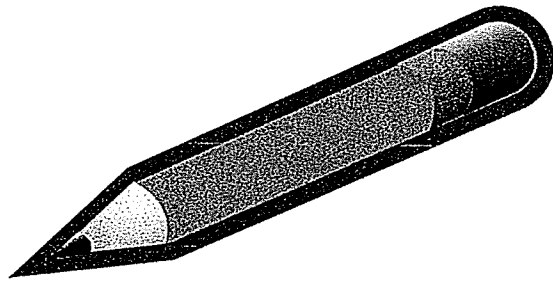


Kindergarten Work Packet Trimester 3



April 26th, 2021 – April 30th, 2021

Name: _____

Sight Words

or

would

each

KR4: I can identify feeling words.

NAME _____

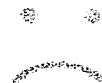
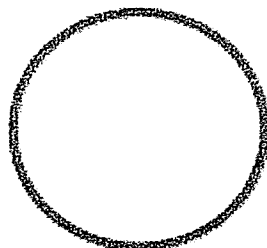
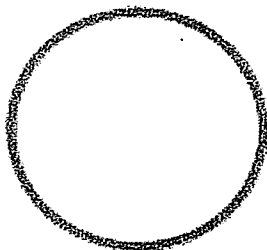
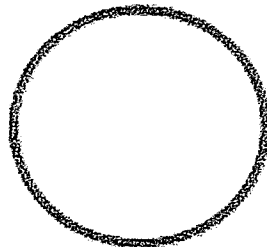
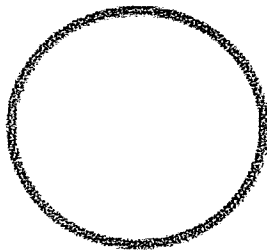
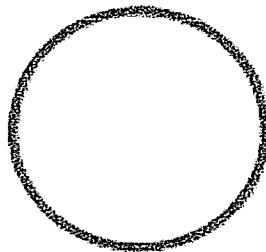
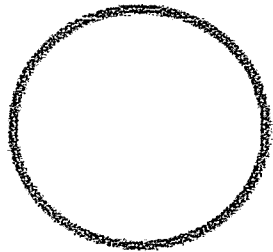
DATE _____

HOW DO YOU FEEL?

Draw feeling faces, you can choose as many as you want!

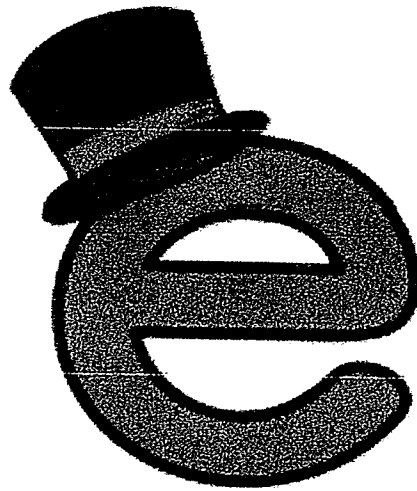
Emotion Word Bank:

angry excited bored surprised confident
happy sleepy nervous silly sad



The Magic "e" Song

(Sing to the tune of *Twinkle, Twinkle, Little Star*)



Magic "e", Magic "e,"
The end of a word is where I'll
be! I don't say ě or ē,
I just sit there silently.
But the vowel that I'm around,
Gets to make their long, long
sound!

© A Teachable Teacher 2015

Name _____

Adding Silent E



When you add an 'e' to the end of the word it is silent. It makes the vowel before it say its long sound. Match the pictures to their correct words.

| | | | | |
|---------------------|--|----------------------|----------------------|--|
| mad ● ● ● | | add silent e → | made ● ● ● | |
| can ● ● ● | | add silent e → | cane ● ● ● | |
| Sam ● ● ● | | add silent e → | same ● ● ● | |
| pan ● ● ● | | add silent e → | pane ● ● ● | |
| Cam ● ● ● | | add silent e → | came ● ● ● | |



KOA1,2,3: I can solve subtraction story problems.

Name _____

More Practice... 4.34

There are 10 cookies. 7 were eaten. How many cookies were left?

10 - 7 = _____

There are 8 cupcakes. Liz ate 3. Cross out 3. How many cupcakes are left?

_____ - _____ = _____

Count the cubes. Draw a line to break 5 cubes off the train.

_____ - _____ = _____

Date: 4-26-2021

KOA1,2,3: I can solve subtraction story problems.

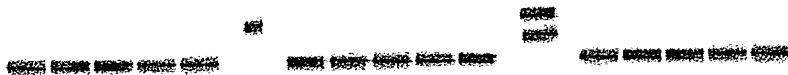
Exit Ticket 4.34

Name _____

Date _____

Draw and cross off to show the story below. Write a number sentence.

There are 9 donuts. 2 were eaten. How many donuts are left?



Sight word Review

Name: _____ Date: _____ Page: 1

the

and

is

at

to

of

in

on

with

by

from

as

but

or

so

that

which

who

what

where

when

how

if

Date: 4-27-2021

KR3: I can tell the B,M and End of the story.

| | | |
|---|-------|----------------|
| <u>Characters</u> | | <u>Setting</u> |
| Draw and write about the sequence of the story. | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

MAGIC 'e'

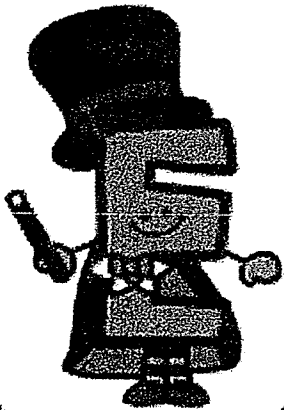
I hang around the ends of
words

So silently I sneak!

But oh the magic I perform,
To make the long vowel speak!

I hang around the
end of words

And I am not to
blame!



I just like to pinch
the vowels

And make them say
their name!

ake
family

Name: _____

I Can Blend and Read!

Directions: 1. Blend the sounds. Read the word. 2. Cut out the pictures. 3. Glue the matching picture next to the word. 4. Read the word list three times. Color a crafty face each time you read.

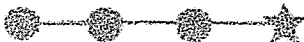
1

cake

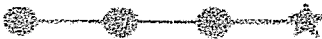


3

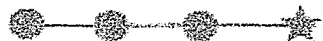
lake



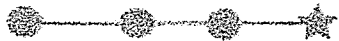
rake



take



wake



4

cake



take



rake



wake



lake



rake



cake



take



wake



take

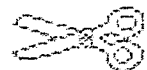


lake



© A Teaching Partner

2

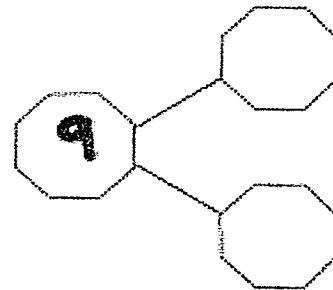
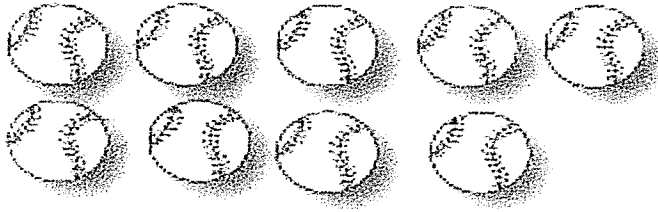


KOA1,2,3: I can solve subtraction story problems and write an equation.

Name _____

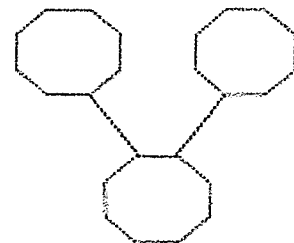
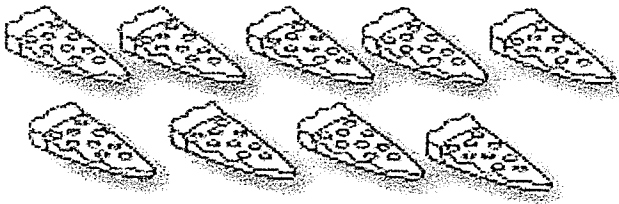
More Practice... 4.35

Justin had 9 baseballs. 7 were lost. How many baseballs were left?



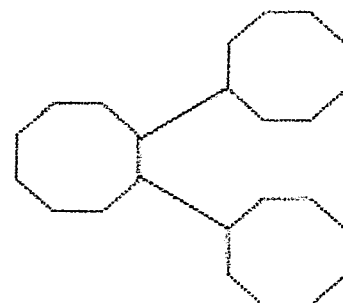
_____ - _____ = _____

There are 9 pizza slices. Lane ate 4. How many pizza slices are left?



_____ - _____ = _____

9 kids go to school. 2 are sick and must leave. How many kids are left? Make a 5-group drawing.



_____ - _____ = _____

KOA1,2,3: I can solve subtraction story problems and write an equation.

Exit Ticket 4.35

Name _____

Date _____

Make a 5-group drawing too show the story. Cross off the part that goes away.

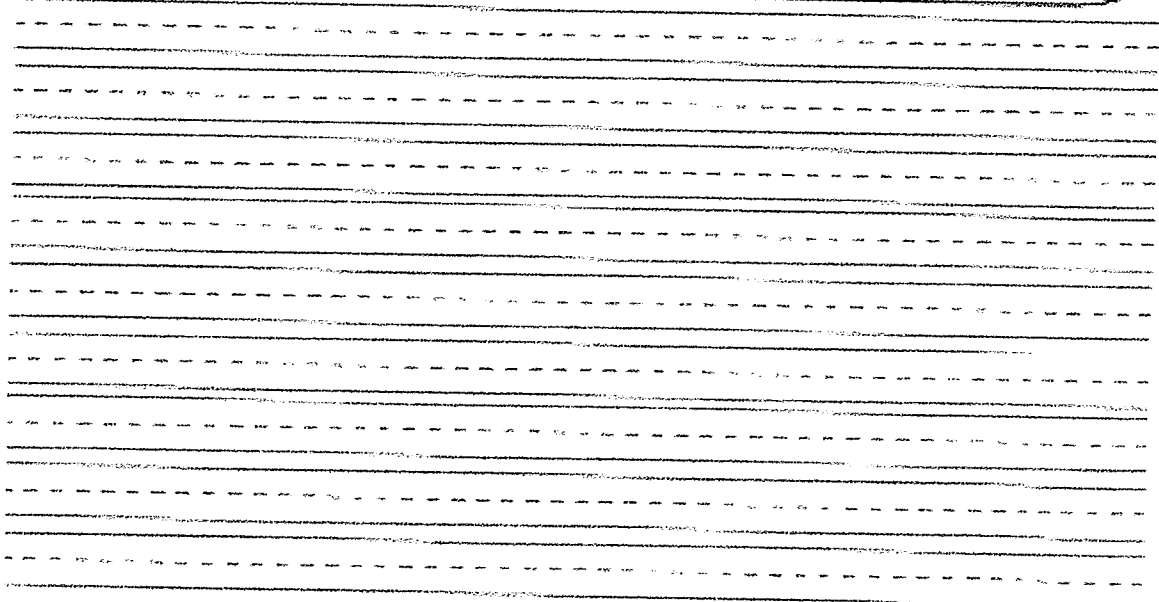
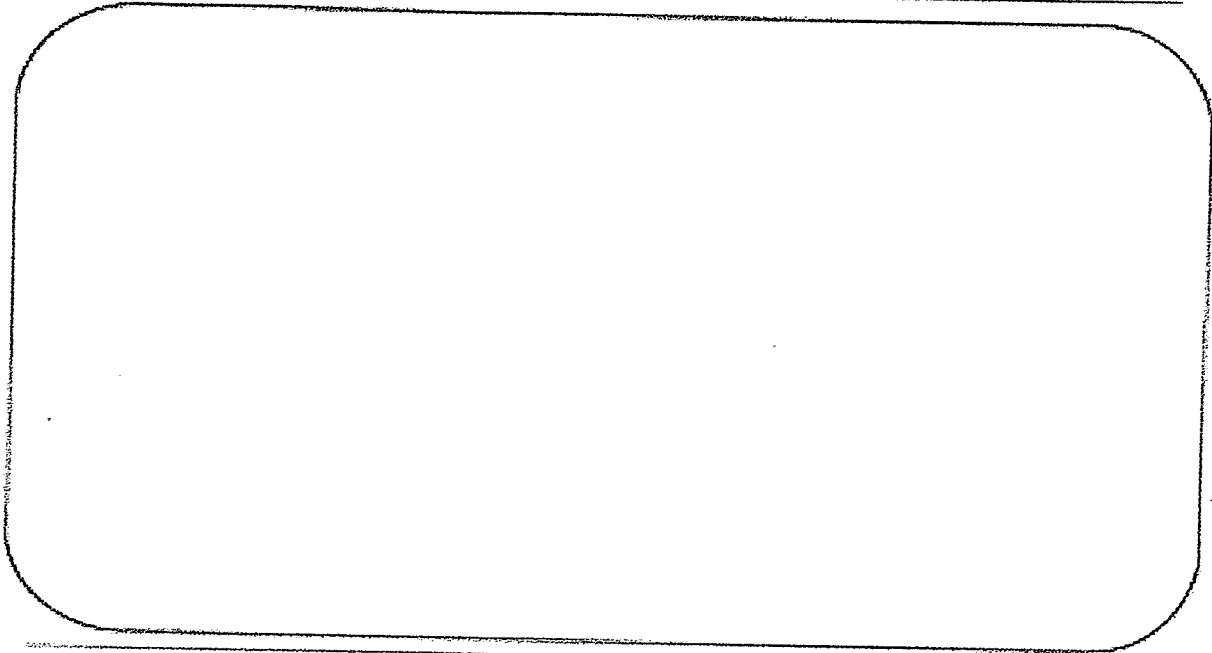
Fill in the number bond and number sentences.

Justin has 9 cards. He gave 6 away. How many cards are left?

Date: 4-27-2021

KW3.

Name: _____ Story Title: _____



spaces eight words capital letters punctuation

Date: 4-28-2021

KR9: I can make a text to self connection.

Name: _____

Date: _____

When Sophie Gets Angry--Really, Really, Angry...

| When I get angry... | This is what makes me feel better... |
|---------------------|--------------------------------------|
| | |
| | |
| | |
| | |

Date: 4-28-2021

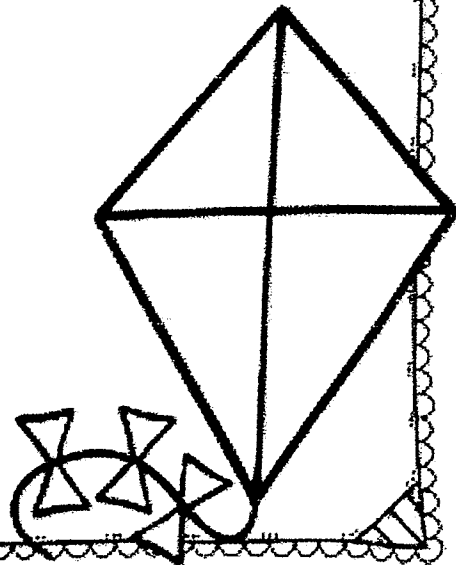
KRF3d. I can read sight words I know.

A Windy Day

The day was windy.
The sun was bright.
I took out my bike,
my ball, and my kite.

Did I want to hike
or ride my bike?
I think I might
just fly my kite!

i_e



KRF3: I can decode cvce words.

**ike
ite
families**

Name: _____

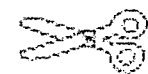
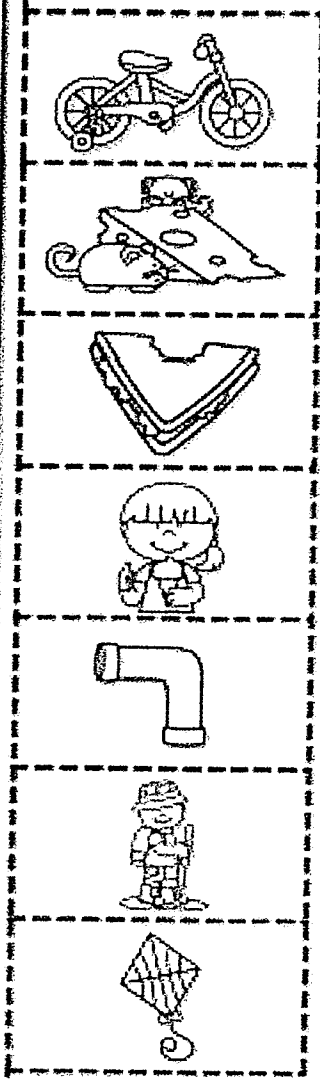
I Can Blend and Read!

Directions: 1. Blend the sounds. 2. Read the word. 3. Cut out the pictures. 4. Glue the matching picture next to the word. 5. Read the word list three times. Color a smiley face each time you read.

| | | | | |
|------|------|------|------|------|
| 1 | like | 3 | | |
| | kite | | | |
| | bite | | | |
| | hike | | | |
| | bike | | | |
| 4 | bite | kite | hike | like |
| bike | bite | kite | like | |
| hike | kite | bite | 😊😊😊 | |

© A. Tisdale Teacher

2



Lesson 31 Fluency Sprint B

Number Correct:



Name _____

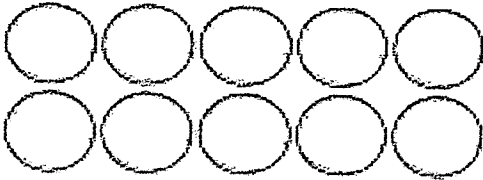
Write the missing number.

| | | | |
|-----|-------------------|-----|-------------------|
| 1. | $2 - 1 = \square$ | 11. | $\square = 4 - 2$ |
| 2. | $4 - 1 = \square$ | 12. | $5 - 3 = \square$ |
| 3. | $5 - 1 = \square$ | 13. | $\square = 3 - 1$ |
| 4. | $3 - 1 = \square$ | 14. | $\square = 5 - 2$ |
| 5. | $3 - 2 = \square$ | 15. | $4 - 1 = \square$ |
| 6. | $4 - 2 = \square$ | 16. | $\square = 5 - 4$ |
| 7. | $5 - 3 = \square$ | 17. | $\square = 5 - 1$ |
| 8. | $5 - 2 = \square$ | 18. | $6 - 1 = \square$ |
| 9. | $4 - 3 = \square$ | 19. | $1 - 0 = \square$ |
| 10. | $5 - 4 = \square$ | 20. | $5 - 5 = \square$ |

More Practice Lesson 36

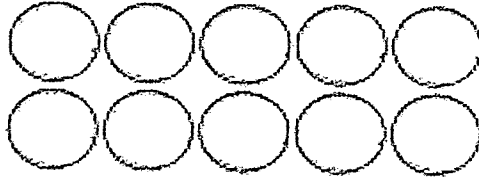
Name _____

Kyle had 10 scoops of ice cream. 7 melted. How many scoops are left?



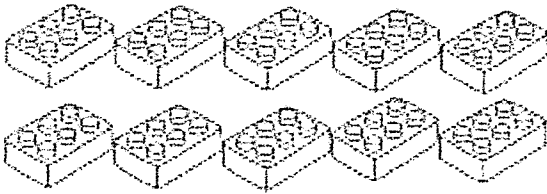
$$10 - \square = \square$$

Mae saw 10 crabs. 4 swam away. How many are left?



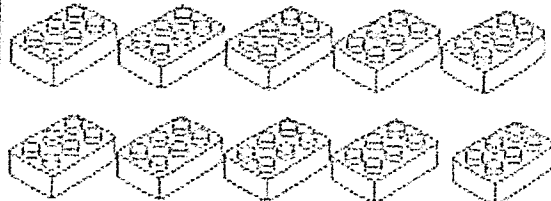
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Joe has 10 Legos. 2 broke. How many are left?



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

Roy found 10 Legos. He gave 8 away. How many does he have left?



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

Date: 4-28-2021

KOA1,2,3: I can solve subtraction story problems and write an equation.

Exit Ticket 4.36

Name _____

Date _____

Tony has 10 socks. He lost 4. How many socks are left?

Date: 4-29-2021

KR2: I can write about my favorite part of the story.

My Favorite Part

Name:

My favorite part is

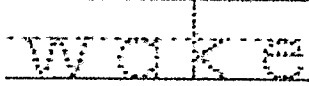


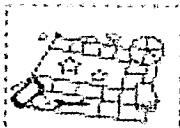
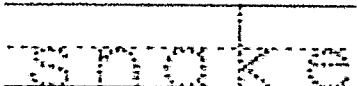
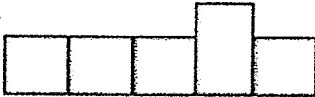


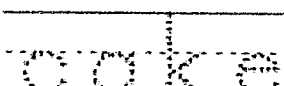

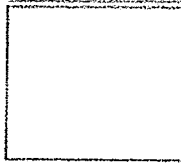

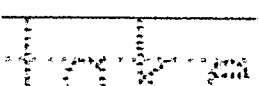

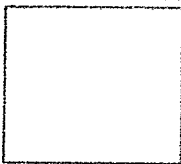

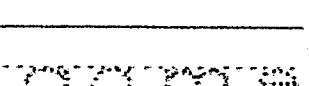

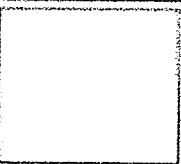

As I Was Walking

As I was walking near the lake,
I met a little rattlesnake.
He ate so much jelly-cake,
It made his little belly ache.

1000000

SUGGESTION: Have children cut their names in the oval. You can change the poem by substituting colors or other subjects like yellow water, blue water, or white water.

KRF3: I can find cvce words I know.

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

Lesson 31. Fluency Sprint A

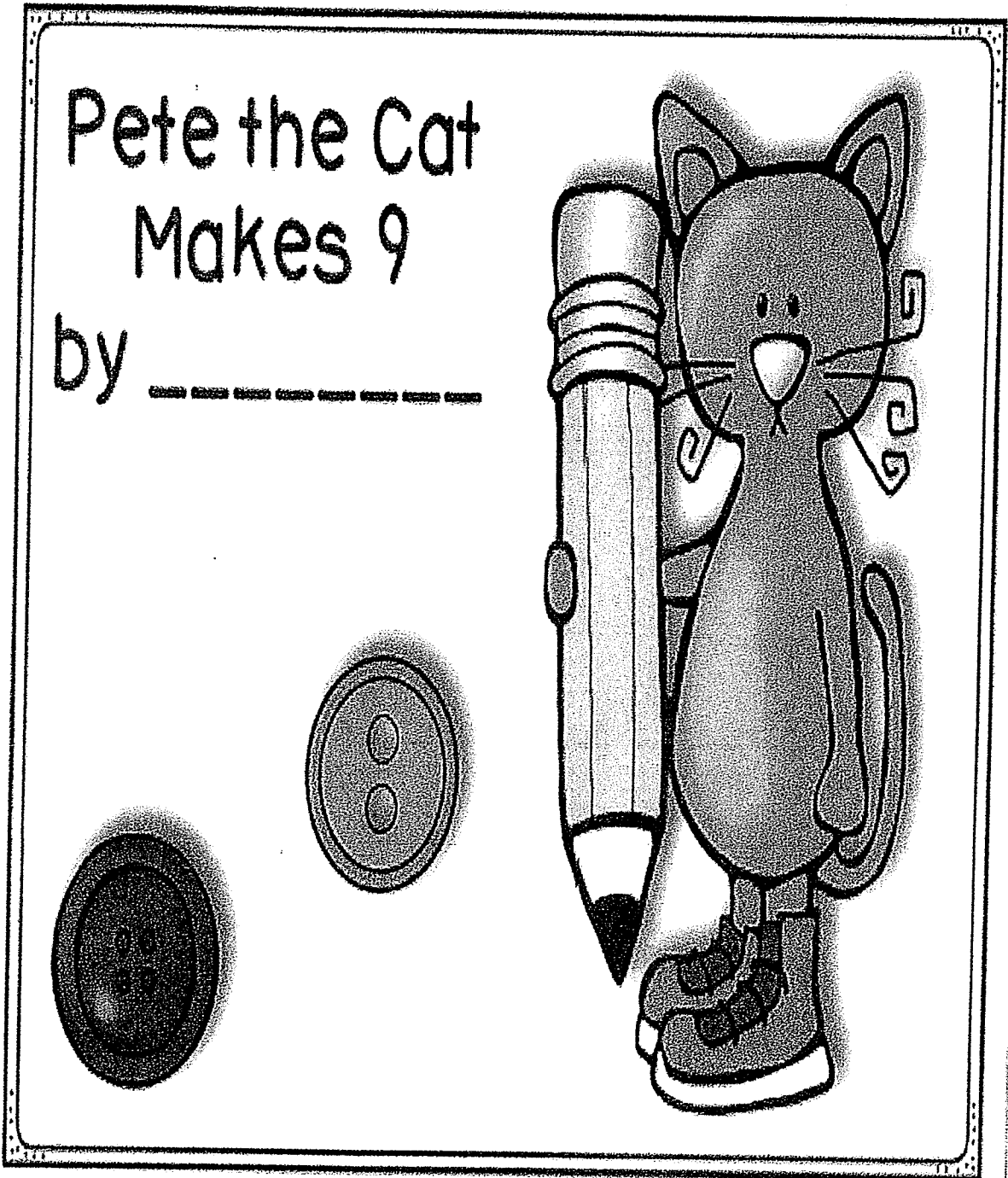
Number Correct:



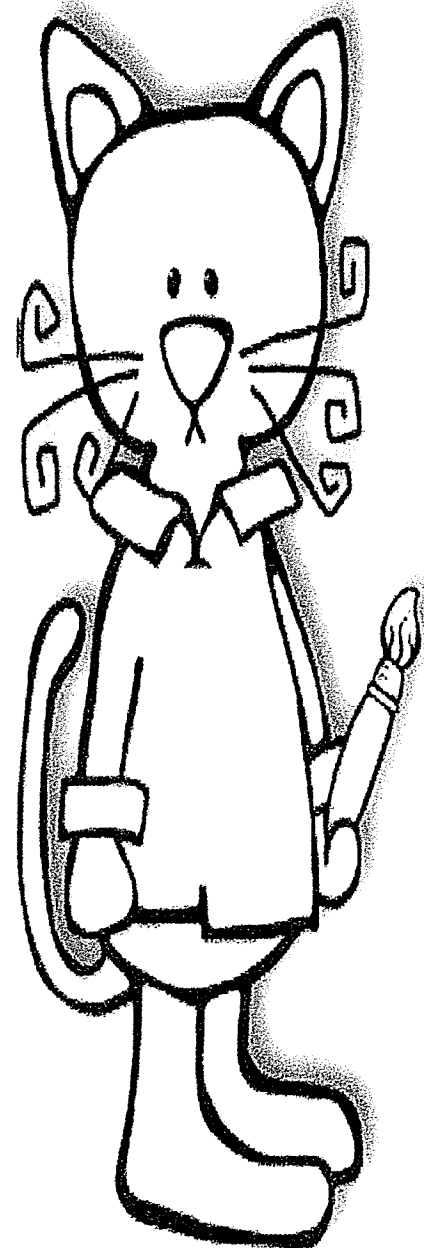
Name _____

Write the missing number.

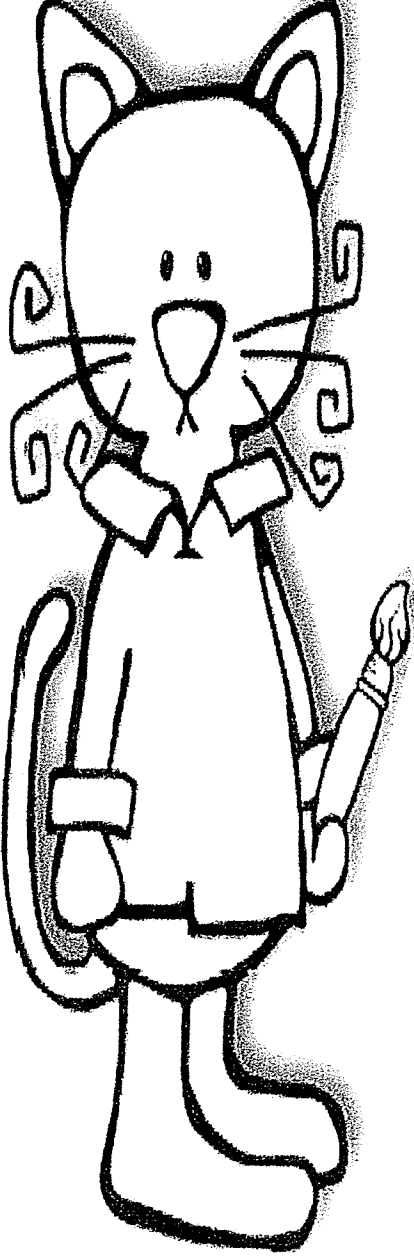
| | | | |
|-----|-------------------|-----|-------------------|
| 1. | $2 + 1 = \square$ | 11. | $\square = 3 + 2$ |
| 2. | $1 + 1 = \square$ | 12. | $1 + 3 = \square$ |
| 3. | $1 + 4 = \square$ | 13. | $\square = 2 + 2$ |
| 4. | $3 + 1 = \square$ | 14. | $\square = 1 + 2$ |
| 5. | $2 + 2 = \square$ | 15. | $1 + 4 = \square$ |
| 6. | $2 + 3 = \square$ | 16. | $\square = 2 + 3$ |
| 7. | $1 + 2 = \square$ | 17. | $\square = 5 + 1$ |
| 8. | $4 + 1 = \square$ | 18. | $5 + 2 = \square$ |
| 9. | $3 + 2 = \square$ | 19. | $1 + 0 = \square$ |
| 10. | $1 + 3 = \square$ | 20. | $5 + 0 = \square$ |



KOA1,2,3: Math Review

| | |
|---|---|
| <p>Pete the Cat has 9 buttons. <i>Oh my!</i> He has 1 red button and 8 blue buttons. Draw his buttons below using the 5-group way. Fill in the number sentence. Then draw and color Pete's buttons onto his coat.</p> |  |
| <p><input type="text"/> + <input type="text"/> = <input type="text"/></p> | |

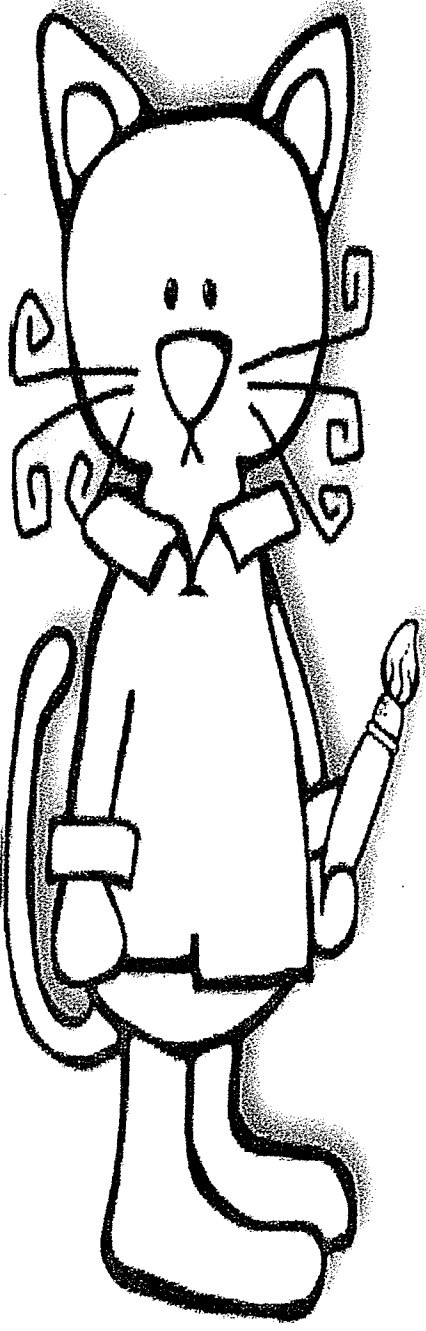
KOA1,2,3: Math Review

| | |
|--|---|
| <p>Pete the Cat has 9 buttons. <i>Oh my!</i> He has 2 red buttons and 7 blue buttons. Draw his buttons below using the 5-group way. Fill in the number sentence. Then draw and color Pete's buttons onto his coat.</p> |  |
| $\square + \square = \square$ | |

KOA1,2,3: Math Review

Pete the Cat has
9 buttons.
Oh my!
He has 3 red buttons and 6 blue
buttons. Draw his buttons
below using the 5-group way. Fill
in the number sentence.
Then draw and color Pete's
buttons onto his coat.

+ =



KOA1,2,3: Math Review

Pete the Cat has
9 buttons.

Oh my!

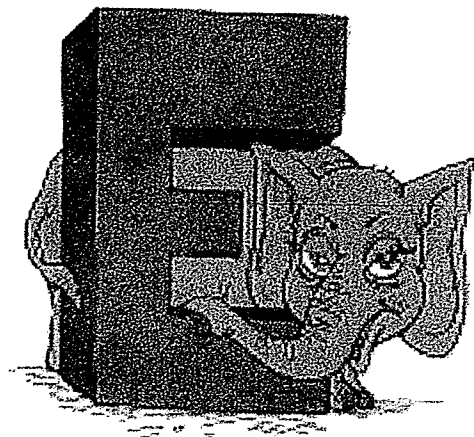
He has 4 red buttons and 5 blue
buttons. Draw his buttons
below using the 5-group way. Fill
in the number sentence.
Then draw and color Pete's
buttons onto his coat.

$$\square + \square = \square$$



BOSSY 'e'

*Bossy 'e' can be quite rude
It likes to change the game
When it shows up at the end
of a word,
It makes the vowel say it's
name!*



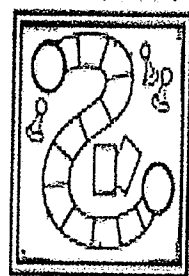
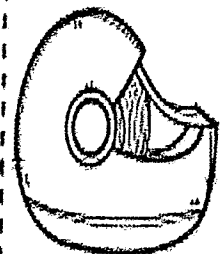
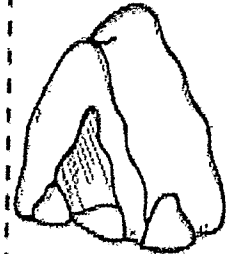
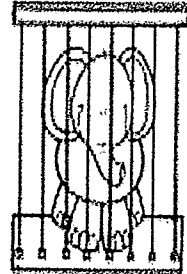
Name: _____

c_e

Blend It! Trace It! Write It!



| | | | |
|--------------------------------|-------------|--|--|
| <p>cāve • • • ★</p> | <p>cave</p> | <p>_____</p> <p>_____</p> <p>_____</p> | |
| <p>cāge • • • ★</p> | <p>cage</p> | <p>_____</p> <p>_____</p> <p>_____</p> | |
| <p>gāme • • • ★</p> | <p>game</p> | <p>_____</p> <p>_____</p> <p>_____</p> | |
| <p>tāpe • • • ★</p> | <p>tape</p> | <p>_____</p> <p>_____</p> <p>_____</p> | |



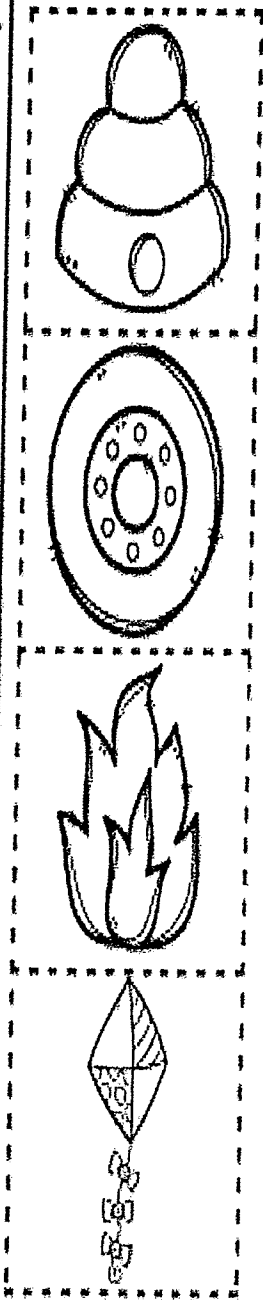
Name: _____

le

Blend It! Trace It! Write It!



| | | | |
|-----------------------|-------------|--|--|
| <p>k̄ite •••★</p> | <p>kite</p> | <p>_____</p> <p>_____</p> <p>_____</p> | |
| <p>f̄ire •••★</p> | <p>fire</p> | <p>_____</p> <p>_____</p> <p>_____</p> | |
| <p>t̄ire •••★</p> | <p>tire</p> | <p>_____</p> <p>_____</p> <p>_____</p> | |
| <p>h̄ive •••★</p> | <p>hive</p> | <p>_____</p> <p>_____</p> <p>_____</p> | |



KOA1,2,3: Math Review

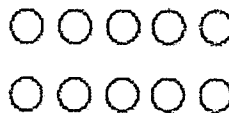
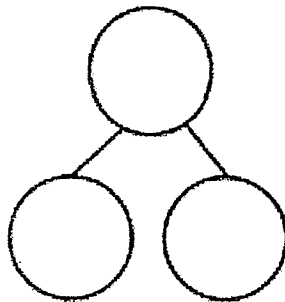
NY COMMON CORE MATHEMATICS CURRICULUM

Lesson 36 Problem Set

Name _____ Date _____

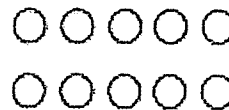
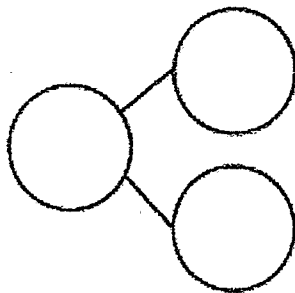
Fill in the number band and number sentence. Cross off the part that goes away.

Stan had 10 blueberries. He ate 5 berries. How many blueberries are left?



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

Tracy had 10 heart stickers. She lost 1 sticker. How many stickers are left?



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

COMMON CORE | LESSON 36
M3-18-1

Deconstructing the number 12—using 5 groups of 2 to help find 12
4th grade problem set 3 (A STORY OF RATIOS) 4/18/2018

engage^{ny}

4.G.3a

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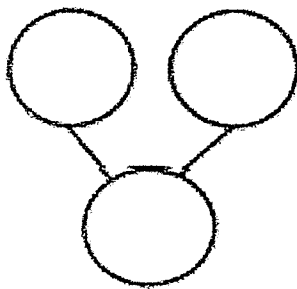
KOA1,2,3: Math Review

HFS COMMON CORE MATHEMATICS CURRICULUM

Lesson 36 Problem Set

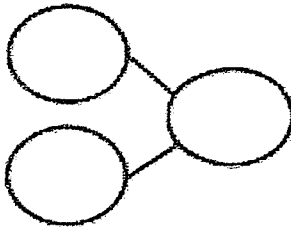
Make a 5-group drawing to show the story. Fill in the number bond and number sentence. Cross off the part that goes away.

Nick had 10 party hats. 7 hats were thrown away. How many hats does Nick have now?



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

Tatiana had 10 juice boxes. 3 juice boxes broke and spilled. How many full juice boxes does she have left?



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

| | | | |
|-----------|----------------------|-----------|----------------------|
| Subtract. | | | |
| $5 - 1 =$ | <input type="text"/> | $5 - 2 =$ | <input type="text"/> |
| $5 - 3 =$ | <input type="text"/> | $5 - 4 =$ | <input type="text"/> |