

Webster County Schools

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Office of Curriculum

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Kindergarten

Packet 4

NAME: _____

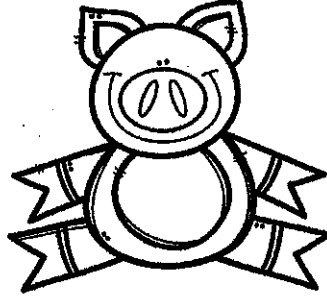
DATE: _____

Missing Vowel - Short E and Short I

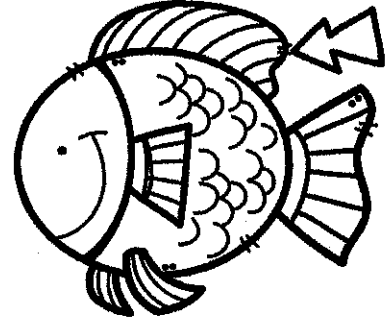
DIRECTIONS: Fill in the missing vowel.



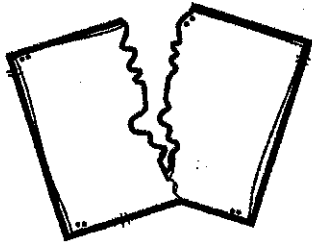
w b



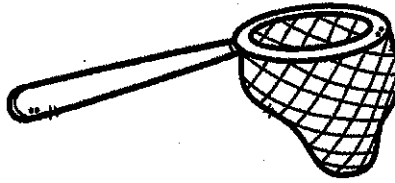
p g



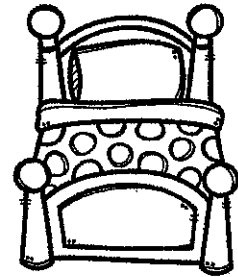
f n



r p



n t



b d

DIRECTIONS: Write a sentence using at least 2 words from above.

Name _____

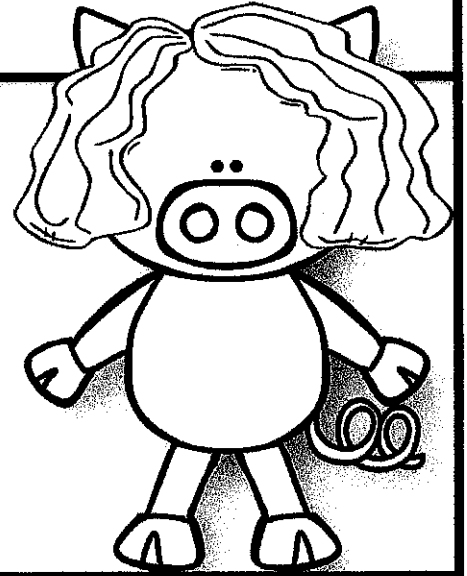
-ig

Reading Comprehension

Read the short passage and answer the questions.

The Big Pig

The pig is big. He is wearing a wig. The pig will dig in the mud. Do you see the big pig?



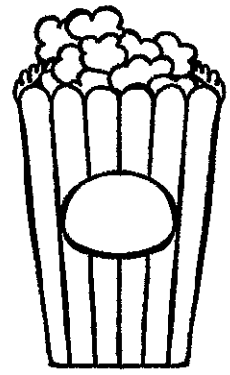
1. The pig is _____.

2. He is wearing a _____.

3. The pig will _____ in the mud.

Name _____

Date _____



Use the popcorn to solve the equations.

$1 + 2 = \underline{\quad}$

$3 + 5 = \underline{\quad}$

$2 + 5 = \underline{\quad}$

$5 + 0 = \underline{\quad}$

$0 + 10 = \underline{\quad}$

$1 + 6 = \underline{\quad}$

$9 + 1 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$0 + 6 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

$7 + 0 = \underline{\quad}$

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

$7 + 1 = \underline{\quad}$

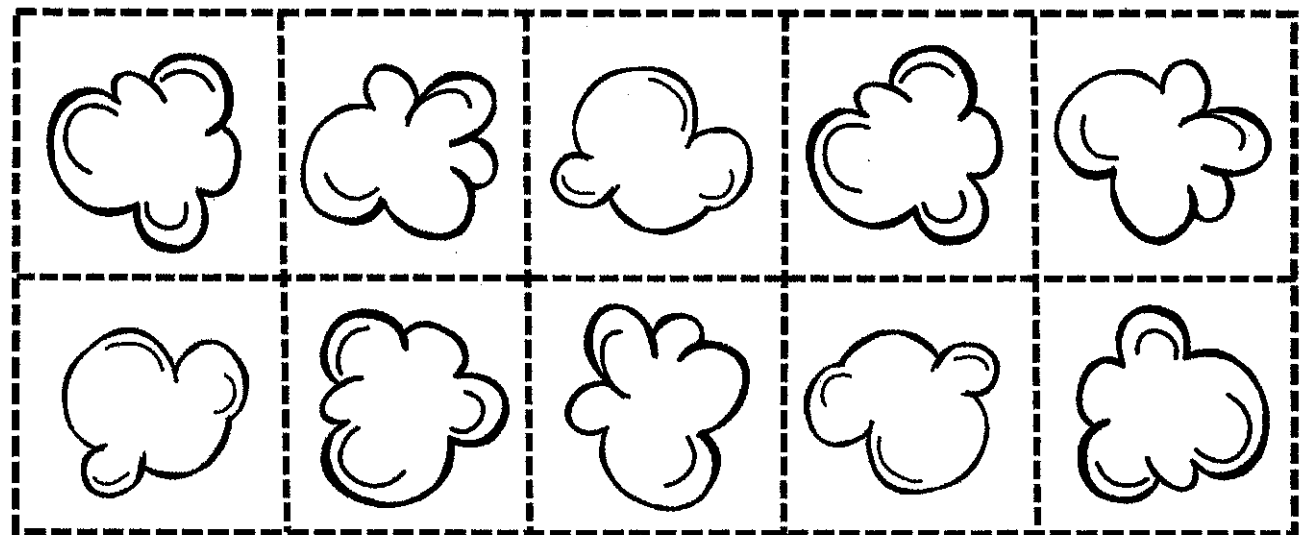
$6 + 3 = \underline{\quad}$

$6 + 4 = \underline{\quad}$

$10 + 0 = \underline{\quad}$

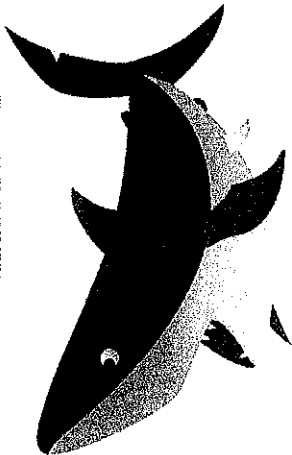


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Name _____

Date _____



Shark Subtraction

Directions: Use the fish pictures to solve the subtraction problems.

$9-7=$ _____

$7-4=$ _____

$5-4=$ _____

$10-8=$ _____

$6-3=$ _____

$6-1=$ _____

$7-0=$ _____

$10-3=$ _____

$5-1=$ _____

$9-8=$ _____

$9-2=$ _____

$10-6=$ _____

$8-4=$ _____

$4-2=$ _____

$3-2=$ _____

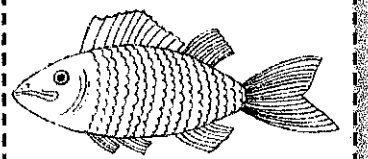
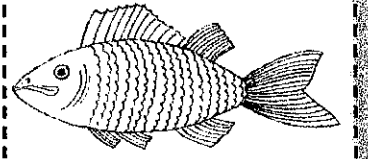
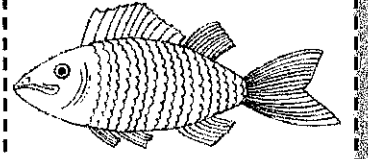
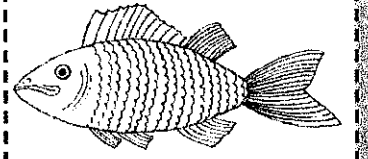
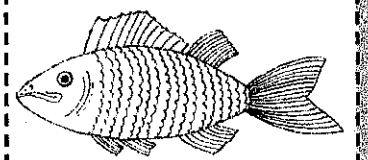
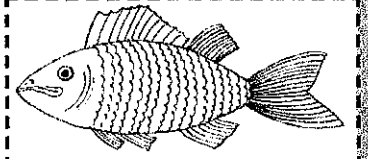
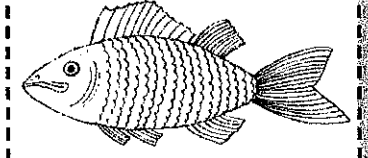
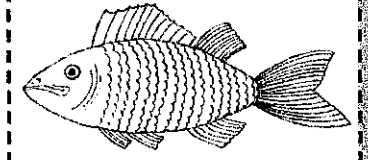
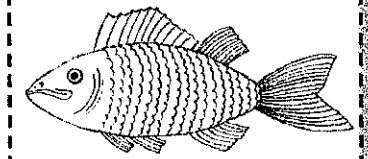
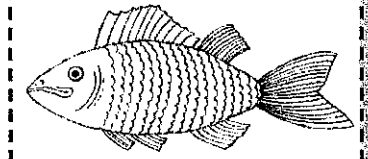
$10-0=$ _____

$7-2=$ _____

$7-1=$ _____

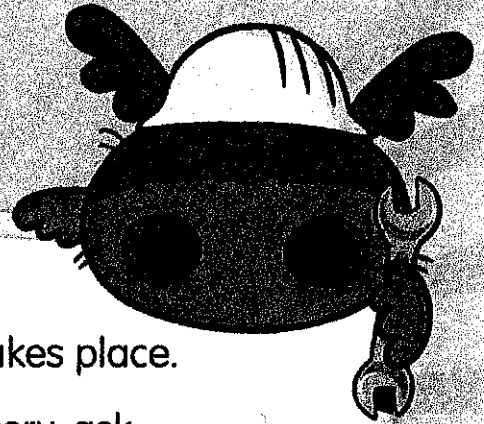
$8-5=$ _____

$10-5=$ _____



Listen and Learn

Identifying Setting



The **setting** is when and where a story takes place.

When you are reading or listening to a story, ask:

- When does the story take place?
- Where does the story take place?

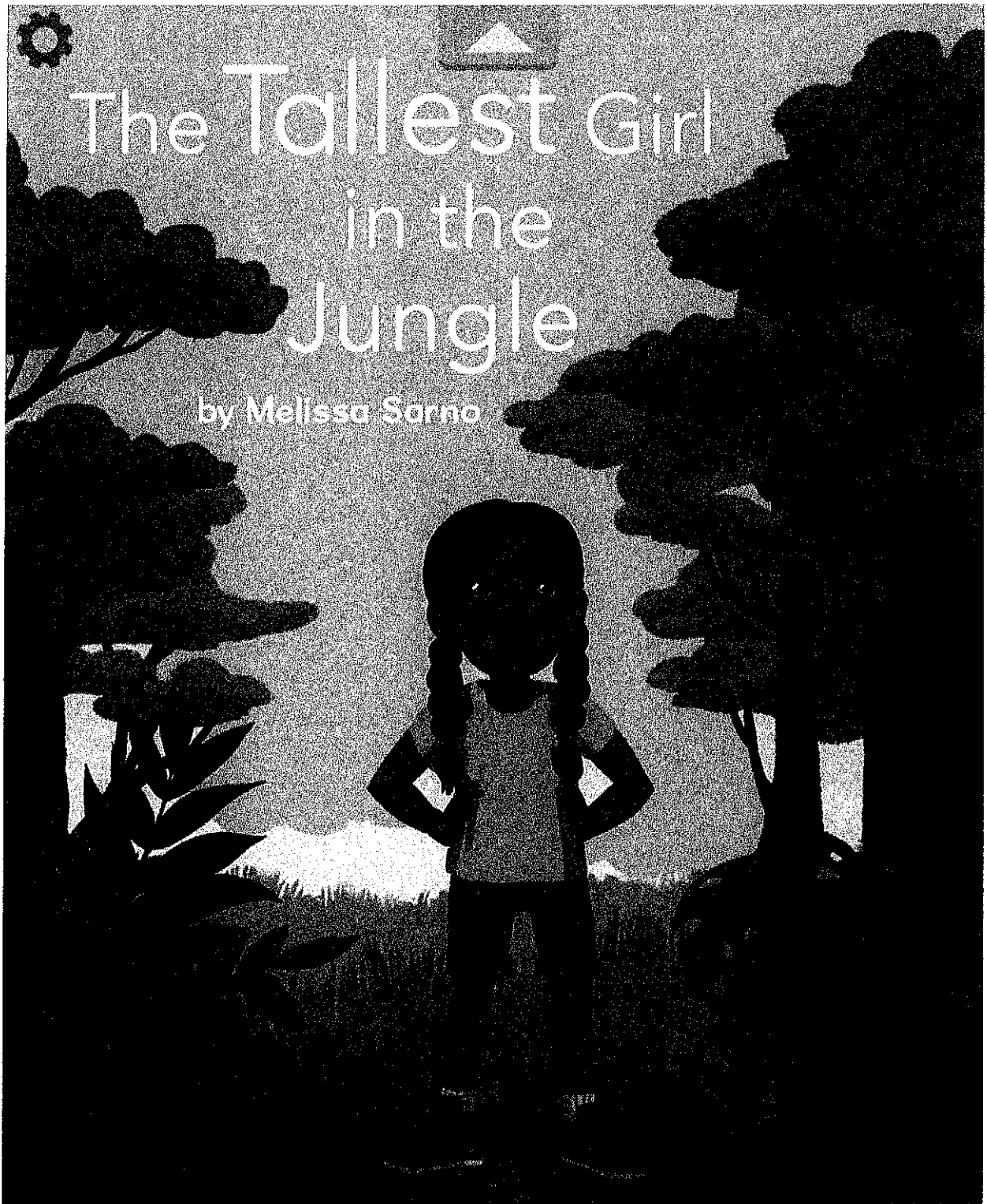
Thinking about the setting helps you understand the story.

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The Tallest Girl in the Jungle

by Melissa Sarno





Ana was the smallest girl in her class. Her friends teased her all the time. "Ana, you are so short! We can not see you over the grass," they laughed.

The tall grass tickled the top of Ana's head.



Ana frowned. She hated being teased for being small. She looked up at the sky and listened. Monkeys chattered. Birds tweeted. She wanted to join them. She wanted to be as tall as the towering trees.

Ana had an idea. “Wait until you see how tall I can be,” she called to her friends.

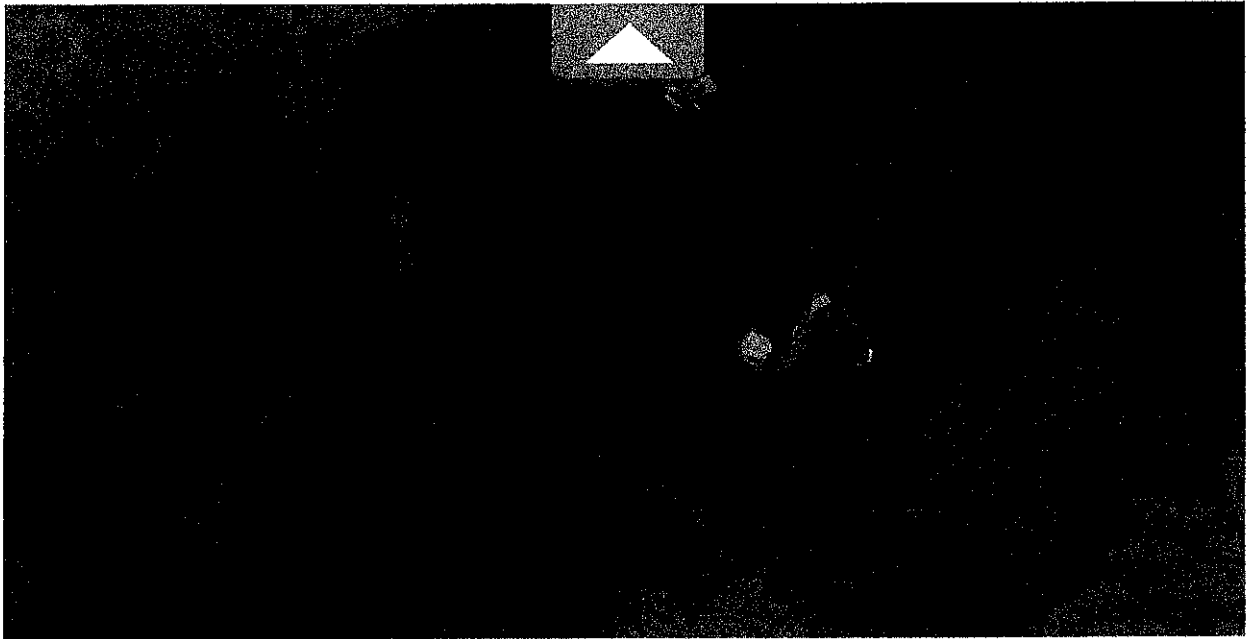


Ana stepped into the trees. She saw a long, thick hanging vine. She reached for it.

“What are you doing?” her friends asked.

“I am going to climb,” she said.

Ana grabbed the vine with her hands. She pulled herself up. She used her feet, too.



“Wow! Look at her go!” the kids shouted.
Ana was fast. Soon she was in the green leaves of the trees. Monkeys munched on coconuts as she went by. She saw giant fruits, large nuts, and colorful tree frogs.

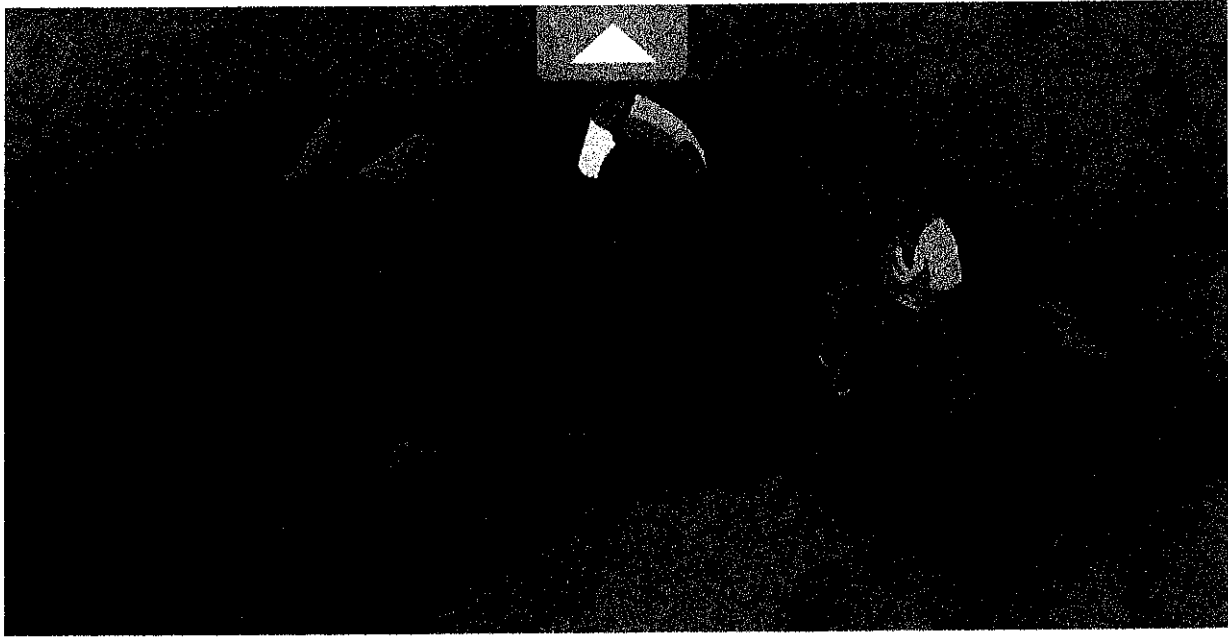
“Look how high she is!” cried the kids.

“I will climb even higher!” called Ana.



Ana looked up to the tree tops. “Can I make it to the canopy?” she wondered. She took a deep breath. “Of course I can,” she whispered.

Ana climbed higher. She moved from branch to branch. Up and up she climbed.



Soon Ana saw a bird with so many colors that it looked like a rainbow! She was in the canopy.

Ana waved and smiled. Her friends cheered. They could not tease her for being small now. She had done it. Ana was the tallest girl in the jungle!

Question 1 (for p. 1 of passage)

Why are Ana's friends teasing her?

- a. She is the most ticklish.
- b. She is lost in the grass.
- c. She is the shortest one

Question 2 (for p. 2 of passage)

Where does this part of the story happen?

- a. Up in the sky with the birds.
- b. In the trees by the monkeys.
- c. On the ground near the jungle.

Question 3 (for p. 3 of passage)

How does Ana use the vine?

- a. She uses it to catch a monkey.
- b. She uses it to help her friends.
- c. She uses it to climb the tree.

Question 4 (for p. 4 of passage)

Why are Ana's friends excited?

- a. Ana has hit a coconut.
- b. Ana has climbed high.
- c. Ana has saved a frog.

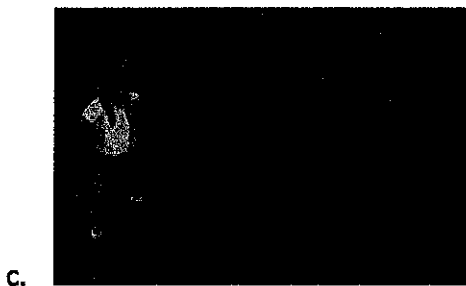
Question 5 (for p. 5 of passage)

Where will Ana go next?

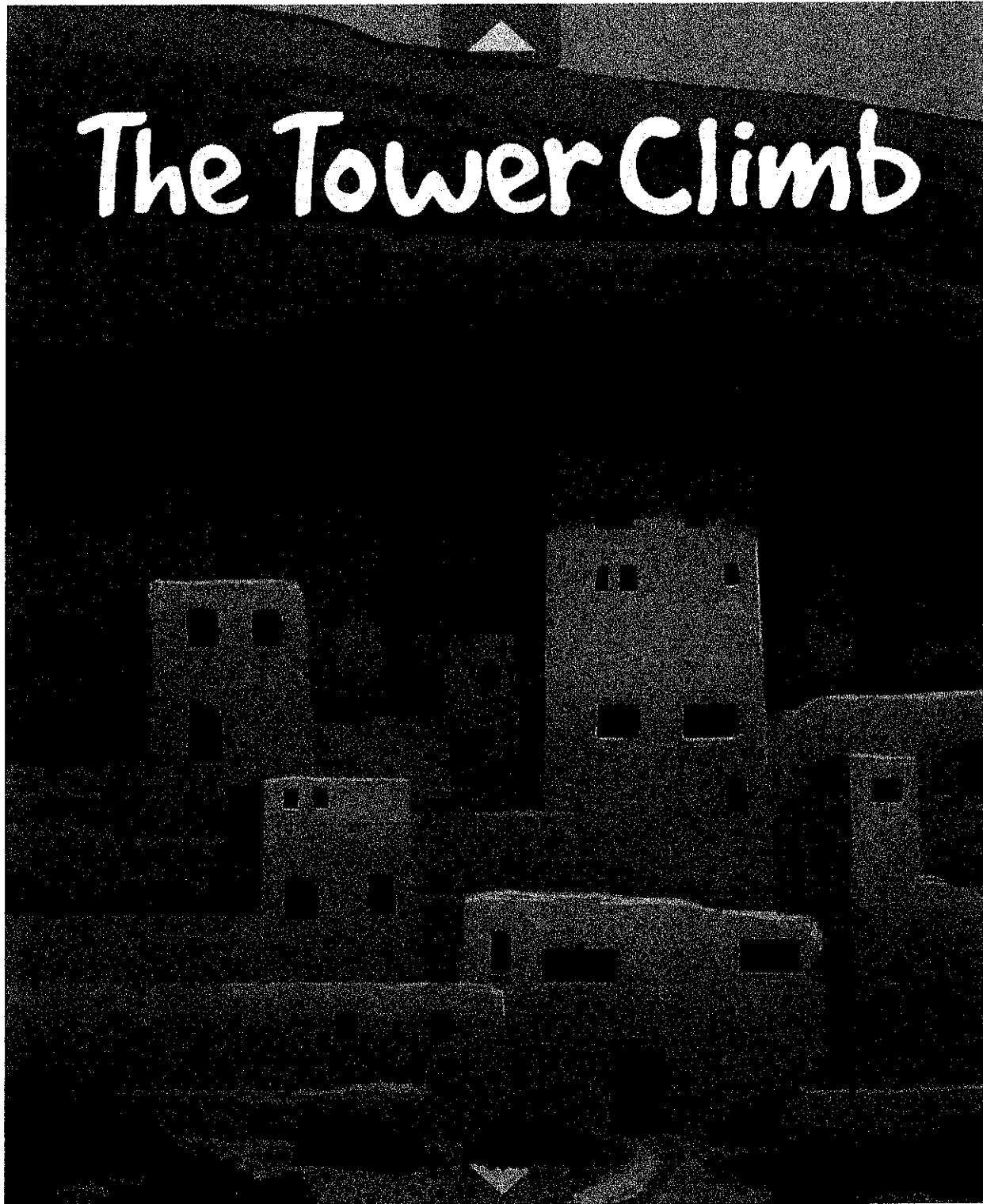
- a. She will go up to the top.
- b. She will go find a fruit.
- c. She will go back down.

Question 6 (for pp. 1-6 of passage)

What happens at the beginning of the story?



The Tower Climb





Hugo looked all around. He saw walls,
tunnels, and paths dug into the cliff.

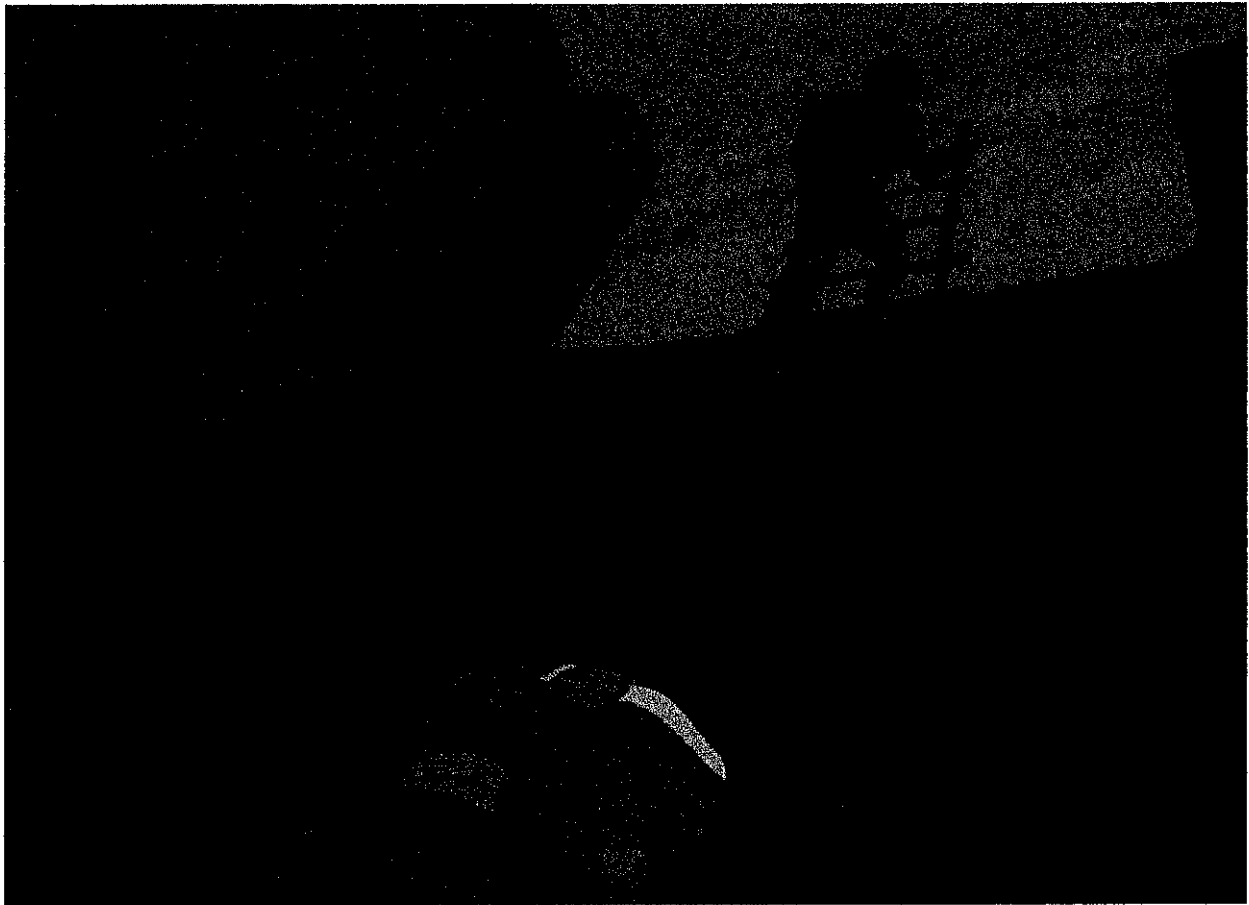
People had lived here long ago. Hugo and
his dad loved exploring the place.





Hugo crawled into a tunnel. The tunnel led him up and up. Hugo saw a ladder. It went almost straight up! Hugo climbed.

Suddenly, Hugo felt the sun. He was in a high tower!





Hugo heard a tiny sound. He saw a little animal. “What is that?” he asked.

“It looks like a spotted owl,” said Dad.

Hugo frowned. “Look! The owl has a broken wing. Can we take it with us? We can get help at the bottom.” His dad said yes.





“It’s a long way down, Dad. How can I keep the owl safe?”

Dad said, “Well, the people who lived here long ago carried babies on their backs. They used flat boards or baskets.”

Hugo said, “I know what to do!”





Hugo got his backpack. He put the owl inside it. “Stay safe,” he whispered.

Then Hugo led the way down. He did not slip on the ladder. He did not bump the walls of the tunnel. He did not trip on the path.





Hugo and his dad were at the bottom of the cliff. Hugo gently opened his backpack. The tiny owl was safe.

“Come on, little one. Let’s fix that broken wing,” Hugo said.



Question 1 (for p. 1 of passage)

Where are Hugo and his dad in this part of the story?

- a. They are outside an old town.
- b. They are beside a long path.
- c. They are inside a big tunnel.

Question 2 (for p. 2 of passage)

Where is Hugo when he feels the sun?

- a. Hugo is inside the tunnel.
- b. Hugo is on the ground.
- c. Hugo is up in the tower.

Question 3 (for p. 3 of passage)

Why does the owl need Hugo's help?

- a. The owl is lost.
- b. The owl is hot.
- c. The owl is hurt.

Question 4 (for p. 4 of passage)

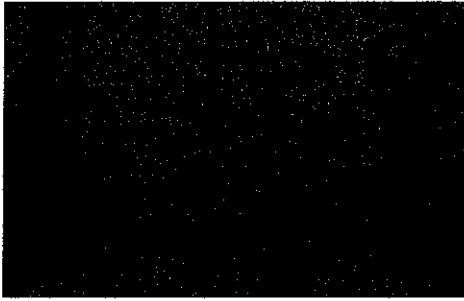
Where does Hugo need to take the owl?

- a. Higher in the tower.
- b. Back into the tunnel.
- c. Down to the ground.

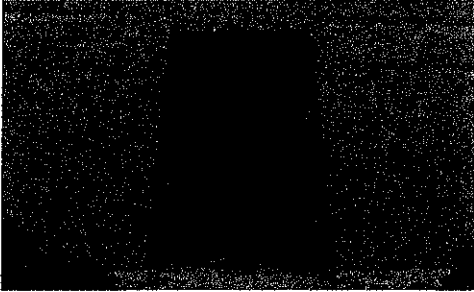
Question 5 (for p. 5 of passage)

What does Hugo do first on his way down?

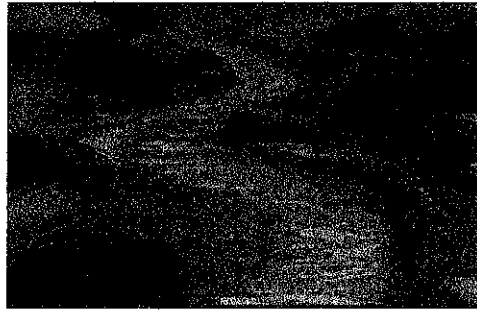
a.



b.



c.



Question 6 (for p. 5 of passage)

Why is Hugo careful as he comes down from the tower?

- a. He is worried about the hurt owl.
- b. He is worried about getting lost.
- c. He is worried about the ladder.

Question 7 (for p. 6 of passage)

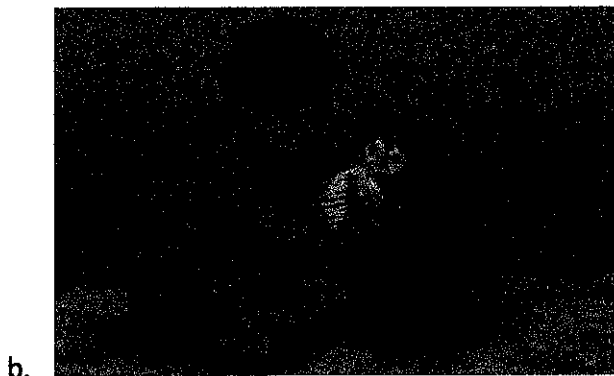
Where are Hugo and his dad now?

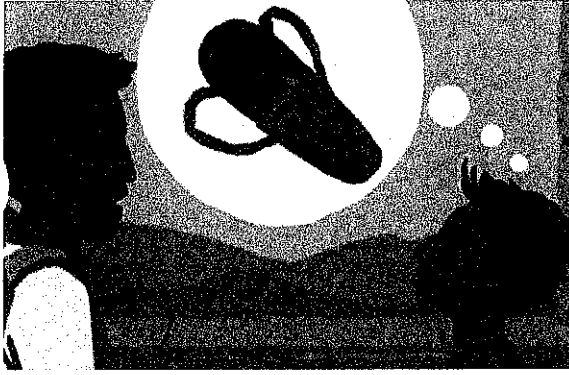


- a. They are in the tower.
- b. They are on the ladder.
- c. They are on the ground.

Question 8 (for pp. 1–6 of passage)

What happens at the beginning of the story?





c.

Listen and Learn

Unknown Words



Sometimes you hear or read a word you do not know. You can ask questions about the word to find out what it means.

Here are some questions you can ask:

- What clues can I find in the other words?
- What clues can I find in the pictures?

Finding the meaning of new words can help you understand an information book.

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MONTH

May

50 FITNESS ACTIVITIES

HEART RAISERS ON THE SPOT

36. R-P-S (ROCK-PAPER-SCISSORS)

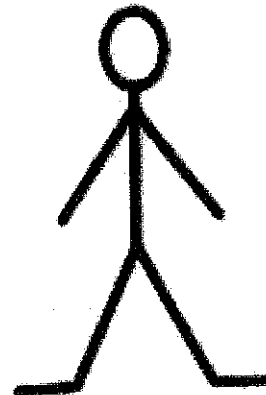
ROCK



PAPER



SCISSOR



The following are descriptions for three movement activities for R-P-S: Rock = Crouch low into a ball, touching hands to knees. Paper = Stand straight, with your feet together and hands at your sides. Scissors = Legs straddle shoulder width apart and arms move away from your sides. Add a jump into each movement. For example, two foot jump into the 'Rock' activity, then jump to 'Paper', and then jump to 'Scissors'. Key Phrase: "Jump-Rock, jump-Paper, jump-Scissors". Repeat R-P-S sequence. As a variation, find a partner and play active R-P-S. Partners start by facing one another. Both partners jump twice then on the third jump show either rock, paper, or scissor. Play best of three rounds then find a new partner. Key Phrase: "Jump, jump, show".

KIDS 7 MINUTE HIIT WORK OUT FOR SELF-REGULATION

Set an interval timer and complete each animal movement for 45 seconds, with 15 seconds of rest in between. Do as many as you can!



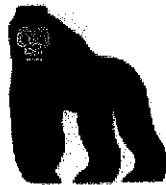
FROG JUMPS

Hop, hop, back and forth like a frog



BEAR WALK

Hands & feet on the floor, hips high - walk left and right



GORILLA SHUFFLE

Sink into a low sumo squat, with hands on the floor, shuffle around the room.



STARFISH JUMPS

Jumping jacks as fast as you can, with arms and legs spread wide.



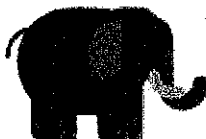
CHEETAH RUN

Run in place, as FAST as you can! Just like the fastest animal in the Sahara.



CRAB CRAWL

Sit and place your palms flat on the floor behind you near your hips. Lift up off the ground and crawl.



ELEPHANT STOMPS

March in place lifting your knees as high as you can and stomping the ground as hard as you can!

Daily Fitness Challenge for Kids

o*o. o*o. o*o. o*o. o*o. o*o. o*o. o*o. o*o. o*o. o*o. o*o.

- | | |
|------------------------------|------------------------|
| A: 10 Jumping Jacks | N: 4 Lunges |
| B: 30 Second Plank | O: 3 Burpees |
| C: Crab Walk | P: 10 Second Butterfly |
| D: 10 Push Ups | Q: Run in Place 1 Min |
| E: 10 Sit Ups | R: 7 Jumping Jacks |
| F: 5 Cartwheels | S: 4 Leg Kicks |
| G: Headstand | T: 5 Sit Ups |
| H: 4 Somersaults | U: 15 Second Plank |
| I: Duck Walk | V: 3 Cartwheels |
| J: Jump In Air 5 Times | W: Crab Walk |
| K: Touch Toes 6 Times | X: 2 Somersaults |
| L: Spin Around 3 Times | Y: 5 Lunges |
| M: 10 Leg Kicks | Z: Duck Walk |

Spell each day of the week for a daily workout!

o*o. o*o. o*o. o*o. o*o. o*o. o*o. o*o. o*o. o*o. o*o. o*o.

OUTDOOR ADVENTURE HUNT

- { } Something colorful.
- { } A pinecone.
- { } An acorn.
- { } Something smooth.
- { } Something rough.
- { } Two kinds of leaves.
- { } Two kinds of sticks.
- { } Something bumpy.
- { } A flat rock.
- { } Something fuzzy.
- { } Something pretty.
- { } A chewed leaf.
- { } A flower or petal.
- { } A piece of litter.
- { } Something you think is a treasure.

