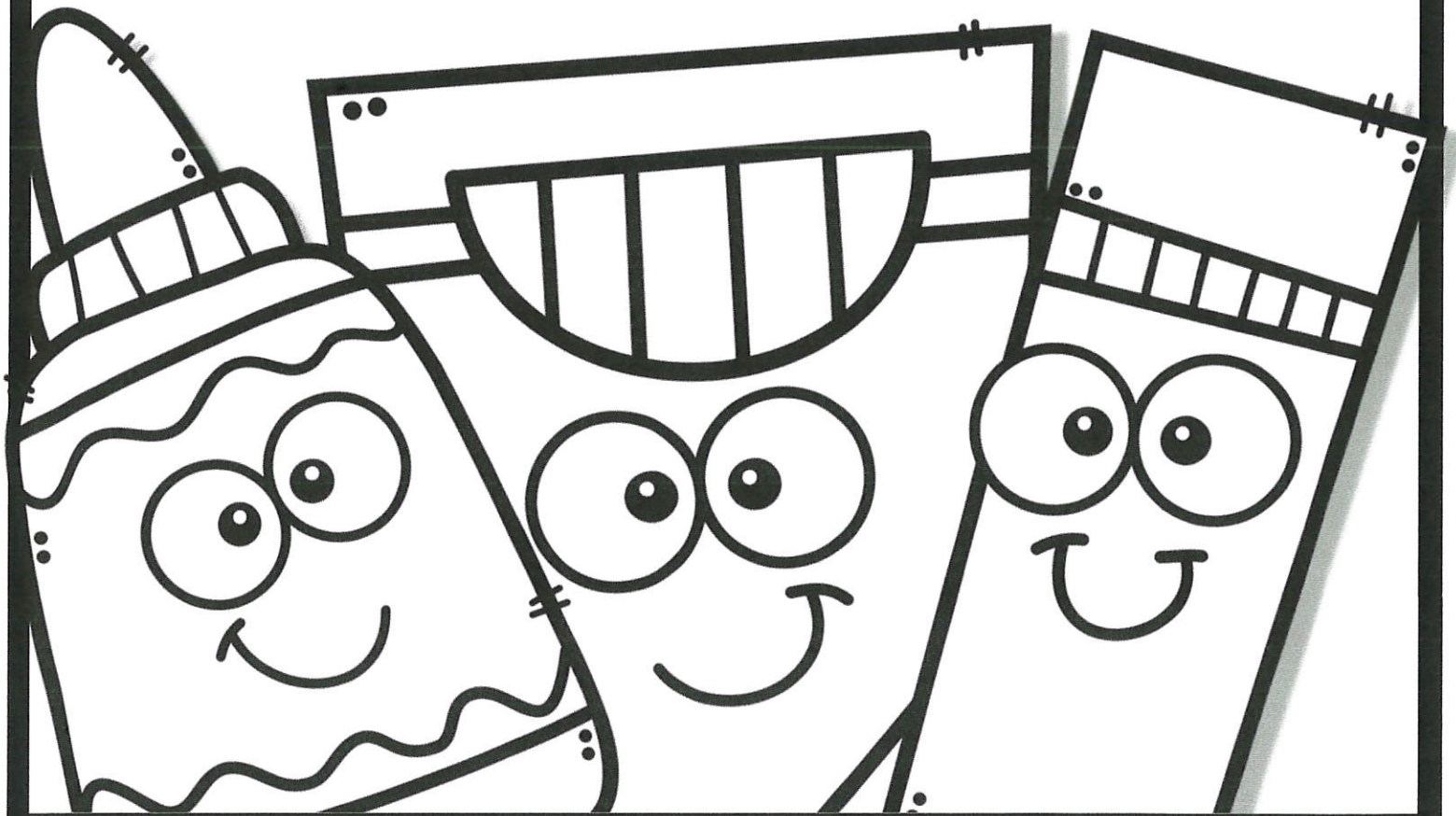


Week 6

TAKE HOME FOLDER

Kindergarten



Week 6

Complete these pages on the following dates: May 4 - May 8

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:

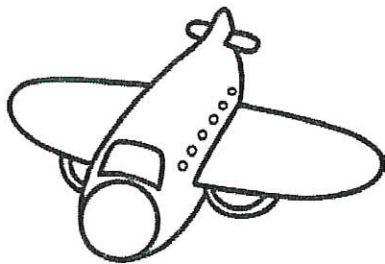
- Go to www.hamiltonfl.com
- Scroll down and click on “ClassLink Single Signon”
- Sign in to ClassLink-
 - Username- firstname.lastname
 - Password (Birthday) MMDDYYYY

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: _____

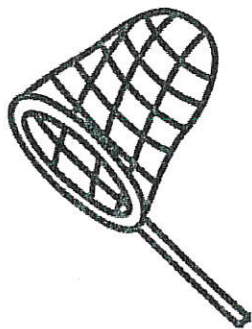
I can write the -et words.

Say, trace, write, and color



jet

jet



net

net



pet

pet



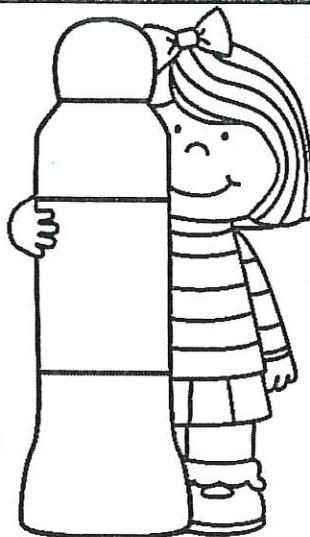
wet

wet

Name: _____

I can dab the -et words.

Use a bingo dabbler to dab all the -et words.



jet

mad

met

ten

men

web

net

led

men

led

bet

red

let

beg

set

sun

wet

ten

pet

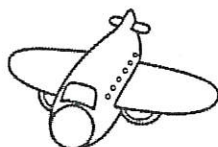
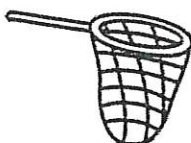
den

net

hen

vet

jet



p _____

n _____

j _____

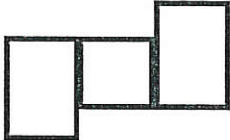
v _____

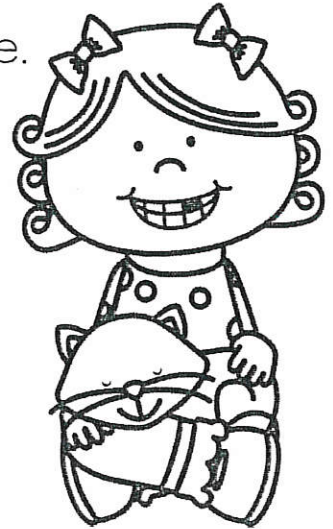
w _____

Name: _____

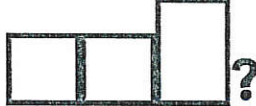
I can complete a sentence using an -et word.

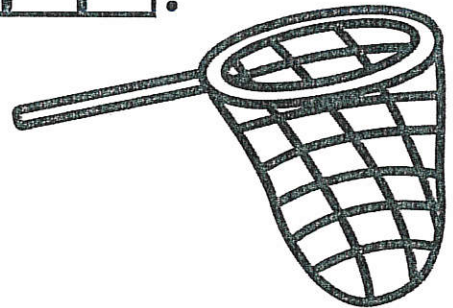
Look at the picture. Complete the sentence.

I have a  cat.



Write the sentence.

Did you see my ?



Write the sentence.

Name: _____


I can complete a sentence using an -ed word.

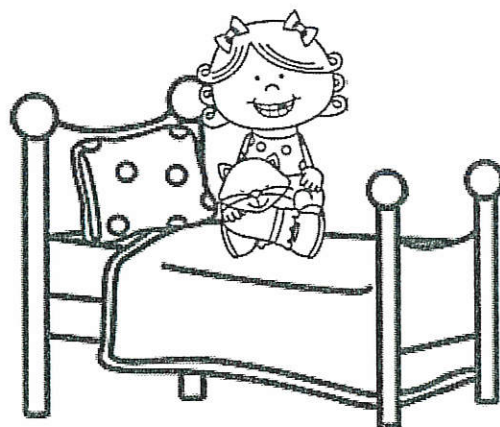
Look at the picture. Complete the sentence.

I  my dog.



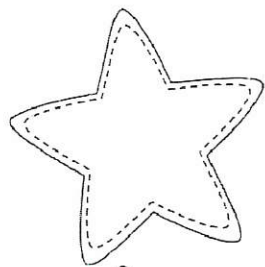
Write the sentence.

She sat with her
pet on the .

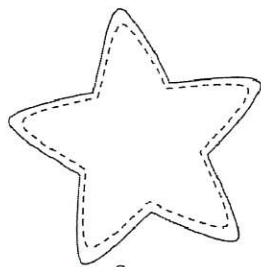


Write the sentence.

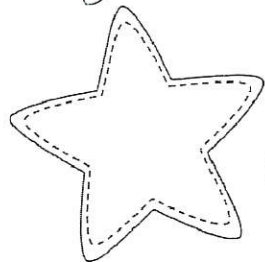
Super Star CVC Words



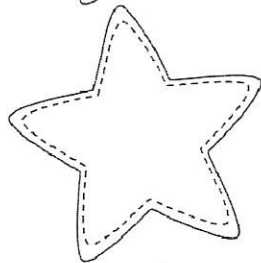
tub



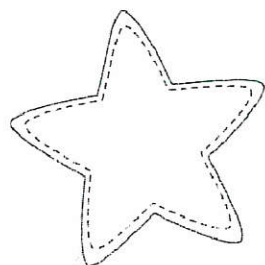
hop



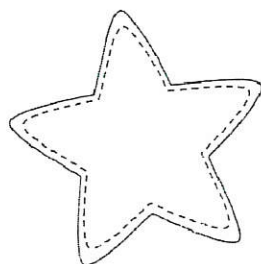
dad



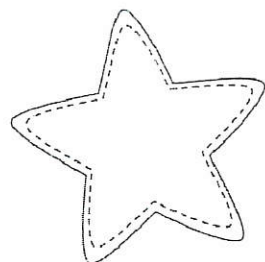
hen



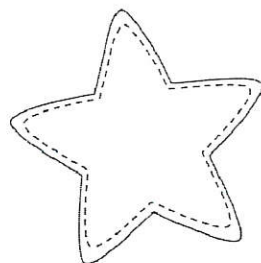
sun



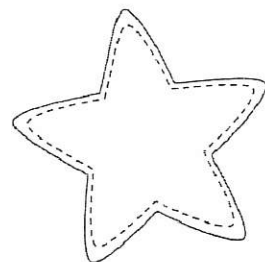
jet



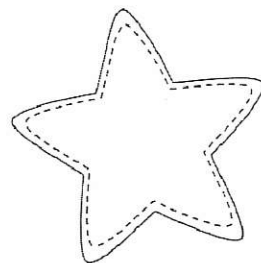
pan



kid



bat



dig

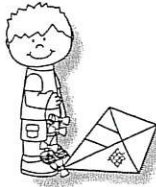
Color each star when you
read the word.

C

Name _____

Spring

We can fly kites.



We can pick flowers.



We can jump in puddles.



We can see butterflies!



We can have fun in the spring!



① What can you do in the spring?

make a snowman

pick flowers

② Where are the kids spending time?

outside

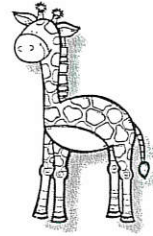
inside

C

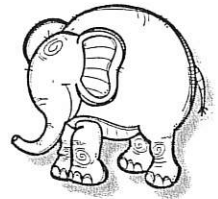
Name _____

The Zoo

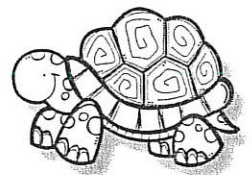
I see the giraffe. It is tall.



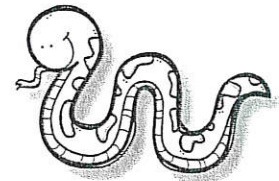
I see the elephant. It is big.



I see the turtle. It is green.



I see the snake. It is long.



I like the zoo!



① What is at the zoo?

a lion

a tiger

a giraffe

② All of the characters in the story are:

big

animals

small

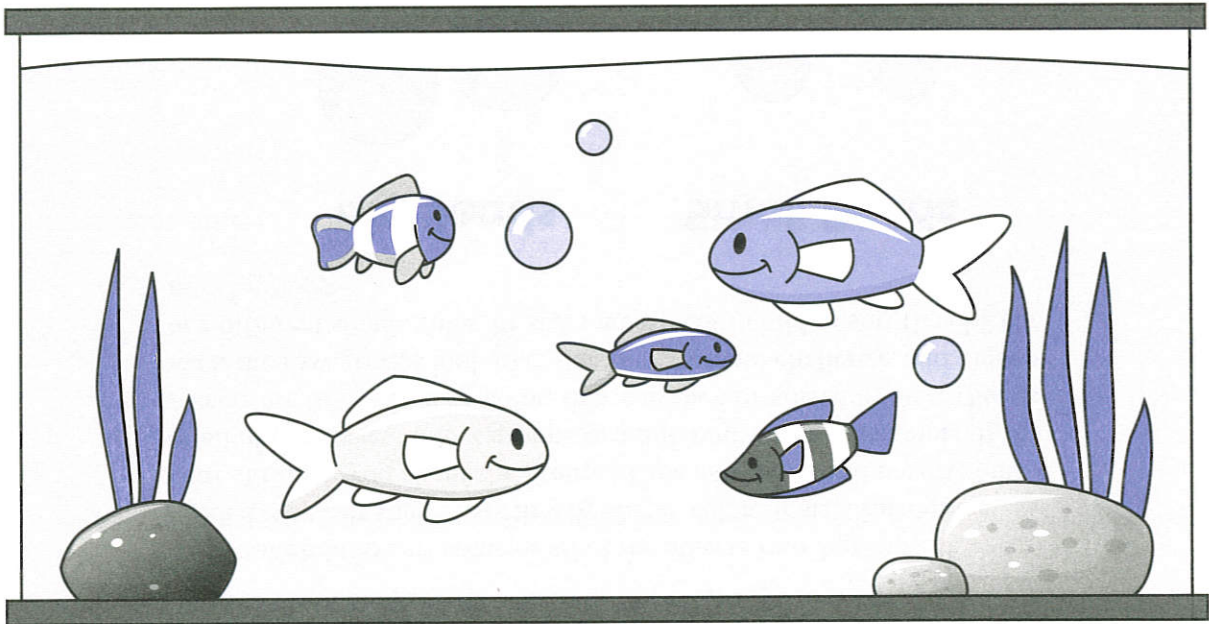
Dear Family,

This week your child is learning
to sort objects.



Actual objects and pictures of objects can be sorted by attributes such as color, shape, size, and weight. After sorting objects into different categories, your child will count how many are in each group and compare the groups using language such as *same*, *equal*, *more than*, *fewer than*, and *less than*.

For example, the fish in the picture below can be sorted into the following categories: big and small, striped and solid, swimming left and swimming right. Also, there are more solid fish than striped fish and there are fewer big fish than small fish.



Sorting objects into groups, as well as counting and comparing the numbers of objects in each group, will help your child prepare to work with charts and graphs in later grades.

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



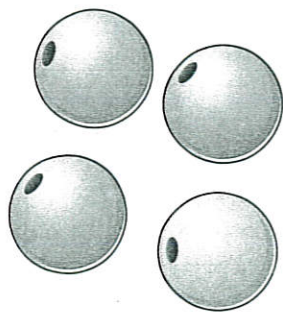
Sorting Objects Activity

Materials: 8 to 10 objects that can be sorted by size, color, shape, and/or other attributes (such as buttons, beads, blocks, coins, or dried beans)

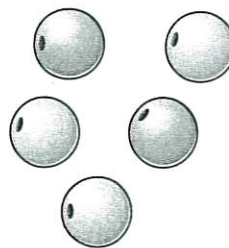
Give your child 8 to 10 objects of at least 2 different shapes, colors, and/or sizes. They should be able to be sorted 2 different ways, such as by size and then by color.

Ask your child to sort some or all of the objects into 2 groups. If needed, you can suggest sorting by shape, color, or size. Encourage your child tell you about the groups. Then ask your child to sort some or all of the objects into 2 groups in a different way. For example, if the objects are first sorted by color, they can then be sorted by size. Discuss what the new groups look like. For an additional challenge, add objects of a different shape, color, or size and ask your child to sort the objects into 3 groups.

Big Beads

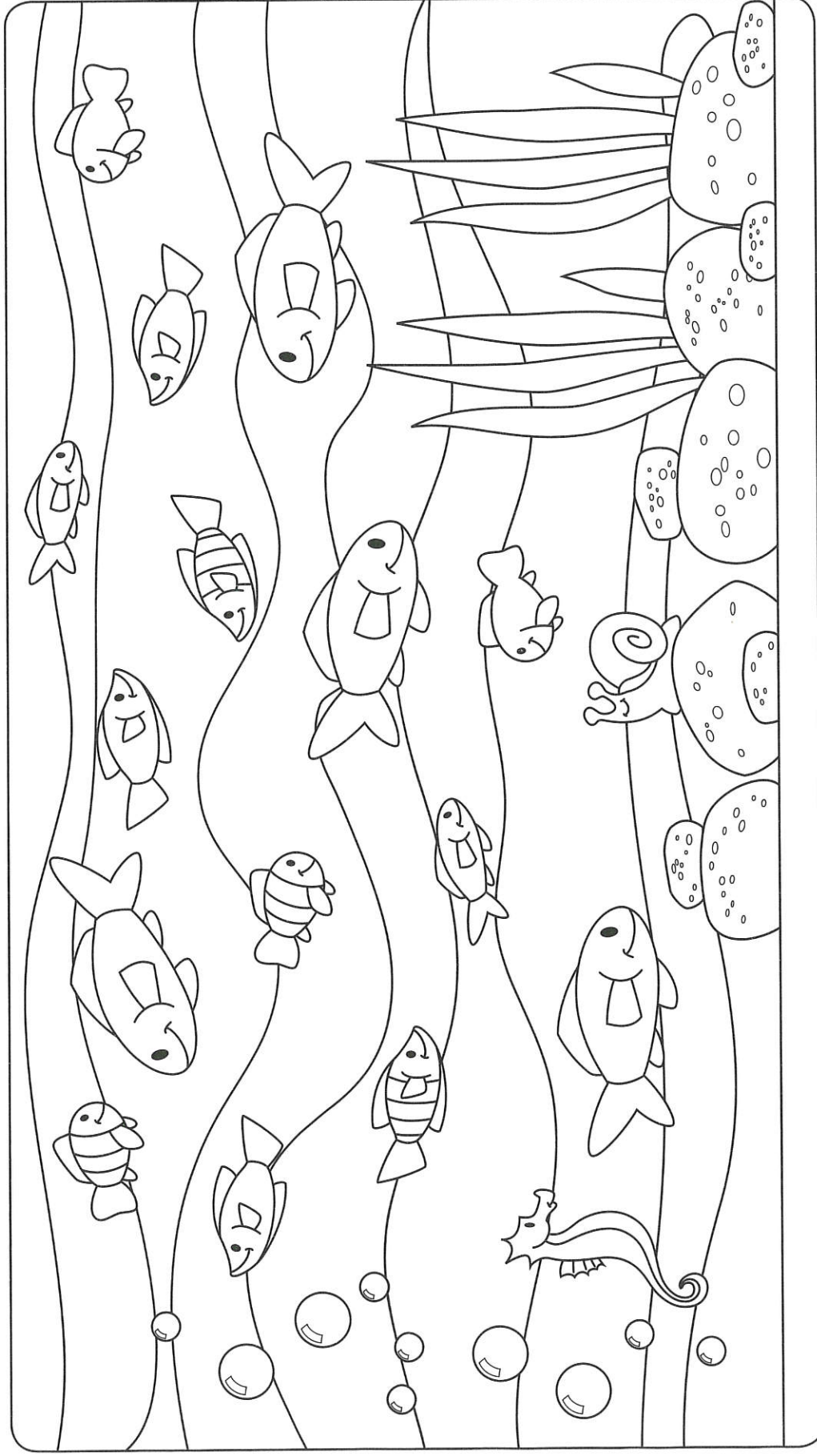


Small Beads

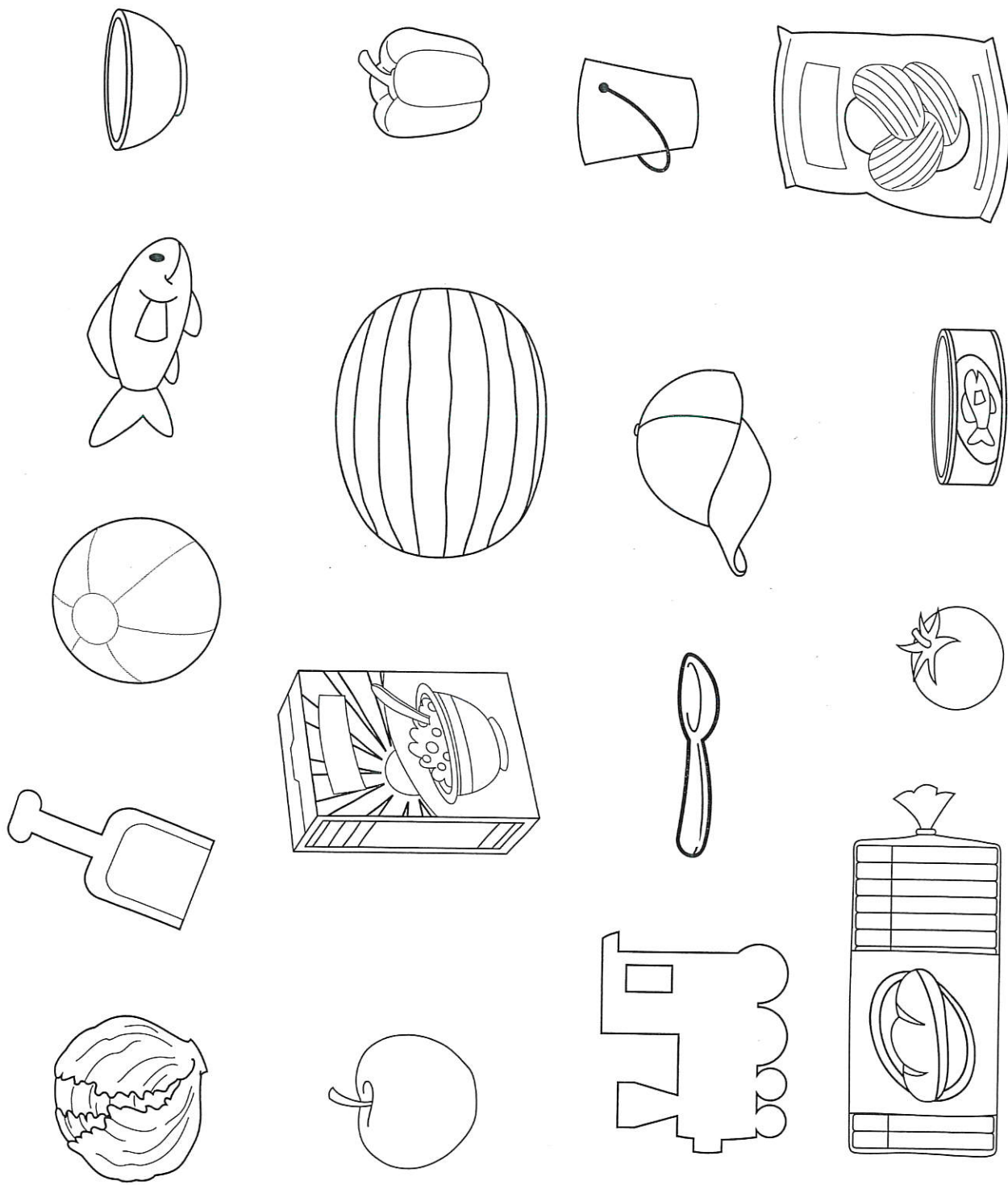


Sort Objects

Name _____



Have your child color the striped fish red and the rest of the fish yellow. Then have your child color the big rocks one color and the small rocks a different color. Have your child color the rest of the picture.

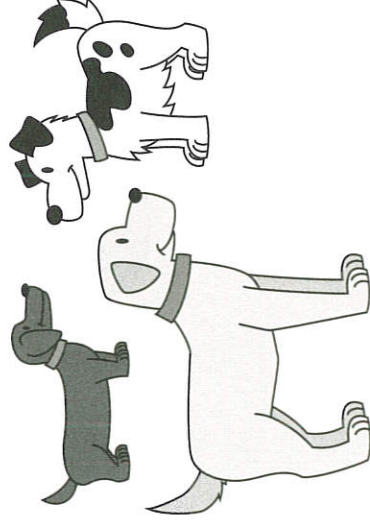
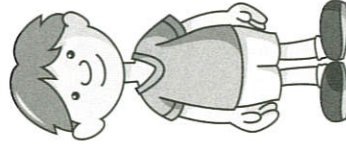
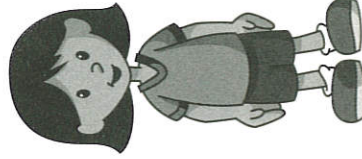
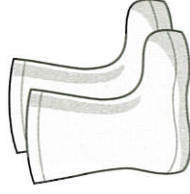
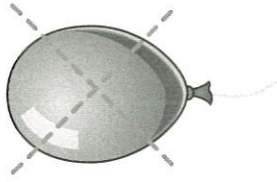
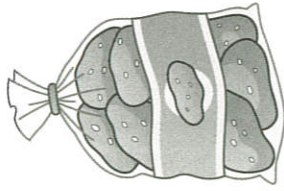


Have your child sort objects based on feature. Discuss with your child how the objects shown are similar and different. Guide your child to see that some objects can be eaten while others cannot. Have your child color all the objects that can be eaten. Then have your child count the objects he or she colored and compare that number to the number of objects that are not colored.

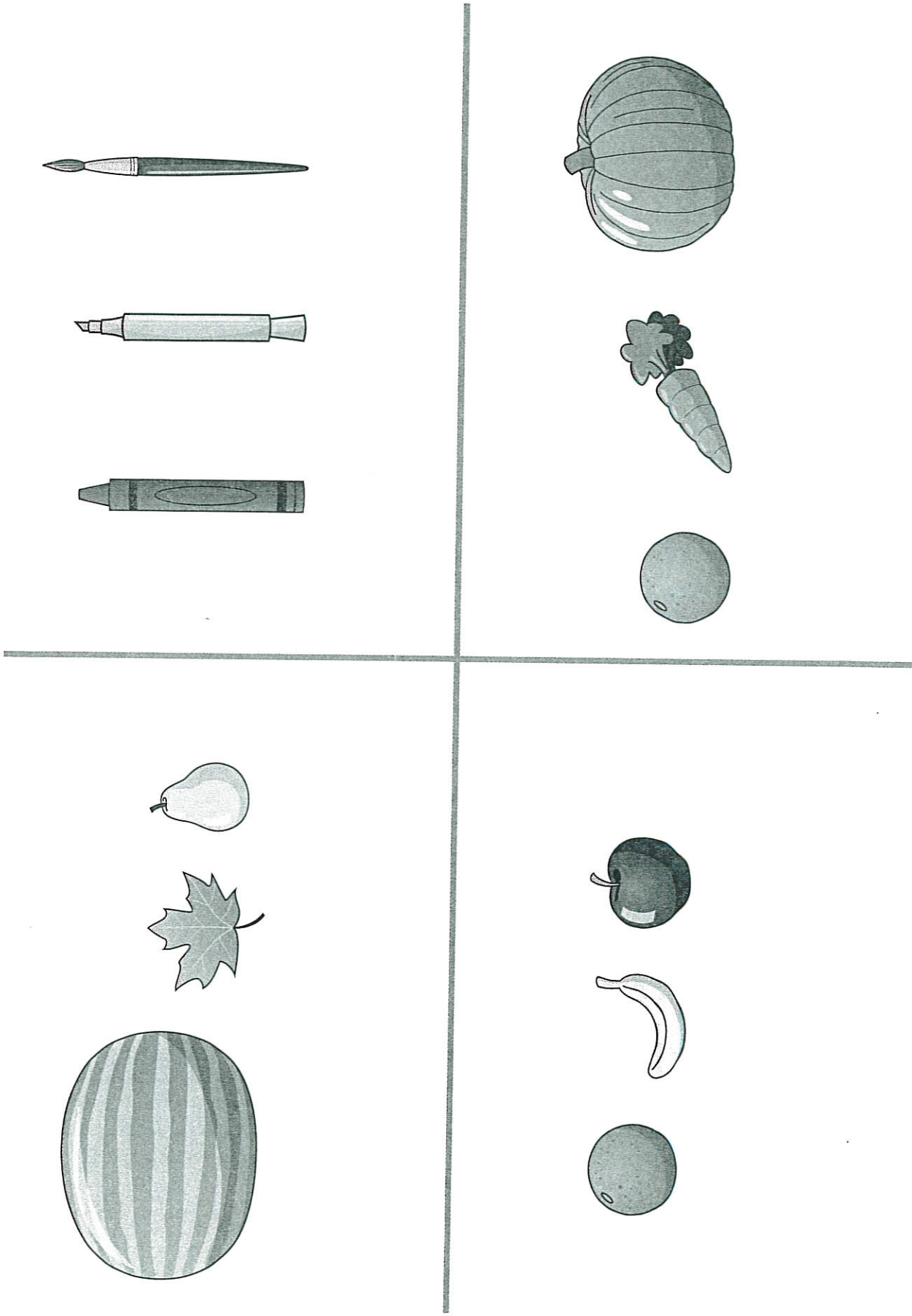
Sort Objects

Name _____

Example



Guide your child to identify one object that does not belong with the others. Explain that there may be more than one correct answer. Have your child cross out one object he or she sees as different. Then have your child share the reasons for crossing out each object.



Guide your child to identify one object that does not belong with the others. Explain that there may be more than one correct answer. Have your child cross out one object he or she sees as different. Then have your child share the reasons for crossing out each object.

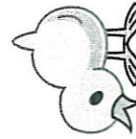
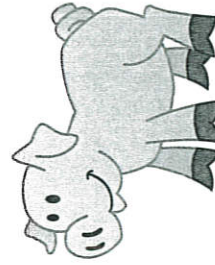
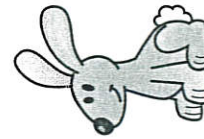
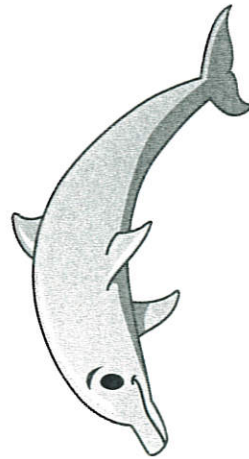
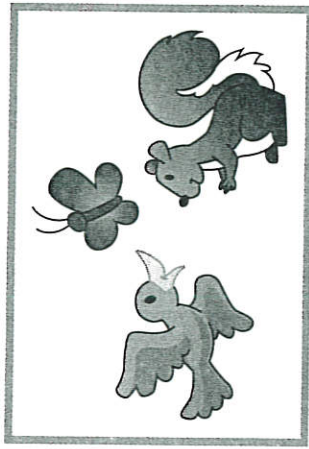
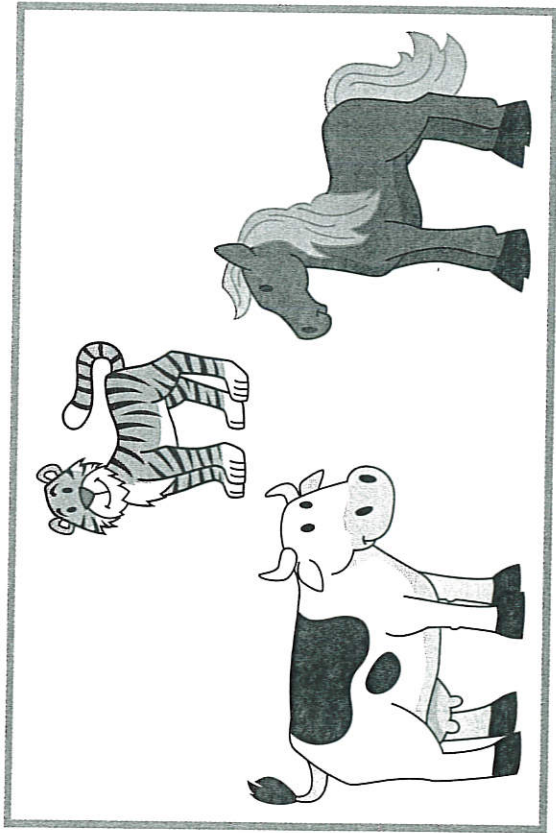
Sort Objects

Name _____

Example



Guide your child to sort the objects. Guide your child to realize that the two given groups are balls and other sport items. Have your child draw a line from each object at the bottom of the page to the group to which it belongs.



Have your child sort the animals. Guide your child to realize that the two given groups are big animals and small animals. Have your child draw a line from each animal at the bottom of the page to the group to which it belongs.

Name _____

Word Problem:

Sal has 8 games. His mom gives him 1 more game. How many games does Sal have?

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:

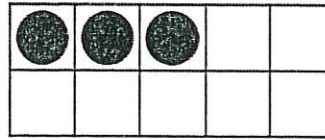
$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

Name: _____

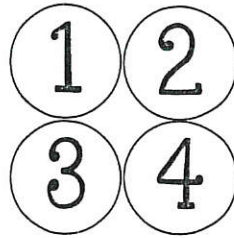
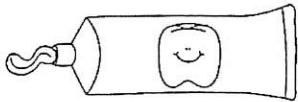
Beginning
Sound



Ten
Frame



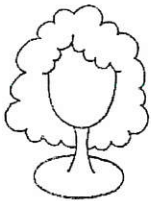
Syllables



Before &
After

9

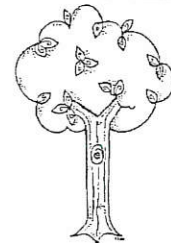
GVC



Measurement

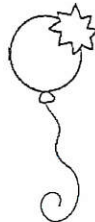
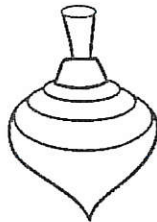


or



Shorter

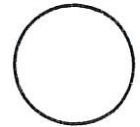
Rhyming



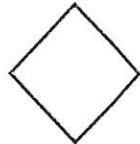
Shapes



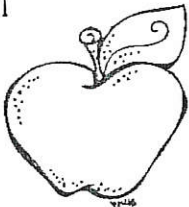
a.



b.



Dolch
Noun



a. ball

b. leg

c. apple

Addition

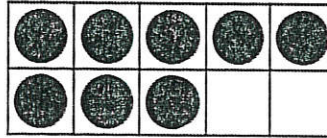
$$2 + 5 = \underline{\quad}$$

Read

I like to
drink milk.

Subtraction

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



A diagram consisting of four circles arranged in a 2x2 grid. The top-left circle contains the number 1, the top-right circle contains the number 2, the bottom-left circle contains the number 3, and the bottom-right circle contains the number 4.

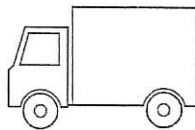
4

© 2006 Blackwell Publishing Ltd, *Journal of Internal Medicine* 260: 103–112

or

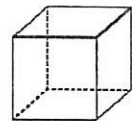


Lighter

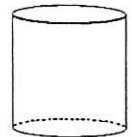


A simple line drawing of a soda can. The word "SODA" is written in large, bold, outlined letters across the middle of the can. At the top, there is a pull tab with a small circular detail on it.

d.



b.



a. seed

b. house

c. feet

 $1 + 3 = \underline{\quad}$

Do you want lunch?

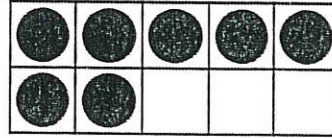
$$3 - 3 = \underline{\quad}$$

Name: _____

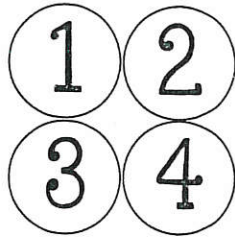
Beginning
Sound



Ten
Frame



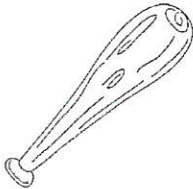
Syllables



Before &
After

5

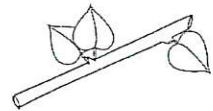
GVC



Measurement

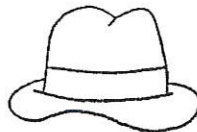
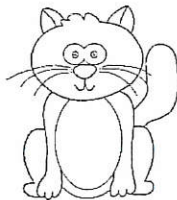
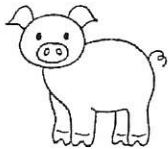


or

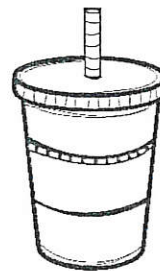


Hotter

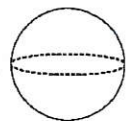
Rhyming



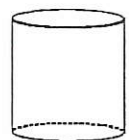
Shapes



a.



b.



Dolch
Noun



a. children

b. chair

c. day

Addition

$$5 + 1 = \underline{\quad}$$

Read

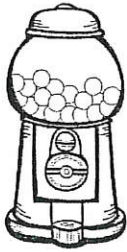
I like to dance
in the park.

Subtraction

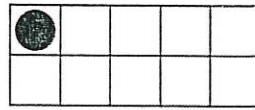
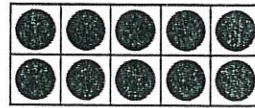
$$4 - 2 = \underline{\quad}$$

Name: _____

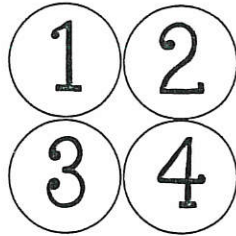
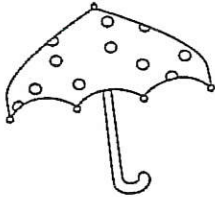
Beginning
Sound



Ten
Frame



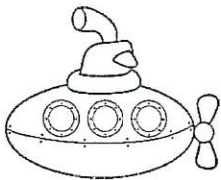
Syllables



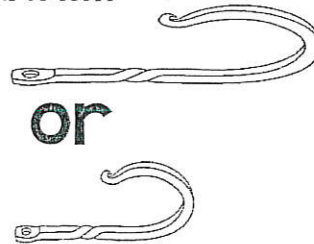
Before &
After

_____ **2** _____

GVC



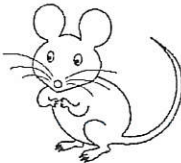
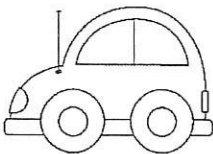
Measurement



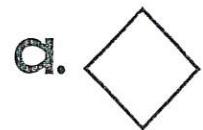
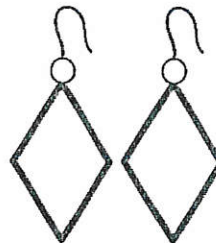
or

Longer

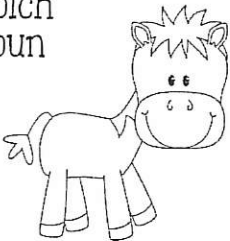
Rhyming



Shapes



Dolch
Noun



a. party

b. home

c. horse

Addition

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

Read

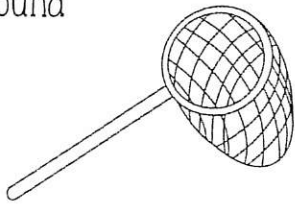
**You can color
in the book.**

Subtraction

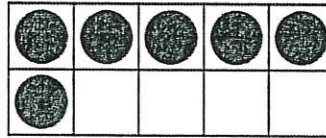
$$1 - 0 = \underline{\quad}$$

Name: _____

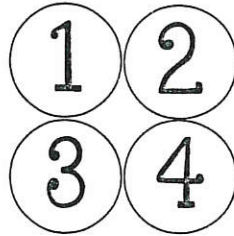
Beginning
Sound



Ten
Frame



Syllables



Before &
After

7

GVC



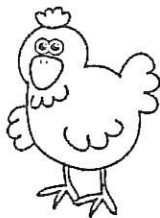
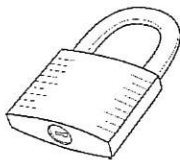
Measurement



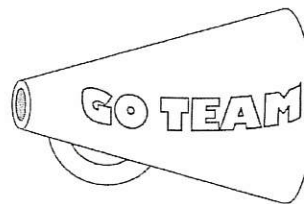
or

Holds more

Rhyming



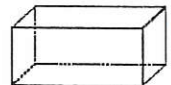
Shapes



a.



b.



Dolch
Noun



a. baby

b. bear

c. back

Addition

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

Read

Did you get
my box?

Subtraction

$$5 - 1 = \underline{\quad}$$