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**Kindergarten NO PREP**

**HOME LEARNING PACKET**

3 Weeks of Learning



**Created by The Moffatt Girls**

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Dear Kindergarten Families,

## **Welcome to the Kindergarten Home Learning Packet!**

This packet includes 3 weeks of work from home assignments. Each daily assignment consists of 5 pages math, literacy, sight words and more!

This packet is designed to serve as a review and extra practice. However, please monitor your child as they complete the assignments and feel free to help your child review any pages they find challenging.

### **Other ideas to extend learning throughout the day:**

- Name a letter, number, or sight word then have your child find it on mail, magazines, or packaging around the house.
- Have your child to write notes, letters, or signs. Encourage them to sound out words instead of asking how a word is spelled.
- Choose a sound. Have your child find something in the room that starts with the sound. For an extra challenge have them find something that ends with the sound instead.
- Encourage mathematical thinking with questions like, "If I give you 4 more crackers how many will you have?"
- Encourage your child to make predictions and then evaluate what happened. Ask, "What do you think will happen if we \_\_\_\_\_?" then ask, "What actually happened? Was it the same or different than your prediction?"

# 3 WEEKS OF INSTRUCTION

## Week 1 Day 1

- How Many?
  - Greater and Less Than
  - Missing Letters
  - Sight Word Practice
  - Reading
- Comprehension

## Week 2 Day 1

- Number Order 11-20
  - Time: Sorting Pictures
  - CVC Word Search
  - Sight Word Practice
  - Reading
- Comprehension

## Week 3 Day 1

- Telling Time
  - Ten Frame Practice
  - Fluency Practice
  - Sight Word Practice
  - Reading
- Comprehension

## Week 1 Day 2

- Make 10
- Composing Numbers
- CVC Puzzles
- Sight Word Practice
- I Can Read Simple Sentences

## Week 2 Day 2

- Comparing Sets
  - Triangles
  - Spin, Read and Cover
  - Sight Word Practice
  - Reading
- Comprehension

## Week 3 Day 2

- Greater, Equal or Less
  - Addition up to 10
  - CVC Word Search
  - Sight Word Practice
  - Reading
- Comprehension

## Week 1 Day 3

- Number Sense up to 20
  - Hexagons
  - Spin, Read, and Cover
  - Sight Word Practice
  - Reading
- Comprehension

## Week 2 Day 3

- Subitizing Mazes
  - Addition to 10
  - Missing Letters
  - Sight Word Practice
  - Reading
- Comprehension

## Week 3 Day 3

- Subtraction to 10
  - Sort, Classify and Count
  - Spin, Read and Cover
  - Sight Word Practice
  - Reading
- Comprehension

## Week 1 Day 4

- Twenty Frame Counting
- Telling Time
- Word Families
- Sight Word Practice
- Read and Sequence

## Week 2 Day 4

- Subtraction to 10
  - Color by Shape
  - CVC Cut and Paste
  - Sight Word Practice
  - Reading
- Comprehension

## Week 3 Day 4

- Heavier and Lighter
  - Sorting Shapes
  - Word Families
  - Sight Word Practice
  - Reading
- Comprehension

## Week 1 Day 5

- Comparing Numbers
- Place Value
- CVC Cut and Paste
- Sight Word Practice
- Sound it Out

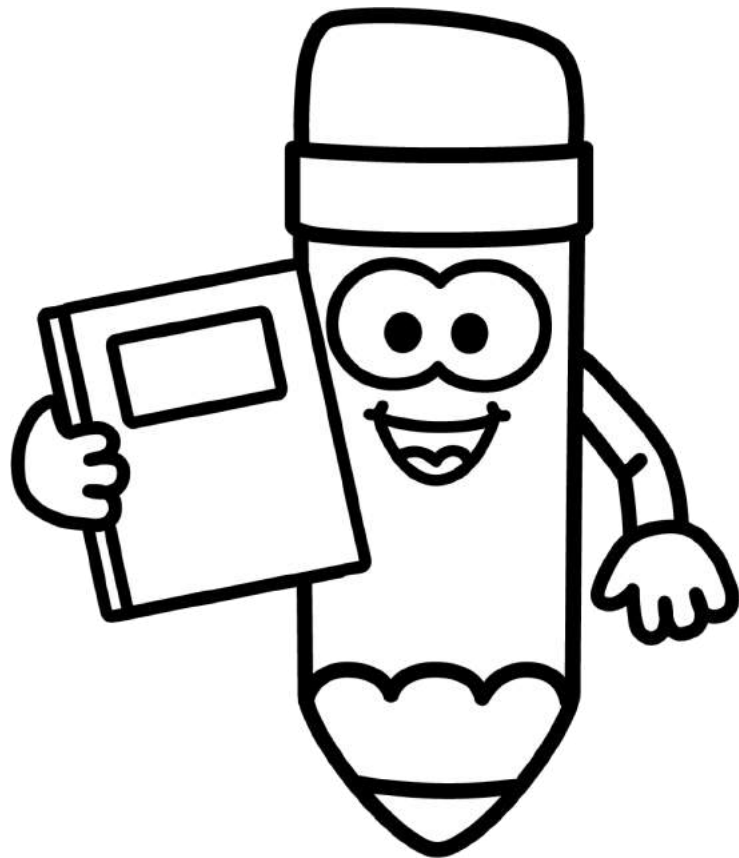
## Week 2 Day 5

- Place Value
  - Addition Practice
  - Missing Letters
  - Sight Word Practice
  - Reading
- Comprehension

## Week 3 Day 5

- Number Order 11-20
- Subtract from 10
- CVC Scoops
- Color by Sight Word
- Read and Sequence

# My Home Learning Packet



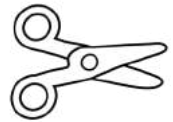
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\_\_\_\_\_

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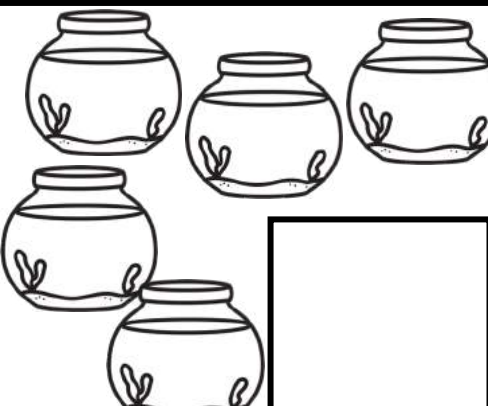
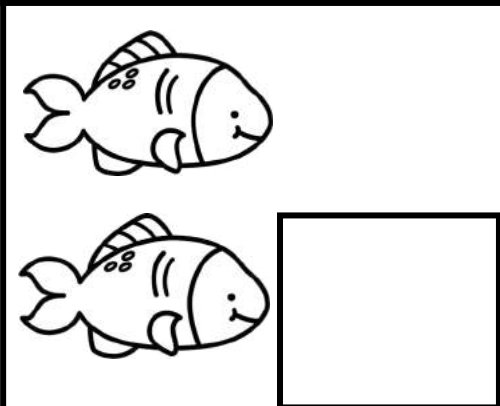
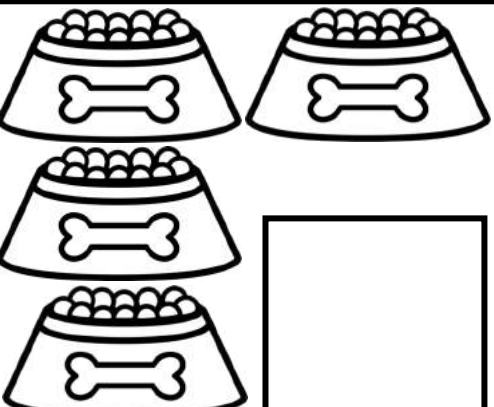
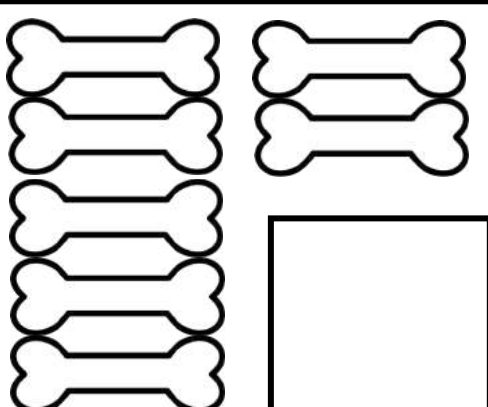
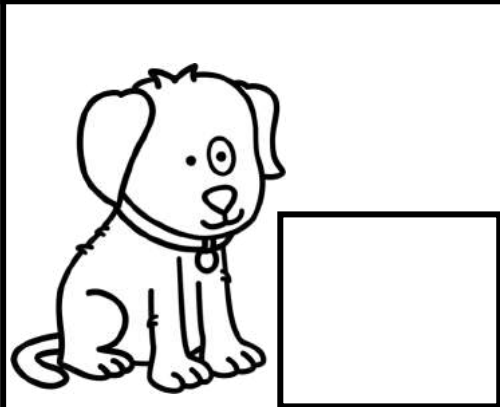
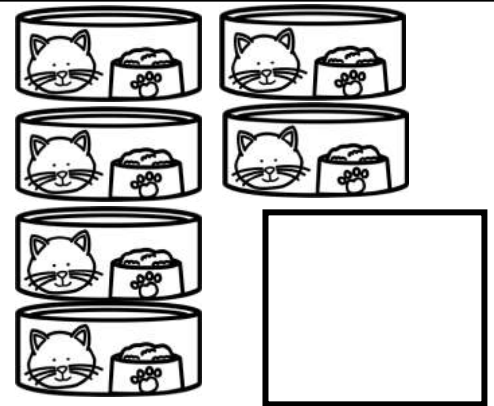
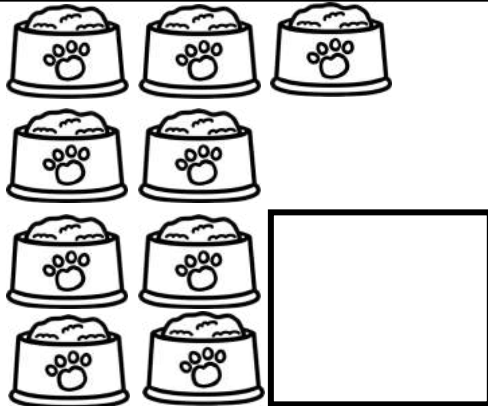
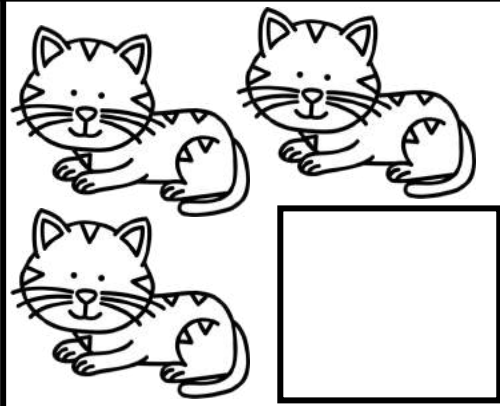
\_\_\_\_\_

Name: \_\_\_\_\_



# How Many? Count, Cut and Paste

Directions: Count the number in each set.  
Cut and paste the correct number in each box.


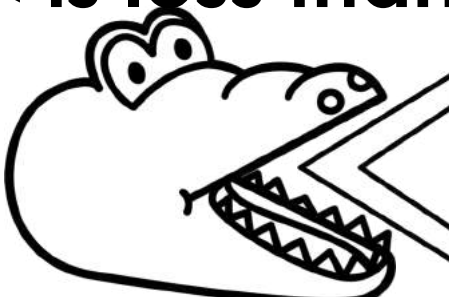


1	2	3	4	5
6	7	8	9	

Name: \_\_\_\_\_

# Greater Than, Less Than

Directions: Fill in each circle with the correct sign.

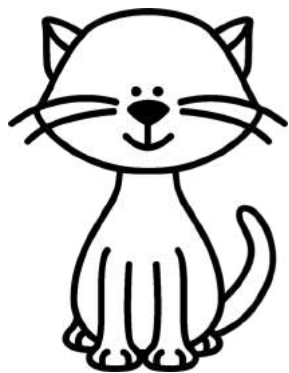
<p><b>&gt; is greater than</b></p> 	<p><b>&lt; is less than</b></p> 
--	--

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

Name: \_\_\_\_\_

# Missing Letters Set 1

Directions: Fill in the missing letter for each picture.  
Write the word on the lines.



c a

\_\_\_\_\_



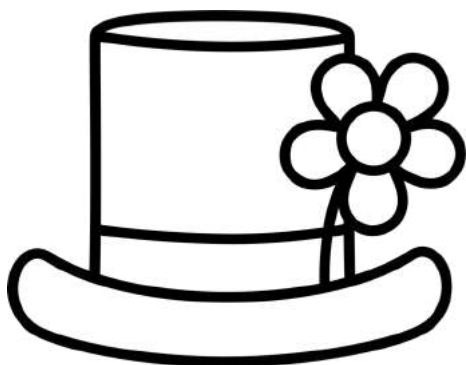
r  t

\_\_\_\_\_



a t

\_\_\_\_\_



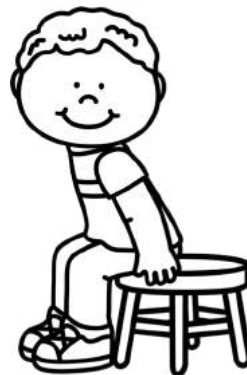
h a

\_\_\_\_\_



a t

\_\_\_\_\_



s  t

\_\_\_\_\_

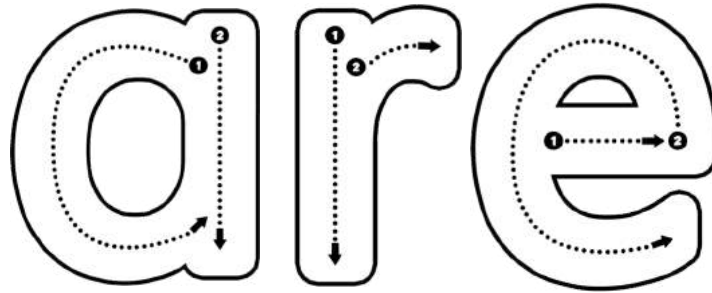
Name: \_\_\_\_\_



are

# Sight Word Practice: are

Trace the letters with your finger. Trace the letters with a pencil.

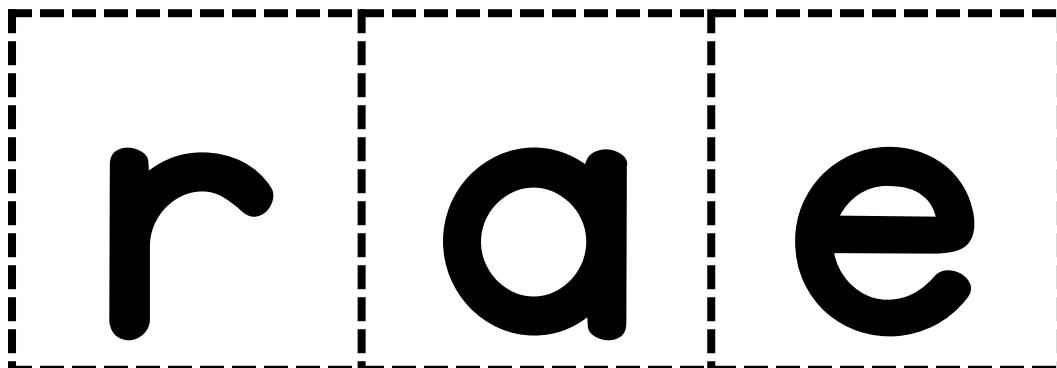


Color the word **are**.

<b>black</b>	<b>are</b>	<b>at</b>	<b>are</b>
<b>are</b>	<b>came</b>	<b>are</b>	<b>what</b>
<b>are</b>	<b>into</b>	<b>must</b>	<b>who</b>

Cut and paste the word **are**.

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Name: \_\_\_\_\_

**-at**  
Family

# I Can Read Simple Stories!

Directions: Read the story. Highlight the -at family words.  
Answer the questions. Write the correct word on the line.

## Pat the Cat



I have a cat. His name is Pat.

Pat will not play.

Pat will not run. Pat likes to sit all day. He sits on a mat.

Pat, the cat, is too fat.

1. The cat's name is

\_\_\_\_\_.

Rat    Pat    Cat

2. Pat will not

\_\_\_\_\_.

sit    run    play

3. Pat likes to sit on a

\_\_\_\_\_.

mat    hat    bat

4. Pat, the cat, is

\_\_\_\_\_.

sat    fat    vat

Name: \_\_\_\_\_

# How Many More to Make 10?

Directions: Count how many more needed to make ten. Write the number.

1

○	○	○		

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

2

○				

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

3

○	○	○	○	○
○	○			

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

4

○	○	○	○	○

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

5

○	○	○	○	○
○	○	○	○	○

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

6

○	○			

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

7

○	○	○	○	

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

8

○	○	○	○	○
○	○	○	○	

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

9

○	○	○	○	○
○	○	○		

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

10

○	○	○	○	○
○				

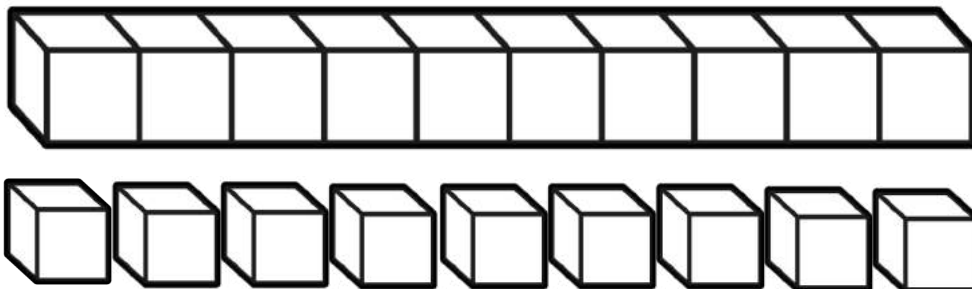
$6 + \underline{\quad} = 10$

Name: \_\_\_\_\_

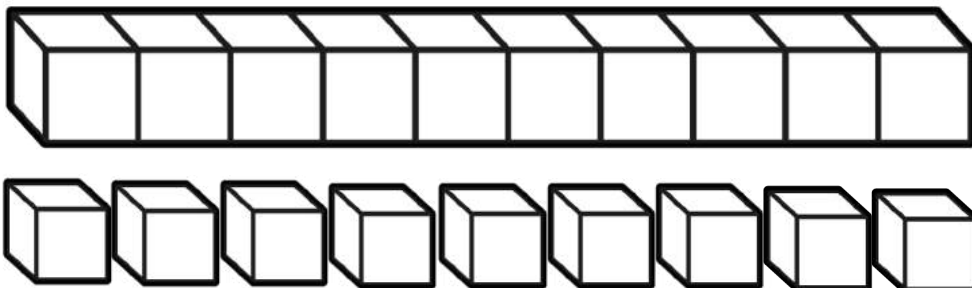
# Place Value: Composing Numbers

Directions: Color the base ten blocks to show each number.

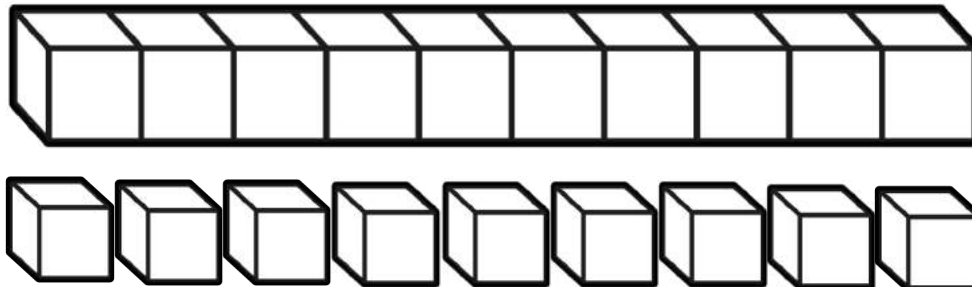
13



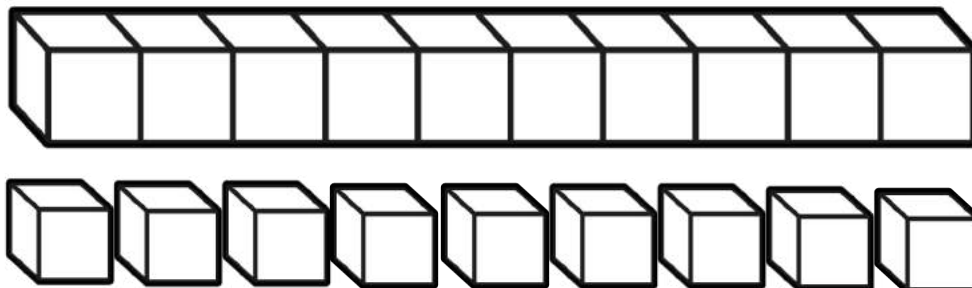
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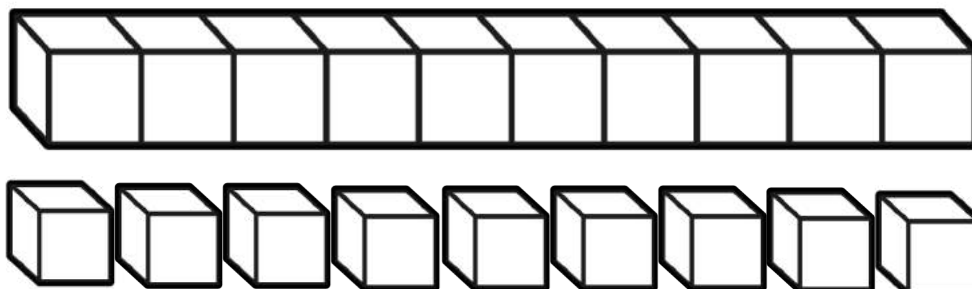
14



12



15

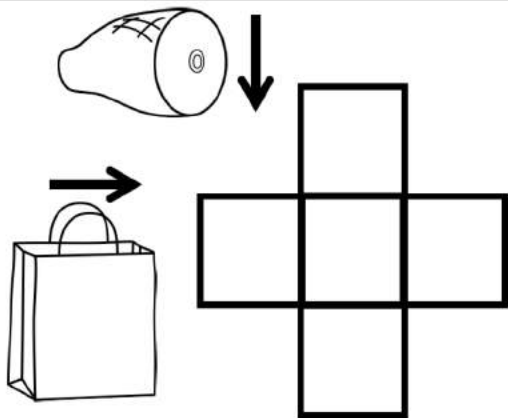


Name \_\_\_\_\_

# CVC Puzzles and Simple Sentences

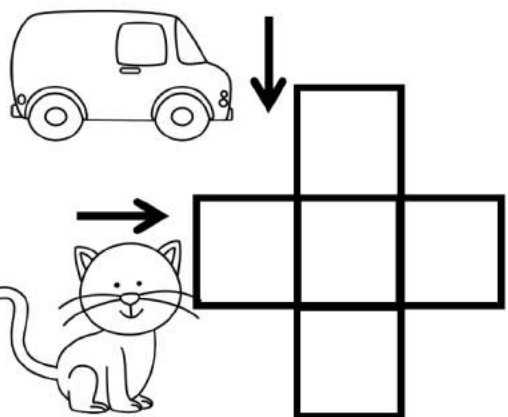
Directions: Fill in the letters for each picture.

Write the correct word to complete the sentence.



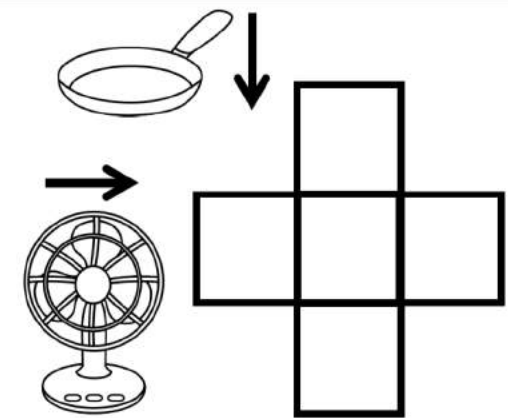
1. What is in the \_\_\_\_\_?

2. I like to eat \_\_\_\_\_.



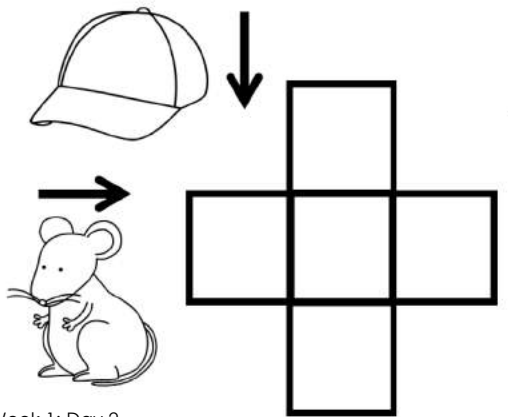
1. Get in the \_\_\_\_\_.

2. I have a pet \_\_\_\_\_.



1. Turn on the \_\_\_\_\_.

2. The \_\_\_\_\_ is hot!



1. The \_\_\_\_\_ is fat.

2. Put on the \_\_\_\_\_.

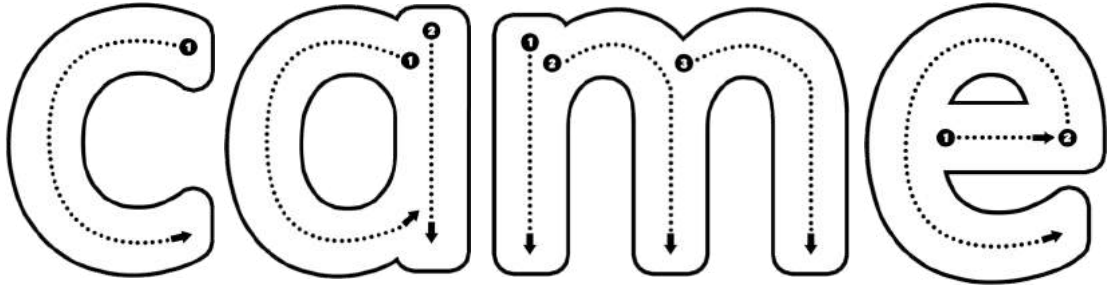
Name: \_\_\_\_\_



came

# Sight Word Practice: came

Trace the letters with your finger. Trace the letters with a pencil.



Color the word **came**.

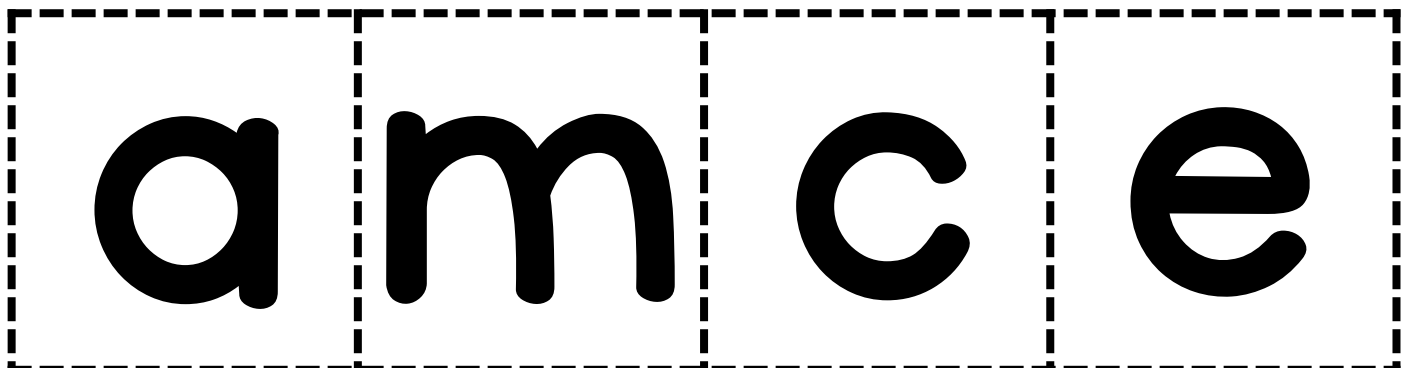
<b>came</b>	<b>did</b>	<b>do</b>	<b>came</b>
<b>ate</b>	<b>came</b>	<b>came</b>	<b>into</b>
<b>came</b>	<b>are</b>	<b>came</b>	<b>new</b>

Cut and paste the word **came**.

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Week 1: Day 2

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Name \_\_\_\_\_

# I Can Read Simple Sentences

Directions: Read the words in the Word Bank.

-ap  
family

## Word Bank

cap

gap

lap

map

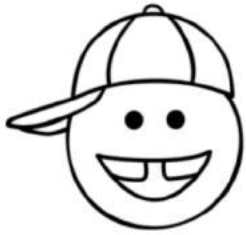
nap

tap

rap

sap

Directions: Read the sentences. Color the circle that matches the picture.



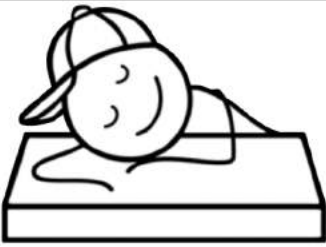
His smile had a gap.

Can I take a nap?



I had sap on my hand.

Find it on the map.



Jon took a nap.

Did you hear the tap?



It was an old map.

The sap is in the tree.



I have a pet cat.

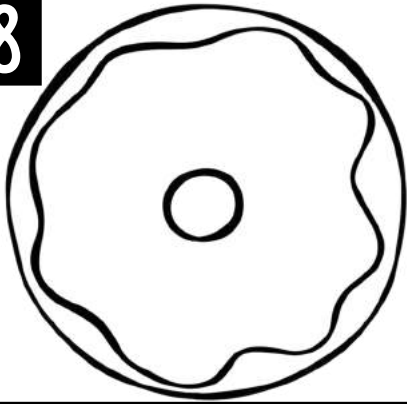
The tap has a drip.

Name: \_\_\_\_\_

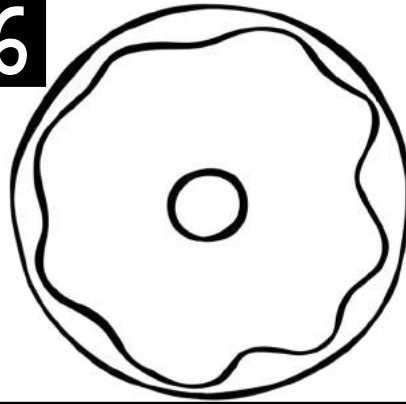
# Number Sense up to 20

Directions: Read the number in the box.  
Draw the correct number of sprinkles to match.

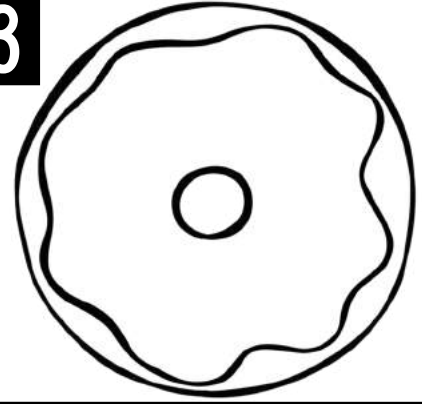
18



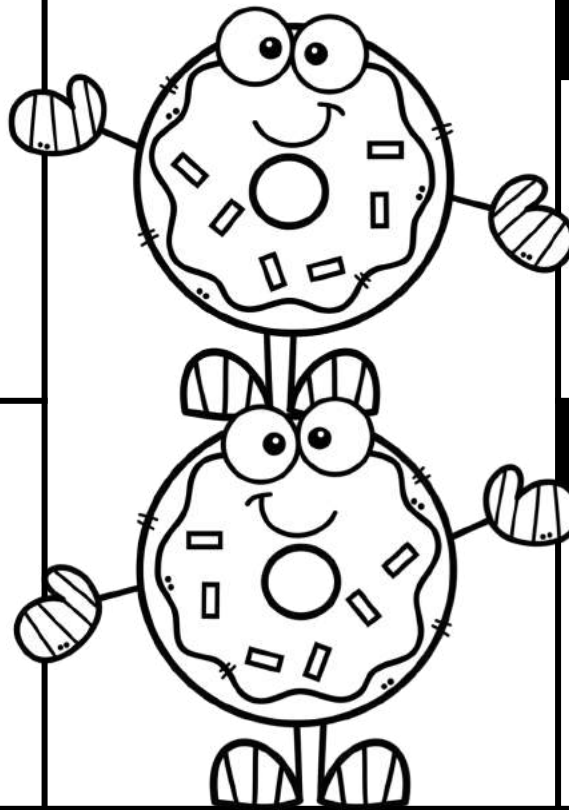
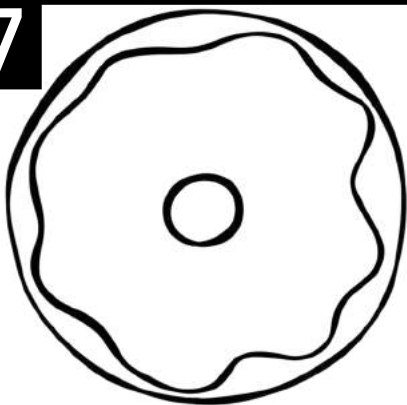
16



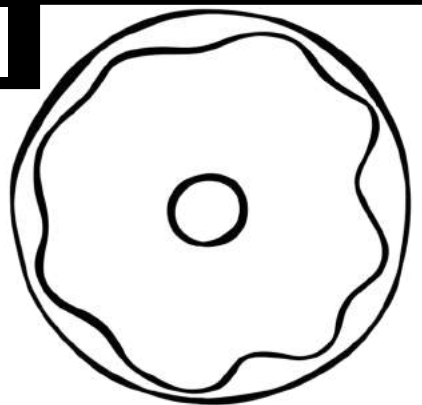
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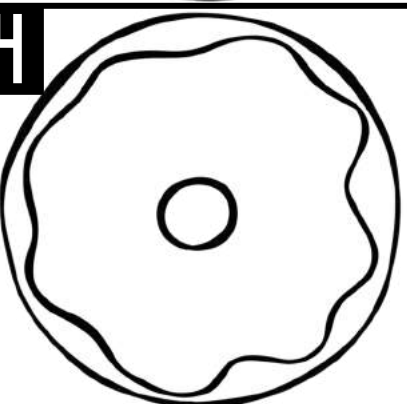
17



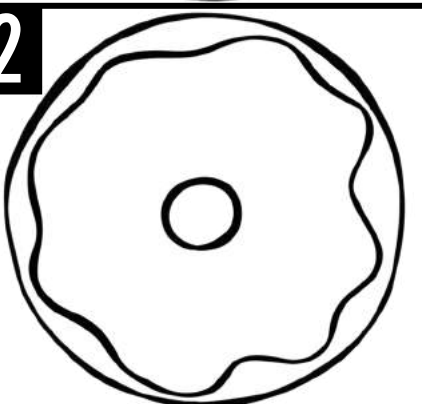
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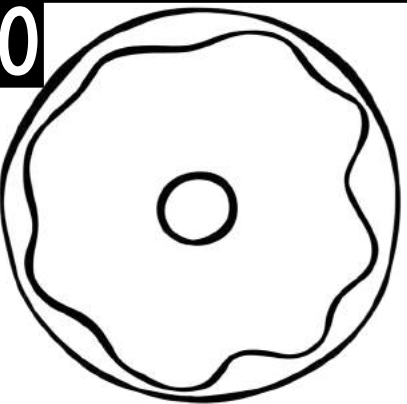
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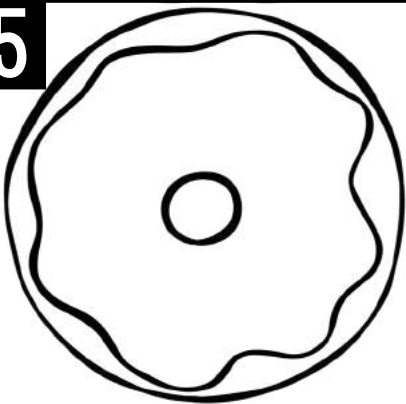
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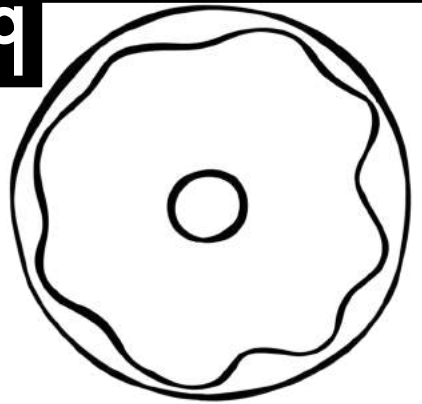
20



15



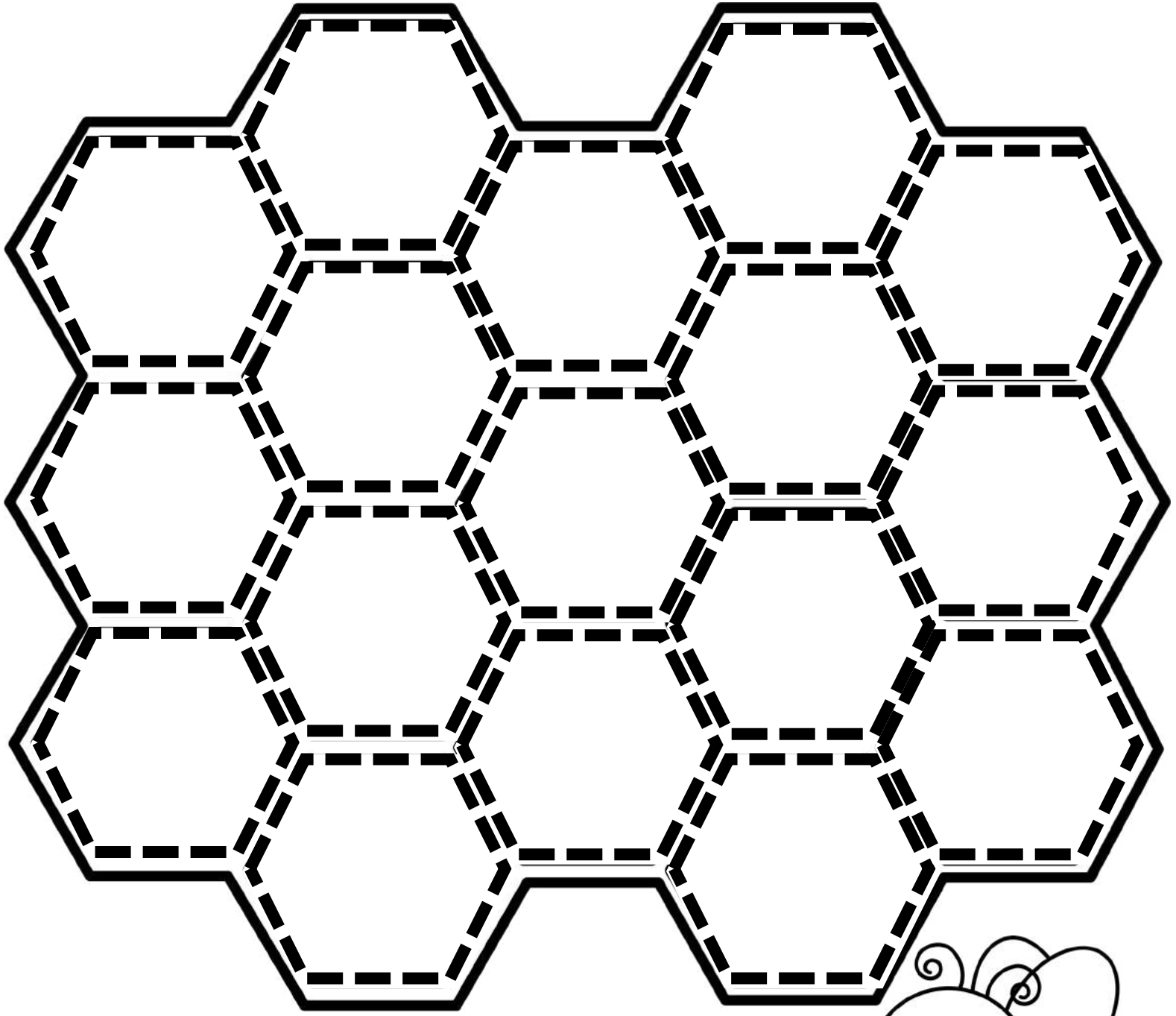
19



Name: \_\_\_\_\_

# Hexagons: Trace and Count

Directions: Trace the hexagons. Write how many.



\_\_\_\_\_ hexagons



# Spin, Read, and Cover!

pan

man

van

fan

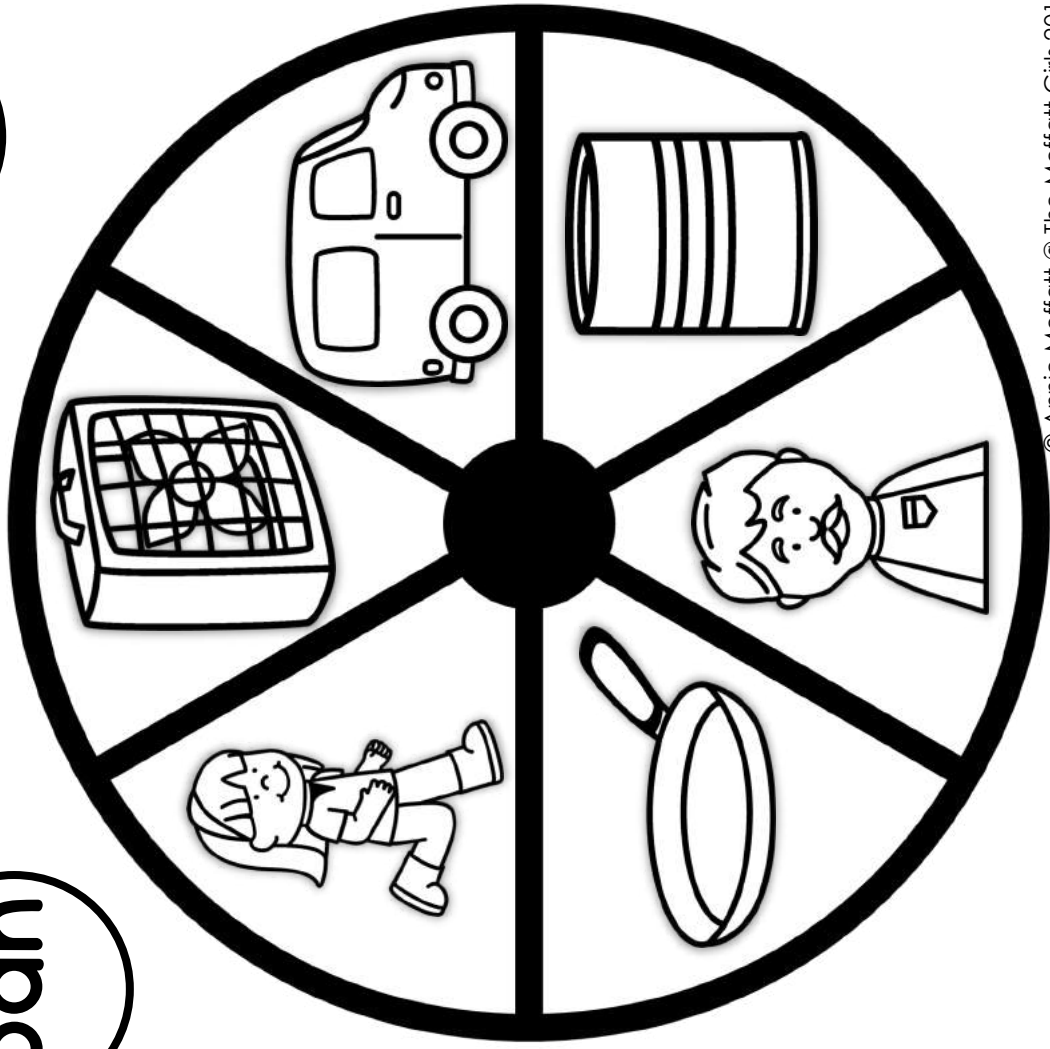
pan

can

ran

man

fan



van

can

ran

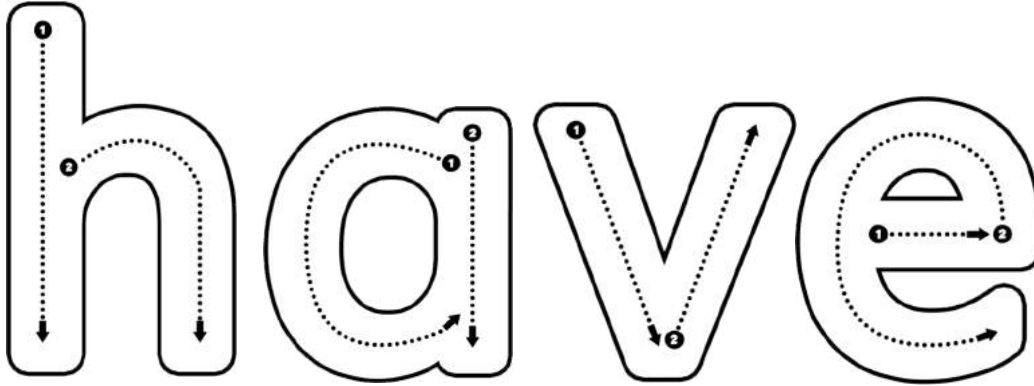
Name: \_\_\_\_\_



have

# Sight Word Practice: have

Trace the letters with your finger. Trace the letters with a pencil.



Color the word **have**.

he	must	have	have
have	have	that	he
into	new	have	ride

Cut and paste the word **have**.

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Week 1: Day 3

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Name: \_\_\_\_\_

I can Read it 3 times!



-an

# Phonics Reading Comprehension

Directions: Read the passage and answer the questions.

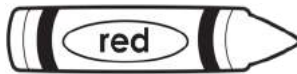


## Dan's Tan Van

Dan has a tan van. Dan's van is too hot. The van had no fan. Dan took his tan van to a man named Stan. The man looked at Dan's van. He said he can fix Dan's van. Stan put a new fan in Dan's van. Dan's van is not hot. Now Dan's van is cold. Dan likes to drive his tan van now.



1. What does Dan have?



2. What is wrong with Dan's van?



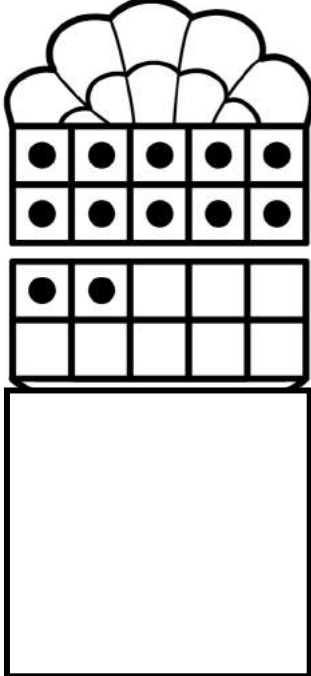

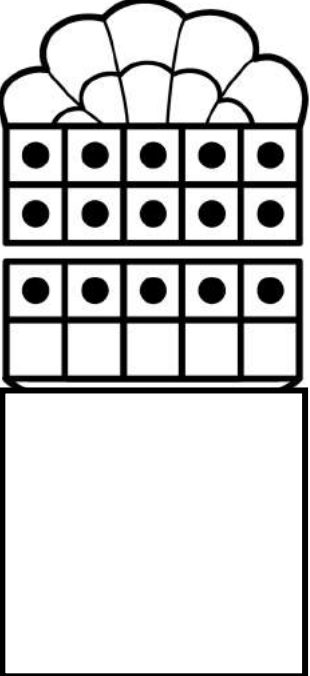
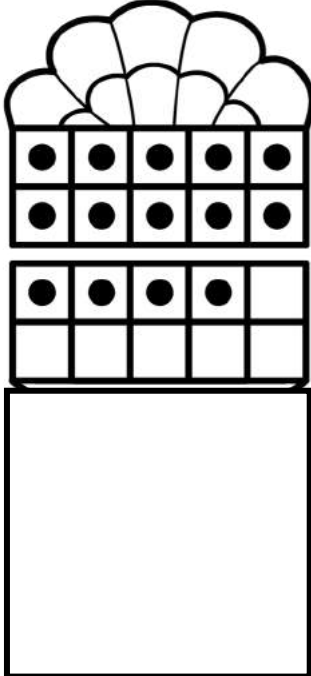
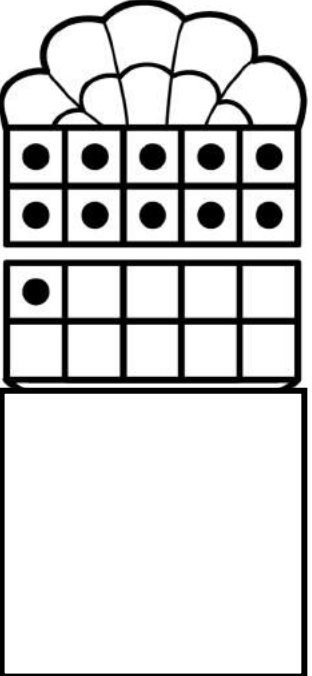
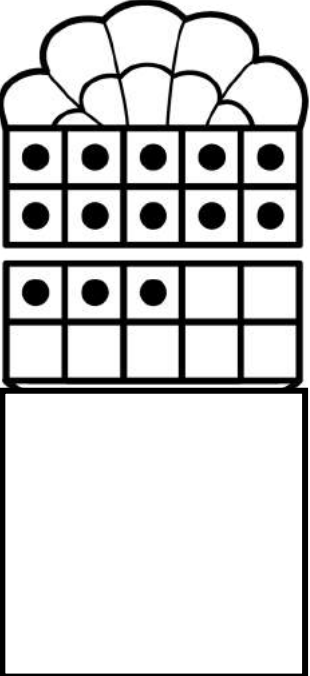
3. Who did Dan take his van to?



Name: \_\_\_\_\_

# Twenty Frame Counting

Directions: Count the dots. Cut and paste a number to match.













	 <p>Seashell Count and Match</p>	
		













11	12	13	14	15
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Name: \_\_\_\_\_

## Telling Time: Cut and Paste to Match

Directions: Cut and paste the correct clock to each time.

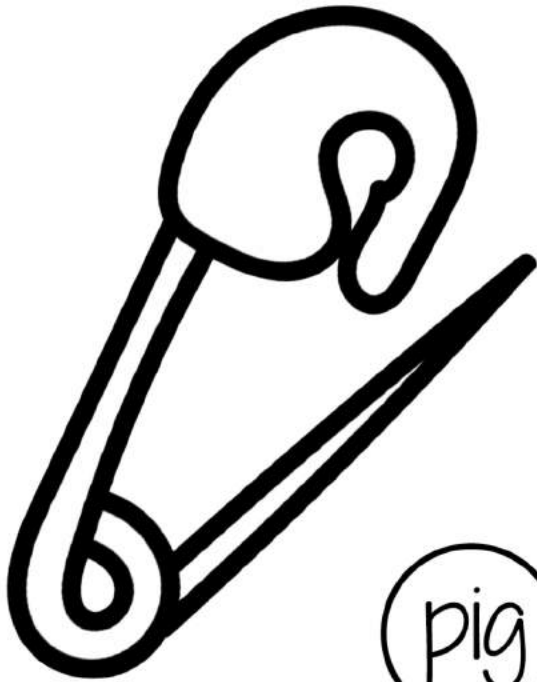
6:00 	1:00 	9:00 	4:00 
11:00 	7:00 	2:00 	12:00 
3:00 	8:00 	10:00 	5:00 

Name \_\_\_\_\_

# Read and Dot the -in Family Words

Directions: Dot mark the -in family words.



A collection of words in circles for a dot-marker activity. The words are: bin, fan, tan, pin, hat, lag, cod, man, pig, kin, rat, hit, vat, tap, tin, YAP, cap, bit, fin, rip, gag, ban, ram, win, nag, mad. The words 'bin', 'kin', and 'tin' are already dotted.

Directions: Write six words from the -in family.

1. _____	3. _____	5. _____
2. _____	4. _____	6. _____

Directions: Write two sentences using -in family words.

1. \_\_\_\_\_

2. \_\_\_\_\_

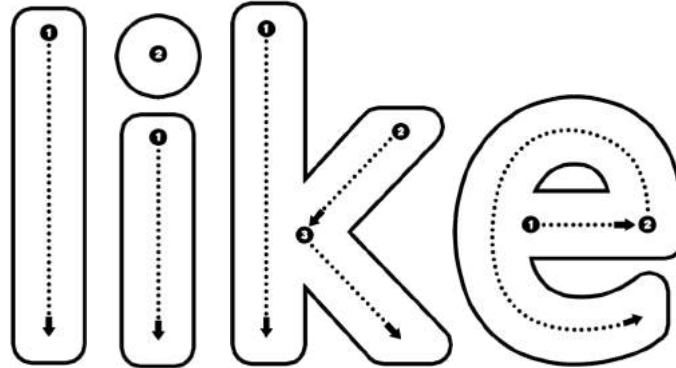
Name: \_\_\_\_\_



like

# Sight Word Practice: like

Trace the letters with your finger. Trace the letters with a pencil.



Color the word **like**.

<b>must</b>	<b>like</b>	<b>brown</b>	<b>saw</b>
<b>like</b>	<b>are</b>	<b>like</b>	<b>like</b>
<b>new</b>	<b>like</b>	<b>say</b>	<b>like</b>

Cut and paste the word **like**.

--	--	--	--

Week 1: Day 4

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Name: \_\_\_\_\_

**-in  
Family**

# I Can Read Simple Stories!

Directions: Read the story. Highlight the -in family words.

Answer the questions. Write the correct word on the line.

## The Bin

What is in the green bin?

I see a pin in the green bin.

I also see a black tin in the bin.

I can put the pin on me.

I will keep the tin in the bin.



1. What is in the green bin?  
\_\_\_\_\_.

a pin

a bin

a win

2. I also see a black  
\_\_\_\_\_ in the bin.

bin

pin

tin

3. What can I put on me?  
\_\_\_\_\_.

a pin

a win

a bin

4. I will keep the tin in  
the \_\_\_\_\_.

win

bin

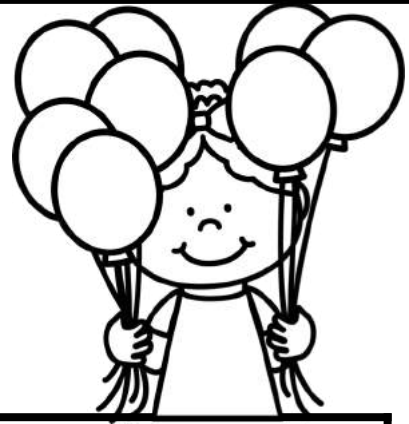
pin

Week 1: Day 4

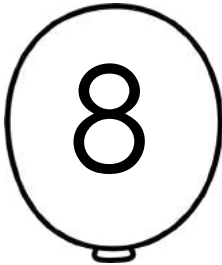




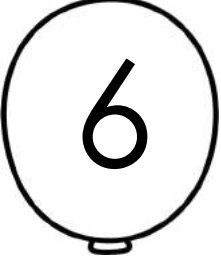
Name: \_\_\_\_\_

# Comparing Numbers





Directions: Color the balloon with the smaller number. Complete the sentence with the correct numbers.

  \_\_\_\_\_ is less than \_\_\_\_\_.

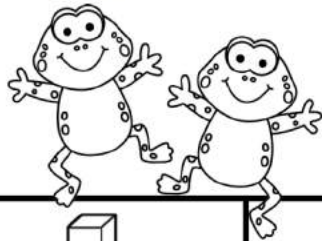
  \_\_\_\_\_ is less than \_\_\_\_\_.

  \_\_\_\_\_ is less than \_\_\_\_\_.

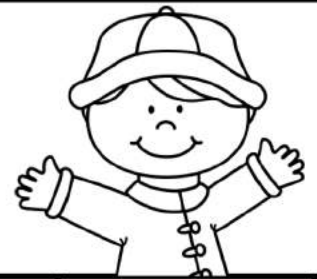
  \_\_\_\_\_ is less than \_\_\_\_\_.

  \_\_\_\_\_ is less than \_\_\_\_\_.


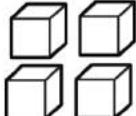
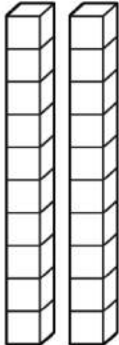
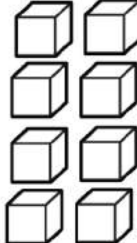

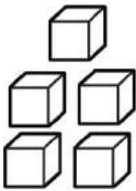
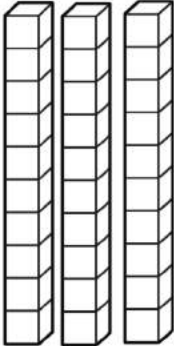
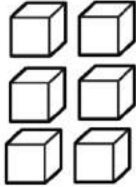
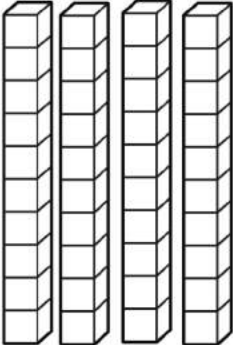

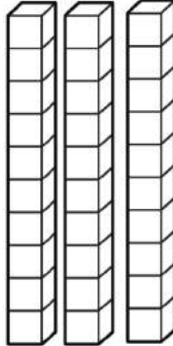

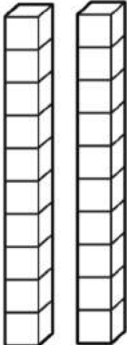

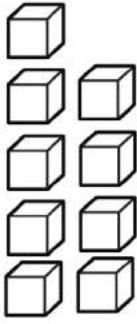
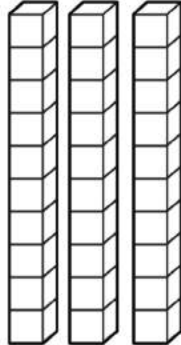

Name \_\_\_\_\_



# Place Value



Directions: Count each set of tens and ones.

					
<u>Tens</u>	<u>Ones</u>	<u>Tens</u>	<u>Ones</u>	<u>Tens</u>	<u>Ones</u>
					
<u>Tens</u>	<u>Ones</u>	<u>Tens</u>	<u>Ones</u>	<u>Tens</u>	<u>Ones</u>
					
<u>Tens</u>	<u>Ones</u>	<u>Tens</u>	<u>Ones</u>	<u>Tens</u>	<u>Ones</u>

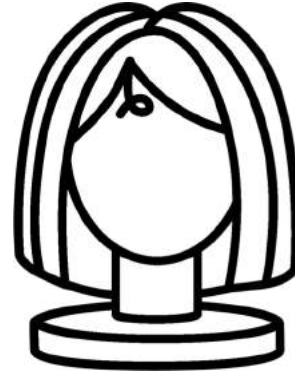
Name: \_\_\_\_\_

# CVC Cut and Paste Set 2

Cut and paste the CVC words to match each picture.



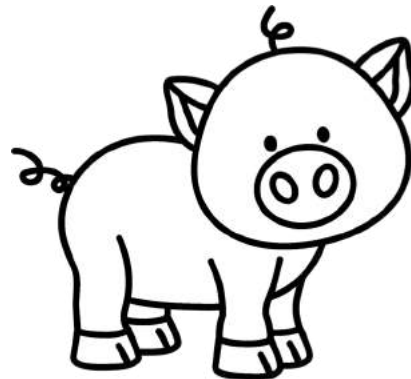
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f	i	g	w	i	g
d	i	g	p	i	g

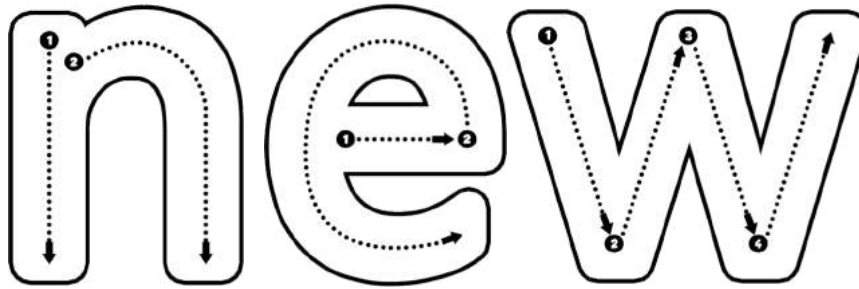
Name: \_\_\_\_\_



**new**

# Sight Word Practice: new

Trace the letters with your finger. Trace the letters with a pencil.

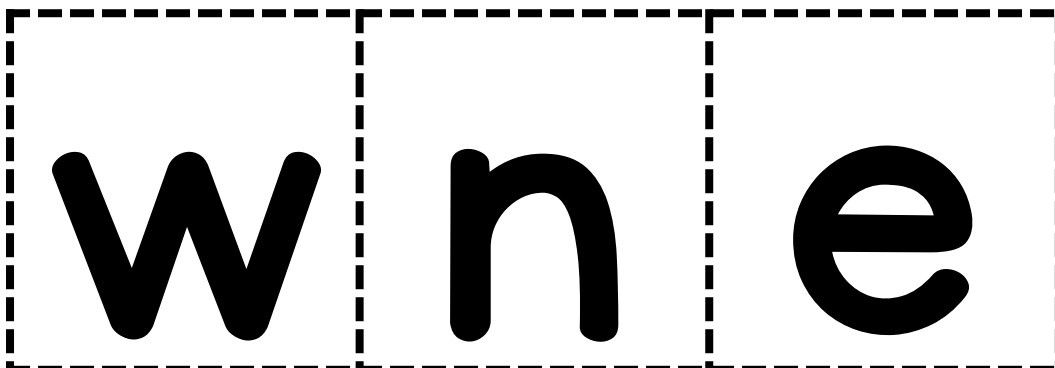


Color the word **new**.

<b>new</b>	<b>new</b>	<b>on</b>	<b>she</b>
<b>new</b>	<b>no</b>	<b>new</b>	<b>so</b>
<b>now</b>	<b>new</b>	<b>our</b>	<b>new</b>

Cut and paste the word **new**.

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Name \_\_\_\_\_

# Sound it Out!

-ot  
family

Directions: Color or dot the beginning, middle and ending sound for each picture.  
Read the sentence and write the new word. Color the picture.



r a m  
c o t

The fruit began to

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



n u t  
p o d

My mom used a

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



h a m  
n o t

The cup is too

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



l o t  
d a d

My shirt has a

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



f o b  
c a t

He slept on a

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Name: \_\_\_\_\_



# Number Order 11-20

Directions: Cut and paste the honey pots in order from 11-20.




 13	 18	 15	 17	 12
 16	 19	 11	 20	 14

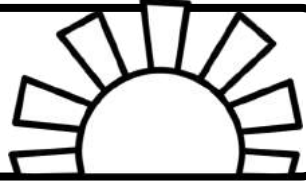
Name: \_\_\_\_\_

# Time: Sorting Pictures Set I

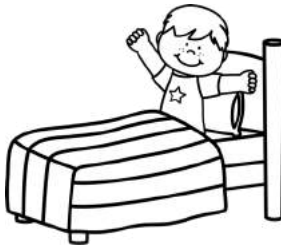
Directions: Cut, sort and glue the objects to the correct column.

Write a label for your set.

a.m.

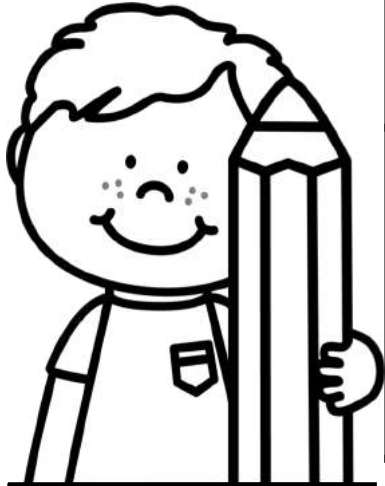








p.m.



Name: \_\_\_\_\_

# CVC Word Search



		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>

## Word Bank

- sit
- pit
- bit
- kit
- fit
- lit

a	l	i	t	a	s
f	e	g	e	t	i
i	n	a	t	e	t
t	d	e	p	i	t
k	i	t	a	n	e
e	b	i	t	i	d



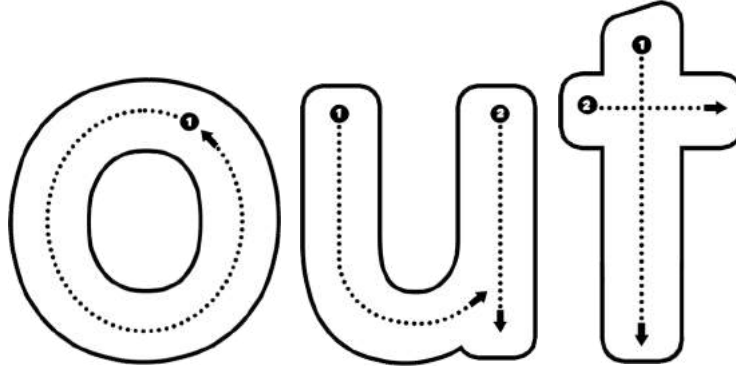
Name: \_\_\_\_\_



out

# Sight Word Practice: out

Trace the letters with your finger. Trace the letters with a pencil.

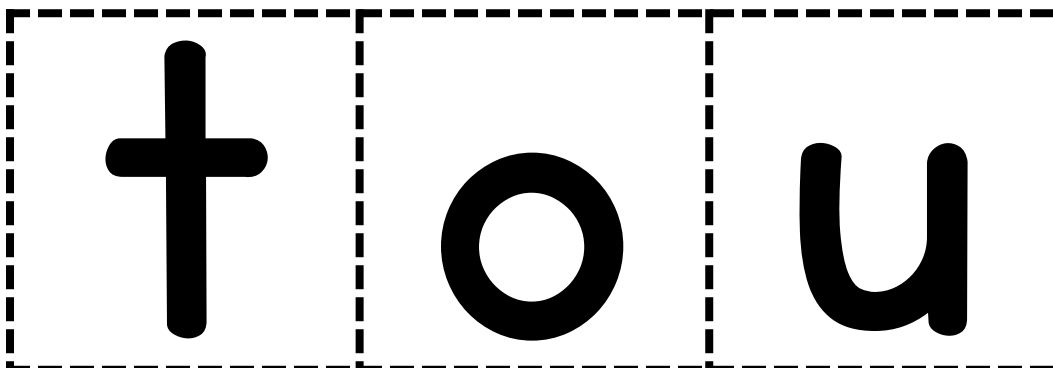


Color the word **out**.

out	now	no	pretty
out	on	out	out
our	out	new	out

Cut and paste the word **out**.

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Name: \_\_\_\_\_

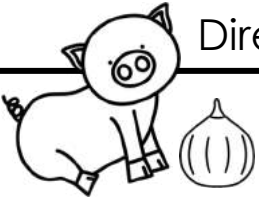
I can Read it 3 times!



**-ig**


# Phonics Reading Comprehension

Directions: Read the passage and answer the questions.



## Zig the Pig

Zig is a big pig. Zig likes to put on wigs. Zig gets a blue wig. The wig is too little. Zig gets a red wig. The wig has a twig in it. Zig finds a good wig. The wig is big. The wig fits Zig. Zig is happy. He likes his new wig. He sits down to eat a fig with his new wig.

1. Who is Zig? 

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-----

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2. What does Zig like to put on? 

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-----

-----

3. What does Zig eat? 

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-----

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Name: \_\_\_\_\_

# True or False?

Directions: Cut and paste to the correct column.



## True

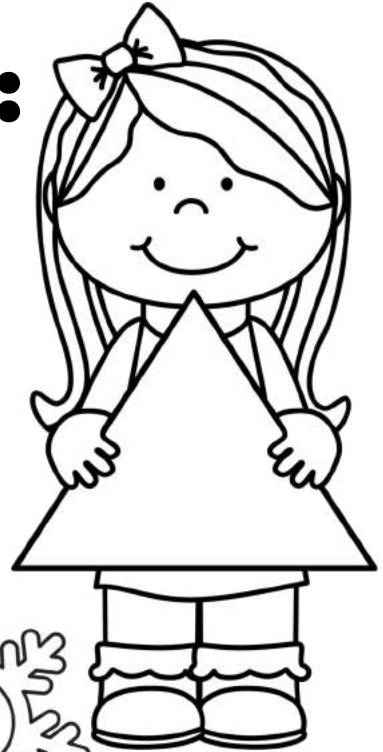


## False


Name: \_\_\_\_\_

# Hunting For Shapes: Triangles

Directions: Color all of the triangle shapes.



How many **TRIANGLES** did you find? \_\_\_\_\_

# Spin, Read, and Cover!

tot

dot

pot

hot

rot

cot

hot

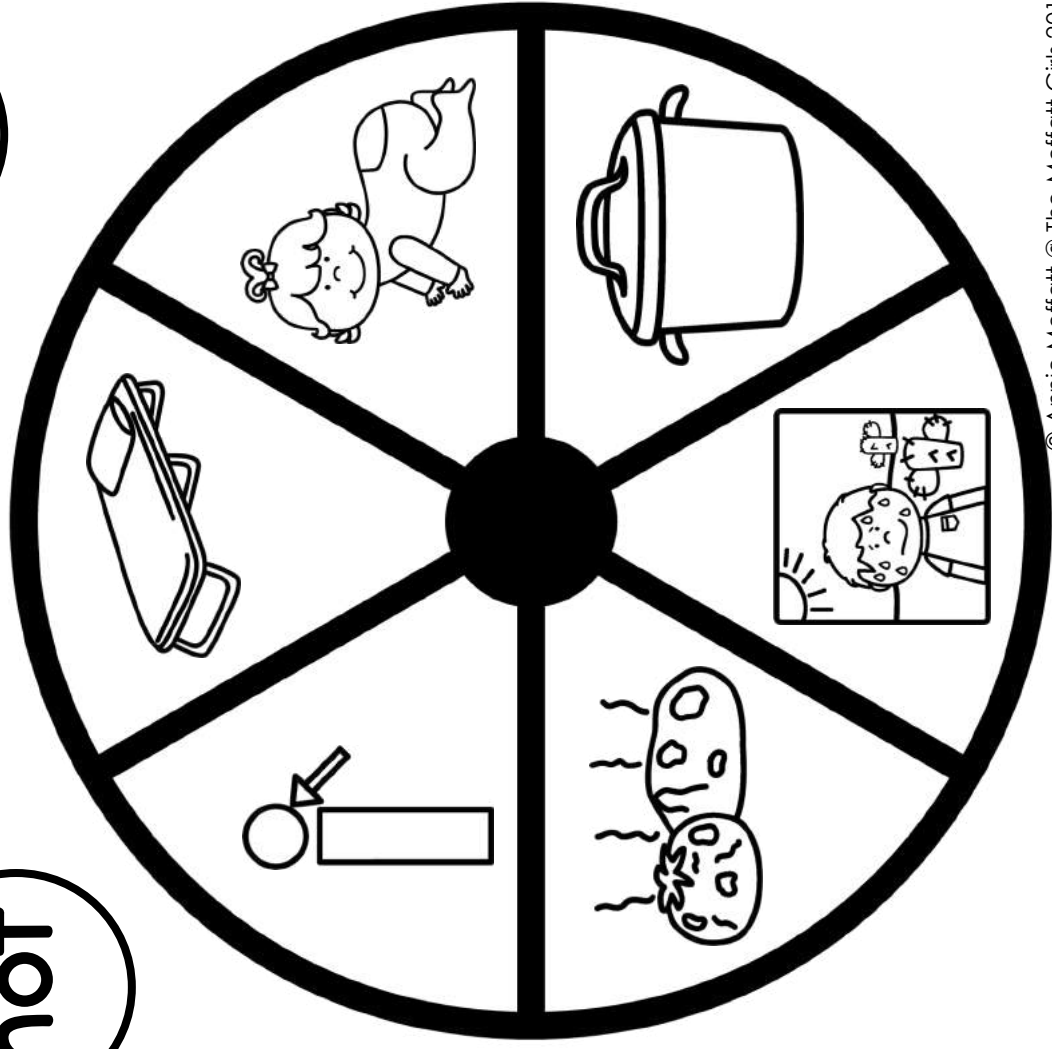
tot

rot

dot

pot

cot



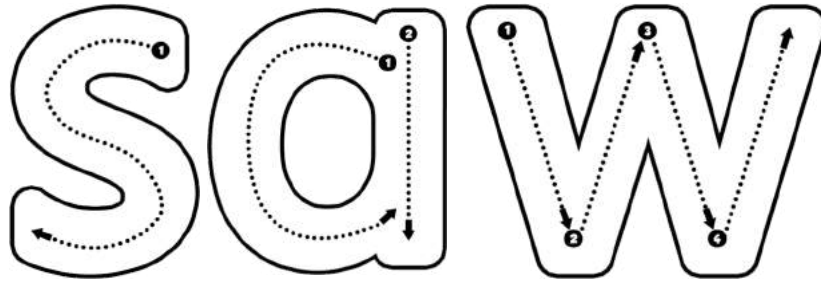
Name: \_\_\_\_\_



**saw**

# Sight Word Practice: saw

Trace the letters with your finger. Trace the letters with a pencil.

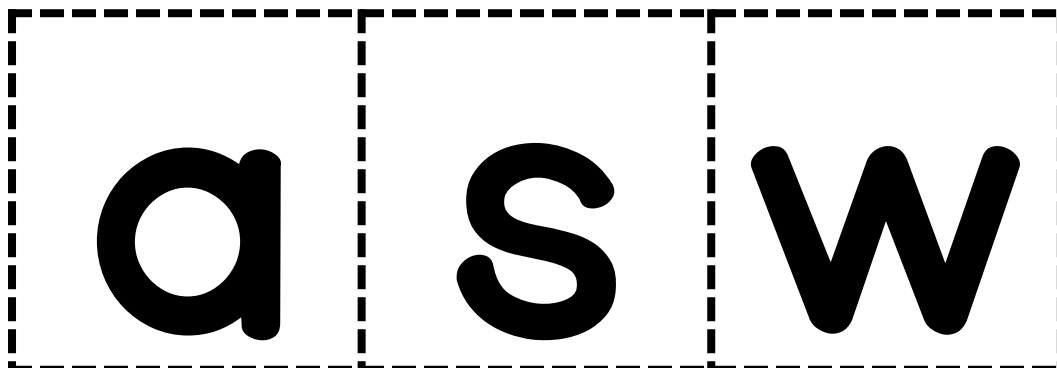


Color the word **saw**.

<b>yes</b>	<b>like</b>	<b>saw</b>	<b>saw</b>
<b>saw</b>	<b>saw</b>	<b>have</b>	<b>all</b>
<b>saw</b>	<b>no</b>	<b>was</b>	<b>saw</b>

Cut and paste the word **saw**.

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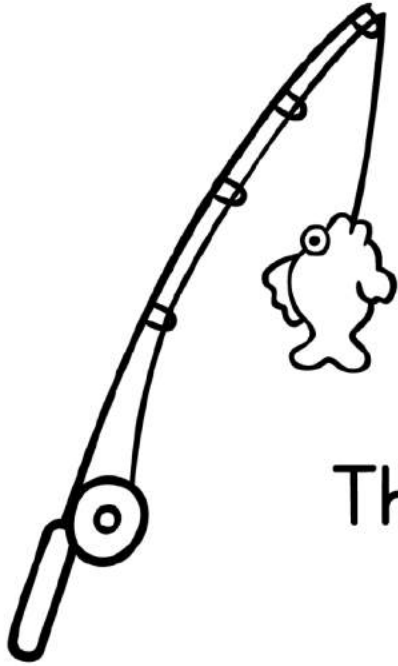


Name: \_\_\_\_\_

**-od**  
Family

# I Can Read Simple Stories!

Directions: Read the story. Highlight the -od family words.  
Answer the questions. Write the correct word on the line.



## The Cod

Tod likes to fish. He got a new red rod. The rod was great.

Tod used the rod to fish.

The rod began to nod up and down.

Tod got a cod!

1. Who likes to fish?

\_\_\_\_\_.

Cod    Tod    Sod

2. Tod used the

\_\_\_\_\_ to fish.

cod    rod    nod

3. What did the rod  
begin to do? \_\_\_\_\_.

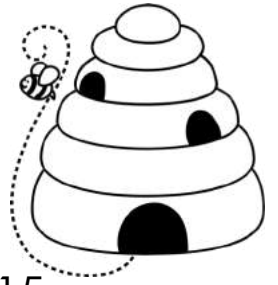
pod    cod    nod

4. What did Tod get?  
\_\_\_\_\_.

<sup>a</sup>nod    sod    <sup>a</sup>cod

Name: \_\_\_\_\_

# Subitizing Mazes: Building Number Sense



Directions: Help the bee find her way to the hive.  
Color all the spaces that have the value of 13, 14, or 15.

<b>Start</b> 							
							<b>Finish</b> 


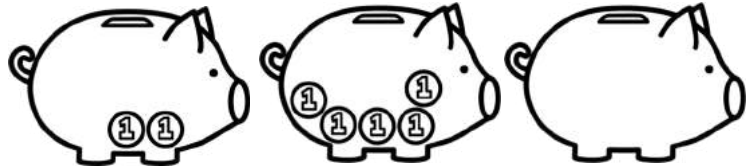
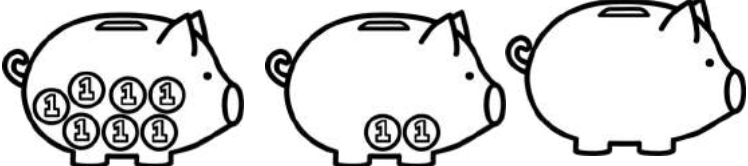







Name: \_\_\_\_\_

# Addition to Ten

Directions: Count each set. Write how many.

Add and write the total. Draw the correct number in the piggy bank.

 <p>_____ + _____ = _____</p>	 <p>_____ + _____ = _____</p>
 <p>_____ + _____ = _____</p>	 <p>_____ + _____ = _____</p>
 <p>_____ + _____ = _____</p>	 <p>_____ + _____ = _____</p>
 <p>_____ + _____ = _____</p>	 <p>_____ + _____ = _____</p>

Name: \_\_\_\_\_

# Missing Letters Set 1

Directions: Fill in the missing letter for each picture.  
Write the word on the lines.



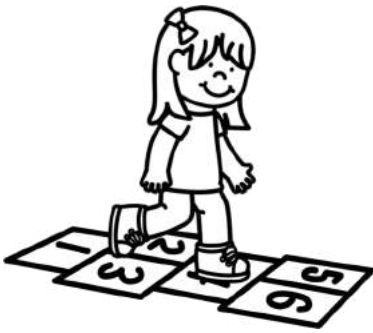
t o



m  p



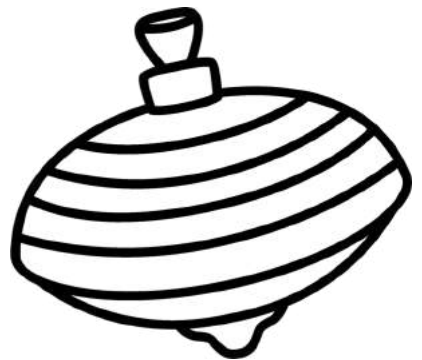
o p



h o



o p



t  p

Name: \_\_\_\_\_



that

# Sight Word Practice: that

Trace the letters with your finger. Trace the letters with a pencil.



Color the word **that**.

<b>there</b>	<b>must</b>	<b>that</b>	<b>that</b>
<b>that</b>	<b>that</b>	<b>that</b>	<b>this</b>
<b>into</b>	<b>too</b>	<b>have</b>	<b>they</b>

Cut and paste the word **that**.

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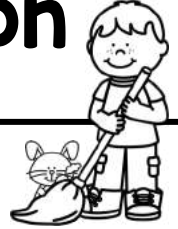
Name: \_\_\_\_\_

I can Read it 3 times!



# Phonics Reading Comprehension

Directions: Read the passage and answer the questions.



## A Carrot for Bop

Bop is hungry. She pops her head out of her den. Hop, hop, hop. She hops to the garden. Bop sees a carrot. She pulls on the top. Out pops the carrot.

Look out, Bop! The farmer will stop you!

Hop, hop, hop. Bop hops to the shop. Don't drop your carrot!  
She hides in a mop. The farmer doesn't see Bop.

Bop pops her head out. Hop, hop, hop. She hops to her den. Chop, chop, chop.  
Eat your carrot, Bop.

1. What does Bop see in the garden?



2. What will the farmer do?



3. Where does Bop hide?

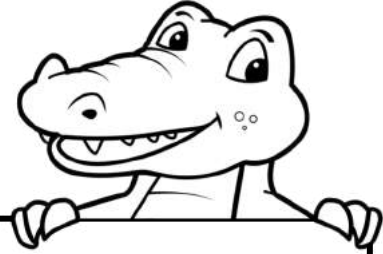
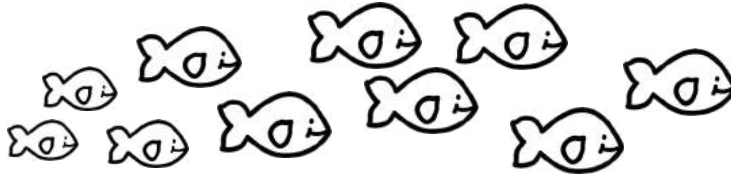
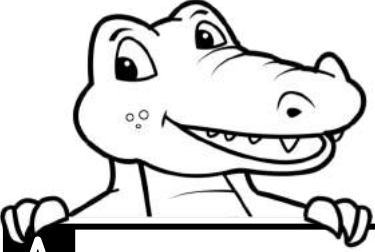


Name: \_\_\_\_\_

## Subtraction to 10

Directions: Read the number sentence.

Cross out the fish that you need to subtract. Write the difference.



**A.**

$6 - 3 =$

**B.**

$8 - 1 =$

**C.**

$3 - 2 =$

**D.**

$9 - 5 =$

**E.**

$5 - 4 =$

**F.**

$10 - 6 =$

**G.**

$7 - 1 =$

**H.**

$4 - 2 =$









**I.**

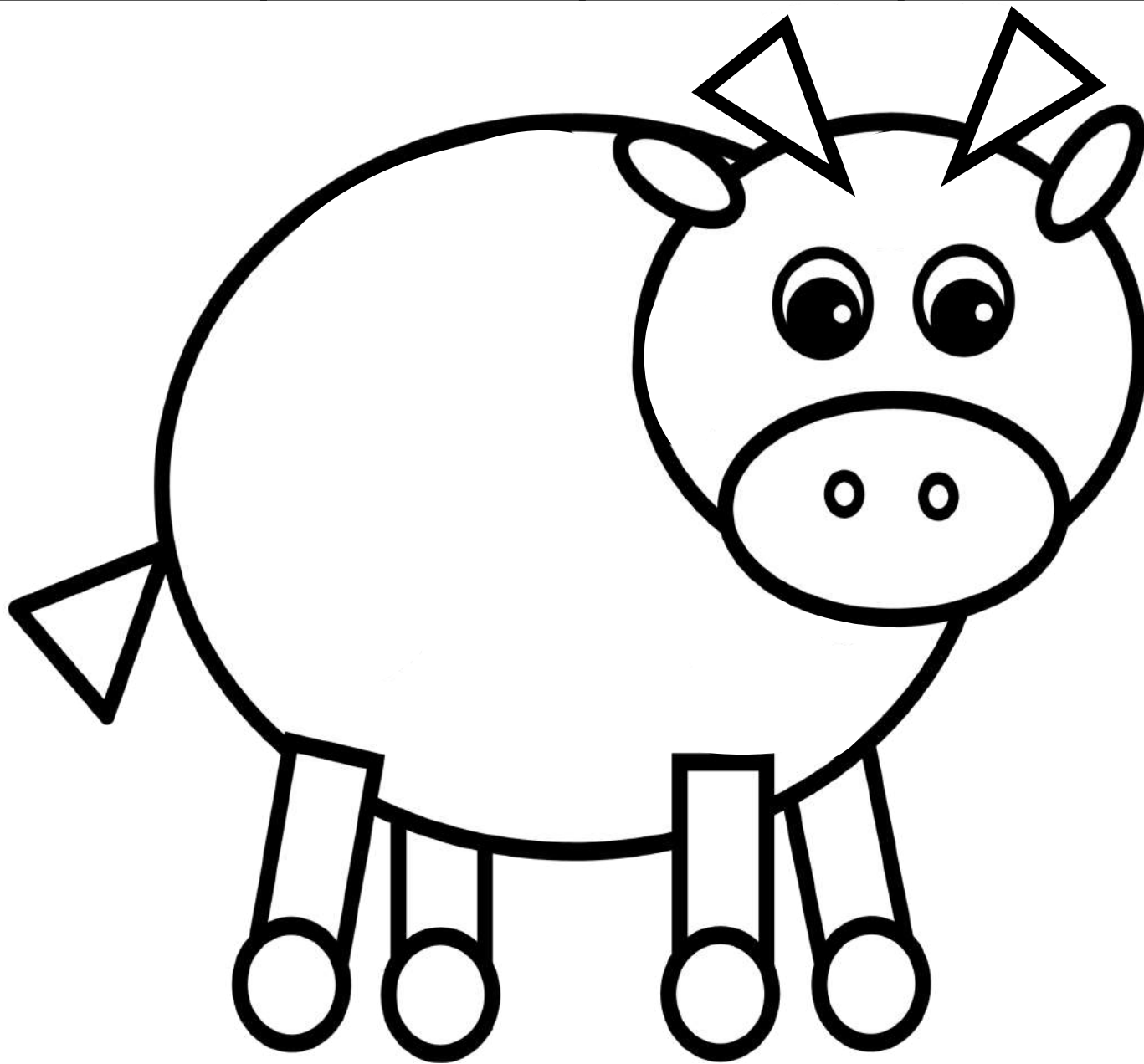
$2 - 0 =$

Name: \_\_\_\_\_

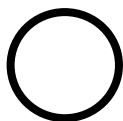
# Color by Shape: Cow

Directions: Use the color code to color the picture.

 circle	 oval	 rectangle	 triangle
 black	 pink	 brown	 white



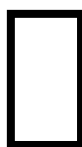
How many did you color?



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

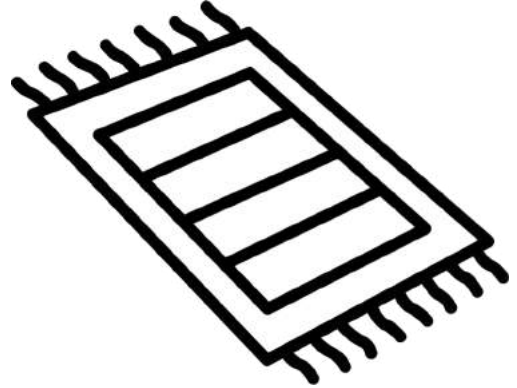
Name: \_\_\_\_\_

# CVC Cut and Paste Set 2

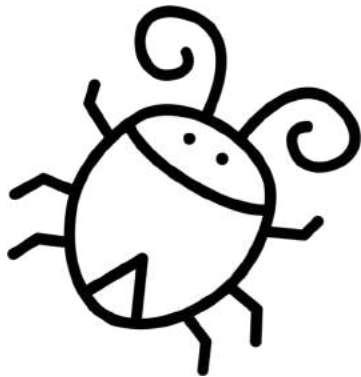
Cut and paste the CVC words to match each picture.



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j	u	g	r	u	g
b	u	g	h	u	g

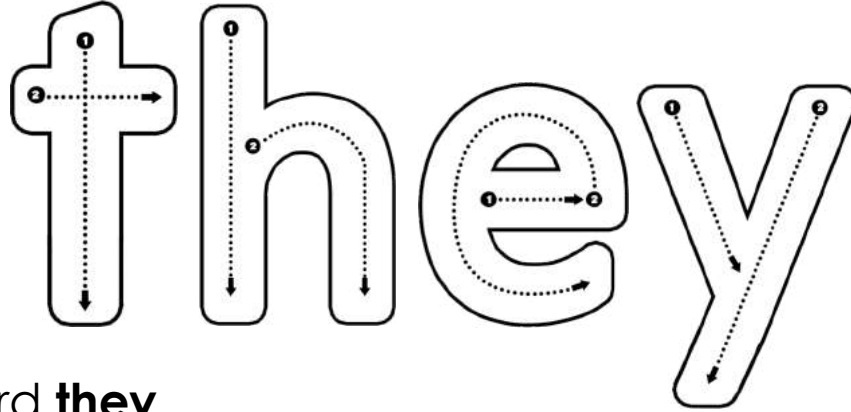
Name: \_\_\_\_\_



they

# Sight Word Practice: they

Trace the letters with your finger. Trace the letters with a pencil.



Color the word **they**.

<b>this</b>	<b>must</b>	<b>they</b>	<b>they</b>
<b>they</b>	<b>under</b>	<b>they</b>	<b>who</b>
<b>too</b>	<b>they</b>	<b>what</b>	<b>they</b>

Cut and paste the word **they**.

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Name: \_\_\_\_\_

I can Read it 3 times!



**-ug**

# Phonics Reading Comprehension

Directions: Read the passage and answer the questions.



## The Bug's New Home



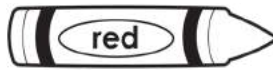
Who dug this hole? The bug dug the hole.

"This is a good home for a me," says the bug.

The bug puts down his rug. He gives it a tug. He lugs in his jug. He sets out his his mug.

"This home is so snug," says the bug. The bug hugs his toy pug. It is a good home for a bug.

1. Who likes the hole?



2. What does the bug put in his home?



3. What does the bug give his toy pug?

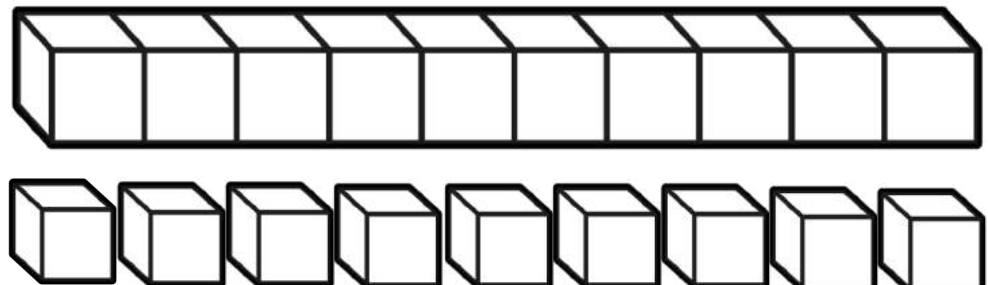


\_\_\_\_\_  
-----  
Name: \_\_\_\_\_

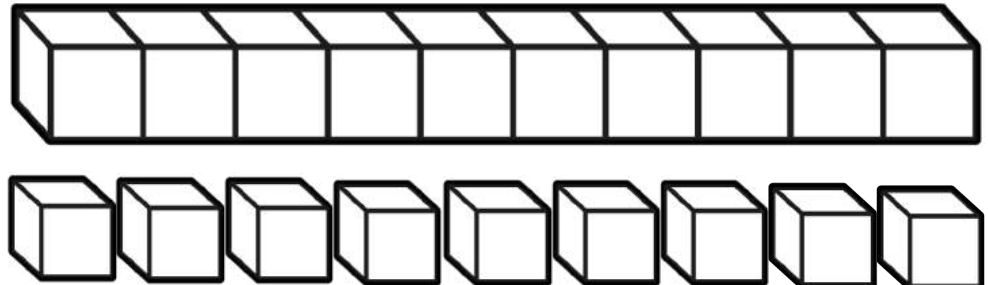
# Place Value: Composing Numbers

Directions: Color the base ten blocks to show each number.

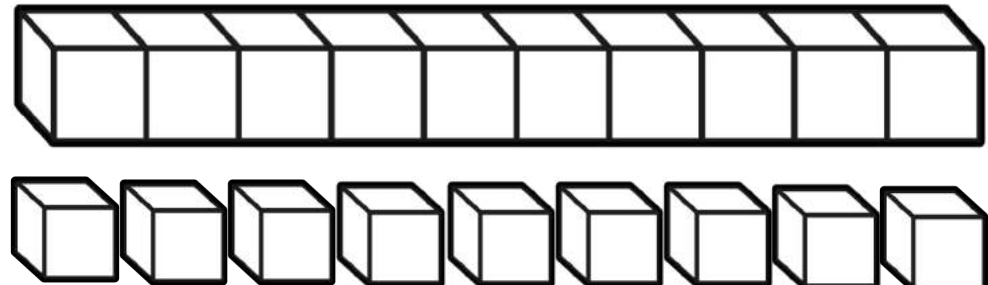
16



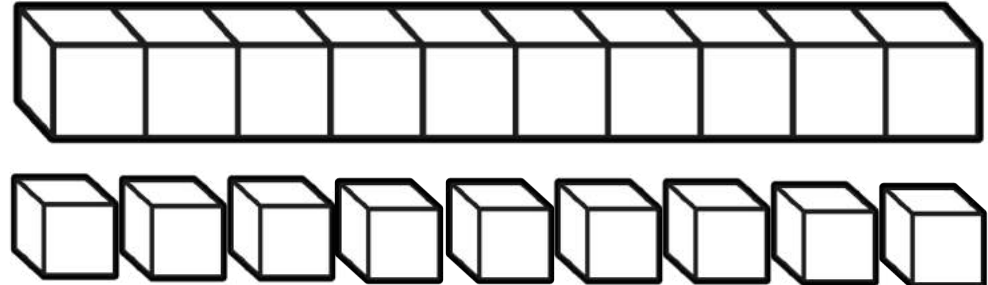
18



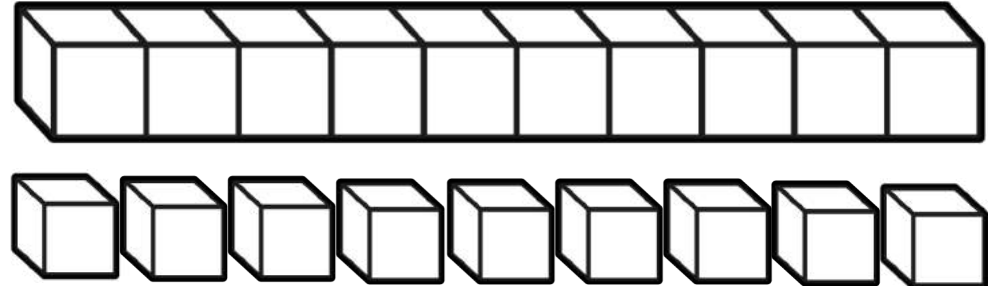
15



19



17



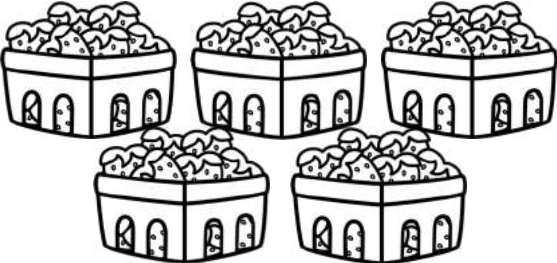

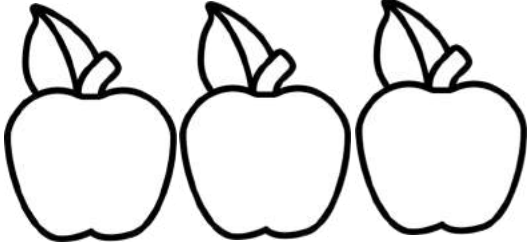
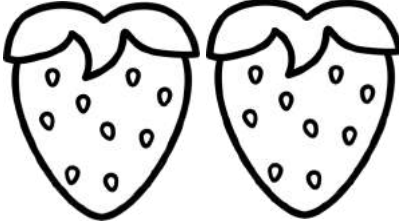

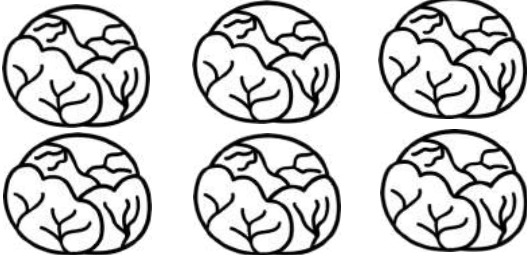

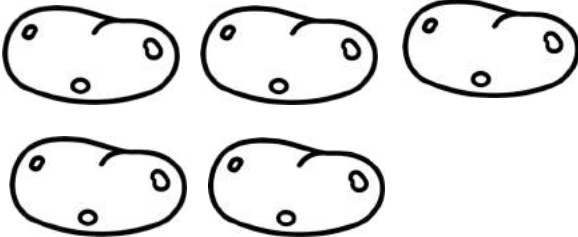




Name: \_\_\_\_\_

# Addition: Count and Add Set 1

Directions: Add the number of items in each row.  
Color the number that matches the total.



1		+		<table border="1"><tr><td>3</td></tr><tr><td>4</td></tr><tr><td>7</td></tr></table>	3	4	7
3							
4							
7							
2		+		<table border="1"><tr><td>4</td></tr><tr><td>8</td></tr><tr><td>7</td></tr></table>	4	8	7
4							
8							
7							
3		+		<table border="1"><tr><td>5</td></tr><tr><td>3</td></tr><tr><td>6</td></tr></table>	5	3	6
5							
3							
6							
4		+		<table border="1"><tr><td>10</td></tr><tr><td>8</td></tr><tr><td>7</td></tr></table>	10	8	7
10							
8							
7							
5		+		<table border="1"><tr><td>9</td></tr><tr><td>5</td></tr><tr><td>10</td></tr></table>	9	5	10
9							
5							
10							
6		+		<table border="1"><tr><td>7</td></tr><tr><td>8</td></tr><tr><td>9</td></tr></table>	7	8	9
7							
8							
9							

Name: \_\_\_\_\_

# Missing Letters Set 1

Directions: Fill in the missing letter for each picture.  
Write the word on the lines.



s a



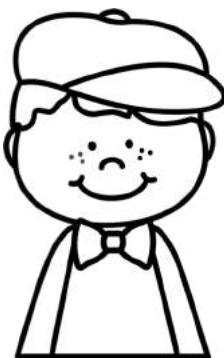
b  d



a d



d a



a d



p  d

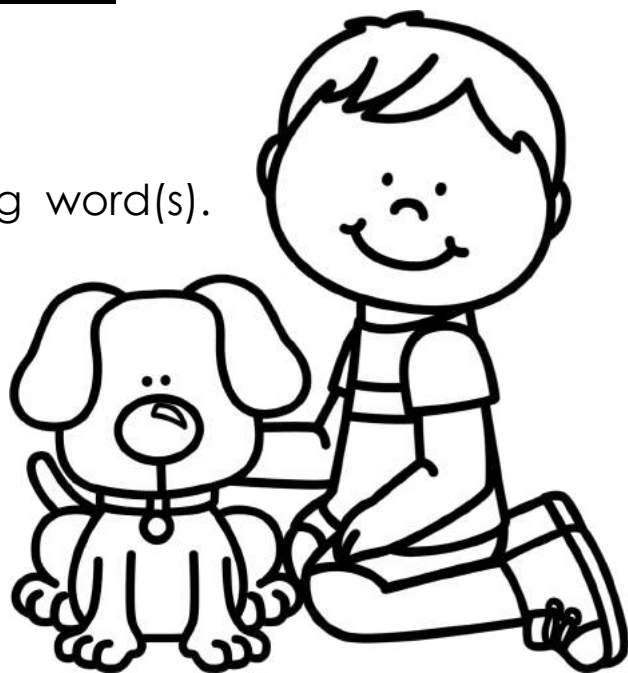
Name: \_\_\_\_\_

# My Dog

Complete each sentence with the missing word(s).

This is my dog.

My dog is brown.



1. \_\_\_\_\_  
 is my dog.

2. This is \_\_\_\_\_  
 dog.

3. This is my \_\_\_\_\_.

4. My dog is \_\_\_\_\_.

5. \_\_\_\_\_  
 dog is brown.

6. This \_\_\_\_\_  
 \_\_\_\_\_.

7. \_\_\_\_\_  
 dog \_\_\_\_\_.

Name: \_\_\_\_\_

I can Read it 3 times!



**-ad**

# Phonics Reading Comprehension

Directions: Read the passage and answer the questions.



## A Bad Cold

Ben was a nice lad. One day, his dad had a bad cold.

“Don’t be sad, Dad.” Ben said. “I will help you.”

He got out a hot pad and gave it to his dad. His dad had a nap. Soon his dad got up. His dad felt a tad better. Ben gave his dad a hug. Ben was such a good lad!

1. What did Ben's dad have?



2. What did Ben give his dad?



3. How did Ben's dad feel after his nap?



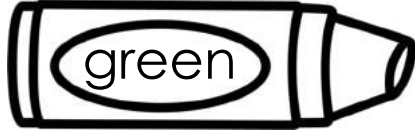
Name: \_\_\_\_\_

# Color by the Code Set I

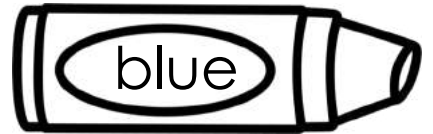
Directions: Use the color code to color the clocks.



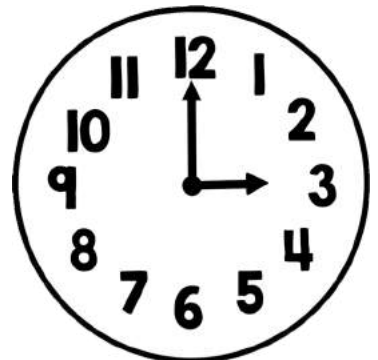
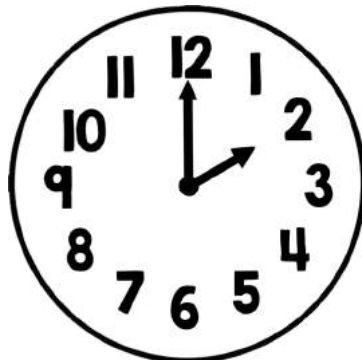
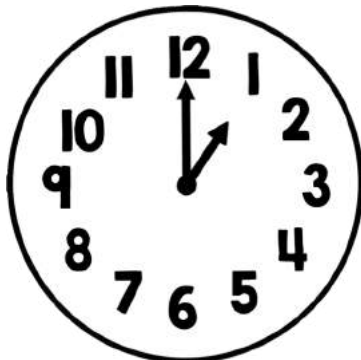
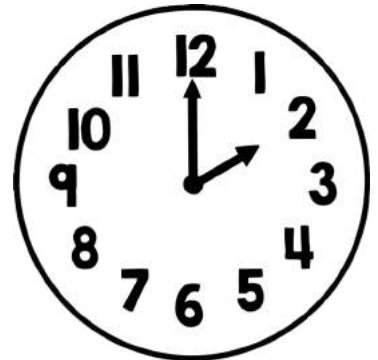
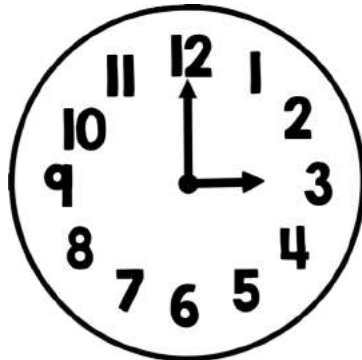
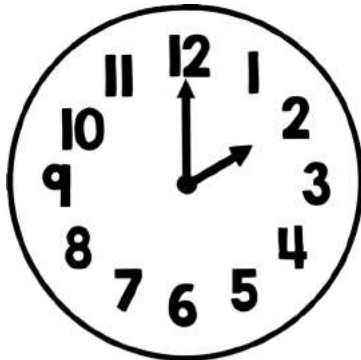
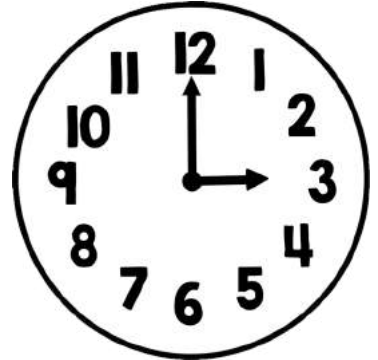
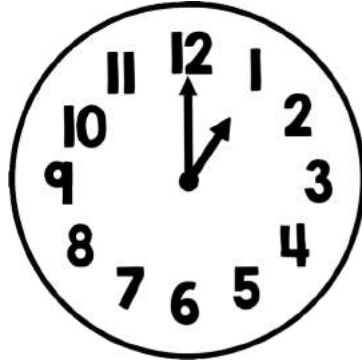
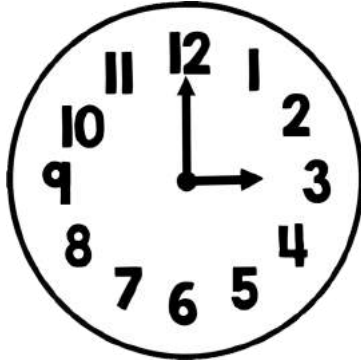
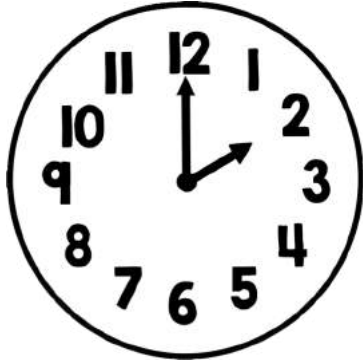
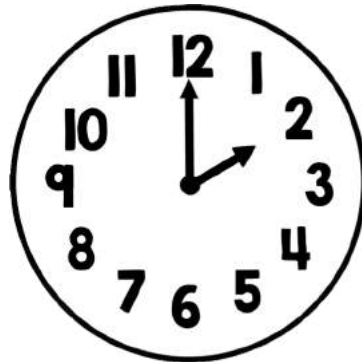
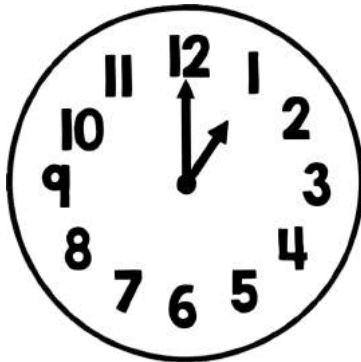
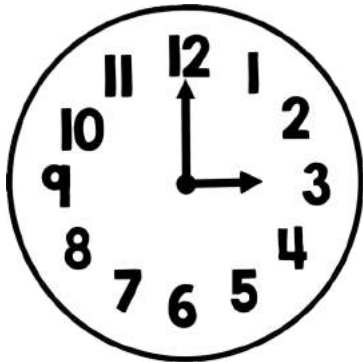
1:00



2:00



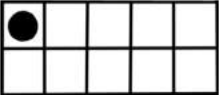
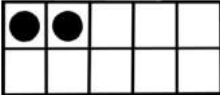
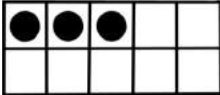
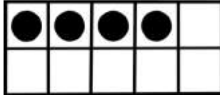
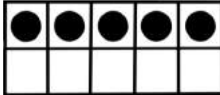
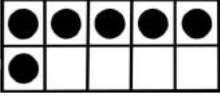
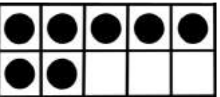
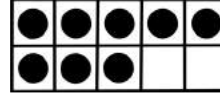
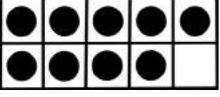
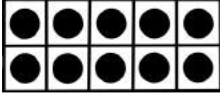
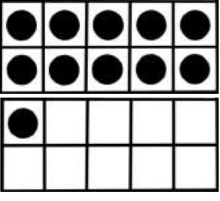
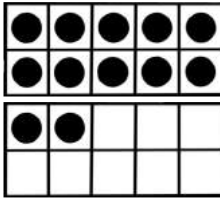
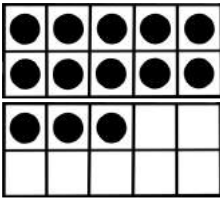
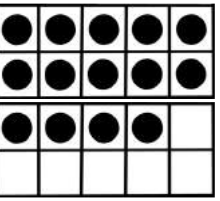
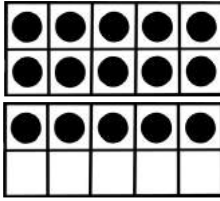
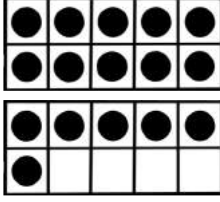
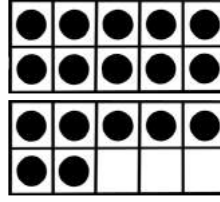
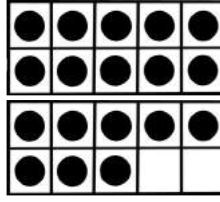
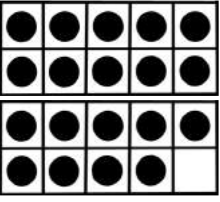
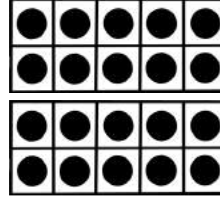
3:00



Name: \_\_\_\_\_

# Ten Frames: Count to 20!

Directions: Use the ten frames to help you count from 1-20.  
Write the number on the lines.

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



Name: \_\_\_\_\_

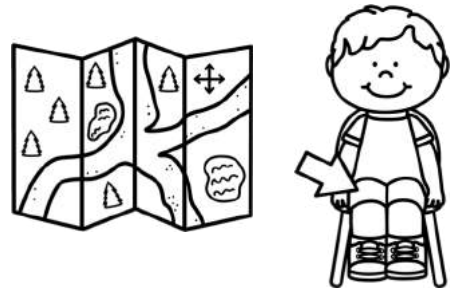
# Fluency Practice Set I

Read the sentence. Color the picture to match.

It is a cap.



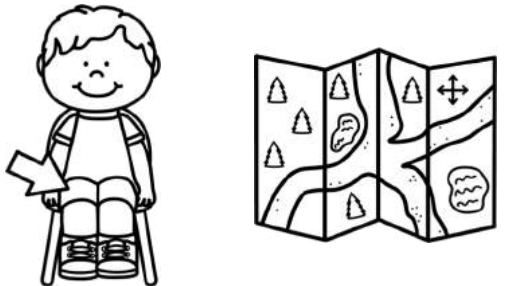
It is a map.



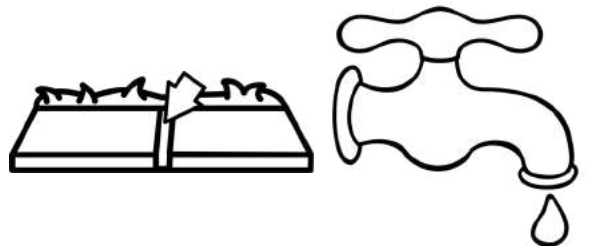
It is a gap.



It is a lap.



It is a tap.



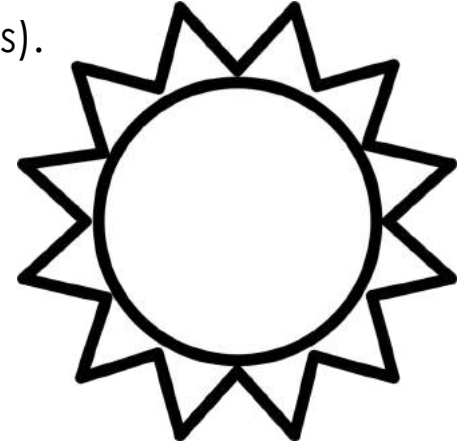
Name: \_\_\_\_\_

# The Sun

Complete each sentence with the missing word(s).

I can see the sun.

The sun is big and yellow.



1. \_\_\_\_\_ can see the sun.

2. I can \_\_\_\_\_ the sun.

3. I can see \_\_\_\_\_.

4. The sun is \_\_\_\_\_ and \_\_\_\_\_.

5. \_\_\_\_\_ sun is big and yellow.

6. I can \_\_\_\_\_.

7. The sun is \_\_\_\_\_.

Name: \_\_\_\_\_

**-un**  
Family

# I Can Read Simple Stories!

Directions: Read the story. Highlight the -un family words.  
Answer the questions. Write the correct word on the line.



## Pam Has Fun

Pam wants to have fun.

She went for a run.

She likes to run in the hot sun.

After her run, Pam ate a bun.

Pam had a fun day.

1. Pam wanted to  
have \_\_\_\_\_.

pun    sun    fun

2. What did she go  
do? \_\_\_\_\_.

run    pun    nun

3. She likes to run in the  
hot \_\_\_\_\_.

sun    bun    fun

4. After her run, she ate  
a \_\_\_\_\_.

bun    nun    pun

Name: \_\_\_\_\_

# Greater Than, Equal to, or Less Than?

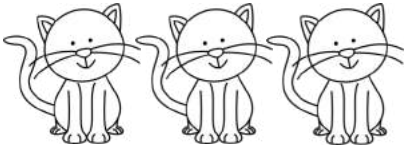
Directions: Color the balloon that makes the number sentence true.

1 3 > 1 3 = 1 3 < 1	2 7 > 9 7 = 9 7 < 9	3 2 > 2 2 = 2 2 < 2	4 5 > 4 5 = 4 5 < 4
5 10 > 6 10 = 6 10 < 6	6 8 > 3 8 = 3 8 < 3	7 4 > 7 4 = 7 4 < 7	8 1 > 9 1 = 9 1 < 9
9 2 > 5 2 = 5 2 < 5	10 6 > 10 6 = 10 6 < 10	11 9 > 8 9 = 8 9 < 8	12 3 > 2 3 = 2 3 < 2

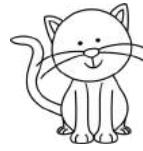
Name: \_\_\_\_\_

# Addition Up to 10

Directions: Count each set. Write how many. Cut and paste the sum.



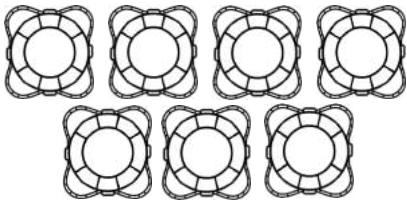
+



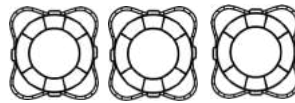
=

\_\_\_\_\_

\_\_\_\_\_



+



=

\_\_\_\_\_

\_\_\_\_\_



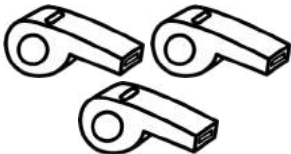
+



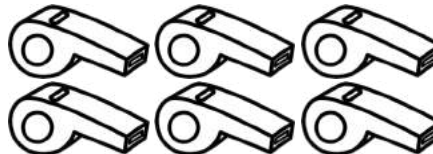
=

\_\_\_\_\_

\_\_\_\_\_



+



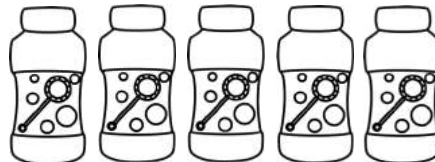
=

\_\_\_\_\_

\_\_\_\_\_



+



=

\_\_\_\_\_

\_\_\_\_\_

2

9

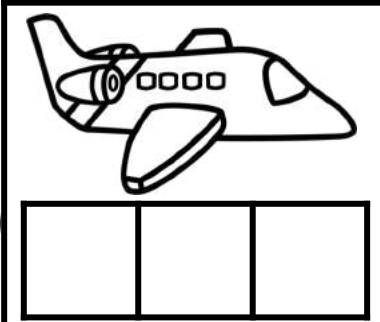
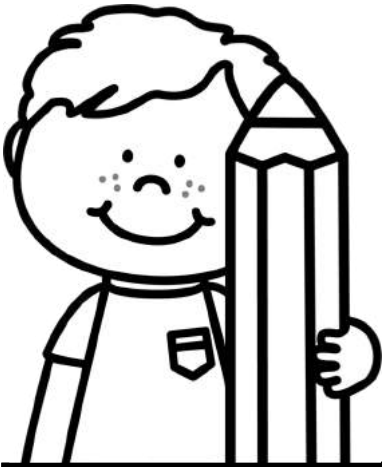
4

10

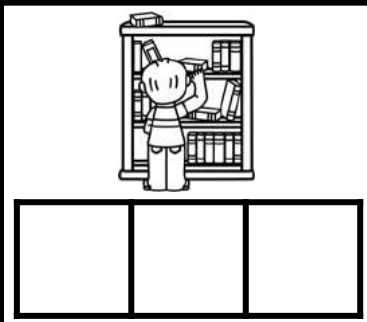
6

Name: \_\_\_\_\_

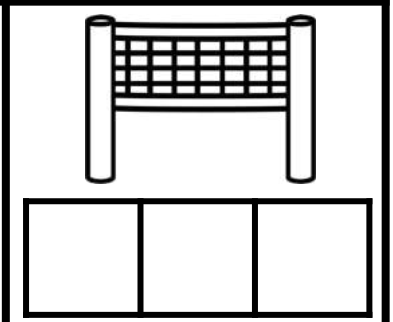
# CVC Word Search



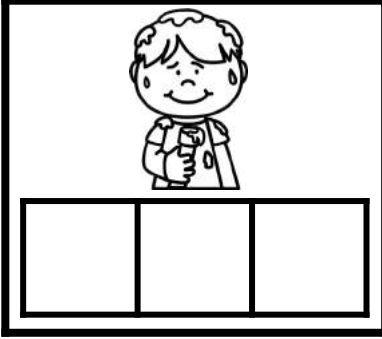
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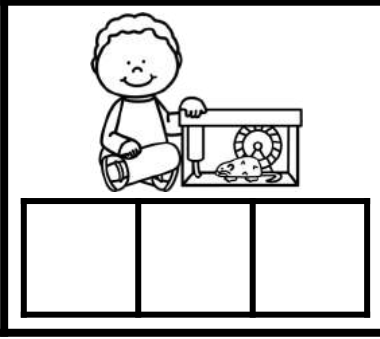
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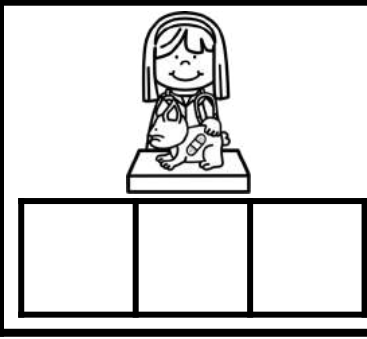
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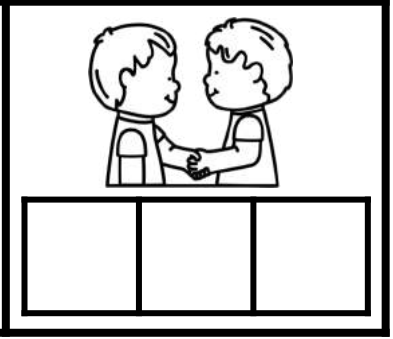
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## Word Bank

- get
- vet
- wet
- jet
- pet
- net
- met

n	a	v	e	t	n
n	e	t	g	i	g
f	e	n	e	d	w
m	b	i	t	n	e
e	p	e	t	d	t
t	f	b	j	e	t

Name: \_\_\_\_\_

# My Pet

Complete each sentence with the missing word(s).

This is my pet.

My pet went to the vet.



1. \_\_\_\_\_ is my pet.

2. This is \_\_\_\_\_ pet.

3. This is my \_\_\_\_\_.

4. My pet \_\_\_\_\_ the vet.

5. \_\_\_\_\_ pet went to the vet.

6. This \_\_\_\_\_.

7. \_\_\_\_\_ pet \_\_\_\_\_ to \_\_\_\_\_ vet.

Name: \_\_\_\_\_

I can Read it 3 times!



# Phonics Reading Comprehension

Directions: Read the passage and answer the questions.



## A Pet for Jet

Jet sees a stray dog. The dog is all wet. "Let me pet you," says Jet. The dog will not let Jet pet it. Jet gets a net. "I will get that dog yet!" Jet gets the dog in the net. Jet takes the dog to the vet. "Can I keep it as my pet?"

The vet sets the dog on the table. The vet looks at the dog. "Okay, Jet. You can have it as your pet. You must take good care of this pet."

Jet says, "You bet!"

1. Who sees the stray dog? 

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. What does Jet use to get the stray dog? 

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

3. Where does Jet take the dog? 

\_\_\_\_\_

-----

\_\_\_\_\_

-----

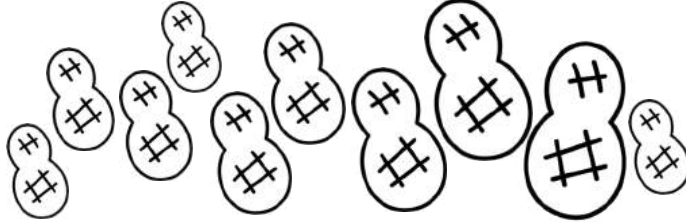
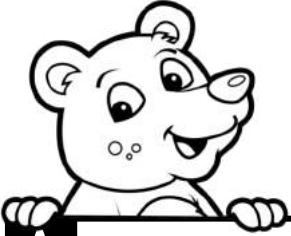
\_\_\_\_\_

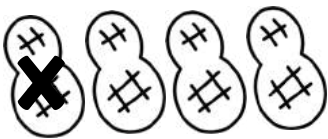
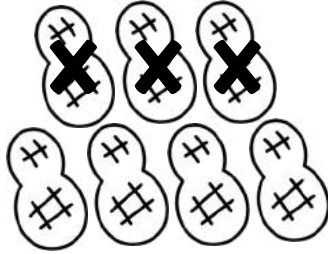
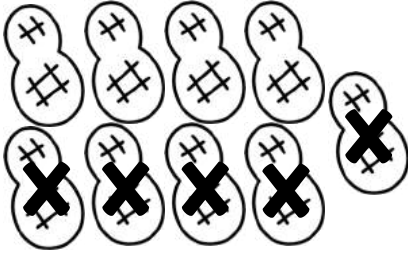
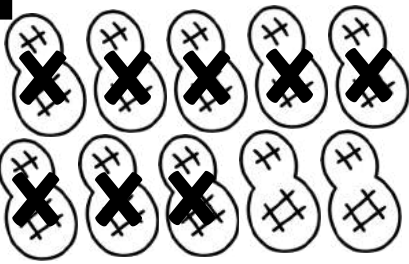
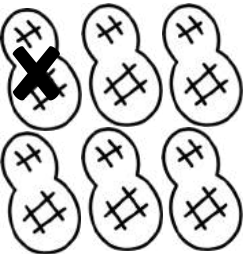
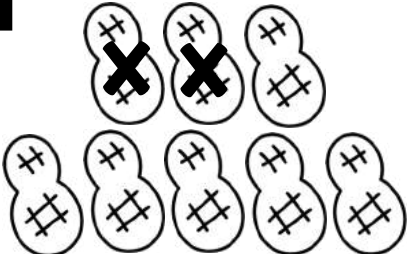


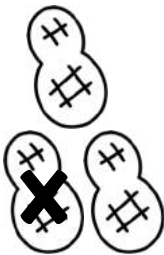


Name: \_\_\_\_\_

## Subtraction to 10

Directions: Look at the pictures.  
Write a number sentence that matches.



<p><b>A.</b></p>  <input type="text"/> - <input type="text"/> = <input type="text"/>	<p><b>B.</b></p>  <input type="text"/> - <input type="text"/> = <input type="text"/>	<p><b>C.</b></p>  <input type="text"/> - <input type="text"/> = <input type="text"/>
<p><b>D.</b></p>  <input type="text"/> - <input type="text"/> = <input type="text"/>	<p><b>E.</b></p>  <input type="text"/> - <input type="text"/> = <input type="text"/>	<p><b>F.</b></p>  <input type="text"/> - <input type="text"/> = <input type="text"/>
<p><b>G.</b></p>  <input type="text"/> - <input type="text"/> = <input type="text"/>	<p><b>H.</b></p>  <input type="text"/> - <input type="text"/> = <input type="text"/>	<p><b>I.</b></p>  <input type="text"/> - <input type="text"/> = <input type="text"/>

Name: \_\_\_\_\_

# Fire Safety: Sort, Classify and Count

Directions: Cut and paste to the correct column.

Safe

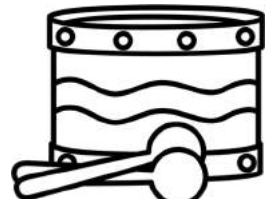
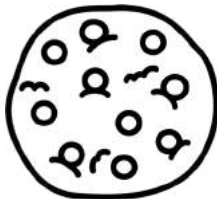
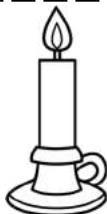
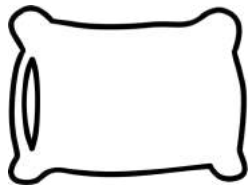


Not Safe



How many things are **SAFE** to touch?

How many things are **NOT** safe to touch?



# Spin, Read, and Cover!

hut

nut

cut

hut

cut

hut

nut

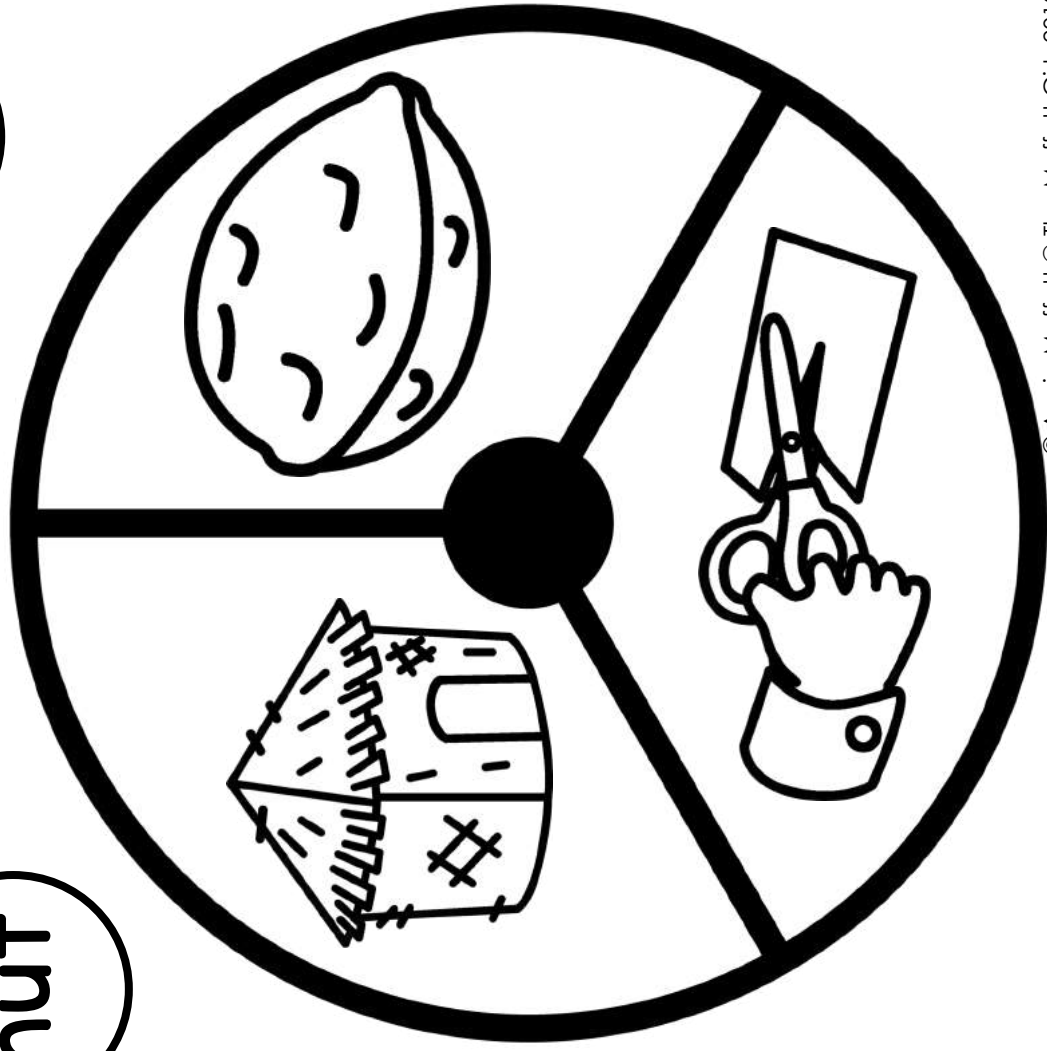
cut

hut

cut

nut

nut



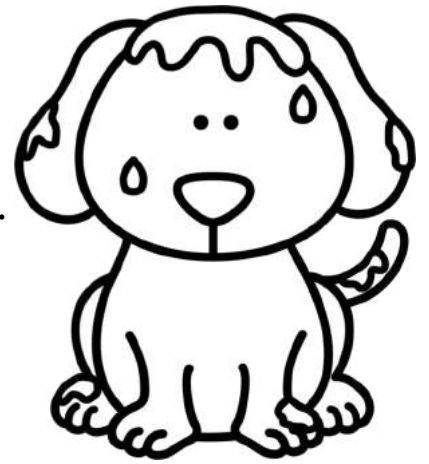
Name: \_\_\_\_\_

# The Wet Dog

Complete each sentence with the missing word(s).

Look at that dog!

That dog is wet.



1. \_\_\_\_\_  
 -----  
 \_\_\_\_\_ at that dog!

2. Look at \_\_\_\_\_  
 -----  
 \_\_\_\_\_ dog!

3. Look at that \_\_\_\_\_  
 -----  
 \_\_\_\_\_!

4. That dog is \_\_\_\_\_  
 -----  
 \_\_\_\_\_.

5. \_\_\_\_\_  
 -----  
 \_\_\_\_\_ dog is wet.

6. That \_\_\_\_\_  
 -----  
 \_\_\_\_\_.

7. \_\_\_\_\_  
 -----  
 \_\_\_\_\_ dog \_\_\_\_\_  
 -----  
 \_\_\_\_\_.

Name: \_\_\_\_\_

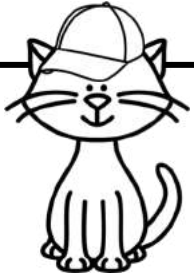
I can Read it 3 times!



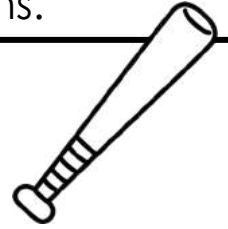
**-at**

# Phonics Reading Comprehension

Directions: Read the passage and answer the questions.



## Baseball Cat



Here comes Pat. Pat is a baseball cat.

It is his turn at bat. Pat tugs on his hat. He taps his bat.

Now Pat can bat. Here comes the baseball. Hit it, Pat!

Pat swings his bat. *Splat!* What was that? That was not a baseball. Pat hit an apple! You played a trick on Pat!

1. Who is Pat?



\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. What does Pat do before he bats?



\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

3. List 3 -at words from the passage.



\_\_\_\_\_

-----

\_\_\_\_\_

-----

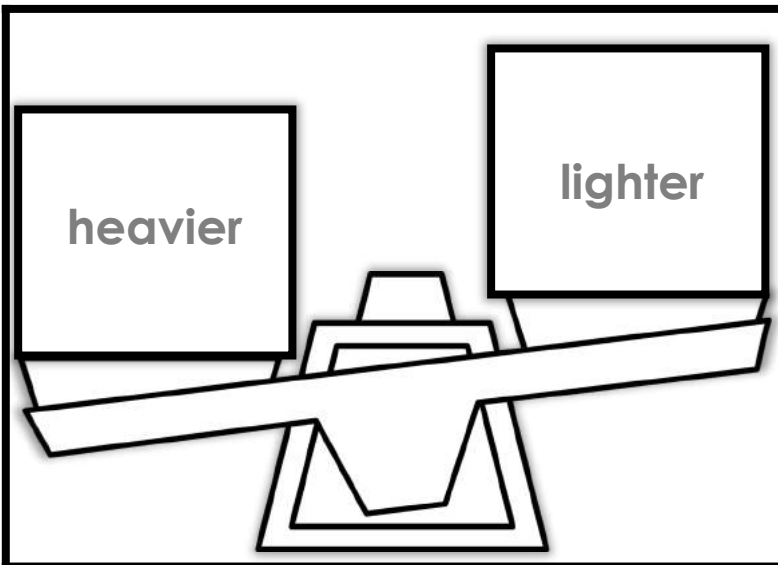
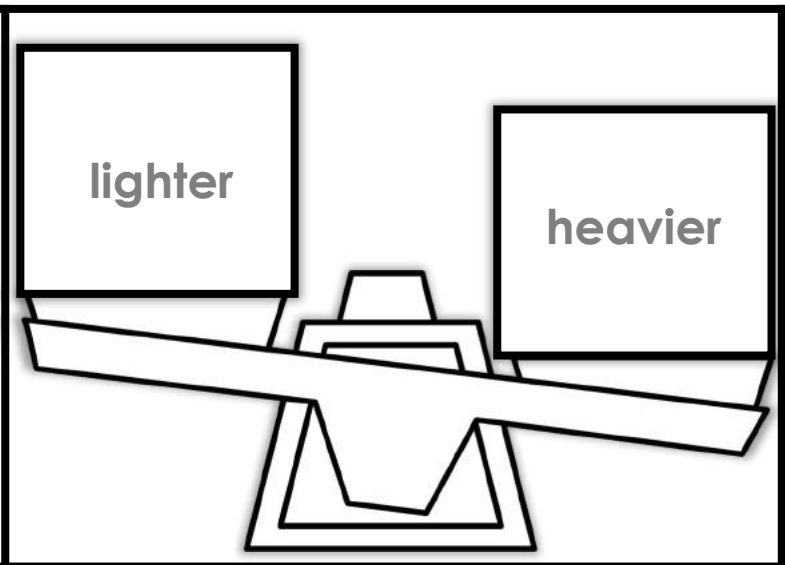
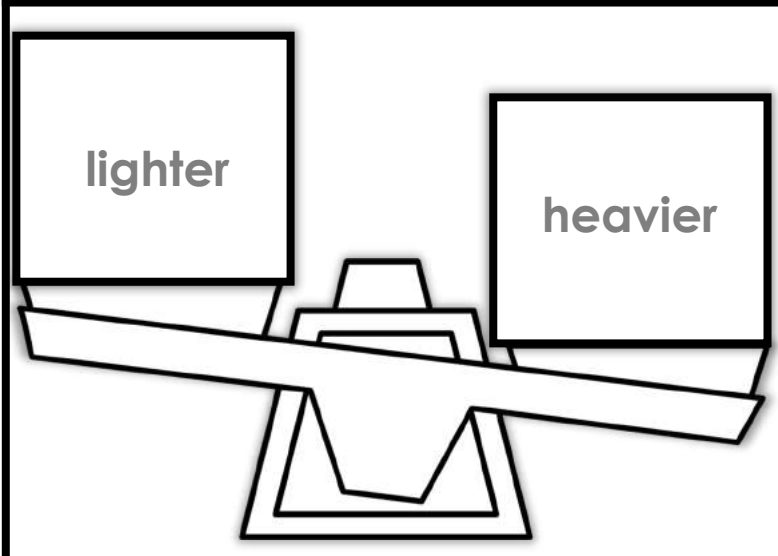
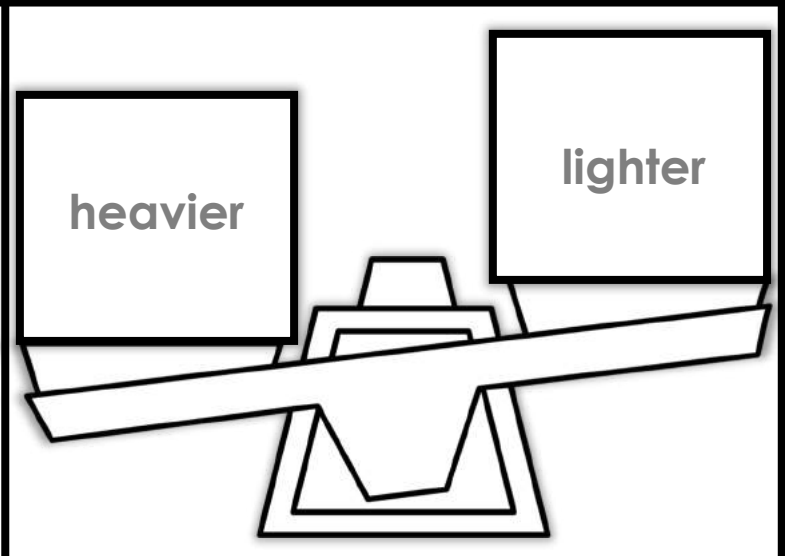
\_\_\_\_\_

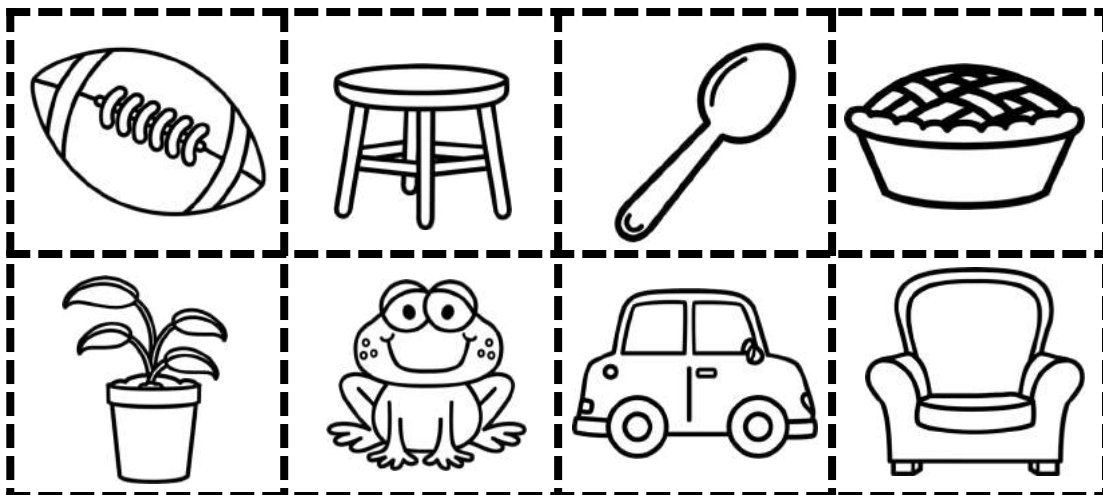
Name: \_\_\_\_\_

# Measurement: Weights

## Heavier and Lighter Set I

Directions: Cut out the objects. Compare two pictures.  
Cut and paste to the scales.

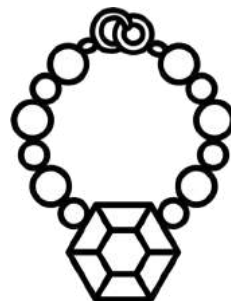
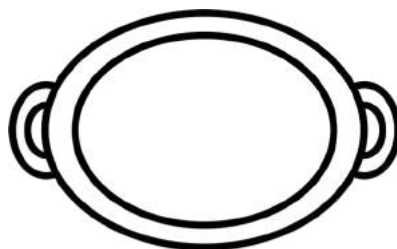
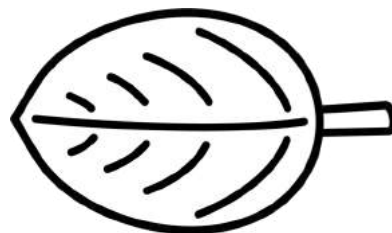
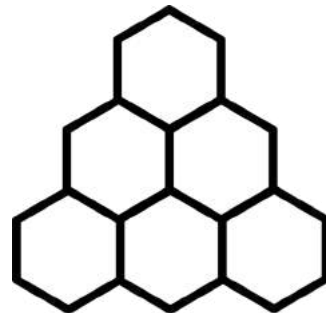
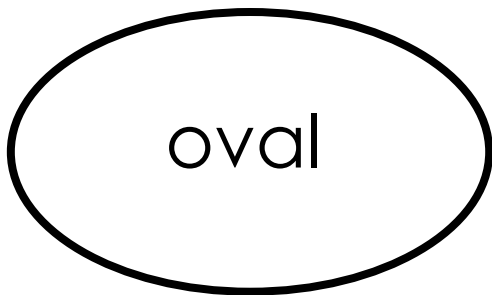
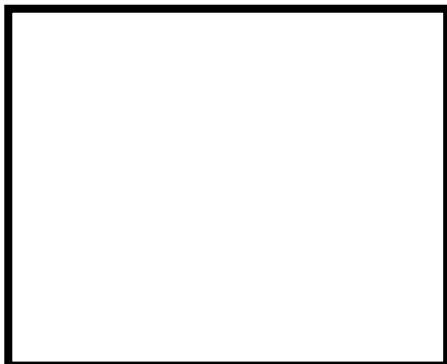
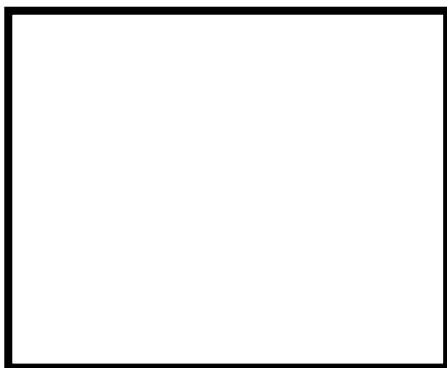
	
	



Name: \_\_\_\_\_

# Sorting Shapes: Hexagons and Ovals

Directions: Cut and paste to the right box.



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Name \_\_\_\_\_

-et family

# Spin and Write

Directions: Read the sentences. Color the spinner pictures to match. Use a paperclip spinner to spin a word.

Write the word below.

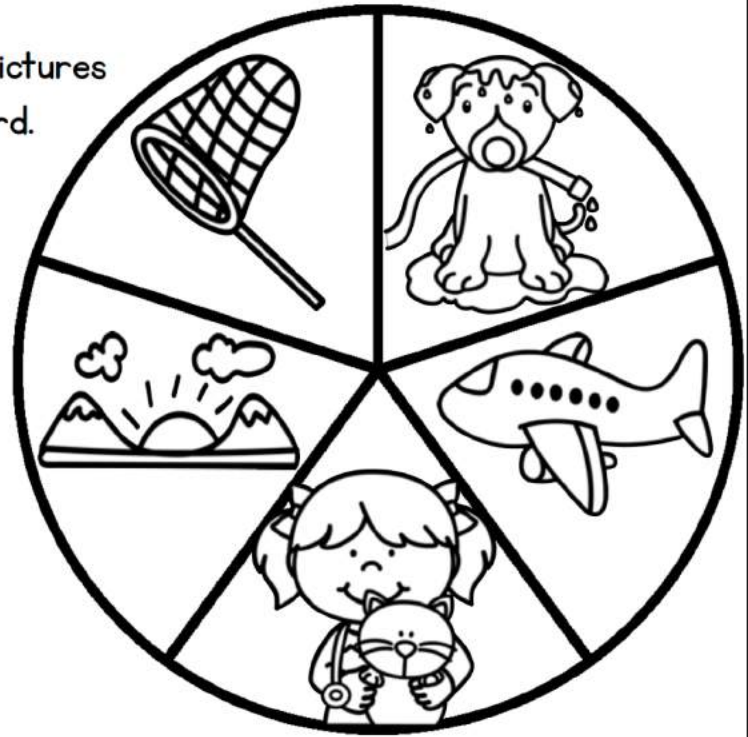
☆ The dog was very wet.

☆ It was not a big jet.

☆ I can get it with a net.

☆ The sun started to set.

☆ She was a good vet.




**vet**

**wet**

**jet**

**set**

**net**



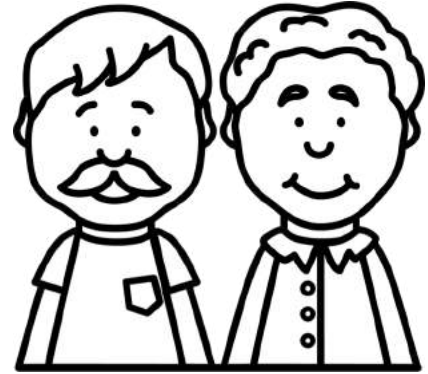
Name: \_\_\_\_\_

# Two Men

Complete each sentence with the missing word(s).

There were two men.

They went on a run.



1. \_\_\_\_\_ were two men.

2. There were \_\_\_\_\_ men.

3. There were two \_\_\_\_\_.

4. There \_\_\_\_\_ two men.

5. \_\_\_\_\_ went on a run.

6. They \_\_\_\_\_ on a \_\_\_\_\_.

7. \_\_\_\_\_ went \_\_\_\_\_ a \_\_\_\_\_.

Name: \_\_\_\_\_

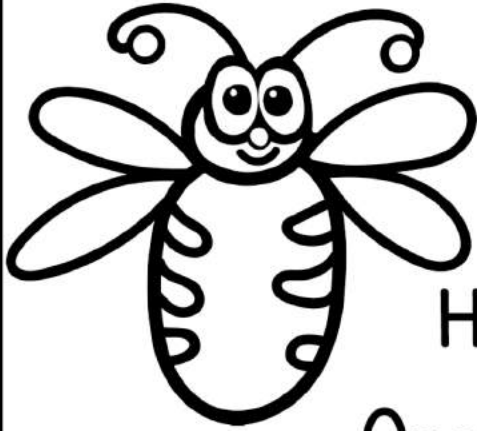
**-ug**  
Family

# I Can Read Simple Stories!

Directions: Read the story. Highlight the -ug family words.

Answer the questions. Write the correct word on the line.

## The Bug



Tim has a funny bug.

The bug likes to hug Tim.

He also likes to sleep in a mug.

One day, the bug got stuck in a jug.

Tim dug the bug out of the jug.

1. Tim has a funny

\_\_\_\_\_.

jug

rug

bug

2. The bug likes to

\_\_\_\_\_.

hug

lug

tug

3. He likes to sleep in

\_\_\_\_\_.

a  
jug

a  
rug

a  
mug

4. Tim dug the bug out  
of the \_\_\_\_\_.

mug

jug

rug

Name: \_\_\_\_\_

# I Can Count from 11-20

Directions: Cut and paste the numbers  
in order from 11-20.




Week 3: Day 5

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14

17

11

19

16

12

20

15

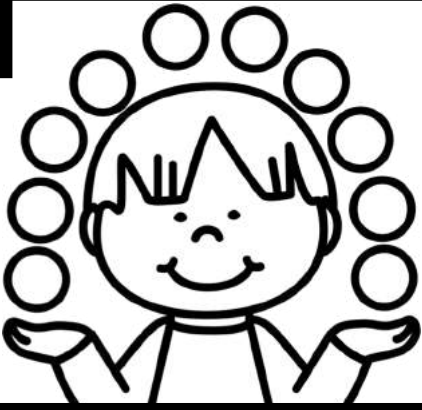
18

13

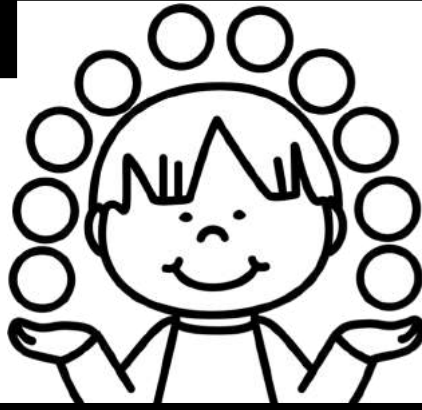
Name: \_\_\_\_\_

# Subtract from 10

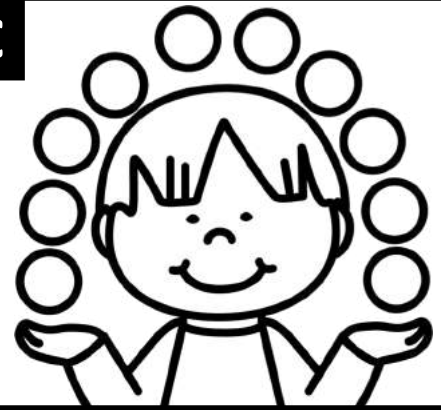
Directions: Write the difference. Cross out the juggling balls to help.

**A**

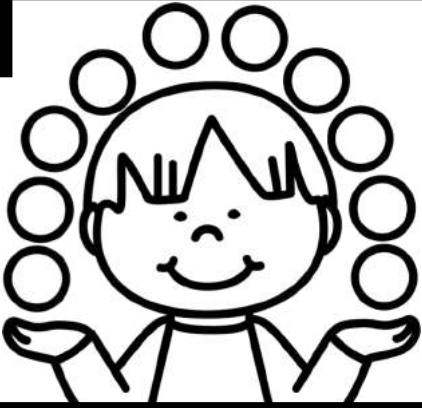
$$10 - 4 =$$

**B**

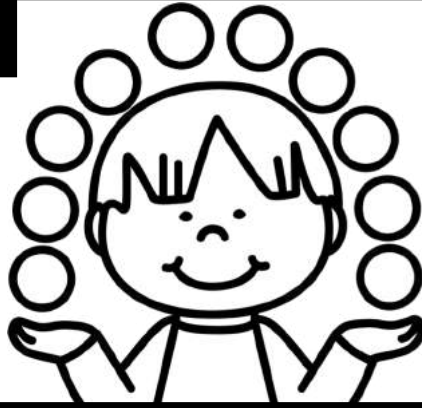
$$10 - 8 =$$

**C**

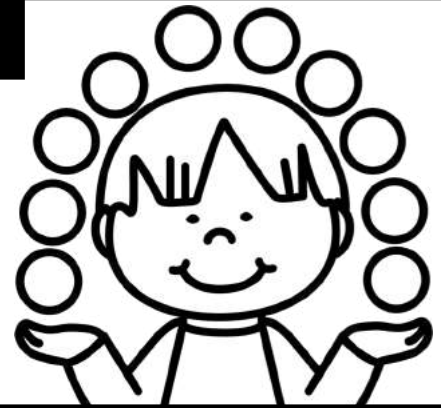
$$10 - 1 =$$

**D**

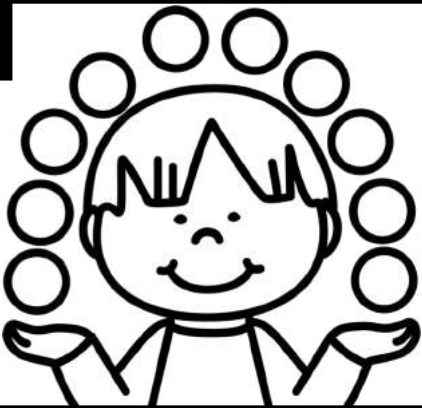
$$10 - 3 =$$

**E**

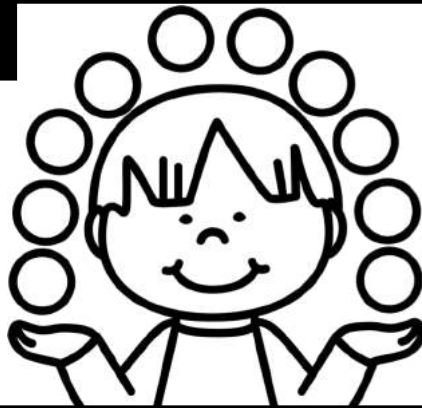
$$10 - 2 =$$

**F**

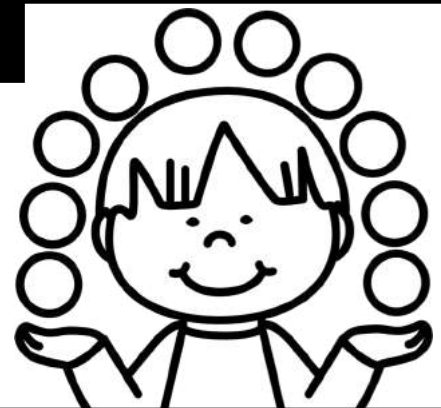
$$10 - 5 =$$

**G**

$$10 - 9 =$$

**H**

$$10 - 6 =$$

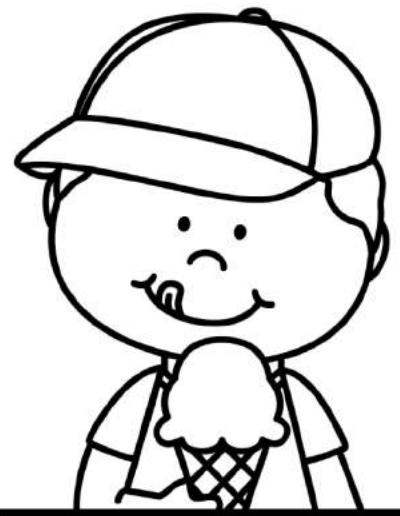
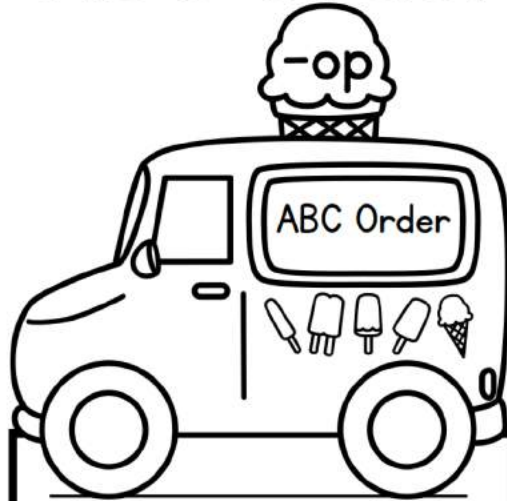
**I**

$$10 - 7 =$$

Name: \_\_\_\_\_

**-op family**

# CVC Scoops: ABC Order



Directions: Cut and paste the scoops in ABC order. Write the words in ABC order on the lines.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_






5. \_\_\_\_\_

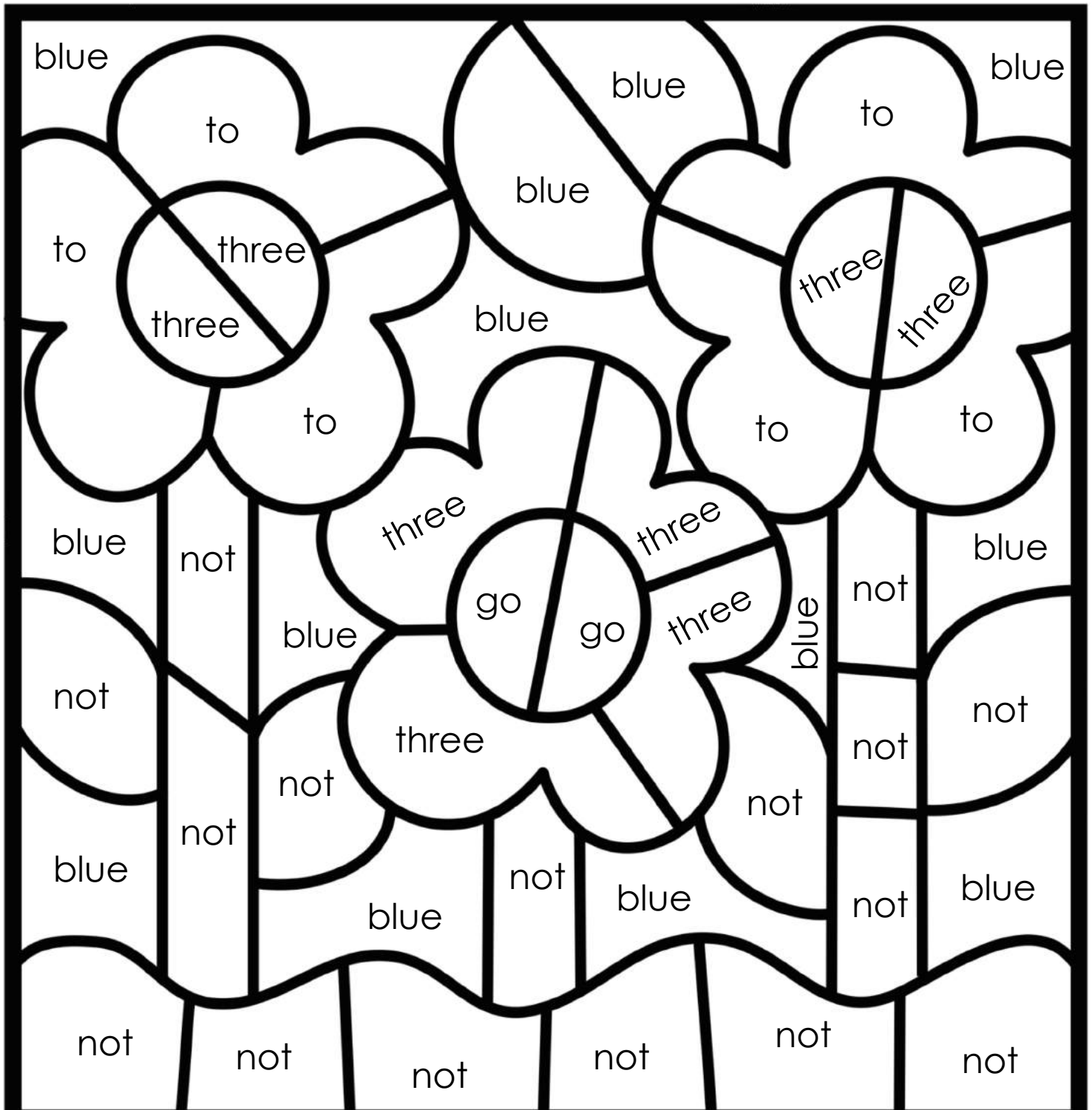
6. \_\_\_\_\_



Name: \_\_\_\_\_

# Color by Sight Word

<b>Color Key:</b>	not = 	to = 
three = 	go = 	blue = 



Name \_\_\_\_\_

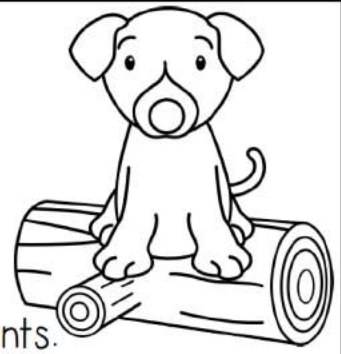
I Can Read it  
3 times:



# Read and Sequence: Who is on the Log?

Directions: Read the story.

Cut and paste the pictures to show the order of events.



## Who is on the Log?

Can you see the big brown log?

The dog can jump on the log.

Can you see the funny hog on the log?

Come and see the red hen on the log!

Oh no! I see one big, big bug on the log!

The End

First,

1

Next,

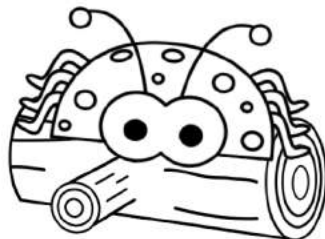
2

Then,

3

Last

4



# Kindergarten Home Learning

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