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Successful Homework Activities for Kindergarten Students

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ABSTRACT

SUCCESSFUL HOMEWORK ACTIVITIES
FOR KINDERGARTEN STUDENTS

by

Alicia Lee

May 2010

The purpose of this project was to provide a collection of homework activities for kindergarten teachers that are designed to encourage parent involvement and provide additional practice learning kindergarten skills at home. All of the activities align with the Washington State Academic Learning Requirements and Performance Expectations. To complete this collection a review of current and relevant resources was conducted on topics that included the history of homework, the role of homework in kindergarten and the benefits of parent involvement.

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CHAPTER I

INTRODUCTION

Many parents, teachers and students believe homework is an important part of education. Teachers use homework as a way to support students and provide extra practice at home to reinforce academic skills taught at school. The most recent movement to raise standards has made homework a routine part of the educational experience of primary grade children (Gill & Schlossman, 2004). This in turn has put pressure on the teachers to provide appropriate homework assignments. Bailey (2006) recommends the homework include elements that allow children to easily follow directions for completion, and involve work that is within the scope of what the child knows and can do with some degree of self-management but also provides opportunities for parent involvement. Homework is now considered an everyday norm in the education of children from kindergarten all the way through college (Bailey, 2006).

Teachers reflect on the importance of homework but often wonder if the students are grasping the concepts that homework supports. Parents may monitor for student completion but are not involved in the process of completing the homework or helping them through the areas which they are struggling. This brings teachers to wonder if the parents are helping their child and if the parents are aware of their child's specific areas of difficulty. A study by Drummond and Stipek (2004) was conducted to obtain information about low-income parents' beliefs about their role in children's academic learning. Drummond and Stipek (2004) noted that low-income parents generally valued their involvement in their children's learning and were more likely to be involved when a teacher recommended they help.

Hill and Craft (2003), who conducted a study with 93 kindergarten children, observed that parent involvement in education is associated with improvement in school behavior, social competency and school performance. The research demonstrated that parental involvement increases academic skills and that academic skills improve school performance. It was noted that children with parents who are involved in school have better emotional adjustment as well as improved communication and social skills.

It is a challenge to provide meaningful homework activities to kindergarten students. The resources for parents and teachers of kindergarten students are limited. It is also a challenge to find homework activities that will support the learning in the classroom. Typically, in kindergarten, student homework will be what parents and teachers call “busy work” such as copies of letter writing practice and cut/glue/color activities that focus on counting, rhyming, and other skills learned at school. According to Baumgartner, Bryan, Donahue and Nelson (1993) parents would prefer to have their child receive no homework at all rather than worksheets and busywork. Parents feel the homework should be a review and should provide fun activities that connect home and school.

Purpose of the Project

The purpose of this project was to develop weekly parent-involved homework that is focused on reading, writing and math skills taught in a kindergarten classroom. The difficulty of the homework will increase as the year progresses. According to Bailey, Silvern, Brabhan and Ross (2004), a critical element in effective homework design is the consideration of diverse student and parent populations and proper teacher

delivery. They agree that a constructive home-school relationship is an integral component of a child's educational success. Creating the homework allows the opportunity to take these considerations into effect. The homework will also allow the opportunity to provide extra support to the students in the areas which additional practice is needed.

Parent involvement is an important consideration in the development of this project. According to Dearing, Kreider, Simpkins and Weiss (2006), there is overwhelming evidence that children living in low-income families display lower levels of academic self-efficacy and achievement relative to other children within median income families; low levels of parental education place children at exceptionally high risk for academic failure. The results of this study add to the increasing evidence that family and parent involvement in school among low-income families may be most likely to improve the achievement of children who are at exceptional risk for academic failure due to their lower socio-economic status and the low level of parent education. This study matches the current economic status of the target students for this project. Parents become involved in homework because they believe their support will make positive differences in their child's education. They become involved because they have a strong belief that their child's success with homework is in direct relation to their child's academic success in the classroom.

In the research, student achievement is frequently linked to parent involvement with homework. The students receive focused and immediate feedback and instruction from their parents. They develop a positive attitude about homework and learning when it is being modeled by their parents (Bailey, 2006).

Limitations/Scope of the Project

The project is applicable to kindergarten parents and students. The homework was created to support the secure skills from Washington's Grade Level Expectations in the areas of reading, writing and math (Office of Superintendent of Public Instruction, 2004, 2005 & 2008). The project proper was created specifically to reinforce skills taught in the classroom and to increase parent involvement to support kindergarten children.

This project is limited to families who speak English. Families whom speak a different language or are illiterate will be challenged to complete the homework activities. Translation of the homework activities is feasible and will be explored by the author at a later time.

The order of homework activities in this project corresponds to the Read Well curriculum adopted by the Kent School District in which the author is employed. Read Well is a research based curriculum.

The research for this project included the benefits of using homework in kindergarten that fosters parent involvement. The types of literature reviewed pertain to parent involvement, history of homework, kindergarten homework and include but are not limited to articles, books, dissertations and samples of created homework. The research supports the kinds of homework appropriate for kindergarten children. It also describes the parents' views of homework and their role in the learning.

Definition of Terms

Parent Involvement- The definition of parent involvement has a range of roles and responsibilities, but the definition with respect to this project is the communication of the child's home caregiver with the teacher and school as well as the support of the caregiver with learning at home in which they interact with, monitor, and assist their children in academic activities (Fischel & Ramirez, 2005).

Homework- Homework is a subject-focused learning related activity completed at home (Gorges & Elliott, 1995).

Grade Level Expectations- (GLEs)- Grade Level Expectations provide details about what students should know and be able to do by each grade level. GLEs are aligned from kindergarten through grade 10, so parents, students and educators can see how skills and knowledge build from year to year. Grade level expectations are developed for all content areas (Office of Superintendent of Public Instruction, 2005).

CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter will be divided into three main sections with subtopics under each section. The first section of the chapter will address the history of homework. This section will be a timeline of historical events.

The second section of this chapter will address homework in kindergarten. The first subtopic addresses the benefits of homework and why assigning homework is appropriate for kindergarten. The second subtopic addresses what the homework may look like and what kinds of homework to give kindergarteners. Both subtopics in this section will be supported with research-based evidence.

The third section of this chapter will address parent involvement. The first subtopic will discuss the different types of parent involvement. The second subtopic will address the academic and emotional benefits of parent involvement. The third subtopic will address common challenges preventing meaningful parent involvement and why it is important. All subtopics of this section will be supported with research based evidence.

History of Homework

Over the past 100 years the benefits of homework have been debated. Educators, researchers, parents and administrators continue to debate over the amount of homework, the age at which children are ready for homework, and the academic content to incorporate in the homework. However, it has been established that the assignment of some sort of homework is a beneficial practice. Gill and Schlossman (2003b) advocate for homework not only as a means to improve students' academic achievement, but also

to raise the productivity of the labor force, to make American students competitive with their counterparts in Europe and Asia, to keep children busy and out of trouble, and to integrate the home into an educational enterprise.

Homework has also been shown to support and increase parent involvement and student achievement. Cooper, Jackson, Nye and Lindsay (2001) conducted a study to research homework's influence on student achievement in relation to parent involvement. They studied 214 second and fourth grade students and parents. Based on these results, Cooper et al. (2001) noted that "the data revealed the critical role of parents in both the homework process and in the success of elementary school students. Positive parent involvement in homework was the strongest predictor of grades" (p. 197). Anti-homework advocates argued that it interferes with children's leisure time and prohibits access to community, church and family activities (Coulter, 1979). Bailey et al. (2004) reasoned that the homework should be assigned "where the teacher is fully aware of children's and parent's backgrounds and fully regards them" (p. 174).

In the mid to late 19th Century, homework was rarely viewed as a problem. Students in high school were the only ones assigned homework and it was common for the students to receive two to three hours of homework per night including weekends. The attendance laws contributed to this. Students were only required to attend school until the age of 14, after which many started working to help support the family. A small portion of the population chose to attend high school and complaints about homework were few. Educators presumed that those who wished to attend high school would be willing to study and those who were not willing were free to drop out (Gill & Schlossman, 2004).

Assigned homework in the elementary grades was very rare and often an impossibility, as many students had irregular attendance and were in overcrowded, multi-aged classrooms. Homework for middle school aged students, where the teaching method was drill, memorization and recitation, required preparation at home for classroom success. Middle school aged students were required to recite their lessons in class to demonstrate their academic achievement, which provided the students with little choice but to recite their lessons over and over at home to practice (Gill & Schlossman, 2004).

The late 19th century marked the beginning of the progressive education movement and the initial application of the scientific method to education (Gill & Schlossman, 2004). In 1892, the inception of the progressive education movement coincided with the broader progressive political movement, a belief that the world's problems could be solved through the expert application of scientific knowledge. If the proper use of science could make the economy run smoothly and end political strife, it was believed that it could certainly improve schooling as well. This progressive education movement began the need to educate teachers about the new scientific knowledge. Progressive education was a new method of project-based teaching and was instilled with the wisdom of the new fields of child development, mental health, intelligence and personality testing. During the progressive education era, experts, teachers, and administrators believed education should be entrusted entirely to expertly trained educators who would apply their specialized pedagogical knowledge in specially designed learning environments. The progressive education movement brought the beginning of the anti-homework crusade. Experts argued the home could not duplicate

the unique learning environment of the “progressive” classroom, and parents could not duplicate the expert knowledge of the teacher. According to the progressive view, true educational reform was a school-centered, teacher-controlled affair (Gill & Schlossman, 2003b).

In 1901, the state of California passed a law abolishing homework in grades one through eight. This was the first and the most extreme public statement of the anti-homework crusade (Gill & Schlossman, 2003b; Kralovec, 2007). From there, the crusade picked up rapidly and continued well into the mid 20th century. Individual school districts around the nation followed California’s example stating that they doubted children could find the time or a place in the home to study with good lighting and no distractions. Educators and experts also reasoned that parental help confused children, stating that parents make tragic mistakes when they teach specific skills and that many parents lacked the capacity to supervise homework correctly (Gill & Schlossman, 2003b). However the most important argument given against homework was its effects on the health of the children. Experts stated that homework threatened children’s health by depriving them of outdoor play which was essential to healthy development (Kralovec, 2007; Gill & Schlossman, 2004). During this anti-homework movement most parents expected and welcomed homework because it kept them involved in the day-to-day experiences of their children’s education and permitted them to monitor their child’s progress. In fact, many principals received opposition from the parents when abolishing homework (Gill & Schlossman, 2003b).

In 1937, Di Napoli designed one of the most well known research studies to support the argument against the use of homework. Di Napoli compared student

achievement between students who were given regularly assigned homework versus voluntary homework. In the end, Di Napoli recommended the abolition of regularly assigned homework. However, his research was later criticized for the discrepancies between his recommendations and the results of the research (Coulter, 1979; Goldstein, 1960).

In the early 1930s, parents of children in grades one through eight found homework desirable. They typically did not support large quantities of homework, but they wanted their children to spend daily time studying at home on school assignments. Many parents expected homework to begin as early as first grade, if only for 15 minutes a day, and expected homework time to increase in the late elementary and junior high grades (Gill & Schlossman, 2003b; Gill & Schlossman, 2004).

The entire progressive education movement came under intense scrutiny during the 1950s. Critics began to challenge the academic standards of classrooms across the nation. Progressivism was replaced by an academic excellence movement that called for higher standards and a different approach to teaching methods. Homework became an integral factor in the academic excellence movement. After the launch of Sputnik in 1957, homework was reconceived as part of a national crisis (Gill & Schlossman, 2004). Americans became concerned that the lack of high standards and expectations in the educational system was leaving children unprepared to compete in the technological future. Homework was viewed by Americans as a way to advance students more quickly (Cooper, Robinson, & Patall, 2006). Experts began to support favorable views of homework, stating that homework positively influenced student achievement in the elementary and high school grades. Researchers supported homework as a normal and

necessary tool in the teaching and learning process; however, homework in the early elementary grades was still considered sparse (Gill & Schlossman, 2004; Kralovec, 2007).

In 1960, Goldstein (1960) conducted a review of research. Goldstein's purpose was to examine the value of homework through the study of previous experimental research reports conducted before December 1958. Goldstein found a total of 280 titles on the topic of homework; however, only seventeen titles contained actual experimental research reports. Goldstein found statements made by experts claiming adverse psychological effects caused by homework to be unsupported by the research. In addition he also found that a few studies actually suggest that children may feel more secure in the classroom when they participate in homework regularly.

As new and more positive attitudes toward homework began to spread throughout America, higher and tougher standards were introduced into school curriculum, school boards across the country began to overturn anti-homework policies and limitations that had been established since the turn of the century. During this time of homework being re-established, it was also reinvented to increase student and parental support for the movement toward academic excellence. This was the first 20th century movement to address issues of content and scheduling in homework. It was argued that academic excellence would not be achieved through old traditional tools and methods like textbooks and memorization, but by teachers increasing the academic content of homework and making it more enjoyable for students by incorporating activity-based, hands-on, individualized assignments that would be aligned with the goals and standards. Parents were considered to have a positive role in their children's formal and informal

learning. Teachers were encouraged to incorporate parents into the children's education. During the academic excellence movement, homework became a vital link in school-parent communication (Gill & Schlossman, 2004).

From 1968 to 1972, the academic excellence movement fell apart. The pressure on teachers to assign homework diminished. The nation became focused on the civil rights movement and the Vietnam War. During this time, the education focus changed. The concern was no longer about which types of homework might best enhance student achievement, but whether students could be persuaded to attend school regularly, pay attention to their teachers and study seriously (Gill & Schlossman, 2004).

The 1983 publication of *A Nation at Risk* called for a new academic excellence movement. The 1980s excellence movement was motivated by threats from economic competitors around the world and America's decline of achievement in test scores. The American nation's motivation to compete with other top countries in the world influenced the United States Department of Education's decision to research the quality of American education and provide specific recommendations for improvement (National Commission on Excellence in Education, 1983). *A Nation at Risk* specifically brought homework back into the national spotlight and upon the publication of the Department of Education's recommendation, educators, parents, and policy makers strongly supported the assignment of homework (Gill & Schlossman, 2004; Kralovec, 2007).

Small changes have occurred to homework since the publication of *A Nation at Risk*. Most notably, there is a new willingness to assign small amounts of homework to primary-grade children. Time spent on homework by children in kindergarten through

second grade more than doubled between 1981 and 1997. Homework is now considered an additional tool to raise academic achievement. Today, in order for students to succeed, it has become a requirement for students to invest effort and time in their homework studies. While *A Nation at Risk* encouraged America's students to keep up with international competition, American children still spend far less time studying than students from competing countries. Where American students average less than an hour of homework daily, students from Europe and Asia average two to three hours of homework daily (Gill & Schlossman, 2003a). The more recent movement to raise standards has made homework a standard part of the educational experience of primary grade children for perhaps the first time in history (Gill & Schlossman, 2004).

Homework in Kindergarten

Homework can take many forms. It is most commonly used to reinforce concepts taught in the classroom or to practice basic skills and knowledge (Farrow, Tymms, & Henderson, 1999). Homework is an activity that for most students begins during the early elementary years. Hoover-Dempsey, Bassler and Burow (1995) argued that the early elementary years is a critical point in time when parents have a significant role to play in forming the attitudes, patterns of strategy, and accomplishment that will underlie success in homework and in school for the rest of their child's education. In early elementary years significant routines of parental involvement are developed and may influence student dedication to homework in later years.

Benefits have been found to support homework in early school years. In a study done by Bailey et al. (2004), the authors created an interactive reading homework plan

which was designed to involve both parents and children to facilitate student reasoning. The study involved 84 second grade students and their families. The purpose of the study was to determine if reading homework, designed to be interactive between children and parents, would increase parental involvement and improve students' abilities to draw inferences from reading material. Bailey et al. (2004) suggested that providing homework assignments which encourage interaction between parents and children in the early elementary years not only increases interaction, but improves children's performance.

Sénéchal and Lefevre (2002) conducted a five year longitudinal study with 168 children starting in kindergarten and monitored through the end of third grade. The purpose of the study was to determine if parent involvement and homework at an early age would enhance the performance of children's reading skills and academic development. Sénéchal and Lefevre's (2002) results suggested that parents can tutor their children in learning the alphabet, recognizing words, and writing words. The pre-reading skills learned provided the building blocks for the successful acquisition of conventional reading skills. It was suggested teachers recommend parents read to their children both before and after they begin to acquire decoding skills. Reading aloud to children fosters receptive language development which is predictive for the long term acquisition of reading vocabulary and comprehension.

Sénéchal (2006) conducted a longitudinal study with 65 students from kindergarten through the end of fourth grade. The purpose of the study was to examine the long term relationship between early literacy experiences at home and skills developed at school, including kindergarten literacy skills, first grade reading and

spelling skills, and fourth grade reading comprehension, fluency, spelling and recreational reading. The results revealed that parent-directed literacy experiences in kindergarten directly predicted kindergarten alphabet knowledge and fourth grade reading fluency, whereas storybook exposure directly predicted kindergarten vocabulary and the frequency with which children reported reading for recreational purposes in fourth grade. This research suggests that parents can make a significant contribution to their child's reading achievement through informal and formal literacy experiences. Some suggestions for parents include promoting their young child's vocabulary when they read aloud, and, in time, their children's vocabulary skills will facilitate their reading comprehension. Secondly, parents can teach their children the alphabet, how to read, and how to print words which will influence literacy skills such as letter name and sound knowledge in kindergarten (Sénéchal, 2006).

In a longitudinal study conducted by Evans, Shaw and Bell (2000), the benefits of home literacy activities and their influence on early literacy skills was examined. The study monitored the literacy skill development of 68 students starting when the children were in kindergarten and following them through second grade. The study further identified which types of literacy-related activities chosen by parents influence children's skill acquisition during the beginning stages of reading. The results showed a distinct difference between appropriate literacy activities used in the development of reading vocabulary and alphabet knowledge. The study suggests that young children's early literacy and oral language skills (letter name knowledge, letter sound knowledge and phonemic awareness) are not enhanced or developed by general reading activities at home but through activities that featured letters, such as learning letter names, learning

sounds and printing letters. They suggested that language skills, including vocabulary development and emergent concepts about print, are enhanced by reading books to children. More specific skills such as, letter name and sound knowledge, phonological awareness, and inventive spelling, however, requires activities and materials focusing on letter sound information which will influence reading and writing literacy skill development. The results of this study support the importance of homework in kindergarten and the role that alphabet and phoneme activities play in enhancing early literacy skills (Evans et al., 2000).

Farrow et al. (1999) conducted a study about the frequency and benefits of homework in the core curriculum areas of primary school students. The study researched data collected from 20,000 students in 492 schools. Based on these results Farrow, Tymms and Henderson noted their observations and suggested that by assigning homework, “teachers create a firm partnership between parents and their child’s learning. Homework also encourages parents, particularly of younger ages, to spend time with their children” (p. 325). Hoover-Dempsey et al. (1995) mentioned motivational acts by parents toward their children usually involved praise, rewards or encouragement for better performance. Students, in turn, develop initiative, self-discipline, study skills, responsibility and organizational skills at an early age (Farrow et al., 1999). McWayne, Hampton, Fantuzzo, Cohen, and Sekino (2004) suggest that beneficial connections between home and school have been shown to enhance children’s motivation to learn, as well as the development of key emergent skills necessary for academic success.

According to Baumgartner et al. (1993), who surveyed parents from eight elementary and two intermediate public schools in a suburban school district, creating

homework for kindergarten students is particularly challenging. In many parent reflections, the most common complaints were assignments of “boring, meaningless” worksheets that were perceived by parents as “busywork”. Bailey et al. (2004) suggested using homework that is interactive and interests both students and parents would be more appropriate and meaningful in kindergarten. The homework must be designed in a way that engages children’s thinking and fosters children’s autonomy. The homework should include elements that allow children to easily follow directions for completion and should involve work that is within the scope of what the child knows (Bailey, 2006).

Bailey (2006) noted that parents must be interested in the homework and become vested partners who will influence their children’s decision regarding whether to complete the assignments. Interactive homework seems to encourage parent participation and facilitate parent-child interaction. It is important for teachers to design homework assignments that incorporate elements which increase the likelihood that parents will participate in home learning activities. Bailey (2006) noted the challenge presented to teachers of creating balanced homework that fosters both children’s autonomy and the interaction between parents and children.

Parent Involvement

Learning has become a partnership between home and school. In these partnerships, parents and teachers work together and share information so that each is an informed and active participant in the education of children. With the increasing learning standards and pressure to have all students meet those standards, this partnership has become critical. The learning that occurs at home is as important as the learning at

school (Baker, Kessler-Sklar, Piotrkowski, & Parker, 1999). This is where parent involvement becomes a strong influence in the education of children.

Parent involvement can take many forms. Types of involvement vary widely and include attending parent-teacher conferences, attending PTA meetings, volunteering at school, helping with homework, and encouraging student achievement (Balli, Demo, & Wedman, 1998). Parents may provide academic guidance and support, discuss schoolwork, take the child to the library or listen to their child read (Keith, Reimers, Fehrmann, Pottebaum, & Aubey, 1986; Baker et al., 1999). Parental engagement in children's homework is an example of the most direct form of parent involvement (Balli et al., 1998).

There are many benefits of parent involvement. Bailey (2006) examined the benefits of interactive homework of second grade students and their families from three elementary schools, it was noted that interactive homework and parent and child interaction are both beneficial. According to Bailey (2006), parent involvement can be used to effectively promote meaningful conversations between parents and their children. Parents can take the opportunity to discuss schoolwork as well as conversations regarding everyday life. Homework which encourages parent involvement seemed to empower parents' participation and facilitate parent child interactions. Specific components of the interactive homework which strongly encourage parent and child interactions have been found to support that children become more engaged and are more likely to learn subject matter. The researchers found that increased parental interaction during the completion of homework activities positively impacts outcomes for students who are at risk of failing academically. It was also reported that not only does parental involvement improve

students' academic performance, but improves their perceptions of personal competence and self-management. Consequently, when these personal attributes were improved, academic achievement was positively impacted (Bailey, 2006).

By engaging in educational activities with the student, parents communicate clear expectations for achievement, while integrating school curriculum at home (McWayne et al., 2004). Parents become informed of what is being taught in class and academic deficiencies in their child's achievement. Parents are then more likely to provide additional practice in these areas.

A large portion of the study conducted by Bailey et al. (2004) included the importance of parent involvement with homework. This research suggests that assigning homework that attracts the interest of parents may serve to facilitate completion of homework, which in turn, may enhance academic performance. They found that regardless of the child's socio-economic status, literacy could improve if parents were enticed to become involved. They also found that facilitating parents' interests in their children's schoolwork was crucial for increasing parent involvement (Bailey et al., 2004).

There are emotional benefits of parent involvement as well. Through parent involvement, the students will learn that education is important and they are more likely to see the time invested in helping them succeed in school. Parents provide motivation to succeed and model appropriate study skills and responsibility (Farrow et al., 1999). It was also found that students demonstrate positive associations between parental engagement and student's sense of self-efficacy as well as parent expectations and student's interest and motivation in school and learning activities. Compared to student's

with less-involved parents, these children were observed to be more cooperative, self-controlled, and prosocially engaged in both home and school environments (McWayne et al., 2004).

As a teacher in a low-income, minority school, it is of interest to the author to research the benefits of parent involvement in these areas. McWayne et al. (2004) studied 307 low-income, ethnic minority kindergarten children and their primary caregivers in a large, urban school district. In response to the multiple risks associated with living in urban poverty, parent involvement might serve as a potential buffer against future negative school outcomes for students. It was found that parent involvement can become a protective factor for these families. These findings stated the importance for educators to recognize and incorporate ways to stimulate parent involvement at home as well as the importance of creating a two-way partnership between the family and school.

The most common challenges found in the research preventing meaningful parent involvement include finding time in the day to help with homework. According to Balli et al. (1998), who studied 74 sixth grade students and their families, this was particularly common in single parent homes and families with a large number of children. Parents may have difficulty establishing a homework routine. Family schedules, after school activities, and other commitments often interfere with a consistent homework routine. These challenges can be worked through by creating an evening routine that allows time for the parent to sit with the student and be involved with homework.

Parents are an additional resource contributing to student learning. Hoover-Dempsey et al. (1995) interviewed 69 parents of elementary students in grades one

through six. It was found that most parents express a belief that homework was an expected part of students' lives as well as their own. In fact, many parents pass judgment on the teacher when homework is not given. Along with this idea, parents generally believed that success in homework was necessary to succeed in school. In turn, it is expected that some degree of interaction with their child and homework as a "given" of parenthood; a responsibility of having a child in elementary school. Parents generally consider the successes and failures in helping with homework to be a significant part of being a good parent to their child (Hoover-Dempsey et al., 1995).

Parent involvement in homework is one factor for improving academic achievement (Bailey et al., 2004). According to Baumgartner et al. (1993), the majority of parents believe that education is a shared responsibility between teachers and parents. Parents feel it is critical for schools and teachers to keep them informed. Many parents believe that communication is the key to educational success. By creating a partnership between teachers and parents, teachers are including parents in the students' academic development (Baumgartner et al., 1993).

In conclusion, the review of current and relevant research supports the use of homework in kindergarten as a valuable source to encourage parent involvement and increase student achievement.

CHAPTER III

PROCEDURES

Secondary Research Process

The author first identified the topics to be researched to defend the project taking place. The project consisted of creating homework activities for kindergarten students that are grade level appropriate while encouraging parent involvement. The author then divided the research into three main topics to be addressed: the history of homework, homework in kindergarten and parent involvement. The author was looking to specifically address why homework is appropriate in kindergarten, types of appropriate homework and what parent involvement should look like.

The author found the research articles on the Central Washington University journal article database. The author searched on databases that were known to have a good reputation and could provide articles that were research based. The databases that were the most helpful to the author were Academic Search Complete, Education Full Text, JSTOR, PhycArticles, PhycInfo and Project Muse. The primary database used was Academic Search Complete. This database provided the author with the greatest quantity of articles that were researched based and addressed the targeted areas for the research.

The criteria the author used while looking for sources was that the articles needed to be the primary source of original research that was reporting their findings and followed the research methodology. The sources needed to address primary students, preferably kindergarten or first grade. The article needed to be a formal journal article based on research that explained the procedures for the research. The article also needed

to support the results of the study with data. The articles that did not meet these criteria or did not address the author's research topics were eliminated. If the articles did not begin with an abstract or were condensed from a larger research article they were also discarded.

Through secondary research, the author identified the appropriate amount of time and number of activities for a kindergarten student to complete each week. The author conducted a review of literature identifying what kinds of homework are best for kindergarten students. The author reviewed literature describing the importance of parent involvement with primary aged children and strategies to use when developing homework to help encourage parent involvement. This secondary research supports practices the author used to create the homework activities.

Development of Project

The homework activities were created to align with the Washington State Essential Academic Learning Requirements and Performance Expectations. The author used ideas from the secondary research, colleagues, Kent School District curriculum and state standards to develop the weekly activities. The project was written with the guidance and help of Central Washington University-Des Moines Writing Center. The project was proofread and edited by Lisa Williams and Michelle Kelly, colleagues of the author. The author chose to use Font4Teachers to be able to create a hat line, belt line and shoe line on the homework activities to allow the student to practice correct letter formation. Over the course of a school year, the author created one packet of homework for each week of class.

Plan for Implementation

The purpose of this project was to develop weekly parent involved homework that focused around reading, writing and math to support the skills taught in a kindergarten classroom. The author has created this project to be directly used in a kindergarten classroom. Teachers struggle to find homework that is developmentally appropriate for kindergarten students, supports the learning in the classroom and is easily available and ready to use. This project addresses all of these challenges for teachers and would be a valuable resource for kindergarten.

The author has implemented the project in her own classroom as well as shared it with three grade-level colleagues who are doing the same. The author is gathering feedback from the other three teachers. The teacher and parent feedback has been positive as well as the student return rate. Once the project is finished, the author will present the project to the Full Day Kindergarten team across the district and share the homework activities with the other kindergarten teachers. It is the author's hope to have this project used in classrooms across the district.

CHAPTER IV

THE PROJECT

Using literature, state standards, teaching curriculum and personal teaching experience in a kindergarten setting, the author created a collection of homework activities for elementary teachers to encourage parent involvement. The activities were designed to reinforce the academic skills being taught in the classroom. The types of homework activities include academic games, parent/child discussions and written assignments. The activities were created to align with the Washington Essential Academic Learning Requirements and Performance Expectations.

Successful
Homework
Activities for
Kindergarten
Students

A collection of homework worksheets designed to encourage parent involvement.

For Kindergarten Teachers

Created by:
Alicia Lee

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Introduction

Thank you for your interest in implementing these homework activities into your classroom routine. It is my hope that you will be able to easily integrate these activities into your teaching. This collection was designed to encourage parent involvement and provide additional practice learning kindergarten skills at home. All of the activities align with the Washington State Academic Learning Requirements and Performance Expectations.

The homework is broken into weekly assignments during which the parent and child will complete the activities four nights a week for no longer than 30 minutes each night. The homework is scaffolded to become more challenging throughout the year as learning occurs and is easily adaptable to fit the needs of your students.

I hope these activities will be an additional tool to help you communicate with parents and build a partnership between home and school. I believe that these homework activities will support the learning taking place in your classroom as well as encourage parents to be a part of the education team.

These homework activities were designed to be fun and to help create a learning routine at home between parent and child. I hope these activities will provide a fun bonding experience between your students and their parents.

Sincerely,

Alicia Lee

Sample Parent Letter

Dear Kindergarten Parents,

Welcome to an exciting school year. I look forward to working with you throughout the year to help your child learn and grow. You are an important contributor to your child's education and I hope to form a partnership in learning between your home and the classroom.

Each week your kindergartener will receive homework assignments that will provide additional practice on the skills being taught in the classroom, as well as inform you of your child's academic achievement. These homework assignments will be put in your child's homework folder and sent home every Wednesday. There will be four days of homework assigned (Wednesday, Thursday, Friday and Monday). Please help your child complete each assigned task for the day. Some assignments are written while others will be verbal games or activities. All written assignments have a page in the homework packet for your child to complete. On the cover assignment sheet there is a place for you to initial. I also ask that you initial each day's assignment after it has been completed. The homework should be returned in the homework folder every Tuesday. By returning the homework on Tuesday, I will be able to check the week's work, prepare the folders to go home the next day as well as read your comments and answer any questions.

There will be many activities that I will ask you to keep and reuse throughout the year. You may want to save a shoe box or zip-lock bag to store the learning materials. Your child will need the following materials to complete the homework:

- Glue
- Scissors
- Pencils
- Crayons
- Books
- Paper (any kind)

There may become a time when your child wants to continue to work on their homework and complete it all in one night. While it is very exciting to hear how much they enjoy the activities, they were developed to provide additional daily practice at home. Please encourage your child to complete the homework one day at a time. The homework is intended to take about 30 minutes to complete, however, each child will work at his/her own pace and this time may differ.

At the bottom of the homework assignment sheet there is a space provided for parent comments. I hope you use this as an additional tool to communicate with me about your child's progress, successes, challenges and questions.

These homework activities were designed to be fun and encourage interaction with your child. I encourage you to take the time to make homework a part of your evening routine and I hope you enjoy being a part of your child's learning experience.

Thank you for your help. It is going to be a great school year!

Zoo Phonics Alphabet Chants and Hand Motions

a – Allie Alligator: Extend arms forward one over the other to form an alligator mouth, fingers becoming teeth. Open and close arms from the shoulders and say the short letter sound of “a” as in alligator.

b – Bubba Bear: Reach either arm above head to an imaginary bee hive. Bring the honey to your mouth, as a bear might do and say the letter sound /b/.

c – Catina Cat: Pretend you are a cat washing your face with your paw, and say the letter sound /c/.

d – Deedee Deer: Use fingers of each hand to form deer antlers on your head and say the letter sound /d/.

e – Ellie Elephant: Clasp your hands and swing them from side to side as a trunk and say the short letter sound of “e” as in elephant.

f – Francy Fish: With your hands in front of your chest, place the palm of one hand on the back of the other hand to make a fish, then wiggle your hand like a fish swimming and say the letter sound /f/.

g – Gordo Gorilla: Pretend your index finger is a banana, with your other hand pretend you are peeling the banana and say the letter sound /g/.

h – Honey Horse: Slap both hands on your thighs like a horse galloping and say the letter sound /h/.

i – Inny Inchworm: Using your index finger, bend it up and down, and then move your hand forward suggesting the movement of an inchworm and say the short “i” letter sound as in igloo.

j – Jerry Jellyfish: Place arms stiffly at your sides with your hands out, jiggle in a jelly-like way and say the letter sound /j/.

k – Kayo Kanga: Make two fists and kick one leg out while saying the letter sound /k/.

l – Lilly Lizard: Place your hands under your chin with your elbows lifted up level with shoulders. Pretend you are resting your chin on your hands and say the letter sound /l/.

m – Missy Mouse: Place your hand close to your mouth and wiggle your fingers as if you are a mouse nibbling on a piece of cheese and say the letter sound /m/.

n – Nigel Nightowl: Using the thumb and four fingers of each hand, make round night owl eyes and say the letter sound /n/.

o – Ollie Octopus: Extend each arm outward at your sides, using a waving motion to suggest the tentacles of an octopus and say the short letter sound of “o” as in octopus.

p – Petey Penguin: Stiffen both arms at the sides of your body (fingers out, palms down) and do a penguin walk, waddling in place from side to side. While waddling, say the letter sound /p/.

q – Queeny Quail: Place a bent index finger forward at the top of your head, while saying the letter sound /q/ (sounds like “kw”).

r – Robby Rabbit: Curve both hands, raising them to your chest to represent rabbit paws, while saying the letter sound /r/ as in rose. **Be careful not to make an “er” sound.

s – Sammy Snake: Move your hand back and forth like a snake slithering and say the letter sound /s/.

t – Timothy Tiger: Extend your arms in a “t” shape like you are flexing your bicep muscles and say the letter sound /t/.

u – Umber Umbrella Bird: Place your hand on your head in a fist to suggest holding an umbrella on your head. Tuck your other hand under your upper arm to create a wing and say the short letter sound of “u” as in umbrella.

v – Vincent Vampire Bat: Bend and raise your elbows horizontally with your hands near your mouth. Form little fangs with your index fingers that come together to form a “V”, say the letter sound /v/.

w – Willie Weasel: Place your arms in front of your chest, elbows up and hands clasped with palms down. Move your arms in a wave-like motion and say the letter sound /w/.

x – Xavier Fox: Crossing your index fingers, move them as if you were knitting. Say the letter sound /x/ (sounds like “ks”).

y – Yancy Yak: Form a “y-shape” by extending your thumb and little finger. Place your thumb next to your ear and your little finger next to your mouth, as though you were holding a telephone and “talking” and say the letter sound /y/.

z – Zeke Zebra: Place your hands together and lean them against your cheek to suggest sleeping and say /z/.

Read Well Alphabet Cheers

A says /a/, ant on an apple, /a/ /a/ /a/

B says /b/, bee on the beach, /b/ /b/ /b/

C says /c/, cow on the cab, /c/ /c/ /c/

D says /d/, dog on the doghouse, /d/ /d/ /d/

E says /ē/, eel on wheels, /ē/ /ē/ /ē/

E says /ě/, Ed in the engine, /ě/ /ě/ /ě/

F says /f/, flower in the field, /f/ /f/ /f/

G says /g/, goose in the grass, /g/ /g/ /g/

H says /h/, horse in the house, /h/ /h/ /h/

I says /i/, insect in the ink, /i/ /i/ /i/

J says /j/, jellybean in the jar, /j/ /j/ /j/

K says /k/, kid in the kayak, /k/ /k/ /k/

L says /l/, lobster in the lighthouse, /l/ /l/ /l/

M says /m/, monkey on the mountain, /m/ /m/ /m/

N says /n/, nurse in the night, /n/ /n/ /n/

O says /o/, octopus in the office, /o/ /o/ /o/

P says /p/, policeman in the park, /p/ /p/ /p/

Q says /q/, quail on the quilt, /q/ /q/ /q/

R says /r/, rooster on the roof, /r/ /r/ /r/

S says /s/, spider in the soup, /s/ /s/ /s/

T says /t/, turtle on the tightrope, /t/ /t/ /t/

U says /u/, upside down umbrella, /u/ /u/ /u/

V says /v/, violin in the van, /v/ /v/ /v/

W says /w/, worm in the wagon, /w/ /w/ /w/

X says /x/, X on the x-ray, /x/ /x/ /x/

Y says /y/, yak in the yard, /y/ /y/ /y/

Z says /z/, zebra in the zoo, /z/ /z/ /z/

Name Writing Sheet

Practice writing your first name with correct capital and lowercase letters.

Wednesday:

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

Thursday:

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

Friday:

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

Monday:

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

Name Writing Sheet

Practice writing your first and last name with correct capital and lowercase letters.

Wednesday:

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

Thursday:

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

Friday:

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

Monday:

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

Kindergarten Homework Week 1

Date: _____

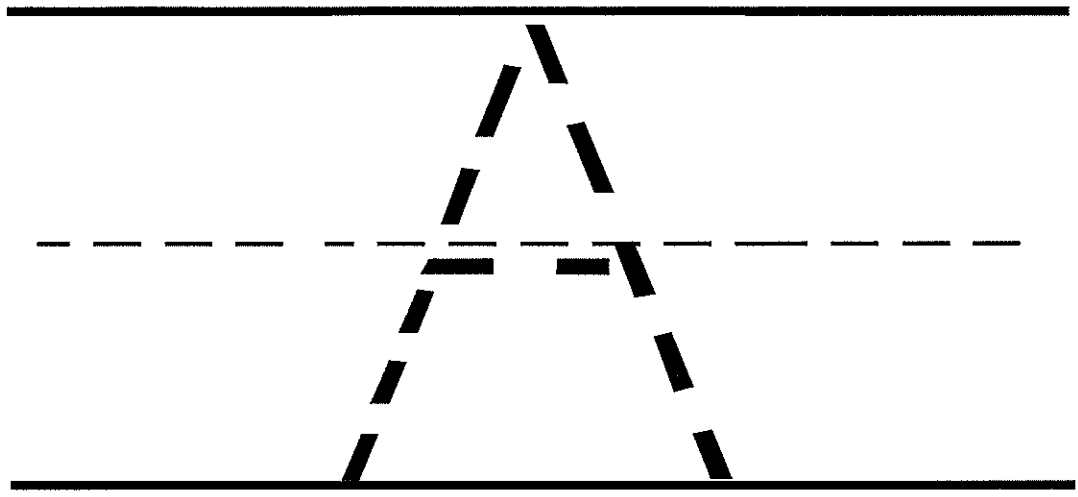
<p><u>Wednesday:</u></p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Rainbow write letter Aa. Use 6 different color crayons and trace both capital and lowercase letters. 3. Color and cut the Aa pictures then glue them in the correct boxes. Then write capital A and lowercase a on the lines. 4. Practice the Aa cheer: A says /Aa/, ant on an apple, /Aa/ /Aa/ /Aa/ 5. Count to 20 for a parent.
<p><u>Thursday:</u></p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Trace and color the shapes. Say the name of each shape three times. 3. Practice the Aa cheer: A says /Aa/, ant on an apple, /Aa/ /Aa/ /Aa/ 4. Count to 20 for a parent. 5. Have a parent read a story to you.
<p><u>Friday:</u></p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Trace the capital letter A four times and write the capital letter A four times on your own. 3. Color the apple red and draw an ant on the apple. 4. Practice the Aa cheer: A says /Aa/, ant on an apple, /Aa/ /Aa/ /Aa/ 5. Count to 20 for a parent.
<p><u>Monday:</u></p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Trace the lowercase letter a four times and write the lowercase letter a four times on your own. 3. Draw a picture of your family in the box and label your picture. 4. Practice the Aa cheer: A says /Aa/, ant on an apple, /Aa/ /Aa/ /Aa/ 5. Count to 20 for a parent.
<p>Parent Comments:</p>	



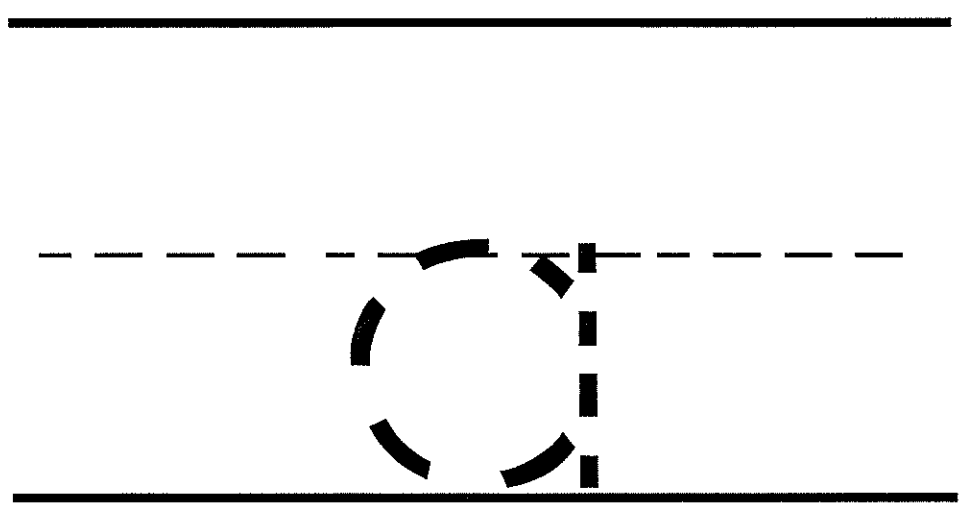
Return homework folder on Tuesday!

Wednesday:

Trace capital A and lowercase a using all 6 colors of the rainbow.

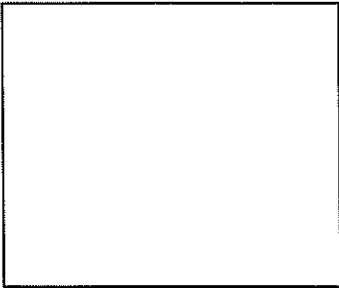
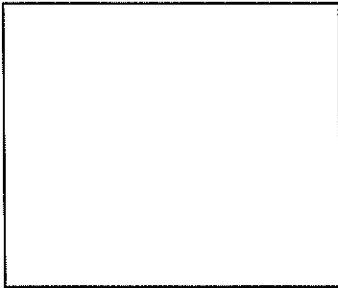
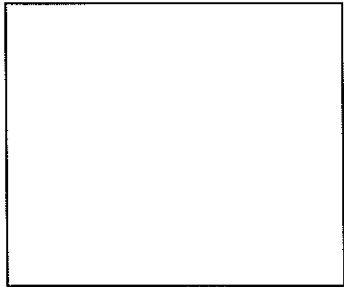
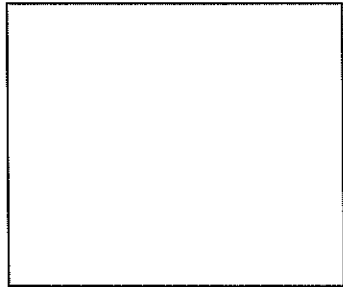


C



C

Color and cut the Aa pictures then glue them in the correct boxes. Write capital A and lowercase a on the lines.

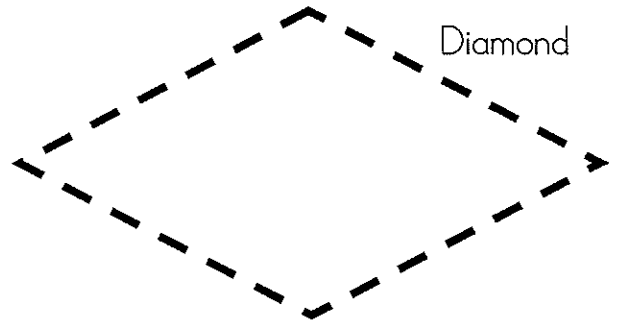
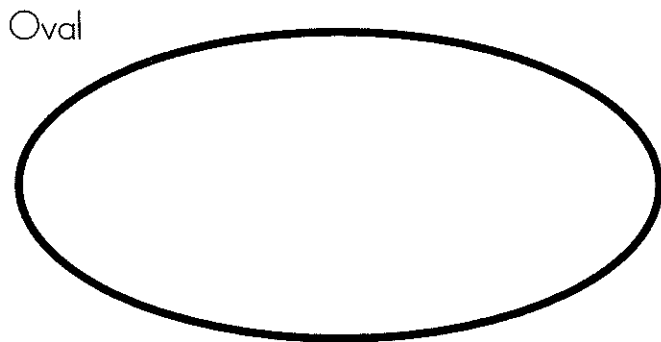
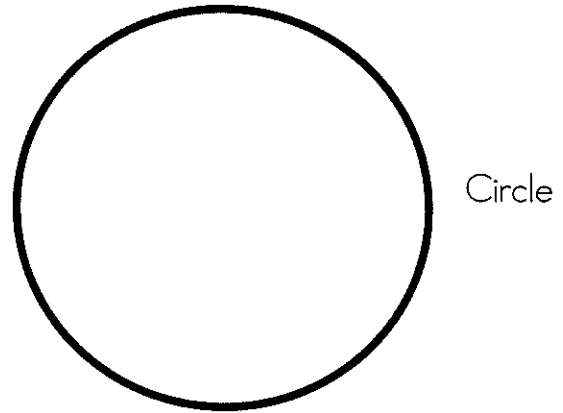
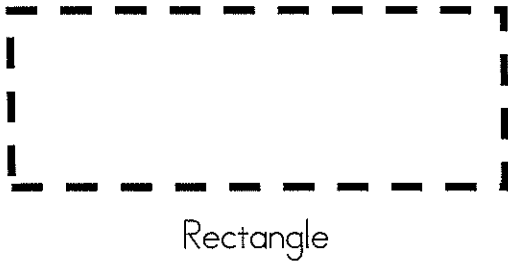
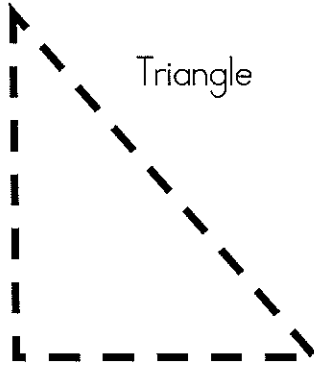
 <hr/> <hr/> <hr/>	<p>Aa</p> <p>apple</p>  <hr/> <hr/> <hr/>
 <hr/> <hr/> <hr/>	<p>Aa</p> <p>ant</p>  <hr/> <hr/> <hr/>



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Thursday:

Trace and color the shapes. Say the name of each shape three times.



Can you tell an adult the name of each shape without help?

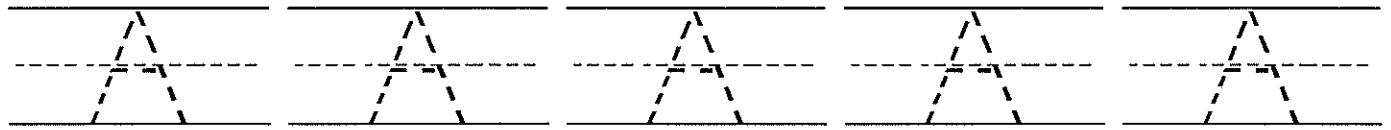
Yes _____

No _____

The name of the book my parent read to me was:

Friday:

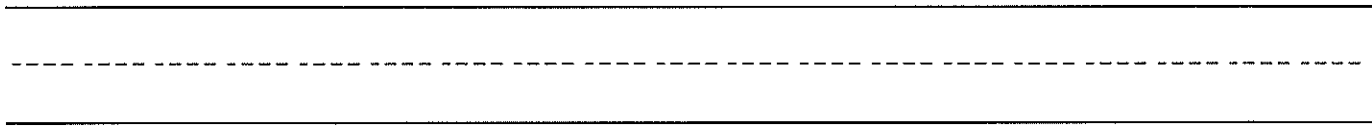
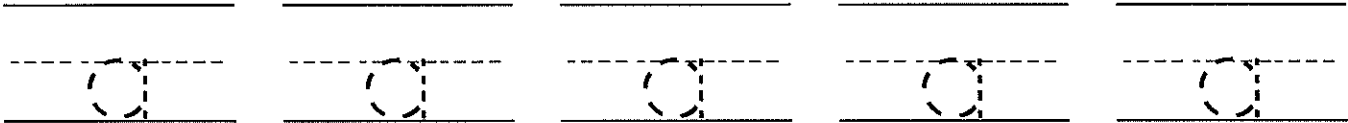
Trace the capital letter A five times and write the capital letter A five times on your own.



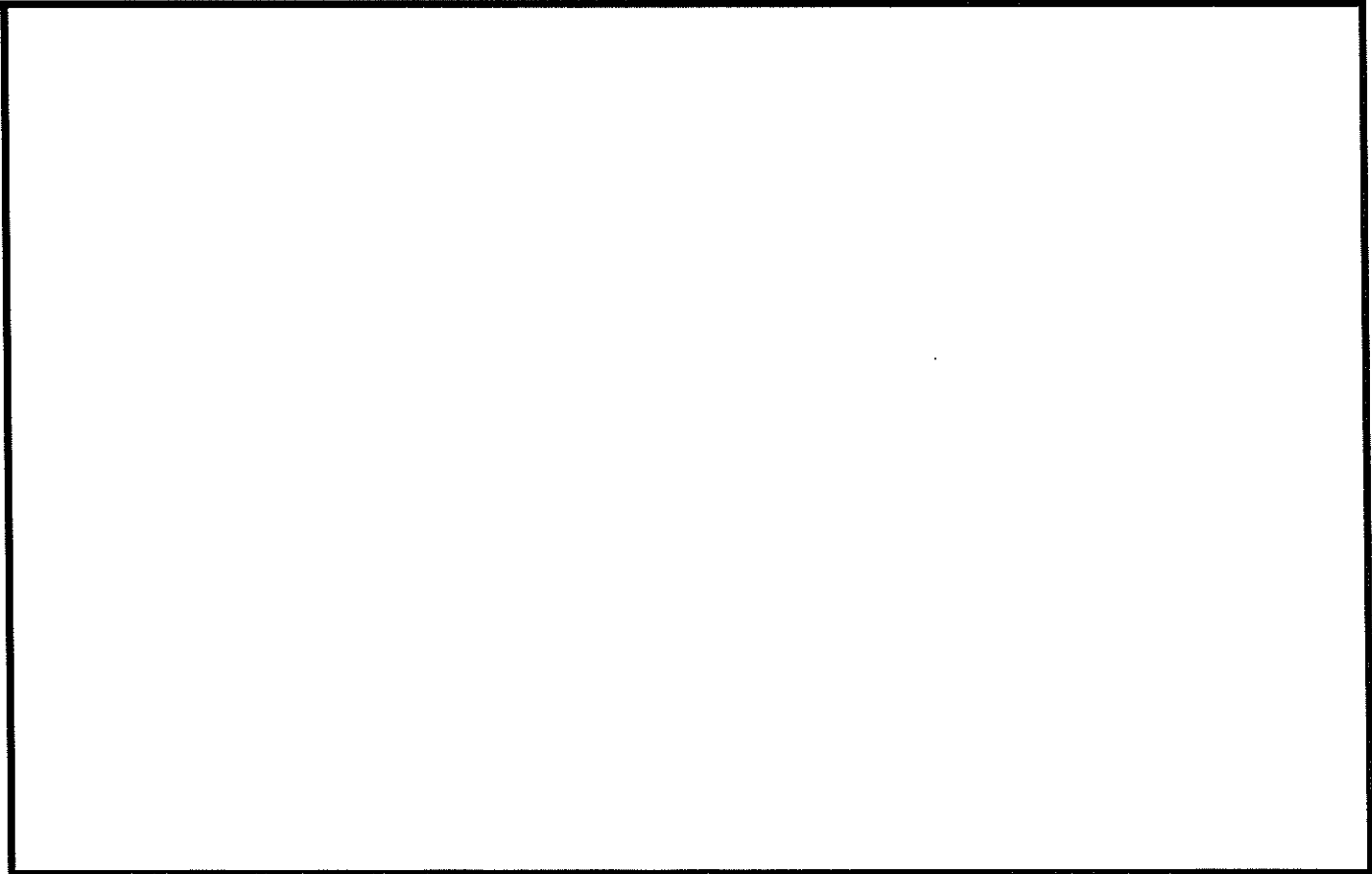
Color the apple red and draw an ant on the apple.

Monday:

Trace the lowercase letter a five times and write the lowercase letter a five times on your own.



Draw a picture of your family in the box and label your picture.



Kindergarten Homework Week 2

Date: _____

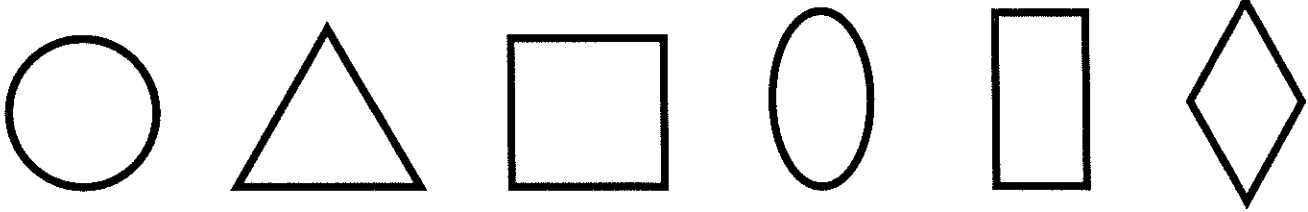
Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Name the shapes drawn in the box. Find three objects that are shaped like a circle. Have a parent list them on the circle column. 3. Practice the Aa and the Ee cheer: A says /Aa/, ant on an apple, /Aa/ /Aa/ /Aa/ E says /Ee/, eel on wheels, /Ee/ /Ee/ /Ee/ 4. Count to 20 for a parent. 5. Have a parent read a story to you.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Name the shapes drawn in the box. Find three objects that are shaped like a triangle. Have a parent list them on the triangle column. 3. Have a parent read the color words to you. Color the crayons the correct color. Name the colors to your parent. 4. Practice the Aa and the Ee cheer: A says /Aa/, ant on an apple, /Aa/ /Aa/ /Aa/ E says /Ee/, eel on wheels, /Ee/ /Ee/ /Ee/ 5. Count to 20 for a parent.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Name the shapes drawn in the box. Find three objects that are shaped like a square. Have a parent list them on the square column. 3. Trace the capital letter A and then write it five more times on your own. Trace the lowercase a and then write it five more times on your own. 4. Practice the Aa and the Ee cheer: A says /Aa/, ant on an apple, /Aa/ /Aa/ /Aa/ E says /Ee/, eel on wheels, /Ee/ /Ee/ /Ee/ 5. Count to 20 for a parent.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Name the shapes drawn in the box. Find three objects shaped like an oval and three shaped like a rectangle. Have a parent list them on the oval and rectangle columns. 3. Trace the capital letter E and then write it five more times on your own. Trace the lowercase e and then write it five more times on your own. 4. Practice the Aa and Ee cheer: A says /Aa/, ant on an apple, /Aa/ /Aa/ /Aa/ E says /Ee/, eel on wheels, /Ee/ /Ee/ /Ee/ 5. Count to 20 for a parent. 6. Have a parent read a story to you.
Parent Comments: <div style="height: 100px; border: 1px solid black;"></div>	



Return homework folder on Tuesday!

** This shape worksheet will be used for all four days of homework. **

Name the shapes.



Circle	Triangle	Square	Oval	Rectangle
1. _____	1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____	3. _____

Wednesday:

Name the shapes drawn in the box. Find three objects that are shaped like a circle. Have a parent list them on the circle column.

I can count to 20 without skipping a number?

Yes _____ No _____

The name of the book my parent read to me was:

Thursday:

Red



Green



Blue



Yellow



Orange



Brown



Black



White

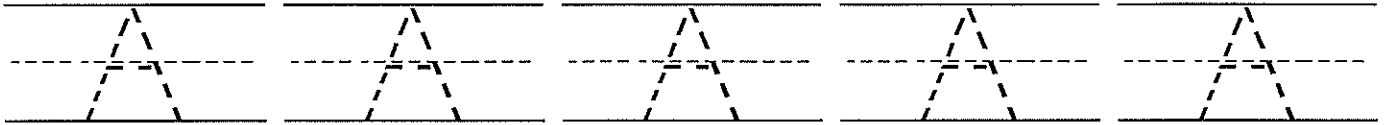


Purple

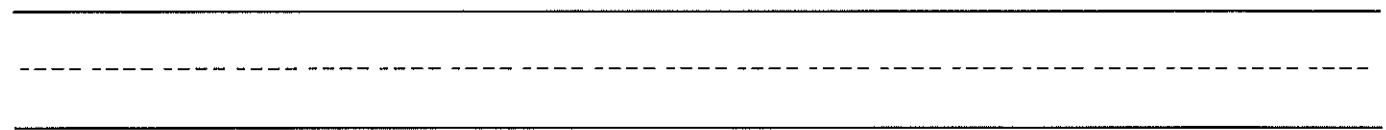
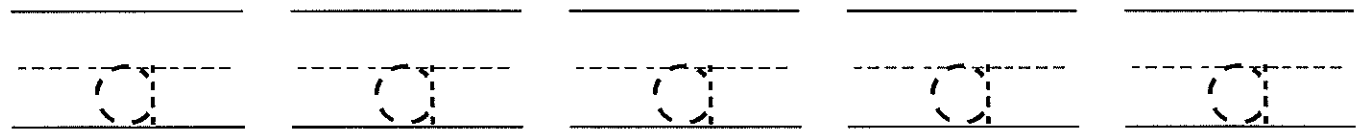


Friday:

Trace the capital letter A five times and write the capital letter A five times on your own.

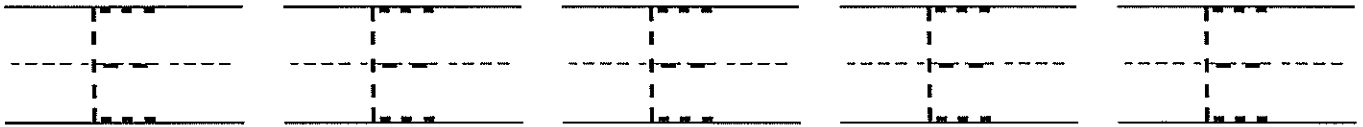


Trace the lowercase letter a five times and write the lowercase letter a five times on your own.



Monday:

Trace the capital letter E five times and write the capital letter A five times on your own.



Blank handwriting lines for independent practice, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Trace the lowercase letter e five times and write the lowercase letter a five times on your own.



Blank handwriting lines for independent practice, consisting of a solid top line, a dashed middle line, and a solid bottom line.

The name of the book my parent read to me was:

Kindergarten Homework Week 3

Date: _____

Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Help a parent sort the laundry by colors. (put all the reds together, blues together, whites together etc.) 3. Practice the Aa, Ee and Hh cheer 4. Count to 20 for a parent three times. 5. Have a parent read a story to you.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Circle the objects we use at school. Color those objects. 3. Practice the Aa, Ee and Hh cheer 4. Count backwards from 10-0 5. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture of your favorite part of the story.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Trace the capital letter H and then write it five more times on your own. Trace the lowercase h and then write it five more times on your own. 3. Draw three objects that start with the /h/ sound. Have a parent label the pictures. 4. Practice the Aa, Ee and Hh cheer. 5. Count backwards from 10-0.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Name the shapes. 3. Color the pictures that begin with the /h/ sound. X the pictures that do not begin with /h/. 4. Practice the Aa, Ee and Hh cheer 5. Count to 20 for a parent three times. 6. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture of your favorite part of the story.
Alphabet Cheers:	A says /Aa/, ant on an apple, /Aa/ /Aa/ /Aa/ E says /Ee/, eel on wheels, /Ee/ /Ee/ /Ee/ H says /Hh/, horse in a house, /Hh/ /Hh/ /Hh/
Parent Comments:	



Return homework folder on Tuesday!

Wednesday:

Help your parent sort the laundry. Then answer the following questions.

We had _____ piles of different colors.

The color we had the most laundry of was _____.

I can count to 20 without skipping a number?

Yes _____

No _____

The name of the book my parent read to me was:

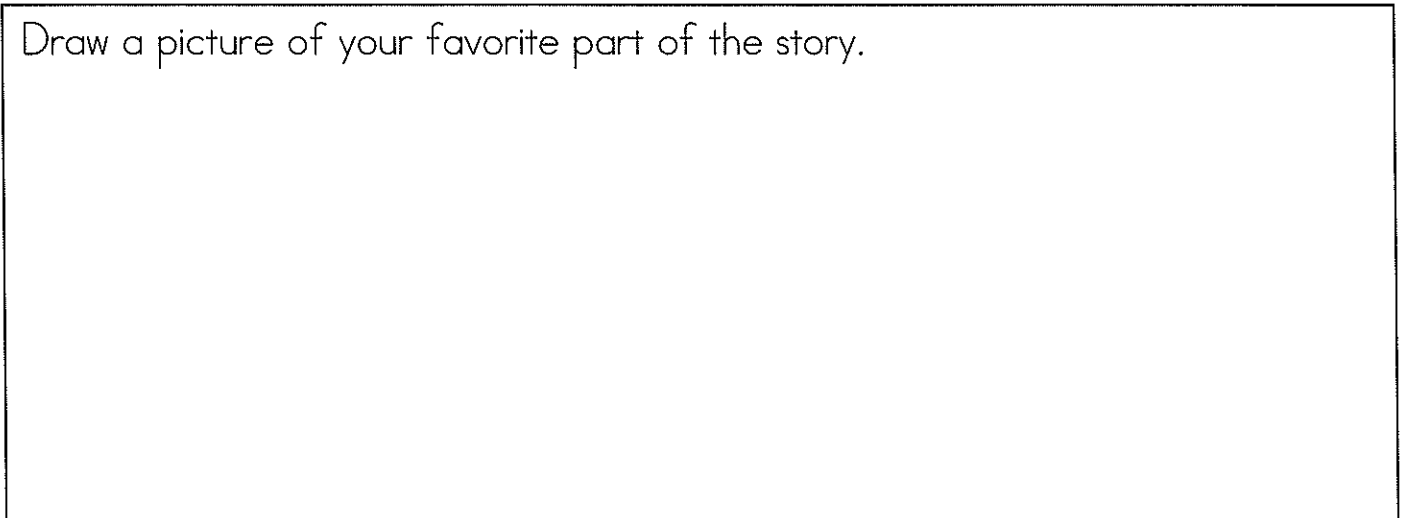
Thursday:

Circle the things we use at school. Then color them.



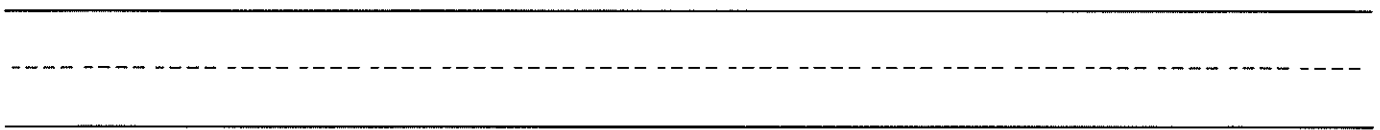
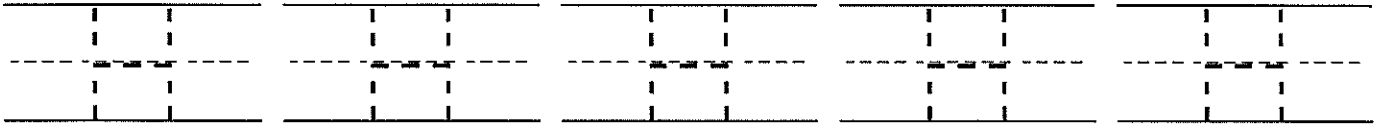
The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.

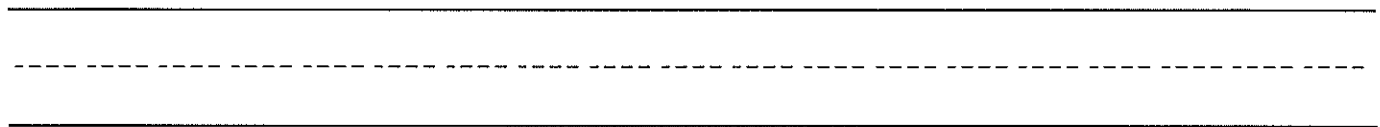
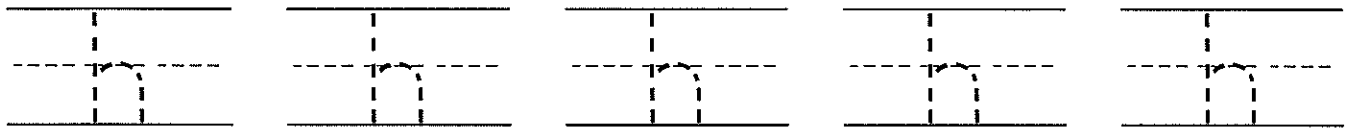


Friday:

Trace the capital letter H five times and write the capital letter H five times on your own.



Trace the lowercase letter h five times and write the lowercase letter h five times on your own.

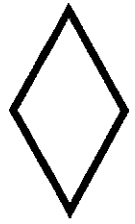
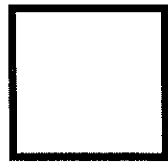
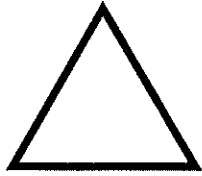
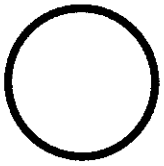


Draw 3 things that begin with the /h/ sound. Have a parent write the names of each.

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Monday:

Name the shapes.



I know all my shapes without help? Yes _____ No _____

Color the pictures that begin with the /h/ sound. X the pictures that do not begin with the /h/ sound.

Blank space for coloring and marking pictures.

The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.

Blank space for drawing a picture.

Kindergarten Homework Week 4

Date: _____

<p><u>Wednesday:</u></p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Make an ababab pattern using objects from home. 3. Practice the Aa, Ee, Hh and Kk cheer 4. Count to 20 for a parent three times. If you can do this without skipping a number then count to 30 three times. 5. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture of your favorite part of the story.
<p><u>Thursday:</u></p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Rhyming Cards-See picture cards and directions. Save pictures for later use! 3. Practice the Aa, Ee, Hh and Kk cheer 4. Count backwards from 10-0 three times.
<p><u>Friday:</u></p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Practice writing the letters A, E, H and K five times on each line. 3. Draw three objects that start with the /k/ sound. Have a parent label the pictures. 4. Play Rhyme Memory game. 5. Count to 20 for a parent three times. If you can do this without skipping a number then count to 30 three times.
<p><u>Monday:</u></p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Read numbers to ten. 3. Practice the Aa, Ee, Hh and Kk cheer 4. Count to 20 or 30 for a parent three times. 5. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture of your favorite part of the story.
<p>Alphabet Cheers: A says /Aa/, ant on an apple, /Aa/ /Aa/ /Aa/ E says /Ee/, eel on wheels, /Ee/ /Ee/ /Ee/ H says /Hh/, horse in a house, /Hh/ /Hh/ /Hh/ K says /Kk/, kid in a kayak, /Kk/ /Kk/ /Kk/</p>	
<p>Parent Comments:</p>	



Return homework folder on Tuesday!

Wednesday:

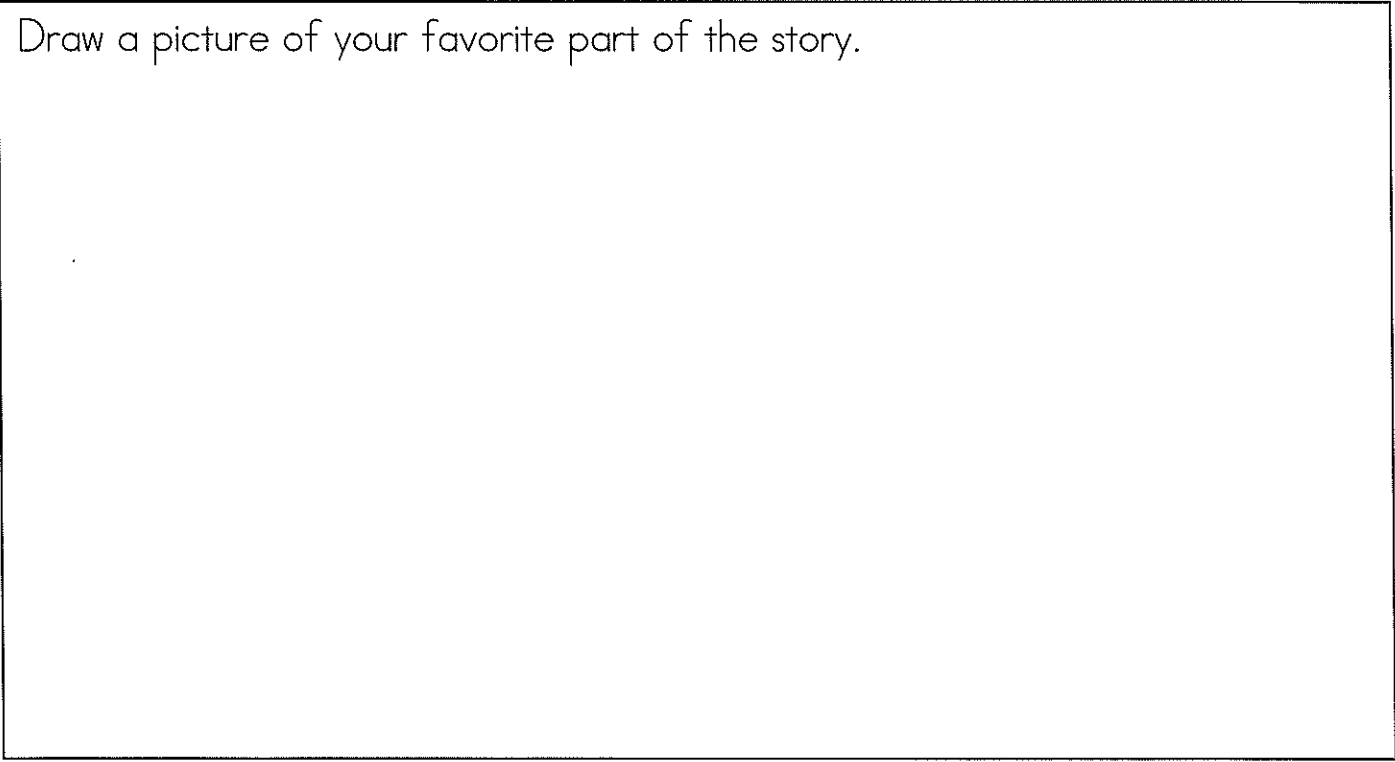
Create an ababab pattern using objects from home.

For example– Pick any two items from around the house like forks and spoons. Then place them in an AB pattern: fork, spoon, fork, spoon, fork, spoon.

The items we used were _____ and _____

The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.



Thursday:

Follow directions to prepare rhyming cards. (page 61 and 62)

Rhyming Cards:

1. Say the name of each picture to a grown up.
2. Cut each picture box out.
3. Match each picture to the correct rhyming picture.

****Save pictures for later use!!**

Friday:

Directions for rhyming game: Rhyme Memory

1. Say the name of each rhyming match.
2. Turn the cards face down
3. Player 1 turns two cards over. Say the names of each picture. If they rhyme you get to keep the match. If they do not rhyme, turn the pictures back over.
4. Player 2 follows the same steps
5. Play until all the cards are matched.
6. The person with the most rhyming matches wins.

Practice writing the capital and lowercase letters Aa, Ee, Hh and Kk five times each on your own.

A

E

H

K

o

e

n

k

Draw 3 things that begin with the /k/ sound. Have a parent write the names of each.

--	--	--

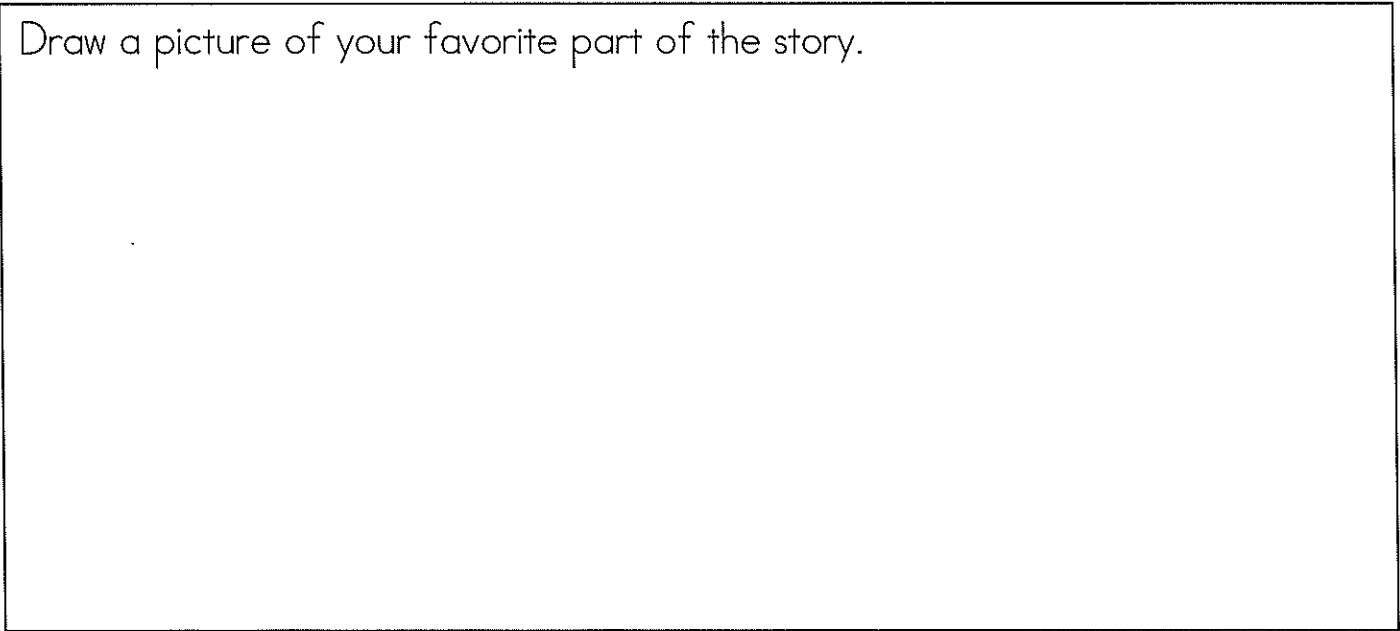
Monday:

Read the numbers. Have a grownup circle the numbers you know. Practice the numbers you do not know.

1 7 0 2 5
3 9 4 8 6

The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.



Rhyming cards

Hose

Nose

Hat

Bear

Chair

Bat

Skunk

Trunk

Skate

Plant

Ant

Plate

Pie

Cry

Pail

Snake

Cake

Snail

Kitten

Mitten

Key

Bed

Sled

Bee

Kindergarten Homework Week 5

Date: _____

Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Draw three things that rhyme with hat. Have a parent label them. 3. Find three objects around the house that begin with the /m/ sound. Draw a picture of the objects and have a parent label them. 4. Practice the Ee, Hh, Kk and Mm cheer 5. Count to 20 for a parent three times. If you can do this without skipping a number then count to 30 three times.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Color and cut the AB pattern pictures. Glue them in the correct box. Then create your own AB pattern. 3. Practice the Ee, Hh, Kk and Mm cheer 4. Count backwards from 10-0 5. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture of your favorite part of the story.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Practice writing the letters Mm, Aa and Bb five times on each line. 3. Read the number in each box and color the number of objects. 4. Play Rhyme Memory with a family member (from last week). 5. Practice the Ee, Hh, Kk and Mm cheer 6. Count backwards from 10-0.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Identify the shapes. Color the shapes the correct color. 3. Color the pictures that begin with the /m/ sound. X the pictures that do not begin with /m/. 4. Practice the Ee, Hh, Kk and Mm cheer 5. Count to 20 for a parent three times. If you can do this without skipping a number then count to 30 three times.
Alphabet Cheers:	E says /Ee/, eel on wheels, /Ee/ /Ee/ /Ee/ H says /Hh/, horse in a house, /Hh/ /Hh/ /Hh/ K says /Kk/, kid in a kayak, /Kk/ /Kk/ /Kk/ M says /Mm/, monkey on a mountain, /Mm/ /Mm/ /Mm/
Parent Comments:	



Return homework folder on Tuesday!

Wednesday:

Draw three things that rhyme with hat. Ask a parent to label your pictures.

Hat	_____	_____	_____

Draw 3 things that begin with the /m/ sound. Have a parent write the names of each.

--	--	--

I can count to _____ without skipping a number!

Thursday:

Color and cut the AB pattern pictures. Glue them in the correct box. Then create your own AB pattern.

--	--	--	--	--	--

--	--	--	--	--	--

--	--	--	--	--	--

My AB pattern:

--	--	--	--	--	--



--	--	--	--	--	--

The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.



Friday:

Practice writing the capital and lowercase letters Mm, Aa and Bb five times each.

M

A

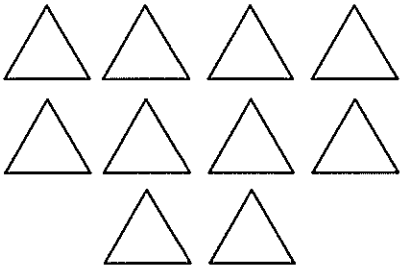

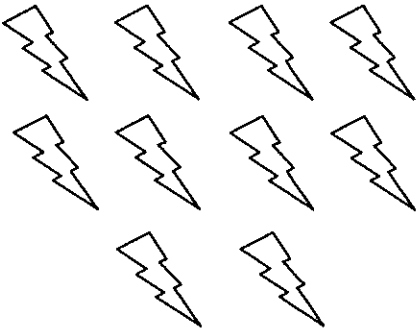
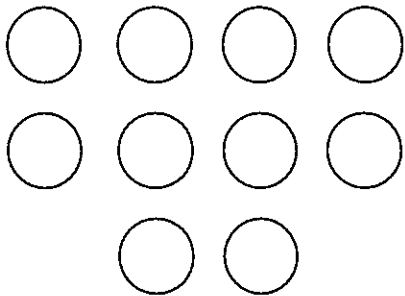
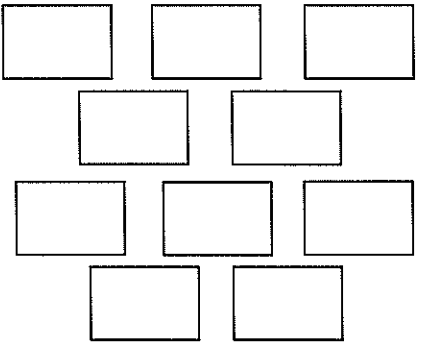
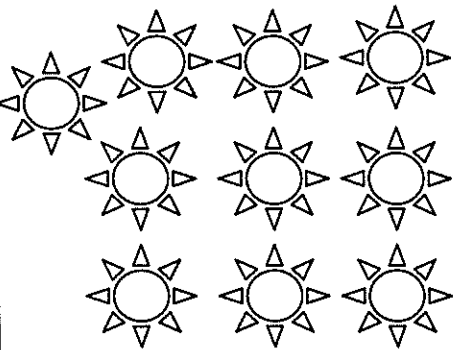
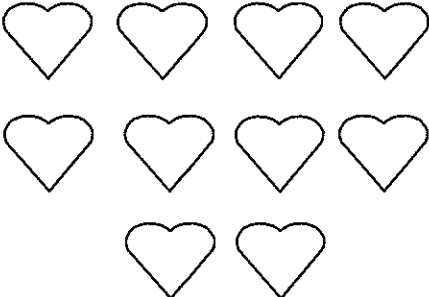
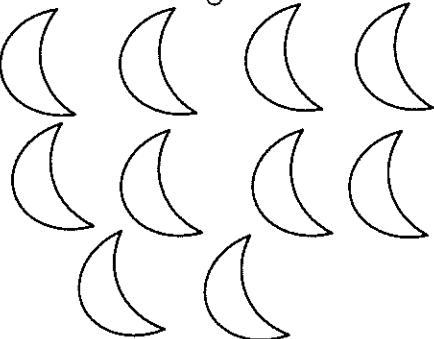
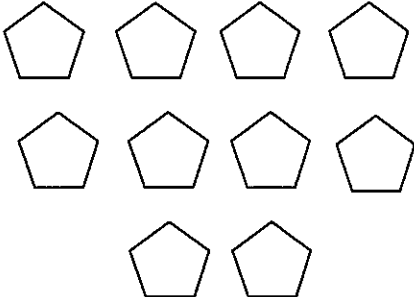
B

m

a

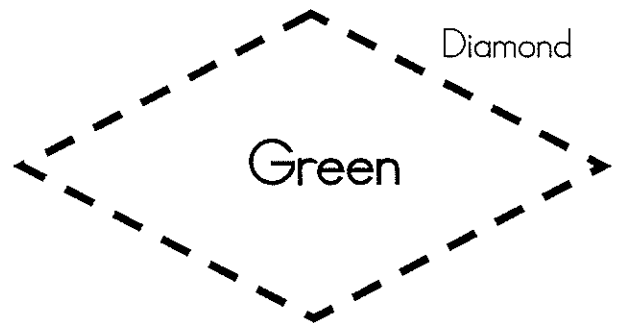
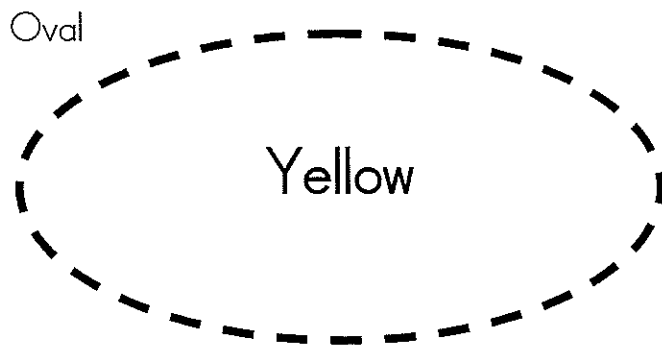
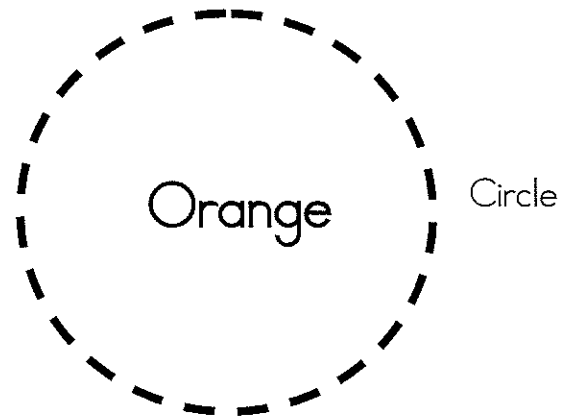
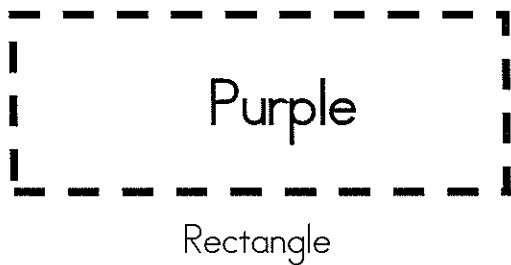
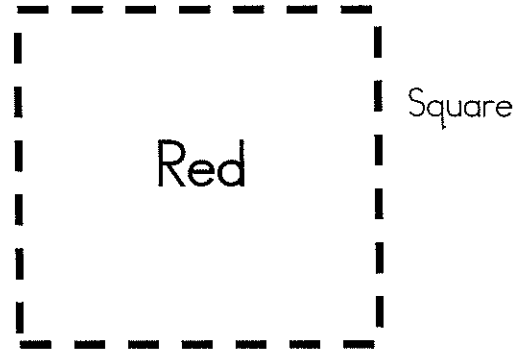
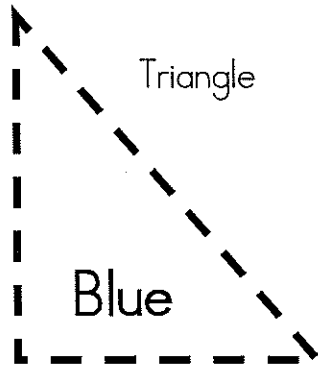
b

Read the number in each box and color the number of objects.

<p>2</p> 	<p>8</p> 	<p>3</p> 
<p>4</p> 	<p>6</p> 	<p>9</p> 
<p>7</p> 	<p>5</p> 	<p>1</p> 

Monday:

Trace and color the shapes the correct color. Say the name of each shape three times.

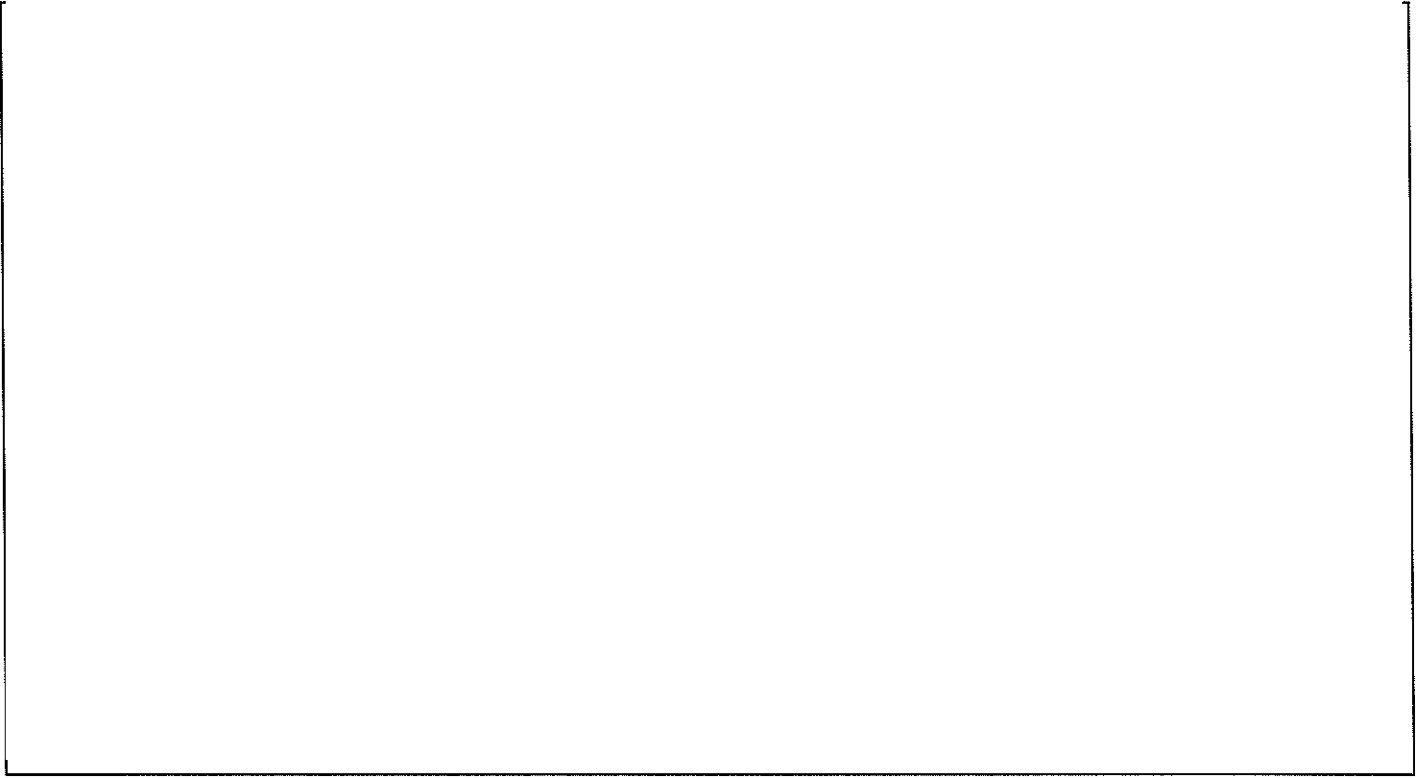


Can you tell an adult the name of each shape without help?

Yes _____

No _____

Color the pictures that begin with the /m/ sound. X the pictures that do not begin with the /m/ sound.



Kindergarten Homework Week 6

Date: _____

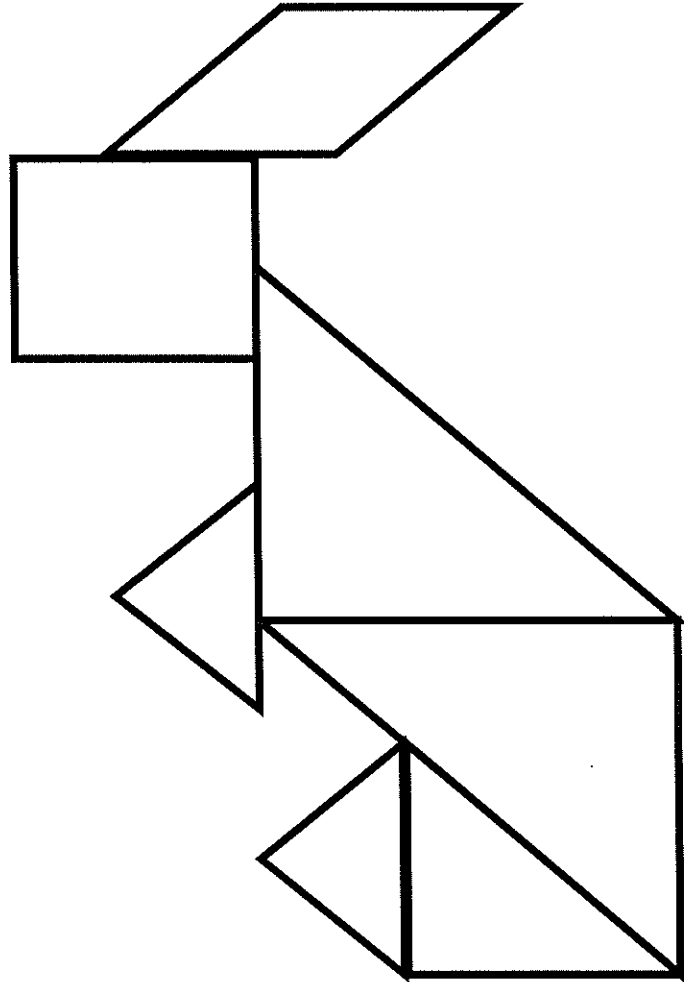
Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Name the shapes. Cut out the shapes, match and glue them to complete the picture to make Robby Rabbit. 3. Find three objects around the house that begin with the /r/ sound. Draw a picture of the objects and have a parent label them. 4. Practice the Zoo Phonics chants for each letter. Do the motions. 5. Count to 20 for a parent three times. If you can do this without skipping a number then count to 30 three times.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Color the pictures that begin with the /r/ sound. X the pictures that do not begin with /r/. 3. Practice the alphabet cheer for the letters: A, E, H, K, M and R. 4. Count backwards from 10-0 for a parent three times. 5. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture of your favorite part of the story.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Practice writing the letter Rr five times on each line. 3. Trace the numbers 1, 2 and 3. 4. Count the objects. Write the number for each in the box. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Count backwards from 10-0 for a parent three times.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Read each number. Have a parent circle the numbers you know. Practice the ones you do not know. 3. Draw a line from the capital letter to each lowercase letter. 4. Match the picture to the letter. 5. Practice the alphabet cheer for the letters: A, E, H, K, M and R. 6. Count to 20 for a parent three times. If you can do this without skipping a number then count to 30 three times.
Alphabet Cheers: E says /Ee/, eel on wheels, /Ee/ /Ee/ /Ee/ H says /Hh/, horse in a house, /Hh/ /Hh/ /Hh/ K says /Kk/, kid in a kayak, /Kk/ /Kk/ /Kk/ M says /Mm/, monkey on a mountain, /Mm/ /Mm/ /Mm/ R says /Rr/, rooster on the roof, /Rr/ /Rr/ /Rr/	
Parent Comments: 	



Return homework folder on Tuesday!

Wednesday:

Name the shapes. Cut out the shapes on page 76. Match and glue them to this page to make Robby Rabbit.

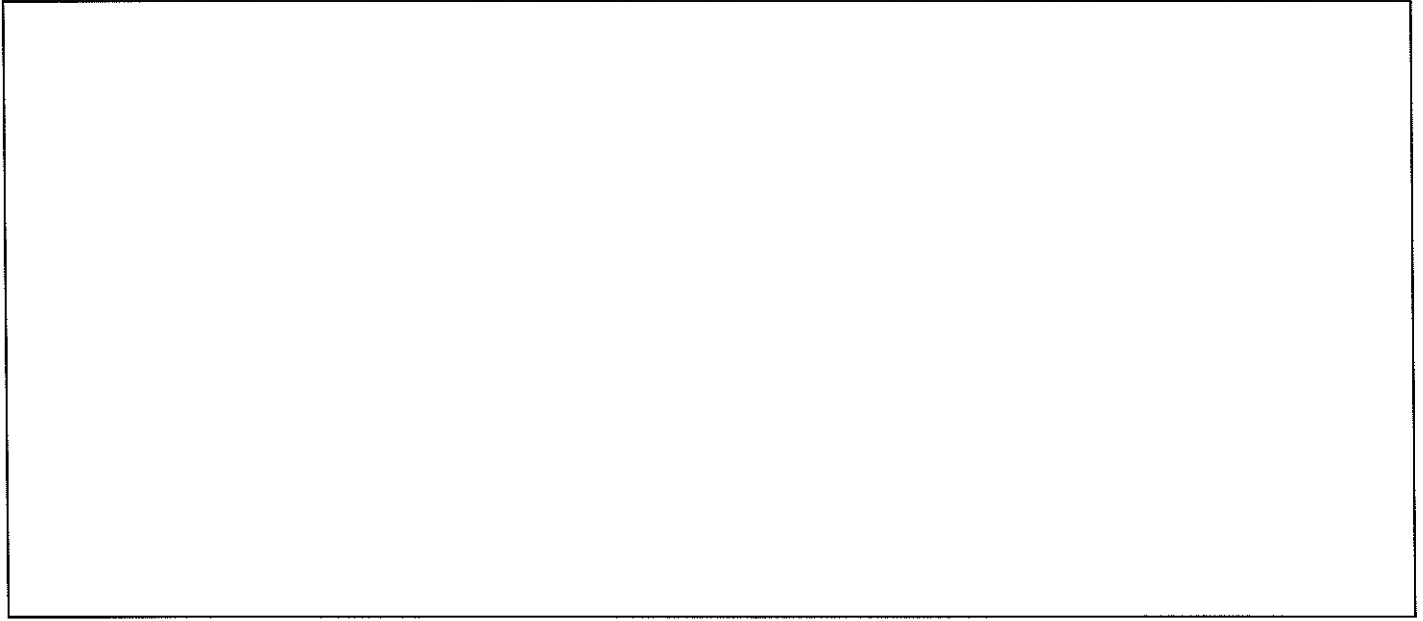


Draw 3 things that begin with the /r/ sound. Have a parent write the names of each.

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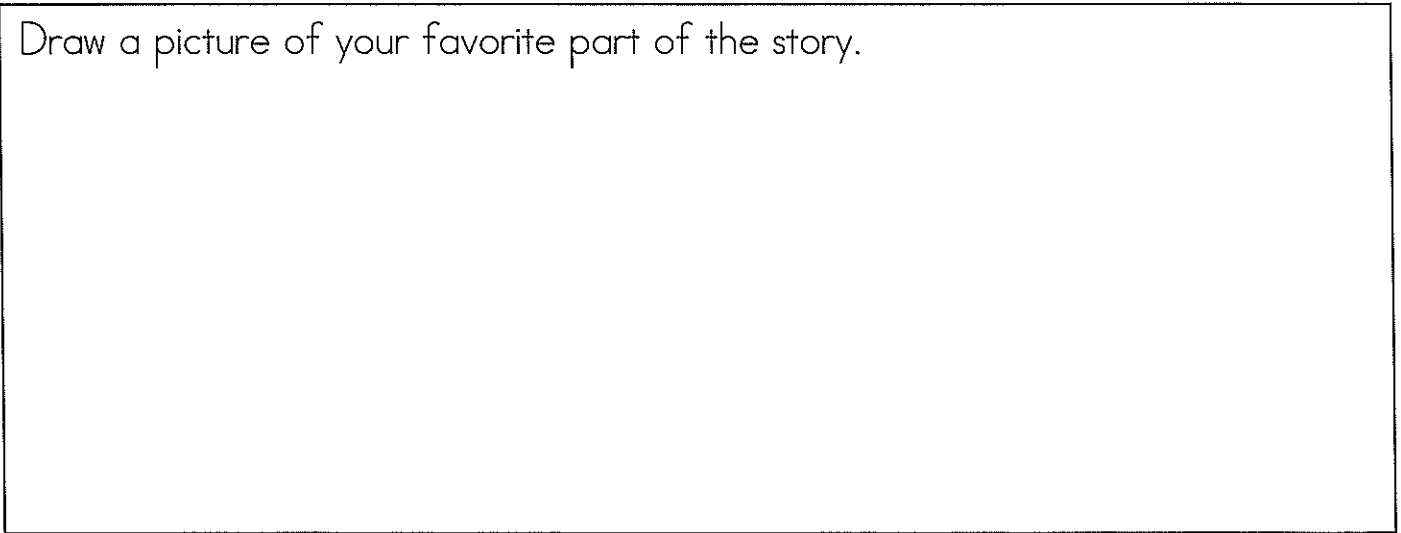
Thursday:

Color the pictures that begin with the /r/ sound. X the pictures that do not begin with the /r/ sound.



The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.



Friday:

Practice writing the capital and lowercase letter Rr five times each.

R

r

Trace the numbers.

1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3

Count the number objects. Write the number for each in the box below.

_____ trains.

_____ rings.

_____ smiley faces.

_____ turtle.

Monday:

Say the name of each number. Circle the ones you know and practice the numbers you do not know.

7	2	9	1	8	3
4	6	0	5	10	

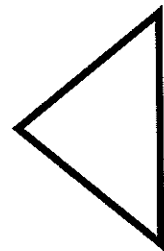
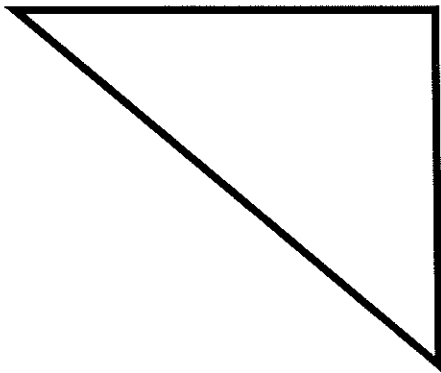
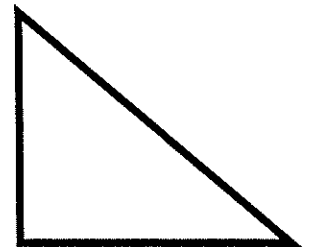
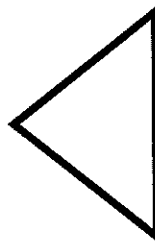
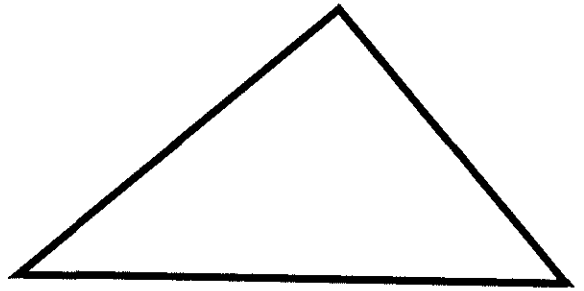
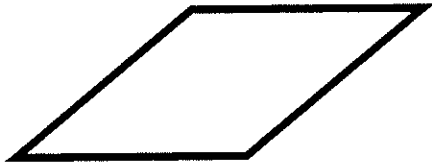
Draw a line from the capital letter to the lowercase letter to find its match.

Match the picture to the letter.

A	e
R	h
M	a
E	r
H	m

h
a
r
m
e

Robby Rabbit Shapes



Kindergarten Homework Week 7

Date: _____

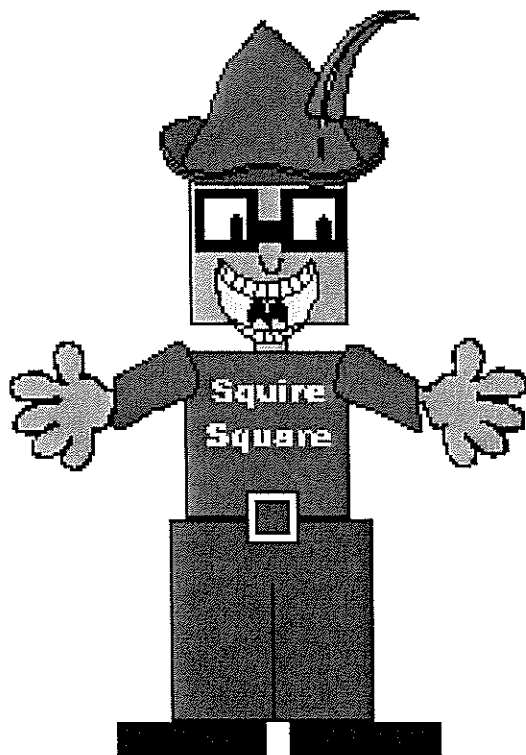
<p>Wednesday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Squire Square Shape activity. 3. Practice the Zoo Phonics chants for each letter. Do the motions. 4. Count to 30 for a parent two times. 5. Count backwards from 10-0 for a parent two times.
<p>Thursday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Trace and write the capital and lowercase letter Ss. 3. Practice the alphabet cheer for the letters: A, E, H, K, M, R and S. 4. Count backwards from 10-0 for a parent three times. 5. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture of your favorite part of the story.
<p>Friday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Trace and write the numbers 4, 5 and 6. 3. Cut out the soccer balls. Glue the soccer balls in each number to show how much each number is worth. 4. Find three objects around the house that begin with the /s/ sound. Draw a picture of the objects and have a parent label them. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Count backwards from 10-0 for a parent three times.
<p>Monday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Cross out the picture that does not belong. 3. Draw a spider on the web. Tell a parent a spider fact and have them write it in the box. Sing the Itsy Bitsy Spider to a parent while doing the motions. 4. Play Rhyme Memory (from previous week). 5. Practice the alphabet cheer for the letters: A, E, H, K, M, R and S. 6. Count to 30 for a parent three times.
<p>Alphabet Cheers: H says /Hh/, horse in a house, /Hh/ /Hh/ /Hh/ K says /Kk/, kid in a kayak, /Kk/ /Kk/ /Kk/ M says /Mm/, monkey on a mountain, /Mm/ /Mm/ /Mm/ R says /Rr/, rooster on the roof, /Rr/ /Rr/ /Rr/ S says /Ss/, spider in the soup, /Ss/ /Ss/ /Ss/</p>	
<p>Parent Comments: Your feedback is valuable! Did your child have fun doing this week's homework? Is there any area where they need extra practice?</p>	



Return homework folder on Tuesday!

Wednesday:

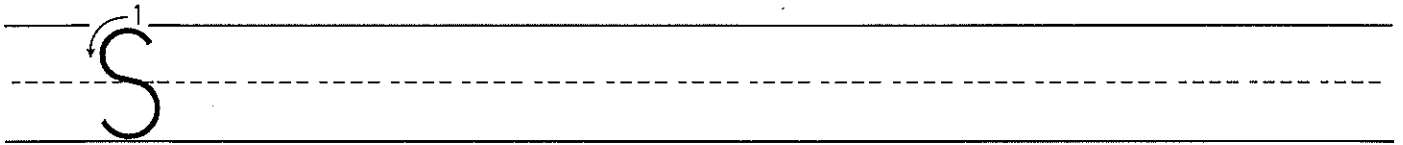
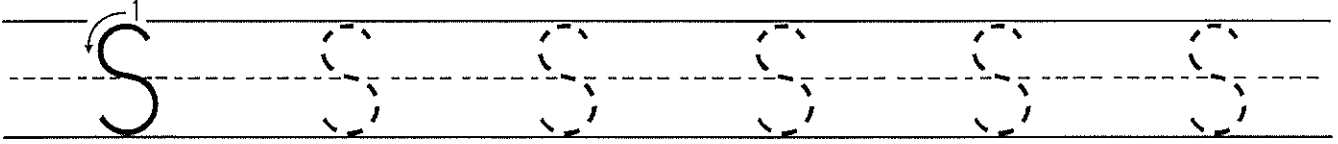
Color and cut out the shapes on page 83–85. Glue the shapes together to make Squire Square (see picture below).



- Talk about the difference between a square and a rectangle.
 - Square:
 - 4 corners
 - 4 sides: all sides are equal (same) length.
 - Rectangle:
 - 4 corners
 - 4 sides: has two long sides and two short sides.
- Compare his feet to his face and body.
- Find three rectangle objects around your house and list them.
 1. _____
 2. _____
 3. _____
- Find three square objects around your house and list them.
 1. _____
 2. _____
 3. _____

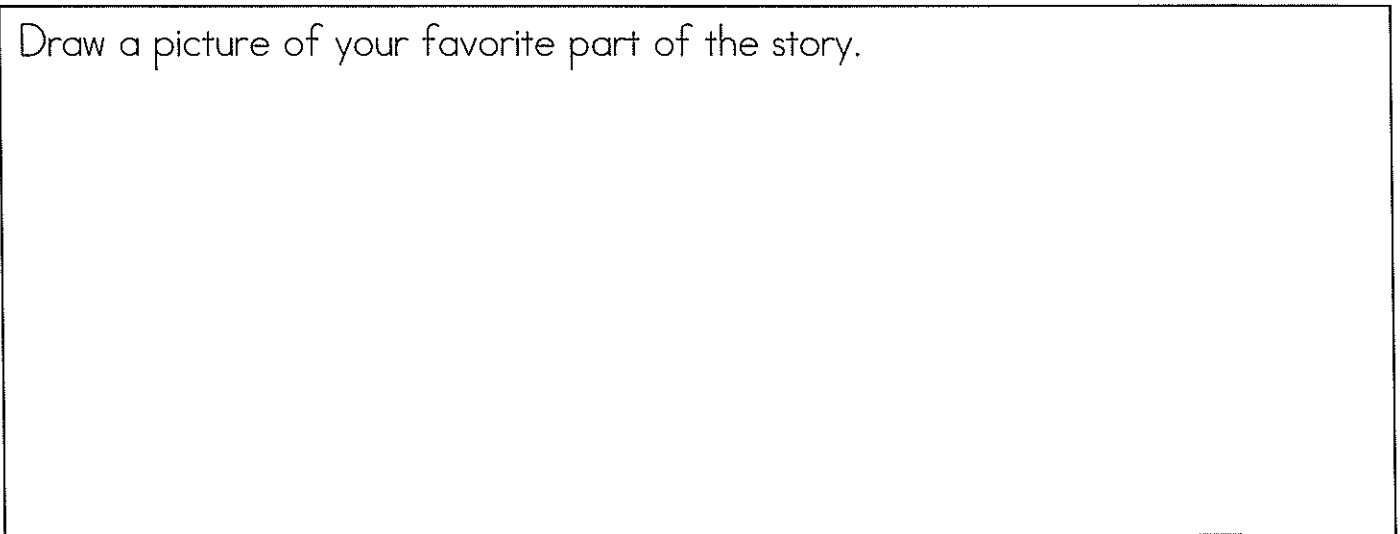
Thursday:

Trace the capital and lowercase letter Ss five times and then write five times on your own.



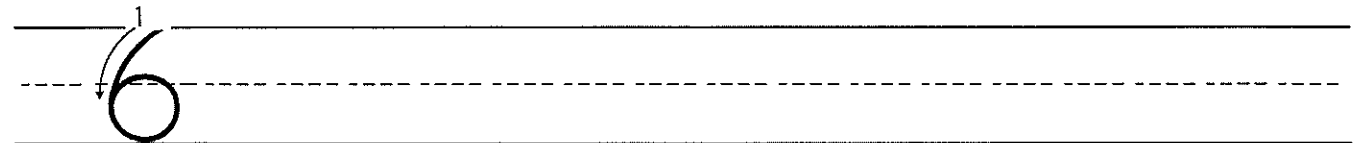
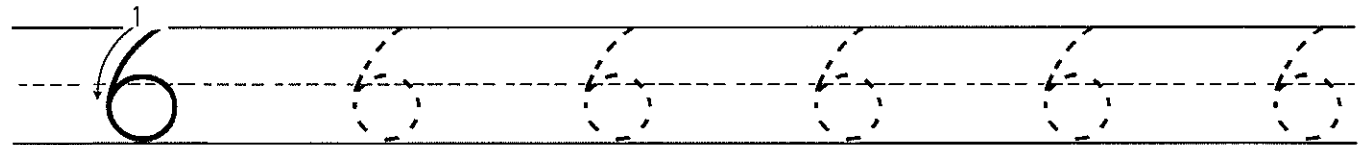
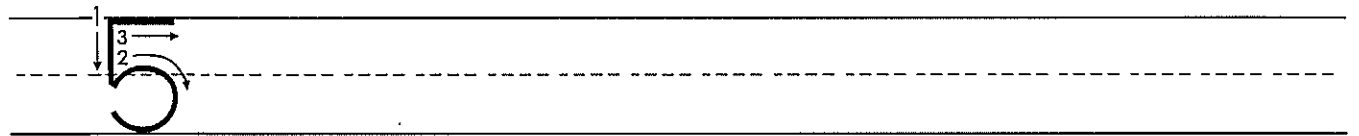
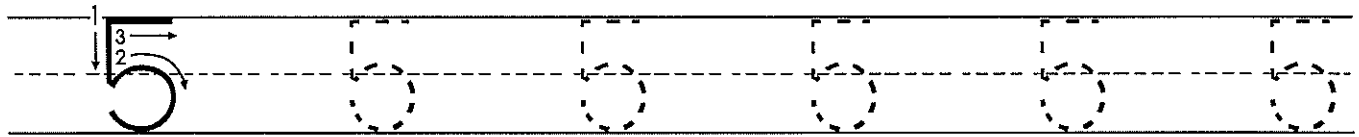
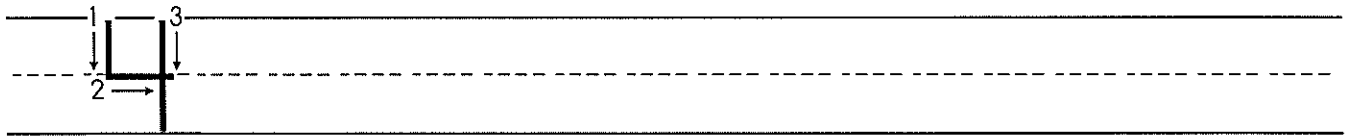
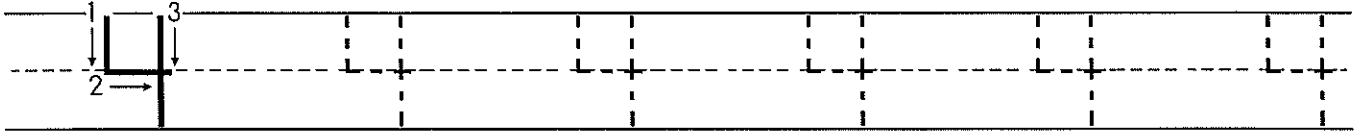
The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.

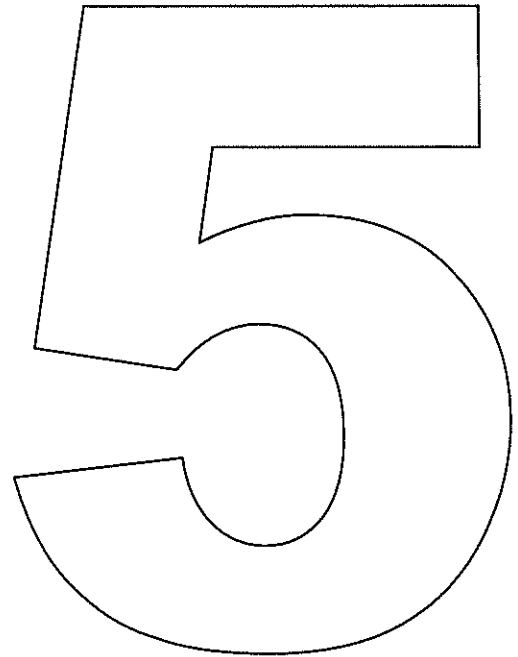
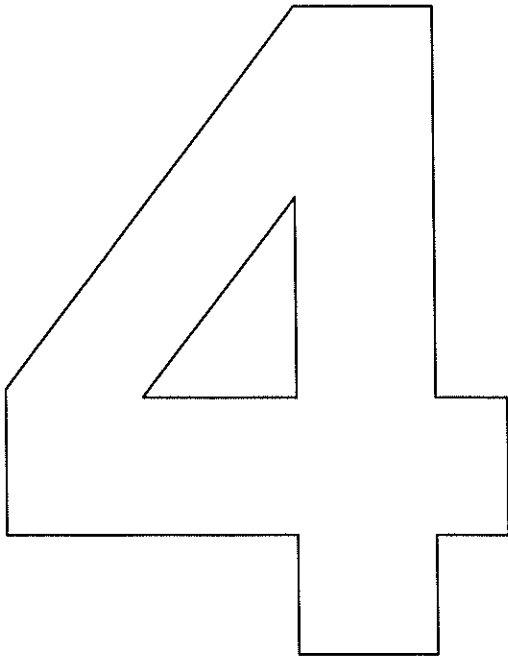
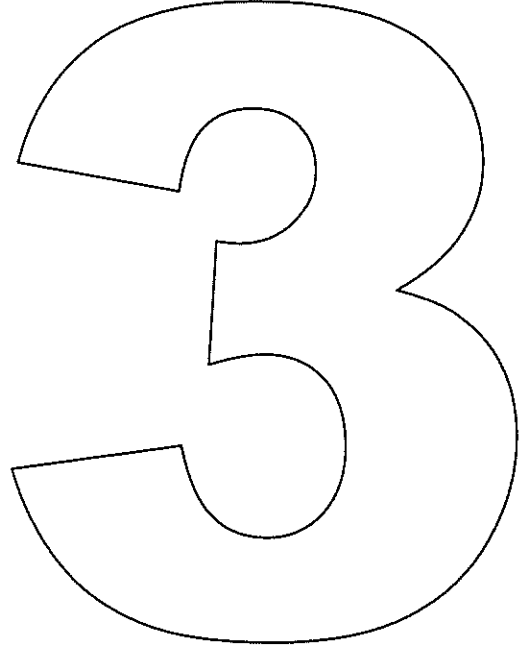
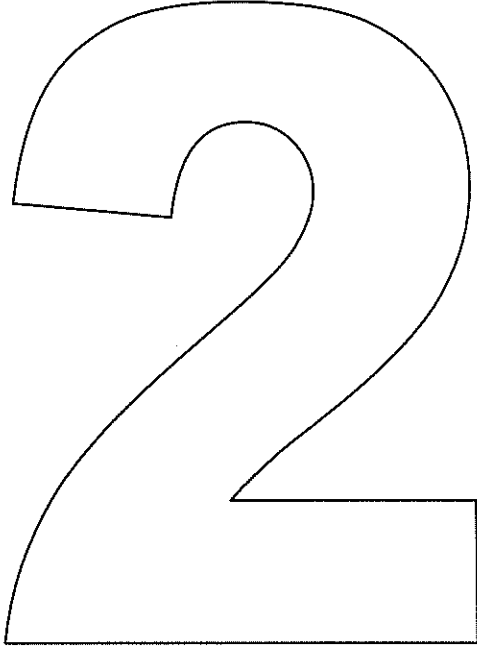


Friday:

Practice writing the numbers 4, 5 and 6.



Cut out the soccer balls on page 86. Glue the soccer balls in each number to show how much each number is worth.



Find three objects from around the house that begin with /s/. Draw the objects in the box. Have a parent write the names of each.

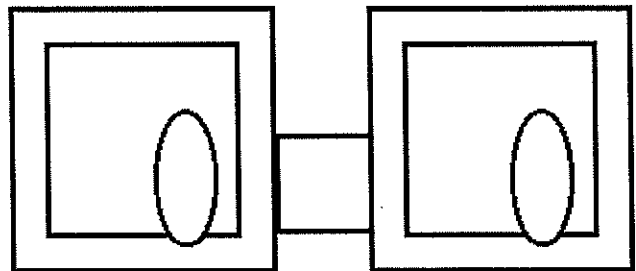
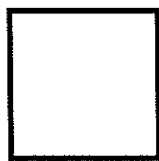
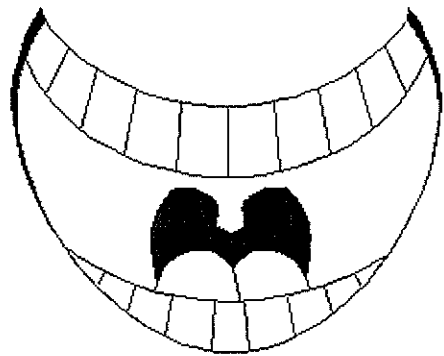
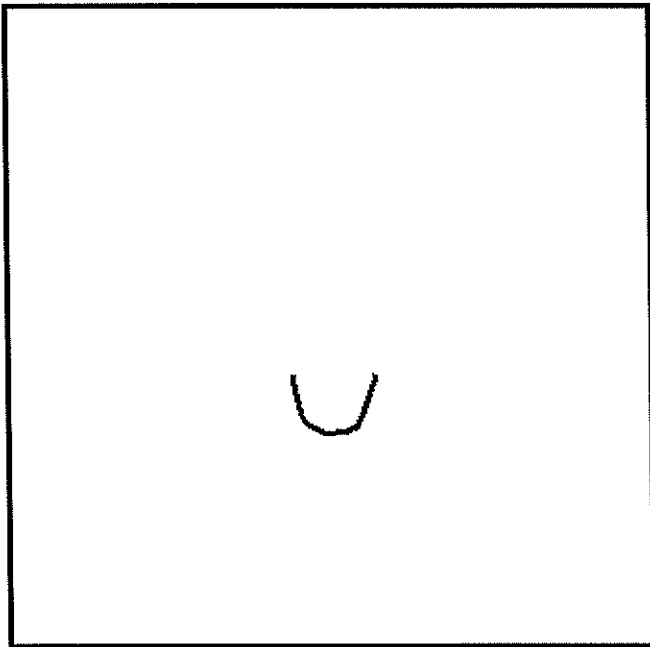
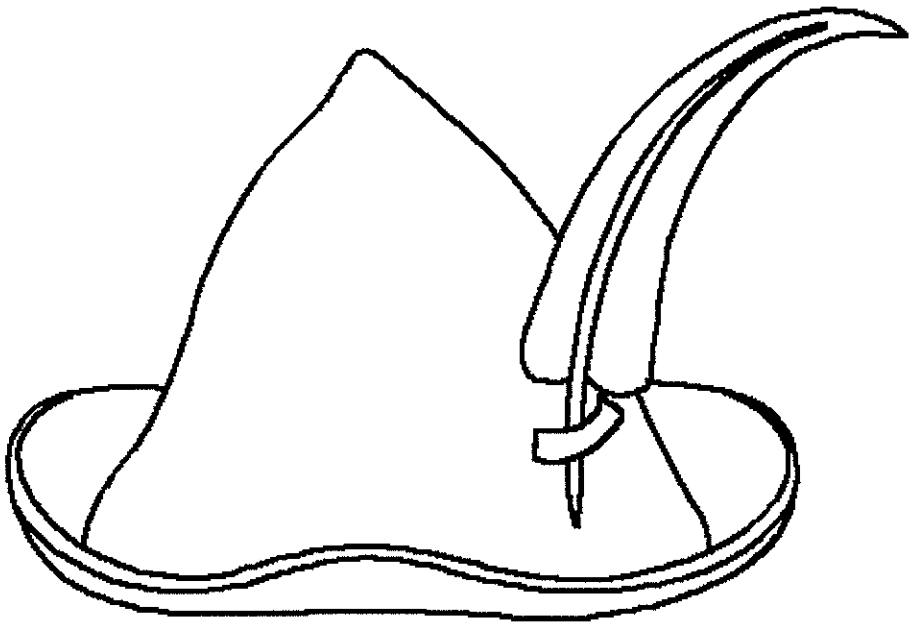
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Monday:

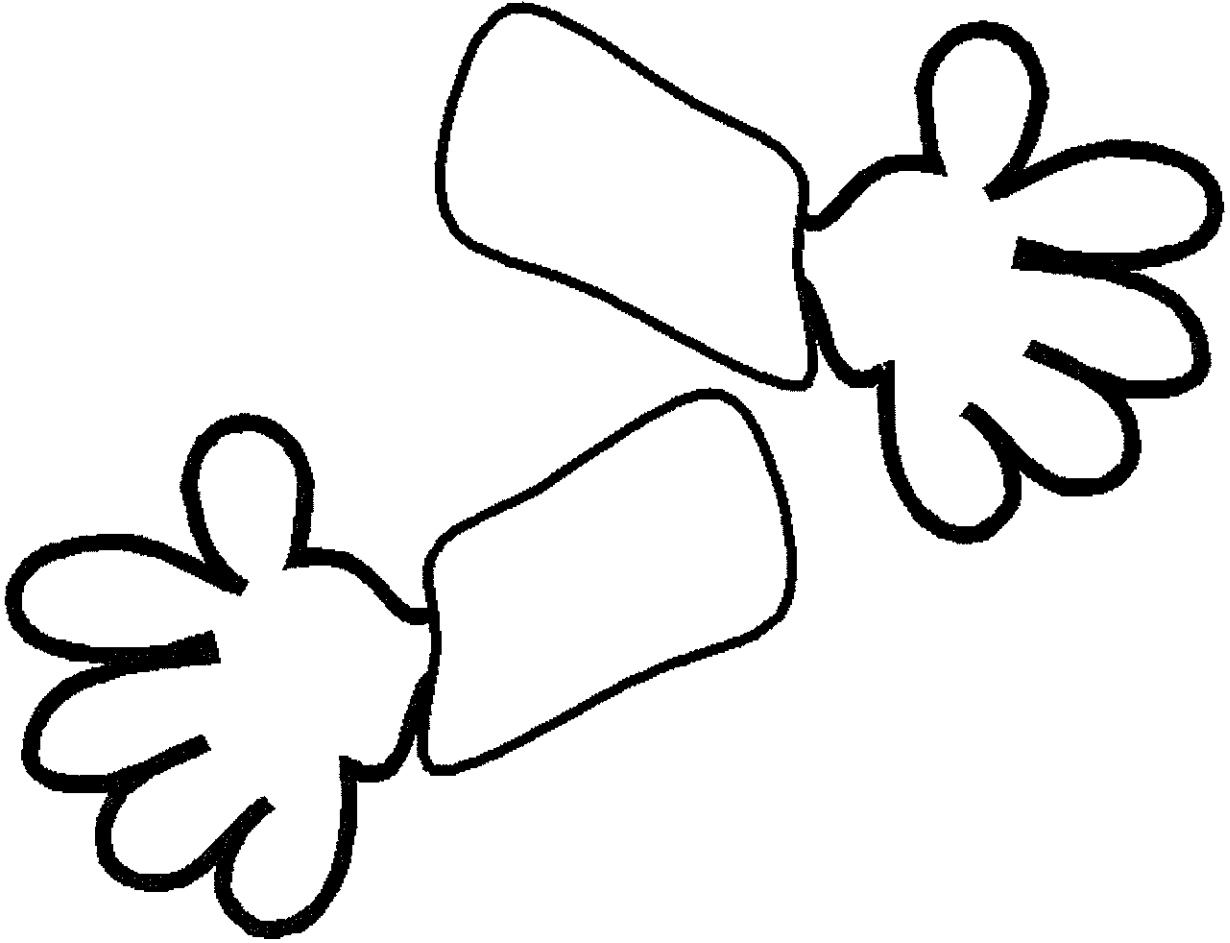
Cross out the picture that does not belong.

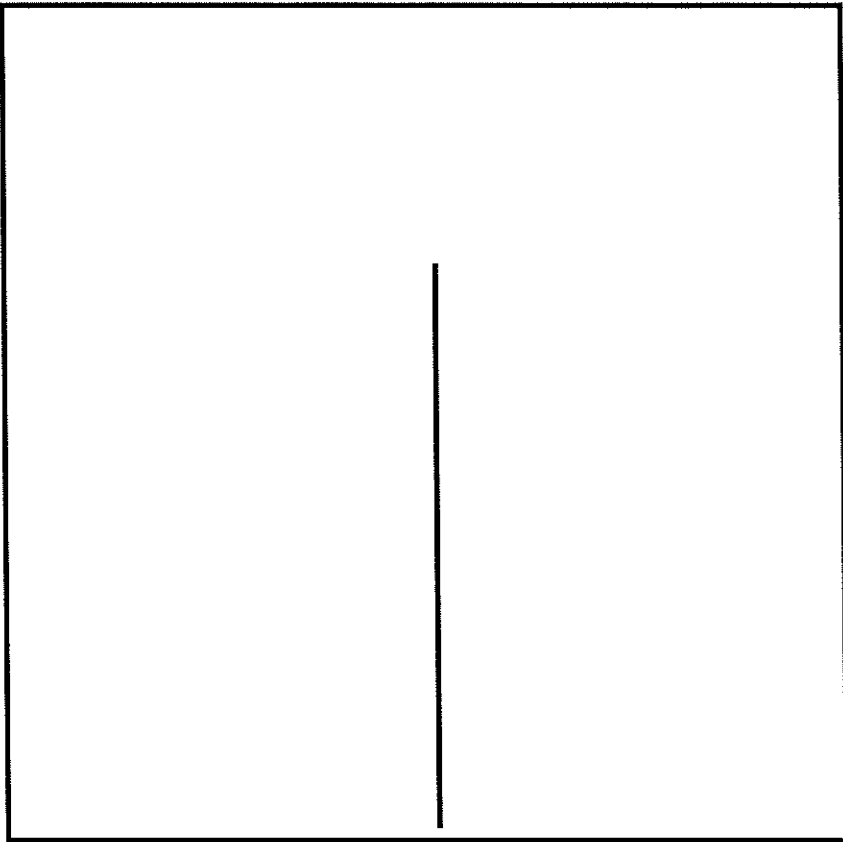
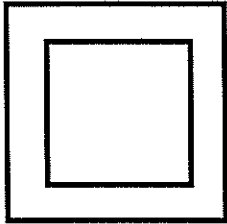
Draw a spider on the web. Count the legs to make sure there are eight. Tell a parent a spider fact and have them write it in the box.

My Spider Fact:



Squire
Square





Kindergarten Homework Week 8

Date: _____

Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Finish the AB Pattern. 3. Count the objects and write the number to tell how many. 4. Find three objects around the house that begin with the /w/ sound. Draw a picture of the objects and have a parent label them. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 30 for a parent. 7. Count backwards from 10-0.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Find three objects around the house that rhyme with cat. Draw a picture of each and label the picture. 3. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S and W. 4. Practice counting to 30 for a parent. 5. Count backwards from 10-0. 6. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture of your favorite part of the story.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Practice writing the letter Rr, Ss and Ww five times on each line. 3. Cut out the number cards on page 93 and 94. Mix them up and put them in order from 0-10. Put objects from around the house under each number to show how many. (Save cards for later use) 4. Practice the Zoo Phonics chants for each letter. Do the motions. 5. Practice counting to 30 for a parent. 6. Count backwards from 10-0.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Practice writing numbers 7, 8 and 9. 3. Say the name of each picture and write the letter the word begins with underneath. 4. Mix up the number cards and read them to a parent. Then put the number cards in order from 0-10. Put an object under each number to show how many. 5. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S and W. 6. Practice counting to 30 for a parent. 7. Count backwards from 10-0.
Alphabet Cheers: K says /Kk/, kid in a kayak, /Kk/ /Kk/ /Kk/ M says /Mm/, monkey on a mountain, /Mm/ /Mm/ /Mm/ R says /Rr/, rooster on the roof, /Rr/ /Rr/ /Rr/ S says /Ss/, spider in the soup, /Ss/ /Ss/ /Ss/ W says /Ww/, worm in the wagon, /Ww/ /Ww/ /Ww/	
Parent Comments: _____	



Return homework folder on Tuesday!

Wednesday:

Finish the AB pattern by drawing pumpkins in the empty boxes.

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Count the objects and write the number to tell how many.

_____ flowers.	_____ spiders.	_____ cupcakes.	_____ monkeys.

Find three objects from around the house that begin with /w/. Draw the objects in the box.
Have a parent label each picture.

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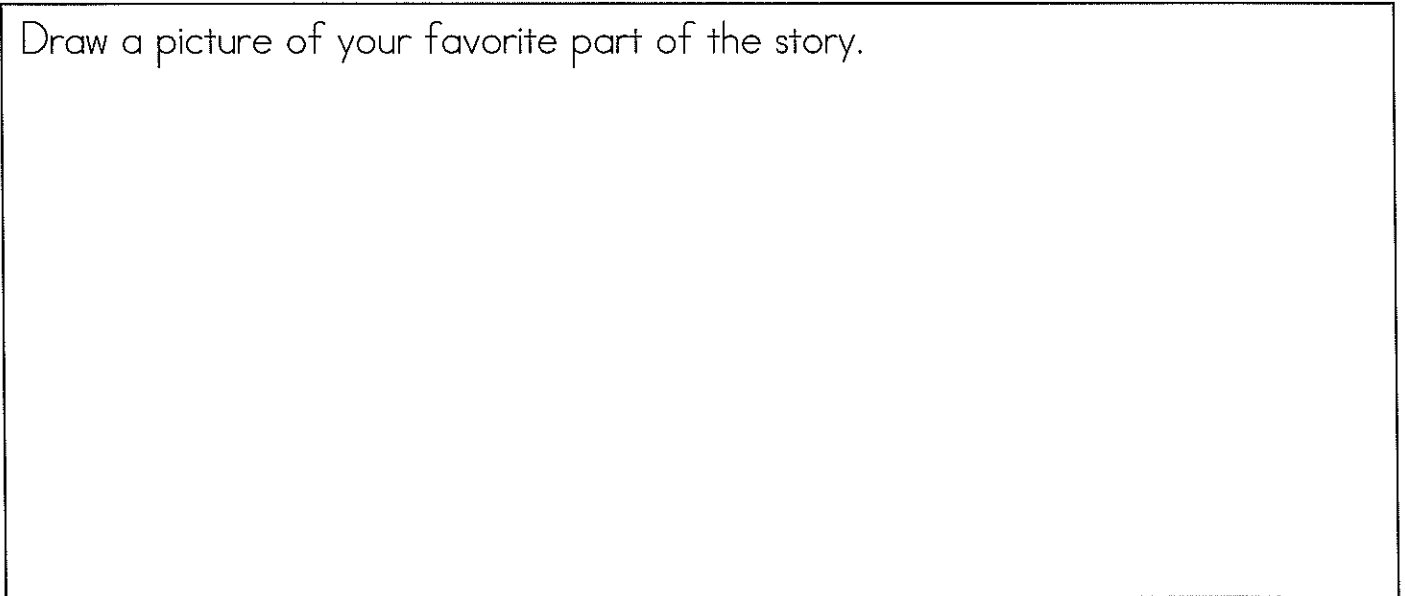
Thursday:

Find three objects from around the house that rhyme with cat. Draw the objects in the box.
Have a parent label each picture.

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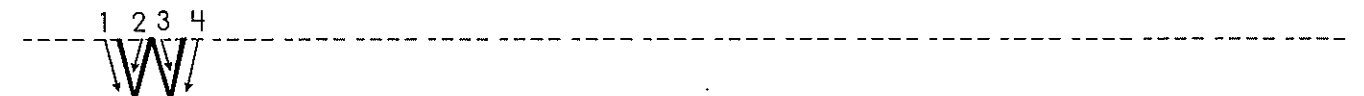
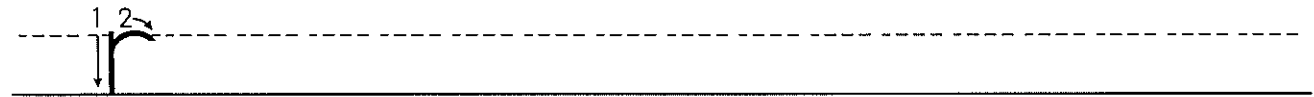
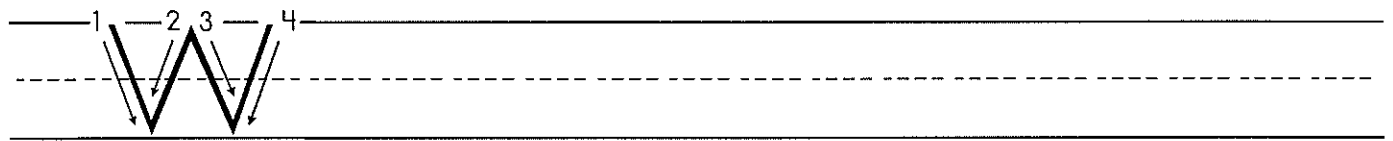
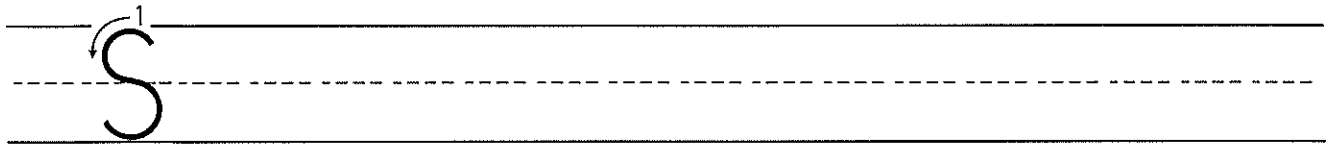
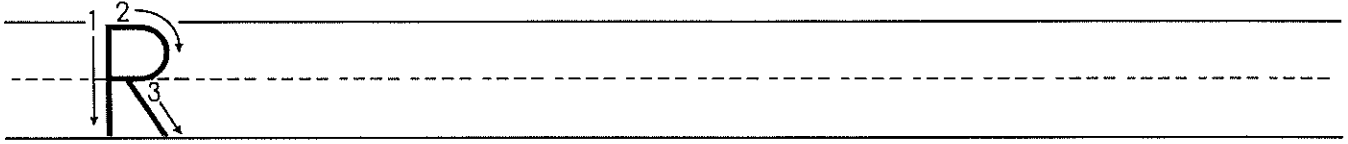
The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.



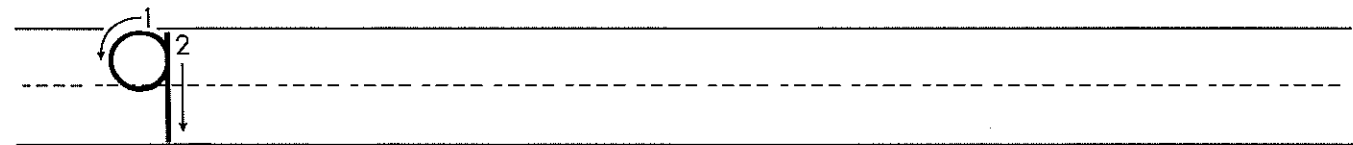
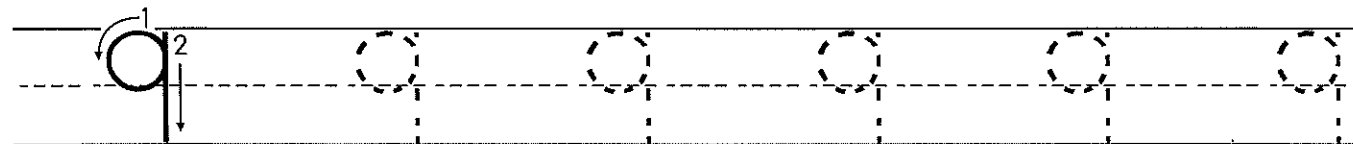
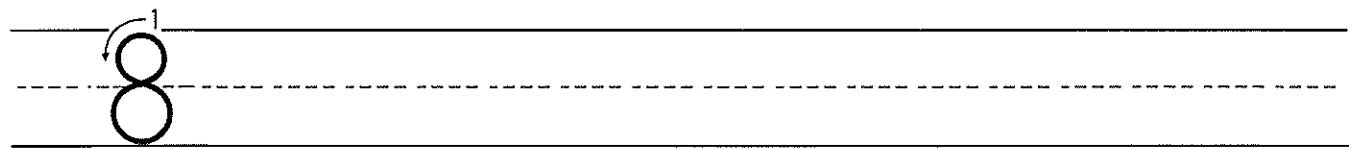
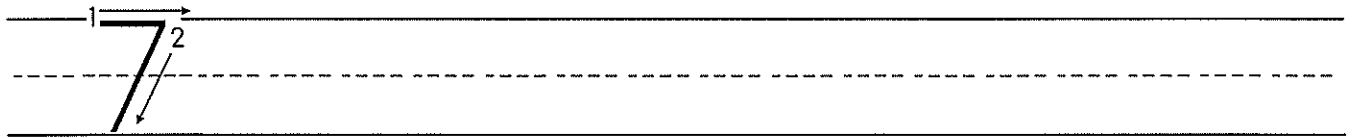
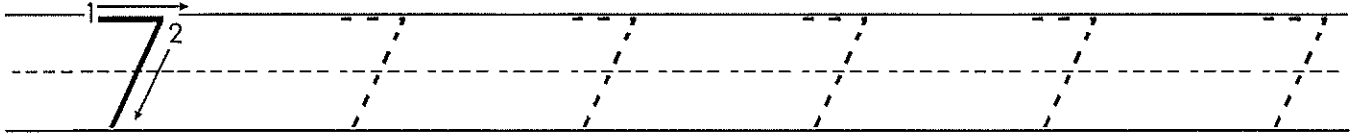
Friday:

Practice writing the capital and lowercase letters Rr, Ss and Ww five times each.



Monday:

Practice writing the numbers 7, 8 and 9.



Say the name of each picture. Write the letter sound under the picture that you hear at the beginning of the word.

a e h k m r s w

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

<p data-bbox="300 583 381 709">0</p>	<p data-bbox="808 583 831 709">1</p>	<p data-bbox="1250 583 1328 709">2</p>
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<p data-bbox="316 1182 393 1308">3</p>	<p data-bbox="782 1182 857 1308">4</p>	<p data-bbox="1253 1182 1328 1308">5</p>
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6

7

8

9

10

Kindergarten Homework Week 9

Date: _____

<p>Wednesday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Play Rhyme Memory (from previous week). 3. Count the zippers and write the number to tell how many. 4. Color the picture that completes the pattern. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 30 for a parent. If you can count to 30 without skipping any numbers then practice counting to 50. 7. Count backwards from 10-0.
<p>Thursday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Make zebra puppet. Cut out the z pictures and glue them to the back of the puppet. 3. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W and Z. 4. Practice counting to 30 for a parent. If you can count to 30 without skipping any numbers then practice counting to 50. 5. Count backwards from 10-0. 6. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture of your favorite part of the story.
<p>Friday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Practice writing the letter Aa, Ee and Zz five times on each line. 3. Mix up the number cards (from last week) and read them to a parent. Then put the number cards in order from 0-10. Put an object under each number to show how many. 4. Practice the Zoo Phonics chants for each letter. Do the motions. 5. Practice counting to 30 for a parent. If you can count to 30 without skipping any numbers then practice counting to 50. 6. Count backwards from 10-0.
<p>Monday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Practice writing numbers 1-10. Sing the number song as you trace. 3. Cross out the picture that doesn't start with the same beginning sound. 4. Read the sight words. Find the sight words in a favorite story. 5. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W and Z. 6. Practice counting to 30 to a parent. If you can count to 30 without skipping any numbers then practice counting to 50. 7. Count backwards from 10-0.
<p>Alphabet Cheers: M says /Mm/, monkey on a mountain, /Mm/ /Mm/ /Mm/ R says /Rr/, rooster on the roof, /Rr/ /Rr/ /Rr/ S says /Ss/, spider in the soup, /Ss/ /Ss/ /Ss/ W says /Ww/, worm in the wagon, /Ww/ /Ww/ /Ww/ Z says /Zz/, zebra in the zoo, /Zz/ /Zz/ /Zz/</p>	
<p>Parent Comments:</p> 	



Return homework folder on Tuesday!

Wednesday:

Count the zippers and write the number below.

_____ zippers.	_____ zippers.	_____ zippers.	_____ zippers.
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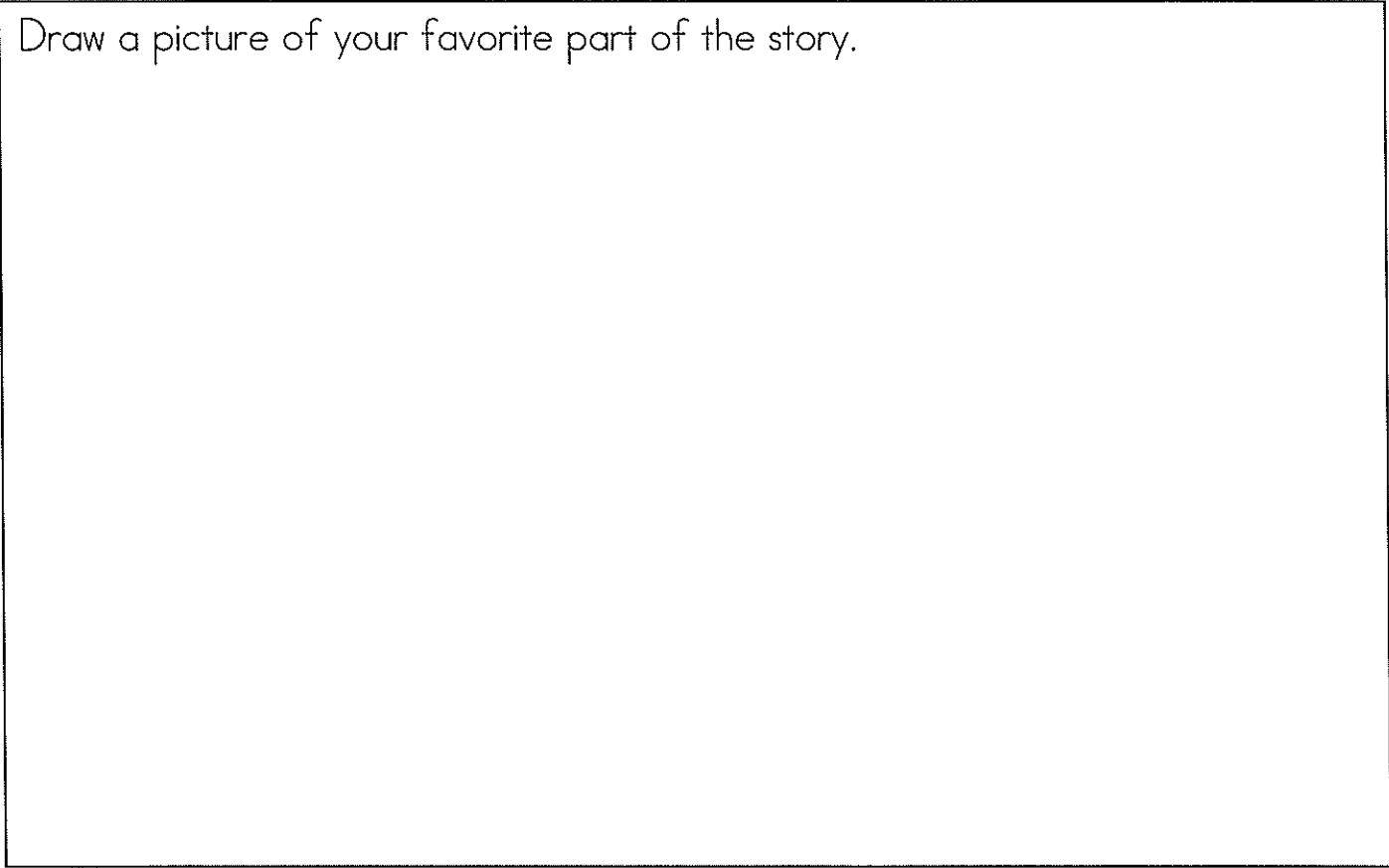
_____ zippers.	_____ zippers.	_____ zippers.	_____ zippers.
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Circle the picture that completes the AAB pattern. Cross out the picture that does not complete the pattern.

Thursday:

The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.



Zebra Puppet Directions: (The pieces to cut are on pages 101–103)

GET FAMILIAR WITH YOUR PAPER BAG:

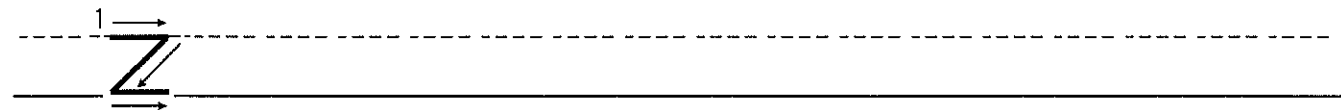
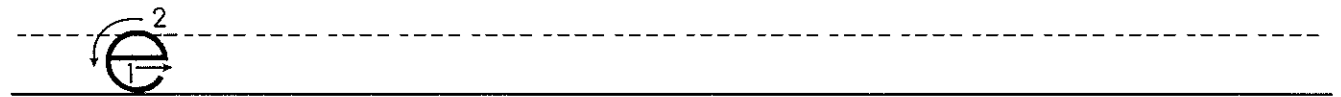
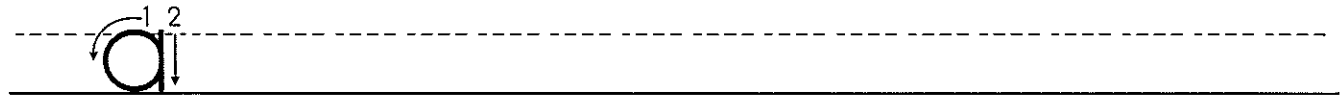
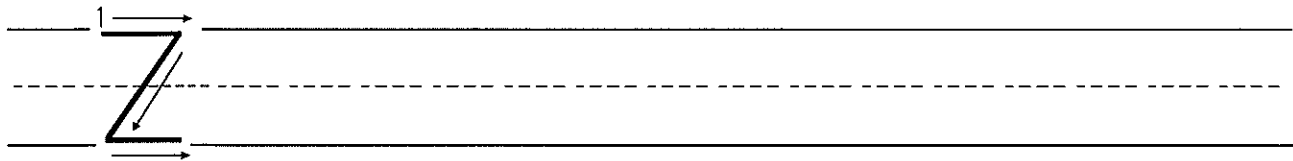
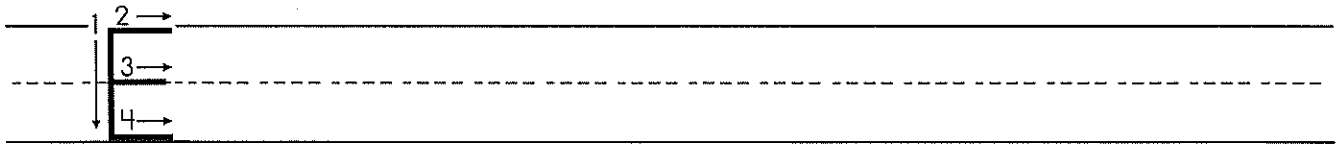
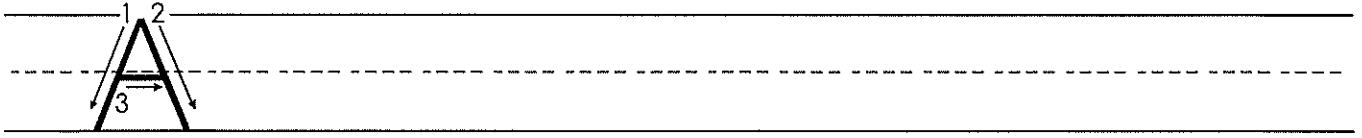
- I'm going to walk through this slowly. Please make sure you understand all the parts first.
- Look at the paper bag. It should be closed and flat like a piece of paper. Just like when they are brand new.
- On one side, it's all smooth. This will be the BACK of your puppet
 - It's important that all the kids get the back and front straight at the beginning!
- On the other side there's a flippy tab (which is typically the bottom of the bag when you're carrying your lunch around...)
 - This flippy tab will be the HEAD
- Lift the flippy tab up a bit. Underneath of the tab will be the mouth,
 - When the child puts her hand in the bag, she'll be able to make the bunny talk.
- Look at the rest of the front of the bag. (The 3/4 or so of the bag below the part with the flippy tab) This will be the BODY.
- Look at the sides of the bag. There should be a FLAP of paper.
 - We'll be slipping the arms (template 2) into this flap.
 - If the kids goof and glue the arms onto the front or back of the bag, it isn't a big deal.

Assembly:

- Color all the stripes and hair black.
- Color the ears pink.
- Cut out the pieces.
- Glue the small stripes (small ones from page ___) onto the HEAD.
- Glue the nose (the big oval) onto the HEAD. It should overlap the body a bit.
- Glue the eyes onto the HEAD.
- Glue the ears onto the HEAD.
- Glue the hair tuft onto the HEAD.
- Glue the arms into the FLAP.
- Glue the large stripes (from page ___) onto the BODY.
- Glue the tail onto the back.
- Cut out the Zz pictures from bottom of page 7 and glue them onto the back of the BODY.

Friday:

Practice writing the capital and lowercase letters Aa, Ee and Zz five times each.



Monday:

Trace the numbers 1 - 10. Sing the number song as you trace. Then write the numbers 1 - 10 on your own.

(Extension: If you can form your numbers to 10 without help and without any reversals then write your numbers from 1 - 20!)

Write the numbers on your own.

Cross out the picture that doesn't start with the same beginning sound.

Read the sight words. Practice them until you know them. Find the sight words in a favorite story.

I	a	am	I'm
see	me	we	



Cut out the pictures and glue them to the back of the zebra puppet.

zebra

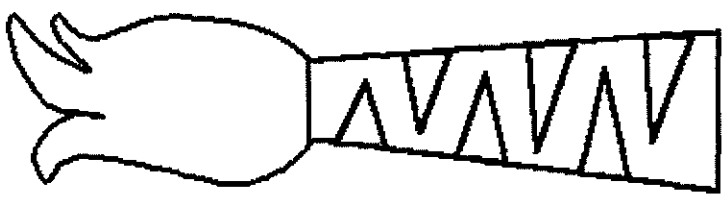
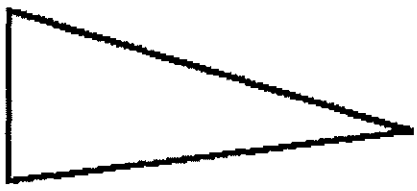
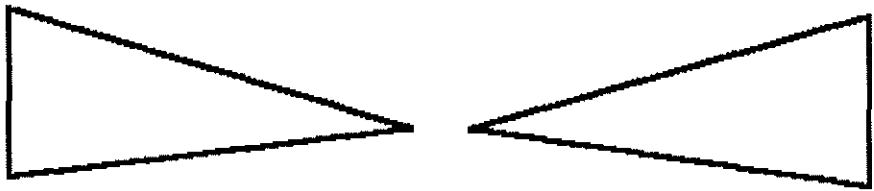
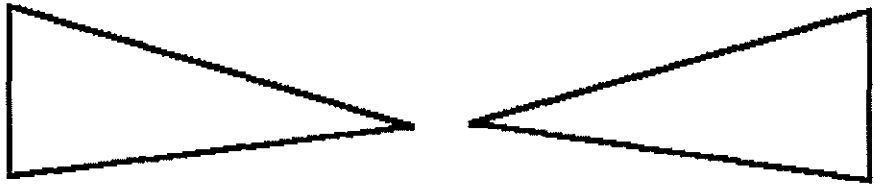
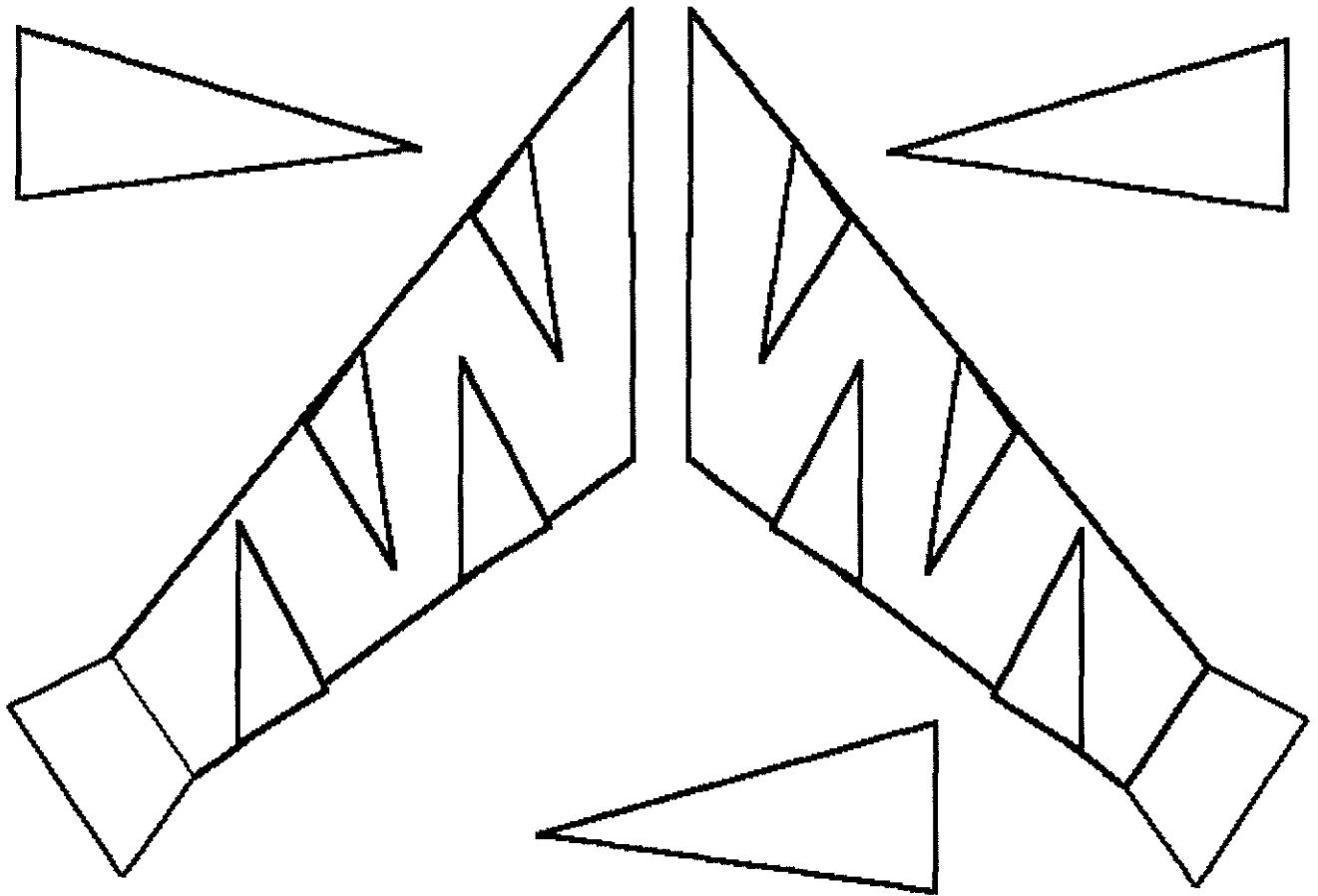
zipper

zigzag

zoo

zero

zucchini



Kindergarten Homework Week 10

Date: _____




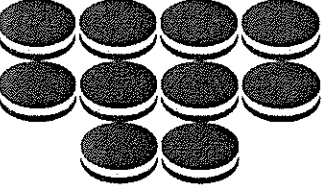




<p>Wednesday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Play Rhyme Memory (from previous week). 3. Count the cookies and write the number to tell how many. 4. Color the pictures that begin with the /c/ sound. X the pictures that do not begin with /c/. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 30 for a parent. If you can count to 30 without skipping any numbers then practice counting to 50. 7. Count backwards from 10-0.
<p>Thursday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Cookie Monster Game. (Save for later use!) 3. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z and C. 4. Practice counting to 30 for a parent. If you can count to 30 without skipping any numbers then practice counting to 50. 5. Count backwards from 10-0. 6. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture of your favorite part of the story.
<p>Friday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Practice writing the letter Hh, Kk and Cc five times on each line. 3. Mix up the number cards (from previous week) and read them to a parent. Then put the number cards in order from 0-10. Put an object under each number to show how many. 4. Practice the Zoo Phonics chants for each letter. Do the motions. 5. Practice counting to 30 for a parent. If you can count to 30 without skipping any numbers then practice counting to 50. 6. Count backwards from 10-0.
<p>Monday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Practice writing numbers 1-10. Sing the number song as you trace. 3. Play Cookie Monster Game. 4. Read the sight words. Find the sight words in a favorite story. 5. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z and C. 6. Practice counting to 30 for a parent. If you can count to 30 without skipping any numbers then practice counting to 50. 7. Count backwards from 10-0.
<p>Alphabet Cheers: R says /Rr/, rooster on the roof, /Rr/ /Rr/ /Rr/ S says /Ss/, spider in the soup, /Ss/ /Ss/ /Ss/ W says /Ww/, worm in the wagon, /Ww/ /Ww/ /Ww/ Z says /Zz/, zebra in the zoo, /Zz/ /Zz/ /Zz/ C says /Cc/, cow on the cab, /Cc/ /Cc/ /Cc/</p>	
<p>Parent Comments:</p> 	



Return homework folder on Tuesday!

Wednesday:

Count the cookies and write the number below.

 <p>_____ cookies.</p>	 <p>_____ cookies.</p>	 <p>_____ cookies.</p>	 <p>_____ cookies.</p>
 <p>_____ cookies.</p>	 <p>_____ cookies.</p>	 <p>_____ cookies.</p>	 <p>_____ cookies.</p>

Color the pictures that begin with the /c/ sound. X the pictures that do not begin with the /c/ sound.

Thursday:

The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.

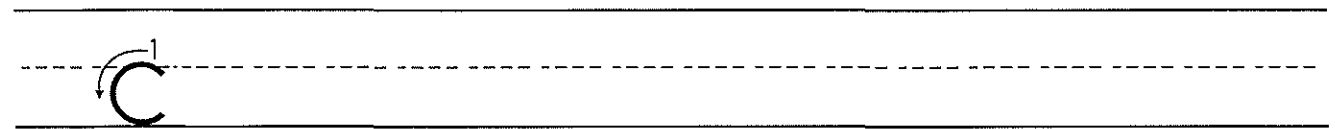
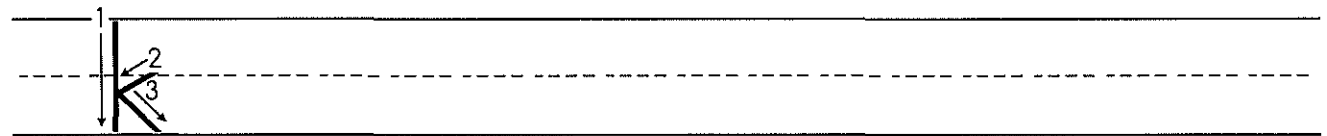
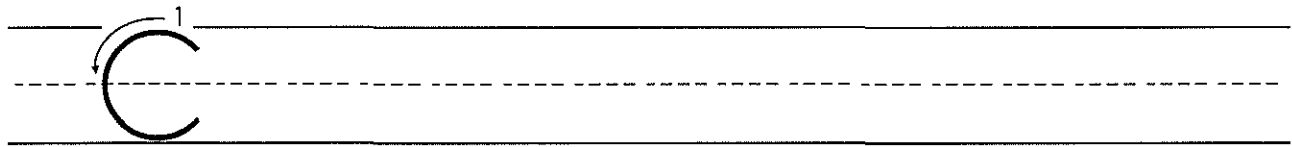
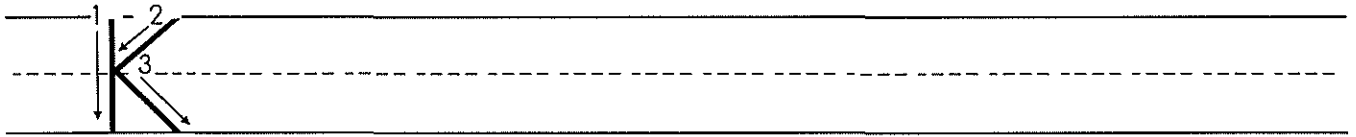
Cookie Monster Game Directions (Game pieces are on page 109 and 110)

- Cut out the cookies
- Mix them up and lay them face down.
- Each person takes a turn choosing a cookie.
- If they know the name of the letter and sound, they may keep the cookie. If they don't they must turn it back over and try again the next turn.
- If a player gets a cookie monster, they must put all of their cookies back down.
- The winner is the person with the most cookies

**** Keep these cards for future use!!**

Friday:

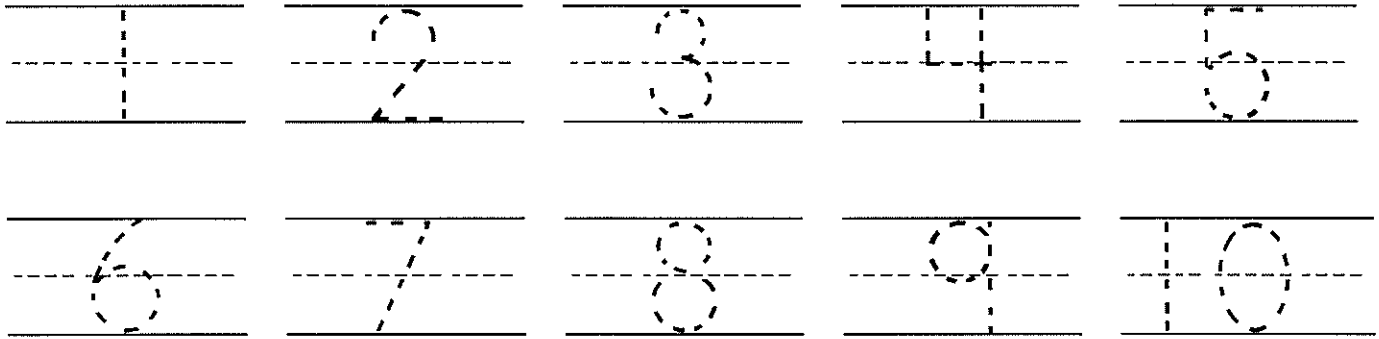
Practice writing the capital and lowercase letters Hh, Kk and Cc five times each.



Monday:

Trace the numbers 1-10. Sing the number song as you trace. Then write the numbers 1-10 on your own.

(Extension: If you can form your numbers to 10 without help and without any reversals then write your numbers from 1-20!)

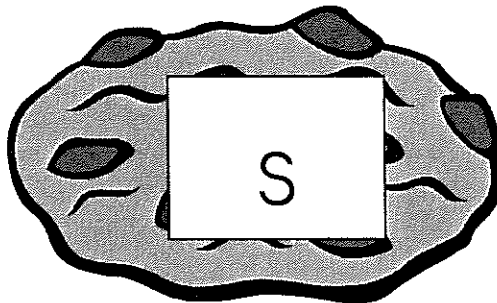
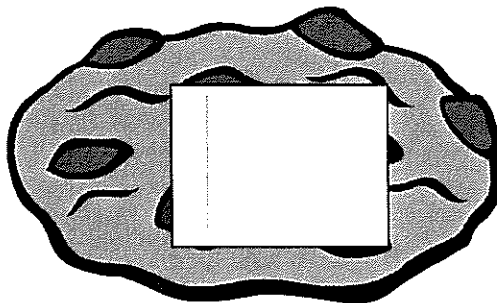
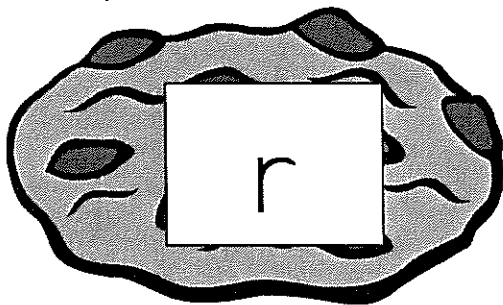
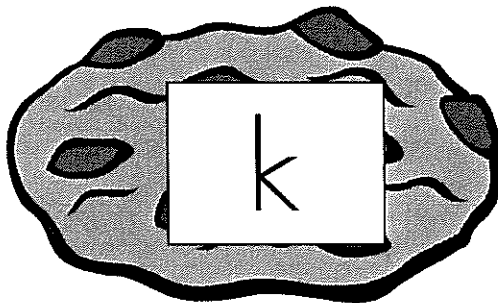
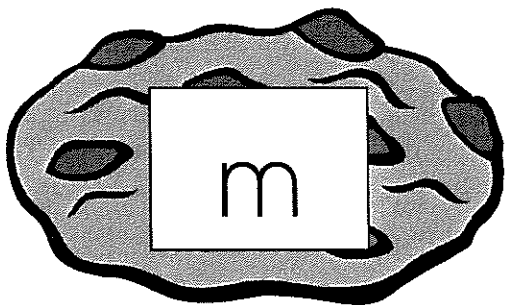
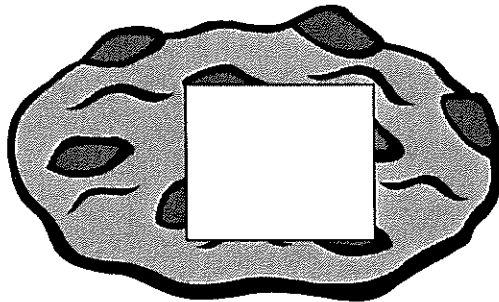
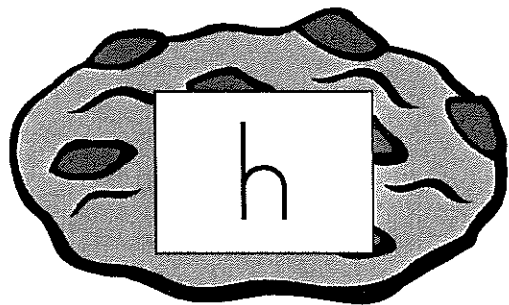
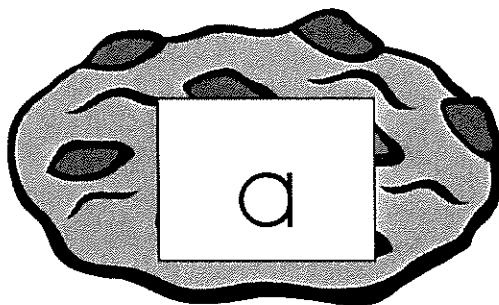
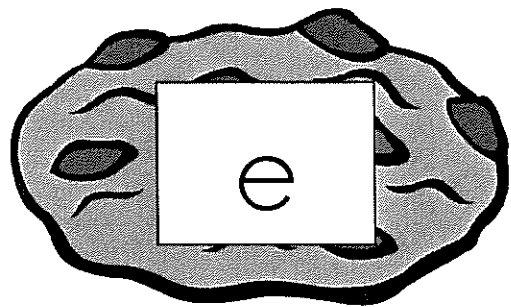


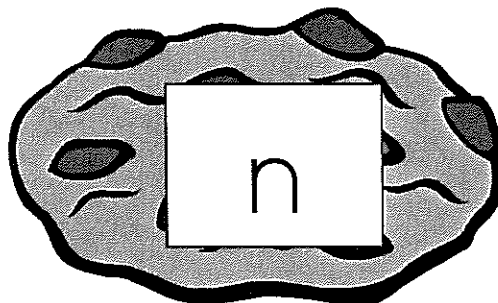
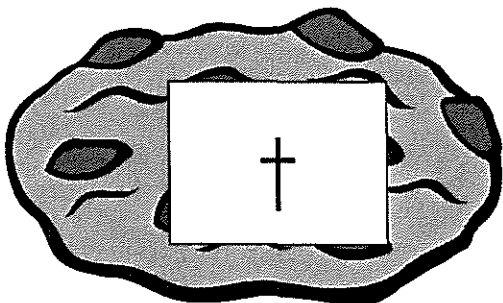
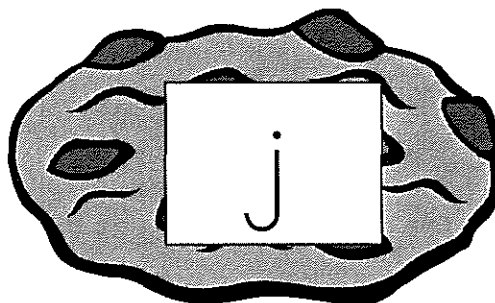
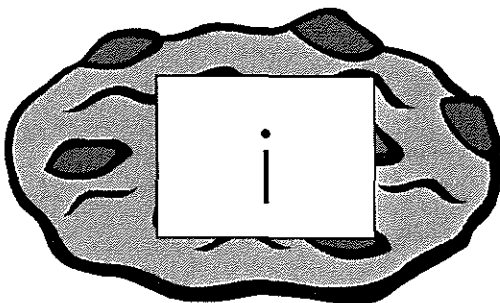
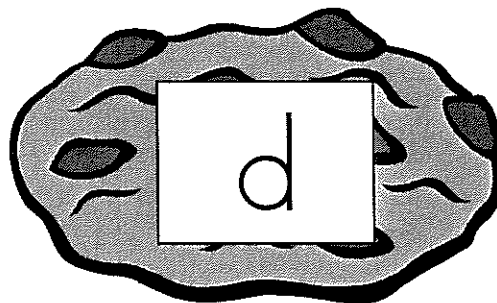
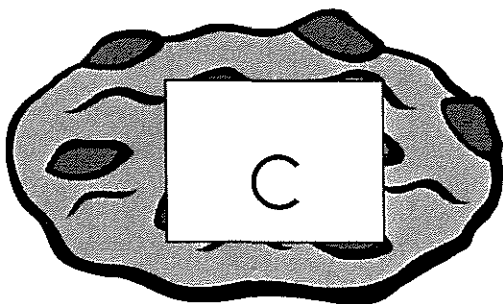
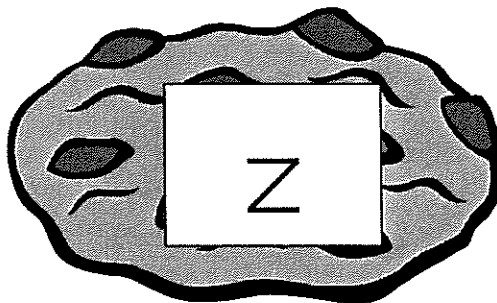
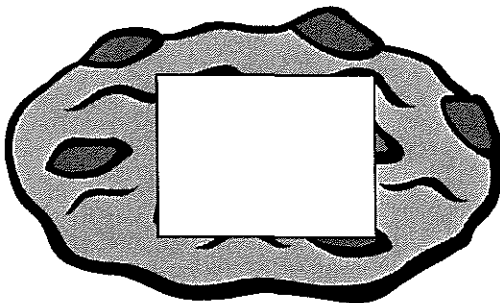
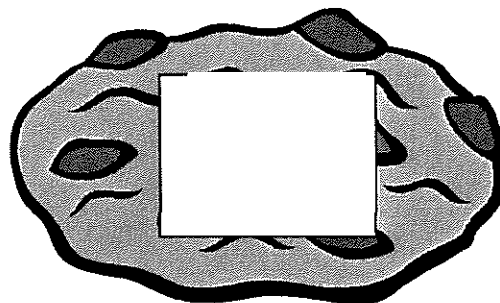
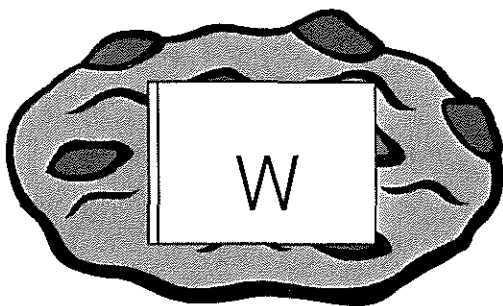
Write the numbers on your own.

Read the sight words. Practice them until you know them. Find the sight words in a favorite story.

I	a	am	I'm
see	me	we	he

Cookie Monster Pieces





Kindergarten Homework Week 11

Date: _____

Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Trace the numbers on the November calendar. 3. Cut out the pictures and glue them in order from smallest to largest. 4. Practice the Zoo Phonics chants for each letter. Do the motions. 5. Practice counting to 50 for a parent. 6. Count backwards from 10-0.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Say the name of the picture. Say the sound you hear at the beginning and write the letter under each picture. 3. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C and D. 4. Practice counting to 50 for a parent. 5. Count backwards from 10-0. 6. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture of your favorite part of the story.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Say the name and sound for each letter. Trace each letter then write one more time. 3. Have a parent say one of the numbers that is on the turkey. You find the number on your own and color it. If you do not know a number circle it. Continue until all numbers have been said. 4. Practice the Zoo Phonics chants for each letter. Do the motions. 5. Practice counting to 50 for a parent. 6. Count backwards from 10-0.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first name three times with correct capital/lowercase letters. 2. Trace the numbers and fill in what number is missing. Use the number line to help you. 3. Find three objects around the house that begin with the /d/ sound. Draw a picture of the objects and have a parent label them. 4. Read the sight words and the sentences. Remember to touch each dot as you read the word. 5. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C and D. 6. Practice counting to 50 for a parent. 7. Count backwards from 10-0.
Alphabet Cheers: S says /Ss/, spider in the soup, /Ss/ /Ss/ /Ss/ W says /Ww/, worm in the wagon, /Ww/ /Ww/ /Ww/ Z says /Zz/, zebra in the zoo, /Zz/ /Zz/ /Zz/ C says /Cc/, cow on the cab, /Cc/ /Cc/ /Cc/ D says /Dd/, dog on the doghouse, /Dd/ /Dd/ /Dd/	
Parent Comments: _____ _____ _____	



Return homework folder on Tuesday!

Wednesday:

Cut out the pictures on page 120. Glue them in order from smallest to largest on this page.

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--	--	--	--

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Trace the numbers on the November calendar.

November 2009						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MH

Thursday:

Say the name of each picture. Write the letter sound under the picture that you hear at the beginning of the word.

a e h k m r s w z c d

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.

Friday:

Say name and sound for each letter

Dd Aa Cc Ee Zz Hh Ww Kk Ss Mm Rr

Trace each letter and then write one more time.

M

m

R

r

H

h

K

k

S

s

W

w

D

d

E

e

Z

z

A

a

C

c

Have a grownup say a number. You find it on the turkey and color that number. If you do not know the number, then circle it with a red crayon. Practice the numbers you do not know.

Monday:

Trace the numbers and fill in what number is missing. Use the number line to help you.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Find three objects from around the house that begin with /d/. Draw the objects in the box. Have a parent label each picture.

--	--	--

Read the sight words.

I	a	am	I'm
See	me	we	he
In	the	be	Sam

Read the sentences. Remember to touch each dot as you read the word.

I am Sam. I'm in the . . .

Pictures for Wednesday homework.

Kindergarten Homework Week 12

Date: _____

Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Play Cookie Monster Game (from previous week). 3. Have a parent say the sound of a letter. You find the letter on your own and color it. Circle the letters you do not know. 4. Practice the Zoo Phonics chants for each letter. Do the motions. 5. Practice counting to 50 for a parent. 6. Count backwards from 15-0.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Draw a picture to rhyme with each word. 3. Finish the AAB patterns. 4. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D and I. 5. Practice counting to 50 for a parent. 6. Count backwards from 15-0. 7. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture of your favorite part of the story.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Say the name and sound for each letter. Trace each letter then write one more time. 3. Cross out the picture that does not belong. 4. Count the pictures in each box. Write the number below each picture. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 50 for a parent. 7. Count backwards from 15-0.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Color the pictures that have the short /a/ sound in the middle. 3. Trace the numbers 11-20 4. Write the numbers 1-20 on your own. 5. Read the sight words and the sentences. Touch each dot as you read the word. 6. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D and I. 7. Practice counting to 50 for a parent. 8. Count backwards from 15-0.
Alphabet Cheers: W says /Ww/, worm in the wagon, /Ww/ /Ww/ /Ww/ Z says /Zz/, zebra in the zoo, /Zz/ /Zz/ /Zz/ C says /Cc/, cow on the cab, /Cc/ /Cc/ /Cc/ D says /Dd/, dog on the doghouse, /Dd/ /Dd/ /Dd/ I says /Ii/, insect in the ink, /Ii/ /Ii/ /Ii/	
Parent Comments: _____ _____	



Return homework folder on Tuesday!

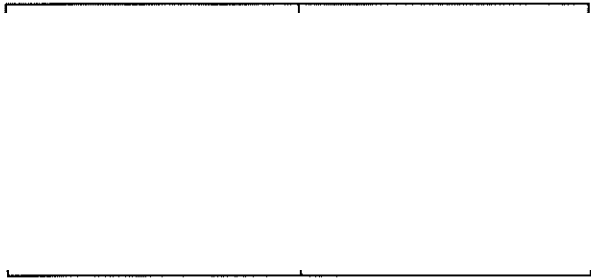
Wednesday:

Have a grown up say a letter sound. You find the letter and color the lady bug. If you do not know the letter, then circle it with a red crayon. Practice the letter sounds you do not know.

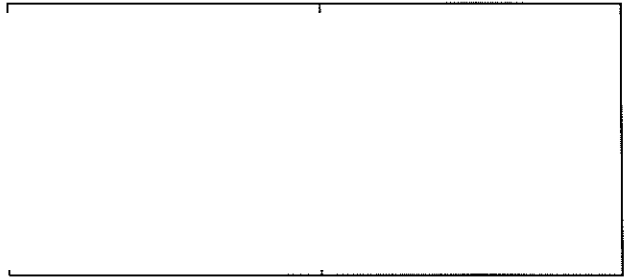
Thursday:

Draw a picture that rhymes with each.

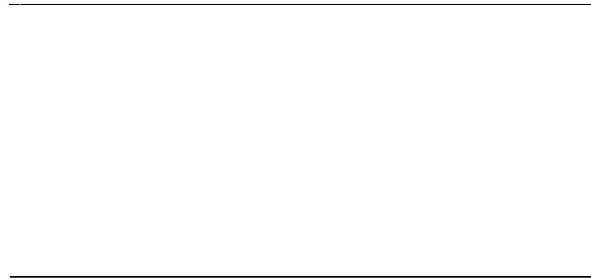
frog



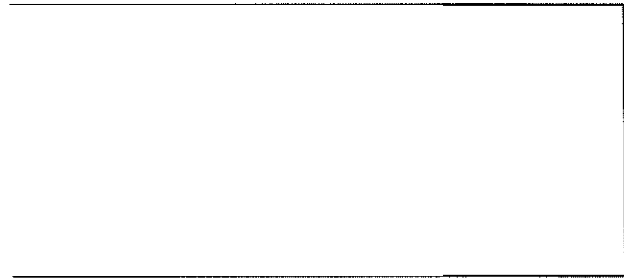
king



pan



clock



Finish the AAB patterns.

— — — — —

— — — — —

The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.

Friday:

Say name and sound for each letter.

Dd Aa Cc Ee Zz Hh Ii Ww Kk Ss Mm Rr

Trace each letter and then write one more time.

M

m

R

r

H

h

K

k

S

s

W

w

D

d

E

e

Z

z

A

a

e

c

f

i

Cross out the picture that does not belong.

Count the igloos and write the number below.

_____ igloos.	_____ igloos.	_____ igloos.	_____ igloos.
---------------	---------------	---------------	---------------

_____ igloos.	_____ igloos.	_____ igloos.	_____ igloos.
---------------	---------------	---------------	---------------

Monday:

Color the pictures that have the short /a/ sound in the middle. (for example: Sam)

Trace the numbers 11-20.

11	12	13	14	15
16	17	18	19	20

Write numbers 1-20 on your own.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Read the sight words.

I	a	am	I'm
see	me	we	he
in	the	be	Sam
cat	red		

Color the cat red. Read the sentences. Remember to touch each dot as you read the word.

I see a cat. The cat is red.

Kindergarten Homework Week 13

Date: _____

Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Find three objects around the house that begin with the /j/ sound. Draw a picture of the objects. Label your picture on your own! Stretch the word and write the sounds you hear. 3. Draw three of your favorite vegetables to eat. Label your pictures. 4. Connect the dots in number order from 1-28. Color the picture. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 80 for a parent. 7. Count backwards from 15-0.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Say the sounds of each letter. Draw a line to connect the capital and lowercase letter. 3. Match the picture with the letter you hear at the beginning of the word. 4. Look at the number under each gingerbread house. Draw that many gumdrops on the house. 5. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I and J. 6. Practice counting to 80 for a parent. 7. Count backwards from 15-0. 8. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture of your favorite part of the story.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Practice writing the letter Jj, li and Dd five times on each line. 3. Draw three healthy and three unhealthy foods. Label your pictures. 4. Create two of your own AAB patterns. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 80 for a parent. 7. Count backwards from 15-0.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Draw three of your favorite fruit to eat. Label your pictures. 3. Fill in the missing numbers to get the gingerbread man to his gingerbread house. 4. Read the sight words and the sentences. Touch each dot as you read the word. 5. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I and J. 6. Practice counting to 80 for a parent. 7. Count backwards from 15-0.
Alphabet Cheers: Z says /Zz/, zebra in the zoo, /Zz/ /Zz/ /Zz/ C says /Cc/, cow on the cab, /Cc/ /Cc/ /Cc/ D says /Dd/, dog on the doghouse, /Dd/ /Dd/ /Dd/ I says /Ii/, insect in the ink, /Ii/ /Ii/ /Ii/ J says /Jj/, jellybean in the jar, /Jj/ /Jj/ /Jj/	
Parent Comments: _____	



Return homework folder on Tuesday!

Wednesday:

Find three objects around the house that begin with the /j/ sound. Draw a picture of the objects. Label your picture on your own! Stretch the word and write the sounds you hear.

_____	_____	_____
-----	-----	-----
_____	_____	_____

Draw three of your favorite vegetables to eat. Label your pictures. Stretch the word and write the sounds you hear.

_____	_____	_____
-----	-----	-----
_____	_____	_____

Connect the dots in number order from 1-28. Color the picture.

For more creative learning ideas check out
www.makinglearningfun.com

Please note: Content on this page was redacted due to copyright concerns.

Thursday:

Draw a line from the capital letter to the lowercase letter to find its match.

E	i
J	h
D	r
I	j
R	e
H	d

Match the picture to the letter.

S
W
i
d
j
c

Look at the number next to each gingerbread house. Draw that many gumdrops on the house.

The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.



Friday:

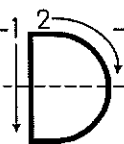
Practice writing the capital and lowercase letters Jj, Ii and Dd five times each.




A large uppercase letter 'J' is shown on a set of three horizontal lines (top, middle dashed, bottom). A vertical line with a downward arrow and the number '1' indicates the stroke direction.



A large uppercase letter 'I' is shown on a set of three horizontal lines. A vertical line with a downward arrow and the number '1' indicates the stroke direction. A horizontal line with a rightward arrow and the number '2' is at the top, and another horizontal line with a rightward arrow and the number '3' is at the bottom.



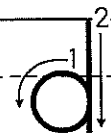
A large uppercase letter 'D' is shown on a set of three horizontal lines. A vertical line with a downward arrow and the number '1' indicates the first stroke. A curved arrow with the number '2' indicates the second stroke, starting from the top of the vertical line and curving to the right.



A large lowercase letter 'j' is shown on a set of three horizontal lines. A vertical line with a downward arrow and the number '1' indicates the stroke direction. A dot is placed above the letter.



A large lowercase letter 'i' is shown on a set of three horizontal lines. A vertical line with a downward arrow and the number '1' indicates the stroke direction. A dot is placed above the letter.



A large lowercase letter 'd' is shown on a set of three horizontal lines. A curved arrow with the number '1' indicates the first stroke, starting from the middle dashed line and curving to the right. A vertical line with a downward arrow and the number '2' indicates the second stroke.

Monday:

Fill in the missing numbers to get the gingerbread man to his gingerbread house.

1 2 3 4

5 6 7 8

9 10 11 12 13

14 15 16 17 18 19 20

Draw three of your favorite fruit to eat. Label your pictures. Stretch the word and write the sounds you hear.

Read the sight words.

I	a	am	I'm
see	me	we	he
in	the	be	Sam
cat	red	is	run
to	boy		

Other word to practice for story: fox

Read the story two times to a parent. Have a parent help you sound out a word if you do not know it.

See the boy.



See the boy run.



See me run.



See me run.



See the fox?



I am on the fox.



See me, see me?



Snip, Snap!



Kindergarten Homework Week 14

Date: _____

Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Find three objects around the house that begin with the /n/ sound. Draw a picture of the objects. Label your picture on your own! Stretch the word and write the sounds you hear. 3. Circle the cubes and spheres. 4. Read each number to a parent. Then write the numbers in order from smallest to largest. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 80 for a parent. 7. Count backwards from 15-0.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Circle the middle sound you hear for each picture. 3. Cut out the snowman number cards. Play Number Memory. (Save for later use!) 4. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J and N. 5. Practice counting to 80 for a parent. 6. Count backwards from 15-0. 7. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture of your favorite part of the story.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Practice writing the letter Hh, Mm and Nn five times on each line. 3. Play Cookie Monster Game (from previous week). 4. Sound out the words. Draw a picture of the word in the box. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 80 for a parent. 7. Count backwards from 15-0.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Count the snowflakes and write the number. 3. Write a number sentence for each picture set. 4. Read the sight words and the sentences. Touch each dot as you read each word. 5. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J and N. 6. Practice counting to 80 for a parent. 7. Count backwards from 15-0.
Alphabet Cheers: C says /Cc/, cow on the cab, /Cc/ /Cc/ /Cc/ D says /Dd/, dog on the doghouse, /Dd/ /Dd/ /Dd/ I says /Ii/, insect in the ink, /Ii/ /Ii/ /Ii/ J says /Jj/, jellybean in the jar, /Jj/ /Jj/ /Jj/ N says /Nn/, nurse in the night, /Nn/ /Nn/ /Nn/	
Parent Comments: 	



Return homework folder on Tuesday!

Wednesday:

Find three objects around the house that begin with the /n/ sound. Draw a picture of the objects. Label your picture on your own! Stretch the word and write the sounds you hear.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Circle the objects that are the shape of the cube or sphere. Cross out the pictures that are not.

sphere
cube

Thursday:

Circle the middle sound you hear for each picture.

a e i	o u e	i a u	u e a
-------	-------	-------	-------

u o i	e i o	a o e	e o u
-------	-------	-------	-------

Snowman Number Memory (Game cards are on pages 151–153)

- Cut out the Snowman number cards
- Mix them up and lay them face down.
- Each person takes a turn flipping over two cards.
- The player will identify both numbers.
- If the number matches they may keep the cards. If they do not match they must turn it back over and try again the next turn.
- The winner is the person with the most cards when all the cards are gone.

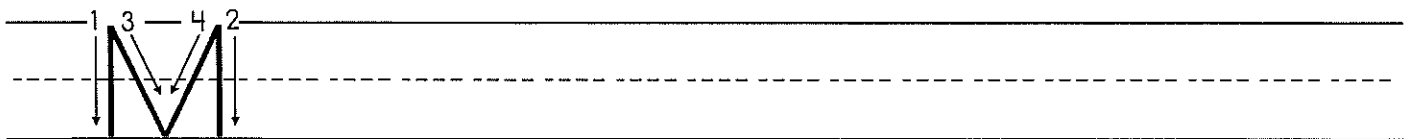
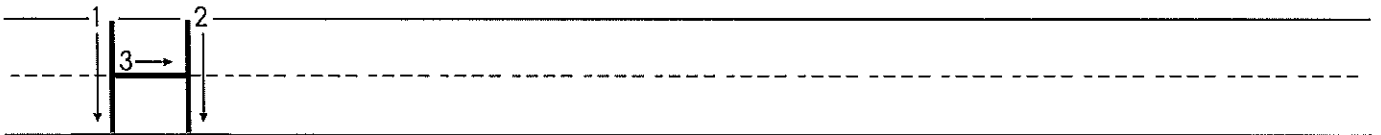
**** Keep these cards for future use!!**

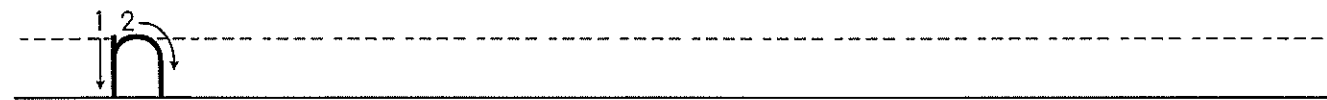
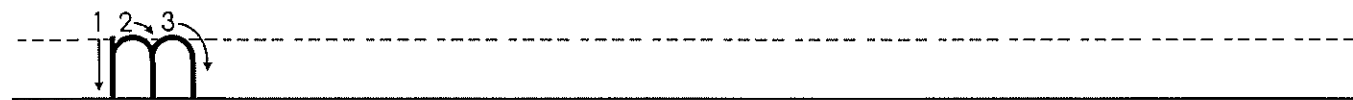
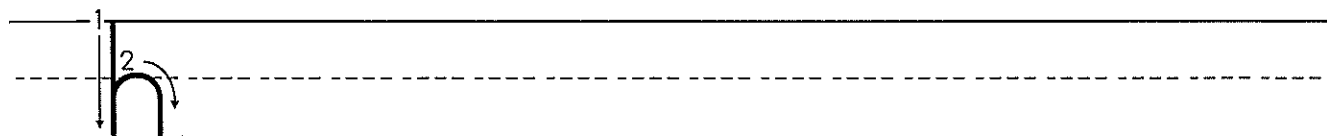
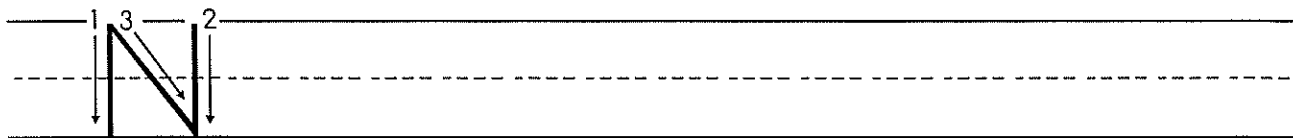
The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.

Friday:

Practice writing the capital and lowercase letters Hh, Mm and Nn five times each.





Sound out the words. Draw a picture of the word in the box.

<p>hat</p>	<p>kid</p>	<p>hen</p>

dig	jet	mad

Monday:

Count the snowflakes and write the number below.

_____ snowflakes.	_____ snowflakes.	_____ snowflakes.	_____ snowflakes.
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_____ snowflakes.	_____ snowflakes.	_____ snowflakes.	_____ snowflakes.
-------------------	-------------------	-------------------	-------------------

Write a number sentence for each picture set.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Read the sight words.

I	a	am	I'm
see	me	we	he
in	the	be	Sam
cat	red	is	run
to	boy	had	my
dad	said	was	no
orange	on		

Read the story two times to a parent. Have a parent help you sound out a word if you do not know it. Draw a picture of you in the mitten.

I see the fox in the mitten.

• • • • • • •

I see the cat in the mitten.

• • • • • • •

I see the dog in the mitten.

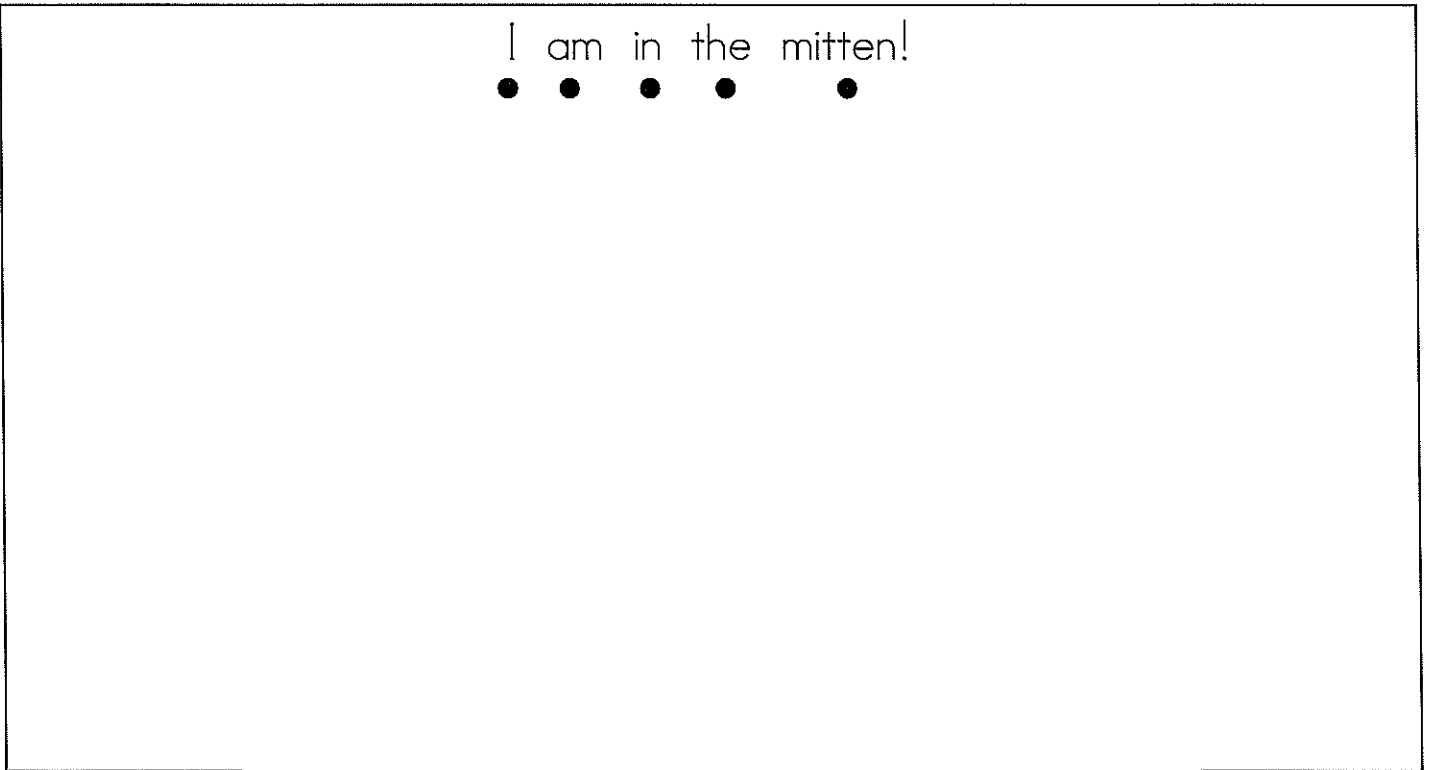
• • • • • • •

I see me in the mitten!

• • • • • • •

I am in the mitten!

• • • • • • •



20

20

19

13

13

19

11

12

12

6	6	11

15	17	17
----	----	----

15	8	8
----	---	---

3	10	10
---	----	----

3	18	18
---	----	----

Kindergarten Homework Week 15

Date: _____

Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Find three objects around the house that begin with the /p/ sound. Draw a picture of the objects. Label your picture on your own! Stretch the word and write the sounds you hear. 3. Read each number to a parent. Circle the number that is bigger. 4. Practice the Zoo Phonics chants for each letter. Do the motions. 5. Practice counting to 80 for a parent. 6. Count backwards from 15-0.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Write the ending sound for each picture. 3. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N and P. 4. Practice counting to 80 for a parent. 5. Count backwards from 15-0. 6. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture and write about your favorite part of the story.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Practice writing the letter Pp, Kk and Rr five times on each line. 3. Create your own AAB patterns. 4. Play Snowman Memory (from previous week). 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 80 for a parent. 7. Count backwards from 15-0.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Fill in the missing number. 3. Write a number sentence for each picture set. 4. Read the sight words. Circle the words you know. Practice the words you do not know. 5. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N and P. 6. Practice counting to 80 for a parent. 7. Count backwards from 15-0.
Alphabet Cheers: D says /Dd/, dog on the doghouse, /Dd/ /Dd/ /Dd/ I says /Ii/, insect in the ink, /Ii/ /Ii/ /Ii/ J says /Jj/, jellybean in the jar, /Jj/ /Jj/ /Jj/ N says /Nn/, nurse in the night, /Nn/ /Nn/ /Nn/ P says /Pp/, policeman in the park, /Pp/ /Pp/ /Pp/	
Parent Comments: 	



Return homework folder on Tuesday!

Wednesday:

Find three objects around the house that begin with the /p/ sound. Draw a picture of the objects. Label your picture on your own! Stretch the word and write the sounds you hear.

Read each number to a parent. Circle the number in each box that is bigger.

3	5	7	2	3	0	8	6
---	---	---	---	---	---	---	---

1	10	5	4	10	7	9	2
---	----	---	---	----	---	---	---

13	15	12	11	13	10	19	20
----	----	----	----	----	----	----	----

16	9	7	20	14	17	18	16
----	---	---	----	----	----	----	----

Thursday:

Say the picture out loud. Stretch the word. Write the **ending** sound for each picture. This is the last sound you hear in the word.

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The name of the book my parent read to me was:

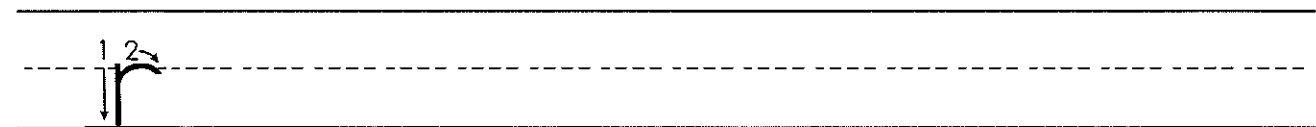
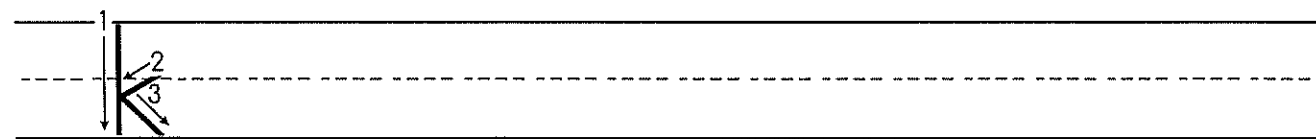
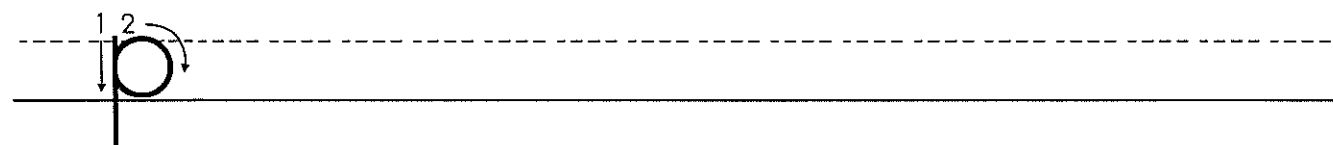
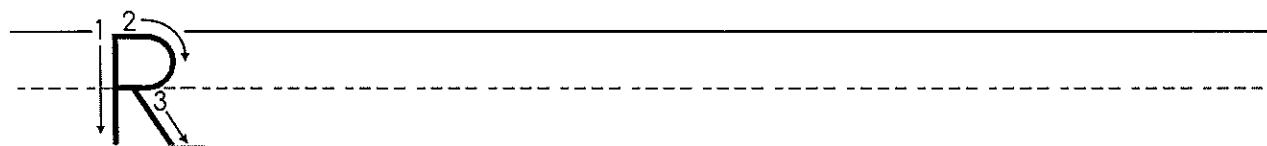
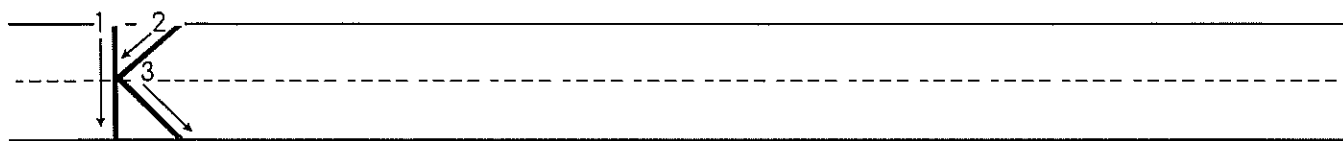
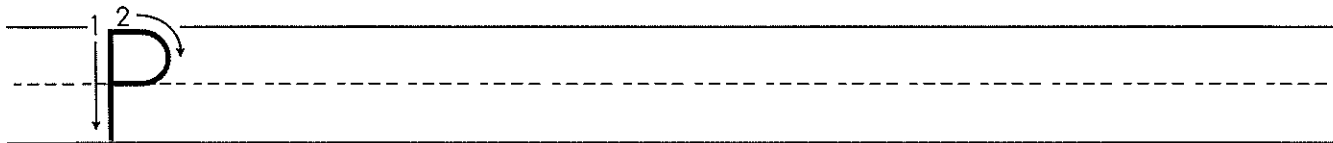
Draw a picture of your favorite part of the story.

Write a sentence about your favorite part of the story.

Handwriting practice lines consisting of three sets of solid top and bottom lines with a dashed middle line.

Friday:

Practice writing the capital and lowercase letters Pp, Kk and Rr five times each.



Create two of your own AAB patterns.

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

Monday:

Fill in the missing numbers.

0, _____, 2, _____, 4, 5, _____, _____, 8,

_____, 10, _____, _____, 13, _____, _____,

16, _____, _____, 19, _____.

Write a number sentence for each picture set.

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

C

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

C

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

C

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

Read the sight words. Circle the words you know. Practice the words you do not know.

I	a	am	I'm
see	me	we	he
in	the	be	Sam
cat	red	is	run
to	boy	had	my
dad	said	was	no
orange	on	purple	can
like	good		

Kindergarten Homework Week 16

Date: _____

Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Find three objects around the house that begin with the /t/ sound. Draw a picture of the objects. Label your picture on your own! Stretch the word and write the sounds you hear. 3. Color the shapes the correct color. 4. Practice the Zoo Phonics chants for each letter. Do the motions. 5. Practice counting to 100 for a parent. 6. Count by 10's to 100. 7. Count backwards from 15-0.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Write the ending sound for each picture. 3. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T. 4. Practice counting to 100 for a parent. 5. Count by 10's to 100. 6. Count backwards from 15-0. 7. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture and write about your favorite part of the story.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Practice writing the letter Tt, Ss and Ww five times on each line. 3. Write the sound you hear in the middle of the word. 4. Bumpy blend each word, say the word fast, draw a line from the word to match each picture. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 100 for a parent. 7. Count by 10's to 100. 8. Count backwards from 15-0.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Write the numbers from 1-50. 3. Write the number that comes before and after. 4. Write a sentence about the picture. 5. Read the sight words. 6. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T. 7. Practice counting to 100 for a parent. 8. Count by 10's to 100. 9. Count backwards from 15-0.
New Alphabet Cheers: T says /Tt/, turtle on the tightrope, /Tt/ /Tt/ /Tt/ I says /Ii/, insect in the ink, /Ii/ /Ii/ /Ii/ J says /Jj/, jellybean in the jar, /Jj/ /Jj/ /Jj/ N says /Nn/, nurse in the night, /Nn/ /Nn/ /Nn/ P says /Pp/, policeman in the park, /Pp/ /Pp/ /Pp/	
Parent Comments: _____ _____	



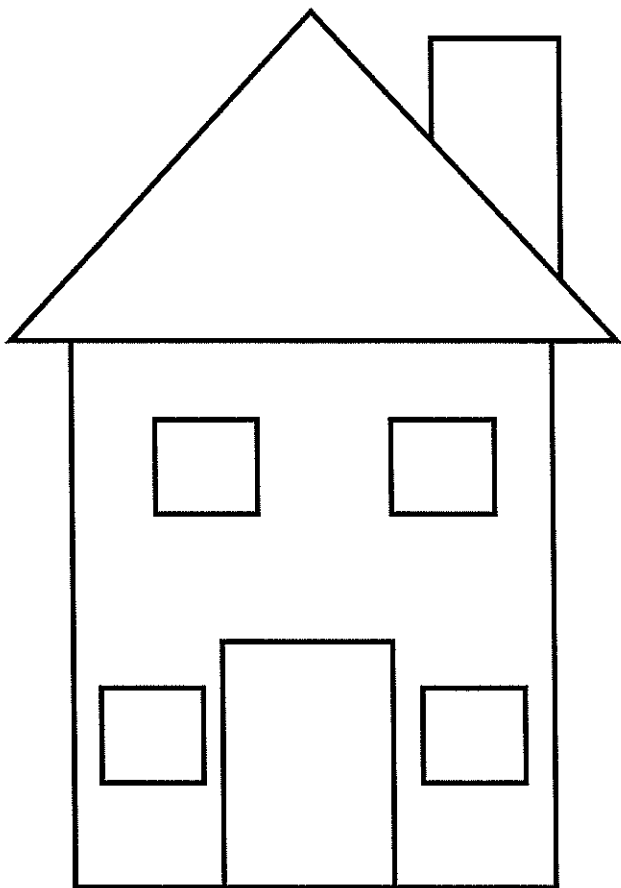
Return homework folder on Tuesday!


Wednesday:


Find three objects around the house that begin with the /t/ sound. Draw a picture of the objects. Label your picture on your own! Stretch the word and write the sounds you hear.

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Color the shapes the correct color.



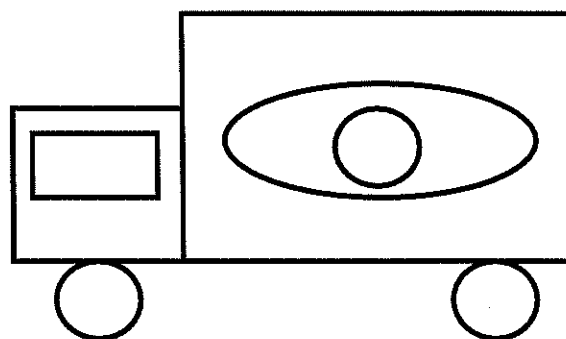
Color the  brown.

Color the  yellow.

Color the  red.

Color the  black.

Color the  green.

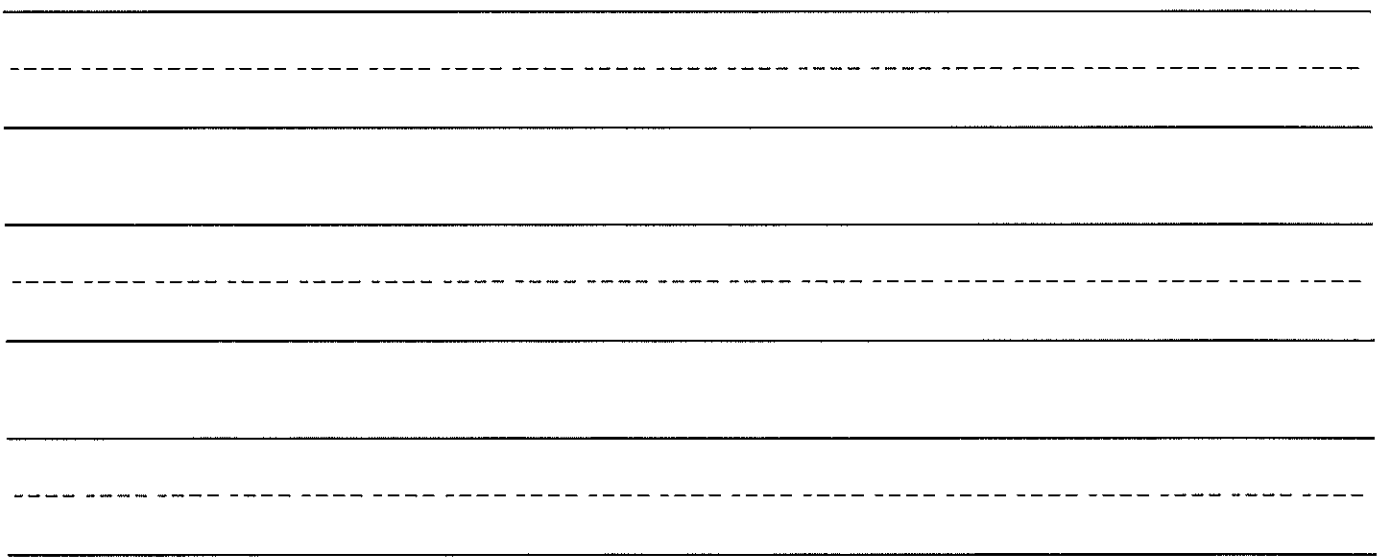
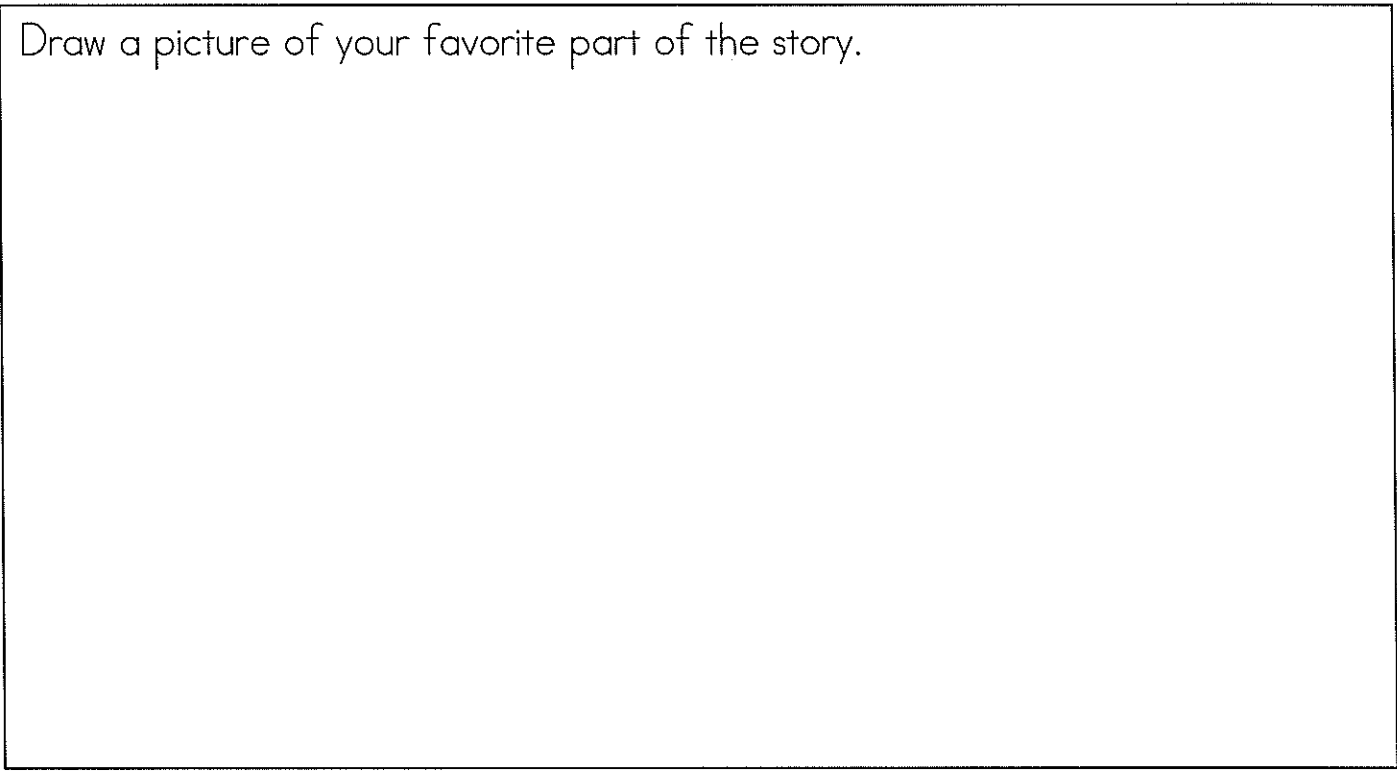


Thursday:

The name of the book my parent read to me was:



Draw a picture of your favorite part of the story.



Say the picture out loud. Stretch the word. Write the **ending** sound for each picture. This is the last sound you hear in the word.

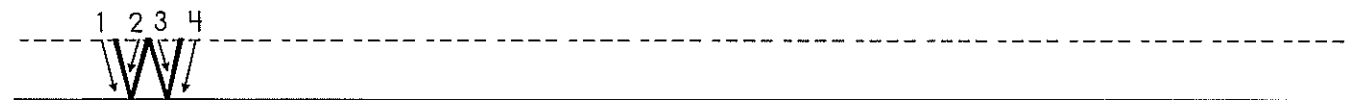
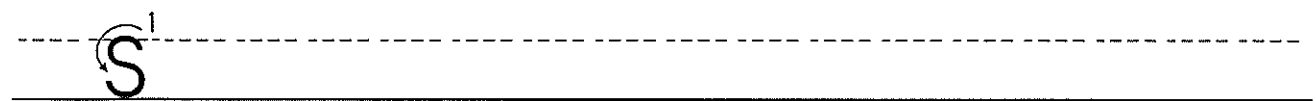
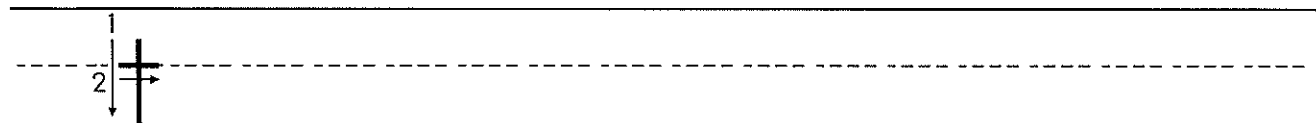
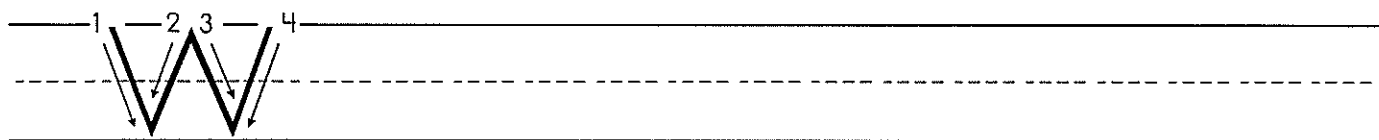
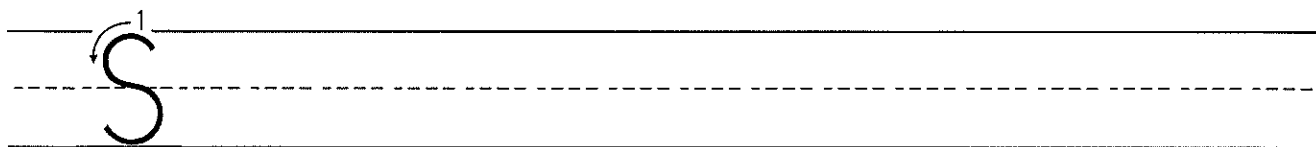
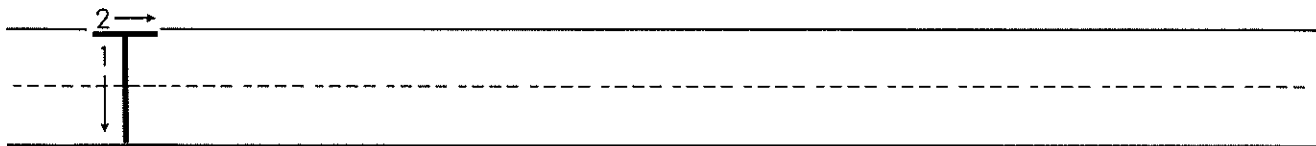
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Friday:

Practice writing the capital and lowercase letters Tt, Ss and Ww five times each.



Write a sentence about the picture.

Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Read the sight words.

I	a	am	I'm
see	me	we	he
in	the	be	Sam
cat	red	is	run
to	boy	had	my
dad	said	was	no
orange	on	purple	can
like	good	sit	black
go	jump		

Kindergarten Homework Week 17

Date: _____

<p>Wednesday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Find three objects around the house that begin with the /v/ sound. Draw a picture of the objects. Label your picture. Stretch the word and write the sounds you hear. 3. Count the pictures and circle the correct number. 4. Draw a line from the capital letter to each lowercase letter. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 100 for a parent. 7. Count by 10's to 100. 8. Count backwards from 15-0.
<p>Thursday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Write the middle sound for each picture. 3. Fill in the missing number. 4. Circle the cubes and spheres. 5. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V. 6. Practice counting to 100 for a parent. 7. Count by 10's to 100. 8. Count backwards from 15-0. 9. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture and write about your favorite part of the story.
<p>Friday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Practice writing the letter Vv, Zz and Dd five times on each line. 3. Find three objects around the house that are cube shaped. Draw a picture of the objects and label your picture. 4. Sound out the words. Draw a picture of the word in the box. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 100 for a parent. 7. Count by 10's to 100. 8. Count backwards from 15-0.
<p>Monday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Cross out the pictures that do not start with the same beginning sound. 3. Find three objects around the house that are sphere shaped. Draw a picture of the objects and label your picture. 4. Read the story. Draw a picture to match the story. 5. Read the sight words. 6. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V. 7. Practice counting to 100 for a parent. 8. Count by 10's to 100. 9. Count backwards from 15-0.
<p>New Alphabet Cheers: V says /Vv/, violin in the van, /Vv/ /Vv/ /Vv/ J says /Jj/, jellybean in the jar, /Jj/ /Jj/ /Jj/ N says /Nn/, nurse in the night, /Nn/ /Nn/ /Nn/ P says /Pp/, policeman in the park, /Pp/ /Pp/ /Pp/ T says /Tt/, turtle on the tightrope, /Tt/ /Tt/ /Tt/</p>	
<p>Parent Comments:</p> 	



Return homework folder on Tuesday!

Wednesday:

Find three objects around the house that begin with the /v/ sound. Draw a picture of the objects. Label your pictures. Stretch the word and write the sounds you hear.

Count the balloons and circle the correct amount.

| 10 11 12 | 17 15 18 | 12 21 20 | 12 11 10 |

| 15 13 17 | 21 20 22 | 11 13 12 | 16 19 13 |

Draw a line from the capital letter to each lowercase letter.

A	b
B	c
C	d
D	a

N	o
O	p
P	q
Q	n

E	h
F	e
G	g
H	f

R	t
S	r
T	u
U	s

I	j
J	i
K	m
L	k
M	l

V	x
W	z
X	y
Y	v
Z	w

Thursday:

Say the picture out loud. Stretch the word. Write the **middle** sound for each picture.

_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____

Fill in the missing number.

1, _____, 3

7, 8, _____

0, _____, 2

4, 5, _____

9, _____, 11

6, _____, 8

11, 12, _____

8, 9, _____

Circle the objects that are the shape of the cube or sphere. Cross out the pictures that are not.

sphere

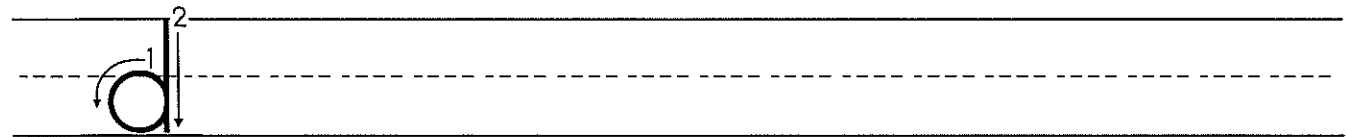
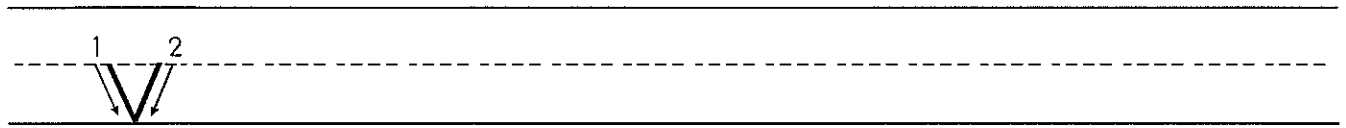
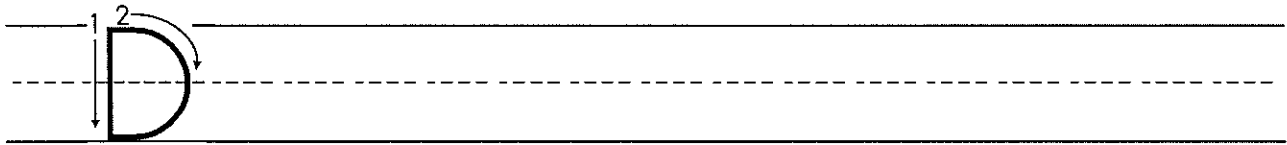
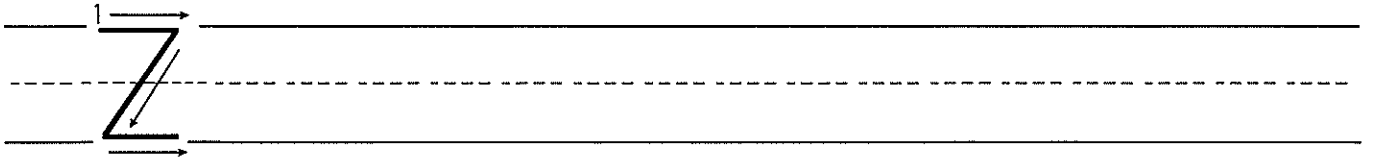
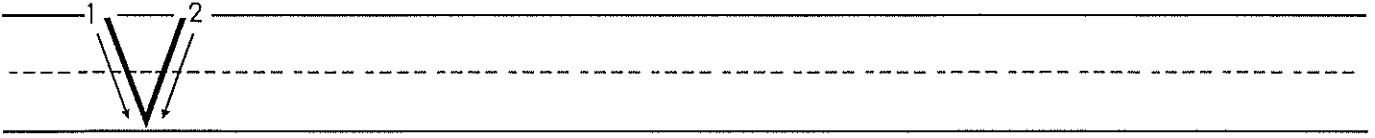
cube

The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.

Friday:

Practice writing the capital and lowercase letters Vv, Zz and Dd five times each on your own.



Find three objects around the house that are cube shaped. Draw a picture of the objects and label your picture.

Sound out the words. Draw a picture of the word in the box.

mat	lid	pen
lip	wet	dad

Monday:

Cross out the pictures that do not start with the same beginning sound.

Find three objects around the house that are sphere shaped. Draw a picture of the objects and label your picture.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Read the story. Draw a picture to match the story. Remember to use lots of color and detail!

I see Sam the purple cat. He likes to sit on the bed.

Read the sight words.

I	a	am	I'm
see	me	we	he
in	the	be	Sam
cat	red	is	run
to	boy	had	my
dad	said	was	no
orange	on	purple	can
like	good	sit	black
go	jump	play	will
hat	blue	up	

Kindergarten Homework Week 18

Date: _____

Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Draw a picture that rhymes with each. 3. Sound out each word. Draw a picture to match the word. 4. Read each number to a parent. Circle the number in each box that is bigger. 5. Write a subtraction number sentence for each picture set. 6. Practice the Zoo Phonics chants for each letter. Do the motions. 7. Practice counting to 100 for a parent. 8. Count by 10's to 100. 9. Count backwards from 20-0.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Write the ending sound for each picture. 3. Write three ways to show each number. 4. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y. 5. Practice counting to 100 for a parent. 6. Count by 10's to 100. 7. Count backwards from 20-0. 8. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture and write about your favorite part of the story.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Practice writing the letter Yy, li and Jj five times on each line. 3. Write the number that comes before and after. 4. Finish each pattern. 5. Say the name of each picture, stretch the word, then write the sounds you hear 6. Practice the Zoo Phonics chants for each letter. Do the motions. 7. Practice counting to 100 for a parent. 8. Count by 10's to 100. 9. Count backwards from 20-0.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Write a number sentence for each picture set. 3. Read the story. Draw a picture to match the story. 4. Read the sight words. Circle the words you know. Practice the words you do not know. 5. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y. 6. Practice counting to 100 for a parent. 7. Count by 10's to 100. 8. Count backwards from 20-0.
New Alphabet Cheers: Y says /Yy/, yak in the yard, /Yy/ /Yy/ /Yy/ V says /Vv/, violin in the van, /Vv/ /Vv/ /Vv/ J says /Jj/, jellybean in the jar, /Jj/ /Jj/ /Jj/ N says /Nn/, nurse in the night, /Nn/ /Nn/ /Nn/ P says /Pp/, policeman in the park, /Pp/ /Pp/ /Pp/	
Parent Comments: 	



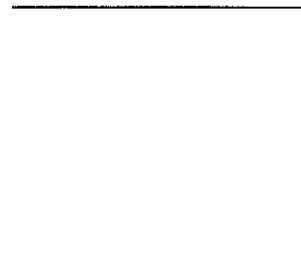
Return homework folder on Tuesday!

Wednesday:

Draw a picture that rhymes with each.

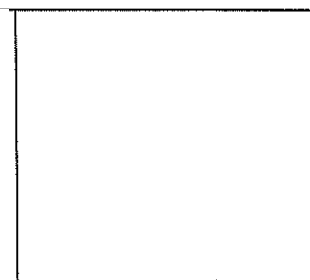
train

toast



can

rat



Sound out the words. Draw a picture of the word in the box.

fan	pig	pet

box	hen	bug

Read each number to a parent. Circle the number in each box that is bigger.

14	17	7	2	3	0	18	16
----	----	---	---	---	---	----	----

1	10	5	4	10	20	9	2
---	----	---	---	----	----	---	---

13	15	12	11	13	10	19	20
----	----	----	----	----	----	----	----

16	9	21	12	24	27	18	16
----	---	----	----	----	----	----	----

Write a subtraction number sentence for each picture set.

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Thursday:

Say the picture out loud. Stretch the word. Write the **ending** sound for each picture. This is the last sound you hear in the word.

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

Write three ways to show each number.

7

Picture	Tally	Number Sentence

9

Picture	Tally	Number Sentence

The name of the book my parent read to me was:

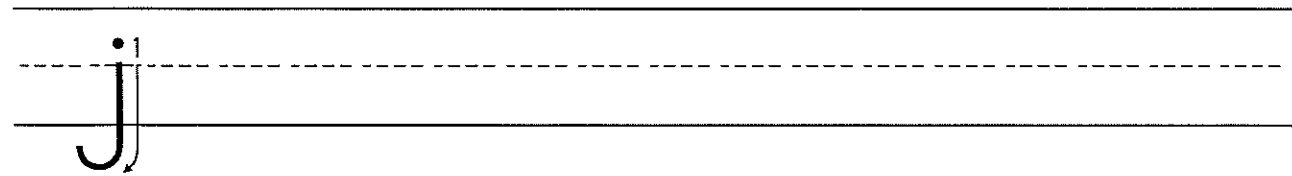
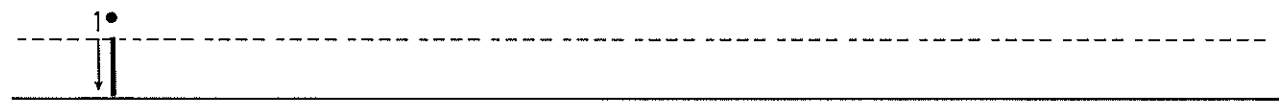
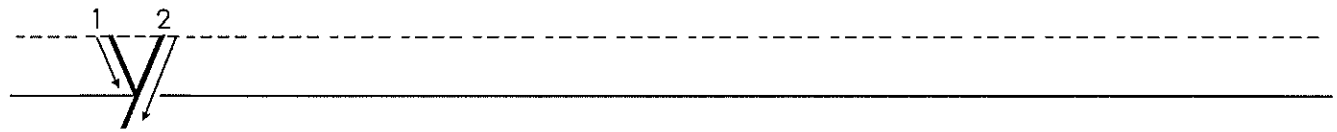
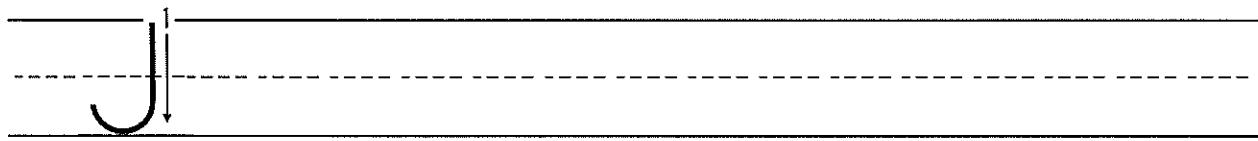
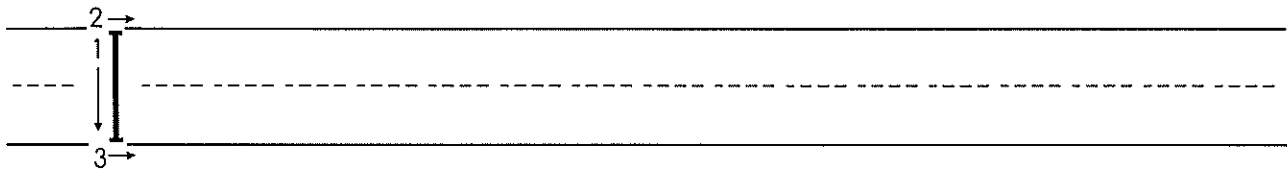
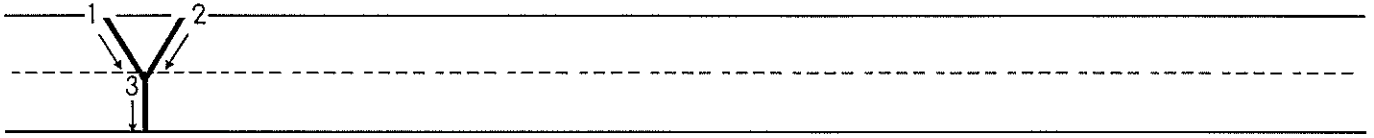
Draw a picture of your favorite part of the story.



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Friday:

Practice writing the capital and lowercase letters Yy, li and Jj five times each.



Write the number that comes BEFORE:

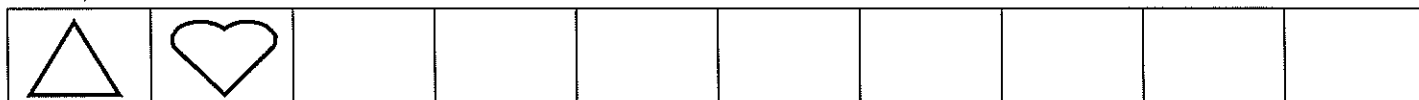
____, 4 ____ , 9 ____ , 11 ____ , 14 ____ , 2 ____ , 19

Write the number that comes AFTER:

5 , ____ 11 , ____ 3 , ____ 14 , ____ 2 , ____ 19 , ____

Finish each pattern.

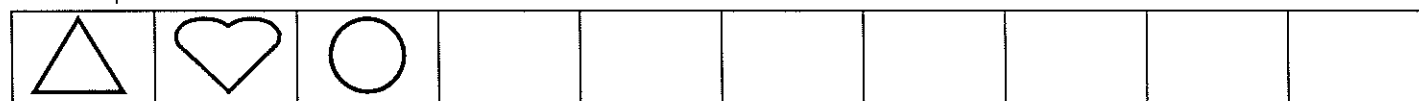
AB pattern



AAB pattern



ABC pattern



Say the name of each picture, stretch the word, then write the sounds you hear

--	--	--

--	--	--

--	--	--

--	--	--

Monday:

Write a number sentence for each picture set.

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

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

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

_____ + _____ = _____

See Sam? Sam is a red dog. See
Tam? Tam is a blue cat. Sam
and Tam nap on the purple mat.

Read the story above. Draw a picture to match the story. Remember to use lots of color and detail!

Read the sight words. Circle the words you know. Practice the words you do not know.

I	a	am	I'm	you
see	me	we	he	dog
in	the	be	Sam	love
cat	red	is	run	with
to	boy	had	my	when
dad	said	was	no	up
orange	on	purple	can	hat
like	good	sit	black	play
go	jump	an	will	blue

Kindergarten Homework Week 19

Date: _____

<p>Wednesday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Find three objects around the house that begin with the /b/ sound. Draw a picture of the objects. Label your picture. Stretch the word and write the sounds you hear. 3. Write a subtraction number sentence for each picture set. 4. Cut out the space ship word cards. Play Space Ship Memory. (Keep cards for later use.) 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 100 for a parent. 7. Count by 10's to 100. 8. Count backwards from 20-0.
<p>Thursday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Write the ending sound for each picture. 3. Write three ways to show each number. 4. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B. 5. Practice counting to 100 for a parent. 6. Count by 10's to 100. 7. Count backwards from 20-0. 8. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture and write about your favorite part of the story.
<p>Friday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Practice writing the letter Bb, Nn and Pp five times on each line. 3. Put the numbers in order from smallest to largest. 4. Play Space Ship Go Fish. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 100 for a parent. 7. Count by 10's to 100. 8. Count backwards from 20-0.
<p>Monday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Write numbers 1-50. 3. Write a number sentence for each picture set. 4. Read the story. Draw a picture to match the story. 5. Read the sight words. 6. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B. 7. Practice counting to 100 for a parent. 8. Count by 10's to 100. 9. Count backwards from 20-0.
<p>New Alphabet Cheers: B says /Bb/, bee on the beach, /Bb/ /Bb/ /Bb/ Y says /Yy/, yak in the yard, /Yy/ /Yy/ /Yy/ V says /Vv/, violin in the van, /Vv/ /Vv/ /Vv/ J says /Jj/, jellybean in the jar, /Jj/ /Jj/ /Jj/ N says /Nn/, nurse in the night, /Nn/ /Nn/ /Nn/</p>	
<p>Parent Comments:</p> 	



Return homework folder on Tuesday!

Wednesday:

Find three objects around the house that begin with the /b/ sound. Draw a picture of the objects. Label your pictures. Stretch the word and write the sounds you hear.

Write a subtraction number sentence for each picture set.

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

_____ - _____ = _____

Space Ship Memory

- Cut out the Space Ship cards on pages 202–204
- Mix the cards up and lay them face down.
- Each person takes a turn flipping over two cards.
- The player will sound out the words on both cards.
- If the words match they may keep the cards. If they do not match the player must turn both cards back over and try again the next turn.
- The winner is the person with the most cards when all the cards are gone.

**** Keep these cards for future use!!**

Thursday:

Say the picture out loud. Stretch the word. Write the **ending** sound for each picture. This is the last sound you hear in the word.

<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> <p>_____</p> <p>_____</p> <p>_____</p> <p>-----</p> <p>_____</p>	<p>_____</p> <p>-----</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>-----</p> <p>_____</p>
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Write three ways to show each number.

8

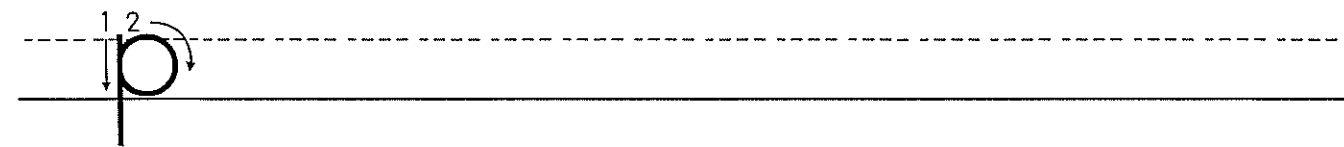
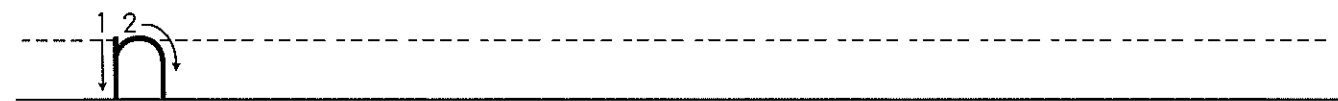
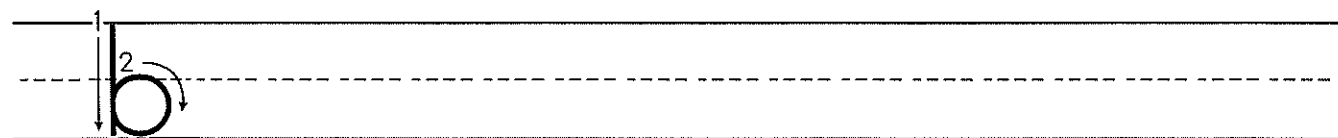
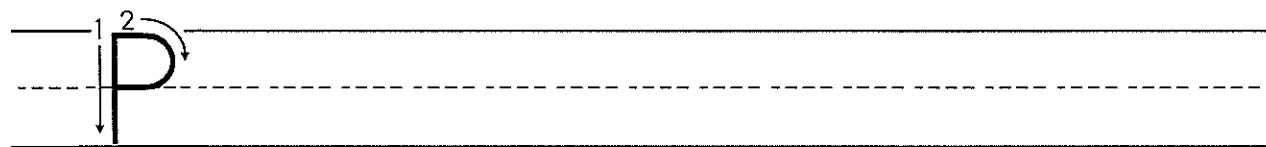
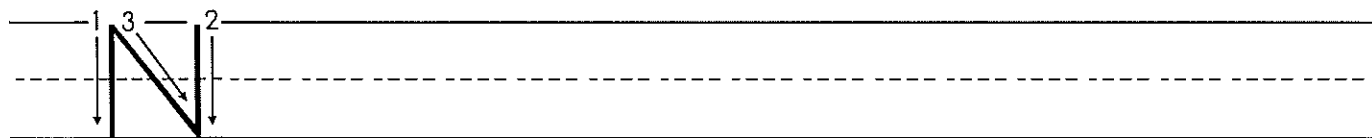
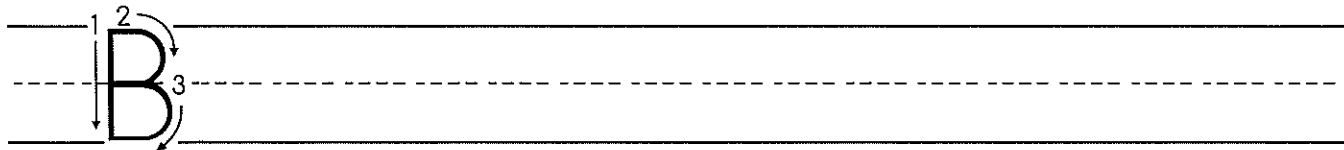
Picture	Tally	Number Sentence

12

Picture	Tally	Number Sentence

Friday:

Practice writing the capital and lowercase letters Bb, Nn and Pp five times each on your own.



Put the numbers in order from smallest to largest.

8 10 4 ____	2 9 5 ____	18 10 15 ____
4 1 12 ____	7 9 3 ____	8 2 6 ____
11 10 14 ____	14 10 11 ____	12 10 13 ____

Space Ship Go Fish (This game is played just like regular Go Fish but with word cards)

- Deal three cards to each player. Then place the rest of the cards in a draw pile.
- Each player takes a turn asking one person in the group for a card they are holding by sounding out the words.
- If the other player does not have the card then they pick up one card from the draw pile.
- Once you have a match place them together on the table.
- The winner is the person with the most cards when all the cards are matched up.

**** Keep these cards for future use!!**

Monday:

Write your numbers from 1-50.

Write a number sentence for each picture set.

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

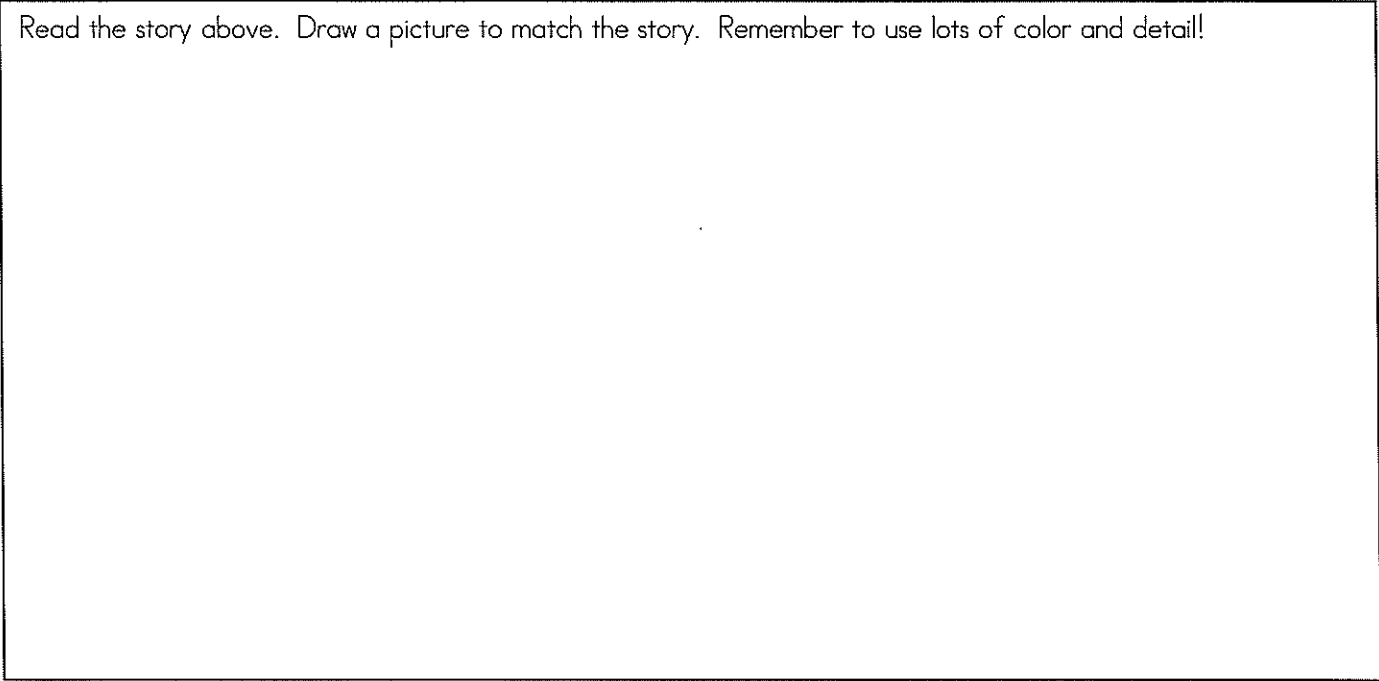
_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

Sam is a tan dog. Pam is an orange cat. Sam likes to play with Pam on the red hat. "Look at Sam and Pam," said the boy.

Read the story above. Draw a picture to match the story. Remember to use lots of color and detail!



Read the sight words.

I	a	am	I'm	you
see	me	we	he	dog
in	the	be	Sam	love
cat	red	is	run	with
to	boy	had	my	when
dad	said	was	no	up
orange	on	purple	can	hat
like	good	sit	black	play
go	jump	an	will	blue
from	white	has	look	

bag

bat

bed

big

box

bug

bus

cap

cub

bag

bat

bed

big

box

bug

bus

cap

cub

cup

cup

cut

cut

did

did

fan

fan

Kindergarten Homework Week 20

Date: _____

Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Make a list of your favorite places to go. 3. Write the correct word that rhymes from the box. 4. Write a subtraction number sentence for each picture set. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 115 for a parent. 7. Count by 5's to 100. 8. Count backwards from 20-0.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Building words. 3. Write three ways to show the number. 4. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B, F. 5. Practice counting to 115 for a parent. 6. Count by 5's to 100. 7. Count backwards from 20-0. 8. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture and write about your favorite part of the story.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Practice writing the letter Ff, Tt and Vv five times on each line. 3. Write the number that comes before and after. 4. Play Space Ship Go Fish. (From previous week.) 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 115 for a parent. 7. Count by 5's to 100. 8. Count backwards from 20-0.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Write numbers 1-50. 3. Draw your own picture set for each problem. Complete the number sentence. 4. Read the story. Draw a picture to match the story. 5. Read the sight words. 6. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B, F. 7. Practice counting to 115 for a parent. 8. Count by 5's to 100. 9. Count backwards from 20-0.
New Alphabet Cheers: F says /Ff/, flower in the field, /Ff/ /Ff/ /Ff/ B says /Bb/, bee on the beach, /Bb/ /Bb/ /Bb/ Y says /Yy/, yak in the yard, /Yy/ /Yy/ /Yy/ V says /Vv/, violin in the van, /Vv/ /Vv/ /Vv/ J says /Jj/, jellybean in the jar, /Jj/ /Jj/ /Jj/	
Parent Comments: 	



Return homework folder on Tuesday!

Wednesday:

Make a list of your favorite places to go.

1. _____

2. _____

3. _____

4. _____

Write the correct word that rhymes from the box.

log

fat

fan

fun

Sam

cat _____

man _____

dog _____

run _____

ham _____

Write a subtraction number sentence for each picture set.

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Thursday:

Building words—take one letter from box 1 and add the ending letters from box 2 to build words.

1. _____

2. _____

3. _____

4. _____

Box 1

c	h	c	r
---	---	---	---

Box 2

an	at	at	un
----	----	----	----

Write three ways to show each number.

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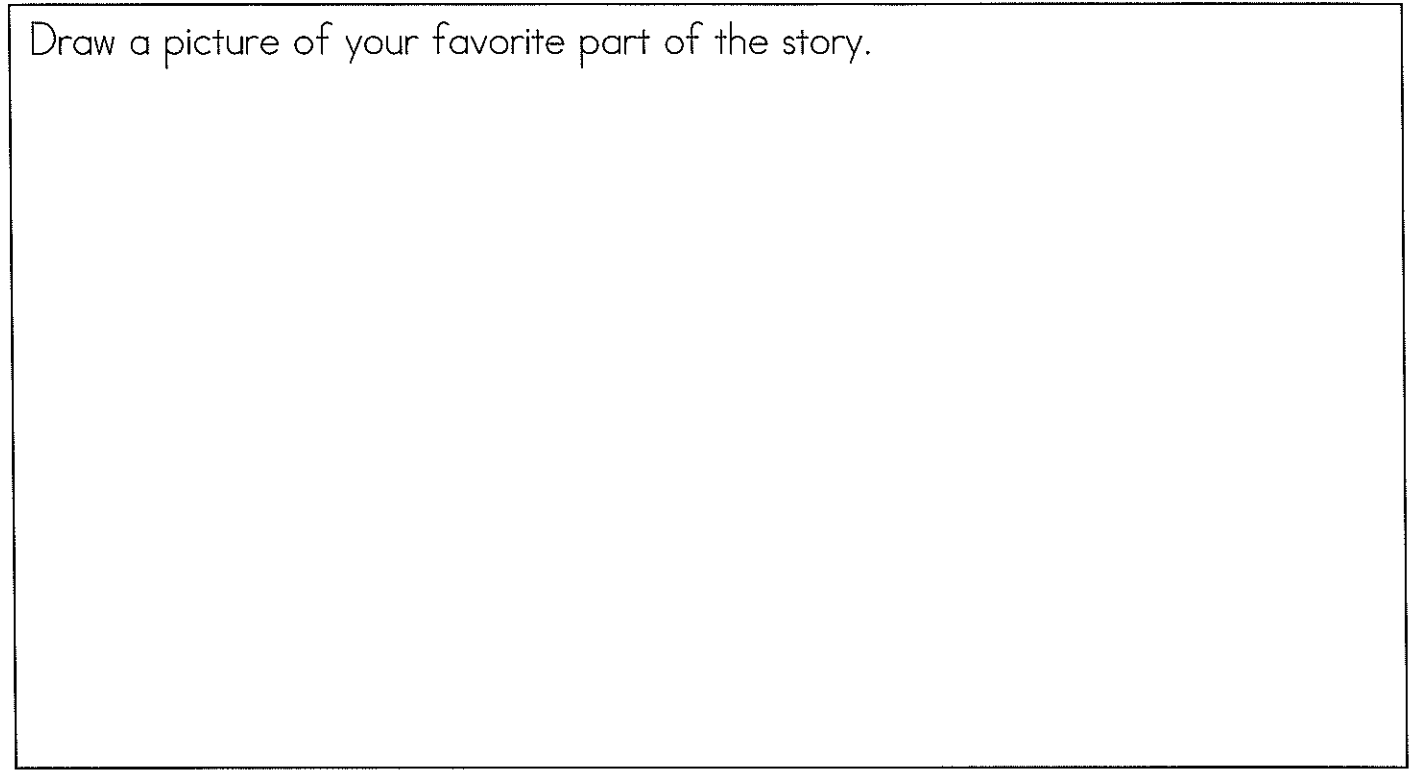
Picture	Tally	Number Sentence

9

Picture	Tally	Number Sentence

The name of the book my parent read to me was:

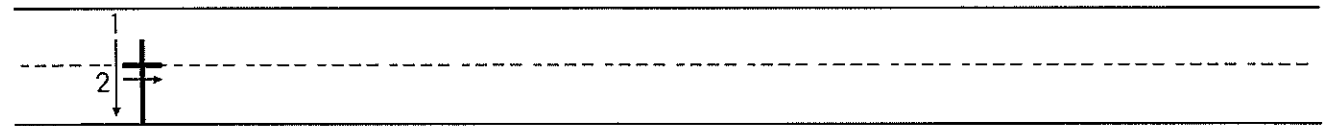
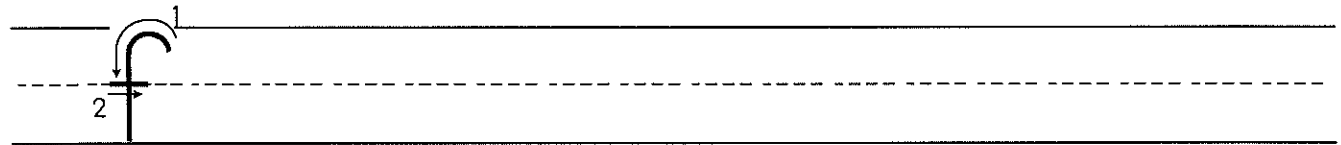
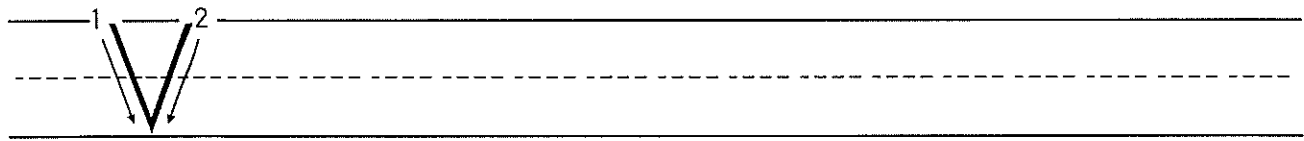
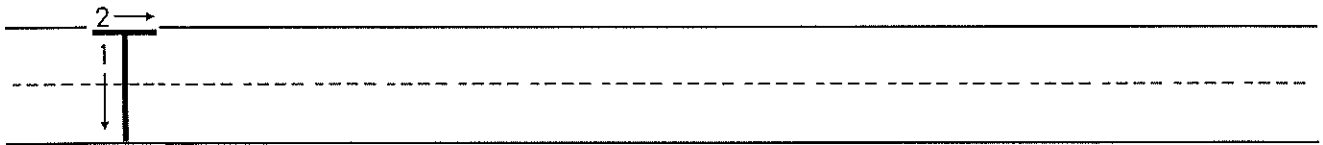
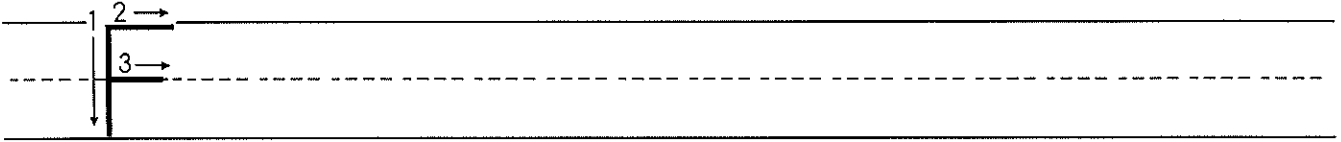
Draw a picture of your favorite part of the story.



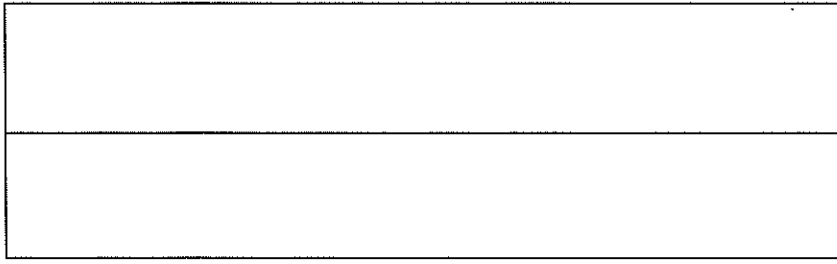
Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Friday:

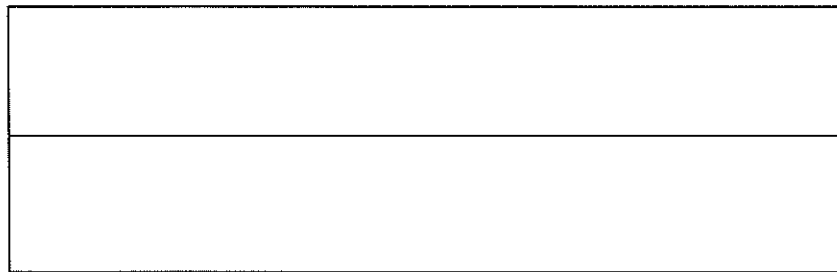
Practice writing the capital and lowercase letters Ff, Tt and Vv five times each.



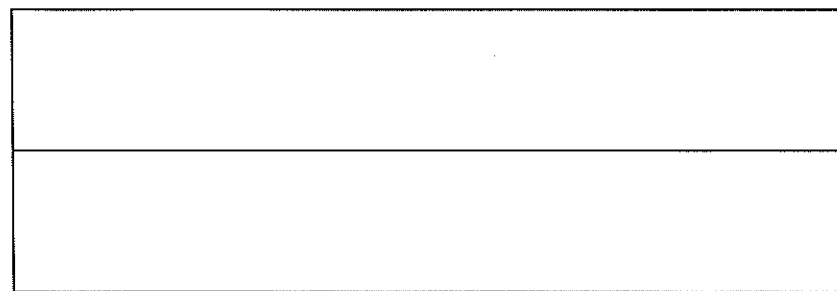
Draw your own picture set for each problem. Complete the number sentence.



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



$$\underline{4} + \underline{2} = \underline{\quad}$$



$$\underline{2} + \underline{3} = \underline{\quad}$$

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

I like to play with my cat. My cat is big and fat. He likes to sit on my lap.

Read the story above. Draw a picture to match the story. Remember to use lots of color and detail!

Read the sight words.

I	a	am	I'm	you
see	me	we	he	dog
in	the	be	Sam	love
cat	red	is	run	with
to	boy	had	my	when
dad	said	was	no	up
orange	on	purple	can	hat
like	good	sit	black	play
go	jump	an	will	blue
from	white	has	look	little
brown	want	him	her	

Kindergarten Homework Week 21

Date: _____

<p>Wednesday:</p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Write a story to tell about the picture. 3. Read the words. Circle the word that rhymes with each picture. 4. Write a subtraction number sentence for each picture set. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 115 for a parent. 7. Count by 5's to 100. 8. Count backwards from 20-0.
<p>Thursday:</p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Read the words. Color the rainbow correctly. 3. Write three ways to show the number. 4. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B, F, G. 5. Practice counting to 115 for a parent. 6. Count by 5's to 100. 7. Count backwards from 20-0. 8. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture and write about your favorite part of the story.
<p>Friday:</p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Tell a parent the name and sound of each letter. Trace each letter then write once on your own. 3. Sound out the words. Draw a picture of the word in the box. 4. Put the numbers in order from smallest to largest. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 115 for a parent. 7. Count by 5's to 100. 8. Count backwards from 20-0.
<p>Monday:</p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Write numbers 1-100. 3. Draw your own picture set for each problem. Complete the number sentence. 4. Read the story. Draw a picture to match the story. 5. Read the sight words. 6. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B, F, G 7. Practice counting to 115 for a parent. 8. Count by 5's to 100. 9. Count backwards from 20-0.
<p>New Alphabet Cheers: G says /Gg/, goose in the grass, /Gg/ /Gg/ /Gg/ F says /Ff/, flower in the field, /Ff/ /Ff/ /Ff/ B says /Bb/, bee on the beach, /Bb/ /Bb/ /Bb/ Y says /Yy/, yak in the yard, /Yy/ /Yy/ /Yy/ V says /Vv/, violin in the van, /Vv/ /Vv/ /Vv/</p>	
<p>Parent Comments:</p>	



Return homework folder on Tuesday!

Wednesday:

Write a story to tell about the picture.

Read the words. Circle the word that rhymes with each picture.

cat	dog	man
rug	jet	mop
feet	keep	seed
tap	box	dad
bed	bug	pen

Write a subtraction number sentence for each picture set.

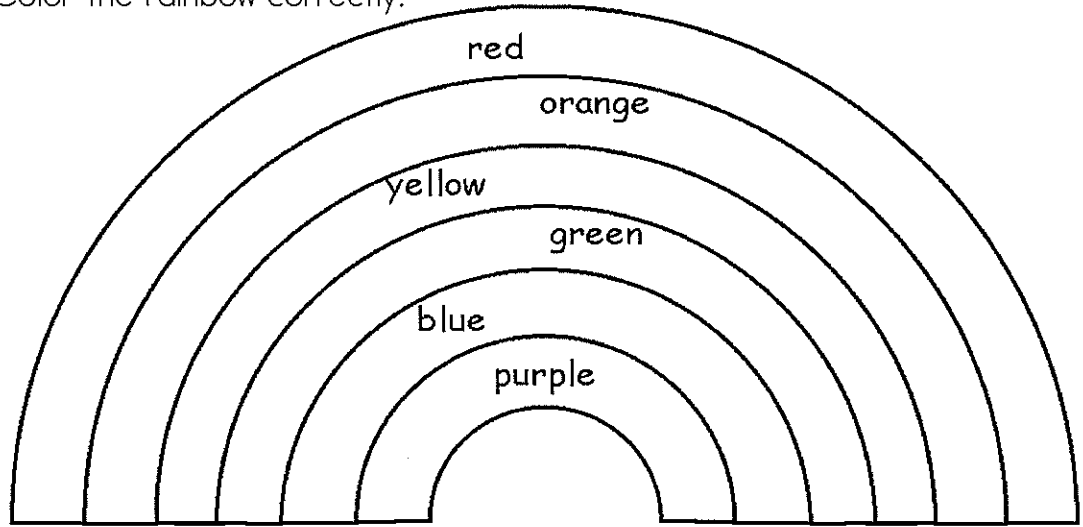
$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

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

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

Thursday:

Read the words. Color the rainbow correctly.



Write three ways to show each number.

16

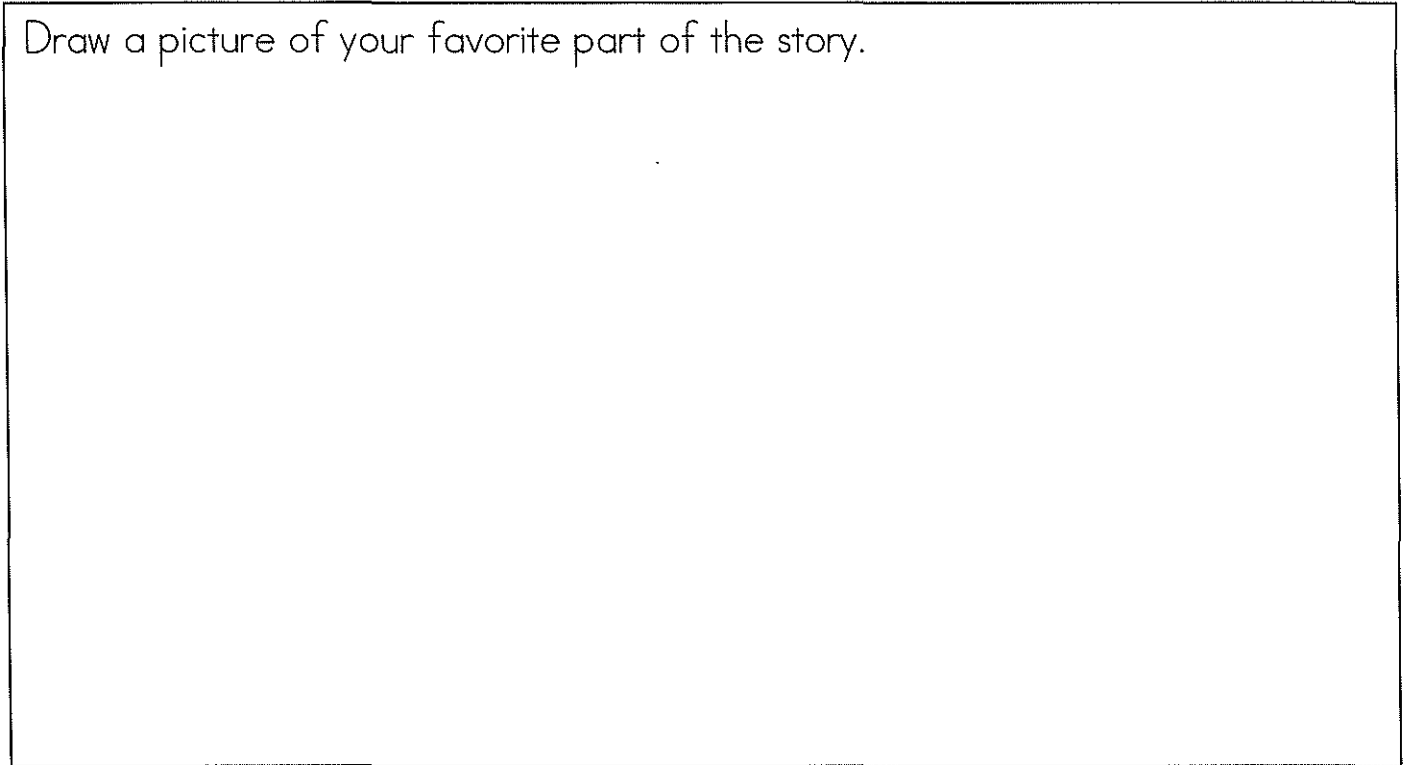
Picture	Tally	Number Sentence

13

Picture	Tally	Number Sentence

The name of the book my parent read to me was:

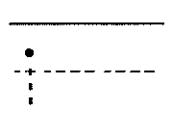
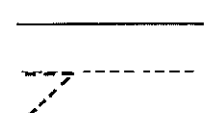
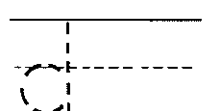
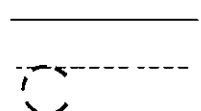
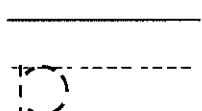
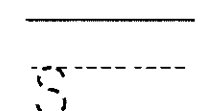
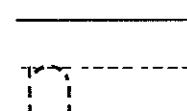
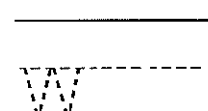
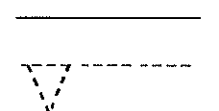
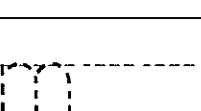
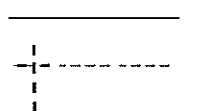
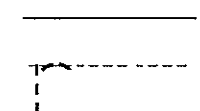
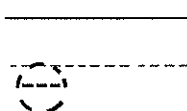
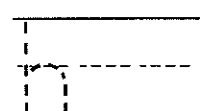
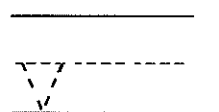
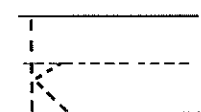
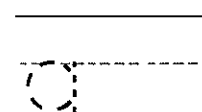
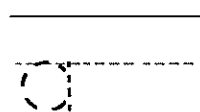
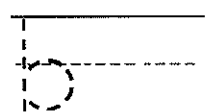
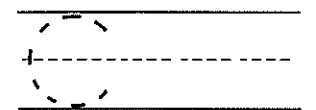
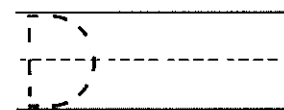
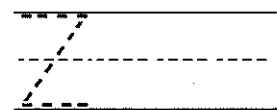
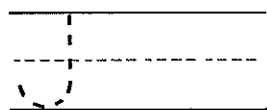
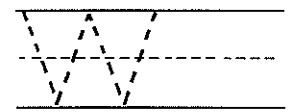
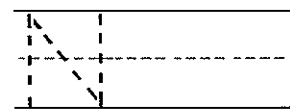
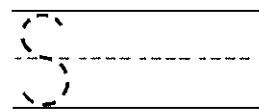
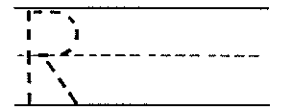
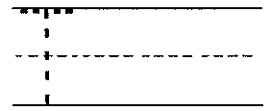
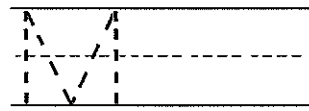
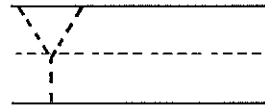
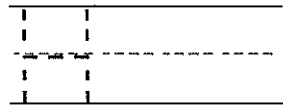
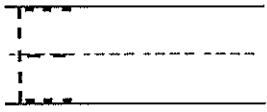
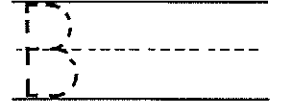
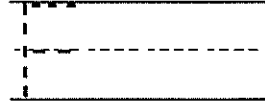
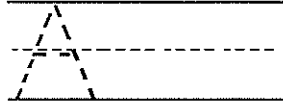
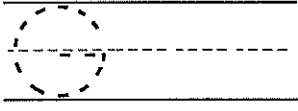
Draw a picture of your favorite part of the story.



Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Friday:

Tell a parent the name and sound of each letter. Trace each letter, then write the letter on your own.



Sound out the words. Draw a picture of the word in the box.

man	pin	ten
pig	bed	bat

Put the numbers in order from smallest to largest.

28 10 14	12 19 15	18 10 15
_____	_____	_____
24 21 12	17 19 3	28 22 26
_____	_____	_____
11 10 14	24 20 21	12 10 21
_____	_____	_____

Draw your own picture set for each problem. Complete the number sentence.

$$\underline{4} + \underline{1} = \underline{\quad}$$

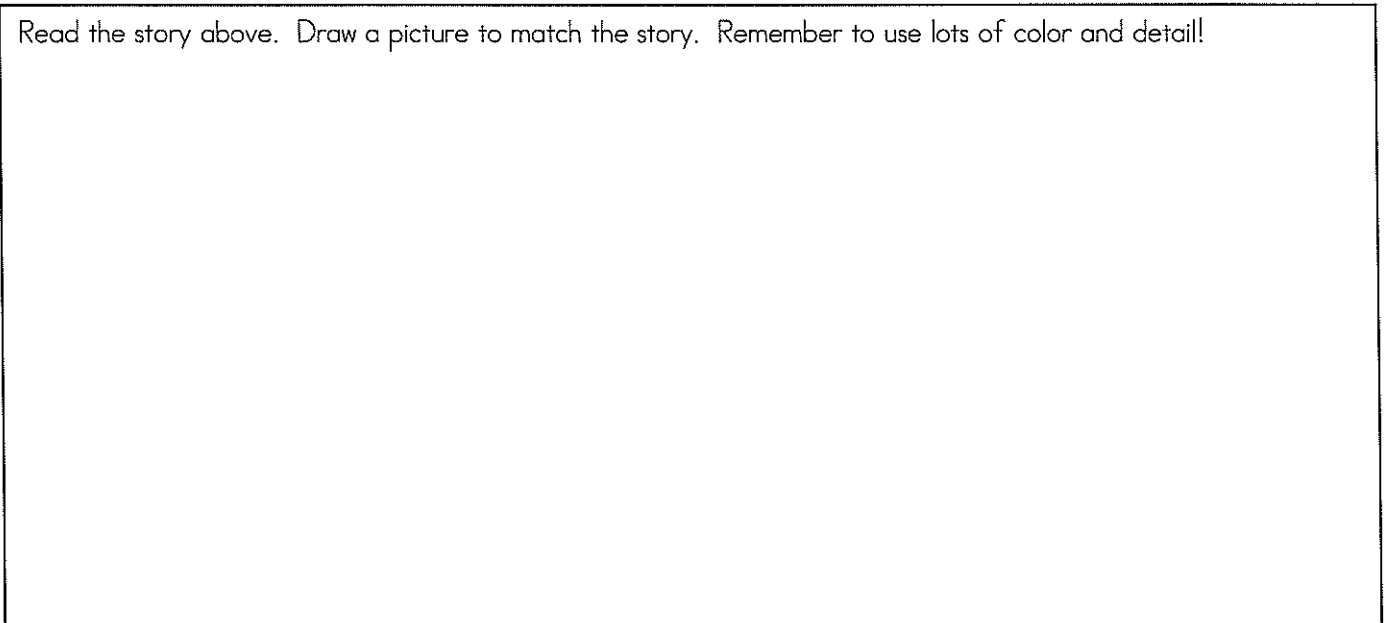
$$\underline{5} + \underline{3} = \underline{\quad}$$

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

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

I have a black dog. He likes to run and play with me. We have fun playing in the sun.

Read the story above. Draw a picture to match the story. Remember to use lots of color and detail!



Read the sight words.

I	a	am	I'm	you
see	me	we	he	dog
in	the	be	Sam	love
cat	red	is	run	with
to	boy	had	my	when
dad	said	was	no	up
orange	on	purple	can	hat
like	good	sit	black	play
go	jump	an	will	blue
from	white	has	look	little
brown	want	him	her	as
some	have	are	and	

Kindergarten Homework Week 22

Date: _____

<p>Wednesday:</p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Write a story to tell about the picture. 3. Find all the words that rhyme with cat in the box. Write each word on the lines. 4. Write a subtraction number sentence for each picture set. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 115 for a parent. 7. Count by 10's and 5's to 100. 8. Count backwards from 20-0.
<p>Thursday:</p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Fill in the middle sound for each word. 3. Math Practice: circle the larger number, fill in the missing number, write the number that comes before and after. 4. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B, F, G, L. 5. Practice counting to 115 for a parent. 6. Count by 10's and 5's to 100. 7. Count backwards from 20-0. 8. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture and write about your favorite part of the story.
<p>Friday:</p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Tell a parent the name and sound of each letter. Trace each letter then write once on your own. 3. Put the numbers in order from smallest to largest. 4. Play Spaceship Go Fish. (From a previous week.) 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 115 for a parent. 7. Count by 10's and 5's to 100. 8. Count backwards from 20-0.
<p>Monday:</p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Use pennies to measure the shark. 3. Add each number sentence. Write the answer. 4. Read the story. Draw a picture to match each part of the story. 5. Read the sight words. 6. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B, F, G, L. 7. Practice counting to 115 for a parent. 8. Count by 10's and 5's to 100. 9. Count backwards from 20-0.
<p>New Alphabet Cheers: L says /Ll/, lobster in the lighthouse, /Ll/ /Ll/ /Ll/ G says /Gg/, goose in the grass, /Gg/ /Gg/ /Gg/ F says /Ff/, flower in the field, /Ff/ /Ff/ /Ff/ B says /Bb/, bee on the beach, /Bb/ /Bb/ /Bb/ Y says /Yy/, yak in the yard, /Yy/ /Yy/ /Yy/</p>	
<p>Parent Comments:</p>	



Return homework folder on Tuesday!

Wednesday:

Write a story to tell about the picture.

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Find all the words that rhyme with **cat** in the box below. Write each word on the lines.

mat	dog	hat	sun	fat	red	rat	bat	sat
-----	-----	-----	-----	-----	-----	-----	-----	-----

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Write a subtraction number sentence for each picture set.

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

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

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

Thursday:

Fill in the middle sound for each word.

f__n

p__n

c__p

s__n

t__nt

p__n

Circle the larger number.

10	5	15	2	100	10	11	21	29	47
----	---	----	---	-----	----	----	----	----	----

Fill in the missing number.

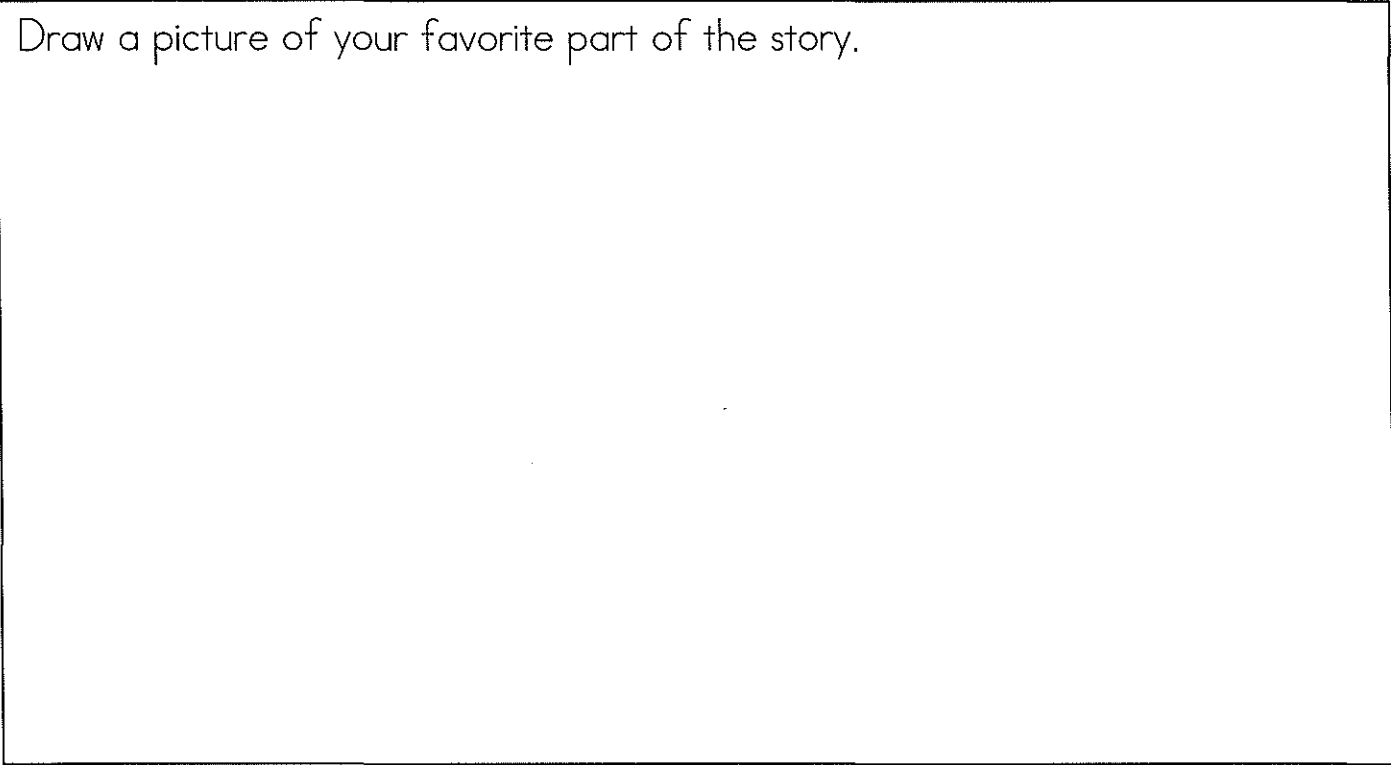
5, __, 7	10, __, 12	21, __, 23	19, __, 21	0, __, 2
----------	------------	------------	------------	----------

Write the number that comes before and after.

__, 2, __	__, 15, __	__, 23, __	__, 30, __	__, 19, __
-----------	------------	------------	------------	------------

The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Friday:

Tell a parent the name and sound of each letter. Trace each letter, then write the letter one more time.

G

A

F

B

E

H

Y

K

V

M

T

R

P

S

N

W

J

Z

D

C

L

b

f

a

g

k

y

h

e

r

t

v

w

n

s

l

p

c

d

z

j

m

Put the numbers in order from smallest to largest.

18 _____	20 _____	14 _____	22 _____	19 _____	5 _____	28 _____	10 _____	19 _____
4 _____	11 _____	12 _____	27 _____	19 _____	13 _____	18 _____	24 _____	28 _____
0 _____	1 _____	4 _____	14 _____	20 _____	10 _____	12 _____	13 _____	21 _____

Monday:

Use pennies to measure the shark.

The shark is _____ pennies long.

Add each number sentence. Write the answer. (Use pennies or noodles to help you)

$3+4=$ _____

$6+3=$ _____

$2+2=$ _____

$5+4=$ _____

$0+1=$ _____

$3+7=$ _____

$4+2=$ _____

$9+1=$ _____

$6+4=$ _____

$0+5=$ _____

$2+7=$ _____

$3+7=$ _____

Read the story. Draw a picture to match each part of the story.

Beginning of the story.

See the little man? The little man has on a big green hat.

Middle of the story.

The little man is sad. He cannot see his little dog.

End of the story.

The little dog is in the hat! Now the man is happy.

Read the sight words.

I	a	am	I'm	you
see	me	we	he	dog
in	the	be	Sam	love
cat	red	is	run	with
to	boy	had	my	when
dad	said	was	no	up
orange	on	purple	can	hat
like	good	sit	black	play
go	jump	an	will	blue
from	white	has	look	little
brown	want	him	her	as
some	have	are	and	went
your	then	here		

Kindergarten Homework Week 23

Date: _____

<p>Wednesday:</p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Write a story to tell about the picture. 3. Complete the word search. 4. Draw your own picture set for each problem. Complete the number sentence. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 115 for a parent. 7. Count by 10's and 5's to 100. 8. Count backwards from 20-0.
<p>Thursday:</p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Read the story. Circle all the words that rhyme. 3. Fill in the missing numbers. 4. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B, F, G, L, O. 5. Practice counting to 115 for a parent. 6. Count by 10's and 5's to 100. 7. Count backwards from 20-0. 8. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture and write about your favorite part of the story.
<p>Friday:</p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Fill in the missing lower case letters. 3. Color the numbers you say when you count by 5's. 4. Be a helper. Do a job around the house to help out your parents. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 115 for a parent. 7. Count by 10's and 5's to 100. 8. Count backwards from 20-0.
<p>Monday:</p> <p>Parent Initials: _____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Unscramble the letters to make a word. 3. Add each number sentence. Write the answer. 4. Read the story. Draw a picture to match the story. 5. Read the sight words. Circle the word you know. Practice the words you do not know. 6. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B, F, G, L, O. 7. Practice counting to 115 for a parent. 8. Count by 10's and 5's to 100. 9. Count backwards from 20-0.
<p>New Alphabet Cheers: O says /Oo/, octopus in the office, /Oo/ /Oo/ /Oo/ L says /Ll/, lobster in the lighthouse, /Ll/ /Ll/ /Ll/ G says /Gg/, goose in the grass, /Gg/ /Gg/ /Gg/ F says /Ff/, flower in the field, /Ff/ /Ff/ /Ff/ B says /Bb/, bee on the beach, /Bb/ /Bb/ /Bb/</p>	
<p>Parent Comments:</p> 	



Return homework folder on Tuesday!

Wednesday:

Write a story to tell about the picture.

Word Search—Circle the words in the word search.

w h h w i e s f

m s a i d y a n

o a v t f o r l

b e e h c u i s

r c a v a o u t

p h a r n i y c

with you can

for said have

is an out

Draw your own picture set for each problem. Complete the number sentence.

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

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

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

Thursday:

Read the story. Circle all the words that rhyme.

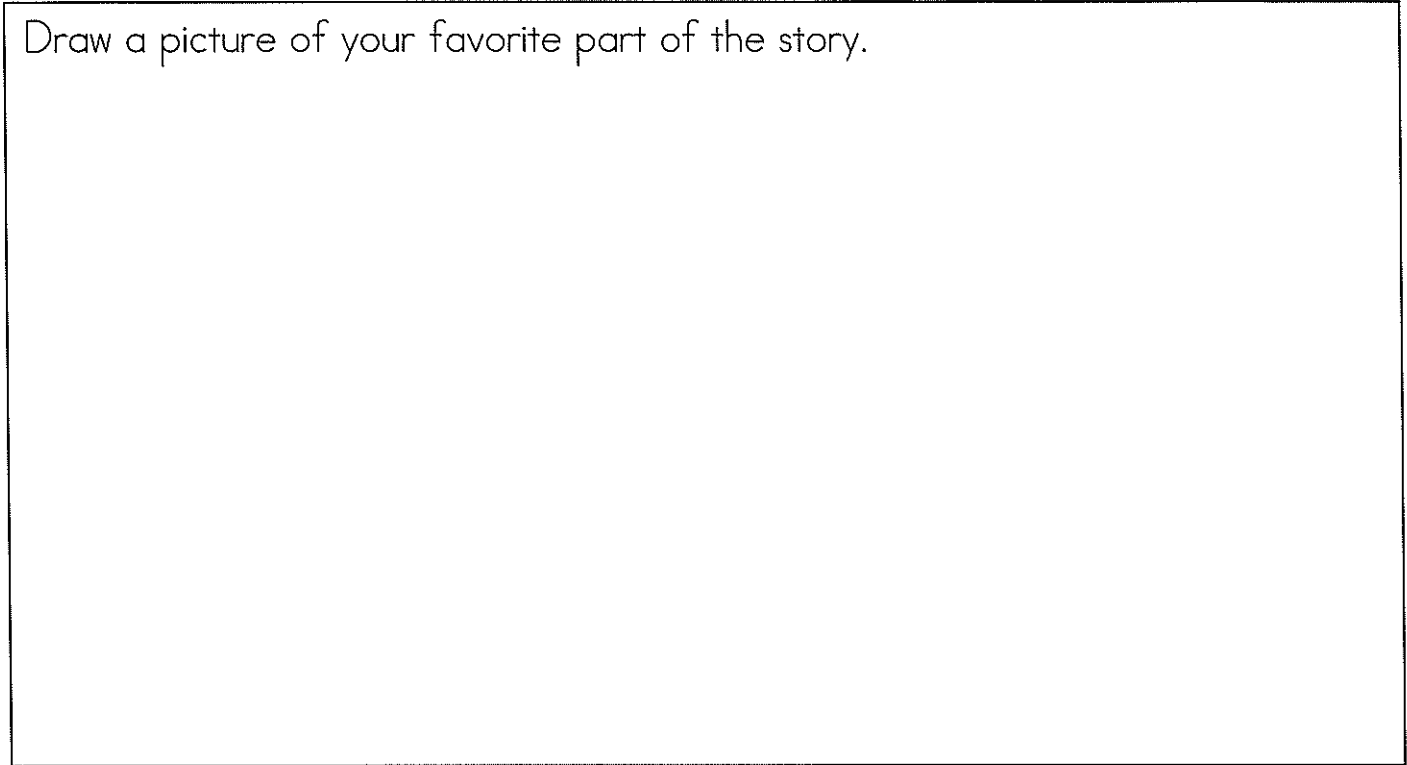
I am a cat. I have on a hat. I like to run. I
 can have fun. I see a dog. He is on the log.
 Can the dog get me? I will run and we will
 see!

Fill in the missing numbers.

11			14				18		
21		23						29	
				35					40
	42					47			

The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Friday:

Fill in the missing lowercase letters.

a			d			g		
	k							r
			v			y		

Be a helper: Do a job around the house to help out your parents. Write about what job you did.

Color the numbers you say when you count by 5's.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Monday:

Unscramble the letters to make a word. Use the words in the box to help you.

man you with sit gum me run for

1. em _____ 2. anm _____ 3. its _____

4. nur _____ 5. ouy _____ 6. rfo _____

Add each number sentence. Write the answer. (Use pennies or noodles to help you)

$3+4=$ _____ $6+3=$ _____ $2+2=$ _____ $5+4=$ _____

$0+1=$ _____ $3+7=$ _____ $4+2=$ _____ $9+1=$ _____

$6+4=$ _____ $0+5=$ _____ $2+7=$ _____ $3+7=$ _____

Read the story. Draw a picture to match the story.

Gus and the pup are in the mud. Gus and the pup jump and run. Mom said to Gus and the pup, "Into the tub you go." Gus and the pup got in the tub.

Read the sight words. Circle the words you know. Practice the words you do not know.

I	a	am	I'm	you	all
see	me	we	he	dog	out
in	the	be	Sam	love	what
cat	red	is	run	with	come
to	boy	had	my	when	here
dad	said	was	no	up	then
orange	on	purple	can	hat	your
like	good	sit	black	play	went
go	jump	an	will	blue	and
from	white	has	look	little	are
brown	want	him	her	as	have
some					

Kindergarten Homework Week 24

Date: _____

Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Make a list of things you take to the beach. 3. Complete the word search. 4. Draw your own picture set for each problem. Complete the number sentence. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 115 for a parent. 7. Count by 10's and 5's to 100. 8. Count backwards from 20-0.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Look at the each picture. Stretch the word. Then write the sounds you hear. 3. Fill in the missing numbers. 4. Practice the alphabet cheer for the letters: <div style="text-align: center; margin: 5px 0;">A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B, F, G, L, O, Q.</div> 5. Practice counting to 115 for a parent. 6. Count by 10's and 5's to 100. 7. Count backwards from 20-0. 8. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture and write about your favorite part of the story.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Doghouse questions. 3. Circle the animal who has more. 4. Read the math problem. Draw a picture to help solve it. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 115 for a parent. 7. Count by 10's and 5's to 100. 8. Count backwards from 20-0.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Unscramble the letters to make a word. 3. Add each number sentence. Write the answer. 4. Read the story. Draw a picture to match the story. 5. Read the sight words. Circle the word you know. Practice the words you do not know. 6. Practice the alphabet cheer for the letters: <div style="text-align: center; margin: 5px 0;">A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B, F, G, L, O, Q.</div> 7. Practice counting to 115 for a parent. 8. Count by 10's and 5's to 100. 9. Count backwards from 20-0.
New Alphabet Cheers: Q says /Qq/, quail on the quilt, /Qq/ /Qq/ /Qq/ O says /Oo/, octopus in the office, /Oo/ /Oo/ /Oo/ L says /Ll/, lobster in the lighthouse, /Ll/ /Ll/ /Ll/ G says /Gg/, goose in the grass, /Gg/ /Gg/ /Gg/ F says /Ff/, flower in the field, /Ff/ /Ff/ /Ff/	
Parent Comments: <div style="height: 40px;"></div>	



Return homework folder on Tuesday!

Wednesday:

Make a list of things you take to the beach.

1. _____

2. _____

3. _____

4. _____

Word Search—Circle the words in the word search.

s h h w j u m p

e s a e d y a l

e l d n h a s a

b o e t h e i y

r o a v a o u t

p k a r l i k e

the	look	went
play	has	like
see	had	jump

Draw your own picture set for each problem. Complete the number sentence.

$$\underline{6} - \underline{2} = \underline{\quad}$$

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

$$\underline{10} - \underline{1} = \underline{\quad}$$

Thursday:

Look at each picture. Stretch the word. Write the sounds you hear.

Fill in the missing numbers.

	12				16				
			24						30
		33					38		
41				45					

Friday:

Who has more? Count the bones. Count the mice. Put a circle around the animal that has the most.

Have a parent read the sentences to you. Then follow the directions.

1. Put an X on top of the dog's head.
2. Put a square around the bone.
3. Put a circle below the dog's nose.
4. Draw a picture of you standing beside the doghouse.
5. Draw a triangle behind the doghouse.

Have a parent help you read the math problems. Draw a picture to help solve each problem. Write a number sentence for each problem.

1.

I saw 3 green frogs in the pond. Then I saw 2 red frogs. How many frogs did I see all together?

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

2.

I had 4 cookies. My mom gave me 2 more cookies. How many cookies did I get to eat?

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

3.

The dog has 4 legs. The cat has 4 legs. How many legs do they have all together?

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

Monday:

Unscramble the letters to make a word. Use the words in the box to help you.

mat	bus	with	dig	gum	rug	when	tag
-----	-----	------	-----	-----	-----	------	-----

1. sbu _____ 2. dgi _____ 3. gat _____

4. iwht _____ 5. mgu _____ 6. gru _____

Add each number sentence. Write the answer. (Use pennies or noodles to help you)

$2+3=$ _____ $5+2=$ _____ $1+2=$ _____ $4+3=$ _____

$0+2=$ _____ $2+8=$ _____ $3+1=$ _____ $7+2=$ _____

$4+4=$ _____ $0+5=$ _____ $1+5=$ _____ $2+6=$ _____

Read the story. Draw a picture to match the story.

“Come here and get that big bug!” said mom. “That big bug is on my leg!” Dad got a net and ran to mom. Dad got the bug. Mom sat on the rug. Mom said, “Yuk!”

Read the sight words. Circle the words you know. Practice the words you do not know.

I	a	am	I'm	you	all
see	me	we	he	dog	out
in	the	be	Sam	love	what
cat	red	is	run	with	come
to	boy	had	my	when	here
dad	said	was	no	up	then
orange	on	purple	can	hat	your
like	good	sit	black	play	went
go	jump	an	will	blue	and
from	white	has	look	little	are
brown	want	him	her	as	have
some	put	they	home	saw	

Kindergarten Homework Week 25

Date: _____

Wednesday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Write a story to tell about the picture. 3. Subtract each number sentence. Write the answer. 4. Read the words. Color the pictures the correct color. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 115 for a parent. 7. Count by 10's and 5's to 100. 8. Count backwards from 20-0.
Thursday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Complete the word search. 3. Math Practice: circle the larger number, fill in the missing number, write the number that comes before and after. 4. Practice the alphabet cheer for the letters: <ol style="list-style-type: none"> i. A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B, F, G, L, O, Q, U. 5. Practice counting to 115 for a parent. 6. Count by 10's and 5's to 100. 7. Count backwards from 20-0. 8. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture and write about your favorite part of the story.
Friday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Read the story. Circle the words that rhyme. 3. Measure how long each object is. 4. Read the math problem. Draw a picture to help solve it. 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 115 for a parent. 7. Count by 10's and 5's to 100. 8. Count backwards from 20-0.
Monday: Parent Initials: _____	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Unscramble the letters to make a word. 3. Add each number sentence. Write the answer. 4. Read the story. Draw a picture to match the story. 5. Read the sight words. Circle the word you know. Practice the words you do not know. 6. Practice the alphabet cheer for the letters: <ol style="list-style-type: none"> i. A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B, F, G, L, O, Q, U. 7. Practice counting to 115 for a parent. 8. Count by 10's and 5's to 100. 9. Count backwards from 20-0.
New Alphabet Cheers: U says /Uu/, upside down umbrella, /Uu/ /Uu/ /Uu/ Q says /Qq/, quail on the quilt, /Qq/ /Qq/ /Qq/ O says /Oo/, octopus in the office, /Oo/ /Oo/ /Oo/ L says /Ll/, lobster in the lighthouse, /Ll/ /Ll/ /Ll/ G says /Gg/, goose in the grass, /Gg/ /Gg/ /Gg/	
Parent Comments: _____ _____ _____	



Return homework folder on Tuesday!

Wednesday:

Write a story to tell about the picture.

Subtract each number sentence. Write the answer. (Use pennies or noodles to help you)

$5-3=$ _____

$6-2=$ _____

$8-2=$ _____

$4-3=$ _____

$6-2=$ _____

$7-4=$ _____

$3-1=$ _____

$7-2=$ _____

$4-3=$ _____

$6-3=$ _____

$8-5=$ _____

$6-5=$ _____

Read the words. Say the middle sound for each word. Color the picture the correct colors.

Thursday:

Word Search—Circle the words in the word search.

s t h e y h m w

l i t t l e a a

s g o o d r s s

o w h e n e e y

m o a f r o m t

e d a r l p u t

here they when

some little was

from good put

Circle the larger number.

36	63	12	21	48	50	9	90	39	47
----	----	----	----	----	----	---	----	----	----

Fill in the missing number.

9, __, 11	24, __, 26	12, __, 14	29, __, 31	2, __, 4
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Write the number that comes before and after.

__, 9, __	__, 25, __	__, 29, __	__, 20, __	__, 13, __
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The name of the book my parent read to me was:

Draw a picture of your favorite part of the story.

Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Friday:

Read the story. Circle the words that rhyme.

Pam and Tam like to play in the sun. They have fun with the jump rope. Pam went to jump when she fell. The sun was in her . Pam was sad. Tam went home to get her dad. Dad saw Pam and sat by her. He put a purple hat on Pam. Now Pam and Tam can have fun in the sun!

Measure how long each object is using noodles.

The crayon is _____ noodles long.

The carrot is _____ noodles long

The bus is _____ noodles long.

Have a parent help you read the math problems. Draw a picture to help solve each problem. Write a number sentence for each problem.

1.

There were 7 bees in the hive. 2 more bees flew into the beehive. How many bees are in the hive?

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

2.

I went to the beach. I saw 4 blue seashells and 5 pink seashells. How many seashells did I see altogether?

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

3.

The bunny had 6 carrots. The horse ate two of them. How many carrots did the bunny have left?

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

Monday:

Unscramble the letters to make a word. Use the words in the box to help you.

cup log cab leg can red sun win

1. gle _____ 2. der _____ 3. nwi _____

4. pcu _____ 5. ogl _____ 6. uns _____

Add each number sentence. Write the answer. (Use pennies or noodles to help you)

$6+3=$ _____

$4+5=$ _____

$2+7=$ _____

$3+3=$ _____

$6+0=$ _____

$3+4=$ _____

$7+1=$ _____

$4+1=$ _____

$5+3=$ _____

$2+4=$ _____

$5+2=$ _____

$0+9=$ _____

Read the story. Draw a picture to match the story.

Pam is going to play _____ with Max. Pam kicks the ball. Max runs to get the ball. Max cannot get the ball from Pam. Pam kicks the ball in the net. Pam wins! Max is sad.

Read the sight words. Circle the words you know. Practice the words you do not know.

I	a	am	I'm	you	all
see	me	we	he	dog	out
in	the	be	Sam	love	what
cat	red	is	run	with	come
to	boy	had	my	when	here
dad	said	was	no	up	then
orange	on	purple	can	hat	your
like	good	sit	black	play	went
go	jump	an	will	blue	and
from	white	has	look	little	are
brown	want	him	her	as	have
some	put	they	home	saw	mom
or	hit	that	yellow		

Kindergarten Homework Week 26

Date: _____

<p>Wednesday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Make a list of your favorite zoo animals. 3. Make a list of words that rhyme with each picture. 4. Subtract each number sentence. Write the answer. 5. Sound out the words. Draw a picture of the word in the box. 6. Practice the Zoo Phonics chants for each letter. Do the motions. 7. Practice counting to 115 for a parent. 8. Count by 10's and 5's to 100. 9. Count backwards from 20-0.
<p>Thursday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Complete the word search. 3. Write three ways to show each number. 4. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B, F, G, L, O, Q, U and X. 5. Practice counting to 115 for a parent. 6. Count by 10's and 5's to 100. 7. Count backwards from 20-0. 8. Have a parent read a story to you. Show them where the front and back of the book is. Point to the title of the book. Then draw a picture and write about what happens in the beginning, middle and end of the story.
<p>Friday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Fill in the missing words for each sentence. 3. Read the math problem. Draw a picture to help solve it. 4. Write numbers 1 to 100 5. Practice the Zoo Phonics chants for each letter. Do the motions. 6. Practice counting to 115 for a parent. 7. Count by 10's and 5's to 100. 8. Count backwards from 20-0.
<p>Monday:</p> <p>Parent Initials:</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Write your first and last name three times with correct capital/lowercase letters. 2. Unscramble the letters to make a word. 3. Add each number sentence. Write the answer. 4. Read the story. Draw a picture to match the story. 5. Read the sight words. Circle the word you know. Practice the words you do not know. 6. Practice the alphabet cheer for the letters: A, E, H, K, M, R, S, W, Z, C, D, I, J, N, P, T, V, Y, B, F, G, L, O, Q, U and X. 7. Practice counting to 115 for a parent. 8. Count by 10's and 5's to 100. 9. Count backwards from 20-0.
<p>New Alphabet Cheers: X says /Xx/, X on the X-ray, /Xx/ /Xx/ /Xx/ U says /Uu/, upside down umbrella, /Uu/ /Uu/ /Uu/ Q says /Qq/, quail on the quilt, /Qq/ /Qq/ /Qq/ O says /Oo/, octopus in the office, /Oo/ /Oo/ /Oo/ L says /Ll/, lobster in the lighthouse, /Ll/ /Ll/ /Ll/</p>	
<p>Parent Comments:</p> 	



Return homework folder on Tuesday!

Wednesday:

Make a list of your favorite zoo animals.

1. _____

2. _____

3. _____

4. _____

Make a list of words that rhyme with each picture

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---	---

Subtract each number sentence. Write the answer. (Use pennies or noodles to help you)

$10 - 6 = \underline{\quad}$

$8 - 7 = \underline{\quad}$

$9 - 2 = \underline{\quad}$

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

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

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

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

$4 - 2 = \underline{\quad}$

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

$7 - 5 = \underline{\quad}$

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

$5 - 4 = \underline{\quad}$

Sound out the words. Draw a picture of the word in the box.

cap	rug	sit
bus	fan	gum

Thursday: Word Search—Circle the words in the word search.

t y w e y h m w

l o h e n e a a

h u a r e r s n

o r t b l u e t

m o a f c o m e

e t h e n a n d

want are what

then blue home

come your and

Write three ways to show each number.

19

Picture	Tally	Number Sentence

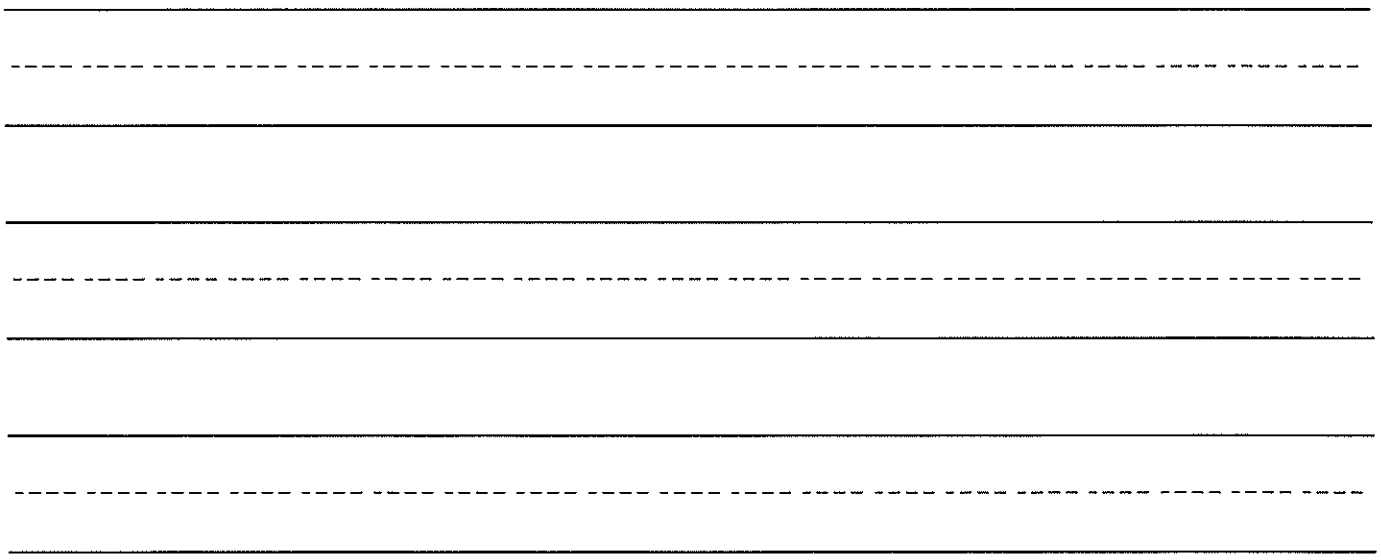
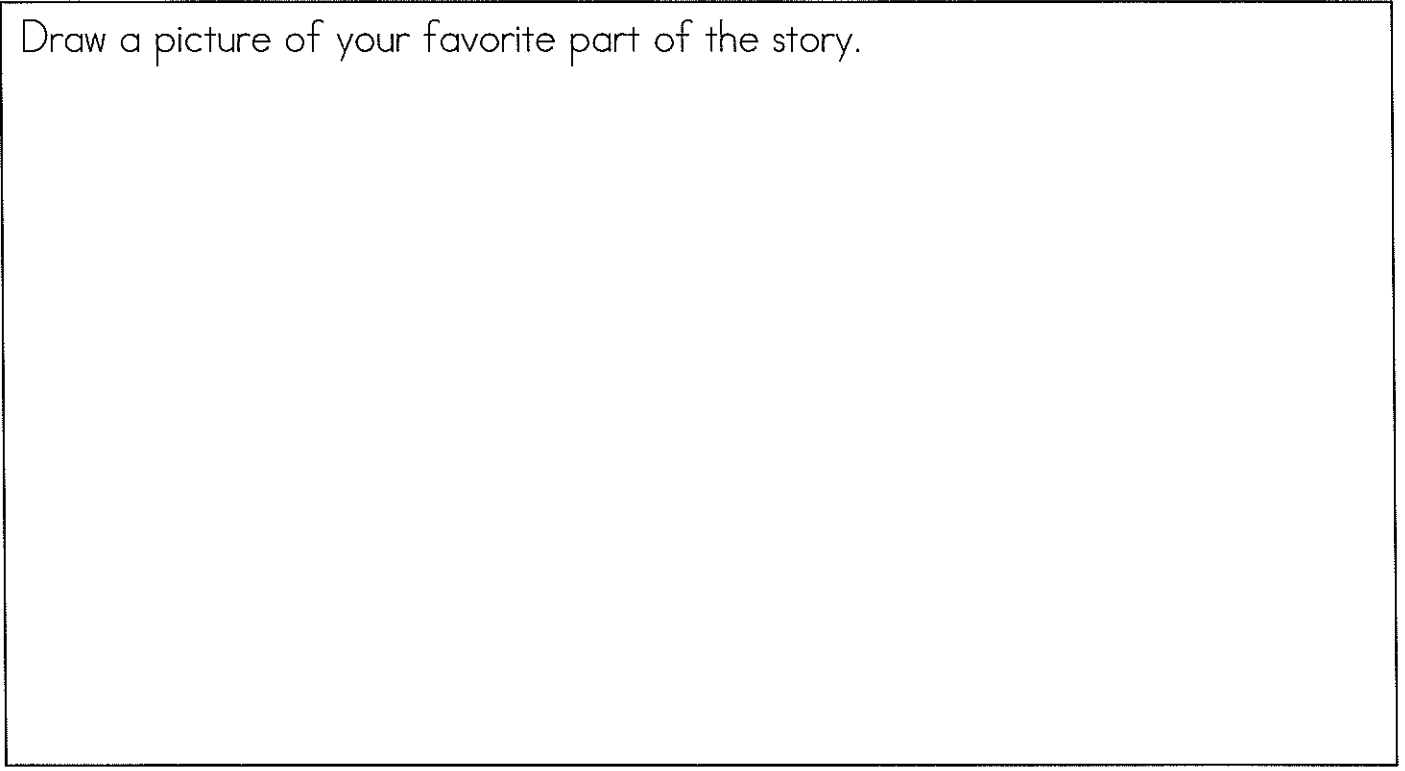
14

Picture	Tally	Number Sentence

The name of the book my parent read to me was:



Draw a picture of your favorite part of the story.



Friday:

Fill in the missing words for each sentence.

is	down	make	are	from
----	------	------	-----	------

- I got a pen _____ my mom.
- We can _____ a cake.
- He will go _____ the slide.
- The trees _____ big.

Have a parent help you read the math problems. Draw a picture to help solve each problem. Write a number sentence for each problem.

1.

Sam has 5 rats. He got 1 more rat. How many rats does Sam have in all?

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

2.

Dan went to the zoo. He saw 6 sharks in the water. 2 more sharks swam by Dan. How many sharks did Dan see in all?

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

3.

Bob has 7 cookies. He gave 3 cookies away to Tom. How many cookies does Bob have left?

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

Monday:

Unscramble the letters to make a word. Use the words in the box to help you.

mug lot rug ten jam rid pit wet

1. gum _____ 2. olt _____ 3. rdi _____

4. etn _____ 5. amj _____ 6. twe _____

Add each number sentence. Write the answer. (Use pennies or noodles to help you)

$4+3=$ _____ $2+0=$ _____ $7+1=$ _____ $0+7=$ _____

$5+1=$ _____ $1+8=$ _____ $9+1=$ _____ $4+4=$ _____

$6+2=$ _____ $3+7=$ _____ $8+2=$ _____ $3+5=$ _____

Read the story. Draw a picture to match the story.

Meg and Ted are looking at the big frog in the pond. The frog is not green but blue. Meg and Ted yell to Matt, "Come see the blue frog." Matt looked at the blue frog and said, "Wow!" They tried to get the blue frog but it jumped in the mud. "Too bad," said Meg.

Read the sight words. Circle the words you know. Practice the words you do not know.

I	a	am	I'm	you	all
see	me	we	he	dog	out
in	the	be	Sam	love	what
cat	red	is	run	with	come
to	boy	had	my	when	here
dad	said	was	no	up	then
orange	on	purple	can	hat	your
like	good	sit	black	play	went
go	jump	an	will	blue	and
from	white	has	look	little	are
brown	want	him	her	as	have
some	put	they	home	saw	mom
or	hit	that	yellow	by	this
she	pink	so			

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CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary of Completed Project

In chapter 1, the author identified the purpose of the project which was to develop weekly homework activities that would encourage parent involvement that is focused around reading, writing and math that supports the skills taught in a kindergarten classroom.

In chapter 2, the author conducted a review of related literature. The research for this project included articles that addressed the history of homework, benefits of using homework in kindergarten and the importance of parent involvement. The research supported the kinds of homework appropriate for kindergarten children in addition to what parent involvement may look like.

In Chapter 3, the author addressed the research process that took place to find the literature to support the project. The chapter identifies criteria used to find and evaluate the articles as well as which databases were most helpful when conducting the research. The author explained the process by which the project was developed and addressed a plan for implementation in a kindergarten classroom.

Chapter 4 is the project proper the author created. The chapter includes a collection of 26 weeks of homework activities and a sample parent letter.

Conclusions

There were many things I learned while doing research for this project. Although I expected some arguments about homework, I was surprised by the immense

controversy surrounding the benefits and purposes of homework. I was able to easily find research that supported homework as well as research that was against homework.

While researching the history of homework, there was a noticeable deficiency in the lack of information and dependable research studies in the early 20th century. There was little information pertaining to primary grades available. This made it challenging to provide a strong timeline of historical events.

The recent research studies pertaining to homework in kindergarten were extremely helpful. I was able to find information regarding the appropriate types of homework for kindergarten students. The research also provided information about the length of time that would be appropriate for five and six year olds to be engaged in homework at home. This research was useful when trying to plan and organize the homework activities.

Parental involvement seemed to differ in primary grades as opposed to junior high and high school. The roles of parental involvement change throughout the school years. The research strongly supported parental involvement with primary students. Where the research studies mentioned that it was necessary for students to develop study skills and learn responsibility in junior high and high school. The role for parents shifts from facilitator to monitor.

I was very excited to start sending the homework home and receive parent feedback to see how the project was being perceived by parents. The response was positive and encouraging. I have learned that teacher-created homework can be very hard and time consuming. There are many factors to consider while developing a learning tool

for the classroom. I have been knowledgeable of the kindergarten state standards, and this project has allowed me to become more familiar with the kindergarten learning targets.

Throughout this project I struggled with whether or not I was creating homework that was developmentally appropriate and beneficial for kindergarten students, as well as meaningful for parents and teachers. When I would begin to doubt myself, I would reread my research, look at the state and district standards for kindergarten learning targets, and compare them to my project that I was working on. Each time I would come to the same conclusion: the homework is appropriate. I learned while creating my project, I was also considering my student population, which is a school with low-income and high ELL students.

Recommendations

With over half of my class Spanish speaking I would like to have the homework translated into Spanish. I am fortunate to have a Spanish speaking Instructional Assistant who works in the kindergarten classrooms and she has agreed to help me translate the homework. We have started translating the homework currently being sent home to my students. After we finish that, we will continue with the rest of the collection. I would also like to continue to create about ten more weeks of homework activities. I hope to be able to create a range of homework activities that will allow me to be able to differentiate the homework for varying student abilities.

If another graduate student were to take this project further they could continue to create homework that will differentiate by varying ability levels within each homework

activity. The graduate student could choose to create additional weeks of homework activities. There are 36 weeks in a school year and I have created 26 weeks. If a graduate student were interested in conducting a research study the student could choose to study the link between parent involvement and homework completion. A graduate student could also choose to study student achievement and kindergarten homework.

There were many ways that I could have organized the homework. I chose to assign the homework Wednesday through Tuesday because Tuesday afternoons were the days I had the smallest workload. This would allow me to mark off the previous week's homework and prepare homework folders for the following day. I suggest organizing homework days to fit specific schedules. I also chose to assign homework only four nights a week as opposed to five. This was a way for me to help ease parents and students into a school and homework routine.

I would like to recommend to any teacher who uses this collection of homework activities in his/her classroom to make sure parents are aware that they are to spend no more than thirty minutes a night on the homework. If the student takes longer on the homework, I suggest shortening the assignment for the student. This is a general kindergarten homework activity designed one way and each child will complete the activities at his/her own pace. Some will finish quickly, while others will take longer.

If I were to do my project over, I would probably have chosen to write a "how to" as opposed to a collection of activities. The project was very time consuming and overwhelming at times. It took longer than I thought to think of creative, engaging activities for students to do with their parents that would allow them to practice skills at

home. However, I am grateful to have been able to create such an amazing resource for my classroom.

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