



## PACKET #1

March 16- 20

Dear Students and Parents,

Hello from your TK and Kindergarten teachers! We miss you all so much, and hope you are staying home and staying healthy.

Mrs. Minaker, Mrs. Ducat, Mrs. Galbreath, and Mrs. Griffith have worked together to prepare some work to keep your skills sharp while we are away from each other. Please realize that the district does not want us to give you *new* learning right now. The work that we are giving you is review work. We also are including web-sites that you can use for on-line activities.

**[mysteryscience.com/school-closure-planning](https://mysteryscience.com/school-closure-planning)**

**<https://pbskids.org/>**

**[https://pbskids.org/design squad](https://pbskids.org/design-squad)**

**<https://www.splashlearn.com/>**

**<https://ocde.instructure.com/courses/224/pages/start-here>**

**[www.scholastic.com/learnathome](http://www.scholastic.com/learnathome)**

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

**[abcy.com](http://abcy.com)**

**[kids.nationalgeographic.com](http://kids.nationalgeographic.com)**

Your teachers are all healthy and happy, and can't wait to see you again. Please email us if you have any concerns or questions through Parent Square or our email addresses:

Mrs. Minaker: [cminaker@ggusd.us](mailto:cminaker@ggusd.us)

Mrs. Ducat: [sducat@ggusd.us](mailto:sducat@ggusd.us)

Mrs. Galbreath: [kgalbreath@ggusd.us](mailto:kgalbreath@ggusd.us)

Mrs. Griffith: [sgriffith@ggusd.us](mailto:sgriffith@ggusd.us)

Sincerely,

Your Kindergarten Teachers

PACKET #1

March 16- 20

→ 11 → 11



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

## Reading Comprehension

### The Girl and Her Horse

The little girl has a horse.

Her horse is big.

Her horse is brown.

She likes to ride her horse.



1. The girl has a \_\_\_\_\_.

a. horse

b. cow

c. hen



2. She likes to \_\_\_\_\_.

a. ride her horse

b. run and jump

c. ride her bike



3. The horse is \_\_\_\_\_.

a. little and brown

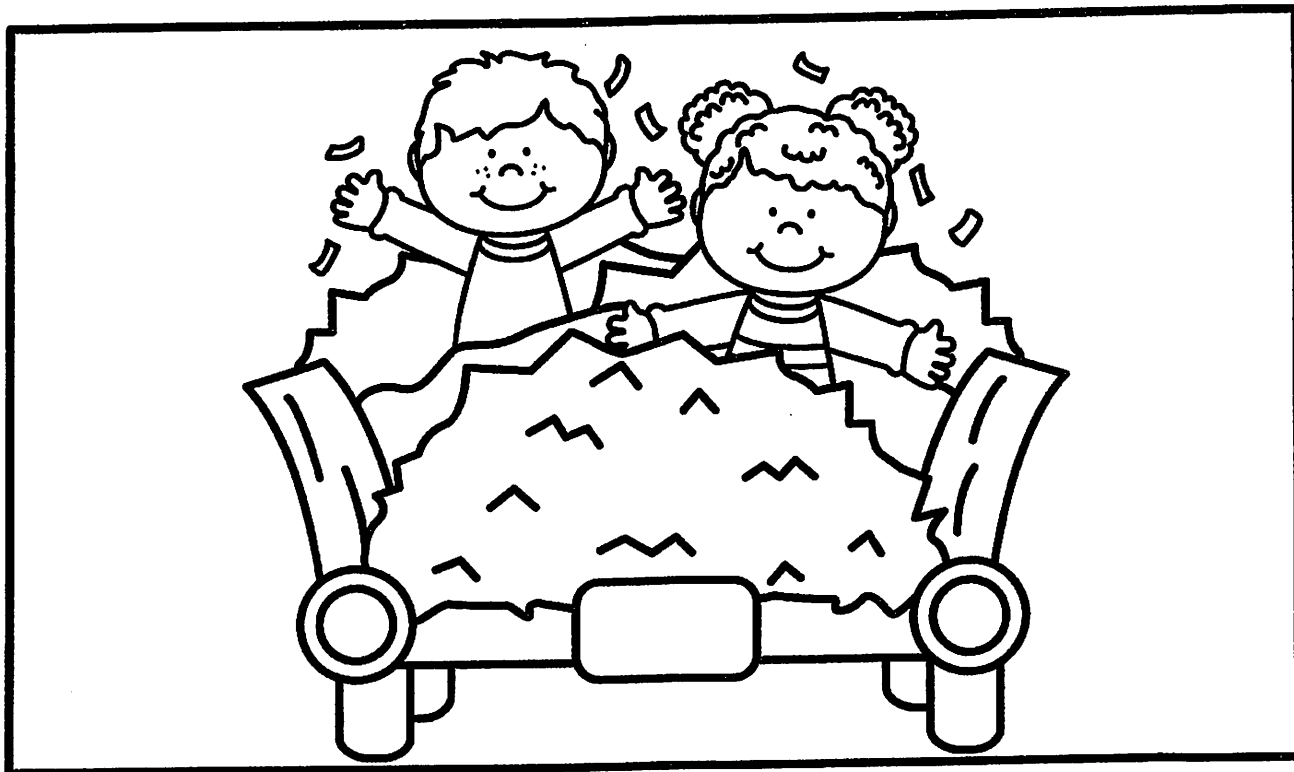
b. big and blue

c. big and brown

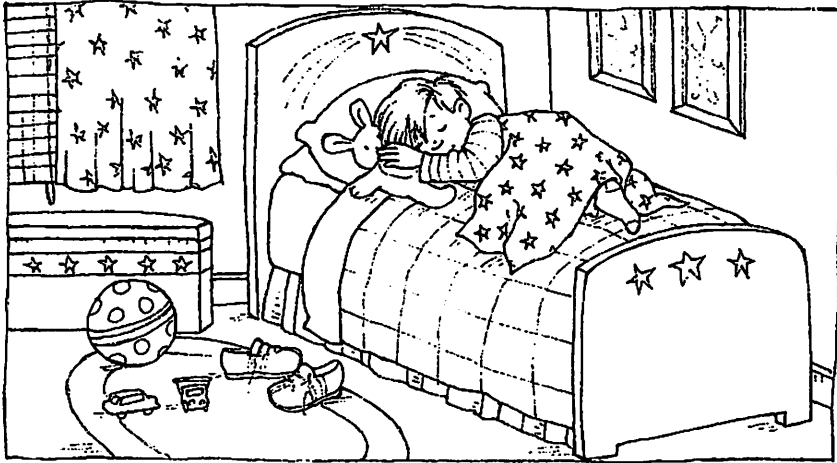


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Color the picture and write about it!

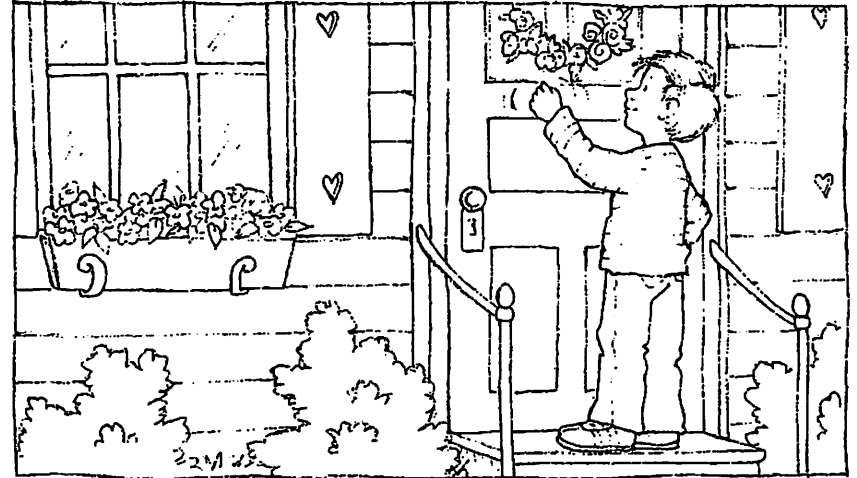


Name \_\_\_\_\_



Rod ran to nap.  
He can nap on Ron.

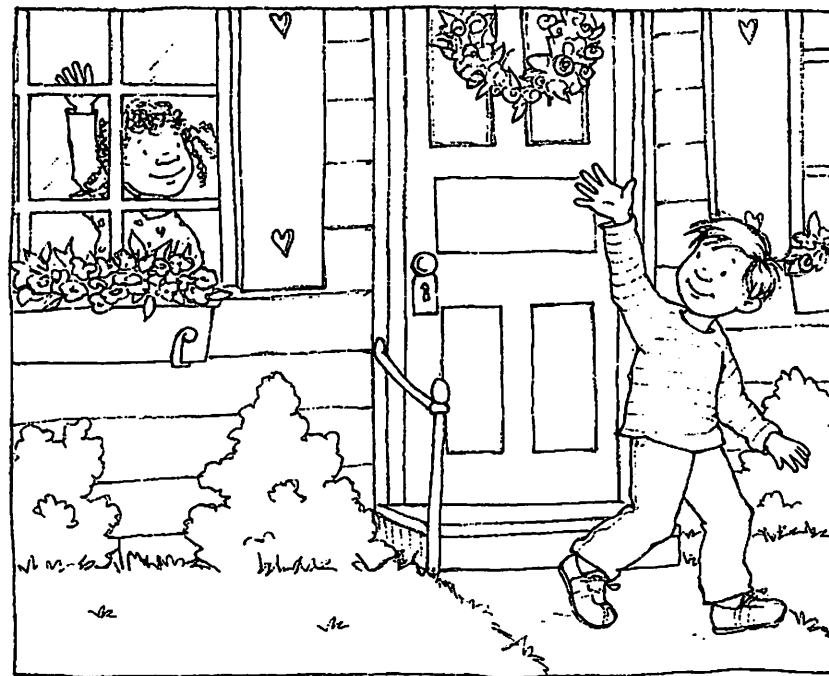
# Rod Can



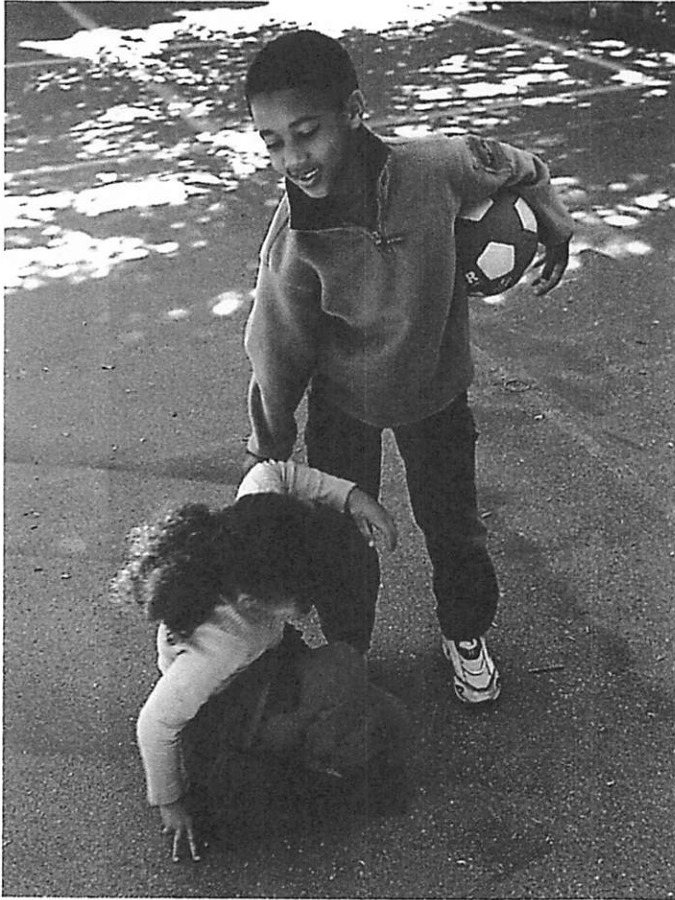
Can Rod see Tam?  
Rod can rap-a-tap.



Rod sat with Tam.  
Tam fed Rod ham.



Rod had to go.  
He can not sit.



Civics



## READ & DO

Rules Help Us

Rules help us get along.



## HOW DO I GET ALONG W...

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Games have rules.  
When I follow the rules,  
it is fun for all of us.



There are rules in class, too.  
I raise my hand to speak.  
I am a good listener.  
I am kind to others.

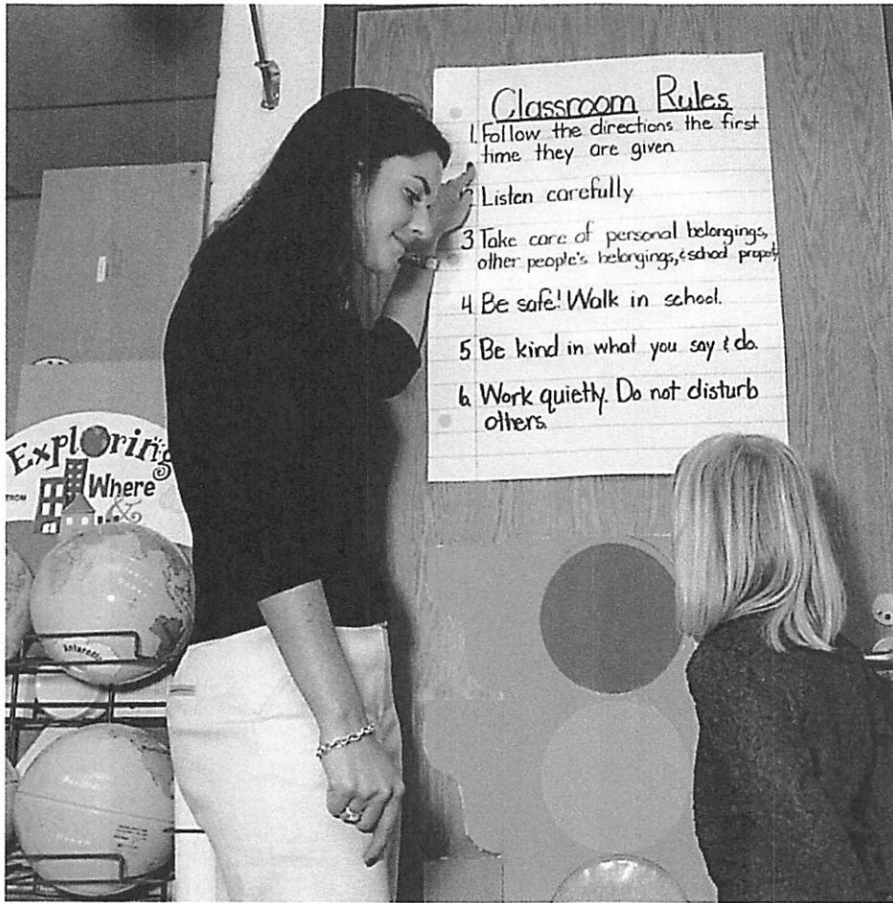
My family teaches  
me rules at home.  
I clean up after myself.  
I do not run or shout inside.



Rules also keep us safe.  
I cross the street with an adult.  
We wait until the light is green.  
I look both ways before I go.

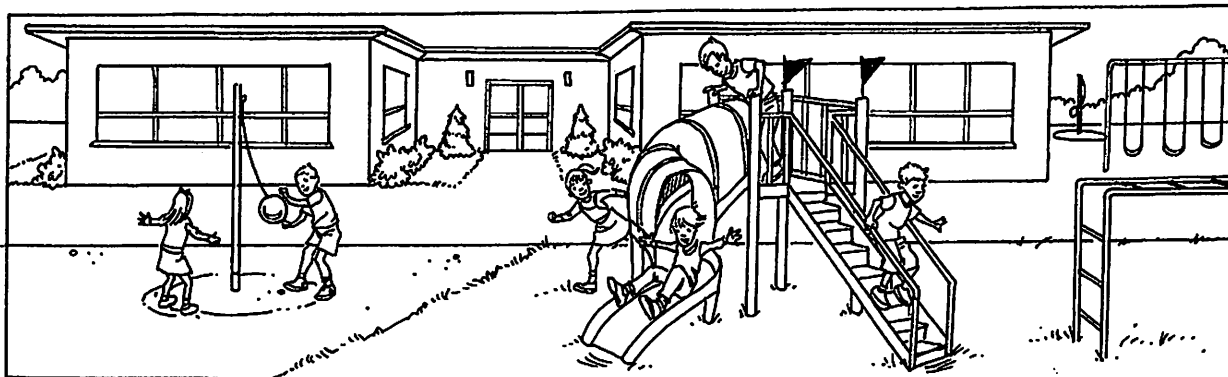
Adults teach me rules.  
My teacher makes  
sure I follow them.  
I learn how to act at school.

## HOW DO I GET ALONG W...



It is important to follow rules.  
When I don't,  
others might feel left out.  
Or I might get hurt.

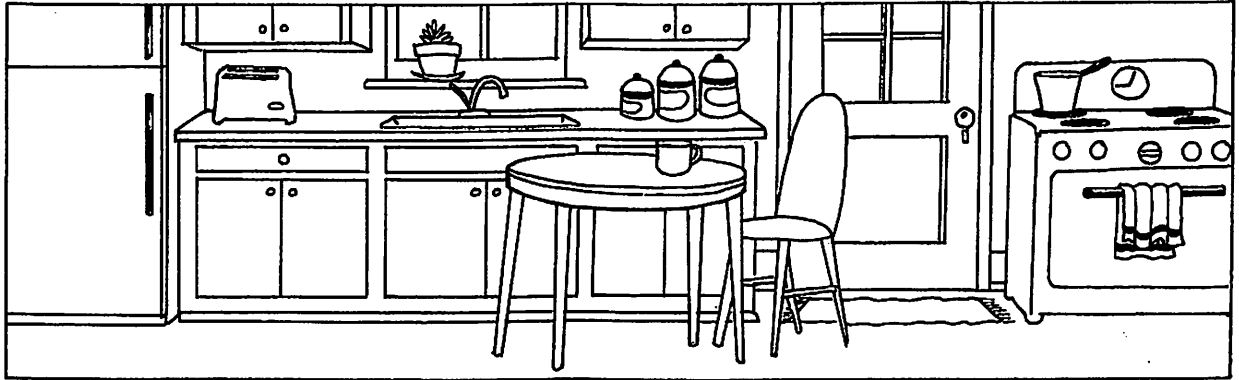
Draw a picture of a rule at school.  
Write the rule below your picture.



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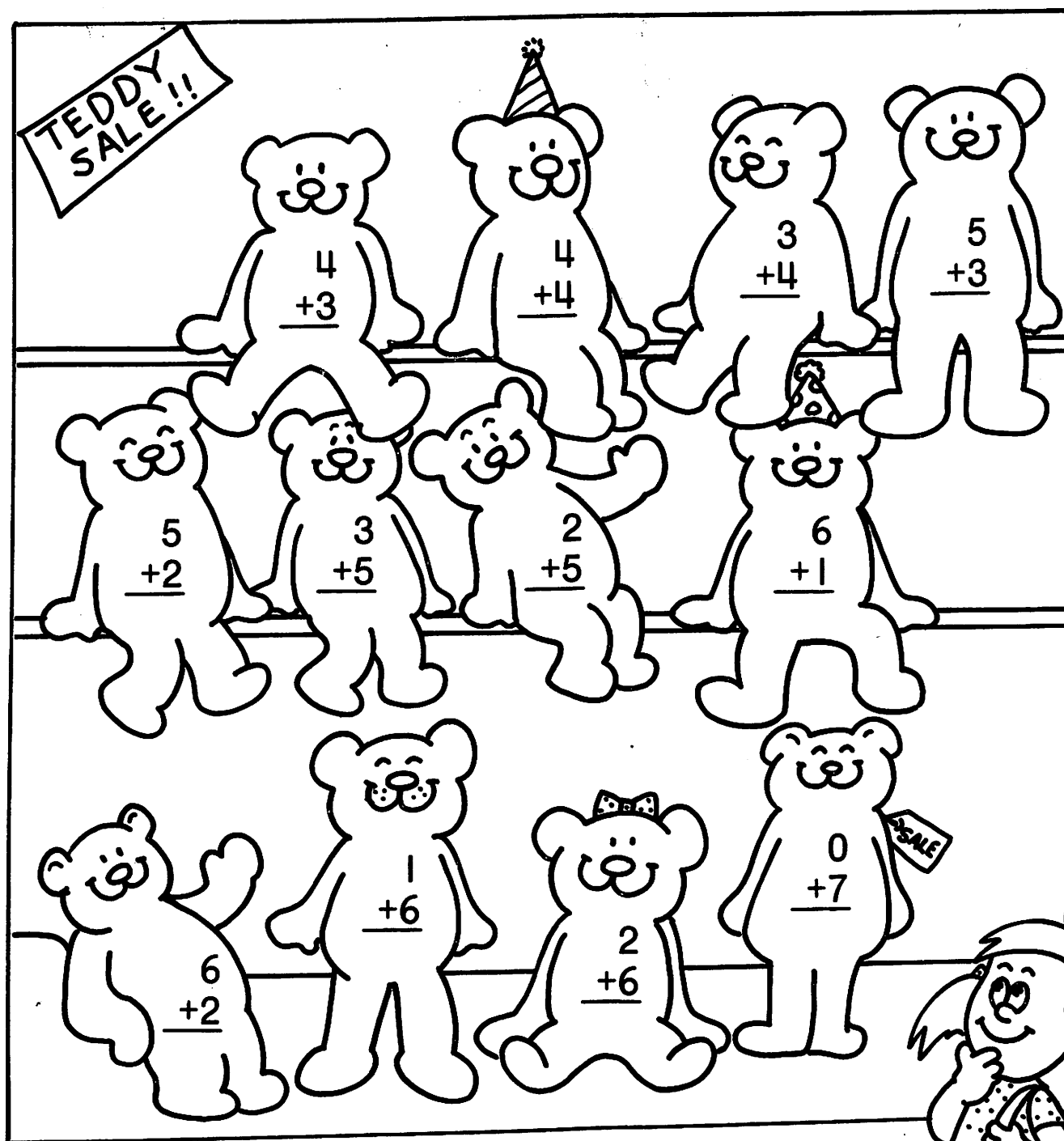
Draw a picture of a rule at home.  
Write the rule below your picture.




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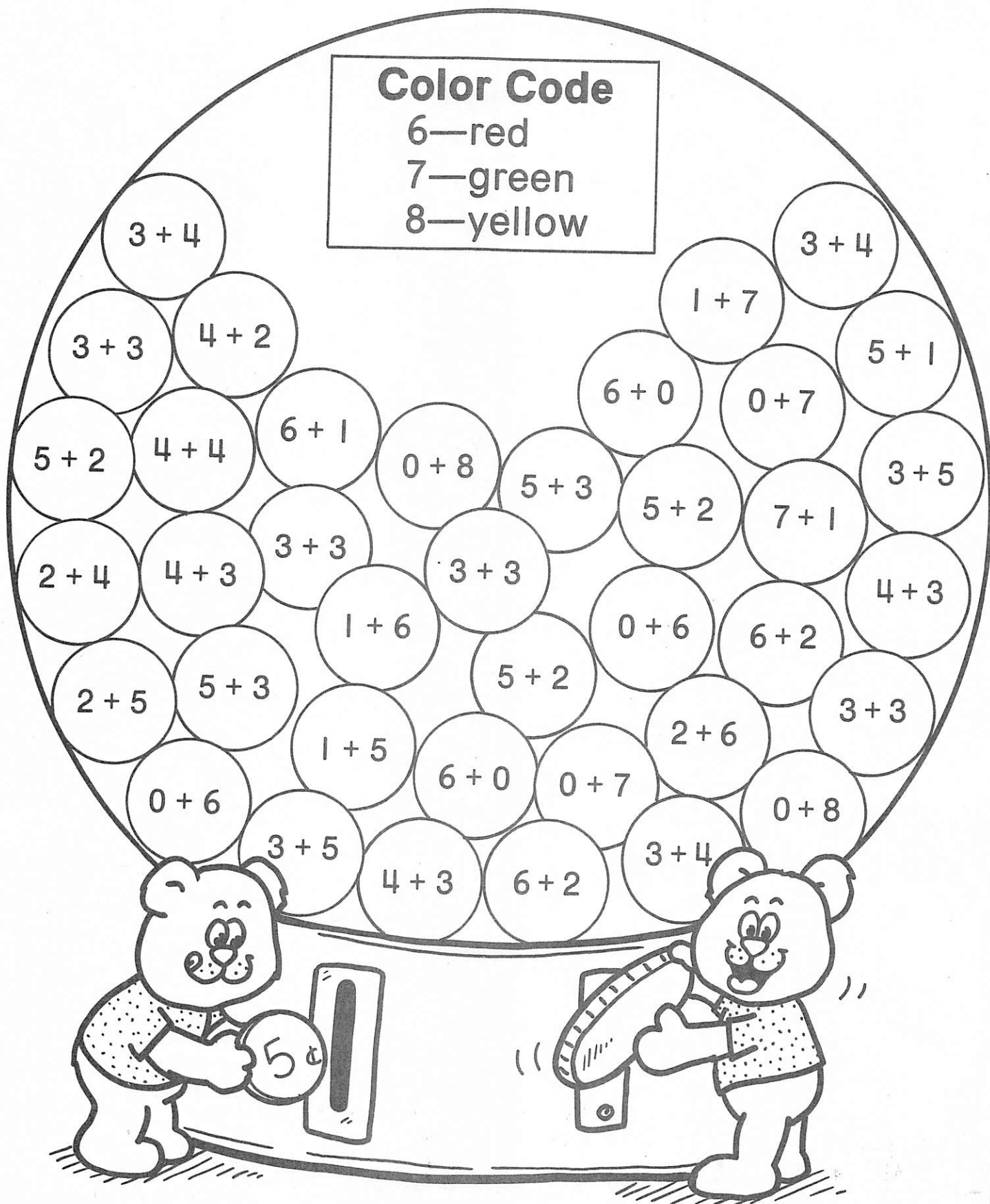


## Color Code

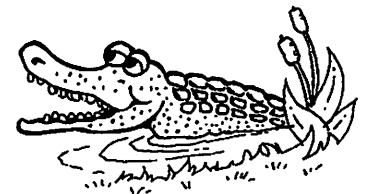
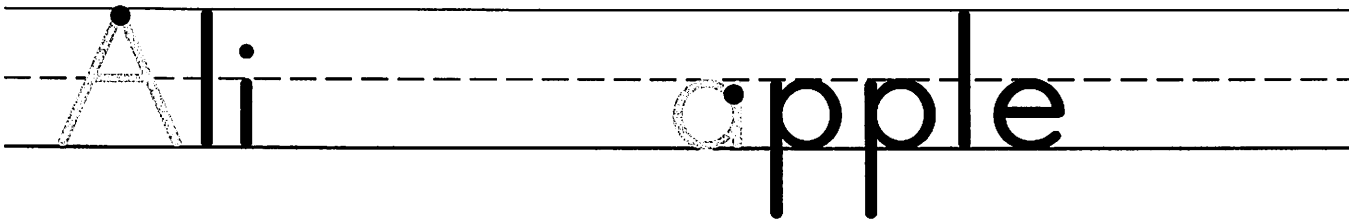
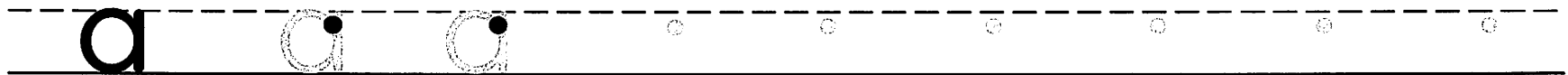
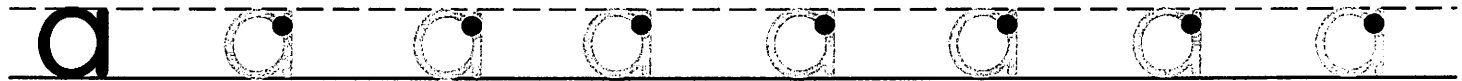
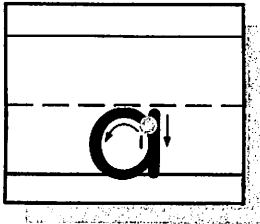
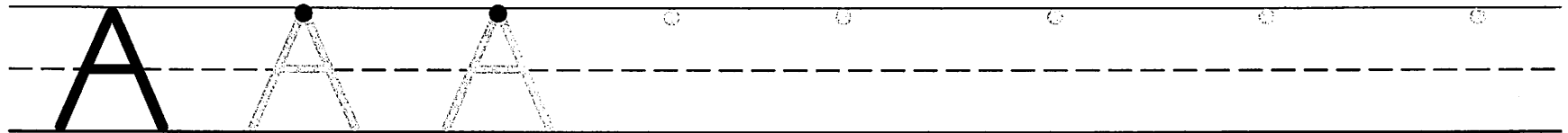
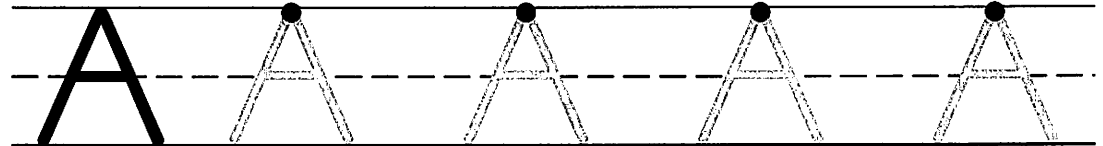
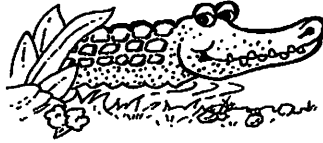
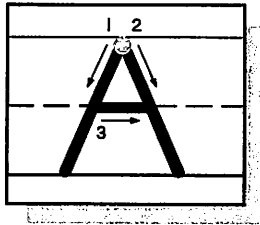
7—blue

8—purple





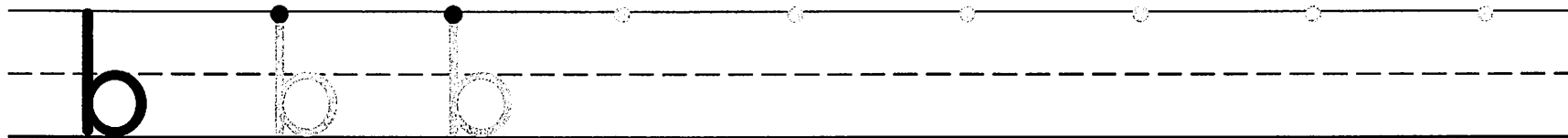
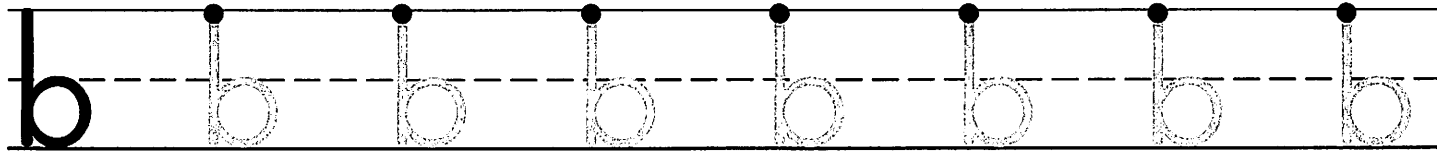
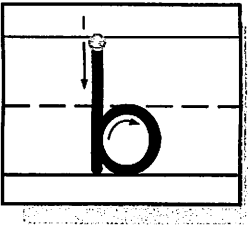
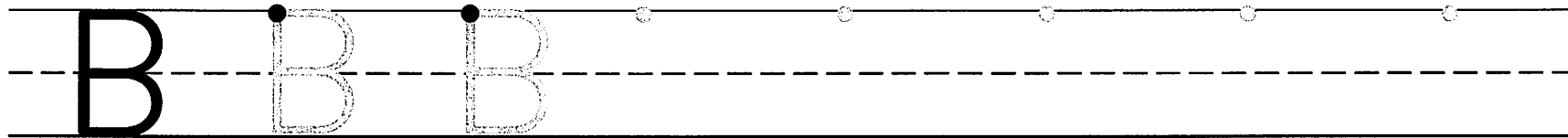
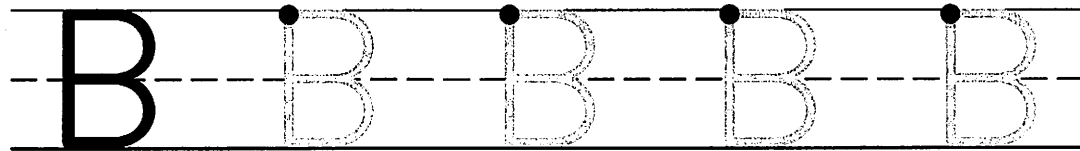
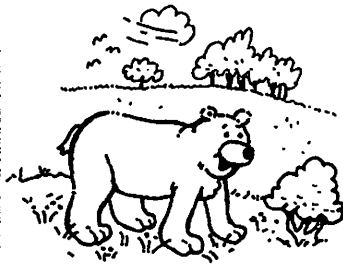
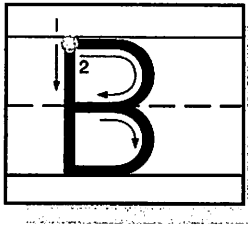
Name \_\_\_\_\_



**Directions:** *Alligator* starts with the letter **A**. Point to the capital **A** and trace it. Trace and write all the capital **A**'s. Point to the small **a** and trace it. Then trace and write all the small **a**'s.



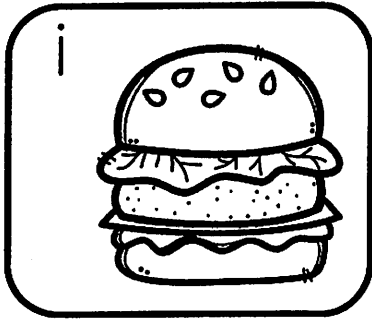
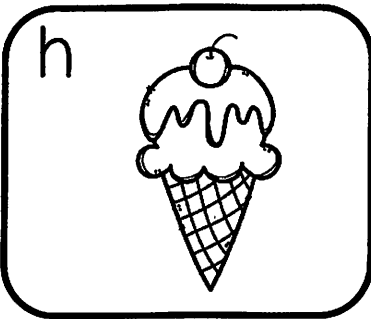
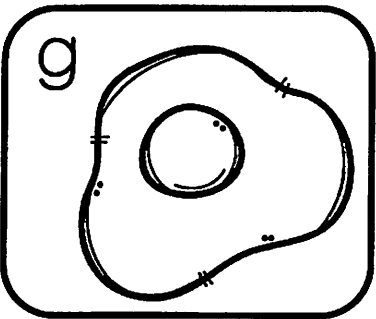
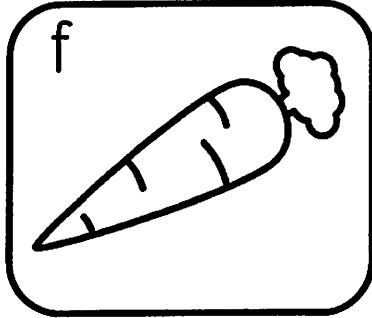
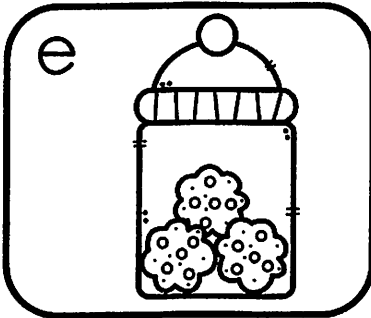
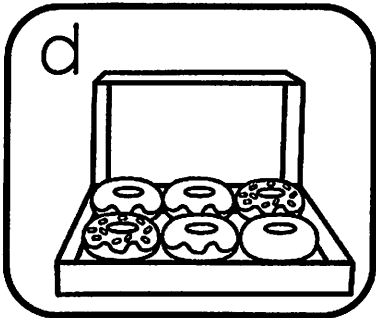
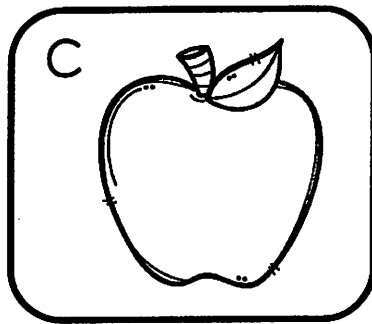
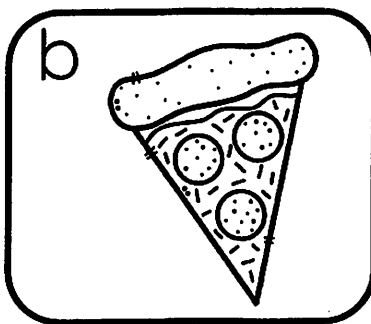
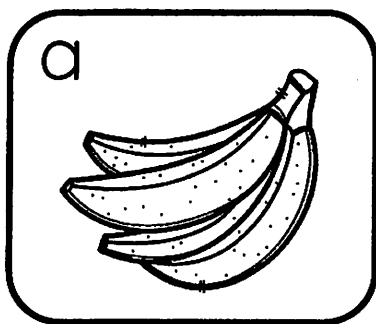
Name \_\_\_\_\_



Ben's bug is big.



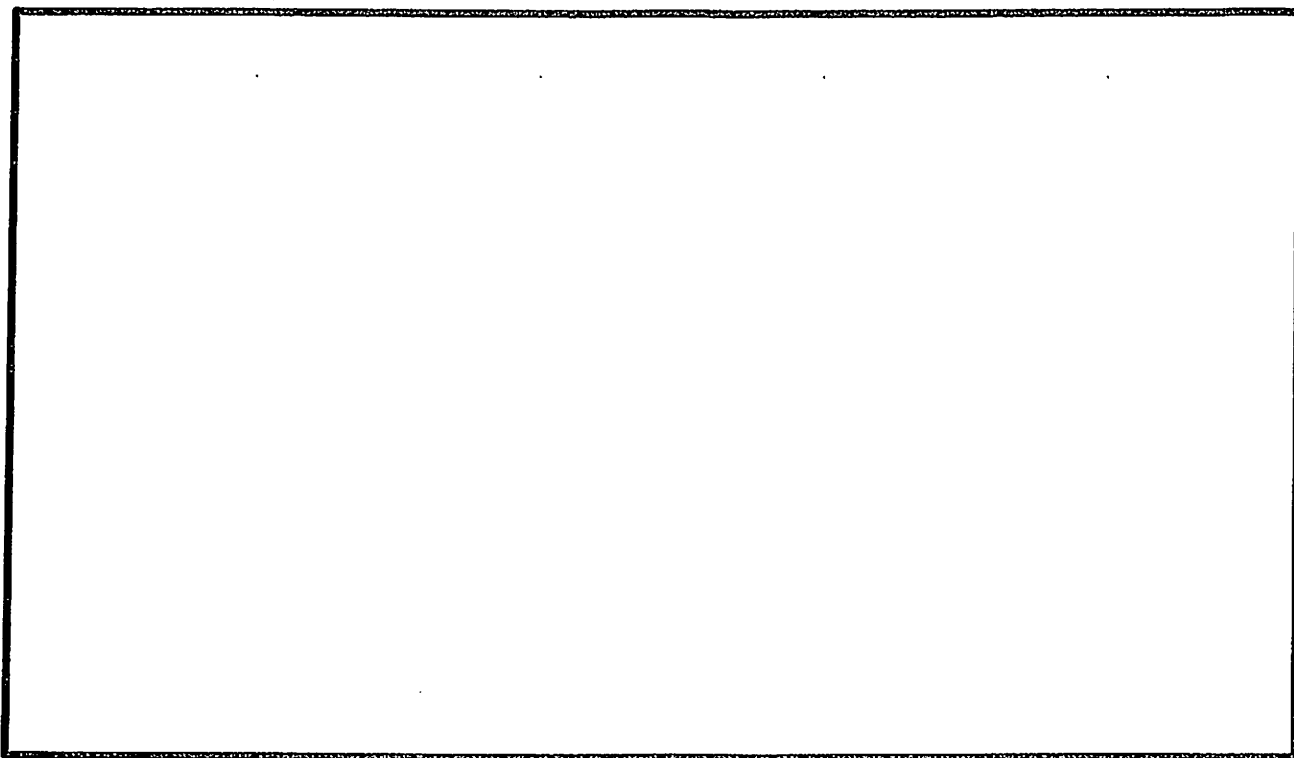
## VI. Match the sentence with the picture.



- \_\_\_\_\_ 1. I like to eat apples.
- \_\_\_\_\_ 2. I like to eat pizza.
- \_\_\_\_\_ 3. I like to eat bananas.
- \_\_\_\_\_ 4. I like to eat carrots.
- \_\_\_\_\_ 5. I like to eat cookies.
- \_\_\_\_\_ 6. I like to eat eggs.
- \_\_\_\_\_ 7. I like to eat donuts.
- \_\_\_\_\_ 8. I like to eat burgers.
- \_\_\_\_\_ 9. I like to eat ice cream.

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

Draw a picture and write about it!

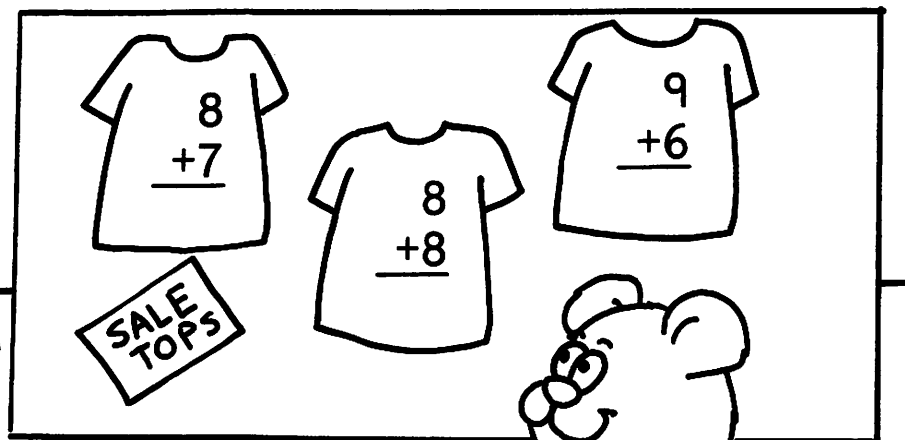
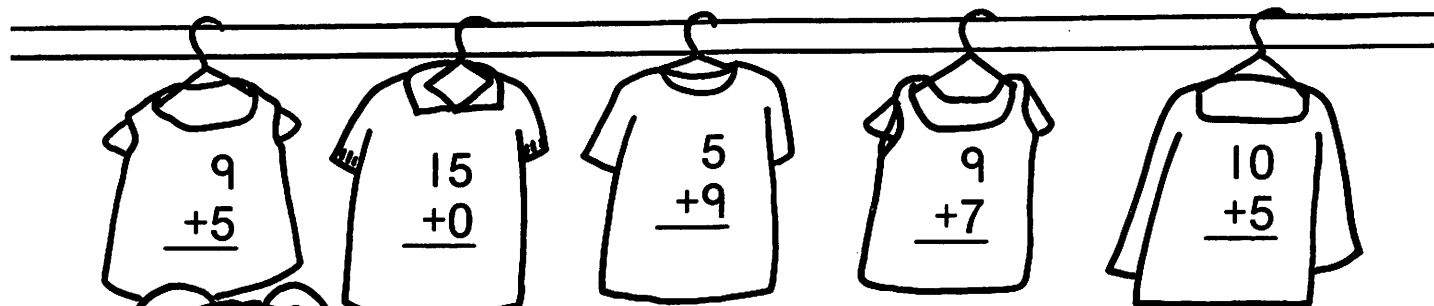
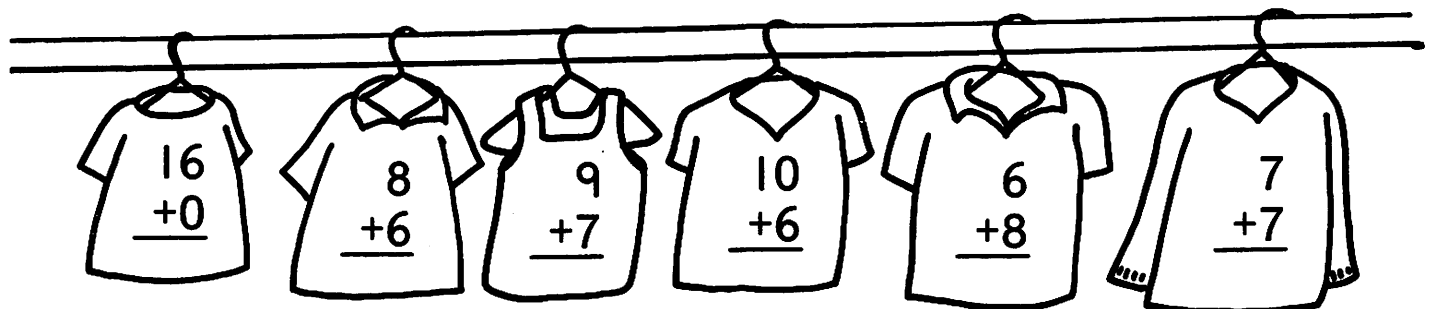


Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

Name \_\_\_\_\_

Skill: Sums 14, 15, 16

# Ted's Shirt Shop

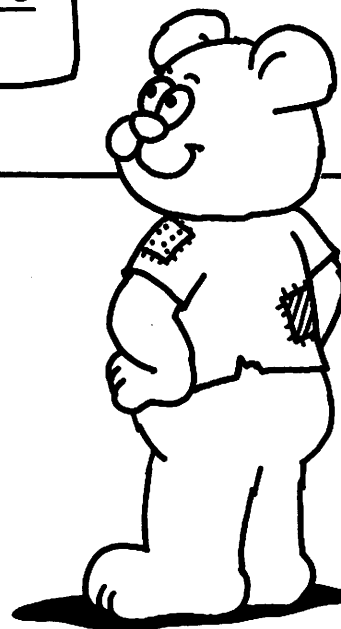


## Color Code

14—red

15—green

16—purple



Name \_\_\_\_\_

Skill: Sums 12, 13

6 + 6

7 + 6

5 + 8

6 + 7

8 + 5

4 + 8

3 + 9

10 + 3

4 + 9

10 + 2

8 + 4

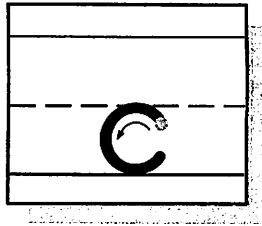
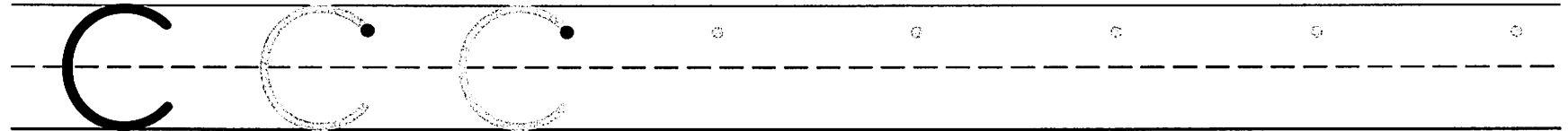
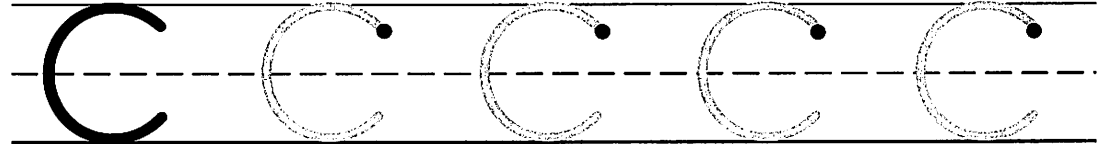
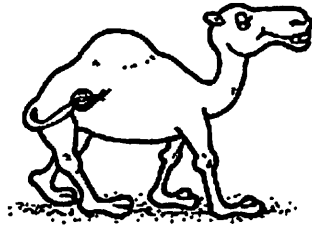
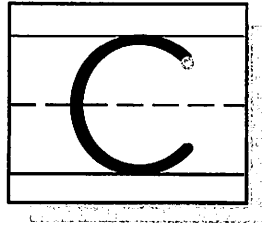
9 + 4

9 + 3

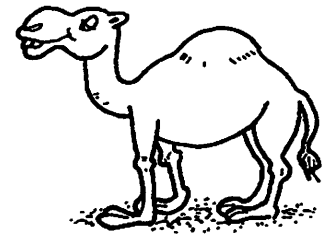
7 + 6

**Color Code**  
12—orange  
13—purple

Name \_\_\_\_\_

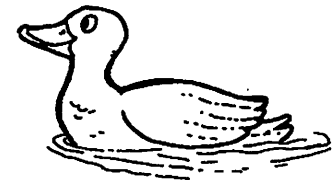
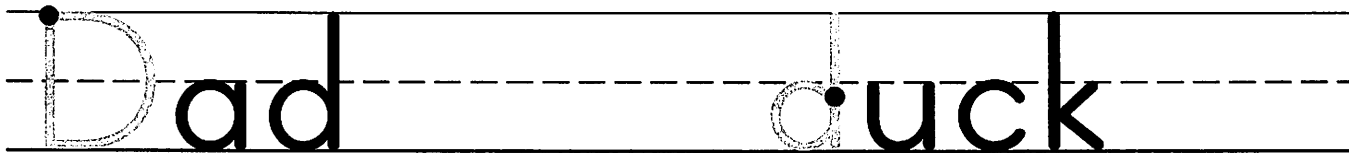
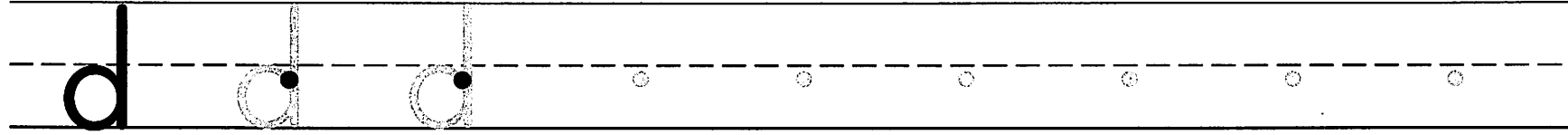
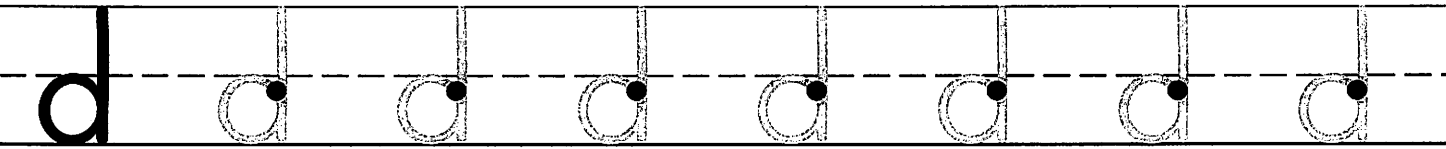
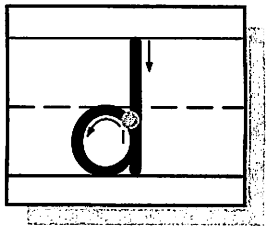
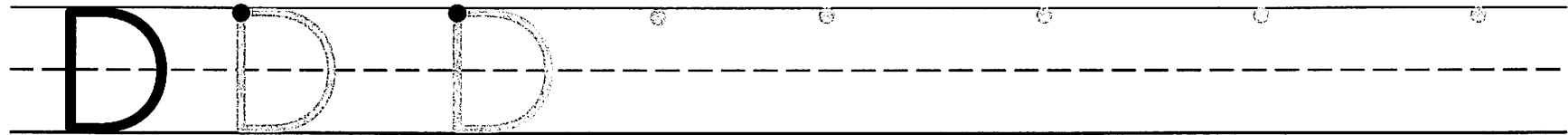
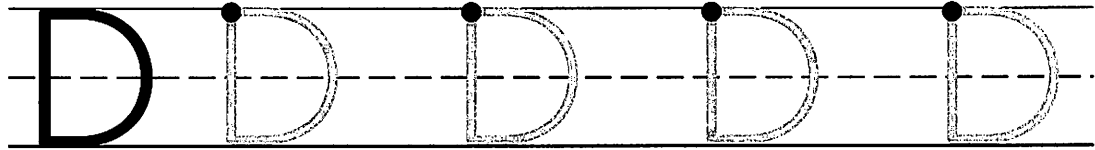
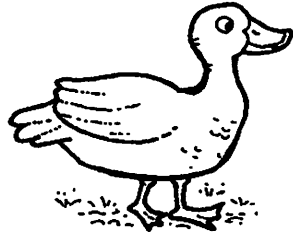
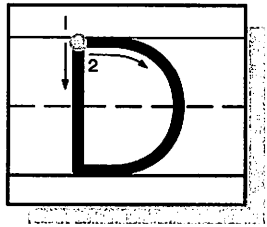


Cody camel



**Directions:** *Camel* starts with the letter **C**. Point to the capital **C** and trace it. Trace and write all the capital **C**'s. Point to the small **c** and trace it. Then trace and write all the small **c**'s.

Name \_\_\_\_\_



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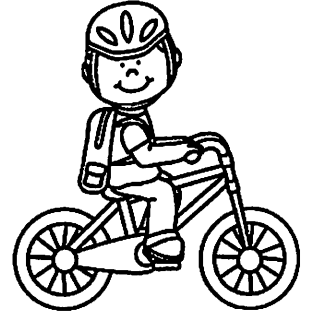
Name : \_\_\_\_\_

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

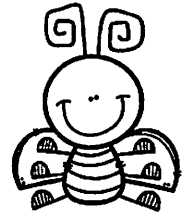
# Reading

III. Draw a line and match the sentence to the correct picture.

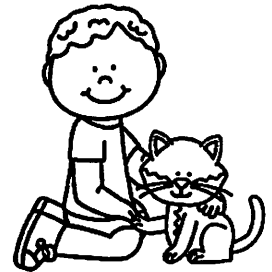
I have a doll.



She can dance.



That is a bug.



He has a cat.



He has a bike.





Name \_\_\_\_\_

# My Fat Cat

1. Red is a fat cat.
2. My fat cat can not fit.
3. Red can not fit in the pot.
4. My fat cat can sit on top.



★Activity★

What can fit in a  
pot?



(l) ©Brand X Pictures/PunchStock, TOHRU MINOWA/Getty Images, (r) ©Paul Burns/Corbis, Ingram Publishing

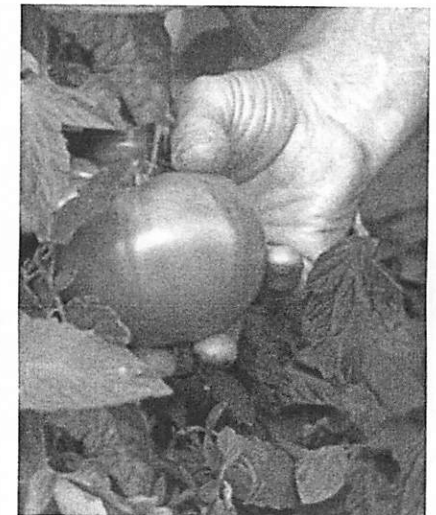
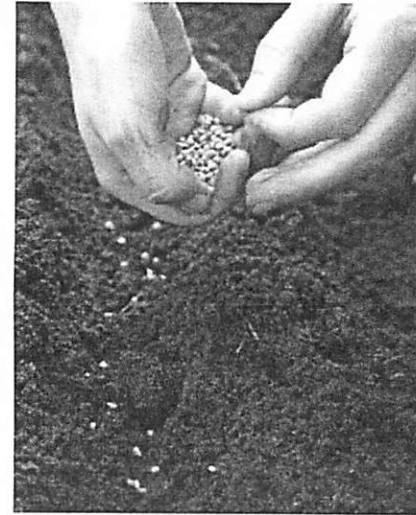


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Corn grows on a farm. It can pop up in the hot sun. At a farm, corn is fresh.

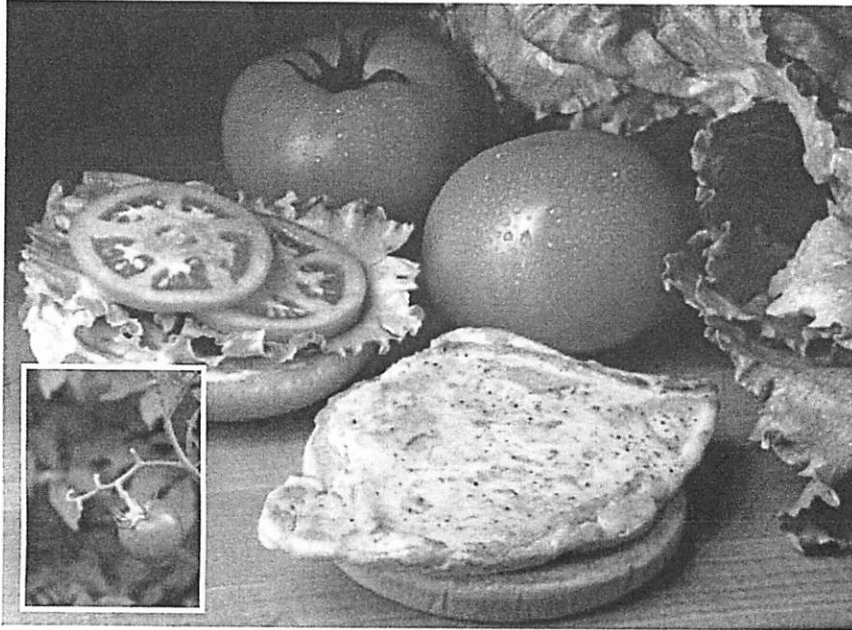
④

# It Can Grow at a Farm



At a farm, tan seeds can grow in the hot sun. Seeds can grow a tomato!

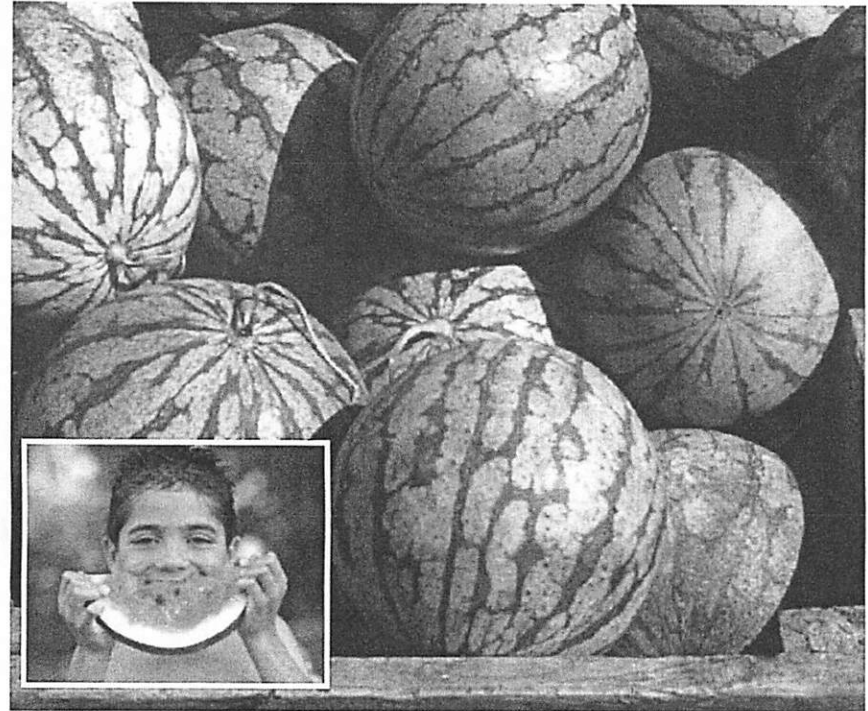
①



A tomato can grow on  
a vine. It is red and fat.  
You can set it on top of a  
sandwich!

②

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At a farm, a melon can  
grow. It can be fat. It can  
be red and juicy.

③

Name \_\_\_\_\_



**Reread "It Can Grow at a Farm."**

**Write a sentence to answer each question.**

1. What key detail on page 1 tells what seeds can grow?

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2. What key detail on page 3 tells what can be red and juicy?

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3. What key detail on page 4 tells what pops up in the sun?

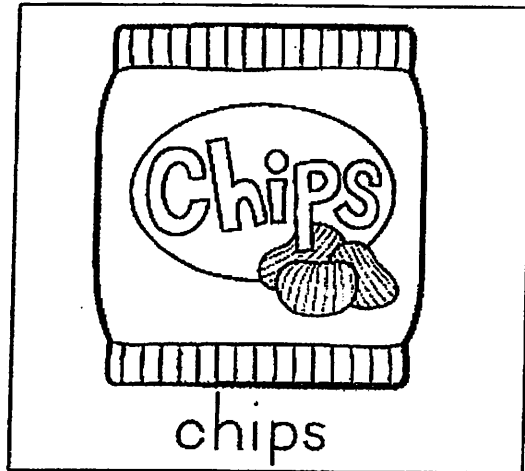
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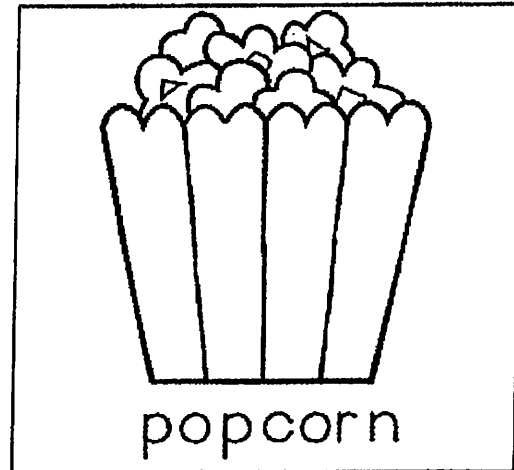
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Name \_\_\_\_\_

# Opinion Writing



or



Do you like chips or popcorn?

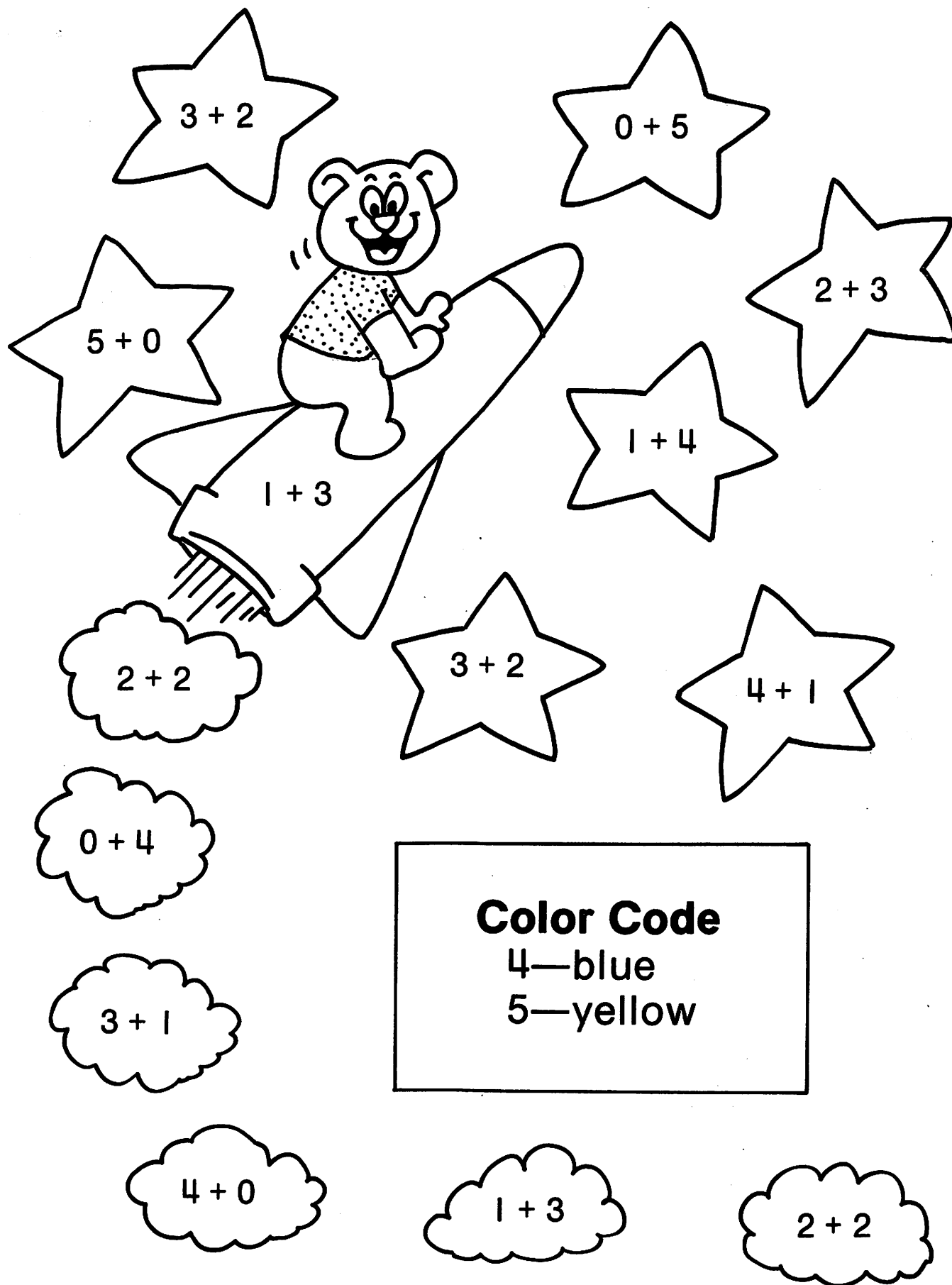
I like

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

Reteaching

**4-8**

## Ordering Numbers Through 10

4

3

~~1~~

8

~~0~~

9

10

5

7

~~6~~

2

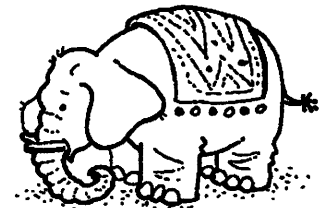
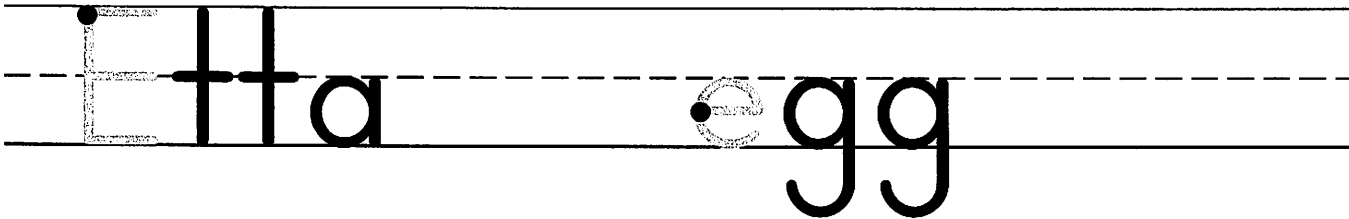
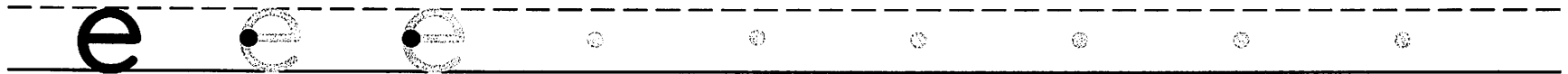
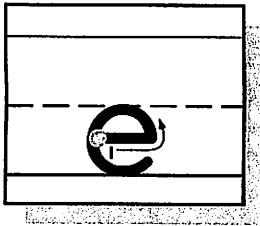
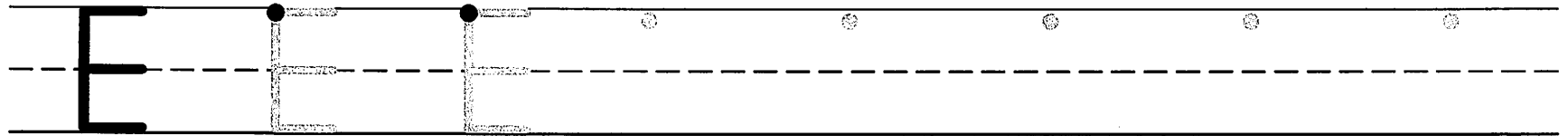
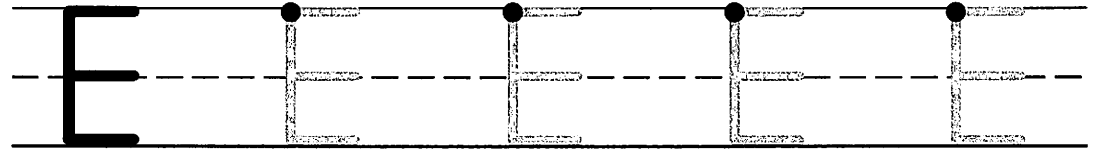
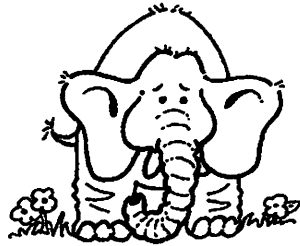
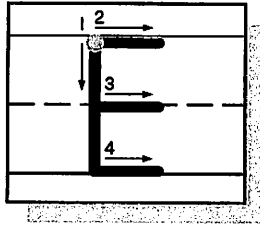
0

1

6

**Directions** Have children use the number cards to order the numbers 0 to 10. Have children find the card with 0, mark an X on it, and then trace the number below. Repeat for the number 1. Have children continue until they write all the numbers in order. Then have them read the numbers they wrote to count in order from 0 to 10.

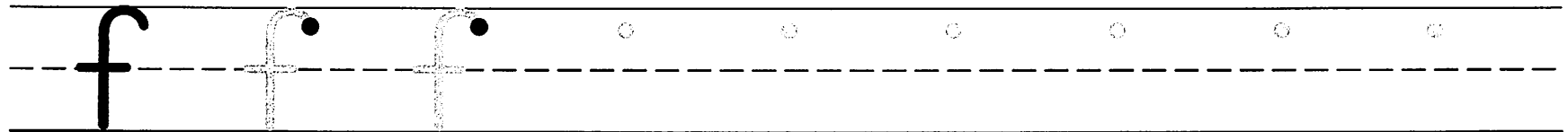
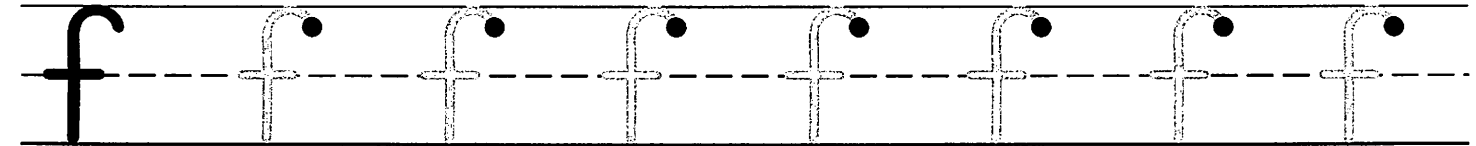
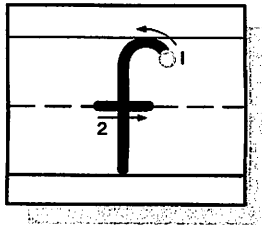
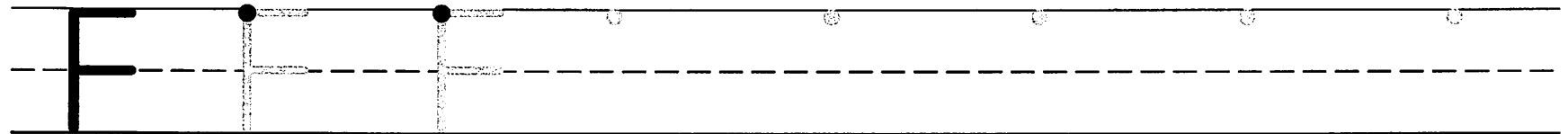
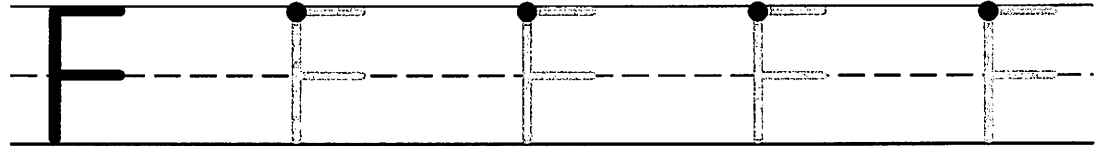
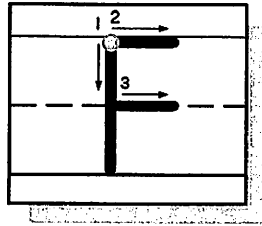
Name \_\_\_\_\_



**Directions:** *Elephant* starts with the letter E. Point to the capital E and trace it. Trace and write all the capital E's. Point to the small e and trace it. Then trace and write all the small e's.



Name \_\_\_\_\_



f red f frog



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

# Reading Comprehension

## Jan's Pumpkin

Jan has a pumpkin.

The pumpkin is big.

The pumpkin is orange.

Jan will make a pumpkin pie.



1. Jan has a \_\_\_\_\_.

- a. bird
- b. pumpkin
- c. cat



2. The pumpkin is \_\_\_\_\_.

- a. big
- b. little
- c. red



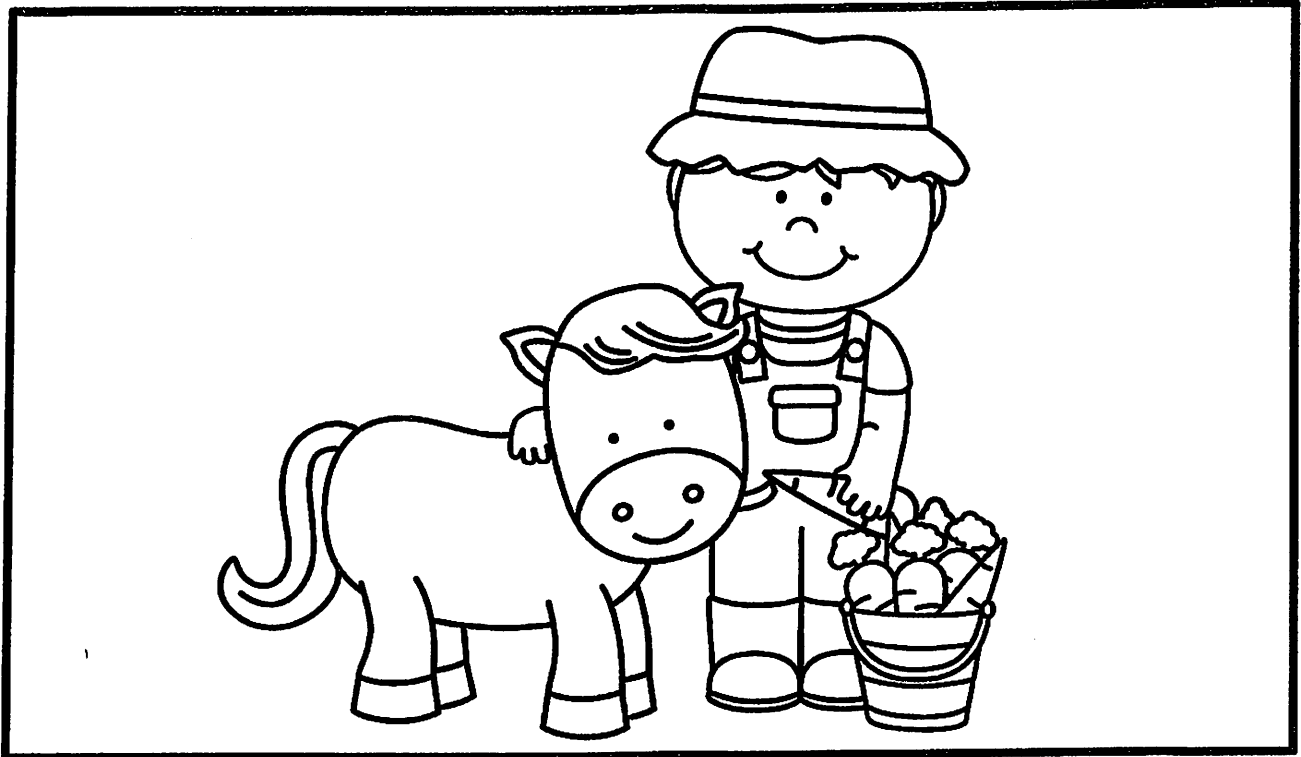
3. Jan will make \_\_\_\_\_.

- a. apple pie
- b. cake
- c. pumpkin pie



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

Color the picture and write about it!



Name \_\_\_\_\_

Reteaching

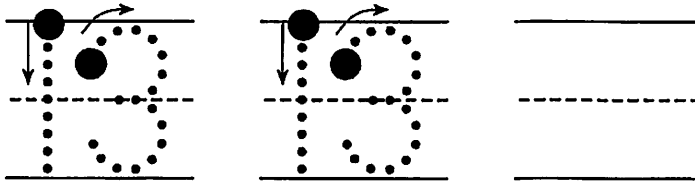
**5-2**

# Counting, Reading, and Writing 13, 14, and 15

★

□ □ □ □ □ □ □ □ □ □ 10

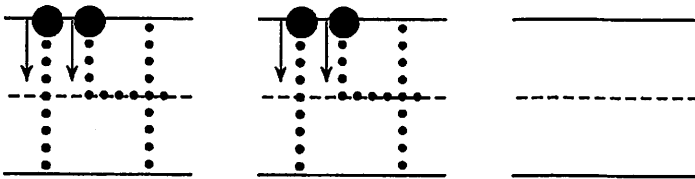
□ □ □ 3



2

□ □ □ □ □ □ □ □ □ □ 10

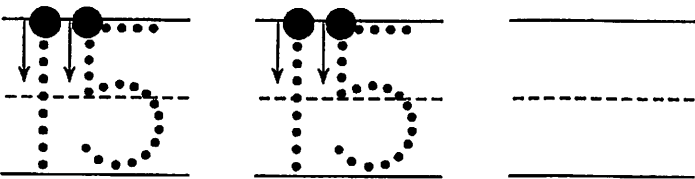
□ □ □ □ 4



3

□ □ □ □ □ □ □ □ □ □ 10

□ □ □ □ □ 5



**Directions** Have children count the squares and practice writing the number.

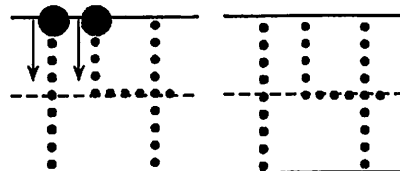
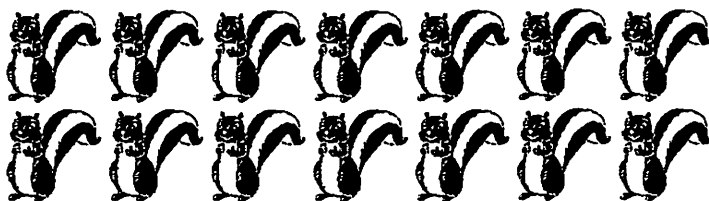
Name \_\_\_\_\_

Practice

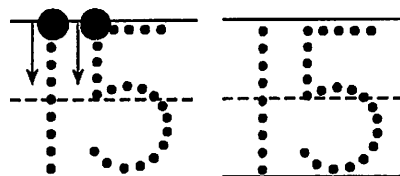
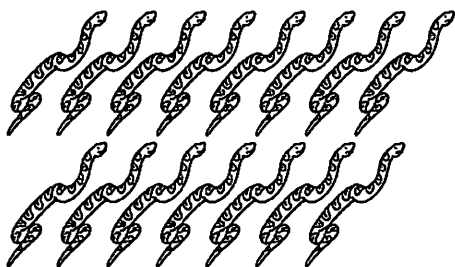
**5-2**

# Counting, Reading, and Writing 13, 14, and 15

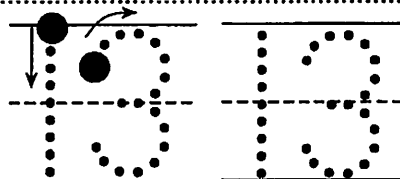
**1**



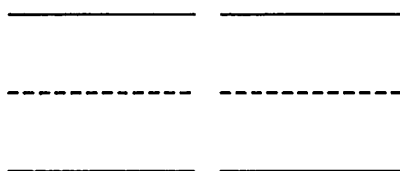
**2**



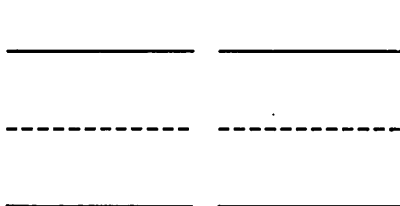
**3**



**4**

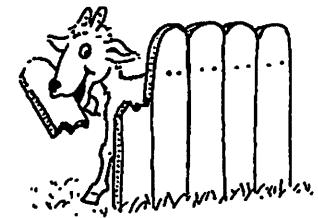
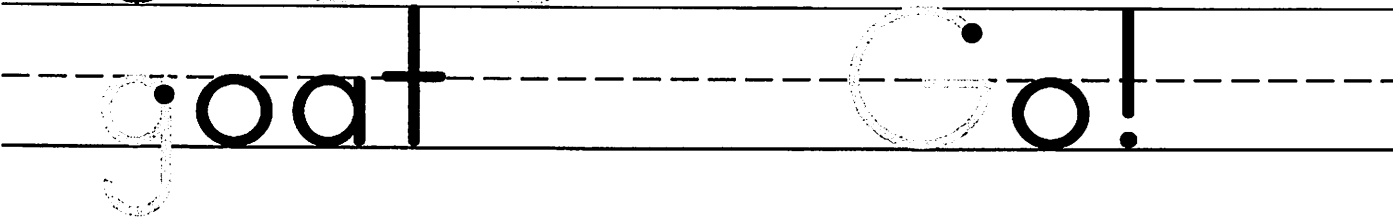
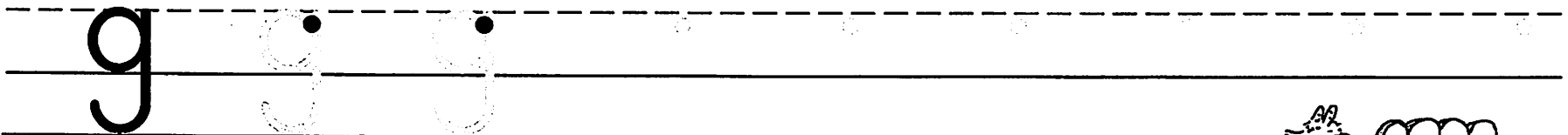
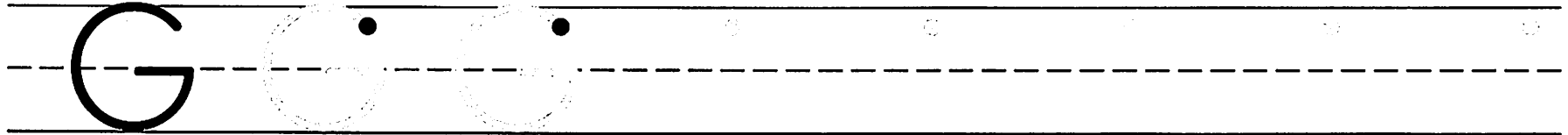
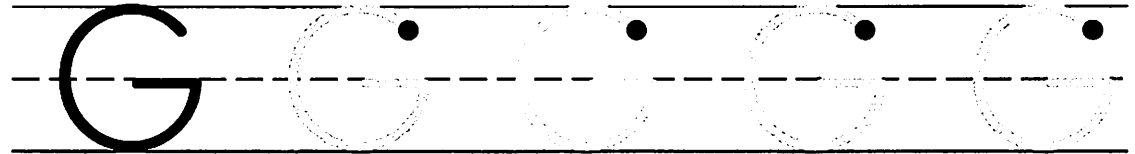
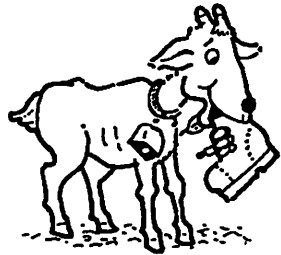
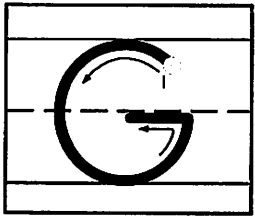


**5**



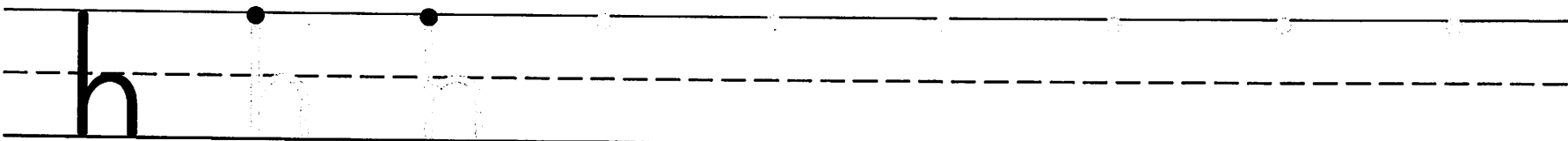
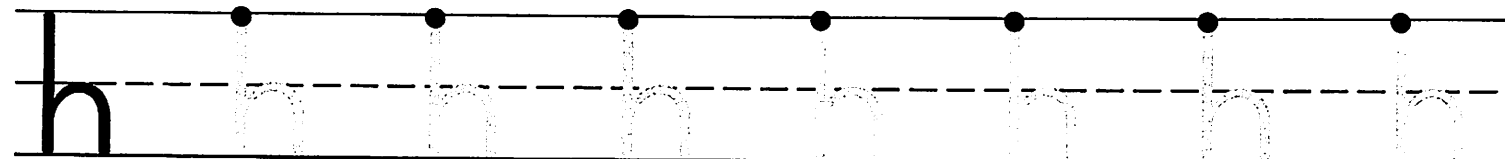
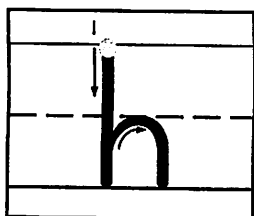
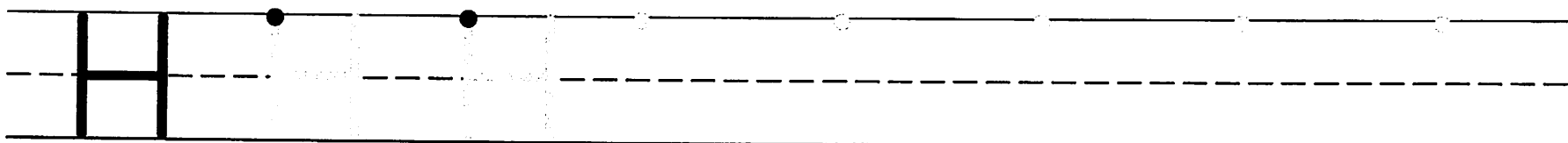
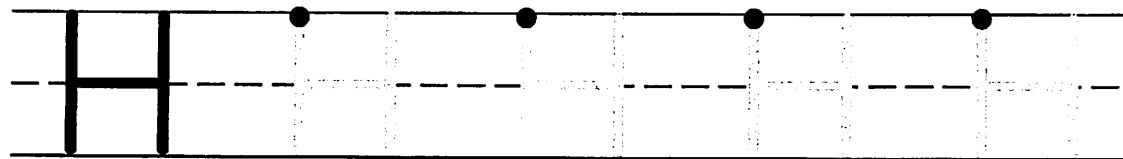
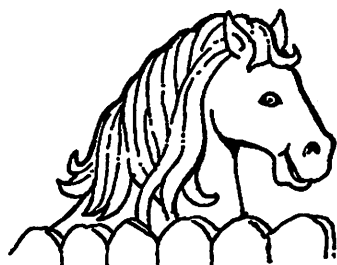
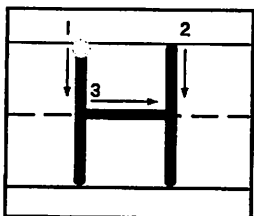
**Directions** In each row have children count the animals and practice writing the numbers.

Name \_\_\_\_\_

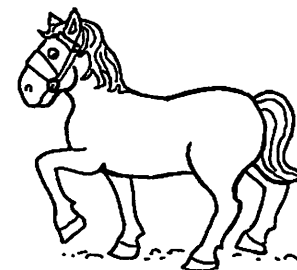


**Directions:** *Goat* starts with the letter **G**. Point to the capital **G** and trace it. Trace and write all the capital **G**'s. Point to the small **g** and trace it. Then trace and write all the small **g**'s.

Name \_\_\_\_\_

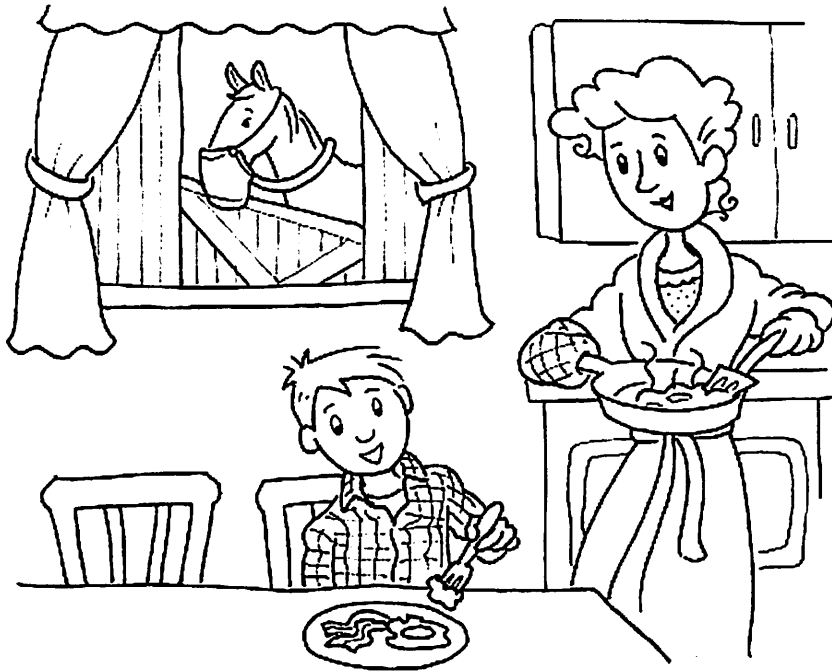


Hi, Cheri!



**Directions:** Horse starts with the letter H. Point to the capital H and trace it. Trace and write all the capital H's. Point to the small h and trace it. Then trace and write all the small h's.

Name \_\_\_\_\_



He sat with mom.

Mom fed him!

High Frequency Words: *he, with*  
Read the book aloud to a partner. Reread for fluency.

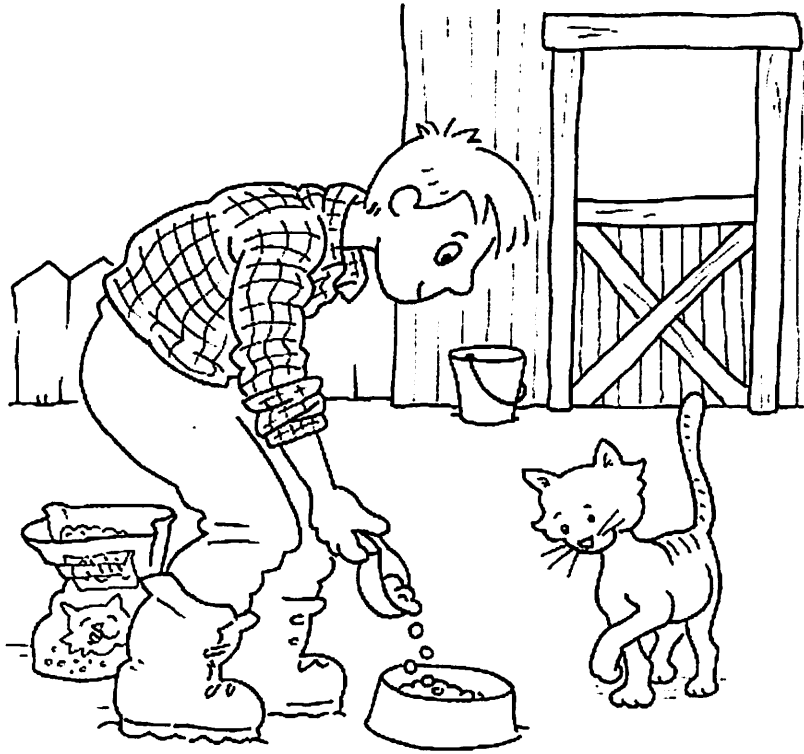
# Tim



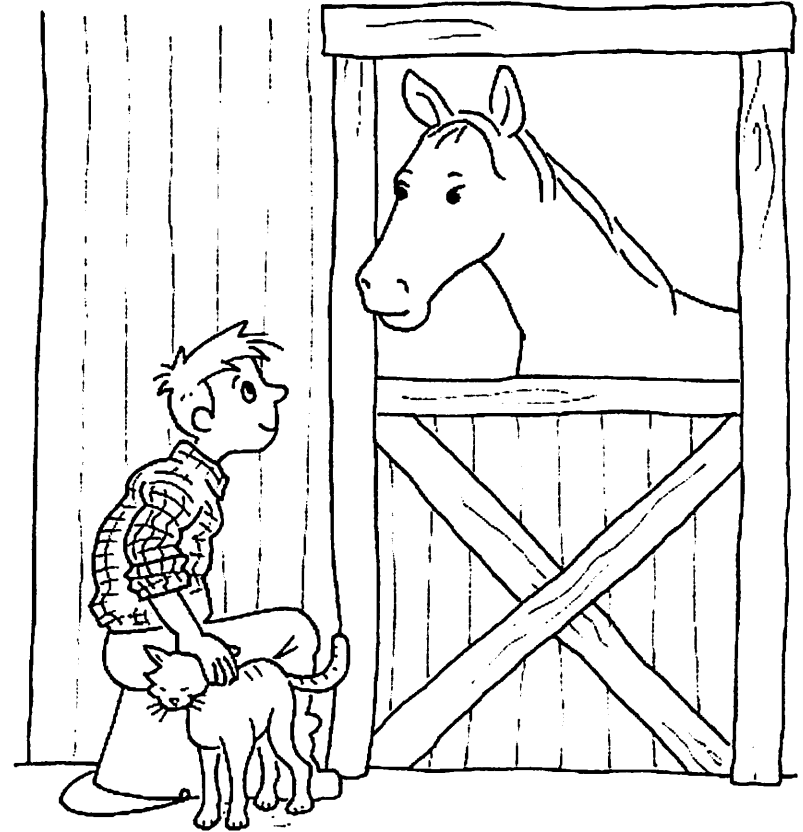
He fed the hen.

He sat with the cat.





He fed the cat.



He sat with Nat.

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

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

# Reading

IV. Complete the sentences using these words below.

jump

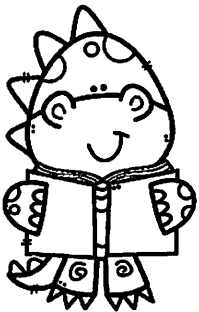
dinosaur

kick

read

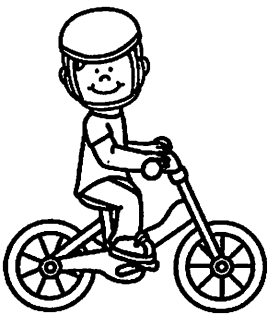
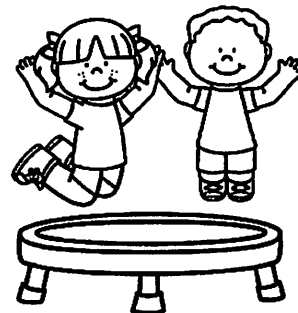
bike

1. I see a \_\_\_\_\_.



2. The dinosaur can \_\_\_\_\_.

3. They like to \_\_\_\_\_.



4. He has a \_\_\_\_\_.

5. She can \_\_\_\_\_ the ball.

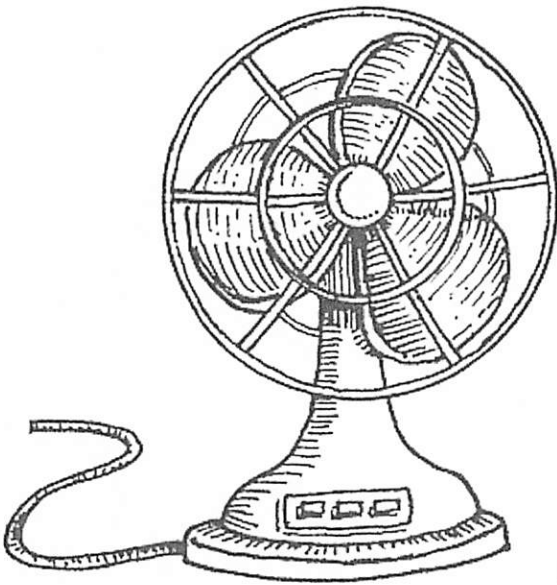


Name \_\_\_\_\_

initial f; initial r

# Ron, Nan, and a Fan

1. We see a fan.
2. Ron can tip a fan.
3. Ron can fan Nan.

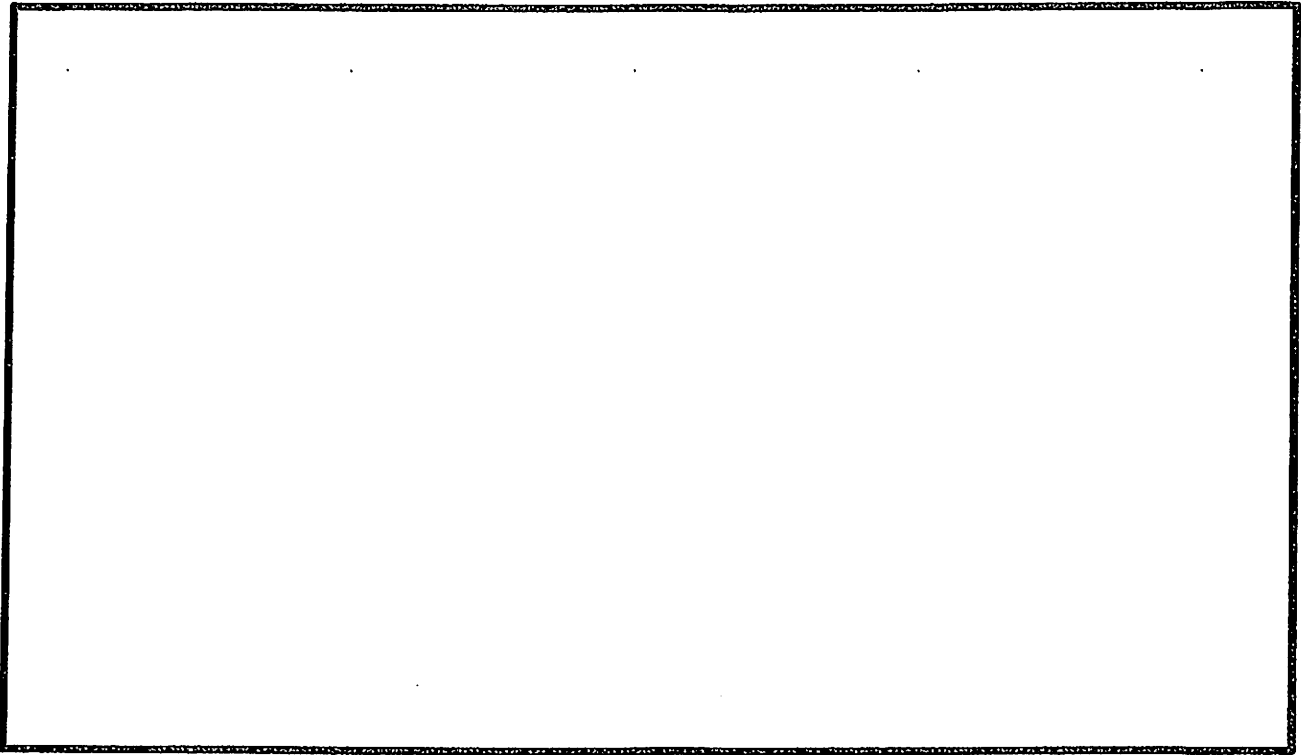


## ★Activity★

Draw what Ron  
and Nan are  
doing.

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

Draw a picture and write about it!



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

Name \_\_\_\_\_

