

Compton USD Learning Packet #2

TK
Kindergarten

Name _____

Kinder Learning Packet

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Week 3

Day	Lessons	Date Completed
1	Alphabet Review & Short a	
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3	Phonics: Short a, Key Details Chart	
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4	Read Jack the Cat	
	Lesson 5.10: Number Pairs for 8	
5	Key Details Chart	
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Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Alphabet Review

Match Letters

A	f	B	v	H	q	I	t	K	m	S	y
C	g	D	d	O	h	J	l	M	r	W	x
G	a	U	b	P	p	L	j	N	k	X	w
E	c	V	u	Q	o	T	i	R	n	Y	z
F	e									Z	s

Read Letters

P	B	o	C	h	j	q	A	F
k	U	w	N	E	D	s	Y	x
L	I	v	z	G	r	M	t	



Short a

Read Words

at mat fat sat sad mad

an van man map nap lap

hat cat cap tap tag wag

cab cub pat pot bad bed

The man ran.

The man sat.

Max is in the van.

The ham is in the pan.



Write Words

___an ___at ___ap

___an ___at ___ap

___an ___at ___ap



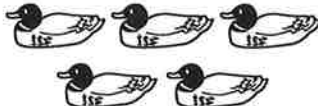
___an ___at ___ap

Name _____

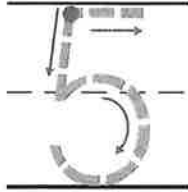

Algebra • Write More Addition Sentences






COMMON CORE STANDARD—K.OA.2
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

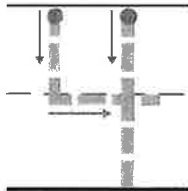
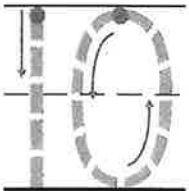
1    _____



_____ + _____ = _____

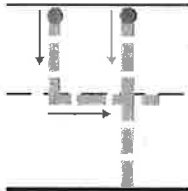
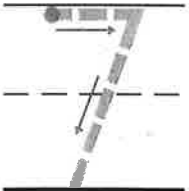
   _____




_____ + _____ = _____

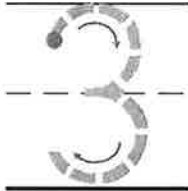
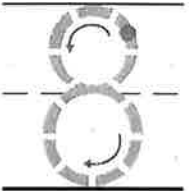
3   _____

_____ + _____ = _____

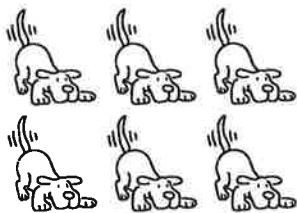
   _____

_____ + _____ = _____

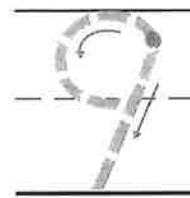
 

DIRECTIONS 1–4. Tell an addition word problem. Circle the set being added. How many are in the set to start with? Write and trace to complete the addition sentence.

Lesson Check (K.OA.2)







Spiral Review (K.CC.4b, K.CC.5)



○	○	○	○	○
○	○	○		



DIRECTIONS 1. Tell an addition word problem about the sets. Write and trace to complete the addition sentence. 2. How many more counters would you place to model a way to make 9? Draw the counters. 3. Count and tell how many trumpets. Write the number.

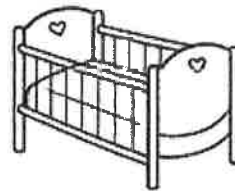
Name _____

The letter **a** can make the short **a** sound
you hear in **hat**.



Read the word. Listen for the short **a** sound. Circle
the picture that the word names.

1. cat



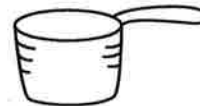
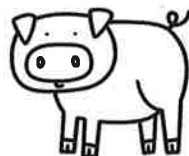
2. fan



3. map




4. pan




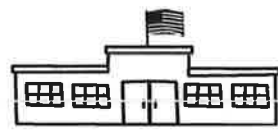
Name _____


**A. Complete each sentence.
Use one of the words in the box.**

does not school what

1. Sam can _____ see the map. 

2. _____ do the cats have? 

3. I like my _____. 

4. Where _____ Nan go? 

B. Write your own sentence using a word from the box.

5. _____

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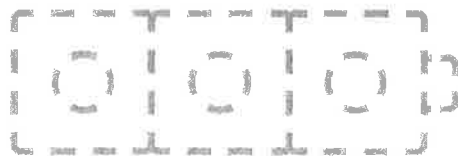
Name _____

HANDS ON Lesson 5.8

Algebra • Number Pairs to 5



COMMON CORE STANDARD—K.OA.3
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



3

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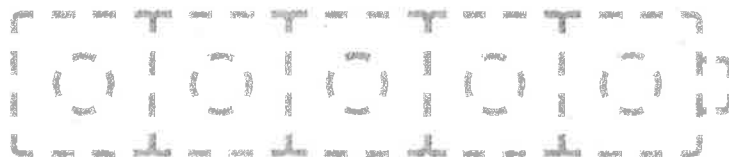
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4

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+



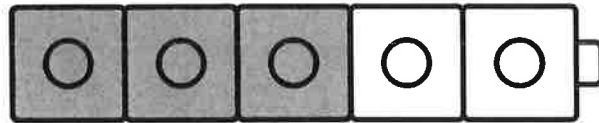
5

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+

DIRECTIONS 1–3. Look at the number at the beginning of the addition sentence. Place two colors of cubes on the cube train to show a number pair for that number. Complete the addition sentence to show a number pair. Color the cube train to match the addition sentence.

Lesson Check (K.OA.3)

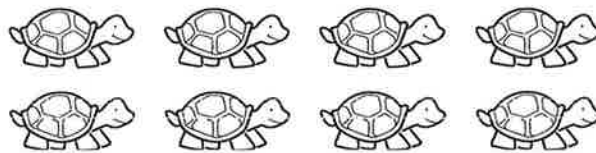
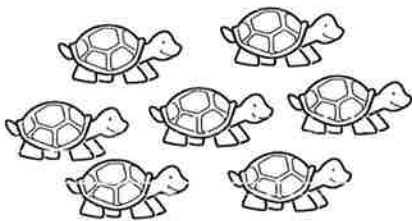


5

Write the number 5.



Spiral Review (K.CC.5, K.CC.6)



3

DIRECTIONS 1. Complete the addition sentence to show the numbers that match the cube train. 2. Count the number of turtles in each set. Circle the set that has the greater number of turtles. 3. How many more counters would you place to model a way to make 6? Draw the counters.

Name _____

Write a word from the box to name each picture.

bat

can

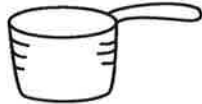
cat

fan

hat

pan

1.



2.



3.



4.



5.



6.



Name _____

Read your favorite story.

Fill in the Key Details Chart. Use words from the story.

Detail
Detail
Detail
Detail

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Name _____

HANDS ON Lesson 5.9

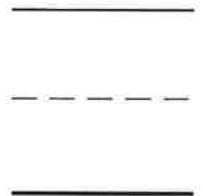
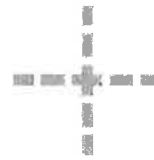
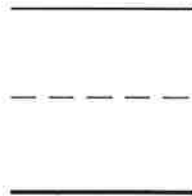
Algebra • Number Pairs for 6 and 7



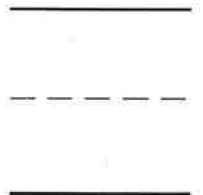
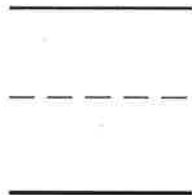
COMMON CORE STANDARD—K.OA.3
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



6

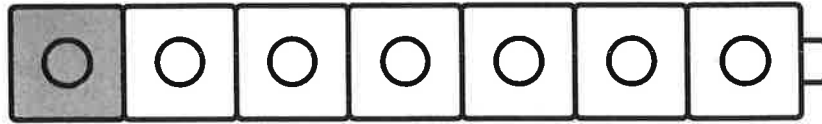


7



DIRECTIONS 1–2. Look at the number at the beginning of the addition sentence. Place two colors of cubes on the cube train to show a number pair for that number. Complete the addition sentence to show a number pair. Color the cube train to match the addition sentence.

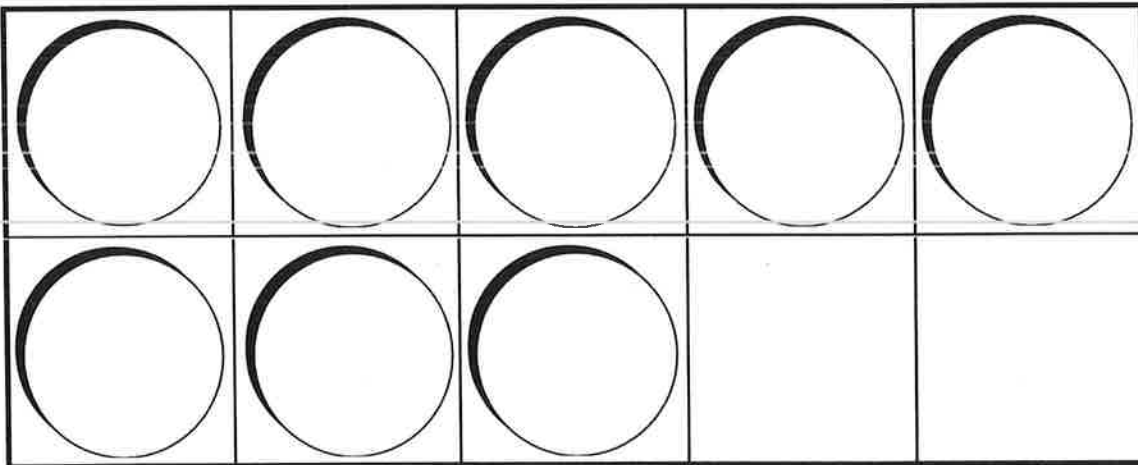
Lesson Check (K.OA.3)



7



Spiral Review (K.CC.5, K.CC.3)

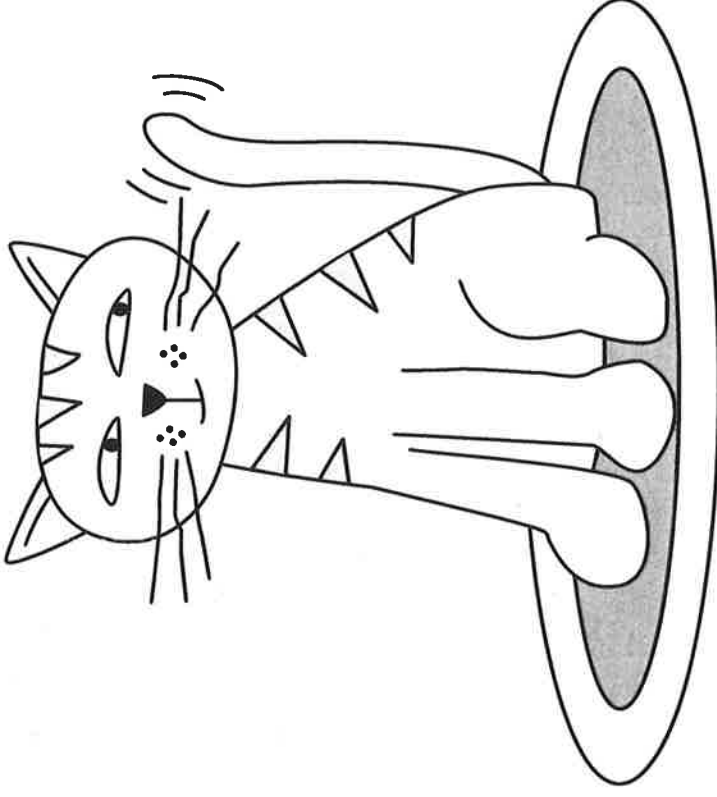


3



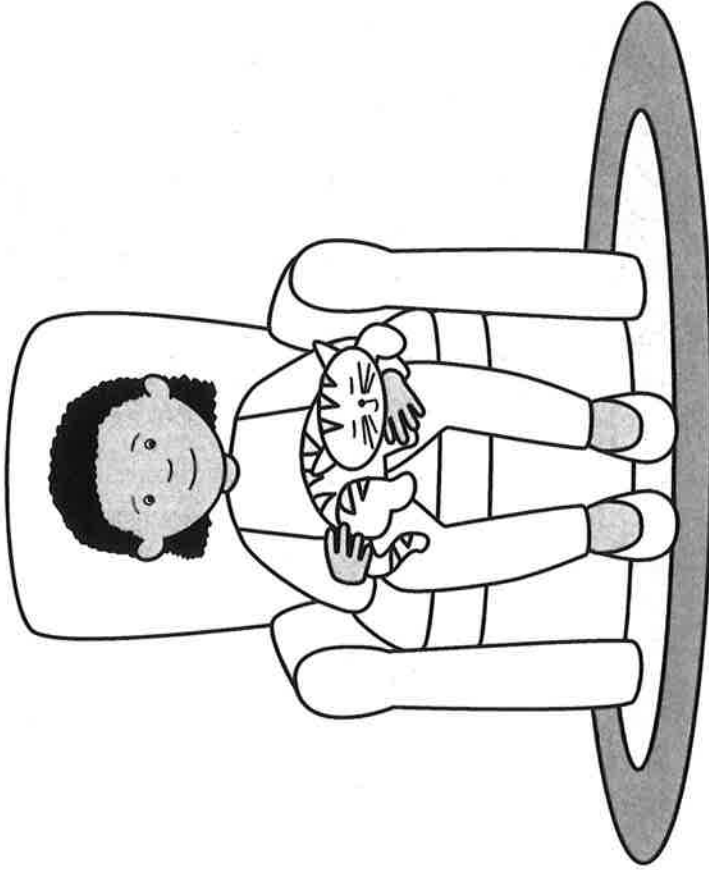
DIRECTIONS 1. Complete the addition sentence to show the numbers that match the cube train. 2. How many more counters would you place to model a way to make 10? Draw the counters. 3. Count and tell how many hats. Write the number.

Jack the Cat



Jack is a cat.

①



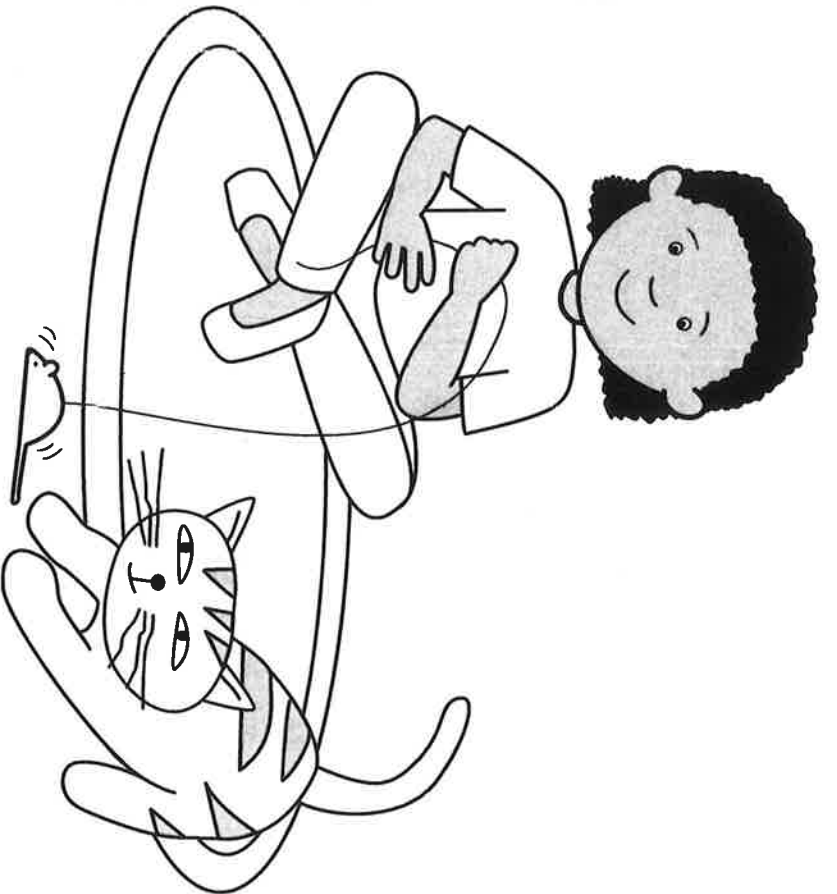
Jack likes to nap.

④



Jack likes to play.

2



Jack likes Tam.

3

Name _____

HANDS ON Lesson 5.10

Algebra • Number Pairs for 8



COMMON CORE STANDARD—K.OA.3
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



8

+



8

+



8

+

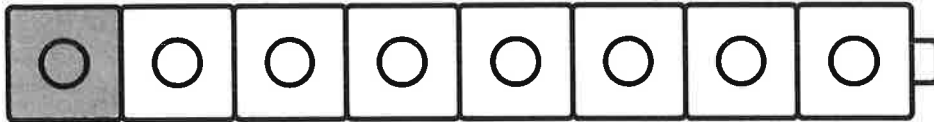


8

+

DIRECTIONS Use two colors of cubes to make a cube train to show the number pairs that make 8. 1–4. Complete the addition sentence to show a number pair for 8. Color the cube train to match the addition sentence in Exercise 4.

Lesson Check (K.OA.3)

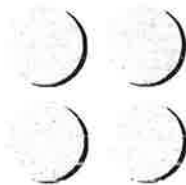


8

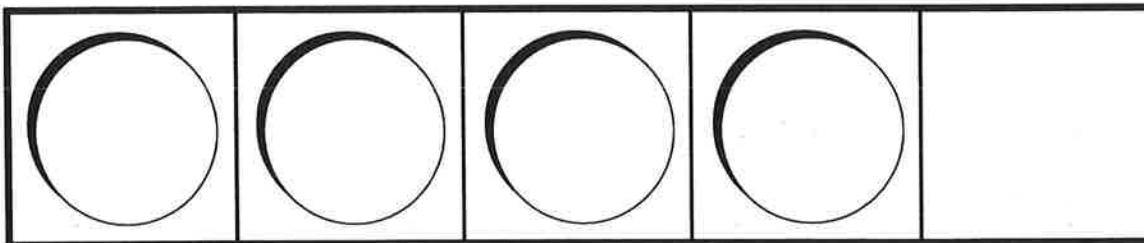
Write the number.



Spiral Review (K.CC.6, K.OA.3)





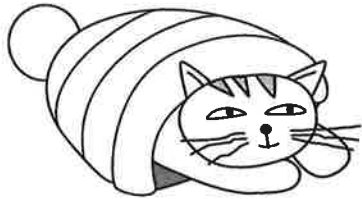


DIRECTIONS 1. Complete the addition sentence to show the numbers that match the cube train. 2. Count and tell how many in each set. Write the numbers. Compare the numbers. Circle the number that is greater. 3. How many more counters would you place in the five frame to show a way to make 5? Draw the counters.

Name _____

A. Reread "Jack the Cat." Circle two pictures that show key details from the story.

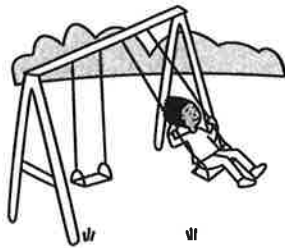
1.



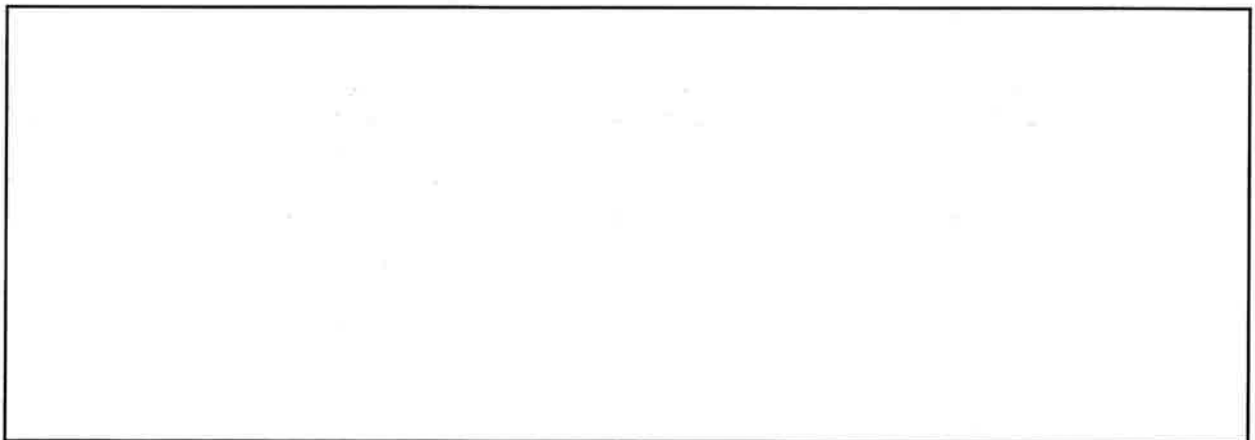
2.



3.



B. Draw a picture in the box that shows another key detail from the story.



Name _____

Add -s to an action word when it follows a name or the word **he**, **she**, or **it**.

I tag you. He tags me. Pam tags you.

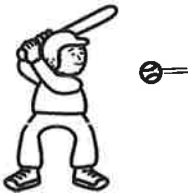
**Circle the word that completes each sentence.
Then write the word on the line.**

1. She _____




nap naps

2. He _____




bat bats

3. It _____



quack quacks

4. Max _____ for school.



pack packs

Name _____

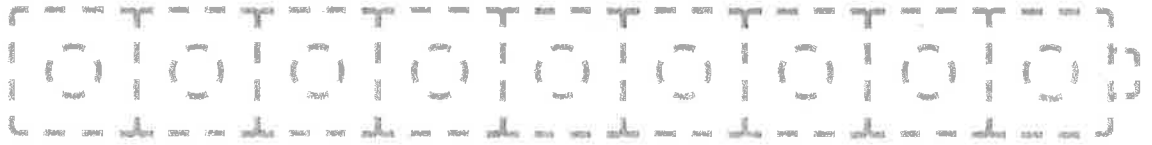
HANDS ON

Lesson 5.11

Algebra • Number Pairs for 9



COMMON CORE STANDARD—K.OA.3
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



9

+



9

+



9

+

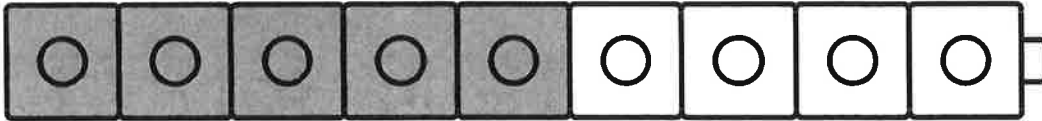


9

+

DIRECTIONS Use two colors of cubes to make a cube train to show the number pairs that make 9. 1–4. Complete the addition sentence to show a number pair for 9. Color the cube train to match the addition sentence in Exercise 4.

Lesson Check (K.OA.3)



9

START HERE
STOP HERE



Spiral Review (K.CC.3, K.CC.6)



3





DIRECTIONS 1. Complete the addition sentence to show the numbers that match the cube train. 2. Count how many birds. Write the number. 3. Count and tell how many in each set. Write the numbers. Compare the numbers. Circle the number that is less.