
Kindergarten
Home Packet

Week #1

Words Their Way Lesson Plan

This is the routine that we do in class every week so students are familiar with the activities listed.

Day 1: Read through the Poem "Fun in the Sun" have students find nouns and draw a picture to go with them. Students should cut and sort their sort.

Day 2: Read through the poem "Fun in the Sun" have students square their sight words and practice their sort again.

Day 3: Read through the poem and circle -in and -un words have students practice their sorts. Read through the book Pin it and have students list sight words and -in words they find in the story.

Day 4: Read through the poem and find any "chunky monkey" words (smaller words inside of words) and practice their sort. Have students list any -in or -un words they can think of or find around the house.

Day 5: Glue their sort and do the back page. Students will then draw 2 pictures of -in and -un words and write sight word sentences about them.

Fun in the Sun



The sun can burn,
So cover my skin.
Put sunscreen all over
My cheeks and chin.

Now it's time to have some fun
When we play out in the sun!

fun



run



twin



bin



pin



chin



sun



bun





sun



fin



Draw pictures of two things that end with **-in** and two things that end with **-un**. Write **-in** and **-un** below the matching pictures.

-in



-un



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195/90
AMPUS SCHOOL
BUREAU PA15213

Pin It!



Written by Barbara Rosen
Photographs by John Paul Endress

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Spin, spin, spin.



Pin it on the chin.



Spin, spin, spin.



Pin it on the leg.

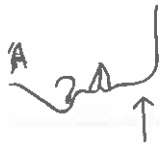


Spin, spin, spin.



Pin it! You win!

Word Study



chin



spin

Can you read these words?

it on the you

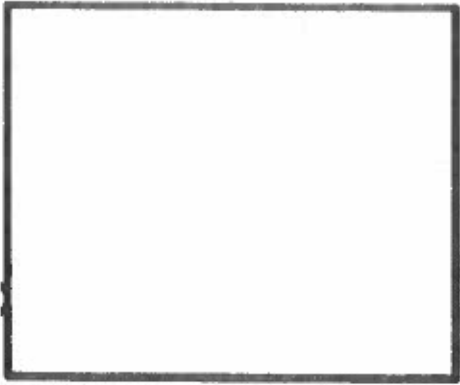
Name: _____

_____ -in _____

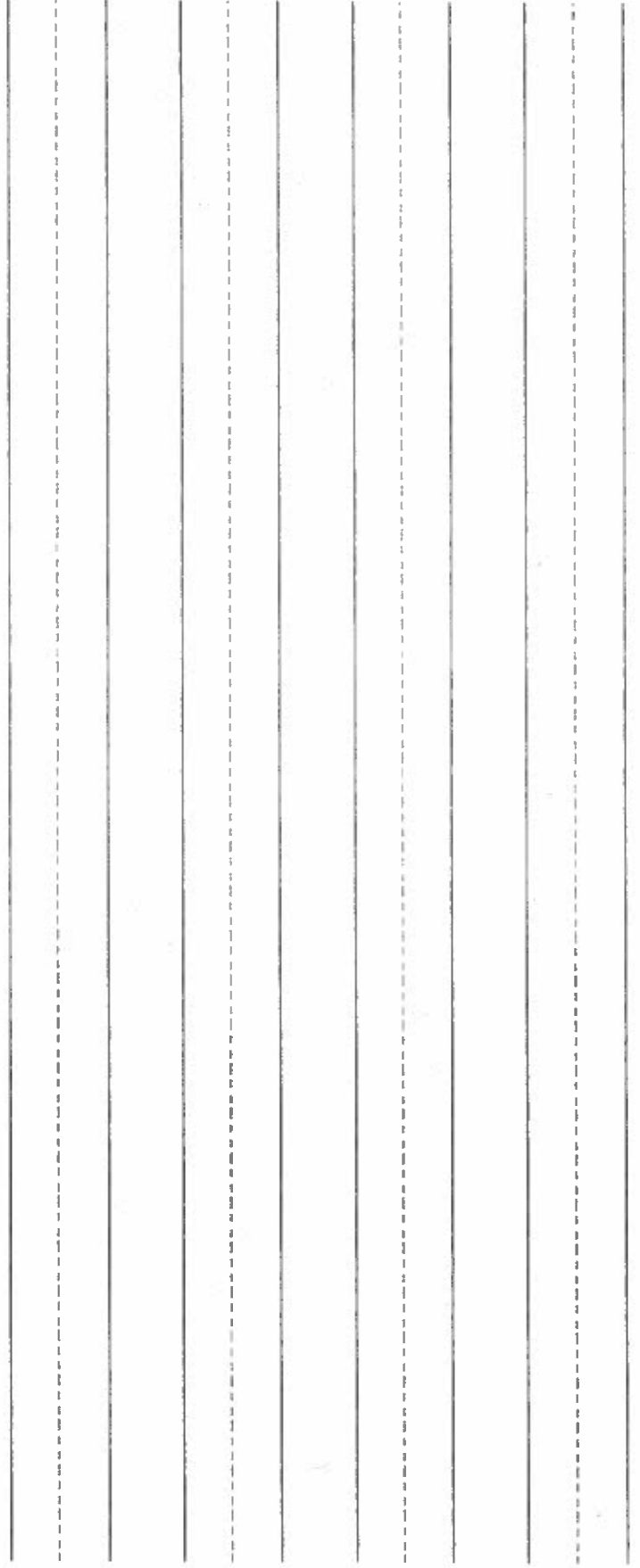
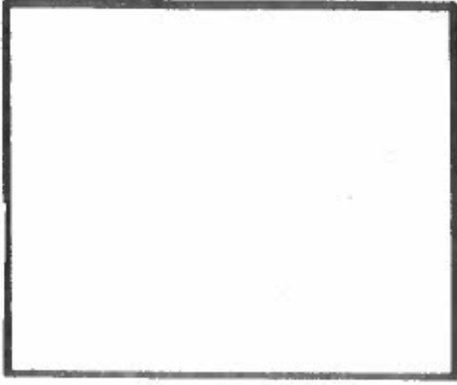
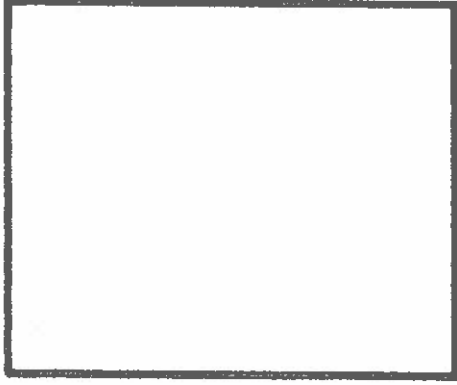
_____ -un _____

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. A vertical line divides the page into two columns. The left column contains the suffix '-in' and the right column contains the suffix '-un'.

-in



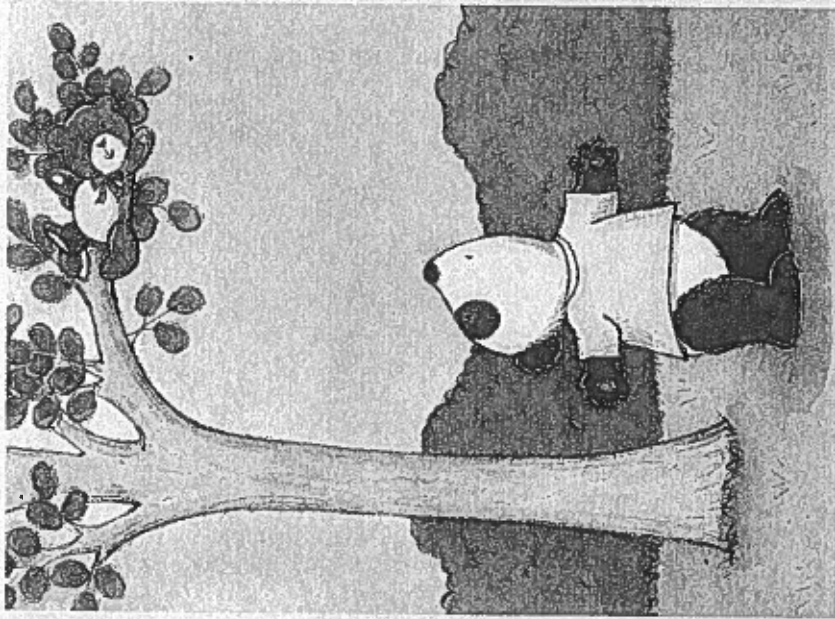
-un



Ben and Jen

by Debbie Dixon

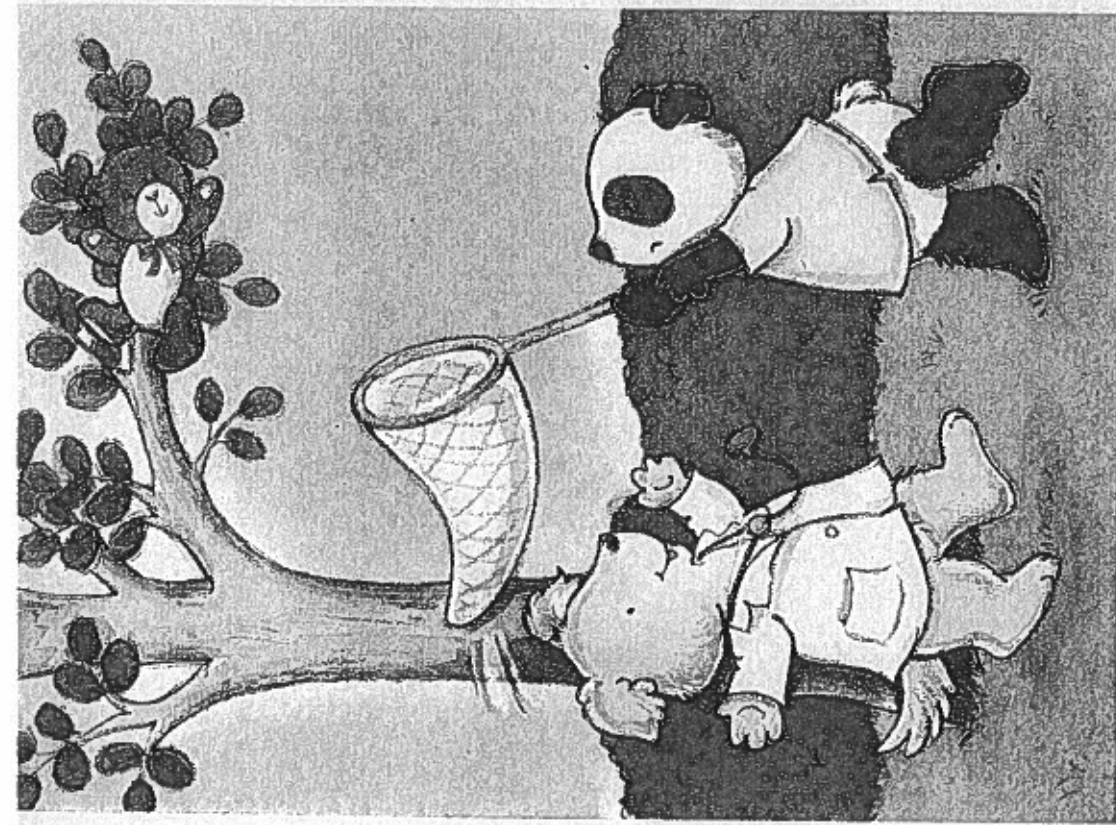
illustrated by Susan Calitri



"Jen, Jen, Jen!" said Ben.

"I can not get Jen."

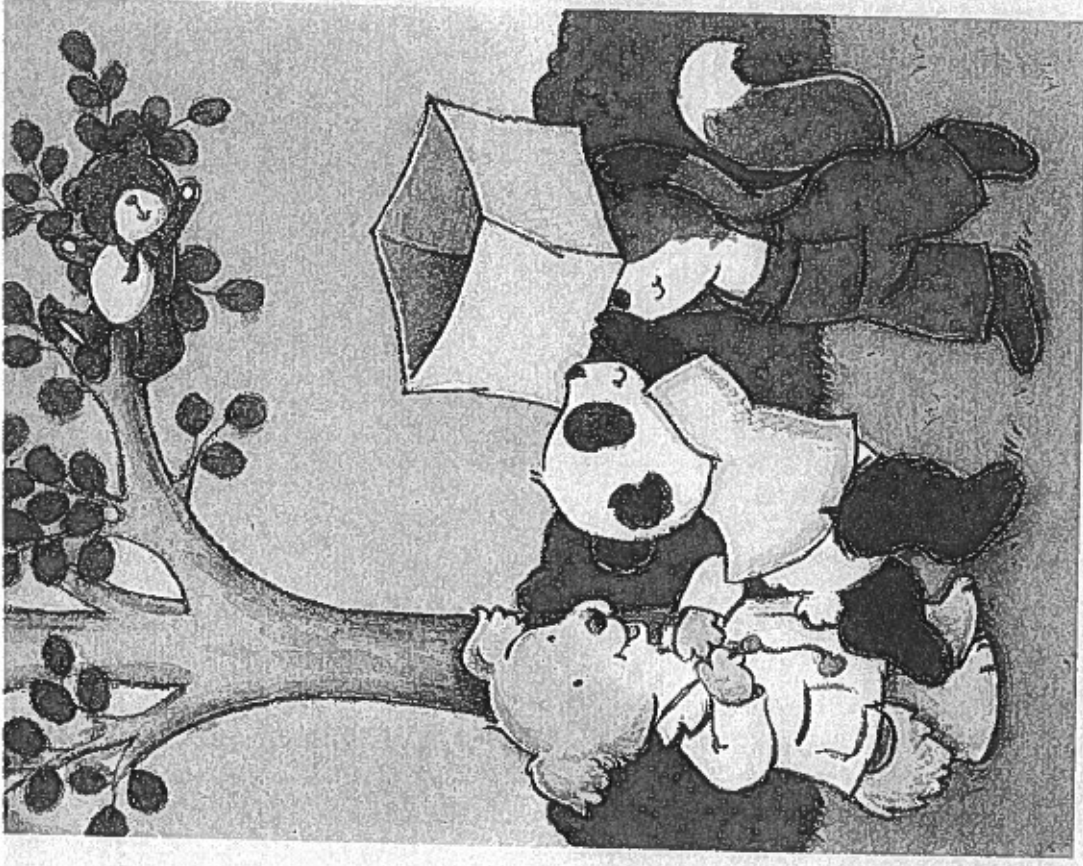
1



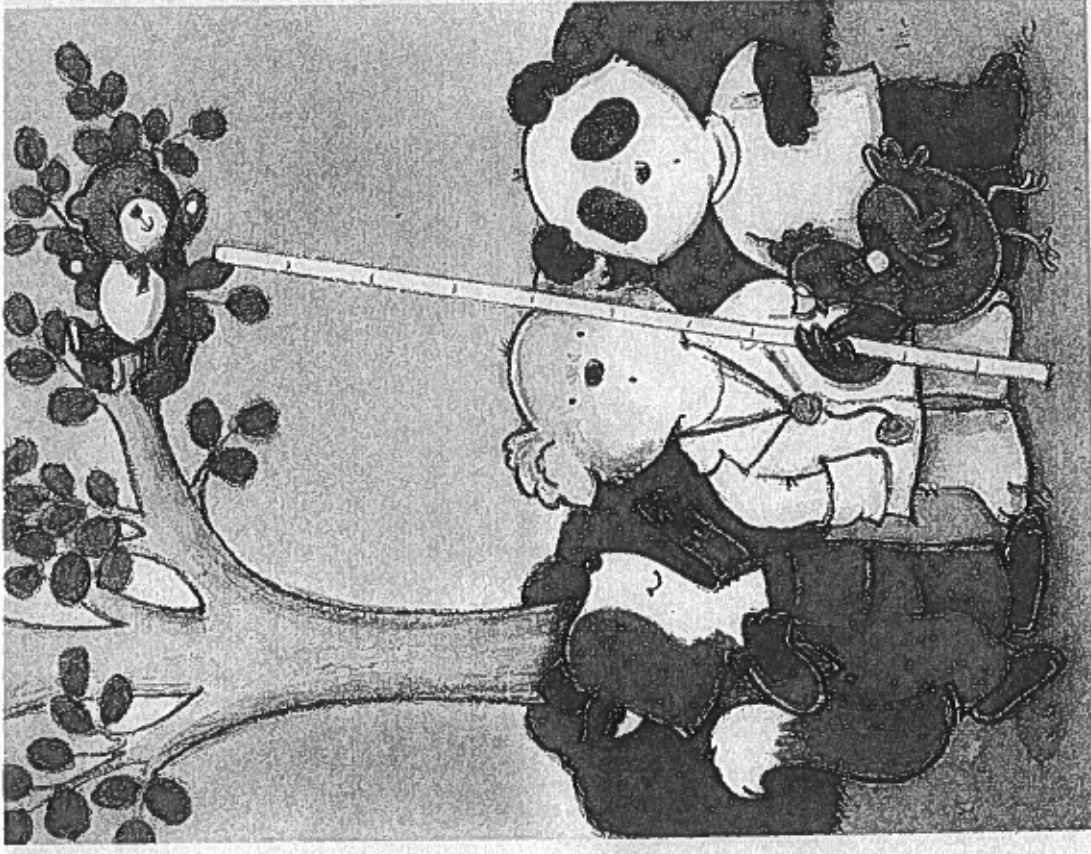
"Get a net," said Ed.

Ben can not get Jen.

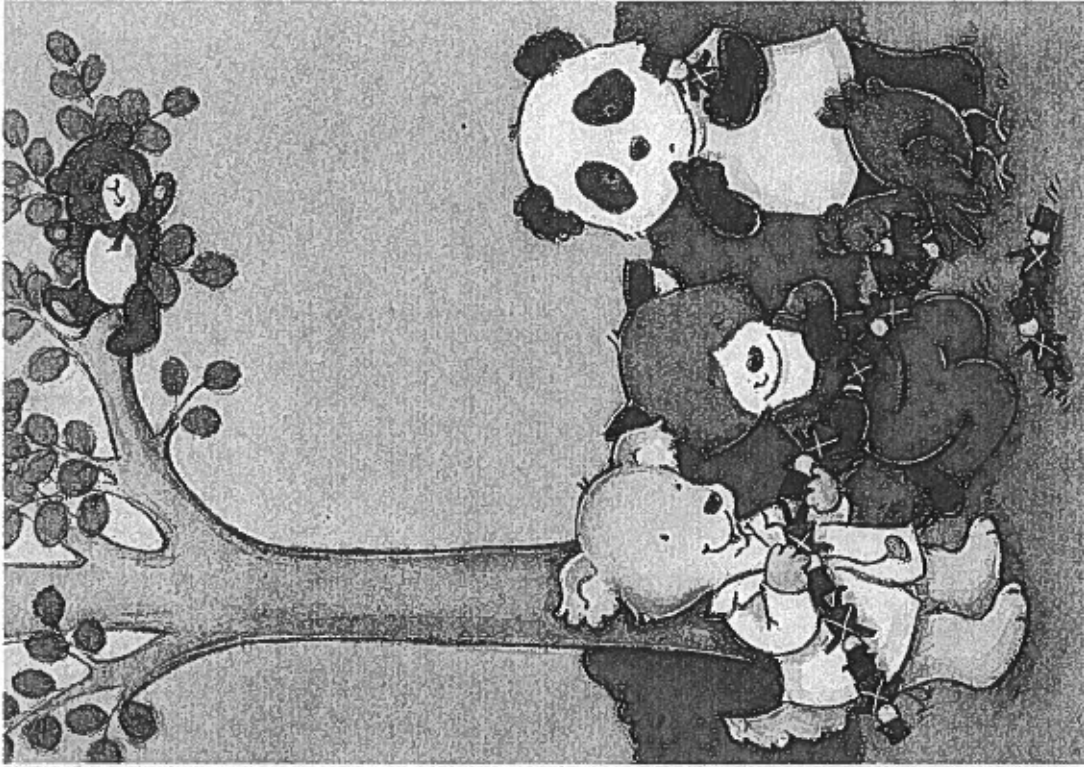
2



"Get a box," said Ted.
Ben can not get Jen.



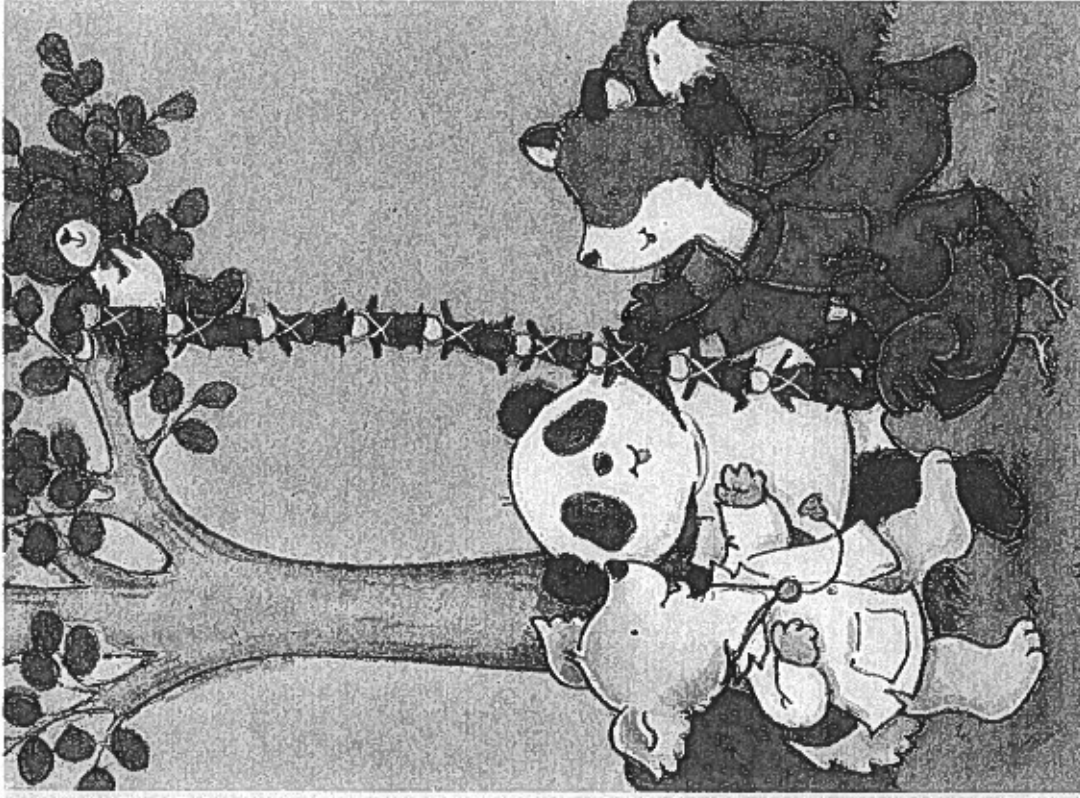
Can Meg get Jen?
She can not get Jen.



Ed and Ted got men.

Ben and Meg got men.

5

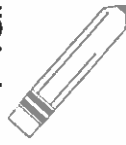


"I can get Jen," said Meg.

Meg did get Jen.

6

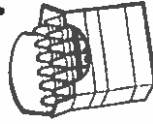
Name: _____



Trace the sight word, write the sight word, finish the sentence.

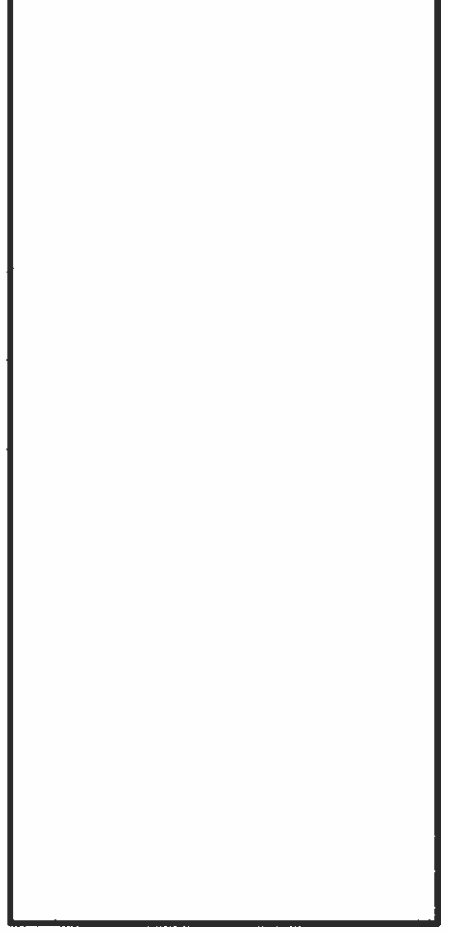
play

play



Color the word

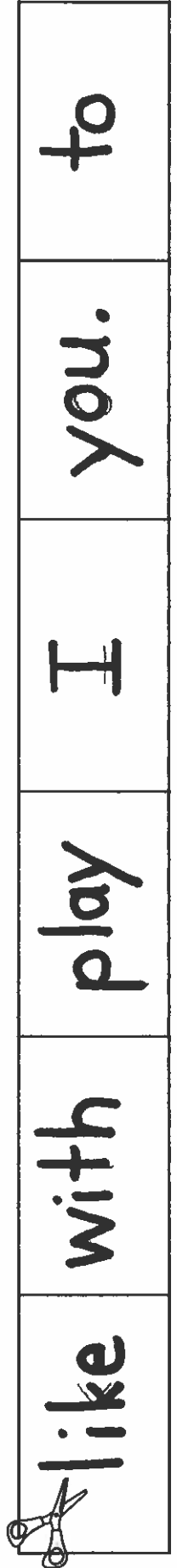
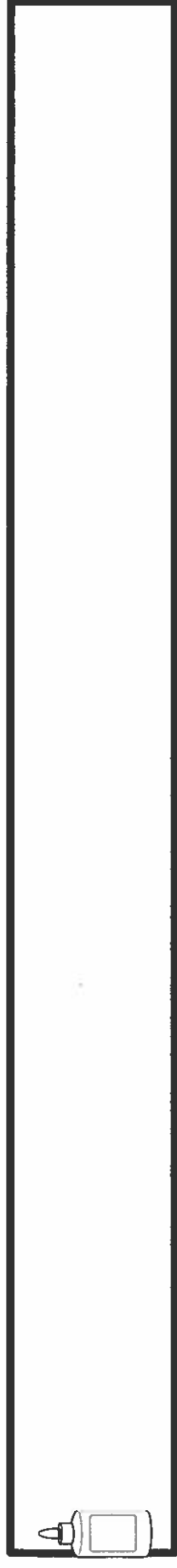
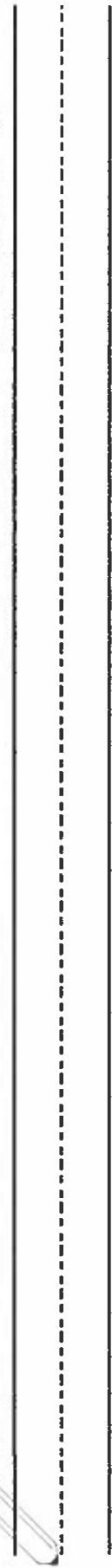
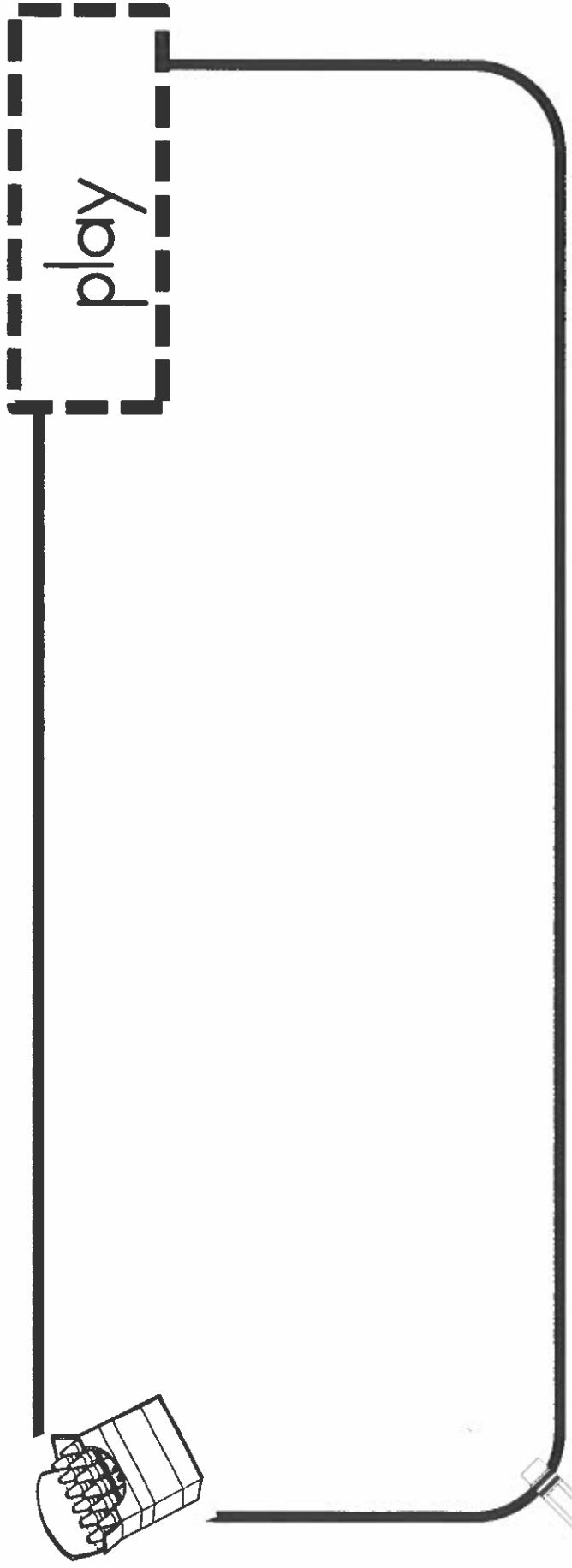
Draw a picture to match your sentence.



play

Name: _____

Build a Sentence



Math

Please complete on math page each day. Some of these concepts are review skills and some are new skills. Work with your child to help them understand any new or confusing concepts.



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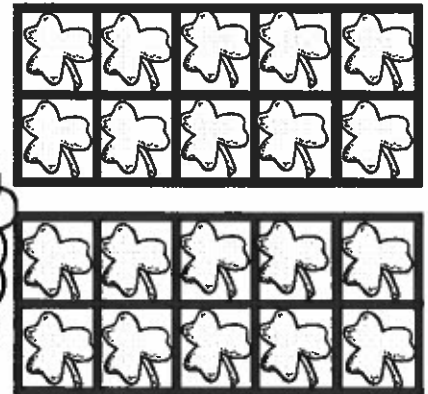
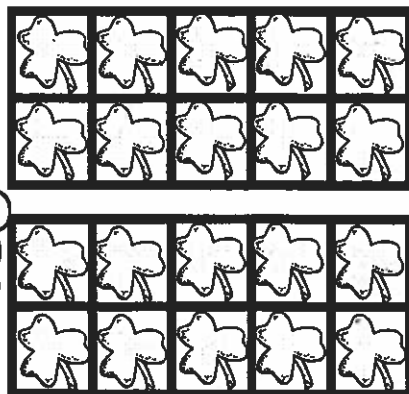
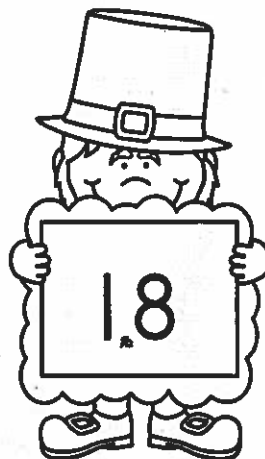
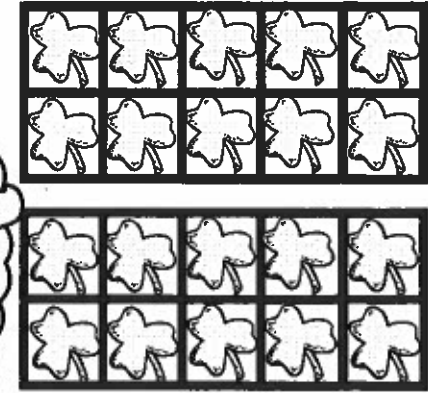
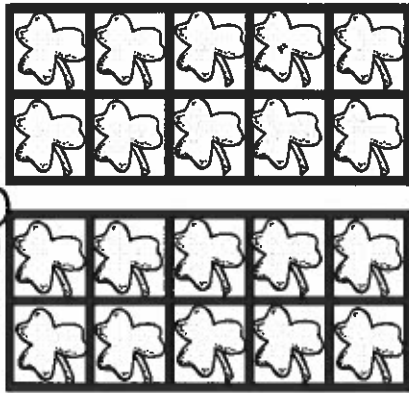
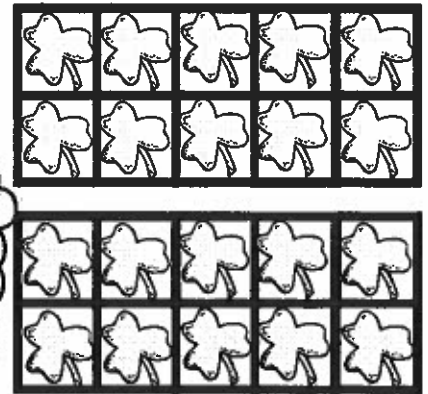
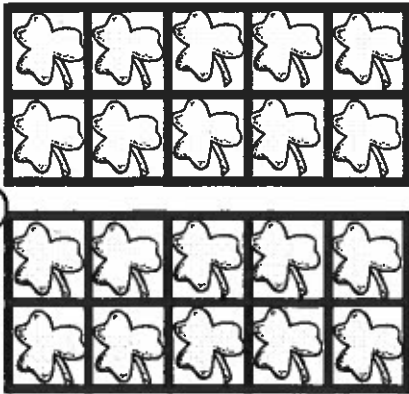


Name: _____

Shamrock Frames



Color the shamrocks to match the number.



Name: _____

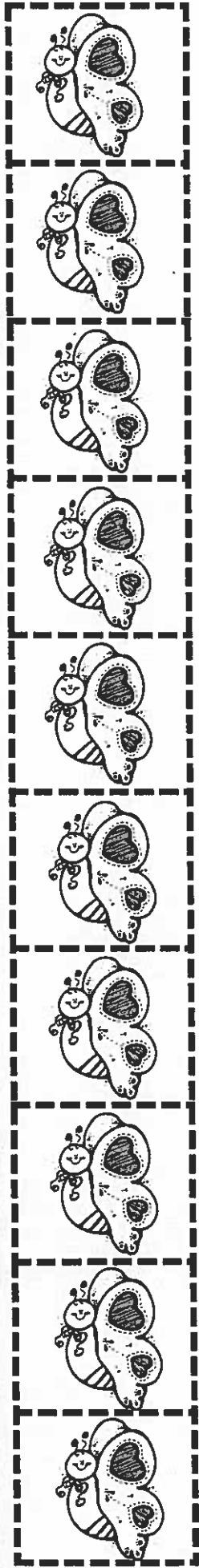
Directions: Cut out the butterflies and use them to help you solve the addition problems.

Spring Addition

Up to 10



$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$



NAME _____

DATE _____



Money March & Search for Circles page 1 of 3

Note to Families

In this game, which we have already played in school, your child will review the names and values of pennies and nickels, counting money, and thinking in terms of "5 and some more."

Materials

- Money March & Search For Circles pages 1–3
- pencil and paperclip (for a spinner)
- 2 different game markers (such as a bean and a button)



Instructions

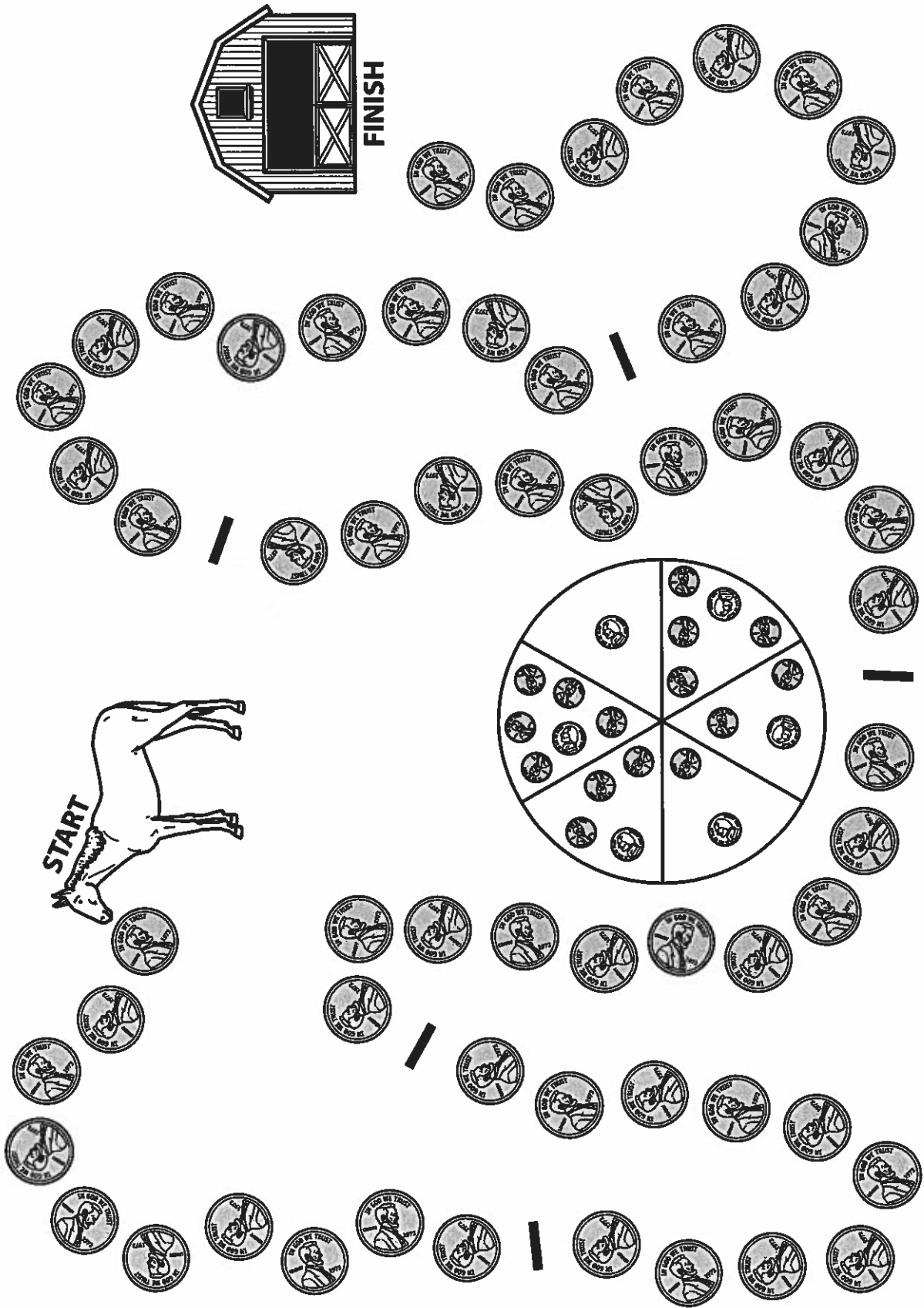
- 1 Before you play, talk about the coins on the game board and spinner on page 2 (pennies and nickels) and how much they are worth (1¢ and 5¢).
- 2 During the game, help your child when necessary to identify the coins and figure out how much they are worth. Encourage counting on from 5.
- 3 Take turns spinning the spinner.
 - Say the coins that you spin and the number of each.
For example, "I got one nickel and one penny."
 - Figure out how much your coins are worth.
For example, "That's 5 and 1 more—6!"
 - Move your "horse" (game marker) along the path that many spaces.
For example, "I get to move 6—1, 2, 3, 4, 5, 6."
- 4 Keep playing until one player gets a horse (marker) all the way to the barn.
- 5 **CHALLENGE** After you spin the spinner and determine the amount, roll a die and add that much more. Advance that number on the path. For an even greater challenge, spin twice and add the two amounts together; then advance that far on the path.
- 6 Complete the worksheet on page 3 and return it to your teacher.

(continued on next page)

NAME _____

DATE _____

Money March & Search for Circles page 2 of 3



(continued on next page)

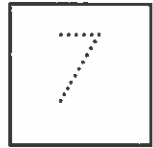
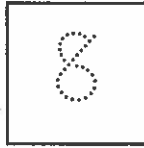
NAME _____

DATE _____



Comparing Pennies page 1 of 2

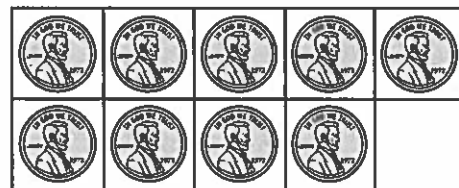
1 Count the pennies in each frame. Write how many there are. Then draw lines to the words to show which frame has more and which has less.



less

more

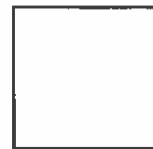
2



less

more

3



less

more

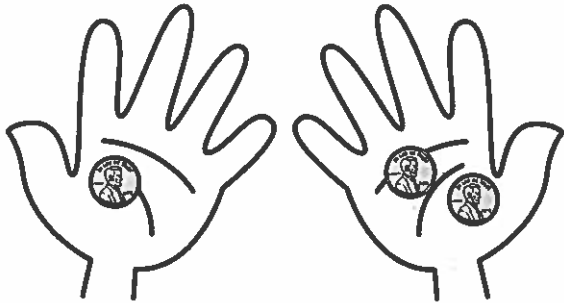
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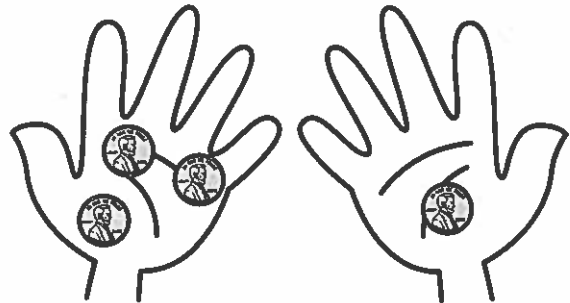
DATE _____

Comparing Pennies page 2 of 2

4 How many pennies are there in each hand? Write the number to show. Draw a blue X on the hand with fewer pennies.



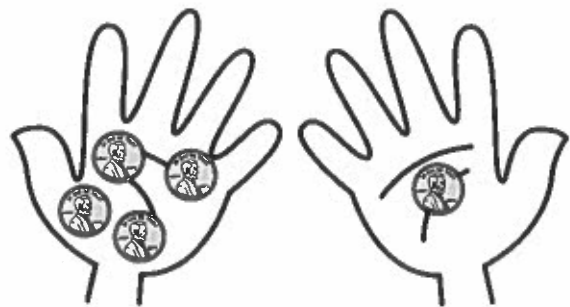
1 + 2 = _____



3 + 1 = _____



0 + 4 = _____



4 + 1 = _____



2 + 2 = _____



3 + 2 = _____

NAME _____

DATE _____



Adding Pennies page 1 of 2

Solve the addition problems. Use the pictures to help.



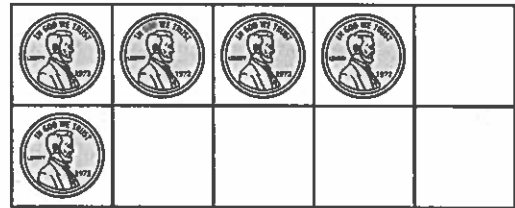
$2\text{¢} + 3\text{¢} = \underline{\hspace{2cm}} \text{¢}$



$3\text{¢} + 2\text{¢} = \underline{\hspace{2cm}} \text{¢}$



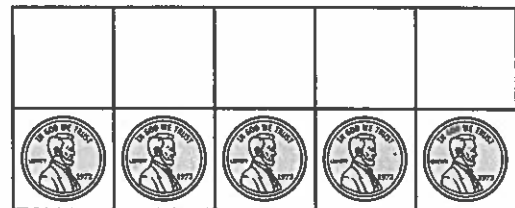
$5\text{¢} + 0\text{¢} = \underline{\hspace{2cm}} \text{¢}$



$4\text{¢} + 1\text{¢} = \underline{\hspace{2cm}} \text{¢}$



$1\text{¢} + 4\text{¢} = \underline{\hspace{2cm}} \text{¢}$



$0\text{¢} + 5\text{¢} = \underline{\hspace{2cm}} \text{¢}$



















































































































(continued on next page)

NAME _____

DATE _____

Adding Pennies page 2 of 2

Solve the addition problems. Use the pictures to help.

$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$ <table border="1" style="width: 100%; height: 60px; border-collapse: collapse;"> <tr> <td style="text-align: center;"></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>											$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$ <table border="1" style="width: 100%; height: 60px; border-collapse: collapse;"> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td></td> <td></td> </tr> </table>										
																					
																					
																					
																					
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$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$ <table border="1" style="width: 100%; height: 60px; border-collapse: collapse;"> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> </tr> </table>											$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$ <table border="1" style="width: 100%; height: 60px; border-collapse: collapse;"> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </table>										
																					
																					
																					
																					

CHALLENGE



$5 + 4 = \underline{\quad\quad} \text{¢}$



$5 + 3 = \underline{\quad\quad} \text{¢}$

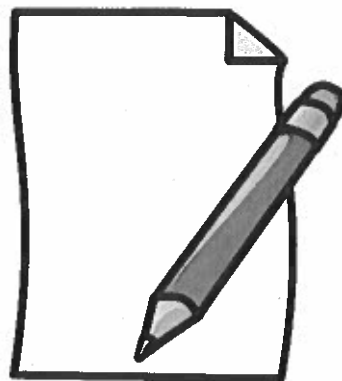
Journal Writing

Every day we writing a journal entry. We write about various topics. Please have your child write one journal entry each day. You can have them write about a topic of their choice.

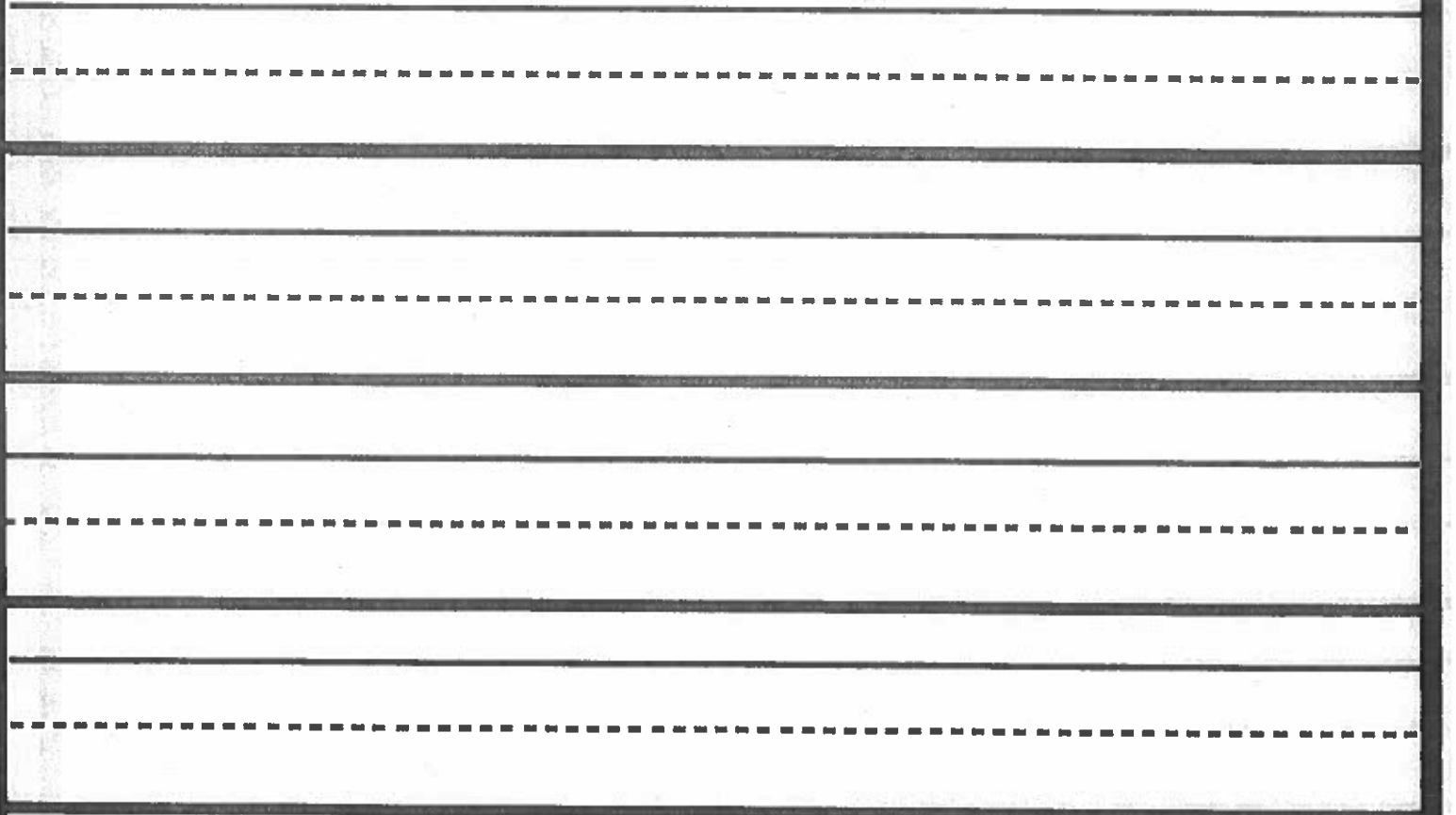
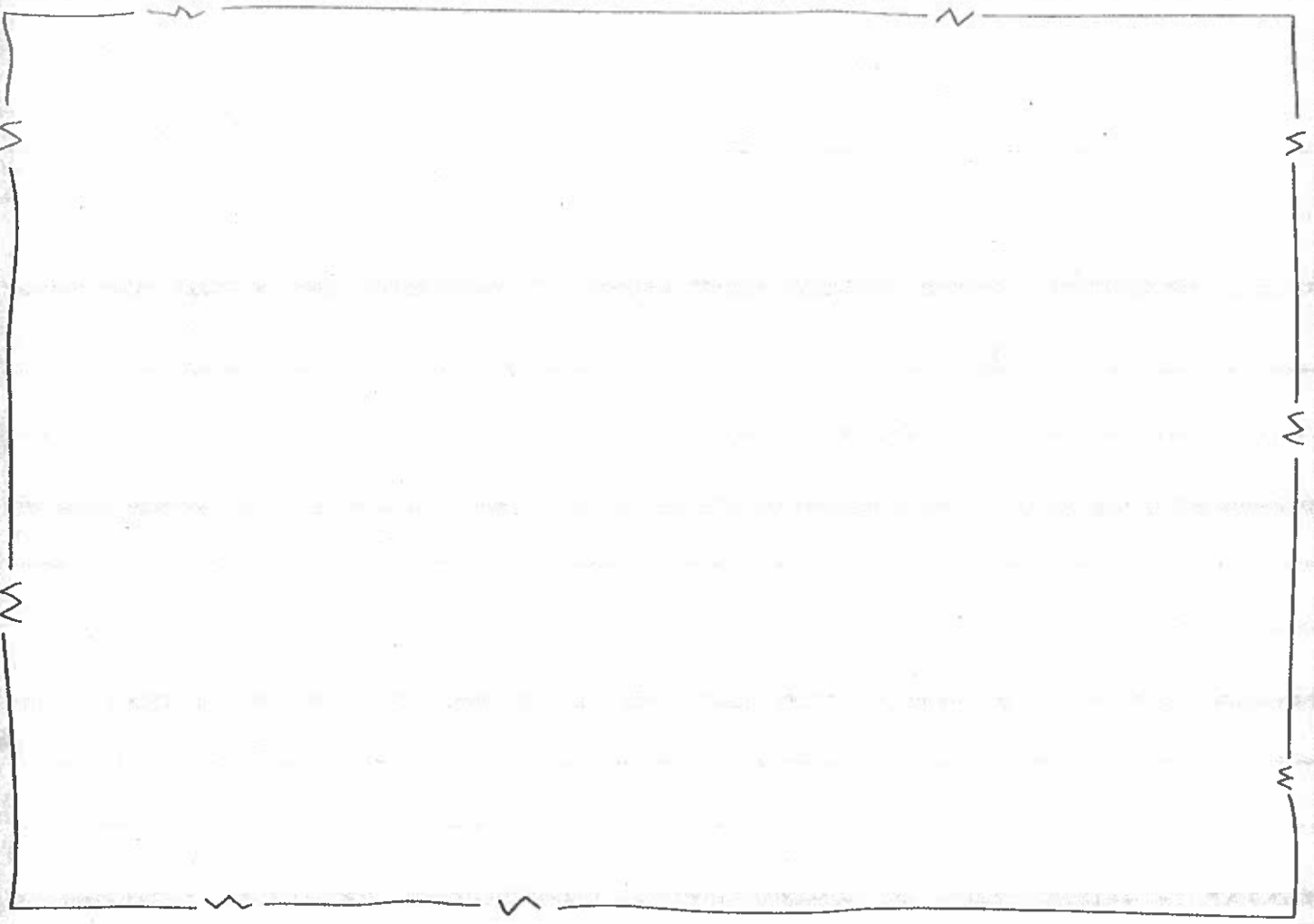
Some topic ideas are:

1. Write about things you do on spring break.
2. Write a leprechaun story.
3. Write about a favorite thing.
4. Write a report about an animal or person.

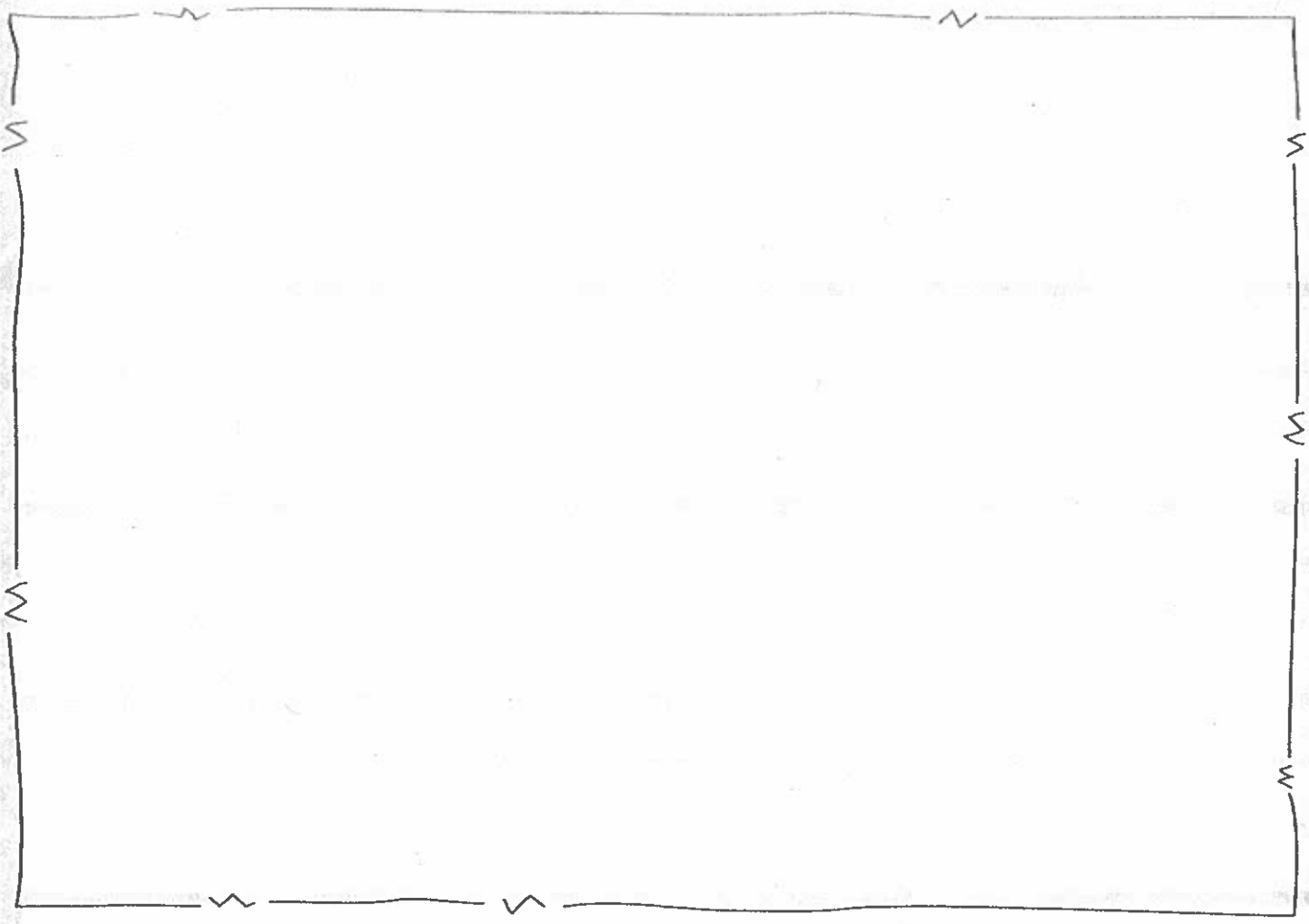
They have become amazing writers!



At the end of a
rainbow,



Handwriting practice sheet with ten sets of horizontal lines. Each set consists of a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement.



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

Handwriting practice sheet with 10 rows of lines. Each row consists of a solid top line, a dashed midline, and a solid bottom line.