


Kindergarten

Homework Planner for the week of 4/28 to 5/2 Due Friday 5/2

*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 4/28 – Day 3 ♦ Read or be read to for 10 minutes ♦ <u>Practice High Frequency Words</u>	 Written Homework ♦ Foundations: Tap the sounds in each word, circle the correct spelling ♦ Math Practice (2 pages): Subtracting within 10 Please put your name on all worksheets to be handed in. <u>Do Not</u> hand this planner in. Please keep it at home for your reference.
Tuesday 4/29 – Day 4 ♦ Read or be read to for 10 minutes ♦ <u>Practice High Frequency Words</u>	
Wednesday 4/30 – Day 5 ♦ Read or be read to for 10 minutes ♦ <u>Practice High Frequency Words</u>	
Thursday 5/1 – Day 6 ♦ Read or be read to for 10 minutes ♦ <u>Practice High Frequency Words</u>	
Friday 5/2 – Day 1 ♦ Read or be read to for 10 minutes ♦ <u>Practice High Frequency Words</u>	

play say day

Reminders:

- Spring Picture Day is Tuesday, April 29th

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!

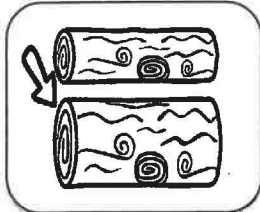
High Frequency Words

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
* a	*see	*be	*am	are
*me	*look	*can	*as	by
*the	*here	*do	*day	come
* I	*is	*he	*for	from
*like	*this	*she	*has	go
*my	*an	*to	*his	have
	*and	*was	how	her
		*we	*or	no
			*play	of
			*say	one
			*you	so
				they
				too

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

Name: _____

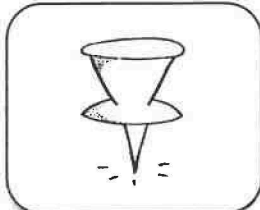
Directions: Look at the picture in the box.
Circle the correct spelling.



thic

thick

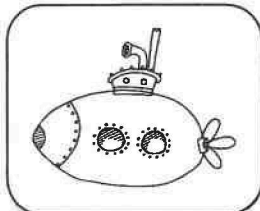
thik



pen

pun

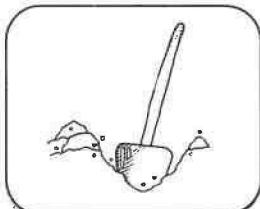
pin



sub

sud

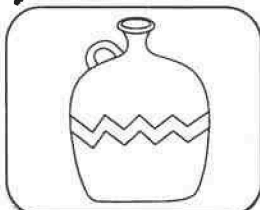
seb



deg

dij

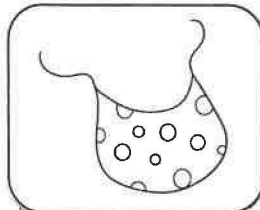
dig



jeg

jag

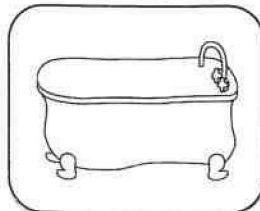
jug



beb

bid

bib



tub

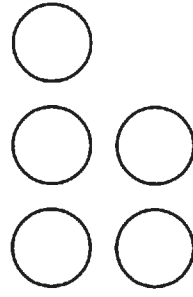
tud

tob

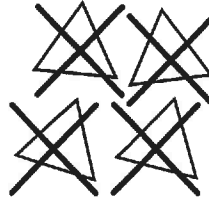
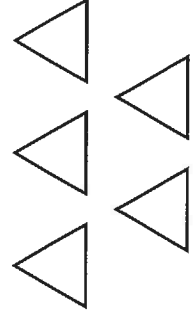
NAME: _____

Subtracting Within 10

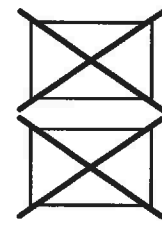
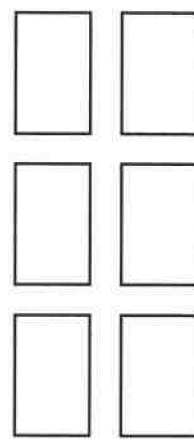
Example



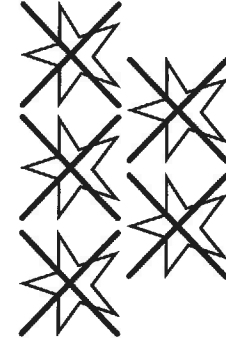
$$6 - 1 = \underline{\quad 5 \quad}$$



$$9 - 4 = \underline{\quad \quad}$$



$$8 - 2 = \underline{\quad \quad}$$

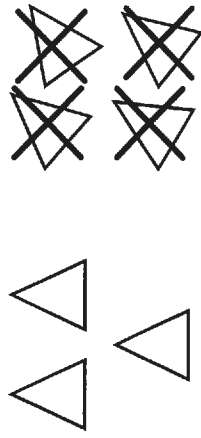


$$9 - 5 = \underline{\quad \quad}$$

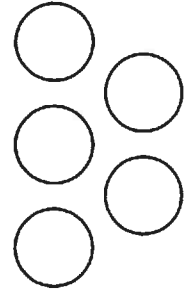
Have children write the number left to complete the equations. Then have them read each equation and explain how the subtraction and drawing are related.

NAME: _____

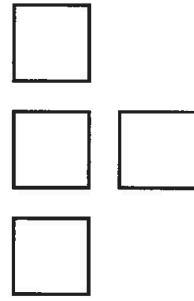
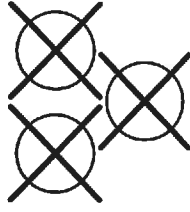
Subtracting Within 10



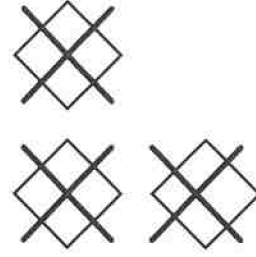
$$7 - 4 = \underline{\quad} - \underline{\quad} = \underline{\quad}$$



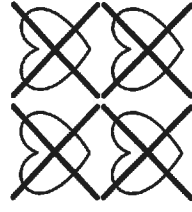
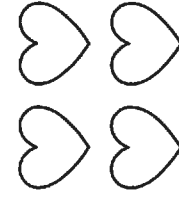
$$8 - 3 = \underline{\quad} - \underline{\quad} = \underline{\quad}$$



$$7 - 3 = \underline{\quad} - \underline{\quad} = \underline{\quad}$$



$$8 - 4 = \underline{\quad} - \underline{\quad} = \underline{\quad}$$



Have children write the number left to complete the equations. Then have them read each equation and explain how the subtraction and drawing are related.