

# Kindergarten

## Homework Planner for the week of 2/24 to 2/28 Due Friday 2/28

\*Packets will go home each Friday and will be due back by the following Friday. Please see the back for your child's special schedule and list of sight words introduced so far.

Monday 2/24 – Day 1

- ◇ Read or be read to for 10 minutes
- ◇ Practice High Frequency Words

Tuesday 2/25 – Day 2

- ◇ Read or be read to for 10 minutes
- ◇ Practice High Frequency Words

Wednesday 2/26 – Day 3

- ◇ Read or be read to for 10 minutes
- ◇ Practice High Frequency Words

Thursday 2/27 – Day 4

- ◇ Read or be read to for 10 minutes
- ◇ Practice High Frequency Words

Friday 2/28– Day 5 Pajama Day

- ◇ Read or be read to for 10 minutes
- ◇ Practice High Frequency Words



### Written Homework

- ◇ Foundations: Write the Missing Vowel
- ◇ Math Practice: Number Writing 6-10
- ◇ Math Practice: Subtraction Practice

**Please put your name on all worksheets  
to be handed in.**

**Do Not hand this planner in. Please keep  
it at home for your reference.**

to do

### Reminders:

- Permission slip and payment for our field trip to the Norwalk Aquarium field trip is due by February 28<sup>th</sup>.
- Pajama Day is Friday, February 28<sup>th</sup>. No slippers please!

## Specials Schedule

### Kirsch

Day 1 & 4 Gym  
Day 2 & 5 Art  
Day 3 & 6 Music  
Day 5 Library

### Leveque

Day 1 & 4 Art  
Day 2 & 5 Music  
Day 3 & 6 Gym  
Day 2 Library

### Wilson

Day 1 & 4 Music  
Day 2 & 5 Gym  
Day 3 & 6 Art  
Day 3 Library

Library books are do back in school on or before your child's library day. Students will not get a new book if the old book has not been returned.

Don't forget your sneakers on Gym day!

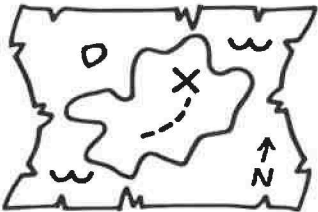
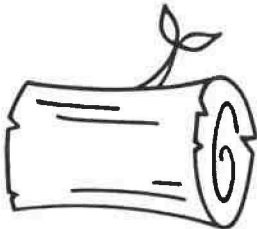




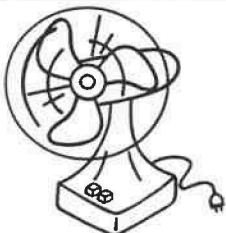

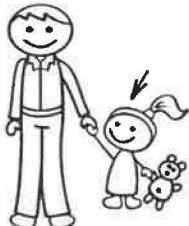
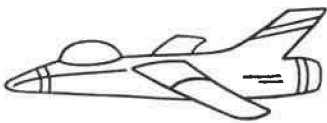
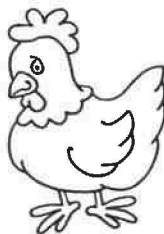

## High Frequency Words

| Unit 1 | Unit 2 | Unit 3 |
|--------|--------|--------|
| * a    | *see   | be     |
| *me    | *look  | *can   |
| *the   | *here  | do     |
| * I    | *is    | he     |
| *like  | *this  | she    |
| *my    | *an    | to     |
|        | *and   | was    |
|        |        | we     |

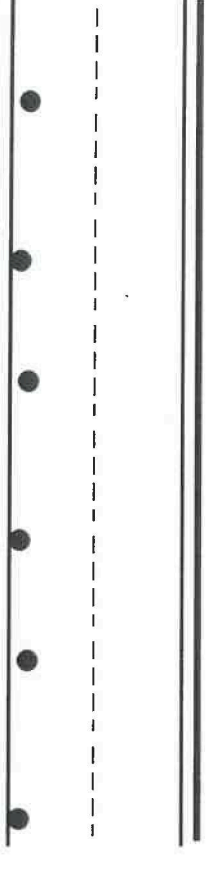
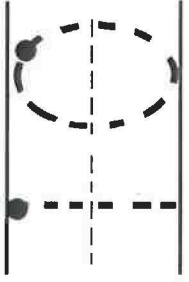
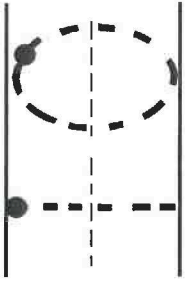
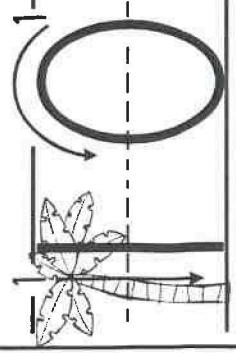
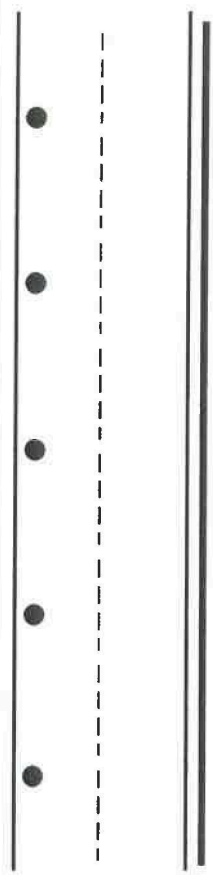
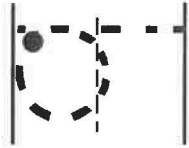
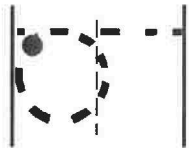
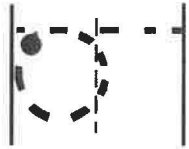
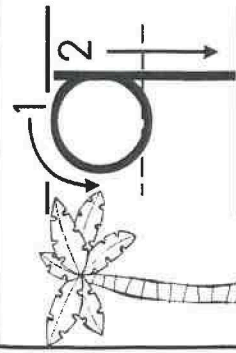
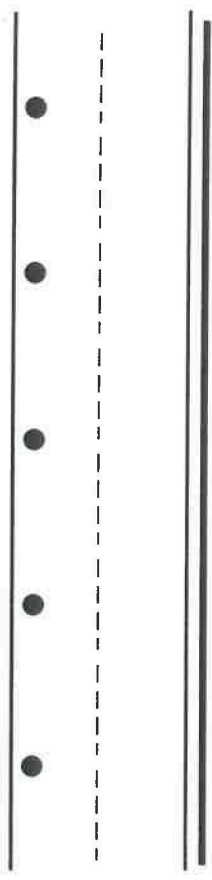
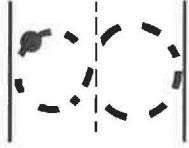
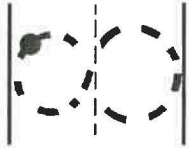
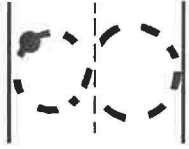
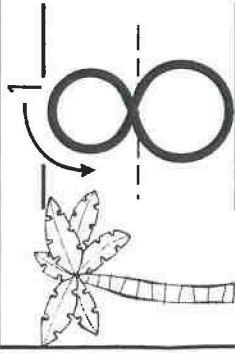
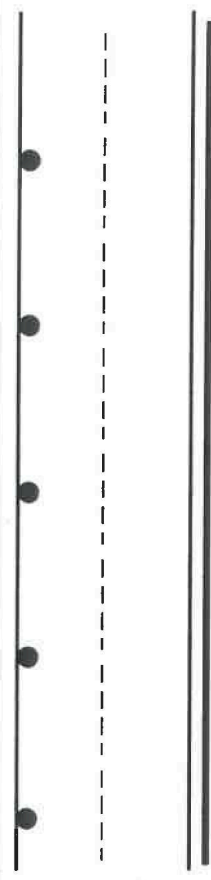
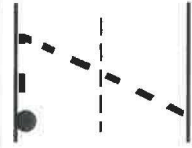
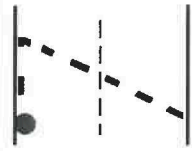
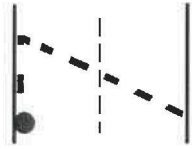
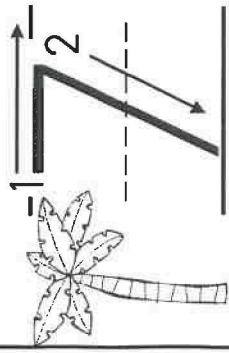
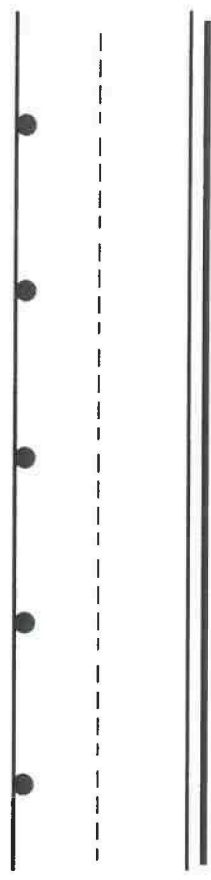
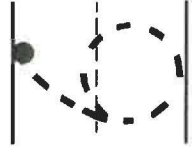
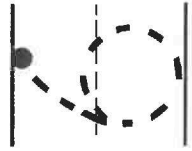
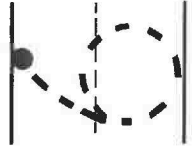
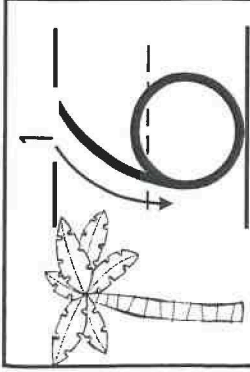
\*indicates the word has been introduced in class and students should be practicing the word at home

Name \_\_\_\_\_ Date \_\_\_\_\_

I can write the missing vowel!

|   |  |   |   |  |   |   |  |   |
|---|--|---|---|--|---|---|--|---|
|    |  |   |    |  |   |    |  |   |
| m   |  | p | l   |  | g | f   |  | n |
|    |  |   |    |  |   |    |  |   |
| f   |  | x | j   |  | g | r   |  | n |
|  |  |   |  |  |   |  |  |   |
| f   |  | n | p   |  | d | k   |  | d |
|  |  |   |  |  |   |  |  |   |
| j   |  | t | h   |  | n | j   |  | m |

Name: \_\_\_\_\_

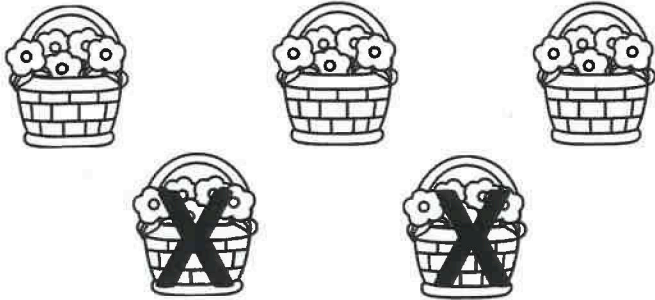




Name: \_\_\_\_\_

0-5

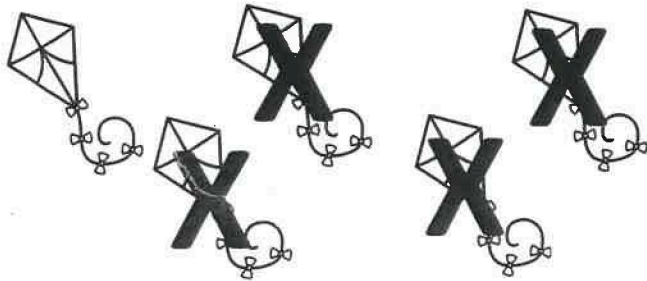
Directions: Write the number sentence for the problem shown.



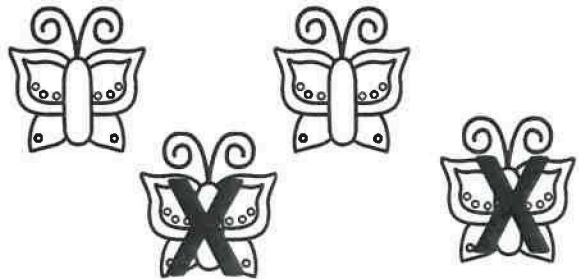
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$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



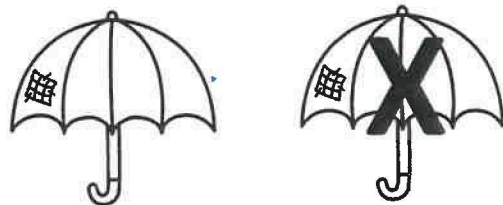
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$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



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