



Learning Enrichment Booklet Project for Grade K

Volume II

Spring 2020

Dear Parents and Caregivers,

The OU BOCES Instructional Specialists have assembled ELA and Math Enrichment booklets for grades K, 1, 2, 3, 4, and 5 based on resources developed by NYSED and by OU BOCES. There is a Volume I and Volume II for each grade level. With the NYS Next Generation Standards in mind, we selected ELA and Math focused activities. We made an effort to choose reading passages that address social studies and science learning standards as well. It was our goal to offer learning and review tasks that students who are on grade level could do fairly independently. Ten days of learning enrichment have been designed to be completed while school is closed due to the COVID-19 outbreak.

In order to complete the work in this booklet one needs a pencil/pen, crayons, and sometimes a scissor. We have tried to include types of activities that should seem familiar to your child. We believe that each section could be completed within one day. Please help your child pace themselves. This booklet is designed to be completed over 10 days. One section of activities per day should feel comfortable for most students. If a child cannot complete a full section in day, he or she can do part of a section. As educators, we believe it is important to do some academic work each day.

Sincerely,

The Instructional Support Services Team

Dear Students,

We hope you find these activities interesting. We hope they help you keep your school skills sharp. Each section is designed for one day. If you have trouble finishing a section, ask an adult or friend for help. Please do your best work. Thank you for working on this enrichment book and practicing your academic skills and knowledge. Please also make time to read while you are home.

Sincerely,

The Instructional Support Services Team

www.ouboces.org

DAY 1

Directions: Write each word under it's matching picture.

frog

crab

flag

drum

stem

steps





twig

spot

swim

stop

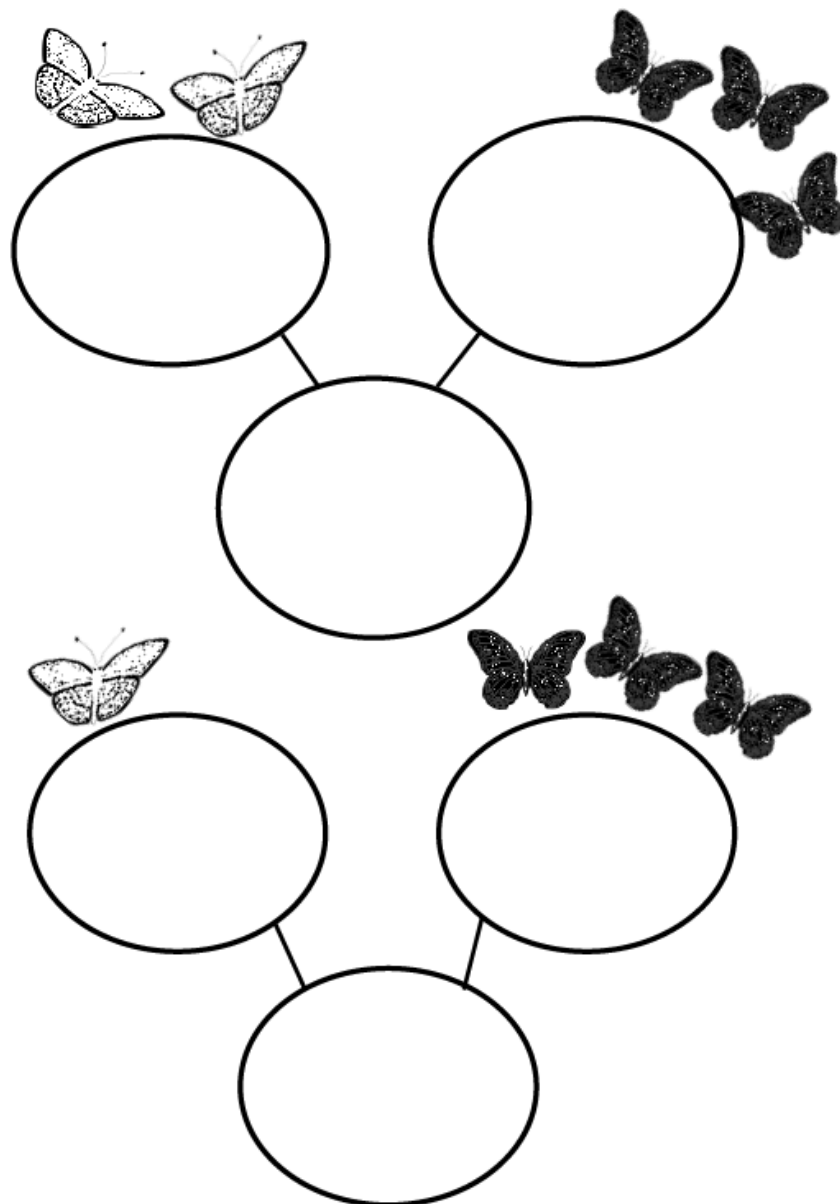
plug

grin





Draw the light butterflies in the number bond. Then, draw the dark butterflies. Show what happens when you put the butterflies together.

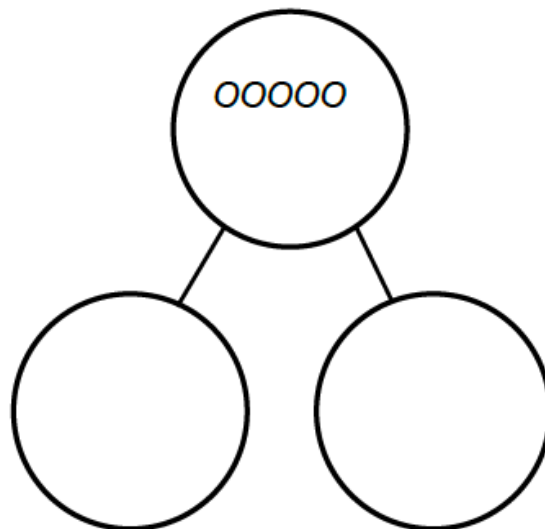




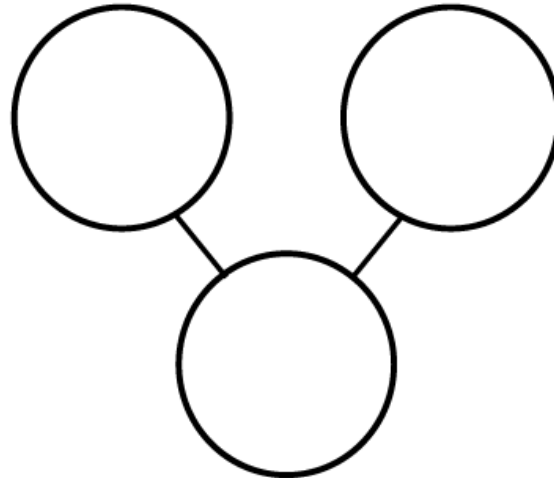
How many  ?

How many  ?

Draw to show how to take apart the group of cats to show 2 groups, the ones sleeping and the ones awake.

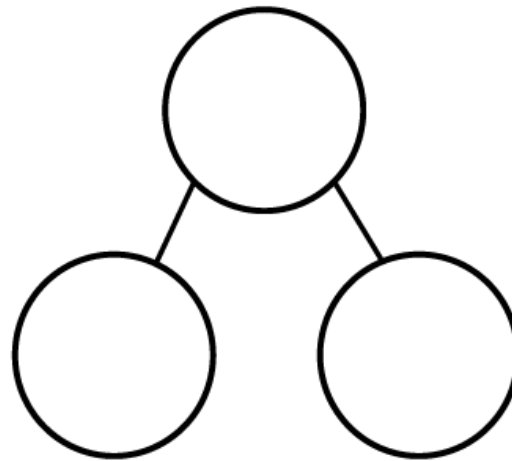
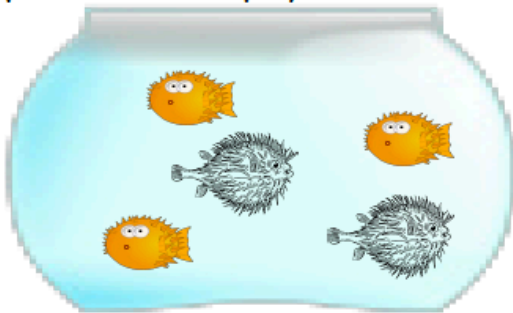


Draw the blue fish in the first circle on top. Draw the orange fish in the next circle on top. Draw all the fish in the bottom circle.



and make

Draw a square for each fish in the top circle. Draw a square for each goldfish in the bottom circle. In the last circle on the bottom, draw a square for each spiny fish.



and make

Phases of Matter



Some kinds of matter are liquid. Water is a liquid.



Some kinds of matter are solid. Ice is a solid.



What could you do to turn an ice cube into a liquid? What could you do to turn the water into a solid? Fill in the chart below.

DAY 2

Directions: Complete each sentence.

as	his
is	has

1. Stan _____ mad at Fred.

2. Jim _____ not met Tim.

3. Ted is _____ dad.

4. Jen is not as sad _____

Kim.

Directions: Write the words that endings sound like /s/ under the picture of the cats.
Write the words that endings sound like /z/ under the picture of the dogs.

legs	pots	jets	pens
rats	bags	beds	hats

/s/ as in cats



/z/ as in dogs



**Dear Boys and Girls,
Please ask a grown-up to help you with this game.**

**From,
Your Teacher**

Student will need counters to complete this work. Counters can be cubes, chips, coins, beans, buttons, etc...

Place a set of 6 counters on a desk or table.

Give the student a pile of counters (must contain at least 20 counters).

Ask the student to make two sets: one that contains fewer counters, another that has the same number of counters. Ask the student to explain their thinking.

Place a set of 8 counters on a desk or table.

Give the student a pile of counters (must contain at least 20 counters).

Ask the student to make two sets: one that contains more counters, another that has the same number of counters. Ask the student to explain their thinking.

Place 10 counters in a row and ask the student to count and tell how many counters are in the row. Remove 1 counter and ask the student to tell how many counters are there now in the row. How did they know?

Write the number 9 on a piece of paper. Ask the student to read the number and make an appropriate set of counters.

Ask the student to count out a set of 7. Ask how many are in a set that has 1 more? Ask how many are in a set that has 1 less?

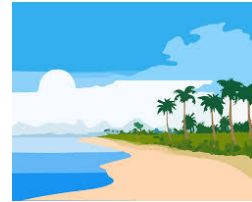
Geography

There are many kinds of geographic features on our earth. Match the geographic feature to its name.

Mountain



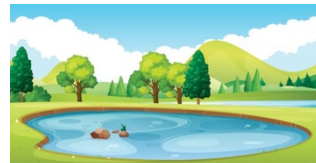
Volcano



Ocean



River



Lake



DAY 3

Dear Family Member,

On the front and back of this page, have your child copy each word under the matching picture. If necessary, identify the pictures for your child.



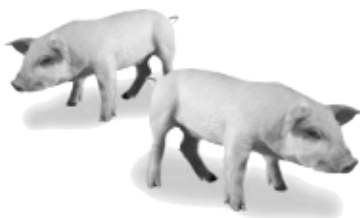
1. cans



2. desk



3. pigs



4. crab



5. gift



6. hand



Directions: Write the words that endings sound like /s/ under the picture of the cats.
Write the words that endings sound like /z/ under the picture of the dogs.

rubs	taps	hits	sips
wins	sits	begs	tugs

/s/ as in naps

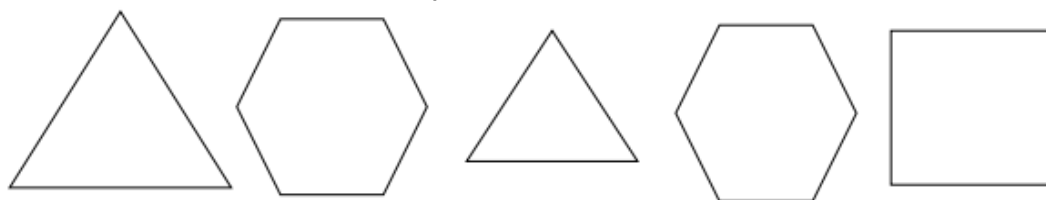


/z/ as in runs



Student will need counters to complete this work. Counters can be cubes, chips, coins, beans, buttons, etc...

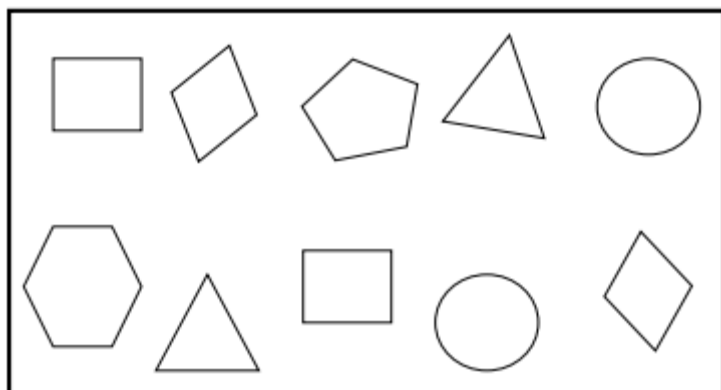
Color the first and the last shapes.



Count the number of dots and write the number in the box.



Color 7 shapes.



Fill in the missing number.

0, 1, 2, 3, 4, _____	_____, 4, 3, 2, 1, 0
0, 1, 2, 3, _____, 5	5, _____, 3, 2, 1, 0
0, 1, 2, _____, 4, 5	5, 4, _____, 2, 1, 0
0, 1, _____, 3, 4, 5	5, 4, 3, _____, 1, 0
0, _____, 2, 3, 4, 5	5, 4, 3, 2, _____, 0
_____, 1, 2, 3, 4, 5	5, 4, 3, 2, 1, _____
0, _____, 2, 3, 4, 5	0, 1, 2, 3, _____, 5
0, 1, _____, 3, 4, 5	5, 4, _____, 2, 1, 0
0, 1, 2, _____, 4, 5	0, 1, _____, 3, 4, 5
0, 1, 2, 3, _____, 5	_____, 1, 2, 3, 4, 5

Place 6 counters in the ten frame. Place some counters in the top row and some in the bottom row. Write a number sentence that shows how you made 6. Make 6 a different way by moving some counters. Write a number sentence that shows how you made 6.

Place 9 counters in the ten frame. Place some counters in the top row and some in the bottom row. Write a number sentence that shows how you made 9. Make a different way by moving some counters. Write a number sentence that shows how you made 9.

Human Relationships and the Environment

Directions: The things people do can help the environment or hurt the environment. Read the poem below with a helper. Then turn to the next page and do the activity.

WHAT YOU CAN DO

When you see litter in the streets
And the air smells of pollution
When you feel like it's all piling up
Remember there is a solution

There's something each of us can do
To keep the rivers clean
To keep fresh the air we breathe
And keep the forests green

Help clean a beach
Or recycle bottles and cans
Learn about the problems we face
And help others understand

It doesn't have to be a lot
If we each just do our share
So take time out on Earth Day
To show the Earth you care



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Paper is made from trees. The more paper we use, the more trees we need to cut down. What is something YOU can do to save more trees? Draw a picture.

--



Cars make pollution when we use them. What is something YOU can do to make less pollution? Draw a picture.

--

DAY 4

Dear Family Member,

Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit ran and hid.



Stan ran and got Kit.



Stan ran and hid.



Kit ran and got Stan.



Kit and Stan had fun.



Directions: Write each word under its matching picture.

milk

fist

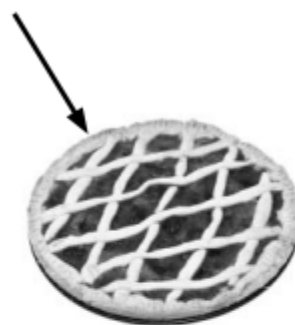
stump

cast

crust

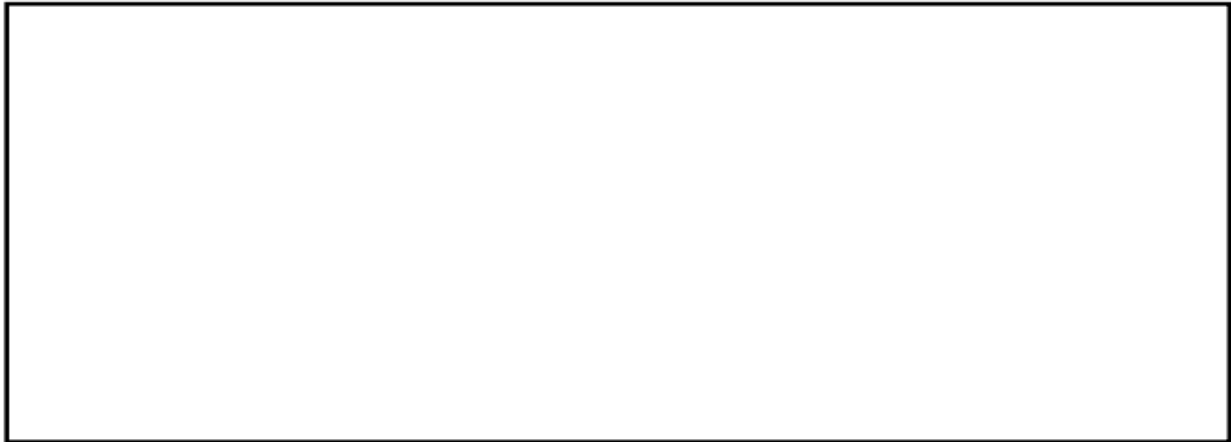
tent





Crayons or colored pencils needed.

Draw and color 5 circles in a row then draw 3 circles below. Count all the circles and write how many.



Count and write how many. Then draw five more. How many smiley faces altogether?



Color, count and write how many bears. Then, circle four bears.



Draw 6 circles. Draw 4 triangles. How many shapes did you draw? Write how many shapes you drew.

Count the balloons. Draw 1 more balloon. Count and write how many balloons.




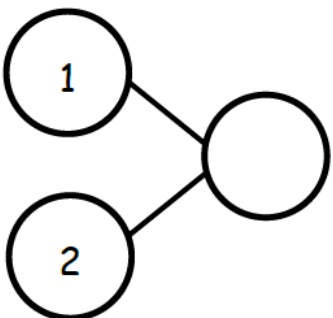
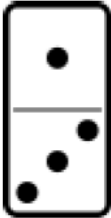
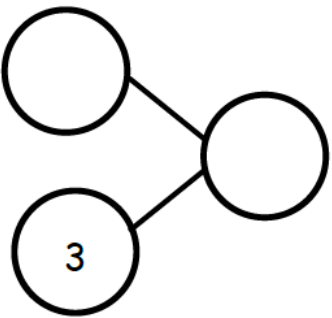
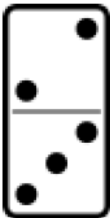
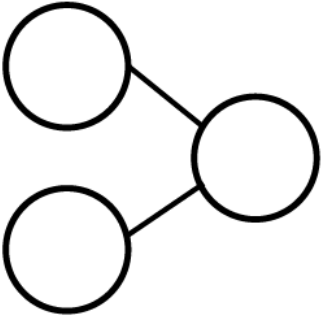

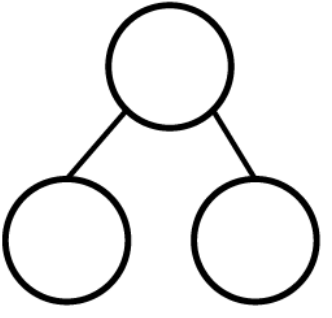
Color the pictures to show what is happening. Write how many in the box.
Maria picked 4 red flowers. Then, she picked 2 blue flowers. How many flowers did Maria pick?



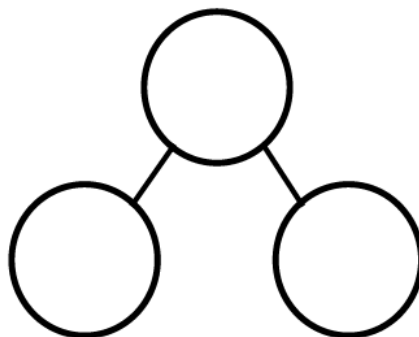
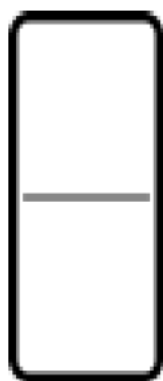
Jill went to the donut store. She bought 6 chocolate donuts and 3 strawberry donuts.
How many donuts did she buy?



Fill in the number bond to match the domino.

Fill in the domino with dots, and fill in the number bond to match.



Community Helpers

We have many community helpers. Draw a picture of a community helper. Tell us which community helper you drew.



WORD BANK:



Nurse
Member



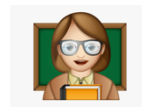
Doctor



Police Officer



Fire Fighter



Teacher



Service

DAY 5

Dear Family Member,

Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit **has** mumps.

Kit **is** in bed.

Kit can't get up.



Kit can't run and jump.

Kit can't skip and hop.

Kit **is** sad.



Directions: Write each word under its matching picture.

crib

jump

bugs

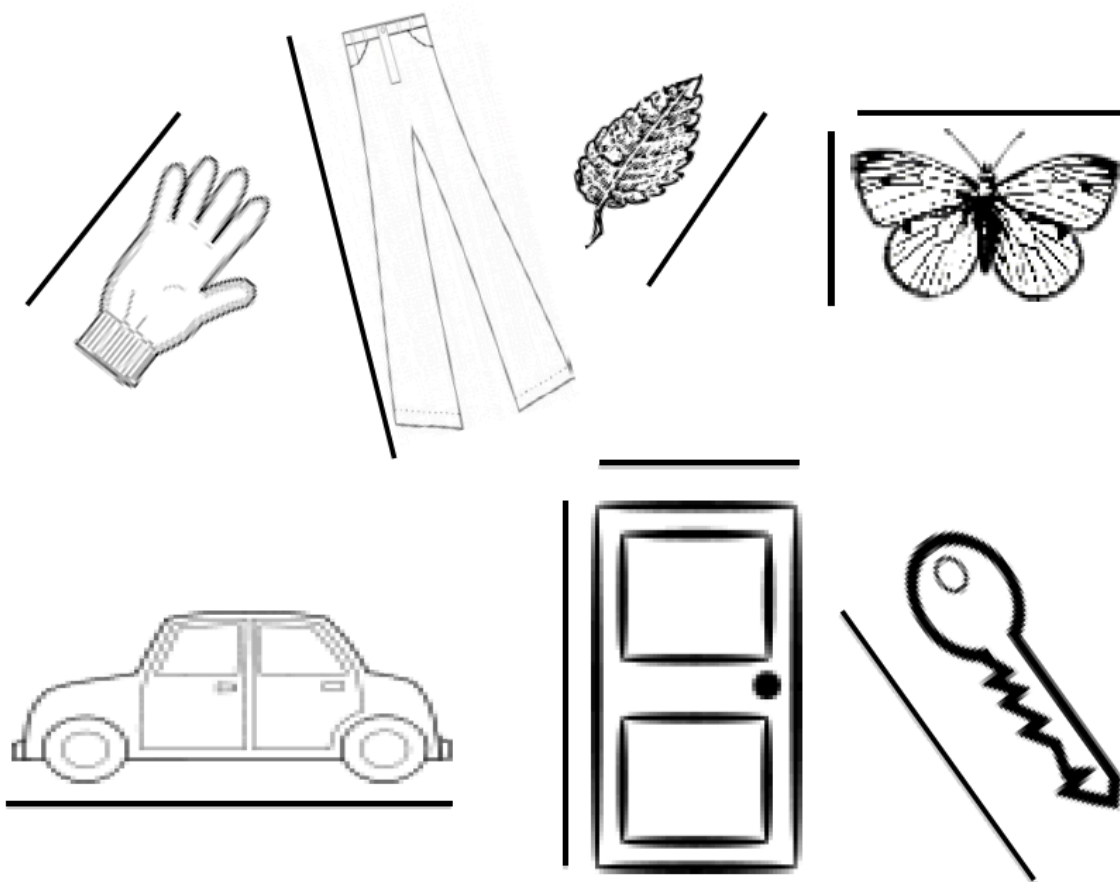
lamp

kids

stamp



Cut out the picture of the string at the bottom of the page. Compare the string with each object to see which is longer. Use the line next to each object to help you compare. Color objects shorter than the string green. Color objects longer than the string orange.



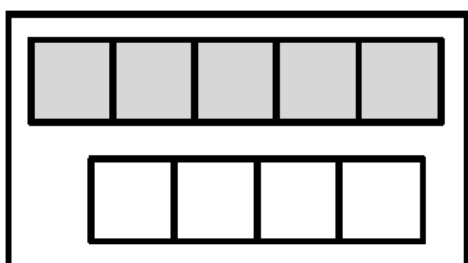
On the back of your paper, draw something longer than, shorter than, and the same length as the picture of the string. Color objects shorter than the string green. Color objects longer than the string orange.



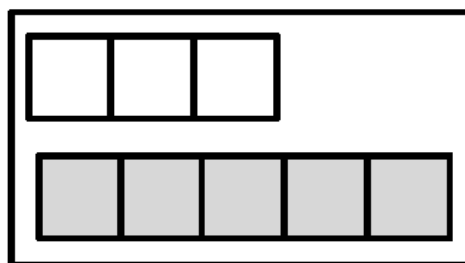
Using the piece of string from class, find three items at home that are shorter than your piece of string and three items that are longer than your piece of string. Draw a picture of those objects on the chart. Try to find at least one thing that is about the same length as your string, and draw a picture of it on the back.

Shorter than the string	Longer than the string

Circle the shorter stick.

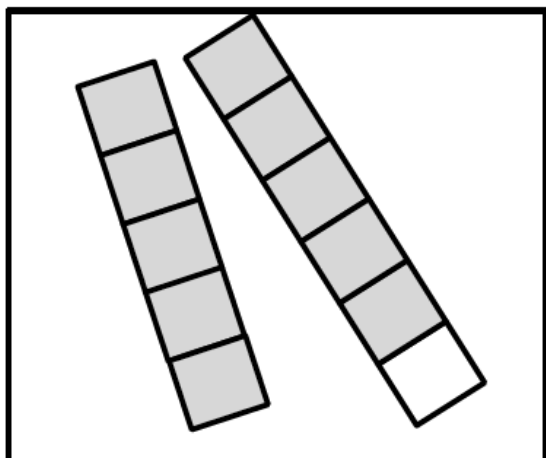


How many linking cubes are in the shorter stick? Write the number in the box.

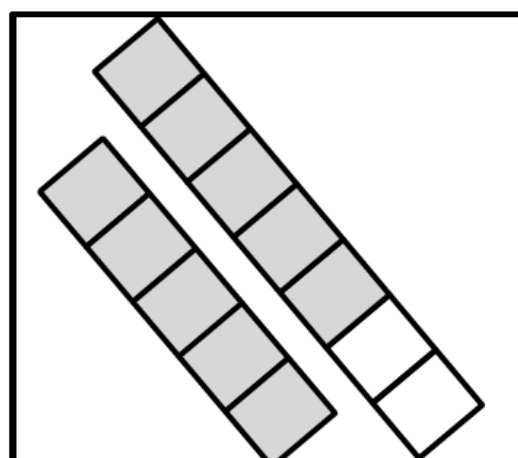


How many linking cubes are in the shorter stick? Write the number in the box.

Circle the longer stick.



How many linking cubes are in the longer stick? Write the number in the box.



How many linking cubes are in the longer stick? Write the number in the box.

Our American Flag and Your Own Flag

Our American Flag shows our freedom and keeps Americans feeling like a team.



Design your own flag below. Label what you included on your flag.

DAY 6

Directions: Draw a line from each word on the left to the matching picture on the right.

1. twig



2. crab



3. pond



4. desk



5. frog



Directions: Write each word under the matching picture.

1. nest



2. tent



3. lamp



Continue to the next page

4. plant



5. mask



6. sled



Use counters and draw a picture to help you answer each question.

1. Lift and compare pairs of objects. Which object is lighter? Which is heavier? How can you check your thinking? Was your decision correct?

2. "I have 7 balls and you have 2. How many more do you need so that you will have the same number of balls as me?"

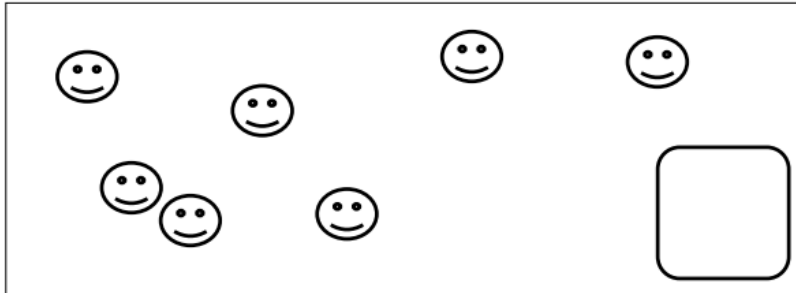
3. Take ten counters and show three different ways to put them into two sets. Write the three number sentences.

4. Draw eight circles cross out three. How many are left?

5. Fill in the missing numbers.

10, 9, _____, 7, _____, _____, 4, _____, 2, _____, _____

6. Count and write the number of happy faces in the box. Draw another set below it that has three less, and write the number in your set.



My set:

A rectangular box with the text "My set:" in the top left corner. In the bottom right corner of the box, there is an empty square box for writing.

7. Draw a picture and use counters to help you find the answer to $4 + 3$.

8. Draw 6 hearts. Draw 2 triangles. How many shapes are there altogether?

9. Draw 7 squares. Cross out 3 of them. How many squares are left?

10. Write your name. Count how many letters are in your name and write it in the box.

A light blue square box for writing, located to the right of a horizontal line.

Push and Pull: Objects can be moved faster by thinking of ways to push or pull them.

Push



Pull



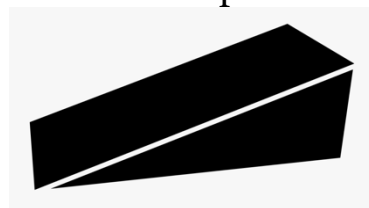
Your Mission: Look at the car and the materials below. Think of ways that you can push or pull the car faster using the materials. Draw two pictures of you pushing or pulling the car using the materials.



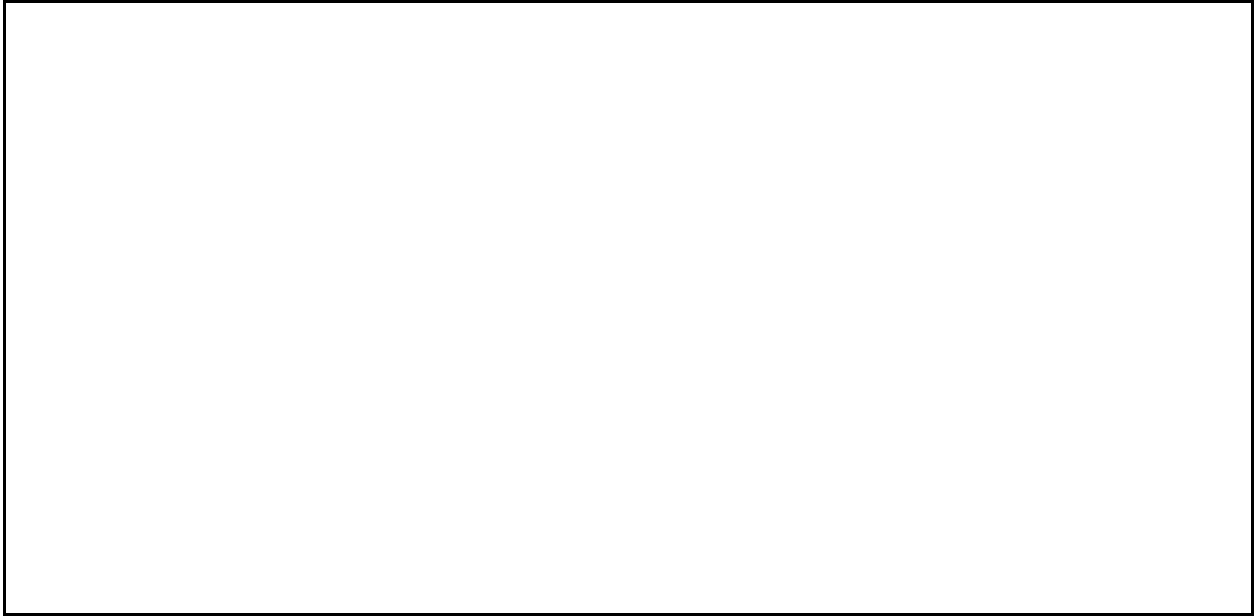
String



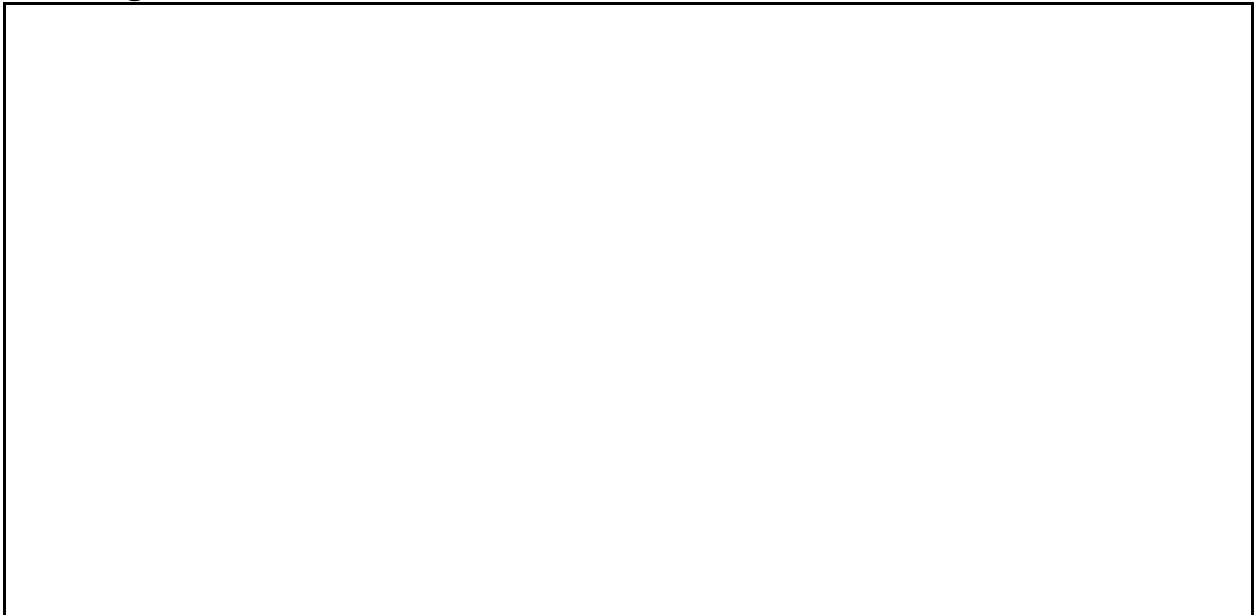
Ramp



Drawing 1:



Drawing 2:



DAY 7

Directions: Write the words that endings sound like /s/ under the picture of the cats.
Write the words that endings sound like /z/ under the picture of the dogs.

bugs	drops	clips	plums
lamps	sleds	lists	bands

/s/ as in cats



/z/ as in dogs



Directions: Write the words that endings sound like /s/ under the picture of the cats.
Write the words that endings sound like /z/ under the picture of the dogs.

clams nests twins crops
drums ramps hands tents

/s/ as in cats

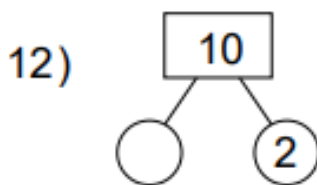
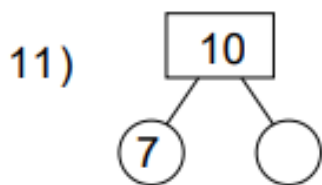
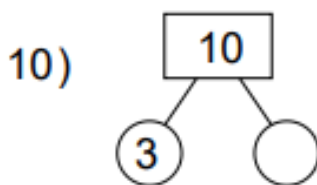
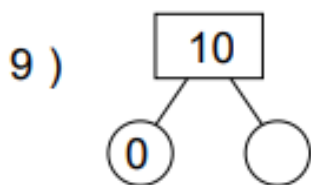
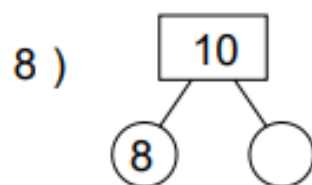
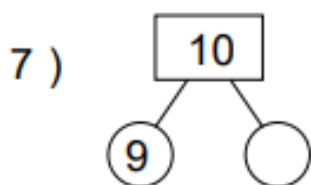
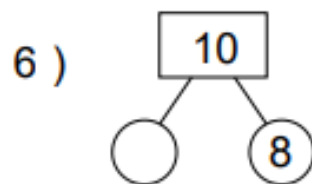
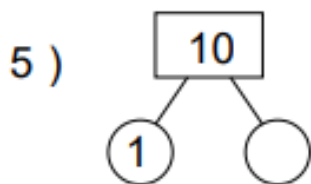
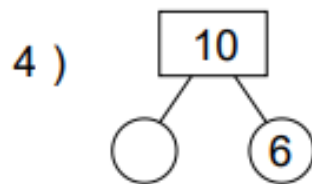
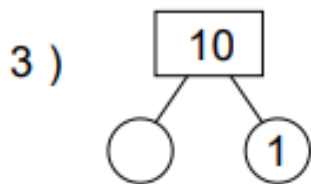
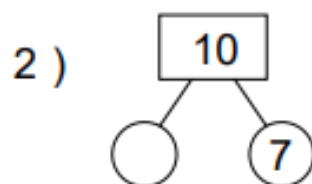
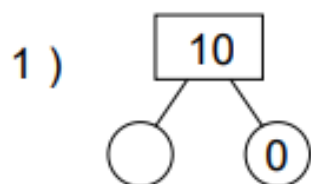


/z/ as in dogs



Use counters on your ten frames to help you answer each question.

Fill in the missing numbers



**Citizenship: A citizen is someone who lives somewhere or is part of a group.
You are a citizen of your classroom.**

What makes you a good citizen of your classroom? Draw a picture of yourself being a good citizen in your class. Then write below what you are doing in the picture.



DAY 8

Directions: Read the story and draw a picture about the story.

Pip's Cats

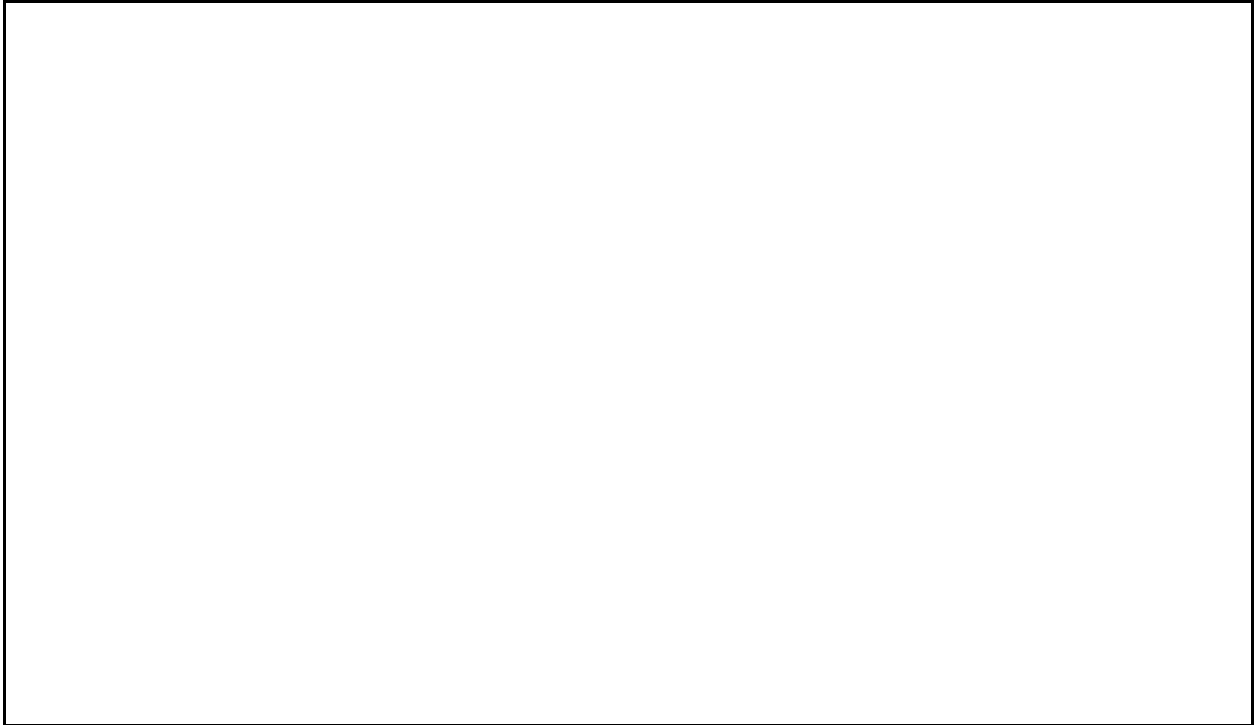
Pip **is** Kit's pal.

Pip **has** six cats.

Pip's cats got in the mud.

Pip's cats left mud on **his** rug.

Pip's mom got mad.



Directions: Read the story and draw a picture about the story

Vic Gets Lost

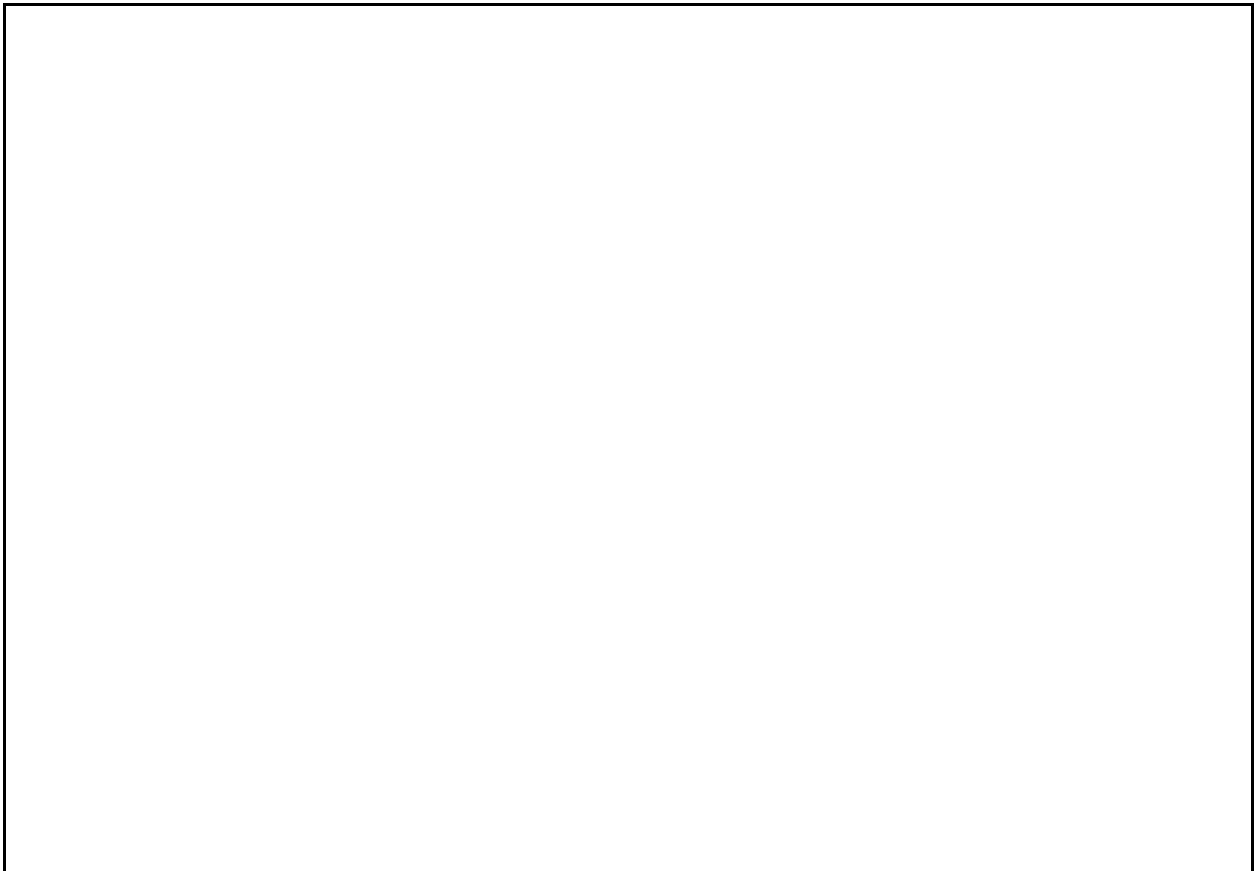
Pip's cat Vic got lost.

Pip felt sad.

Kit ran and got Vic.

Kit set Vic on Pip's lap.

Pip felt glad.



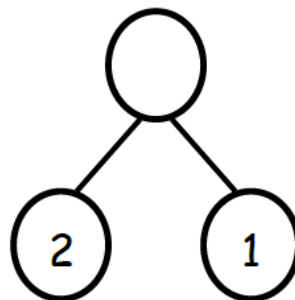
Finish the number bonds. Finish the sentence.



3

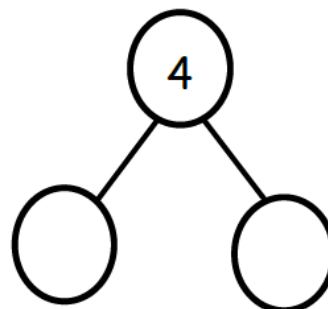
is

and



is

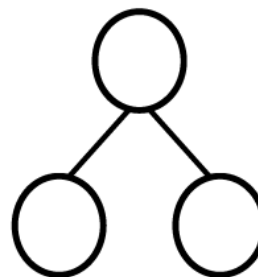
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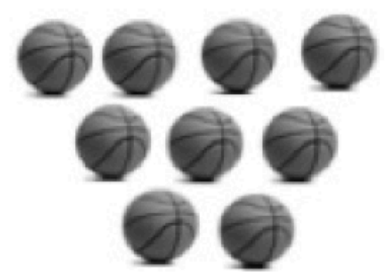
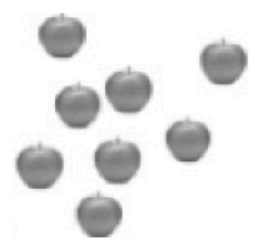
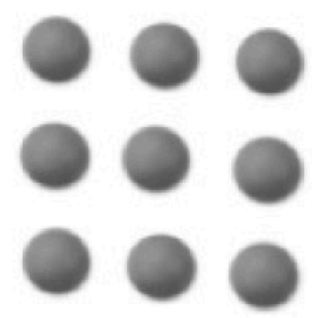
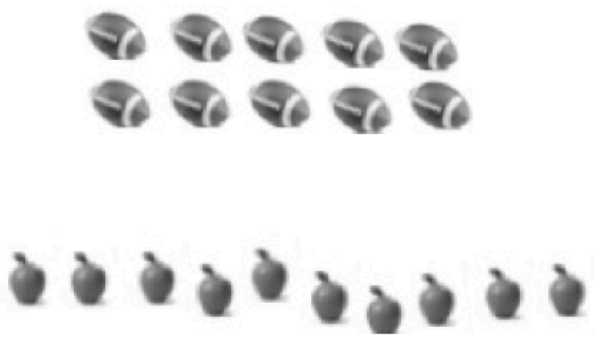
Tell an adult a story about the animals, and then make a number sentence and number bond about it.

is

and

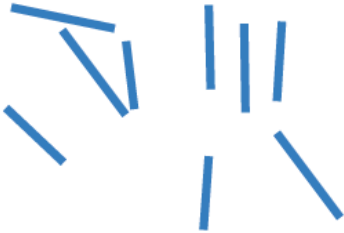
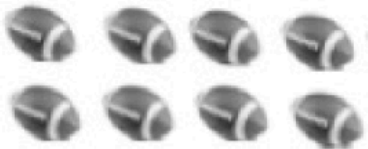


Circle the groups that have 10 ones.



How many times did you count 10 ones?

Circle the groups that have 10 things.



How many times did you count 10 things?

How Plants Grow

Plants need sun, air, water, and soil to grow. Match the picture to the correct word below.

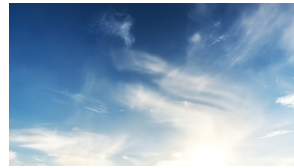
Water



Air



Sun



Soil



DAY 9

Directions: Draw a line from the words on the left to the rhyming words on the right.

1. hot

bug

2. bed

can

3. sit

pot

4. hug

red

5. man

fit

6. bump

trip

7. test

land

8. spent

grump

9. stand

tent

10. flip

best

Directions: Read the story and tally how many times you read it.

Kit's pal Fred gulps his milk.
Fast Fred gulps and gulps.
Fred gets milk on his desk.
Fred gets milk on his pants.



Fred gets milk on Kit.
Kit gets mad at Fred.
"Stop it, Fred!"



My Tally Marks: I have read this story this many

--

times!

Use counters and draw a picture to help you answer each question.

Five red apples and two green apples are on the table. How many apples are on the table?

Some frogs were sitting on the branch. Three more frogs climbed on the branch. Then there were 10 frogs. How many frogs were on the branch before?

Mrs. Ruiz has ten flowers. She wants to put some in a red vase and some in a blue vase. How many can she put in her red vase and how many in her blue vase? Can you think of 5 ways she can do this?

Complete the number sentences.

$1+0=\underline{\quad}$ $2+0=\underline{\quad}$ $3+0=\underline{\quad}$ $4+0=\underline{\quad}$ $5+0=\underline{\quad}$ $8+0=\underline{\quad}$

$2+1=\underline{\quad}$ $3+1=\underline{\quad}$ $4+1=\underline{\quad}$ $5+1=\underline{\quad}$ $6+1=\underline{\quad}$ $9+1=\underline{\quad}$

$1+2=\underline{\quad}$ $2+2=\underline{\quad}$ $3+2=\underline{\quad}$ $4+2=\underline{\quad}$ $7+2=\underline{\quad}$ $8+2=\underline{\quad}$

$1+1=\underline{\quad}$ $3+3=\underline{\quad}$ $4+4=\underline{\quad}$ $5+5=\underline{\quad}$ $4+3=\underline{\quad}$ $4+5=\underline{\quad}$

Laws: Laws are rules that people in a country, state, city, or town must follow to keep everyone safe.



What is one law we have in our country or in your city or town that you think is important? Write the law and draw a picture of someone following that law.

DAY 10

Directions: Write each word under its matching picture.

lunch

branch


bench


chips







Directions: Circle the spelling of the picture, then write it on the line.


	ch	i	s	t
	j	e	z	d

	ch	i	m	b
	c	o	n	p

	h	i	p	t
	ch	a	d	s

Continue on next page

	b	i	r	k
	p	e	n	ch

	p	a	n	ch
	d	u	t	j

	g	i	n	sh
	p	e	m	ch

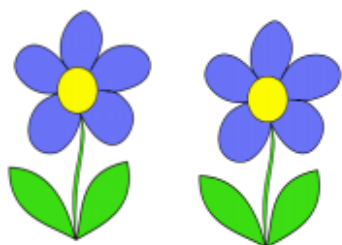
Draw a picture and a number bond to help you answer each question.

Some toy cars were on the table. Three toy cars fell on the floor. Then there were five cars on the table. How many toy cars were on the table before?

Five apples were on the table. I ate two apples. How many apples are on the table now?

Isabella had 8 crayons. She lost 3. How many does she have now?

Draw 3 more flowers that are shorter than these flowers.
Count how many flowers you have now. Write the number in
the box.

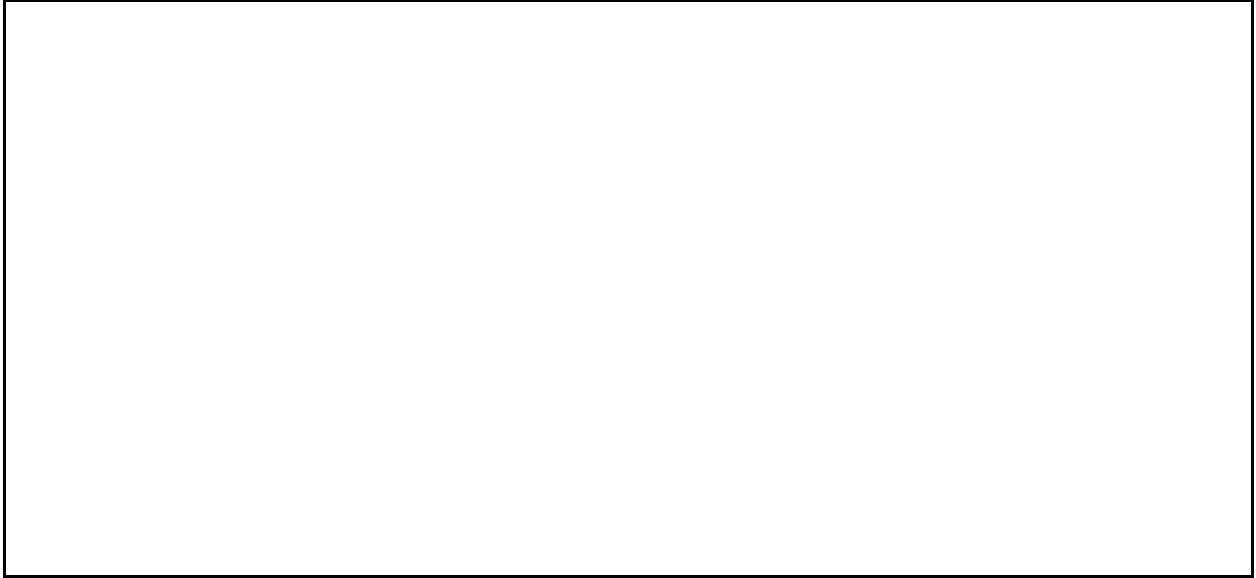


Draw 2 more ladybugs that are taller than these ladybugs.
Count how many ladybugs you have now. Write the number in
the box.



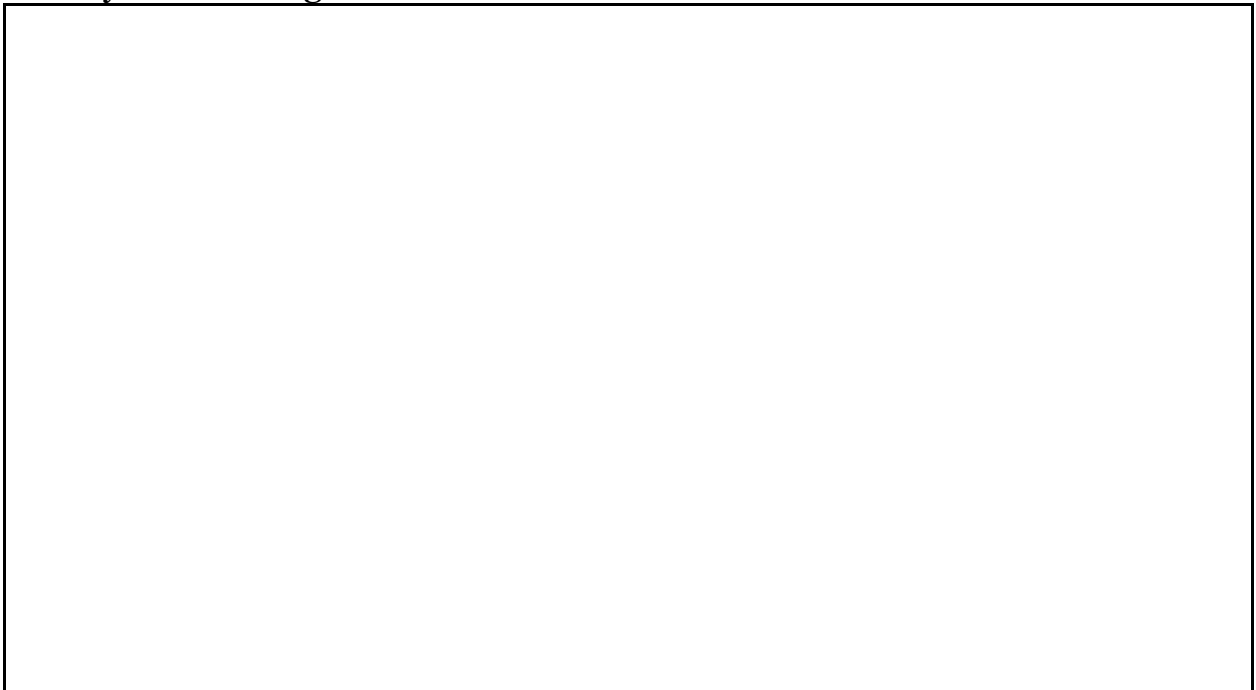
Plant Observation

Look out the window. Draw a spring plant. Use details and color. Label your drawing.



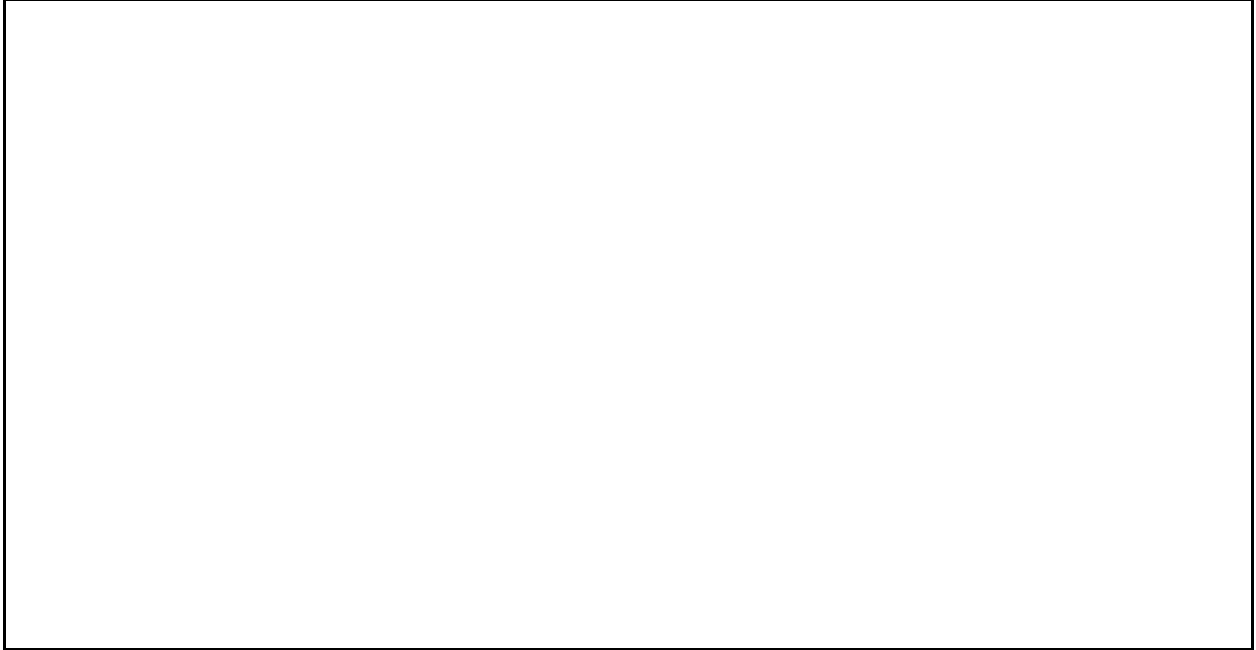
Animal Observation

Look out the window. Draw an animal you see. Use details and color. Label your drawing.



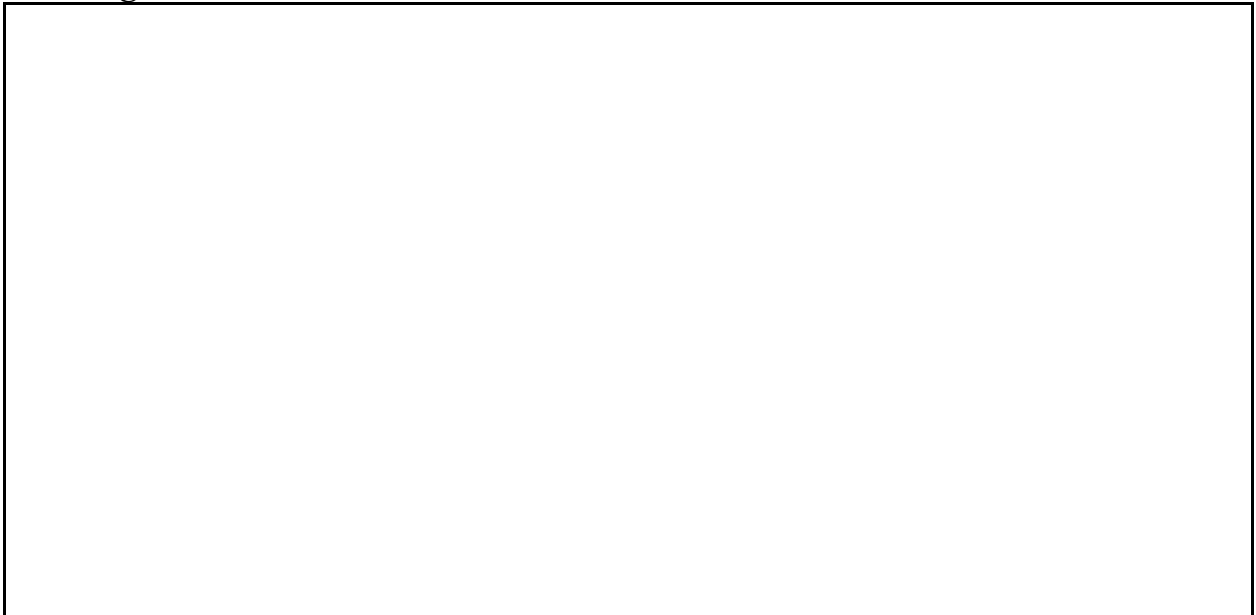
Insect and Spider Observation

Look out the window. Draw an insect and spider observation. Use details and color. Label your drawing.



Non-Living

Look out the window. Draw an object. Use details and color. Label your drawing.



Math Games

On and Off

This is a game played by 2 people.

Building Fluency: decomposing numbers less than 10 into pairs

Materials: 20 counters or other manipulative, piece of paper, recording sheet

Number of Players: 2

Directions:

1. Players determine which player is “on” and which player is “off”.
2. Player 1 takes 10 counters, drops them over a piece of paper, and records how many counters land on the paper and how many land off of the paper.
3. If more counters land on the paper, Player 1 gets a point. If more counters land off the paper, Player 2 gets a point.
4. Player 2 takes 10 counters, drops them over a piece of paper, and records how many counters land on the paper and how many counters land off the paper. If more counters land on the paper, Player 2 gets a point. If more counters land off the paper, Player 1 gets a point.
5. Play continues for 10 rounds. The winner is the player with the most points at the end of the rounds.
6. Replay the game using 20 counters instead of 10.

Extension: Play this game with a smaller size paper.

Player Names

[illegible][illegible]

Buzzing Numbers

This is a game played by 2 people.

Building Fluency: comparing numbers

Materials: game board, 25 counters and 2 sets of cards numbered 1 to 10

Number of Players: 2

Directions:

1. Cut out the number cards and shuffle the cards together.
2. Place the digit cards in a pile face down.
3. Player 1 draws a card and puts that card in the "Target Number" bee.
4. Player 2 draws a card, compares it to the target number and places it in the correct column.
5. If the number on the card is less than the target number, Player 1 gets a counter.
6. If the number is greater than the target number, Player 2 gets a counter.
7. If the number is equal to the target number, both players get a counter.
8. Play continues until all of the digit cards have been drawn.
9. The winner is the player with the most counters.

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

Buzzing Numbers

TARGET # _____



LESS THAN



EQUAL TO



GREATER THAN

Student Helper Needed

This assignment will be done with a student and a helper.

You will need 3 pieces of paper, 3 different color crayons (pencils or pens) and 15 counters of the same size and color. Counters can be cubes, chips, coins, beans, buttons, crackers, etc...

Draw a large red circle on one piece of paper, a large blue circle on a second piece and a large green circle on the third piece of paper. Place the three sheets on a desk or table.

Place the counters on the desk or table.

Have the student count out seven counters and put them on the red circle.

Have the student count out five counters and put them on the blue circle.

Ask the student:

“Does the red circle have more counters or does the blue circle have more?” “Show me how you know this”.

Now count out two counters and place them on the green circle.

Ask the student:

“Does the blue circle have fewer counters than the green circle?” “Show me how you know this”.

Have the student write the numbers that show the amount of counters in the red circle, blue circle., and red circle.

Have the student move the circles and put the red and blue circles in order from the least counters to the most counters.

Ask what they learned from this activity.

Congratulations!

You've completed the at home
Enrichment Program Volume 2!

