

Kindergarten Scholars Work Packets

Kindergarten Parents and Guardians,

We are truly saddened that we will not be seeing each other in person again this school year! We want our scholars to know we are so proud of the hard work they have accomplished this school year. We truly miss them! Please don't let the learning stop over the summer! Keep working hard and learning!

If you have any questions, please feel free to reach out to your scholar's teacher by call, text or email!

Mrs. Mary:	731-733-9326	mamartin@jmcass.org
Mrs. Sims:	865-804-5059	sdsims@jmcass.org
Mr. Davis:	901-493-8392	jkdavis@jmcass.org
Ms. Mayana:	731-215-5956	mmanderson@jmcass.org

You may also call the school at 731-988-3800 between the hours of 9-11 am, Mon. through Fri. or Ms Braswell with any questions at 731-426-4699.

Please let our scholars how proud we are of them!!
Lincoln Elementary School Kindergarten Team
Mrs. Mary, Mrs. Sims, Mr. Davis, and Ms. Mayana

MON.
May 4

Reading

Skills Lesson 6
Pages 29-34
Read "Tasks"



Math



Module 4 Lesson 36

https://www.youtube.com/watch?v=OA9RbC_EdpY

NAME: _____

DATE: _____

6.1

Activity Page

task

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

trim

NAME: _____

DATE: _____

6.2

Activity Page

shrub

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

NAME: _____

DATE: _____

6.3

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

Fun at the Pond

Sam is at the u pond with his pals.

Six frogs rest in the u wet mud.

Sam runs at the u frogs.

The u frogs hop in the u pond.



Sam's pal, Chad, digs up a crab.

The u crab gets mad at Chad.

The u crab snips at Chad's hands.

Chad drops the u crab.



Jen lifts up a log and spots a bug.

The u bug is long with lots o legs.

The u bug runs and digs in the u sand.

The u pond is lots o fun.



Please ask your child to read the following phrases to you, paying special attention to the Tricky Words. If your child needs more practice with Tricky Words, please review the words with flashcards or have your child read the words several times.

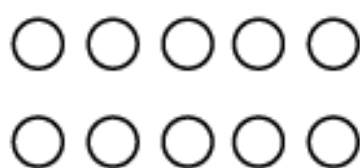
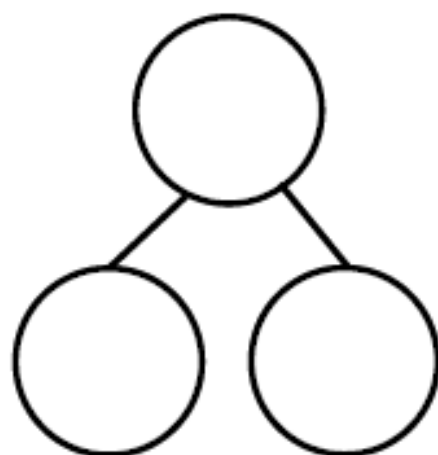
1. the funny dog
2. one funny frog
3. a funny fish
4. all of the shrubs
5. lots of fun
6. one cat from the box
7. a gift from Tim
8. all of the jobs from the list

Name _____

Date _____

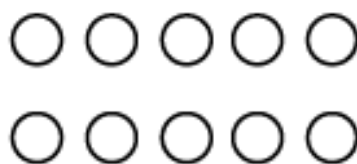
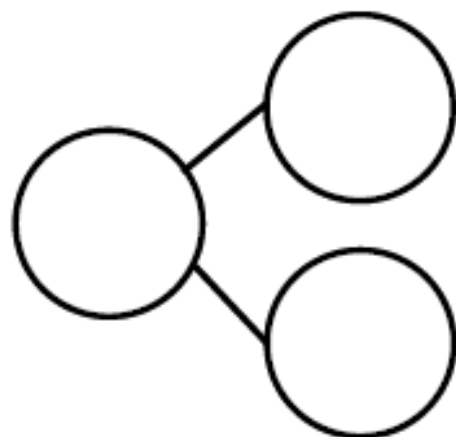
Fill in the number bond and number sentence. Cross off the part that goes away.

Stan had 10 blueberries. He ate 5 berries. How many blueberries are left?



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

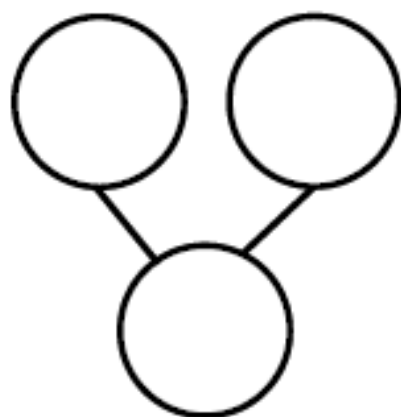
Tracy had 10 heart stickers. She lost 1 sticker. How many stickers are left?



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

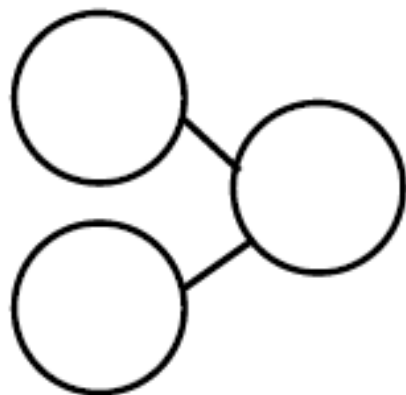
Make a 5-group drawing to show the story. Fill in the number bond and number sentence. Cross off the part that goes away.

Nick had 10 party hats. 7 hats were thrown away. How many hats does Nick have now?



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

Tatiana had 10 juice boxes. 3 juice boxes broke and spilled. How many full juice boxes does she have left?



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

Subtract.

$5 - 1 = \boxed{\quad}$

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

$5 - 3 = \boxed{\quad}$

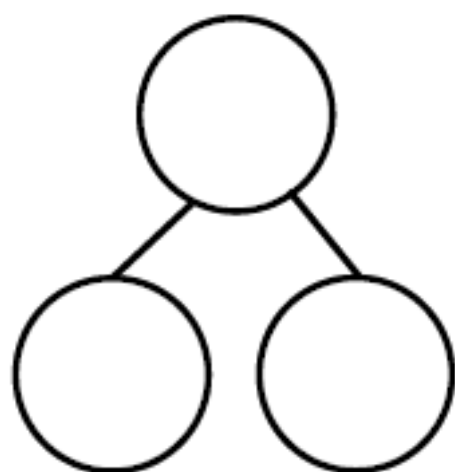
$5 - 4 = \boxed{\quad}$

Name _____

Date _____

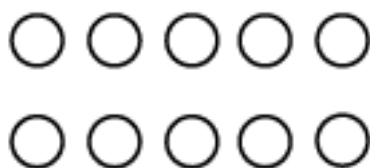
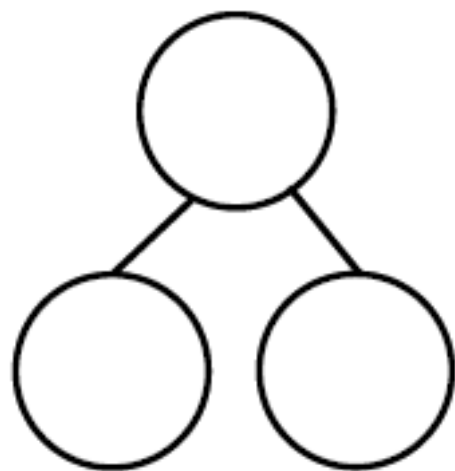
Fill in the number bond and number sentence. Cross off the part that goes away.

Mackenzie had 10 buttons on her jacket. 2 buttons broke off her jacket. How many buttons are left on her jacket?



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

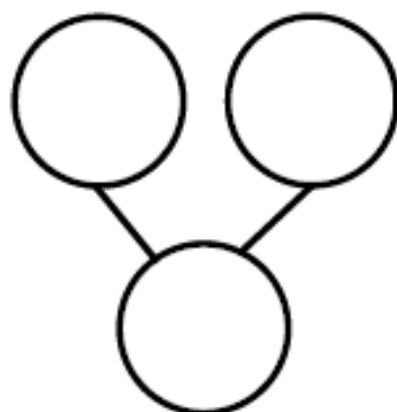
Donna had 10 cups. 6 cups fell and broke. How many unbroken cups are there now?



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

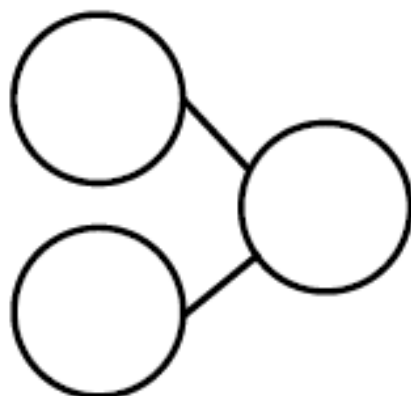
Make a 5-group drawing to show the story. Fill in the number bond and number sentence. Cross off the part that goes away.

There were 10 butterflies. 9 butterflies flew away. How many are left?



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

Bob had 10 toy cars. 4 cars drove away. How many cars are left?



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

Subtract.

$5 - 3 = \boxed{\quad}$

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

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

$5 - 1 = \boxed{\quad}$

Tues.
May 5

Reading



Skills Lesson 7
Pages 35-36
Reread "Tasks"

Math



Module 4 Lesson 37

<https://www.youtube.com/watch?v=BorQUa83EOQ>

NAME: _____

DATE: _____

7.1

Activity Page

1. one can of trash



2. all six of the men



3. a funny kid



4. one funny dog



5. the box of quilts



6. all of the kids



Tasks

Sam has a long list of tasks.

Sam must scrub a bunch of cups.

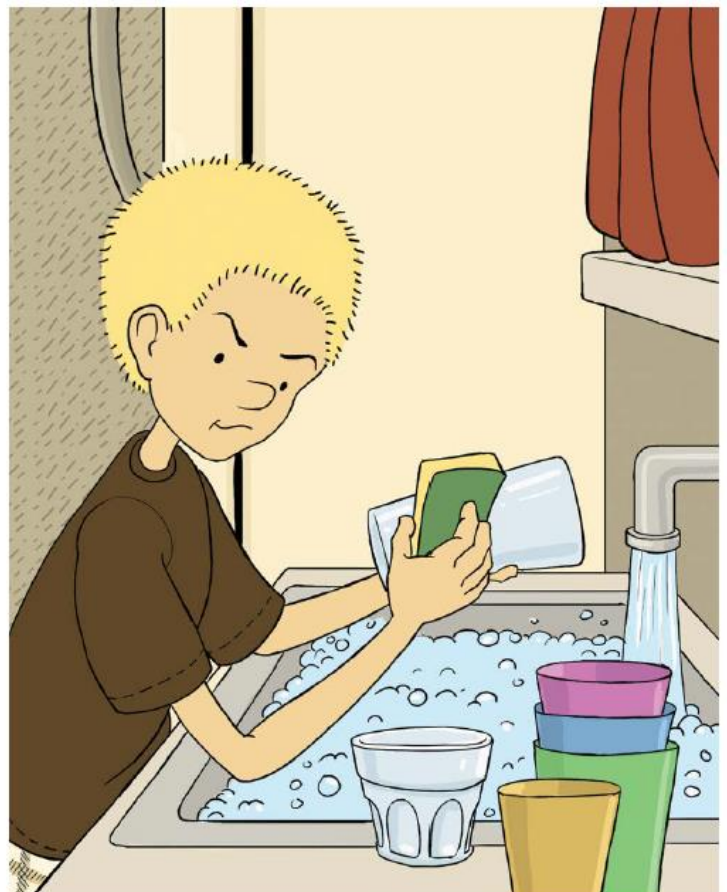
Sam must help his dad trim shrubs.

Sam must mop the steps.



Sam scrubs all of the cups.

Scrub, scrub, scrub.

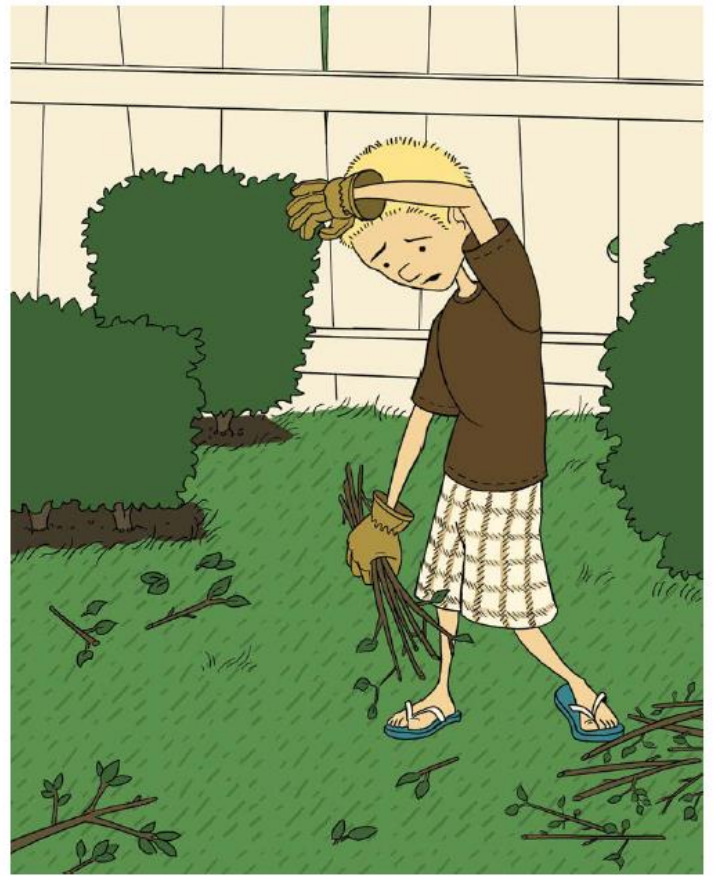


Sam helps his dad trim shrubs.

Snip, snip, snip.

The sun is hot.

Sam gets hot.



28

Sam spots a fan on the rug.

Sam flops on the rug and naps.

Then his mom spots him.

Sam's mom taps him with the mop.

Sam jumps up. Sam picks up the mop.



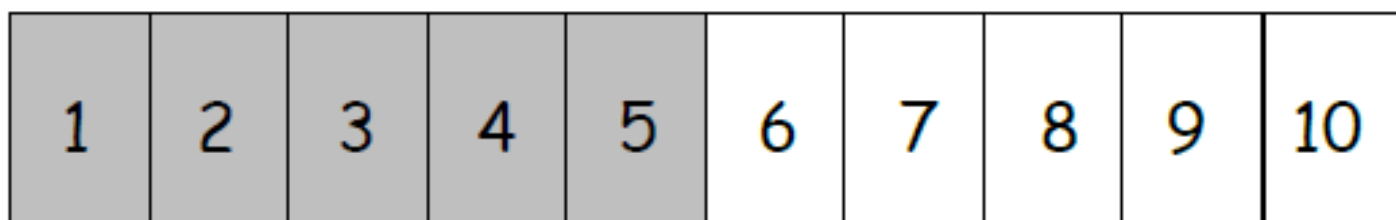
29

30

31

Name _____ Date _____

Listen to each story. Show the story with your fingers on the number path. Then, fill in the number sentence.



Freddy had 3 strawberries for a snack. His dad gave him 2 more strawberries. How many strawberries does Freddy have now?

$$\underline{3} + \underline{2} = \underline{\quad}$$

Freddy ate 2 of his strawberries. How many strawberries does Freddy have now?

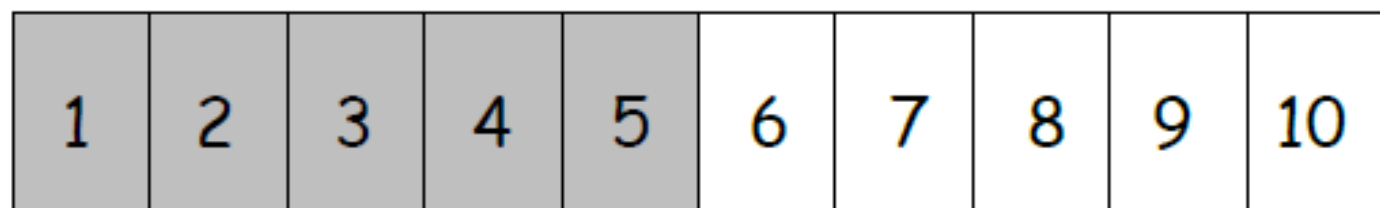
$$\underline{5} - \underline{2} = \underline{\quad}$$

Logan had 7 frogs. 2 frogs hopped away. How many frogs does Logan have now?

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

Pretend that Logan's 2 frogs hopped back. How many frogs does he have now?

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



Stella had 4 pennies. She found 3 more pennies. How many pennies does Stella have now?

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

Stella gave the 3 pennies to her dad. How many pennies does she have now?

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

Marissa made 8 bracelets. She loved them so much she did not give any away. How many bracelets does Marissa have now?

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

Jackson found 6 toys under his bed. He looked and did not find any more toys. How many toys does Jackson have now?

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

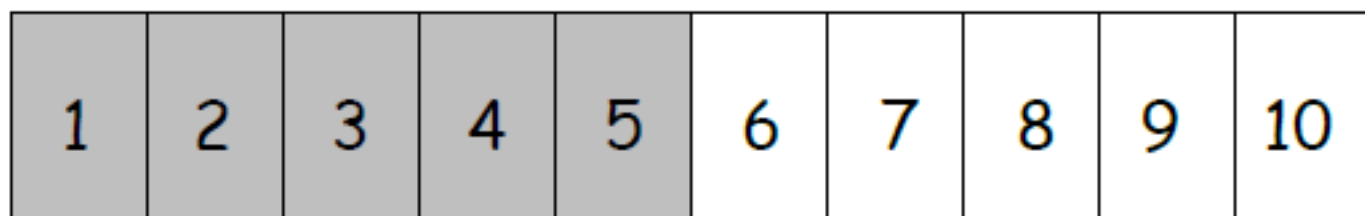
Solve.

$$2 + 0 = \boxed{} \quad 2 - 0 = \boxed{} \quad 4 - 0 = \boxed{} \quad 3 + 0 = \boxed{}$$

Name _____

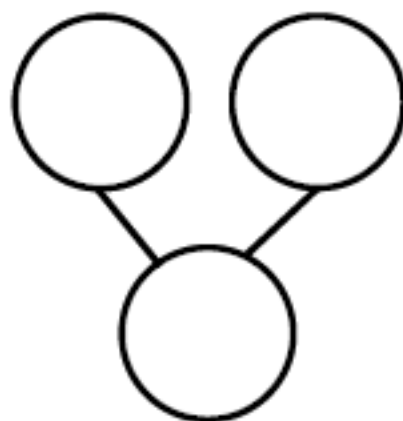
Date _____

Listen to each story. Show the story with your fingers on the number path. Then, fill in the number sentence and number bond.



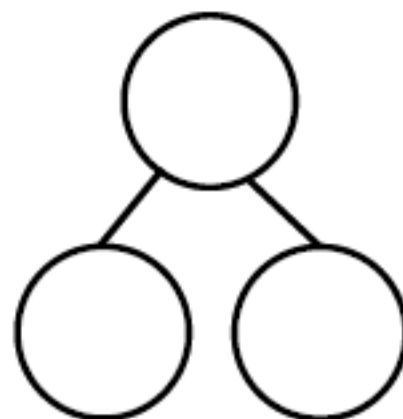
Joey had 5 pennies. He found 3 pennies in the couch. How many pennies does Joey have now?

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



Joey gave the 3 pennies to his dad. How many pennies does Joey have now?

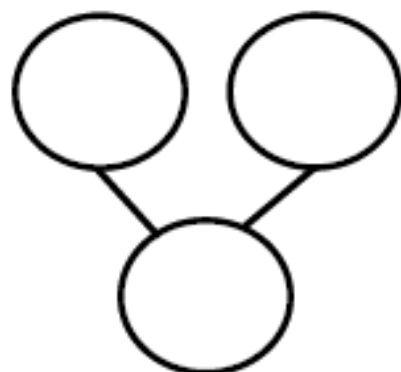
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

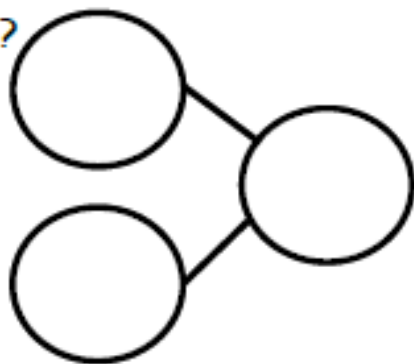
Siri had 9 pennies. She looked all around the house but could not find any more pennies. How many pennies does she have now?

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



There were 8 children waiting for the school bus. No more children came to the bus stop. How many children are waiting now?

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



Solve.

$1 + 0 = \boxed{\quad}$

$2 + 0 = \boxed{\quad}$

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

$4 + 0 = \boxed{\quad}$

$5 - 0 = \boxed{\quad}$

$4 - 0 = \boxed{\quad}$

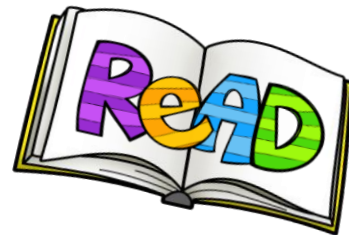
$3 - 0 = \boxed{\quad}$

$2 - 0 = \boxed{\quad}$

Wed.
May 6

Reading

Skills Lesson 8
Pages 37-43
Read "The Van"



Math

Module 4 Lesson 38

<https://www.youtube.com/watch?v=yyPkLS6im5Q>

Practice writing was, from, funny, all, the, of.

NAME: _____

DATE: _____

8.1

Activity Page

Directions: Have students copy and write each Tricky Word from memory.

1.

2.

3.

4.

5.

6.

NAME: _____

DATE: _____

8.2

Activity Page

cab

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

NAME: _____

DATE: _____

8.3

Activity Page

dents

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

NAME: _____

DATE: _____

8.4

Take-Home

Dear Family Member,

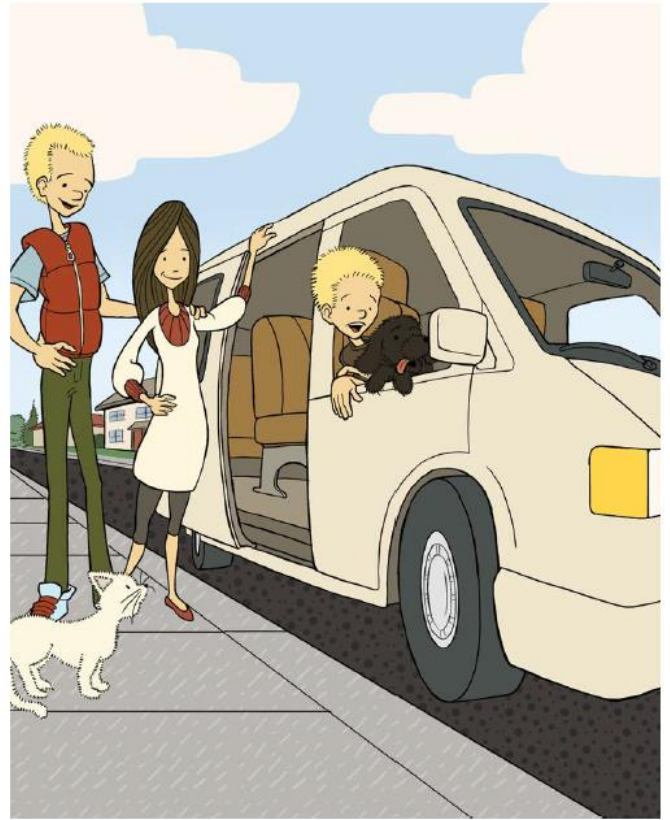
Your child has been taught to read Tricky Words *from* and *was*. Tricky Words are difficult to read and spell because they do not follow the letter-sound correspondences your child has been taught. The tricky parts of these Tricky Words are underlined. Tricky Words occur frequently in stories and need to be practiced often. Ask your child to cut out the word cards. Have your child arrange the cards to make phrases and read them aloud to you. Please keep the cards for future practice.

from	was	all
funny	the	a
are	out	little
down	look	blue
yellow	one	two
of	in	three
fresh	lots	wet
spot	shrubs	pants
pond	dogs	scrub

The Van

Sam's mom has a van.

Sam is in the van.



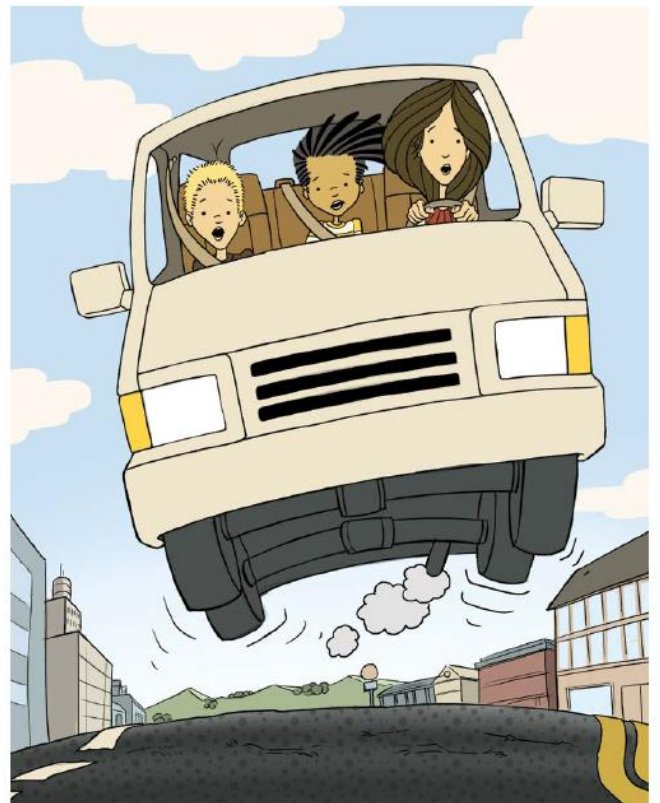
32

33

Sam and his mom got his pal,
Chad.

Then the van hit a big bump.

The van will jump up, up, up.



34

35

Then, slam!

The van hit the land.

Crash!

Smash!

Crunch!

Snap!

Pop!



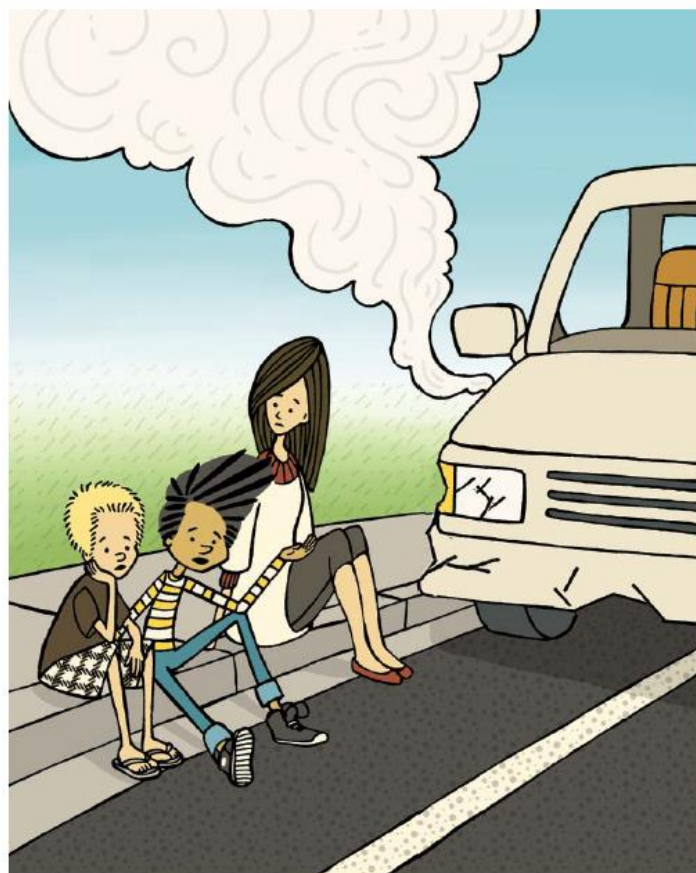
36

37

The van was bent.

The van had lots of dents.

The van did not run.



38

39

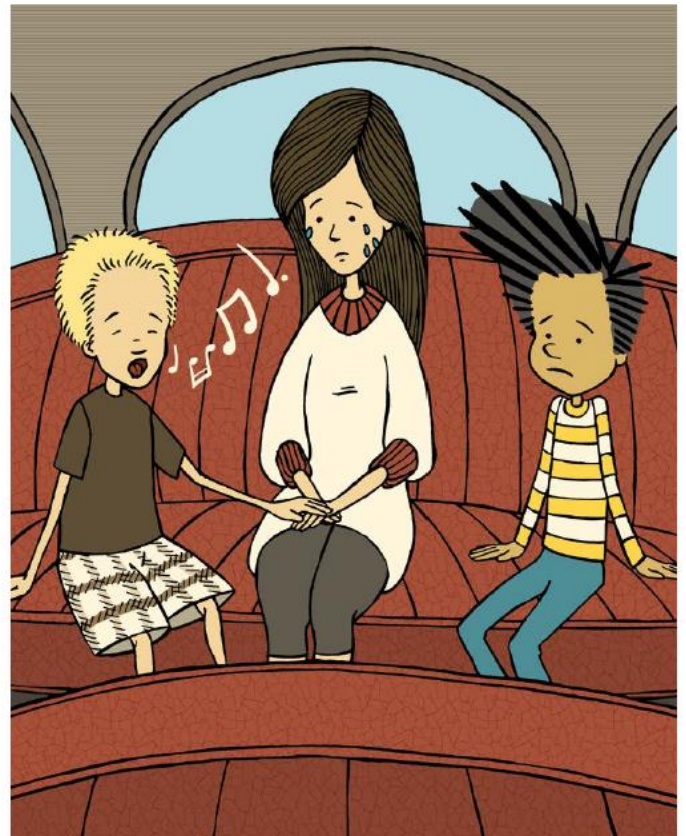
Sam's mom got a fix-it man.
The fix-it man had a big fix-it kit.
The fix-it kit did not help much.
The fix-it man did not fix the van.



40

41

Sam's mom got a cab.
The kids got in the cab.
Sam's mom was sad.
Sam held his mom's hand.
Then Sam sang his mom a song.
"Mom," Sam sang,
"a van is just a van!"



42

43

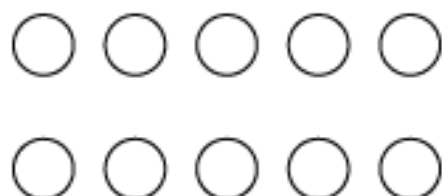
Name _____

Date _____

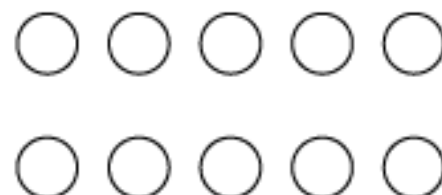
1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Use the number path to add. Write the number in the box. Color the circles to match. Use a different color to show 1 more.

$1 + 1 =$



$2 + 1 =$



$3 + 1 =$



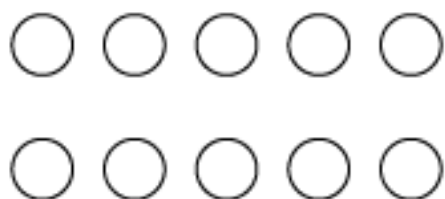
$4 + 1 =$



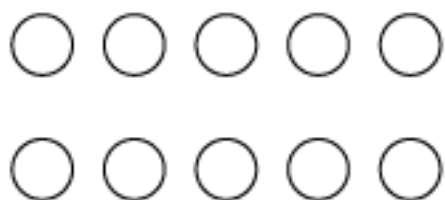
$5 + 1 =$



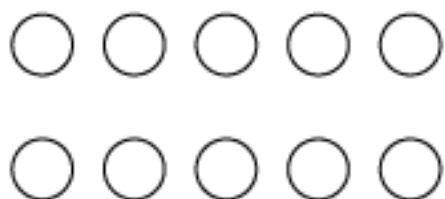
$$6 + 1 = \square$$



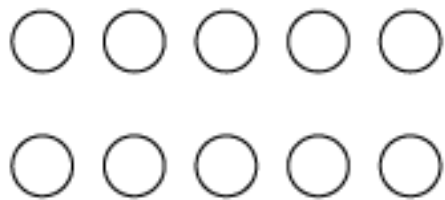
$$7 + 1 = \square$$



$$8 + 1 = \square$$

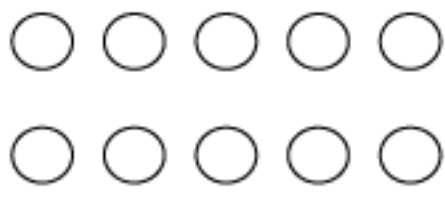


$$9 + 1 = \square$$

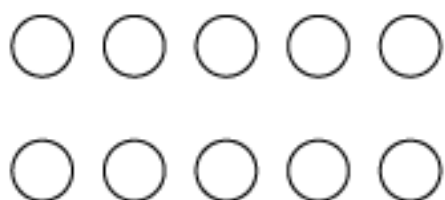


Fill in the number sentences. Color the circles.

$$\square + 1 = \square$$



$$\square + 1 = \square$$

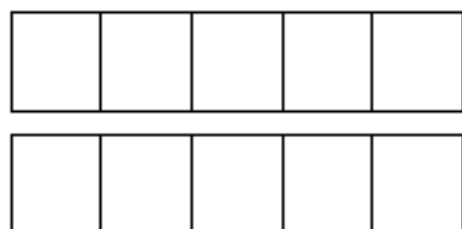


Name _____

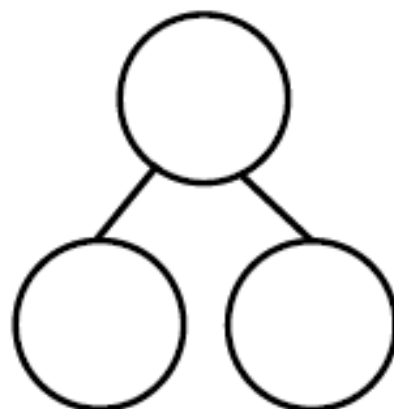
Date _____

Follow the instructions to color the 5-group. Then, fill in the number sentence or number bond to match.

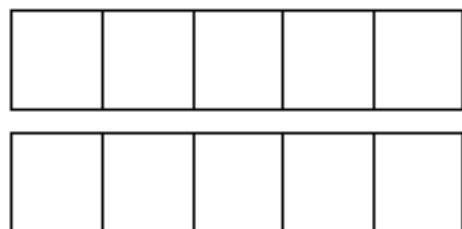
Color 9 squares green and 1 square blue.



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

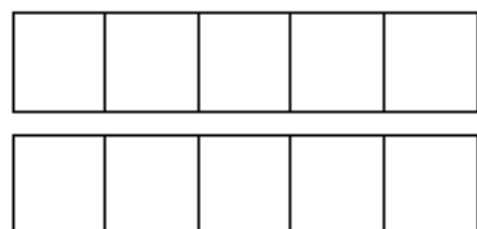


Color 8 squares green and 1 square blue.

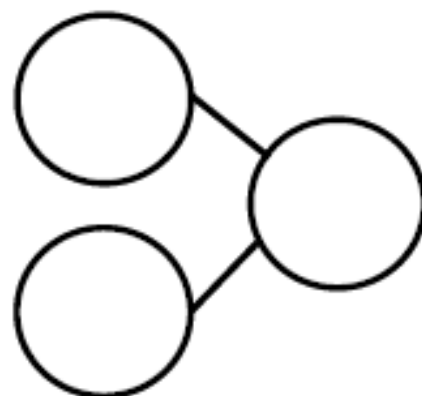


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

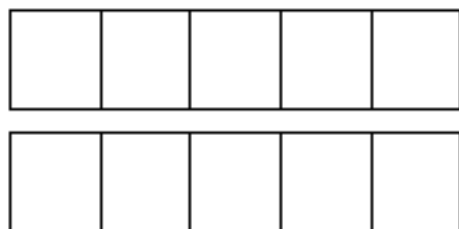
Color 7 squares green and 1 square blue.



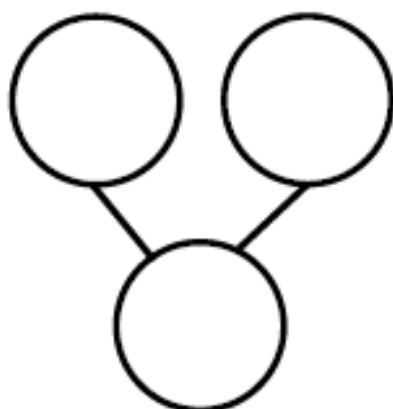
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



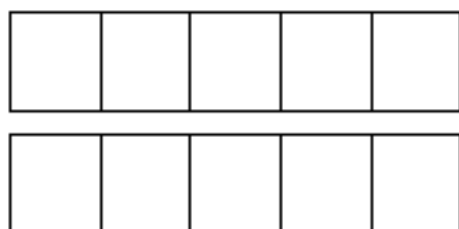
Color 2 squares green and 1 square blue.



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

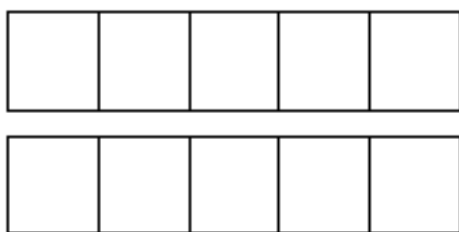


Color 1 square green and 1 square blue.

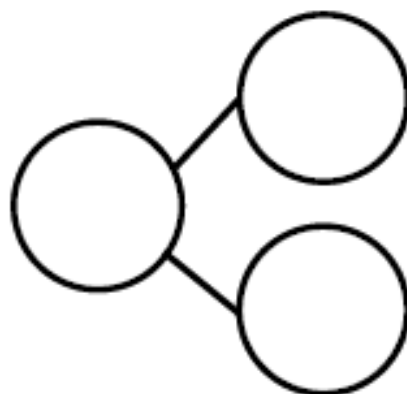


$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Color 0 squares green and 1 square blue.



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



Subtract.

$4 - 1 =$

$3 - 1 =$

$2 - 1 =$

$1 - 1 =$

ThURS.
May 7



Reading

Skills Lesson 9
Pages 45-48
Reread "The Van"

Math



Module 4 Lesson 39

<https://www.youtube.com/watch?v=Kg0ozwekh14>

NAME: _____

DATE: _____

9.1

Activity Page

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.

☐

a kid with a pig

☐

a gift from a kid

2.

☐

one funny fish

☐

ten funny fish

3.

☐

I sip from the cup.

☐

I sip from the can.

4.

☐

splash from a pond

☐

splash from a bath

5.

☐

all of the chips

☐

all of the plums

6.

☐

the kid was mad

☐

the kids are mad

7.

☐

out of the kid bag

☐

out of the kid cup

8.

1 + 1

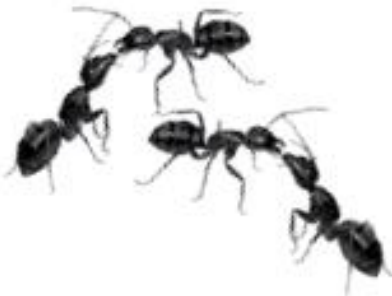
☐

ten plus ten

☐

one plus one

9.

☐

all of the kid ants

☐

all of the kid plants

10.

☐

the kid was in bed

☐

the kids are in bed

NAME: _____

DATE: _____

9.2

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

Sam's Pets

Sam has pets.

One of his pets is a dog.

One of his pets is a cat.

One of his pets is a bug.



This is Sam's dog, Max.

Max runs and jumps.

Max digs in the mud.

Max rubs mud on Sam.

Max yelps at the cat.



This is Sam's cat, Tim.

Tim sips milk from a dish.

Tim naps on Sam's bed.

Tim runs from Max.



This is Sam's bug, King Tut.

King Tut hops from plant to plant.

King Tut chomps on bugs.

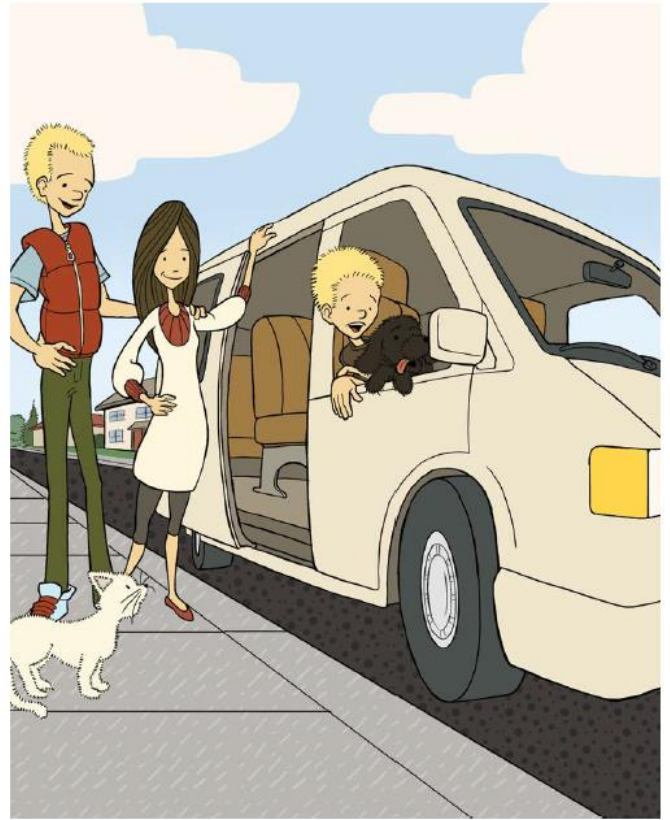
King Tut runs from Tim.



The Van

Sam's mom has a van.

Sam is in the van.



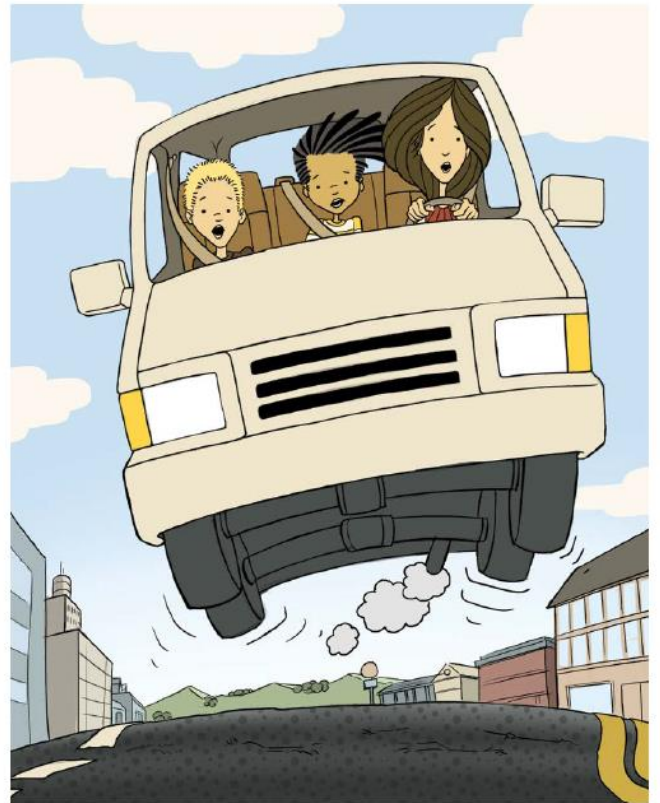
32

33

Sam and his mom got his pal,
Chad.

Then the van hit a big bump.

The van will jump up, up, up.



34

35

Then, slam!

The van hit the land.

Crash!

Smash!

Crunch!

Snap!

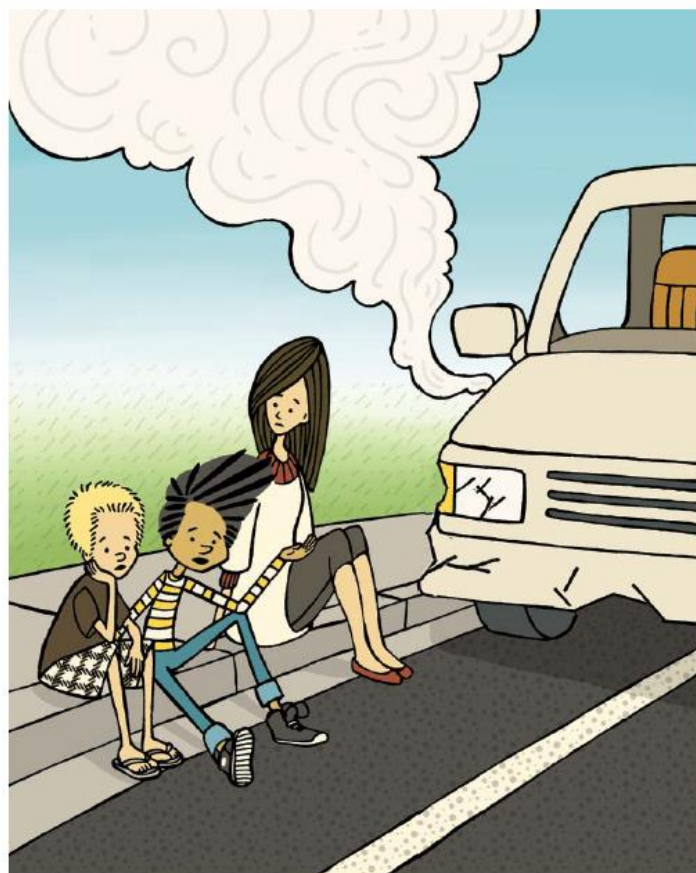
Pop!



The van was bent.

The van had lots of dents.

The van did not run.



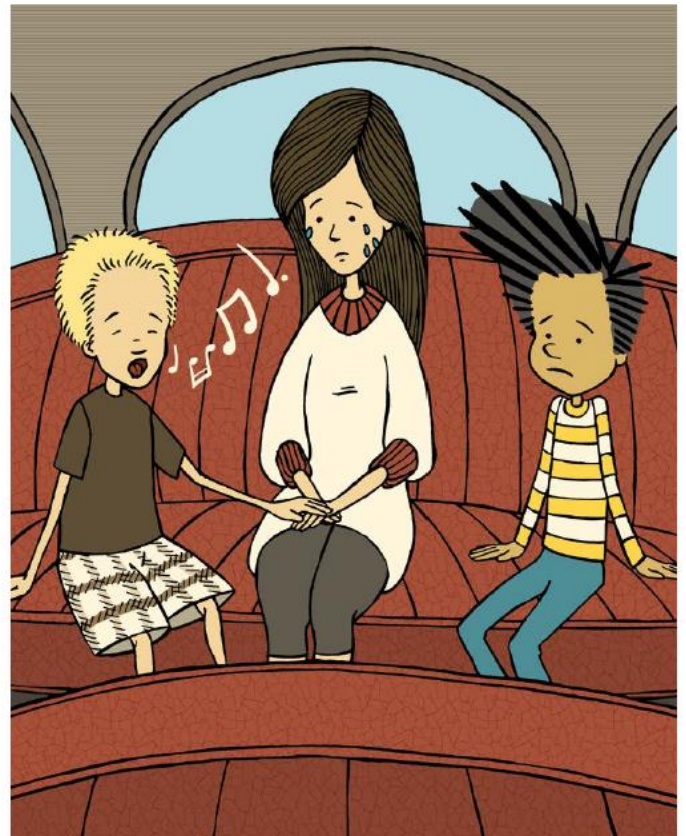
Sam's mom got a fix-it man.
The fix-it man had a big fix-it kit.
The fix-it kit did not help much.
The fix-it man did not fix the van.



40

41

Sam's mom got a cab.
The kids got in the cab.
Sam's mom was sad.
Sam held his mom's hand.
Then Sam sang his mom a song.
"Mom," Sam sang,
"a van is just a van!"



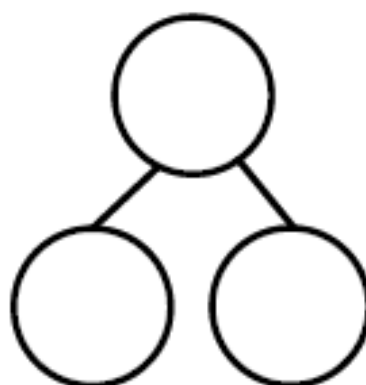
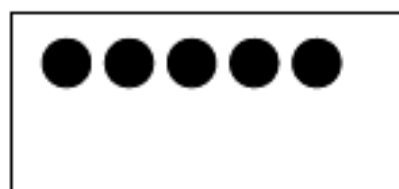
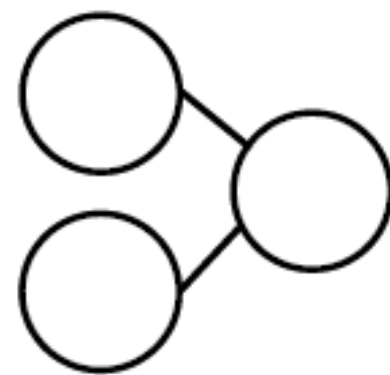
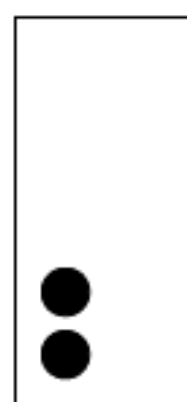
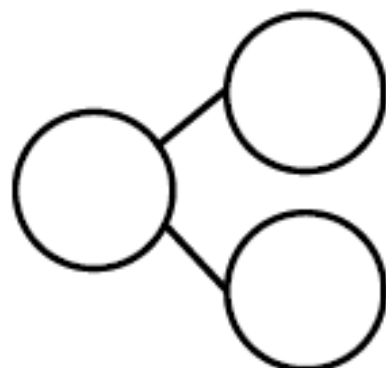
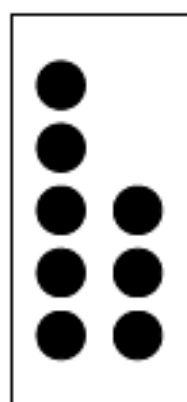
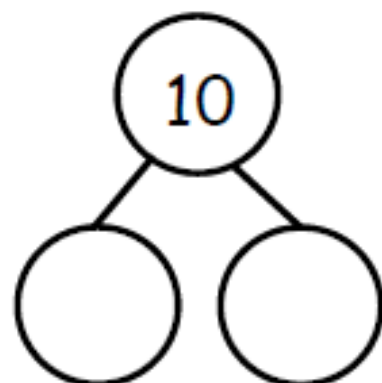
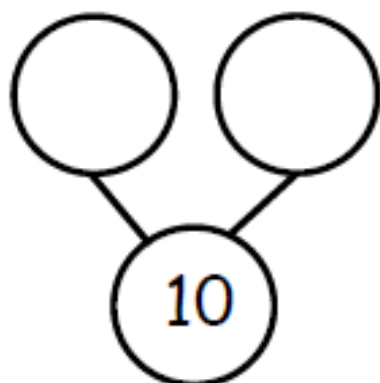
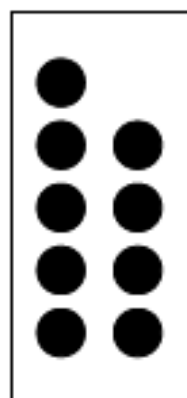
42

43

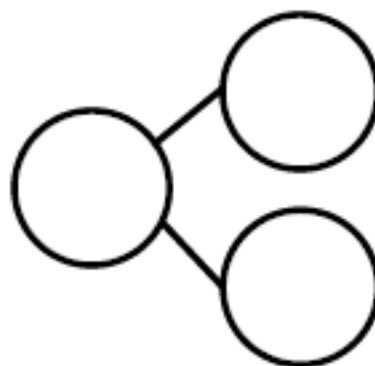
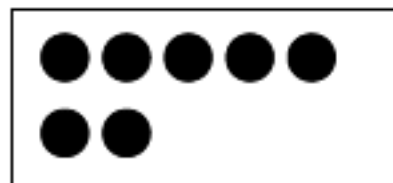
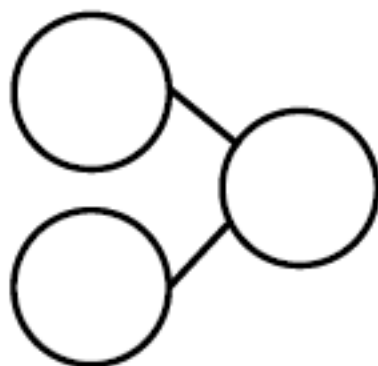
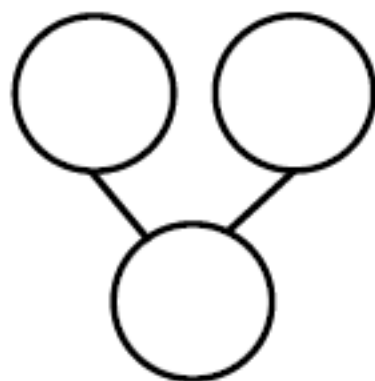
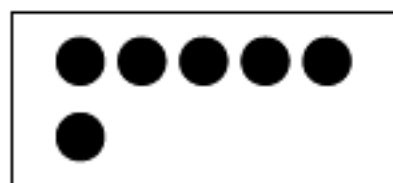
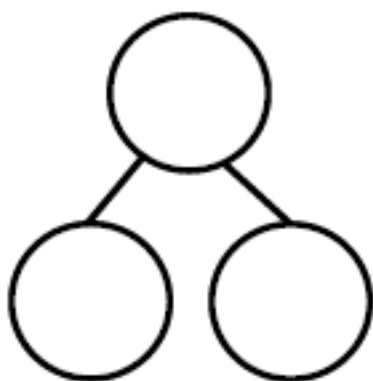
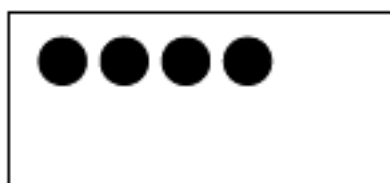
Name _____

Date _____

Draw dots to make 10. Fill in the number bond.



Draw dots to make 10. Fill in the number bond.



Solve.

$9 + 1 =$

$5 + 5 =$

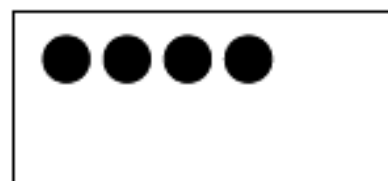
$7 + 3 =$

$10 + 0 =$

Name _____

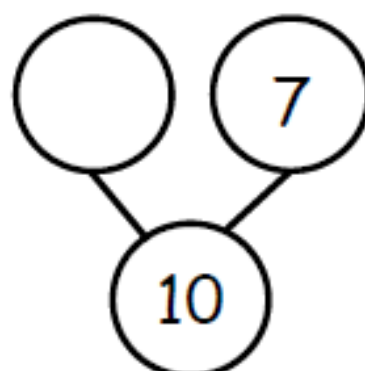
Date _____

Draw dots to make 10. Finish the number bonds. Draw a line from the 5-group to the matching number bond.



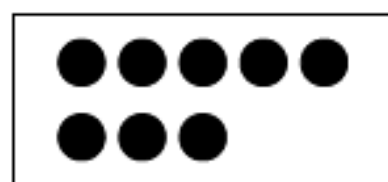
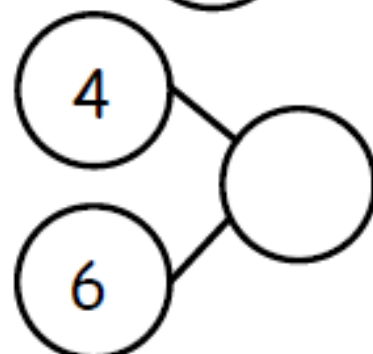
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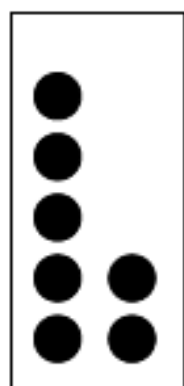
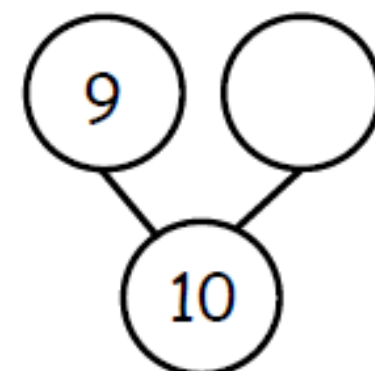
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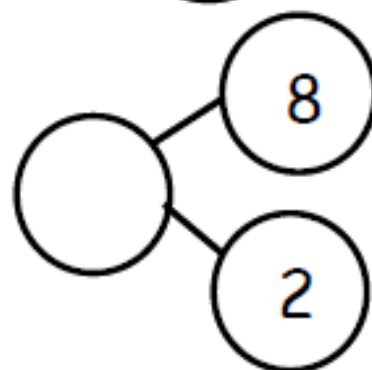
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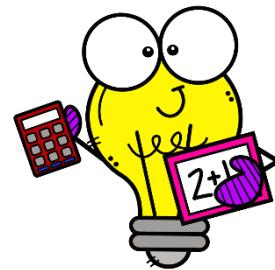
Fri.
May 8

Reading



Skills Lesson 10
Pages 49-54
Read "On the Bus"

Math



Module 4 Lesson 40

<https://www.youtube.com/watch?v=xvVR8jg3Cg4>

NAME: _____

DATE: _____

10.1

Activity Page

hill

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

NAME: _____

DATE: _____

10.2

Activity Page

Directions: Have students write the words containing the /k/ sound spelled 'c' under the 'c' header, the words containing /k/ spelled 'k' under the 'k' header, and the words containing the /k/ sound spelled 'ck' under the 'ck' header.

rock

kit

crab

cup

duck

back

as in catas in kidas in luck

Directions: Have students write the words containing the /k/ sound spelled 'c' under the 'c' header, the words containing /k/ spelled 'k' under the 'k' header, and the words containing the /k/ sound spelled 'ck' under the 'ck' header.

skin

cash

clap

crop

milk

lick

as in cat

as in kid

as in luck

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

Tasks

Sam has a long list of tasks.

Sam must scrub a bunch of cups.

Sam must help his dad trim shrubs.

Sam must mop the steps.



Sam scrubs all of the cups.

Scrub, scrub, scrub.



Sam helps his dad trim shrubs.

Snip, snip, snip.

The sun is hot.

Sam gets hot.



Sam spots a fan on the rug.

Sam flops on the rug and naps.

Then his mom spots him.

Sam's mom taps him with the mop.

Sam jumps up. Sam picks up the mop.



On the Bus

The van is in the fix-it shop.

Sam's mom must get on the bus.

The bus pulls in at the bus stop.

Sam's mom gets on and sits in back.

The bus bumps up the hill.

Sam's mom hangs on with one hand.

44



45

Sam's mom rings the bell.

The bus stops at the next stop.

Sam's mom gets off.

46



47

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

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

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

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

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

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

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

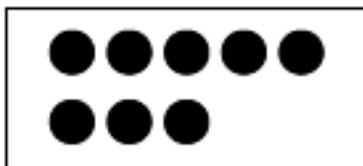
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$

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

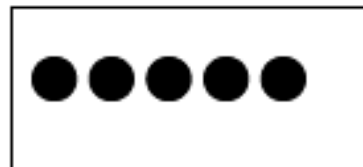
Name _____

Date _____

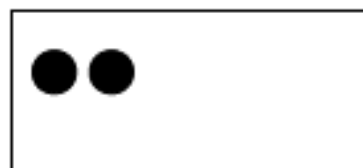
Look at the 5-group cards. Draw dots to make 10. Fill in the number sentences.



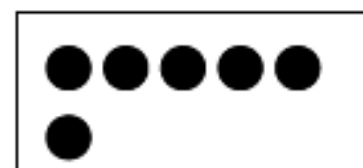
$$\square + \square = 10$$



$$\square + \square = 10$$



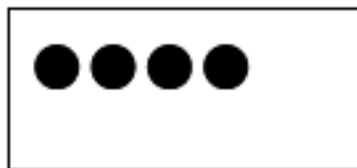
$$\square + \square = 10$$



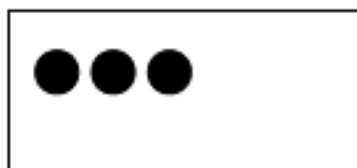
$$\square + \square = 10$$



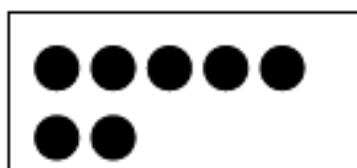
$$\square + \square = 10$$



$$\square + \square = 10$$



$$\square + \square = 10$$



$$\square + \square = 10$$

On the back of this page, create a 5-group card. Draw dots to make 10, and write a number sentence.

Name _____

Date _____

Color 2 boxes red the 5-group way. Color the rest blue to make 10.
Fill in the number sentence.

$$\square + \square = \square$$

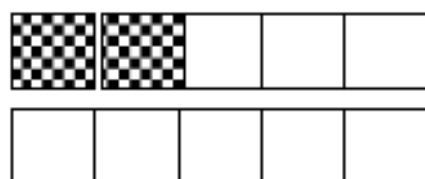
Color 5 boxes red the 5-group way. Color the rest blue to make 10.
Fill in the number sentence.

$$\square + \square = \square$$

Color 7 boxes red the 5-group way. Color the rest blue to make 10.
Fill in the number sentence.

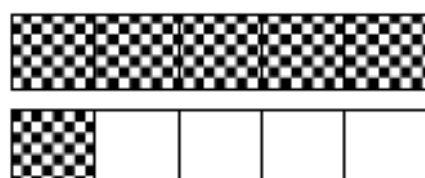
$$\square + \square = \square$$

Match.



•

• $1 + 9 = 10$



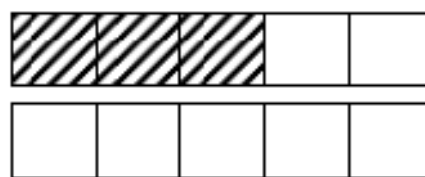
•

• $8 + 2 = 10$



•

• $6 + 4 = 10$



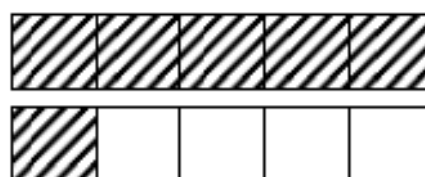
•

• $4 + 6 = 10$



•

• $5 + 5 = 10$

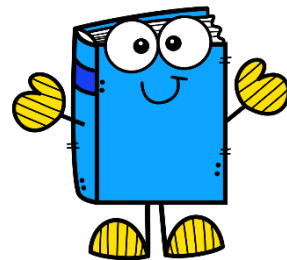


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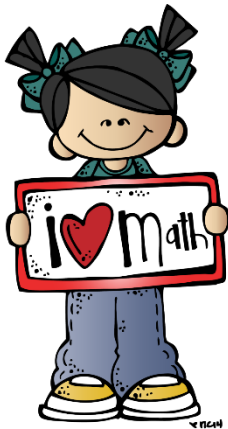
• $3 + 7 = 10$

MON.
May 11

Reading



Skills Lesson 11
Pages 55-58
Reread "On the Bus"



Math

Module 4 Lesson 41

https://www.youtube.com/watch?v=JM_7kqL4z88

NAME: _____

DATE: _____

11.1

Activity Page

Directions: Have students fill in the blanks while the phrases are read aloud.

1. _____ kids

2. _____ thin man

3. gift _____ Sam

4. Sun _____ hot.

5. hug _____ mom

6. lots _____ fish

7. Dad _____ glad.

8. _____ dogs run.

NAME: _____

DATE: _____

11.2

Take-Home

Dear Family Member,

Have your child write the word from the box to complete each sentence and then read the sentence aloud.

was

1. I _____ in

the  .

2. Mom _____ in

the  .

3. Dad _____ in

the



.

4. The dog _____ in

the



.

5. The _____ in

a



.

On the Bus

The van is in the fix-it shop.

Sam's mom must get on the bus.

The bus pulls in at the bus stop.

Sam's mom gets on and sits in back.

The bus bumps up the hill.

Sam's mom hangs on with one hand.

44



45

Sam's mom rings the bell.

The bus stops at the next stop.

Sam's mom gets off.

46



47

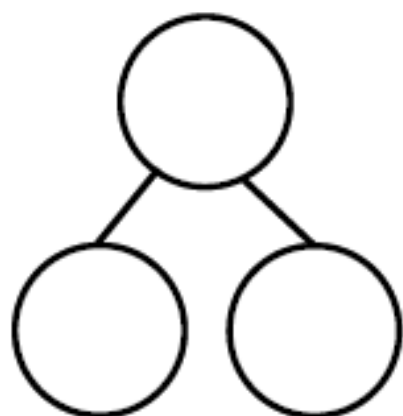
Name _____

Date _____

Complete a number bond and number sentence for each problem.

Color 6 blocks blue. Color the rest red. All of the blue blocks fell off the table. How many blocks are still on the table?

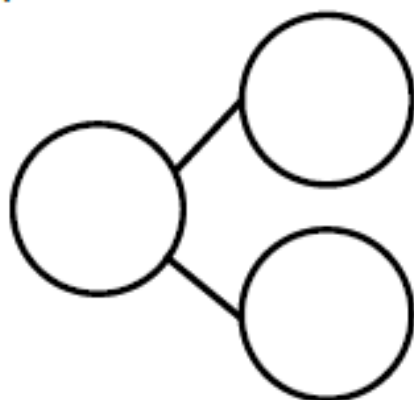
--	--	--	--	--	--	--	--	--	--



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

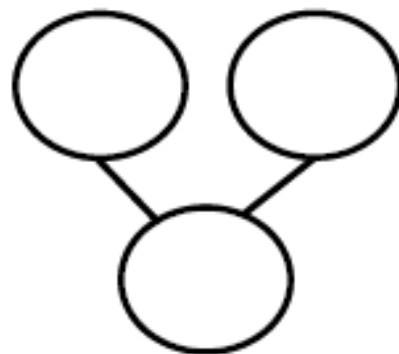
Color some blocks orange and the rest yellow to make 10. All of the yellow blocks fell off the table. How many blocks are left?

--	--	--	--	--	--	--	--	--	--



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

Draw 5 dogs and some cats the 5-group way.



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

There were 10 horses in the yard. Some were brown, and some were white. Draw the horses the 5-group way. The brown ones went back into the barn. How many horses were still in the yard? Draw a number bond, and write a subtraction sentence.

Solve.

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

$1 + 2 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$\underline{\quad} = 2 + 2$

$3 + 1 = \underline{\quad}$

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

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

$\underline{\quad} = 3 + 2$

$5 + 1 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

Tues.
May 12



Reading

Skills Lesson 12
Pages 59-61
Read "Sam in Class"

Math

Module 5 Lesson 1

<https://www.youtube.com/watch?v=xCbYEZb-CWY>



NAME: _____

DATE: _____

12.1

Activity Page

print

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

NAME: _____

12.2

Take-Home

DATE: _____

Dear Family Member,

Your child has been taught to read words with double-letter spellings. We have included 'ck' with the double-letter spellings because both letters stand for the sound /k/. Similarly, as in the word *puff*, both of the letters 'f' stand for the single sound /f/. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Extension: Read the words aloud and have your child write the sounds down, one at a time, paying attention to the double-letter spellings. Please keep the cards for future practice.



puff

buzz

hiss

quack

yells

fizz

class

mitt

eggs

sniffs

odd

thick

Sam in Class

Sam sits in Miss Mack's class.

The kids will print till class ends.

Then the bell will ring.

Sam will run and jump in the pond.



48

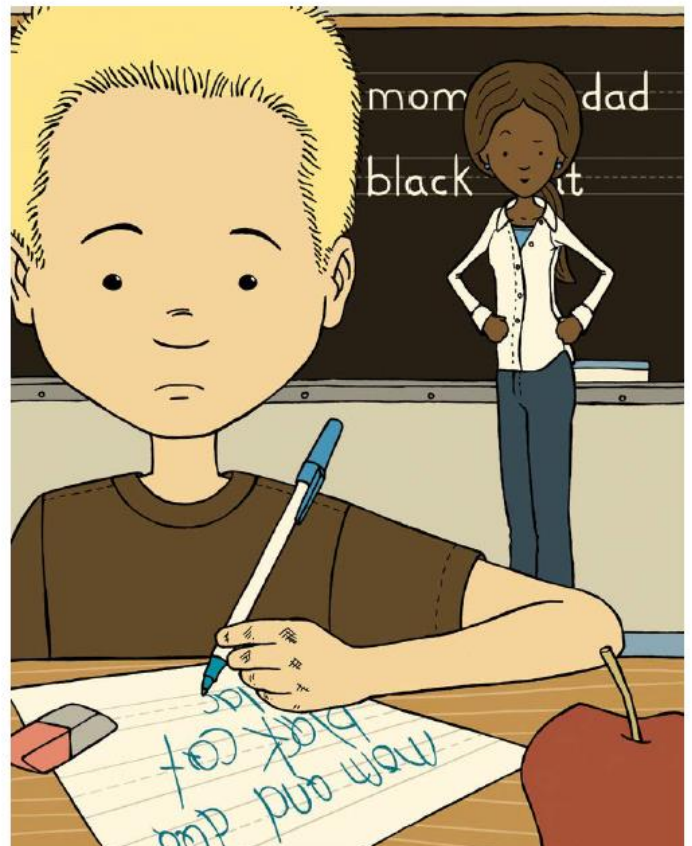
Miss Mack has the class print.

The kids print *black cat*.

Miss Mack checks Sam's print.

"That's a mess!" quips Miss Mack.

"Fix it!"



49

50

51

The bell rings.

Sam jumps up and grabs his bag.

Miss Mack tells Sam,

“Sit and print!”



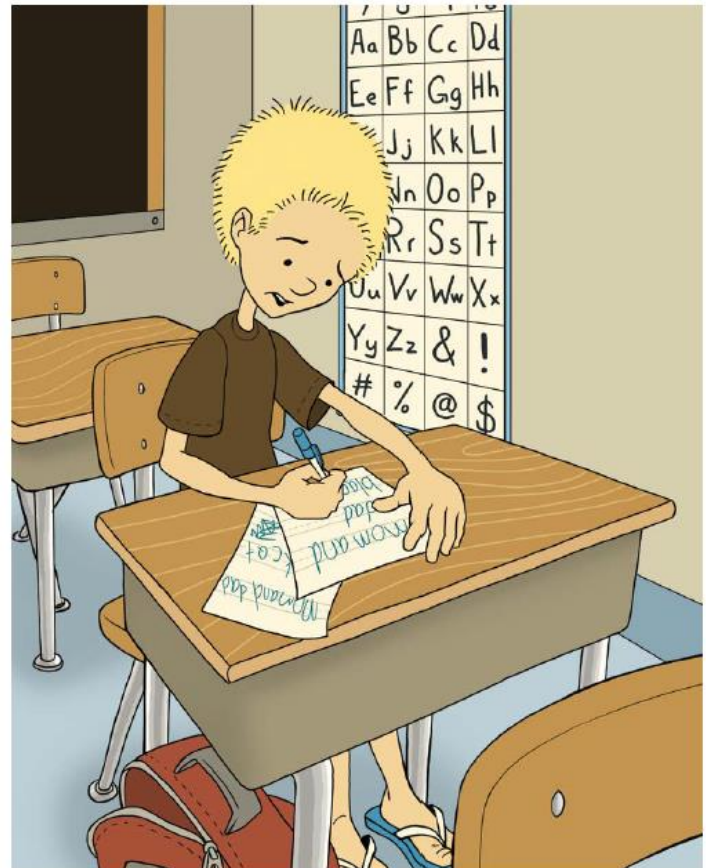
52

53

Sam sits and prints.

Will Miss Mack let him swim?

Sam can't tell.



54

55

Miss Mack tells Sam,

“Print one last thing.

Print *splash in theu pond.*”

Sam grins at Miss Mack.

Miss Mack grins back at him.

Sam prints *splash in theu pond.*

Then Miss Mack sends him **off**.

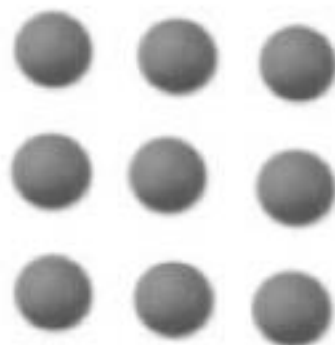
Sam yells, “Miss Mack is theu best!”



Name _____

Date _____

Circle the groups that have 10 ones.



How many times did you count 10 ones?

Name _____

Date _____

Circle the groups that have 10 things.



How many times did you count 10 things?

Name _____

Date _____

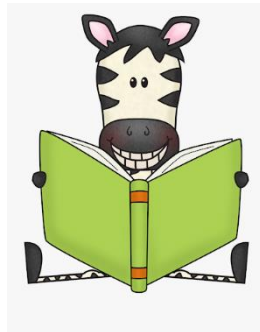
Circle 10.

Count the number of times you circled 10 ones. Tell a friend or an adult how many times you circled 10 ones.

Wed.
May 13

Reading

Skills Lesson 13
Pages 63-69
Read "The Chills"



Math

Module 5 Lesson 2

<https://www.youtube.com/watch?v=7-Eng4aA2cA>

NAME: _____

DATE: _____

13.1

Activity Page

Directions: For each statement, have students circle the thumbs-up icon if the statement is true and the thumbs-down icon if the statement is false.

1. One kid in class has wings.



2. Trash cans smell bad.



3. Milk is from hens.



4. The best snack is grass.



5. All the kids in the class can grin.



6. Milk is black.



7. Trucks cost one buck.



8. This was fun.



NAME: _____

DATE: _____

13.2

Activity Page

chills

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

NAME: _____

DATE: _____

13.3

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

The Van

Sam's mom has a van.

Sam is in the van.



Sam and his mom got his pal, Chad.

Then the van hit a big bump.

The van will jump up, up, up.



Then, slam!

The van hit the land.

Crash! Smash! Crunch!

Snap! Pop!



The van was bent.

The van had lots of dents.

The van did not run.



Sam's mom got a fix-it man.

The fix-it man had a big fix-it kit.

The fix-it kit did not help much.

The fix-it man did not fix the van.



Sam's mom got a cab.

The kids got in the cab.

Sam's mom was sad.

Sam held his mom's hand.

Then Sam sang his mom a song.

"Mom," Sam sang,

"a van is just a van!"



NAME: _____

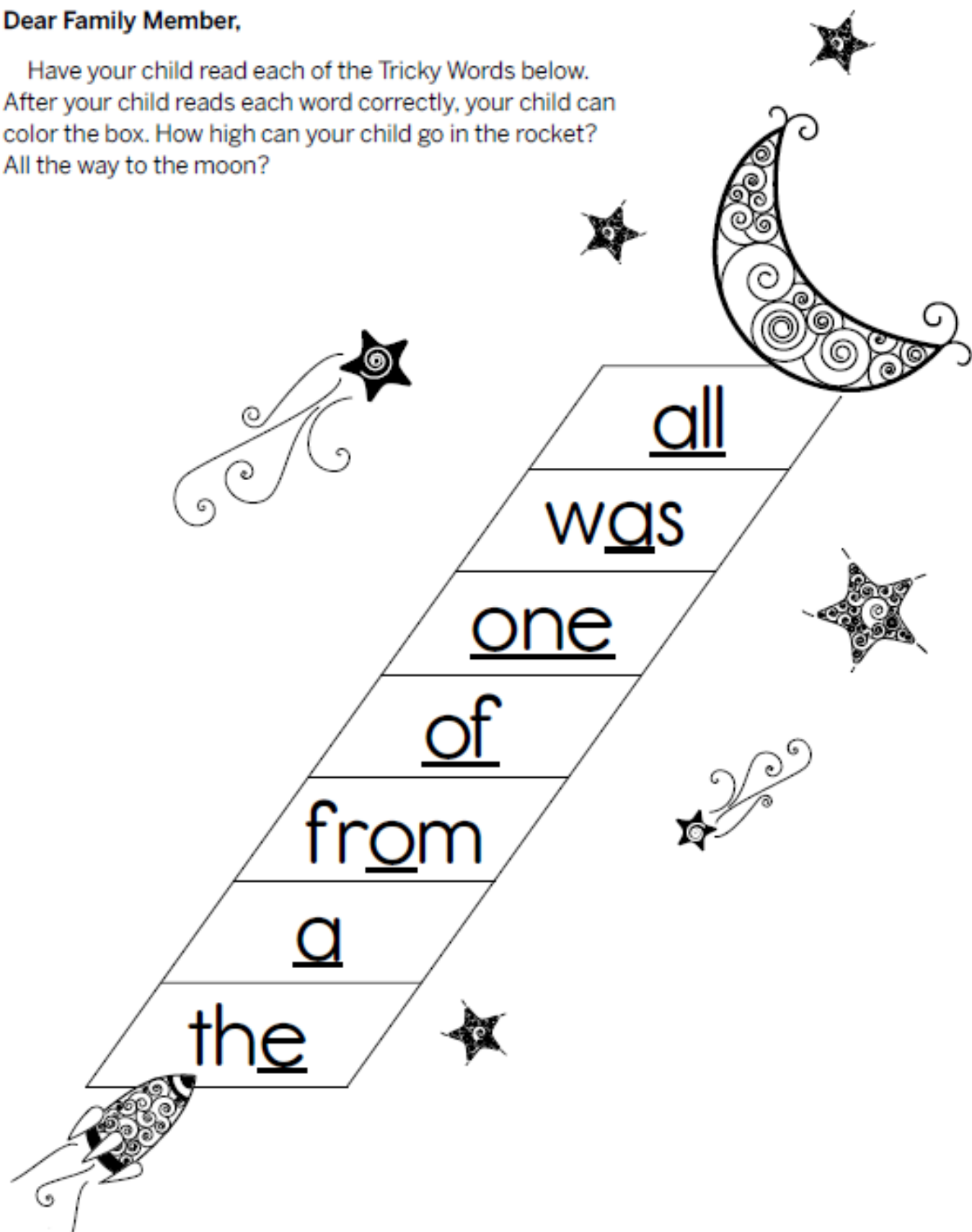
DATE: _____

13.4

Take-Home

Dear Family Member,

Have your child read each of the Tricky Words below.
After your child reads each word correctly, your child can
color the box. How high can your child go in the rocket?
All the way to the moon?



The Chills

Sam met Chad at the pond.

Chad left his pants on the sand.

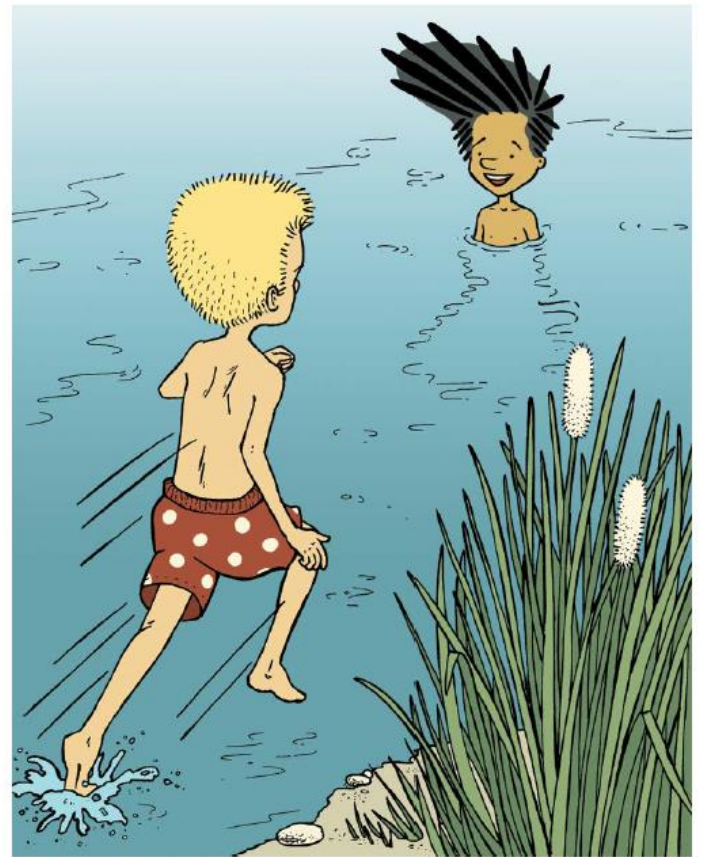
Sam left his pants on a big rock.

Chad got in.

Splash!

Then Sam got in.

Splish!



58

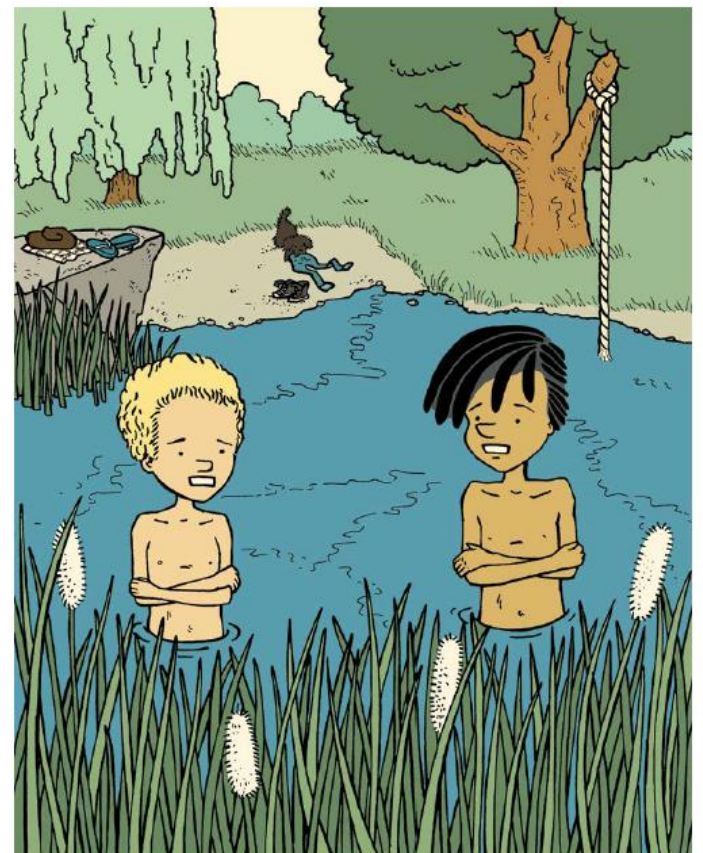
59

Sam and Chad go swimming in the pond.

The sun was hot,

but the pond was not.

Chad and Sam got the chills.



60

61

Sam ran up on the rock
and got his pants.

Chad ran up on the sand,
but Max, the dog, had his pants.

Chad ran and got his pants
back from Max.



Name _____

Date _____



I have 10 ones and 2 ones.

Touch and count 10 things. Put a check over each one as you count 10 things.



I have 10 ones and ____ ones.



I have 10 ones and ____ ones.



I have ____ ones and ____ ones.



I have ____ ones and ____ ones.

Draw pictures to match the words.

I have 10 small circles and 2 small circles:



I have 10 ones and 4 ones:



Name _____

Date _____



10 ones and 3 ones

10 ones and 1 one

Circle the correct numbers that describe the pictures.



10 ones and 3 ones



10 ones and 7 ones



10 ones and 8 ones



10 ones and 5 ones



10 ones and 10 ones



10 ones and 8 ones



10 ones and 4 ones



10 ones and 2 ones

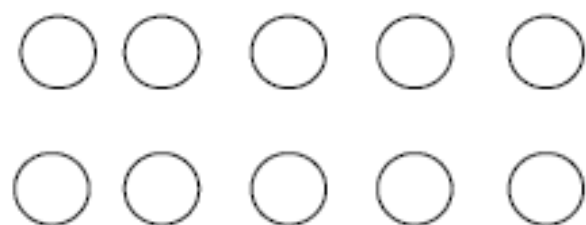
Name _____

Date _____



10 ones and 3 ones

Draw more to show the number.



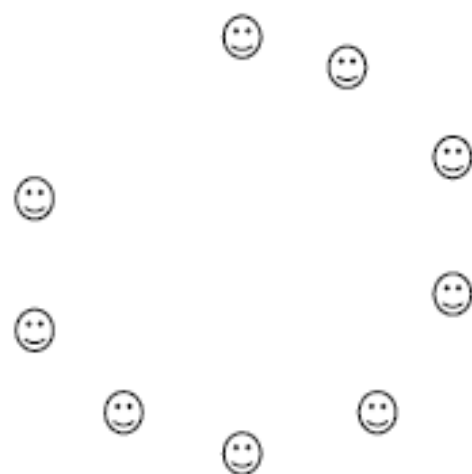
10 ones and 2 ones



10 ones and 5 ones

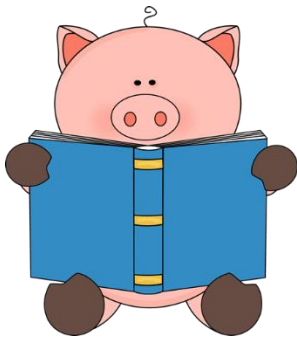


10 ones and 7 ones



10 ones and 4 ones

ThURS.
May 14



Reading

Skills Lesson 14
Pages 71-75
Reread "The Chills"

Math

Module 5 Lesson 3

<https://www.youtube.com/watch?v=not1hpuF614>



Directions: Have students draw a line from each phrase to its matching picture.

1. trash smells



2. one sock



3. duck quacks

$$\begin{array}{r} 7 \\ + 1 \\ \hline 8 \end{array}$$

4. add it up



5. one shell



6. a bat and a mitt



7. the sick kid



8. milk in a glass



9. the kid yells



10. one egg in a pan



NAME: _____

DATE: _____

14.2

Activity Page

cliff

egg

well

dress

duck

clock



Directions: Have students write each word under its matching picture.

hill

kiss

add

rock

shell

truck



1 + 1



NAME: _____

DATE: _____

14.3

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

On the Bus

The van is in the fix-it shop.

Sam's mom must get on the bus.

The bus pulls in at the bus stop.

Sam's mom gets on and sits in back.

The bus bumps up the hill.

Sam's mom hangs on with one hand.



Sam's mom rings the bell.

The bus stops at the next stop.

Sam's mom gets off.



The Chills

Sam met Chad at the pond.

Chad left his pants on the sand.

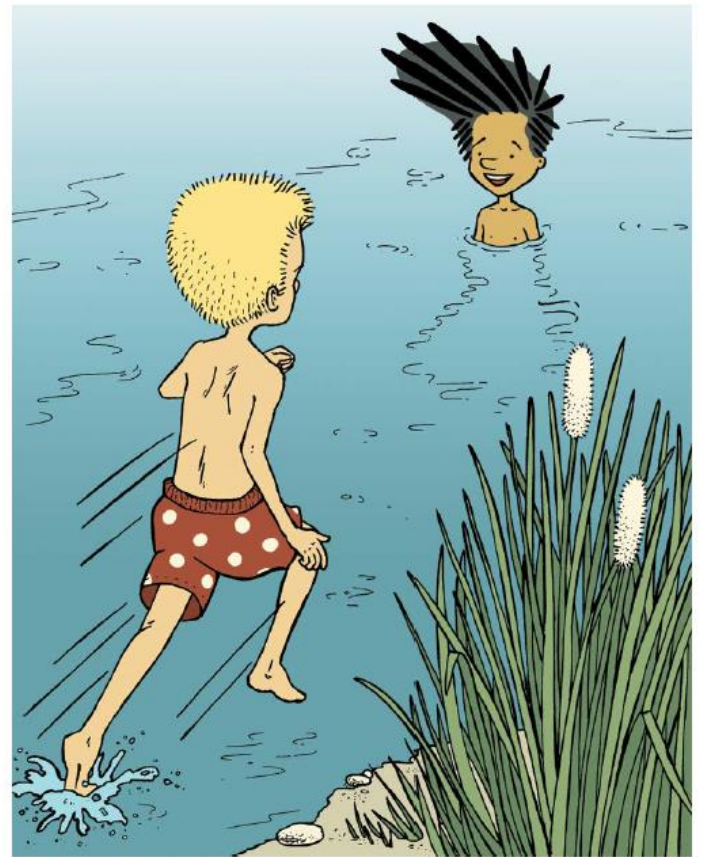
Sam left his pants on a big rock.

Chad got in.

Splash!

Then Sam got in.

Splish!



58

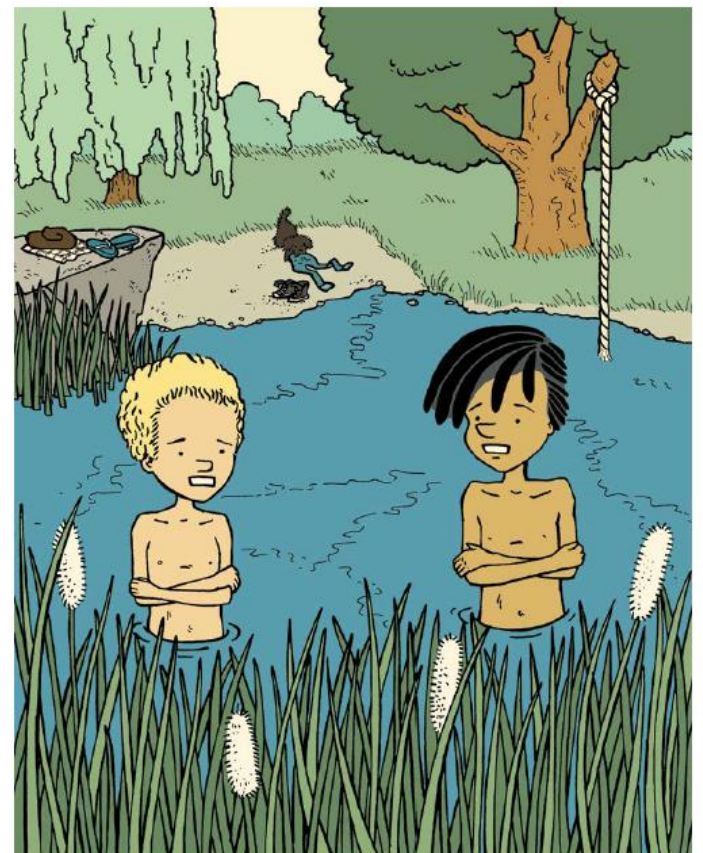
59

Sam and Chad go swimming in the pond.

The sun was hot,

but the pond was not.

Chad and Sam got the chills.



60

61

Sam ran up on the rock
and got his pants.

Chad ran up on the sand,
but Max, the dog, had his pants.

Chad ran and got his pants
back from Max.



Name _____

Date _____

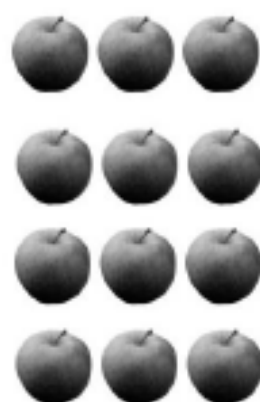


I have 10 ones and 2 ones.

Count and circle 10 things. Tell how many there are in two parts, 10 ones and some more ones.



I have 10 ones and ____ ones.



I have ____ ones and ____ ones.



I have ____ ones and ____ ones.



I have ____ ones and ____ ones.

Draw your picture to match the words. Circle 10 ones.

I have 10 ones and 3 ones:



I have 10 ones and 8 ones:



Name _____

Date _____

Circle 10 ones.



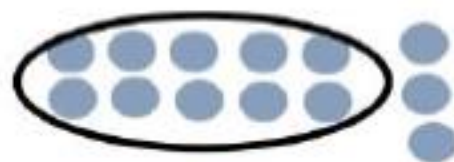
I have 10 ones and ____ ones.

Draw 10 ones and 6 ones.

I have 10 ones and 6 ones.

Name _____

Date _____

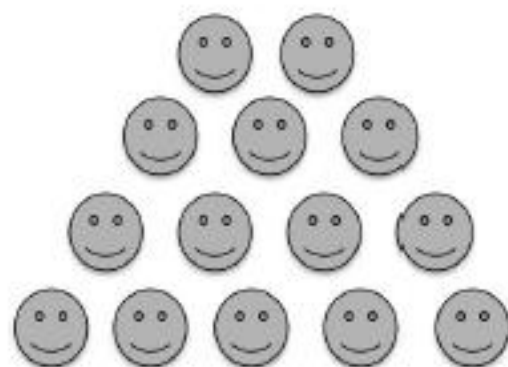


I have 10 ones and 3 ones.

Circle 10 things. Tell how many there are in two parts, 10 ones and some more ones.



I have 10 ones and ____ ones.



I have 10 ones and ____ ones.

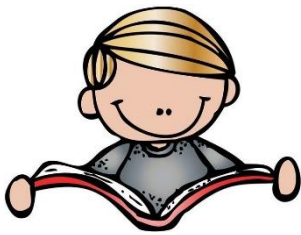


I have ____ ones and ____ ones.



I have ____ ones and ____ ones.

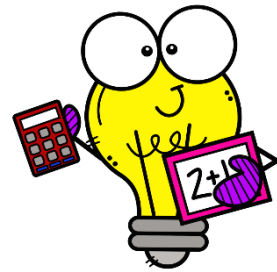
Fri.
May 15



Reading

Skills Lesson 15-16
Pages 83-84, 93-96
Read "Stop that Bus"

Math



Module 5 Lesson 4

<https://www.youtube.com/watch?v=wBobXCkemJQ>

NAME: _____

DATE: _____

15.3

Activity Page

Directions: For each word, have students circle and count the sounds. Have students write the number of sounds in the box and copy the word on the line.

1. shock

2. spell

3. egg

4. cliff

5. fluff

6. splash

7. pinch

8. check

☐

9. clips

☐

10. fuzz

☐

11. dress

☐

12. kick

☐

13. plums

☐

14. grin

☐

NAME: _____

16.4

Activity Page

DATE: _____

sock rock



truck duck



mitt kit



lock clock



Directions: For each picture, have students circle and copy the matching word.

glass dress



drums plums



bell bill



egg eggs



NAME: _____

DATE: _____

16.5

Activity Page

1.



2.



3.



4.



5.



Directions: Have students connect words that rhyme.

Directions: Have students write one additional rhyming word for each row.

6. bat rat

7. bell sell

8. chick trick

9. tan van

10. met set

11. bring thing

Stop that Bus!

Sam's mom runs in and yells,

"Sam, get up!"

Sam jumps up.



64

65

Sam's mom hands him his pants.

Sam jumps in his pants.

Sam's mom hands him his pack.

Sam slips the pack on his back.

Sam's mom hands him his lunch.

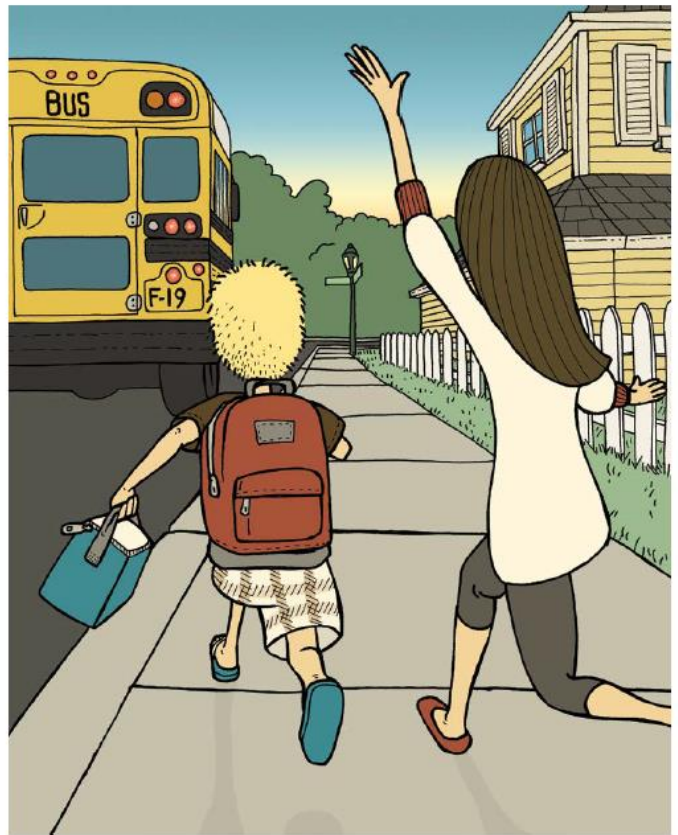
Sam grabs it.



66

67

Sam and his mom run fast.
“That’s the bus!” Sam yells.
Sam’s mom huffs and puffs.
“Stop the bus!” Sam yells.



68

69

The kids on the bus spot Sam.
One of them yells, “That’s Sam.
Stop the bus!”
The bus stops.
Sam is in luck.
Sam gets on the bus.



70

71

Name _____ Date _____

Draw 10 ones and some ones. Whisper count as you work the Say Ten Way.

I can make ten three.

10 3

I can make ten seven.

10 7

I can make **ten two**.

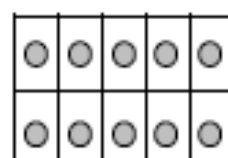
10 2

I can make **ten nine**.

10 9

Name _____

Date _____



10

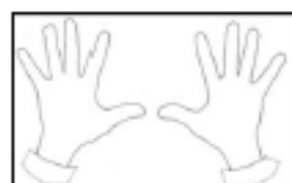


3

Count and write how many the Say Ten way.



10 _____



10 _____





Name _____

Date _____

OOOOO	XXX
OOOOO	

10 3

Draw a line to match each picture with the numbers the Say Ten way.

OOOOO	X
OOOOO	

10 1

OOOOO	XX
OOOOO	

10 6

OOOOO	XXX
OOOOO	

10 10

OOOOO	XXXXX
OOOOO	X

10 2

OOOOO	XXXXX
OOOOO	XXXXX

10 3

MON.
May 18

Reading



Skills Lesson 17
Pages 99-102, 105-107
Read "Sam and the Duck"



Math

Module 5 Lesson 5

<https://www.youtube.com/watch?v=1LL2PlrwUvA>

NAME: _____

DATE: _____

17.2

Activity Page

dock

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

pecks

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.

☐one black dog☐

ten black dogs

2.

☐

sit on grass

☐

stand on grass

3.

☐kiss a kid☐kiss a duck

4.

☐

chick on hand

☐chick in a box

5.

☐

sing theu song

☐

ring theu bell

6.

☐

dog sniffffs

☐

cat sniffffs

7.

☐

doll with dressss

☐

doll with pants

8.

☐

a duck flaps wings

☐

a duck rings bell

NAME: _____

DATE: _____

17.5

Take-Home

Dear Family Member,

Help your child practice the following Tricky Words. Ask him or her to first read each word in the box. Then ask him or her to use the words in the box to complete each sentence. You might suggest that he or she cross out each word in the box as he or she uses it.

from

one

of

a

was

the

all

1. Sam just has _____ pet,
not two pets.

2. Sam had a bag _____
chips at lunch.

3. Chad lost his ring and

_____ sad.

4. Max is _____ dog.

5. Sam got his pack _____

his mom.

NAME: _____

DATE: _____

17.5

CONTINUED

Take-Home

6. Sam and Chad went swimming in

_____ pond.

7. The frogs _____ hop in

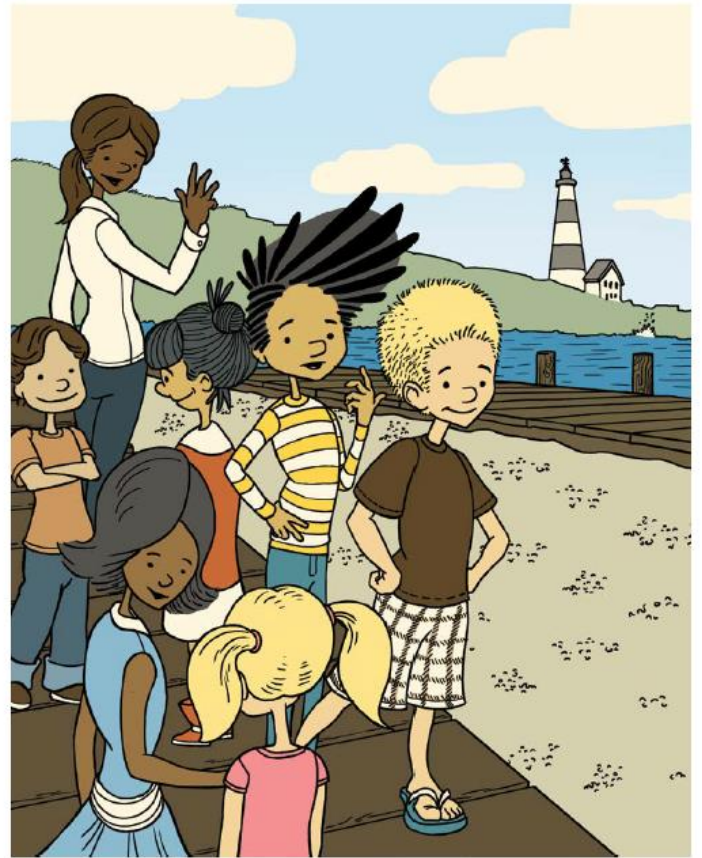
the pond.

Sam and the Duck

Sam's class is on a trip.

The class is at the dock.

Miss Mack spots Ken, the fish man.



72

"Ken," Miss Mack asks,

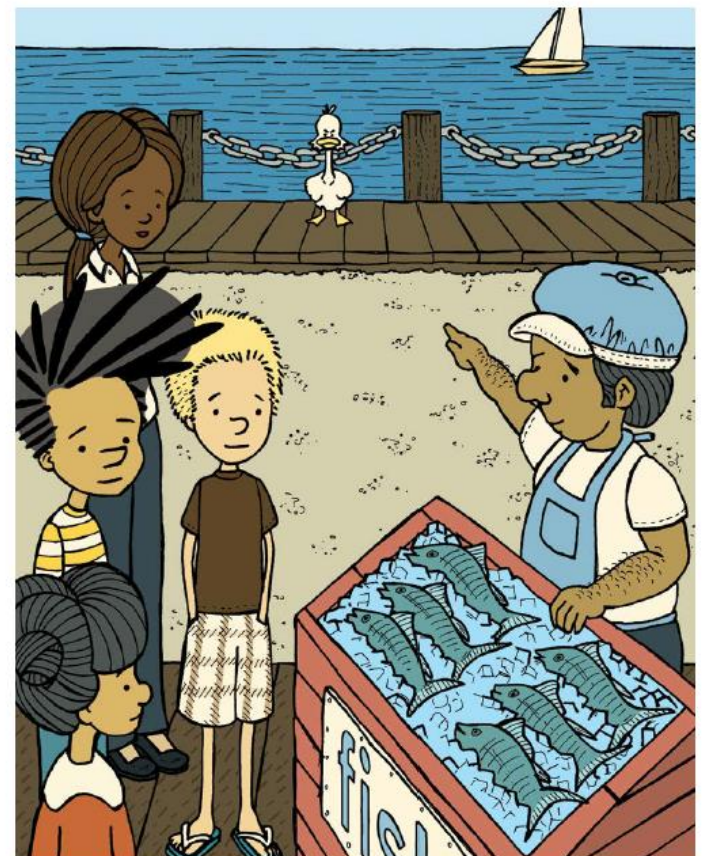
"Can the kids dig in the sand?"

Ken nods.

"Yes, the kids can dig in the sand, but the kids must not pet the duck."

That duck is a bad duck.

That duck pecks at kids."

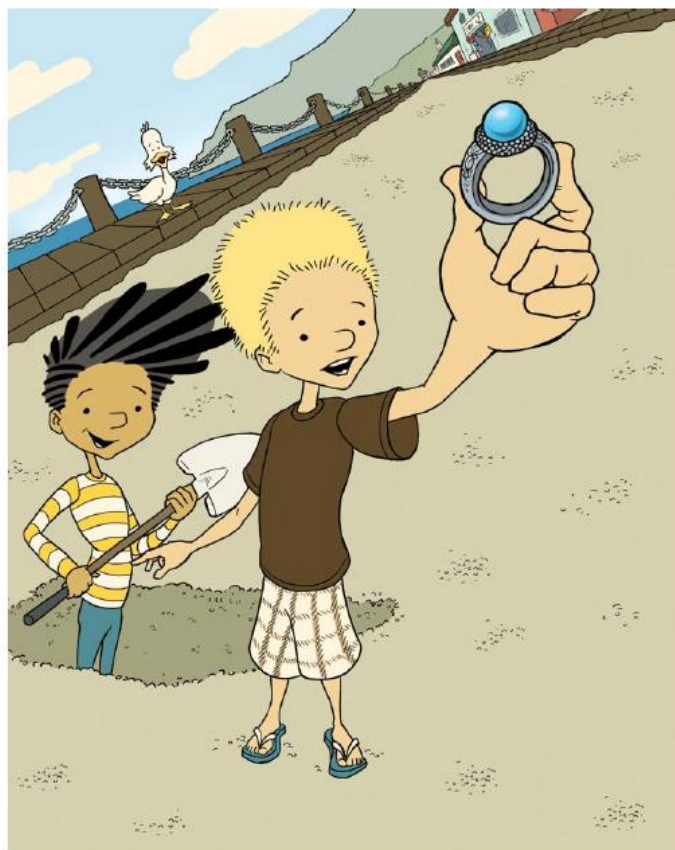


73

74

75

Miss Mack tells theu kids,
“Class, let’s not pet theu duck.”
Sam and Chad dig in theu sand.
Chad digs up au ring.
Sam lifts theu ring up.
Theu ring glints in theu sun.



76

77

Theu duck spots theu ring.
Theu duck quacks and runs at
Sam.
“Sam!” Miss Mack yells,
“It’s that bad duck, theu one
that pecks!”



78

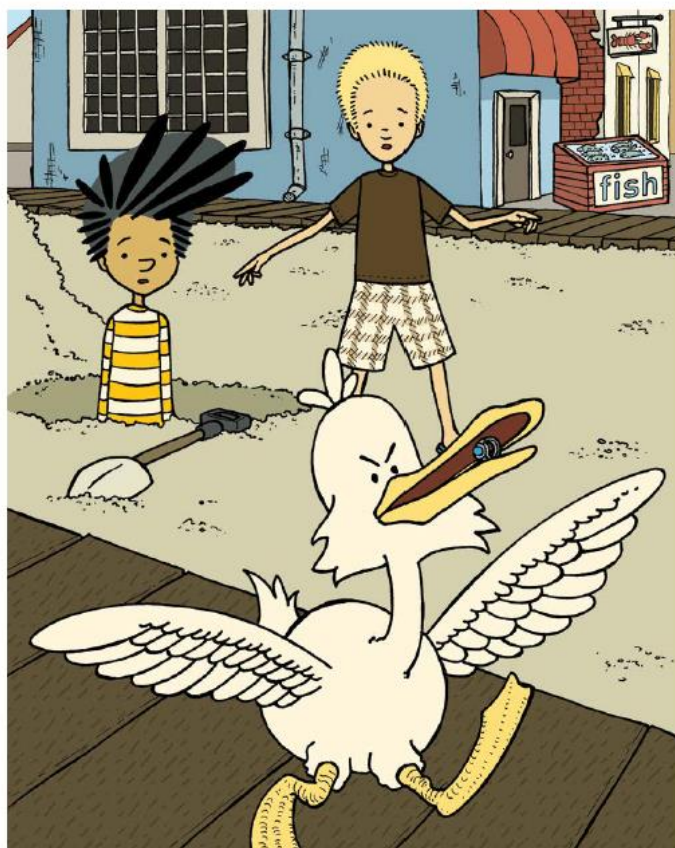
79

The duck runs up and pecks at Sam's hand.

Then it runs off with the ring.

"Man!" yells Chad.

"That is one bad duck!"



Name _____

Date _____

Ten	two
10	2



Circle 10 things. Touch and count the Say Ten way. Count your 10 ones first. Put a check over the loose ones. Draw a line to match the number.



Ten	one
10	1



Ten	seven
10	7



Ten	three
10	3



Ten	four
10	4



Two	ten
10	10

Ten	eight
10	8

Name _____

Date _____

Write and whisper the missing numbers.

Count the Say Ten way from 11 to 20.

<u>10</u> and <u>1</u>	<u>10</u> and <u>2</u>	<u>10</u> and ____	<u>10</u> and <u>4</u>	<u>10</u> and ____
<u>10</u> and <u>6</u>	____ and ____	____ and ____	____ and ____	<u>10</u> and <u>10</u>

Name _____ Date _____

Write the numbers that go before and after, counting the Say Ten way.

BEFORE	NUMBER	AFTER
10 and 3	10 and 4	10 and 5
and	10 and 2	and
and	10 and 5	and
and	10 and 6	and
and	10 and 1	and
and	10 and 9	and

Tues.
May 19

Reading

Skills Lesson 18
Pages 113-116
Reread "Sam and the Duck"



Math



Module 5 Lesson 6

<https://www.youtube.com/watch?v=TzaAWU6v3Ks>

NAME: _____

DATE: _____

18.3

Activity Page

1. shell



2. duck



3. mitt



Directions: Have students circle the matching picture and write the word on the line.

4. bell



5. egg



6. brick



NAME: _____

DATE: _____

18.4

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

Stop that Bus!

Sam's mom runs in and yells,

"Sam, get up!"

Sam jumps up.



Sam's mom hands him his pants.

Sam jumps in his pants.

Sam's mom hands him his pack.

Sam slips the pack on his back.

Sam's mom hands him his lunch.

Sam grabs it.



Sam and his mom run fast.
“That’s the bus!” Sam yells.
Sam’s mom huffs and puffs.
“Stop the bus!” Sam yells.



The kids on the bus spot Sam.
One of them yells, “That’s Sam.
Stop the bus!”
The bus stops.
Sam is in luck.
Sam gets on the bus.

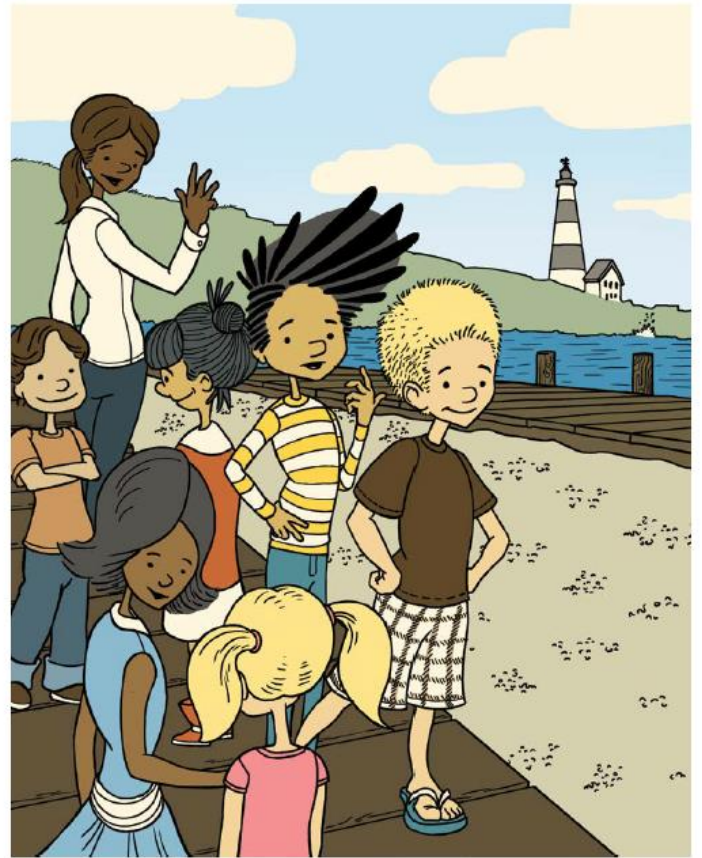


Sam and the Duck

Sam's class is on a trip.

The class is at the dock.

Miss Mack spots Ken, the fish man.



72

"Ken," Miss Mack asks,

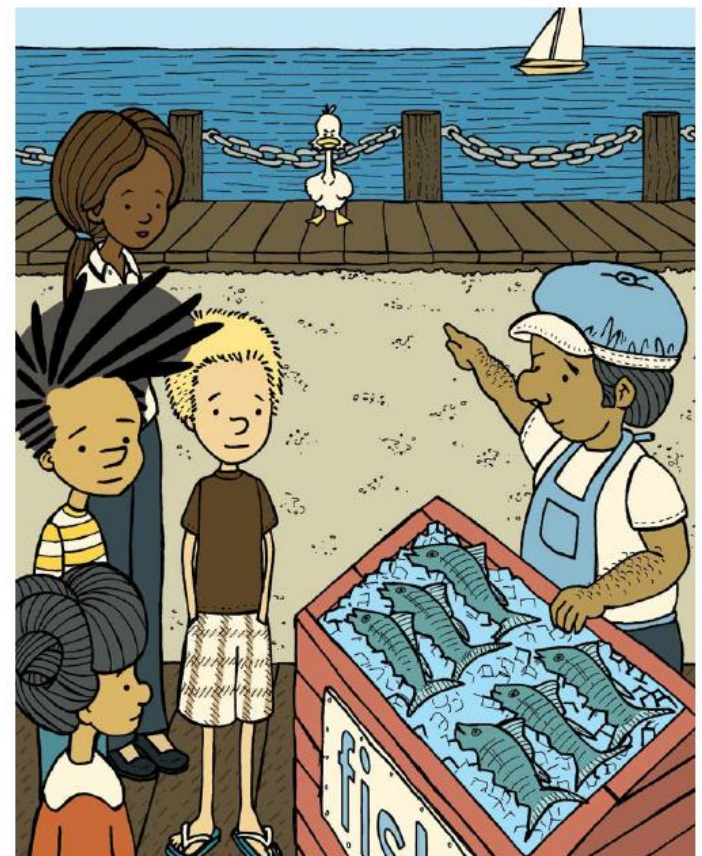
"Can the kids dig in the sand?"

Ken nods.

"Yes, the kids can dig in the sand, but the kids must not pet the duck."

That duck is a bad duck.

That duck pecks at kids."

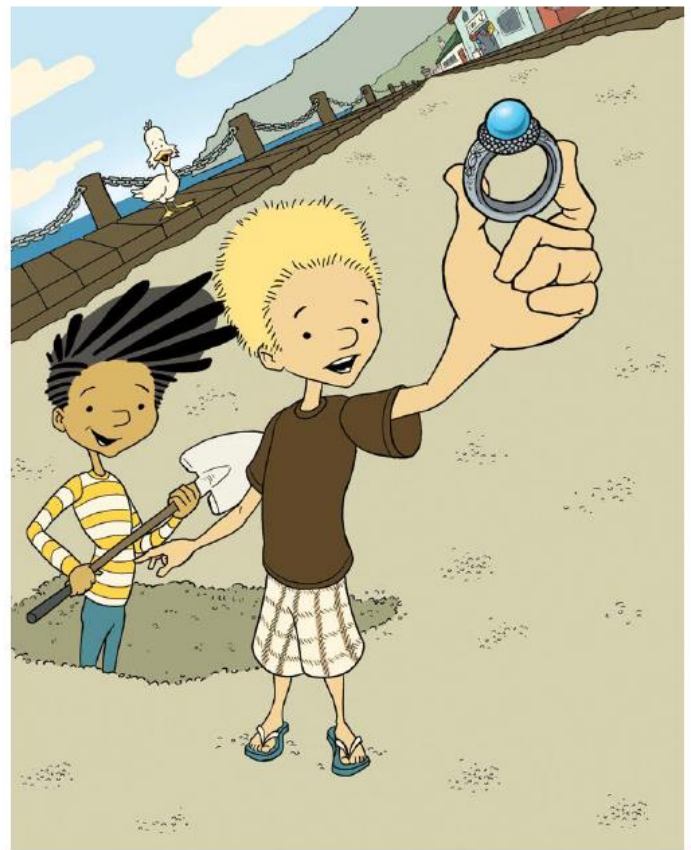


73

74

75

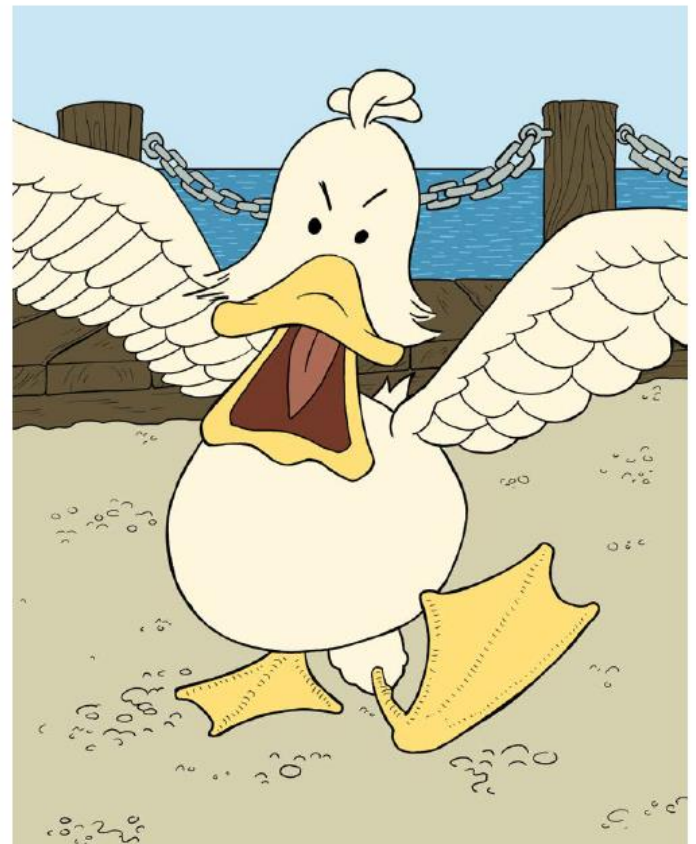
Miss Mack tells the kids,
"Class, let's not pet the duck."
Sam and Chad dig in the sand.
Chad digs up a ring.
Sam lifts the ring up.
The ring glints in the sun.



76

77

The duck spots the ring.
The duck quacks and runs at
Sam.
"Sam!" Miss Mack yells,
"It's that bad duck, the one
that pecks!"



78

79

The duck runs up and pecks at Sam's hand.

Then it runs off with the ring.

"Man!" yells Chad.

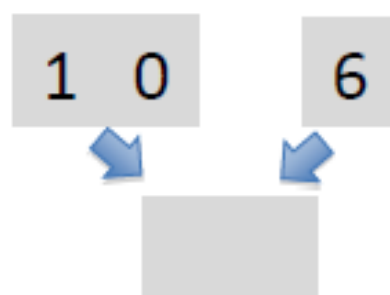
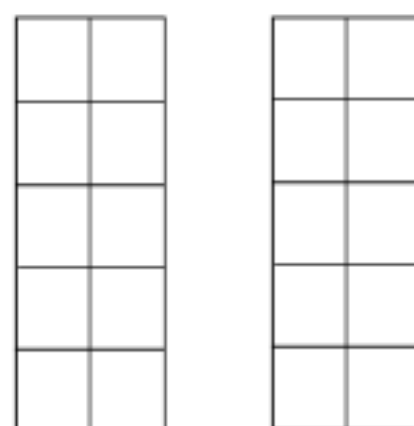
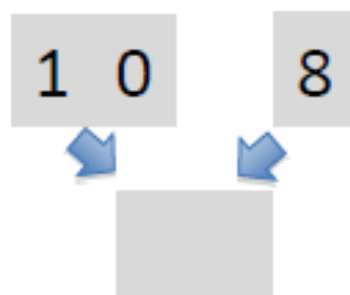
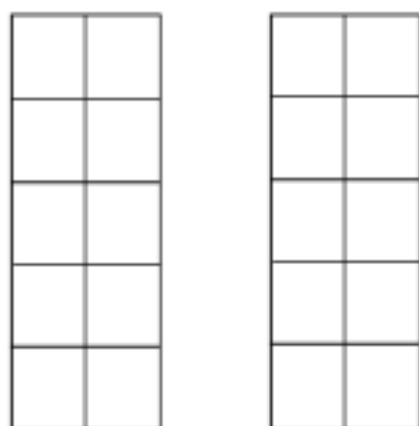
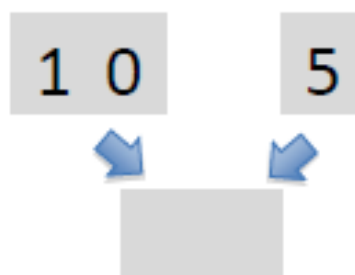
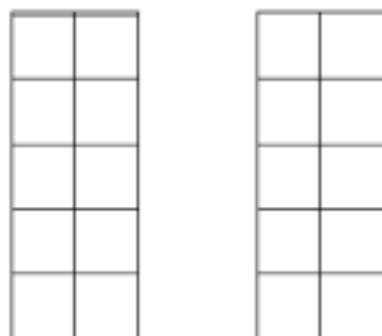
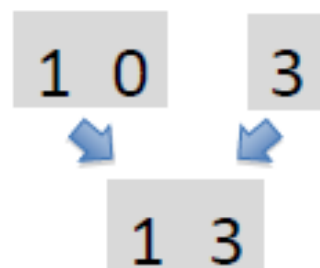
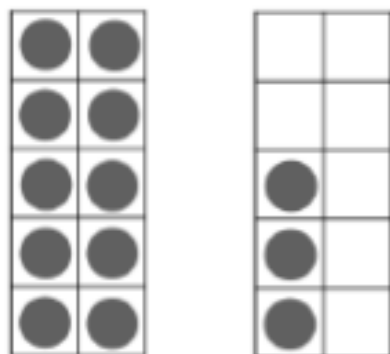
"That is one bad duck!"



Name _____

Date _____

Write and draw the number. Use your Hide Zero cards to help you.

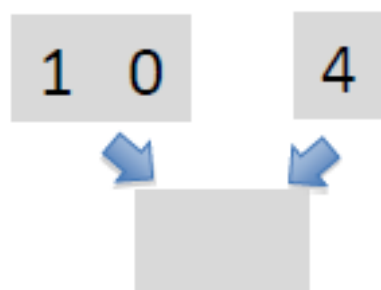


Name _____

Date _____

Draw the number shown on the Hide Zero cards with a drawing in the ten-frame. Write the number below after the 0 is hidden.

Show the number again on the right with a count of 10 ones and 4 ones. Circle the 10 ones.





Name _____

Date _____



Write and draw the number. Use your Hide Zero cards to help you.

1	0	2
---	---	---



--

1	0	7
---	---	---



--

1	0	9
---	---	---

--

1	0	4
---	---	---

--

Wed.
May 20



Reading

Skills Lesson 19
Pages 117-122
Read "Max in the Mud"

Math



Module 5 Lesson 7

<https://www.youtube.com/watch?v=HTEjJOPTfbs>

NAME: _____

DATE: _____

19.1

Activity Page

egg

sock

bell

chick



Directions: Have students write each word under its matching picture.

dress

clock

doll

mitt



NAME: _____

DATE: _____

19.2

Activity Page

scrubs

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

NAME: _____

DATE: _____

19.3

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

Sam and the Duck

Sam's class is on a trip.

The class is at the dock.

Miss Mack spots Ken, the fish man.



"Ken," Miss Mack asks,

"Can the kids dig in the sand?"

Ken nods.

"Yes, the kids can dig in the sand,
but the kids must not pet the duck.

That duck is a bad duck.

That duck pecks at kids."



Miss Mack tells the kids,
"Class, let's not pet the duck."
Sam and Chad dig in the sand.
Chad digs up a ring.
Sam lifts the ring up.
The ring glints in the sun.



The duck spots the ring.
The duck quacks and runs at Sam.
"Sam!" Miss Mack yells,
"It's that bad duck,
the one that pecks!"



The duck runs up and pecks
at Sam's hand.
Then it runs off with the ring.
"Man!" yells Chad.
"That is one bad duck!"



Max in the Mud

Max tracks mud on the deck.

Sam's mom yells, "Bad dog!"



82

83

Sam's mom has Sam get a mop.

Sam gets a mop and mops up the mud.



84

85

Sam's mom sniffs Max.

Ug!

The dog smells bad!



86

87

Sam gets Max in the bath tub.

Sam's mom scrubs him.

Then, at last, Max smells fresh!



88

89

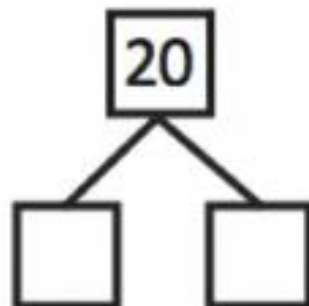
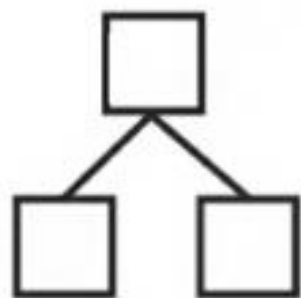
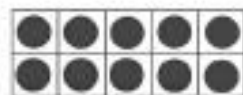
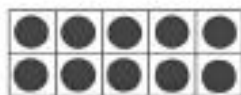
Name _____

Date _____

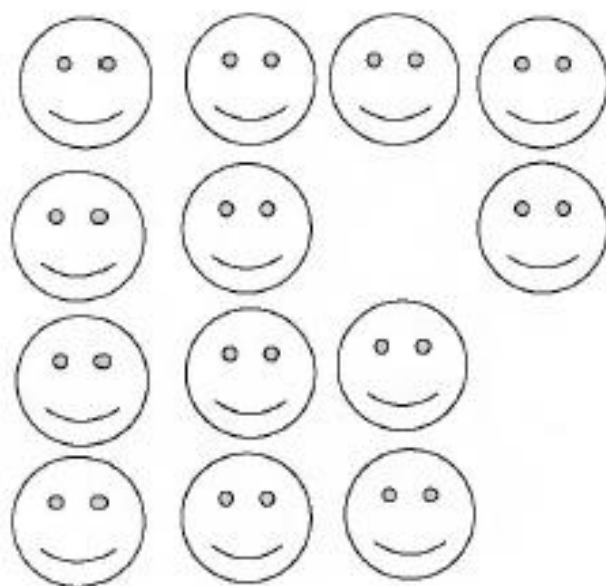
Look at the Hide Zero cards or the 5-group cards. Use your cards to show the number. Write the number as a number bond.

<div style="background-color: #d3d3d3; padding: 5px; display: inline-block; margin-bottom: 10px;">1 0</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">10</div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 40px; text-align: center; line-height: 40px;">10</div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div>	<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="background-color: #d3d3d3; padding: 5px; display: inline-block;">1 0</div> <div style="background-color: #d3d3d3; padding: 5px; display: inline-block; margin-left: 10px;">1</div> </div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div>	<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="background-color: #d3d3d3; padding: 5px; display: inline-block;">1 0</div> <div style="background-color: #d3d3d3; padding: 5px; display: inline-block; margin-left: 10px;">2</div> </div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div>
<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px; position: relative;"> ●●●●●● </div> <div style="border: 1px solid black; width: 40px; height: 20px; position: relative;"> ●●● </div> </div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">13</div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div>	<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px; position: relative;"> ●●●●●● </div> <div style="border: 1px solid black; width: 40px; height: 20px; position: relative;"> ●●●● </div> </div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div>	<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px; position: relative;"> ●●●●●● </div> <div style="border: 1px solid black; width: 40px; height: 20px; position: relative;"> ●●●●●● </div> </div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div>
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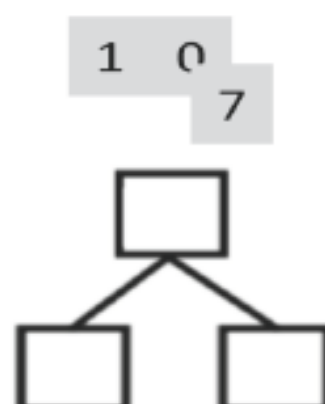
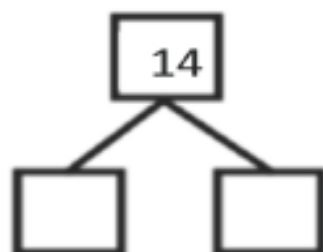
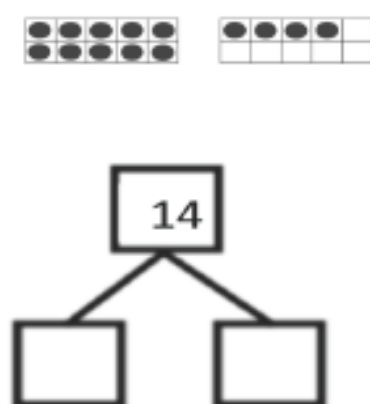
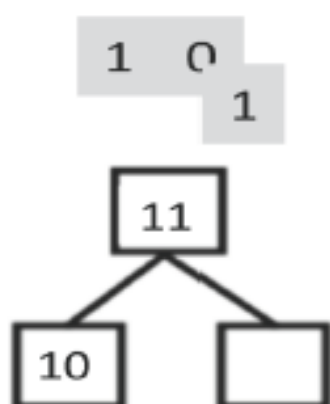
Circle 10 smiley faces. Draw a number bond to match the total number of faces.



Name _____

Date _____

Look at the Hide Zero cards or the 5-group cards. Use your cards to show the number. Write the number as a number bond.

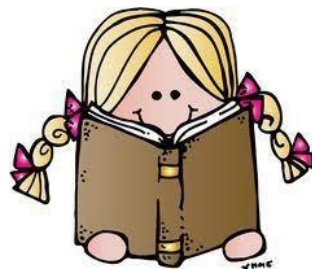


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ThURS.
May 21

Reading

Skills Lesson 20
Pages 125-128
Read "The Band"



Math

Module 5 Lesson 8

<https://www.youtube.com/watch?v=zwHfsvza0dA>

NAME: _____

20.2

Activity Page

DATE: _____

Directions: Have students draw a line from each word on the left to the rhyming word on the right.

1. buzz drum

2. from one

3. crack leg

4. fun was

5. egg stack

6. add press

7. still sock

8. dress glad

9. cliff thrill

10. clock stiff

NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Have students write the words containing the /f/ sound spelled 'f' under the 'f' header and the words containing the /ff/ sound spelled 'ff' under the 'ff' header.

sniff

fresh

fist

frog

soft

stuff

gift

puff

as in fit

as in huff

Directions: Have students write the words containing the /l/ sound spelled 'l' under the 'l' header and the words containing the /l/ sound spelled 'll' under the 'll' header.

doll

long

lunch

belt

still

spell

bill

lamp

as in lip

as in hill

The Band

Sam's dad is in a jazz band.

That's him in the back.

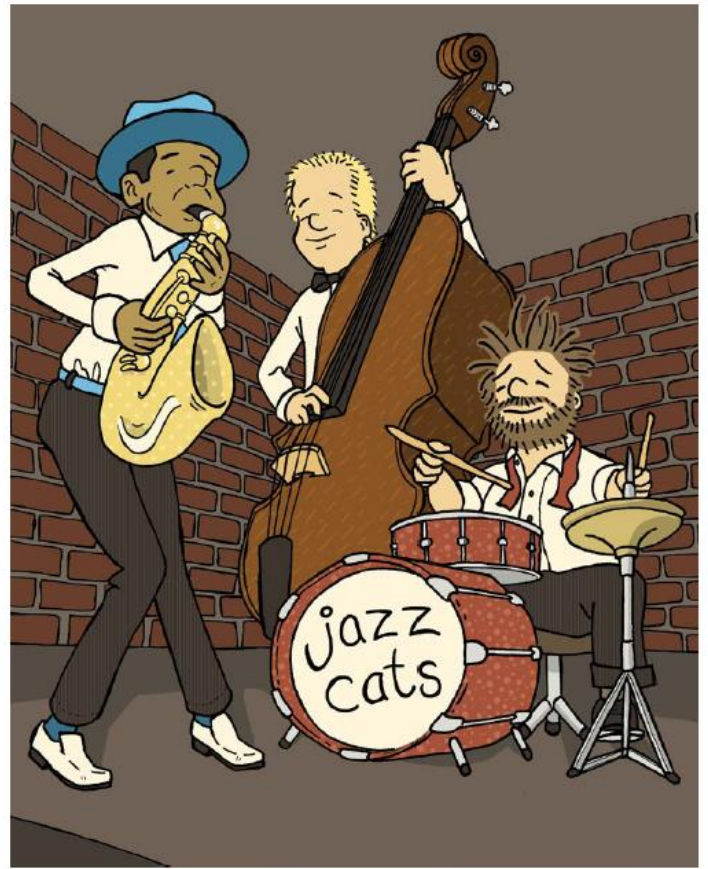
Chad's dad is in the band with him.

That's him on the drums.

Chad's dad's boss is in the band, as well.

That's him on the left, in the hat.

90



91

Sam's dad plucks at his strings.

Chad's dad bangs on his drums.

The kids clap and yell.

The band is a big hit!

92



93

Name _____

Date _____

Use your materials to show each number as 10 ones and some more ones.
Use your 5-groups way of drawing. Show each number with your Hide Zero cards. Whisper count as you work.

11

18

15

14

12

17

20

13

Name _____

Date _____

Use your materials to show each number as 10 ones and some more ones.
Use your 5-groups way of drawing.

1 5

1 3

Ten seven

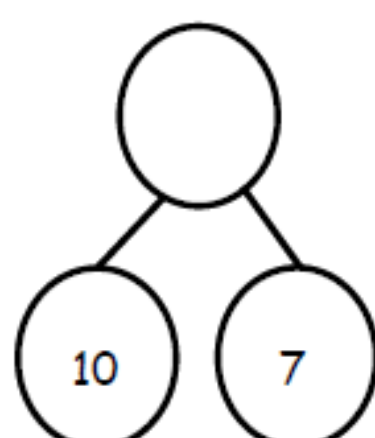
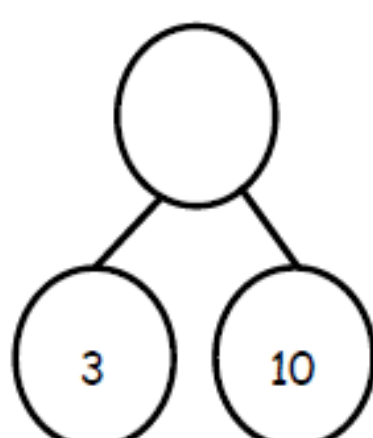
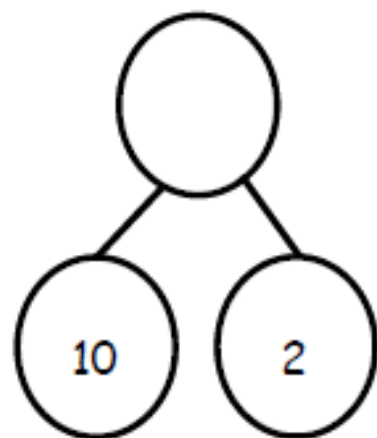
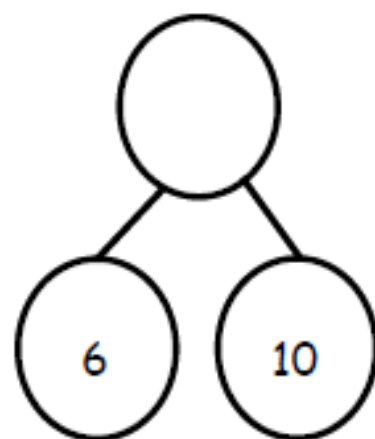
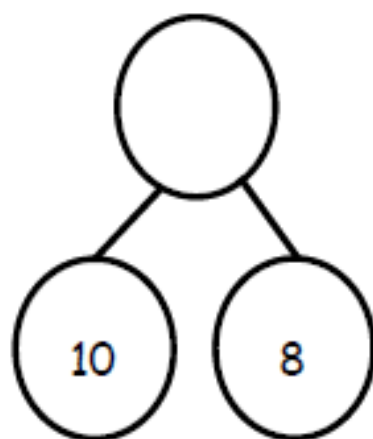
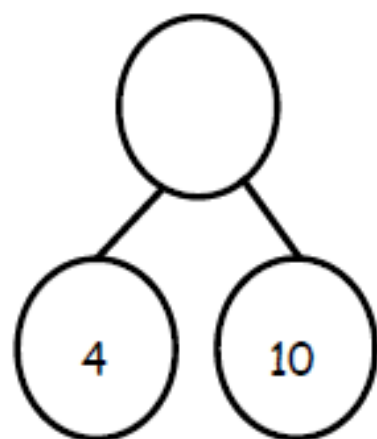
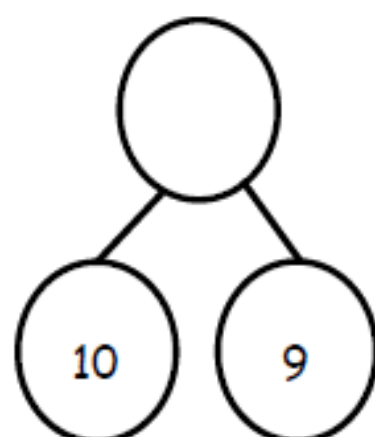
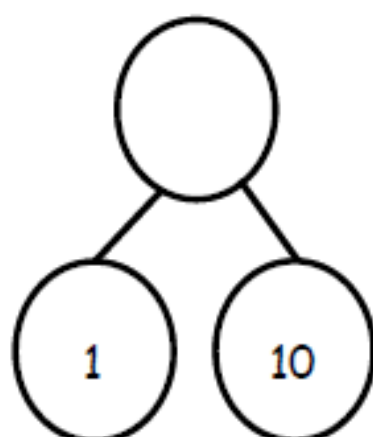
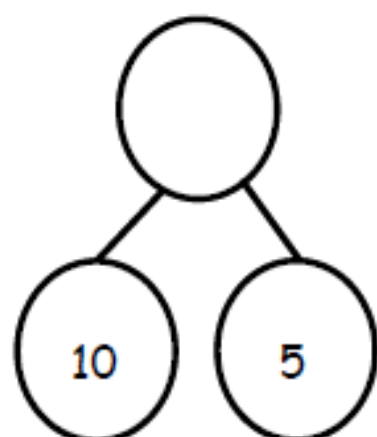
Ten one

1 2

1 6

2 ten

Ten four



Fri.
May 22



Reading

Skills Pausing Point Activities
Pages 129-130; 141-146
Read "The Chick"

Math



Module 5 Lesson 9

<https://www.youtube.com/watch?v=zWHfsvza0dA>

NAME: _____

DATE: _____

PP.2

Activity Page

class

sting

boss

moss

spot

pest

mess

pass

as in stop

as in toss

Directions: Have students write the words containing the /s/ sound spelled 's' under the 's' header and the words containing the /s/ sound spelled 'ss' under the 'ss' header.

Directions: Have students write the words containing the /t/ sound spelled 't' under the 't' header and the words containing the /t/ sound spelled 'tt' under the 'tt' header.

mutt

stamp

tongs

putt

Matt

mitt

Watt

trap

as in top

as in putt

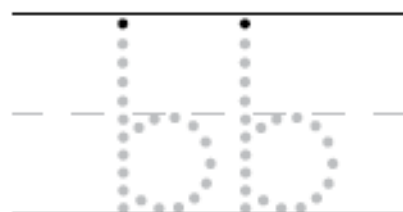
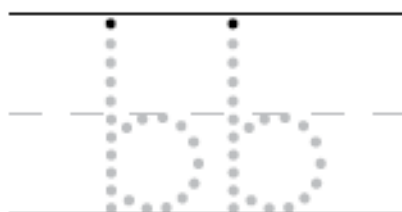
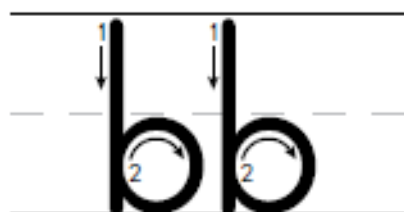
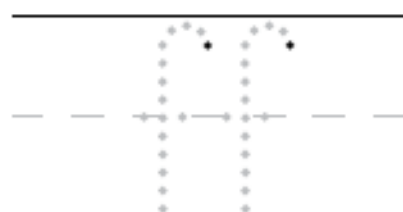
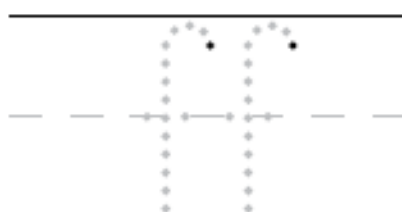
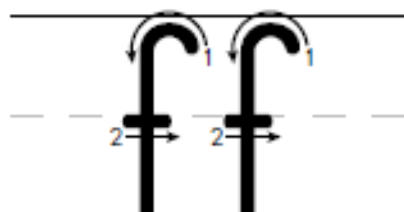
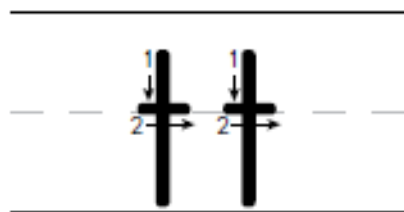
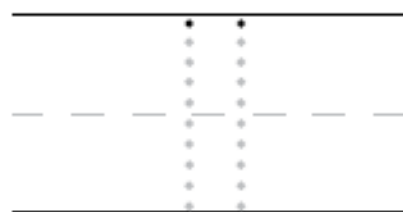
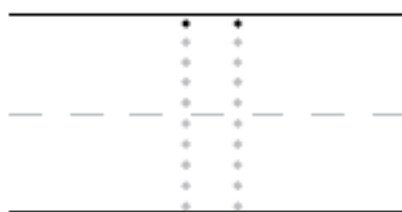
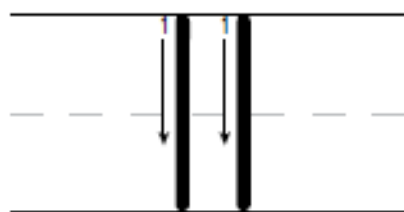
NAME: _____

DATE: _____

PP.8

Activity Page

Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.



NAME: _____

DATE: _____

PP.9

Activity Page

Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.

cc

cc

cc

ck

ck

ck

dd

dd

dd

rr

rr

rr

nn

nn

nn

mm

mm

mm

NAME: _____

DATE: _____

PP.10

Activity Page

Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.

zz

zz

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The Chick

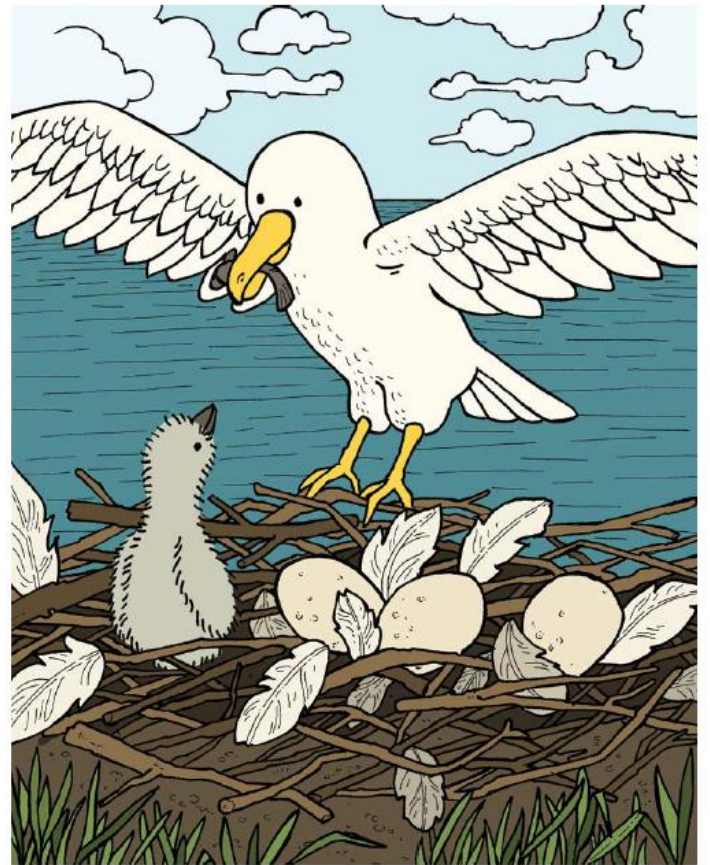
Sam and Chad got up on a rock.

On top of the rock was a gull's nest.

The gull had a chick.

The gull fed the chick a bit of fish.

Then the gull left.



94

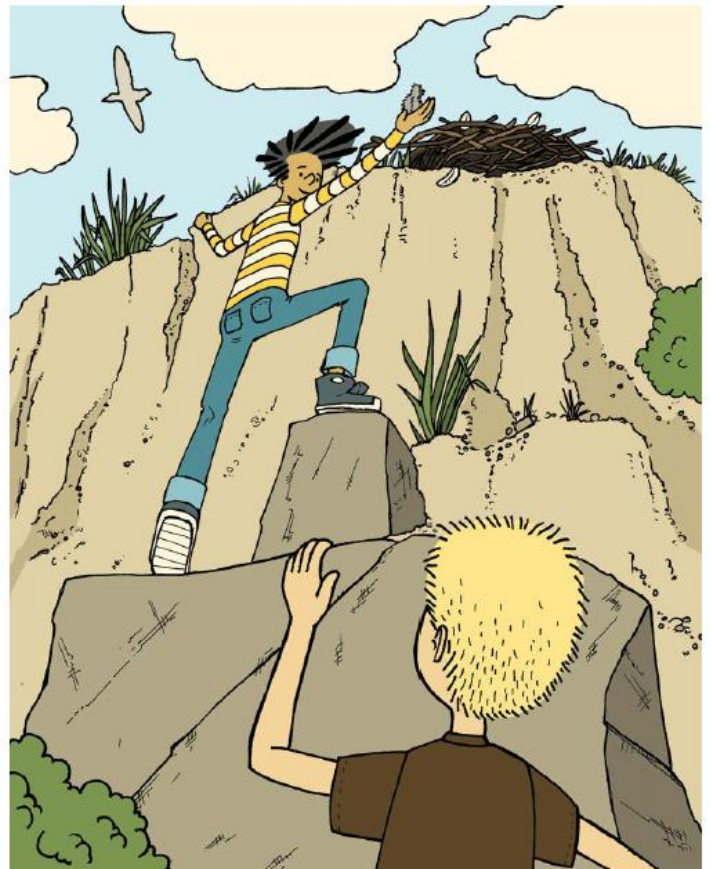
The chick fell from its nest.

Plop!

The chick got stuck in a crack.

Sam and Chad got the chick.

Then Chad set it back in its nest.



95

96

97

Name _____

Date _____

Whisper count as you draw the number. Fill one 10-frame first. Show your numbers with your Hide Zero cards.

12

17

16

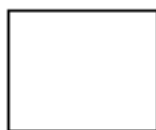
13

Draw and circle 10 ones and some more ones to show each number.

20

11

Choose a teen number to draw. Circle 10 ones and some ones to show each number.



Name _____

Date _____

Show the number by filling in the 10-frames with circles.

15

19

Draw circles to show the number. Circle 10 ones.

18

14

Name _____

Date _____

For each number, make a drawing that shows that many objects.
Circle 10 ones.

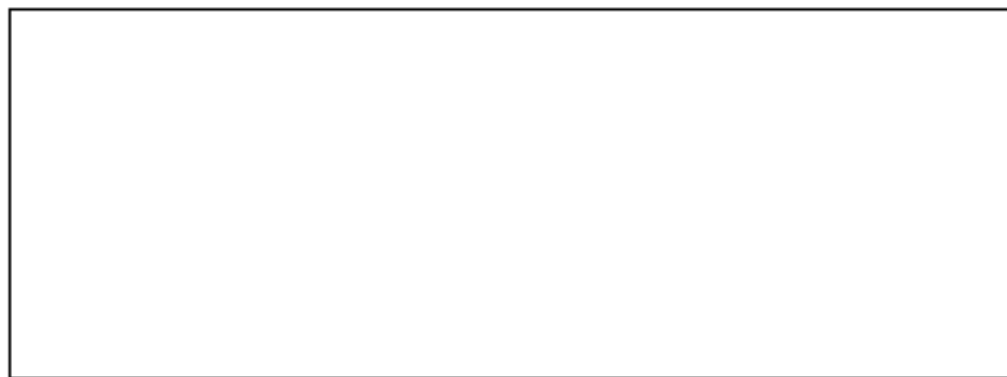
11



16



20



19



14



12

