

Woodside News!

From Mrs. Rodriguez

March 13, 2020

Dear Families,

The packet we have shared with you provides an outline of activities and resources for you to do on a daily basis with your child. We have thoughtfully provided areas for continued discovery and practice in every content area. We have also provided websites and links to some of our favorite books that can be accessed on your computer or phone to support the learning from home. Please remember that we will be continuously updating our webpage to provide additional information and resources. Please see the Woodside Page – Principal's Corner for more information on how to support your child from home.

These are extraordinary times. Please be assured that we are committed to supporting our community. While the students may not have the consistency of their daily classroom we can partner together to create a consistent framework for learning that will help support continued learning and provide a sense of normalcy. Thank you for your support.

Sincerely,

Rebecca Aviles Rodriguez
Principal

13 de marzo de 2020

Queridas familias,

El paquete que hemos compartido con usted proporciona un resumen de las actividades y recursos que se puede realizar diariamente con su hijo. Hemos proveído cuidadosamente áreas para el descubrimiento y la práctica continua en cada área de contenido. También hemos proveído sitios de web y enlaces a algunos de nuestros libros favoritos a los que puede llegar desde su computadora o teléfono para apoyar el aprendizaje desde su hogar. Recuerde que reemplazaremos continuamente nuestra página de web para proporcionar información y recursos adicionales. Consulte la página de Woodside - Rincón de la Directora para obtener más información sobre cómo apoyar a su hijo desde casa.

Estos son tiempos extraordinarios. Por favor tenga la seguridad de que estamos comprometidos a apoyar a nuestra comunidad. En cuanto los estudiantes no tengan la consistencia de su clase diaria, podemos crear rutinas coherentes para el aprendizaje continuo para proveer una sensación de normalidad. El aprendizaje es un viaje que nos puede llevar a través de diferentes etapas de descubrimiento. Aprovechemos cada día como una oportunidad para aprender, discutir ideas, contar historias y, lo más importante, abrazar todos los días como un regalo.

Sinceramente,

Rebecca Aviles Rodriguez
Directora



Woodside News! Staying Sharp!

1st Grade Dual Language

Daily Practice for First Grade Dual Language in English and Spanish

All activities stated below can be practiced by saying it with a
family member.

- Practice counting numbers to 120
- Practice counting by 2's, 5's and 10's
- Practice days of the week and months of the year
- Practice sight words/trick words
- Practice sílabas/palabras de alta frecuencia
- Practice digraphs (th, sh, ck, wh, ch), vowel sounds, glued sounds (an, am ing, ang, ong etc.) and blends (fl, cl, dr, br, etc)

Daily assignments for 1st Grade Dual Language

Each activity for ~ 15 minutes

<u>Day 1- Spanish</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity	<u>Day 2- English</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity	<u>Day 3- Spanish</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity	<u>Day 4- English</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity	<u>Day 5- Spanish</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity
<u>Day 6- English</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity	<u>Day 7- Spanish</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity	<u>Day 8- English</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity	<u>Day 9- Spanish</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity	<u>Day 10 - English</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity
<u>Day 11- Spanish</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity	<u>Day 12- English</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity	<u>Day 13- Spanish</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity	<u>Day 14- English</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity	<u>Day 15- Spanish</u> • Complete daily activities • Log into <u>Raz-kids</u>. Read 3 books and complete questions. • Log into <u>Zearn</u> • Complete a math activity • Writing prompt • Science/Social Studies Activity

[illegible]

Name: _____

Write about a time when you felt proud of yourself.

Nombre: _____

Escribe sobre alguna vez en la que te
hayas sentido orgulloso de ti mismo.

Name: _____

Write about a time when you tried something and didn't like

Nombre: _____

Escribe sobre alguna vez en la que
hayas intentado algo pero no te gustó.

Name: _____

Write about a time when you had to go to the doctor

Nombre: _____

Escribe sobre alguna vez en la
que hayas tenido que ir al médico.

Name: _____

Write about a time when you felt nervous

Nombre: _____

Escribe sobre alguna vez en la que te hayas sentido nervioso.

[illegible]

Name: _____

Write about the best birthday you've ever had

Nombre: _____

Escribe sobre el mejor cumpleaños que hayas
tenido.

Name: _____

Imagine that a first grader gets to spend the night at the zoo. Write a story about what the first grader does

Nombre: _____

Imagina que un niño de primer grado pasa la noche en un zoológico. Cuenta una historia sobre qué hace el niño.

Name: _____

Imagine that you are a superhero, and your school needs help. Write a story about what happens.

First,

Next,

Nombre:

Imagina que eres un superhéroe y la escuela necesita ayuda. Escribe una historia sobre qué pasa.

Name: _____

Imagine that your favorite stuffed animal, doll, or action figure starts talking to you. Write a story about what happens.

Nombre: _____

Imagina que tu peluche, muñeca o muñequito favorito comienza a hablarte. Escribe una historia sobre qué pasa.

Name: _____

Imagine that you wake up tomorrow morning and are fifteen feet tall. Tell a story about what you do.

Nombre:

Imagina que te despiertas mañana por la mañana y mides quince pies de altura. Escribe una historia sobre qué hace

Name: _____

Imagine that your best friend stops talking to you.
Write a story about what happens.

Nombre: _____

Imagina que tu mejor amigo o amiga deja de hablarte
Escribe una historia sobre qué pasa.

Name: _____

Imagine that you are a penguin lost in the desert.
Write a story about how you find your way back home.

[illegible]

Nombre: _____

Imagina que eres un pingüino perdido en el desierto.
Escribe una historia sobre cómo encuentras el camino a casa.

Name: _____

Imagine that you have created a talking robot. Write about what happens when you turn the robot's power on.

Nombre: _____

Imagina que has creado un robot que habla.
¡Escribe sobre qué pasa cuando lo enciendes!

Name: _____

Imagine that you walk into your classroom one morning and find a skunk sitting at your desk. Write a story about what happens.

[illegible]

Nombre: _____

Imagina que entras a clase una mañana y encuentras un zorrill
sentado en tu mesa. Escribe una historia sobre qué pasa.

Name: _____

Imagine that your friend gives you some magic beans
Write a story about what happens.

Blank writing area for the story.

Nombre: _____

Imagina que tu amigo o amiga te da unos frijoles mágicos. Escribe una historia sobre qué pasa.



Woodside News! Staying Sharp!

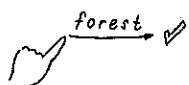
Reading & Writing

Daily Activities – This is to be practiced daily. - Practice reading your sight words daily. - Read a book for 15 minutes' daily – Use the attached sheet "Tools for Solving Hard Words" to solve hard words. - Discuss the weather, make predictions. - Log on to Raz-Kids and Zearn.	Actividades diarias: esto se debe practicar a diario. - Practique leer sus palabras de alta frecuencia - Lea un libro diariamente durante 15 minutos: utilice la hoja adjunta "Herramientas para resolver palabras difíciles" para resolver palabras difíciles. - Discuta el clima, haga predicciones. - Inicie sesión en Raz-Kids y Zearn.
Day 1 - Read a book - Identify the characters and setting in your story. - Identify sight words found in your story. - Opinion Writing – See the attached sheet for Day 1	Día 1 - Lee un libro - Identifica los personajes y el escenario de tu historia - Identifica palabras de alta frecuencia que se encuentran en tu historia. - Escritura de opiniones: consulte la hoja adjunta para el día 1
Day 2 - Read a book - Identify the Problem and Solution in your story. - Word Families – Generate words that end in -all, -an, -am - Opinion Writing - See the attached sheet for Day 2	Día 2 - Lee un libro - Identifique el problema y la solución en su historia. - Familias de palabras: genere palabras que terminen en - todos, -an, -am - Escritura: vea la hoja adjunta para el día 2
Day 3 - Read a book - How would you change the ending of your story? - Word Families – Generate words that end in -ank, ink, onk, -unk - Opinion Writing - See the attached sheet for Day 3	Día 3 - Lee un libro ¿Cómo cambiarías el final de tu historia? - Familias de palabras: genera palabras que terminan en -ank, ink, onk, -unk - Escritura: vea la hoja adjunta para el día 3
Day 4 - Read a book - Why do you think the author wrote this story? Was it to inform, persuade, or entertain? - Word Families – Generate words that end in -ang, -ing, -ong, -ung - Opinion Writing - See the attached sheet for Day 4	Día 4 - Lee un libro ¿Por qué crees que el autor escribió esta historia? ¿Fue para informar, persuadir o entretener? - Familias de palabras: genera palabras que terminan en -ang, -ing, -ong, -ung - Escritura: vea la hoja adjunta para el día 4
Day 5 - Read a book - How do you relate to the story? "This story reminds me of when I _____." - Word Families – Generate as many words you can with tr- in it. (example: <u>train</u>, <u>track</u>)	Día 5 - Lee un libro ¿Cómo te relacionas con la historia? "Esta historia me recuerda cuando I _____". - Familias de palabras: genere tantas palabras como pueda con trin-it. (ejemplo: <u>tren</u>, <u>vía</u>)

Opinion Writing - See the attached sheet for Day 5	Escritura: vea la hoja adjunta para el día 5
Day 6 - Read a book - Compare and contrast the characters in your story. How are they alike? How are they different? - Suffix – Add a suffix, -s, to the words below. dog, pen, pup, shop, map, fan, bug, nap, chip, pill, sock, dad, mop, pit, rock, kid, rug, top, mat, net, path - Opinion Writing - See the attached sheet for Day 6	Día 6 - Lee un libro - Compara y contrasta los personajes de tu historia. ¿En qué se parecen? ¿En qué se diferencian? - Sufijo: agregue un sufijo, -s, a las palabras a continuación. dog, pen, pup, shop, map, fan, bug, nap, chip, pill, sock, dad, mop, pit, rock, kid, rug, top, mat, net, path - Escritura: vea la hoja adjunta para el día 5
Day 7 - Read a book - What is your opinion on the book? <i>"I like the book because _____." "I dislike the book because _____."</i> - Word Families – Generate as many words you can with -ake in it. (example: cake, take) - Opinion Writing - See the attached sheet for Day 7	Día 7 - Lee un libro ¿Cuál es tu opinión sobre el libro? "Me gusta el libro porque _____. "No me gusta el libro porque _____". - Familias de palabras: genere tantas palabras como pueda con ellas. (ejemplo: pastel, toma) - Redacción de opiniones: consulte la hoja adjunta para el día 7
Day 8 - Read a book - What is your opinion on the book? <i>"I like the book because _____." "I dislike the book because _____."</i> - Word Families – Generate as many words you can with -ack in it. (example: black, pack) - Opinion Writing - See the attached sheet for Day 8	Día 8 - Lee un libro ¿Cuál es tu opinión sobre el libro? "Me gusta el libro porque _____. "No me gusta el libro porque _____". - Familias de palabras: genere la mayor cantidad de palabras que pueda; (ejemplo: negro, paquete) - Escritura: vea la hoja adjunta para el día 8
Day 9 - Read a book - What is the problem in the story? How would you solve it? <i>"The problem in the story is _____. "I would solve the problem by _____."</i> - Word Families – Generate as many words you can with -ake in it. (example: cake, take) - Opinion Writing - See the attached sheet for Day 9	Día 9 - Lee un libro ¿Cuál es el problema en la historia? ¿Cómo lo resolverías? "El problema en la historia es _____. "Resolvería el problema por _____". - Familias de palabras: genere tantas palabras como pueda con ellas. (ejemplo: pastel, toma) - Escritura: vea la hoja adjunta para el día 9
Day 10 - Read a book - Character Traits – How would you describe the main character in the book? <u>Some Character Traits:</u> <i>funny, mean, kind, smart, enormous, awesome, curious, astonish, frightened, ferocious, generous, brave.</i> - Word Families – Generate as many words you can with -eel in it. (example: feel) - Opinion Writing - See the attached sheet for Day 10	Día 10 - Lee un libro - Rasgos de los personajes: ¿cómo describirías al personaje principal del libro? Algunos rasgos de carácter: divertido, malo, amable, inteligente, enorme, impresionante, curioso, asombroso, asustado, feroz, generoso, valiente. - Familias de palabras: genere la mayor cantidad de palabras que pueda con -eel in (ejemplo: sentir) - Escritura: vea la hoja adjunta para el día 10
Day 11 - Read a book - If you had the opportunity to meet the main character, what would you say? Why?	Día 11 - Lee un libro - Si tuvieras la oportunidad de conocer al personaje principal, ¿qué dirías? ¿Por qué?

- Word Families – Generate as many words you can that begins with <i>ch</i>-. (example: <i>chin</i>, <i>chip</i>) - Opinion Writing - See the attached sheet for Day 11	- Familias de palabras: genere tantas palabras como pueda que comience con <i>ch</i>-. (ejemplo: <i>mentón</i>, <i>chip</i>) - Escritura: vea la hoja adjunta para el día 11
Day 12 - Read a book Compare and Contrast two fiction or two non-fiction books. How are they alike? How are they different? <i>"They are alike because _____. They are different because _____."</i> - Word Families – Generate as many words you can that begins with <i>sh</i>-. (example: <i>ship</i>, <i>shop</i>) - Opinion Writing - See the attached sheet for Day 12	Día 12 - Lee un libro Compara y contrasta dos libros de ficción o dos libros de no ficción. ¿En qué se parecen? ¿En qué se diferencian? <i>"Se parecen porque _____. Son diferentes porque _____"</i>. - Familias de palabras: genera tantas palabras como puedas que comiencen con <i>sh</i>-. (ejemplo: <i>enviar</i>, <i>comprar</i>) - Escritura: vea la hoja adjunta para el día 12
Day 13 - Read a book - Retell The Story: What happened in the beginning, middle, and end of the story? <i>"First _____. Then _____. Finally _____."</i> - Word Families – Generate as many words you can that begins with <i>wh</i>-. (example: <i>when</i>, <i>wheel</i>) - Opinion Writing - See the attached sheet for Day 13	Día 13 - Lee un libro - Vuelva a contar la historia: ¿Qué sucedió al principio, a la mitad y al final de la historia? <i>"Primero _____. Luego _____. Finalmente _____"</i>. - Familias de palabras: genere tantas palabras como pueda que comience con <i>wh</i>-. (ejemplo: <i>cuando</i>, <i>rueda</i>) - Escritura: vea la hoja adjunta para el día 13
Day 14 - Read a book - Would you recommend this book to a friend? Who? Why? <i>"I would/would not recommend this book to a friend because _____."</i> - Word Families – Generate as many words you can that with <i>th</i>-. (example: <i>that</i>, <i>th</i>) - Opinion Writing - See the attached sheet for Day 14	Día 14 - Lee un libro ¿Recomendarías este libro a un amigo? ¿Quien? ¿Por qué? <i>"Recomendaría / no recomendaría este libro a un amigo porque _____"</i>. - Familias de palabras: genere tantas palabras como sea posible con <i>th</i>-. (ejemplo: <i>eso</i>, <i>th</i>) - Redacción de opiniones: consulte la hoja adjunta para el día 14
Day 15 - Read a book - Retell The Story: What happened in the beginning, middle, and end of the story? <i>"First _____. Then _____. Finally _____"</i>. - Word Families – Generate as many words you can with <i>ea</i> (example: <i>eat</i>, <i>real</i>) - Opinion Writing - See the attached sheet for Day 15	Día 15 - Lee un libro - Vuelva a contar la historia: ¿Qué sucedió al principio, a la mitad y al final de la historia? <i>"Primero _____. Luego _____. Finalmente _____"</i>. - Familias de palabras: genere tantas palabras como pueda con <i>ea</i> (ejemplo: <i>comer</i>, <i>real</i>) - Redacción de opiniones: consulte la hoja adjunta para el día 15

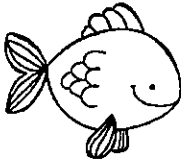
Tools for Solving and Checking Hard words

Try Something!	Check It!
Think about what's happening.  Check the picture. 	Does that make SENSE?
Think what kind of word would fit.  Get a running start. 	Does that SOUND right?
Do a s-l-o-w check!  Read it part by part.  Use a word you know.  Check the picture. 	Crash the parts together.  Try it many ways.  Does that LOOK right?

Name _____ Date _____

Opinion: The Best Pet

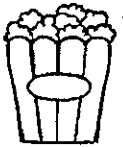
Circle one. Use pictures and words to explain why you chose it.

				
cat	dog	fish	bird	snake

Name _____ Date _____

Opinion: The Best Snack

Circle one. Use pictures and words to explain why you chose it.

				
vegetables	cookies	fruit	candy	popcorn

Name _____

Date _____

Opinion: The Worst Pet



Circle one. Use pictures and words to explain why you chose it.



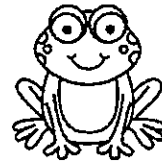
bear



rooster



skunk



frog



snake

The image shows a full page of handwriting practice paper. It contains four identical sets of horizontal lines, each set consisting of a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement.

Name

Date _____

Opinion: The Best Fruit

[illegible]

Circle one. Use pictures and words to explain why you chose it.



banana



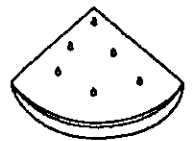
apple



grapes



pineapple



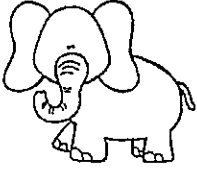
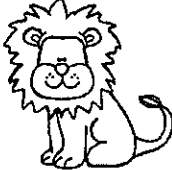
watermelon

This image shows a blank sheet of white paper with four sets of horizontal ruling lines. Each set includes a solid black top line, a dashed black middle line, and a solid black bottom line, providing a guide for handwriting practice. The lines are evenly spaced and extend across the width of the page.

Name _____ Date _____

Opinion: The Best Zoo Animal

Circle one. Use pictures and words to explain why you chose it.

				
elephant	giraffe	lion	monkey	zebra

Name

Date _____

Opinion: The Best Class

[illegible]

Circle one. Use pictures and words to explain why you chose it.



music



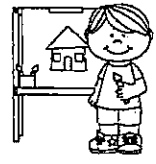
science



library



P.E.



art

Opinion: The Best Job

Circle one. Use pictures and words to explain why you chose it.

				
chef	doctor	firefighter	mechanic	veterinarian

Name _____ Date _____

Opinion: Outside Fun

Circle one. Use pictures and words to explain why you chose it.



skating



biking



soccer



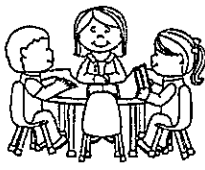
football



jump rope

Opinion: The Best Part of School

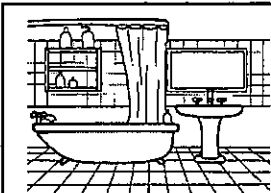
Circle one. Use pictures and words to explain why you chose it.

 story time	 math	 guided reading	 lunch	 writing
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Name _____ Date _____

Opinion: The Best Place to Read

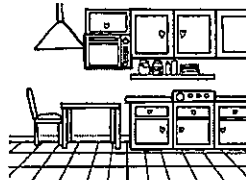
Circle one. Use pictures and words to explain why you chose it.



bathroom



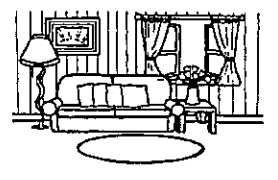
bedroom



kitchen



backyard

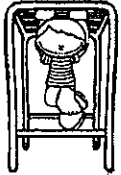
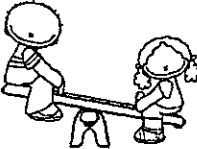


living room

Name _____ Date _____

Opinion: The Best Part of Recess

Circle one. Use pictures and words to explain why you chose it.

				
monkey bars	slide	hopscotch	see-saw	soccer

Name _____ Date _____

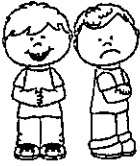
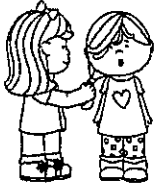
Opinion: The Scariest Animal

Circle one. Use pictures and words to explain why you chose it.

				
dinosaur	shark	lion	bunny	crocodile

Opinion: The Meanest Thing to Do

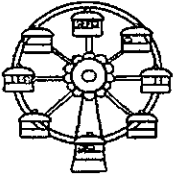
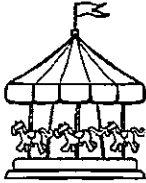
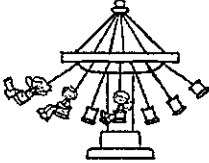
Circle one. Use pictures and words to explain why you chose it.

 tease	 kick	 bite	 push	 pull hair
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Name _____ Date _____

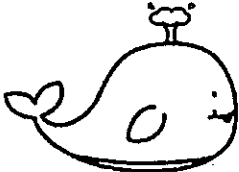
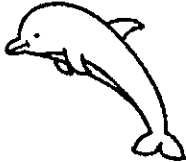
Opinion: The Best Carnival Ride

Circle one. Use pictures and words to explain why you chose it.

				
ferris wheel	merry-go-round	swing	roller coaster	bumper cars

Opinion: The Best Ocean Animal

Circle one. Use pictures and words to explain why you chose it.

				
whale	octopus	dolphin	seal	shark



Woodside News! Staying Sharp!

Math 1st Grade

Day 1 – Fill in the hundred chart. Completar una tabla de 100.

Day 2 – Complete 1's addition and subtraction sheet. Completar sumas y restas del número 1.

Day 3- Complete 2's addition and subtraction sheet. Completar sumas y restas del número 2.

Day 4: Complete 3's addition and subtraction sheet. Completar sumas y restas del número 3.

Day 5: Complete 4's addition and subtraction sheet. Completar sumas y restas del número 4.

Day 6: Complete 5's addition and subtraction sheet. Completar sumas y restas del numero 5.

Day 7: Complete 6's addition and subtraction sheet. Completar sumas y restas del número 6.

Day 8: Complete 7's addition and subtraction sheet. Completar sumas y restas del número 7.

Day 9: Complete 8's addition and subtraction sheet. Completar sumas y restas del número 8.

Day 10: Complete 9's addition and subtraction sheet. Completar sumas y restas del número 9.

Day 11 - Complete 10's addition and subtraction sheet. Completar sumas y restas del número 10.

Day 12 – Complete greater than, less than, or equal to sheet. Completar mayor que, menos que, igual que hoja.



Woodside News! Staying Sharp!

Please choose 2 of these activities to do daily.

- Count up to 100.
- Count by 2's to 100.
- Count by 5's to 100.
- Count by 10's to 100.
- Count by 20's to 100.
- Play a collaborative number game! Identify a number that is one more/one less and ten more/ten less than a number given by a family member or friend.
- Draw a number line and count on and back from a given number.
- Play an addition game to practice adding. Collect a small pile of objects (cereal, pennies, toys, etc.). Split the objects into three groups. Say or write an equation to represent the groupings of objects. For example, "I have 16 beans. I can split the beans into groups of 5, 7, and 4. So, $5+7+4=16$." Put the piles back together and split the objects again in a different way. Repeat until all possible combinations are found.
- Create and solve addition and subtraction word problems about personal interests or everyday life. For example, "I had 8 chicken nuggets on my plate. I ate some and now I have 4 left. How many chicken nuggets did I eat?"
- Play a greater than, less than, or equal to game. Collect a small pile of objects. Split the objects into two groups. Say an equation to represent the groupings of objects. For example, "16 is greater than 14."

Por favor de escoger 2 actividades diario.

- Contar hasta 100.
- Contar de a 2 hasta 100. (2,4,6)
- Contar de a 5 hasta 100. (5,10,15)
- Contar de a 10 hasta 100. (10, 20, 30)
- Contar de a 20 hasta 100. (20,40,60)
- Jugar un juego. Identificar un número que es uno más/ uno menos, diez más/ diez menos cuando un familiar te de un número. Por ejemplo, 15, cual es un número más que 15, 16.
- Dibujar una línea y contar hacia adelante y hacia atrás comenzando con cualquier número.
- Jugar un juego de suma. Encuentre un grupo pequeño de artículos como cereal, juguetes, o centavos. Divida los objetos en 3 grupos. Diga o escriba una oración numérica para representar los objetos. Por ejemplo, "Yo tengo 16 monedas. Puedo dividir las en 3 grupos de 5, 7, y 4. $5+7+4=16$ "
- Crear y hacer una solución de suma o resta sobre cosas diarias. Por ejemplo, Si tengo 8 pedacitos de pollo, me como unos. Ahora solo tengo 4. ¿Cuántos pedacitos de pollo me comí?
- Jugar un juego comparando signos de mayor que, menor que, o igual que. Encontrar objetos y dividir en los grupos de 2. Diga una oración como, 16 es mayor que 14.

Day 13- Complete 2-word problem sheets. Completar la historia de problemas.

Day 14- Complete 2-word problem sheets. Completar la historia de problemas.

Day 15-Complete tens and ones sheet. Completar hoja de decenas y unidades.

Day 16- Complete tens and one sheet and I spy shapes sheet. Completar la hoja de decenas y unidades. También la hoja de la figura.

Day 17-Count me Pot of Gold (Practice drawing dimes or pennies to match the number on the pot of gold.) Practica dibujando monedas de diez y centavos (1) para que sea igual al número en la ollita.

Day 18- Count me Pot of Gold (Practice drawing dimes or pennies to match the number on the pot of gold.) Practica dibujando monedas de diez y centavos (1) para que sea igual al número en la ollita.

Day 19- Count me Pot of Gold (Color the dimes or pennies to match the number on the pot of gold.) Colorea las monedas de diez y un centavo para que sean igual al número en la ollita.

Day 20- Number bonds worksheet. Find numbers that make a friendly ten. Completa la hoja de bonos numéricos que hacen 10, por ejemplo $5+5$, $7+3$.

100

Name _____

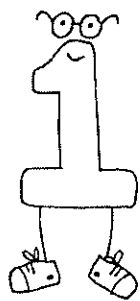
Number Worksheet

Count to One Hundred (100)

Practice counting to one hundred (100) by filling in the missing numbers below.

1	2						8		
11					16				
		23						29	
						37			
				45					
	52								60
			64						
71							78		
	82				86				
		93						99	

[illegible]



$1 + 6 = \underline{\hspace{2cm}}$

$4 + 1 = \underline{\hspace{2cm}}$

$1 + 1 = \underline{\hspace{2cm}}$

$8 + 1 = \underline{\hspace{2cm}}$

$6 + 1 = \underline{\hspace{2cm}}$

$1 + 4 = \underline{\hspace{2cm}}$

$1 + 2 = \underline{\hspace{2cm}}$

$8 + 1 = \underline{\hspace{2cm}}$

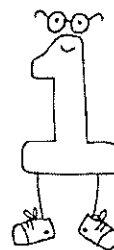
$3 + 1 = \underline{\hspace{2cm}}$

$1 + 7 = \underline{\hspace{2cm}}$

$9 + 1 = \underline{\hspace{2cm}}$

$1 + 5 = \underline{\hspace{2cm}}$

ADDITION



$2 - 1 = \underline{\hspace{2cm}}$

$5 - 1 = \underline{\hspace{2cm}}$

$3 - 1 = \underline{\hspace{2cm}}$

$1 - 1 = \underline{\hspace{2cm}}$

$6 - 1 = \underline{\hspace{2cm}}$

$4 - 1 = \underline{\hspace{2cm}}$

$7 - 1 = \underline{\hspace{2cm}}$

$8 - 1 = \underline{\hspace{2cm}}$

$5 - 1 = \underline{\hspace{2cm}}$

$9 - 1 = \underline{\hspace{2cm}}$

SUBTRACTION



$2 + 1 = \underline{\hspace{2cm}}$

$8 + 2 = \underline{\hspace{2cm}}$

$4 + 2 = \underline{\hspace{2cm}}$

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

$6 + 2 = \underline{\hspace{2cm}}$

$2 + 4 = \underline{\hspace{2cm}}$

$3 + 2 = \underline{\hspace{2cm}}$

$2 + 7 = \underline{\hspace{2cm}}$

$9 + 2 = \underline{\hspace{2cm}}$

$2 + 5 = \underline{\hspace{2cm}}$

$9 + 2 = \underline{\hspace{2cm}}$

$2 + 5 = \underline{\hspace{2cm}}$

ADDITION



$9 - 2 = \underline{\hspace{2cm}}$

$5 - 2 = \underline{\hspace{2cm}}$

$3 - 2 = \underline{\hspace{2cm}}$

$2 - 1 = \underline{\hspace{2cm}}$

$6 - 2 = \underline{\hspace{2cm}}$

$4 - 2 = \underline{\hspace{2cm}}$

$7 - 2 = \underline{\hspace{2cm}}$

$8 - 2 = \underline{\hspace{2cm}}$

$2 - 0 = \underline{\hspace{2cm}}$

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

SUBTRACTION



$2+3 = \underline{\hspace{2cm}}$

$8+3 = \underline{\hspace{2cm}}$

$4+3 = \underline{\hspace{2cm}}$

$3+2 = \underline{\hspace{2cm}}$

$6+3 = \underline{\hspace{2cm}}$

$3+4 = \underline{\hspace{2cm}}$

$3+3 = \underline{\hspace{2cm}}$

$3+7 = \underline{\hspace{2cm}}$

$1+3 = \underline{\hspace{2cm}}$

$3+5 = \underline{\hspace{2cm}}$

$9+3 = \underline{\hspace{2cm}}$

$3+5 = \underline{\hspace{2cm}}$

ADDITION



$9-3 = \underline{\hspace{2cm}}$

$5-3 = \underline{\hspace{2cm}}$

$3-3 = \underline{\hspace{2cm}}$

$3-1 = \underline{\hspace{2cm}}$

$6-3 = \underline{\hspace{2cm}}$

$4-3 = \underline{\hspace{2cm}}$

$7-3 = \underline{\hspace{2cm}}$

$8-3 = \underline{\hspace{2cm}}$

$3-0 = \underline{\hspace{2cm}}$

$3-2 = \underline{\hspace{2cm}}$

SUBTRACTION



$2 + 4 = \underline{\hspace{2cm}}$

$8 + 4 = \underline{\hspace{2cm}}$

$4 + 3 = \underline{\hspace{2cm}}$

$4 + 2 = \underline{\hspace{2cm}}$

$6 + 4 = \underline{\hspace{2cm}}$

$3 + 4 = \underline{\hspace{2cm}}$

$4 + 4 = \underline{\hspace{2cm}}$

$4 + 7 = \underline{\hspace{2cm}}$

$4 + 3 = \underline{\hspace{2cm}}$

$1 + 4 = \underline{\hspace{2cm}}$

$9 + 4 = \underline{\hspace{2cm}}$

$4 + 5 = \underline{\hspace{2cm}}$

ADDITION



$9 - 4 = \underline{\hspace{2cm}}$

$5 - 4 = \underline{\hspace{2cm}}$

$4 - 3 = \underline{\hspace{2cm}}$

$4 - 1 = \underline{\hspace{2cm}}$

$6 - 4 = \underline{\hspace{2cm}}$

$4 - 4 = \underline{\hspace{2cm}}$

$7 - 4 = \underline{\hspace{2cm}}$

$8 - 4 = \underline{\hspace{2cm}}$

$4 - 0 = \underline{\hspace{2cm}}$

$4 - 2 = \underline{\hspace{2cm}}$

SUBTRACTION



$2 + 5 = \underline{\hspace{2cm}}$

$8 + 5 = \underline{\hspace{2cm}}$

$5 + 3 = \underline{\hspace{2cm}}$

$5 + 2 = \underline{\hspace{2cm}}$

$6 + 5 = \underline{\hspace{2cm}}$

$3 + 5 = \underline{\hspace{2cm}}$

$5 + 4 = \underline{\hspace{2cm}}$

$5 + 7 = \underline{\hspace{2cm}}$

$1 + 5 = \underline{\hspace{2cm}}$

$5 + 5 = \underline{\hspace{2cm}}$

$9 + 5 = \underline{\hspace{2cm}}$

$7 + 5 = \underline{\hspace{2cm}}$

ADDITION



$9 - 5 = \underline{\hspace{2cm}}$

$5 - 5 = \underline{\hspace{2cm}}$

$5 - 3 = \underline{\hspace{2cm}}$

$5 - 1 = \underline{\hspace{2cm}}$

$6 - 5 = \underline{\hspace{2cm}}$

$5 - 4 = \underline{\hspace{2cm}}$

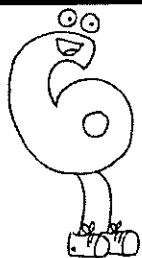
$7 - 5 = \underline{\hspace{2cm}}$

$8 - 5 = \underline{\hspace{2cm}}$

$5 - 0 = \underline{\hspace{2cm}}$

$5 - 2 = \underline{\hspace{2cm}}$

SUBTRACTION



$2+6 = \underline{\hspace{2cm}}$

$6+5 = \underline{\hspace{2cm}}$

$6+3 = \underline{\hspace{2cm}}$

$6+2 = \underline{\hspace{2cm}}$

$6+6 = \underline{\hspace{2cm}}$

$3+6 = \underline{\hspace{2cm}}$

$6+4 = \underline{\hspace{2cm}}$

$6+7 = \underline{\hspace{2cm}}$

$1+6 = \underline{\hspace{2cm}}$

$5+6 = \underline{\hspace{2cm}}$

$9+6 = \underline{\hspace{2cm}}$

$8+6 = \underline{\hspace{2cm}}$

ADDITION



$9-6 = \underline{\hspace{2cm}}$

$6-5 = \underline{\hspace{2cm}}$

$6-3 = \underline{\hspace{2cm}}$

$6-1 = \underline{\hspace{2cm}}$

$6-6 = \underline{\hspace{2cm}}$

$6-4 = \underline{\hspace{2cm}}$

$7-6 = \underline{\hspace{2cm}}$

$8-6 = \underline{\hspace{2cm}}$

$6-0 = \underline{\hspace{2cm}}$

$6-2 = \underline{\hspace{2cm}}$

SUBTRACTION



$2+7 = \underline{\hspace{2cm}}$

$7+5 = \underline{\hspace{2cm}}$

$7+3 = \underline{\hspace{2cm}}$

$7+1 = \underline{\hspace{2cm}}$

$6+7 = \underline{\hspace{2cm}}$

$3+7 = \underline{\hspace{2cm}}$

$7+4 = \underline{\hspace{2cm}}$

$7+7 = \underline{\hspace{2cm}}$

$8+7 = \underline{\hspace{2cm}}$

$5+7 = \underline{\hspace{2cm}}$

$9+7 = \underline{\hspace{2cm}}$

$4+7 = \underline{\hspace{2cm}}$

ADDITION



$8-7 = \underline{\hspace{2cm}}$

$7-5 = \underline{\hspace{2cm}}$

$7-3 = \underline{\hspace{2cm}}$

$7-1 = \underline{\hspace{2cm}}$

$9-7 = \underline{\hspace{2cm}}$

$7-4 = \underline{\hspace{2cm}}$

$7-7 = \underline{\hspace{2cm}}$

$7-6 = \underline{\hspace{2cm}}$

$7-0 = \underline{\hspace{2cm}}$

$7-2 = \underline{\hspace{2cm}}$

SUBTRACTION



$2+8 = \underline{\hspace{2cm}}$

$8+5 = \underline{\hspace{2cm}}$

$8+3 = \underline{\hspace{2cm}}$

$8+1 = \underline{\hspace{2cm}}$

$6+8 = \underline{\hspace{2cm}}$

$3+8 = \underline{\hspace{2cm}}$

$8+4 = \underline{\hspace{2cm}}$

$8+7 = \underline{\hspace{2cm}}$

$8+8 = \underline{\hspace{2cm}}$

$5+8 = \underline{\hspace{2cm}}$

$9+8 = \underline{\hspace{2cm}}$

$4+8 = \underline{\hspace{2cm}}$

ADDITION



$9-8 = \underline{\hspace{2cm}}$

$8-5 = \underline{\hspace{2cm}}$

$8-3 = \underline{\hspace{2cm}}$

$8-1 = \underline{\hspace{2cm}}$

$8-6 = \underline{\hspace{2cm}}$

$8-4 = \underline{\hspace{2cm}}$

$8-8 = \underline{\hspace{2cm}}$

$8-7 = \underline{\hspace{2cm}}$

$8-0 = \underline{\hspace{2cm}}$

$8-2 = \underline{\hspace{2cm}}$

SUBTRACTION



$2 + 9 = \underline{\hspace{2cm}}$

$9 + 5 = \underline{\hspace{2cm}}$

$9 + 3 = \underline{\hspace{2cm}}$

$9 + 1 = \underline{\hspace{2cm}}$

$6 + 9 = \underline{\hspace{2cm}}$

$3 + 9 = \underline{\hspace{2cm}}$

$9 + 4 = \underline{\hspace{2cm}}$

$9 + 7 = \underline{\hspace{2cm}}$

$9 + 8 = \underline{\hspace{2cm}}$

$5 + 9 = \underline{\hspace{2cm}}$

$9 + 9 = \underline{\hspace{2cm}}$

$4 + 9 = \underline{\hspace{2cm}}$

ADDITION



$9 - 9 = \underline{\hspace{2cm}}$

$9 - 5 = \underline{\hspace{2cm}}$

$9 - 3 = \underline{\hspace{2cm}}$

$9 - 1 = \underline{\hspace{2cm}}$

$9 - 6 = \underline{\hspace{2cm}}$

$9 - 4 = \underline{\hspace{2cm}}$

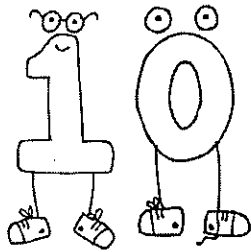
$9 - 8 = \underline{\hspace{2cm}}$

$9 - 7 = \underline{\hspace{2cm}}$

$9 - 0 = \underline{\hspace{2cm}}$

$9 - 2 = \underline{\hspace{2cm}}$

SUBTRACTION



$2 + 10 = \underline{\hspace{2cm}}$

$10 + 5 = \underline{\hspace{2cm}}$

$10 + 3 = \underline{\hspace{2cm}}$

$10 + 1 = \underline{\hspace{2cm}}$

$6 + 10 = \underline{\hspace{2cm}}$

$3 + 10 = \underline{\hspace{2cm}}$

$10 + 4 = \underline{\hspace{2cm}}$

$10 + 7 = \underline{\hspace{2cm}}$

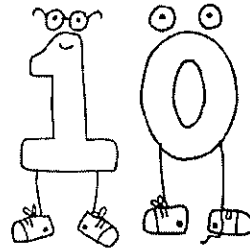
$10 + 8 = \underline{\hspace{2cm}}$

$5 + 10 = \underline{\hspace{2cm}}$

$10 + 10 = \underline{\hspace{2cm}}$

$4 + 10 = \underline{\hspace{2cm}}$

ADDITION



$10 - 2 = \underline{\hspace{2cm}}$

$10 - 5 = \underline{\hspace{2cm}}$

$10 - 3 = \underline{\hspace{2cm}}$

$10 - 1 = \underline{\hspace{2cm}}$

$10 - 6 = \underline{\hspace{2cm}}$

$10 - 4 = \underline{\hspace{2cm}}$

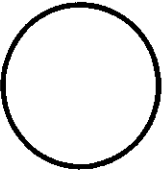
$10 - 7 = \underline{\hspace{2cm}}$

$10 - 8 = \underline{\hspace{2cm}}$

$10 - 0 = \underline{\hspace{2cm}}$

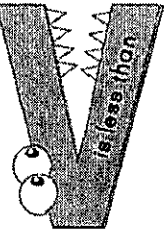
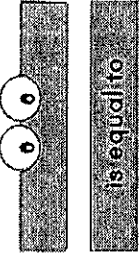
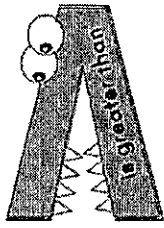
$10 - 9 = \underline{\hspace{2cm}}$

SUBTRACTION



Name: _____ Date: _____

Greater than, equal to, or less than



18

31

26

103

88

110

28

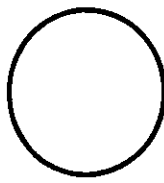
70

83

30

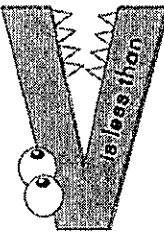
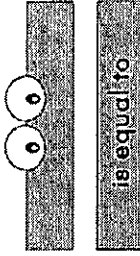
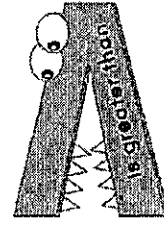
103

101



Name: _____ Date: _____

Greater than, equal to, or less than



18

31

26

103

88

110

28

70

83

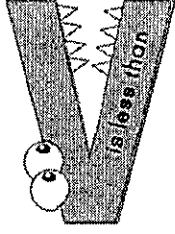
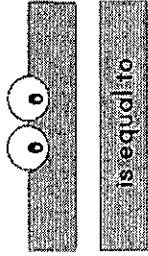
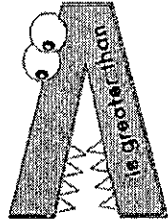
30

103

101

Name: _____ Date: _____

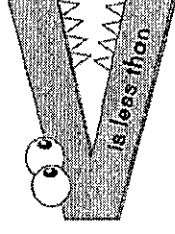
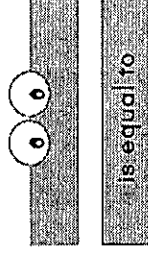
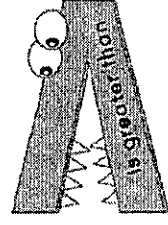
Greater than, equal to, or less than



7		80
63		50
6		14
79		109
56		42
39		10

Name: _____ Date: _____

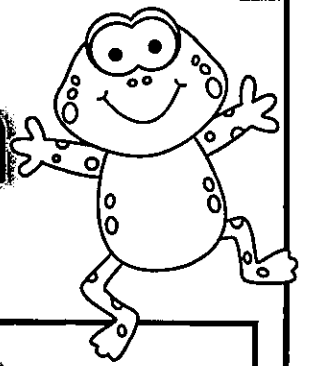
Greater than, equal to, or less than



7		80
63		50
6		14
79		109
56		42
39		10

Name: _____

Jump into Math



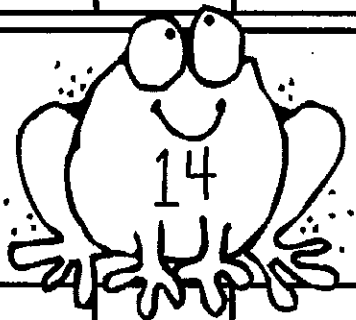
Directions: Look at the number on each frog.
Find and circle 2 numbers that equal that number.



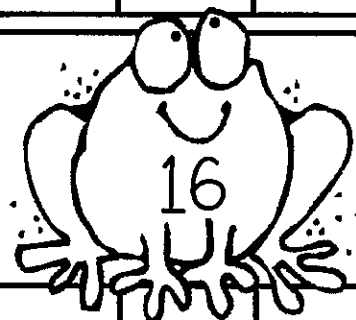
5	5	7	1	0
2	4	3	4	6
8	5	9	1	3



8	4	7	1	10
6	6	5	8	2
0	5	9	3	5



9	5	1	8	10
2	3	11	5	4
7	7	5	6	8



11	5	0	16	9
3	5	10	6	7
8	8	5	0	1

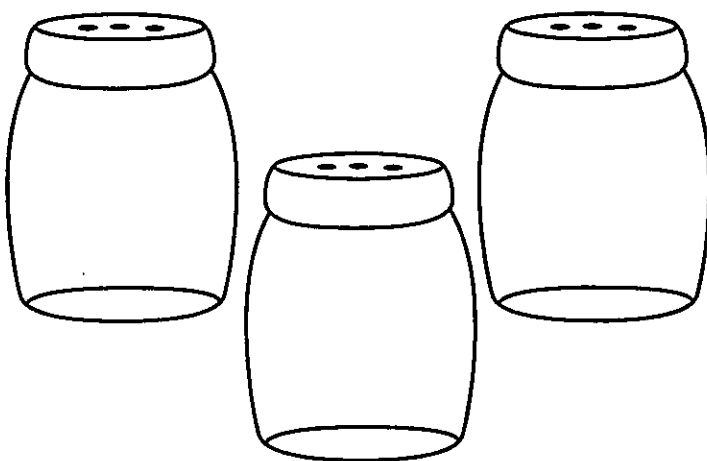
Name _____

Multiples of Five

Direction: Read the question in each box.

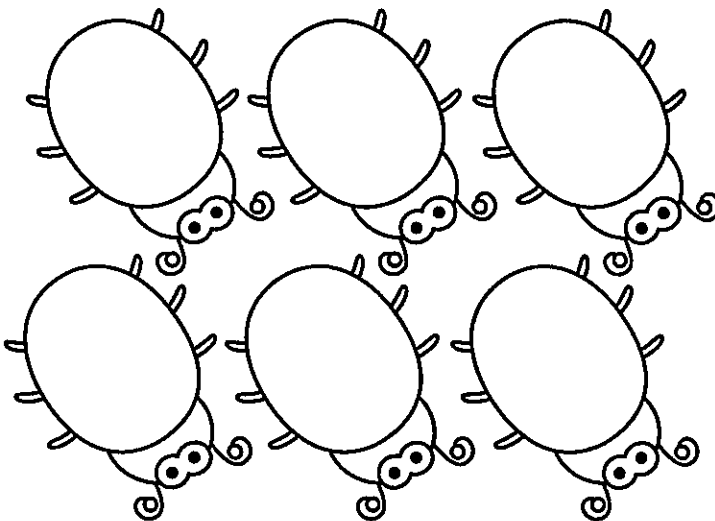
Add your drawings to complete the picture. Answer the questions.

1. Jake had 3 jars. He collected 5 bugs in each jar. How many bugs does he have in all?



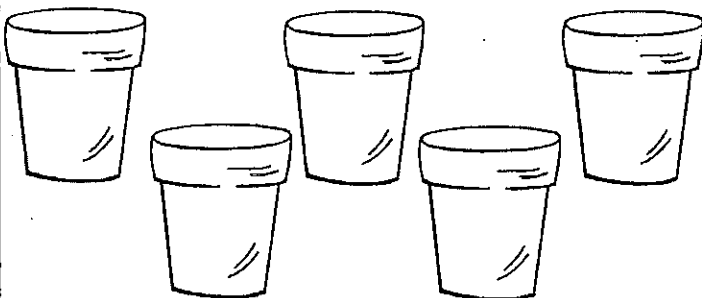
_____ bugs in all

2. Ann collected 6 bugs. Each bug has 5 red spots. How many spots do the bugs have in all?



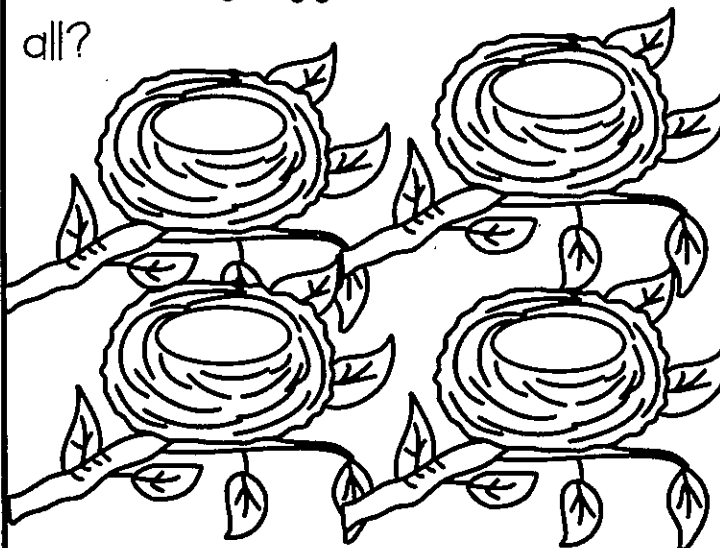
_____ spots in all

3. Tim had 5 flower pots. He planted 5 flowers in each pot. How many flowers does he have in all?



_____ flowers in all

3. Jane saw 4 nests. She counted 5 eggs in each nest. How many eggs did Jane see in all?

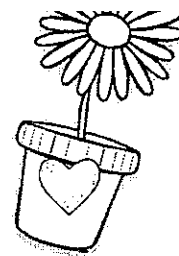


_____ eggs in all

Name: _____

Directions: Read and solve the word problem to find out how many are left.

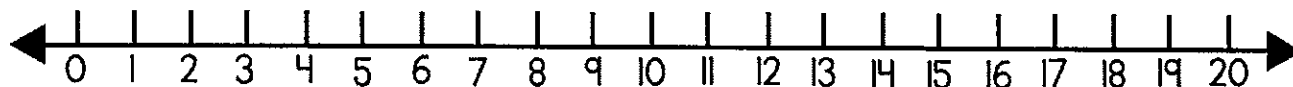
Seeds Are Sprouting



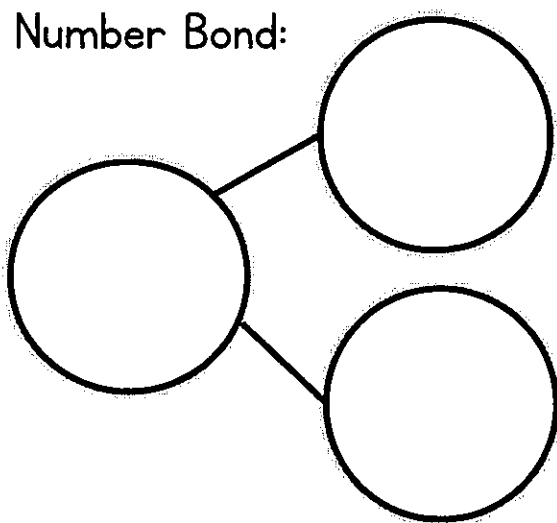
Avery planted 17 seeds. 6 of the seeds sprouted. How many have not sprouted yet?

Ten Frames:

Number Line:



Number Bond:



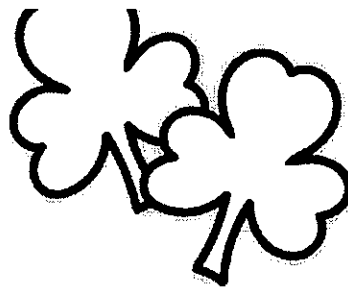
Equation:

_____ - _____ = _____

Answer Statement:

Name: _____

Directions: Read and solve the word problem to find out how many in all.

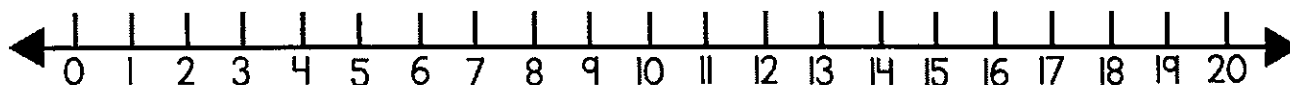


Shamrocks Galore!

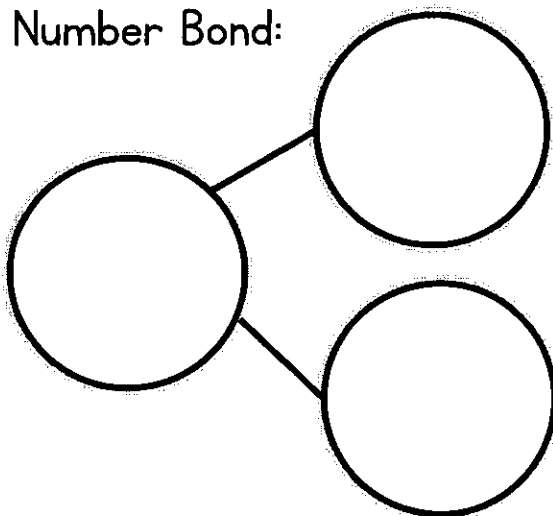
Nate found 4 shamrocks. Ben found 15 more. How many do they have in all?

Ten Frames:

Number Line:



Number Bond:



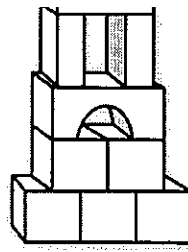
Equation:

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

Answer Statement:

IVame:

Directions: Read and solve the word problem to find out how many in all.



Tall Towers

Parker stacked up 15 blocks. Then he stacked 17 more blocks. How many did he stack in all?

[illegible]

Regroup?

□

yes

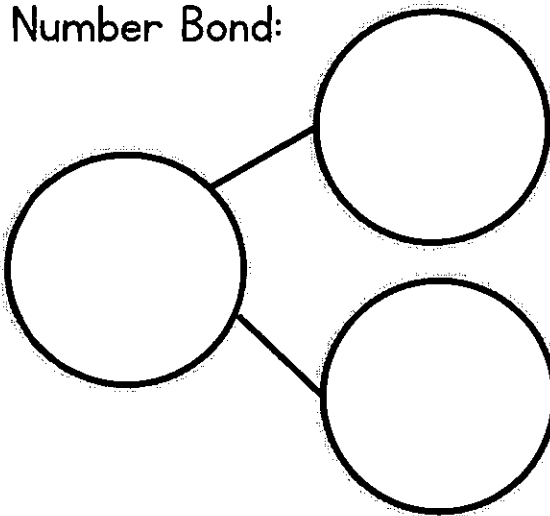


no

Equation:

+

Number Bond:



Deconstructed Answer:

_____tens _____ones

Answer Statement:

Name: _____

Directions: Read and solve the word problem to find out how many are left.



Yummy Cupcakes

Luke brought 30 cupcakes for his birthday. He gave away 24 cupcakes. How many cupcakes does he have left?

A blank grid for a 100 chart, consisting of four vertical columns of ten squares each. The grid is empty, with no numbers or markings inside the squares.

Regroup?

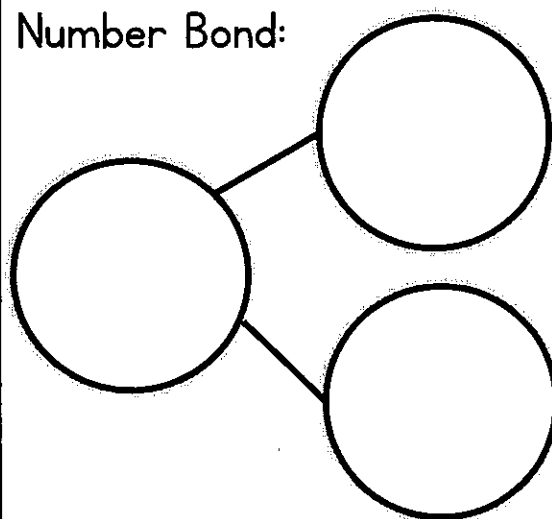
9

yes

no

Equation:

Number Bond:



Deconstructed Answer:

_____tens _____ones

Answer Statement:

9. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 70

tens	ones

b. 76

tens	ones

c. _____

tens	ones
4	9

d. _____

tens	ones
9	4

e. 65

tens	ones

f. 60

tens	ones

g. 90

tens	ones

h. _____

tens	ones
10	0

i. _____

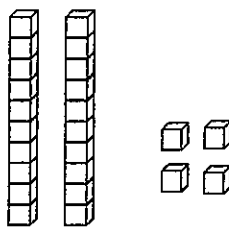
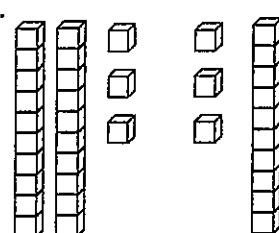
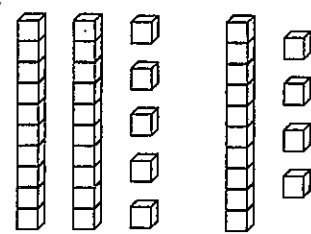
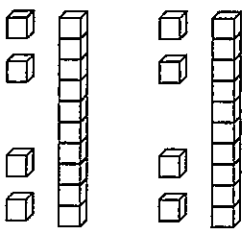
tens	ones
8	3

j. _____

tens	ones
8	0



Write the tens and ones. Complete the statement.

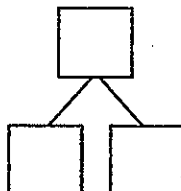
7.  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> There are _____ cubes.	tens	ones			8.  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> There are _____ cubes.	tens	ones		
tens	ones								
tens	ones								
9.  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> There are _____ cubes.	tens	ones			10.  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> There are _____ cubes.	tens	ones		
tens	ones								
tens	ones								

Write the missing numbers. Say them the regular way and the Say Ten way.

11. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> 23 	tens	ones			12. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; font-size: 1.5em;">3</td> <td style="text-align: center; font-size: 1.5em;">2</td> </tr> </tbody> </table> 	tens	ones	3	2
tens	ones								
tens	ones								
3	2								
13. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; font-size: 1.5em;">0</td> <td style="text-align: center; font-size: 1.5em;">9</td> </tr> </tbody> </table> 	tens	ones	0	9	14. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; font-size: 1.5em;">4</td> <td style="text-align: center; font-size: 1.5em;">0</td> </tr> </tbody> </table> 	tens	ones	4	0
tens	ones								
0	9								
tens	ones								
4	0								

15. Choose a number less than 40. Make a math drawing to represent it, and fill in the number bond and place value chart.

tens	ones



I SPY: SHAPES

2-Dimensional Shapes

Directions: Look around for real-world objects. Record the objects you find in the boxes below.

SQUARES

CIRCLES

RECTANGLES

TRIANGLES

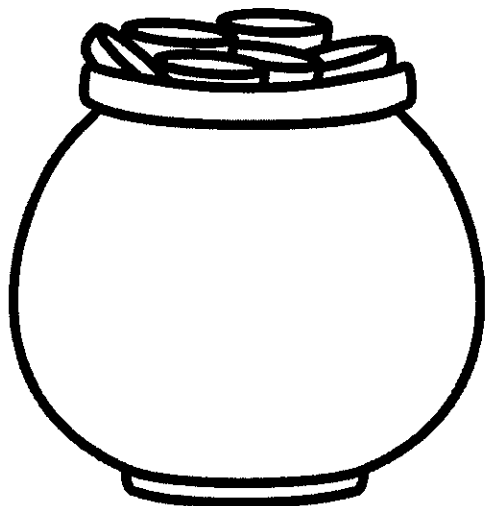
HEXAGONS

OVALS

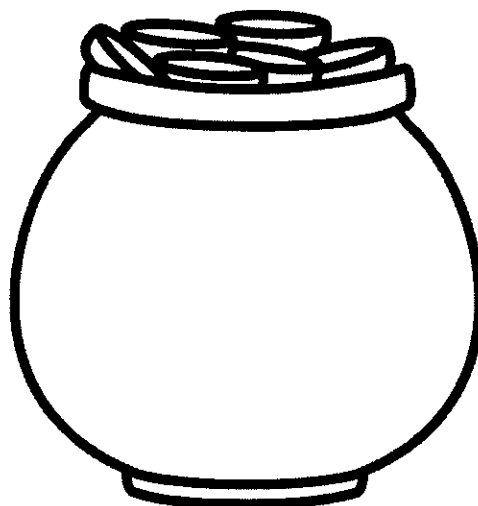
Name: _____

COUNT ME POT 'O GOLD

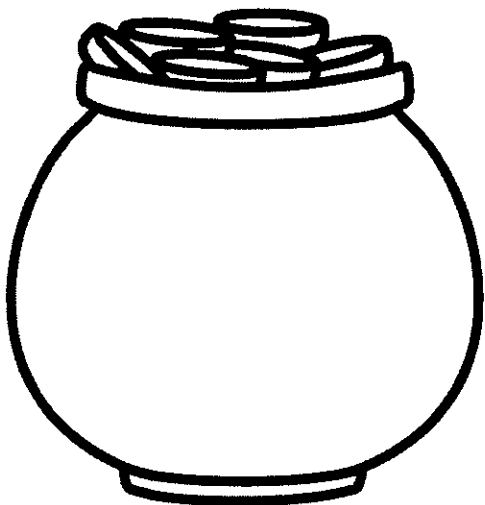
Directions: Write the total for each.



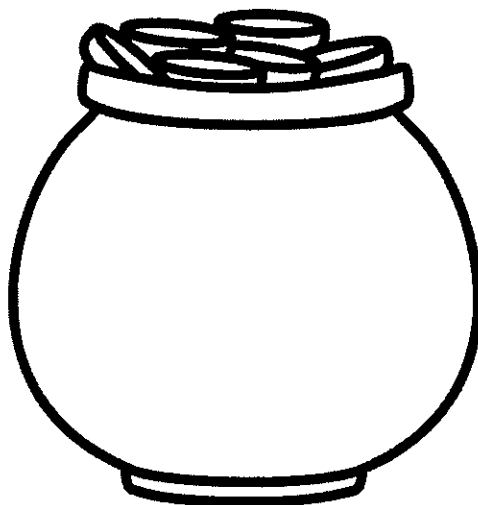
24¢



18¢



36¢

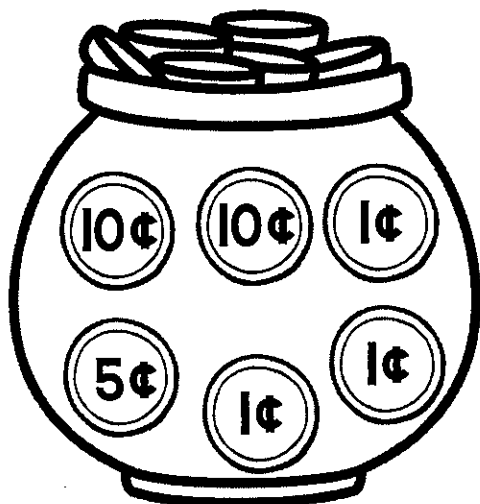
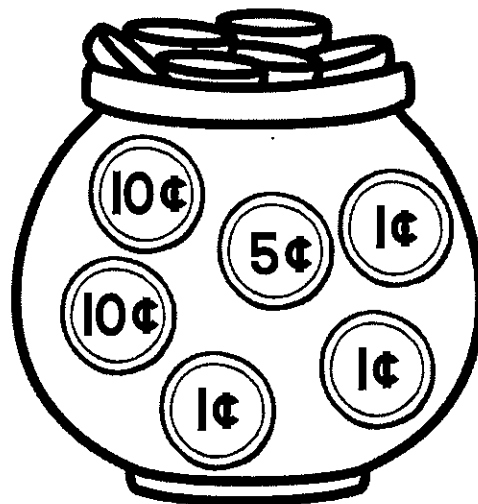
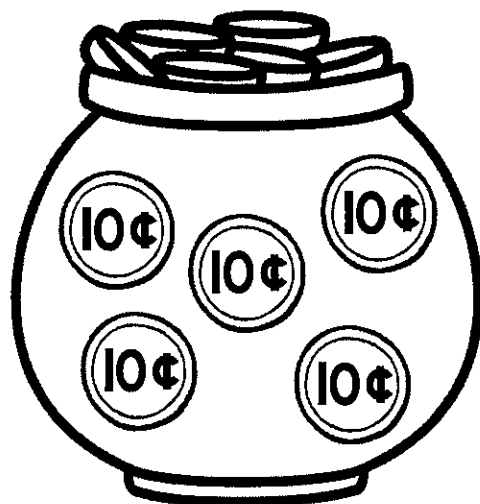
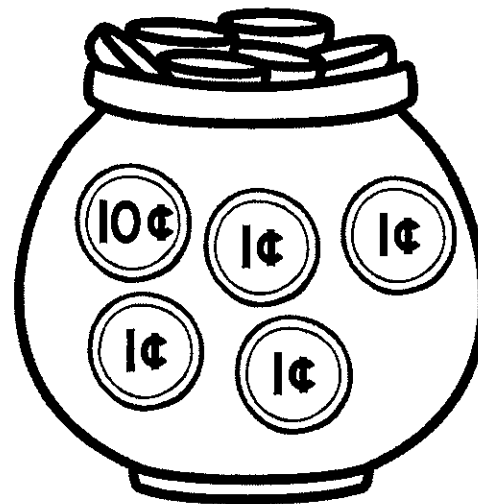


17¢

Name: _____

COUNT ME POT 'O GOLD

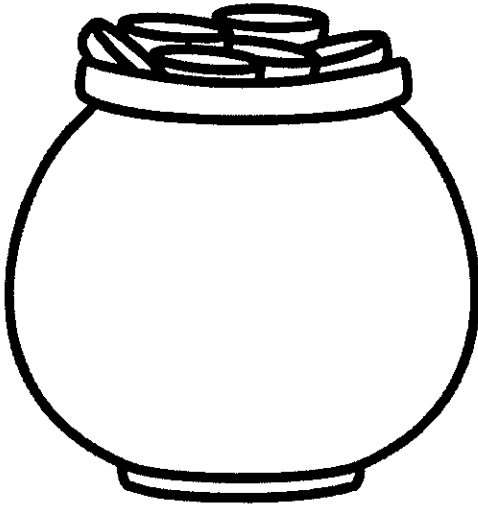
Directions: Write the total for each.

¢¢¢¢

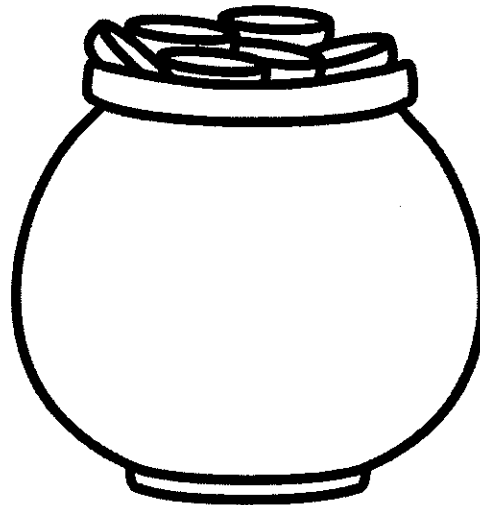
Name: _____

COUNT ME POT 'O GOLD

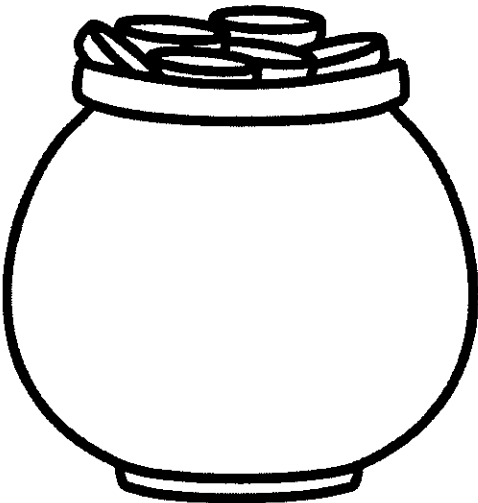
Directions: Write the total for each.



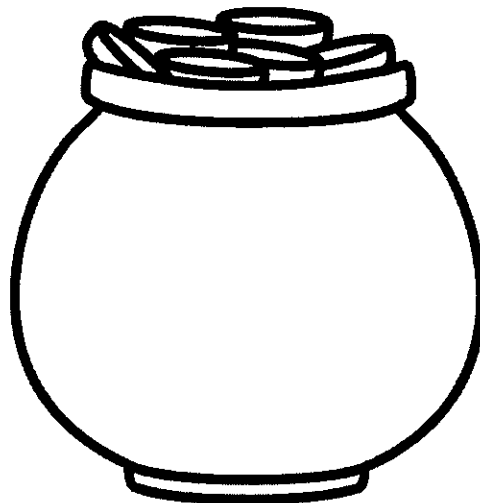
15¢



21¢



40¢



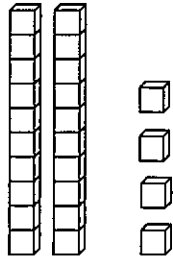
32¢

Name: _____

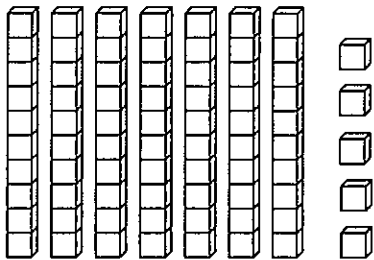
Place Value - Ones and Tens

I can identify tens and ones.

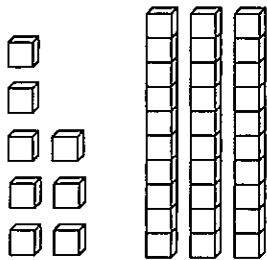
Directions: Look at the base ten blocks and write the numbers.



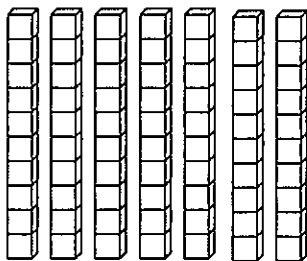
_____ Tens _____ Ones = _____



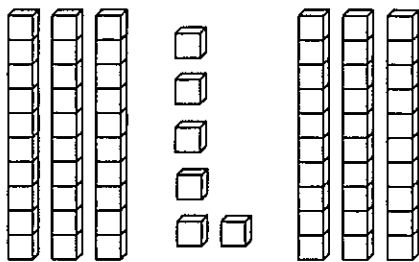
_____ Tens _____ Ones = _____



_____ Tens _____ Ones = _____



_____ Tens _____ Ones = _____



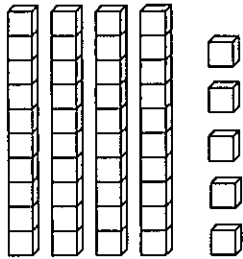
_____ Tens _____ Ones = _____

Name: _____

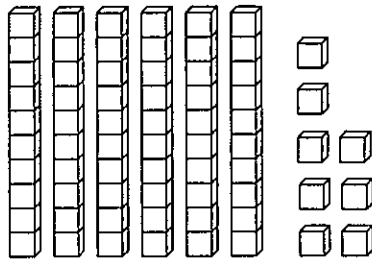
Place Value - Ones and Tens

I can identify tens and ones.

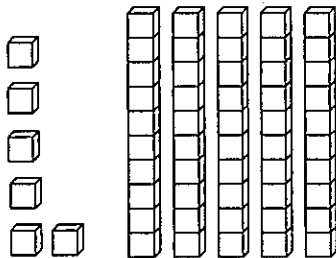
Directions: Look at the base ten blocks and write the numbers.



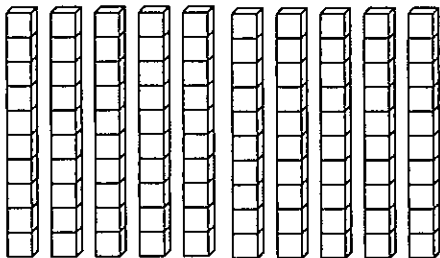
_____ Tens _____ Ones = _____



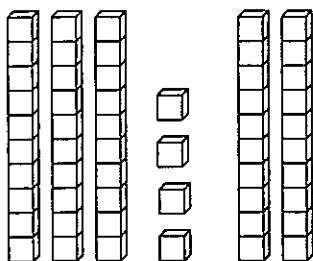
_____ Tens _____ Ones = _____



_____ Tens _____ Ones = _____



_____ Tens _____ Ones = _____



_____ Tens _____ Ones = _____



Woodside News! Staying Sharp!

Science & Social Studies

Day 1 – Social Studies: What is a Community? List words that describe a community. See some definitions below.

Día 1-Estudios sociales: Que es una comunidad? Haga una lista que describa una comunidad. Mire algunas definiciones en la lista de abajo.

Vocabulary:

community/ comunidad	A place where people live, work or have fun together. Un lugar donde las gente vive, trabaja, o disfruta junta.
responsibility/ responsabilidad	A duty or job. Un deber o trabajo.
role/ papel -modelo	the job or purpose of a person or thing El trabajo, propósito de una persona o cosa.

Day 2 – Social Studies: What is a Community? Create a list of community workers. (ex. police officers, firefighters, etc.)

Día 2 - Estudios Sociales: Que es una comunidad? Cree una lista de trabajadores de la comunidad. Por ejemplo: policía, bomberos, maestros, etc.

Day 3 – Social Studies: What is a Community? Discuss 3 community workers from “My Family and Other Families, Now and Long Ago”

Día 3- Estudios Sociales: Que es una comunidad? Que es una comunidad? Analyze 3 trabajadores de la comunidad de mi familia o otras familias de hoy en día y de antes.

Day 4 – Social Studies: What is a Community? Discuss 3 community workers from “My Family and Other Families, Now and Long Ago”

Día 4- Estudios Sociales: Que es una comunidad? Analyze 3 trabajadores de mi comunidad o otras familias hoy en día y de antes.

Day 5 – Social Studies: What is a Community? Discuss 3 community places from the web provided and who works there.

Día 5 - Estudios Sociales: Que es una comunidad? Analyze primero 3 lugares provistos del internet y enlista quién trabaja ahí.

Day 6 – Social Studies: What is a Community? Discuss 3 community places from the web provided and who works there.

Día 6 - Estudios Sociales: Que es una comunidad? Analyze otros 3 lugares de la comunidad provistos del internet y enlista quién trabaja ahí.

Day 7 – Social Studies: What is a Community? Color and discuss the job of a police officer from “Community Helpers and Their Jobs”.

Día 7 - Estudios Sociales: Que es una comunidad? Del paquete De Trabajadores de comunidad y sus trabajos, coloree y converse con su hijo(a) acerca del trabajo de un policía.

Day 8 – Social Studies: What is a Community? Color and discuss the job of a chef from “Community Helpers and Their Jobs”.

Día 8 - Estudios Sociales: Que es una comunidad? Del paquete De Trabajadores de comunidad y sus trabajos, coloree y converse con su hijo(a) acerca del trabajo de un cocinero.

Day 9 – Social Studies: What is a Community? Color and discuss the job of a mail woman from “Community Helpers and Their Jobs”.

Día 9 - Estudios Sociales: Que es una comunidad? Del paquete De Trabajadores de comunidad y sus trabajos, coloree y converse con su hijo(a) acerca del trabajo de la repartidora de cartas.

Day 10 – Social Studies: What is a Community? Color and discuss the job of a construction worker from “Community Helpers and Their Jobs”.

Día 10 - Estudios Sociales: Que es una comunidad? Del paquete De Trabajadores de comunidad y sus trabajos, coloree y converse con su hijo(a) acerca del trabajo de un trabajador de construcción.

Day 11 – Social Studies: What is a Community? Color and discuss the job of a doctor from “Community Helpers and Their Jobs”.

Día 11 - Estudios Sociales: Que es una comunidad? Del paquete De Trabajadores de comunidad y sus trabajos, coloree y converse con su hijo(a) acerca del trabajo de un doctor.

Day 12 – Social Studies: What is a Community? Color and discuss the job of a garbage truck worker from “Community Helpers and Their Jobs”.

Día 12 - Estudios Sociales: Que es una comunidad? Del paquete De Trabajadores de comunidad y sus trabajos, coloree y converse con su hijo(a) acerca del trabajo de un recolector de basura.

Day 13 – Social Studies: What is a Community? Color and discuss the job of a firefighter from “Community Helpers and Their Jobs”

Día 13 - Estudios Sociales: Que es una comunidad? Del paquete De Trabajadores de comunidad y sus trabajos, coloree y converse con su hijo(a) acerca del trabajo de un bombero.

Day 14 – Social Studies: What is a Community? Color and discuss the job of a teacher from “Community Helpers and Their Jobs”

Día 14 - Estudios Sociales: Que es una comunidad? Del paquete De Trabajadores de comunidad y sus trabajos, coloree y converse con su hijo(a) acerca del trabajo de un maestro.

Day 15 – Social Studies: What is a Community? Color and complete “My Book About Communities”.

Día 15 - Estudios Sociales: Que es una comunidad? Coloree y complete el paquete de Mi libro de comunidades.

Science/ Ciencia

How Can Humans Mimic Plants or Animals to Solve Human Problems?

Como los humanos imitan a las plantas o animales para resolver problemas Humanos?

Lesson Overview: Examine the structures of plants and animals and learn how their function helps animals and plants to get what they need to survive. Explore animal structure and function cards and share this information with your parents/families.

Descripción General: Examinar las funciones de las plantas y animales, como su función ayuda a resolver a obtener lo que se necesita para sobrevivir. Explore la estructura de los animales junto con las tarjetas de función y comparta esta información con sus padres y familiares.

Day 1: How Can Humans Mimic Plants or Animals to Solve Human Problems? What are the different ways that a deer uses its body parts to help it survive? ¿Cuáles son las diferentes formas en que un ciervo usa las partes de su cuerpo para ayudarlo a sobrevivir?

Day 2: How Can Humans Mimic Plants or Animals to Solve Human Problems? What are the different ways that an european robin uses its body parts to help it survive? ¿Cuáles son las diferentes formas en que un petirrojo europeo utiliza sus partes del cuerpo para ayudarlo a sobrevivir?

Day 3: How Can Humans Mimic Plants or Animals to Solve Human Problems? How does the shape and structure of the plant help them survive and grow (acorn)? ¿Cómo les ayuda la forma y la estructura de la planta a sobrevivir y crecer (bellota)?

Day 4: How Can Humans Mimic Plants or Animals to Solve Human Problems? How does the shape and structure of the plant help them survive and grow (blackberry plants)? ¿Cómo les ayuda la forma y la estructura de la planta a sobrevivir y crecer (plantas de mora)?

Day 5: How Can Humans Mimic Plants or Animals to Solve Human Problems? What are the different ways that a box turtle uses its body parts to help it survive? ¿Cuáles son las diferentes formas en que una tortuga de caja usa sus partes del cuerpo para ayudarla a sobrevivir?

Day 6: How Can Humans Mimic Plants or Animals to Solve Human Problems? What are the different ways that an armadillo uses its body parts to help it survive? ¿Cuáles son las diferentes formas en que un armadillo usa las partes de su cuerpo para ayudarlo a sobrevivir?

Day 7: How Can Humans Mimic Plants or Animals to Solve Human Problems? What are the different ways that a chipmunk uses its body parts to help it survive? ¿Cuáles son las diferentes formas en que una ardilla utiliza sus partes del cuerpo para ayudarla a sobrevivir?

Day 8: How Can Humans Mimic Plants or Animals to Solve Human Problems? What are the different ways that an elephant uses its body parts to help it survive? ¿Cuáles son las diferentes formas en que un elefante usa las partes de su cuerpo para ayudarlo a sobrevivir?

Day 9: How Can Humans Mimic Plants or Animals to Solve Human Problems? What are the different ways that a puffin uses its body parts to help it survive? ¿Cuáles son las diferentes formas en que un frailecillo usa sus partes del cuerpo para ayudarlo a sobrevivir?

Day 10: How Can Humans Mimic Plants or Animals to Solve Human Problems? What are the different ways that a honey bee uses its body parts to help it survive? ¿Cuáles son las diferentes formas en que una abeja utiliza sus partes del cuerpo para ayudarla a sobrevivir?

Day 11: How Can Humans Mimic Plants or Animals to Solve Human Problems? How does the shape and structure of the plant help them survive and grow (bromeliad)? ¿Cómo les ayuda la forma y la estructura de la planta a sobrevivir y crecer (bromelia)?

Day 12: How Can Humans Mimic Plants or Animals to Solve Human Problems? What are the different ways that a beaver uses its body parts to help it survive? ¿Cuáles son las diferentes formas en que un castor usa las partes de su cuerpo para ayudarlo a sobrevivir?

Day 13: How Can Humans Mimic Plants or Animals to Solve Human Problems? What are the different ways that a penguin uses its body parts to help it survive? ¿Cuáles son las diferentes formas en que un pingüino usa las partes de su cuerpo para ayudarlo a sobrevivir?

Day 14: How Can Humans Mimic Plants or Animals to Solve Human Problems? How does the shape and structure of the plant help them survive and grow (dandelion)? ¿Cómo les ayuda la forma y la estructura de la planta a sobrevivir y crecer (diente de león)?

Day 15: How Can Humans Mimic Plants or Animals to Solve Human Problems? How does the shape and structure of the plant help them survive and grow (burdock plant)? ¿Cómo les ayuda la forma y la estructura de la planta a sobrevivir y crecer (planta de bardana)?

Day 16: How Can Humans Mimic Plants or Animals to Solve Human Problems? Pick which animal or plant you are most interested in and using your animal/plant card, fill out the function chart. Elija qué animal o planta le interesa más y, utilizando su tarjeta de animal / planta, complete la tabla de funciones.

Unit 3
Day 4
Day 5
Day 6



Mailman
Cartero



Teacher
maestro



Police Officer
Oficial de
policía



Firefighter
Bombero



Librarian
Bibliotecario



Doctor
Doctor

Day 5
Day 6

My Family and Other Families, Now and Long Ago
Unit 3: Unity in Community

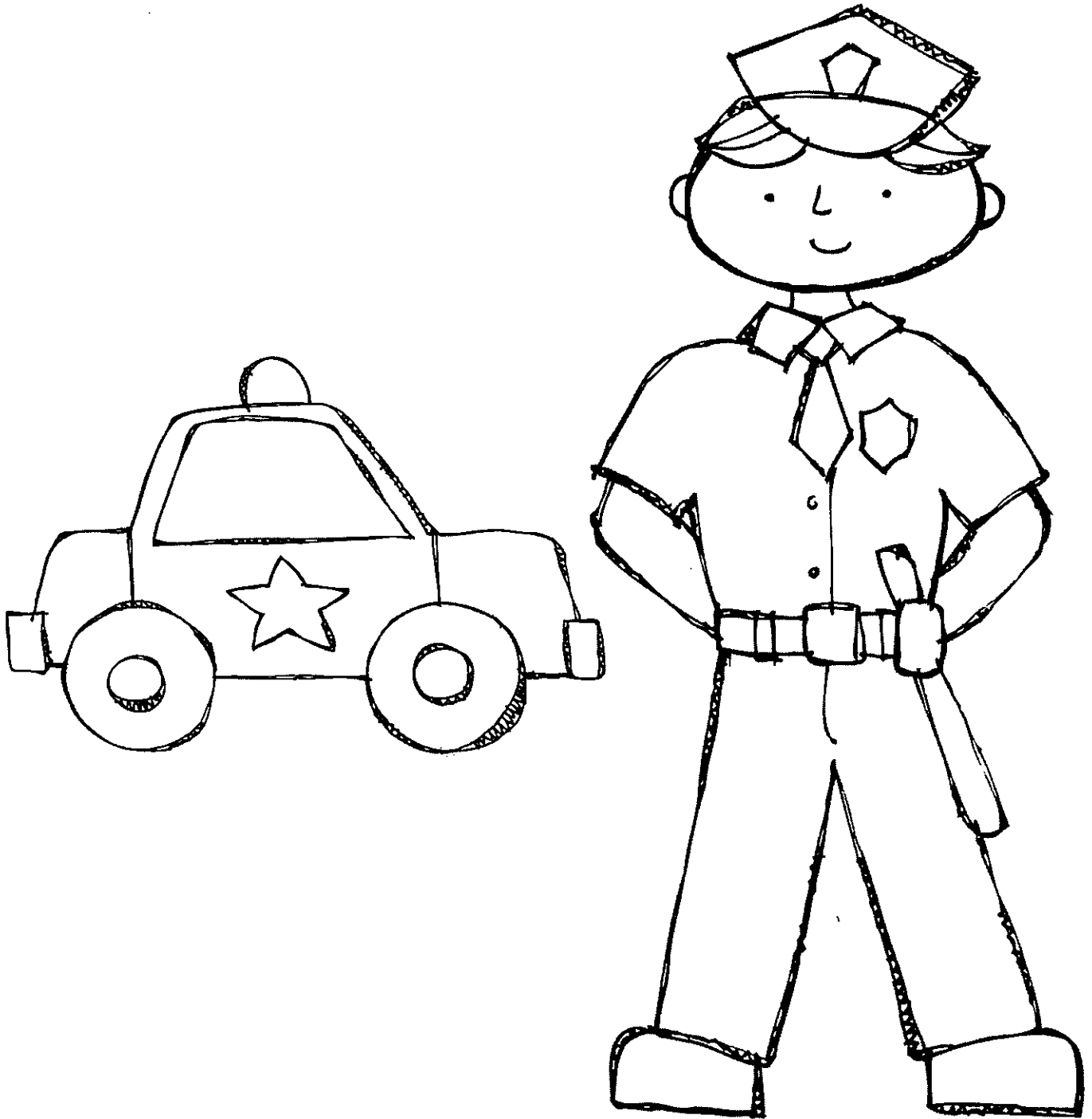


Name: _____

Page 1

Community Helpers and Their Jobs

I'm a police officer. I help people
when they are in trouble and keep
people safe.



Name: _____

Day 8

Community Helpers and Their Jobs

I'm a chef. I cook food for people to eat.



Name: _____

Day 9

Community Helpers and Their Jobs

I'm a mail woman. I deliver people's
mail.

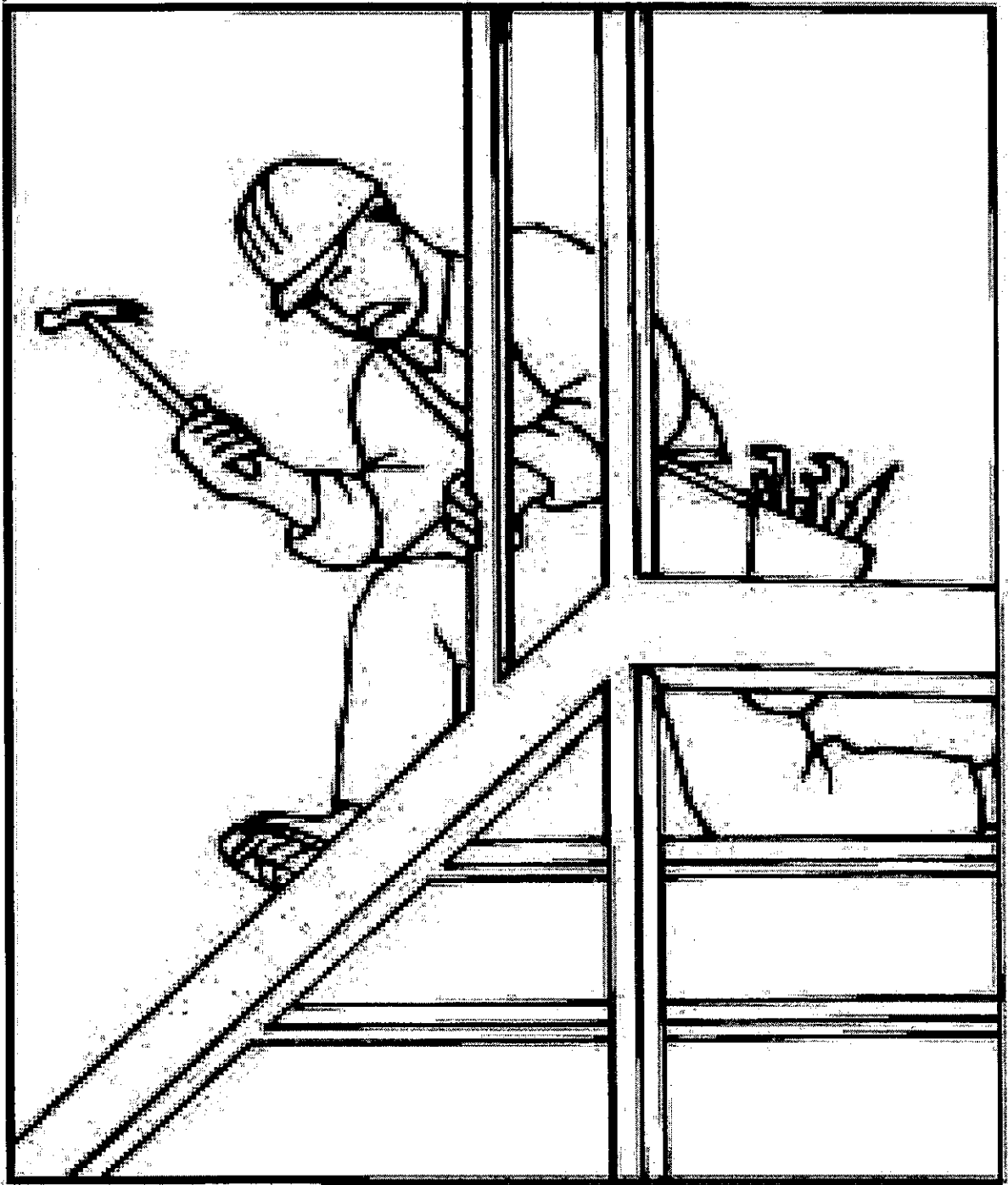


Name: _____

May 10

Community Helpers and Their Jobs

I'm a construction worker. I build houses, streets, and buildings.



Name: _____

Day 11

Community Helpers and Their Jobs

I'm a doctor. I help people feel better when they get sick or hurt.



Name: _____

Day 12

Community Helpers and Their Jobs

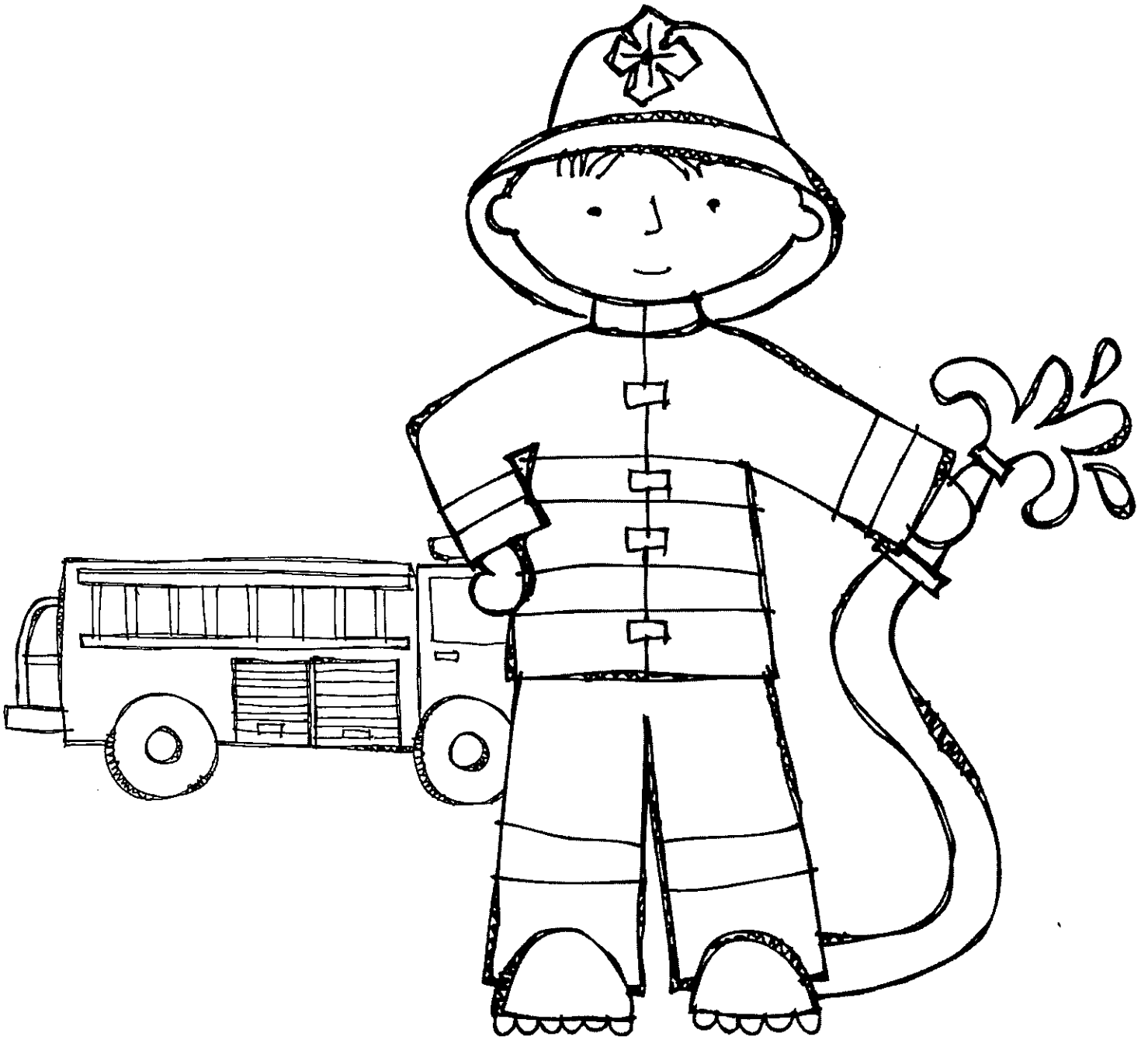
I'm a garbage truck worker. I help
keep our community clean by picking
up trash.



Name: _____

Community Helpers and Their Jobs

I'm a firefighter. I help put out
fires and keep people safe.

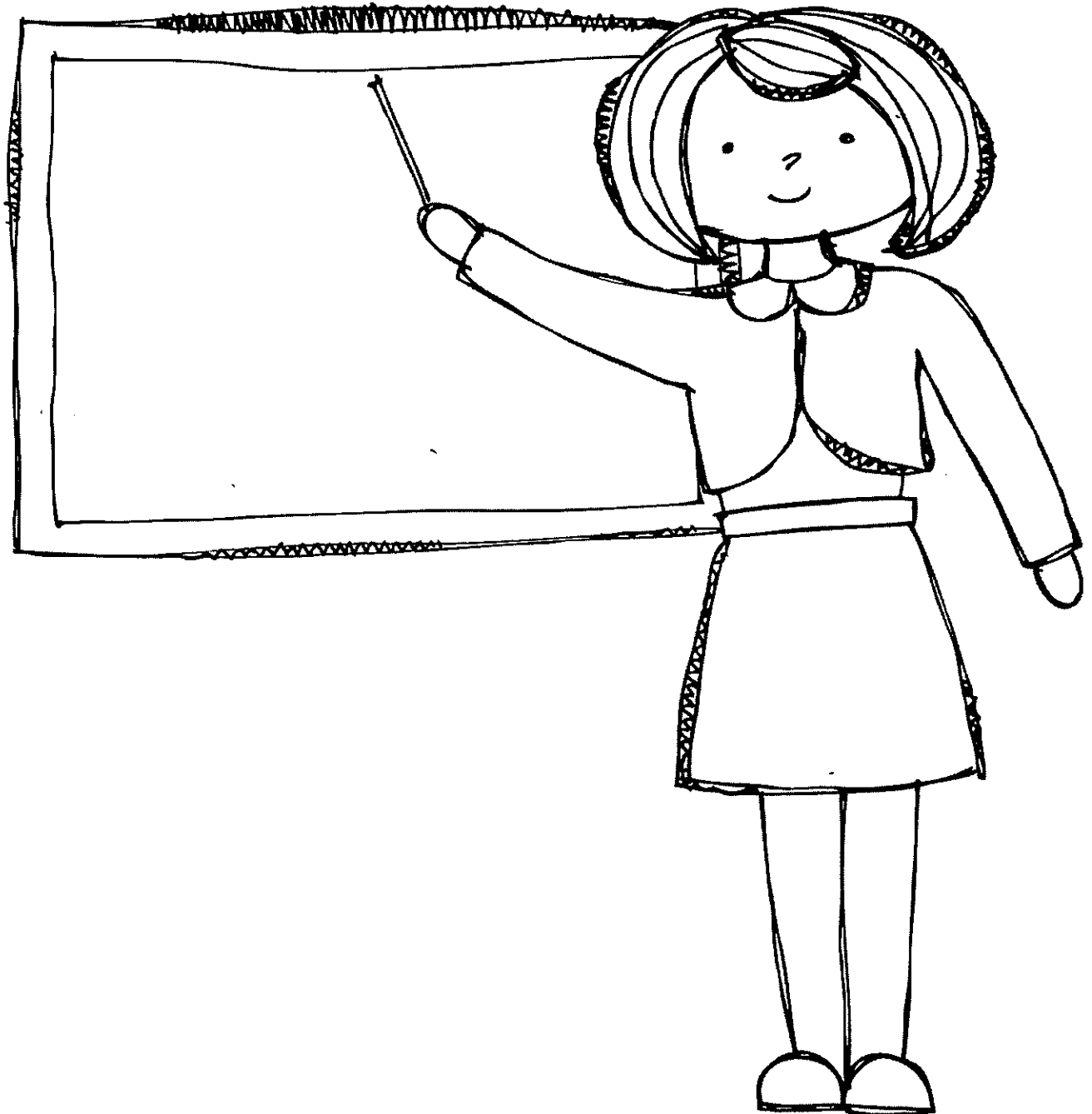


Name: _____

Day 14

Community Helpers and Their Jobs

I'm a teacher. I help teach children
math, science, and how to read and
write.



MY BOOK ABOUT COMMUNITIES

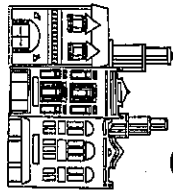
Just Remember



Rural



Suburban

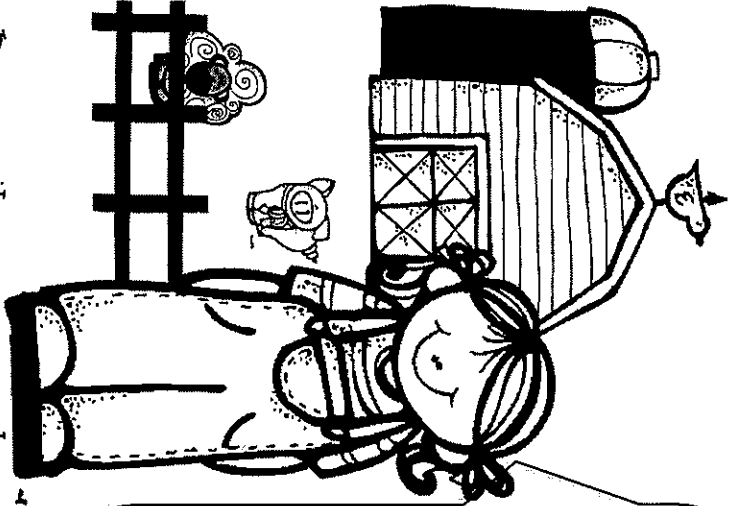


Urban

RURAL COMMUNITY

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Hey Y'all! My name is Farmer Jill. I live in a rural community. Sometimes people say that I live out in the country. In my community we have a few houses with a lot of land around our homes. We also have farm animals, fields, and gardens. It is usually pretty quiet in our community, since my neighbors live so far away. Because we live so far away from the city, we must take a nice drive into town to go to the store.

Describe a rural community:

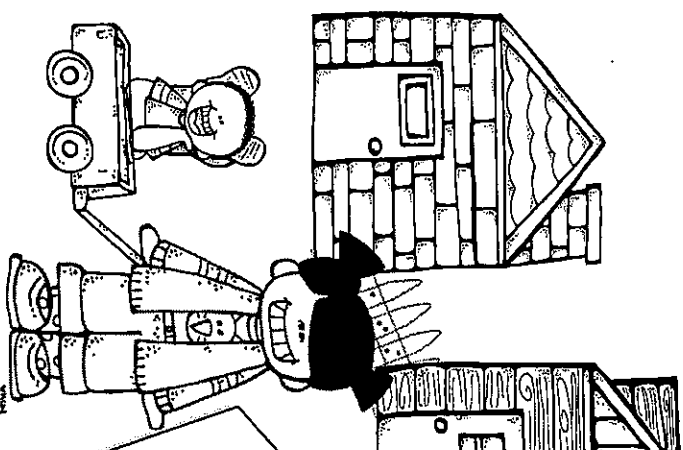
Looks like...	Sounds like...

PICTURE THIS

RURAL COMMUNITY

Based on the information from Farmer Jill, draw a rural community.

SUBURBAN COMMUNITY



Hello, there.

My name is Shelly and this is my son, Charlie. We live in a suburban community. Today we are headed to a play date at our neighbor's house. Our community is pretty big. My neighbors live close by, so close we can just walk to their house. We don't have a lot of land around our house, but have a backyard and neighborhood park that Charlie loves playing at. Thankfully, we have several stores around our house so we don't have to drive too far. My husband James works as an accountant in the city though so he must take a little longer drive to work.

Describe a suburban community:

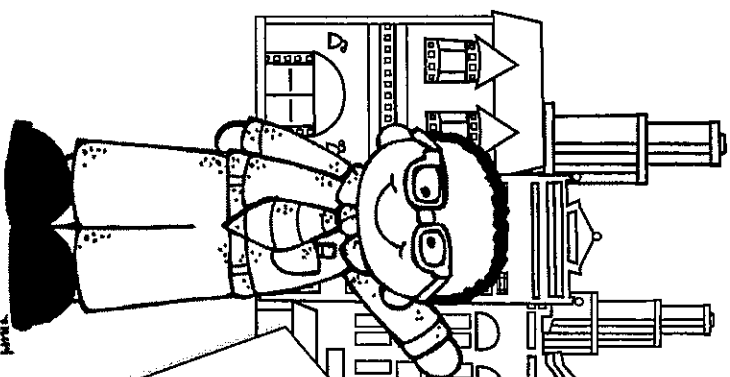
Looks like...	Sounds like...

PICTURE THIS

SUBURBAN COMMUNITY

Based on the information from Shelly, draw an urban community.

URBAN COMMUNITY



Hello, Hello! My name is George. I live in the Urban community and am always on the go. Some people call me a "City Slicker," but I'm just your ordinary guy. When you live in a BIG city like I do, you have to walk a lot of places, if you don't walk and you decide to drive you can sometimes be stuck in traffic for hours. The buildings in the city are very tall, people call them skyscrapers because they are so close to the sky. My neighbors are all very kind and friendly, but I wish I had more space between my apartment and theirs! It can sometimes get noisy, since I can hear their TV and babies cry through the walls. I also wish that I could take my daughter, Gina, out to play in the backyard, but since the buildings are so close together, we don't have a backyard. If we want to play outside and see trees we must go to the park.

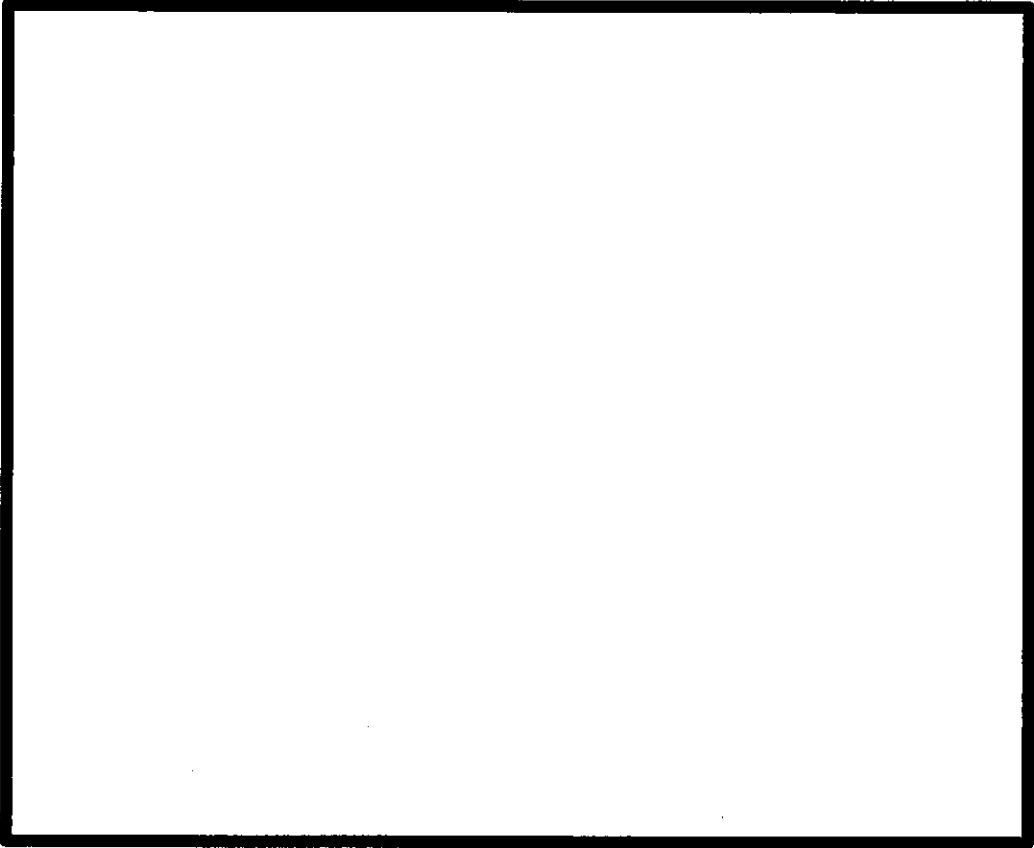
Describe a urban community:

Looks like...	Sounds like...

PICTURE THIS

URBAN COMMUNITY

Based on the information from George, draw an urban community.



HUMAN CHARACTERISTICS

Human characteristics describe the way people look, how they dress, and what they do for fun.

Use the space below to list for human characteristics each community.

Community	Human Characteristics
Rural	
Urban	
Suburban	

PHYSICAL CHARACTERISTICS

Physical characteristics describe the buildings and plants, the way things look.

Use the space below to list for physical characteristics each community.

Community	Physical Characteristics
Rural	
Urban	
Suburban	

IDEAL COMMUNITY

Think about the three communities we have learned about. Pick the community you would like most to live in. Draw a picture of the community you have picked.

Name: _____

3 TYPES OF COMMUNITIES

I live in a _____ type of community.

I know this because: _____

Use the space below to illustrate each type of community. Then write two or three things you learned about each community.

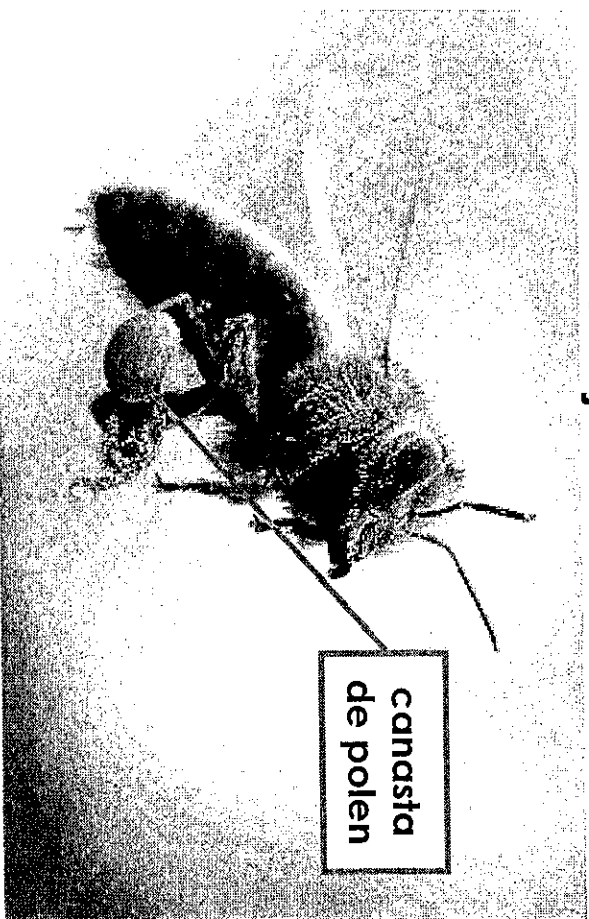
Rural	Suburban	Urban
Picture of Rural Community:	Picture of Suburban Community:	Picture of Urban Community:
What I know about a rural community:	What I know about a suburban community:	What I know about an urban community:

Frailecillo



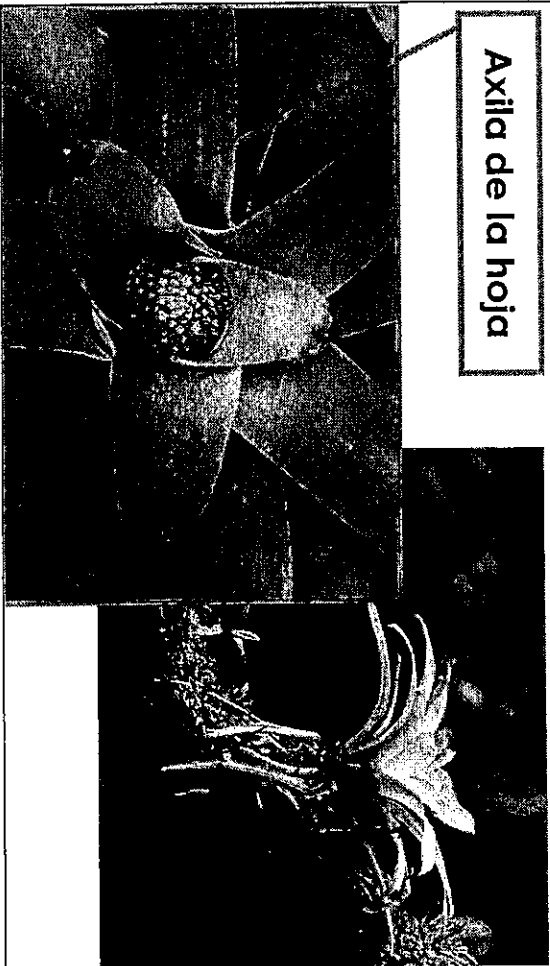
pico

Aveja de Miel



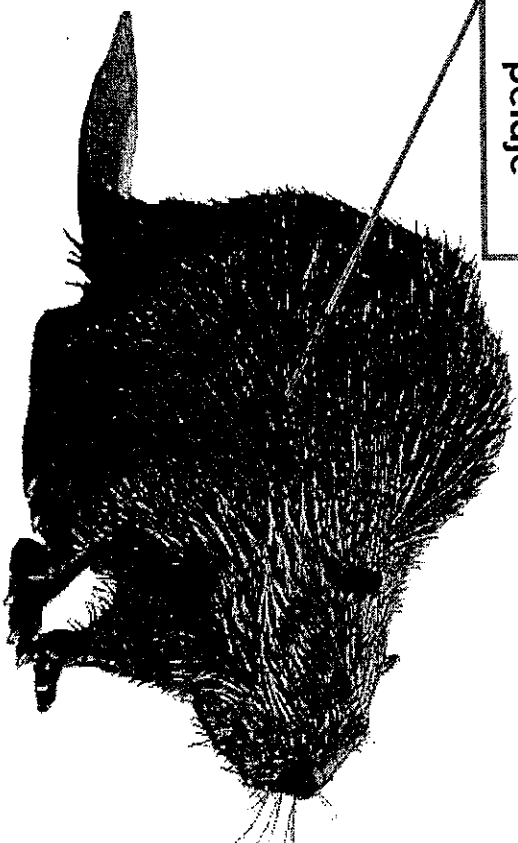
**canasta
de polen**

Bromelia



Axila de la hoja

Castor



pelaje

Bromelia

Las bromelias tienen hojas especiales llamadas axilas de las hojas que forman un tanque o recipiente para recolectar agua y nutrientes que pueden usar durante muchos días.

Castor

Los castores tienen pieles especiales para protegerlos en agua fría. Los pelos finos y cortos ayudan a mantenerlos calientes, y las pieles más largas son grasas para mantener el agua afuera.

Frailecillo

Los frailecillos tienen un pico especial que ayuda a aferrarse a muchos peces a la vez. Empuja su lengua contra la parte superior de su pico acanalado como una abrazadera.

Abejas de Miel

Las abejas tienen una canasta de polen en el costado de sus patas donde recolectan el polen de las flores. Una abeja usa polen como alimento para su descendencia.

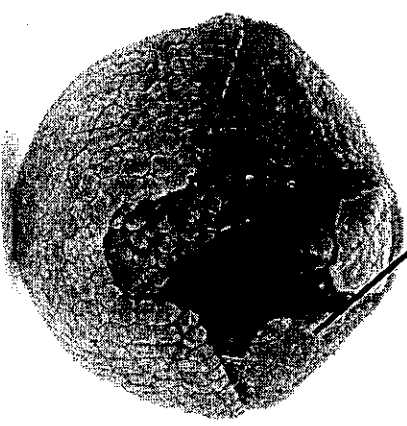
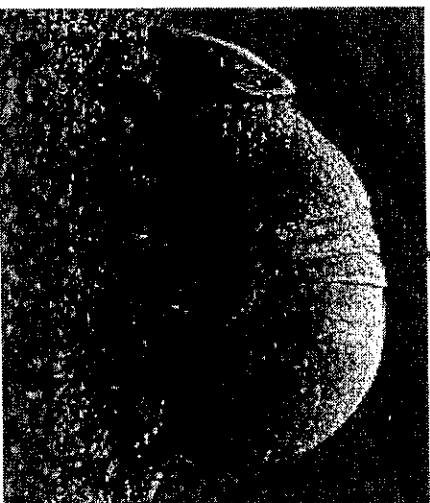
conchs



Tortuga de caja

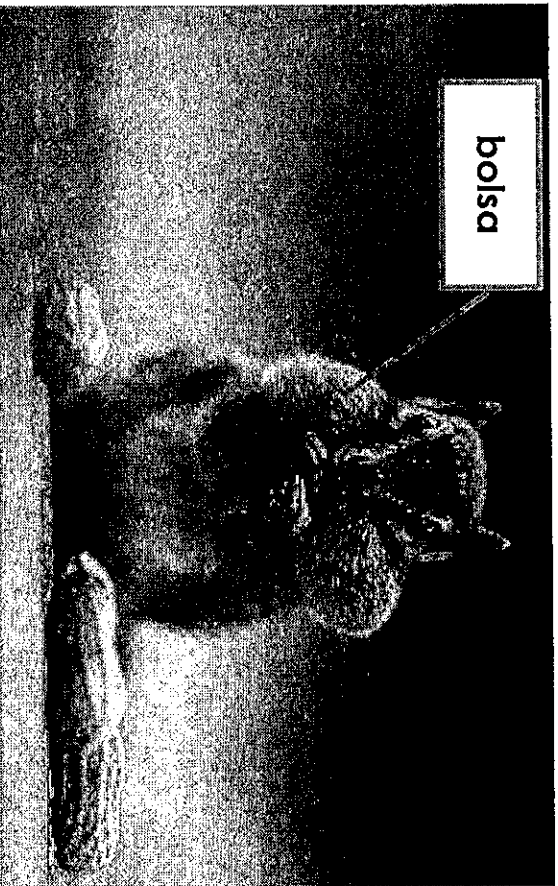
Armadillo

placas de armadura



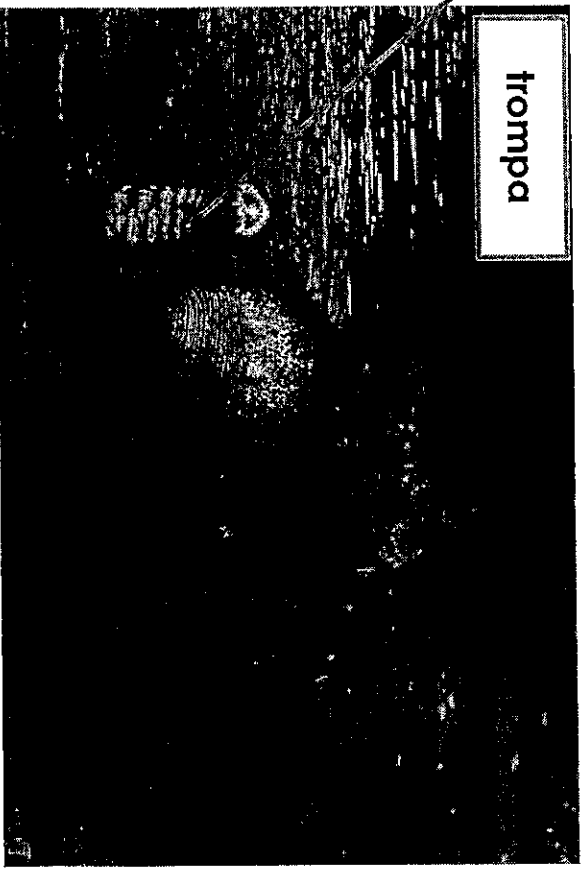
Ardilla Listada

bolsa



Elefante

trompa



Ardilla listada

Las ardillas listadas tienen bolsas dentro de sus bocas. La bolsa va desde la boca hasta el hombro para guardar la comida y llevarla a casa.

Elefante

Los elefantes tienen troncos largos en el frente de sus cabezas. Cuando nadan, los usan para respirar.

Tortuga de caja

Las tortugas de caja tienen conchas duras que cubren sus cuerpos blandos. Pueden poner sus cabezas, extremidades y colas en sus caparazones para esconderse de los depredadores.

Armadillo

Un armadillo de tres bandas tiene placas duras y blindadas que cubren parte de su cuerpo blando. Cuando el armadillo tiene miedo, puede enrollarse en una pelota.

Venado



cornamenta

Robin Europeo

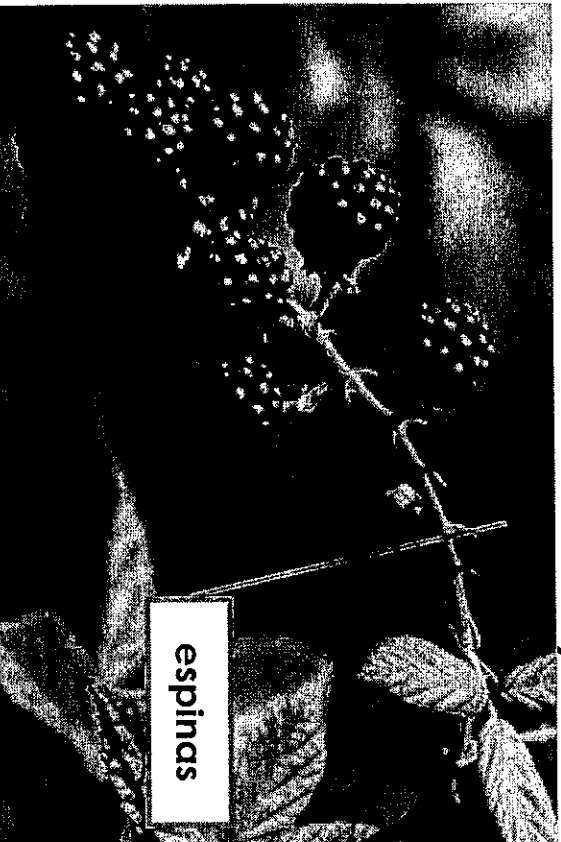


Bellota



**Concha
dura**

Planta de Blackberry



espinas

Bellota

Las bellotas tienen una cáscara externa dura que rodea la semilla suave dentro. Esta cáscara cubre la semilla tierna cuando la bellota cae de un árbol.

Planta de Blackberry

Las plantas de Blackberry tienen espinas (a veces erróneamente llamadas espinas) Estas espinas son muy agudas y pueden rasgar a través de la tela, la piel y el pelaje. Esta habilidad evita que los animales la coman.

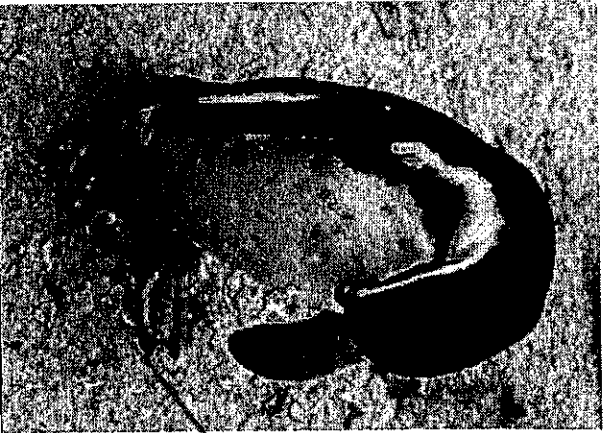
Venado

Los ciervos machos tienen cuernos afilados y duros hechos de hueso en sus cabezas. Ellos están acostumbrados a defenderse.

Robin Europeo

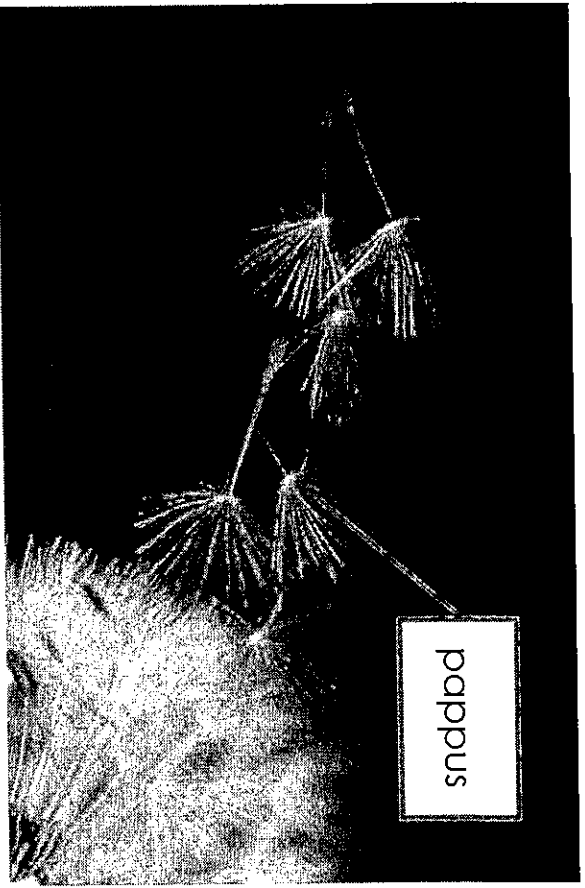
Las alas de Robin están hechas de plumas. La estructura de las alas les ayuda a volar a través del aire para que los pájaros puedan escapar de los depredadores, encontrar comida o trasladar su ubicación cuando hace demasiado frío.

Penguin



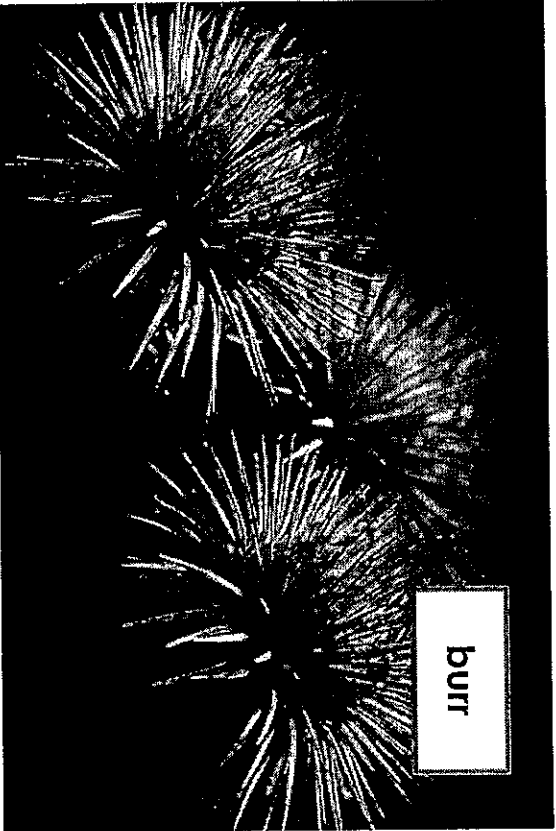
webbed
feet

Dandelion



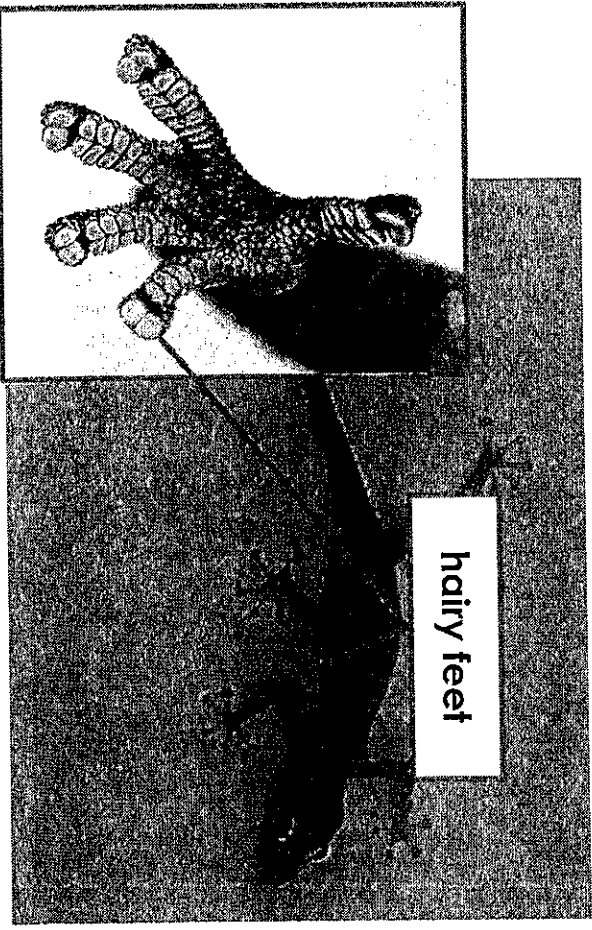
pappus

Burdock Plant



burr

Gecko



hairy feet

Planta de bardana

Las plantas de bardana tienen cajas de semillas llamadas rebabas. Las rebabas tienen pequeños ganchos que les permiten aferrarse a los animales y la ropa. Esta habilidad ayuda a separar sus semillas.

Pingüino

Los pingüinos tienen pies palmados o pliegues de piel entre los dedos de los pies. En el agua, utilizan sus pies para frenar y maniobrar mientras bucean y nadan. Esta habilidad les ayuda a moverse rápidamente en el agua para mantenerse a salvo y atrapar.

Geckos

Los geckos tienen muchos pelos diminutos en sus pies que los ayudan a agarrar superficies lisas. Estos pelos son muy pequeños y difíciles de ver. Esta habilidad les permite escalar a la seguridad rápidamente.

Diente de león

Las semillas de diente de león tienen la parte superior hecha de pelos esponjosos llamados pappus. Estos pelos ayudan a la semilla a flotar cuando sopla el viento para que los dientes de león puedan esparcir sus semillas.

Científico:

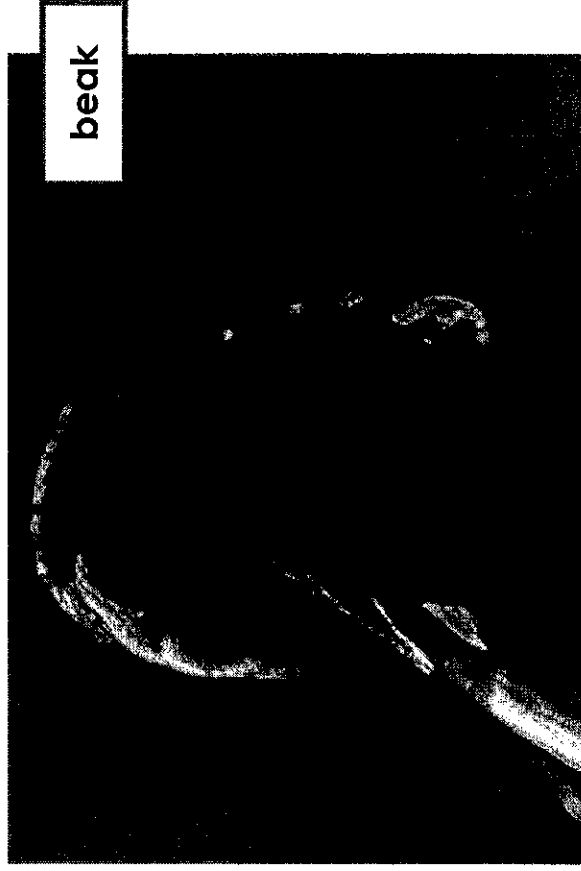
Grado 1 Unidad 3 - Lección 8

Complete la tabla con las observaciones que puede hacer de su tarjeta de animal o planta.

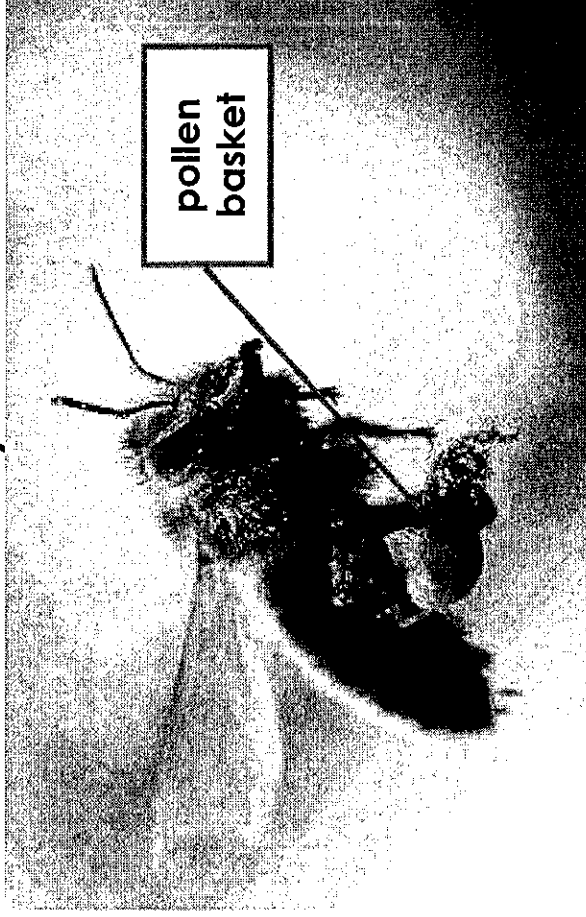
Figura de estructura y función animal / vegetal

Nombre de animal/planta	Nombre de la parte externa (estructura)	Función (trabajo)
		(Un círculo)
		Mover de un lugar a otro
		Protegerse
		Llevar comida
		Lleva agua
		Obtener o mantener el aire
		(Respirar)
Dibujar Animal / Planta	Dibujar una parte externa	

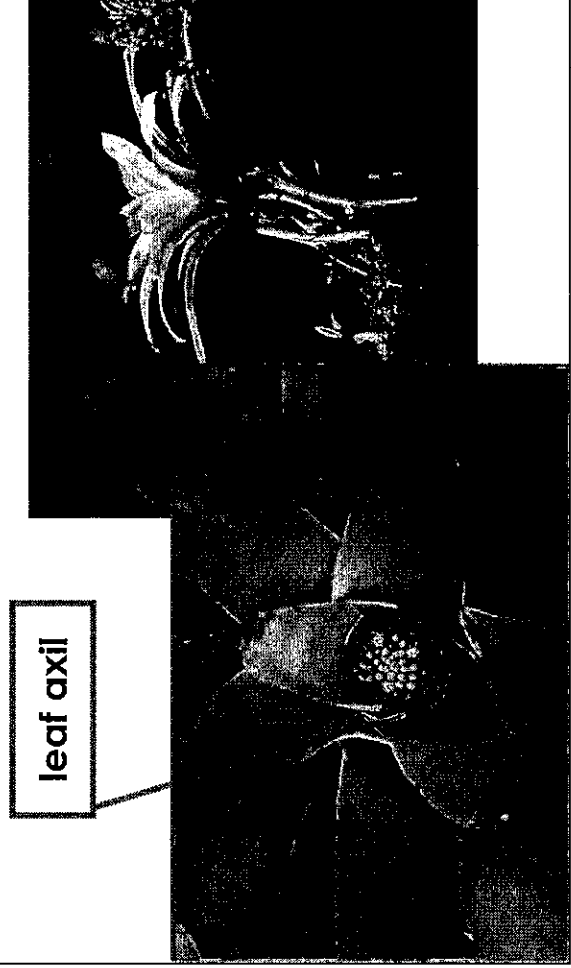
Puffin



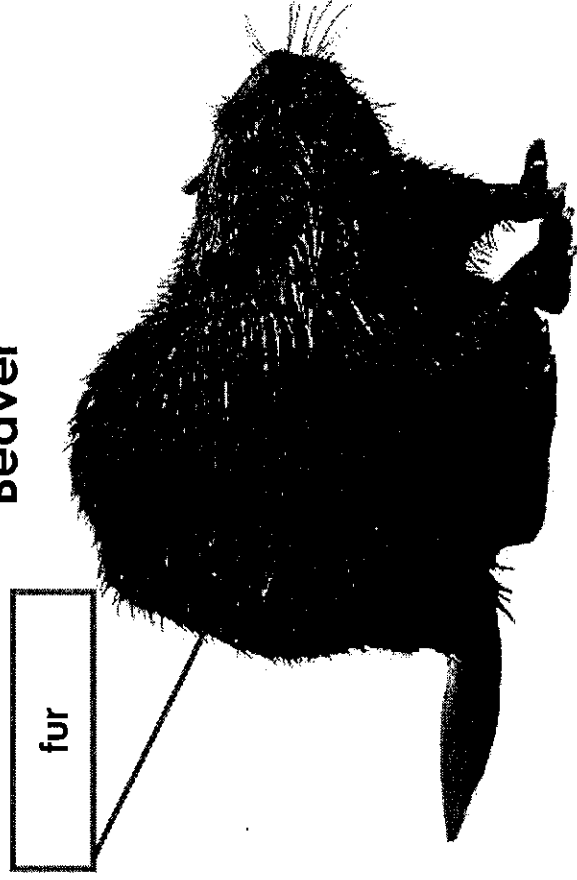
Honey Bee



Bromeliad



Beaver



Bromeliad

Bromeliads have special leaves called leaf axils that form a tank or bowl to collect water and nutrients it can use over many days.

Beaver

Beavers have special fur to protect them in cold water. The short fine hairs help keep them warm, and the longer furs are oily to keep water out.

Puffin

Puffins have a special beak that helps hold on to many fish at once. It pushes its tongue against the top part of its grooved beak like a clamp.

Honey Bee

Honey bees have a pollen basket on the side of their legs where to collect pollen from flowers. A bee uses pollen as food for their offspring.

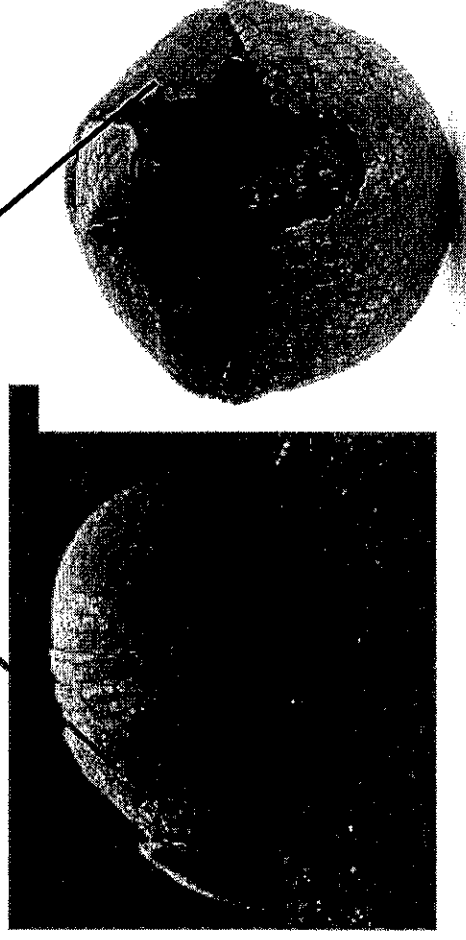
Box Turtle

shell



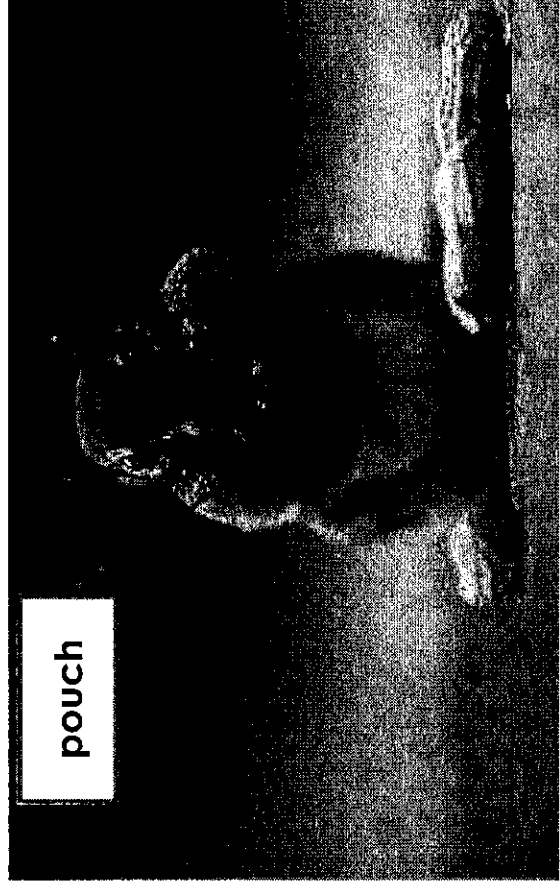
Armadillo

armor plates



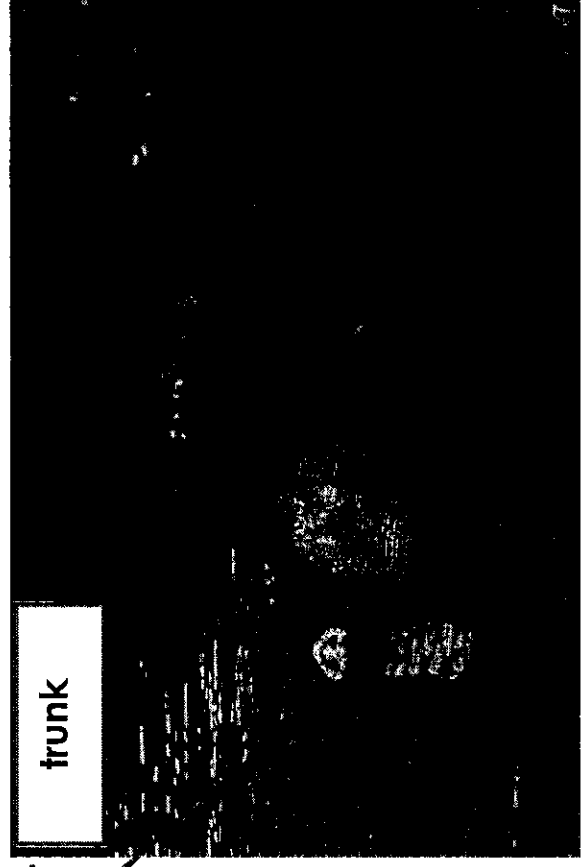
Chipmunk

pouch



Elephant

trunk



Chipmunk

Chipmunks have pouches inside their mouths. The pouch goes from their mouth to their shoulder to store food to take home.

Elephant

Elephants have long trunks on the front of their heads. When they swim, they use them to breathe.

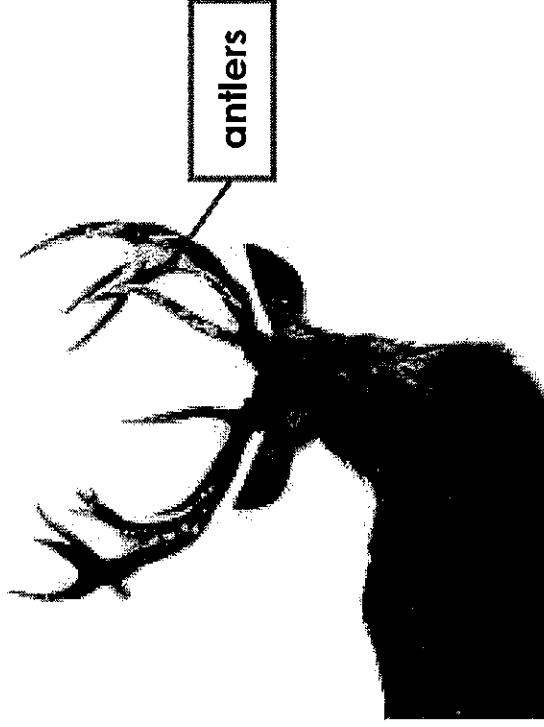
Box Turtle

Box turtles have hard shells that cover their soft bodies. They can pull their heads, limbs, and tails into their shells to hide from predators.

Armadillo

A three-banded armadillo has hard, armored plates covering part of its soft body. When the armadillo is scared, it can roll-up in a ball.

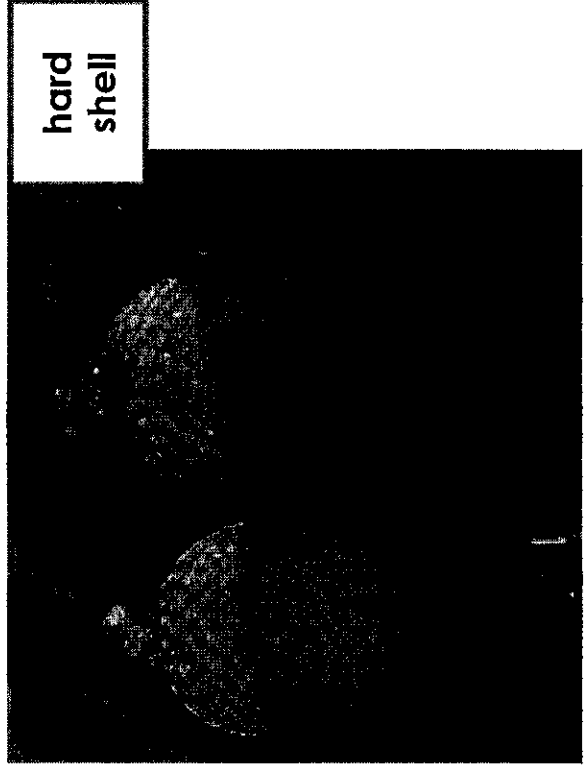
Deer



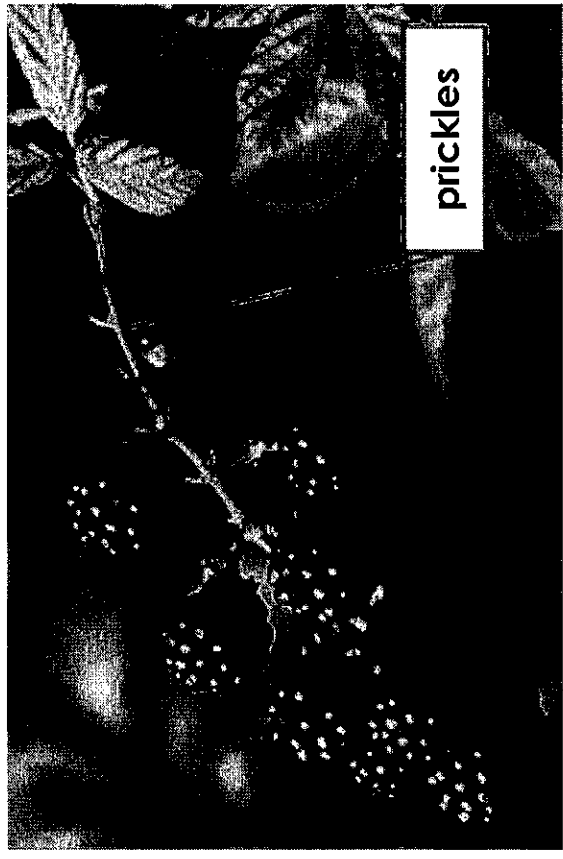
European Robin



Acorn



Blackberry Plant



Acorn

Acorns have a hard outer shell that surrounds the soft seed inside. This shell covers the tender seed when the acorn falls from a tree.

Blackberry Plant

Blackberry plants have prickles (sometimes mistakenly called thorns) These prickles are very sharp and can tear through cloth, skin, and fur. This ability prevents animals from eating it.

Deer

Male deer have sharp, hard antlers made of bone on their heads. They are used to defend themselves.

European Robin

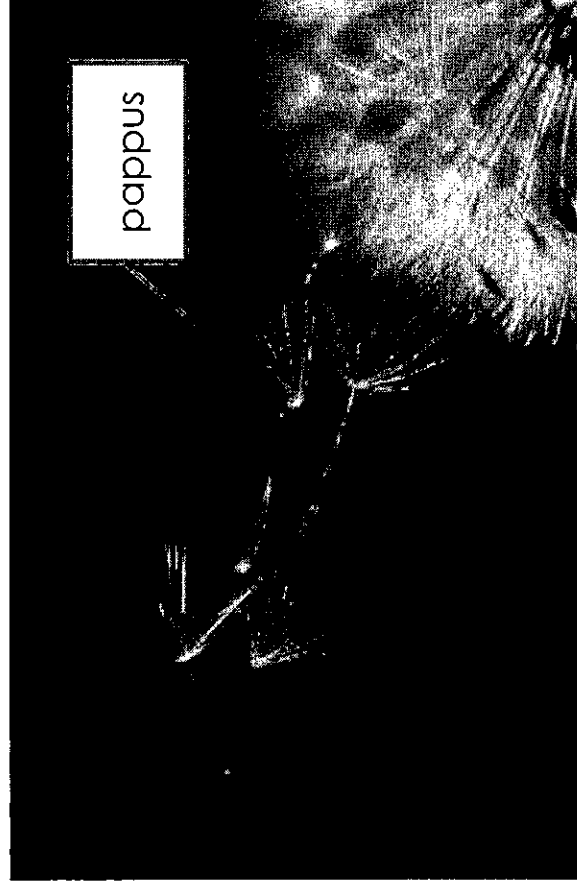
Robin wings are made of feathers. The structure of the wings helps them fly through the air so birds can escape predators, find food or move location when it gets too cold.

Penguin



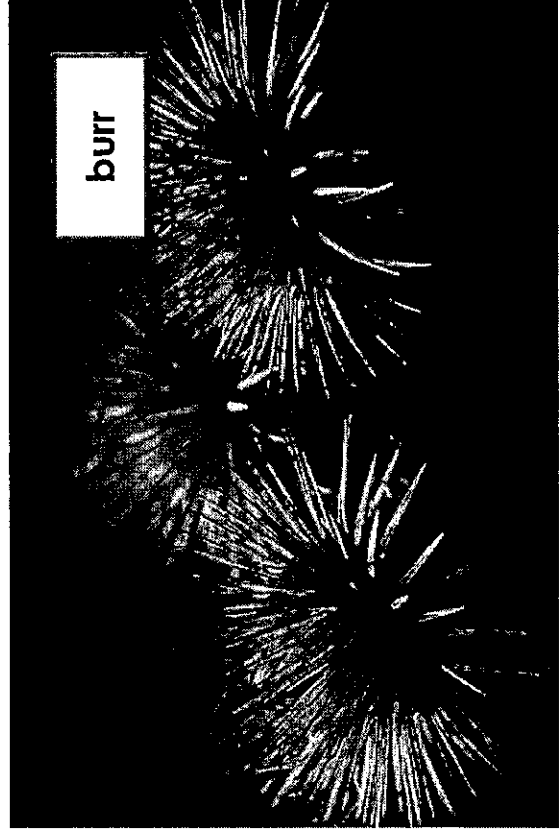
webbed
feet

Dandelion



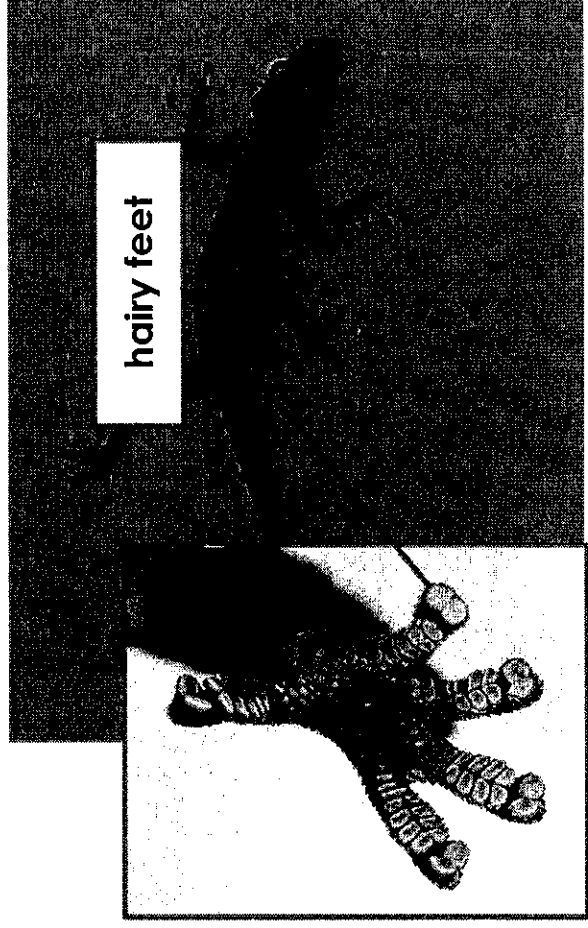
pappus

Burrdock Plant



burr

Gecko



hairy feet

Burdock Plant

Burdock plants have seed cases on them called burrs. The burrs have tiny hooks on them that allow them to cling on to animals and clothing. This ability helps to spread their seeds.

Geckos

Geckos have many tiny hairs on their feet that help them grip smooth surfaces. These hairs are very tiny and hard to see. This ability allows them to climb to safety quickly.

Penguin

Penguins have webbed feet or folds of skin between their toes. In the water, they use their feet for braking and steering as they dive and swim. This ability helps them move quickly in the water to keep safe and catch fish.

Dandelion

Dandelion seeds have tops made from fluffy hairs called a pappus. These hairs help the seed float when the wind blows so that dandelions can spread their seeds.

Scientist:	Grade 1 Unit 3 - Lesson 8
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Fill out the chart with observations you can make from your animal or plant card.

Animal/Plant Structure and Function Chart		
Animal/Plant Name	External Part Name (structure)	Function (job)
Draw Animal/Plant		(Circle one) Move from place to place Protect themselves Carry food Carry water Get or Hold Air (Breathe)
	Draw External Part	



Woodside News! Staying Sharp!

Great Websites to Enjoy

2020



Raz-kids Reading program to strengthen reading skills. This information has been given to you individually.

Programa de lectura para fortalecer las destrezas de lectura.

ABCya! Educational games in numbers, letters, skills etc.

Juegos educativos con números, letras, destrezas.

Gonoodle.com Fun movement, exercise, dance videos Sign up with email. Juegos divertidos de movimientos, ejercicios, videos de baile, etc. Inscríbase con su correo electrónico.

Cool Math Games Cool online Math games- juegos divertidos de matemática.

Abcmouse helps kids learn to read through phonics, and teaches lessons in math, social studies, art, music, and much more. Ayuda a los niños a aprender a leer en fonética, y enseñanzas en matemática, estudios sociales, arte, música y mucho más.

www.starfall.com kids can read, play games, do literacy and math activities. Los niños pueden leer, jugar juegos, hacer literatura y actividades de matemáticas.

www.zearn.com math activities to help students practice math lessons. Actividades de matemática que ayudan a los estudiantes a practicar con sus lecciones.

www.brainpopjr.com math, reading, science and social studies activities and videos.

Actividades y videos de matemáticas, lectura, ciencias y estudios sociales



Woodside News! Staying Sharp!

Exploring Kindness Through Mentor Texts

Social Emotional
Learning!

September – Ish - Peter Reynolds and Dream Big by Michael Jordan - *Hopes and Dreams*

<https://www.youtube.com/watch?v=rrtysKBHu0>

October — Say Something by Peter Reynolds - *Respect and Responsibility*

<https://www.youtube.com/watch?v=d6M8MvThkm8>

November – Be Kind by Pat Zietlow Miller - *Gratitude and Kindness*

<https://www.youtube.com/watch?v=t6NUJ2JZz50>

December – The Day the Relatives Came - *Community*

<https://www.youtube.com/watch?v=WU7BzLOZvQU>

January – Swimmy - *Collaboration* <https://www.youtube.com/watch?v=BDrR78REU8Y>

February – Sylvester and the Magic Pebble – *Love*

<https://www.youtube.com/watch?v=VR738fbYyiY>

March – Big Al - Andrew Clements and Ira's Sleepover by Bernard Waber - *Friendship*

<https://www.youtube.com/watch?v=7CpmMrBx9K>

April – The Dot by Peter H. Reynolds - *Courage and Perseverance*

<https://www.youtube.com/watch?v=vKCsqbiCx8>

Woodside teaches the attributes of good citizenship, kindness and community through the use of mentor texts. Each month a theme is selected and a mentor text is chosen to support the theme. Teachers read the books to their students and create activities throughout the month to support the dialogue and reinforce these very important hallmarks of fundamental beliefs with our students.

Woodside enseña los atributos de buena ciudadanía, amabilidad y comunidad mediante el uso de textos de mentores. Cada mes se selecciona un tema y se elige un texto de mentor para apoyar el tema. Los maestros leen los libros a sus alumnos y crean actividades durante todo el mes para apoyar el diálogo y reforzar estas características importantes de las creencias fundamentales con nuestros alumnos.

