



HANFORD ELEMENTARY SCHOOL DISTRICT

K

Learn from Home Recommended Daily Schedule Grades TK-2 Week #2

(Additional Resources and Educational Programming can be found at <https://valleypbs.org/at-home-learning/> or on your Valley PBS Television Station.)

The schedule and resources listed below and in the following packet are encouraged but not required.

Before 8:00 a.m.	Wake-up & get your day started: *Wash hands with soap and water. Eat Breakfast & and Clean up Make Bed Hygiene Routine & Get dressed for the day	
8:00-8:20	With parent permission and supervision, take a morning walk outside or do stretches inside your house. *Wash hands with soap and water.	
8:20-9:00	Read a Book: These stories can be read multiple times with a focus on retell during the first listening, and then considering details, such as what characters did and why on Day 2 or 3 when listening again.	
	TK-2 Read and retell: What happened? Where did the story take place? Was there a problem? What was it? How did the problem get solved? What was your favorite part?	Read and retell: What happened? Where did the story take place? Was there a problem? What was it? How did the problem get solved? What was your favorite part?
	• Enjoy your book! *Wash hands with soap and water	
9:00-9:30	With parent permission and supervision, play outside: Stay Active. No Electronics! *Wash hands with soap and water	
K-1 9:30-9:45	Sight Words *Wash hands with soap and water	
K-1 9:45-10:30	Writing: K-2 Make sure you have paper and pencil handy so you can get to work on your opinion writing. • Day 1 with the book: What was the story about? • Day 2 with the book: What was your favorite part? Why did you like that part? What was that part about? Share your writing piece with your family! *Wash hands with soap and water	
2 nd 9:30-10:30		

10:30-11:00	Chores: • Go room by room and put things away. Your parents will love this! • If your parents say it is okay, sweep or vacuum a room in your house. • If your parents say it is okay, help your parents wipe counter tops, light switches, and door knobs throughout your house. *Wash your hands with soap and water.
11:00-12:00	Lunch: Eat lunch/clean up With parent permission and supervision, play outside: Work to be active! No electronics! *Wash your hands with soap and water.
12:15-1:15	Math Work *Wash your hands with soap and water.
1:15-2:00	Creative Time: Drawing or Crafting Wash your hands with soap and water.
K-1 2:00-2:15	Sight Words *Wash hands with soap and water
2nd 2:00-2:30	History or Science Watch an educational show on Valley PBS, Channel 18 *Wash hands with soap and water



HANFORD ELEMENTARY SCHOOL DISTRICT

Horario Recomendado Para El Aprendizaje Diario en Casa Para Grados TK-2 Semana #2

(Recursos adicionales y Programación Educativa está disponible en <https://valleypbs.org/at-home-learning/> o su estación local de Valley PBS.)

El siguiente horario y los recursos son solo una recomendación y no son requeridos.

Antes 8:00 a.m.	Despierta y comienza tu día: *Lavarse las manos con jabón y agua. Come desayuno y limpia tu área. Tiende tu cama. Rutina de higiene y vestirse para el día.	
8:00-8:20	Si tus padres te dan permiso sal y camina bajo la supervisión de un adulto o puedes hacer estiramientos en tu casa. *Lavarse las manos con jabón y agua.	
8:20-9:00	Leer un Libro: Si no tienes un libro de "copia impresa", aquí tienes una opción vía el internet para escuchar cuentos leídos en voz alta y tener una discusión sobre el cuento (Grados K-2 ^{do}). Estas historias/cuentos pueden ser repetidas varias veces con un enfoque diferente. Al escuchar/escuchar el libro la primera vez puede hacer un recuento, y para el segundo y tercer día pueden discutir los detalles, o los personajes.	
	TK-2 Read and retell: What happened? Where did the story take place? Was there a problem? What was it? How did the problem get solved? What was your favorite part?	Leer y Recontar: ¿Qué sucedió? ¿En dónde ocurrió el cuento? ¿Hubo algún problema? ¿Cuál fue el problema? ¿Cómo fue resuelto el problema? ¿Cuál fue tu parte favorita?
	¡Disfruta tu libro!	
	*Lavarse las manos con jabón y agua.	
9:00-9:30	Pide permiso a tus padres y juega un rato afuera bajo la supervisión de un adulto: Mantenerse Activo. ¡No Electronicós! *Lavarse las manos con jabón y agua.	
K-1 9:30-9:45	Palabras de Alta Frecuencia *Lavarse las manos con jabón y agua.	
K-1 9:45-10:30 2 nd 9:30-10:30	Escritura Grados K-2^{do} Asegurarse de tener suficiente papel y lápices para trabajar en tu escritura de opinión. Día 1 con un libro: ¿De que se trato el libro? Día 1 con un libro: ¿Cuál fue tu parte favorita? ¿Por qué te gusto esa parte? ¿De que se trato esa parte? ¡Comparte tu escritura con tu familia! *Lavarse las manos con jabón y agua.	

10:30-11:00	Quehaceres: • Ve cuarto por cuarto y aguarda las cosas. ¡Tus padres estarán muy agradecidos! • Si tus padres están de acuerdo, barre o aspira una área de tu casa. • Si tus padres están de acuerdo, ayúdales a limpiar los mostradores, interruptores de luz, y manijas de las puertas a través de tu casa. *Lavarse las manos con jabón y agua.
11:00-12:00	Almuerzo: Comer el almuerzo/y limpiar Pide permiso a tus padres y juega un rato afuera bajo la supervisión de un adulto: ¡Intenta mantenerte activo! No electrónicos! *Lavarse las manos con jabón y agua.
12:15-1:15	Matemáticas *Lavarse las manos con jabón y agua.
1:15-2:00	Tiempo Creativo: Aquí hay algunas ideas Dijubar & Artesanias (Crafting) Limpia tu área de trabajo y aguarda los materiales. *Lavarse las manos con jabón y agua.
K-1 2:00-2:15	Palabras de Alta Frecuencia *Lavarse las manos con jabón y agua.
2nd 2:00-2:30	Historia/Ciencias Vea un programa educativo en Valley PBS, canal 18 *Lavarse las manos con jabón y agua.

TK & K 10 Day Routine

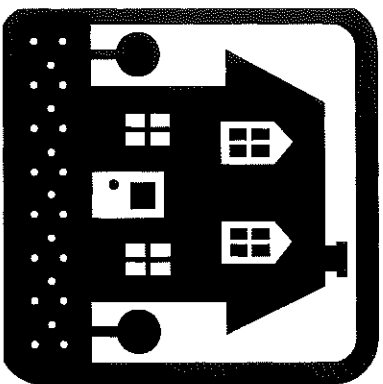
Phonemic Awareness Routine		Rutina de Conciencia Fonémica	
This routine is used to ensure that students have many opportunities to develop phonemic awareness skills necessary for emergent readers. Practice daily		Esta rutina se usa para asegurar que los alumnos la desarrollen conciencia fonémica necesaria para lectores emergentes. Practique estos ejercicios diario.	
1	Phoneme Isolation Adult: Say "sag." Child: sag Adult: Say "sag." Child: sag Adult: What is the first sound you hear in sag? Child: /s / (not the name of the letter but the sound it makes) Repeat with other 3 letter words, such as man, bag, fit, ham, hug, jet, log, met, nut, peg, run, sun, top, van, win, yes, zip, etc. (do 3-5 words a day)	1	Phoneme isolation Adulto: Diga "los." Repite Niño: los Adulto: Diga "los." Repite Niño: los Adulto: ¿Cuál es el primer sonido en la palabra "los"? Niño: /l / (debe decir el sonido en vez del nombre de la letra) Repetir con otras palabras de 3 sonidos, tales como las, les, vez, mas, mes, luz, con, son, pon, amo, humo, hada, oso, ojo, hoja, etc. (3-5 palabras cada día)
2	Phoneme Segmentation Adult: Say "sag" Child: sag Adult: Say "sag" Child: sag Adult: Say the sounds in "sag." Child: /s /, /a /, /g/ (not the name of the letter but the sound it makes) Repeat with other 3 letter words	2	Segmentación fonema Adulto: Diga "los." Repite Niño: los Adulto: Diga "los." Repite Niño: los Adulto: Diga los sonidos en "los." Niño: /l /, /o /, /s /. (debe decir el sonido en vez del nombre de la letra) Repetir con otras palabras de 3 sonidos y con sílabas
3	Phoneme Blending Adult: Listen and repeat. /s /, /a/, /g/ Child: /s /, /a/, /g/ Adult: Repeat again (2 more times). /s /, /a/, /g/ Child: /s /, /a/, /g/ Adult: Say the word. Child: sag Repeat with other 3 letter words	3	Combinación de fonemas Adult: Escuche y repita /l /, /o /, /s /. Child: /l /, /o /, /s /. Adult: Repita la serie de fonemas otras 2 veces /l /, /o /, /s /. Child: /l /, /o /, /s /. Adult: Diga toda la palabra combinada. Child: los Repetir con otras palabras de 3 sonidos (y con sílabas para formar palabras)
High-Frequency Words Practice reading these words 3 times a day. Practice writing 3-5 words daily from memory.		Palabras de alta frecuencia Practique leyendo estas palabras 3 veces al día. Practique escribir 3-5 palabras diarias de memoria.	
TK	I, see, we, like, my, to, and, go, is, mom, cat, look, dad, a, the, dog, A, The, me, can		
K	I, see, we, like, my, to, and, go, is, the, have, me, look, he, she, play, this, said, for, they, are, went, here, you, come, down, eat, with, all, good, help, out, was, father, mother, take, that, then, came, little, with, comes, in, it, yes, no, color words	K	Yo, que, amigo, de, aquí, gustan, por, niña, soy, en, el, ella, me, niño, casa, las, es, con, son, se, fui, la, una, y, para, gusta, bebé, juego, papá, también, tu, mi, ahora, está, veo, dijo, no, voy, mamá, tengo

Reading Comprehension Routine	Rutina de comprensión de la lectura
Read or listen to a story with your child. Read the title aloud. Ask your children to discuss what they see on the cover. Describe the cover using details about what you see in the picture, such as trees, a park, people sitting, etc. On each page, talk about what the words say, and also talk about what is in the pictures. Authors often add details in the pictures that are not in the words. Ask questions that focus on overall comprehension and ask students to think about the story. Use questions: What happened? Where are they? Who...? What is the problem How did they solve the problem? Would you want that character to be your friend? Why or why not?	Lee o escuche a un cuento con tu hijo. Lee el título en voz alta. Pídale a sus hijos que discutan lo que ven en la tapa del libro. Describe lo que ve utilizando detalles sobre lo que ve en el dibujo, como árboles, un parque, personas sentadas, etc. En cada página, hable sobre lo que dicen las palabras y también sobre lo que ve en los dibujos. Los autores a menudo agregan detalles en los dibujos que no están en las palabras. Haga preguntas que se enfoquen en la comprensión general y pida a sus hijos a pensar en el cuento. Use preguntas: ¿Qué pasó? ¿Dónde están? ¿Quién? ¿Cuál es el problema? ¿Cómo resolvieron el problema? ¿Quieres que ese personaje sea tu amigo? ¿Por qué o por qué no?

Main Idea/Idea Principal:	
Detail/Detalle:	Detail/Detalle:
Summary/Resumen:	

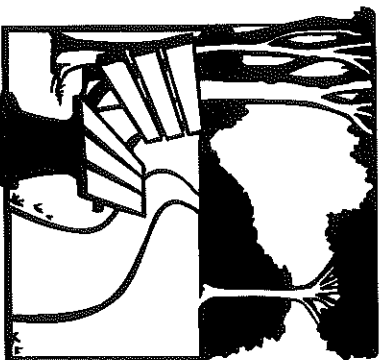
Preparing for your child to read independently	Preparándose para que su hijo lea de forma independiente
Cut the book on the lines and put the pages in order. Day 1 with a story: Practice the words below, then have your child read the story. Write words your child has difficulty reading and practice the words again. Day 2 with the same story: Practice the words again, especially words your child had difficulty reading. Read the story again. Children can collect the books and read them again and again.	Corta el libro en las líneas y ponga las páginas en orden. Día 1 con un cuento: Practique las palabras abajo, luego su hijo va a leer el cuento. Escriba las palabras que su hijo no pudo leer y practicarlas de nuevo. Día 2 con el mismo cuento: Practique las palabras de nuevo, especialmente las que no pudo leer ayer. Lee el cuento de nuevo. Los niños pueden coleccionar todos los libros y leerlos una y otra vez.
Book 1: Look, at, me, I, go, to, the, with, my Book 2: my, I, like, to, too (and CVC words) Book 3: I, like, the, see, to (and CVC words) Book 4: look, at, the, my, is, you, too Book 5: we, like, see, go, to the	Libro 1: Mira, me, a, mi, yo, voy, a, la, el, con Libro 2: Mi, puede, me, gusta, yo, mamá, puedo Libro 3: me, gusta, ver, el, la Libro 4: mira, a, los, niños, está, están, nosotros, mi, también Libro 5: vamos, al, ir, nos, gusta, ver, la, el
Read CVC words Say the sounds, tell me the word.	Usar las sílabas Diga las sílabas, diga la palabra.
can mom cat hen pig dog dig run sit dad	gato gallina perro correr sentar pato saltar comer sentar encanta

Write	Escribir
Day 1: Write at least two sentences. Use the pattern from the book: Look at me. I go to ___ with ____. Day 2: Write a story about a place you like to go. Day 3: Write at least two sentences. Use the pattern from the book: My ___ can ___. I like to ___, too. Day 4: Write a story about something you like to do and tell with whom you like to do it. Repeat for Days 5-10	Día 1: Escriba por los menos dos oraciones usando el patron en el libro. Día 2: Escriba un cuento sobre un lugar donde te gusta ir. Día 3: Escriba por los menos dos oraciones usando el patron en el libro. Día 4: Escriba un cuento sobre algo que te gusta hacer. Repetir los días 5-10.
Sounds around the house	
Complete the beginning sounds activity, then look for other things around the house. Say the name of that thing and its beginning sound. I see a couch. Couch begins with /c/.	



Look at me.

I go home with my mom. 8



Look at me.

I go to the park. 7

Look at Me
By Mrs. Gallegos

12/2010

1



Look at me.

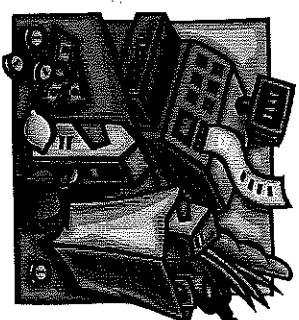
I go to the parade. 2



Look at me.

I go to the circus.

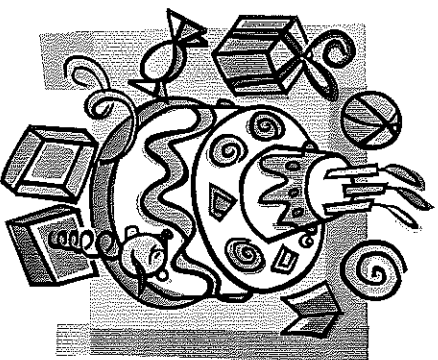
5



Look at me.

I go to the store.

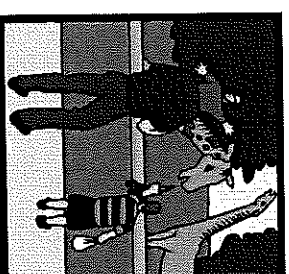
3



Look at me.

I go to the party.

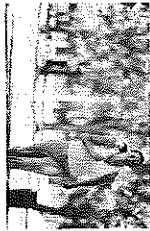
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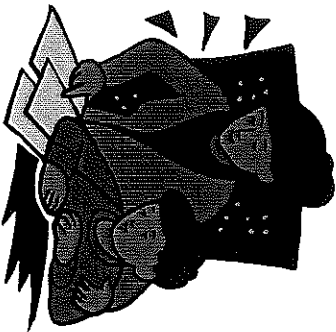
Look at me.

I go to the zoo.

4



My mom can run.
I like to run, too.



My mom can read.
I can read, too.
I like to read!



My dog can sit.
I like to sit, too.

My Family and I like to Do Things

By Mrs. Gallegos
9/2019



My sister can swing.
I like to swing, too.



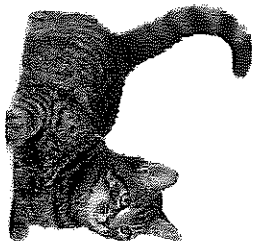
My friend can ride.
I like to ride, too.



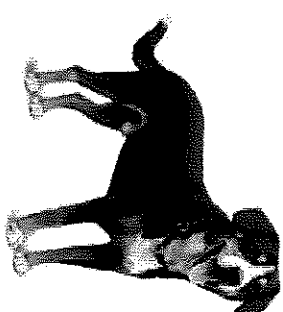
My cat can climb.
I like to climb, too.



My rabbit can jump.
I like to jump, too.



I like to see the cat.



I like to see the dog.



But I love to see my mom.

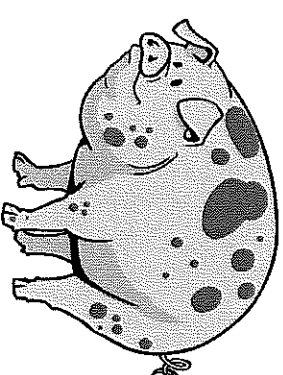
I like to see

By Mrs. Gallegos

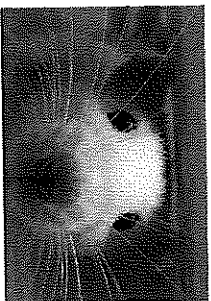
3/2020
CVC words



I like to see the hen.



I like to see the pig.



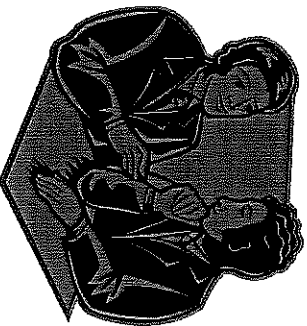
I like to see the rat.



I like to see the fish.



Look at my cat.
The cat is sitting.
Can you sit, too?



Look at the people.
The people can talk. We can, too.



Look at my dog.
The dog is walking.
Can you walk, too?

We can. Can you?

By Mrs. Gallegos
3/2020



Look at my bird.

The bird is eating.

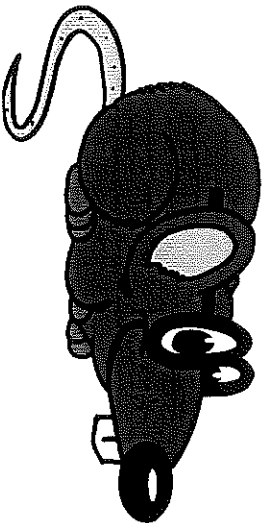
Can you eat, too?



Look at my duck.

The duck is swimming.

Can you swim, too?



Look at the mouse.

The mouse is looking.

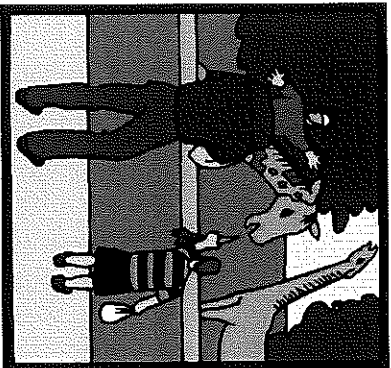
Can you look, too?



Look at the cow.

The cow is eating.

Can you eat, too?



We like to go to the zoo!

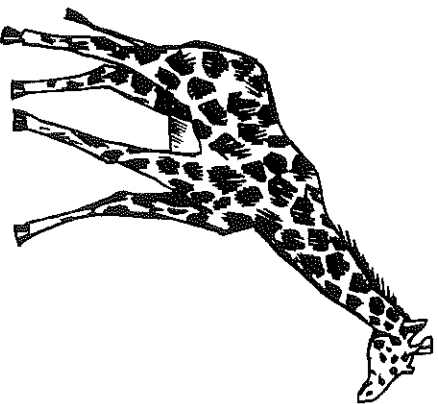
8

We Go to the Zoo to See Animals

By Mrs. Gallegos

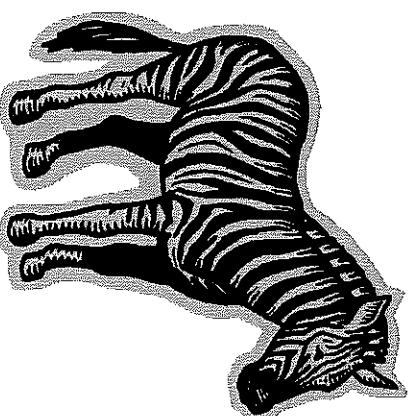
12/2010

1



We go to the zoo.

We like to see the giraffe.



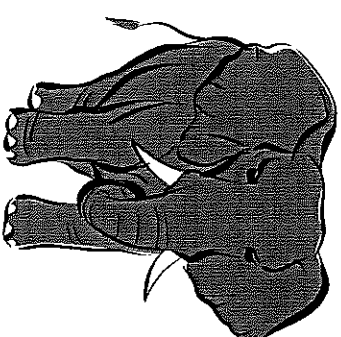
We go to the zoo.

We like to see the zebra.



We go to the zoo.

We like to see the lion.



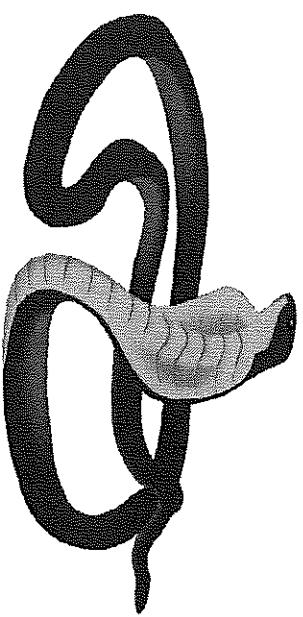
We go to the zoo.

We like to see the elephant.



We go to the zoo.

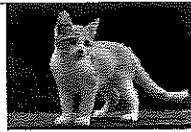
We like to see the tiger.



We go to the zoo.

We like to see the snake.

Match the picture to its beginning sound.



b



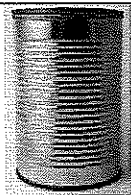
m



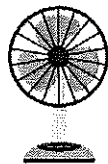
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h



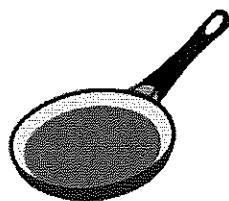
f



p



m



c

Count from 1 to 100 on the hundreds chart

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

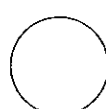
2-dimensional shapes



= yellow



= green

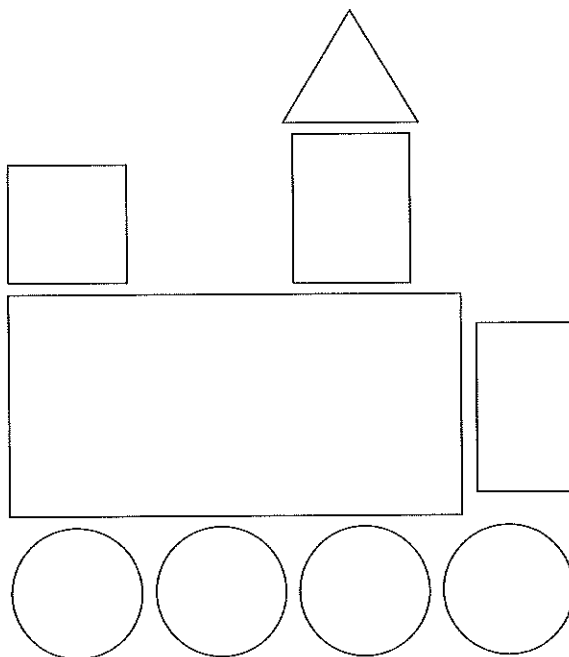


= purple



= blue

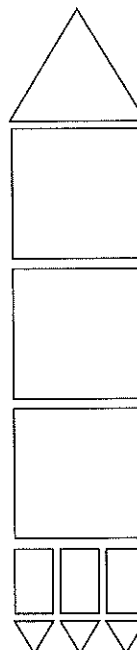
Color the shapes.



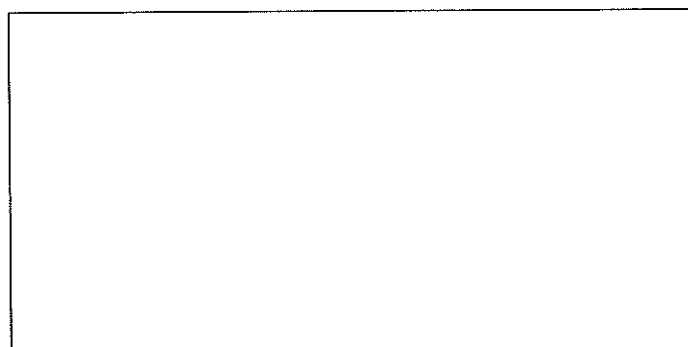
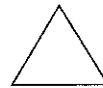
How many?



Color the shapes.



How many?



Draw a picture using the shapes shown on this page.

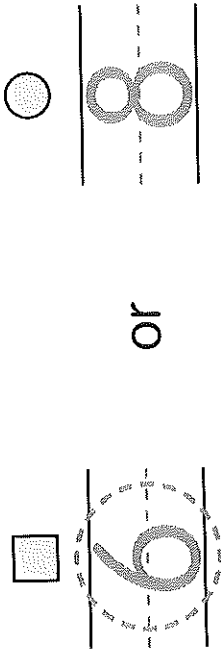
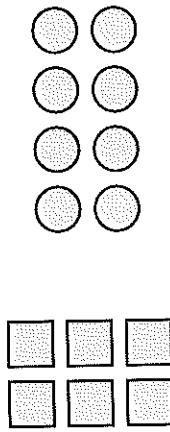
How many?



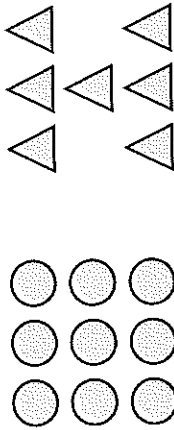
Comparing Within 10

Name _____

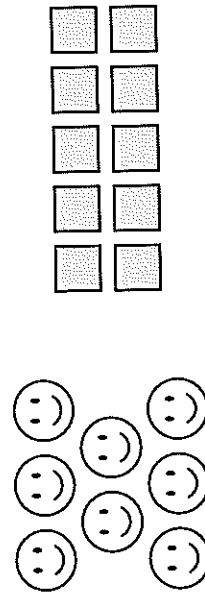
Example



or



or



or

In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

Start at 5 and count to 20 on the hundreds chart

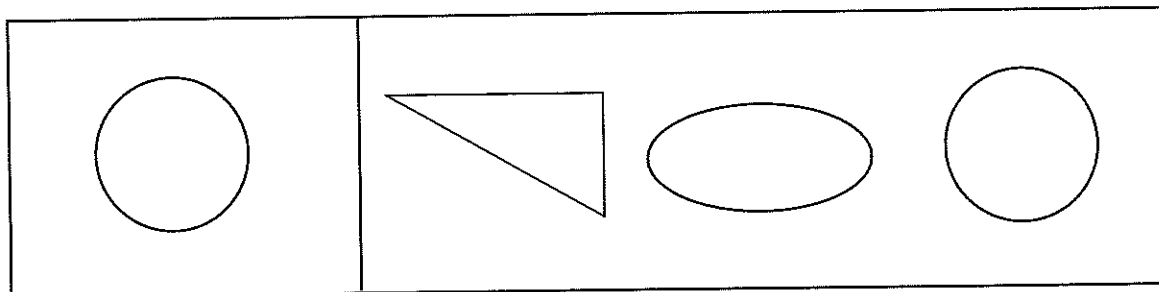
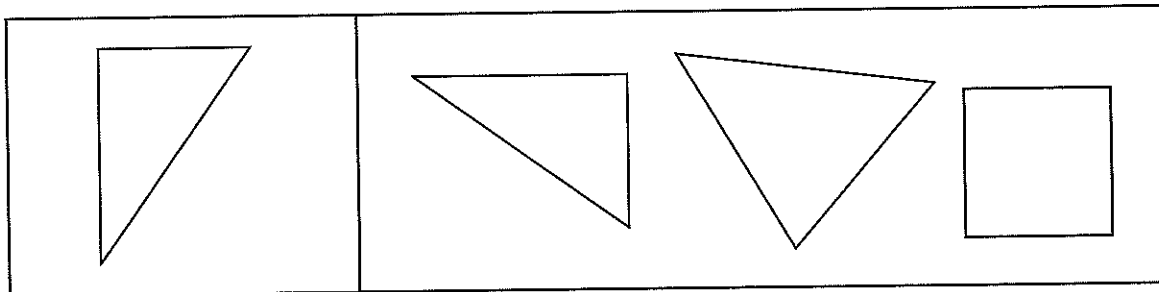
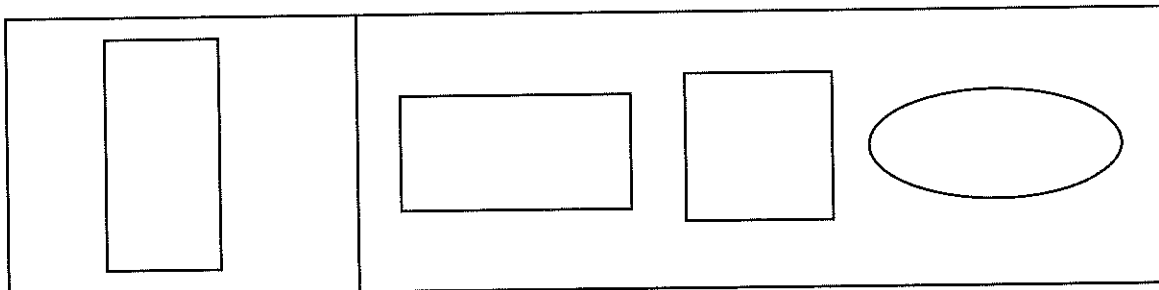
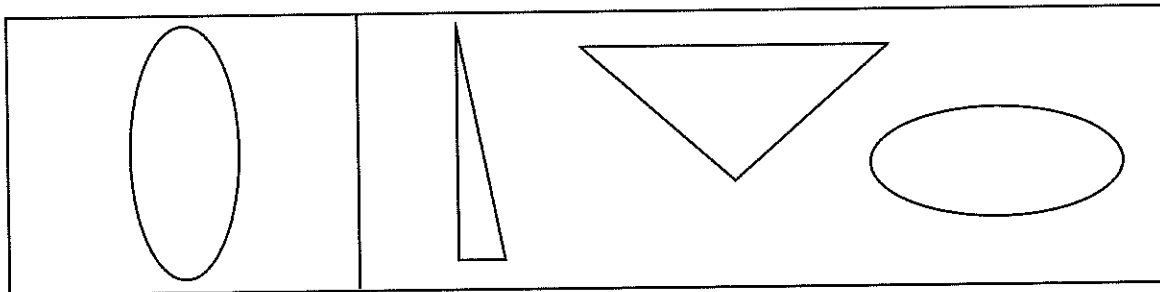
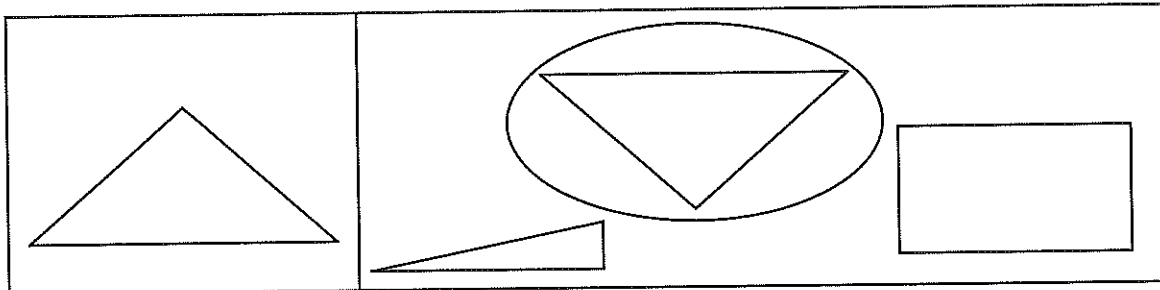
Start at 11 and count to 30 on the hundreds chart

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



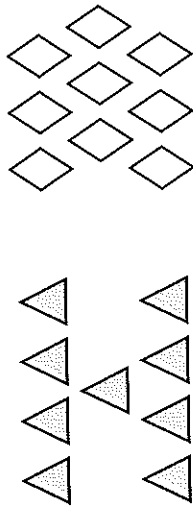
Congruent shapes

Ring the shape that matches the first shape.



Comparing Within 10 *continued*

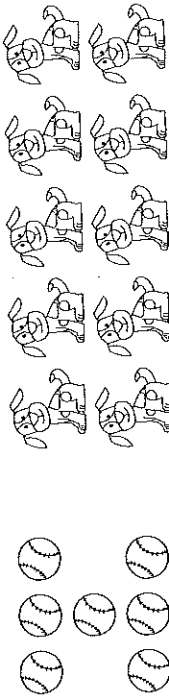
Name _____





or







or



In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

Start at 10 and count to 50 on the hundreds chart

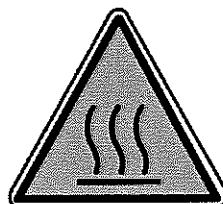
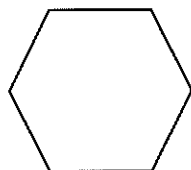
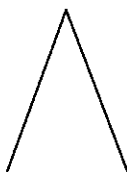
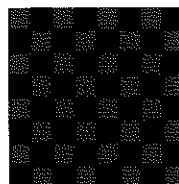
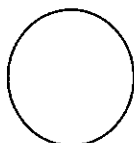
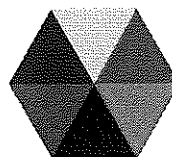
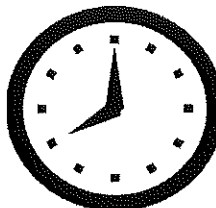
Start at 5 and count to 20 on the hundreds chart

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

Name _____

Date _____

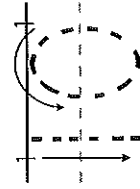
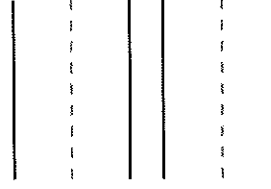
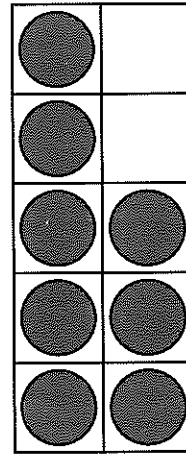
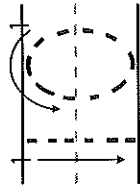
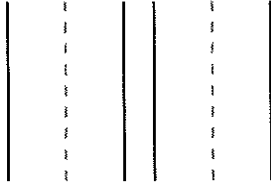
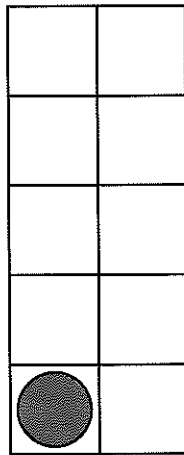
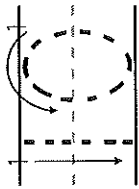
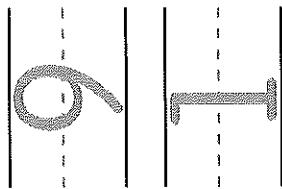
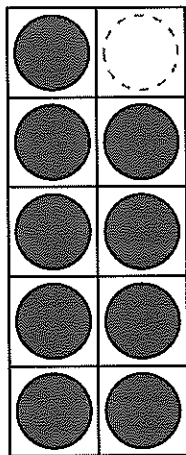
Draw a line from the shape to its matching object.



Making 10

Name _____

Example



Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

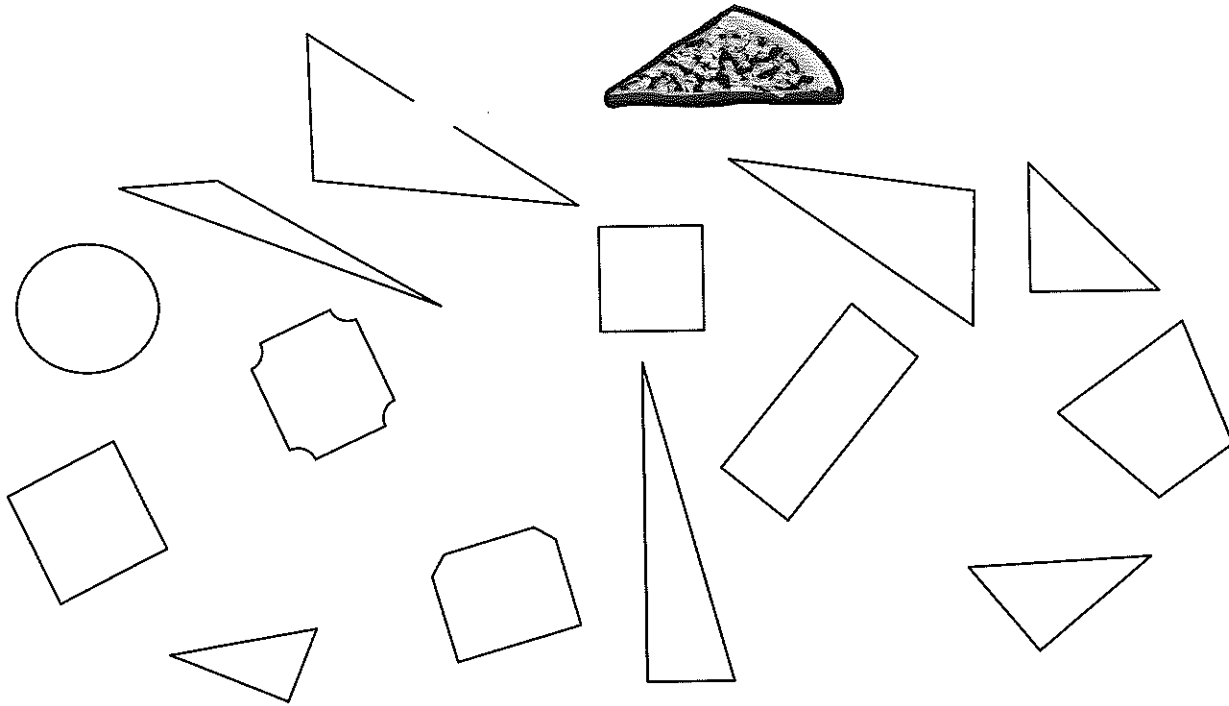
Count from 1 to 100 on the hundreds chart

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

Name _____

Date _____

Find the triangles, and color them blue. Put an X on shapes that are not triangles.

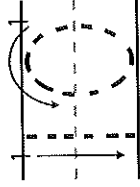


Draw some triangles.

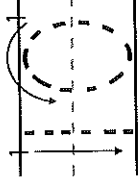
Making 10 continued

Name _____

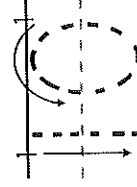
●	●				



●	●	●	●	●	●



●	●	●	●		



Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Count from 11 to 40 on the hundreds chart

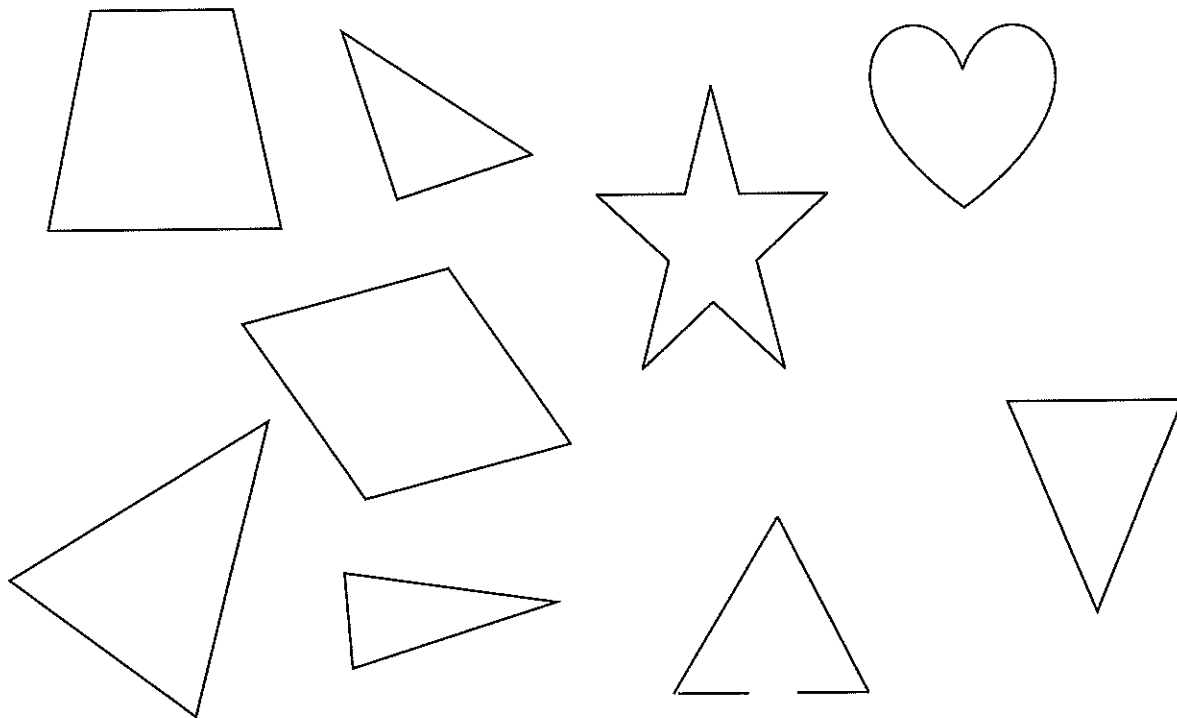
Count from 40 to 55 on the hundreds chart

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

Name _____

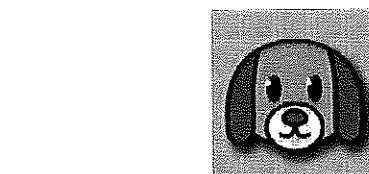
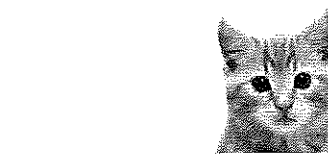
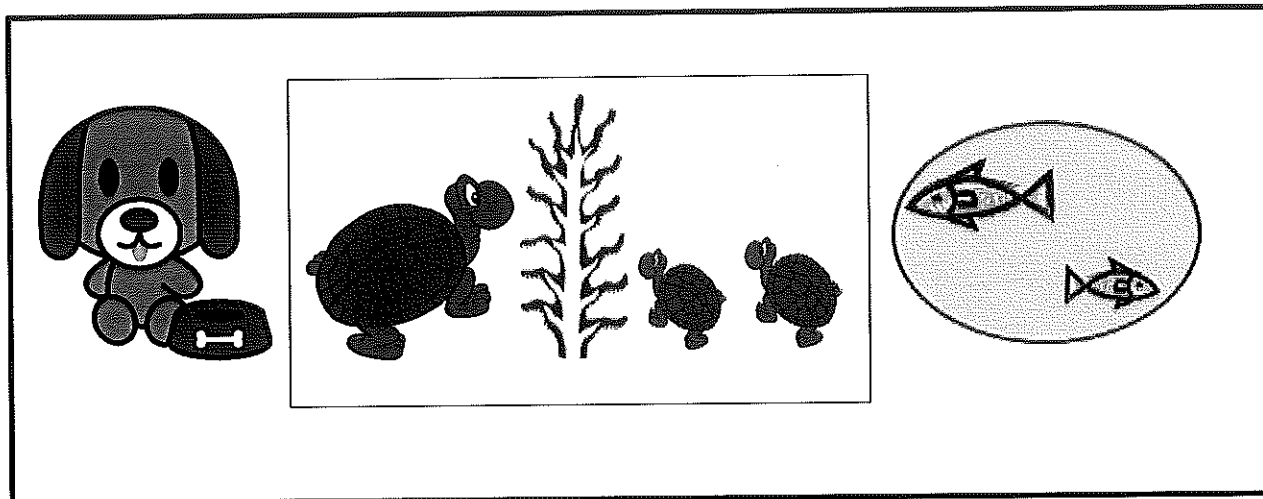
Date _____

Color the triangles red and the other shapes blue.



Draw 2 different triangles of your own.

Count and write how many.



Count from 1 to 40 on the hundreds chart

Count from 50 to 75 on the hundreds chart

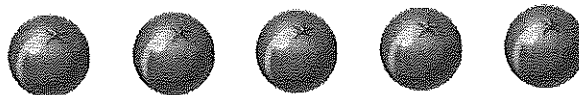
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

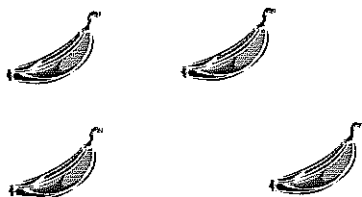
Name _____

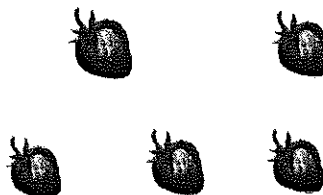
Date _____

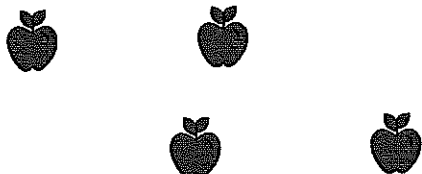
Count and write how many. Circle a group of four of each fruit.

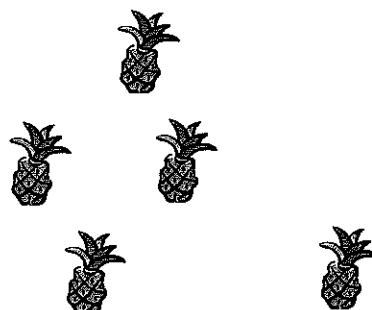












Count from 10 to 30 on the hundreds chart

Count from 40 to 55 on the hundreds chart

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

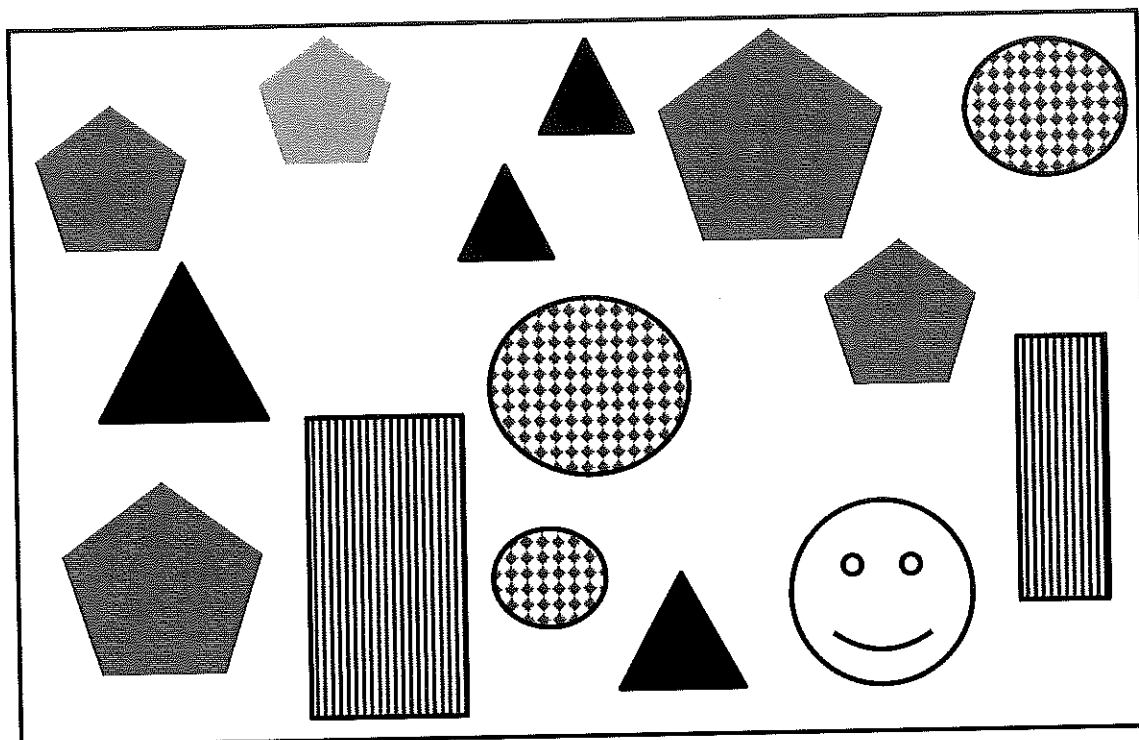
Date _____

[illegible]

Name _____

Date _____

Count the shapes and write the numbers. Mark each shape as you count.



How many?













Write the missing numbers:

0, 1, _____, 3, _____, _____

_____, _____, 3, 2, 1, _____

Count from 1 to 50 on the hundreds chart

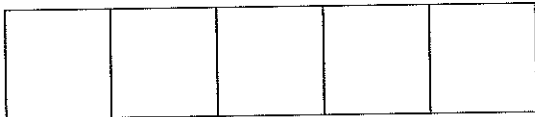
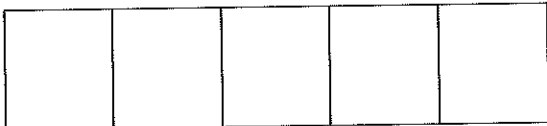
Count from 8 to 25 on the hundreds chart

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

Name _____

Date _____

In each picture, color some squares red and some blue. Do it a different way each time.

 How many squares? _____	 How many squares? _____
 How many squares? _____	 How many squares? _____

Draw more circles to make 4.

OOO	OO	O
-----	----	---

Draw more X's to make 5.

XXXX	XXX	XX	X
------	-----	----	---

Count from 6 to 35 on the hundreds chart

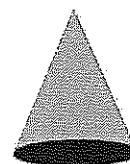
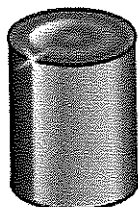
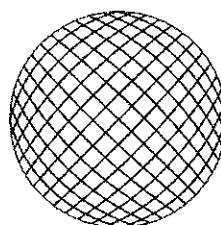
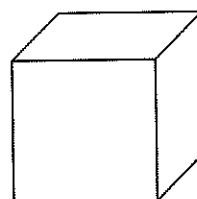
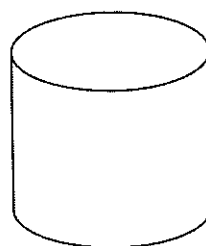
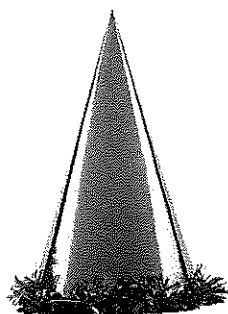
Count from 15 to 35 on the hundreds chart

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

Name _____

Date _____

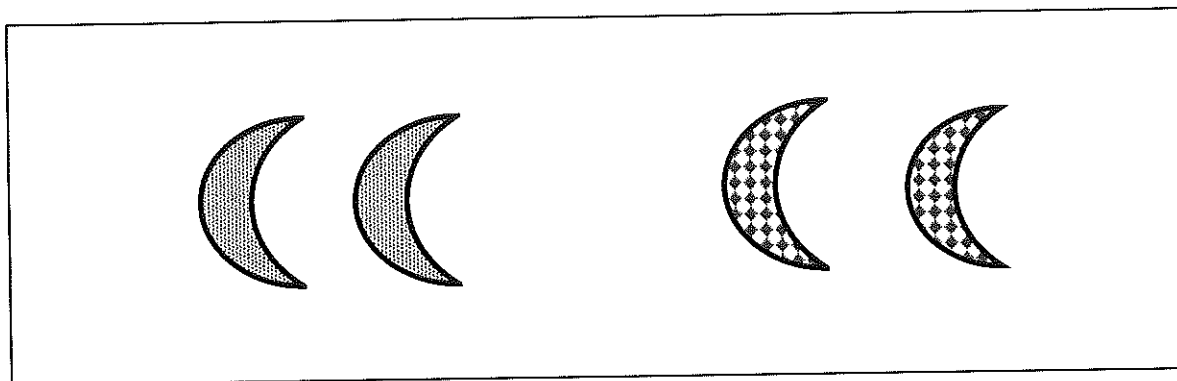
Match these objects and solids by drawing a line with your ruler from the object to the solid.



On the back of the paper, draw solid shapes that you see in the classroom.

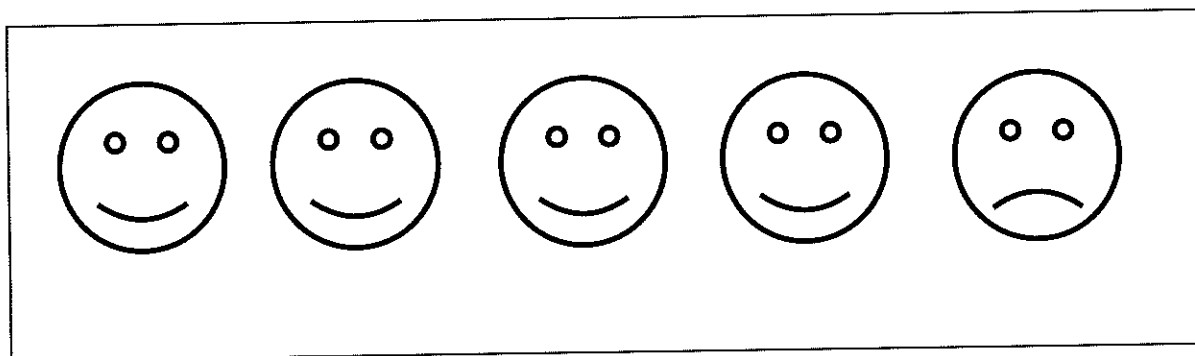
Name _____

Date _____



How many  ? _____ How many  ? _____

How many altogether? _____



How many  ? _____ How many  ? _____

How many altogether? _____

Count from 1 to 100 on the hundreds chart

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

Name _____

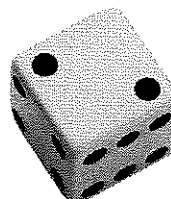
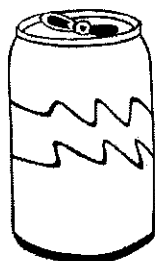
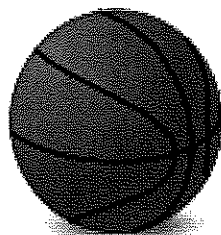
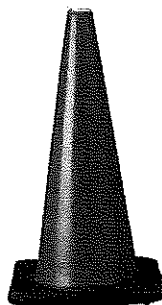
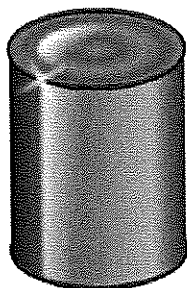
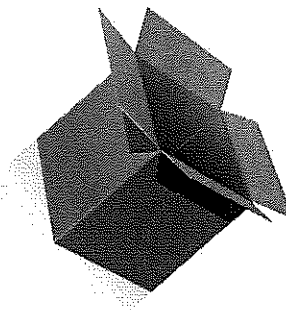
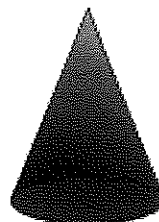
Date _____

Circle the cylinders with red.

Circle the cubes with yellow.

Circle the cones with green.

Circle the spheres with blue.



Name _____

Date _____

Fill in the missing numbers on the cards.

0	1		3		5	6
---	---	--	---	--	---	---

Count. Write how many in the box.

