



# Whiteriver Unified School District

## Kindergarten Packet

Week 1

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

School:

\_\_\_\_\_

Teacher:

\_\_\_\_\_

# K i n d e r g a r t e n

## At Home Science and Social Studies Challenges

<p><b><u>Weight Investigation</u></b> Plan and conduct an investigation with different objects. Hold two objects and predict which will be heavier and or lighter. Weigh the two objects and compare the weights.</p>	<p><b><u>Left and Right</u></b> Play Simon Says using the words left and right to teach the direction of each.</p>	<p><b><u>Shoe Tying</u></b> Practice tying shoes with laces until proficient.</p>
<p><b><u>Play Store</u></b> Using pennies, nickels, dimes and quarters. Set up a store in your house and have a cashier charge you money for different items you want. You must pay for your items. (Focus only on the names of the coins, if your child is ready you can have them count change).</p>	<p><b><u>Push and Pull</u></b> Plan and conduct an investigation using two different objects that roll. Place each object at the same starting point and push them using different forces. Talk about what you notice when different forces are placed on different objects.</p>	<p><b><u>Survival Needs</u></b> Draw your favorite animal (a real animal). Label all the different things that your animal needs to survive. Now draw you. Label all the different things that you need to survive.</p>
<p><b><u>My Future!</u></b> Pick what you want to be when you grow up. Draw a picture of you as that person. Label all of the things you need in order to do your job. Make sure to include all tools and equipment you may need.</p>	<p><b><u>Weather Journal</u></b> Make a weather journal for a week. Your journal should have a picture of the weather, the temperature [Is that hot or cold], is it windy? What do the clouds look like? Did the weather change that day or stay the same?</p>	<p><b><u>Timeline</u></b> Create a timeline of a week of your break. Your timeline should include the day, date, and a list of the activities you did for the day in order.</p>

Pick 1-2 activities to do a day. Cross out the activity after you complete it. (11)

# SIMON SAYS FITNESS DISGUISED AS FUN

Get your kids moving by playing Simon Says with these fun yet physical activities. You decide when or if you say "Simon Says"!

- |   |   |   |
|---|---|---|
| Shake your whole body.  | Hold your arms out at your side and make circles with them in the air.                      | Reach behind you and try and hold your left foot with your right hand without falling over. |
| Jump up and down.   | Hop on your left foot 10 times.   | Lay on the floor and stretch out as far you can for 10 a count of 10.                       |
| Spin around in circles.   | Hop on your right foot 10 times.  | Pretend to shoot a basketball 10 times.   |
| Do a cartwheel.   | Hop around like a bunny.  | Pretend to jump rope for a count of 10.   |
| Do a somersault.  | Balance on your left foot for a count of 10.  | Pretend to ride a horse.  |
| Wave your arms above your head.   | Balance on your right foot for a count of 10.   | Pretend to milk a cow.  |
| Walk like a bear on all 4s.   | Bend down and touch your toes 10 times.   | Take 5 of the biggest steps forward that you can.   |
| Walk like a crab.   | Reach behind you and try and hold your right foot with your left hand without falling over. | Pretend to lift a car.  |
| Hop like a frog.  | Show off the muscles in your arms.  | Do the strangest dance you can think of.  |
| Walk on your knees.   |   | Scream.   |
| Lay on your back & pedal your legs in the air like you are on a bike.               |   |   |
| Pretend to sit in an invisible chair 5 times - sit then stand, sit then stand, etc. |   |   |



Play Simon Says at least 15 min a day.

Okay! we are nearing the end of the school year! So for the students of Cradleboard Elementary School we need to review some of the Apache words from the past school year, here we go. These words need to be written down five times each. Remember just the Apache words. Please!

September Words:

Father-Shitaá

Mother- Shimaa

Brother/ Sister- Shik'isn

Grandma/ Grandpa- Shiwoyé

September-Binest'ancho

October Words:

October-Ghaazhi

Fun Music Company Curriculum-at-home

**Grade K - Lesson 4**  
**The Elephant and the Swan**

Teacher's Note:

Dear Parent/Caregiver,

In this lesson, children will listen to two short classical pieces: "The Elephant" and "The Swan" from Carnival of the Animals by Camille Saint-Saëns. We studied this a few weeks ago so this should be a review for most students. By doing this they will learn about the musical element of pitch and will respond to melody.

There will be a worksheet provide with this lesson.

I hope all are well. I miss you students!!

Mrs. Serrano

Dear Kindergarten students and parents,

In this lesson we will be listening to two short pieces of music called "The Elephant" and "The Swan" and then creating a drawing in response.

You will need to find your favorite small soft toy to help you with this lesson. It will become your Beat Buddy. You will also need some coloured pencils, crayons or markers and some paper.

**Step 1: Sit quietly and concentrate while you listen to the music.**

While the video is playing, sit still and listen, and think about an elephant in the first piece, and a swan in the second piece. Use your Beat Buddy to bounce the beat and then move like an elephant or a swan following the music up and down.

Did your Beat Buddy bounce fast or slow? Did he move high or low? Straight or all over the place?

<https://funmusicmembers.com/at-home/k14-1/>

**Step 2: Draw a picture that represents the music.**

Get a large piece of paper and some pencils, crayons or textas. Listen to the music again and this time, draw a picture to show your Beat Buddy, who is being either an elephant or a swan in the music. Does the elephant move fast or slow? Does the swan swim around? Are there lots of swans in your picture, or just one? What colors and shapes help to describe the journey of the swan or the elephant?

To listen to the music again while you are drawing, use the music player on this page:

<https://funmusicmembers.com/at-home/k14-2/>

When you've completed your picture, take a photo of it and email it back to me at ([rserrano@wusd.us](mailto:rserrano@wusd.us)).

Lesson: ELA  
Date: Monday May 4, 2020

**Learning Goal:**

- I can say ending sounds in words.
- I can write lowercase letters.

**Instructions:**

Dear Caregiver,

**Step 1:** Hand your child the worksheet titled "You Can Do It!" Provide your child with an eraser and a pencil.

**Step 2:** Have your child name each lowercase letter in the box along with the letter sound.

**Step 3:** Have your child name each picture and identify the ending (or last) sound that they hear in the word.

**Step 4:** Have your child write the ending letter sound on the line provided next to each picture. Have your child cross out each letter that they use.

**Step 5:** Have your child color each picture. Encourage your child to color nicely.

**PM WORK**

**Step 1:** \*\*Later in the day give your child the worksheet with the boy and the dog.

**Step 2:** Have your child name the picture that the arrow is pointing to (dog). In the section "Write It" have your child say the word dog slowly, & listen to the letter sounds, and write the letters they hear in the word dog,

**Step 3:** In the section "Draw It" have your child illustrate and label a picture of a dog. Remind the students to label their illustration and add detail.


**Step 4:** In the section "Use It" have your child write a sentence or two using the word dog.

**Note to student:** Dear Kindergartener don't forget to use your best kindergarten writing. Remember to use your eraser if you make a mistake. Say the words slowly and listen to the sounds you hear. Make sure you are using detail in your illustration and writing.

Name \_\_\_\_\_ Date \_\_\_\_\_

# You can Do It!

 Write the last letter.

 Cross off each letter that you use.

g o r l t t p n  
d s k m b e f



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



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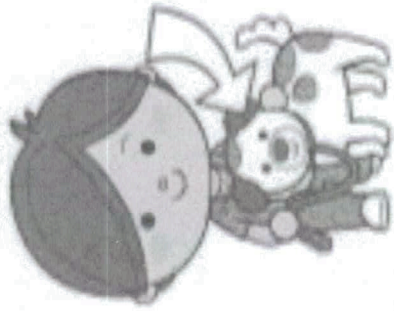


\_\_\_\_\_

Monday May 4, 2020

Page 1 of 2

SAY IT



DRAW IT

WRITE IT

USE IT



## Lesson: Math-EnVisions

Date: Monday 4, 2020

Learning Goal: 12.6 - I can describe shapes in the environment.

Instructions: Dear Caregivers,

This week students will continue to learn about 2D and 3D shapes.

Educational YouTube videos to search for and have your kids watch to learn about 2D/3D shapes:

- Learn 2D shapes with Choo-Choo Train part 1. Shapes for kids (kindergarten and students of grade 1).
- Shapes for kids (preschoolers and grade 1). Learn about 2D Shapes with Choo-Choo Train - part 2
- Learn about 3D shapes with Choo-Choo Train - part 1. Educational cartoon for children grade 1
- Shapes for kids children grade 1: learn 3D shapes (geometric solids) with Choo-Choo train - part 2

Here are the standards:

K.G.A.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

K.G.A.2 – Correctly name shapes regardless of their orientation or overall size (e.g., circle, triangle, square, rectangle, rhombus, trapezoid, hexagon, cube, cone, cylinder, sphere).

K.G.A.3 – Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).

K.G.B.4 – Analyze and compare two-dimensional and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length).

Vocabulary:

Sort, Circle, Side, Triangle, Rectangle, Square, Hexagon, Cone, Cube, Cylinder, Sphere

Two-dimensional shape (flat), Three-dimensional shape (solid), Vertex/ vertices (corner).

### **AM- Guided Practice**

Materials: Guided practice page 716 and a pencil. This portion is to be done in the morning.

**Step 1:** Give your child the Guided Practice page and read the italic sentences to your child- students answer should be similar or the same as the one in the parenthesis.

Say: *What objects do you see in the classroom? (Clock, blackboard, table, ball, tissue box) Which objects have flat shapes? (Clock, blackboard, tabletop) Which objects have solid shapes? (Ball, tissue box)*

**\*Explain to your child that they can describe the objects using the names of shapes.**

*Follow the blue arrows from the first picture. What shape can you use to describe the clock? (Circle) The blackboard? (Rectangle) The ball? (Sphere) The tissue box? (Cube)*

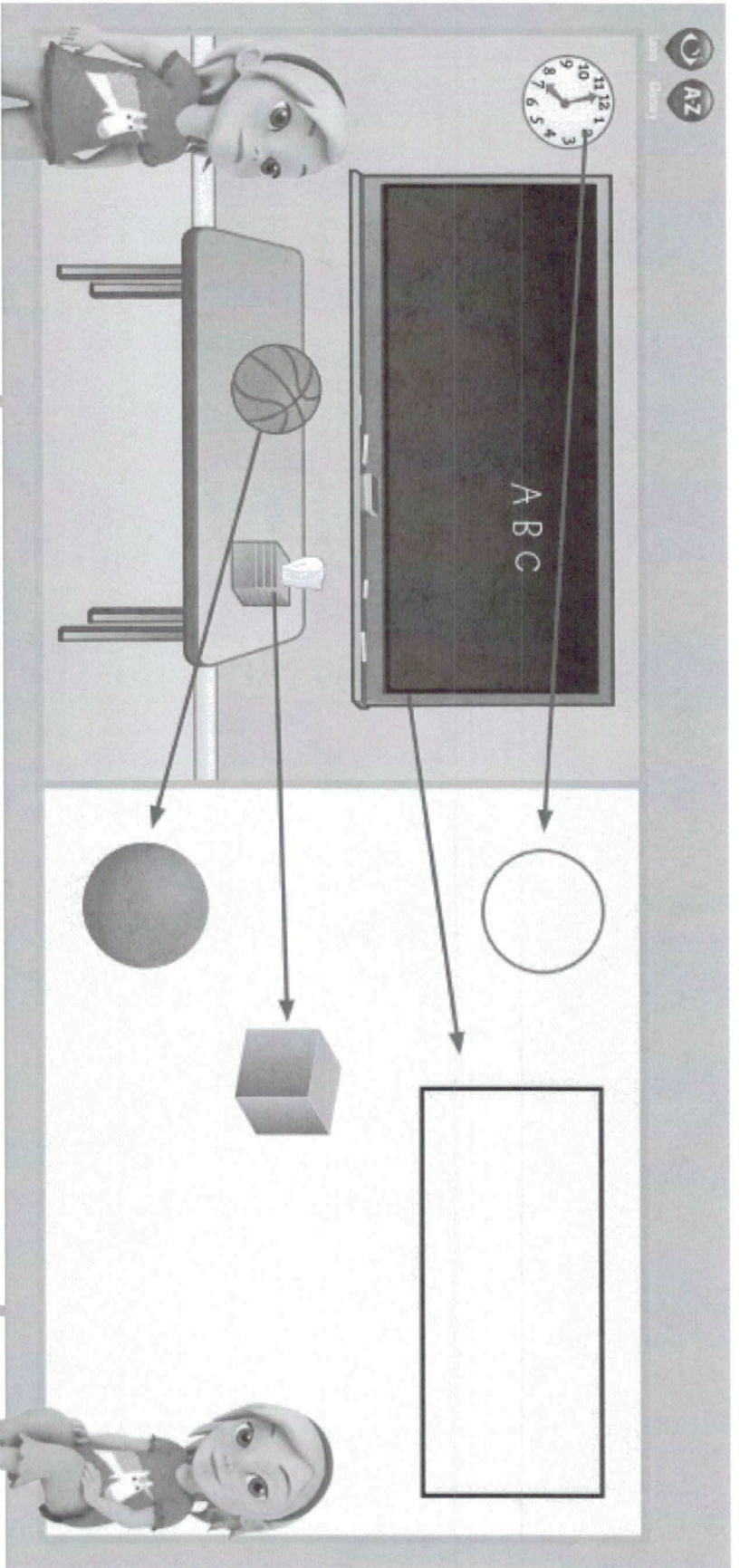
**Step 2:** Read the Directions on the bottom page and have them complete the page.

### **PM- Independent Practice**

Materials: Independent Practice page 718 and a pencil. This portion is to be done in the afternoon.

**Step 1:** Give your child the independent practice page, read the directions on the bottom page and have them complete the page. \*This portion should be done without any guidance - if your child is struggling, read the directions to them again or show them an example on a separate page by using different shapes.

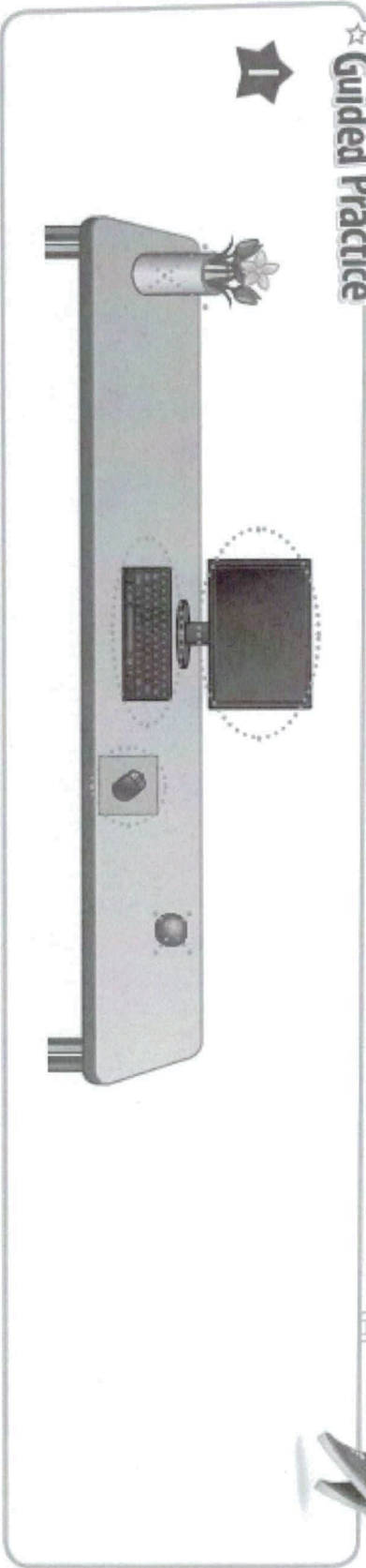
Note to student: Hello boys and girls! Today your parent/guardian will be helping you with your math lesson as you are learning about 2D and 3D shapes. Do your best to identify 2D and 3D shapes. Don't forget to watch the educational YouTube video about shapes!



### ★ Guided Practice ★



Directions ★ Have students point to objects in the picture and name their shape. Then have them draw a circle around objects that are flat, and then mark an X on the objects that are solid.





Lesson: ELA  
Date: Tuesday May 5, 2020

**Learning Goal:**

- I can read and write sight words.

**Instructions:**

Dear Caregiver,

**Step 1:** Cut and assemble the sight word dice prior to starting the lesson with your child. Provide your child with a pencil and eraser. Give your child the sight word dice once assembled & the sight word graph.

**Step 2:** Review the six sight words for this week listed on the dice and/or graph. Have your child practice reading and spelling each word.

**Step 3:** Have your child roll the dice and read the sight word that is on the top.

**Step 4:** Explain to your child that they are going to find the sight word on the graph and write the sight word they landed on one time in a box starting from the bottom.

**Step 5:** Have your child roll the dice again and follow step 3 and 4.

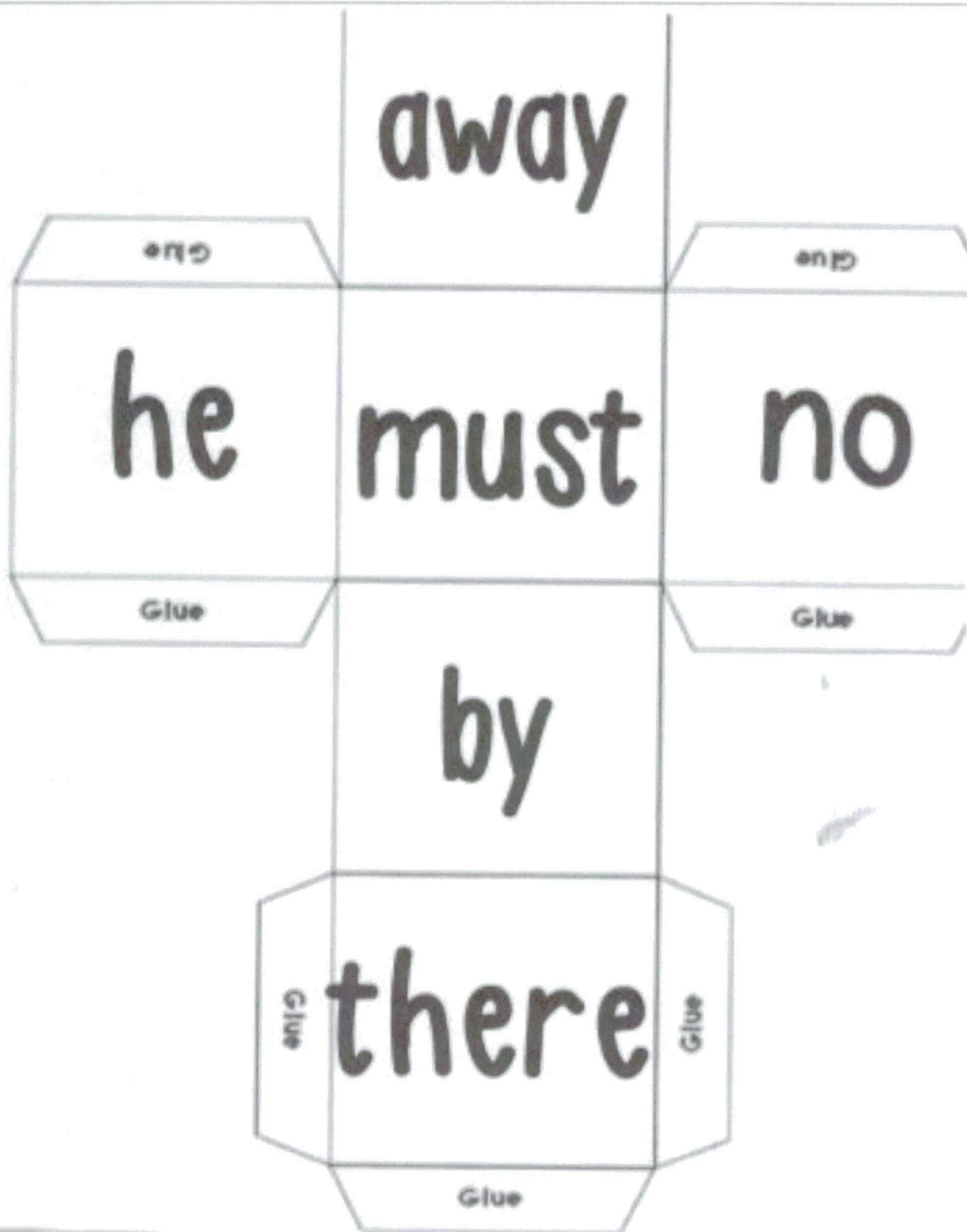
**Step 6-** Continue playing the sight word game rolling a total of 12 times.

**Step 7-** The sight word that was landed on the most to complete the graph is the winning sight word. Have your child make a star or smiley face under the winning sight word.

**PM WORK---**

On the back of the sight word graph have your child write a sentence or more using the winning sight word. Have them illustrate a picture that goes with their sentence(s).

**Note to student:** Dear kindergartener remember to write each sight word after you role only one time in one box then role again. If you forget what the sight word is ask for help. Write in your best kindergarten writing and use your eraser if you make a mistake. For the pm activity make sure your sentence(s) makes sense. Remember to use and uc letter, put finger spaces and don not forget your punctuation (ending marks). HAVE FUN!!





## Lesson: Math-EnVisions

Date: Tuesday 5, 2020

Learning Goal: 12.7 - I can describe position of shapes in the environment.

Instructions: Dear Caregivers,

This week students will continue to learn about 2D and 3D shapes.

\*See Monday's lesson plan for standards and educational videos.

Vocabulary:

Sort, Circle, Side, Triangle, Rectangle, Square, Hexagon, Cone, Cube, Cylinder, Sphere

Two-dimensional shape (flat), Three-dimensional shape (solid), Vertex/ vertices (corner).

### AM- Guided Practice

Materials: Guided practice page 722 and a pencil. This portion is to be done in the morning.

**Step 1:** Give your child the Guided Practice page and read the italic sentences to your child- students answer should be similar or the same as the one in the parenthesis.

*Say: Look at the objects in the picture. What shapes do the objects have? (Sample answers; Circle, sphere, rectangle, cylinder) Which object is behind the chair, the yarn or the cat? (The cat) Where is the girl standing? (Sample answer; Next to the chair; behind the table) Where is the girl standing now? (Behind the tale) Who is sitting in front of the chair? (The boy)*

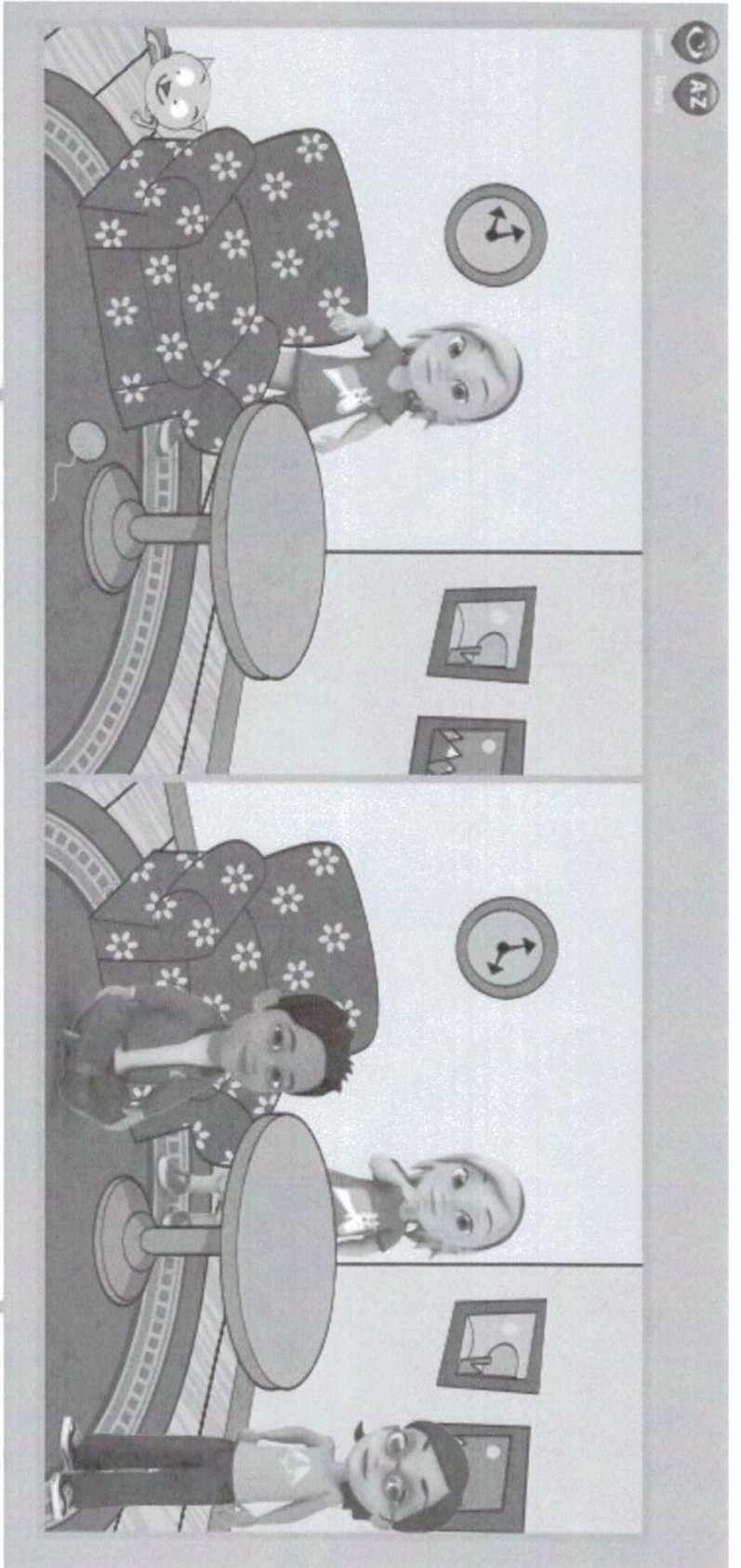
**Step 2:** Read the Directions on the bottom page and have them complete the page.

### PM- Independent Practice

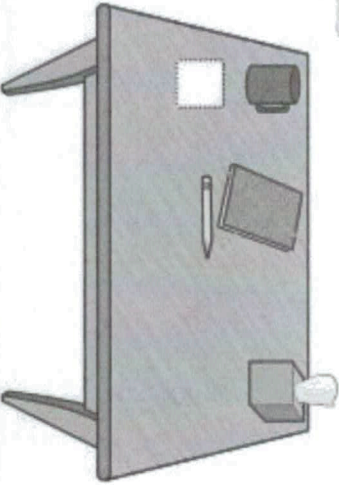
Materials: Independent Practice page 724 and a pencil. This portion is to be done in the afternoon.

**Step 1:** Give your child the independent practice page, read the directions on the bottom page and have them complete the page. \*This portion should be done without any guidance - if your child is struggling, read the directions to them again or show them an example on a separate page by using different shapes.



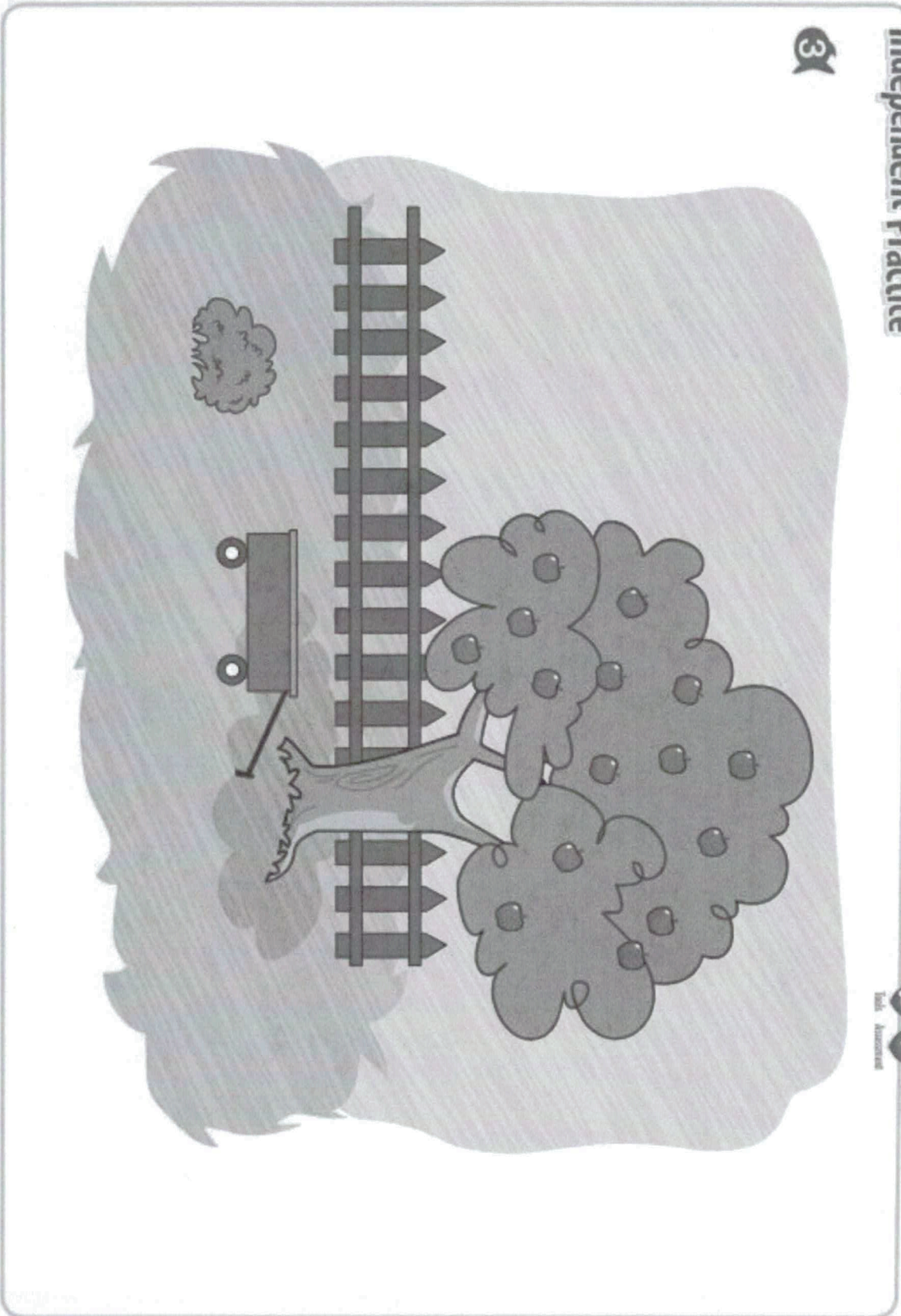


### ★ Guided Practice ★



**Directions** ★ Have students mark an X on the object next to the pencil that looks like a rectangle. Have students draw an object that looks like a square in front of the mug. Then have them draw an object that looks like a cone next to the table.

# Independent Practice



**Directions** Higher Order Thinking Have students mark an X on the object below the tree that looks like a rectangle. Have students draw an object that looks like a sphere above the tree, and then an object that looks like a triangle behind the fence. Then have them name the shape of the objects in the picture and use position words to describe their location.

Lesson: ELA  
Date: Wednesday May 6, 2020

**Learning Goal:**

- I can read books.
- I can sound out words.
- I can read sight words.

**Instructions:**

Dear Caregiver,

**Step 1:** Give your child the two pages of the book titled "The Lion"

**Step 2:** Have your child read the book pages to a family member.

**Step 3:** If your child has trouble reading a word remind them to sound out the word or look at the picture to help them figure out the word.

**Step 4:** Have your child read the book aloud several times.

**Step 5:** Ask your child questions about the book.

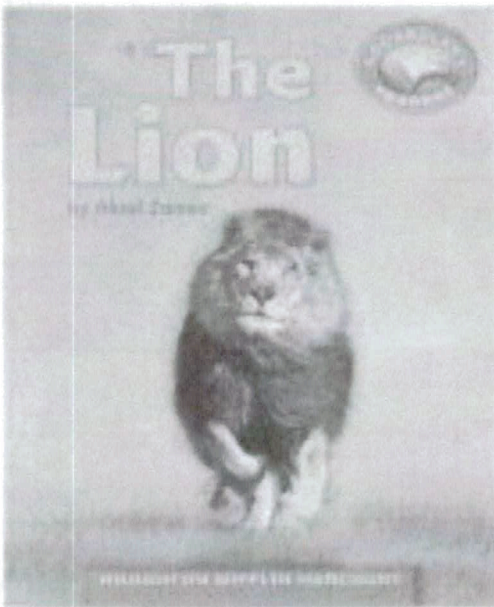
**Step 6:** Have your child practice reading the book several times to family members.

**Pm activity---**

**Step 1:** Have your child read the book again and complete the responding to the text. Use the back page of responding to the text.

**Step 2:** Have your child draw a picture of a lion in the zoo and write about their illustration.

**Note to student:** Dear kindergarten student remember to use your pointer finger and point to each word as you read. Sound out any unknown words and remember to look at the illustration to help you read the words. Enjoy the book 😊



# The Lion



by Alison Jaffron

## WILDLIFE OF THE WORLD

Wildlife of the World is a series of books that introduce children to the animals of the world. Each book features a large, detailed illustration of the animal and a short story about its life. The books are written in a simple, easy-to-read style and are suitable for children of all ages. The series is published by the National Geographic Society and is available in both print and digital formats.



« The lion can eat.



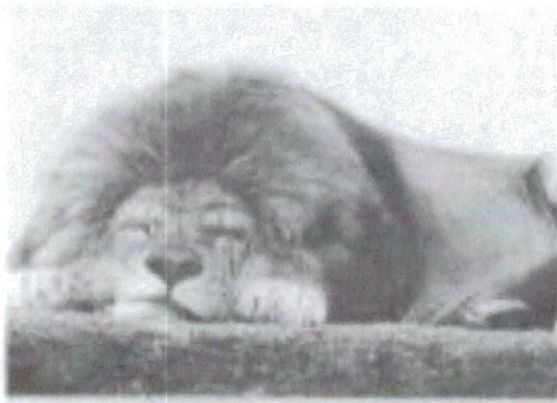
« He can drink.



4 He can run.



4 He can play.



4 He can sleep.  
Can I wake him up?  
No!

### 4 Responding

4 ~~Word Builder~~ Word Builder  
What are some things a lion  
can do? Use the word "he" in  
your answer.

4 ~~Write About It~~ Write About It  
Text to World Draw a picture  
of a lion in a zoo. Use  
vocabulary words to write about  
your picture.

## Lesson: Math-EnVisions

Date: Wednesday 6, 2020

Learning Goal: 12.8 - I can describe position of shapes in the environment.

Instructions: Dear Caregivers,

This week students will continue to learn about 2D and 3D shapes.

\*See Monday's lesson plan for standards and educational videos.

Vocabulary:

Sort, Circle, Side, Triangle, Rectangle, Square, Hexagon, Cone, Cube, Cylinder, Sphere

Two-dimensional shape (flat), Three-dimensional shape (solid), Vertex/ vertices (corner).

### AM- Guided Practice

Materials: Guided practice page 728 and a pencil. This portion is to be done in the morning.

**Step 1:** Give your child the Guided Practice page and read the italic sentences to your child- students answer should be similar or the same as the one in the parenthesis.

*Say: Emily is looking for something in her room. Which shape is Emily thinking of? (Sphere) Do you see an object that looks like a sphere on the shelf? How do you know? (No; one object is a puzzle that is shaped like a cube, and one object is a can shaped like a cylinder.) Where else in Emily's room can she look for an object like a sphere? (Next to, beside, or below the bed.) Emily found a ball under her bed. How do you know that Emily chose the correct object? (The ball looks just like a sphere. Both the sphere and the ball have curved shape.) Where is the ball? (The ball is below the bed.)*

**Step 2:** Read the Directions on the bottom page and have them complete the page.

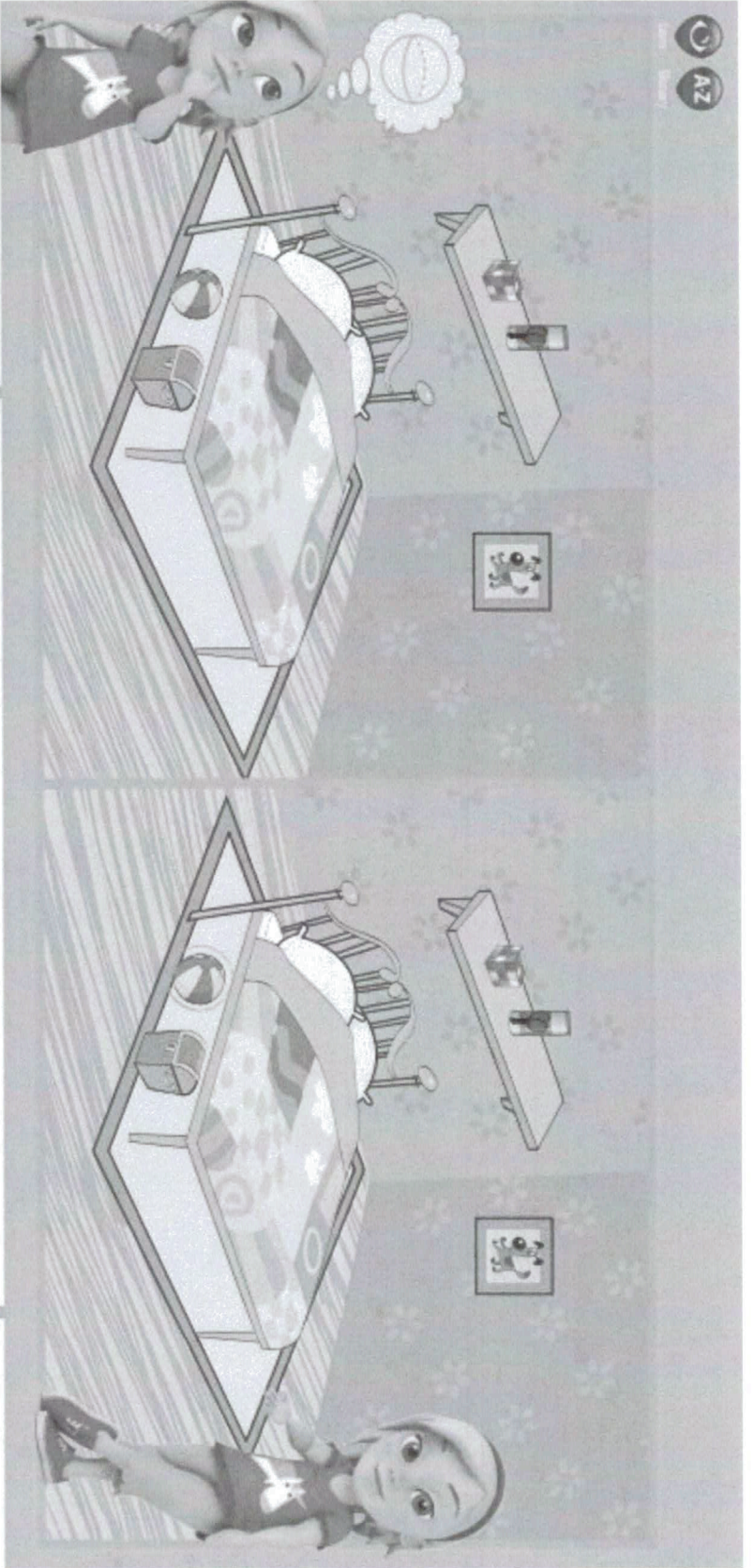
### PM- Independent Practice

Materials: Independent Practice page 729 and a pencil. This portion is to be done in the afternoon.

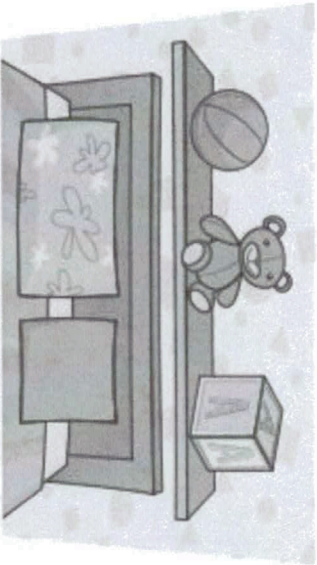
**Step 1:** Give your child the independent practice page, read the directions on the bottom page and have them complete the page. \*This portion should be done without any guidance - if your child is

struggling, read the directions to them again or show them an example on a separate page by using different shapes.

Note to student: Hello boys and girls! Today your parent/guardian will be helping you with your math lesson as you are learning about 3D shapes. Do your best to identify 3D shapes.



### ★ Guided Practice ★



**Directions** ★ Have students mark an X on the object above the bed that looks like a cube. Then have them explain how they know they are correct. Then have them draw a shape that looks like a rectangle next to the bed.

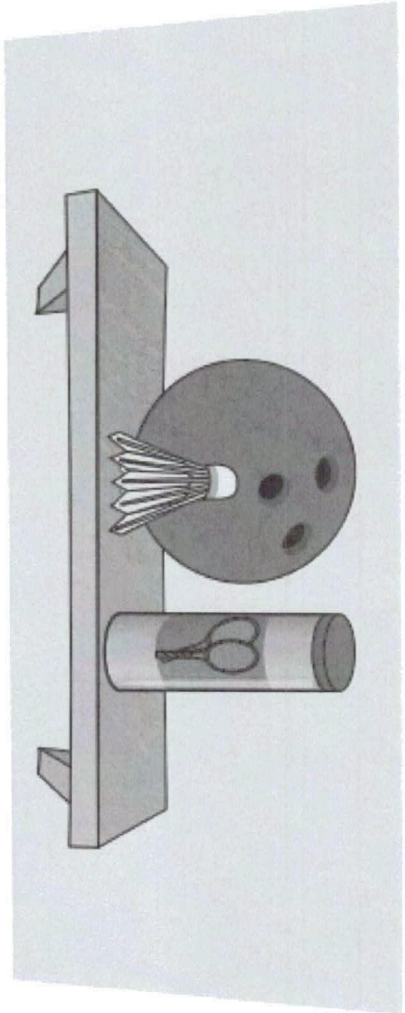


Name \_\_\_\_\_

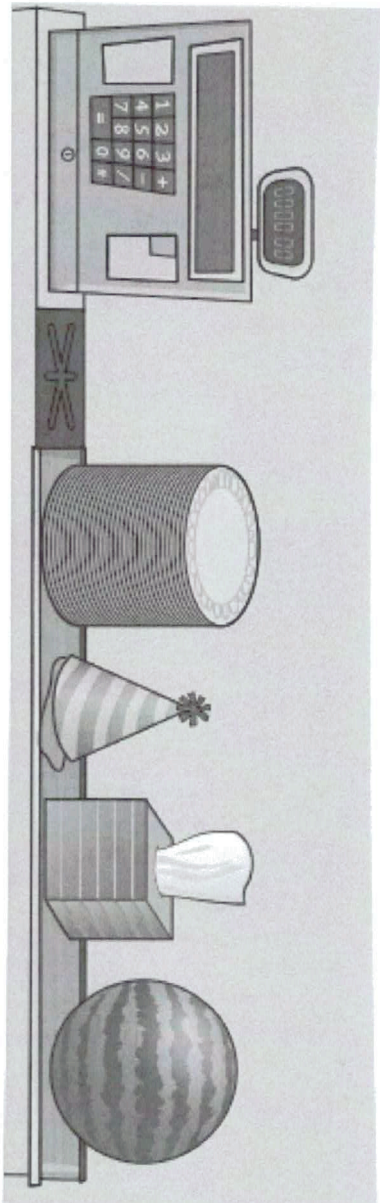


# Independent Practice

2



3



Directions 2 Have students name the shapes of the objects in the picture. Then have them mark an X on the object that is behind another object, and is next to the object that looks like a cylinder. Have them explain how they decided which shape to mark. 3 Have students find the object in the picture that is NOT beside the box of tissues, and then mark an X on the solid it looks like on the left. Have them explain why a sphere is NOT the right answer. Then have them name the shape of the objects in the picture.

Lesson: ELA  
Date: Thursday May 7, 2020

**Learning Goal:**

- I can write about lions.
- I can write a sentence or more.
- I can read and write sight words.
- I can use uc&lc letters, finger spaces, and punctuation.

**Instructions:**

Dear Caregiver,

**Step 1:** Have your child reread the book from yesterday titled "The Lion"

**Step 2:** Give your child the activity page "The Lion". Have your child draw a picture of one thing a lion can do to have fun. Remind your child to label their illustration.

**Step 3:** Next have your child write about what the lion is doing to have fun.

**Pm activity—**

Have your child add more detail to their writing. (Write more sentences) on the back page.

**Note to student:** Dear kindergarten student remember to make a beautiful illustration with detail and do not forget to label. Remember sentences begin with uc letters, we put spaces between words and don't forget your ending marks. If you need to write a word you don't know remember to say the word slowly and write the letters of the sounds you hear.

# The Lion



Draw a picture of one thing a lion can do to have fun.

Write about what the lion is doing.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

## Lesson: Math-EnVisions

Date: Thursday 7, 2020

Learning Goal: Students will review 2D and 3D shapes.

Instructions: Dear Caregivers,

This week students will continue to learn about 2D and 3D shapes.

\*See Monday's lesson plan for standards and educational videos.

Vocabulary:

Sort, Circle, Side, Triangle, Rectangle, Square, Hexagon, Cone, Cube, Cylinder, Sphere

Two-dimensional shape (flat), Three-dimensional shape (solid), Vertex/ vertices (corner).

### AM- Review and Reteach

Materials: Reteaching page 735 and a pencil. This portion is to be done in the morning.

**Step 1:** Give you're the Topic 12 Reteaching page 735 and read the Directions on the bottom page and have them complete the page.

### PM- Review and Reteach

Materials: Reteaching page 736 and a pencil. This portion is to be done in the afternoon.

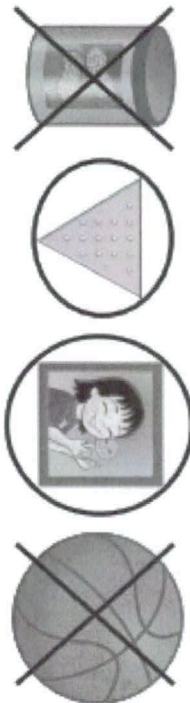
**Step 1:** Give your child the Reteaching practice page, read the directions on the bottom page and have them complete the page.

\*This portion should be done without any guidance - if your child is struggling, read the directions to them again or show them an example on a separate page by using different shapes.

Note to student: Hello boys and girls! Today you will be reviewing what you learned about 2D and 3D shapes! 😊 Do your best to remember the names of all the shapes.

Name \_\_\_\_\_

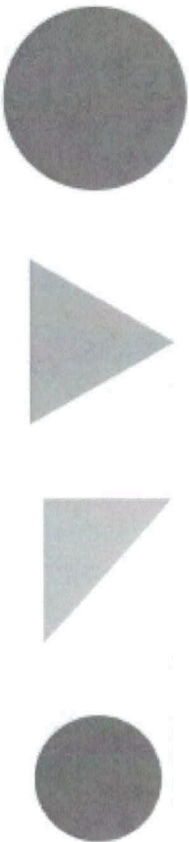
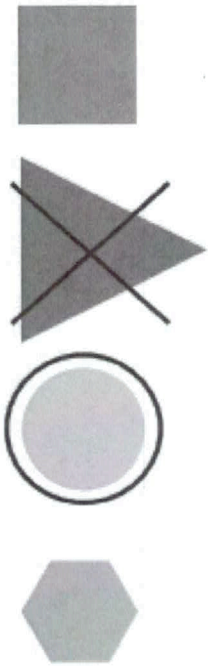
Set A





Reteaching

TOPIC 12

Set B

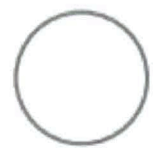
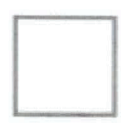


Directions Have students:  draw a circle around the objects that are flat, and then mark an X on the objects that are solid;  draw a circle around the objects that look like a circle, and then mark an X on the objects that look like a triangle.

Set C

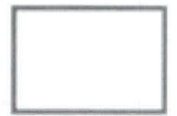
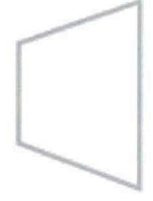




3



Set D

4



Directions Have students:  color the rectangles, and then mark an X on the rectangle that is a square;  color the hexagons.

Lesson: ELA  
Date: Friday May 8, 2020

**Learning Goal:**

- I can read sight words I can sound out words.
- I can read simple words. I can read and write sentences.

**Instructions:**

Dear Caregiver,

**Step 1-**Hand your child the page titled *CVC sentences Read And Match*.

**Step 2-** Provide your child with a pencil, eraser, and colored pencils or crayons.

**Step 3-**Have your child read each sentence and circle the picture that goes with each sentence.

**Step 4-**Have your child reread each sentence and double check to make sure they circled the correct picture.

**Step 5-**Have your child color the pictures they circled.

**PM Activity-**

**Step 1-** Provide your child with a pencil, eraser, glue, and crayons.

**Step 2-** Give your child the sentence building cvc paper.

**Step 3-**have your child practice reading each sight word.

**Step 4-** Have your child cut out the sight words and arrange the sight words to make sense and to match what the illustration is portraying.

**Step 5-** Have your child glue the sight words in the boxes provided.

**Step 6-** Have your child rewrite the sentence.

**Step 7-**Have your child color the illustration.

**Note to student:** Dear kindergarten student remember to point to each word as you read each sentence. Remember to sound out any words you may not know. Take your time and remember what you read. Remember when you are writing a sentence to start with an uc letter, do not forget your finger spaces and ending punctuation. Take your time, use your eraser if you need, do your best, and have fun!

CVC Fluency Sentences

Read and Match.

1. It is a pet.



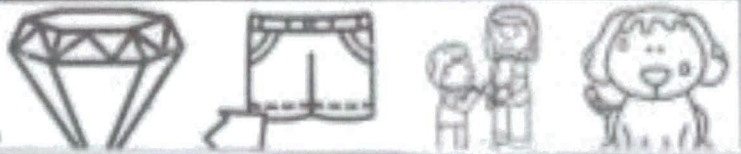
2. It is a fin.



3. It is a pan.



4. It is a hem.



CVC Fluency Sentences

(Short a Words)

Read and Match.

1. He is fat.



2. He is sad.



3. He is a lad.



4. He is a man.





Name \_\_\_\_\_

# Sentence Building

Color the picture

CVC



Build the sentence

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Write the sentence

\_\_\_\_\_

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\_\_\_\_\_

The | cup. | dog | the | is | in

## Lesson: Math-EnVisions

Date: Friday 8, 2020

Learning Goal: Students will review 2D and 3D shapes.

Instructions: Dear Caregivers,

This week students will continue to learn about 2D and 3D shapes.

\*See Monday's lesson plan for standards and educational videos.

Vocabulary:

Sort, Circle, Side, Triangle, Rectangle, Square, Hexagon, Cone, Cube, Cylinder, Sphere

Two-dimensional shape (flat), Three-dimensional shape (solid), Vertex/ vertices (corner).

### AM- Review and Reteach

Materials: Reteaching page 737 and a pencil. This portion is to be done in the morning.

**Step 1:** Give you're the Topic 12 Reteaching page 737 and read the Directions on the bottom page and have them complete the page.

### PM- Review and Reteach

Materials: Reteaching page 738 and a pencil. This portion is to be done in the afternoon.

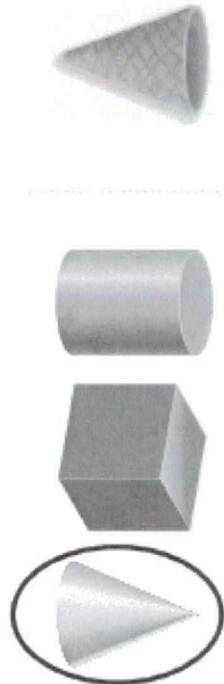
**Step 1:** Give your child the Reteaching practice page, read the directions on the bottom page and have them complete the page.

\*This portion should be done without any guidance- if your child is struggling, read the directions to them again or show them an example on a separate page by using different shapes.

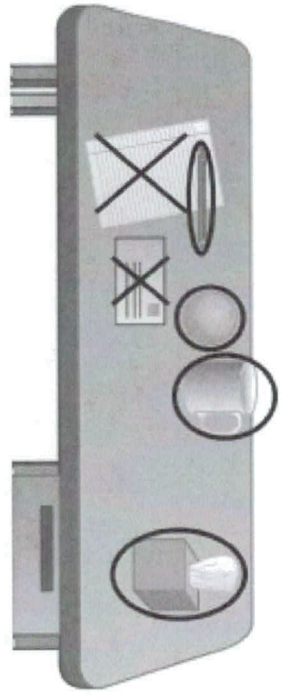
Note to student: Hello boys and girls! Today you will be reviewing what you learned about 2D and 3D shapes! 😊 Do your best to remember the names of all the shapes.

Name \_\_\_\_\_

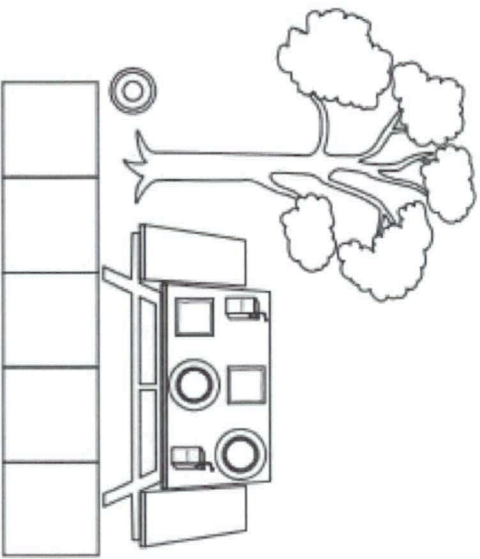
Set E



Set F

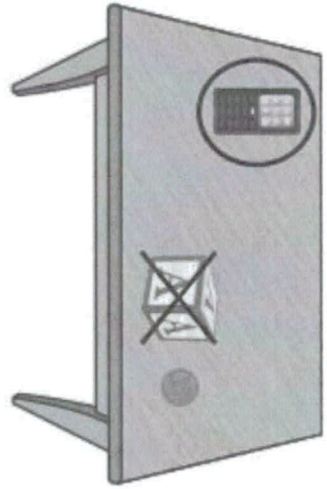


6

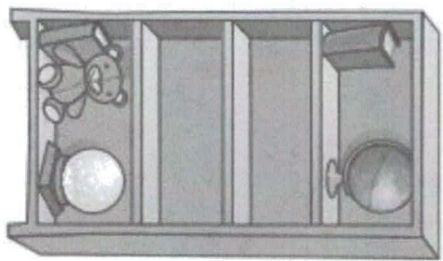


**Directions** Have students: ✎ name the solid figure on the left, and then draw a circle around the solid figure that looks like that shape on the right; ➡ point to each object in the picture and tell what shape each looks like. Then have them draw a circle around the objects that are solid, and mark an X on objects that are flat.

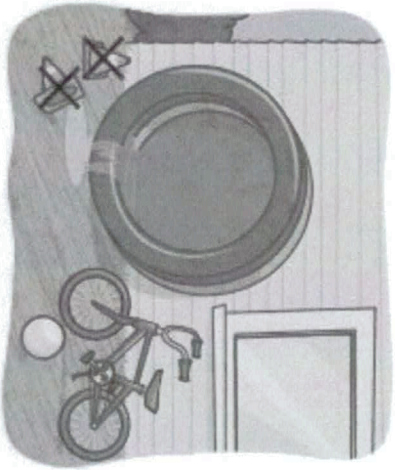
Set G



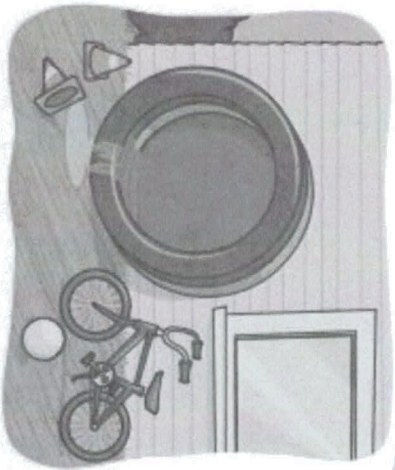
7



Set H



8



Use Digital Tools.



Directions Have students: **A** mark an X on the object that is next to the blue book, and then draw a circle around the object that is below the object that is shaped like a sphere; **B** mark an X on the objects that look like a circle that are behind the object that is shaped like a sphere.



# Whiteriver Unified School District

## Kindergarten Packet

Week 2

School:

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Teacher:

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# Kindergarten Choice Board- ELA

Pick one per day. Color in each box you finish ☺

Write a sentence using the words look, make, my, when. One sentence for each word.



Find 5 nouns in your house.



Nouns: person, place, thing, or animal

Fix the sentences.

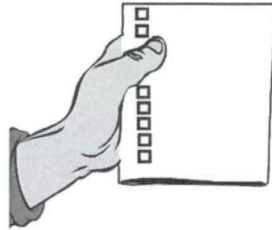
The dog is brown

the cup has spots?

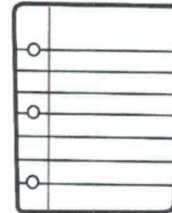
Read a book outside (in your backyard). Before you start reading, ask "What do you think this book is about?"



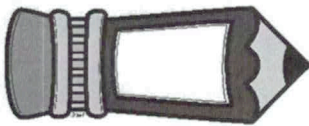
Make a shopping list with 10 items. Sound out each thing you write in your list and draw a picture.



Write letters and words with pens, pencil, crayons, color pencil or markers. Try and fill the whole page



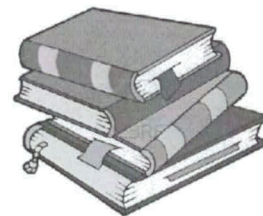
Label your home! Find 10 things at home you can label (EX. table, door, window, etc...)



NAME 5 WORDS THAT RHYME WITH THE WORD POT.



Read a book with your favorite person. Read the book in a silly voice. Talk about what was your favorite part in the book?



# Letter Recognition

Look at the lower case letter. Which capital letter matches the lower case letter? Color in the bubble next to the correct answer.

1.

r

M

J

R

L

2.

i

I

K

N

V

3.

b

Y

Q

P

B

4.

m

R

Z

M

N

5.

e

T

X

D

E

# Letter Recognition

Look at the capital letter. Which lower case letter matches the capital letter?

Color in the bubble next to the correct answer.

1.

T

e

w

t

h

2.

A

m

a

g

n

3.

Q

q

f

r

i

4.

L

d

o

l

a

5.

P

u

t

p

c

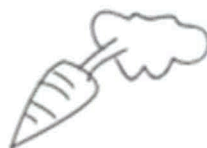


Name \_\_\_\_\_

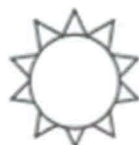
Date \_\_\_\_\_

## FIND THE MISSING LETTER

Letters are missing below! Use the pictures as clues to find the missing letter.



1. The \_\_\_abbit sees a \_\_\_arrot.



2. A \_\_\_loud covers the \_\_\_un.



3. The \_\_\_og chases the \_\_\_at.



4. \_\_\_ows eat \_\_\_rass on the farm.



5. The \_\_\_ug crawls on a \_\_\_lower.



6. I like \_\_\_ooks about \_\_\_hosts.