Dear Garrett Families,

In light of schools closing, your teachers have prepared some materials and lessons/activities for your students while they are home. These have been sent home with your student. Please note that incentives will be given for returned work. The hope is that this will help enrich our students' learning during this time away from school. You will find a 10 day plan along with a packet of work on our school website that can be downloaded if your child was not able to bring it home from school. Resources for special areas and medical/food needs can also be found there. I know this is a strange and difficult time for us all but I feel confident that our community will come out of this stronger than ever. When we care for one another, we succeed in more than one part of life. If you have any questions regarding the work that has been prepared or if you need suggestions for your child, please feel free to dojio your child’s teacher. They will do their best to respond in a timely manner. Take care.

Sincerely,

Dr. Erik Melton – Principal

emelton@hazelwoodschools.org

School Website (packets can be found here):
https://www.hazelwoodschools.org/Domain/13

Facebook:
https://www.facebook.com/GarrettElementarySchool/?ref=bookmarks
Talking to Children About COVID-19 (Coronavirus)
A Parent Resource

A new type of coronavirus, abbreviated COVID-19, is causing an outbreak of respiratory (lung) disease. It was first detected in China and has now been detected internationally. While the immediate health risk in the United States is low, it is important to plan for any possible outbreaks if the risk level increases in the future.

Concern over this new virus can make children and families anxious. While we don’t know where and to what extent the disease may spread here in the United States, we do know that it is contagious, that the severity of illness can vary from individual to individual, and that there are steps we can take to prevent the spread of infection. Acknowledging some level of concern, without panicking, is appropriate and can result in taking actions that reduce the risk of illness. Helping children cope with anxiety requires providing accurate prevention information and facts without causing undue alarm.

It is very important to remember that children look to adults for guidance on how to react to stressful events. If parents seem overly worried, children’s anxiety may rise. Parents should reassure children that health and school officials are working hard to ensure that people throughout the country stay healthy. However, children also need factual, age appropriate information about the potential seriousness of disease risk and concrete instruction about how to avoid infections and spread of disease. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety.

Specific Guidelines

Remain calm and reassuring.
- Children will react to and follow your verbal and nonverbal reactions.
- What you say and do about COVID-19, current prevention efforts, and related events can either increase or decrease your children’s anxiety.
- If true, emphasize to your children that they and your family are fine.
- Remind them that you and the adults at their school are there to keep them safe and healthy.
- Let your children talk about their feelings and help reframe their concerns into the appropriate perspective.

Make yourself available.
- Children may need extra attention from you and may want to talk about their concerns, fears, and questions.
- It is important that they know they have someone who will listen to them; make time for them.
- Tell them you love them and give them plenty of affection.
Avoid excessive blaming.
- When tensions are high, sometimes we try to blame someone.
- It is important to avoid stereotyping any one group of people as responsible for the virus.
- Bullying or negative comments made toward others should be stopped and reported to the school.
- Be aware of any comments that other adults are having around your family. You may have to explain what comments mean if they are different than the values that you have at home.

Monitor television viewing and social media.
- Limit television viewing or access to information on the Internet and through social media. Try to avoid watching or listening to information that might be upsetting when your children are present.
- Speak to your child about how many stories about COVID-19 on the Internet may be based on rumors and inaccurate information.
- Talk to your child about factual information of this disease—this can help reduce anxiety.
- Constantly watching updates on the status of COVID-19 can increase anxiety—avoid this.
- Be aware that developmentally inappropriate information (i.e., information designed for adults) can cause anxiety or confusion, particularly in young children.
- Engage your child in games or other interesting activities instead.

Maintain a normal routine to the extent possible.
- Keep to a regular schedule, as this can be reassuring and promotes physical health.
- Encourage your children to keep up with their schoolwork and extracurricular activities, but don’t push them if they seem overwhelmed.

Be honest and accurate.
- In the absence of factual information, children often imagine situations far worse than reality.
- Don’t ignore their concerns, but rather explain that at the present moment very few people in this country are sick with COVID-19.
- Children can be told this disease is thought to be spread between people who are in close contact with one another—when an infected person coughs or sneezes.
- It is also thought it can be spread when you touch an infected surface or object, which is why it is so important to protect yourself.
- For additional factual information contact your school nurse, ask your doctor, or check the https://www.cdc.gov/coronavirus/2019-ncov/index.html website.

Know the symptoms of COVID-19.
- The CDC believes these symptoms appear in a few days after being exposed to someone with the disease or as long as 14 days after exposure:
  - Fever
  - Cough
  - Shortness for breath
- For some people the symptoms are like having a cold; for others they are quite severe or even life threatening. In either case it is important to check with your child’s healthcare provider (or yours) and follow instructions about staying home or away from public spaces to prevent the spread of the virus.

Review and model basic hygiene and healthy lifestyle practices for protection.
- Encourage your child to practice every day good hygiene—simple steps to prevent spread of illness:
  - Wash hands multiple times a day for at least 20 seconds (singing Twinkle, Twinkle Little Star slowly takes about 20 seconds).
  - Cover their mouths with a tissue when they sneeze or cough and throw away the tissue immediately, or sneeze or cough into the bend of their elbow. Do not share food or drinks.
community leaders to prevent germs from spreading.
- Upper middle school and high school students are able to discuss the issue in a more in-depth (adult-like) fashion and can be referred directly to appropriate sources of COVID-19 facts. Provide honest, accurate, and factual information about the current status of COVID-19. Having such knowledge can help them feel a sense of control.

**Suggested Points to Emphasize When Talking to Children**
- Adults at home and school are taking care of your health and safety. If you have concerns, please talk to an adult you trust.
- Not everyone will get the coronavirus (COVID-19) disease. School and health officials are being especially careful to make sure as few people as possible get sick.
- It is important that all students treat each other with respect and not jump to conclusions about who may or may not have COVID-19.
- There are things you can do to stay health and avoid spreading the disease:
  - Avoid close contact with people who are sick.
  - Stay home when you are sick.
  - Cover your cough or sneeze into your elbow or a tissue, then throw the tissue in the trash.
  - Avoid touching your eyes, nose, and mouth.
  - Wash hands often with soap and water (20 seconds).
  - If you don’t have soap, use hand sanitizer (60–95% alcohol based).
  - Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.

**Additional Resources**


Coping With Stress During Infectious Disease Outbreaks, [https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885](https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885)


*For more information related to schools and physical and mental health, visit [www.nasponline.org](http://www.nasponline.org) and [www.nasn.org](http://www.nasn.org).*

© 2020, National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814, 301-657-0270
- Practice giving fist or elbow bumps instead of handshakes. Fewer germs are spread this way.
- Giving children guidance on what they can do to prevent infection gives them a greater sense of control over disease spread and will help to reduce their anxiety.
- Encourage your child to eat a balanced diet, get enough sleep, and exercise regularly; this will help them develop a strong immune system to fight off illness.

Discuss new rules or practices at school.
- Many schools already enforce illness prevention habits, including frequent hand washing or use of alcohol-based hand cleansers.
- Your school nurse or principal will send information home about any new rules or practices.
- Be sure to discuss this with your child.
- Contact your school nurse with any specific questions.

Communicate with your school.
- Let your school know if your child is sick and keep them home. Your school may ask if your child has a fever or not. This information will help the school to know why your child was kept home. If your child is diagnosed with COVID-19, let the school know so they can communicate with and get guidance from local health authorities.
- Talk to your school nurse, school psychologist, school counselor, or school social worker if your child is having difficulties as a result of anxiety or stress related to COVID-19. They can give guidance and support to your child at school.
- Make sure to follow all instructions from your school.

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**Take Time to Talk**

You know your children best. Let their questions be your guide as to how much information to provide. However, don’t avoid giving them the information that health experts identify as critical to ensuring your children’s health. Be patient; children and youth do not always talk about their concerns readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. It is very typical for younger children to ask a few questions, return to playing, then come back to ask more questions.

When sharing information, it is important make sure to provide facts without promoting a high level of stress, remind children that adults are working to address this concern, and give children actions they can take to protect themselves.

Information is rapidly changing about this new virus—to have the most correct information stay informed by accessing [https://www.cdc.gov/coronavirus/2019-ncov/index.html](https://www.cdc.gov/coronavirus/2019-ncov/index.html).

**Keep Explanations Age Appropriate**
- Early elementary school children need brief, simple information that should balance COVID-19 facts with appropriate reassurances that their schools and homes are safe and that adults are there to help keep them healthy and to take care of them if they do get sick. Give simple examples of the steps people take every day to stop germs and stay healthy, such as washing hands. Use language such as “adults are working hard to keep you safe.”
- Upper elementary and early middle school children will be more vocal in asking questions about whether they truly are safe and what will happen if COVID-19 comes to their school or community. They may need assistance separating reality from rumor and fantasy. Discuss efforts of school and
Organizations that offer free food and meals (name and contact number).

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<tr>
<th>Organization</th>
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<tbody>
<tr>
<td>Hazelwood Baptist Church</td>
<td>731-2244</td>
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<tr>
<td>Operation Food Search-Hunger Hotline (x3)</td>
<td>726-5355</td>
</tr>
<tr>
<td>TEAM</td>
<td>831-0879</td>
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<tr>
<td>Adventist Community Services</td>
<td>429-0216</td>
</tr>
<tr>
<td>Salvation Army (Mon and Wed 10-12)</td>
<td>423-7770</td>
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<tr>
<td>St. Louis Area Food Bank</td>
<td>(314) 292-6262</td>
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<td>— Has multiple food programs to meet food needs for wide variety of students &amp; families; North County Meals on Wheels, (314) 953-6800</td>
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<td>Zion United Church of Christ</td>
<td>314-741-1590</td>
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<tr>
<td>Food 4 Thought</td>
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<tr>
<td>Hazelwood Baptist Church - 731-2244</td>
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<tr>
<td>Trinity Church</td>
<td>314-838-8820</td>
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<tr>
<td>Urban League, CAASTL, Jewish Family Food Pantry</td>
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<tr>
<td>Ward Chapel AME, 11410 Old Halls Ferry Rd. 63033</td>
<td>314-741-0112</td>
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<tr>
<td>TEAM Food Pantry, 265 St. Catherine, 63033</td>
<td>314-831-0879</td>
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<tr>
<td>Community Helping Ministry, 3770 McKelvey, 63044</td>
<td>314-770-2216</td>
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<tr>
<td>Urban League, 8960 Jennings Station Rd., 63136</td>
<td>314-388-9840</td>
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<tr>
<td>Helping Hands Food Ministry, 5710 N. Highway 67, 63034</td>
<td>314-741-4222</td>
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<tr>
<td>Sts. John and James Church, 120 N. Elizabeth, 63135</td>
<td>314-524-0500</td>
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</tbody>
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Hotlines for COVID

Missouri

St. Louis City Department of Health: (314) 612-5100
St. Louis County Department of Health: (314) 615-2660
Jefferson County Health Department: (636) 797-3737
St. Charles County Health Department: (636) 949-7400
Missouri State Health Department 24 hour COVID-19 Hotline: (877) 435-8411

Illinois

St. Clair County Health Department: (618) 233-7703 ext. 7 or DPH.SICK@ILLINOIS.GOV
AFTER SCHOOL MEALS

Operation Food Search will provide free meals to children Monday–Friday at select SLCL locations during the school year. Stop by after school and enjoy a nutritious meal along with activities for kids. Program begins August 12 and will run through the school year.

Meals will be available free of charge for children ages 5–18.

LOCATION

FLORISSANT VALLEY BRANCH
Monday–Friday, 3:30–4:30 p.m.

INDIAN TRAILS BRANCH
Monday–Friday, 3:30–4:30 p.m.

JAMESTOWN BLUFFS BRANCH
Monday–Friday, 3:30–4:30 p.m.

LEWIS & CLARK BRANCH
Monday–Friday, 3:30–4:30 p.m.

NATURAL BRIDGE BRANCH
Monday–Friday, 3:30–4:30 p.m.

PRAIRIE COMMONS BRANCH
Monday–Friday, 3:30–4:30 p.m.

ROCK ROAD BRANCH
Monday–Friday, 3:30–4:30 p.m.

WEBER ROAD BRANCH
Monday–Friday, 2:30–4:00 p.m.

St. Louis County Library

Program sites are accessible. Upon two weeks' notice, accommodations will be made for persons with disabilities. Call 314-994-9300 or visit www.slcl.org.
FREE! MOBILE MARKET

Last Tuesday of Every Month 6-7:30pm
Trinity Church 3515 Shackelford Rd.

Possible items: fruit, veggies, bread, dairy, eggs, meat...

EMPOWER North County

trinity CHURCH
love God + love people +
serve our community

Foodbank
St. Louis Area Foodbank

*while supplies last
Hazelwood School District  
Kindergarten Activities

Directions: On the first day of school closures, students should complete activities for each day. Reading and math activity daily.

| Day 1 | Draw a picture of yourself playing outside in the weather. Write a sentence that matches your picture.  
Do the first page of your Addition Word Problem packet.  
Opinion writing in your writing journal: What is your favorite toy and why? |
|---|---|
| Day 2 | Look around your home for things that you do during the day that are examples of pushes and pulls. (ex. Turning on a light switch, opening the refrigerator, using the TV remote) Write a sentence to tell how you push or pull something at your home.  
Read/reread a story to a family member then retell the story (discuss characters, setting, problem, solution). Parents will initial the box below the story.  
Do the next page of your Addition Word Problem packet.  
Play the first game board with a family member. |
| Day 3 | Use a magazine, newspaper, or draw a picture of something you want to play outside, and a picture of something you need to play outside. Paste or draw the picture on a piece of paper. Label which is the want and which is the need.  
Do the next page of your Addition Word Problem packet.  
Opinion writing in your writing journal: What kind of pet would you want and why? |
| Day 4 | Play one of the board games with a family member. You can practice the first one again or move onto the next one.  
Read/reread a story to a family member then retell the story (discuss characters, setting, problem, solution). Parents will initial the box below the story.  
Do the next page of your Addition Word Problem packet. |
| Day 5 | Make a list of the activities you do each day to tell about your day from the time you get up until the time you go to bed. Use pictures or words to describe your day in your writing journal.  
Play one of the board games with a family member. You can practice the first one again or move onto the next one.  
Do the next page of your Addition Word Problem packet. |
| Day 6 | Go outside when the sun is shining. Touch a concrete surface. Touch a grassy surface. Do they feel the same or different? Write a sentence to tell if they feel the same or different.  
Read/reread a story to a family member then retell the story (discuss characters, setting, problem, solution). Parents will initial the box below the story. |
| Day 7 | - Create 3 questions you could ask an adult about their school day experiences as a child. Have the adult write down the questions that were asked.  
- Write about one of the things your adult shared with you about their school day and draw a picture in your writing journal.  
- Do the next page of your Addition Word Problem packet. |
| Day 8 | - Make a prediction for what you think the weather may be like tomorrow. Complete this sentence frame: I think it will be __________ tomorrow because ___________.  
- Read/reread and retell a story to a family member. Parents will initial the box below the story.  
- Play one of the board games with a family member. You can practice the first one again or move onto the next one.  
- Do the next page of your Addition Word Problem packet. |
| Day 9 | - Discuss with an adult or friend ways you could be a good citizen in your community. Create a picture and write about a way you can help in your writing journal.  
- Collect 14 objects. Place them in an arrangement. Count them aloud. Write the numeral. Arrange them another way. Count again. What do you notice? Write the number on a piece of paper 5 times.  
- Do the next page of your Addition Word Problem packet. |
| Day 10 | - Collect 5 objects from around your house and use all of your senses except taste to make observations about your collected objects. Draw a picture and write to tell about your objects in your writing journal.  
- Read/reread a story to a family member then retell the story (discuss characters, setting, problem, solution). Parents will initial the box below the story.  
- Do the next page of your Addition Word Problem packet. |

**If you want to do more with your child, here are some ideas:  
- Have them practice spelling CVC (consonant, short vowel, consonant) words or if they are ready you can add words with digraphs (th, ch, sh, ck) or silent e.  
- Practice single digit addition or subtraction problems.  
- Practice rhyming words.  
- Practice counting by ones, tens, fives, or twos.  
- Practice reading and spelling sight words.  
- They may finish any addition story problems in their packet or write about a topic of their choice in their writing journal.**

**Vooks** is a great resource to use in the home with your children. Vooks is a streaming library of ad-free, kid-safe animated read-aloud storybooks, trusted by teachers and enjoyed by millions of children around the world every week. It is an entire library of storybooks, brought to life, to help encourage the love of reading. You can sign up for Vooks and use the take-home resources to help keep your children reading 20 minutes a day during these extraordinary times.  
Sign Up Link: www.vooks.com/parent-resources
These game boards will help your child with digraphs and silent 'e' words. If you do not have a dice, you can use a coin.

Use 2 small objects as your "player" and take turns rolling the dice or coin.

**Dice rules:** move your "player" that many spaces

**Coin rules:** If tails, move your "player" 1 space. If heads, move your "player" 2 spaces.

The player must be able to say the word that they land on. If they get it right, they get to go again. If they get it wrong, the next player gets to play. The first person to the finish line wins the game.

To challenge your child, have your child use the word in a sentence or have them write the word in a sentence.

**Have fun playing!**
READING ROAD TRIP

For 2 Players: Roll a die. Move that number of spaces on the game board. Read the word. Keep rolling and reading until you reach the beach.

START

rock that +1 shin

chop pick Beth dash whip

-2 Oh no! You have a flat tire!

shut whiz neck thin luck

END with fish path

You took a wrong turn. Go back!
READING ROAD TRIP

For 2 Players: Roll a die. Move that number of spaces on the game board. Read the word. Keep rolling and reading until you reach the beach.

START

which  cloth  + 1  sheep

You have a full tank of gas.

north

teeth  catch  chick  whale  trick

- 2

Oh no! You have a flat tire!

lunch  champ  quick  white  block

ROAD TRIP

black

END

cheek  stick

You took a wrong turn. Go back!
ICE POP BUMP!

For 2 Players: Roll two dice. Add up the numbers. Find the ice pop on the board that matches the sum you rolled and read it. If you read it correctly, place an object on top of the word. The second player does the same thing, but can “bump” the other player’s object if he rolls the same sum and also reads the word correctly. Whoever has the most of their objects on the board after 10 minutes is the winner!

2. which  3. champ  4. sheep  5. black
6. north  7. teeth  8. chick
9. lunch  10. quick  11. white  12. block

www.thisreadingmama.com
WORD MAZE

Follow this word from start to finish through the maze:

Silent 'e'

START

pole  late  name  Pete  dive  hope  maze
lime  cake  poke  time  cape  make  cone
nine  take  cope  role  Nate  tube  lane
bite  mane  made  note  hive  quite  dime
home  ate  woke  hide  gate  robe  bake
bone  game  five  hole  tote  cane  rope
wide  cube  tape  joke  lake  kite  fine

FINISH
**Monster Mash**

Directions: Toss a coin in the air. Heads=Move 3 spaces  Tails=Move 2 spaces. Use two other coins as playing pieces. Before moving to the space he or she must read the word. If you land on a monster go back 5 spaces. The first one to the end is the winner.

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Please practice pointing and counting to 100 (by 1's, 2's, 5's, and 10's)
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<tr>
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<th>the</th>
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<td>have</td>
<td>is</td>
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<tr>
<td>Week 5</td>
<td>his</td>
<td>or</td>
<td>for</td>
<td>you</td>
</tr>
<tr>
<td>Week 6</td>
<td>he</td>
<td>me</td>
<td>be</td>
<td>she</td>
</tr>
<tr>
<td>Week 7</td>
<td>play</td>
<td>look</td>
<td>if</td>
<td>in</td>
</tr>
<tr>
<td>Week 8</td>
<td>red</td>
<td>blue</td>
<td>pink</td>
<td>yellow</td>
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<tr>
<td>Week 9</td>
<td>orange</td>
<td>black</td>
<td>green</td>
<td>purple</td>
</tr>
<tr>
<td>Week 10</td>
<td>as</td>
<td>has</td>
<td>by</td>
<td>my</td>
</tr>
<tr>
<td>Week 11</td>
<td>had</td>
<td>no</td>
<td>big</td>
<td>get</td>
</tr>
<tr>
<td>Week 12</td>
<td>but</td>
<td>said</td>
<td>him</td>
<td>not</td>
</tr>
<tr>
<td>Week 13</td>
<td>was</td>
<td>are</td>
<td>they</td>
<td>do</td>
</tr>
<tr>
<td>Week 14</td>
<td>did</td>
<td>into</td>
<td>jump</td>
<td>will</td>
</tr>
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<td>---------</td>
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<td>-------</td>
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<tr>
<td>Week 15</td>
<td>from</td>
<td>went</td>
<td>all</td>
<td>call</td>
</tr>
<tr>
<td>Week 16</td>
<td>way</td>
<td>may</td>
<td>day</td>
<td>gray</td>
</tr>
<tr>
<td>Week 17</td>
<td>away</td>
<td>little</td>
<td>ten</td>
<td>what</td>
</tr>
<tr>
<td>Week 18</td>
<td>this</td>
<td>them</td>
<td>when</td>
<td>where</td>
</tr>
<tr>
<td>Week 19</td>
<td>nine</td>
<td>ride</td>
<td>five</td>
<td>make</td>
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<td>made</td>
<td>time</td>
<td>white</td>
<td>came</td>
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<tr>
<td>Week 21</td>
<td>must</td>
<td>more</td>
<td>on</td>
<td>ate</td>
</tr>
<tr>
<td>Week 22</td>
<td>some</td>
<td>come</td>
<td>than</td>
<td>then</td>
</tr>
<tr>
<td>Week 23</td>
<td>too</td>
<td>of</td>
<td>so</td>
<td>your</td>
</tr>
<tr>
<td>Week 24</td>
<td>her</td>
<td>here</td>
<td>been</td>
<td>good</td>
</tr>
<tr>
<td>Week 25</td>
<td>one</td>
<td>two</td>
<td>four</td>
<td>six</td>
</tr>
<tr>
<td>Week 26</td>
<td>first</td>
<td>seven</td>
<td>zero</td>
<td>eight</td>
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<tr>
<td>Week 27</td>
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<td>how</td>
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<table>
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</tr>
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<tbody>
<tr>
<td>well</td>
</tr>
<tr>
<td>saw</td>
</tr>
<tr>
<td>three</td>
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<tr>
<td>funny</td>
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<table>
<thead>
<tr>
<th>Week 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>our</td>
</tr>
<tr>
<td>out</td>
</tr>
<tr>
<td>brown</td>
</tr>
<tr>
<td>down</td>
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<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>new</td>
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<tr>
<td>find</td>
</tr>
<tr>
<td>long</td>
</tr>
<tr>
<td>please</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>soon</td>
</tr>
<tr>
<td>pretty</td>
</tr>
<tr>
<td>each</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 32</th>
</tr>
</thead>
<tbody>
<tr>
<td>could</td>
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<tr>
<td>were</td>
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</tbody>
</table>
Addition
Word Problems

© Maysa Bitar, 2014
Tom has 5 red balls. His mom gave him 5 blue balls. How many balls does he have in all?

Draw the balls here.

My Addition Sentence:

________ + ________ = _________

Check your answer using the number line.

1 2 3 4 5 6 7 8 9 10

© Maysa Bitar, 2014
Name: ______________________

Jen has 4 black pens. Her dad gave her 3 red pens. How many pens does she have in all?

Draw the pens here.

My Addition Sentence:

_______ + _______ = _______

Check your answer using the number line.

1 2 3 4 5 6 7 8 9 10

© Maysa Bitar, 2014
Name: _______________________

Jack has 5 yellow hats. Rob has 4 blue hats. How many hats are there in all?

Draw the hats here.

My Addition Sentence:

_________ + _________ = _________

Check your answer using the number line.

1 2 3 4 5 6 7 8 9 10

© Maysa Bitar, 2014
Joy has 6 pink bats. Luke has 3 blue bats. How many bats are there in all?

Draw the bats here.

My Addition Sentence:

_______ + _______ = ________

Check your answer using the number line.

1 2 3 4 5 6 7 8 9 10

© Maysa Bitar, 2014
Name: ____________________________

Roy has 6 black cats. Tom has 2 brown cats. How many cats are there in all?

Draw the cats here.

My Addition Sentence:

_________ + _________ = _________

Check your answer using the number line.

1 2 3 4 5 6 7 8 9 10

© Maysa Bitar, 2014
Name: ____________________________

Tim has 5 yellow fish. Rob has 1 blue fish. How many fish are there in all?

Draw the fish here.

My Addition Sentence:

_________ + _________ = _________

Check your answer using the number line.

© Maysa Bitar, 2014
Sam has 3 yellow books. His mom gave him 3 red books. How many books does he have in all?

Draw the books here.

My Addition Sentence:

_______ + _______ = _______

Check your answer using the number line.

© Maysa Bitar, 2014
I see 6 pink pigs. I see 1 more pig. How many pigs are there in all?

Draw the pigs here.

My Addition Sentence:

_______ + _______ = ________

Check your answer using the number line.

1 2 3 4 5 6 7 8 9 10

© Maysa Bitar, 2014
I see 2 black dogs. I see 2 more dogs. How many dogs are there in all?

Draw the dogs here.

My Addition Sentence:

_______ + _______ = ________

Check your answer using the number line.

© Maysa Bitar, 2014
I see 4 black ships. I see 4 more ships. How many ships are there in all?

Draw the ships here.

My Addition Sentence:

[Blank space]

Check your answer using the number line.

[Number line: 1 2 3 4 5 6 7 8 9 10]
# April Kindergarten Homework

Reminder this homework is for the month and are ideas of quick activities to encourage your child to show you all they have learned in the classroom or at school. There is no need to turn anything in weekly if you want to turn it in at the end of the month showing you have completed the work that would be great. Thanks for the support.

<table>
<thead>
<tr>
<th>Sun.</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sight Words:</strong> first seven zero eight</td>
<td>5</td>
<td>Sight Words: want number under how</td>
<td>6</td>
<td>Read and write your new sight words 5 times each.</td>
<td>7</td>
<td>Complete the attached worksheet: ‘Color the Sums’ and ‘Word Family’</td>
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<tr>
<td></td>
<td>12</td>
<td>Sight Words: well saw three funny</td>
<td>13</td>
<td><strong>NO SCHOOL</strong> Read and write your new sight words 5 times each.</td>
<td>14</td>
<td>Complete the attached worksheet: ‘Raining Beginning and Ending Sounds’ and Buzzing Teen Numbers’</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Sight Words: our out brown down</td>
<td>20</td>
<td>Read and write your new sight words 5 times each.</td>
<td>21</td>
<td>Complete the attached worksheet: ‘Is It ‘ch’ or ‘sh’ and ‘Drawing Addition’.</td>
</tr>
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<td><strong>26</strong></td>
<td><strong>27</strong></td>
<td><strong>28</strong></td>
<td><strong>29</strong></td>
<td><strong>30</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Sight Words:</strong></td>
<td><strong>Read and write your new sight words 5 times each.</strong></td>
<td><strong>Complete the attached worksheets:</strong></td>
<td><strong>Read a book with a grownup. Talk about the characters. Which characters do you like best? Why?</strong></td>
<td><strong>No Homework</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>new find long please</td>
<td></td>
<td><strong>'Sentence Unscrambler' and 'Insects Count, Graph, and Data' BOOKMOBILE</strong></td>
<td></td>
<td><strong>Homework Calendars are DUE!</strong></td>
<td></td>
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</tr>
</tbody>
</table>
What is the Teen Number?

Count the blocks and color the correct teen number.
An Egg Full of Addition!

Solve the addition equation on the egg.
Color the egg according to the sum.

Color the Sums:
5-blue
7-red
8-yellow

Name:

1. 5 + 3 = __
2. 6 + 1 = __
3. 3 + 4 = __
4. 2 + 4 = __
5. 3 + 2 = __
6. 6 + 2 = __
7. 0 + 5 = __
8. 6 + 2 = __
9. 3 + 3 = __
10. 2 + 5 = __
11. 4 + 4 = __
The egg is blue.
The chick is little.
Do you like umbrella?
I can see the flower.
The bug is on the leaf.

Let's Read!

Name: [Blank]
Word Family!
Say the picture name and glue the correct ending of the word to make the word complete.

Name:

<table>
<thead>
<tr>
<th>s</th>
<th>h</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>🧢</td>
<td>🍗</td>
<td>🌻</td>
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</table>

an ad ap at ag am
Spring Addition Stories!

Read the addition story. Color the pictures to go with the story. Write an addition equation to go with the story.

I see 1 green basket and 3 pink baskets. How many are there altogether?

____ + ____ = ____

I see 2 orange chicks and 5 yellow chicks. How many are there altogether?

____ + ____ = ____

I see 4 white rabbits and 2 brown rabbits. How many are there altogether?

____ + ____ = ____

I see 3 blue eggs and 2 red eggs. How many are there altogether?

____ + ____ = ____

I see 6 purple flowers and 3 pink flowers. How many are there altogether?

____ + ____ = ____
Buzzing Teen Numbers

draw the base ten blocks under the correct teen number.

Name:

13

16

11

18

12

15

17

14

19

A Spoonful of Learning
Cut the letters at the bottom. Say the picture name and glue the correct beginning and ending letters of the word.

Name: ____________________
Cracking Sight Words

Look at the sight word on the chick. Color the eggs that match that sight word.
Crossed Out and Subtract!
Write a subtraction equation that goes along with the pictures.

Name: ________________________

1. _______ - _______ = _______
2. _______ - _______ = _______
3. _______ - _______ = _______
4. _______ - _______ = _______
5. _______ - _______ = _______
6. _______ - _______ = _______
Sentence Unscramble

Write the complete sentence.

Glue the words to make a complete sentence.

basket
in
the
see
I
eggs
Match the Teen Number

Cut the teen numbers and glue in the square about the correct filled ten frames.
Is it ‘ch’ or ‘sh’?

Say the picture name. Color the flower with the correct digraph.

Name: ____________________________

Ark

Eese

Ip

Ovel

Erry

Eep

Ell

Ick

© A Spoonful of Learning
Drawing Addition

Draw pictures to show the addition equation and write the sum.

<table>
<thead>
<tr>
<th>2 + 3 = __</th>
<th>5 + 1 = __</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + 4 = __</td>
<td>2 + 2 = __</td>
</tr>
<tr>
<td>1 + 3 = __</td>
<td>3 + 4 = __</td>
</tr>
</tbody>
</table>
Sight Words in the Rain!

Unscramble the letters to make a sight word. Write the sight word on the umbrella.

Name:

- are
- she
- for
- play
- put
Tens and Ones with Teen Numbers!
Count the blocks, write the teen number, and how many tens and ones the teen number has.

Name:

<p>| | | |</p>
<table>
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</tbody>
</table>

_tens_ ones

_tens_ ones

_tens_ ones

_tens_ ones

_tens_ ones

_tens_ ones

_tens_ ones

© A Spoonful of Learning
Unscramble the words in the boxes to make a complete sentence to go with the picture. Write the complete sentence on the lines.

I see my kite. I can see the rainbow.
Look at the red ants. They are.
Insects Count, Graph, & Data

Count each bug to fill in the graph. Fill in the data to go with the graph.

Count the insects and graph

<table>
<thead>
<tr>
<th>Number</th>
<th>Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Bug 1" /></td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="Bug 2" /></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="Bug 3" /></td>
<td></td>
</tr>
<tr>
<td><img src="image4" alt="Bug 4" /></td>
<td></td>
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<tr>
<td><img src="image5" alt="Bug 5" /></td>
<td></td>
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<tr>
<td><img src="image6" alt="Bug 6" /></td>
<td></td>
</tr>
<tr>
<td><img src="image7" alt="Bug 7" /></td>
<td></td>
</tr>
<tr>
<td><img src="image8" alt="Bug 8" /></td>
<td></td>
</tr>
</tbody>
</table>

Circle the answer

Which insect did you have **most**?  
- ![Bug A](image9)
- ![Bug B](image10)
- ![Bug C](image11)
- ![Bug D](image12)

Which insect did you have **least**?  
- ![Bug E](image13)
- ![Bug F](image14)
- ![Bug G](image15)
- ![Bug H](image16)
<table>
<thead>
<tr>
<th>The flower is purple.</th>
<th>The yellow sun is hot!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like my yellow duck.</td>
<td>The little bug is red.</td>
</tr>
<tr>
<td>Look at the green frog.</td>
<td>I see a blue egg.</td>
</tr>
</tbody>
</table>
So Much Rain!!
Count the raindrops and write the number on the cloud. Circle the cloud that has more raindrops.

Name: ____________________________

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Adding Up Teen Numbers

Fill in the ten frames to show the teen number that is given.
Write an addition equation to go with the teen number.

19 = __ + __

17 = __ + __

16 = __ + __

13 = __ + __

18 = __ + __

5 = __ + __

4 = __ + __

Name:
Raining Middle Vowel Sounds!

Say the picture name and color the picture by the correct middle vowel sound that you hear.

Color by the vowel:

- a = red
- e = blue
- i = green
- o = orange
- u = yellow

Name:
<table>
<thead>
<tr>
<th>Say It</th>
<th>Write It</th>
<th>Build It</th>
</tr>
</thead>
<tbody>
<tr>
<td>☀️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>🎉</td>
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<td>🎼</td>
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<td></td>
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<tr>
<td>✋️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>⛷️</td>
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</tbody>
</table>

*Say the picture name, write the word and build the word.*