



Kindergarten

(K)

English Language Arts
Math
Social Studies
Science

Aa



Bb



Cc



Dd



Ee



Ff



Gg



Hh



Ii



Jj



Kk



Ll



Mm



Nn



Oo



Pp



Qq



Rr



Ss



Tt



Uu



Vv



Ww



Xx



Yy



Zz



The Alphabet

Name: _____ Date: _____

Letter Recognition

A

e

E

a

G

d

D

g

M

k

I

m

K

i

Directions: Name each letter. Draw a line to connect the uppercase and lowercase form of the same letter.

Name: _____ Date: _____

Letter Recognition

N

w

Q

n

R

s

S

r

W

z

Z

t

T

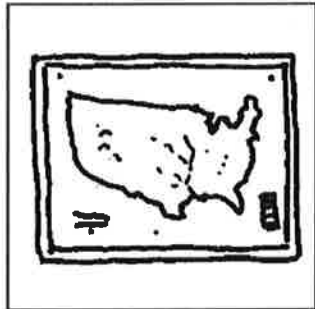
q

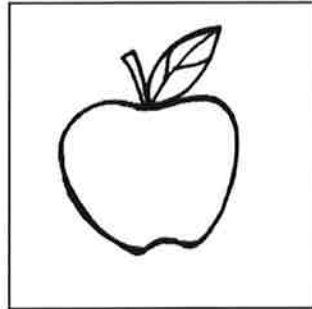
Directions: Name each letter. Draw a line to connect the uppercase and lowercase form of the same letter.

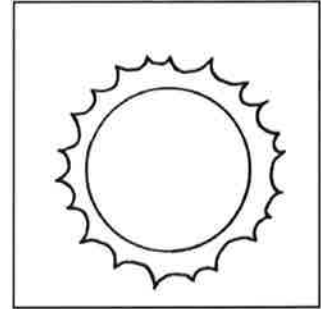
Name: _____ Date: _____

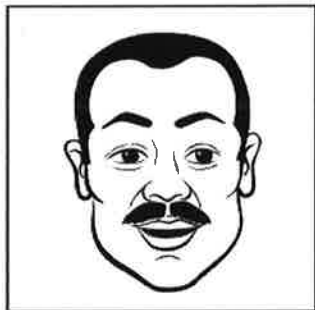
Phonics: Mm

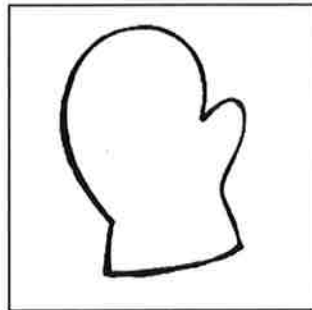
Mm

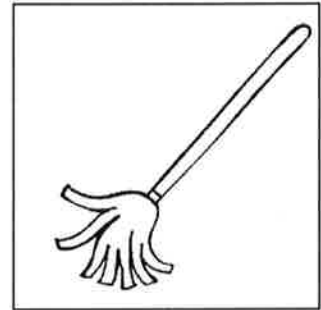












Directions: Trace the uppercase and lowercase **Mm**. Say the name of each picture. Color each picture whose name begins with the /m/ sound and write the letter **m**.

Name: _____ Date: _____

High-Frequency Words

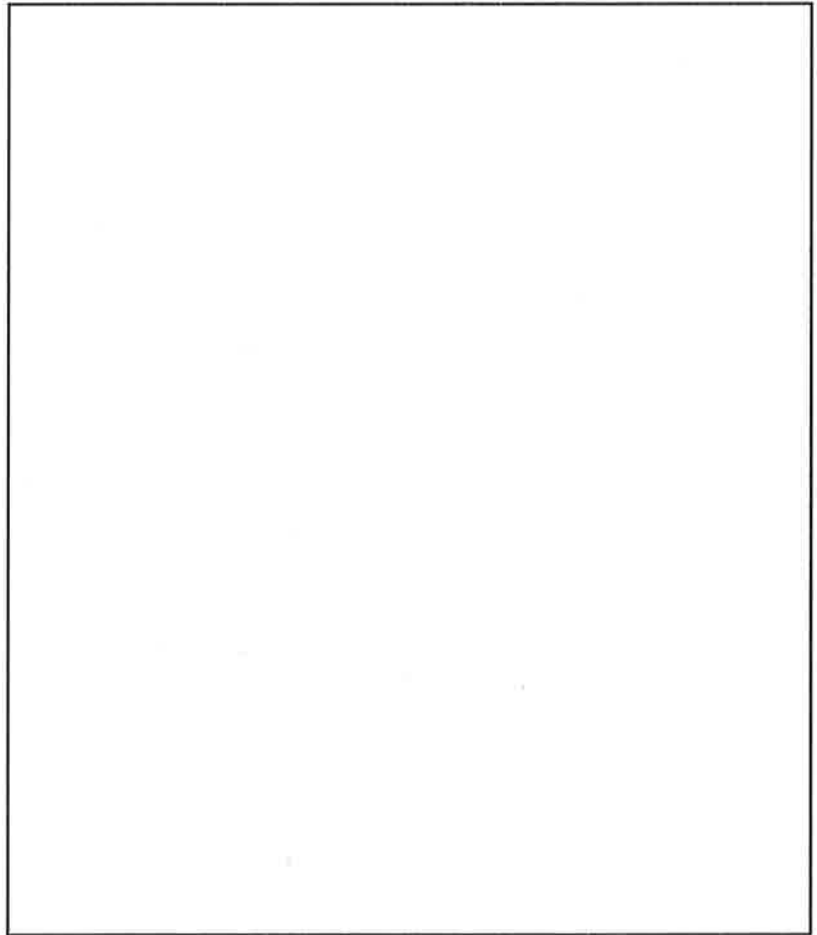


_____ can run.

Can _____ hop?

_____ can jump.

_____ can read.

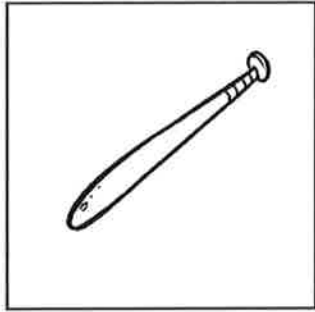


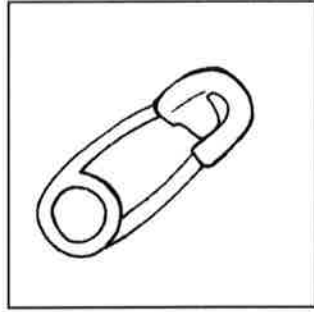
Directions: Trace the high-frequency word **I**. Then complete each sentence. Choose one sentence and draw a picture to go with it.

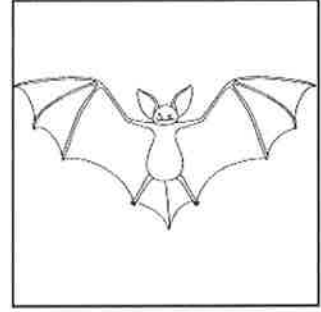
Name: _____ Date: _____

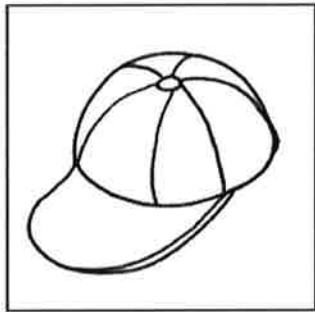
Phonics: Aa

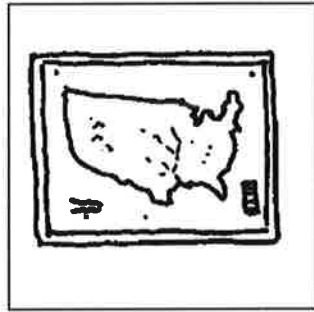
Aa

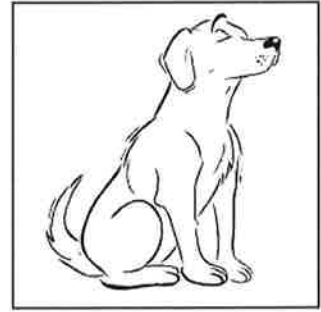












Directions: Trace the uppercase and lowercase **Aa**. Say the name of each picture. Write the letter **a** under each picture whose name has the /a/ sound in the middle.

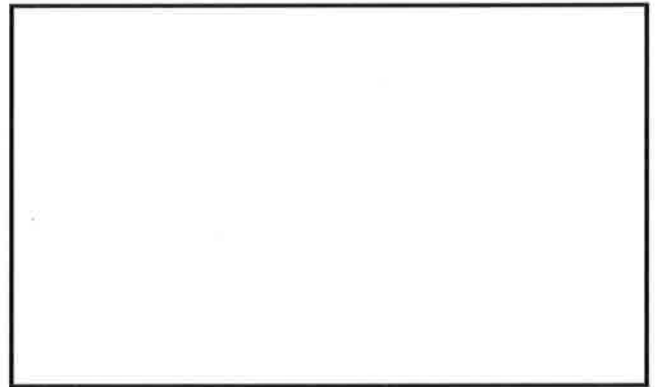
Name: _____ Date: _____

High-Frequency Words

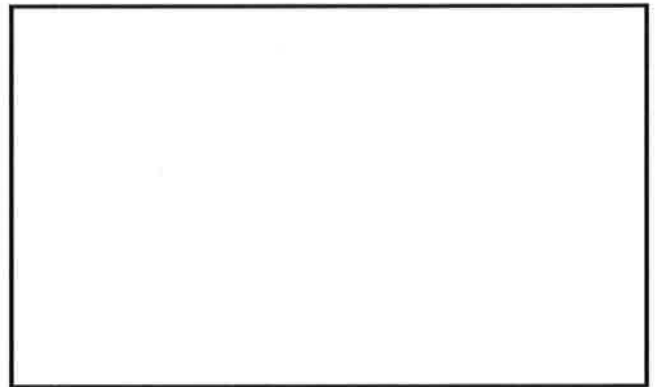
I

like

_____ .



I like _____ .



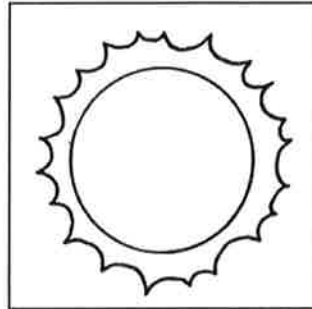
Directions: Trace the high-frequency words **I** and **like**. Then complete the sentence starters. Draw a picture to go with each sentence.

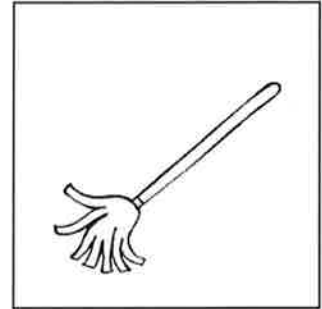
Name: _____ Date: _____

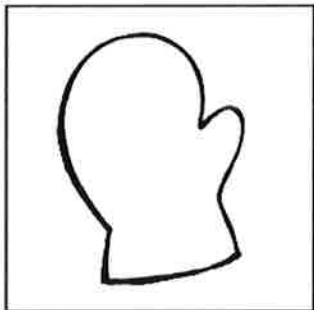
Phonics: Ss

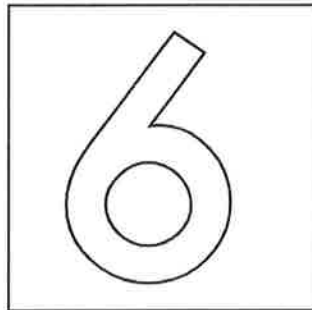
Ss

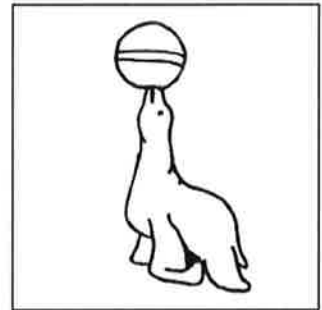












Directions: Trace the uppercase and lowercase **Ss**. Say the name of each picture. Color each picture whose name begins with the /s/ sound and write the letter **s**.

Name: _____ Date: _____

High-Frequency Words

the

we

I like the _____ .



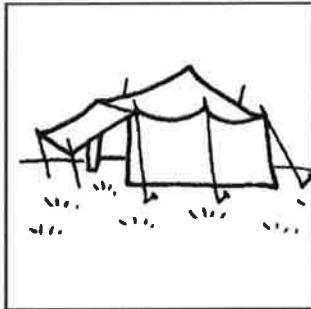
We like the _____ .

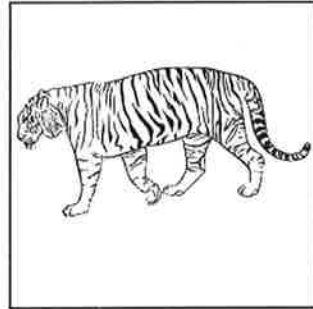


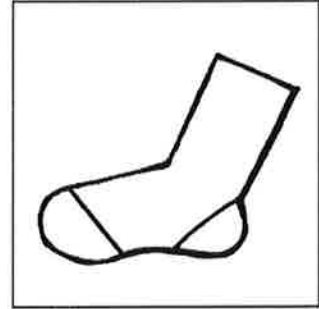
Directions: Trace the high-frequency words **the** and **we**. Then complete the sentence starter. Draw a picture to go with each sentence.

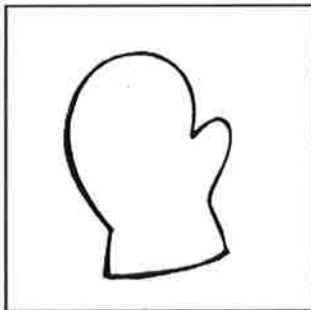
Name: _____ Date: _____

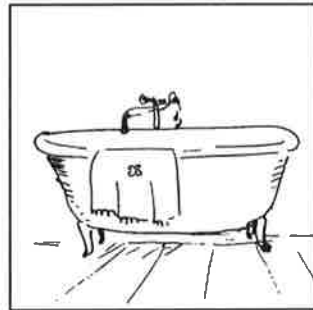
Phonics: Tt

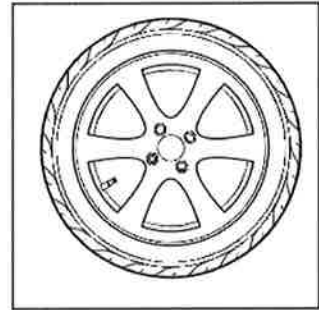












Directions: Trace the uppercase and lowercase Tt. Say the name of each picture. Color each picture whose name begins with the /t/ sound and write the letter t.

Name: _____ Date: _____

High-Frequency Words

go

see

I _____ the bus.

We _____ to school.

I like to _____ to lunch.

I _____ Sam.

Directions: Trace the high-frequency words **go** and **see**. Then complete each sentence by writing a high-frequency word. Read each sentence.

Name: _____ Date: _____

High-Frequency Words

a
can

go
is

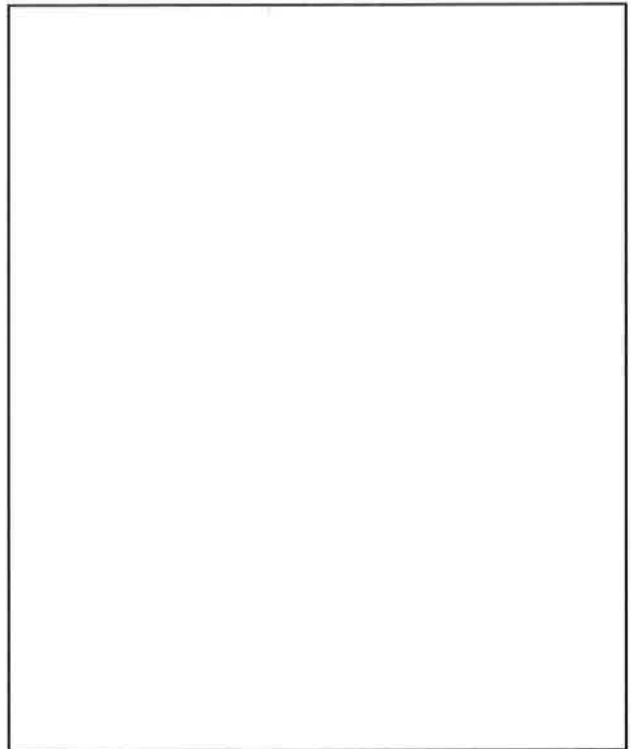
see
She

the
we

_____ is a girl.

She _____ go fast.

We can _____ the car.



Directions: Read the high-frequency words **a**, **can**, **go**, **is**, **see**, **She**, **the**, and **we**. Then complete each sentence. Draw a picture to go with one sentence.

Nouns

A noun names a person, place, or thing.

Circle the nouns.



Draw a picture to match each noun.

Write the noun below.

ball	school
------	--------

Nouns

A noun names a person, place, or thing.

Circle the nouns.

boy



jump



read



cat



Fill in the missing word.

Use one of the nouns from above.

1. The _____

sat.



2. The _____

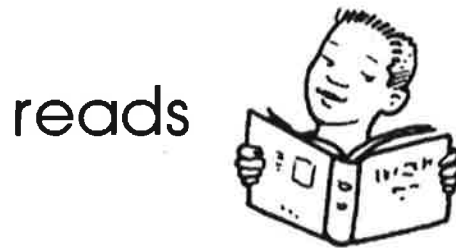
ran.



Verbs

A verb tells about an action.

Circle the verbs.



Fill in the missing word.
Use one of the verbs from above.

1. The boy _____.



2. The dog _____.

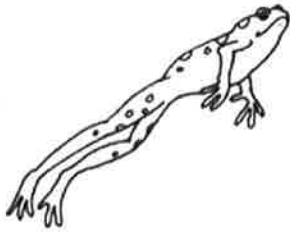


Verbs

A verb tells about an action.

Circle the verbs.

hops



boy



sits



girl



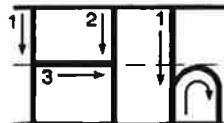
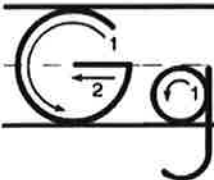
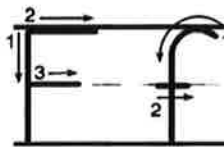
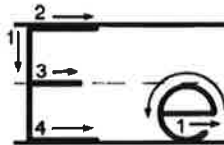
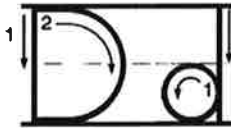
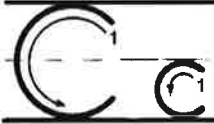
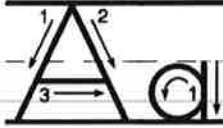
Draw a picture to match each verb.

Write the verb below.

<p>play</p>	<p>run</p>
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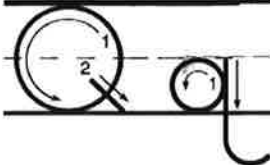
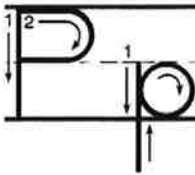
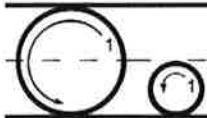
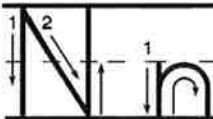
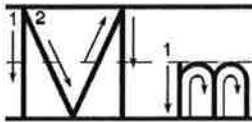
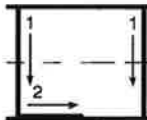
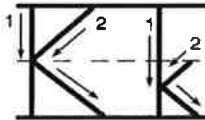
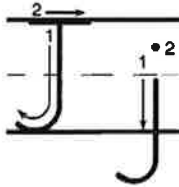
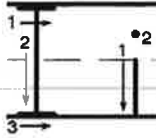
Name: _____ Date: _____

Handwriting Practice: Alphabet



Name: _____ Date: _____

Handwriting Practice: Alphabet (continued)



Name: _____ Date: _____

Handwriting Practice: Alphabet (continued)

R r

S s

T t

U u

V v

W w

X x

Y y

Z z

Name: _____ Date: _____

Handwriting Practice: Numerals

0

1

2

3

4

5

6

7

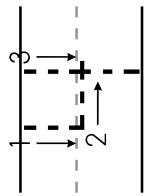
8

9

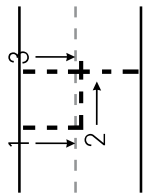
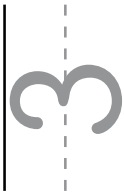
Making 3, 4, and 5

Name _____

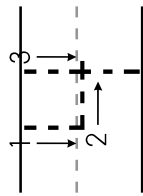
Example



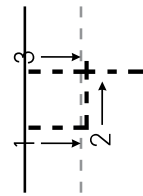
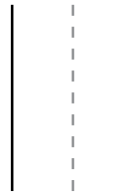
1 and



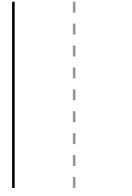
0 and



2 and



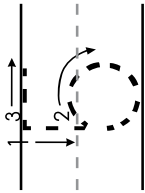
3 and



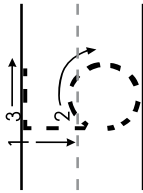
Have children show pairs of numbers that make 4. Have children trace the 4. Then ask them to write the missing number that is used to make 4 in each picture.

Making 3, 4, and 5 *continued*

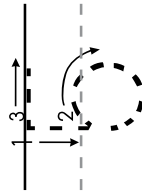
Name _____



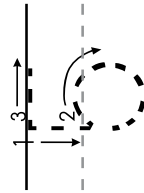
4 and



2 and



5 and



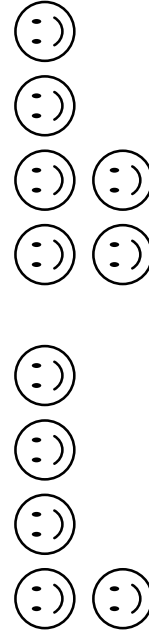
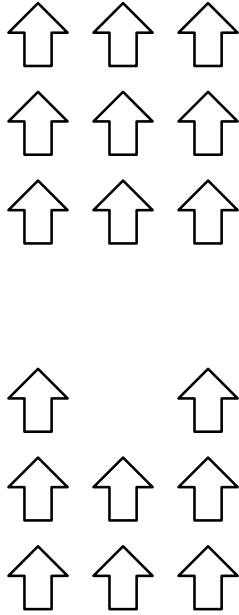
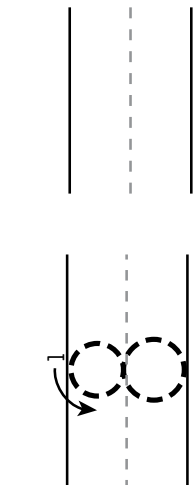
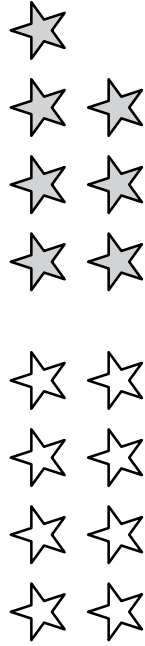
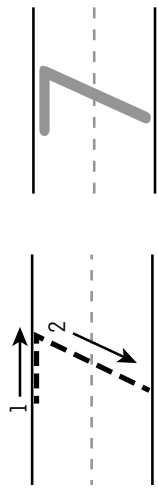
3 and

Have children show pairs of numbers that make 5. Have children trace the 5. Then ask them to write the missing number that is used to make 5 in each picture.

Counting and Writing to 8

Name _____

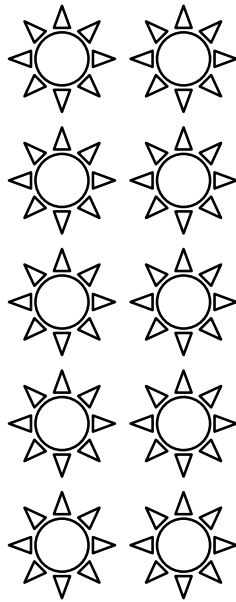
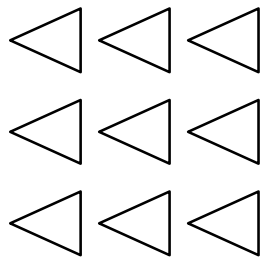
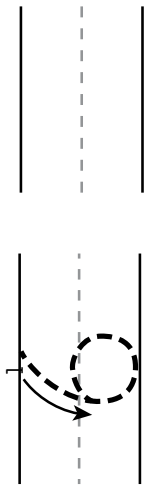
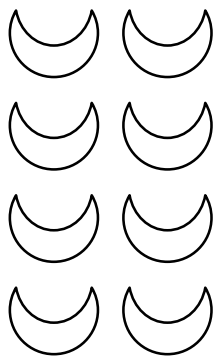
Example



Have children practice writing 6, 7, and 8 and counting 6, 7, and 8 objects. Ask children to trace and then write the numeral at the beginning of each problem. Then have children color the group with that number of objects.

Counting and Writing to 8 continued

Name _____

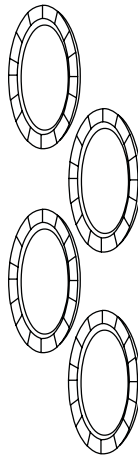


Have children practice writing 6, 7, and 8 and counting out 6, 7, or 8 objects. For each problem, ask children to trace and write the numeral shown. Then have children color that number of objects. In the last problem, have children trace and write 8 and then draw 8 shapes or objects.

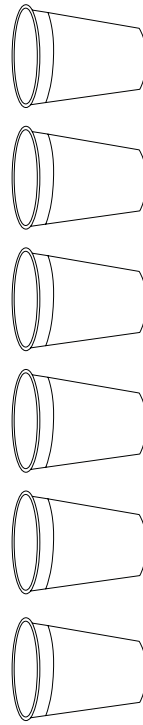
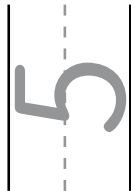
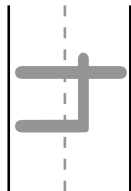
Understanding 1 More

Name _____

Example



1 More



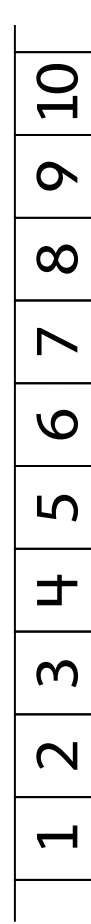
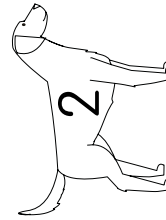
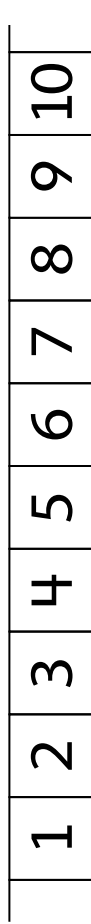
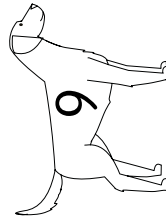
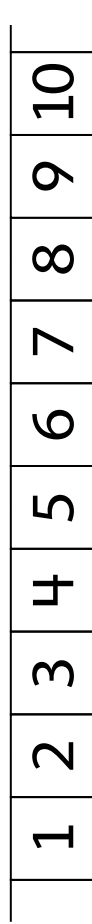
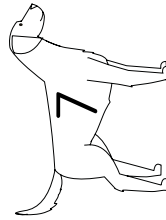
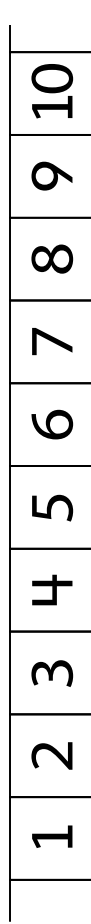
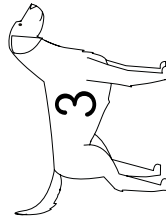
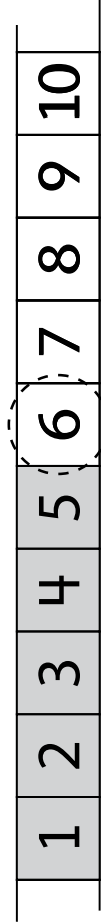
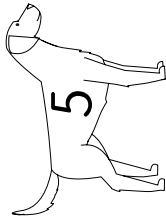


Have children find 1 more than a group of objects. Have children count how many are in each group and write the number in the first column. Then have children draw 1 more object, count again, and write the number in the next column.

Understanding 1 More continued

Name _____

Example

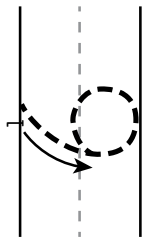


Have children use number paths to find 1 more than a number. Have children look at the number on the dog and then, starting at 1 on the number path, color all the way to that number. Have children circle the next number to show what is 1 more.

Making 6 and 7

Name _____

Example

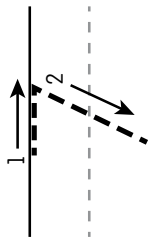


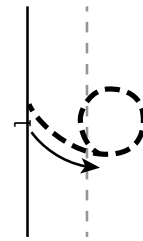


5



1







Have children trace the numbers on the left and draw more counters in the 10-frames to show a total of 6 or 7.
On the right, have children write the number of gray counters shown and the number of counters drawn to make the total.

Name _____

4 ?
3 ?

2 ?
4 ?

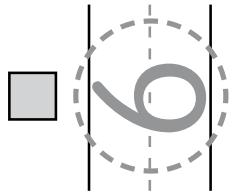
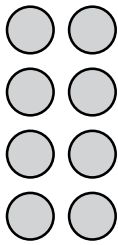
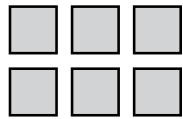
1 ?
6 ?

Have children show number pairs for 6 and 7 by drawing counters. Have children use the numbers shown to complete the model with two colors. Then have them write the total on the left.

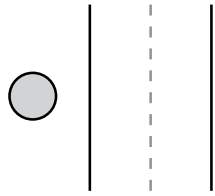
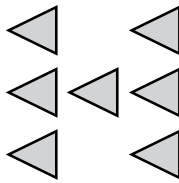
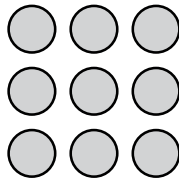
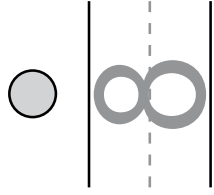
Comparing Within 10

Name _____

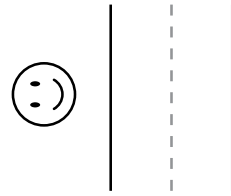
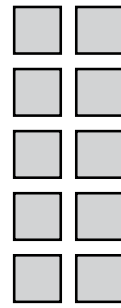
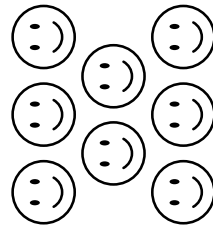
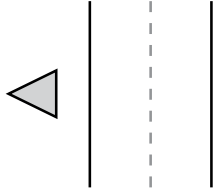
Example



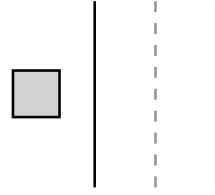
or



or



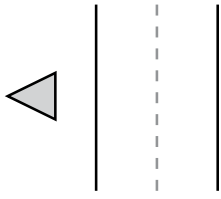
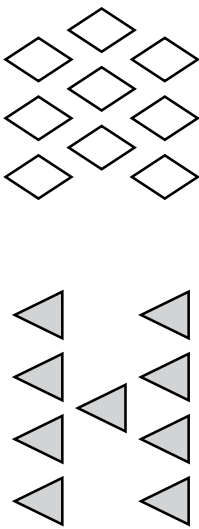
or



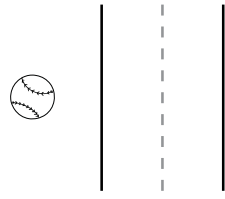
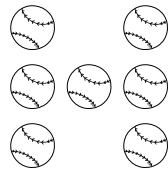
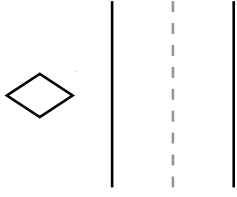
In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

Comparing Within 10 *continued*

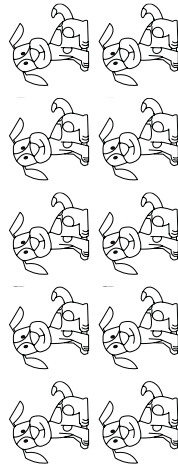
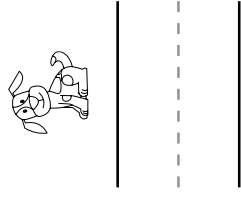
Name _____



or



or



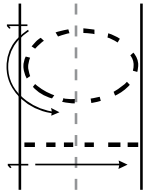
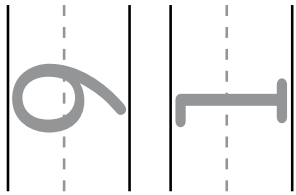
In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

Making 10

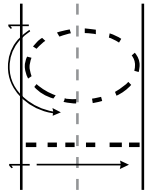
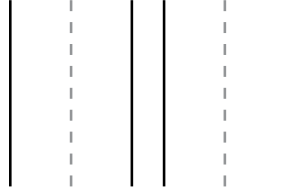
Name _____

Example

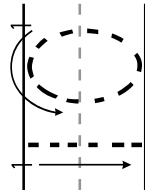
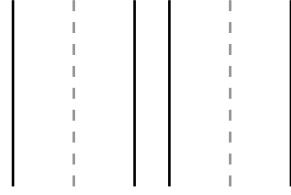
●	●	●	●	●	○
●	●	●	●	●	○



●					



●		●	●	●	●
●	●	●	●	●	●



Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Science: Kindergarten



Please complete at least one investigation using the provided worksheets.

HOME/SCHOOL CONNECTION

INVESTIGATION 1: GETTING TO KNOW WOOD

At school, we took a close look at five different kinds of wood to discover all the ways they were alike and different. Students got to know them so well that they went on a hunt in the room, searching for a wood sample that matched their own. Along the way, they discovered many things that are made from wood. Here are two ways to practice the vocabulary and observation skills your child is developing.

- Play “I’m thinking of something that is made of wood and it is (round, big, painted, flat...)” Take turns describing and identifying wood in use around your home or out in the neighborhood.
- Have your child search for four different ways wood is used around your home or neighborhood. Have him or her draw and label the four uses using the labels below.

This is made of wood.	This is made of wood.
This is made of wood.	This is made of wood.

Name: _____

Date: _____

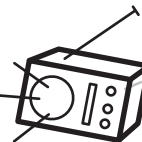
Senses and Feelings

Circle the correct answer.

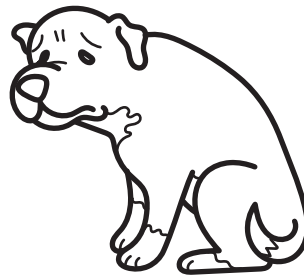
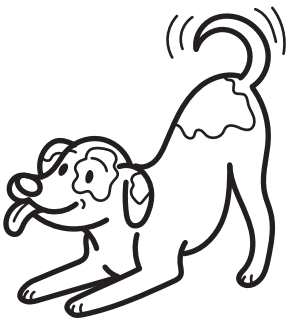
What are the people using in the pictures?



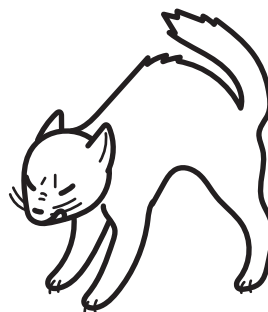
What are the people using in the pictures?



How do the dogs feel in the pictures?



How do the cats feel in the pictures?



HOW ARE YOU FEELING?



Circle the correct feeling:

A) Happy

C) Tired

B) Angry

D) Depressed

EMOTIONS

We all have feelings. We show our feelings with our faces, by smiling when we are happy or frowning when we are sad. Look at the words below and write them in one of the boxes, drawing that emotion on the blank face.

SAD **HAPPY** **SCARED** **ANGRY**

