



ELA GRADE K

*SPRING BREAK LEARNING*

*MARCH 10-14*

*2025*

**The Office of  
Literacy**

# Spring Break Learning Packet



## *STUDENT RESOURCES*

**The materials contained in this packet provide students with additional practice reading, speaking, listening, and writing. Students can return the completed packet to their teacher for review.**

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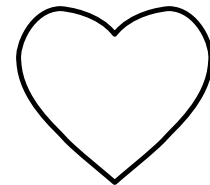
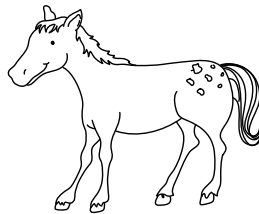
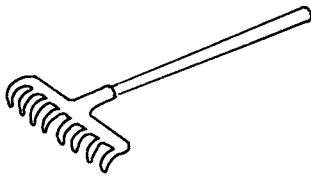
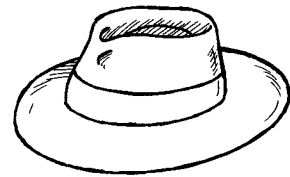
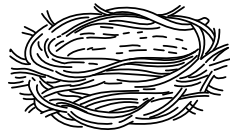
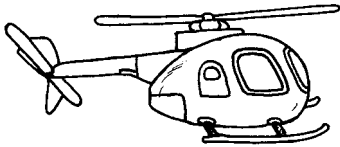
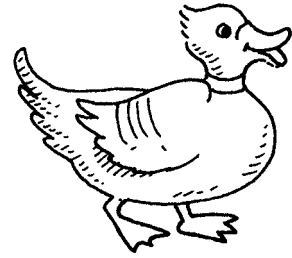
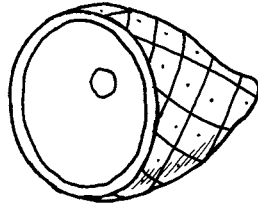
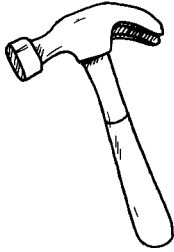


# **Wonders**

Texts and Practice Page



Name \_\_\_\_\_



**Phonemic Awareness: /h/**

Point to and say the name of the picture of the hammer. Tell children that the word *hammer* begins with the /h/ sound. Have children repeat, *hammer*, /h/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /h/ sound as in *hammer*. Tell children to look at the pictures in each row from left to right and work their way down the page from top to bottom.



Name \_\_\_\_\_

Stan spin hot hid

1.

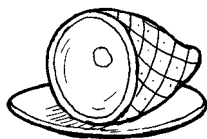


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\_\_\_\_\_

2.



\_\_\_\_\_

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\_\_\_\_\_

3.



\_\_\_\_\_

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\_\_\_\_\_

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**Phonics/Spelling**

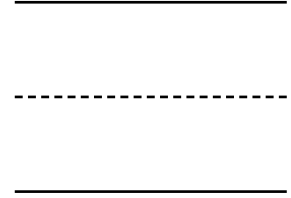
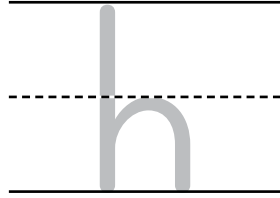
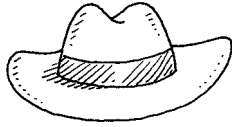
Decode Words: Say *had* and point to your mouth position. Model how to spell the word *had* by writing a letter for each sound you hear. Then decode the word. Then have children decode the words at the top of the page. Spell Words: Have children write the word that names each picture on the lines.



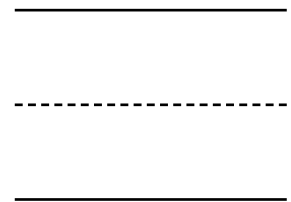
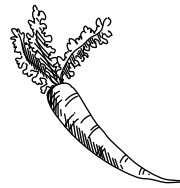
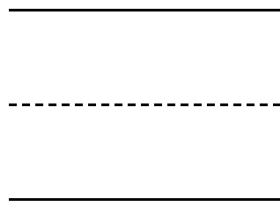
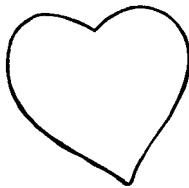
Name \_\_\_\_\_



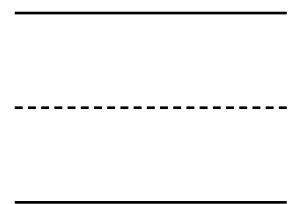
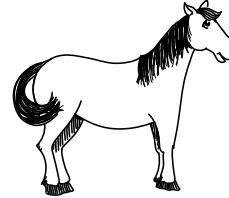
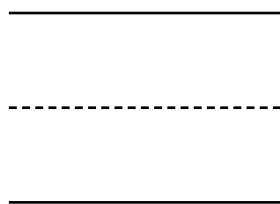
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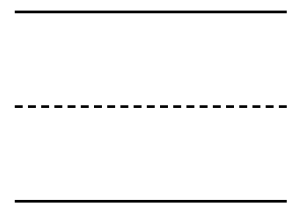
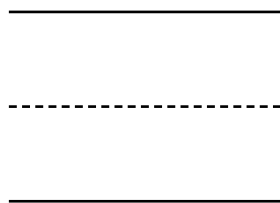
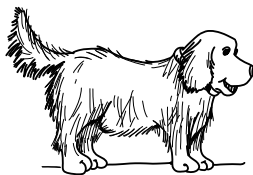
2.



3.



4.



**Phonics: /h/h**

Point to and say the name of the picture of the hat. Tell children that the word *hat* begins with the /h/ sound. Explain that the letter *h* stands for the /h/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter *h* next to the picture if its name begins with /h/ sound as in *hat*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.



Name \_\_\_\_\_

my      you

1. I can do \_\_\_\_\_ work.



\_\_\_\_\_

2. \_\_\_\_\_ give the plants water.



\_\_\_\_\_

3. \_\_\_\_\_ lunch is hot.



\_\_\_\_\_

4. I can put away \_\_\_\_\_ toys.



**High-Frequency Words: *my, you***

Model the Read/Spell/Write routine using the word *my*. Have children repeat the routine, using the words *my* and *you*. Then have children write a word from the box on a line to complete each sentence. Have partners read the sentences to each other. Then say the words *my* and *you* aloud for children to spell.

Name \_\_\_\_\_



We do not see my cat.

---

**Connect to Community**

Encourage children to read the story to a family member or a friend.

# We See It!



Tam and I see my cat.

---

**Review High-Frequency Words**

Have children set a purpose for reading, such as finding out what the children see. Tell children that a word is made up of letters. Point to the first and last letters in the word *see* and the space between *see* and *my*. Then ask children to point to the first and last letters in *and* and the space between *and* and *I*.

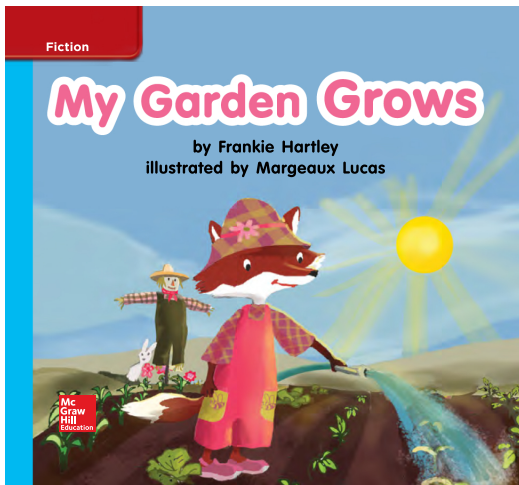




My cat and I see Tam.



Tam and I do not see.



My garden has seeds.

2



My garden has birds.

3



My garden has sun.

4



My garden has water.

5



My garden has rabbits.

6



My garden has weeds.

7



My garden has berries.

8

## Literacy Activities



### Fox Solves It

Talk to a partner about the book. What problems did Fox have? How did she solve her problems?



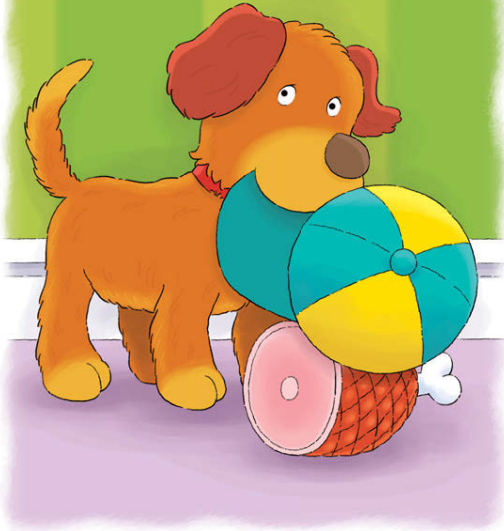
### My Garden

Pretend you have a garden. What would you grow? Draw a picture. Write a sentence about it.

*My garden has* \_\_\_\_\_.



# Hap Hid the Ham



My dad had a hot ham.

2



Hap hid it.

3



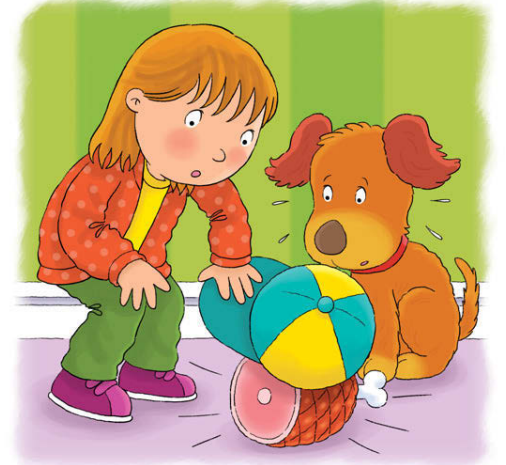
Dad did not see it.  
Dad had to sit.

4



Dad had a hot pan.  
Dad had a tin can.

5



Hap hid the ham.  
See it in my hat?

6

# Hip Hop



Nelson Bevan/PhotoDisc/Getty Images, Charles Mc/Getty Images



Pam can see it.  
It can hop.

8



It can sit.  
It can see him.

9



It can see my mom.  
It can hop a lot.

UpperCut Images/SageStock

10



Can mom see it hop?  
It can hop, hop, hop.

Beef Dancers Studio/  
Mark Diener

11



Hip hop!  
It hid in a hat.

Victoria Smead/  
Hemera/Getty Images

12



Name \_\_\_\_\_

1.

2.

3.

4.

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**Phonological Awareness: Onset and Rime Blending**

Say the word *met*. Then say /m/ /et/, *met*. Have children repeat. Explain that you first said the beginning sound in the word *met* and then you said the remaining sounds. Say that you blended the sounds together to say *met*. Tell children that you will say the beginning and ending sounds in some words. Have them blend the sounds together to say the word. Then tell children to draw a picture of the word in each box.

1. /p//en/, *pen*; 2. /t//en/, *ten*; 3. /m//en/, *men*; 4. /p//et/, *pet*.



Name \_\_\_\_\_

den pet met set

1.

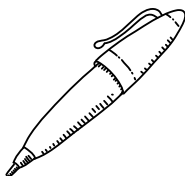


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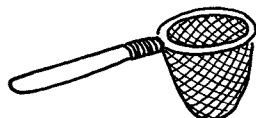


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\_\_\_\_\_

3.



\_\_\_\_\_

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4.



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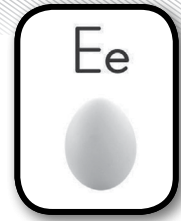
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**Phonics/Spelling**

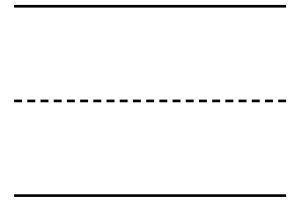
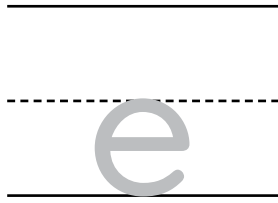
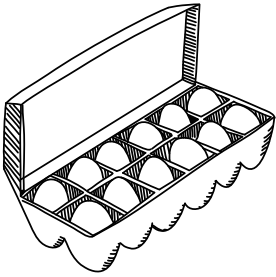
Decode Words: Say *Ted* and point to your mouth position. Write *Ted* and model how to decode it. Have children decode the words at the top of the page. Spell Words: Model how to spell *hen* by writing a letter for each sound. Point out that every word needs to have a vowel, such as the *e* in *hen*. Write and decode the word. Have children write the word that names each picture by writing a letter for each sound. Point out the spelling rule that each word needs to have a vowel. Then have children refer back to a piece of writing and check that they included a vowel in each word.



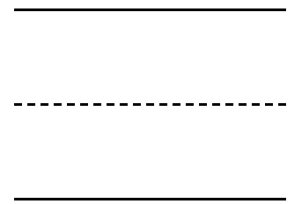
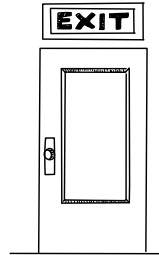
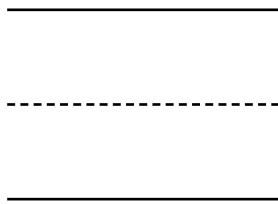
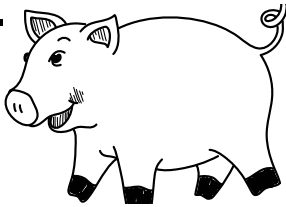
Name \_\_\_\_\_



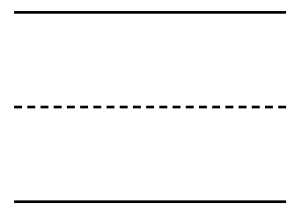
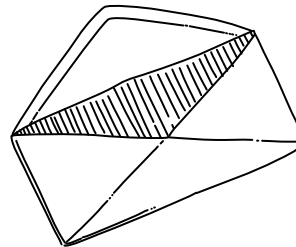
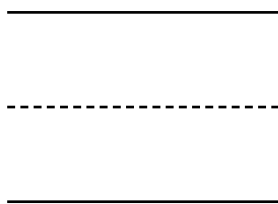
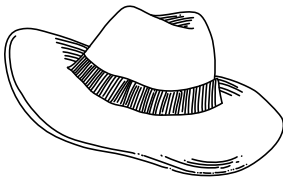
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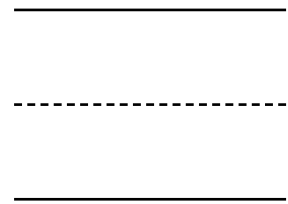
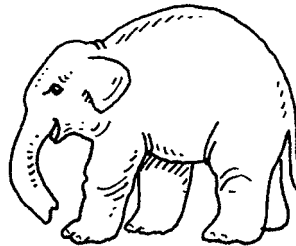
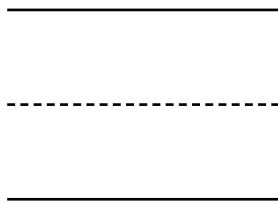
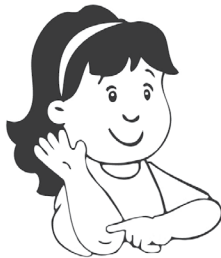
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3.



4.



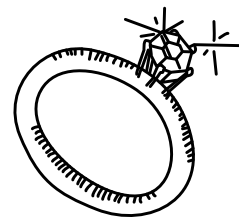
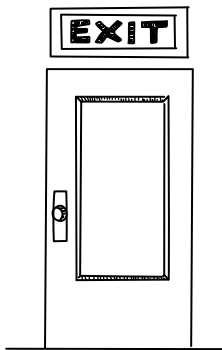
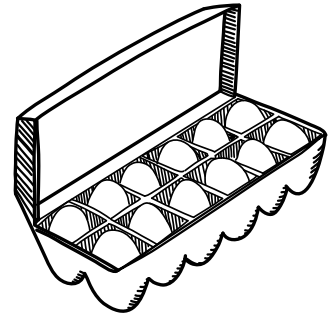
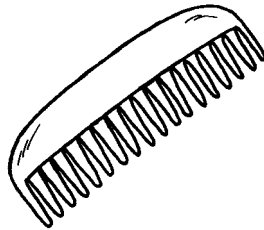
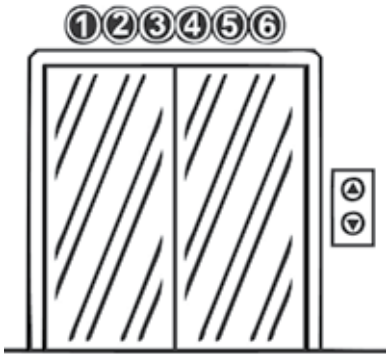
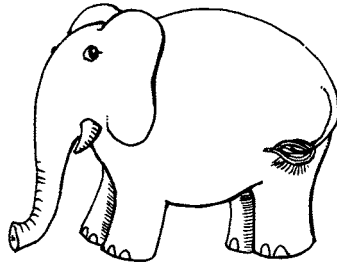
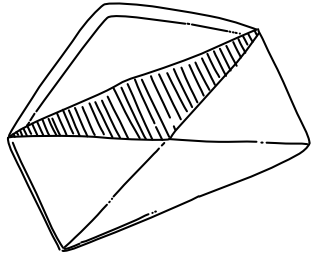
**Phonics: /e/e**

Point to and say the name of the picture of the eggs. Tell children that the word *eggs* begins with the /e/ sound. Explain that the letter *e* stands for the /e/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter *e* next to the picture if its name begins with /e/ sound as in *eggs*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.





Name \_\_\_\_\_



**Phonemic Awareness: /e/**

Point to and say the name of the picture of the envelope. Tell children that the word *envelope* begins with the /e/ sound. Have children repeat, *envelope*, /e/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /e/ sound as in *envelope*. Tell children to look at the pictures in each row from left to right and work their way down the page from top to bottom.



Name \_\_\_\_\_

are my

1. We \_\_\_\_\_ friends.



\_\_\_\_\_

2. \_\_\_\_\_ plant is growing.



\_\_\_\_\_

3. \_\_\_\_\_ you happy?



\_\_\_\_\_

4. \_\_\_\_\_ cookie is good.



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**High-Frequency Words: are, my**

Model the Read/Spell/Write routine using the word *are*. Have children repeat the routine, using the words *are* and *my*. Then have children write a word from the box on a line to complete each sentence. Have partners read the sentences to each other. Say the words *are* and *my* for children to spell.

Name \_\_\_\_\_



We are not sad.

We can hop!

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**Connect to Community**

Encourage children to read the story to a family member or a friend.

# Are You Hot?



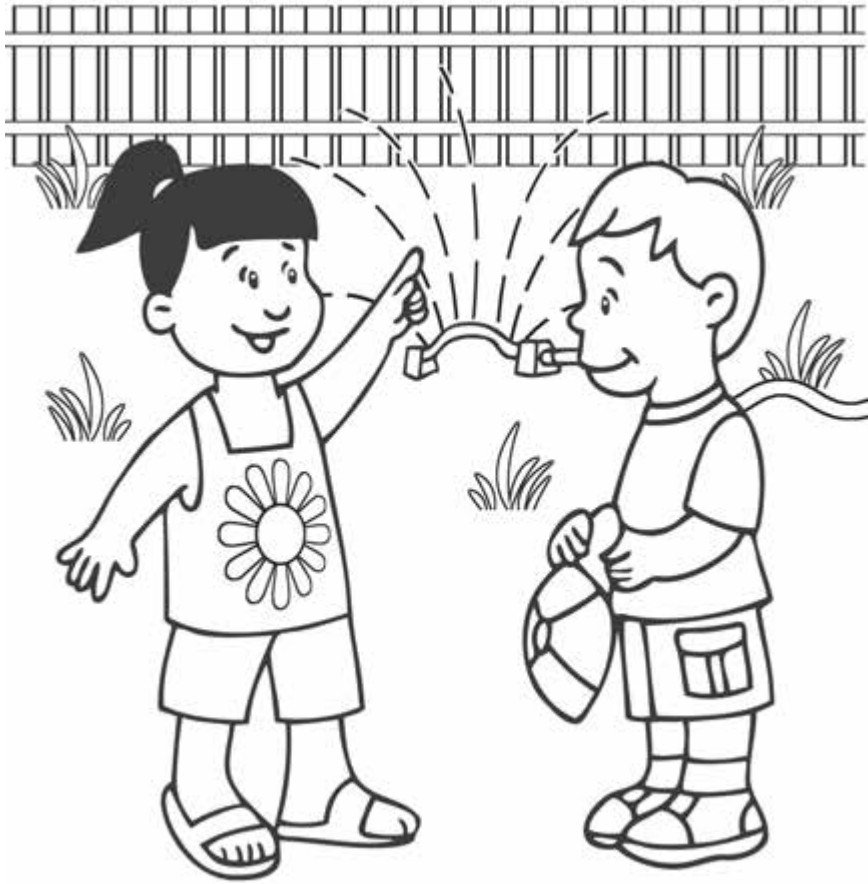
Are you hot?

Are you sad?

---

**Review High-Frequency Words**

Have children set a purpose for reading, such as finding out what the children do to feel cooler. Explain that words in a sentence are separated by spaces. Point to the space between the words *Are* and *you* on page 1. Then ask children to point to the space between the words *are* and *not* on page 4.



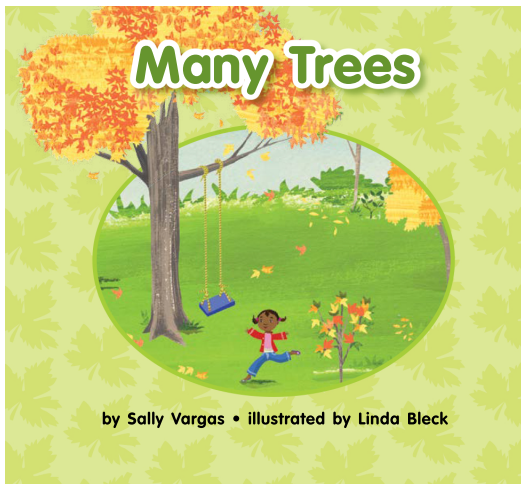
We can go!

2



We are not hot.

3



There are small trees.

2



There are big trees.

3



There are wet trees.

4



There are dry trees.

5



There are green trees.

6



There are red trees.

7



There are many trees!

8

## Literacy Activities



### Trees

Tell a partner what you know about trees.

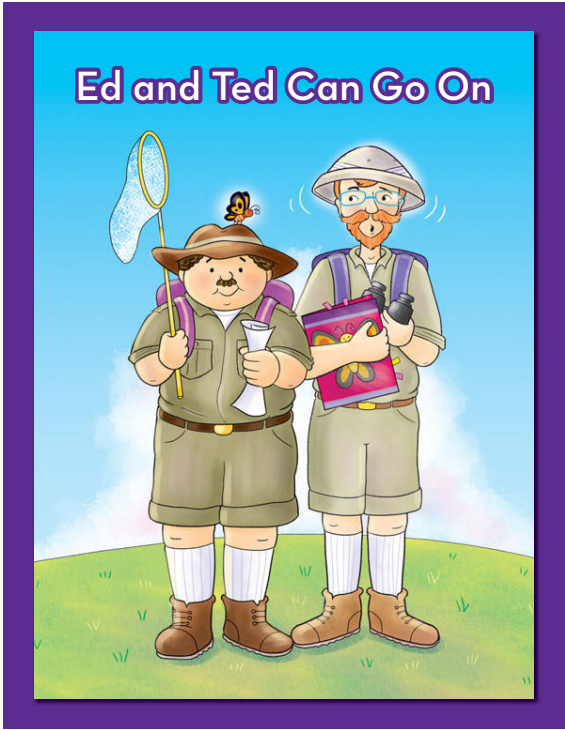


### Kinds of Trees

Draw a picture of a tree. Write a sentence that tells about your tree.

*My tree is* \_\_\_\_\_.

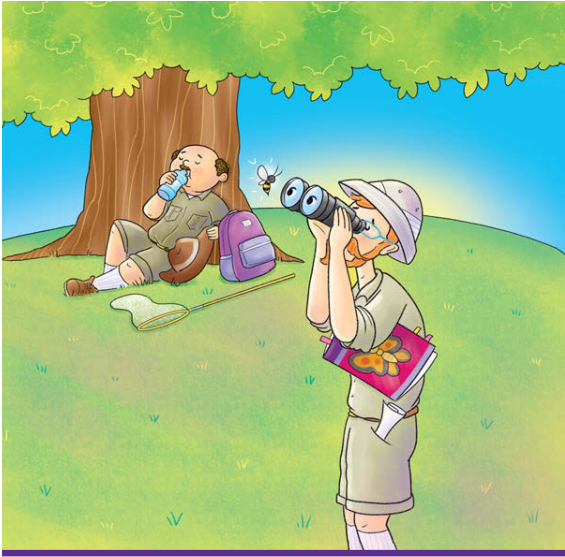




Ed met Ted.  
The men go on.



Ted can tap it.  
Ed can tip a net.



Ed and Ted are hot.  
Ed can sit and sip.



Ed can nap.  
Ted can sit and sip.



Ted can tap it.  
The men can go on.

# Not a Pet!



(tl) Photo by O.K. Almond / Open/Getty Images, (tr) Walter B. Mackinnon/Photodisc/Getty Images, (bl) Steve Gansner/Moment  
Open/Getty Images, (br) TC Morgan Photography/Moment Open/Getty Images

20



Walter B. Mackinnon/Photodisc/Getty Images

A hen can sit in it.  
Not a pet!

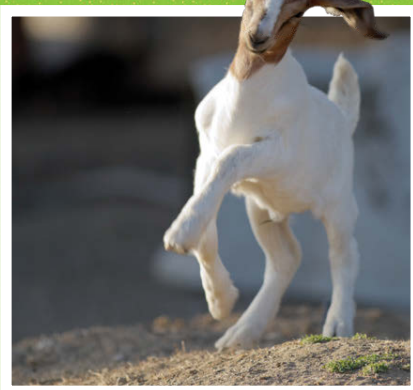
20



J. B. C. Solway/  
Picture Press/Getty Images

It can sit in a den.  
Not a pet!

21



TC Morgan Photography/Moment Open/Getty Images

It can tap in a pen.  
Not a pet!

22



William Reynolds/Alamy

It can sit in a pit.  
Not a pet!

23



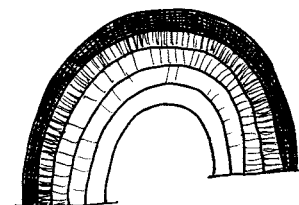
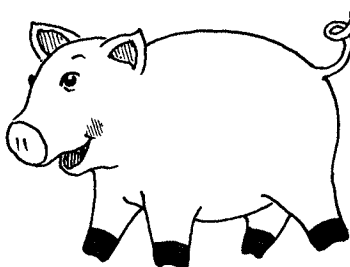
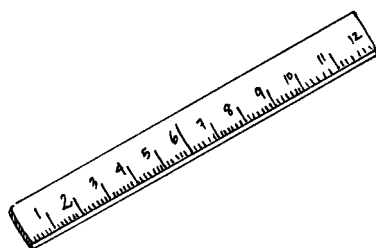
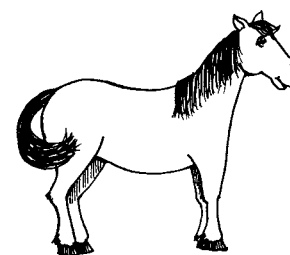
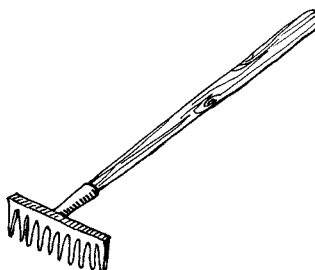
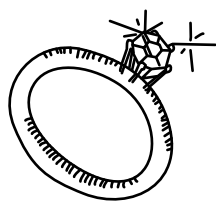
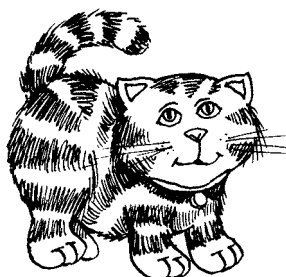
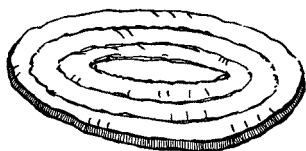
Walter B. Mackinnon/Photodisc/Getty Images

Ned Cat can nap.  
You are my pet Ned!

24



Name \_\_\_\_\_



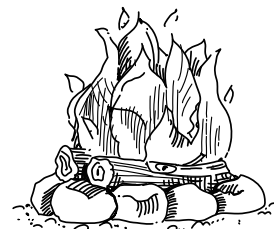
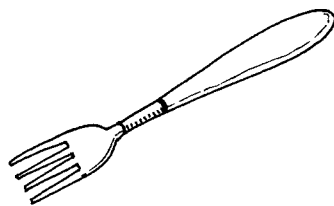
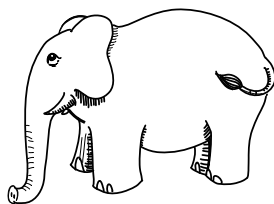
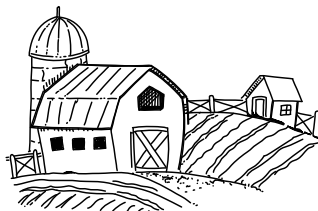
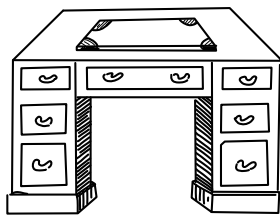
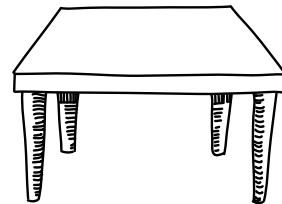
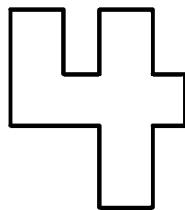
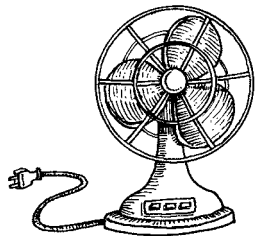
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**Phonemic Awareness: /r/**

Point to and say the name of the picture of the rug. Tell children that the word *rug* begins with the /r/ sound. Have children repeat, *rug*, /r/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /r/ sound as in *rug*. Tell children to look at the pictures in each row from left to right and work their way down the page from top to bottom.



Name \_\_\_\_\_



**Phonemic Awareness: /f/**

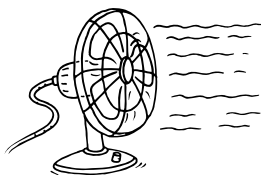
Point to and say the name of the picture of the fan. Tell children that the word *fan* begins with the /f/ sound. Have children repeat, *fan*, /f/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /f/ sound as in *fan*. Tell children to look at the pictures in each row from left to right and work their way down the page from top to bottom.



Name \_\_\_\_\_

if rim fed red

1.



\_\_\_\_\_

-----

\_\_\_\_\_

2.

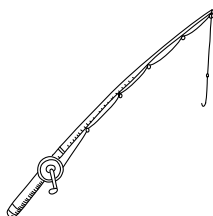


\_\_\_\_\_

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\_\_\_\_\_

3.

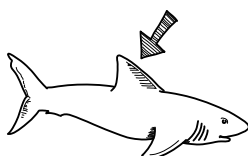


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\_\_\_\_\_

4.



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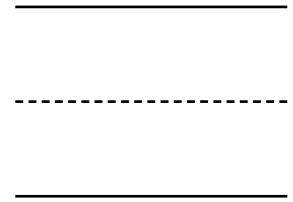
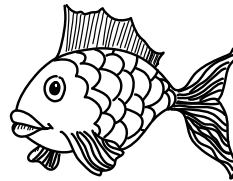
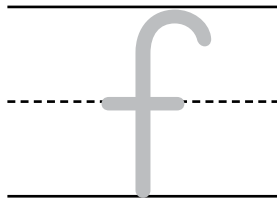
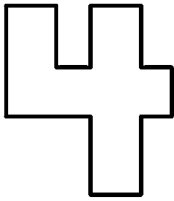
### Phonics/Spelling

Decode Words: Say *it* and point to your mouth position. Write the word and model how to decode it by saying the sound for each letter in the word and then blending the sounds together to say *it*. Then say *ran* and point to your mouth position. Have children decode the words at the top of the page. Spell Words: Model how to spell the word *rip* by writing a letter for each sound. Point out that every word needs to have a vowel, such as the *i* in *rip*. Then decode the word. Have children write the word that names each picture by writing a letter for each sound. Remind children that each word needs to have a vowel.

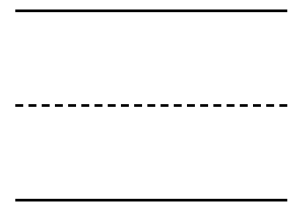
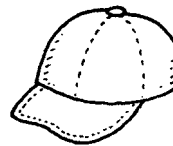
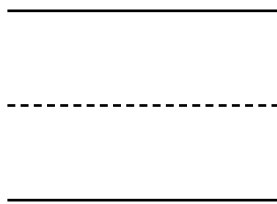
Name \_\_\_\_\_



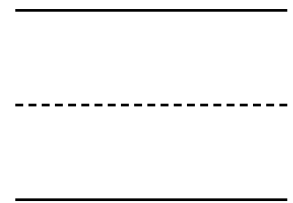
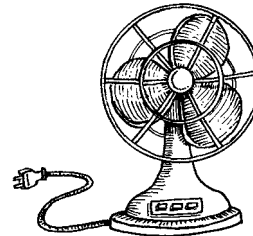
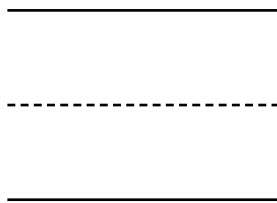
1.



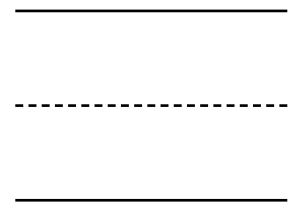
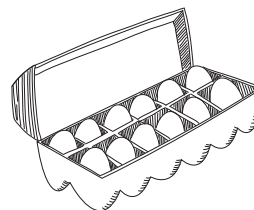
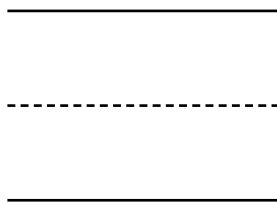
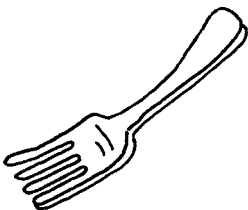
2.



3.



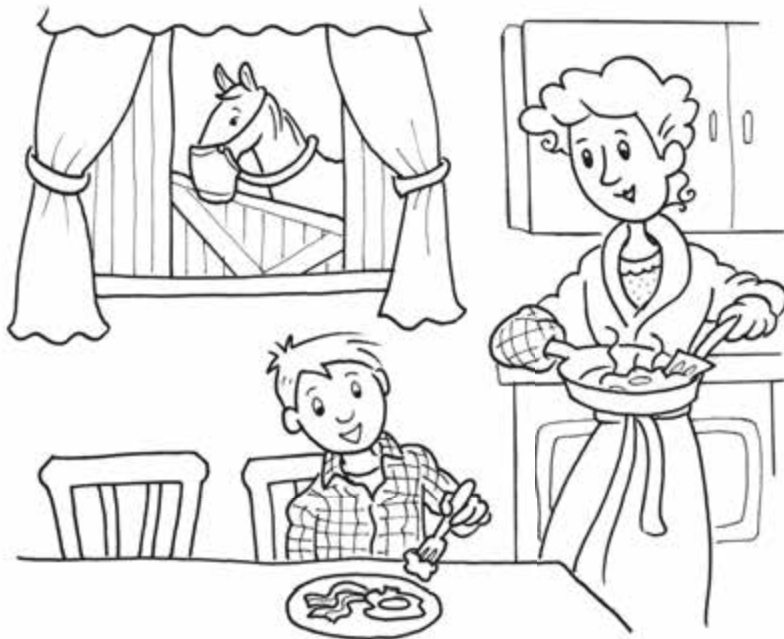
4.



**Phonics: /f/f**

Point to and say the name of the picture of the number four. Tell children that the word *four* begins with the /f/ sound. Explain that the letter *f* stands for the /f/ sound. Now point to and say the name of the rest of the pictures on the page. Have children write the letter *f* next to the picture if its name begins with the /f/ sound as in *four*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.

Name \_\_\_\_\_



He sat with mom.

Mom fed him!

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**Connect to Community**

Encourage children to read the story to a family member or a friend.

# Tim



He fed the hen.

He sat with the cat.

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**Review High-Frequency Words**

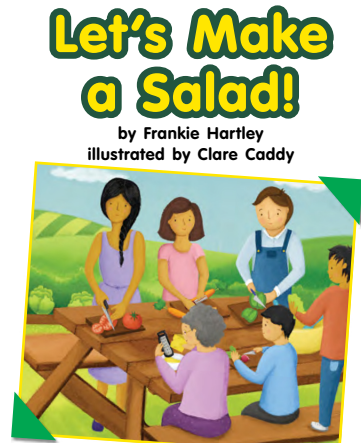
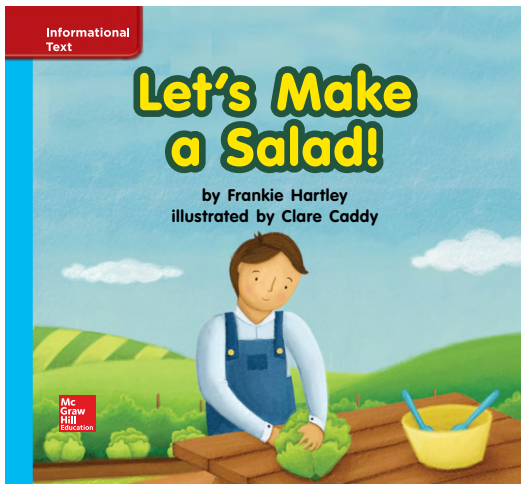
Have children set a purpose for reading, such as finding out what Tim did. Explain that words are made up of letters. Say: *The word with has four letters: w, i, t, and h.* Have children point to the word *he* on page 1 and tell how many letters are in the word. Then explain to children that when they get to the end of a line, they look at the first word in the next line and continue to read from left to right. Model these concepts of print for children.



He fed the cat.



He sat with Nat.



2 He gets the lettuce.



3 He gets the carrots.



4 He gets the tomatoes.



5 He gets the peppers.



6 He gets the radishes.



7 He gets the cheese.



8 He gets the family.

## Literacy Activities



### He Used This

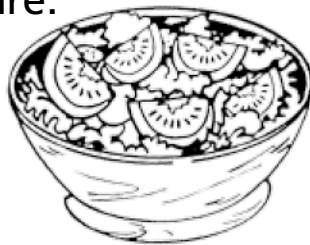
Tell your partner about the things the man used to make a salad.



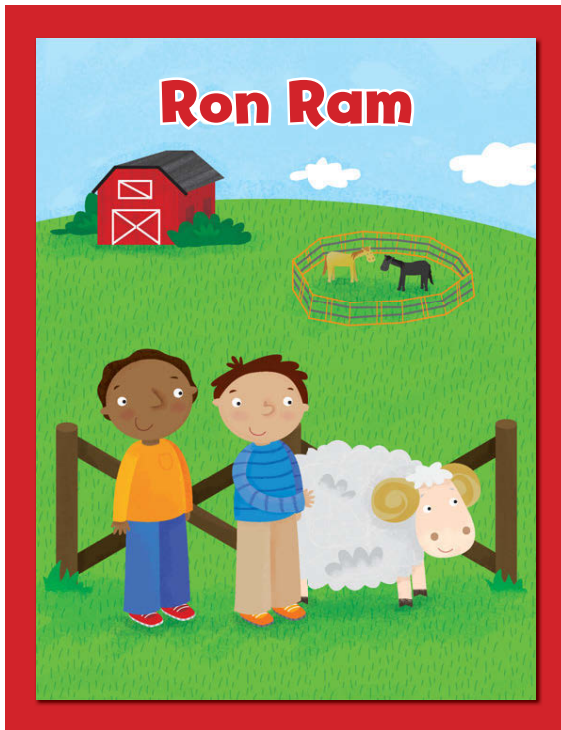
### My Salad

Draw a picture of the things you like to put in a salad. Label each thing. Write a sentence about your picture.

*My salad has* \_\_\_\_\_.







Can you see Ron Ram?  
Ned can see Ron Ram.

26



Ned can go with Ron Ram.  
He can sit on top.

27



Ron Ram can see a red fin.  
Ned can dip a rod.

28



Ron Ram ran to it.  
Can Ned pat it?

29



Ned and Ron Ram fed Ted.

30

# Red and Ron



Steph Etchebarne/Alamy/Getty Images



Image of Stock/Getty Images

Red and Ron ran.  
See Red with Ron.

32



Image of Stock/Getty Images Plus/Getty Images

Ron fed a hen.  
See a fat tan hen.

33



Valentin Fehren/Stock/Getty Images

Ron fed a ram.  
See a fit ram.

34



Chris Carroll/Stock/Getty Images, iStockphoto/Getty Images

See a hot fat pig.  
Ron had to fan it.

35



Herbert T. Ebersole/PhotoObjects.net/Getty Images Plus/Getty Images  
iStockphoto/Getty Images

Ron had to rip it.  
He fed Red.

36