

# Kinder Learning at Home #3



Kinder Families,

Thank you for your interest in picking up a packet to work on at home. Please know that these activities are optional and will NOT be collected or graded! These activities will help students continue their learning and review what we have worked on so far this year as well as some new content.

Some things which might prove helpful during this time include: settling into a new daily routine or predictable schedule, opportunities for open ended play, making sure children are getting adequate sleep, monitored exposure to news, and listening to books or stories read aloud.

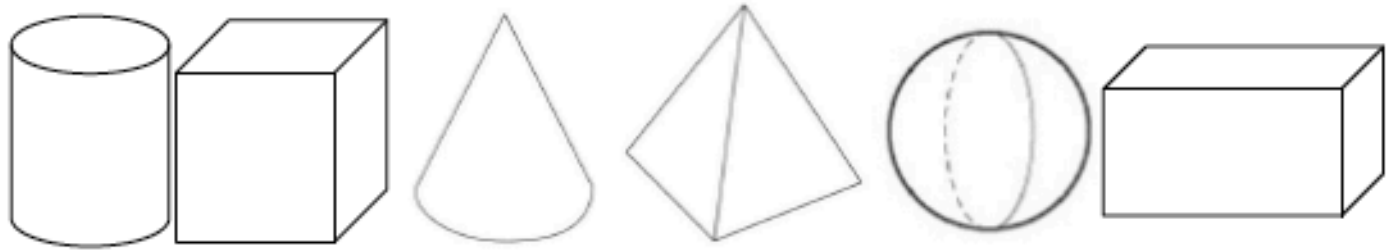
We have included reading practice, math practice pages (money, 3D shapes, number writing) and writing prompts. Keep practicing your counting by 1's and 10's, writing your numbers, reading and writing your sight words, and reading at home!

A few fun ideas to work on during this time:

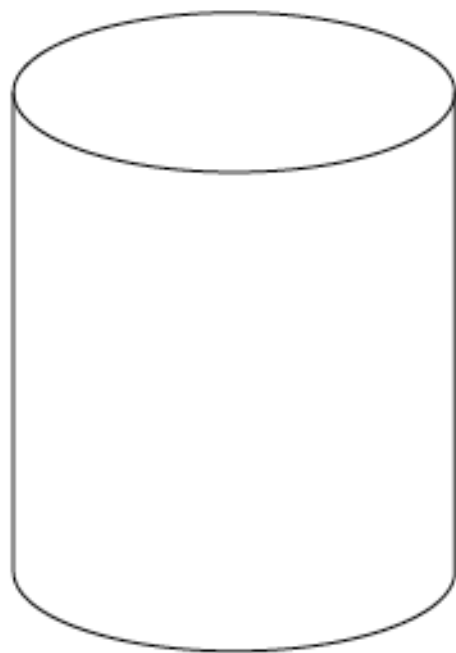
- Keep working on tying your shoes
- Practice writing sentences with your sight words
- Make lists of items that see or find outside (sounding out each word)
- Do something kind for someone at home

Love,  
The Kindergarten Team

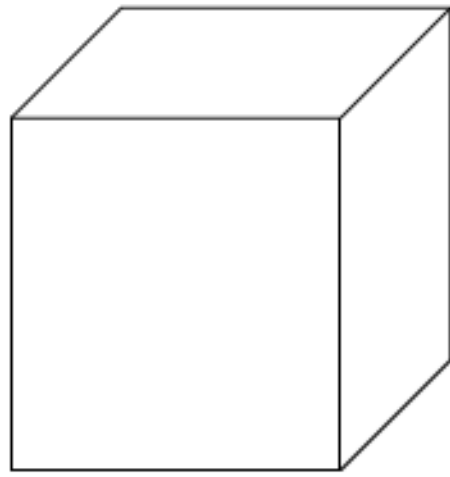
# I See Solid Shapes



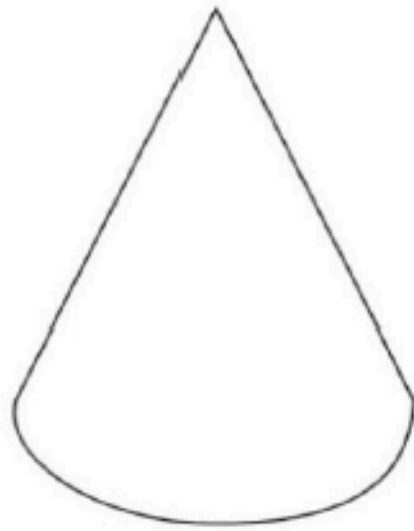
Name: \_\_\_\_\_



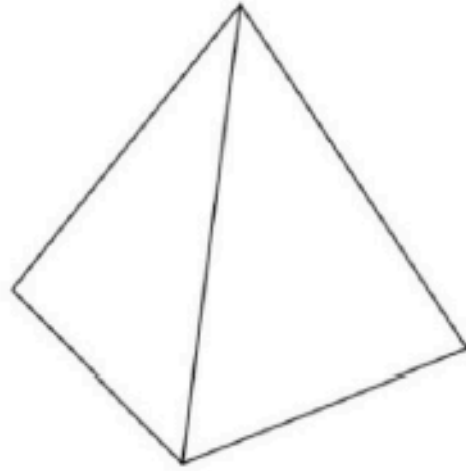
I see a cylinder.



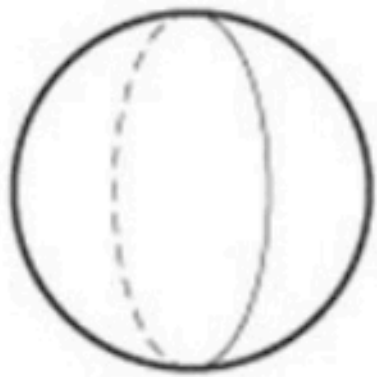
I see a cube.



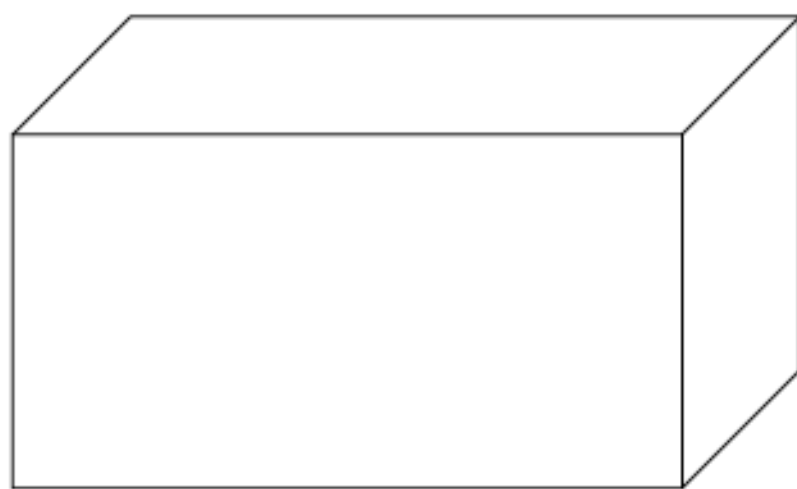
I see a cone.



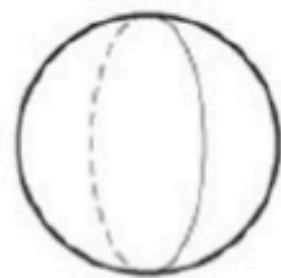
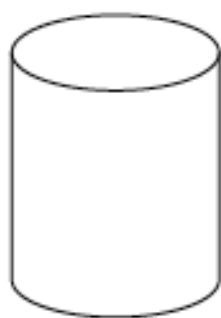
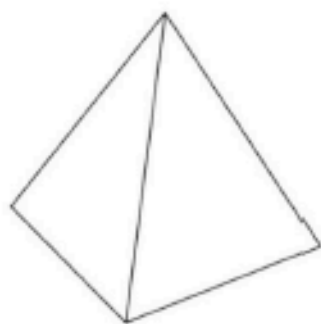
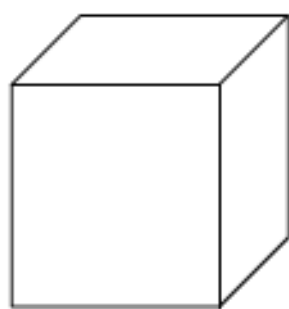
I see a pyramid.



I see a sphere.



I see a prism.



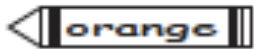
I see solid shapes.

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

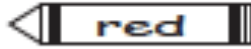
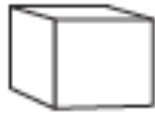
Date: \_\_\_\_\_

# 3D Shapes Coloring

cone



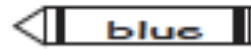
cube



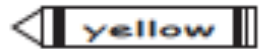
rectangular prism



sphere



cylinder




# Penny



This is the front.

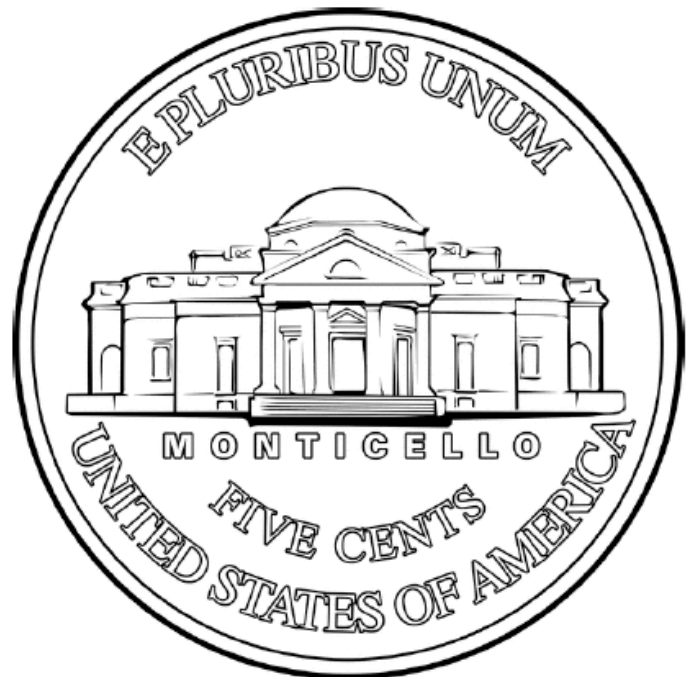


This is the back.

# Nickel



This is the front.



This is the back.

# Dime



This is the front.



This is the back.

# Quarter



This is the front.

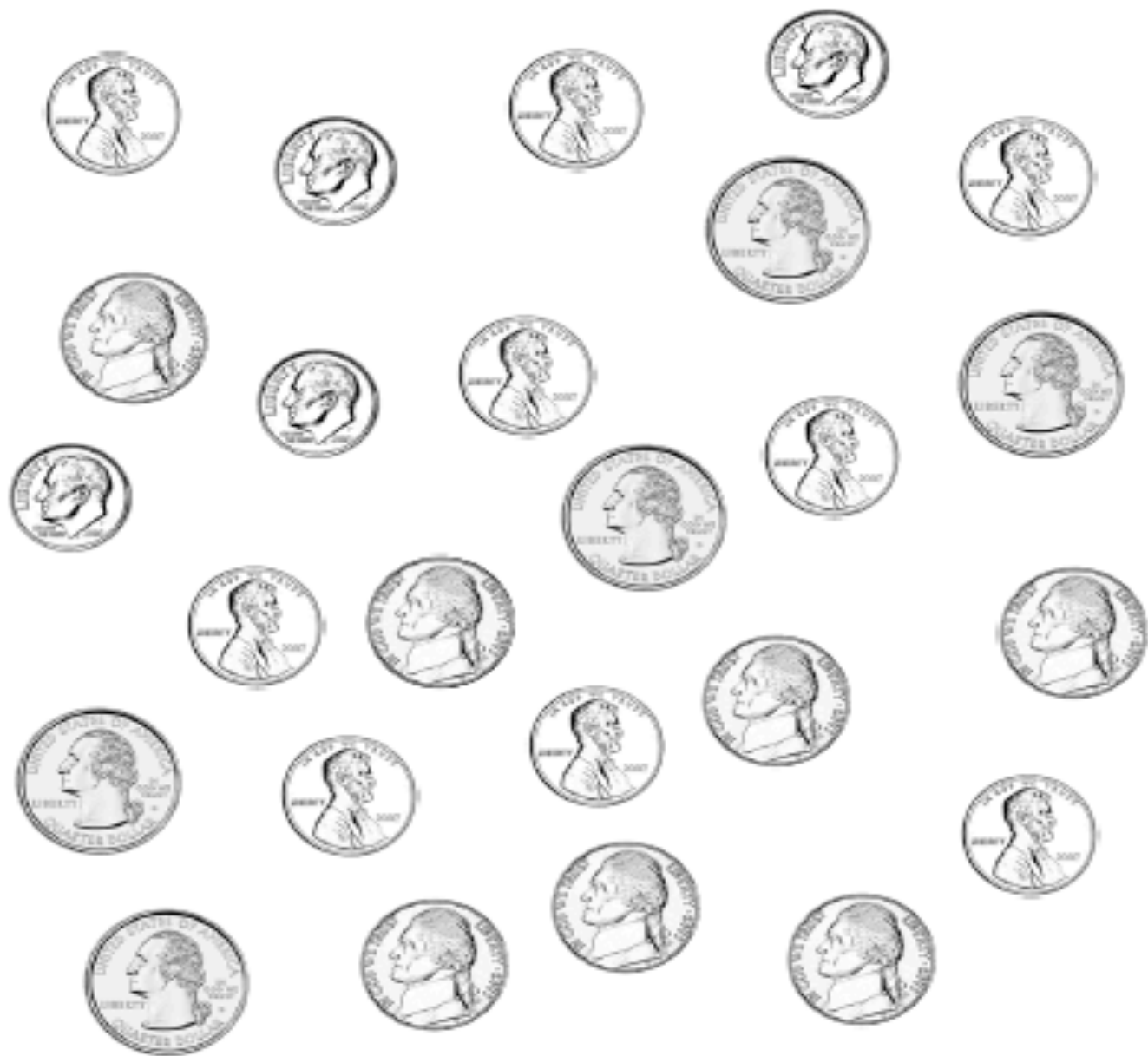


This is the back.



# US MONEY

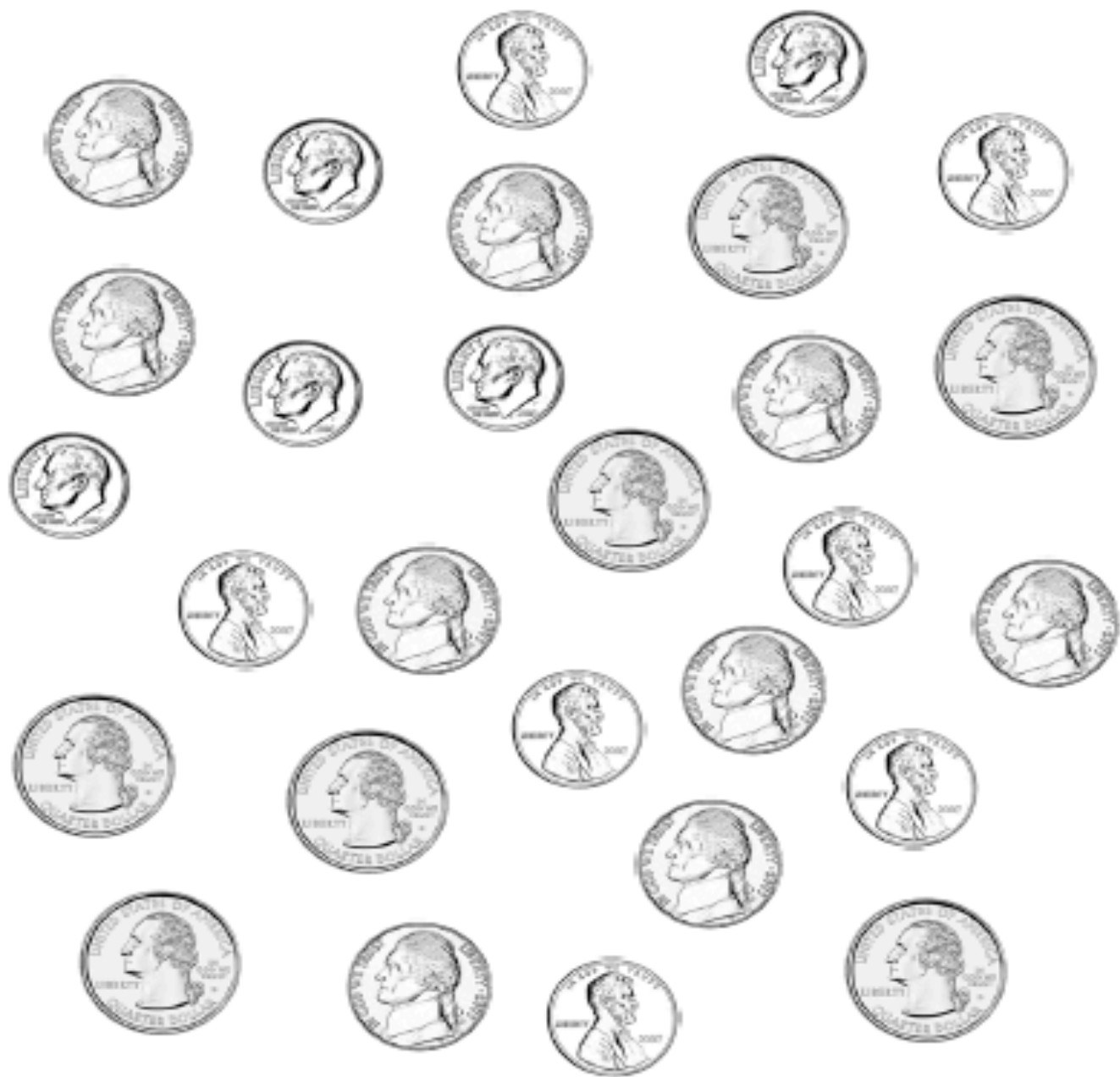
Find the pennies and circle them.



Number of pennies found : \_\_\_\_\_

# US MONEY

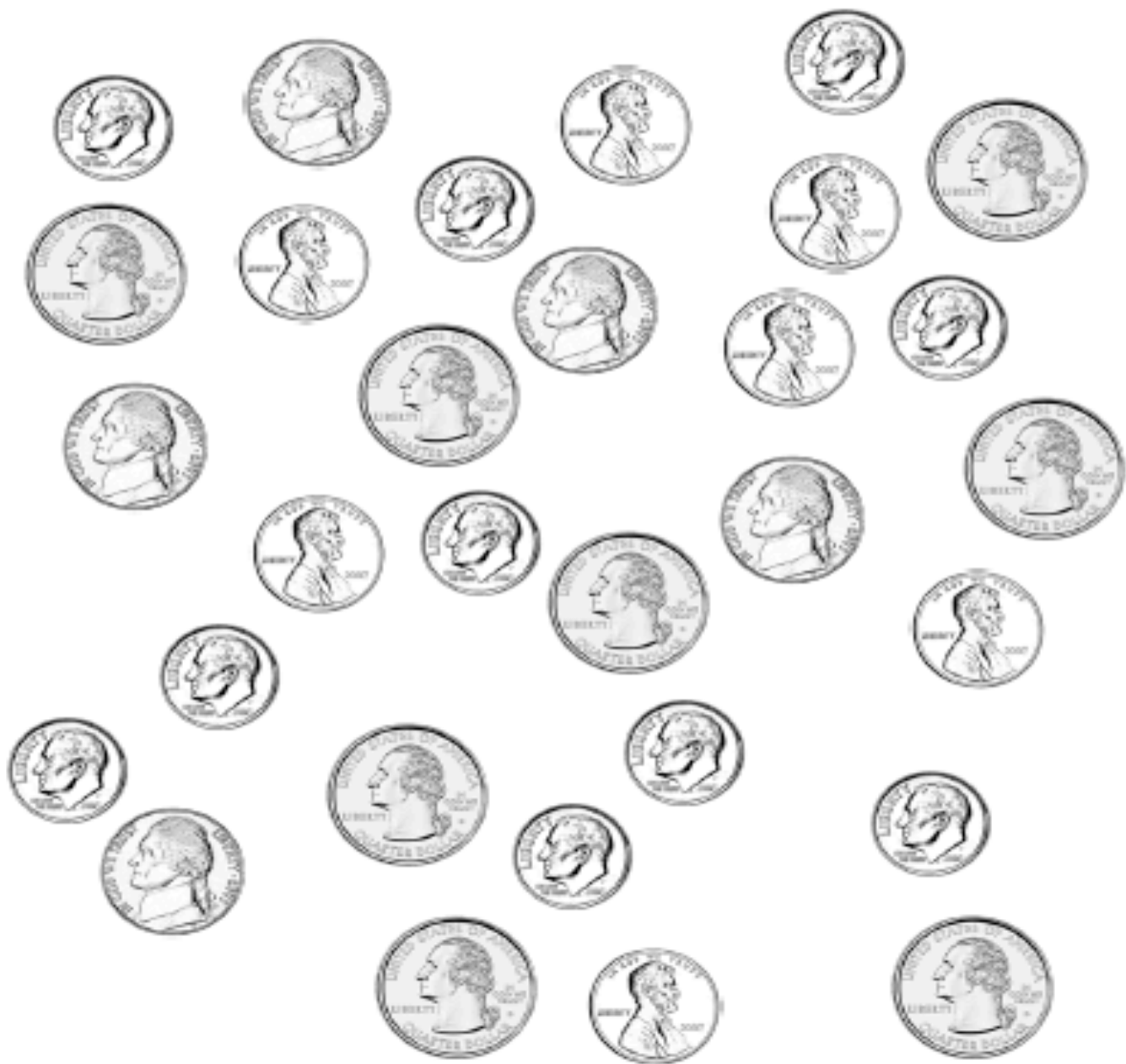
Find the nickels and circle them.



Number of nickels found : \_\_\_\_\_

# US MONEY

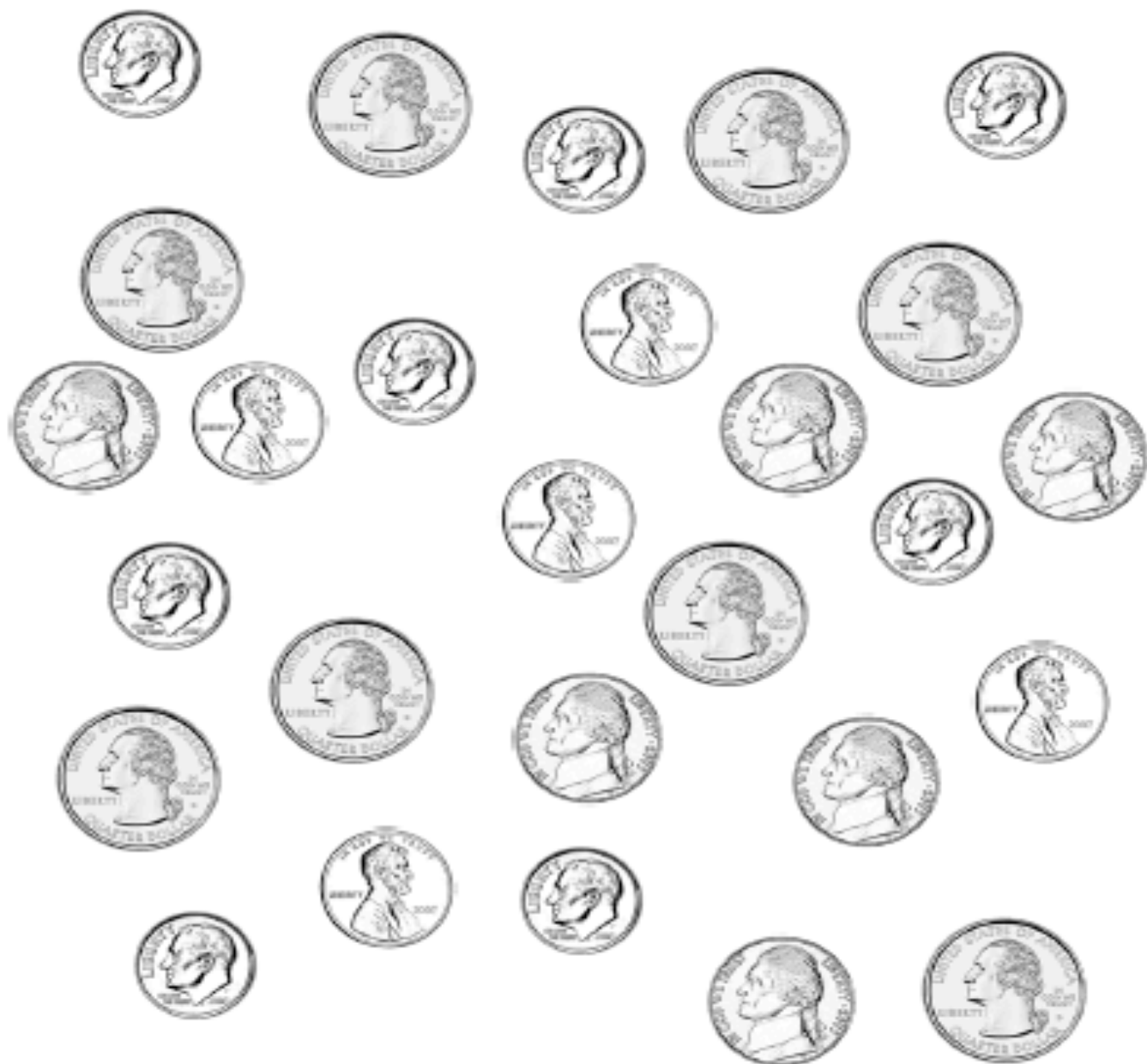
Find the dimes and circle them.



Number of dimes found : \_\_\_\_\_

# US MONEY

Find the quarters and circle them.



Number of quarters found : \_\_\_\_\_



# MY WRITING PLAN

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

Write about an interesting animal.



Fact ✓

Fact ✓

Topic

Fact ✓

Fact ✓

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

Write about an interesting animal.







Large empty rectangular box for writing the main text of the response.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- |   |  |
|---|--|
| <input type="checkbox"/> I used capital letters correctly. <b>Aa</b>  | <input type="checkbox"/> I used spelling strategies.  |
| <input type="checkbox"/> I used punctuation marks. <b>! . ?</b>   | <input type="checkbox"/> I wrote about one topic.     |
| <input type="checkbox"/> I put spaces between my words.  | <input type="checkbox"/> I gave facts and details.    |

# MY WRITING PLAN

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

Write about what you might see on a farm.



Fact ✓

Fact ✓

Topic

Fact ✓

Fact ✓







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

Write about what you might see on a farm.



Large empty rectangular box for writing the student's response.

Four horizontal lines for writing.

- |   |  |
|---|--|
| <input type="checkbox"/> I used capital letters correctly. <b>Aa</b>  | <input type="checkbox"/> I used spelling strategies.  |
| <input type="checkbox"/> I used punctuation marks. <b>! . ?</b>   | <input type="checkbox"/> I wrote about one topic.     |
| <input type="checkbox"/> I put spaces between my words.  | <input type="checkbox"/> I gave facts and details.    |

# MY WRITING PLAN

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

Explain how cats and dogs are the same and different.



Fact ✓

Fact ✓

Topic

Fact ✓

Fact ✓





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

Explain how cats and dogs are the same and different.



Large empty rectangular box for writing the answer.

Three horizontal lines for writing.

- |   |  |
|---|--|
| <input type="checkbox"/> I used capital letters correctly. <b>Aa</b>  | <input type="checkbox"/> I used spelling strategies.  |
| <input type="checkbox"/> I used punctuation marks. <b>! . ?</b>   | <input type="checkbox"/> I wrote about one topic.     |
| <input type="checkbox"/> I put spaces between my words.  | <input type="checkbox"/> I gave facts and details.    |

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

at family

Touch and read each word:

cat

sat

mat

hat

rat

Find and highlight the words. Then read the story:

## My Cat

Here is my cat. My cat sat  
on a mat. My cat sat on a  
hat. My cat sat on a rat!  
My cat sat and sat.



Rewrite your favorite sentence:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Illustrate your favorite sentence:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Color a star after you  
read the story:



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

en family

Touch and read each word:

hen men ten pen Ben

Find and highlight the words. Then read the story:

## Ben's Hen

Ben has a hen in the pen.  
She begs to be fed when  
she sees the men. Then  
ten men pet the hen.



Rewrite your favorite sentence:

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---

---

---

---

Illustrate your favorite sentence:

Color a star after you  
read the story:



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

ip family

Touch and read each word:

dip

rip

zip

sip

tip

Find and highlight the words. Then read the story:

## Time to Swim

Let's go for a dip. I will zip  
my bag and have a sip. The  
tip of the bag can rip.  
I will zip it fast!



Rewrite your favorite sentence:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Illustrate your favorite sentence:

Color a star after you  
read the story:



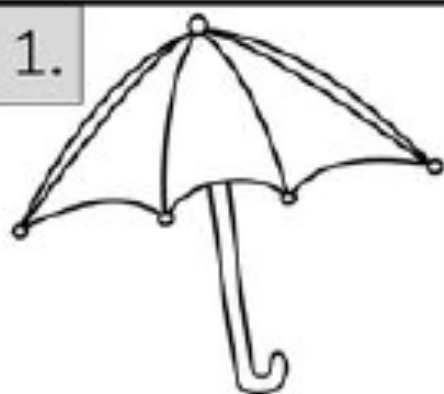
Name: \_\_\_\_\_

# Read and Color

Directions: Read the sentence in each box and color the picture to match the sentence.



1.



My umbrella is blue and white.

2.



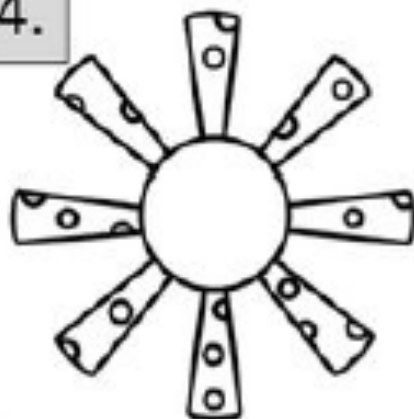
The little frog is green.

3.



The flower is red and yellow.

4.



I see a big, yellow sun.

5.



The bug is red and black.

6.



The butterfly is orange and red.

7.



My caterpillar is orange and brown.

8.



I have a green and purple kite.

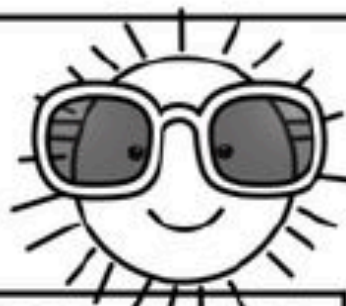
9.



Can you see the black and yellow bee?

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

# Read and Color



Directions: Read the sentence in each box and color the picture to match the sentence.

1.



The bucket is yellow.  
The crab is red.

2.



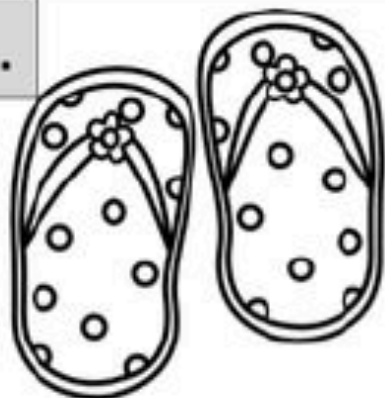
The sun is hot.  
The sun is yellow

3.



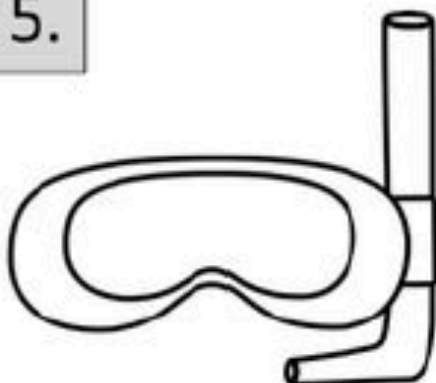
The top sunglasses  
are blue. The bottom  
sunglasses are red.

4.



The flip flops are  
green and pink.

5.



The snorkel is orange  
and blue.

6.



The lemonade is cold.  
The lemonade is yellow.

7.



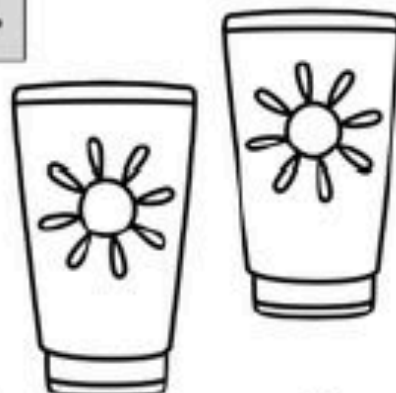
The bucket is red.  
The shovel is green.

8.



One flipper is black.  
One flipper is purple.

9.



The cups are yellow  
and orange.



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

# I Can READ and DRAW Simple Sentences



Read it: Can you see the blue map?	Draw it:
Read it: A big fat rat sat on the red mat.	Draw it:
Read it: My cat is orange and white.	Draw it:
Read it: I see a black bat in here.	Draw it:
Read it: The cat can sit on his lap.	Draw it:
Read it: I like naps.	Draw it:

## Kindergarten HFW Words: Lists 1-3

am	and	are
at	do	come
can	got	did
go	had	for
is	has	get
me	he	have
my	his	here
see	in	him
the	it	of
to	like	play
up	look	said
we	on	she
I	so	will
a	no	you
an	too	be
		as
		by
		us
		not
		yes

# All About MOM

Let me tell you about my mom.

My mom is \_\_\_\_\_ years old.

She likes to \_\_\_\_\_.

The best thing she cooks is

\_\_\_\_\_.

Her favorite food is \_\_\_\_\_.

Her favorite thing to do to relax is

\_\_\_\_\_.

We like to \_\_\_\_\_ together.

She is really good at

\_\_\_\_\_.

As you can see, my mom is special  
because

\_\_\_\_\_.



## I'm Special Because:

My name is: \_\_\_\_\_

I live: \_\_\_\_\_

My eyes are: \_\_\_\_\_

My hair color is: \_\_\_\_\_

My favorite school lunch is: \_\_\_\_\_

My favorite subject is: \_\_\_\_\_

My favorite Holiday is: \_\_\_\_\_

My favorite color is: \_\_\_\_\_

My favorite book is: \_\_\_\_\_

My favorite TV show is: \_\_\_\_\_

My school friends are: \_\_\_\_\_

My favorite pet/animal is: \_\_\_\_\_

I don't like to: \_\_\_\_\_

I get angry when: \_\_\_\_\_

I'm happy when: \_\_\_\_\_

I'm really good at: \_\_\_\_\_

I'm not very good at: \_\_\_\_\_

I like to \_\_\_\_\_ in the summer.

I like to \_\_\_\_\_ in the winter.

When I grow up I want to be a: \_\_\_\_\_

This year, I learned a lot about: \_\_\_\_\_

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Next year, I want to learn about: \_\_\_\_\_

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Kinder Specials  
at Home #3



# ROLL for Fitness!



*Directions: Roll two dice and add the numbers together. The sum of the dice determines the exercise movement.*



Roll a 2 – 5 pushups

Roll a 3 – 15 sit-ups

Roll a 4 – 15 squats

Roll a 5 – 20 mountain climbers (10 each side)

Roll a 6 – 10 Burpees

Roll a 7 – 25 jumps (with or without a rope)

Roll an 8 – 20 lunges (10 each leg)

Roll a 9 – 30 side jumps

Roll a 10 – 20 plank shoulder touches

Roll an 11 – 50 jumping jacks

Roll a 12 – 30 high knees (15 each leg)

*Groups of 2:* Each partner tosses a die in the air, then catches it. Add the number facing up.

*Groups of 4:* Two group members, each holding a die, stand facing the other two group members. The two holding the dice toss them to the members who are not holding the dice. After catching the dice, add the two numbers facing up.

## K-2 Physical Education Animal Movements

Directions: Cut out the animals. Fold and place in a container. Have each person pick one and read the action aloud. Everyone can then act out that animal movement. Continue until all the animals have been picked.



Bounce like a kangaroo



Wave like an octopus



Slither like a snake



Walk like a turkey



Hop like a bunny



Flap like a bird



Run like a dog





Swim like a fish



Crawl like a caterpillar



Stomp like a elephant



Charge like a rhino

# MY MISSING LETTER

**a, b, c**



7 JUMPING JACKS

**d, e, f**



7 SQUATS

**g, h, i**



JOG 3 LAPS

**j, k, l**



25 WINDMILLS

**m, n, o, p**



7 PUSH-UPS

**q, r, s**



25 LEG LIFTS  
EACH LEG

**t, u, v**



20 SECOND  
STRETCH BOTH  
LEGS

**w, x, y, z**



30 SECOND  
PLANK



**\_ at**



**b \_ ll**



**hoo \_**



**\_ all**



**\_ love**



**b \_ tter**



**whist \_ e**



**drib \_ le**

# Instruments of the Orchestra

Study Guide

# String Family



harp



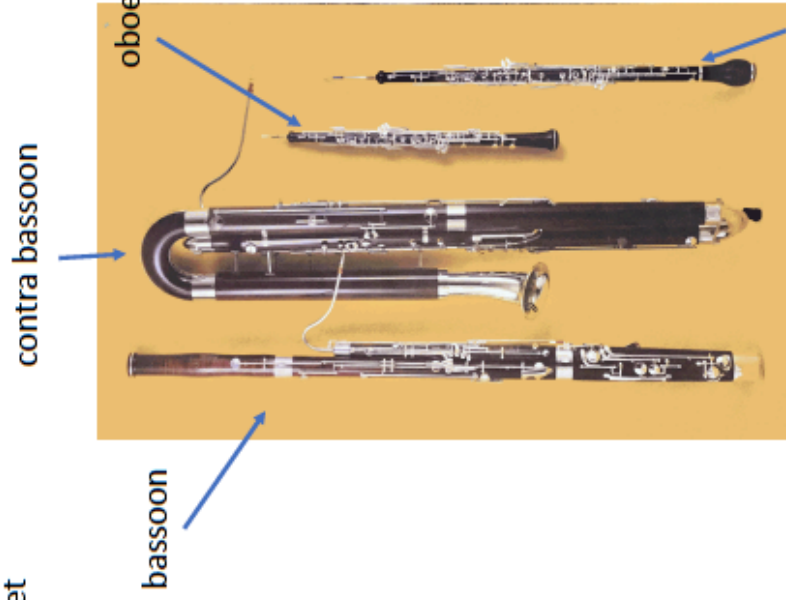
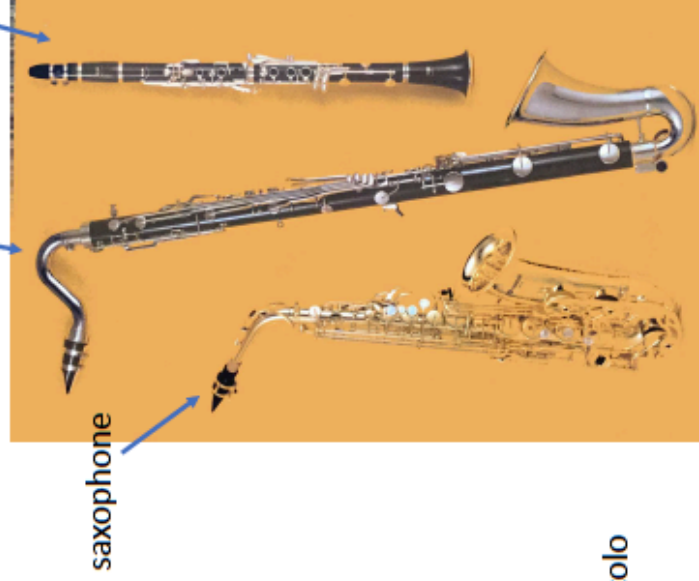
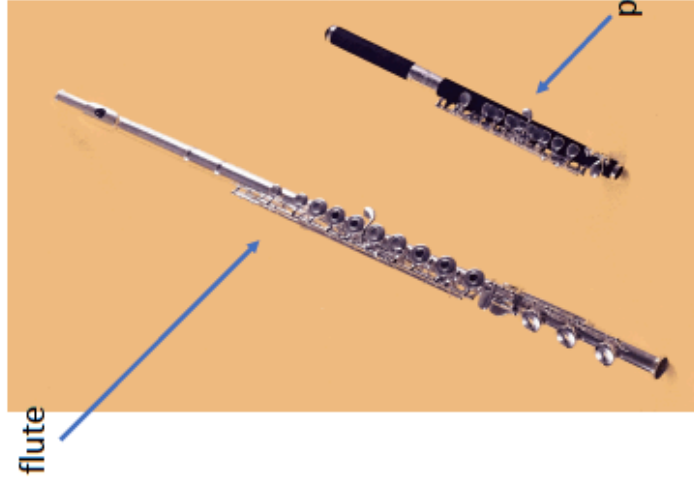
violin

viola

cello

bass

# Woodwind Family



English horn

# Brass Family

trumpet

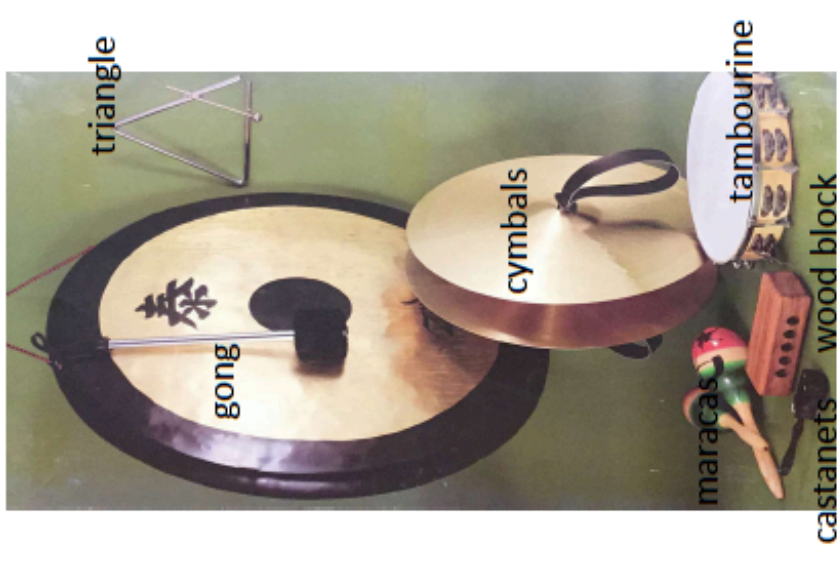
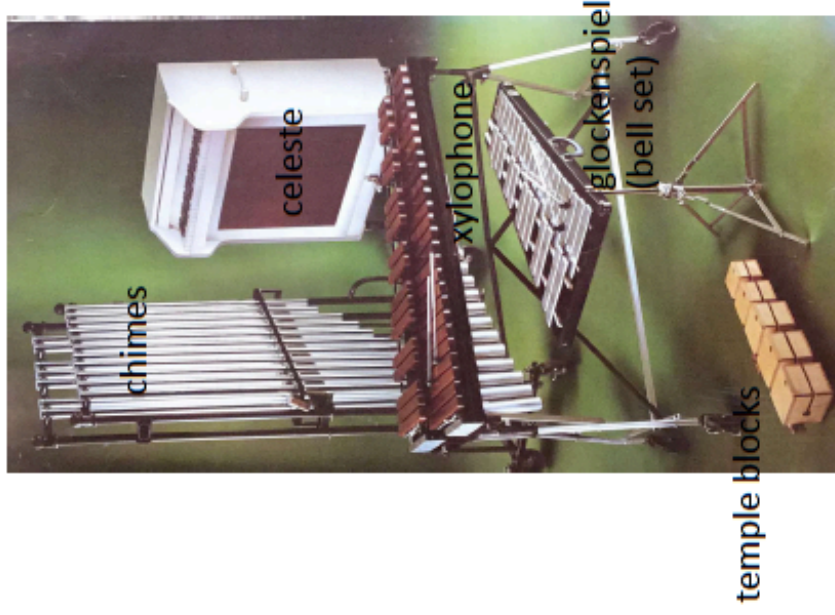
French horn

trombone

tuba



# Percussion Family



Mark is taking his dinosaur on a walk. What if you had a dinosaur for a pet? Write a story telling what you would do with your dinosaur.

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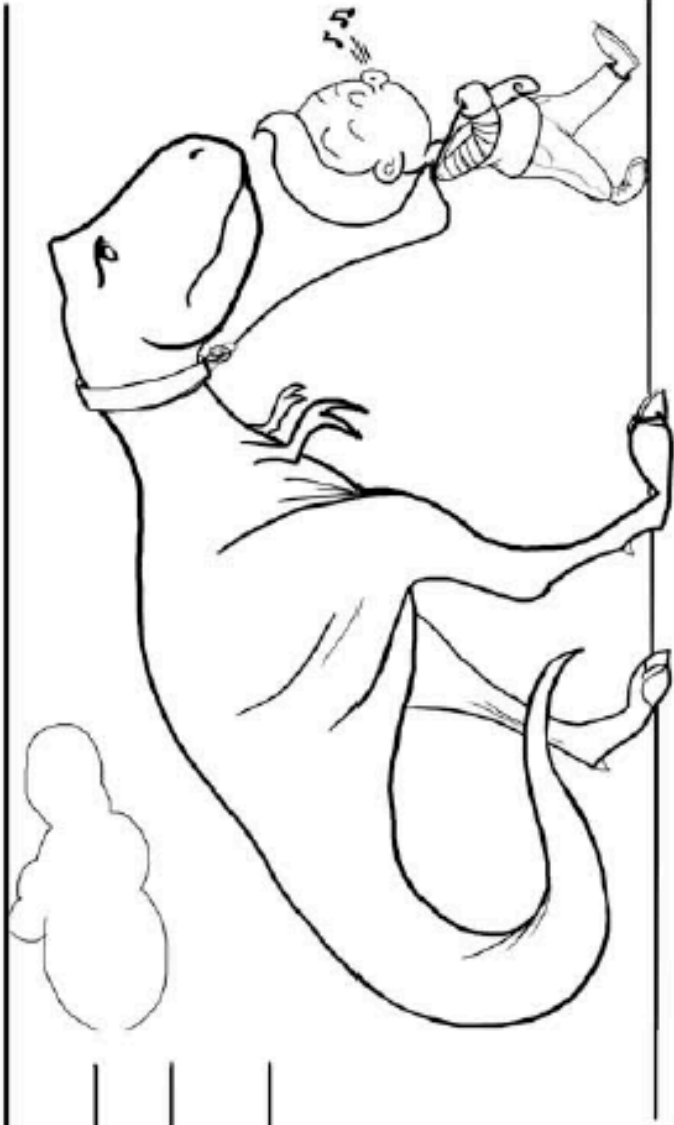
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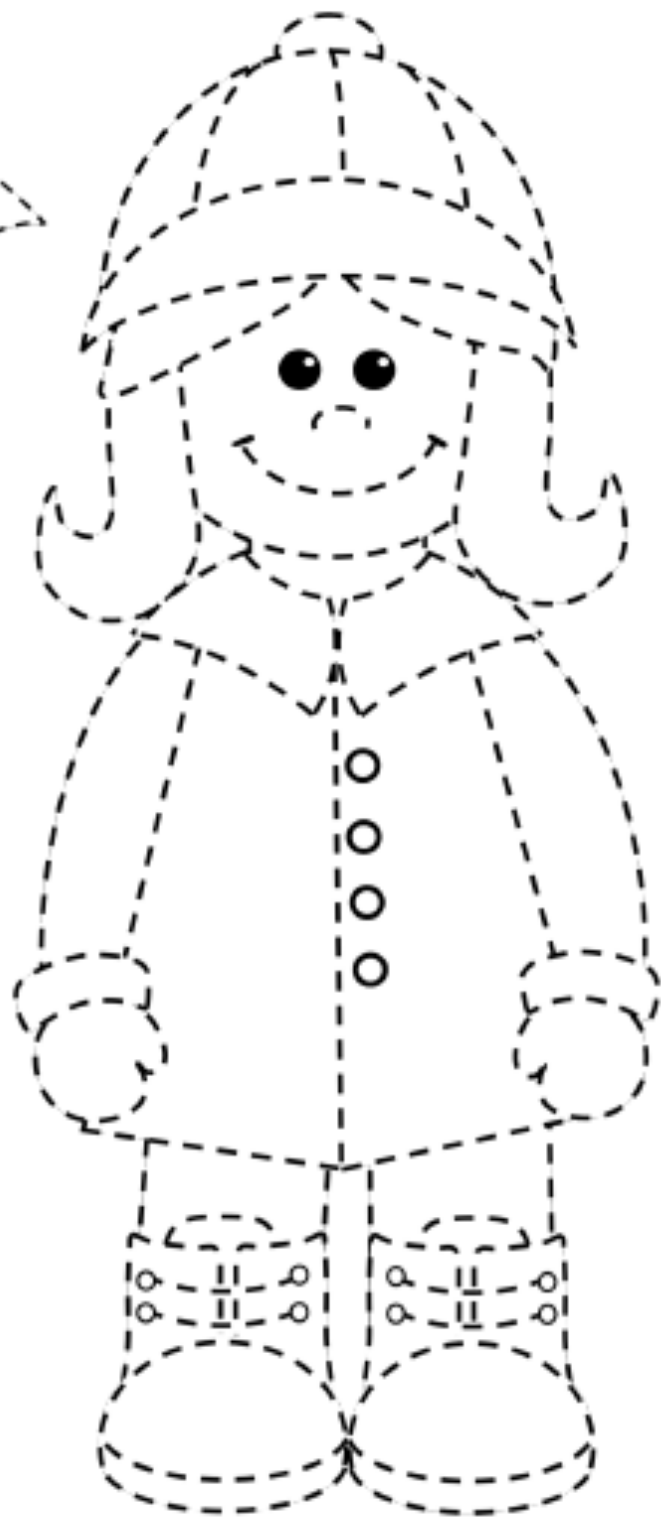


Time to Trace!



Time to Trace!

Spring

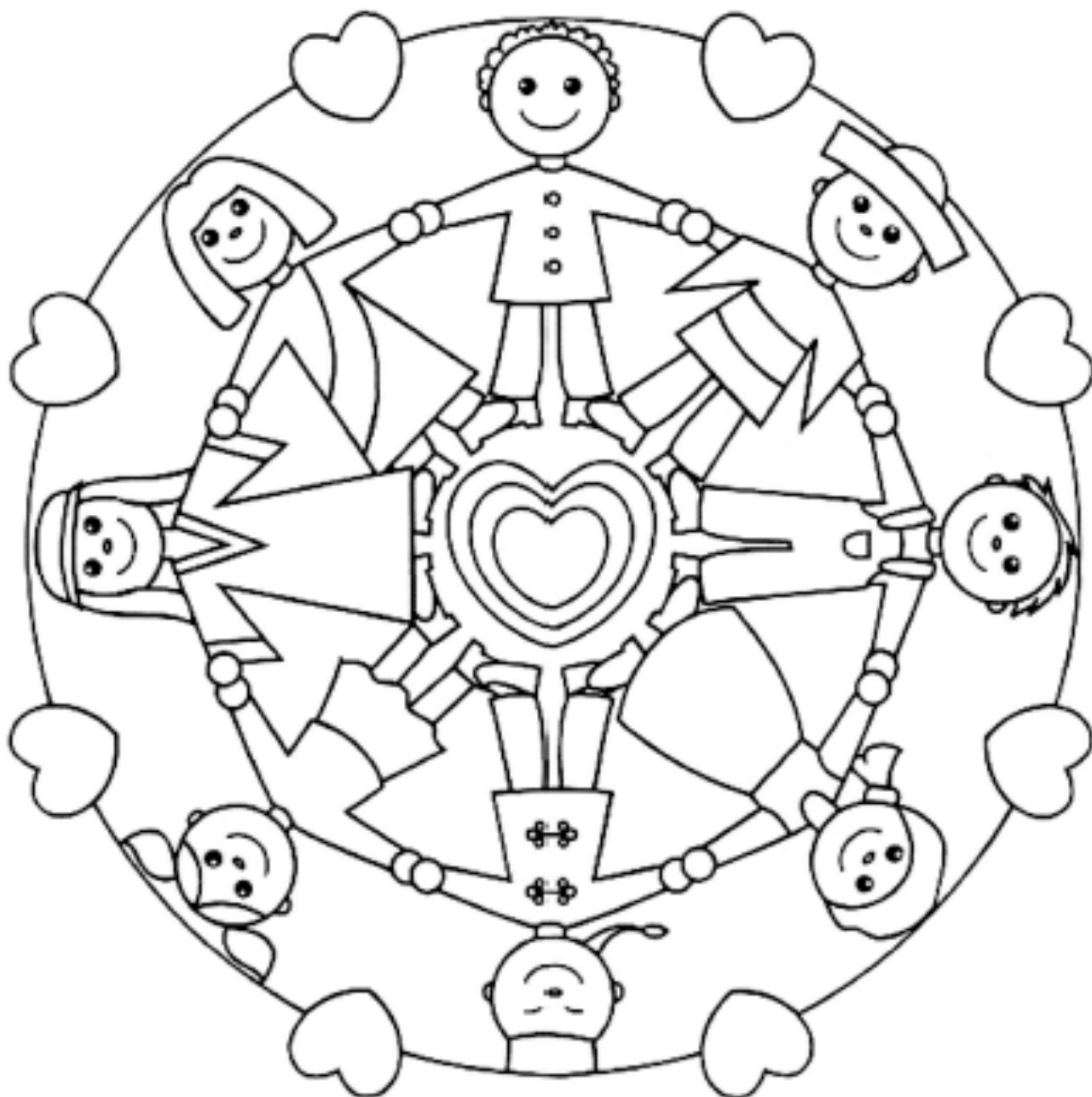


## K-2 Social Emotional Learning Challenge!

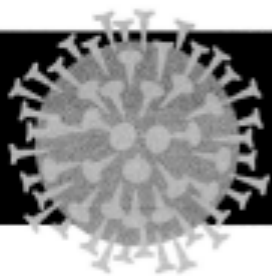
Mrs. James, your school counselor, is challenging you to complete at least one box a day! Once you complete a square have your parent/guardian to sign off on it. Parent/Guardian I challenge you with the task of coming up with a feasible reward for completing this entire page (ex: free chore day, a treat, pick a movie to watch, etc.).

Thanks for ALL that you do!!!!

Tell your favorite stuffed animal about 3 feelings you have felt this week.	Draw a picture of your "happy place" while you sit somewhere calm.	While you watch a T.V. show, notice how all the characters feel.	Call a loved one and ask them to tell you about a time they felt a big emotion.	Write 2-4 sentences about what being kind means. Include a picture!
Make a picture for your neighbor and then deliver it to their mailbox with a trusted adult.	Play "Mother May I" with your family. Practice being a good sport.	Make 3 masks of 3 different emotions! Use household items with permission from your family!	Make up an appropriate joke that would make your family laugh.	Hug a stuffed animal as tight as you can for 30 seconds. Then notice how you feel.
Have two of your toys act out how to solve a problem in a safe, healthy way.	Draw a rainbow and then practice rainbow breathing(trace each color with your finger while you breathe).	Go for a walk and quietly think of all the things you are thankful for right now.	Create a book about how kindness can change the world!	Find music that makes you feel 4 different emotions.
Play another round of Emotions Charades with your family or over video.	Draw about a time you felt proud of yourself. Tell your family about it.	Color a coloring sheet. Use mindfulness by staying in the lines as best you can.	Lay on the floor quietly with your eyes closed and listen while you breathe slowly.	Create a paper chain of all the things that make you awesome.



# SUPPORTING CHILDREN WHO ARE WORRIED ABOUT **Coronavirus**



## **Are these worries normal?**

It is completely normal for children to worry in this kind of situation. This is a new situation for many of them, and unpredictability can be anxiety-inducing. There are several ways we can work together to help our children deal with these worries they may be experiencing:

## **Prevention Strategies:**

### **Limit news consumption.**

Even when it seems like they aren't listening, our children pick up on what they hear on the TV or radio. The tone of newscasters' voices may be enough to set off their worry alarm bells, and words like pandemic and outbreak can be fear-inducing for kids. Try to watch or listen to news after kids are in bed or opt for reading articles to limit their consumption.



### **Stick to routines.**

Kids thrive with boundaries and routines! Stick to an as-normal-as-possible routine while kids are out of school. Many of our children are used to having a visual schedule in their classrooms, so writing your daily schedule on a whiteboard or paper and reviewing it in the morning can help them feel ready for the day. Predictability can help ease kids' worries about other uncertainties!

### **Be open and honest.**

Kids may have questions about the Coronavirus, and it's perfectly okay to answer them! Let them share what they have heard with you and provide clarification or corrections if they have misinformation. Clear, concise answers from trusted adults can help prevent thoughts from spiraling! Keep the focus on what you are doing and can to prepare and prevent.

### **Set daily goals or intentions.**

Set small daily goals and track progress so kids can work toward something important to them! Make sure the goals are within their control. Set goals around how much they'll read each day, how many free throws they'll practice each day, or how many kind gestures they'll show toward family members each day. Track progress on a goal chart so they can have a visual reminder of the progress they're making!



### **Try a mindful practice.**

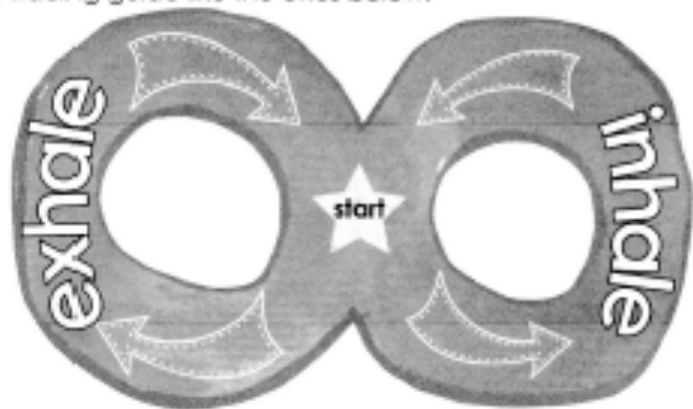
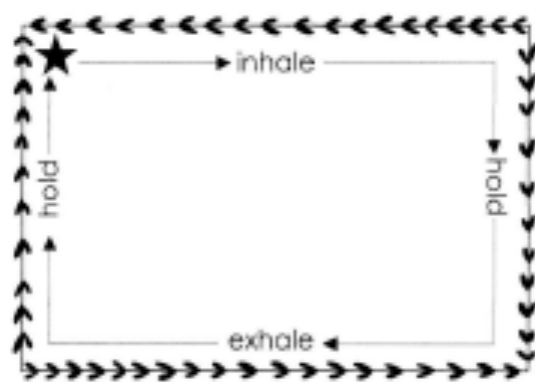
Mindfulness is an amazing practice for people of all ages. If you don't have a regular mindful practice already built in to your family time, try adding it to your routine. This can look like 5 minute morning or bedtime guided meditation (look for apps like Calm or Headspace) or simple mindful mandala coloring. Find a mindful practice that you all enjoy doing together!

# WHAT CAN I DO IF MY CHILD IS FEELING worried?

## Responsive Strategies:

### Practice controlled breathing.

If your child is showing signs of worry, take a moment to practice controlled breathing. You can simply count breaths for them (inhale 1 2 3 4 5 hold 1 2 3 4 exhale 1 2 3 4 5 6 7) or use tools like a pinwheel or bubbles. Help them slow their breathing and really exhale all of the air to calm their bodies and minds. Blow out slowly and completely while watching a pinwheel spin or trying to make a huge bubble. If you don't have these supplies on hand, use a simple tracing guide like the ones below:



### Try Progressive Muscle Relaxation.

Help your child release tension from their body with a progressive muscle relaxation. In this exercise, children gradually tense up their muscles, hold for a moment, and then release them. Find scripts for this on your favorite mindfulness app or on YouTube (check the GoZen channel for age appropriate guides).

### Use grounding techniques.

Grounding strategies or techniques help kids re-orient to the present moment when the worries are too big. These techniques help kids connect with their current environment in the here and now when their minds are imagining potential future scenarios. Ask your child to name 5 things they see, 4 things they hear, 3 things they can touch, 2 things they smell, and 1 thing they taste. Or ask our child to name something in your immediate environment that is each color of the rainbow.



### Encourage creativity.

Have your child personify their worry by imagining what the worry might look like if it were a real person, creature or thing. Maybe it looks like a big dragon. Maybe it looks like a monster. Or maybe it looks like an annoying mosquito. Then, they can draw a picture or comic or write a story about themselves as a superhero who defeats the worry!

### Use a journal or feelings tracker.

Give your kids a journal to write about feelings or use a feelings tracker daily. Sometimes worries are so big it feels like they define our whole day, but when we keep track of our feelings throughout the day with a visual tool, it's easier to see that worries are a smaller part of a healthy balance of emotions.

### Final note:

It's completely okay to acknowledge our kids' worries rather than ignoring them. Acknowledging worries won't solidify them but it will help your child understand that worry is a protective feeling that alerts us to potential danger. We can help ourselves remember it's just potential danger though, and use strategies to keep our worries in check. It's natural to want to reassure our kids! We want them to feel safe and calm. Reassure when needed but avoid offering it too frequently as this can prevent kids from developing their own positive self talk. Practice things they can say to themselves when they're feeling worried like, "I can control my breathing." or "My family is taking care of me."