

A decorative border of various colored crayons surrounds the text. The crayons are arranged in a circular pattern, with some pointing inwards and others outwards. The colors include white, yellow, orange, red, pink, purple, blue, green, and brown.

# *Webb Prep*

# *Kindergarten*

Home Learning Pack

Week 1

February 22- February 26, 2021

**Return date: March 5th**

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

Teacher: \_\_\_\_\_

Lucy Webb Kindergarten Preparatory School

# Marvelous Monday

**Week 1**



**ELA/ Reading Week 1**  
**February 22-26, 2021**

**Monday**

**L.K.2c – I can write letters to form most consonant and vowel sounds.**

**S1**

**Mae Among the Stars Journal Response**

**ELA 1**

**Tuesday**

**L.K.2c – I can write letters to form most consonant and vowel sounds.**

**S2**

**RF.K.3C- I can read common high frequency words.**

**ELA 2**

**RL.K.5- I can identify different types of text.**

**ELA 3**

**Wednesday**

**L.K.2c – I can write letters to form most consonant and vowel sounds.**

**S3**

**RF.K.3C- I can read common high frequency words. (HOMEWORK)**

**ELA 4**

**L.K.5b- I can identify adjectives.**

**ELA 5**

**Thursday**

**L.K.2c – I can write letters to form most consonant and vowel sounds.**

**S4**

**CVCe rhyming words cut & paste**

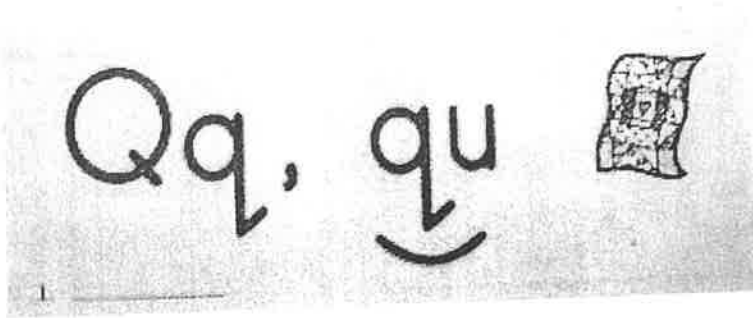
**ELA 5a**

**Friday**

**Letter Qu Combination**







**ELA 6**

Saxon - Monday, February 22 - letter q



Write the beginning sound. Sound of the words and draw a line to the pictures.

Read the words in the box.

 2. _____	 3. _____	 4. _____
 5. quilt	 6. frog	 7. quill

High Frequency Word Box

was	will	into
said	have	

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

## Mae Among the Stars:

What is a goal you have for yourself?



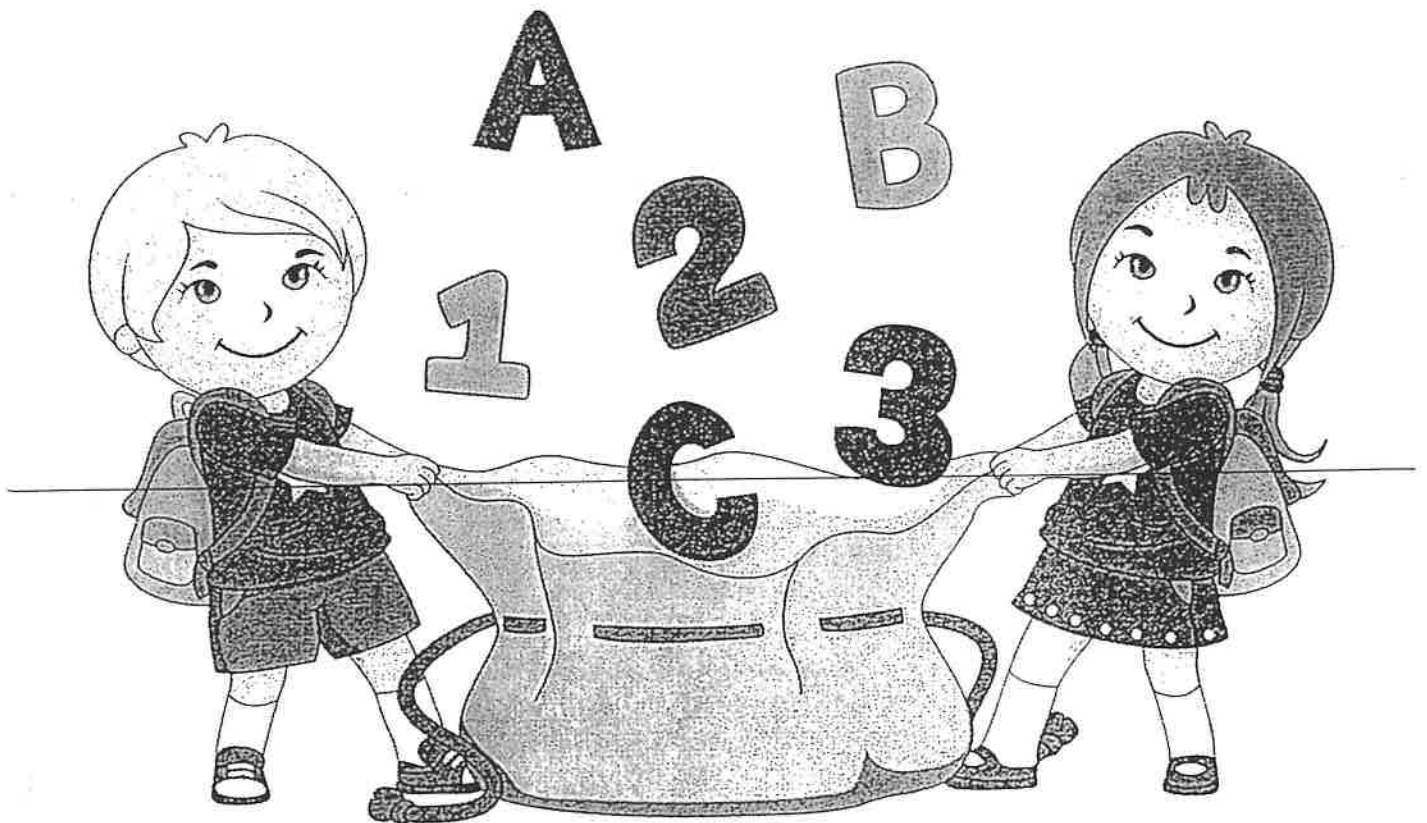
A large, empty rectangular box with a thick black border, intended for a student to draw or write their goal.

Three horizontal lines for additional writing.

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# Terrific Tuesday

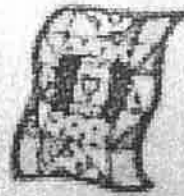
**Week 1**



Saxon - Tuesday, February 23- letter q

Code the words and match to the pictures. Circle and count all the v's.

Qq, qu



1 sun



4 quilt



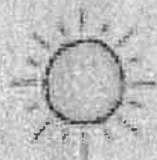
2 quill



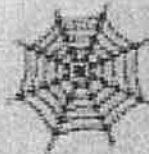
5 web



3 drum



6 box



Qu l qu  
Qui t  
t r qu

High Frequency Word Box

what love help  
and did

Dear Parents/Caregivers:

The words in the box are some of the words that occur most frequently in print. To help your child become a more fluent reader, have him/her practice reading these words to you.



Group Activity 57

# Shared Writing

## Word Bank

three	seven	six	nine	five
four	one	eight	two	ten

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



Directions: This week we are learning about different types of text. The students will write biography poems that tell about themselves by filling in the blanks below.

\_\_\_\_\_ 's Autobiography Poem

Line 1: First Name Only

\_\_\_\_\_

Line 2: Four adjectives that describe yourself

\_\_\_\_\_

Line 3: Brother/ Sister or Son/ Daughter of

\_\_\_\_\_

Line 4: Lover of (3 people, places or things)

\_\_\_\_\_

Line 5: Who feels

\_\_\_\_\_

Line 6: Who wants

\_\_\_\_\_

Line 7: Who fears

\_\_\_\_\_

Line 8: Who would like to see

\_\_\_\_\_

Line 9: Resident of

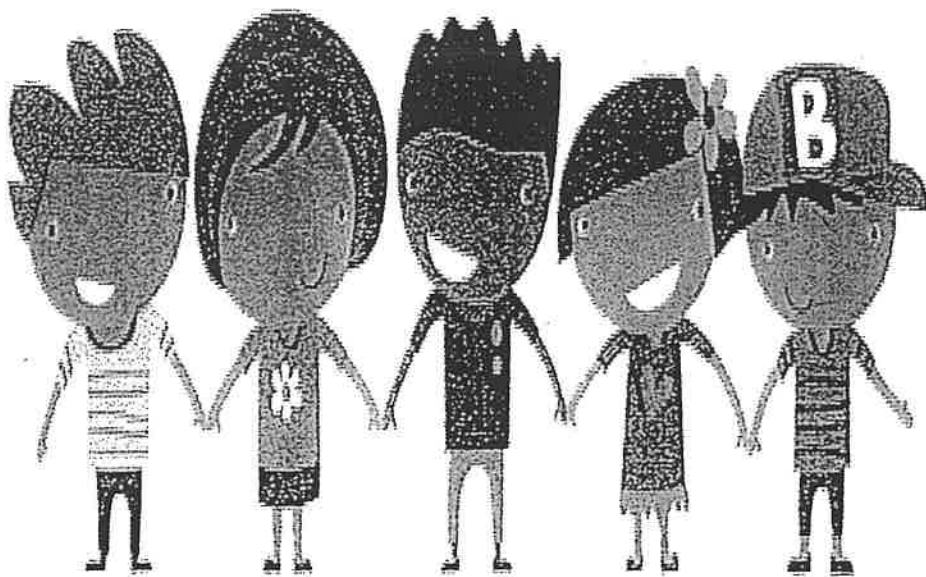
\_\_\_\_\_

Line 10: Last Name Only

\_\_\_\_\_

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# Wacky Wednesday Week 1



EXPLORING LEARNING TOGETHER

Saxon - Wednesday, February 24— final long vowel

Code these long vowel words and read them. Your teacher will tell you which word to circle.

**V→**

A vowel not followed by a consonant is long; code it with a macron.

ā      flū      hī  
mē      sō

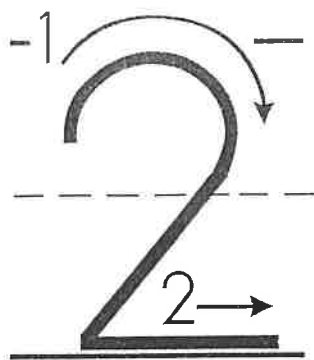
1.	so	hi	we
2.	no	so	go
3.	me	he	we

Circle all the vowels in the box. Look at the words below the box and read them. Then read the sentences and fill in the blank with the word that belongs in the sentence.

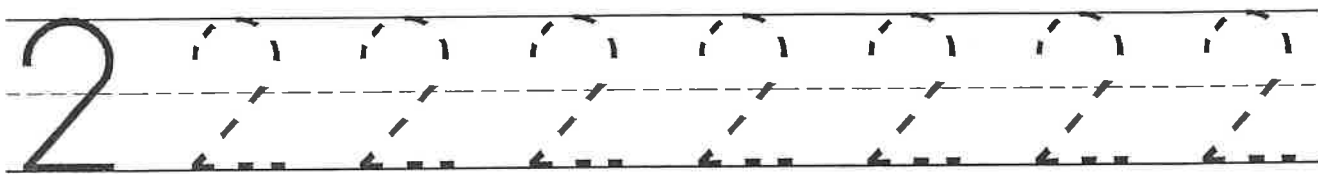
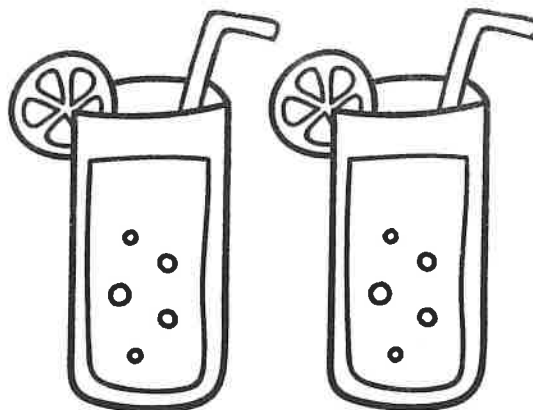
l	o	e	a	i
o	a	u	v	u
t	i	b	t	g

so      we      go      me

1. Can \_\_\_\_\_ fix the rip on the flag?
2. The cat sat on \_\_\_\_\_.
3. The grass is \_\_\_\_\_ wet.
4. Can we \_\_\_\_\_ swim in the pond?



Two



2

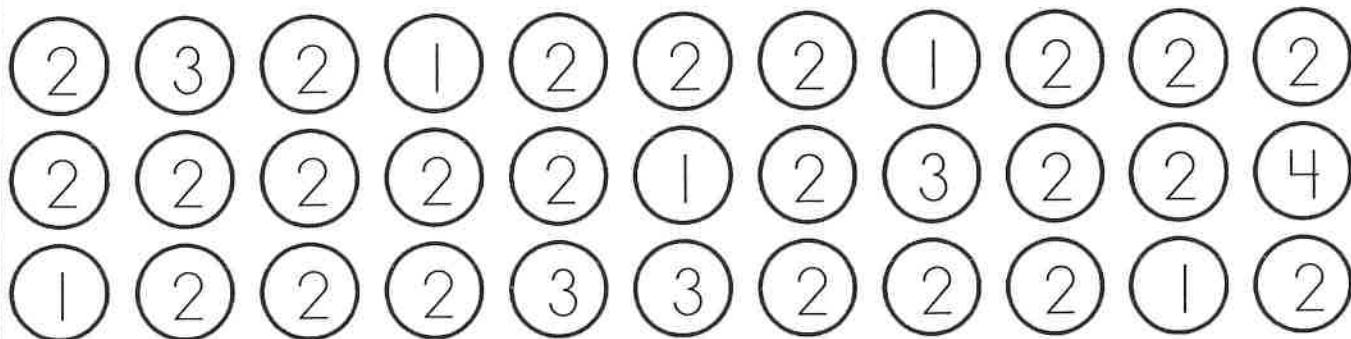
Two

Two

Two

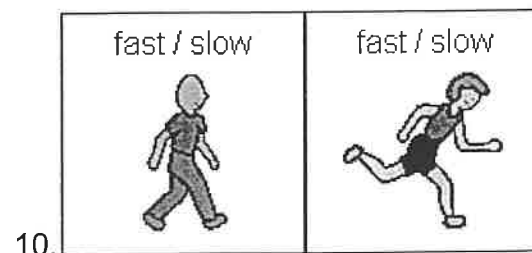
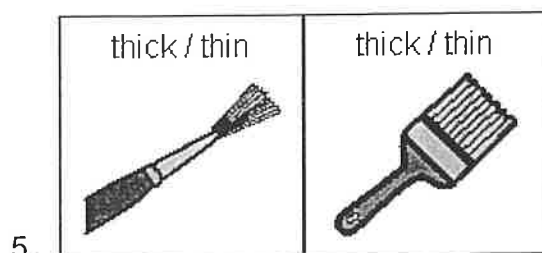
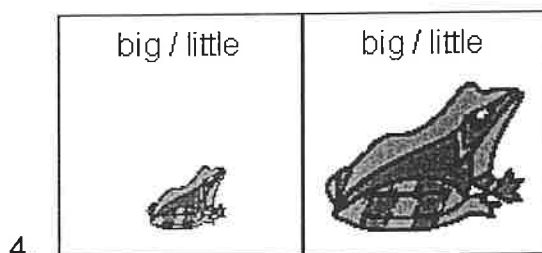
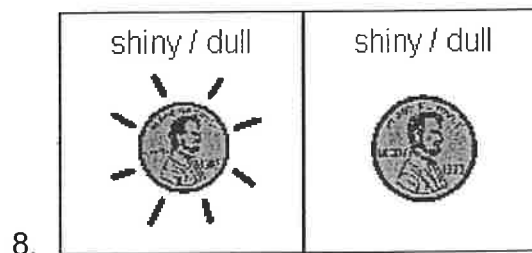
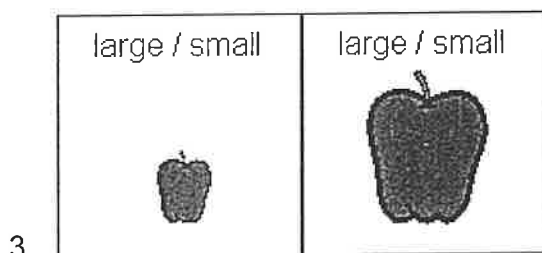
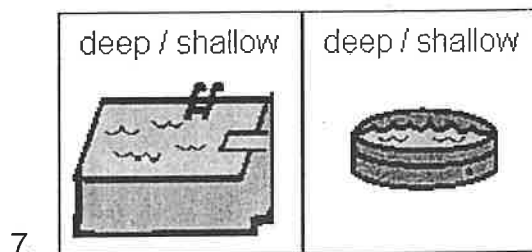
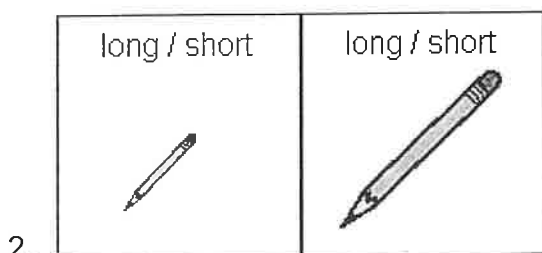
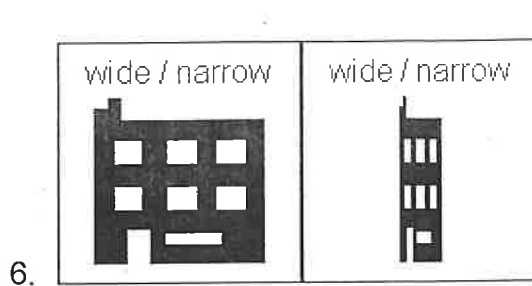
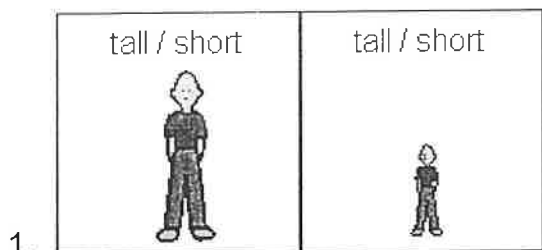
Two

Find and color every number 2



Name: \_\_\_\_\_  
 Directions: Circle the word that describes each picture.

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



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# Thankful Thursday Week 1



Saxon - Thursday, February 25— final long vowel

Write the matching lowercase letter on the line next to each capital letter.

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_

E \_\_\_\_\_ F \_\_\_\_\_ G \_\_\_\_\_ H \_\_\_\_\_

I \_\_\_\_\_ J \_\_\_\_\_ K \_\_\_\_\_ L \_\_\_\_\_

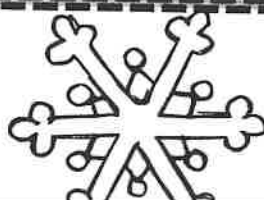
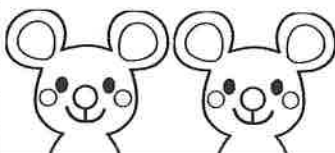
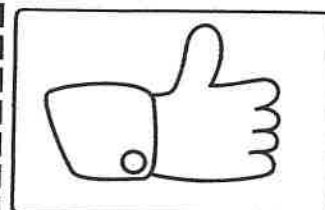
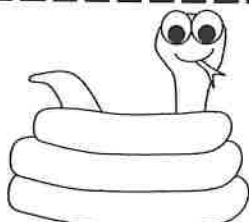
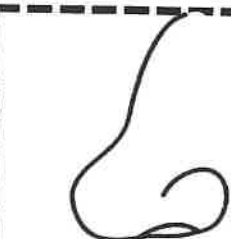
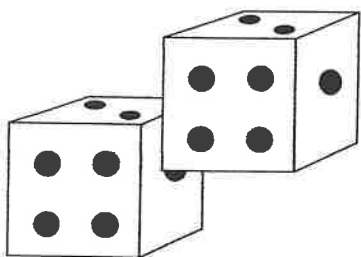
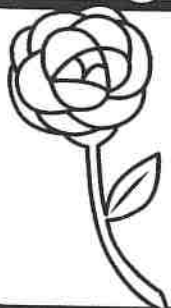
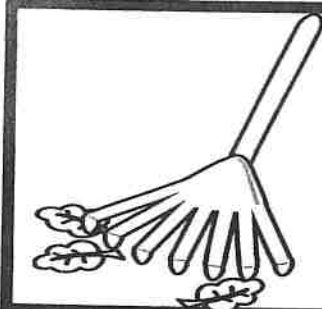
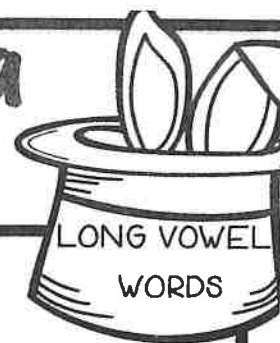
M \_\_\_\_\_ N \_\_\_\_\_ O \_\_\_\_\_ P \_\_\_\_\_



Name \_\_\_\_\_

ELA 5a

# MAGIC E: I can rhyme ...



Lucy Webb Kindergarten Preparatory School

Fantastic

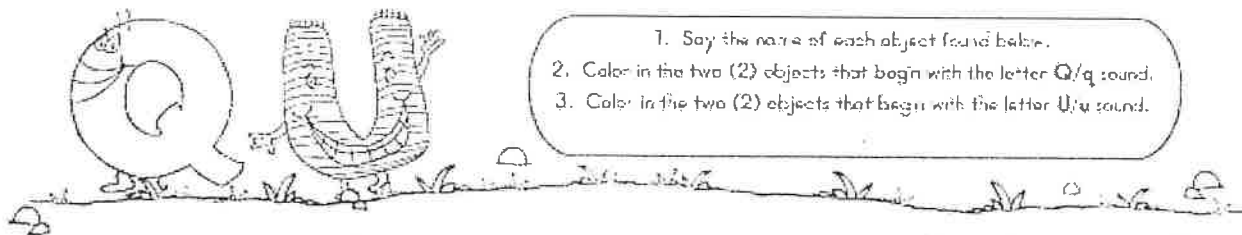
Friday

**Week 1**

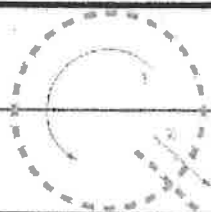
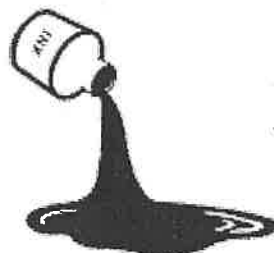
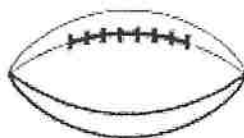
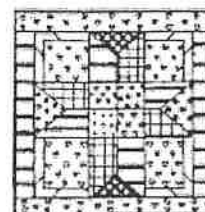
Kindergarten



Rock S!



1. Say the name of each object found below.
2. Color in the two (2) objects that begin with the letter Q/q sound.
3. Color in the two (2) objects that begin with the letter U/u sound.



**Webb Prep Kindergarten School**  
**Mathematics**

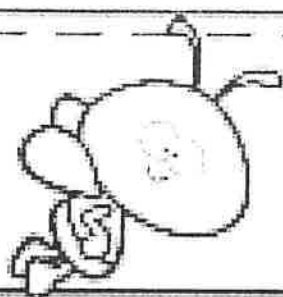
**Monday**



**Week 1**  
**February 22, 2021**

K.CC.7 I can compare numbers between 1 and 20.

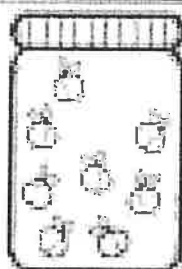
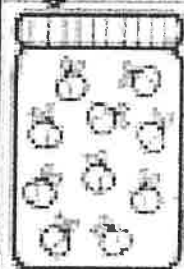
Monday



Name \_\_\_\_\_

# How Many More

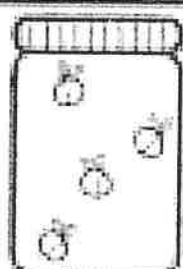
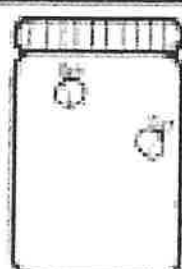
Directions: Color the jar with more bugs.  
Write how many more on the line



\_\_\_\_\_

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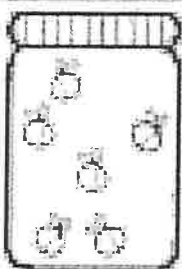
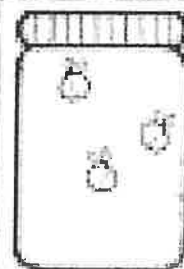
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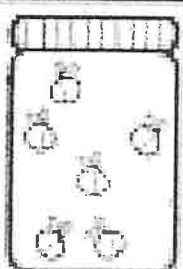
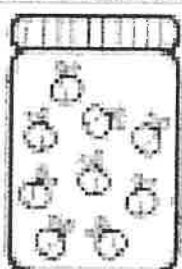
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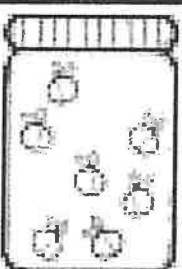
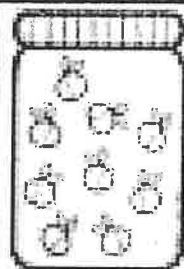
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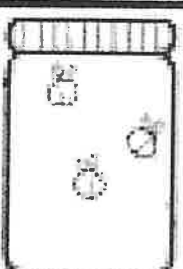
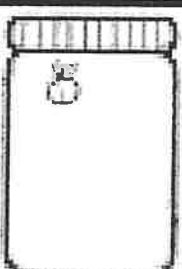
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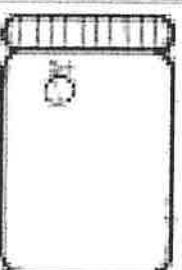
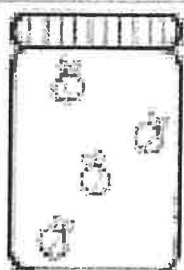
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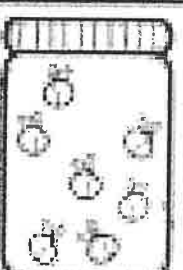
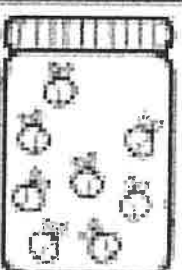
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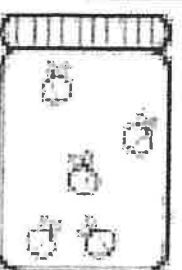
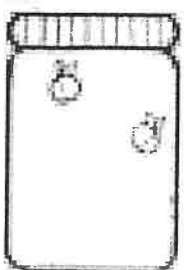
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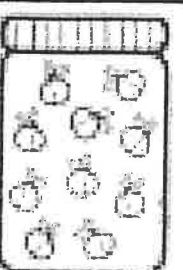
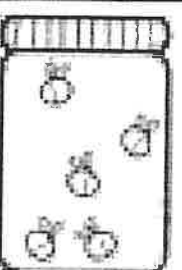
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**Webb Prep Kindergarten School**  
**Mathematics**

**Tuesday**



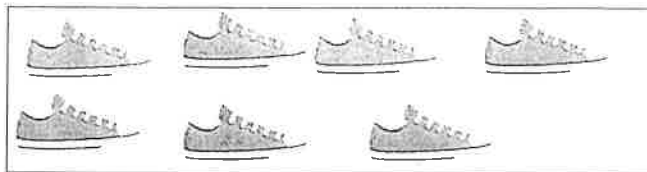
**Week 1**  
**February 23<sup>rd</sup>, 2021**

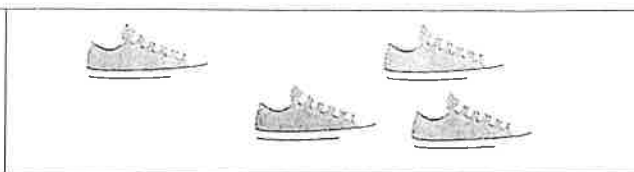
N. U. 1 I can compare numbers  
between 1 and 20.

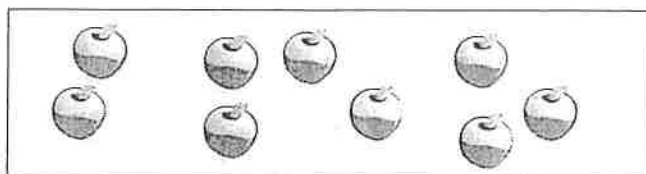
Tuesday

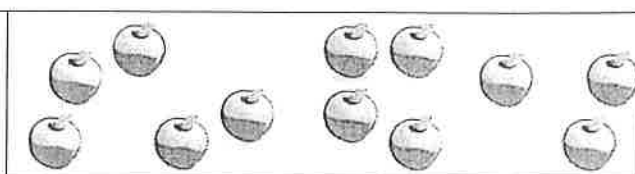
29

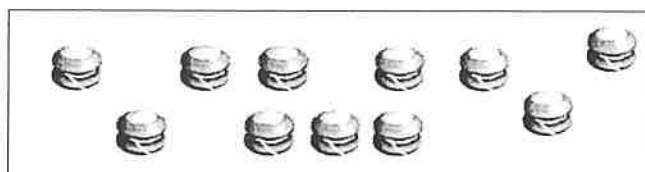
Write down the number of each set of items in the box, then circle the largest amount.

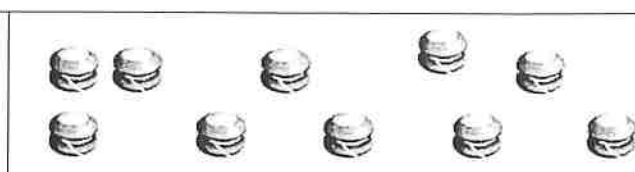


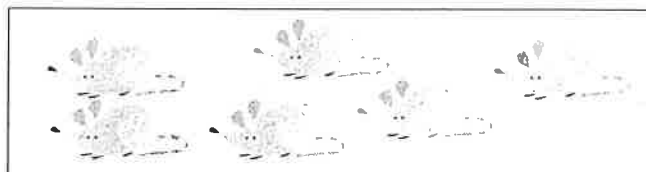


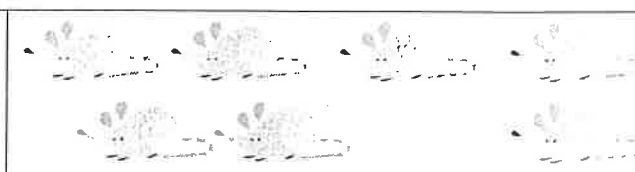


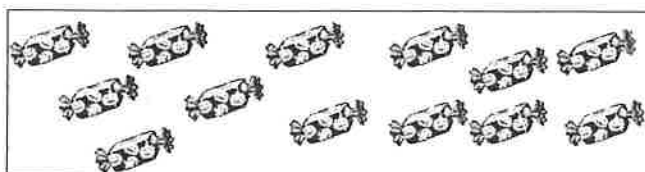


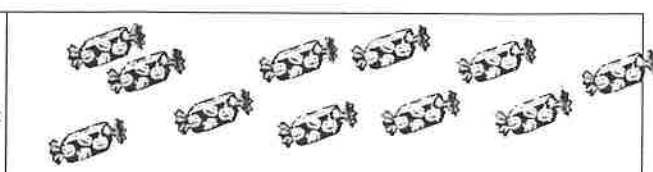














**Webb Prep Kindergarten School**  
**Mathematics**  
**Wednesday**

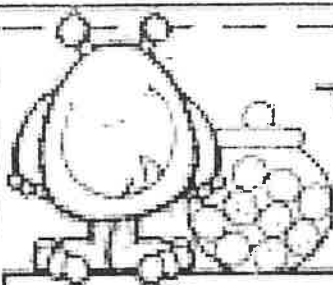


**Week 1**  
**February 24<sup>th</sup>, 2021**

K.CC.7 I can count numbers between 1 and 20.

Wednesday

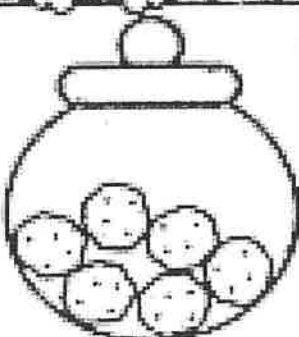
3



Name \_\_\_\_\_

# Which Has More

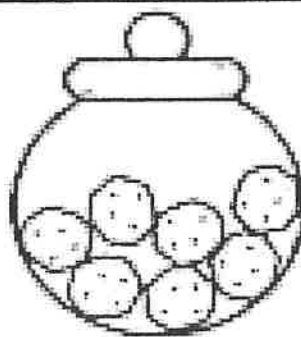
Directions: Count the cookies. Write the number.  
Color the jar with more cookies.



\_\_\_\_\_

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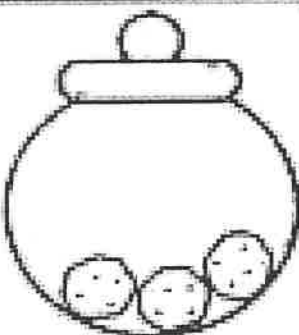
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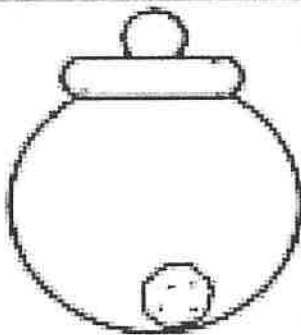
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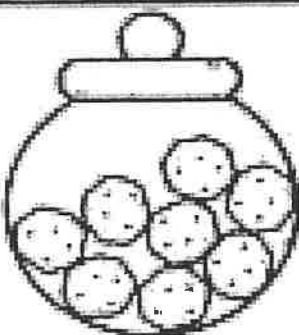
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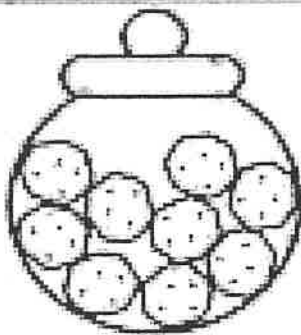
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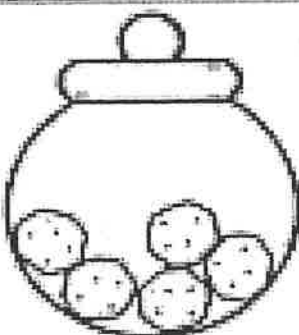
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\_\_\_\_\_

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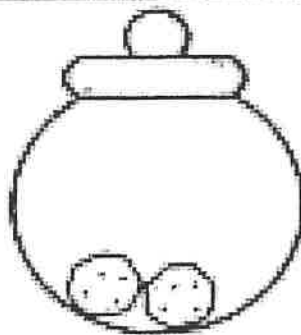
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

**Webb Prep Kindergarten School**  
**Mathematics**  
**Thursday**



**Week 1**  
**February 25 2021**  
**December 18, 2020**

S.C.C. 1 I can count numbers between 1 and 20.

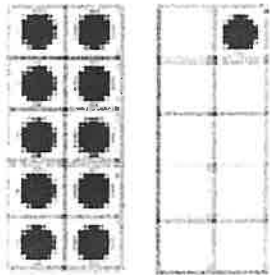
Thursday

4

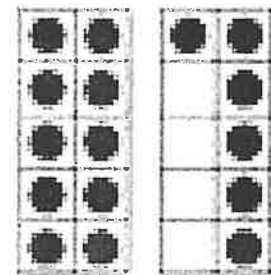
Name \_\_\_\_\_

# Making Teen Numbers

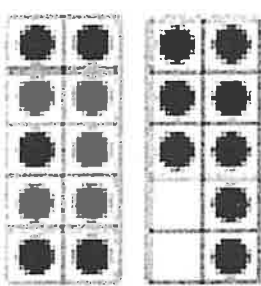
Solve each problem



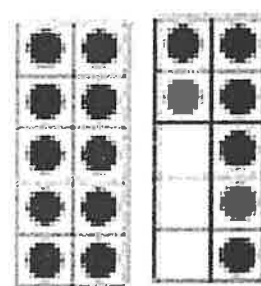
$$10 + 1 = \square$$



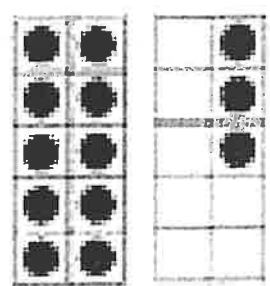
$$10 + 6 = \square$$



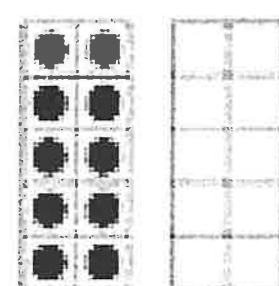
$$10 + 8 = \square$$



$$10 + 7 = \square$$



$$10 + 3 = \square$$



$$10 + 0 = \square$$

**Webb Prep Kindergarten School**  
**Mathematics**

**Friday**



**Week 1**  
**February 26<sup>th</sup>, 2021**

K.CC.1 I can count numbers between 1 and 20.

53

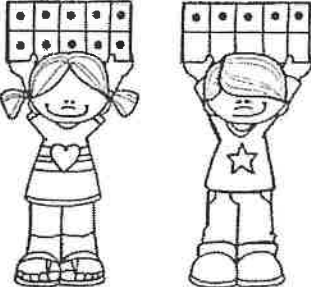
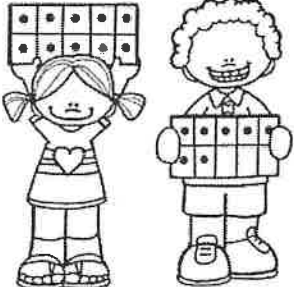
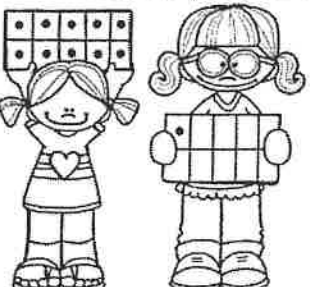
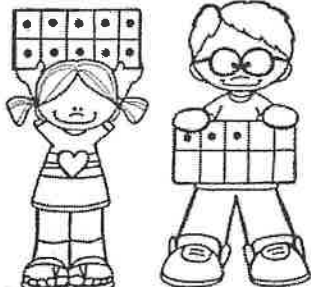
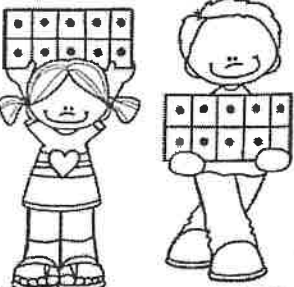
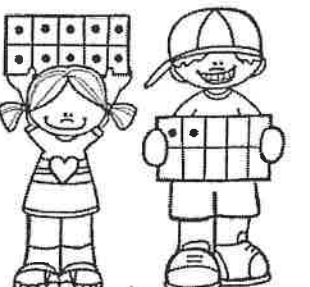
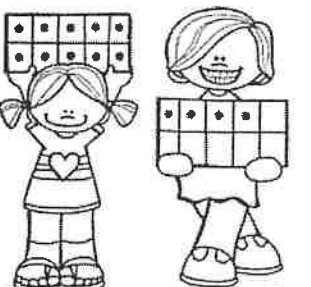
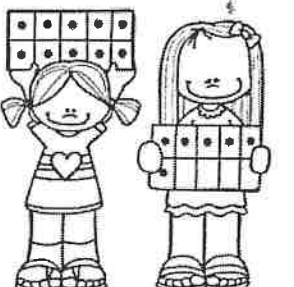
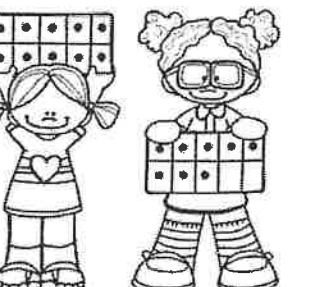
Friday

Name \_\_\_\_\_

# COUNT How Many

Count how many ten frames are in each box.  
Color the correct number.



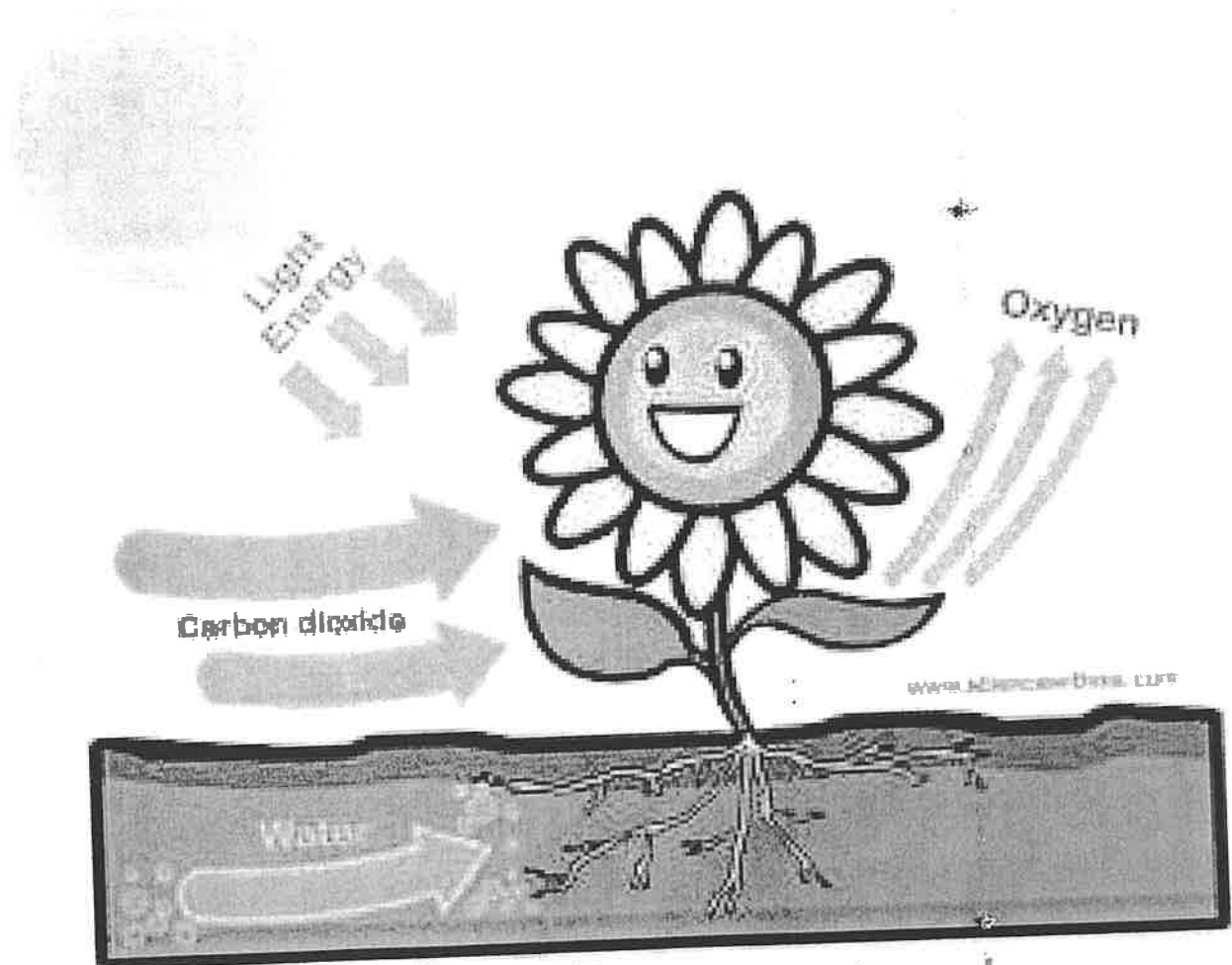
 <b>15</b> <b>14</b> <b>13</b>	 <b>17</b> <b>19</b> <b>16</b>	 <b>13</b> <b>11</b> <b>19</b>
 <b>14</b> <b>17</b> <b>13</b>	 <b>19</b> <b>15</b> <b>13</b>	 <b>12</b> <b>19</b> <b>18</b>
 <b>13</b> <b>14</b> <b>15</b>	 <b>16</b> <b>14</b> <b>12</b>	 <b>11</b> <b>18</b> <b>13</b>

L.K.3.B.1- Observe and communicate that animals get food from plants or other animals.  
Plants make their own food and need light to live and grow.

# Science

## Week 1

### February 15-19, 2021





MONDAY

L.K.3.B.1- Observe and communicate that animals get food from plants or other animals.  
Plants make their own food and need light to live and grow.

Name \_\_\_\_\_

Date \_\_\_\_\_

Color the pictures. Cut them out. Paste them in the correct group.

### Plant Needs

### Plant Parts

www.cleverteacher.com



Water



Seeds



Soil



Roots



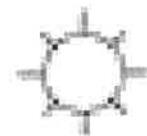
Flower



Air



Leaves



Sunlight

TUESDAY

L.K.3.B.1- Observe and communicate that animals get food from plants or other animals. Plants make their own food and need light to live and grow.

## Animals Need...

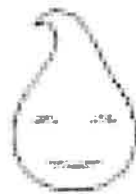
Use the words below to finish the sentences.



a place  
to live



food



water



air



space

Animals need \_\_\_\_\_ to drink.

Animals need \_\_\_\_\_ to eat.

Animals need \_\_\_\_\_ to breathe.

Animals need \_\_\_\_\_. Some animals need lots of space, others only need a small space.

All animals need these five things.

ink saving Ec

Animals Need...

My Pictures of What Animals Need

L.K.3.B.1- Observe and communicate that animals get food from plants or other animals. Plants make their own food and need light to live and grow.

Name \_\_\_\_\_

Read the passage about plants. Answer the questions and color the evidence in the text.



# Plants

Plants are made up of tiny building blocks called cells. Plants are living things. Like all living things, plants can grow and die. Plants need water and a good soil to stay alive. They also need sunlight and air. Plants use the light from the sun, the air, and the water to make their own food.

1 What are plants made up of?



2 How do we know that plants are living things?




3 What do plants need?




WEDNESDAY





# What we need!



## Animals

## Plants


space	
water	
air	
water	
soil	

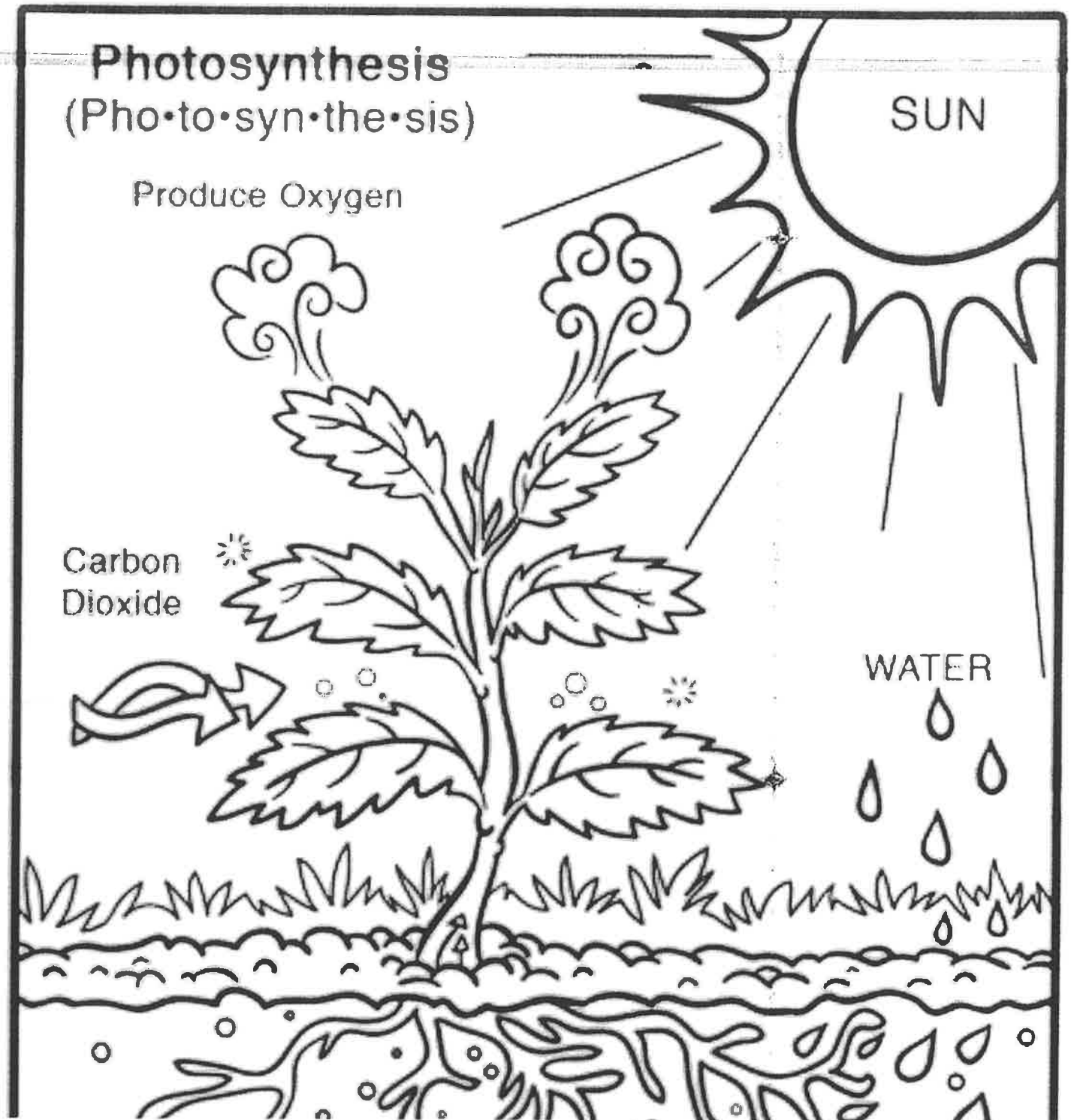
air	
sun	
shelter	
food	
sun	

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THURSDAY

L.K.3.B.1- Observe and communicate that animals get food from plants or other animals. Plants make their own food and need light to live and grow.



FRIDAY

L.K.3.B.1- Observe and communicate that animals get food from plants or other animals. Plants make their own food and need light to live and grow.

Name \_\_\_\_\_

**Reading**  
Comprehension **plants**

# What Plants Need

.....

Plants need many things to grow.

First, they need soil. They also need air. We need air, too! Plants need the sun. Sun helps them grow. Plants need water. We need water, too! These are things that plants need to grow.



Draw or write three things that plants need:

1.

2.

3.

1. What is this story about? \_\_\_\_\_

2. What do plants and people need? \_\_\_\_\_

3. Plants need \_\_\_\_\_.

- ☐ the sun
- ☐ flowers
- ☐ a home

4. I know that we can eat:

- ☐ all plants
- ☐ some plants
- ☐ no plants

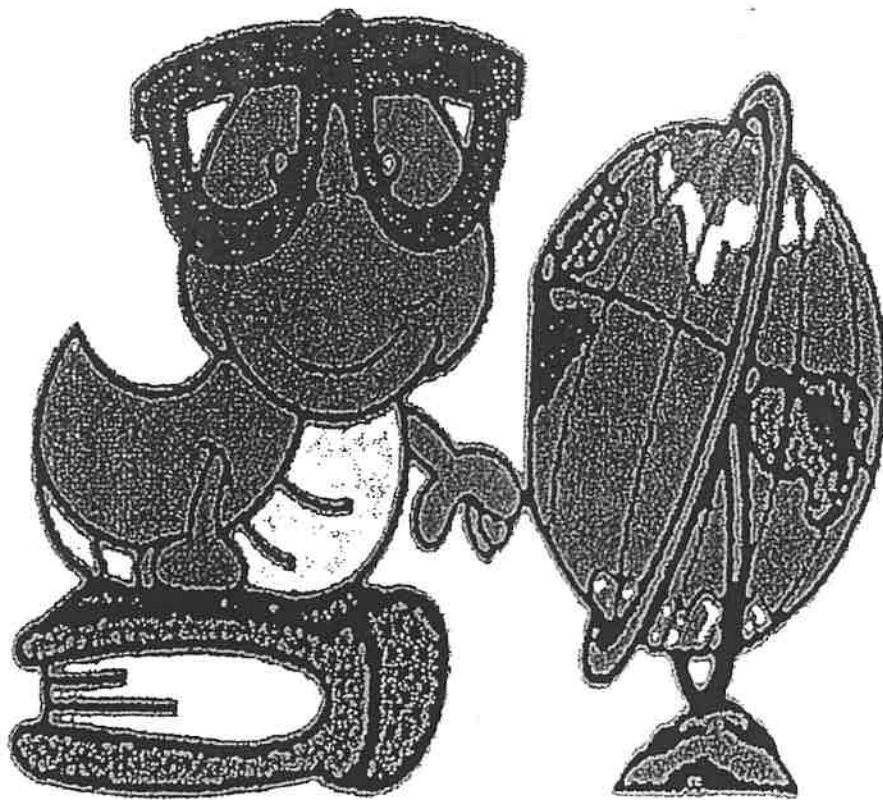
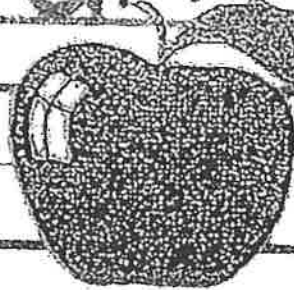
©Karen Jones 2015

R: I.K.1 I can identify a sense of place relative to an individual. 3.2 Identify representations of earth using technology, maps and globes

Kindergarten

incorporating  
Black History  
(Harriet  
Tubman)

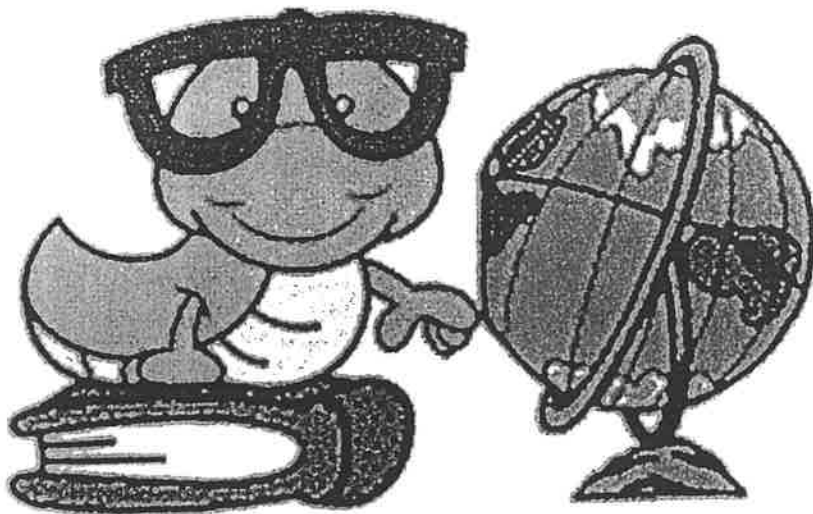
Rocks!



Social Studies

**Week 1**

# Monday



## Social Studies

# Week 1

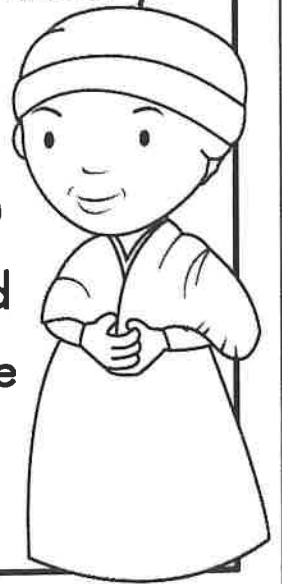
Name: \_\_\_\_\_

3.2.

(1)

# Harriet Tubman

Harriet Tubman was born as an enslaved person in 1822 and became known as America's most famous abolitionist, or someone who helps enslaved people escape. She escaped slavery by running away at 27 years old. She returned immediately to help her family escape and then to help friends escape slavery. After 1850, she helped enslaved people get to Canada, where nobody would look for them anymore. She continued to do this and eventually freed more than 70 families who were enslaved. When the Civil War started in 1861, she joined the Union Army and eventually became a scout and spy. In her later years, she worked hard toward helping pass the law allowing women to vote.



1. What is Harriet Tubman best known for?

---

---

2. Identify two other things Harriet Tubman did.

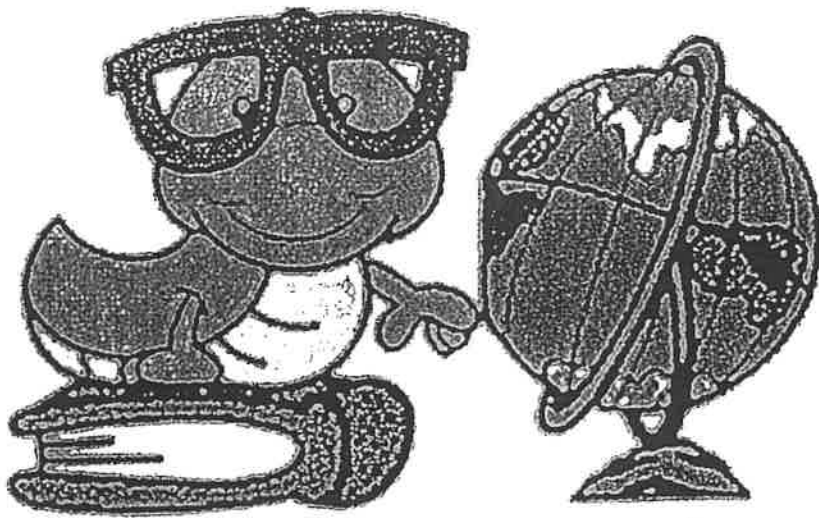
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3. Why do you think she joined the Union Army?

---

# Tuesday



## Social Studies

# Week 1

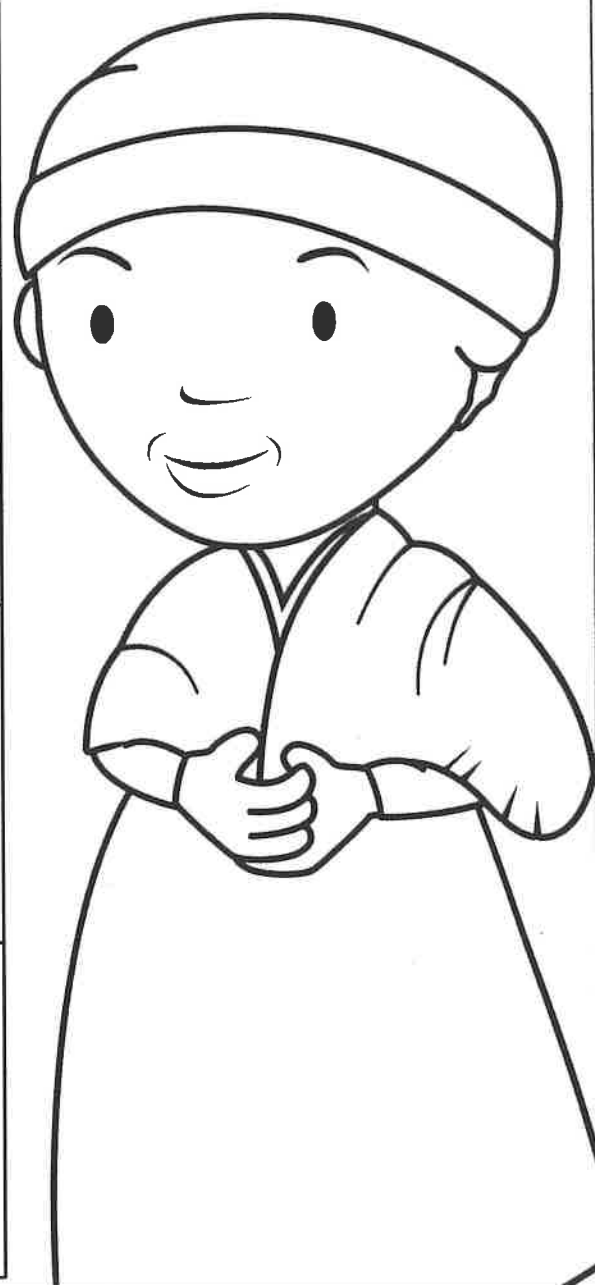


Name: \_\_\_\_\_

(2)

# Harriet Tubman Timeline

Cut and sort the  
events in Tubman's  
life and put them in  
order.



Teacher:

Print this page out for the timeline.  
There are two timeline strips per page.  
Cut it in half after it is printed.

(3)

She joined the Union  
Army during the Civil  
War.

She joined the Union  
Army during the Civil  
War.

Tubman ran away and  
escaped slavery.

Tubman ran away and  
escaped slavery.

Harriet Tubman helped  
work towards getting  
women the right to  
vote.

Harriet Tubman helped  
work towards getting  
women the right to  
vote.

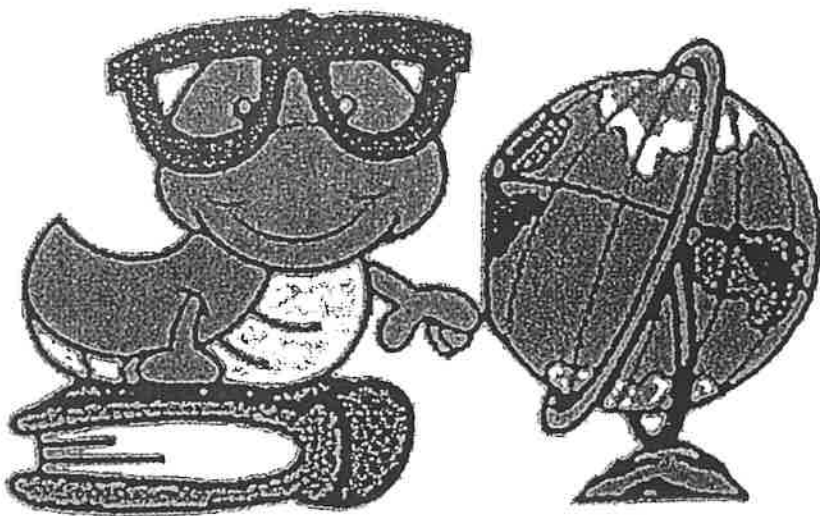
Tubman came back to  
help her family escape.

Tubman came back to  
help her family escape.

She helped other  
enslaved people escape  
to Canada.

She helped other  
enslaved people escape  
to Canada.

# Wednesday



## Social Studies

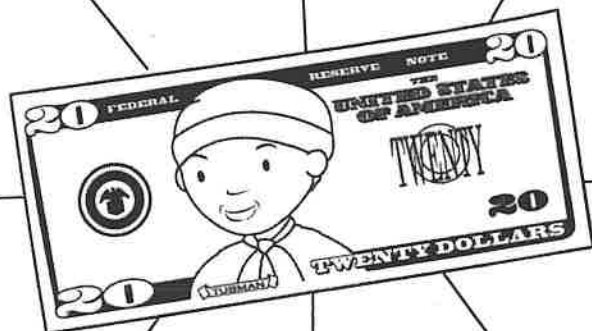
# Week 1

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

(4)

# Harriet Tubman Research

While doing research,  
write facts about  
Tubman here.

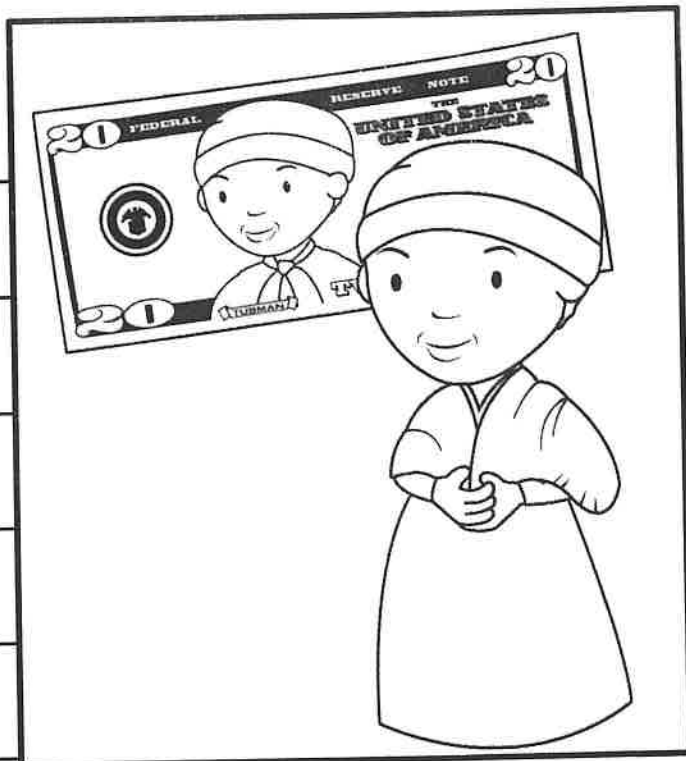


Name: \_\_\_\_\_

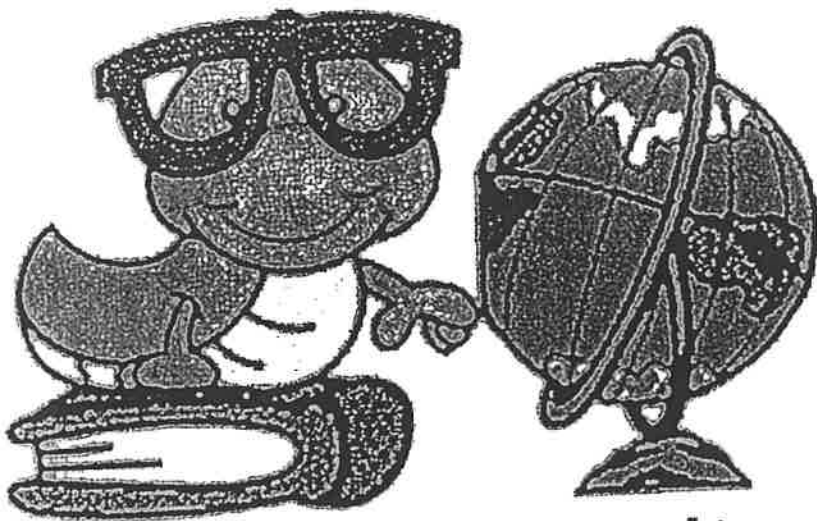
(5)

# All About Harriet Tubman

Write an informational article.



# Thursday



## Social Studies

# Week 1

(6)



**Optional page topper for  
flip book**

### Early Life

Harriet Tubman was born into slavery in 1822. She suffered a serious head injury when her owner accidentally hit her with a metal weight when she was a child.

### Fast Facts

- She was the first woman to lead an armed expedition in the Civil War.
- In 2016, the U.S. Treasury announced she would be on the new \$20 bill.
- She was nicknamed "Moses".

### Her Big Achievement

(7)

Harriet Tubman is best known for her work freeing enslaved people during the 1850's. She would travel with them, often at night, to their final destination. They would use the Underground Railroad, which was a network of escape routes and safe houses set up for escaped enslaved people. Once Tubman got the newly freed people where they were going, she would then help them find jobs and set up their new lives. She was never caught.

# Let's Read



**What is the Underground Railroad?**

(8)

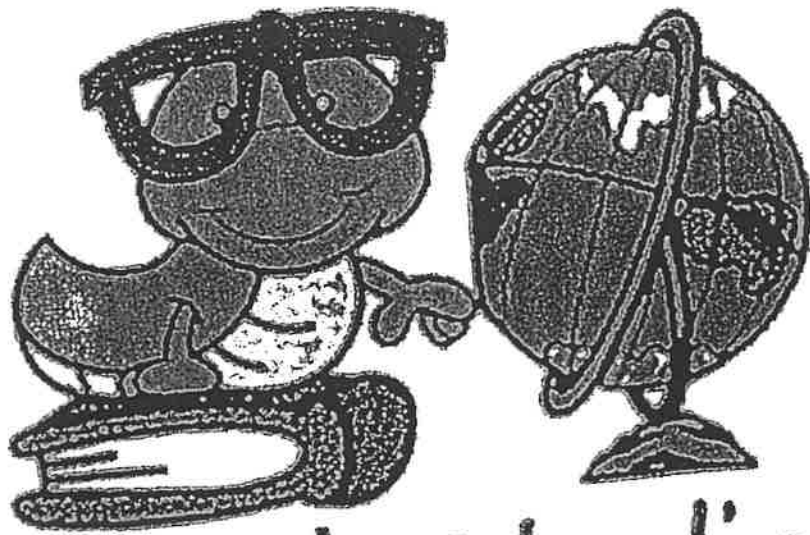
**Why do you think she will be on the \$20 bill?**

**Explain what Harriet Tubman is best known for.**

**Why do you think the enslaved people traveled at night?**

**Let's Answer**

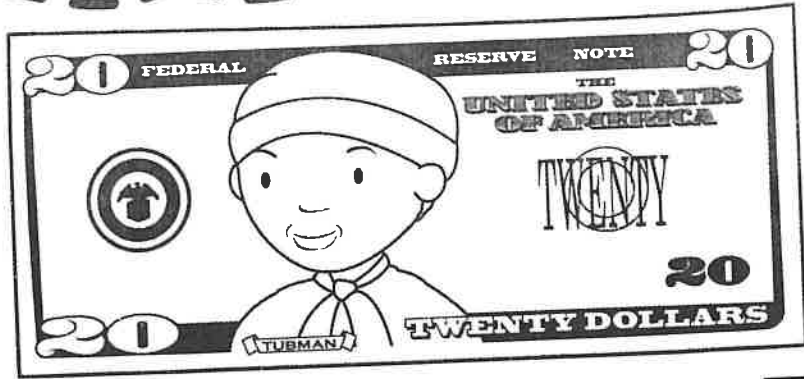
# Friday



## Social Studies

# Week 1

Let's Learn  
About...



# Harriet Tubman

© Jessica Tobin, Elementary Nes

\*These pieces go with the "Let's Sort" page.\*

Harriet Tubman was  
best known for freeing  
enslaved people.

She helped former  
enslaved people find  
jobs.

She is going to be put  
on the \$1 bill.

She led an expedition  
in the Civil War.

She only helped two  
families in all.

Harriet did not become  
an enslaved person  
until the age of 10.

Harriet was caught  
and put into jail three  
times.

She was never caught  
while helping enslaved  
people.

**True**

**False**

(10)



**Let's Sort**

Illustrate a picture of Harriet Tubman.

(21)

Write what you've learned about Harriet Tubman.

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---

---

---

---

Let's Write

A decorative border of various colored crayons surrounds the text. The crayons are arranged in a circular pattern, with some pointing inwards and others outwards. The colors include white, yellow, orange, red, pink, purple, blue, green, and brown.

# *Webb Prep*

# *Kindergarten*

Home Learning Pack

Week 2

March 1- March 5, 2021

**Return date: March 5th**

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

Teacher: \_\_\_\_\_



March 1-5, 2021

Monday, March 1, 2021		
Page 1	Saxon Worksheet	L.K.2c I can write a letter or letters for most consonant and short-vowel sounds (phonemes).
Page 2	What's the difference?	RI.K.3 I can describe the connection between two individuals, events, ideas, or pieces of information in a text.
Tuesday, March 2, 2021		
Page 3	Saxon Worksheet	L.K.2c I can write a letter or letters for most consonant and short-vowel sounds (phonemes).
Page 4	The Lorax /The Once-ler	RI.K.3 I can describe the connection between two individuals, events, ideas, or pieces of information in a text.
Wednesday, March 3, 2021		
Page 5	Saxon Worksheet	L.K.2c I can write a letter or letters for most consonant and short-vowel sounds (phonemes).
Page 6	I Am	W.k.3 I can use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Thursday, March 4, 2021		
Page 7	Saxon Worksheet	L.K.2c I can write a letter or letters for most consonant and short-vowel sounds (phonemes).
Page 8	What is a Setting?	RI.K.3 I can describe the connection between two individuals, events, ideas, or pieces of information in a text.
Friday, March 5, 2021		
Page 9	Sequence Stories	SL.K.1 I can participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

# Monday

## March 1, 2021

Cause & Effect  
in  
...The Lorax...

The Once-ler  
chops down  
Truffula trees.

There's not  
enough Truffula  
fruit.

There's not enough  
Truffula Fruit.

The Bar-ba-loots  
have to go find food.

The Once-ler's  
factory produces  
smog.

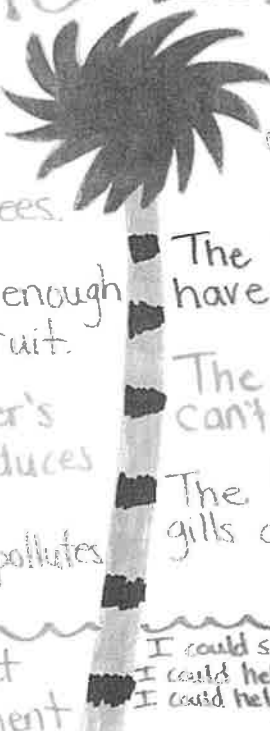
The Swamee-Swans  
can't sing a note.

The Once-ler pollutes  
the pond.

The Humming-Fish's  
gills are all gummed.

**IF I** protect  
the environment

I could save endangered animals  
I could help fix air pollution  
I could help save rainforests



Page 1	Saxon Worksheet 85	L.K.2c I can write a letter or letters for most consonant and short-vowel sounds (phonemes).
Page 2	What's the difference?	RI.K.3 I can describe the connection between two individuals, events, ideas, or pieces of information in a text.



Saxon - Monday, March 1 - digraph ck - Code the words and draw a line to the picture.

## Final /k/ Spelling Rule

**ck** after a short vowel

black    duck    lock

1. brick



4. sock



2. duck



5. truck



3. rock

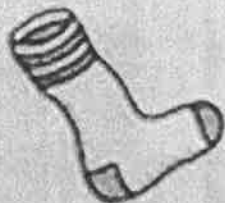


6. lock



Look at the picture in the boxes. Unblend the sounds and write the letters on the lines beneath the picture.

**ck**



1. \_\_\_\_\_



2. \_\_\_\_\_



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



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

RI.K.3 I can describe the connection between two individuals, events, ideas, or pieces of information in a text.

Greed is defined as a selfish desire for food, money, or possessions over and above what one needs. Think of ways that the Once-ler proves his greed? He says, "I biggered my money which every needs." Is it true that everyone needs money? How much money do people need? Is it right to make a ton of money while destroying the environment? Discuss these issues with your student.



# what's the difference?



my wants	my needs

Tuesday  
March 2, 2021


RI3: Connections & Relationships


Big Event → One person  
One Person → Big Event  
Problem → Solution  
Cause → Effect  
Part → Whole  
Similarities & Differences  
Analogies  
Sequence of Events

RI3


Page 3	Saxon Worksheet	L.K.2c I can write a letter or letters for most consonant and short-vowel sounds (phonemes).
Page 4	The Lorax /The Once-ler	RI.K.3 I can describe the connection between two individuals, events, ideas, or pieces of information in a text.

Saxon - Tuesday, March 2 - digraph sh - Code the words and match to the pictures.







1 fish




4 shed




5 dish



2 brush



3 shelf



6 ship




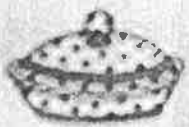
The teacher will tell you a word. Unblend the sounds of the word and write the letters on the lines. Draw a line to the picture. Read the words in the box.

1. \_\_\_\_\_

2. \_\_\_\_\_

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

4. \_\_\_\_\_



High Frequency Word Box

when she two

no so

RI.K.3 I can describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

Cut out the words.

Do they describe the Lorax or the Once-ler?

Glue them in the right spots!



worried	alone	hiding	bossy
greedy	short	helpful	rich
big	old	busy	hurtful

Wednesday  
March 3, 2021



Page 5	Saxon Worksheet	L.K.2c I can write a letter or letters for most consonant and short-vowel sounds (phonemes).
Page 6	I Am	W.k.3 I can use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.





Code and read the words. Read the sentences and find the word that belongs.

hot swim red than dish

1. The sun is \_\_\_\_\_.
2. Six is less \_\_\_\_\_ ten.
3. A fish can \_\_\_\_\_.
4. The dog will lick the \_\_\_\_\_.
5. The dress is \_\_\_\_\_.

1-3 Code and read the words. Match to the picture. 4-6 Spell the words given by your teacher. Look at the box.

Underline all the digraph th's. Read the words in the dotted box.

th



1. bath



2. moth



3. path



4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

qu sh th

th er ir

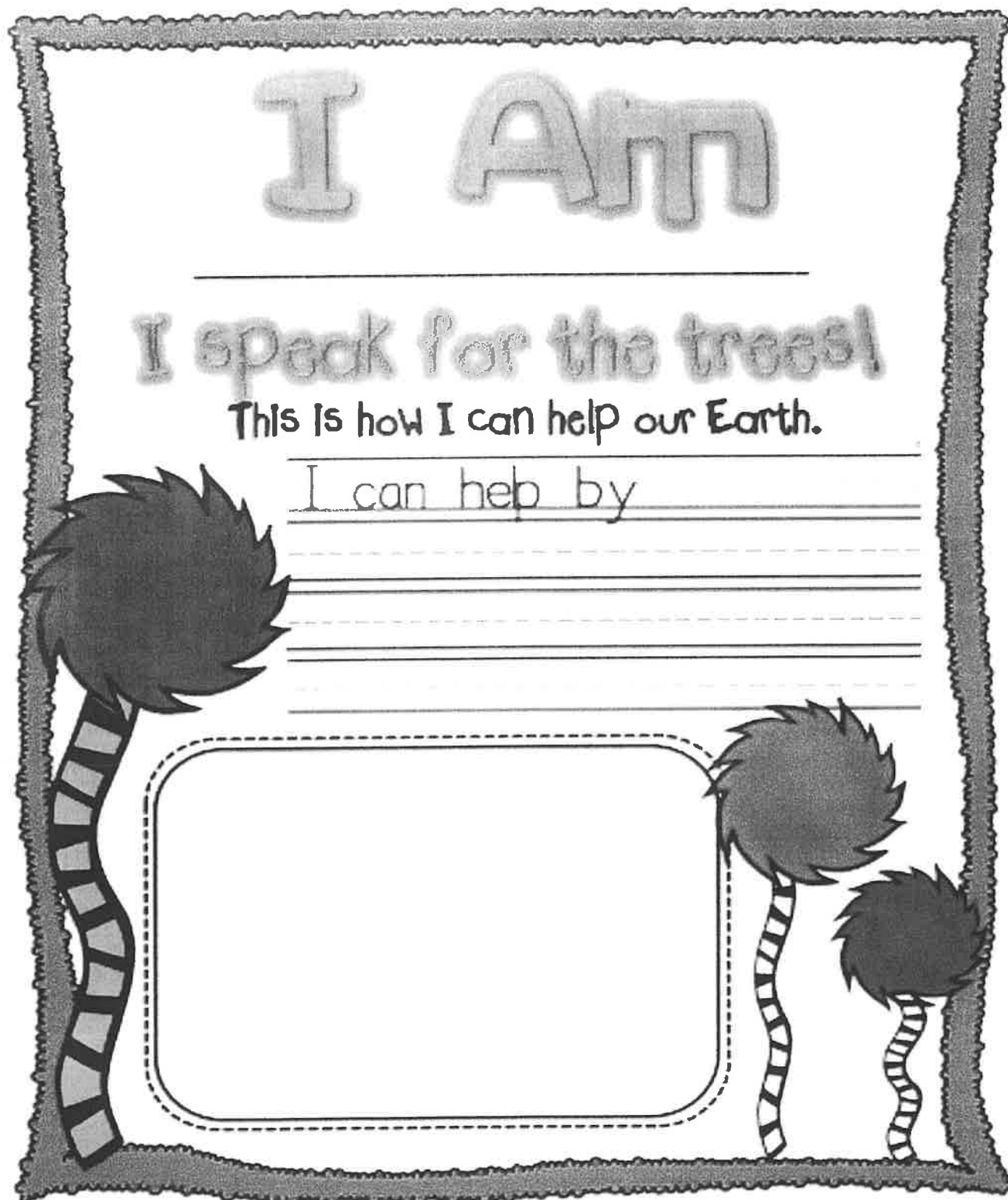
ar th ck

High Frequency Word Box

they that with  
them than

Dear Parent/Guardian:  
The words in the box are some of the words that  
occur most frequently in print. To help your child  
become a more fluent reader, have him/her  
practice reading these words to you.

W.K.3 I can Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.





# Thursday

## March 4, 2021

**Cause & Effect**  
in  
**The Lorax**

The Once-ler chops down Truffula trees.

There's not enough Truffula Fruit.

The Once-ler's factory produces smog.

The Once-ler pollutes the pond.

There's not enough Truffula fruit.

The Bar-ba-loots have to go find food.

The Swomee-Swans can't sing a note.

The Humming-Fish's gills are all gummed.

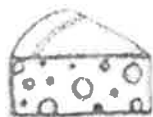
**IF I** protect the environment

- I could save endangered animals
- I could help fix air pollution
- I could help save rainforests

Page 7	Saxon Worksheet	L.K.2c I can write a letter or letters for most consonant and short-vowel sounds (phonemes).
Page 8	What is a Setting?	RI.K.3 I can describe the connection between two individuals, events, ideas, or pieces of information in a text.

Saxon - Thursday, March 4 - digraph ch - Code and match the words to the pictures. Circle and count all the w's. Read the sight words.

ch



1. chin



7. broom



2. ship



8. quilt



3. hook



9. snake



4. chick



10. bath



5. brush



11. globe



6. moon



12. mule



RI.K.3 I can describe the connection between two individuals, events, ideas, or pieces of information in a text.

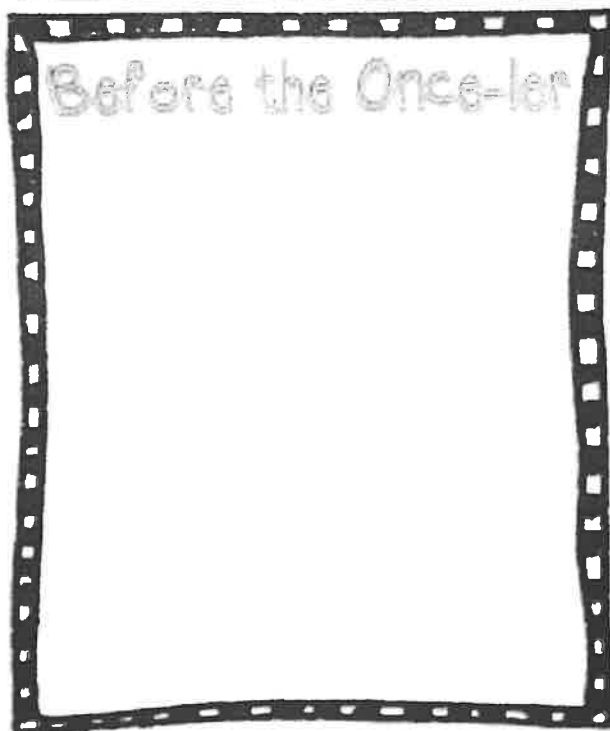
**Directions:** Use adjectives below to describe the setting of the story before the Once-ler and after the Once-ler.

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

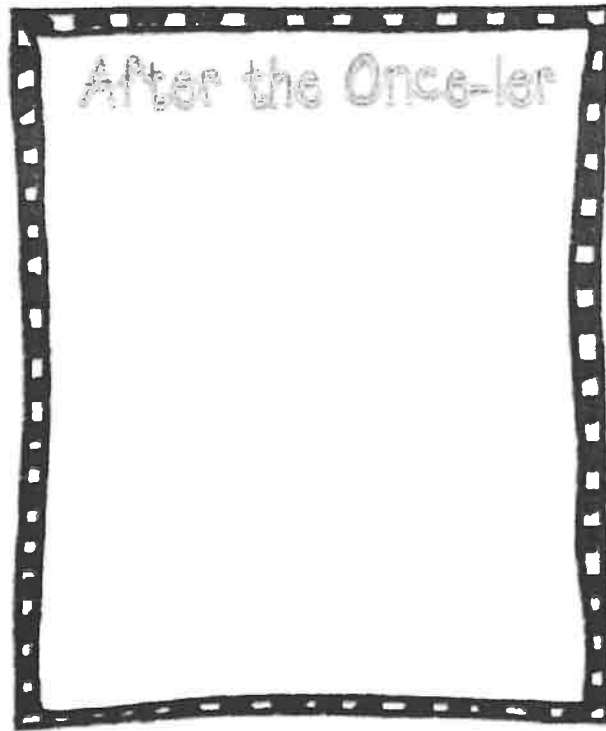
## What is a Setting?

The setting is \_\_\_\_\_

Before the Once-ler



After the Once-ler



happy

dirty

dark

colorful

scary

bright

smelly

happy

no trees

bad

good

trees

fresh

smog

sick

no smog

Friday  
March 5, 2021



SL.K.1 I can participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

**Directions:** Discuss how to make a pizza. Cut and paste the steps in the correct order. Write down each step.

## Sequence Stories

Name \_\_\_\_\_



### Making Pizza

First

Next

Then

Last or Finally

pizza

dough

rolling pin

sauce

cheese

pepperoni

cutter

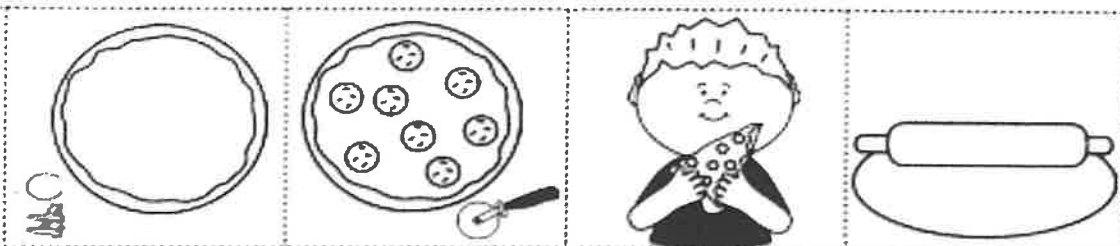
eat

①

②

③

④



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**Webb Prep Kindergarten School**  
**Mathematics**

**Monday**



**Week 2**  
**March 1**  
**~~February 22~~, 2021**

K.NB1.1 I can compose and decompose teen numbers.

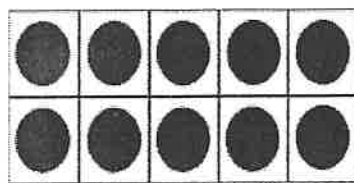
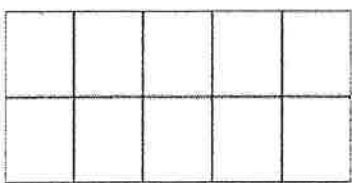
213

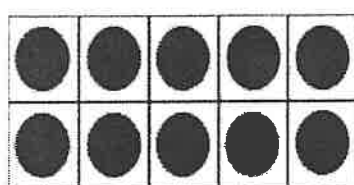
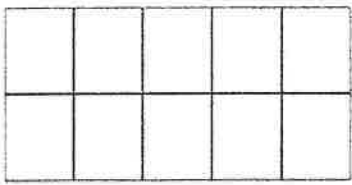
Monday

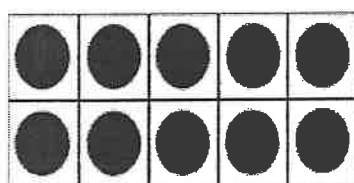
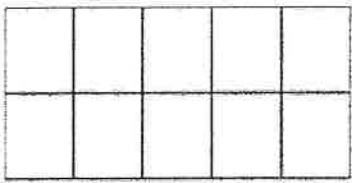
Name \_\_\_\_\_

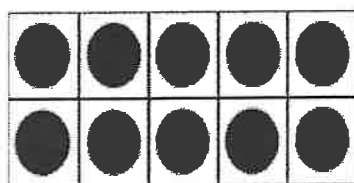
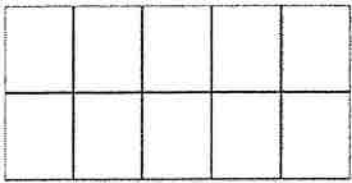
# TEEN NUMBERS Ten Frames

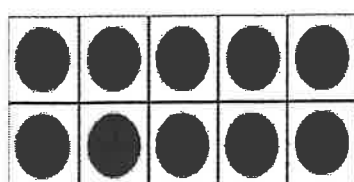
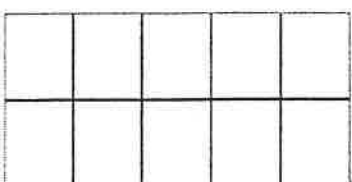
Finish filling in the ten frames to match the teen number.

 $+$  $= 18$

 $+$  $= 15$

 $+$  $= 12$

 $+$  $= 13$

 $+$  $= 17$

**Webb Prep Kindergarten School**  
**Mathematics**

**Tuesday**



**Week 2**  
*March* <sup>2</sup>  
**February 23, 2021**



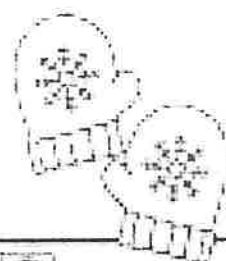
1.NB1.1 + can compose and decompose teen numbers.

(2)

KNBTA

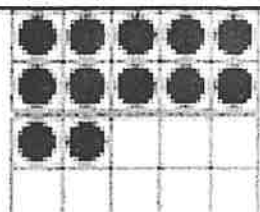
Name

Tuesday

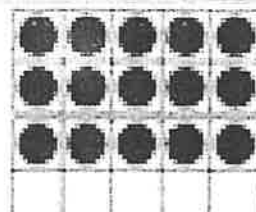


# Chilly Teen Numbers

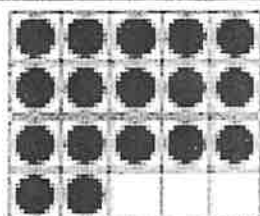
Look at the ten frame and complete the statement



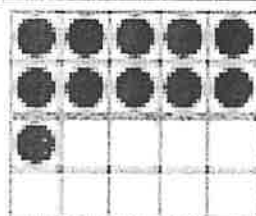
12 is one group of 10 and \_\_\_\_ more.



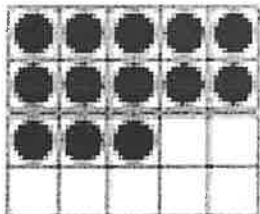
15 is one group of 10 and \_\_\_\_ more.



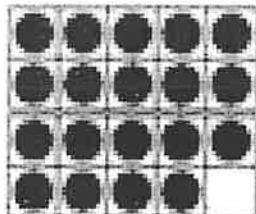
17 is one group of 10 and \_\_\_\_ more.



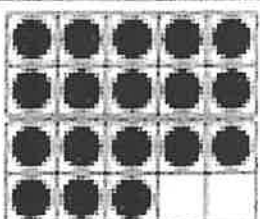
11 is one group of 10 and \_\_\_\_ more.



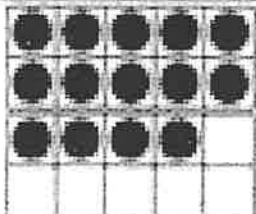
13 is one group of 10 and \_\_\_\_ more.



19 is one group of 10 and \_\_\_\_ more.



18 is one group of 10 and \_\_\_\_ more.



14 is one group of 10 and \_\_\_\_ more.

**Webb Prep Kindergarten School**  
**Mathematics**  
**Wednesday**

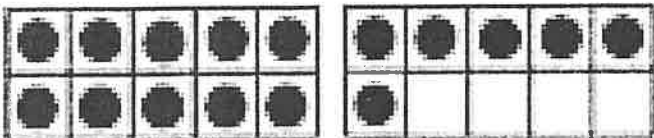
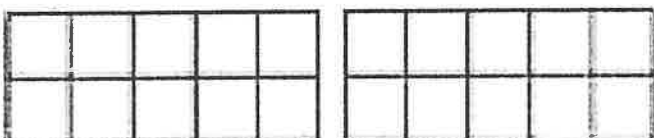





**Week 2**  
**March 3**  
**February 24, 2021**

1. I can compose and decompose teen numbers.

Wednesday

3

Home _____		
TRACE IT	BUILD IT	BREAK IT APART
16		How many tens? <u>1</u> How many ones? <u>6</u>
13		How many tens? _____ How many ones? _____
17		How many tens? _____ How many ones? _____
12		How many tens? _____ How many ones? _____
15		How many tens? _____ How many ones? _____

**Webb Prep Kindergarten School**  
**Mathematics**

**Thursday**



**Week 2**  
**March 4**  
**February 25, 2021**

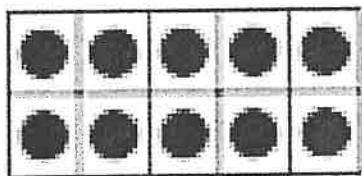
1. N.B. 1.1 + can compare and compose  
teen numbers.

Thursday

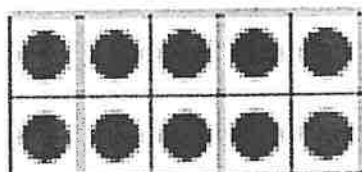
(49)

# Making Teens

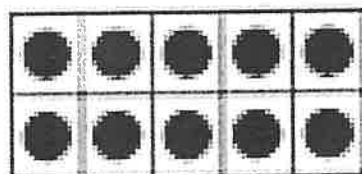
11



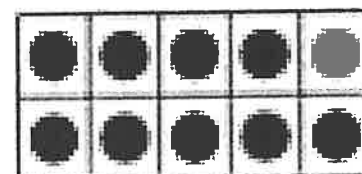
12



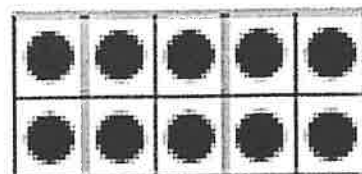
13



14



15



**Webb Prep Kindergarten School**  
**Mathematics**

**Friday**



**Week 2**  
**March 5**  
**February 26, 2021**

teen numbers.

Friday

EE

K5 Learning

## Decomposing numbers 10-19

Kindergarten Addition Worksheet

What number should be added to ten?

1  $10 + \underline{\quad} = 14$

2  $10 + \underline{\quad} = 12$

3  $10 + \underline{\quad} = 14$

4  $10 + \underline{\quad} = 12$

5  $10 + \underline{\quad} = 15$

6  $10 + \underline{\quad} = 19$

7  $10 + \underline{\quad} = 10$

8  $10 + \underline{\quad} = 11$

9  $10 + \underline{\quad} = 18$

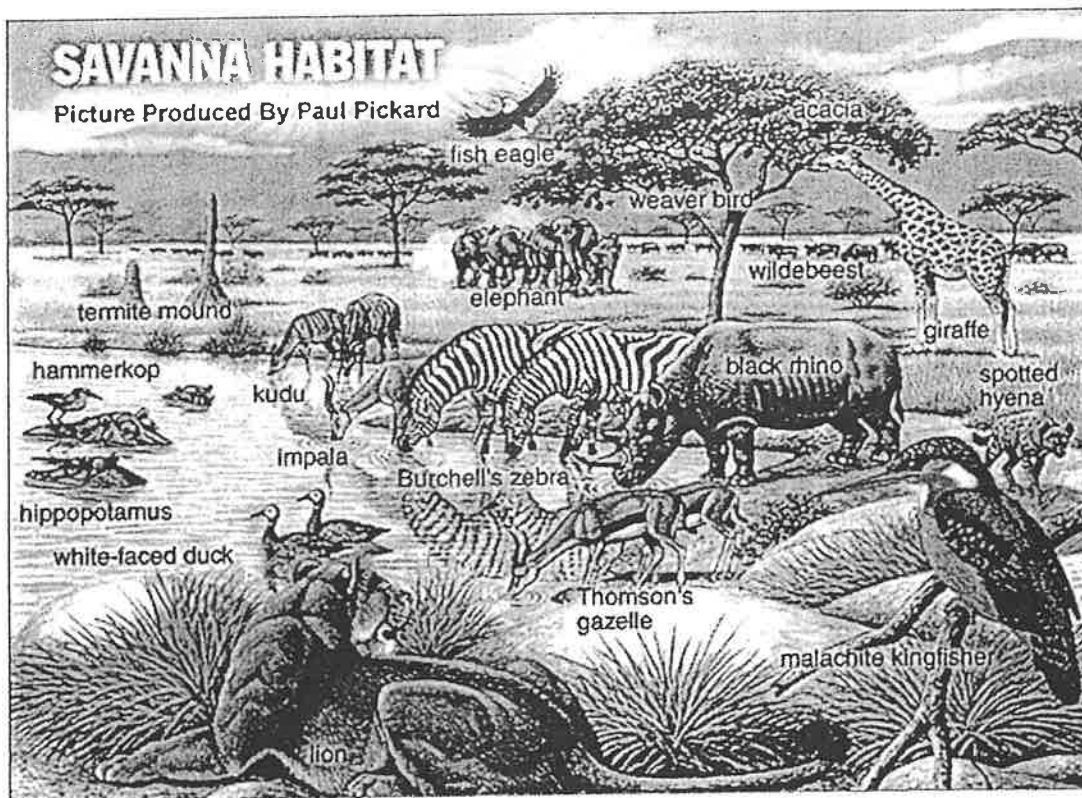
10  $10 + \underline{\quad} = 16$

11  $10 + \underline{\quad} = 18$

12  $10 + \underline{\quad} = 11$

# Science

## Week 2



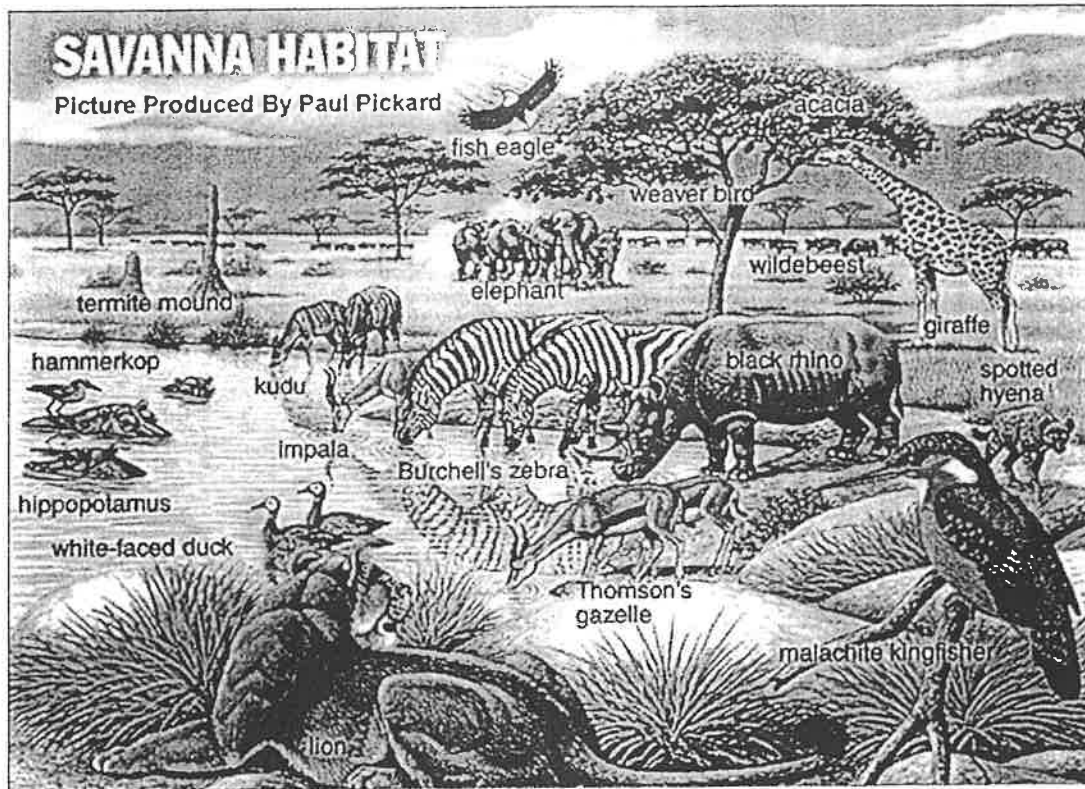
L.K.3B2- Create a model habitat which demonstrates interdependence of plants and animals using an engineering design process to define the problem, design, construct, evaluate, and improve the habitat.

Sci 1



# Monday


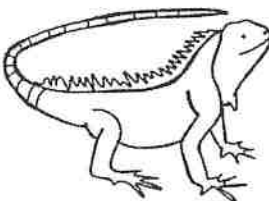
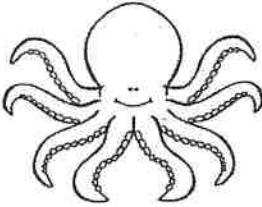
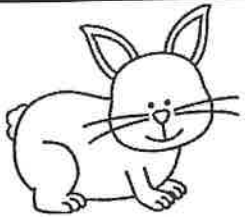
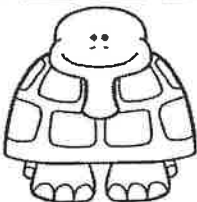
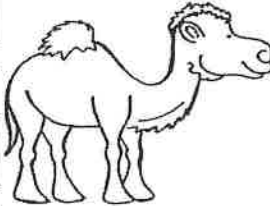

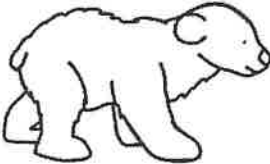
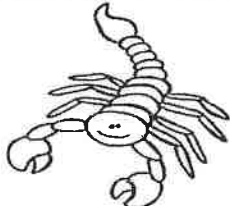
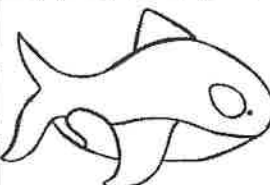

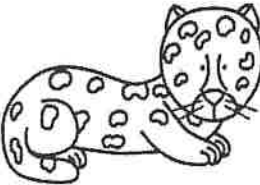
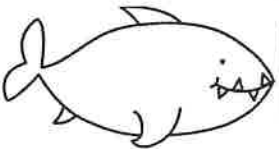
## Week 2



L.K.3B2- Create a model habitat which demonstrates interdependence of plants and animals using an engineering design process to define the problem, design, construct, evaluate, and improve the habitat.

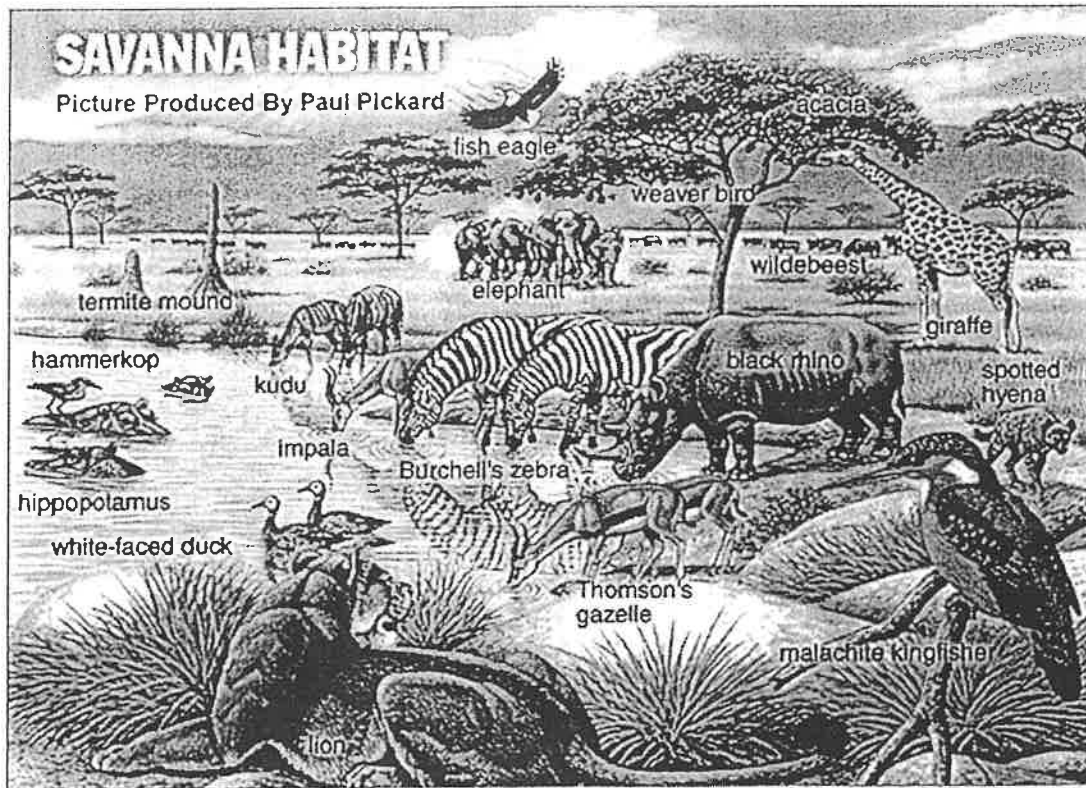
5/12

I can sort animals by their habitats.

ocean	forest	jungle	desert	polar
				
squirrel	penguin	iguana	octopus	rabbit
				
tortoise	camel	raccoon	polar bear	scorpion
				
orca	arctic fox	jaguar	monkey	shark

# Tuesday

## Week 2



L.K.3B2- Create a model habitat which demonstrates interdependence of plants and animals using an engineering design process to define the problem, design, construct, evaluate, and improve the habitat.

Name \_\_\_\_\_

I can make a list of animals for different habitats.

**ocean**

**forest**

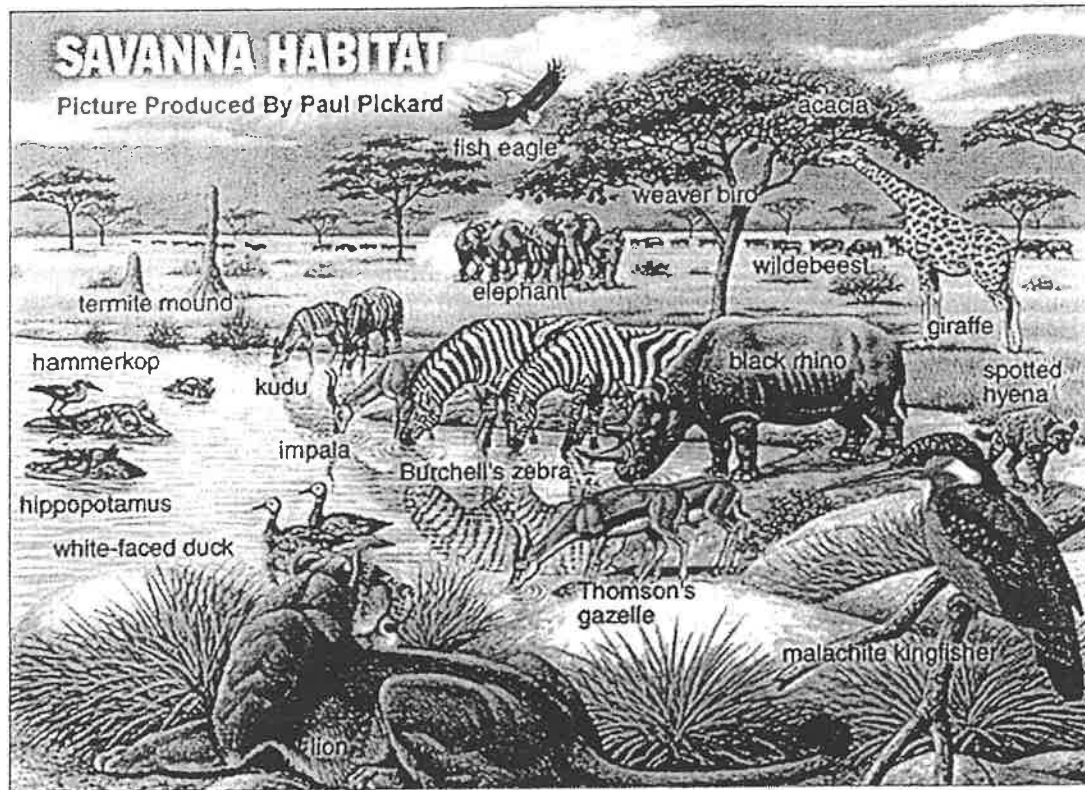
**jungle**

**desert**

**polar**

# Wednesday

## Week 2

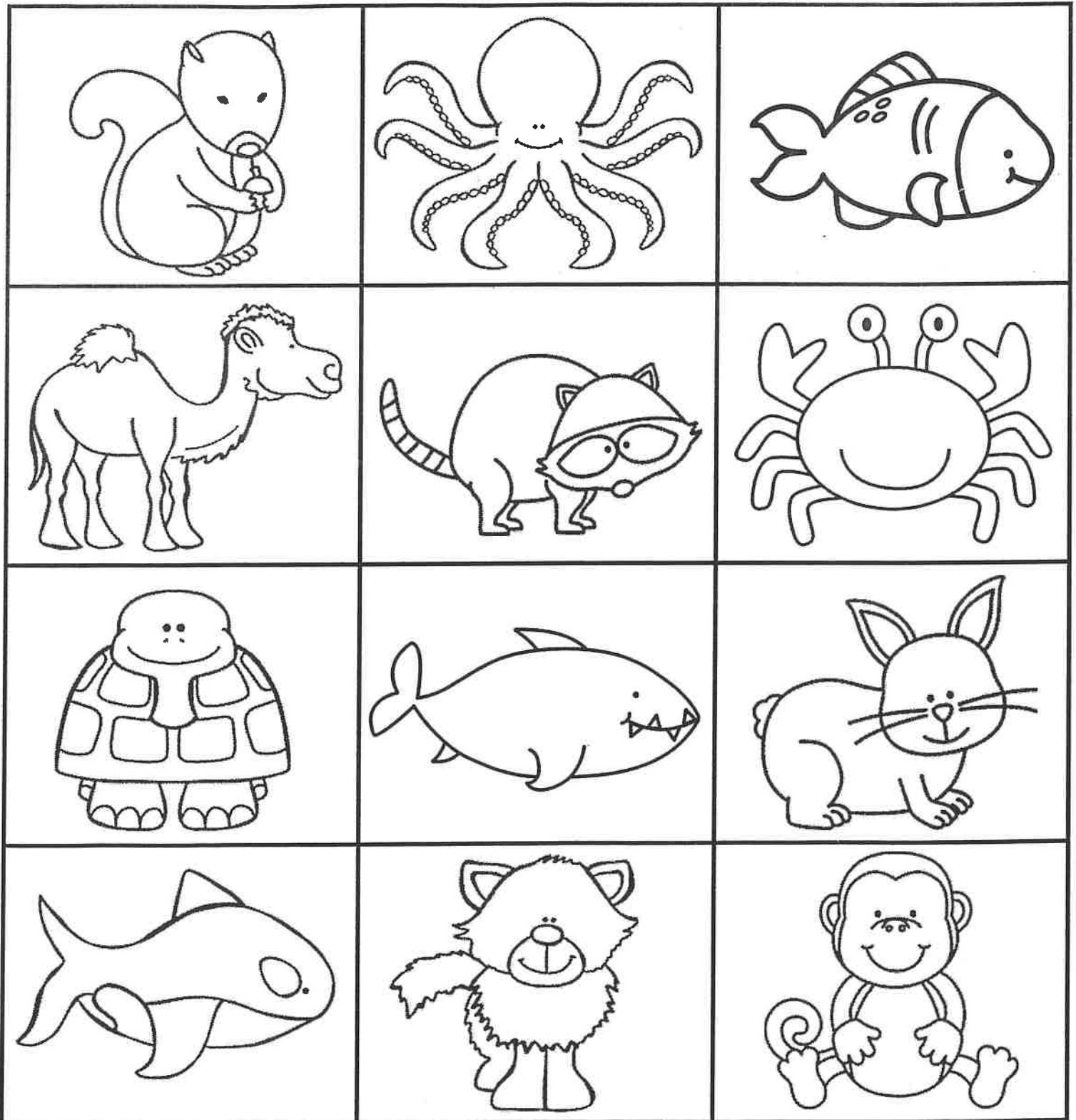


L.K.3B2- Create a model habitat which demonstrates interdependence of plants and animals using an engineering design process to define the problem, design, construct, evaluate, and improve the habitat.

Scib

# Ocean Habitat

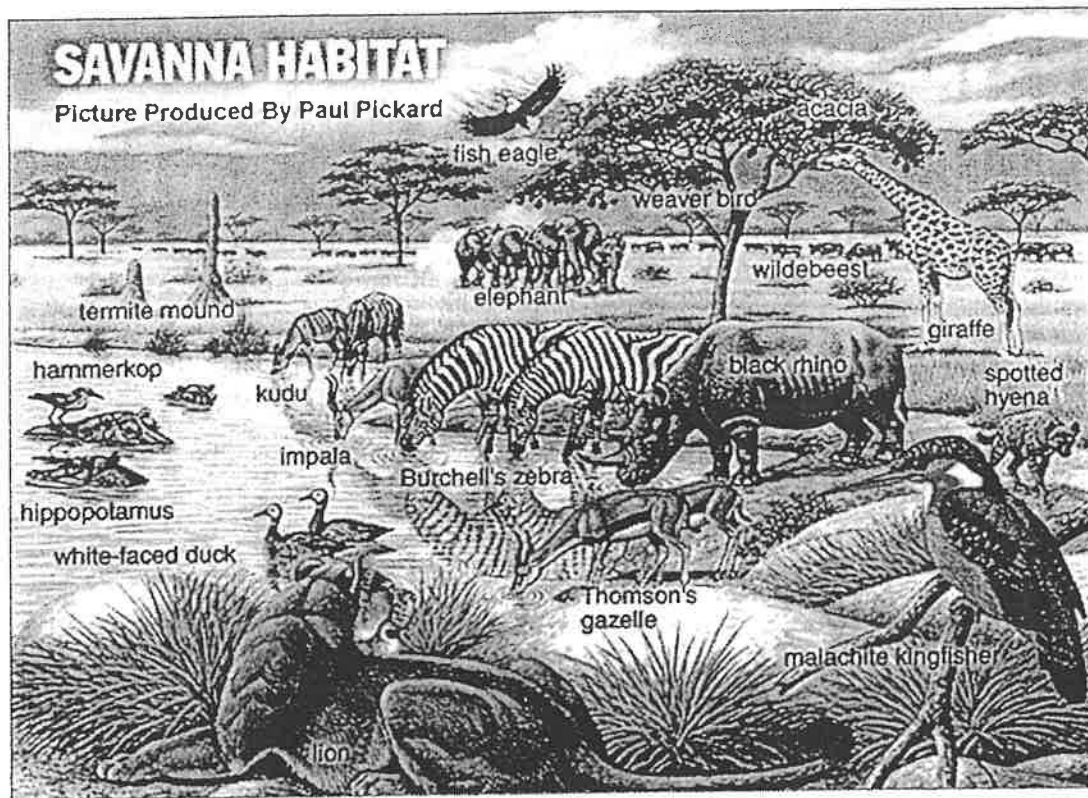
Color the animals that live in the ocean.





# Thursday

## Week 2

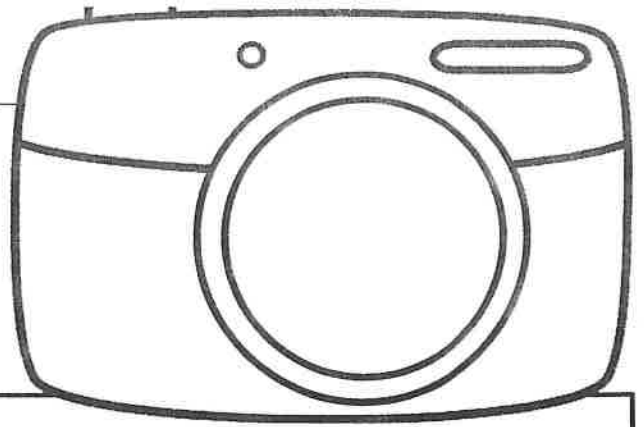


L.K.3B2- Create a model habitat which demonstrates interdependence of plants and animals using an engineering design process to define the problem, design, construct, evaluate, and improve the habitat.

Name \_\_\_\_\_

# Visualize

Draw an animal in its habitat.

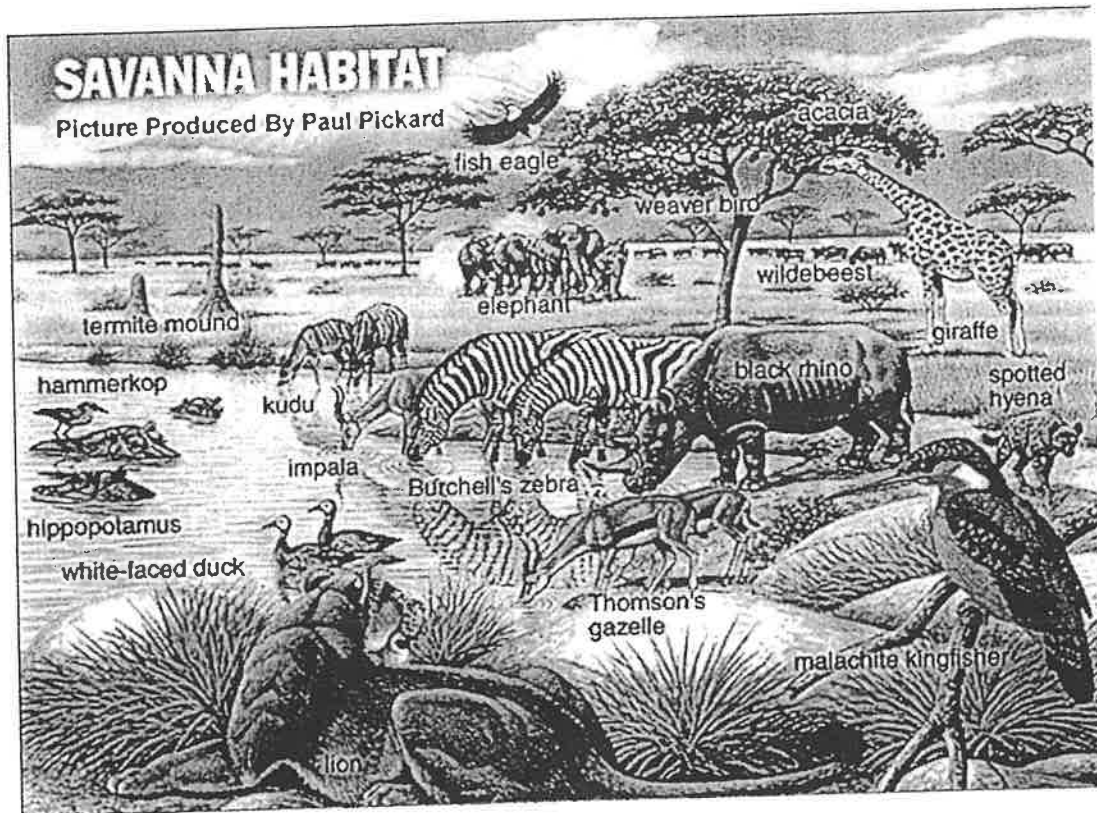


An Animal in its Habitat



# Friday

## Week 2

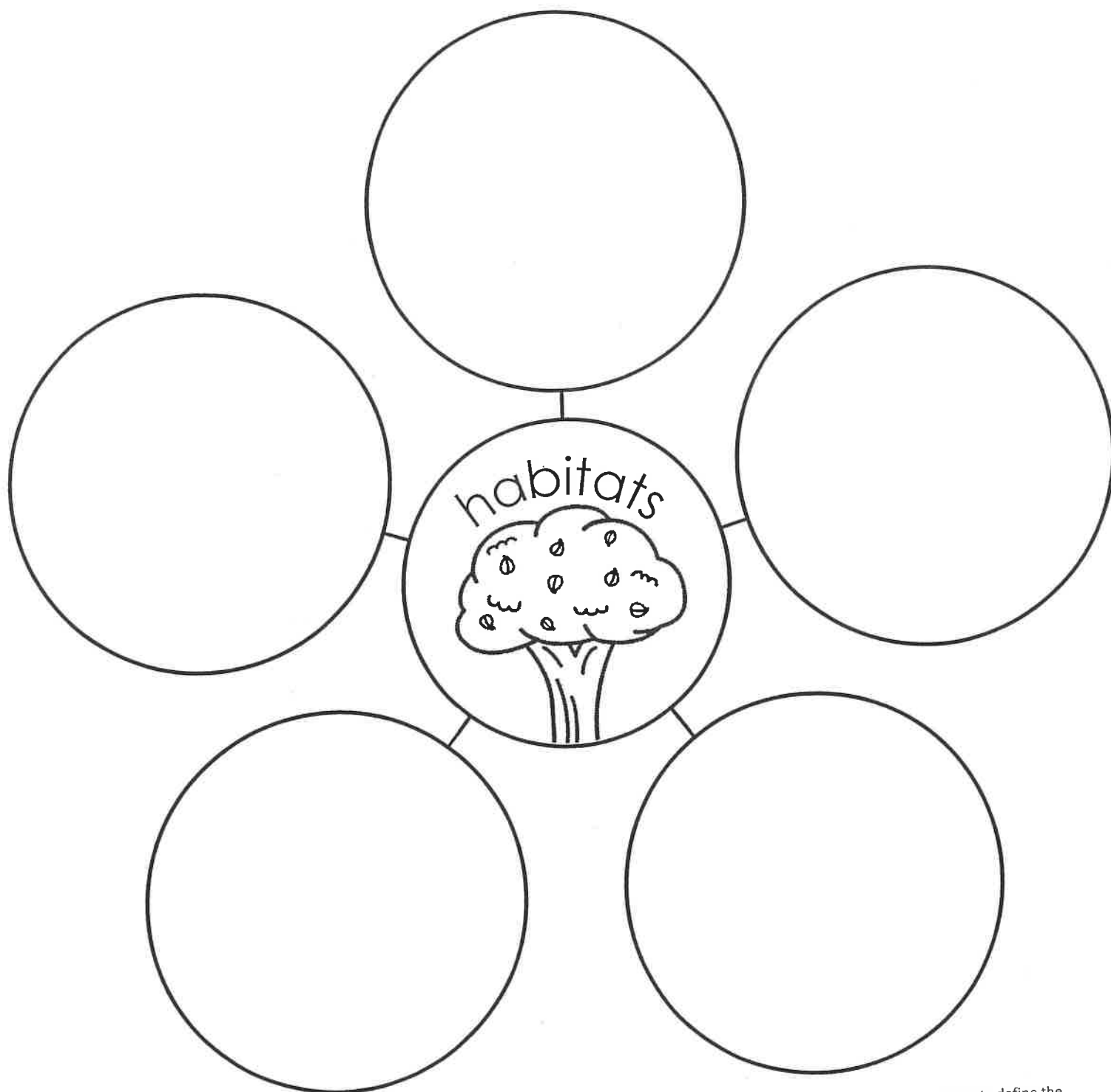


L.K.3B2- Create a model habitat which demonstrates interdependence of plants and animals using an engineering design process to define the problem, design, construct, evaluate, and improve the habitat.

Name \_\_\_\_\_

# What I Know

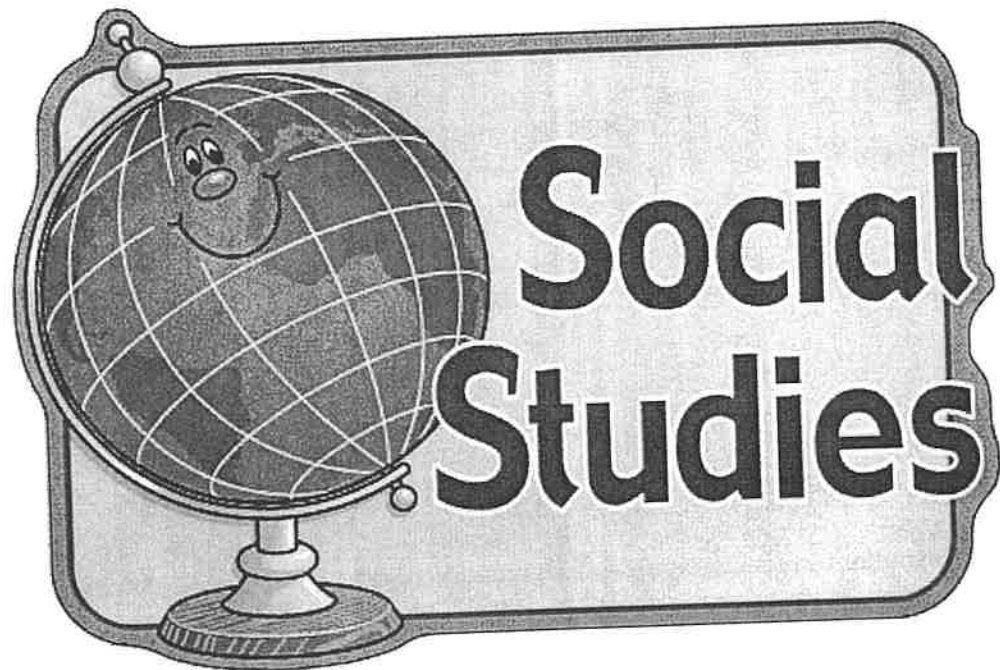
Tell what you already know in the circles.



L.K.3B2- Create a model habitat which demonstrates interdependence of plants and animals using an engineering design process to define the problem, design, construct, evaluate, and improve the habitat.

Sci 11

# *Social Studies*



## **Week 2**

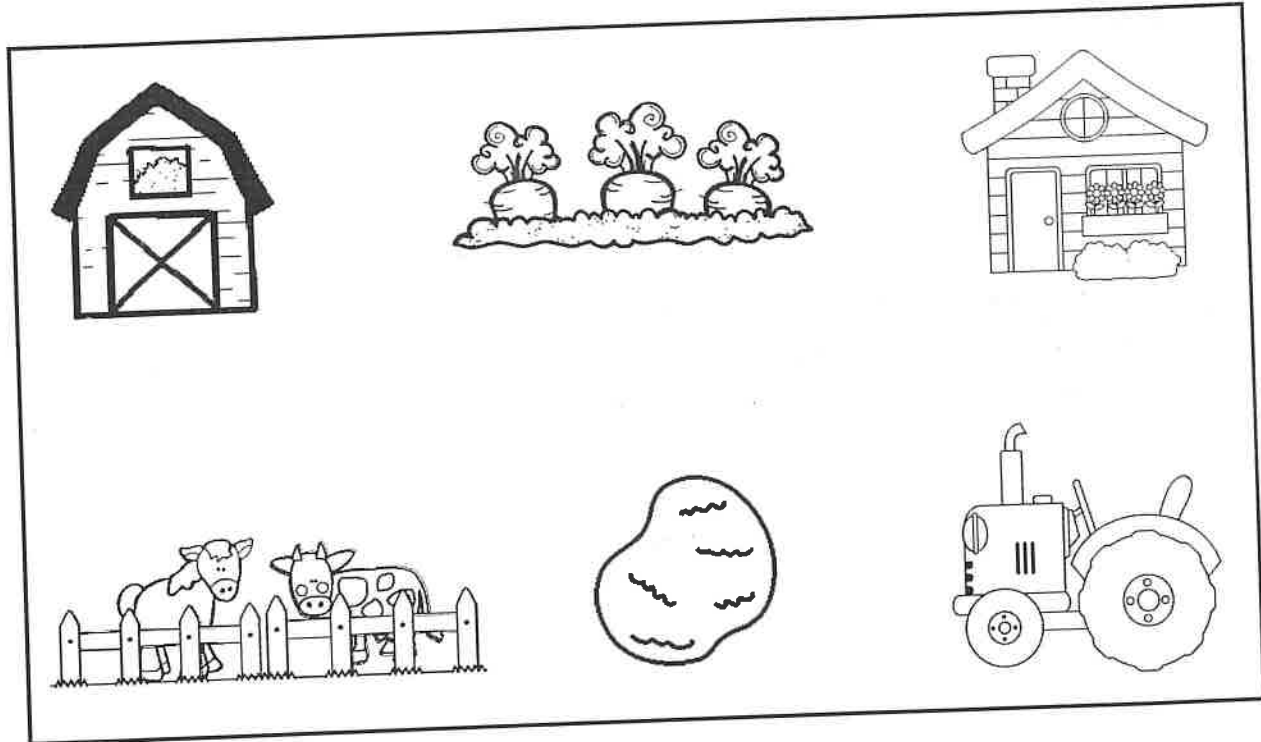
March 1 - March 5, 2021



Monday



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


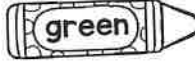
# On The Farm

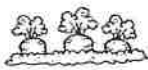

Look at the map  
Color each item



1. What is north of the  ? 

2. What is south of the  ? 

3. What is east of the  ? 

4. What is west of the  ? 



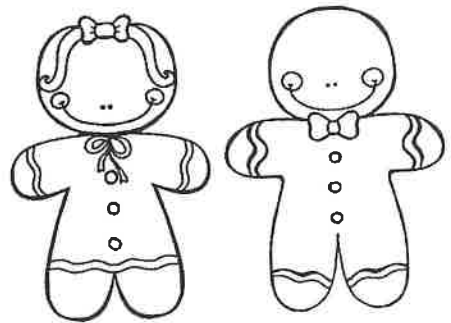
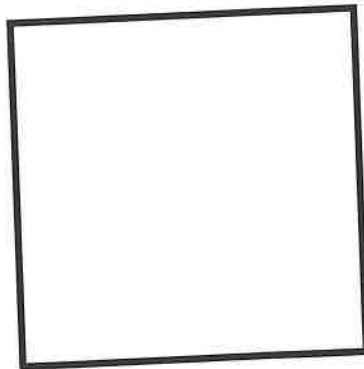
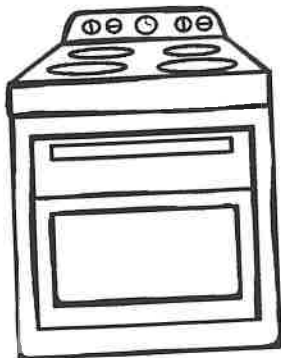
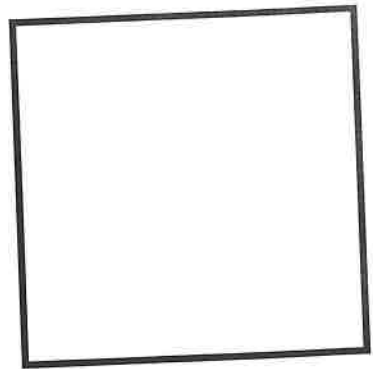
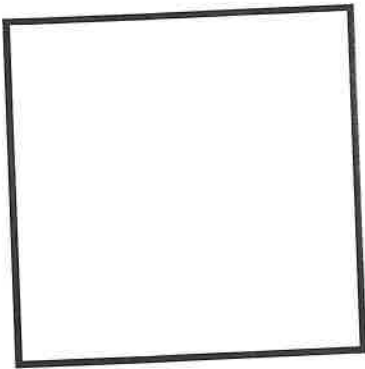
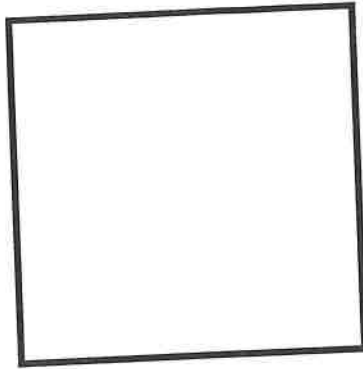
Bonus: Draw a farmer south of the .

Tuesday

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

# In the Kitchen

Listen to the directions.



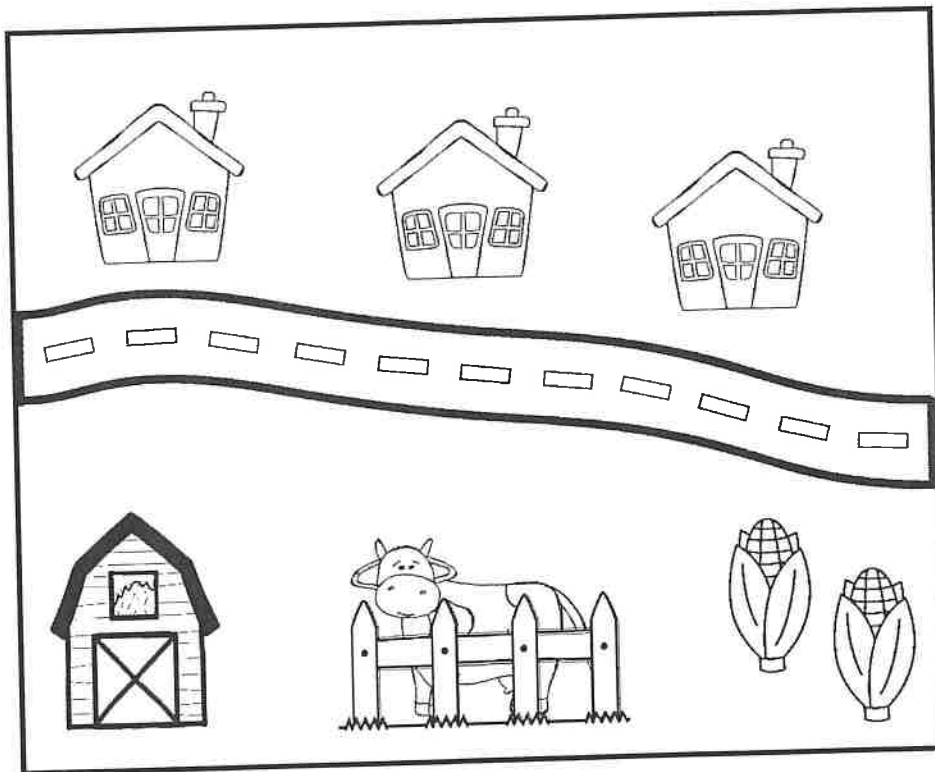
Wednesday

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

# Map Symbols

Maps have symbols.

A map key tells you what the symbols mean.



## Map Key



house



barn



field



cow

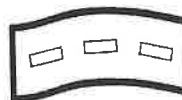


road

Look at the map key.  
Write what each symbol stands for.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



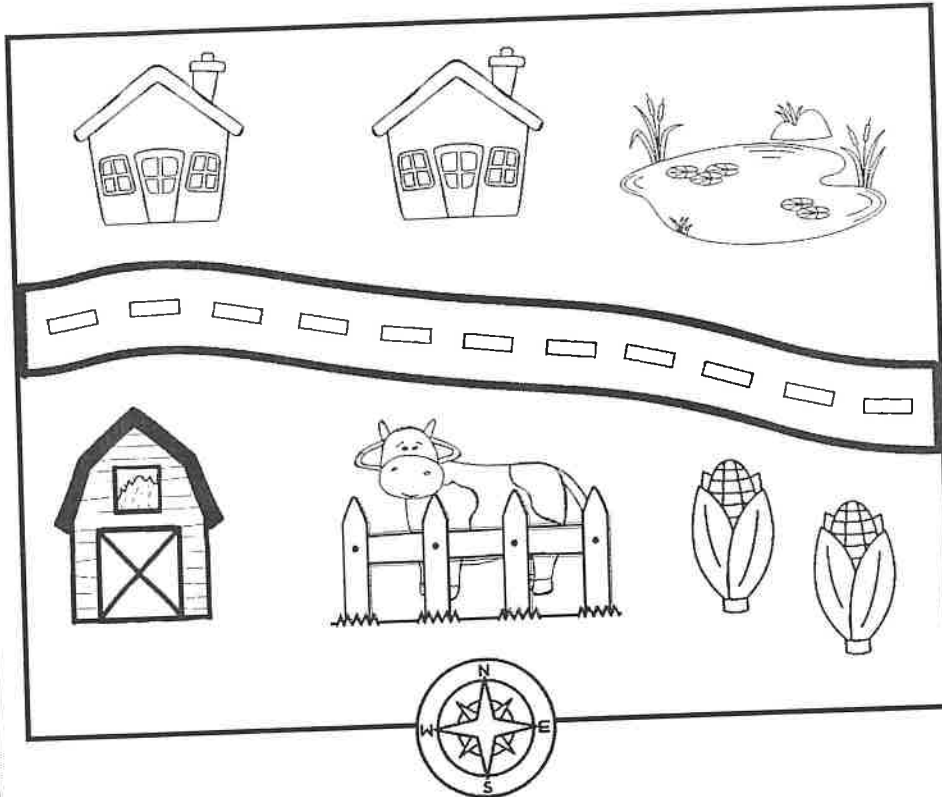
\_\_\_\_\_

Thursday

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

# Map Symbols

What is new on this map? Circle it below.



## Map Key



house



barn



field



cow



road



pond

Answer the questions.

1. What is to the east of the cow?



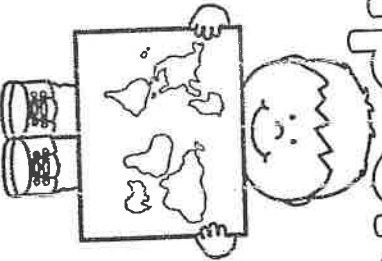
2. What is this a symbol for?



3. Is the barn north or south of the houses? \_\_\_\_\_

4. What would the symbol be for a forest? Draw it.

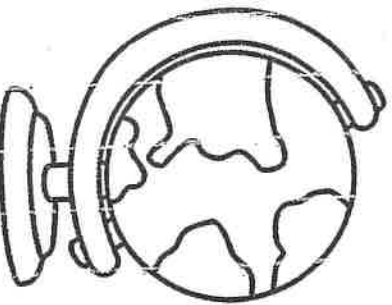
# My Book of Map Skills



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

© Kathryn Welf's 2016

Color the land green.  
Color the water blue.



This is a \_\_\_\_\_.



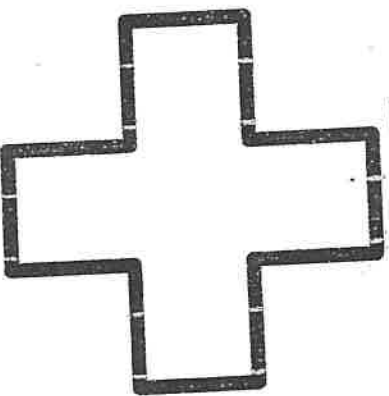
# The United States of America

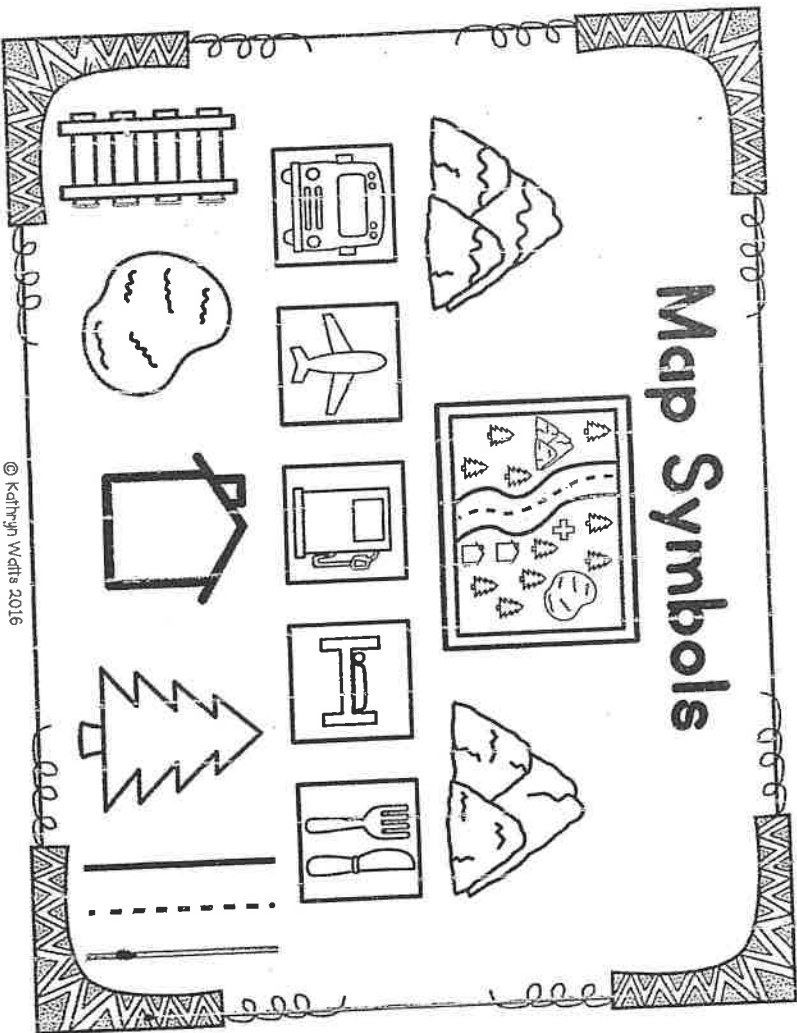


Color your state.

© Kathryn Watts 2015

# Cardinal Directions





© Kathryn Watts 2016