



# Kindergarten ELA & Math Part 4

## 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

Combinations of 10 (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Use two different crayons to color in each train with different combinations of 10. On the line below each train, write an equation for that combination of 10. The first one has been done for you as an example.



\_\_\_\_\_

$$7 + 3 = 10$$



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



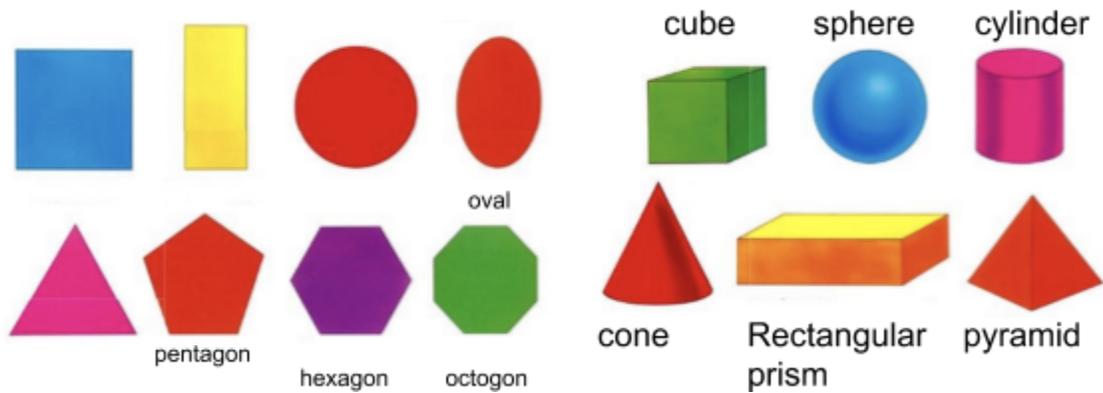
\_\_\_\_\_



\_\_\_\_\_

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

Using the following picture, complete the following sentences (using the phrases: above, below, beside.)



- A. The cube is \_\_\_\_\_ the sphere.
- B. The hexagon is \_\_\_\_\_ the circle.
- C. Use the shape names to complete the following statements:
- D. The \_\_\_\_\_ is next to the \_\_\_\_\_.
- E. The \_\_\_\_\_ is beside the \_\_\_\_\_.

Counting (Source: [talkingmathwithkids.com](http://talkingmathwithkids.com))

How many do you see? How did you count them?



**Day 2**Add (+) or subtract (-) (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Use counters or ten-frames, or draw pictures if you wish.

Solve each addition or subtraction problem.

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

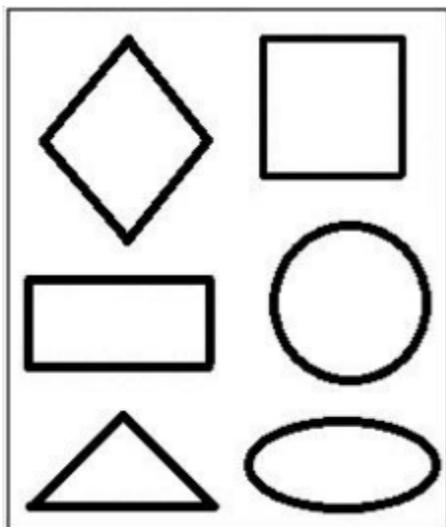
$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

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

Using the diagram, fill in the blanks with the names of the shapes to make each statement true.

Word Bank:

Circle

Rectangle

Square

Oval

Rhombus

Triangle

- A. \_\_\_\_\_ has more sides than \_\_\_\_\_
- B. \_\_\_\_\_ has the same number of sides as \_\_\_\_\_
- C. \_\_\_\_\_ has more corners than \_\_\_\_\_

1-2-3 Nim on a 10-Frame Game (Source: [mathforlove.org](http://mathforlove.org))

Materials: 10-frame, counters

Players take turns placing one, two, or three counters on the open squares of a 10-frame. Whoever fills up the 10-frame wins. This game is for two players only.


### Day 3

Adding and Subtracting (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Complete each equation.

$5 + 0 = \underline{\quad}$

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

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

$0 + \underline{\quad} = 3$

$3 + \underline{\quad} = 4$

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

$5 - 2 = \underline{\quad}$

$4 = 5 - \underline{\quad}$

Which One Doesn't Belong? (<http://wodb.ca/>)

Choose one item in this picture that you don't think it belongs with the rest. Explain why. Can you pick another item and give a different reason?



Visual Pattern

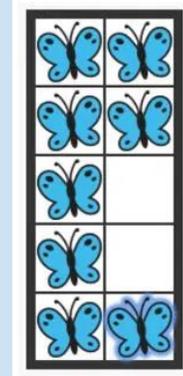
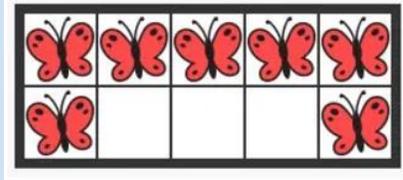
Below is a pattern of cylinders in stages 1-3 below. Draw what you think stage 4 might look like. Label how many cylinders are in each stage. (Source: [visualpatterns.org](http://visualpatterns.org))



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?



**Day 4**

Count the Cubes (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Count the cubes in each set and record the number.


Find What's Missing (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Fill in the missing numbers. Use the pictures to help.



= 1 ¢

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Equations (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Complete each equation.

$5 + 4 =$

$7 - 4 =$

$10 - 8 =$

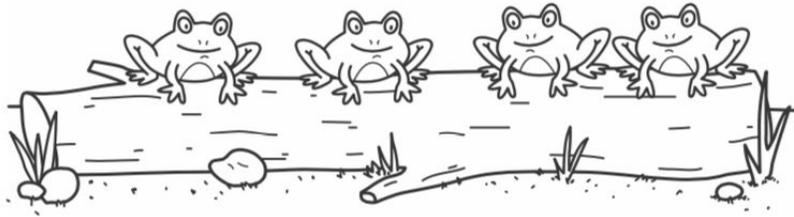
$6 + 2 =$

## Day 5

Frog Story Problems (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Use pictures and numbers to show how you solve each problem.

**4 frogs. How many eyes?**



**10 eyes. How many frogs?**



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

What is the value of the last row?

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

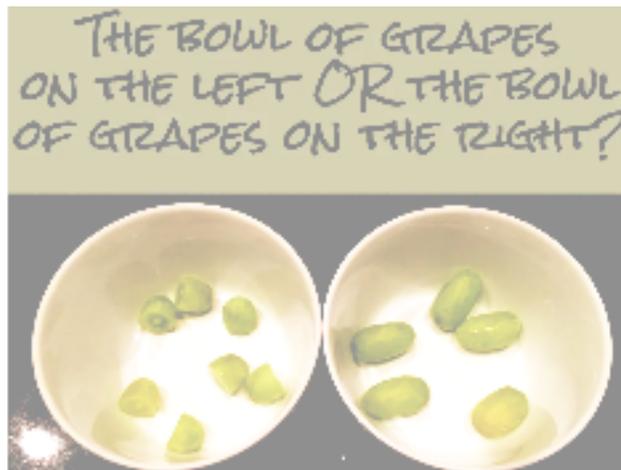
$$\text{Broccoli} - \text{Pie} = 6$$

$$\text{Broccoli} + \text{Sandwich} = 9$$

$$\text{Pie} + \text{Sandwich} = ?$$

Would You Rather (Source: <https://www.wouldyourathermath.com/>)

Whichever option you choose, justify your reasoning with mathematics





Day 1

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

Before Reading - Building Background:

If you had a pet dinosaur, what would you teach it to do? Draw and write here.

Read the Book:

As you read the first time, use picture clues to help you with any tricky words.  
Read the book a second time and circle any sight words while you read.

Snap Words:

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

was

are

can

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

Punctuation - Question Marks:

A question mark (?) is a type of punctuation that goes at the end that lets the reader know that a question is being asked. Circle the question mark at the end of each sentence below.

Can your pet dinosaur sit?

Can your pet dinosaur hide?

Discussion Question (talk and write about it!):

What is your favorite part of My Pet Dinosaur?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Characters:

**Characters** are the people or animals that the story is about. Who are the characters in My Pet Dinosaur? Draw their pictures on a blank sheet of paper. 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, think about how many things the dinosaur can do. Read the book a second time, and circle words that have the consonant /d/ sound.

The consonant /d/ sound is /d/.../d/.../d/ like **duck** or **dive**.

Phonics:

## Short Vowel Review

a e i o u

Write the missing vowel for each word below.



   b    d   



   c    t   



   n    t   



   n    t   



   d    g   



   b    t

Punctuation - Periods:

A question mark (?) is a type of punctuation that goes at the end that lets the reader know that a question is being asked. Write a question mark at the end of each sentence, then **write** your own sentence with a question mark.

Do you have a pet dinosaur  
Where is he hiding  
Can we go to play now

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Discussion Question (talk and write about it!):

Do you think dinosaurs would make good pets? Why or why not?

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---

Day 3

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

Character Traits:

There are two characters in this story. Characters can be **described** in different ways. Draw which character goes with the describing word below.

big

small

--	--

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 have the short i sound.



Discussion Question (talk and write about it!):

How are the boy and the dinosaur alike? How are they different?

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Comprehension Quiz (circle the correct answer):

Which of the following is a character in the story?

a) the house

b) the dinosaur

What happens after the pet dinosaur shakes the boy's hand?

a) The dinosaur begs for carrots

b) The dinosaur sits on a car.

Why can't the dinosaur hide?

a) It's too big.

b) It's too loud.

What is this story mostly about?

a) what a pet dinosaur cannot do

b) what a pet dinosaur can do

What word means *to bring or get*?

a) beg

b) fetch

Day 4

Informational Text for the Day: It Is Spring  
(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:

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---

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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 snap words while you read.

Snap Words:

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

up

out

the

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

Phonemic awareness:

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

				
p				

Phonemic Awareness - Rhyming:

Rhyming words are words that have the same ending sounds. For example, *cat* and *bat* rhyme. Write two words that rhyme with each word listed below.

pop

cot

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

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

Discussion Question: (talk and write about it!):

What do you like to see pop when it is spring? Is it something that pops up, or is it something that pops out?

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

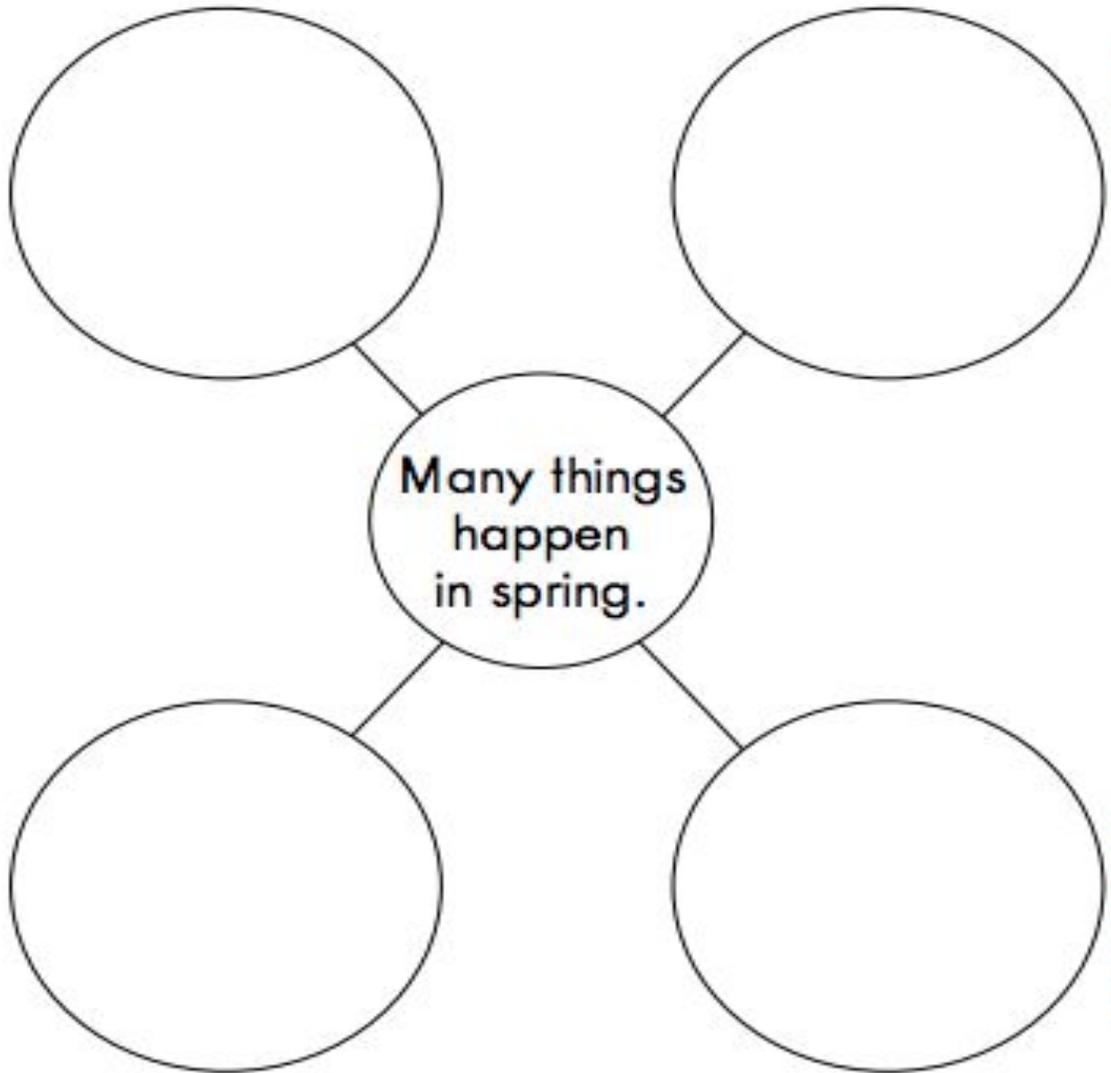
Read the Book:

As you read the book today, look for words that have the short /o/ sound. The short /o/ sound is /o/.../o/.../o/ like **octopus** and **olive**. Read the book a second time, and circle words that you have a hard time reading.



Main Idea and Details:

The main idea of this book is that many things happen in spring. Write/draw 4 of the details from the book in the graphic organizer below..



Phonics: Write the beginning, middle and ending sound for each picture.



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LEVELED BOOK • B

# My Pet Dinosaur



Written by Anthony Curran • Illustrated by Rémy Simard

[www.readinga-z.com](http://www.readinga-z.com)

## My Pet Dinosaur

A Reading A-Z Level B Leveled Book • Word Count: 42

### Connections

#### Writing and Art

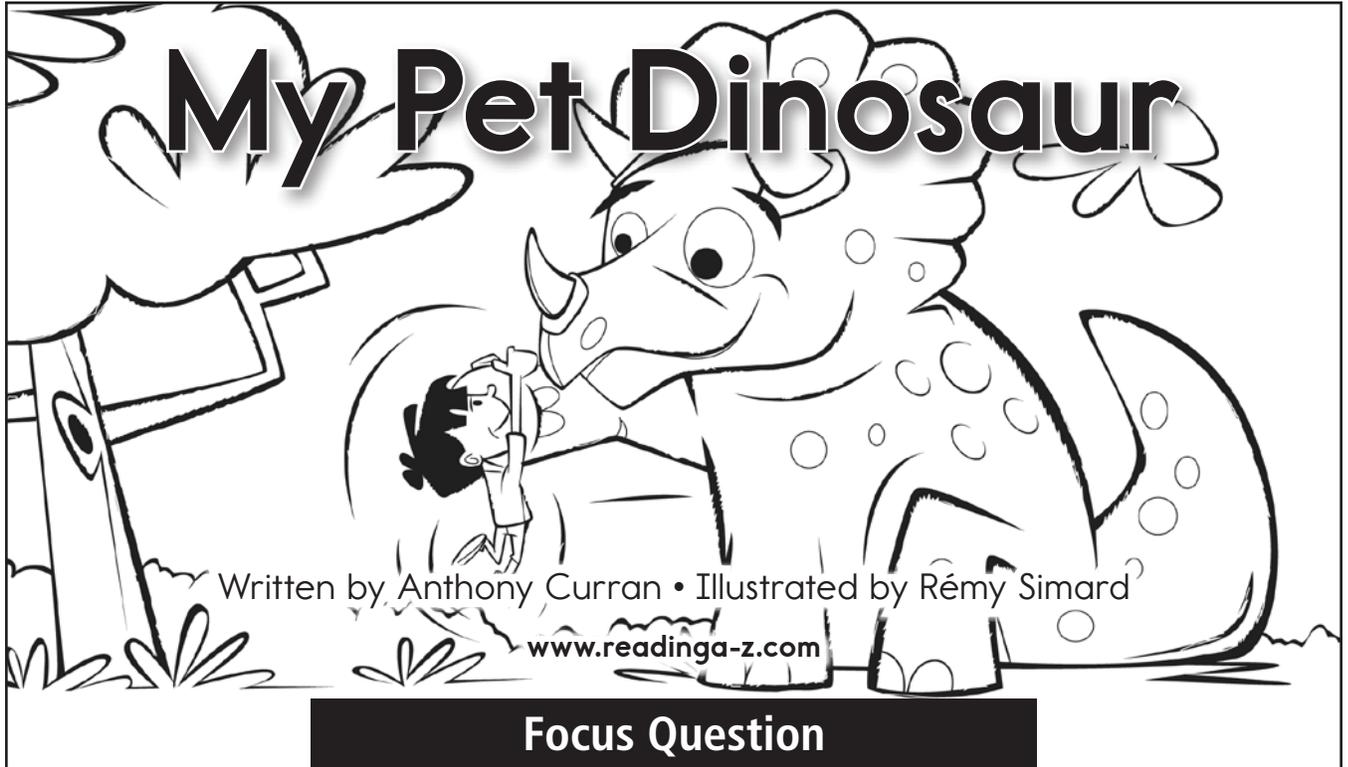
If you could have a pet dinosaur, what trick would you teach it to do? Draw a picture and write about it.

#### Science

How is the pet dinosaur the same as a pet dog? How is it different? Share your ideas with a partner.

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**Focus Question**

What can the pet dinosaur do?

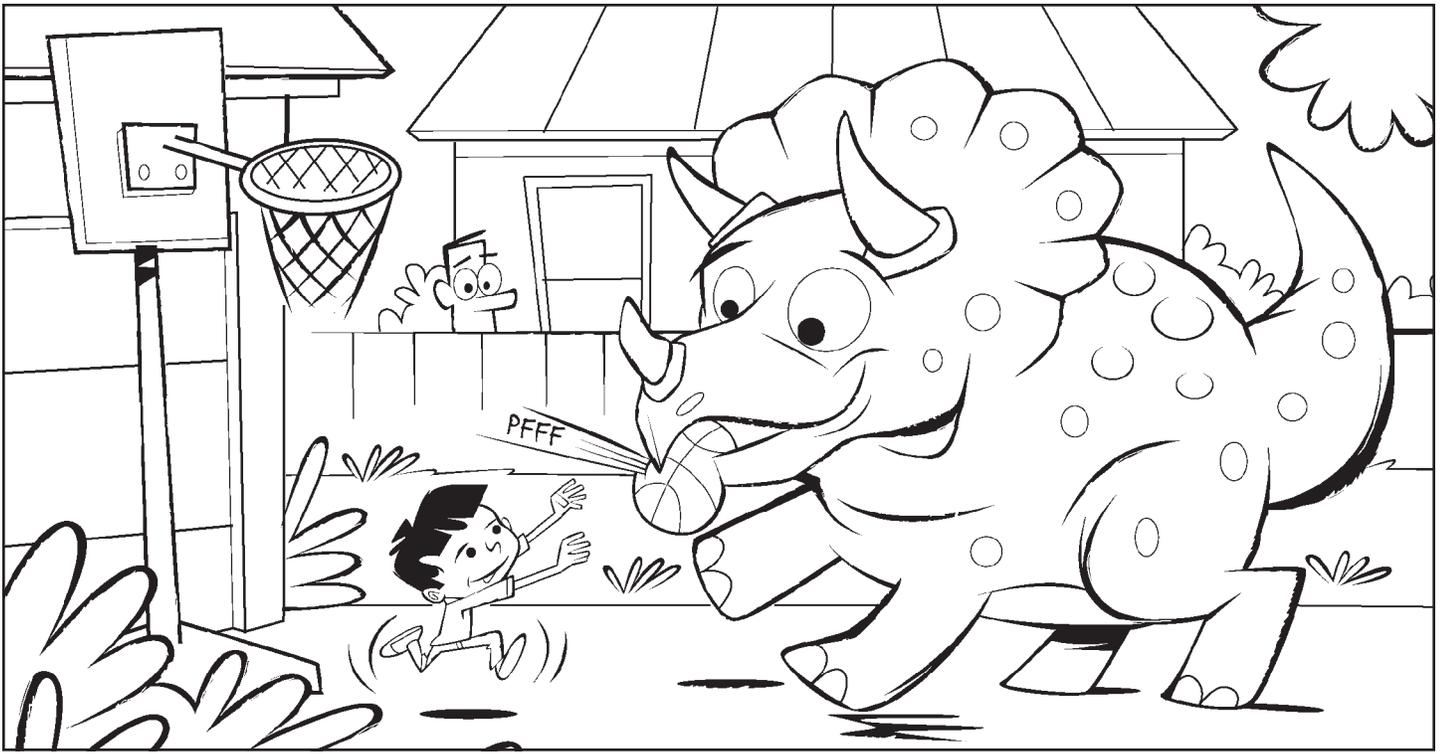
<b>LEVEL B</b>	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

**Correlation**

My Pet Dinosaur  
 Level B Leveled Book  
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 Illustrated by Rémy Simard  
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**Words to Know**

fetch  
 dinosaur  
 beg  
 pet  
 roar  
 shake hands



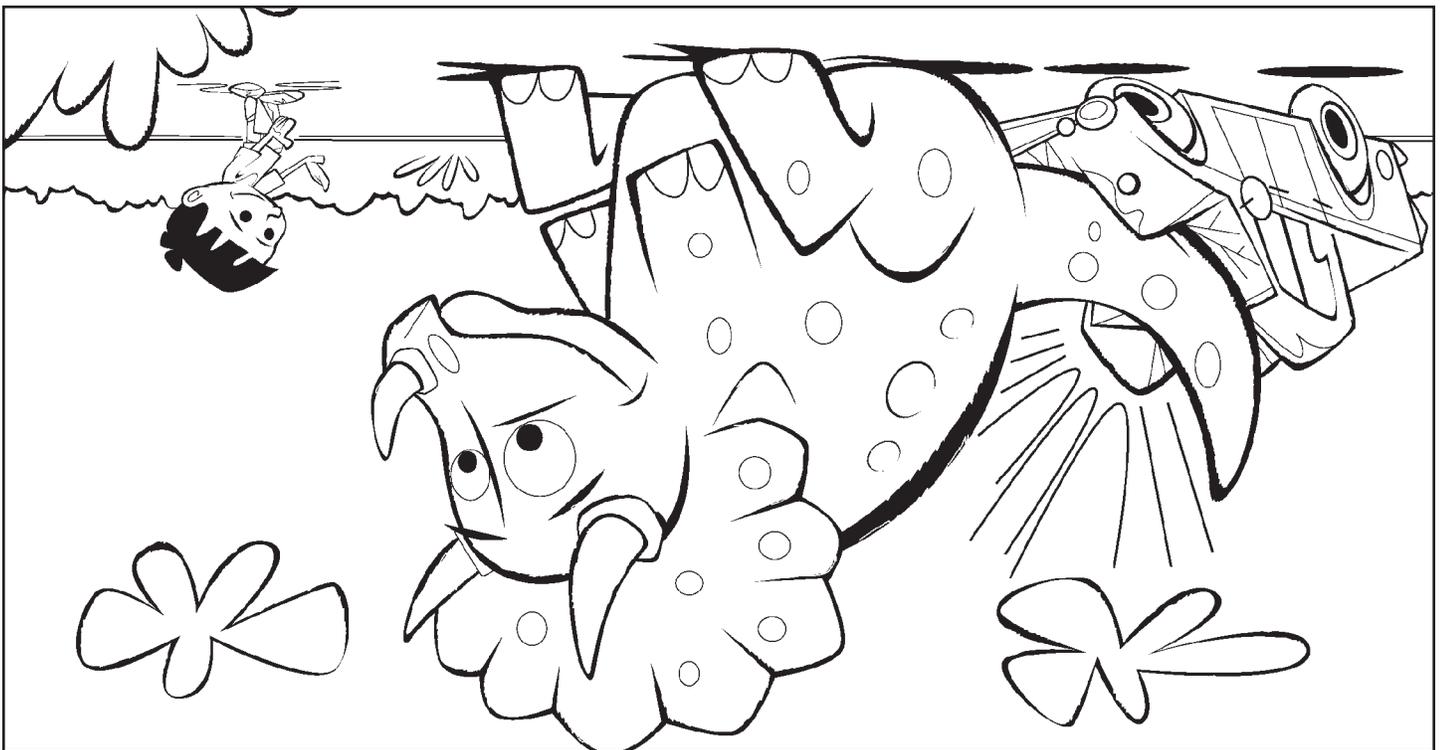
My pet dinosaur can fetch.

My Pet Dinosaur • Level B

3

My pet dinosaur can sit.

4





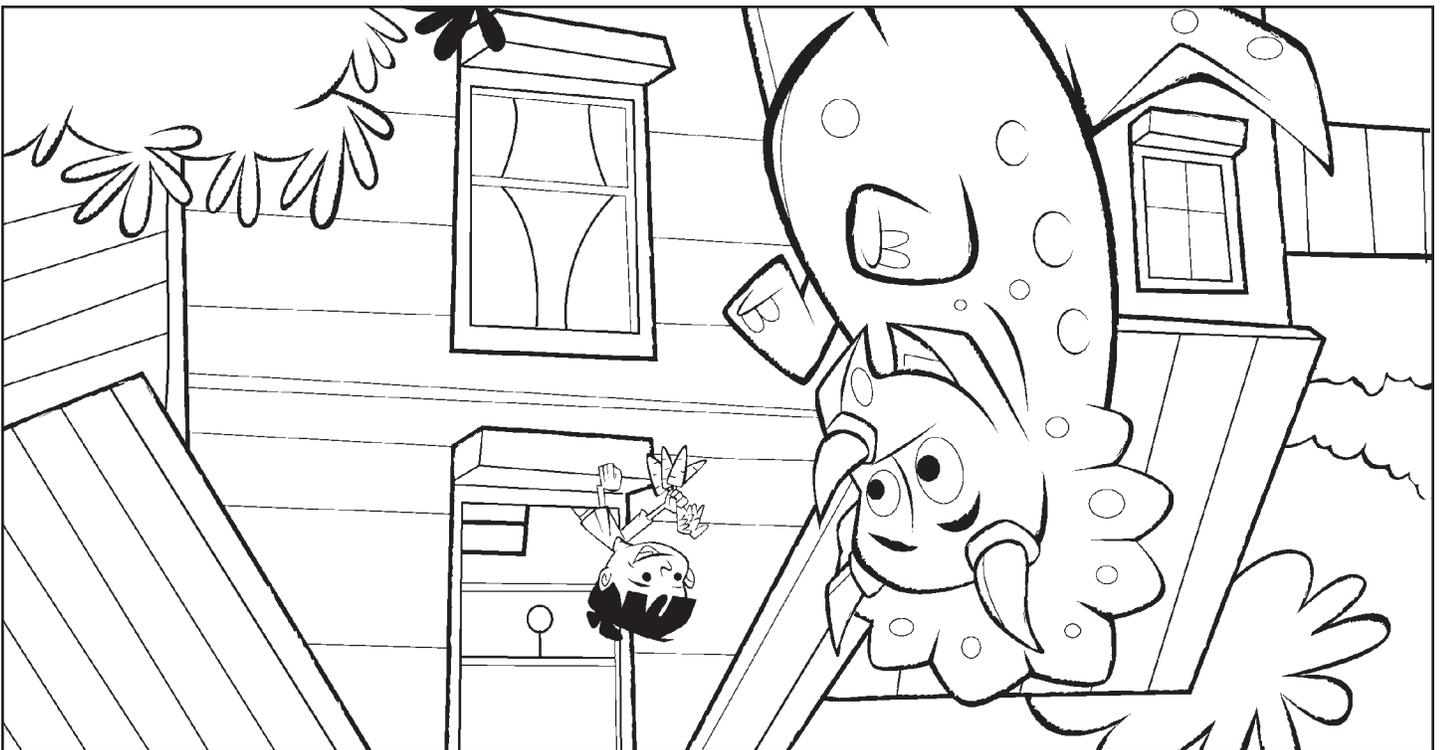
My pet dinosaur can shake hands.

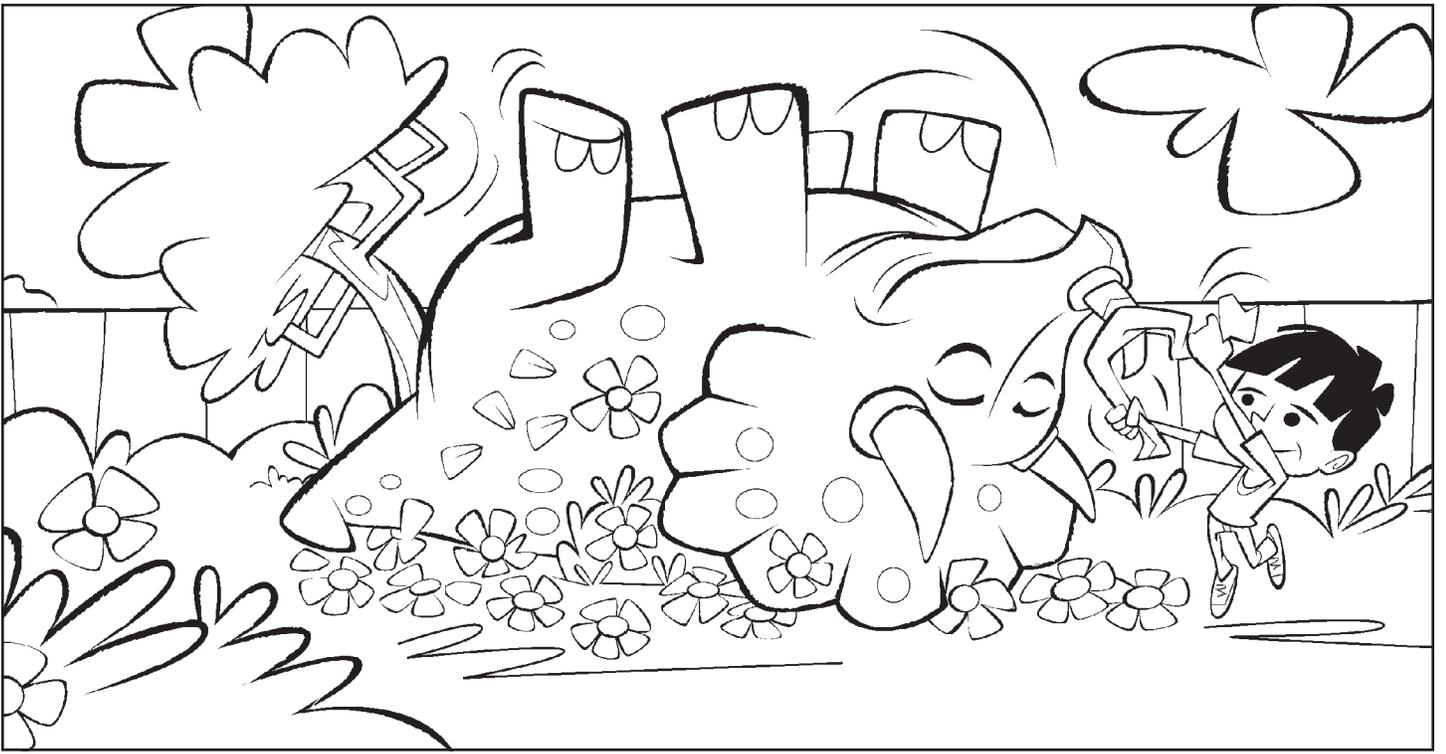
My Pet Dinosaur • Level B

5

My pet dinosaur can beg.

9





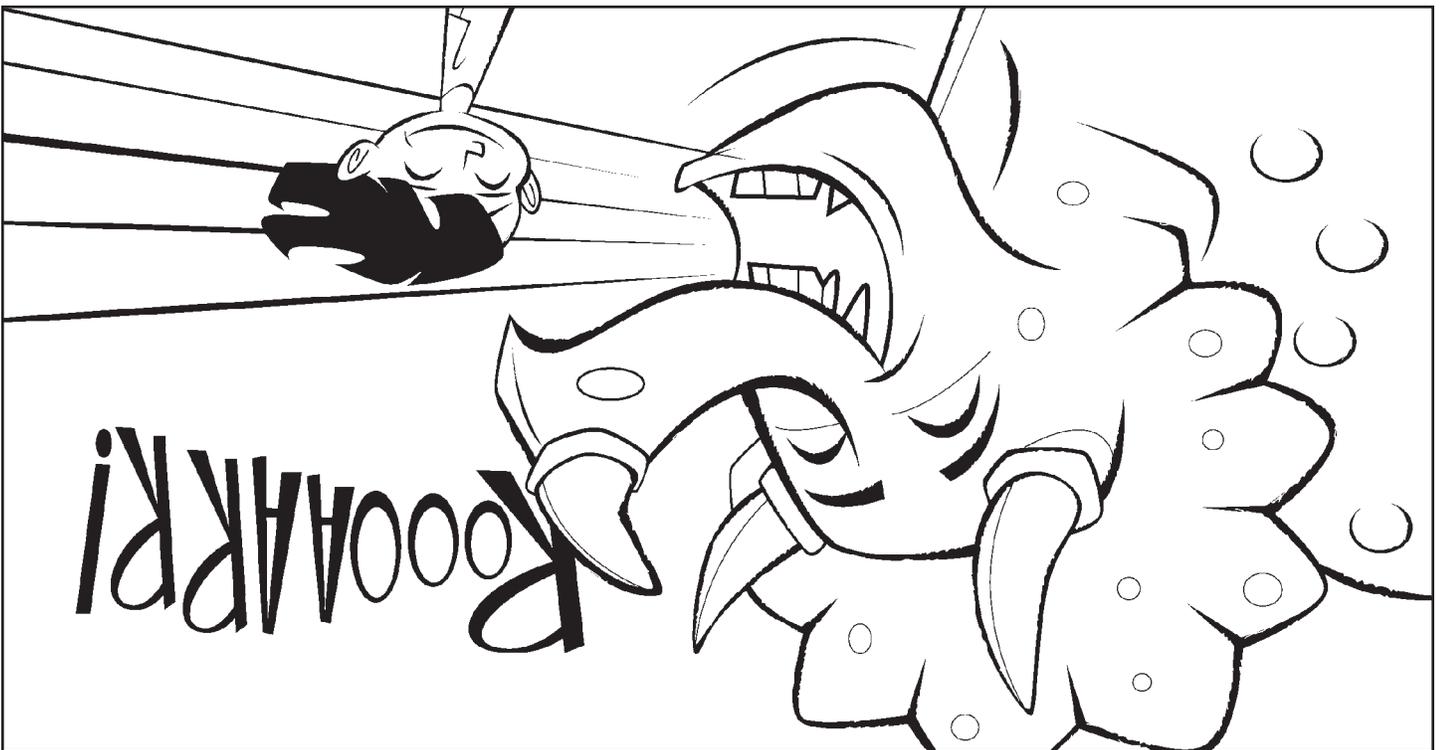
My pet dinosaur can lie down.

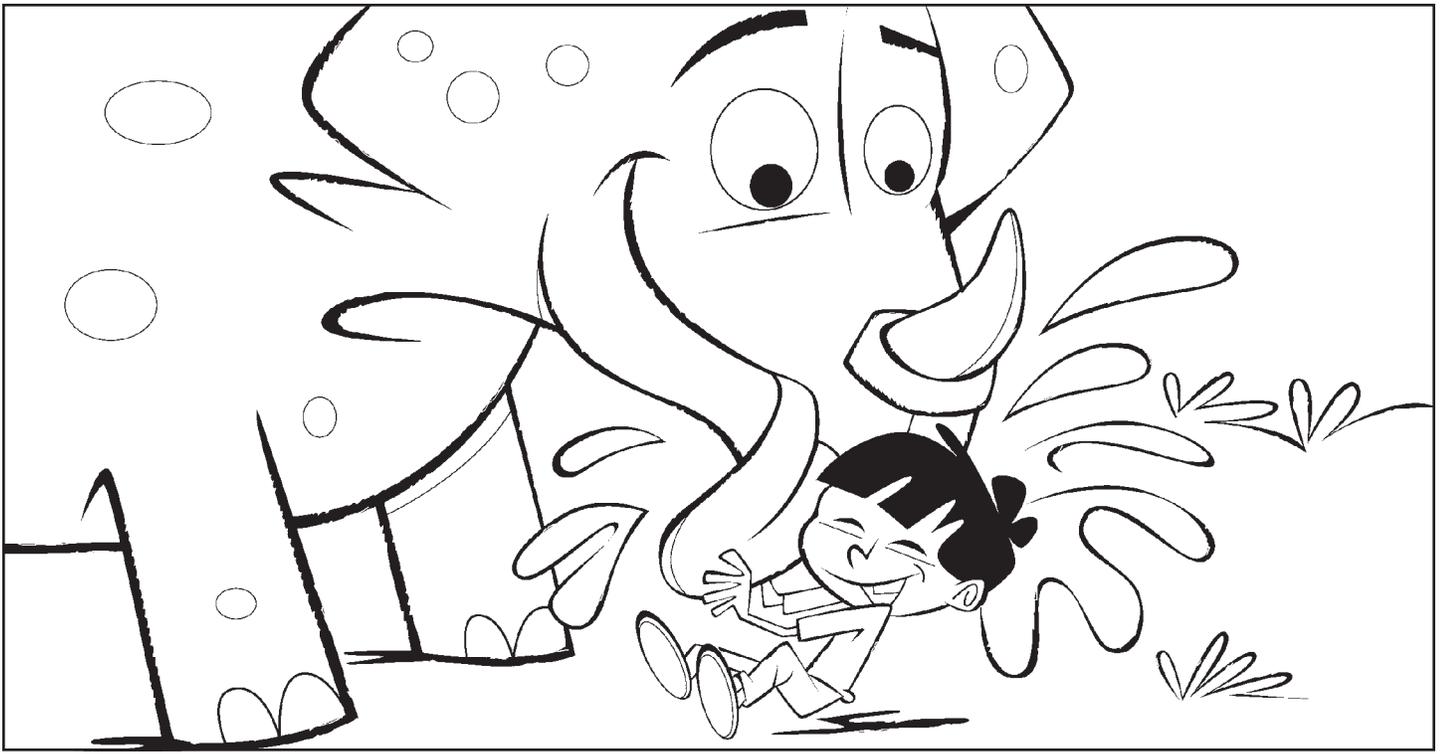
My Pet Dinosaur • Level B

7

8

My pet dinosaur can roar.





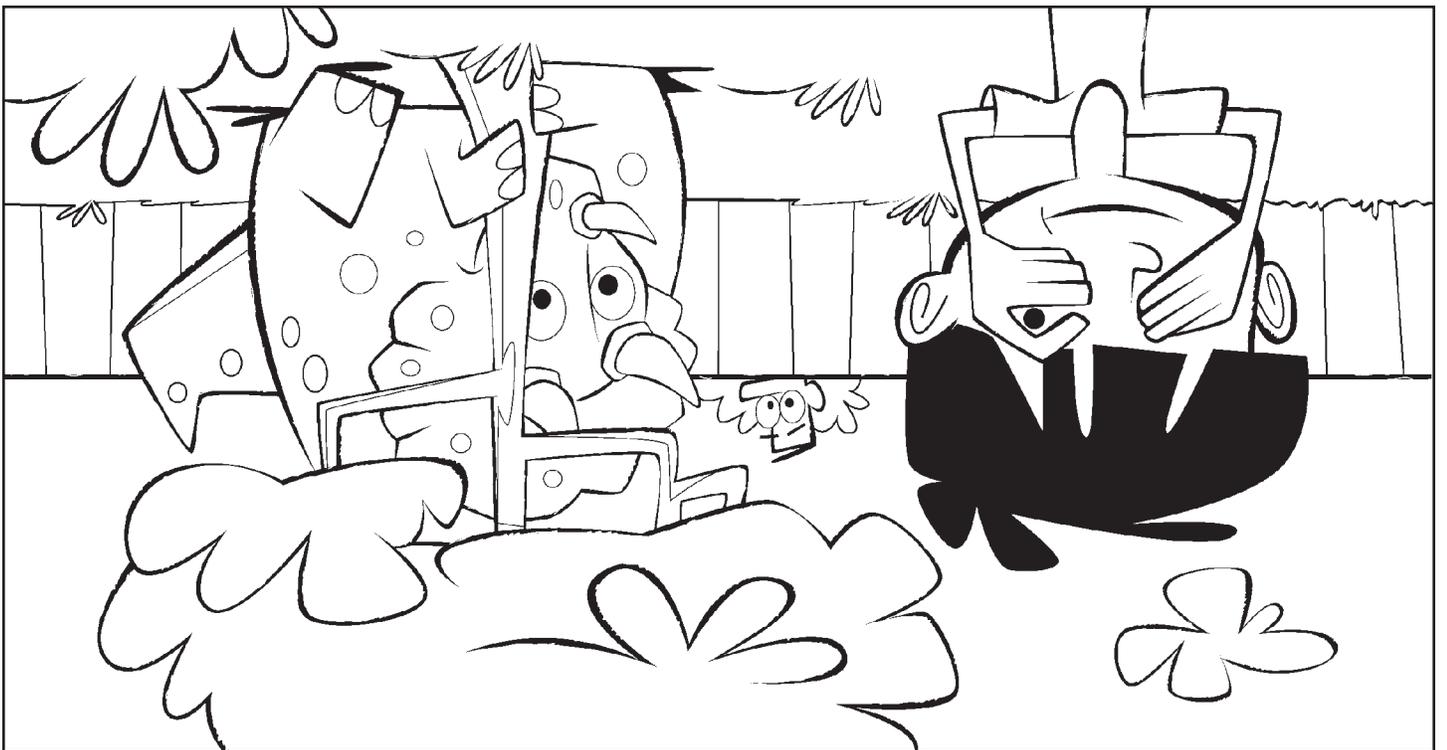
My pet dinosaur can lick.

My Pet Dinosaur • Level B

9

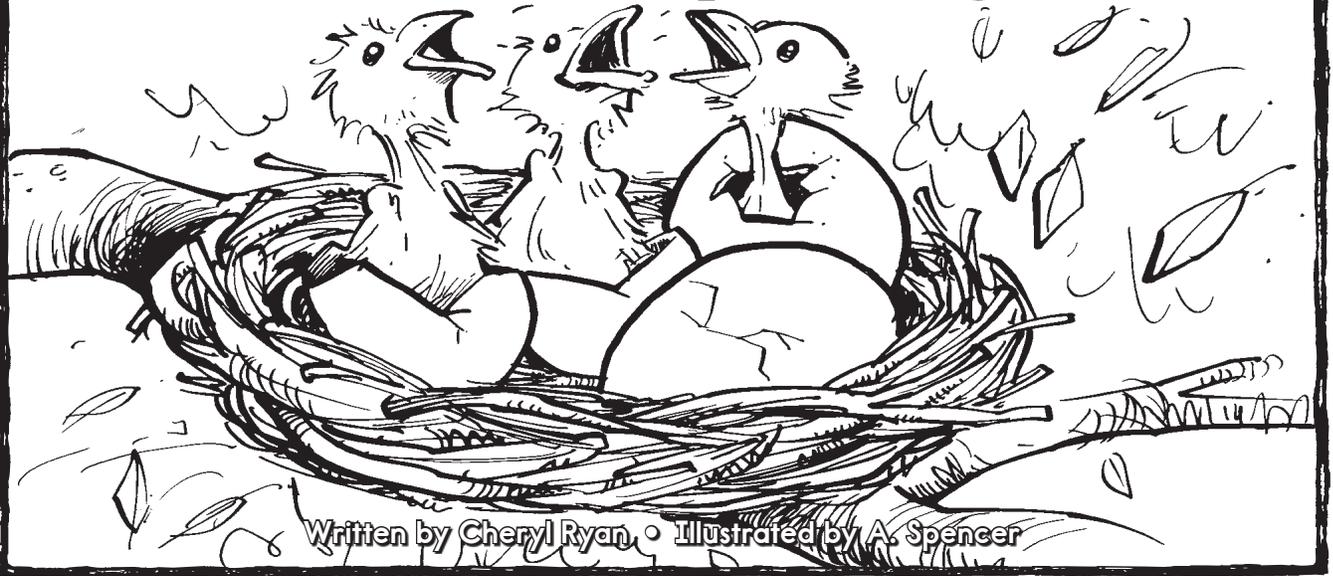
My pet dinosaur cannot hide.

10



LEVELED BOOK • B

# It Is Spring

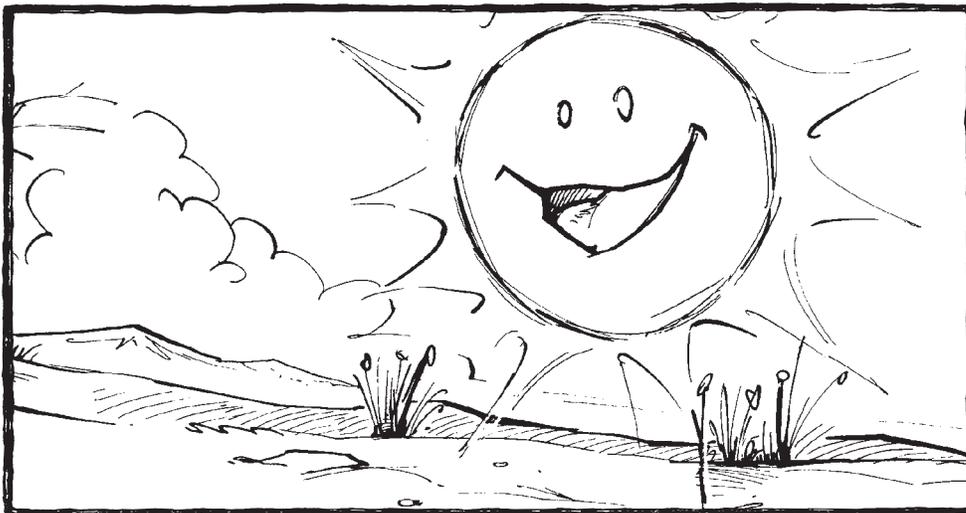


Written by Cheryl Ryan • Illustrated by A. Spencer

[www.readinga-z.com](http://www.readinga-z.com)

## It Is Spring

A Reading A-Z Level B Leveled Book • Word Count: 35



 Reading A-Z

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# It Is Spring



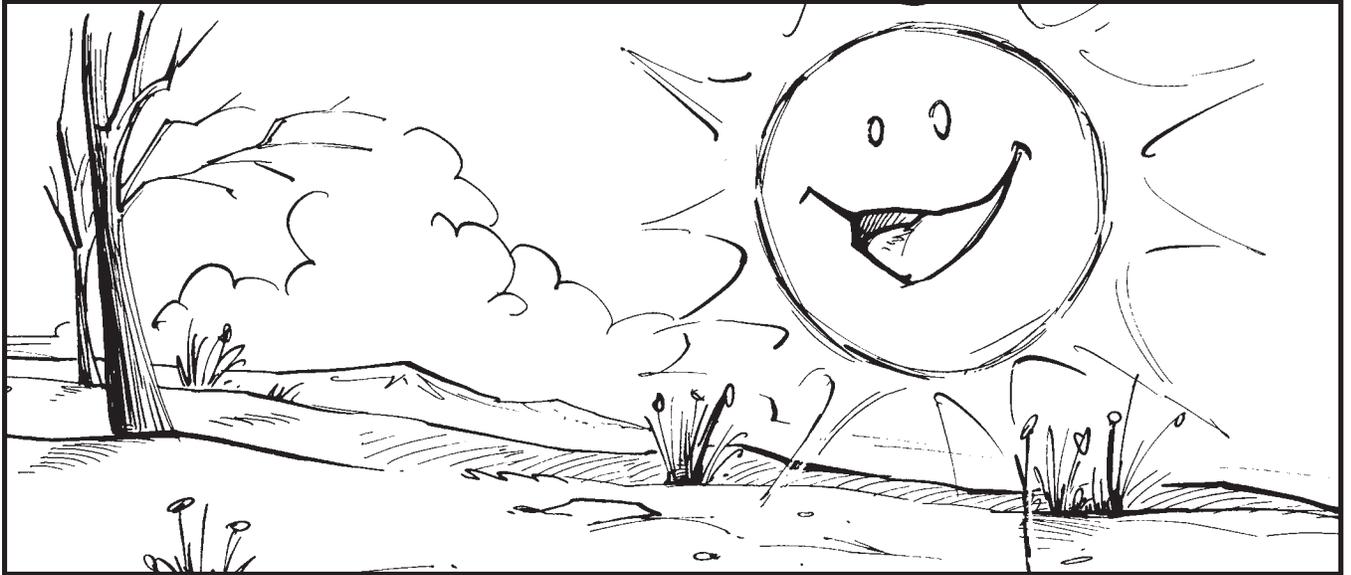
Written by Cheryl Ryan  
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<b>LEVEL B</b>	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

**Correlation**

It Is Spring  
Level B Leveled Book  
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The Sun pops up.

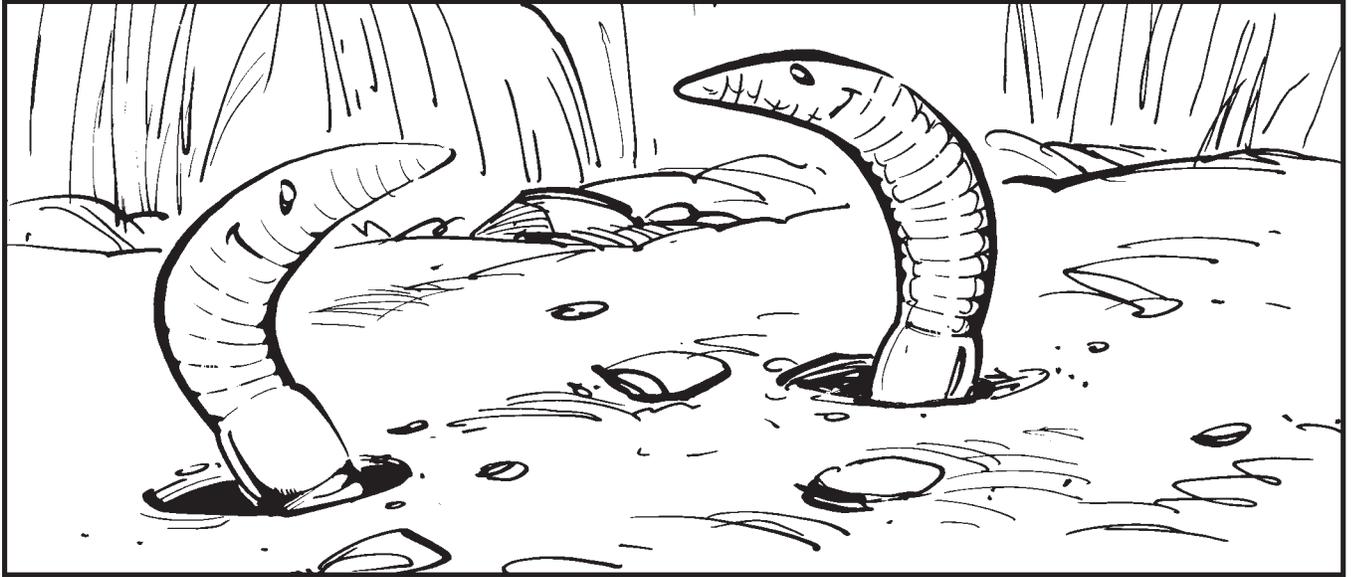
It Is Spring • Level B

3

The flowers pop out.

4





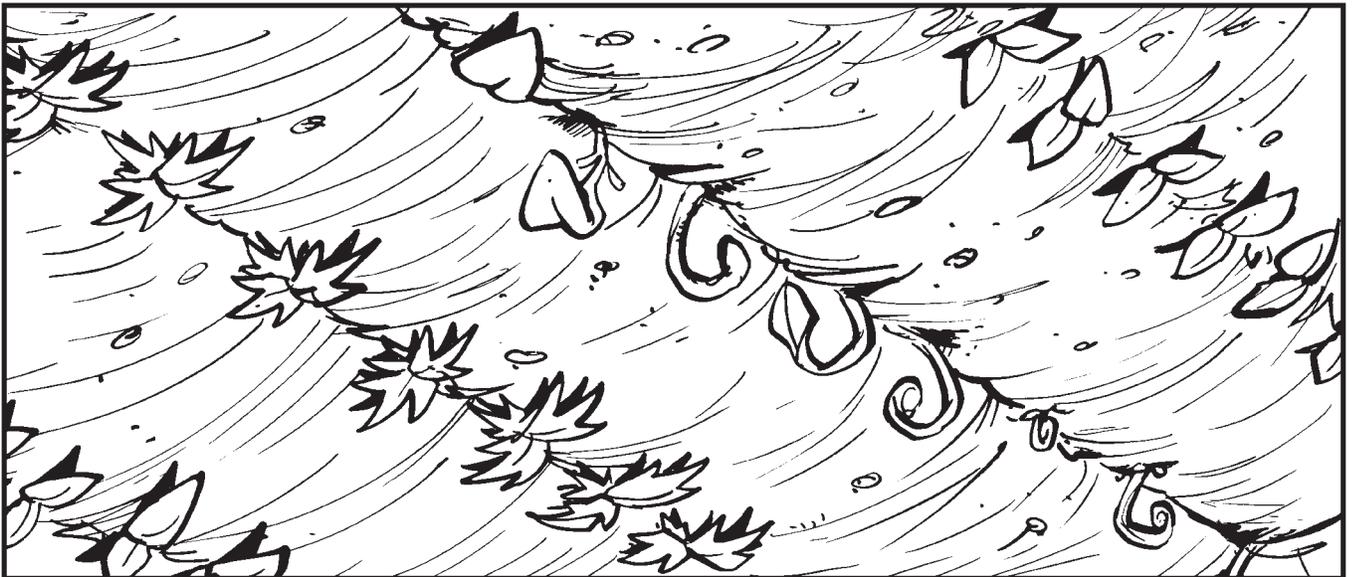
The worms pop up.

It Is Spring • Level B

5

The plants pop up.

9





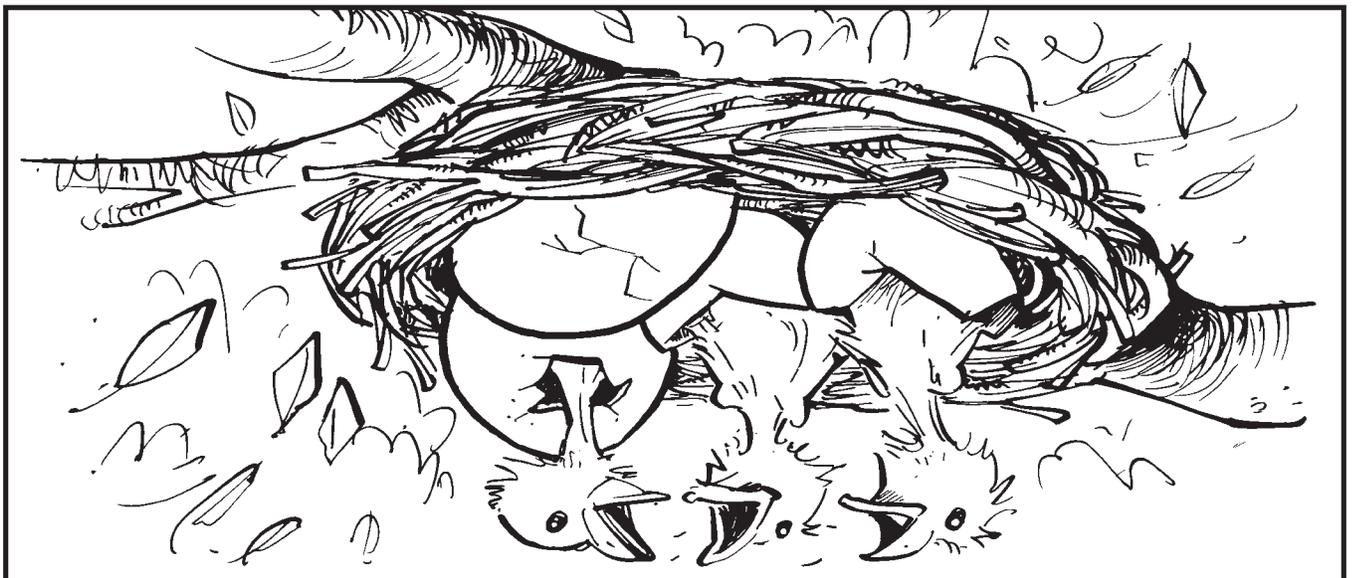
The leaves pop out.

It Is Spring • Level B

7

8

The birds pop out.





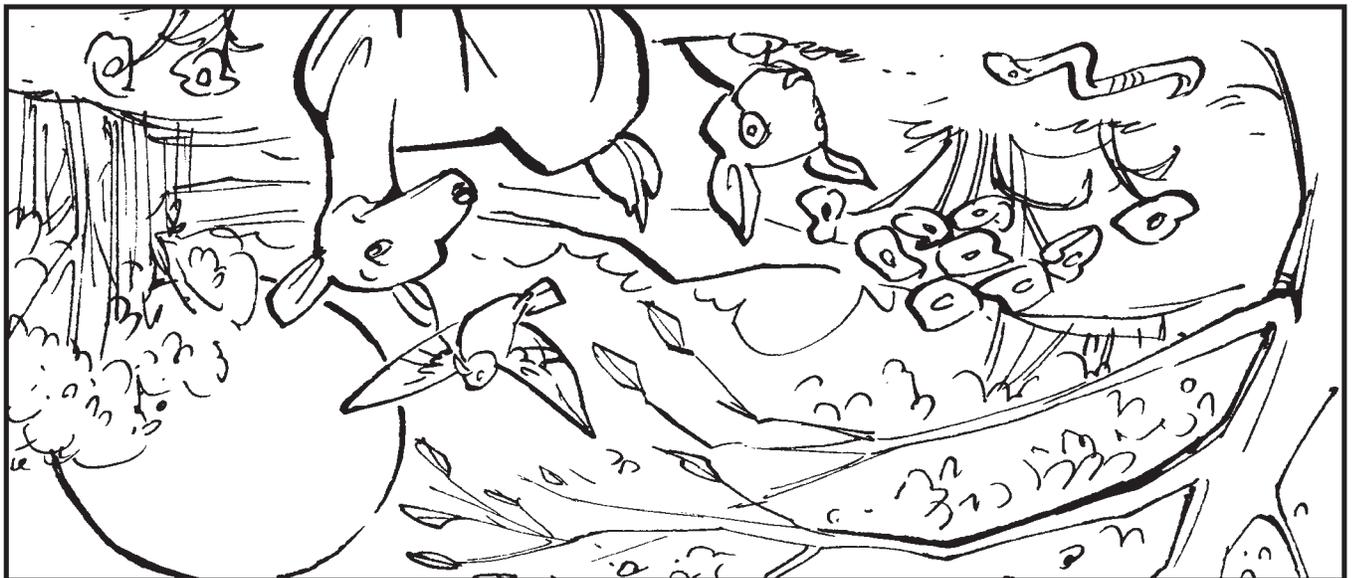
The animals pop out.

It Is Spring • Level B

9

Spring pops out everywhere.  
Pop, pop, pop.

10





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><b><u>“My Pet Dinosaur”</u></b> <b><u>Bonus Activity</u></b></p> <p>You read the story “My Pet Dinosaur.” A dinosaur cannot be a pet, but it might be fun! What wild or imaginary animal would you want as a pet? Draw and write about it.</p>	<p><b><u>Remembering: Fire Drills</u></b> <b><u>Write a “How To”</u></b></p> <p>Think about all the times we have had fire drills at school. Write and draw “How to Do a Fire Drill.” Try using words like <i>first, next, after, then, etc.</i></p>	<p><b><u>Build a Message</u></b></p> <p>Go through magazines, newspapers, ads, &amp; junk mail and cut out letters to spell words or to build a message to a family member. If you have glue, add them to a blank piece of paper.</p>										
<p><b><u>Lines Scavenger Hunt</u></b></p> <p>With a family member, go outside and look for straight lines, curved lines, diagonal lines, and zigzag lines. Come back and write about what you found. <i>A ___ is ____.</i></p>	<p><b><u>Start a Journal &amp; Write Your Story!</u></b></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 are you grateful for? Why?</p>	<p><b><u>Nature Walk: Observe Outdoors</u></b></p> <p>Go outside on a walk with a family member. Collect leaves that you find and use them to create a picture or a work of art. How many leaves did you use?</p>										
<p><b><u>My Family</u></b></p> <p>Who is in your family? What do they do? Draw a picture and label the different people you drew. Tell a little bit about each family member.</p>	<p><b><u>Write a Letter to a Frontline Responder</u></b></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><b><u>Workout Your Name</u></b></p> <p>Spell your name &amp; do the exercise for each letter.</p> <table border="1" data-bbox="1036 1541 1417 1829"> <tbody> <tr> <td>ABCDE</td> <td>10 Jumping Jacks</td> </tr> <tr> <td>FGHIJ</td> <td>10 Pushups</td> </tr> <tr> <td>KLMNO</td> <td>10 Sit-ups</td> </tr> <tr> <td>PQRST</td> <td>10 Toe Touches</td> </tr> <tr> <td>UVWXYZ</td> <td>10 Second Plank</td> </tr> </tbody> </table>	ABCDE	10 Jumping Jacks	FGHIJ	10 Pushups	KLMNO	10 Sit-ups	PQRST	10 Toe Touches	UVWXYZ	10 Second Plank
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