



Kindergarten ELA & Math Part 3

Vestal Home Learning Packet



*Challenge * Support * Foster * Invest*

Directions

- Complete one full lesson of Math and one full lesson of English Language Arts per day if possible.
- Please keep in mind that additional paper may be needed for solving some math problems and when answering some written response questions in ELA.
- We wish you and your family all the best in health during this time.



Day 1 Number Line (Source: mathlearningcenter.org)

Fill in the missing numbers in the cards below.



a On the number line, circle the numbers greater than 7.



b On the number line, circle the numbers less than 4.



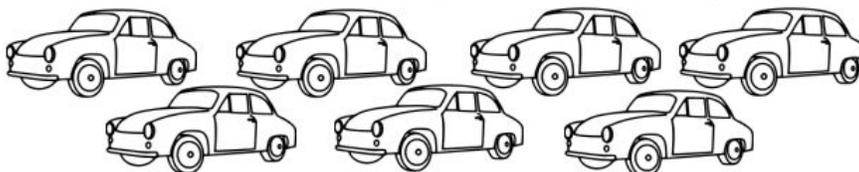
c On the number line, circle the number between 6 and 8.



d On the number line, circle the number that is 1 more than 5.



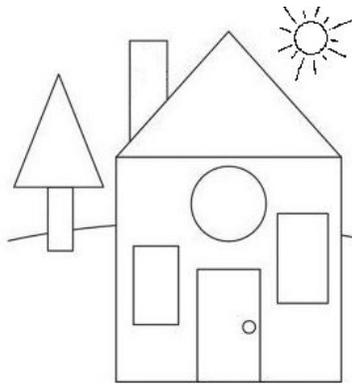
Ted has 7 toy cars. Color some cars red and the rest blue. Write a number sentence that shows how many are red and how many are blue.



$$7 = \square + \square$$

Identifying Shapes (Source: <https://www.openmiddle.com/>)

Using the digits 1 to 6, at most once each time, fill in boxes and identify a shape in the blank to make as many of the following statements true as you can.



There are _____ ○'s in the picture.

There are _____ △'s in the picture.

There are _____ □'s in the picture.

There are _____ ▭'s in the picture.

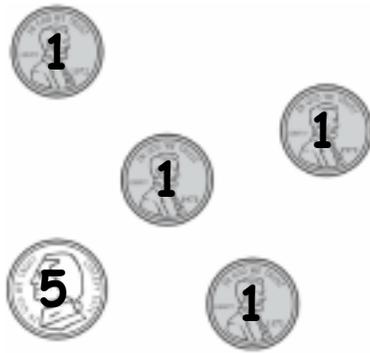
Day 2

Circles (Source: mathlearningcenter.org)

Circles are all around us! Search all over your house for things with a circle shape—a clock or checkers, for example. Draw an item in a box (one clock in one box, one checker in another, for example), count how many you find, and write the number on the line. If there are too many to count, you could say “lots” or leave it blank.

			
<p>_____</p> <p>How many?</p>	<p>_____</p> <p>How many?</p>	<p>_____</p> <p>How many?</p>	<p>_____</p> <p>How many?</p>
<p>_____</p> <p>How many?</p>	<p>_____</p> <p>How many?</p>	<p>_____</p> <p>How many?</p>	<p>_____</p> <p>How many?</p>

Adding (Source: mathlearningcenter.org)



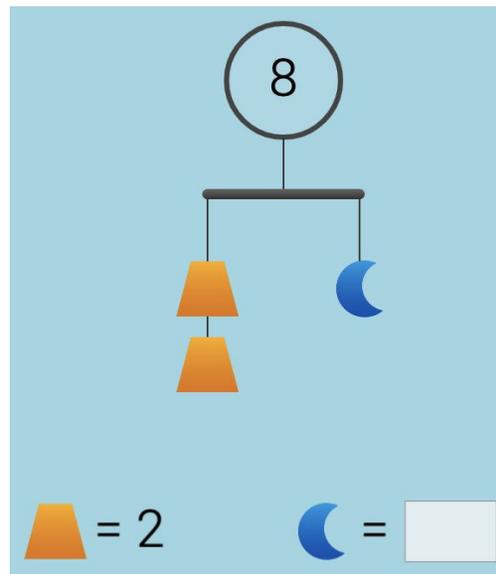
$$5 + 4 = \underline{\quad\quad} \text{¢}$$



$$5 + 3 = \underline{\quad\quad} \text{¢}$$

Mobile (Source: <https://solveme.edc.org/Mobiles.html>)

What is the value of the moon?



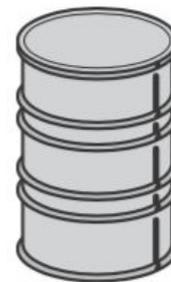
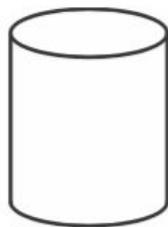
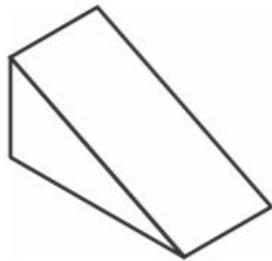
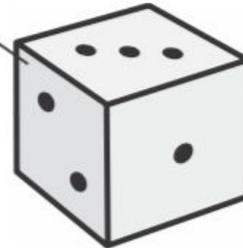
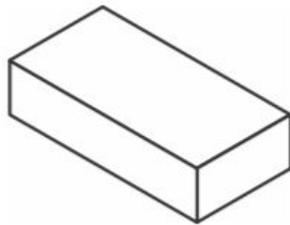
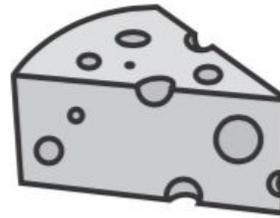
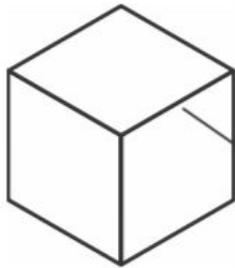
Day 3

4 ducks swam away. Cross out 4. Write how many are left.



Shapes (Source: mathlearningcenter.org)

Match the shapes.



Which One Doesn't Belong? (Source: @Zakchamp's tweet on March 21, 2020)

Choose a stuffed animal in this picture that you don't think belongs with the rest.

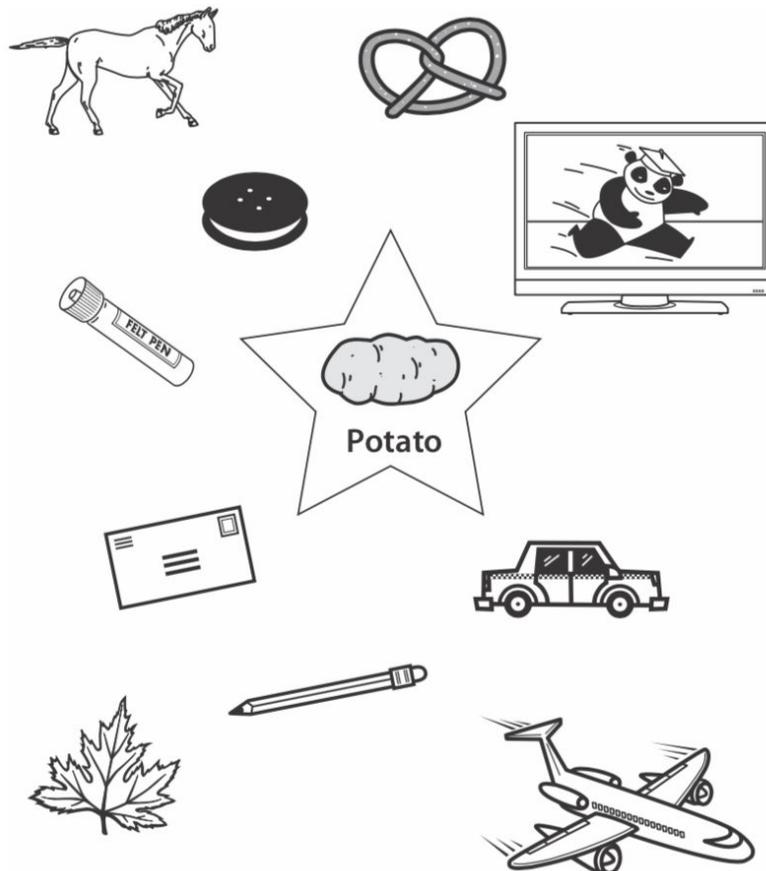
Explain why. Can you pick another stuffed animal and give a different reason?



Day 4

Heavier/Lighter (Source: mathlearningcenter.org)

Make a circle around the objects that would be heavier than a potato. Make a box around the ones that would be lighter than a potato.



Visual Pattern (Source: visualpatterns.org)

Below is a pattern of squares in stages 1-3 below. Draw what you think stage 4 might look like. Label how many squares are in each stage.



Puzzle (Source: <https://www.solveemoji.com/>)

What is the value of the last row?

$$\text{pen} + \text{pen} = 4$$

$$\text{pen} + \text{ruler} = 8$$

$$\text{scissors} + \text{ruler} = 11$$

$$\text{scissors} = ?$$

Day 5

Add or Subtract (Source: mathlearningcenter.org)

$$5 + 5 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} = 5 + 3$$

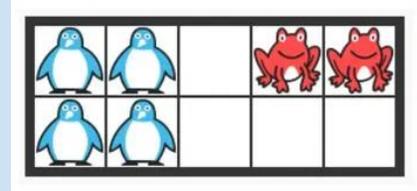
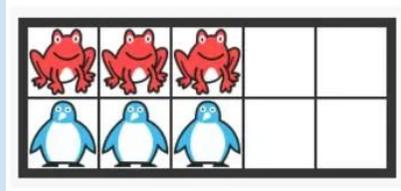
$$10 - 4 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} = 10 - 2$$

Noticing (Source: <https://samedifferentimages.wordpress.com/>)

On a piece of paper, make two columns. In one column, list the things that are the same in this picture, and in the other column, list the things that are different.

What is the same? What is different?



Story Problems (Source: mathlearningcenter.org)

Read the story problems and find out how many.

- A. Katy poured 5 cups of water into the aquarium. The water wasn't high enough so she added 4 more cups.

How many cups of water in all? _____

- B. Aaron put 2 cups of water in his water bottle. Then he added 2 more cups.

How many cups of water in all? _____

- C. The pitcher of juice had 10 cups in it this morning. Marla's family drank 6 cups of juice.

How many cups of juice are left? _____

- D. Darren put 6 cups of water in his dog's water bowl. The dog drank 4 cups of the water.

How many cups of water are left? _____



Day 1

Fiction Text for the Day: A Fish Sees
(Source: <https://www.readinga-z.com/> from [Learning A-Z](#))

Before Reading - Building Background:

This book is going to be about a pet. What kind of pets might people have? What size is that pet? Imagine you are that pet and that size....what do you think you would see when you walk around? Draw here.

Read the Book:

As you read the first time, think about who Fred is and how you know.
Read the book a second time and circle any sight words while you read.

Snap Words:

Read the following sight words. Spell them out loud as you write them two times each.

see

have

find

Punctuation - Periods:

A period is a type of punctuation that goes at the end that lets the reader know the sentence is over. Circle the period at the end of each sentence below.

The book is big and blue.

The fish can swim fast.

Discussion Question (talk or write about it!):

What is your favorite part of A Fish Sees?

Fiction Text for the Day: A Fish Sees
(Source: <https://www.readinga-z.com/> from [Learning A-Z](#))

Characters:

Characters are the people or animals that the story is about. Who are the characters in A Fish Sees?

Finish this sentence: _____

_____ is a character.

Now write your own! Don't forget a period at the end of your sentence.

Read the Book:

As you read the book today, look for words that match the pictures. Read the book a second time, and circle words that have the consonant /f/ sound.



The consonant /f/ sound is /f/.../f/.../f/ like **fish** or **fun**.

Phonics:

Color the pictures that start with **Ff**. Then practice writing the letter under those pictures.





Punctuation - Periods:

A period is a type of punctuation that goes at the end that lets the reader know the sentence is over. Write the period at the end of each sentence, then write your own sentence with a period.

The fish sees a cat
There is a hat
Fred lives in a fishbowl

Discussion Question (talk or write about it!):

How does the boy feel about his fish? How do you know?

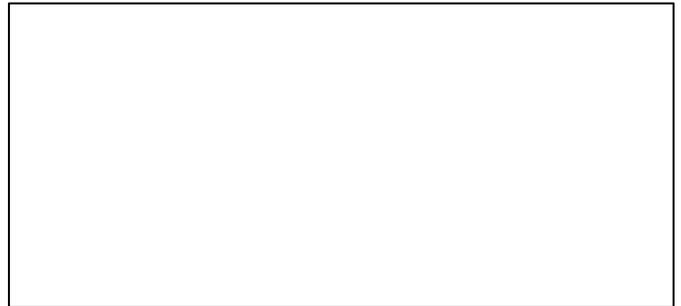
Day 3

Fiction Text for the Day: A Fish Sees
(Source: <https://www.readinga-z.com/> from [Learning A-Z](#))

Setting:

The setting tells when and where the story takes place. What is the setting of this story? Write and draw it below.

The setting is



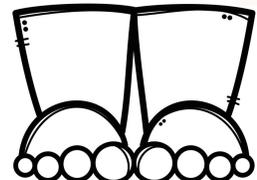
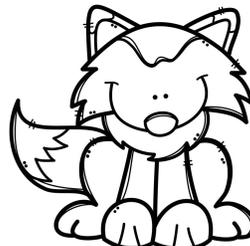
Read the Book:

As you read, think about if the book was easier to read today. How long did it take you to read it? Could you read it more quickly next week?
Read the book a second time, and circle words that you have a hard time reading.

Phonemic awareness:

Circle or color the pictures that start with the consonant /f/ sound.

(Image Source: [Creative Clips](#))



Discussion Question (talk or write about it!):

How do you think Fred feels when he sees the cat? Why do you think that?

Comprehension Quiz (circle the correct answer):

What is the main character in the story?

a) a fish

b) a cat

Where does this story take place?

a) in a bedroom

b) in a kitchen

What happens right after Fred sees a bed?

a) Fred sees a book.

b) Fred sees a hat.

Why did the author write this story?

a) to entertain the reader with a story about what a fish sees

b) to inform the reader about fish

I hung the **picture**. Another word for **picture** is _____.

a) sees

b) painting

Day 4

Informational Text for the Day: Pond Animals
(Source: <https://www.readinga-z.com/> from [Learning A-Z](#))

Picture Walk:

A picture walk is when you go through a book and look at each picture **before reading** the story.

As you look at the pictures, think about what you see. What do you think this book is going to be about? Write one thing you see here:

Read the Book:

As you read the first time, think about what you saw in your picture walk. Did you read any words that matched what you saw?

Read the book a second time, and circle any sight words while you read.

Snap Words:

Read the following sight words. Spell them out loud as you write them two times each.

to

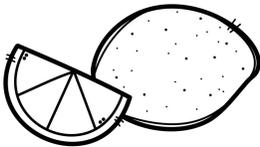
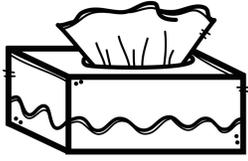
there

my

_____	_____	_____
-----	-----	-----
_____	_____	_____
-----	-----	-----
_____	_____	_____

Phonemic awareness:

Name each picture. Identify and write the **beginning sound**. The first one has been done for you (Image Source: [Creative Clips](#)).

				
_____	_____	_____	_____	_____
-----	-----	-----	-----	-----
_____	_____	_____	_____	_____

The Pronoun "I":

Look at page 3. Point to the word "I". Who is "I" in this sentence? "I" is a word people use to talk about themselves. Write two of your own "I" sentences to tell what you can see.

Informational Text for the Day: Pond Animals
(Source: <https://www.readinga-z.com/> from [Learning A-Z](#))

Discussion Question:

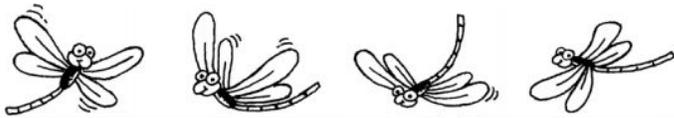
How is a pond the same as a puddle? As a lake? What makes it different from each of these?

Read the Book:

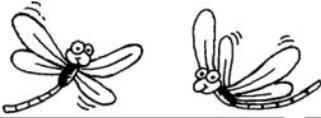
As you read the book today, stop to count and color the number of animals that matches the words in the book.
Read the book a second time, and circle words that you have a hard time reading.

Number Words:

Use the word bank to fill in the missing words to make these sentences true.



see _____ bugs.



see _____ bugs.

Word Bank

- three
- two
- five
- four

Phonics:

Put the letter Ff at the beginning of each group of letters. Sound it out and read the word you've built.

The consonant /f/ sound is /f/.../f/.../f/ like **fish** and **fun**.

_____ _____ _____

_____ in _____ og _____ an



Comprehension Quiz (circle the correct answer):

Which animals were not found in the water at this pond?

- a) the worms
- b) the ducks

How are swans different from ducks?

- a) Swans have long necks.
- b) Swans have short necks.

The author's purpose for this story is _____.

- a) to inform
- b) to tell a story

What is another animal that could live in the pond?

- a) an alligator
- b) a bear

What is a **pond**?

- a) a kind of animal
- b) a small body of water

A Fish Sees

A Reading A-Z Level A Leveled Book
Word Count: 32

Connections

Writing and Art

What would Fred see if he were in your bedroom? Draw a picture and label what Fred would see.

Math

Create a graph showing the kinds of pets your classmates have at home.



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LEVELED BOOK • A

A Fish Sees



Written by Edie Evans
Illustrated by Micah Chambers-Goldberg

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Focus Question

Who is Fred? How do you know?

Words to Know

book	picture
friend	sees
lamp	toy

A Fish Sees
Level A Leveled Book
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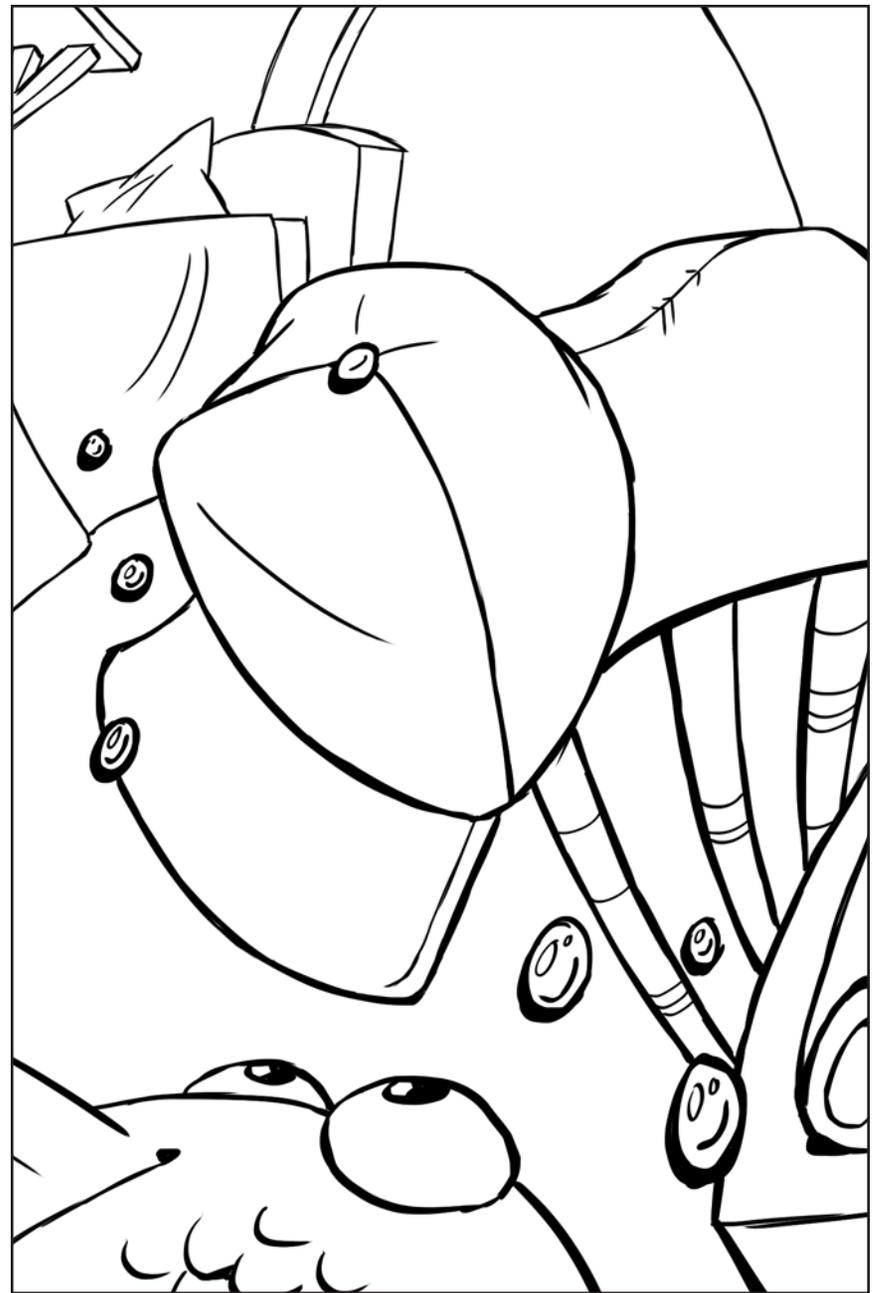
Correlation

LEVEL A

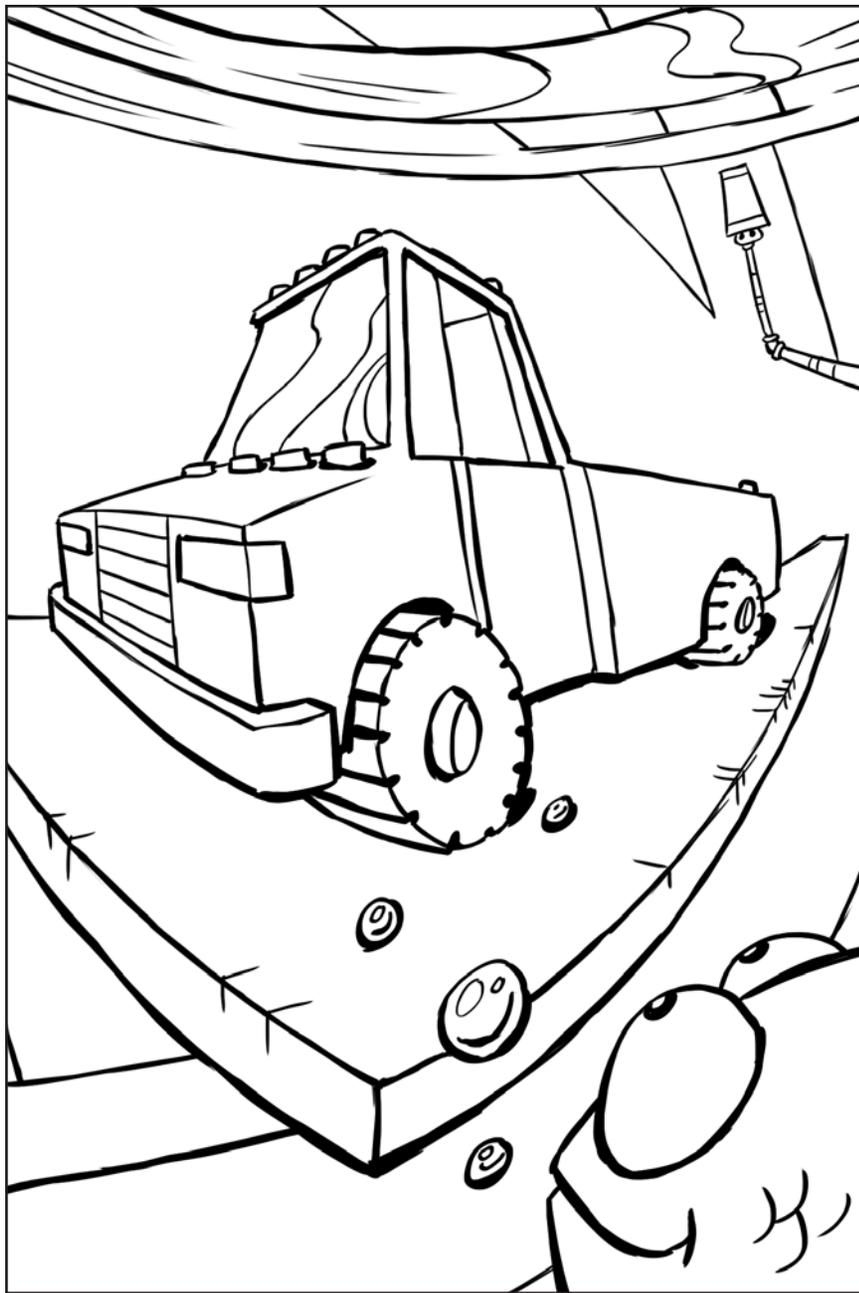
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



Fred sees a bed.



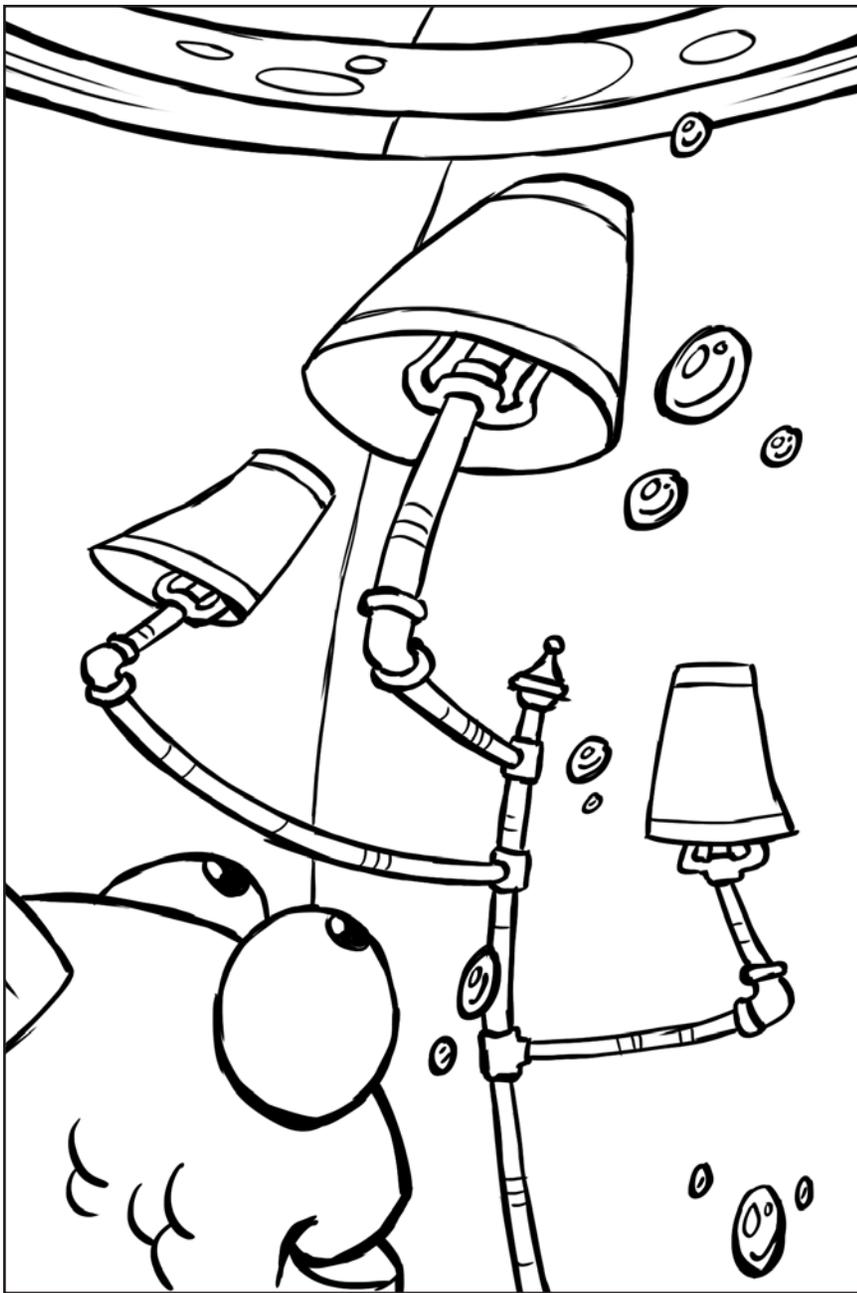
Fred sees a hat.



Fred sees a toy.



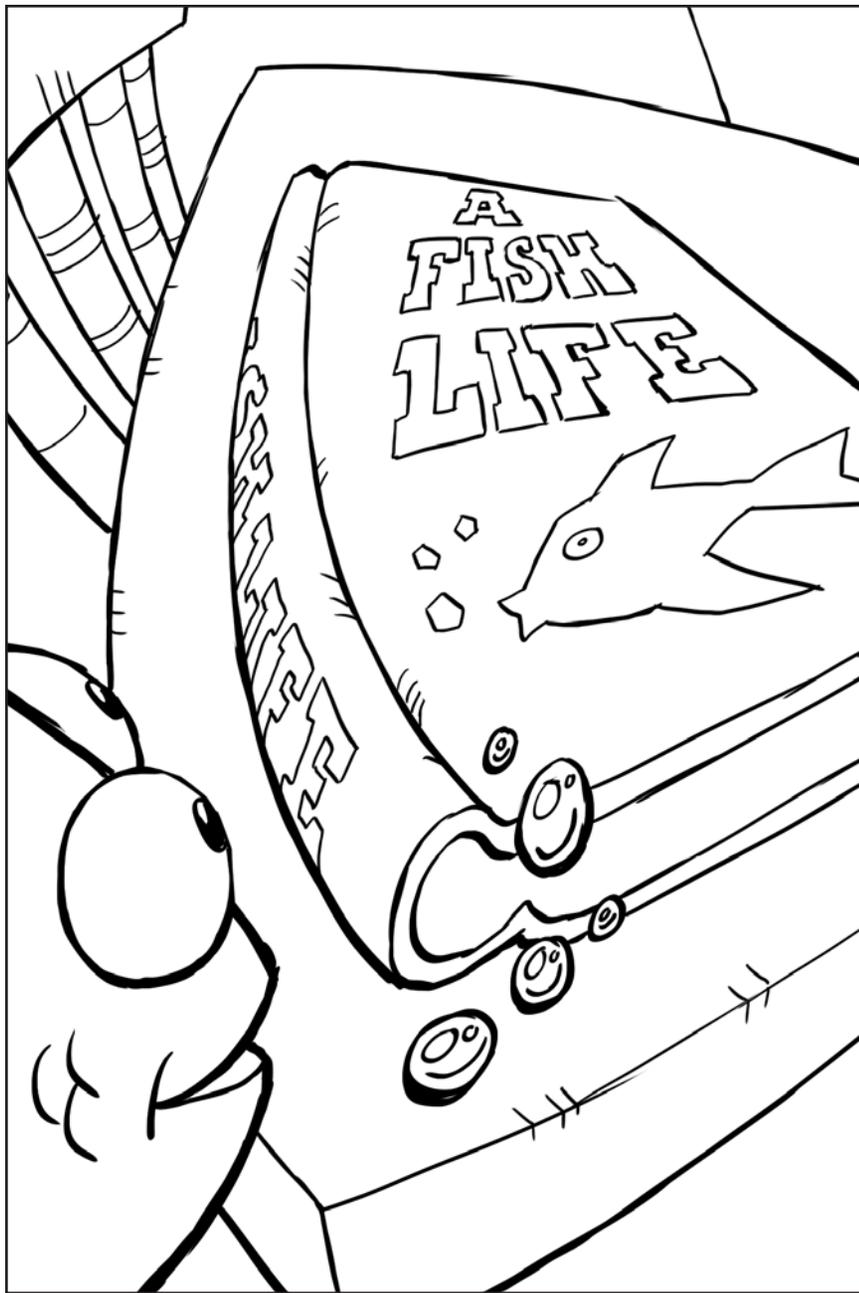
Fred sees a picture.



Fred sees a lamp.



Fred sees a cat.



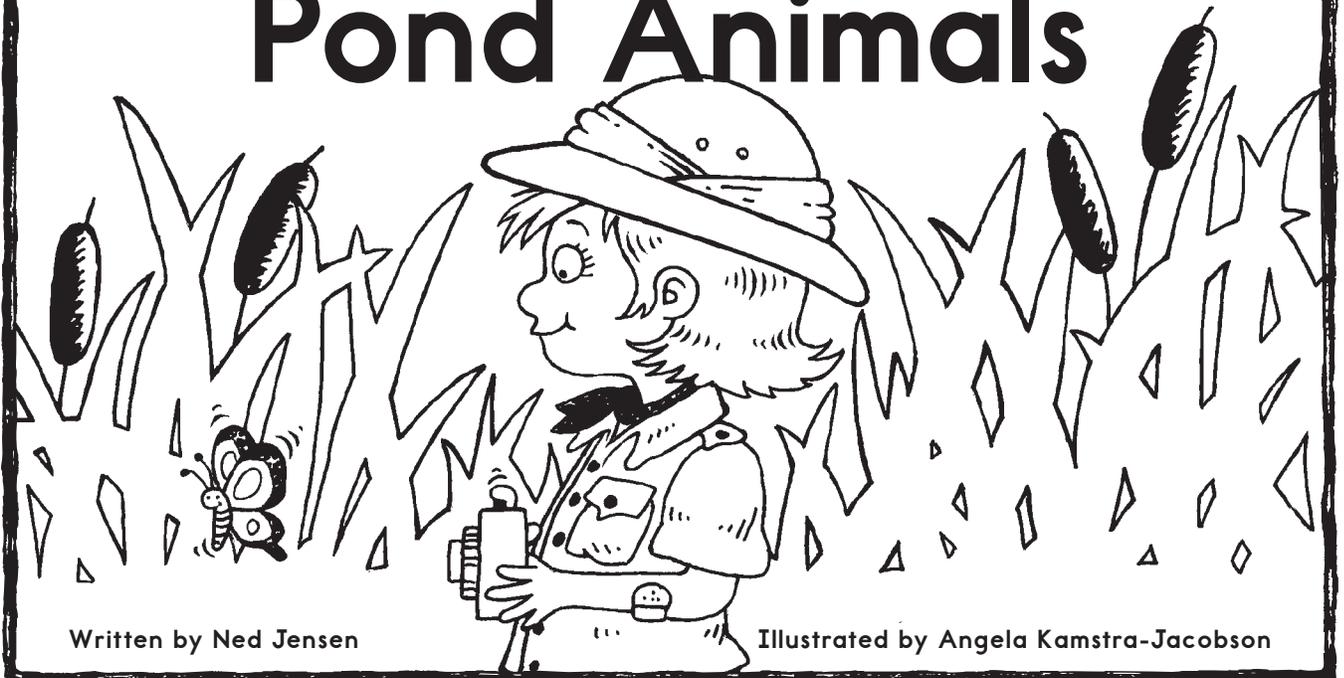
Fred sees a book.



Fred sees a friend.

LEVELED BOOK • A

Pond Animals



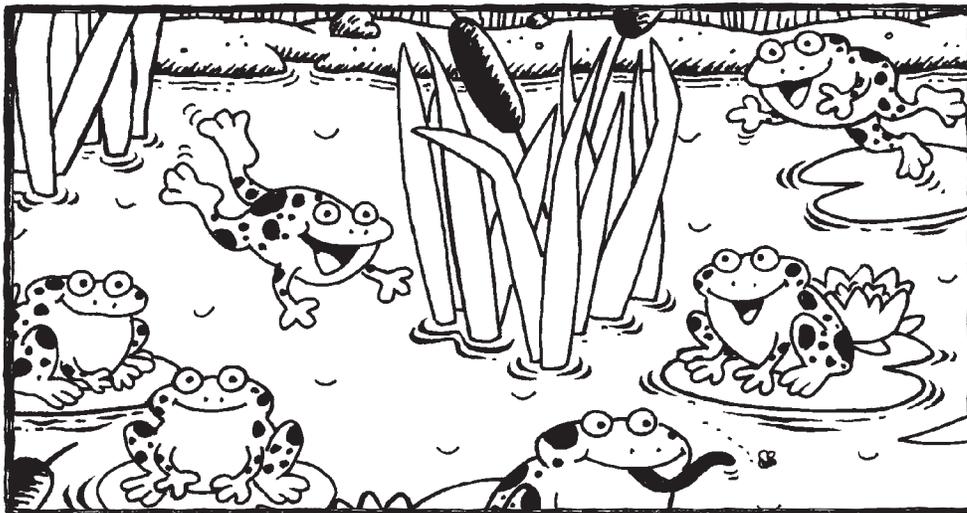
Written by Ned Jensen

Illustrated by Angela Kamstra-Jacobson

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Pond Animals

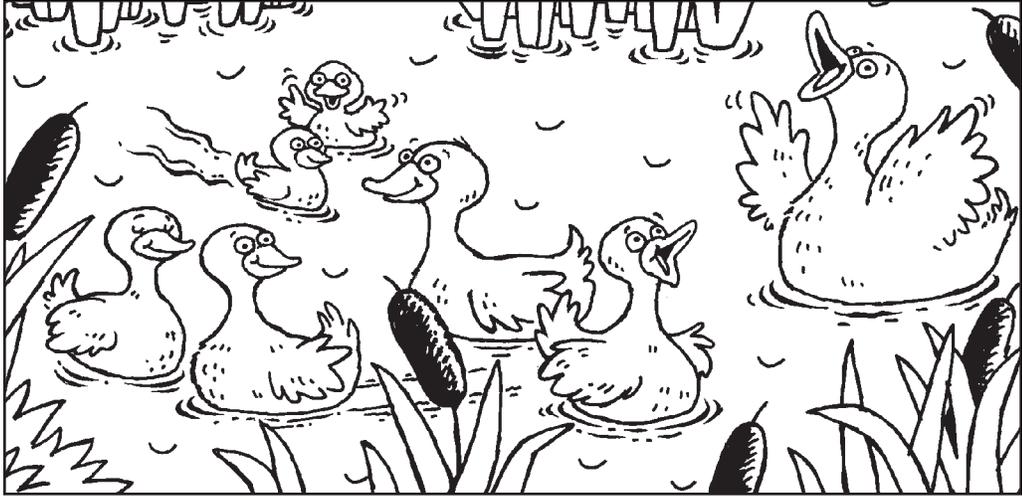
A Reading A-Z Level A Leveled Book • Word Count: 32



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Pond Animals

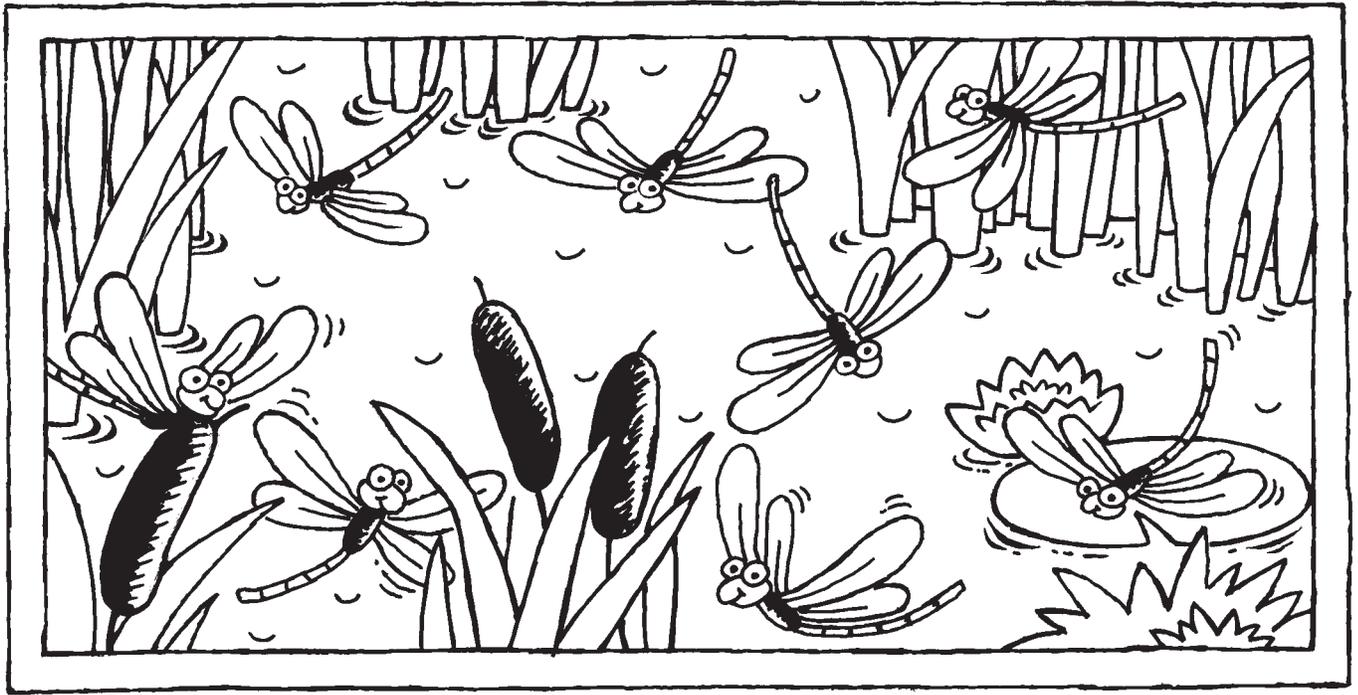


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Illustrated by Angela Kamstra-Jacobson

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Correlation	
LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1

Pond Animals
Level A Leveled Book
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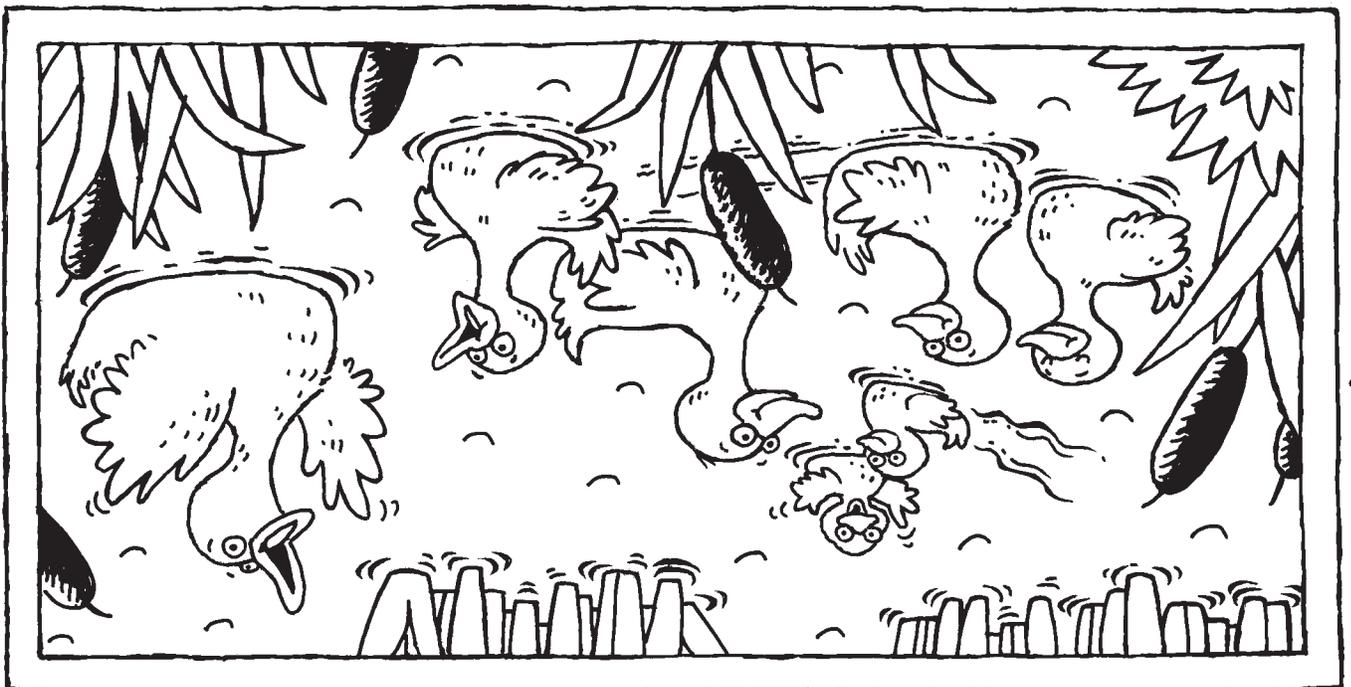
I see eight bugs.

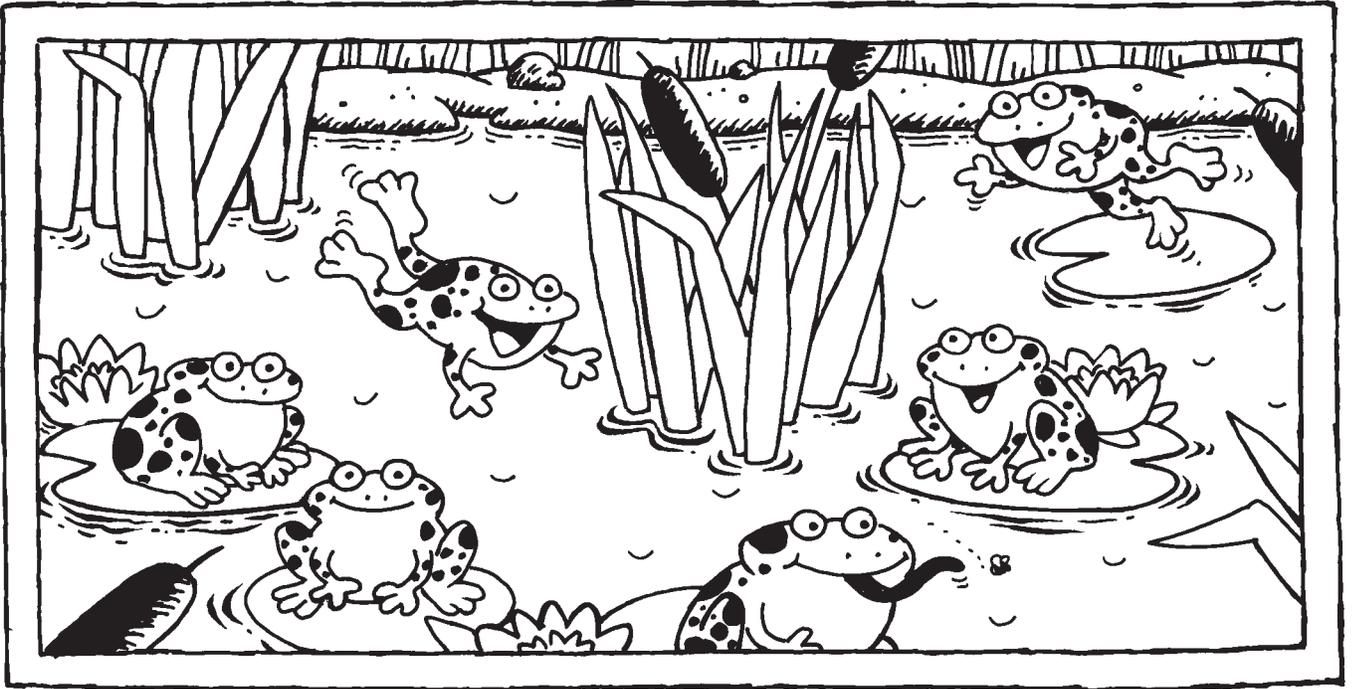
Pond Animals • Level A

3

4

I see seven ducks.





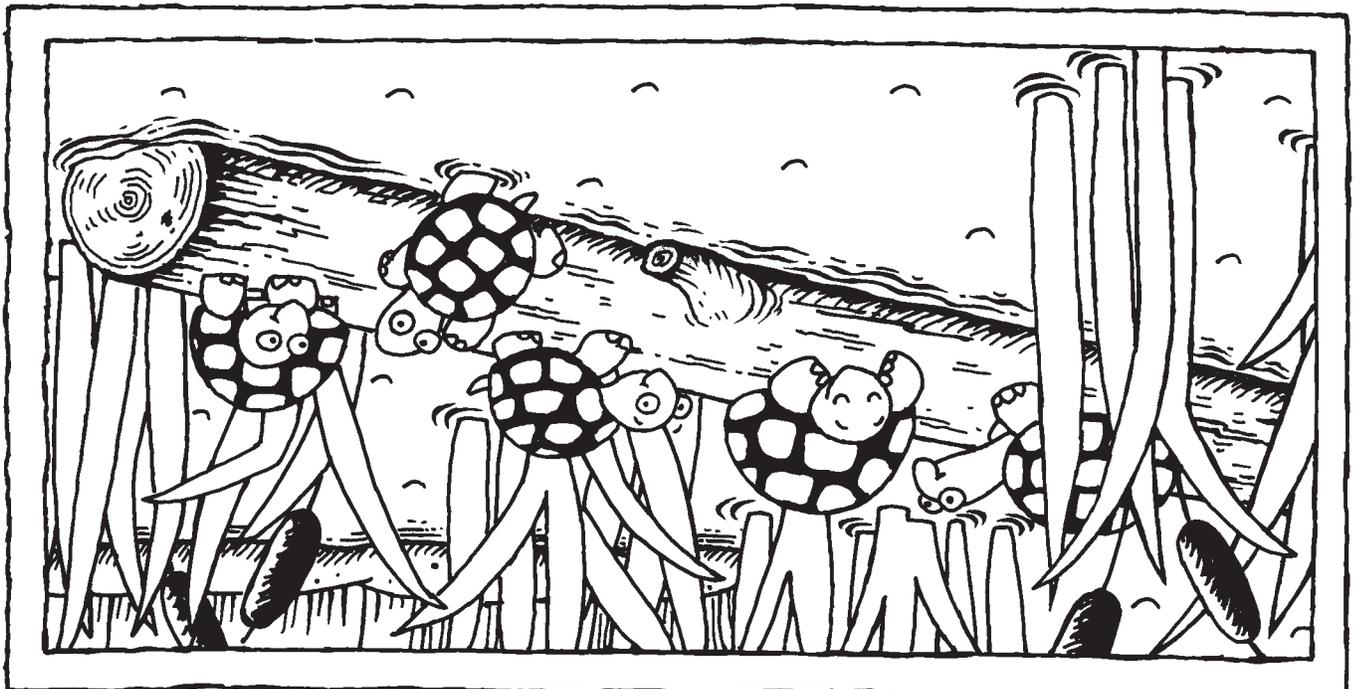
I see six frogs.

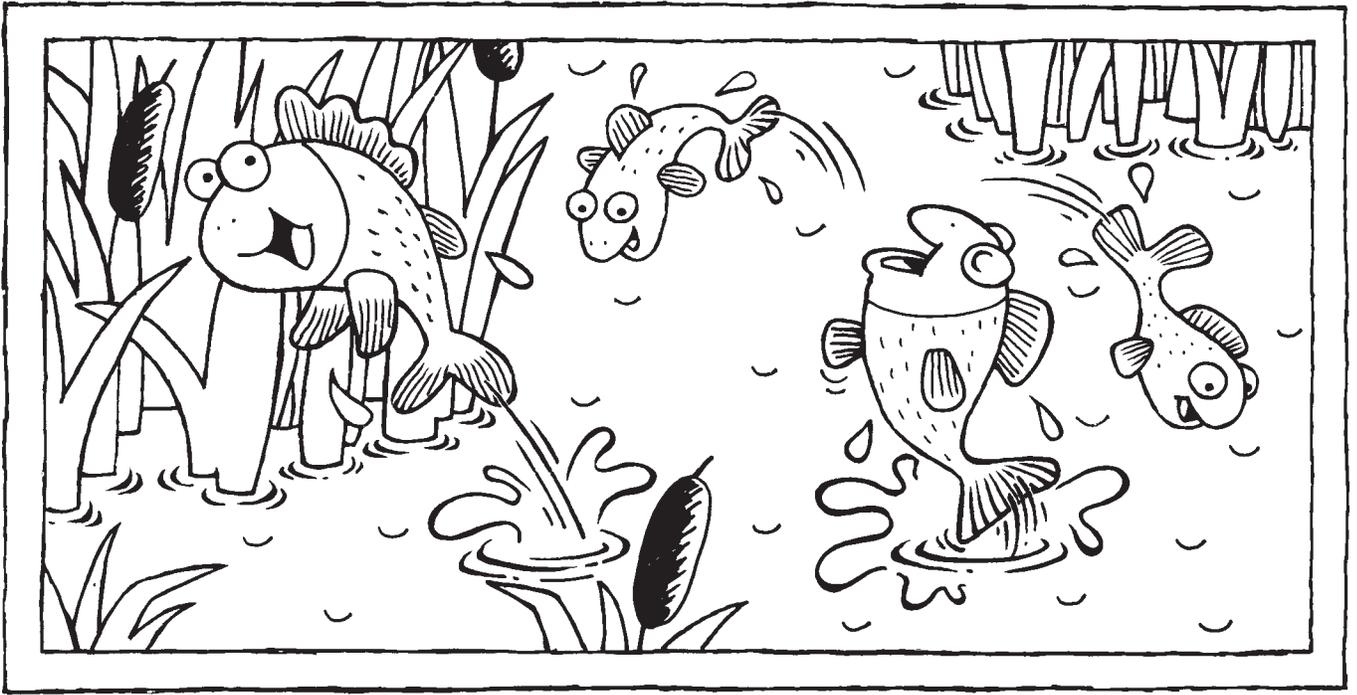
Pond Animals • Level A

5

9

I see five turtles.





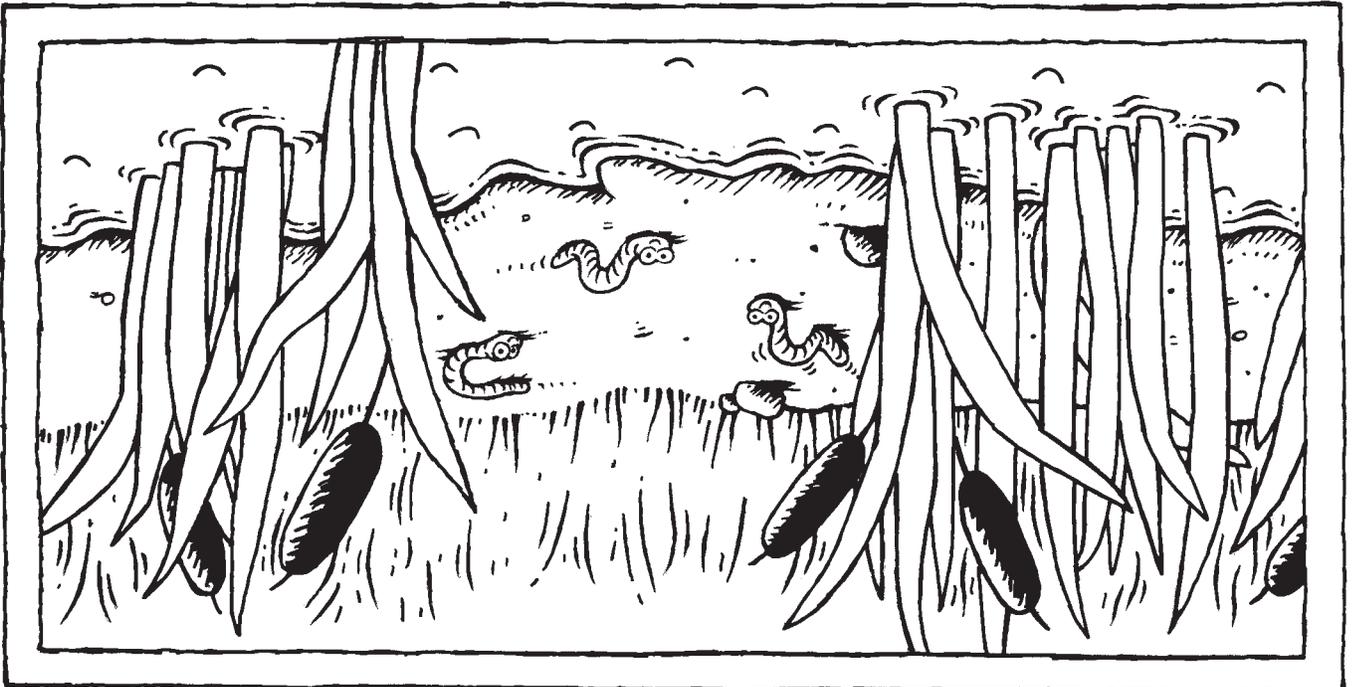
I see four fish.

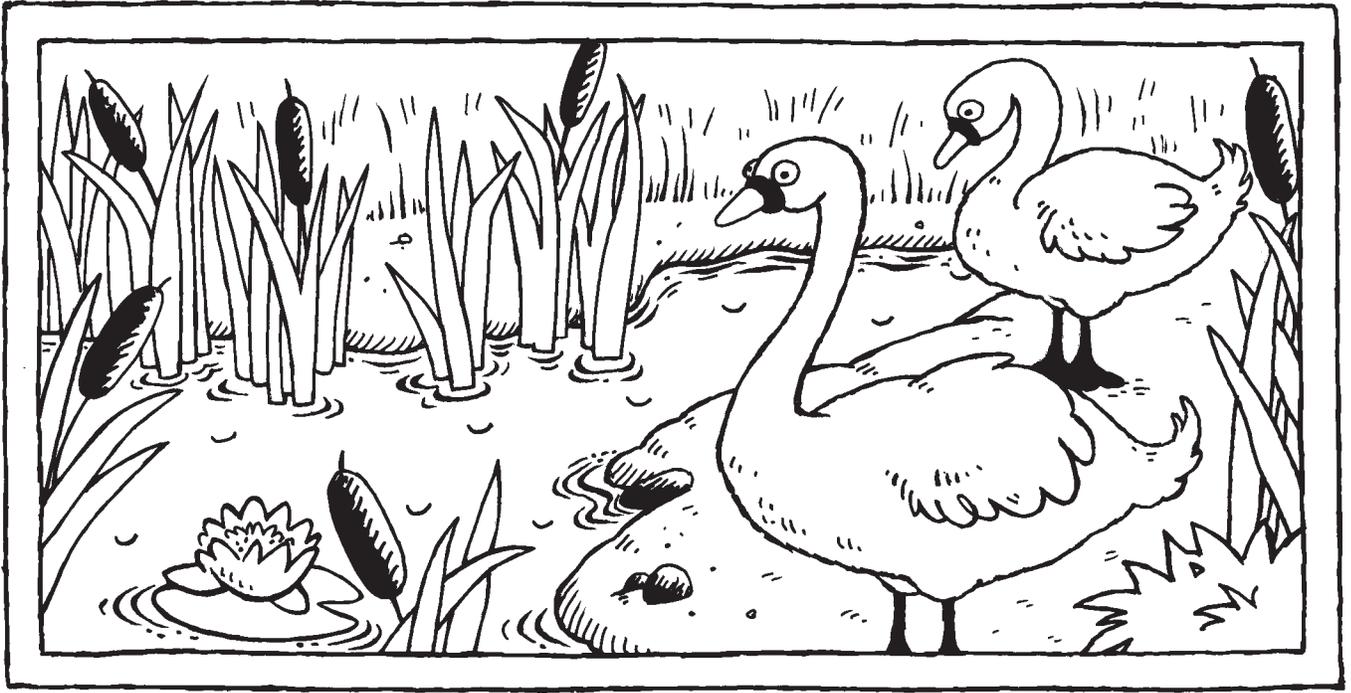
Pond Animals • Level A

7

8

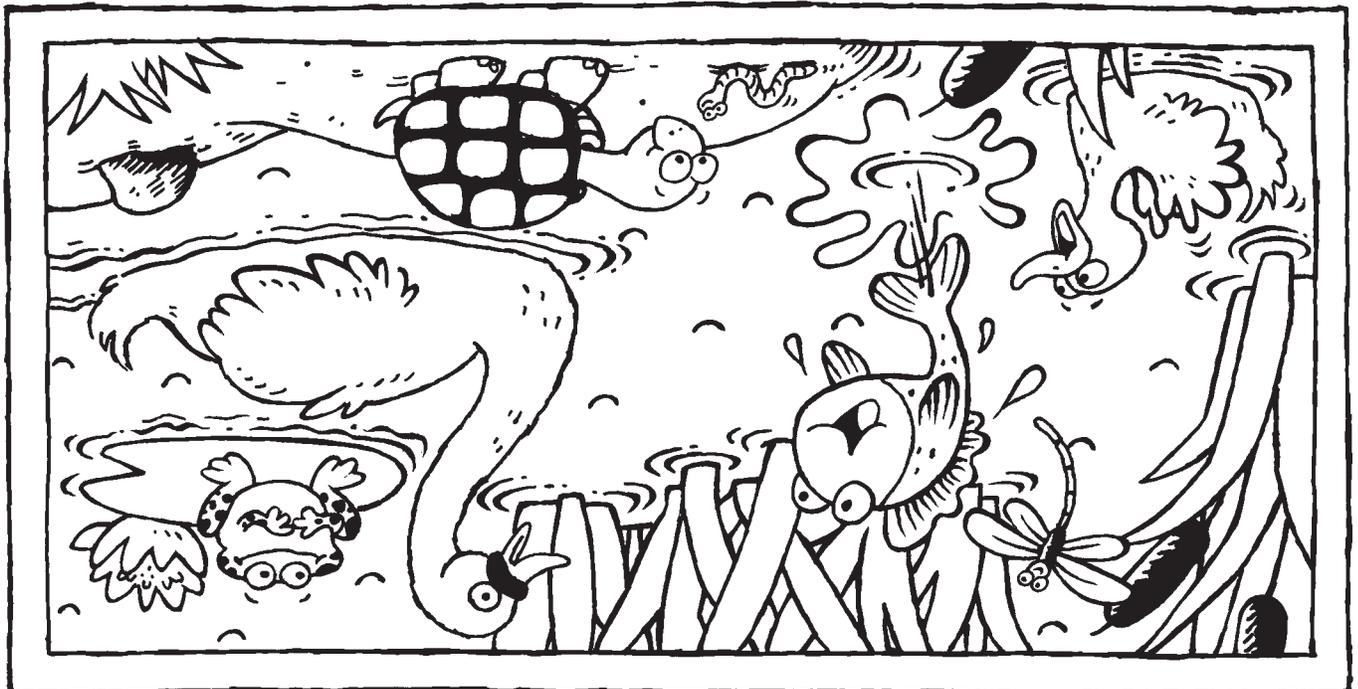
I see three worms.





I see two swans.

I see one pond.



English Language Arts **Kindergarten** Learning
CHOICE BOARD

UNIT 3

The following activities are intended to be open-ended and require little (paper and pencil) or no supplies. Some different ideas for use are: do one activity a day, try to get three in a row for a "BINGO," save the activities for one day of the week, or use them to generate ideas of your own. It's your choice!

<p><u>"A Fish Sees"</u> <u>Bonus Activity</u></p> <p>You read the story "A Fish Sees." Draw a picture of what kind of pet you would like to be for a day. Write some sentences to tell about what you would do.</p>	<p><u>Chores at Home</u> <u>Write a "How To"</u></p> <p>Do one of your chores, or ask for a chore to do. Write about how you do that chore. Try using words like <i>first, next, after, then, etc.</i></p>	<p><u>ABC Collage</u></p> <p>Go through magazines, newspapers, ads, & junk mail and find a word that starts with each letter of the alphabet. Cut/tear them out. If you have glue, glue them down on a new piece of paper.</p>
<p><u>Shape Scavenger Hunt</u></p> <p>With a family member, go outside and look for something shaped like a circle, a square, a triangle, a rectangle, an oval, etc. Come back in and write about what you found. <i>A ___ is ____.</i></p>	<p><u>Start a Journal & Write Your Story!</u></p> <p>We are history in the making! Start a daily or weekly journal. Write about anything you want or use this weekly prompt: What did you do today?</p>	<p><u>Nature Walk:</u> <u>Observe Outdoors</u></p> <p>Go outside on a walk with a family member. How is the weather? What does it feel like? What can you see or hear?</p>
<p><u>My Teacher</u></p> <p>Who is your teacher? What tools he/she needs for his/her job? Draw a picture and label the different things you drew.</p>	<p><u>Write a Letter to a Frontline Responder</u></p> <p>Frontline Responders are those people helping to keep us and others safe and healthy during this time. Write a letter to thank them or tell them you're thinking of them.</p>	<p><u>Make Your Own:</u> <u>Number Book</u></p> <p>In "Pond Animals," animals are counted. Write your own number book where you tell how many things you see on each page. <i>I see ___ ___.</i></p>