familias de PCSD. Nuestro objetivo es garantizar la seguridad de nuestros estudiantes mientras continuamos brindando servicios de aprendizaje. En caso de cierre de la escuela, proporcionamos este paquete de aprendizaje para que los estudiantes puedan continuar aprendiendo en casa.

Este primer paquete se ha proporcionado antes de cualquier posible cierre de la escuela. Se continuarán enviando paquetes adicionales hasta que se haya completado un mínimo de treinta (30) días de aprendizaje en el hogar. No es necesario que los estudiantes completen los paquetes de aprendizaje en el hogar a menos que se produzca un cierre de la escuela. Las instrucciones sobre cómo completar los paquetes por parte de los estudiantes estarán disponibles en el sitio web del distrito en www.pcschools.us. En caso de cierre, nuestro sitio web incluirá información para iniciar sesión en reuniones virtuales donde los padres podrán recibir información adicional y apoyo en el trabajo con los estudiantes para completar paquetes de aprendizaje en el hogar.

Los paquetes de aprendizaje en el hogar incluyen actividades que revisan los estándares de nivel de grado y extienden el aprendizaje. Por lo tanto, los padres no son responsables de enseñar a los niños nuevos conceptos en el hogar. Además, a medida que nos acercamos a las pruebas de fin de año, este es un momento ideal para revisar y reforzar los conceptos. Cada conjunto de actividades de aprendizaje diario debe involucrar a los estudiantes durante cuatro (4) horas en total por día. Tenga en cuenta que no es necesario que sean horas consecutivas y las familias deben sentirse libres de ajustar el uso del paquete, para que tenga sentido en sus circunstancias individuales.

Asegúrese de haber proporcionado su información de contacto actualizada a su escuela. Puede hacerlo comunicándose con la oficina de la escuela. Queremos que cada niño tenga éxito con el aprendizaje en casa. Se le pide a cualquier familia con necesidades específicas de servicio de internet y / o un dispositivo de aprendizaje que notifique a su director de la escuela para obtener ayuda.

¡Se agradece su continua participación con el Distrito Escolar de Park City!



Home Learning Packet Student Log

Estudiante: _____ Grado: _____

Escuela: _____ Maestro: _____

Complete la tabla a continuación y regrese al maestro de su estudiante al regresar a la escuela.

Fecha	Tiempo Empleado	Actividad de aprendizaje	Inicial del padre / tutor



Kindergarten Week 3 packet

Suggested Daily Schedule

8:15 - 8:30 1 page of kindergarten skills review (double sided)

8:30 - 8:45 Read Aloud with your child (discuss story elements: characters, setting, sequence of events)

8:45 - 9:00 High Frequency word review (practice reading, instant recognition of words, and writing high frequency/trick words). Your child may read the words as a list or use the flash cards in previous packets.

9:00 - 10:00 Literacy Block:

15 minutes of journal writing

15 minutes of phonics worksheets

15 minutes reading with your child

15 minutes of iready reading (online) or if no internet access read to your child

10:00 - 10:15 Playtime break

10:15 - 11:15 Math Block

10:15 - 10:25 10 minutes of oral counting by 1's, 5's, and 10's - up to 100. Mental addition and subtraction problems up to 10. Example: 6 birds were in a nest. 2 birds flew away. How many birds are in the nest? Please differentiate based on your child's math abilities.

10:25 - 10:40 Math work pages

10:40 - 11:00 iready math (online) if no internet access, Math War (adding and subtracting numbers up to 10 from a deck of cards). Roll the Dice: Two dice: Roll, add/subtract numbers. Record your score.

11:00 - 11:15 Math games: puzzles, card games (Go Fish, Uno, Crazy 8's, and etc.), board games (Candyland, Chutes and Ladders, and etc.), Roll and build with Legos (roll

a dice or two and build a structure by adding only the amount of Legos for the number you roll each time), or other math games you may have at home.

11:15 - 12:00 Lunch and play break

12:00 - 12:30 Work on Robin Report (just do a little bit each day). This is at the front of the packet.

12:30 - 1:15 Specialist Activities

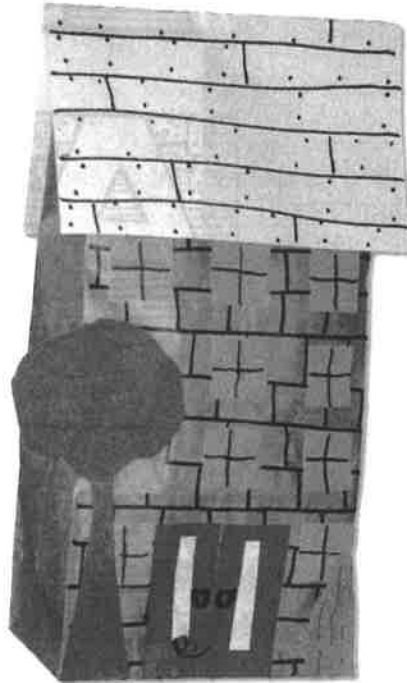
Extra Activities: RAZ Kids online (reading), April calendar, Art projects (suggestions included), and be sure to get outside for some fresh air.

Paper Bag Houses

Invite children to use these 3-D houses to share information about themselves and their homes with classmates.

Art Concepts

shape
texture
three-dimensional



Let's Begin

Encourage children to describe the different shapes and designs found on the pictured homes, as well as on their own homes and other homes they have seen.

Have them also talk about how the materials used on the outside of homes look (such as wood, brick, and stone). Ask children to refer to the texture reference chart to find designs that might resemble the appearance, or texture, of these materials. Then, show them the completed project and have them identify the different shapes, designs, and textures found on it. Explain that the paper bag house differs from the pictures of homes because it has three-dimensions—height, width, and depth.

Tell children that they will design a three-dimensional paper bag house to represent their own home or an imaginary home. Pass out the materials and demonstrate the procedures as children follow along.

Materials

To display:

- pictures of different kinds of homes (houses, apartment buildings, mobile homes, and so on)
- texture reference chart (page 199)
- completed project

For each child:

- brown paper lunch bag
- color markers
- scissors
- glue stick
- newspaper
- 6- by 8-inch construction paper (tan, gray, or brown)

To share:

- scraps of colored paper
- tape

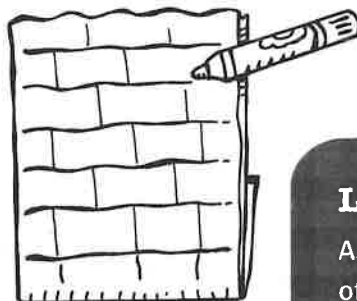


Timesaving Tip!

Precut squares and rectangles in different sizes and colors for children to use for the doors, windows, and shutters on their houses.

Step by Step

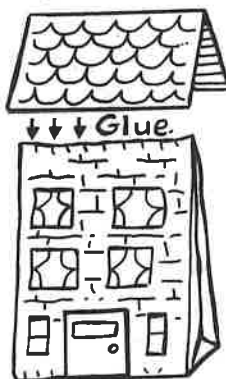
1. Refer to the texture reference chart to find a design that most resembles the kind of material you'd like to have on the outside of your house. Or create your own design and practice drawing it on a piece of scrap paper. Once you decide on a texture for the outside of the house, use markers to draw the design on each side of the bag.



2. Draw windows, doors, shutters, a chimney, and other house details on colored scrap paper. Cut out each item and glue it onto the house.

3. Open the bag and fill it with crumpled sheets of newspaper. Tape the top edges of the bag together.

4. To make a roof, fold the 6- by 8-inch paper in half. Use a marker to draw a shingle design on both sides of the folded paper. Then, place the roof over the top of the bag and glue each side in place.



Language Arts Link

Ask children to draw a picture of a room in their house. Have them write the names of objects found in their pictures, such as a chair, shelf, or rug. As children share their drawings with the class, tell them that the names of the objects in their pictures are nouns. More advanced children might write sentences to describe a room in their house and then underline all the nouns in their sentences.

One Step More

To make their paper bag houses feel more like home, add cutouts of bushes, flowers, outdoor furniture, pets, and so on.

Related Reading



Houses and Homes
(*Around the World Series*)
by Ann Morris (HarperTrophy, 1995)

My House by Lisa Desimini
(Henry Holt & Company, 1994)



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Robin Bird

Robins **are** one of the most common birds.

They **can** build nests and lay light blue eggs.

Robins **have** a red belly.

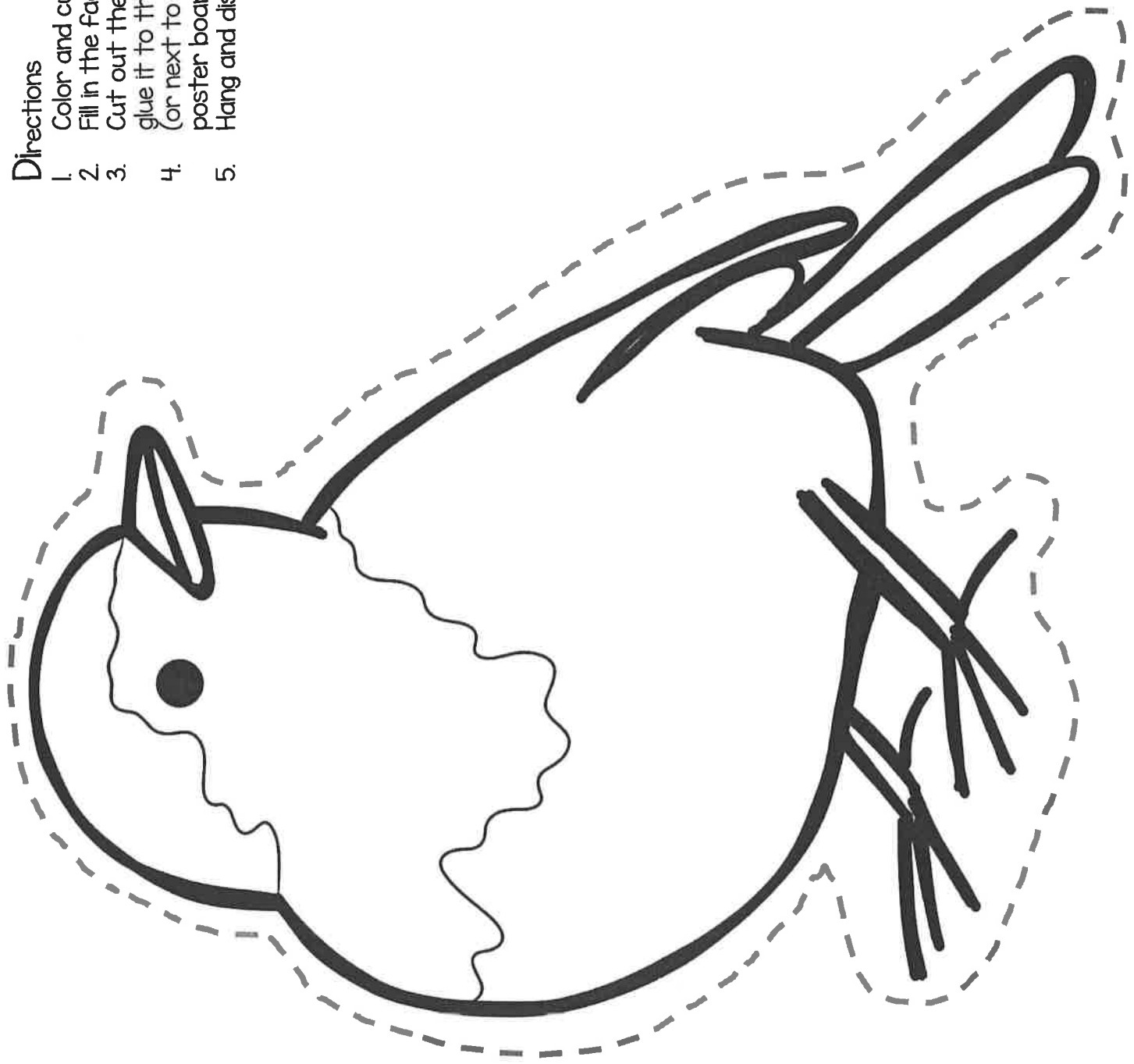
They **eat** worms, fruit, nuts and seeds.

Robins **live** in North America.

Robins **like** to sing and chirp.

Directions

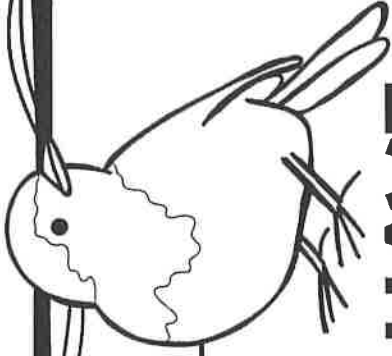
1. Color and cut out the animal
2. Fill in the facts chart
3. Cut out the facts chart and glue it to the animal's feet (or next to the animal on a poster board)
- 4.
5. Hang and display!



NON-FICTION

Name _____

Describe the animal by writing a sentence or drawing a picture in each box.



ARE

CAN

HAVE

EAT

LIVE

LIKE

NON-FICTION

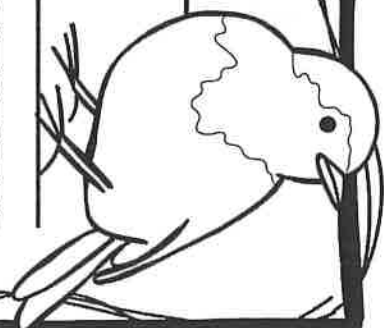
Name _____

Start with a capital **A**

Finger spaces



Punctuation . ? !



Robins are

Robins can

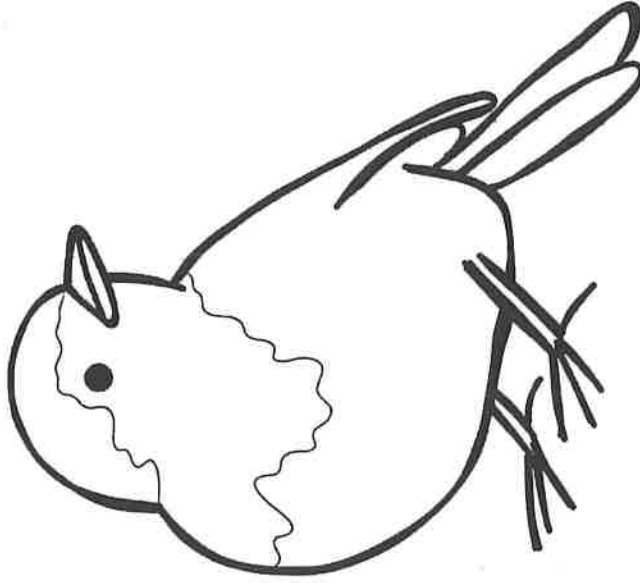
Robins have

Robins eat

Robins live

Robins like

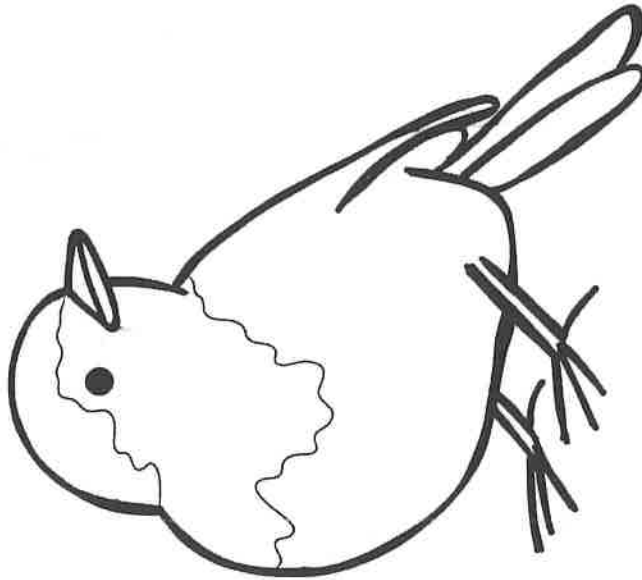
All About



Robins

By _____

All About



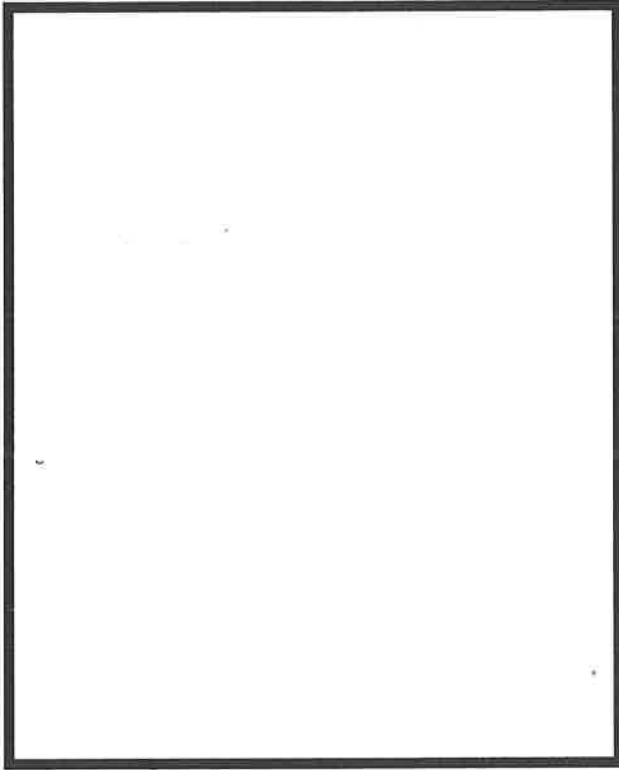
Robins

By _____

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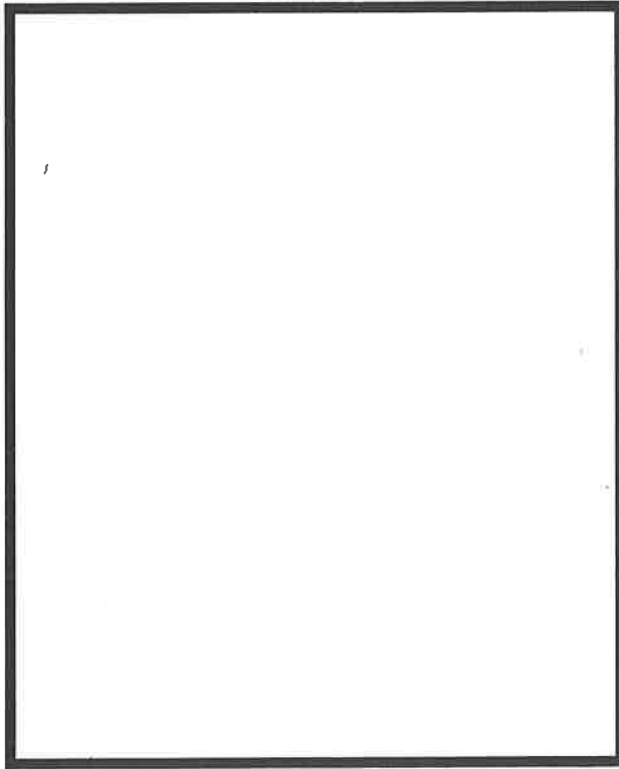
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They are...



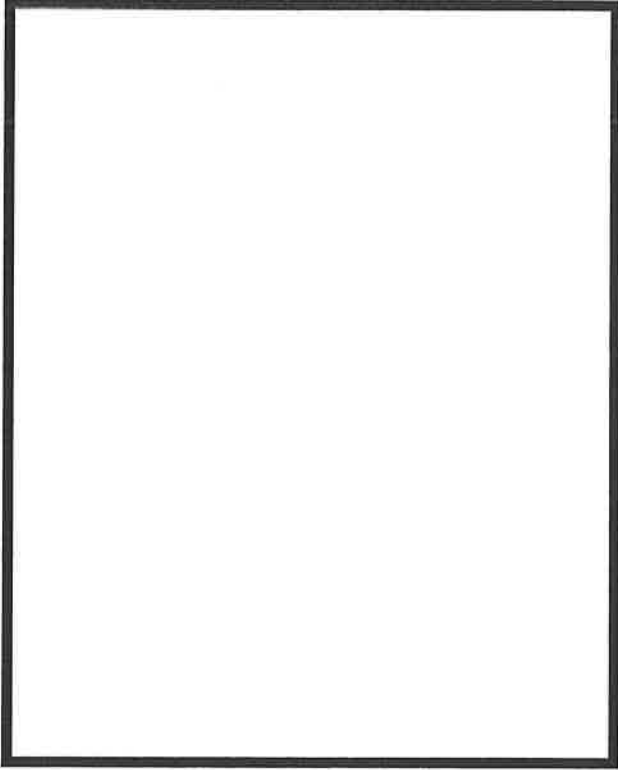
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

They are....



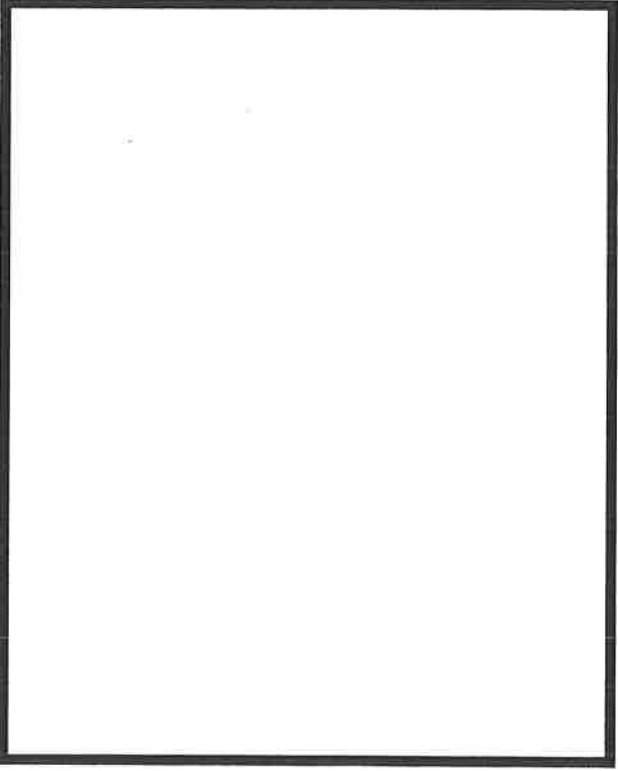
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

What can they do?



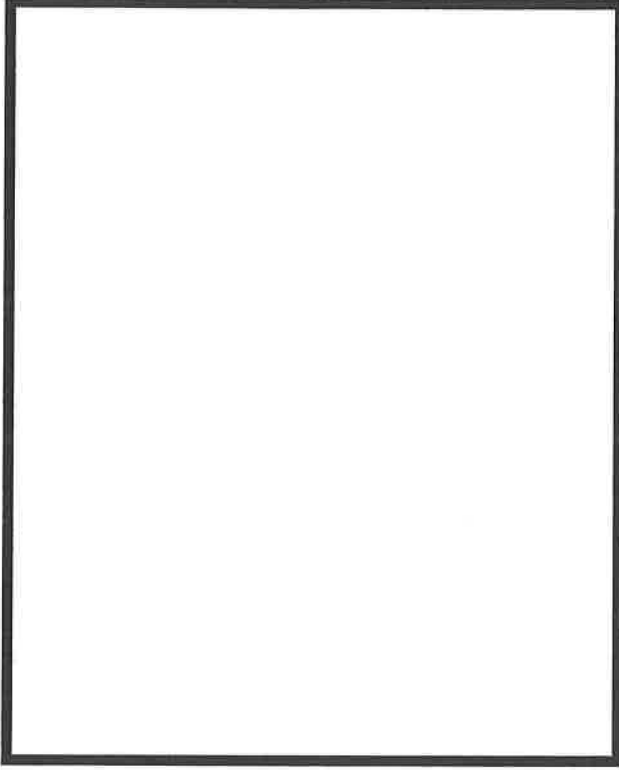
Handwriting practice lines consisting of ten vertical columns. Each column has a solid top line, a dashed middle line, and a solid bottom line.

What can they do?



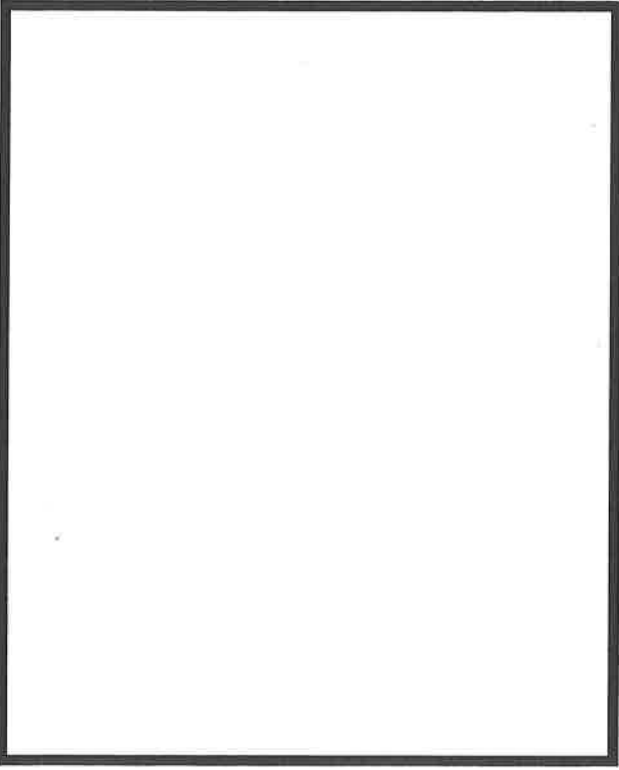
Handwriting practice lines consisting of ten vertical columns, identical to the ones on the first page.

What do they have?



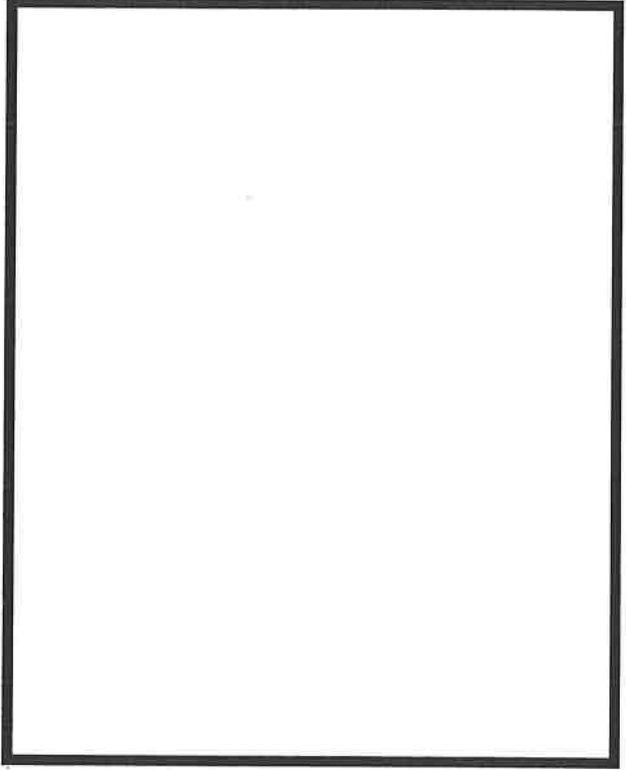
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

What do they have?



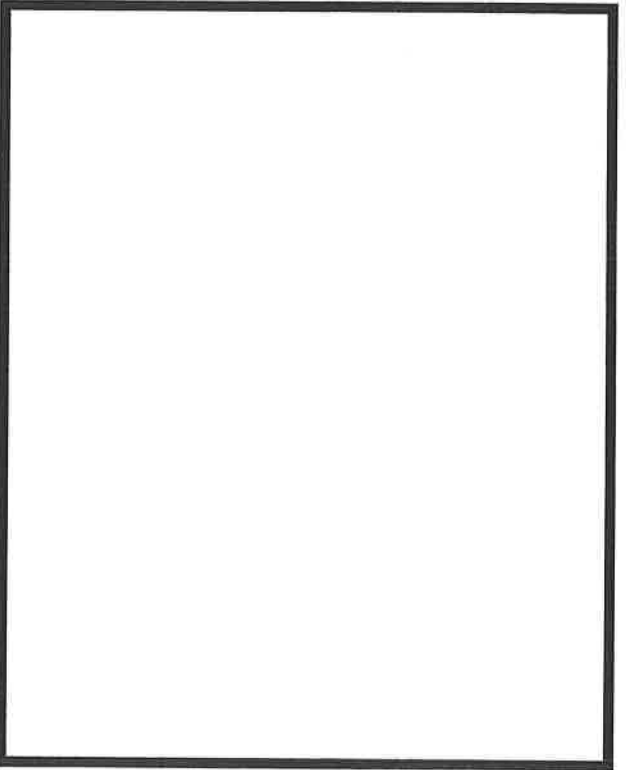
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

What do they eat?



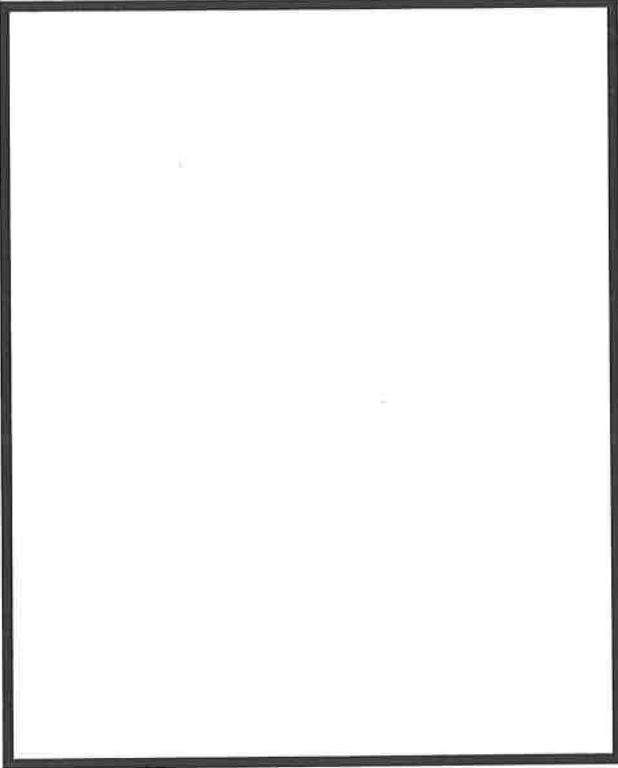
Handwriting practice lines consisting of ten sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

What do they eat?



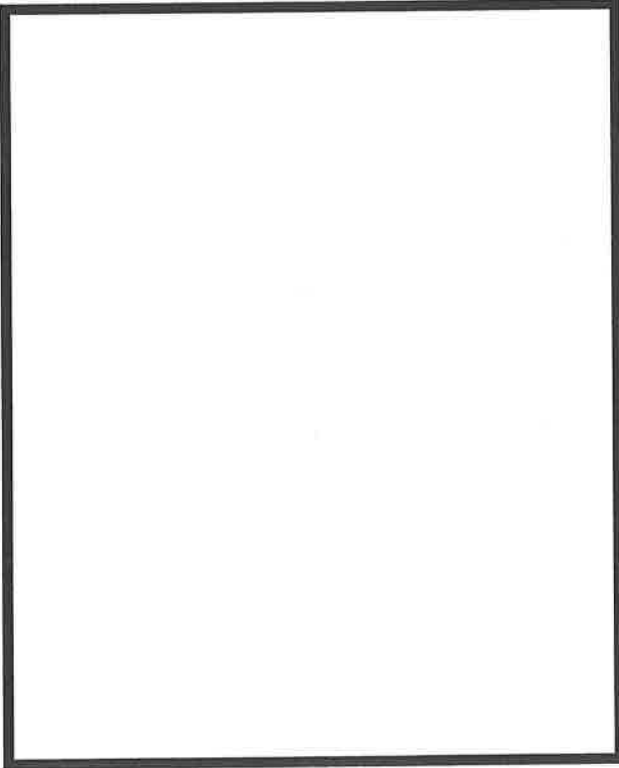
Handwriting practice lines consisting of ten sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Where do they live?



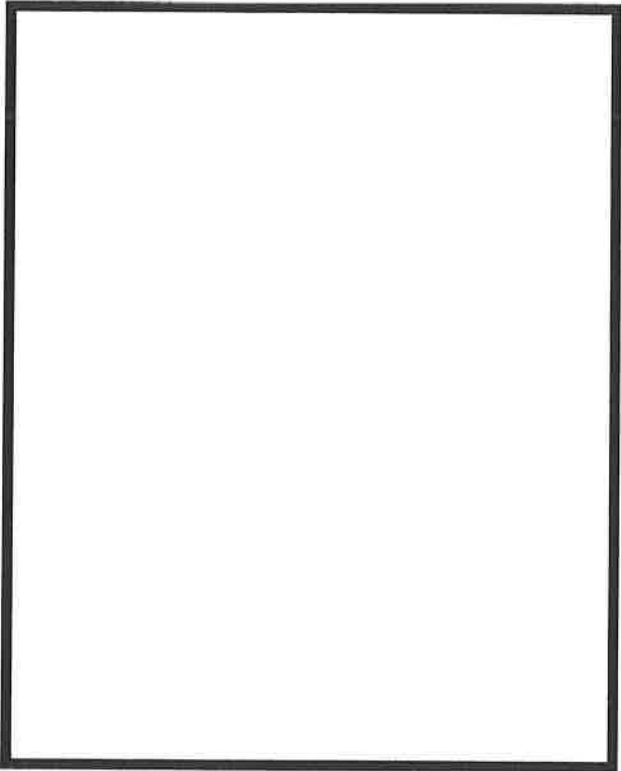
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are ten sets of these lines.

Where do they live?



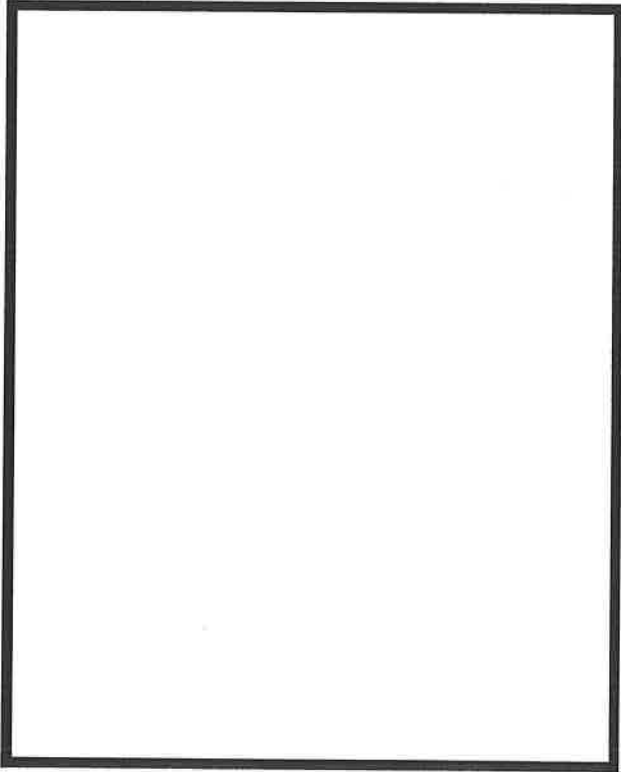
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are ten sets of these lines.

What do they like?



Handwriting practice lines consisting of ten sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

What do they like?



Handwriting practice lines consisting of ten sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Write your first and last name.

Write the sight words and find them in the word search.

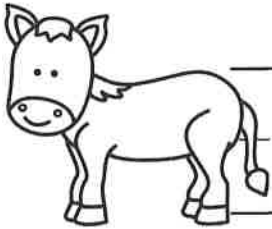
h	v	g	t
s	h	e	g
a	e	t	h
h	a	v	e

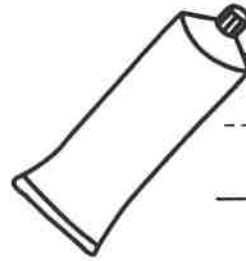
get

have

she

Write the word for the picture shown. (long u)





Write the missing numbers on the lines.

23 _____ 25 _____ 27 _____ 29

Solve the subtraction problems.

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

$$8 - 4 = \underline{\quad}$$

Write your first and last name.

Write the alphabet correctly.

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

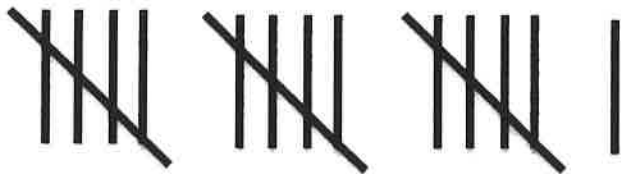
Rainbow write the number and then color that many circles.

19	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○

Count the tallies and write the number two times.



_____	_____
-----	-----
_____	_____



_____	_____
-----	-----
_____	_____

Solve the problems.

$$8 + 2 = \underline{\quad}$$
$$7 + 2 = \underline{\quad}$$

$$3 + 4 = \underline{\quad}$$
$$0 + 8 = \underline{\quad}$$

Name _____ Date _____

Directions: Use your cards to sort the short vowel sounds.

"a" like
apple

"e" like Ed



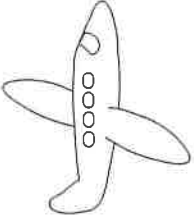

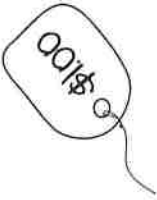



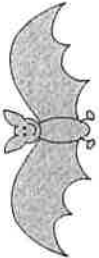
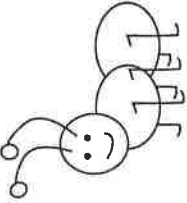

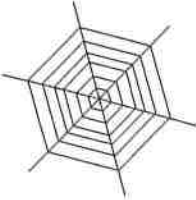
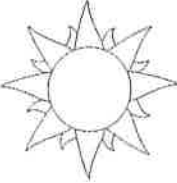

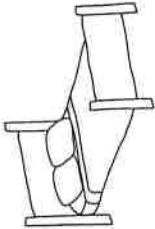
"i" like itch

"o" like
octopus

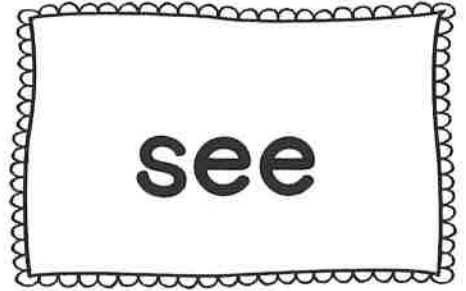
"u" like up

Name _____ Date _____

Directions: Cut out the cards and use them to complete the sort.

Name _____



see

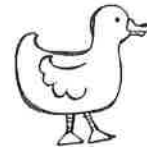
I see a bear.



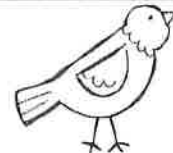
I see a dog.



I see a duck.



I see a bird.



I see a frog.



I see friends!



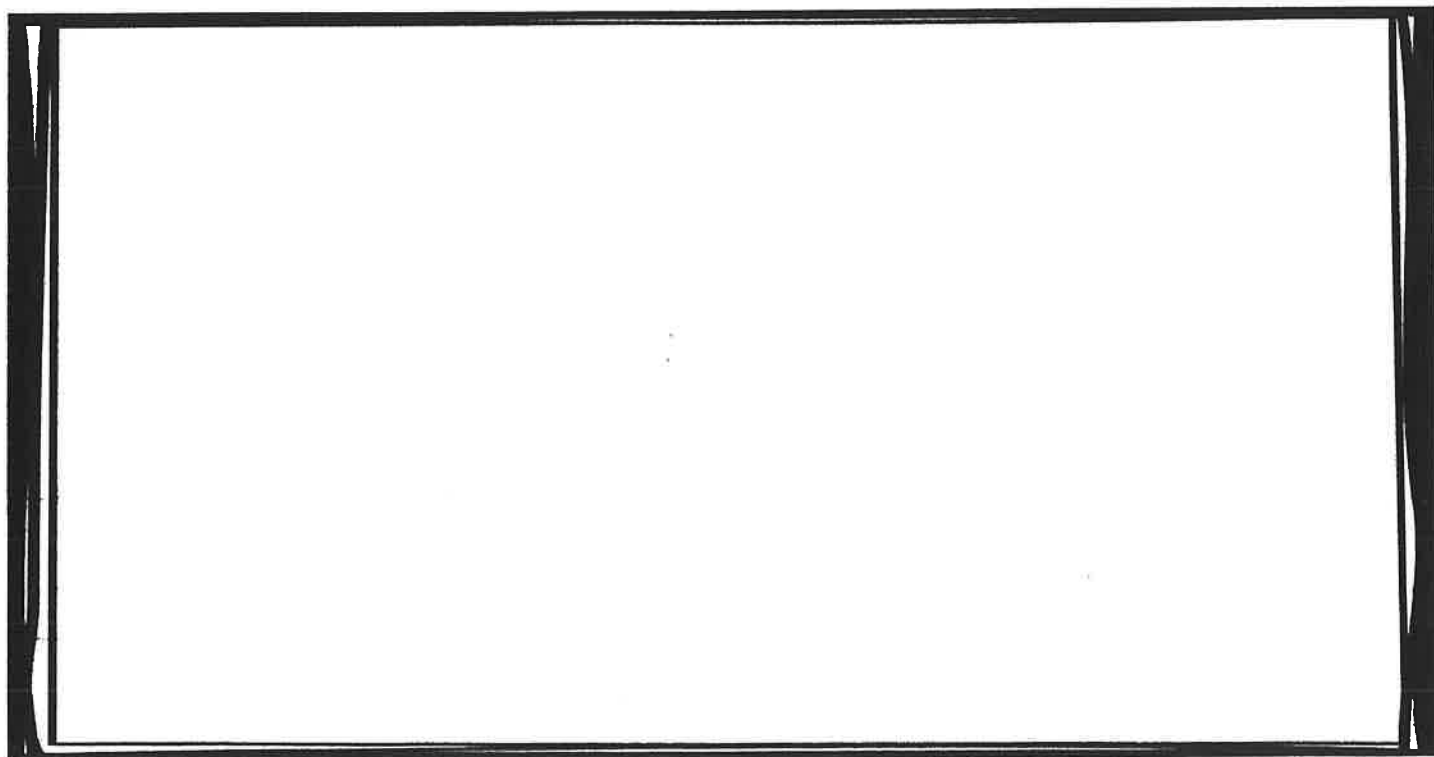
-in family

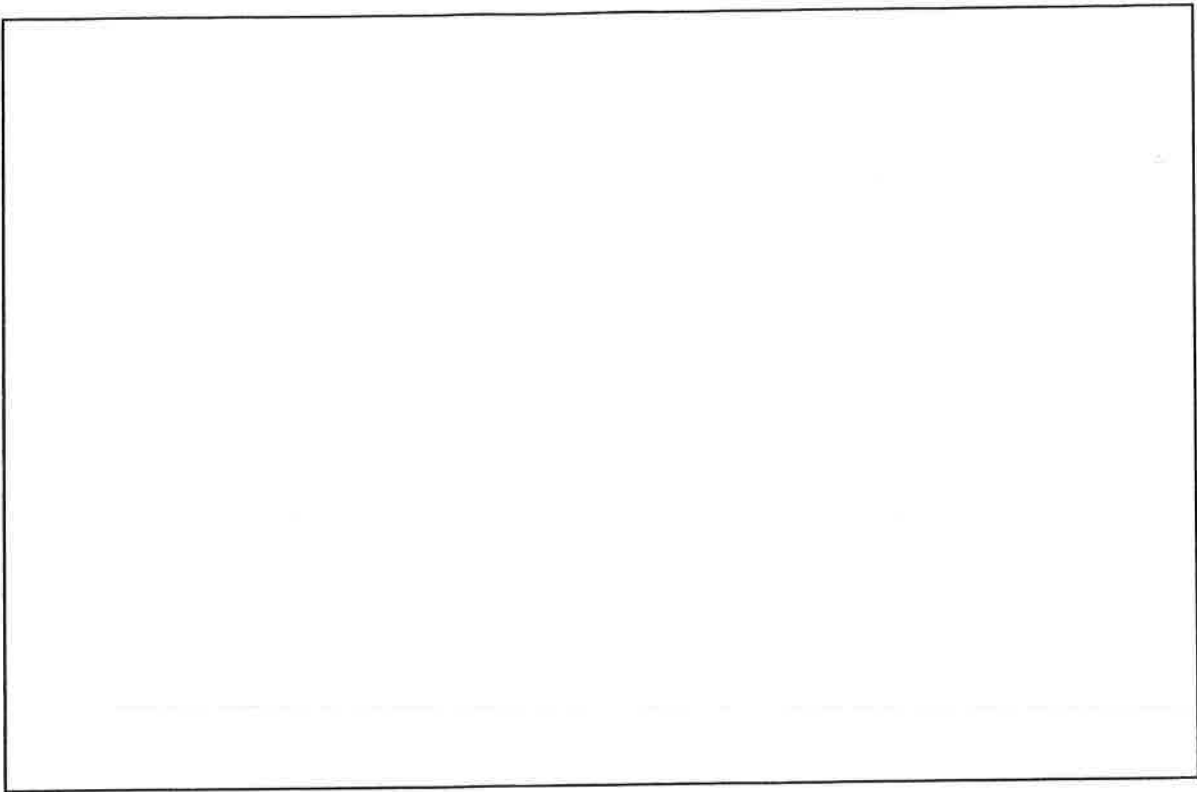
Name _____

A Pin in a Bin

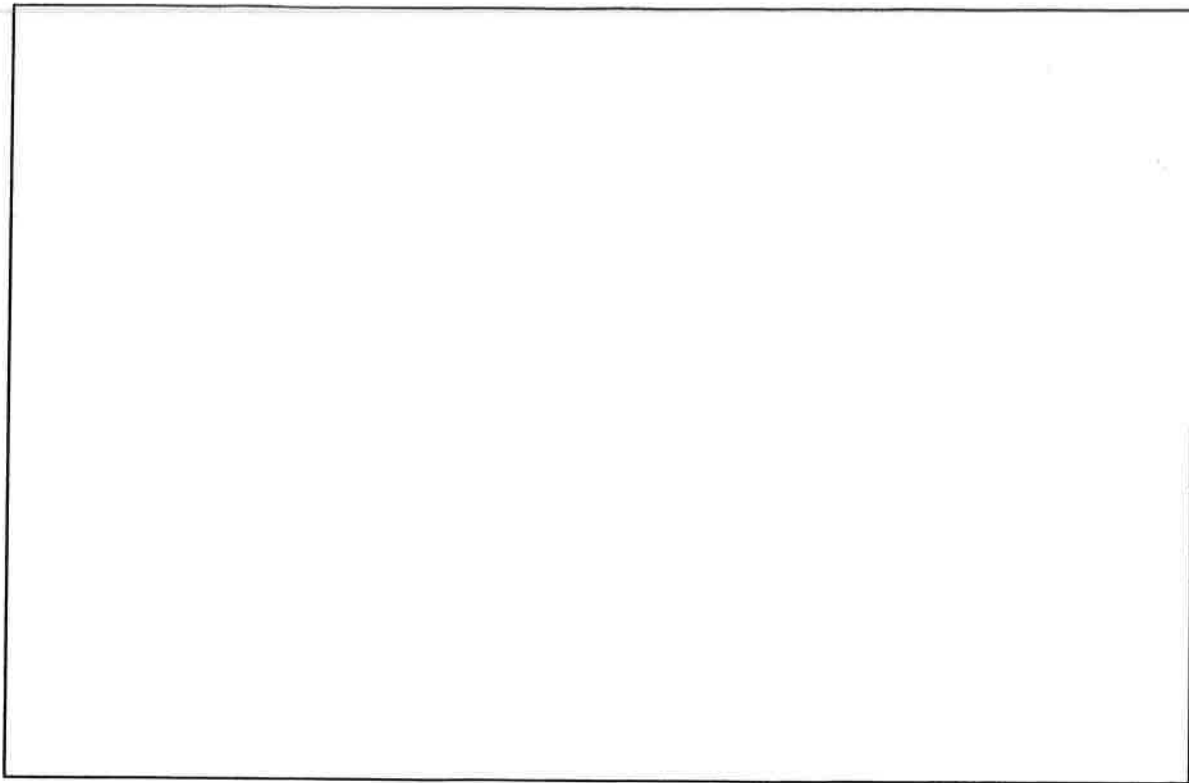
In a bin, I have a pin. The
pin is tin. I got the pin for
a big win! I put the pin in
the bin.

Illustrate the story.





Handwriting practice lines for the letter 'P'. Each row consists of four horizontal lines: a solid top line, a dashed middle line, a solid baseline, and a solid descender line. The letter 'P' is printed at the beginning of each row to show the correct stroke order and placement.



Handwriting practice lines for the letter 'g'. Each row consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. On the left side of each row, there is a small illustration of the letter 'g' with arrows indicating the stroke direction. There are five such rows of practice lines.

Name _____

Say the word. Write the word.

Going Bananas for

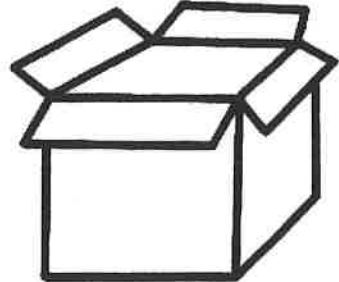
CVC words



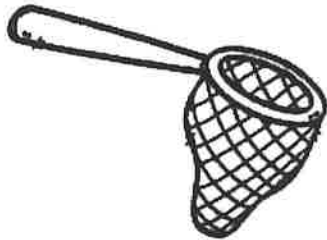
u



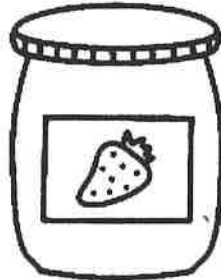
o



o



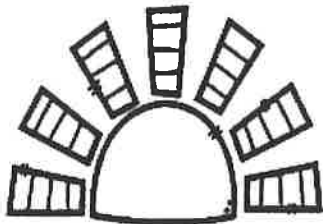
e



a



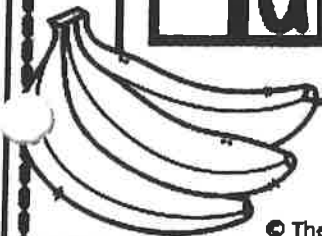
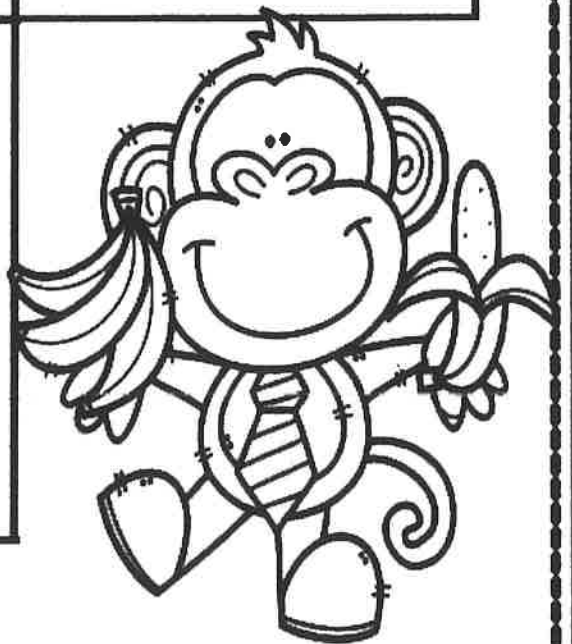
u



u



a



Name _____

Say the word, color in the sounds you hear, and write the word.

CVC

Say it

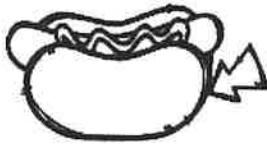
MIX-UP!

Color it

Write it



b o t
h a x



w a n
b u x



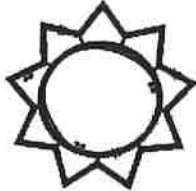
c a x
m i n



h a x
m o t



w i p
l u m



s a g
d u n



p u n
t e p

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are eight sets of these lines for writing the words.

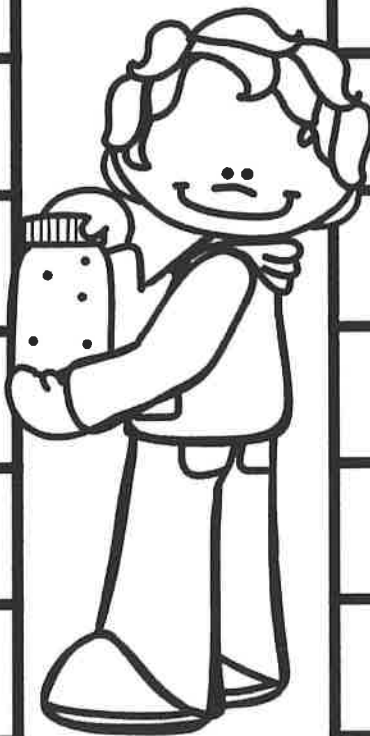
Name _____

Write the Missing Letter

Write the missing letter!

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

F	G	
	Y	Z
B	C	
	K	L
I	J	
	E	F
O	P	
	V	W
G	H	
	P	Q
X	Y	



O	P	
	J	K
E	F	
	G	H
Q	R	
	L	M
P	Q	
	X	Y
C	D	
	T	U
A	B	

Name _____

Read the word, write the word, color the word.

Read It, Write It, Color IT

wet



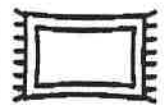
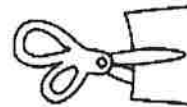
rob



jog



ten



cop



top



dad



vet



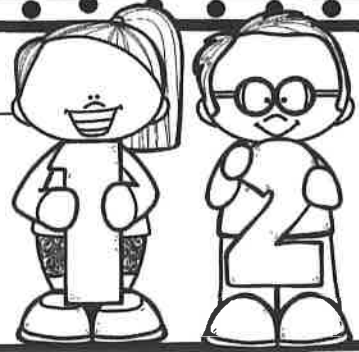
Name _____

Counting and Cardinality



PRE-TEST #1

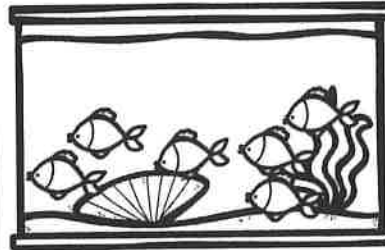
Numbers 0-10



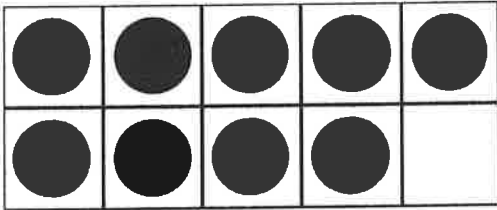
Count how many.
Write the answer on the line.



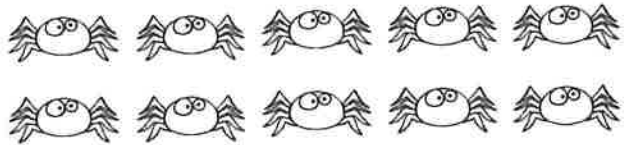
Count how many fish.
Write the answer on the line.



Count how many.
Write the answer on the line.



Count how many.
Write the answer on the line.



Fill in the missing numbers that come
before and after.

_____, **4**, _____

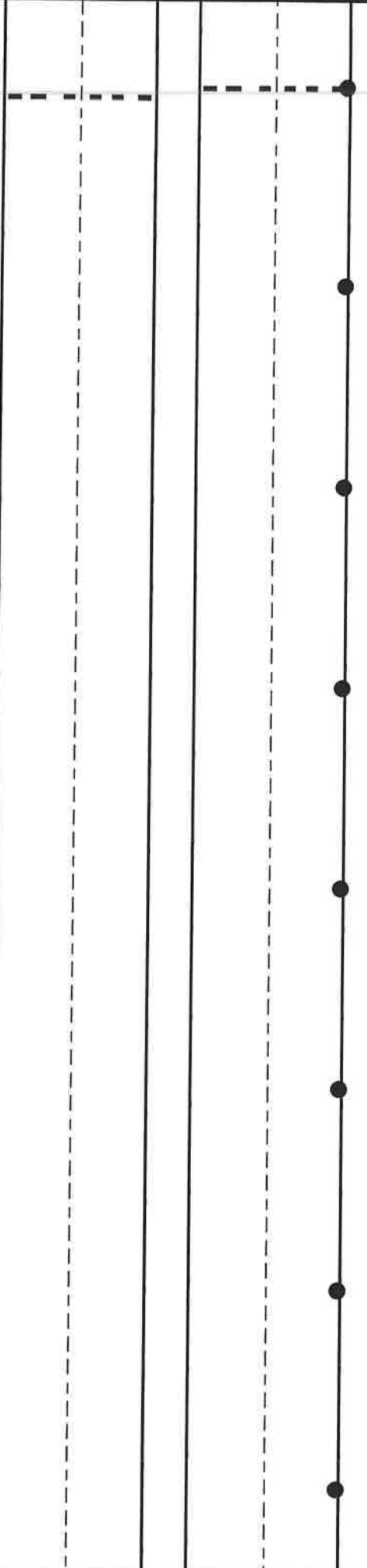
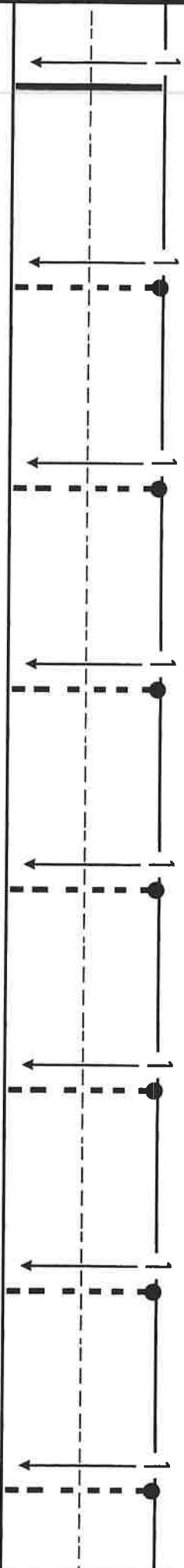
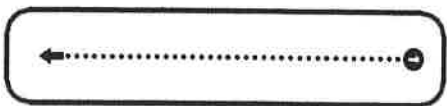
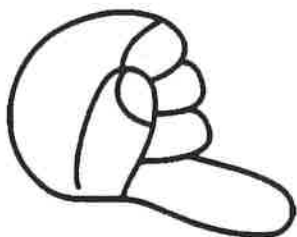
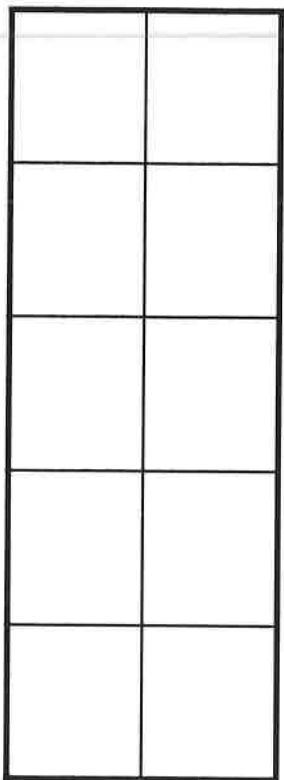
_____, **8**, _____

Finish counting on.
Fill in the missing numbers.

3, _____, _____

5, _____, _____

Name: _____



0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----






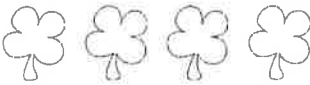








Color |



Name _____

Clover Addition

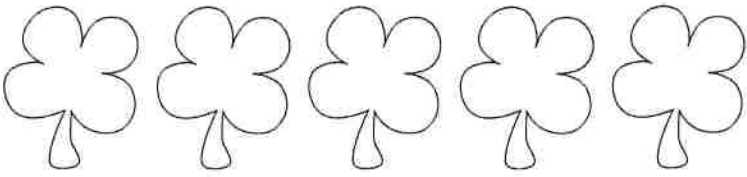
Solve the addition problems. Count & color the clovers.

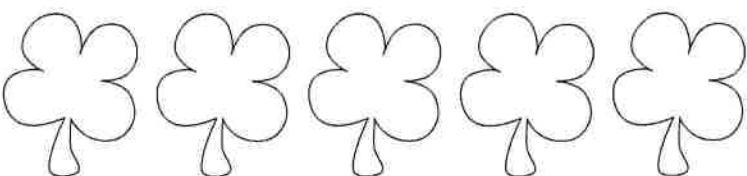
1.   + $\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$	2.   + $\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$
3.   + $\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	4.  + $\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$
5.   + $\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$	6.   + $\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$
7.  + $\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$	8.   + $\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$

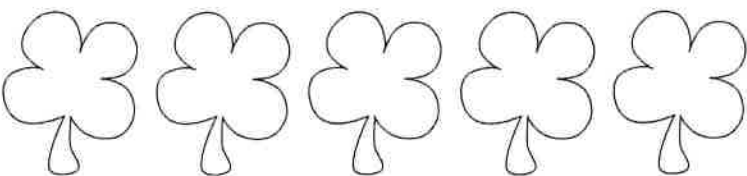
Name _____

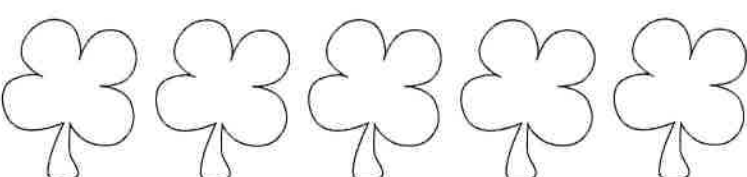
Sums of 5 clover Counters

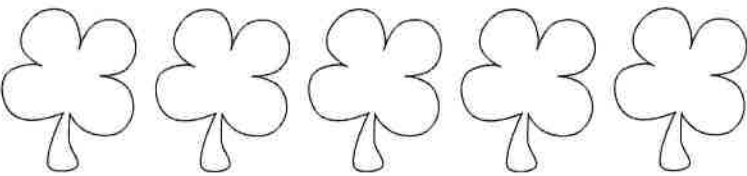
Color your clovers to match the equations and make "Sums of 5"

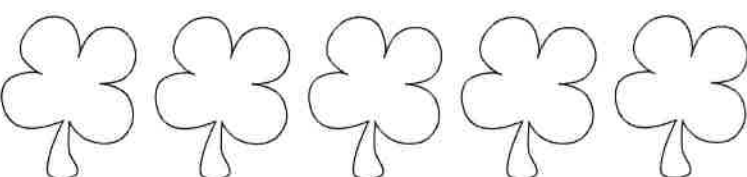
 $1 + 4 = \underline{\quad}$

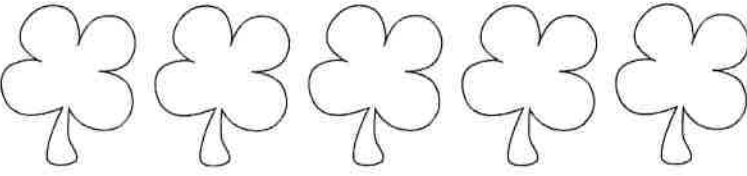
 $3 + 2 = \underline{\quad}$

 $0 + 5 = \underline{\quad}$

 $2 + 3 = \underline{\quad}$

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


 $0 + 5 = \underline{\quad}$


 $3 + 2 = \underline{\quad}$


Name _____

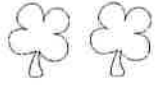
Clover Subtraction


Solve the subtraction problems. Cross off the correct number of clovers.


1. 
$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

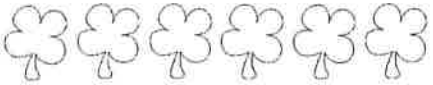
2. 
$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$$

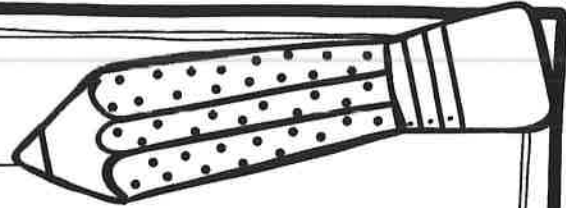
5. 
$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 1 \\ - 1 \\ \hline \end{array}$$

Name _____



ONE More ONE Less

Write the missing numbers. Use the number line as a reference.

11 12 13

14

18

19

13

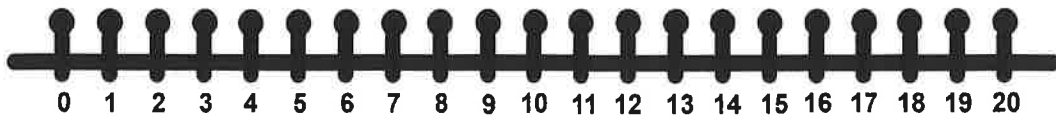
10

11

15

17

16



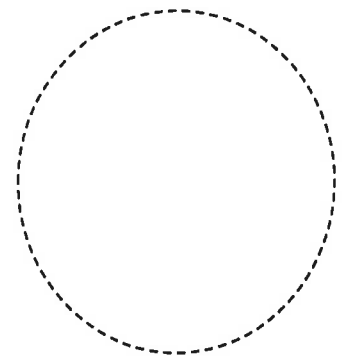
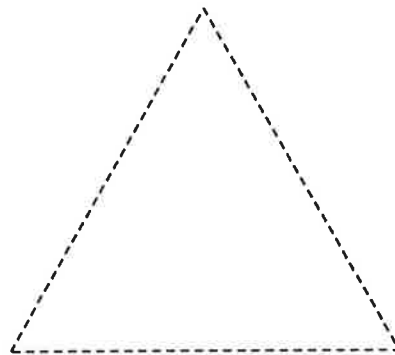
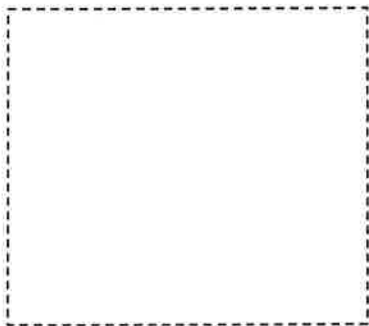
Write your first and last name.

W3 D2

Read the sentence, write it on the lines, and illustrate it on back.

We have a cat at my home.

Trace the shapes and then draw them into something real.



Rainbow write the number and then color that many circles.

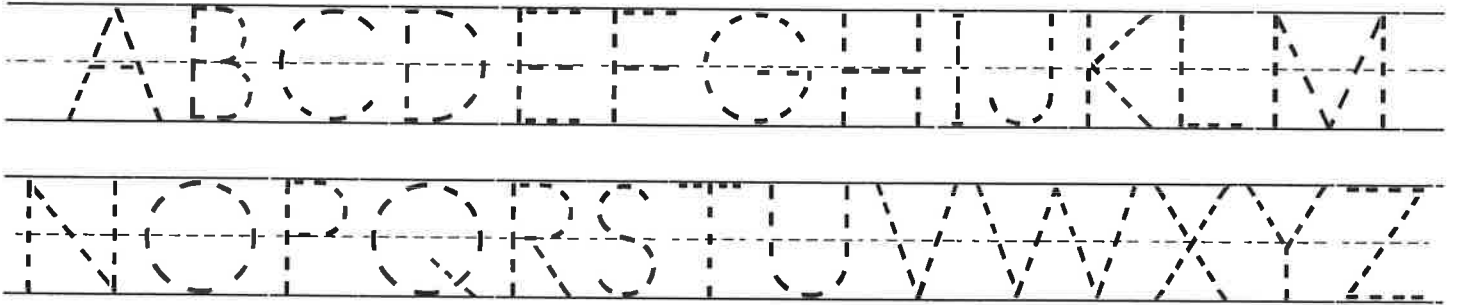
20	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○

Write the missing numbers on the lines.

20 _____ 22 _____ 24 _____ 26

Write your first and last name.

Write the alphabet correctly.



Draw a line from the number to the word and write the word.

0

two

8

zero

2

eight

Write the missing numbers on the lines.

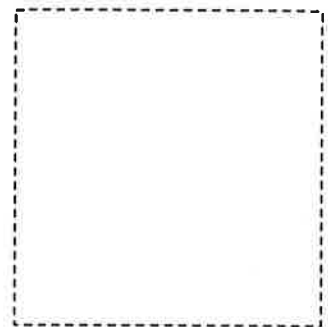
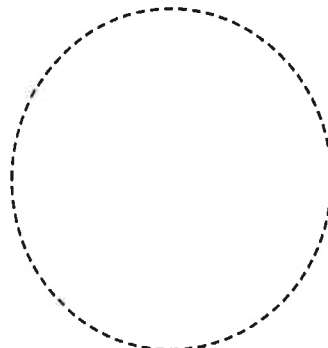
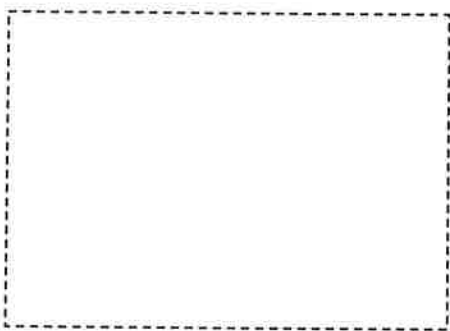
19

21

23

25

Trace the shapes and then draw them into something real.



Name _____

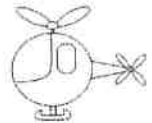


this

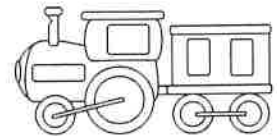
This bus is yellow.



This helicopter flies high.



This train goes fast.



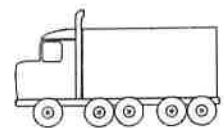
This boat is on water.



This balloon goes up.



This truck is big.



-ig family

Name _____

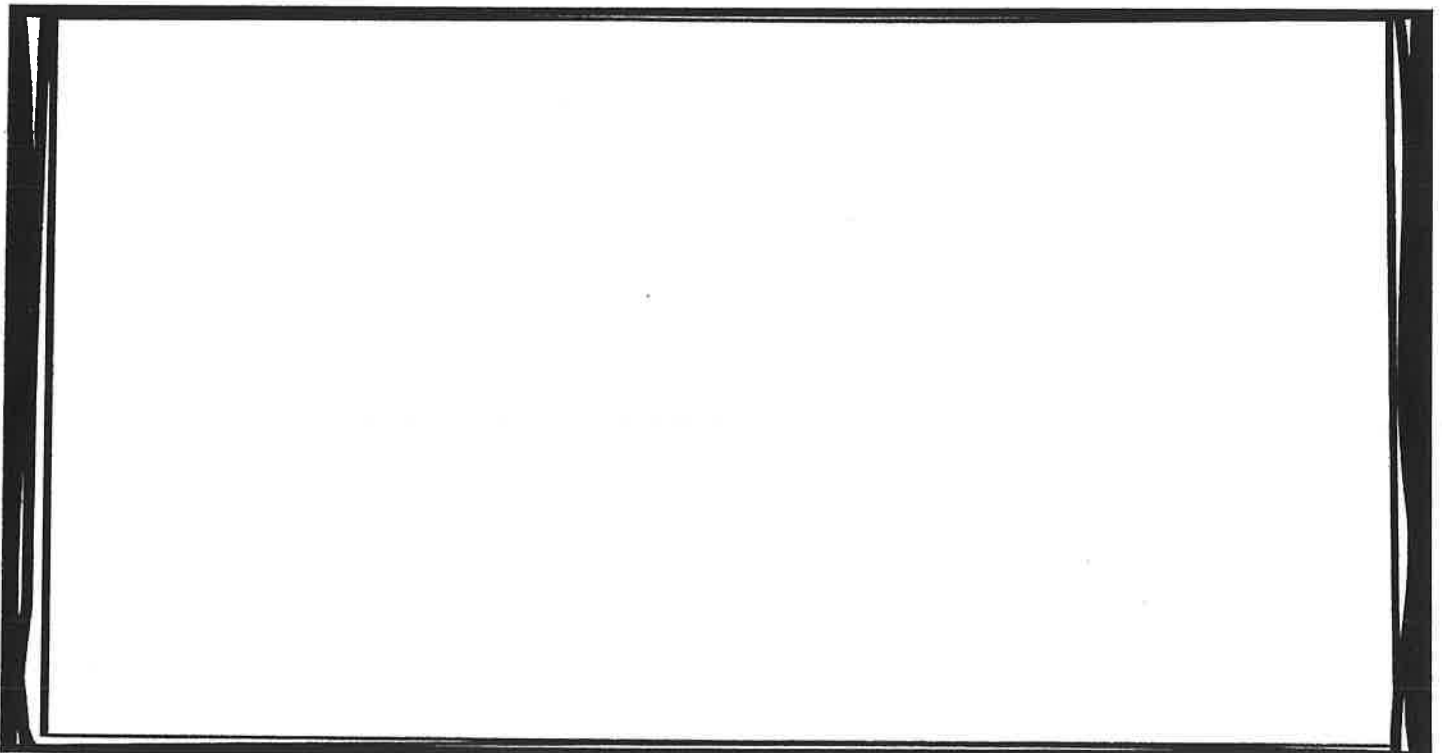
The Big Pig

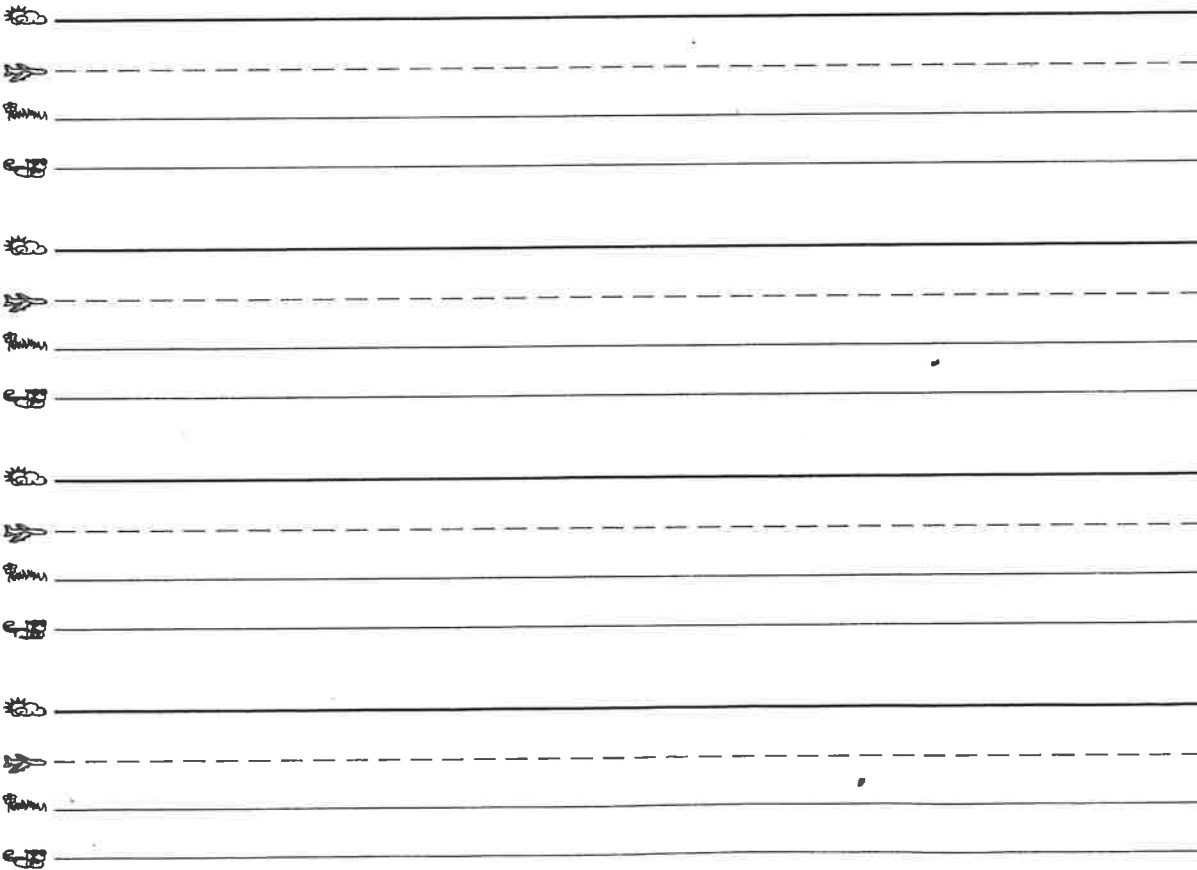
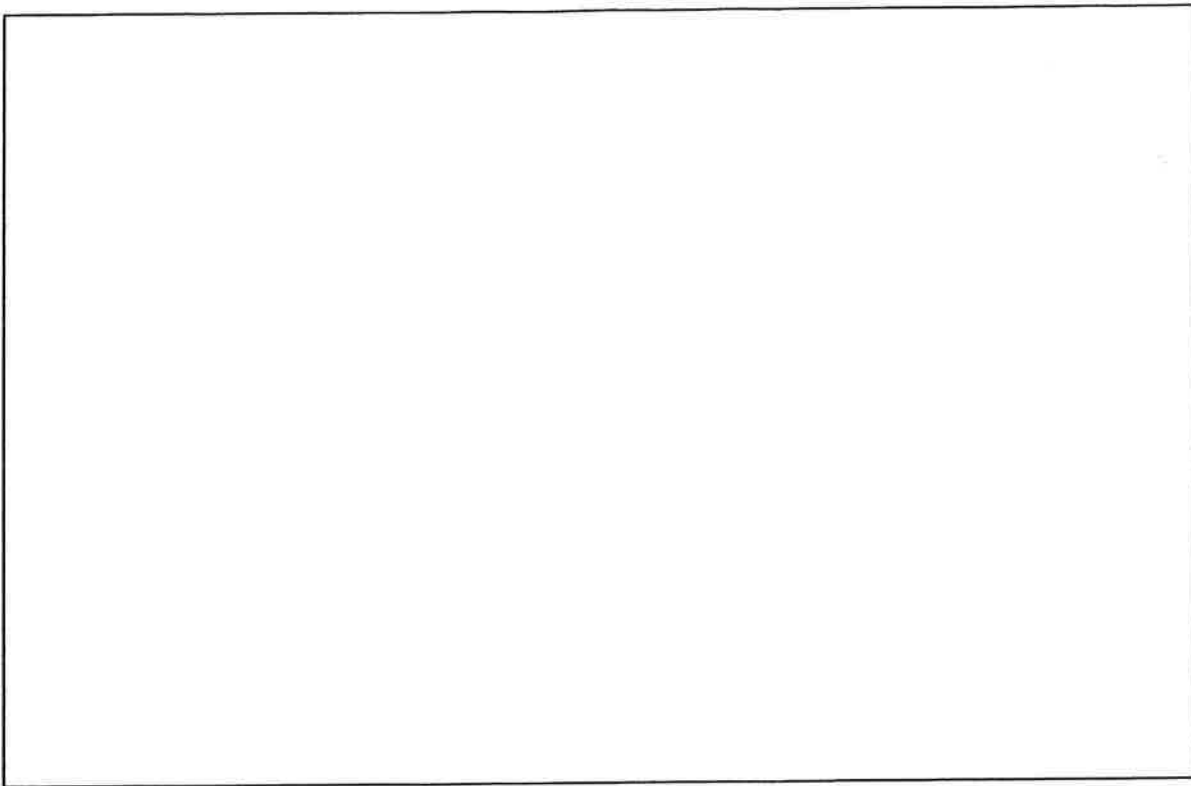
I have a pink pig. His name
is Fig. Fig the pig is big.

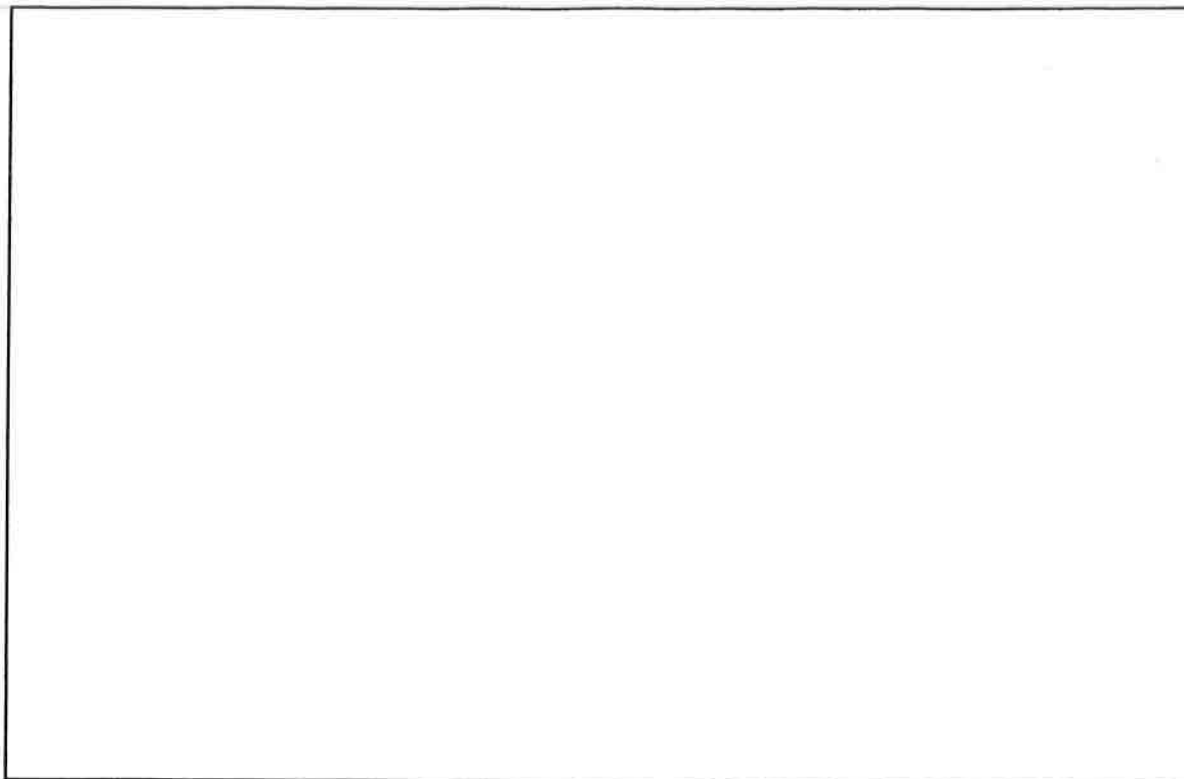
He likes to dig and do a jig.

The big pig digs and digs!

Illustrate the story.







Handwriting practice line with a solid top line and a solid bottom line.

Handwriting practice line with a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice line with a solid top line and a solid bottom line.

Handwriting practice line with a solid top line and a solid bottom line.

Handwriting practice line with a solid top line and a solid bottom line.

Handwriting practice line with a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice line with a solid top line and a solid bottom line.

Handwriting practice line with a solid top line and a solid bottom line.

Handwriting practice line with a solid top line and a solid bottom line.

Handwriting practice line with a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice line with a solid top line and a solid bottom line.

Handwriting practice line with a solid top line and a solid bottom line.

Handwriting practice line with a solid top line and a solid bottom line.

Handwriting practice line with a solid top line, a dashed middle line, and a solid bottom line.

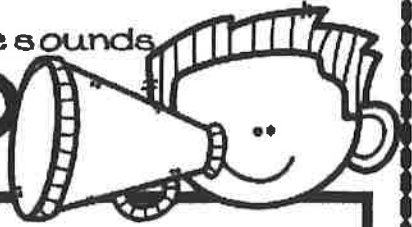
Handwriting practice line with a solid top line and a solid bottom line.

Handwriting practice line with a solid top line and a solid bottom line.

Name _____

Write the sounds

WHAT DO YOU HEAR?



p u



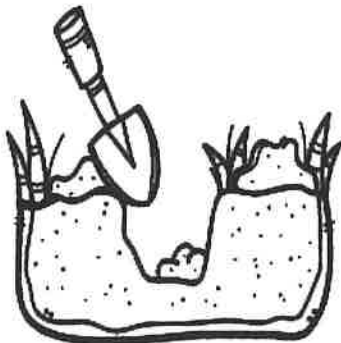
a d



p o



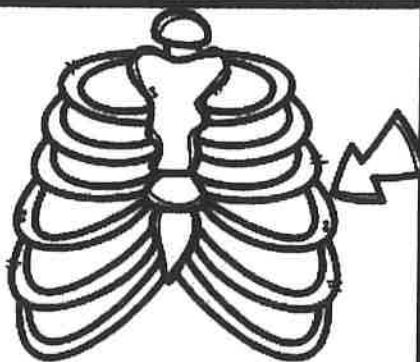
h u



i g



b e



i b



a x



c o

Name _____

Say the word. Write the word.

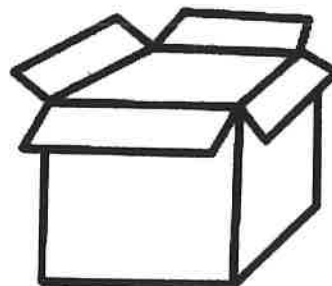
Going Bananas for CVC words



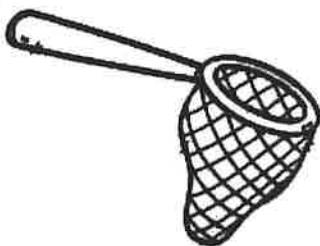
g _ m



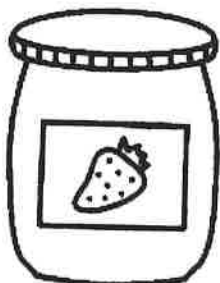
j _ g



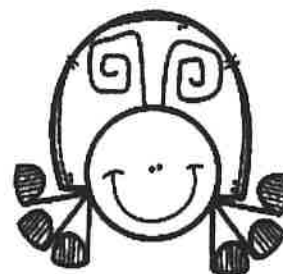
b _ x



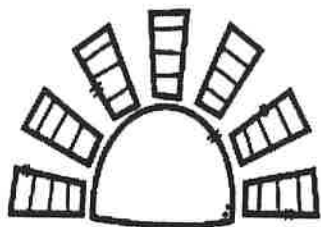
n _ t



j _ m



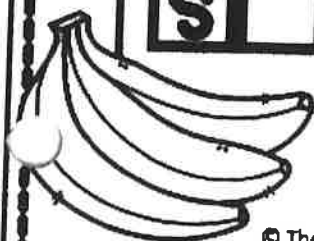
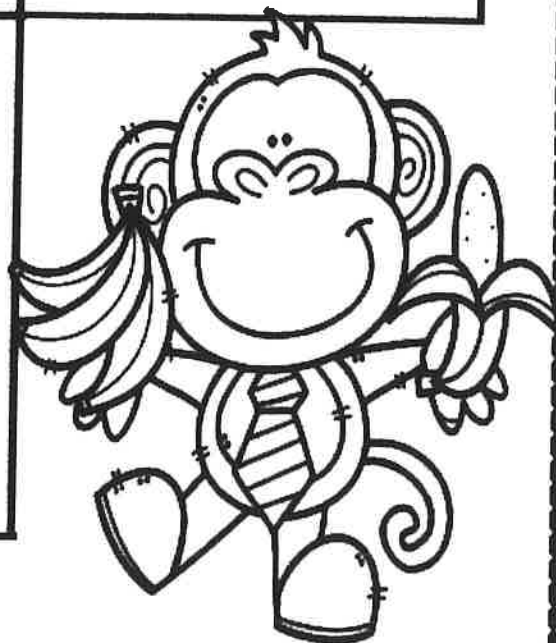
b _ g



s _ n



d _ d



Name _____

Before and After

Write the letter that comes before and after!

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	
	t	u
f	g	
	o	p
	u	v
e	f	
	r	s
	y	z
u	v	
	p	q
b	c	



u	v	
	d	e
	f	g
g	h	
j	i	
	k	l
	x	y
c	d	
	v	w
b	c	
n	o	

Name _____

Say the word. Write the sounds you hear.

CVC

Say It, Write It









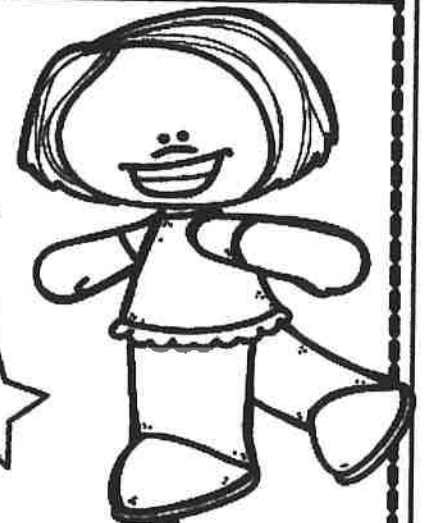


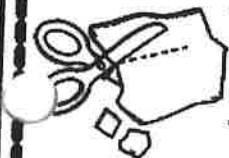












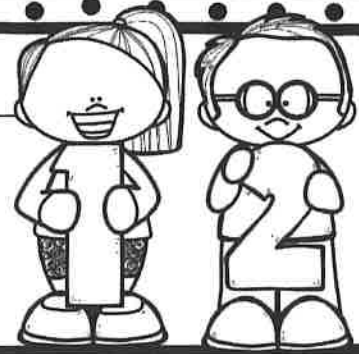
Name _____

Counting and Cardinality

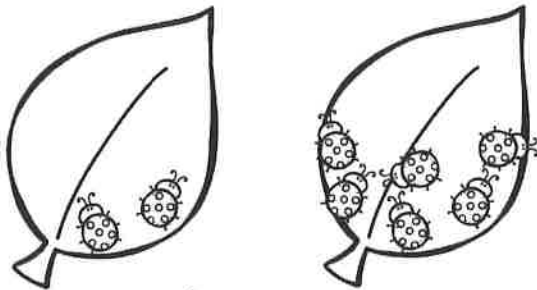


PRE-TEST #1

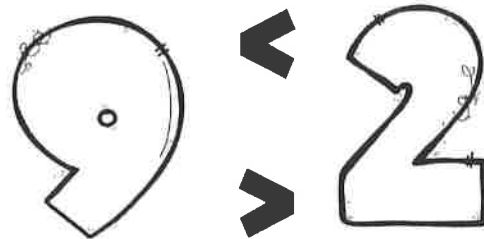
Numbers 0-10



Count how many lady bugs.
Circle the leaf that has MORE.



Circle the < or > sign to show which number is more and which is less.



Write numbers 1-10.

Draw 6 circles.

For teacher use. Student can orally:

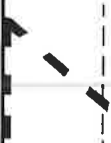
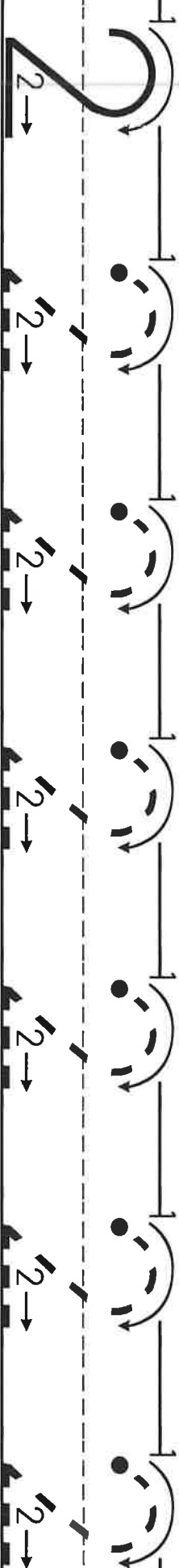
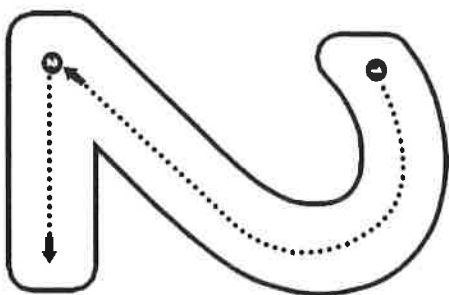
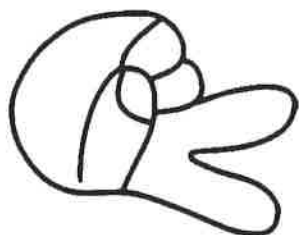
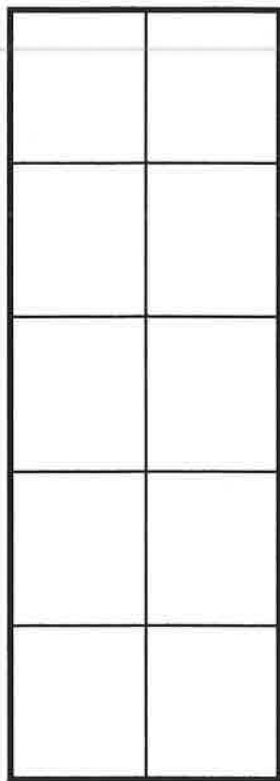
Count to 100 by 1's

YES NO _____
stopped at

Count to 100 by 10's

YES NO _____
stopped at

Name: _____



0	1	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

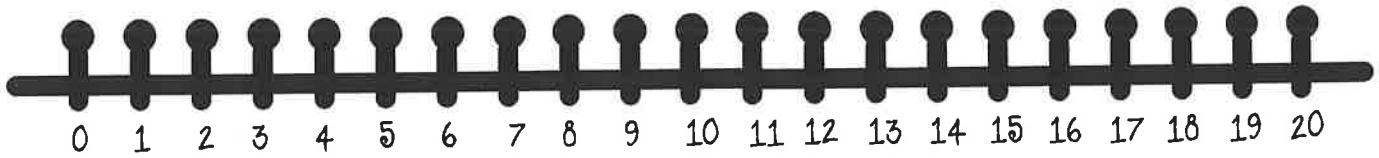
Color 2



Name _____

Rainbow Bonds

Fill in the missing number bond.

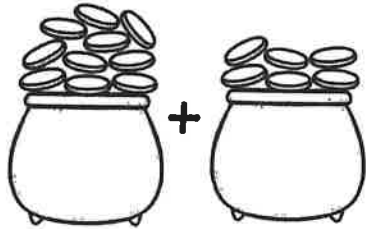
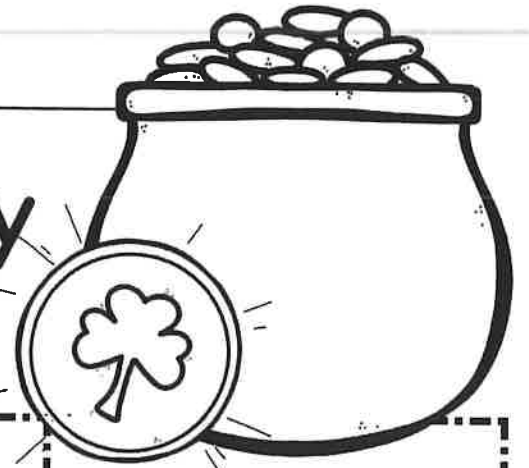


<p>4 9</p>	<p>5 12</p>
<p>10 17</p>	<p>1 4</p>
<p>4 13</p>	<p>7 10</p>
<p>2 5</p>	<p>7 11</p>

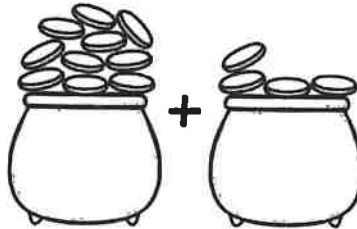
Name _____

Count How Many

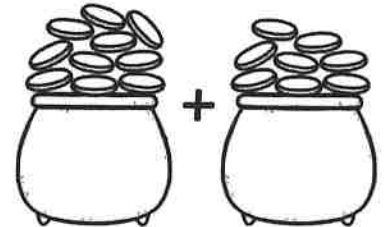
Count how many gold pieces are in each pot.
Color the correct teen number.



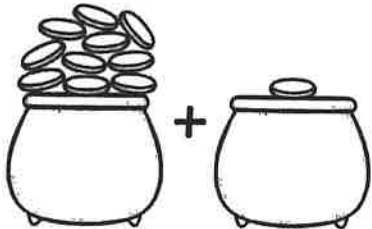
13 17 16



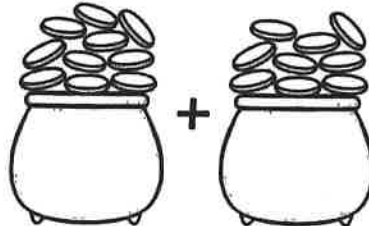
19 14 12



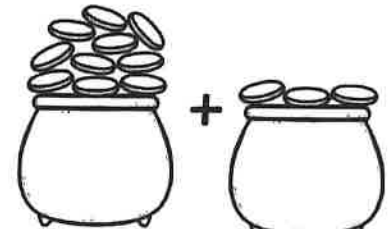
10 18 11



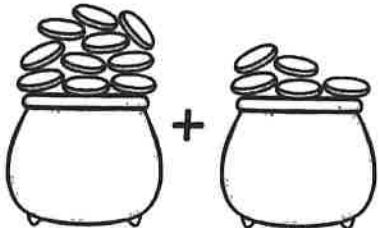
10 12 11



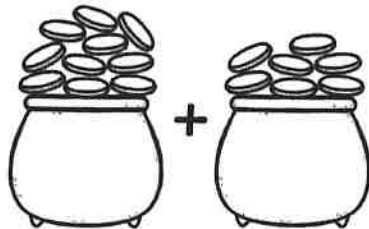
10 18 19



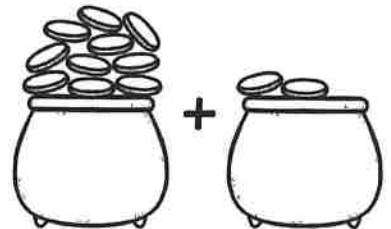
13 12 15



16 15 19



11 15 17



12 17 10

Write your first and last name.

W3 D3

Write the missing numbers on the lines.

15 _____ 17 _____ 19 _____ 21

Read the sentence, write it on the lines, and illustrate it on back.

My dog is on the rug.

Solve the problems.

$9 - 4 = \underline{\quad}$ $8 - 2 = \underline{\quad}$

Write the alphabet correctly.

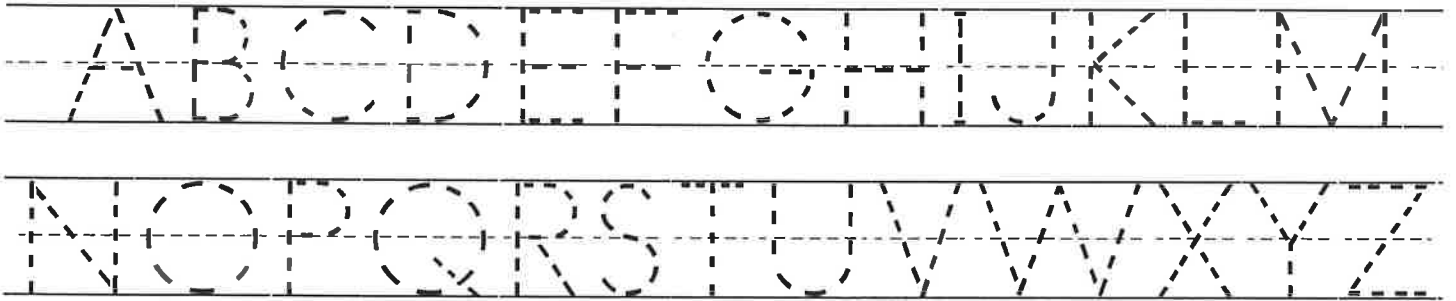
abcdefghijklmnopqrstuvwxyz

Write your first and last name.

Solve the problems.

$$9 + 1 = \underline{\quad\quad} \quad 4 + 4 = \underline{\quad\quad}$$

Write the alphabet correctly.



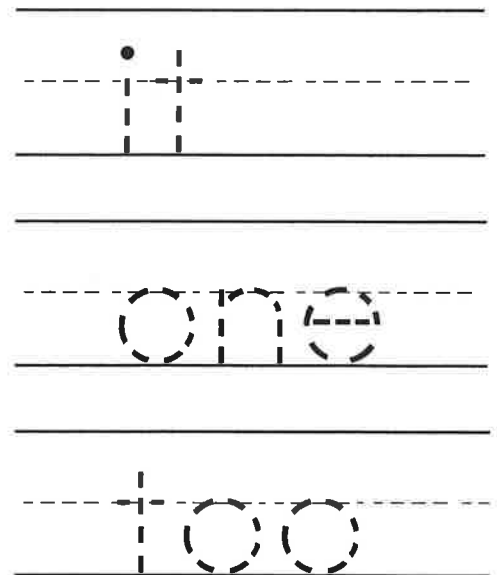
Color in the number that is more or less.

↑ MORE	16	17
-----------	----	----

↓ LESS	15	7
-----------	----	---

Write the sight words and find them in the word search.

d	i	s	o
s	t	m	n
t	o	o	e
c	c	a	n



Name _____



come

Come to the wedding.



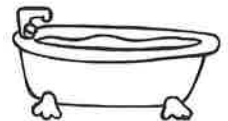
Come cross the street.



Come inside the hut.



Come take a bath.



How come you are mad?



How come you are sad?



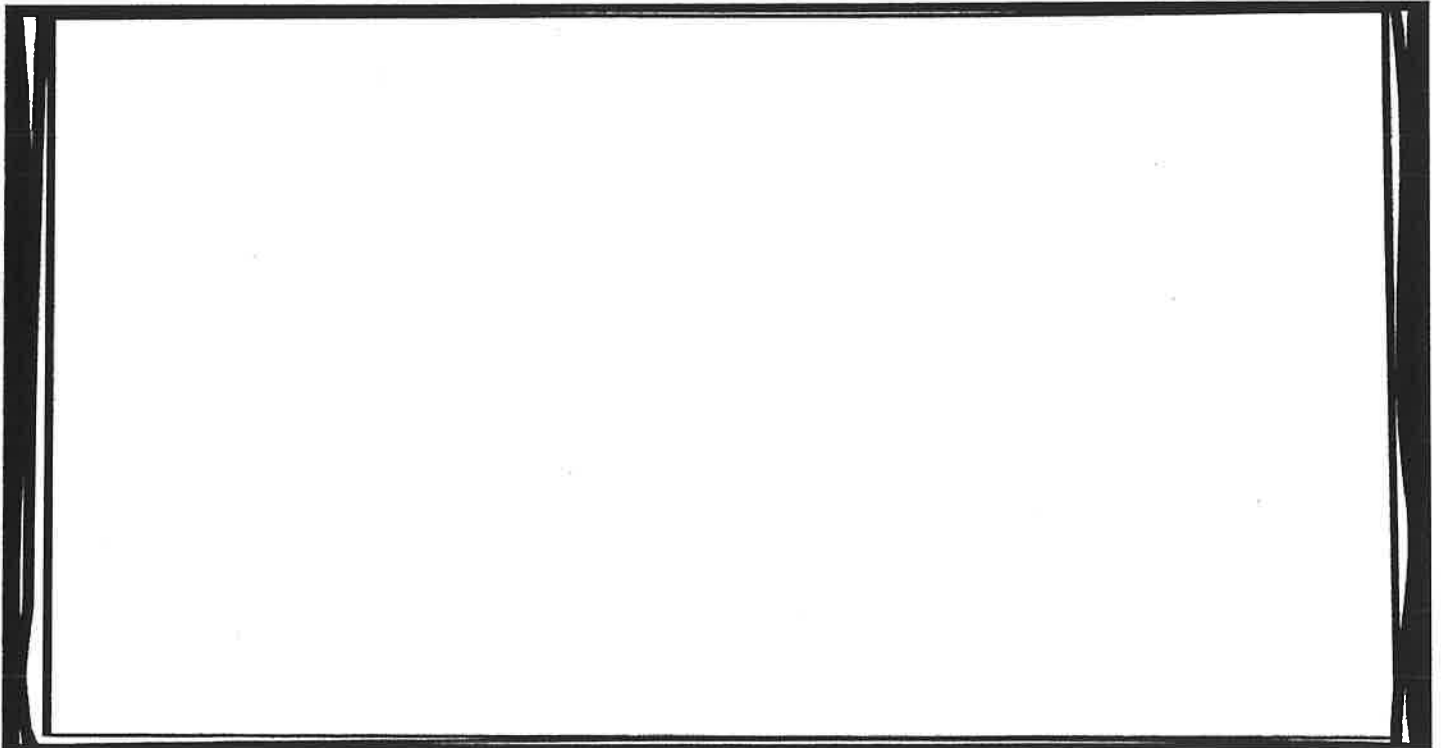
-ip family

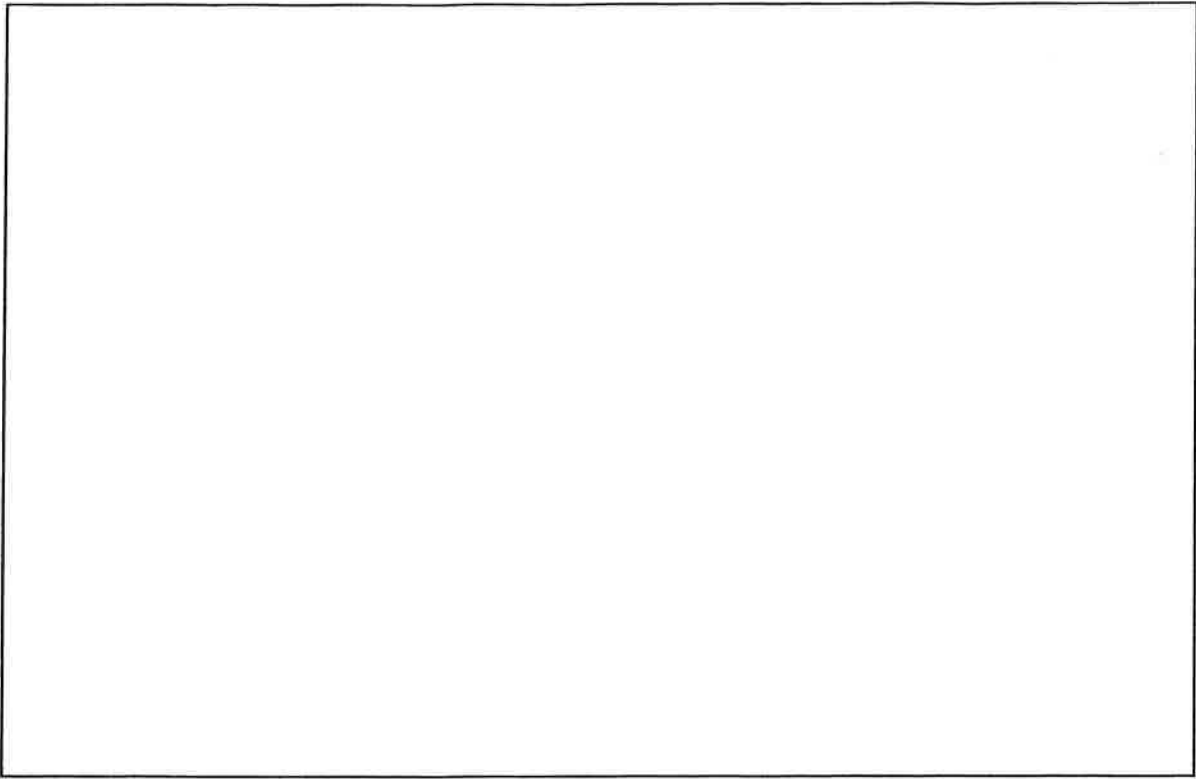
Name _____

On My Lip

I have dip on my lip. I will
take a sip. There will not
be dip on my lip if I take a
sip.

Illustrate the story.





g _____

g _____

g _____

g _____

g _____

g _____

g _____

g _____

g _____

g _____

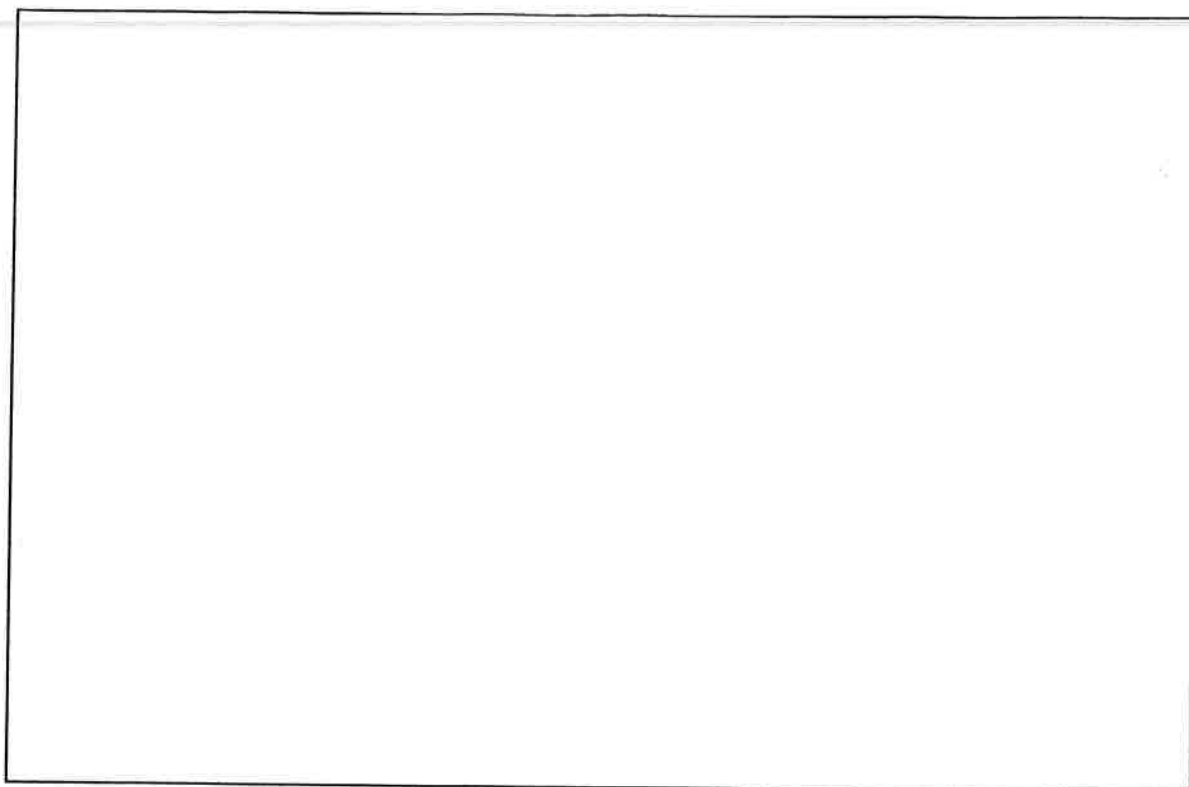
g _____

g _____

g _____

g _____

g _____

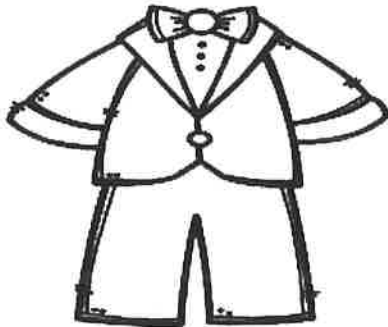
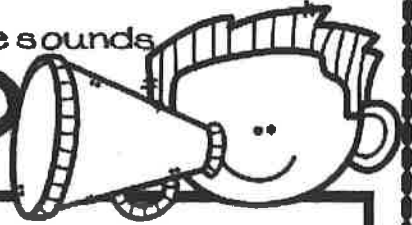


Handwriting practice lines for the Chinese character '学' (xué). Each row consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The character '学' is printed at the beginning of each row to guide the student's writing.

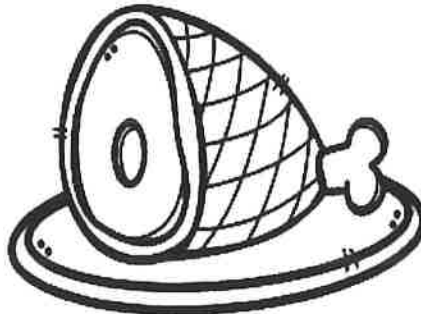
Name _____

Write the sounds

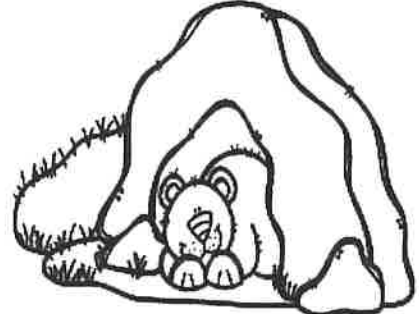
WHAT DO YOU HEAR?



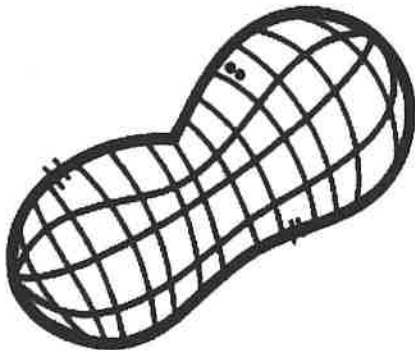
t



 a



d



 u



 t



b



 o



m



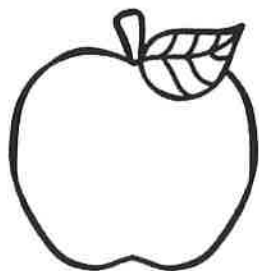
 i

Name _____

Alphabetic Order

Put the following words in alphabetic order!

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



apple



flower



dog



girl



bee



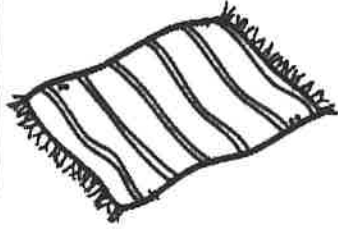
monkey

1	
2	
3	
4	
5	
6	

Name _____

Say the word. Write the word.

Going Bananas for CVC words



r _ g



n _ n



w _ t



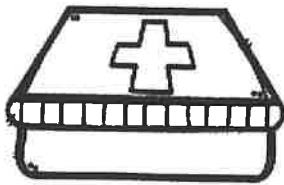
t _ p



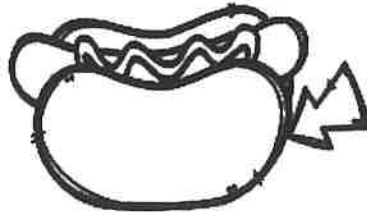
b _ b



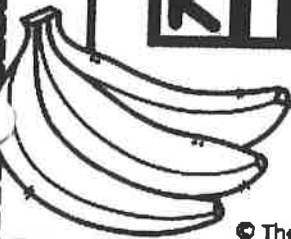
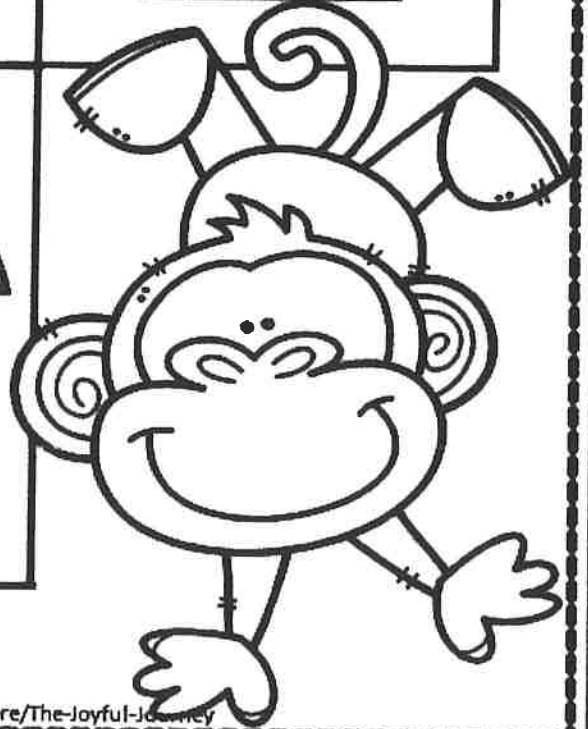
r _ t



k _ t



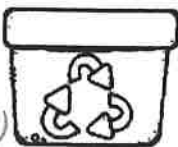
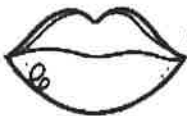
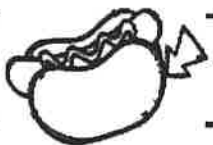
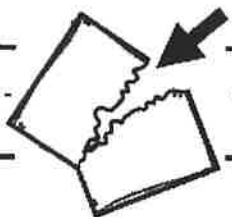
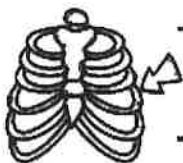
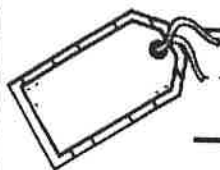
b _ n



Name _____
Say the word. Write the sounds you hear.

CVC

Say It, Write It



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are seven rows of these lines, each corresponding to a pair of illustrations on the left side of the page.

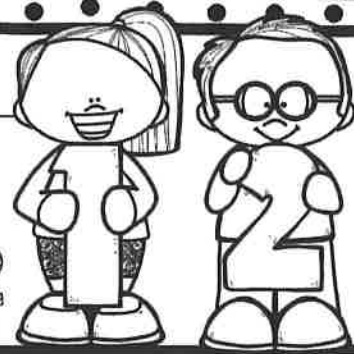
Name _____

Counting and Cardinality

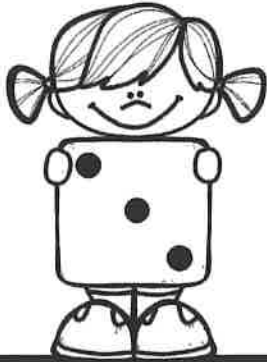


PRE-TEST #2

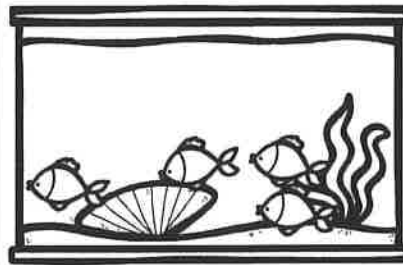
Numbers 0-20



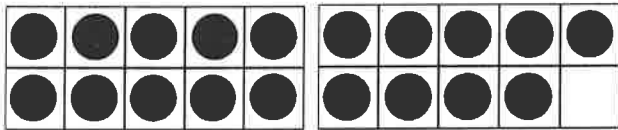
Count how many.
Write the answer on the line.



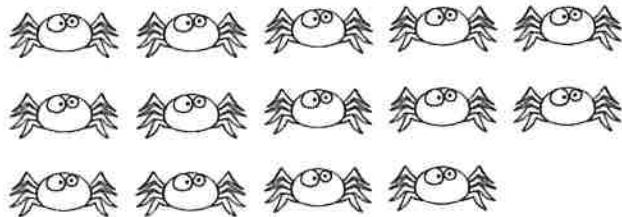
Count how many fish.
Write the answer on the line.



Count how many.
Write the answer on the line.



Count how many.
Write the answer on the line.



Fill in the missing numbers that come
before and after.

_____, 12, ____

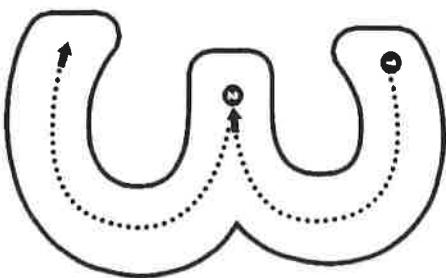
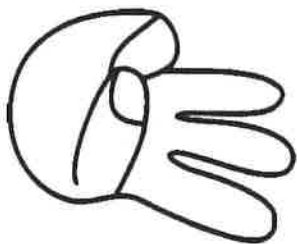
_____, 7, ____

Finish counting on.
Fill in the missing numbers.

9, _____, _____

15, _____, _____

Name: _____



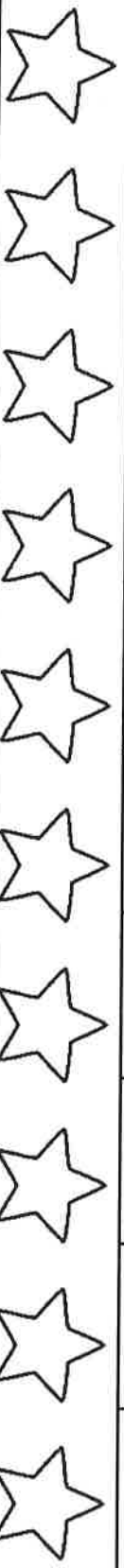
Tracing practice for the number 3. Each row contains a solid number 3 with stroke order arrows (1 and 2) and a dashed number 3 for tracing. The rows are separated by horizontal lines.

Tracing practice for the number 3. Each row contains a solid number 3 with a starting dot and a dashed number 3 for tracing. The rows are separated by horizontal lines.

Tracing practice for the number 3. Each row contains a dashed number 3 for tracing. The rows are separated by horizontal lines.

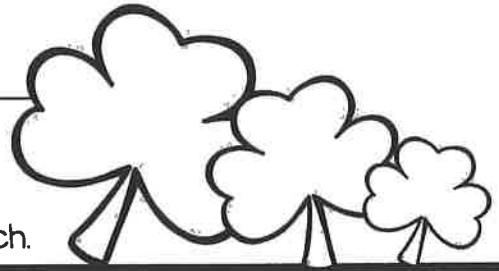
0	1	2		4	5	6	7	8	9	10
---	---	---	--	---	---	---	---	---	---	----

Color 3

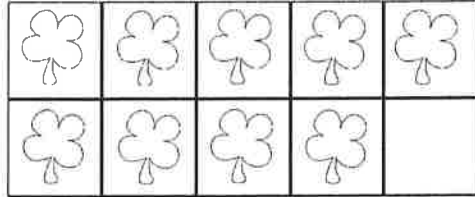


Name _____

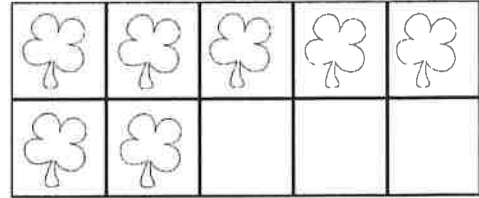
Ten Frame Clovers



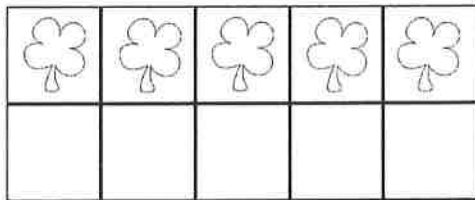
Fill up your ten frames with clovers.
How many more to get to 10? Write the equation to match.



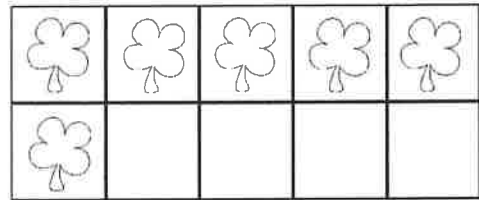
$$9 + \underline{\quad} = 10$$



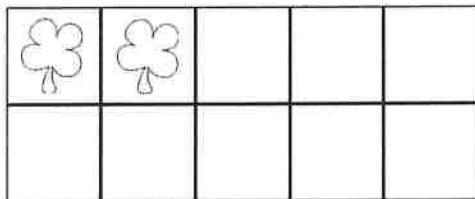
$$7 + \underline{\quad} = 10$$



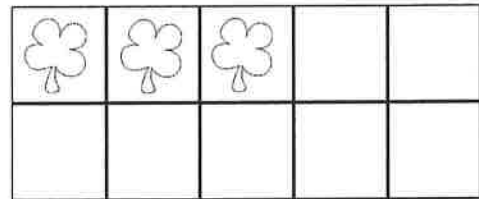
$$5 + \underline{\quad} = 10$$



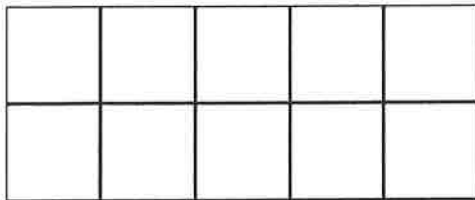
$$6 + \underline{\quad} = 10$$



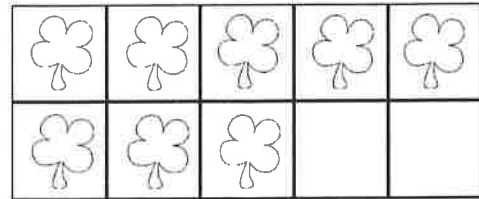
$$2 + \underline{\quad} = 10$$



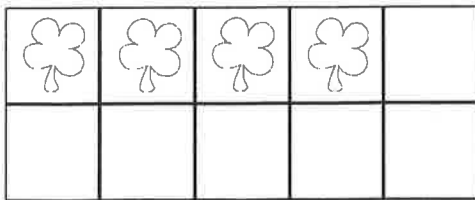
$$3 + \underline{\quad} = 10$$



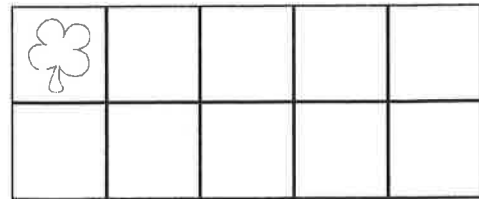
$$0 + \underline{\quad} = 10$$



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



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



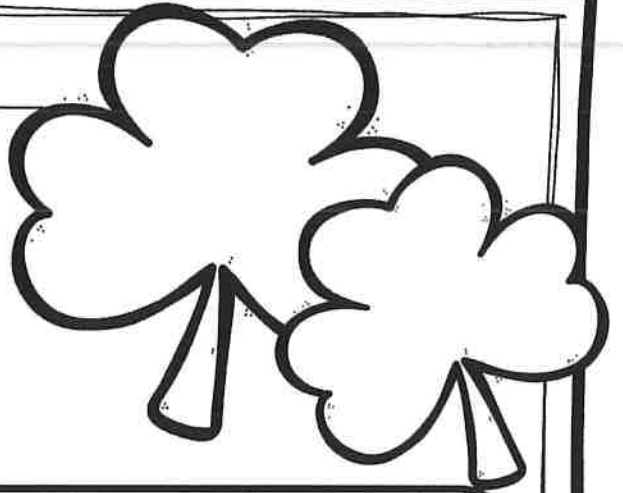
$$1 + \underline{\quad} = 10$$

Name _____

SHAMROCK

More or Less

Look at the numbers.
Circle the correct < or > sign.
Use the number line for reference.



0 < 5
>

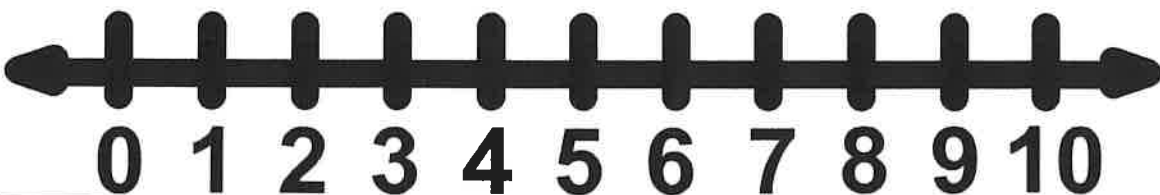
7 < 6
>

10 < 4
>

1 < 3
>

9 < 8
>

4 < 5
>



Write your first and last name.

W3 D4

Count the number of sounds in the picture and color that many boxes.



--	--	--	--	--

Read the sentence, write it on the lines, and illustrate it on back.

Dad has a black car.

Solve the problems.

$$5 - 4 = \underline{\quad} \quad 10 - 2 = \underline{\quad}$$

Draw a line from the number to the word and write the word.

2

five

5

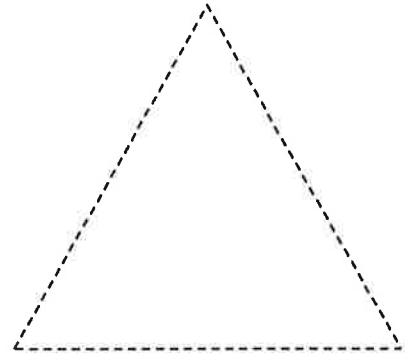
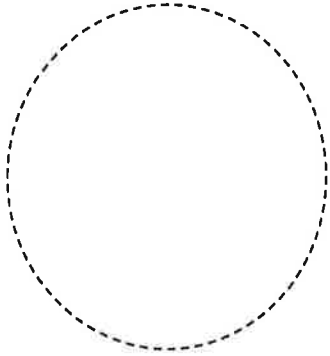
two

4

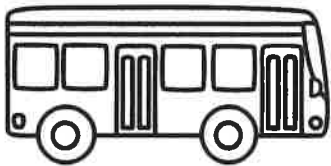
four

Write your first and last name.

Trace the shapes and then draw them into something real.

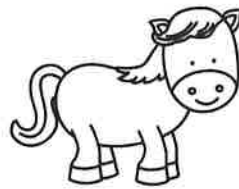
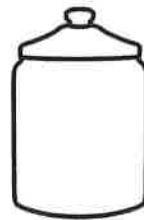
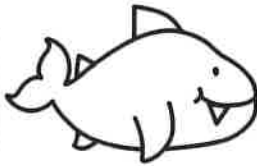


Write the word for the picture shown.





Circle or color the two words that rhyme in each set.



Count the tallies and write the number two times.

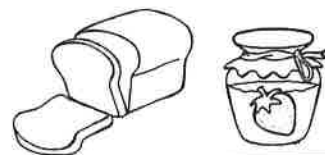


Name _____

with



I eat toast with jam.



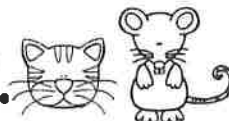
I eat eggs with ham.



I like my hat with a flower.



A cat played with a rat.



I am with my friends.



Get the box with a lid.



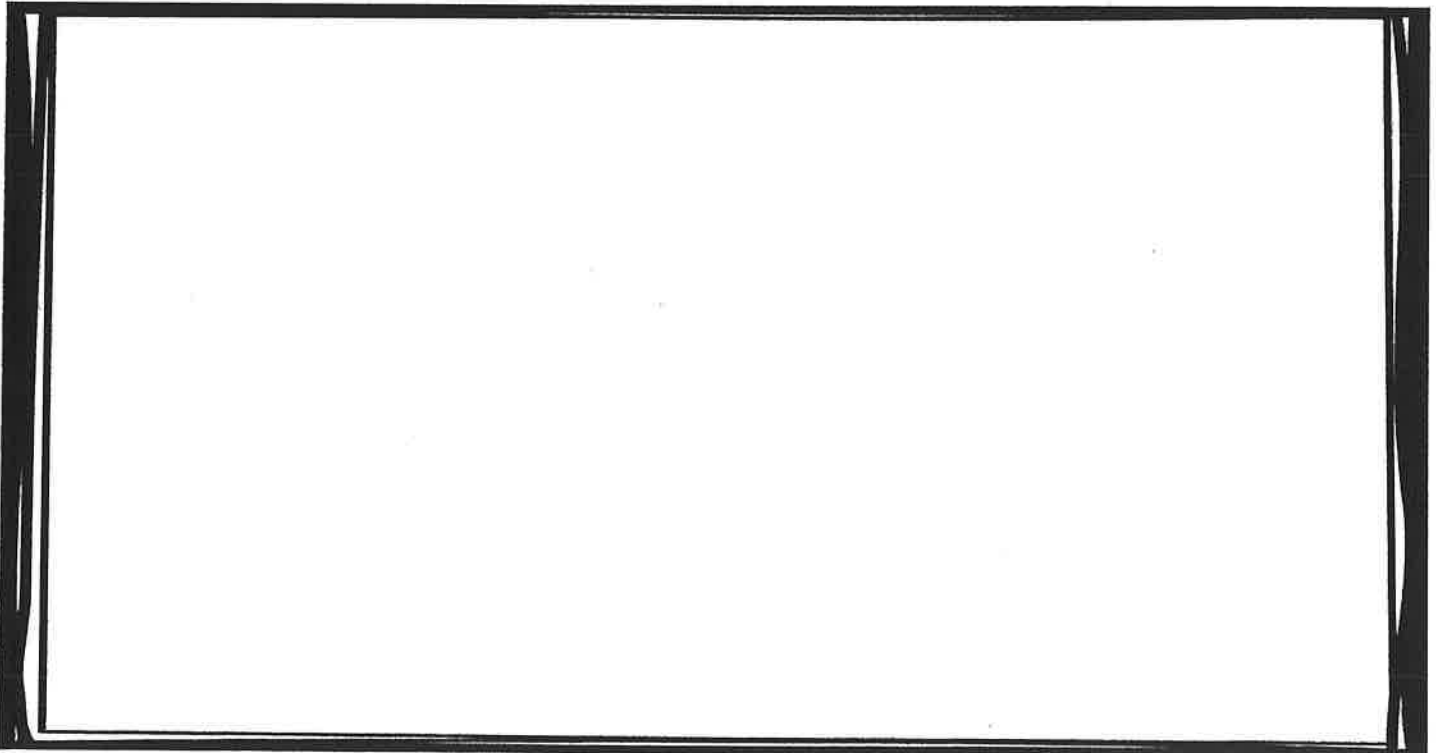
-id family

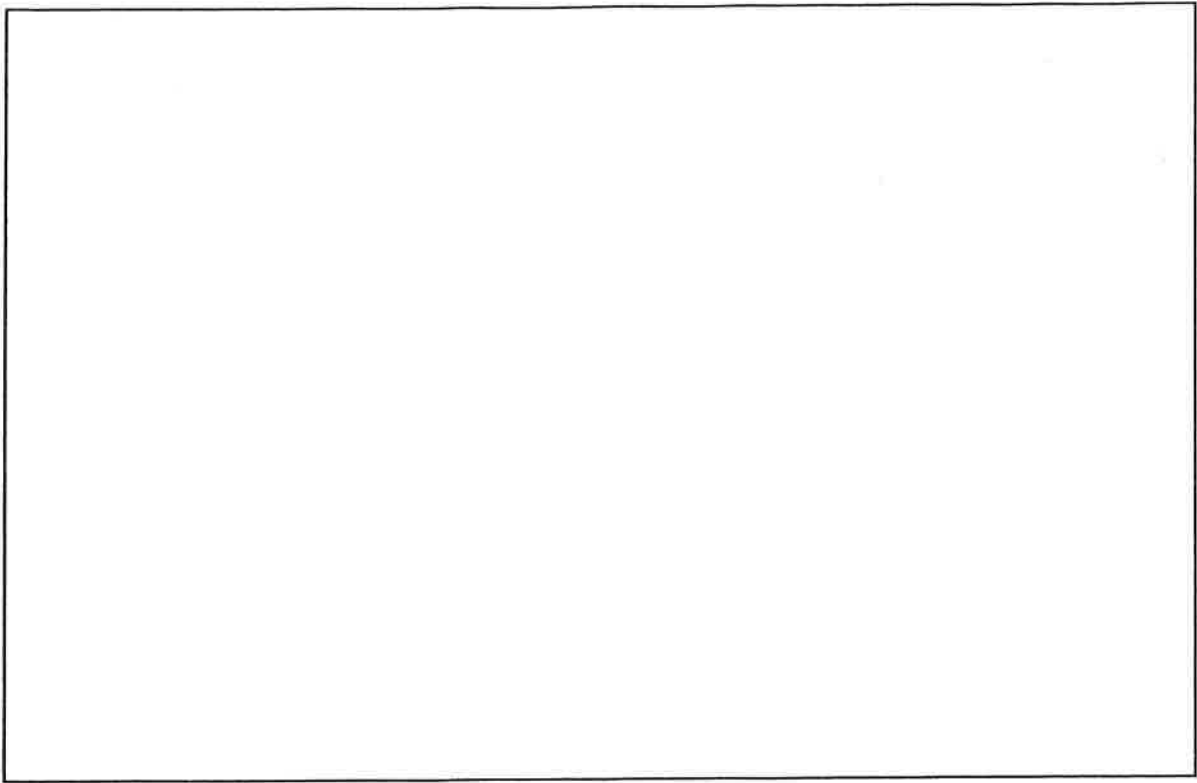
Name _____

Sid the Kid

Sid is a kid. Sid the kid hid.
He did! Sid hid from a kid.
The kid can see Sid. Sid
did not get rid of the kid.

Illustrate the story.





Handwriting practice line with a small graphic on the left.

Handwriting practice line with a dashed midline and a small graphic on the left.

Handwriting practice line with a small graphic on the left.

Handwriting practice line with a small graphic on the left.

Handwriting practice line with a small graphic on the left.

Handwriting practice line with a dashed midline and a small graphic on the left.

Handwriting practice line with a small graphic on the left.

Handwriting practice line with a small graphic on the left.

Handwriting practice line with a small graphic on the left.

Handwriting practice line with a dashed midline and a small graphic on the left.

Handwriting practice line with a small graphic on the left.

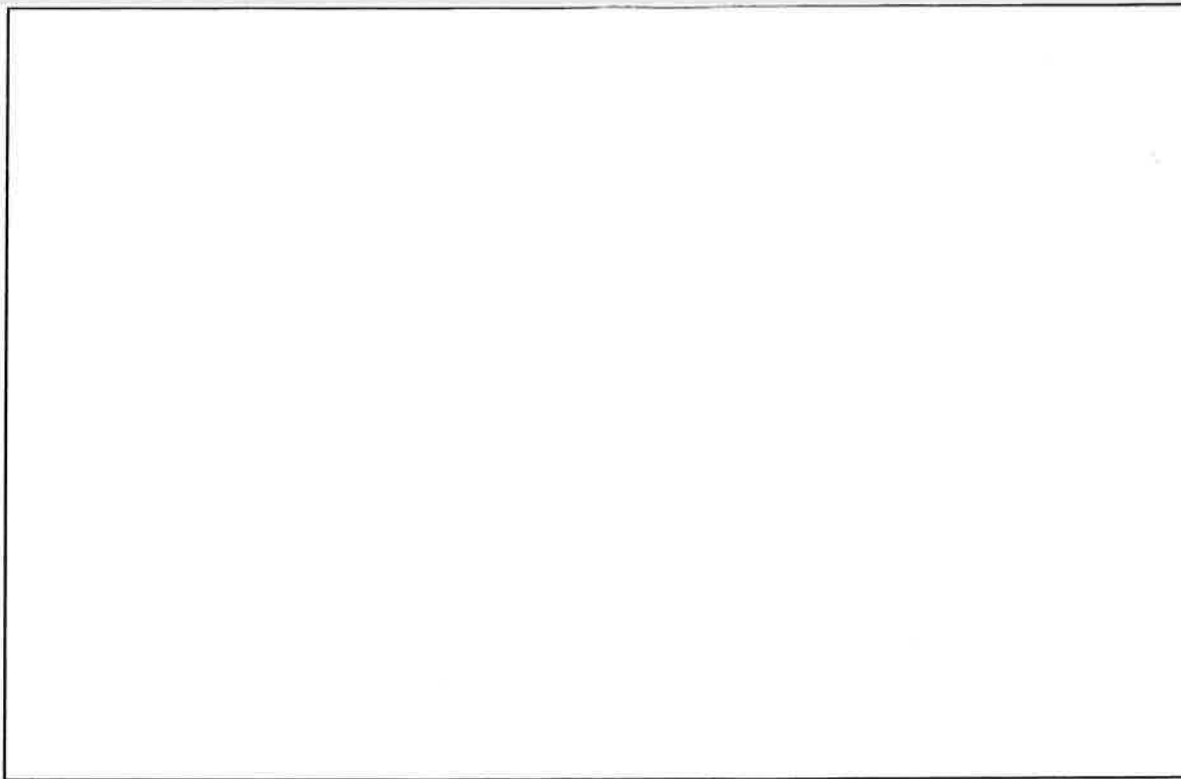
Handwriting practice line with a small graphic on the left.

Handwriting practice line with a small graphic on the left.

Handwriting practice line with a dashed midline and a small graphic on the left.

Handwriting practice line with a small graphic on the left.

Handwriting practice line with a small graphic on the left.



Handwriting practice line with a small illustration of a person on the left.

Handwriting practice line with a dashed midline and a small illustration of a person on the left.

Handwriting practice line with a small illustration of a person on the left.

Handwriting practice line with a small illustration of a person on the left.

Handwriting practice line with a small illustration of a person on the left.

Handwriting practice line with a dashed midline and a small illustration of a person on the left.

Handwriting practice line with a small illustration of a person on the left.

Handwriting practice line with a small illustration of a person on the left.

Handwriting practice line with a small illustration of a person on the left.

Handwriting practice line with a dashed midline and a small illustration of a person on the left.

Handwriting practice line with a small illustration of a person on the left.

Handwriting practice line with a small illustration of a person on the left.

Handwriting practice line with a small illustration of a person on the left.

Handwriting practice line with a dashed midline and a small illustration of a person on the left.

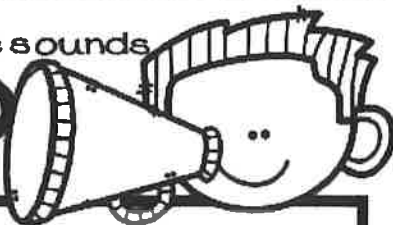
Handwriting practice line with a small illustration of a person on the left.

Handwriting practice line with a small illustration of a person on the left.

Name _____

Write the sounds

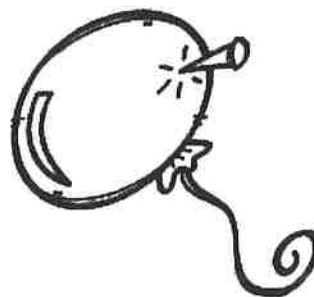
WHAT DO YOU HEAR?



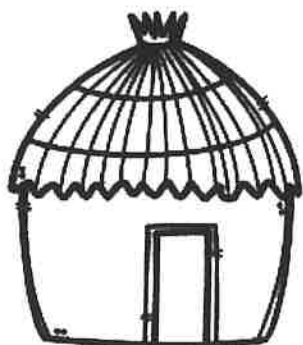
p



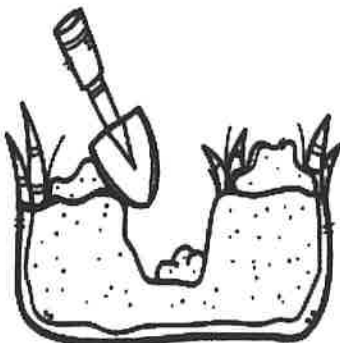
a



p



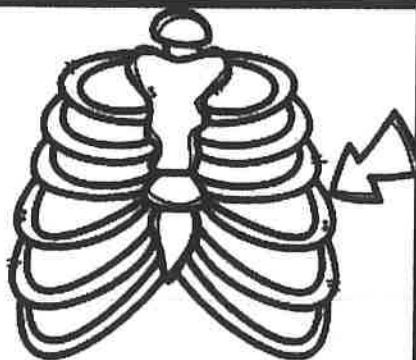
h



i



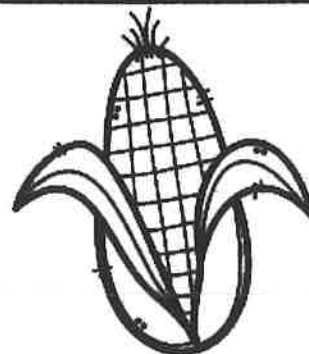
b



b



x






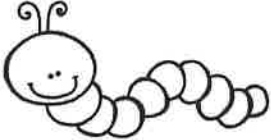




c

Name _____

Do You Hear What I Hear?

Beginning Sounds

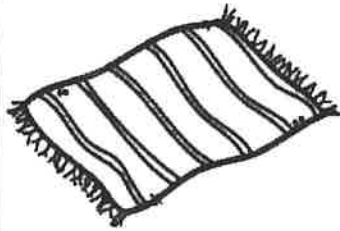
Circle the letter you hear at the beginning of the word

	n	m	s
	p	o	s
	b	d	r
	l	r	c
	r	y	b
	u	m	a
	c	a	w
	l	b	n

Name _____

Say the word. Write the word.

Going Bananas for CVC words



Word box for 'blanket': [] [] []



Word box for 'girl': [] [] []



Word box for 'swimsuit': [] [] []



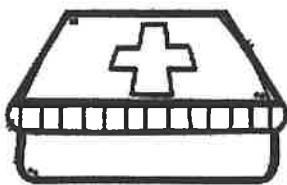
Word box for 'spinning top': [] [] []



Word box for 'baby': [] [] []



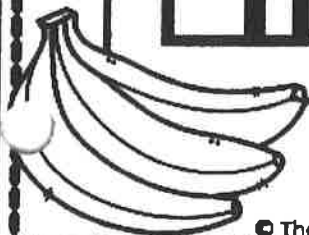
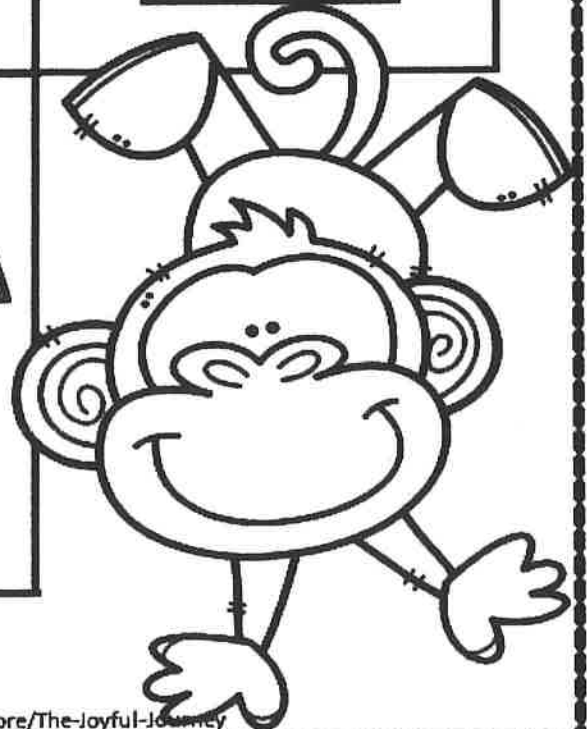
Word box for 'teddy bear': [] [] []



Word box for 'first aid kit': [] [] []



Word box for 'spaghetti': [] [] []



Name _____

Say the word. Write the sounds you hear.

CVC

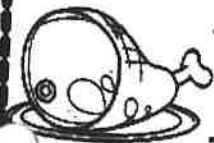
Say It, Write It



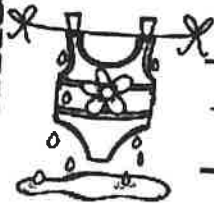






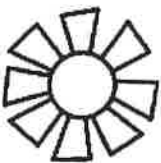






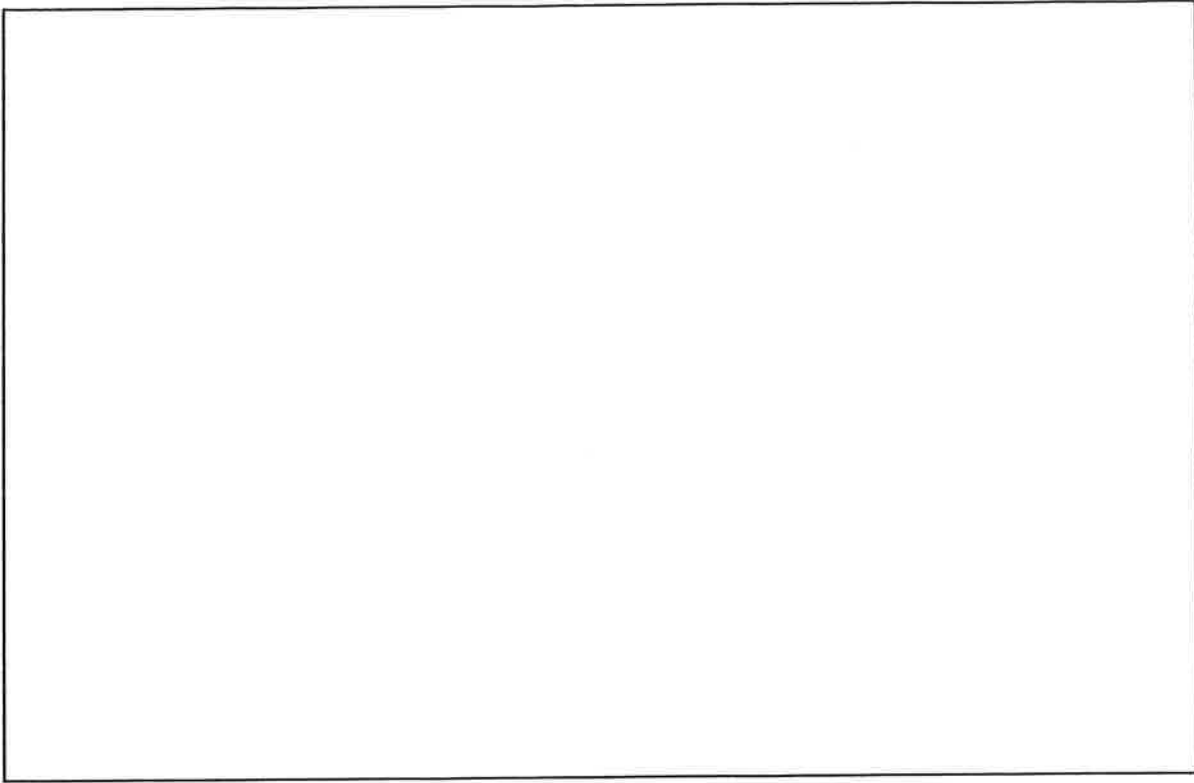












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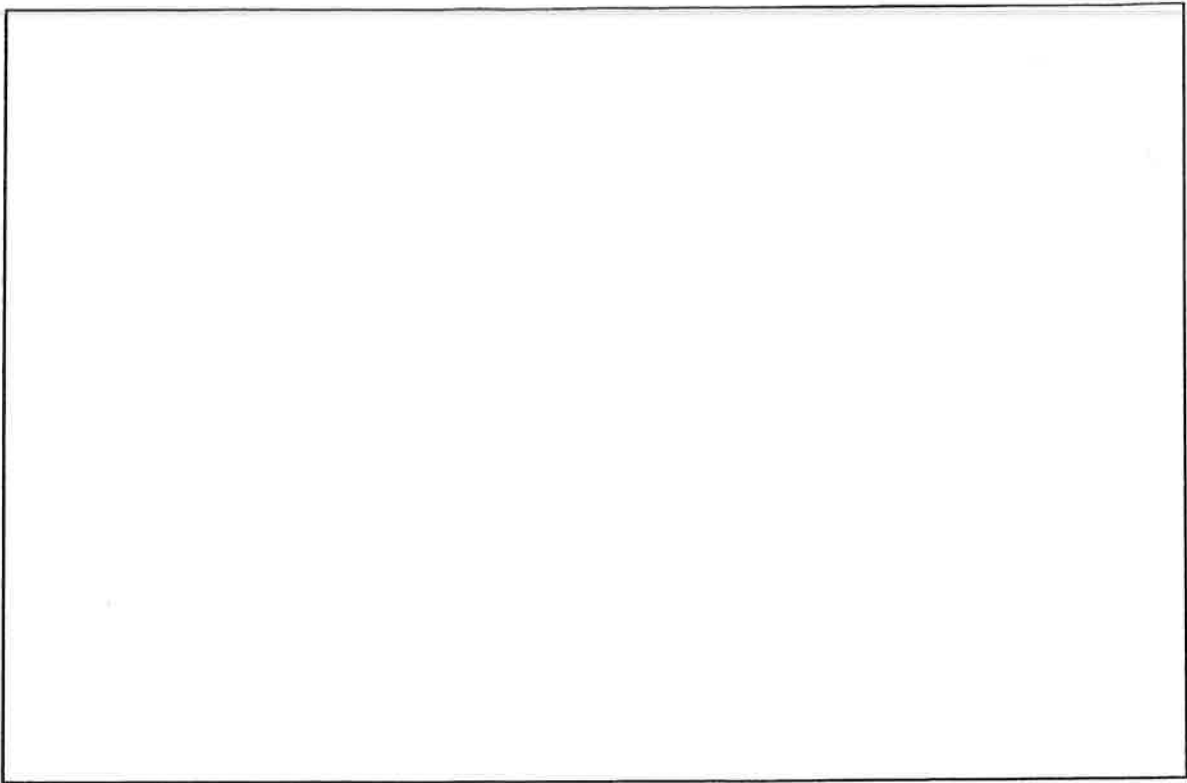
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o



Handwriting practice lines. Each row consists of four horizontal lines: a solid top line, a dashed middle line, a solid baseline, and a solid descender line. On the left side of each row, there are four small icons: a butterfly, a bird, a bee, and a flower.

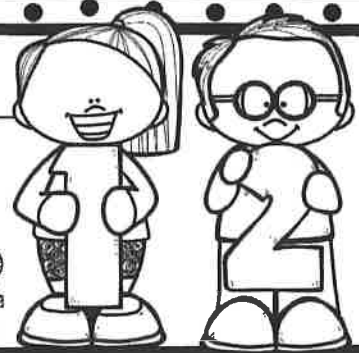
Name _____

Counting and Cardinality

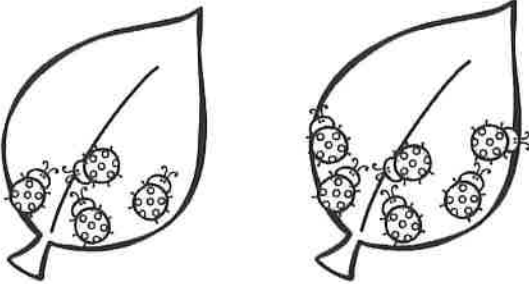


PRE-TEST #2

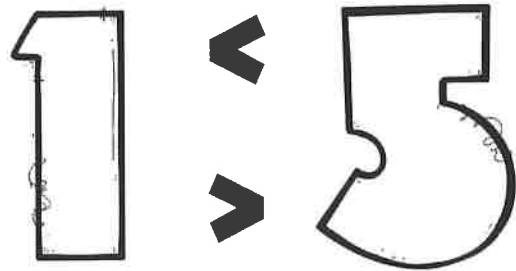
Numbers 0-20



Count how many lady bugs.
Circle the leaf that has MORE.



Circle the < or > sign to show which
number is more and which is less.



Write numbers 1-20.

Draw 13 circles.

For teacher use. Student can orally:

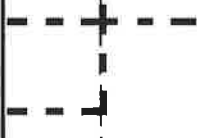
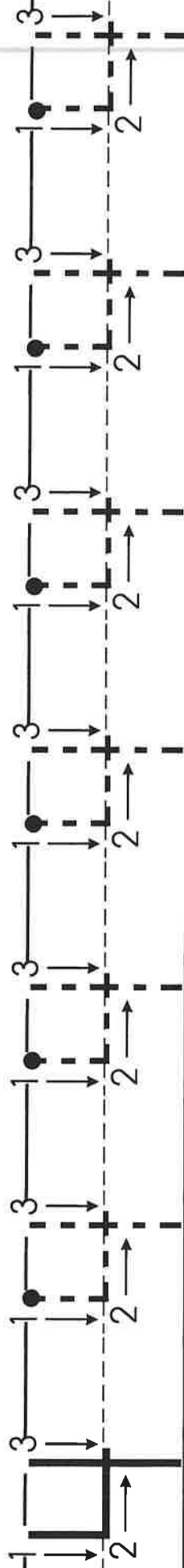
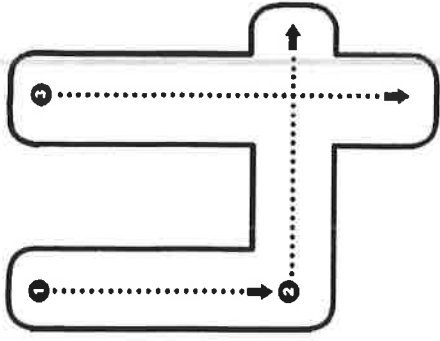
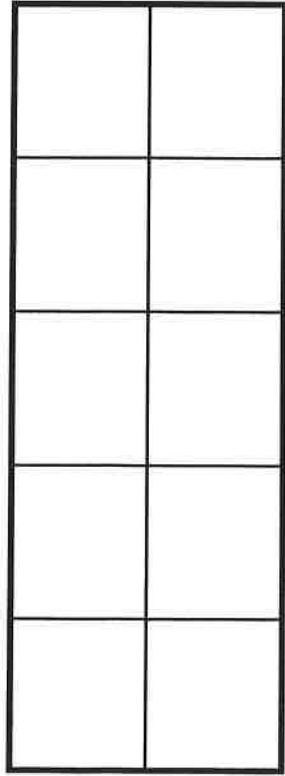
Count to 100 by 1's

YES NO _____
stopped at

Count to 100 by 10's

YES NO _____
stopped at

Name: _____



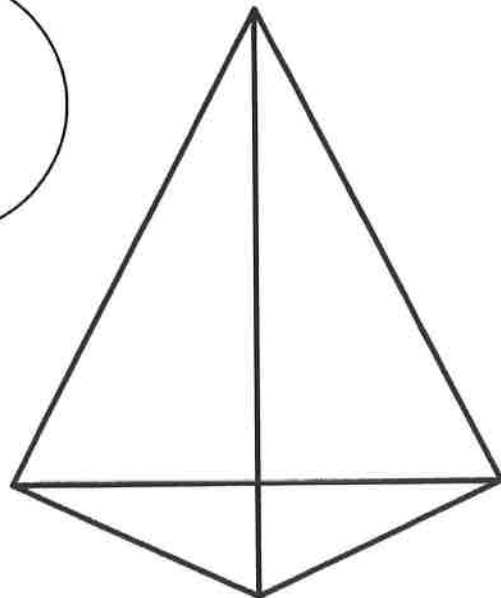
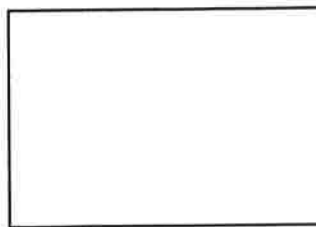
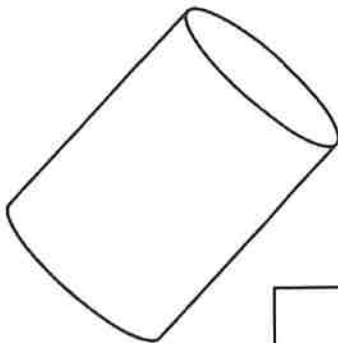
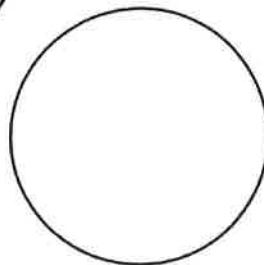
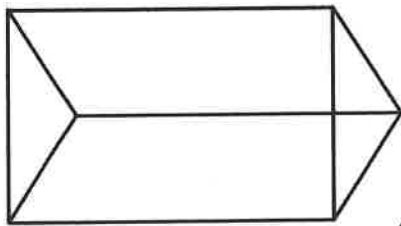
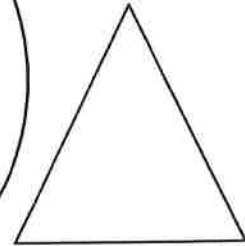
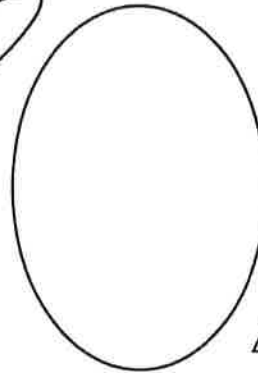
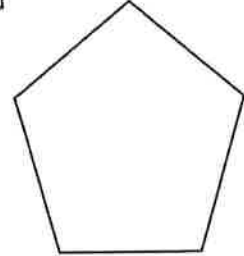
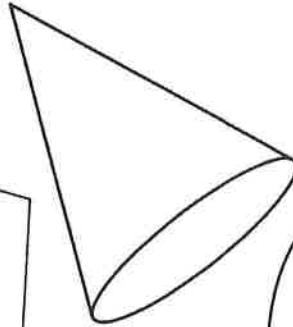
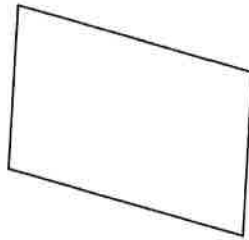
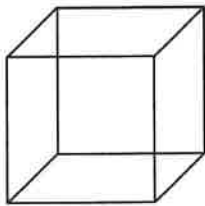
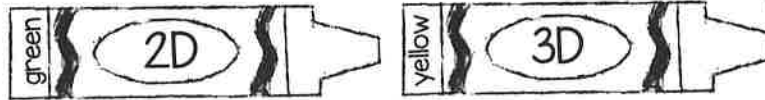
0	1	2	3		5	6	7	8	9	10
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Name _____

LUCKY Shapes

Look for 3D and 2D shapes. Color them the correct color.

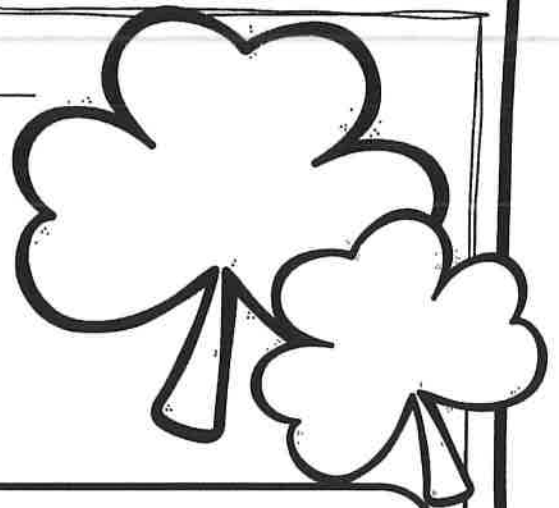


Name _____

TEEN NUMBERS

More or Less

Look at the numbers.
Circle the correct < or > sign.
Use the number line for reference.



10 < 14
10 > 14

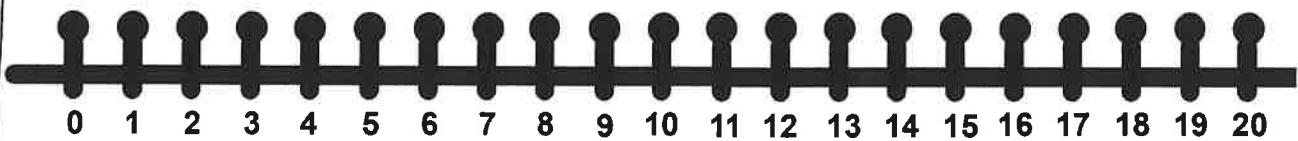
16 < 12
16 > 12

18 < 15
18 > 15

11 < 13
11 > 13

19 < 13
19 > 13

20 < 17
20 > 17

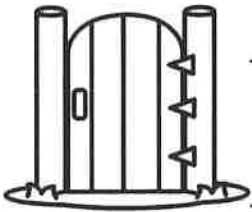


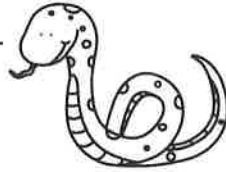
Write your first and last name.

Write the missing numbers on the lines.

24 _____ 26 _____ 28 _____ 30

Write the word for the picture shown. (long a)





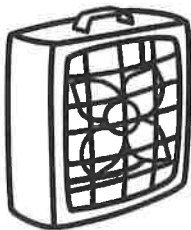
Color the crayon the correct color.



Trace the shapes. And continue the pattern.



Write the word for the picture shown.





Solve the subtraction problems.

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

$$8 - 4 = \underline{\quad}$$

Write your first and last name.

Write the sight words and find them in the word search.

d	h	n	r
r	b	y	f
w	e	o	v
x	g	u	p

up

we

you

Draw a line from the number to the word and write the word.

4 four

3 nine

9 three

Solve the subtraction problems.

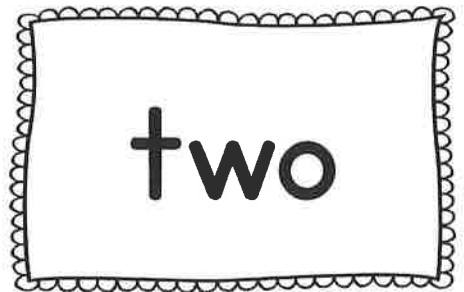
$10 - 3 = \underline{\quad}$

$9 - 2 = \underline{\quad}$

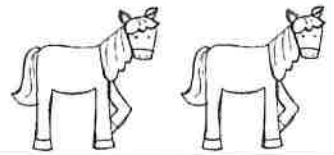
$8 - 5 = \underline{\quad}$

$7 - 6 = \underline{\quad}$

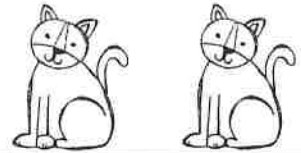
Name _____



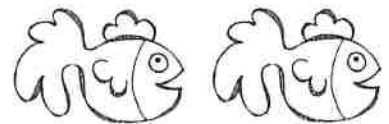
There are two horses.



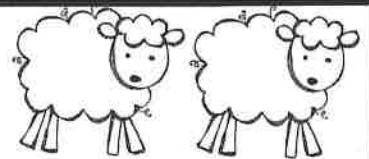
There are two cats.



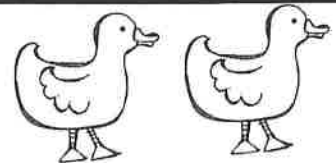
There are two fish.



I see two sheep.



I see two ducks.



I have two teachers!



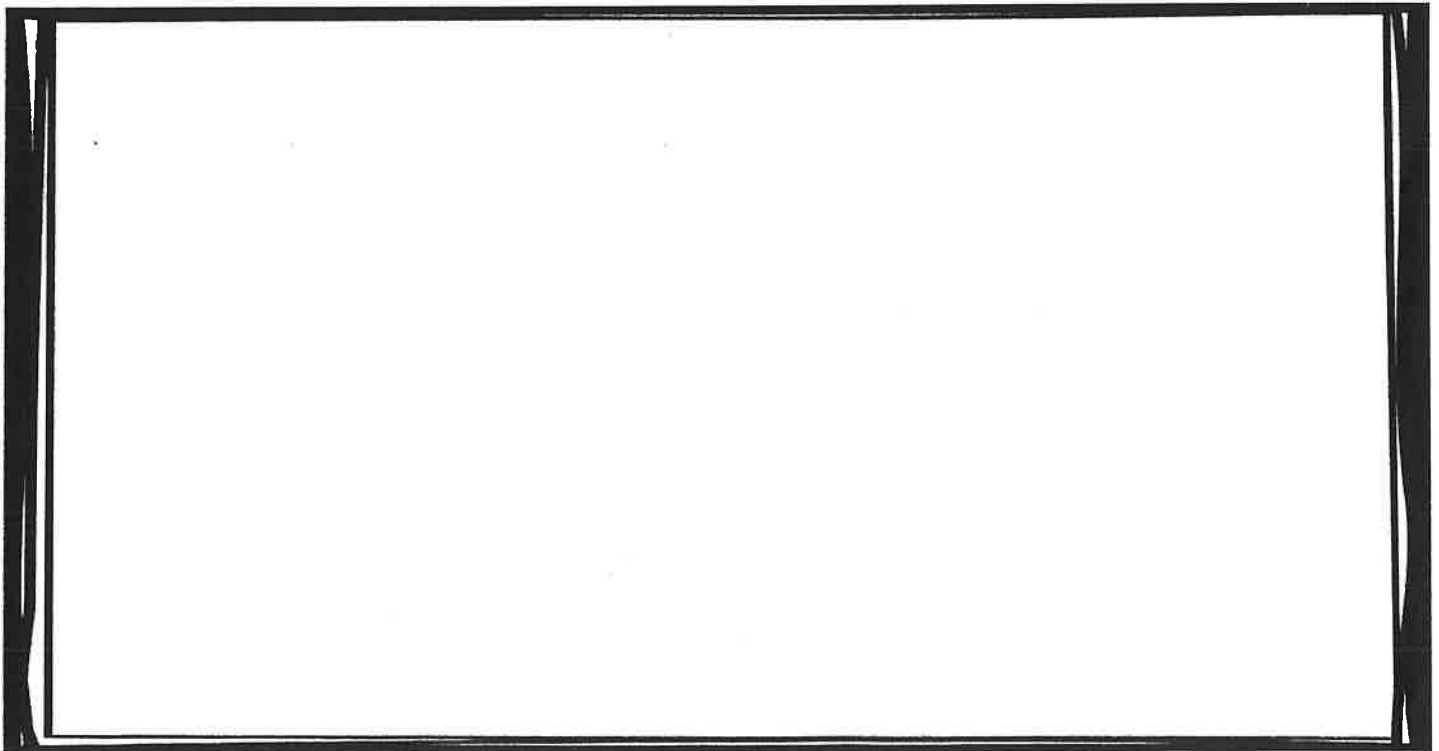
-ot family

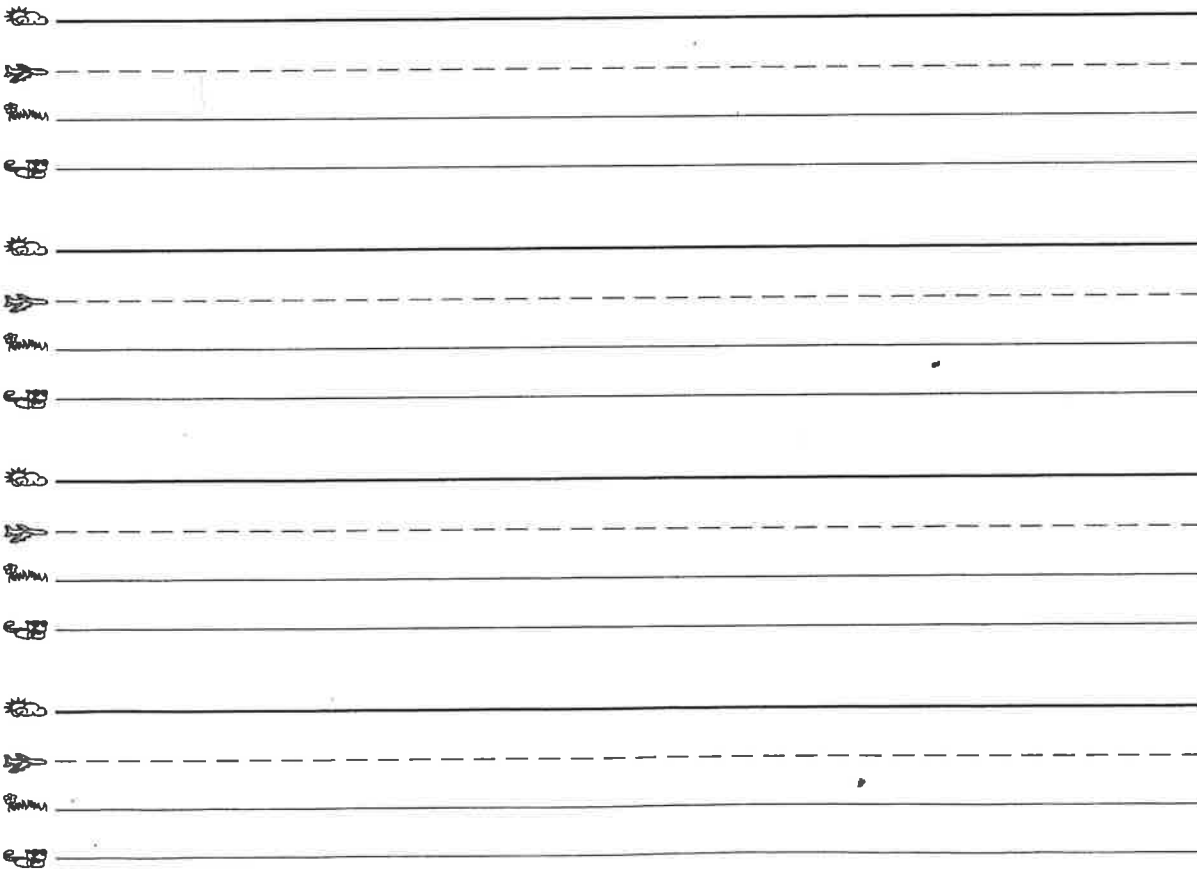
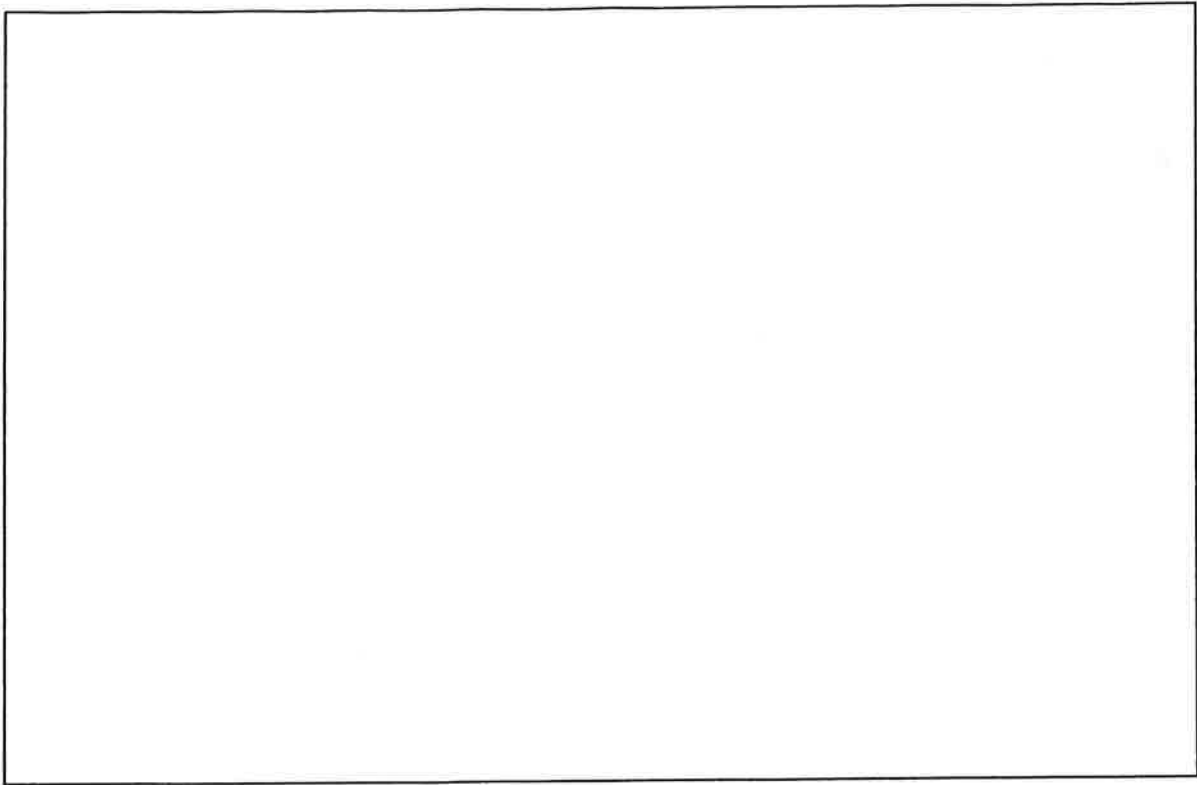
Name _____

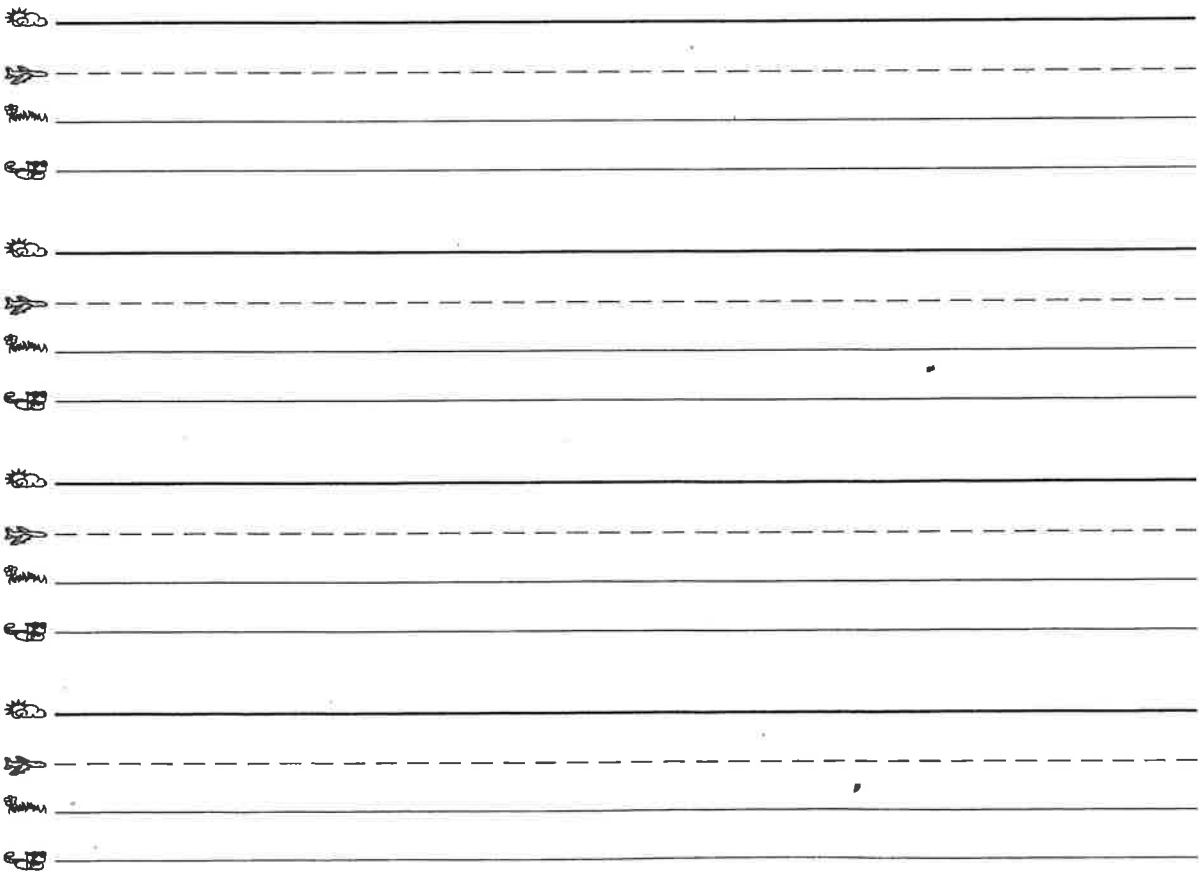
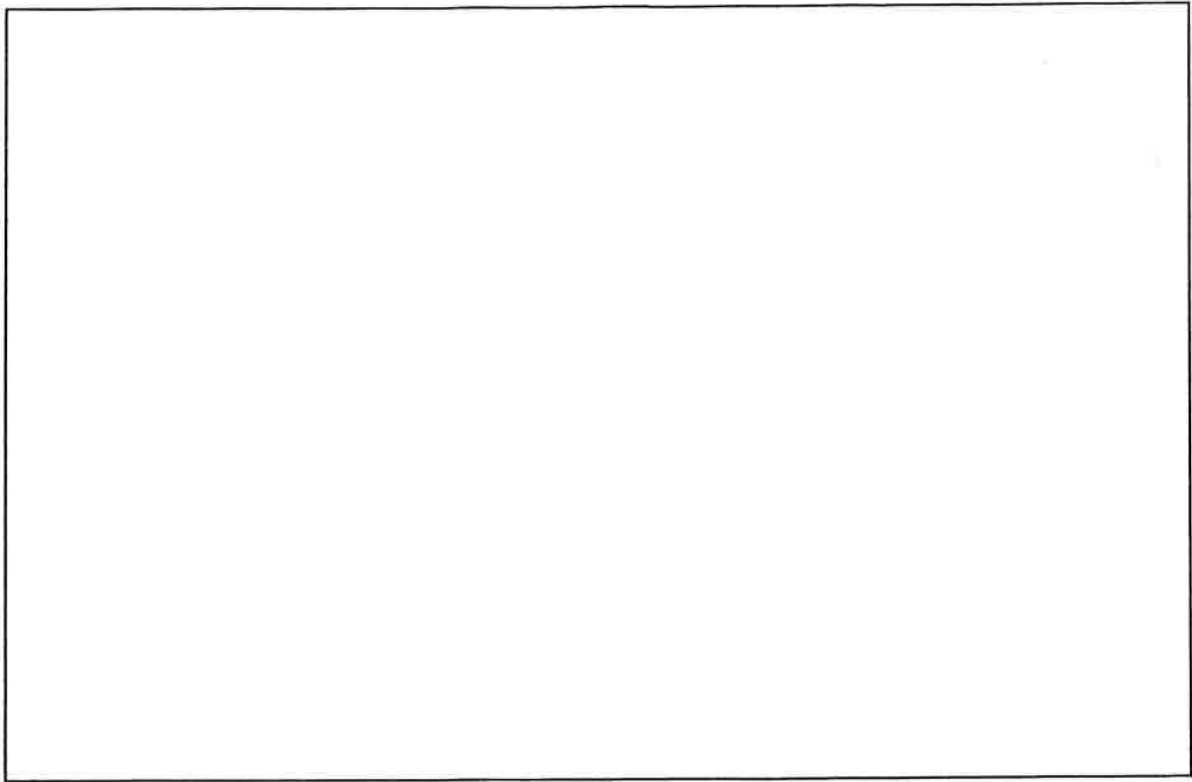
A Hot Pot

I got a pot with a dot. The
pot is hot. You have a pot.
The pot is not hot. I like
the pot a lot.

Illustrate the story.



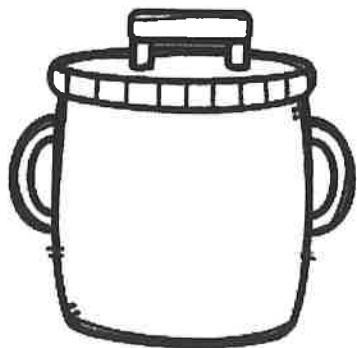
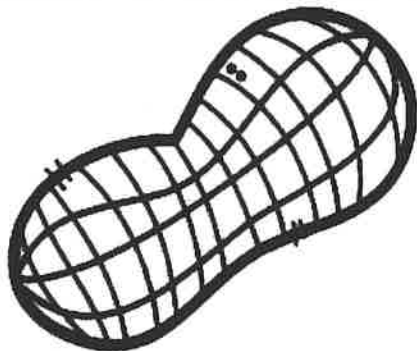
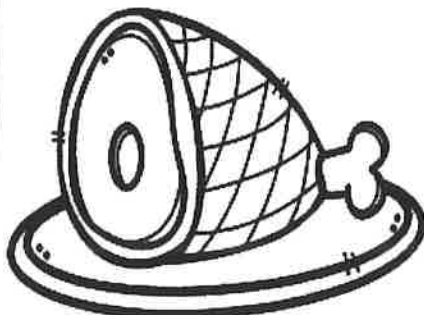
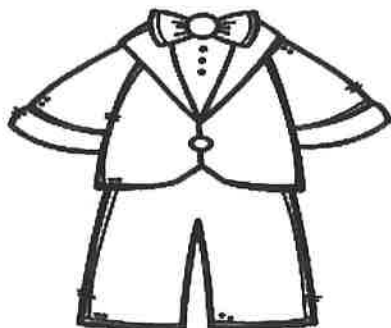
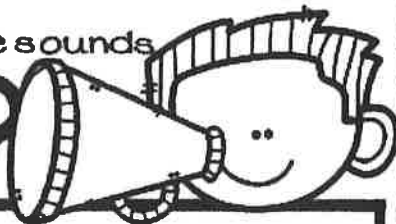




Name _____

Write the sounds

WHAT DO YOU HEAR?



Name _____

Do You Hear What I Hear? Ending Sounds



Which word has the same ending sound as the first word?

rap <u>a</u>	rug <u>u</u>	tap <u>a</u>	girl <u>l</u>
tot <u>t</u>	top <u>p</u>	cot <u>t</u>	pig <u>g</u>
sun <u>n</u>	no <u>o</u>	bum <u>m</u>	run <u>n</u>
rub <u>b</u>	bee <u>e</u>	rat <u>t</u>	tub <u>b</u>
rip <u>p</u>	tug <u>g</u>	tip <u>p</u>	pan <u>n</u>
man <u>n</u>	nip <u>p</u>	map <u>p</u>	ran <u>n</u>
pat <u>t</u>	ran <u>n</u>	pig <u>g</u>	sat <u>t</u>
big <u>g</u>	run <u>n</u>	rag <u>g</u>	bit <u>t</u>

Name _____

Say the word. Write the word.

Going Bananas for

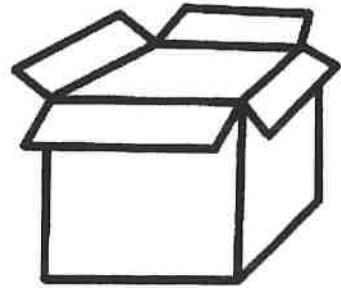
CVC words



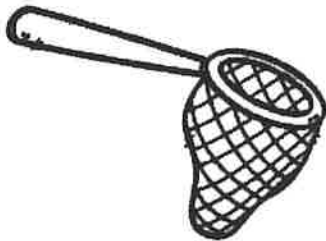
gu



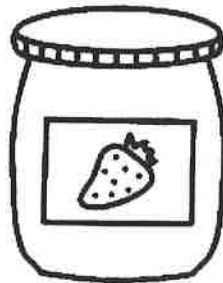
jo



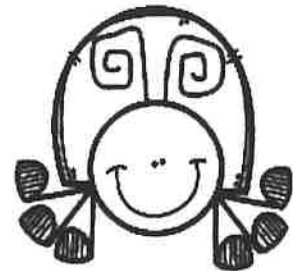
bo



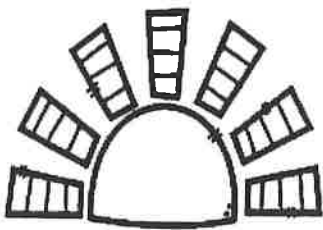
ne



ja



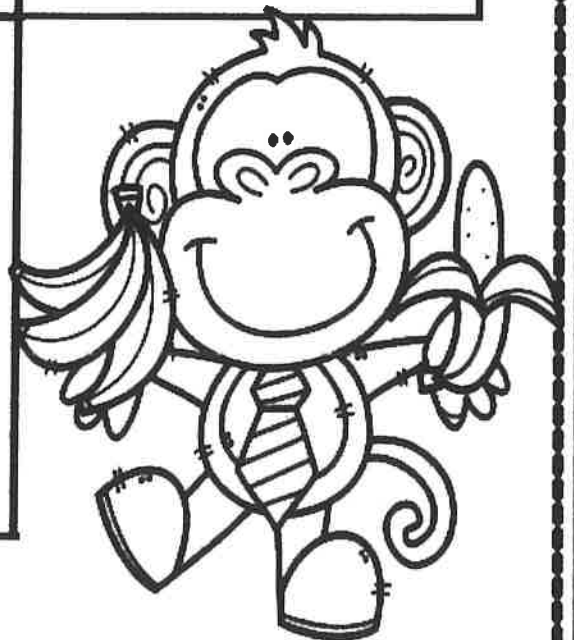
bu



su



da



Name _____

Say the word. Write the sounds you hear.

CVC

Say It, Write It

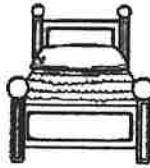


























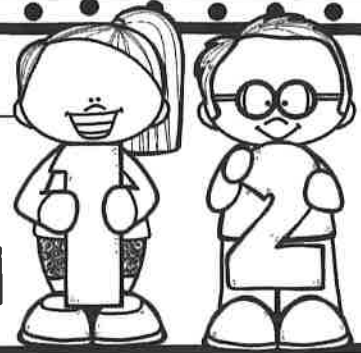
Name _____

Counting and Cardinality



POST-TEST #1

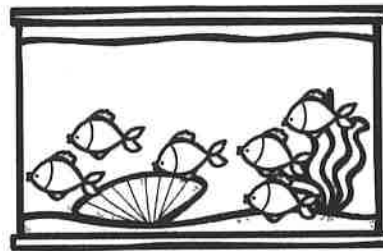
Numbers 0-10



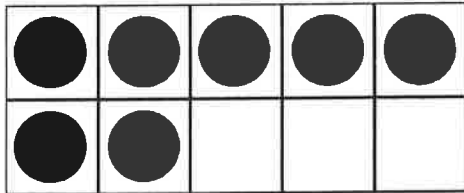
Count how many.
Write the answer on the line.



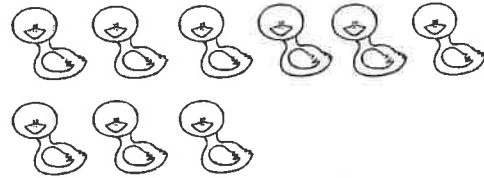
Count how many fish.
Write the answer on the line.



Count how many.
Write the answer on the line.



Count how many.
Write the answer on the line.



Fill in the missing numbers that come
before and after.

_____, 1, ____

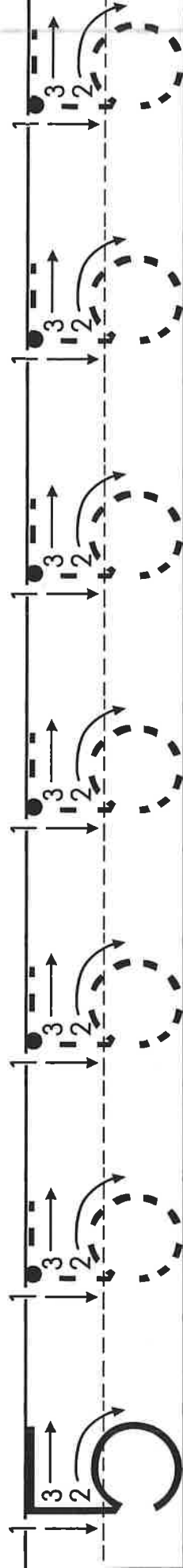
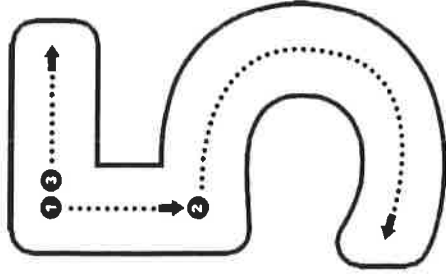
_____, 4, ____

Finish counting on.
Fill in the missing numbers.

8, _____, _____

2, _____, _____

Name: _____



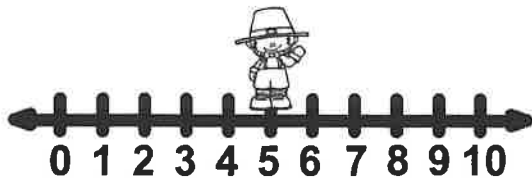
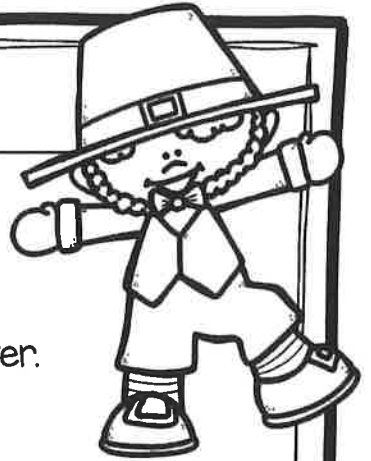
0	1	2	3	4	6	7	8	9	10
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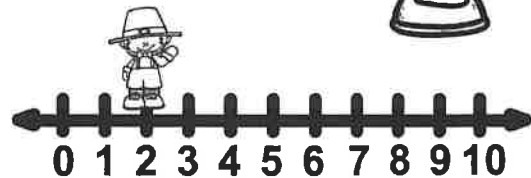
Name _____

LEPRECHAUN Hop to 10

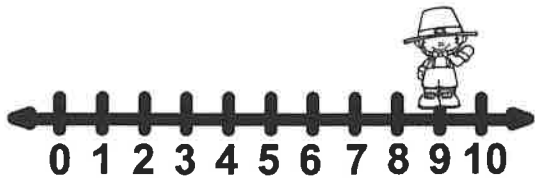
Help the leprechaun hop to 10.
Hop on the number line and write the number in the clover.



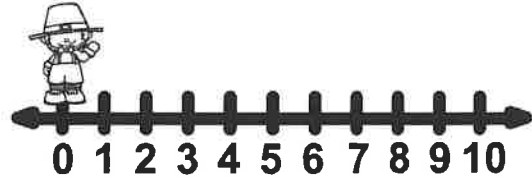
$$5 + \text{clover} = 10$$



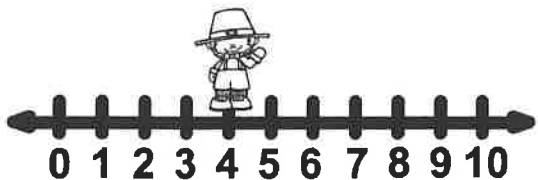
$$2 + \text{clover} = 10$$



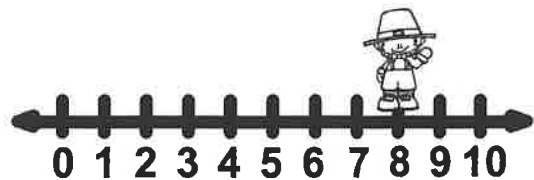
$$9 + \text{clover} = 10$$



$$0 + \text{clover} = 10$$



$$4 + \text{clover} = 10$$



$$8 + \text{clover} = 10$$

Name _____

COUNT Compare & Write

Count each object and write the number in the correct box.

