

Northside Elementary School of the Arts

Kindergarten Packet May 6th - May 20th

- Reading Log/Independent Reading Passages -The 1st page is a Reading Log. Please record the time your child reads independently. The next pages contain reading passages that your child can use for independent reading time. There are some that have questions and they may need assistance with reading the questions. Your child can read these passages more than once during their independent reading time. Our goal is for students to read independently for 8-10 minutes.
- Writing/ELA Choice Board- Activities and examples to help your child with the tasks on the choice board. We encourage you to help your child, but the goal is for them to become independent writers.
- Math Choice Board- Activities on choice board independent work pages and a set of flashcards that need to be cut apart and used with your child to help build fluency of addition and subtraction within 5.
- Science - Work pages to be completed with some assistance.
- The purpose of this last packet is to focus on the ESSENTIAL standards for the 4th 9 weeks. Listed below are those standards. We will need to see some form of documentation for your child to receive a grade on these standards.
- Please submit the pages by photo through the CLASS DOJO, Facebook or email the photos to your child's teacher.
- The pages that need to be submitted have a STAR on the top RIGHT corner. The submission dates are Friday, May 8th, Friday, May 15th and Wednesday, May 20th. You can submit more samples of work, but we will use the ones with a STAR for documentation for progress reports. After May 20th, we will not be assigning any new work. Please continue to complete activities for review with your child. Remember to continue to use the Science, Social Studies and Math workbooks that were sent home as a great review during this time. Also, access any online resources that we have shared.



ELA STANDARDS

KRL/RI 4.2 I can read grade level fiction texts independently.

KRL/RI 4.3 I can use picture clues to self correct in reading.

KRL/RI 13.2 I can read independently for an extended period of time.

KRL 3.5 I can read high frequency words.

KW 1.1 I can write, draw and tell my opinion.

KW 4.8 I can make complete sentences in writing.

KW 6.2 I can print upper and lower case letters.

MATH STANDARDS

KAT0.1 I can use expressions and equations to help me show addition and subtraction.

KAT0.5 I can add and subtract within 5.

If you have any questions please reach out to your child's teacher
during office hours M-F 9:00-11:00.

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Reading Log- May 6th-May 20th



Please listen to your child read independently each day. You can access books on RAZ-KIDS to read independently or use the passages in this packet.

Date	Minutes reading independently	Parent's Signature
May 6 th		
May 7 th		
May 8 th		
May 11 th		
May 12 th		
May 13 th		
May 14 th		
May 15 th		
May 18 th		
May 19 th		
May 20 th		
KRL/RI 4.2 KRL/RI 4.3 KRL/RI 3.5 KRL/RI 13.2		

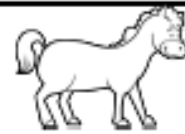
On the following pages, have children read the passages independently. Adults may assist with reading the questions. Some of the pages just have passages that are on grade level.

Name: _____

b

Animals Can Move

The horse can run.



The dog can walk.



The rabbit can hop.



The bug can crawl.



The snake can slither.



1. What can the bug do?

walk

hop

crawl

2. Who can hop?

horse

bunny

camel

Name: _____

C

Flying

Many living things can fly.

You see them every day.



Birds can fly.

They can fly in the sky.



Butterflies can fly.

They can fly in the sky.



Bees can fly.

They can fly in the sky.



1.

What can many living things do?

dance

sing

fly

2.

What can fly?

bees

cats

dogs

NAME _____

READING
FLUENCY

DRA 4

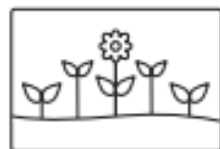
C4

LEXILE 190

LEVEL C - SET 1

My New Garden

A flower grows in my new garden.



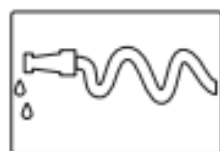
A butterfly flies in my new garden.



A bird sings in my new garden.



A hose drips in my new garden.



A boy plays in my new garden.



My new garden is for old friends!



day 1

Color a box each time
you read the text.

--	--	--

I read it ____ times!

day 2

Color a box each time
you read the text.

--	--	--

I read it ____ times!

day 3

Color a box each time
you read the text.

--	--	--

I read it ____ times!

day 4

Color a box each time
you read the text.

--	--	--

I read it ____ times!

Name: _____

At The Park

d

I see a lot of things when I go to the park.

I see trees at the park.

I see a squirrel at the park.

The squirrel runs up a tree.

I see birds at the park.

The birds are in the sky.

I see swings at the park.

There are people on the swings.

I see people at the park.

I see young people and old people.

The people see me.

We are all having fun at the park!



1. What do I see at the park?

bears

birds

food

2. What else might I see at the park?

a slide

a lion

a dinosaur

Name _____

Read the story!

Spring!

It is spring!



We can see flowers.



We can see bugs.



We can see birds.



We can see butterflies!

Answer the questions!

1. What season is it?

- ☐ a spring ☐ b winter
☐ c summer ☐ d fall

2. What does not fly?

- ☐ a flowers ☐ b bugs
☐ c butterflies ☐ d birds

3. What grows in the ground?

- ☐ a butterflies ☐ b flowers
☐ c bugs ☐ d birds

Name: _____

Reading Comprehension

Directions: Read the text 3 times for fluency and color the stars.

I see a little gray rabbit.

The rabbit is in my backyard.

The rabbit is eating
my carrots.



1. The rabbit is _____

_____ and _____

2. Where is the rabbit?

- a. at the park
- b. in my house
- c. in my backyard

3. What is the rabbit eating?

- a. carrots
- b. apples
- c. grass

Name _____

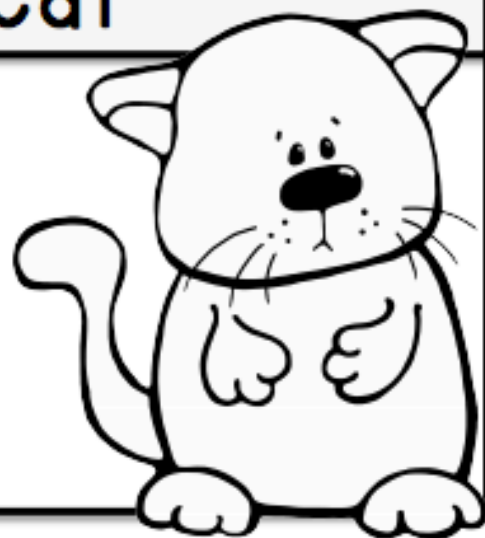
1

Reading Comprehension

Read the short passage and answer the questions.

Fluffy the Cat

Fluffy is a cat. She likes to play. Fluffy can jump very high.



1. What kind of animal is Fluffy?

- ☐ dog
☐ cat

2. What does she like to do?

- ☐ play
☐ jump

3. What can Fluffy do?

- ☐ jump high
☐ walk

Name _____

Reading Comprehension

Read the short passage and answer the questions.

Football

Lou plays football. He loves football. Lou can run fast and throw far. He will ask Jon to play with him.



1. What does Lou play?

- ☐ games
- ☐ football
- ☐ soccer

2. What can Lou do?

- ☐ run fast
- ☐ jump high
- ☐ score

3. What will he do?

- ☐ wear a hat
- ☐ run fast
- ☐ ask Jon to play

Name: _____

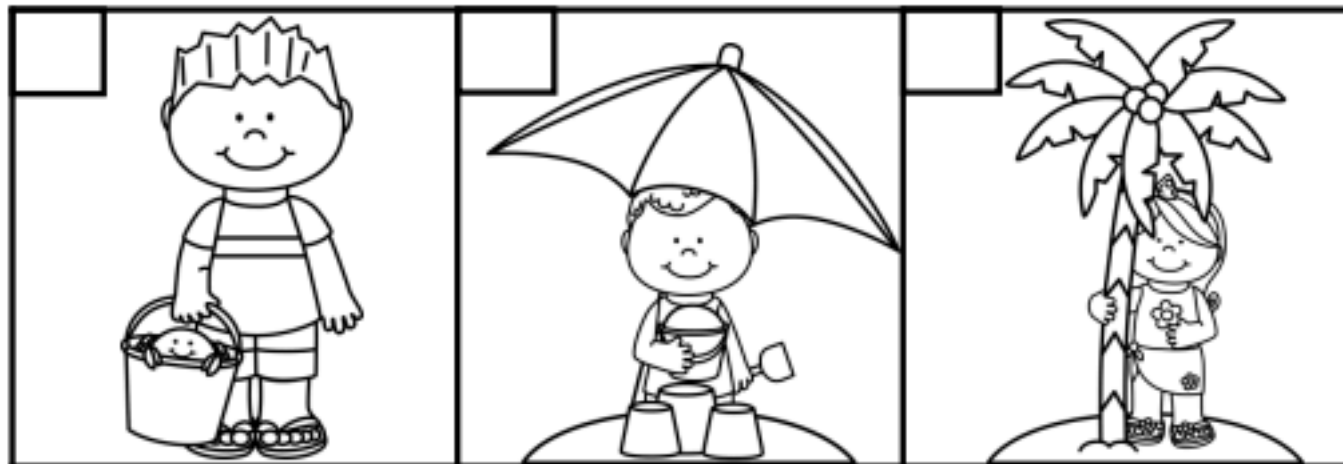
Reading Comprehension

Directions: Read the text 3 times for fluency and color the stars.

I see a little boy. The boy is playing in
the sand. He will make a sandcastle.
He likes playing in the sand.



1. Check the picture that matches the story.



2. What do I see?

3. What will he make?

- a. sandcastle
- b. seashells
- c. a pie

Let's Read Sight Word Sentences



I am going to bake.



I am going to sleep.



I am going to swing.



I am going to slide.



I am going to jump.



Let's Read
Sight Word
Sentences



We went to the zoo.



We went to the store.



We went to the beach.



We went to the park.



We went to the bank.



Any of these activities can
be submitted for work.



Directions: Students may select one activity from the choice board each day, choices can be repeated daily.

Kindergarten Writing/ ELA Choice Board

<p>Opinion Writing</p> <p>Will use a combination of drawing, dictating, and writing to state a topic and communicate an opinion about it.</p>	<p>KW 6.2 Print uppercase and lowercase letters</p> <p>KW 4.8 produce and expand complete sentences</p>
<p>Choose a day of the week opinion worksheet to complete.</p>	<p>Complete the stretch a sentence worksheet or expand a sentence worksheet .</p>
<p>See examples provided in the packet of opinion writing to help you understand how to add reasons to your opinion and a conclusion. You can then use these to help write an opinion story by choosing one of these topics. You can complete the opinion writing graphic organizer and/or write on the opinion writing paper.</p> <ul style="list-style-type: none"> - Would you rather play baseball or draw? - Would you rather play basketball or dance? - Would you rather ride a bike or ride a scooter? - Would you rather read a book or cook? - Would you rather be a cat or a dog? - Favorite dessert - Favorite restaurant - Favorite movie - Favorite candy - Favorite animal - The worst vegetable - Should we have more recess or less recess - Should we have homework or no homework? 	<p>Use the sentence starters and use high frequency words (snap words) to create and expand a sentence. (See the pages in the packet for more information.</p>
	<p>Use the letter formation verbal path sheet to help practice writing uppercase and lowercase letters.</p> <p>Choose a different way to write letters when you choose this choice:</p> <ol style="list-style-type: none"> 1. Chalk 2. Shaving cream 3. markers 4. Crayons 5. pencil 6. Create your own way 7. Use the sheets provided to practice letter writing 8. Khan Academy Kids app (click- offline, scroll to the bottom and you can trace upper and lower case letters). Also in ABCS section. <p>Use the letter formation verbal path while writing the letters.</p>

Convince your reader: Provide reasons and examples to make your opinion clear.

Introduction words	Transitions	Opinion clues	Conclusion words
<p>I think</p> <p>I believe</p> <p>I strongly believe</p> <p>I feel</p> <p>In my opinion</p> <p>My favorite</p> <p>The best</p> <p>I would rather</p> <p>I love</p> <p>The best part about</p>	<p>For example</p> <p>Another reason</p> <p>First/second/third</p> <p>First of all</p> <p>Next</p> <p>After that</p> <p>Most importantly</p>	<p>Always/never</p> <p>Awful/Wonderful</p> <p>Beautiful/Ugly</p> <p>Better/Best/Worst</p> <p>Delicious/Disgusting</p> <p>Great/Horrible</p> <p>Favorite</p> <p>Good/Bad</p> <p>Terrible</p> <p>Unfair</p>	<p>In conclusion</p> <p>As you can see</p> <p>Finally</p> <p>For the reasons I have given</p>

****This is an example of how you can show reasons in you opinion writing.****

name: _____

Opinion Planner

My Opinion (main idea):

In my opinion, mint chocolate chip ice cream is the best flavor.

Reason #1 (detail):

It is the best because it has chocolate chips that are crunchy in my mouth.

Reason #2 (detail):

Another reason is because it is creamy, sweet and delicious.

Reason #3 (detail):

Last, the ice cream is green and green is my favorite color.

Ending Sentence:

As you can see, mint chocolate chip ice cream is the best!



Name: _____ Date: _____

Today is:

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

What can you do to help around the house?

sweep the floor



mop the floor



wash the dishes



fold the laundry



Draw a Picture

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I used capital letters.



I used spaces.



I used punctuation.

Name: _____ Date: _____

Today is:

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

If I go on a safari trip...

giraffe



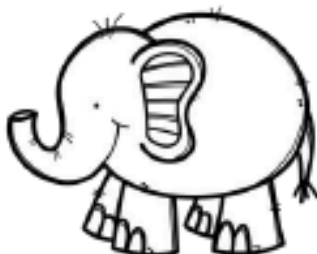
toucan



lion



elephant



Draw a Picture



©Teaching with a Mountain View 2016



I used capital letters.



I used spaces.



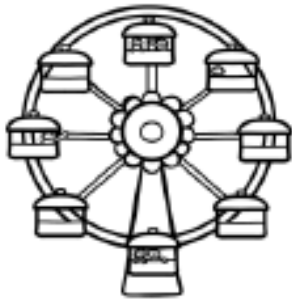
I used punctuation.

Name: _____ Date: _____

Today is: Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

If you could go to any place, where would you go?

carnival



castle



circus



North Pole



Draw a Picture

©Teaching Bill FizzCend 2016

☆ I used capital letters. ☆ I used spaces. ☆ I used punctuation.



Name: _____ Date: _____

Today is: Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

If you could get one animal, what would you get?

rabbit



bird



tiger



penguin



Draw a Picture

© Teaching Bill Fizz Cerd 2016

☆ I used capital letters. ☆ I used spaces. ☆ I used punctuation.

Opinion Writing



Name: _____



Opinion Writing

Name: _____

Opinion Writing

Name: _____

Opinion Writing

Name: _____

Opinion Writing

Name: _____

Opinion Writing

Name: _____

name: _____

Opinion Planner

My Opinion (main idea):

Reason #1 (detail):

Reason #2 (detail):

Reason #3 (detail):

Ending Sentence:

name: _____

Opinion Planner

My Opinion (main idea):

Reason #1 (detail):

Reason #2 (detail):

Reason #3 (detail):

Ending Sentence:

name: _____

Opinion Planner

My Opinion (main idea):

Reason #1 (detail):

Reason #2 (detail):

Reason #3 (detail):

Ending Sentence:

name: _____

Opinion Planner

My Opinion (main idea):

Reason #1 (detail):

Reason #2 (detail):

Reason #3 (detail):

Ending Sentence:

name: _____

Opinion Planner

My Opinion (main idea):

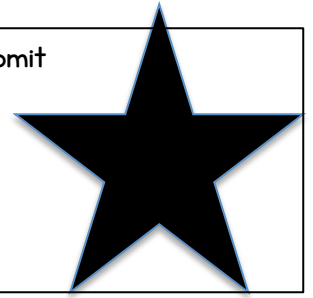
Reason #1 (detail):

Reason #2 (detail):

Reason #3 (detail):

Ending Sentence:

On a separate piece of paper, submit samples of your child's writing using complete sentences.






KRL 3.5-Read High Frequency Words

KW 4.8 Produce and expand complete sentences.

Use the sentence starters and the Spring Vocabulary Chart to write sentences independently.

I am an All-Star Writer and Illustrator!

	I use uppercase letters. <u>My</u> name is <u>Sam</u> .
	I use punctuation marks. ... ? !
	I used finger spaces. <u>I</u> <u>love</u> <u>you</u> .
	I used neat print. <u>I</u> <u>love</u> <u>you</u> .
	My writing makes sense! (Picture matches story.) <u>The dog is brown.</u> 

Sentence Starters

I love the ... Here is the ...
 I see a... It is a ...
 I see an... It is an ...
 I see the ... I am a ...
 I saw the ... There is a ...
 I like the ... That is a...
 I liked the ... I prefer ...
 I like my ... I think ...
 This is my ... I feel ...
 This is a ... I know ...
 Look at my ... The best thing about...
 Look at the ... The worst part about...
 Here is a ... In my opinion
 Here is an ... I can...



Spring Vocabulary Chart



Spring



bee



frog



ladybug



butterfly



bird



egg



nest



sprout



flowers



grass



sun



sunshine



rain



puddles



rainbow



umbrella



mushroom

*****Examples of how to expand a sentence. *****

How to build a Superstar Slinky Sentence

Add details to tell about the:

*color *name *kind
*smell *taste *texture
*sound *size *actions



Example: He made a castle.

The gray koala was tired after making a sandcastle in the hot sun.

Superstar Slinky Sentence

Name:

Sentence S-t-r-e-t-c-h-i-n-g



Who ?



My brown dog

Did What ?

My brown dog ran down the sidewalk.

When ?

One day last week, my brown dog ran down the sidewalk.

Where ?

One day last week, my brown dog ran down the sidewalk at the park.

Why ?

One day last week, my brown dog ran down the sidewalk at the park because I threw a stick for her to chase.



Stretch a Sentence



Who?

My mom

Goes where?

My mom goes

When?

With who?

Why?

Stretch a Sentence

Who?

The girl

Wants what?

The girl wants

When?

Why?

With who?



Stretch a Sentence



What?

The bus

Is going where?

The bus is going

Carrying who?

Why?

When?

Stretch a Sentence



Who?

The teacher

Has what?

The teacher has

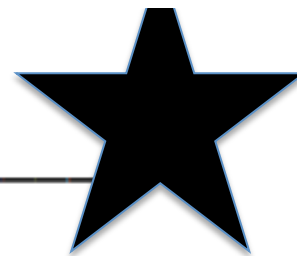
For what?

Where?

Why?

Name: _____

Date: _____



Use the word bank to complete the sentences.



Check off each word as you use it.

Word Bank

☐

the

☐

to

☐

and

☐

a

☐

I

☐

you

☐

it

☐

in

☐

said

☐

for

1. ___ like to play.

2. Put it ___ the box.

3. Can you go ___ the park?

4. We got this ___ you.

5. She ___ I can have it.

6. I went to ___ house.

7. I ate cake ___ ice cream.

8. Do you want some of ___ ?

9. It was ___ good day.

10. Are ___ coming?

Name: _____

Date: _____

Use the word bank to complete the sentences.



Check off each word as you use it.

Word Bank

☐

a

☐

and

☐

away

☐

big

☐

blue

☐

can

☐

come

☐

down

☐

find

☐

for

1. _____ you come over?

2. You made a _____ mess.

3. He went _____ the slide.

4. We got this _____ you.

5. Put your things _____.

6. The sky is _____.

7. I ate cake _____ ice cream.

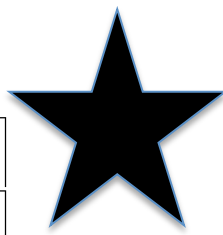
8. I can _____ after dinner.

9. It was _____ good day.

10. Did you _____ it?

KRL/KRI 3.5 Read HIGH FREQUENCY WORDS

Have students cut apart and copy sentences on a piece of paper and illustrate.



Fluency Notebook Strips

Monday

The red cat is in the box. I see the red cat in the box. Look up at the red cat.

Tuesday

I see a box. The box is red. A cat is in the red box.

Wednesday

The red dog is in the car. I see the red dog in the car. Look up at the red dog.

Thursday

I see a car. The car is red. A dog is in the red car.

Friday

I see a bug on the rug. The bug is on the rug. Look at the bug on the rug.

KW 6.2 Print many upper and lower case letters

Practice writing your lower case letters. You can use fun colored markers or crayons as well as a pencil. Teach your stuff animals how to write letters.

[illegible]

KW 6.2 Print many upper and lower case letters

Practice writing your upper case letters. You can use fun colored markers or crayons as well as a pencil. Teach your stuff animals how to write letters.

[illegible]



Name _____ Please take a picture and send to your child's teacher. Please submit this on Friday, May 15th.

[illegible]

[illegible]



Parents,

Please use this language when your child is writing letters. Say it when your child is writing the letters. For example, "Let's write Uppercase B, down, around around." As you say the formation the child writes the letter.

Verbal Path for the Formation of Letters

Uppercase Letter Formation

A - slant down, slant down, across	N - down, slant, down
B - down, around, around	O - around
C - around, stop	P - down, around
D - down, around	Q - around, slant
E - down, across, across, across	R - down, around, slant out
F - down, across, across	S - around, curve, around
G - around, back	T - down, across
H - down, down, across	U - down, curve up
I - down, across, across	V - slant down, up
J - down, curve, across	W - slant down, up, down, up
K - down, slant in, slant out	X - slant right, slant left
L - down, across	Y - slant down, up, down
M - down, slant, slant, down	Z - across, slant, across

Verbal Path for the Formation of Letters

Lowercase Letter Formation

a - around, down	n - down, up over
b - down, up, around	o - around
c - around, stop	p - down, up, around
d - around, up, down	q - around, down, curve
e - across, around, stop	r - down, up, over
f - curve, down, cross	s - around, curve, around
g - around, down, curve	t - down, cross
h - down, up, over	u - down, curve up, down
i - down, dot	v - slant down, up
j - down, curve, dot	w - slant down, up, down, up
k - down, slant in, slant out	x - slant right, slant left
l - down	y - slant right, slant left, down
m - down, up over, up over	z - across, slant, across



Kindergarten Math Choice Board

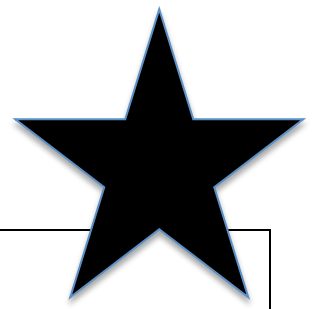
Any of these activities can be submitted for work.

Choose **one** math activity from the board a day. **For word problems, use a separate sheet of paper to solve using objects or drawings to model the problem to find the solution.** Use the flash cards in the packet to practice the math facts. Fluency in math facts is when you can answer them in 5 seconds or less. You do not use your fingers or objects to solve.

Practice +/- (0) flash cards. You need to learn these facts so you can say them as quick as a flash! 	Joe catches 4 fish. Then he catches 5 more. How many fish does Joe catch in all? $\underline{\quad} + \underline{\quad} = \underline{\quad}$	Practice +/- (1) flash cards. You need to learn these facts so you can say them as quick as a flash! 	iXL Math Work on addition math problems for 15 minutes.
Mrs. Romero picks 3 roses and 5 daisies. How many flowers are in Mrs. Romero's bouquet? $\underline{\quad} + \underline{\quad} = \underline{\quad}$	Practice +/- (2) flash cards. You need to learn these facts so you can say them as quick as a flash! 	Molly has 5 balloons. She lets go of 2 balloons. How many balloons are left? $\underline{\quad} - \underline{\quad} = \underline{\quad}$	Practice +/- (3) flash cards. You need to learn these facts so you can say them as quick as a flash!
9 ladybugs sit on a leaf. 4 fly away. How many ladybugs are left on the leaf? $\underline{\quad} - \underline{\quad} = \underline{\quad}$	Practice +/- (4&5) flash cards. You need to learn these facts so you can say them as quick as a flash! 	Mrs. Balding has 7 cookies. She eats 2 cookies. How many cookies does Mrs. Balding have left? $\underline{\quad} - \underline{\quad} = \underline{\quad}$	Practice addition flash cards. You need to learn these facts so you can say them as quick as a flash!
Practice subtraction flash cards. You need to learn these facts so you can say them as quick as a flash! 	iXL Math Work on subtraction math problems for 15 minutes.	Practice addition flash cards. You need to learn these facts so you can say them as quick as a flash! 	Mrs. Estridge reads 3 books. Then she reads 4 more books. How many books did Mrs. Estridge read? $\underline{\quad} + \underline{\quad} = \underline{\quad}$
Ms. Scott has 4 birds on her birdfeeder. 2 birds fly away. How many birds are left on Ms. Scott's birdfeeder? $\underline{\quad} - \underline{\quad} = \underline{\quad}$	Practice subtraction flash cards. You need to learn these facts so you can say them as quick as a flash! 	There are 6 caterpillars are on a leaf. 1 more caterpillar crawls onto the leaf. How many caterpillars are on the leaf? $\underline{\quad} + \underline{\quad} = \underline{\quad}$	Practice addition flash cards. You need to learn these facts so you can say them as quick as a flash!

Name_____

Complete the following problems and show your work.



KATO.I I can use expressions and equations to help
me show addition and subtraction.

Ben picked some flowers for his mom. 4 of the flowers are red and 2 of the flowers are purple. How many flowers did he pick all together?

Malary's mom had 8 popsicles. Max ate 3 of them. How many popsicles does Malary have left?

Name _____

Date _____

POPCORN

Solve the equations.

$$5 + 2 = \boxed{}$$

$$4 + 6 = \boxed{}$$

$$8 + 0 = \boxed{}$$

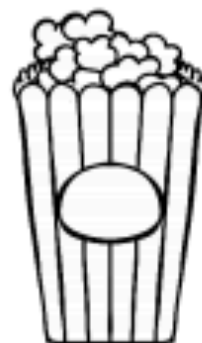
$$2 + 4 = \boxed{}$$

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Name _____

Date _____



Use the popcorn to solve the equations.

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

$3 + 5 = \underline{\quad}$

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

$5 + 0 = \underline{\quad}$

$0 + 10 = \underline{\quad}$

$1 + 6 = \underline{\quad}$

$9 + 1 = \underline{\quad}$

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

$0 + 6 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

$7 + 0 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$7 + 1 = \underline{\quad}$

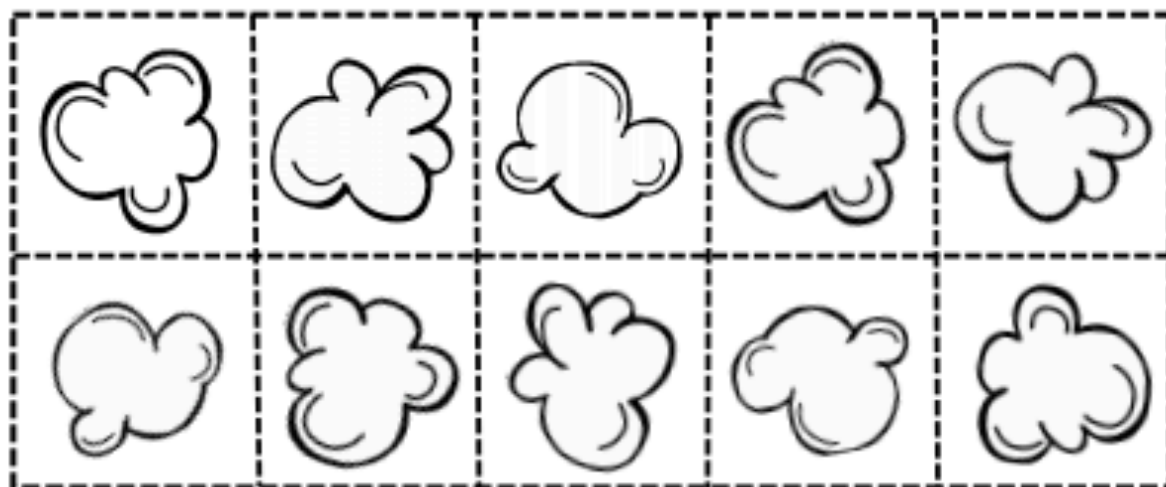
$6 + 3 = \underline{\quad}$

$6 + 4 = \underline{\quad}$

$10 + 0 = \underline{\quad}$



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Name: _____

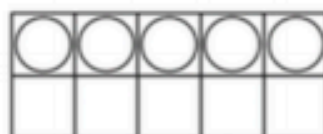
Date: _____

Let's Practice **Making 5**

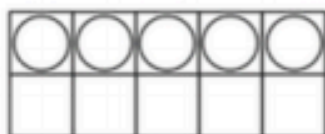
Use two colors to show the different ways to make 5.



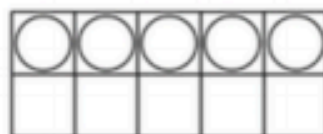
_____ and _____ make
5.



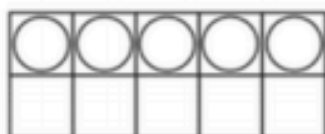
_____ and _____ make
5.



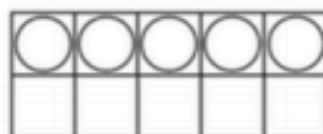
_____ and _____ make
5.



_____ and _____ make
5.



_____ and _____ make
5.



_____ and _____ make
5.

KAT05 Add and Subtract fluently within 5
Cut apart into 3 parts and have students answer independently.

Fluency Check		Name: _____	Date: _____	Score: <u> </u> /10
$5 - 1 =$	_____			
$0 + 4 =$	_____			
$3 + 1 =$	_____			
$4 - 1 =$	_____			
$3 + 2 =$	_____			
$5 - 2 =$	_____			
$1 - 0 =$	_____			
$2 - 1 =$	_____			
$4 + 1 =$	_____			
$0 + 2 =$	_____			

Fluency Check		Name: _____	Date: _____	Score: <u> </u> /10
$4 - 1 =$	_____			
$2 + 3 =$	_____			
$1 + 3 =$	_____			
$4 - 2 =$	_____			
$5 - 5 =$	_____			
$4 + 1 =$	_____			
$5 - 3 =$	_____			
$5 - 2 =$	_____			
$1 + 0 =$	_____			
$1 - 1 =$	_____			

Fluency Check		Name: _____	Date: _____	Score: <u> </u> /10
$3 + 0 =$	_____			
$4 - 4 =$	_____			
$1 + 2 =$	_____			
$3 + 1 =$	_____			
$5 - 4 =$	_____			
$3 - 0 =$	_____			
$1 + 1 =$	_____			
$4 - 2 =$	_____			
$3 - 1 =$	_____			
$2 + 0 =$	_____			

KAT05 Add and Subtract fluently within 5
Cut apart into 3 parts and have students answer independently.

Fluency Check	Name: _____	Score: <u> </u> /10
	Date: _____	
$4 - 3 =$ _____		
$2 + 3 =$ _____		
$4 + 1 =$ _____		
$5 - 3 =$ _____		
$1 + 1 =$ _____		
$3 - 2 =$ _____		
$4 - 2 =$ _____		
$2 - 2 =$ _____		
$1 + 3 =$ _____		
$0 + 5 =$ _____		

Fluency Check	Name: _____	Score: <u> </u> /10
	Date: _____	
$5 - 0 =$ _____		
$1 + 2 =$ _____		
$0 + 3 =$ _____		
$3 - 2 =$ _____		
$5 - 1 =$ _____		
$2 + 1 =$ _____		
$3 - 3 =$ _____		
$4 - 2 =$ _____		
$0 + 5 =$ _____		
$2 - 1 =$ _____		

Fluency Check	Name: _____	Score: <u> </u> /10
	Date: _____	
$3 + 2 =$ _____		
$3 - 1 =$ _____		
$2 + 3 =$ _____		
$4 + 1 =$ _____		
$5 - 2 =$ _____		
$5 - 0 =$ _____		
$1 + 1 =$ _____		
$4 - 0 =$ _____		
$3 - 2 =$ _____		
$0 + 3 =$ _____		



Name _____

KATO 5 I can add and subtract within 5.

$$2 + 1 =$$

$$4 - 0 =$$

$$5 + 0 =$$

$$2 - 1 =$$

$$2 + 2 =$$

$$4 - 4 =$$

$$3 + 0 =$$

$$4 - 2 =$$

$$2 + 3 =$$

$$1 - 0 =$$

Cut this page and the next 3 pages into flashcards out and use to help your child build fluency with the addition and subtraction facts to 5

$$1 - 1$$

$$2 - 0$$

$$2 - 1$$

$$2 - 2$$

$$1 - 0$$

$$3 - 0$$

$$3 - 1$$

$$3 - 2$$

$$3 - 3$$

$$4 - 1$$

$$4 - 2$$

$$4 - 3$$

$$4 - 4$$

$$5 - 3$$

$$5 - 4$$

$$5 - 5$$

$$4 - 0$$

$$1 + 2$$

$$1 + 3$$

$$1 + 4$$

$$2 + 0$$

$$0 + 4$$

$$0 + 5$$

$$1 + 0$$

$$1 + 1$$

$$0 + 0$$

$$0 + 1$$

$$0 + 2$$

$$0 + 3$$

$$2 + 1$$

$$2 + 2$$

$$2 + 3$$

$$3 + 0$$

$$3 + 1$$

$$3 + 2$$

$$4 + 0$$

$$4 + 1$$

$$5 + 0$$

$$5 - 0$$

$$5 - 1$$

$$5 - 2$$

SCIENCE KL2A1 and KL2A2 - Read the following nonfiction stories to your child and ask them the questions. This is intended for READ ALOUDS not independent reading.

How Do Seeds Grow?



Photo Credit: Dbxsoul

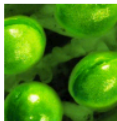
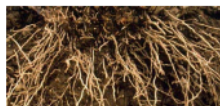
Many plants start out as small seeds. How does a seed grow?

First, it falls or is put into dirt. The sun's light helps the seed to grow. The seed gets energy from water.

Soon, the seed breaks open. Roots start to grow down into the dirt. Then a shoot pushes up through the dirt. The stem and leaves pop out next.

Soon, the little plant will be grown-up.

Name: _____ Date: _____

Directions: For questions 1-4, circle the correct answer.**1.**Where does the seed grow in the passage?**in dirt****in water****2.**What does a seed use from nature to grow?**sunlight and water****snow and wind****3.**What happens to seeds in warm, wet dirt?**They burn.****They break open.****4.**What can grow down into the dirt after the seed breaks open?**leaves****roots****5.A)** What can push up through the dirt when the plant has a root?

The part of the plant that can push up through the dirt is a _____

B) Draw a little plant.

Name: - - - - -

Draw an animal eating its food.

My animal is a...

It eats...

Where do these animals live?

Match the animals to their homes

Ant hill



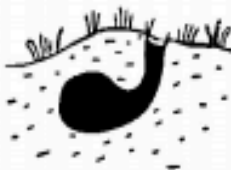
Hive



Web



Burrow



Kennel



Den



Nest



Cave



•



Spider

•



Ant

•



Bee

•



Rabbit

•



Lion

•



Dog

•



Bat

•



Bird