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PREVIEW
PREVIEW
PREVIEW
PREVIEW



K

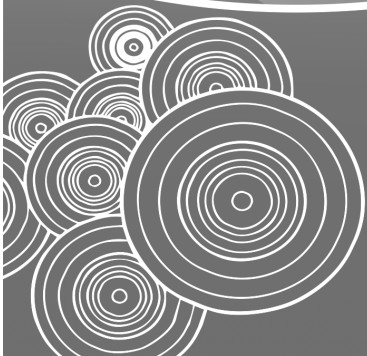
Common Core State Standards

Kindergarten Workbook
STUDENT EDITION

Grade K

- Math Standards
- English Standards

Worksheets that teach every
Common Core Standard!



Camping

Directions: Read, or listen to the teacher read, the passage below about camping. Answer the questions about the text. Ask your own question that can be answered by reading the text.

Camping is fun. We camp in a tent and cook on a campfire. We roast marshmallows and sing songs, too. My dad takes us fishing on the lake, and mom pushes us on the swings. My favorite camping food is hot dogs that we cook on long sticks over the fire. At night we catch fireflies and then let them go. We sleep in sleeping bags and listen to the crickets chirp.
I love camping!



Answer these questions about the text.

1. Does the boy like camping?

2. What is his favorite camping food?

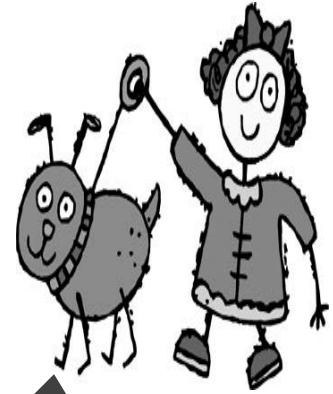
3. Who fishes with the boy?

Ask a question about this text.

Puckles

Directions: Read, or listen to the teacher read, the passage below about Puckles. Answer the questions about the text. Ask your own question that can be answered by reading the text.

Mom surprised us today with a new dog! He is a beagle and is white with brown spots and long, floppy ears. We named our new dog Puckles. Puckles likes to jump and run, but he falls over a lot which makes me smile. Puckles did something funny when he ate. He picked up one little piece of food, walked over to the couch, sat down, and ate the piece. Then he walked back over for one more. Puckles will be fun to have as a pet. Thanks mom!



Answer these questions about the text.

1. What does Puckles look like?

2. Why did the girl smile?

3. Who brought Puckles home?

Ask a question about this text.

Story Details

Think about the story you just read. Write the key details from the story in the boxes below.



Title of Story

Detail 1

Detail 2

Detail 3

Detail 4



Retelling a Story

Directions: Listen to the teacher read a story to you. Draw and write about the most important parts at the beginning, middle, and end of the story.

Beginning
Middle
End

The form consists of three large rectangular boxes, one for each section: Beginning, Middle, and End. Each box contains three sets of handwriting lines: a solid top line, a dashed middle line, and a solid bottom line. A large, diagonal watermark reading 'PREVIEW' is overlaid across the entire writing area.

The Three Little Pigs

Directions: Read, or listen to the teacher read, *The Three Little Pigs*. Retell the story.



The Three Little Pigs

Once upon a time there were three little pigs. One pig built a house of straw. One pig built his house with sticks. They built their houses very quickly, then played all because they were lazy. The third little pig worked hard all day and built his house with bricks.

A big bad wolf saw the two little pigs while they played and thought, "What a yummy dinner they will make!" Later that night, the big bad wolf went to the first house and huffed and puffed and blew the house down in minutes. The scared little pig ran to the second pig's house that was made of sticks. The big bad wolf went to his house and huffed and puffed and blew the house down right away. Now, the two little pigs were really scared and ran to the third pig's house that was made of bricks.

The big bad wolf tried to huff and puff and blow the house down, but he could not. He kept trying for hours but the house was very strong and the little pigs were safe inside. The wolf decided to go down the chimney, but the third little pig boiled a big pot of water and put it in the fireplace. The wolf fell into it and died.

The two little pigs felt bad for having been so lazy. The third pig helped them build their houses out of brick, and the three pigs lived happily ever after.

<p>Beginning</p> <hr/> <hr/> <hr/>
<p>Middle</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>End</p> <hr/> <hr/> <hr/>

Retell The Story

1. Read The Itsy Bitsy Spider.
2. Fill in the details of the story below.
3. Retell the story using the details.



Title of Story

The Itsy Bitsy Spider

Detail 1

Detail 2

Detail 3

Detail 4

Tell About the Story

Directions: Read, or listen to the teacher read, a story you know. Retell the story by filling in the parrot's speech bubbles.

Book Title

Who Are the Main Characters?

Where Does the Story Take Place?

What's the Problem

How Was it Solved?



Important Parts of the Story

Directions: Read, or listen to the teacher read, a story. Draw a picture and write important words about the characters, setting, and events from the story.

Book Title

Who Are the Main Characters?

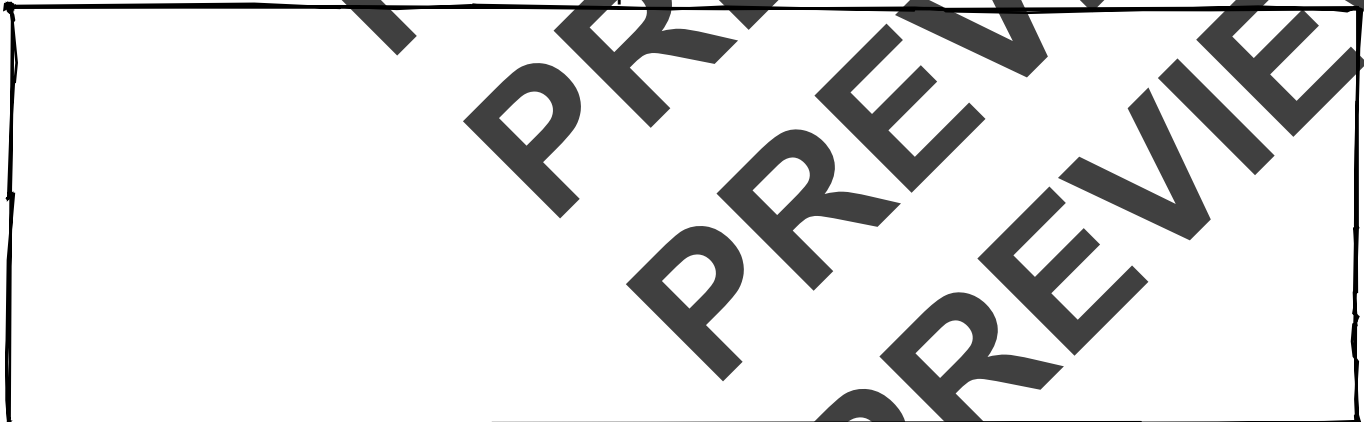
Where Does the Story Take Place?



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Important Event



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Characters, Settings and Events

With prompting and support, identify characters, settings, and major events in a story.

Title of Story

Characters

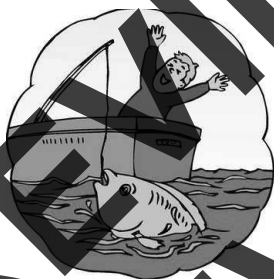
Settings

Major Events

What's That Word?

Directions: Read the passages below. Figure out the meaning of each underlined word by listening to the clues in each passage, looking at the picture, and thinking about what's happening.

When Tommy saw the fish at the end of his line, he cheered and smiled because he was so elated.



Sandra was upset when she saw that she had damaged mom's new vase.



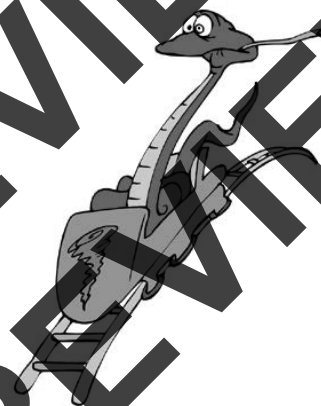
What do you think the word elated means?

What do you think the word damaged means?

Kitty had a lot of discomfort when goldfish bit him in the tail.



Slinky was terrified when he went down on the fast ride.



What do you think the word discomfort means?

What do you think the word terrified means?

Football

Directions: Read, or listen to the teacher read, the passage below about football. Write any unknown words in the box. Talk about the words you do not know with a partner or your teacher.

Rob and Sam like to play football. Mr. Cooper says football is good exercise. Dad says football makes you tough. Big brother says it gets you into college. Mom says it can get you into a hospital. Rob and Sam just like it because it is a fun activity. So, they challenge each other every day.



Do you see any words that you do not know?

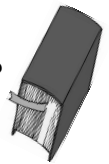
Write them in the space below.

Now try to answer these questions:

Think about what is happening in the story. What do you think the word means?



What clues can help you?



What does the word look like?



Level: Kindergarten

Name: _____

Do I Know These Words?

Read a story. Use the organizer below to list words from the story.
Ask and answer questions about unknown words in the text.

Title of Story

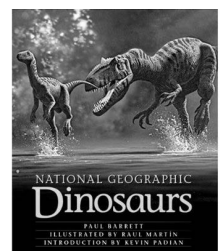
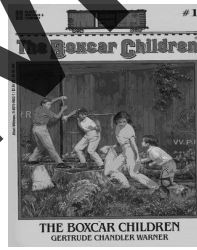
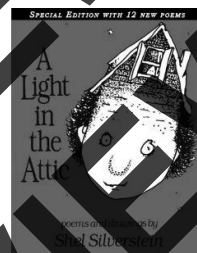
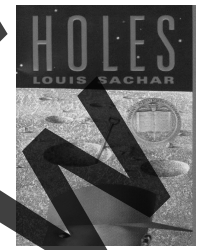
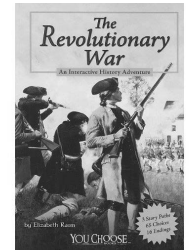
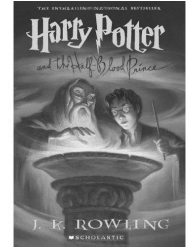
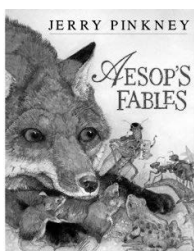
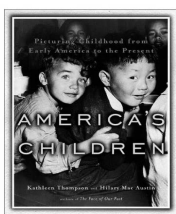
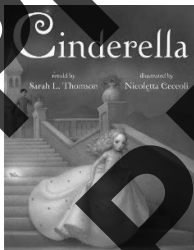
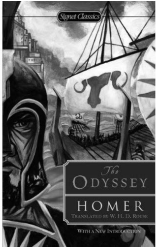
Words I Know

Words I Want To Know

Questions

What Kind of Story?

Directions: With your teacher's help, match the book cover to the type of story it is. (genre)



poem

story

fantasy

non-fiction

photo-essay

mythology

history

realistic fiction

play

mystery

fable

fairy tale

PREVIEW

What I Am Reading

Directions: You are reading all kinds of stories. Write a title for each kind of book you read in Kindergarten throughout the year.

poem	 _____ _____	date / /
story	 _____ _____	date / /
fantasy	 _____ _____	date / /
non-fiction	 _____ _____	date / /
photo-essay	 _____ _____	date / /
mythology	 _____ _____	date / /
history	 _____ _____	date / /
realistic fiction	 _____ _____	date / /
play	 _____ _____	date / /
mystery	 _____ _____	date / /
fable	 _____ _____	date / /
fairy tale	 _____ _____	date / /

Level: Kindergarten

Name: _____

What Type of Story Is This?

Look through your collection of storybooks and poems.
Use the organizer below to sort out the different types of texts.

Storybooks

Poems

PREVIEW

PREVIEW

Level: Kindergarten

Name: _____

What Type of Story Is This?

Look through your collection of books, magazines, and newspapers.
Use the organizer below to sort out the different types of texts that you found.

Books

Magazines

Newspapers

Authors and Illustrators

Directions: Choose a story to read. Write the author's and illustrator's names. Write or explain how each person helps to tell the story.

The book I chose is

Here is a picture from the book.

The author is

How does the author help to tell the story? (Is the author a character? Do you think the author made up the story or lived it? Does the author want us to learn something?)

The illustrator is

How does the illustrator help to tell the story? (Do the pictures drawn by the illustrator make you see the story better? Do the pictures help you understand the character better? Do they help you know where the story takes place?)

Authors and Illustrators : Amelia Bedelia

Directions: Read or listen to an Amelia Bedelia story. Write the author's and illustrator's names. Write or explain how each person helps to tell the story.



Here is a picture from the book.

The author is _____

How does the author help to tell the story? (Is the author a character? Do you think the author made up the story or lived it? Does the author want us to learn something?)

The illustrator is _____

How does the illustrator help to tell the story? (Do the pictures drawn by the illustrator make you see the story better? Do the pictures help you understand the character better? Do they help you know where the story takes place?)

Level: Kindergarten

Name: _____

Author and Illustrator

Name the Title, Author, and Illustrator of a story.
Then, define the role of the author and the illustrator in telling the story.

Title of Story:

Author:

Illustrator:

How did the author help tell the story?

How did the illustrator help tell the story?

Illustrations

Directions: Choose a story. Draw one illustration from the story. Think about why the illustrator drew that picture. Write or talk about how that illustration helps to tell the story.

The book I chose is

Here is a picture from the book.

What can you tell about this illustration? How does it help to tell the story?
When does this picture appear in the story?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are eight sets of these lines provided for writing.

Illustrations

Directions: Look at the illustration from a story. Think about why the illustrator drew that picture. Write or talk about how that illustration helps to tell a story.

Here is a picture from a book.

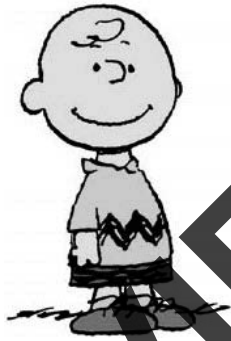


What can you tell about this illustration? What do you notice?
How do you think it helps to tell the story?
Write what you think the picture is telling about the story.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are eight sets of these lines provided for writing.

Comparing Characters

Directions: Read, or listen to, two stories in which you would find each character. Think about something that happens to each character and how those events are the same, and how they are different.



Charlie Brown



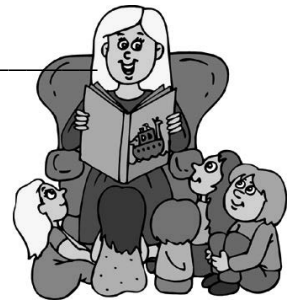
Arthur

What is something that happens to this character in the story?

What is something that happens to this character in the story?

How are the characters' events the same?

How are the characters' events different?



We Read Together

Directions: Use this form when you meet with a group and read a story. Talk about the book. Share ideas.

Who is in my group?	What book are we reading?
<p>Here are some of our thoughts.</p>	

Mammals

Directions: Read, or listen to the teacher read, the passage below about mammals. Answer the questions about the text. Ask your own question that can be answered by reading the text.

There are animals all around us. Many of the animals we see are mammals. Mammals are a group of animals that share the same characteristics. Mammals have fur, or hair. Mammal babies are born alive. Mammals do not lay eggs. Mammal mommies feed their babies milk. And mammals have lungs, so they breathe air. These animals are examples of mammals: dogs, cats, cows, pigs, sheep, lions, giraffes, mice, and even whales!



Answer these questions about the text.

1. What do mammals have on their bodies?

2. How do mammals breathe?

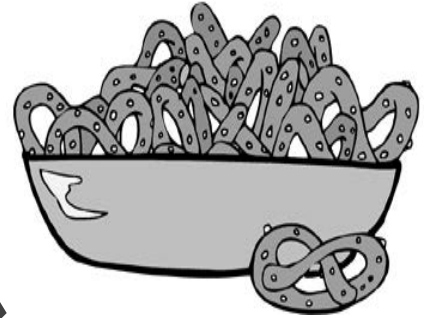
3. Name some mammals.

Ask a question about this text.

Pretzels

Directions: Read, or listen to the teacher read, the passage below about pretzels. Answer the questions about the text. Ask your own question that can be answered by reading the text.

Pretzels are a snack food that many people like. They are made from dough and can be soft or hard. Most pretzels are tied into a knot, but they can come in other shapes, too. Pretzels have salt on them and some people like to spread mustard on top. Pretzels can be as small as a quarter, or so big that you need two hands to eat it. Pretzels have been around for a long time.



Answer these questions about the text.

1. What are pretzels made from?

2. What size can pretzels be?

3. Are pretzels a new snack?

Ask a question about this text.

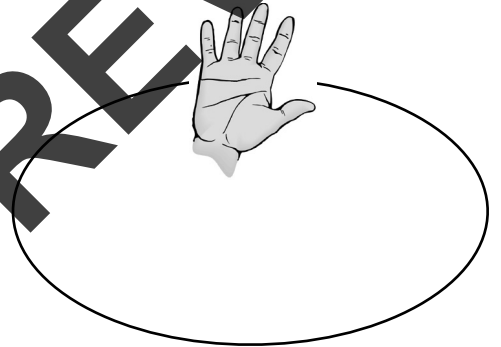
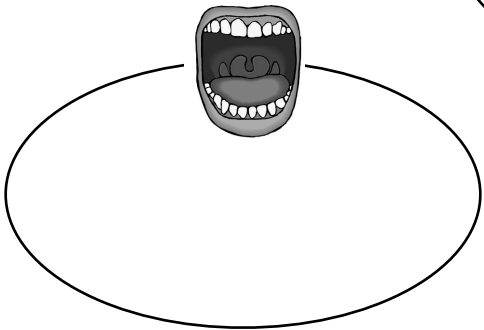
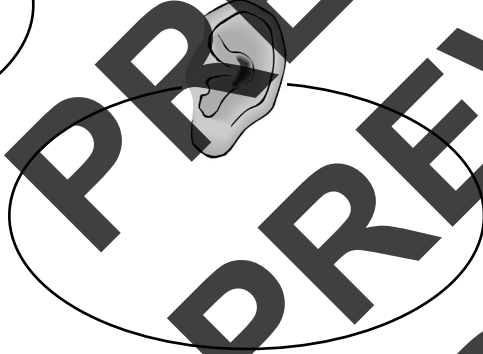
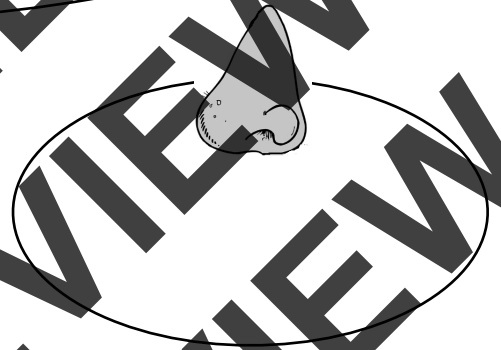
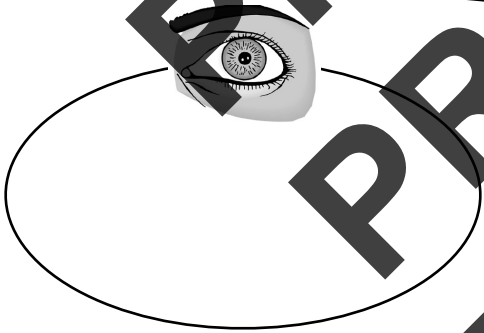
Senses

Directions: Read, or listen to the teacher read, the passage below about the five senses. What is the main topic of the text? Use the web to write some details about the topic.

Humans have five senses. Seeing, hearing, smelling, touching, and tasting are our five senses. We use our senses to gather information about our world. We use our eyes to help us see. Our eyes have a lens like a camera. To smell things, we use our noses. Sounds we hear are heard with our ears. Our fingers, and the rest of our skin, allows us to feel things. And, we use our mouths, not just to talk, but to taste foods. Our five senses help us understand the world around us.



the main topic



Maps

Directions: Read, or listen to the teacher read, the passage below about maps. What is the main topic of the text? Use the web to write some details about the topic.

What is a map? A map is a drawing of a place. A map shows land forms such as water, mountains, and forests. A map can also show things like railroads, parks, and schools. A map can show countries and states. A globe is a map of the Earth. People use maps to find places and learn about different areas. You can draw your own map of your house or school. Someone who makes maps for a living is called a mapmaker, or cartographer.



the main topic



Making Connections

Directions: Describe the connection between two events in a story. Listen to your teacher read *The Lorax*. Complete the story map. Make a connection between certain events that happen in the story.



What happens first?

What happens next?

How are these two events connected? How does one thing cause the next to happen?


What's That Word?

Directions: Read, or listen to, the passages below. Figure out the meaning of each underlined word by listening to the clues in each passage, looking at the picture, and thinking about what's happening.

When the caterpillar is ready to become a butterfly it makes a chrysalis.

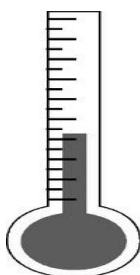


What do you think a chrysalis is?



Five days after I planted my seed, it began to sprout.


What do you think the word sprout means?



It was hot out so I checked the thermometer to see how hot.

What do you think a thermometer is?

Last night we had a rain storm and bright lightning struck.



What do you think the word struck means?

Football

Directions: Read, or listen to the teacher read, the passage below about football. Write any unknown words in the box. Talk about the words you do not know with a partner or your teacher.

People have been playing football for centuries. It began in Greece and was a very rough game. Football has been played in the United States since 1869. Two colleges played together. The game we play now is safer. Players wear helmets and follow rules. Kids play now, too. People watch football on television and have parties when their teams do well.



Do you see any words that you do not know?

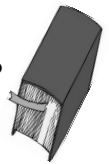
Write them in the space below.

Now try to answer these questions:

Think about what is happening in the story. What do you think the word means?



What clues can help you?



What does the word look like?

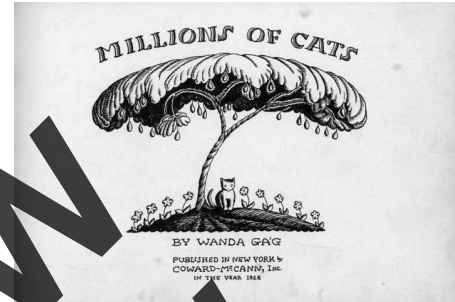


Book Knowledge

Directions: Match the book picture to its proper name.



front cover



rear cover



title page



Level: Kindergarten

Name: _____

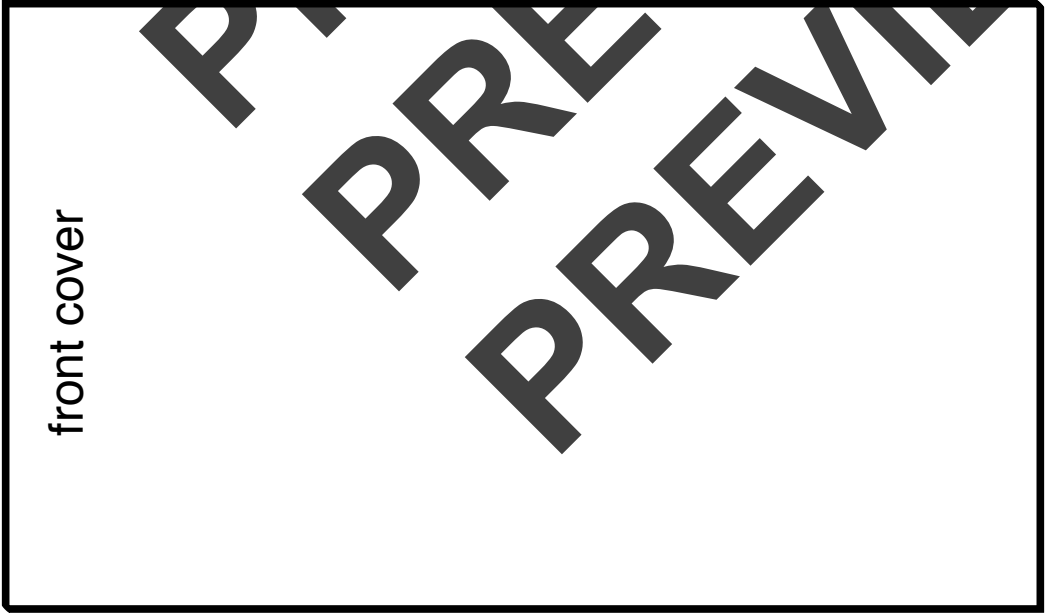
Book Knowledge

Directions: Choose a book. Draw what you see on the front cover, rear cover, and title page of the book.

The book I chose is: _____ The author is: _____

The illustrator is: _____

front cover



rear cover

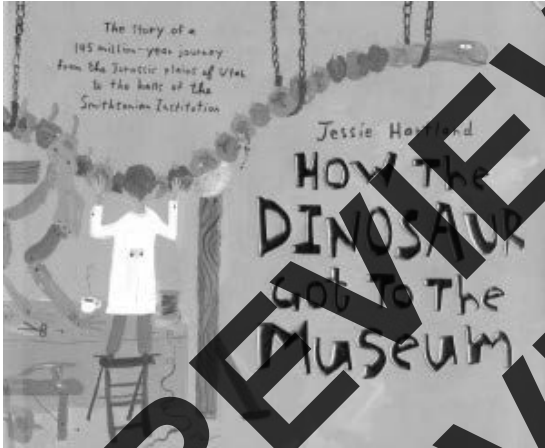


title page



Illustrators

Directions: Look at the book cover illustration. Think about why the illustrator drew that picture and how it may help to tell the story.



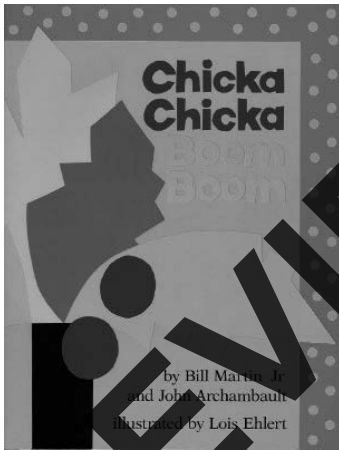
Who is the illustrator of this book?

Look at the picture on the book cover. What do you think might happen in this story?

How did the illustrator's drawing help you think about the story?

Authors

Directions: Listen to the story *Chicka Chicka Boom Boom*. Think about what the author does to tell his story.



Who are the authors of this book?

Why do you think the authors wrote this story?

How did the authors make this story fun to listen to or read?

What part of the authors' words did you like the best?

Illustrations

Directions: Look at the book illustration. Think about why the illustrator drew that picture and how it may help to tell the story.



Sally felt a little lonely tonight, so she played with the one friend that never left her side.

What does this illustration say about the text?

What is Sally trying to do? _____

How do you know? _____

How does the dog feel? _____

How do you know? _____

How does Sally feel? _____

How do you know? _____

How does the picture help the text make sense? _____

Illustrations

Directions: Look at the book illustration. Think about why the illustrator drew that picture and how it may help to tell the story.

Tim taught his sister, Clara, his favorite thing to do on windy days.



What does this illustration say about the text?

What is Tim teaching Clara? _____

How do you know? _____

How are the kites staying in the air? _____

How do you know? _____

What does the picture show that helps to tell the story? _____

Petey

Directions: Read, or listen to the teacher read, the passage below about Petey. What are the reasons the author gives for the boy to get Petey from his aunt?

My aunt wanted to give us her dog, Petey. Mom didn't want a dog. She thought dogs were loud and a lot of work. Petey wasn't loud. He was a small dog with a little squeaky bark. He wouldn't be too much work to take care of because he was so small. Taking him for walks would be fun. And I could carry him if he got tired.

Mom said that having a dog in the house would be messy. I told mom that I would train Petey to be housebroken. I'd pick up all his dog toys, and vacuum up his hair that he sheds.

Mom said a dog needs a lot of attention. I smiled. That was the best part. I'd always have a friend that wanted to play. Mom smiled, too. The next day, we picked Petey up from my aunt's house!



What reasons in the text does the author give to support getting Petey the dog?

PREVIEW

PREVIEW

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PREVIEW

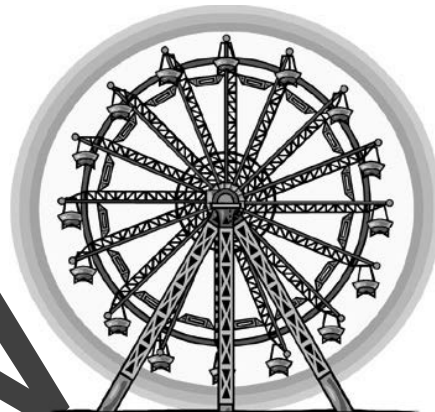
Ferris Wheel

Directions: Read, or listen to the teacher read, the passage below about a ferris wheel. What are the reasons the author gives for not wanting to ride the ferris wheel?

Today we came to the amusement park. I refuse to go on the ferris wheel. I am too afraid. It is fast. It is too high. A bird might smack into me!

My brother says I am chicken. Well, I say, chickens don't like to be really high off the ground either! A ferris wheel is round. What if it falls apart and rolls away while I am on it?

My sister says I'd get to see the whole park at once. I say, I can see the same thing on the park map. I don't want to ride the ferris wheel. I think I will just wait in line for the tea cup ride.



What reasons in the text does the author give to support not riding the ferris wheel?

PREVIEW

PREVIEW

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PREVIEW

PREVIEW

Level: Kindergarten

Name: _____

Comparing Similar Texts: *informational picture storybooks*

Directions: After reading, or listening to, two different stories about the same topic, complete the chart to identify things about the stories that are similar.

Titles	
Topic	
<u>Illustrations</u> How are the illustrations similar?	
<u>Settings</u> How are the settings similar?	

Level: Kindergarten

Name: _____

Comparing Similar Texts: *expository*

Directions: After reading, or listening to, two different stories about the same topic, complete the chart to identify things about the stories that are similar.

Titles	
Topic	
<u>Chapters</u> How are the book's sections similar?	
<u>Pictures</u> How are the illustrations, diagrams, or photographs similar?	

We Read Nonfiction Together



Directions: Use this form when you meet with a group and read nonfiction text. Talk about the information and how it is presented in the book. Share ideas.

<p>Who is in my group?</p>	<p>What nonfiction text are we reading? What is the topic?</p>
<p>Here are some things we learned about the topic.</p>	

I Can Read



I can read from left to right.

Directions: Read the sentences below. Start at the left and move to the right.

The dog wants to eat his food now.



I can jump over the box on the floor.



My mom and dad took me to the zoo.



We had lots of fun at the zoo with the class.



I know that spaces go between words.

Directions: Rewrite the sentences below so that they have spaces.

Thecatwentinthebox.

CanIhavethatcake?



I Know my Letters!



I know my upper- and lower-case letters.

Directions: Circle all of the upper-case letters. Cross-out all of the lower-case letters.

A₁ O h c₃ B₃

F₄ D₂ H o₁ v₄

t₁ C₃ b₃ s

k₅ a R N M

K₅

Write the missing letters.


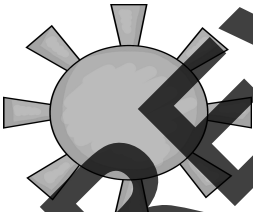


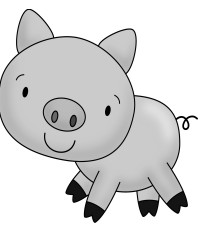
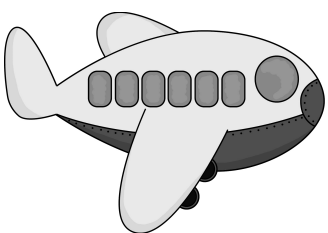
D, _____, F, _____, H, I, _____, K, _____

Write the missing letters.

p _____, r, _____, t, _____, v, w, _____, _____, z




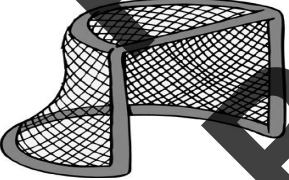
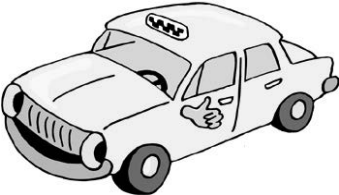

Sounds

Directions: Look at the pictures below. Say the words. Think about beginning, middle, and ending sounds. Choose the word that matches each picture. Trace the correct word.

	<p>log</p>	<p>dog</p>	<p>dot</p>
	<p>sun</p>	<p>fun</p>	<p>sub</p>
	<p>bat</p>	<p>oat</p>	<p>oan</p>
	<p>bet</p>	<p>bun</p>	<p>bus</p>
	<p>peg</p>	<p>pig</p>	<p>vig</p>
	<p>jet</p>	<p>jen</p>	<p>bet</p>

Complete the Words

Directions: Look at the pictures below. Say the words. Think about beginning, middle, and ending sounds. Complete the words for each picture.

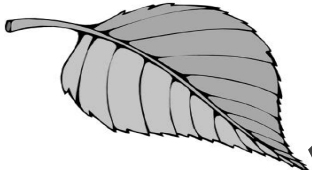





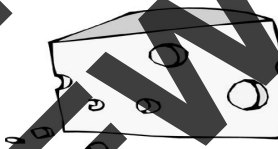





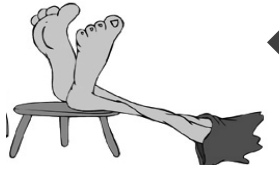


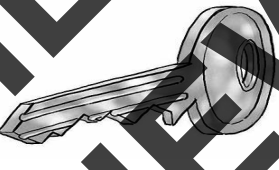
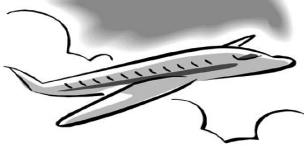
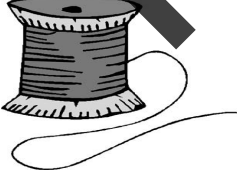




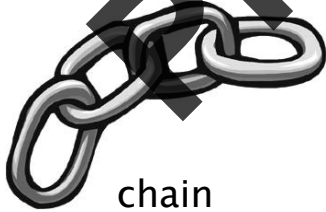
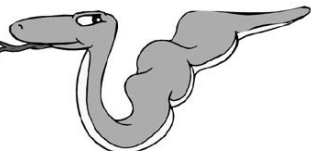
	_____ ----- _____	_____ ----- _____	_____ ----- _____
	_____ ----- _____	_____ ----- _____	_____ ----- _____
	_____ ----- _____	_____ ----- _____	_____ ----- _____
	_____ ----- _____	_____ ----- _____	_____ ----- _____
	_____ ----- _____	_____ ----- _____	_____ ----- _____
	_____ ----- _____	_____ ----- _____	_____ ----- _____

Long and Short Spellings

Directions: Look at the pictures below and read the words for each picture. Circle the words and pictures correctly by following the key.

long a : blue
short a : green

long e : red
short e : brown

 leaf	 cat	 jay	 red
 clap	 clam	 cheese	 snail
 cake	 hen	 flag	 bat
 feet	 fan	 bread	 key
 jet	 thread	 steak	 egg
 sack	 thief	 chain	 snake

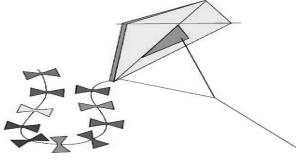


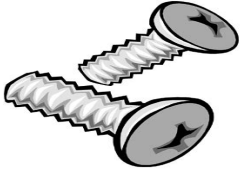








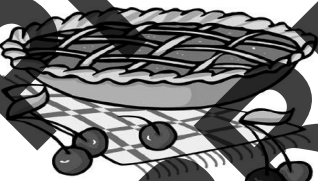





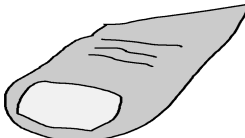



Long and Short Spellings

Directions: Look at the pictures below and read the words for each picture. Circle the words and pictures correctly by following the key.

long i : red
short i : brown

long o : orange
short o : purple

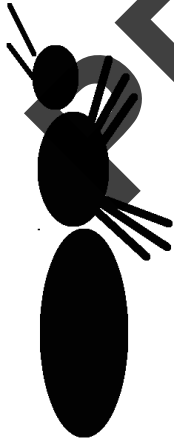
long u and oo : blue
short u : green

 kite	 fruit	 lip	 screw
 jug	 rope	 box	 fight
 toad	 drum	 pool	 snow
 flute	 pie	 ship	 soup
 stop	 glue	 frog	 bus
 toe	 cry	 mule	 bug

I Can Read

Directions: Read the text below. Remember to start at the left and move to the right. Stop at the periods and think about the words.

The Ant



Ant can run and he can jump.

Ant is black and small.

I read The Ant.

I read The Dog.

The Dog



Dog can play.

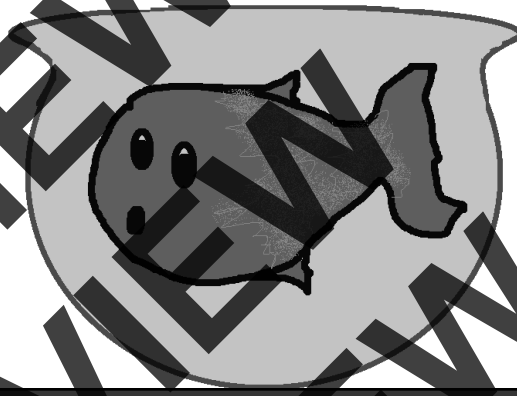


Dog can sleep.

Dog is brown and big.

I Can Read

Directions: Read the text below. Remember to start at the left and move to the right. Stop at the periods and think about the words.



Fish

Fish is little.

He swims.

He likes to eat green plants.

Fish is good.

Fish is red.

Fish is in my room.

What color is Fish? _____

What does Fish do? _____

Writing About a Book

Directions: Draw, write, or tell about your favorite book and why you like it.

PREVIEW
PREVIEW
PREVIEW
PREVIEW

Writing About a Character

Directions: Draw, write, or tell about a favorite character from a book you like.

PREVIEW
PREVIEW
PREVIEW
PREVIEW

Writing About a Topic

Directions: Choose a topic that you are interested in and know something about. Draw, write, or tell about the topic. Tell what you are writing about and give some information.

PREVIEW

PREVIEW

PREVIEW

PREVIEW

PREVIEW

Writing About Animals

Directions: Choose an animal that you are interested in and know something about. Draw, write, or tell about the animal. Tell what animal you are writing about and give some information.

PREVIEW
PREVIEW
PREVIEW
PREVIEW
PREVIEW

Writing About Me

Directions: Choose an event that happened in your life. Draw, write, or tell about something that you remember from your own life. Tell the story in order. How did you feel?

PREVIEW
PREVIEW
PREVIEW
PREVIEW
PREVIEW

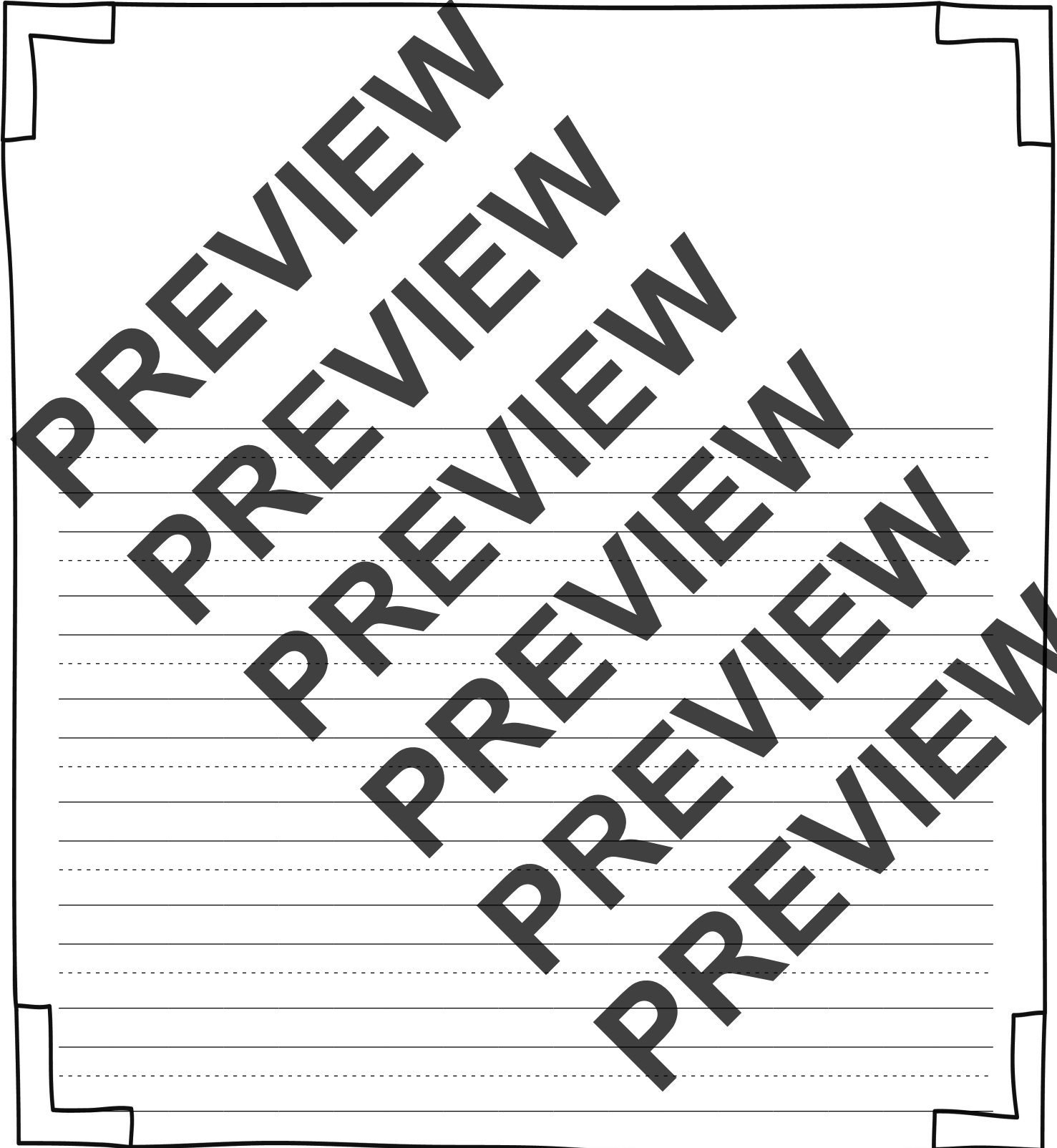
Writing About School

Directions: Choose an event that happened in your school. Draw, write, or tell about something that you remember from a day at school. Tell the events in order. How did you feel?

PREVIEW
PREVIEW
PREVIEW
PREVIEW
PREVIEW

Work In Progress

Directions: Write about something that makes you happy. Share your writing with a friend. Listen to questions and suggestions your friend has and work together to make your writing better.



Working Together

Directions: Work with a partner to improve upon your writing. Share your writing and listen to your partner's ideas.

I am working together with...

My writing is titled...

Something I added to my writing...

Something my partner liked...

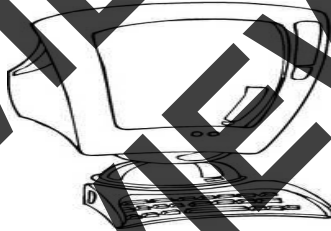
Something I liked...

Other Ways to Write

Directions: Today, many people use digital tools to write. Write your story using the computer and other digital tools.

I want to write about...

I am going to use a computer to type my story.



I want to add pictures to my story by using...

- a. *digital camera*, b. *scanner*, c. *clipart website*.

I will share my writing by...

- a. *printing my story*,
b. *emailing it to my classmates*,
c. *presenting it using a projector*

Something new I learned using these tools is...

Using Digital Resources

Directions: Today, many people use digital tools to write. Use this checklist to record what digital skills each student can perform.

Digital Skill	Date	Success
Can turn on a computer.		
Can shut down a computer.		
Uses a mouse well. (Can double-click; move cursor to desired place; scroll if available.)		
Knows where most common characters are on keyboard.		
Can log in and out of programs.		
Can change the font or size of font.		
Knows how to use space bar; back space; delete; and return.		
Can add a graphic.		
Can drag and drop an item.		
Can copy/paste an item.		
Can save a file.		
Can print work.		

Research Together

Directions: Work with a partner, or a group, to research a topic. Use several books to gather information about your topic. Work together to read and write about the topic you chose.

Our Topic:

Books we read:

Here are some things we found out about

_____:

Research Together

Directions: Work with a partner to explore several books by your favorite author and write what you think about each book.

Book Title	What I Think About The Book
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

My Experience

Directions: Think about a time in your life you want to tell about. Think about where you were, who you were with, what you did, and how you felt. Write about that time.

My Story

PREVIEW

Answering a Question

Directions: You have a question to answer. Think about the question. Use resources your teacher provides to find information to help you answer the question. Write your answer below.

paste question here

I am using resources my teacher gave me.
This is some information I found to help me answer the question.

Here is my answer to the question.

Small Group Discussions

Directions: When we meet for discussions in Kindergarten, we follow group rules.

* Take Turns

* Listen To Others

* Stay on Topic

* Respect Others' Ideas

* Participate

*

Understanding a Text

Directions: Listen to your teacher read a story to the class. Think about the story and write a question you have. Draw a picture about the story. Then, share your paper with the class.

My teacher read a story to us today called: _____

Here is one question I want to ask about the story: _____

Here is a picture that tells about the story:



Now, read your question to the class and tell about your picture.

Asking Questions

Directions: Students should ask questions in order to seek help, get information, or clarify something that is not understood. Take anecdotal notes when you hear students asking these kinds of questions.

The image shows four spiral-bound notebook pages arranged in a 2x2 grid. Each page is designed for taking notes and includes a 'date:' label in the bottom-left corner. A large, diagonal watermark reading 'PREVIEW' is overlaid across all four pages.

Describing Orally

Directions: Draw a picture of someone you know, something you do, or somewhere you have been. Describe your drawing to the class.

I can describe something I do, someone I know, or somewhere I have been.
Here is a picture.



This is a picture of _____

Now, share your description with the class.

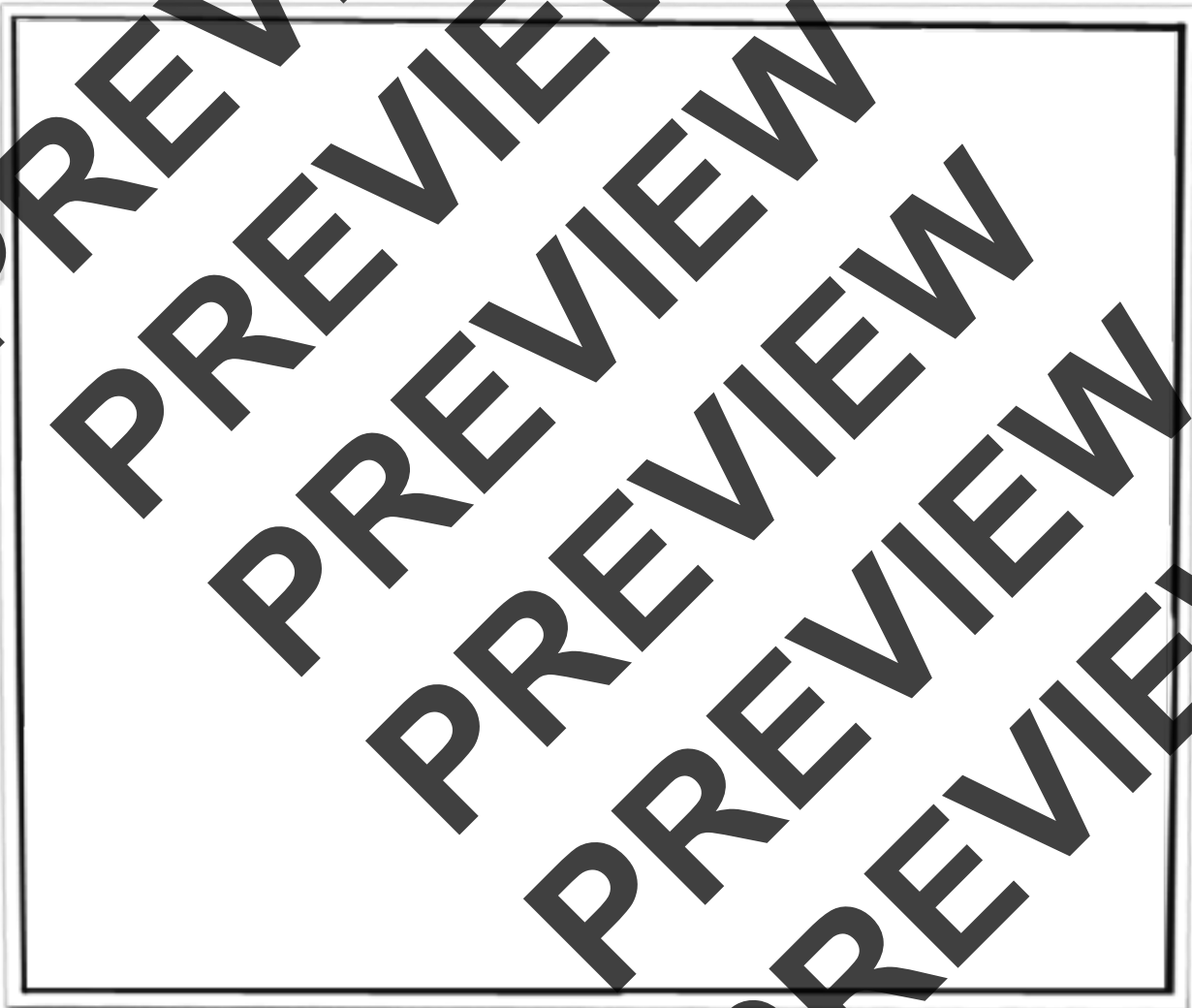
Adding Details

Directions: Give a description and then add detail to the story by drawing a picture.

Give a description of an event, a person, a place, or a thing you know.

Add more detail by drawing a picture.

Tell about what you drew. How does it add detail to your description?



This is a picture of _____

Student Speak

Directions: Students should speak audibly and express thoughts, feelings, and ideas clearly. Take anecdotal notes when you hear students speaking with these qualities.

A graphic of a spiral-bound notebook with a spiral binding at the top. The page is blank except for a "date:" label in the bottom left corner.

date:

A graphic of a spiral-bound notebook with a spiral binding at the top. The page is blank except for a "date:" label in the bottom left corner.

date:

A graphic of a spiral-bound notebook with a spiral binding at the top. The page is blank except for a "date:" label in the bottom left corner.

date:

A graphic of a spiral-bound notebook with a spiral binding at the top. The page is blank except for a "date:" label in the bottom left corner.

date:

Sentences

Directions: Look at the pictures below. Write a sentence for each picture. Think about what sentences need. Don't forget a capital letter, end mark, and spaces.







The Alphabet

Directions: Write the capital or lower-case letters for each letter shown.

A _____	H _____	P _____	R _____
z _____	f _____	h _____	i _____
x _____	c _____	b _____	o _____
j _____	s _____	n _____	a _____
v _____	x _____	e _____	d _____
o _____	m _____	e _____	u _____
l _____	k _____	p _____	u _____

Questions

Directions: Use the words *who*, *what*, *where*, *when*, *why* and *how* to ask oral questions about the pictures shown below.



who?	what?	where?	when?	why?	how?
------	-------	--------	-------	------	------



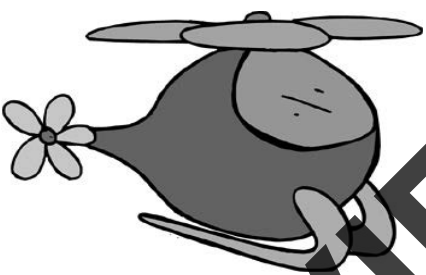

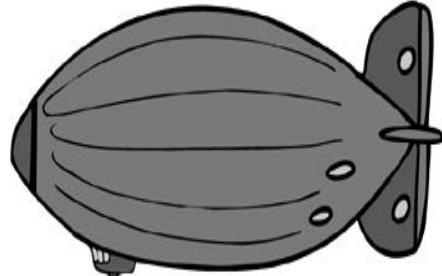





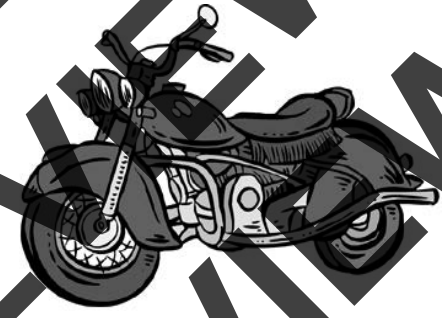
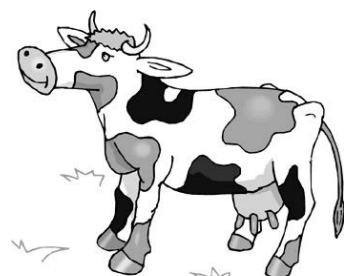
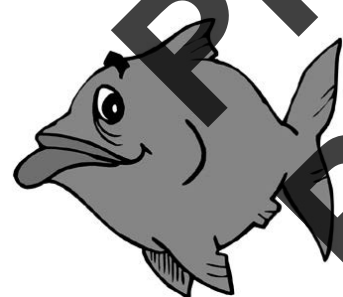
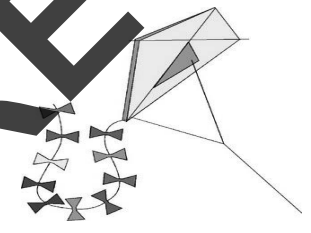
Fixing Sentences

Directions: Read the sentences below. Give each sentence a capital letter at the beginning and the correct punctuation at the end. { . ! ? }

1	we go to school on the bus
2	i read a book in my bed
3	can we go to the park today
4	look at all the ants on the cake
5	i want to eat some popcorn now
6	dad and mom have a gift for me
7	what color is that dog
8	the tree in my yard has apples


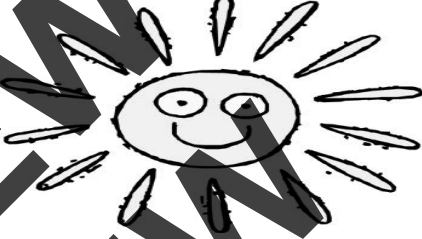






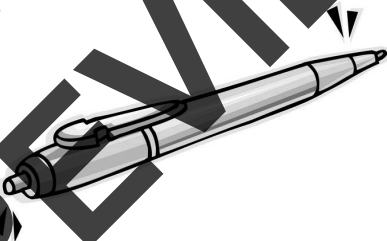
Beginning Sounds

Directions: Circle the correct beginning sound for each picture below.

 <p>p r h</p>	 <p>v b t</p>	 <p>z r k</p>
 <p>m c p</p>	 <p>f s w</p>	 <p>l p b</p>
 <p>b c m</p>	 <p>l w b</p>	 <p>m z d</p>
 <p>g c r</p>	 <p>t s f</p>	 <p>m k d</p>



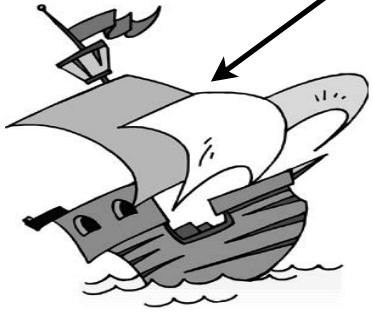

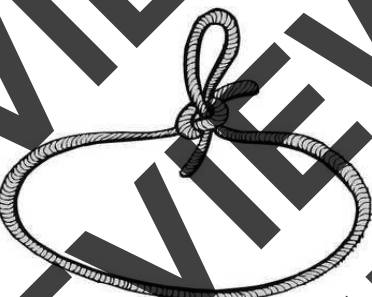







Spelling Words

Directions: Look at the pictures below. Write a word for each picture.

 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

Knowing Words

Directions: Circle the correct word for each picture. The words sound the same but have different meanings.

 <p>bear bare</p>	 <p>dear deer</p>	 <p>sale sail</p>
 <p>read red</p>	 <p>not knot</p>	 <p>right write</p>
 <p>to two</p>	 <p>eye I</p>	 <p>made maid</p>
 <p>hi high</p>	 <p>hay hey</p>	 <p>rows rose</p>

Meeting Unknown Words

Directions: While reading a new story to the class, use this sheet to pull out unknown words from the story. Using illustrations, explanatory phrases, props, and voice inflection, help students understand the words' meanings.

Book Title: _____

<u>New vocabulary words:</u>	What do you think the word means?

New Meanings

Directions: While reading a new story to the class, use this sheet to identify known words that may have different meanings.

<p>Story: _____</p>	<p>Story: _____</p>
<p>In this story, what does the word _____ mean?</p>	<p>In this story, what does the word _____ mean?</p>
<p>Which picture shows what the word _____ means?</p>	<p>Which picture shows what the word _____ means?</p>
<p>In this story, what does the word _____ mean?</p>	<p>In this story, what does the word _____ mean?</p>
<p>Which picture shows what the word _____ means?</p>	<p>Which picture shows what the word _____ means?</p>

Matching Opposites

Directions: Read the words on the left and find its opposite match on the right. Draw a line to connect the two.

hot ●

in ●

fast ●

tall ●

happy ●

down ●

short ●

yes ●

out ●

cold ●

left ●

right ●

no ●

slow ●

up ●

sad ●

Categories

Directions: Match the pictures to their correct categories.

fruit

shapes




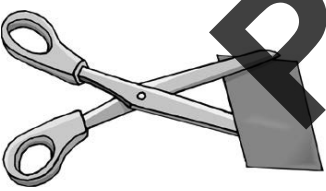

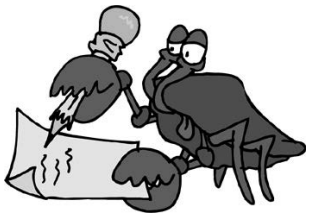


animals

plants

Verbs!

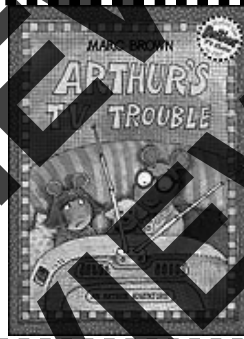
Directions: Verbs are words that describe an action; something you can do. Read the verbs below. Act out the verbs to show you know what they mean. Write a sentence for each verb.

<p>climb</p> 	<p>_____</p> <p>_____</p> <p>_____</p>
<p>run</p> 	<p>_____</p> <p>_____</p> <p>_____</p>
<p>jump</p> 	<p>_____</p> <p>_____</p> <p>_____</p>
<p>cut</p> 	<p>_____</p> <p>_____</p> <p>_____</p>
<p>clap</p> 	<p>_____</p> <p>_____</p> <p>_____</p>
<p>write</p> 	<p>_____</p> <p>_____</p> <p>_____</p>

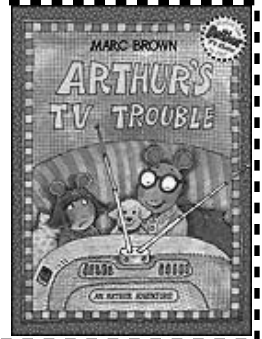
Wonderful Words: Arthur's TV Trouble

Directions: Use the words from *Arthur's TV Trouble* by Marc Brown to respond to the story, answer questions, and retell the events. Read the words together. Think about what they mean. You can also place the words in alphabetical order, sort them by part-of-speech, or use them in sentences.

announcer



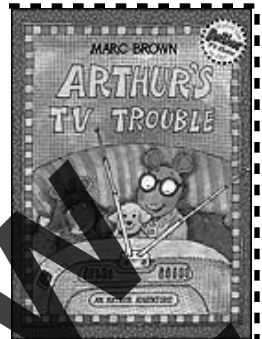
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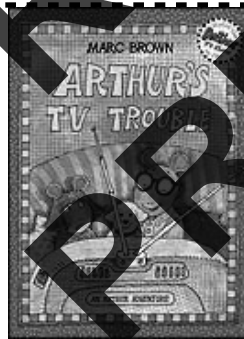
machine



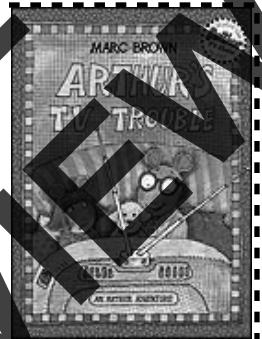
expensive



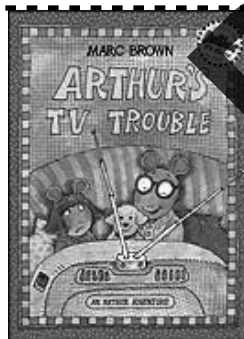
recycled



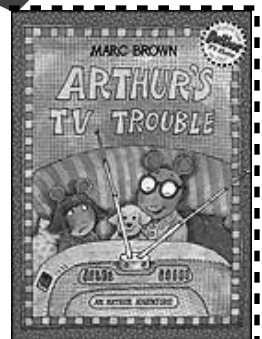
newspaper



assemble

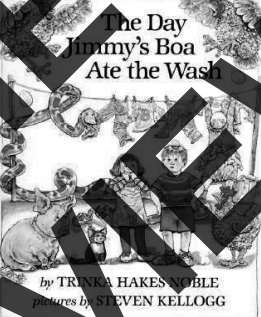
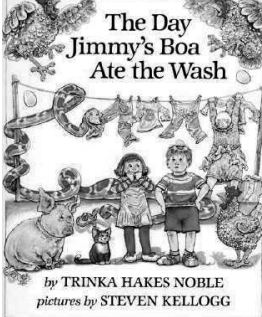


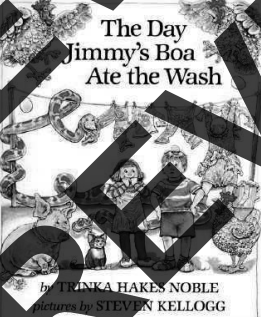
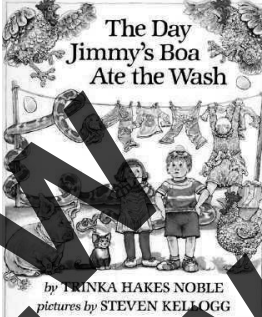
commercials

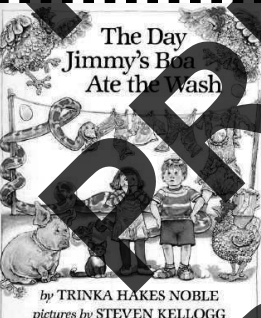
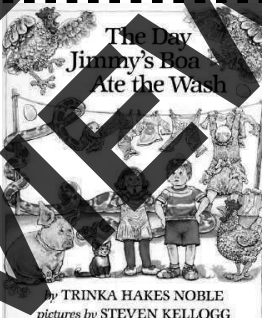


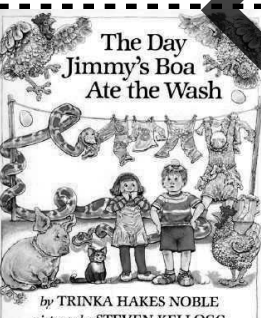
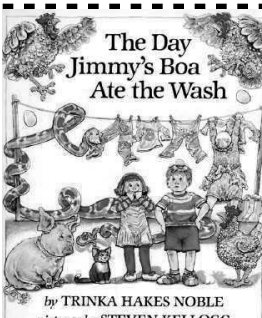
Wonderful Words: The Day Jimmy's Boa Ate the Wash

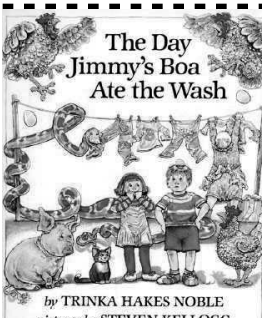
Directions: Use the words from *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble to respond to the story, answer questions, and retell the events. Read the words together. Think about what they mean. You can also place the words in alphabetical order, sort them by part-of-speech, or use them in sentences.

boring  **haystack** 

tractor  **lunches** 

throwing  **boa** 

constrictor  **egg** 

screaming 

Wonderful Words: The Paper Bag Princess

Directions: Use the words from *The Paper Bag Princess* by Robert N. Munsch to respond to the story, answer questions, and retell the events. Read the words together. Think about what they mean. You can also place the words in alphabetical order, sort them by part-of-speech, or use them in sentences.

Princess

dragon

burnt

knocker

breathed

tired

Prince

married



K

Common Core State Standards

Kindergarten Worksheets
Common Core Workbook

Grade K

• Math Standards

Worksheets that teach every
Common Core Standard!

I Can Count to One Hundred!

Directions: Start at 0 and count to 100 by **ONES**. Then, close your eyes and try again!

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

Today, ___ / ___ / ___, I counted to _____!

Today, ___ / ___ / ___, I counted to _____!

Today, ___ / ___ / ___, I counted to _____!



I Can Count to One Hundred!

Directions: Start at 0 and count to 100 by **TENS**. Then, close your eyes and try it again!

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

Today, ___ / ___ / ___, I counted to _____!

Today, ___ / ___ / ___, I counted to _____!

Today, ___ / ___ / ___, I counted to _____!



I Can Count Starting at ANY Number!

Directions: Say each number out loud. Then, count forward by **ONES**.
(Teachers, use this sheet to record student counting.)

0	_____
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____
15	_____
16	_____
17	_____
18	_____
19	_____
20	_____

I Can Count Starting at ANY Number!

Directions: Say each number out loud. Then, count forward by **ONES**.
(Teachers, use this sheet to record student counting.)

23

45

72

66

41

83

22

19

60

57

35

90

28

48

64

55

86

39



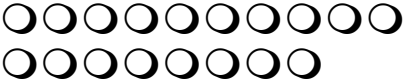





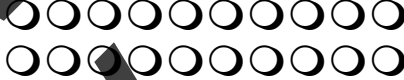



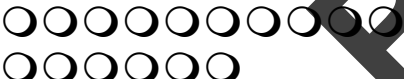







61

77

82

Can You Write Your Numbers?

Directions: Count the dots. Write the number for how many dots you counted.

		
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Can You Write Your Numbers?

Directions: Count the squares. Write the number for how many squares you counted.











































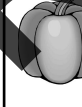


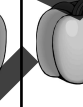
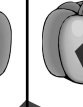
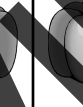
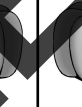

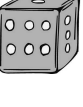
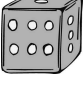
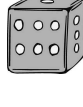

















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_____ _____	_____ _____	_____ _____
□		□□□□
_____ _____	_____ _____	_____ _____



Touch and Count



Directions: Touch each picture and count the objects in order. Then, say the total amount.
Hint: The last number said tells the total number of objects counted.
(Teachers, you may use this sheet to record student counting.)




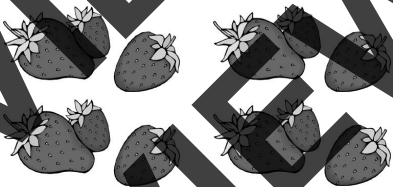



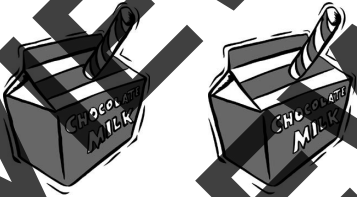


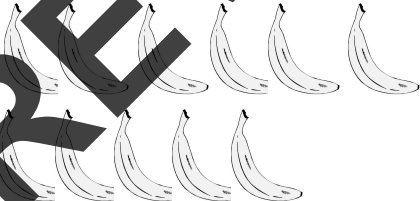
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Touch and Count



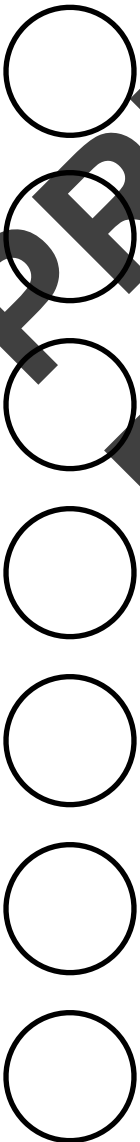
Directions: Touch each picture and count the objects in any order. Then, say the total amount.
Hint: The last number said tells the total number of objects counted.
(Teachers, you may use this sheet to record student counting.)

 _____ ----- _____	 _____ ----- _____	 _____ ----- _____
 _____ ----- _____	 _____ ----- _____	 _____ ----- _____
 _____ ----- _____	 _____ ----- _____	 _____ ----- _____
 _____ ----- _____	 _____ ----- _____	 _____ ----- _____

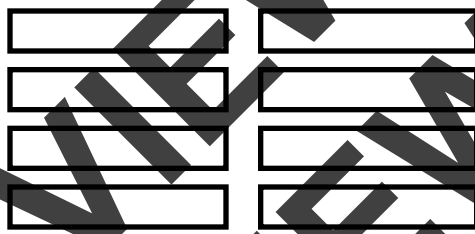
How Many?

Directions: Touch each picture and count the objects.
Then, tell how many of each object you counted

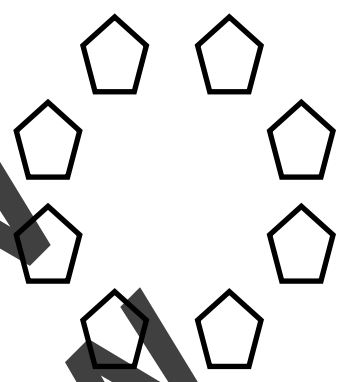
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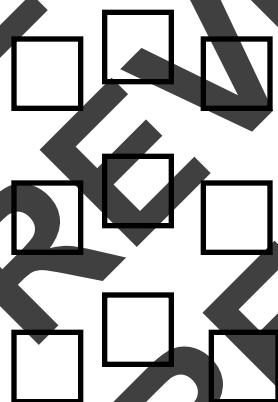
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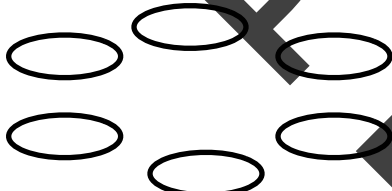
5.




3.



4.




6.



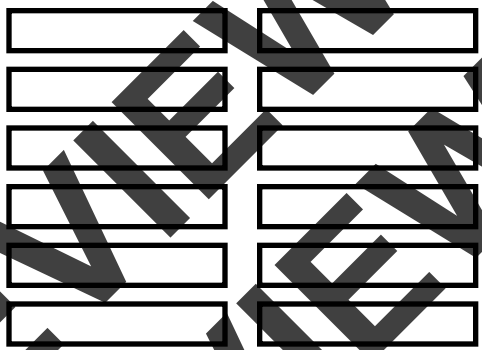
How Many?

Directions: Touch each picture and count the objects.
Then, tell how many of each object you counted.

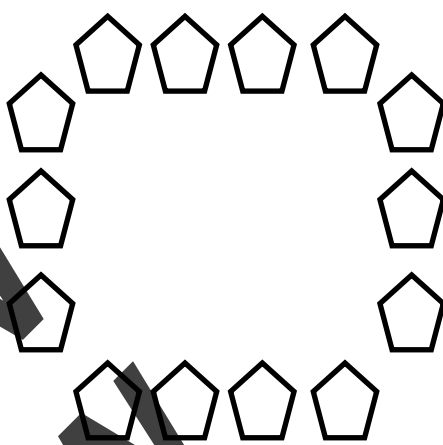
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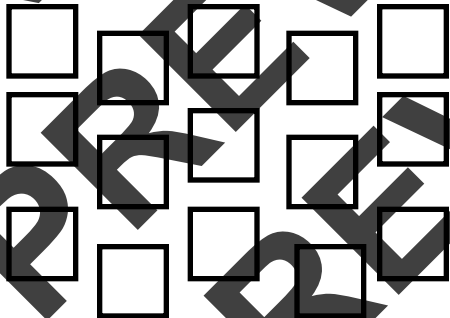
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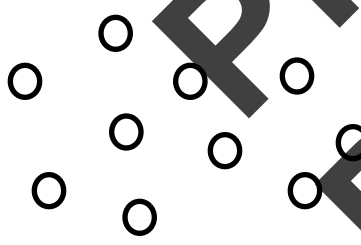
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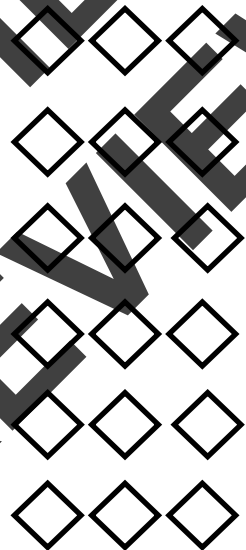
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How Many?

Directions: Arrange up to 20 objects in different ways, such as a line, a rectangle, or a circle. Or, arrange as many as 10 things in a scattered configuration. Then, ask the student, “How many objects are there?”

Type of Object	Number of Objects	Configuration	Student Response
Example Cheerios	Example 8	Example Rectangle	Example Student placed objects in 2 groups of 4

Comments:

How Many?

Directions: Tell the student a number from 1 to 20. Have the student use objects to count out that number.

Number Given	Object Used	Configuration Used	Student Response
Example 14	Example Crayons	Example Line	Example Student lined up the crayons in a row

Comments:

Greater Than, Less Than, Equal To?

Directions: Using objects, create 2 groups of either different or equal values. Ask the student to compare the two groups by using matching and counting strategies. Ask student if one group is greater than, less than, or equal to the other.

Group 1	Group 2	Student Response	Student Data	
Example 7	Example 5	Example $7 > 5$	Correct ✓	Incorrect
			Correct	Incorrect
			Correct	Incorrect
			Correct	Incorrect
			Correct	Incorrect
			Correct	Incorrect
			Correct	Incorrect
			Correct	Incorrect
			Correct	Incorrect
			Correct	Incorrect

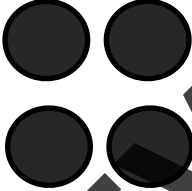

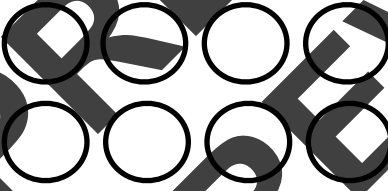

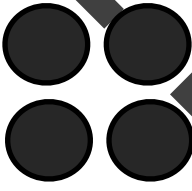
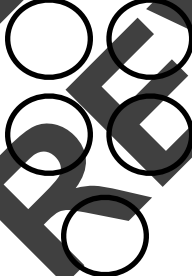
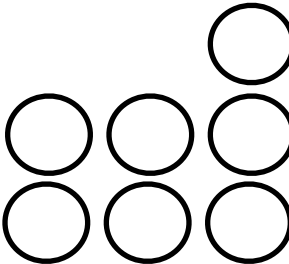
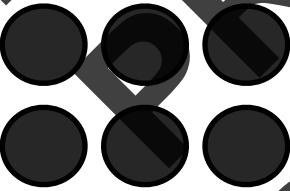
Comments:

Greater Than, Less Than, Equal To?

Directions: Have the student look at the groups of dots below.

Ask the student to compare Group A with Group B.

Then, ask the question, "Is Group A **More Than**, **Less Than**, or **Equal To** Group B?"

Group A	Group B	Student Response
		
		
		
		

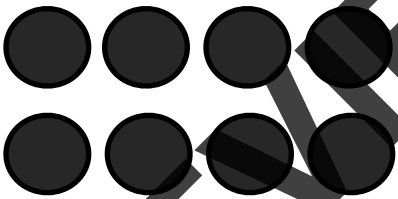

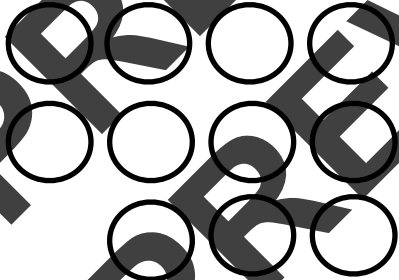


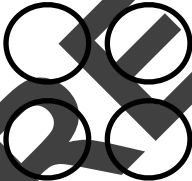
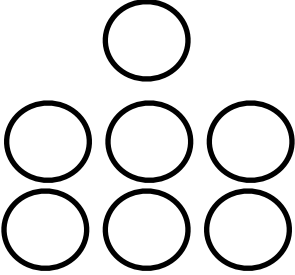
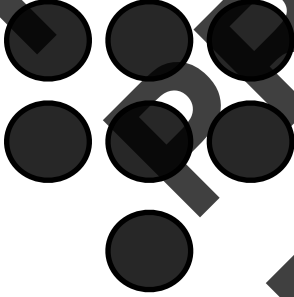
Comments:

Greater Than, Less Than, Equal To?

Directions: Have the student look at the groups of dots below.

Ask the student to compare Group A with Group B.

Then, ask the question, "Is Group A **More Than**, **Less Than**, or **Equal To** Group B?"

Group A	Group B	Student Response
		
		
		
		

Comments:

Greater Than, Less Than, Equal To?

Directions: Have the student look at the numbers below.

Ask the student to compare Number A with Number B.

Then, ask the question, "Is the First Number **More Than**, **Less Than**, or **Equal To** the Second Number?"

First Number	Second Number	Student Response
6	3	
7	10	
2	5	
9	9	

Comments:

Greater Than, Less Than, Equal To?

Directions: Have the student look at the numbers below.
Ask the student to compare Number A with Number B.
Then, ask the question, "Is the First Number **More Than**, **Less Than**, or **Equal To** the Second Number?"

Number A	Number B	Student Response
7	8	
2	2	
10	1	
4	6	

Comments:

Greater Than, Less Than, Equal To?

Directions: Look at the pairs of numbers below. Circle the greater number with blue. Circle the smaller number with red. If the two numbers are equal, circle them both with green.

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

Comments:

Addition Dice Game

Directions: Have the student roll 10-sided dice or cut out the numbers below and draw from a hat. Use the numbers to fill in the spaces below. Ask the student to show how to add the numbers together by using objects, fingers, mental images, drawings, sounds, acting it out, explaining in words, or writing an addition equation.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

0 1 2 3 4 5

6 7 8 9 10

Subtraction Dice Game

Directions: Have the student roll 10-sided dice or cut out the numbers below and draw from a hat. Use the numbers to fill in the spaces below. Ask the student to show how to subtract the numbers by using objects, fingers, mental images, drawings, sounds, acting it out, explaining in words, or writing a subtraction equation.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

0	1	2	3	4	5
6	7	8	9	10	

Addition Word Problems

Directions: Read the addition word problems. Use objects or the spaces below to draw pictures that represent each problem. Then, complete the equation with the correct answer.

<p>4 ducks were in the pond. 3 more ducks came to the pond. How many total ducks were in the pond?</p> <p>$4 + 3 = \underline{\quad}$</p>	<p>3 apples were in the basket. 3 more apples were put into the basket. How many apples were there in all?</p> <p>$\underline{\quad} + \underline{\quad} = \underline{\quad}$</p>
<p>6 boys were in the room. 2 more boys came into the room. How many boys were there in all?</p> <p>$\underline{\quad} + \underline{\quad} = \underline{\quad}$</p>	<p>1 turtle was swimming. 3 more turtles started swimming. How many turtles were swimming in all?</p> <p>$\underline{\quad} + \underline{\quad} = \underline{\quad}$</p>
<p>5 girls went to the mall. 5 more girls went to the mall. How many total girls were at the mall?</p> <p>$\underline{\quad} + \underline{\quad} = \underline{\quad}$</p>	<p>2 chairs were around the table. 4 more chairs were placed around the table. How many total chairs were around the table?</p> <p>$\underline{\quad} + \underline{\quad} = \underline{\quad}$</p>

Subtraction Word Problems

Directions: Read the subtraction word problems. Use objects or the spaces below to draw pictures that represent each problem. Then, complete the equation with the correct answer..

8 ducks were in the pond. 3 ducks flew away. How many ducks were left in the pond?

$$8 - 3 = \underline{\quad}$$

6 apples were in the basket. 3 apples were given away. How many apples were left in the basket?

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

6 boys were in the room. 2 boys left the room. How many boys were still in the room?

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

3 turtles were swimming in the water. 1 turtle went on land. How many turtles left swimming in the water?

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

7 girls went to the mall. 2 girls had to go home early. How many girls were left at the mall?

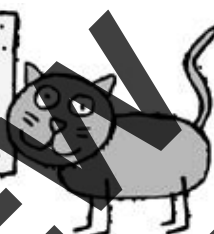
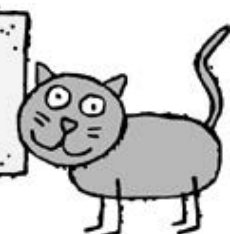
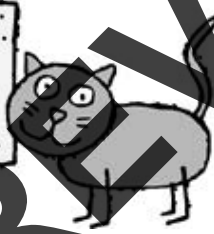
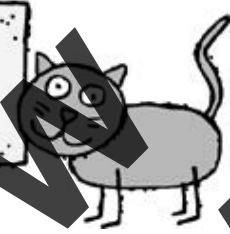
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

6 chairs were around the table. 4 chairs were taken away. How many chairs were left around the table?

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

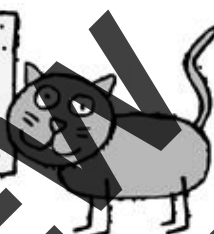
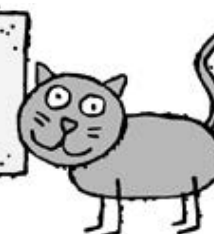
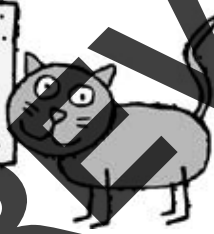

Finding Other Names

Directions: Find the matching number pairs for the numbers the cats are holding. Write the number pairs (addition equations) in the spaces below.

<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;">1</div> 	<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;">2</div> 															
<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;">3</div> 	<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;">4</div> 															
<table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">$2+1$</td> <td style="padding: 5px;">$1+0$</td> <td style="padding: 5px;">$3+1$</td> <td style="padding: 5px;">$0+3$</td> <td style="padding: 5px;">$0+1$</td> </tr> <tr> <td style="padding: 5px;">$1+3$</td> <td style="padding: 5px;">$4+0$</td> <td style="padding: 5px;">$2+2$</td> <td style="padding: 5px;">$2+0$</td> <td style="padding: 5px;">$1+1$</td> </tr> <tr> <td style="padding: 5px;">$0+2$</td> <td style="padding: 5px;">$1+2$</td> <td style="padding: 5px;">$3+0$</td> <td style="padding: 5px;">$0+4$</td> <td></td> </tr> </table>		$2+1$	$1+0$	$3+1$	$0+3$	$0+1$	$1+3$	$4+0$	$2+2$	$2+0$	$1+1$	$0+2$	$1+2$	$3+0$	$0+4$	
$2+1$	$1+0$	$3+1$	$0+3$	$0+1$												
$1+3$	$4+0$	$2+2$	$2+0$	$1+1$												
$0+2$	$1+2$	$3+0$	$0+4$													

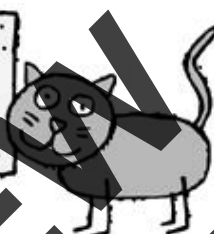
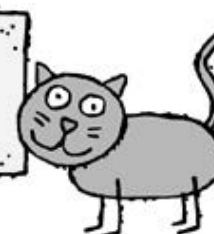
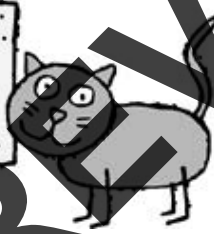

Breaking Down Numbers

Directions: Find the matching number pairs for the numbers the cats are holding. Use the spaces below to write the number pairs (addition equations) that equal the numbers.

<div style="border: 1px solid black; padding: 10px; display: inline-block;">5</div> 	<div style="border: 1px solid black; padding: 10px; display: inline-block;">6</div> 										
<div style="border: 1px solid black; padding: 10px; display: inline-block;">7</div> 	<div style="border: 1px solid black; padding: 10px; display: inline-block;">8</div> 										
<table style="width: 100%; border: none;"> <tr> <td style="padding: 0 15px;">$1+4$</td> <td style="padding: 0 15px;">$2+4$</td> <td style="padding: 0 15px;">$6+0$</td> <td style="padding: 0 15px;">$1+7$</td> <td style="padding: 0 15px;">$5+3$</td> </tr> <tr> <td style="padding: 0 15px;">$3+3$</td> <td style="padding: 0 15px;">$4+3$</td> <td style="padding: 0 15px;">$3+5$</td> <td style="padding: 0 15px;">$3+4$</td> <td style="padding: 0 15px;">$4+4$</td> </tr> </table>		$1+4$	$2+4$	$6+0$	$1+7$	$5+3$	$3+3$	$4+3$	$3+5$	$3+4$	$4+4$
$1+4$	$2+4$	$6+0$	$1+7$	$5+3$							
$3+3$	$4+3$	$3+5$	$3+4$	$4+4$							

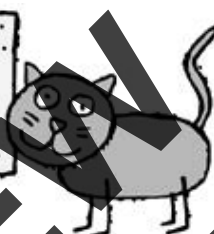
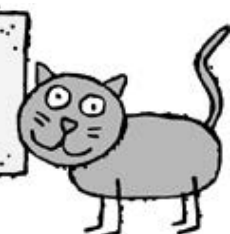
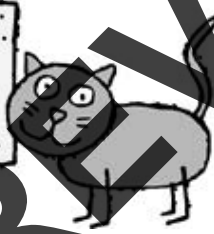
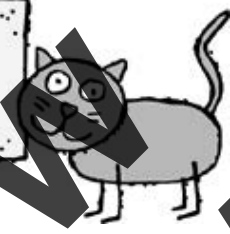
Breaking Down Numbers

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$5+1$	$6+1$	$7+1$	$7+0$	$8+0$							
$5+2$	$2+3$	$0+8$	$1+5$	$1+6$							

Breaking Down Numbers

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$5+0$	$4+1$	$3+2$	$6+2$	$0+5$							
$2+5$	$4+2$	$0+6$	$0+7$	$2+6$							

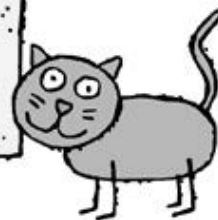
Breaking Down Numbers

Directions: Find the matching number pairs for the numbers the cats are holding. Use the spaces below to write the number pairs (addition equations) that equal the numbers.

9



10



$5+5$

$6+4$

$4+5$

$4+6$

$3+6$

$2+8$

$7+2$

$2+7$

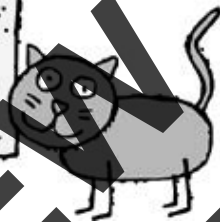
$1+8$

$8+1$

Breaking Down Numbers

Directions: Find the matching number pairs for the numbers the cats are holding. Use the spaces below to write the number pairs (addition equations) that equal the numbers.

9



10



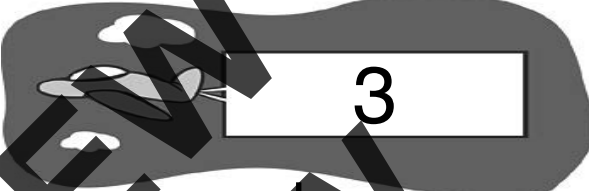

$1+9$ $9+0$ $10+0$ $7+3$

$3+7$ $6+3$ $9+1$ $0+9$

$5+4$ $8+2$ $0+10$

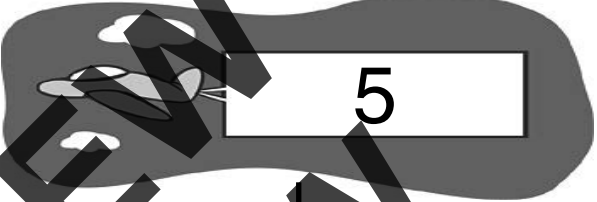

Breaking The Numbers Apart

Directions: Ask the student to break apart the numbers into pairs.
Have the student show 2 ways to decompose each number. (Example: $5 = 2 + 3$ and $5 = 4 + 1$)
Record your work with a picture and/or an equation. You can use objects to help you.

	
<u>one way</u>	<u>another way</u>
Equation: $3 = \underline{\quad} + \underline{\quad}$	Equation: $3 = \underline{\quad} + \underline{\quad}$
	
<u>one way</u>	<u>another way</u>
Equation: $4 = \underline{\quad} + \underline{\quad}$	Equation: $4 = \underline{\quad} + \underline{\quad}$



Breaking The Numbers Apart

Directions: Ask the student to break apart the numbers into pairs.
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Record your work with a picture and/or an equation. You can use objects to help you.

	
<u>one way</u>	<u>another way</u>
Equation: $5 = \underline{\quad} + \underline{\quad}$	Equation: $5 = \underline{\quad} + \underline{\quad}$
	
<u>one way</u>	<u>another way</u>
Equation: $6 = \underline{\quad} + \underline{\quad}$	Equation: $6 = \underline{\quad} + \underline{\quad}$

Breaking The Numbers Apart

Directions: Ask the student to break apart the numbers into pairs.
Have the student show 2 ways to decompose each number. (Example: $5 = 2 + 3$ and $5 = 4 + 1$)
Record your work with a picture and/or an equation. You can use objects to help you.

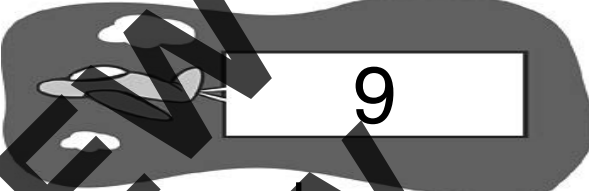

	
<u>one way</u>	<u>another way</u>
Equation: $7 = \underline{\quad} + \underline{\quad}$	Equation: $7 = \underline{\quad} + \underline{\quad}$
	
<u>one way</u>	<u>another way</u>
Equation: $8 = \underline{\quad} + \underline{\quad}$	Equation: $8 = \underline{\quad} + \underline{\quad}$

Breaking The Numbers Apart

Directions: Ask the student to break apart the numbers into pairs.

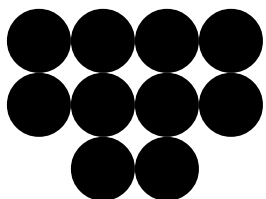
Have the student show 2 ways to decompose each number. (Example: $5 = 2 + 3$ and $5 = 4 + 1$)

Record your work with a picture and/or an equation. You can use objects to help you.

	
<u>one way</u>	<u>another way</u>
Equation: $9 = \underline{\quad} + \underline{\quad}$	Equation: $9 = \underline{\quad} + \underline{\quad}$
	
<u>one way</u>	<u>another way</u>
Equation: $10 = \underline{\quad} + \underline{\quad}$	Equation: $10 = \underline{\quad} + \underline{\quad}$

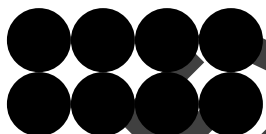
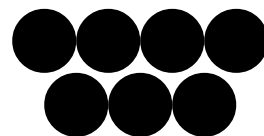
Numbers That Make Ten

Directions: Draw a line from a number on the left to its partner on the right. When you add the numbers together, they will make 10.



10

7



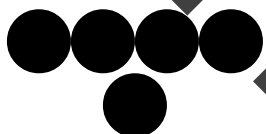
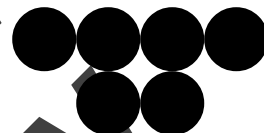
8

2



3

6



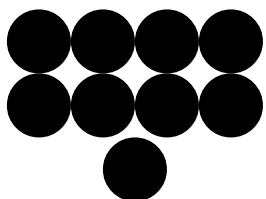
5

0



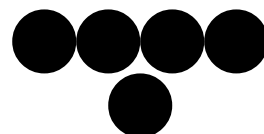
4

1



9

5



Find The Number That Makes 10

Directions: Find the number that makes 10 when added to the given number.

You may draw a picture to show your thinking.

$5 + \underline{\quad} = 10$

$6 + \underline{\quad} = 10$

$7 + \underline{\quad} = 10$

$2 + \underline{\quad} = 10$

$4 + \underline{\quad} = 10$

$3 + \underline{\quad} = 10$

$8 + \underline{\quad} = 10$

$1 + \underline{\quad} = 10$

Addition Facts To 5

Time: _____

Correct: _____ / 10

Directions: Answer the addition facts below and record the time it took to complete.

$2 + 3 =$

$1 + 0 =$

$2 + 2 =$

$0 + 3 =$

$2 + 0 =$

$0 + 5 =$

$3 + 2 =$

$4 + 0 =$

$1 + 2 =$

$0 + 1 =$

Addition Facts To 5

Time: _____

Correct: _____ / 10

Directions: Answer the addition facts below and record the time it took to complete.

$1 + 1 =$

$5 + 0 =$

$3 + 0 =$

$2 + 1 =$

$0 + 4 =$

$1 + 4 =$

$3 + 1 =$

$1 + 3 =$

$0 + 2 =$

$4 + 1 =$

Subtraction Facts To 5

Time: _____

Correct: _____ / 10

Directions: Answer the subtraction facts below and record the time it took to complete.

$3 - 1 =$

$2 - 0 =$

$2 - 2 =$

$5 - 4 =$

$3 - 3 =$

$1 - 0 =$

$4 - 3 =$

$4 - 4 =$

$5 - 1 =$

$4 - 0 =$

Subtraction Facts To 5

Time: _____

Correct: _____ / 10

Directions: Answer the subtraction facts below and record the time it took to complete.

$5 - 2 =$

$3 - 0 =$

$2 - 1 =$

$1 - 1 =$

$5 - 3 =$

$4 - 1 =$

$5 - 0 =$

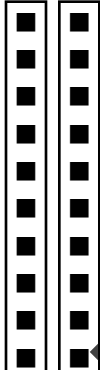
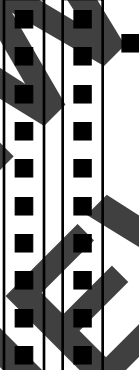
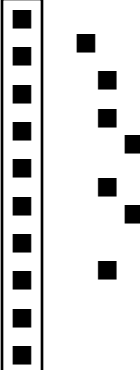



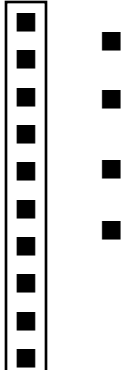

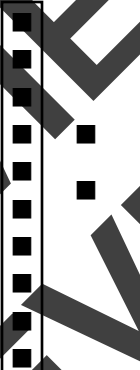
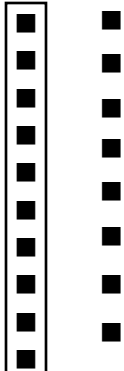
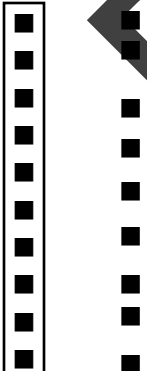
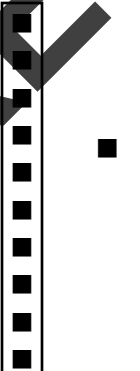
$5 - 5 =$

$4 - 2 =$

$3 - 2 =$

Counting Tens and Ones

Directions: Count the tens and ones and write the number each group makes.

1.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">_____</p>	tens	ones			2.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">_____</p>	tens	ones			3.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">_____</p>	tens	ones		
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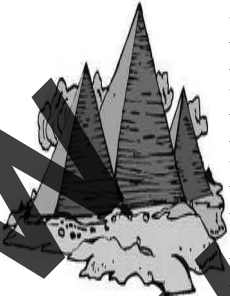
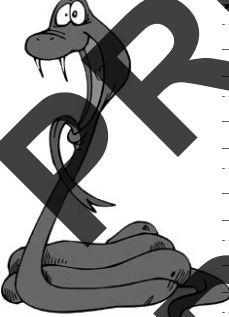

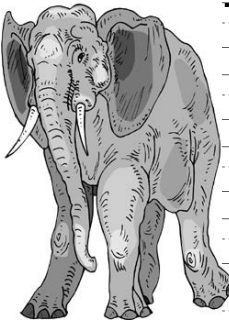



Drawing Tens and Ones

Directions: Look at the number in each box. Draw tens and ones to represent the number. You can use objects to help you. Try to write an equation for each number.

<u>18</u> ●●●●●●●● ●●●●●●●● $10 + 8 = 18$	<u>17</u>
<u>19</u>	<u>16</u>
<u>10</u>	<u>13</u>
<u>11</u>	<u>14</u>

Measure Words



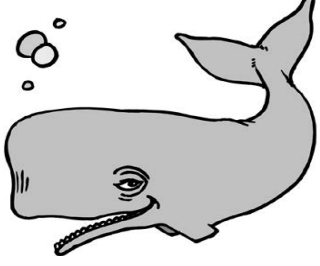




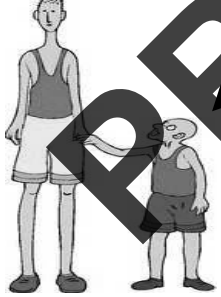

Directions: Show student the pictures below. Ask student to use words such as **big, little, long, short, heavy, and light** to describe the pictures below. (Teachers can record answers for student if needed.)

 <p>The mouse is _____</p>	 <p>The pyramids are _____</p>
 <p>The snake is _____</p>	 <p>The feathers are _____</p>
 <p>The elephant is _____</p>	 <p>The worm is _____</p>
 <p>The child is _____</p>	 <p>The cupcake is _____</p>

Measuring Up

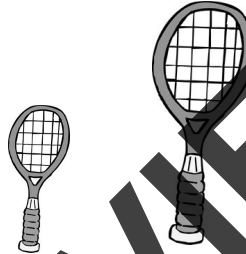
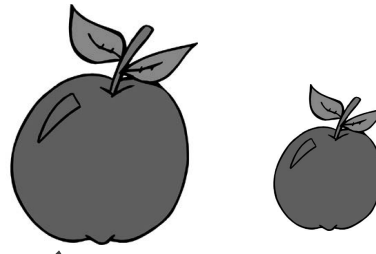


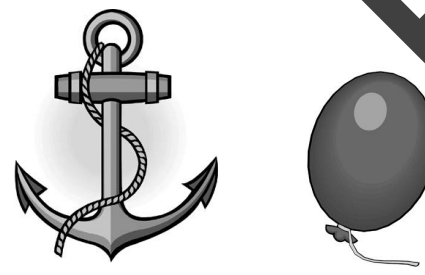
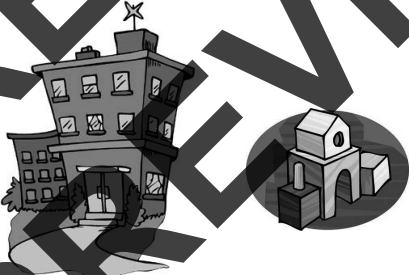
Directions: Choose a word from the box to describe the pictures below.

heavy light tall short big little

 _____ ----- _____	 _____ ----- _____	 _____ ----- _____
 _____ ----- _____	 _____ ----- _____	 _____ ----- _____
 _____ ----- _____	 _____ ----- _____	 _____ ----- _____


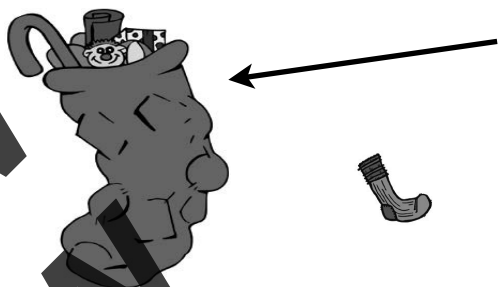


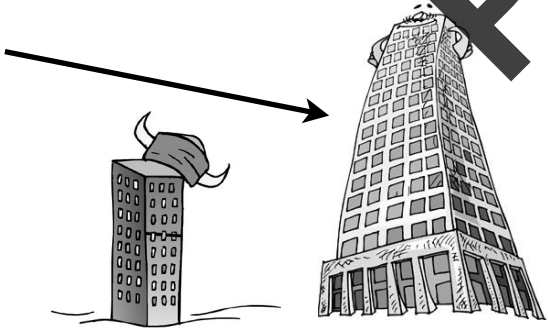
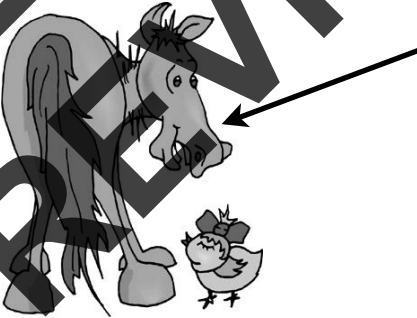
Comparing Measurements

Directions: Ask student to compare two objects and describe the difference between the two using words like **bigger, smaller, taller, shorter, thicker, thinner, heavier, and lighter.** Teachers can record for the student.

 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____

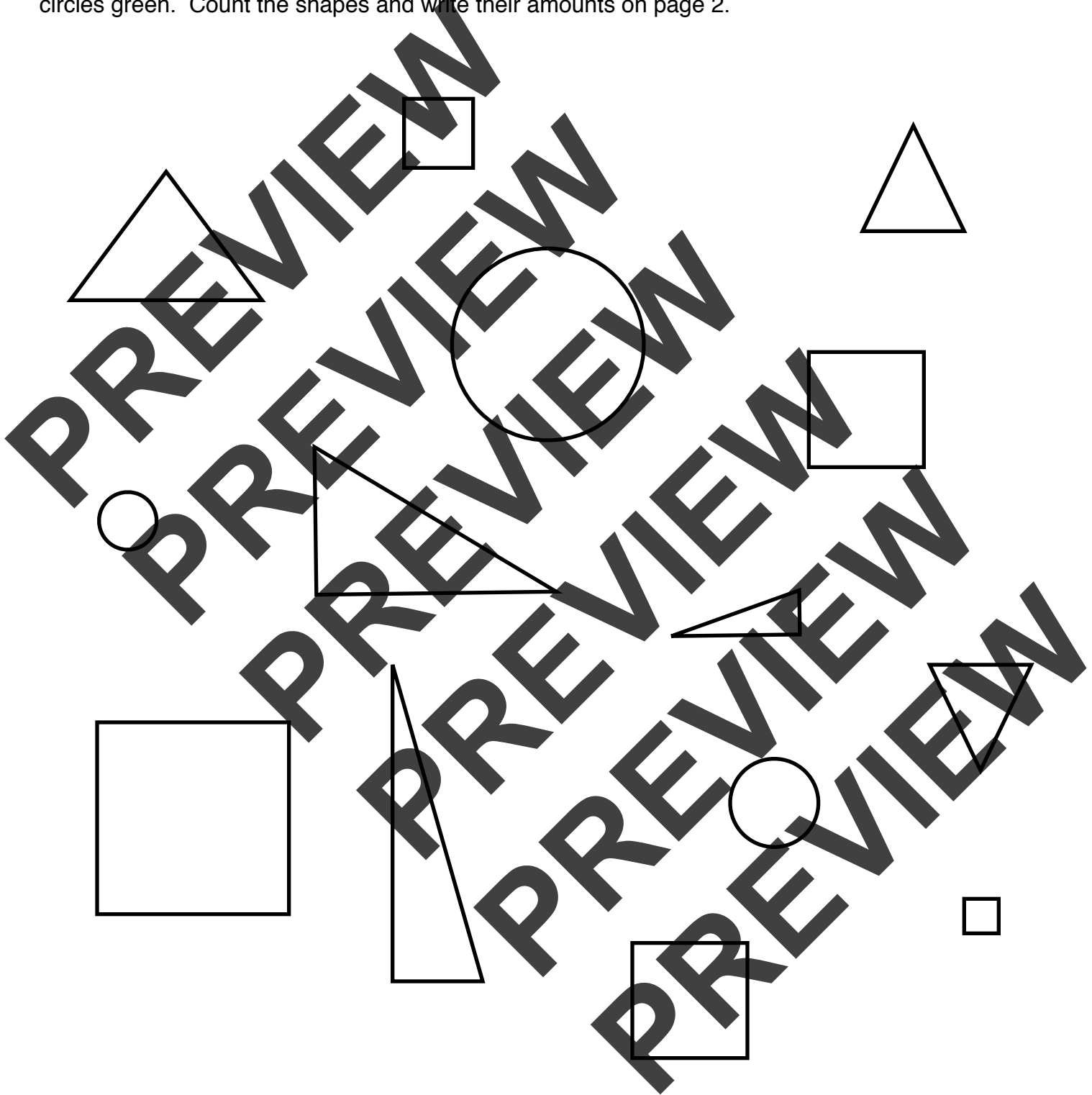
Comparing Sizes

Directions: Look at the two pictures in each square. Circle the word that best describes the picture the arrow is pointing to. Your teacher can read the words to you if you need help.

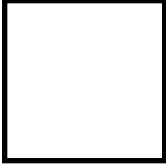
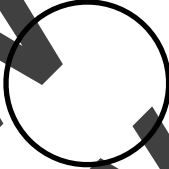
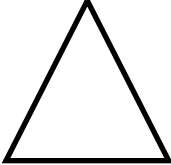
 <p>bigger smaller</p>	 <p>heavier lighter</p>
 <p>heavier lighter</p>	 <p>taller shorter</p>
 <p>taller shorter</p>	 <p>bigger smaller</p>

Sorting Shapes

Directions: Look at the shapes below. Color the triangles blue, the squares red, and the circles green. Count the shapes and write their amounts on page 2.



How Many?

 squares	 circles	 triangles

Write the above numbers in order.

first	second	third

Classify, Count, and Sort

Directions: Circle the pictures on the right to match the categories below. Then, count how many are in each category and answer the questions below.

CATEGORY	CIRCLE COLOR	HOW MANY ARE THERE?
Numbers	RED	
Consonants	GREEN	
Vowels	BLUE	



Which Category has the most items?

- Numbers
 Consonants
 Vowels

Which Category has the least items?

- Numbers
 Consonants
 Vowels

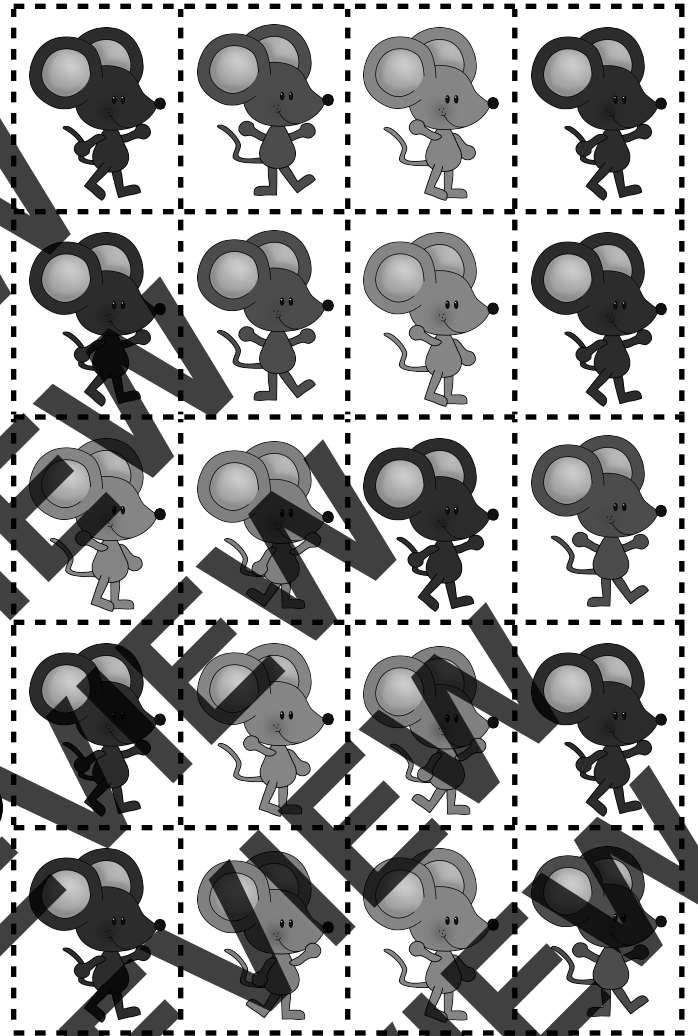
Arrange the Categories from least to greatest:

Least → Most

Classify, Count, and Sort

Directions: Circle the pictures on the right to match the categories below. Then, count how many are in each category and answer the questions below.

CATEGORY	CIRCLE COLOR	HOW MANY ARE THERE?
Blue Mouse	BLUE	
Red Mouse	RED	
Orange Mouse	ORANGE	
Green Mouse	GREEN	



Which Category has the most items?

- Blue
 Red
 Orange
 Green

Which Category has the least items?

- Blue
 Red
 Orange
 Green

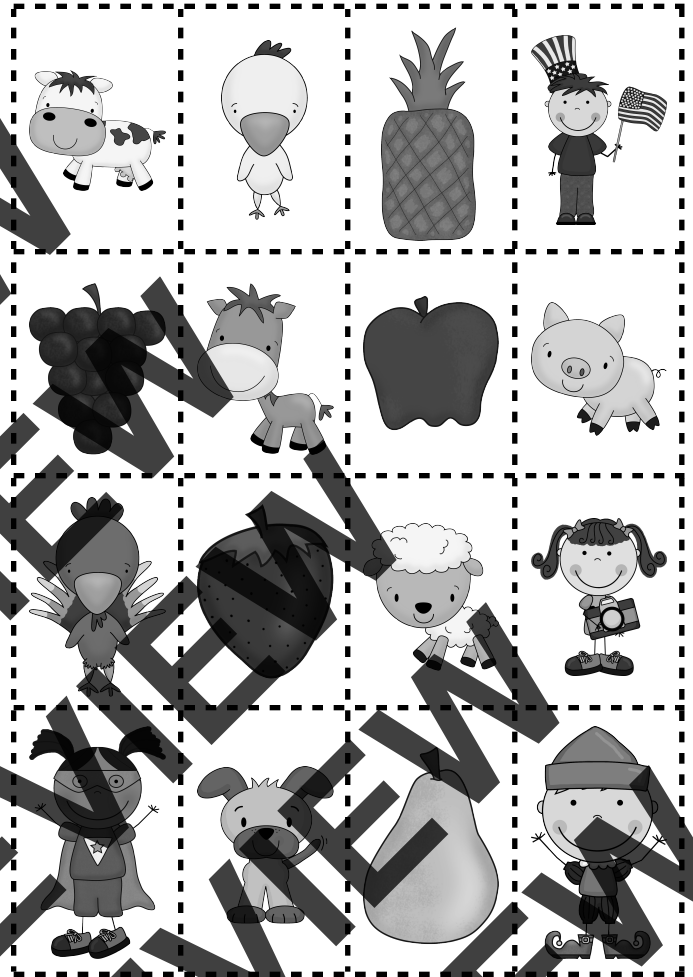
Arrange the Categories from least to greatest:

Least → Most

Classify, Count, and Sort

Directions: Circle the pictures on the right to match the categories below. Then, count how many are in each category and answer the questions below.

CATEGORY	CIRCLE COLOR	HOW MANY ARE THERE?
Animals	RED	
Fruits	GREEN	
People	BLUE	



Which Category has the most items?

- Animals
 Fruits
 People

Which Category has the least items?

- Animals
 Fruits
 People

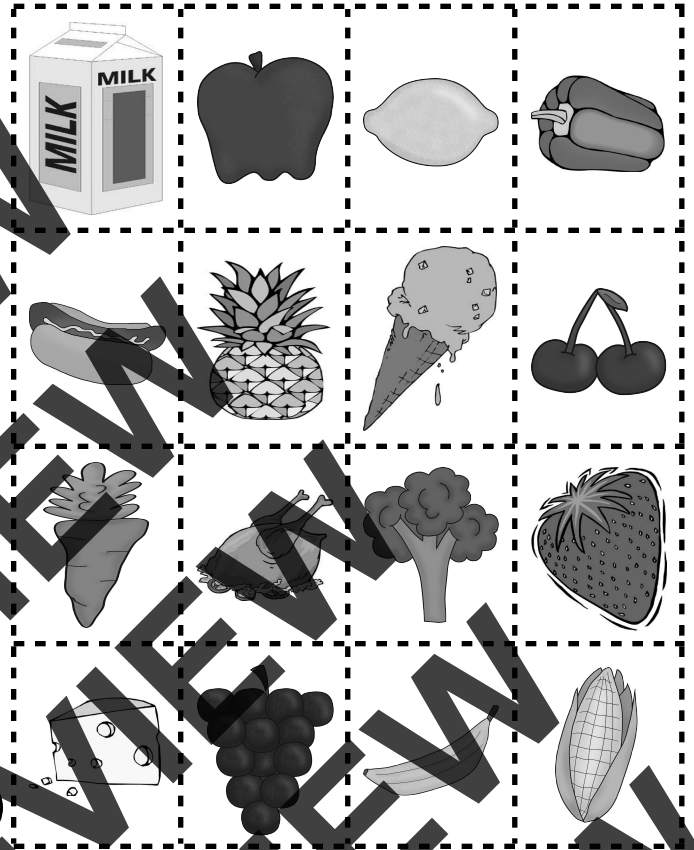
Arrange the Categories from least to greatest:

Least → Most

Classify, Count, and Sort

Directions: Circle the pictures on the right to match the categories below. Then, count how many are in each category and answer the questions below.

CATEGORY	CIRCLE COLOR	HOW MANY ARE THERE?
Meats	RED	
Vegetables	GREEN	
Dairy	BLUE	
Fruits	PURPLE	



Which Category has the most items?

- Meats
 Vegetables
 Dairy
 Fruits

Which Category has the least items?

- Meats
 Vegetables
 Dairy
 Fruits

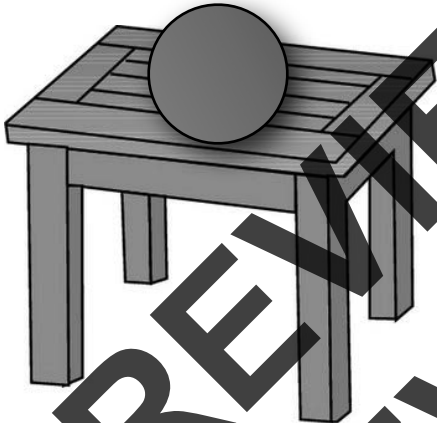
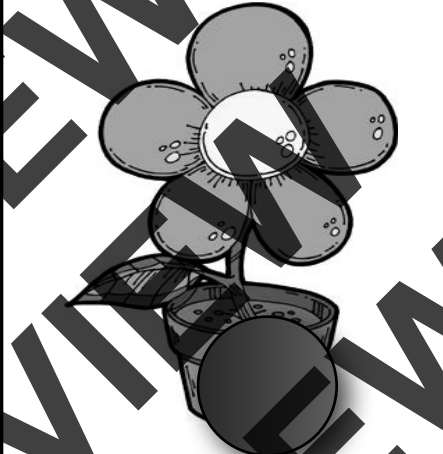
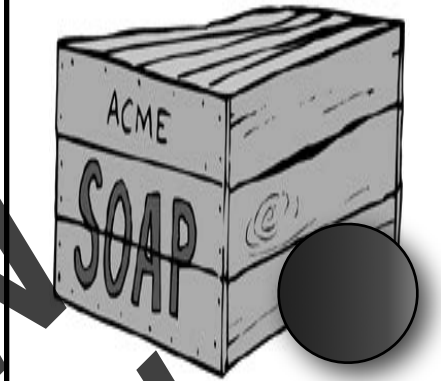
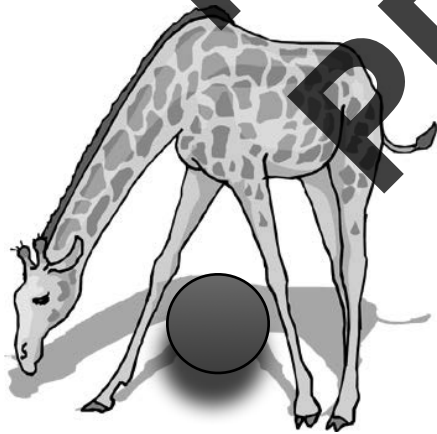

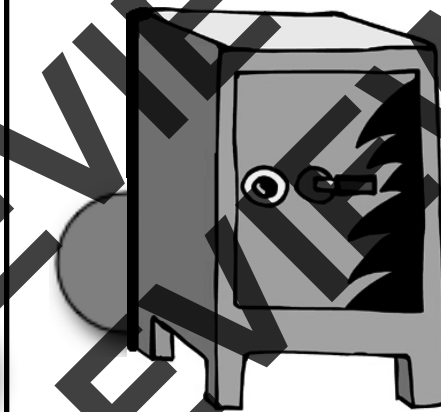
Arrange the Categories from least to greatest:

Least → Most

What's the Position?

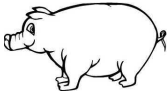


Directions: Choose a word from the box to describe where the ball is located.




above below beside in front of behind next to



		
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
		
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Draw the Position

Directions: Look at the farm picture. Draw the objects where the positional words say to.

in front of  above  below 

 next to  behind 



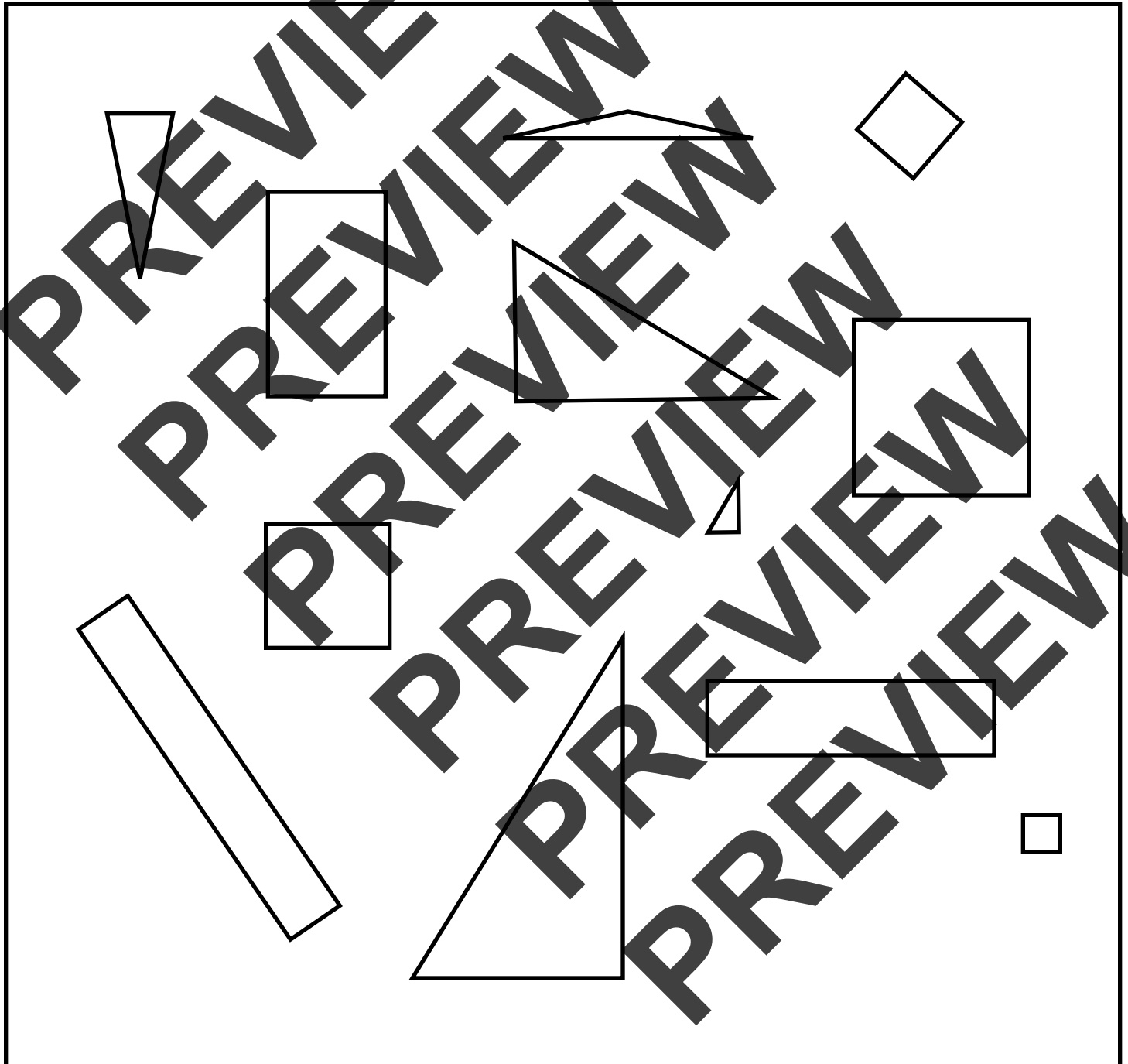
What Shape is It?

Directions:

Color all the triangles blue.

Color all the squares red.

Color all the rectangles orange.



What Shape is It?

Directions:

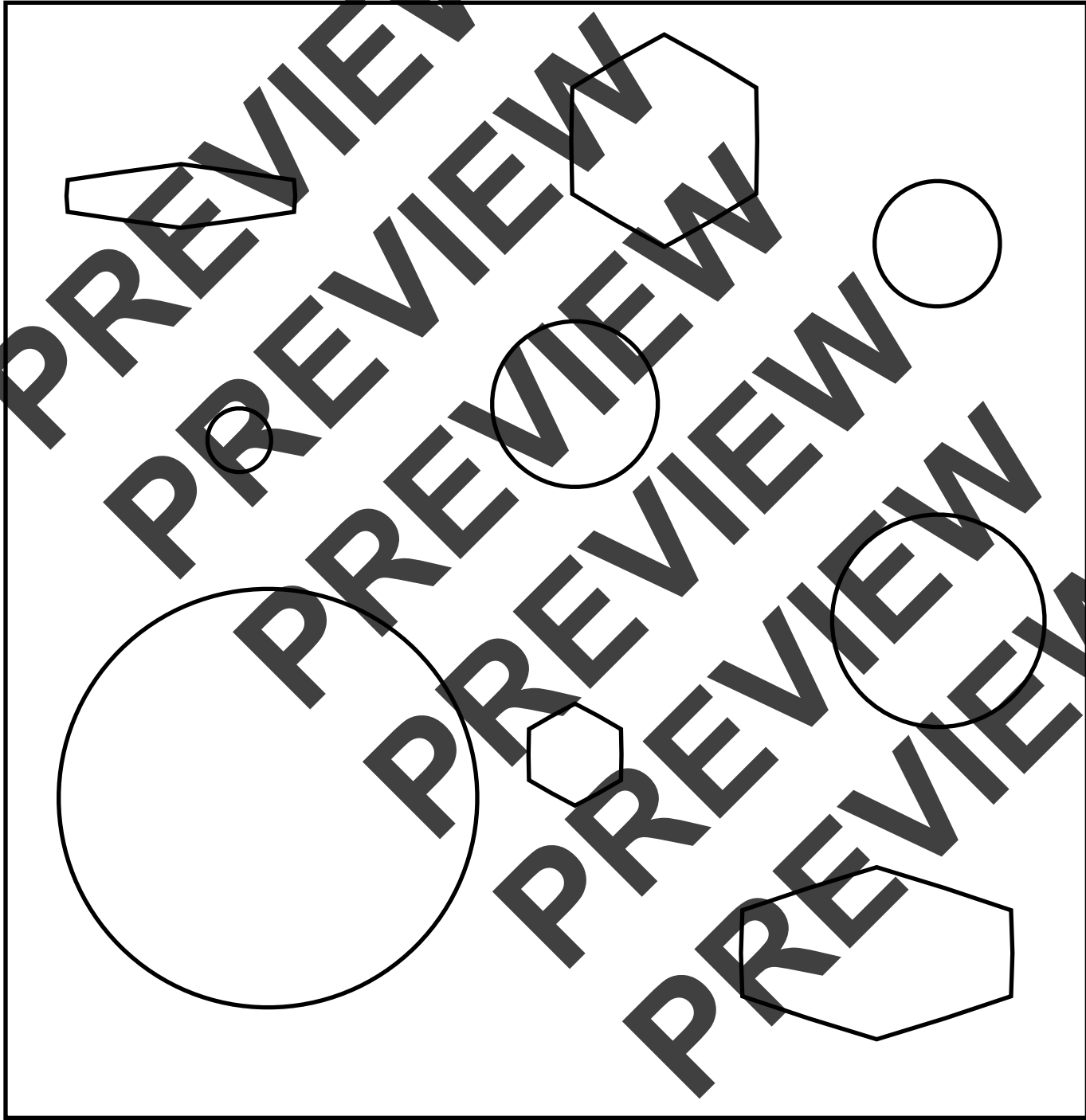
Color all the circles green.



Color all the hexagons yellow.

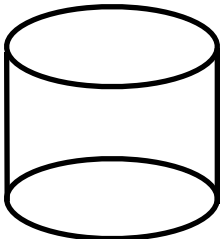

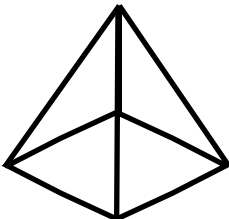
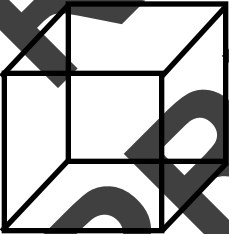
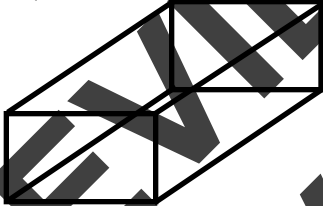
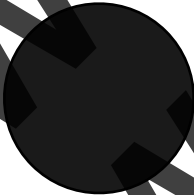





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Two-D or Three-D?

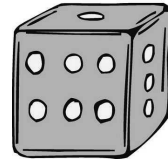
Directions: Look at the pictures below. Are they 2-dimensional (flat) or 3-dimensional (solid)? Write 2-D or 3-D under the correct pictures.

		
_____ ----- _____	_____ ----- _____	_____ ----- _____
		
_____ ----- _____	_____ ----- _____	_____ ----- _____
		
_____ ----- _____	_____ ----- _____	_____ ----- _____

3-D Shapes

Directions: Draw a line to match the picture to its 3-dimensional or 2-dimensional shape name.

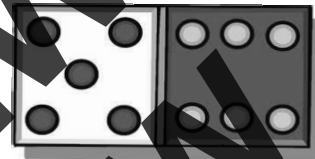
sphere



circle



cylinder



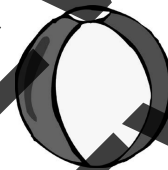
square



triangle



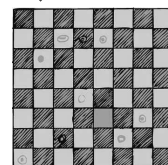
cone



cube



rectangle



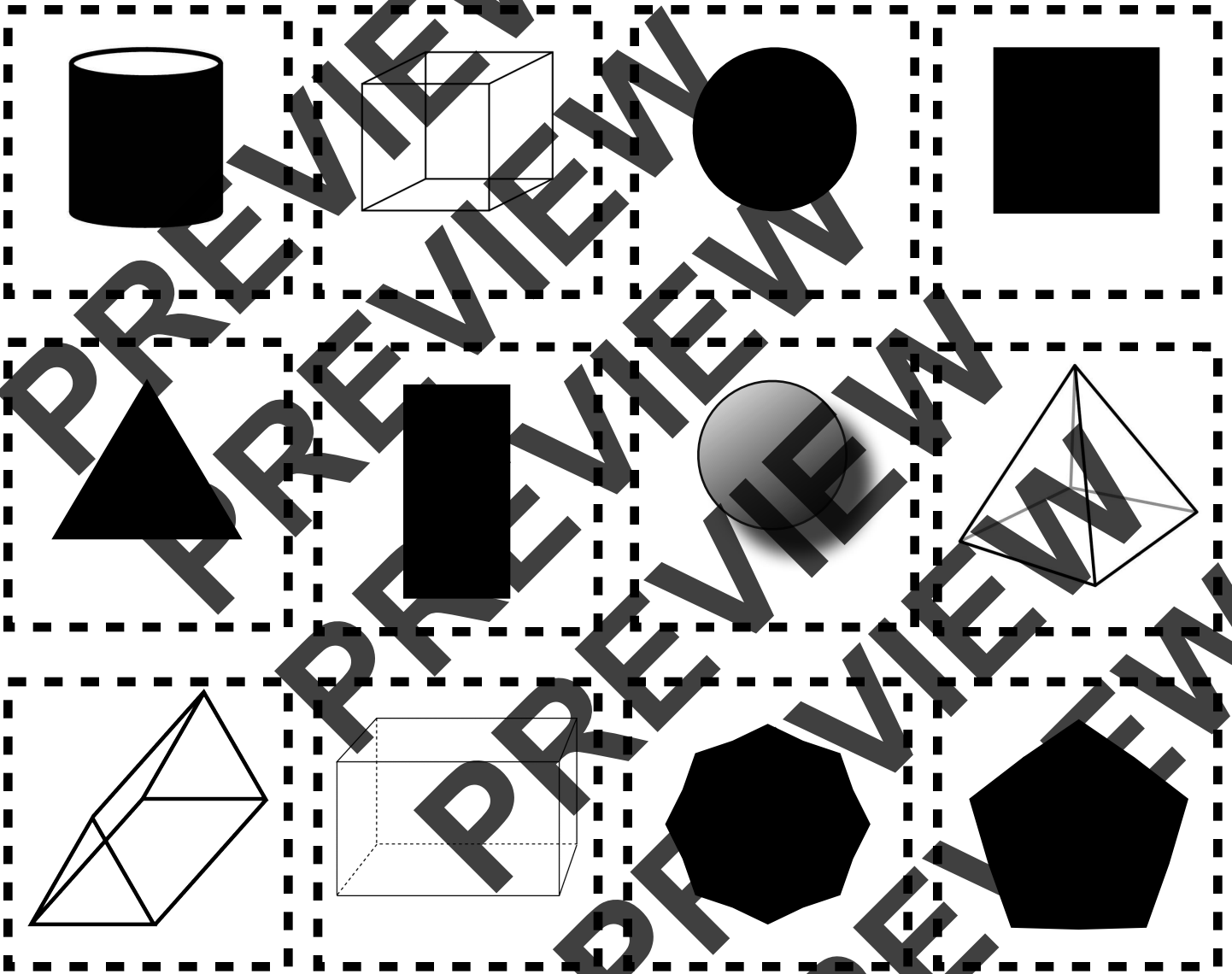
Comparing 2-D and 3-D Shapes

Directions: Compare the two-dimensional and three-dimensional shapes below. Tell how many sides and vertices/corners each shape has. Then, tell how these shapes are the same and how they are different. What else do you notice about these shapes?

Two-Dimensional Shapes	Three-Dimensional Shapes	Different
 <p>_____ sides _____ corners</p>	 <p>_____ sides _____ corners</p>	<p>Same</p>
 <p>_____ sides _____ corners</p>	 <p>_____ sides _____ corners</p>	<p>Different</p>

Comparing 2-D and 3-D Shapes

Directions: Compare the two-dimensional and three-dimensional shapes below. Cut out the shapes. Look at the sides and angles of each 2-D and 3-D shape. Use the charts on pages 2 and 3 to sort the shapes different ways. Explain your thinking.



Name: _____

Comparing 2-D and 3-D Shapes

Directions: Use the charts below to sort the shapes different ways. Explain your thinking.

No Sides or Angles	Only One Face	Has Triangles

Name: _____

Has Squares	More Than Three Sides	3-Dimensional
PREVIEW PREVIEW PREVIEW PREVIEW PREVIEW		

Making Shapes

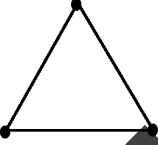
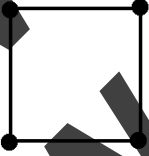
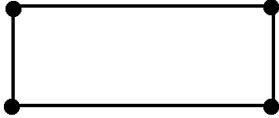


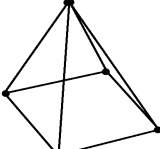
Directions: Look around you. What shapes do you see? Using clay balls and toothpicks, construct different 2-dimensional and 3-dimensional shapes that you see around you. Describe the shapes to a partner. Draw and label your shapes below.


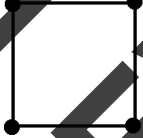



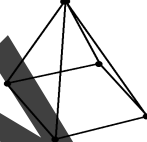


What are some things you learned about shapes?

Making Shapes

Directions: Using clay balls and toothpicks, construct the shapes below. Then, count the sides (lines), vertices (corners), and faces (flat parts). Write the data into the chart.

triangle 	square 	rectangle 
pentagon 	cube 	pyramid 

						
sides						
vertices						
faces						

How is a square different from a cube? Explain.

Making More Shapes

Directions: Use pattern or attribute blocks, or other shapes to create new shapes. Connect triangles, squares, rectangles, rhombuses, and other 2-D shapes to make larger shapes. What shapes did you use to make a new shape? Draw and label your shapes below.

The form consists of six empty rectangular boxes arranged in a 3x2 grid. Each box is intended for a student to draw a new shape created by connecting smaller 2-D shapes. The boxes are currently blank, except for a large, diagonal watermark that reads 'PREVIEW' across the entire page.

Making More Shapes

Directions: Using skinny straws and twist ties, construct 2-D shapes. Connect 2-D shapes to make new 2-D shapes and 3-D shapes. Draw some of the shapes you created. Label the shapes.



What 2-D shapes do you see in some of the 3-D shapes you created?

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