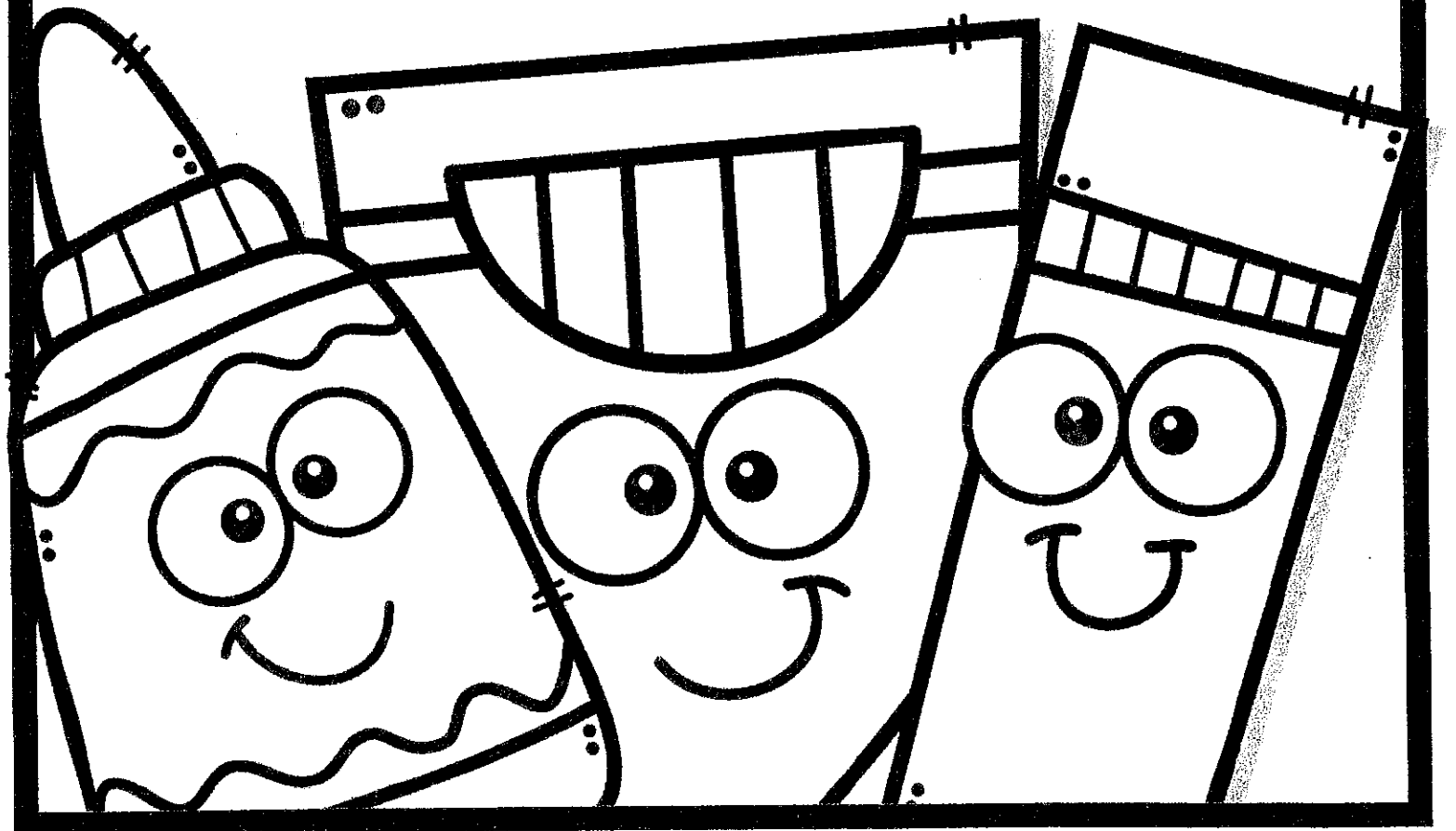


Week 1

TAKE HOME FOLDER

Kindergarten



Week 1

Complete these pages on the following dates: March 30 - April 3

Daily Practice

Read for 15 minutes with a parent

Practice sight words

Complete one handwriting page per day

Additionally, your student can do their iReady instruction by doing the following:

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

Here your student can access iReady Reading and Math. The goal is 80% accuracy (correct answers) on all lessons. If your student has questions about the instruction, you may help them!

Use three crayons and rainbow write each word.

me me me

like like like

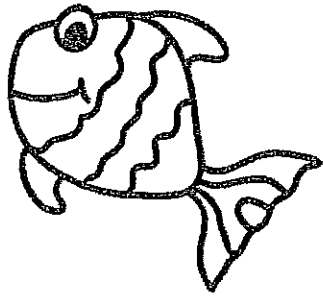
look look look

my my my

you you you

Beginning Sounds

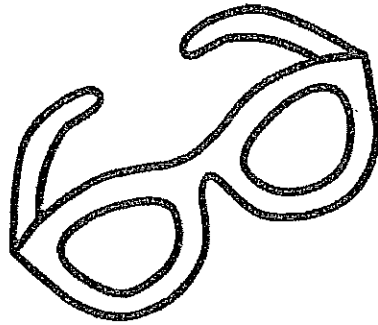
Directions: Color the letter that is the beginning sound.



f

t

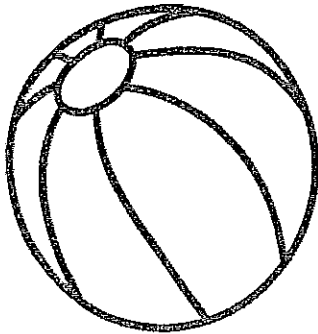
c



l

m

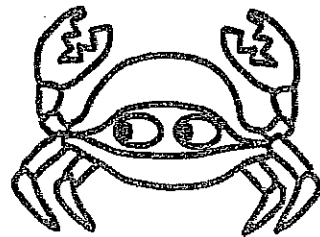
g



c

b

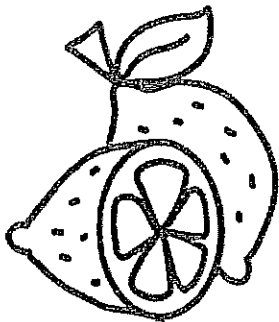
s



c

m

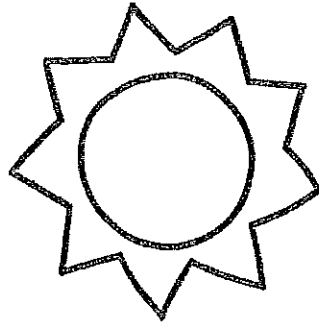
r



t

p

l



j

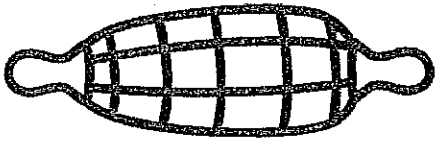
s

w

-ob

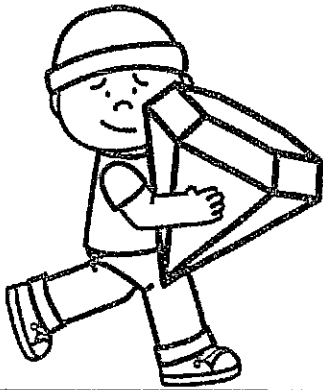
Name: _____

Say, Trace, Write, and Color



cob

cob



rob

rob



job

job



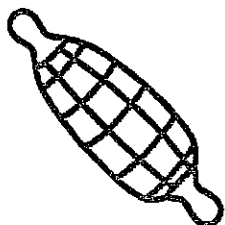
sob

sob

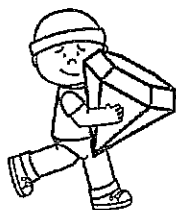
-ob

Name: _____

Write and dab the -ob words.









cob

hop

job

dot

sob

hot

rob

cot

mob

pod

bob

top

rob

pop

rot

pot

mom

fox

hog

sob

mob

log

job

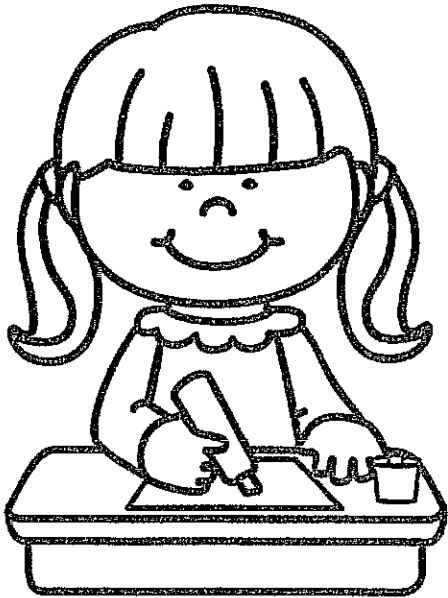
hot

rod

-ob

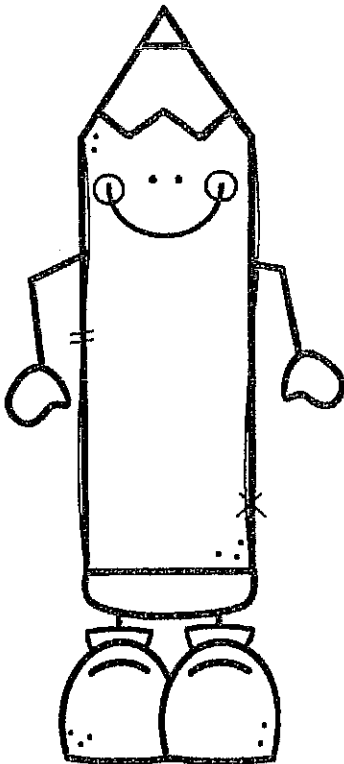
Name: _____

Say and find the -ob words



lot	cob	mom	pod
rob	rod	sob	hog
rog	bob	cop	mob
job	top	hot	mop

Write the words.



1

2

3

4

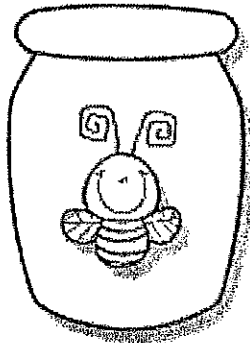
5

6

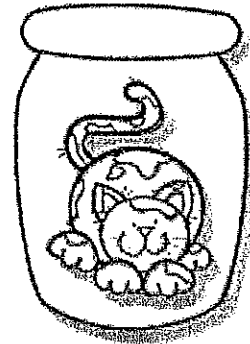
B

Name _____

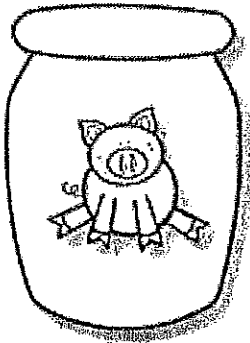
In It



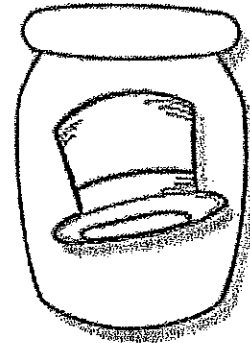
A bug is in it.



A cat is in it.



A pig is in it.



A hat is in it.



① Who is NOT in the story?

pig

bat

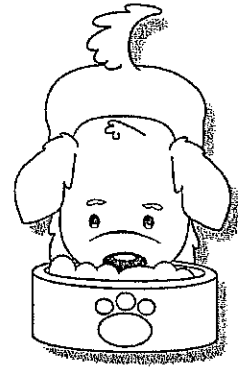
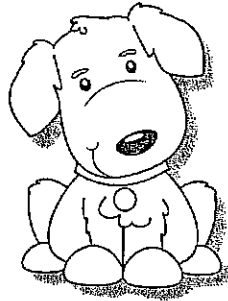
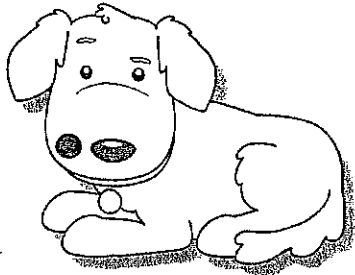
cat

② Retell the story. Who did you tell?

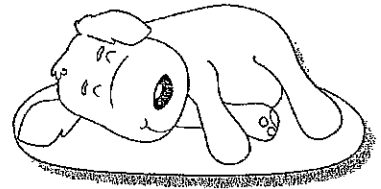
B

Name _____

Pup



I see Pup. Pup can sit. Pup can eat.



Pup can dig. Pup can jump. Pup can nap.



① What can Pup do?

swim

read

nap

② Retell the story. Who did you tell?

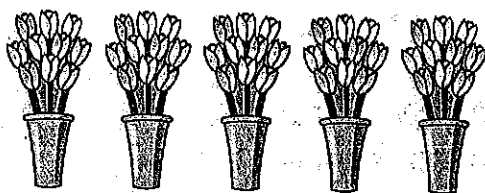
Dear Family,

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



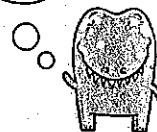
Counting by tens involves reciting the decade numbers (10, 20, 30, 40, etc.) to 100. Learning to count by tens will help prepare your child for counting by ones across the decade numbers. For example, being able to recite "10, 20, 30" will help your child later count "19, 20, 21" and "29, 30, 31."

Counting objects organized into groups of 10 helps to emphasize that each decade number is 10 more than the the previous decade number.



10 20 30 40 50

Each pot has 10 flowers. You can count by tens to find there are 50 flowers in all.



Your child will also practice counting by tens without objects or pictures.

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



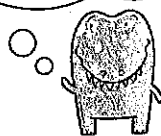
Counting to 100 by Tens Activity

Practice counting by tens with your child whenever you can: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100! To help your child learn the sequence of decade numbers and to make practicing more fun, you can add motions as you count, such as clapping, marching, or tapping your toes as you say each number. You may want to have you and your child take turns choosing a motion to do.

If your child needs an extra challenge, count by tens in a four-number sequence and clap instead of saying one of the numbers. Then your child says the number that is missing. For example, say, "30, 40, [clap], 60." Your child should say that 50 is the missing number.

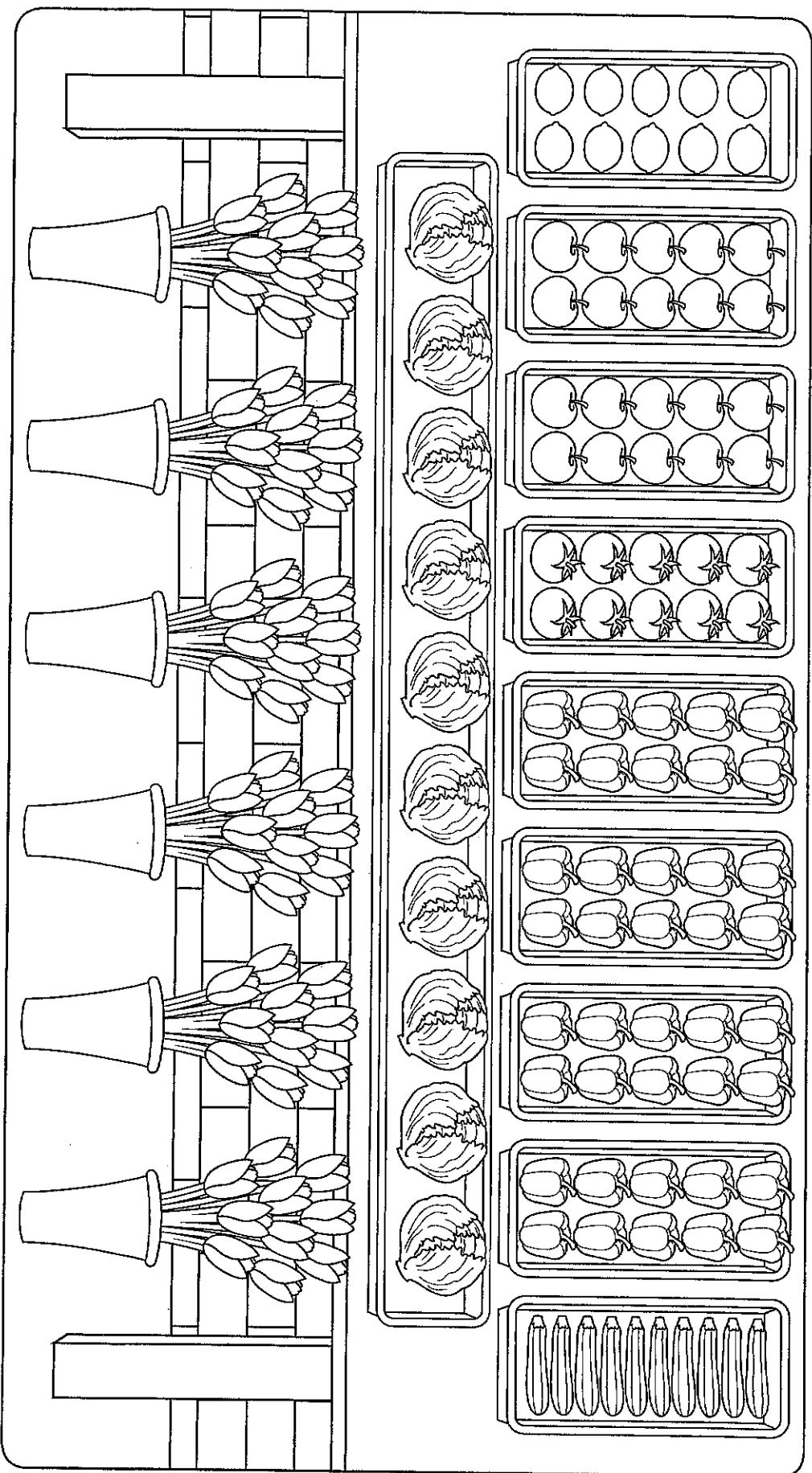
10, 20, 30, 40, 50, 60, 70, 80, 90, 100

There are many ways to practice counting by tens. You can clap, march, or tap your toes while you count!

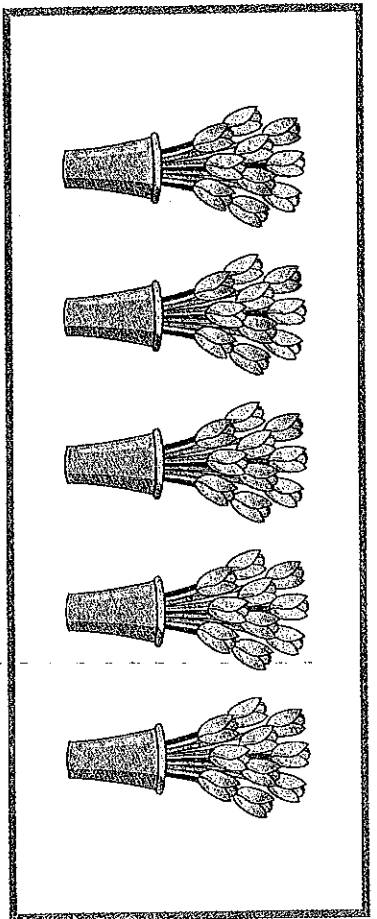


Count to 100 by Tens

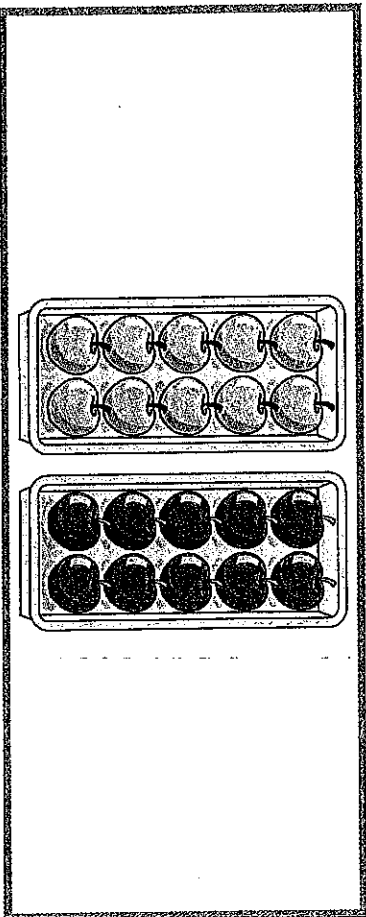
Name



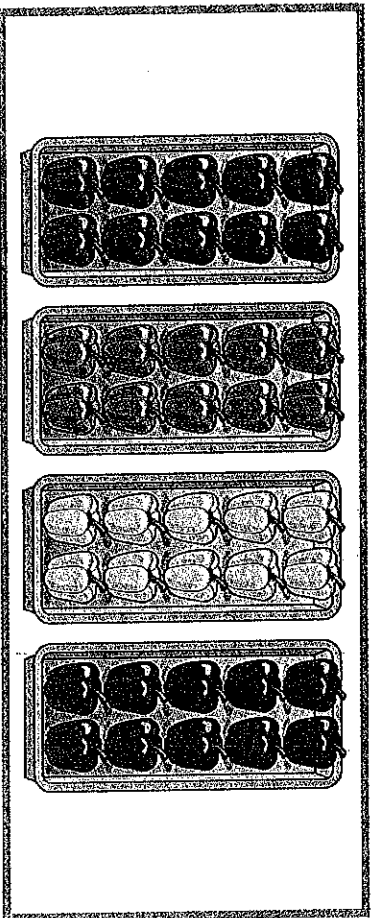
Have your child color 3 groups of 10 flowers and then count by tens to find how many he or she colored. Have your child color 7 groups of 10 fruits and/or vegetables and count them by tens. Have your child color the rest of the picture.



20



40



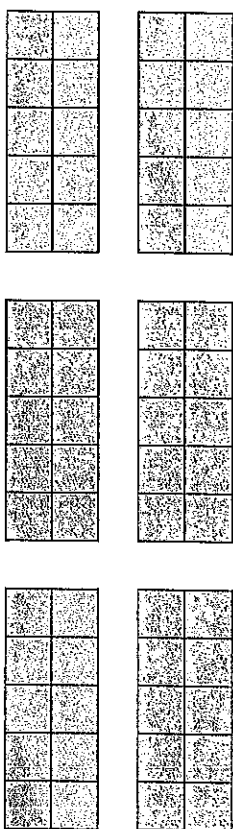
50

Have your child draw lines to match each group of objects to the number that tells how many. Tell your child that each vase or basket has 10 objects in it. Guide your child to count by tens to find how many objects are in each group and then draw lines to the matching totals.

Count to 100 by Tens

Name _____

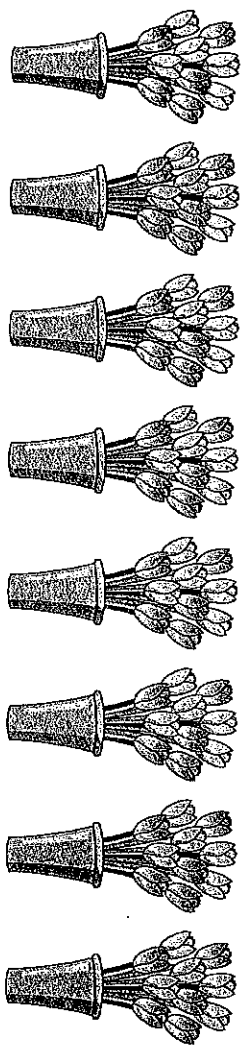
Example



50

60

70



60

70

80

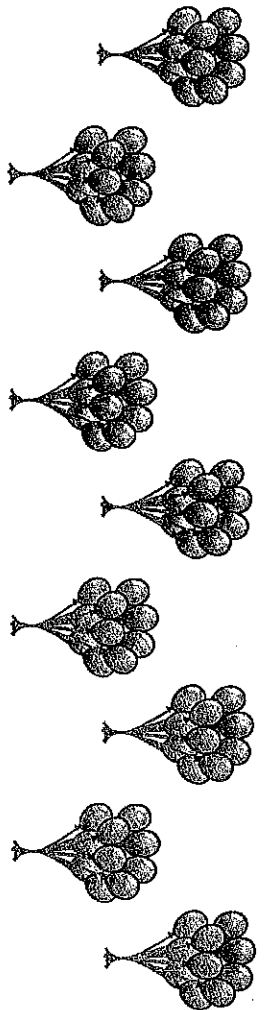


30

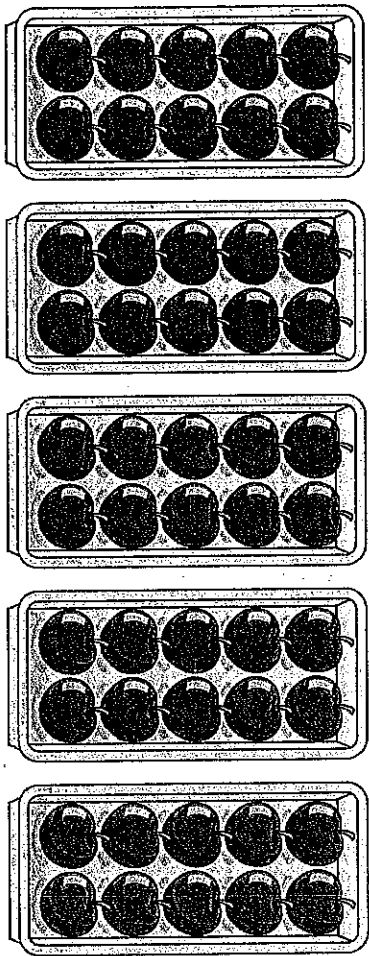
40

50

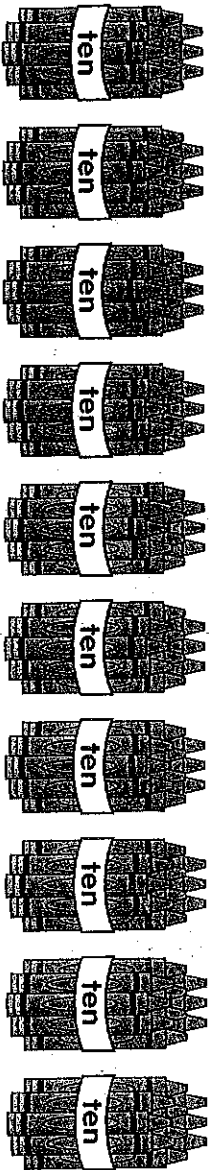
Guide your child to count objects by tens. Explain that there are 10 objects in each group. Have your child count aloud by tens to find the total number of objects in each problem. Then have your child circle the total number.



80 90 100



70 60 50



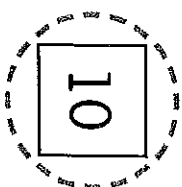
10 90 100

Guide your child to count objects by tens. Explain that there are 10 objects in each group. Have your child count aloud by tens to find the total number of objects in each problem. Then have your child circle the total number.

Count to 100 by Tens

Name _____

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



20

30

30

40

50

60

70

80

70

80

90

For each row on the hundreds chart with a missing number, guide your child to circle the number to the right that completes that row. Have your child count aloud to 10 by ones to find which number completes the first row. Then guide your child to focus on the last column and count together by tens, having your child circle the numbers that complete the chart.

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

10

20

30

30

40

50

60

70

80

80

90

100

80

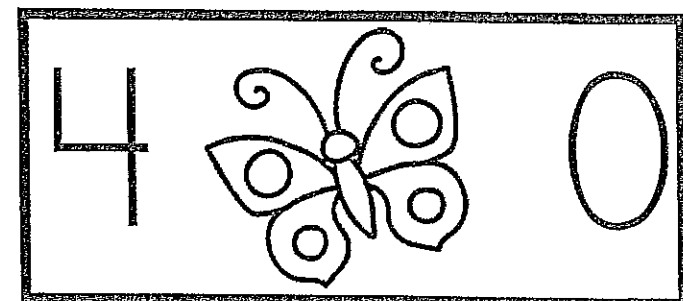
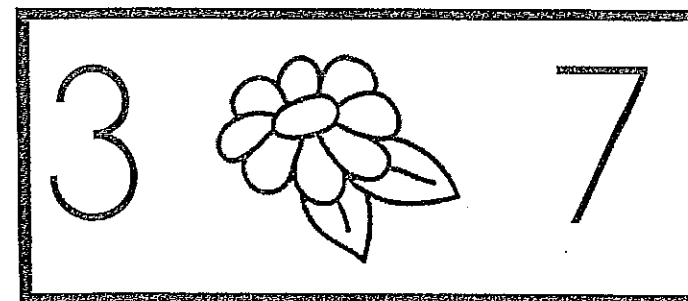
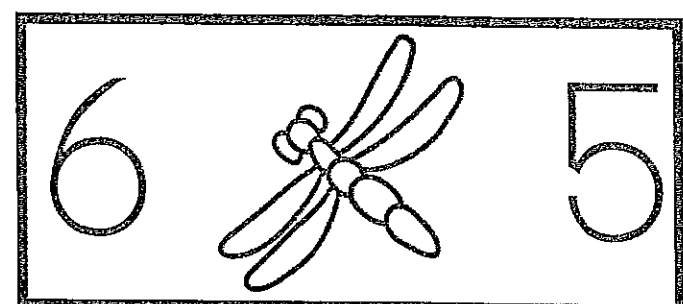
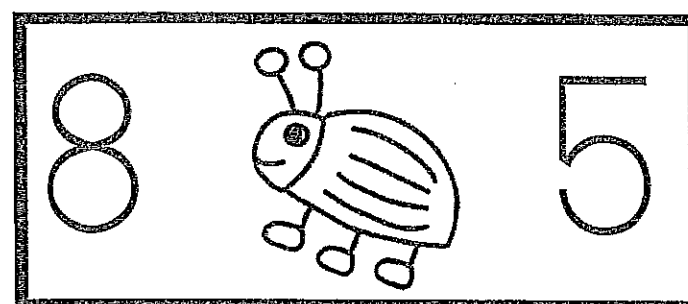
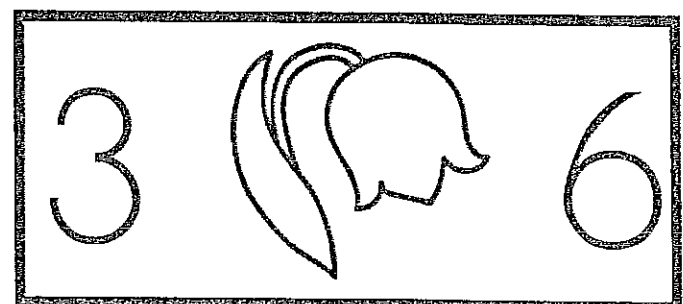
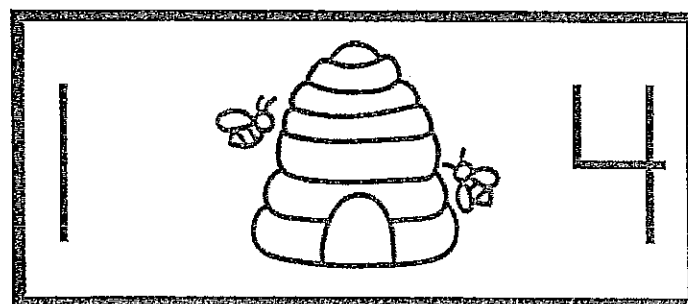
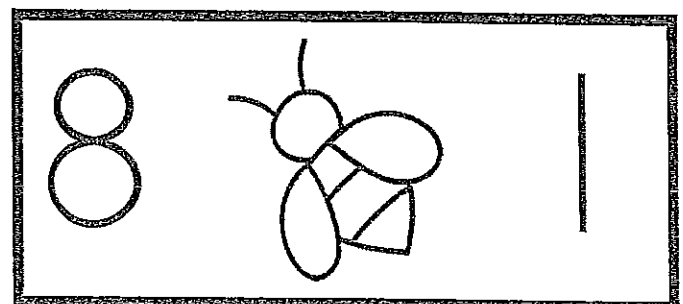
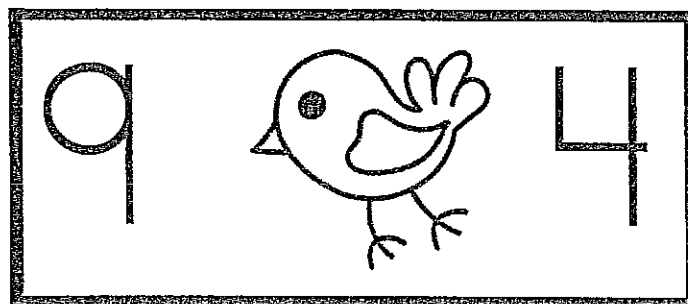
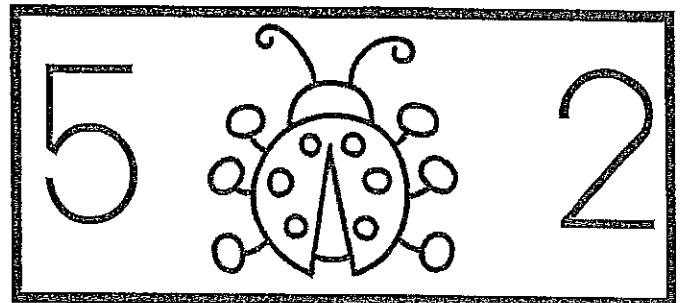
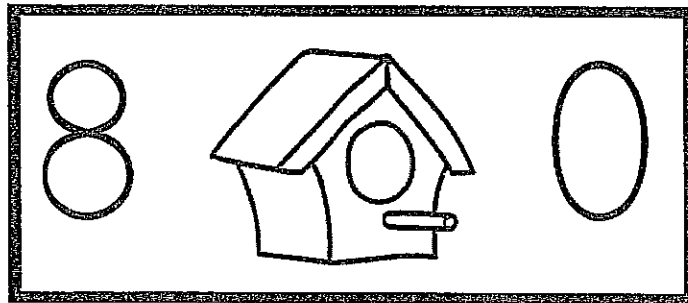
90

100

For each row on the hundreds chart with a missing number, guide your child to circle the number to the right that completes that row. Have your child focus on the last column. Count together by tens, having your child circle the numbers that complete the chart.

Name _____

CIRCLE THE BIGGEST NUMBER.



Name _____

Word Problem:

There are 6 red socks and 2 green socks. How many socks are there in all?

I can draw a picture of the problem:

I can show the problem on a ten frame:

My Answer
is:

I can write an equation for the problem:

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

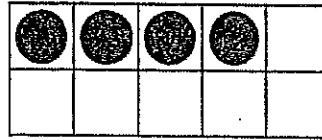
Name: sample

Beginning
Sound



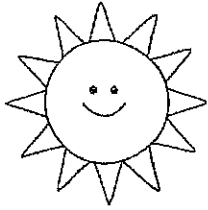
s

Ten
Frame



4

Syllables

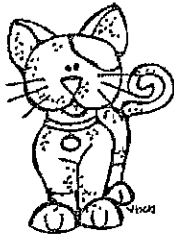


1 2
3 4

Before &
After

6 7 8

CVC



c a t

Measurement

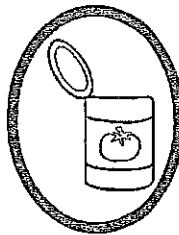
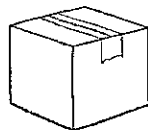
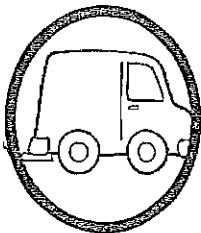


or

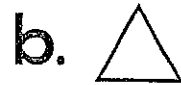
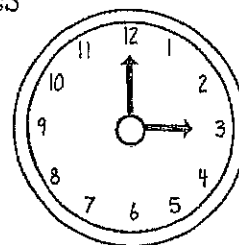


Heavier

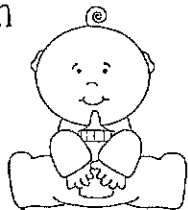
Rhyming



Shapes



Dolch
Noun



a. ball

b. baby

c. duck

Addition

$$3 + 3 = \underline{6}$$

Read

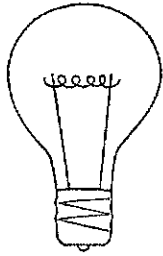
I see the
black dog.

Subtraction

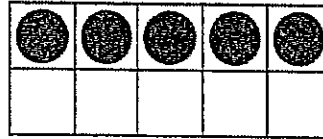
$$2 - 1 = \underline{1}$$

Name: _____

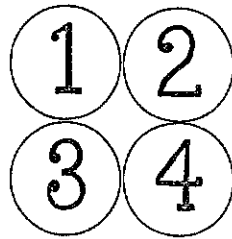
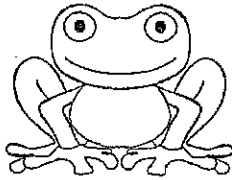
Beginning
Sound



Ten
Frame



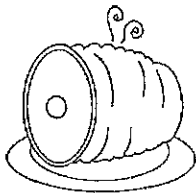
Syllables



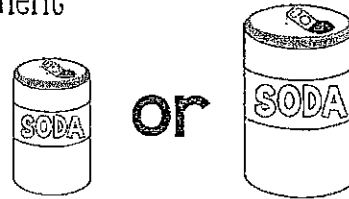
Before &
After

_____ **12** _____

GVC

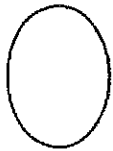


Measurement

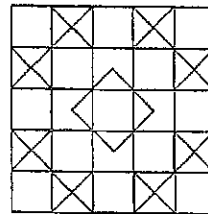


Holds more

Rhyming



Shapes



Dolch
Noun



a. paper

b. grass

c. giri

Addition

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

Read

**Are your
eyes blue?**

Subtraction

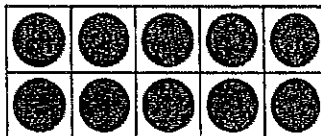
$$4 - 2 = \underline{\quad}$$

Name: _____

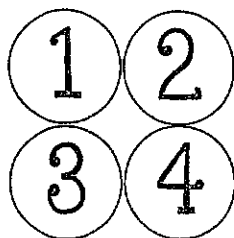
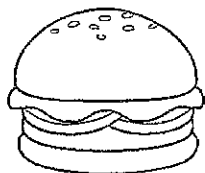
Beginning
Sound



Ten
Frame



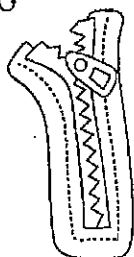
Syllables



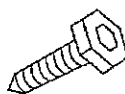
Before &
After



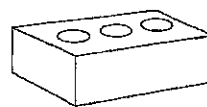
CVC



Measurement

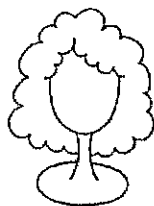
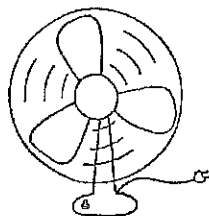


or

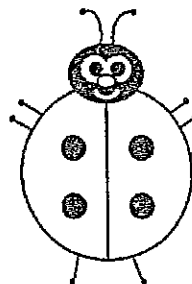


Lighter

Rhyming



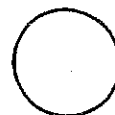
Shapes



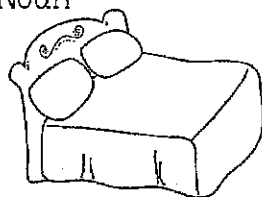
a.



b.



Dolch
Noun



a. bed

b. boat

c. top

Addition

$$1 + 2 = \underline{\quad}$$

Read

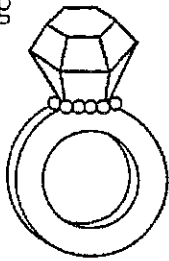
He came to
school on time.

Subtraction

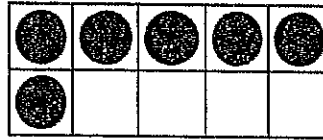
$$1 - 1 = \underline{\quad}$$

Name: _____

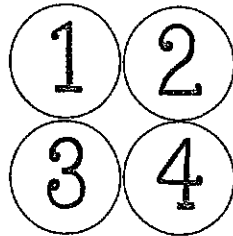
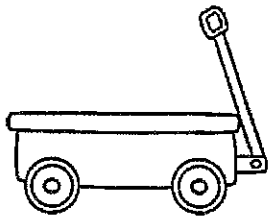
Beginning
Sound



Ten
Frame



Syllables



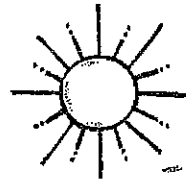
Before &
After

14

CVC



Measurement

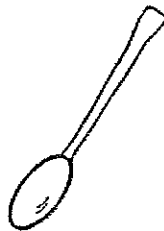
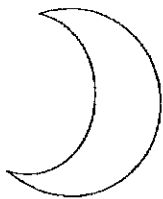


or

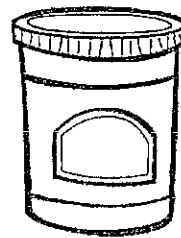


Colder

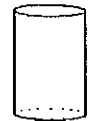
Rhyming



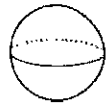
Shapes



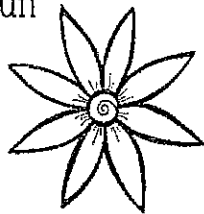
a.



b.



Dolch
Noun



a. fish

b. farm

c. flower

Addition

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

Read

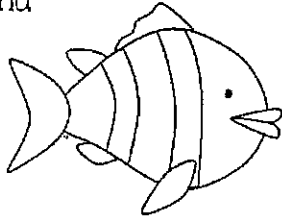
**Did you help
your mom?**

Subtraction

$$5 - 3 = \underline{\quad}$$

Name: _____

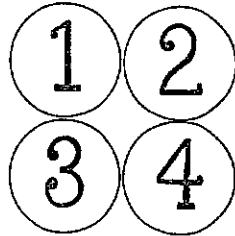
Beginning
Sound



Ten
Frame



Syllables



Before &
After

16

CVC



Measurement

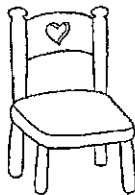


or

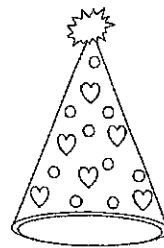


Taller

Rhyming



Shapes



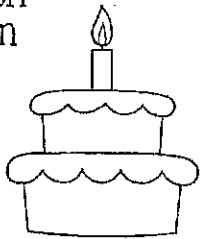
a.



b.



Dolch
Noun



a. cl ot

b. ca ke

c. bo x

Addition

$$1 + 4 = \underline{\quad}$$

Read

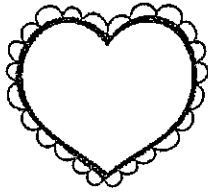
The horse
ate an apple.

Subtraction

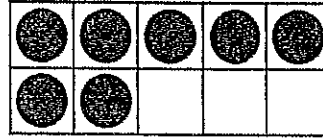
$$3 - 1 = \underline{\quad}$$

Name: _____

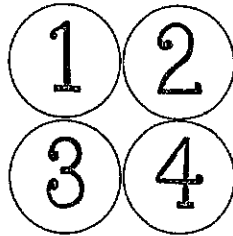
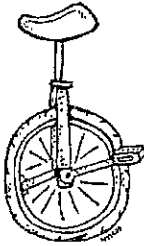
Beginning
Sound



Ten
Frame



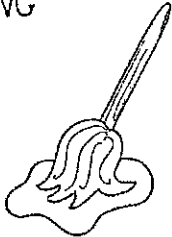
Syllables



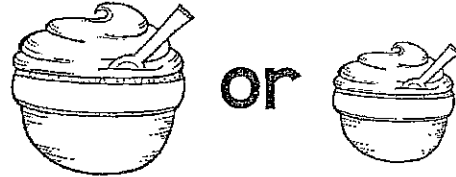
Before &
After

6

GVG



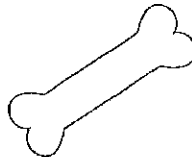
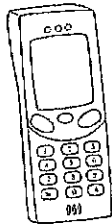
Measurement



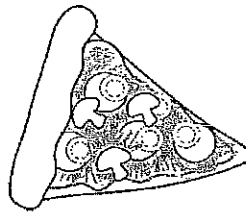
or

Holds more

Rhyming



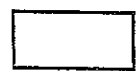
Shapes



a.



b.



Dolch
Noun

a. wood



b. robin

c. water

Addition

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

Read

**We can read
in the library.**

Subtraction

$$4 - 1 = \underline{\quad}$$