

# Artesia Public Schools

## Kindergarten

Week 4

April 27<sup>th</sup> - May 1<sup>st</sup>



Escuelas públicas de Artesia

jardin de infancia

Semana 4

27 de abril - 1 de mayo

Day 1	<p><b><u>ELA</u></b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness Warm-Up – Read the instructions for each skill (Flash Practice, Sound Blending, Phoneme Deletion, Syllable Stretch) and complete with your student</li> <li>• Review High Frequency Word List</li> <li>• 1<sup>st</sup> Read of Decodable Reader “Run, Tim”. Please help your child read but allow them to work as independently as possible.</li> <li>• Choose one activity from the “At Home Learning &amp; Practice” page to complete with your student</li> </ul> <p><b><u>MATH</u></b></p> <ul style="list-style-type: none"> <li>• “Top of the Tower” activity (*directions included)</li> <li>• Choose one activity from the “At Home Learning &amp; Practice” page to complete with your student</li> <li>• Choose one math activity from <a href="http://www.ixl.com">www.ixl.com</a> (*contact your child’s teacher for login information)</li> </ul>
Day 2	<p><b><u>ELA</u></b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness Warm-Up – Read the instructions for each skill (Flash Practice, Sound Blending, Phoneme Deletion, Syllable Stretch) and complete with your student</li> <li>• – OPTIONAL for Flash Practice: access Jo-Jo Phonics video at:  <a href="http://www.bulldogs.org">www.bulldogs.org</a> &gt; “School Closure Learning Opportunities” &gt; “Elementary Continuous Learning Plan” &gt; “Title 1 Reading” &gt; “Letter Knowledge” video w/ Mrs. Taylor &amp; “Phonics Video” w/ Mrs. Whitmire</li> <li>• Review High Frequency Word List</li> <li>• -un Family Read &amp; Illustrate Worksheet – The student will read the sentences, then illustrate the story.</li> <li>• Choose one activity from the “At Home Learning &amp; Practice” page to complete with your student</li> <li>• Waterford Early Learning Reading (*15 minute session)</li> </ul> <p><b><u>MATH</u></b></p> <ul style="list-style-type: none"> <li>• “Extreme Weather Roll &amp; Subtract” Worksheet (*directions and paper dice included)</li> <li>• Choose one activity from the “At Home Learning &amp; Practice” page to complete with your student</li> <li>• Find shapes in your house. Name them and tell if they are a 2-D or 3-D shape.</li> </ul>

Day 3	<p><b><u>ELA</u></b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness Warm-Up – Read the instructions for each skill (Flash Practice, Sound Blending, Phoneme Deletion, Syllable Stretch) and complete with your student</li> <li>• “Wise Owl Word Hunt” Activity (directions included -*use the two extra lines to practice writing first and last name)</li> <li>• 1<sup>st</sup> Read of Decodable Book “If Kip Can”. Please help your child read but allow them to work as independently as possible.</li> <li>• Choose one activity from the “At Home Learning &amp; Practice” page to complete with your student</li> </ul> <p><b><u>MATH</u></b></p> <ul style="list-style-type: none"> <li>• “Butterfly Roll, Add, and Color! Partner Game” (*directions and paper dice included)</li> <li>• Waterford Early Learning Math &amp; Science (*15 minute session)</li> <li>• Choose one activity from the “At Home Learning &amp; Practice” page to complete with your student</li> </ul>
Day 4	<p><b><u>ELA</u></b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness Warm-Up – Read the instructions for each skill (Flash Practice, Sound Blending, Phoneme Deletion, Syllable Stretch) and complete with your student</li> <li>• – OPTIONAL for Flash Practice: access Jo-Jo Phonics video at:  <a href="http://www.bulldogs.org">www.bulldogs.org</a> &gt; “School Closure Learning Opportunities” &gt; “Elementary Continuous Learning Plan” &gt; “Title 1 Reading” &gt; “Letter Knowledge” video w/ Mrs. Taylor &amp; “Phonics Video” w/ Mrs. Whitmire</li> <li>• Review High Frequency Word List</li> <li>• “Spin, Spell and Win” worksheet (directions included)</li> <li>• Choose one activity from the “At Home Learning &amp; Practice” page to complete with your student</li> <li>• Waterford Early Learning Reading (*15 minute session)</li> </ul> <p><b><u>MATH</u></b></p> <ul style="list-style-type: none"> <li>• Teen Number Game (*directions included)</li> <li>• Choose one math activity from <a href="http://www.ixl.com">www.ixl.com</a> (*contact your child’s teacher for login information)</li> <li>• Choose one activity from the “At Home Learning &amp; Practice” page to complete with your student</li> </ul>

Day 5	<p><b><u>ELA</u></b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness Warm-Up – Read the instructions for each skill (Flash Practice, Sound Blending, Phoneme Deletion, Syllable Stretch) and complete with your student</li> <li>• Review High Frequency Word List</li> <li>• Read &amp; Match worksheet – Students will read the sentence, then find the picture that matches (*there will be unused pictures)</li> <li>• Choose one activity from the “At Home Learning &amp; Practice” page to complete with your student</li> </ul> <p><b><u>MATH</u></b></p> <ul style="list-style-type: none"> <li>• 2D/3D Shape Sort Worksheet (cut shapes and sort onto buckets)</li> <li>• Waterford Early Learning Math &amp; Science (*15-minute session)</li> <li>• Choose one activity from the “At Home Learning &amp; Practice” page to complete with your student</li> </ul>
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\*Additional resources have been provided at the end of the packet for any extra work you and/or your student wish to complete.

\*\*\*\*\* **A NOTE FROM MRS. MCCALED**\*\*\*\*\*

I strongly encourage students to spend some time each week on the Waterford and IXL programs. I am tracking their progress and can see their growth and /or deficits in both Math and English Language Arts. Right now, it is my only way to keep up with how our students are doing and it will help them stay on pace and be prepared for first grade. Both programs will be available through July.

I want to take this time to say **THANK YOU** for being the teacher during the mandatory school closure. It has left our hearts aching to see our students again. We miss them terribly! I want you to remember your teachers care about you and we are going to do whatever it takes to make the rest of our school year the best it can be regardless of how far away we are from each other. Please reach out to us if you need anything. We will get through this together! Sending our love and hugs from a distance to each of you!



Día 1	<p><b><u>ELA</u></b></p> <ul style="list-style-type: none"> <li>• Calentamiento de conciencia fonética – Lea las instrucciones para cada habilidad (Práctica Flash, Mezcla de sonido, Eliminación de Fonema, Estiramiento Syllable) y complete con su estudiante</li> <li>• Revisar la lista de palabras de alta frecuencia</li> <li>• 1<sup>st</sup>Lectura del lector decodable "Ejecutar, Tim". Ayude a su hijo a leer, pero permita que trabajen de la manera más independiente posible.</li> <li>• Elija una actividad de la página "Aprendizaje y práctica en el hogar" para completar con su estudiante</li> </ul> <p><b><u>MATEMÁTICA</u></b></p> <ul style="list-style-type: none"> <li>• Actividad "Top of the Tower" (*direcciones incluidas)</li> <li>• Elija una actividad de la página "Aprendizaje y práctica en el hogar" para completar con su estudiante</li> <li>• Elija una actividad matemática en <a href="http://www.ixl.com">www.ixl.com</a>(*póngase en contacto con el maestro de su hijo para obtener información de inicio de sesión)</li> </ul>
Día 2	<p><b><u>ELA</u></b></p> <ul style="list-style-type: none"> <li>• Calentamiento de conciencia fonética – Lea las instrucciones para cada habilidad (Práctica Flash, Mezcla de sonido, Eliminación de Fonema, Estiramiento Syllable) y complete con su estudiante</li> <li>• – OPCIONAL para la práctica flash: acceder a Jo-Jo Phonics vídeo en:  <a href="http://www.bulldogs.org">www.bulldogs.org</a>&gt; "Oportunidades de aprendizaje de cierre escolar" &gt; "Plan de aprendizaje continuo elemental" &gt; "Título 1 lectura" &gt; "Conocimiento de la carta" vídeo con la Sra. Taylor y "Phonics Video" con la Sra. Whitmire</li> <li>• Revisar la lista de palabras de alta frecuencia</li> <li>• -un Familia Leer e Ilustrar Hoja de Trabajo – El estudiante leerá las oraciones, luego ilustrará la historia.</li> <li>• Elija una actividad de la página "Aprendizaje y práctica en el hogar" para completar con su estudiante</li> <li>• Lectura de aprendizaje temprano de Waterford (*sesión de 15 minutos)</li> </ul> <p><b><u>MATEMÁTICA</u></b></p> <ul style="list-style-type: none"> <li>• Hoja de trabajo "Extreme Weather Roll and Subtract" (*direcciones y dados de papel incluidos)</li> <li>• Elija una actividad de la página "Aprendizaje y práctica en el hogar" para completar con su estudiante</li> <li>• Encuentra formas en tu casa. Nómbralos y diga si tienen forma de 2-D o 3-D.</li> </ul>

Día 3	<p><b><u>ELA</u></b></p> <ul style="list-style-type: none"> <li>• Calentamiento de conciencia fonética – Lea las instrucciones para cada habilidad (Práctica Flash, Mezcla de sonido, Eliminación de Fonema, Estiramiento Syllable) y complete con su estudiante</li> <li>• Actividad "Wise Owl Word Hunt" (instrucciones incluidas -*utilice las dos líneas adicionales para practicar la escritura de nombre y apellido)</li> <li>• 1<sup>st</sup>Lectura del libro decodable "Si Kip Can". Ayude a su hijo a leer, pero permita que trabajen de la manera más independiente posible.</li> <li>• Elija una actividad de la página "Aprendizaje y práctica en el hogar" para completar con su estudiante</li> </ul> <p><b><u>MATEMÁTICA</u></b></p> <ul style="list-style-type: none"> <li>• "Butterfly Roll, Add, and Color! Juego de socios" (*direcciones y dados de papel incluidos)</li> <li>• Waterford Early Learning Math and Science (*15 minutos de sesión)</li> <li>• Elija una actividad de la página "Aprendizaje y práctica en el hogar" para completar con su estudiante</li> </ul>
Día 4	<p><b><u>ELA</u></b></p> <ul style="list-style-type: none"> <li>• Calentamiento de conciencia fonética – Lea las instrucciones para cada habilidad (Práctica Flash, Mezcla de sonido, Eliminación de Fonema, Estiramiento Syllable) y complete con su estudiante</li> <li>• – OPCIONAL para la práctica flash: acceder a Jo-Jo Phonics vídeo en: <a href="http://www.bulldogs.org">www.bulldogs.org</a>&gt; "Oportunidades de aprendizaje de cierre escolar" &gt; "Plan de aprendizaje continuo elemental" &gt; "Título 1 lectura" &gt; "Conocimiento de la carta" vídeo con la Sra. Taylor y "Phonics Video" con la Sra. Whitmire</li> <li>• Revisar la lista de palabras de alta frecuencia</li> <li>• Hoja de trabajo "Girar, hechizo y ganar" (instrucciones incluidas)</li> <li>• Elija una actividad de la página "Aprendizaje y práctica en el hogar" para completar con su estudiante</li> <li>• Lectura de aprendizaje temprano de Waterford (*sesión de 15 minutos)</li> </ul> <p><b><u>MATEMÁTICA</u></b></p> <ul style="list-style-type: none"> <li>• Juego de números para adolescentes (*direcciones incluidas)</li> <li>• Elija una actividad matemática en <a href="http://www.ixl.com">www.ixl.com</a>(*póngase en contacto con el maestro de su hijo para obtener información de inicio de sesión)</li> <li>• Elija una actividad de la página "Aprendizaje y práctica en el hogar" para completar con su estudiante</li> </ul>

Día 5	<p><b><u>ELA</u></b></p> <ul style="list-style-type: none"> <li>• Calentamiento de conciencia fonética – Lea las instrucciones para cada habilidad (Práctica Flash, Mezcla de sonido, Eliminación de Fonema, Estiramiento Syllable) y complete con su estudiante</li> <li>• Revisar la lista de palabras de alta frecuencia</li> <li>• Leer y hacer coincidir la hoja de trabajo: los alumnos leerán la oración y luego encontrarán la imagen que coincida (*habrá imágenes no utilizadas)</li> <li>• Elija una actividad de la página "Aprendizaje y práctica en el hogar" para completar con su estudiante</li> </ul> <p><b><u>MATEMÁTICA</u></b></p> <ul style="list-style-type: none"> <li>• Hoja de trabajo de clasificación de formas 2D/3D (cortar formas y ordenar en cubos)</li> <li>• Waterford Early Learning Math and Science (*15 minutos de sesión)</li> <li>• Elija una actividad de la página "Aprendizaje y práctica en el hogar" para completar con su estudiante</li> </ul>
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\*Se han proporcionado recursos adicionales al final del paquete para cualquier trabajo adicional que usted y/o su estudiante deseen completar.

\*\*\*\*\***UNA NOTA DE MRS. MCCALEB**\*\*\*\*\*

Animo encarecidamente a los estudiantes a pasar algún tiempo cada semana en los programas Waterford e IXL. Estoy haciendo un seguimiento de su progreso y puedo ver su crecimiento y / o déficits en Matemáticas y Artes del Idioma Inglés. En este momento, es mi única manera de mantenerse al día con el funcionamiento de nuestros estudiantes y les ayudará a mantenerse al ritmo y estar preparados para el primer grado. Ambos programas estarán disponibles hasta julio.

Quiero tomarme este tiempo para decir **GRACIAS** por ser el maestro durante el cierre obligatorio de la escuela. Nos ha dejado el corazón dolorido ver a nuestros estudiantes de nuevo. ¡Los extrañamos terriblemente! Quiero que recuerden que sus maestros se preocupan por usted y vamos a hacer lo que sea necesario para que el resto de nuestro año escolar sea lo mejor que pueda ser independientemente de lo lejos que estemos el uno del otro. Por favor, póngase en contacto con nosotros si necesita algo. Vamos a superar esto juntos. ¡Enviando nuestro amor y abrazos desde la distancia a cada uno de ustedes!

## Parent Tips for Distance Learning

Concerns:	Try This:
<p>“My child is having trouble staying focused”</p>	<ul style="list-style-type: none"> <li>• Create a designated, quiet space for your child to work if possible</li> <li>• Offer plenty of breaks as needed</li> <li>• Set a timer for your child (5-15 minutes is reasonable for most Kindergarteners)</li> <li>• Set small, attainable goals and offer positive reinforcement when goals are met (praise, stickers, free time, etc.)</li> </ul>
<p>“The lessons are too easy/difficult for my child”</p>	<ul style="list-style-type: none"> <li>• Reach out to your child’s teacher with any concerns and we can discuss additional modifications</li> </ul>
<p>“My child does not want to complete the lessons”</p>	<ul style="list-style-type: none"> <li>• Offer choice “Do you want to complete math or reading first today?”, “Do you want to do an online lesson or a worksheet?”</li> <li>• If the lessons are causing stress or conflict in your household, please reach out to your child’s teacher and we can brainstorm alternatives</li> </ul>
<p>“I am worried about my child’s progress”</p>	<ul style="list-style-type: none"> <li>• Our #1 goal is to support the social and emotional well-being of students. Your child may not make the same amount of academic progress with online learning as they would at school and that is OK</li> <li>• When we return to school, teachers will use assessments to determine students’ individual needs, and we will provide instruction and support from there.</li> </ul>



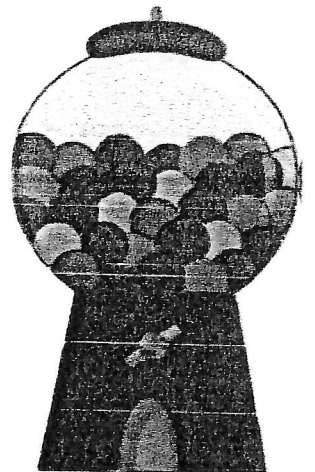
# PHONEMIC AWARENESS WARM-UP

## WEEK 27

Skill	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Flash Practice</u> Teacher says, students repeat	<u>Consonant Blends</u> Intro the Consonant Blend l- blends Sounds	<u>Consonant Blends</u> l- blends Sounds	<u>Consonant Blends</u> l- blends Sounds	<u>Consonant Blends</u> l- blends Sounds	<u>ALL Sounds</u> All Consonant Blends/Digraphs Sounds
<u>Sound Blending</u> Say the sounds, students repeat and then blend the word together.	cl-i-p gr-ow dr-y sp-i-ll pr-e-t-z-el pl-a-nk cl-a-m st-e-p-s	pr-e-ss sk-a-te br-ai-d gl-a-d ch-i-mb sp-e-ck cr-a-ck pr-i-n-t	gr-i-n br-u-sh cr-a-f-t st-a-b-le sp-i-n br-i-de gr-an-d-ma sc-o-re	sc-a-n st-e-m fl-u-te sl-i-ng pl-a-t-e gl-ue sl-i-d tr-i-p	sp-i-ce br-ee-ze cl-a-m fl-a-sh pl-u-g sl-ee-p tr-i-p sw-i-m
<u>Phoneme Deletion</u> Say a word. (bat) Take out (b) What's left? "at"	clam (cl)- am play (pl)- ay crib (cr)- ib swim (sw)- im trip (tr)- ip floss (fl)- oss slug (sl)- ug	stick (st)- ick grin (gr)- in tree (tr)- ee drum (dr)- um snap (sn)- ap stem (st)- em smog (sm)	grab (gr)- ab tray (tr)- ay fly (fl)- y blimp (bl)- imp glad (gl)- ad frog (fr)- og scan (sc)- an	flat (fl)- at sky (sk)- y step (st)- ep swim (sw)- im plug (pl)- ug freeze (fr)- eeze scar (sc)- ar	flip (fl)- ip stick (st)- ick clap (cl)- ap club (cl)- ub crack (cr)- ack trash (tr)- ash snag (sn)- ag
<u>Syllable Stretch</u> Say the word, students repeat the word, then break it up by syllables, clapping each syllable. butterfly: butt-er-fly	blossom smoothie trampoline dragonfly swimsuit slippers president fraction flower	skateboard grasshopper broccoli crayons broken gloomy planet stapler pretzel	stocking blender triangle clover princess smoothie trumpet bracelet snorkel	playground graduate platypus blender trophy spider skewer grandma dragon	sneaker sweater playground gladiator spatula scarecrow flamingo study travel

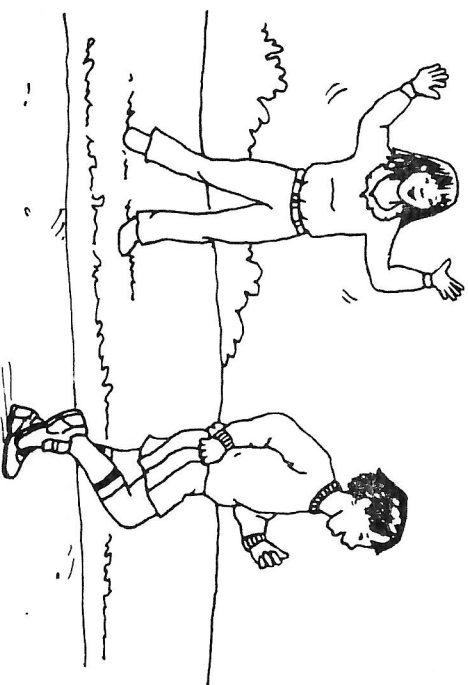
# High-Frequency Words List

the	have	you
of	that	she
they	said	was
little	what	go
my	green	I
look	from	do
a	five	one
am	blue	come
where	is	here
two	four	three
with	to	we
are	yellow	he
for	see	like
me		



Name \_\_\_\_\_

# Run, Tim

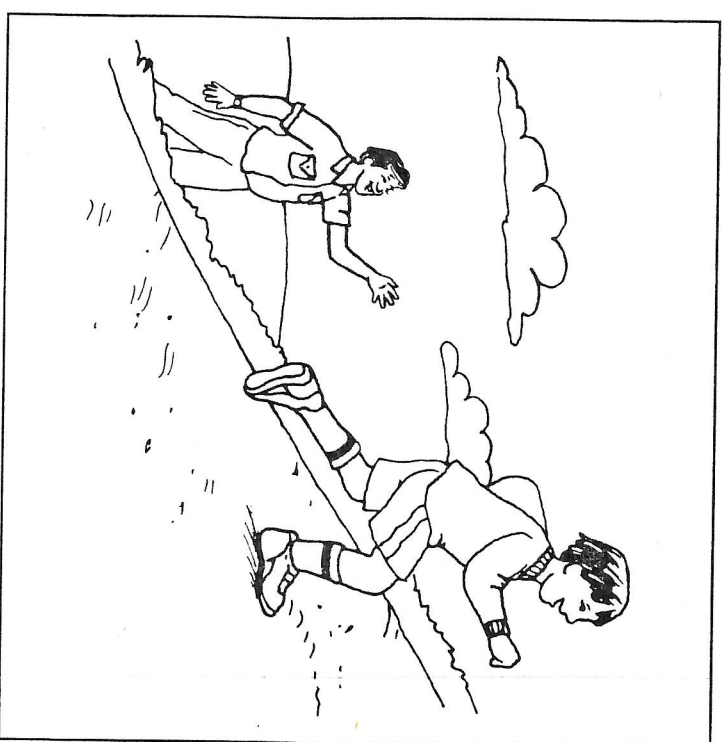


Tim ran past his sis.

She said,

“You can not quit yet.”

1

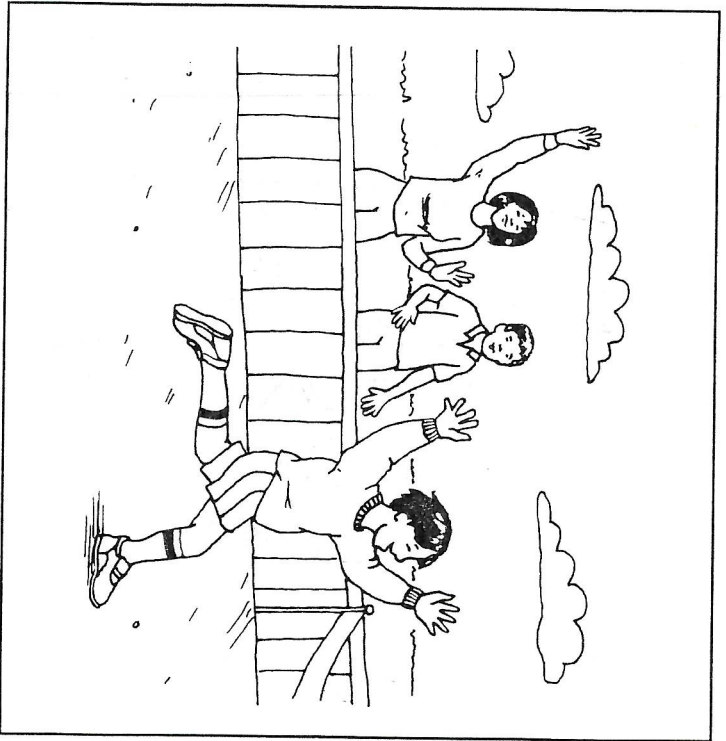


Tim ran up a hill.

His dad said,

“You can not quit yet.”

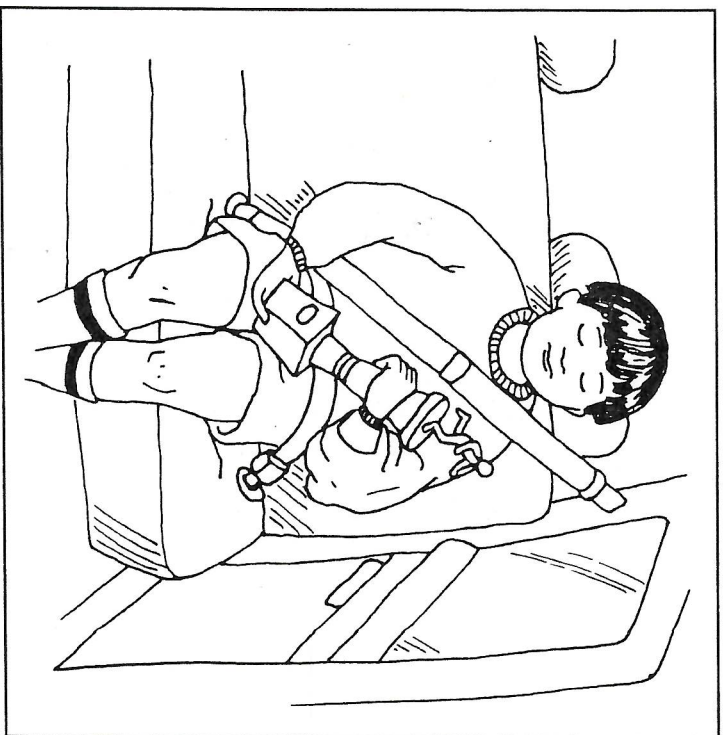
2



Tim ran and ran.  
His mom said,  
“You can not quit yet.”

3

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Tim ran to the end.  
Tim had a rest.

4

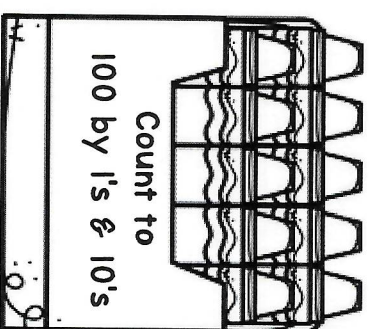
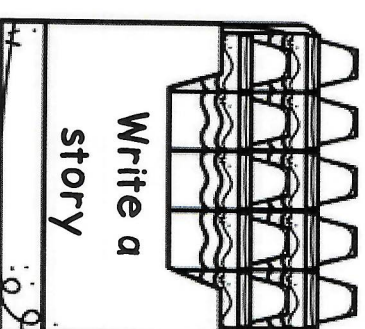
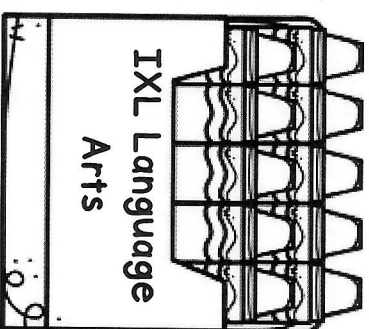
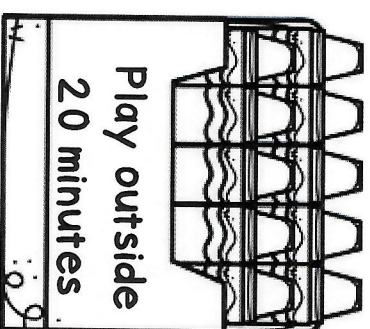
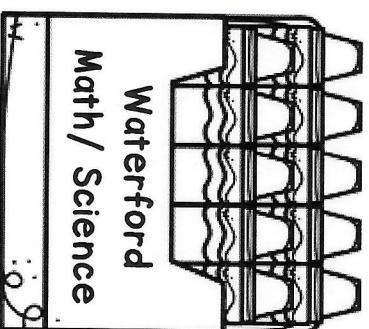
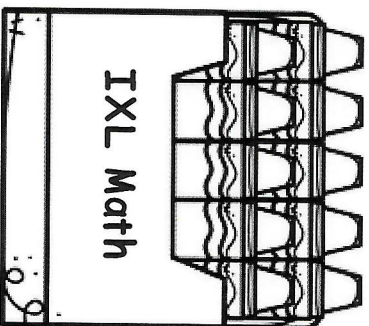
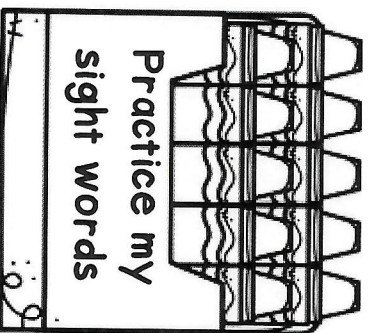
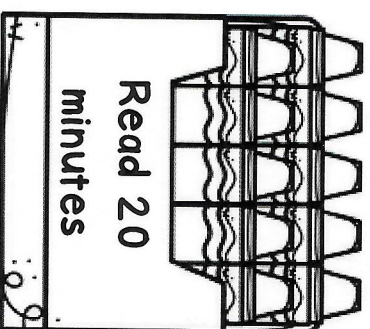
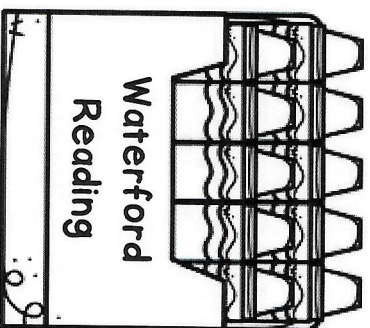
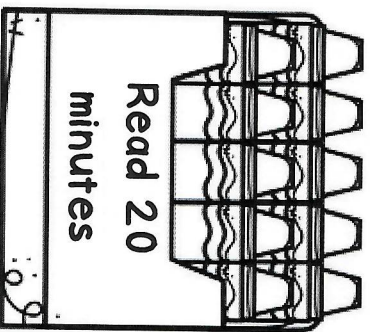
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**Decodable Story** Run, Tim  
**Target Skill** /y/ Spelled Yy, /kw/ Spelled Qq

# AT HOME LEARNING & PRACTICE

Please help your child complete these items at home each week.

Color a crayon box each time you finish it.



Week of \_\_\_\_\_

## Directions

Player One is X, Player Two is O

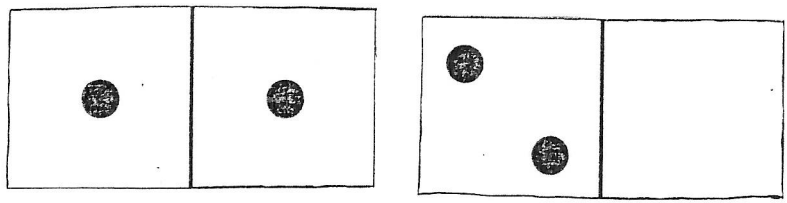
Using the pencil and paperclip, spin to choose a number. Pick one of the ways to split up that number using the dominoes. Player One places an X on those two numbers (ex. Spin a 4, choose the 3 and 1 domino; X on 3 and 1). Then, Player Two takes a turn. Play continues until one player places an X or an O in the box at the top of one of the columns; that player is the winner.

*Top of the Tower, 2 to 5*

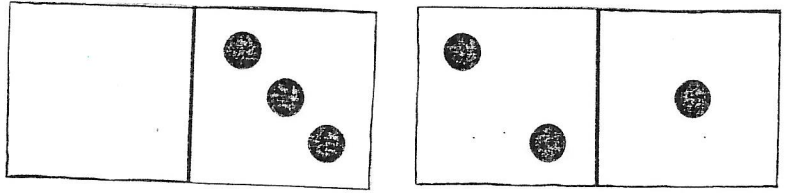
0	1	2	3	4	5

# Ways to make...

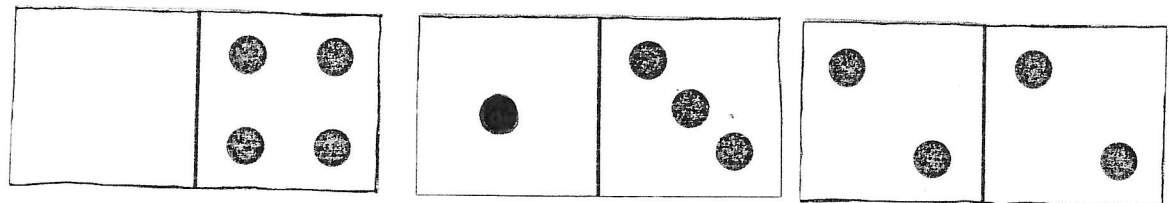
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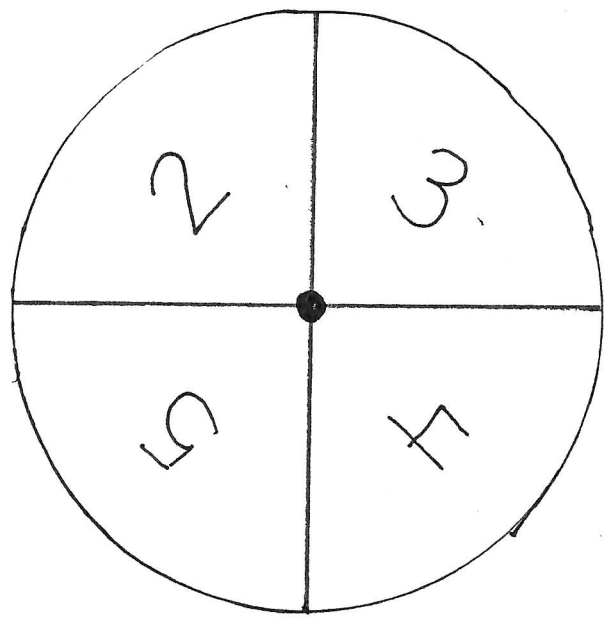
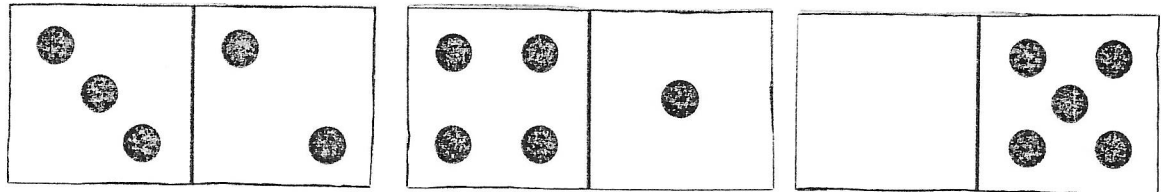
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4



5





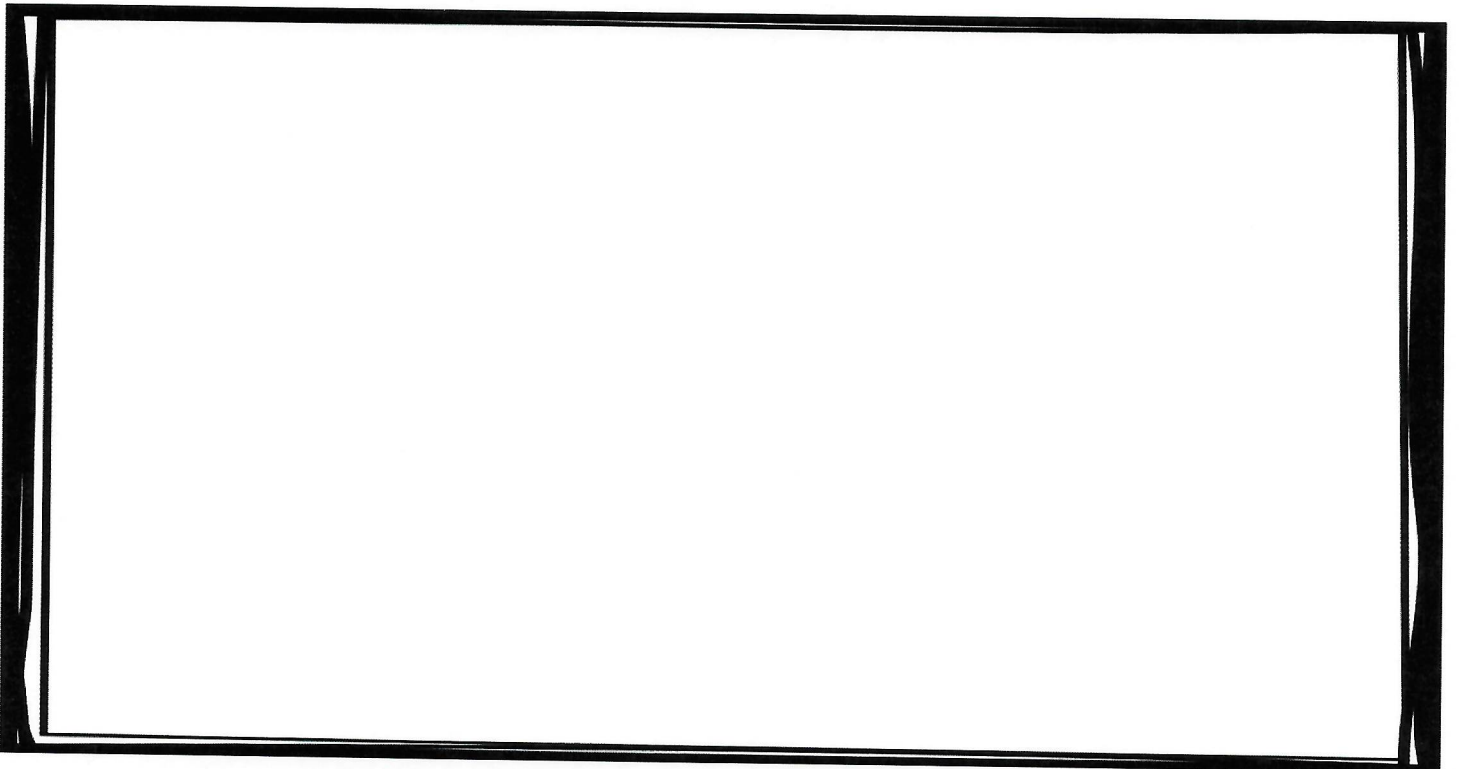
Name \_\_\_\_\_

# Run in the Sun

I can run. I like to run in  
the sun. I run, run, run.

It is fun to run in the sun!  
Do you like to run?

Illustrate the story.





# Directions:

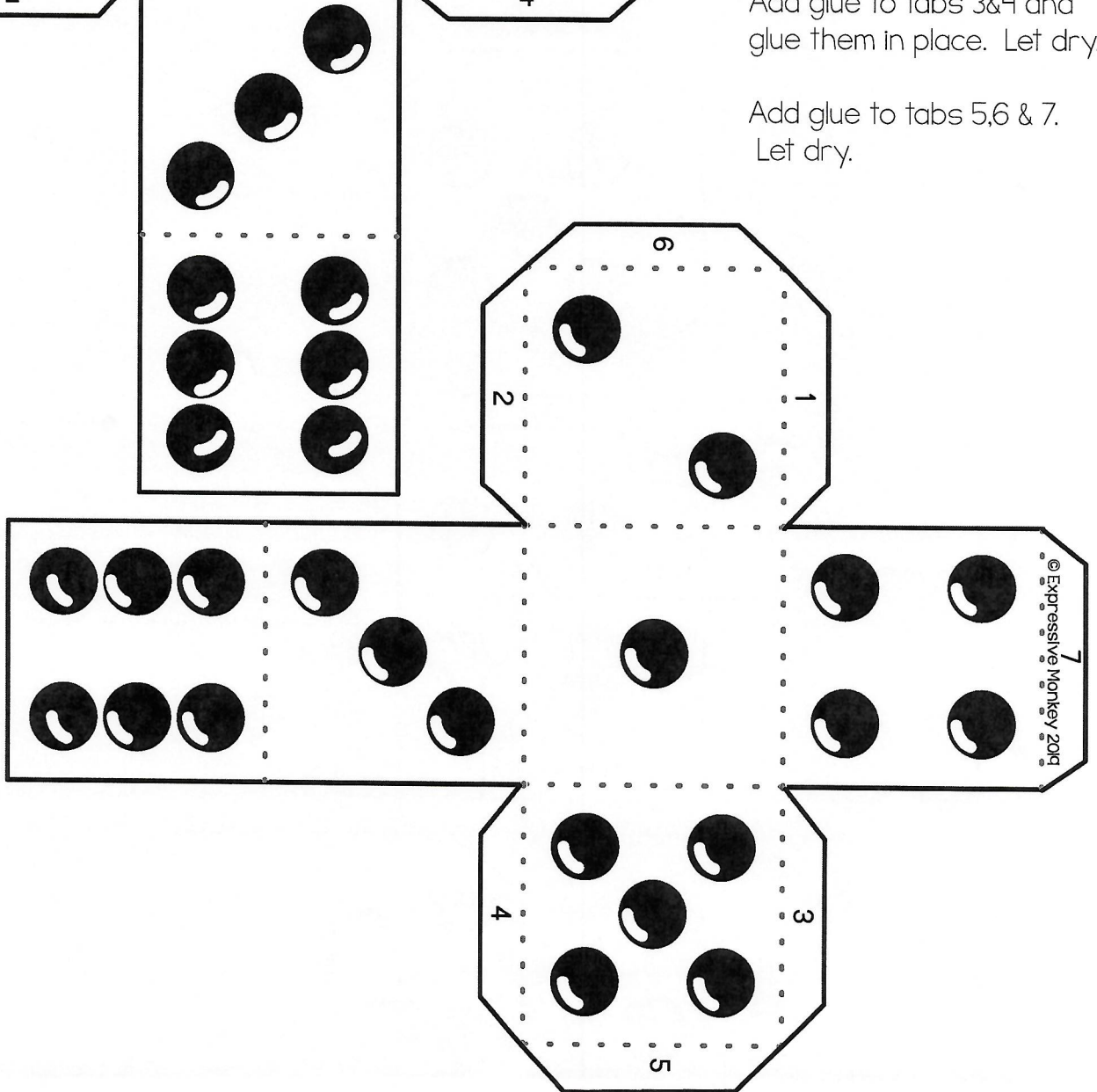
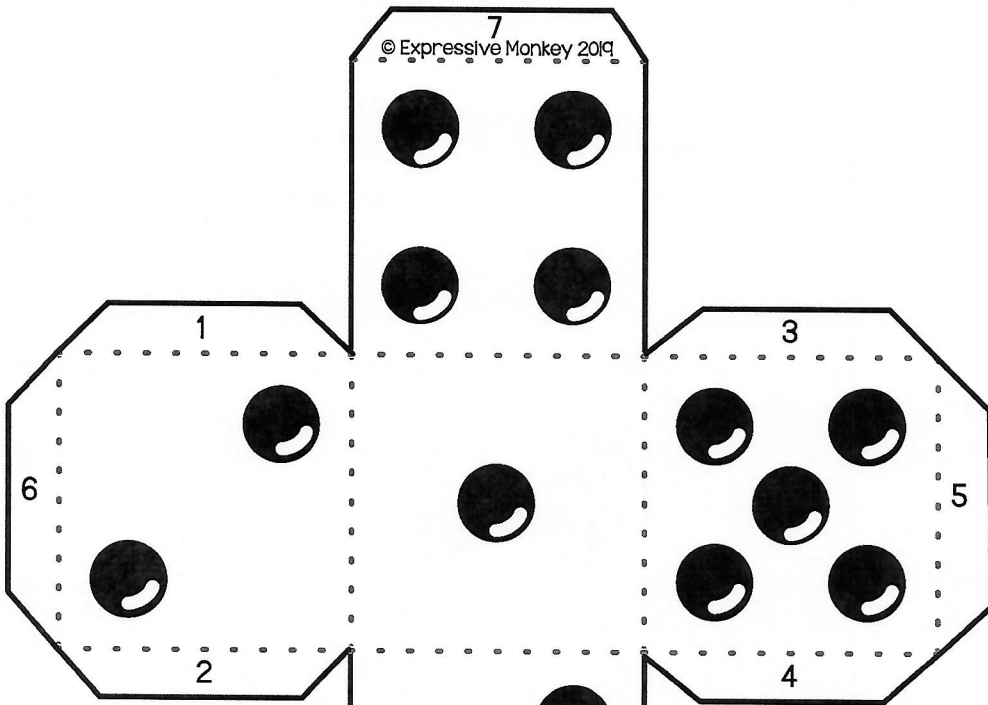
1. Roll a die.
2. Put an "x" on that many weather pictures.
3. Complete the subtraction sentence.

Common Core Math Standards

K-OA1

K-OA2

# Paper Dice Template



## Instructions

Print and cut out the dice on the solid black lines.

Fold on all the dotted lines.

Use a the handle of your scissors or other smooth object to crease the folds extra flat.

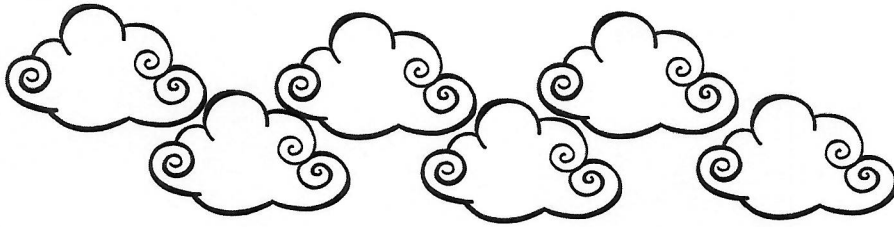
Add glue to tabs 1 & 2 and glue them in place. Let dry.

Add glue to tabs 3 & 4 and glue them in place. Let dry.

Add glue to tabs 5, 6 & 7. Let dry.

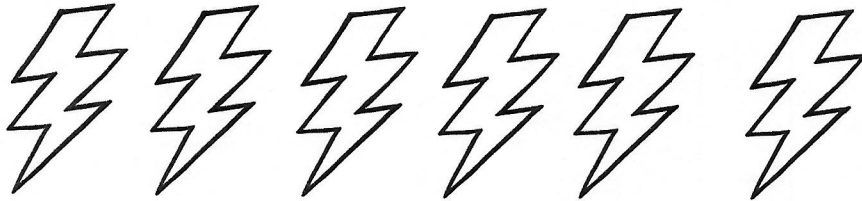
# Extreme Weather! Roll and Subtract

a.



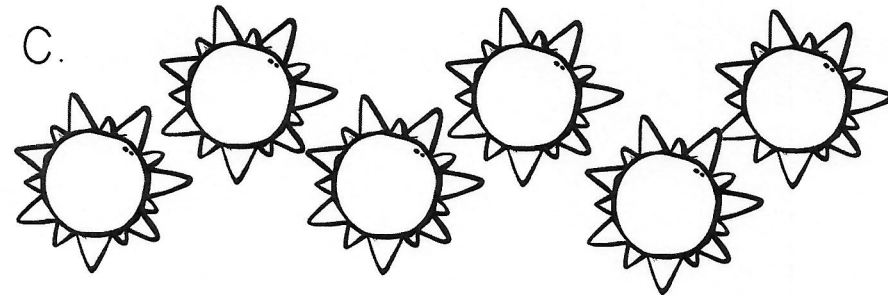
$6 - \underline{\quad} = \underline{\quad}$

b.



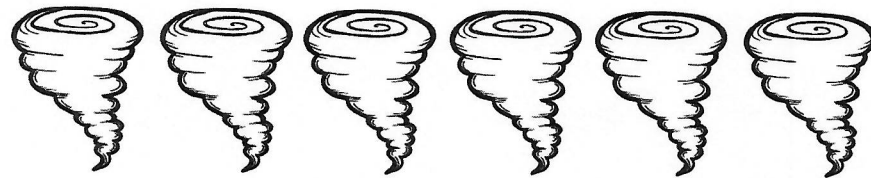
$6 - \underline{\quad} = \underline{\quad}$

c.



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

d.



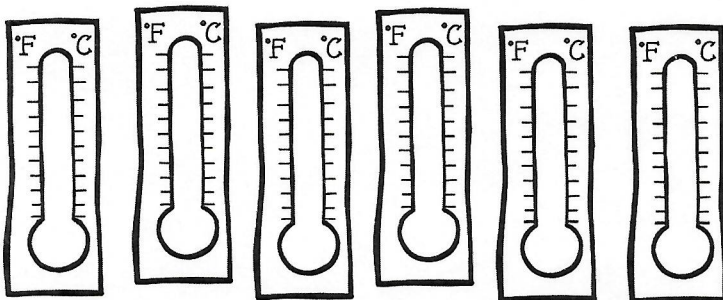
$6 - \underline{\quad} = \underline{\quad}$

e.



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

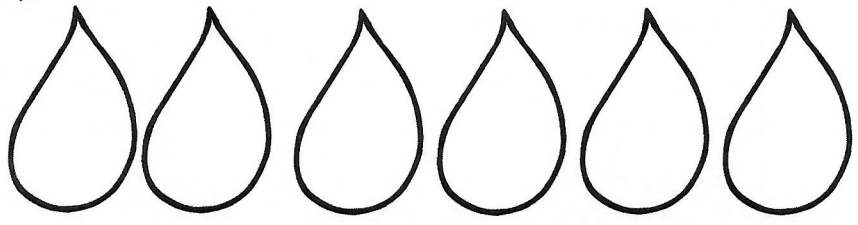
f.



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

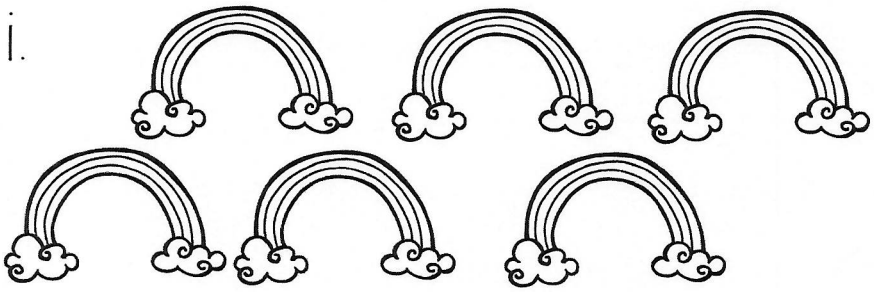
Name: \_\_\_\_\_

h.



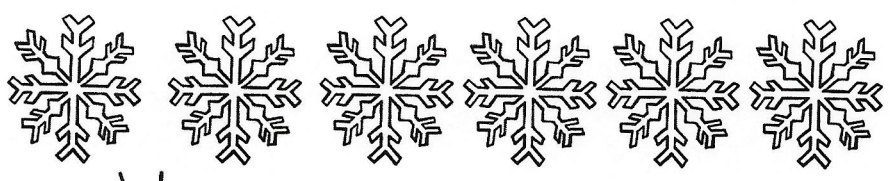
$6 - \underline{\quad} = \underline{\quad}$

i.



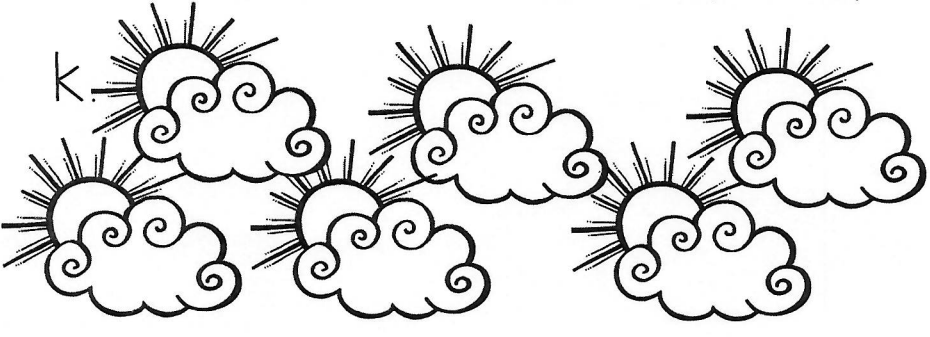
$6 - \underline{\quad} = \underline{\quad}$

j.



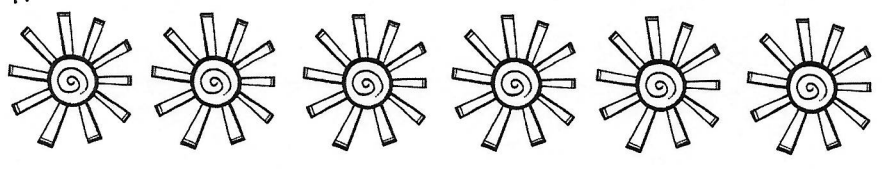
$6 - \underline{\quad} = \underline{\quad}$

k.



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

l.



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

m.

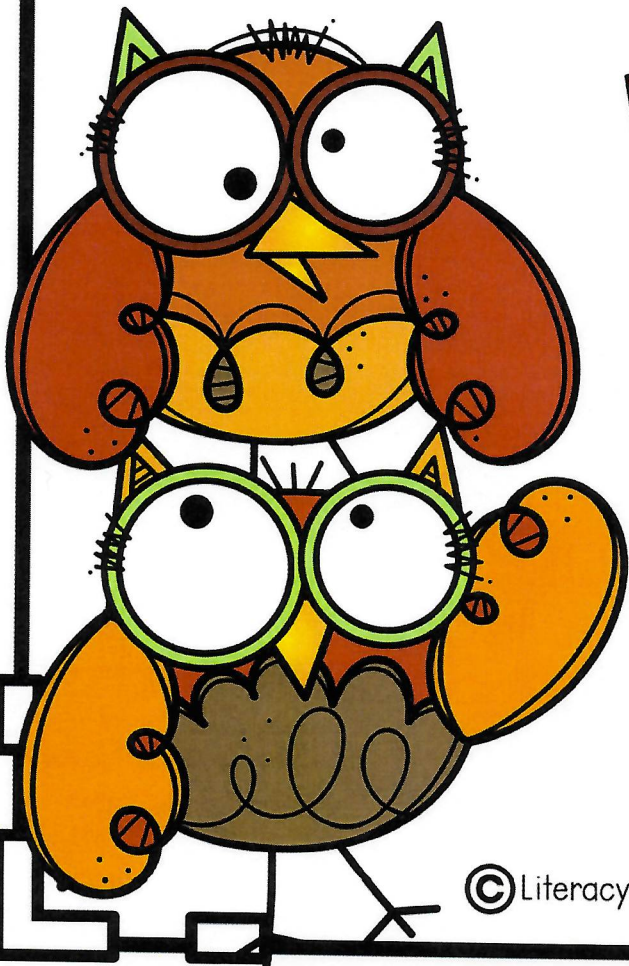


$6 - \underline{\quad} = \underline{\quad}$

# Wise Owl

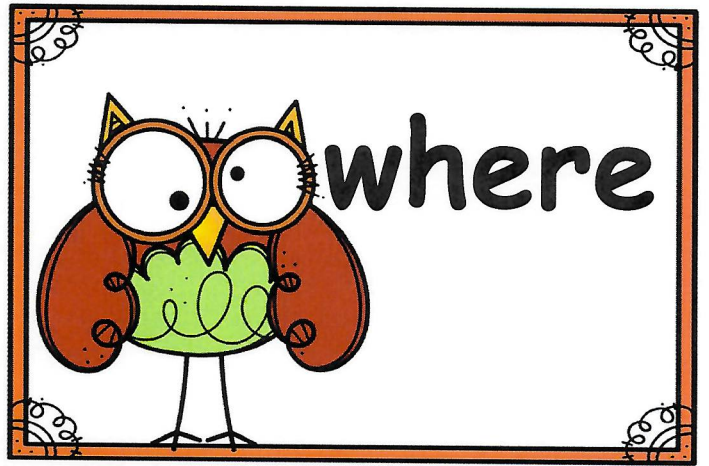
## WORD HUNT

Hang the words around the room and let your students get up and moving while they find, read, and write sight words.

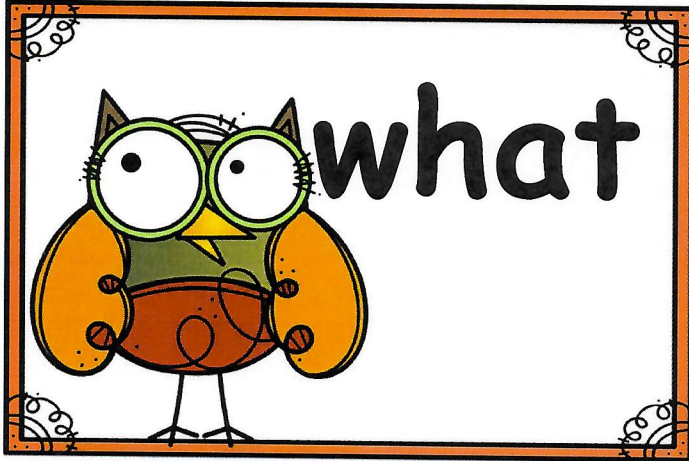




was



where



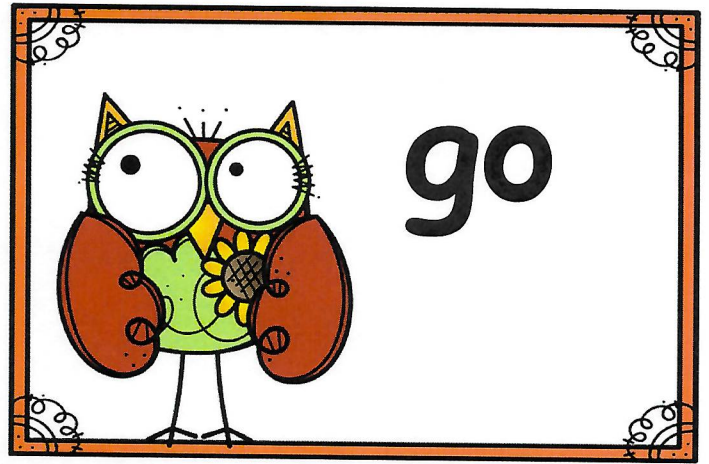
what



here



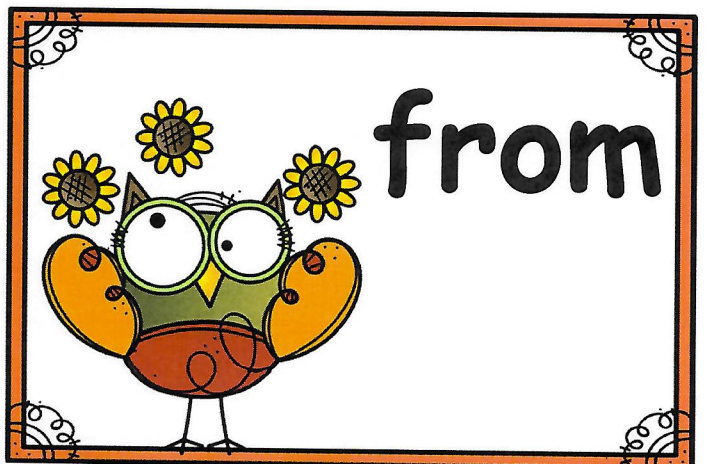
said



go



come



from

Name \_\_\_\_\_

Instructions: Find the sight words hidden around the room. Read them and write 10 of them below.

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

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

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

7. \_\_\_\_\_

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

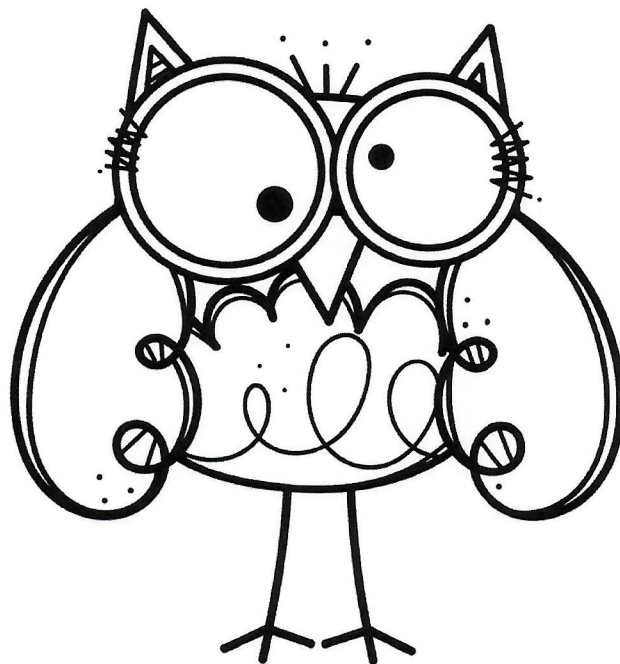
8. \_\_\_\_\_

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

9. \_\_\_\_\_

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

10. \_\_\_\_\_







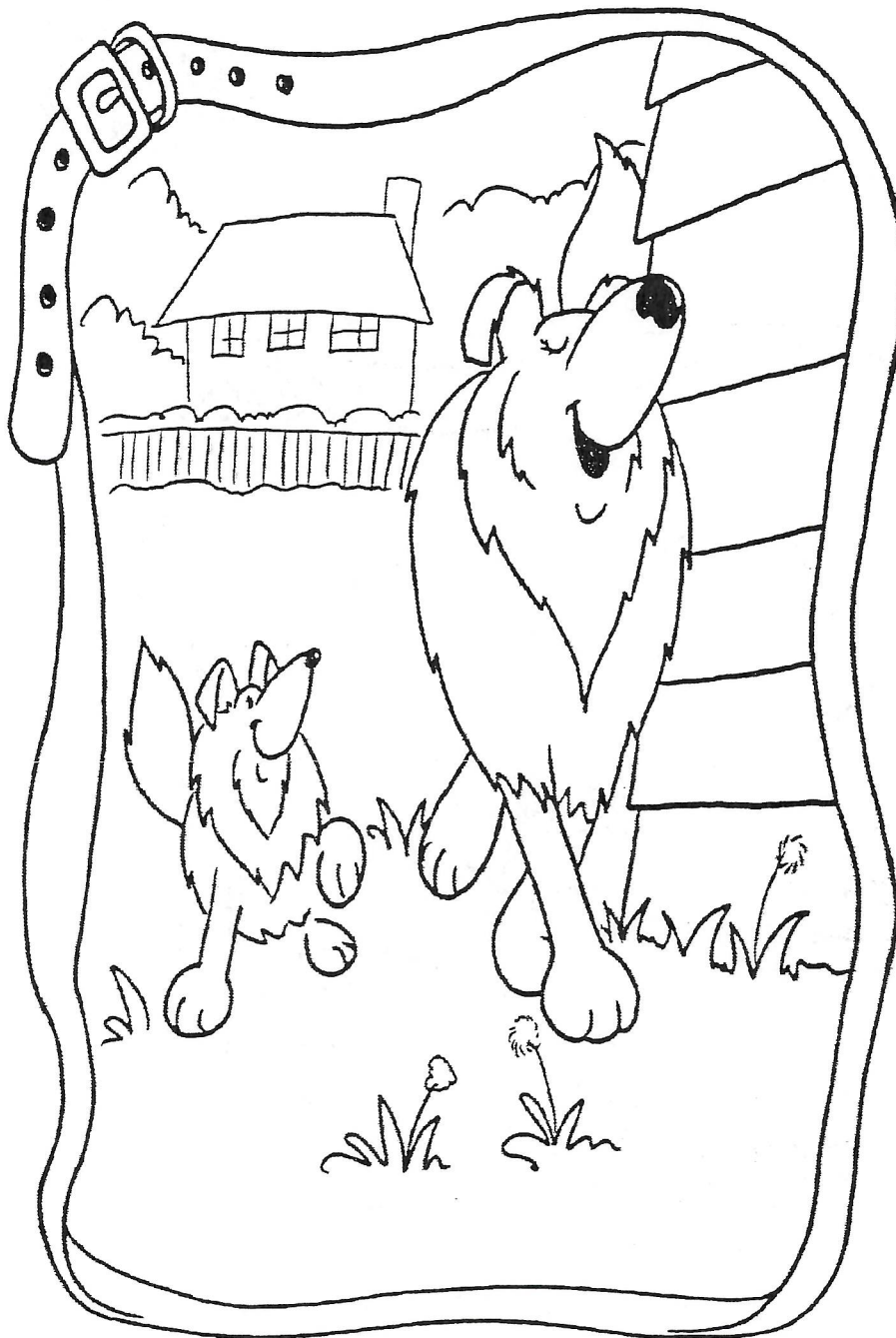
# If Kip Can

Written by Sara Blumenthal  
Illustrated by Ken Ye

Decodable  
Book

31



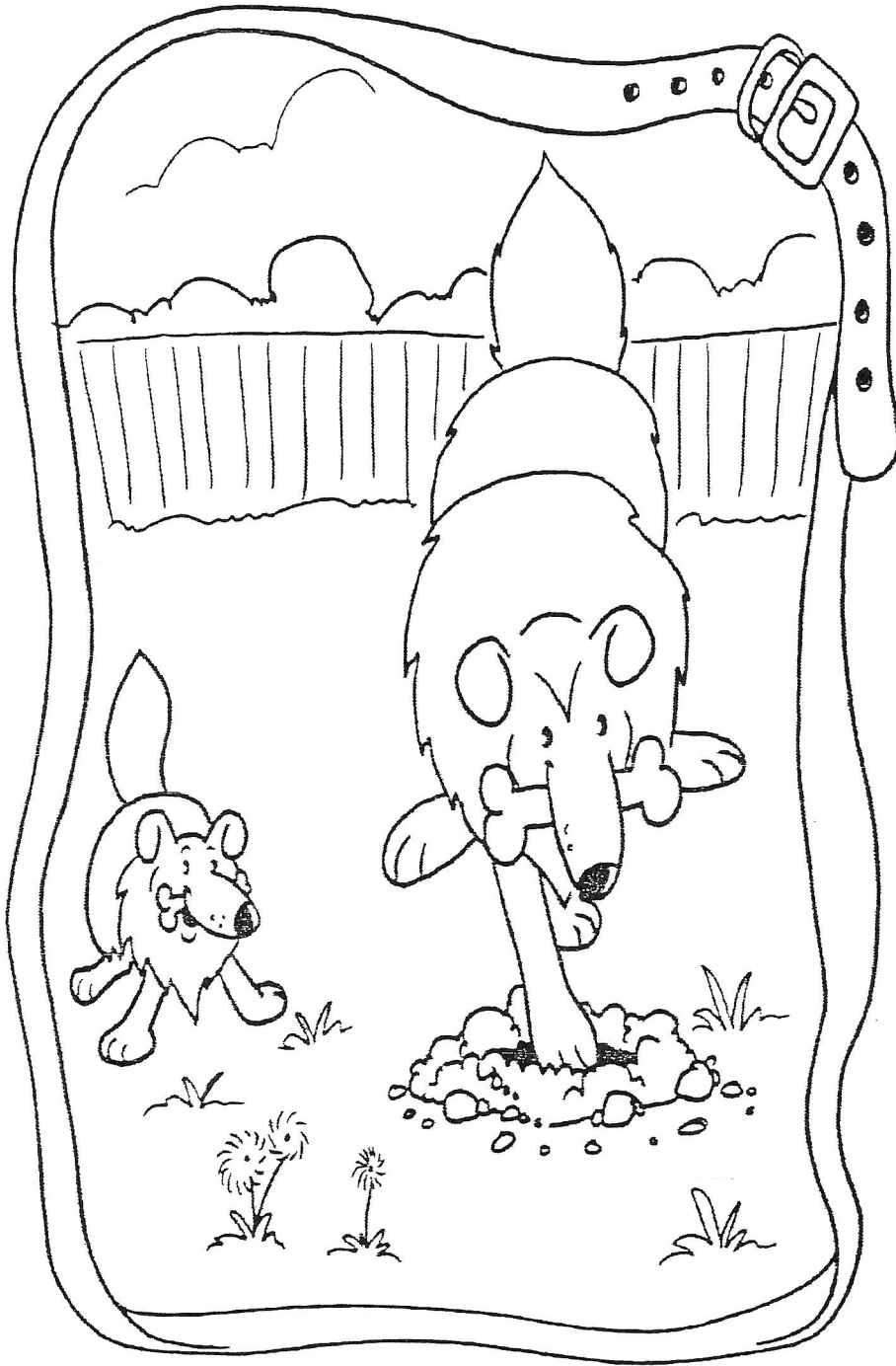


Kip is big.

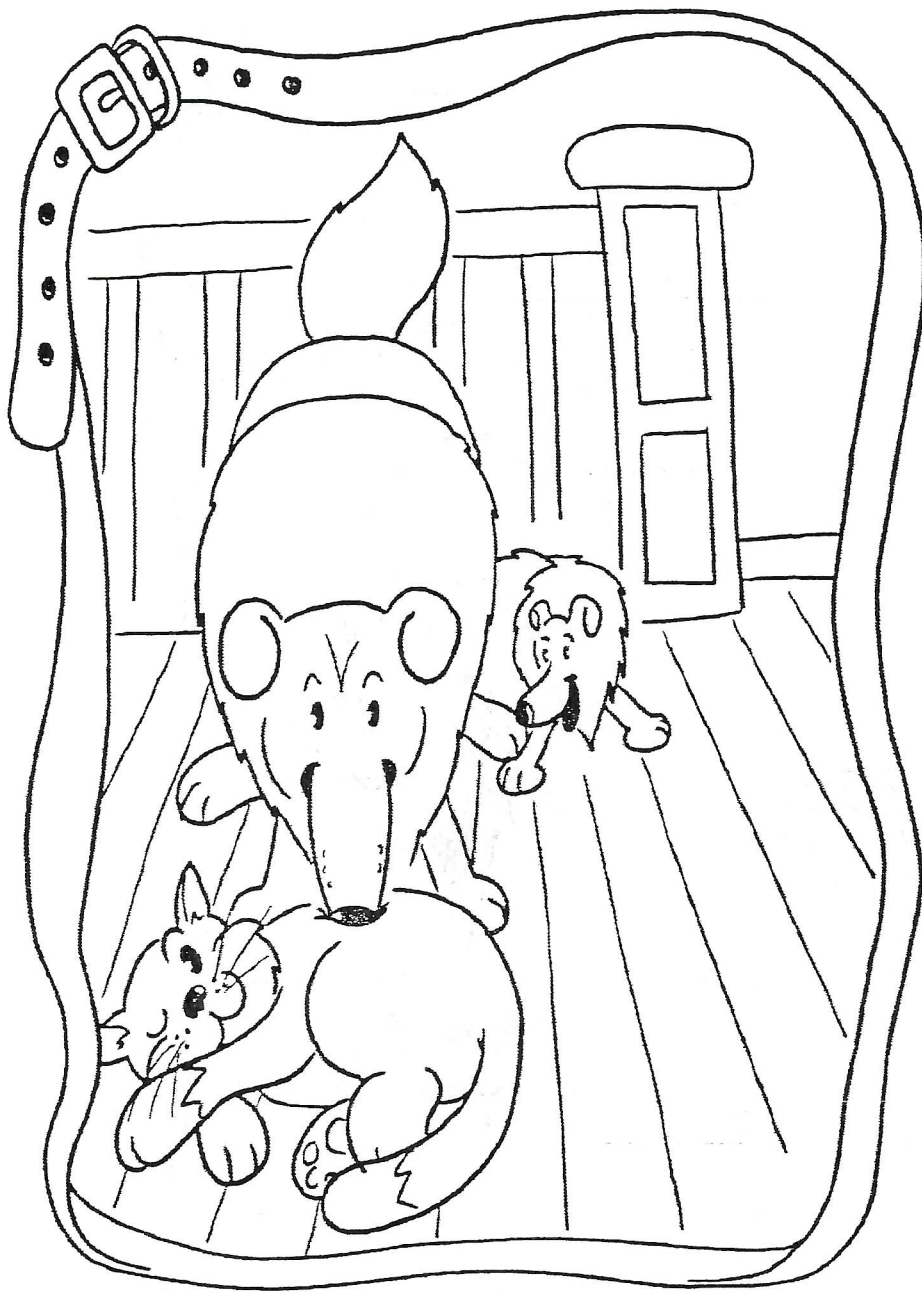
Sam is little.

---

Sam will go with Kip.



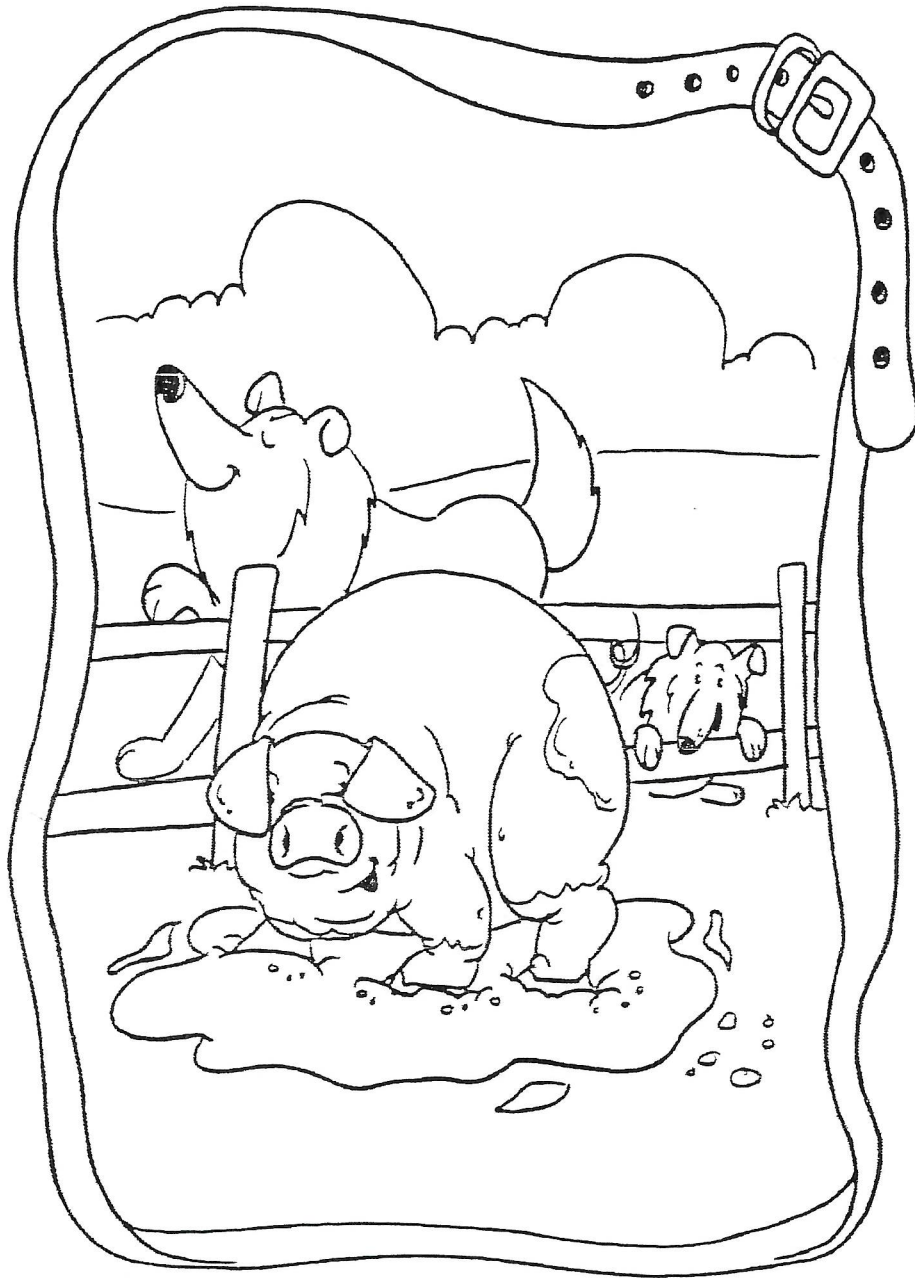
④ If Kip can dig here,  
Sam can dig here.  
Kip can dig. Will Sam dig?



- ① If Kip can tap Cat,  
Sam can tap Cat.

---

Kip can tap Cat. Will Sam tap?



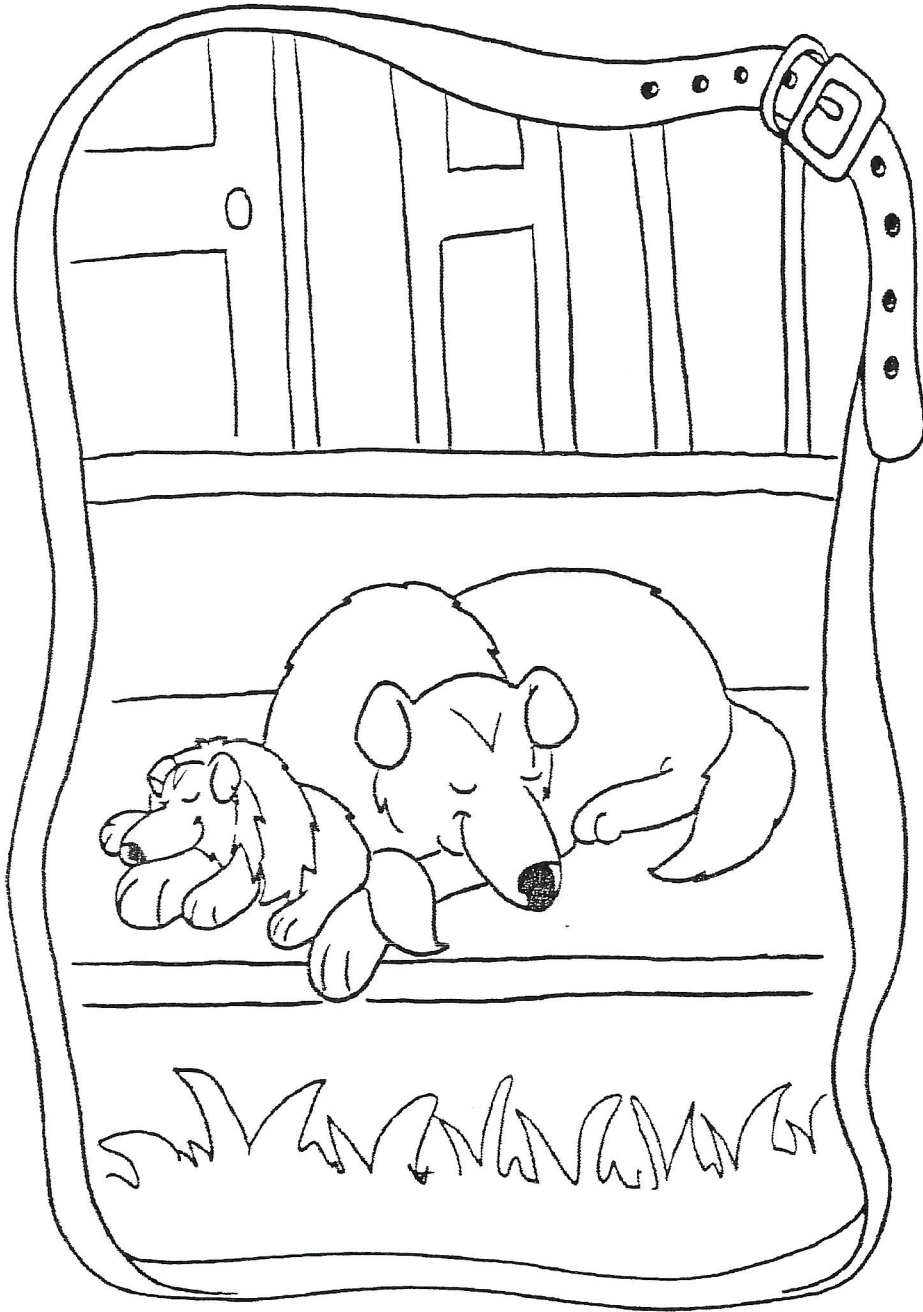
- ④ If Kip can pass Pig,  
Sam can pass Pig.

---

Kip can pass Pig. Will Sam pass?



🔊 If Kip can fit in the gap,  
Sam can fit in the gap.  
Kip can fit. Will Sam fit?



If Kip can nap,  
Sam can nap.

---

Kip can nap. Will Sam nap?



🔊 Sam can do what Kip can do!



Player #1: \_\_\_\_\_ Player # 2: \_\_\_\_\_

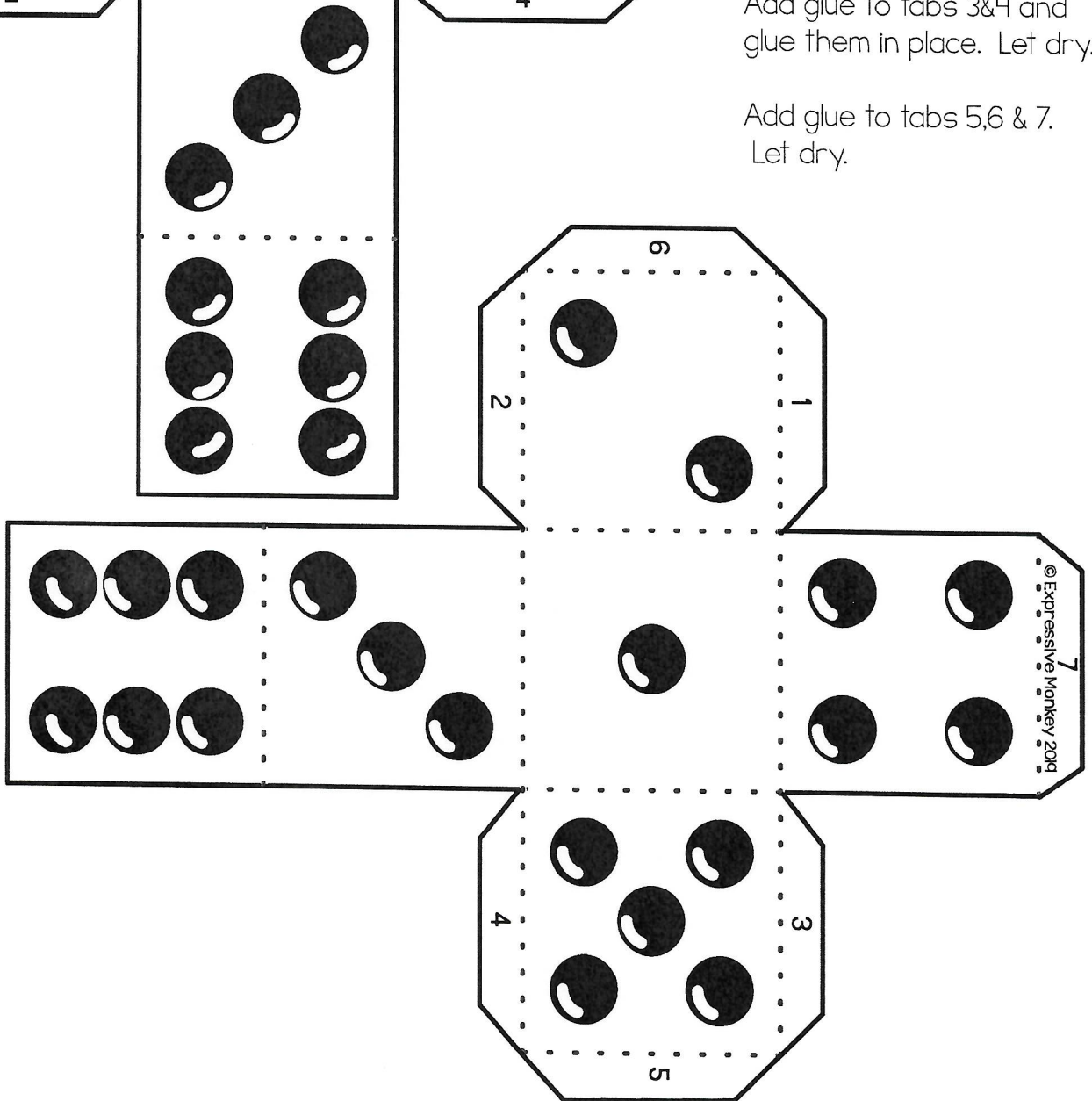
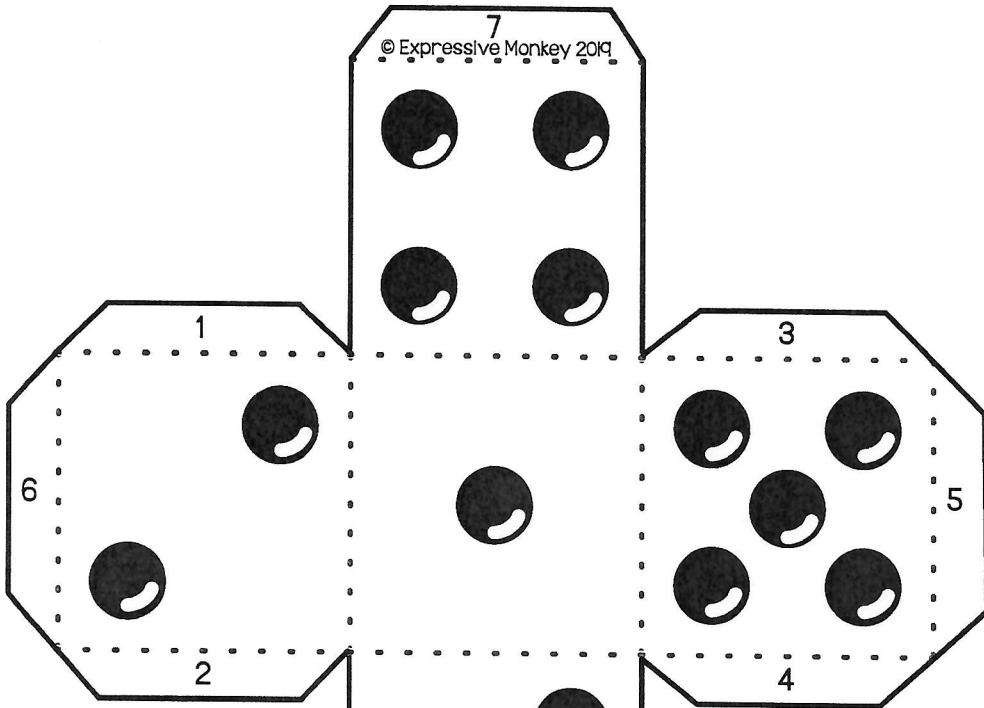
# Butterfly Roll, Add, and Color! Partner Game

Materials needed: 2 players, 2 dice, and 2 different colored crayons

Directions: Player 1 rolls 2 dice, finds the sum, and colors that number below. Player 2 rolls 2 dice, finds the sum, and colors that number in a different color. Play continues until all of the numbers are filled in. (If the sum is already colored in, you lose your turn.) The winner is the player with the most numbers colored in at the end of the game.

7 5 12 8 11  
9 11 10 6  
5 8 4  
12 7 6 10 2 9  
3 7 9 4 9

# Paper Dice Template



## Instructions

Print and cut out the dice on the solid black lines.

Fold on all the dotted lines.

Use a the handle of your scissors or other smooth object to crease the folds extra flat.

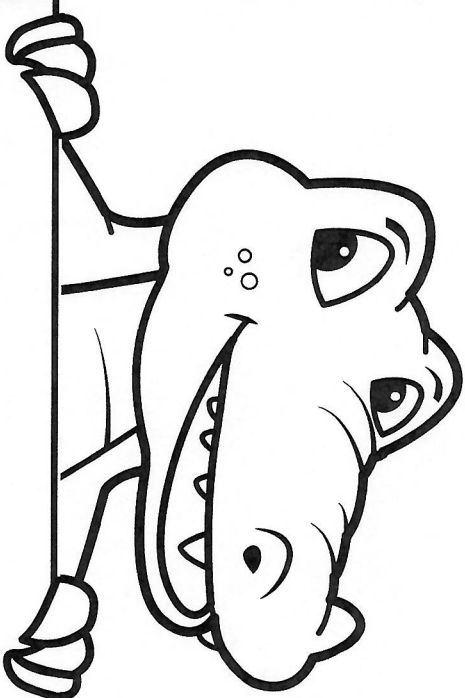
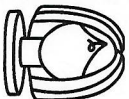
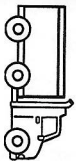
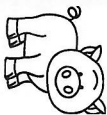
Add glue to tabs 1 & 2 and glue them in place. Let dry.

Add glue to tabs 3 & 4 and glue them in place. Let dry.

Add glue to tabs 5, 6 & 7. Let dry.

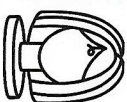
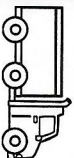
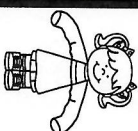
# Spin, Spell and Win

Player 1



Each player takes a turn to spin a picture and spell the matching word. First player to spell all words wins the game.

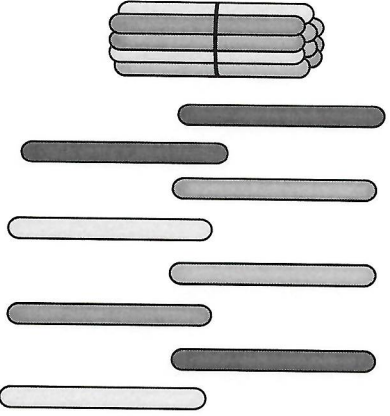
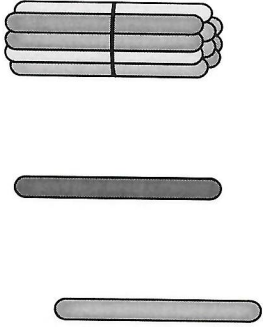
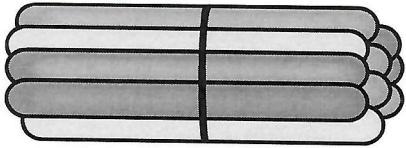
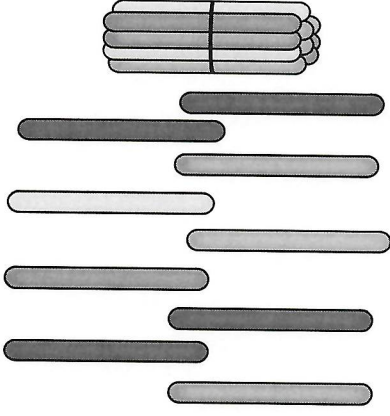
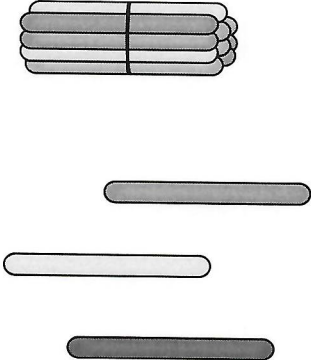
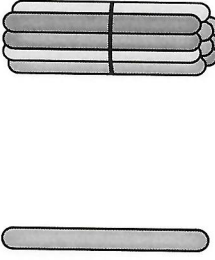
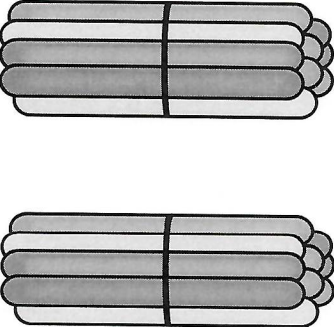
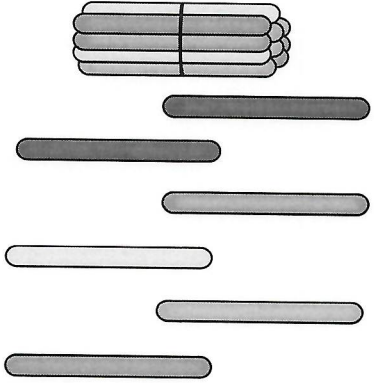
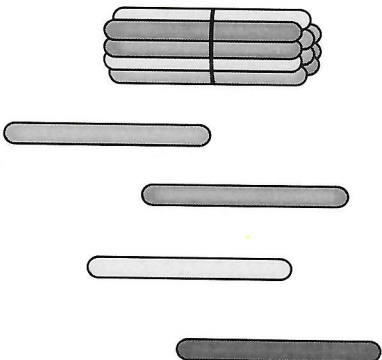
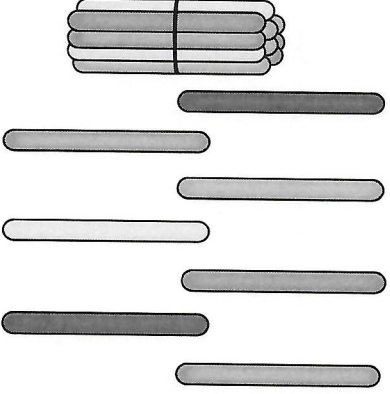
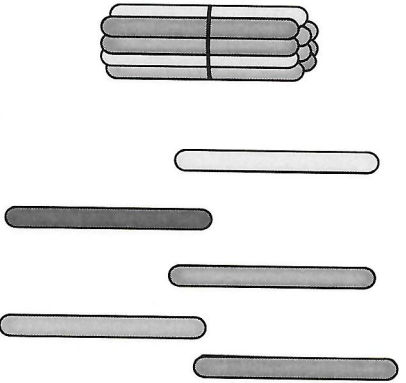
Player 2



## Teen Number Game

Option 1: Matching: Spread cards out face up and match the correct number to the correct quantity.

Option 2: Memory Match: Turn all the cards face down. Turn over 2 cards, if the quantity matches the number, keep the pair. If they don't match, turn them over and try again.

10

11

12

13

14

15

16

17

18

19

20

# READ & MATCH

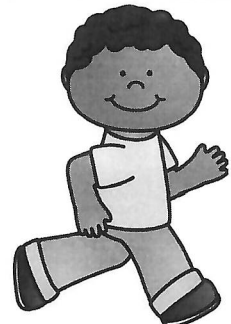
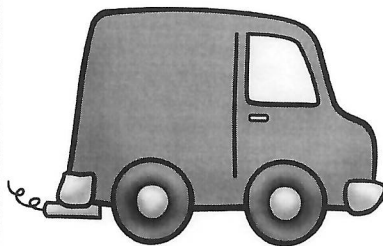
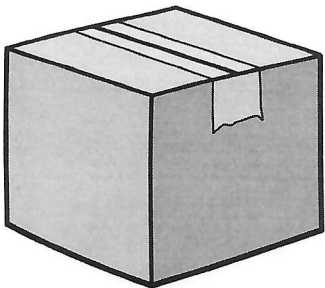
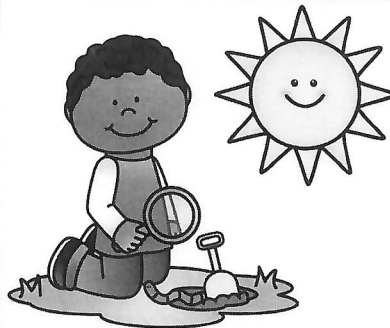
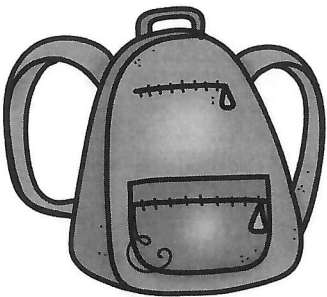
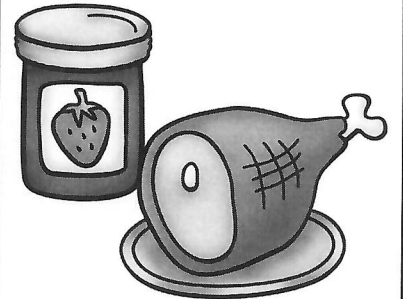
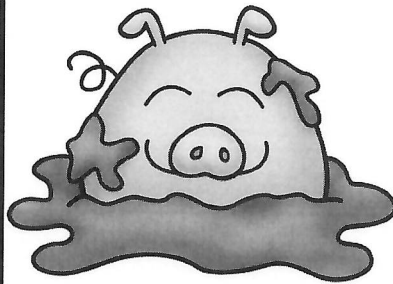
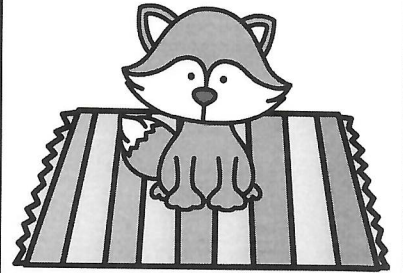
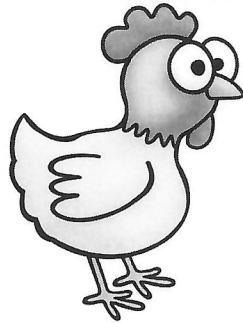
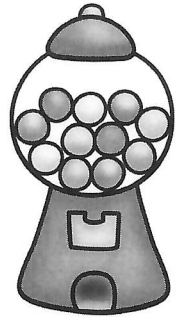
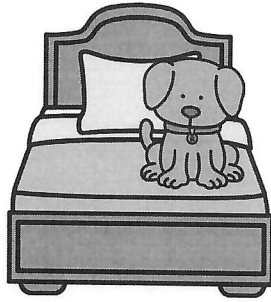
A hat is on my lap.

We have got a net.

She is in the tub.

The bag has a zip.

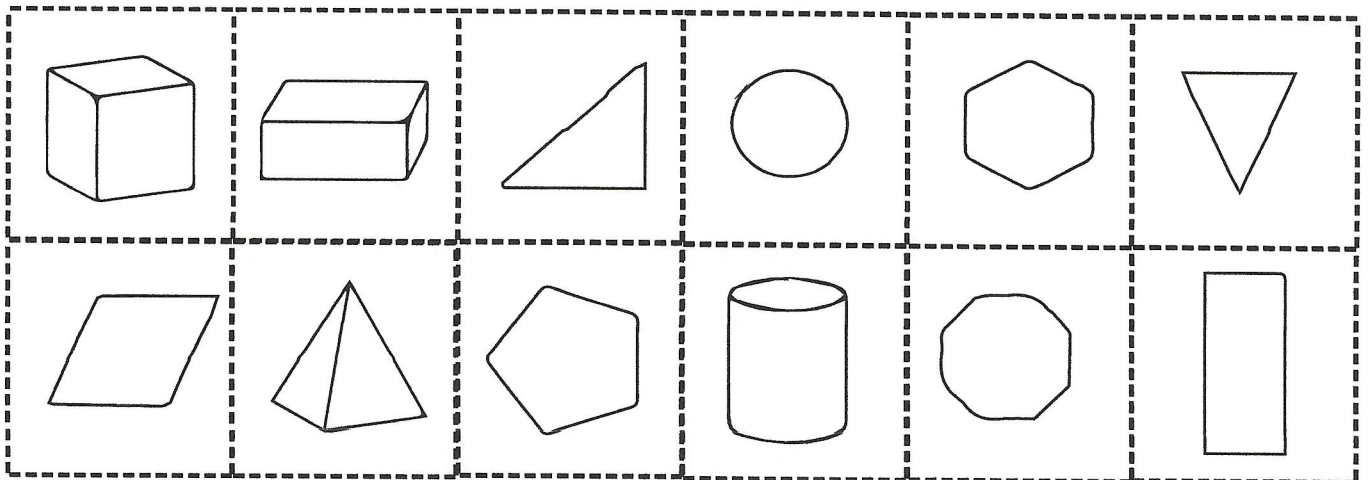
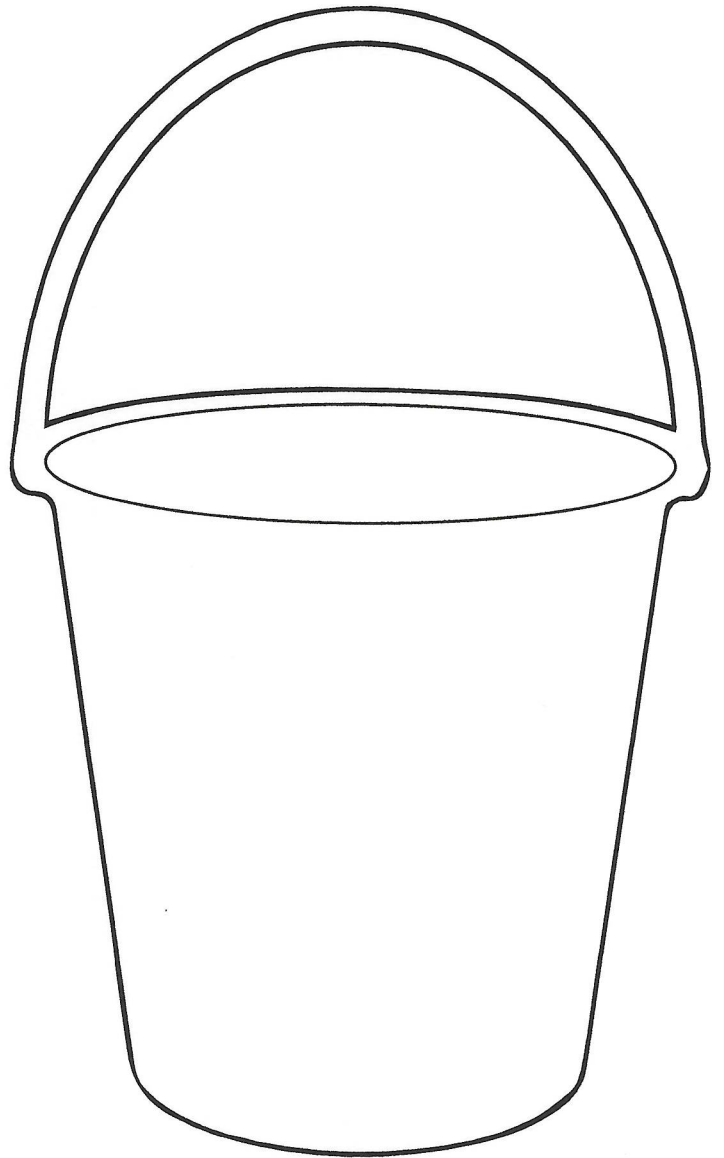
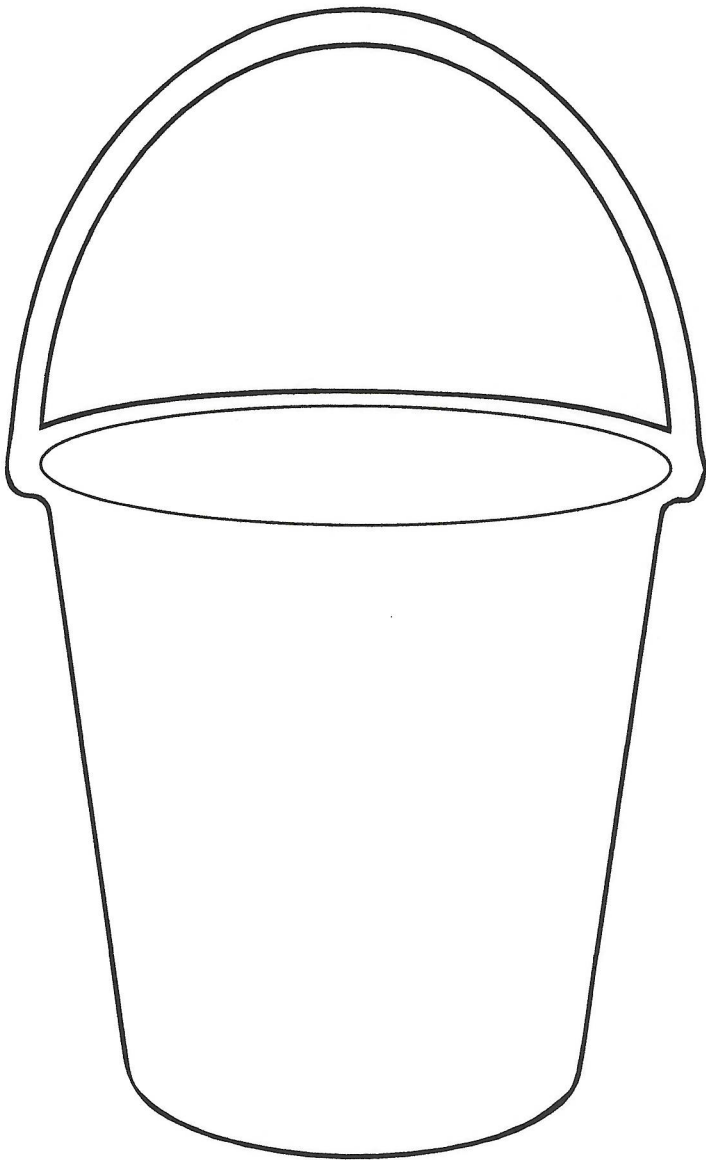
I can see a box.





3D Shapes

2D Shapes



# Additional Resources

\*This work is NOT mandatory, but available if your child wants to do a little extra learning.

# DAILY ACTIVITIES

NAME: \_\_\_\_\_

Read the sentence, then rewrite the sentence on the lines below.

**The apple is red.**

\_\_\_\_\_

-----

\_\_\_\_\_



How many birdhouses?

\_\_\_\_\_

**DRAW • COLOR**

I spy with my little eye something that begins with

**Letter c...**

**TRACE**

**Vowel Aa**

**BEGINNING SOUNDS AND ENDING SOUNDS**

Fill in the missing letters. Letters: d, m, a, k, t, n

Example: ant \_\_\_\_\_

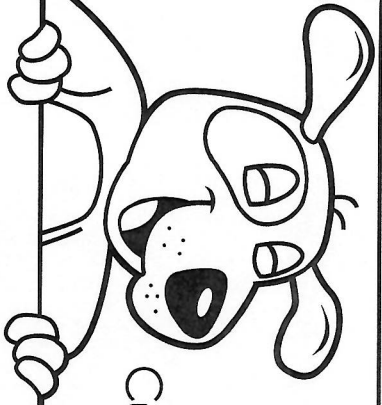
UC \_\_\_\_\_

OO \_\_\_\_\_




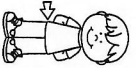


Color the cloud that has the greater number for each rainbow.

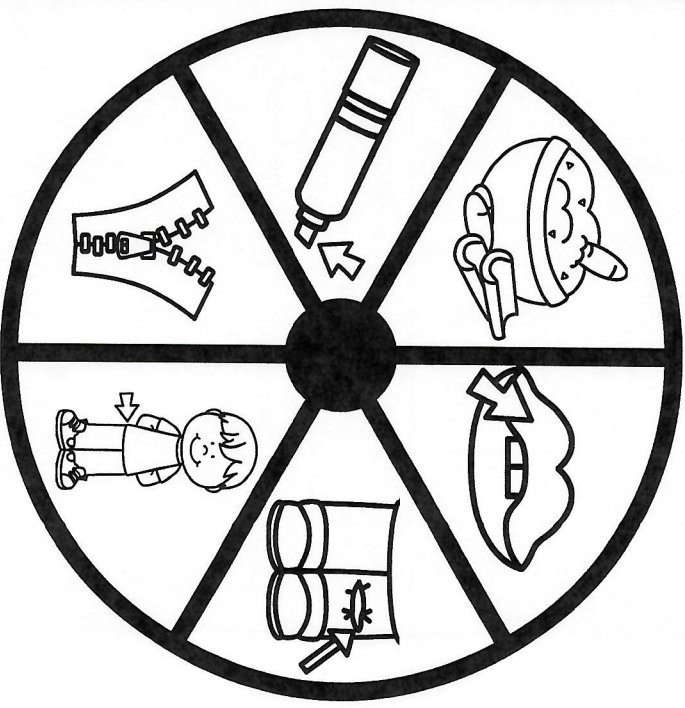
# Spin and Build

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



Spin a picture.  
Cut and paste the letters to build the matching word.



d	p	h	p	z	p
+	p	r	p	l	p
i	i	i	i	i	i

Name \_\_\_\_\_



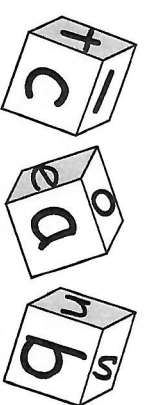
Solve the addition problems. Sort the ways to make the sums shown.



$1 + 5$	$2 + 3$	$2 + 4$	$3 + 1$
$0 + 5$	$2 + 2$	$4 + 0$	$1 + 3$
$4 + 1$	$6 + 0$	$1 + 4$	$3 + 3$

Name \_\_\_\_\_

Roll the dice. Make a word in the cubes. Circle if the word is real or silly.



Circle

1. 

—	—
—	—
—	—

 real or silly

Circle

6. 

—	—
—	—
—	—

 real or silly

2. 

—	—
—	—
—	—

 real or silly

7. 

—	—
—	—
—	—

 real or silly

3. 

—	—
—	—
—	—

 real or silly

8. 

—	—
—	—
—	—

 real or silly

4. 

—	—
—	—
—	—

 real or silly

9. 

—	—
—	—
—	—

 real or silly

5. 

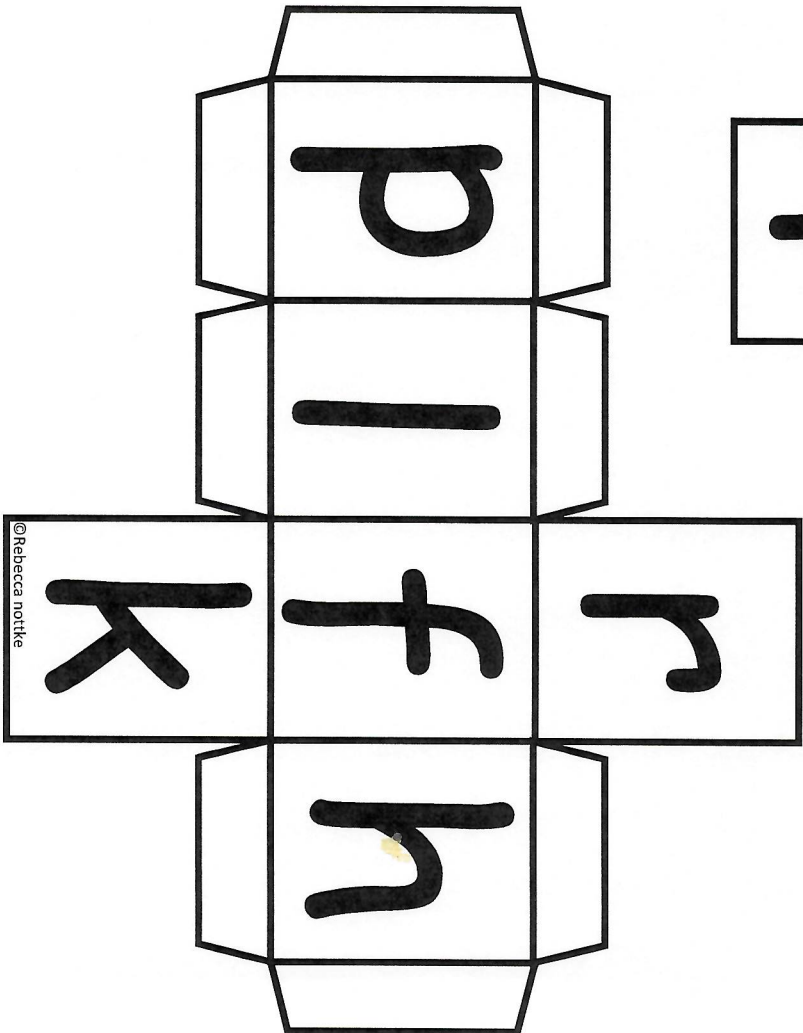
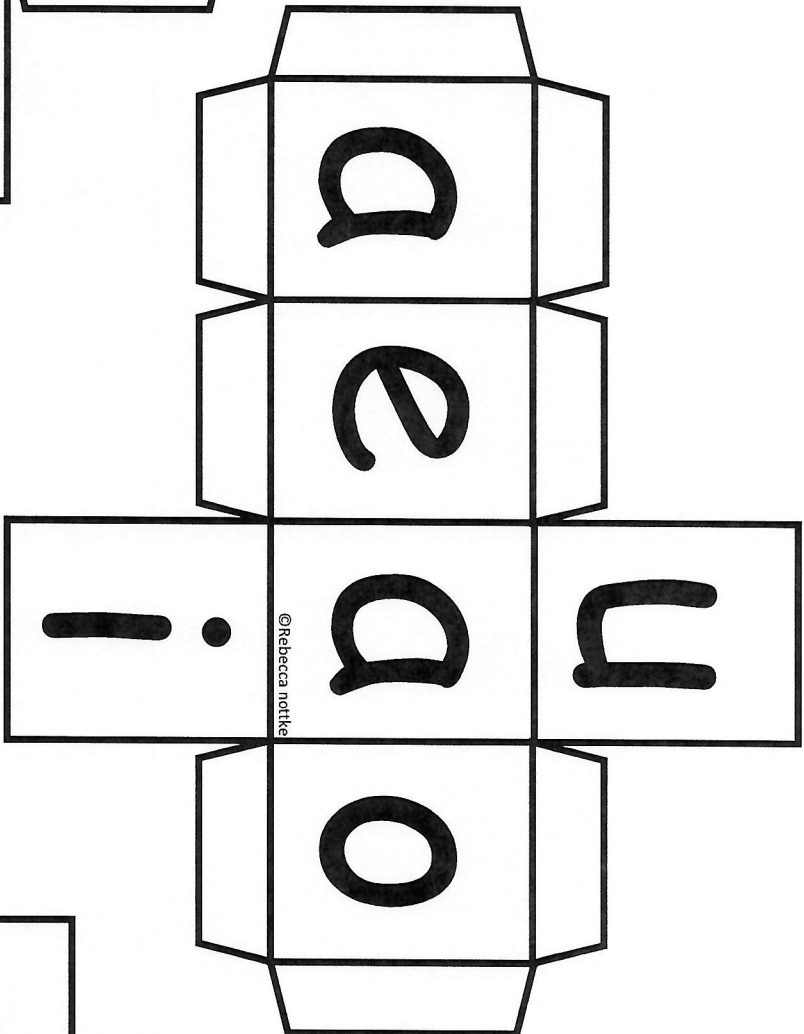
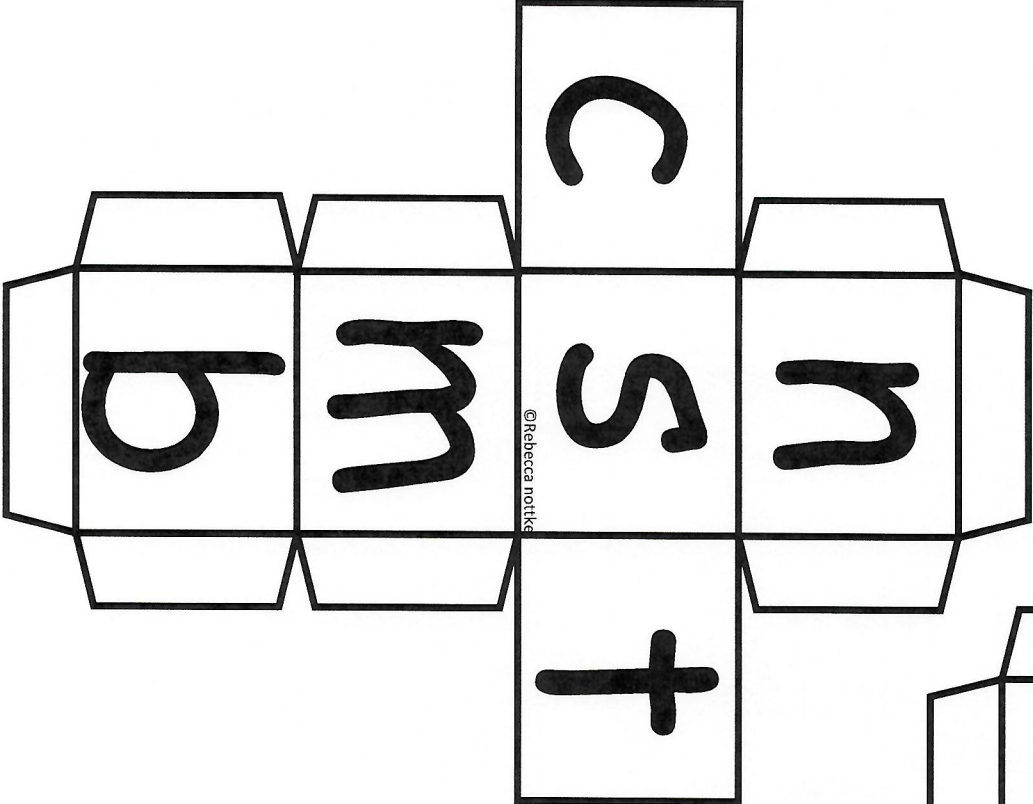
—	—
—	—
—	—

 real or silly

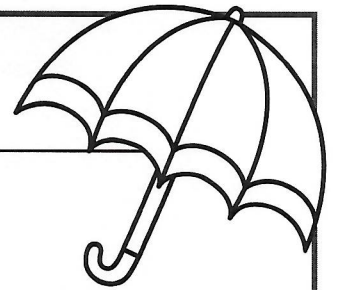
10. 

—	—
—	—
—	—

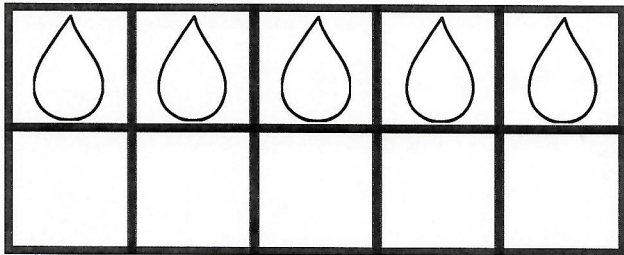
 real or silly



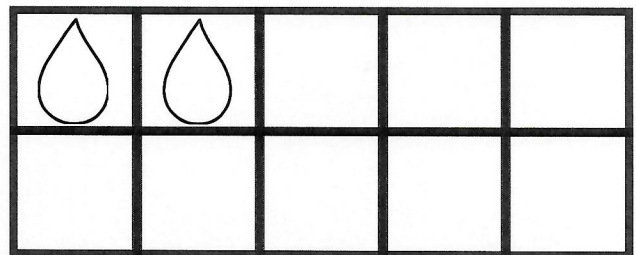
Name \_\_\_\_\_



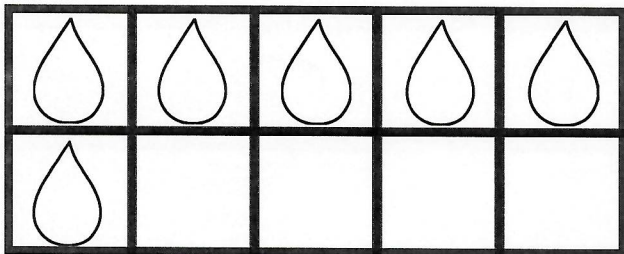
Count how many more are needed to make 10.  
Complete the equations.



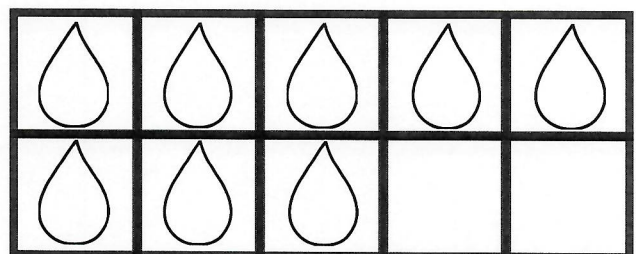
$$5 + \underline{\quad} = 10$$



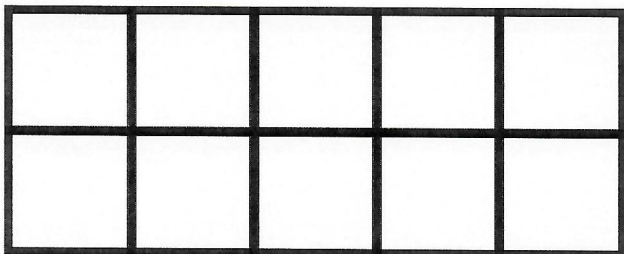
$$2 + \underline{\quad} = 10$$



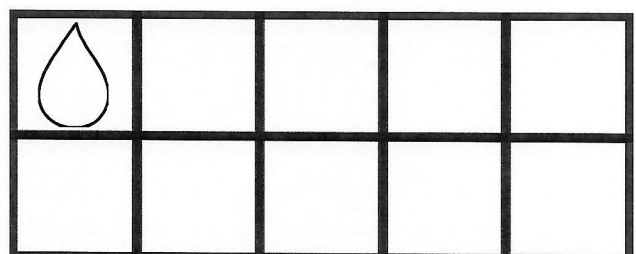
$$6 + \underline{\quad} = 10$$



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



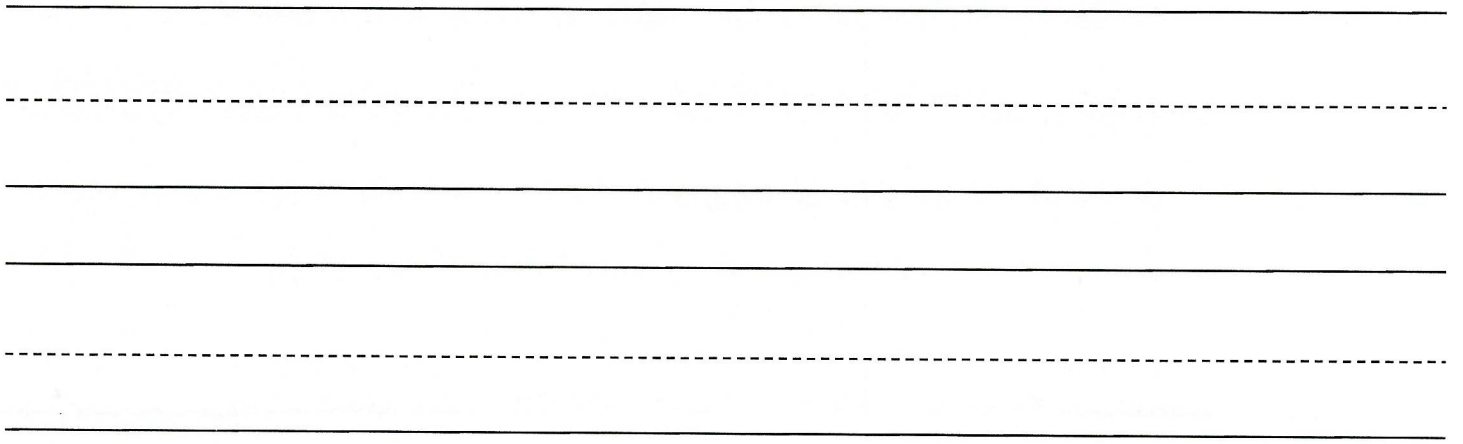
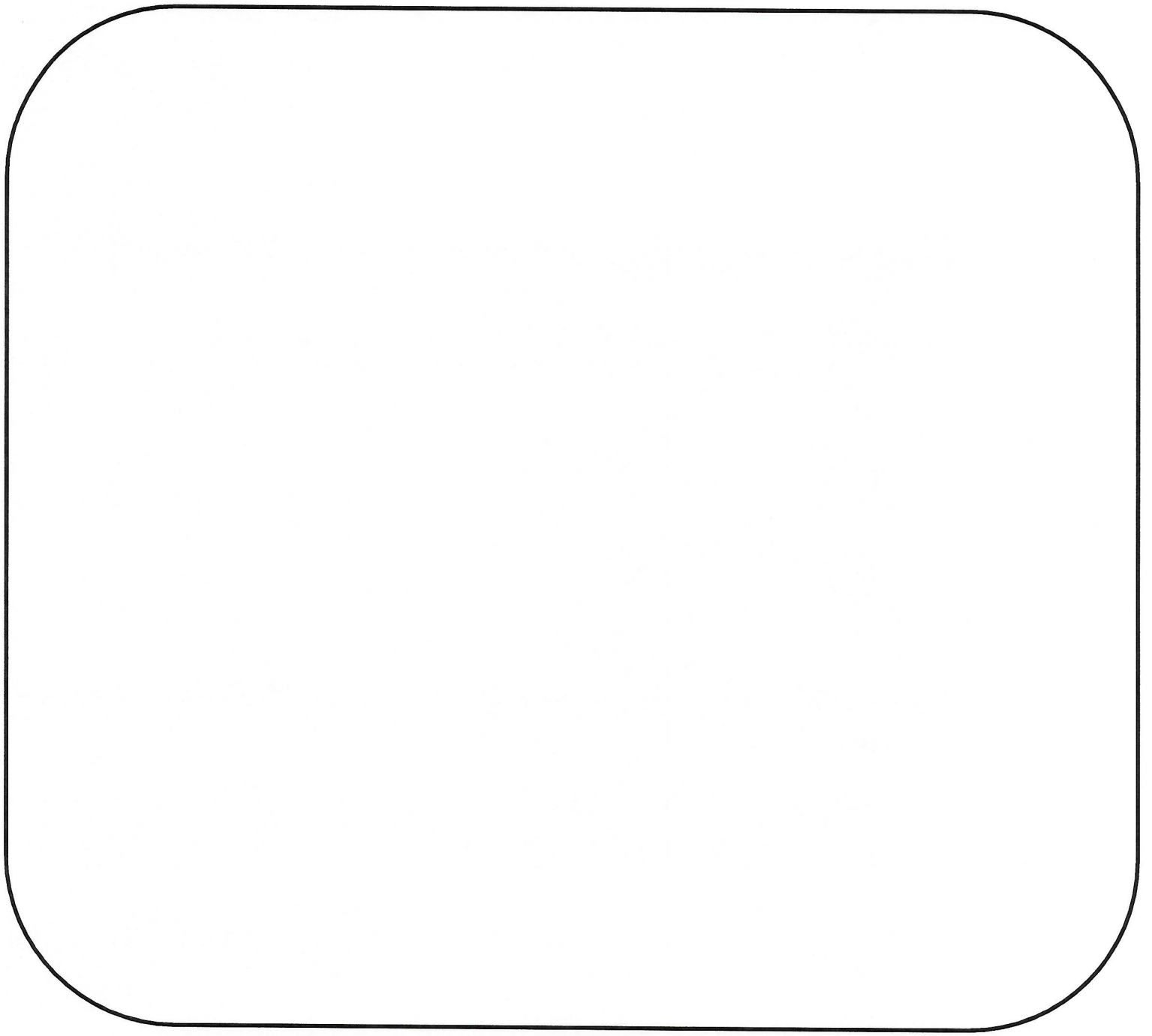
$$0 + \underline{\quad} = 10$$



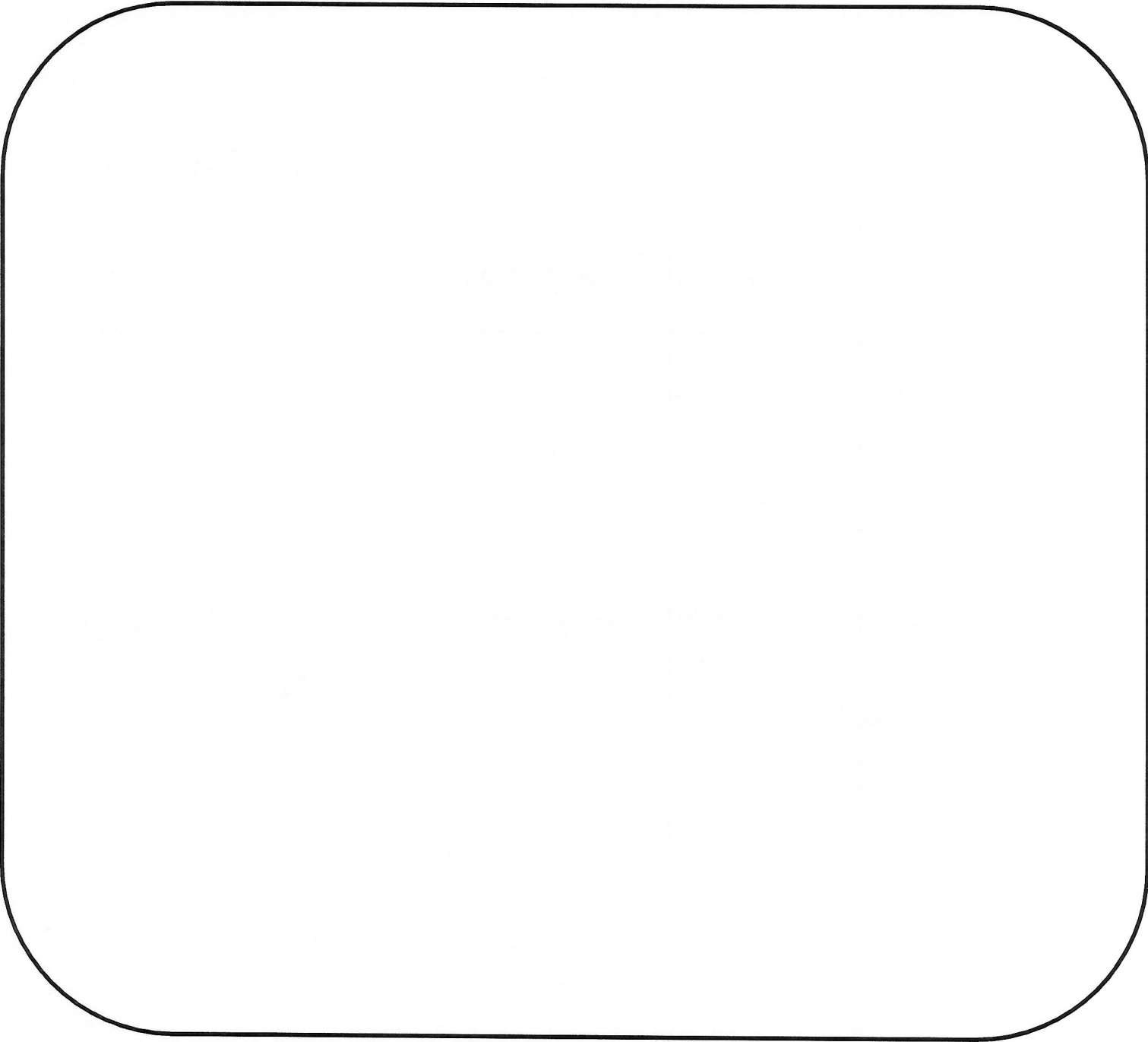
$$1 + \underline{\quad} = 10$$



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



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



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