

Kindergarten

Distance Learning Packet

Week 1

Dear grown-up,

Please help your child complete these pages. Do not hesitate to reach out to us if you have questions or we can help support you in any way through this challenging time.

Sincerely,

Miss Smith and Mrs Wilkinson

Name _____

Spheres and Cubes

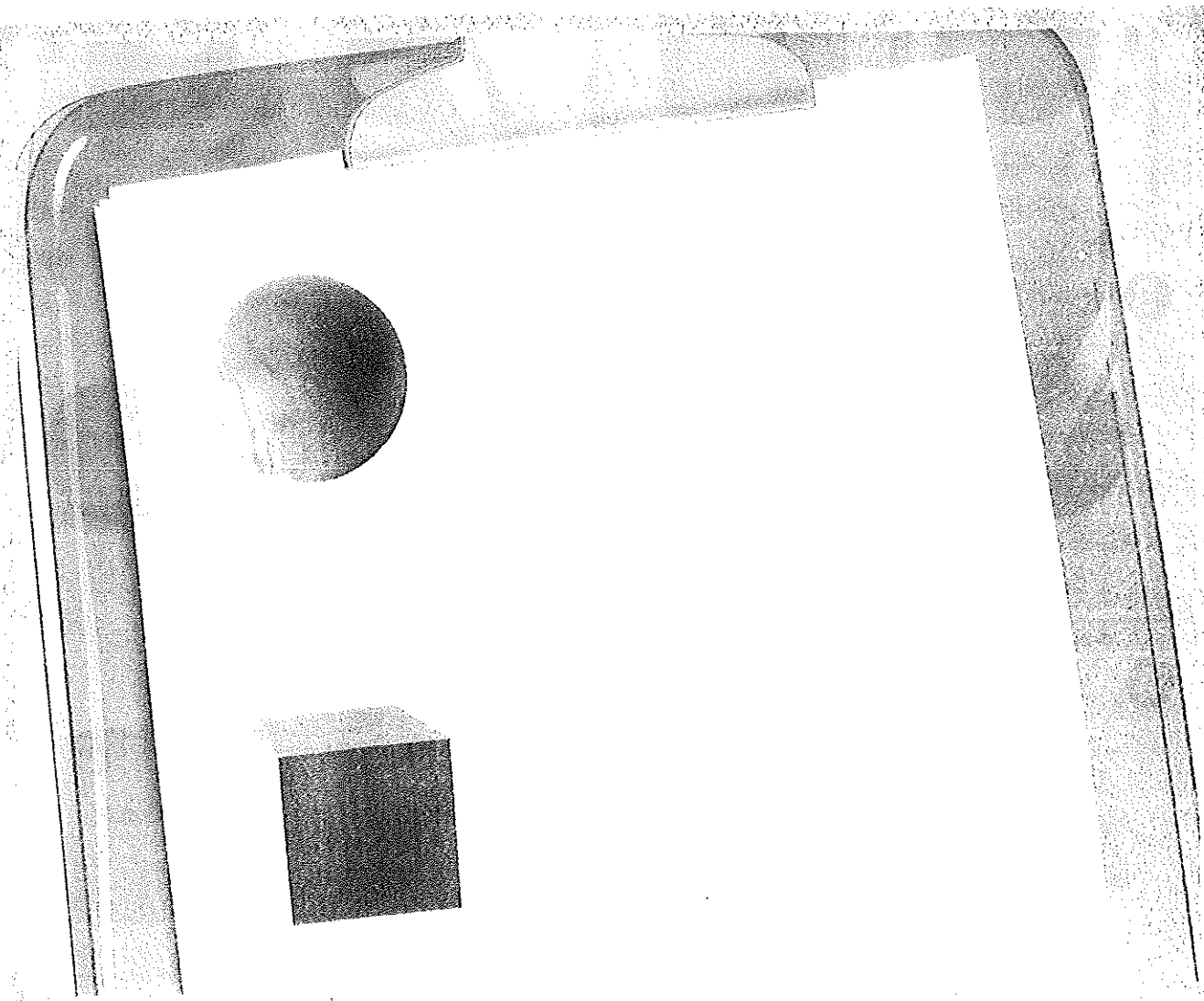
Lesson 1

ESSENTIAL QUESTION

How do I identify and compare three-dimensional shapes?



Explore and Explain



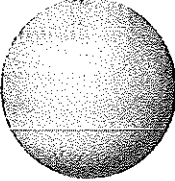
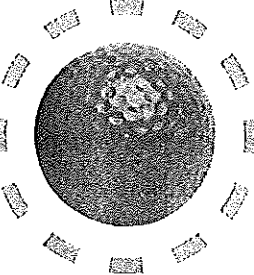
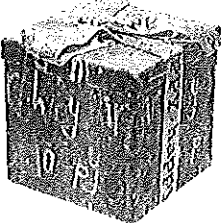
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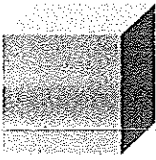
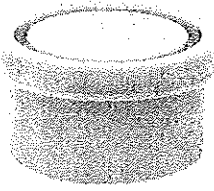

Teacher Directions: Go on a three-dimensional shape walk around the classroom. Identify objects that are shaped like spheres and cubes. Draw a picture of one of the objects beside the matching shape. Tell whether the objects are solid or flat.

See and Show

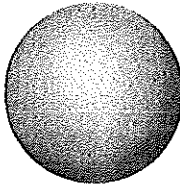
1 sphere







2 cube

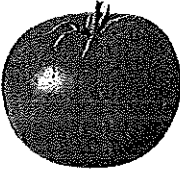




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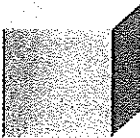


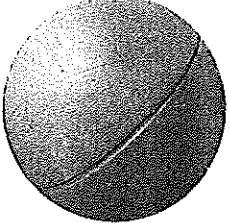


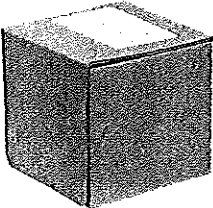





4











Directions: 1–2. Name the shape above the objects. Describe it. Compare it to the shapes of the objects below it. Trace the circle around the matching shape. 3–4. Name the first shape in the row. Describe it. Compare it to the shapes of the objects in the row. Circle the matching shape.

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Name _____

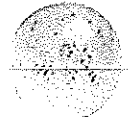
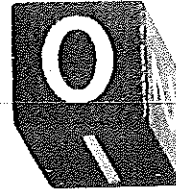
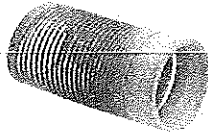
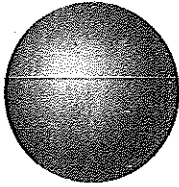
Keep
it up!



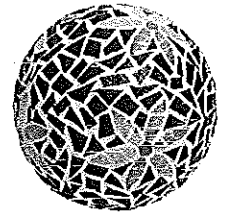
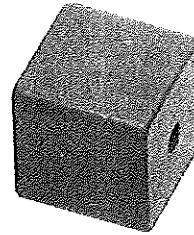
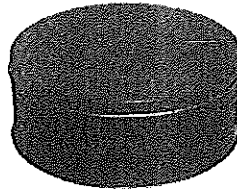
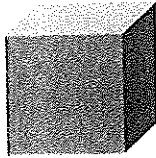
CGSS

On My Own

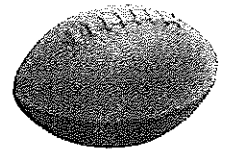
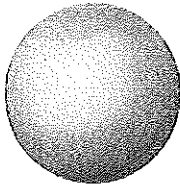
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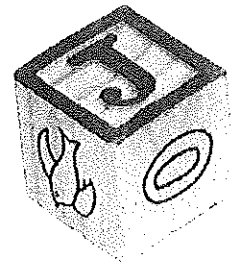
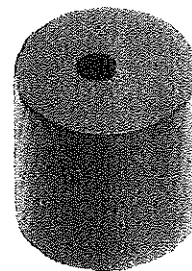
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7



8



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Directions: 5–8. Name the first shape in the row. Describe it. Compare it to the shapes of the objects in the row. Circle the matching shape.



Problem Solving

Mathematical
PRACTICE



Directions: 9. Name the shape of the planet. Find those shapes on the page. Draw lines from those shapes to the planet. Identify the part of the rocket that is shaped like a cube. Find those shapes on the page. Draw lines from those shapes to the rocket.

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Name

My Homework

Lesson 1

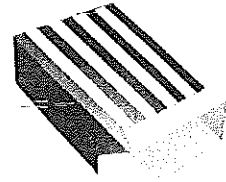
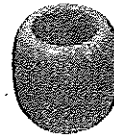
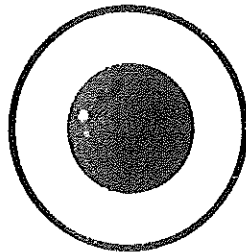
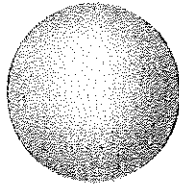
Spheres and Cubes

Homework Helper

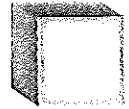
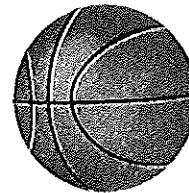
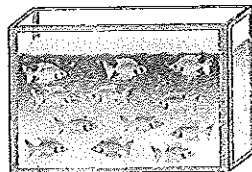
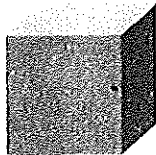


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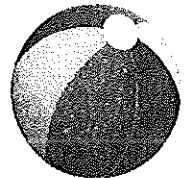
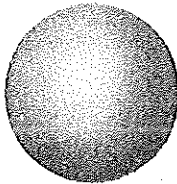
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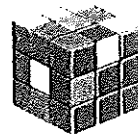
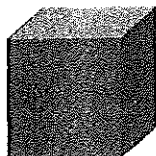
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3



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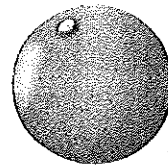
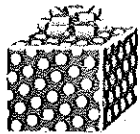
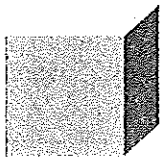


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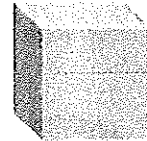
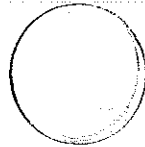
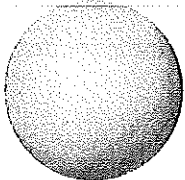


Directions: 1–4. Name the first shape in the row. Describe it. Compare it to the shapes of the objects in the row. Circle the matching shape.

5



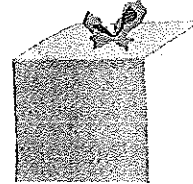
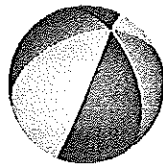
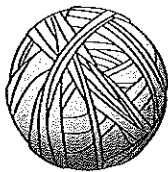
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Vocabulary Check

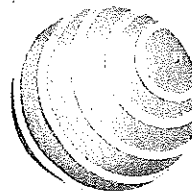
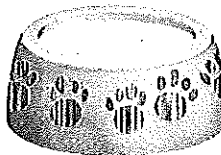
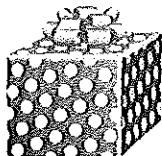
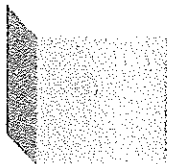
7

sphere



8

cube



Directions: 5–6. Name the first shape in the row. Describe it. Compare it to the shapes of the objects in the row. Circle the matching shape. 7. Draw an X on the objects that are not shaped like a sphere. 8. Draw an X on the objects that are not shaped like a cube.

Math at Home Discuss the spheres and cubes shown on the My Homework pages. Help your child create a list of objects shaped like spheres and cubes and draw the objects.

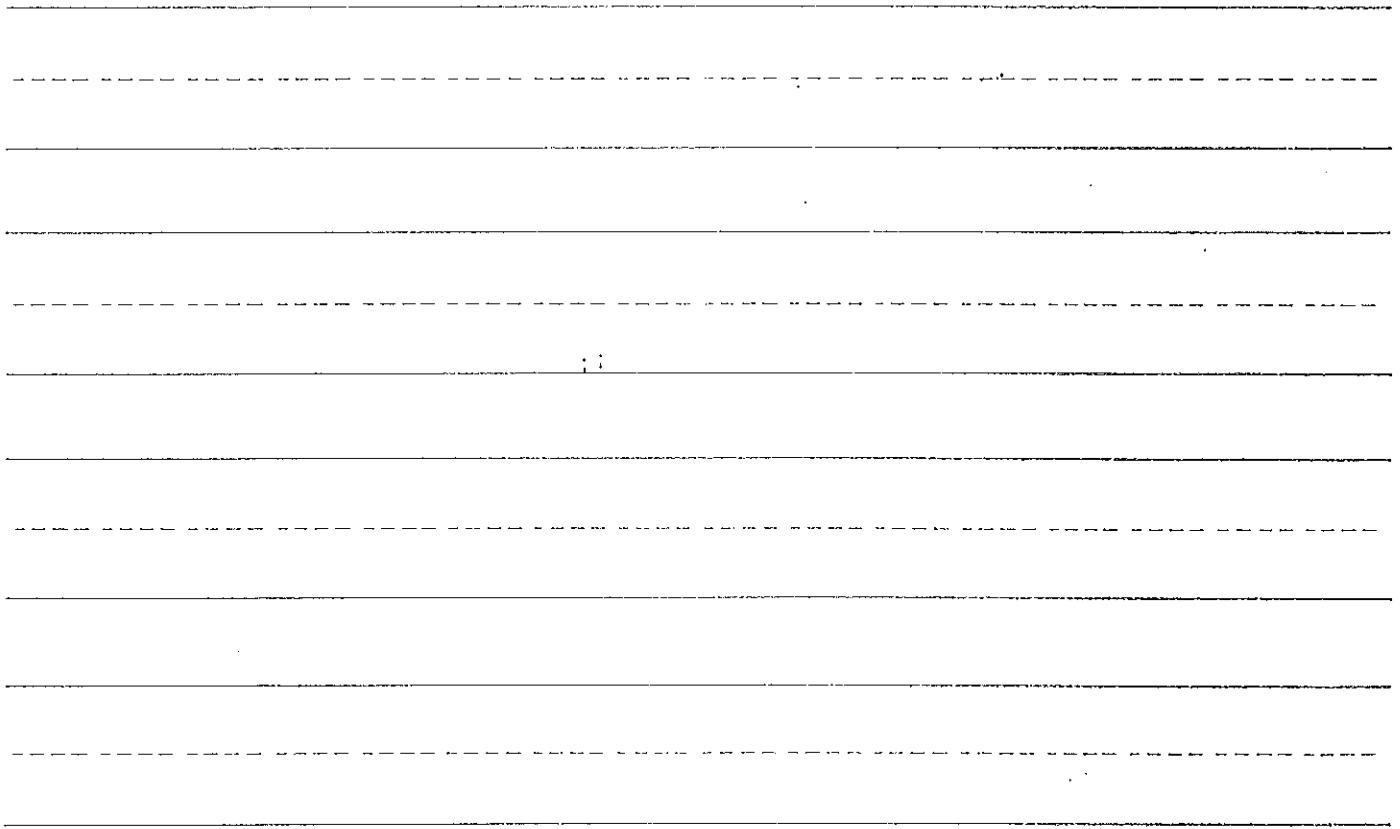
Please have your child practice writing their first and last name correctly on the lines below.

Please practice these skills with your child *daily*.

- high frequency words (reading and writing)
- Writing words by sounding them out
- counting to 100 by 1's and 10's
- Writing and recognizing the numbers 0-20
- Adding and subtracting numbers up to 10
- recognizing 3D shapes (cone, cube, cylinder and sphere)

On the lines below, have your child write at least 1 sentence. Let them sound out the words and write down the sounds they hear even if they spell them incorrectly. You may help them sound out words, but please do not tell them how to spell a word. Remind them to start their sentence with a capital letter, leave space between their words and put a punctuation mark at the end of their sentence. Have them draw a picture to go with their sentence. Have them read to you what they wrote.

Directions: Write a sentence. Remember to write a capital letter at the beginning and leave space between your words. Draw a picture to go with your sentence.



The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

WEEKLY ACTIVITY SHEET

Week #30 Please return to school on Wednesday March

Sight Word(s) of the Week

Math Zone

Read, trace and write the sight word(s).

where where _____	11 is _____ ten and _____ more.
where where _____	17 is _____ ten and _____ more.
look look _____	13 is _____ ten and _____ more.
look look _____	19 is _____ ten and _____ more.
Where do I look?	15 is _____ ten and _____ more.

Wonders Unit 4 Week 3

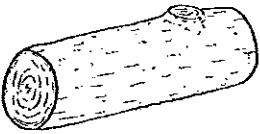
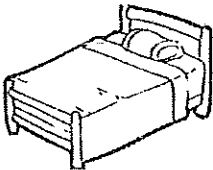



RCD Math Unit 7 (Wk 3:4)

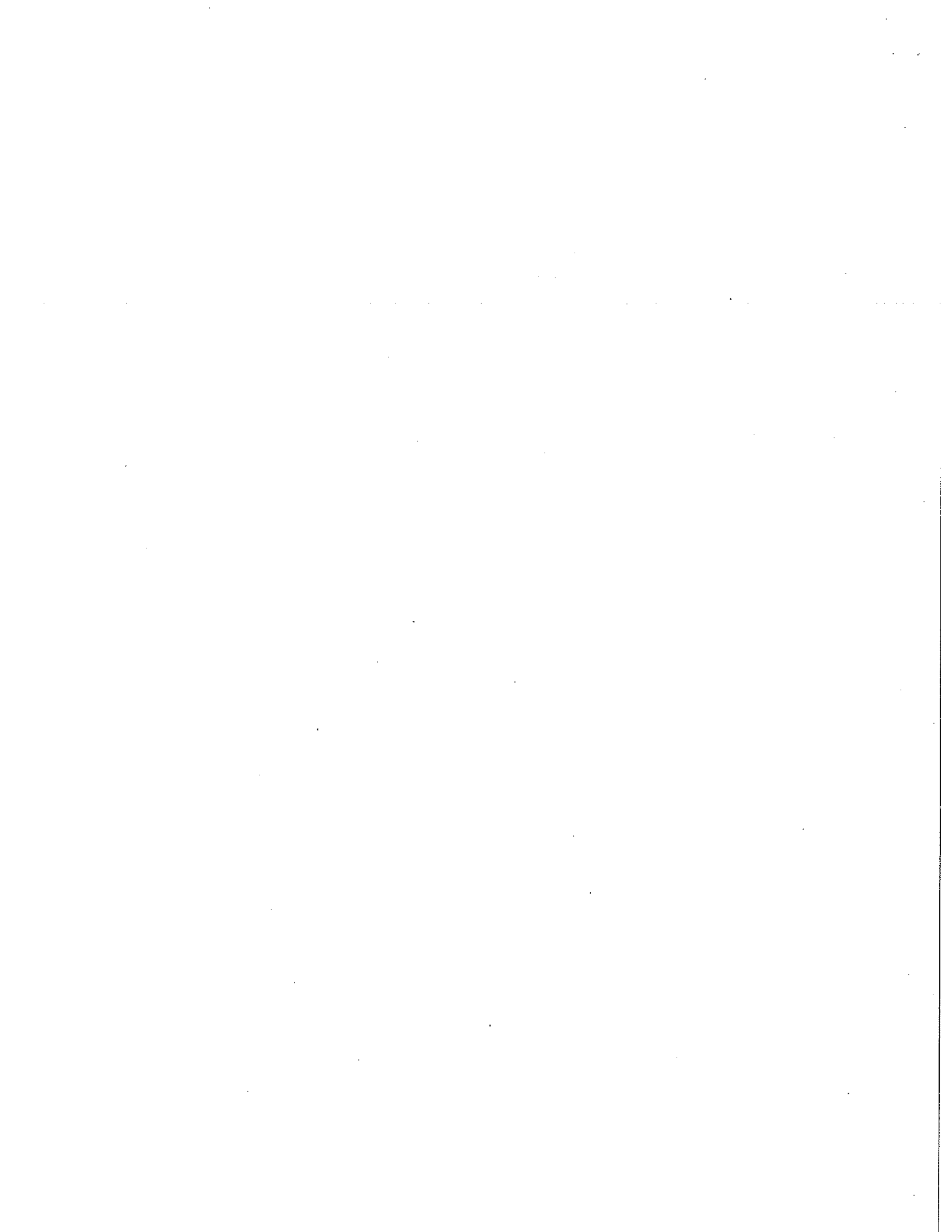
Reading Log

Please read with your child at least 1 book a day, every day. Record the title of the book on the line.

Wed:
Thurs:
Fri:
Sat:
Sun:
Mon:
Tue:

Write the word on the line

				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



Please have your child practice writing their first and last name correctly on the lines below.

Handwriting practice lines consisting of two sets of three horizontal lines each (top solid, middle dashed, bottom solid).

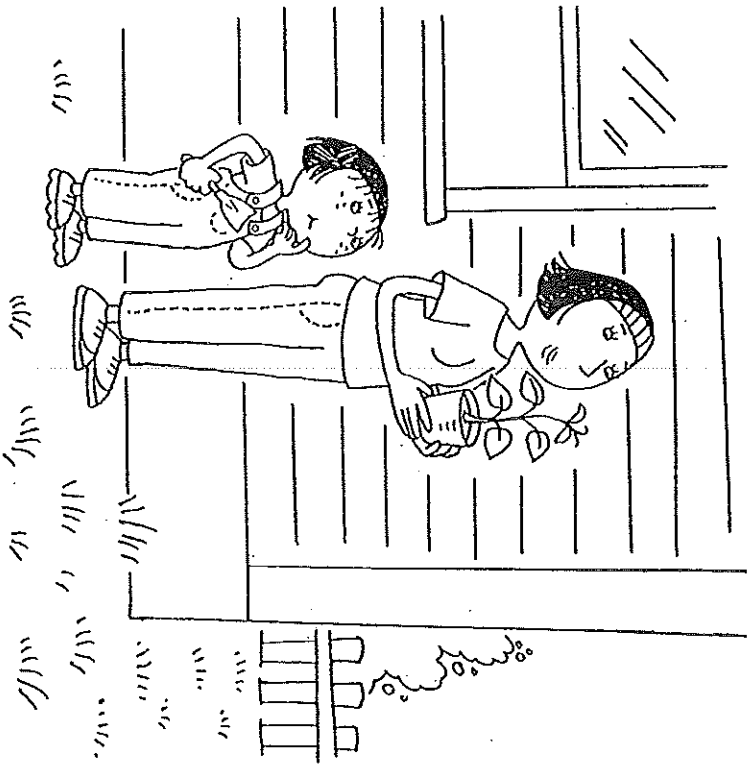
Please practice these skills with your child *daily*.

- high frequency words (reading and writing)
- Writing words by sounding them out
- counting to 100 by 1's and 10's
- Writing and recognizing the numbers 0-20
- Adding and subtracting numbers up to 10
- recognizing 3D shapes (cone, cube, cylinder and sphere)

On the lines below, have your child write at least 1 sentence. Let them sound out the words and write down the sounds they hear even if they spell them incorrectly. You may help them sound out words, but please do not tell them how to spell a word. Remind them to start their sentence with a capital letter, leave space between their words and put a punctuation mark at the end of their sentence. Have them draw a picture to go with their sentence. Have them read to you what they wrote.

Handwriting practice lines consisting of two sets of three horizontal lines each (top solid, middle dashed, bottom solid).

Name _____



Look, it is big.

Where can it go?

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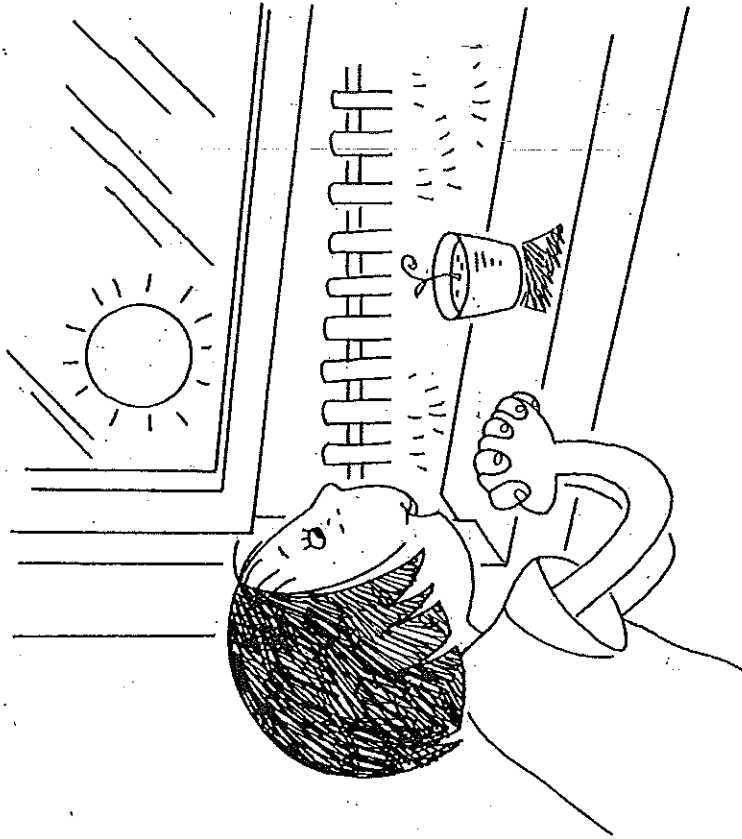
Look at This!



Look, it is little.

What is it?

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



It is in the sun.

It is hot.

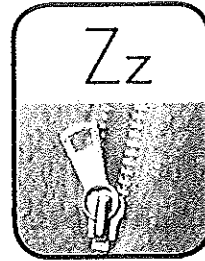
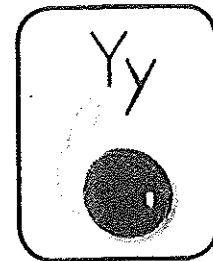
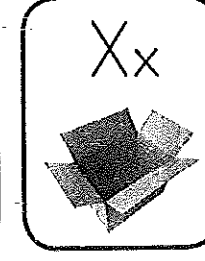
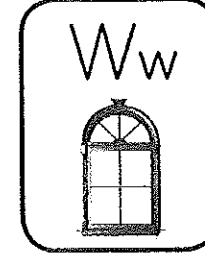
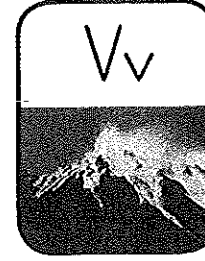
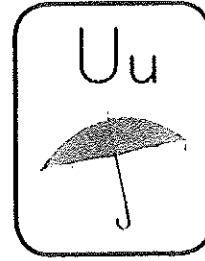
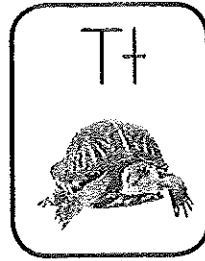
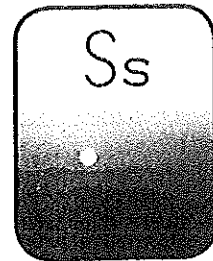
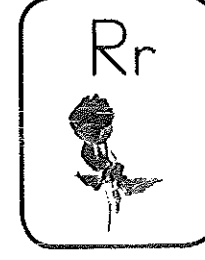
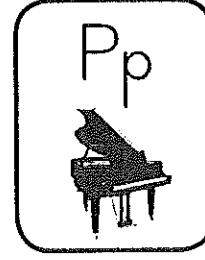
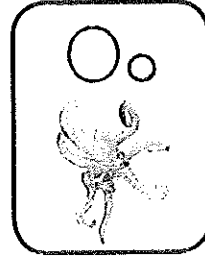
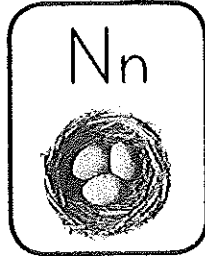
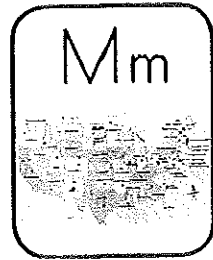
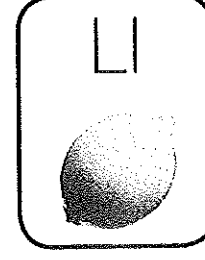
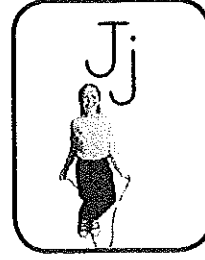
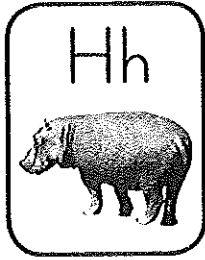
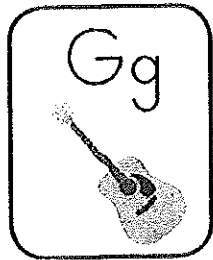
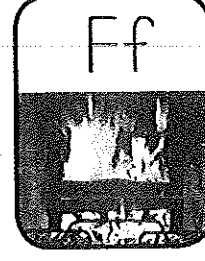
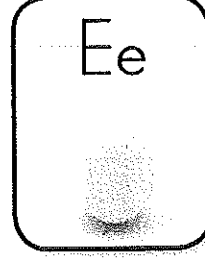
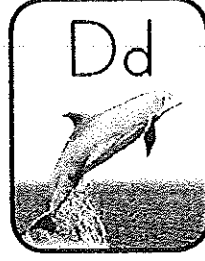
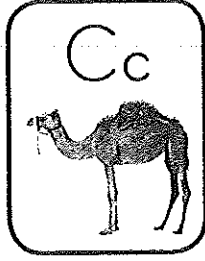
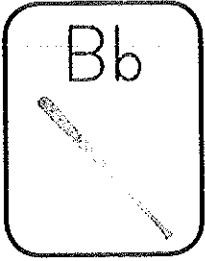
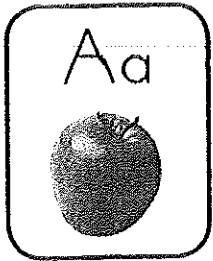


Look, it has a bud.

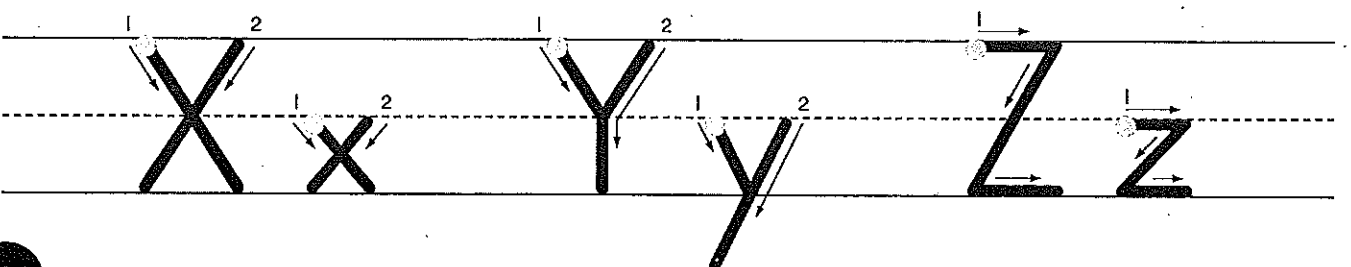
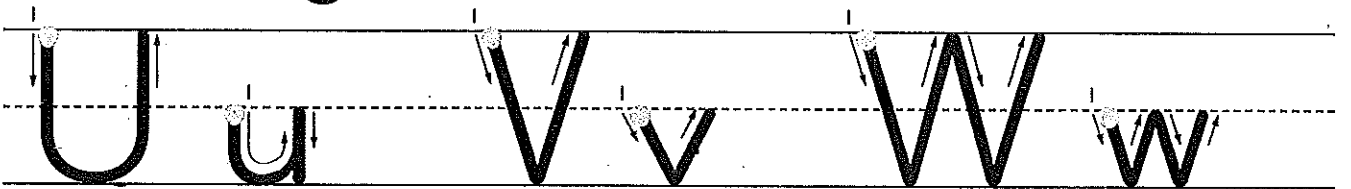
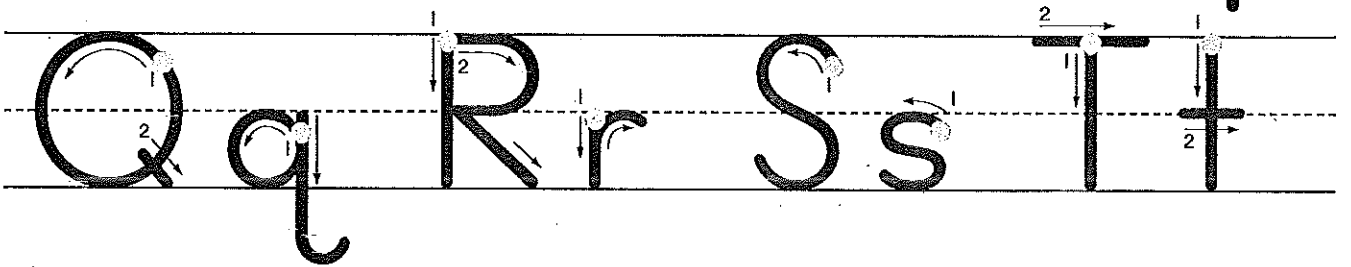
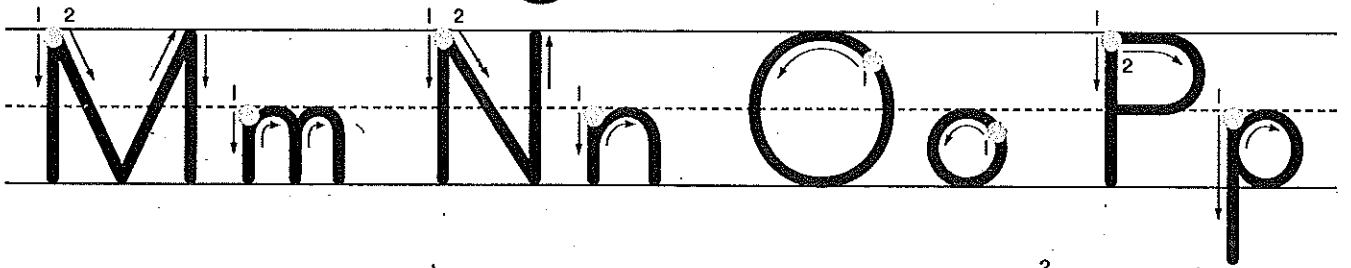
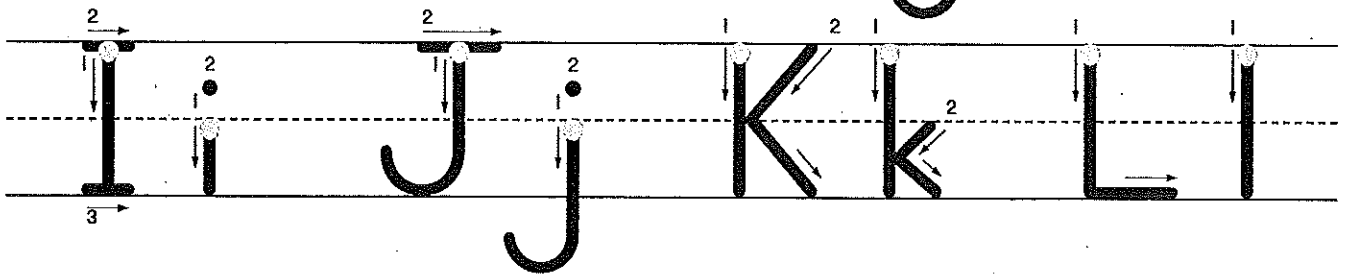
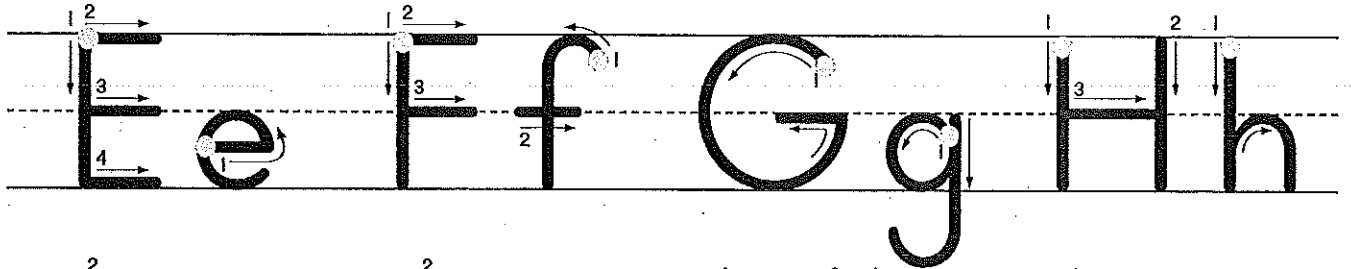
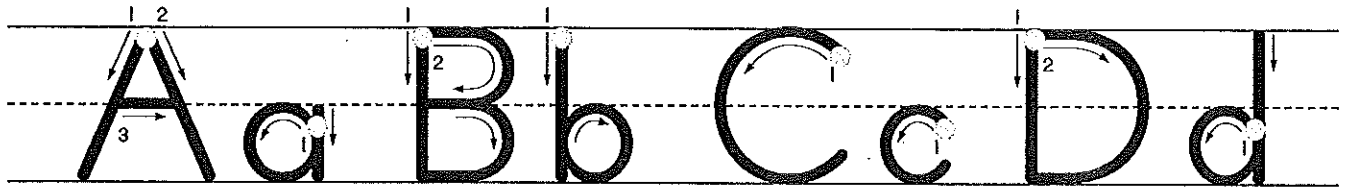
Can you see it?

Name _____

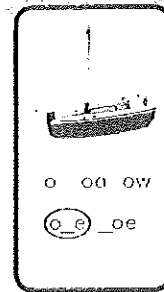
The Alphabet



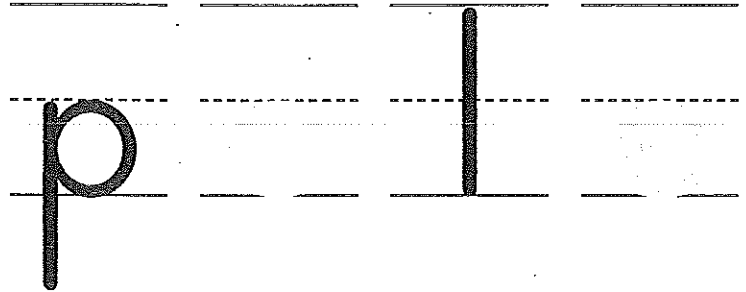
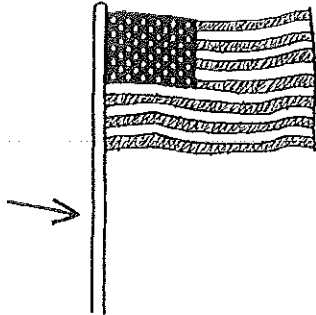
Handwriting Models



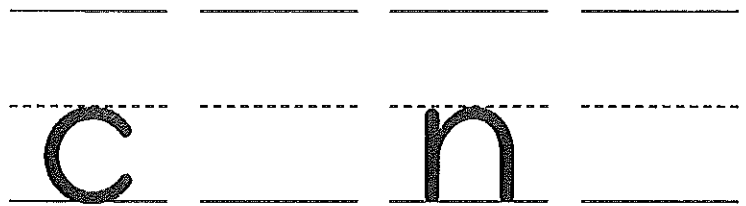
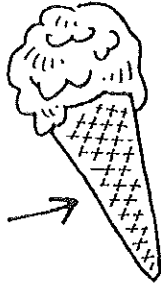
Name _____



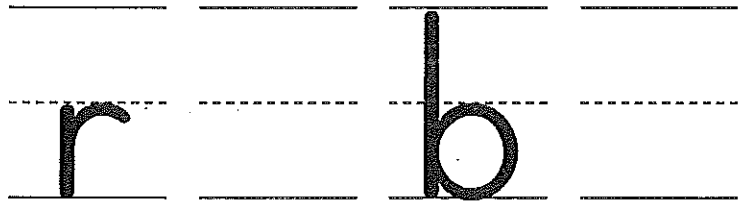
1.



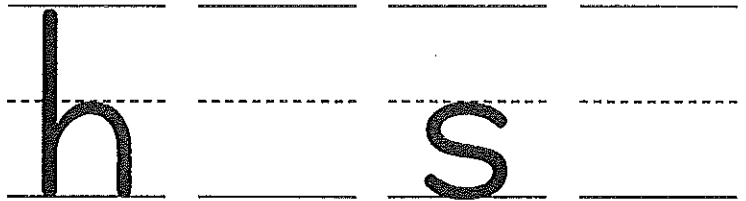
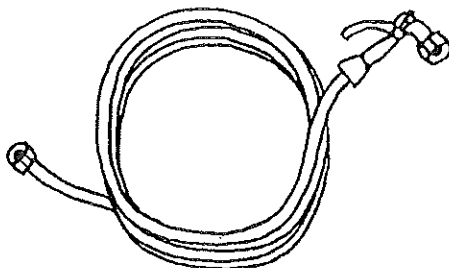
2.



3.



4.



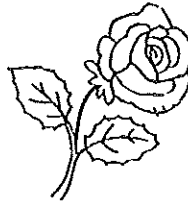
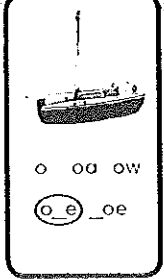
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Phonics: /ō/o_e

Say the name of each picture. Then write the letters that stand for long o in each picture name.



Name _____



1.

It is a rose.

2.



3.

I dig a hole.

4.

Handwriting: Sentences with /ō/o_e
Say each word as you trace it and write it. Then read each sentence to a partner.

Match and write it.

hat

~~bat~~

mat

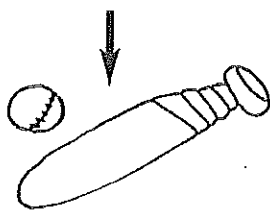
bat

pat

rat

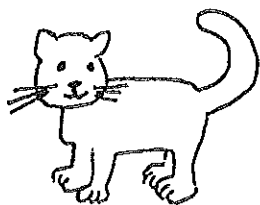
sat

cat



bat















Match and write it.

~~fan~~

hat

bat

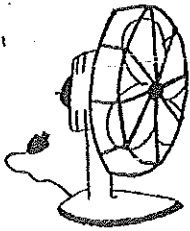
can

pan

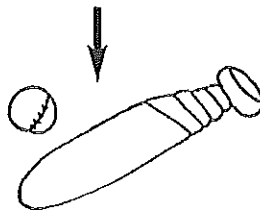
man

mad

sad



fan



Please cut out these sight word flashcards and practice daily with your child. Keep them in a ziplock bag for easy storage.

go	is	she
we	and	for
to	the	this
like	I	want
see	you	me
a	are	what
can	my	has

do

little

from

he

look

yes

with

help

come

of

play

who

was

too

does

have

here

good

said

where

they

yes

no

when

