



Teaching and Learning Department

Dear Students, Parents, and Families:

Week 4

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!



Kindergarten Week 4 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), Art projects (suggestions included), and be sure to get outside for some fresh air.



Teaching and Learning Department

Week 4

Estimados estudiantes, padres y familias:

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



Kindergarten Week 4 packet

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12:30 - 1:15 Specialist Activities

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3-D Pond

Invite children to explore the different kinds of plants and animals that live in a pond environment with these unique 3-D projects.

Art Concepts

shape
two-dimensional
three-dimensional



Let's Begin

Show children the pictures of pond life and the completed project. Discuss the different kinds of plants and animals that live in a pond environment. Then, call children's attention to the shapes found in the living things around the pond. Have them name the shapes they see. Point out that the project is made from different sizes and shapes of paper. Inform children that a flat piece of paper is two-dimensional because it only has width and height. When the paper is shaped into a form that has depth, it becomes three-dimensional. Ask them to point out the two- and three-dimensional objects in the project.

Tell children that they will create a 3-D pond from paper. Pass out the materials and demonstrate the procedures as children follow along.

Materials

To display:

- pictures of pond life (see Related Reading for books featuring pictures of pond life)
- completed project

For each child:

- 9- by 12-inch light brown construction paper
- scissors
- 6- by 8-inch turquoise construction paper
- pencil
- thin-tip color markers

To share:

- glue sticks
- scraps of construction paper in assorted colors and shapes

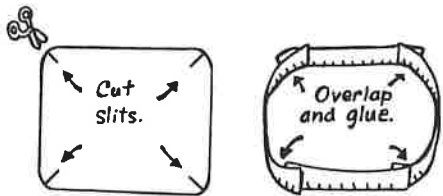


Timesaving Tip!

Create the pond basins in Step 1 ahead of time. You can stack and cut several sheets of brown paper at a time and then have volunteers help you form them into the bowl shapes.

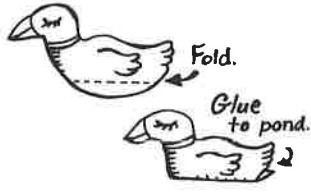
Step by Step

Use scissors to round each corner of the light brown paper to give it an oval shape. Then, at each rounded corner, cut a 1/2-inch slit toward the center of the oval. Overlap and glue the slit edges together, as shown, to create a bowl-shaped pond basin.

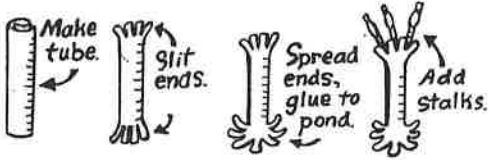


For water, round the corners of the turquoise paper. Glue the paper to the bottom of the pond.

Use pencil to draw simple outlines of pond animals, such as turtles, fish, snails, and ducks, on pieces of scrap paper. Cut out each shape. Use the marker to draw details on the animals. Then, glue them onto the pond. To make an animal appear to be sitting on the water, fold the bottom of the animal (such as a duck) and glue only the folded side to the pond.



To make 3-D reeds or cattails, roll a rectangular piece of scrap paper into a tube and glue the end in place. Cut short slits all around the top and bottom of the tube. Then, spread the slits at one end and glue them onto the pond. For cattails, add cutouts of the stalks to the top of the slit tube.



Step More

Display, cover a table top or other flat surface with shredded paper or cellophane grass. Then, nest the 3-D ponds into the grass.

Language Arts Link

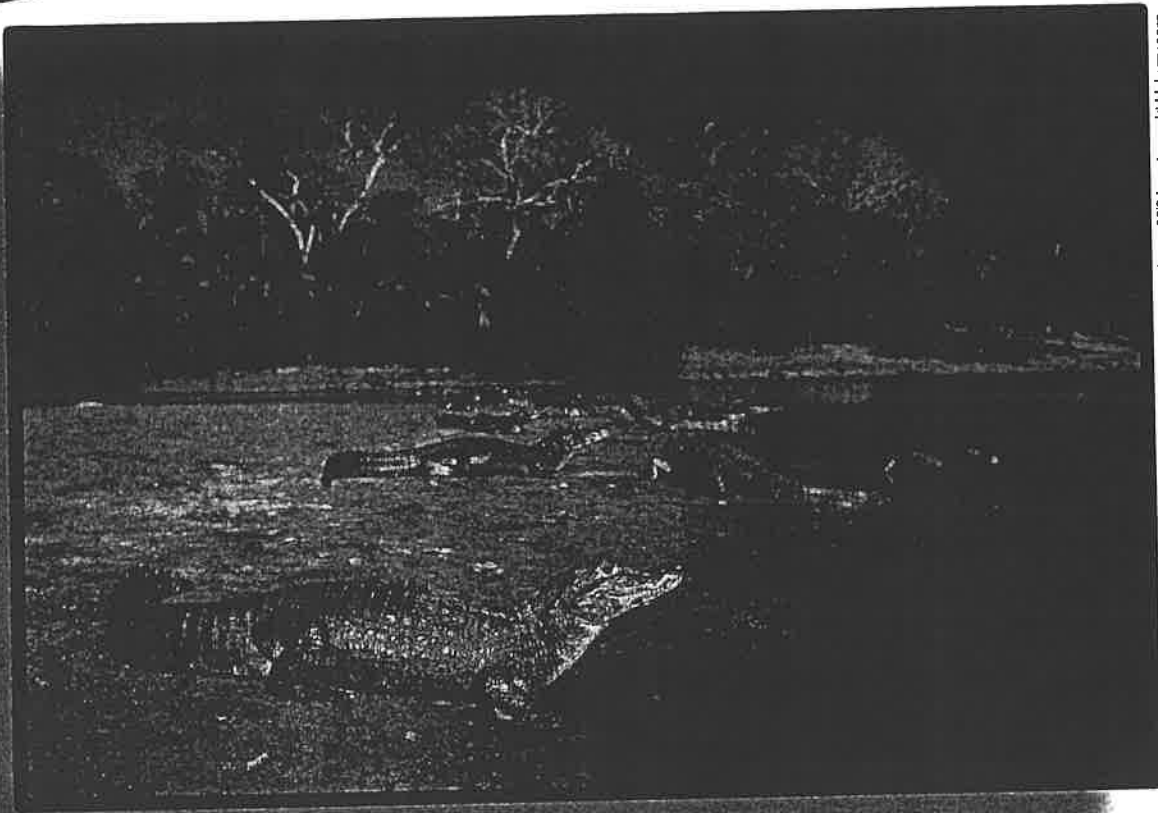
Read Denise Fleming's *In the Small, Small Pond* or Cathryn Falwell's *Turtle Splash! Countdown at the Pond*.

Afterward, ask children to name some sounds they might hear at a pond. Have them listen closely to the beginning sound of each of their responses. What letter might that sound begin with? After deciding, write the word for the sound on chart paper. When finished, invite children to write pond-related sentences or rhymes that contain one or more sounds from the chart. Have them illustrate their pages and then bind them into a class booklet. More advanced children can pretend to be a pond critter and then write a story about that critter's experiences at the pond.

Related Reading



- In the Small, Small Pond* by Denise Fleming (Henry Holt & Company, 1998)
- Pond* by Donald Silver (McGraw-Hill, 1997)
- Pond Year* by Kathryn Lasky (Candlewick, 1995)
- Turtle Splash! Countdown at the Pond* by Cathryn Falwell (Greenwillow, 2001)



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Alligator

Alligators **are** reptiles.

They **can** grow up to 11 feet long.

Alligators **have** long tails and short legs.

They **eat** fish, turtles, birds and other animals.

Alligators **live** in water such as lakes and ponds.

Alligators **like** to warm up in the sun.

NON-FICTION

Name _____

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

ARE

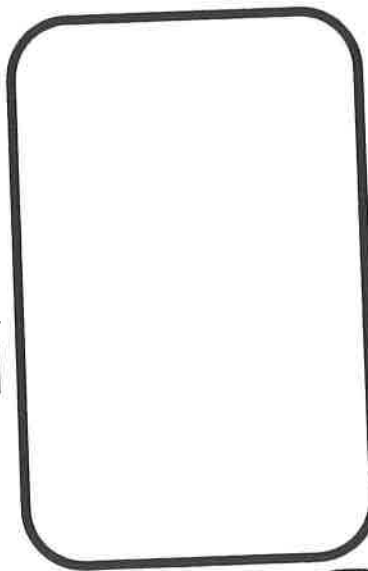
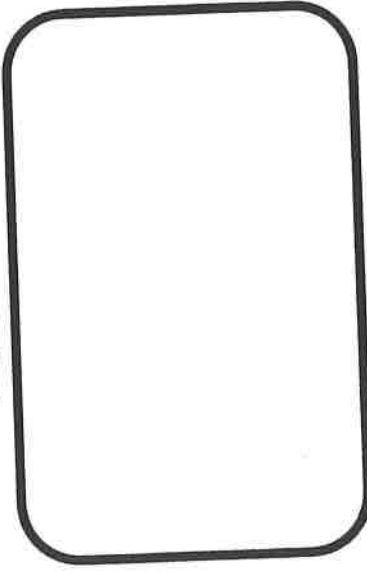
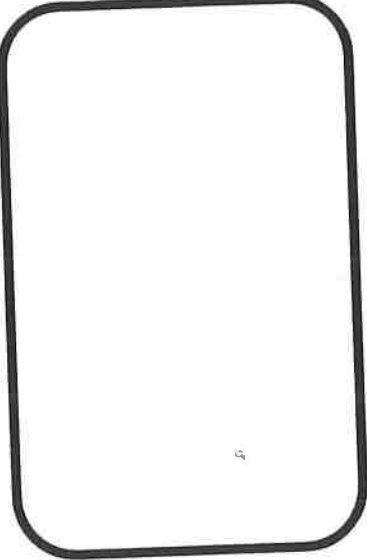
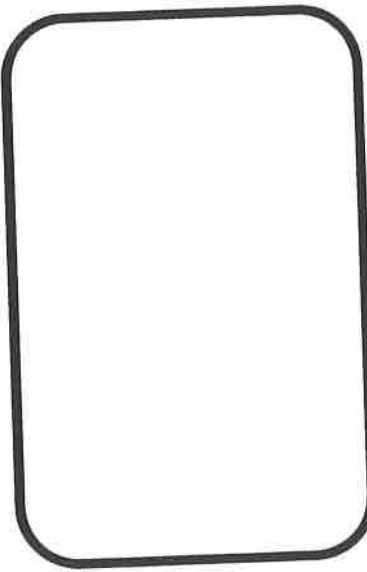
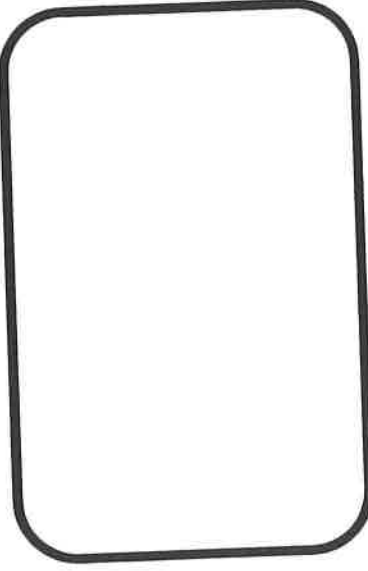
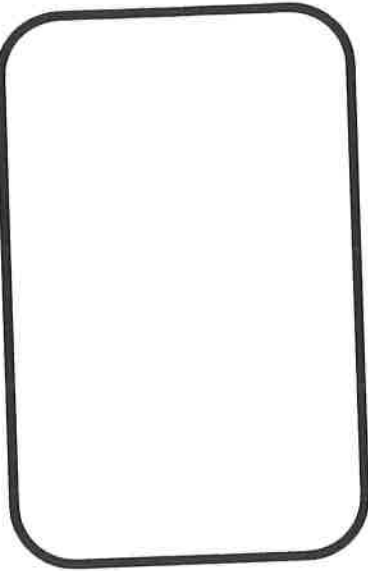
CAN

HAVE

EAT

LIVE

LIKE



NON-FICTION

Name _____

Start with a capital **A**

Finger spaces



Punctuation . ? !



Alligators are

Alligators can

Alligators move

Alligators eat

Alligators live

Alligators like

NON-FICTION

Name _____



Start with a capital **A**

Finger spaces

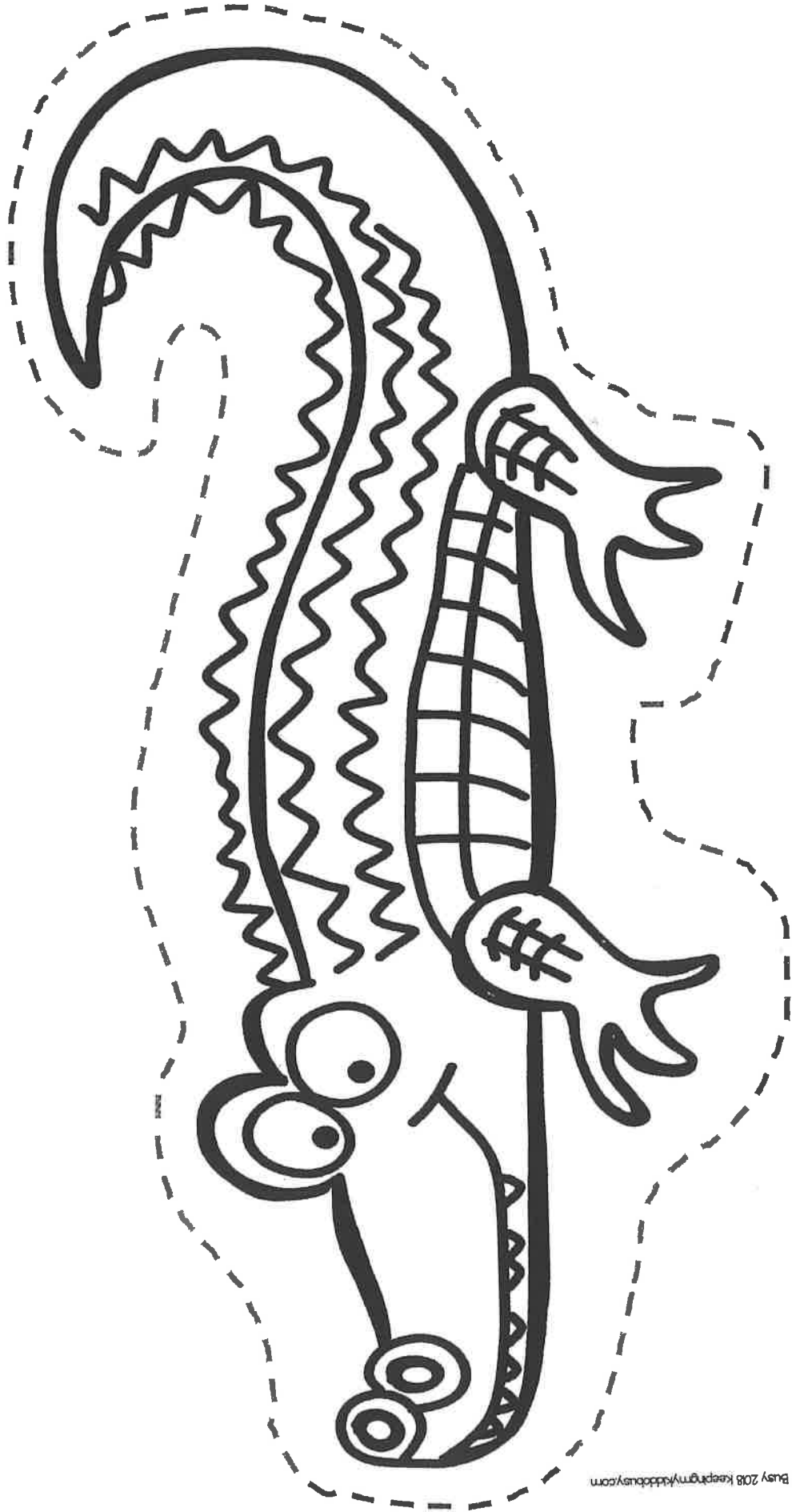


Punctuation . ? !

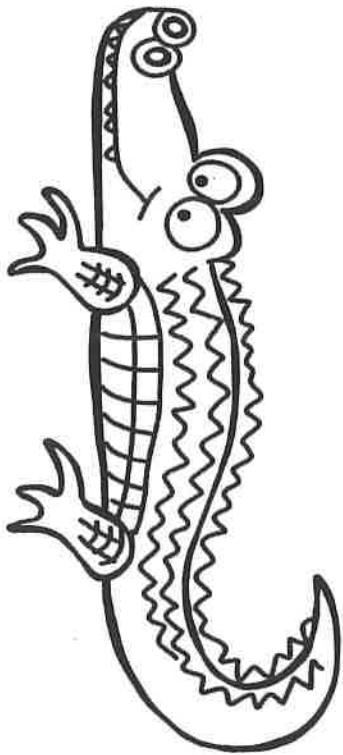
Handwriting practice area consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

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. Hang and display!



All About

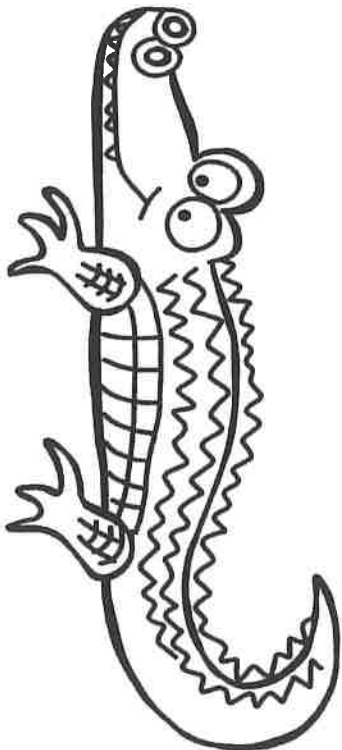


Alligators

By _____

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All About

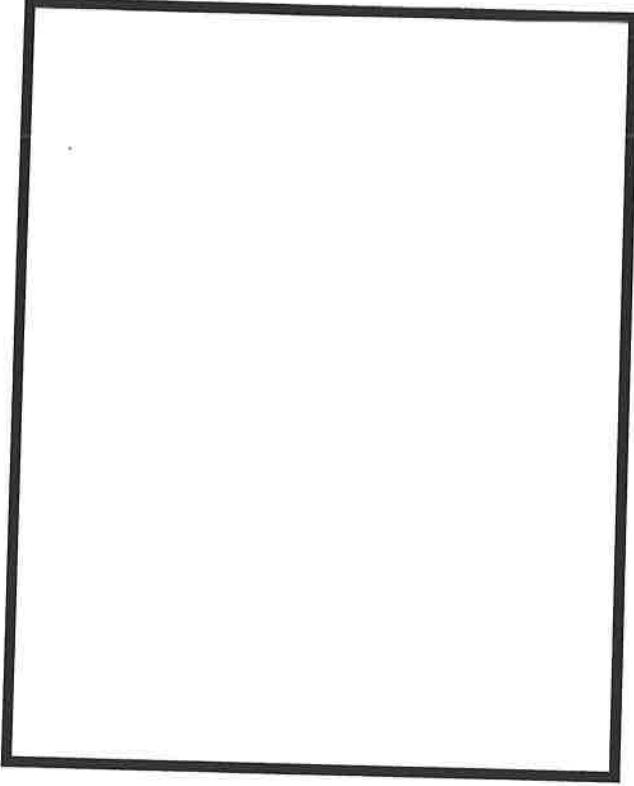


Alligators

By _____

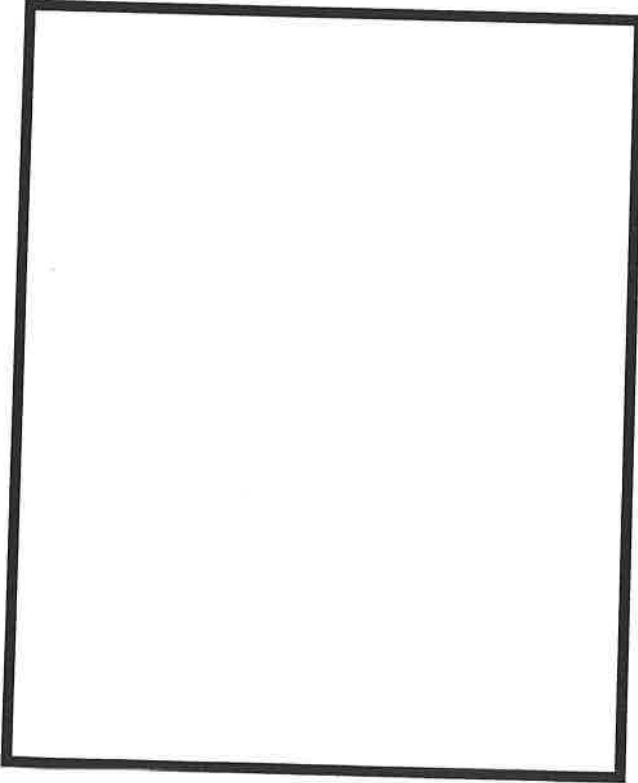
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They are...



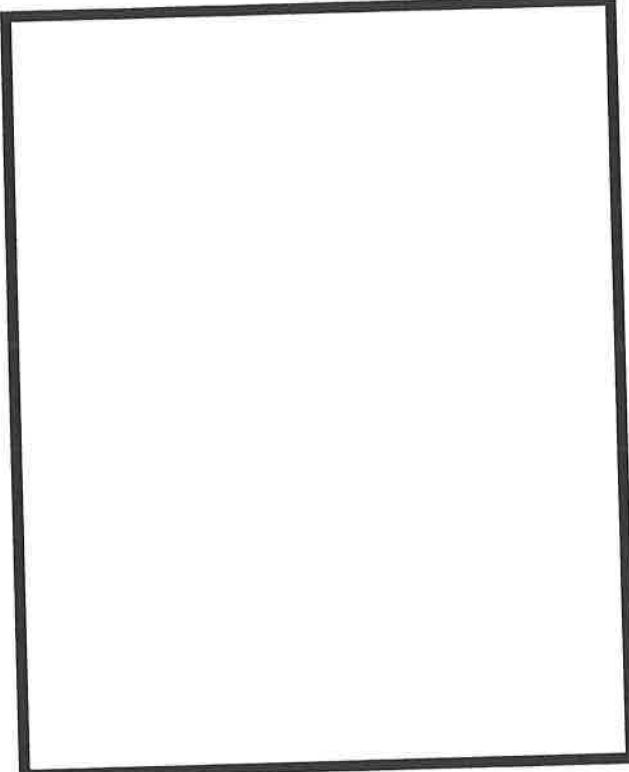
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated across the page.

They are....

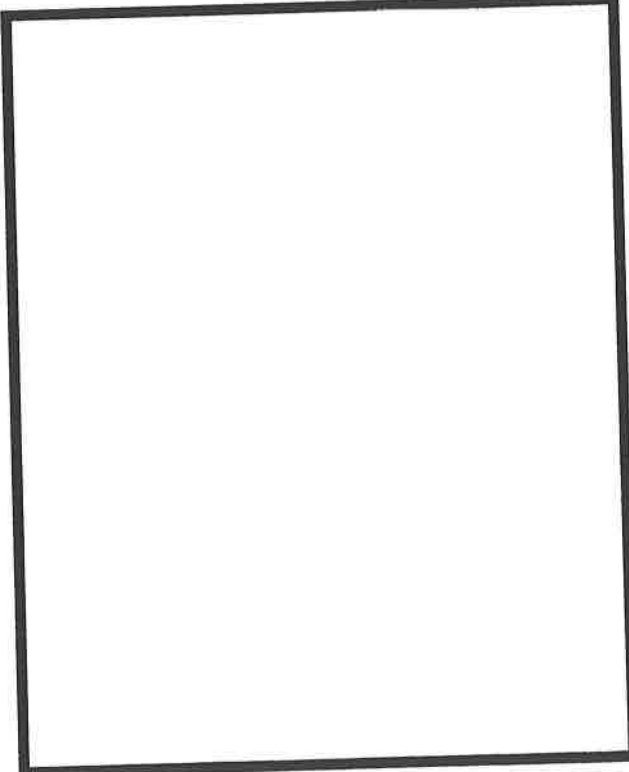


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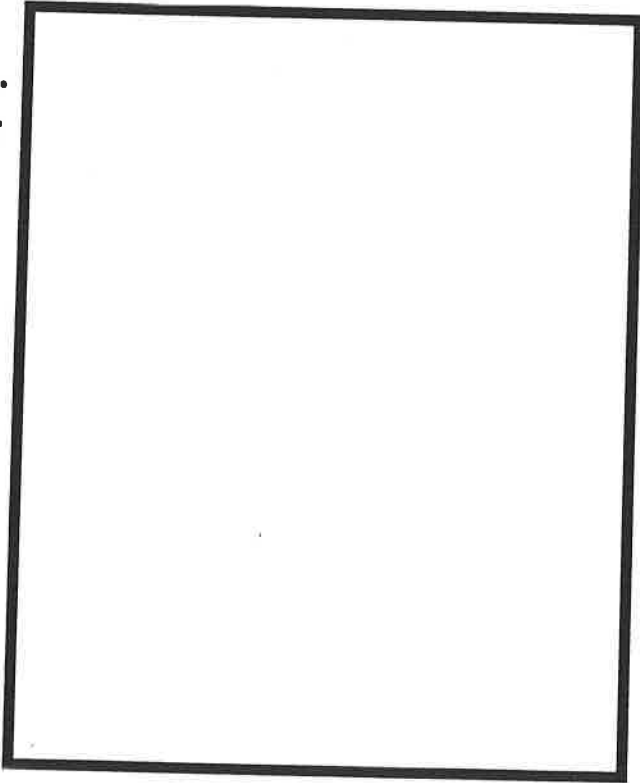
What can they do?



What can they do?

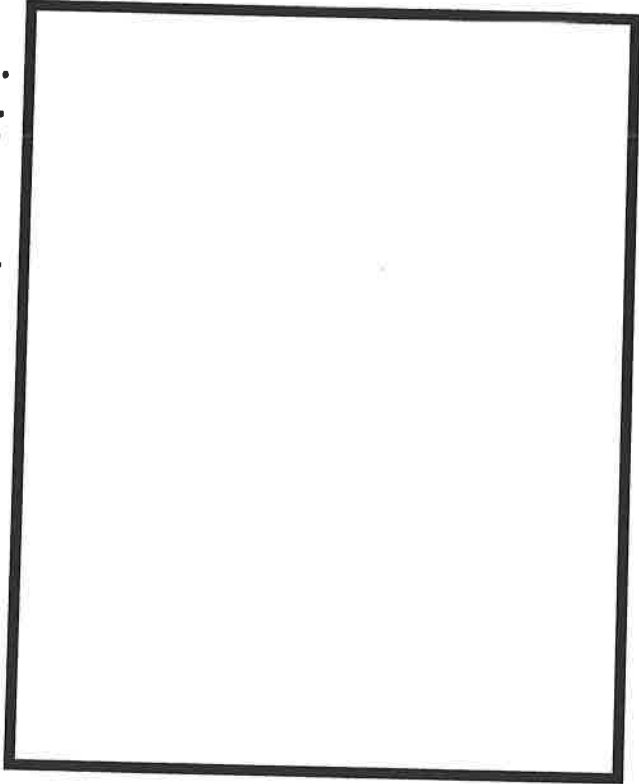


What do they eat?



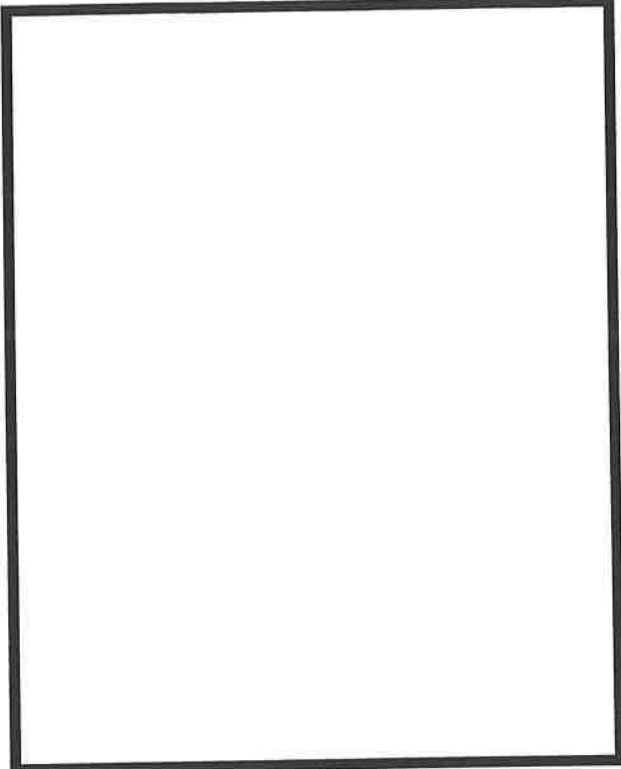
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What do they eat?



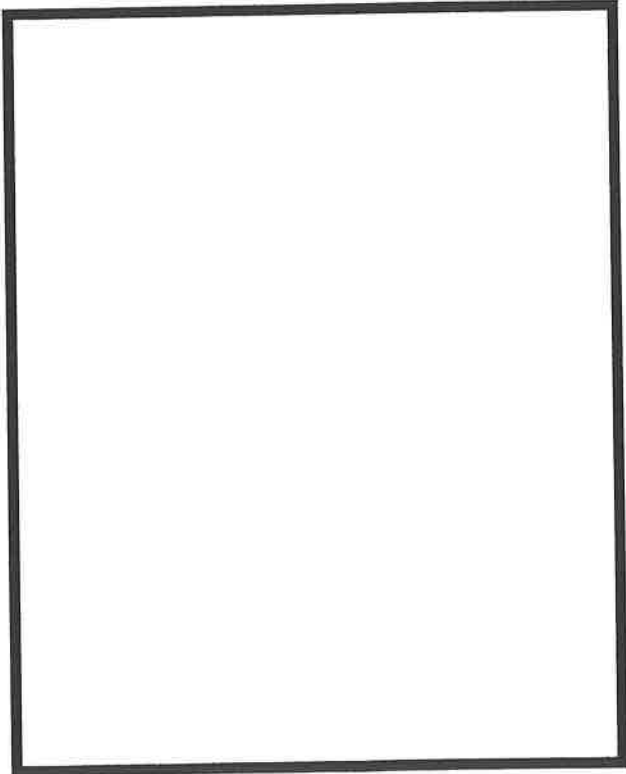
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Where do they live?



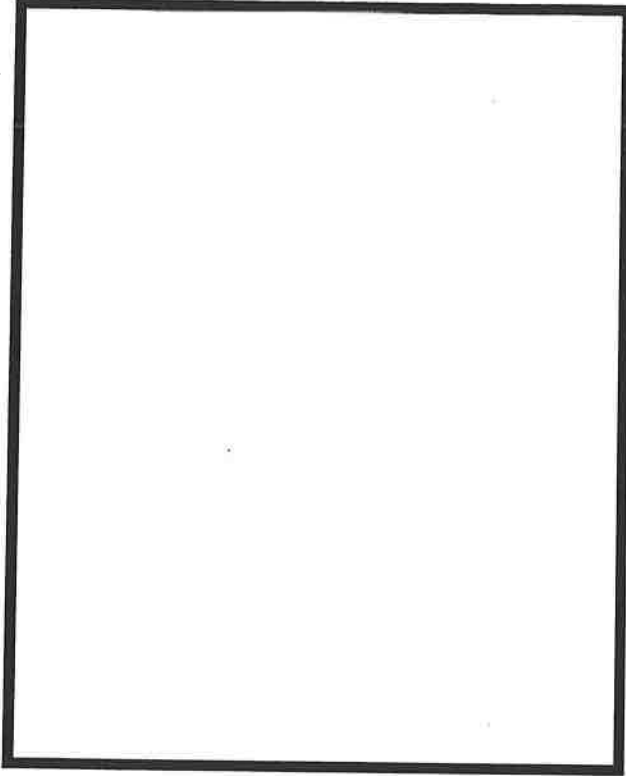
Handwriting practice lines consisting of ten vertical lines. Each line set includes a solid left line, a dashed middle line, and a solid right line.

Where do they live?



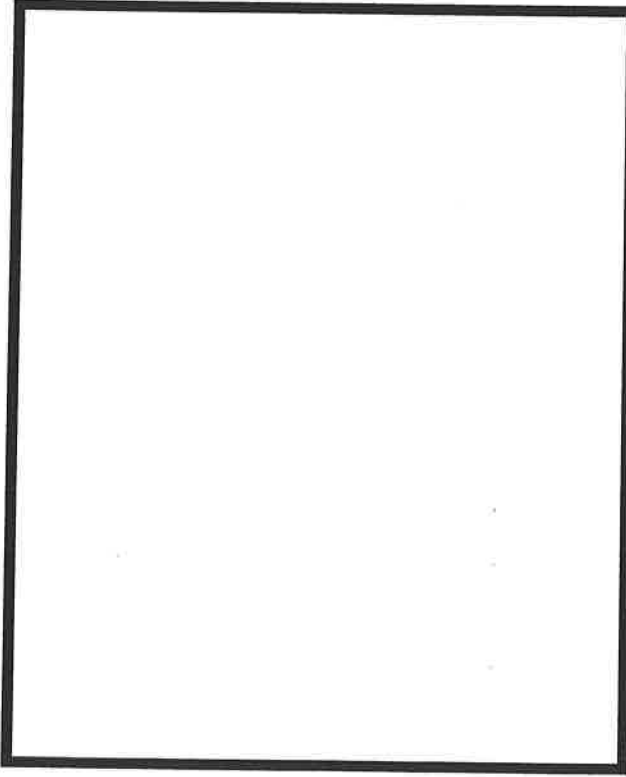
Handwriting practice lines consisting of ten vertical lines. Each line set includes a solid left line, a dashed middle line, and a solid right line.

What do they like?



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

What do they like?



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

This sheet is designed for handwriting practice. It features a decorative border with a repeating pattern of small squares. On the left side, there are ten vertical lines: a solid line on the far left, followed by two dashed lines, and then seven solid lines. On the right side, there is a large, empty rectangular box for drawing or free writing.

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This sheet is identical to the one above, featuring a decorative border, ten vertical lines (one solid, two dashed, seven solid) on the left, and a large empty rectangular box on the right.

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Name _____ Date _____

Short Vowel Reading Practice

a

e

i

o

u

bag

beg

big

bog

bug

tab

pen

tip

mob

mud

rad

red

rid

rod

cub

nag

Ben

bin

on

tub

map

set

sit

cot

bus

cap

den

lip

cop

cup

lad

leg

lid

not

nut

tag

web

pin

hog

mug

gas

Ted

rib

rob

rub



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NON-FICTION

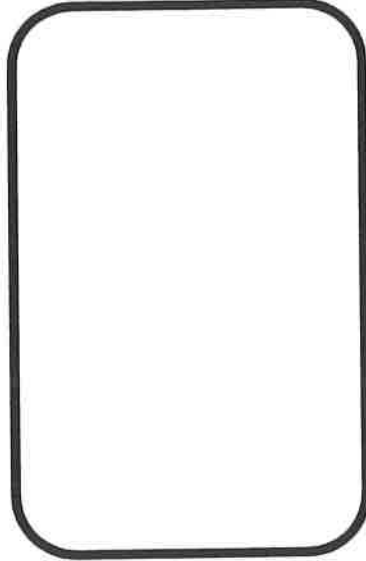
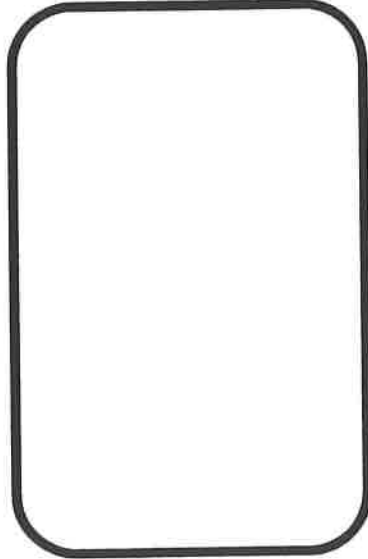
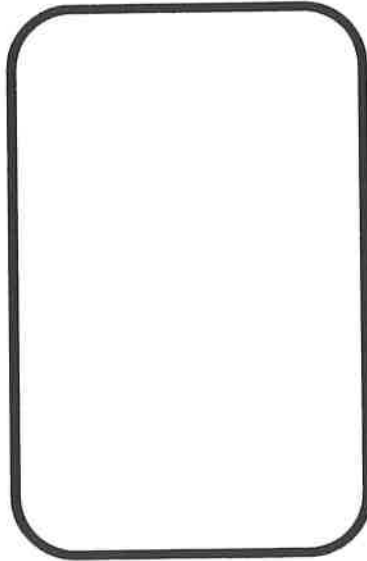
Name _____

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

ARE

CAN

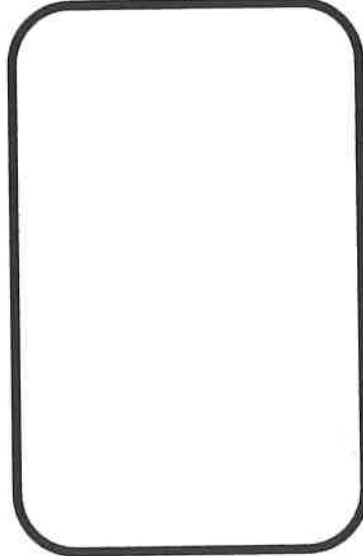
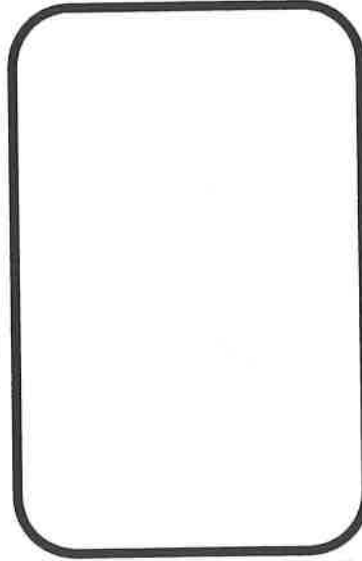
HAVE



EAT

LIVE

LIKE



NON-FICTION

Name _____

Start with a capital **A**

Finger spaces



punctuation . ? !



Alligators are

Alligators can

Alligators have

Alligators eat

Alligators live

Alligators like

NON-FICTION

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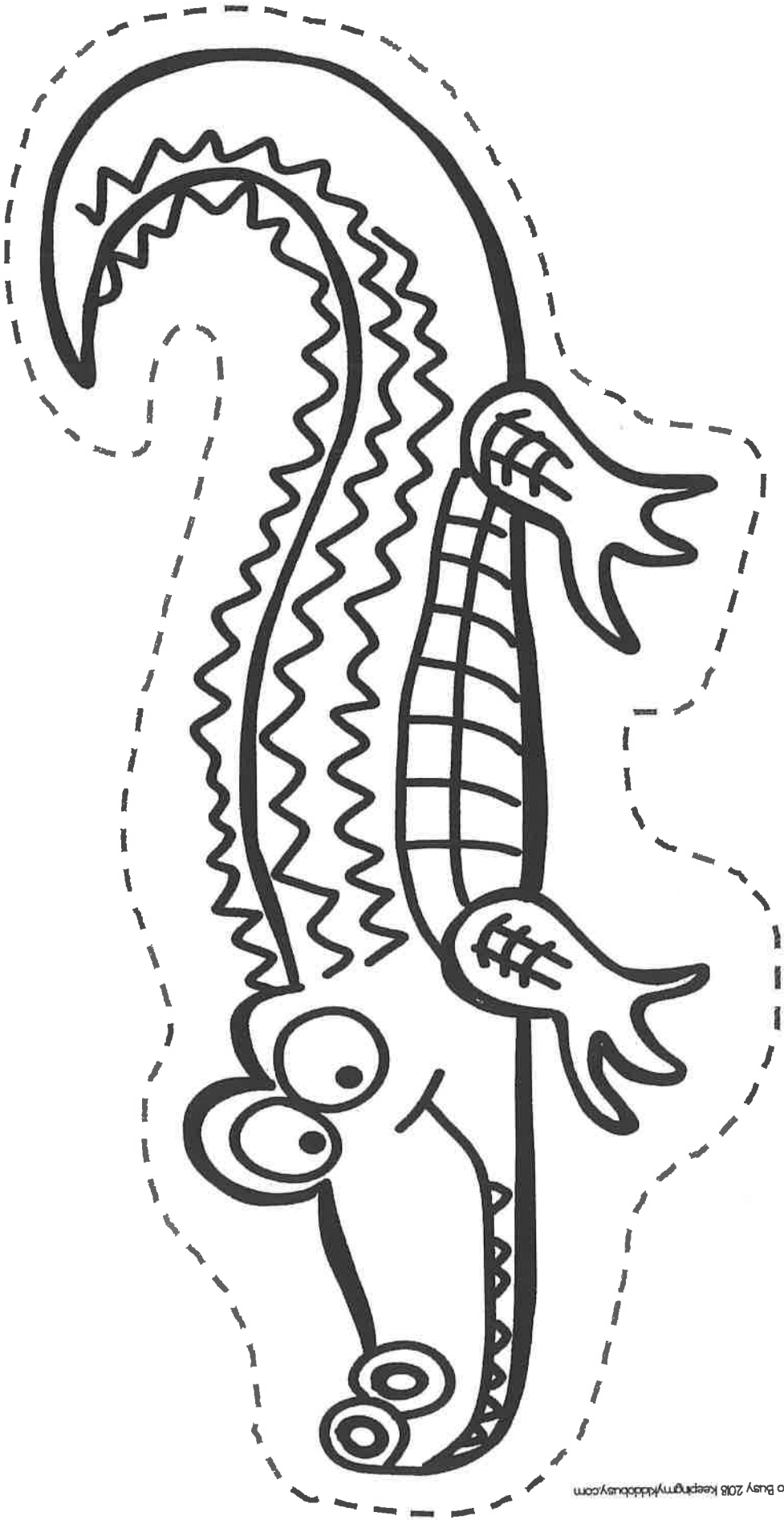


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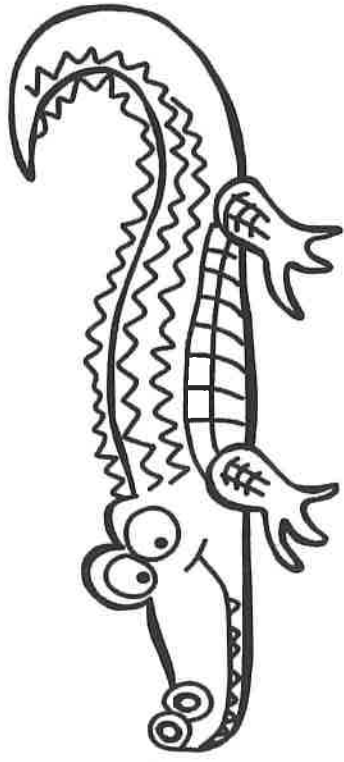


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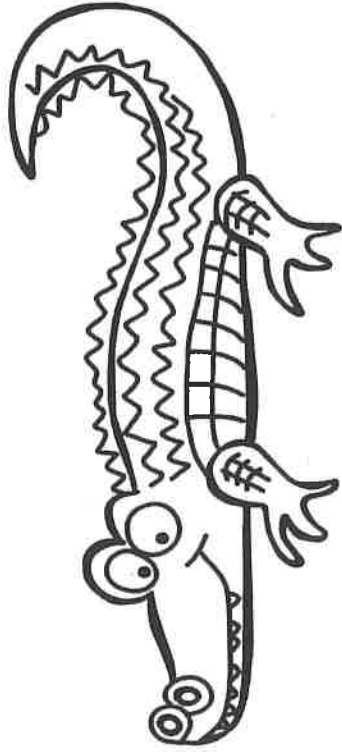
All About



Alligators

By _____

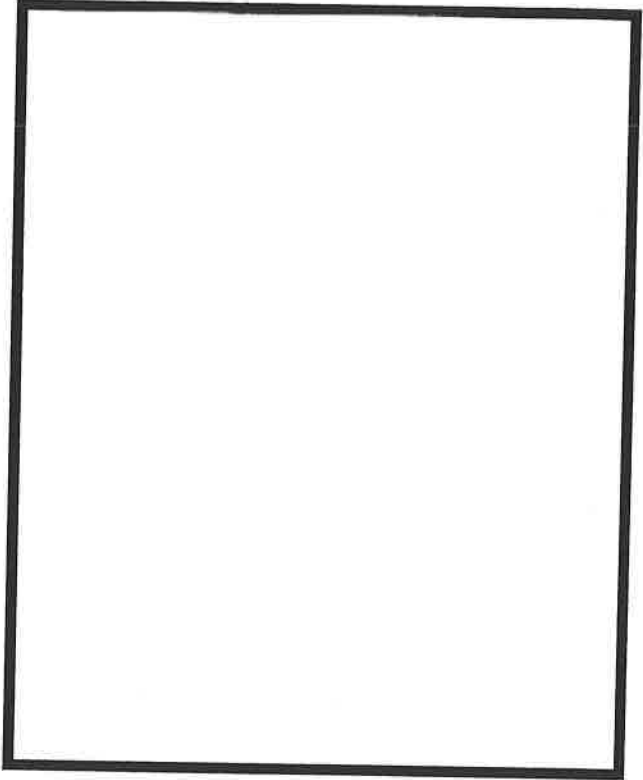
All About



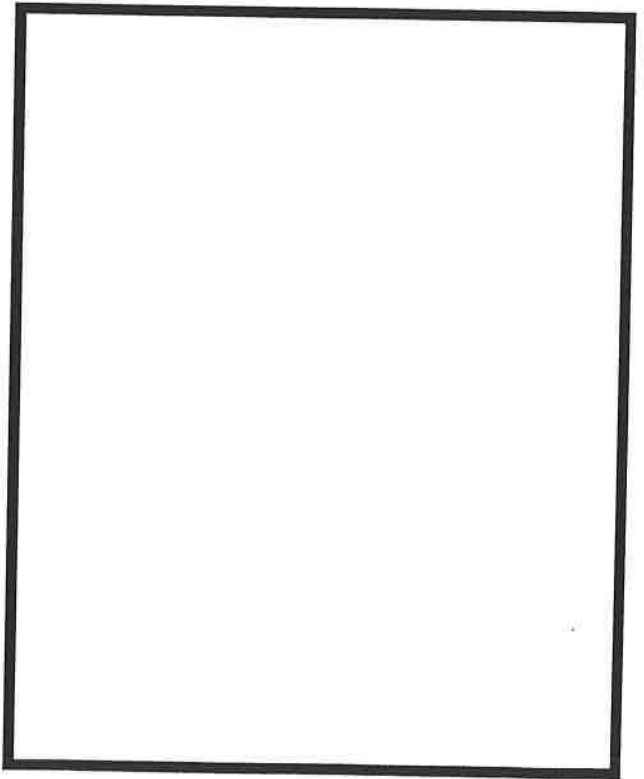
Alligators

By _____

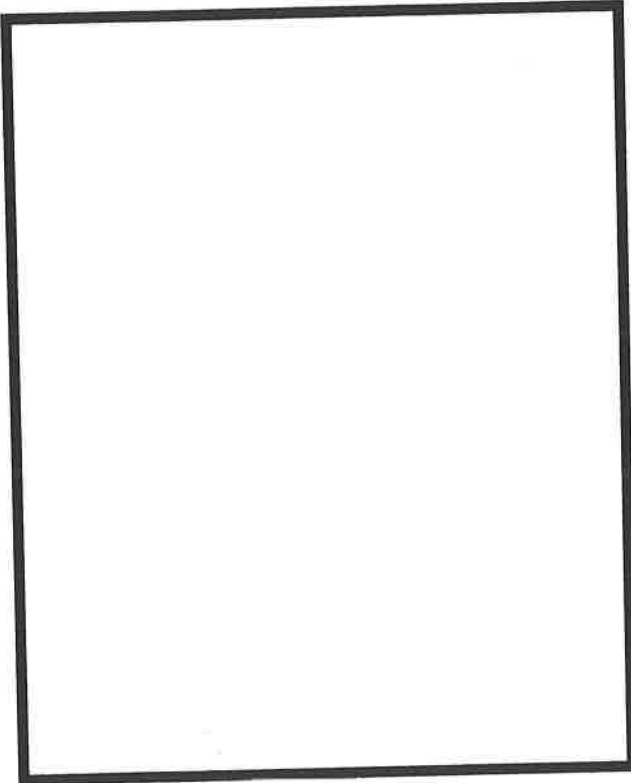
They are...



They are...

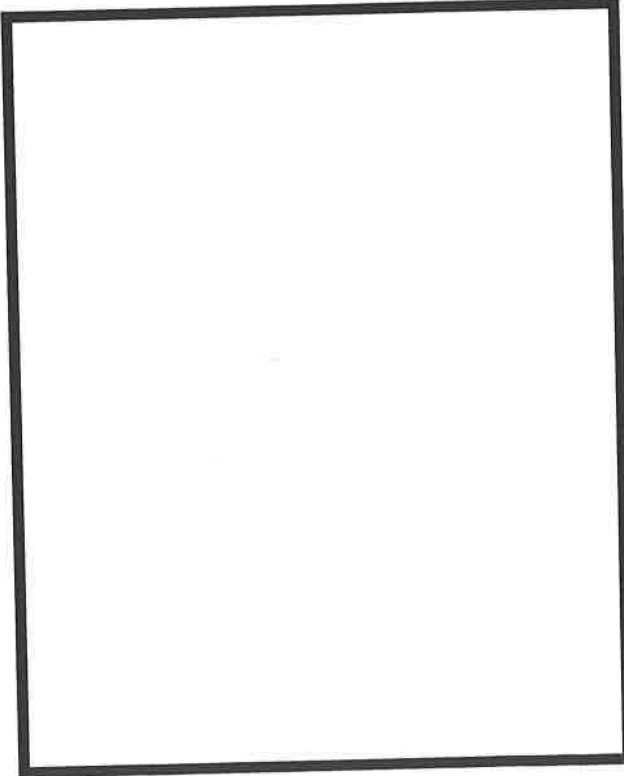


What can they do?



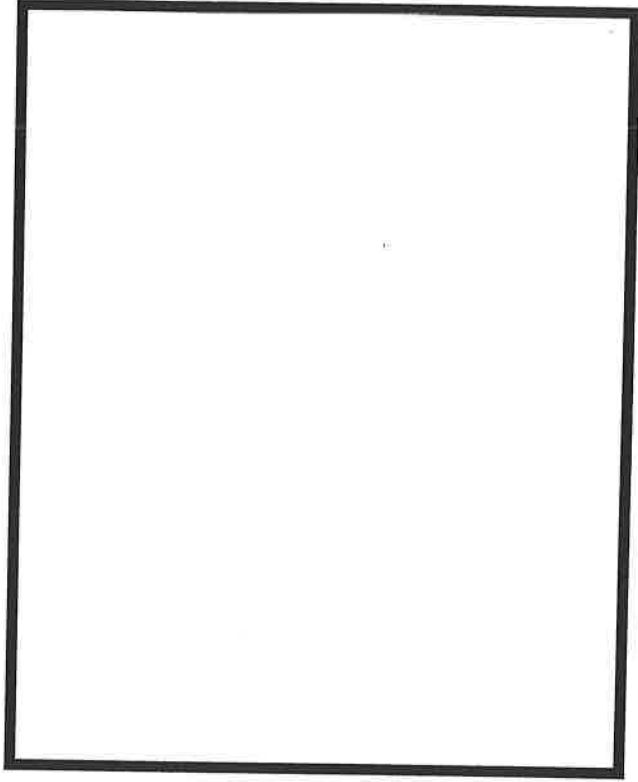
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What can they do?

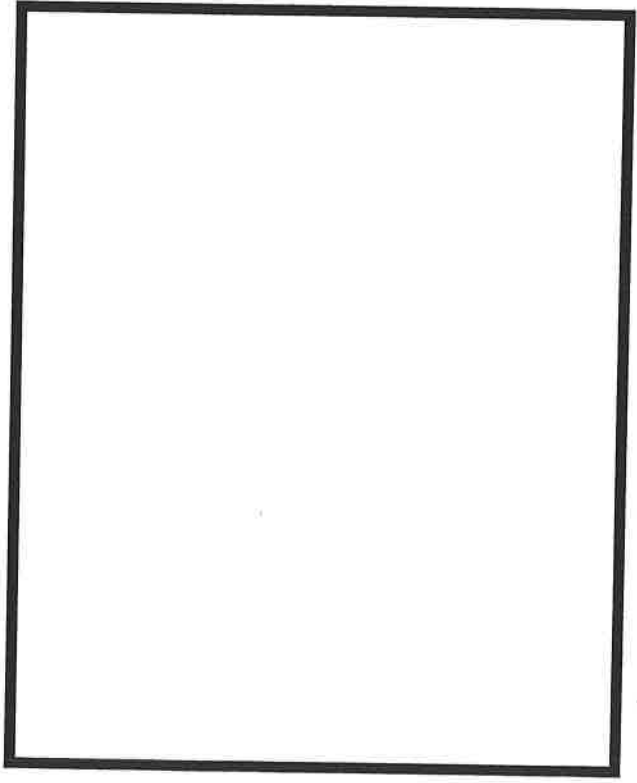


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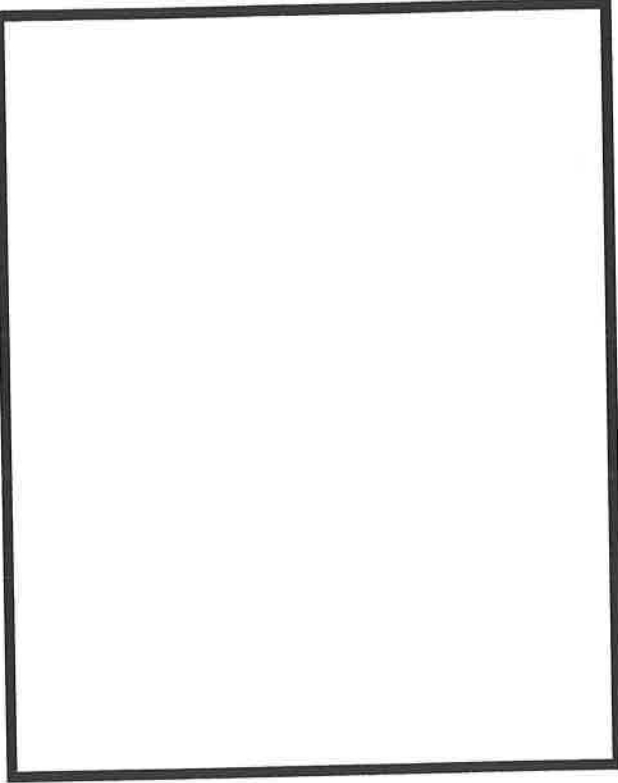
What do they eat?



What do they eat?

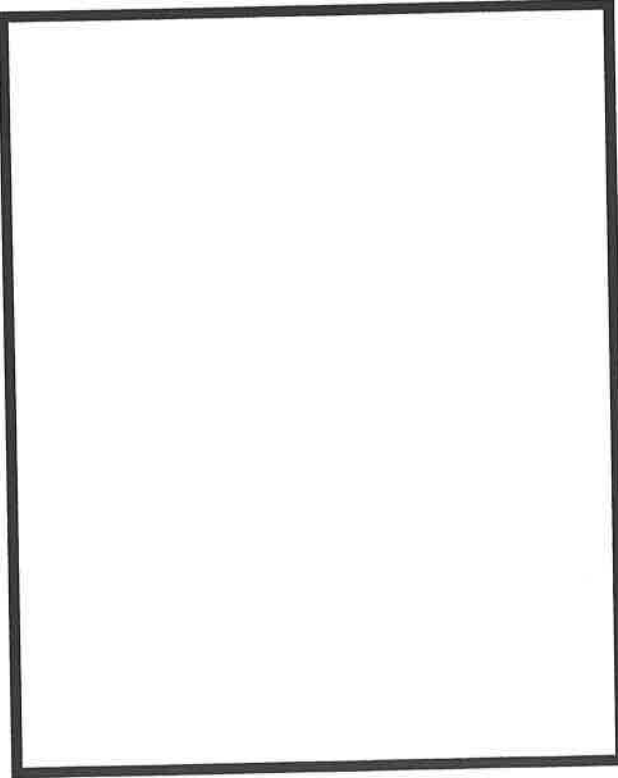


Where do they live?



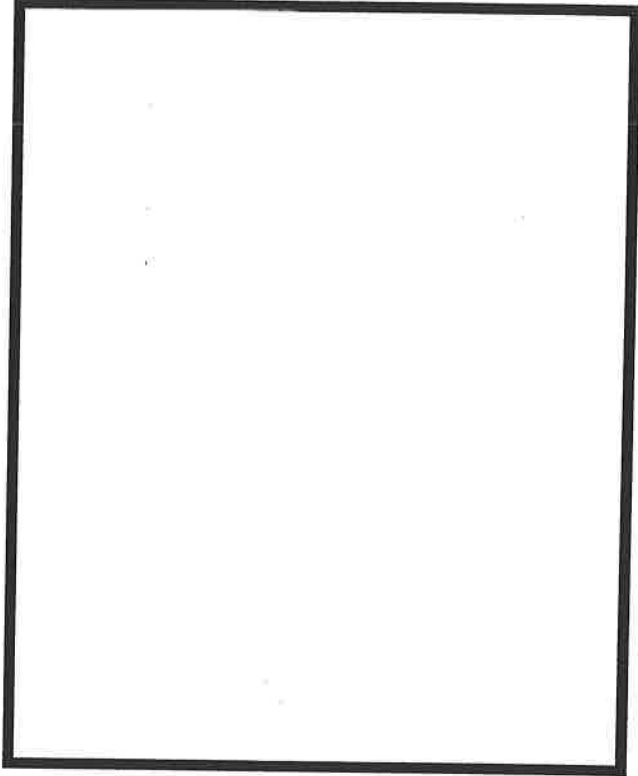
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are eight sets of these lines.

Where do they live?

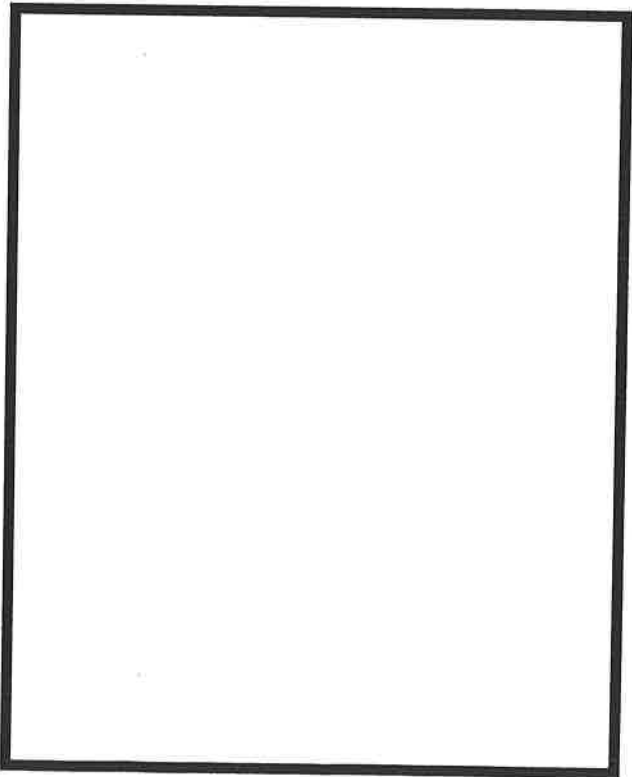


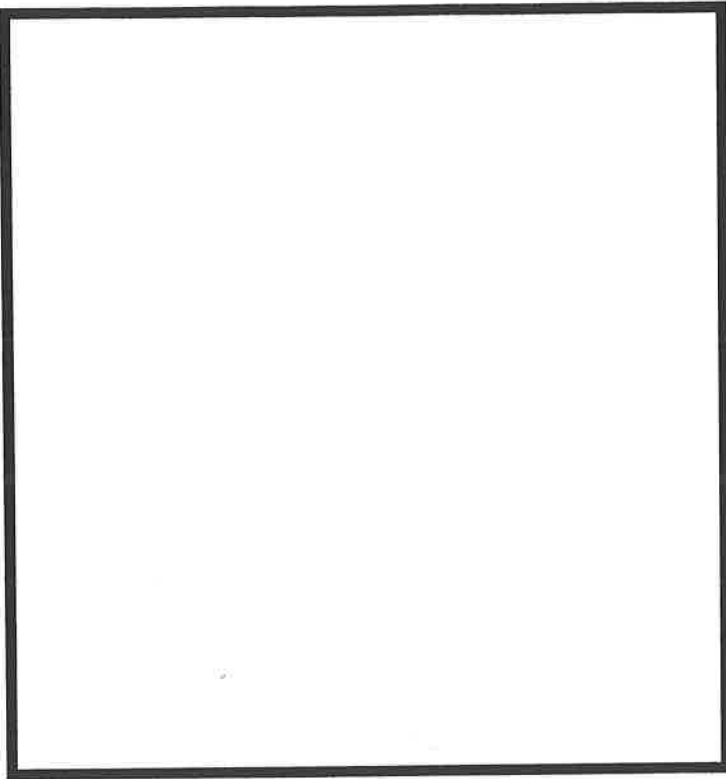
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are eight sets of these lines.

What do they like?

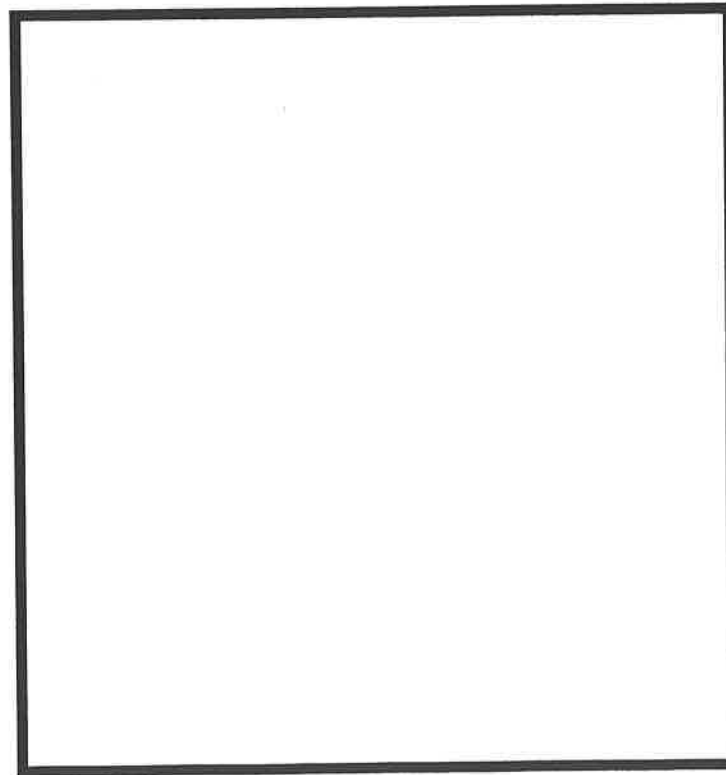


What do they like?





Handwriting practice lines consisting of ten vertical columns. Each column contains a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



Handwriting practice lines consisting of ten vertical columns. Each column contains a solid top line, a dashed middle line, and a solid bottom line, identical to the one on the top page.

gas	Ted	rib	rob	rub
tag	web	pin	hog	mug
lad	leg	lid	not	nut
cap	den	lip	cop	cup
map	set	sit	cot	bus
nag	Ben	bin	on	tub
rad	red	rid	rod	cup
tab	pen	tip	mob	mud
bag	beg	big	bog	bug
ā	ē	ī	ō	ū

Short Vowel Reading Practice

Name _____ Date _____

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

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



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

Write the missing numbers on the lines.

18 _____ 20 _____ 22 _____ 24

Solve the problems.

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

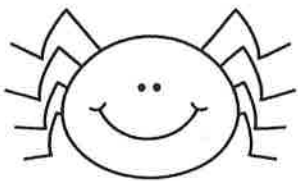
$3 + 5 = \underline{\quad}$

Write your first and last name.

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

I have a pet frog in my room.

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

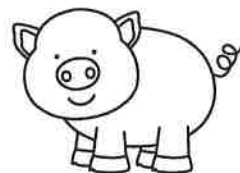
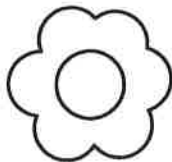
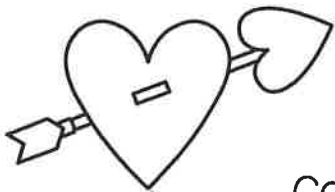


--	--	--	--	--

Write the color word correctly across the line.

pink

Circle or color only the objects that are the color above.



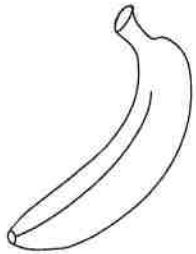
Color in the number that is more or less.

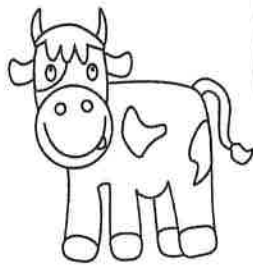
MORE ↑	17	10
--------	----	----

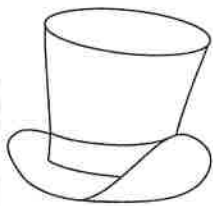
LESS ↓	14	8
--------	----	---

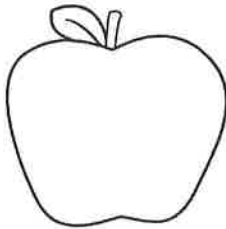
Name: _____

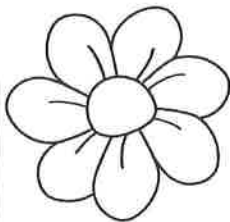
Directions: Write the upper-case and lower case letter for the beginning sound of each picture.

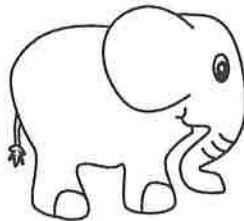




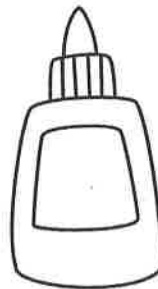






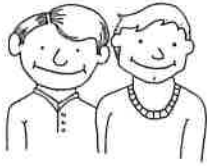






Name: _____

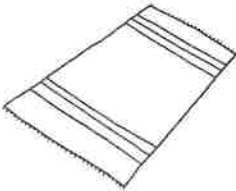
Directions: Look at the picture. Circle the letters across the row to spell the picture. Write the word.



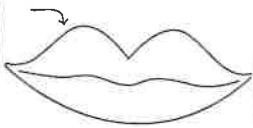
n e m
m a n



c a b
s e d



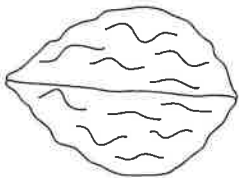
r i g
z u j



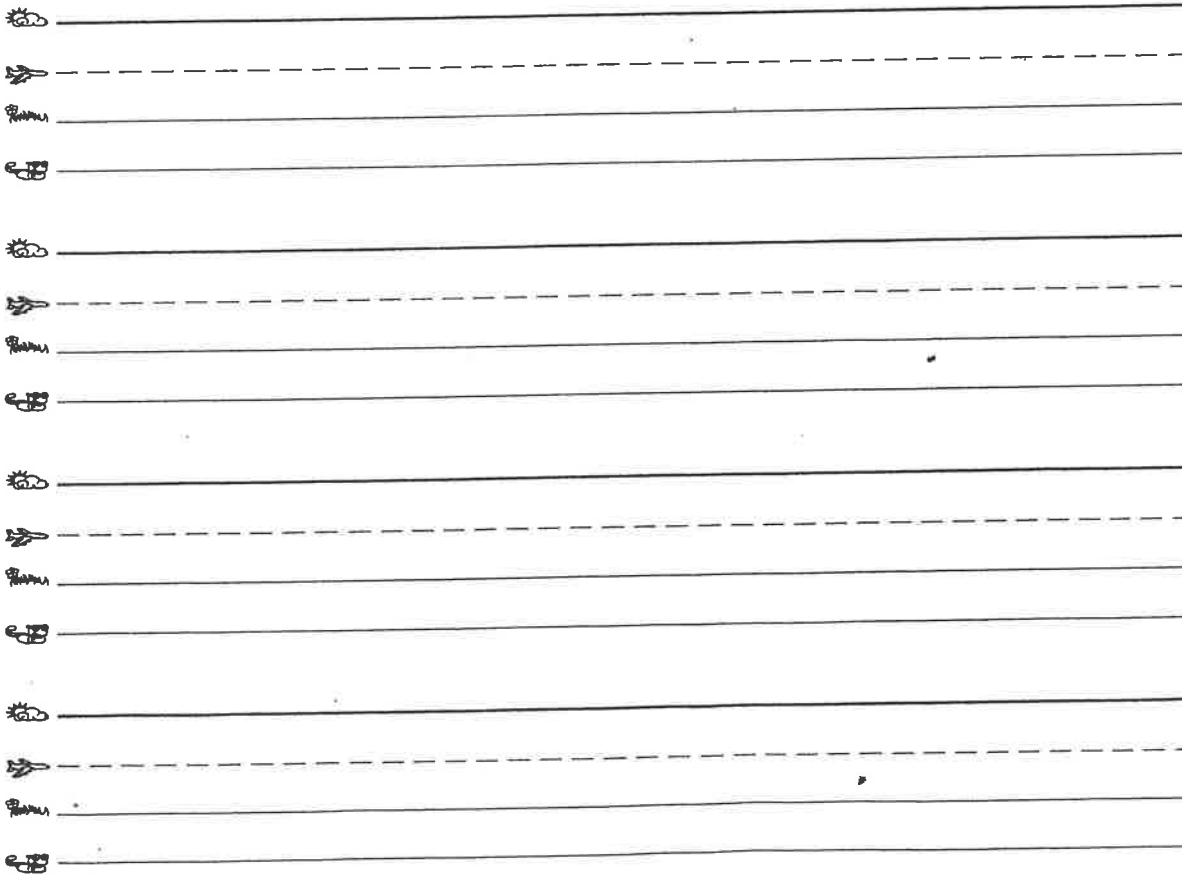
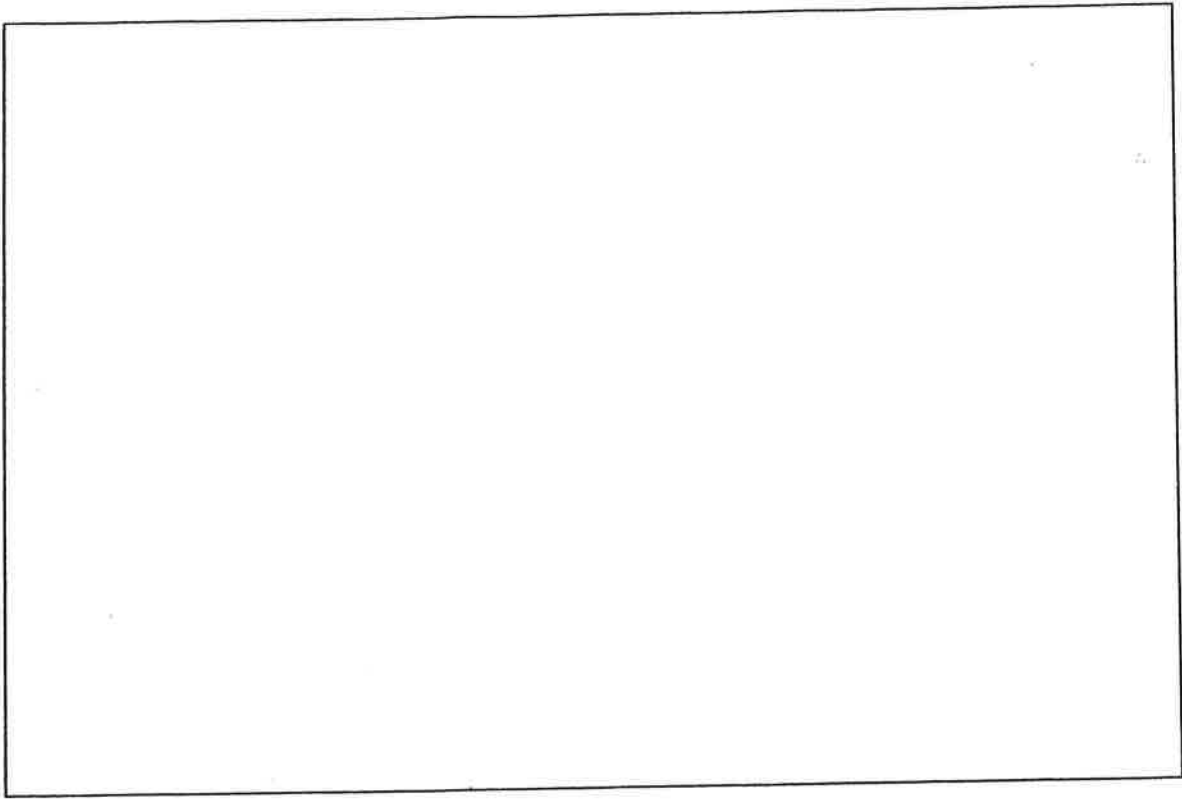
i i p
l u b

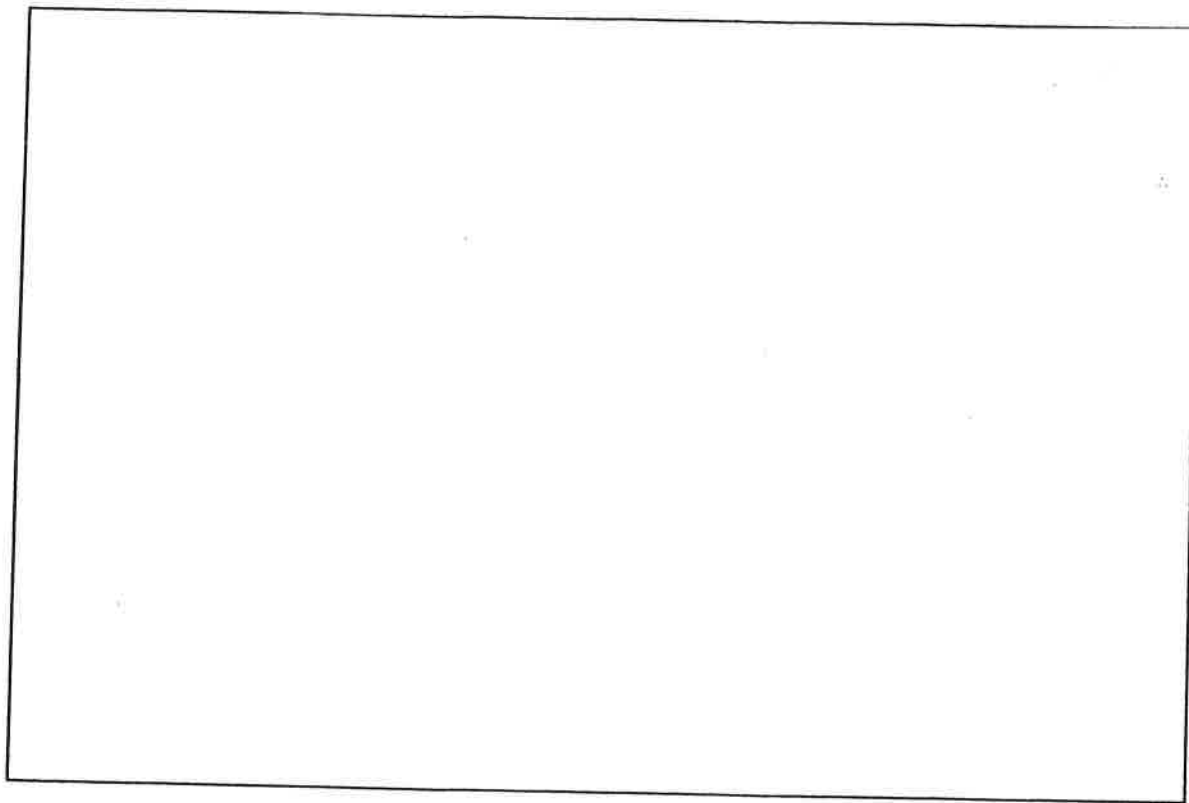


n u c
m o g



w u k
n o t





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

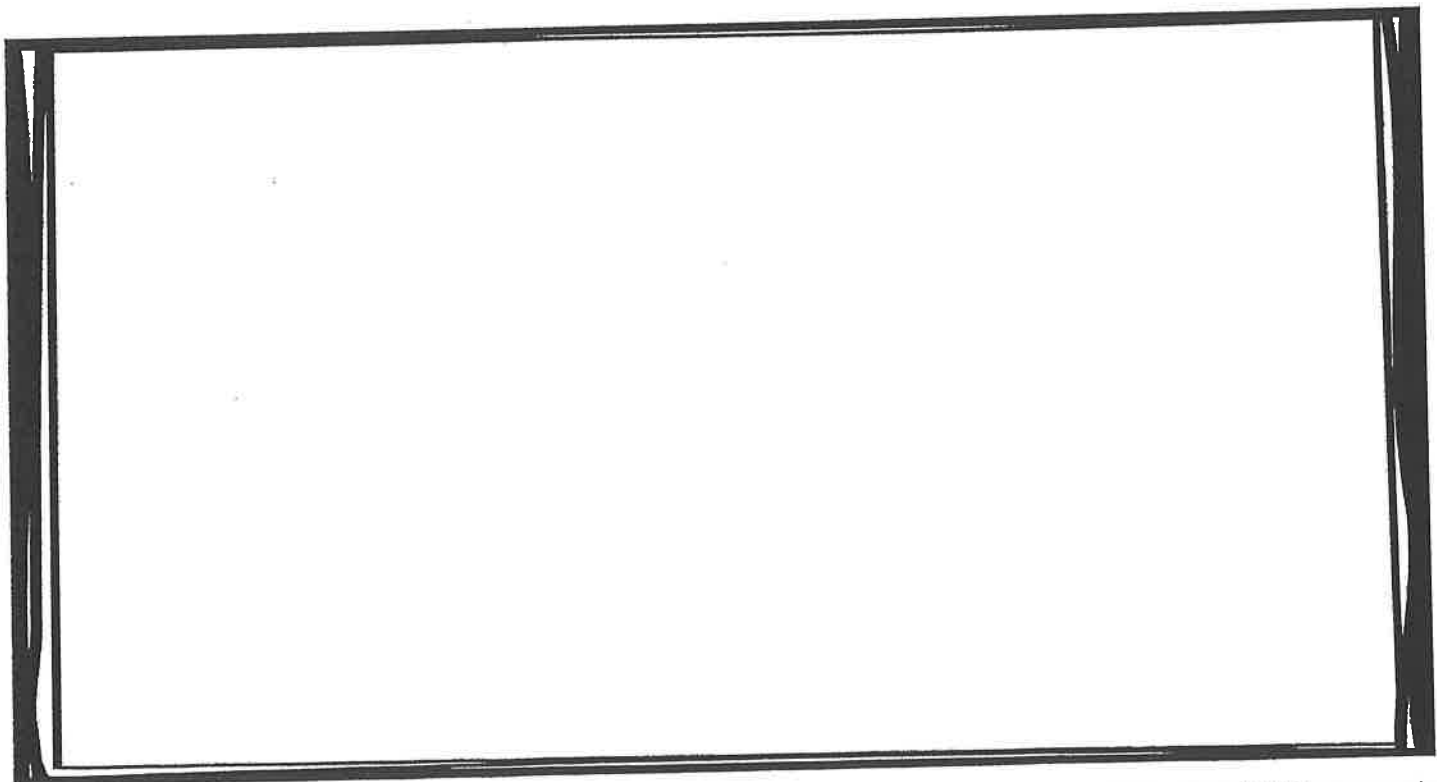
-op family

Name _____

Hop

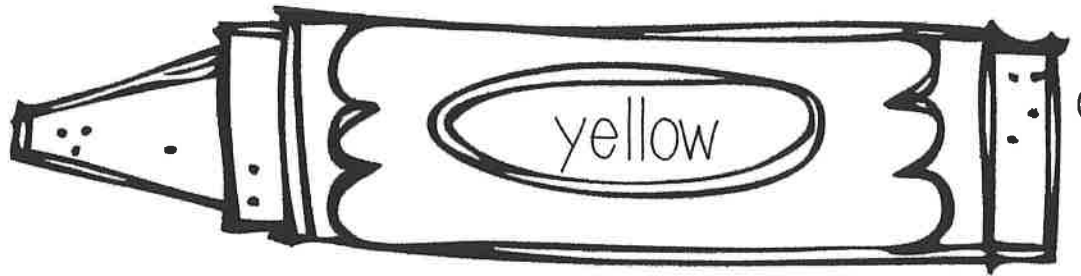
I can hop. I can hop with
a mop. I can hop to the
top! Hop, hop, hop! Can
you hop with a mop?

Illustrate the story.



Word Family: -id

1. Color:



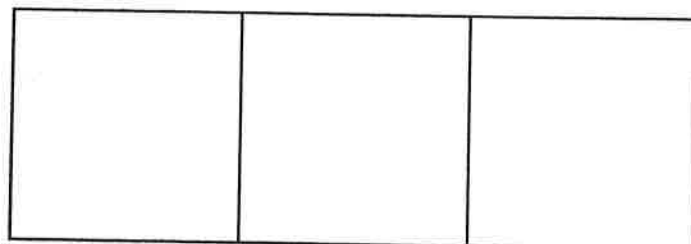
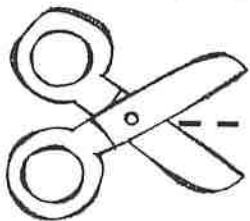
kid	she	led	mat	fed
bed	jet	ham	lid	set
had	rid	pet	red	had
get	sat	rap	wet	did

2. Trace and write:



kid

3. Make:

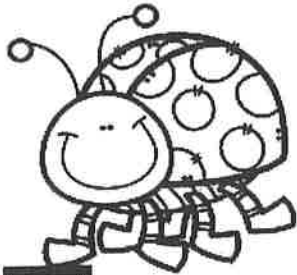


l d i

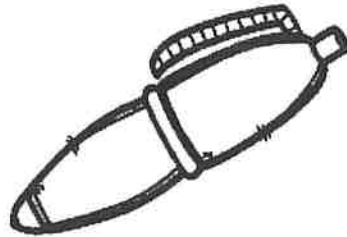
Name _____

Say the word. Write the word.

Going Bananas for CVC words



bu



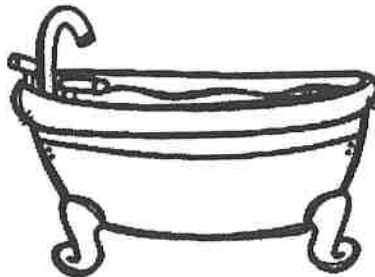
pe



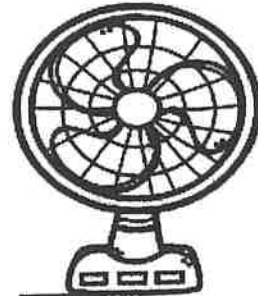
co



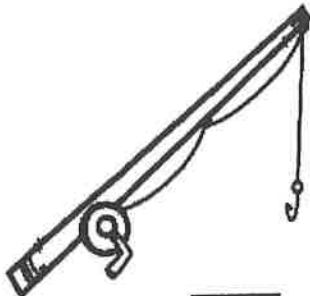
sa



tu



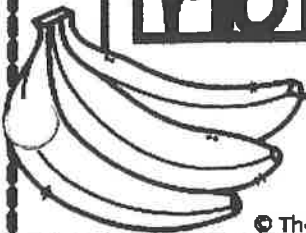
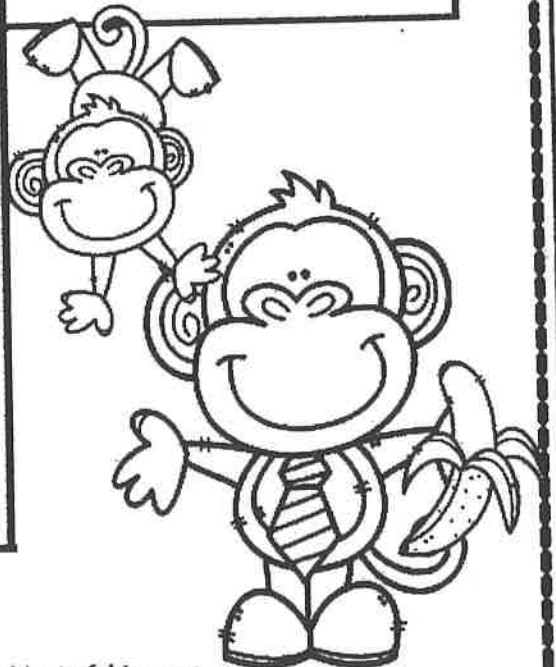
fa



ro



li

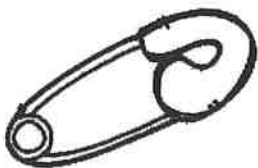
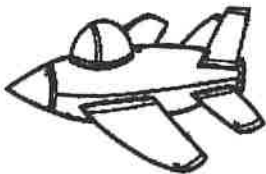
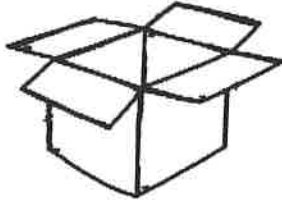


Name _____

SAY

b u i l d

write



Name _____

Say the word. Write the word.

Going Bananas for

CVC words



j _ g



m _ d



m _ p



v _ t



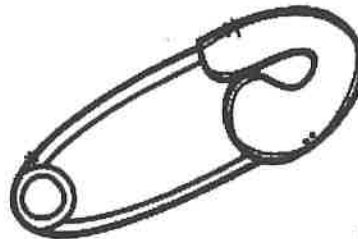
d _ p



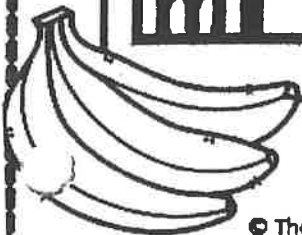
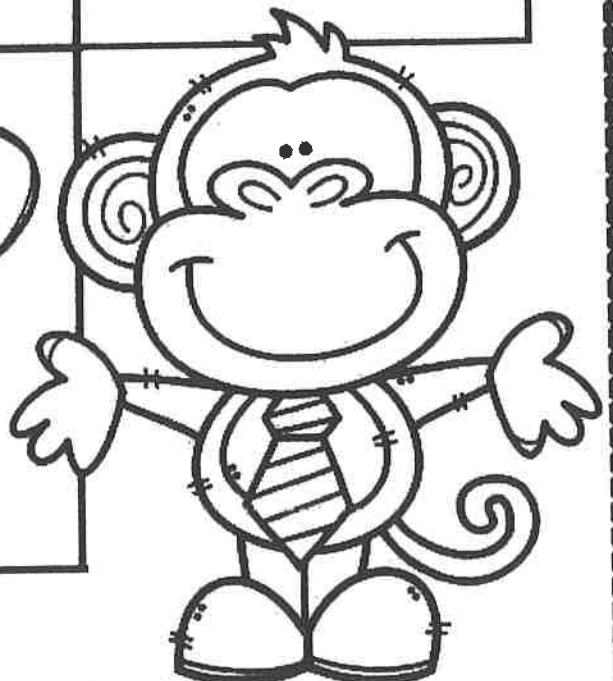
c _ t



m _ n



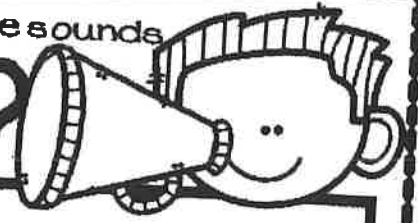
p _ n



Name _____

Write the sounds

WHAT DO YOU HEAR?



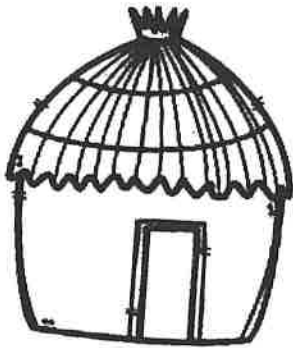
□ □ □



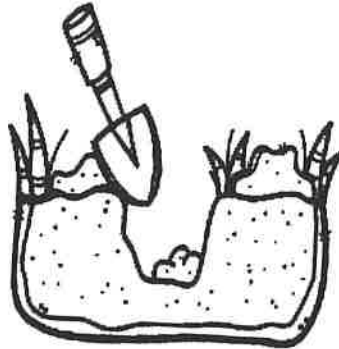
□ □ □



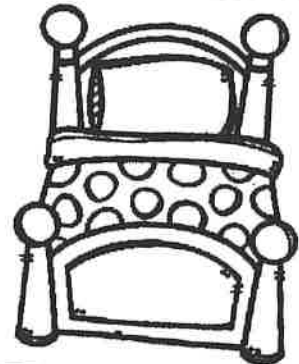
□ □ □



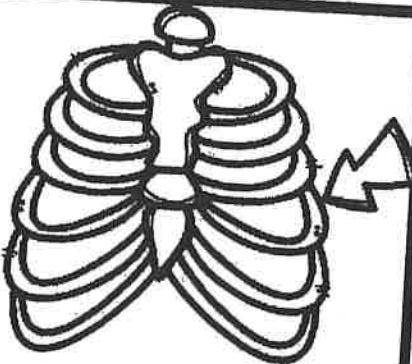
□ □ □



□ □ □



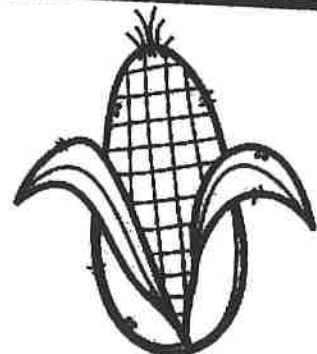
□ □ □



□ □ □



□ □ □



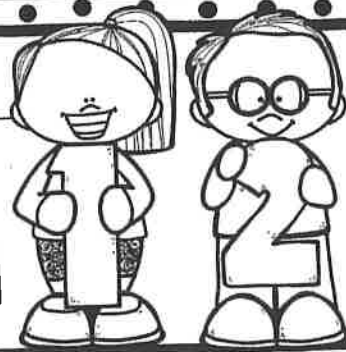
□ □ □

Name _____

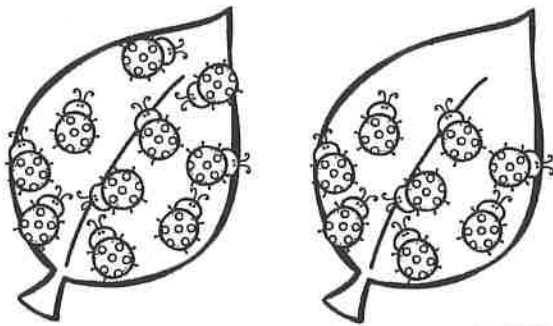
Counting and Cardinality

POST-TEST #1

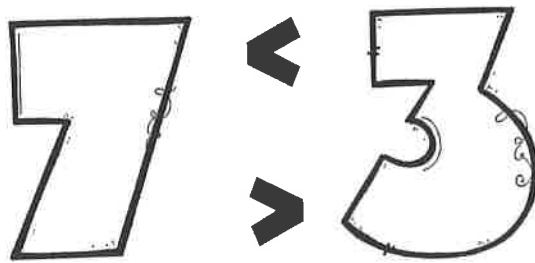
Numbers 0-10



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 4 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 _____

I Know My Numbers



Start with the number
given and continue.

33

12

21

40				
	46			49

63			66	
		70		

85				89
	91			94

99			102	
	105			108

Name: _____

Addition



Using blocks or beans, add!

$$\begin{array}{r} 1 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$$

Name _____



MORE or LESS

Look at the numbers.
Circle the < or > sign.
Color the number that is bigger.

1 < 4

>

5 < 8

>

0 < 7

>

3 < 9

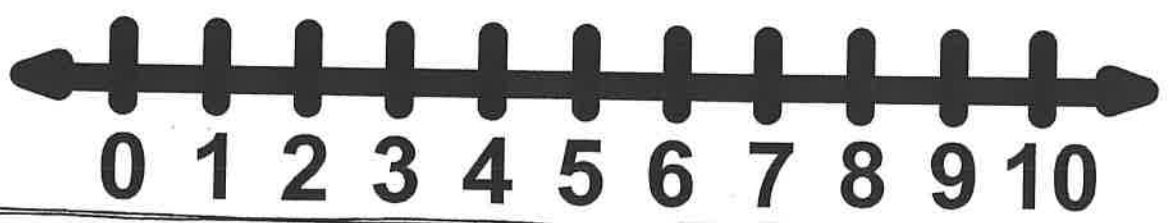
>

2 < 1

>

4 < 8

>



Write your first and last name.

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

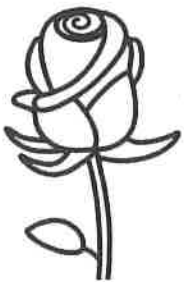
a	b	u	t
e	d	f	a
d	i	p	r
i	d	n	e

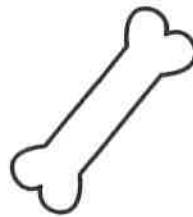
are

but

did

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





Rainbow write the number and then color that many circles.

12	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○

Solve the subtraction problems.

$$8 - 6 = \underline{\quad}$$

$$9 - 6 = \underline{\quad}$$

Write your first and last name.

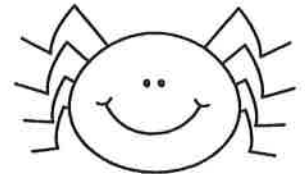
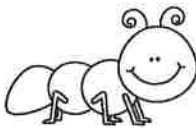
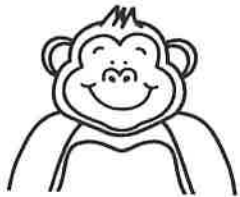
Read the sentence, write it on the lines, and illustrate it on back.

The dog is on the green grass.

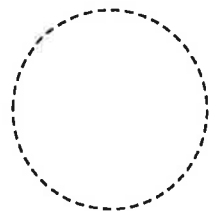
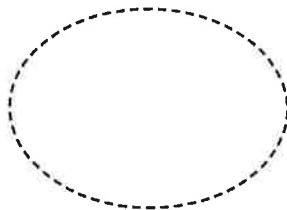
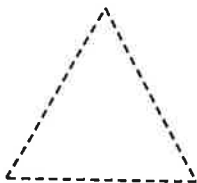
Write the color word correctly across the line.

black

Circle or color only the objects that are the color above.



Trace the shapes.



Write the missing numbers on the lines.

23




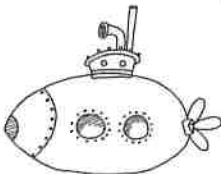
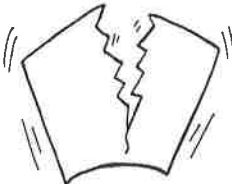

25

27

29

Name: _____

Directions: Look at the picture. Circle the letters across the row to spell the picture. Write the word.

	f t	u o	g j	_____
	c s	e i	t d	_____
	n m	i e	d t	_____
	c s	i u	b p	_____
	l r	i o	b p	_____
	m n	a o	g p	_____

Name _____

Short i Words

sit

bit

rig

sip

lip

bib

dip

tip

dig

wig

hip

kit

kid

pig

Jim

him

tin

hit

big

Kim

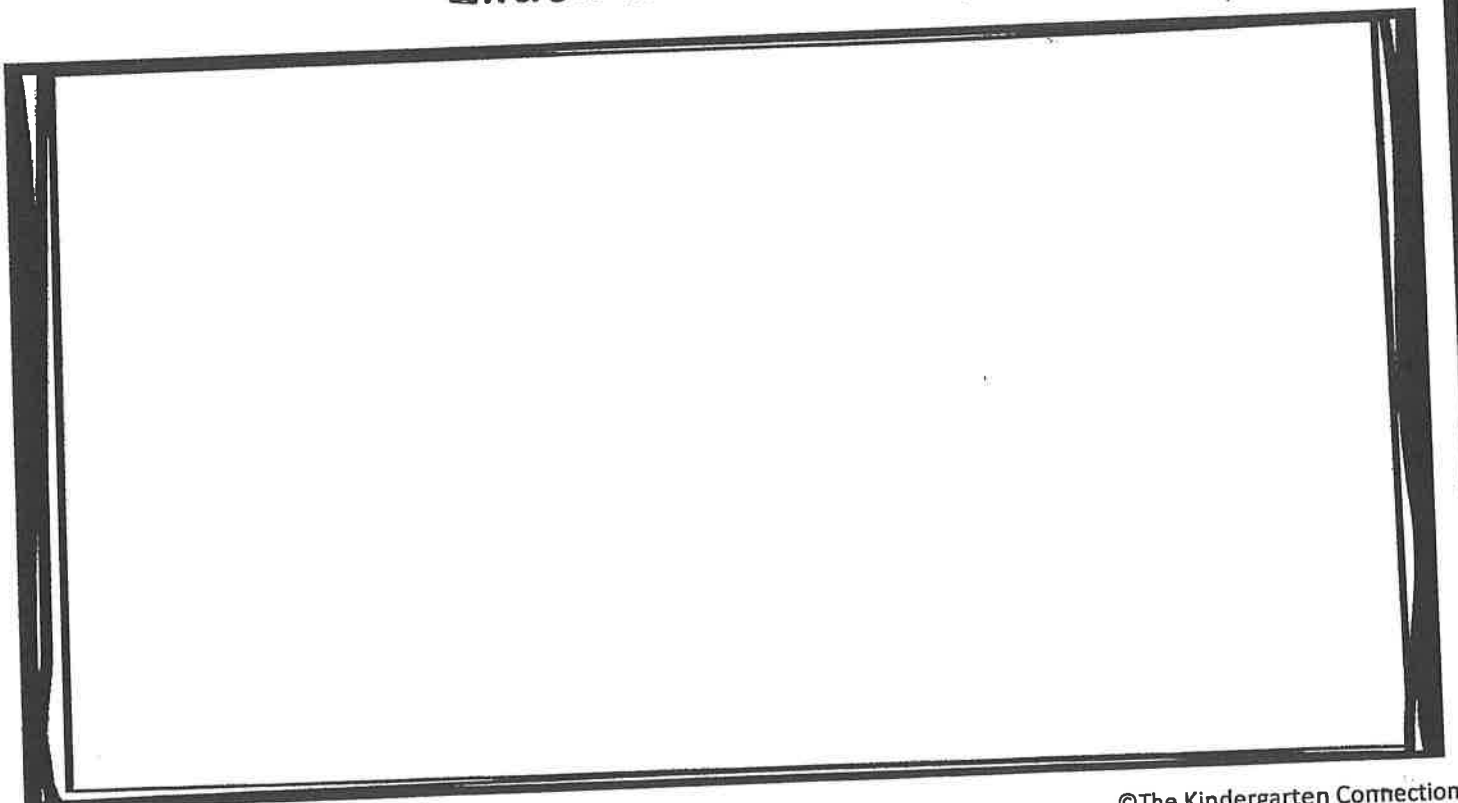
-og family

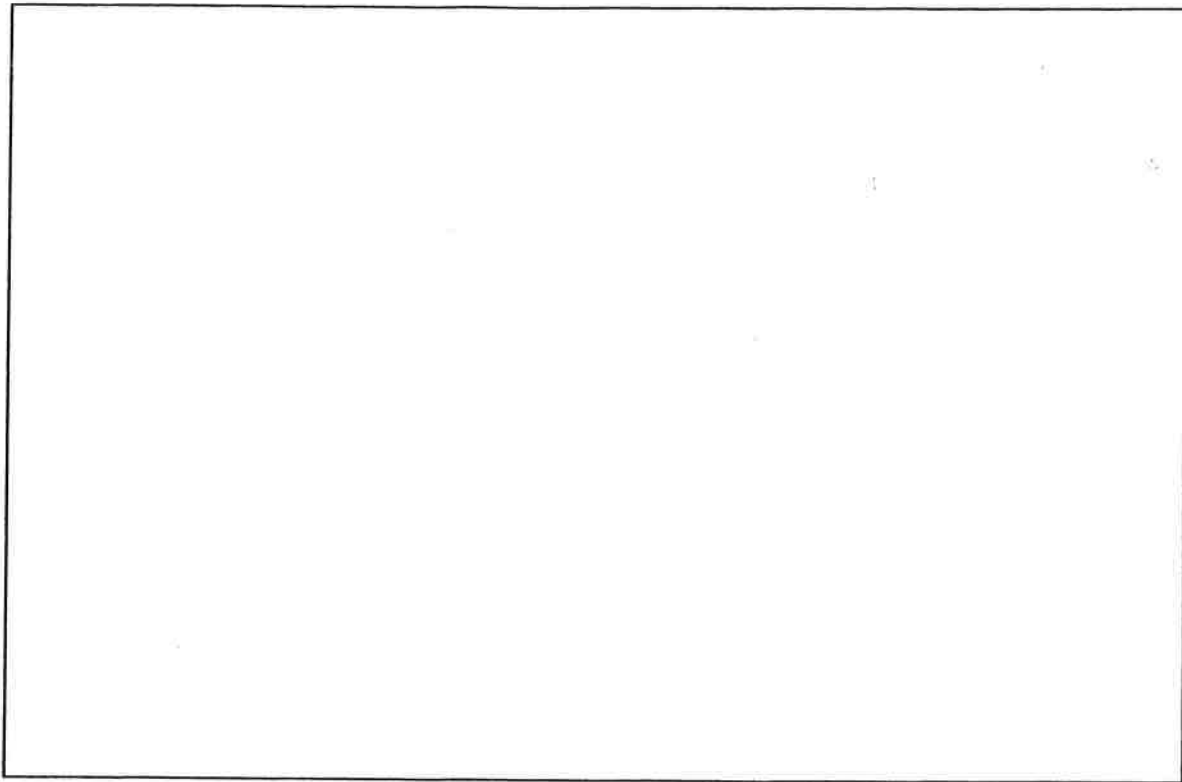
Name _____

Jog

The dog and the hog like
to jog. The dog can jog
with the hog. The dog and
the hog jog in the fog.

Illustrate the story.





Handwriting practice line 1: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '日' (rì) is written at the beginning of the line.

Handwriting practice line 2: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '月' (yuè) is written at the beginning of the line.

Handwriting practice line 3: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '水' (shuǐ) is written at the beginning of the line.

Handwriting practice line 4: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '火' (huǒ) is written at the beginning of the line.

Handwriting practice line 5: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '日' (rì) is written at the beginning of the line.

Handwriting practice line 6: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '月' (yuè) is written at the beginning of the line.

Handwriting practice line 7: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '水' (shuǐ) is written at the beginning of the line.

Handwriting practice line 8: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '火' (huǒ) is written at the beginning of the line.

Handwriting practice line 9: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '日' (rì) is written at the beginning of the line.

Handwriting practice line 10: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '月' (yuè) is written at the beginning of the line.

Handwriting practice line 11: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '水' (shuǐ) is written at the beginning of the line.

Handwriting practice line 12: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '火' (huǒ) is written at the beginning of the line.

Handwriting practice line 13: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '日' (rì) is written at the beginning of the line.

Handwriting practice line 14: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '月' (yuè) is written at the beginning of the line.

Handwriting practice line 15: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '水' (shuǐ) is written at the beginning of the line.

Handwriting practice line 16: A solid top line, a dashed middle line, and a solid bottom line. The Chinese character '火' (huǒ) is written at the beginning of the line.

Name _____

SAY **b** **u** **i** **l** **d** **write**



p

t



m

a



r

t



c

p



h

g



b

g



t

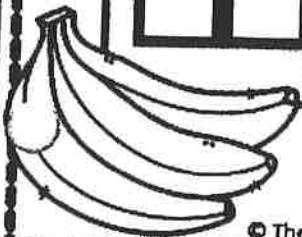
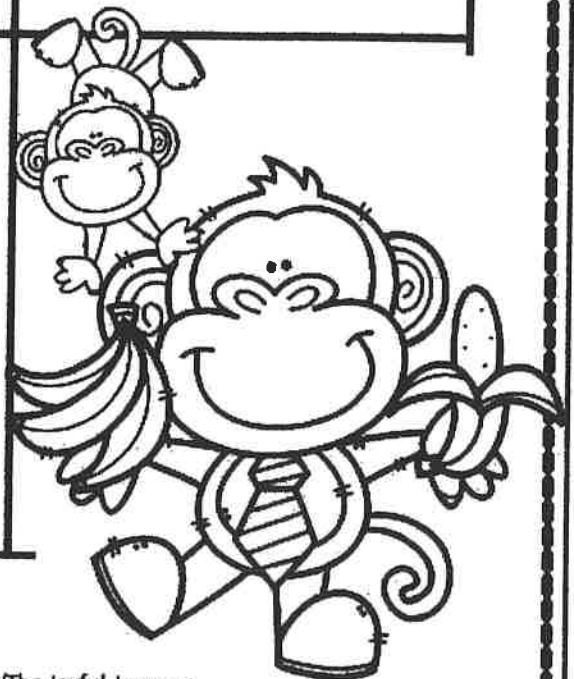
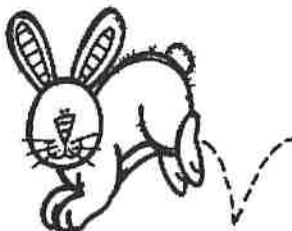
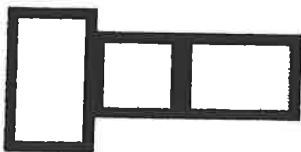
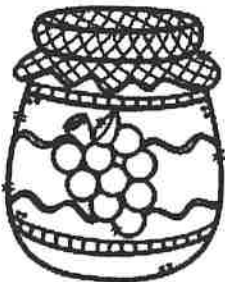
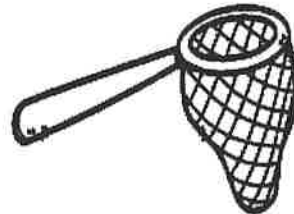
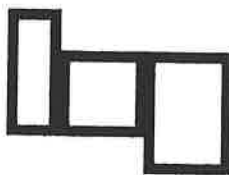
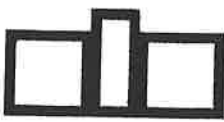
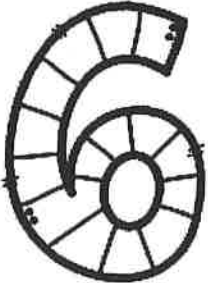
n

Name _____

Say the word. Write the word.

Going Bananas for

CVC words



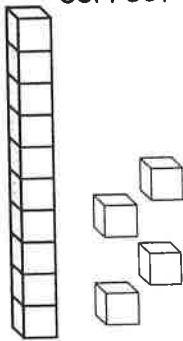
Name _____



Kindergarten Math Pre-Test

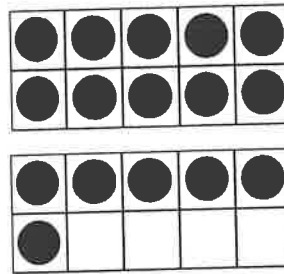
Numbers & Operations in Base 10

Count how many and circle the correct number.



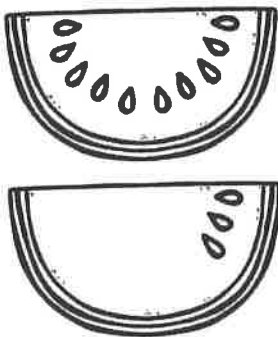
- 12
- 18
- 14

Count how many and circle the correct number.



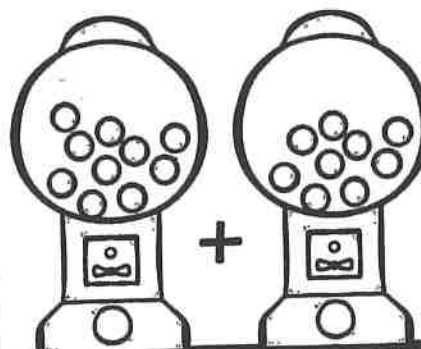
- 16
- 17
- 15

Count how many and circle the correct number.



- 19
- 12
- 13

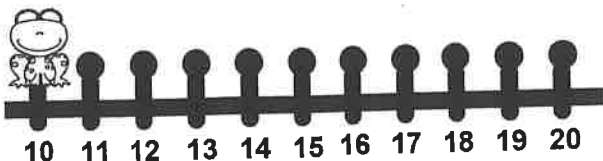
Count how many and circle the correct number.



- 18
- 19
- 14

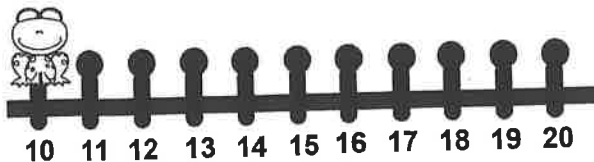
Make the frog hop up to the correct teen number.

15



Make the frog hop up to the correct teen number.

18

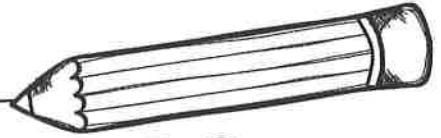


Hundred Chart to 100

Fill in the missing numbers!

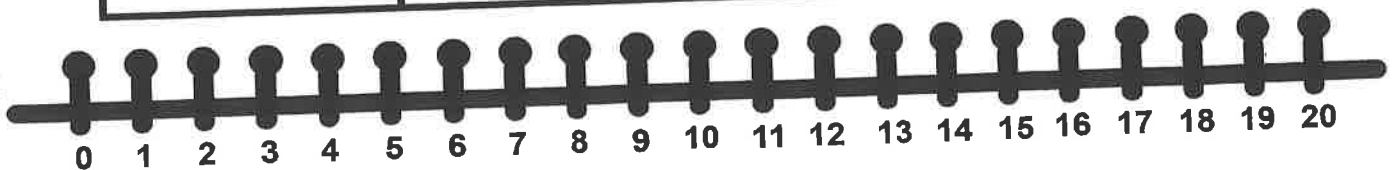
1	2	3	4	5		7	8		10
	12		14	15		17	18		20
21		23	24		26	27		29	30
	32	33		35	36		38	39	
41		43	44	45		47	48		50
		53		55		57		59	
61	62		64	65		67	68		
71	72			75	76		78		80
81		83	84		86	87		89	90
		93			96		98	99	

Name _____



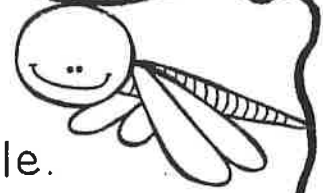
WRITE Numbers 1-20

1	2	3	
	10		
			16




Name _____

One More, One Less



Roll two dice! Add! Write the number in the middle.
Then write the number before and after.



	6	

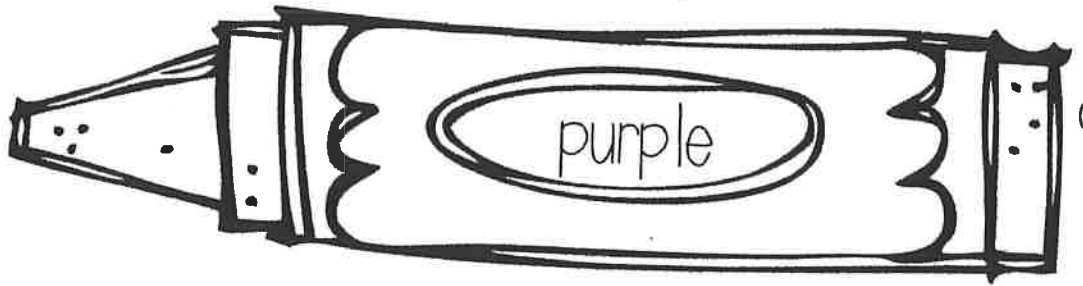


	12	



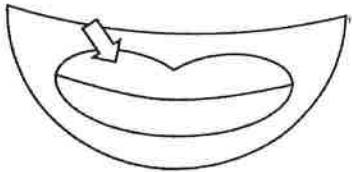
Word Family: -ip

1. Color:

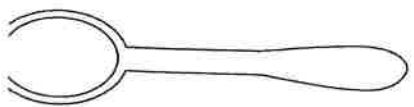


fin	sit	led	mat	rid
bed	jet	lip	ten	win
had	kin	pet	wig	rip
sip	sat	rap	pin	net

2. Trace and write:



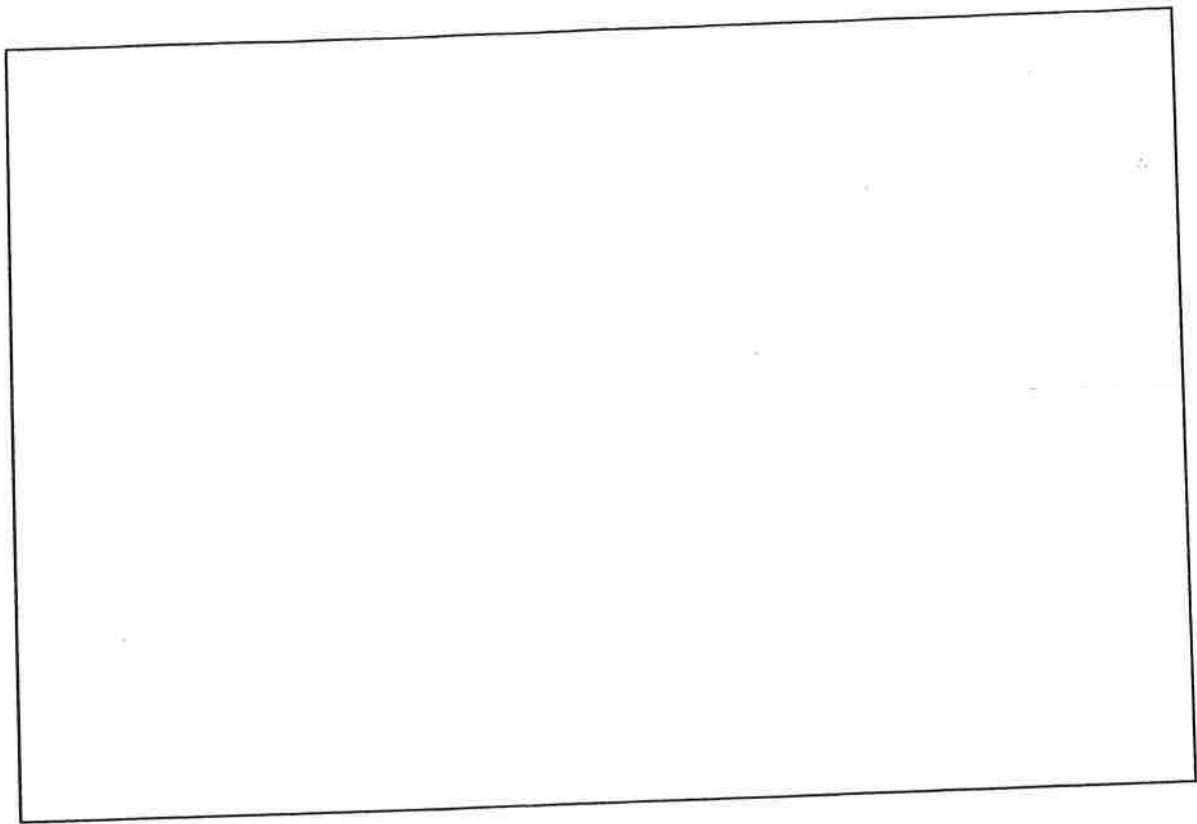
lip



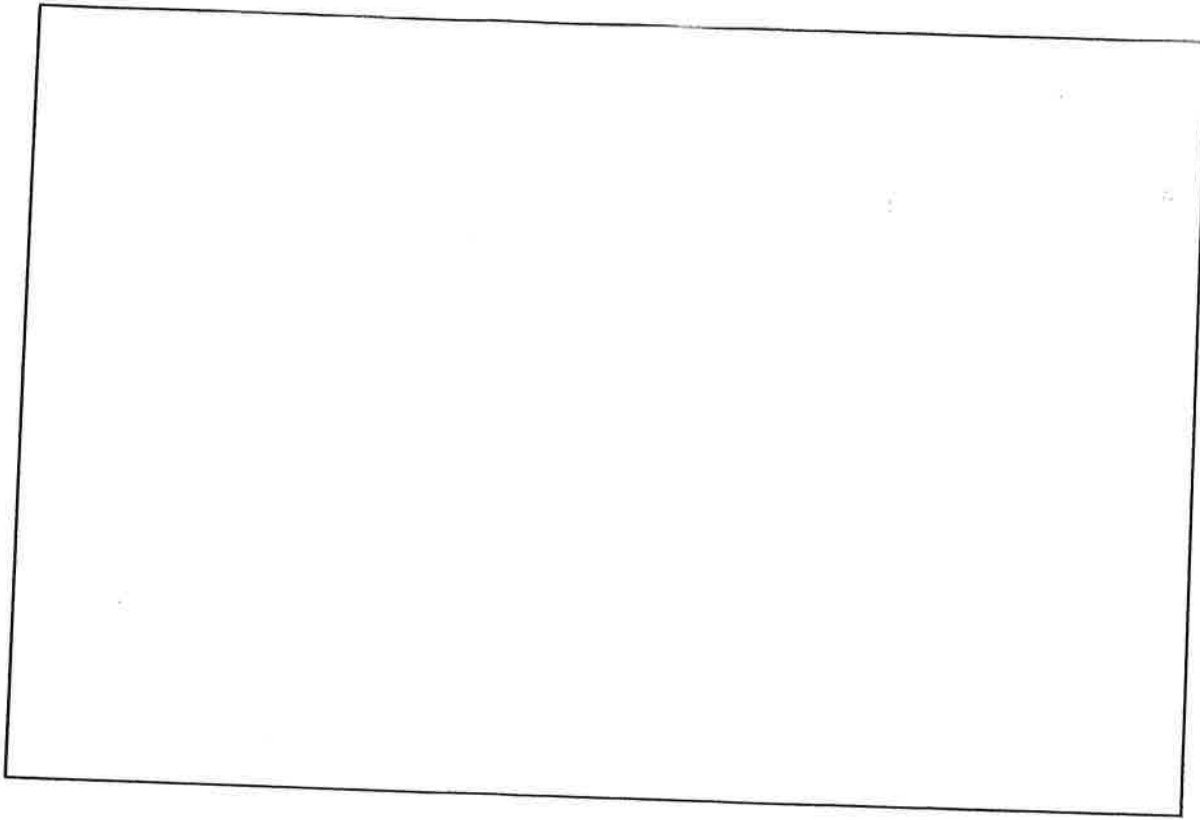
sip



zip



Handwriting practice lines. 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 are three small icons: a bird, a fish, and a butterfly, which serve as visual guides for letter formation.



g

g

g

g

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g

g

g

Name _____

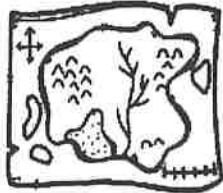
SAY

b u i l d

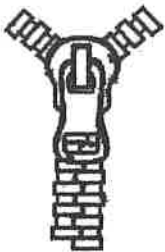
write

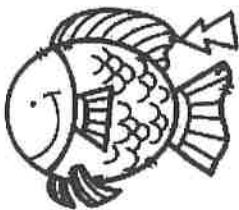


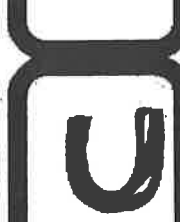
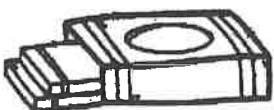








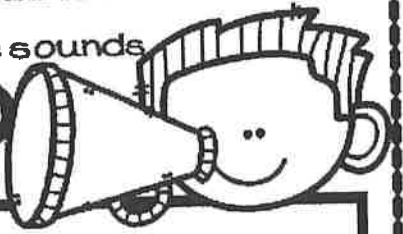




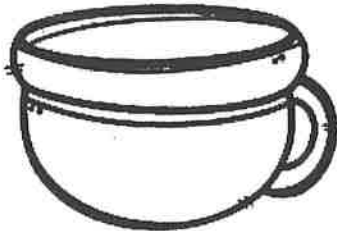
Name _____

Write the sounds

WHAT DO YOU HEAR?



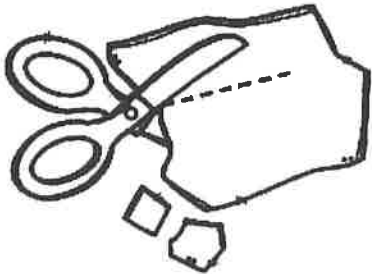
t o



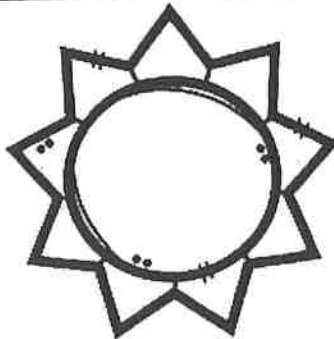
c u



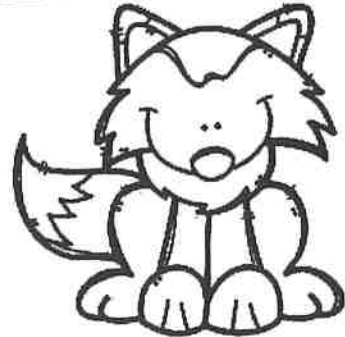
a n



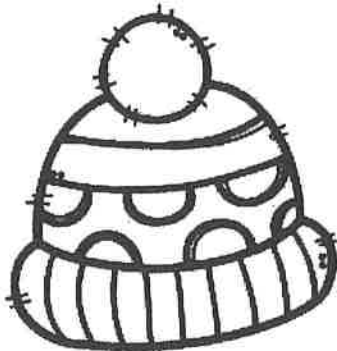
u t



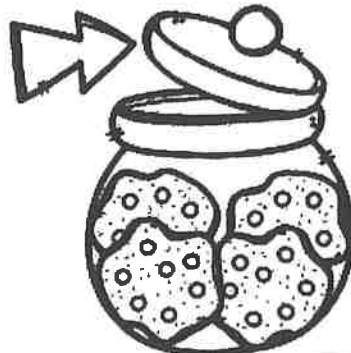
u n



f o



h a



i d



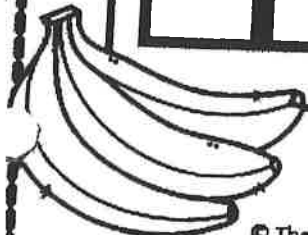
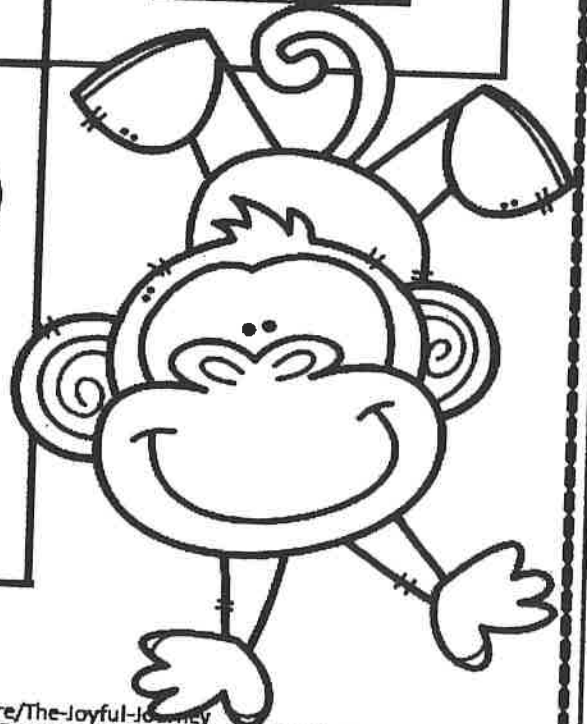
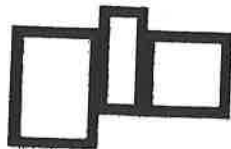
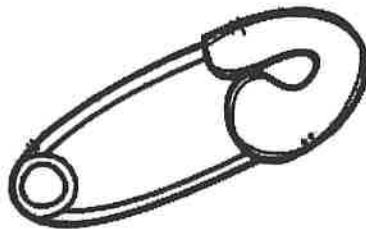
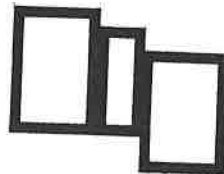
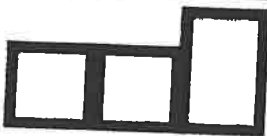
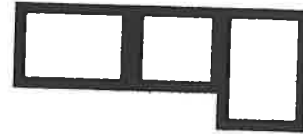
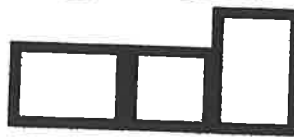
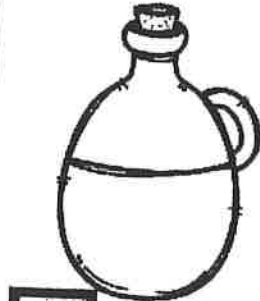
v e

Name _____

Say the word. Write the word.

Going Bananas for

CVC words

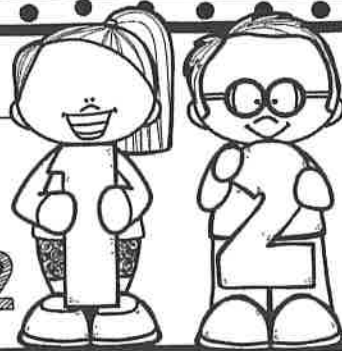


Name _____

Counting and Cardinality

POST-TEST #2

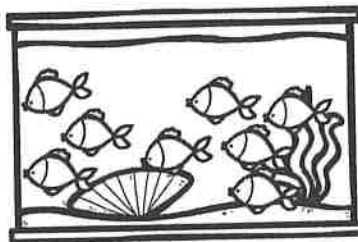
Numbers 0-20



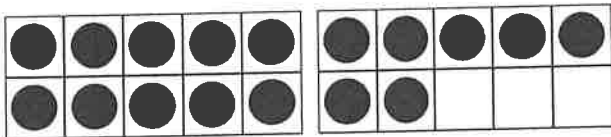
Count how many.
Write the answer on the line.



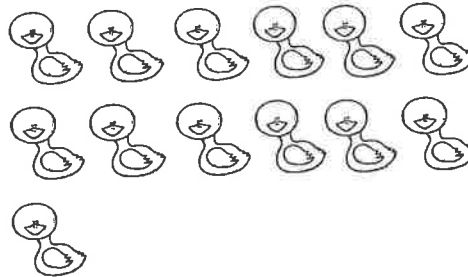
Count how many fish.
Write the answer on the line.



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.

_____, 10, ____

_____, 5, ____

Finish counting on.
Fill in the missing numbers.

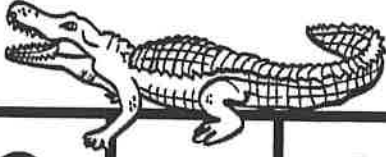
8, _____, _____

14, _____, _____

Name _____

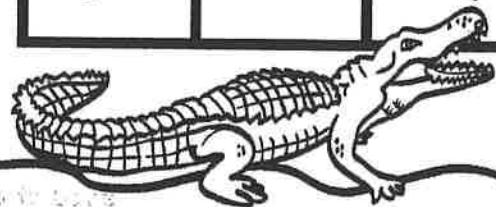
Greater Than Less Than

Draw correct symbol. The mouth eats the larger number!



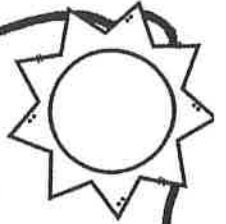
8	>	3
9	=	9
1		3
4		2
8		7
6		5
4		3
2		4

1	<	3
11		1
6		3
4		4
9		7
6		2
3		3
2		9



Name: _____

Subtraction



Using blocks or beans, subtract!

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

$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$

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

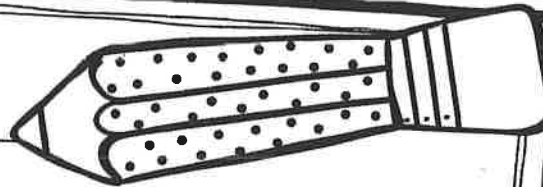
$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 0 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ -0 \\ \hline \end{array}$$

Name _____



ONE More ONE Less

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

4 5 6

2

4

8

9

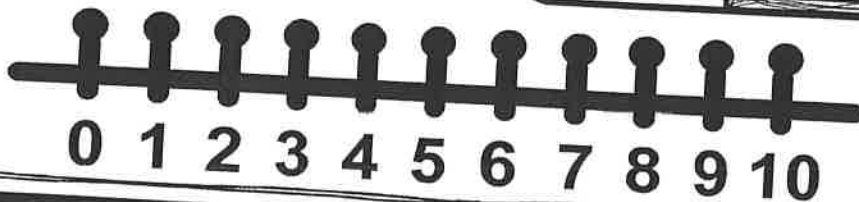
3

1

6

7

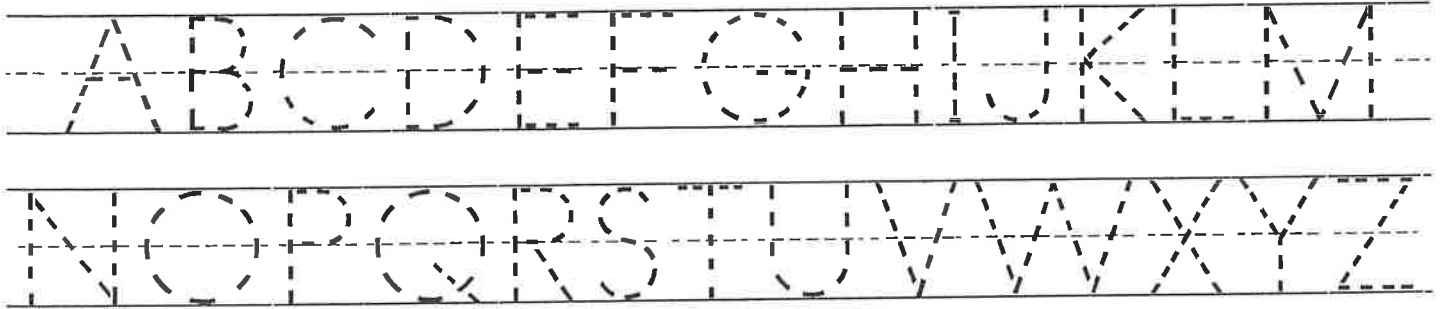
5



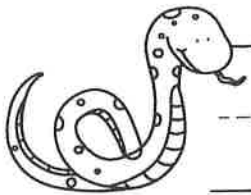
Write your first and last name.

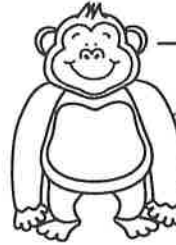
W4 D3

Write the alphabet correctly.

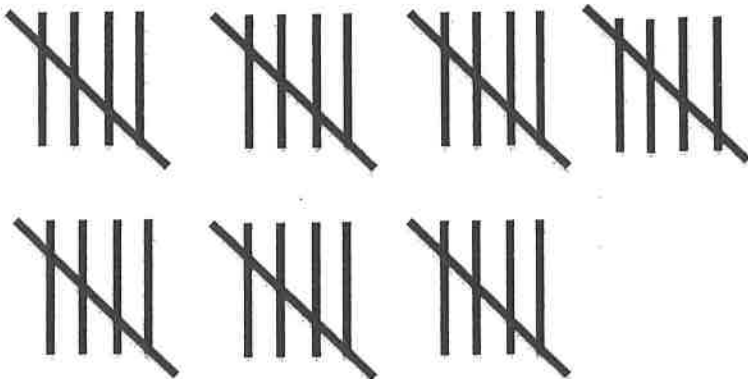


Write the word for the picture shown. (long a)





Count the tallies and write the number two times.



Solve the problems.

$7 - 1 = \underline{\quad}$

$9 - 3 = \underline{\quad}$

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

$6 - 2 = \underline{\quad}$

Write your first and last name.

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

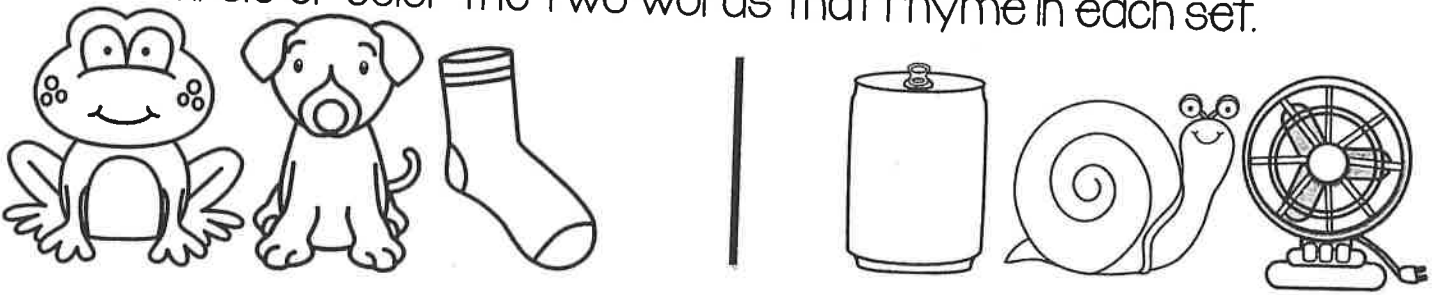
h	e	r	e
d	o	e	t
h	n	d	h
e	e	h	e

one

red

the

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



Write the missing numbers on the lines.

24 _____ 26 _____ 28 _____ 30

Color in the number that is more or less.

MORE ↑	17	15
--------	----	----

LESS ↓	13	19
--------	----	----

Name: _____

Directions: Look at the picture. Fill in the vowel sound.
Write the word on the line.



b

—

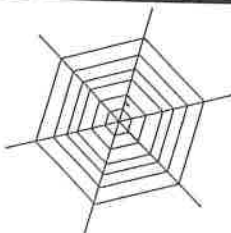
g



h

—

t



w

—

b



f

—

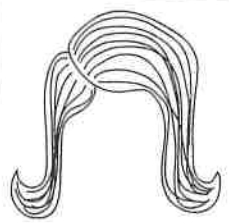
n



p

—

t



w

—

g

Name _____

Short o Words

mop

got

not

Bob

nod

hot

job

Tom

cop

pod

dot

hop

cob

box

pot

top

cot

cod

lot

fox

-un family

Name _____

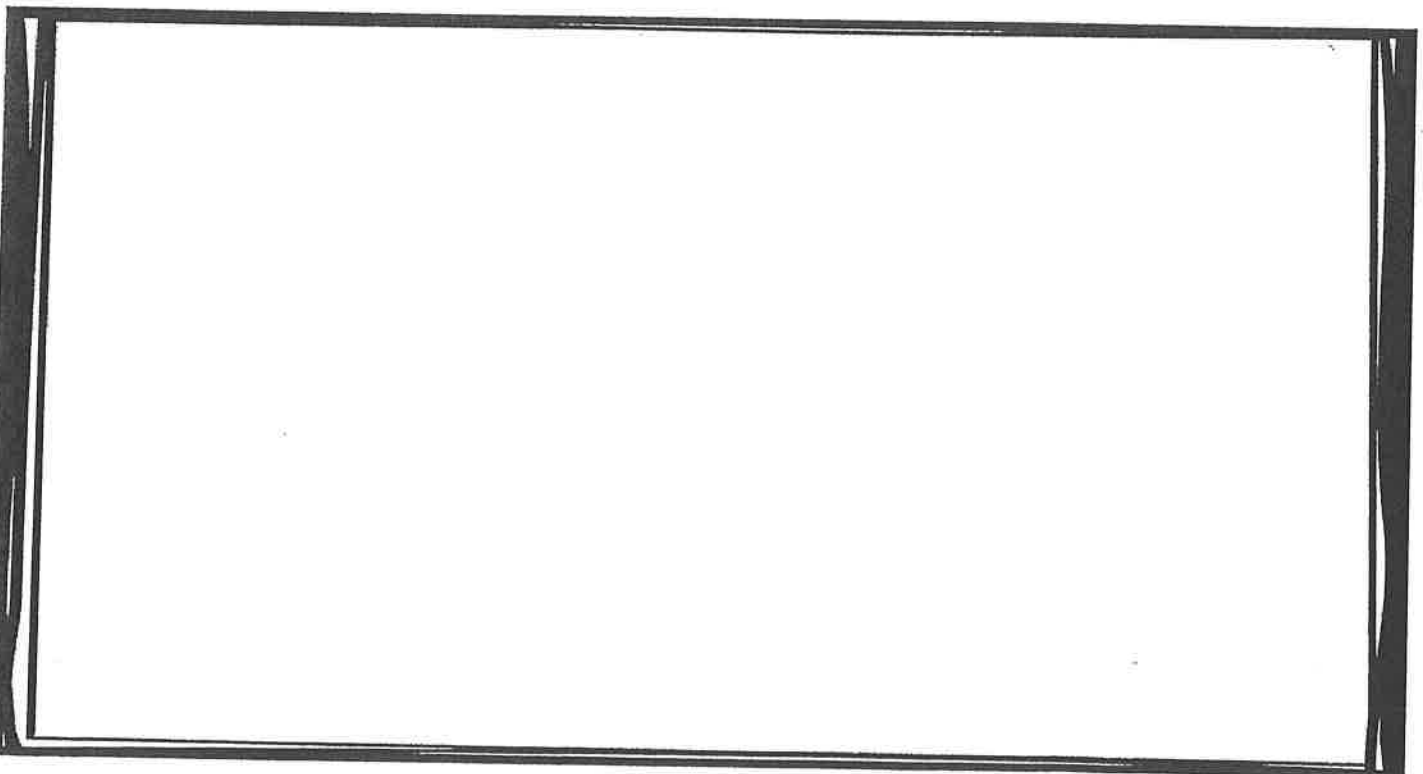
Run in the Sun

I can run. I like to run in
the sun. I run, run, run.

It is fun to run in the sun!

Do you like to run?

Illustrate the story.



Name _____

SAY

b u i l d

write



et



ud



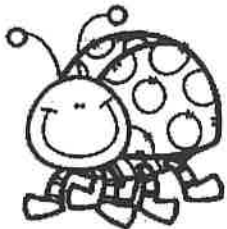
at



op



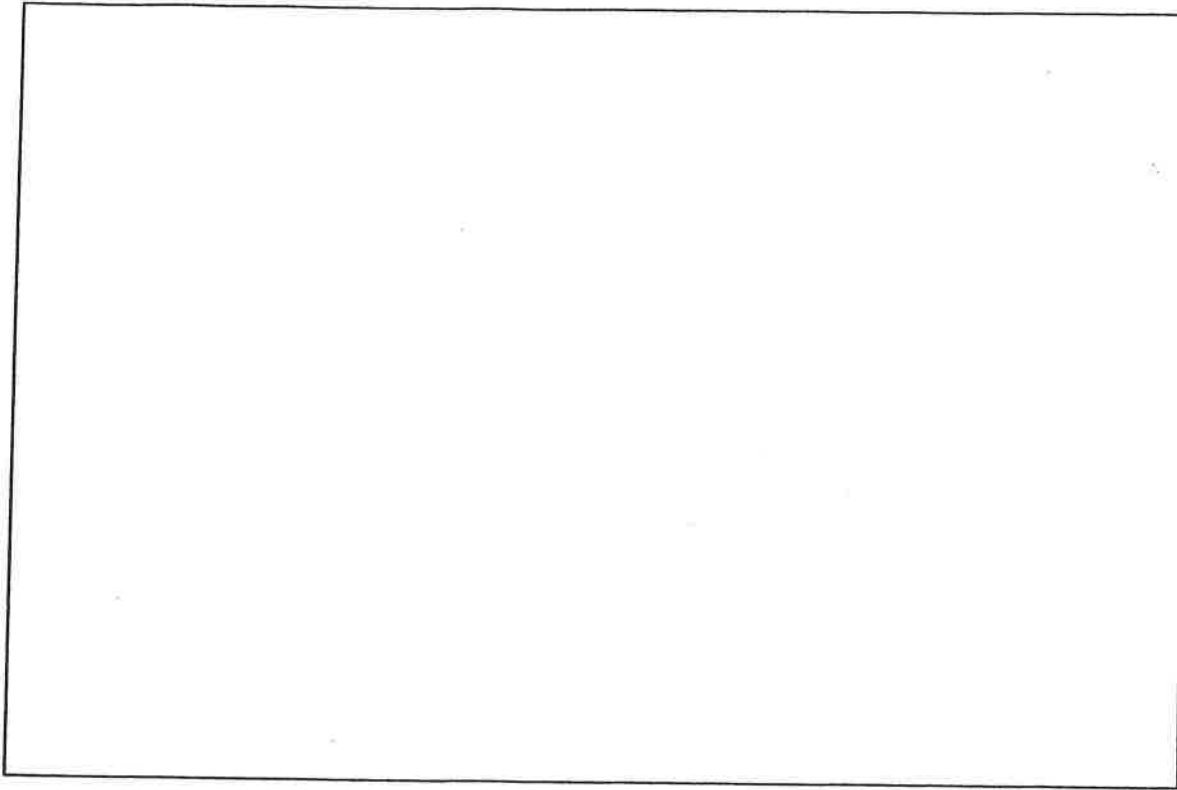
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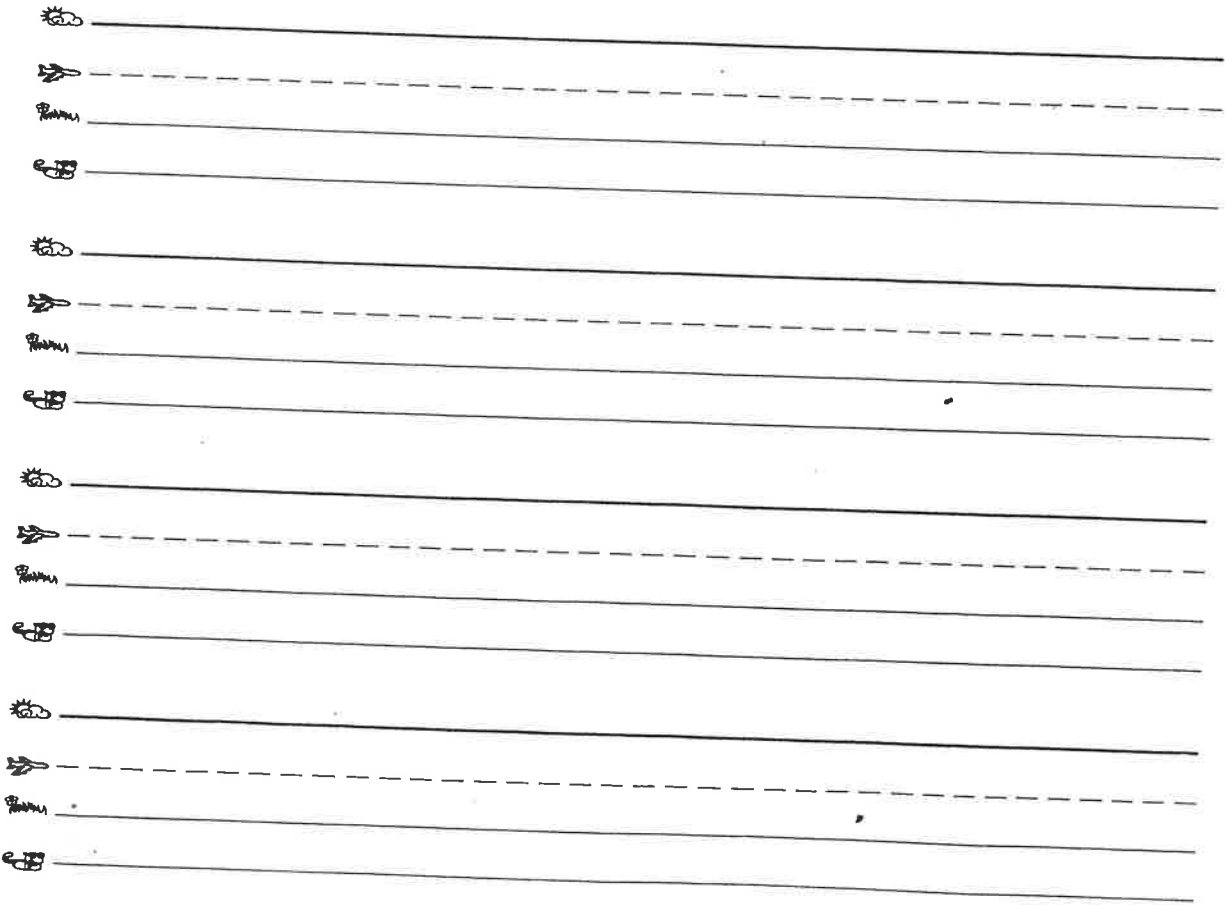
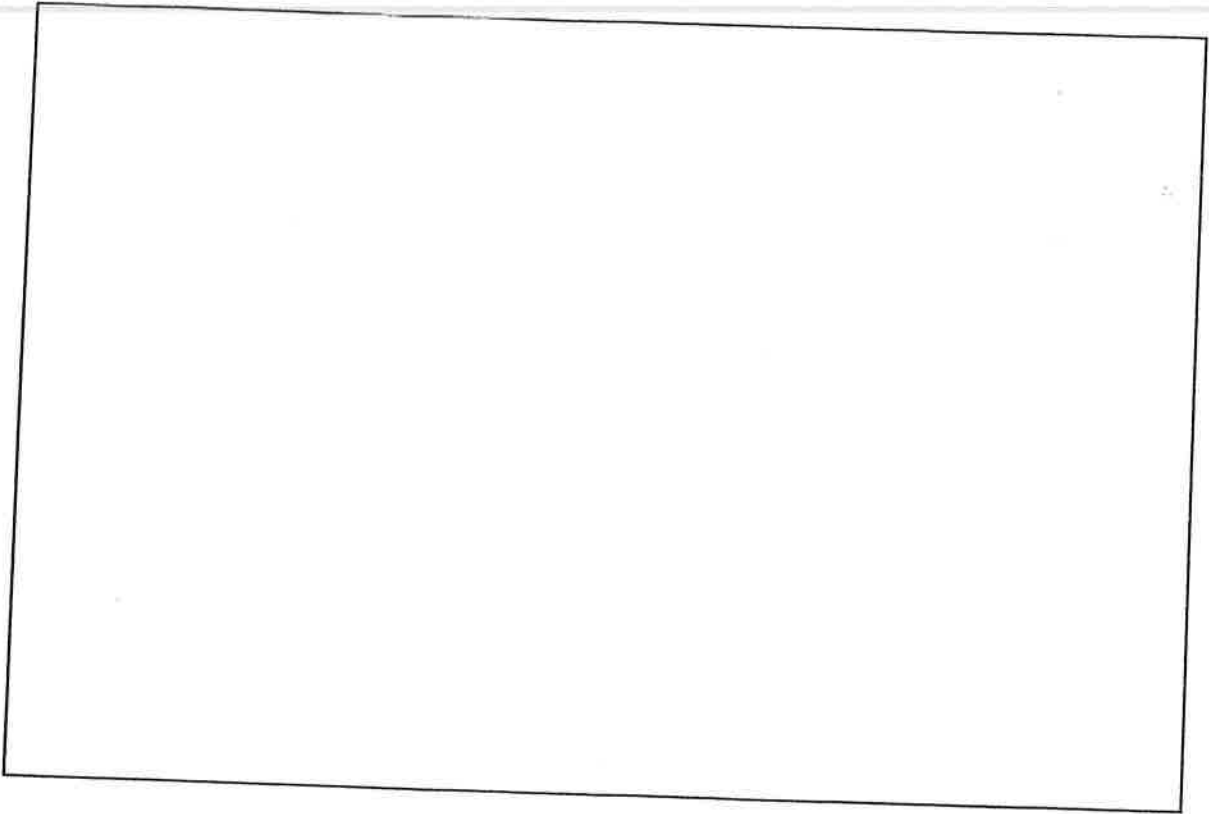
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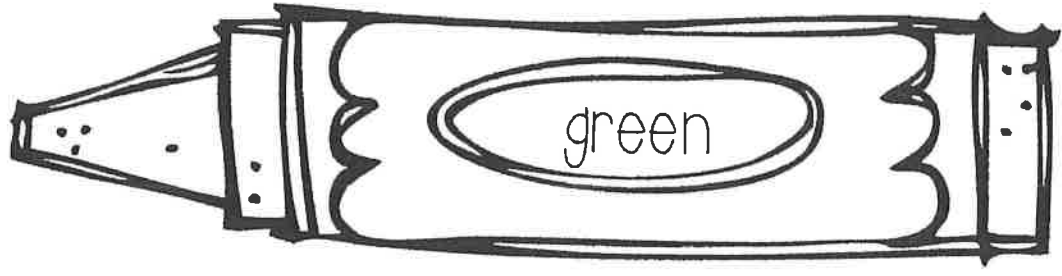
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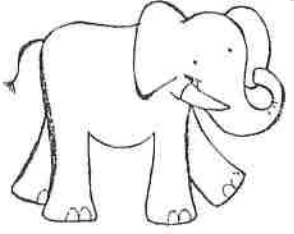
Word Family: -ig

1. Color:

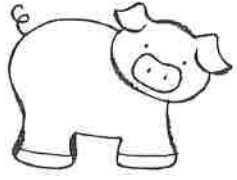


big	sit	led	mat	rid
bed	jet	pig	ten	set
had	rig	pet	wig	rip
sip	sat	rap	wet	net

2. Trace and write:



big



pig

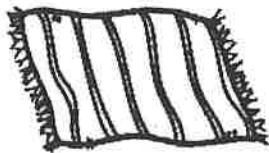


wig

Name _____

SAY **b** **u** **i** **l** **d**

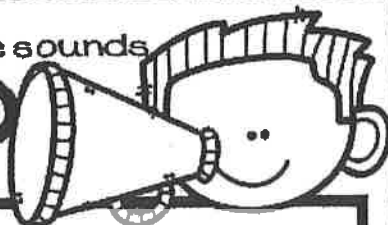
write



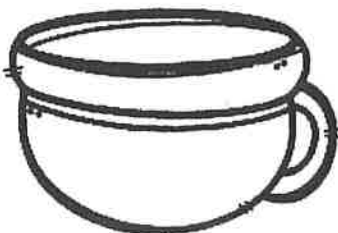
Name _____

Write the sounds

WHAT DO YOU HEAR?



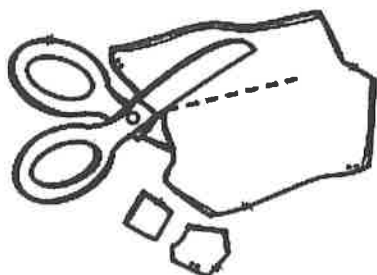
□ □ □



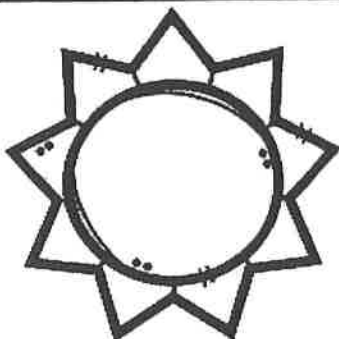
□ □ □



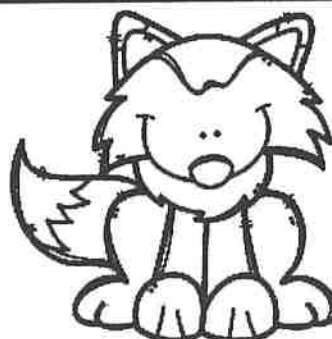
□ □ □



□ □ □



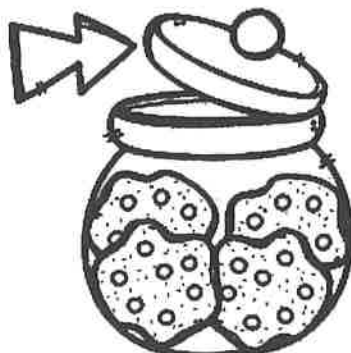
□ □ □



□ □ □



□ □ □



□ □ □

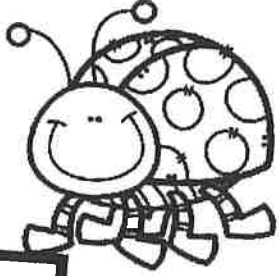


□ □ □

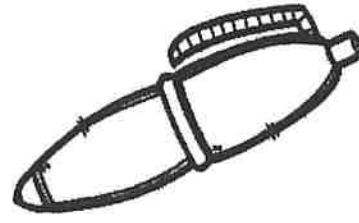
Name _____

Say the word. Write the word.

Going Bananas for CVC words



b _ g



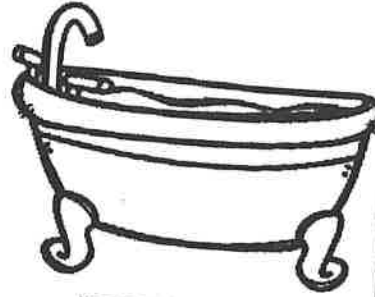
p _ n



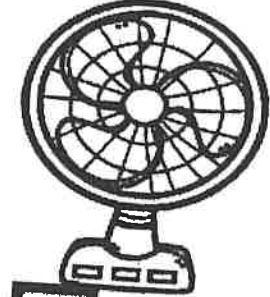
c _ p



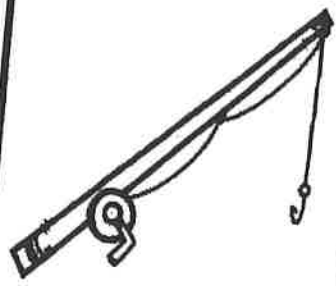
s _ d



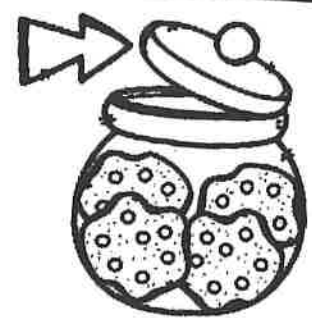
t _ b



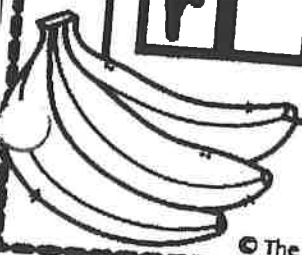
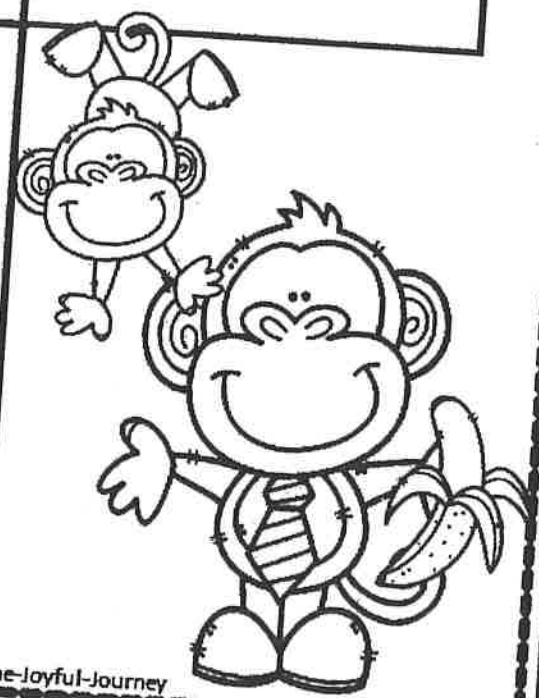
f _ n



r _ d



l _ d

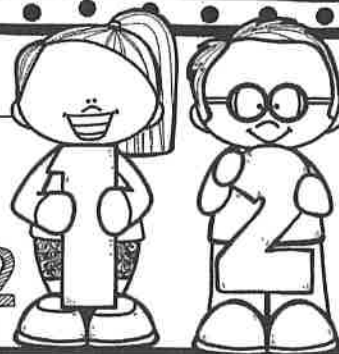


Name _____

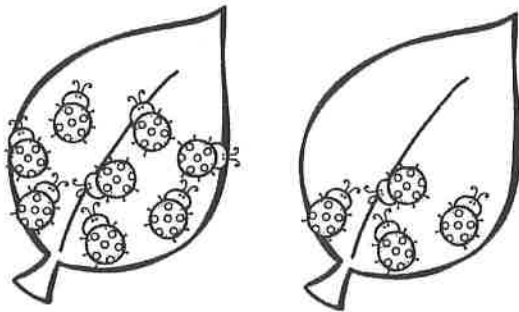
Counting and Cardinality

POST-TEST #2

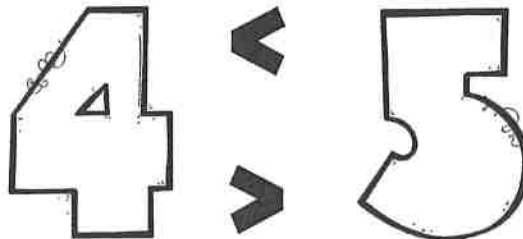
Numbers 0-20



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 11 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 _____

1 More, 1 Less



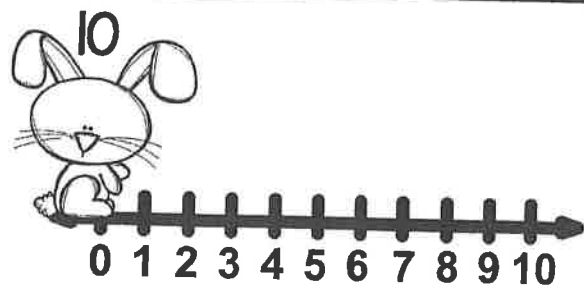
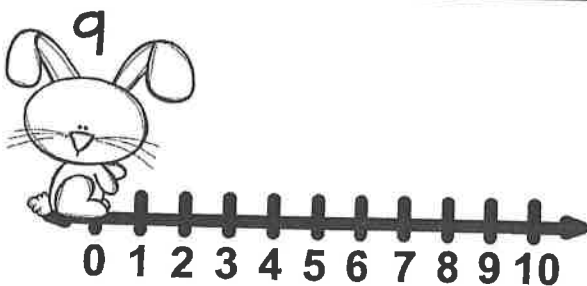
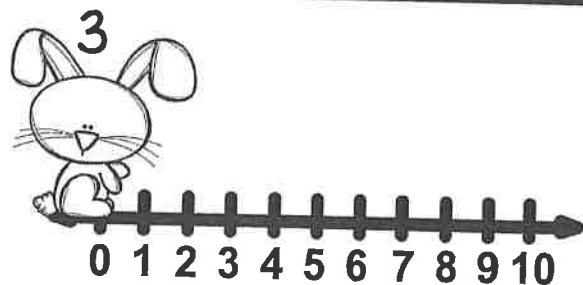
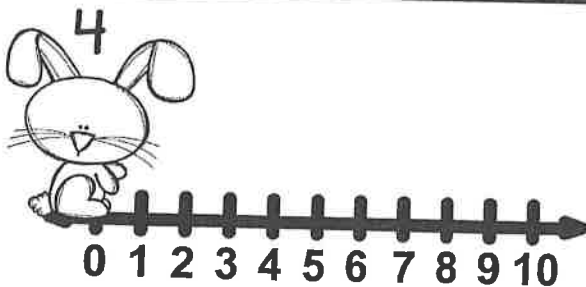
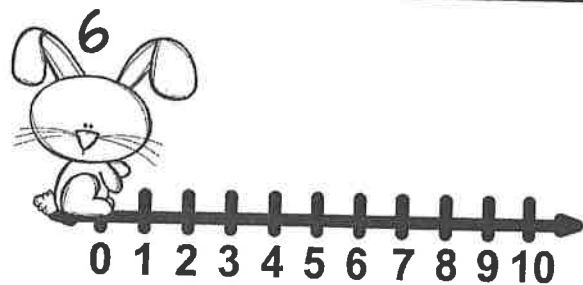
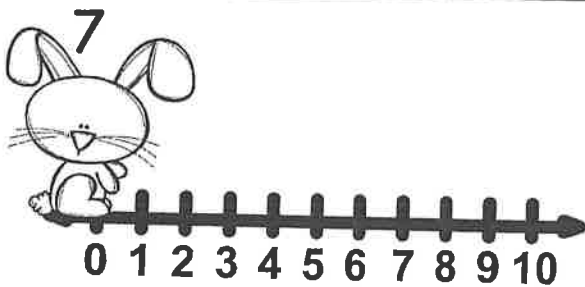
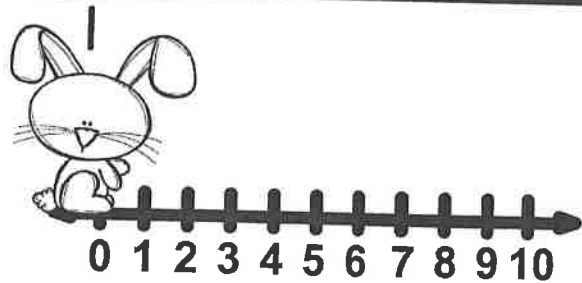
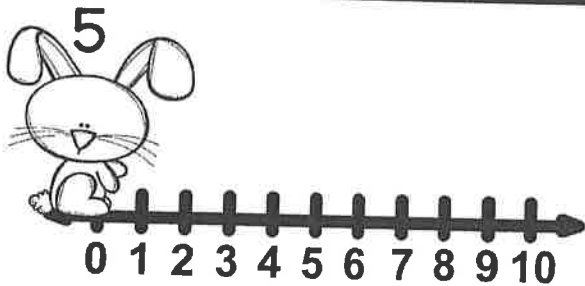
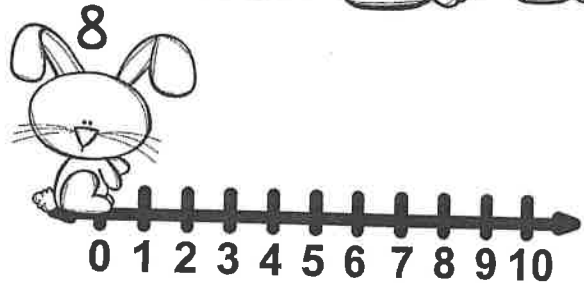
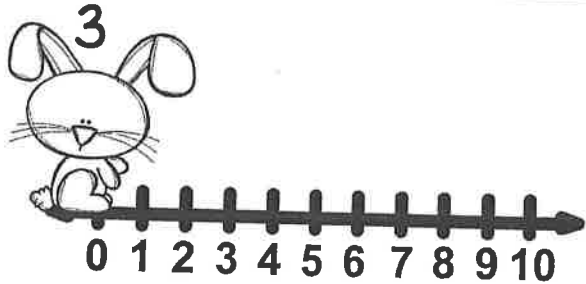
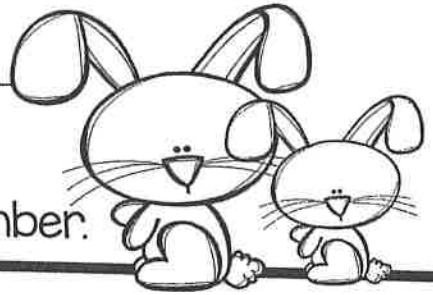
Write the number before and after the number given!

	3			5	
	4			1	
	2			5	
	5			8	
	6			2	
	4			9	
	7			3	
	4			6	

Name _____

NUMBER LINE BUNNY

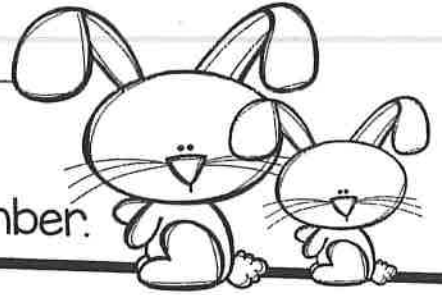
Make the bunny hop to the correct number.



Name _____

NUMBER LINE BUNNY

Make the bunny hop to the correct number.



13

10 11 12 13 14 15 16 17 18 19 20

17

10 11 12 13 14 15 16 17 18 19 20

11

10 11 12 13 14 15 16 17 18 19 20

19

10 11 12 13 14 15 16 17 18 19 20

15

10 11 12 13 14 15 16 17 18 19 20

14

10 11 12 13 14 15 16 17 18 19 20

12

10 11 12 13 14 15 16 17 18 19 20

10

10 11 12 13 14 15 16 17 18 19 20

20

10 11 12 13 14 15 16 17 18 19 20

16

10 11 12 13 14 15 16 17 18 19 20

Write your first and last name.

W4 D4

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

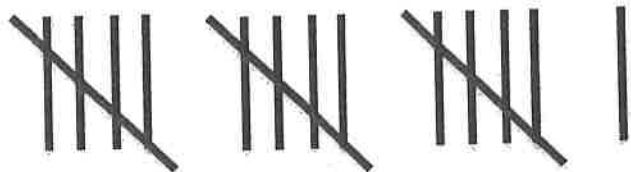
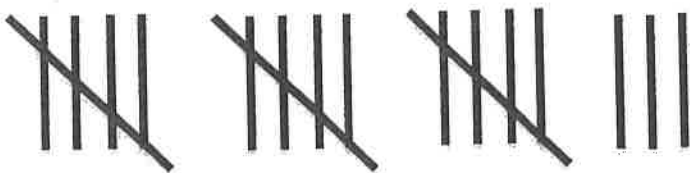


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Read the sentence, write it on the lines, and illustrate it on back.

My yellow hat is on the desk.

Count the tallies and write the number two times.



Solve the problems.

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

$$6 + 0 = \underline{\quad}$$

Write your first and last name.

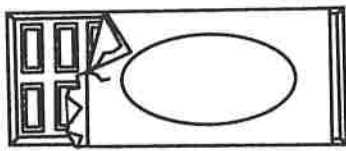
Write the word for the picture shown. (ee)



Write the color word correctly across the line.

brown

Circle or color only the objects that are the color above.



Rainbow write the number and then color that many circles.

15	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○

Write the missing numbers on the lines.

22 _____ 24 _____ 26 _____ 28

Name: _____

Directions: Write the upper-case and lower case letter for the beginning sound of each picture.

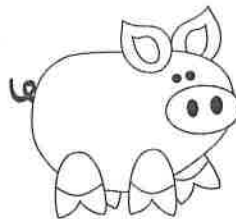




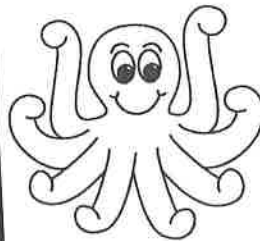







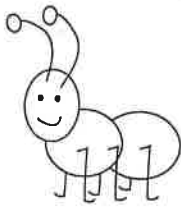
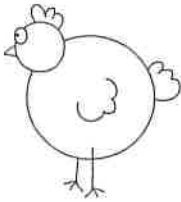

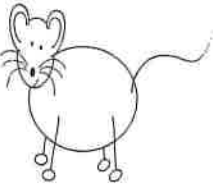
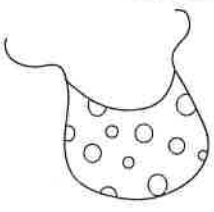






Name: _____

Directions: Look at the picture. Fill in the vowel sound.
Write the word on the line.

	r	—	n	_____
	b	—	g	_____
	h	—	n	_____
	l	—	g	_____
	r	—	t	_____
	b	—	b	_____

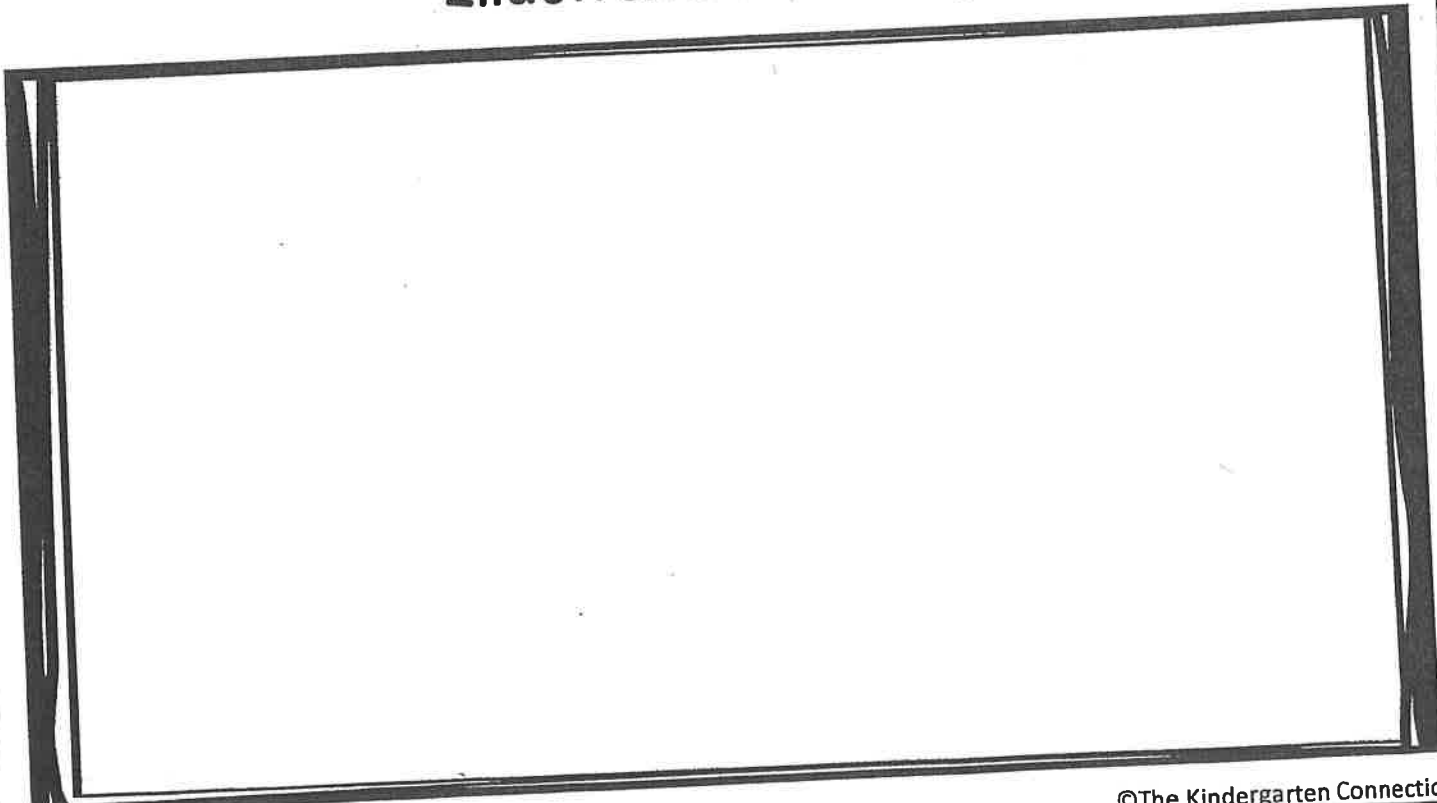
-ub family

Name _____

A Sub in the Tub

I have a little sub. I put it
in the tub. There is a cub
on my little sub. The cub
and sub are in the tub.

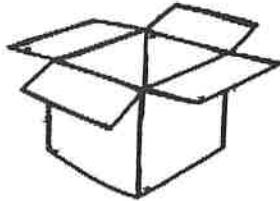
Illustrate the story.



Name _____

SAY **b u i l d**

write _____



o

x



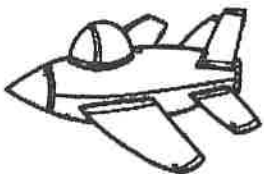
u

n



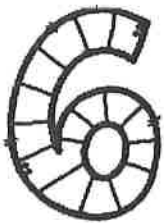
u

g



e

t



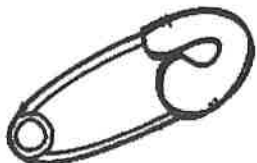
i

x



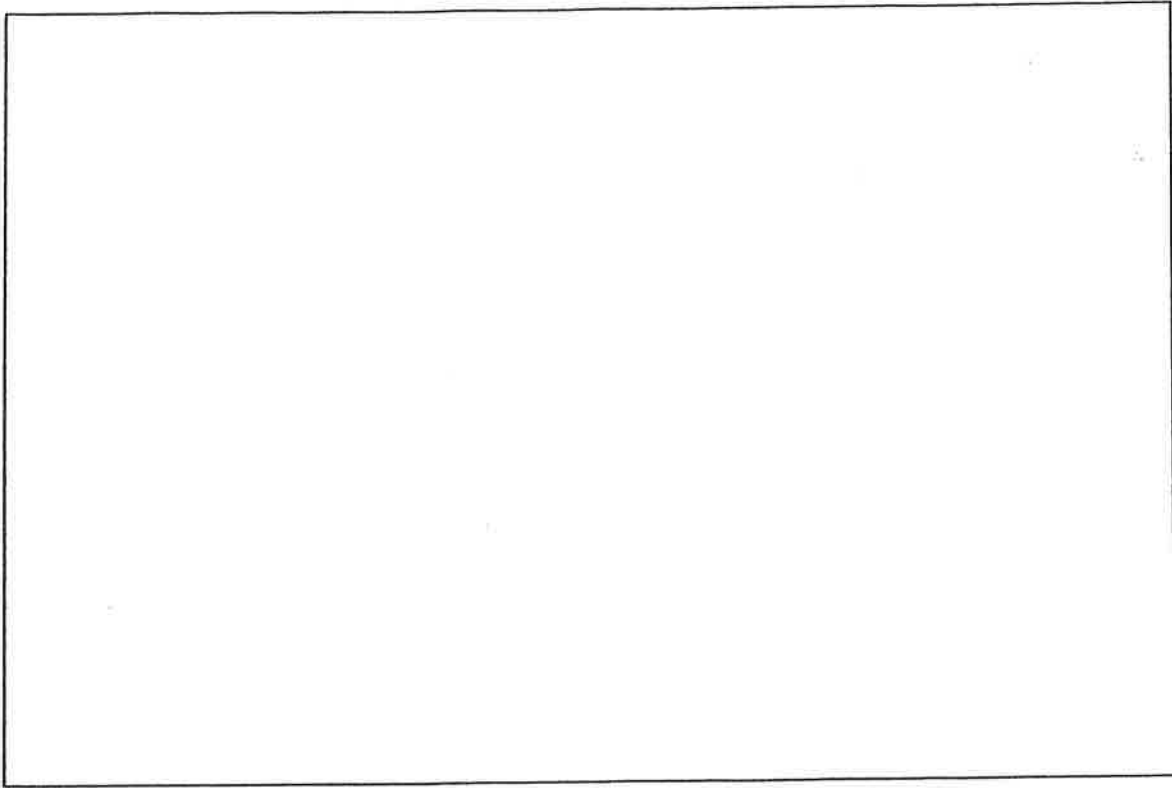
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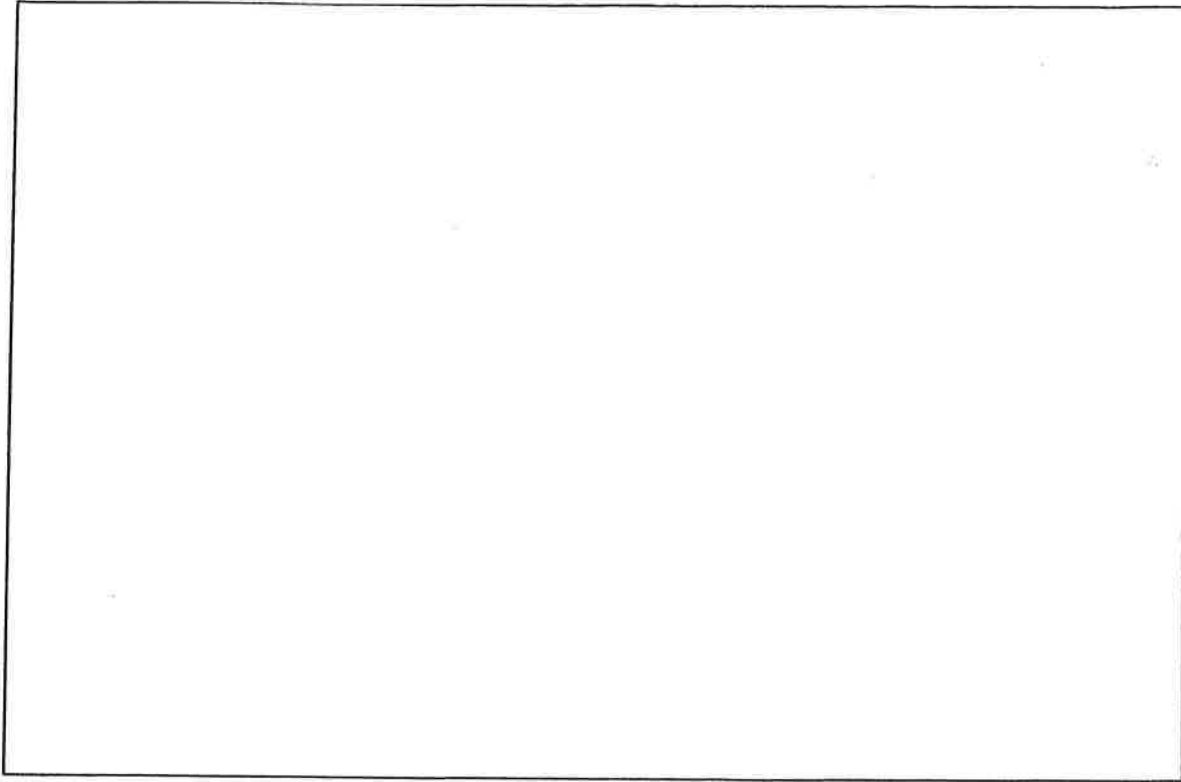
印

寫

人

畫

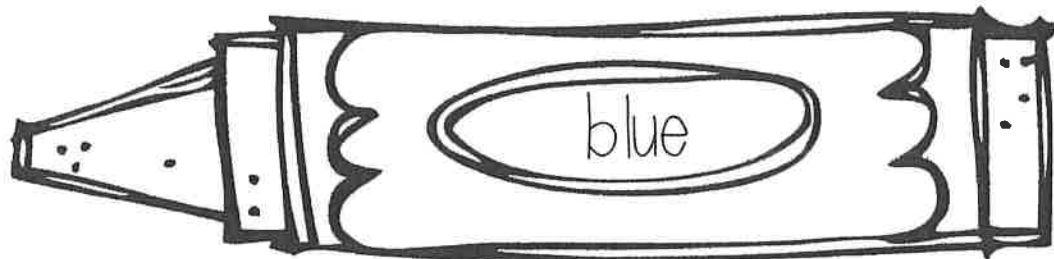
印



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. There are five such rows on the page.

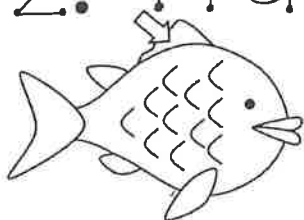
Word Family: -in

1. Color:

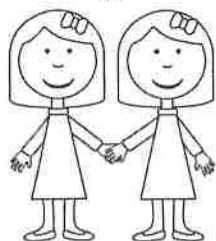


fin	sit	led	mat	rid
bed	jet	pig	ten	win
had	kin	pet	wig	rip
sip	sat	rap	pin	net

2. Trace and write:



fin



kin



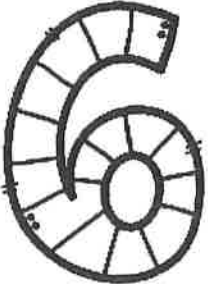
win

Name _____

Say the word. Write the word.

Going Bananas for

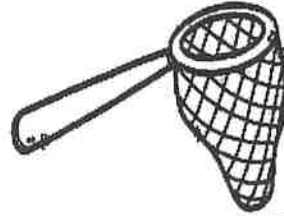
CVG words



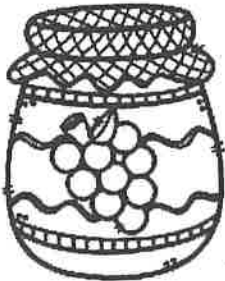
six



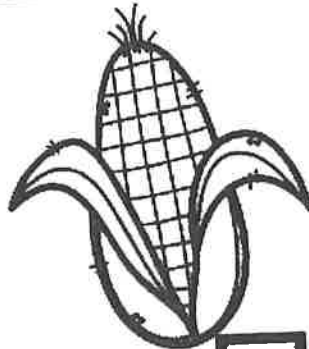
log



net



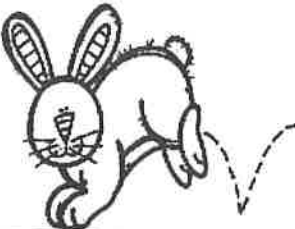
jam



corn



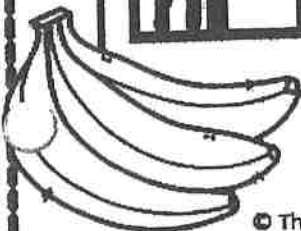
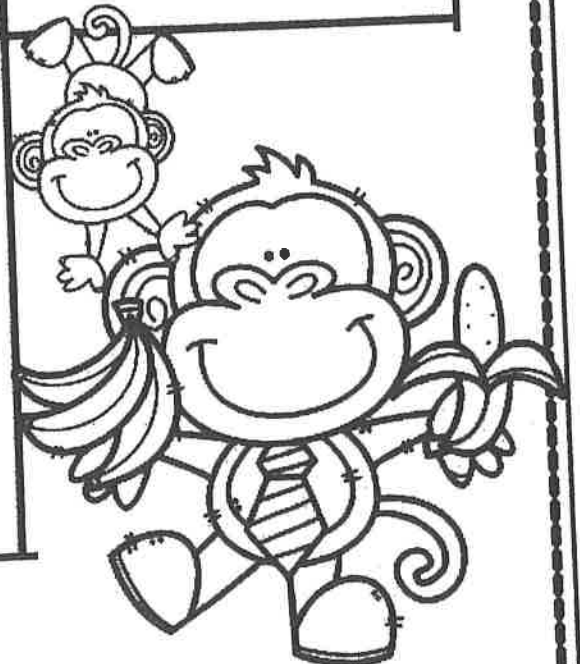
bat



hop



tux

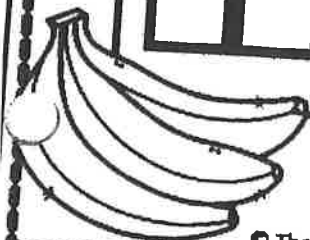
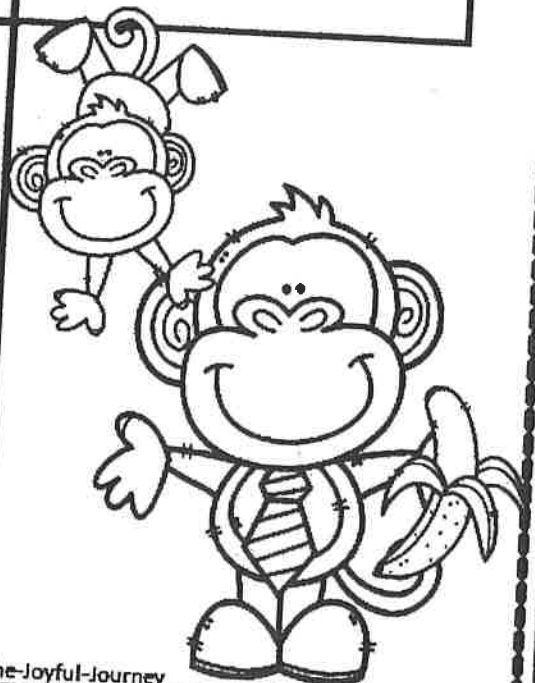
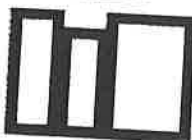
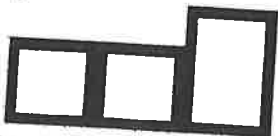
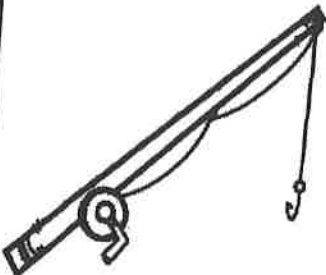
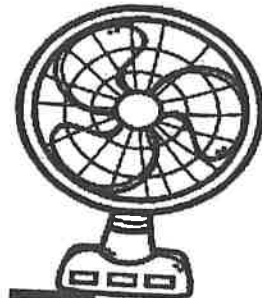
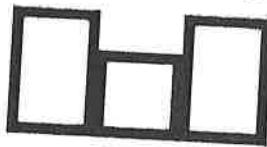
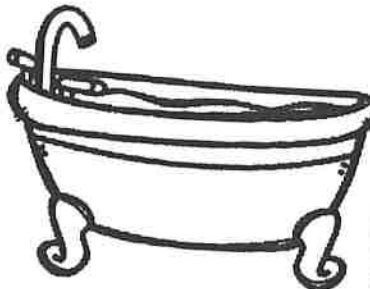
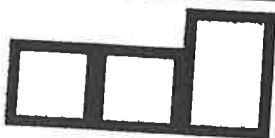
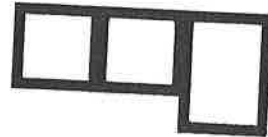
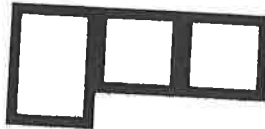
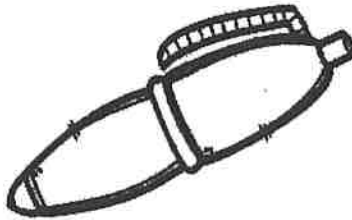
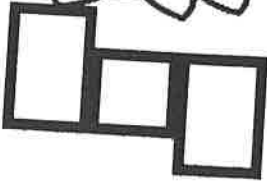
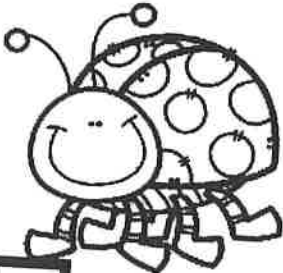


Name _____

Say the word. Write the word.

Going Bananas for

CVC words



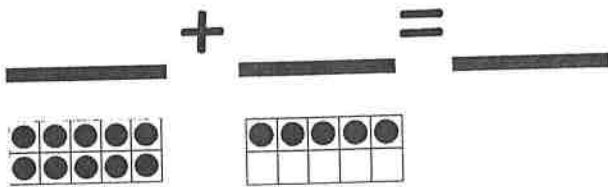
Name _____



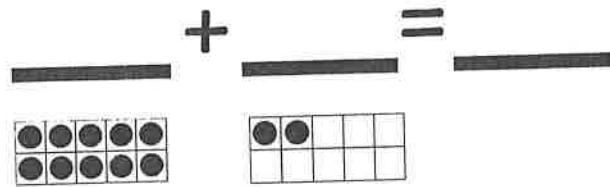
Kindergarten Math Pre-Test

Numbers & Operations in Base 10

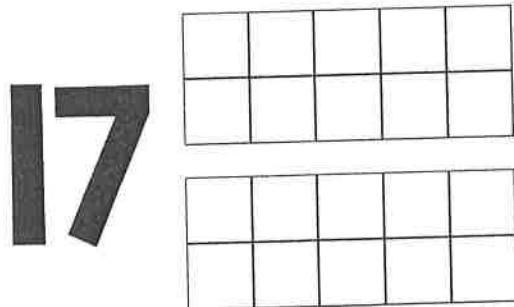
Look at the ten frames.
Fill in the correct equation.



Look at the ten frames.
Fill in the correct equation.

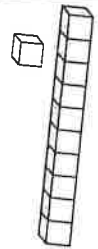


Fill in the ten frames to match the
teen number.

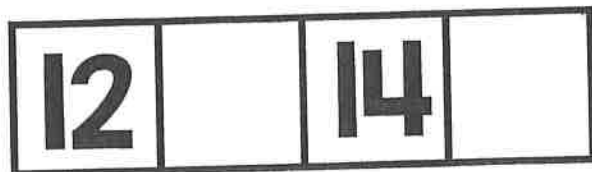


Draw this teen number using a
ten stick and ones.

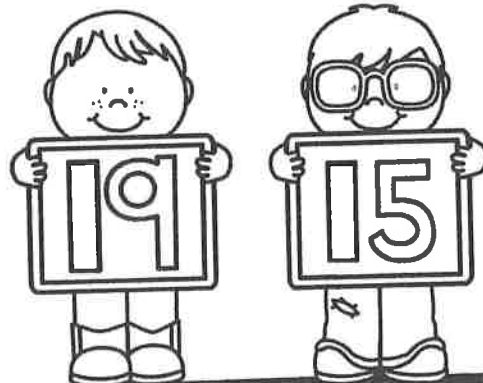
14



Write the missing teen numbers.



Color the teen number that is **BIGGER**.



Name _____

I Know My Numbers



Color all 16s blue.

Color all 17s green.

Color all 18s yellow.

16

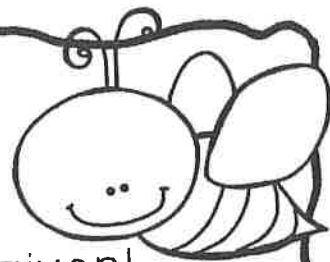
17

18

17	18	17	16	17
18	16	16	18	18
17	17	18	18	16
18	16	18	17	16
18	16	17	18	17
16	18	16	17	18
17	18	16	17	18
16	17	18	16	16

Name _____

1 More, 1 less

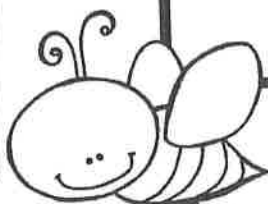


Write the number before and after the number given!



	13	
	14	
	12	
	15	
	16	
	14	
	17	
	14	

	15	
	11	
	15	
	18	
	12	
	19	
	13	
	16	



Name _____

Skip Counting by 10s

Trace the numbers. Cut & paste the numbers in the boxes below.



10	20	30	40	50
60	70	80	90	100

10, 20, 30, 40, 50

30, , , ,

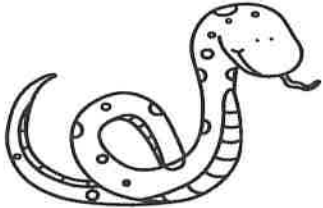
60, , , ,

40, , , ,

Write your first and last name.

W4D5

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



--	--	--	--	--

Write the word for the picture shown. (ch)

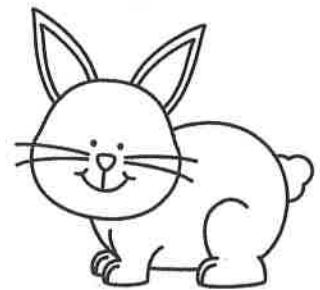
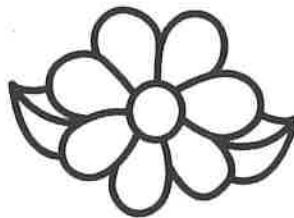
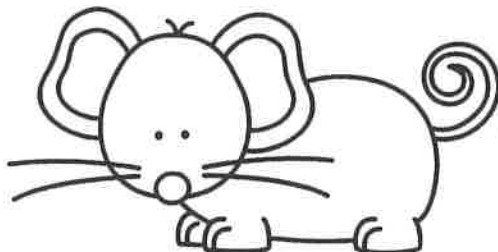
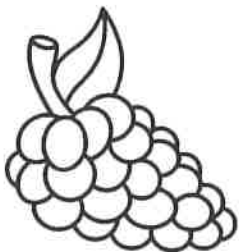




Write the color word correctly across the line.

purple

Circle or color only the objects that are the color above.



Write the missing numbers on the lines.

20 _____ 22 _____ 24 _____ 26

Write your first and last name.

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

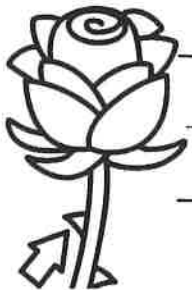
n	o	l	t
m	e	o	m
t	n	o	t
m	l	k	e

look

me

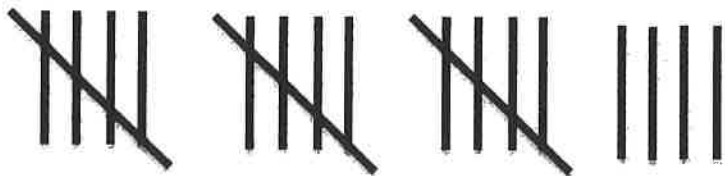
not

Write the word for the picture shown. (th)





Count the tallies and write the number two times.



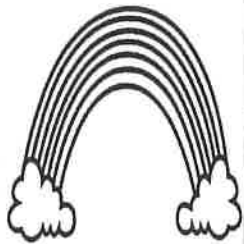
Solve the problems.

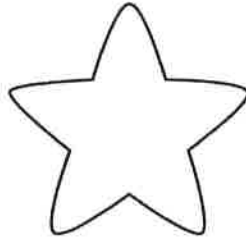
$$3 + 6 = \underline{\quad}$$

$$4 + 2 = \underline{\quad}$$

Name: _____

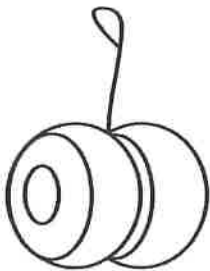
Directions: Write the upper-case and lower case letter for the beginning sound of each picture.



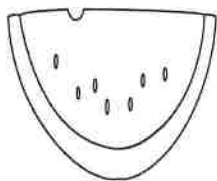


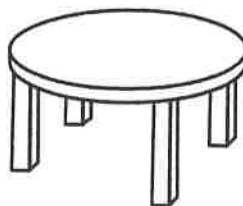






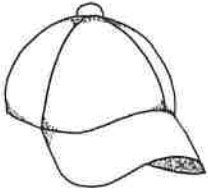
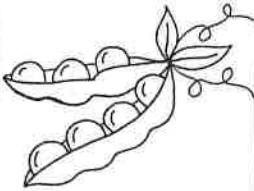
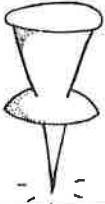









Name: _____

Directions: Look at the picture. Circle the letter across the row to spell the picture. Write the word.

	c k	o a	p b	_____
	b p	u o	d b	_____
	v p	i e	m n	_____
	j g	i e	t f	_____
	c g	a o	d b	_____
	b d	o u	w n	_____

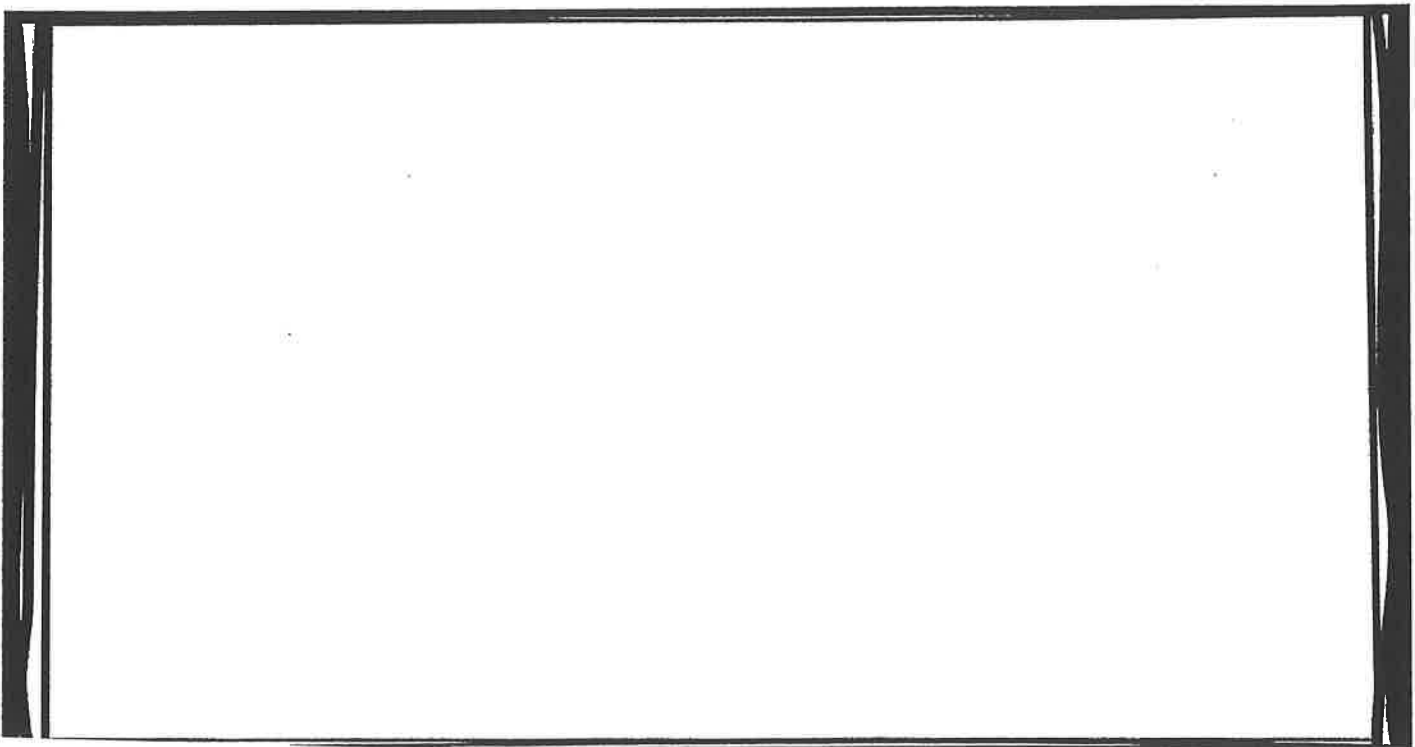
-um family

Name _____

Yum! Gum!

I love to have gum. I say,
"yum!" When I have gum,
I like to hum. I hum, hum,
hum. Yum!

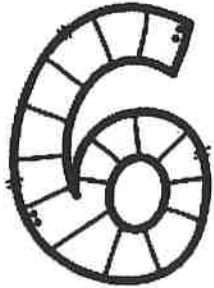
Illustrate the story.



Name _____

Say the word. Write the word.

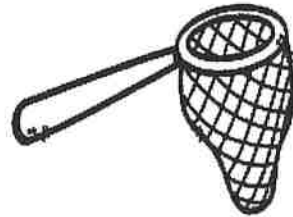
Going Bananas for CVC words



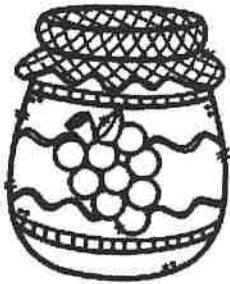
sl



lo



ne



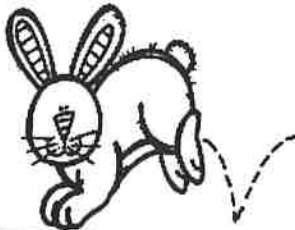
ja



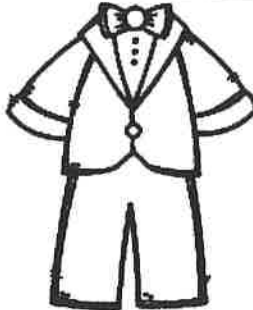
co



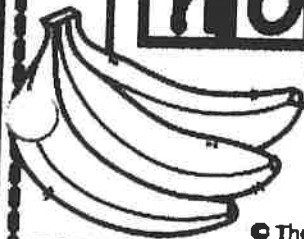
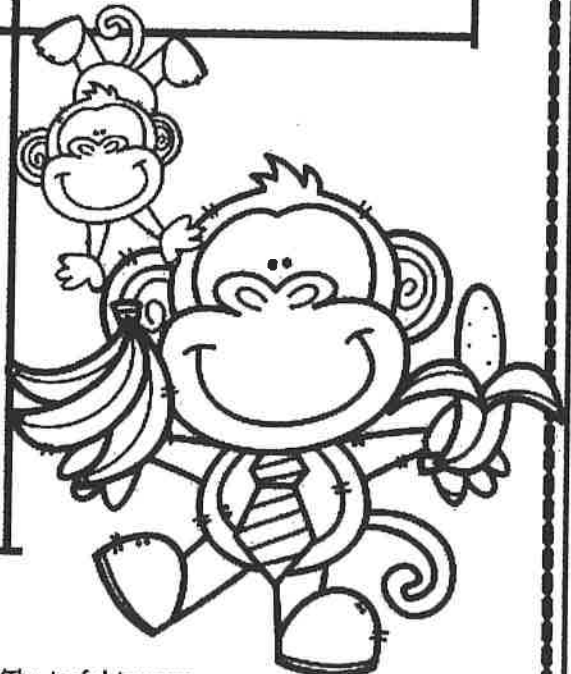
ba

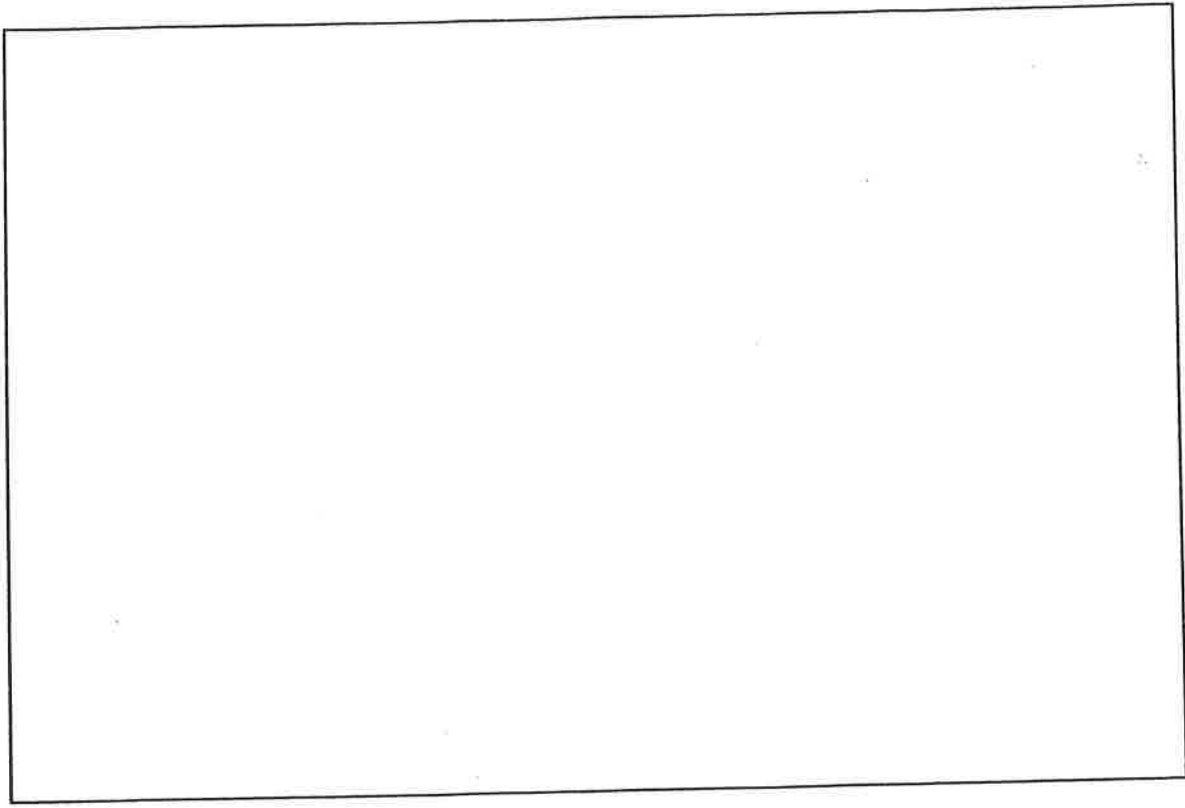


ho



tu





Handwriting practice lines for the Chinese character '甲' (jiǎ). Each row consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The character '甲' is printed at the beginning of each row to show the correct stroke order and placement. There are five such rows on the page.