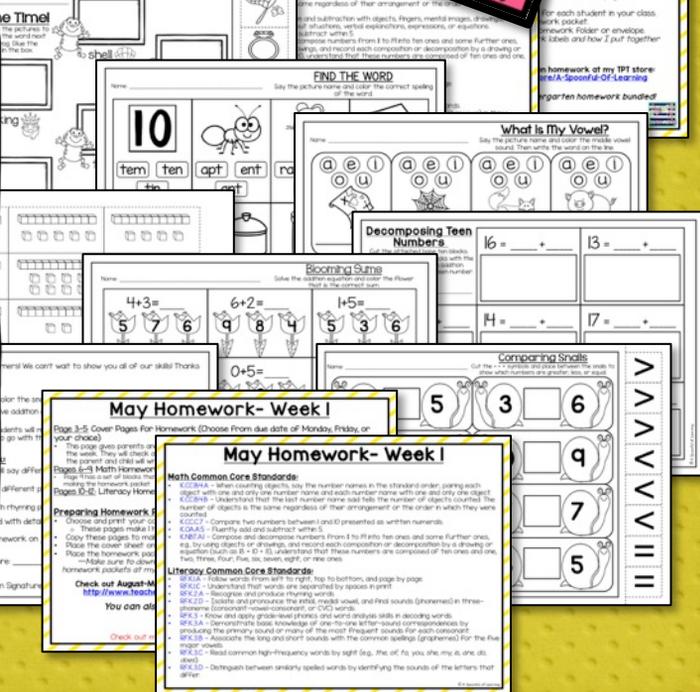


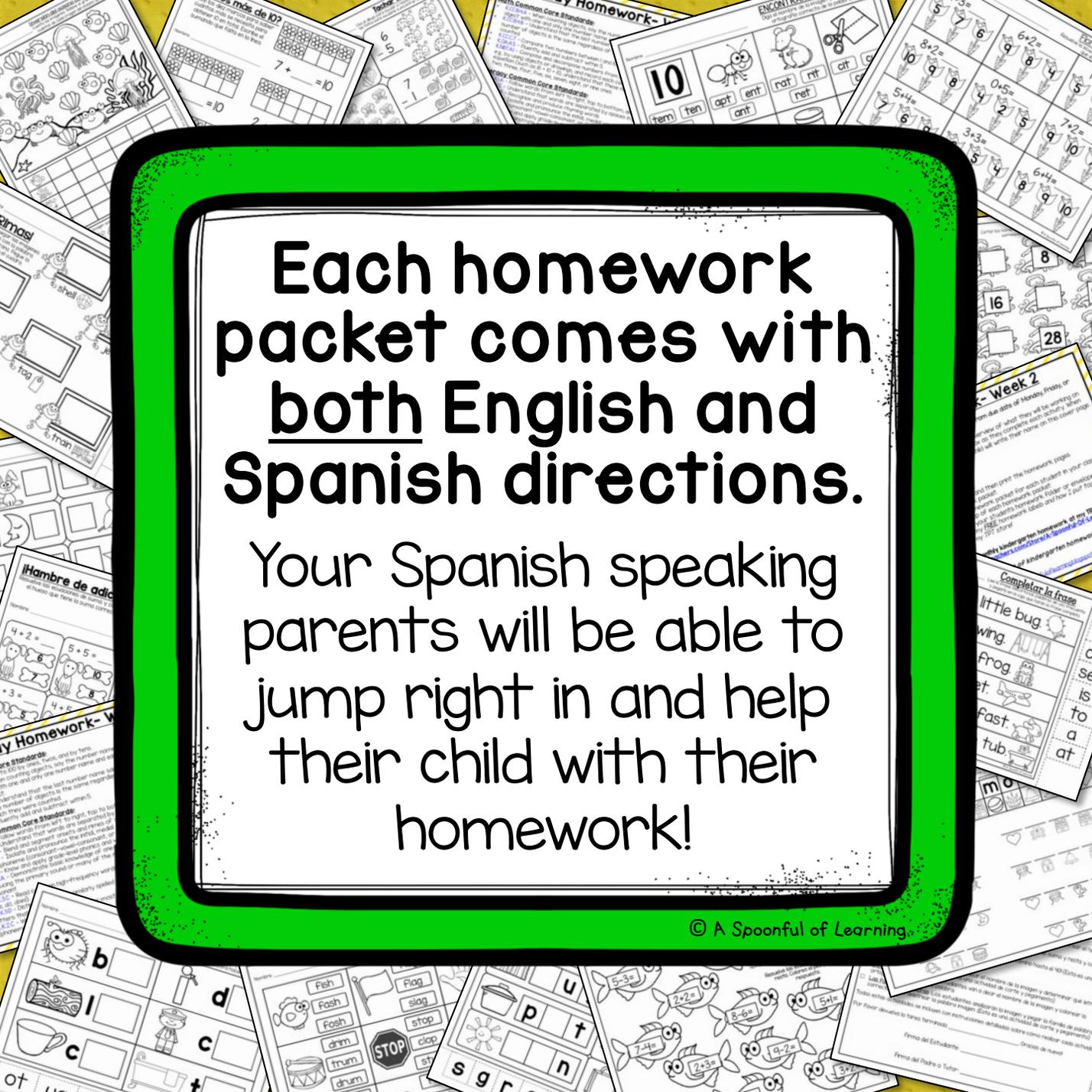
What is all included:

- Common Core Standards students will practice each week.
- Directions for each homework packet
- Cover Pages for students and parents
- 4 Weekly Homework Packets

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English and Spanish Directions



Each homework packet comes with both English and Spanish directions.

Your Spanish speaking parents will be able to jump right in and help their child with their homework!

May Homework- Week 1

Math Common Core Standards:

- [K.CC.B.4.A](#) - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- [K.CC.B.4.B](#) - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- [K.CC.C.7](#) - Compare two numbers between 1 and 10 presented as written numerals.
- [K.OA.A.5](#) - Fluently add and subtract within 5.
- [K.NBT.A.1](#) - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Literacy Common Core Standards:

- [RF.K.1.A](#) - Follow words from left to right, top to bottom, and page by page.
- [RF.K.1.C](#) - Understand that words are separated by spaces in print.
- [RF.K.2.A](#) - Recognize and produce rhyming words.
- [RF.K.2.D](#) - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- [RF.K.3](#) - Know and apply grade-level phonics and word analysis skills in decoding words.
- [RF.K.3.A](#) - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- [RF.K.3.B](#) - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- [RF.K.3.C](#) - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- [RF.K.3.D](#) - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

May Homework- Week 2

Math Common Core Standards:

- [K.CC.A.1](#) - Count to 100 by ones, fives, and by tens.
- [K.CC.B.4.A](#) - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- [K.CC.B.4.B](#) - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- [K.OA.A.1](#) - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- [K.OA.A.5](#) - Fluently add and subtract within 5.
- [K.NBT.A.1](#) - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Literacy Common Core Standards:

- [RF.K.1.A](#) - Follow words from left to right, top to bottom, and page by page.
- [RF.K.1.C](#) - Understand that words are separated by spaces in print.
- [RF.K.2.A](#) - Recognize and produce rhyming words.
- [RF.K.2.C](#) - Blend and segment onsets and rimes of single-syllable spoken words.
- [RF.K.2.D](#) - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- [RF.K.3](#) - Know and apply grade-level phonics and word analysis skills in decoding words.
- [RF.K.3.A](#) - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- [RF.K.3.C](#) - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

May Homework- Week 3

Math Common Core Standards:

- **K.CC.B.4.A** - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **K.CC.B.4.B** - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- **K.OA.A.1** - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- **K.OA.A.4** - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- **K.MD.B.3** - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count

Literacy Common Core Standards:

- **RF.K.1.A** - Follow words from left to right, top to bottom, and page by page.
- **RF.K.1.C** - Understand that words are separated by spaces in print.
- **RF.K.2.D** - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- **RF.K.3** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- **RF.K.3.C** - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- **L.K.2.C** - Write a letter or letters for most consonant and short-vowel sounds (phonemes).

May Homework- Week 4

Math Common Core Standards:

- **K.CC.A.1** - Count to 100 by ones, twos, and by tens.
- **K.CC.B.4.A** - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **K.CC.B.4.B** - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- **K.OA.A.5** - Fluently add and subtract within 5.

Literacy Common Core Standards:

- **RF.K.1.A** - Follow words from left to right, top to bottom, and page by page.
- **RF.K.1.C** - Understand that words are separated by spaces in print.
- **RF.K.2.C** - Blend and segment onsets and rimes of single-syllable spoken words.
- **RF.K.2.D** - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- **RF.K.3** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- **RF.K.3.C** - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- **RF.K.3.D** - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- **L.K.2.C** - Write a letter or letters for most consonant and short-vowel sounds (phonemes).