Arvin Union School District

Independent Study Packet

Kindergarten

10 Day Planner

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Arvin Union School District
Independent Study Packet

Dear Parents,

This is your guide for the days your child will be absent from school. This packet includes daily assignments for each day of absence involving all curriculum areas. You can assist your child by providing them with a quiet time every day to complete their daily assignments. Daily independent reading is included and is just as important as completing the pages in this packet. Each day, have your child check off the assignments completed on the activity tracker provided. Upon returning to school bring the completed activity tracker, with parent and student signatures, along with the work packet.

NOTE: The physical education activities may be replaced with vigorous exercise that is a part of your travels (e.g., hiking, swimming, horseback riding, skateboarding, bicycling, etc.) The important thing is to make sure your child is participating in daily activities that promote good health.

Dear Students,

You are required to do these assignments. All work must be completed to receive credit. It is best to complete the assignments on a daily basis as outlined on the activity tracker. Please keep all of your work together, and be prepared to have it checked when you return. These activities were chosen so that you can continue learning while you are absent and have fun at the same time. Please do both while you are away!

Arvin Union School District
Paquete de estudio independiente

Queridos padres,

Esta es su guía para los días que su hijo (a) estará ausente de la escuela. Este paquete incluye tareas diarias para cada día de ausencia que involucran todas las áreas del plan de estudios. Puede ayudar a su hijo proporcionándole un momento de tranquilidad todos los días para completar sus tareas diarias. Lectura independiente está incluida y es tan importante como completar las páginas de este paquete. Todos los días su hijo puede marque las tareas completadas en el rastreador de actividad provisto. Al regresar a la escuela, traiga el rastreador de actividad completo, con las firmas de el padre y estudiante, junto con el paquete de trabajo.

NOTA: Las actividades de educación física pueden reemplazarse con ejercicio riguroso que sea parte de sus viajes (por ejemplo, senderismo, natación, equitación, patinaje, ciclismo, etc.). Lo importante es asegurarse de que su hijo participe en las actividades diarias que promueven la buena salud.

Queridos estudiantes,

Debes hacer estas tareas. Todo el trabajo debe completarse para recibir crédito. Es mejor completar las tareas diariamente como se describe en el rastreador de actividad. Mantenga todo su trabajo junto y prepárese para que lo revisen cuando regrese. Estas actividades fueron elegidas para que puedas continuar aprendiendo mientras estás ausente y divertirte al mismo tiempo. ¡Por favor haz las dos cosas mientras estás fuera!

Week 1 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Th.

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Week 2 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Th.

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Daily Movement Activities/Actividades diarias de movimiento

GARDEN YOGA FOR KIDS



Pretend to be a tree

Tree Pose: Stand on one leg. Bend the other knee and place the sole of your foot on your inner thigh. Sway like a tree in the breeze. Now the other side.



Pretend to be a frog

Squat Pose: Come down to a squat with your knees apart and arms resting between your knees. Touch your hands to the ground. Jump like a frog.

Pretend to be a seed



Child's Pose: Sit back on your heels and bring your forehead down to rest on the floor. Pretend to be a seed in the garden.



Pretend to be a butterfly

Cobbler's Pose: Sit on your buttocks with a tall spine. Bend your legs with the soles of your feet together. Flap your legs like the wings of a butterfly.



Pretend to be a flower

Flower Pose: Lift your bent legs, balancing on your sitting bones. Weave your arms under your legs, palms up. Pretend to be a flower in bloom.



© Childhood 101 & Kids Yoga Stories

printable yoga poster

Daily Movement Activities/Actividades diarias de movimiento

EXERCISES
FOR KIDS



1. Planks



2. Push-ups



3. Crunches



4. Cycling



5. Lunges



6. Running

Daily Movement Activities/Actividades diarias de movimiento

let's play...

early years

musical statues

Equipment needed – music player

Pick a games leader who is in charge of the music. He or she plays the music while everyone else dances around the room. When the music stops, everyone must freeze like a statue. The last person to stand completely still is out, and anyone moving when the music is not playing is also out.

The game continues until the person left at the end is the winner.

AGE 2 AND UP



hop about!

One player is the 'hop leader' while all the others have three lives. The hop leader picks a magic word, and every time they say it, all players must hop three times on the spot. Each time they miss it, they lose a life. When all their lives are gone they're out of the game.

AGE 2 AND UP





wiggly worms

Ask the kids to lie on the floor on their tummies with their hands by their sides, and see how far they can wiggle around the room.

AGE 1 AND UP



change 4 life

Eat well Move more Live longer

penguin shuffle

Equipment needed – a small beanbag

Players stand side by side with their 'eggs' (small objects, like beanbags) balanced on top of their feet. The first one to shuffle across the room without dropping their eggs wins.

AGE 2 AND UP





catch don't catch

Equipment needed – ball or small beanbag

Players stand in a circle with their arms crossed. One person in the centre throws the ball to someone in the circle, saying either 'Catch' or 'Don't catch'. If they say 'Catch', the player should not catch the ball and must not move their arms. If they say 'Don't catch', the player should catch the ball. If a player does the wrong thing or misses the ball, they're out!

AGE 3 AND UP



hot potato

Equipment needed – ball or small beanbag

All players stand in a circle and one person stands with his or her back to the circle and does not watch where the 'potato' is. Everyone passes a ball or small beanbag (or anything else for that matter) from person to person. When the player with his or her back to the circle shouts 'stop', the person holding the potato is out.

The game continues until the person left at the end is the winner.

AGE 3 AND UP



For more early years information ask a member of staff or search Change4Life.

For ideas on play geared towards disabled kids visit www.cafamily.org.uk

Day 1 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

Veterans Day

Read aloud the text.

- Ask your child to find the words **an** and **and**.
- Ask: What letters are in the word **an**?

  What letters are in the word **and**?

Day 1 Writing

Writing Prompt: What is your favorite holiday? Draw and write to tell about your favorite holiday.

Grammar/Spelling: Prepositions

Day 1 Math

Chapter 5 Reteach Lessons 1, 2 & 3

- Lesson 1: Addition Stories
- Lesson 2: Use Objects to Add
- Lesson 3: Use the + Symbol

Dia 1 Lectura

Leer por 15 minutos. Usa uno de tus propios libros o uno de los libros plegables al final de este paquete**.**

Veterans Day

***Lea** el texto en **voz alta**.*

- *Pida a su hijo/a que encuentre las palabras "**an**" y "**and**"*
- *Pregunte: ¿Qué letras hay en la palabra "**an**"?*

  *¿Qué letras hay en la palabra "**and**"?*

Dia 1 Escritura

Mensaje de Escritura: ¿Cuál es tu dia festivo favorito? Dibuja y escribe para contar sobre tu día festivo favorito.

Gramática/Ortografía: Prepositions

Dia 1 Matemáticas

Capítulo 5 Re-enseñar Lecciones 1, 2 & 3

- Leccion 1: Historias de Sumas
- Leccion 2: Usar Objetos para Sumar
- Leccion 3: Usar el Símbolo +

Veterans Day

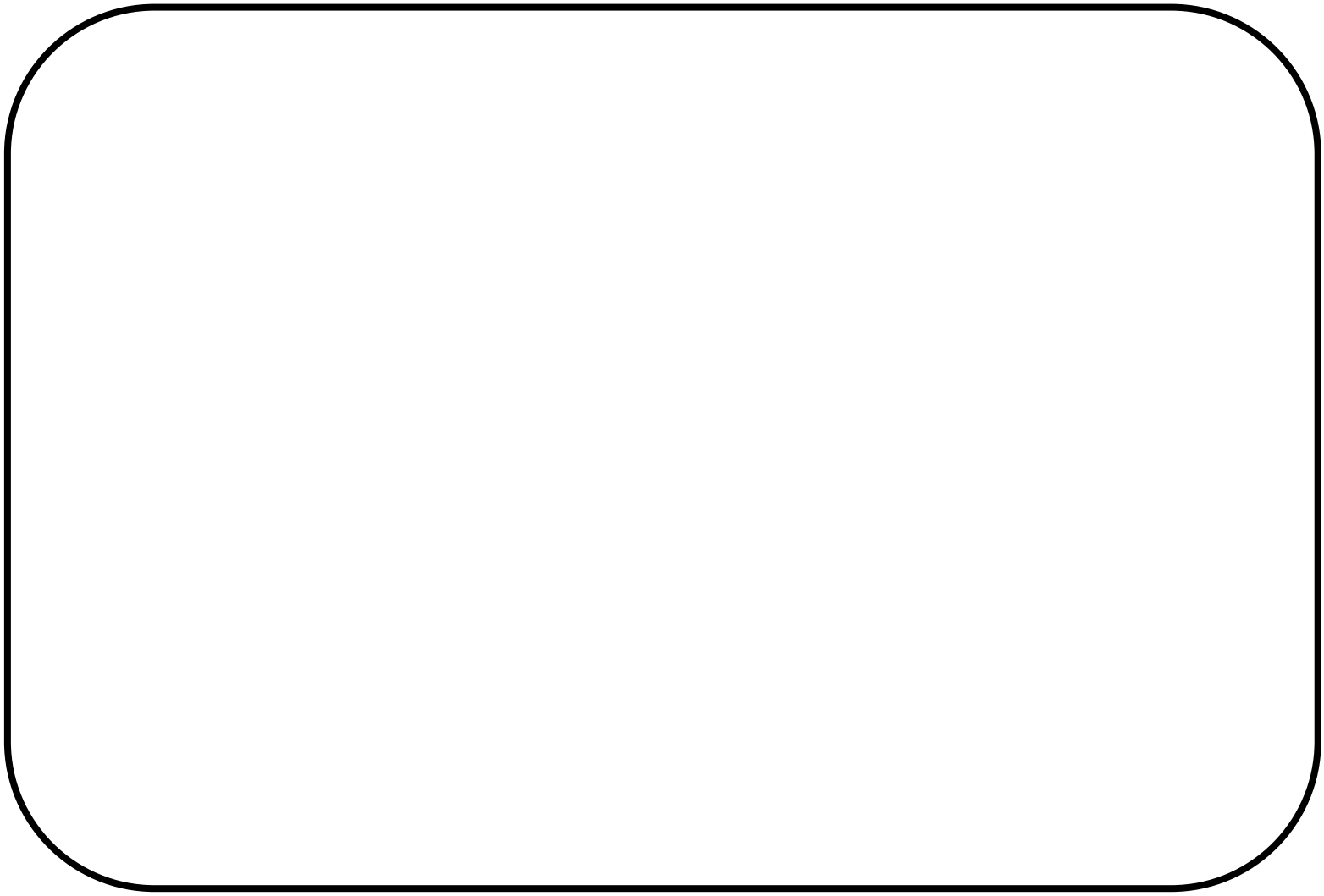
Why is Veterans Day such an important holiday? It's the day we honor the men and women who have served in our military.



- Circle the word that begins with **d**.
- Underline the word **big**.
- Put a ☺ by your favorite part.

On November 11 each year we observe Veterans Day with parades and speeches. It's our way of saying a big thank-you to the brave veterans.

Have students draw to respond to the text.
Then have them write a letter or high-frequency word from the text.



Name _____ Date _____

Prepositions

A preposition connects words in a sentence.

Fill in each sentence. Use one of the prepositions.

1. The cat is _____ the mat.
in on to

2. The tea is _____ the cup.
in at on

3. The hen sat _____ the eggs.
at in on

4. I ran _____ Dad.
in on to

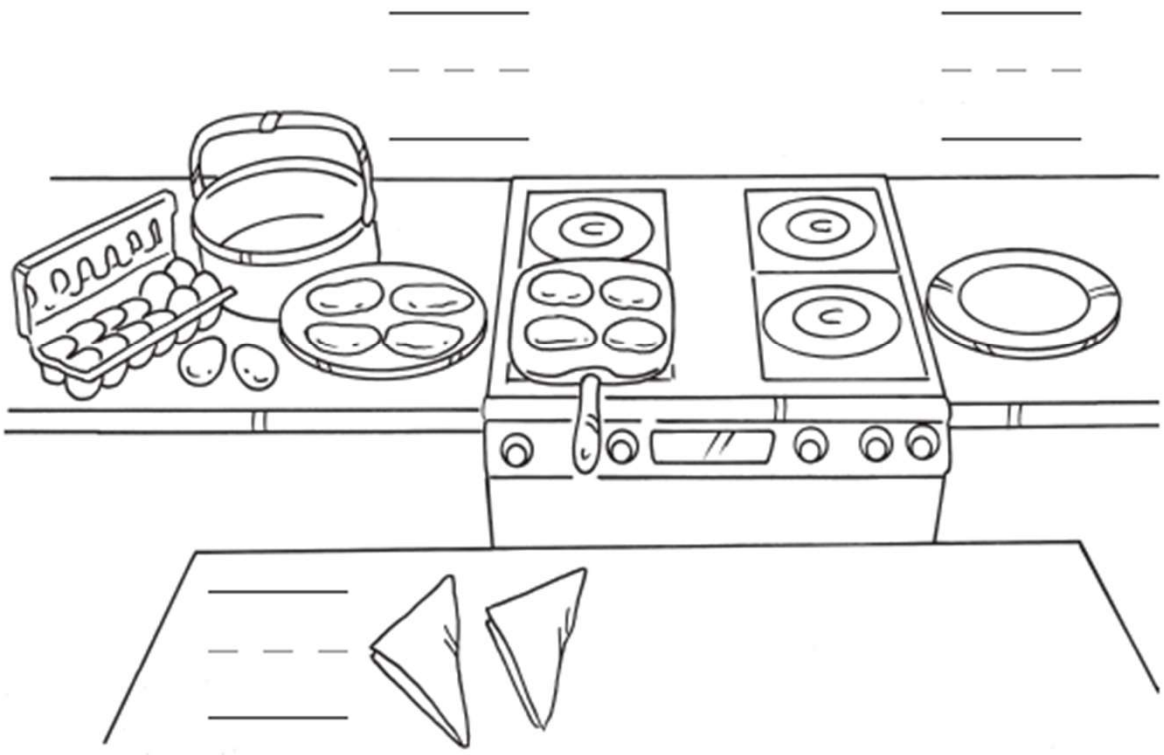
Draw a picture to match the sentence.

The cat hid in the hat.

Name _____

Lesson 1 Reteach

Addition Stories



Escucha los cuentos.

La señora Smith tiene 2 huevos. Consigue 4 huevos más. ¿Cuántos huevos tiene en total? Escribe el número. Dibuja el número total de huevos en la canasta.

La señora Smith preparó 4 panqueques. Está preparando 0 panqueques más. ¿Cuántos panqueques tendrá en total? Escribe el número. Dibuja el número total de panqueques en el plato.

Hay 2 servilletas sobre la mesa. La señora Smith necesita poner 3 más. Dibuja 3 servilletas sobre la mesa. ¿Cuántas servilletas hay en total? Escribe el número.

Listen to each story.

Mrs. Smith has 2 eggs. She gets 4 more eggs. How many eggs does she have in all? Write the number. Draw the total number of eggs in the basket.

Mrs. Smith made 4 pancakes. 0 more pancakes are cooking. How many total pancakes will she have? Write the number. Draw the total number of pancakes on the plate.

There are 2 napkins on the table. Mrs. Smith needs to set 3 more. Draw 3 napkins on the table. How many napkins are there altogether? Write the number.

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Name _____

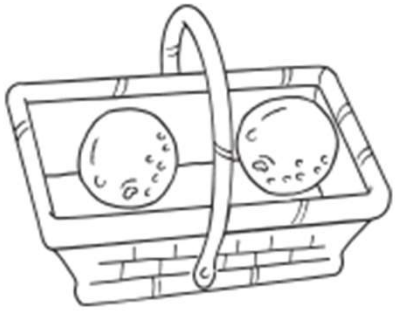
Lesson 2 Reteach

Use Objects to Add

1



2



2



_____

_ _ _

_____

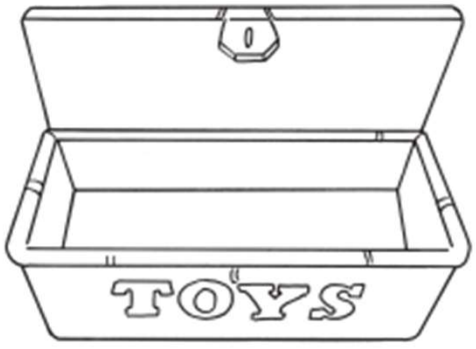
2



3



1



_____

_ _ _

_____

1 Usa fichas para representar este cuento. Hanna compró 2 naranjas. Luego, compró 2 más. Dibuja en la bolsa lo que compró. Cuenta cuántas frutas compró Hanna en total. Escribe el número.

2 Usa fichas para representar este cuento. Jack guardó 3 pelotas de béisbol. Dibújalas en la caja de juguetes. Luego, Jack guardó 1 pelota más. Dibújala en la caja de juguetes. ¿Cuántas pelotas guardó Jack en total? Escribe el número.

---

1 Use counters to model this story. Hanna bought 2 oranges. Then she bought two more. Draw what she bought in the bag. Count how many Hanna bought in all. Write the number.

2 Use counters to model this story. Jack picks up 3 baseballs. Draw them in the toy chest. Then Jack picks up 1 more baseball. Draw that in the toy chest. How many balls does Jack pick up in all? Write the number.

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Name _____

Lesson 3 Reteach

Use the + Symbol

1



_____ _____ is _____

2



_____ _____ is _____

3



_____ _____ is _____

1 2 3 Count the apples on each tree. Use counters to model each set. Write the number on the line below. Trace the plus sign. Circle the groups to show adding them. Write how many apples in all.

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Day 2 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

Veterans Day

Read aloud the text.

Together, clap the syllables in the word **Veterans**.

• Read the first sentence aloud.

Ask: Which other words have three claps? **(important, holiday)**

Repeat with the third sentence. **(November)**

Day 2 Writing

Writing Prompt: Draw a picture of what your thankful for. Give it to a Veteran if you can.

Grammar/Spelling: Prepositions

Day 2 Math

Chapter 5 Reteach Lessons 4 & 5

- Lesson 4: Use the = Symbol
- Lesson 5: How Many in All?

Write Your Numbers

Dia 2 Lectura

Leer por 15 minutos. Usa uno de tus propios libros o uno de los libros plegables al final de este paquete**.**

Veterans Day

***Lea** el texto en **voz alta**.*

*Juntos, aplaudan las sílabas en la palabra **"Veterans".***

• Lea la primera oración en voz alta.

Pregunte: ¿Qué otras palabras tienen tres aplausos? **("important, holiday")**

Repita con la tercera oración. **("November")**

Dia 2 Escritura

Mensaje de Escritura: Haz un dibujo de lo que estás agradecido. Dáselo a un veterano si es posible.

Gramática/Ortografía: Prepositions

Dia 2 Matemáticas

Capítulo 5 Re-enseñar Lecciones 4 & 5

- Leccion 4: Usar el símbolo =
- Leccion 5: ¿Cuántos en total?

Escribe Tus Numeros

Thank You Veterans!

Name _____ Date _____

Prepositions

A preposition connects words in a sentence.

Circle the prepositions.

in	dog	on	to
cat	from	under	man

Fill in the missing word.
Use one of the prepositions from above.

1. The dog ran _____ the man.



2. The cat is _____ the bed.



3. The hen sits _____ the nest.



4. The food is _____ the bag.



Name _____

Lesson 4 Reteach

Use the = Symbol



5 + 2 **is** 7.

5 + 2 = 7

1



4 + 3 = ____

2



3 + 3 = ____

---

1 2 Trace the equal sign. Write how many in all.

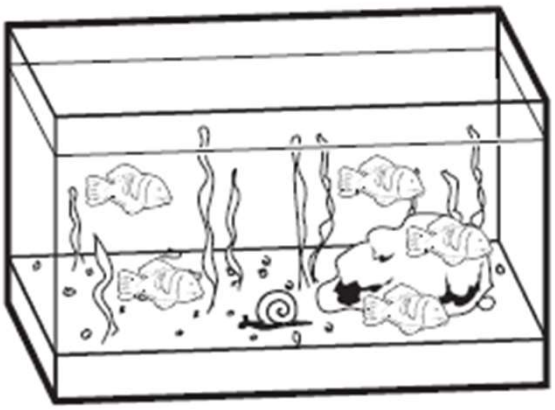
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Name _____

Lesson 5 Reteach

How Many in All?

1



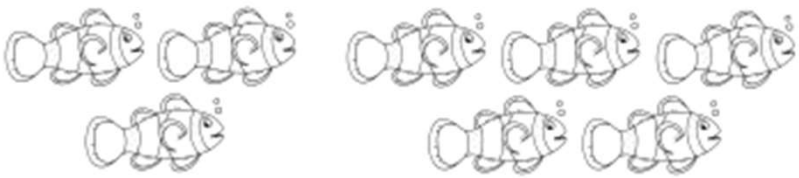
2 + 3 = 5

2



_ _ _ + _ _ _ = _ _ _

3



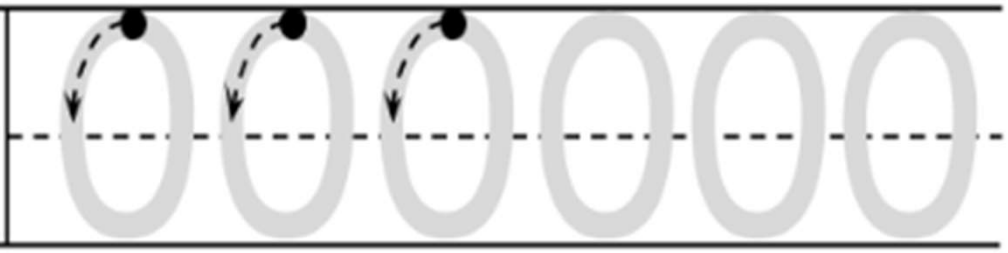
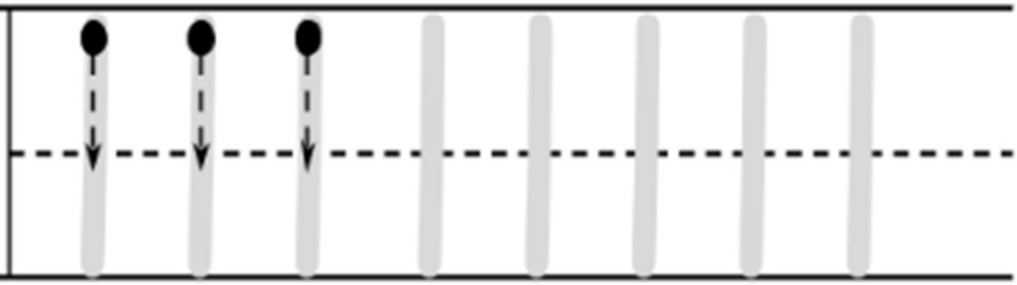
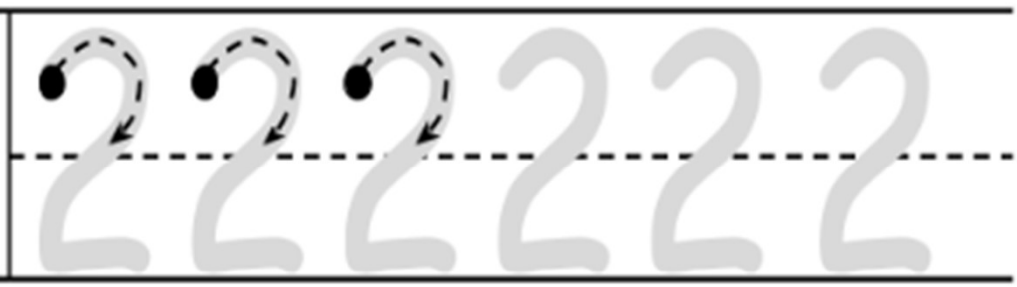
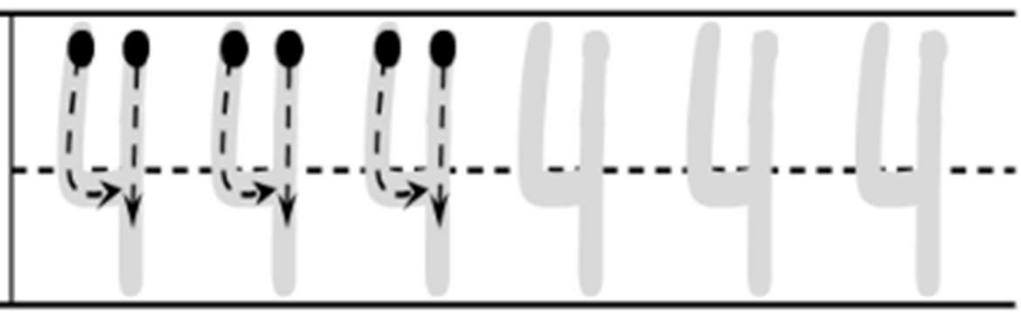
_ _ _ + _ _ _ = _ _ _

---

1 2 3 Use counters to model the addition sentences. Write the numbers, and trace the symbols. Write how many in all.

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Write Your Numbers!

Start at the top. Draw a curved line to the bottom and back to the top.	
Start at the top. Draw a straight line to the bottom.	
Start a little below the top. Draw a curved line up, around, down and over.	
Start a little below the top. Draw a curved line up, around, and around again.	
Start at the top. Draw a straight line down. Start at the top again, drawn a straight line down then turn right.	

K.2 Learning Station Writing Numbers Example Teacher

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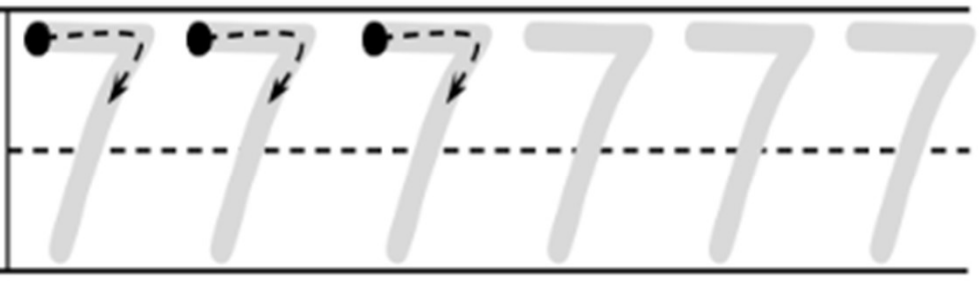
Start at the top. Draw a straight line down, curve around. Start at the top again and draw a straight line right.



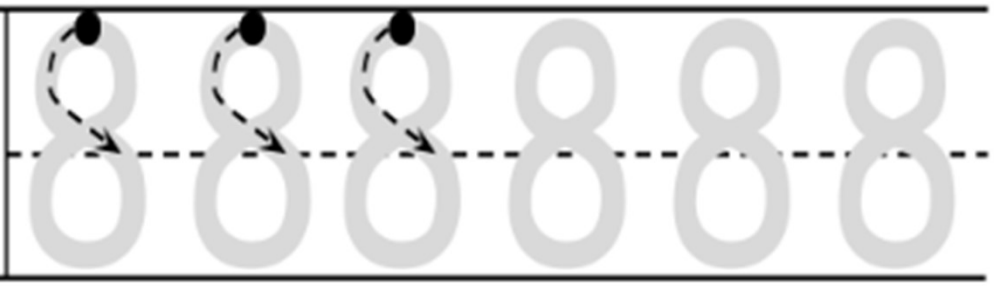
Start at the top. Draw a curved line down to the bottom. Curve back up half way and touch the other line.



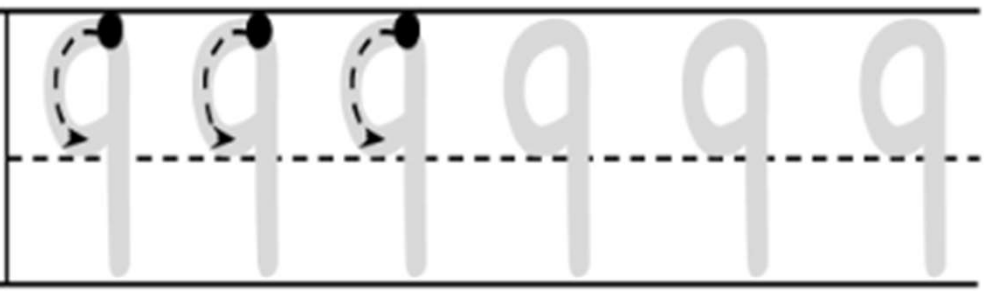
Start at the top on the left. Draw a straight line right, then down.



Start at the top. Draw a curved line right then left to the bottom, then back up.



Start at the top. Draw a curved line left, back to the top, then straight down.



K.2 Learning Station Writing Numbers Example Teacher
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Number Writing

Name _____ **Date** _____

Number Writing

Name _____ **Date** _____

Day 3 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

A Late Thanksgiving Dinner

- **Read aloud** the text.
- **Ask** your child to find the word **had**. Together, say the word sound by sound. Then say the whole word. Repeat with the words **ten, big, and sat.**
- **Read** the list of words aloud. **Ask:** Which two words have the same vowel sound? **(had, sat)**

Day 3 Writing

Writing Prompt: Draw a picture of your favorite foods. Label it.

Grammar/Spelling: Spelling and Vocabulary

Day 3 Math

Chapter 5 Reteach Lessons 6 (1), 6 (2) & 7

- Lesson 6 Part 1: Problem Solving
- Lesson 6 Part 2: Problem Solving
- Lesson 7: Add to Make 10

Game: Duck Dot and Number Match

Dia 3 Lectura

Leer por 15 minutos. Usa uno de tus propios libros o uno de los libros plegables al final de este paquete**.**

A Late Thanksgiving Dinner

• ***Lea*** *el texto en* ***voz alta****.*

• ***Pida*** *a su hijo/a que encuentre la palabra* ***"had"****. Juntos, digan la palabra sonido por sonido. Luego digan la palabra completa. Repitan con las palabras* ***"ten", "big", y "sat".***

• ***Lea*** *la lista de palabras en voz alta.* ***Pregunte:*** *¿Cuales dos palabras tienen el mismo sonido de vocales ?* ***(had, sat)***

Dia 3 Escritura

Mensaje de Escritura: Haz un dibujo de tus comidas favoritas. Etiquetalas.

Gramática/Ortografía: Spelling and Vocabulary

Dia 3 Matemáticas

Capítulo 5 Re-enseñar Lecciones 6 (1), 6 (2) & 7

- Lección 6 Parte 1: Resolución de Problemas
- Lección 6 Parte 2: Resolución de Problemas
- Lección 7: Suma para hacer 10

Juego: Duck Dot and Number Match

A Late Thanksgiving Dinner

We had Thanksgiving dinner at ten o'clock at night. Why? A big snowstorm came in!

Gram and Gramps were on a plane that was supposed to land at noon. It landed at nine!



- Circle the words that begin with **w**.
- Underline the word **we**.
- Put a ✳ by a line you like.

When we finally sat down for our turkey dinner, we were thankful for good food and one another!

Have students draw to respond to the text.
Then have them write a letter or high-frequency word from the text.

Favorite Foods

Name _____ Date _____

Spelling and Vocabulary

Trace each word. Then write it. Say each letter as you spell the word.

1. are _____

2. have _____

3. wet _____

4. win _____

Fill in the missing word. Use one of the words from above.

5. _____ you mad?

6. We _____ a little cat.

7. Did you _____ ?

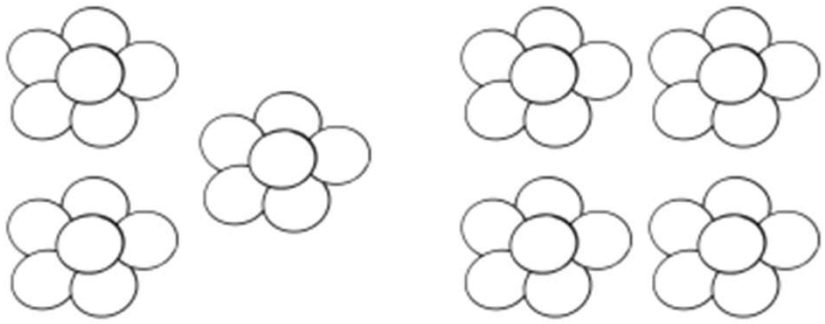
8. I am _____ and cold!

Name _____

Lesson 6 Reteach (1)

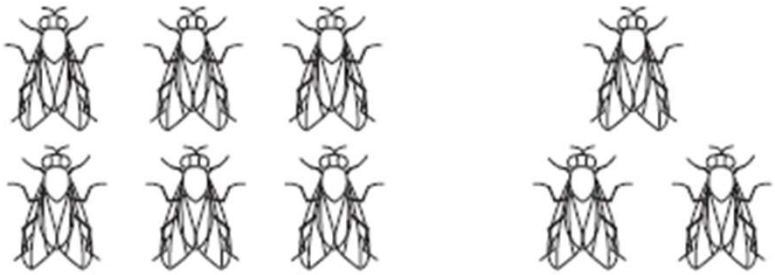
Problem Solving
STRATEGY: Write a Number Sentence

1



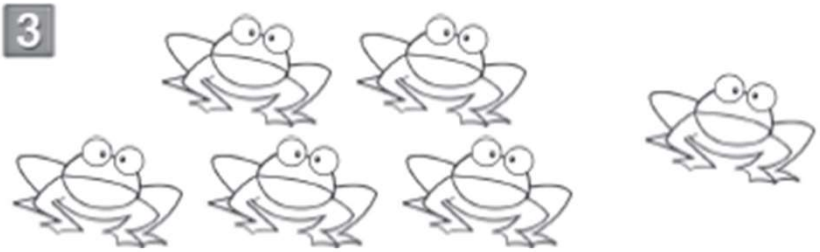
_____ and _____ is _____ in all.

2



_____ and _____ is _____ in all.

3



_____ and _____ is _____ in all.

1 2 3 Write a number sentence to show how many in all. Write the numbers on the lines.

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Name _____

Lesson 6 Reteach (2)

Problem Solving
STRATEGY: Write a Number Sentence

4



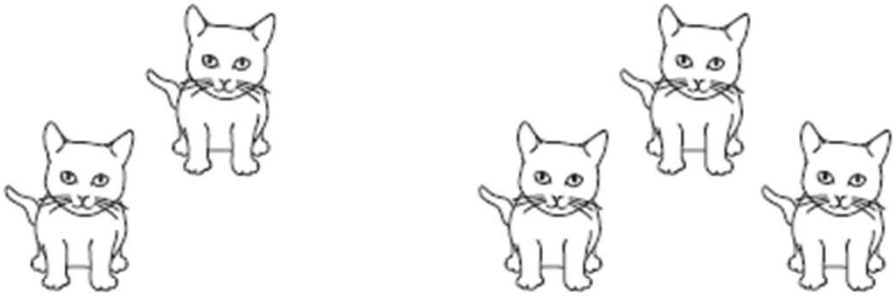
_____ _____ _____
_ _ _ _ _ _
_____ and _____ is _____ in all.

5



_____ _____ _____
_ _ _ _ _ _
_____ and _____ is _____ in all.

6



_____ _____ _____
_ _ _ _ _ _
_____ and _____ is _____ in all.

---

4 5 6 Write a number sentence to show how many in all. Write the numbers on the lines.

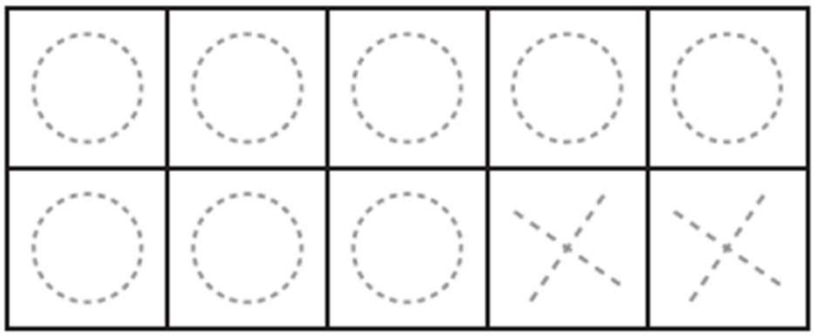
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Name _____

Lesson 7 Reteach

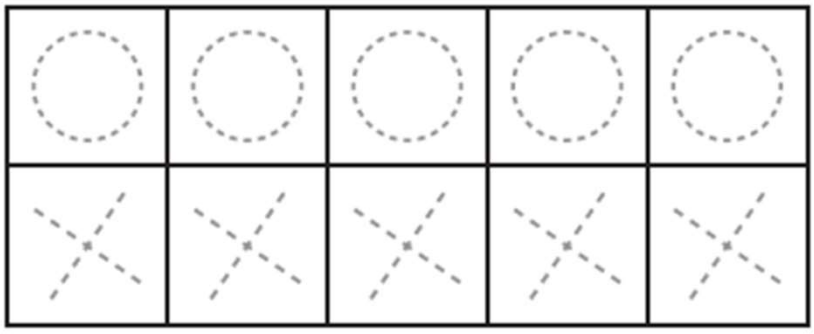
Add to Make 10

1



_____ + _____ = 10

2



_____ + _____ = 10

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1 2 Trace the circles and Xs. Then write how many to make 10.

Duck Dot and Number Match

Objective: Recognize numerals and match the number of objects

- Color and make dots (like on dice) 1-12 on the ducks
- Cut out the ducks
- Students match the number of dots on a duck with the numeral card

When all numbers have been matched, students lay out the ducks in order and count.



<u>Punto de pato Y coincidencia de números</u>

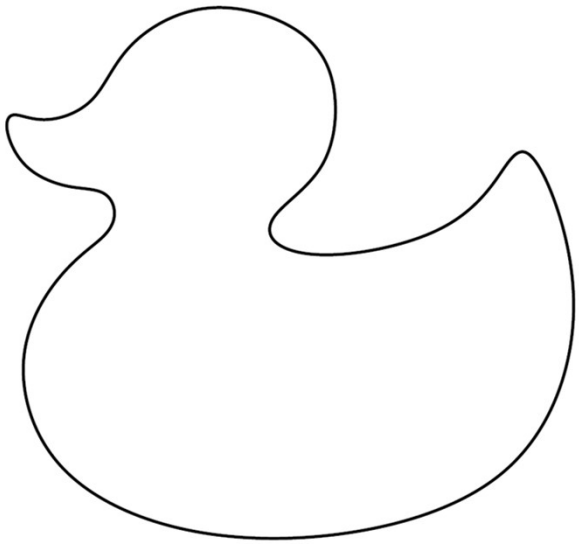
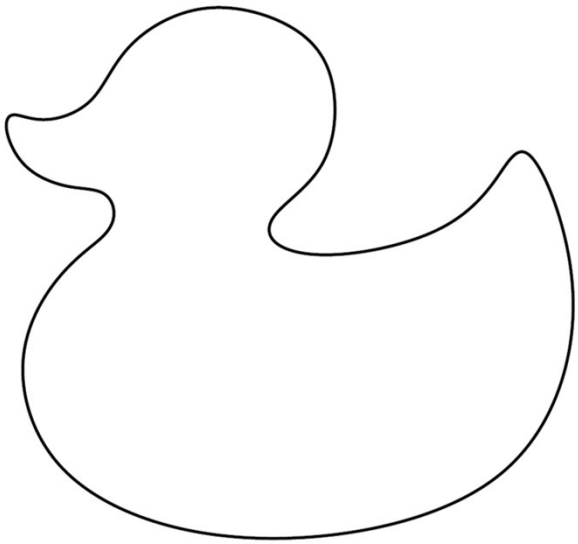
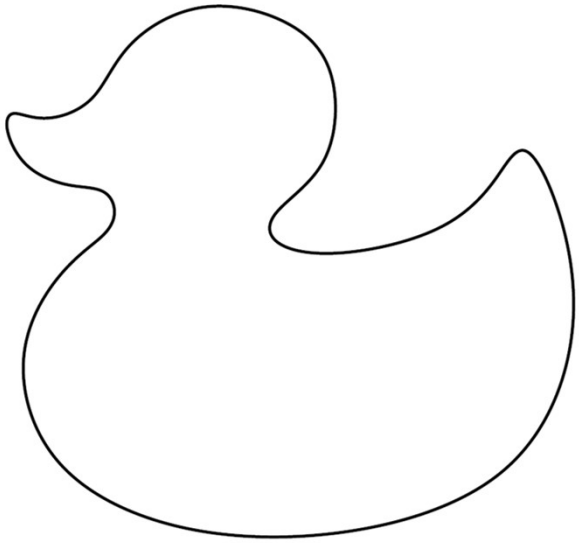
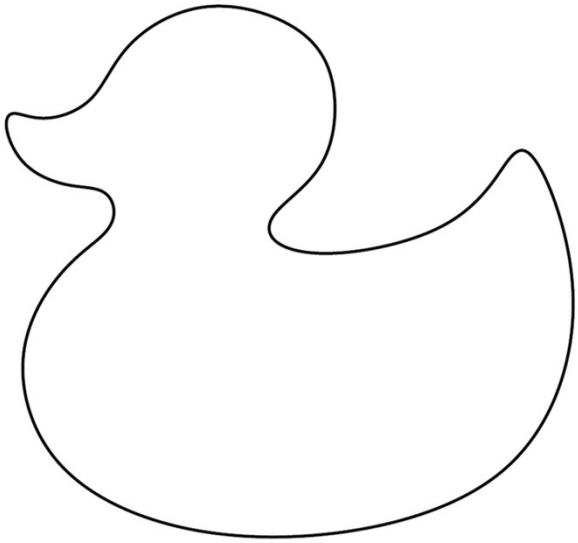
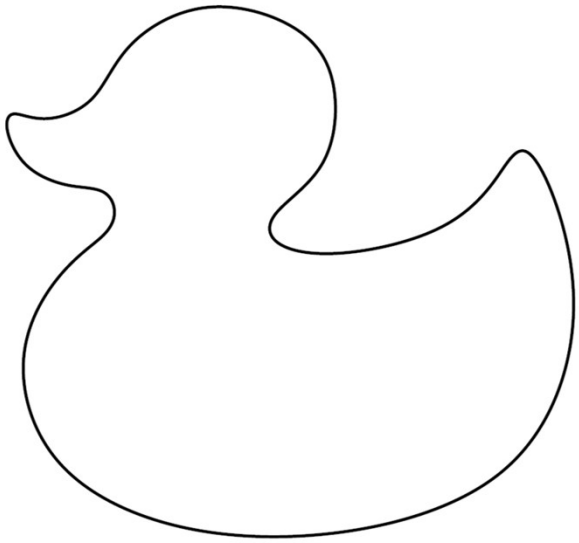
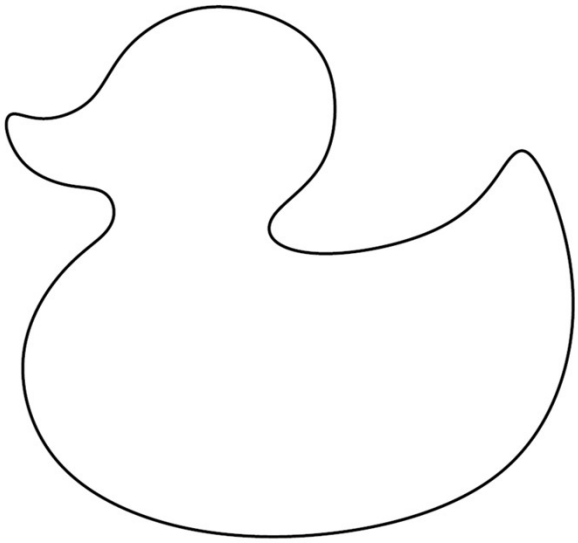
Objectivo: Reconocer números y unir el número de objetos

- Colorea y haz puntos (como en dados) del 1-12 en los patos
- Corta los patos
- Estudiantes unen el número de puntos en un pato con el numero en la tarjeta que coincide.

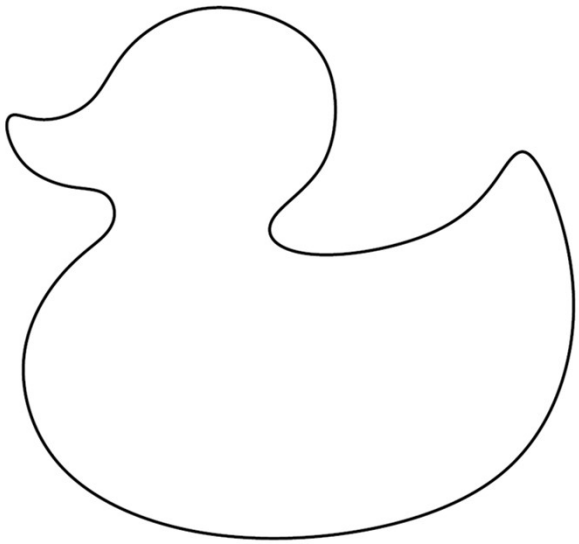
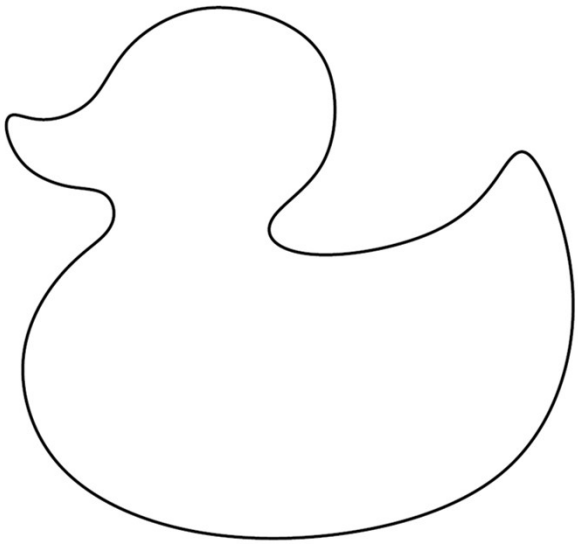
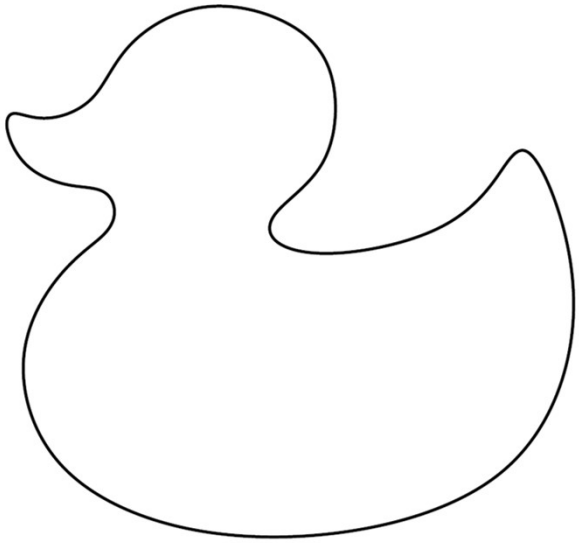
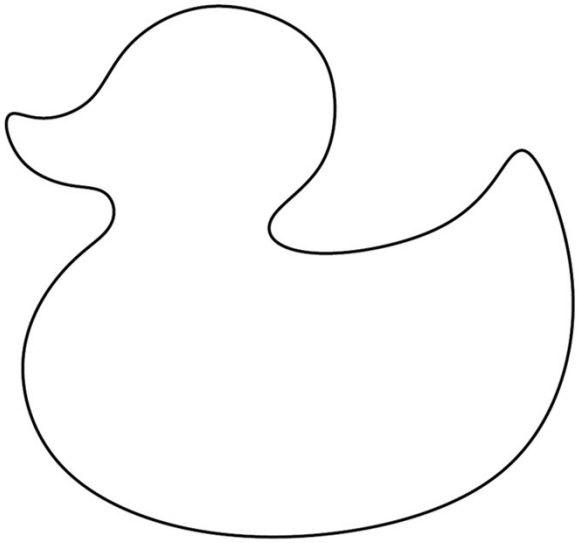
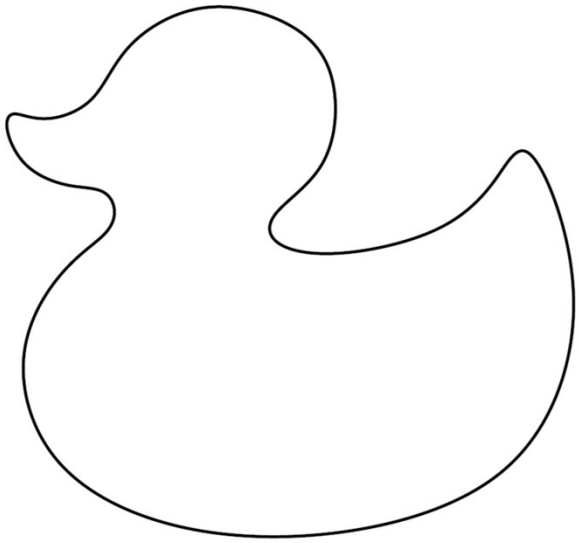
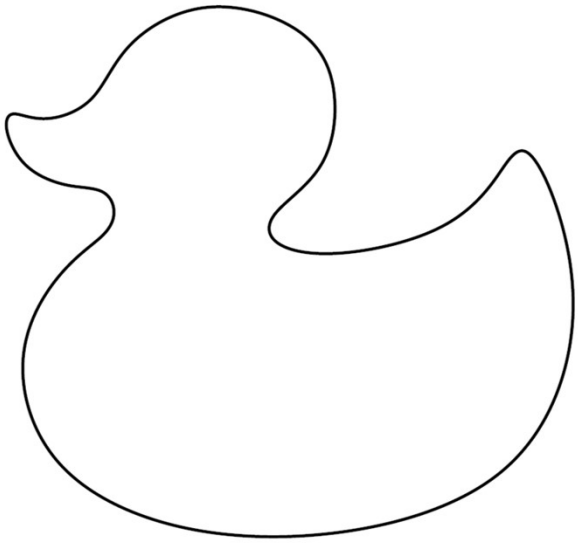
Cuando todos los números están unidos, los estudiantes colocan los patos en orden y los cuentan.



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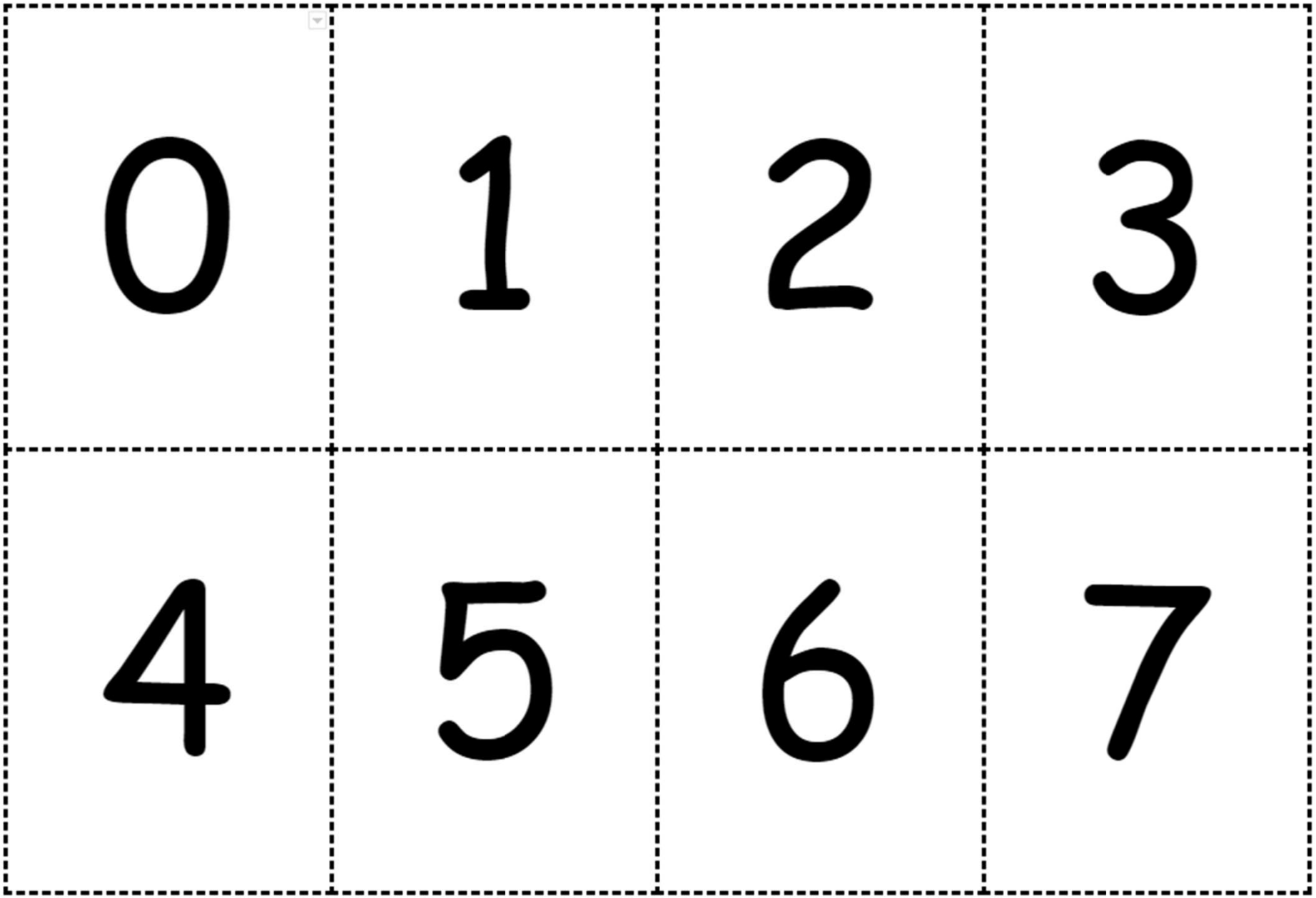







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Small Number Cards



K.2 Small Number Cards BLM

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8	9	10	11
12	13	14	15

K.2 Small Number Cards BLM

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Day 4 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

A Late Thanksgiving Dinner

• **Read aloud** the text.

• **Say** the word **late** with your child in parts. **(l/ate)** Then say the whole word. **Repeat** with the words **came** (c/ame) and **plane** (pl/ane).

• **Ask:** What vowel sound do you hear in all three words? **(long a)** Point to the words and ask your child to identify the **a** in each one.

Day 4 Writing

Writing Prompt: Write a letter to someone you love. Tell them why you are thankful for them.

Grammar/Spelling: Spelling and Vocabulary

Day 4 Math

Chapter 6 Reteach Lessons 1, 2 & 3

- Lesson 1: Subtraction Stories
- Lesson 2: Use Objects to Subtract **Use beans, legos, or pennies as cubes
- Lesson 3: Use the - Symbol

Dia 4 Lectura

Leer por 15 minutos. Usa uno de tus propios libros o uno de los libros plegables al final de este paquete**.**

A Late Thanksgiving Dinner

• ***Lea*** *el texto* ***en voz alta****.*

• ***Diga*** *la palabra* ***"late"*** *en partes con su hijo/a* ***(l/ate).*** *Luego diga la palabra completa.* ***Repita*** *con las palabras "****came"*** *(c/ame) y "****plane"*** *(pl/ane).*

• ***Pregunte:*** *¿Cuál sonido de vocal escuchas en toas las tres palabras?* ***(la "a" larga)*** *Apunte a las palabras y pregúntele a su hijo/a que identifique la "****a"*** *en cada una.*

Dia 4 Escritura

Mensaje de Escritura: Escribele una carta a alguien que amas. Diles por qué estás agradecido por ellos.

Gramática/Ortografía: Spelling and Vocabulary

Dia 4 Matemáticas

Capítulo 6 Re-enseñar Lecciones 1, 2 & 3

- Lección 1: Historias de Restar
- Lección 2: Usar Objetos para Restar **Use frijoles, Legos o monedas como cubos.
- Lección 3: Use el simbolo -

Dear ,

Love,



Name _____ Date _____

Spelling and Vocabulary

Use the boxed letters to make each word.
Color each letter box as you use it.
Write the letters in the empty boxes, one letter per box.

1. are

2. have

3. wet

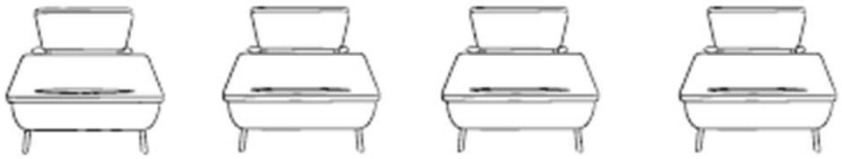
4. win

a	**e**	**h**	**i**	**n**
r	**t**	**v**	**w**	**a**
e	**e**	**w**		

Name _____

Lesson 1 Reteach

Subtraction Stories

1 

2 

3 

1  2 _____ _ _ _ _____ 3 _____ _ _ _ _____

Escucha los cuentos. Usa fichas para representarlos. Dibuja el contorno de las fichas. Dibuja una X para mostrar los niños que se fueron. Cuenta para mostrar cuántos niños quedan.

1. Hay 4 niños sentados. Se van 2 niños. ¿Cuántos niños siguen sentados?
2. Hay 5 niños sentados. Se va 1 niño. ¿Cuántos niños quedan?
3. Hay 5 niños sentados. Se van 3 niños. ¿Cuántos niños hay sentados ahora?

Listen to the stories. Use counters to model each story. Trace the counters.
Draw an X to show students who leave. Count to show how many students are left.

1. There are 4 students sitting. 2 students leave. How many are still sitting?
2. There are 5 students sitting. 1 student leaves. How many are left?
3. There are 5 students sitting. 3 students leave. How many students are sitting now?

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Name _____

Lesson 2 Reteach

Use Objects to Subtract

Usa cubos conectables para mostrar cuántos hay. Escribe el número para mostrar cuántos quedan.

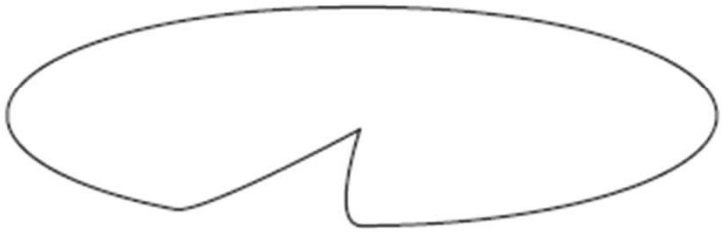
1. Hay 6 patos. Coloca un cubo por cada pato. Se van 3 patos. Quita un cubo por cada pato que se va. Cuenta los cubos. ¿Cuántos patos quedan?
2. Hay 4 ranas. Coloca un cubo por cada rana. Se van 2 ranas. Quita un cubo por cada rana que se va. Cuenta los cubos. ¿Cuántas ranas hay ahora?
3. Hay 7 pájaros sobre la laguna. Coloca un cubo por cada pájaro. Se vuelan 4 pájaros. Quita un cubo por cada pájaro que se vuela. Cuenta los cubos. ¿Cuánto pájaros hay ahora?

1



3

2



3

3



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Place connecting cubes to show how many. Write the number to show how many are left.

1. There are 6 ducks. Place a cube for each duck. 3 swim away. Take off a cube for each duck that swims away. Count the cubes. How many ducks are left?
2. There are 4 frogs. Place a cube for each frog. 2 hop away. Take off a cube for each frog that hops away. Count the cubes. How many frogs are there now?
3. There are 7 birds above the pond. Place a cube for each bird. 4 fly away. Take off a cube for each bird that flies away. Count the cubes. How many birds are there now?

Name _____

Lesson 3 Reteach

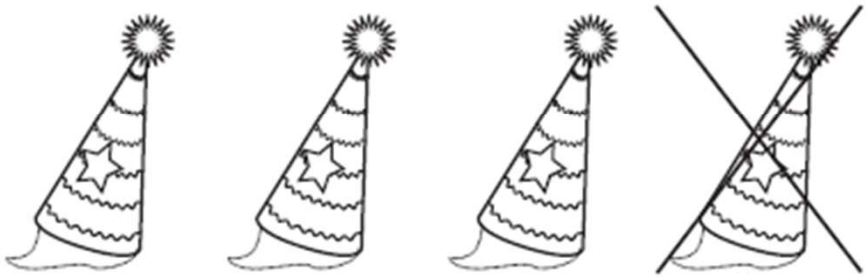
Use the – Symbol



5 **minus** 2 is 3.

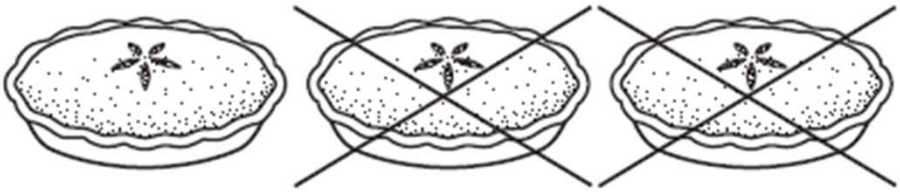
$5 - 2 = 3$

1



4 ⬭ 1 = ____

2



3 ⬭ 2 = ____

---

1 2 Trace the minus sign to show subtraction. Write the number that tells how many are left.

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Day 5 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

Veterans Day; A Late Thanksgiving Dinner

- **Review** the two selections.
- Help your child find the question mark in each selection.
- **Ask:** How are these two questions alike? What is the answer to each question?

Day 5 Writing

Writing Prompt: This week you read, **Veterans Day** and **A Late Thanksgiving Dinner**. Which did you like best? Draw and write to tell why you liked it.

Day 5 Math

Chapter 6 Reteach Lessons 4 & 5

- Lesson 4: Use the = Symbol
- Lesson 5: How Many Are Left?

Dia 5 Lectura

Leer por 15 minutos. Usa uno de tus propios libros o uno de los libros plegables al final de este paquete**.**

Veterans Day; A Late Thanksgiving Dinner

• **Repasar** las dos selecciones.

• Ayude a su hijo/a a encontrar el signo de interrogación en cada selección.

• **Pregunte:** ¿En qué se parecen estas dos preguntas? ¿Cual es la respuesta a cada pregunta?

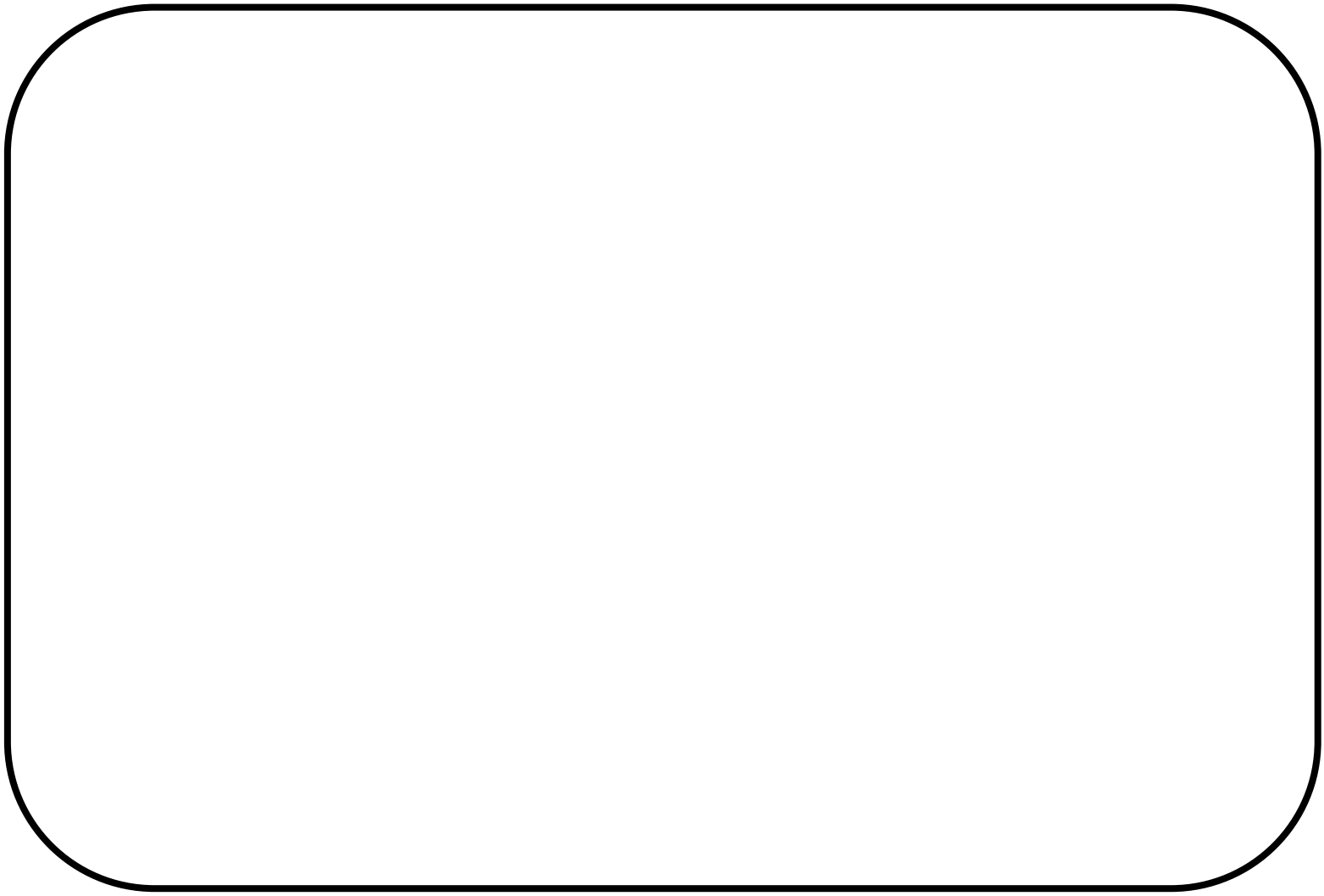
Dia 5 Escritura

Mensaje de Escritura: Esta semana leíste, **Veterans Day** y **A Late Thanksgiving Dinner**. ¿Cual te gusto más? Dibuja y escribe para contar porque te gustó.

Dia 5 Matemáticas

Capítulo 6 Re-enseñar Lecciones 4 & 5

- Leccion 4: Use el simbolo =
- Lección 5: ¿Cuántos quedan?



Name _____

Lesson 4 Reteach

Use the = Symbol



8 ***minus*** 3 ***equals*** 5.

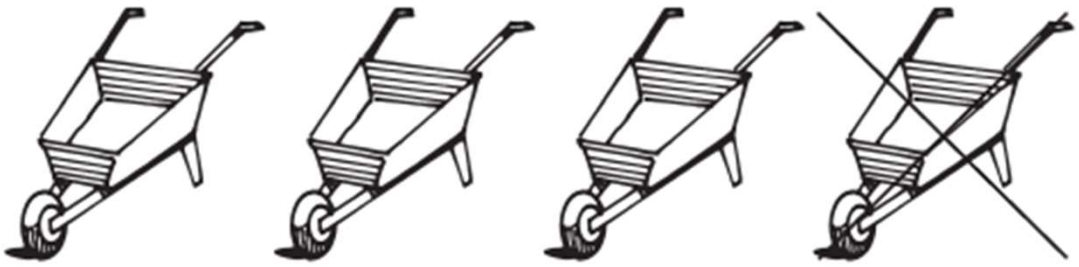
$8 - 3 = 5$

1



5 ⬭ 3 ⬭ _____

2



4 ⬭ 1 ⬭ _____

---

1 2 Trace the minus sign. Trace the equal sign. Write the number of objects that are left.

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Name _____

Lesson 5 Reteach

How Many Are Left?

1. Recorta y pega 5 perritos junto a la casita. Traza el número que muestra cuántos perritos hay. Se van 3 perritos. Dibuja una X sobre 3 perritos. Traza el signo menos. Traza el número que muestra cuántos perritos se van. Traza el signo igual. Cuenta los perritos que quedan. Escribe el número que dice cuántos perritos quedan.

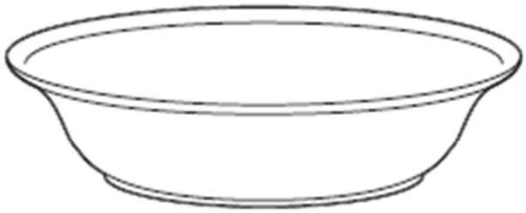
2. Recorta y pega 4 gatitos junto al tazón de agua. Escribe el número que muestra cuántos gatitos hay. Se van 2 gatitos. Dibuja una X sobre 2 gatitos. Traza el signo menos. Escribe el número de gatitos que se van. Traza el signo igual. Cuenta los gatitos que quedan. Escribe el número que dice cuántos gatitos quedan.

1

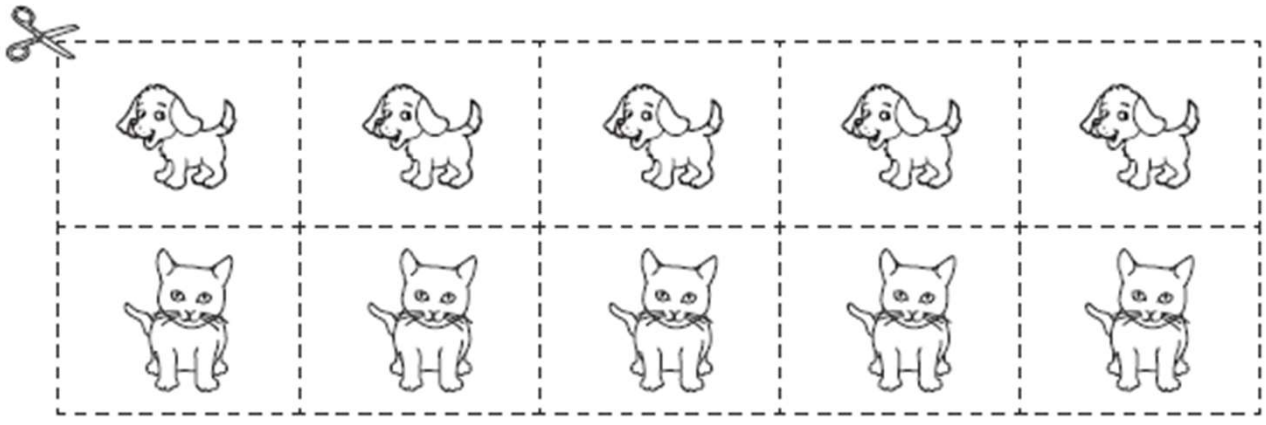


5 ___ 3 ___ ___

2



___ ___ ___ ___ ___



1. Cut and paste 5 puppies next to the dog house. Trace the number that tells how many puppies. 3 puppies walk away. Draw an X on 3 puppies. Trace the minus sign. Trace the number that shows how many puppies leave. Trace the equal sign. Count the puppies that are left. Write the number that tells how many puppies are left.

2. Cut and paste 4 kittens next to the water bowl. Write the number that tells how many kittens. 2 kittens walk away. Draw an X on 2 kittens. Trace the minus sign. Write the number of kittens that leave. Trace the equal sign. Count the kittens that are left. Write the number that tells how many kittens are left.

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Day 1 Art

Materials: Pencil, paper (different colors), scissors, and glue
Instructions: This week you will be using different colored sheets of paper to design subjects for each assignment of each day. Then you will cut them and glue them on your artwork to create a masterpiece.

Designing a park: Think about different things you find in a park. Now draw those things, cut them out, and paste them onto your artwork.

Day 2 Art

Designing your yard: Take time to pay attention to all the details in your yard and select a few to represent in your artwork.

Day 3 Art

Designing your street: Now it's time to look at your neighborhood. Look at your street and pay attention to the details that you see. Create some of those details to add to your artwork.

Day 4 Art

Designing your car: It's time to design your car. Take a look at your car and use different colors of paper to represent different parts of the car. Add your car to your artwork.

Day 5 Art

Designing your family: Now, you have to use different shapes and colors to create your family. Be as creative as you can in order to have your artwork be complete!



Dia 1 Arte

Intención de Aprendizaje: Los artistas usará papel de construcción colorido para crear una composición de arte recortando sus piezas creadas y uniendolas a su lienzo de arte**.**
Criterios de éxito: Los artistas tendrán éxito cuando diseñen, corten, y peguen sus piezas de arte en su composición.
Materiales: Lápiz, papel (diferentes colores), tijeras y pegamento
Instrucciones: Esta semana usará diferentes hojas de colores para diseñar temas para cada tarea de cada dia. Luego los cortas y los pegas en tu composición para crear una obra maestra.

Dia 2 Arte

Diseñar un parque
Piensa en las diferentes cosas que encuentras en un parque. Ahora dibuja esas cosas, recorta y pegalas en tu composición.

Dia 3 Arte

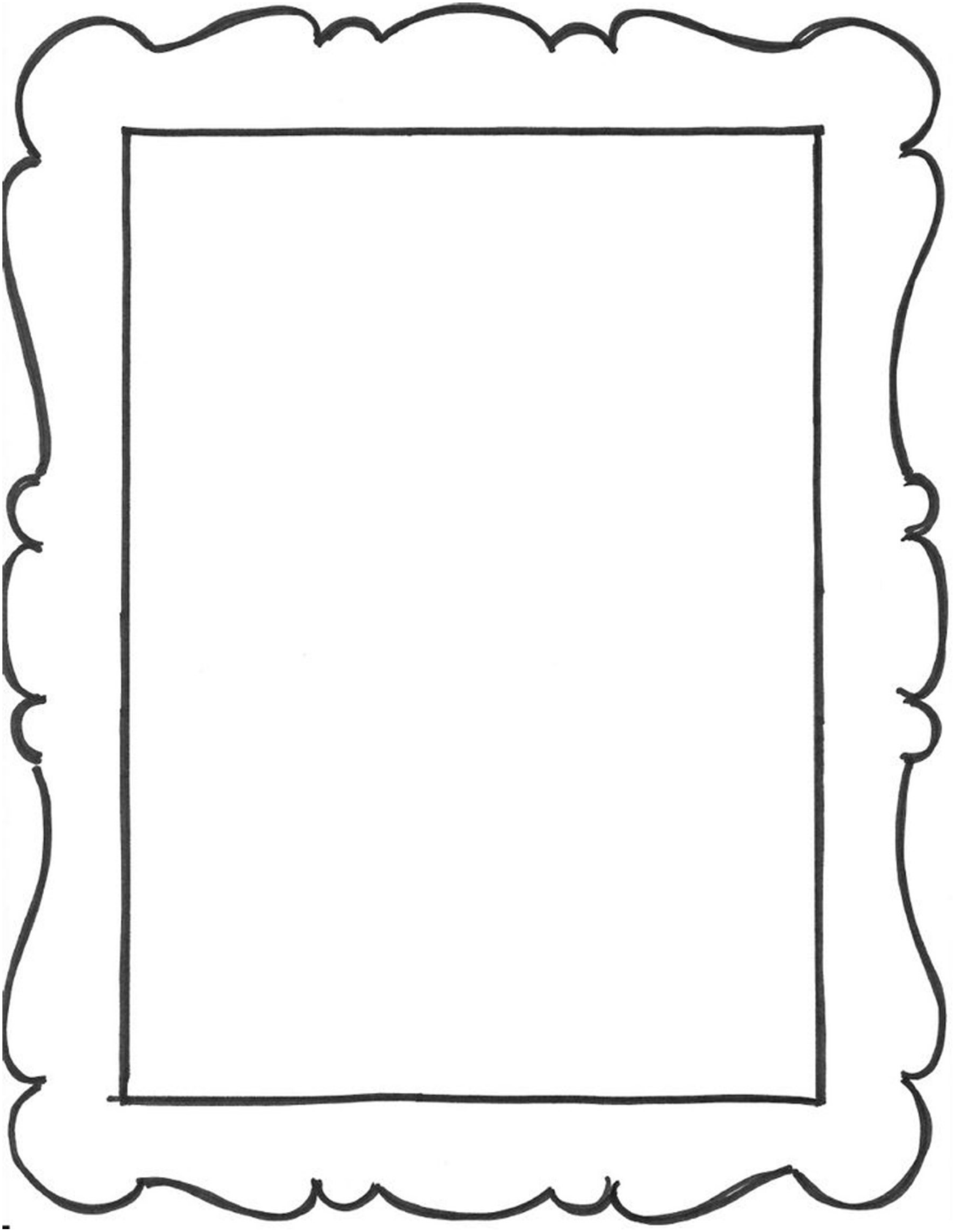
Diseñar tu yarda
Toma tiempo para poner atención a los detalles en tu yarda y escoge algunas cosas para representar en tu composición.

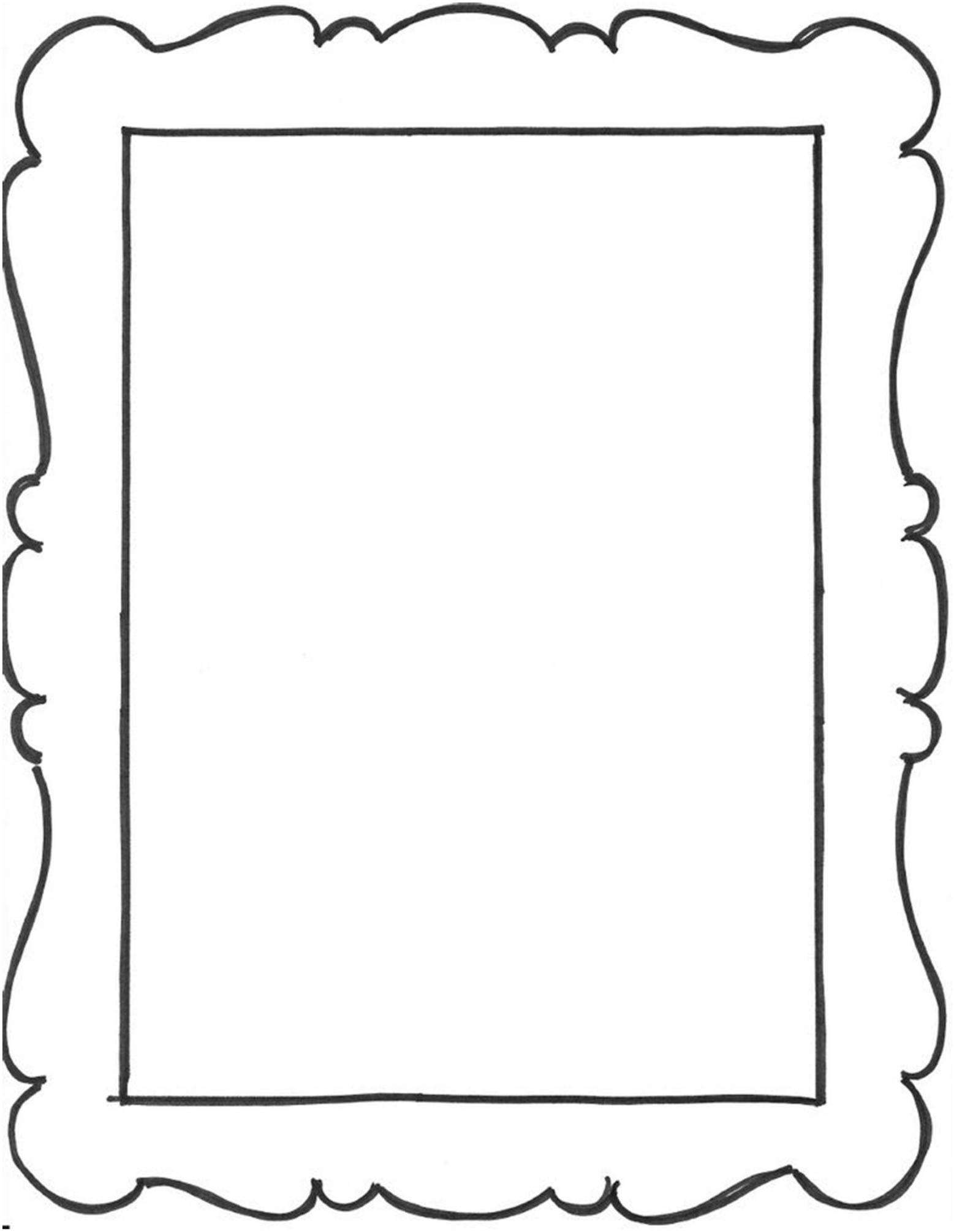
Dia 4 Arte

Diseñar tu carro
Es tiempo de disenar tu carro. Mira tu carro y usa papel de diferente colores para representar las diferentes partes del carro.

Dia 5 Arte

Disenar tu familia
Si, tu tienes que usar diferentes formas y colores para crear tu familia. Sé tan creativo como puedas para tener tu composición.





Day 6 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

Presidents' Day

• **Read aloud** the text.
• **Ask** your child to point to words that begin with uppercase letters.
• **Ask** him or her to name each uppercase letter and find a matching lowercase letter on the page.

Day 6 Writing

Writing Prompt: Many people celebrate President's Day. Draw and label a picture of something you celebrate.

Grammar/Spelling: Complete Sentences

Day 6 Math

Chapter 6 Reteach Lessons 6(1), 6 (2) & 7

- Lesson 6 Part 1: Problem Solving
- Lesson 6 Part 2: Problem Solving
- Lesson 7: Subtract to Take Apart 10

Dia 6 Lectura

Leer por 15 minutos. Usa uno de tus propios libros o uno de los libros plegables al final de este paquete**.**

<u>Presidents' Day</u>

• **Lea** el texto **en voz alta**.

• **Pida** a su hijo/a que apunte hacia las palabras que empiezan con letras mayúsculas.

• **Pídale** que nombre cada letra mayúscula y que encuentre la letra minúscula correspondiente en la página.

Dia 6 Escritura

<u>Mensaje de Escritura</u>: Mucha gente celebra el Dia de los Presidentes. Dibuja y etiqueta una imagen de algo que tú celebras.

<u>Gramática/Ortografía:</u> Complete Sentences

Dia 6 Matemáticas

<u>Capítulo 6 Re-enseñar Lecciones 6(1), 6 (2) & 7</u>

- Lección 6 Parte 1: Resolución de Problemas
- Lección 6 Parte 2: Resolución de Problemas
- Lección 7: Restar para Desarmar 10

Presidents' Day

We celebrate Presidents' Day every February. We honor two great presidents, George Washington and Abraham Lincoln.





- Circle the words that begin with **w**.
- Underline the word **two**.
- Put a ☺ by your favorite part.

Both lived many years ago, but we will never forget them.

Have students draw to respond to the text.
Then have them write a letter or high-frequency word from the text.

Name _____ Date _____

Complete Sentences

A sentence is a group of words that tells a complete thought. A complete sentence has two main parts. A noun tells who or what does something. A verb tells what the person or thing does.

Circle the complete sentences.

The cat ran. play a big dog

the hen I will win! The hen sat.

Fill in the missing word or phrase from above to make a complete sentence.

1. _____ jumps on the bed.



2. We can _____ at school.



3. _____ sat on the eggs.



Celebration

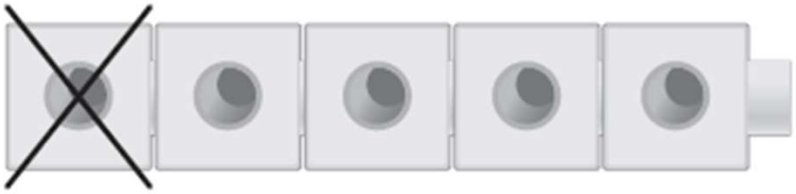
Name _____

Lesson 6 Reteach (1)

Problem Solving

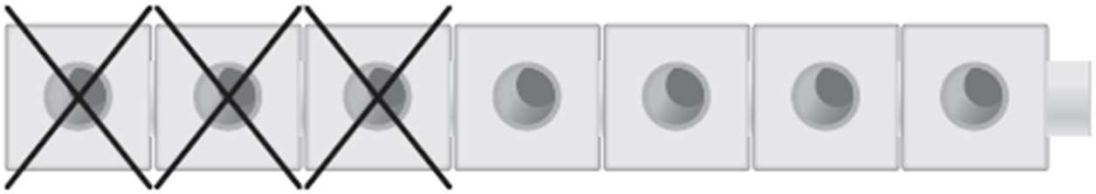
STRATEGY: Write a Number Sentence

1



5 ____ 1 ____ 4

2



7 ____ 3 ____ 4

3



7 ____ 5 ____ 2

1 2 3 Write a number sentence to show how many are left.

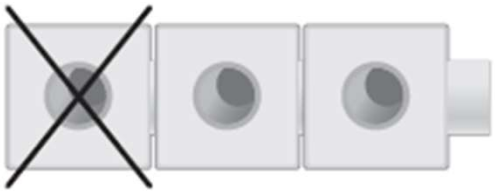
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Name _____

Lesson 6 Reteach (2)

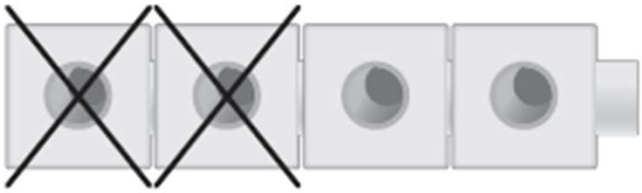
Problem Solving
STRATEGY: Write a Number Sentence

4



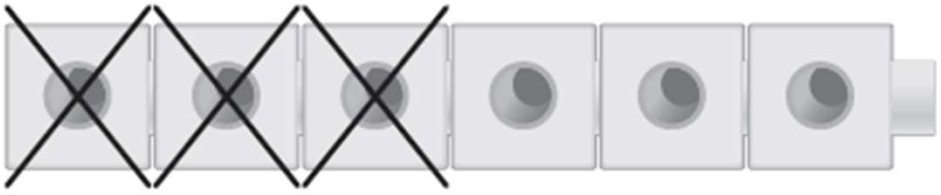
3 ___ 1 ___ 2

5



4 ___ 2 ___ 2

6



6 ___ 3 ___ 3

4 5 6 Write a number sentence to show how many are left.

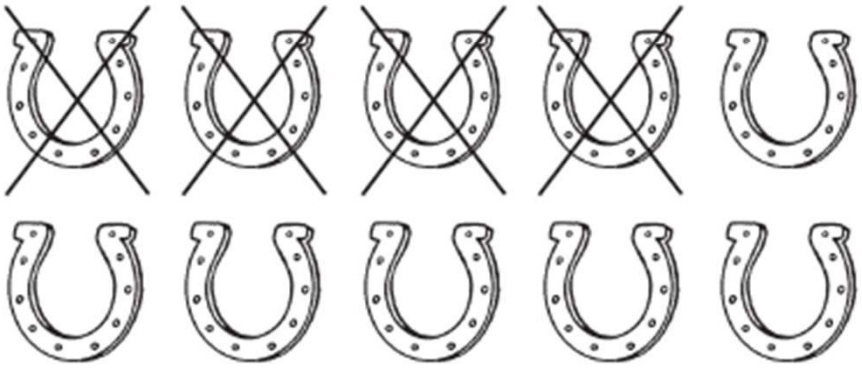
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Name _____

Lesson 7 Reteach

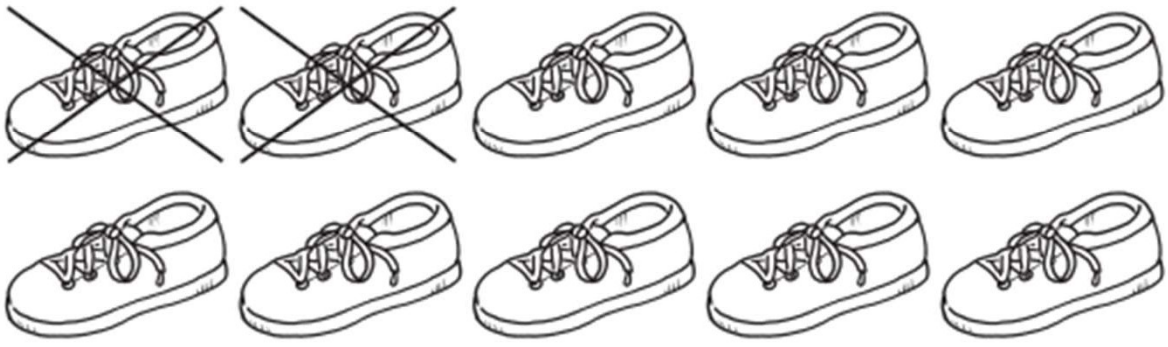
Subtract to Take Apart 10

1



10 ⬭ 4 ⬭ 6

2



10 ⬭ 2 ⬭ 8

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1 2 Write a number sentence to show how many are left.

Day 7 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

Presidents' Day

• **Read aloud** the text.

• **Ask** your child to find the word **We** on pages 6 and 7.

• Take turns using the word **We** to tell something you could do to celebrate Presidents' Day

Day 7 Writing

Writing Prompt: Write a letter to a friend.

Grammar/Spelling: Complete Sentences

Day 7 Math

Chapter 7 Reteach Lessons 1, & 2

- Lesson 1: Make Number 11 to 15
- Lesson 2: Take Apart Numbers 11 to 15

Dia 7 Lectura

Leer por 15 minutos. Usa uno de tus propios libros o uno de los libros plegables al final de este paquete**.**

El Día de los Presidentes

• **Lee** el texto **en voz alta**.

• **Pida** a su hijo/a que encuentre la palabra **nuestro(a)** en las páginas 6 y 7.

• Túrnense usando la palabra **nuestro(a)** para decirse algo que podrian hacer para celebrar el Dia de los Presidentes.

Dia 7 Escritura

Mensaje de Escritura: Escribele una carta a un amigo.

Gramática/Ortografía: Oraciones completas

Dia 7 Matemáticas

Capítulo 7 Re-enseñar Lecciones 1, & 2

- Leccion 1: Hacer Números 11 al 15
- Leccion 2: Desarmar Números 11 al 15

Dear _____,

Your friend,



Name _____ Date _____

Complete Sentences

A sentence is a group of words that tells a complete thought. A complete sentence has two main parts. A noun tells who or what does something. A verb tells what the person or thing does.

Circle the complete sentences.

I see a bat.

hop

Mom ran.

the man

a little cat

The bug can jump!

Circle the verb in each sentence. Draw a picture to match each complete sentence.

The dog hid.	The man sat.
I see ten eggs.	The sun is hot!

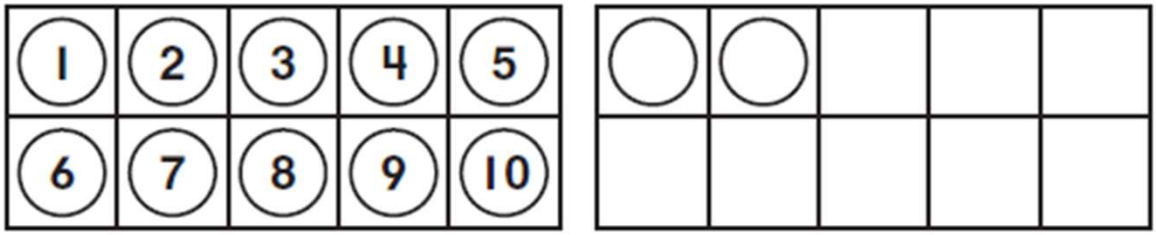
Name _____

Lesson 1 Reteach

Make Numbers 11 to 15

1

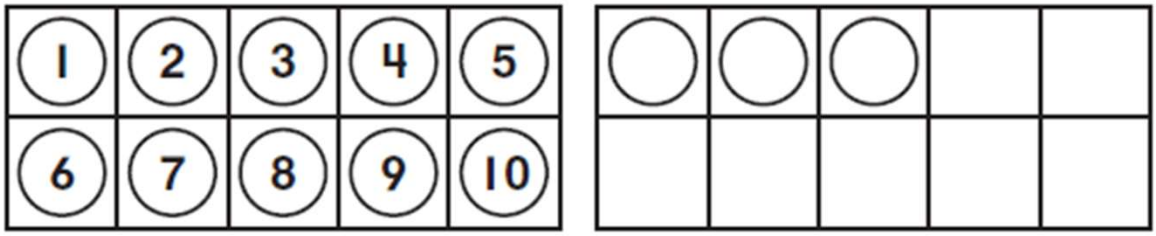
12



10 and 2 more

2

13



10 and 3 more

1 2 Say the number. Trace It. Color the counters red to show 10. Color the other counters yellow to show how many more. Trace the numbers.

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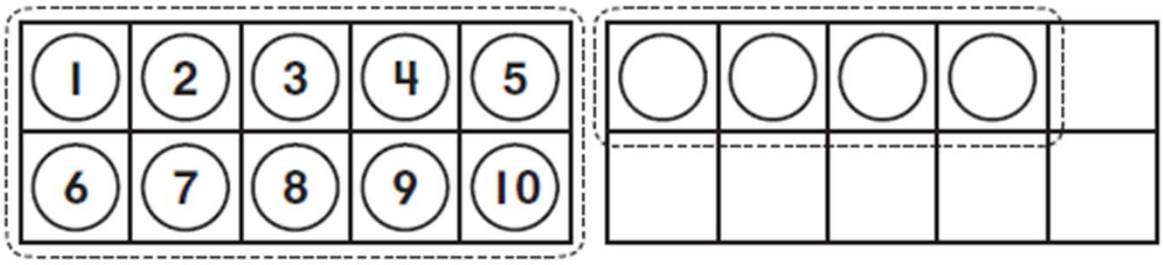
Name _____

Lesson 2 Reteach

Take Apart Numbers 11 to 15

1

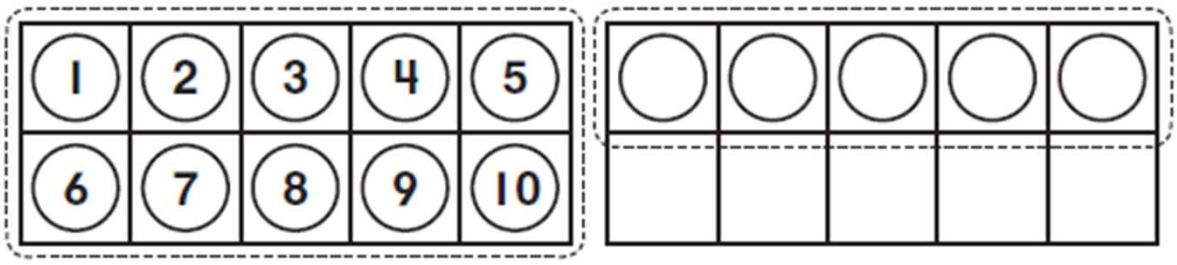
14



10 and 4 more

2

15



10 and 5 more

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1 2 Say the number. Trace it. Trace around the group that shows 10. Trace the number. Trace around the group that shows some more. Trace the number.

Day 8 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

A Day for Martin Luther King Jr.

- **Read aloud** the text.
- **Ask** your child to circle a word that begins with **l** and rhymes with **bed**. **(led)**
- **Think** of other words that rhyme with **bed** and **led.** Make a list and read it together.

Day 8 Writing

Writing Prompt: Martin Luther King worked to make the world a better place. How would you make the world better?

Grammar/Spelling: Spelling and Vocabulary

Day 8 Math

Chapter 7 Reteach Lessons 3 (1), 3 (2), 4 & 5

- Lesson 3 Part 1: Problem Solving
- Lesson 3 Part 2: Problem Solving
- Lesson 4: Make Numbers 16 to 19
- Lesson 5: Take Apart Numbers 16 to 19

Dia 8 Lectura

Leer por 15 minutos. Usa uno de tus propios libros o uno de los libros plegables al final de este paquete**.**

A Day for Martin Luther King Jr.

- **Lea** el texto **en voz alta**.
- **Pida** a su hijo/a que circule una palabra que empiece con **l** y que rime con **bed**. **(led)**
- **Piense** en otras palabras que rimen con **bed** y **led.** Haga una lista y leanla juntos.

Dia 8 Escritura

Mensaje de Escritura: Martin Luther King trabajó para hacer el mundo un mejor lugar. ¿Cómo harias tu el mundo mejor?

Gramática/Ortografía: Spelling and Vocabulary

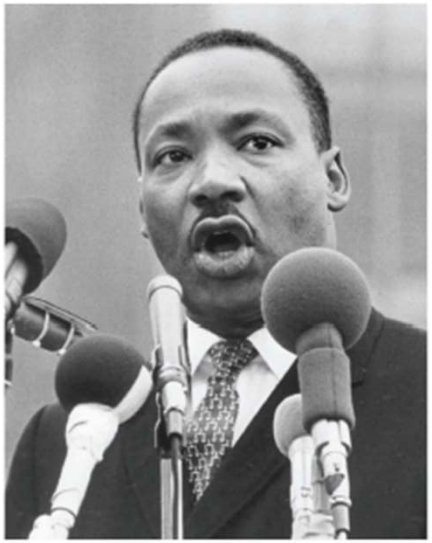
Dia 8 Matemáticas

Capítulo 7 Re-enseñar Lecciones 3 (1), 3 (2), 4 & 5

- Leccion 3 Parte 1: Resolución de Problemas
- Leccion 3 Parte 2: Resolución de Problemas
- Leccion 4: Hacer Números 16 al 19
- Leccion 5: Desarmar Números 16 al 19

A Day for Martin Luther King Jr.

We celebrate Martin Luther King Jr. Day in January to honor his important work.

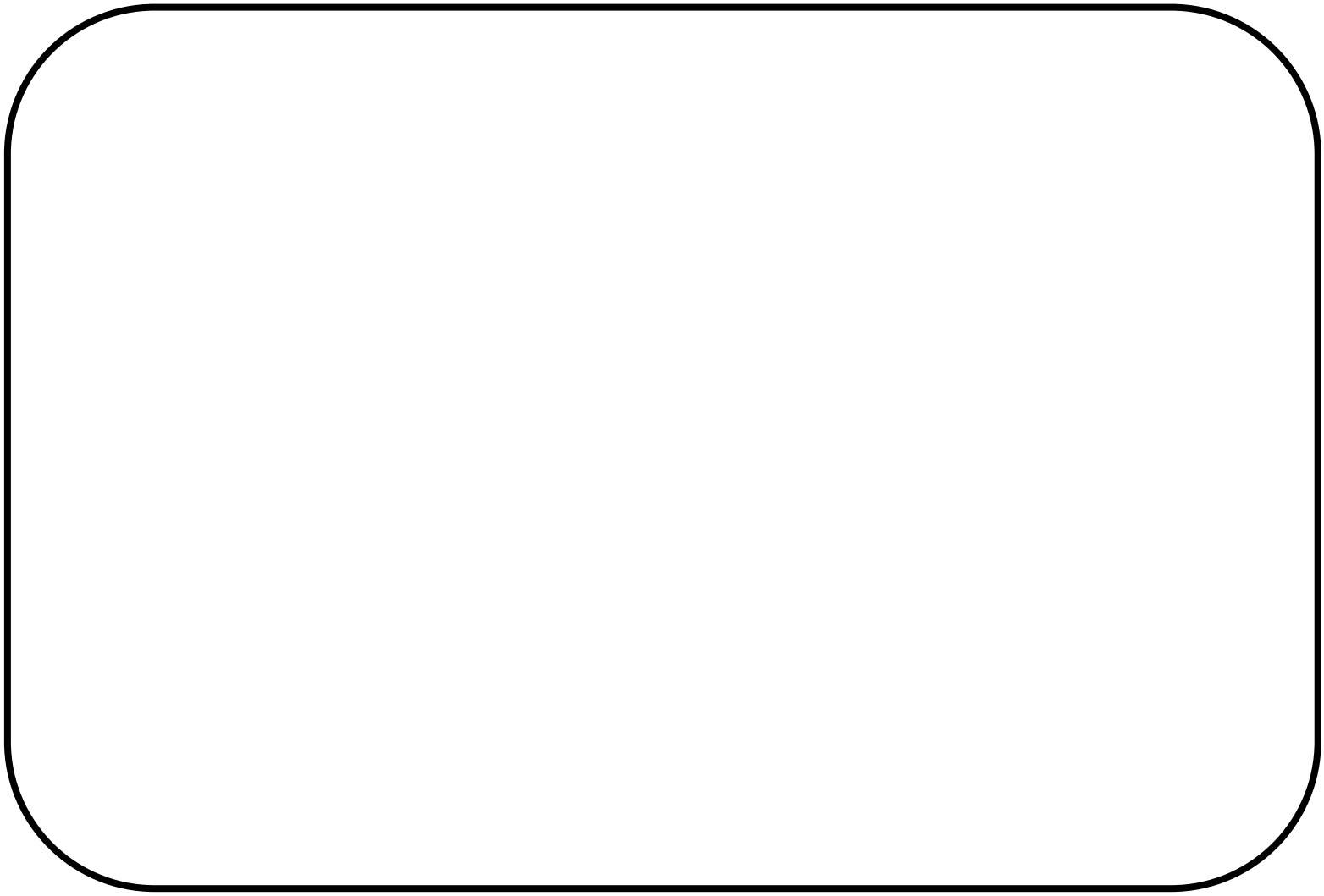


- Circle the words that begin with **L**.
- Underline the word **a**.
- Put a * by a line you like.

Dr. King dreamed of a day when all Americans would have equal rights.

He gave speeches and led marches to make that happen.

Have students draw to respond to the text.
Then have them write a letter or high-frequency word from the text.



Name _____ Date _____

Spelling and Vocabulary

Fill in the missing word. Use one of the words from the box.

said	two	leg	lid

1. Is the _____ on the pot?

2. I see _____ cats.

3. "I helped Mom," _____ Ron.

4. My _____ is hurt.

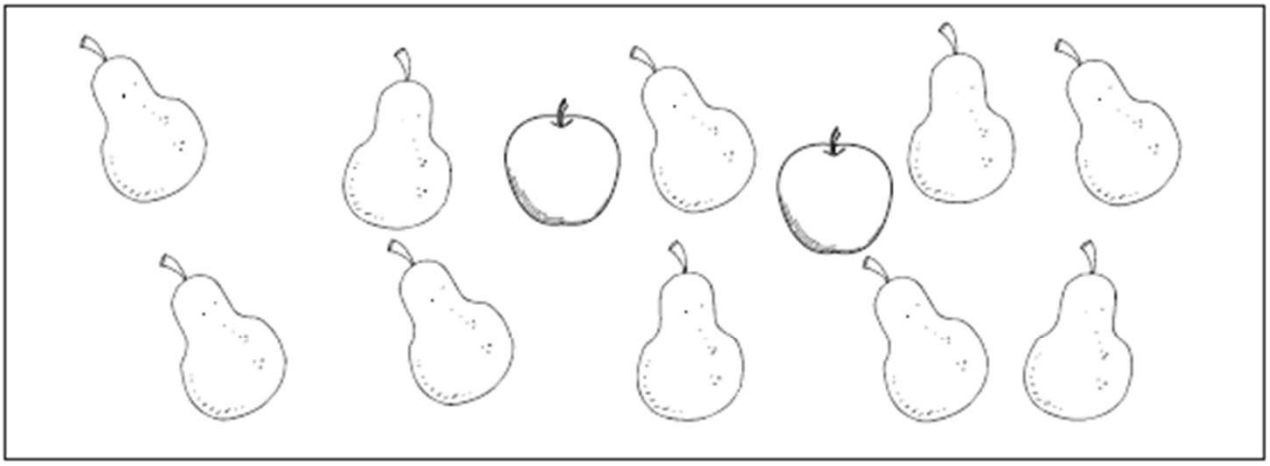
Draw a picture to match one of the sentences. Rewrite the sentence.

Name _____

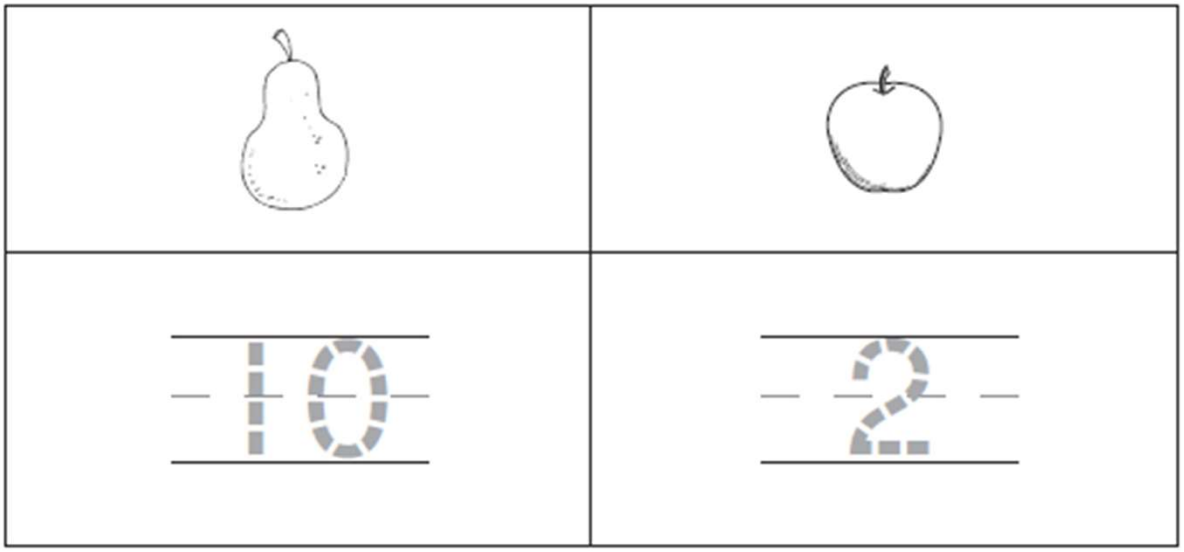
Lesson 3 Reteach (1)

Problem Solving
STRATEGY: Make a Table

What numbers make 12 using ten and some more?



Make a Table



Cuenta cuántas frutas hay en el recuadro grande. Di el número. Colorea las peras de amarillo. Cuenta las peras. Traza el número en la tabla. Colorea las manzanas de rojo. Cuenta las manzanas. Traza el número en la tabla.

Count how many pieces of fruit in the large box. Say the number. Color the pears yellow. Count the pears. Trace the number in the table. Color the apples red. Count the apples. Trace the number in the table.

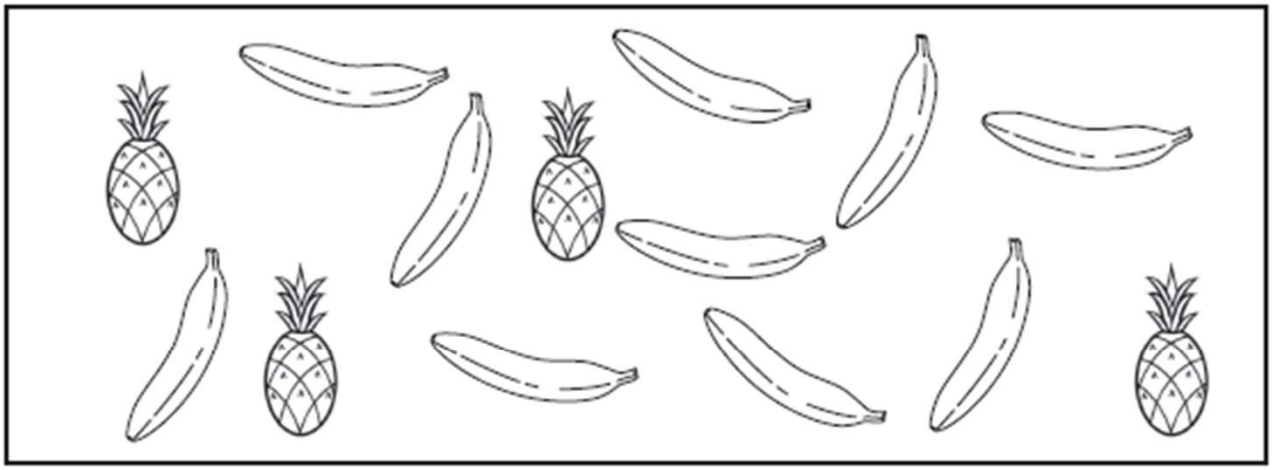
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Name _____

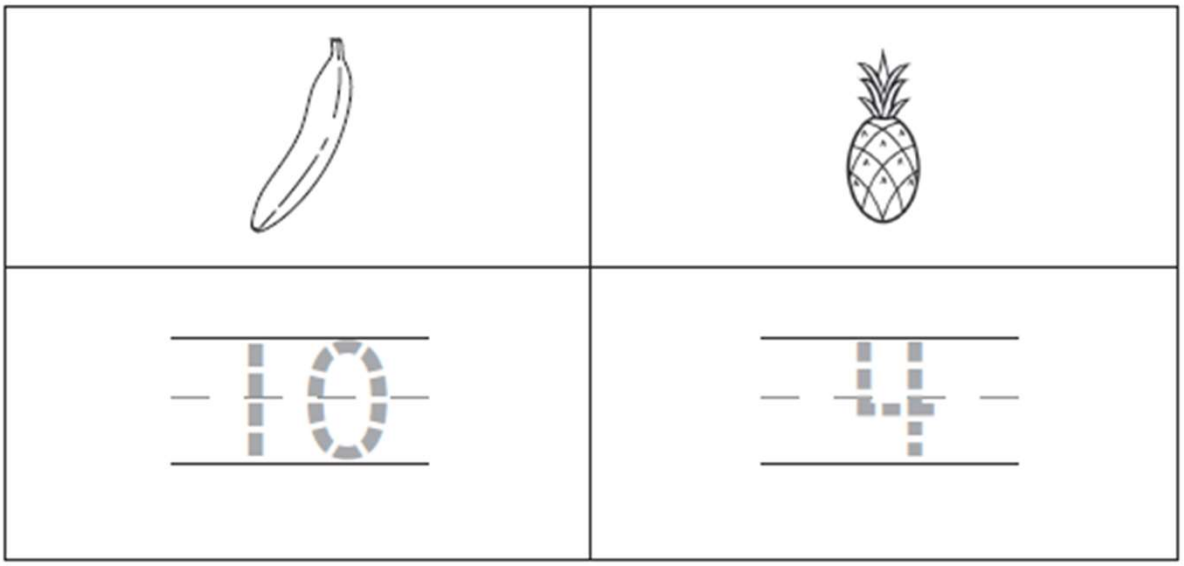
Lesson 3 Reteach (2)

Problem Solving
STRATEGY: Make a Table

What numbers make 14 using ten and some more?



Make a Table



Cuenta cuántas frutas hay en el recuadro grande. Di el número. Colorea los plátanos de amarillo. Cuenta los plátanos. Traza el número en la tabla. Colorea las piñas de color café. Cuenta las piñas. Traza el número en la tabla.

Count how many pieces of fruit in the large box. Say the number. Color the bananas yellow. Count the bananas. Trace the number in the table. Color the pineapples brown. Count the pineapples. Trace the number in the table.

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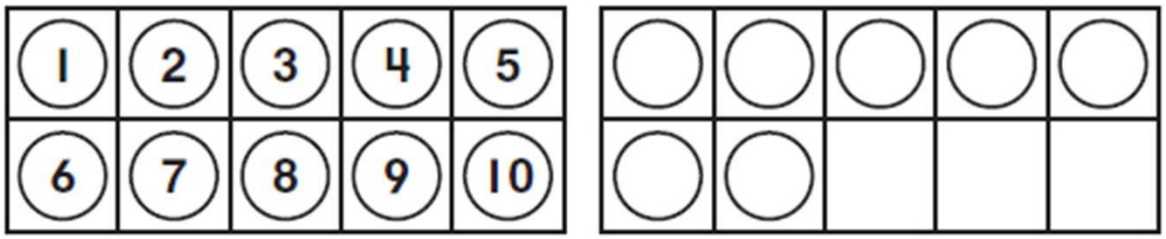
Name _____

Lesson 4 Reteach

Make Numbers 16 to 19

1

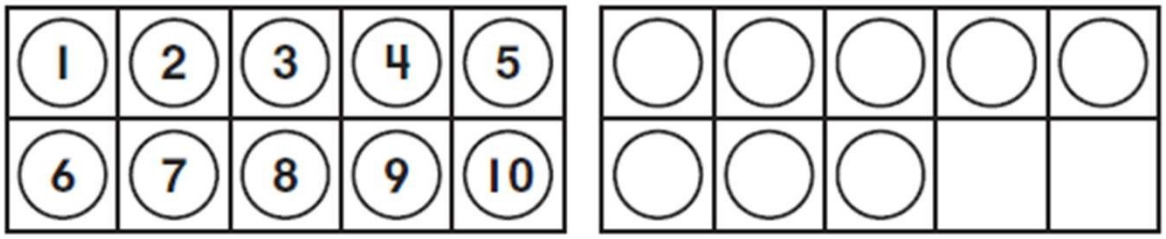
17



10 and 7 more

2

18



10 and 8 more

1 2 Di el número y trázalo. Colorea las fichas de rojo para mostrar 10. Colorea las otras fichas de amarillo para mostrar cuántas más hay. Traza los números.

1 2 Say the number. Trace It. Color the counters red to show 10. Color the other counters yellow to show how many more. Trace the numbers.

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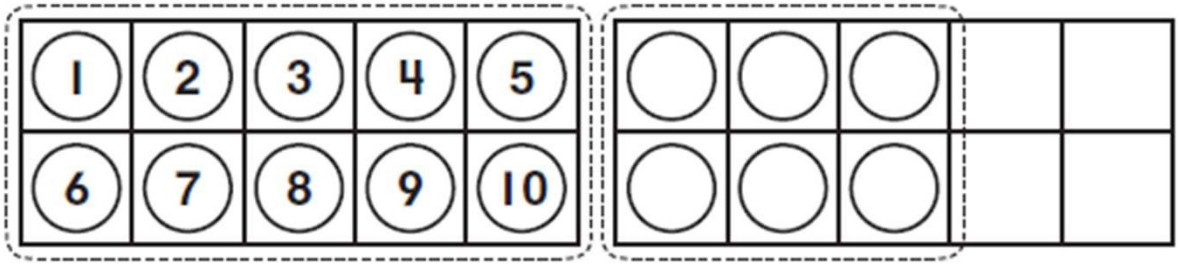
Name _____

Lesson 5 Reteach

Take Apart Numbers 16 to 19

1

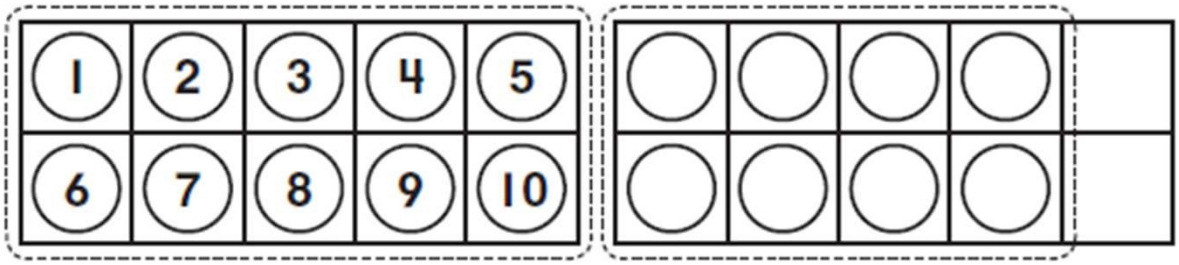
16



10 and 6 more

2

18



10 and 8 more

1 2 Di el número y trázalo. Traza un círculo alrededor del grupo que muestra 10. Traza el número. Traza un círculo alrededor del grupo que muestra algunos más. Traza el número.

---

1 2 Say the number. Trace it. Trace around the group that shows 10. Trace the number. Trace around the group that shows some more. Trace the number.

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Day 9 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

A Day for Martin Luther King Jr.

• **Read aloud** the text.

• **Point to** and **say** the words **Martin** and **marches**. Together, name the beginning letter, say the beginning sound, and clap the syllables in each word.

• **Ask:** How are the words **Martin** and **marches** alike? (Both begin with m and have two claps.)

Day 9 Writing

Writing Prompt: Write a letter to your teacher.

Grammar/Spelling: Spelling and Vocabulary

Day 9 Math

Number Book

- Pages 1-5

Game : Number Card/Domino Match

Dia 9 Lectura

Leer por 15 minutos. Usa uno de tus propios libros o uno de los libros plegables al final de este paquete**.**

A Day for Martin Luther King Jr.

• **Lea** el texto **en voz alta**.

• **Apunte a** y **diga** las palabras **Martin** y **marches**. Juntos, nombren la primera letra, digan el sonido inicial y aplaudan las sílabas en cada palabra.

• **Pregunte:** ¿En qué se parecen las palabras **Martin** y **marches**? (Las dos comienzan con “m” y tienen dos aplausos.)

Dia 9 Escritura

Mensaje de Escritura: Escribele una carta a tu maestro/a.

Gramática/Ortografía: Spelling and Vocabulary

Dia 9 Matemáticas

Libro de Números

- Paginas 1-5

Juego: Number Card/Domino Match

Dear ,

Love,



Name _____ Date _____

Spelling and Vocabulary

Use the boxed letters to make each word.
Color each letter box as you use it.
Write the letters in the empty boxes, one letter per box.

1. said

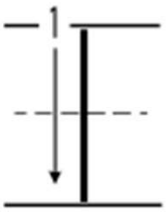
2. two

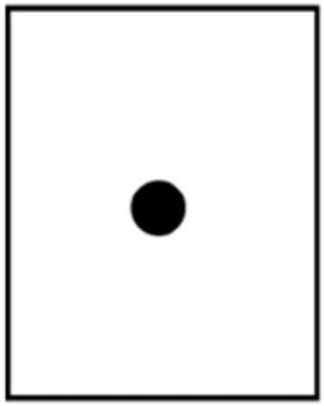
3. leg

4. lid

s	o	i	t	l
e	a	g	d	w
d	l	i		

Name: _____ Date: _____



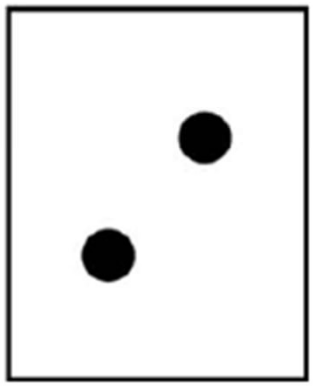


Draw **one** cat.

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Name: _____ Date: _____





2 2 2

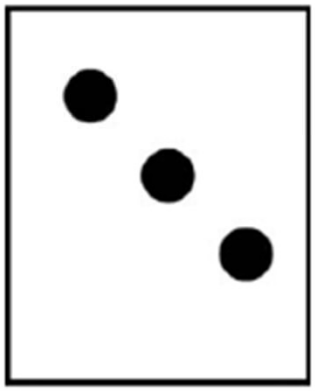
2 2 2

Draw **two** apples.

©K-5MathTeachingResources.com

Name: _____ Date: _____





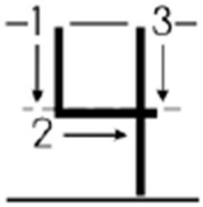
3 3 3

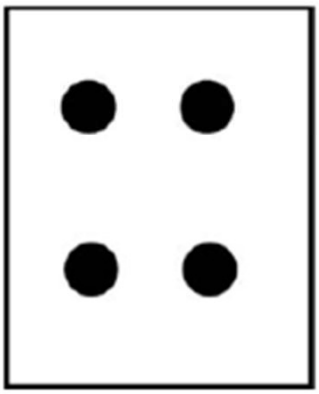
3 3 3

Draw **three** bears.

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Name: _____ Date: _____



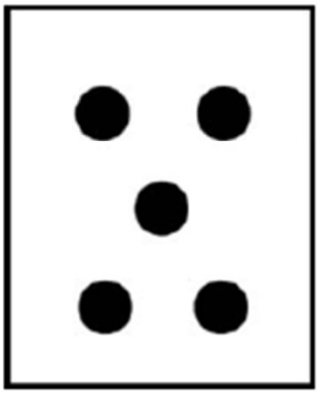


Draw **four** flowers.

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Name: _____ Date: _____





5 5 5

5 5 5

Draw **five** cars.

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Number Card/Domino Match

Objective: Match numerals with their quantities

**Cut out cards and dominos

- Players lay out the number cards and the domino cards face down in separate rows. Players take turns turning over one number card and one domino card and try to make a match.

- If a match is made, player takes the matching cards.

- Players take turns until all the cards have been matched.

- You may need to play with all the cards face up to start.

Tarjeta Enumerada/Partido de dominó

Objectivo: Coincidir los números con sus cantidades

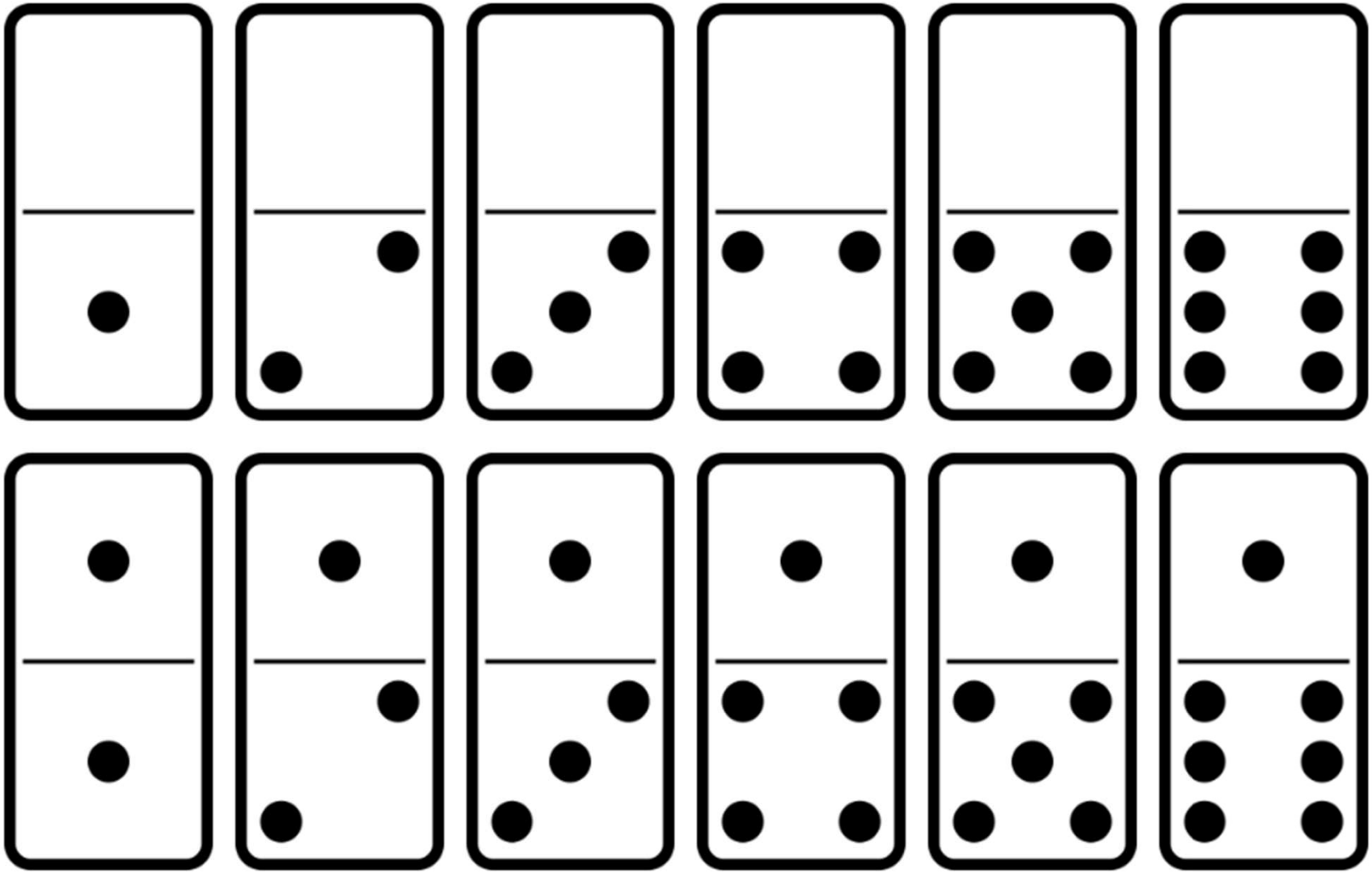
**Corte las tarjetas y los dominós

- Los jugadores colocan las tarjetas de números y las tarjetas de dominó boca abajo en filas separadas. Los jugadores toman turnos para entregar una tarjeta de número y una tarjeta de domino e intentan hacer una combinación(par)

- Si se hace un par, el jugador toma las cartas correspondientes.

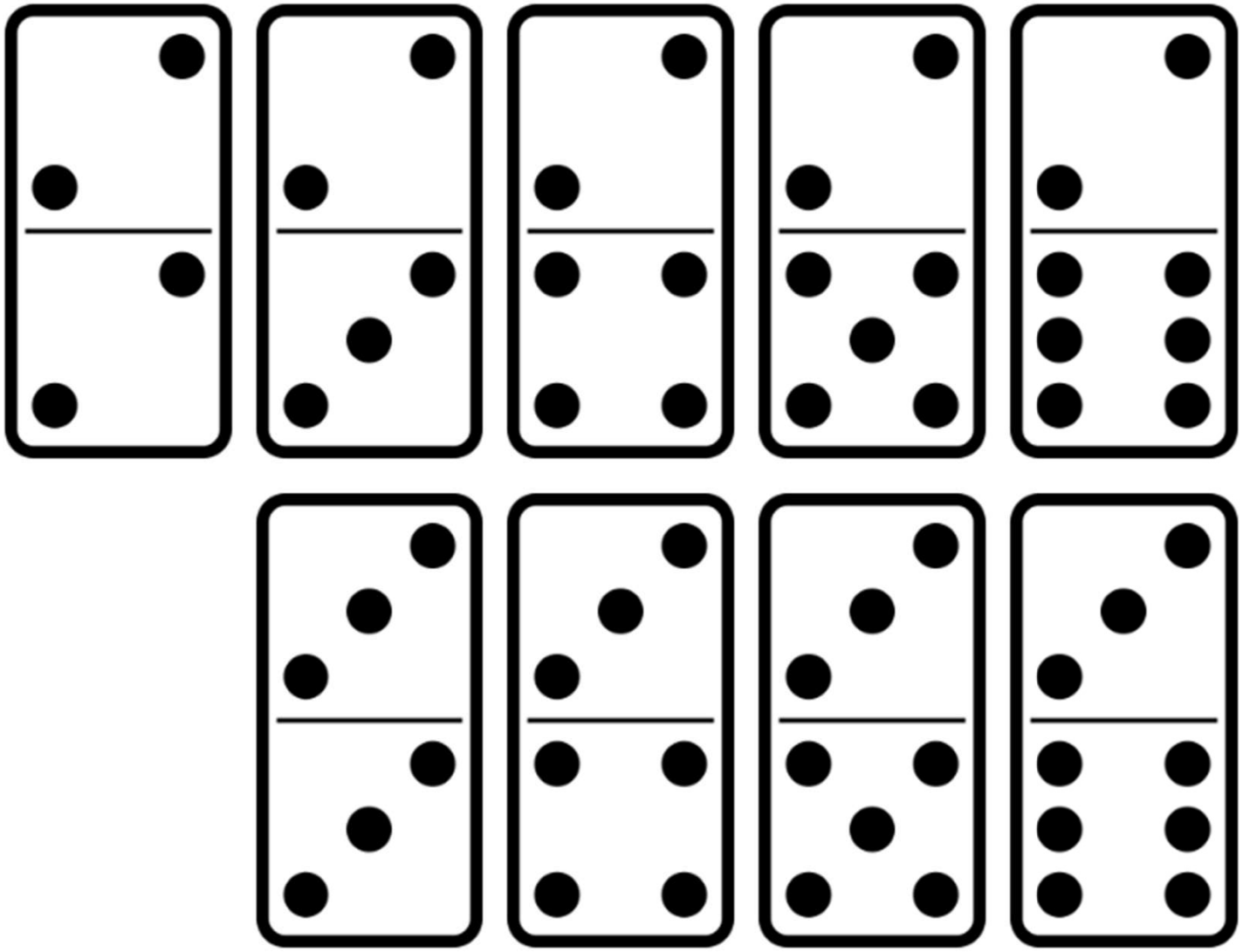
- Los jugadores toman turnos hasta que todas las cartas estén con su pareja.

- Tal vez tenga que jugar con todas las tarjetas boca arriba al principio.



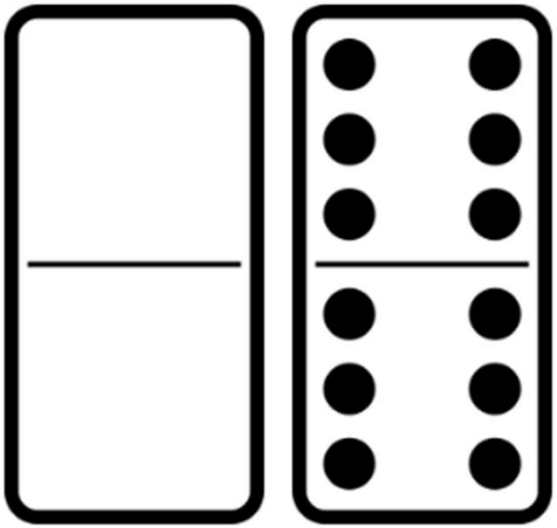
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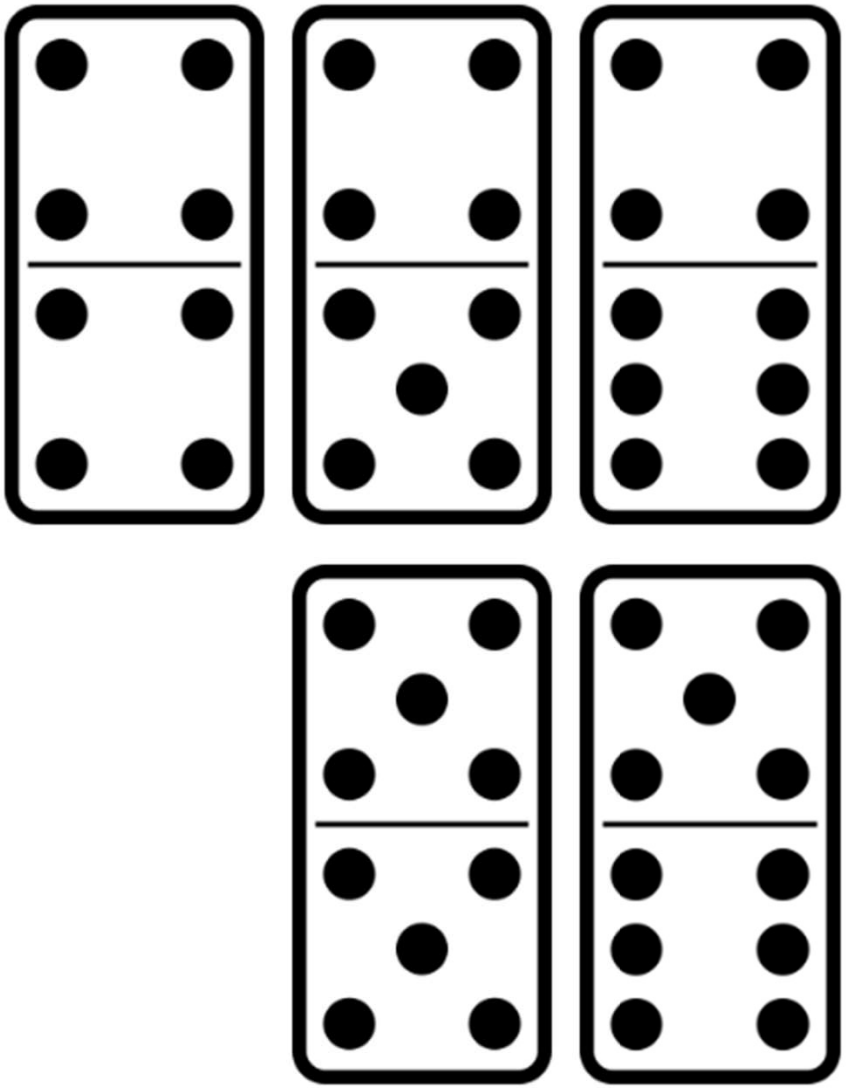
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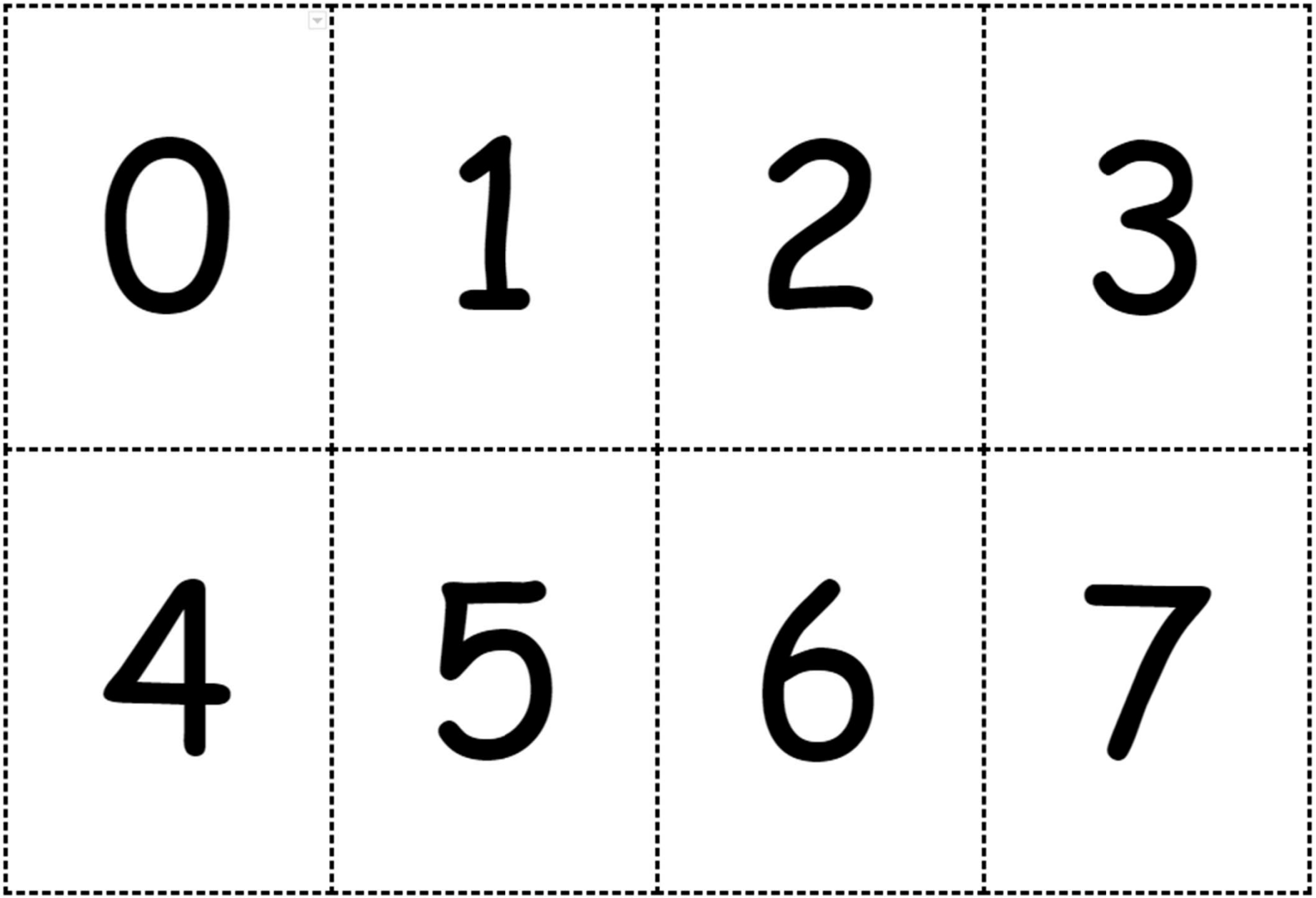




K.2 Dominoes BLM
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Small Number Cards



K.2 Small Number Cards BLM

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8	9	10	11
12	13	14	15

K.2 Small Number Cards BLM

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Day 10 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

Presidents' Day; A Day for Martin Luther King Jr.

• **Review** the two selections.

• Help your child **draw a circle** around the names **George Washington** and **Abraham Lincoln** and draw arrows from the circles to the correct pictures.

• **Repeat** with the name **Martin Luther King Jr**. in the second selection.

Day 10 Writing

Writing Prompt: Free write. Draw and write about anything you choose.

Day 10 Math

Number Book

- Pages 6-10

Game: Clash **Use dry beans, beads, pennies, legos, etc. for counters

Dia 10 Lectura

Leer por 15 minutos. Usa uno de tus propios libros o uno de los libros plegables al final de este paquete**.**

<u>Presidents' Day; A Day for Martin Luther King Jr.</u>

• **Repase** las dos selecciones.

• Ayude a su hijo/a a dibujar un círculo alrededor de los nombres **<u>George Washington</u>** y **<u>Abraham Lincoln</u>** y dibuje flechas desde los círculos hasta las imágenes correctas.

• **Repita** esto con el nombre de **<u>Martin Luther King Jr</u>**. en la segunda selección.

Dia 10 Escritura

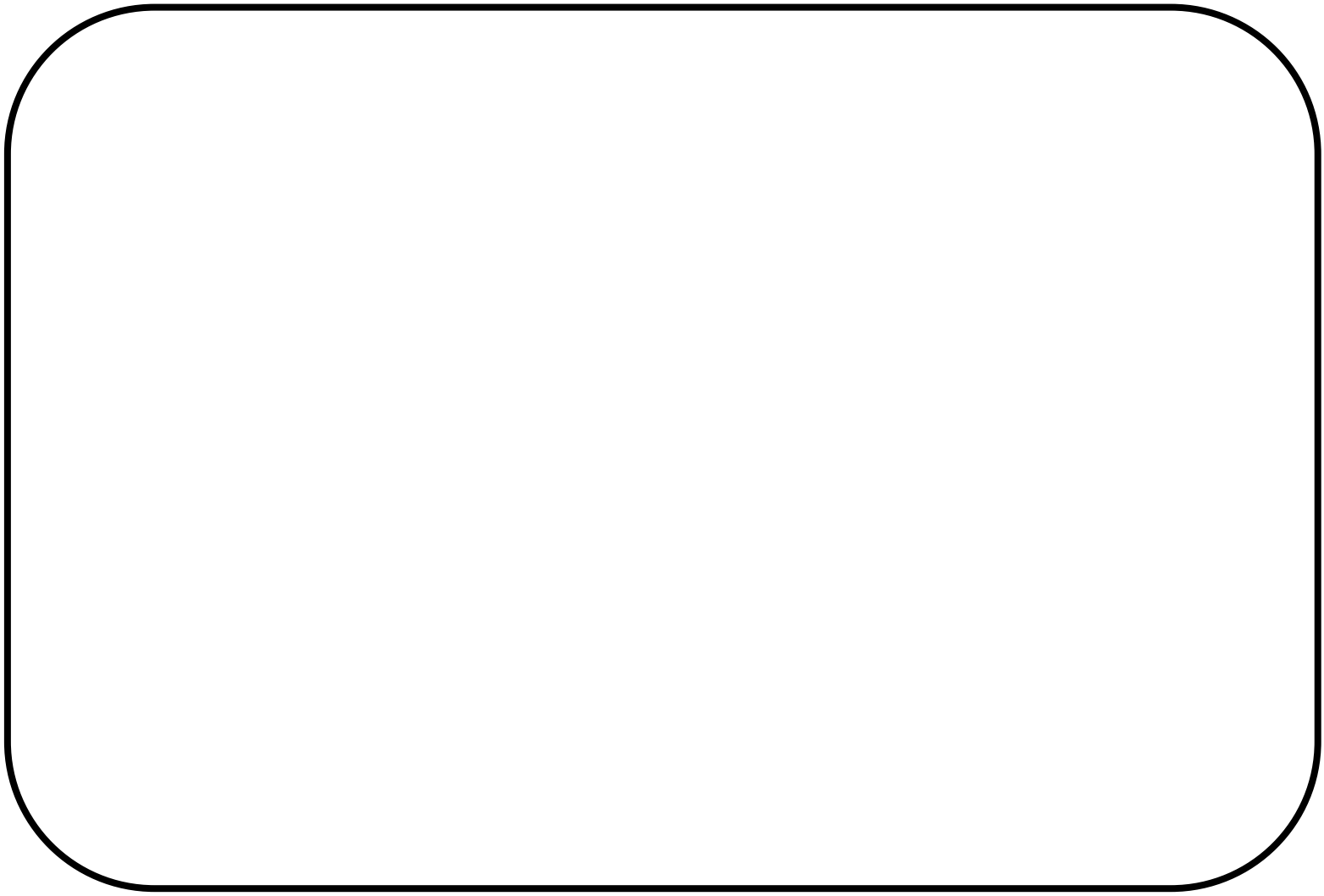
<u>Mensaje de Escritura:</u> Escritura libre. Dibuja y escribe sobre lo que tu quieras.

Dia 10 Matemáticas

Libro de Números

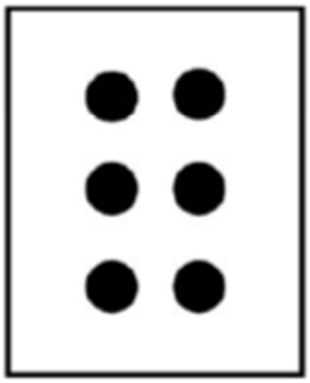
- Paginas 6-10

Juego: Clash **Use frijoles, bolitas, monedas, Legos, etc. como contadores.



Name: _____ Date: _____





6 6 6

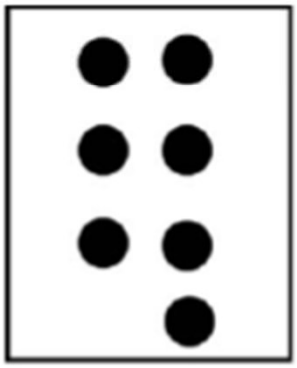
6 6 6

Draw **six** animals.

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Name: _____ Date: _____

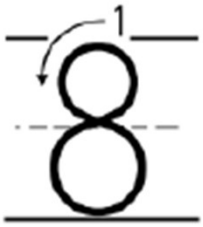


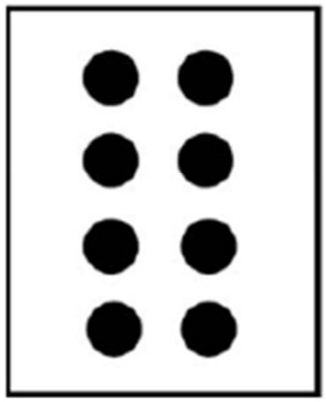


Draw **seven** children.

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Name: _____ Date: _____





8 8 8

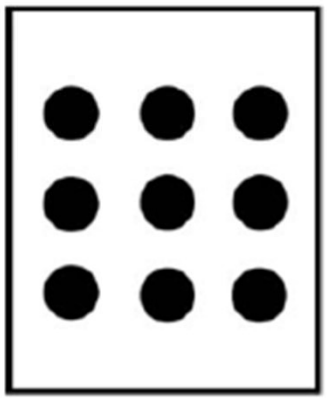
8 8 8

Draw **eight** squares.

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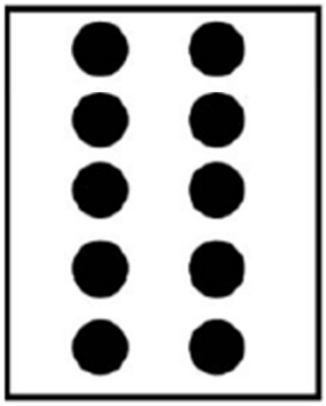


Draw **nine** triangles.

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Name: _____ Date: _____





10

10

Draw **ten** circles.

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Clash

Objective: Determine which number is greater

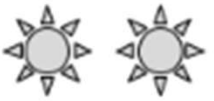
- Play with a partner.
- Cards are shuffled and placed face down in a pile.
- Each player draws a card and turns it face up. The player with the greater number takes both cards. If both cards are the same, they remain on the table until unlike cards have been drawn.
- Play continues until all the cards have been drawn. The player with the most cards wins.

Choque

Objectivo: Determine qué número es mayor

- Juegue con una pareja.
- Tarjetas se barajan y se colocan boca abajo en una pila.
- Cada jugador saca una carta y la pone boca arriba. El jugador con el número mayor toma ambas tarjetas. Si las dos tarjetas son iguales, se dejan en la mesa hasta que se hayan sacado todas las cartas que son diferentes.
- El juego continúa hast que todas las tarjetas se han sacado. El jugador con la mayor cantidad de tarjetas es el ganador.

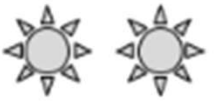
Number Quantity Cards

0	1 	2 	3 
4 	5 	6 	7 
8 	9 		

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Number Quantity Cards

0	1 	2 	3 
4 	5 	6 	7 
8 	9 		

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Day 6 Art

Shapes
What are shapes?
What are colors?
What are patterns?

Day 7 Art

Henri Matisse, French artist
Used vivid colors
Late in life he did cut-outs

Day 8 Art

Draw geometric shapes.
Color them.

Day 9 Art

Cut shapes.
Cut 3 same shapes. (to create a pattern)
Color them in so they are different colors.

Day 10 Art

Paste shapes into the vase template.
Do reflection page.



Dia 6 Arte

Figuras
¿Cuales son las figuras?
¿Cuales son los colores?
¿Cuales son los patrones?

Dia 7 Arte

Henri Matisse, artista frances
Usó colores vividos
Al final de su vida trabajó en recortes

Dia 8 Arte

Dibuja figuras geométricas.
Coloréalas

Dia 9 Arte

Recorta figuras.
Recorta 3 figuras iguales (para crear un patrón)
Coloréalas de un color diferente cada una.

Dia 10 Arte

Pega las figuras en el modelo del vaso
Llena la pagina de reflexión.

INTRODUCTION-SHAPES

Shapes

What are shapes? Identify these shapes.



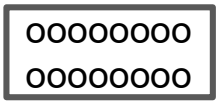
What is in your home that looks like these shapes? (point out 5 objects)

What are colors? Color is reflected light.

Find objects in your home or outside that are RED, BLUE, YELLOW, ORANGE, PURPLE

What are patterns? A pattern is a repeated design on paper or fabric.

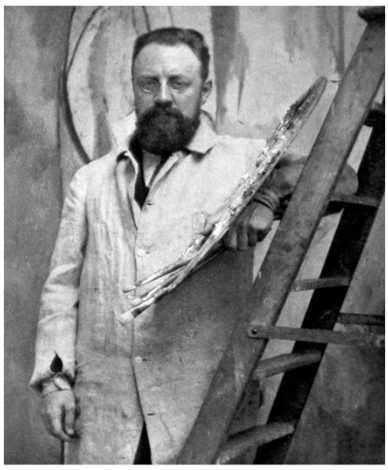
Find objects in your home that have a pattern.





Draw a triangle below. Draw a simple pattern 3 times inside your triangle. Third grade draw 2 shapes with a different pattern inside each shape.

Artist Background and Works



This is Henri Matisse. What do you notice?
What do you wonder?
He was from France and liked to paint with very bright colors.
Late in life he began to do paper cut-outs and made some of his most famous pieces.



Copy the pattern that you see here in this Cut-out composition.

What shapes do you see in this painting?

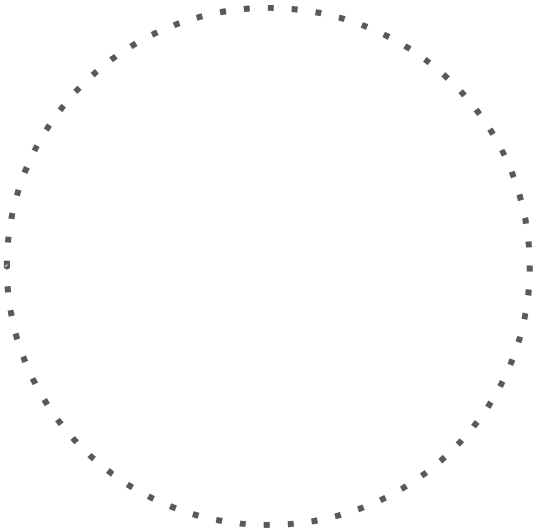
Circle the shapes that you see.



Connect the lines to draw these shapes.



What shape is this?



What shape is this?

Draw one shape and color it a bright color.

Artist Reflection

Grade:

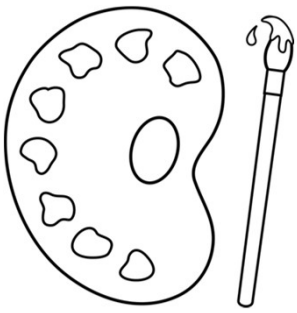
My name is _____.

I created a _____.

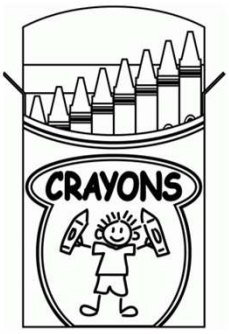
I learned about the artist _____.

These are the materials I used:

paint







scissors





pencil





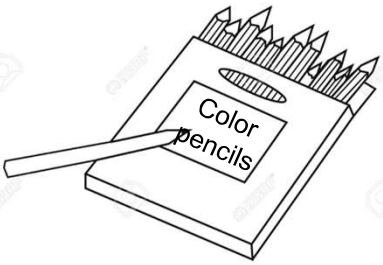
Glue

tape

pen



ruler



I LIKE DON'T LIKE this because

_____

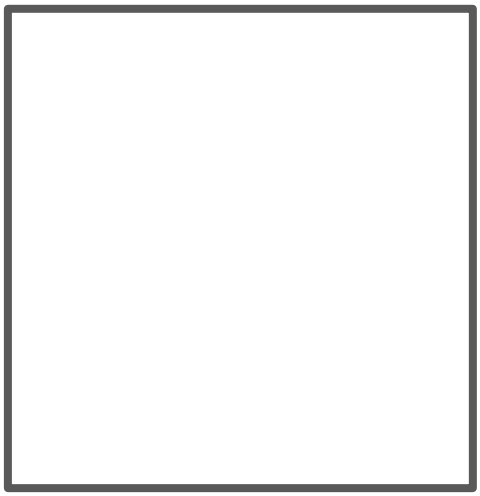
_____.

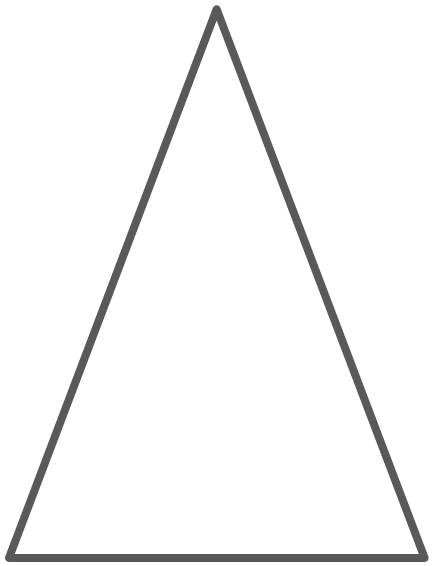
Overall I feel  about my work. (Circle a face.)

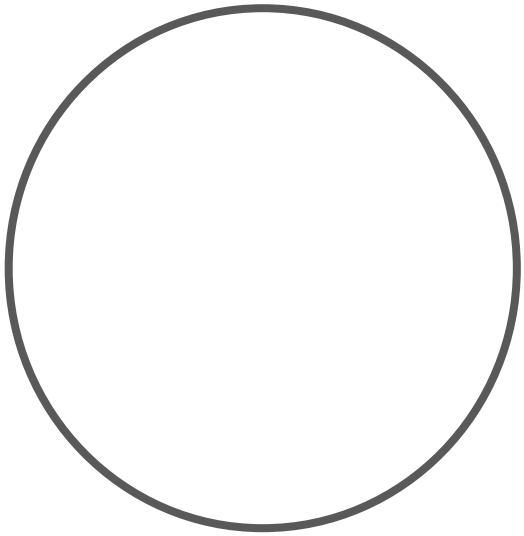
Attach to your artwork composition!

Cut-out shapes and paste

Color the shapes. Then with the help of an adult, cut out the shapes and paste into your vase.





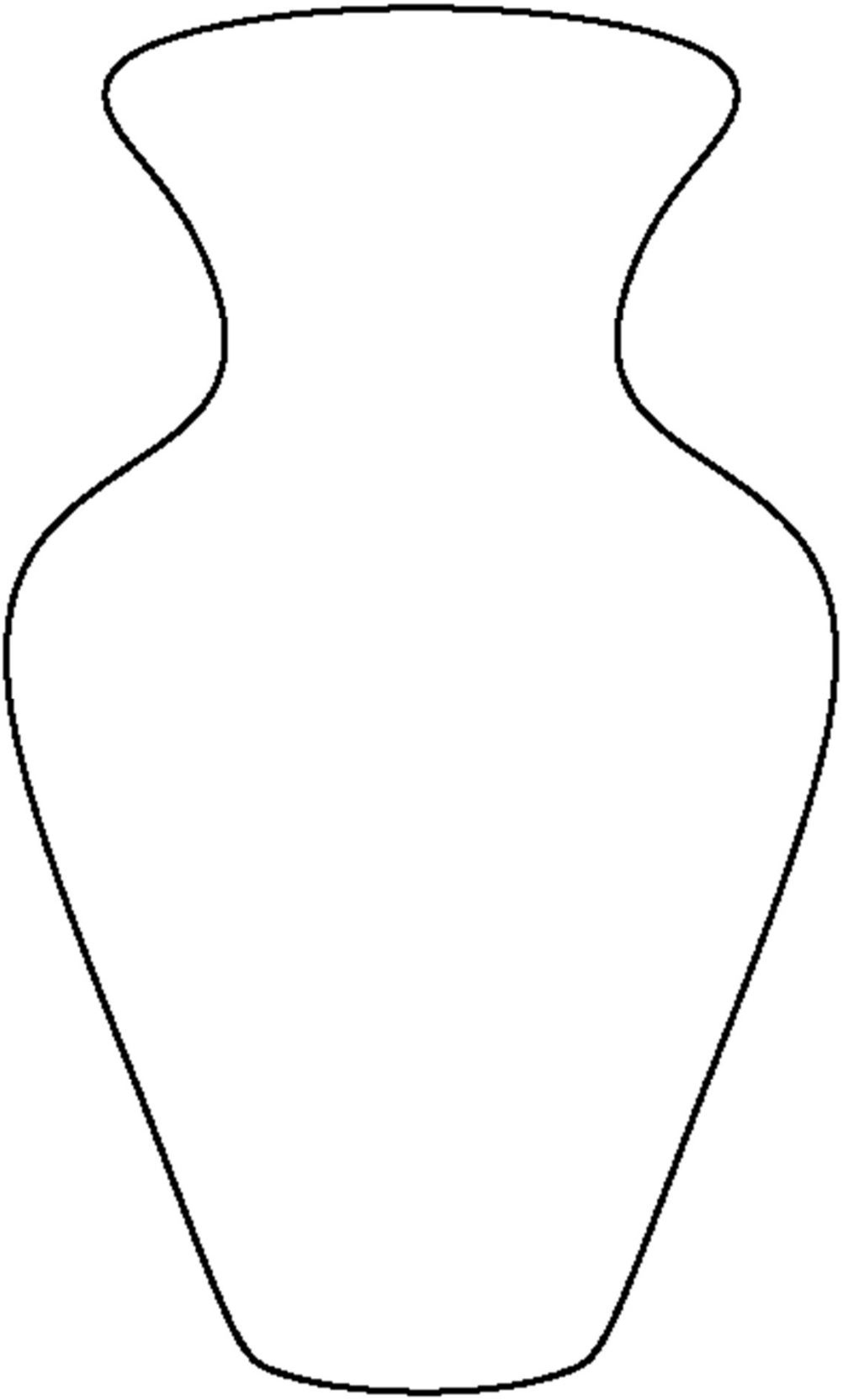


Cut out more shapes so that you have 3 of the same. You may use other paper.

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Vase template

Name: _____



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It was the best Thanksgiving!





We took the food to Mom.



I said, "Oh, no! What will we do?"



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It was Thanksgiving.
Mom said, "I'm too sick to cook."



She said, "Thank you! Let's eat!"



Mom said, "It's OK! You can all help."



I made the corn bread.

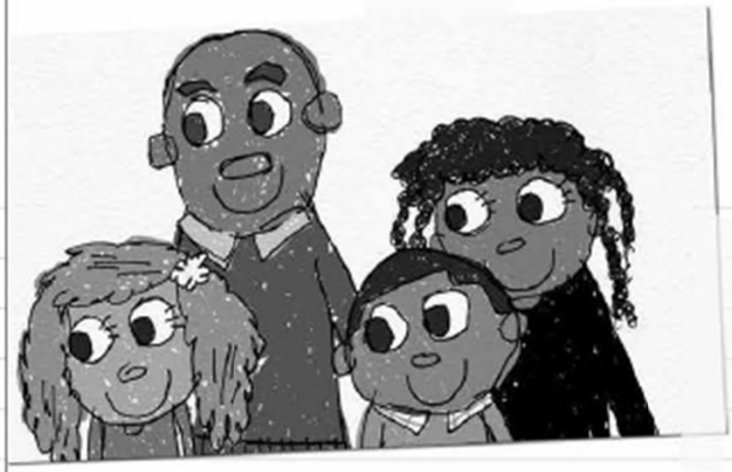


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Mom said, "Make the corn bread."



12



5

Mom said, "Cut the green beans."



10

Dad put the turkey in the oven.



7

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Mom said, "Put the turkey in the oven."



My brother cut the green beans.



Mom said, "Peel the potatoes."



My sister peeled the potatoes.



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I had fun!



16

I see the balloons.

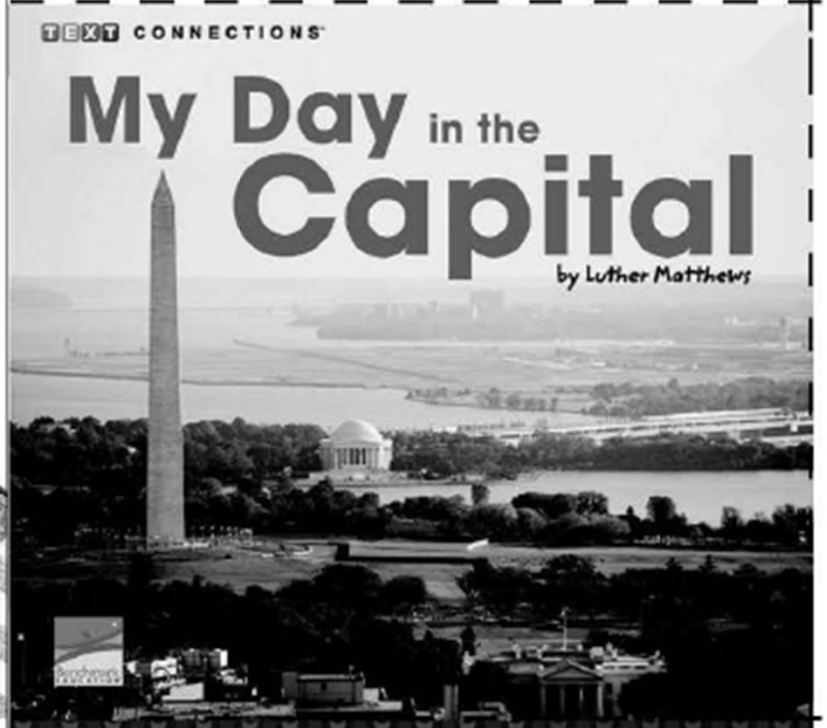


14

TEXT CONNECTIONS

My Day in the Capital

by Luther Matthews





3

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I see the people.



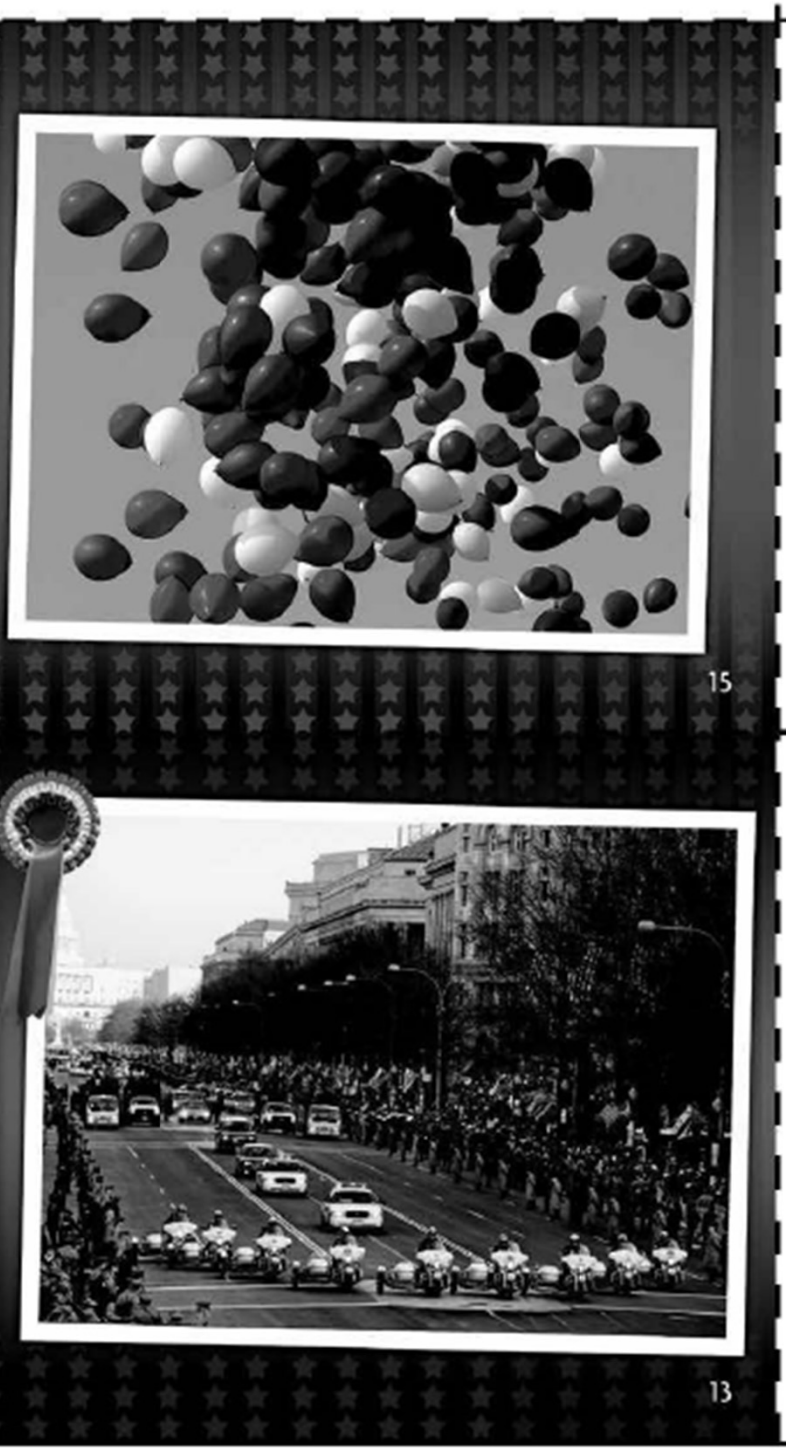
2

I see the parade.



4

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15

13

I see the cars.



12



5

I see the flags.



10



7

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I see the buildings.



6



11

I see the bands.



8



9

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I like the presents!



16

At the Birthday Party



by Margie Burton, Cathy French, Tammy Jones

He is at the party.

14

He likes cake.



3

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He is at the party.

2

He likes prizes.



She is at the party.

4

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He likes games.



He is at the party.

12

She is at the party.

10

She likes milk.



5

She likes ice cream.



7

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She is at the party.

6

She likes balloons.



11

He is at the party.

8

He likes hats.



9

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"Look at the clothes!"
Pedro said.



16

"Look at the dance!"
Pedro said.



14

TEXT CONNECTIONS

Jin and Pedro Celebrate!

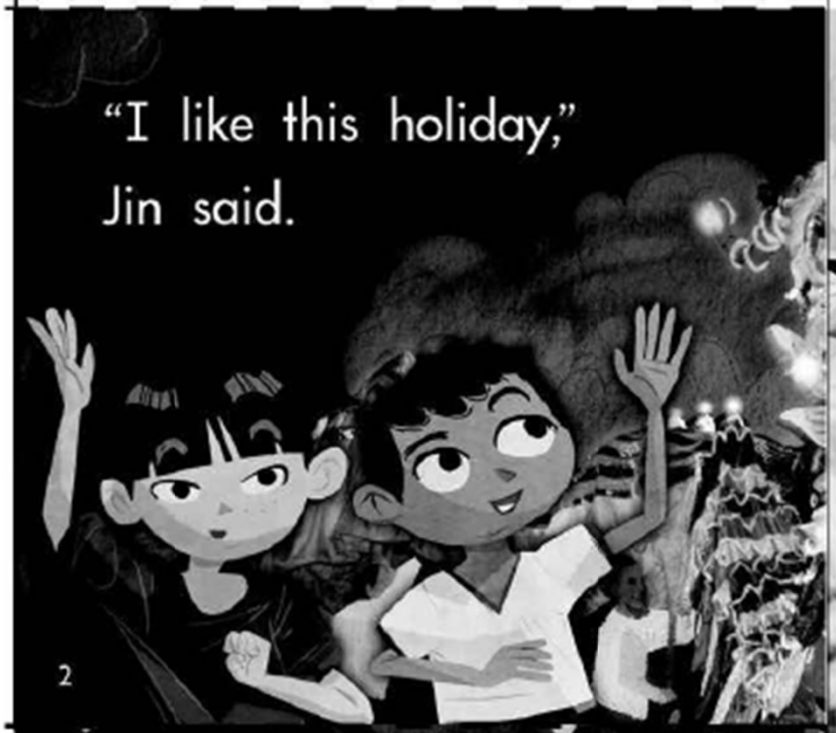


by Heidi Ward • illustrated by Pedro Vergani



3

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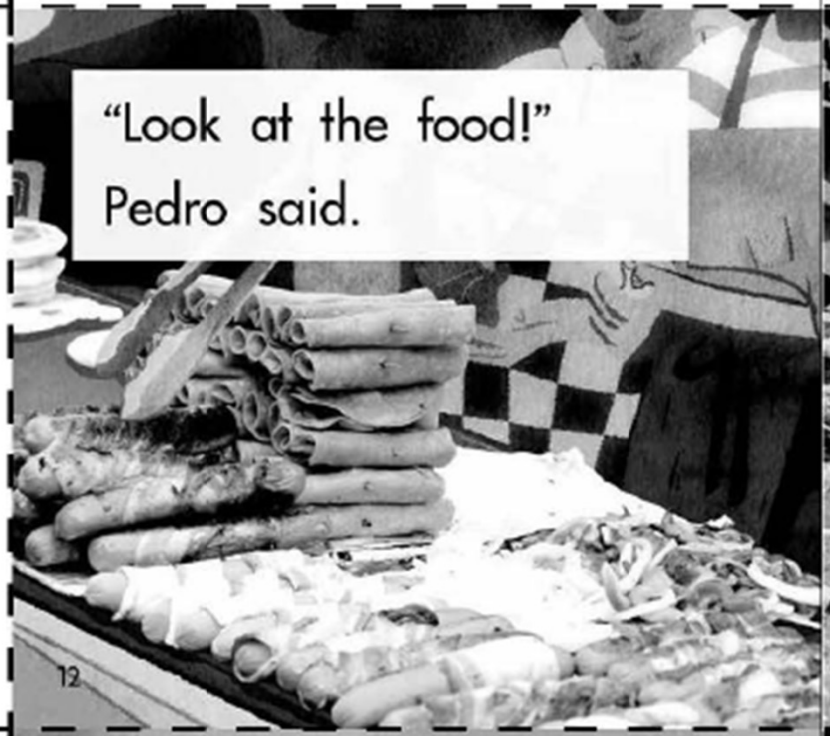




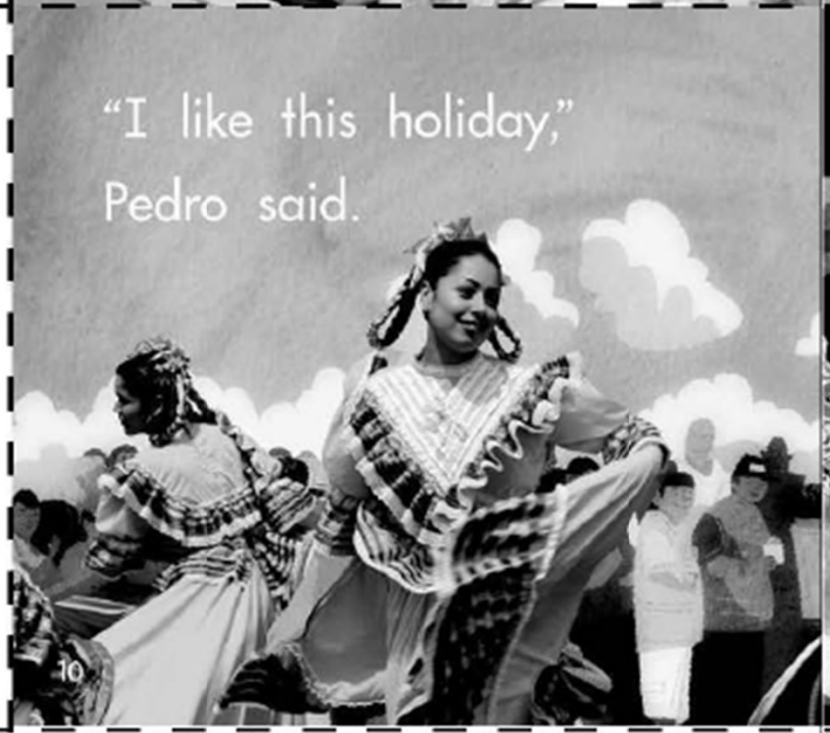




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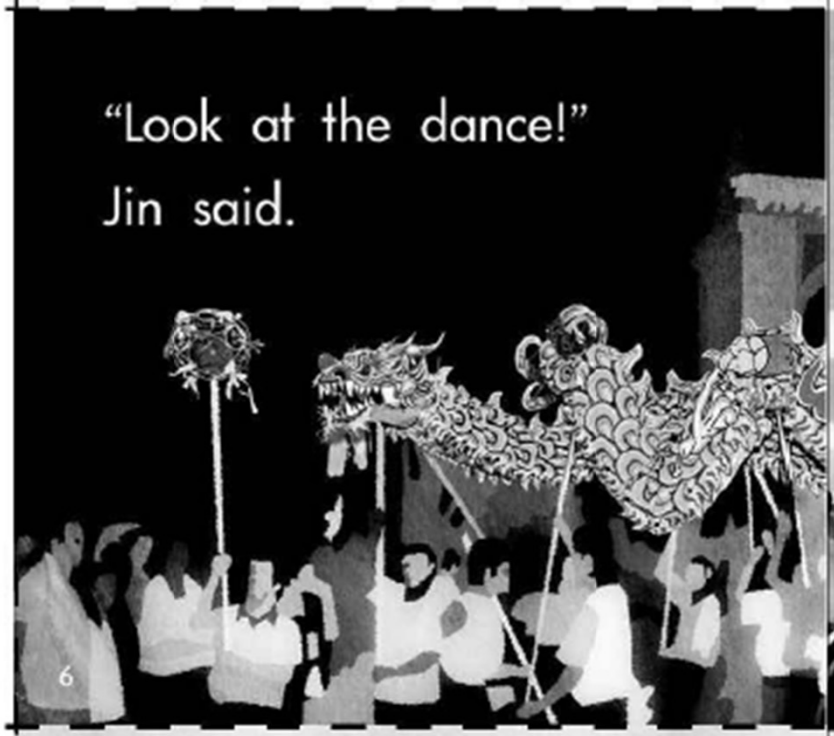








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It was a party for Rabbit!



16

A Party for Rabbit



by Rebecca Weber • illustrated by Sandra Cammell

Cow went to the party.
She took carrot cake.



14



3

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Cat went to the party.
He took carrot sticks.



2



15

Tiger went to the party.
He took carrot bread.



4



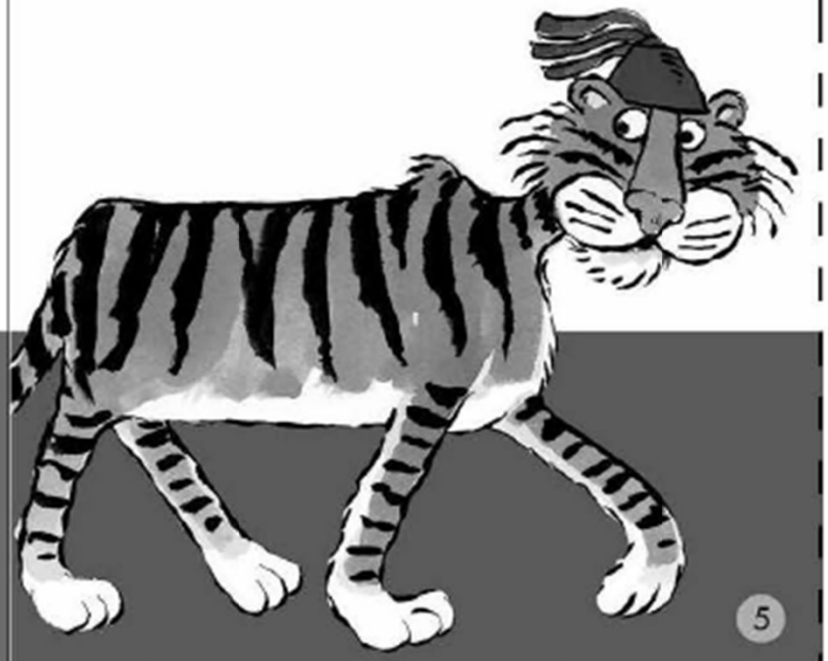
13

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Mouse went to the party.
He took carrot ice cream.

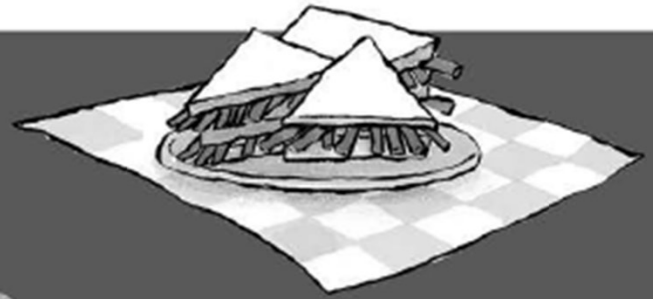


12



5

Crow went to the party.
He took carrot sandwiches.



10



7

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Camel went to the party.
She took carrot juice.



6



11

Pig went to the party.
She took carrot chips.



8



9

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They liked Thanksgiving, too!



16

Thanksgiving Then and Now



by Nan Walker • illustrated by Mark Corcoran

We like Thanksgiving.





14



3

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We have Thanksgiving.





They had Thanksgiving, too.





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They played the drums.

12



We play the guitar.



10



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We have a big turkey.
We have corn
and pumpkin.







6



They had a big turkey, too.
They had corn
and pumpkin.



8



9

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