

Spring 2021 Full Packet

Kindergarten



Race and Trace 11-20

Materials: cube (it can be a blank cube, a unifix cube, or a connecting cube), crayon or colored pencil

Directions: Take turns with a partner rolling the die onto the number mat below. Write the number you land on on the recording sheet.

Number Mat

17	18	20	15	11
14	12	19	16	13

[illegible]

[illegible]

Build a Tower

Materials: connecting cubes

Directions:

1. Player 1 rolls a connecting cube onto the number mat and adds that number of cubes to their tower.
2. Player 2 repeats step 1.
3. The first player to make a tower of 20 wins.
4. If a student makes a tower with more than 20 cubes, they use the extra cubes to begin a new tower.

Number Mat

8	5	2	6	4
1	9	7	3	0

Guess Then Count!

Materials: pattern blocks (you can use snacks or anything you can grab a handful of)

Directions:

1. Player 1 grabs a handful of pattern blocks and puts them together with Player 2.
2. Both players work together to come up with a guess for how many pattern blocks there are and then count the blocks.
3. Record the guess and the actual number of blocks on the recording sheet.

Round	Guess	Count
1		
2		
3		
4		
5		
6		
7		
8		

Cover Up

Materials: numeral cards 11–19 (cut out), game boards

Directions:

1. Player 1 chooses a card with a number from 11–19.
2. Both players place a counter on an image on the game board that represents the number on the card.

11

12

13

14

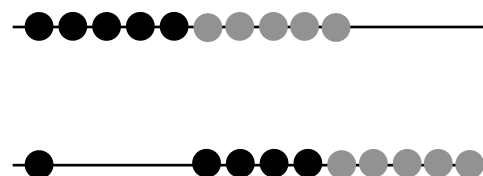
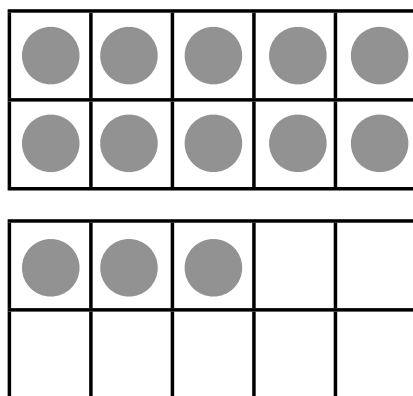
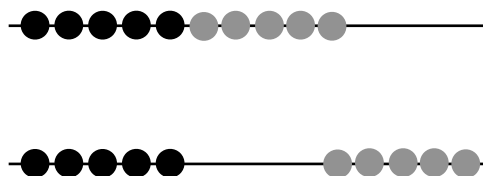
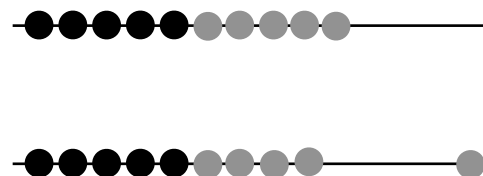
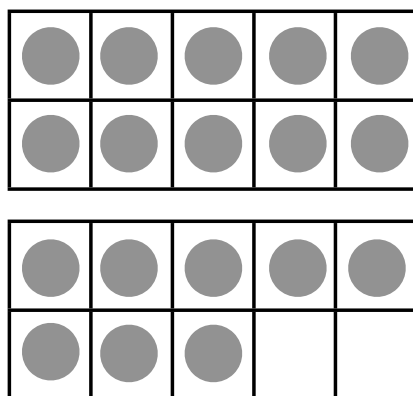
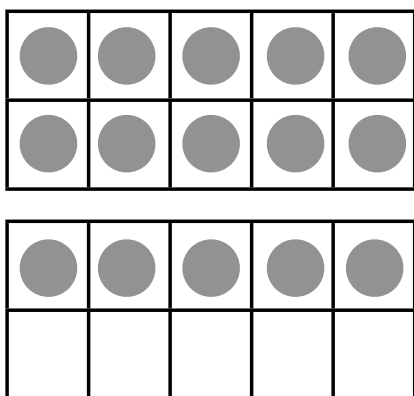
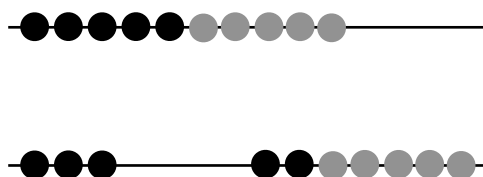
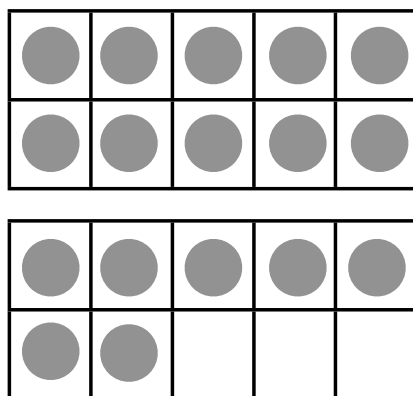
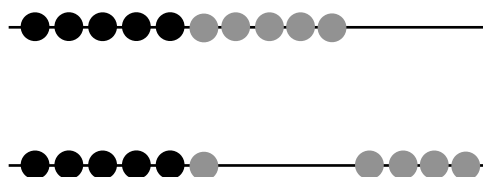
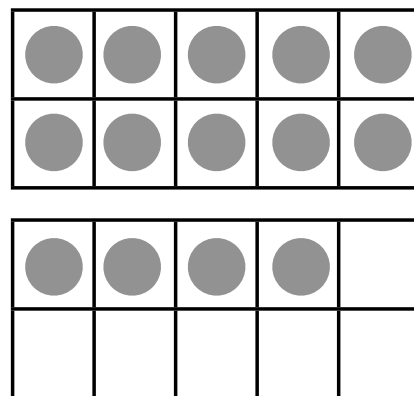
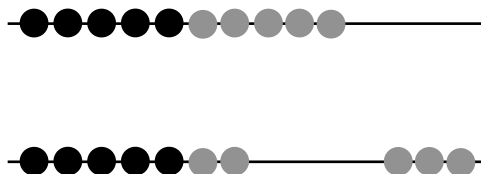
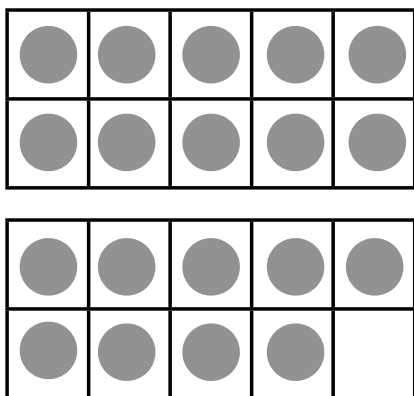
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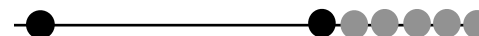
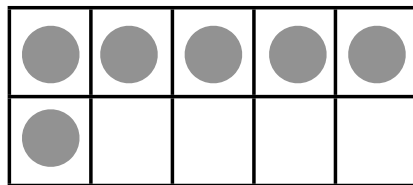
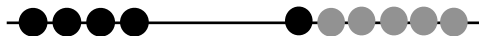
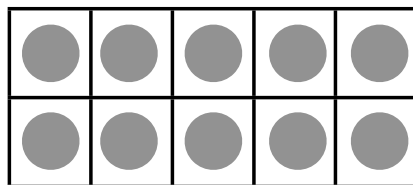
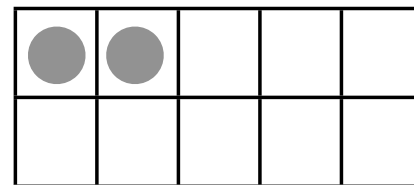
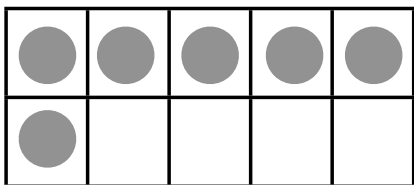
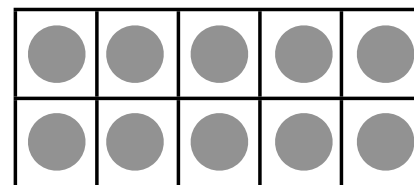
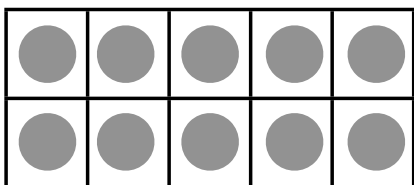
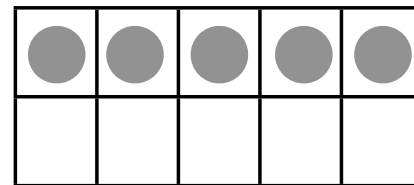
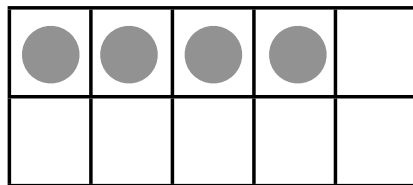
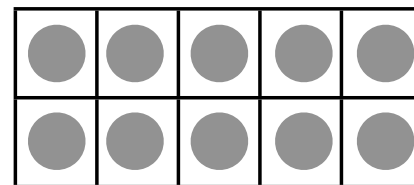
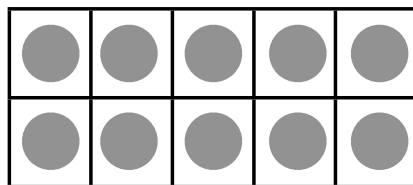
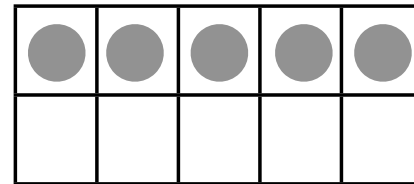
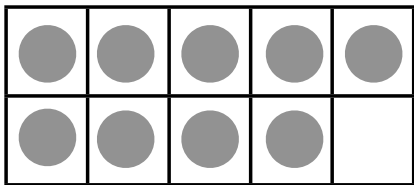
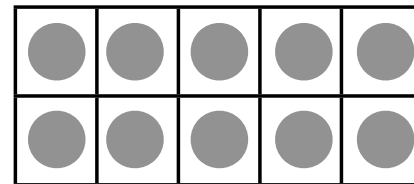
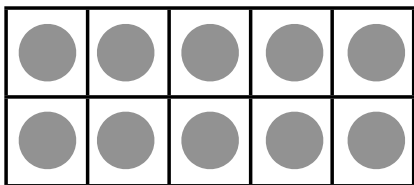
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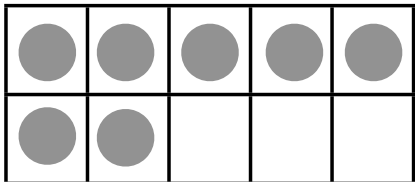
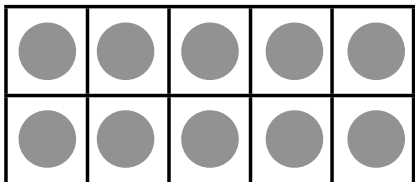
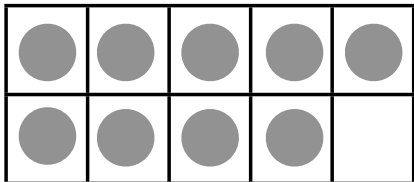
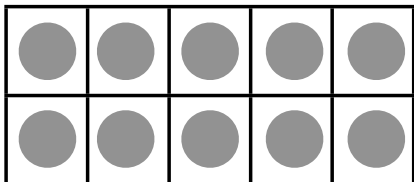
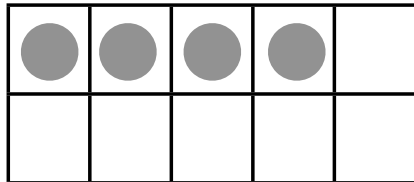
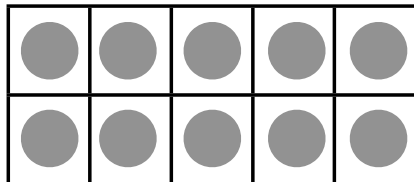
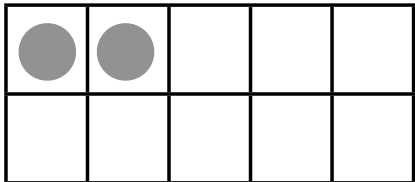
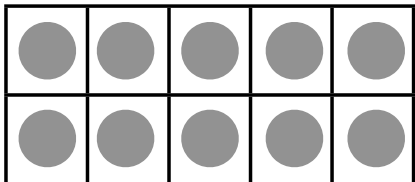
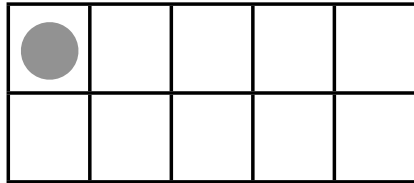
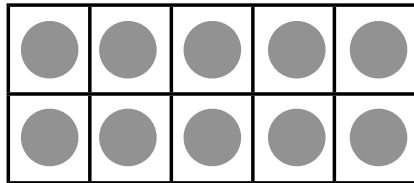
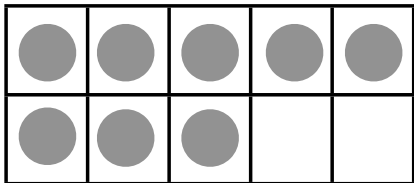
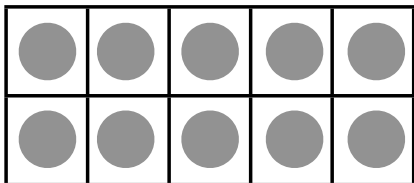
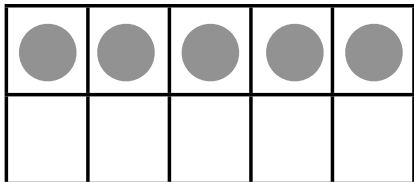
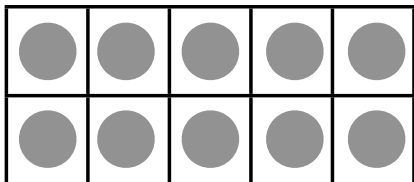
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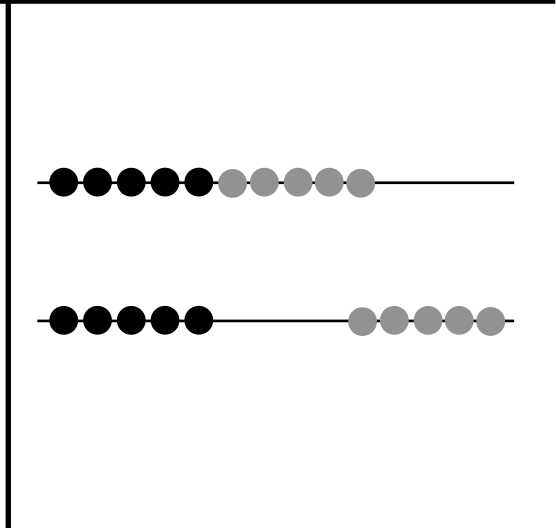
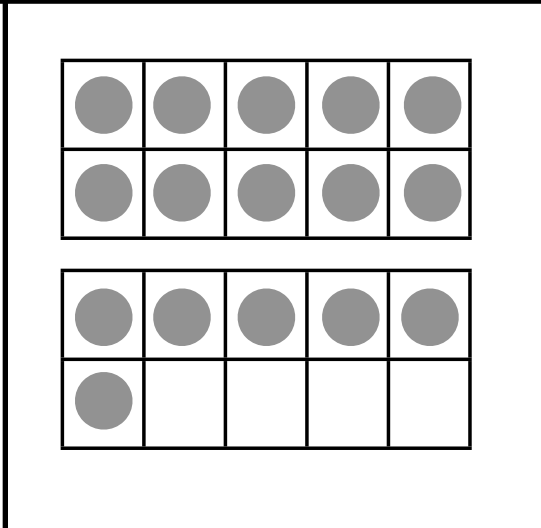
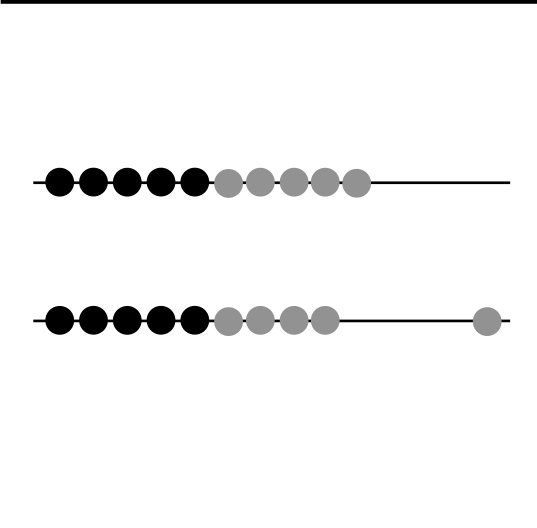
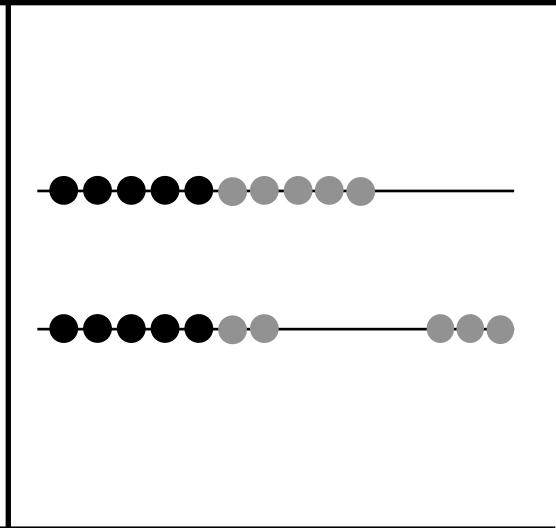
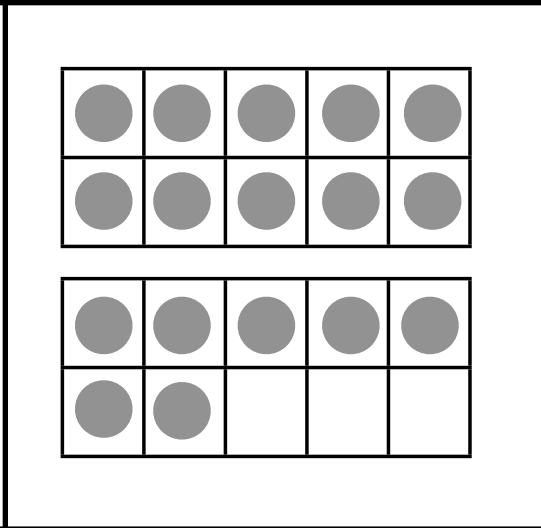
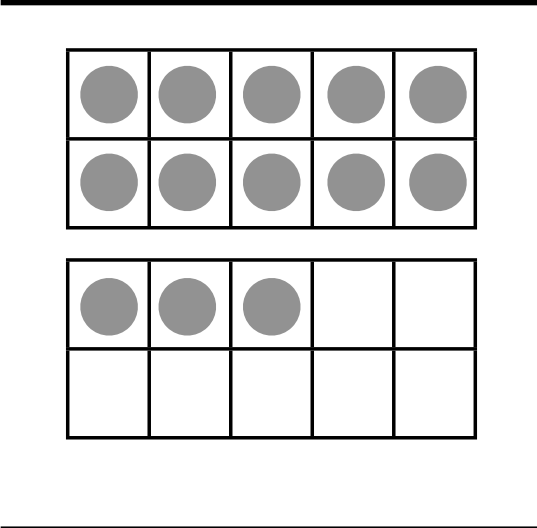
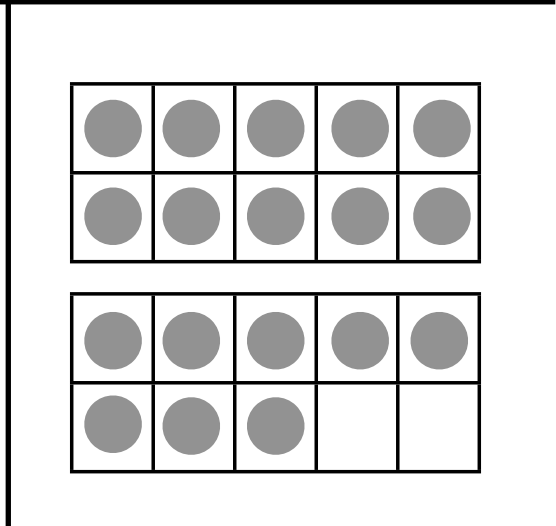
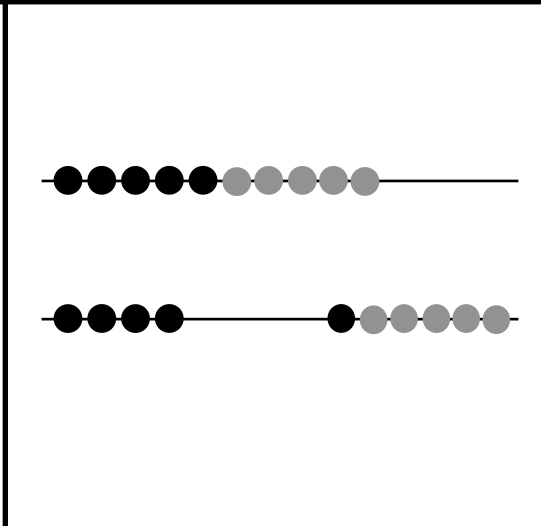
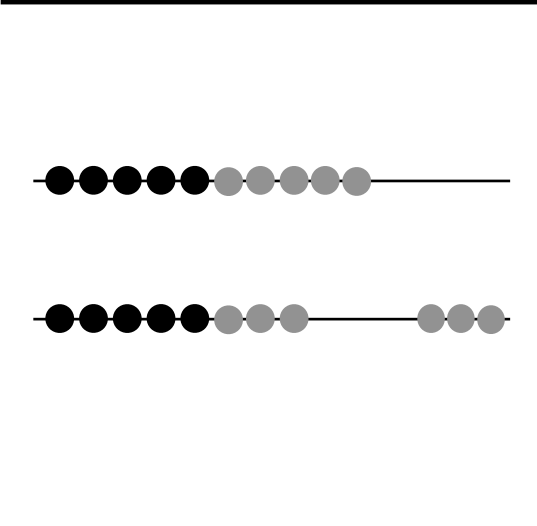
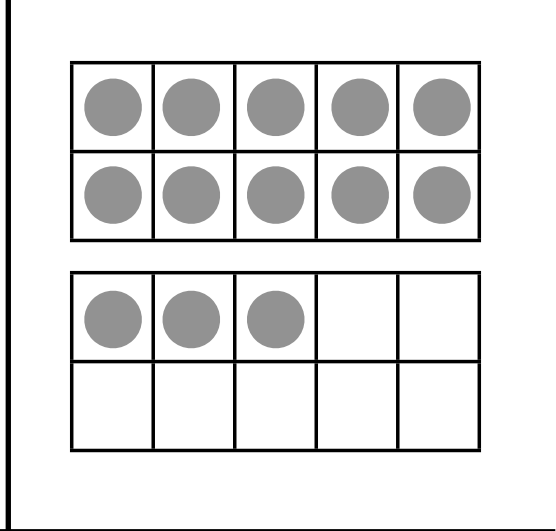
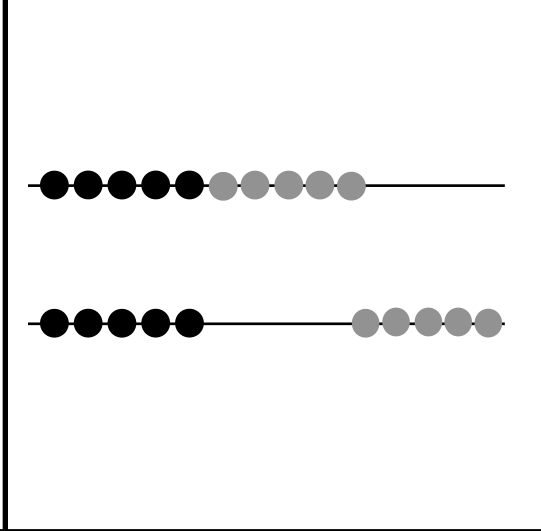
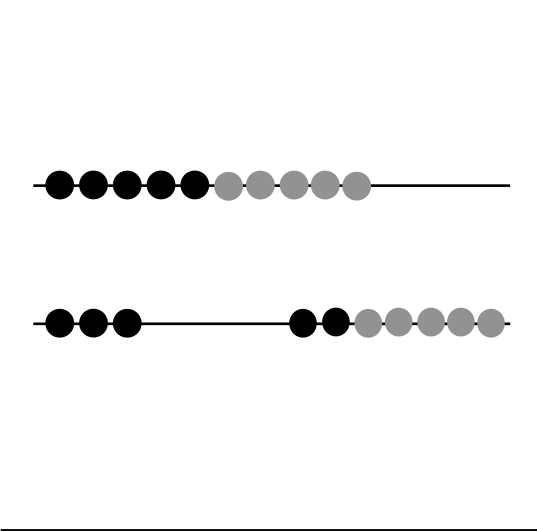
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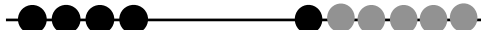
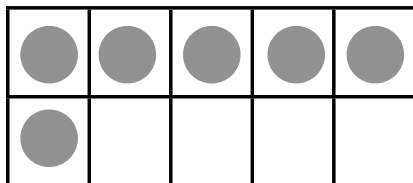
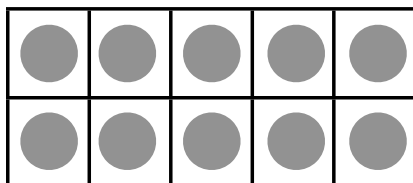
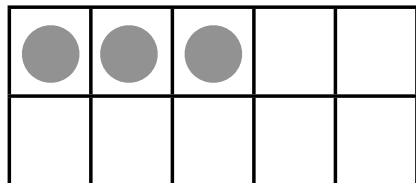
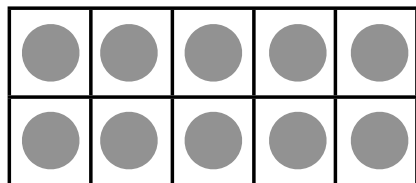
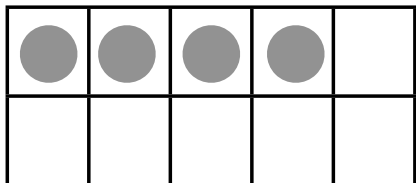
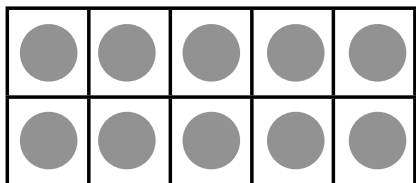
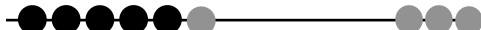
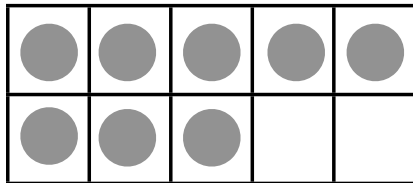
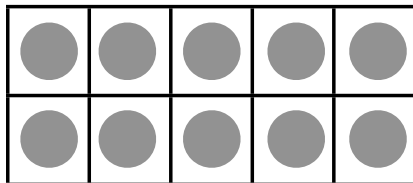
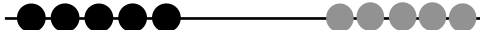
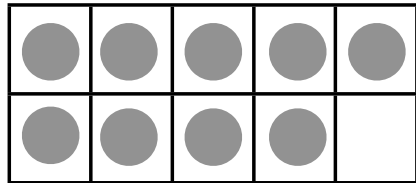
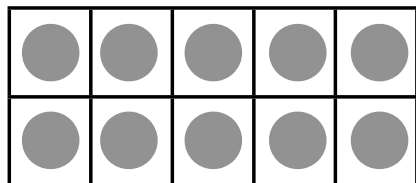
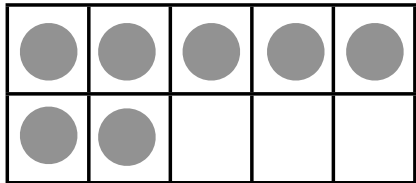
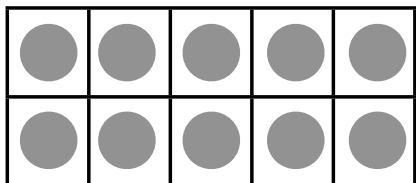
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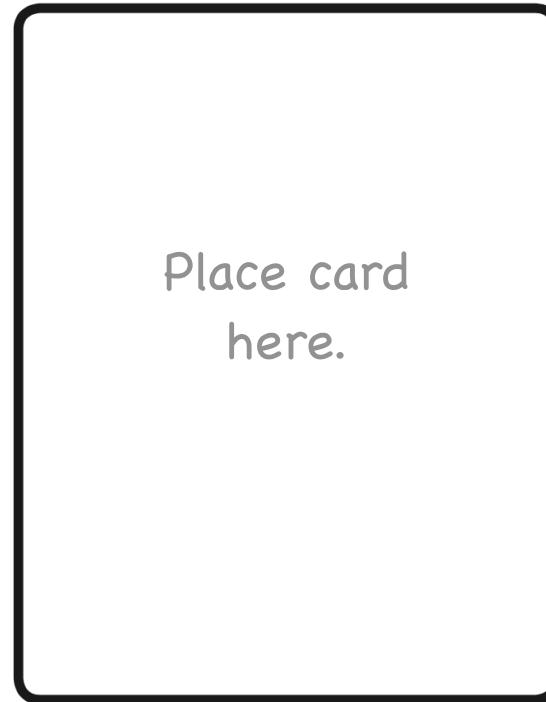
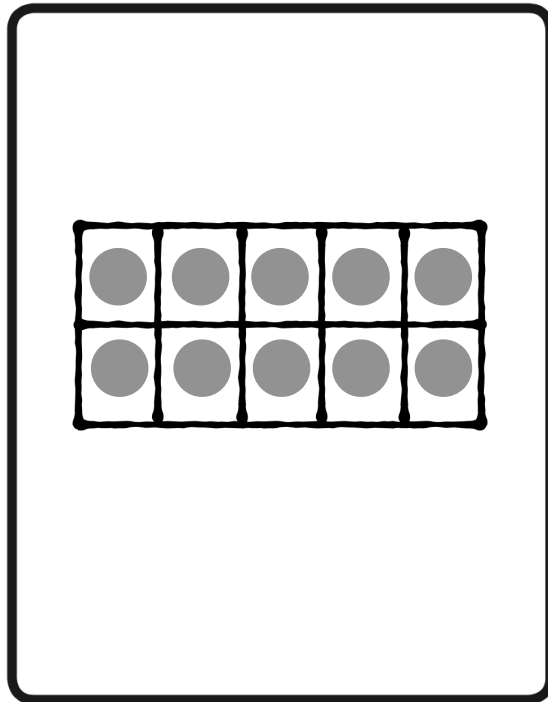


Deck o' Dot Teen Match Up

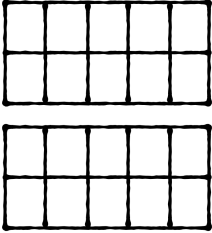
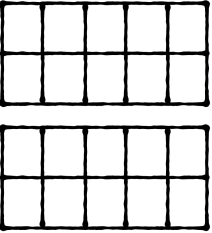
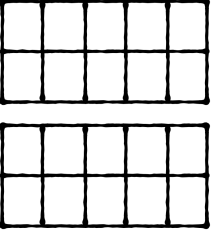
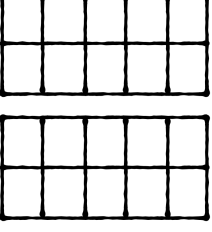
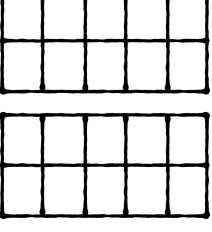
Materials: ten frame cards (cut out)

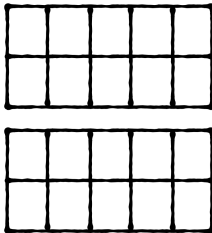
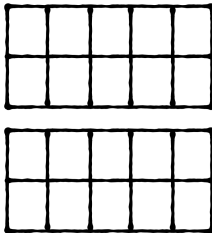
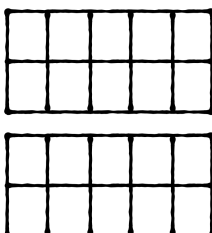
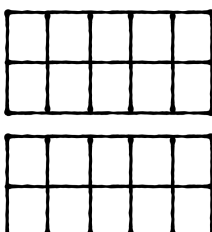
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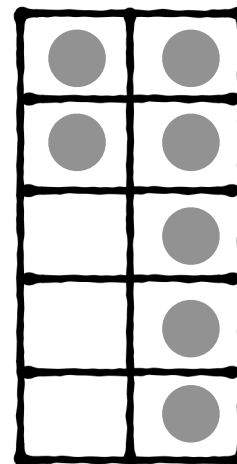
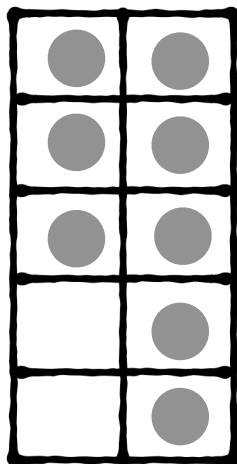
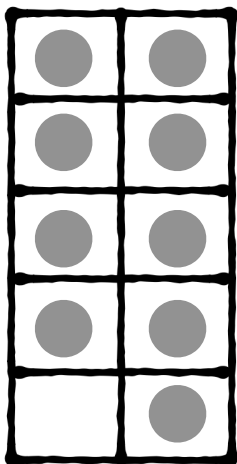
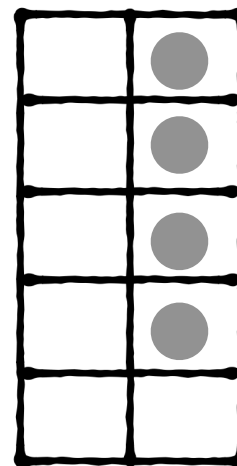
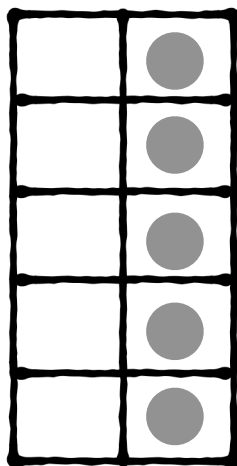
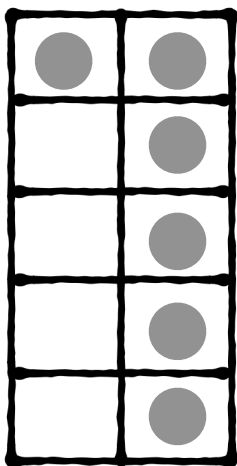
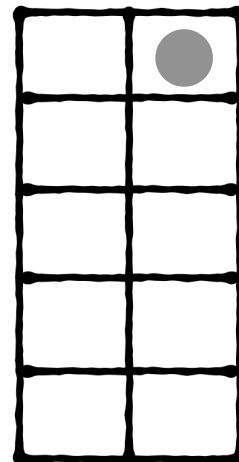
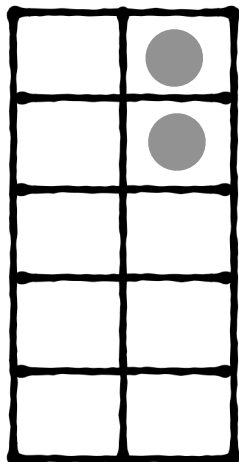
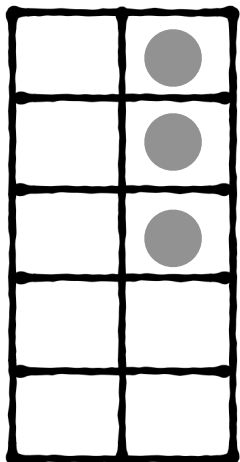
1. Place the ten frame cards upside down in a pile.
2. Flip over a card and place it on the game board.
3. Add up both ten frames to find your new teen number.
4. On the recording sheet, color in the ten frames to match your equation and fill in the number sentence.



Recording Sheet

Round	Color in ten frames.	Fill in the number sentence.
1		$10 + \underline{\quad} = \underline{\quad}$
2		$10 + \underline{\quad} = \underline{\quad}$
3		$10 + \underline{\quad} = \underline{\quad}$
4		$10 + \underline{\quad} = \underline{\quad}$
5		$10 + \underline{\quad} = \underline{\quad}$

Round	Color in ten frames.	Fill in the number sentence.
6		$10 + \underline{\quad} = \underline{\quad}$
7		$10 + \underline{\quad} = \underline{\quad}$
8		$10 + \underline{\quad} = \underline{\quad}$
9		$10 + \underline{\quad} = \underline{\quad}$



Teen Bingo

Materials: numeral cards 11-19 (cut out), game boards, counters

Directions: (up to 4 players)

1. Mix up the numeral cards and place them facedown in a pile.
2. Player 1 draws a card and all players place a counter on their game board that shows the number drawn.
3. Now the next player draws a card. The game continues until one player has 3 in a row.

(Numeral cards to cut out)

11

12

13

14

15

16

17

18

19

(Numeral cards to cut out)

11

12

13

14

15

16

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19

(Numeral cards to cut out)

11

12

13

14

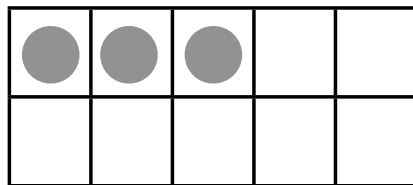
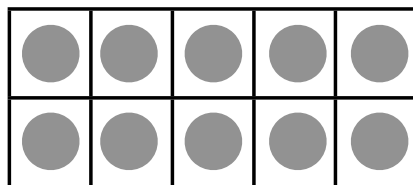
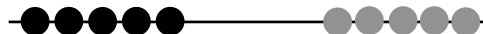
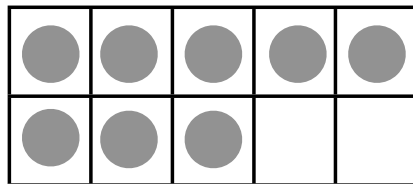
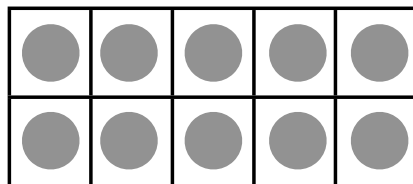
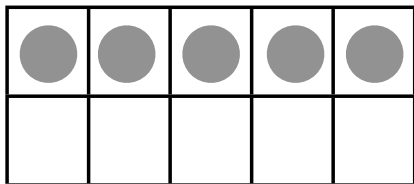
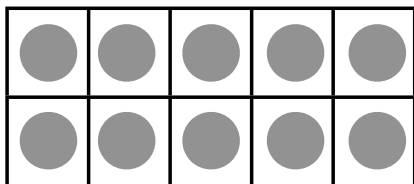
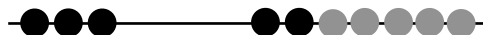
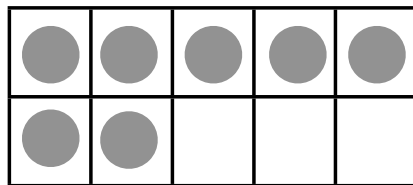
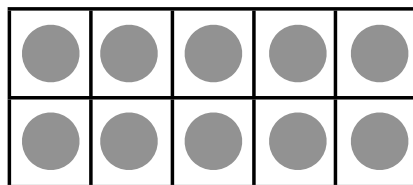
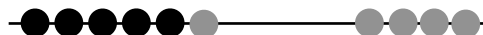
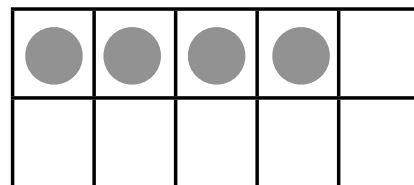
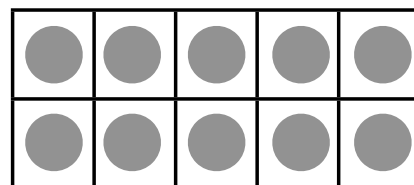
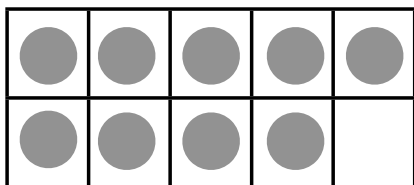
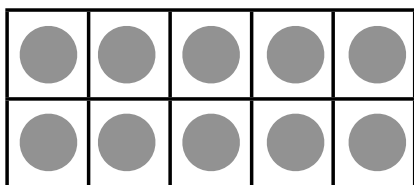
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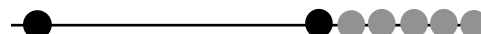
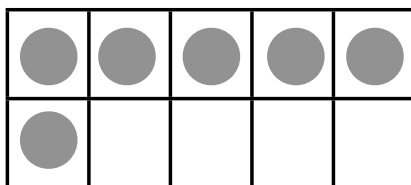
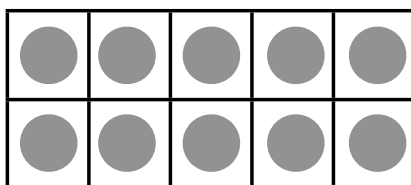
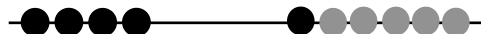
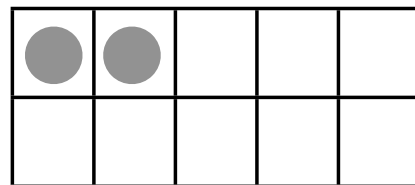
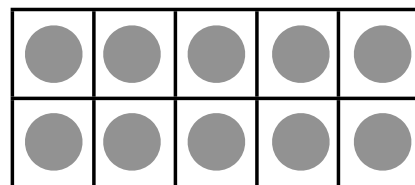
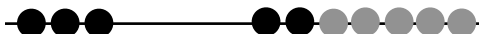
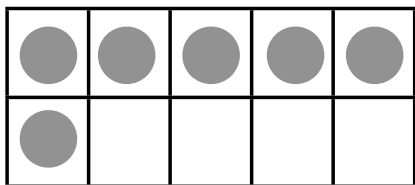
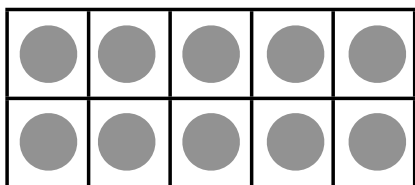
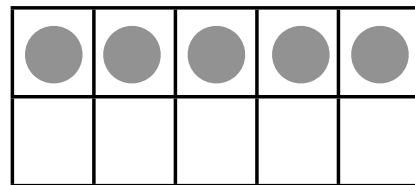
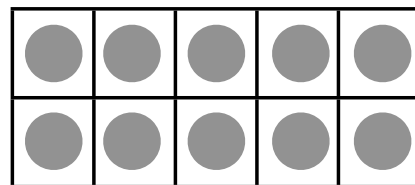
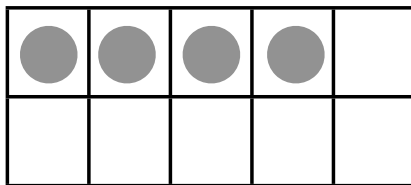
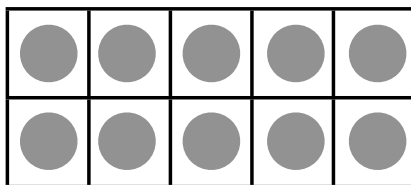
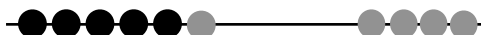
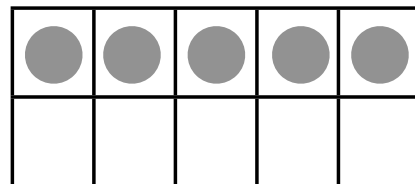
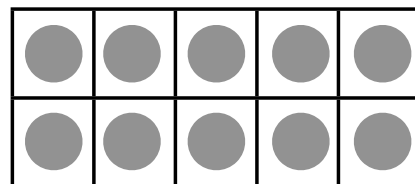
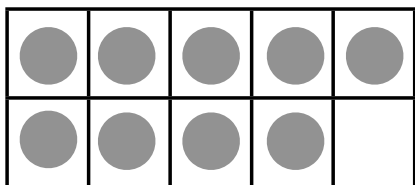
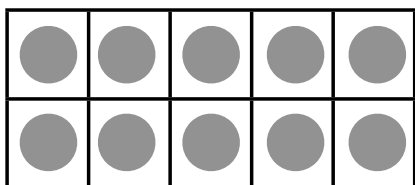
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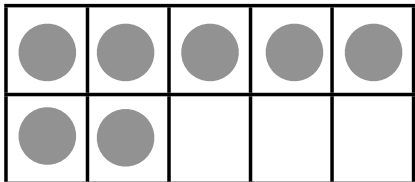
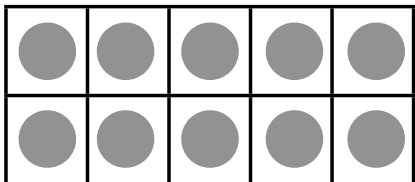
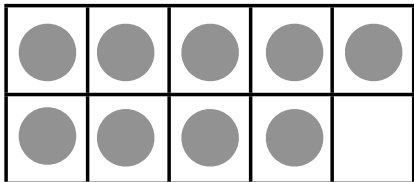
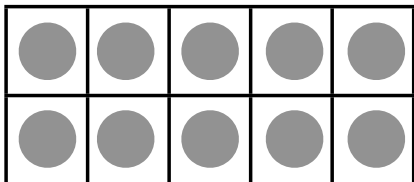
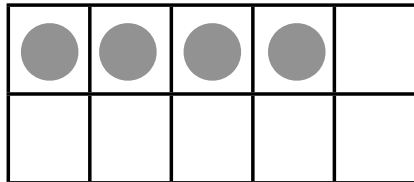
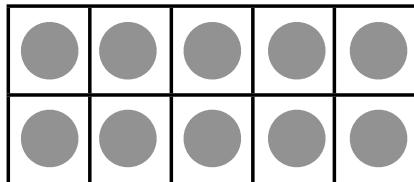
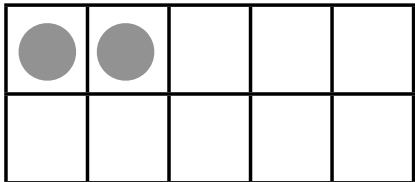
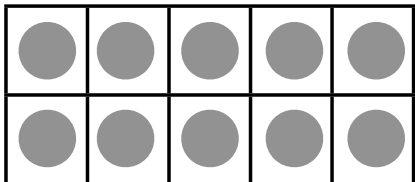
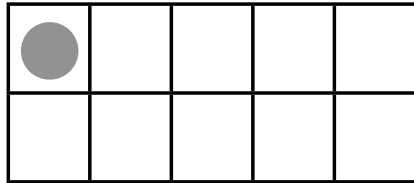
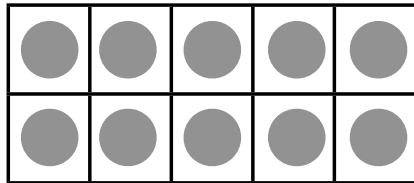
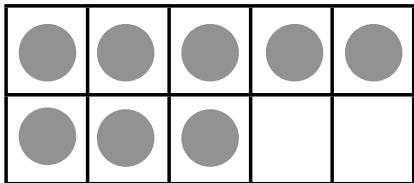
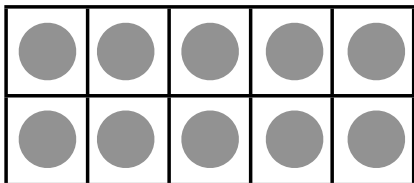
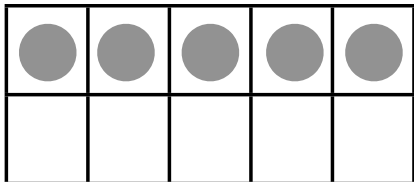
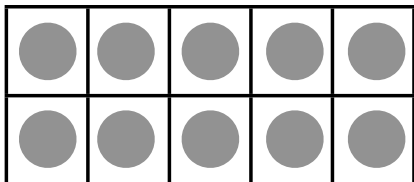
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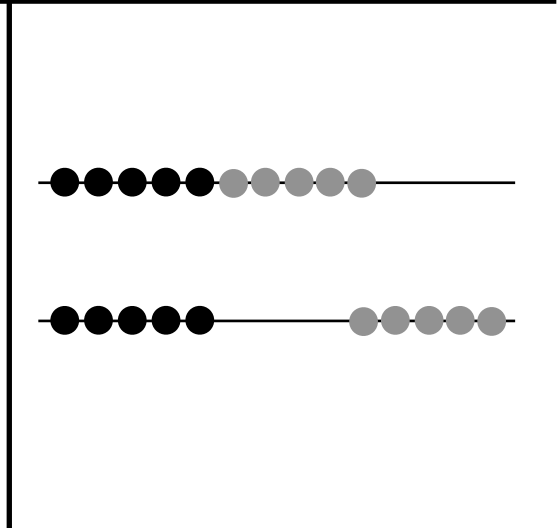
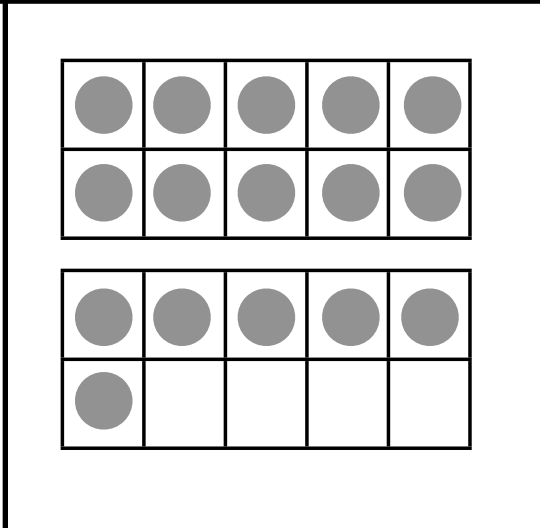
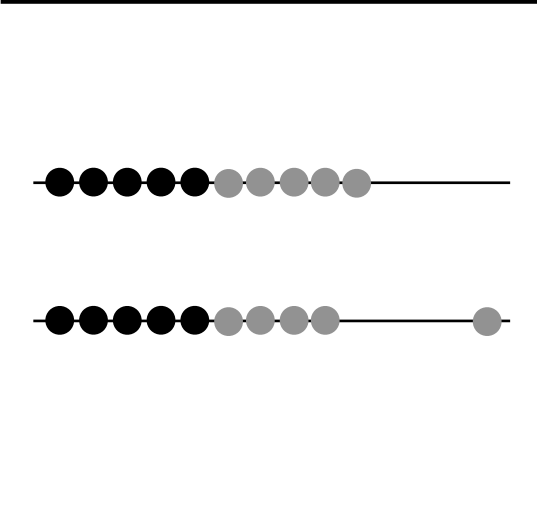
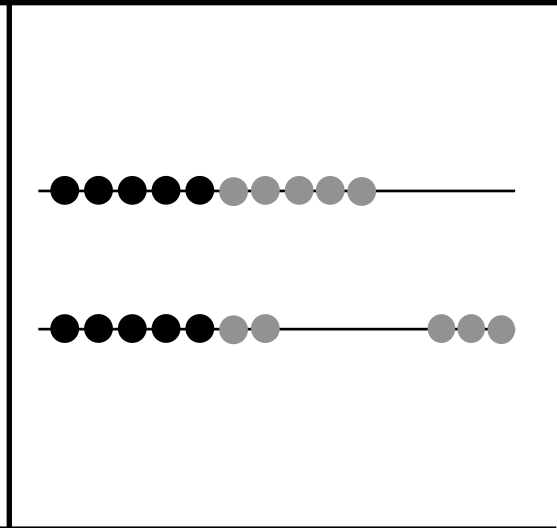
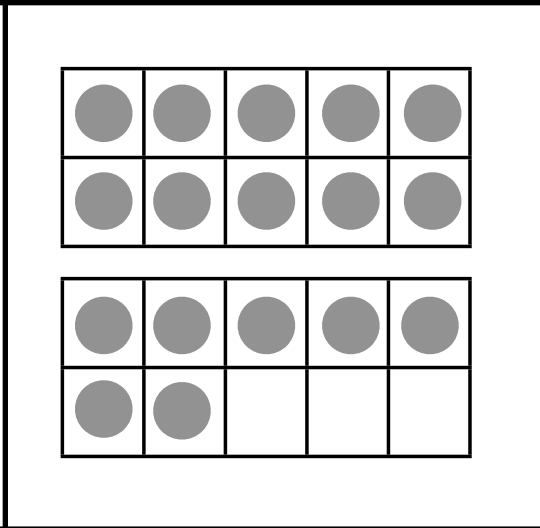
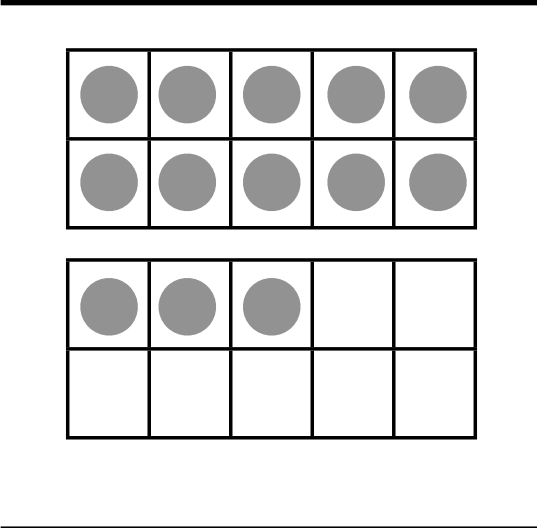
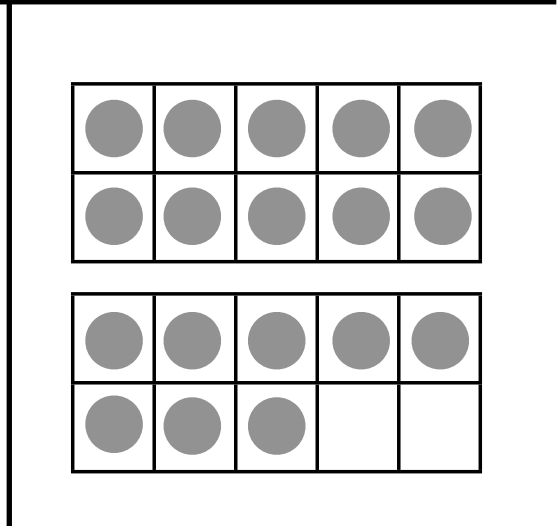
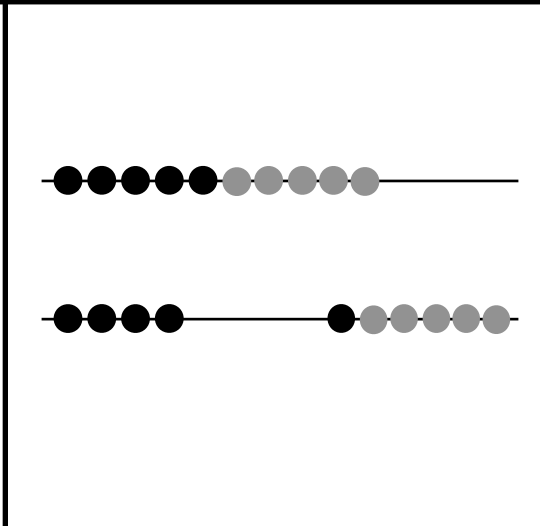
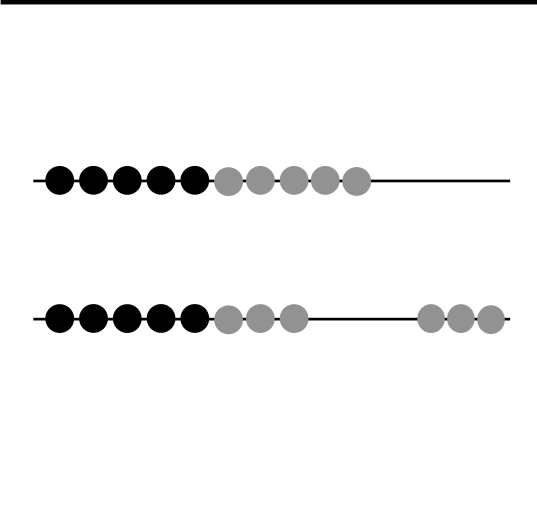
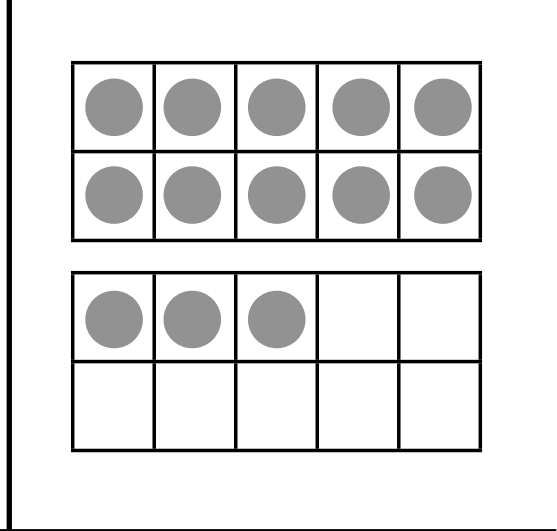
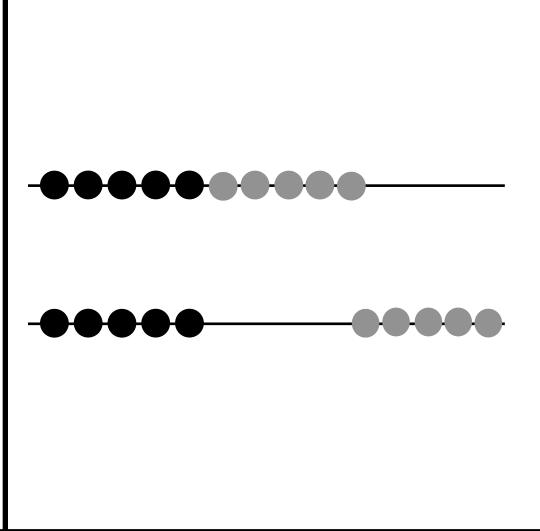
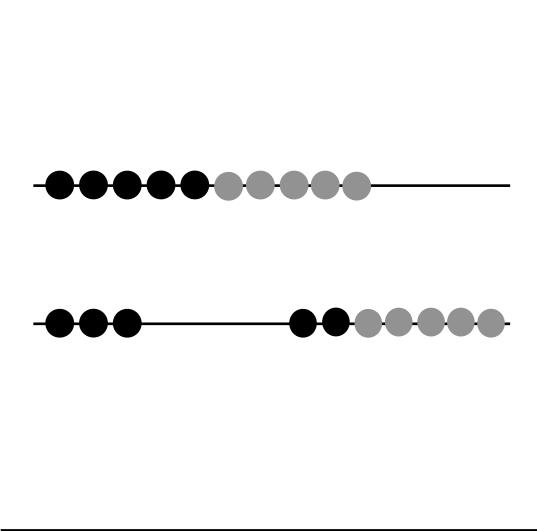
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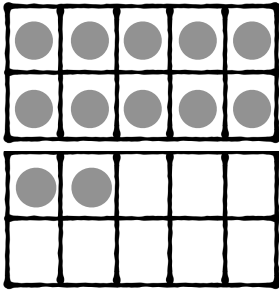




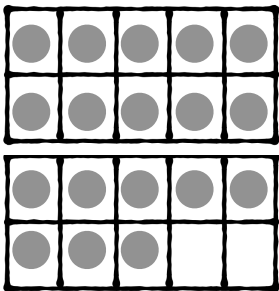


Match Up Equations and 10-Frames

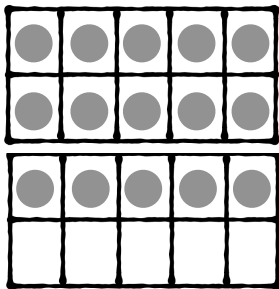
Directions: Draw a line to match the double 10-frame with the equation that represents the same number.



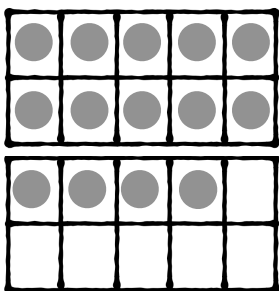
$$10 + 8 = 18$$



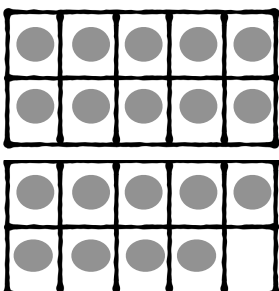
$$10 + 5 = 15$$



$$10 + 2 = 12$$



$$10 + 9 = 19$$

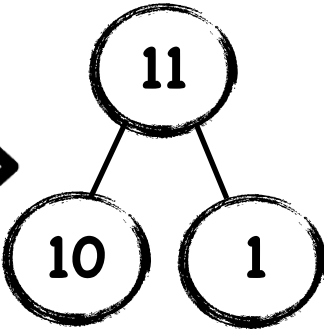


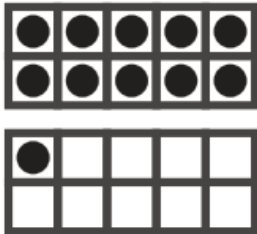
$$10 + 4 = 14$$

Teen Puzzles

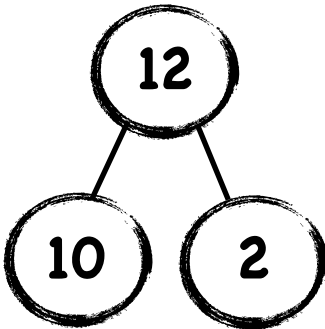
Directions: Cut out the puzzles and mix them up. Then find the 3 pieces that all represent the same teen number and build the puzzles.

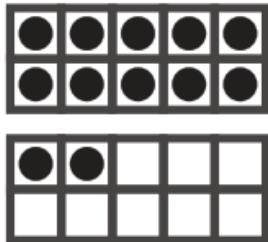
$10 + 1 = 11$



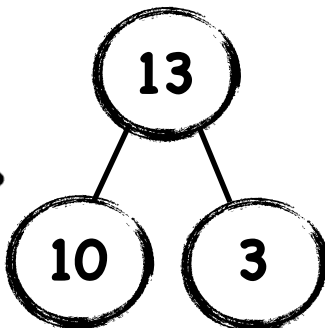


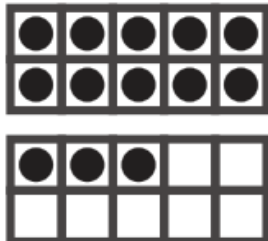
$10 + 2 = 12$



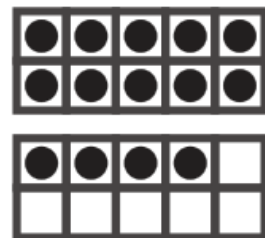
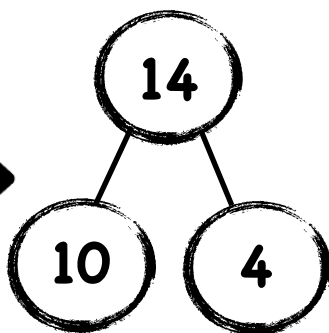


$10 + 3 = 13$

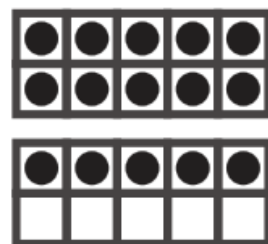
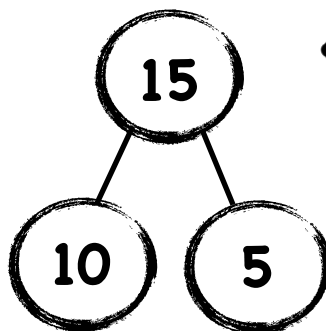




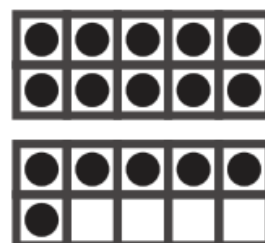
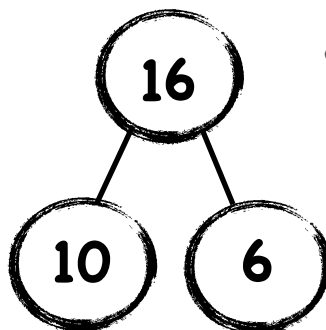
$$14 = 10 + 4$$



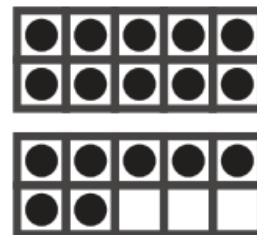
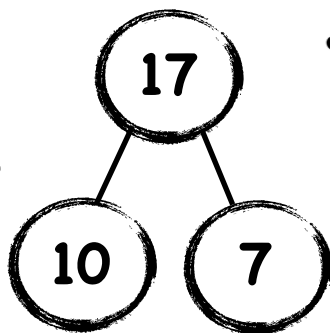
$$15 = 10 + 5$$



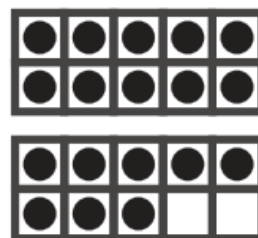
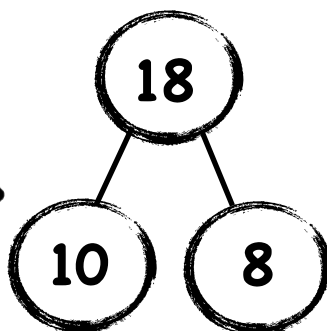
$$16 = 10 + 6$$



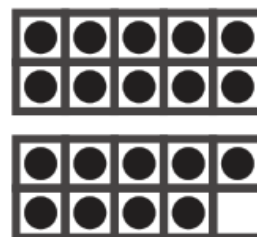
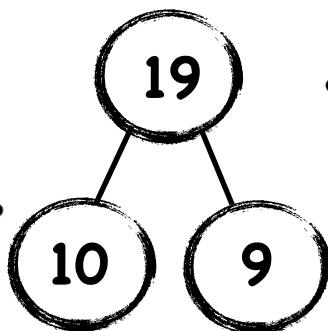
$$10 + 7 = 17$$



$$18 = 10 + 8$$



$$10 + 9 = 19$$





LEARNER GUIDE – Kindergarten

Episode: 315

Read It

Pat-a-Cake

Pat-a-cake, pat-a-cake
baker's man.

Bake me a cake
as fast as you can.

Pat it and prick it and
mark it with "B."

Put it in the oven
for baby and me.

High-Frequency Words

it in

Circle the high-frequency words
in the nursery rhyme.

Write It

- Rhyming words have ending sounds that are the same like **man** and **can**. These words are in the **-an** family.
- Underline the rhyming words man and can in the nursery rhyme.
- Can you think of some more words that rhyme with **man** and **can**?

Connections

A **bakery** is a place where bread, cakes, cookies, and other baked foods are made and sold. A **baker** is the person who makes and sells bread, cakes, and cookies.

- Here is a virtual field trip to a [bakery](https://dptv.pbslearningmedia.org/resource/10d47943-8e2c-43ca-a521-c700a4ef2bd8/baking-and-measurements/).
<https://dptv.pbslearningmedia.org/resource/10d47943-8e2c-43ca-a521-c700a4ef2bd8/baking-and-measurements/>



LEARNER GUIDE – Kindergarten

Episode: 316

Read It

Words are made up of syllables. A **syllable** is a part of a word with a vowel sound.

Clap out the number of syllables in our **Words To Know**. Then read the word in a sentence.

cower



The spider made me **cower**.

abandoned



I saw an **abandoned** toy on my walk.

discarded



My mom **discarded** some of my old toys.

Words To Know

- **cower** - to move back or look down because you are afraid.
- **abandoned** - to leave something or someone alone.
- **discarded** - to throw something away because it is unwanted.

Write It

- When we write a sentence we need to plan out our writing.
- We think about what we want to write and then say it out loud.
- On a scrap piece of paper, write "I can be kind."

Try It

Draw a picture of how you can show kindness.



LEARNER GUIDE

Kindergarten - Episode 317

K

Read It

Jack and Jill

Jack and Jill
Went up the hill
To fetch a pail of water.

Jack fell down,
And broke his crown,
And Jill came tumbling
after.

Words to Know

Underline the words to know in the nursery rhyme.

fetch - get a pail of water
crown - his head

Connections

Ask an adult to scan the QR code to learn how to make your own water well.



High Frequency Words

Circle the high-frequency words in the nursery rhyme.

and up

Write It

- Rhyming words have ending sounds that are the same, like **jill** and **hill**. These words are in the **-ill** family.
- Underline the rhyming words **jill** and **hill** in the nursery rhyme.
- Can you think of some more words that rhyme with **jill** and **hill**?



LEARNER GUIDE

Kindergarten - Episode 318

K

Read It

Words are made up of syllables. A **syllable** is a part of a word with a vowel sound.

Clap out the number of syllables in our **Words To Know**. Then read the word in a sentence.

Mirroring



When I looked down into the pond, the water was **mirroring** the image of my face.

Babble



The **babble** of the stream was so relaxing.

Defeated



I felt really **defeated** when I couldn't ride my bike without the training wheels.

Try It

Scan the QR code learn more about the benefits of reading out loud.



Words to Know

mirroring - to show the image of something

babble - a quiet sound made by flowing water

defeated - feeling unsuccessful at something you are trying to do

Key Words

- When we write a sentence, we need to plan out our writing.
- We think about what we want to write and then say it out loud.
- Today we are going to write "I can do hard things."

- Draw a picture of something that you did that was hard.



LEARNER GUIDE

Kindergarten - Episode 401

K

Read It

Humpty Dumpty

Humpty Dumpty

Sat on a wall.

Humpty Dumpty

Had a great fall.

All the king's horses
And all the king's men,
Couldn't put Humpty
Together again.

Draw It

On the back of this sheet or on a scrap piece of paper, draw a picture of the problem in the nursery rhyme.

High Frequency Words

Circle the high-frequency words in the nursery rhyme.

All **The**

Words to Know

Underline the words to know in the nursery rhyme.

Character - who the story is about

Problem - part that goes wrong

Write It

Rhyming words have ending sounds that are the same, like **wall** and **fall**. These words are in the **-all** family.

Underline the rhyming words **wall** and **fall** in the nursery rhyme.

Can you think of some more words that rhyme with **wall** and **fall**?



LEARNER GUIDE

Kindergarten - Episode 402

K

Read It

Read the sentences out loud.
Underline the **Words to Know** from the word box in each sentence.

My grandma's head was nodding when she was sleeping in her rocking chair.

I saw a snake slither through the grass.

Plants can tumble on a breeze.

Draw It

On the back of this sheet or on a scrap piece of paper, draw a picture to match the sentence:

Plants need sun, water, and room to grow

Phonics Skill

verb - action words that tell something is happening.

Some verbs end in **-ing** like in the words swaying**ing**, drifting**ing** and floating**ing**.

Words to Know

slither - to move by sliding your entire body back and forth like a snake

nodding - to bend downward or forward like when you nod your head

tumble - to fall forward while turning over



LEARNER GUIDE

Kindergarten - Episode 403

K

Read It

Mary Had A Little Lamb

Mary had a little lamb,
whose fleece was white as
snow. And everywhere that
Mary went, the lamb was
sure to go.

It followed her to school one
day which was against the
rules. It made the children
laugh and play
to see a lamb at school.

Try It

Use the rhyming clues to solve the
riddle. Then pretend to be that
animal!

What animal rhymes with funny and
has two long ears? bunny

What animal rhymes with herd and
has two wings? bird

What animal rhymes with make, has
scales, and no legs? snake

High Frequency Words

Circle the high-frequency
words in the nursery
rhyme.

Was **Her**

Words to Know

Underline the words to
know in the nursery
rhyme.

fleece - the hair or wool
covering a sheep or
lamb

Write It

Rhyming words have ending
sounds that are the same.
Some words can sound the
same at the end but they aren't
spelled the same.

Underline the rhyming words
snow and **go** in the nursery
rhyme.

Can you think of some more
words that rhyme with **snow**
and **go**?



LEARNER GUIDE

Kindergarten - Episode 404

K

Read It

Words are made up of syllables. A **syllable** is a part of a word with a vowel sound.

Clap out the number of syllables in our **Words To Know**. Then read the word in a sentence.

damp



This sponge is damp.

rotting



This banana is not fresh, it is rotting.

burrow



The baby rabbits live in an underground burrow.

High Frequency Words

damp - a little wet
rotting - getting old and breaking down
burrow - a hole or a tunnel dug by a small animal

Words to Know

When we write a sentence we need to plan out our writing.

We think about what we want to write and then say it out loud.

On a scrap piece of paper, write "Worms can help plants grow."

Try It

Draw a picture of a worm in a garden



LEARNER GUIDE

Kindergarten - Episode 405

K

Read It

This Little Piggy

This little piggy went to
market.

This little piggy stayed home.

This little piggy had roast
beef.

This little piggy had none.

And this little piggy cried

Wee wee wee

All the way home.

Phonics Skills

diagraph - 2 letters that are put
together to make a new sound

soft **th** sound - like thin

hard **th** sound - like this

Draw It

On the back of this sheet or on
a scrap piece of paper, draw a
picture to go with the sentence:
The pig was sad

High Frequency Words

Circle the high-frequency
words in the nursery
rhyme.

this

had

Write It

Rhyming words have
ending sounds that are the
same. Some words can
sound the same at the end
but they aren't spelled the
same.

Write a rhyming word that
follows the pattern.

None	Fun

Bread	Red



LEARNER GUIDE

Kindergarten - Episode 406

K

Sort It

Read the words in the text box.
Write the words under which
habitat they are found.

dry cactus wet
iguana tree

Forest	Desert

Draw It

On the back of this page or on a
scrap piece of paper, draw a picture
for each sentence.

A squirrel lives in a tree in the forest.

A cactus is a plant that grows in the
desert.

Words to Know

habitat - a place in nature
where animals live

forest - an area with many
trees.

desert - a dry area that
does not get much rain

Write It

What animals live in your
community?

What things do they need?



LEARNER GUIDE

Kindergarten - Episode 407

K

Read It

The Bear Went Over the Mountain

The bear went over the mountain,
To see what she could see.
And all that she could see,
Was the other side of the mountain.
The other side of the mountain,
Was all that she could see.

Phonics Skills

diagraph - 2 letters that are put together to make a new sound
The **wh** sound in when, whale, whiz, whine, whip

Draw It

On the back of this sheet or on a scrap piece of paper, draw a picture to go with the sentence:
What did the bear see?

High Frequency Words

Circle the high-frequency words in the nursery rhyme.

over

see

Write It

Rhyming words have ending sounds that are the same. Some words can sound the same at the end but they aren't spelled the same.

Write a rhyming word that follows the pattern.

See	Sea



LEARNER GUIDE

Kindergarten - Episode 408

K

Read It

Clap out the number of syllables in our **Words To Know**. Then read the word in a sentence.

hoof



The horse has mud on his hoof.

meadow



The baby fox lives in a den in the meadow.

Wading



I love to wear my rain boots and go wading in the puddles.

Words to Know

hoof - hard covering over an animal's toes

meadow - a flat grassy area

wading - to walk through water

habitat - a place in nature where an animal lives

Write It

On the back of this page or on a scrap piece of paper, draw a picture for each sentence.

A squirrel lives in a tree in the forest.

A cactus is a plant that grows in the desert.

Draw It

Draw a line from the animal to its habitat





LEARNER GUIDE

Kindergarten - Episode 409

K

Read It

Little Boy Blue

Little boy blue,
Come blow your horn,
The sheep's in the meadow,
The cow's in the corn.
But where is the boy
Who looks after the sheep?
He's under a haystack,
Fast asleep

Write It

Rhyming words have ending sounds that are the same. Some words can sound the same at the end but they aren't spelled the same. Underline the rhyming words in the nursery rhyme.

High Frequency Words

Circle the high-frequency words in the nursery rhyme.

come who

Write It

Answer the following questions about the nursery rhyme.

Who is the main character?

Where are the sheep?

What is the boy doing?



LEARNER GUIDE

Kindergarten - Episode 410

K

Sort It

Draw a line from the animal to where it lives at a pond.

over



tadpole



blackbird



goldfinch



bullfrog

under

Phonics Skills

Compound words are two small words put together to form a new word. The new word has its own meaning.

first word		second word	compound word
bull	+	frog	bullfrog
black	+	bird	blackbird
gold	+	finch	goldfinch
tad	+	pole	tadpole



LEARNER GUIDE

Kindergarten - Episode 411

K

Read It

Once I Saw a Little Bird

Once I saw a little bird
Come hop, hop, hop;
So I cried, "Little bird,
Will you stop, stop, stop?"
And was going to the window
To say, "How do you do?"
But he shook his little tail,
And far away he flew.

Write It

The words hop and stop are part of the op word family. What other words rhyme with hop and stop?

High Frequency Words

Circle the high-frequency words in the nursery rhyme (The word go is part of a new word).

you go

Phonics Skills

Rhyming words have ending sounds that are the same. Some words can sound the same at the end but they aren't spelled the same. Underline the rhyming words in the nursery rhyme.

Draw It

Draw a picture to go with the sentence.

The bird is looking for worms.



LEARNER GUIDE

Kindergarten - Episode 412

K

Sort It

A **living thing** needs air, food, and water to grow. **Non-living things** do not need air, food, and water.

Sort the words into living and non-living things. Write the words under the correct heading.

bird car rock frog tree house

living things (Needs air, food, and water to grow)	non-living things

Draw It

Read the sentence. Fill in the blank with something that you see in your backyard. Draw a picture to match the sentence.

I see a _____ in my backyard.



LEARNER GUIDE

Kindergarten - Episode 413

K

Read It

Little Wind

By Kate Greenaway

Little wind blow on the hill
top;
Little wind, blow down the
plain;
Little wind, blow up the
sunshine;
Little wind, blow off the rain.

High Frequency Words

Circle the high-frequency words in the nursery rhyme (The word go is part of a new word).

on down

Words to Know

plain - a flat area of land with very few trees

Phonics Skills

Rhyming words have ending sounds that are the same. Some words can sound the same at the end but they aren't spelled the same.

Underline the rhyming words in the nursery rhyme.

Words to Know

Draw a picture to go with one of the sentences above.

Little wind, blow _____



LEARNER GUIDE

Kindergarten - Episode 414

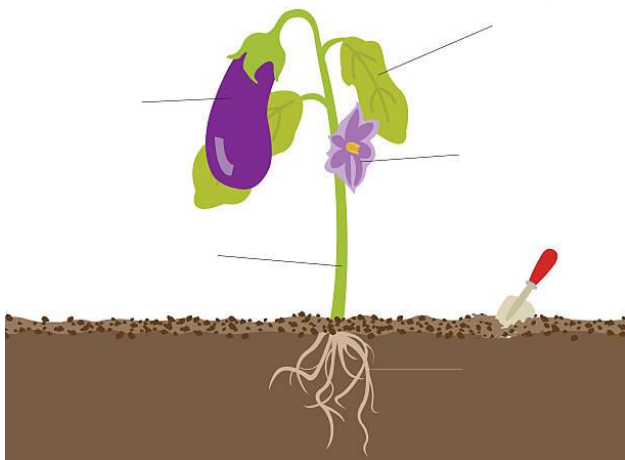
K

Write It

Label the parts of the plant.

fruit stem flower roots
leaf

Parts of a Plant



Words to Know

life cycle - The life cycle of a plant is how it changes from a seed to a grown plant

roots - the part of the plant that attaches to the ground and brings water and nourishment to the plant

leaves - grow on the stem and produce food for the plant

stem - supports the plant

flowers - the brightly colored part of the plant that produces seeds

fruit - the sweet tasty part of the plant

Number It

Number the order of events.

- ___ stem starts to grow above the ground
- ___ the seed is planted
- ___ a flower blooms
- ___ roots grow into the soil
- ___ leaves grow on the stem