

# Kindergarten Vacation packet



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

Due: February 25, 2019



RL 1.3 I can identify characters, setting, and the key details of a story.

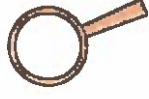
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Pat the Cat

Pat is a cat. One day he went outside to play. He saw Dog. They started to play together. They ran around the tree in the front yard. Dog hid behind the bushes in the yard. Pat the Cat found him. Suddenly, Pat heard Dog crying. He had stepped on a thorn and it was stuck in his paw! Pat took it out for him. Dog smiled and licked Pat on the nose.

## Take a closer look!



blue

Underline who the characters are in blue.



green

Underline the setting in green.



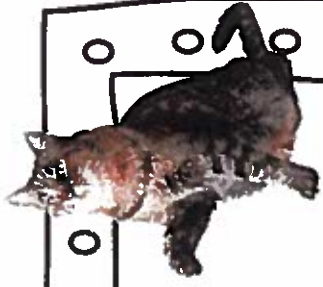
red

Underline the problem in red.



yellow

Underline the solution in yellow.



RL.2 I can retell stories, including key details, and demonstrate understanding of their central message or lesson.



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

# Pat the Cat Summary

Use pictures and words to retell story. Make sure your story is in the right order, and include details from the story.

In the  
beginning

In the  
middle

In the  
end

What was this story mostly about?

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

Read the story problems. Match the number sentence with the correct story problem

Number Sentence	Story Problem
	Sam bought 4 bags of candy hearts. He ate 2. How many does he have left?
	Jane made 2 cupcakes for her teacher. She made 4 for herself. How many did she make in all?
	Pam ate 8 pieces of candy. Then she ate 2 more. How many pieces did she eat in all?

$2+4$

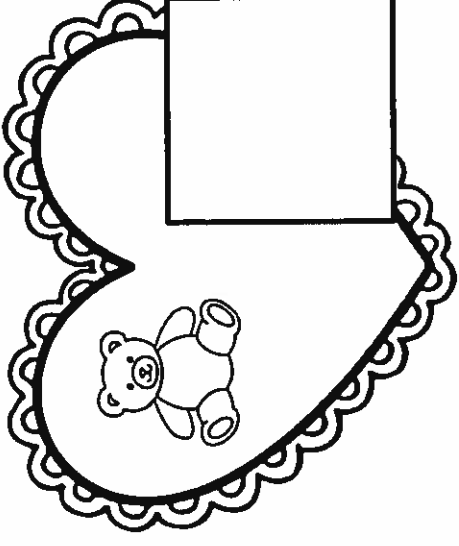
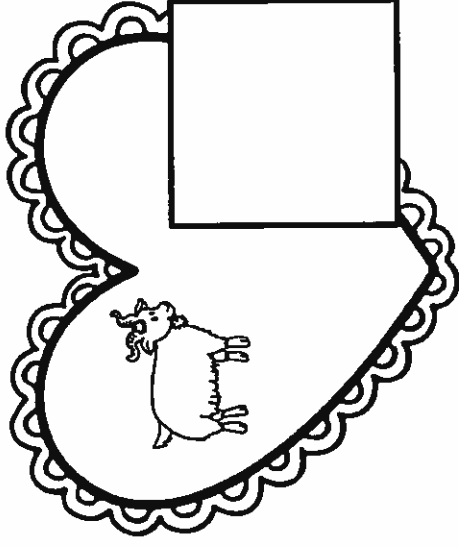
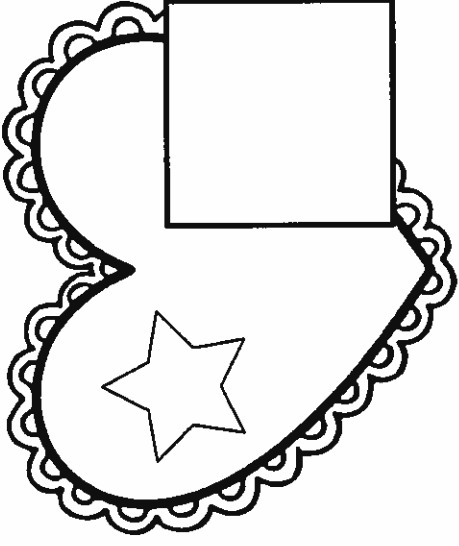
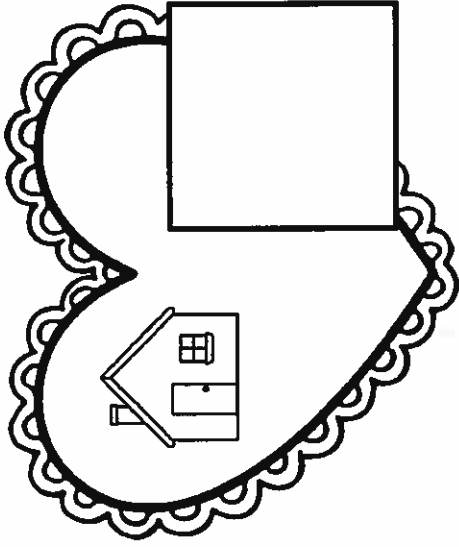
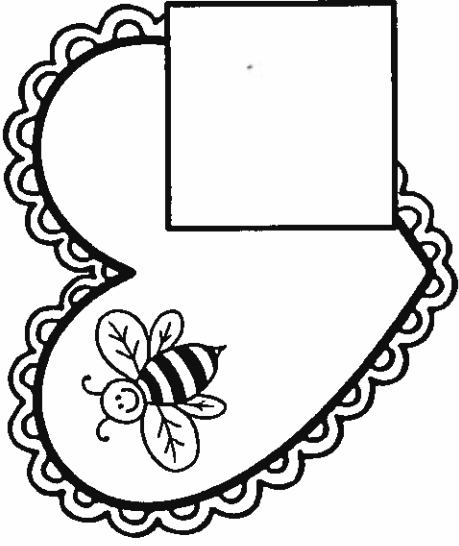
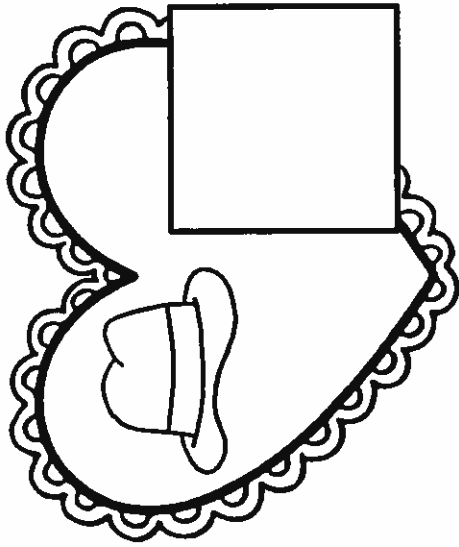
$4-2$

$8+2$

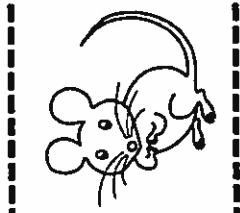
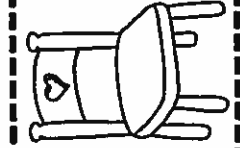
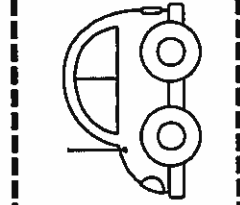
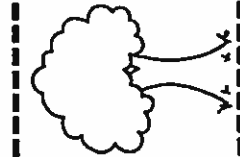
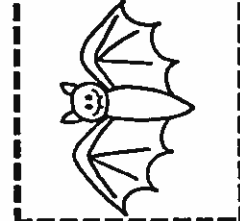
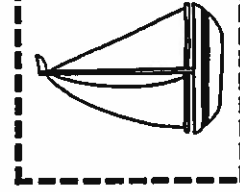


Name \_\_\_\_\_

# I Love Rhyming!

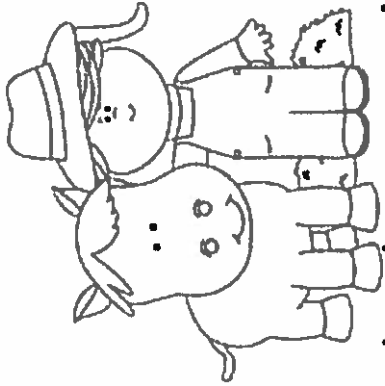


Cut out the pictures below and glue in the correct box.

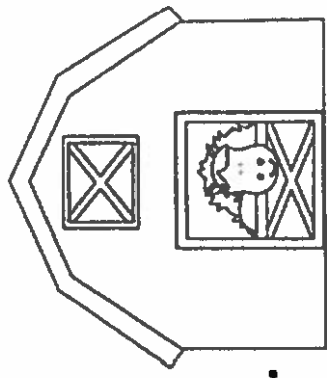


Name \_\_\_\_\_ Date \_\_\_\_\_

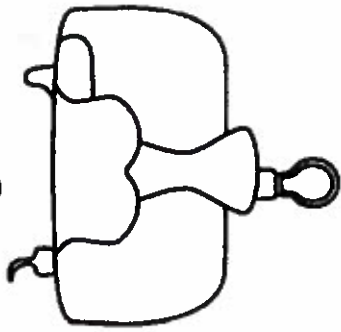
# Who? What? Where?



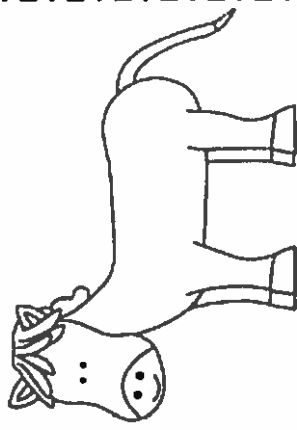
Abby has a horse. Abby and the horse live on the farm.



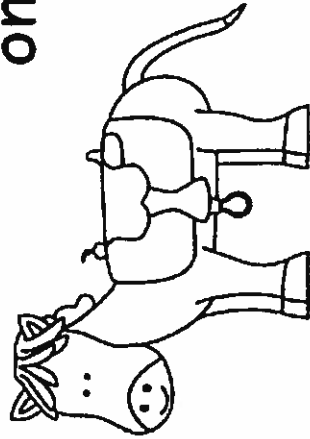
The horse sleeps in the barn at night. Abby sleeps in her house.



Abby puts a saddle on the horse so she can take him for a ride.



The saddle fits on the horse's back.



With the saddle on, Abby can ride the horse.

Who has a horse? \_\_\_\_\_

What did Abby put on the horse? \_\_\_\_\_

Where does the horse sleep? \_\_\_\_\_

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

Read the story problems. Match the number sentence with the correct story problem

Number Sentence	Story Problem
	Greta baked 3 cookies. She ate 2. How many did she have left?
	Jake made 2 cupcakes. Sue made 4. How many did they make all together?
	Nick had 3 candy hearts. He got 2 more at school. How many does he have now?

3+2	2+4	3-2
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Cookie



Writing a Friendly Letter

Needs Improvement	1	Student included 1 component of a friendly letter.	Student's sentences are incomplete and they do not always make sense.	Student is not on topic.	Conventions	Student does not use accurate punctuation, capitalization or spacing. Student does not write site words correctly, or use letter sounds to write new words.	Needed a lot of guidance
Fair	2	Student included 2 components of a friendly letter.	Most of the student's sentences are complete and make sense. He/she has some choppy or run-on sentences.	Student stays on topic throughout most of the letter.	Student uses accurate punctuation, capitalization or spacing. Student writes a few sight words correctly. He/she is beginning to use letter sounds to write unknown words.	Needed some guidance	
Good	3	Student included 3-4 components of a friendly letter.	Student has few choppy or run-on sentences. Sentences are complete and make sense.	Student stays on topic.	Student uses some accurate punctuation, capitalization and spacing. Student writes almost all sight words correctly. He/she uses his/her understanding of letter sounds to write unknown words.	Very little guidance	
Excellent	4	Student included all 5 of the basic components of a friendly letter.	Student has a variety of sentence lengths. Few choppy or run-on sentences. Sentences are complete and make sense.	Student stays on topic.	Student uses accurate punctuation, capitalization and spacing. Student writes all sight words correctly and uses his/her understanding of letter sounds to write unknown words.	Independent writing	

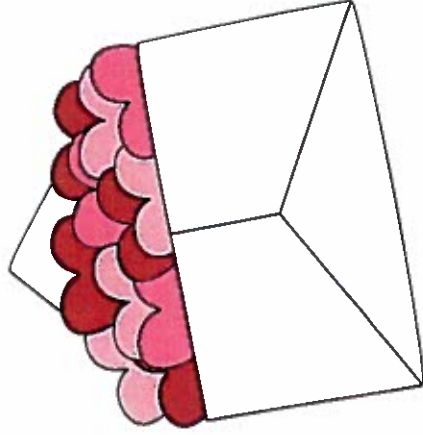
A letter to a special someone

Name \_\_\_\_\_

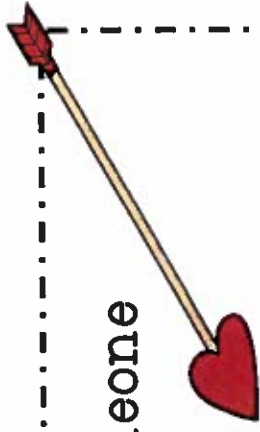
\_\_\_\_\_
.....
\_\_\_\_\_

\_\_\_\_\_
.....
\_\_\_\_\_

Main body of the letter with multiple sets of three horizontal lines (top, middle dashed, bottom) for writing.



\_\_\_\_\_
.....
\_\_\_\_\_
.....
\_\_\_\_\_



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

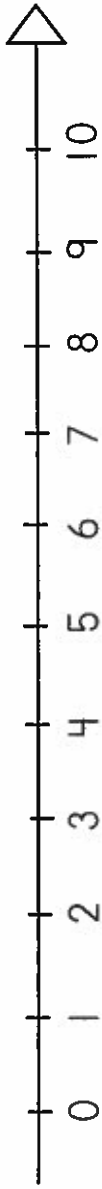
Date: \_\_\_\_\_

Tim has 7 dogs. He gave away 5 dogs.

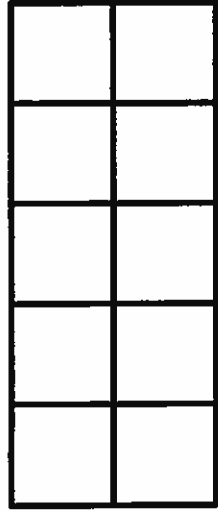
How many dogs does he have left?

My picture:

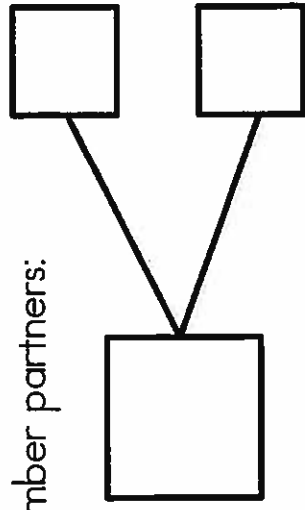
Number Line:



Tens Frame:



Number partners:



My equation:

$$\square - \square = \square$$

My answer: Tim has

\_\_\_\_\_ dogs.

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

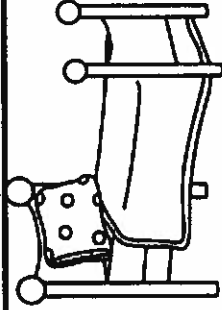
# Making New Words

## Short e Words

Word

Change it to... Write the word

fed

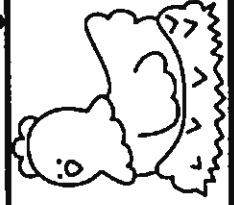


\_\_\_\_\_

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\_\_\_\_\_

den

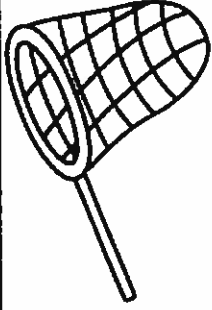


\_\_\_\_\_

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\_\_\_\_\_

set

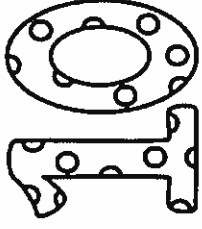


\_\_\_\_\_

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\_\_\_\_\_

hen

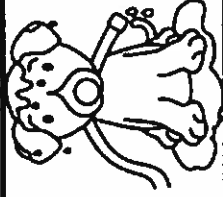


\_\_\_\_\_

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\_\_\_\_\_

let

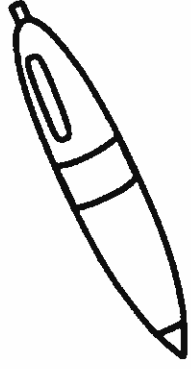


\_\_\_\_\_

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\_\_\_\_\_

men

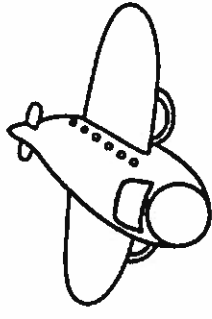


\_\_\_\_\_

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\_\_\_\_\_

pet



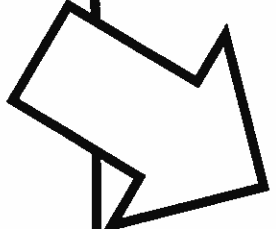
\_\_\_\_\_

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\_\_\_\_\_

Name \_\_\_\_\_

Use counters to find the missing numbers.

<b>Start with the total.</b>	
 <b>Take some away.</b>	<b>How many are left?</b>

10	7
----	---

10	2
----	---

10	4
----	---

10	6
----	---

10	9
----	---

10	5
----	---

10	3
----	---

10	1
----	---

10	8
----	---

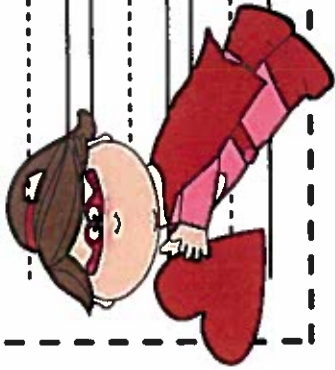
# The Perfect Class Party

Name \_\_\_\_\_

Directions: Write 3-5 sentences describing The Perfect Class Party.

A large rounded rectangular box for drawing or illustration.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).



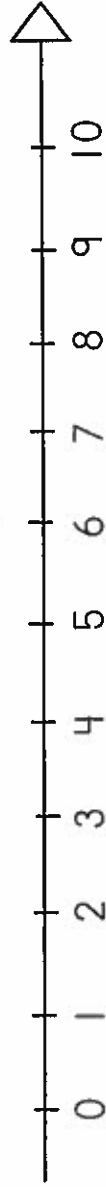
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Jim has 3 caps. Jen gives Jim 5 more caps.

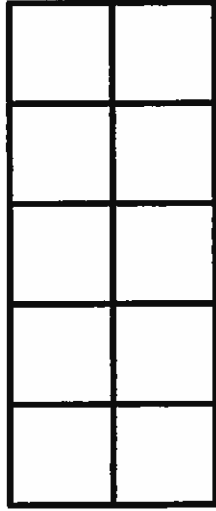
How many caps does Jim have in all?

My picture:

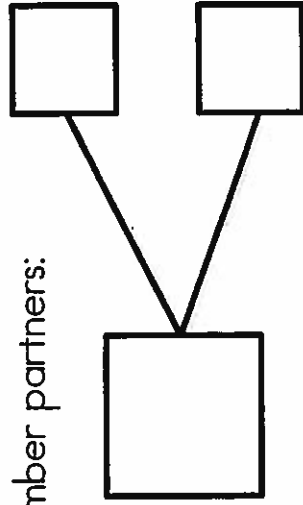
Number Line:



Tens Frame:



Number partners:



My equation:

$$\square = \square$$

My answer: Jim has

\_\_\_\_\_ caps.

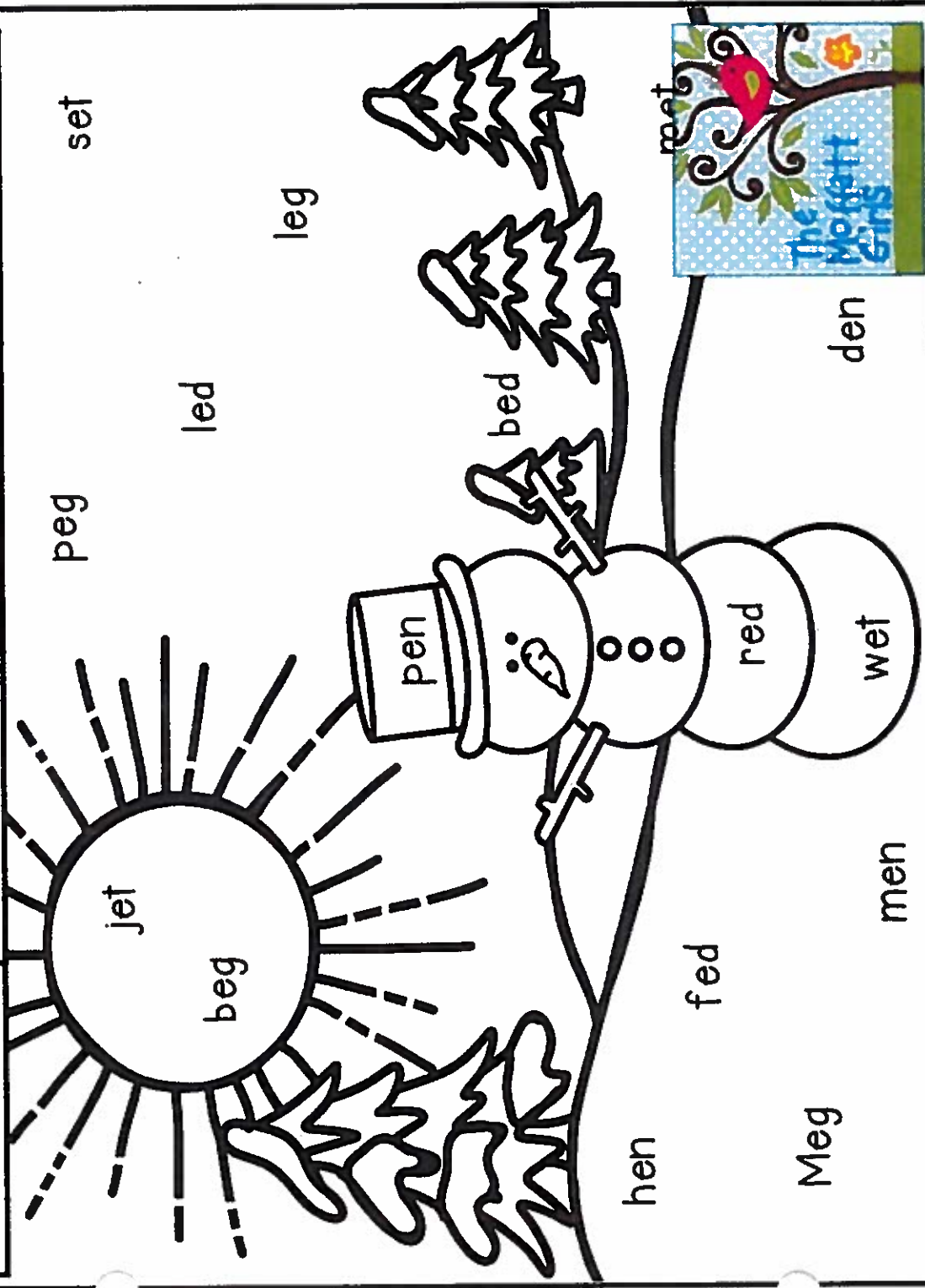
Name \_\_\_\_\_

# Find the WORD FAMILY WORDS!

Directions: Look at the picture below.

Find, circle, and write the word family word in the correct column.

-et family	-en family	-ed family	-eg family
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____





**E. GRAMMAR, USAGE, AND MECHANICS**

Read each sentence. Fill in the bubble next to the word or words that best complete each sentence.

**Sample**

She \_\_\_\_\_ home.

- is
- are
- Is

5. Where do \_\_\_\_\_ live?

- you
- You
- your

1. \_\_\_\_\_ read my book.

- he
- i
- I

6. \_\_\_\_\_ eat some cake.

- We
- She
- He

2. \_\_\_\_\_ plant grows.

- the
- The
- she

7. \_\_\_\_\_ get in the car.

- They
- they
- he

3. Watch \_\_\_\_\_

- me!
- my.
- Me!

8. My best friend is \_\_\_\_\_

- Joey.
- joey
- jack.

4. \_\_\_\_\_ are going to bed.

- nan and nell
- Nan and Nell
- Nan

9. \_\_\_\_\_ can play ball.

- She
- she
- the



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

Directions: Correct the following sentences.

1. my cat is fat



\_\_\_\_\_

-----

\_\_\_\_\_

2. Can i hike with you



\_\_\_\_\_

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\_\_\_\_\_

3. we like to read?



\_\_\_\_\_

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\_\_\_\_\_

4. i like pizza

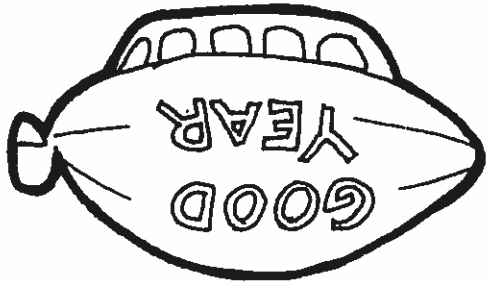


\_\_\_\_\_

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\_\_\_\_\_

Initial Consonant Blends: cl, bl



Name \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

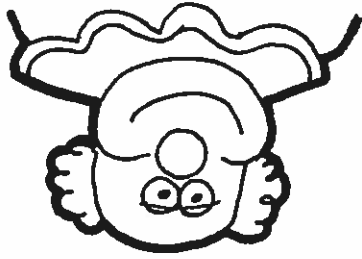
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Say it. Print the two letters you hear at the beginning. Color the picture.



<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>