

Dear Parents,

This is your child's literacy packet for the next 3 weeks. The material has all been covered in school and this should be a review for your child. In addition to reading 15 minutes daily, your child should spend 10-15 minutes working on the writing and 10 minutes on word study. There is an additional math packet that should also be worked on daily.

These can be returned when we return to school.

Thank you,

The Kindergarten Teachers

Kindergarten Spring Break Writing Prompts

HOW TO BOOKS:

Don't forget to use transition words (First you, Next you...) and a wrap-up or ending sentence in addition to at least 3 steps.

1. Write a how to book to explain something you do at home.
2. Write a how to book to explain something you do at school.
3. Write a how to book explaining how to make something for dinner.
4. Write a how to book explaining something you did on vacation.
5. Write a how to book explaining something a family member taught you.

PATTERN BOOKS:

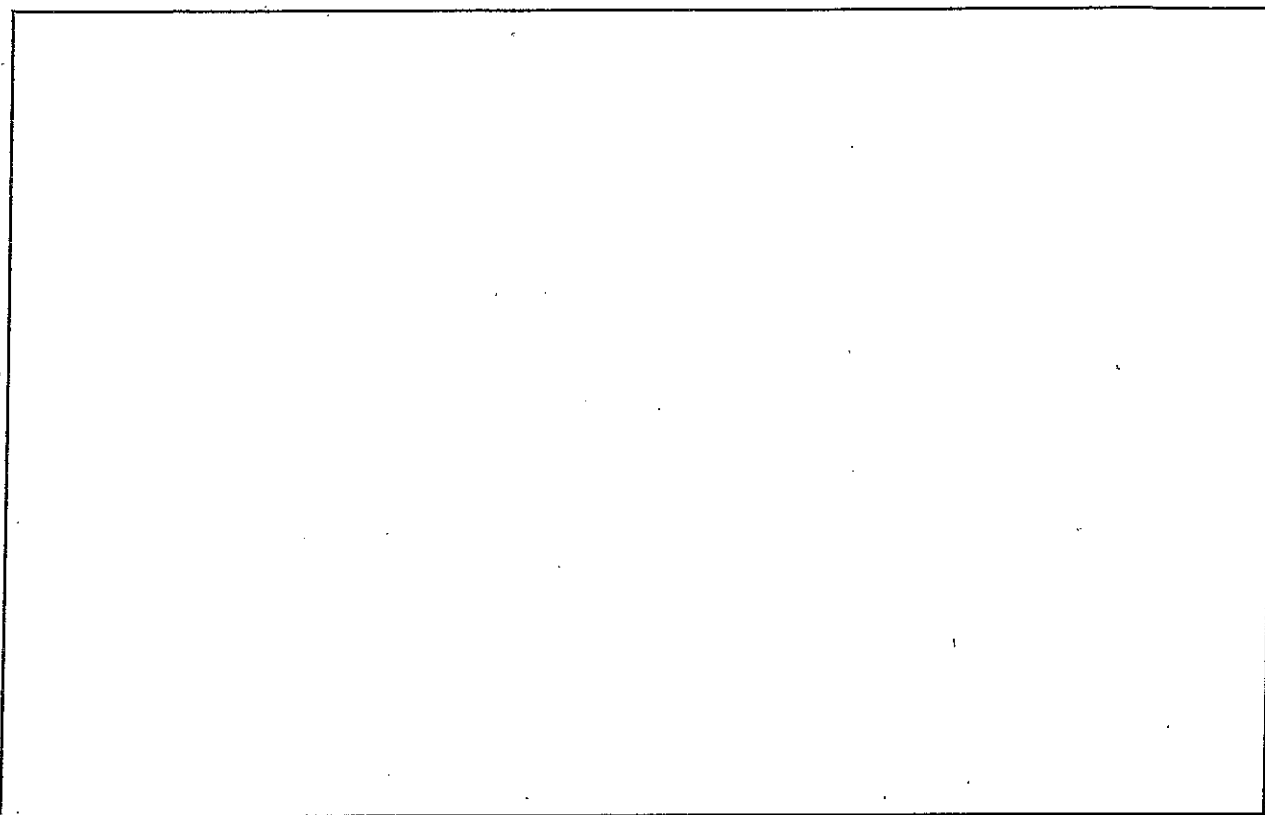
1. Write a regular pattern book where every page follows the pattern (I see blue. I see green. Etc.)
2. Write a pattern book with a surprise ending.
3. Write a see-saw pattern book. (The ball is up. The ball is down. The balloon is up. Etc.)
4. Write a question and answer pattern book. (Can the bird fly? Yes. Can the duck fly? Yes. Etc.)
5. Challenge: Write a question and answer see-saw pattern book. (Can the bird fly? Yes. Can the cow fly? No. Can a duck fly? Yes. Etc.)

LOOKING CLOSELY BOOKS (aka ALL ABOUT BOOKS):

Remember to use your 5 senses.

1. Look closely and describe an object from outside.
2. Look closely and describe an object from the kitchen.
3. Look closely and describe an object from your bedroom.
4. Look closely and describe an object from your toy room or toy chest.
5. Look closely and describe an object that is special to your family.

Name _____



Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

#26 emergent/beginning

initial consonants (d, f, h)

d



dog

f

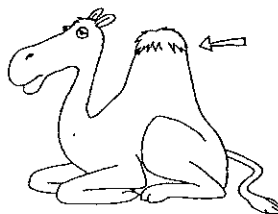
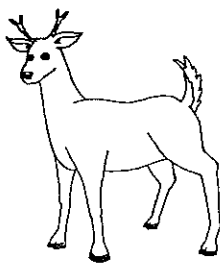
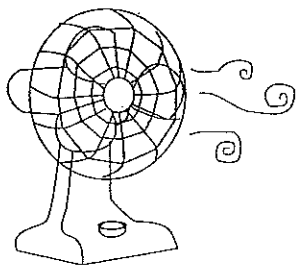
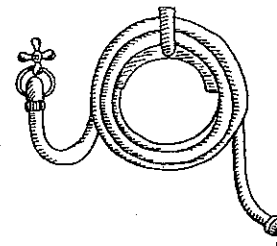
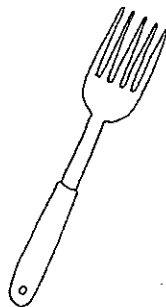
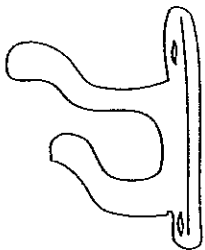
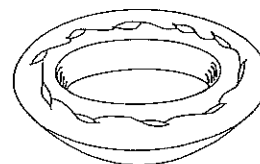
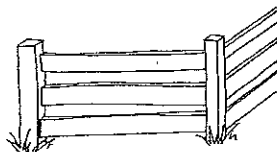
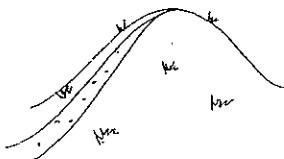
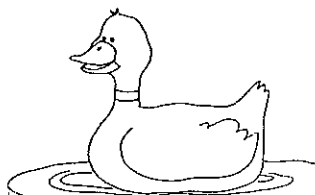


fish

h



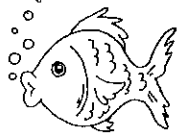
hat



#23 emergent/beginning

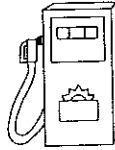
initial consonants (f, g, n)

f



fish

g

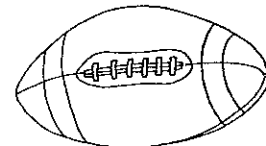
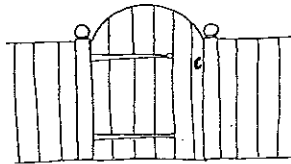
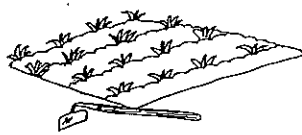
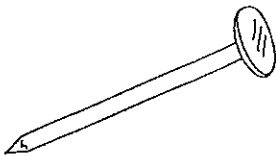
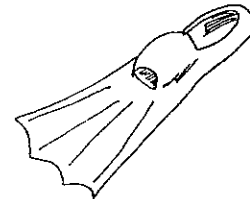
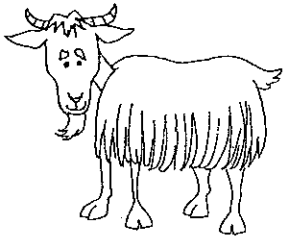


gas

n






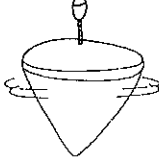


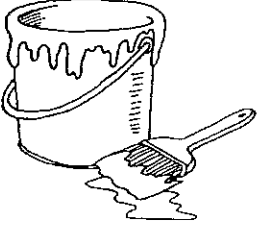


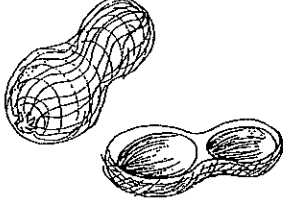
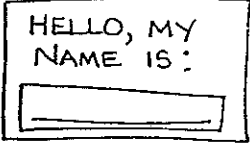
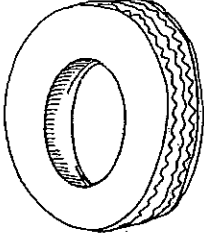


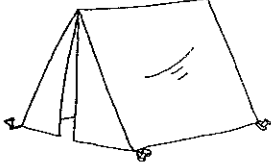



nut



#20 emergent/beginning

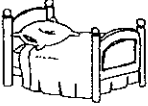
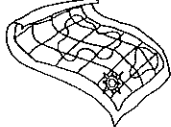
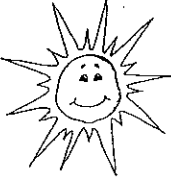
initial consonants (n, p, t)

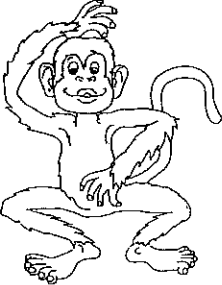


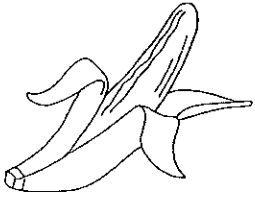
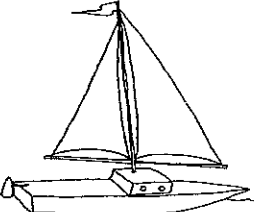
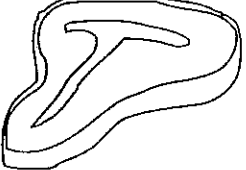
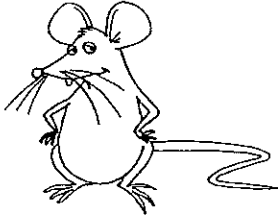
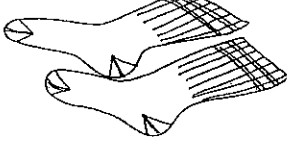
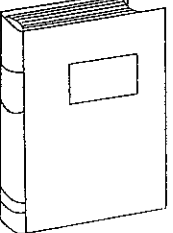
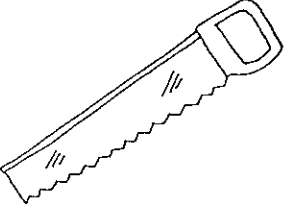
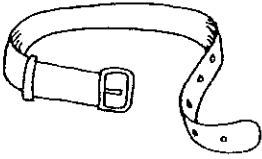
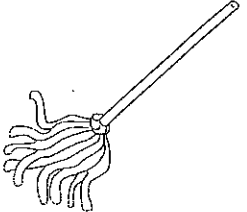
  nut	  pig	  top
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#14 emergent/beginning

initial consonants (b, m, s)

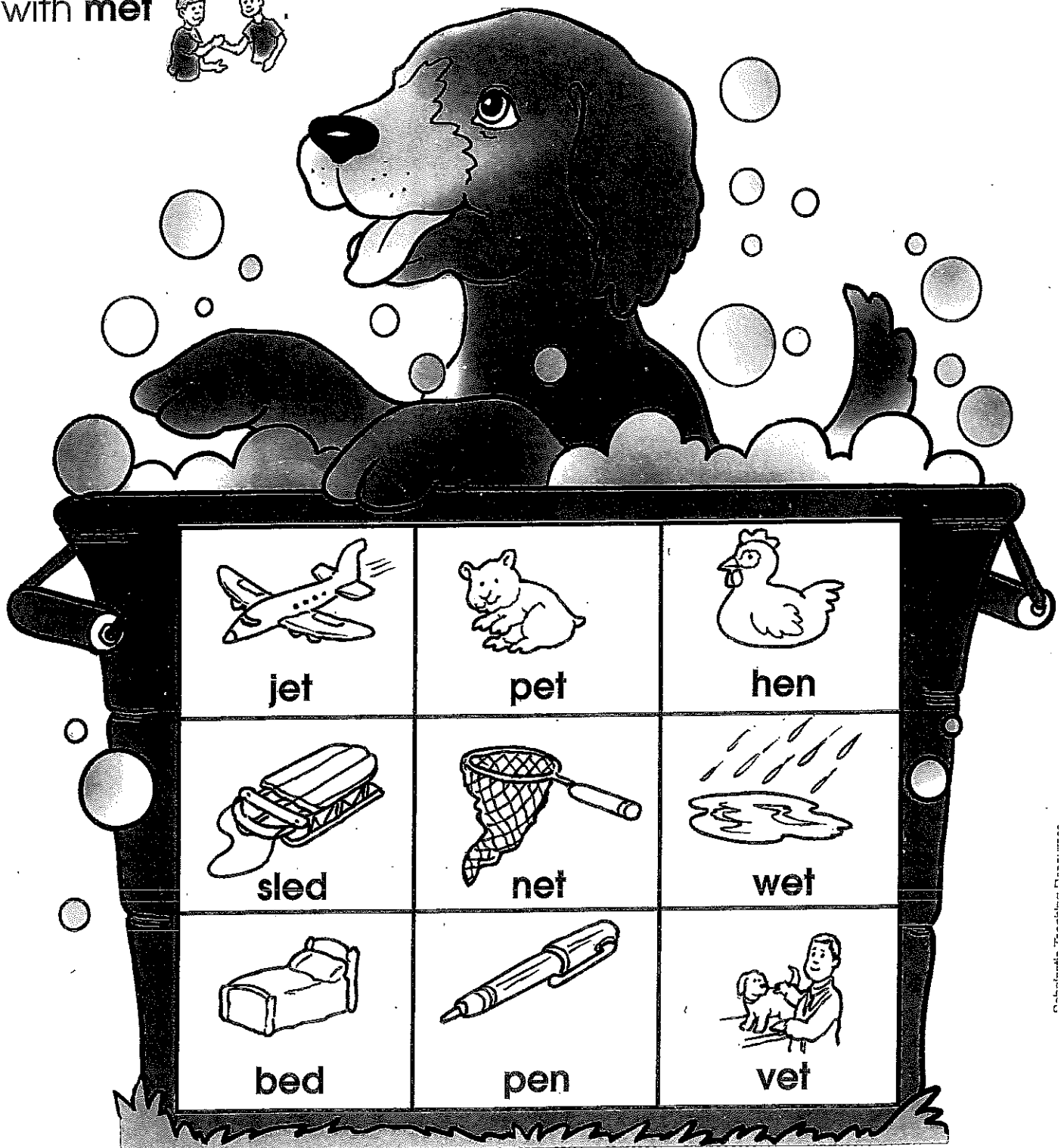
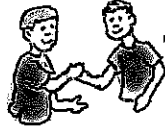
b  bed	m  map	s  sun
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Taking the Pet to the Vet

Say the names of the pictures. Color the pictures that rhyme with **met**



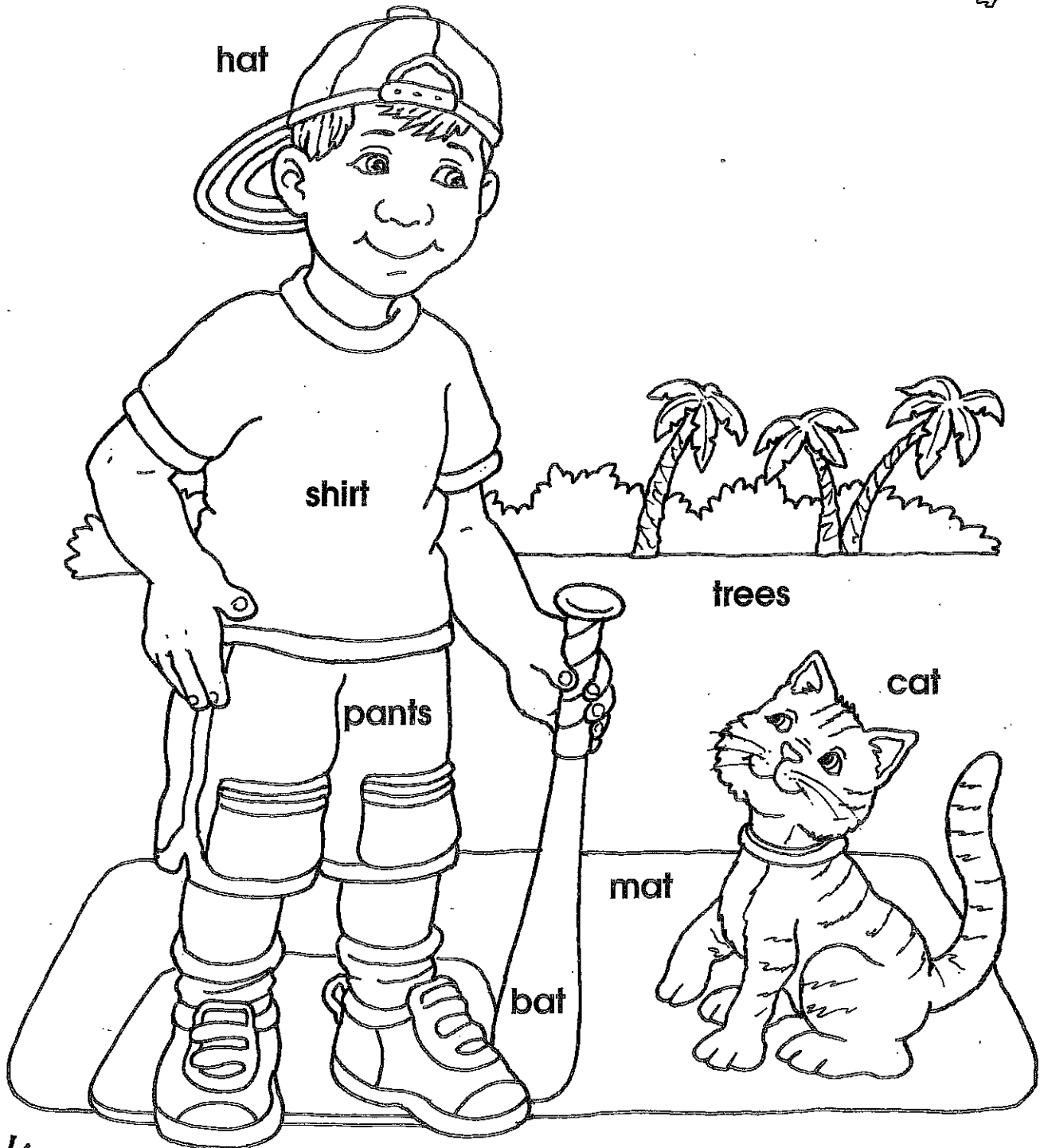
Name _____

-at word family



Find the Rhyme

Color the things in the picture that rhyme with *rat*

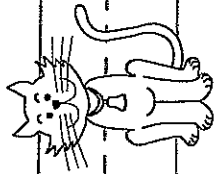


Scholastic Teaching Resources

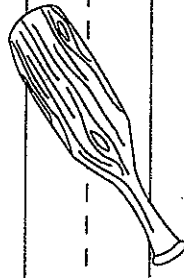


Think of two words that rhyme with *rat* that are not in the picture.

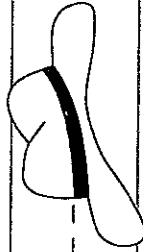
☞ Trace and read these words.



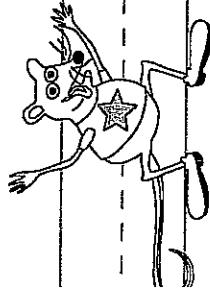
cat



bat



hat

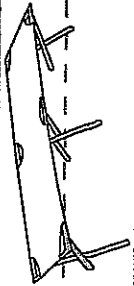


rat

☞ Write a sentence using one of the words from above,
then draw a picture of your sentence in the box.

name:

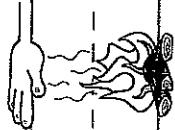
☞ Trace and read these words.



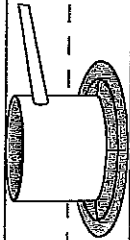
table



hot



hot

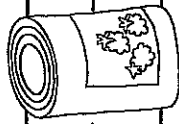


hot

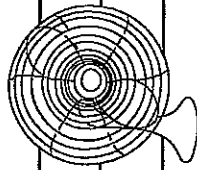
name:

☞ Write a sentence using one of the words from above,
then draw a picture of your sentence in the box.

☞ Trace and read these words.



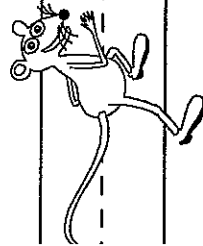
carpet



fan



pair



mouse

name:

☞ Write a sentence using one of the words from above,
then draw a picture of your sentence in the box.

What Sounds Do You Hear at the END of These Words?



do _____



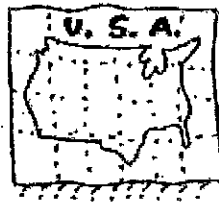
ra _____



ma _____



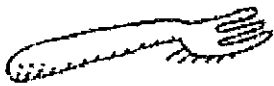
sta _____



ma _____



han _____



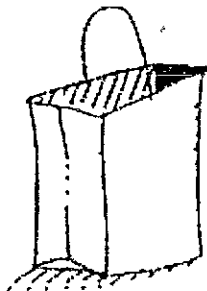
for _____



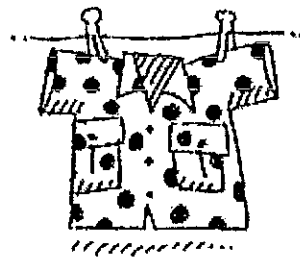
lea _____



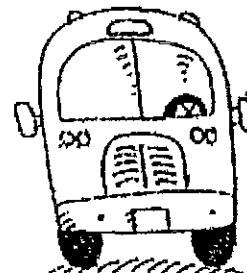
penci _____



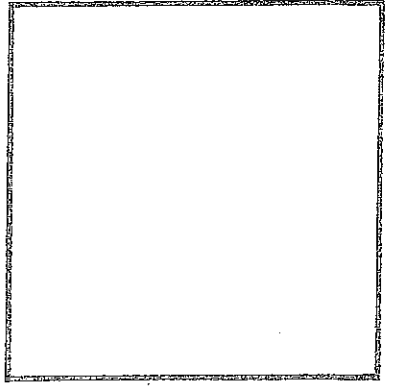
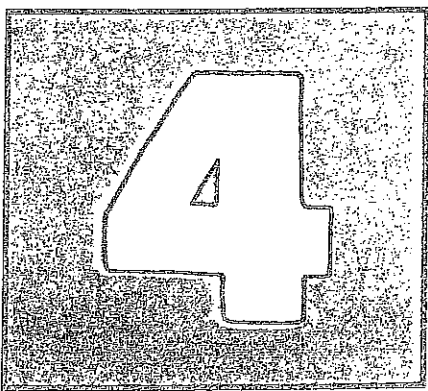
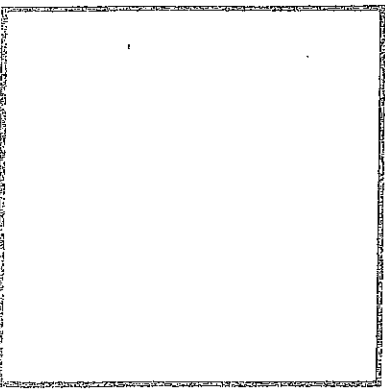
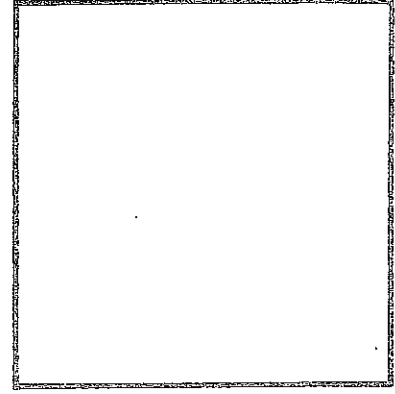
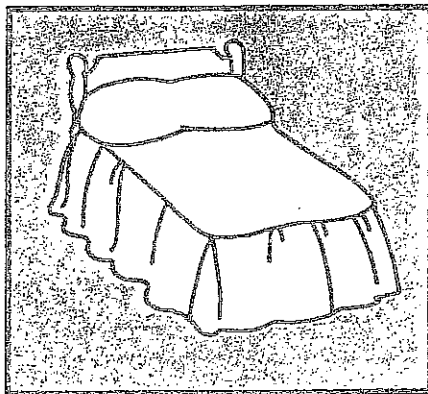
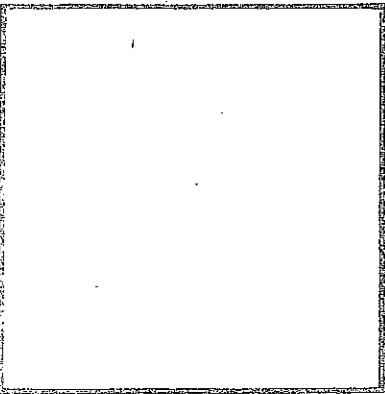
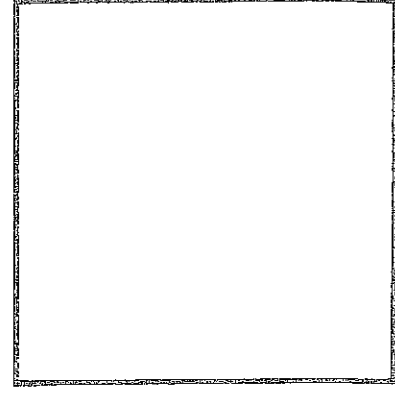
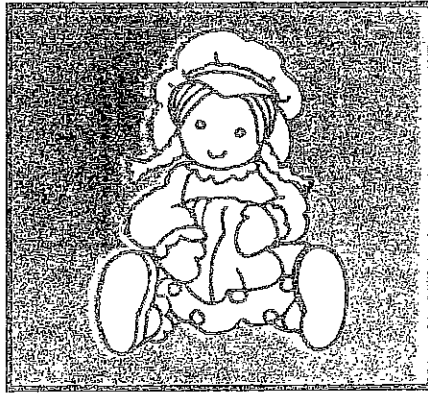
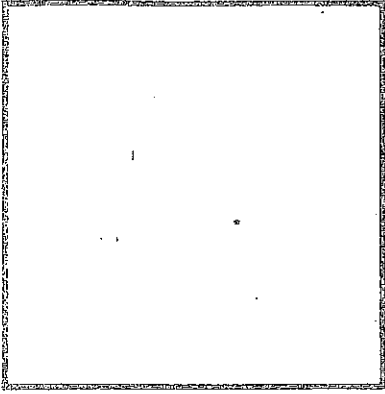
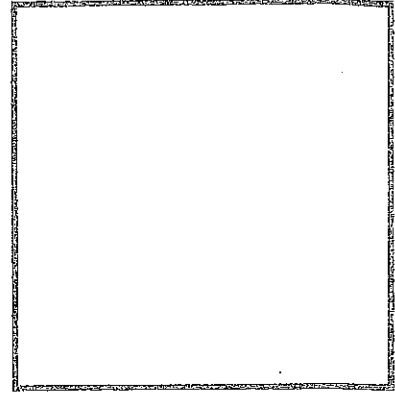
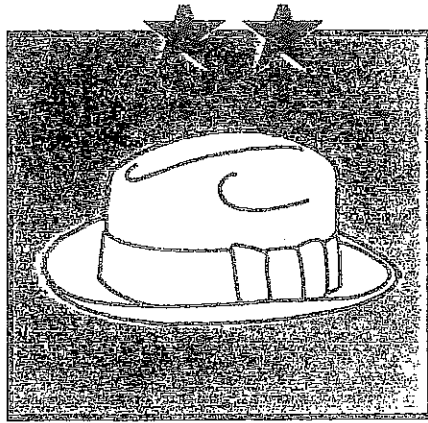
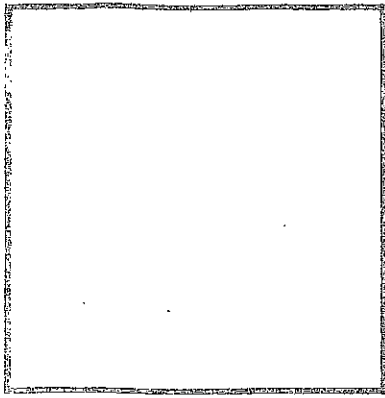
ba _____



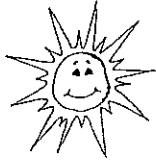
shir _____

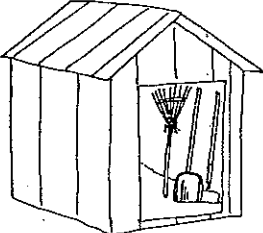
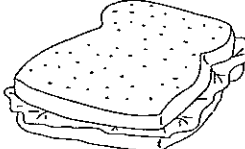

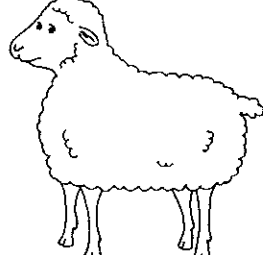
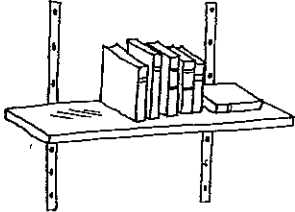
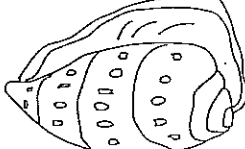
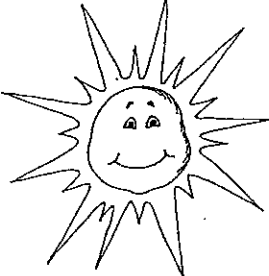
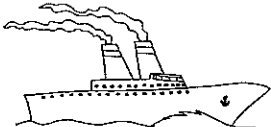
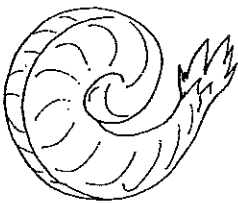

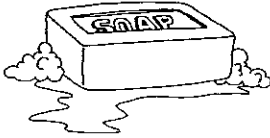
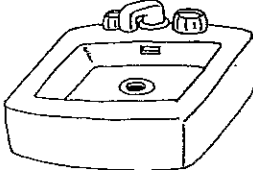


bu _____



Write beginning and ending sound

s sun	 sh sheep
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c

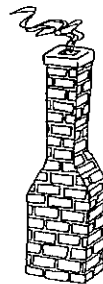
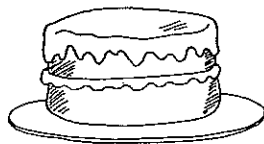
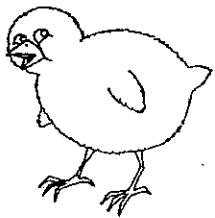
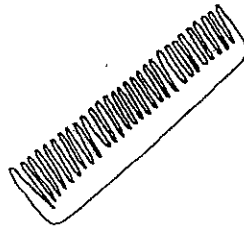
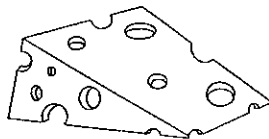
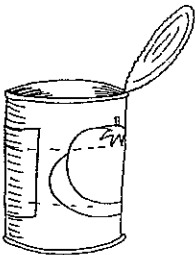
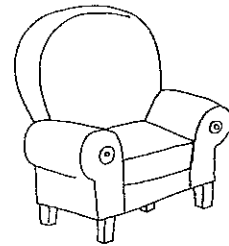
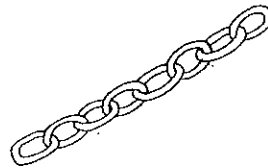
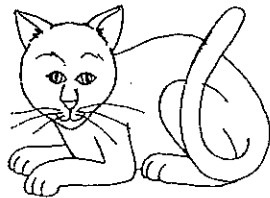
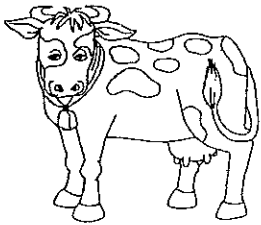


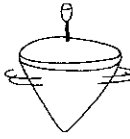
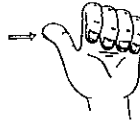
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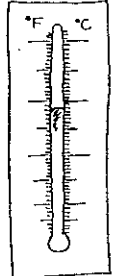
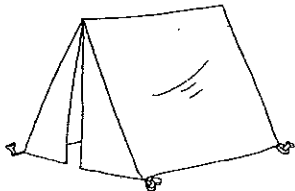
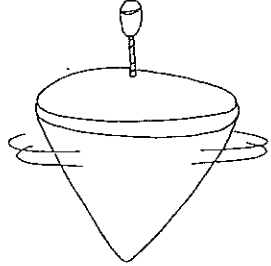

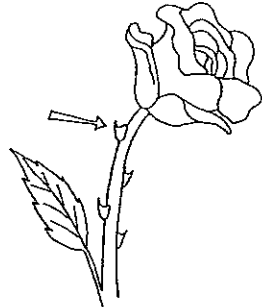
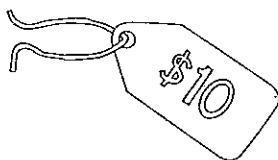
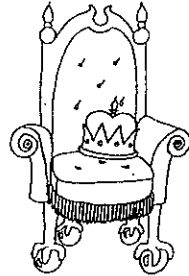
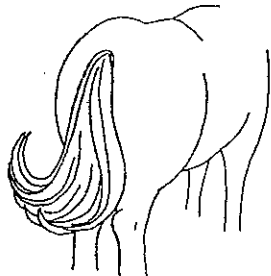
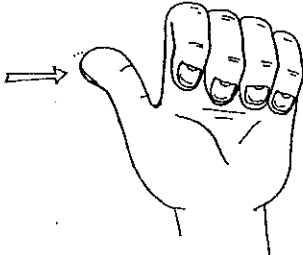
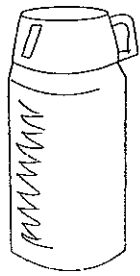
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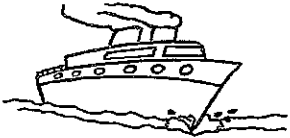



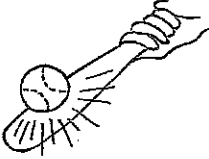





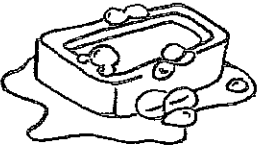
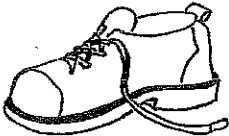
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t  top	th  thumb
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	30		
			
	10		

SORT 25 Initial-Consonant Digraphs: s, h, sh

s 	h 	sh 
		
		
		7
		
		
		

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