

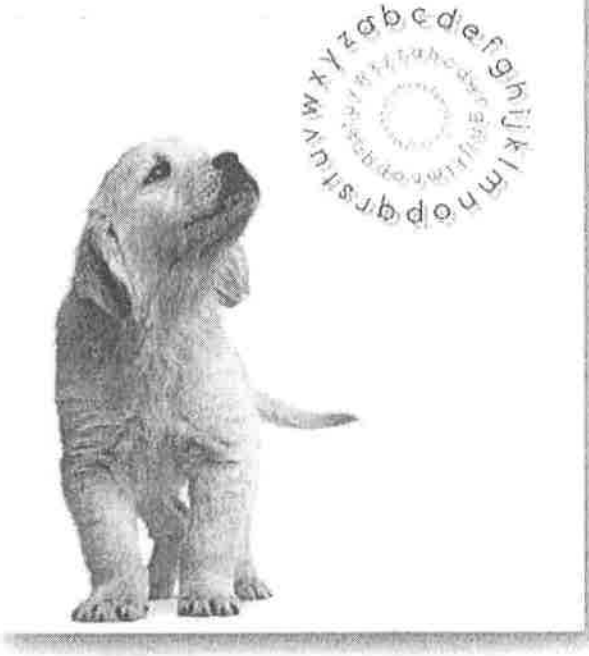
Dear Parent and/or Guardian,

Please use the guidance document below to help your child complete their work each day.

Thank you!

Guidance Document, Kindergarten

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1					
Literacy	Lesson 1.1-2.1	Lesson 2.2	Lesson 3.1	Lesson 3.2	Lesson 4.1
Lecturas	Page 2	Page 3	Page 4	Page 5	Page 6
Mathematics	Lesson: Counting pages 1-2	Lesson : Matching pages 3-4	Lesson: Matching and Counting pages 5-6	Lesson: Shapes pages 7-8	Lesson: Shapes and Counting pages 9-10
Week 2					
Literacy	Lesson 4.2	Lesson 5.1	Lesson 6.1 – 7.1	Lesson 7.2	Lesson 8.1
Lecturas	Page 7	Page 8	Page 9	Page 10	Page 11
Mathematics	Lesson : Tracing and Shapes pages 11-12	Lesson: Matching and Counting pages 13-14	Lesson : Tracing and Matching pages 15-16	Lesson: Patterns and Counting pages 17-18	Lesson: Tallying and Counting pages 19-20



Unit 6 Workbook

Skills Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



Name _____

1.1

Dear Family Member,

Ask your child to cut out the letter cards. Show the cards to your child and have him or her say the sounds, not the letter names. Arrange the cards to make the words "skin," "sun," "spin," "kin," "snip," "nut," "not," "net," "stun," "skip," "step," "stop," "spot," "sit," "sip," "set," "pet," "pot," "pun," "tip," "top," and "pit," and have your child read the words. Additional Activity: Say one of the words listed above and ask your child to try and spell the word by selecting and arranging letter cards.



n _	k	s
u _	o	t
i	e	p _

Name _____

1.

2.

3.

4.

5.

Directions: Have students write the dictated words.

6.

Three sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

7.

Three sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

8.

Three sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

9.

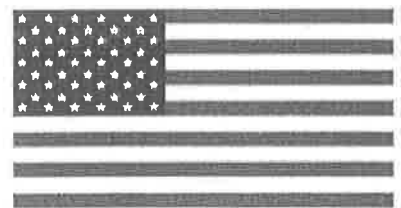
Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

10.

Three sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

frog	crab	flag
drum	stem	steps





Directions: Have students write each word under its matching picture.

twig

spot

swim

stop

plug

grin





as	his
is	has

1. Stan _____ mad at Fred.

2. Jim _____ not met Tim.

3. Ted **is** _____ dad.

4. Jen **is** not **as** sad _____
Kim.

Directions: Have students complete each sentence.

Name _____

3.2

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.



Kit can swim.



Kit can flip and flop.



Kit can skip.



Kit can run.



During the first few months of school, we have focused on teaching your child the specific sounds associated with each letter. Students must know these sounds in order to blend and read words. We will now turn our attention to learning the names of each letter so your child is able to recite the names of the letters in alphabetical order.

Point to each letter below and ask your child to say each letter name with you. If you like, you can sing the ABC song with your child as you point to each letter. Make sure to say the name of each letter clearly, especially if you are singing the ABC song. In class, we clap after the letters, 'l', 'm', 'n', 'o', and 'p'. This helps children avoid thinking 'lmnop' is a word.



legs	pots	jets	pens
rats	bags	beds	hats

/s/ as in cats

/z/ as in dogs



Directions: Have students write the words that end in 's' pronounced /s/ under the /s/ header and the words that end in 'z' pronounced /z/ under the 'z' header.

Handwriting practice lines for the /s/ section, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated ten times.

Handwriting practice lines for the /z/ section, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated ten times.

rubs taps hits sips
wins sits begs tugs

/s/ as in naps



Handwriting practice lines for the /s/ sound. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are ten such sets of lines provided for practice.

/z/ as in runs



Handwriting practice lines for the /z/ sound. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are ten such sets of lines provided for practice.

Dear Family Member,

On the front and back of this page, have your child copy each word under the matching picture. If necessary, identify the pictures for your child.



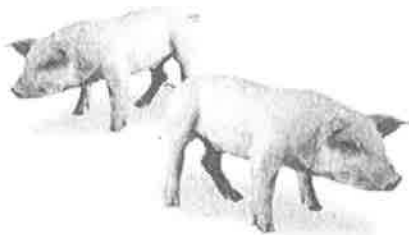
1. cans



2. desk

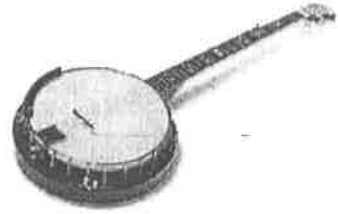


3. pigs



4. crab





5. gift





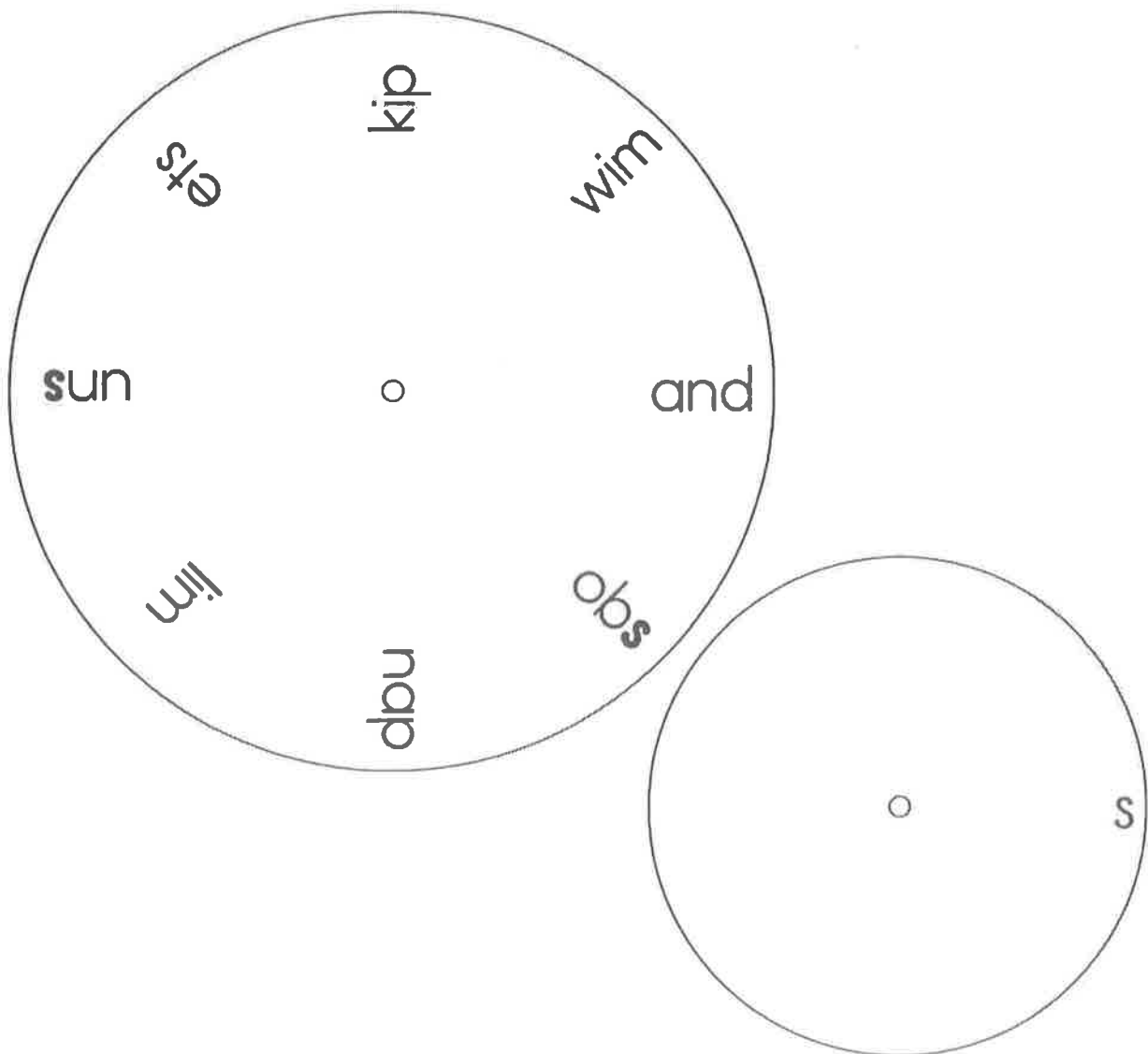
6. hand





Dear Family Member,

Your child has been taught to read words with four sounds. These words contain consonant clusters, i.e., two consonant spellings that stand next to each other in a word. Consonant clusters are difficult to read at first. Encourage your child to read the words by first saying the individual sounds and then blending the sounds to make words. Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes.



Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.



Kit ran and hid.



Stan ran and got Kit.



Stan ran and hid.



Kit ran and got Stan.



Kit and Stan had fun.



Continue practicing singing the letter names using the chart below.

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

Name _____

1.

2.

3.

4.

5.

Directions: Have students write the dictated words.

6.

Handwriting practice lines for number 6, consisting of four columns of three horizontal lines (top, middle dashed, bottom).

7.

Handwriting practice lines for number 7, consisting of four columns of three horizontal lines (top, middle dashed, bottom).

8.

Handwriting practice lines for number 8, consisting of four columns of three horizontal lines (top, middle dashed, bottom).

9.

Handwriting practice lines for number 9, consisting of four columns of three horizontal lines (top, middle dashed, bottom).

10.

Handwriting practice lines for number 10, consisting of four columns of three horizontal lines (top, middle dashed, bottom).

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.



Kit has hats.



Kit has big hats.



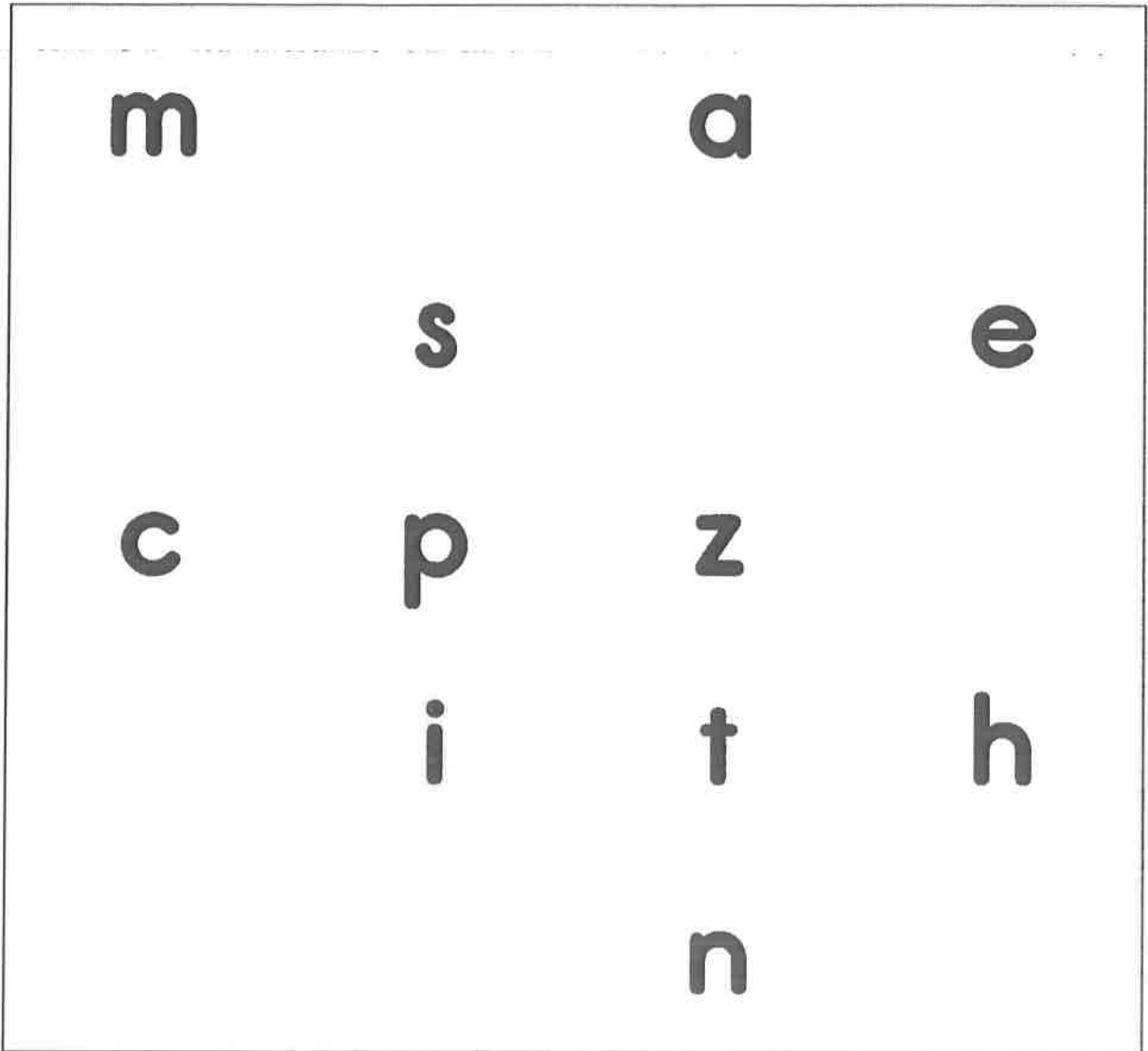
Kit has flat hats.



Kit has fun hats.



Point to each letter and ask your child to provide the sound of the letter first and then the letter name. If your child has difficulty, you may want to make flash cards of these letters and practice a few each night.



Name _____

8.1

Dear Family Member,

On the front and back of the worksheet have your child draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your child.



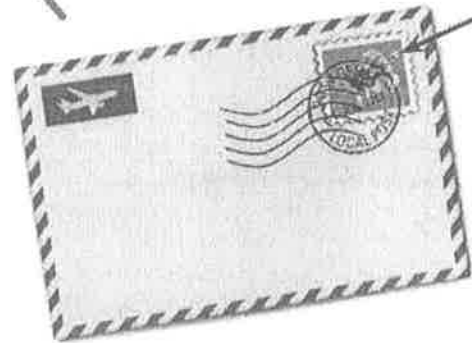
1. stamp



2. vest



3. steps



4. lamp



5. plant



6. nest



7. belt



8. pants



9. mask



practice book

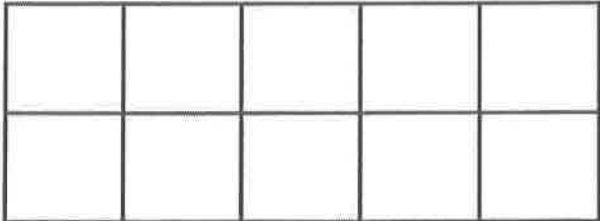



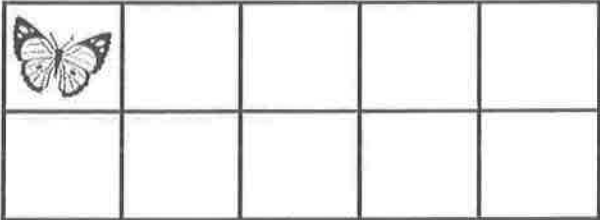



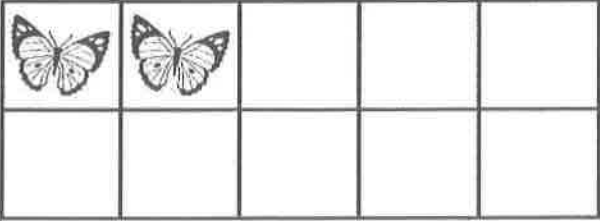



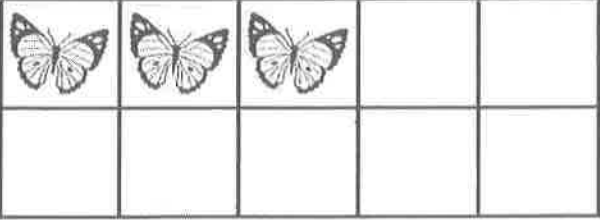



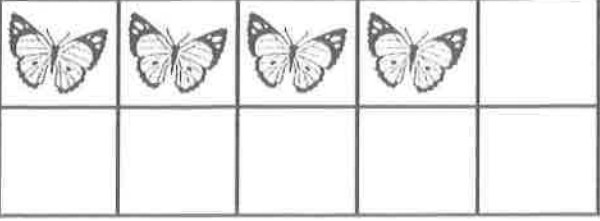





NAME _____

DATE _____

Butterflies 0–4

Count the butterflies in each frame. Trace the numbers.

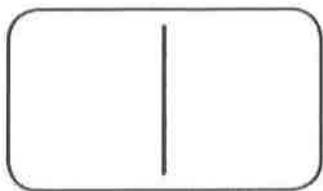




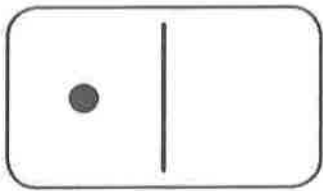




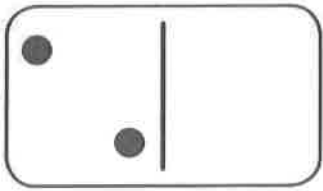




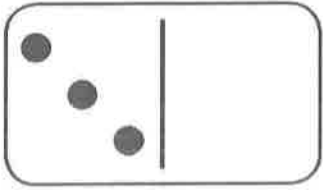




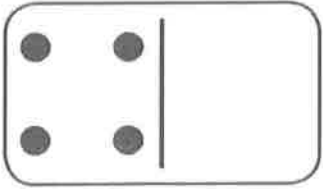




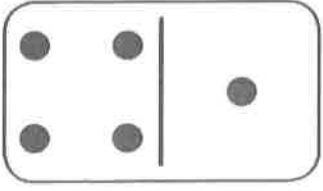




	0			
	1			
	2			
	3			
	4			

NAME _____

DATE _____

How Many Dots?

Count the dots on each domino. Trace the numbers.

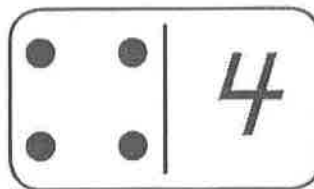
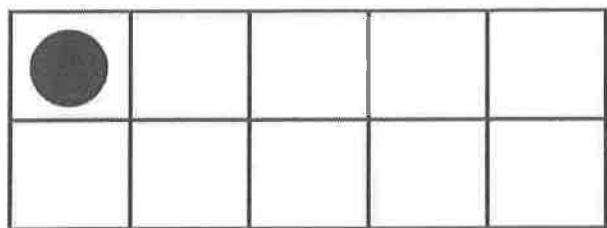
	0				
	1				
	2				
	3				
	4				
	5				

NAME _____

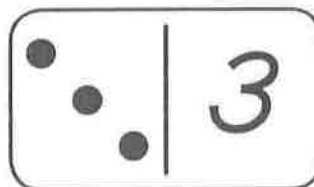
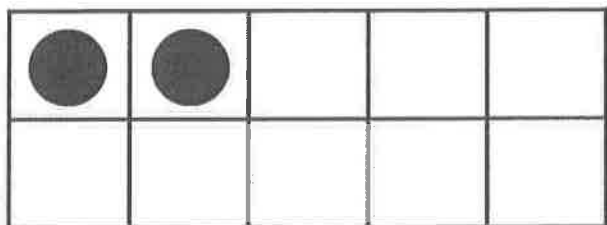
DATE _____

Find the Match Sheet 1

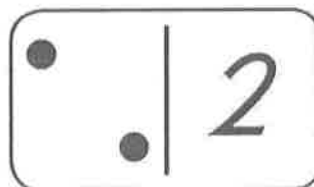
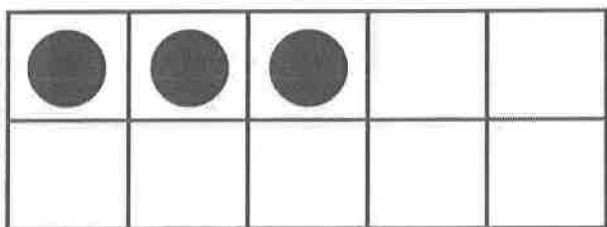
Draw a line to match the ten frame to the domino with the same number of dots.
Trace the numbers.



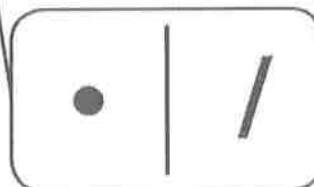
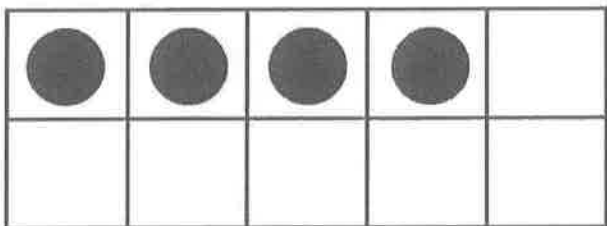
4 4



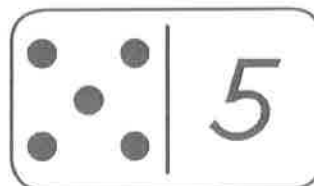
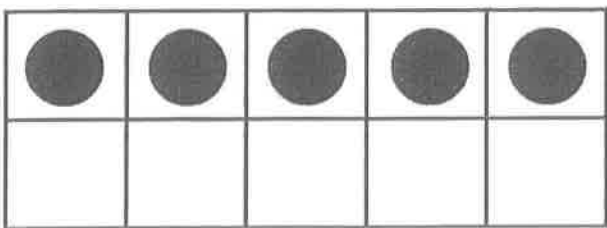
3 3



2 2



1 1



5 5

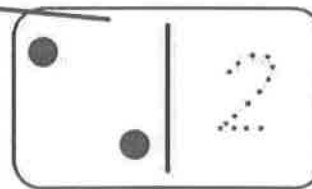
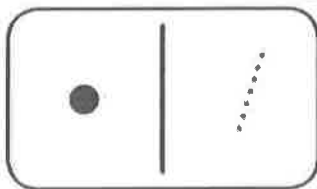
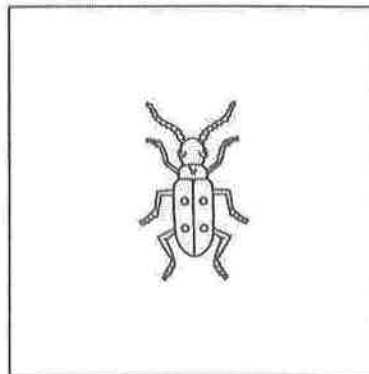
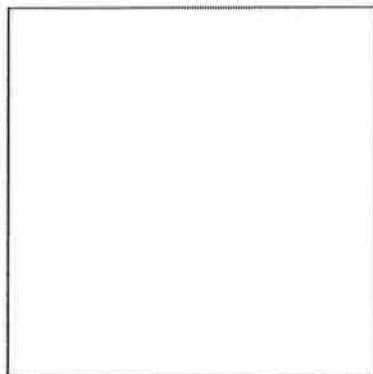
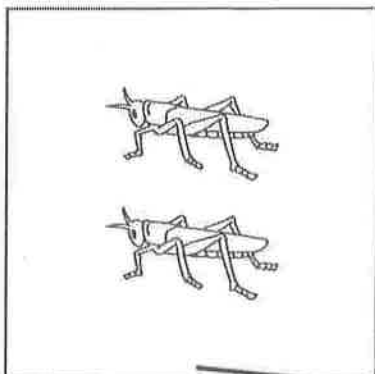
NAME _____

DATE _____

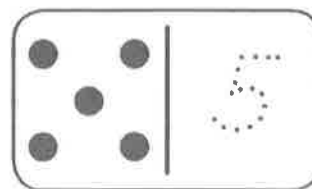
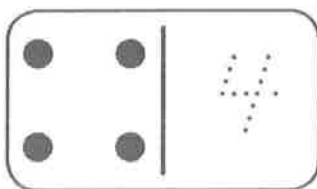
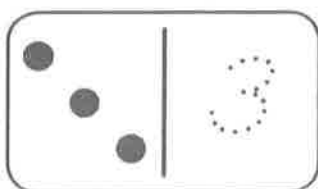
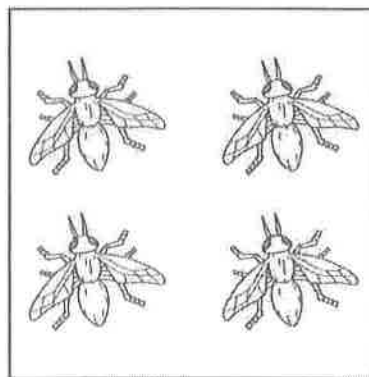
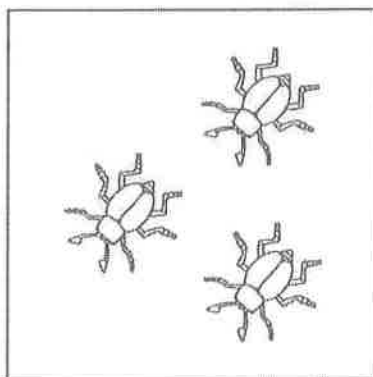
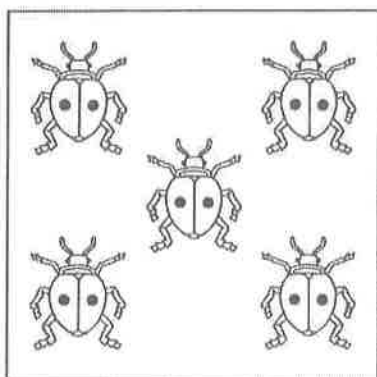
Bugs in Boxes

Count the bugs in each box. Draw a line to the domino that has the same number. Trace the numbers.

1



2

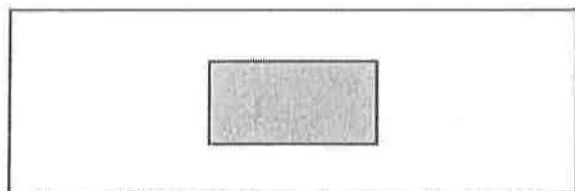


NAME _____

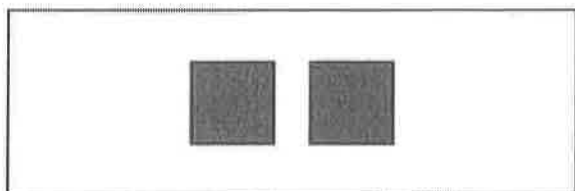
DATE _____

Sets & Numbers Match

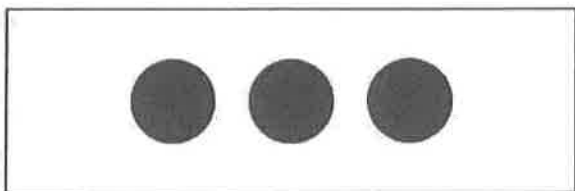
1 Draw a line to match each set to the number that tells how many. Trace the number three times..



3 circles



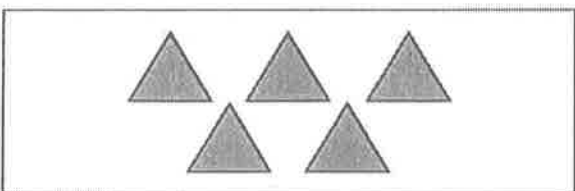
1 rectangle



4 stars



2 squares



5 triangles

2 Trace the numbers below.

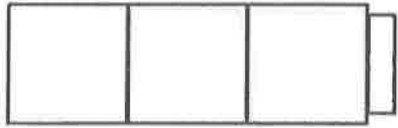
NAME _____

DATE _____


Counting Cubes

Color the cubes as indicated. Draw a line to the domino that has the same number. Trace the numbers.

Yellow



Blue



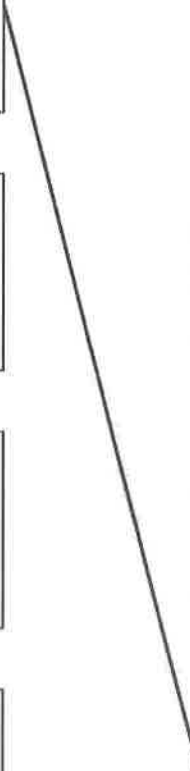
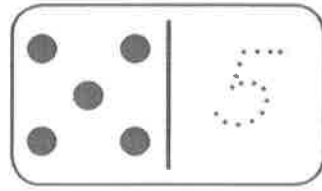
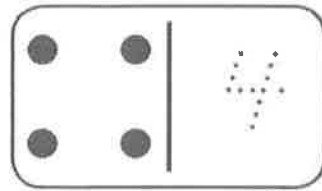
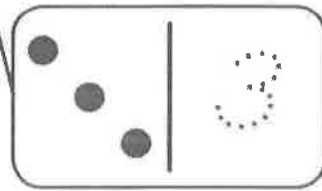
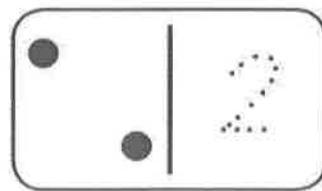
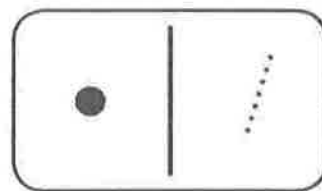
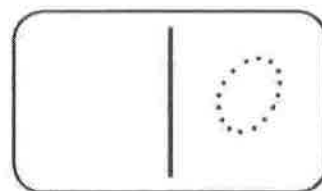

Orange



Red



Green

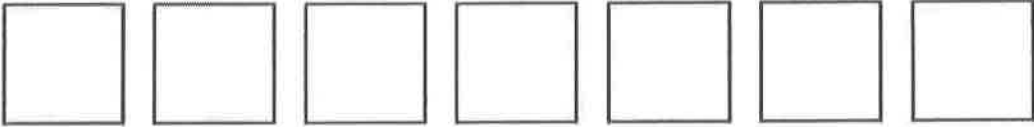





NAME _____

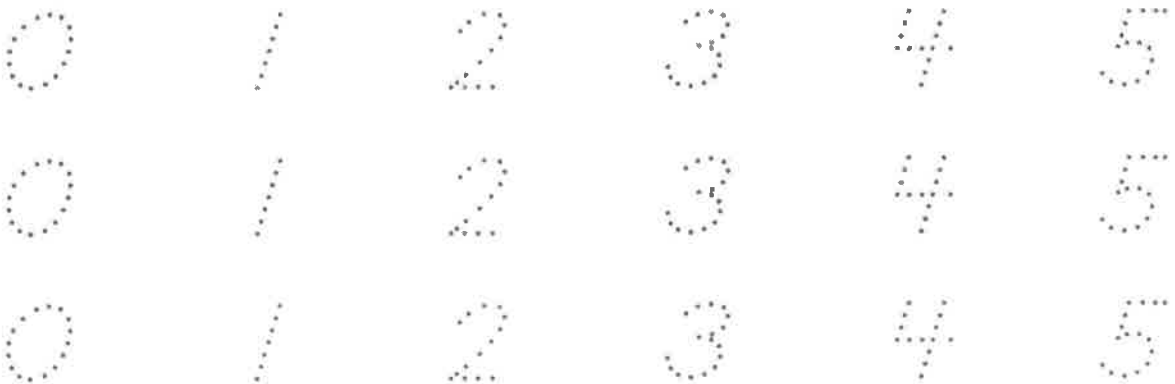
DATE _____

Shapes & Numbers

1 Color the number of shapes as indicated below.

Color 5 squares: 
Color 4 rectangles: 
Color 2 triangles: 
Color 3 circles: 

2 Trace the numbers.

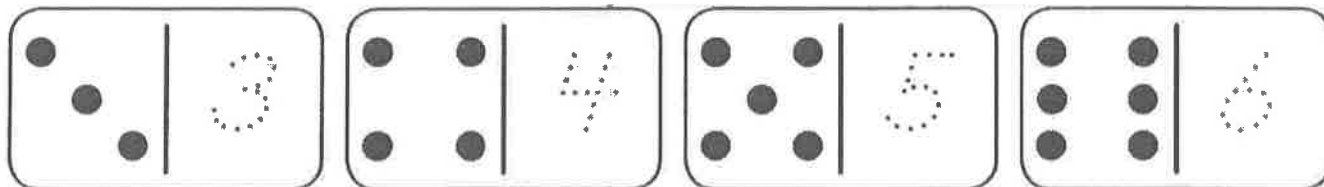


NAME _____

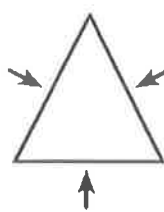

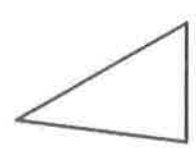

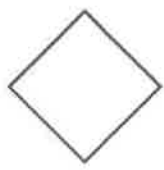
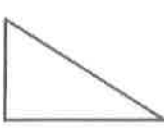
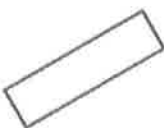


DATE _____

Triangles, Squares & Rectangles How Many Sides?

1 Trace the numbers.



2 Count and record the number of sides on each shape. You can add an arrow on each side if it helps.

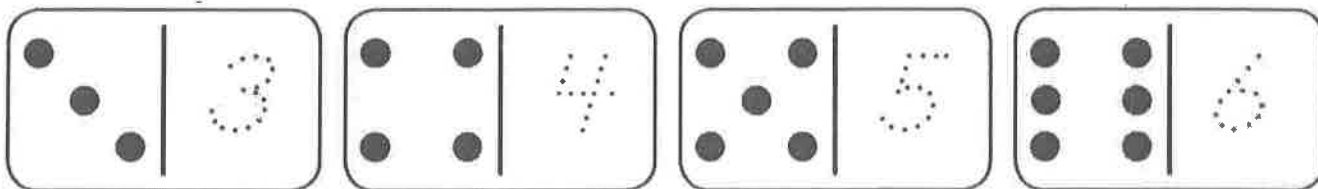
<p>Triangle How many sides?</p>  	<p>Triangle How many sides?</p> 
<p>Rectangle How many sides?</p> 	<p>Square How many sides?</p> 
<p>Triangle How many sides?</p> 	<p>Rectangle How many sides?</p> 
<p>Square How many sides?</p> 	<p>CHALLENGE</p> <p>Hexagon How many sides?</p> 

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Triangles, Squares & Rectangles How Many Corners?

1 Trace the numbers.



2 Count and record the number of corners on each shape. You can add an arrow at each corner if it helps.

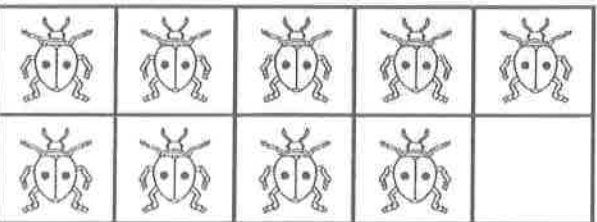
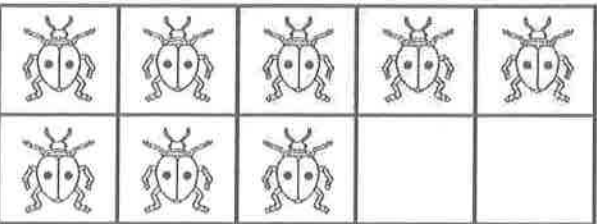
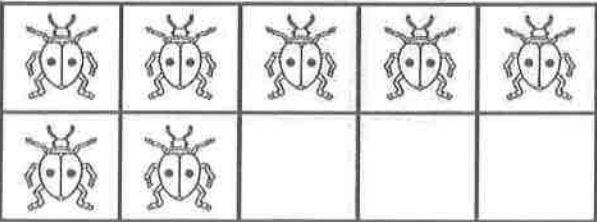
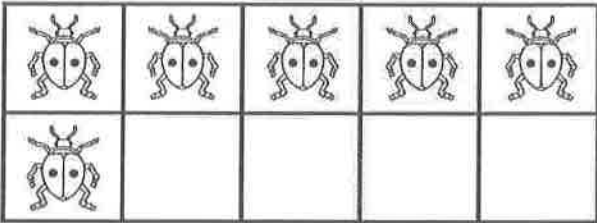
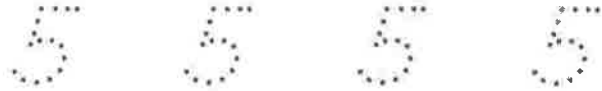
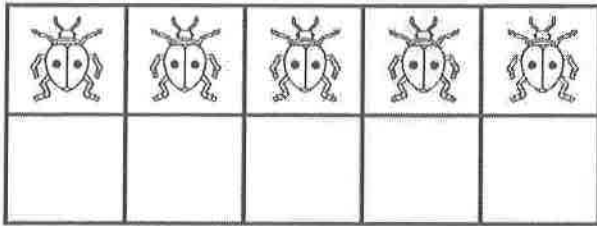
<p>Triangle How many corners?</p>	<p>Triangle How many corners?</p>
<p>Rectangle How many corners?</p>	<p>Square How many corners?</p>
<p>Triangle How many corners?</p>	<p>Rectangle How many corners?</p>
<p>Square How many corners?</p>	<p>CHALLENGE</p> <p>Hexagon How many corners?</p>

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Ladybugs 5–9

Count the ladybugs in each frame. Trace the numbers.

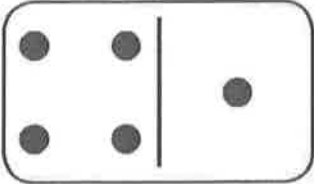
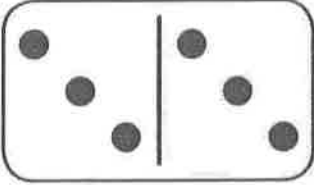
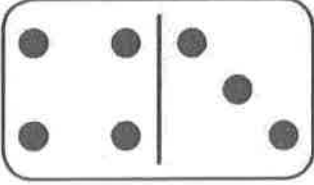
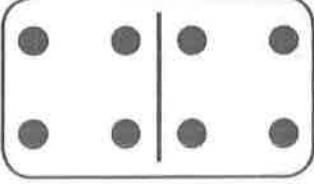
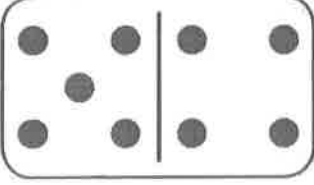
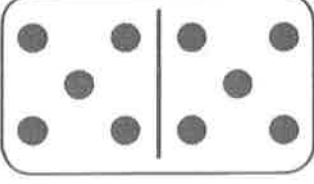


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More Dots

Count the dots on each domino. Trace the numbers.

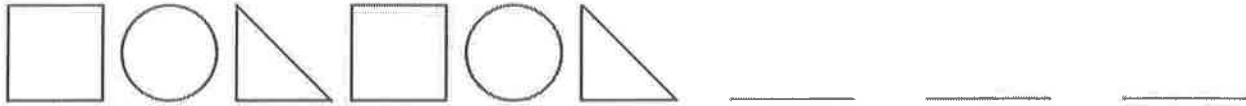
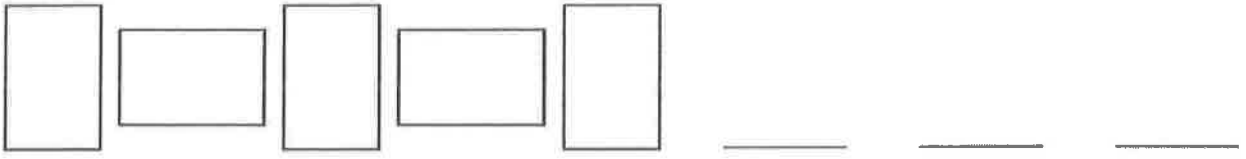
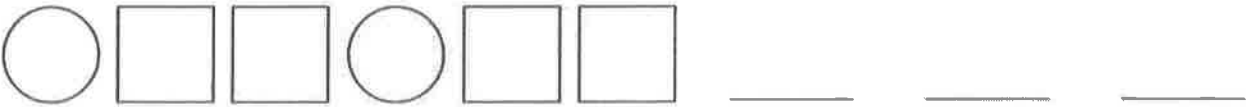
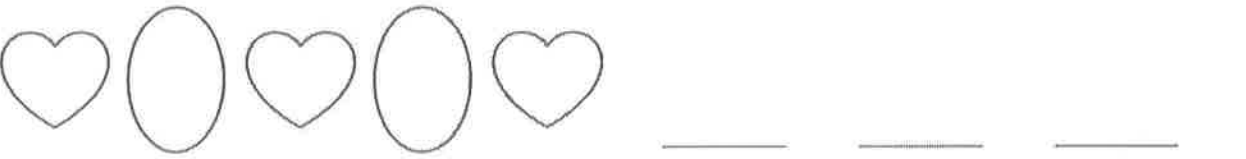
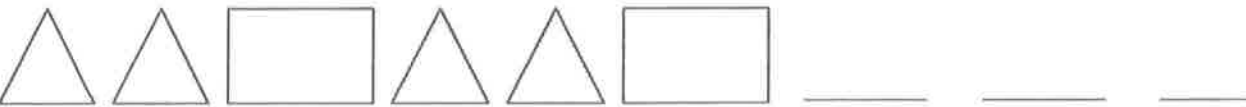
	5	5	5	5	5
	6	6	6	6	6
	7	7	7	7	7
	8	8	8	8	8
	9	9	9	9	9
	10	10	10	10	10

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Shape Patterns

Draw the 3 shapes you think should come next in each pattern below.

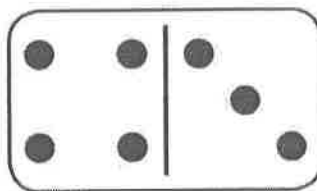
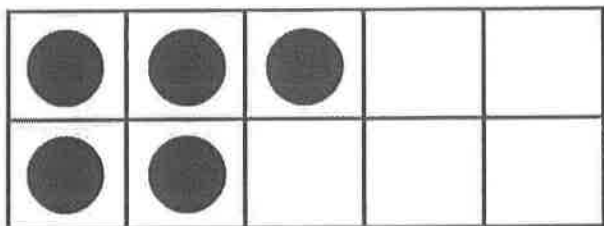
<p>1</p> 
<p>2</p> 
<p>3</p> 
<p>4</p> 
<p>5</p> 

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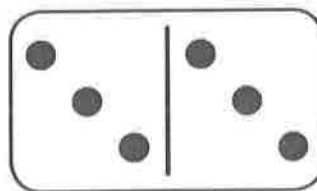
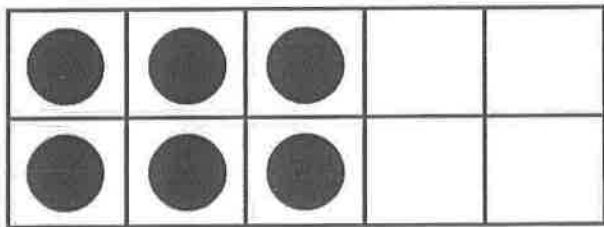
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Find the Match Sheet 2

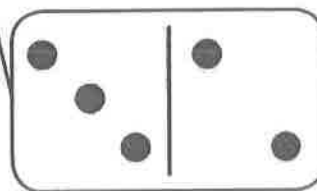
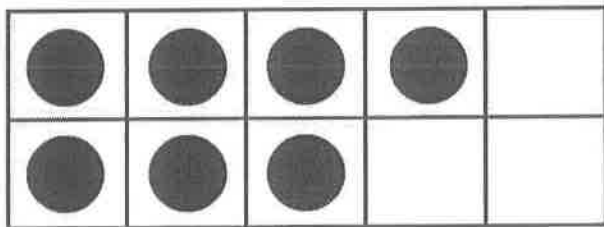
Draw a line to match the ten frame to the domino with the same number of dots. Trace the numbers.



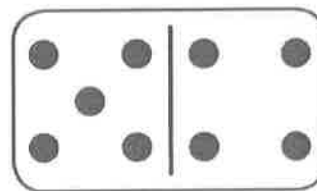
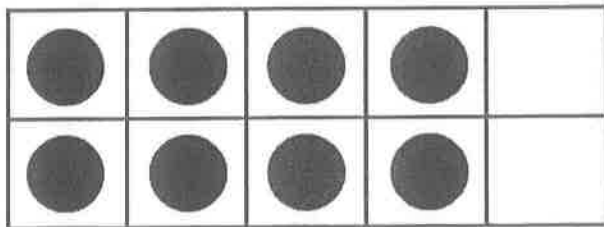
7 7



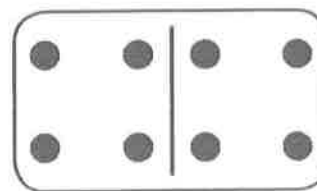
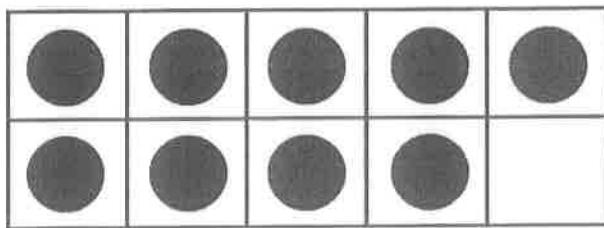
6 6



5 5



9 9



8 8

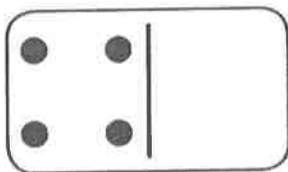
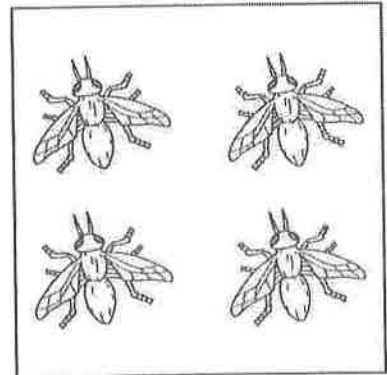
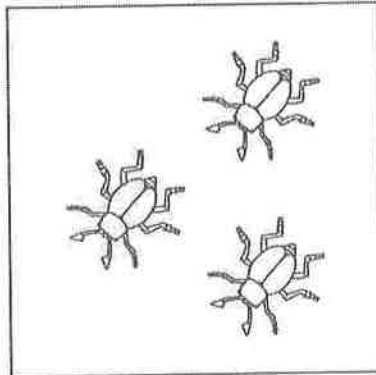
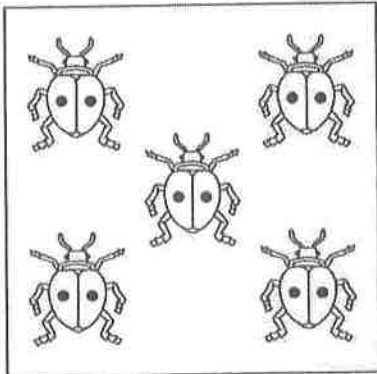
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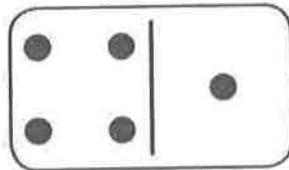
More Bugs in Boxes

Count the bugs in each box. Draw a line to the domino that has the same number. Trace the numbers.

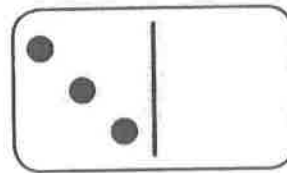
1



4

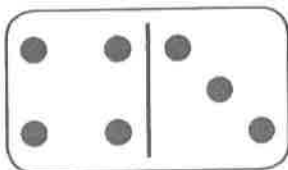
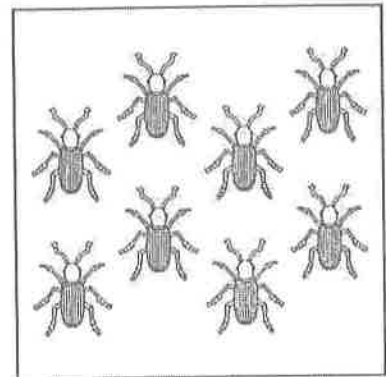
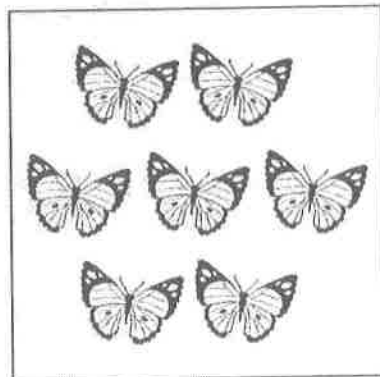
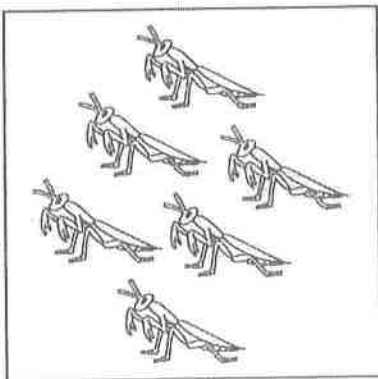


5

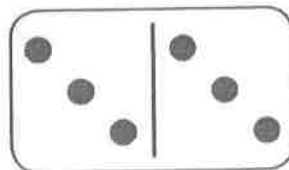


3

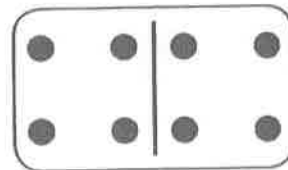
2



7



6



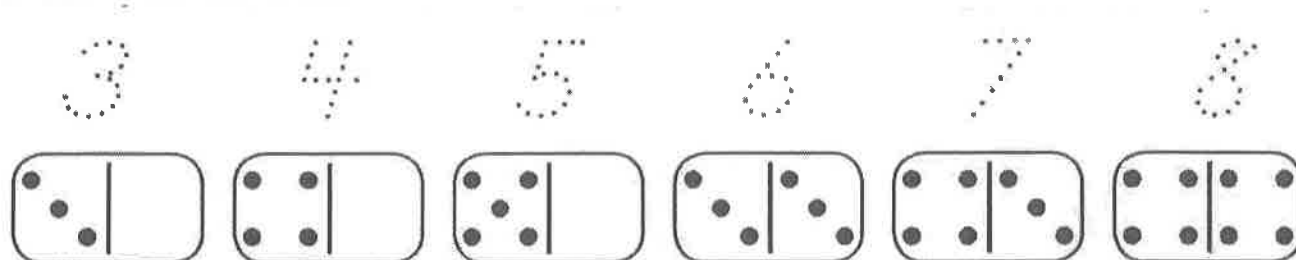
8

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Fill the Boxes

1 Trace the numbers.



2 Draw the items below.

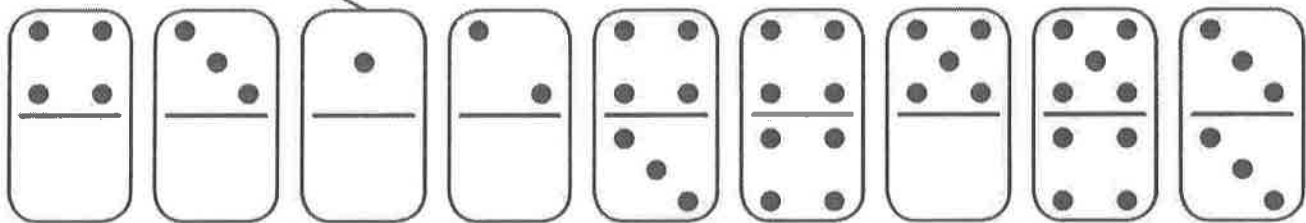
<p>Draw 3 bugs.</p> 	
<p>Draw 4 dots.</p> 	
<p>Draw 5 lines.</p> 	
<p>Draw 6 eggs.</p> 	
<p>Draw 7 hearts.</p> 	

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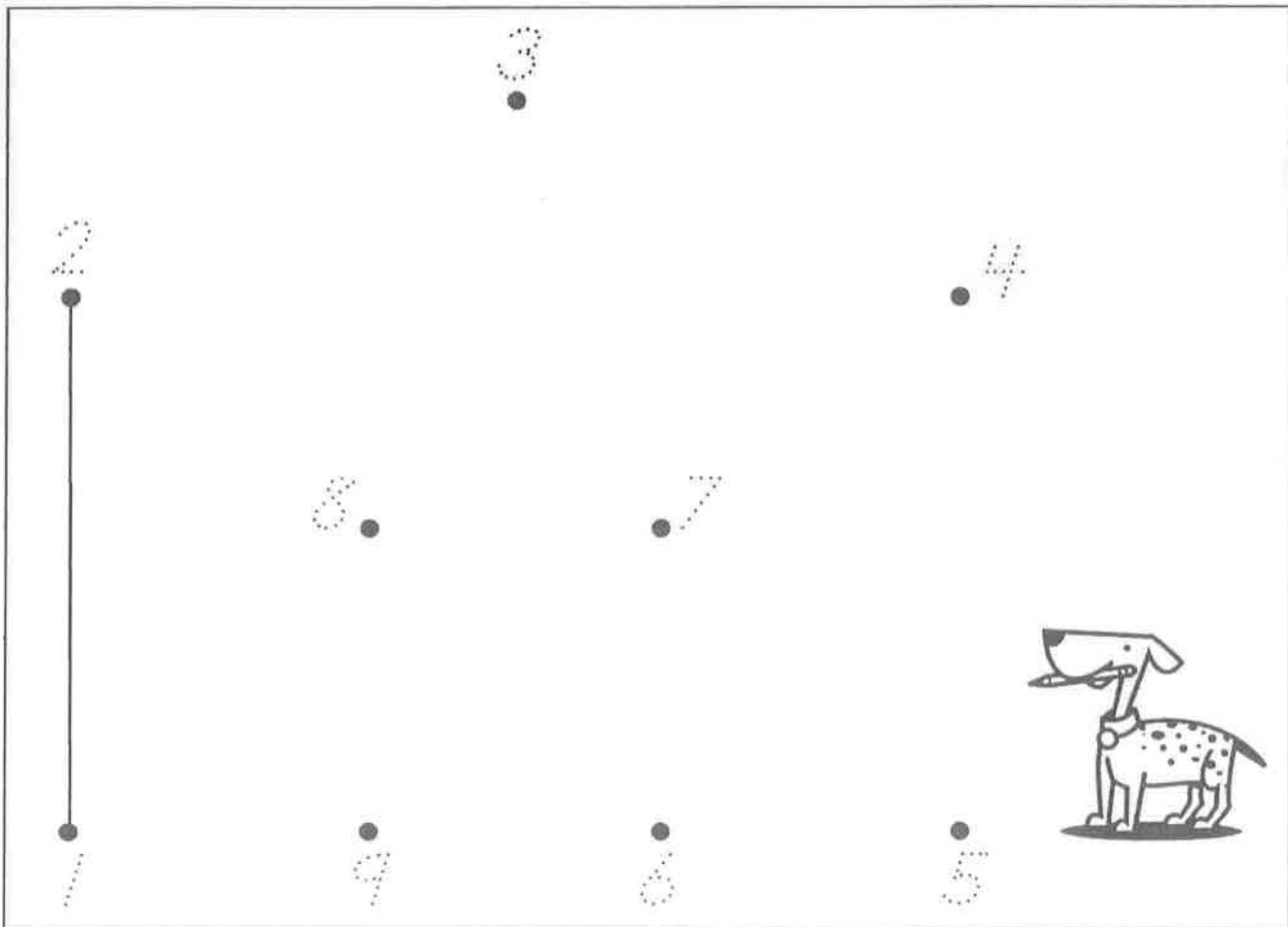
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Dot-to-Dot

1 Trace the numbers. Draw a line from each number to the matching domino.



2 Trace the numbers. Connect the dots in order to make a picture.

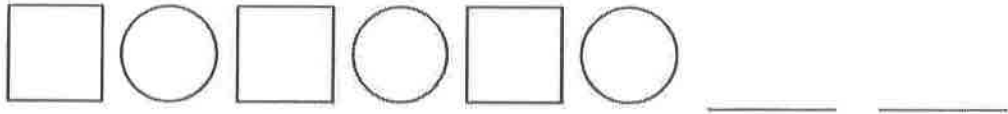





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Patterns What Comes Next?

1 Draw or color what you think comes next in the pattern.

2 Fill in the numbers that are missing.

1 _____ 3 4 5 _____ 7 8 _____ 10

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How Many? Sheet 1

Use the numbers and the dominoes to help solve the problems below.

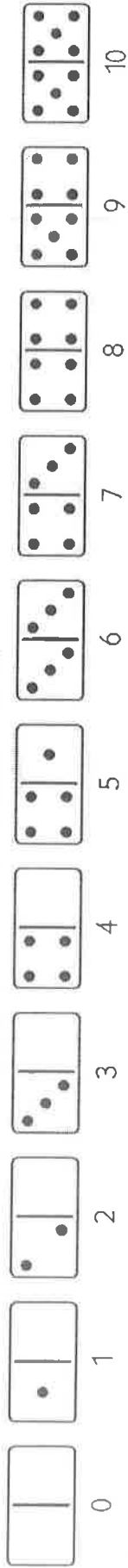
0	1	2	3	4	5	6	7	8	9	10

1 Count the bugs and record the number.

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Tallying How Many Sticks?

Use the numbers and dominoes to help solve the problems below.



1 Count the number of sticks and record the number.

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How Many? Sheet 2

Use the numbers to help solve the problems below.

0 1 2 3 4 5 6 7 8 9 10

Count the number of dots and record the number.

