

Kindergarten Learning Resources May 2020

Dear Families,

Enclosed is our final set of optional learning resources that your student may use to practice skills previously taught this school year. These activities are intended to supplement assignments and activities provided directly from your child's teacher. It is designed to support 2-3 weeks' worth of supplemental learning. We recommend that students complete no more than one math activity and one literacy activity from this packet per day. For additional learning and practice opportunities, including our first set of resources and available extensions, please visit our website at:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Estimadas familias,

Adjunto se encuentra última de recursos de aprendizajes adicionales que su estudiante puede usar para practicar las habilidades que se enseñaron anteriormente este año escolar. El propósito de estas actividades es complementar las tareas y actividades proporcionadas por el maestro de su hijo. Están diseñadas para apoyar el aprendizaje suplementario de 2-3 semanas. Les recomendamos que los estudiantes completen no más de una actividad de matemáticas y una de alfabetización diariamente. Para más oportunidades de aprendizaje y práctica, incluyendo nuestra primera serie de recursos y extensiones de materiales disponibles, por favor visite nuestro sitio web en:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Thân gửi gia đình các học sinh,

Đính kèm theo đây là tài liệu học tập sau cùng với tài nguyên học tập tùy chọn mà học sinh có thể sử dụng để thực hành năng khiếu đã được giảng dạy tại trường trong niên học này. Những hoạt động này với chủ đích như là bài tập và hoạt động bổ sung được cung cấp trực tiếp từ các giáo viên của con em quý vị. Nó được thiết kế để hỗ trợ từ 2 tới 3 tuần lễ trong việc học tập. Chúng tôi đề nghị học sinh hoàn tất một hoạt động với toán học và một hoạt động về Anh Ngữ trong tập tài liệu này cho mỗi ngày. Để bổ túc cho việc học tập và những cơ hội thực tập, bao gồm trong tập tài nguyên (resources) học tập thứ nhất và sự khai triển có sẵn, xin coi tại mạng lưới của chúng ta tại:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Qoysaska Qaaliga ahaw,

Waxa ku lifaaqan xidhmadeena ugu danbeysa ee khayraadka waxbarasho ee ikhtiyaariga ah ee ardaygaagu u isticmaali karo inuu ku tabobarato xirfadaha hore loo baray sannad dugsiyeedkan. Hawlahaas waxaa loogu talagalay in lagu kabo shaqooyinka iyo nashaadaadka tooska ah ee uu bixiyo macallinka ilmahaagu. Waxaa loogu talagalay in lagu taageero 2-3 toddobaad qiimaynta dheeriga ah. Waxaan kula talineynaa ardayda inay dhammeeyaan wax aan ka badneyn hal hawl oo xisaabta ah iyo hal hawl oo qorista oo xidhmadan ah maalin kasta. Si aad u hesho waxbarasho dheeraad ah iyo fursado tababar ah, oo ay kujirto qaybteena koowaad ee khayraadka iyo kordhinta la heli karo, fadlan booqo bartayada internetka:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

የተከበራች ጌተሰቦች፣

እሽጉ የእርስዎ ተማሪ በዚህ የትምህርት ዘመን ቀደም ብሎ የተማራቸውን ችሎታዎችን ለመለማመድ ሊጠቀምባቸው የሚችል አማራጭ የመማሪያ ግብዓቶቻችንን የመጨረሻ ስብስብ ናቸው። እነዚህም ተግባራት የተሰጡ ስራዎችን ለሚሟላት የታሰቡ እና በቀጥታ በልጅዎ መምህር የቀረቡ ተግባራት ናቸው። ይህ ከ 2-3 ሳምንታት የሚሆን ተጨማሪ ትምህርት ለመደገፍ የተቀረፀ ነው። ተማሪዎች ከዚህ እሽግ ውስጥ ከአንድ የሂሳብ ተግባር እና ከአንድ የማንበብ ተግባር ያልበለጠ በየቀኑ እንዲያጠናቅቁ እንመክራለን። ለተጨማሪ የትምህርት እና የልምምድ እድሎች፣ የመጀመሪያዎቹን የሀብቶች ስብስቦችን እና የሚገኙን ቅጥያዎችን ጨምሮ ለማግኘት፣ እባክዎ ድር ጣቢያችንን እዚህ ላይ ይጎብኙ፡

www.highlineschools.org/coronavirus/learning-support/home-learning-southwest.

Kindergarten Math

To access the online resources in this packet as well as lessons from other grade levels, visit [**https://bit.ly/homemathresources**](https://bit.ly/homemathresources)



Grade K Day 6: 10 Frame Addition

Grade	K
Day	6
Math	Addition within Ten; Fluency with 5; Number of the Day
Audience	Teachers
Language of Instruction	English
Objective	Solve an addition problem with a ten frame, drawing and equation.
Standard	Operations and Algebraic Thinking Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.1 Represent addition with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve addition word problems and add within 10, e.g., by using objects or drawings to represent the problem. K.OA.5 Fluently add within 5.
Links to printable materials (Student facing)	Student Page Kinder Day 6
Online / Blended Resources	Count by 10s song https://www.youtube.com/watch?v=Ftati8iGQcs Addition Blocks http://www.additionblocksgame.com/AdditionBlocksGame/ Ten Frame Game https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/



	Worksheets	Online
Launch	Number of the Day: 6 Count by Ten on the Hundreds Chart	Count by 10s song https://www.youtube.com/watch?v=Ftati8iGQcs
Explore	Addition Problem $3 + 2$ Use a drawing to solve the number addition problem. Show your solution on a ten frame, number train, and an equation.	Addition Blocks http://www.additionblocksgame.com/AdditionBlocksGame/
Summarize	What addition problem does the ten frame show?	Ten Frame Game https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/

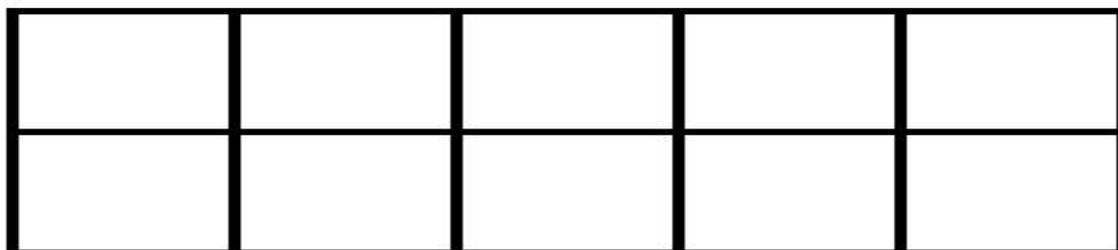
Trace the number 6.



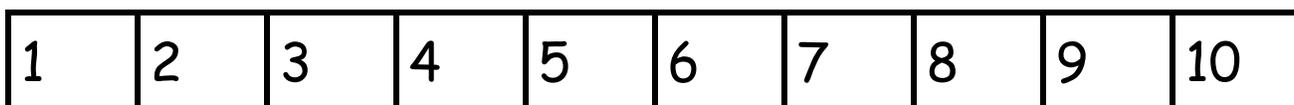
Write the word Six.



Show the number on a ten frame.



Circle the number 6 on a number train.



Draw 6 objects.



Count by 10s 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

Addition Problem $3 + 2$

Draw a picture to match the addition problem.

Show the solution in a ten frame.



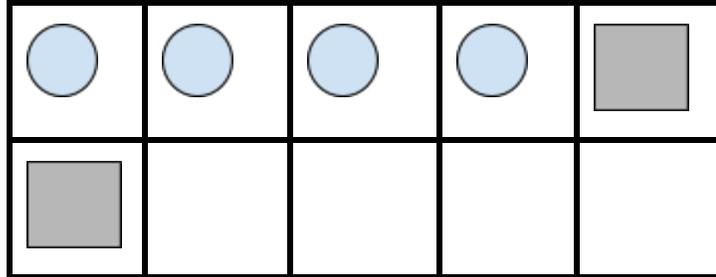
Show the solution on a number train.



Write the equation.

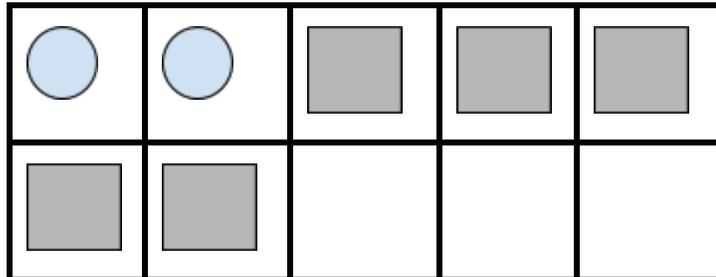
$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

Write an addition equation to match the ten frame.



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

Write an addition equation to match the ten frame.



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

Traza el número 6.

6 6 6 6 6 6 6

Escribe la palabra Seis.

seis seis seis seis

Muestra el número en un marco de diez.

Encierra en un círculo el número 6 en el tren numérico.

1	2	3	4	5	6	7	8	9	10
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Dibuja 6 objetos.

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Cuenta de 10 en 10 usando la tabla de 100

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

Suma de $3 + 2$

Haz un dibujo para representar la suma.

Muestra la solución en el marco de diez.



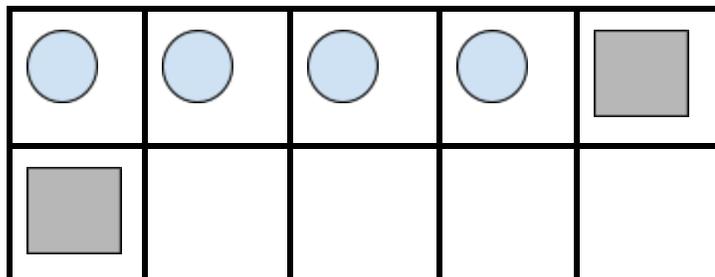
Muestra la solución en un tren numérico.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Escribe la ecuación.

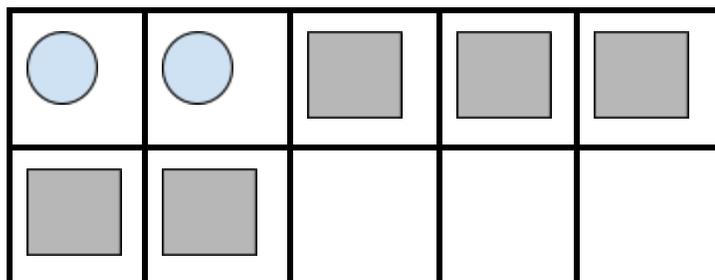
$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

Escribe una ecuación de suma usando el marco de diez.



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

Escribe una ecuación de suma usando el marco de diez.



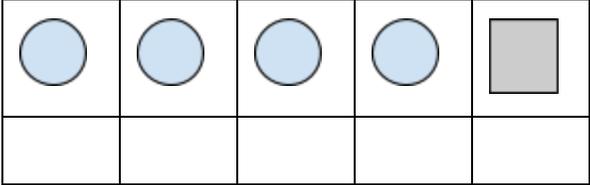
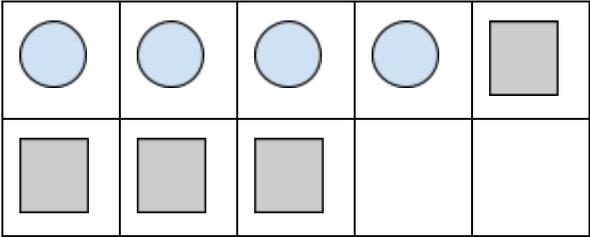
$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$



Grade K Day 7: More 10 Frame Addition

Grade	K
Day	7
Math	Represent addition problems within 10
Audience	Teachers
Language of Instruction	English
Objective	Solve an addition problem with a ten frame, drawing, and equation.
Standard	Operations and Algebraic Thinking Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.1 Represent addition with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve addition word problems and add within 10, e.g., by using objects or drawings to represent the problem. K.OA.5 Fluently add within 5.
Links to printable materials (Student facing)	Student Page Kinder Day 7
Online / Blended Resources	Count by 10s song https://www.youtube.com/watch?v=Ftati8iGQcs Addition Blocks http://www.additionblocksgame.com/AdditionBlocksGame/ Ten Frame Game https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/



	Worksheets	Online
Launch	Number of the Day: 7 Count by 10s on the Hundreds Chart	Count by tens song https://www.youtube.com/watch?v=Ftati8iGQcs
Explore	Addition Number Story 4 + 3 Use a drawing to solve the number addition problem. Show your solution on a ten frame, number train, and an equation.	Addition Blocks http://www.additionblocksgame.com/AdditionBlocksGame/
Summarize	What addition problem does the ten frame solve?  	Ten Frame Game https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/

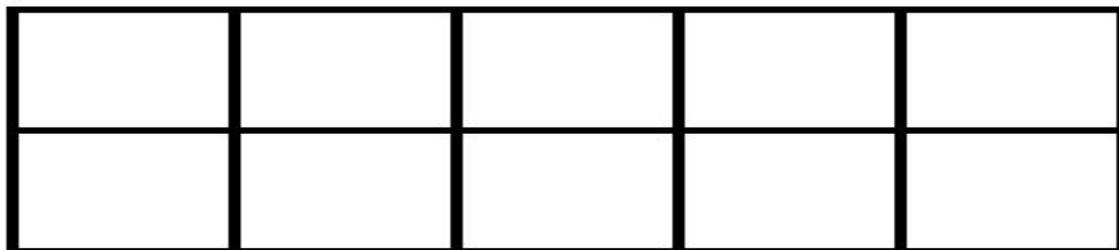
Trace the number 7.



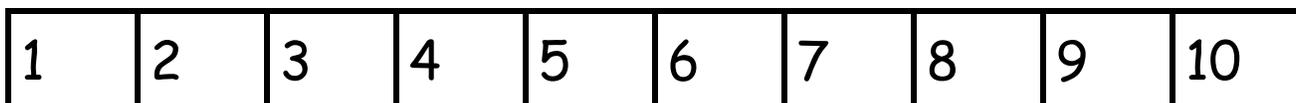
Write the word Seven.



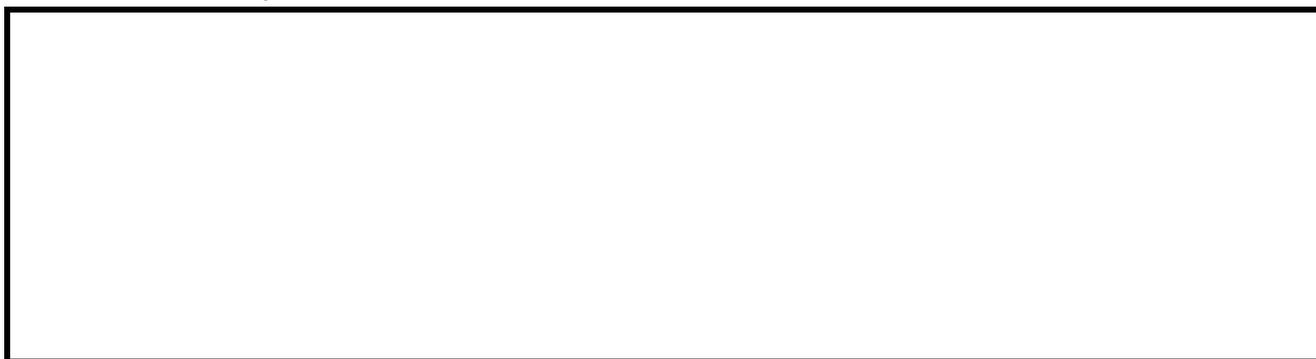
Show the number 7 on a ten frame.



Circle the number 7 on a number train.



Draw 7 objects.



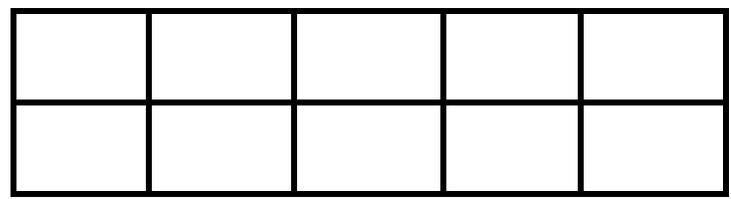
Count by 10s on the Hundreds Chart

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

Addition 4 + 3

Draw a picture to match the addition problem.

Show the solution in a ten frame.



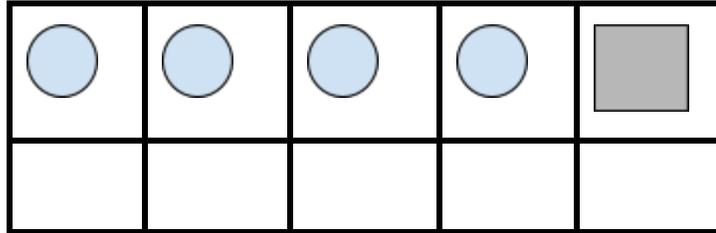
Show the solution on a number train.



Write the equation.

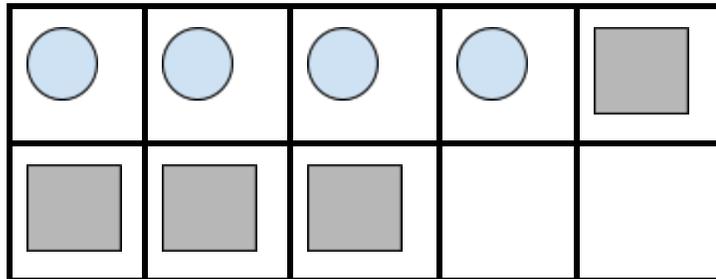
_____ + _____ = _____

What addition problem does this ten frame solve?



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

What addition problem does this ten frame solve?



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

Traza el número 7.

7 7 7 7 7 7

Escribe la palabra Siete.

siete siete siete

Muestra el número 7 en el marco de diez.

Encierra en un círculo el número 7 en el tren numérico.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Dibuja 7 objetos.

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Cuenta de 10 en 10 usando la tabla de 100.

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

Suma 4 + 3

Haz un dibujo que representa la suma.

Muestra la solución en diez cuadros.

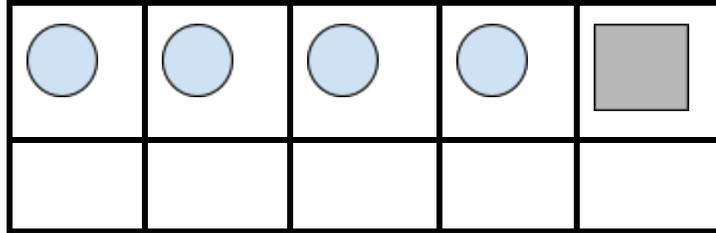
Muestra la solución en un tren numérico.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Escribe la ecuación.

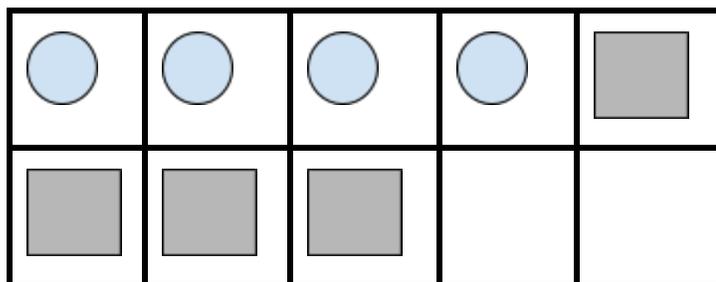
$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

¿Qué problema de suma resuelve este marco de diez?



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

¿Qué problema de suma resuelve este marco de diez?



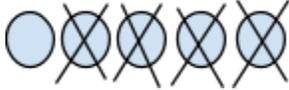
$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$



Grade K Day 8: Subtracting from 5

Grade	K
Day	8
Math	Subtraction
Audience	Teachers
Language of Instruction	English
Objective	Subtract from 5 and write the equation; Represent the number 8
Standard	Operations and Algebraic Thinking Understand subtraction as taking apart and taking from. K.OA.1 Represent subtraction with objects, fingers, mental images, drawings ¹ , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Links to printable materials (Student facing)	Student Page Kinder Day 8
Online / Blended Resources	Counting by 10s https://www.youtube.com/watch?v=yQSdKINvmw Five Little Bunnies Song https://www.youtube.com/watch?v=1pF7JpvUhcQ



	Worksheets	Online
Launch	Number of the Day: 8 Count by 10s on the hundreds chart.	Counting by 10s https://www.youtube.com/watch?v=yQSdKINvmw
Explore	Subtracting from 5 down to 0	Five Little Bunnies Song https://www.youtube.com/watch?v=1pF7JpvUhcQ
Summarize	Write an equation that goes with the drawing.  ____ - ____ = ____  ____ - ____ = ____	

Number of the Day 8

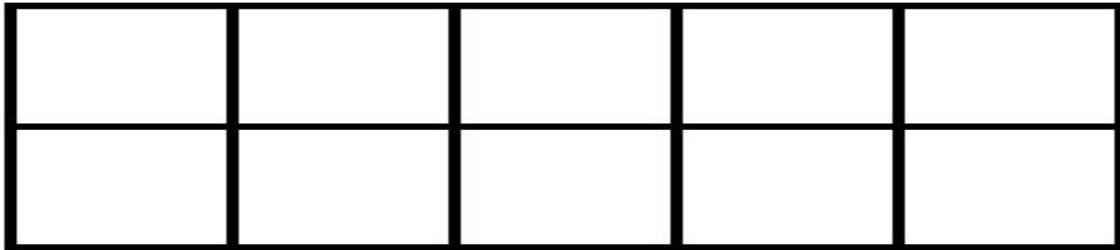
Trace the number 8.



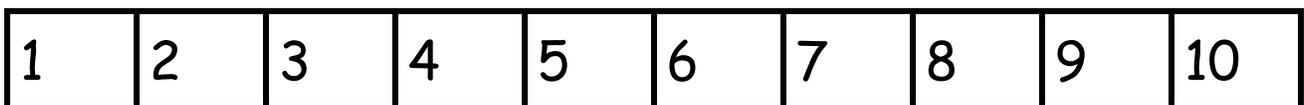
Write the word Eight.

eight eight eight

Show the number on a ten frame.



Circle the number 8 on a number train.



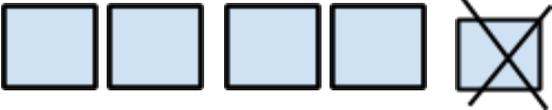
Draw 8 objects.



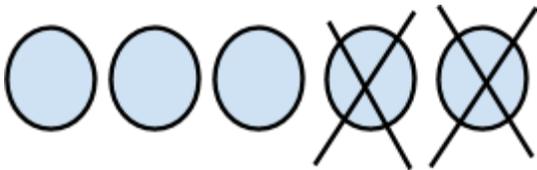
Count by 10s on the Hundreds Chart

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

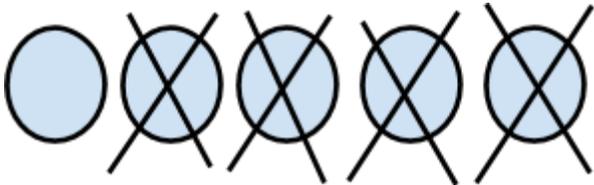
Subtract 1 square at a time and write the equation.

	$5 - 1 = 4$
	$5 - 2 = 3$
	$5 - \underline{\quad} = \underline{\quad}$
	$5 - \underline{\quad} = \underline{\quad}$
	$5 - \underline{\quad} = \underline{\quad}$

Write an equation that goes with this drawing.



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



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

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

Número del día 8

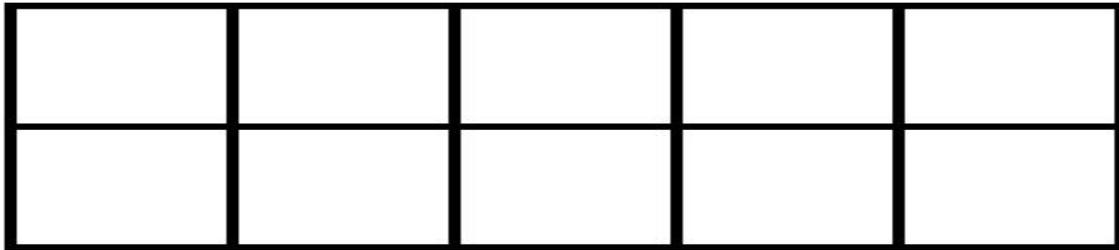
Traza el número 8.



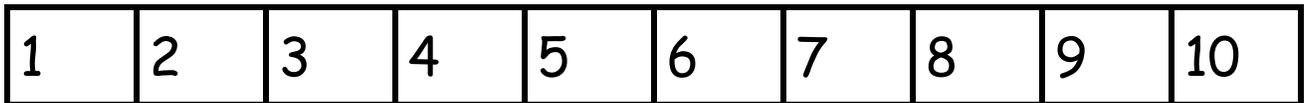
Escribe la palabra Ocho.

ocho ocho ocho

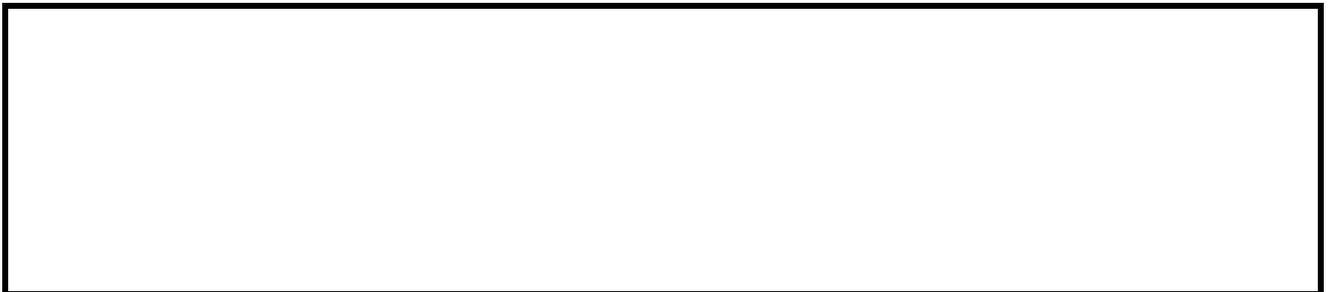
Muestra el número en un marco de diez.



Encierra en un círculo el número 8 en un tren numérico.



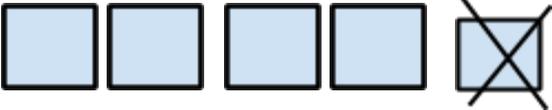
Dibuja 8 objetos.



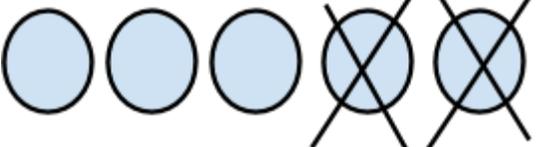
Cuenta de 10 en 10 usando la tabla de 100.

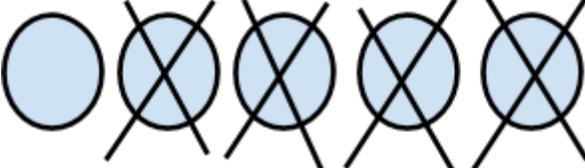
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Resta una figura a la vez y escriba la ecuación.

	$5 - 1 = 4$
	$5 - 2 = 3$
	$5 - \underline{\quad} = \underline{\quad}$
	$5 - \underline{\quad} = \underline{\quad}$
	$5 - \underline{\quad} = \underline{\quad}$

Escribe una ecuación que representa este dibujo.

 _____ - _____ = _____

 _____ - _____ = _____

_____ - _____ = _____



Grade K Day 9: Subtracting from 10

Grade	K
Day	9
Math	Number of the Day: 9
Audience	Teachers
Language of Instruction	English
Objective	Develop fluency adding to 10; Represent the number 8
Standard	Operations and Algebraic Thinking (<i>Lessons</i>) Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$)
Links to printable materials (Student facing)	Student Page Kinder Day 9
Online / Blended Resources	Counting by 10s https://www.youtube.com/watch?v=yQSdKINvrmw 10 Little Monkeys https://www.youtube.com/watch?v=Z5MtUmgDiMw Five Little Bunnies Song https://www.youtube.com/watch?v=1pF7JpvUhcQ



	Worksheets	Online										
Launch	Number of the Day: 9 Count by 10s on the hundreds chart.	Counting by 10s https://www.youtube.com/watch?v=yQSdKINvmw										
Explore	Subtracting from 10 down to 0 on a ten frame.	10 Little Monkeys https://www.youtube.com/watch?v=Z5MtUmgDiMw Five Little Bunnies Song https://www.youtube.com/watch?v=1pF7JpvUhcQ										
Summarize	Write the equation that goes with this ten frame. <table border="1" data-bbox="321 1035 889 1203"><tbody><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></tbody></table>											
												
												

Number of the Day 9

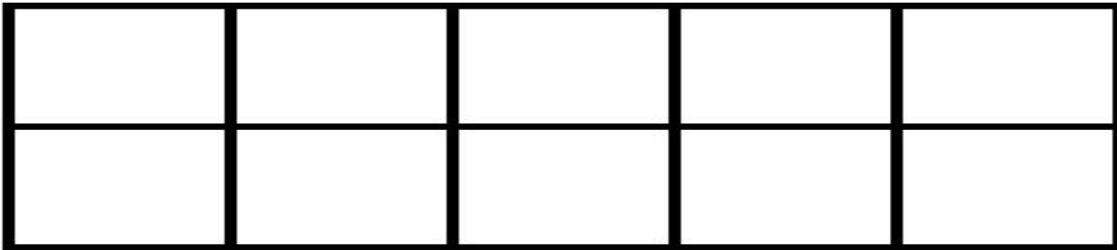
Trace the number 9.



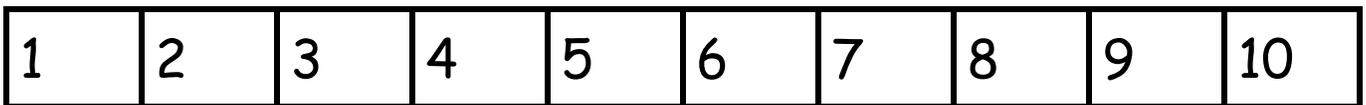
Write the word nine.



Show the number on a ten frame.



Circle the number 9 on a number train.

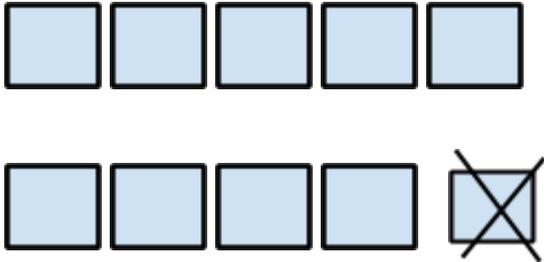
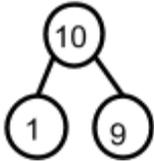
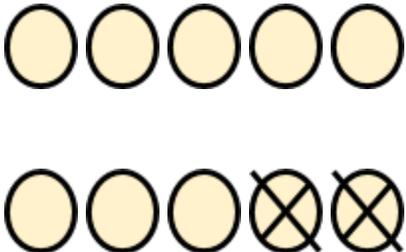
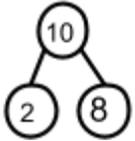
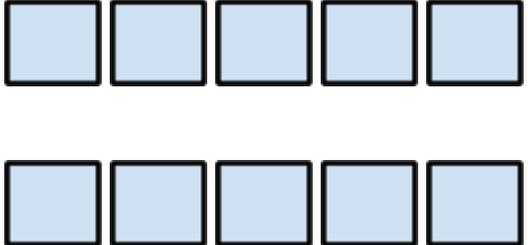
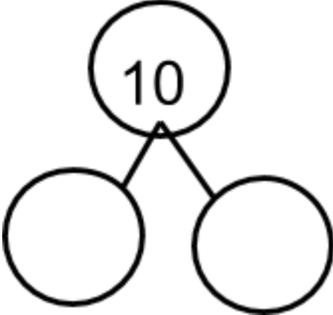
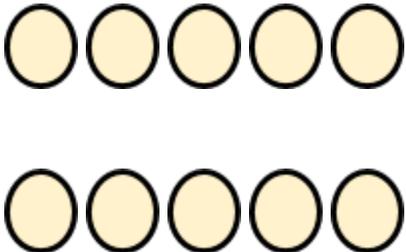
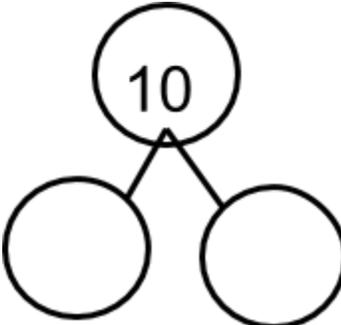


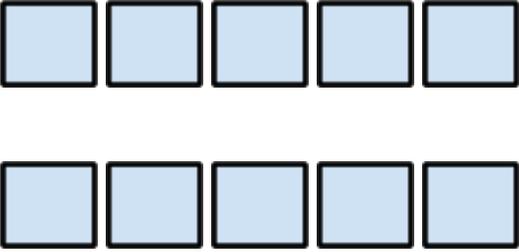
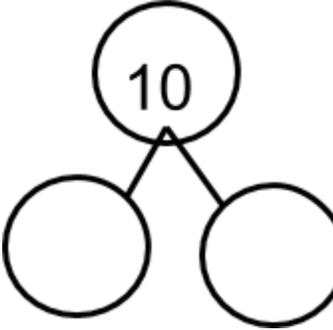
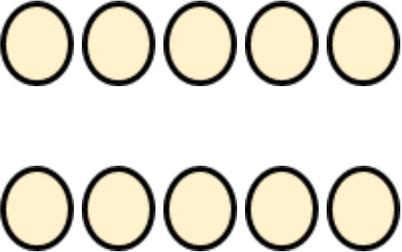
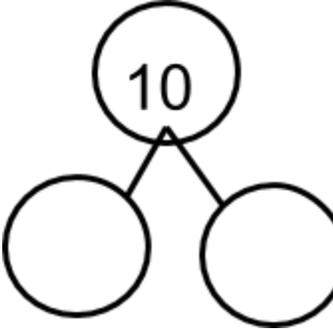
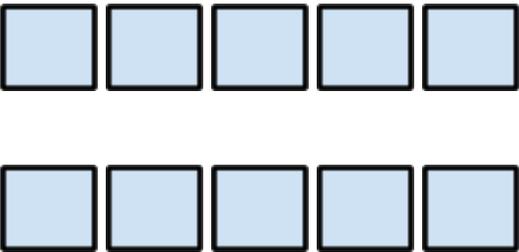
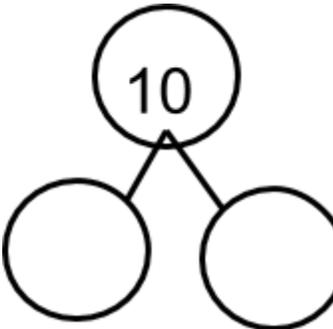
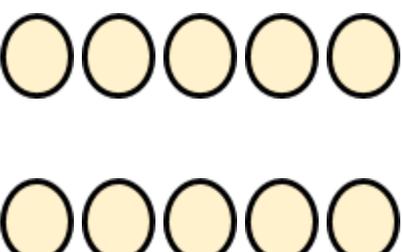
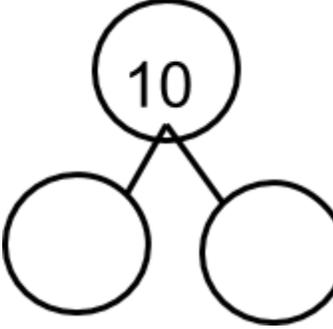
Draw 9 objects.

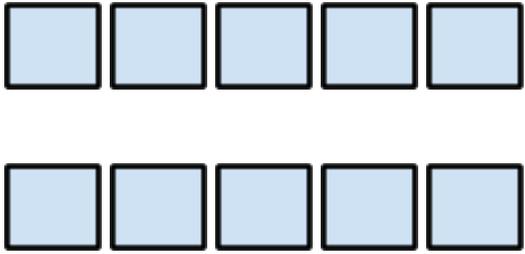
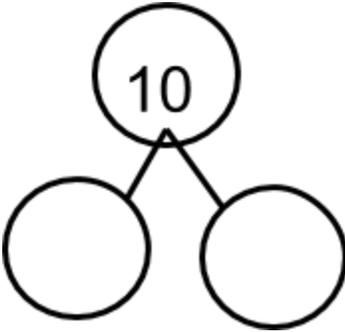
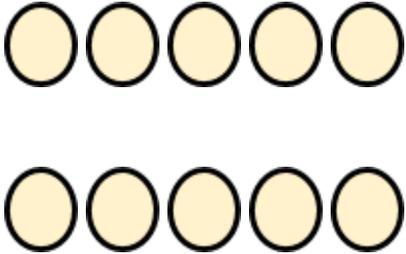
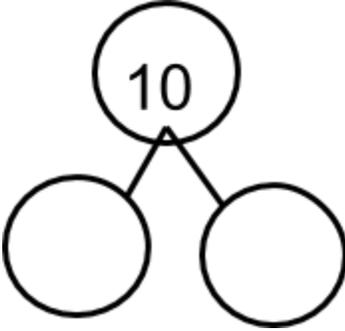


What are all the combinations of numbers that add to 10?

Cross out the shapes one at a time and represent the numbers in a number bond and then write the equation .

		$10 - 1 = 9$
		$10 - 2 = 8$
		$10 - \underline{\quad} = \underline{\quad}$
		$10 - \underline{\quad} = \underline{\quad}$

		$10 - \underline{\quad} = \underline{\quad}$
		$10 - \underline{\quad} = \underline{\quad}$
		$10 - \underline{\quad} = \underline{\quad}$
		$10 - \underline{\quad} = \underline{\quad}$

		$10 - \underline{\quad} = \underline{\quad}$
		$10 - \underline{\quad} = \underline{\quad}$

Write the equation that goes with this ten frame.

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

Número del día 9

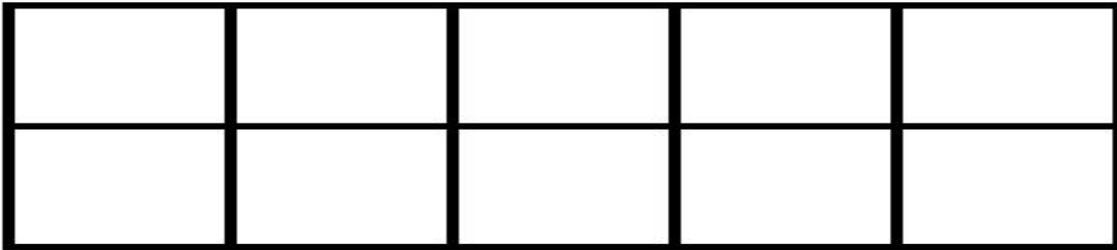
Traza el número 9.



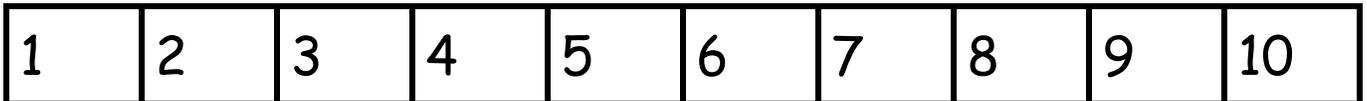
Traza la palabra nueve.



Muestra el número en un marco de diez.



Encierra en un círculo el número 9 en el tren numérico.

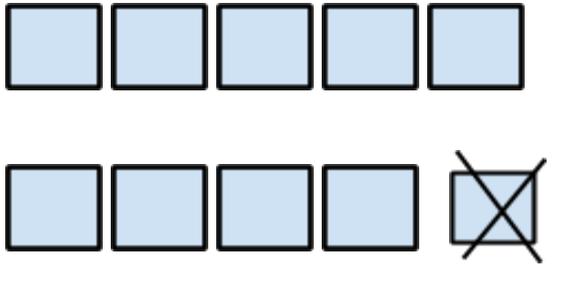
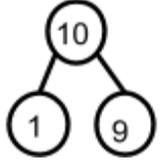
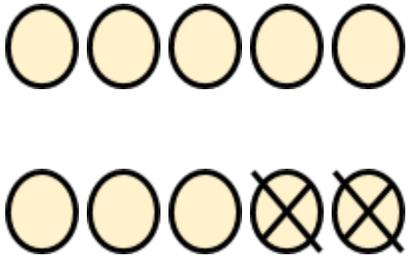
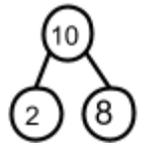
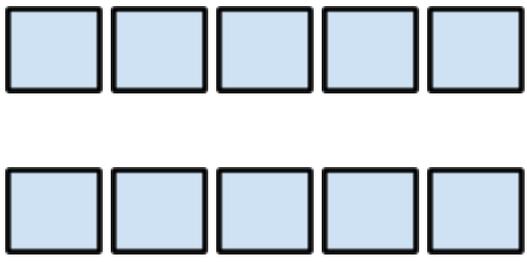
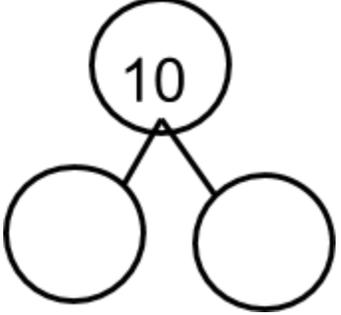
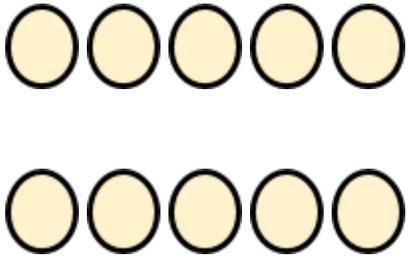
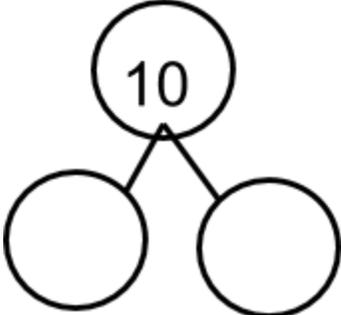


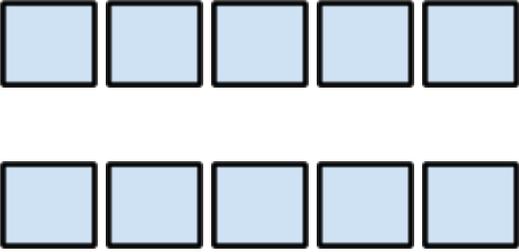
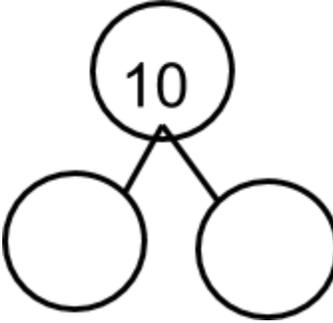
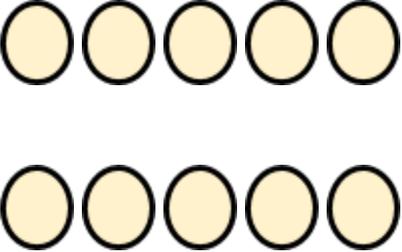
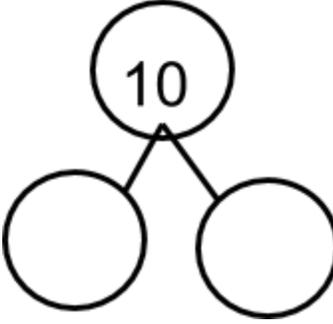
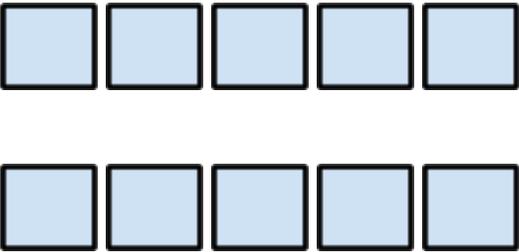
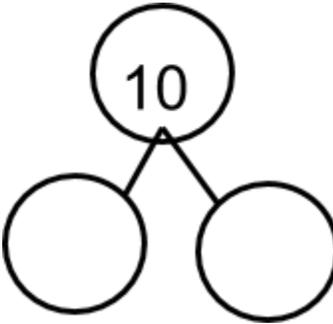
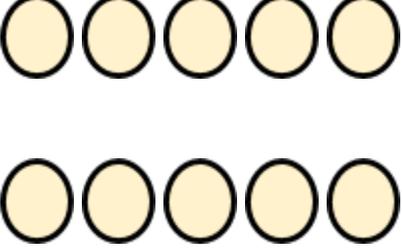
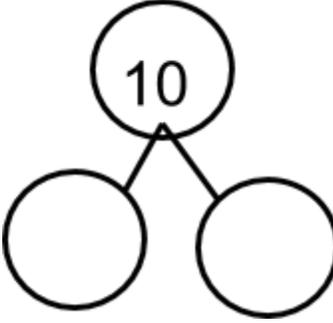
Dibuja 9 objetos.

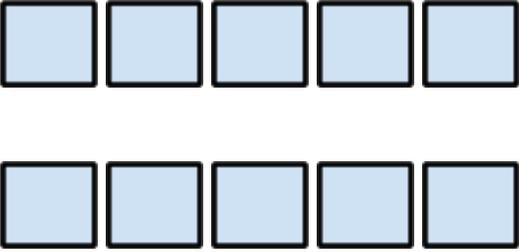
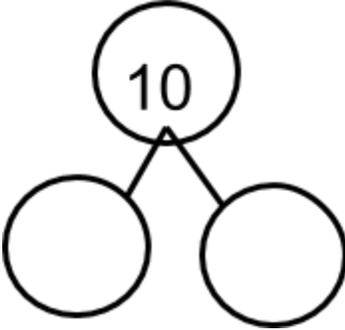
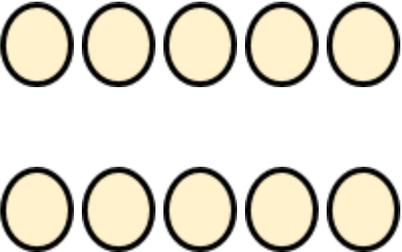
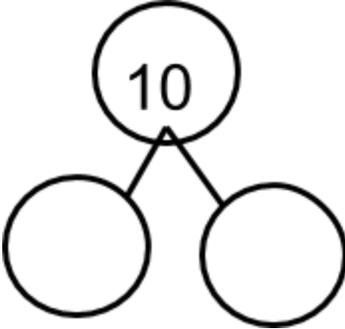


¿Cuáles son todas las combinaciones de números que suman 10?

Tacha las figuras de uno en uno y representa los números en un enlace numérico y escribe la ecuación.

		$10 - 1 = 9$
		$10 - 2 = 8$
		$10 - \underline{\quad} = \underline{\quad}$
		$10 - \underline{\quad} = \underline{\quad}$

		$10 - \underline{\quad} = \underline{\quad}$
		$10 - \underline{\quad} = \underline{\quad}$
		$10 - \underline{\quad} = \underline{\quad}$
		$10 - \underline{\quad} = \underline{\quad}$

		$10 - \underline{\quad} = \underline{\quad}$
		$10 - \underline{\quad} = \underline{\quad}$

Escribe la ecuación que representa a este marco de diez.

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



Grade K Day 10: Subtracting with a 10 Frame

Grade	K
Day	10
Math	Subtract from 10 using drawing and equations
Audience	Teachers
Language of Instruction	English
Objective	Develop greater fluency subtracting from 10; Represent the number 10
Standard	Operations and Algebraic Thinking Understand subtraction as taking apart and taking from. K.OA.1 Represent subtraction with objects, fingers, mental images, drawings ¹ , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Links to printable materials (Student facing)	Student Page Kinder Day 10
Online / Blended Resources	Counting by 10s https://www.youtube.com/watch?v=yQSdKINvmw 10 Little Monkeys https://www.youtube.com/watch?v=Z5MtUmgDiMw How Many Under a Shell Subtraction Game https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/How-Many-Under-the-Shell/



	Worksheets	Online
Launch	Count by 10s on a Hundreds Chart Number of the Day: 10	Counting by 10s https://www.youtube.com/watch?v=yQSdKINvmw 10 Little Monkeys https://www.youtube.com/watch?v=Z5MtUmgDiMw
Explore	Subtract from 10 using a ten frame and write the equation.	How Many Under a Shell Subtraction Game https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/How-Many-Under-the-Shell/
Summarize	Write the subtraction equation that goes with this ten frame.	

Trace the number 10.

10 10 10 10 10

Write the word ten. Trace the number.

ten ten ten ten

Show the number on a ten frame.

Circle the number 10 on a number train.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

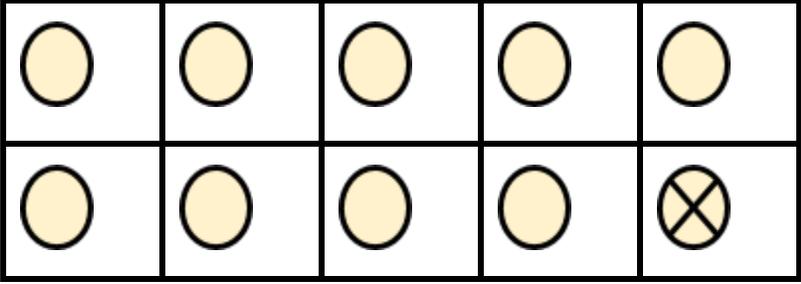
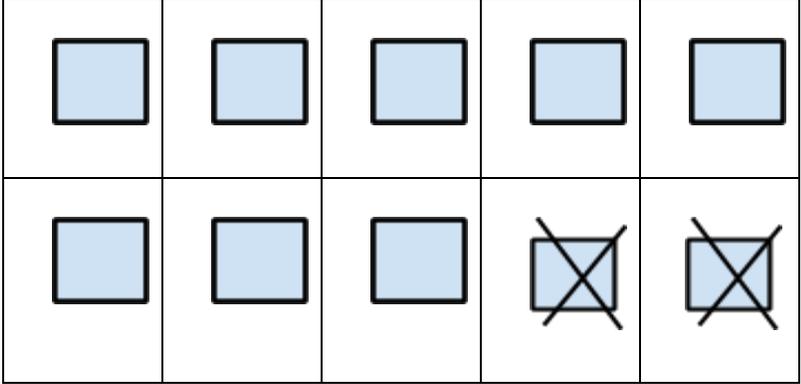
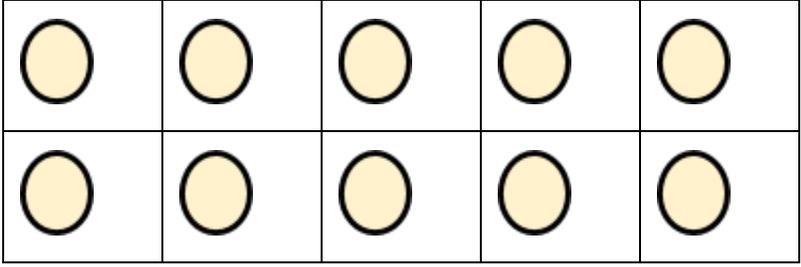
Draw 10 objects.

--

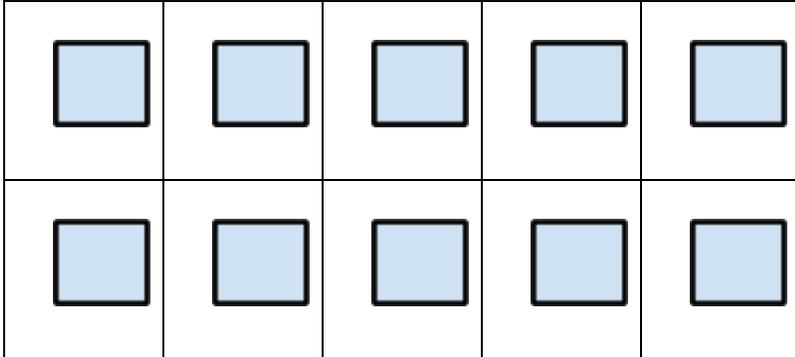
Count by 10s on the Hundreds Chart

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

Subtract one more apple in each ten frame and write the equation that goes with it.

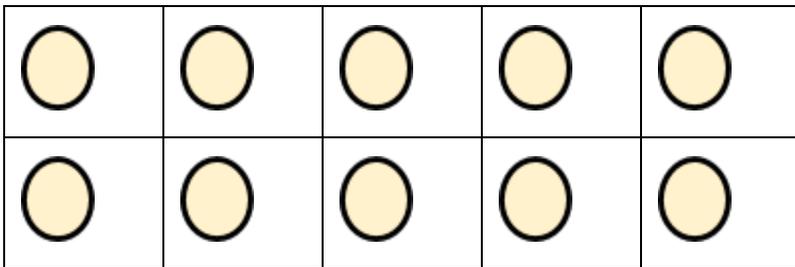
<p>Subtract 1</p>  <p>10 - 1 = 9</p>	
<p>Subtract 2</p>  <p>10 - 2 = 8</p>	
<p>Subtract 3</p>  <p>10 - ____ = ____</p>	

Subtract 4



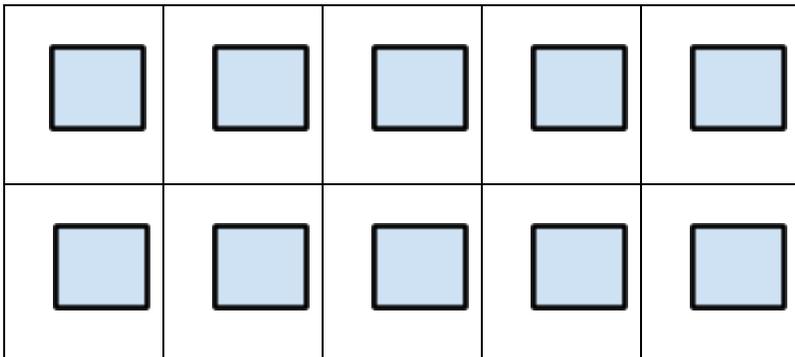
$$10 - \underline{\quad} = \underline{\quad}$$

Subtract 5



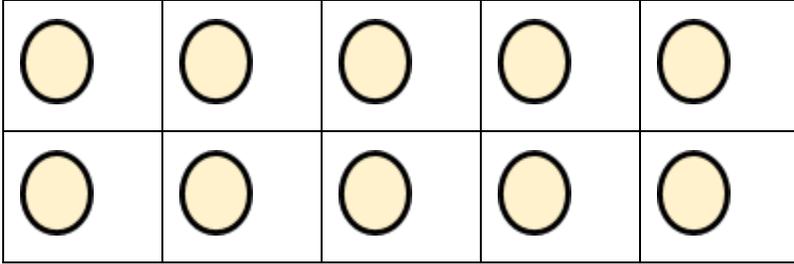
$$10 - \underline{\quad} = \underline{\quad}$$

Subtract 6



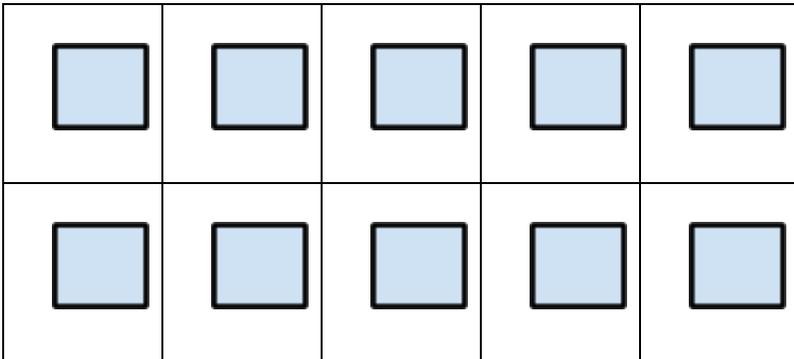
$$10 - \underline{\quad} = \underline{\quad}$$

Subtract 7



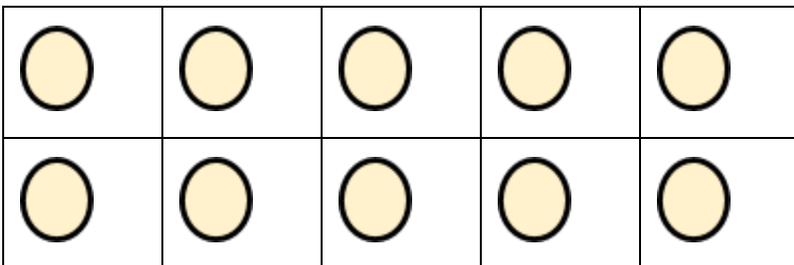
$$10 - \underline{\quad} = \underline{\quad}$$

Subtract 8



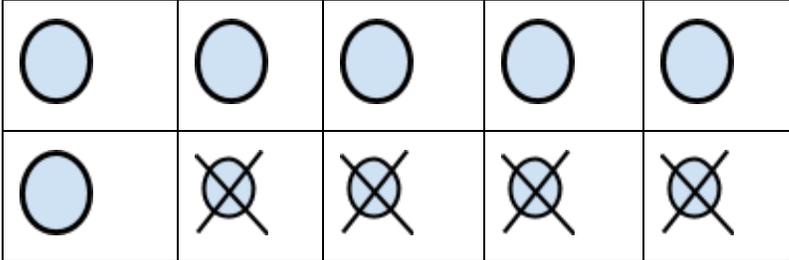
$$10 - \underline{\quad} = \underline{\quad}$$

Subtract 9



$$10 - \underline{\quad} = \underline{\quad}$$

Write the equation that goes with this 10 frame.



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Número del día 10

Traza el número 10.

10 10 10 10 10

Escribe la palabra diez.

diez diez diez diez

Muestra el número en el marco de diez.

Encierra en un círculo el número 10 en el tren numérico.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Dibuja 10 objetos.

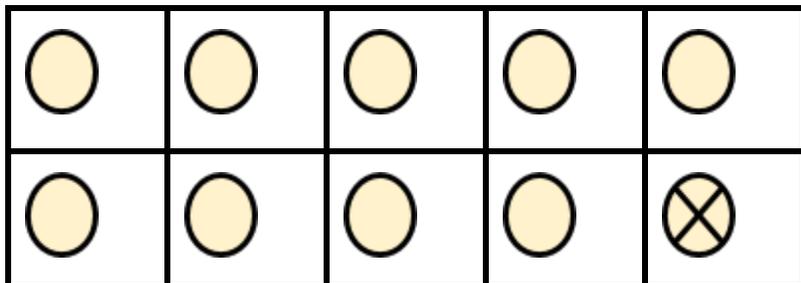
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Cuenta de 10 en 10 usando la tabla de 100.

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

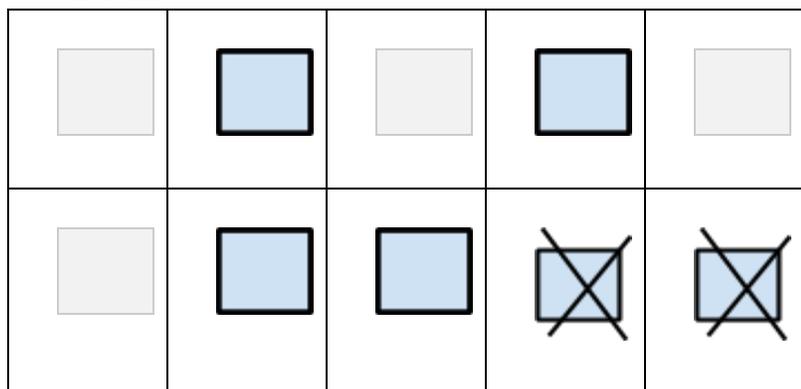
Resta una figura más en cada marco de diez y escribe la ecuación que la representa.

Restar 1



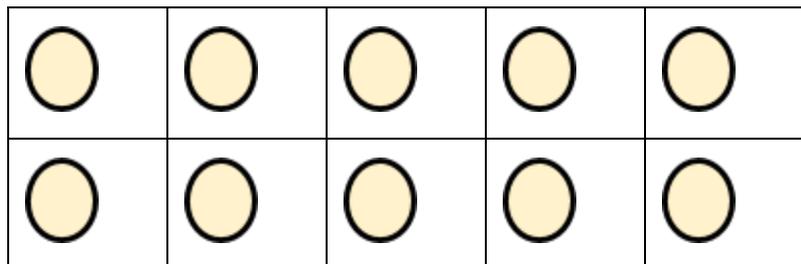
$$10 - 1 = 9$$

Restar 2



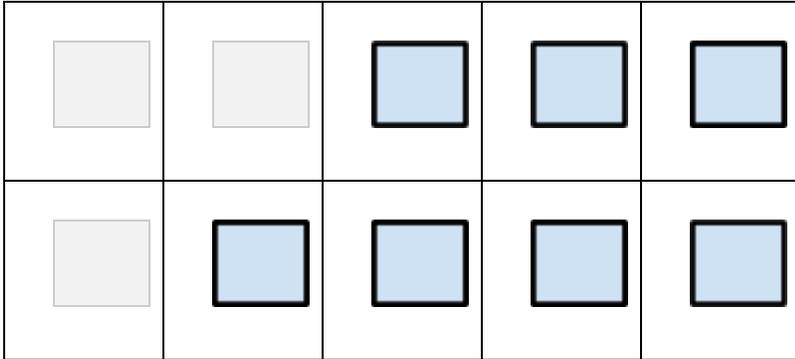
$$10 - 2 = 8$$

Restar 3



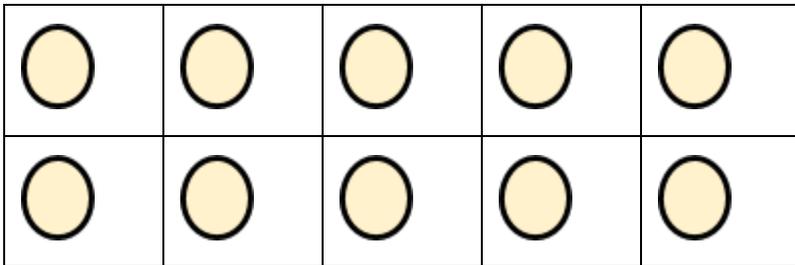
$$10 - \underline{\quad} = \underline{\quad}$$

Restar 4



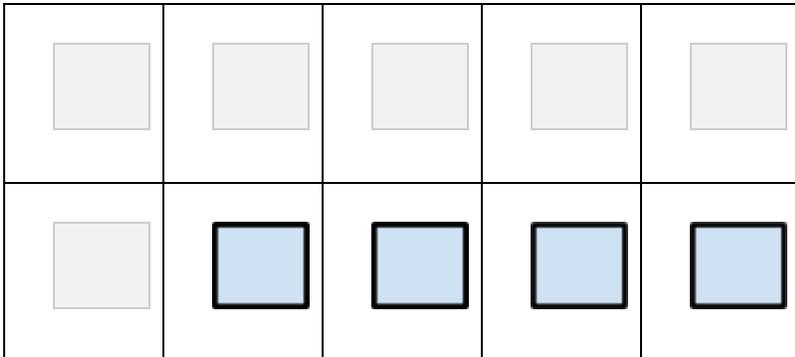
$$10 - \underline{\quad} = \underline{\quad}$$

Restar 5



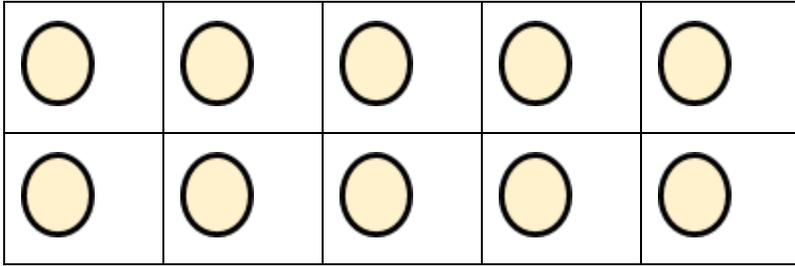
$$10 - \underline{\quad} = \underline{\quad}$$

Restar 6



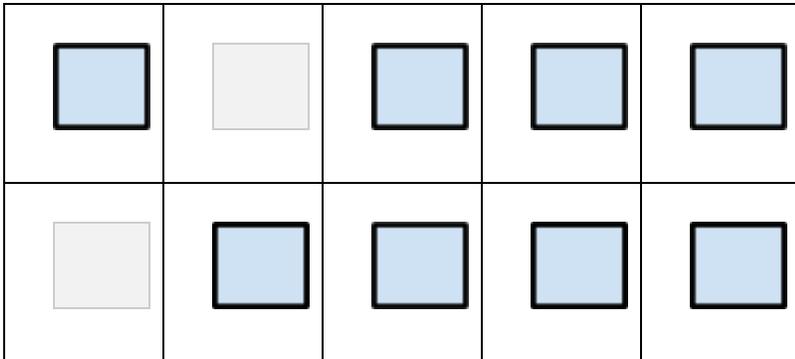
$$10 - \underline{\quad} = \underline{\quad}$$

Restar 7



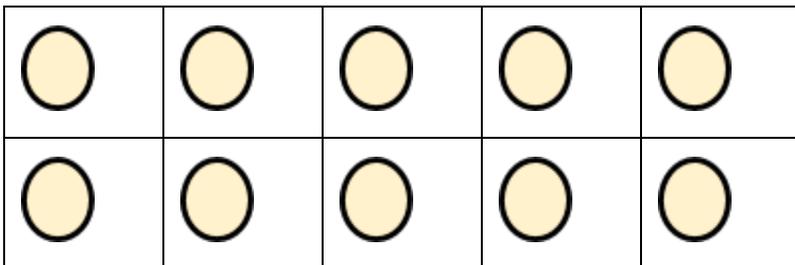
$$10 - \underline{\quad} = \underline{\quad}$$

Restar 8



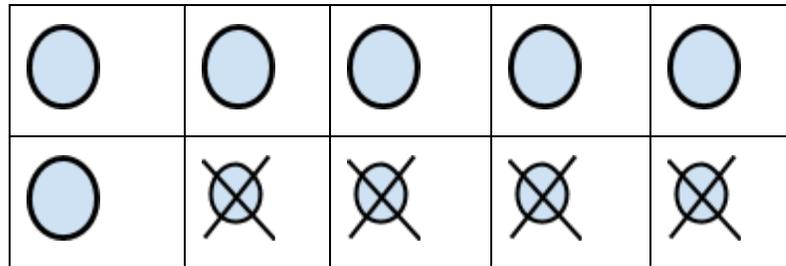
$$10 - \underline{\quad} = \underline{\quad}$$

Restar 9



$$10 - \underline{\quad} = \underline{\quad}$$

Escribe la ecuación que acompaña a este marco de 10.



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



Dear Kindergarten Students and Families,

The pages in this packet will provide you with fun activities to keep you learning while you are out of school. Please use the materials at your own pace. In this packet, you will find:

- Letter and sound practice: try a few letter chants each day. Try writing the letters you are practicing on another piece of paper.
- Fluency: spend a few minutes on this each day. Read the story (“Tam and the Crab” and “Twins on a Ship,” and “The Little Shack”) with a grown-up or older child; then take turns reading; then read it yourself (you might try one of these each day)
- Circling sounds: each day, circle the letter patterns on one line, then read the words out loud.
- Suggestions for activities to try
- “All Kinds of Faces” and “Feelings” stories: you’ll probably want to read these more than once over several days. Think about what you are learning.
- A worksheet that goes with “All Kinds of Faces”
- A worksheet for recording what you are learning

In addition to the activities in the packet, here are some suggestions to keep growing as a reader and writer.

- Have a grown-up read to you each day.
- Read to yourself each day.
- Tell stories with someone else. Take turns making up what comes next in the story.
- Sing songs together.
- At the end of the day, talk with someone about what happened in your day. Tell that person about what you did, and ask what they did. Ask each other questions.
- Write and illustrate your own stories.

We are thinking about you every day!

Sincerely,

Your Teachers

Estimados estudiantes y familias del kínder,

Las páginas en este paquete les proveerá con actividades divertidas para que sigan aprendiendo mientras están fuera de la escuela. Por favor usen los materiales a su propio ritmo. En este paquete, encontrarán:

- Práctica de letras y sonido: intenta algunos cánticos de letras cada día. Intenta escribir las letras que estás practicando en otro papel
- Fluidez: dedica unos minutos a esto todos los días. Lee la historia (“Tam and the Crab” y “Twins on a Ship,” y “The Little Shack”) con un adulto o un niño mayor luego se turnan para leer; luego léelo tú mismo (puedes probar hacer uno de estos cada día)
- Circulando sonidos: cada día, circula los patrones de las letras en una línea, luego lee las palabras en voz alta.
- Sugerencias de actividades
- Historias “All Kinds of Faces” y “Feelings” probablemente querrás leerlos más de una vez durante varios días. Piensa en lo que estás aprendiendo.
- Una hoja de trabajo que va con la historia “All Kinds of Faces”
- Una hoja de trabajo para escribir los que estas aprendiendo

Además de las actividades en el paquete, he aquí algunas sugerencias para mantenerlos creciendo como lector y escritor.

- Haz que un adulto te lea cada día.
- Léete a ti mismo todos los días.
- Cuenta historias con alguien más. Túrnense para inventar lo que viene después en la historia.
- Canten juntos
- Al final del día, habla con alguien sobre lo que ocurrió en tu día. Cuéntale a esa persona lo que hiciste y pregúntale qué hizo. Pregúntense unos a otros.
- Escribe e ilustra tus propias historias

¡Estamos pensando en ti todos los días!

Sinceramente,

Tus maestros

Thư gửi học sinh Lớp Mẫu Giáo và Gia Đình,

Những tài liệu trong tập hồ sơ này sẽ cung cấp cho học sinh với những hoạt động vui thích để duy trì việc học tập trong thời gian không tới trường học. Xin sử dụng những tài liệu học tập này với nhịp độ của riêng mình. Trong tập hồ sơ này học sinh và phụ huynh sẽ thấy

- Mẫu tự (letter) và thực hành phát âm: thực hành với một số chữ mỗi ngày. Thực hành viết những mẫu tự trên giấy.
- Trôi chảy, lưu loát: dùng ít phút cho việc này mỗi ngày. Đọc câu truyện (“Tam and the Crab” và “Twins on a Ship,” và “The Little Shack”) với trẻ cùng trang lứa hoặc lớn hơn; rồi thay phiên nhau đọc; rồi học sinh tự đọc một mình (học sinh có thể đọc mỗi truyện một ngày)
- Khoanh tròn âm thanh (Circling sounds): mỗi ngày, khoanh tròn những mẫu chữ trên một hàng kẻ, rồi đọc lớn những chữ này.
- Gợi ý cho các hoạt động để thử
- Những truyện “All Kinds of Faces” và “Feelings”: học sinh có thể muốn đọc nhiều lần trong vài ngày. Nghĩ về những gì học sinh đang học tập.
- Một giấy làm việc (worksheet) sẽ làm với truyện “All Kinds of Faces”
- Tờ worksheet này để ghi lại những gì học sinh học hỏi.

Bổ túc cho những hoạt động trong tập hồ sơ này, sau đây là một số đề nghị nhằm duy trì việc đọc và viết.

- Có sự tăng trưởng việc đọc sách mỗi ngày cho học sinh.
- Học sinh tự đọc sách mỗi ngày.
- Kể lại truyện đọc cho một vài người nào đó . Thay phiên nhau để tiên đoán những sự kiện kế tiếp sẽ xảy ra trong câu truyện.
- Cùng nhau hát những bài hát.
- Vào cuối ngày, nói với một người nào đó về những gì đã xảy ra trong ngày với bạn. Nói cho người này biết là bạn đã làm gì, và hỏi người này đã làm gì Hỏi lẫn nhau những câu hỏi.
- Viết và vẽ hình cho những câu truyện của bạn.

Chúng tôi nghĩ về bạn mỗi ngày!

Thân,

Các giáo viên của bạn

Mudanayaal Ardayda iyo Qoysaska Xanaanada Caruurtaw,

Bogaga waraaqahan waxa aad ka heli doontaa hawlo madadaalo oo aad waxka baran doonto inta laga maqan yahay dugsiga. Waxa aad u isticmaashaa waraaqahan sida aad awoodo. Waraaqahan, waxa aad ka heleysaa:

- Xarfo iyo codad la baranayo: waxa aad isku daydaa dhawr xaraf codkooda maalin kasta. Waxa aad isku daydaa inaad ku qorto xarfaha aad barbaranayso waraaqo kale.
- Aqoon: in aad maalin kasta dhawr daqiiqo aad ku bixiso. La akhri sheekada (“Tam and the Crab” and “Twins on a Ship,” iyo “The Little Shack”) qof wayn ama ilmo kaa wayn; kadibna kolba midkiin ha akhriyo; oo kadibna akhriso (waxa aad isku dayi kartaa mid maalmahan maalin kamid ah)
- Codka goobaabta: maalin kasta, goobaab nashqada xaraf hal layn, oo kor ugu dhawaaq xarafka.
- Waxa aad eegtaa hawlaha oo isku daya
- Sheekooyinka “All Kinds of Faces” iyo “Feelings”: waxa laga yaabaa in loo baahdo in aad akhrido kuwan wax ka badan hal mar maalmaha. Waxa aad ka fikirtaa waxa aad baranayso.
- Su'aalaha ka yimid “All Kinds of Faces”
- Xaashidan waxaa lagu qorayaa waxa aad ka baratay

Marka laga tago hawlaha ku jira waraaqaha, waa kuwan waxoogaa talooyin ah oo markaa aad ku korin karto qoraalkaaga iyo akhriskaaga.

- Qof waynu hakuu akhriyo maalin kasta.
- Akhri sheekadaada maalin kasta.
- Uga sheekee qof kale. Waxa aad kolba midkiin mala awaashaan waxa soo socda.
- Wada heesa.
- Kadibna, waxa aad ka sheekeysaa wax aad maalintaas la kulantay. Waxa aad qof uga sheekeysaa waxa aad samaysay, oo waxa aad waydiisaa waxa uu sameeyay. Iswaydiiya.
- Qor oo ka sheekee sheekadaada.

Maalin kasta waanu kaa fikirnaa!

Mahadsanid,

Macallinkaaga

ውድ የመዋለ ህፃናት ተማሪዎች እና ቤተሰቦች፡

በዚህ ጥቅል ላይ ያሉት ገጾች ከትምህርት ውጪ በምትሆኑበት ወቅት መማራችሁን እንዲቀጥል የሚረዱ አስደሳች የሆኑ ተግባራትን ለእናንተ ይሰጣሉ። እባክዎ ቁሳ-ቁሶችን በራስዎ ፍጥነት ይጠቀሙ። በዚህ ጥቅል ውስጥ፣ የምታገኙት፡

- ደብዳቤ እና የድምፅ ልምምድ፡ በእያንዳንዱ ቀን ላይ ጥቂት የደብዳቤ ዜማዎችን ሞክሩ። በሌላ የወረቀጥ ብጣሽ ላይ እየተለማመዳችሁ ያለውን ፊደሎች ለመፃፍ ሞክሩ።
- አንደበተ ርቱዕነት፡ በእያንዳንዱ ቀን ላይ በዚህ ላይ ጥቂት ደቂቃዎች ውሰዱ። ታሪኩን (“ታምና ሸርጣኑ” እና “መንትዮች መርከብ ላይ”፣ እና “ትንሹ ጎጆ”) ከአዋቂ ወይም በእድሜ ተለቅ ካለ ልጅ ጋር ሆነው ያንብቡ፤ ከዚያም እየተቀያየሩ ያንብቡ፤ ከዚያ ራስዎ ያንብቡት (ከነዚህ አንዱን በየቀኑ ሊሞክሩ ይችላሉ)
- ዚህ ድምፃች፡ በእያንዳንዱ ቀን፣ አንደበተ ርቱዕነት ታሪክ ቀጥሎ የሚመጣውን ገፅ ተጠቀሙ።
- ስለሚሞክሩ ተግባራት ምክሮች
- “All Kinds of Faces” እና “Feelings” ታሪኮች፡ እነዚህን ከብዙ ቀናት ከአንድ ጊዜ በላይ ሊያነቧቸው ሊፈልጉ ይችላሉ። ምን እየተማራችሁ እንደሆነ አስቡ።
- ከ “All Kinds of Faces” ጋር የሚሄድ የቀመር ሉህ
- እየተማሩ ያሉትን የሚቀዱበት የቀመር ሉህ

በዚህ ጥቅል ውስጥ ካሉ ተግባራት በተጨማሪ፣ እንደ አንባቢ እና ፀሃፊ ማደግ እንዲቀጥሉ አንዳንድ ምክሮች በዚህ ውስጥ አሉ።

- በእያንዳንዱ ቀን የሚያነብላቸው አዋቂ ይኑራችሁ።
- በየቀኑ ለራስዎ ያንብቡ።
- ታሪኮችን ከሆነ ሰው ጋር አውሩ። በታሪኩ ውስጥ ቀጥሎ የሚመጣውን ነገር የሚይዝ ተራ በተራ አድርጉ።
- አብራችሁ መዝሙሮችን ዘምሩ።
- በቀኑ ማብቂያ፣ በቀንዎ ላይ ስለፈጠረው ነገር ከሆነ ሰው ጋር ተነጋገሩ። ለዚያ ግለሰብ ምን እንዳደረጋችሁ ተናገሩ እና እነሱም ምን እንዳደረጉ ጠይቋቸው። እርስ በእርሳችሁ ጥያቄዎችን ተጠያቂ።
- የራሳችሁ የሆኑትን ታሪኮች ፃፉ እና አብራሩ።

በየቀኑ ስለእርስዎ እያሰብን ነው!

ከልባዊ ሰላምታ ጋር፣

የእርስዎ መምህራን

Handwriting without Tears Alphabet Chart

 Aa	 Bb	 Cc	 Dd	 Ee	 Ff	 Gg	 Hh		
 Ii	 Kk	 Ll	 Mm	 Nn	 Oo	 Pp	 Qq		
 Rr	 Tt	 Uu	 Vv	 Ww	 Xx	 Yy	 Zz		
 one	 two	 three	 four	 five	 six	 seven	 eight	 nine	 ten

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Printed in the U.S.A. HW13023

Exploring Sound Chants and Hand Signals

<p>Aa (hold imaginary apple in cupped hands)</p> <p>The sound is /a/ The letter is A Appetizing apple /a/ /a/ /a/</p> <p>Bb (hand palm up as if bouncing a balloon into the air)</p> <p>The sound is /b/ The letter is B Bouncing balloons /b/ /b/ /b/</p> <p>Cc (both hands make a steering wheel motion)</p> <p>The sound is /k/ The letter is c Cruising cars /c/ /c/ /c/</p> <p>Dd (one hand makes a diving motion)</p> <p>The sound is /d/ The letter is D Diving duckies /d/ /d/ /d/</p> <p>Ee (move one arm like an elephant's trunk)</p> <p>The sound is /e/ The letter is E Exercising elephant /e/ /e/ /e/</p> <p>Ff (two hands palms together swim like a fish)</p> <p>The sound is /f/ The letter is F Funny fish /f/ /f/ /f/</p> <p>Gg (pull apart imaginary sticky candy with fingers)</p>	<p>Hh (torso bends forward like a horse eating)</p> <p>The sound is /h/ The letter is H Hungry horse /h/ /h/ /h/</p> <p>Ii (move an imaginary block of ice with hands)</p> <p>The sound is /i/ The letter is I Iggy built an igloo /i/ /i/ /i/</p> <p>Jj (put on an imaginary jacket and pop the collar as you say /j/)</p> <p>The sound is /j/ The letter is J Jazzy jean jacket /j/ /j/ /j/</p> <p>Kk (kicking motion with foot)</p> <p>The sound is /k/ The letter is K Kicking koala /k/ /k/ /k/</p> <p>Ll (gently wave hand, pretending to hold leaf)</p> <p>The sound is /l/ The letter is L Lovely leaf /l/ /l/ /l/</p> <p>Mm (bring hand to mouth as if munching)</p> <p>The sound is /m/ The letter is M Munching mouse /m/ /m/ /m/</p> <p>Nn (pretend to catch butterfly with net)</p> <p>The sound is /n/ The letter is N Nifty net</p>
---	---

<p>The sound is /g/ The letter is G Goey gumballs /g/ /g/ /g/</p>	<p>/n/ /n/ /n/</p>
<p>Oo (wave arms like an octopus) The sound is /o/ The letter is O Odd oblong octopus /o/ /o/ /o/</p> <p>Pp (move hands back as if being pricked) The sound is /p/ The letter is P Prickly pear /p/ /p/ /p/</p> <p>Qq (running motion with both arms) The sound is /kw/ The letter is Q Quick, quick queen /kw/ /kw/ /kw/</p> <p>Rr (move one hand in an arc over your head) The sound is /r/ The letter is R Radiant rainbow /r/ /r/ /r/</p> <p>Ss (make a sawing motion with one arm) The sound is /s/ The letter is S Silver slicing saw /s/ /s/ /s/</p> <p>Tt (pull an imaginary truck toward you with both hands) The sound is /t/ The letter is T Tiny towing truck /t/ /t/ /t/</p>	<p>Uu (make an arch over your head with both arms) The sound is /u/ The letter is U Under the umbrella /u/ /u/ /u/</p> <p>Vv (play an imaginary violin) The sound is /v/ The letter is V Violet's violin /v/ /v/ /v/</p> <p>Ww (bring finger to mouth in a hushing motion) The sound is /w/ The letter is W Whispering whale /w/ /w/ /w/</p> <p>Xx (touch index fingers together in an x) The sounds is /ks/ The letter is X Exciting X-Ray /ks/ /ks/ /ks/</p> <p>Yy (pull imaginary socks onto both feet) The sound is /y/ The letter is Y Yellow yarn socks /y/ /y/ /y/</p> <p>Zz (zip and unzip imaginary sweatshirt) The sound is /z/ The letter is Z Zebra zipping in a zoo /z/ /z/ /z/</p>

Tam and the Crab

Tam can swim.

Tam flips in.

Tam can see a crab.

Where did the crab go?

The crab fled and hid.

Look, Tam.

Here is the crab.

Circle the blend, say the sound of the blend, and read the word.

crab	swim	snot	drop
------	------	------	------

trot	bled	slam	swim
------	------	------	------

glum	brat	glen	trip
------	------	------	------

snap	slot	slap	scab
------	------	------	------

Twins on a Ship

Kat has a twin.

The twin is Lin.

Kat and Lin go on a ship.

The ship is big.

Kat is little and Lin is little.

On the ship, Kat and Lin get sad.

The ship is too big!

Circle the digraph, say the sound of the digraph, and read the word.

ship	shed	shut	shop
------	------	------	------

chip	chum	chap	chop
------	------	------	------

wham	whip	whop	when
------	------	------	------

this

that

thud

then

The Little Shack

The little shack is up the hill.

Jack sits in the shack.

Jack can look down the hill.

Jack can sit in the sun.

Jack can chat.

“I like my little shack,” said Jack.

Circle the short vowel, say the sound of the short vowel, and read the word.

chum	sit	hack	block
------	-----	------	-------

lack	hen	stop	click
------	-----	------	-------

chuck	wick	stick	clock
-------	------	-------	-------

pet

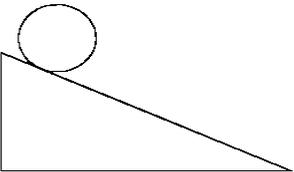
dock

deck

that

English K-2 Weeks 5-6

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Who is your favorite book or movie character? Write or draw what would happen if you met them in real life.</p>	<p>Look at the food in your home. Create a silly pretend menu for lunch. Example: Cheez-it and syrup sandwich with tuna fish juice.</p>	<p>Can you unscramble these animal names?</p> <p>caro rwmo cnaotu rumle</p>	<p>Write or draw a list of your family's favorite foods.</p> 	<p>Create your own superhero. Draw and label a costume and superpowers.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Use boxes or books to create a ramp. Find five things to roll down the ramp.</p> 	<p>What is in your neighborhood? Draw and label a map of the homes and streets around you.</p>	<p>Take a walk in your neighborhood. Count the number of doors and windows you see.</p>	<p>Tally the shoes in your house. Who has the most? Who has the least?</p> 	<p>Choose two animals, like a horse and an alligator. Imagine what they would look like if they were put together. Draw it!</p>

English K-2 Weeks 7-8

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Choose a book page, magazine, or newspaper article. Tally how many times you find the words: The a or an Is</p>	<p>Go on a shape hunt. Find five things in your house for each shape: Circle Square Rectangle Triangle</p>	<p>How many words can you make from this dinosaur name? triceratops</p>	<p>Can you find 5 things in your home that are magnetic?</p>	<p>Imagine two of your toys went to your school when no one was there. Write or draw their adventure.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Hide something in your home. Make a treasure map and let a family member try to find it.</p>	<p>Find four things in your home that are purple.</p> <p>Find four things in your home that are orange.</p> <p>Find four things in your home that are green.</p>	<p>If you ran a zoo, what animals would you have? Draw and label your zoo.</p> 	<p>Line up all the soap, shampoo, and lotion in your house from smallest to tallest.</p>	<p>Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.</p>

All Kinds of Faces

A Reading A-Z Level A Leveled Book
Word Count: 32



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LEVELED BOOK • A

All Kinds of Faces



Written by Annette Carruthers

www.readinga-z.com

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Level A Leveled Book
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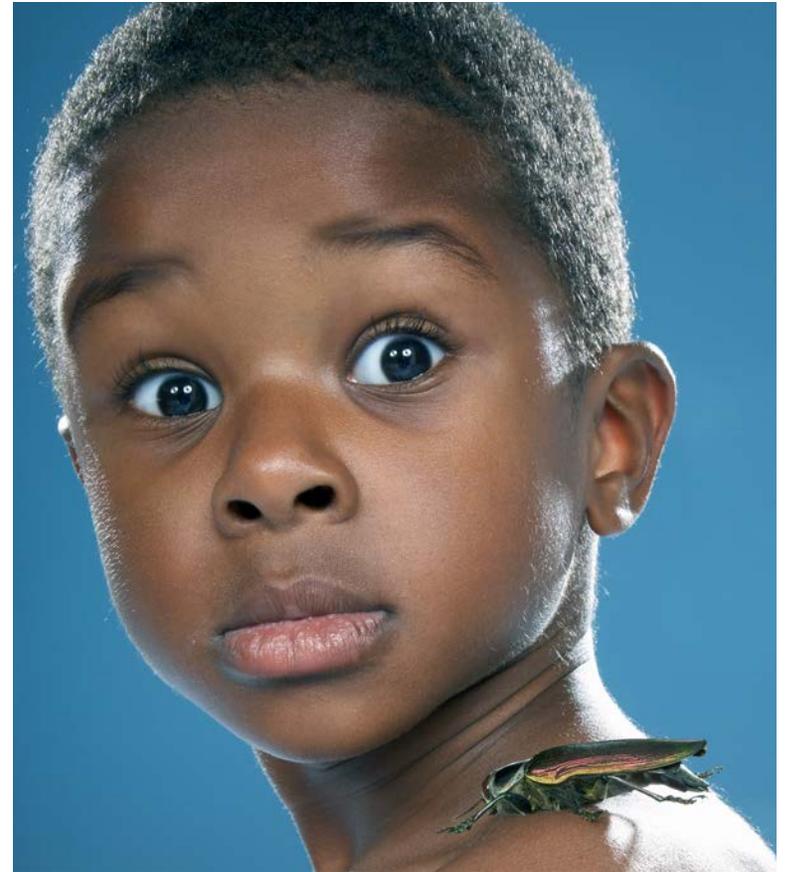
Correlation

LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1

Notes

Notes

All Kinds of Faces

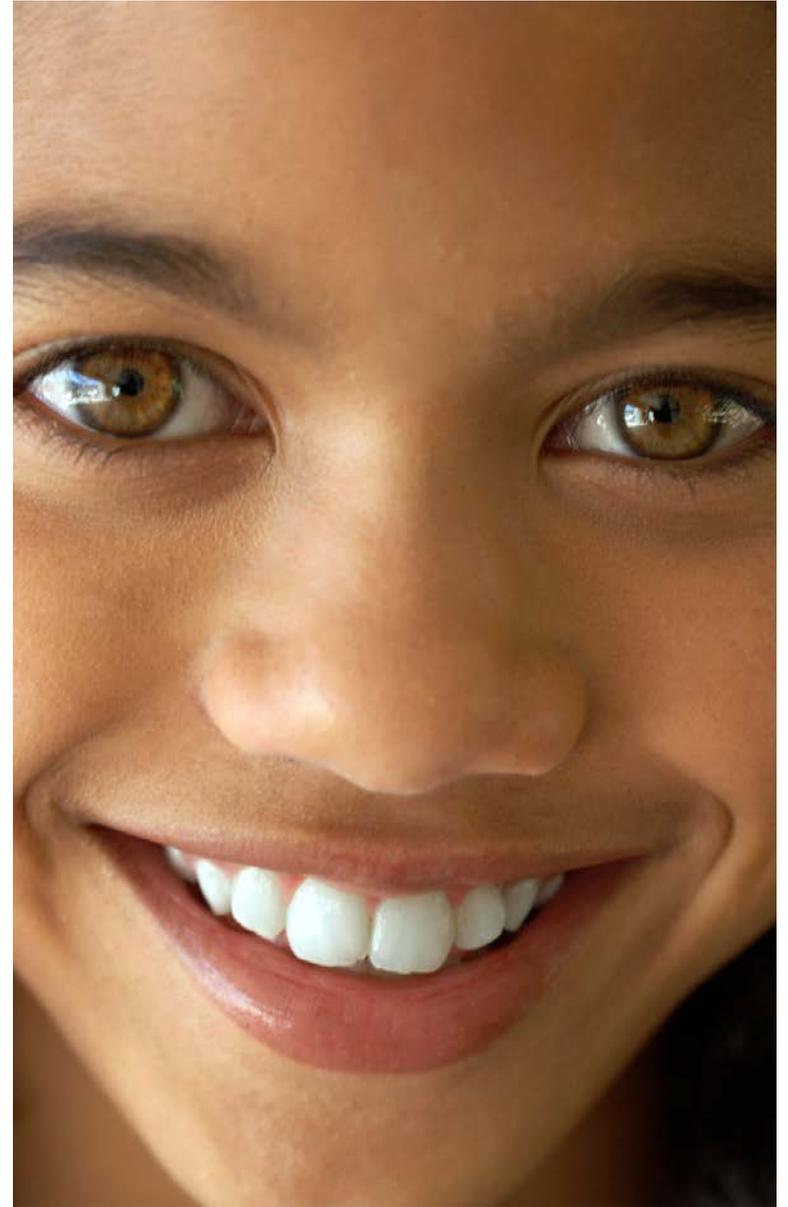


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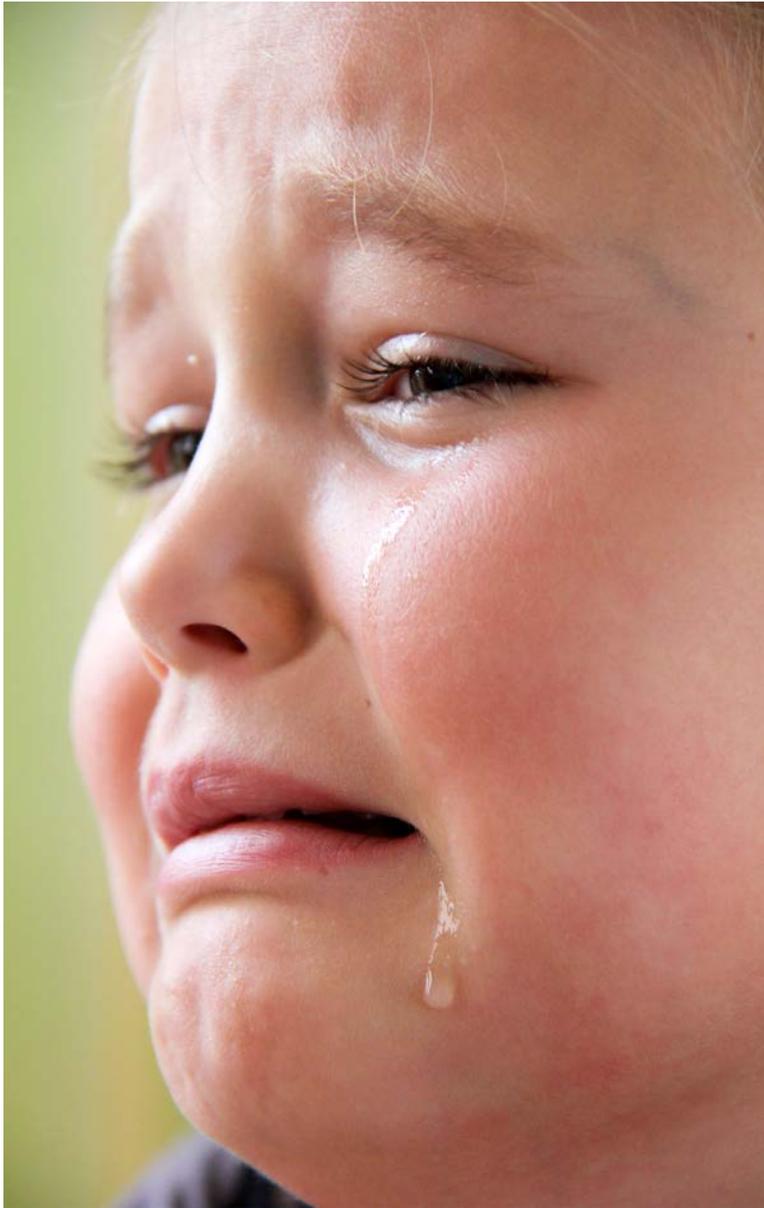
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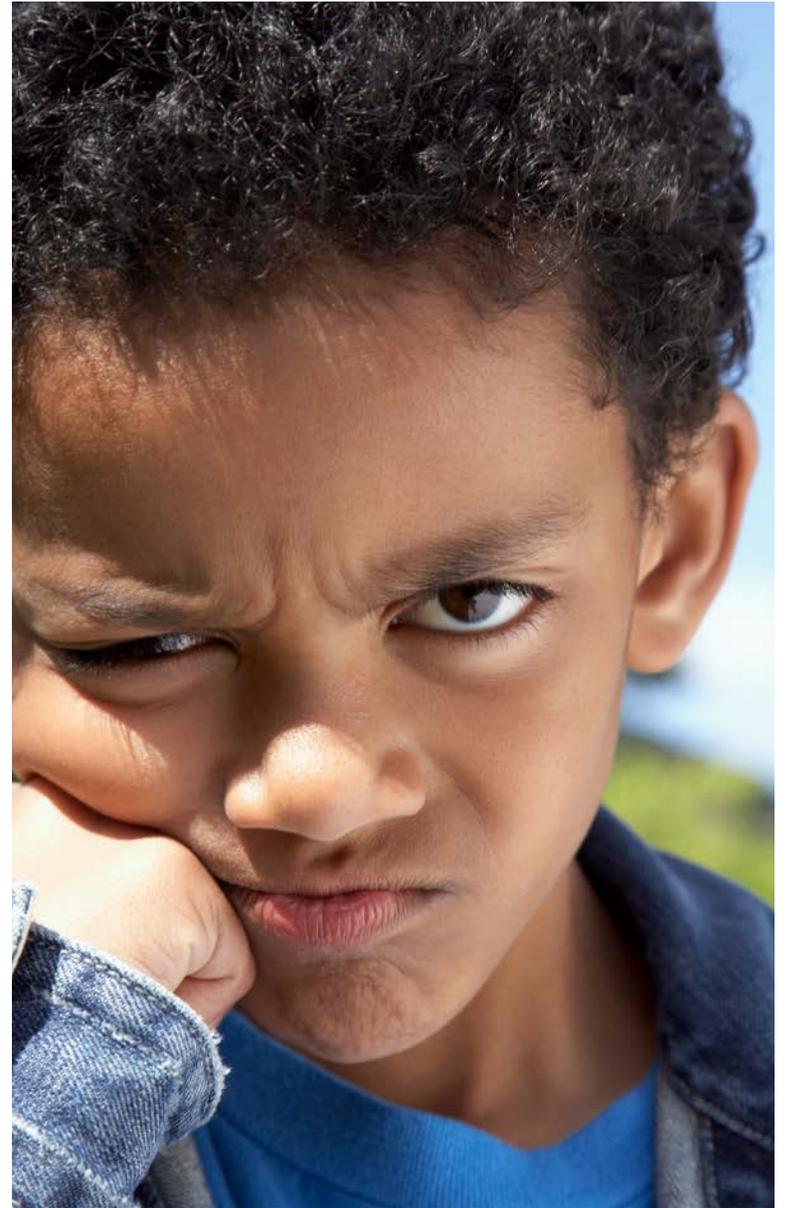
This face is sleepy.



This face is happy.



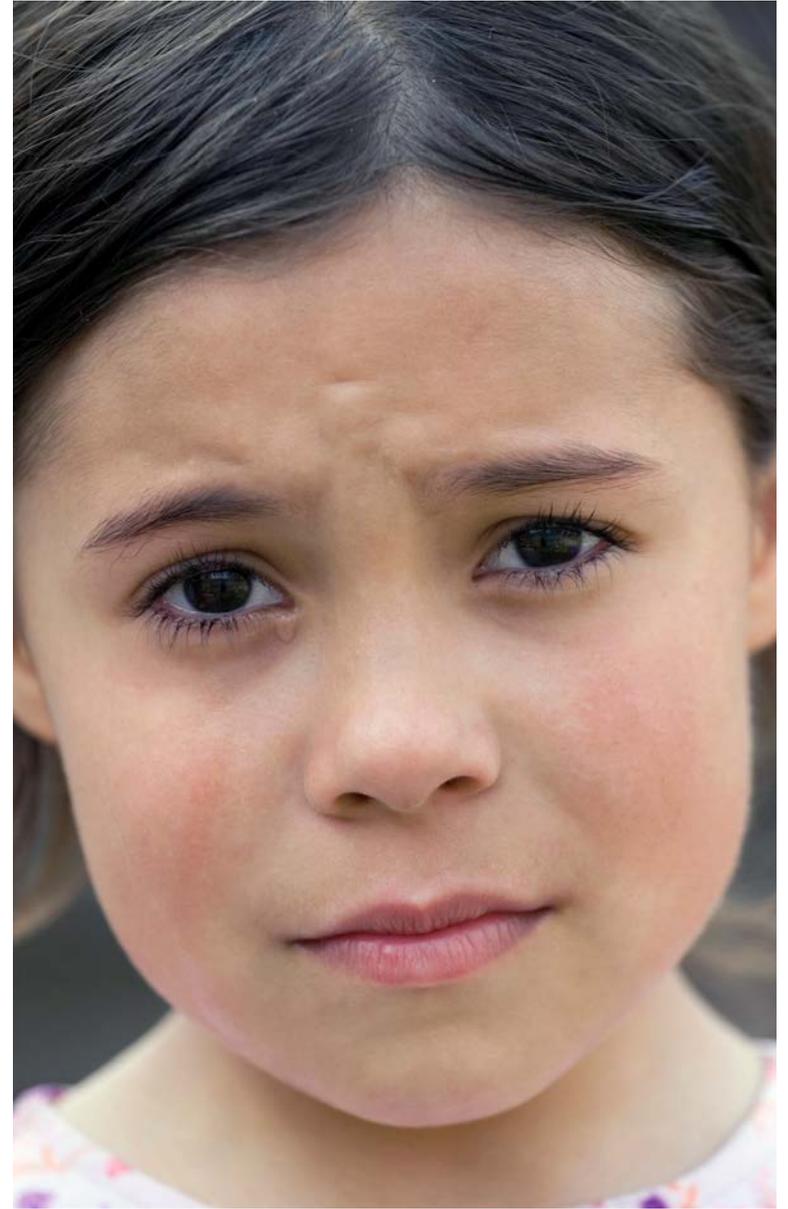
This face is sad.



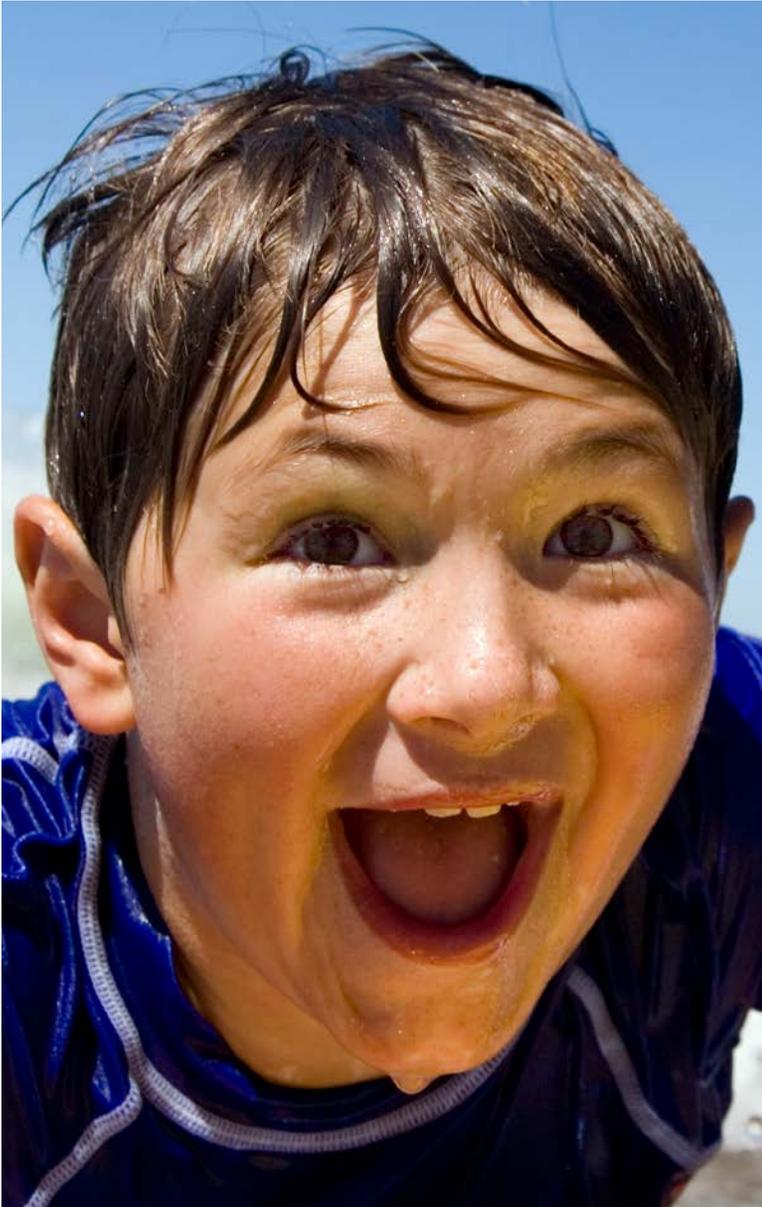
This face is mad.



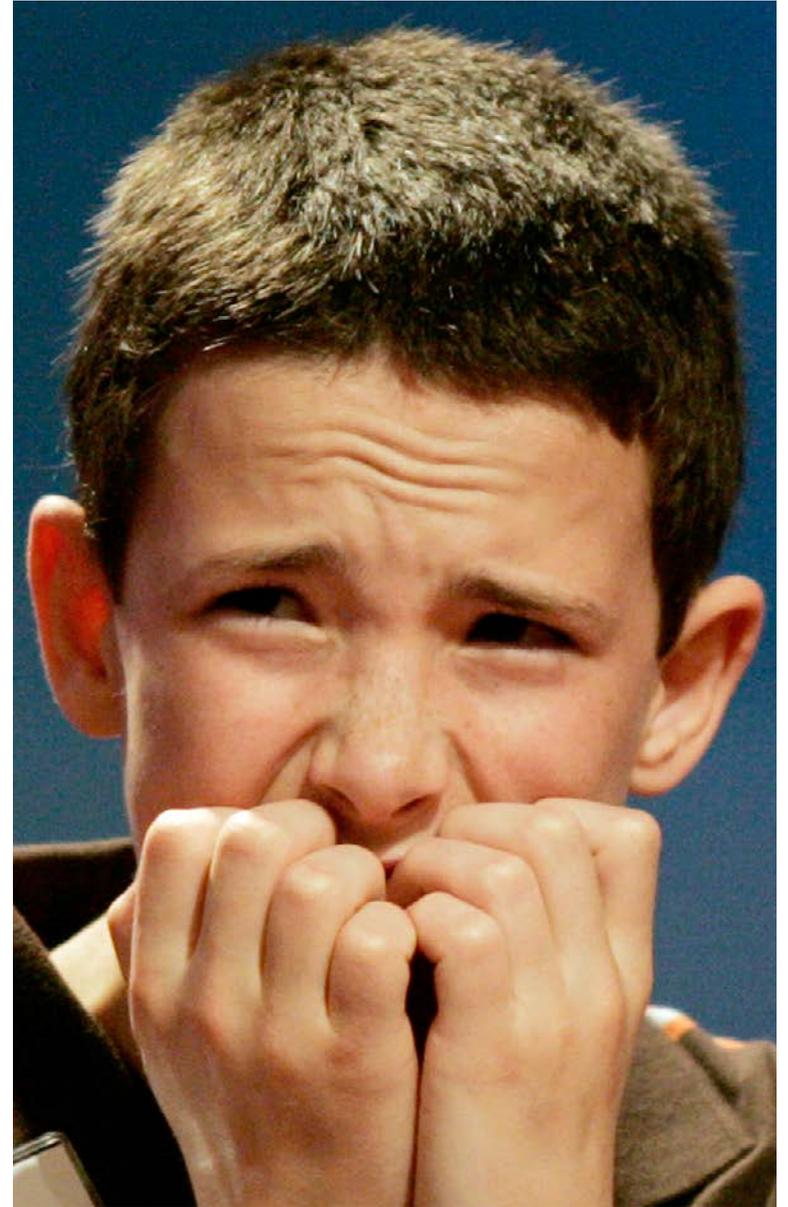
This face is shy.



This face is sorry.



This face is excited.



This face is scared.

Name _____



Happy

Sad

Sorry

Excited

Scared

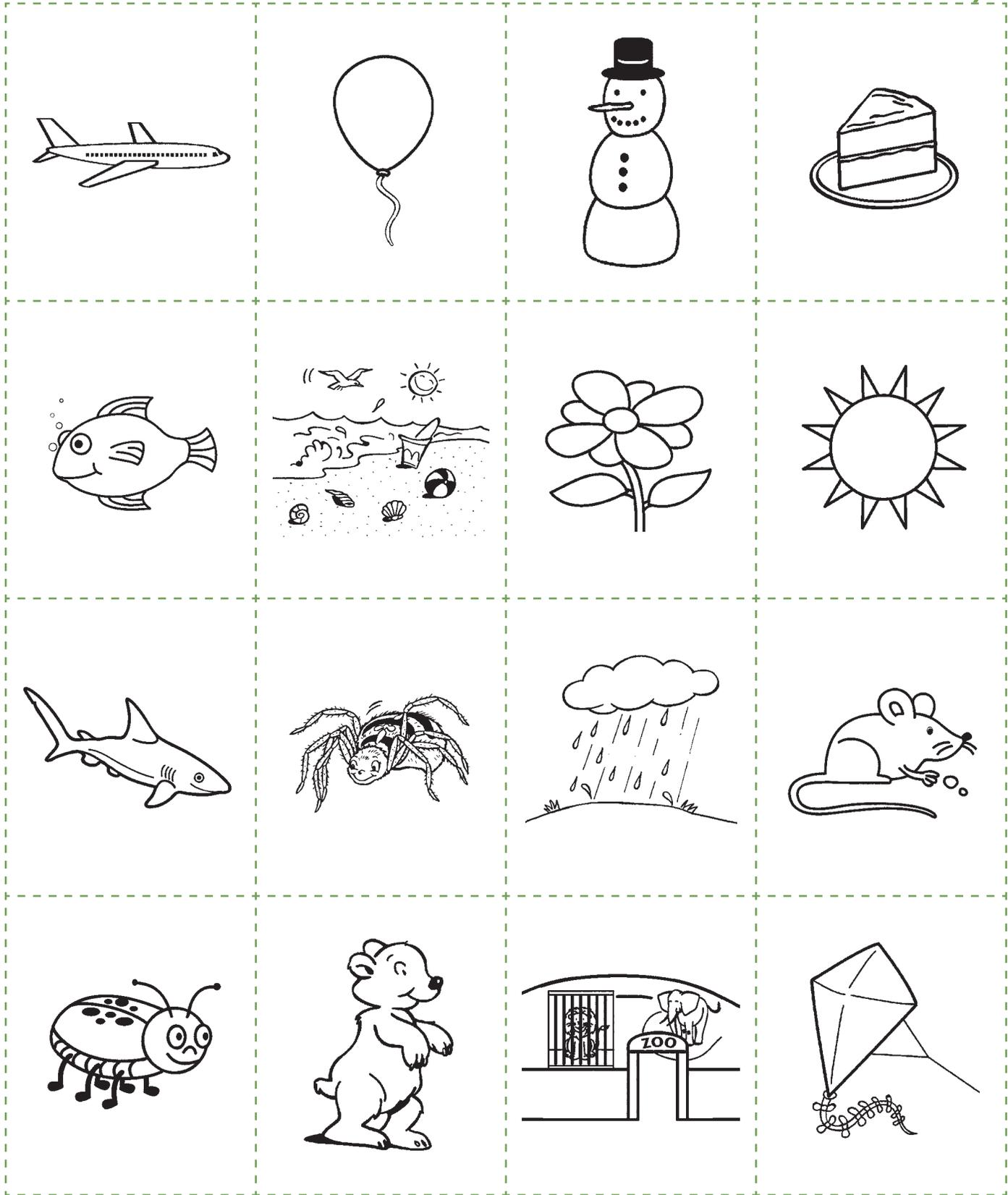
Shy

Mad

Sleepy

Instructions: Cut out the pictures and use them with students to classify different types of feelings.

Name _____



Instructions: Cut out the pictures and use them with students to classify things that make them happy or sad.

Name _____









Instructions: Have students write the name of a feeling on the line and draw a picture of an object that makes them have that feeling.

LEVELLED BOOK • C

Feelings



Written by Cheryl Ryan • Illustrated by Siri Weber Feeney

BRITISH ENGLISH

www.readinga-z.com

Feelings

A Reading A-Z Level C Levelled Book • Word Count: 67



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Feelings



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Feelings
Level C Levelled Book

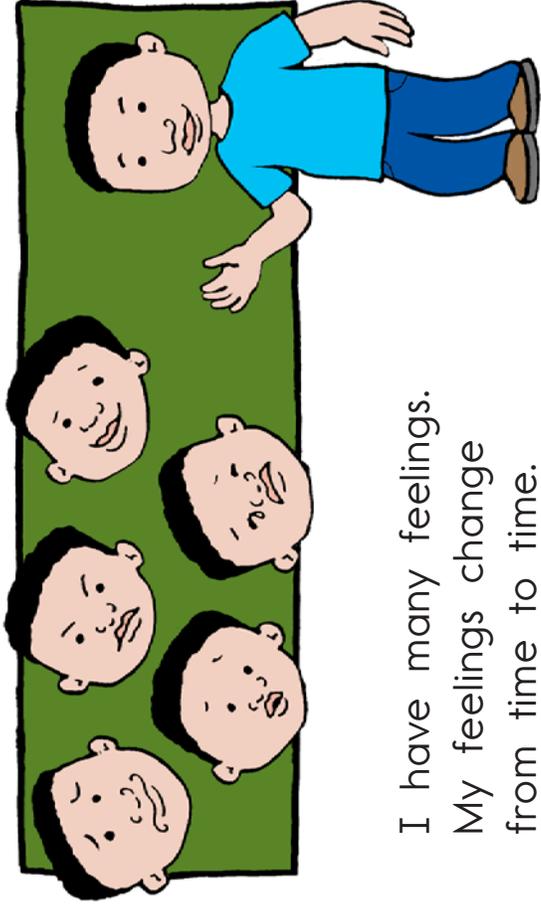
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I have many feelings.
My feelings change
from time to time.



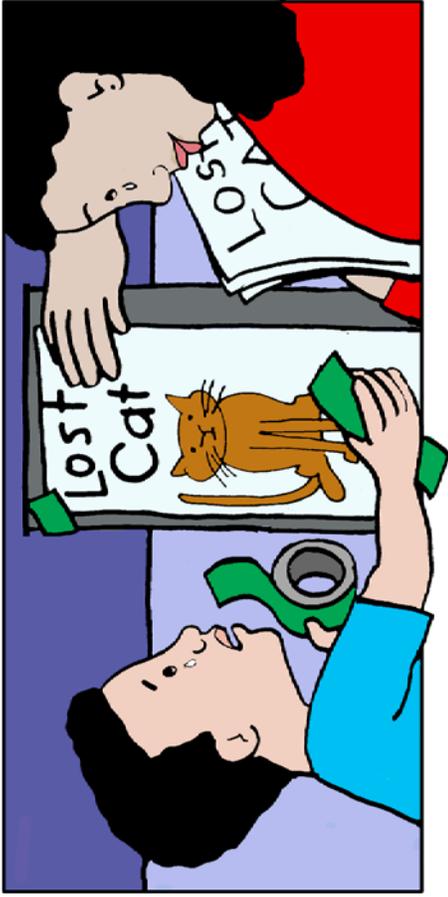
Sometimes I feel kind of happy.



Sometimes I feel very happy.



Sometimes I feel kind of sad.



Sometimes I feel very sad.



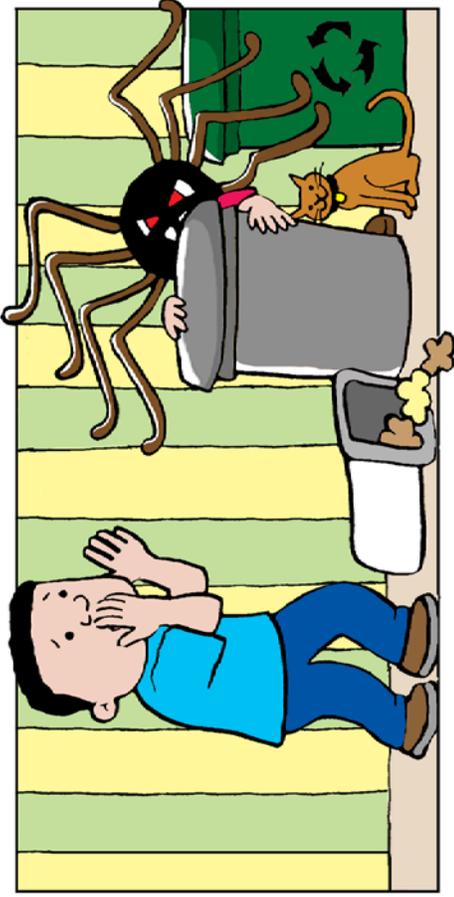
Sometimes I feel kind of angry.



Sometimes I feel very angry.



Sometimes I feel kind of scared.



Sometimes I feel very scared.

Notes



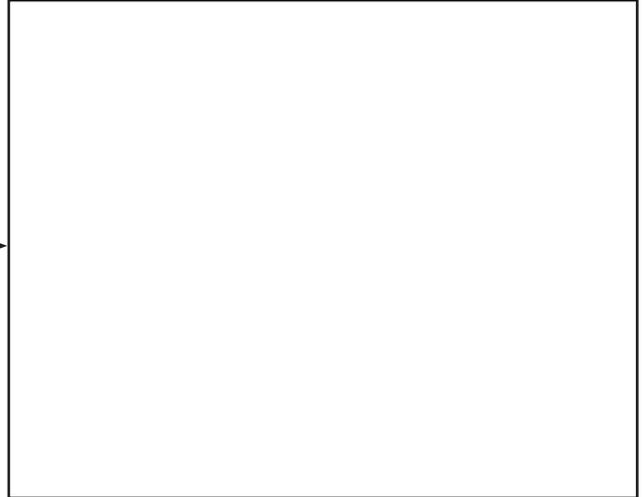
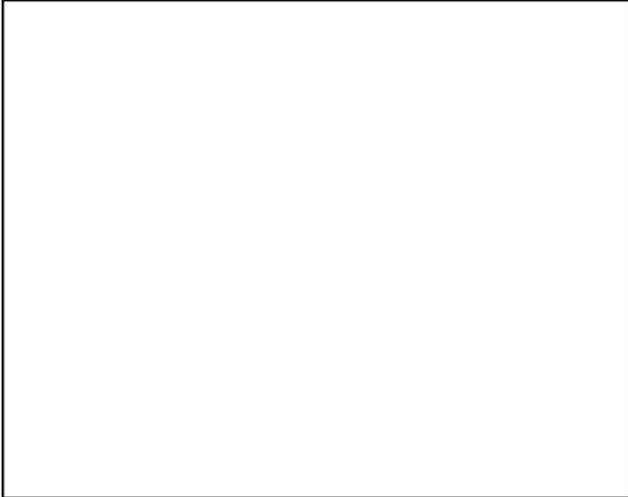
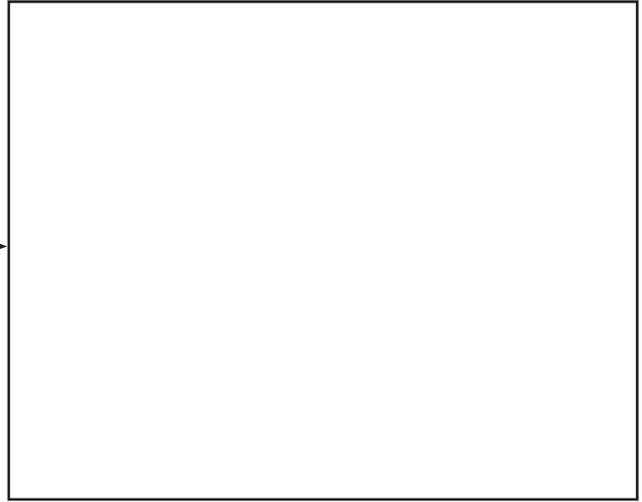
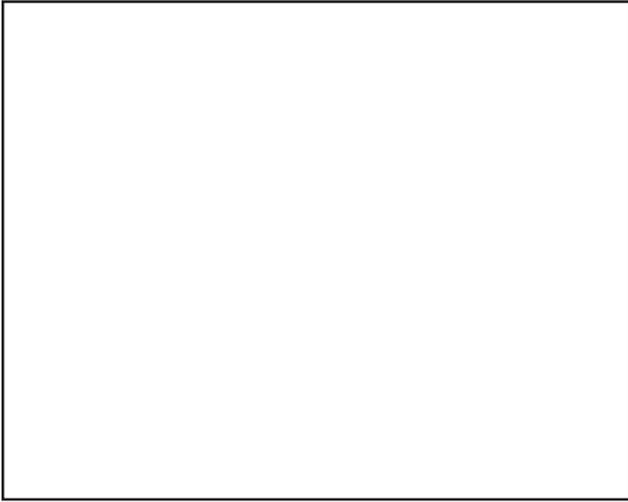
I have many different feelings.
Do you have many different
feelings, too?

Notes

Name _____

The boy felt...

because...



Feelings • Level C • 1

Skill: Cause and Effect

Instructions: Have the children identify ways the boy felt in the story. Have them draw and label each feeling in the boxes on the left. Then have them draw and label what caused each of the boy's feelings in the boxes on the right.

Name _____

a red box

a little bug

a long car

a happy boy

a fat cat

an angry dog

Instructions: Read each phrase with the children. Have them circle the adjectives in the phrase. Then have the children draw a picture in the box to match each description.

Name: _____

Title: _____

Author: _____

Draw a picture to show something you have learned.



The topic is _____.

Social Emotional Learning

Highline families,

In this packet, you will find several resources to use with your student. First, you will notice a lesson on establishing a family charter. The purpose of this activity is to create a document in which everyone in the home has an opportunity to express how they want to feel in this time of shared space and time. Each household member also then shares what actions each person can do to help each person feel that way. Additionally, you will find a series of lessons on mindful breathing and movement. These types of strategies are proven to support reduced stress and increased calming when practiced. Give them a try with your student!

Highline Schools Social Emotional Learning Team

Familias de Highline,

En este paquete, encontrará varios recursos para usar con su estudiante. Primero, verá una lección para establecer un acuerdo familiar. El propósito de esta actividad es crear un documento en el que todos en casa tengan la oportunidad de expresar cómo quieren sentirse en estos momentos de espacio y tiempo compartidos. Luego, cada uno comparte que pueden hacer para ayudar a sentirse de esa manera. Adicionalmente, encontrará una serie de lecciones sobre como estar consciente de la respiración y el movimiento. Se ha demostrado que estos tipos de estrategias reducen el estrés y aumentan la tranquilidad cuando se practican. ¡Póngalas a prueba con su estudiante!

Equipo de Aprendizaje Socioemocional de las Escuelas de Highline

Thân gửi gia đình học sinh thuộc học khu Highline,

Trong tập tài liệu này, quý vị sẽ thấy một số tài nguyên sử dụng cho học sinh con em của quý vị. Trước hết, quý vị sẽ nhận thấy một bài học về việc thiết lập một điều lệ gia đình. Mục đích của hoạt động này là tạo một tài liệu mà trong đó mọi người ở nhà có cơ hội diễn tả họ muốn cảm thấy như thế nào trong thời gian và không gian chung này. Mỗi thành viên trong gia đình cũng chia sẻ công việc gì mà mỗi người thực hiện để giúp mỗi người cảm thấy như vậy. Hơn thế nữa, quý vị sẽ thấy một loạt các bài học thư giãn về thở hít và chuyển động. Những phương cách này đã được chứng minh để hỗ trợ việc giảm sự căng thẳng và gia tăng sự trầm tĩnh khi được thực tập. Xin hãy thử cùng với học sinh con em của quý vị!

Nhóm Học Tập Cảm Xúc Xã Hội Học Khu Highline

Qoysaska Highline,

Bushqadan, waxa aad ka heli doontaa dhawr macluumaad oo uu ardaygu isticmaali karo. Marka kowaad, waxa aad ogaan doontaa daris kusaabsan dejinta caqdiga qoyska. Ujeedada hawshani waa in la sameeyo waraaqo uu qof kasta oo guriga jooga uu fursad ugu heli karo uu makraa ku sheegayo dareenkooda wakhtigan meelaha iyo wakhtiga la wadaago. Xubin kasta oo qoyska ah waxa ay sidoo kale sheegi doontaa talaabooyinka qof kasta uu samayn karo si uu markaa qof kastaa u dareemo sidaa. Sidoo kale, waxa aad heli doontaa duruus taxane ah oo neefsiga iyo dhaqaaqa maskax furnida ah. Noocyadan khidadaha ahi waxaa la xaqiijiyay inay taageeraan yaraynta warwarka oo ay kordhiyaan xasiloonaada marka lagu celceliyo. Waxa aad isku wada daydaan ardaygaaga!

Kooxda Waxbarashada Dareenka Bulshada Dugsiyada Highline

የHighline ቤተሰቦች

በዚህ ጉዞት ውስጥ ከልጅዎ ጋር የሚጠቀሙባቸውን በርካታ መገልገያዎች ያገኛሉ። በመጀመሪያ ፣ የቤተሰብ ቻርተር ስለ መመሥረት ትምህርት ያገኛሉ። የዚህ ልምምድ ዓላማ በቤት ውስጥ ያለ ሰው በሙሉ በዚህ የጋራ ቦታ እና ጊዜ ውስጥ ምን ሊሰማው እንደሚችል ለመግለጽ እንዲችል ዕድል ለመፍጠር የሚያስችለውን ሰነድ መፍጠር ነው። እያንዳንዱ የቤተሰብ አባል የሆነ ሰው እንዲህ ዓይነት ስሜት እንዲሰማው ለማድረግ እያንዳንዳቸው ሰዎች ሊያደርጓቸው የሚችሏቸውን እርምጃዎች ያካፍላል። በተጨማሪም፣ በማስተዋል ስለሚደረግ አተነፋፈስ እና እንቅስቃሴ ላይ ተከታታይ ትምህርቶችን ያገኛሉ። እነዚህ ዓይነቶች ዘዴዎች ተግባራዊ በሚሆኑበት ጊዜ ጭንቀትን ለመቀነስ እና መረጋጋትን ለመጨመር እንደሚረዱ ተረጋግጧል። ከእርስዎ ልጅ ጋር ይሞክሩዎቸው!

የHighline ትምህርት ቤት ማኅበራዊ ስሜት ትምህርት ቡድን

RULER ANCHOR

THE CHARTER

OVERVIEW

The Charter

What is it?

The Classroom Charter is a tool that can help us create the positive, supportive social-emotional environments that we know are best for learning. The Charter is like a promise we make to one another, or an agreement.

How it Works:

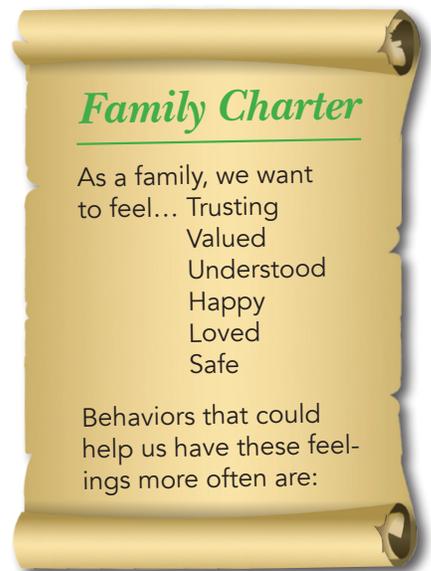
The Charter describes how we want to feel at school and what we can do to ensure that everyone has those feelings more consistently.

Everyone has a voice in its creation and plays an active role in bringing it to life.

The Charter is considered a “living” document – meaning once it’s created, teachers and students make a habit of checking-in with the Charter throughout the school year.

Why it Matters:

When there is a climate of emotional support and warm relationships between teachers and students, and students among one another, there is an increase in productivity and wellbeing, greater likelihood of academic success, and better outcomes for students as they become adult community members. The same is true for families.



The Charter is guided by two questions:

1. How do you want to feel when we’re together?
2. How will we help each other have these feelings more often?

Charters are created and used effectively by members of classrooms, schools, businesses, organizations, and homes.

RULER ANCHOR

THE CHARTER

KINDERGARTEN

MY NAME _____

DATE _____

Duration: 20 minutes on first day, and 5 minutes on each following day for a week

1

Family members and grown ups, please read this before your child leads the activity.

Key Ideas:

- Our emotions give us information about ourselves, others, and the world.
- We're individuals, as well as members of a community. When we are more self-aware and attuned to other people's feelings, we have the potential to create the positive emotional climates in our communities that help us thrive.
- Intentionally practicing these skills, helps us get better at them.

Activity Goal:

The goal of this assignment is for your kindergartener to become more aware of how they and others in the family are feeling.

Activity Steps:

1. Your child should ask each household member for one word to describe how they want to feel at home.
2. Your kindergartener can then write each person's name and feeling word in a circle on activity sheet 1 and post the list. It's okay to help them read and write if needed.
3. Each day for a week, your kindergartener should ask each person if they experienced the emotion they said they'd like to feel at home. For example, "Mom, did you feel respected at home today like you said you wanted to feel?"
4. If the person experienced the emotion, then your kindergartener can color in the box for that day.
5. At the end of the week, your child should draw a picture of each person and write their name and feeling word. Your family may want to have a shout-out and/or conversation about their discoveries!

2

Student, have fun doing the activity!

Word Bank

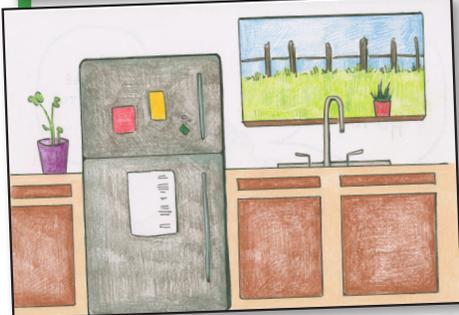
Our experience has been that families like to use words like this. Which words do you like? Or, come up with your own!

Belonging	Loved	Safe	Welcomed	Caring
Supported	Respected	Comfortable	Patient	Content
Excited	Nurtured	Encouraged	Appreciated	Happy
Proud	Relaxed	Included	Peaceful	Understood

The Activity



1. **Ask:** How do you want to feel at home?
2. **Write** feeling words in the circles next to the person's name (on Activity Sheet 1).



3. **Hang** it up to see.
4. **Ask:** Did you feel this way today?
5. **Color** in the box each day they say they felt it.



6. **Draw** your family showing the feelings they want to feel (on Activity Sheet 2).
7. **Bring** drawing to share at school after one week.

3

ACTIVITY 1

HOW WE WANT TO FEEL AT HOME

Name

Feeling Word

4

ACTIVITY SHEET 2

MY FAMILY AND HOW WE WANT TO FEEL



Creating a Family Charter

The Family Charter is an agreement we make to act in ways that help us to feel the way we want to feel in our home. Everyone has a voice in creating a Charter and everyone has a responsibility to uphold it.

Getting Started

Planning:

- Find a time when everyone is feeling calm, focused, and ready to work together.
- Use a comfortable area like the living room or the dinner table.

Materials:

- Construction paper or blank sheets of paper, and colored pencils or markers or computer.



Step 1: How do we want to feel in our family?

- Ask everyone to think about how they would like to feel at home.
- Ask everyone to write down 5-8 feelings they want to have at home more often.
- Combine all the feeling words on one master list.
- Discuss each word and notice which feeling words have similar meanings. For example, if you have both "appreciated" and "valued" on the list, can you choose just one?
- Narrow the list down to the top 5 emotions you want to feel more often, and write them down a new piece of paper.

Step 2: What can we do in order to have those feelings?

- For each word, discuss one or two specific, observable behavior(s) that each family member would need to exhibit in order to have the feeling as often as possible.
- For example, 'being nice' is not a real behavior. Smiling or saying 'good morning' to each other are behaviors that everyone can see.

Putting it all together!

- Now it's time to pull all the pieces together and create your own living document.
- Be creative! Use your family's talent and have fun together.
- There are no limits: it can be big or small, colorful, or filled with drawings. What's most important is that you have a final document that includes the top 5 feelings, and the specific and observable behaviors that promote the feelings
- Once the Family Charter is complete, everyone must sign it! Everyone's voice matters!
- Display your Charter prominently in your home so everyone can keep these feelings and behaviors in mind throughout the day.

Keeping the Family Charter Alive

- Schedule weekly or monthly family meetings to review the Charter. What's working? What's not?
- Revise the Family Charter as needed. It should be a living agreement.
- Have each family member set a daily or weekly goal related to part of the Charter that he or she finds the most challenging to honor.
- Be creative - post weekly quotes, send out family emails, perform spontaneous acts to demonstrate the feelings in the Charter and show appreciation for your family members.
- Celebrate your accomplishments!

Anchor Breathing

1. Sit down and get comfortable.
2. Rest your hand on your chosen breathing space: tummy, chest or your nose.
3. Do your breathing and keep your attention on your breathing space.
4. When your attention wanders, gently bring it back to your breathing space.
5. Can you be mindful of your breathing for 5 breaths? For 1 minute?



Respiración Ancla

1. Siéntate y ponte cómodo.
2. Apoya tu mano sobre tu lugar de respiración elegido: barriga, pecho o nariz.
3. Haz tus respiraciones y mantén tu atención sobre tu lugar de respiración.
4. Cuando tu atención se distrae, tráelo de vuelta suavemente a tu lugar de respiración.
5. ¿Puedes estar consciente de tu respiración durante 5 respiraciones? ¿Durante 1 minuto?



Move: Seated Exercises



Seated Mountain



1. Sit with feet together and pointed forward.
2. Arms straight at the sides or hands resting on side of chair or lap.
3. Sit up nice and tall.
4. Take deep breaths in and out; feel the floor beneath the feet.

-
- If on the floor, start with crossed legs. Sit up nice and tall. Let your shoulders relax. Take deep breaths in and out.

Chair Boat



1. Slide your chair back from your desk so that your knees are not under your desk.
2. Start in Seated Mountain.
3. Hold on to the seat of the chair or the back of the chair with both hands.
4. Inhale, lift both feet off the ground. Keep your knees touching and stay balanced. Take 3-5 relaxed breaths. If this is difficult, you can lift one foot at a time.
5. See if you can lift your knees a little higher and stay balanced.
6. If you feel steady, see if you can stretch both arms out straight in front of you, shoulder height, parallel to the floor.
7. Exhale, put your feet back on the ground and return to Seated Mountain.

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- If practicing on the floor, simply substitute boat pose.
 - To modify, try lifting one foot at a time.



Montaña Sentada

1. Siéntate con los pies juntos y mirando hacia delante.
2. Los brazos colgado a los lados o las manos descansando sobre los lados de la silla o en la falda.
3. Siéntate bien erguido.
4. Respira profundamente hacia dentro y hacia fuera; nota el suelo debajo de tus pies.

- En el suelo, si es el caso, se empieza con las piernas cruzadas. Siéntate bien erguido. Deja que tus hombros se relajen. Respira profundamente hacia dentro y hacia fuera.

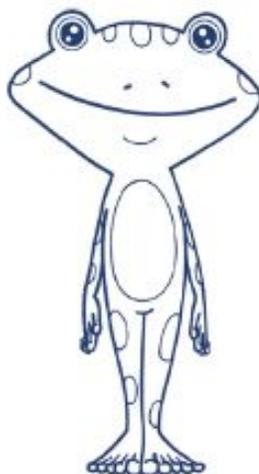


Silla Barco

1. Mueve tu silla hacia atrás para que tus rodillas no estén debajo de tu mesa.
2. Comienza en la postura de Montaña Sentada.
3. Agarra la silla, o el respaldo de la silla con ambas manos.
4. Inhala y levanta ambos pies del suelo. Mantén el equilibrio con las rodillas juntas. Toma 3-5 respiraciones relajadas. Si te cuesta, puedes levantar un pie y luego el otro.
5. Intenta levantar tus rodillas un poco más mientras mantengas el equilibrio.
6. Si te encuentras estable, intenta estirar ambos brazos hacia delante, a la altura de los hombros, paralelos al suelo.
7. Exhala, pon tus pies en el suelo de nuevo y vuelve a la postura de Montaña sentada.

- Si estás en el suelo, sustituye con la postura de barco.
- Para modificarlo, prueba levantando un pie y luego el otro.

Move: Standing Exercises



Mountain

1. Stand with feet together and pointed forward.
2. Arms straight to the sides.
3. Stand up nice and tall.
4. Lift your chest up, belly in.
5. Take deep breaths in and out; feel the floor beneath the feet.

Big Toe

1. Begin in Mountain.
2. Step your feet apart.
3. Hold up both hands with your peace sign fingers pointing up.
4. Straighten the arms, point your peace sign fingers toward your feet, exhale and fold forward. See if you can touch your toes with your peace sign fingers.
5. Bend your knees if you cannot touch your toes.
6. Make sure you are comfortable.
7. Relax your head and neck.
8. Take 3-5 breaths in Big Toe.





Montaña

1. Ponte de pie con los pies juntos y mirando hacia delante.
2. Los brazos rectos en los lados.
3. Asegúrate que tu cuerpo esté bien erguido hacia arriba.
4. Levanta tu pecho y mete tu barriga hacia dentro.
5. Respira profundamente hacia dentro y hacia fuera; nota el suelo debajo de tus pies.

Dedo Gordo

1. Comienza en la postura de montaña.
2. Separa tus pies un poco.
3. Levanta ambas manos con tus dedos hacia arriba y haciendo señal de la paz.
4. Enderece los brazos, apunta los dedos haciendo el señal de la paz hacia tus pies y exhala, doblando hacia adelante. Intenta tocar los dedos de tus pies con los dedos de tus manos haciendo la señal de paz.
5. Dobra tus rodillas si no puedes tocar los dedos de tu pies.
6. Asegúrate que estés cómodo.
7. Relaja tu cabeza y tu cuello.
8. Toma 3-5 respiraciones en la postura de Dedo gordo.



VISUAL & PERFORMING ARTS

Learning Activities Grades K-1

Home Packet #3, May 2020

MUSIC

- Vocalize a poem using a singing voice, speaking voice, whisper voice, and calling voice. Try using a familiar poem like the ABC-Song or Twinkle, Twinkle Little Star in all four voices!
- Ask a family member to share a favorite song that they learned as a child.
- Bounce a ball to the beat of a favorite song or poem. Try a nursery rhyme like: Humpty Dumpty or Mary had a Little Lamb.
- Make a Castanet! For this you will need a piece of cardboard (a recycled cereal box, for example) and two bottle caps, buttons, or coins of the same size. Ask an adult to help you cut the cardboard into a strip approximately 8" long and 1-½" wide. Fold the cardboard in half and tape or glue your bottle cap, button, or coin to each end.
- Fill 2 cups or glasses with water at different amounts. Use different things like metal, wood, or plastic (spoons, pencils, pens, ect.) to tap them and explore different sounds you can make.
- List as many things you can think of that are fast. Then, list as many things you can think of that are slow. What kinds of things around you create a steady beat? (Do you hear things like clocks, water dripping, or construction hammers?) Do each of the things you listed create a fast or slow beat, or a beat in between fast and slow?
- Listen to any song and move your body to match the music you hear. When it is loud, make BIG gestures. When it is quiet, make small gestures.

THEATER

- Perform a play using finger puppets.
- Act out your favorite fairytale.
- Act out your favorite storybook and put on a play for your family.

VISUAL ART

Recyclable projects: Take everyday items like cardboard tubes, lids, egg cartons, boxes and plastic packaging, tape and/or glue and make a sculpture.

Drawing & Painting/writing prompts:

- Take a walk through the neighborhood or park and make scientific observations.
- Go to a window in your home. Draw everything you see out the window. Remember that things up close are bigger than things far away. Remember about overlapping, too!
- Observe a pet or wild animal, or one on a video. Invent a home for this animal. Draw, build or paint it. Make a paper animal to live inside it, too.

ARTES DRAMATICAS Y VISUALES

Actividades de aprendizaje grados K-1

Materiales de actividades para hacer en casa #3, mayo del 2020

MUSICA

- Recita un poema usando una voz que canta, que habla, que susurra y que exclama. ¡Intenta usar un poema conocido como las canciones ABC-Song o Twinkle, Twinkle Little Star en las cuatro voces!
- Pídele a un miembro de la familia que comparta una canción favorita que hayan aprendido cuando era niño.
- Rebota una pelota al ritmo de una canción o poema favorito. Prueba una canción de cuna como: Humpty Dumpty o Mary had a Little Lamb.
- ¡Haz una castañuela! Para ello necesitarás un pedazo de cartón (por ejemplo, una caja de cereales reciclado) y dos tapas de botella, botones o monedas del mismo tamaño. Pídele a un adulto que te ayude a cortar el cartón en una cinta de aproximadamente 8" de largo y 1-1/2" de ancho. Dobla el cartón por la mitad y pega la tapa de la botella, el botón o la moneda en cada extremo.
- Llena 2 tazas o vasos con agua con diferentes cantidades. Utiliza diferentes cosas tales como metal, madera o plástico (cucharas, lápices, bolígrafos, etc.) para tocarlos y explorar los diferentes sonidos que puede hacer.
- Haz una lista de muchas cosas que se te ocurran que sean rápidas. Luego, haz otra lista de cosas que se te ocurran que sean lentas. ¿Qué tipo de cosas a tu alrededor crean un ritmo constante? (¿Oyes cosas como relojes, goteo de agua o martillos de construcción?) ¿Cada una de las cosas que enumeraste crea un ritmo rápido o lento, o un ritmo entre rápido y lento?
- Escucha cualquier canción y mueve tu cuerpo para que coincida con la música que escuchas. Cuando sea alta, haz grandes gestos. Cuando sea silenciosa, haz pequeños gestos.

TEATRO

- Haz una obra de teatro con títeres de dedo.
- Dramatiza tu cuento de hadas favorito.
- Dramatiza tu libro favorito de cuentos y haz una obra de teatro para tu familia.

ARTE VISUALES

Proyectos reciclables: Toma artículos cotidianos como tubos de cartón, tapas, cartones de huevos, cajas y envases de plástico, cinta y/o pegamento y haz una escultura.

Instrucciones para dibujar/pintar y escribir:

- Camina por tu vecindario o el parque y haz observaciones científicas.
- Ve a una de las ventanas de tu casa. Dibuja todo lo que veas por la ventana. Recuerda que las cosas de cerca se ven más grandes que las cosas que están lejos. ¡Recuerda también la superposición!
- Observe una mascota, un animal salvaje, o uno en un video. Inventa una casa para este animal. Dibuja, construye o pinta. Haz que un animal de papel viva dentro de la casa también.

Thể hiện & Nghệ thuật trình diễn

Những hoạt động cho học tập Lớp K- 1

Tập hồ sơ tại nhà # 3, Tháng Năm 2020

Âm nhạc

- Phát âm một bài thơ dùng âm điệu ca hát giọng nói giọng thì thầm và giọng gọi (calling voice). Thử sử dụng một bài thơ quen thuộc như Bài Hát ABC hoặc Twinkle (ABC-Song or Twinkle), Twinkle Little Star với tất cả bốn giọng!
- Hỏi một người trong gia đình chia sẻ một bài hát được ưa thích mà họ đã học từ nhỏ.
- Đập để nảy một trái bóng theo nhịp điệu của một bài hát hoặc bài thơ yêu thích. Thử một vài mẫu giáo như: Humpty Dumpty hoặc Mary had a Little Lamb.
- Tạo nhịp vỗ tay hòa với điệu nhảy (Castanet)! Cho việc này bạn sẽ cần một miếng bìa cắt tông (thí dụ như một hộp tái chế đựng ngũ cốc) và hai nắp chai, nút áo, hoặc đồng tiền các có cùng kích thước. Nhờ một người lớn giúp bạn cắt bìa cứng thành những miếng chữ nhật có kích thước dài khoảng 8" và rộng 1-½". Gấp đôi tấm bìa chữ nhật này và dán nắp chai, nút áo, hoặc đồng tiền các tại mỗi đầu.
- Đổ nước vào 2 cái ly (cốc) với số lượng nước khác nhau. Dùng những dụng cụ khác biệt như kim loại, gỗ, hoặc nhựa (muỗng, viết chì, viết mực, vân vân...) để gõ vào 2 ly và khám phá ra những âm thanh khác biệt mà bạn đã tạo ra.
- Ghi lại thật nhiều thứ mà bạn có thể nghĩ về thứ này thật lẹ làng (thời gian thật ngắn). Rồi ghi lại thật nhiều thứ mà bạn có thể nghĩ về thứ này chậm chạp (thời gian dài). Những vật thể nào chung quanh bạn tạo ra những nhịp đều đặn? (Bạn có nghe những vật thể như tiếng của đồng hồ, nước nhỏ giọt, hoặc búa xây dựng (construction hammers?). Những thứ bạn đã ghi lại tạo ra nhịp nhanh hoặc nhịp chậm, hoặc nhịp giữa nhanh và chậm ?
- Lắng nghe với bất cứ bài hát nào và bạn chuyển động cơ thể của bạn cho phù hợp với âm nhạc của bài hát mà bạn nghe. Khi âm thanh lớn, tạo cử động lớn (BIG gestures.) Khi âm thanh yên lặng, tạo cử động nhỏ (small gestures.)

Kịch trường

- Thực hiện một vở kịch bằng cách xử dụng ngón tay để điều hành búp bê múa rối (finger puppets).
- Diễn tả bằng hành động một câu chuyện cổ tích mà bạn ưa thích.
- Diễn ra tập truyện yêu thích của bạn và trình diễn cho gia đình của bạn.

Nghệ thuật thể hiện qua thị giác (VISUAL ART)

Dự án tái chế (Recyclable projects): Lấy mọi thứ hằng ngày như ống các tông, nắp đậy, hộp đựng trứng, hộp và bao bì nhựa, băng và / hoặc keo dán và làm một tác phẩm điêu khắc.

Vẽ & Vẽ tranh / viết lời ghi chú:

- Đi bộ quanh hàng xóm hoặc công viên và thực hiện quan sát khoa học.
- Tới cửa sổ của nhà bạn. Vẽ mọi thứ mà bạn nhìn thấy ở ngoài cửa sổ. Nhớ là những thứ ở gần thì lớn hơn những thứ ở xa. Nhớ có những thứ chồng lên nhau (overlapping)
- Quan sát một gia thú hoặc hoang thú, hoặc một trên video. Phát minh ra một ngôi nhà cho động vật này. Vẽ, xây dựng hoặc sơn nhà Làm con vật bằng giấy sống bên trong nhà.

FARSHAXAN MUUQAAL & BANDHIGA

Hawlaha Waxbarashada Faasalada K-1

Bushqada Guriqa Lambar 3, Maajo 2020

MUUSIG

- Waxa aad cod hees ah u samaysaa gabayga adiga oo cod ahaan ku heesaya, ku hadlaya, codka ku xashaashaqaya, oo codka ku dhawaaqaya. Waxa aad isku daydaa inaad isticmaasho gabayada aad garanayso sida Heesta-ABC ama Twinkle, Twinkle Little Star dhamaan afarta cod!
- Waxa aad waydiisaa cid kamid ah qoyskaaga inay kula wadaagto hees ay iyada oo ciyaar ah baratay.
- Waxa aad kubad dhulka ka dhaxdaa si aad codka hees ama gabay aad jeceshahay aad u samayso. Waxa aad isku daydaa codka xayawaanka yaryar sida: Humpty Dumpty ama Mary had a Little Lamb.
- Samayso Castanet! Si aad taas u samaysato waxaad u baahan tahay kartoona (kartoona siriyeelka oo aad dib u isticmaasho, tusaale ahaan) iyo laba fur oo caagadood, xaga hoose, ama shilimaan isku cabir ah. Qof wayn waxa aad ka dalbataa inuu kuu jaro kaadhka oo uu markaa kaaga dhigo kuwa yaryar oo midkiiba celcelis ahaan yahay 8" dhererkiisu iyo 1-½" balaciisu. Waxa aad iskugu laabtaa kartoona laba oo waxa wada aad ku dhajisaa sharooto ama xabag afka caagada, xaga hoose, ama shilinka mid kasta xagiisa danbe.
- Waxaad laabtaa 2 koob ama quruurad taas oo leh biyo kala xadi duwan ah. Waxaad isticmaashaa waxyaabaha fudud sida bir, loox, ama caag (malqaacad, qalin beensal, qalin biir, iwm.) isku garaac oo waxa aad eegtaa codadka kala duwan ee uu samaynayo.
- Waxa aad soo dhigtaa tirada shayada aad u malaynayso inay dheereynayaan. Kadibna, waxa aad soo dhigtaa waxyaabaha aad u malaynayso inay gaabinayaan. Maxaa sameeya cod joogto ah? (Miyaad maqashaa waxyaabaha sida saacada, biyaha dhibiclaynaya, ama durbaanka dhismaha?) Miyaa wax kasta oo aad maqashaa sameeyaa cod degdeg ama gaabinaya, ama teenbada u dhaxaysa degdega iyo gaabinta?
- Dhagayso hees oo waxaad ku dhaqaajisaa jidhkaaga ilaa inta aad awood jidhkaaga codka muusiga ee aad maqlayso. Marka uu codku dheer yahay, waxa aad samaysaa qaab WAYN. Marka uu aamusna yahay, waxa aad samaysaa qaab yar.

TIYAATARKA

- Waxaad soo bandhigtaa bandhig adiga oo isticmaalaya caruusadaha faraga la gashado.
- Waxa aad matashaa sheekada aad jeceshahay.
- Waxa aad matashaa buuga sheeko ee aad ugu jeceshahay oo waxa aad usoo bandhigtaa qoyskaaga.

FARSHAXANKA MUUQAALKA AH

Mashruuca wixii dib loo isticmaalayo ee alaab ah: Waxaad soo qadataa alaabaadka maalin kasta aad isticmaaho sida kaadh la duubay, fur, kartoona beedka, kartoona, iyo bushqada caag ah, xabagee iyo/ama xabagta dareeraha ah iskugu dhaji oo waxa aad ka samaysaa taalo.

Sawir & Wax ku Sawir/tilmaamona ku qor:

- Waxaad soo lugaysaa xaafada ama beerta oo waxa aad samaysaa kormeer saynis.
- Waxaad qabataa daaqada gurigaaga. Waxa aad sawirtaa wax kasta oo aad daaqada ka aragtay. Waxaad xasuusataa in waxyaabaha soo dhawi ay ka cad yihiin waxyaabah fog. Xasuuso is dul saarka, agab!
- Waxaad daawataa ay ama xayawaan duurjoog ah, ama mid ku jira fiidyaw. Waxaad u samaysaa guri xayawaankan. Sawir, ama dhis. Waxaad waraaqo ka samaysaa xayawaan ku noolaada, sidoo kale.

የእይታ እና የስነ-ጥበብ ትወናዎች

የመማሪያ እንቅስቃሴዎች K-1 ክፍሎች

የቤት ፖስታ#3፣ ግንቦት 2020

ሙዚቃ

- አንድ ግጥም በመዝሙር፣ በመጫወት ደምፅ፣ ሹክሹክታ እና በድምጽ ጥሪ በመጠቀም ይቅዱ። በሁሉም አራት ድምጾች ውስጥ የታወቀ ግጥም እንደ ABC-Song ወይም Twinkle፣ Twinkle Little Star ለመላመድ ይሞክሩ!
- በልጅነት የተማሯቸውን ተወዳጅ ዘፈን እንዲያገሩ የቤተሰብ አባልን ይጠይቁ።
- ኪሱን በሚወዱት ዘፈን ወይም ግጥም ምት ላይ ይምሩ። እንደ “: Humpty Dumpty ወይም Mary had a Little Lamb” ያሉ በሕፃናት መንከባከቢያ በታ የሚዜሙ ዜማዎችን ይሞክሩ።
- ካስታኔት ይስሩ! ለዚህም የካርቶን ወረቀት (እንደገና ጥቅም ላይ የዋለ የእህል ሳጥን፣ ለምሳሌ) እና ሁለት ጠርሙሶች፣ አዝራሮች ወይም ተመሳሳይ መጠን ሳንቲሞች ያስፈልግዎታል። የካርቶን ሰሌዳውን በግምት 8” ኢንች ርዝመት እና 1-½” ስፋት ባለው ካርቶን ውስጥ እንዲቆርጥልህ አንድ አዋቂ ሰው ይጠይቁ። የካርቶን ሰሌዳውን በግማሽ ያጣጥፉና ጠርሙስ፣ ቁልፍ ወይም ሳንቲም በእያንዳንዱ ጫፍ ላይ ያጣብቁ።
- በተለያዩ መጠን 2 ኩባያዎችን ወይም ብርጫቆዎችን በውሃ ይሙሉ። እነሱን በመምታት እና ሊያወጧቸው የሚችሉትን የተለያዩ ድምጾችን ለማሰስ፣ እንደ ብረት፣ እንጨት ወይም ፕላስቲክ ያሉ የተለያዩ ነገሮችን (ማንኪያ፣ እርሳስ፣ እስክራብቶ፣ ወዘተ.) ይጠቀሙ።
- በፍጥነት ሊያሰቧቸው የሚችሏቸውን ብዙ ነገሮች ይዘርዝሩ። ከዚያም፣ ቀርፋፋ ሊሆኑ የሚችሉ ብዙ ነገሮችን ዘርዝሩ። በአካባቢዎ ምን አይነት ነገሮች የማያቋርጥ ምት ይፈጥራሉ? (እንደ ሰዓቶች፣ የውሃ ተንሸራታች፣ ወይም የግንባታ መዶሻ ያሉ ነገሮችን ይሰማሉ?) እርስዎ የዘረዘሯቸው እያንዳንዱ ነገሮች ፈጣን ወይም ቀርፋፋ ምት፣ ወይም በፍጥነት እና በዝግታ መካከል ምትን ይፈጥራሉ?
- ማንኛውንም ዘፈን ያዳምጡ እና እርስዎ ከሚሰሙት ሙዚቃ ጋር እንዲገጥም ሰውነትዎን ያንቀሳቅሱ። ድምጹ ከፍ በሚልበት ጊዜ የBIG ምልክቶችን ያድርጉ። ፀጥ ሲል፣ ትንሽ የእጅ ምልክቶችን ያድርጉ።

ቴያትር

- የጣት አሻንጉሊቶችን በመጠቀም ጨዋታ ያከናውኑ።
- የምትወደውን ተረት-ተረት ተውን።
- የእርስዎን ተወዳጅ የታሪክ መጽሐፍ ያውጡ እና ለቤተሰብዎ ጨዋታ ይተውኑ።

የእይታ ስነ-ጥበብ

ድጋሚ ጥቅም ላይ የሚውሉ ፕሮጀክቶች: እንደ ካርቶን ቱቦዎች፣ ክዳኖች፣ የእንቁላል ካርቶን፣ ሳጥኖች እና የፕላስቲክ ማሽጊያዎች፣ ፕላስቲክ እና/ወይም ሙጫዎች ያሉ የዕለት ተዕለት ነገሮችን ይውሰዱ እና የቅርፅ ቅርጽ ስራ ይስሩ።

ስዕል እና የስዕል/ጽሑፍ መነሳሳቶች:

የእይታ እና የስነ-ጥበብ ትወናዎች

የመማሪያ እንቅስቃሴዎች K-1 ክፍሎች

- በአካባቢው ወይም በፖርት ውስጥ ይራመዱ እና የሳይንሳዊ ምልክታ ያድርጉ።
- በቤትዎ ውስጥ ወደ አንድ መስኮች ይሂዱ ። በመስኮቱ በውጭ በኩል የሚያዩትን ሁሉ ይሳሉ። ያስታውሱ ቅርብ ያሉ ነገሮች በጣም ሩቅ ከሆኑት ነገሮች እንደሚበልጡ ያስታውሱ። ስለተደራራቢ መሳሪያዎ ያስታውሱ!
- የቤት እንስሳ ወይም የዱር እንስሳ፣ ወይም ሺዲዮ ላይ ያሉትን ይመልከቱ። ለዚህ እንስሳ ቤት ይፍጠሩ። ይሳሉ፣ ይገንቡ ወይም ቀለም ይቀቡት። እንዲሁም በወረቀት የተሳለ እንስሳም በውስጡ እንዲኖር ያድርጉ።