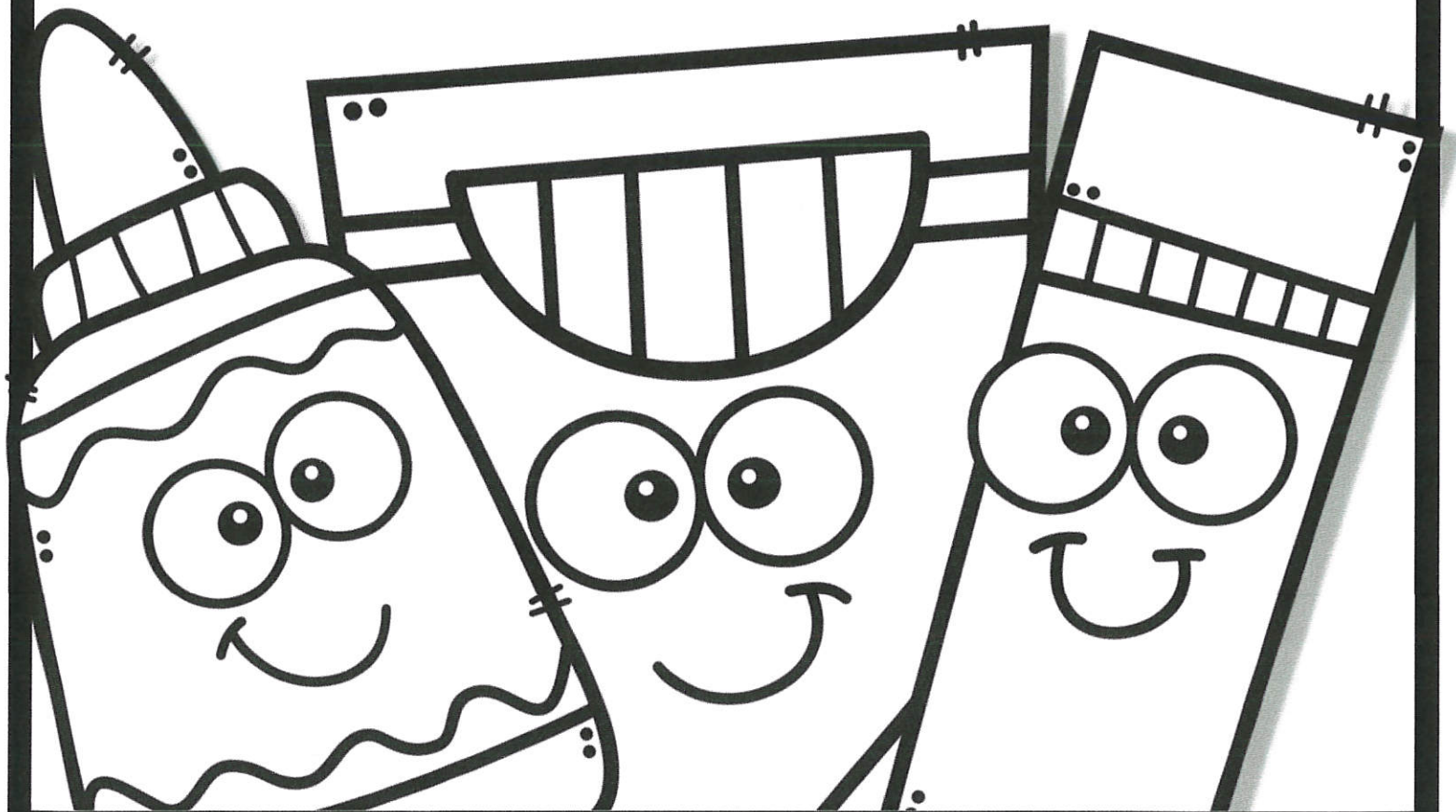


# Week 5

## TAKE HOME FOLDER

### Kindergarten



# Week 5

Complete these pages on the following dates: April 27- May 1

## Daily Practice

Read for 15 minutes with a parent

Practice sight words

Complete one handwriting page per day

Additionally, your student can do their iReady instruction by doing the following:

- Go to [www.hamiltonfl.com](http://www.hamiltonfl.com)
- Scroll down and click on “ClassLink Single Signon”
- Sign in to ClassLink-
  - Username- firstname.lastname
  - Password (Birthday) MMDDYYYY

Here your student can access iReady Reading and Math. The goal is 80% accuracy (correct answers) on all lessons. If your student has questions about the instruction, you may help them!

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

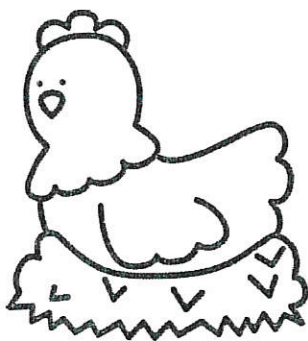
**I can write the -en words.**

Say, trace, write, and color



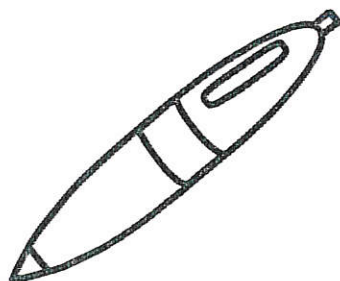
\_\_\_\_\_  
den  
\_\_\_\_\_  
\_\_\_\_\_

den



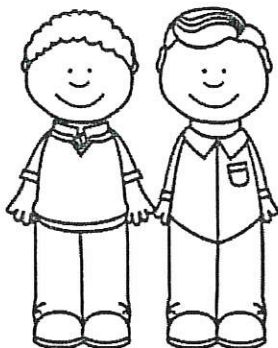
\_\_\_\_\_  
hen  
\_\_\_\_\_  
\_\_\_\_\_

hen



\_\_\_\_\_  
pen  
\_\_\_\_\_  
\_\_\_\_\_

pen



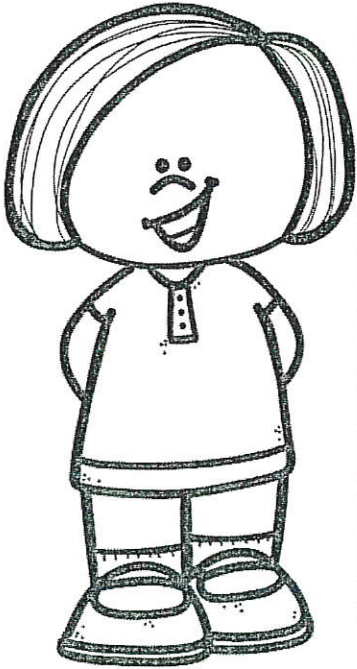
\_\_\_\_\_  
men  
\_\_\_\_\_  
\_\_\_\_\_

men

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

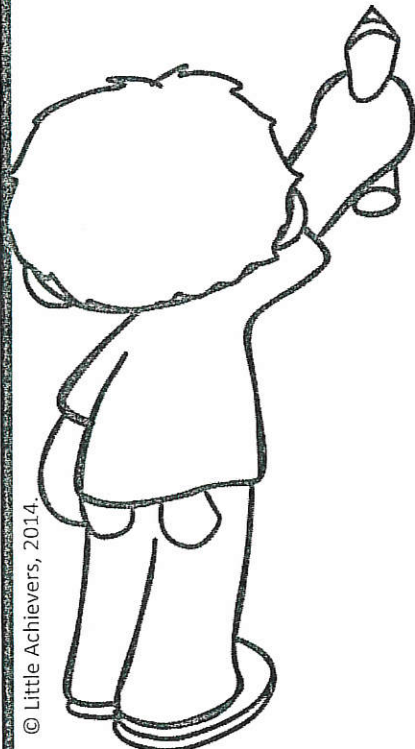
# I can find the -en words.

Say, trace, write, and color



|     |     |     |     |
|-----|-----|-----|-----|
| ten | bed | hen | leg |
| led | men | red | nut |
| med | hut | beg | pen |
| hem | den | win | beg |

Write the words that you found.



1

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5

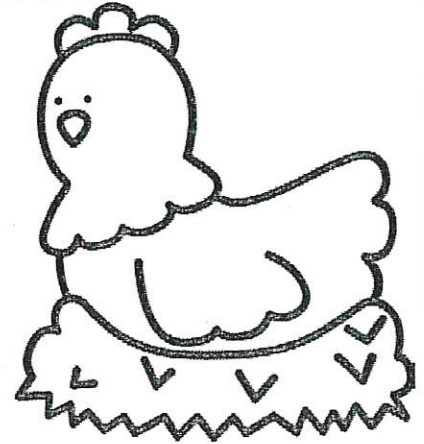
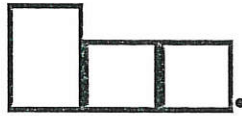
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

I can complete a sentence using an -en word.

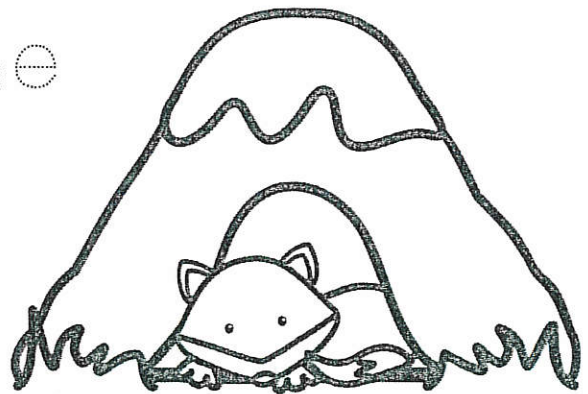
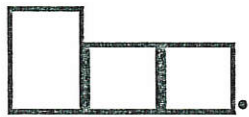
Look at the picture. Complete the sentence.

Here is my



Write the sentence.

The fox is in the

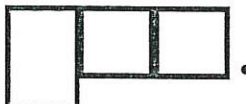


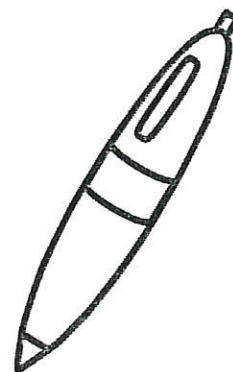
Write the sentence.

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

I can complete a sentence using an -en word.

Look at the picture. Complete the sentence.

I have a blue .

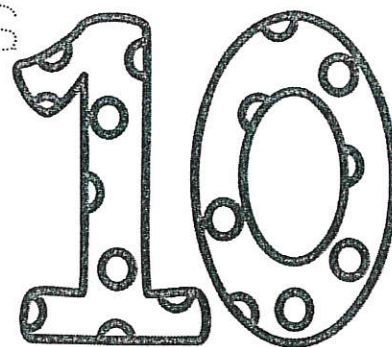


Write the sentence.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did you make dots

on the .



Write the sentence.

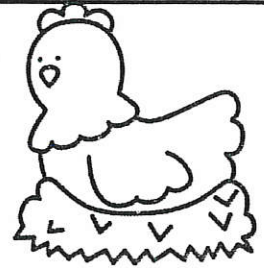
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

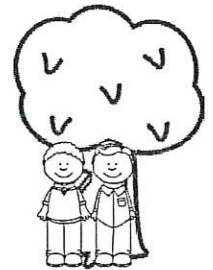
**I can fill the -en words.**

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| men | Ben | pen | hen | ten |
|-----|-----|-----|-----|-----|

The \_\_\_\_\_ is in her nest.



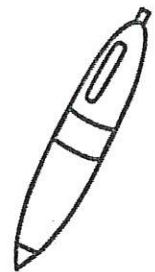
Two \_\_\_\_\_ are under the tree.



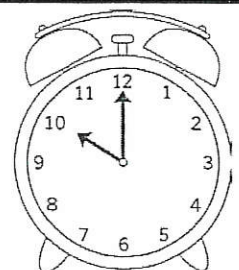
\_\_\_\_\_ likes to play in the mud.



Sam gave me a \_\_\_\_\_.

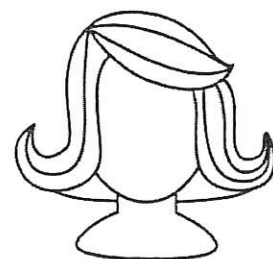


I will go to bed at \_\_\_\_\_.

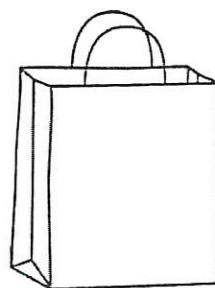


Trace the sentences.  
Then practice reading them to someone. 😊

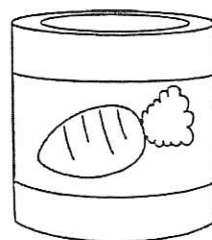
It is a wig.



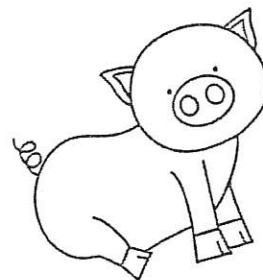
Look at the bag.



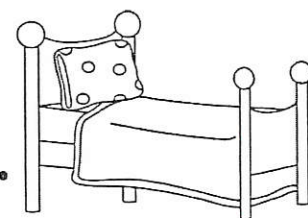
Look at the can.



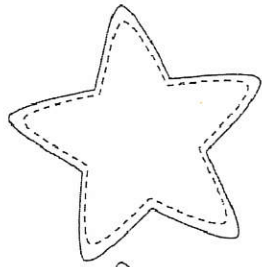
This is my pig.



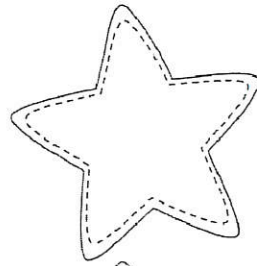
This is my bed.



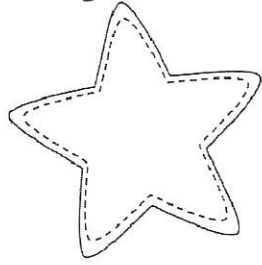
# Super Star CVC Words



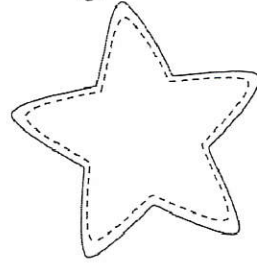
cat



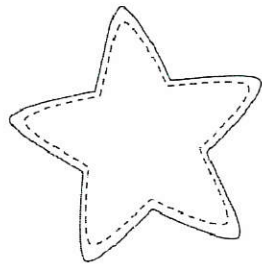
set



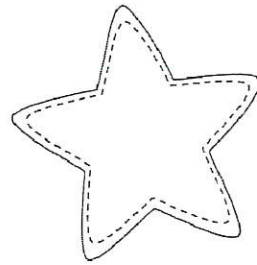
dog



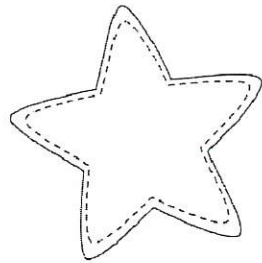
win



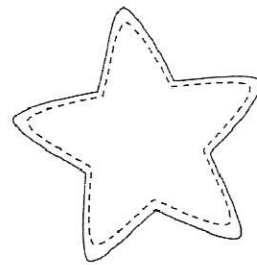
web



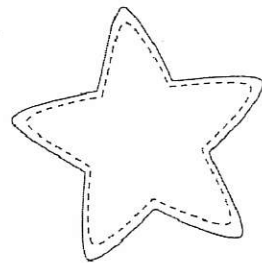
log



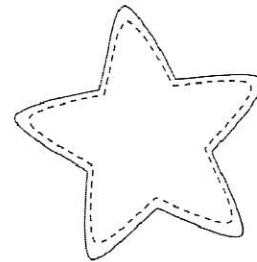
hit



bat



man



ran

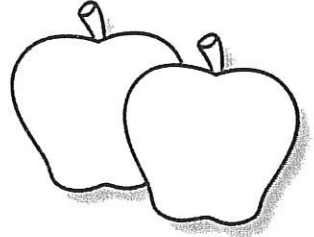
Color each star when you  
read the word.

B

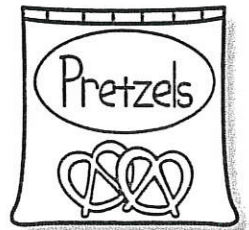
Name \_\_\_\_\_

## At the Picnic

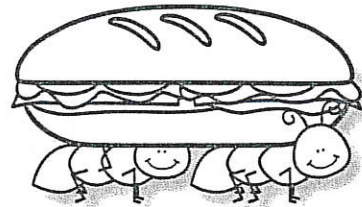
At the picnic, we eat apples.



At the picnic, we eat pretzels.



At the picnic, we eat sandwiches.



We see ants! Oh no!



① What do they eat at the picnic?

grapes      watermelon      apples

② Retell the story. Who did you tell?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# B

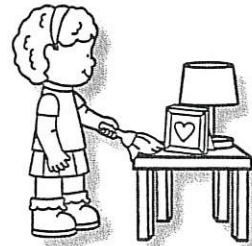
Name \_\_\_\_\_

## Dirty and Clean

The window is dirty. I can clean it.



The table is dirty. I can clean it.



The dish is dirty. I can clean it.



The floor is dirty. I can clean it.



The house is clean!



① What did not get clean?

yard

floor

window

② Retell the story. Who did you tell?

\_\_\_\_\_  
\_\_\_\_\_

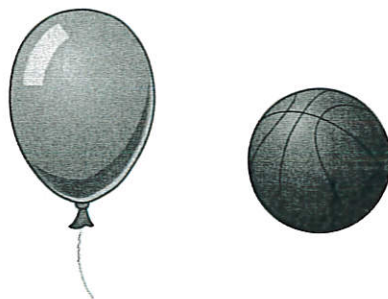
Dear Family,

**This week your child is learning  
to compare objects by weight.**



Comparing two objects by weight involves finding which object is heavier or lighter. Your child will compare the weights of actual objects as well as the weights of objects shown in pictures. To compare weights, it may be helpful to think of a heavier object as harder to lift and a lighter object as easier to lift.

There will be some focus on recognizing that larger objects are not necessarily heavier than smaller objects. For example, even if a balloon is larger than a basketball, the balloon will be lighter than the basketball. This focus emphasizes that weight and size are different attributes. Understanding and comparing weights will help prepare your child for other later work with measurement units.



Invite your child to share what he or she knows about comparing weight by doing the following activity together.

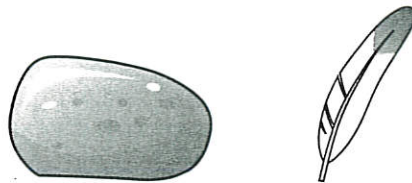


## Compare Weight Activity

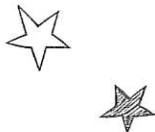
Tell your child that you are going to play an imagination game involving weights of objects. Then ask several questions about which imaginary bag full of objects would be heavier or which would be lighter. For example:

- Which do you think would be heavier, a bag full of feathers or a bag full of rocks?
- Which do you think would be lighter, a bag full of popcorn or a bag full of potatoes?
- Which do you think would be heavier, a bag full of bricks or a bag full of balloons?

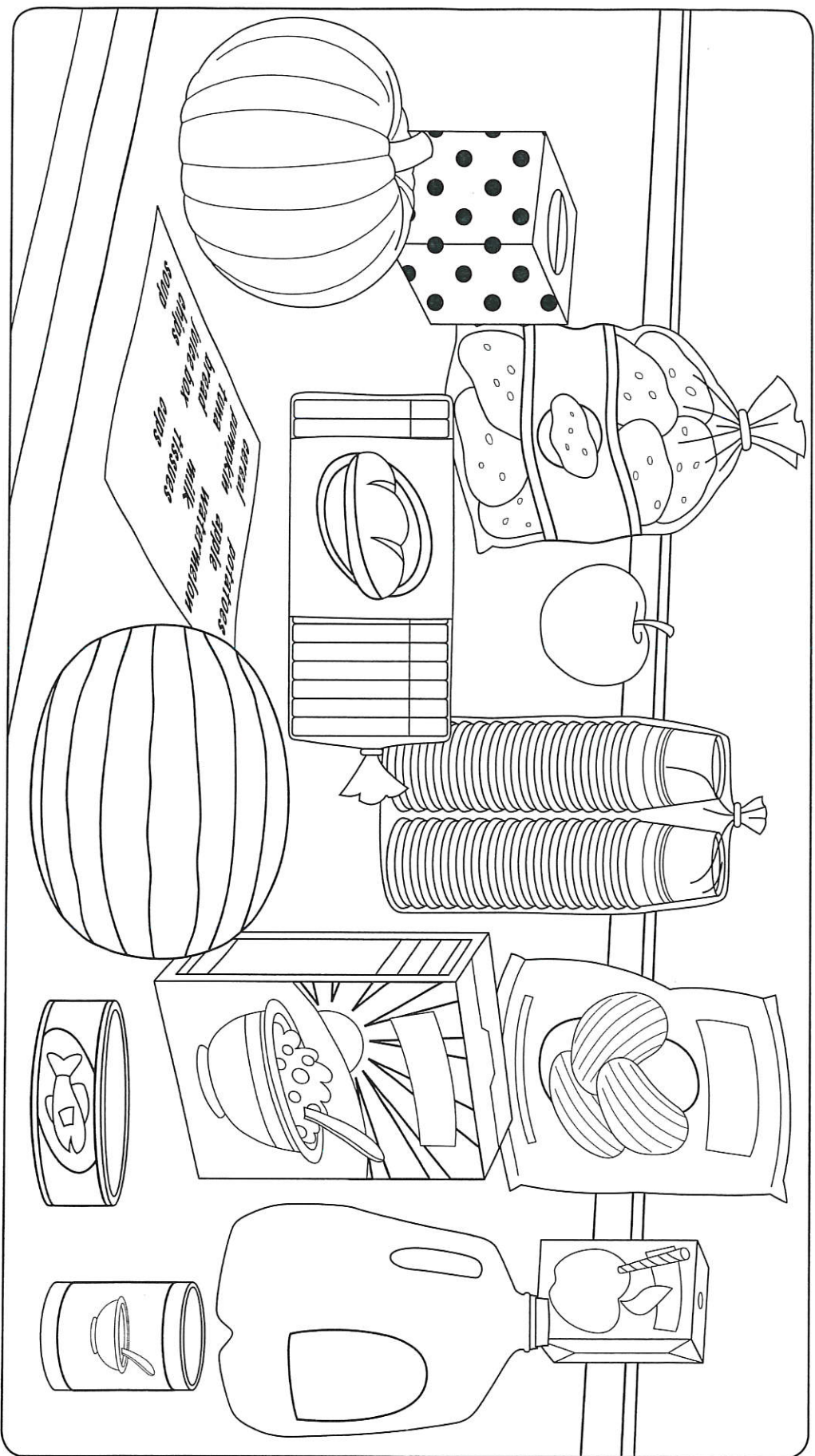
If your child needs guidance with the terms *heavier* and *lighter*, ask which bag would be easier or harder to pick up and connect this to the ideas of heavier and lighter. After you have asked several of these questions, encourage your child to ask you a question about which of two bags would be heavier or lighter. Take turns asking each other questions and use your imagination!



Ask your child to compare objects by weight whenever you have the chance. For example, at the dinner table, you might ask, "Which is heavier, your spoon or your cup of milk? Which is lighter?" When your child is getting ready for school, you might ask, "Which is lighter, your lunchbox or your backpack? Which is heavier?"



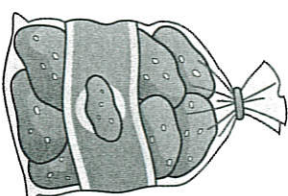
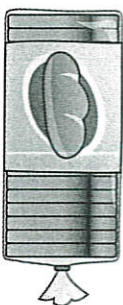
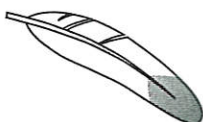
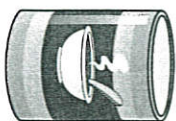
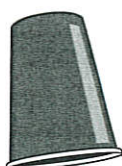
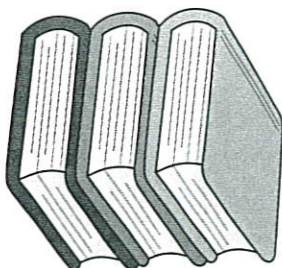
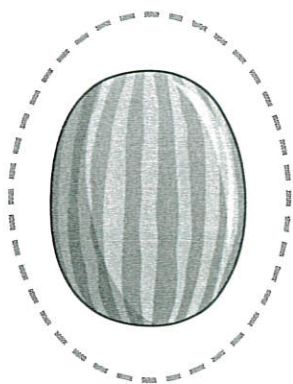
Name \_\_\_\_\_



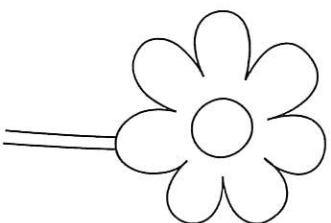
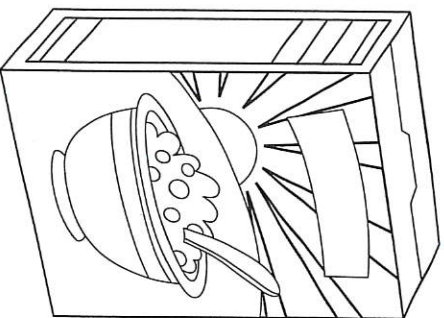
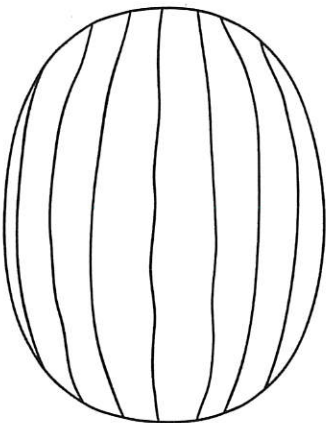
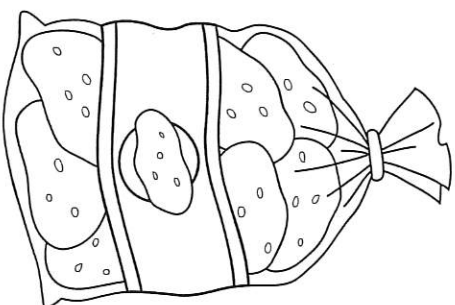
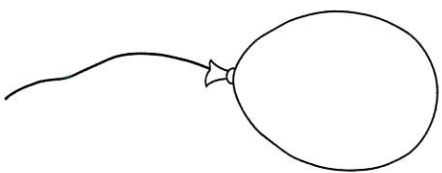
# Compare Weight

Name \_\_\_\_\_

## Example



**Guide your child to identify which objects are heavier.** Have your child circle the heavier object in each pair. Ask your child to explain how he or she knows that the object circled is heavier than the other object.

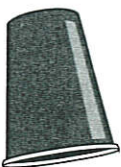
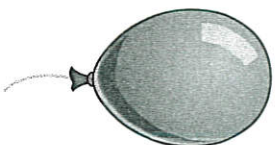
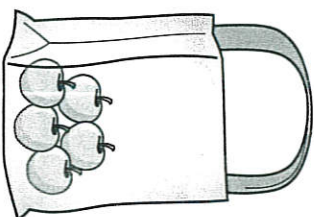


**Have your child circle the box of cereal.** Have your child look for objects that are heavier than a box of cereal and color them red. Then have your child look for objects that are lighter than a box of cereal and color them blue.

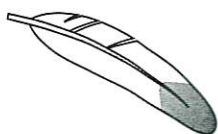
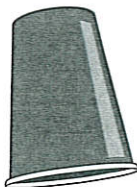
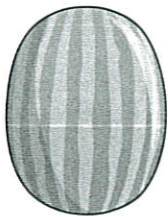
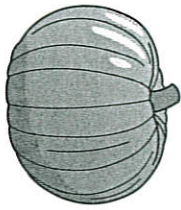
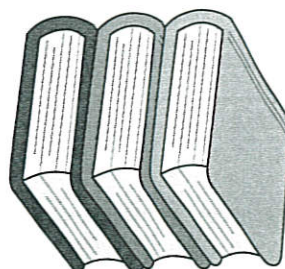
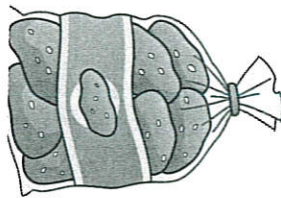
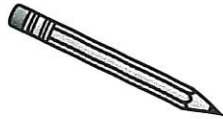
# Compare Weight

Name \_\_\_\_\_

## Example



**Guide your child to identify which objects are lighter.** Have your child circle the lighter object in each pair. Ask your child to explain how he or she decided which object is lighter.



**Guide your child to identify which objects are lighter.** Have your child circle the lighter object in each pair. Ask your child to explain how he or she decided which object is lighter.

Name \_\_\_\_\_

## Word Problem:

Jen reads 5 books. Kip reads 5 books too. How many books did Jen and Kip read in all?

I can draw a picture of the problem:

My Answer  
is:

I can show the problem on a ten frame:

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

I can write an equation for the problem:

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

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

Beginning  
Sound

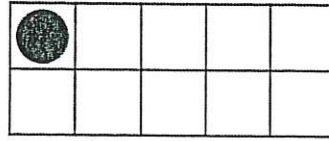


\_\_\_\_\_

-----

\_\_\_\_\_

Ten  
Frame

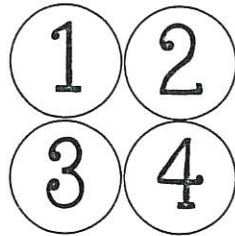
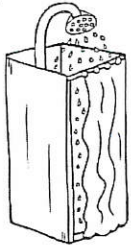


\_\_\_\_\_

-----

\_\_\_\_\_

Syllables

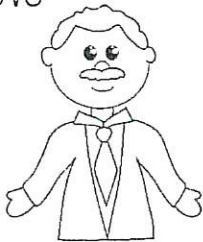


Before &  
After

7

\_\_\_\_\_

CVC



\_\_\_\_\_

Measurement

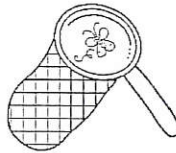


or

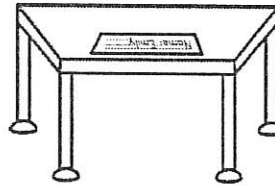


Holds more

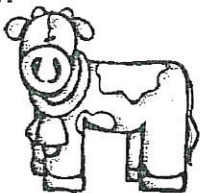
Rhyming



Shapes



Dolch  
Noun



a. cow

b. feet

c. corn

Addition

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

Read

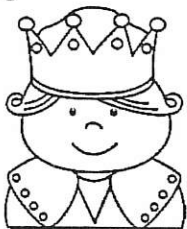
I want to  
catch a fish.

Subtraction

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

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

Beginning  
Sound

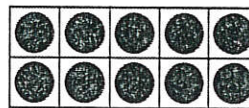


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Ten  
Frame

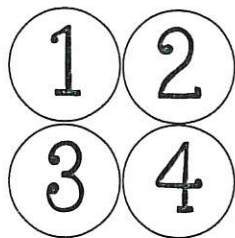
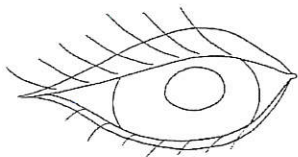


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Syllables



Before &  
After

19

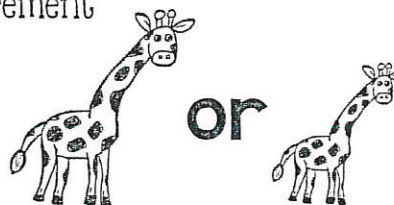
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GVC



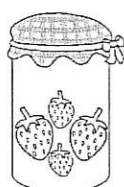
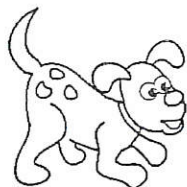
\_\_\_\_\_

Measurement



Taller

Rhyming



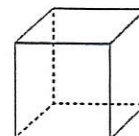
Shapes



a.



b.



Dolch  
Noun

a. boy



b. birthday

c. top

Addition

$$0 + 2 = \underline{\quad}$$

Read

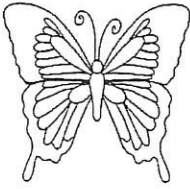
At night I  
sleep in bed.

Subtraction

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

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

Beginning  
Sound

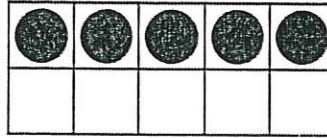


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Ten  
Frame

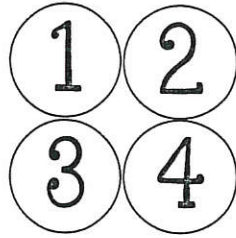
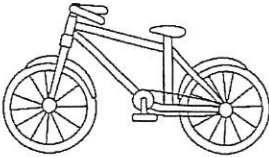


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Syllables



Before &  
After

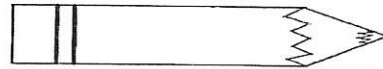


CVC



\_\_\_\_\_

Measurement

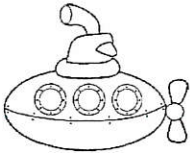


or

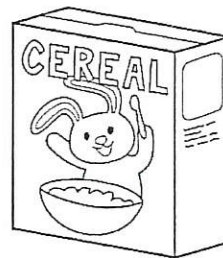


Longer

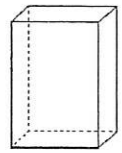
Rhyming



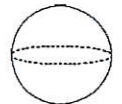
Shapes



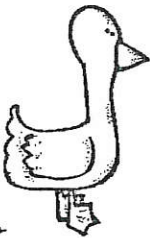
a.



b.



Dolch  
Noun



a. ground

b. duck

c. door

Addition

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

Read

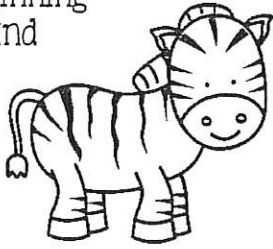
**Can you sing  
a song?**

Subtraction

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

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

Beginning  
Sound

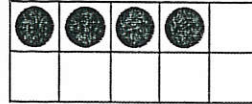
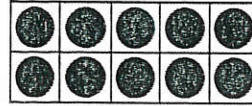


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Ten  
Frame

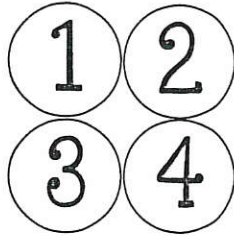


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Syllables

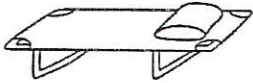


Before &  
After



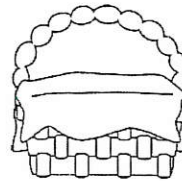
\_\_\_\_\_

GVC

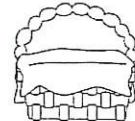


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Measurement

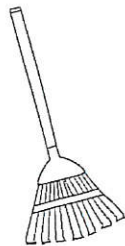


or

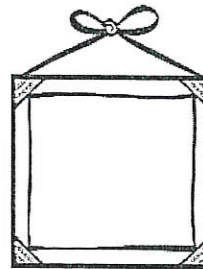


Holds less

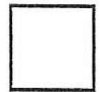
Rhyming



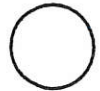
Shapes



a.



b.



Dolch  
Noun



a. sun

b. coat

c. rabbit

Addition

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

Read

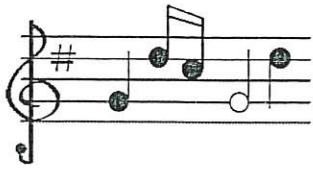
**I have a ring  
on my hand.**

Subtraction

$$2 - 1 = \underline{\quad}$$

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

Beginning  
Sound

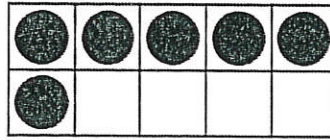


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Ten  
Frame

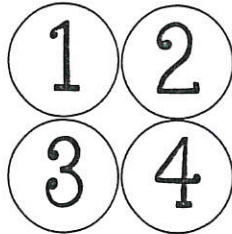
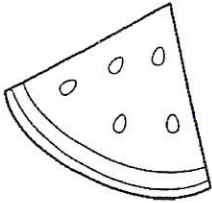


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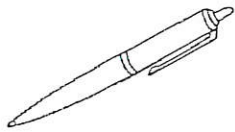
Syllables



Before &  
After

\_\_\_\_\_ 10 \_\_\_\_\_

GVC



\_\_\_\_\_

Measurement

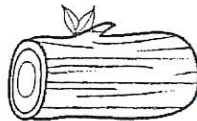
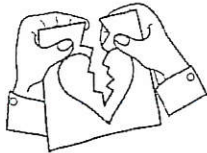
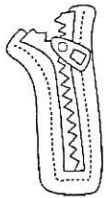


or

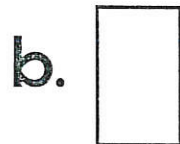
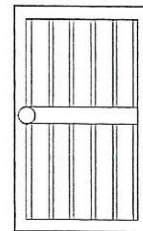


Hotter

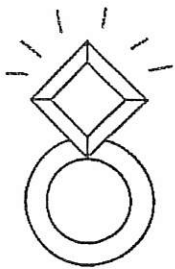
Rhyming



Shapes



Dolch  
Noun



a. ring

b. game

c. robin

Addition

$$1 + 2 = \underline{\quad}$$

Read

**The boy went  
up the hill.**

Subtraction

$$1 - 0 = \underline{\quad}$$