Kindergarten Work Packet/*Paquete de trabajo de jardín de infantes*

Columbus Elementary School New Rochelle, NY
Spring 2020

Packet Instructions

Dear Families/Queridas familias,
We know everything is very very Flip Flop right now. In order to get through this difficult time and make sure the children make continued progress with all that we have taught them, we have created a work packet that will support all they know and all we have taught them. It will also give them a little push to get ready for what we were about to teach them./
Sabemos que todo es muy flip flop en este momento. Para superar este momento difícil y asegurarnos de que los niños progresen continuamente con todo lo que les hemos enseñado, hemos creado un paquete de trabajo que respaldará todo lo que saben y todo lo que les hemos enseñado. También les dará un pequeño empujón para prepararse para lo que estábamos a punto de enseñarles.

*They should continue to/**Deberían continuar:***

- Work on Dreambox/***Trabajo en Dreambox***
- Read on Razkids every night. Color in the March Reading Log for every book they read/***Lea en Razkids todas las noches. Colorea el registro de lectura de marzo de cada libro que leen*** .
- Work on Lexia Core/ **Trabajar en Lexia Core**

If your having difficulty logging on, try going to the Columbus Elementary School website then click on students then click on online learning./***Si tiene dificultades para iniciar sesión, intente ir al sitio web de la Escuela Primaria Columbus y luego haga clic en los estudiantes y luego en el aprendizaje en línea.***

- For every day that your child has completed something, the parent/ guardian should initial in the on-line log/***Por cada día que su hijo haya completado algo. Usted, el padre / tutor debe iniciar en el registro en línea***

- Support your child in writing their last name. They can practice it by writing their last name in pencil, then crayon, then marker, pen and finally rainbow write it. They have extra sheets to practice. We hope they will come back to school knowing how to write their first and last name.

/Apoye a su hijo a escribir su apellido. Pueden practicarlo escribiendo su apellido con lápiz, luego con crayón, luego con marcador, bolígrafo y finalmente con Rainbow. Tienen páginas extra para practicar. Esperamos que regresen a la escuela sabiendo cómo escribir su nombre y apellido.

- Continue supporting your child counting from 1-100 and then have them count backwards from 100 like a rocketship. If they can go past 100 that is great! Listen for number confusion when they get to the teens 14, 15, 16, 17. Have them listen to you as you count./***Continúe apoyando a su hijo para que cuente de 1 a 100 y luego pídale que cuente hacia atrás desde 100 como un cohete. Si pueden ir más allá de 100 eso es genial! Escuche la confusión de números cuando lleguen a los adolescentes 14, 15, 16, 17. Haga que lo escuchen mientras cuenta.***

- Use the 1-100 number cards and make sure you are reviewing them with your child. Hold the card up and ask your child what the number on the card is. They must be able to identify the numbers and count them by rote. We have sent home 100 charts. You should make sure that the chart is kept in a place that they can see. Keep them in a baggie./ ***Use las tarjetas de números 1-100 y asegúrese de revisarlas con su hijo. Levante la tarjeta y pregúntele a su hijo cuál es el número en la tarjeta. Deben poder identificar los números y contarlos de memoria. Hemos enviado a casa 100 cartas. Debe asegurarse de que el gráfico se mantenga en un lugar que puedan ver. Guárdelos en una bolsa.***

- Please have your child practice their SNAP words./***Por favor haga que su hijo practique sus palabras rápidas.***

- In this packet we have also included SNAP word worksheets, for some it will be review for others they need extra practice. These sheets also require some cutting which is very good for their fine motor development/ ***En este paquete también hemos incluido hojas de trabajo de palabras SNAP, para algunos será revisado para otros que necesitan práctica adicional. Estas hojas también requieren un corte que es muy bueno para su desarrollo motor fino.***

- Work on **Word Part** worksheets. Use a dice and roll to read the Word Part (Word Family) words/

- **Writer's Write**: The children now have many more sight words that they know. Now is the time to start encouraging them to use them in their writing. They can write about anything that has happened during school, or in their life outside of school. Once they draw the picture have them touch each thing and tell what is happening. Have them do that several times.

  Then say "great! Let's write that down!" They can use the words in their SNAP word Baggies & their alphabet chart to help them. /***Escritura del escritor: los niños ahora tienen muchas más palabras comunes que conocen. Ahora es el momento de comenzar a alentarlos a usarlos en sus escritos. Pueden escribir sobre cualquier cosa que haya sucedido durante la escuela o en su vida fuera de la escuela. Una vez que dibujen, haga que toquen cada cosa y cuenten lo que está sucediendo. Pídales que lo hagan varias veces.***

  Entonces diga "¡genial! ¡Vamos a escribir eso! " Pueden usar las palabras en su palabra SNAP Baggies y su tabla de alfabeto para ayudarlos.

Name/*Nombre*_____

On-line Work Log for/***Registro de trabajo en línea para...***

3/17/20-3/31/20

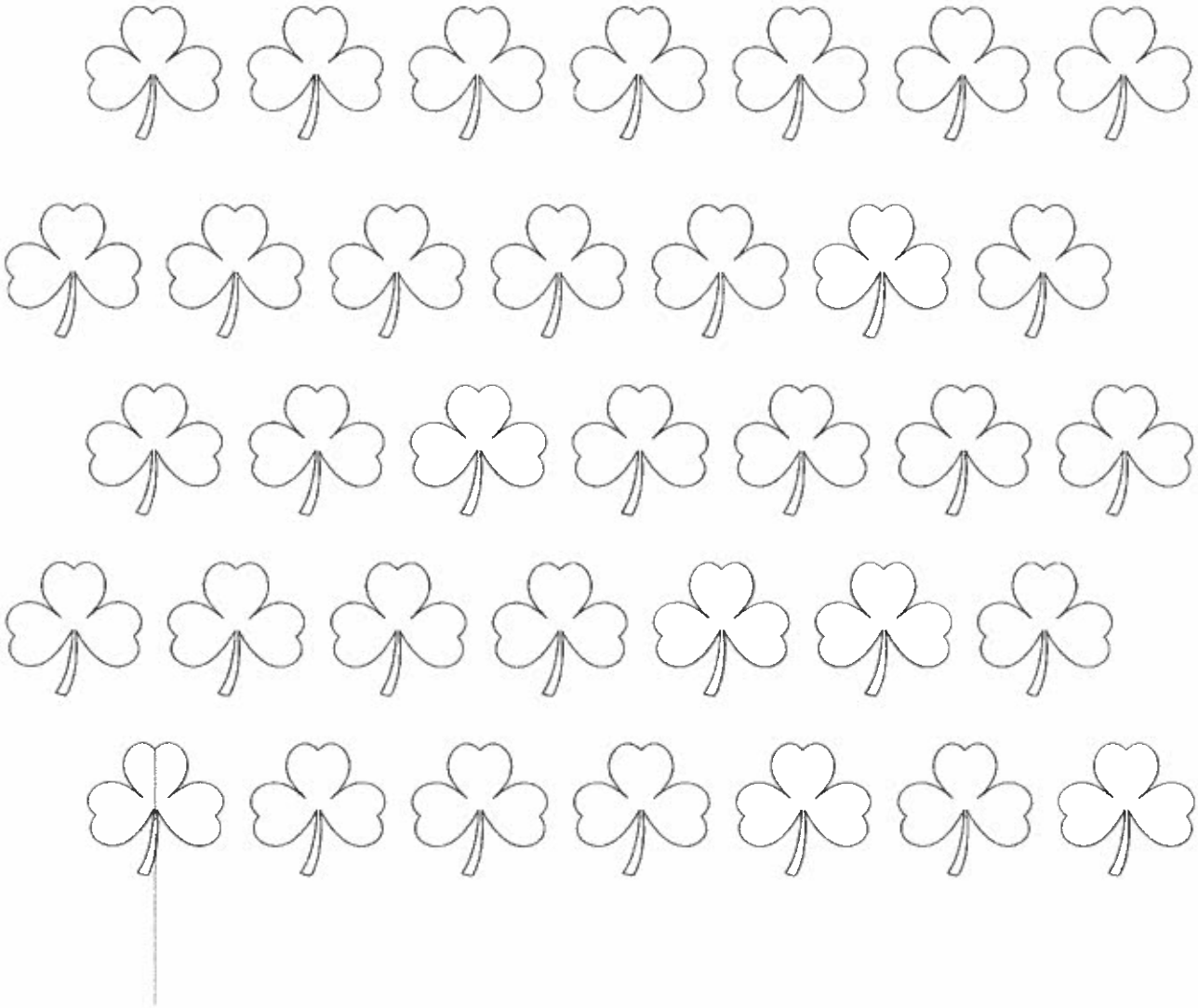
	Dream box	Raz kids	Core5 / Lexia	Practice Writing your first and last name/*Practica escribir tu primer Y apellido*	Practice SNAP Words & Complete SNAP word Worksheets/ *Practica palabras SNAP y completa hojas de trabajo de palabras SNAP*	Blend Worksheets */Mezcla Hojas de trabajo*	Word Part Worksheets/*Parte de la palabra Hojas de trabajo*	Math Worksheets */Matemáticas Hojas de trabajo*	Writers Write- Tell us What You Think */Escritores escriben- Cuéntanos lo que piensas*
3/17									
3/18									
3/19									
3/20									
3/23									
3/24									
3/25									
3/26									
3/27									
3/30									
3/31									

Name _____ Parent Signature/Firma de Padre _____

MARCH

Reading Log

Color in a shamrock each time you read for 10 minutes. Return your completed reading log to school on 2/28. **Colorea un trébol cada vez que leas durante 10 minutos. Devuelva su registro de lectura completo a la escuela el 2/28.**



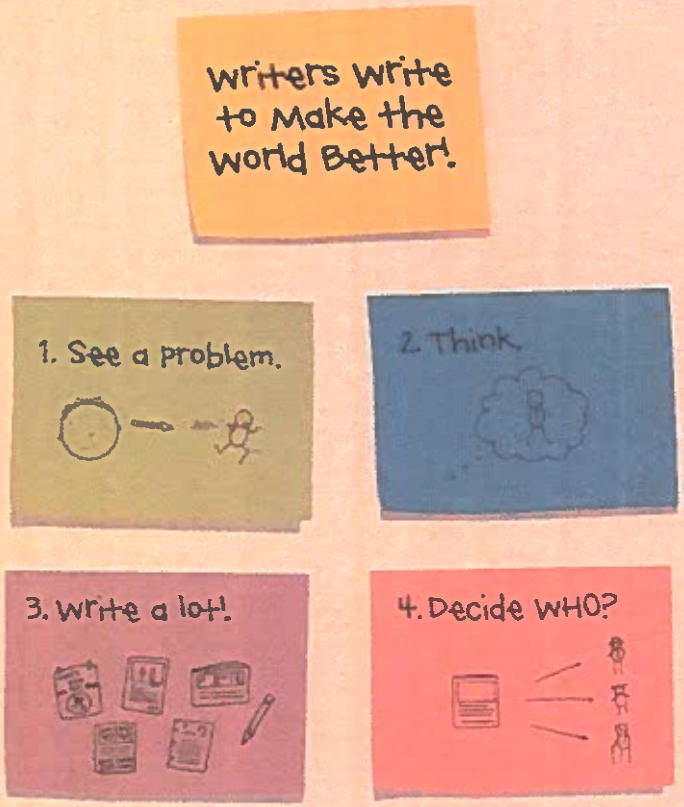
Let's talk!

Look at each other.

Listen to each other.

Talk with each other.

Point out examples.



Writers Write to Make the World Better!

(Session 1) 1. See a problem.

2. Think.

3. Write a lot!

(Session 6) 4. Decide WHO?

Practice Writing Your First & Last Name/*Practica la escritura Su nombre y apellido*

I can write my last name...

...with a pencil!

...with a crayon!

...with a marker!

...with a pen!

...with rainbow colors!

I can write my last name...

...with a pencil!

...with a crayon!

...with a marker!

...with a pen!

...with rainbow colors!

I can write my last name...

...with a pencil!

...with a crayon!

...with a marker!

...with a pen!

...with rainbow colors!

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I can write my last name...

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...with a marker!

...with a pen!

...with rainbow colors!

I can write my last name...

...with a pencil!

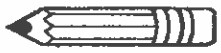
...with a crayon!

...with a marker!

...with a pen!

...with rainbow colors!

I can write my last name...



...with a pencil!

...with a crayon!

...with a marker!

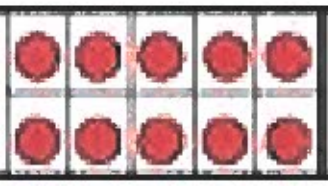
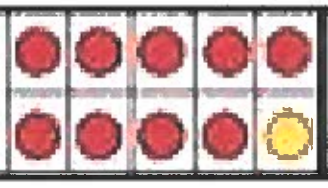
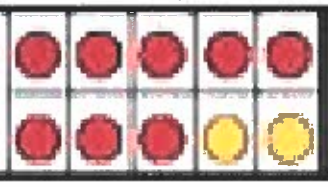
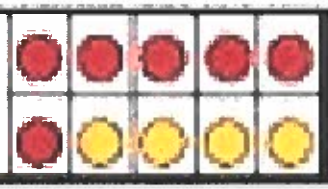
...with a pen!

...with rainbow colors!

Math Work-Sheets

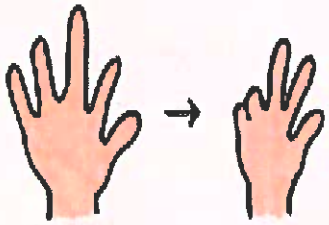
English & Spanish/*Hojas de trabajo de matemáticas Ingles & Español*

Ways to Make 10

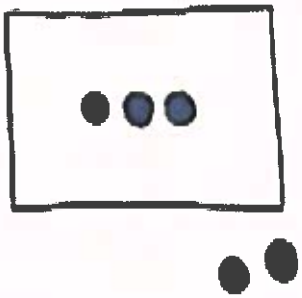
0 + 10 = 10		6 + 4 = 10	
1 + 9 = 10		7 + 3 = 10	
2 + 8 = 10		8 + 2 = 10	
3 + 7 = 10		9 + 1 = 10	
4 + 6 = 10		10 + 0 = 10	
5 + 5 = 10			

Subtraction Strategies

① Use your fingers



② Use manipulatives



③ Count back

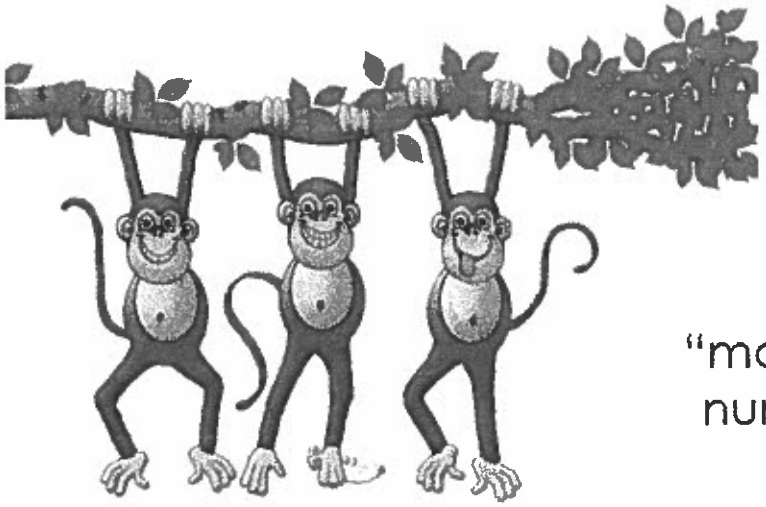
④ Draw a picture

⑤ Use a number line

a pinch KIND

Name:_____

Monkey in the Middle



Fill in the missing "monkey in the middle" numbers as you count from one to ten.

1 3 4 5 7 8 9 10

1 2 4 5 6 7 9 10

1 2 3 4 5 7 8 9 10

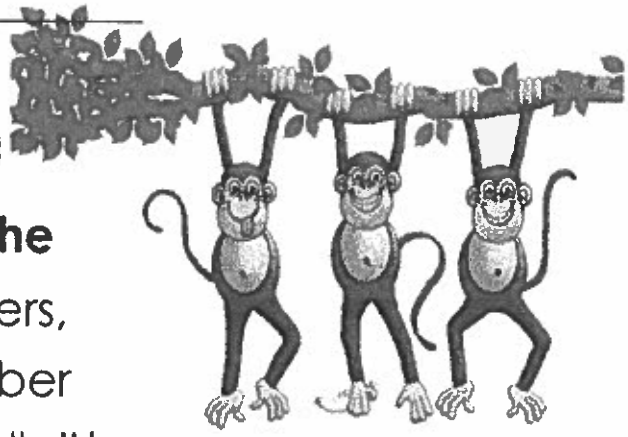
1 2 3 5 6 7 8 10

4	6	7	9	8	2	3	6	5

Name:_____

Monkey in the Middle

Number Sequencing Activity



Monkeys don't belong in the middle! Look at the numbers, and write the missing number in the "Monkey in the Middle" box.

7		9
5		7
1		3
6		8

2		4
8		10
4		6
3		5

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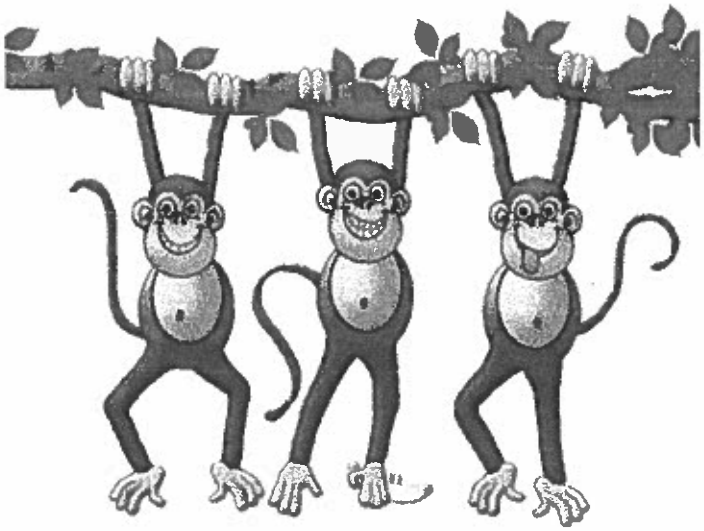
Name:_____

Cut and paste numbers page, to use as an alternate to writing the numbers over the monkey.

1	2	3	4	5	6
7	8	9	1	2	3
4	5	6	7	8	9



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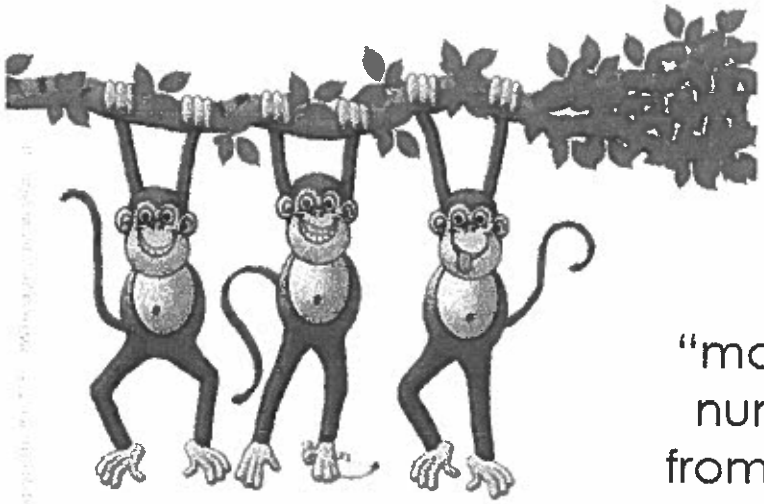
Name:_____

Monkey in the Middle



Fill in the missing "monkey in the middle" numbers as you count from eleven to nineteen.

11 12 14 15 16 18 19

11 13 14 16 17 18 19

11 12 13 15 16 17 19

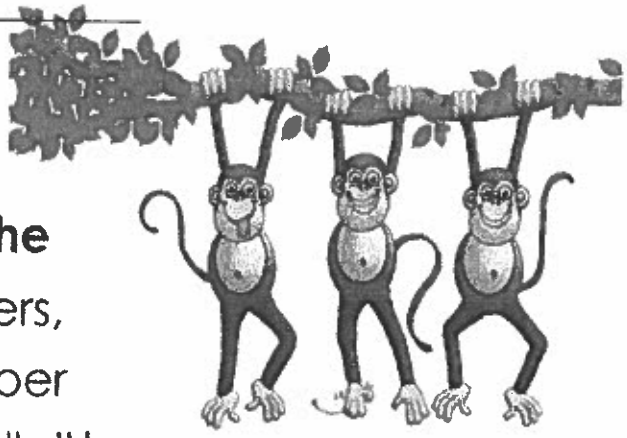
11 12 13 14 15 17 18 19

18	13	17	16	19	11	12	14	15

Name:_____

Monkey in the Middle

Number Sequencing Activity



Monkeys don't belong in the middle! Look at the numbers, and write the missing number in the "Monkey in the Middle" box.

11		13
12		14
16		18
15		17

14		16
17		19
13		15
18		20

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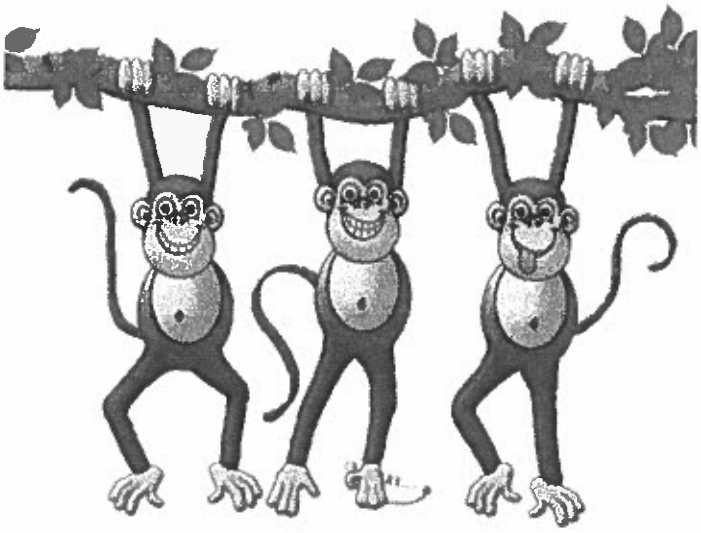
Name:_____

Cut and paste numbers page, to use as an alternate to writing the numbers over the monkey.

11	12	13	14	15	16
17	18	19	11	12	13
14	15	16	17	18	19



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Earth Day
Problem Solving

Name: _____

Amy put 3 bottles and 1 plastic jug in the recycle bin. How many things did she put in altogether?

My Picture

My Number Line

1 2 3 4 5 6 7 8 9 10

My Equation

_____ + _____ = _____

My Answer

Earth Day
Problem Solving

Name: _____

Sam put 2 cans and 8 bottles in the recycle bin. How many things did he put in the bin altogether?

My Picture

My Number Line

1 2 3 4 5 6 7 8 9 10

My Equation

_____ + _____ = _____

My Answer

Earth Day
Problem Solving

Name: _____

Alex's mom has 3 blue reusable bags and 6 red reusable bags. How many reusable bags does she have in all?

My Picture

My Number Line

1 2 3 4 5 6 7 8 9 10

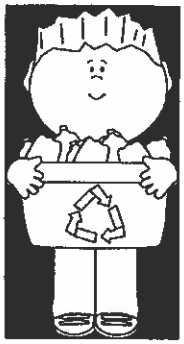
My Equation

_____ + _____ = _____

My Answer

Earth Day
Problem Solving

Name: _____



There were 3 blue recycle bins and 4 green recycle bins in the school. How many bins are there in all?

My Picture

My Number Line

1 2 3 4 5 6 7 8 9 10

My Equation

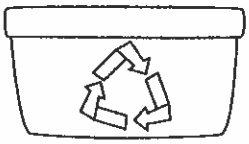
_____ + _____ = _____

My Answer

Earth Day
Problem Solving

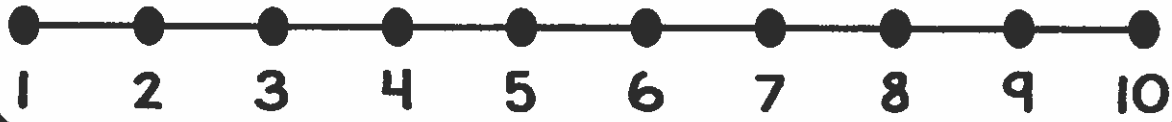
Name: _____

The school has 3 red recycle bins and 3 blue recycle bins. How many bins do they have in all?



My Picture

My Number Line



My Equation

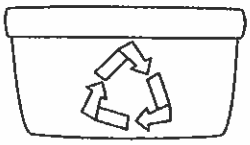
_____ + _____ = _____

My Answer

Earth Day
Problem Solving

Name: _____

The school has 8 recycle bins. 3 of the bins are green. How many of the bins are not green?



My Picture

My Number Line

1 2 3 4 5 6 7 8 9 10

My Equation

_____ - _____ = _____

My Answer

Earth Day
Problem Solving

Name: _____

Megan put 7 bottles in the recycle bin. 6 of them were glass. How many are not glass?

My Picture

My Number Line

1 2 3 4 5 6 7 8 9 10

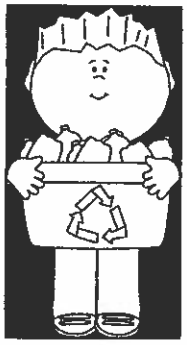
My Equation

_____ - _____ = _____

My Answer

Earth Day
Problem Solving

Name: _____



Jon had to empty the school recycle bins. There were 7 bins but only 5 of them had things in it. How many of the bins were empty?

My Picture

My Number Line

1 2 3 4 5 6 7 8 9 10

My Equation

_____ - _____ = _____

My Answer

Nombre _____

Estrategia

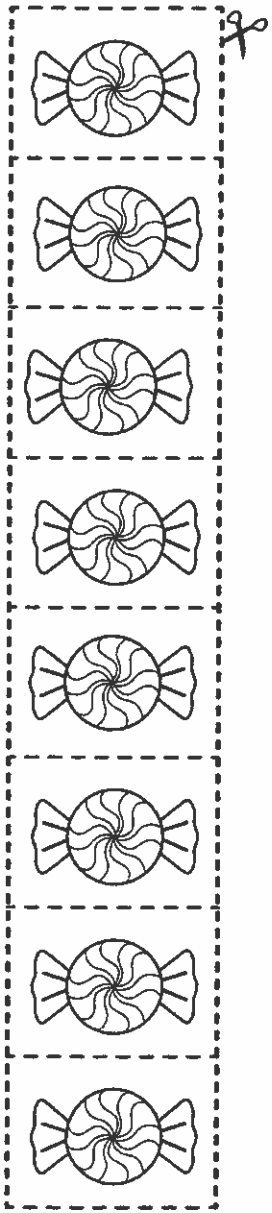
Hay 4 niños. Cada niño recibe la misma cantidad de dulces. ¿Cuántos dulces recibe cada niño?

Piensa y Dibuja

Escribe una ecuación.

@sruizkinderbilingual

Recortar



Nombre _____

Dobles

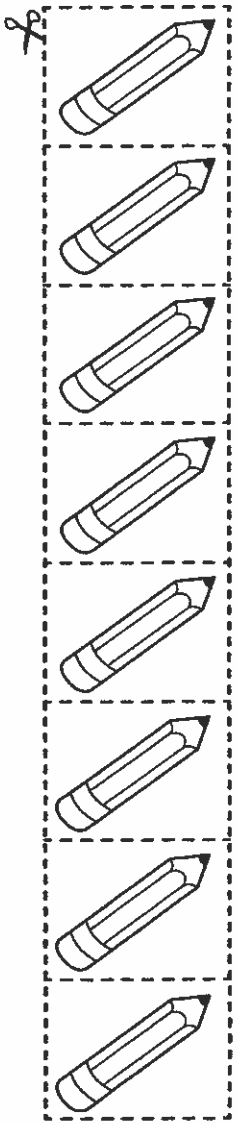
Deshda tiene 4 lápices. Emma tiene la misma cantidad . ¿Cuántos lápices tienen en total?

Piensa y Dibuja

Escribe una ecuación.

@sruizkinderbilingual

Recortar



Nombre _____

Razonamiento

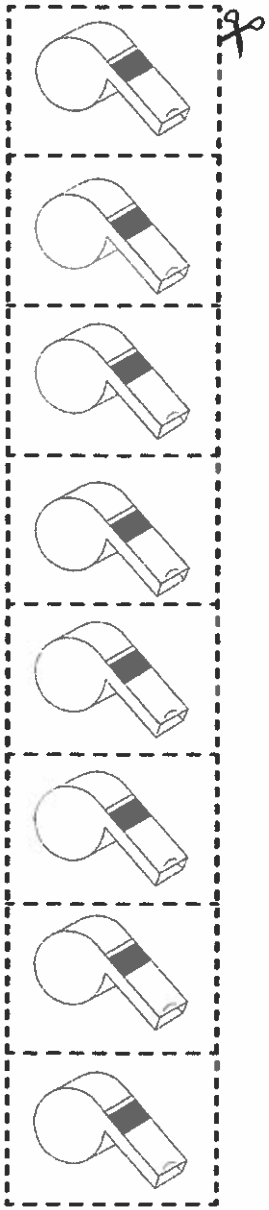
Genesis tiene 8 silbatos. 5 silbatos son de color gris. ¿Cuántos silbatos son rojos?

Piensa y Dibuja

Escribe una ecuación.

@sruizkinderbilingual

Recortar



Nombre _____

Razonamiento

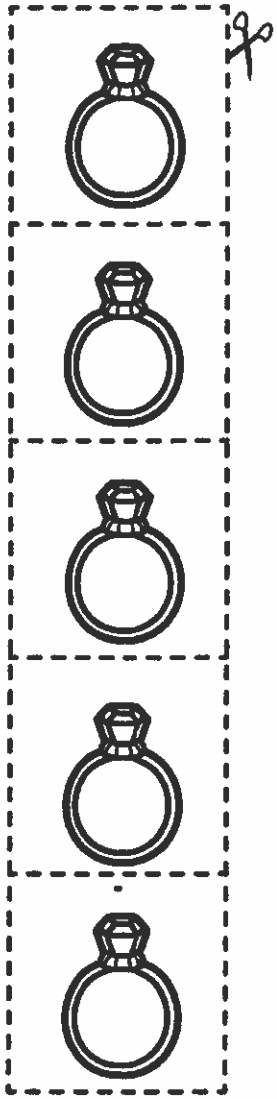
Hay 5 anillos. Daisy escoge 2 anillos. Julia también escoge anillos ¿Cuántos anillos quedan para Julia?

Piensa y Dibuja

Escribe una ecuación.

@sruizkinderbilingual

Recortar



Nombre _____

Comparar

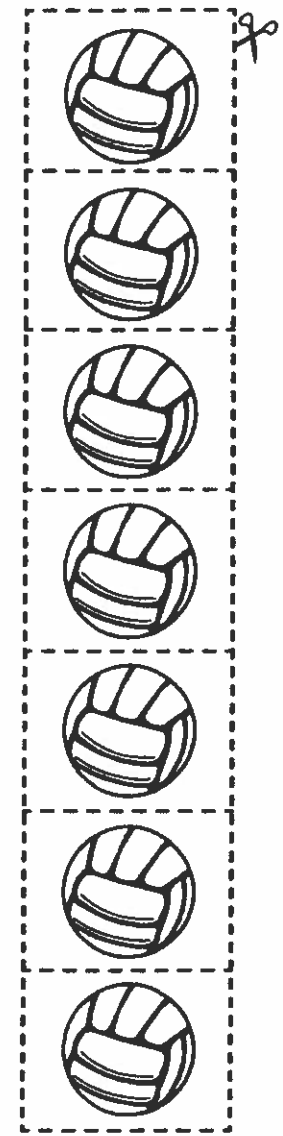
Edwin tiene 5 balones de voleibol. Erick tiene 2 balones de voleibol. ¿Quién tiene más balones?

Piensa y Dibuja

Escribe una ecuación.

@sruizkinderbilingual

Recortar



Nombre _____

Comparar

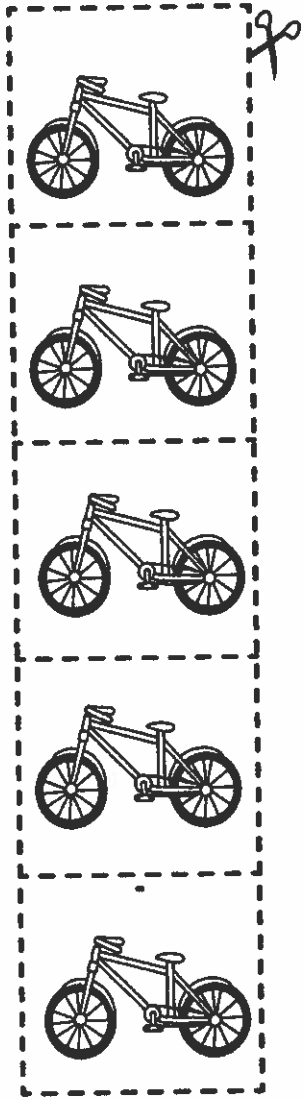
Ramón tiene 3 bicicletas. Javier tiene 2 bicicletas.
¿Quién tiene menos bicicletas?

Piensa y Dibuja

Escribe una ecuación.

@sruizkinderbilingual

Recortar



High Frequency Words Worksheets (SNAP Words)

Hojas de trabajo de palabras de alta frecuencia (Palabras SNAP)

Name _____ he

Trace

he he he

Write

Color

he he

Glue

Cut

e h

Name _____ here

Trace

here here here

Write

_____

_____

Color

here here

Glue

Cut

e	e	h	r

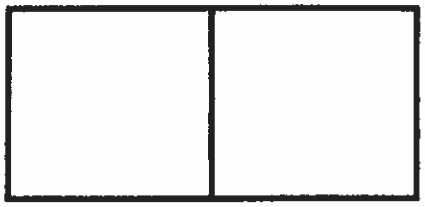
Name _____

Trace

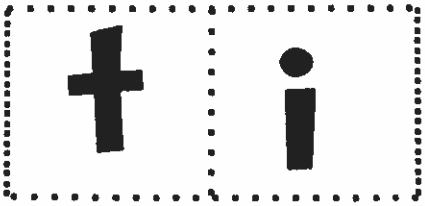
Write

Color

Glue



Cut



Name _____ we

Trace

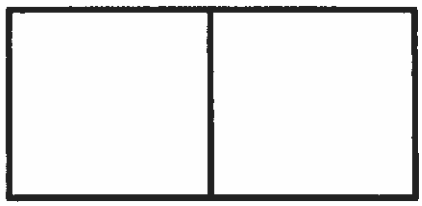
we we we

Write

Color

we we

Glue



Cut

Name _____

she

Trace

she she she

Write

Color

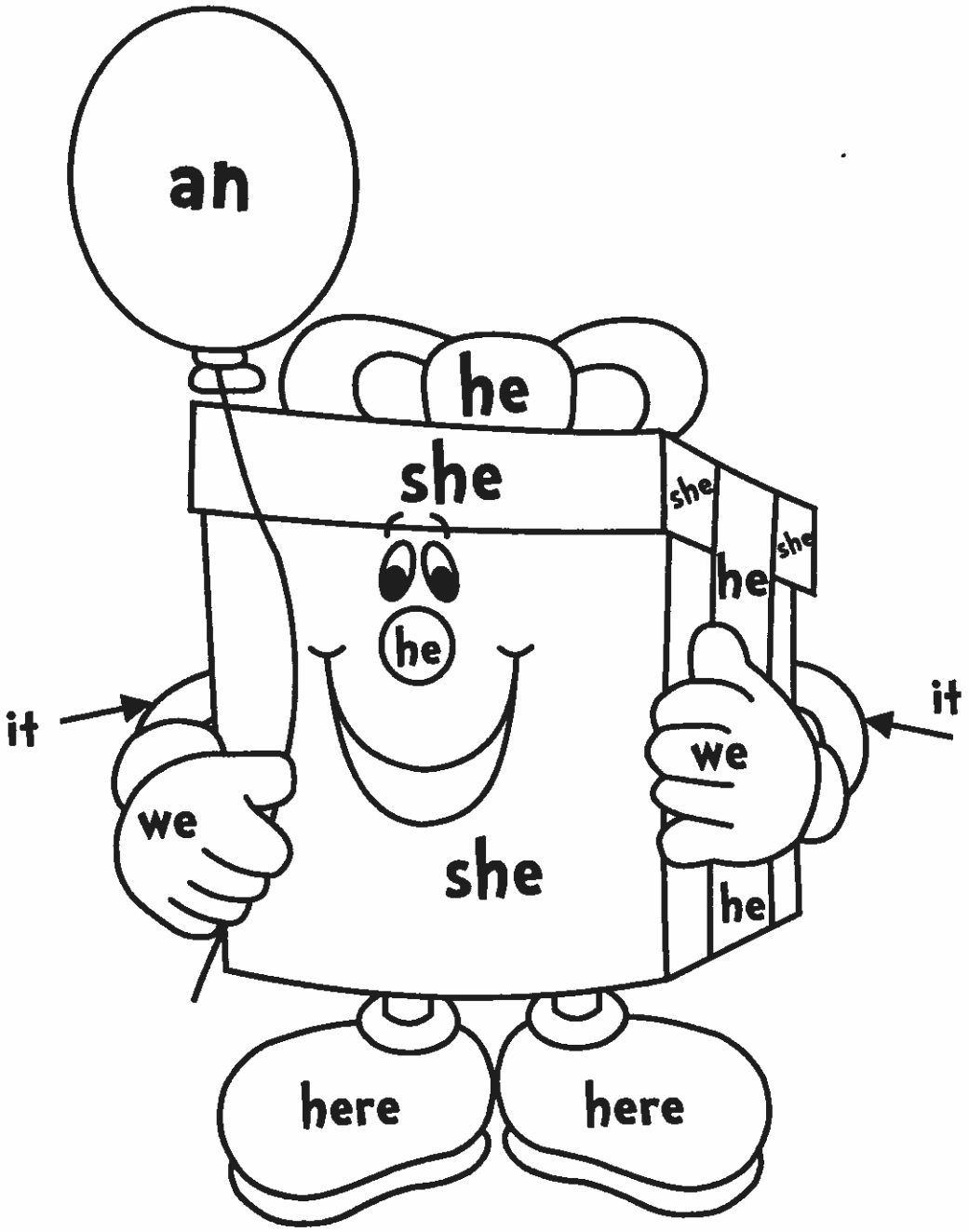
she she

Glue

Cut

h e s

Color by Sight Word - Review



he - red ☐

she - yellow ☐

here - brown ☐

an - orange ☐

we- grey ☐

it - black ☐

Name _____ ah

Trace

an an an

Write

Color

ah ah

Glue

Cut

h a

Name

Trace

Write

Color

Glue

Cut

Name _____ a

Trace _____ _____ _____

a a a

Write _____

_____

Color

a a

Glue

Cut

a

Name _____

the

Trace

the the the

Write

Color

the the

Glue

Cut

e t h

Name _____ and

Trace

and and and

Write

Color

and and

Glue

Cut

d a n

Name _____ **see**

Trace _____ _____ _____

see see see

Write _____

_____

Color

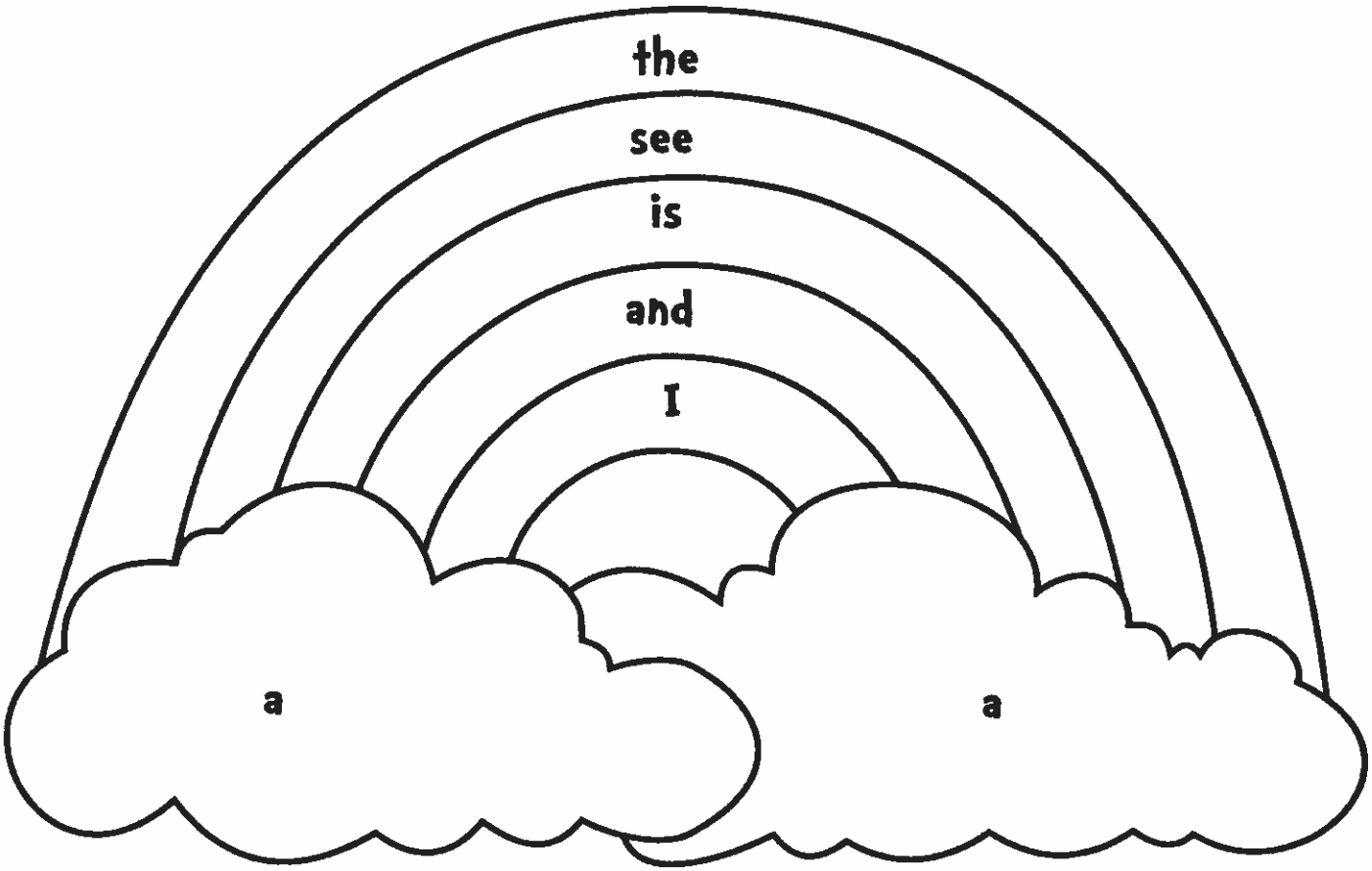
see see

Glue

Cut

e	e	s

Color by Sight Word - Review



the - red ☐

see - orange ☐

is - yellow ☐

and - green ☐

I- blue ☐

a - white ☐

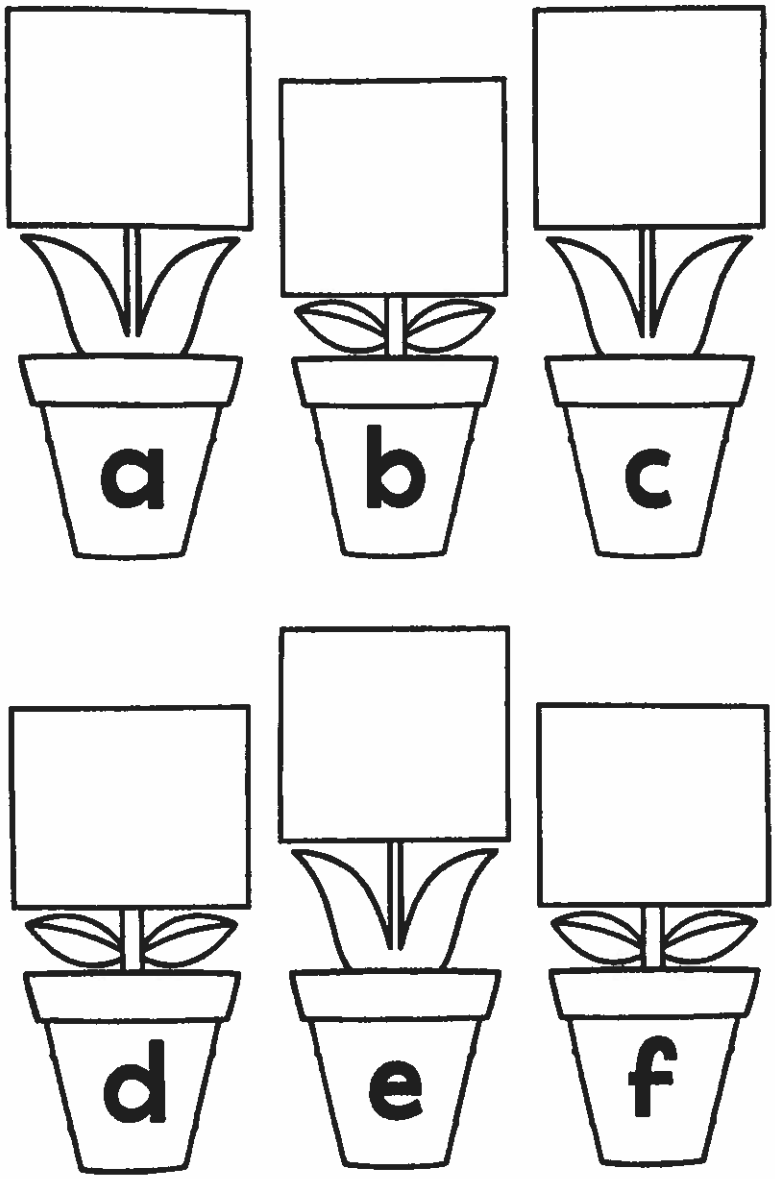
Beginning Sounds Worksheets/ *Sonidos iniciales Hojas de trabajo*

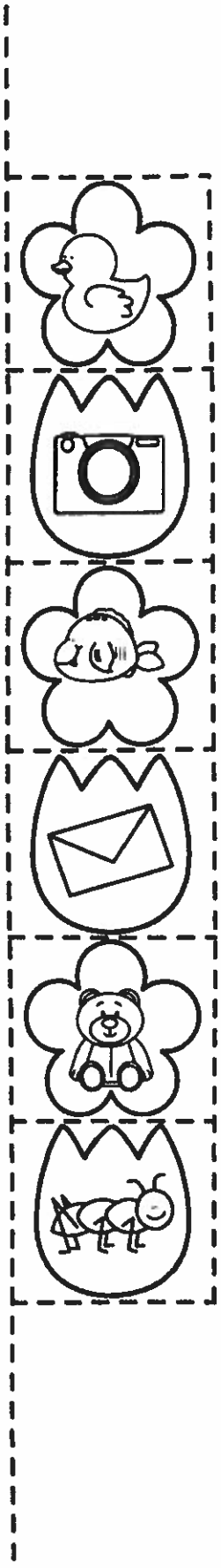
Name:

By Lorna Pop © 2016

Beginning Sounds

Cut and paste each picture on top of the correct beginning sound pot.



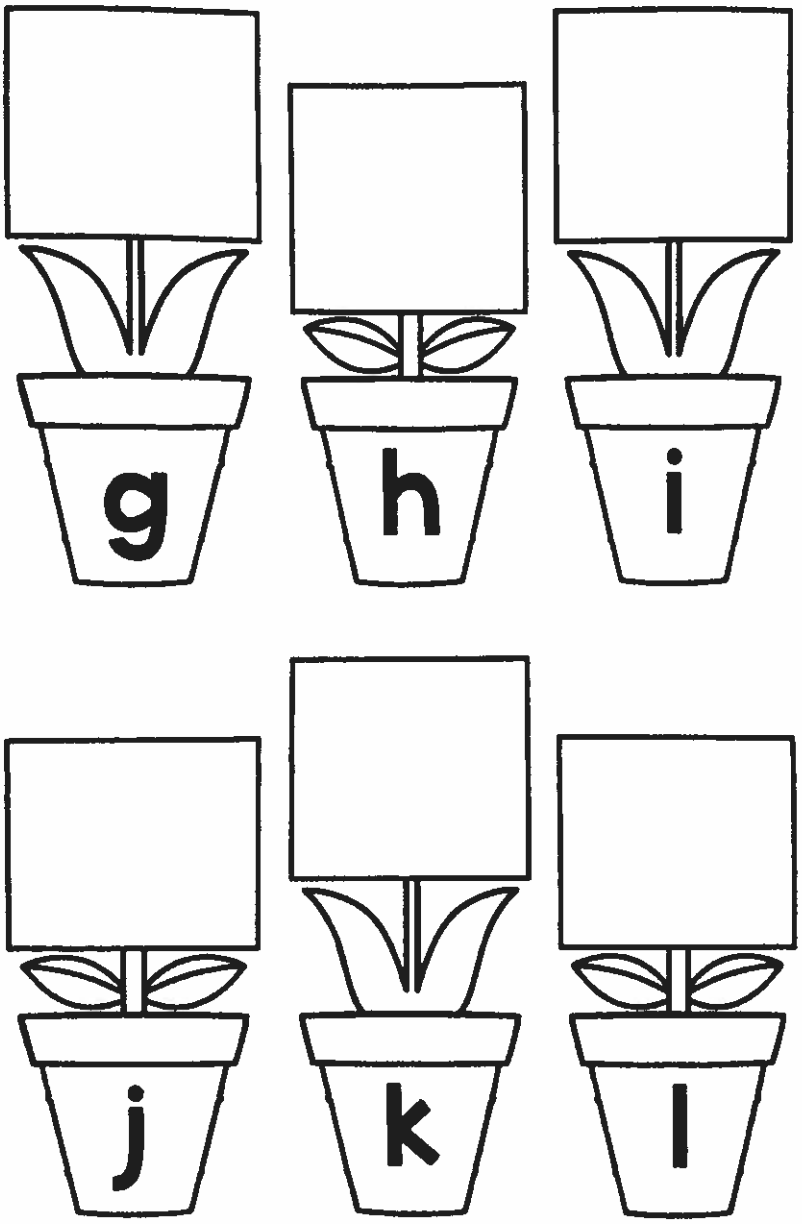


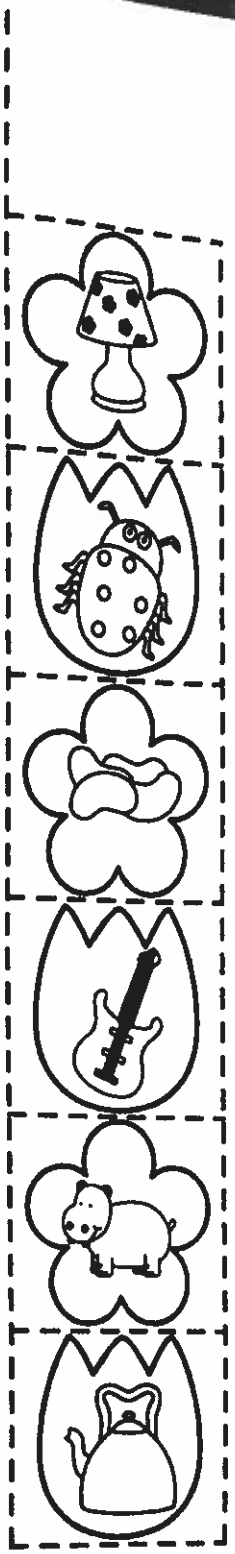
Name:

By Lavinia Pop © 2016

Beginning Sounds

Cut and paste each picture on top of the correct beginning sound pot.



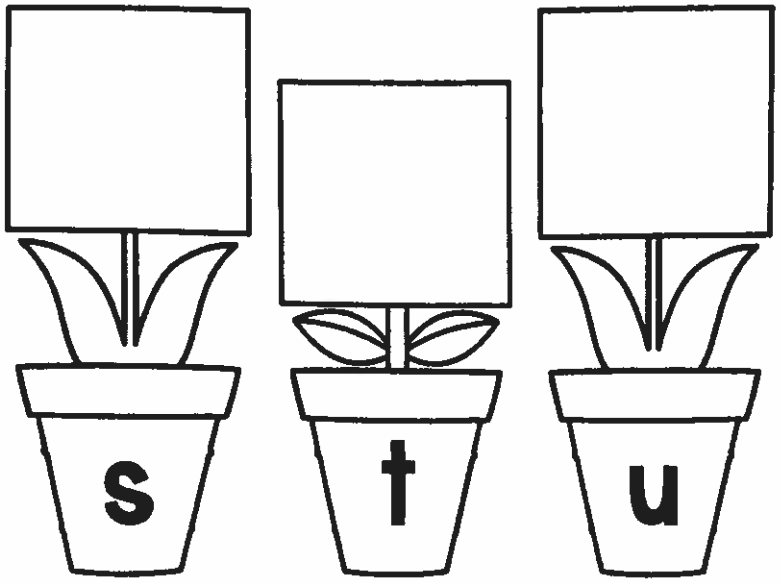


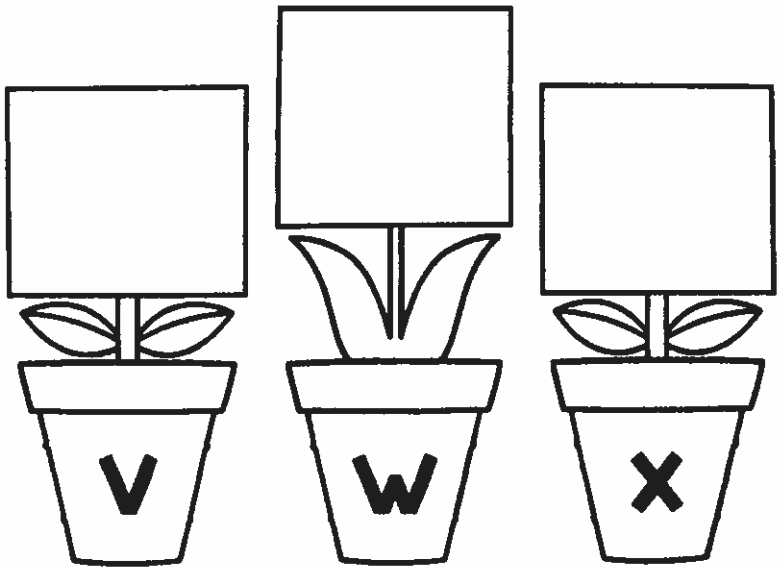
Name:

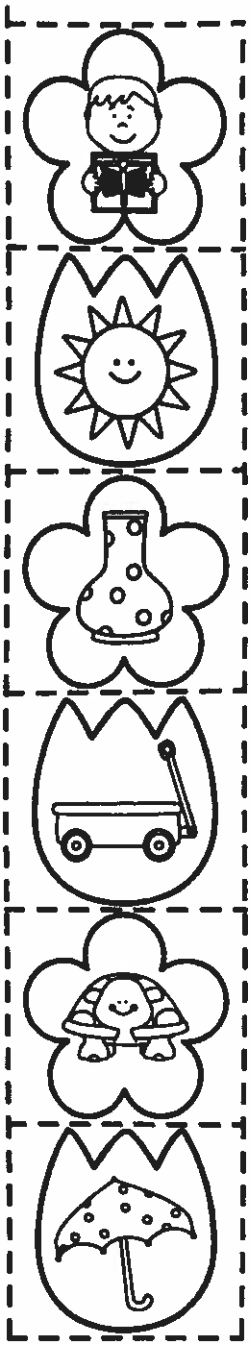
By Lavinia Pop © 2016

Beginning Sounds

Cut and paste each picture on top of the correct beginning sound pot.





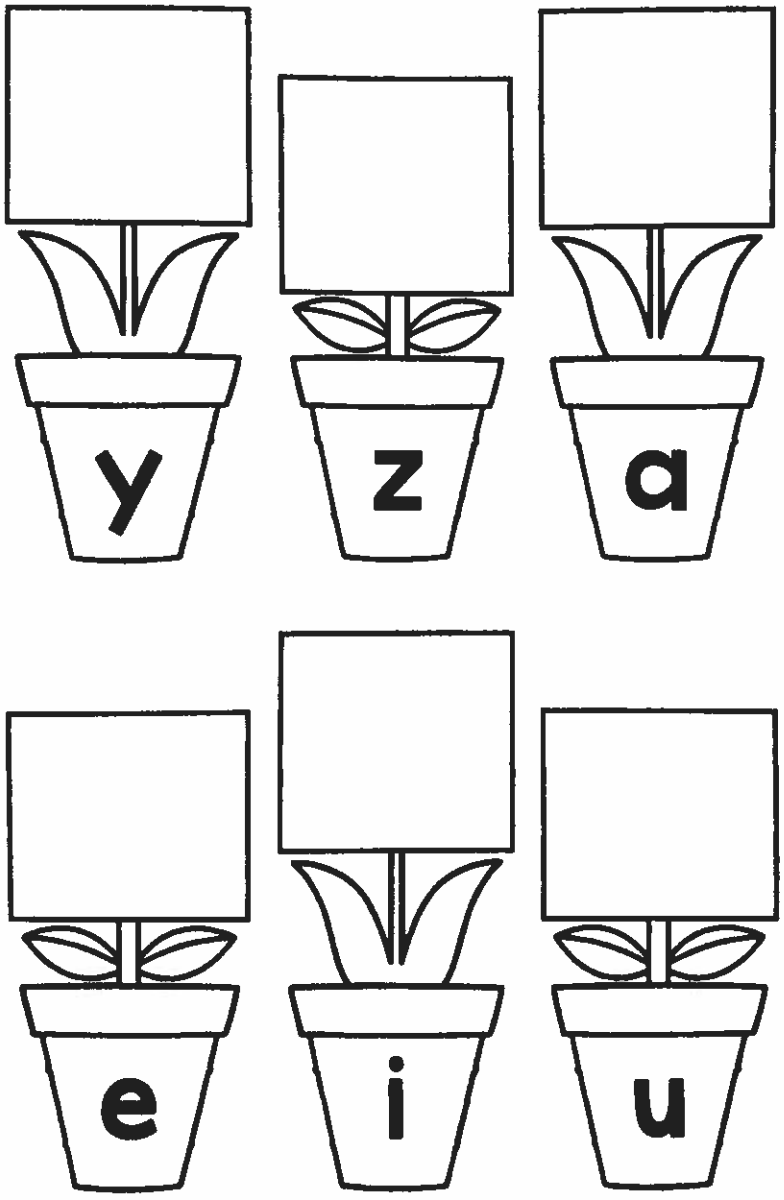


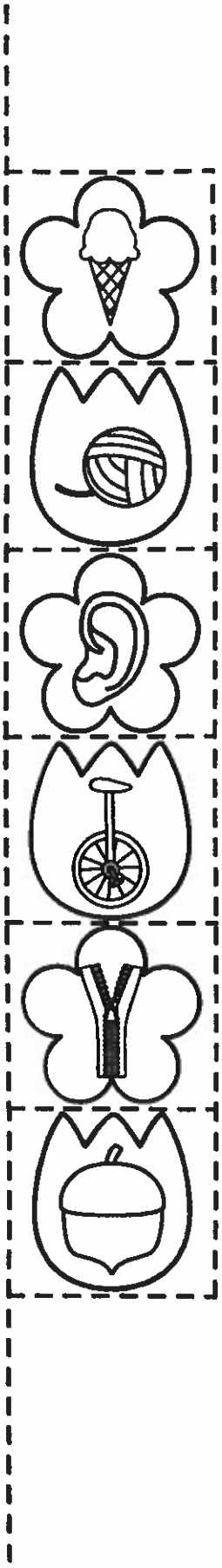
Name:

By Lavinia Pop © 2016

Beginning Sounds

Cut and paste each picture on top of the correct beginning sound pot.





Word Part Worksheets/ *Hojas de trabajo de parte de palabras*

Word Families

-all ball	-ed bed	-ip ship	-op stop	-ing ring
-an fan	-ell bell	-it kit	-og dog	-ick chick
-ap map	-end friend	-ill spill	-ot pot	-ink sink
-at hat	-est nest	-ut nut	-ock sock	-ash trash
-ay hay	-et net	-ug bug	-ook book	-ank bank
-ack backpack	-ent tent	-unk trunk	-ow cow	-ow snow

-og family words

●	dog	log	hog	frog	jog
● ●	fog	bog	dog	log	hog
● ● ●	frog	jog	fog	bog	dog
● ● ● ●	log	hog	frog	jog	fog
● ● ● ● ●	bog	dog	log	hog	frog
● ● ● ● ● ●	jog	fog	bog	dog	log

Created by FamilyLivingonaBudget.blogspot.com

-op family words

	hop	mop	top	cop	stop
	pop	bop	mop	top	hop
	stop	cop	pop	bop	mop
	bop	top	cop	stop	pop
	cop	hop	bop	mop	top
	mop	stop	hop	pop	cop

Created by FamilyLivingonaBudget.blogspot.com

-ot family words

	pot	hot	tot	cot	dot
	got	rot	pot	hot	tot
	cot	dot	got	rot	pot
	hot	tot	cot	dot	got
	rot	pot	hot	tot	cot
	dot	got	rot	pot	hot

Created by FamilyLivingonaBudget.blogspot.com

-ow family words

●	bow	row	crow	show	grow
● ●	snow	mow	throw	bow	crow
● ● ●	grow	show	row	snow	throw
● ● ● ●	crow	bow	mow	grow	row
● ● ● ● ●	throw	snow	show	crow	mow
● ● ● ● ● ●	row	grow	bow	throw	show

Created by FamilyLivingonaBudget.blogspot.com

-ub family words

	tub	stub	rub	dub	hub
	pub	sub	hub	rub	tub
	stub	dub	tub	hub	pub
	sub	rub	pub	tub	stub
	dub	hub	stub	pub	sub
	rub	tub	sub	stub	dub

Created by FamilyLivingonaBudget.blogspot.com

-ug family words

●	bug	rug	jug	mug	tug
● ●	dug	shrug	slug	bug	jug
● ● ●	tug	mug	rug	dug	slug
● ● ● ●	jug	bug	shrug	tug	rug
● ● ● ● ●	slug	dug	mug	jug	shrug
● ● ● ● ● ●	rug	tug	bug	slug	mug

Created by FamilyLivingonaBudget.blogspot.com

-un family words

	sun	run	fun	bun	gun
	nun	pun	gun	fun	sun
	run	bun	sun	gun	nun
	pun	fun	nun	sun	run
	bun	gun	run	nun	pun
	fun	sun	pun	run	bun

Created by FamilyLivingonaBudget.blogspot.com

-ut family words

●	shut	but	cut	gut	hut
● ●	jut	nut	hut	cut	shut
● ● ●	but	gut	shut	hut	jut
● ● ● ●	nut	cut	jut	shut	but
● ● ● ● ●	gut	hut	but	jut	nut
● ● ● ● ● ●	cut	shut	nut	but	gut

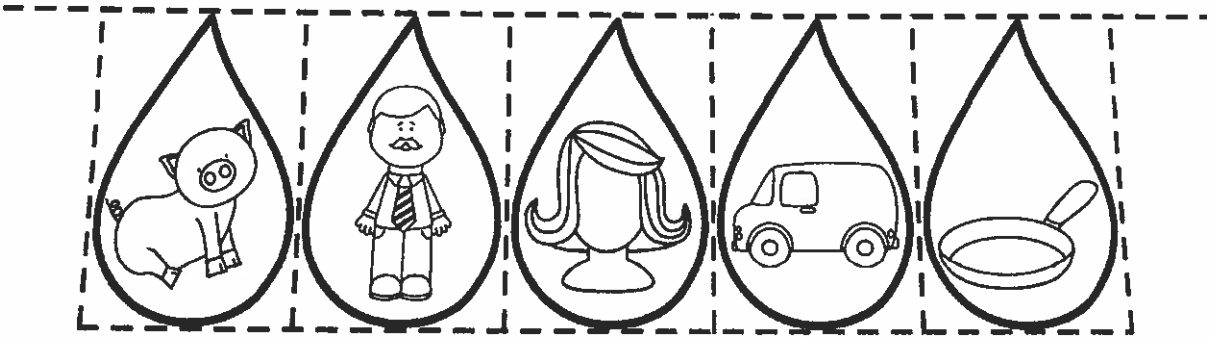
Created by FamilyLivingonaBudget.blogspot.com

Name:

By Lavinia Pop © 2016

Rhyming Words

Cut and paste the rhyming raindrops under the correct umbrella.



Name: _____ Label and color the –at family pictures.

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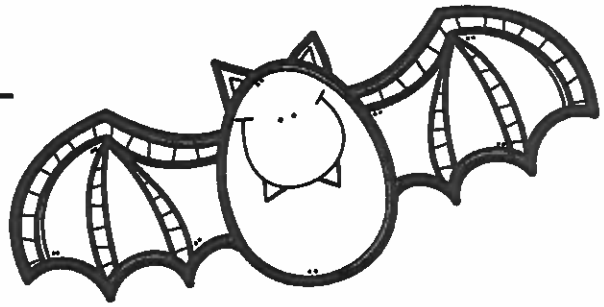


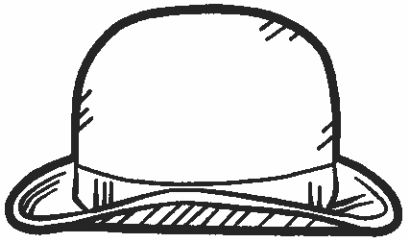
Word Bank

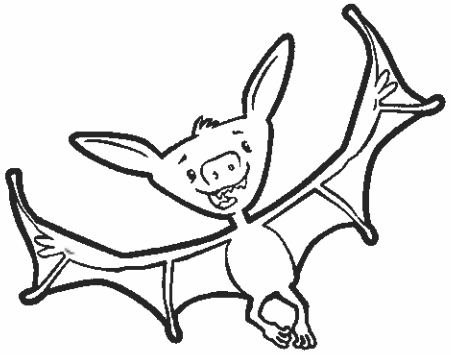
mat cat

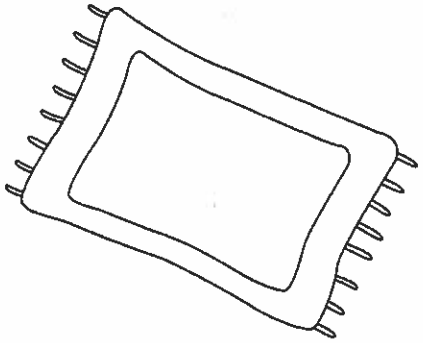
bat hat

Name: _____

Cut out the letters to label the –at family pictures.



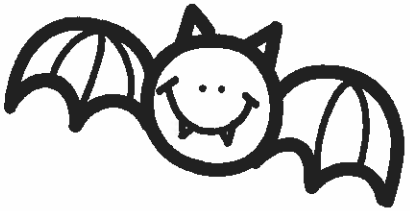


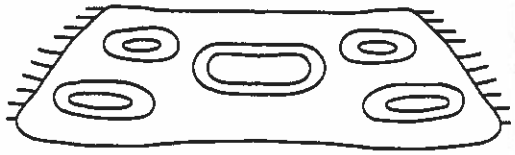


Copyright © Lindsay Keegan

a	t	a	m	c	t	a	b	t	h	t	a

Name: _____ Trace the -at family words and write them four times.

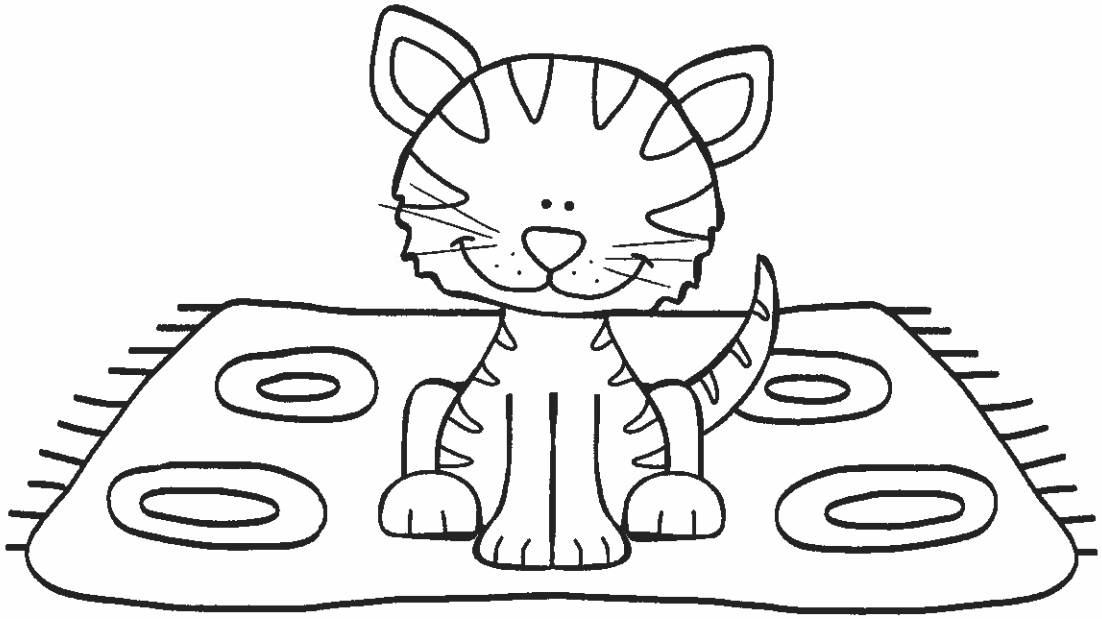




bat hat cat mat

Copyright © Lindsay Keegan

Name: _____ Trace the sentence then cut and paste the words in order.

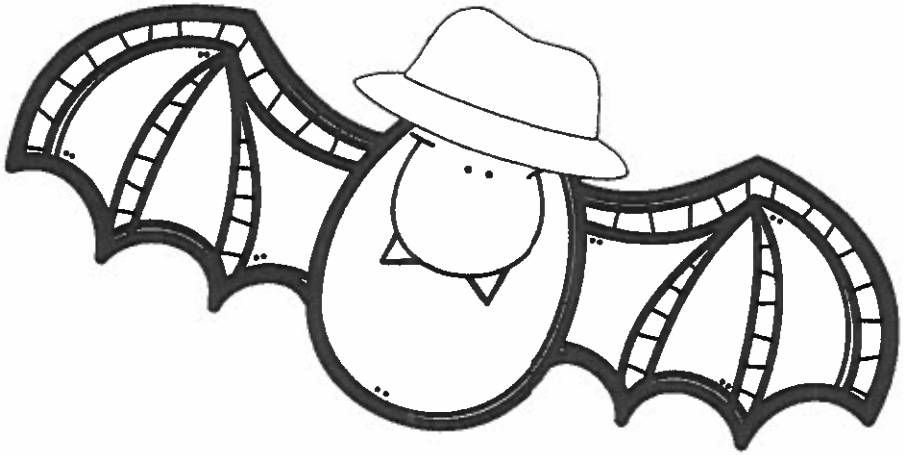


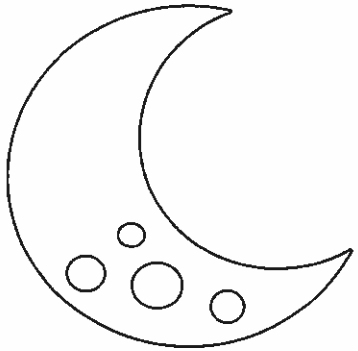
The cat sat on the mat.

Copyright © Lindsay Keegan

cat	the	mat.	sat	The	on

Name: _____ Trace the sentence then cut and paste the words in order.



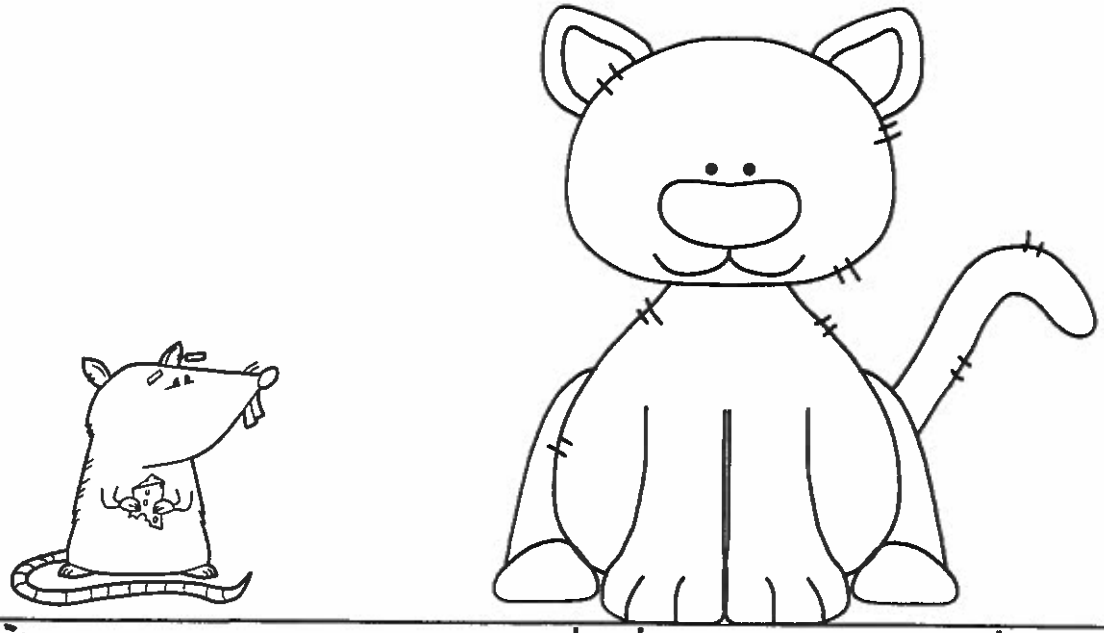


The bat has a red hat.

Copyright © Lindsay Keegan

bat	a	hat.	has	The	red

Name: _____ Trace the sentence then cut and paste the words in order.



The fat cat likes the rat.

Copyright © Lindsay Keegan

cat	likes	fat	the	The	rat.

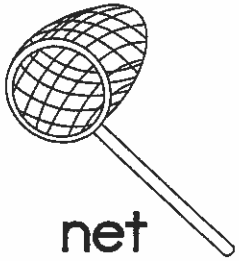
Name: _____ Cut out the words and sort.

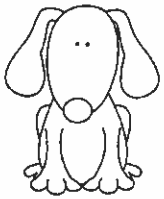
-at Family Words

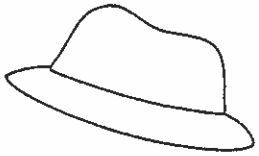
Other Words

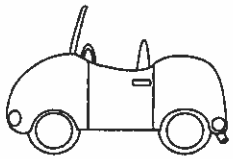
Copyright © Lindsay Keegan

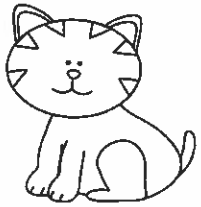
bat


net


dog


hat


car


cat

Writers Write

Tell Us What You Think/ *Escritores escriben*

Dinos qué piensas

It is important that your children continue to write at home in order to practice the skills learned at school. The following pages are included for your children to read and write thoughtful responses. You can support your children at home by talking with them about their ideas and encouraging them to write more! Remind them that writers add details so that readers can understand them!

Es importante que sus hijos sigan escribiendo en casa para practicar las habilidades aprendidas en la escuela. Las siguientes páginas están incluidas para que sus hijos lean y escriban respuestas reflexivas. ¡Puede apoyar a sus hijos en casa hablando con ellos sobre sus ideas y animándolos a escribir más! ¡Recuérdeles que los escritores agregan detalles para que los lectores puedan entenderlos!

Why do kids have to go to school?/**Por qué los niños tengan que ir a la escuela?**

Do you like movies or music better? Why?/**¿Te gusta más la música o las películas? ¿Por qué?**

What do you like best about our classroom?/**¿Qué es lo que más te gusta de nuestro clase?**

What is your favorite toy? What do you like about it?/ **¿Cuál es tu juguete favorito? ¿Qué te gusta de ello?**

Would you rather play inside or outside on the weekend? Why?/**¿Prefieres jugar adentro o afuera el fin de semana? ¿Por qué?**

Write about a time you helped your parents. How did you feel? **/Escribe sobre una vez que ayudaste a tus padres. ¿Cómo te sentiste?**

What is your favorite place in the world? / **¿Cuál es tu lugar favorito en el mundo?**

What is the best gift you ever received? / **¿Cuál es el mejor regalo que has recibido?**

If you could be in charge of school for a day, what would you do? / **Si pudieras estar a cargo de la escuela por un día, ¿qué harías?**

Write about a time when you had to wait for something. How did you feel?/ **Escribe sobre un momento en que tuviste que esperar por algo. ¿Cómo te sentiste?**