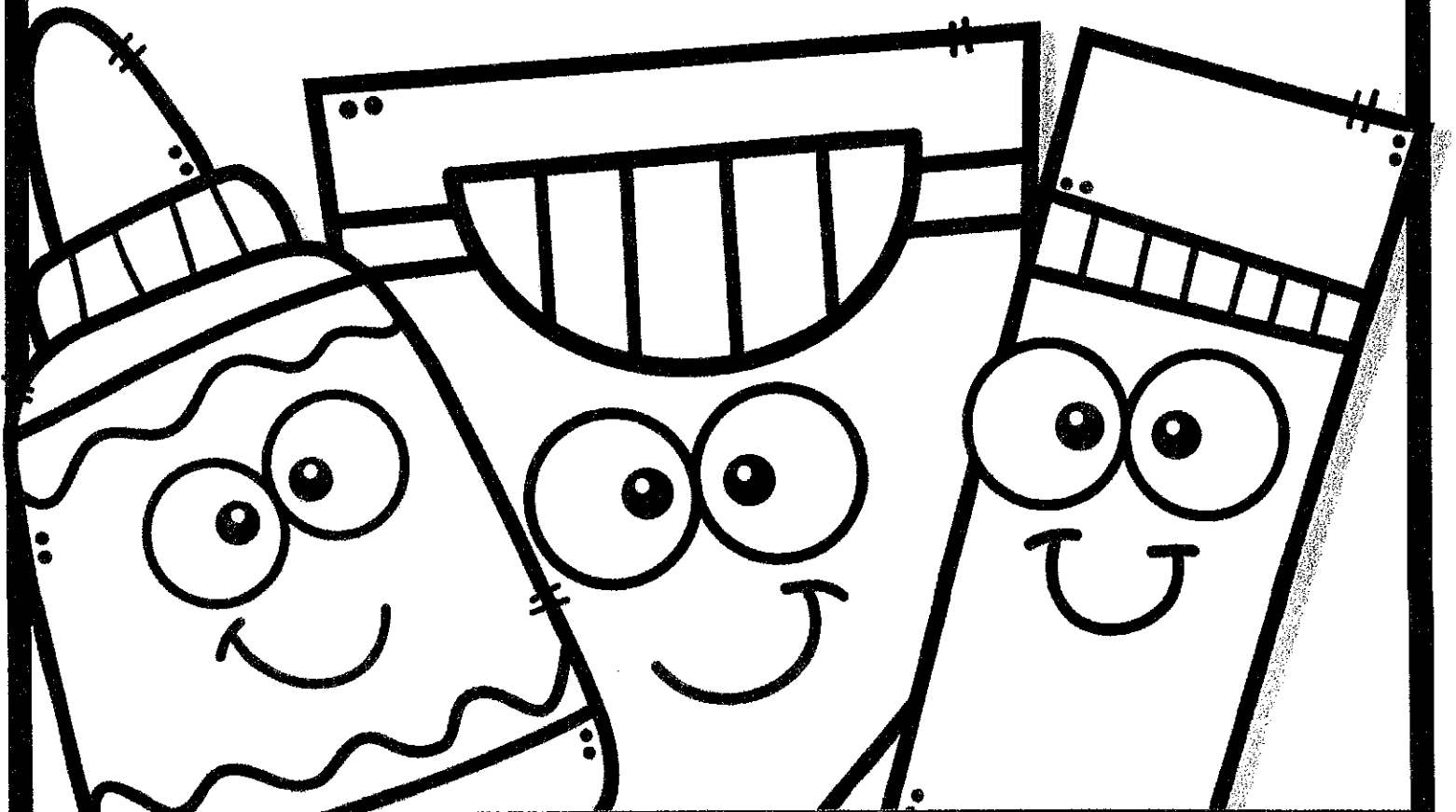


# Week 2

## TAKE HOME FOLDER

### Kindergarten



Use three crayons and rainbow write each word.

the the the

go go go

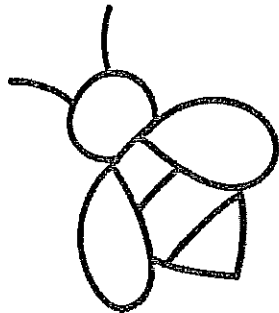
see see see

do do do

can can can

# Ending Sounds

Directions: Color the letter that is the ending sound.



e

t

c



c

d

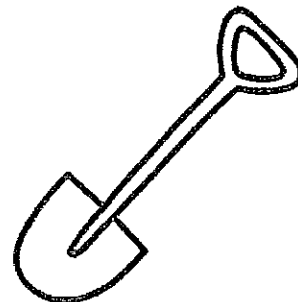
p



s

p

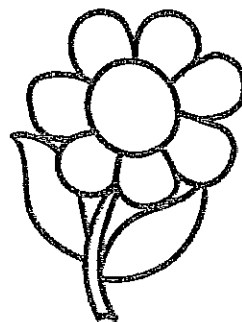
l



l

b

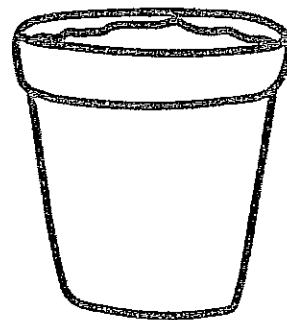
p



c

n

r



j

r

t

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

-op

Write and dab the -op words.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

cop

hot

fog

hop

cob

rot

sob

top

nod

dog

fox

pop

rob

cot

mop

hop

pot

hop

box

pod

mob

top

rod

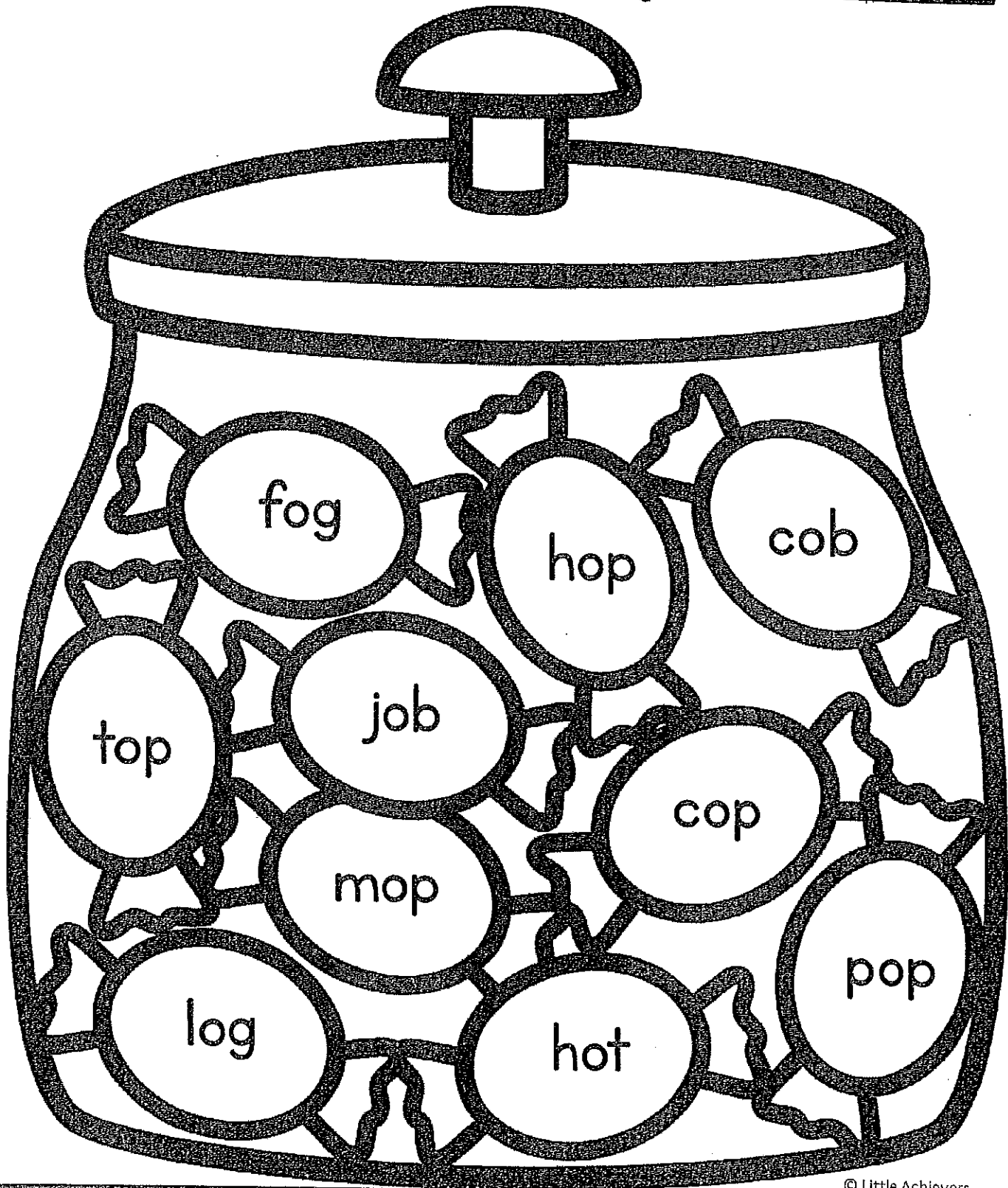
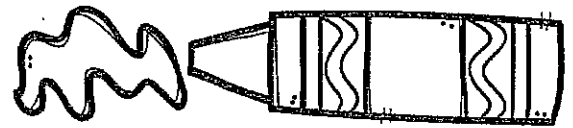
cop

lot

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

-op

Color the -op words.



# B

Name \_\_\_\_\_

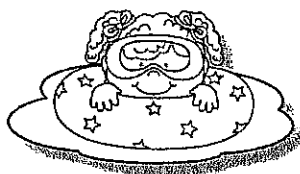
## Fun

I can have fun.

• • • •

I can swim.

• • •



I can ride.

• • •



I can skate.

• • •



I can read.

• • •



① What can she do for fun?

read

kick

sit

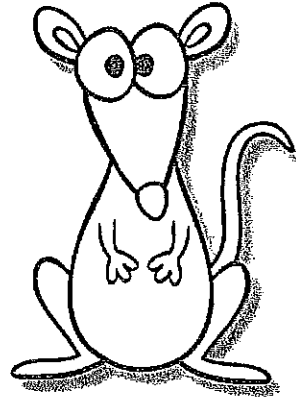
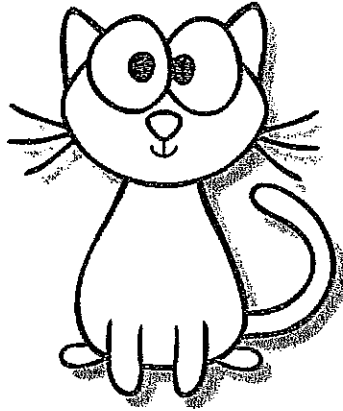
② Retell the story. Who did you tell?

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

# B

Name \_\_\_\_\_

## Cat and Rat



I see a cat. The cat sees me.

I see a rat. The rat sees me.



① Who is NOT in the story?

rat

bat

cat

② Retell the story. Who did you tell?

Dear Family,

This week your child is learning to count to 100 by ones.



It is important to practice counting to 100 by ones, starting at 1 or any other number. The focus is on learning to say the numbers in order, rather than on counting objects or writing numbers. In class, your child may do various movement activities while counting, such as clapping or passing a ball in a group.

This lesson also involves working with a hundreds chart, which is a chart that shows the numbers 1 to 100 in ten rows and ten columns. The hundreds chart helps to reinforce the sequence of numbers and shows patterns in our number system.

## Hundreds Chart

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

Invite your child to share what he or she knows about counting to 100 by ones by doing the following activities together.

**NEXT**



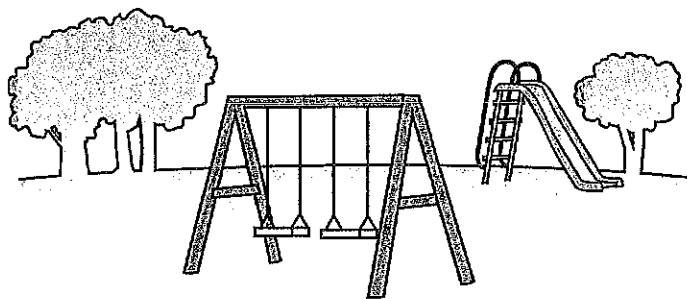
## Counting to 100 by Ones Activities

Help your child practice counting from 1 to 100 whenever you can, and do the following activities together.

Ask your child to predict how far you can walk by taking 100 steps. For example, the prediction might be that it will take 100 steps to walk from your front door to the mailbox or from the playground swings to the slide. Then walk with your child, counting each step together, to find how many steps it takes.

Practice counting from numbers other than 1. For example, start counting at 32. After your child joins in to count with you, continue for at least 10 more numbers. For an extra challenge, say just one or two numbers and have your child continue counting on his or her own.

Play a stop and start counting game. Count aloud with your child starting from different numbers. Raise your hand to show when to stop counting and lower your hand to show when to continue counting where you left off. For an extra challenge, have your child count aloud alone as you raise and lower your hand to show when to stop and when to start counting.

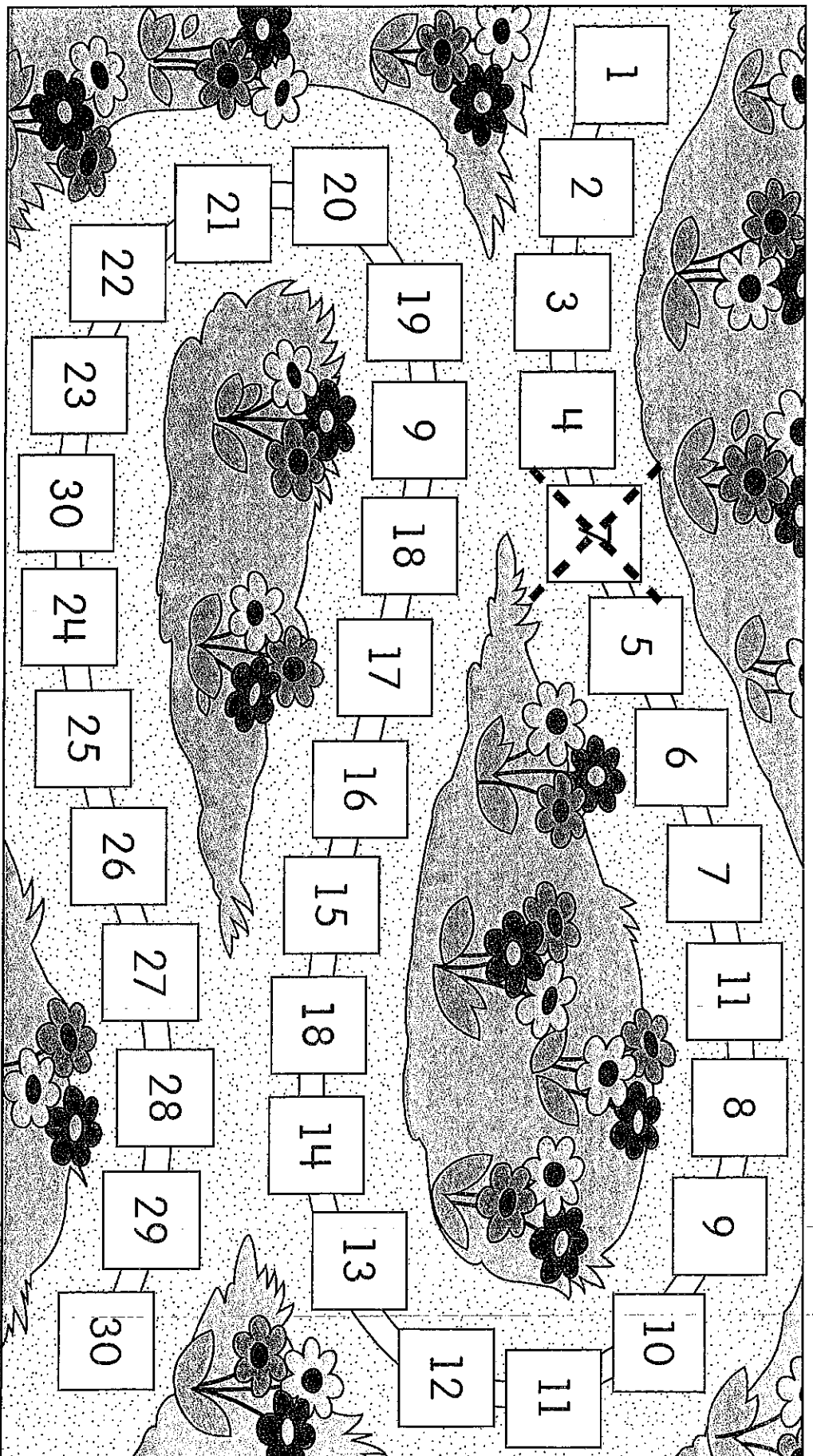


## Count to 100 by Ones

Name \_\_\_\_\_

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

Have your child use one color to color the first 10 spaces on the game board. Then have your child color each group of 10 spaces a different color. Have your child move a counter along the board and count aloud by ones to 100.



Have your child count from 1 to 30, color the numbers he or she says, and cross out the numbers that do not belong. Then have your child count from 1 to 30 again, pointing to each colored number as it is said.

## Count to 100 by Ones

Name \_\_\_\_\_

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

25

26

35

42

43

44

51

60

61

60

70

80

87

88

96

For each row on the hundreds chart with a missing number, guide your child to circle the number to the right that completes that row. Count aloud by ones together until you get to the first empty box. Help your child find the missing number to the right of the hundreds chart and circle it. Count on together until you reach the next empty box, and repeat the process.

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

8

26

28

52

53

62

66

70

75

80

90

91

82

90

91

For each row on the hundreds chart with a missing number, guide your child to circle the number to the right that completes that row. Count aloud by ones together until you get to the first empty box. Help your child find the missing number to the right of the hundreds chart and circle it. Count on together until you reach the next empty box, and repeat the process.

## Count to 100 by Ones

Name \_\_\_\_\_

Example



38

26 27 28



45

55

52 53 54



30

32

31



33 34

47

49

45 46



48

73

75

73 74



76

85

87

86



88 89

Guide your child to circle the correct number to complete each list. Have your child read aloud the list of numbers in the bottom row of each problem, decide what the missing number is, and circle that number above. Then have your child read the completed list of numbers to check his or her answer.

89

99

97 98

100

40

50

47 48 49

80

82

78 79

81

35

44

34

36 37

50

46

47

48

49

60

50

61

62

63

**Guide your child to circle the correct number to complete each list.** Have your child read aloud the list of numbers in the bottom row of each problem, decide what the missing number is, and circle that number above. Then have your child read the completed list of numbers to check his or her answer.

Name \_\_\_\_\_

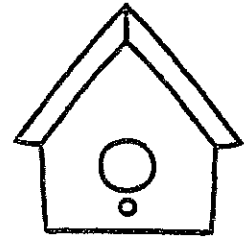
# CIRCLE THE SMALLEST NUMBER.

7



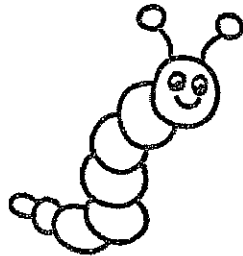
0

9



2

9



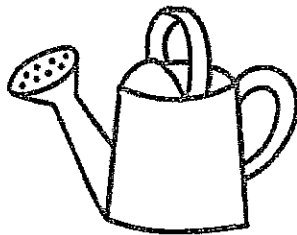
3

8



4

2



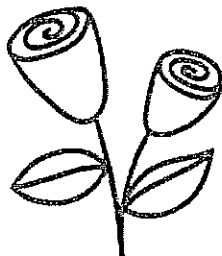
4

2



6

8



3

7



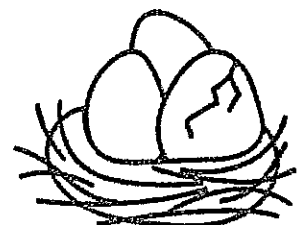
5

2



7

6



0



Name \_\_\_\_\_

## Word Problem:

Ted looks up and sees 7 stars.  
Then, he sees 2 more stars.  
How many stars did Ted see?

I can draw a picture  
of the problem:

I can show the  
problem on a ten  
frame:

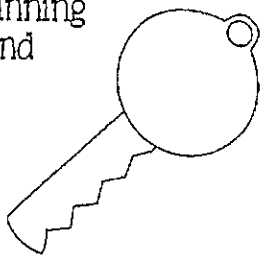
My Answer  
is:


I can write an equation for the problem:

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

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

Beginning  
Sound



\_\_\_\_\_

-----

\_\_\_\_\_

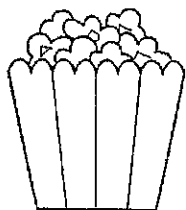
Ten  
Frame


\_\_\_\_\_

-----

\_\_\_\_\_

Syllables



1 2

3 4

Before &  
After

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

GVC



\_\_\_\_\_

Measurement

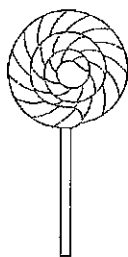
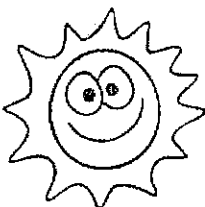


or

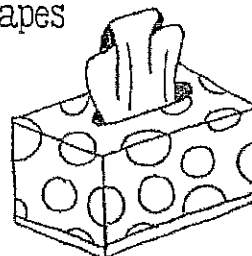


Hotter

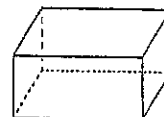
Rhyming



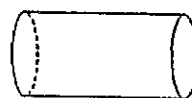
Shapes



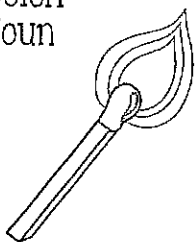
a.



b.



Dolch  
Noun



a. floor

b. mother

c. fire

Addition

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

Read

You need a  
coat in winter.

Subtraction

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

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

Beginning  
Sound

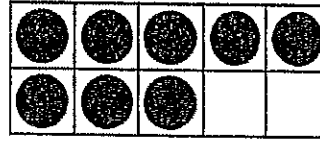


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ten  
Frame

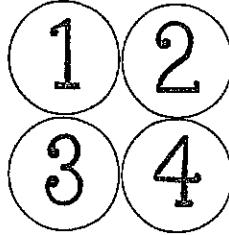
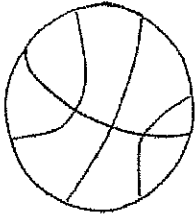


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Syllables



Before &  
After

3

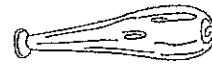
\_\_\_\_\_

GVC

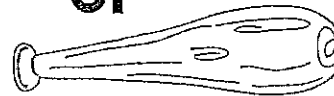
10

\_\_\_\_\_

Measurement

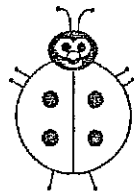
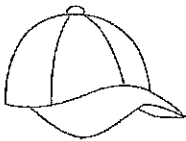


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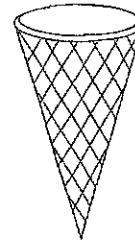


Shorter

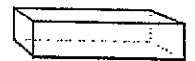
Rhyming



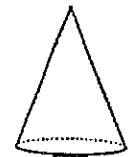
Shapes



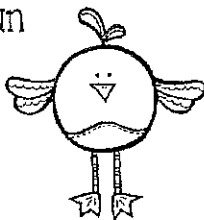
a.



b.



Dolch  
Noun



a. dog

b. bird

c. boy

Addition

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

Read

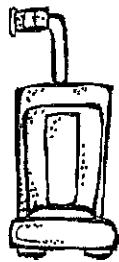
A rabbit can  
run fast.

Subtraction

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

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

Beginning  
Sound

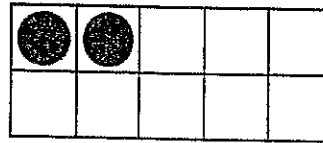


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ten  
Frame

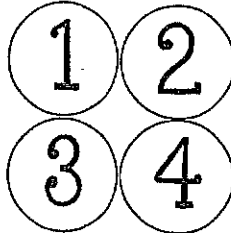
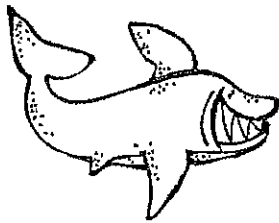


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Syllables

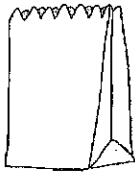


Before &  
After

12

\_\_\_\_\_

GVC

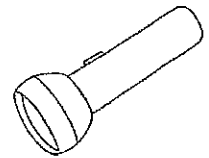


\_\_\_\_\_

Measurement

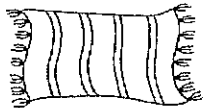


or



Colder

Rhyming



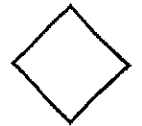
Shapes



a.



b.



Dolch  
Noun



a. girl

b. game

c. kitten

Addition

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

Read

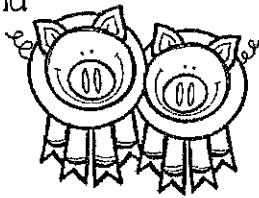
The bear is  
sleeping.

Subtraction

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

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

Beginning  
Sound

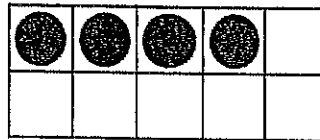


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ten  
Frame

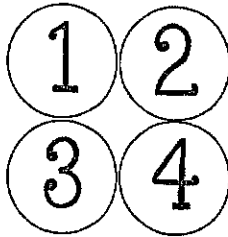
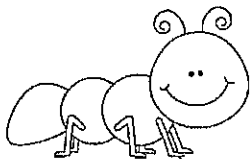


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

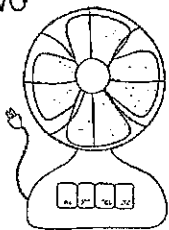
Syllables



Before &  
After

\_\_\_\_\_ **5** \_\_\_\_\_

GVC



\_\_\_\_\_

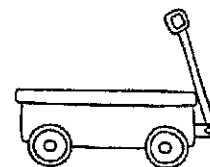
\_\_\_\_\_

\_\_\_\_\_

Measurement

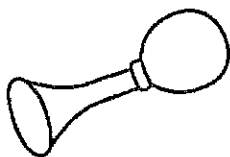


or

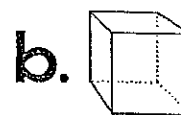
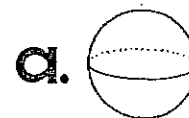


Heavier

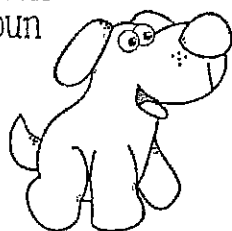
Rhyming



Shapes



Dolch  
Noun



a. box

b. back

c. dog

Addition

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

Read

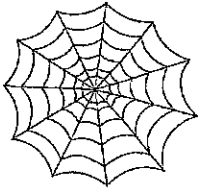
**Birds live  
in trees.**

Subtraction

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

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

Beginning  
Sound

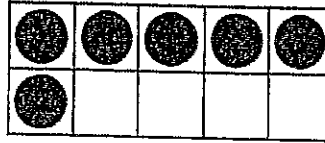


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ten  
Frame

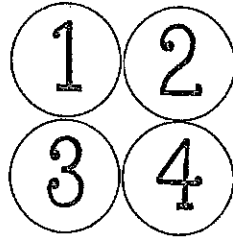
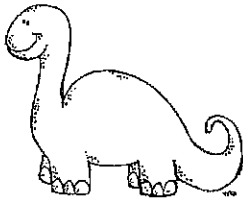


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Syllables



Before &  
After

15

\_\_\_\_\_

CVC



\_\_\_\_\_

Measurement



or

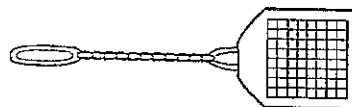


Shorter

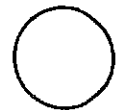
Rhyming



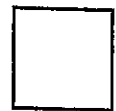
Shapes



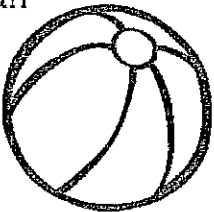
a.



b.



Dolch  
Noun



a. ball

b. home

c. feet

Addition

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

Read

Look out the  
window.

Subtraction

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