

March 16, 2020

Dear Parents/Guardians,

This letter is intended to clarify the purpose of the accompanying student work packet. Please know the intent of sending this work home is in an abundance of caution should we be closed for multiple days, due to COVID-19. This is not an indication that we are planning on closing, but we want students to have access to materials should that become our reality.

We have asked teachers to gather materials so that students will have access to activities to keep up their academic skills. We are sending this packet home today, although students should not complete activities until notified at a later date.

The enclosed activities are a review of previously taught skills; children should be able to complete these items independently. These activities will not be graded upon return to school, and students who do not complete work will not be penalized. However, we are cognizant that over long breaks, students may demonstrate regression. In order to minimize the review needed upon return we are asking that you utilize these activities to the best of your family's ability.

Many teachers have included a pacing guide indicating which activities should be completed on which days; this is provided for ease of use for our parents. You are welcome to utilize your best judgement in supporting your child in completing these activities.

Should we be in the position that we close for multiple days, we will communicate when it is time to utilize these resource packets. We will also provide information as to how you can contact your teachers with questions should we be closed.

Please don't hesitate to reach out to any of us with questions.  
Thanks so much,



# Kindergarten Home Practice Packet

**Daily Directions:** Complete 1 of each of the following: phonics activity, reading activity, science/social studies, math activity, and access one online website of your choice each day (video selection optional if internet resources not available at home). There are more materials than you need in this packet to allow for choice.

**Note for included worksheets:** If any of the papers are cut and paste and you do not have the supplies to complete, you can write in the answers, connect lines, or color code the sheet to complete. Be creative!

## *Science/Social Studies Topics:*

1. Read a Time for Kids magazine and write about a fun fact you learned. After writing, draw a picture in the blank space and talk about it with someone at home! Finish or add to the sentence prompts.
2. Observe the weather outside and write about it each day in your weather journal
3. Observe living and nonliving inside and outside and write about it! Finish or add to the sentence prompts.

## *Phonics Topics:*

1. Sight Words
2. CVC words
3. Real/Nonsense Words
4. Build CVC words and sight words with tile letter page
5. Writing prompts
6. Sentence fix
7. ABC writing practice

## *Reading Topics:*

1. Reading comprehension sheets
2. Sequencing: Beginning, Middle, End
3. Leveled readers - [www.razkids.com](http://www.razkids.com) (Use login if given to you by your child's teacher) Go on and read or play reading games through website.

**Math Topics:**

1. Greater and less than
2. Addition practice
3. Teen numbers
4. Measurement
5. Ten frames
6. One more/one less Shapes
7. Number Sense
8. Counting and Graphing

**Websites to use:**

[www.starfall.com](http://www.starfall.com)

[www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com) (Use login if given to you by your child's teacher, not all teachers use this)

[www.abcya.com](http://www.abcya.com)

Free Apps for Kindergarten (see attached page)



Homer: Kids Learn to Read



Sight Word Learning Games



Kindergarten Math and Reading Learning Kids Game



ABCMouse.com



Preschool & Kindergarten Learning Games



AtlasMission Educational Games



Grades K-5 Math Learning Games



Kindergarten Learning Games

Science/Social Studies

Materials





Day 1

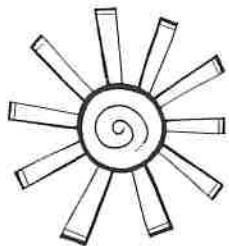
Date: \_\_\_\_\_

Today is:

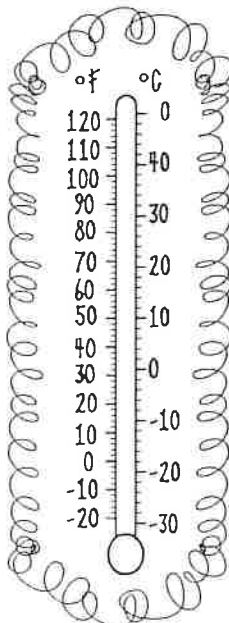
Monday Tuesday Wednesday

Thursday Friday

Weather:

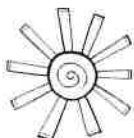


Temperature:



What I'll wear outside:

I predict tomorrow will be:



Day 2

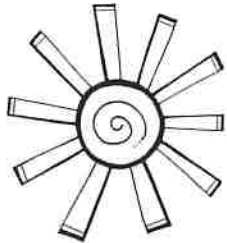
Date: \_\_\_\_\_

Today is:

Monday Tuesday Wednesday

Thursday Friday

Weather:



**Temperature:**

A thermometer with two scales. The left scale is in Fahrenheit (°F) with markings from -20 to 120 in increments of 10. The right scale is in Celsius (°C) with markings from -30 to 40 in increments of 10. A horizontal line is drawn across the thermometer at the 50°F / 10°C mark.

What I'll wear outside:

I predict tomorrow will be:





Day 3

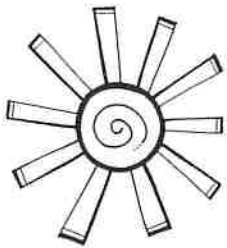
Date: \_\_\_\_\_

Today is:

Monday Tuesday Wednesday

Thursday Friday

Weather:



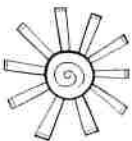
**Temperature:**

A vertical thermometer with two scales. The left scale is in degrees Fahrenheit (°F) ranging from -20 to 120 in increments of 10. The right scale is in degrees Celsius (°C) ranging from -30 to 40 in increments of 10. The thermometer is surrounded by a decorative border of small circles. A horizontal line is drawn across the middle of the thermometer, indicating a temperature level.

**What I'll wear outside:**

A large, empty oval shape intended for a child to draw or write what they would wear outside based on the weather.

I predict tomorrow will be:



Day 4

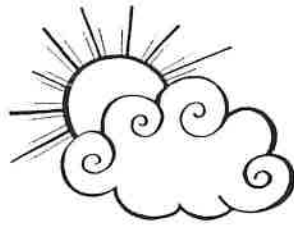
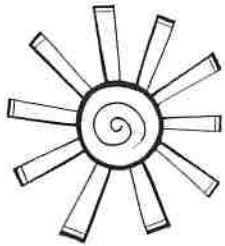
Date: \_\_\_\_\_

Today is:

Monday Tuesday Wednesday

Thursday Friday

Weather:



**Temperature:**

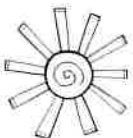
A thermometer with two scales. The left scale is in Fahrenheit (°F) with markings from -20 to 120 in increments of 10. The right scale is in Celsius (°C) with markings from -30 to 40 in increments of 10. A horizontal line is drawn across the thermometer at the 50°F / 10°C mark.

\_\_\_\_\_

**What I'll wear outside:**

A large, empty oval shape intended for a child to draw or write what they would wear outside.

I predict tomorrow will be:



Day 5

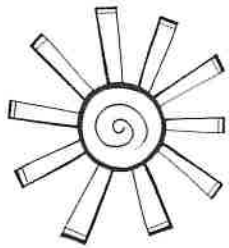
Date: \_\_\_\_\_

Today is:

Monday Tuesday Wednesday

Thursday Friday

Weather:



**Temperature:**

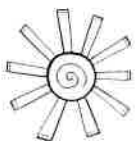
A drawing of a thermometer with two scales. The left scale is labeled '°F' and ranges from -20 to 120 in increments of 10. The right scale is labeled '°C' and ranges from -30 to 40 in increments of 10. A horizontal line is drawn across the thermometer at the 50°F / 10°C mark.

\_\_\_\_\_

**What I'll wear outside:**

A large, empty oval shape intended for a child to draw or write what they would wear outside.

I predict tomorrow will be:








I can observe living and nonliving




things around me!

Handwriting practice lines with icons (cloud, bird, tree) and dashed midlines for tracing.


I can observe living and nonliving

things around me!


   After reading time for kids

   I learned





After reading time for kids



I learned





# TIME for KIDS

These kids have class outdoors.  
They live in a village in Kenya.

## A World of Schools

Learn about schools around the globe.

# Time for Class

Kids all over the world go to school. Some of the schools look like yours. Some look different. But they have one thing in common. They are places where kids go to learn. Take a look.



ROBERTO MACHADO NOA—LIGHTROCKET/GETTY IMAGES

## This school is in Cuba.

Students get to school early. They wait outside the building. Soon, class will start. Students are ready to learn.



PUTU SAYOGA—GETTY IMAGES

2



MUNIR UZ ZAMAN—APPHOTTY IMAGES

## This school is in Bangladesh.

It is a floating school. The classroom is on a boat. These students are good listeners!

## This school is in Indonesia.


It is in a rain forest. Students study nature. They learn how to care for it. In this photo, kids are eating lunch together. After lunch, they clean up.




JULIAN STRATENSCHULTE—PICTURE ALLIANCE/GETTY IMAGES

## This school is in Germany.

It is a digital school. Students use technology to learn. These kids are using tablets. Look how focused they are.



### Where in the World?



Look at the map.  
Then find the countries you  
have read about.

## Charging Ahead

Do you ride a school bus? Most school buses are powered by gas. It harms the environment. Some people want to switch to **electric buses**. These buses are powered by batteries. Electric buses are better for the environment. What do you think? Should schools switch to electric buses?



ROBERT DAEHRICH PHOTOGRAPHY INC./CORBIS/GETTY IMAGES



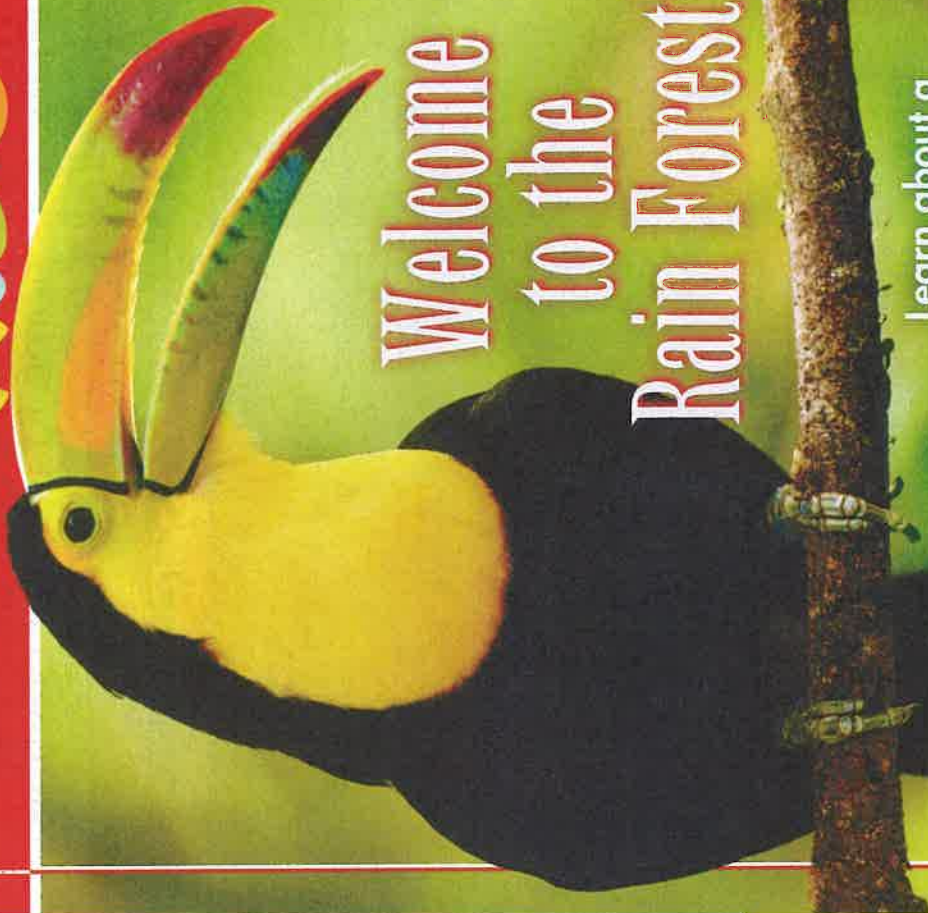
RAPPENUNKLE/GETTY IMAGE

## Walk with Me

What is a **walking school bus**? It is a group of students who walk to school together. An adult joins them on the trip. Walking school buses keep kids active. They keep kids safe. Plus, they help students get to school on time. Jamie Racine leads a walking school bus. "The kids have a lot of fun," she told *TIME for Kids*.

TIME for Kids Edition K-1 (ISSN 2156-5023) is published weekly and mailed monthly from October through May, except for a combined December/January issue, by You.com. Volume #10, Issue #1. Principal Office: 225 Liberty Street, New York, NY 10281. Periodical postage paid at New York, NY, and at additional mailing offices. © 2019 Time Inc. All rights reserved. Reproduction whole or in part without written permission is prohibited. Subscribers: If the postal authorities alert us that your magazine is undeliverable, we have no obligation unless we receive a corrected address within two years. POSTMASTER: Send address changes to TIME for Kids, P.O. BOX 37508 Boone, IA 50037-0508. Subscription queries: 877-604-8017. TIME for Kids is a registered trademark at Time Inc. Mailing list: We make a portion of our mailing list available to reputable firms. If you prefer we not include your name, please call, write to P.O. BOX 37508 Boone, IA 50037-0508, or send an email to [trkcustserv@cdsfulfillment.com](mailto:trkcustserv@cdsfulfillment.com). For international licensing and syndication requests, please email [syndication@meredith.com](mailto:syndication@meredith.com) or call 212-522-5868.

# TIME for **KIDS**



## Welcome to the Rain Forest!

Learn about a rainy habitat.

**MY LITTLE BOOK**



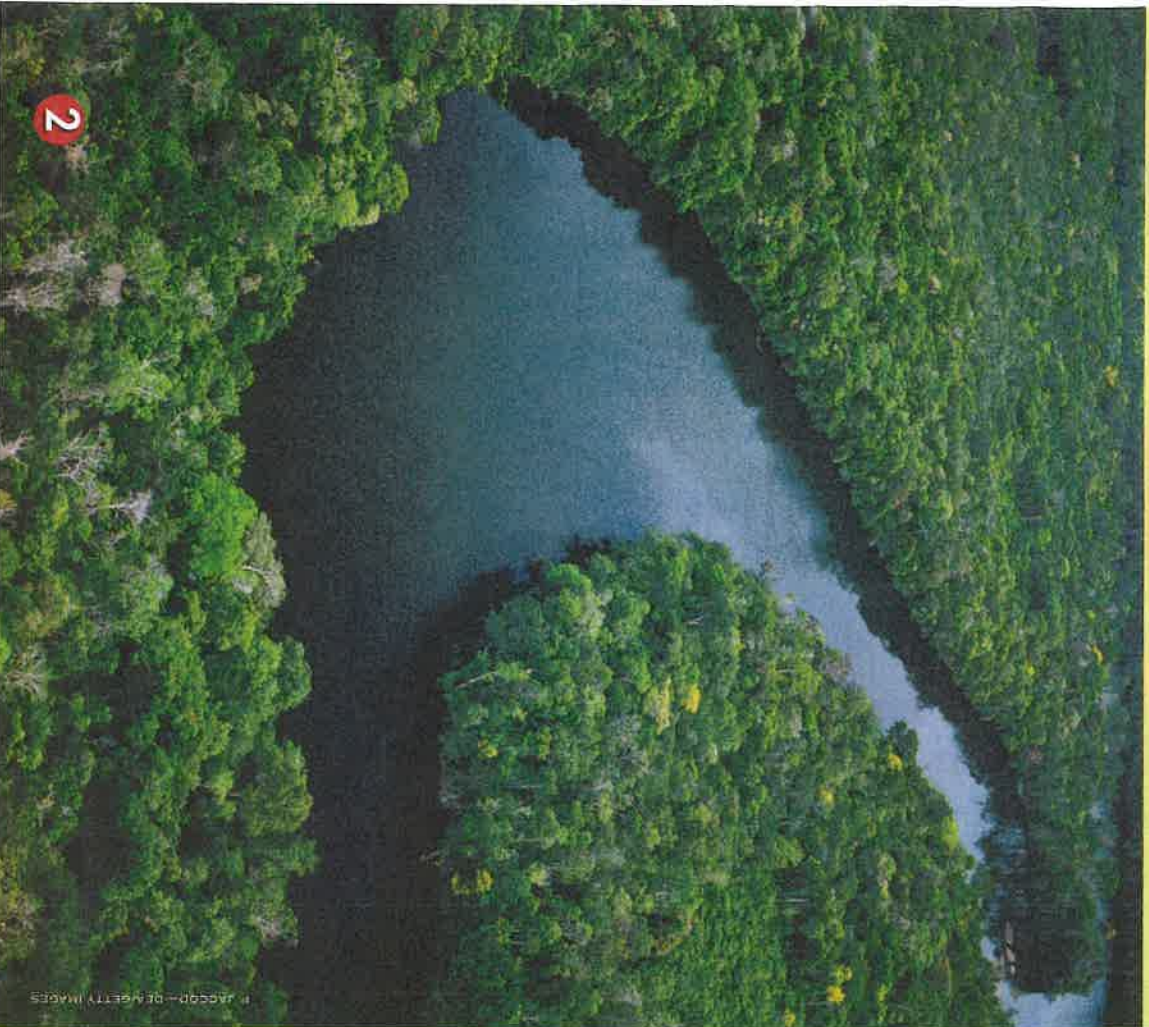
MAPS BY JOE LEMONNIER FOR TIME FOR KIDS

### The Amazon is the biggest rain forest in the world. It is in South America. Find it on the map.

TIME for Kids Edition (e-I) (ISSN 2155-5923) is published weekly and mailed monthly from October through May, except for a combined December/January issue. Publication office: 1230 Avenue of the Americas, New York, NY 10020. Advertising office: P.O. Box 2013, Time Inc. Advertising, New York, NY 10108. Postmaster: Please send address changes to TIME for Kids, P.O. Box 22703, Tampa, FL 33622-2270. Subscription inquiries: 800-777-8770. Mailing list: We make a portion of our mailing list available to reputable firms. If you prefer we not include your name, please call, write us at P.O. Box 92289, Tampa, FL 33622-2829, or send an email to [privacy@timeforkids.com](mailto:privacy@timeforkids.com).

COVER: MINT IMAGES; MARGUETTY IMAGES

**Rain forests** are warm and wet. This habitat is packed with green plants. It is home to unique animals.



2

JACOB DE GROOT—GETTY IMAGES

**Poison dart frogs** hunt for food in the understory. They eat spiders. The frog's bright skin warns predators to stay away.



MATTHIJIS KUIJPERS—GETTY IMAGES

7

A rain forest has **four layers**. Study the drawing. What do you notice? What plants and animals do you see?



Emergent



Canopy



Understory



Forest floor

3

ILLUSTRATION BY ANN REAS FOR TIME FOR KIDS

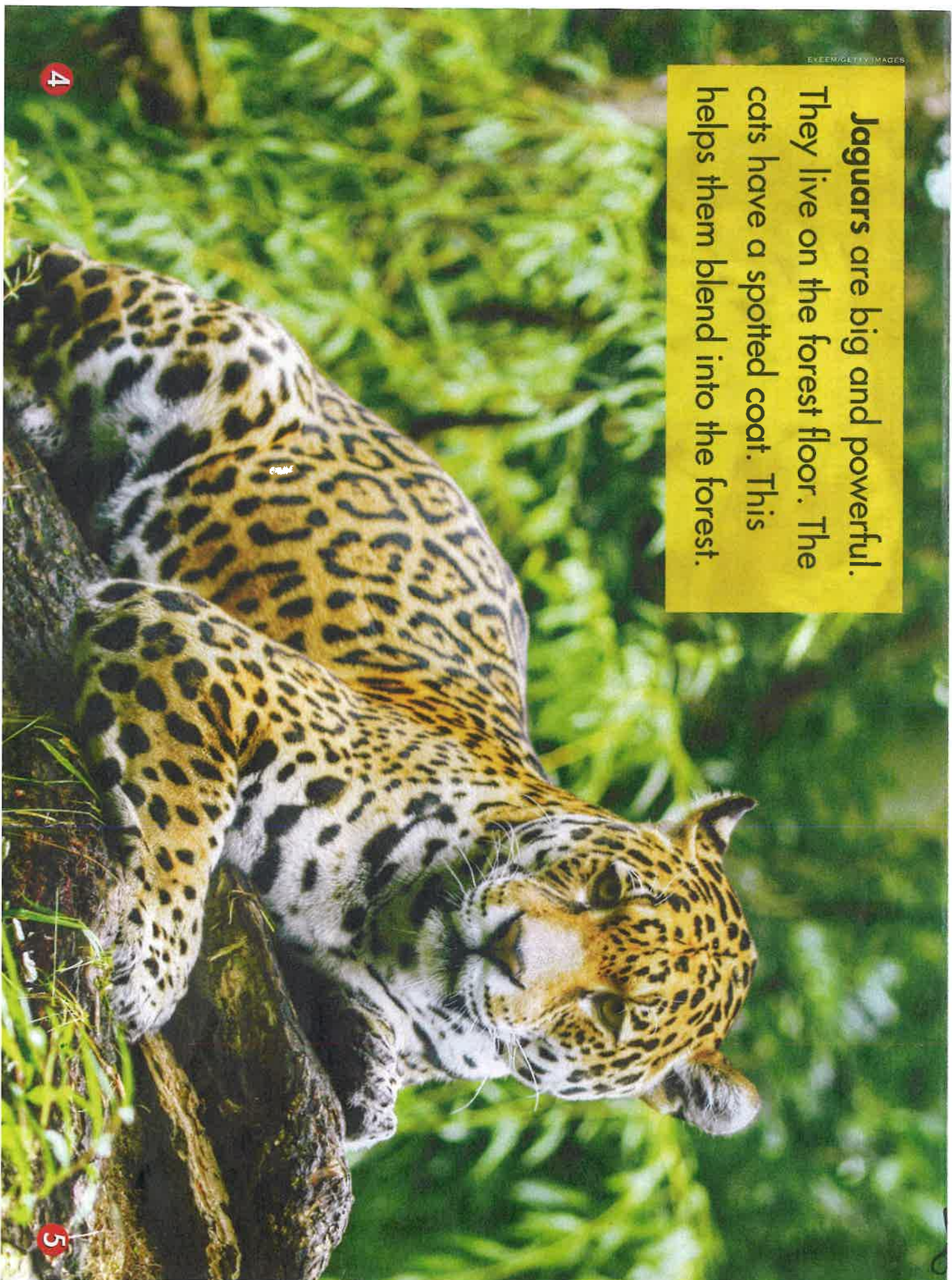


CORBIS RF STILLS/GETTY IMAGES

The **two-toed tree sloth** spends most of its life hanging upside down. It lives in the rain forest canopy. A sloth has special claws. They help it grip tree branches.

6

**Jaguars** are big and powerful. They live on the forest floor. The cats have a spotted coat. This helps them blend into the forest.

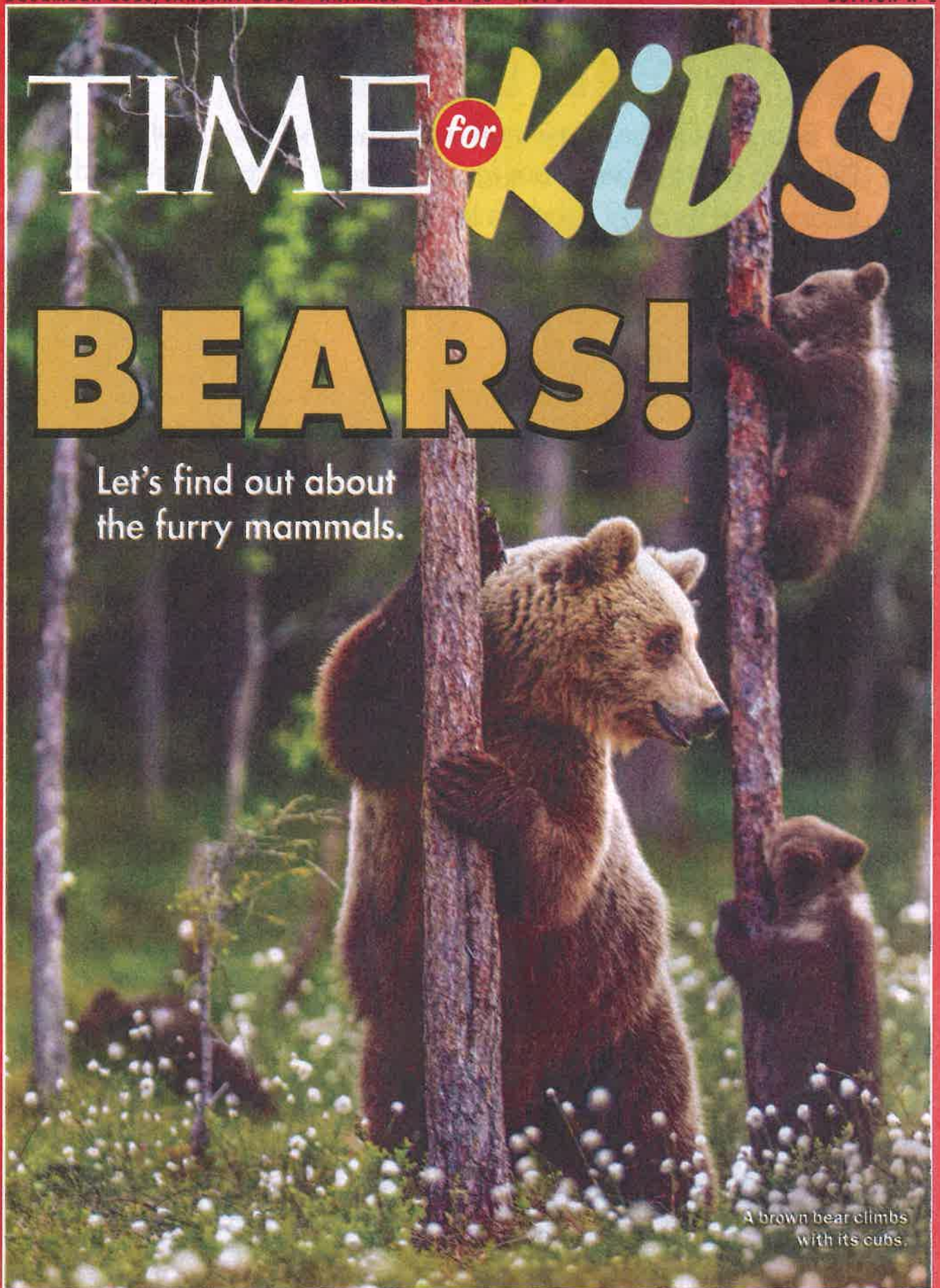




# TIME for **KiDS**

## BEARS!

Let's find out about  
the furry mammals.



A brown bear climbs  
with its cubs.

# A Bear's Life

Bears are large, furry mammals. They have big skulls and strong jaws. Different types of bears are found in many parts of the world. How does a bear spend its day? Read on to find out.



ANDY ROUSE—NATURE PICTURE LIBRARY/GETTY IMAGES

## Bears are omnivores.

Omnivores eat both meat and plants. Brown bears can eat up to 90 pounds of food in a day. That's a lot of chewing!



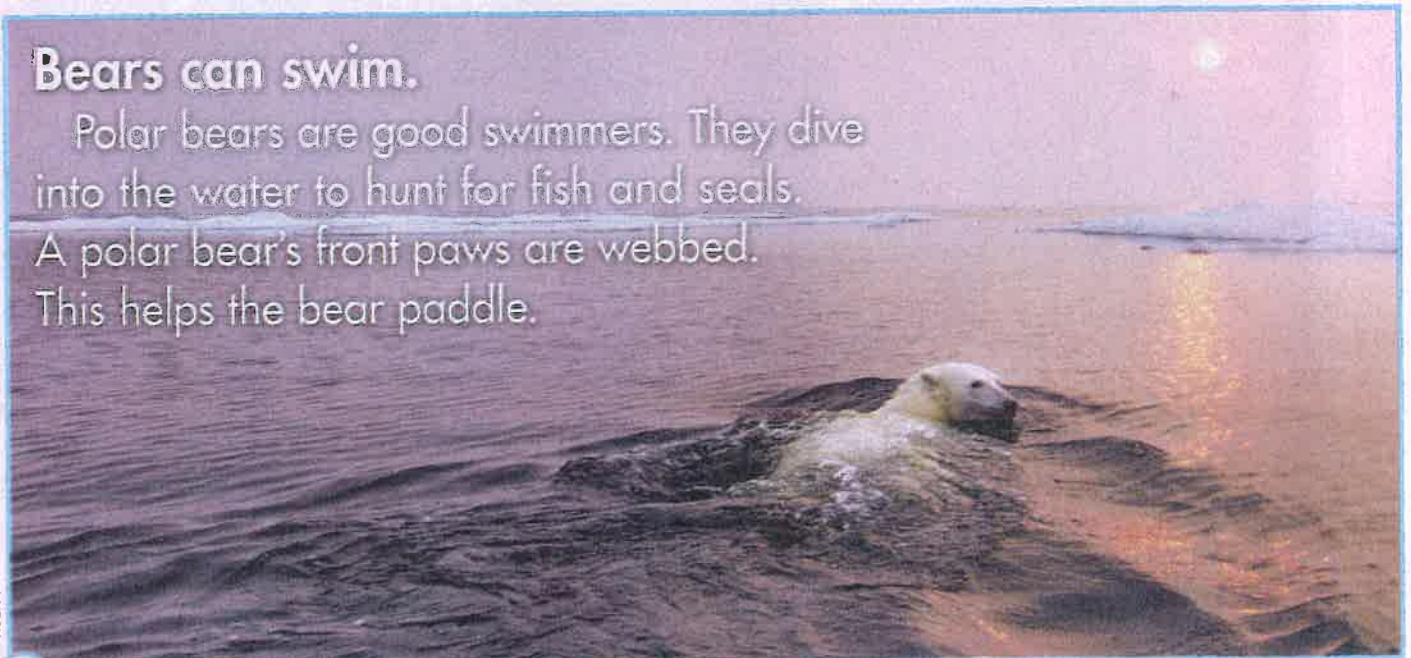
SYLVAIN GORDIER—GETTY IMAGES

## Bears take care of their cubs.

Bears protect their young. These sloth bear cubs are riding on their mother's back.

## Bears can swim.

Polar bears are good swimmers. They dive into the water to hunt for fish and seals. A polar bear's front paws are webbed. This helps the bear paddle.



PAUL SOUDERS—GETTY IMAGES



### Some bears hibernate.

This means they sleep for most of the winter. But first, they fill up on food. A bear's winter home is called a den.

JOHN SERRAO—GETTY IMAGES



### Did You Know?

Bears have four paws. Each paw has five sharp claws.

Bears use their paws for digging, fishing, hunting, and climbing.



MURGUIA/PHOTOGRAPHY/GETTY IMAGES

# Compare the Bears

There are eight species of bears. They are different colors and sizes. They live in different parts of the world. Read the chart to learn about three bear species. Which is your favorite?

## Giant panda



- FOOD** Bamboo shoots and leaves
- SIZE** Up to six feet tall
- HOME** Bamboo forests in the mountains of China
- FACT** Pandas use their large teeth and strong jaws to chomp on bamboo.

## Polar bear



- FOOD** Seals and small whales
- SIZE** Up to eight feet tall
- HOME** Sea ice and coastal land in the Arctic
- FACT** Polar bears have a thick layer of fur and blubber. This helps them keep warm in their cold habitat.

## Brown bear



- FOOD** Roots, berries, nuts, and fruit
- SIZE** Up to nine feet tall
- HOME** Forests and mountains of North America, Europe, and Asia
- FACT** Brown bears come in many colors. Some are nearly black. Others are blond.

FROM LEFT: J. UND C. SOHNS—TIER UND NATURFOTOGRAFIE/GETTY IMAGES; DANIEL J. COX—GETTY IMAGES; PAUL SOUDERS—GETTY IMAGES. BACKGROUND: XPACIFICA/GETTY IMAGES

TIME for Kids Edition K-1 (ISSN 2156-5033) is published weekly and mailed monthly from October through May, except for a combined December/January issue, by You.com. Volume #10, Issue #9. Principal Office: 3 Bryant Park, New York, NY 10036. Periodical postage paid at New York, NY, and at additional mailing offices. © 2019 Time Inc. All rights reserved. Reproduction whole or in part without written permission is prohibited. Subscribers: If the postal authorities alert us that your magazine is undeliverable, we have no obligation unless we receive a corrected address within two years. POSTMASTER: Send address changes to TIME for Kids, P.O. BOX 37508 Boone, IA 50037-0508. Subscription queries: 877-604-8017. TIME for Kids is a registered trademark of Time Inc. Mailing list: We make a portion of our mailing list available to reputable firms. If you prefer we not include your name, please call; write to P.O. BOX 37508 Boone, IA 50037-0508; or send an email to [ffcustserv@cdsfulfillment.com](mailto:ffcustserv@cdsfulfillment.com). For international licensing and syndication requests, please email [syndication@meredith.com](mailto:syndication@meredith.com) or call 212-522-5868.

# Phonics Materials

ABCDEFGHIJ  
KLMNOPQR  
STUVWXYZ



Color vowels red.

Color consonants yellow.

Cut out and build CVC words.



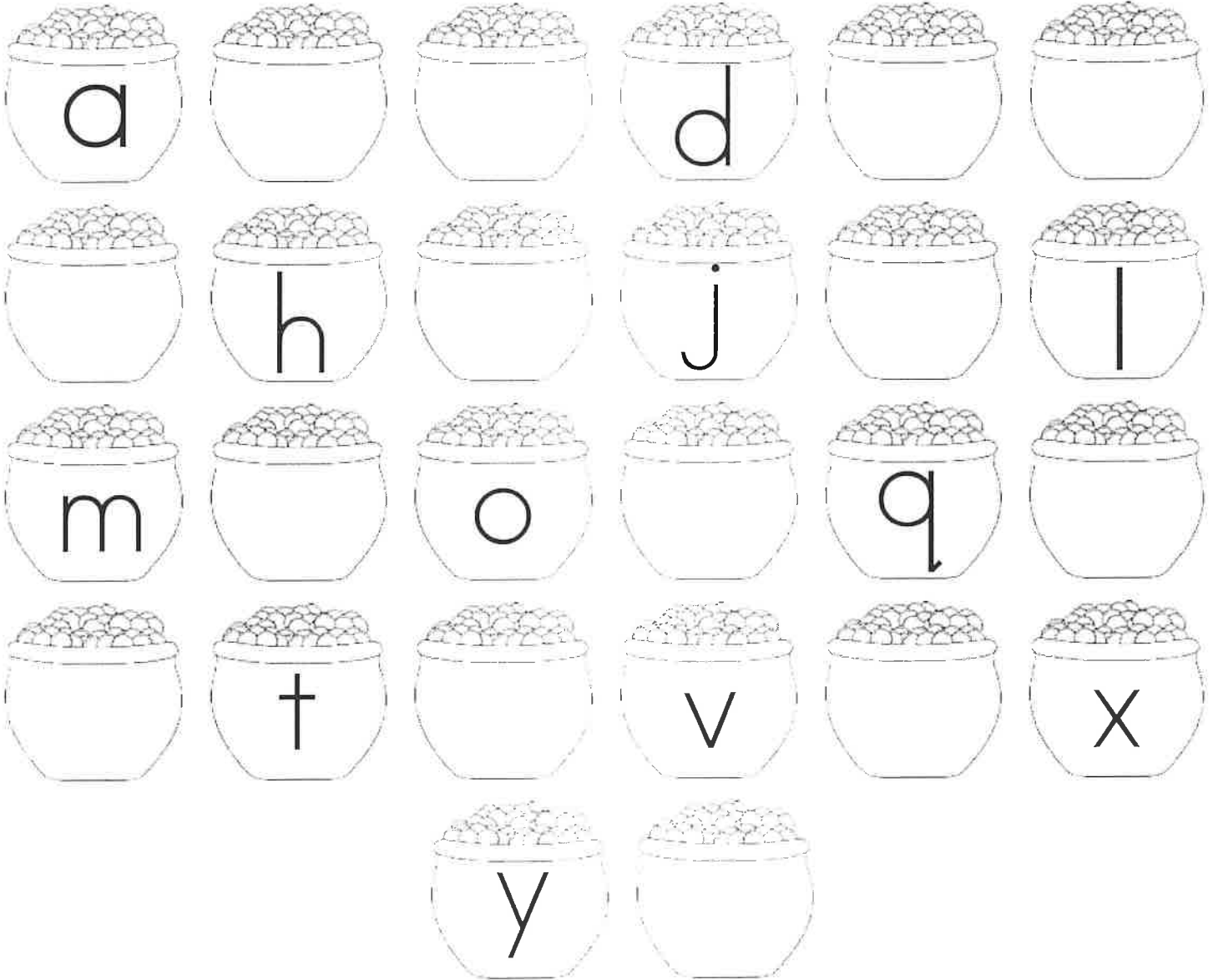
a	b	c	d	e	f	
g	h	i	j	k	l	
m	n	o	p	qu	r	s
t	u	v	w	x	y	z





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

# Missing letters



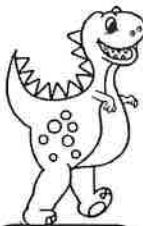
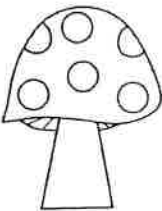
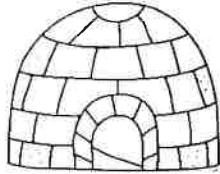
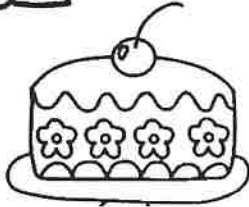
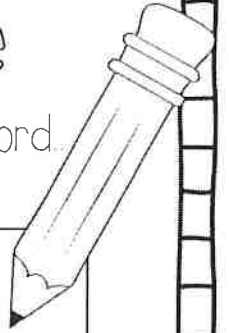
How many?

A box containing 10 identical line drawings of a small house with a chimney, arranged in two rows of five. To the right of the drawings is a large empty square box for the answer.



# Word Detective

Crack the code to spell the word. Draw a picture of the word.



Choose a word and write a sentence.

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Name \_\_\_\_\_

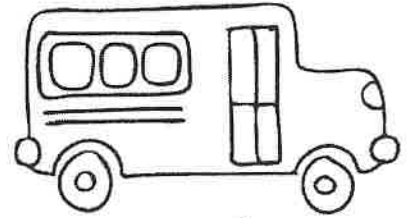
Date \_\_\_\_\_

## CVC word and picture matching

Write the word. Draw a line to match the word with the picture.

bib

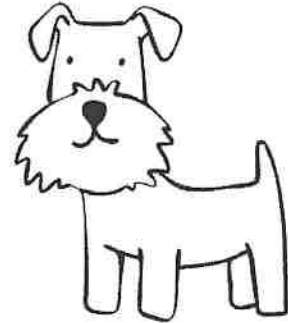
bib



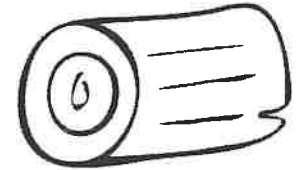
dog



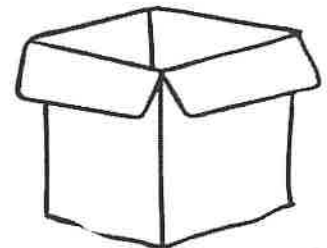
bus



box



rat



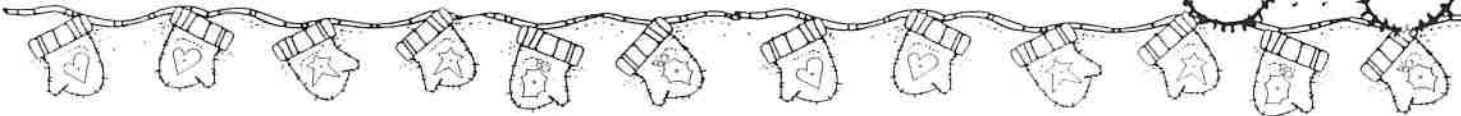
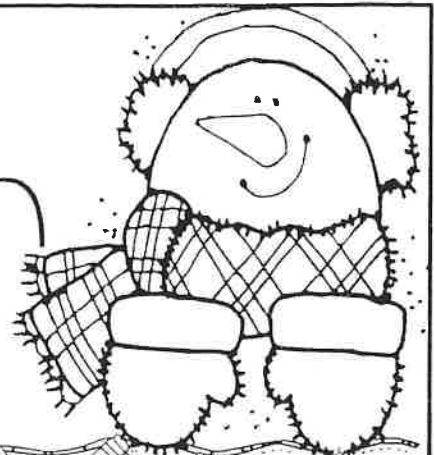
log



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

# Mitten Match

Directions: Read the word on each mitten. Find the mitten with the same word family. Color the two mittens the same color. Use a different color for each mitten pair.



rat win mug hot

ham jam zip cop

nap sip sun sat red

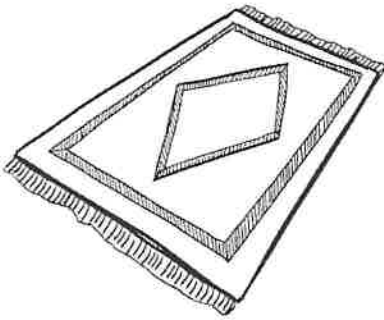
jug mop tap met

dog fed fin wet fun

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

## Missing Letters

Write the missing letter for each word. Then write the word.

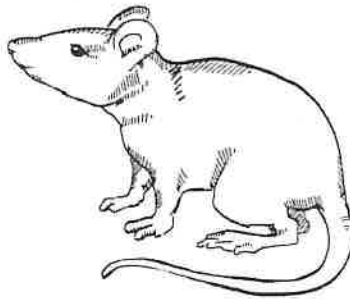


r u

\_\_\_\_\_

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\_\_\_\_\_

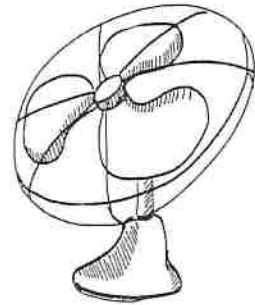


r  t

\_\_\_\_\_

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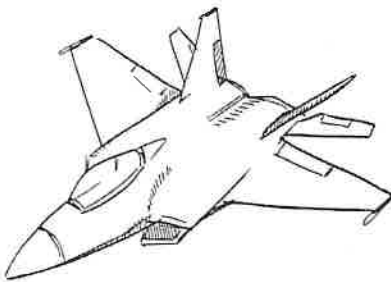


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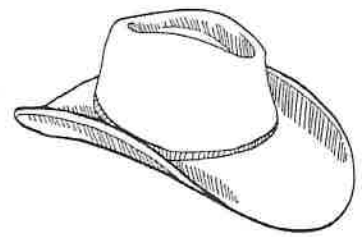


e n

\_\_\_\_\_

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\_\_\_\_\_



h  t

\_\_\_\_\_

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\_\_\_\_\_

Name \_\_\_\_\_

# Color by Sight Word

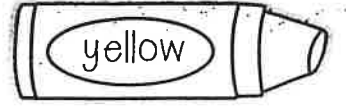
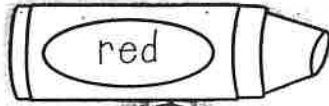
Directions: Use the color code to color the picture.

the

a

is

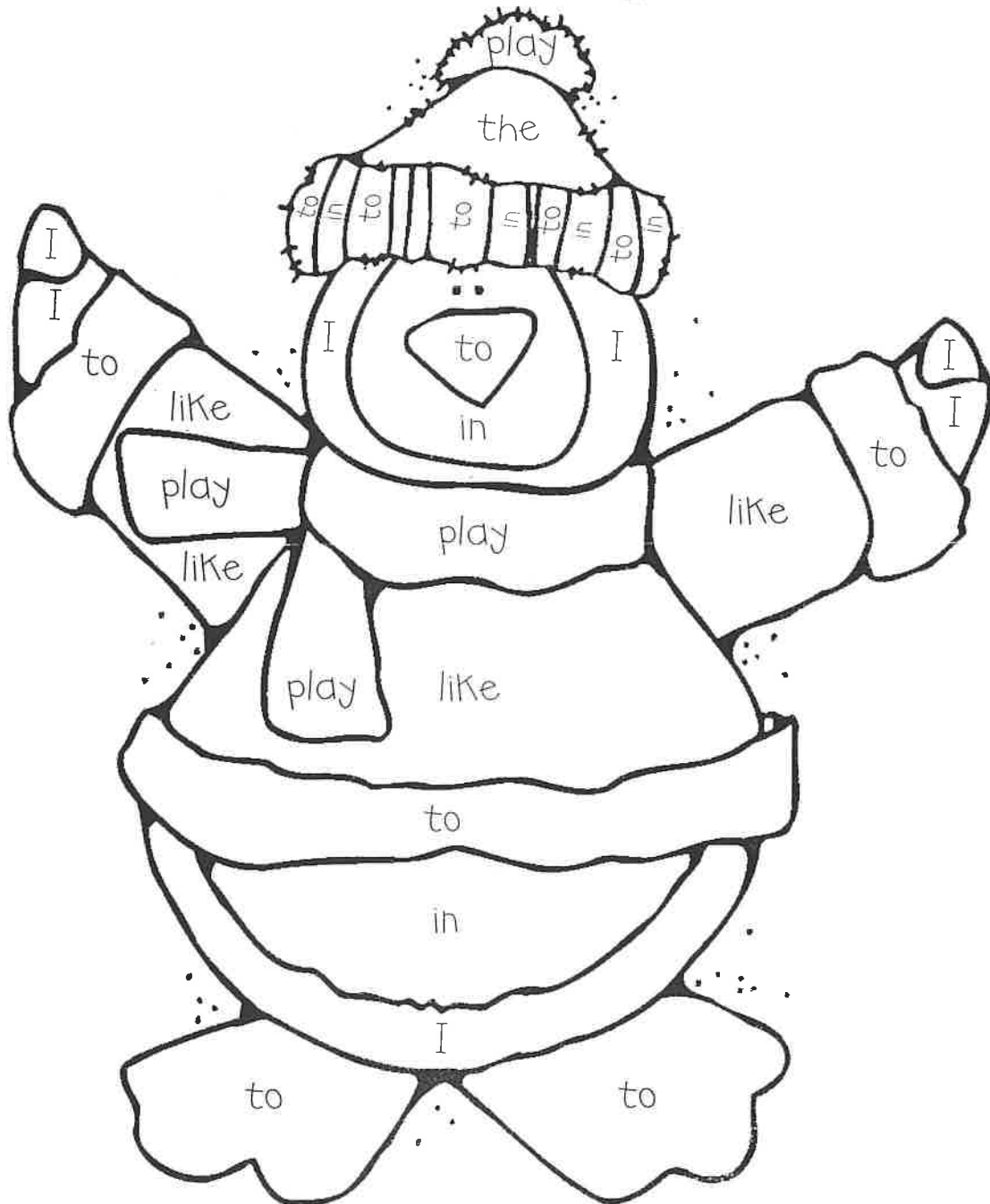
you



Name \_\_\_\_\_

# Color by Sight Word

I=black like=blue to=yellow play=red in=white the=green

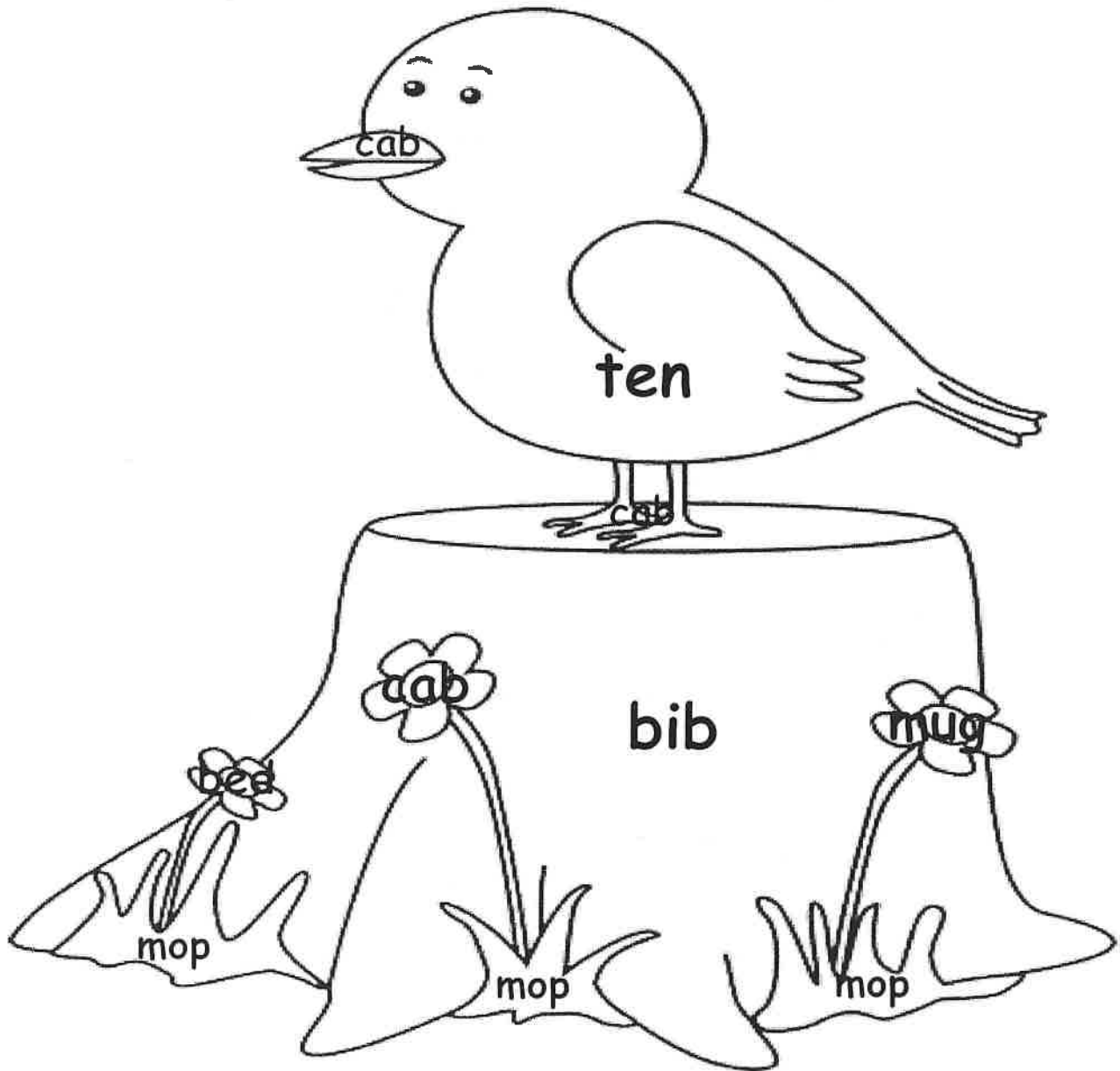


## I can read it!

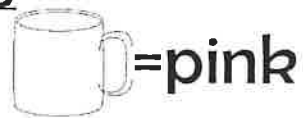
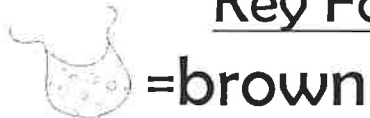
I like to play in the snow!

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

## Spring Color-By-CVC Word!



### Key For Coloring

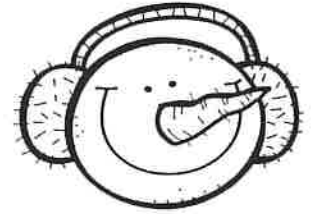


10 =blue



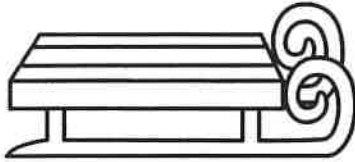


Name \_\_\_\_\_



# Counting syllables

Directions: Look at the picture count out the syllables. Color the boxes for how many syllables you hear.



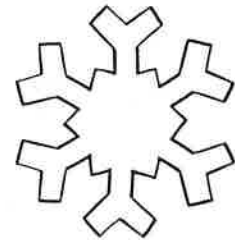
sled

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mittens

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snowflake

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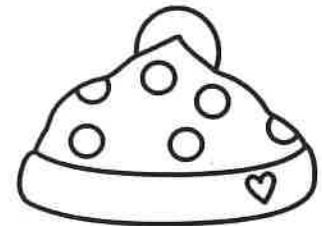
children

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tree

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hat

--	--	--



gingerbread

--	--	--



ice

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bird

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Name \_\_\_\_\_

-ake

# Long Vowels CVCe

Name the sound of the long vowels. Read the words. Color a star each time you read them.

a e i o u

fake

lake

make

bake

take

wake

Read the word family.

a k e

-ake

rake

sake

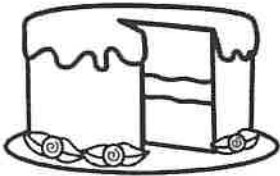
cake



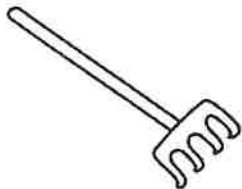
Color It!

Vowel It!

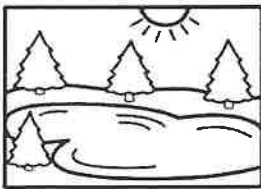
Write It!



c \_ \_ k \_ \_



r \_ \_ k \_ \_



l \_ \_ k \_ \_



w \_ \_ k \_ \_

Pick an "-ake" word from above and use it in a sentence.



# Reading Materials

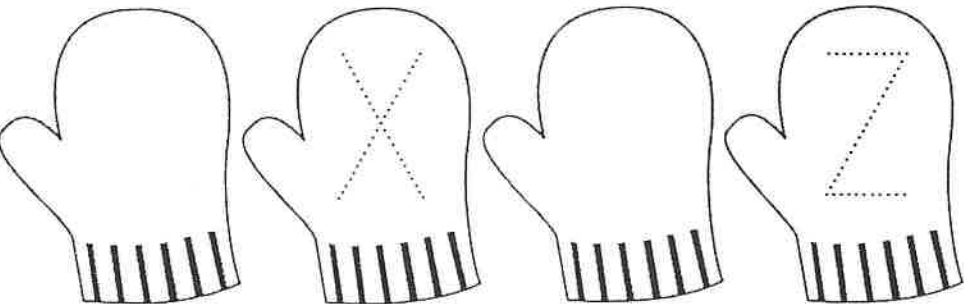
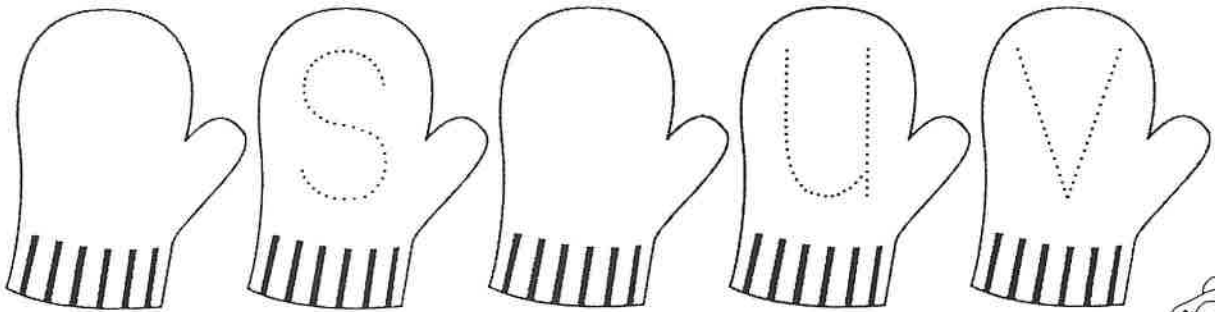
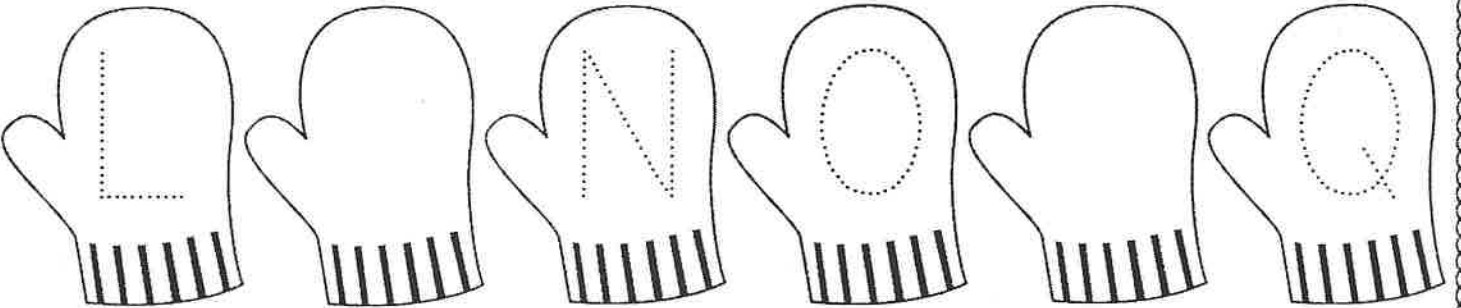
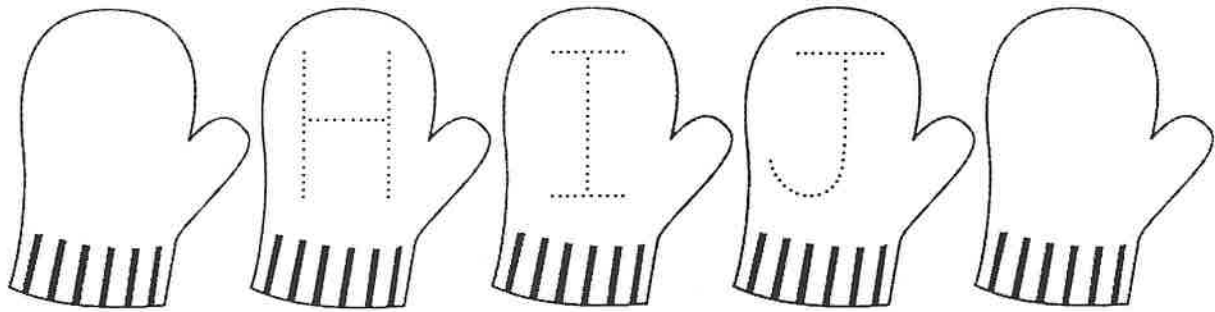
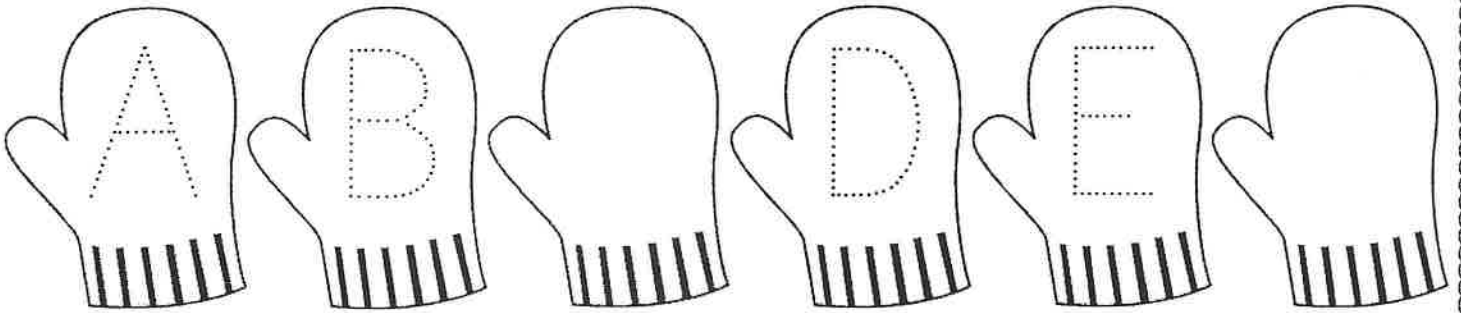




Name \_\_\_\_\_

# Winter Uppercase Letters

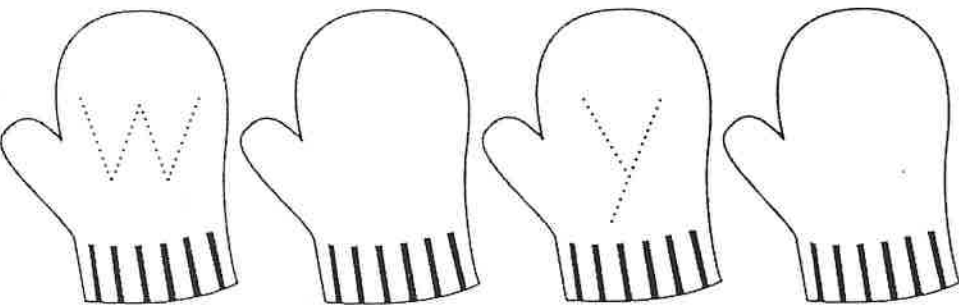
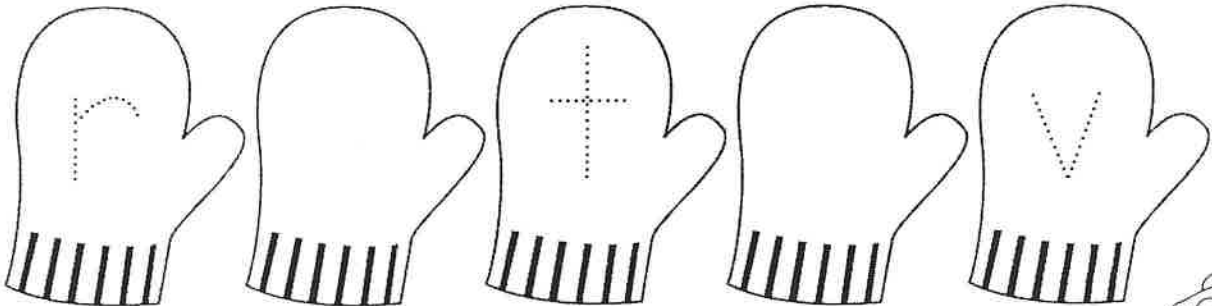
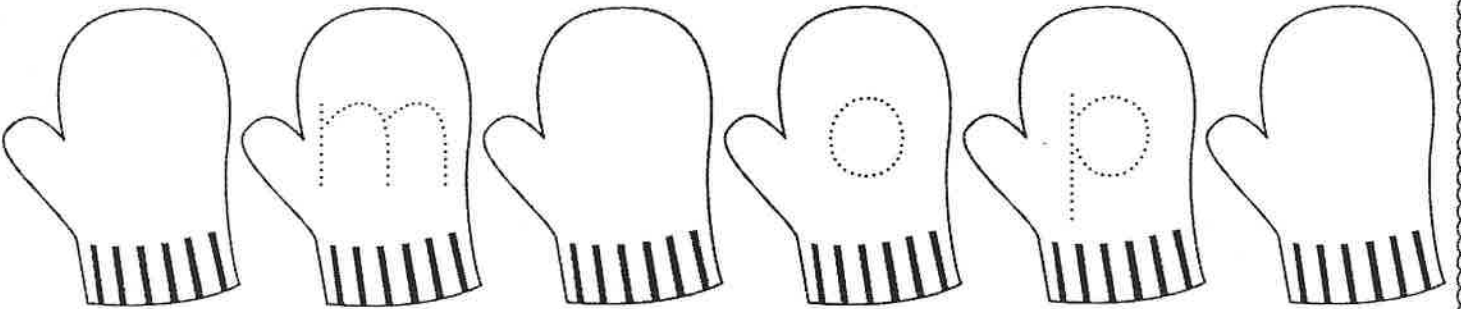
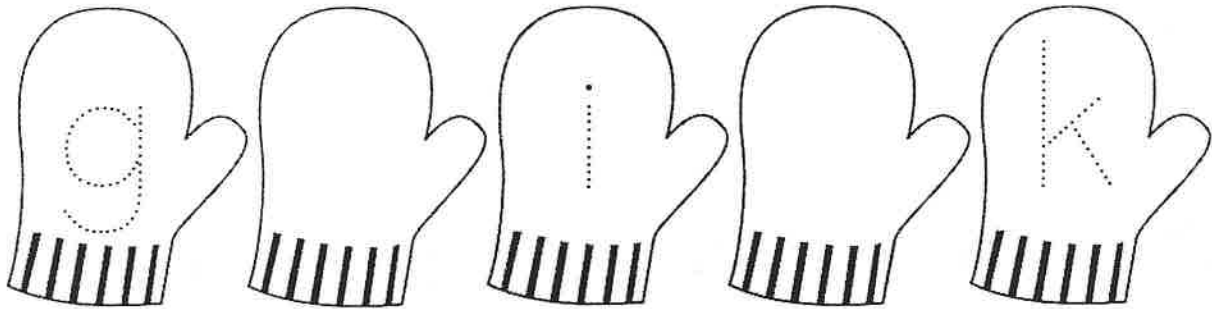
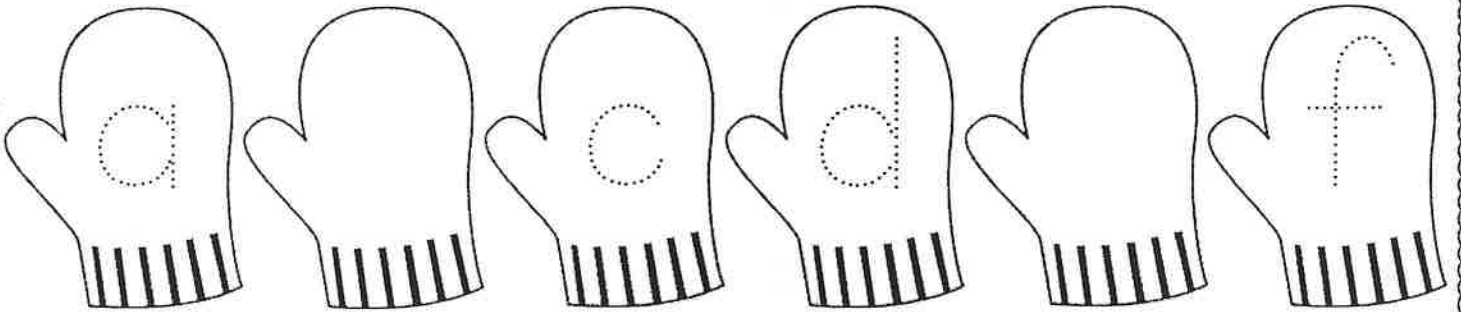
**Directions:** Print the missing letters to complete the alphabet.



Name \_\_\_\_\_

# Winter Lowercase Letters

**Directions:** Print the missing letters to complete the alphabet.







When I grow up,  
I want to be a...



Name \_\_\_\_\_

## Rhyming Words

Write a pair of rhyming words and draw them in the box below!

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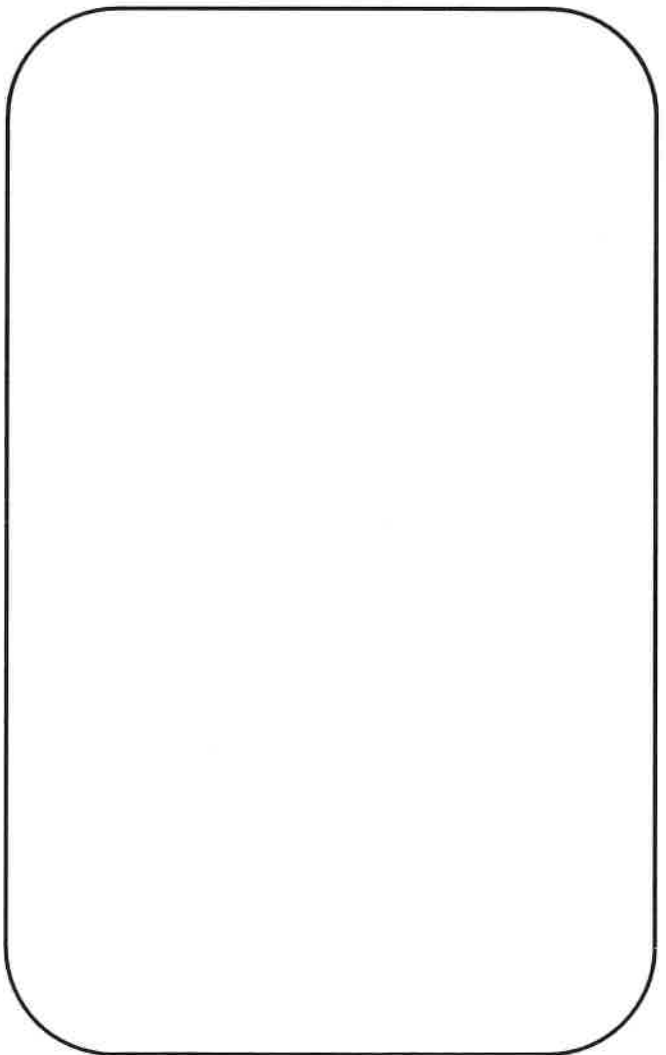
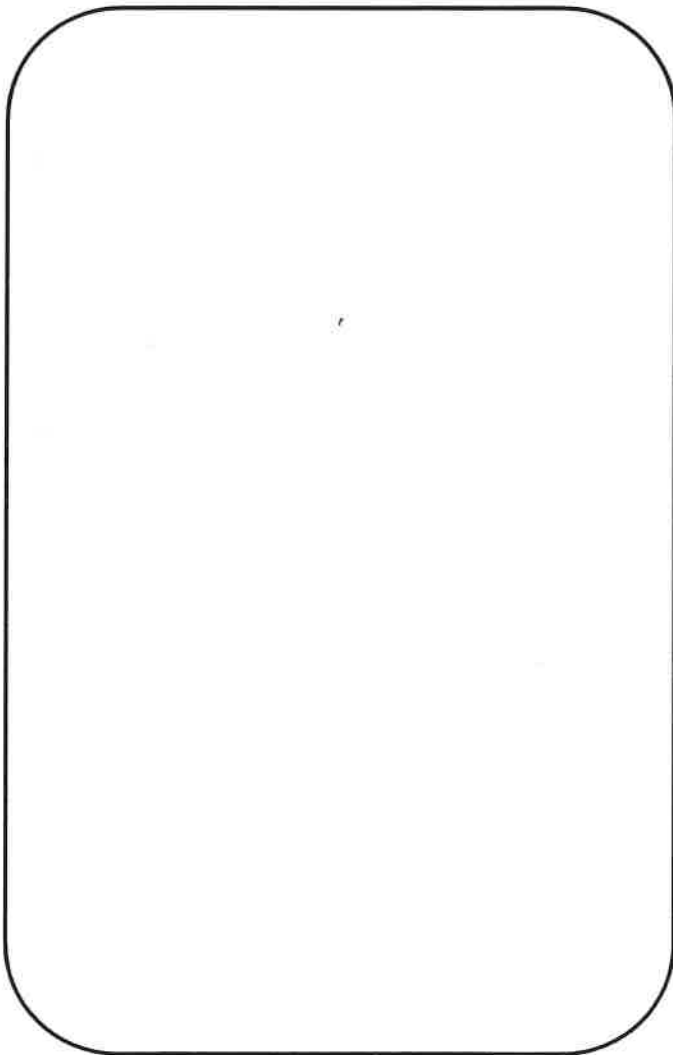
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today is:

Monday

Tuesday

Wednesday

Thursday

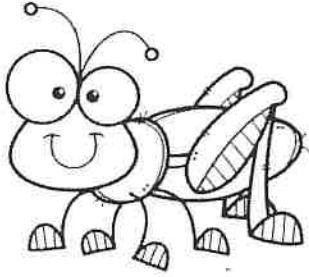
Friday

Saturday

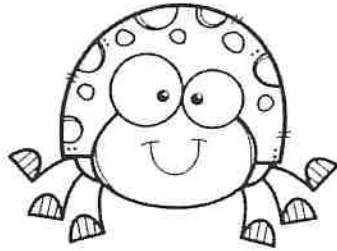
Sunday

### What is your favorite bug?

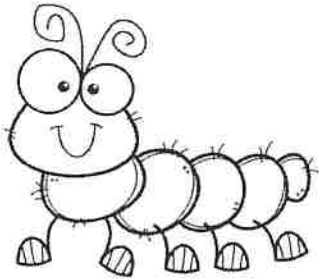
grasshopper



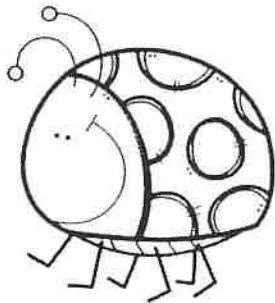
beetle



caterpillar



ladybug



Draw a Picture

Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

☆ I used capital letters. ☆ I used spaces. ☆ I used punctuation.

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



Look at the mixed up words and solve!

uoy

\_\_\_\_\_

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\_\_\_\_\_

ese

\_\_\_\_\_

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\_\_\_\_\_

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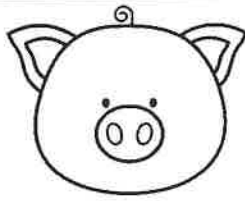







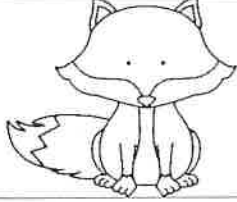



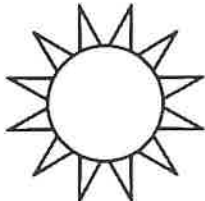
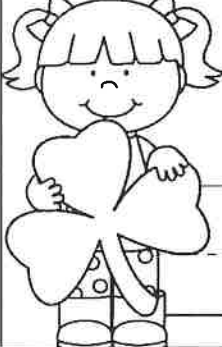
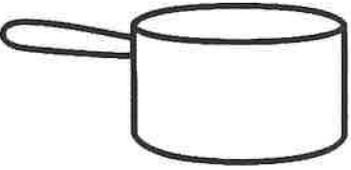
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\_\_\_\_\_

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

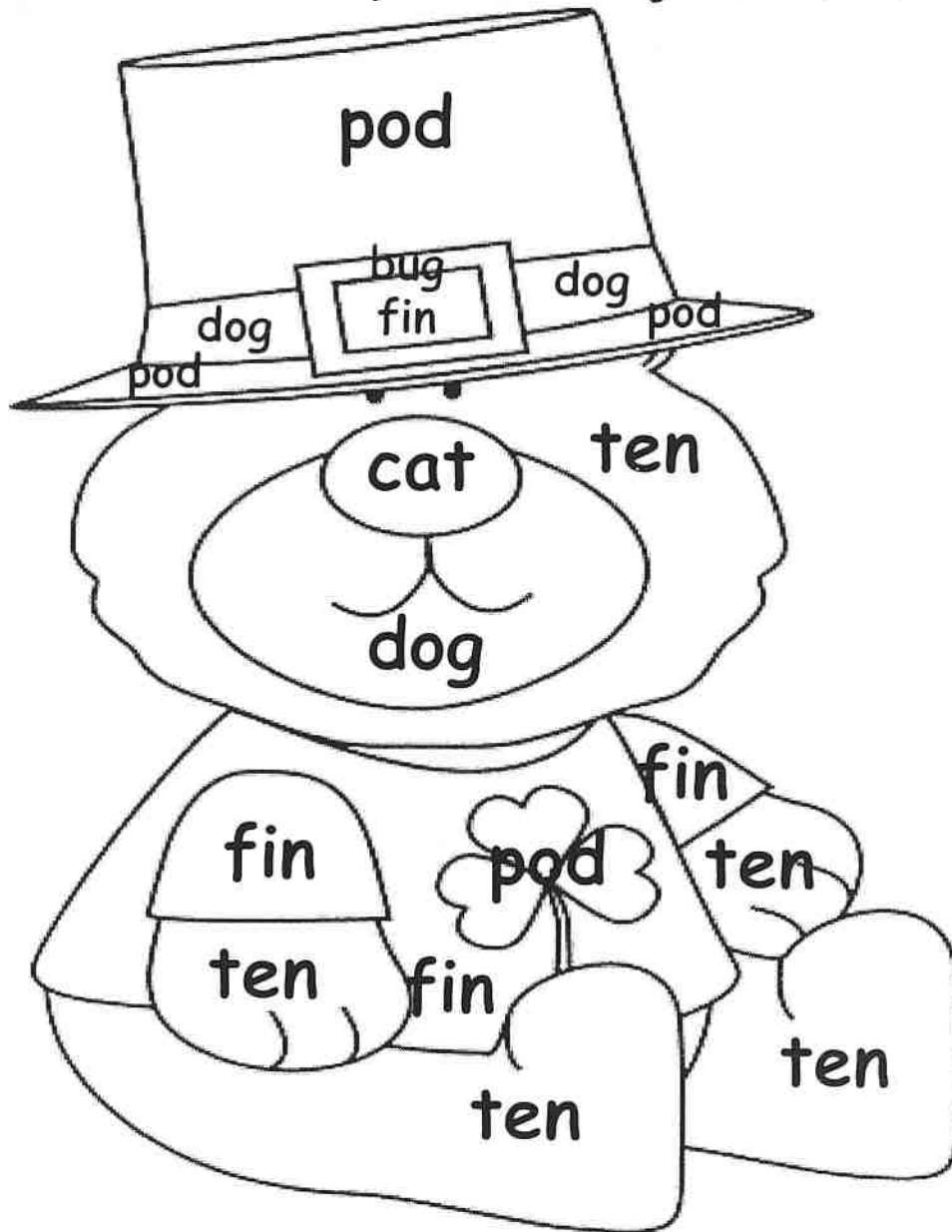
Directions: Say the name of each picture. Write the CVC word on the line.

# CVC Shamrocks

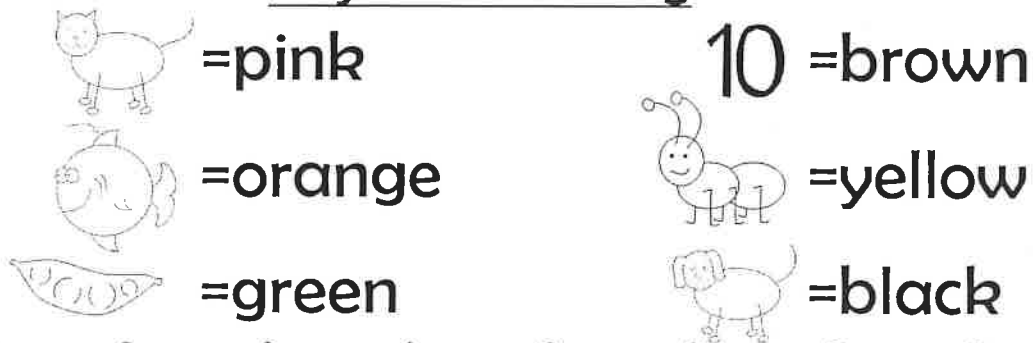
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____

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

# St. Patrick's Day Color-By-CVC Word!



## Key For Coloring



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

Look at the pictures and  
complete the sentences.



The girl hits the ball with  
a \_ \_ \_.



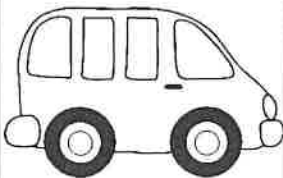
He is \_ \_ \_.



The boy \_ \_ \_ on the  
mat.



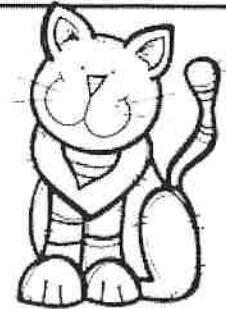
The rat is \_ \_ \_.



I saw a red \_ \_ \_.

Name \_\_\_\_\_

# Pat the Cat



Read:

Draw:

I have a cat.  
My cat is fat.  
My cat is a fat cat.

My cat's name is Pat.  
Pat likes to run.  
Pat runs after a rat.

The rat is fast.  
Pat can not get the rat.  
My cat is sad.

1. What is the cat's name?

\_\_\_\_\_

.....

\_\_\_\_\_

2. Why can't Pat get the rat?

\_\_\_\_\_

.....

\_\_\_\_\_

3. What words are rhyming words?

\_\_\_\_\_

.....

\_\_\_\_\_



Name \_\_\_\_\_

-at

# Reading Comprehension

Read the short passage and answer the questions.

## A Fat Cat

The cat is fat. The cat is sitting on a mat. The cat is wearing a hat. Look at the fat cat!



1. The cat is \_\_\_\_\_.

2. The cat is sitting on a \_\_\_\_\_.

3. The cat is wearing a \_\_\_\_\_.

Name \_\_\_\_\_

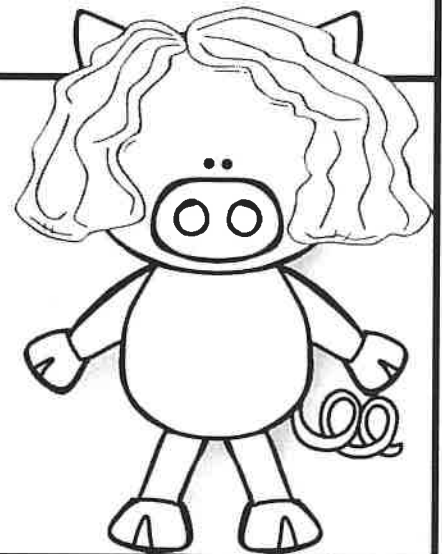
-ig

# Reading Comprehension

Read the short passage and answer the questions.

## The Big Pig

The pig is big. He is wearing a wig. The pig will dig in the mud. Do you see the big pig?



1. The pig is \_\_\_\_\_.

2. He is wearing a \_\_\_\_\_.

3. The pig will \_\_\_\_\_ in the mud.

Name \_\_\_\_\_

gr

# Reading Comprehension

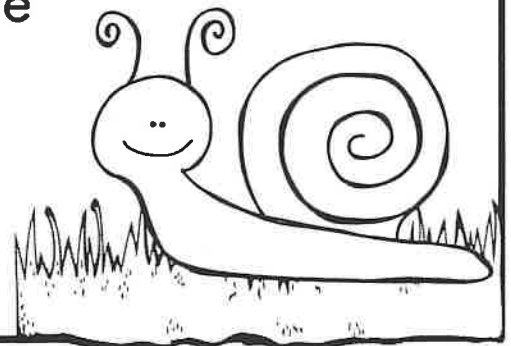
Read the short passage and answer the questions.

## Gary in the Grass

Gary is in the green grass.

Gary will grin in the grass. He  
sees a grape in the grass.

Gary will eat the grape. The  
grape is great!



1. Gary is in the green \_\_\_\_\_.

2. Gary will \_\_\_\_\_ in the grass.

3. Gary will eat the \_\_\_\_\_.

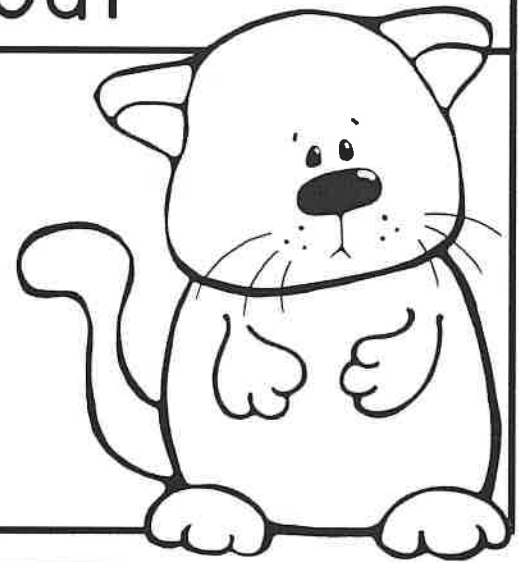
Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## Fluffy the Cat

Fluffy is a cat. She likes to play. Fluffy can jump very high.



1. What kind of animal is Fluffy?

- dog
- cat

2. What does she like to do?

- play
- jump

3. What can Fluffy do?

- jump high
- walk

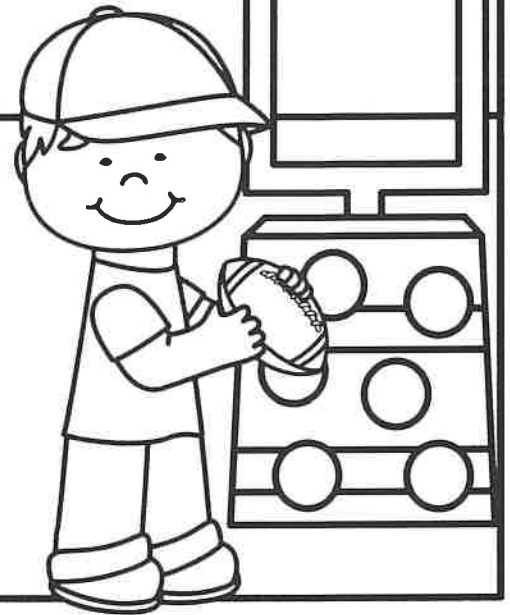
Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## Football

Lou plays football. He loves football. Lou can run fast and throw far. He will ask Jon to play with him.



1. What does Lou play?

- games
- football
- soccer

2. What can Lou do?

- run fast
- jump high
- score

3. What will he do?

- wear a hat
- run fast
- ask Jon to play

Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## My Friend

My friend's name is Ben.  
Ben is a great friend. He is  
five years old. Ben plays  
soccer. We have so much  
fun together!



1. What is my friend's name?

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2. How old is he?

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3. What does he play?

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Read a book of your choice and complete!!  
Draw 3 pictures.

Beginning-Middle-End

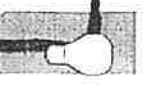
Name: \_\_\_\_\_

Book Title: \_\_\_\_\_

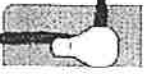
Beginning

Middle

End



# Beginning-Middle-End



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

Book Title: \_\_\_\_\_

Beginning

Middle

End

Three large, rounded rectangular boxes with dashed outlines, arranged horizontally. Each box is intended for a student to write a description of the beginning, middle, and end of a book, respectively.



# Math Materials





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

# Ice Cream Ten Frames

Read the number and fill in the ten frame to match































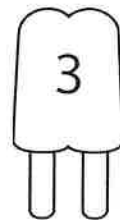
Name: \_\_\_\_\_

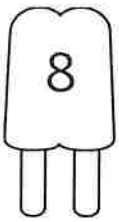
# Popsicle Ten Frames

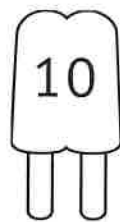


Read the number and fill in the ten frame to match



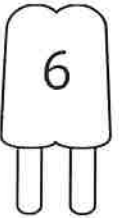







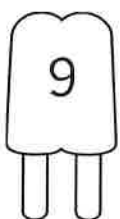








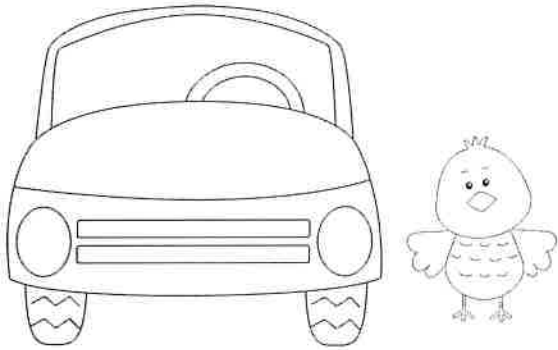




Name \_\_\_\_\_

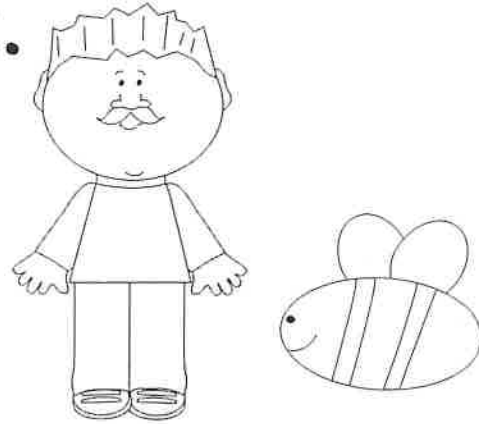
## Comparing Weight!

Circle the objects that are heavier and cross out the objects that are lighter.

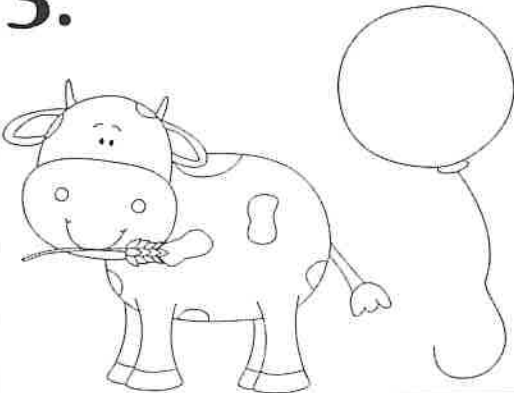
1.



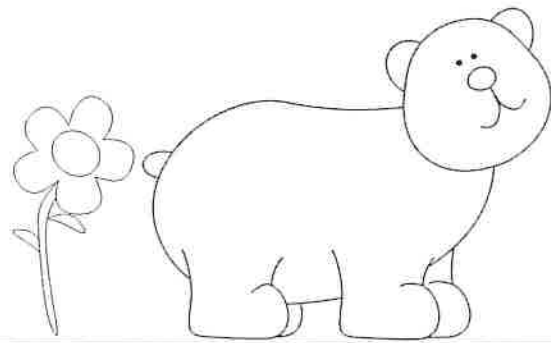
2.



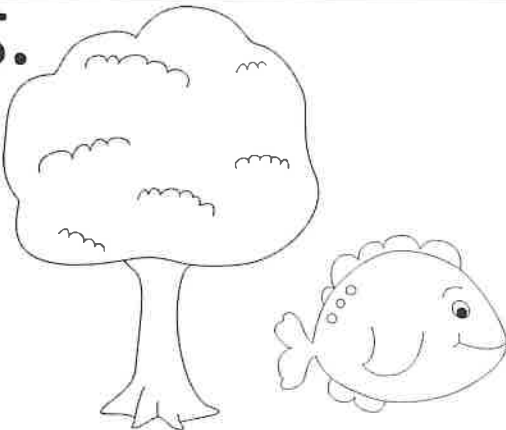
3.



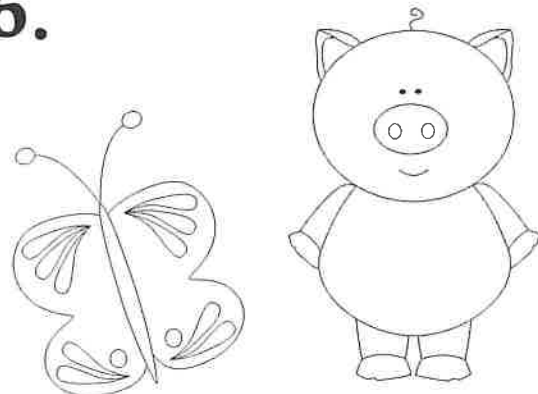
4.



5.



6.



Name \_\_\_\_\_

## Comparing Weight!

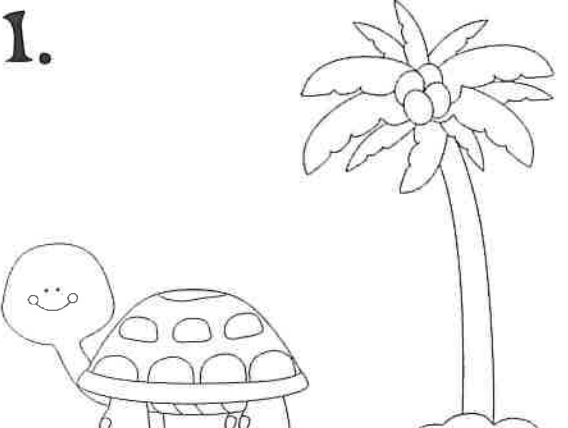
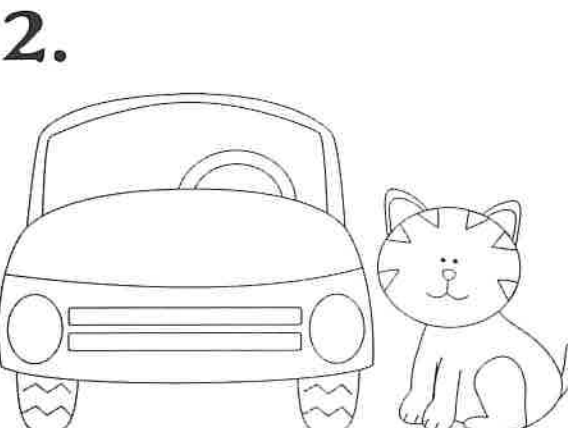
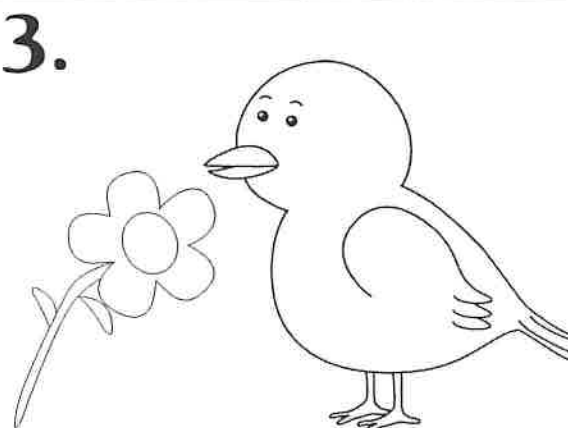
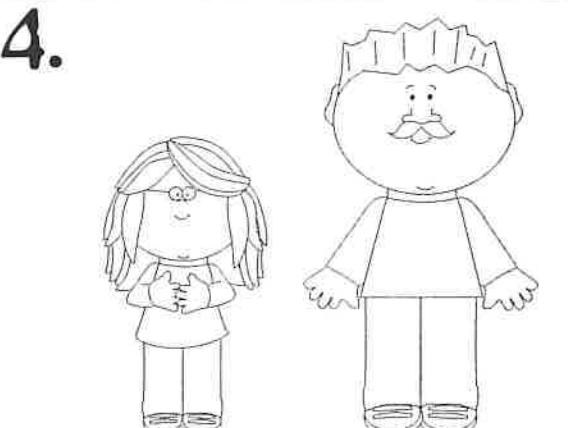
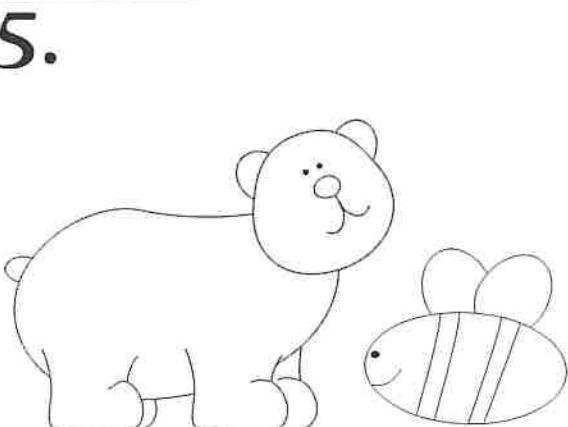
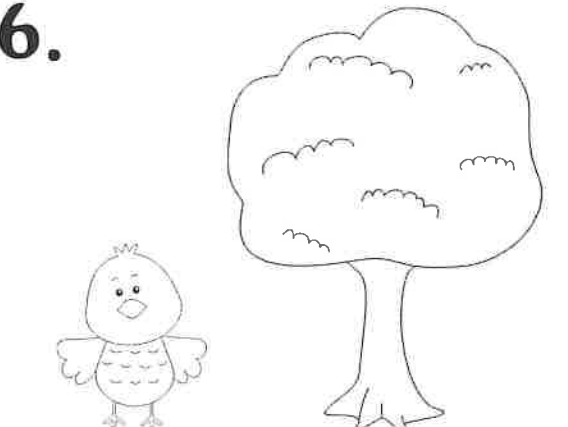
Draw an animal that is heavy.

Draw an animal that is light.

Name \_\_\_\_\_

# Comparing Height!

Circle the objects that are taller and cross out the objects that are shorter.

<p>1.</p>  A cartoon turtle is on the left, and a tall palm tree is on the right.	<p>2.</p>  A car is on the left, and a sitting cat is on the right.
<p>3.</p>  A bird is on the right, and a flower on a stem is on the left.	<p>4.</p>  A girl is on the left, and a man is on the right.
<p>5.</p>  A bear is on the left, and a bee is on the right.	<p>6.</p>  A small chick is on the left, and a large tree is on the right.

Name \_\_\_\_\_

## Comparing Height!

Draw a house that is tall.

Draw a house that is short.

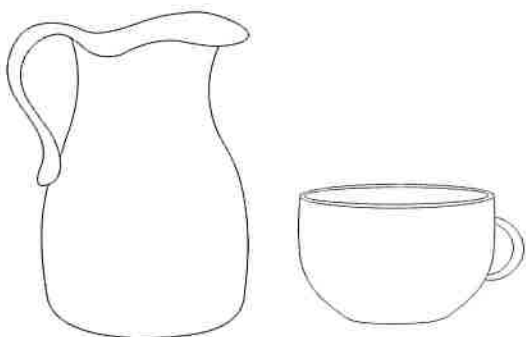


Name \_\_\_\_\_

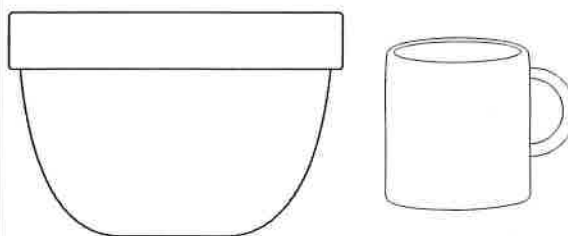
# Capacity!

Circle the objects that can hold more and cross out the objects that can hold less.

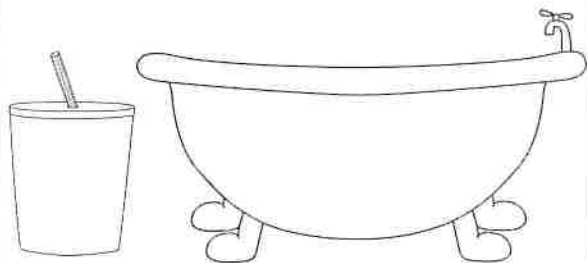
1.



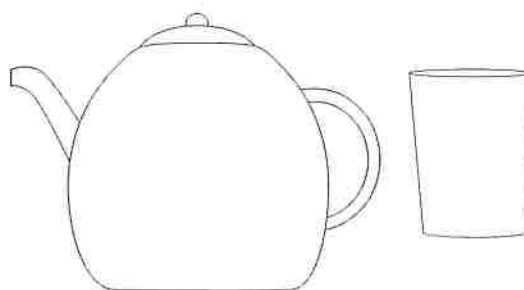
2.



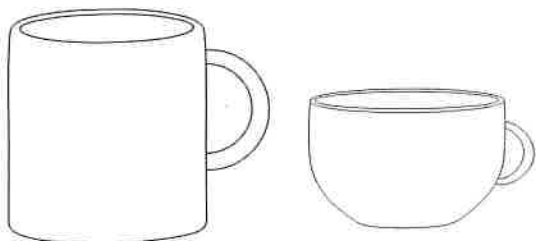
3.



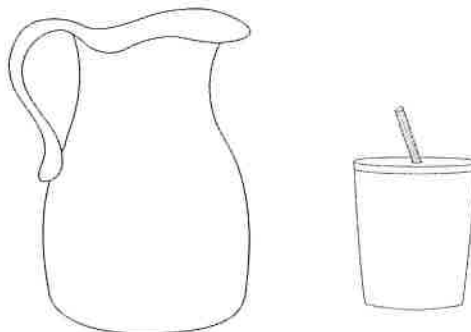
4.



5.



6.



Name \_\_\_\_\_

# Capacity!

Draw an object that holds  
more water than a bowl.

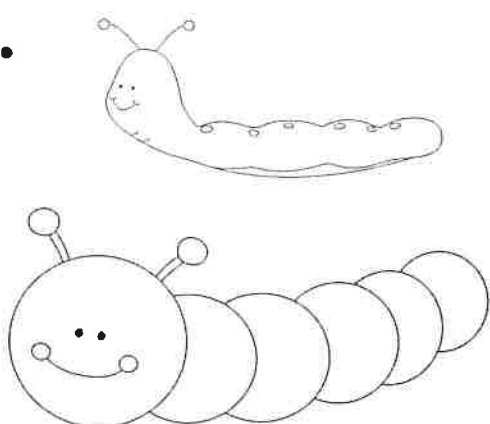
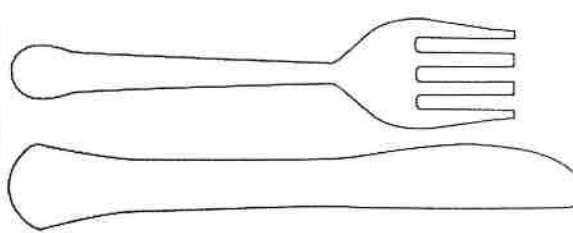
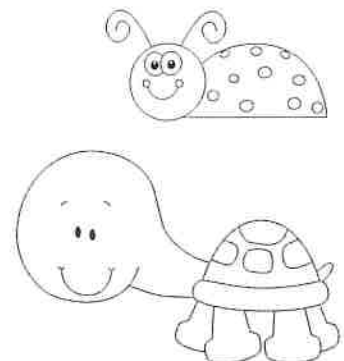
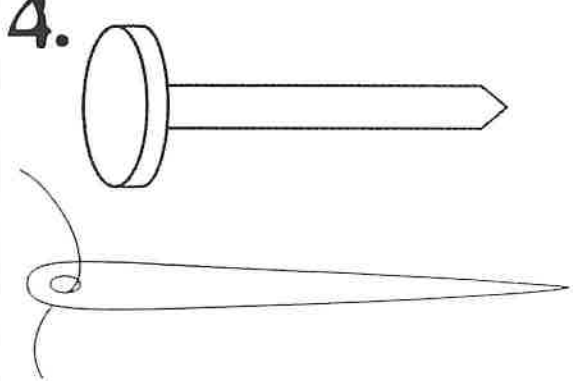
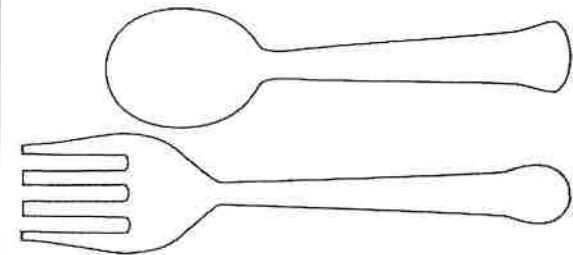
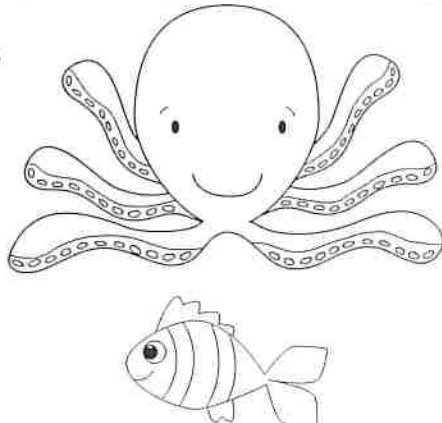
Draw an object that holds  
less water than a bowl.

A large rectangular box with a thick black border, divided into two horizontal sections. The top section is for drawing an object that holds less water than a bowl, and the bottom section is for drawing an object that holds more water than a bowl.

Name \_\_\_\_\_

# Comparing Length!

Circle the objects that are longer and cross out the objects that are shorter.

<p><b>1.</b></p> 	<p><b>2.</b></p> 
<p><b>3.</b></p> 	<p><b>4.</b></p> 
<p><b>5.</b></p> 	<p><b>6.</b></p> 

Name \_\_\_\_\_

## Comparing Length!

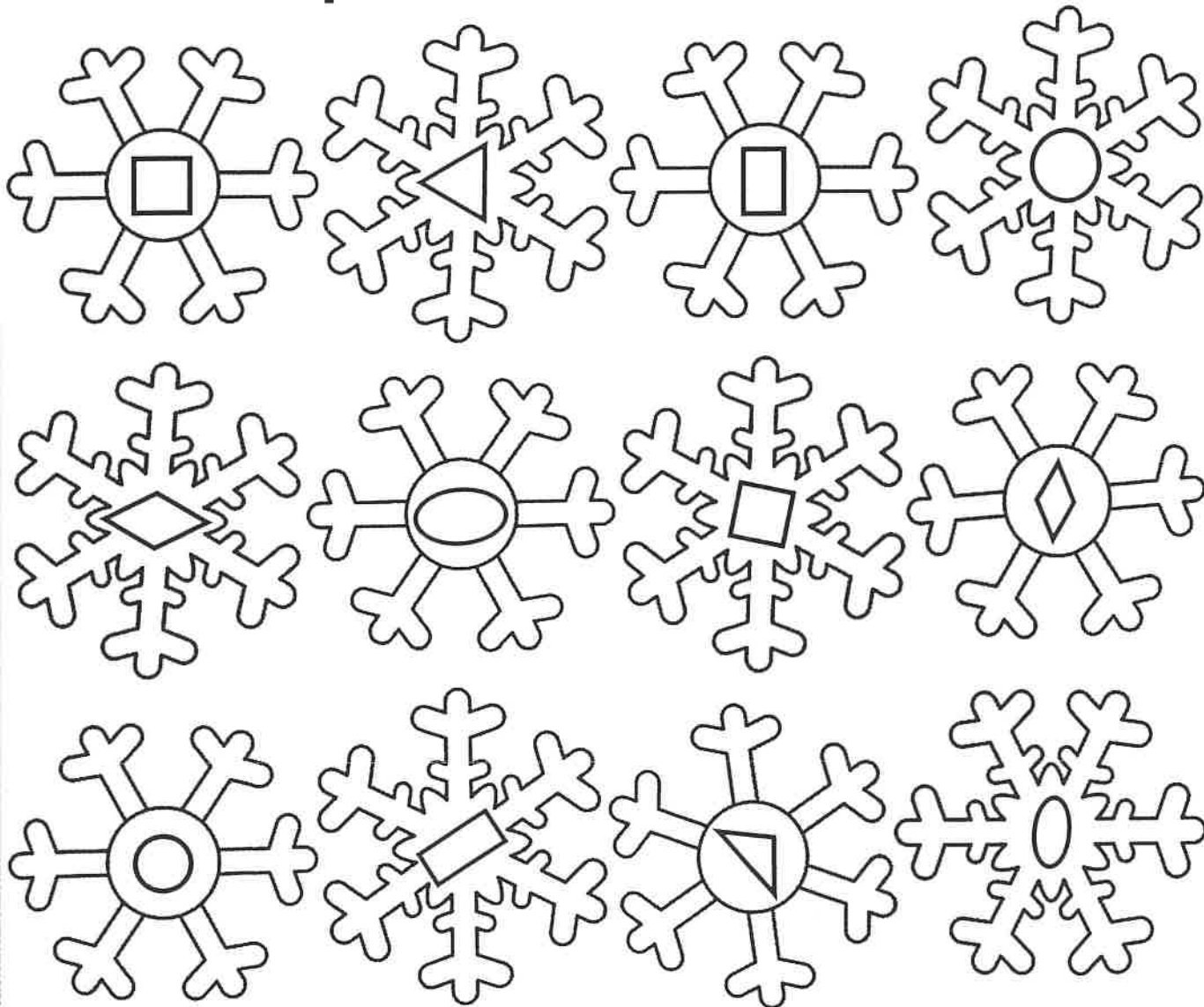
Draw a snake that is long.

Draw a snake that is short.

Name \_\_\_\_\_

# Snowflake Shapes

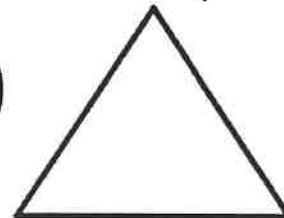
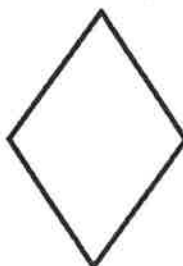
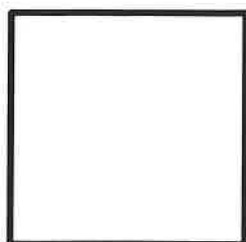
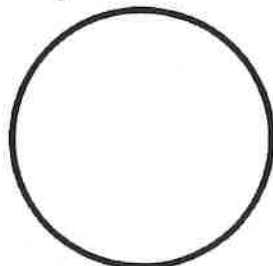
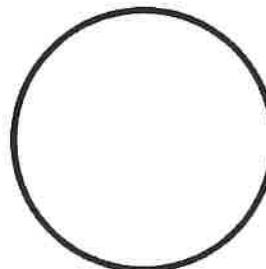
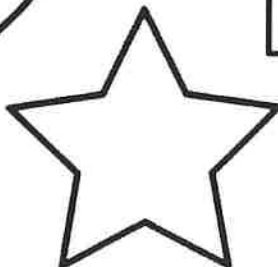
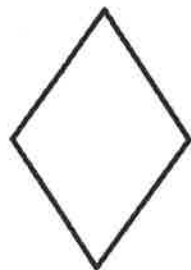
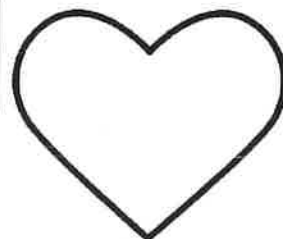
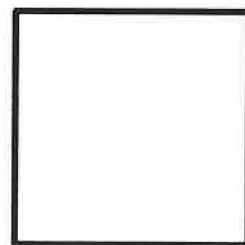
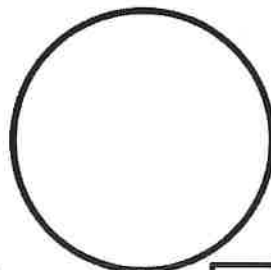
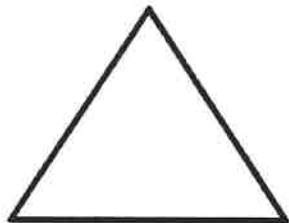
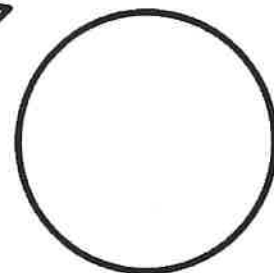
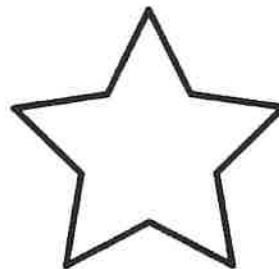
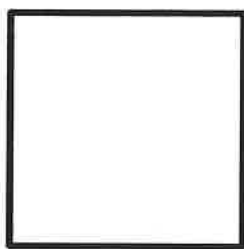
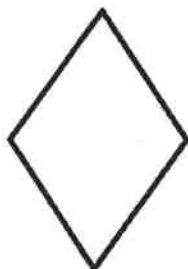
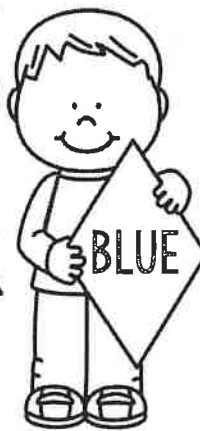
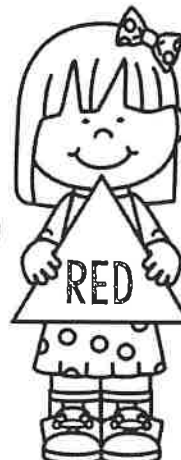
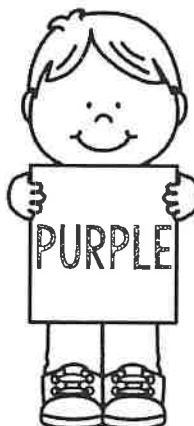
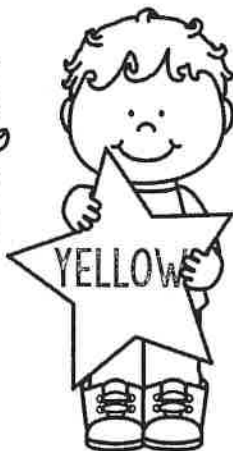
**Directions:**  
Color the snowflakes  
using the key below.





























































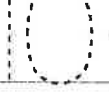

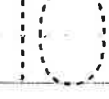

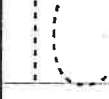










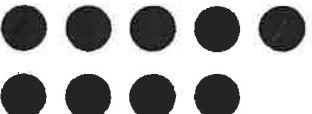

**k** : square = red      triangle = orange  
**e** : circle = yellow      rectangle = green  
**y** : oval = purple      rhombus = blue

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

# Color by Shape



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



Name \_\_\_\_\_

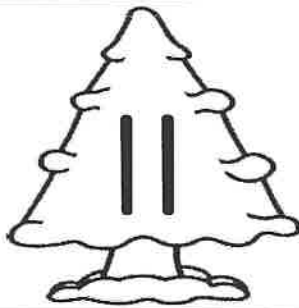


# Counting Forward

f o r e s t

Directions:

Write the number that comes next in each box.



Name \_\_\_\_\_

# Counting Forward

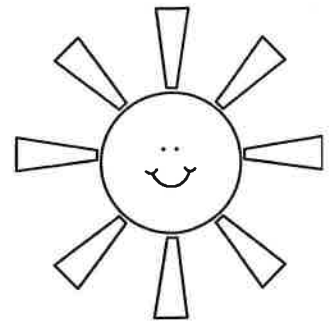


Directions:

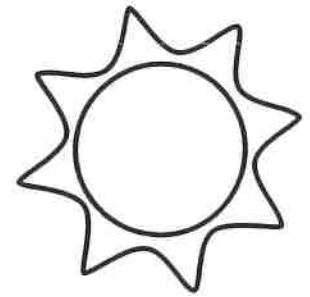
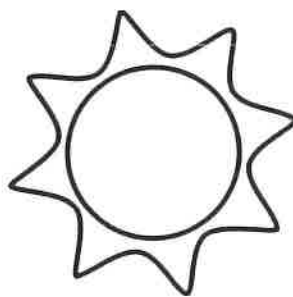
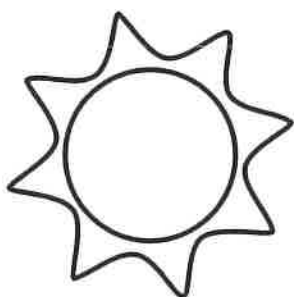
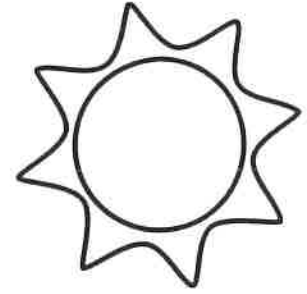
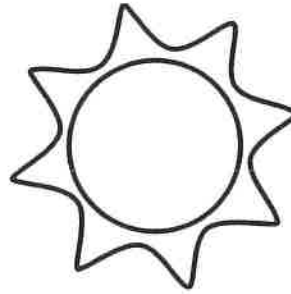
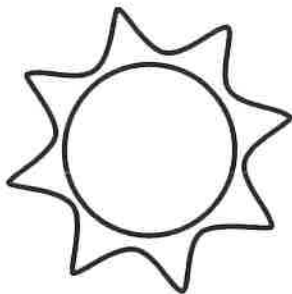
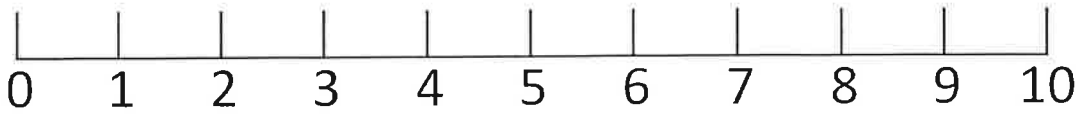
Write the number that comes next in each box.




# Fill in the missing numbers



Directions: Read the words then write the correct number in the box. Use the number line if you need help.



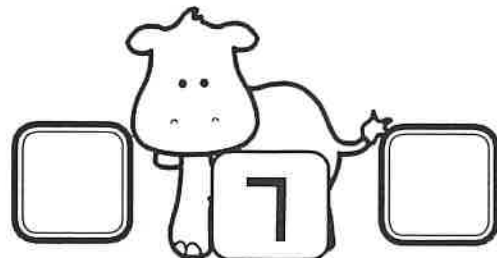
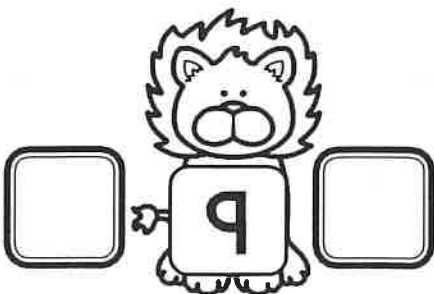
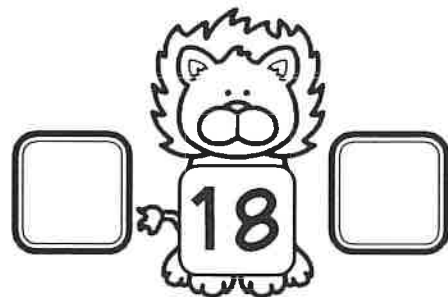
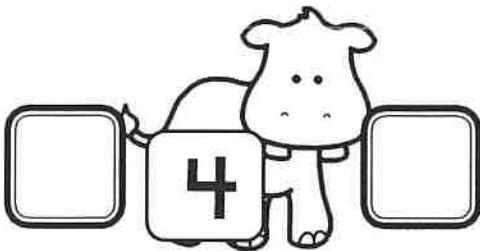
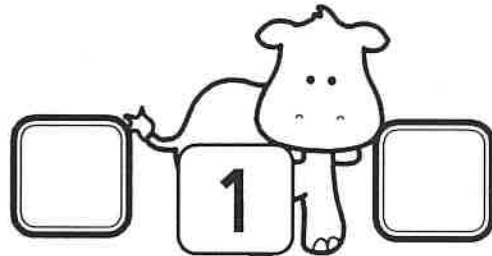
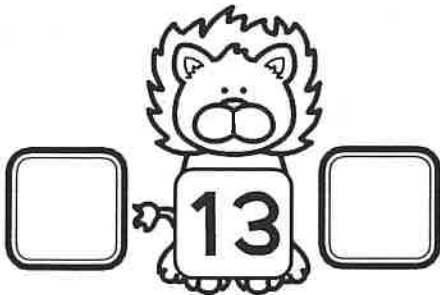
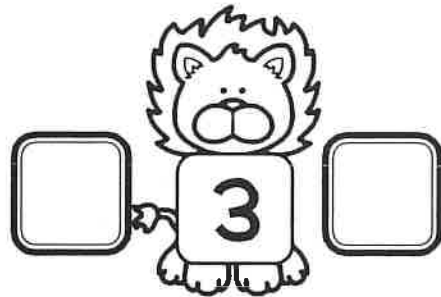
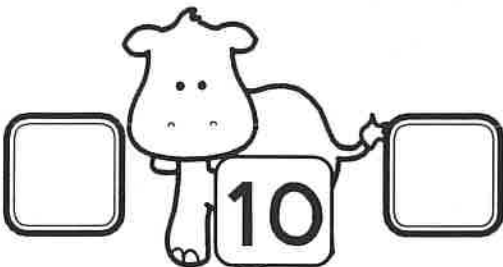
Name: \_\_\_\_\_

Date: \_\_\_\_\_

score: \_\_\_\_\_

Preceding & Following  
Numbers: 0-20

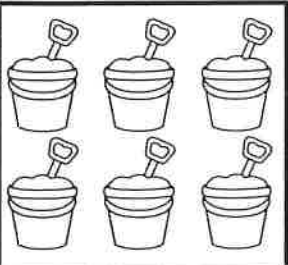
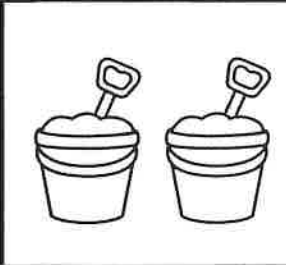
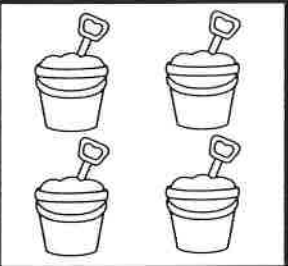
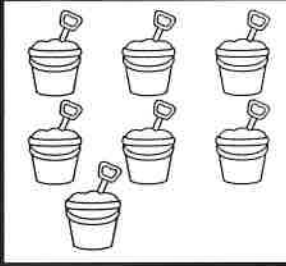
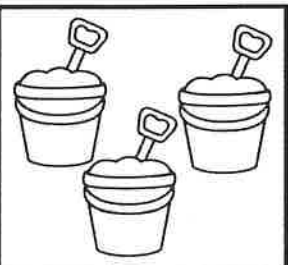
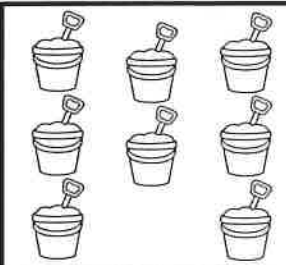
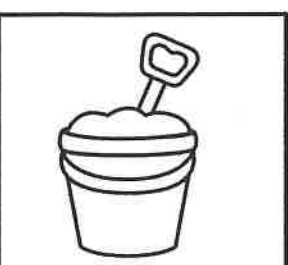
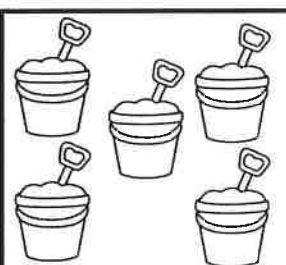
\*Directions: Fill in the blanks with the number that comes before and after each number.





# Number Words

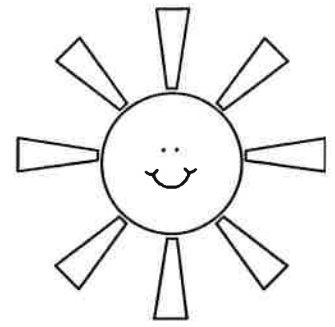
Count the sand pails in each picture. Write the number word on the line. Use the word bank to help.



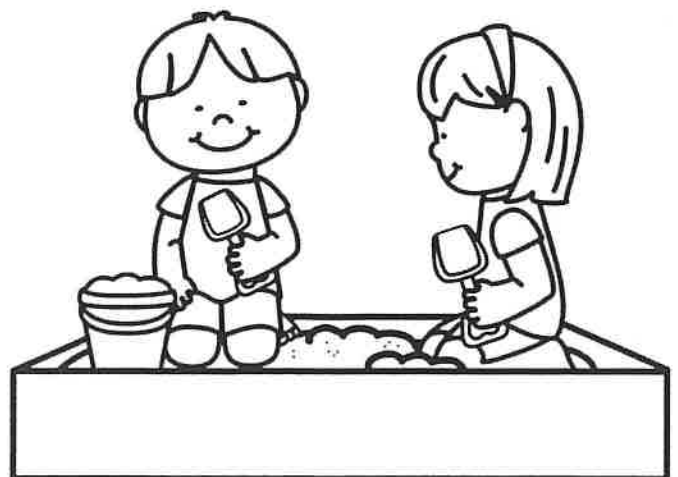
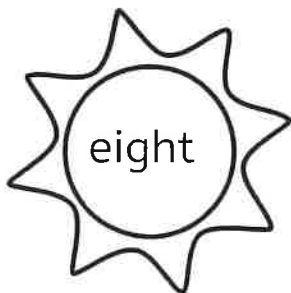
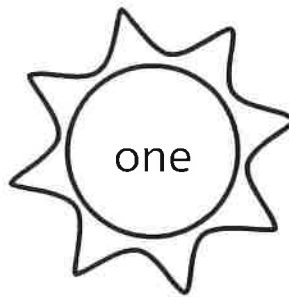
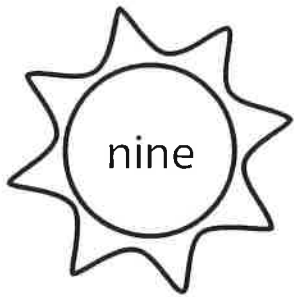
	<hr/> <hr/> <hr/>		<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>		<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>		<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>		<hr/> <hr/> <hr/>

	One	three	five	seven	
	Two	four	six	eight	

# I can use Number Words

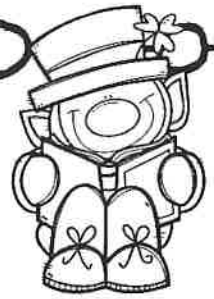








Directions: Read the words then write the correct number in the box.



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

# Number Detective



1	2	3	4	5	6	7	8	9	10
11	12	13	14		16	17	18	19	20
21	22	23	24	25	26	27	28		30
31		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	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86		88	89	90
91		93	94	95	96	97	98	99	100



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

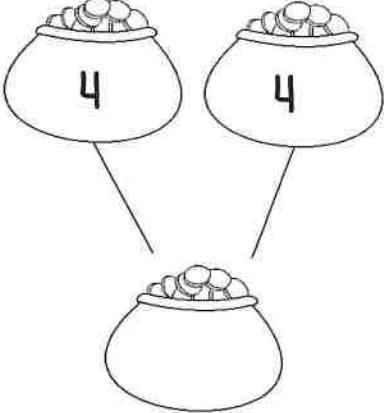
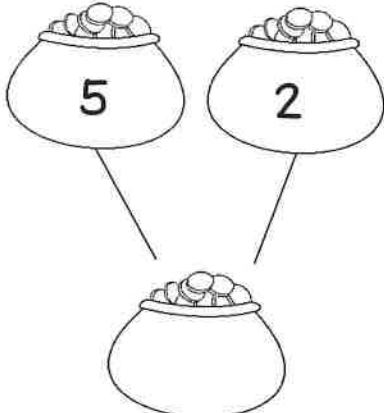
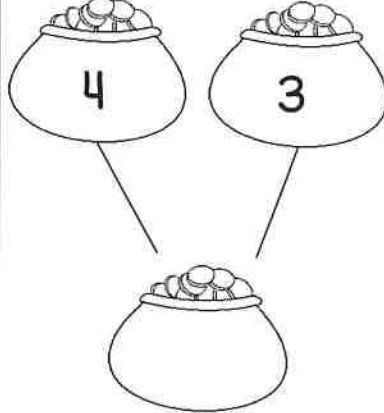
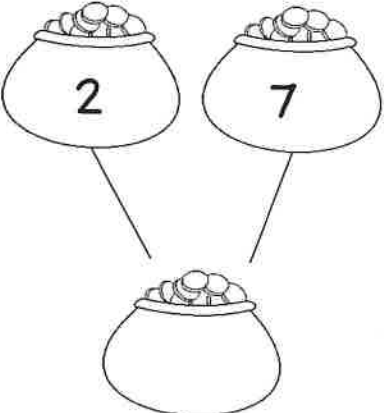
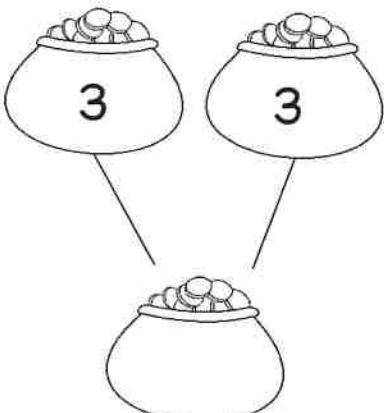
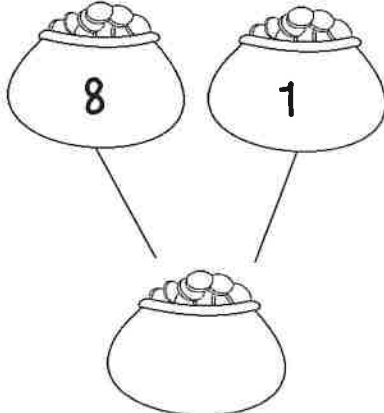
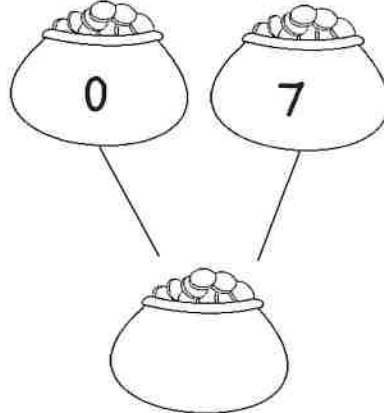
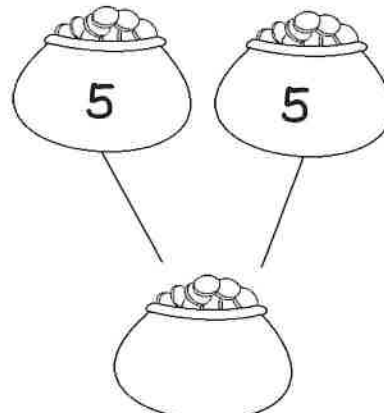
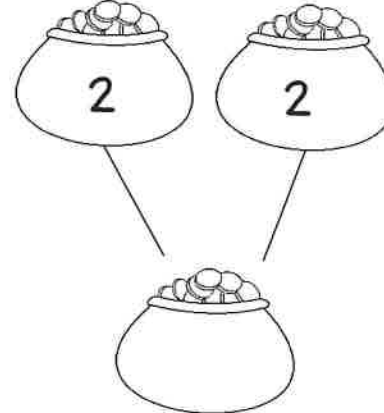


\_\_\_\_\_

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

# Number Bonds

Complete each number bond. Color the doubles facts yellow.

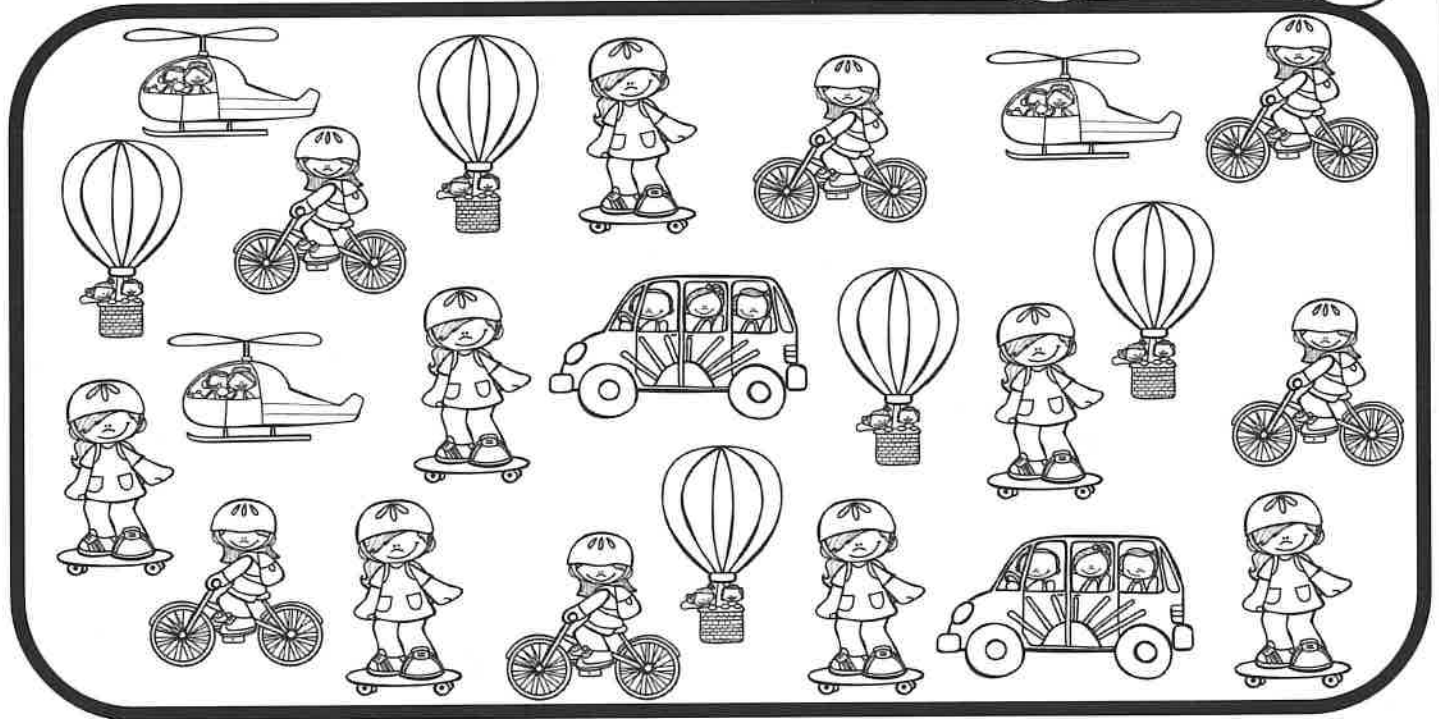
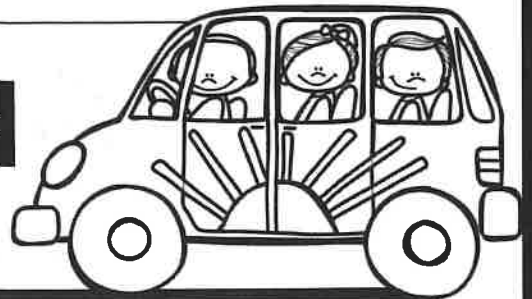
		
		
		



Name \_\_\_\_\_

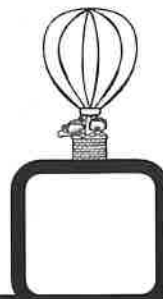
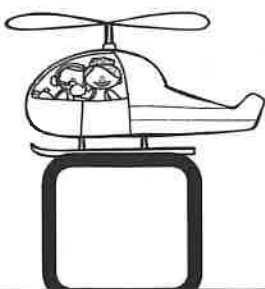
# COUNT and GRAPH

Count the objects. Graph them below.







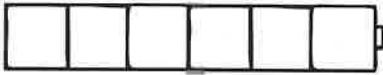
Name \_\_\_\_\_



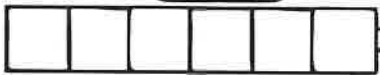
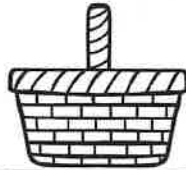
# MEASURE *and* RECORD

Count how many cubes long each object is.  
Record the length on the line.

\_\_\_\_\_ cubes



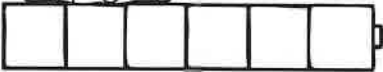
\_\_\_\_\_ cubes



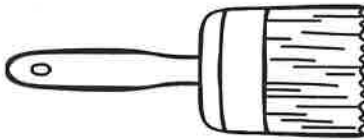
\_\_\_\_\_ cubes



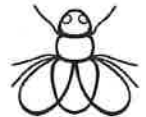
\_\_\_\_\_ cubes



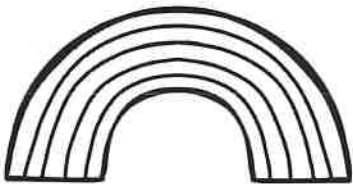
\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



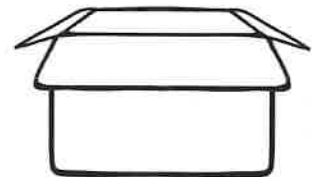
\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



# What's Missing?

Fill in the missing numbers.



3



2



10



8



6



6



4



3



1



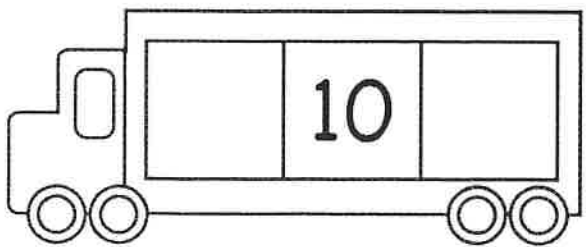
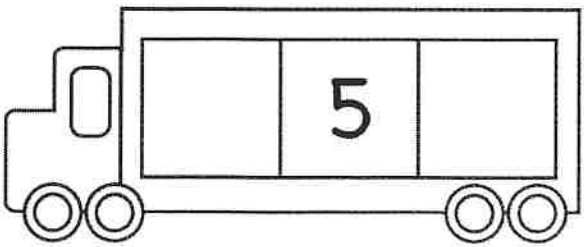
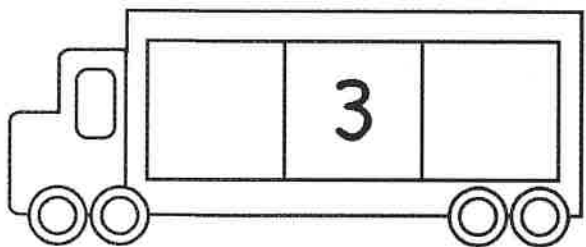
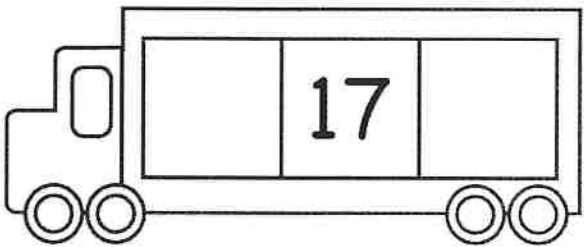
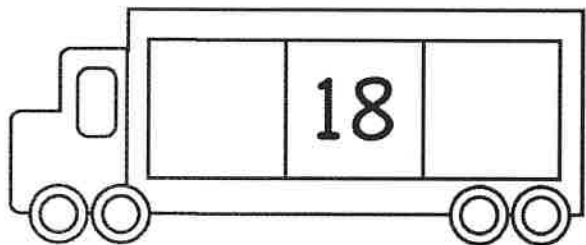
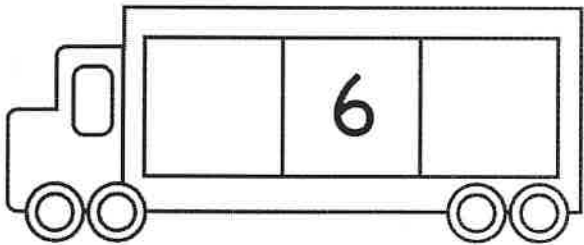
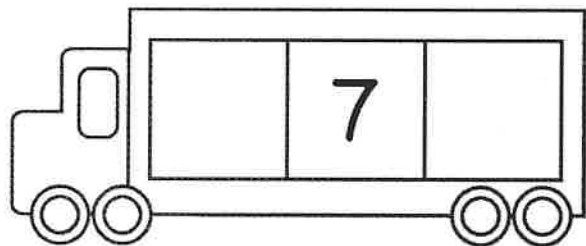
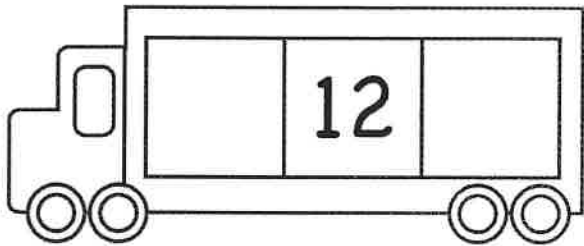
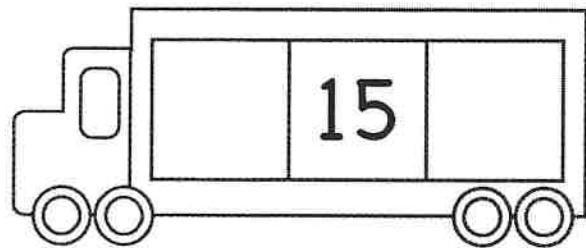
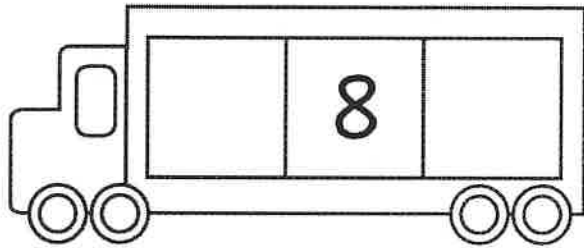
1



5



Write the numbers that  
come before and after.



# What's Missing?

Fill in the missing numbers.

14



11



15



13



14



12



18



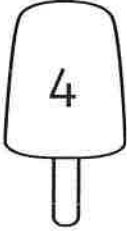
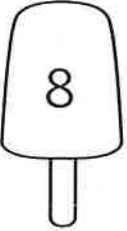


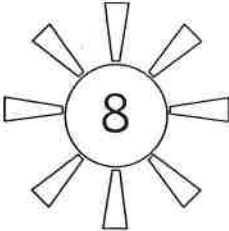
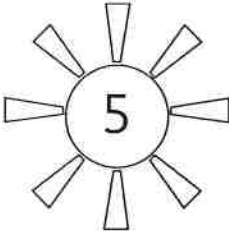

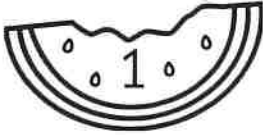


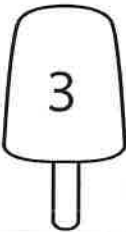



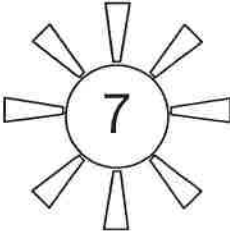
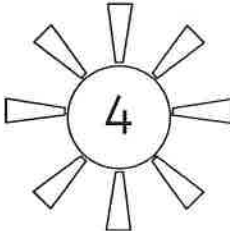

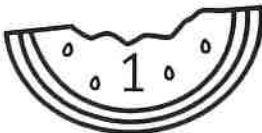


15



# Larger Numbers

Directions: Look at the numbers on each picture. Color the picture that has the greater number.

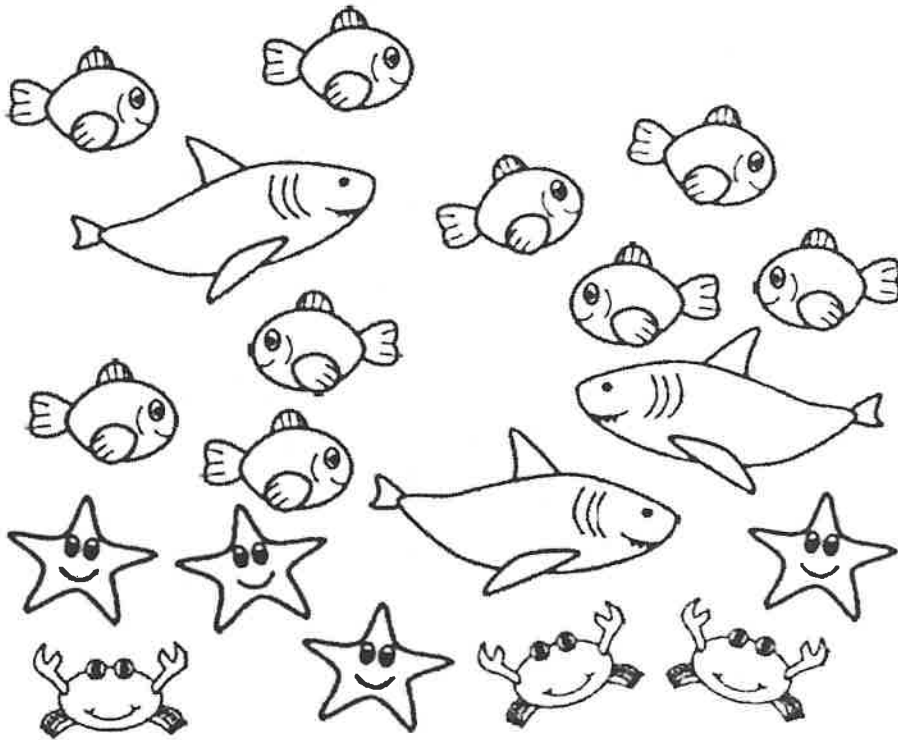






Name \_\_\_\_\_

# Ocean Life

## Count, Tally, and Graph



Tally

Count the pictures and color the graph.

