

Dear Parents,

The kindergarten teaching team has met. We know that this is a difficult time for all of us. We pray that you and your families are all safe and well. At the same time we worry about your child's educational needs. It is so important that students continue to work and grow. Statistics show that children that do not read or study for long periods regress. Therefore we are listing websites and suggestions that will give students something to do to keep their minds growing. Please use some of these to help your children.

Websites: These are FREE websites, however some of these require you to create an account.

- iReady
- Story line online
- [www.abcya.com](http://www.abcya.com) (free games)
- Abcmouse.com

Additional skills to reinforce include:

- Letter naming (know each letter of the alphabet, its sound, and write each letter)
- Numbers ( write each number 0-20, count, and put numbers in order)
- Count by 5s, 10s, and 0-100
- READ! READ!! READ!!!

# Kindergarten Sight Word List

	for	do	blue	zero
am	he	that	yellow	three
little	me	from	orange	four
the	she	here	black	five
a	with	go	brown	six
to	look	said	purple	seven
here	see	was	white	eight
is	of	what	pink	nine
like	they	where	gray	ten
my	you	come	one	l
we	are	red	two	

Keep @ home & read  
Mantente en casa y lee

I am late. I ate ham on a hill. I  
ate and ate. And now I am late. I  
will run. (91)

I wish I had sand. I wish I had a  
rake. I wish I had a fish. I wish I  
had a lake. (92)

He has a fat cat. He has fun with  
his fat cat. His mom has a little  
cat. She has fun with the little cat.  
She has fun with the little cat. The  
little cat has fun in the sand. (93)

A little fish sat on a fat fish. The  
little fish said, "Wow!" The little fish  
did not hate the fat fish. The little  
fish said, "That fat fish is mom." (94)

## DIRECTIONS FOR STUDENTS

- 1. Initial Consonants** Write the missing letter in each word.
- 2. Vowels** Write the missing letter in each word.
- 3. Final Consonants** Write the missing letter in each word.
- 4. Multi-meaning Words** The same word goes with both pictures. Write the word.
- 5. Number Words** Write the number word. (Provide access to a number chart)
- 6. Reading Comprehension** Circle the sentence that tells about the picture.
- 7. Rhyming** Write the missing word. Use a rhyming word to spell it right.
- 8. Word Endings** Decide which ending should be added. If the ending starts with a vowel, double the last letter of cvc words.
- 9. Opposites** Write the opposite to make the sentence right.
- 10. Word Families** Name each picture with rhyming words.

## Extras for Experts

- Spelling** Use a strip of heavy paper to cover the six words under the pictures in parts 1-3. Write or spell each word, then slide the paper over to check. Study with a partner or by yourself.
- Sentences** Can you write a sentence that uses both meanings for the word in part 4? For example, A bat cannot hit with a bat.
- Puzzles** Can you think of another multi-meaning word like the one in part 4? Draw two pictures to show its two meanings. Put your pictures on a bulletin board and see if others can figure out the word you had in mind.
- Before/After** Write the numbers that come before and after the number in part 5.
- Illustration** Pretend you are an illustrator. Illustrate one of the other sentences in part 6. Write the sentence under your illustration.
- Story/Skit/Song** Tell a story, write a skit, or make up a song about the character in part 7.
- Questions** Pretend you are interviewing the character in part 8. Think of at least three questions to ask. Notice that questions often begin with certain words like who, what, where, when, why, do, does, has, have, will, can, is, are, could, should, would, etc.
- Vocabulary** Can you think of other pairs of words that mean almost the same thing? For example, other words for cold/hot are freezing/scorching or cool/warm.
- Word Families** Can you think of more words in the word family? Draw and label pictures of them.



Name \_\_\_\_\_

1. Initial Consonants



\_og

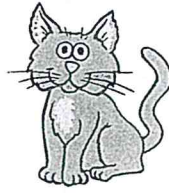


\_og



c\_t

2. Short Vowels

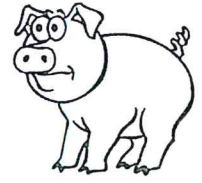


c\_t

3. Final Consonants

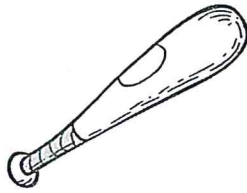


pi\_



pi\_

4. Multi-meaning Words



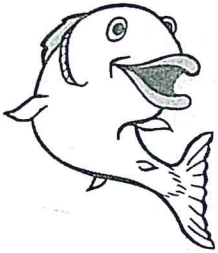
\_\_\_\_\_ and \_\_\_\_\_

5. Number Words



10 \_\_\_\_\_

6. Reading Comprehension



I get wet.  
I am napping.  
I can run.

7. Rhyming



I am a \_\_\_\_\_ in a box.

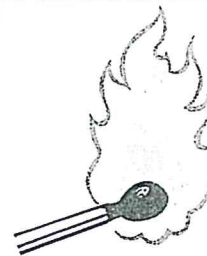
8. Word Endings

run



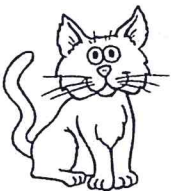
She is \_\_\_\_\_.

9. Opposites

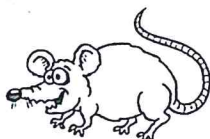


This is not cold. It's \_\_\_\_\_.

10. Word Families



cat



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

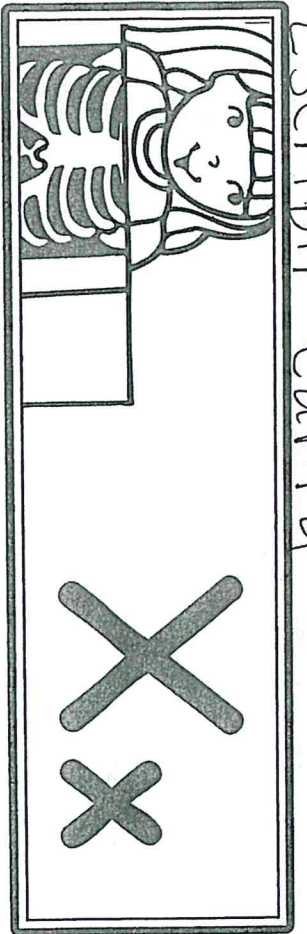


\_\_\_\_\_



\_\_\_\_\_

Escribir carta



name

Carta circular

Circle each X.

K V W X Z  
 X V Y X X  
 H X X Y V

Carta circular

Circle each x.

v x h  
 t x v  
 x y t  
 z w w k

Handwriting practice lines for the letter 'X'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The first row contains three large 'X's. The second row contains four medium 'X's. The third row contains one large 'X'.





# Consonants: X

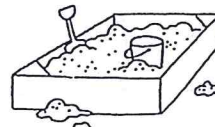
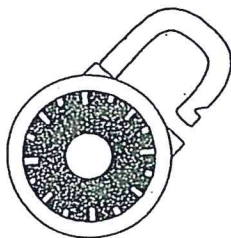
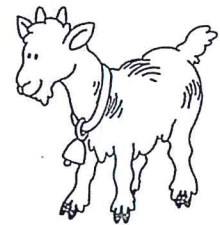
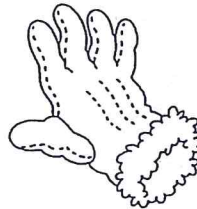
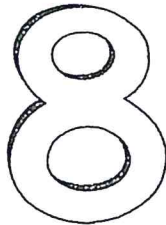
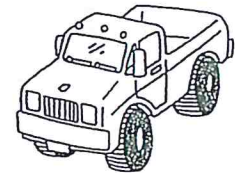
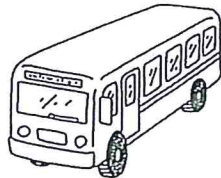
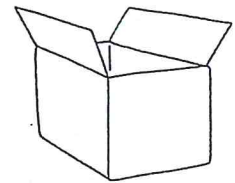
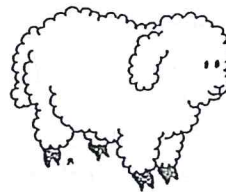
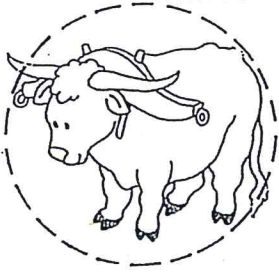
Name \_\_\_\_\_

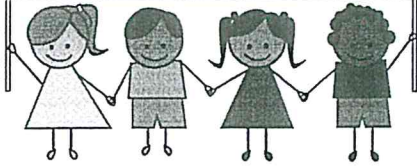
The sound at the end of **ax** is spelled by the letter **x**.



encierra en un circulo las imágenes **ax** cuyo nombre termina con el sonido de **x**

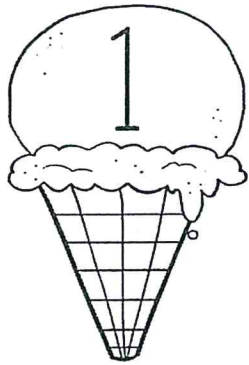



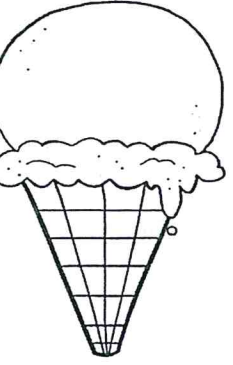

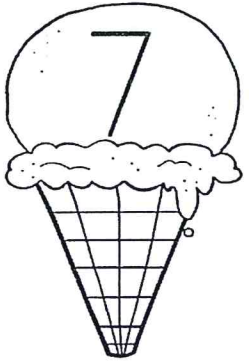


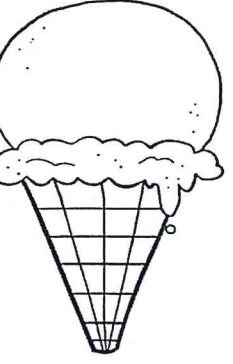



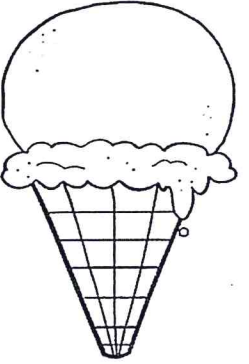

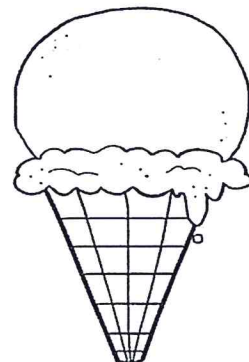
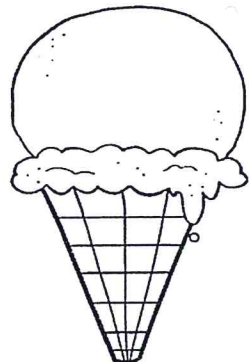


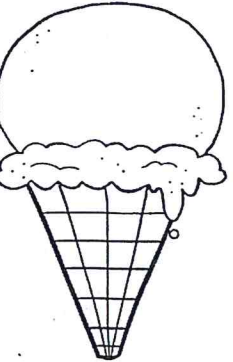
Name the pictures. Circle each picture whose name ends with the sound of **x**.





Name \_\_\_\_\_

Fill in the missing numbers. *(Escribe cada número faltante)*



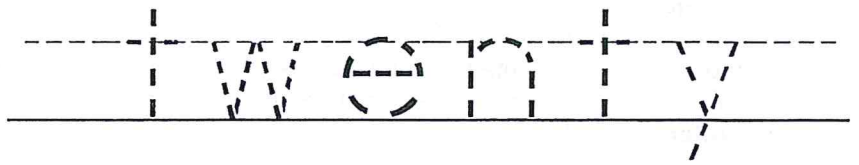
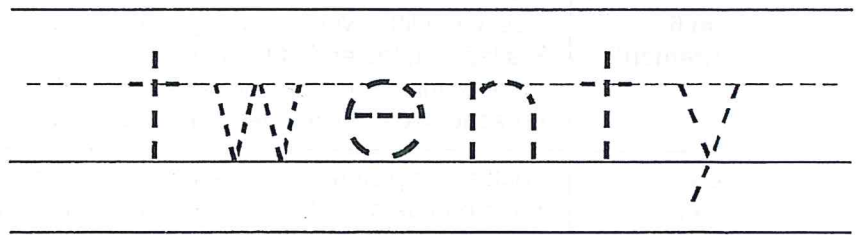
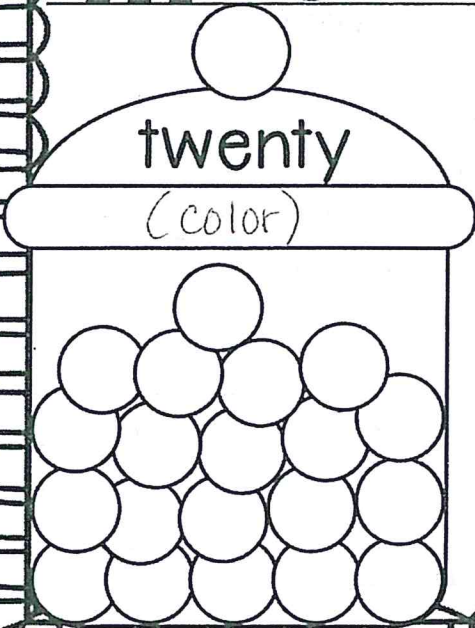
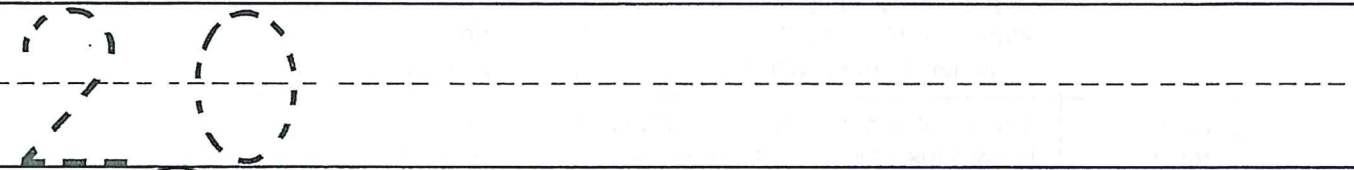
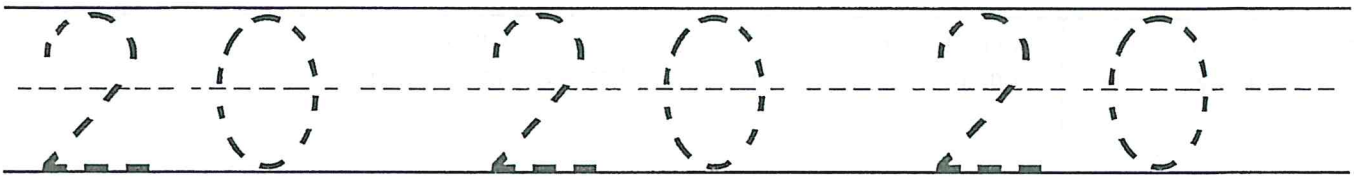
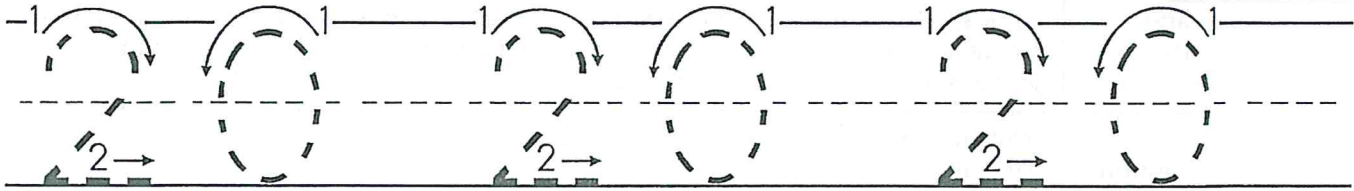
Name: \_\_\_\_\_



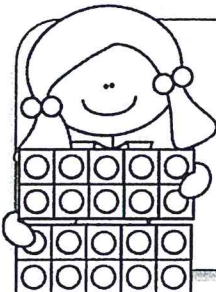
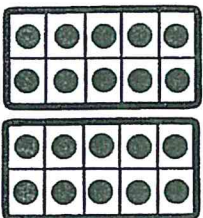
# Let's PRINT the NUMBER

(trazar y escribir)

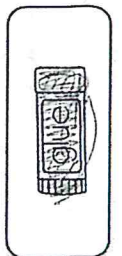
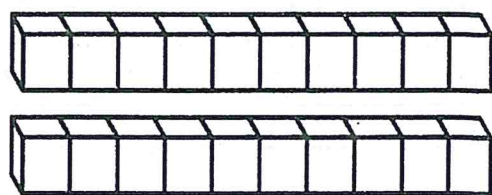
Trace and print the Number 20's. Then, decorate and cut out the Number 20 bracelet at the bottom of the page.



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Color  
**twenty**



## TEACHER'S GUIDE and DIRECTIONS FOR STUDENTS

Each page of *Math Drops in the Bucket* includes a variety of tasks to engage the mind and prepare your students for the variety of challenges they may encounter in standardized tests, textbooks, and real life. Questions will gradually increase in difficulty, building on the skills developed in the earlier lessons.

<b>Section 1</b> <b>Words and</b> <b>Concepts</b>	Trace the ring around the word <u>tallest</u> . Now draw a ring around the one that is <u>tallest</u> . Note: This is the only skill that may require teacher help beyond the first few days. Continue to tell the children what the circled word is if it is beyond their reading ability. Some lessons use a box instead of a ring.
<b>Section 2</b> <b>Skip Counting</b> <b>Patterns</b>	Write the missing numbers in the boxes. The numbers must be in order.
<b>Section 3</b> <b>Money</b>	Count the money and write the answer on the line. Remember to use the cent mark when you write about money.
<b>Section 4</b> <b>Time</b>	Look at the round clock. What time does it show? Look at the digital clock. What time does it show? Write a number to tell the time on the line beside the word <i>o'clock</i> . (Teacher Note: In later lessons, children will put hands or numbers on the clock faces.)
<b>Section 5</b> <b>Geometry</b>	You see 4 shapes. Three are alike and one is different. Draw rings around the three shapes that are the same. (Teacher Note: If you prefer, students may mark the one that is different.)
<b>Section 6</b> <b>Measurement</b>	You see a little worm crawling along a centimeter ruler. His tail is at the end of the ruler. Write a number on the line beside the letters <i>cm</i> to tell how long the worm is. (Teacher Note: In later lessons, children will add and subtract lengths of two worms.)
<b>Section 7</b> <b>Addition</b> <b>Stories</b> <b>and Facts</b>	Look at the pictures and make up a story in your mind about putting the sets together. Write numbers on the lines to tell a number story. Fill in the blank in the sentence.
<b>Section 8</b> <b>Before</b> <b>and After</b>	Write the numbers that come just before and just after the number you see. Be sure the numbers are in order starting with the smallest.
<b>Section 9</b> <b>Subtraction</b> <b>Stories</b> <b>and Facts</b>	Look at the picture and make up a story in your mind about taking away. Write numbers on the lines to tell a number story. Fill in the blank in the sentence. (Teacher Note: In later lessons, children will compare the number of objects in two sets.)
<b>Section 10</b> <b>Counting</b> <b>Place Value</b> <b>Temperature</b>	Lessons 1-20: Color the right number of objects. (1-20 objects) Lessons 21-30: Write the temperature on the line. (from 0 to 32 degrees F) Lessons 31-50: Use place value to count, then write the number. (11-99 objects) Lessons 51-60: Write the temperature on the line. (from 65 to 100 degrees F)



# Drops In The Bucket - Math Level A

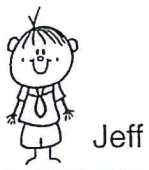
Number 1

Name \_\_\_\_\_

Score \_\_\_\_\_

1. Words and Concepts

tallest



2. Skip Counting Patterns

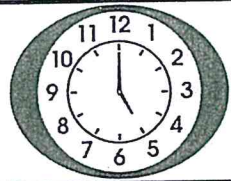
0	1	2	3	4	_____	_____	_____	_____	9
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3. Money



\_\_\_\_\_ ¢

4. Time

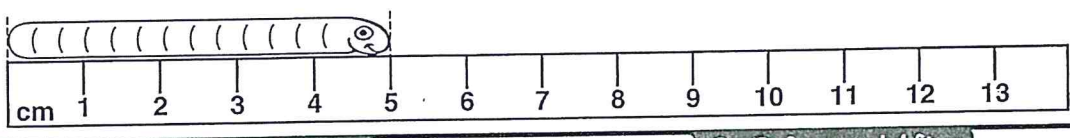


\_\_\_\_\_ o'clock

5. Geometry

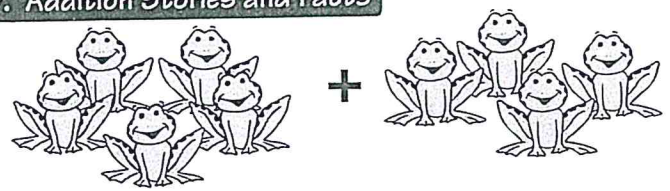


6. Measurement



\_\_\_\_\_ cm

7. Addition Stories and Facts



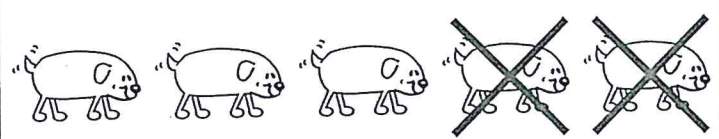
$5 + 4 = \underline{\quad}$

There are \_\_\_\_\_ frogs in all.

8. Before and After

\_\_\_\_\_ 3 \_\_\_\_\_

9. Subtraction Stories and Facts



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

There are \_\_\_\_\_ dogs left.

10. Counting, Place Value, or Temperature

Color 5.

