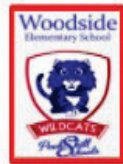


WOODSIDE ELEMENTARY

Phase 3 Work Packets

KINDERGARTEN



Rebecca Aviles Rodriguez - Principal - Ravilesrodriguez@peekskillschools.org
Jacqueline Liburd - Assistant Principal - Jliburd@peekskillschools.org

May 1- June 19, 2020



Woodside News! Staying Sharp!

Phase 3 of Distance Learning: May 4 to May 15

For the following assignments, please understand that each reading assignment will also be used in unison with the writing assignment. Therefore, each week there will be a mentor text, or one book, that will be used for the week. This book will lead both the reading and writing assignments for that week. Students have been learning that "good readers go back" and therefore, are encouraged to revisit the text/book, should there be any misunderstandings. Each book can be found on **Raz Kids**. However, if for some reason **Raz Kids** cannot be accessed (please email your teacher for login instructions) there is also a recommended YOUTUBE video that can be viewed and used for the assignment. The video can also be used just to extend learning and enjoyment. HAPPY LEARNING!

Fase 3 del aprendizaje a distancia: 4 de Mayo a 15 de Mayo

Para las siguientes tareas, comprenda que cada tarea de lectura también se utilizará al unísono con la tarea de escritura. Por lo tanto, cada semana habrá un texto de mentor, o un libro, que se utilizará para la semana. Este libro liderará las tareas de lectura y escritura para esa semana. Los estudiantes han estado aprendiendo que "los buenos lectores regresan" y, por lo tanto, se les anima a volver a visitar el texto / libro, en caso de que haya algún malentendido. Cada libro se puede encontrar en **Raz Kids**. Sin embargo, si por alguna razón no se puede acceder en **Raz Kids** (envíe un correo electrónico a su maestro para obtener instrucciones de inicio de sesión), también hay un video recomendado de YOUTUBE que se puede ver y usar para la tarea. El video también se puede usar solo para extender el aprendizaje y el disfrute. ¡FELIZ APRENDIZAJE!

May 1st-**The Three Little Pigs**

Read or listen to the book *The Three Little Pigs* in **raz kids** and discuss who the characters were, how they were feeling, and where the setting was (where the story took place). This book has already been assigned to you in your **raz kids** reading room. If you cannot get onto **raz kids**, please follow the link below to use an alternative copy. Use this to help support your writing Day 32 assignment for today.

Lea o escuche el libro *The Three Little Pigs* en **raz kids** y discuta quiénes eran los personajes, cómo se sentían y cuál era el escenario (donde tuvo lugar el cuento). Este libro ya te ha sido asignado en tu sala de lectura **raz kids**. Si no puede acceder a **raz kids**, siga el siguiente enlace para usar una copia alternativa. Use esto para apoyar

<https://www.youtube.com/watch?v=HtHjB6rRmQc>

May 1st -**The Three Little Pigs**

Draw the setting (where the story takes place) of the story and write 1-2 sentences describing the setting. When you draw, make sure to label your picture. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing?

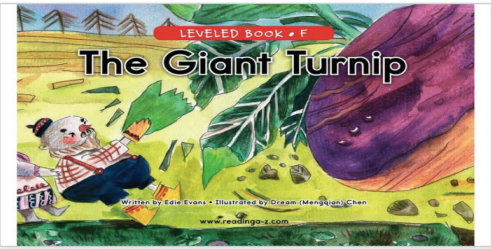
1 de mayo-**The Three Little Pigs**

Dibuje el escenario (donde tiene lugar la historia) de la historia y escriba 1-2 oraciones que describen el escenario. Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura?

[Writing paper](#) Use the paper for daily writing assignments. OR if you do not have access to a printer, please use the back of the DISTANCE LEARNING PACKET for these activities and/or what you have in your home.

[Writing paper](#) Use el papel para las tareas diarias de escritura. O si no tiene acceso a una impresora, use la parte posterior del

May 4th -The Three Little Pigs Read or listen to the end of the book, <i>The Three Little Pigs</i>, in raz kids. Identify whether or not the character's feelings have changed. How does the character feel now? What might the character be thinking now? Please use this link below, if you are unable to view or find the book on raz kids. You may also watch this video in addition to reading and listening to the book on raz kids. Lea o escuche el final del libro, <i>The Three Little Pigs</i>, en raz kids. Identifica si los sentimientos del personaje han cambiado o no. ¿Cómo se siente el personaje ahora? ¿Qué podría estar pensando el personaje ahora? Use esto para apoyar su tarea de escritura para hoy. Utilice este enlace a continuación, si no pueden ver o encontrar el libro en raz kids. También pueden ver este video además de leer y escuchar el libro en raz kids. https://www.youtube.com/watch?v=HtHjB6rRmQc May 5th-The Three Little Pigs Read or listen to the book, <i>The Three Little Pigs</i>, in raz kids. Retell the story using the words first, next, then, and last. Try and use words and phrases from the story in your retelling. Please use this link below, if you are unable to view or find the book on raz kids. You may also watch this video in addition to reading and listening to the book on raz kids. 5 de mayo Lea o escuche el libro <i>The Three Little Pigs</i>, en raz kids. Vuelve a contar el cuento usando las palabras <i>primero, después, luego y al final</i>. Intente usar palabras y frases del cuento en su recuento. Utilice este enlace a continuación, si no puede ver o encontrar el libro en raz kids. También puede ver este video además de leer y escuchar el libro en raz kids. https://www.youtube.com/watch?v=HtHjB6rRmQc	PAQUETE DE APRENDIZAJE A DISTANCIA para estas actividades y / o lo que tiene en su hogar. May 4th -The Three Little Pigs Draw a picture of your favorite character and how they are feeling in the story. Write a sentence with the sentence starter: My character feels _____ because _____. When you draw, make sure to label your picture. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? Haz un dibujo de tu personaje favorito y cómo se siente en el cuento. Escribe una oración con el iniciador de oración: Mi personaje se siente _____ porque _____. Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura? Writing paper Use the paper for daily writing assignments. OR if you do not have access to a printer, please use the back of the DISTANCE LEARNING PACKET for these activities and/or what you have in your home. Writing paper Use el papel para las tareas diarias de escritura. O si no tiene acceso a una impresora, use la parte posterior del PAQUETE DE APRENDIZAJE A DISTANCIA para estas actividades y / o lo que tiene en su hogar. May 5th-The Three Little Pigs Draw and write what happened in the story using the words first, next, then, and last. When you draw, make sure to label your picture. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? Dibuja y escribe lo que sucedió en el cuento usando las palabras <i>primero, después, luego y al final</i>. Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura? Writing paper Use the paper for daily writing assignments. OR if you do not have access to a printer, please use the back of the DISTANCE LEARNING PACKET for these activities and/or what you have in your home.
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	Writing paper Use el papel para las tareas diarias de escritura. O si no tiene acceso a una impresora, use la parte posterior del PAQUETE DE APRENDIZAJE A DISTANCIA para estas actividades y / o lo que tiene en su hogar.
May 6th-The Three Little Pigs Now that you have read and listened to the story <i>The Three Little Pigs</i> in raz kids, it is time to have some fun! Act out what happens to the characters in the book for someone in your home . If you would like to, you can dress up, use props, and use a fun and silly voice. 6 de mayo ¡Ahora que ha leído y escuchado la historia <i>The Three Little Pigs</i> en raz kids, es hora de divertirse! Representa lo que le sucede a los personajes del libro para alguien en tu casa. Si lo desea, puede vestirse, usar accesorios y usar una voz divertida y tonta.	May 6th-The Three Little Pigs Write about your favorite character in the story <i>The Three Little Pigs</i>. Why is he/she your favorite character? What is something that happened to the character in the book? When you draw, make sure to label your picture. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? 6 de mayo- Escribe sobre tu personaje favorito en el cuento <i>Los tres cerditos</i>. ¿Por qué son tu personaje favorito? ¿Qué es algo que le sucedió al personaje del libro? Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura? Writing paper Use the paper for daily writing assignments. OR if you do not have access to a printer, please use the back of the DISTANCE LEARNING PACKET for these activities and/or what you have in your home. Writing paper Use el papel para las tareas diarias de escritura. O si no tiene acceso a una impresora, use la parte posterior del PAQUETE DE APRENDIZAJE A DISTANCIA para estas actividades y / o lo que tiene en su hogar.
May 7th-The Giant Turnip Look at the picture below for the book <i>The Giant Turnip</i> in raz kids. Make a prediction about what will happen in the book or what the book will be about. Use this to help support your writing assignment for today. 7 de mayo- Mira la imagen de abajo para el libro <i>The Giant Turnip</i> en raz kids. Hagan una predicción sobre lo que sucederá en el libro o de qué se tratará el libro. Usen esto para apoyar su tarea de escritura para hoy. 	May 7th-The Giant Turnip Draw a picture about what you predicted the book will be about and write a sentence about your prediction. When you draw, make sure to label your picture. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? 7 de Mayo- The Giant Turnip Haz un dibujo sobre lo que predijiste en el libro y escribe una oración sobre tu predicción. Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura? Writing paper Use the paper for daily writing assignments. OR if you do not have access to a printer, please use the back

Please use this link below if you are unable to view or find the book on raz kids. You may also watch this video in addition to reading and listening to the book on raz kids. Utilicen este enlace a continuación si no puede ver o encontrar el libro en raz kids. También puede ver este video además de leer y escuchar el libro en raz kids. https://www.youtube.com/watch?v=eSr810Lnhr0	of the DISTANCE LEARNING PACKET for these activities and/or what you have in your home. Writing paper Use el papel para las tareas diarias de escritura. O si no tiene acceso a una impresora, use la parte posterior del PAQUETE DE APRENDIZAJE A DISTANCIA para estas actividades y / o lo que tiene en su hogar.
May 8th-The Giant Turnip Read or listen to the book <i>The Giant Turnip</i> in raz kids and discuss who the characters were, how they were feeling, and the setting (where the story takes place). This book has already been assigned to you in your raz kids reading room. If you cannot get onto raz kids, please follow the link below to use an alternative copy. Use this to help support your writing for May 8th assignment for today. 8 de mayo-Lea o escuche el libro <i>The Giant Turnip</i> en raz kids y discuta quiénes eran los personajes, cómo se sentían y cuál era el escenario (donde tuvo lugar el cuento). Este libro ya te ha sido asignado en tu sala de lectura raz kids. Si no puede acceder a raz kids, siga el siguiente enlace para usar una copia alternativa. Use esto para apoyar su tarea de escritura del 8 de mayo para hoy. https://www.youtube.com/watch?v=eSr810Lnhr0	May 8th-The Giant Turnip Draw the setting (where the story takes place) of the story and write 1-2 sentences describing the setting. When you draw, make sure to label your picture. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? The Giant Turnip Dibuje el escenario, donde tiene lugar el cuento, y escriba 1-2 oraciones que describen el escenario. Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura? Writing paper Use the paper for daily writing assignments. OR if you do not have access to a printer, please use the back of the DISTANCE LEARNING PACKET for these activities and/or what you have in your home. Writing paper Use el papel para las tareas diarias de escritura. O si no tiene acceso a una impresora, use la parte posterior del PAQUETE DE APRENDIZAJE A DISTANCIA para estas actividades y / o lo que tiene en su hogar.
May 11th-The Giant Turnip Read or listen to the end of the book, <i>The Giant Turnip</i>, in raz kids. Identify whether or not the character's feelings have changed. How does the character feel now? What might the character be thinking now? Use this to help support your writing assignment for today. Please use the link below, if you are unable to view or find the book on raz kids. You may also watch this video in addition to reading and listening to the book on raz kids. 11 de mayo- Lea o escuche el final del cuento, <i>The Giant Turnip</i>, en raz kids. Identifica si los sentimientos del personaje han cambiado o no.	May 11th-The Giant Turnip Draw a picture of your favorite character and how they are feeling in the story. Write a sentence with the sentence starter: My character feels _____ because _____. When you draw, make sure to label your picture. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? 11 de mayo- The Giant Turnip Haz un dibujo de tu personaje favorito y cómo se siente en la historia. Escribe una oración que comienza con: Mi personaje se siente _____ porque _____. Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una

¿Cómo se siente el personaje ahora? ¿Qué podría estar pensando el personaje ahora? Use esto para apoyar su tarea de escritura de hoy. Utilice este enlace a continuación, si no pueden ver o encontrar el libro en raz kids. También pueden ver este video además de leer y escuchar el libro en raz kids. https://www.youtube.com/watch?v=eSr810Lnr0	letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura? <u>Writing paper</u> Use the paper for daily writing assignments. OR if you do not have access to a printer, please use the back of the DISTANCE LEARNING PACKET for these activities and/or what you have in your home. <u>Writing paper</u> Use el papel para las tareas diarias de escritura. O si no tiene acceso a una impresora, use la parte posterior del PAQUETE DE APRENDIZAJE A DISTANCIA para estas actividades y / o lo que tiene en su hogar.
May 12th-The Giant Turnip Read or listen to the book, <i>The Giant Turnip</i>, in raz kids. Retell the story using the words first, next, then, and last. Try and use words and phrases from the story in your retelling. Please use this link below, if you are unable to view or find the book on raz kids. You may also watch this video in addition to reading and listening to the book on raz kids. 12 de mayo-Lea o escuche el libro <i>The Giant Turnip</i> en raz kids. Vuelve a contar el cuento usando las palabras <i>primero, después, luego y al final</i>. Intente usar palabras y frases del cuento en su recuento. Utilice este enlace a continuación, si no puede ver o encontrar el libro en raz kids. También puede ver este video además de leer y escuchar el libro en raz kids. https://www.youtube.com/watch?v=eSr810Lnr0	May 12th-The Giant Turnip Draw and write what happened in the story using the words first, next, then, and last. When you draw, make sure to label your picture. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? 12 de mayo- The Giant Turnip Dibuja y escribe lo que sucedió en el cuento usando las palabras <i>primero, después, luego y al final</i>. Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura? <u>Writing paper</u> Use the paper for daily writing assignments. OR if you do not have access to a printer, please use the back of the DISTANCE LEARNING PACKET for these activities and/or what you have in your home. Use el papel para las tareas diarias de escritura. O si no tiene acceso a una impresora, use la parte posterior del PAQUETE DE APRENDIZAJE A DISTANCIA para estas actividades y / o lo que tiene en su hogar.
May 13th-The Giant Turnip Now that you have read and listened to the story <i>The Giant Turnip</i> in raz kids, it is time to have some fun! Act out what happens to the characters in the book for someone in your home. If you would like to, you can dress up, use props, and use a fun and silly voice. 13 de mayo-¡Ahora que ha leído y escuchado le cuento <i>The Giant Turnip</i> en raz kids, es hora de	May 13th-The Giant Turnip Write about your favorite character in the story <i>The Giant Turnip</i>. Why are they your favorite character? What is something that happened to the character in the book? When you draw, make sure to label your picture. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? 13 de mayo- The Giant Turnip

divertirse! Representa lo que le sucede a los personajes del libro para alguien en tu casa. Si lo desea, puede vestirse, usar accesorios y usar una voz divertida y tonta.

<https://www.youtube.com/watch?v=eSr810Lnhr0>

Escribe sobre tu personaje favorito en el cuento El nabo gigante. ¿Por qué son tu personaje favorito? ¿Qué es algo que le sucedió al personaje del libro? Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura?

Writing paper Use the paper for daily writing assignments. OR if you do not have access to a printer, please use the back of the DISTANCE LEARNING PACKET for these activities and/or what you have in your home.

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May 14th: Fairy Tales

Think of one of the fairy tales that you have read. Re-read your favorite fairy tale on **raz kids** or listen to it from the link.

14 de mayo: Cuentos de hadas

Piensa en uno de los cuentos de hadas que has leído. Vuelve a leer tu cuento de hadas favorito en **raz kids** o escúchalo desde el enlace.

Please use these high level thinking questions to deepen your child's understanding of the story.

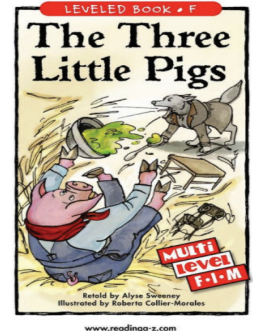
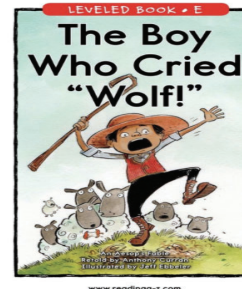
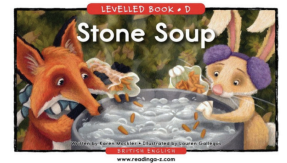
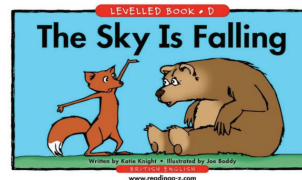
Utilice estas preguntas de pensamiento de alto nivel para profundizar la comprensión de la historia de su hijo/a.

The Sky is Falling

Video:

Questions:

May 14th: Fairy Tales



Think of one of the fairy tales that you have read. Which fairy tale was your favorite? Explain why it was your favorite. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing?

The Sky Is Falling Level D

Is this story real or make-believe?
How do you know?

Reading a-z Reality/Fantasy

The Sky Is Falling Level D

Why did Rabbit think it was a piece of the sky that fell on him?

Reading a-z Inference

The Sky Is Falling Level D

How did Owl know a nut hit Rabbit?

Reading a-z Evaluate

The Sky Is Falling Level D

How did Rabbit feel when the nut hit his head?
How do you know this?

Reading a-z Analysis

Stone Soup:

Video

Questions

D Stone Soup

Why do all of the animals help Fox make the soup?

Analyze Reading A-Z

D Stone Soup

Is this story reality or fantasy?
How do you know?

Reality and Fantasy Reading A-Z

D Stone Soup

How would Fox's stone soup be different if the animals did not help him?

Compare and Contrast Reading A-Z

D Stone Soup

Are there stones in stone soup?
How do you know?

Evaluate Reading A-Z

The Boy Who Cried "Wolf!":

Video

Questions

E The Boy Who Cried "Wolf!"

Why did the boy decide to cry "Wolf!" the first time, the second time, and the third time?

Evaluate Reading A-Z

E The Boy Who Cried "Wolf!"

Playing tricks is fun.
Is this statement a fact or an opinion?
How do you know?

Fact or Opinion Reading A-Z

E The Boy Who Cried "Wolf!"

Why did the author write this book?
How do you know?

Author's Purpose Reading A-Z

E The Boy Who Cried "Wolf!"

How did the boy feel after the wolf chased the sheep away?
How do you know?

Analyze Reading A-Z

Piensa en uno de los cuentos de hadas que has leído. ¿Qué cuento de hadas fue tu favorito? Explica por qué era tu favorito. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura?

The Three Little Pigs:

[Video](#)
[Questions](#)

The Three Little Pigs

Level F

What are the main idea and three supporting details of this fairy tale?

Reading a-zMain Idea and Details

The Three Little Pigs

Level F

This book is a work of fiction. What makes the story a fairy tale? How can you tell?

Reading a-zAnalysis

The Three Little Pigs

Level F

What lesson do you think the pigs learned about building houses?

Reading a-zEvaluate

The Three Little Pigs

Level F

How does the second pig's house compare to the third pig's house?

Reading a-zCompare and Contrast

The Giant Turnip:

[Video](#)
[Questions](#)

F

The Giant Turnip

Is this story real or make-believe? How do you know?

Reality and FantasyReading A-Z

F

The Giant Turnip

What is the problem in this story? How does it get solved?

Problem and SolutionReading A-Z

F

The Giant Turnip

How does Grandpa feel when the turnip will not budge? How do you know?

AnalyzeReading A-Z

F

The Giant Turnip

Would you want to eat the same thing for breakfast, lunch, and dinner every single day? Why or why not?

EvaluateReading A-Z

May 15th: Fairy Tales

Think of one of the fairy tales that you have read. Re-read your least favorite fairy tale on **raz kids** or listen to it from the link. Discuss why it is your or least favorite fairy tale.

15 de Mayo: Cuentos de hadas

Piensa en uno de los cuentos de hadas que has leído.

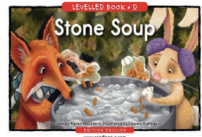
Vuelve a leer tu cuento de hadas menos favorito en **raz kids** o escúchalo desde el enlace. Comenta por qué es tu cuento de hadas menos favorito.

Click the picture for the video!

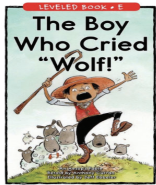
Haga clic en la foto para el video



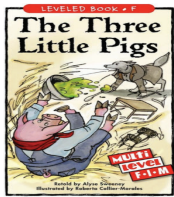
The Sky is Falling



Stone Soup:



The Boy Who Cried "Wolf!":

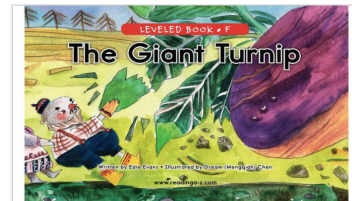
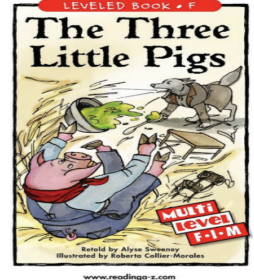
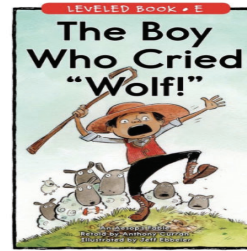
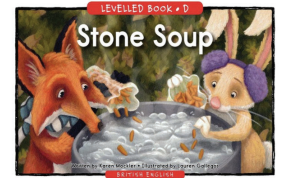
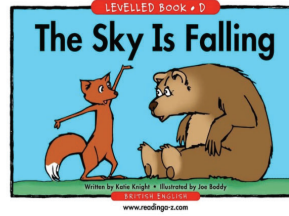


The Three Little Pigs:



The Giant Turnip:

May 15th: Fairy Tales



Think of one of the fairy tales that you have read. Which fairy tale was your least favorite? Explain why it was your least favorite. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing?

Piensa en uno de los cuentos de hadas que has leído. ¿Qué cuento de hadas fue tu menos favorito? Explica por qué era tu menos favorito. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura?

May 18th: **Because You Recycle**

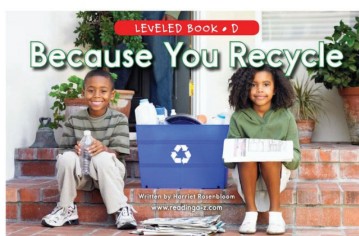
Look at the picture below for the book *Because You Recycle* in **raz kids**. Make a prediction about what will happen in the book or what the book will be about. Use this to help support your writing for the assignment for today.

18 de mayo: **Because You Recycle**

Mira la imagen de abajo para el libro *Because You Recycle* en **raz kids**. Haga una predicción sobre lo que sucederá en el libro o de qué se tratará el libro. Use esto para ayudar a apoyar su escritura para la asignación de hoy.

Click the picture for the video!

Haga clic en la foto para el video



May 18th: **Because You Recycle**

Why should we recycle? Explain why or why not. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing?

18 de mayo: **Because You Recycle**

¿Por qué deberíamos reciclar? Explica por qué o por qué no. Asegúrese de usar una letra mayúscula para comenzar cada oración, use un espacio para los dedos, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura?

May 19th: **Because You Recycle**

Read or listen to the book *Because You Recycle* in **raz kids** and discuss why you think the author wrote this book? Was she trying to inform you about a topic or tell a story? This book has already been assigned to you in your **raz kids** reading room. If you cannot get onto **raz kids**, please follow the link below to use an alternative copy. Use this to help support your writing for today's assignment.

19 de mayo: **Because You Recycle**

Lea o escuche el cuento *Because You Recycle* en **raz kids** y discuta por qué cree que el autor escribió este libro. ¿Estaba tratando de informarte sobre un tema o contar un cuento? Este libro ya te ha sido asignado en la sala de lectura de **raz kids**. Si no puede acceder a **raz kids**, siga el siguiente enlace para usar una copia alternativa. Use esto para apoyar su escritura para la asignación de hoy.

https://www.youtube.com/watch?v=HH3iNo-a_mk

May 19th: **Because You Recycle**

Do you think it is hard to recycle a water bottle into a jacket? Explain why or why not. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing?

19 de Mayo: **Because You Recycle**

¿Crees que es difícil reciclar una botella de agua en una chaqueta? Explica por qué o por qué no. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura?

May 20th: **Because You Recycle**

Read or listen to the story *Because You Recycle* in **raz kids**. Discuss to a family member what the most surprising part of the story was. (For example: I thought it was really surprising that a plastic jug could become a table after recycling.) Please use this link below, if you are unable to view or find the book on **raz kids**. You may also watch this

May 20th: **Because You Recycle**

What's the easiest thing to recycle? Explain why you think it is the easiest thing to recycle. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing?

video in addition to reading and listening to the book on raz kids. 20 de mayo: Because You Recycle Lee o escucha el cuento <i>Because You Recycle</i> en raz kids. Discuta con un miembro de la familia cuál fue la parte más sorprendente en el cuento. (Por ejemplo: pensé que era realmente sorprendente que una jarra de plástico pudiera convertirse en una mesa después del reciclaje). Utilice este enlace a continuación, si no puede ver o encontrar el libro sobre raz kids. También puede ver este video además de leer y escuchar el libro en raz kids. https://www.youtube.com/watch?v=HH3iNo-a_mk	20 de Mayo: Because You Recycle ¿Qué es lo más fácil de reciclar? Explica por qué crees que es lo más fácil de reciclar. Asegúrese de usar una letra mayúscula para comenzar cada oración, us los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura?
May 21st: Because You Recycle Read or listen to the story <i>Because You Recycle</i> in raz kids. Explain to a family member what this story was mostly about. What did you learn from reading the story? Please use this link below, if you are unable to view or find the book on raz kids. You may also watch this video in addition to reading and listening to the book on raz kids. 21 de mayo: Because You Recycle Lee o escucha el cuento <i>Because You Recycle</i> en raz kids. Explique a un miembro de la familia de qué trata principalmente este cuento. ¿Qué aprendiste al leer el cuento? Utilice este enlace a continuación, si no puede ver o encontrar el libro en raz kids. También puede ver este video además de leer y escuchar el libro sobre raz kids. https://www.youtube.com/watch?v=HH3iNo-a_mk	May 21st: Because You Recycle Would you use toilet paper made from recycled paper? Explain why or why not. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? 21 de mayo: Because You Recycle ¿Usarías papel higiénico hecho de papel reciclado? Explica por qué o por qué no. Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura?
May 22nd: Because You Recycle Read or listen to the story <i>Because You Recycle</i> in raz kids. Discuss with a family member why people recycle. Are there any items in your home that you could recycle? Please use this link below, if you are unable to view or find the book on raz kids. You may also watch this video in addition to reading and listening to the book on raz kids. 22 de Mayo: Because You Recycle Lee o escucha el cuento <i>Because You Recycle</i> en raz kids. Discuta con un miembro de la familia por qué las personas reciclan. ¿Hay algún artículo en su hogar que pueda reciclar? Utilice este enlace a continuación, si no puede ver o encontrar el libro sobre raz kids. También puede ver este video además de leer y escuchar el libro sobre raz kids. https://www.youtube.com/watch?v=HH3iNo-a_mk	May 22nd: Because You Recycle What are some things in your house that you can recycle? Explain how you know that they can be recycled. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? 22 de Mayo: Because You Recycle ¿Cuáles son algunas cosas en tu casa que puedes reciclar? Explica cómo sabes que pueden reciclarse. Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura?

May 25th Memorial Day	25 de mayo Día de los Caídos
May 26th: Making Pizza Look at the picture below for the book <i>Making Pizza</i> in raz kids. Make a prediction about what will happen in the book or what the book will be about. Use this to help support your writing for the May 25th assignment for today. 26 de Mayo: Making Pizza Mire la imagen de abajo para el libro <i>Making Pizza</i> en raz kids. Haga una predicción sobre lo que sucederá en el libro o de qué se tratará el libro. Use esto para ayudar a apoyar su escritura para la tarea del 25 de mayo de hoy. Click the picture for the video! Haga clic en la foto para le video 	May 26th: Making Pizza Is pizza the best food ever? Explain why or why not. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? 26 de Mayo Making Pizza ¿Es la pizza la mejor comida? Explica por qué o por qué no. Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura?
May 27th: Making Pizza Read or listen to the book <i>Making Pizza</i> in raz kids and discuss why you think the author wrote this book? Was she trying to inform you about a topic or tell a story? 27 de mayo: Making Pizza Lee o escucha el libro <i>Making Pizza</i> en raz kids y discute por qué crees que el autor escribió este libro. ¿Estaba tratando de informarte sobre un tema o contar una historia? https://www.youtube.com/watch?v=hvYGpCucS0I	May 27th: Making Pizza Is circle pizza better than square pizza? Explain why or why not. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? 27 de Mayo: Making Pizza ¿Es una pizza circular mejor que una pizza cuadrada? Explica por qué o por qué no. Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura?
May 28th: Making Pizza Read or listen to the book <i>Making Pizza</i> in raz kids. In this story, you learned the steps for making pizza. The girl's	May 28h: Making Pizza Is pepperoni the best topping ever? Explain why or why not. Make sure you use a capital letter to start

mom helped her with some things, such as cutting the bread in half and putting the pizza in the oven. Discuss with your family why you think it is important for an adult to help you with these steps. 28 de mayo: <u>Making Pizza</u> Lea o escuche el libro <u>Making Pizza</u> en raz kids. En esta historia, aprendiste los pasos para Hacer Pizza. La madre de la niña la ayudó con algunas cosas, como cortar el pan por la mitad y poner la pizza en el horno. Discuta con su familia por qué cree que es importante que un adulto lo ayude con estos pasos. https://www.youtube.com/watch?v=hvYGpCucS0I	every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? 28 de mayo: <u>Making Pizza</u> ¿Es el pepperoni el mejor adición en la pizza? Explica por qué o por qué no. Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura?
May 29th: Making Pizza Read or listen to the book <u>Making Pizza</u> in raz kids. Discuss the steps needed to make a pizza with your family in sequence. 29 de mayo: <u>Making Pizza</u> Lea o escuche el libro <u>Making Pizza</u> en raz kids. Discuta los pasos necesarios para hacer una pizza en secuencia con su familia. https://www.youtube.com/watch?v=hvYGpCucS0I	May 29th: Making Pizza Do you think that you should throw your pizza dough in the air? Explain why or why not. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? 29 de mayo: <u>Making Pizza</u> ¿Crees que deberías tirar la masa de pizza al aire? Explica por qué o por qué no. Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura?
June1st: Making Pizza Read or listen to the book <u>Making Pizza</u> in raz kids. Did you notice the (!) exclamation points? Focus on reading with expression by looking at the sentences that have an exclamation point. When you see an exclamation point, make sure that you read with an excited voice! After you have read the story, answer the following questions on the task cards. 1 de junio: <u>Making Pizza</u> Lea o escuche el libro <u>Making Pizza</u> en raz kids. ¿Notaste los signos de exclamación (!)? Concéntrese en leer con expresión mirando las oraciones que tienen un signo de exclamación. Cuando vea un signo de exclamación, ¡asegúrese de leer con una voz emocionada! Después de leer la historia, responda las siguientes preguntas en las tarjetas de tarea. Video Questions	June1st: Making Pizza Do you think it is important to follow the directions of a recipe? Explain why or why not. Make sure you use a capital letter to start every sentence, use a finger space, write a letter for every sound that you hear, and use punctuation. Can you read your writing? 1 de junio: <u>Making Pizza</u> ¿Crees que es importante seguir las instrucciones de una receta? Explica por qué o por qué no. Cuando dibujes, asegúrate de etiquetar tu imagen. Asegúrese de usar una letra mayúscula para comenzar cada oración, use los dedos para marcar un espacio entre las palabras, escriba una letra para cada sonido que escuche y use la puntuación. ¿Puedes leer tu escritura?

Book List

Week 1: The Sky is Falling

Week 2: Stone Soup

Week 3: The Boy Who Cried Wolf

Week 4: The Three Little Pigs

Week 5: The Giant Turnip

Week 6: Because You Recycle

Week 7: Making Pizza

Lista de libros

Semana 1: El Cielo Está Cayendo

Semana 2: Sopa De Piedra

Semana 3: El Niño Que Lloró Lobo

Semana 4: Los Tres Cerditos

Semana 5: El Nabo Gigante

Semana 6: Porque Reciclas

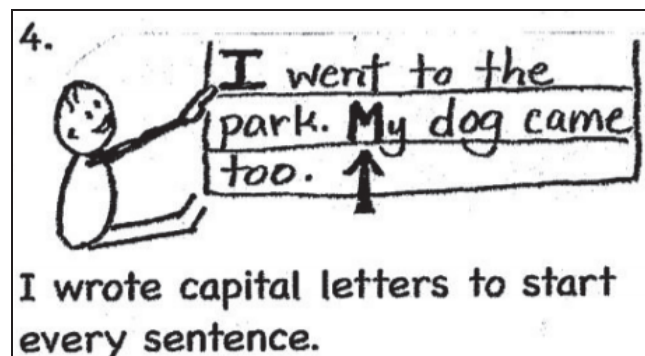
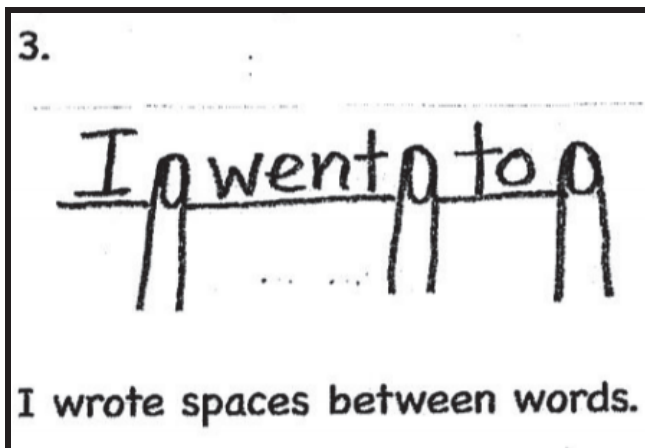
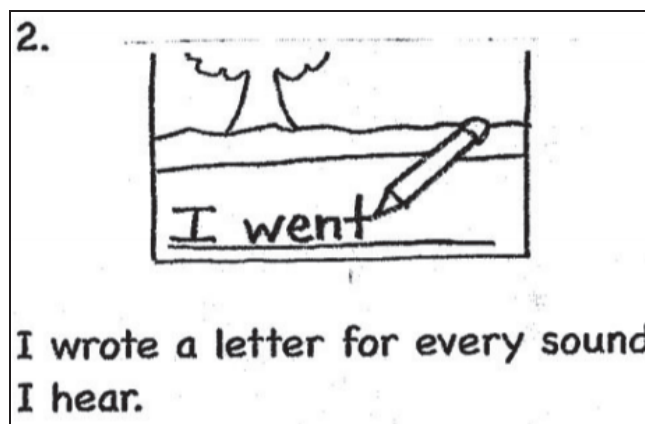
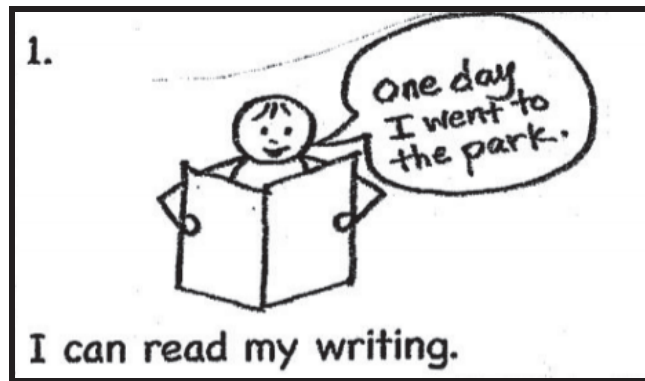
Semana 7: Hacer Pizza

Directions: Please feel free to print and use this sheet for any written assignments. Following this page you will find a writing rubric to be reviewed prior to the writing assignment .

Name _____ Date _____

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Directions: Please review the writing rubric with your child prior to beginning any writing assignment. This rubric is used in your child's class. The rubric sets writing expectations that have been taught in class.



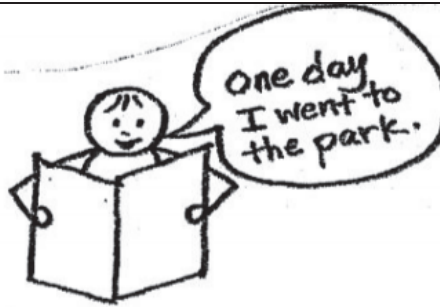
Directions: Please feel free to print and use this sheet for HOW TO written assignments. Following this page you will find a writing rubric to be reviewed prior to the writing assignment .

Name _____ Date _____

Step

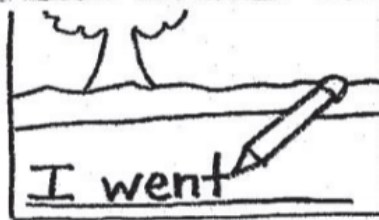
Directions: Please review the writing rubric with your child prior to beginning any writing assignment. This rubric is used in your child's class. The rubric sets writing expectations that have been taught in class.

1.



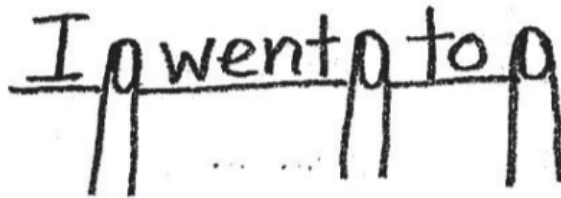
I can read my writing.

2.



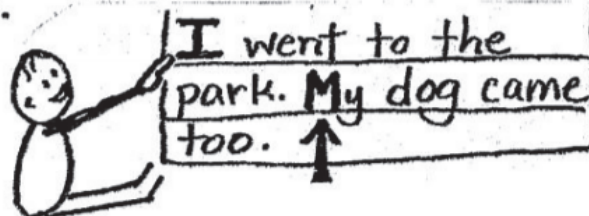
I wrote a letter for every sound I hear.

3.

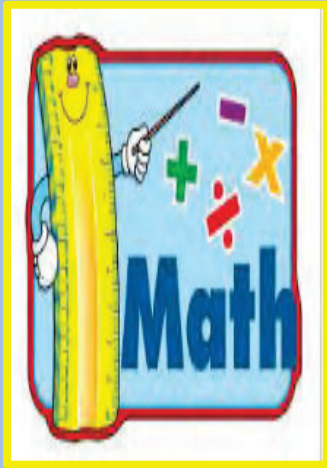


I wrote spaces between words.

4.



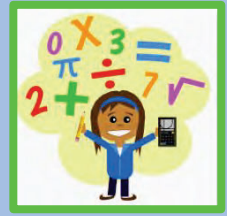
I wrote capital letters to start every sentence.



Mini Lesson - Day 33 - Students will be able to show that the numbers 11 and 12 are a group of 10 and some more.

[Click here](https://www.youtube.com/watch?v=kcH-oPvM9qA)

<https://www.youtube.com/watch?v=kcH-oPvM9qA>



Practice counting out loud from 1-12.

[Ten frame printable](#)

Write numbers 1- 11 and 1- 12 on your paper using your ten frame.

[Writing Teen Numbers Song](#)

<https://www.youtube.com/watch?v=al5OqpARGD8>

Practice writing numbers 1-12.

Have your child log onto



for **15 minutes** to practice math skills.

Use this digital ten frame to practice composing and decomposing 11-12.

[Ten frame digital manipulative](#)

<https://apps.mathlearningcenter.org/number-frames/>

[Ten frame printable](#)

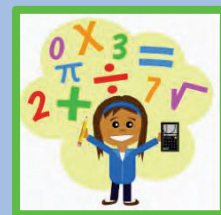
Go outside and find 11 objects (ie: stones, twigs, acorns). Practice putting them into a group of 10 and 1 more. Then find 12 objects. Put them into a group of 10 and 2 more.



Lección Día 33- Los estudiantes podrán demostrar que los números 11 y 12 son un grupo de 10 y algunos más.

[Enlace aqui](#)

<https://www.youtube.com/watch?v=kcH-oPvM9qA>



Empezar Con

Practique contando en voz alta del 1 al 12.

Actividad Diaria

Enlace aqui:

[Ten frame printable](#)

Escriba los números 1-11 y 1-12 en su papel usando su marco de diez.

Enlace aqui:

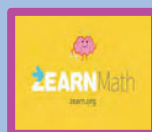
[Writing Teen Numbers Song](#)

<https://www.youtube.com/watch?v=al5OqpARGD8>

Practica escribiendo los números 1-12.

Extensión Tecnológica

Inicie sesión todos los



días durante **15 minutos** para practicar habilidades matemáticas.

Use este marco digital de diez para practicar componer y descomponer 11-12. Diez cuadros manipulativos.

Enlace aqui: [Ten frame digital manipulative](#)

<https://apps.mathlearningcenter.org/number-frames/>

Actividad de Enriquecimiento

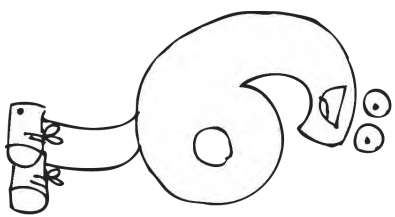
Enlace aqui:

[Ten frame printable](#)

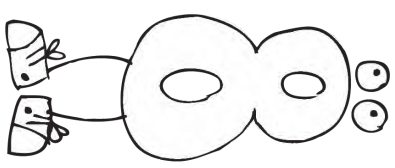
Sal y encuentra 11 objetos (es decir, piedras, ramitas, bellotas).

Practique ponerlos en un grupo de 10 y 1 más. Luego encuentra 12 objetos.

Póngalos en un grupo de 10 y 2 más.

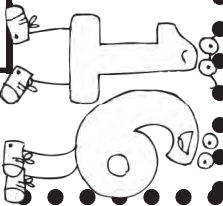


My Ten Frames





My Ten Frames

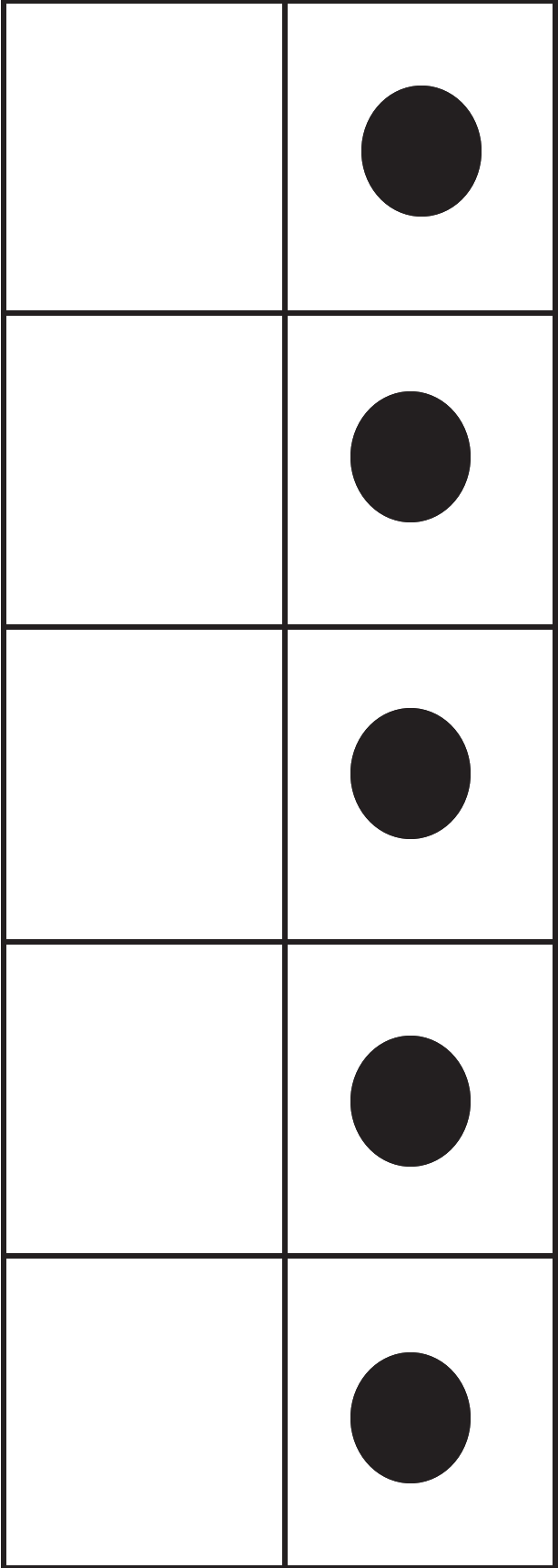
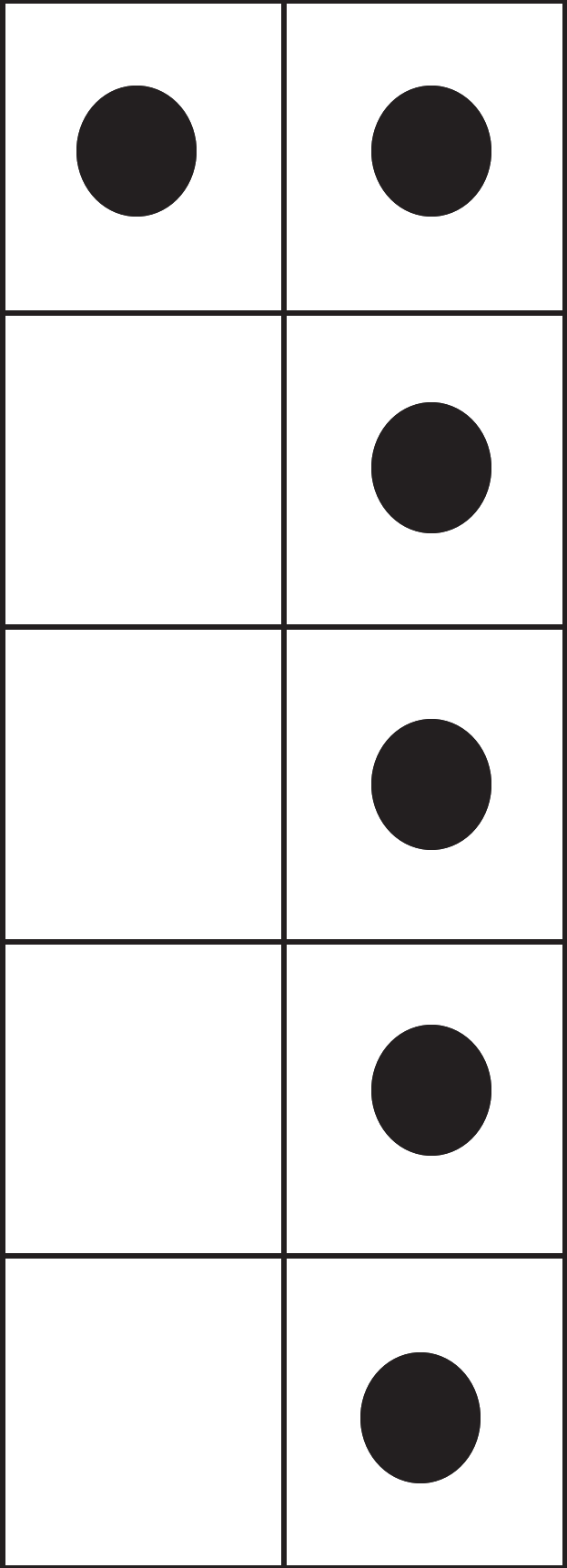


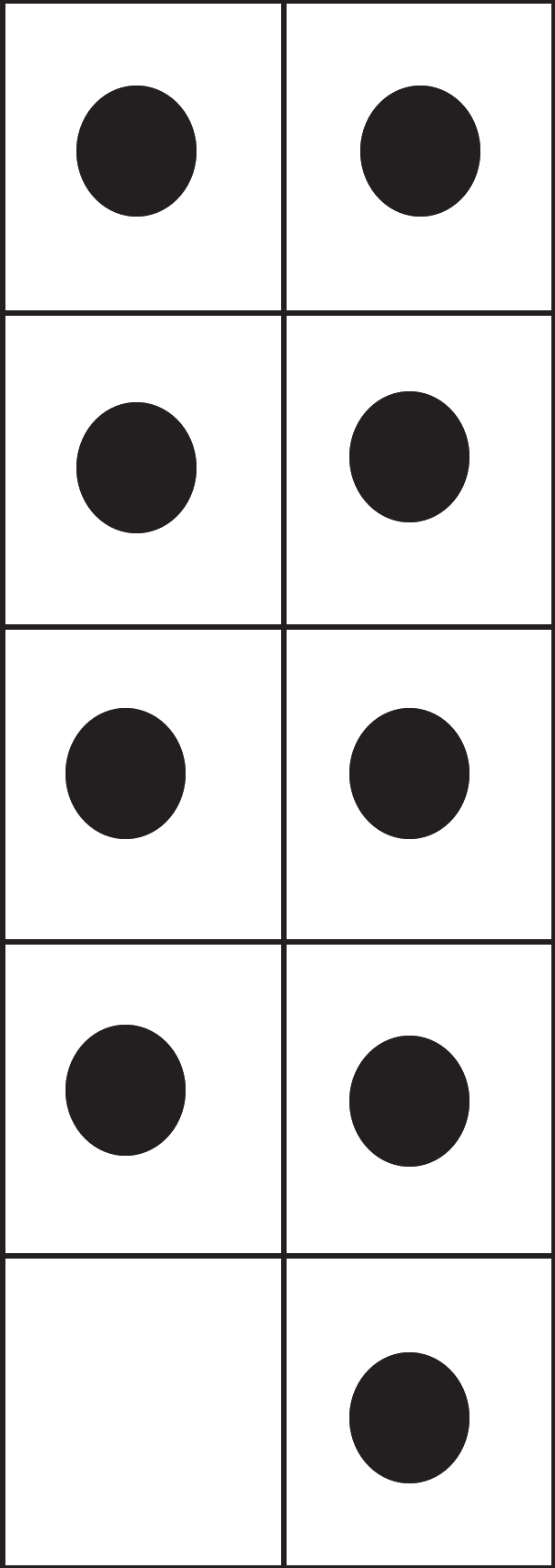
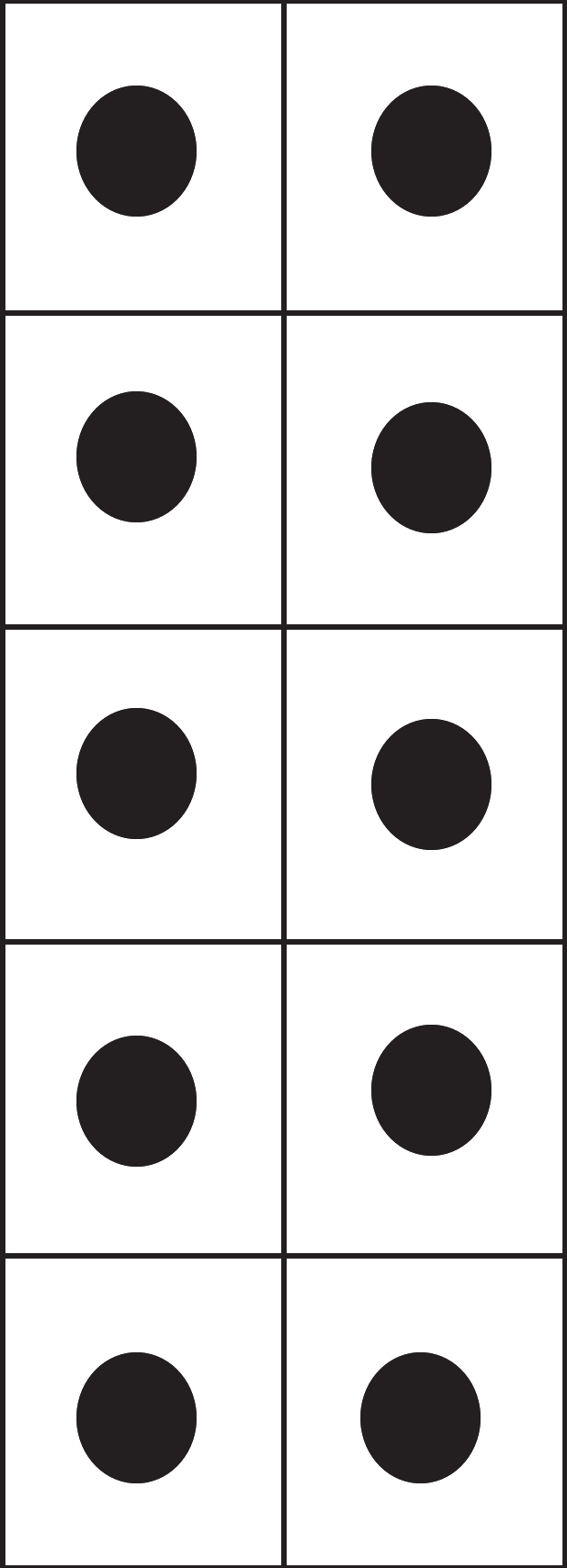
	
	
	

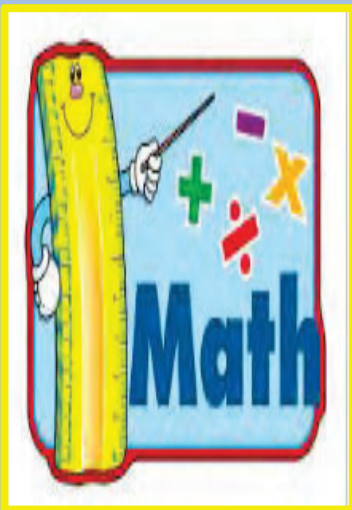
	
	
	
	



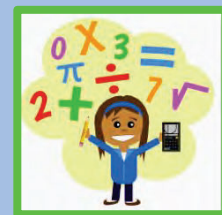




Mini Lesson Day 34- Students will be able to show that the numbers 13 and 14 are a group of 10 and some more.

[Click here](#)

<https://www.youtube.com/watch?v=lGK8ZVAGAmY>



Warm - Up

Practice counting out loud from 1-14.

Daily Activities

[Ten frame printable](#)

Write numbers 1- 13 and 1- 14 on your paper using your ten frame.

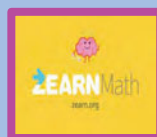
[Writing Teen Numbers Song](#)

Practice writing numbers 1-14.

<https://www.youtube.com/watch?v=a15OqpARGD8>

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

Use this digital ten frame to practice composing and decomposing 11-14.

[Ten frame digital manipulative](#)

<https://apps.mathlearningcenter.org/number-frames/>

Lesson Extensions

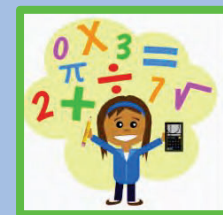
Look for teen numbers around your house. Books are a great place to look! Say the numbers you see and write them down.



Lección Día 34 - Los estudiantes podrán demostrar que los números 13 y 14 son un grupo de 10 y algunos más.

Enlace aqui

<https://www.youtube.com/watch?v=IGK8ZVAGAmY>



Empezar Con
Practique
contando en voz
alta del 1 al 14.

Actividad
Diaria
Enlace aqui:
Ten frame
printable
Escriba los
números 1-13 y
1-14 en su papel
usando su
marco de diez.

Enlace aqui:
Writing Teen
Numbers Song
<https://www.youtube.com/watch?v=aI5OqpARGD8>

Practica
escribiendo los
números 1-14

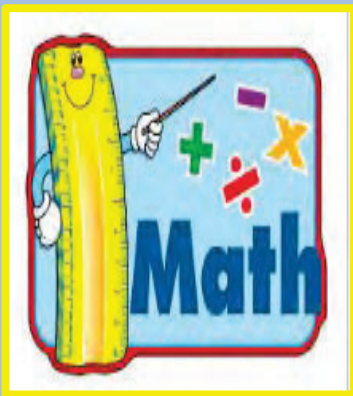
Extensión
Tecnológica
Inicie sesión
todos los



días durante **15 minutos** para
practicar
habilidades
matemáticas.
Use este marco
digital de diez
para practicar
componer y
descomponer
11-14. Diez
cuadros
manipulativos.
Enlace aqui: **Ten**
frame digital
manipulative
<https://apps.mathlearningcenter.org/number-frames/>

Actividad de
Enriquecimiento
to

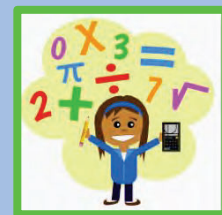
Busque
números del
11-20 en su
casa. ¡Los libros
son un
excelente lugar
para buscar! Di
los números
que ves y
escríbelos.



Mini Lesson Day 35- Students will be able to show that the numbers 15 and 16 are a group of 10 and some more.

[Click here](#)

<https://www.youtube.com/watch?v=KFRE14yMQP8&t=31s>



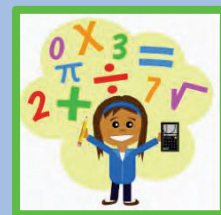
Warm - Up	Daily Activities	Technology Extension	Lesson Extensions
Practice counting out loud from 1-16.	<u>Ten frame printable</u> Write numbers 1- 15 and 1- 16 on your paper using your ten frame. <u>Writing Teen Numbers Song</u> https://www.youtube.com/watch?v=al5OqpARGD8 Practice writing numbers 1-16.	Have your child log onto for 15 minutes to practice math skills. Use this digital ten frame to practice composing and decomposing 11-16. <u>Ten frame digital manipulative</u> https://apps.mathlearningcenter.org/number-frames/	Go outside and find 15 objects (ie: stones, twigs, acorns). Practice putting them into a group of 10 and 5 more. Then find 16 objects. Put them into a group of 10 and 6 more. <u>Ten frame printable</u>



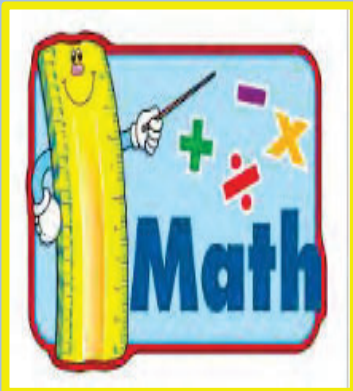
Lección Día 35 - Los estudiantes podrán demostrar que los números 15 y 16 son un grupo de 10 y algunos más.

[Enlace aqui](https://www.youtube.com/watch?v=KFRE14yMQP8&t=31s)

<https://www.youtube.com/watch?v=KFRE14yMQP8&t=31s>



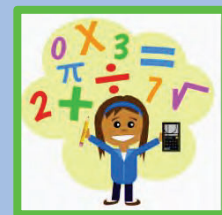
Empezar Con	Actividad Diaria	Extensión Tecnológica	Actividad de Enriquecimiento
Practique contando en voz alta del 1 al 16.	Enlace aqui: Ten frame printable Escriba los números 1-15 y 1-16 en su papel usando su marco de diez. Enlace aqui: Writing Teen Numbers Song https://www.youtube.com/watch?v=aI5OqpARGD8 Practica escribiendo los números 1-16.	Inicie sesión todos los  días durante 15 minutos para practicar habilidades matemáticas. Use este marco digital de diez para practicar componer y descomponer 11-16. Diez cuadros manipulativos. Enlace aqui: Ten frame digital manipulative https://apps.mathlearningcenter.org/number-frames/	Sal y encuentra 15 objetos (es decir, piedras, ramitas, bellotas). Practique ponerlos en un grupo de 10 y 5 más. Luego encuentra 16 objetos. Póngalos en un grupo de 10 y 6 más. Enlace aqui: Ten frame printable



Mini Lesson Day 36- Students will be able to show that the numbers 17 and 18 are a group of 10 and some more.

[Click here](https://www.youtube.com/watch?v=crmd51lxvGw)

<https://www.youtube.com/watch?v=crmd51lxvGw>



Warm - Up

Practice counting out loud from 1-18.

Daily Activities

[Ten frame printable](#)

Write numbers 1- 17 and 1- 18 on your paper using your ten frame.

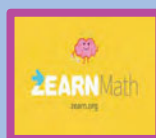
[Writing Teen Numbers Song](#)

<https://www.youtube.com/watch?v=al5OqpARGD8>

Practice writing numbers 1-18.

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

Use this digital ten frame to practice composing and decomposing 11-18.

[Ten frame digital manipulative](#)

<https://apps.mathlearningcenter.org/number-frames/>

Lesson Extensions

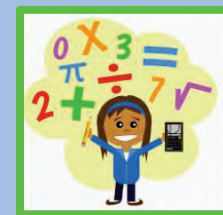
Look for teen numbers around your house. Books are a great place to look! Say the numbers you see and write them down.



Lección Día 36- Los estudiantes podrán demostrar que los números 17 y 18 son un grupo de 10 y algunos más.

Enlace aqui

<https://www.youtube.com/watch?v=crmd51lxvGw>



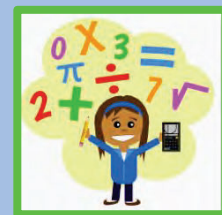
Empezar Con	Actividad Diaria	Extensión Tecnológica	Actividad de Enriquecimiento
Practique contando en voz alta del 1 al 18.	Enlace aqui: <u>Ten frame printable</u> Escriba los números 1-17 y 1-18 en su papel usando su marco de diez. Enlace aqui: <u>Writing Teen Numbers Song</u> https://www.youtube.com/watch?v=aI5OqpARGD8 Practica escribiendo los números 1-18.	Inicie sesión todos los días durante 15 minutos para practicar habilidades matemáticas. Use este marco digital de diez para practicar componer y descomponer 11-18. Diez cuadros manipulativos. Enlace aqui: <u>Ten frame digital manipulative</u> https://apps.mathlearningcenter.org/number-frames/	Busque números del 11-20 en su casa. ¡Los libros son un excelente lugar para buscar! Di los números que ves y escríbelos.



Mini Lesson Day 37- Students will be able to show that number 19 is a group of 10 and some more.

[Click here](#)

<https://www.youtube.com/watch?v=4OP5DBSik0c>



Warm - Up

Practice counting out loud from 1-19.

[Grab a Ten Song](#)

<https://www.youtube.com/watch?v=RnsKoxbMbD4>

Daily Activities

[Ten frame printable](#)

Write numbers 1- 19 on your paper using your ten frame.

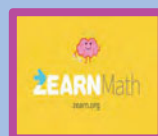
[Writing Teen Numbers Song](#)

<https://www.youtube.com/watch?v=al5OqpARGD8>

Practice writing numbers 1-19.

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

Use this digital ten frame to practice composing and decomposing 11-19.

[Ten frame digital manipulative](#)

<https://apps.mathlearningcenter.org/number-frames/>

Lesson Extensions

Make flashcards for the numbers 11-19. Mix them up and practice recalling the teen numbers.

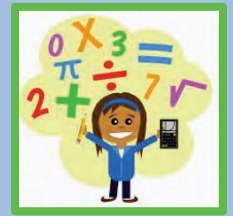
[Bowling for Numbers \(composing numbers using ten frames\)](#)



Lección Día 37- Los estudiantes podrán demostrar que el número 19 es un grupo de 10 y algunos más.

Enlace aqui

<https://www.youtube.com/watch?v=40P5DBSik0c>



Empezar Con

Practique contando en voz alta del 1 al 19.

Enlace aqui
:Grab a Ten Song

<https://www.youtube.com/watch?v=RnsKoxbMbD4>

Actividad Diaria

Enlace aqui
:Ten frame printable

Escriba los números 1-19 en su papel usando su marco de diez.

Enlace aqui
:Writing Teen Numbers Song

<https://www.youtube.com/watch?v=al5OqpARGD8>

Practica escribiendo los números 1-19.

Extensión Tecnológica

Inicie sesión todos los



días durante **15 minutos** para practicar habilidades matemáticas. Use este marco digital de diez para practicar componer y descomponer 11-19. Diez cuadros manipulativos.

Enlace aqui:
Ten frame digital manipulative

<https://apps.mathlearningcenter.org/number-frames/>

Actividad de Enriquecimiento

Haz tarjetas para los números 11-19. Combínalos y practica diciendo los números.

Enlace aqui:
Bowling for Numbers (composing numbers using ten frames)

11

12

13

14

15

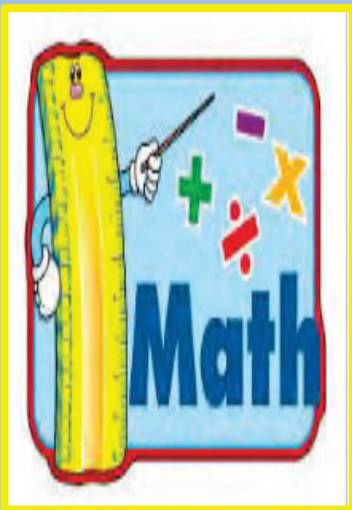
16

17

18

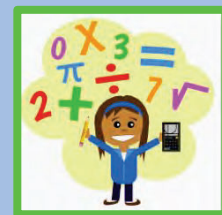
19

20



Mini Lesson Day 38 - Students will be able to compose and decompose numbers from 11 to 19 into ten ones and some further ones. [Click here](https://www.youtube.com/watch?v=k1LoRGpDLHs&feature=youtu.be)

<https://www.youtube.com/watch?v=k1LoRGpDLHs&feature=youtu.be>



Warm - Up

Practice counting the say 10 way with the video below.

[Click here](#)

Daily Activities

Students will write a teen number between 11 and 19. They will decompose or break apart the teen number to make group of 10 and some more ones. Students will show their thinking with a ten-frame picture.

[Ten frame printable](#)

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

[Happy Numbers Demo Cards](#)
[How Many? More Math](#)
[Online Activities](#)

Lesson Extensions

Math fluency activities

[Click here](#)

[Click here](#)

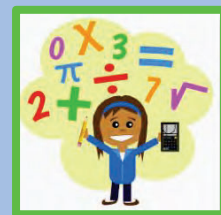
[Click here](#)



Lección -Día 38 Los estudiantes podrán componer y descomponer números del 11 al 19 en diez y algunos más.

[Enlace aqui](#)

<https://www.youtube.com/watch?v=k1LoRGpDLHs&feature=youtu.be>



Empezar Con

Practiquen contando "the say 10 way" con el siguiente video.

[Enlace aqui](#)

Actividad Diaria

Los estudiantes escribirán números entre el 11 y el 19. Descompondrá o separarán el doble dígito para formar un grupo de 10 y algunos más. Los estudiantes mostrarán su pensamiento con una imagen de diez cuadros.

[Enlace aqui](#)
[:Ten frame printable](#)

Extensión Tecnológica

Inicie sesión todos los



días durante **15 minutos** para practicar habilidades matemáticas.
[Enlace aqui](#)
[:Happy Numbers Demo Cards](#)
[Enlace aqui](#)
[:How Many?](#)
[Enlace aqui](#)
[:More Math Online Activities](#)

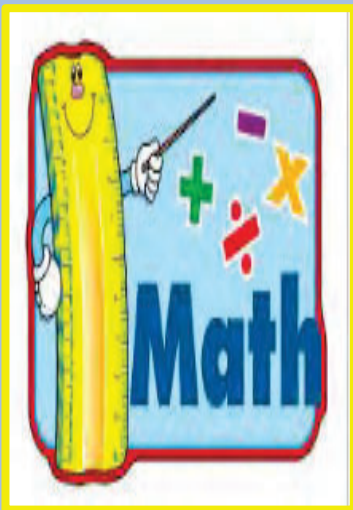
Actividad de Enriquecimiento

Actividades de fluidez matemática.

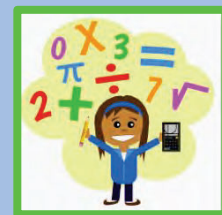
[Enlace aqui](#)
[:Click here](#)

[Enlace aqui](#)
[:Click here](#)

[Enlace aqui](#)
[:Click here](#)



Mini Lesson Day 39- Students will be able to compose and decompose numbers from 11 to 19 into ten ones and some further ones. [Click here](https://embarc.online/mod/page/view.php?id=9708) <https://embarc.online/mod/page/view.php?id=9708>



Warm - Up

Practice counting the say 10 way with the video below.

[Click here](#)

Daily Activities

Students will model this expression and fill in the blank using the ten frame.

____ and 2 makes 12
 ____ and 4 makes 14
 ____ and 5 makes 15
 10 and ____ makes 19
 10 and ____ makes 16
 10 and ____ makes 13

[Ten frame printable](#)

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

[Count tens and ones up to 20](#)
[Happy Numbers Demo Cards](#)
[How Many? More Math Online Activities](#)

Lesson Extensions

Math fluency activities

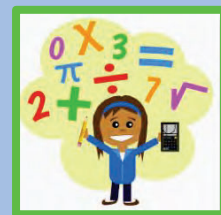
[Compose and decompose numbers to 10](#)



Lección Día 39 - Los estudiantes podrán componer y descomponer números del 11 al 19 en diez y algunos más.

[Enlace aqui](https://embarc.online/mod/page/view.php?id=9708)

<https://embarc.online/mod/page/view.php?id=9708>



Empezar Con

Practiquen contando "the say 10 way" con el siguiente video.

[Enlace aqui](#)

Actividad Diaria

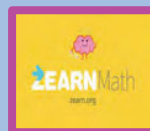
Los estudiantes modelarán esta expresión y completarán el espacio en blanco usando los diez cuadros.

___ y 2 son 12
 ___ y 4 son 14
 ___ y 5 son 15
 10 y ___ son 19
 10 y ___ son 16
 10 y ___ son 13

Enlace aqui : [Ten frame printable](#)

Extensión Tecnológica

Inicie sesión todos los



días durante **15 minutos** para practicar habilidades matemáticas.

Enlace aqui : [Count tens and ones up to 20](#)

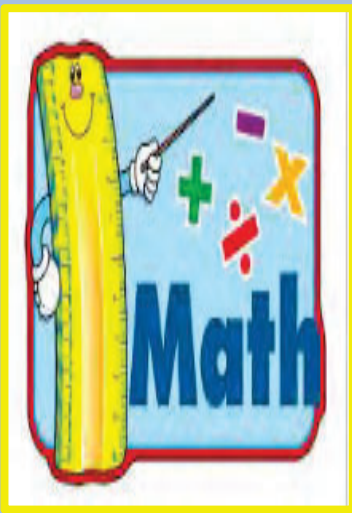
Enlace aqui : [Happy Numbers Demo Cards](#)

**Enlace aqui : [How Many?](#)
Enlace aqui : [More Math Online Activities](#)**

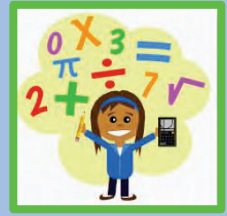
Actividad de Enriquecimiento

Actividades de fluidez matemática.

Enlace aqui : [Compose and decompose numbers to 10](#)



Mini Lesson Day 40- Students will be able to compose and decompose numbers from 11 to 19 into ten ones and some further ones. [Click here](https://embarc.online/mod/page/view.php?id=9708)
<https://embarc.online/mod/page/view.php?id=9708>



Warm - Up

Practice counting the say 10 way with the video below.

[Click here](#)

Sing the [Teen Numbers Song](#)

Daily Activities

Use your ten frame. Put in 8 counters and give your child 4 more. Ask, "how many" and "how do you know?" Encourage your child to fill in the ten frame and say I know it is 12 because I have ten and two more. Repeat using numbers 11-20.

[Ten frame printable](#)

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

[Count tens and ones up to 20](#)
[Happy Numbers Demo Cards](#)
[How Many? More Math Online Activities](#)

Lesson Extensions

Math fluency activities

Make a set of numbers 11-19 and a set of ten frames that show 11-19. Mix them up and play memory.

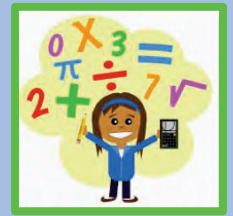
[Click here](#)



Lección Día 40- Los estudiantes podrán componer y descomponer números del 11 al 19 en diez y algunos más.

[Enlace aqui](https://embarc.online/mod/page/view.php?id=9708)

<https://embarc.online/mod/page/view.php?id=9708>



Empezar Con

Practiquen contando "the say 10 way" con el siguiente video.

[Enlace aqui](#)

Enlace aqui

:Canta la canción [Teen Numbers Song](#)

Actividad Diaria

Usa tus diez cuadros.
Coloque 8 fichas y dele a su hijo 4 más. Pregunte, "¿cuántos" y "cómo sabe?" anime a su hijo a completar el cuadro de diez y diga que sé que son 12 porque tengo diez y dos más. Repita con los números 11-20.

Enlace aqui
:[Ten frame printable](#)

Extensión Tecnológica

Inicie sesión todos los



días durante **15 minutos** para practicar habilidades matemáticas.
Enlace aqui
:[Count tens and ones up to 20](#)

Enlace aqui
:[Happy Numbers Demo Cards](#)

Enlace aqui
:[How Many?](#)
Enlace aqui
:[More Math Online Activities](#)

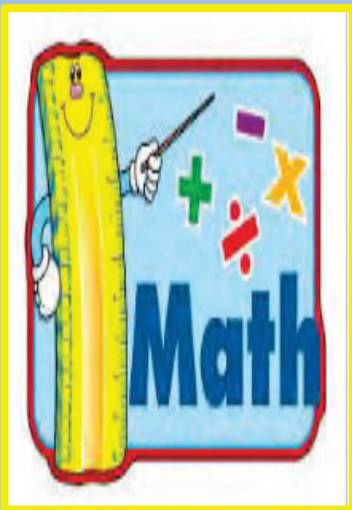
Actividad de Enriquecimiento

Actividades de fluidez matemática

Haz un conjunto de números 11-19 y un conjunto de diez cuadrados que muestren 11-19.

Mezclarlos y jugar el juego de memoria.

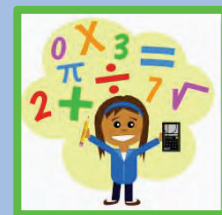
[Enlace aqui](#)



Mini Lesson Day 41- Students will be able to compose and decompose numbers from 11 to 19 into ten ones and some further ones.

[Click here](#)

https://www.youtube.com/watch?v=HTEjJOpTfbs&feature=emb_rel_pause



Warm - Up

[Number Bonds Song](#)

In this song, students compose and decompose teen numbers using number bonds.

Daily Activities

Students will: decompose the number 16 using a number bond and take a picture to send to their teacher.

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

[Count tens and ones up to 20](#)
[Happy Numbers Demo Cards](#)
[How Many?](#)
[More Math Online Activities](#)

Lesson Extensions

Line up your ten frame cards to show 11-19.

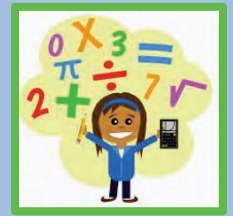
[Practice with number bonds using google slides \(force a copy\)](#)



Lección Día 41- Los estudiantes podrán componer y descomponer números del 11 al 19 en diez y algunos más.

[Enlace aqui](#)

https://www.youtube.com/watch?v=HTEjJOpTfbs&feature=emb_rel_pause



Empezar Con

Enlace aqui:
[Number Bonds Song](#)

En esta canción, los estudiantes componen y descomponen números de dos dígitos usando enlaces numéricos

Actividad Diaria

Los estudiantes: descompondrá el número 16 usando un enlace numérico y tomarán una foto para enviar a su maestro.

Extensión Tecnológica

Inicie sesión todos los



días durante **15 minutos** para practicar habilidades matemáticas.

Enlace aqui:
[Count tens and ones up to 20](#)

Enlace aqui:
[Happy Numbers Demo Cards](#)

Enlace aqui:
[How Many?](#)

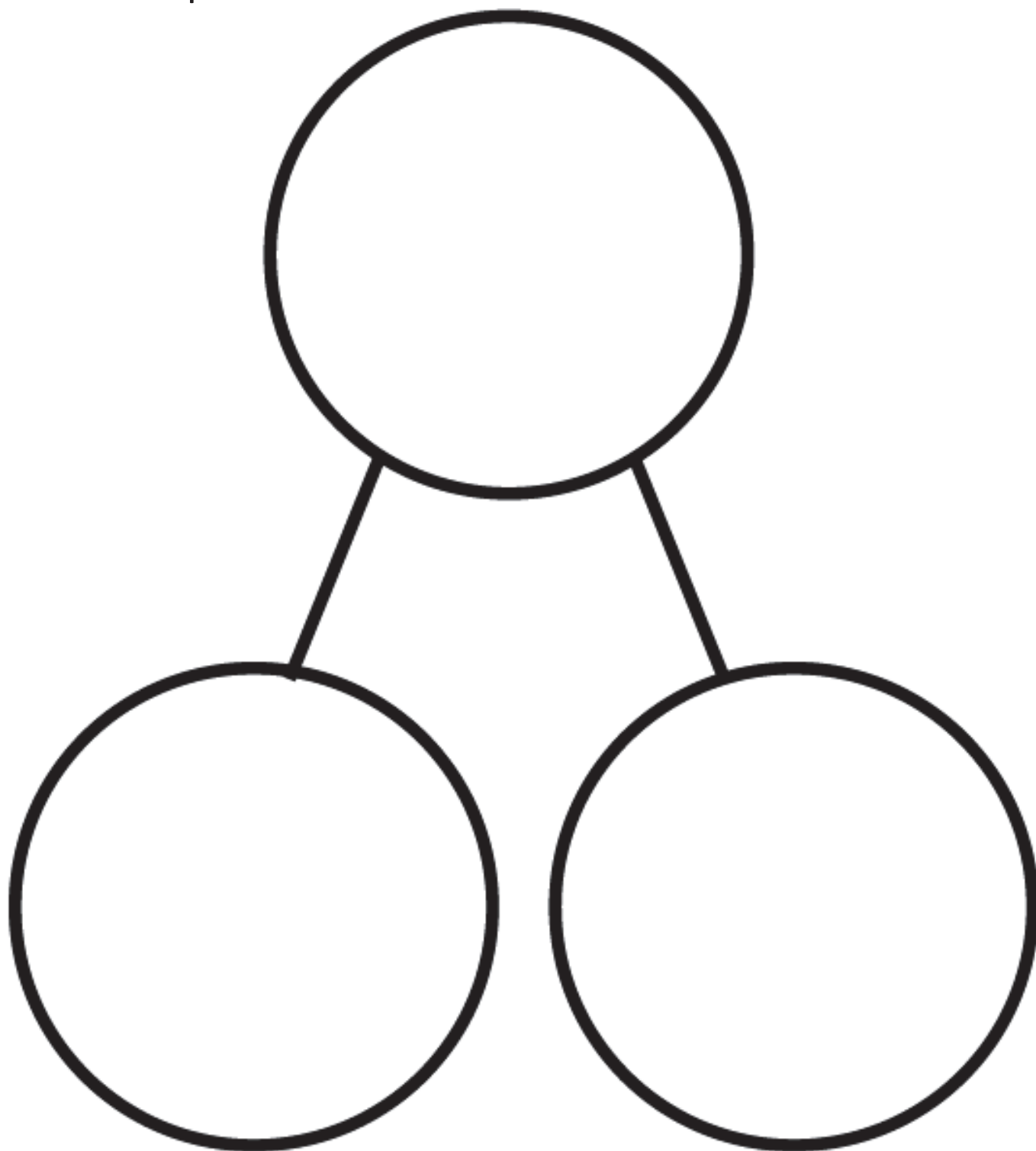
Enlace aqui:
[More Math Online Activities](#)

Actividad de Enriquecimiento

Alinee sus tarjetas de diez cuadros para mostrar 11-19.

Enlace aqui:
[Practice with number bonds using google slides \(force a copy\)](#)

Number Bond Template:



Number Sentence/Equation:

Number Cards 0-20 (may use with Number Bonds and 5- & 10-Frames)

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

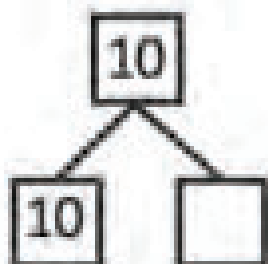
20

Name _____

Date _____

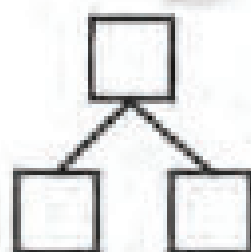
Look at the Hide Zero cards or the 5-group cards. Use your cards to show the number. Write the number as a number bond.

1 0



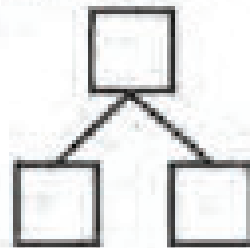
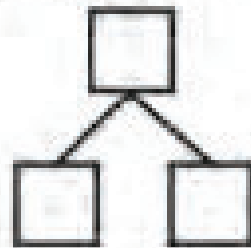
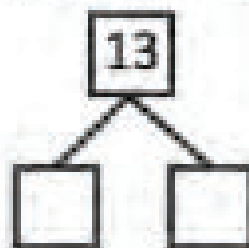
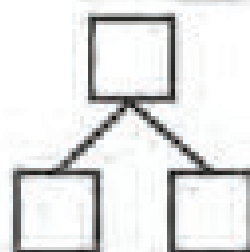
1 0

1



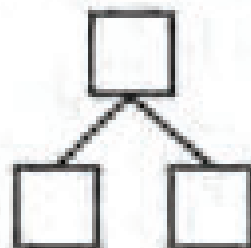
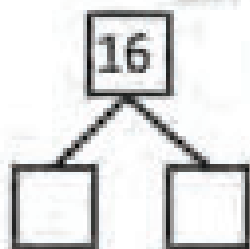
1 0

2



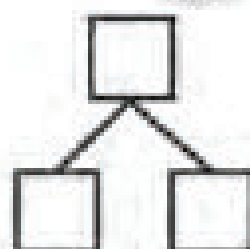
1 0

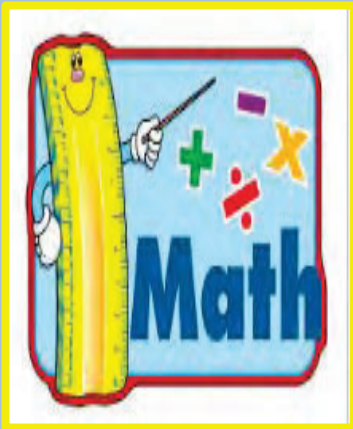
6



1 0

8

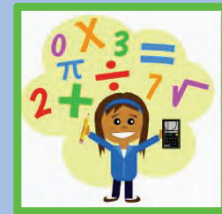




Mini Lesson Day 42- Students will be able to compose and decompose numbers from 11 to 19 into ten ones and some further ones.

[Click here](https://www.youtube.com/watch?v=HTEjJOpTfbs&feature=emb_rel_pause)

https://www.youtube.com/watch?v=HTEjJOpTfbs&feature=emb_rel_pause



Warm - Up

Number Bonds Song

In this song, students compose and decompose teen numbers using number bonds.

Daily Activities

Make a matching game with two sets of 9 cards each. One set has the numbers 11-19. The other set has the number sentences to match
 $10 + 1$, $10 + 2$,
 $10 + 3 \dots$
 $10 + 9$. Play a game of memory with your student.

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

[Count tens and ones up to 20](#)
[Happy Numbers](#)
[Number Line Activity](#)
[How Many?](#)
[More Math](#)
[Online Activities](#)

Lesson Extensions

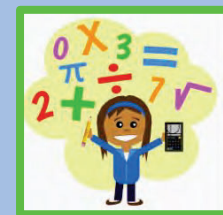
Pick your favorite teen number to show on a number line and a ten frame.



Lección Día 42- Los estudiantes podrán componer y descomponer números del 11 al 19 en diez y algunos más.

[Enlace aqui](https://www.youtube.com/watch?v=HTEjJOpTfbs&feature=emb_rel_pause)

https://www.youtube.com/watch?v=HTEjJOpTfbs&feature=emb_rel_pause



Empezar Con	Actividad Diaria	Extensión Tecnológica	Actividad de Enriquecimiento
Enlace aqui: <u>Number Bonds Song</u> En esta canción, los estudiantes componen y descomponen números de dos dígitos usando enlaces numéricos	Haz un juego de combinación con dos juegos de 9 cartas cada uno. Un conjunto tiene los números 11-19. El otro conjunto tiene las oraciones numéricas para que coincidan con $10 + 1$, $10 + 2$, $10 + 3$... $10 + 9$. Juega un juego de memoria con tu hijo.	Inicie sesión todos los días durante 15 minutos para practicar habilidades matemáticas. Enlace aqui: <u>Count tens and ones up to 20</u> Enlace aqui: <u>Happy Numbers Number Line Activity</u> Enlace aqui: <u>How Many?</u> Enlace aqui: <u>More Math Online Activities</u>	to Elija su número favorito de dos dígitos para mostrar en una línea numérica y un marco de diez.

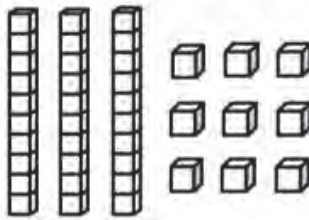
Name: _____

Making Numbers

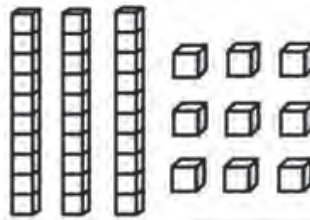
Color the blocks to make the numbers.



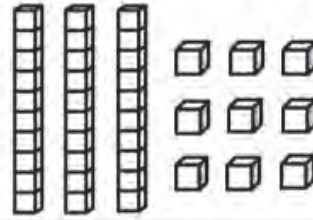
12



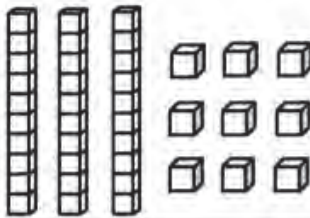
8



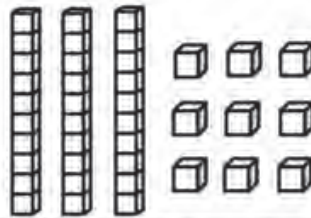
13



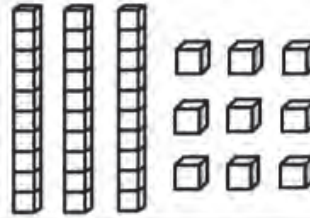
19



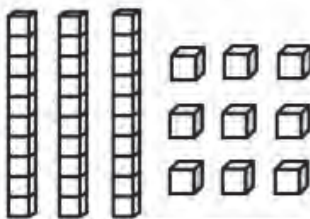
20



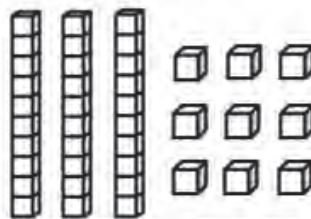
4



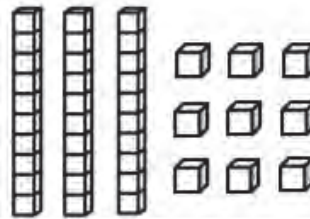
16

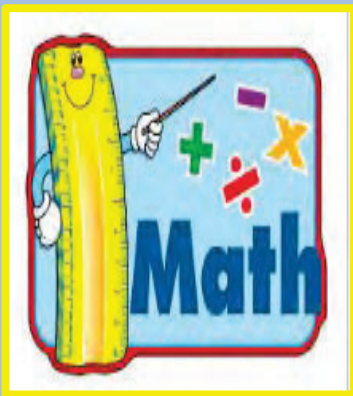


18



9

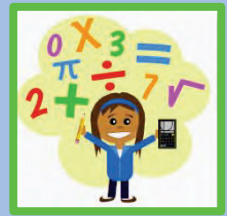




Mini Lesson Day 43- Students will be able to understand that addition is taking two parts and putting them together.

[Click here](https://www.youtube.com/watch?v=u9wMb1nYbjg)

<https://www.youtube.com/watch?v=u9wMb1nYbjg>



Warm - Up

Addition video

with Gus the Plus and more addition songs.

Daily Activities

Watch the video above. Tell someone you live with what you know about addition.

Use the virtual dice, roll them and then add the two numbers together. Write an addition number sentence.

____ + ____ =

Technology Extension

Have your child log onto



for **15 minutes** to practice your math skills.

Addition Song

Lesson Extensions

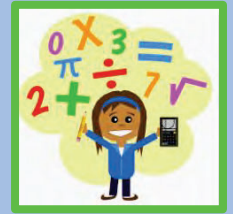
Addition Fluency



Lección Día 43- Los estudiantes podrán comprender que la suma consiste en tomar dos partes y unir las.

[Enlace aqui](#)

<https://www.youtube.com/watch?v=u9wMb1nYbjg>



Empezar Con

Enlace aqui:
[Addition video](#)

con "Gus the plus" y más canciones adicionales.

Actividad Diaria

[Enlace aqui](#)

Mira el video de arriba. Dile a alguien con quien vives lo que sabes sobre la suma.

Usa [los dados virtuales](#), ruende y luego sume los dos números.

Escribe una oración numérica de suma.

_____ + _____ =

Extensión Tecnológica

Inicie sesión todos los



días durante **15 minutos** para practicar habilidades matemáticas.

Enlace aqui :
[Addition Song](#)

Actividad de Enriquecimiento

Enlace aqui:
[Addition Fluency](#)

Lesson **10.7**

Adding on One More

Name: _____

and 1 make **2**



2 and 1 make

3 and 1 make

4 and 1 make

5 and 1 make

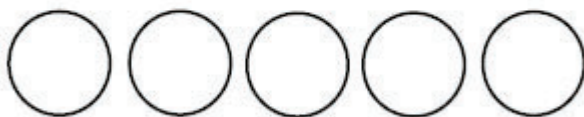
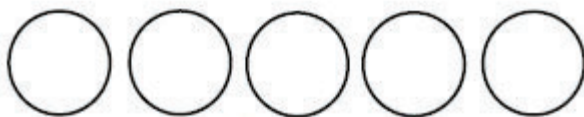
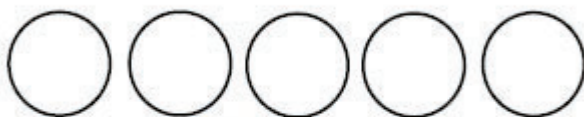
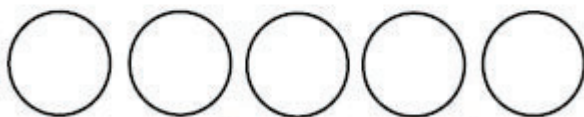
6 and 1 make

7 and 1 make

8 and 1 make

Lesson 10.2**Name:** _____**Combinations to 5**

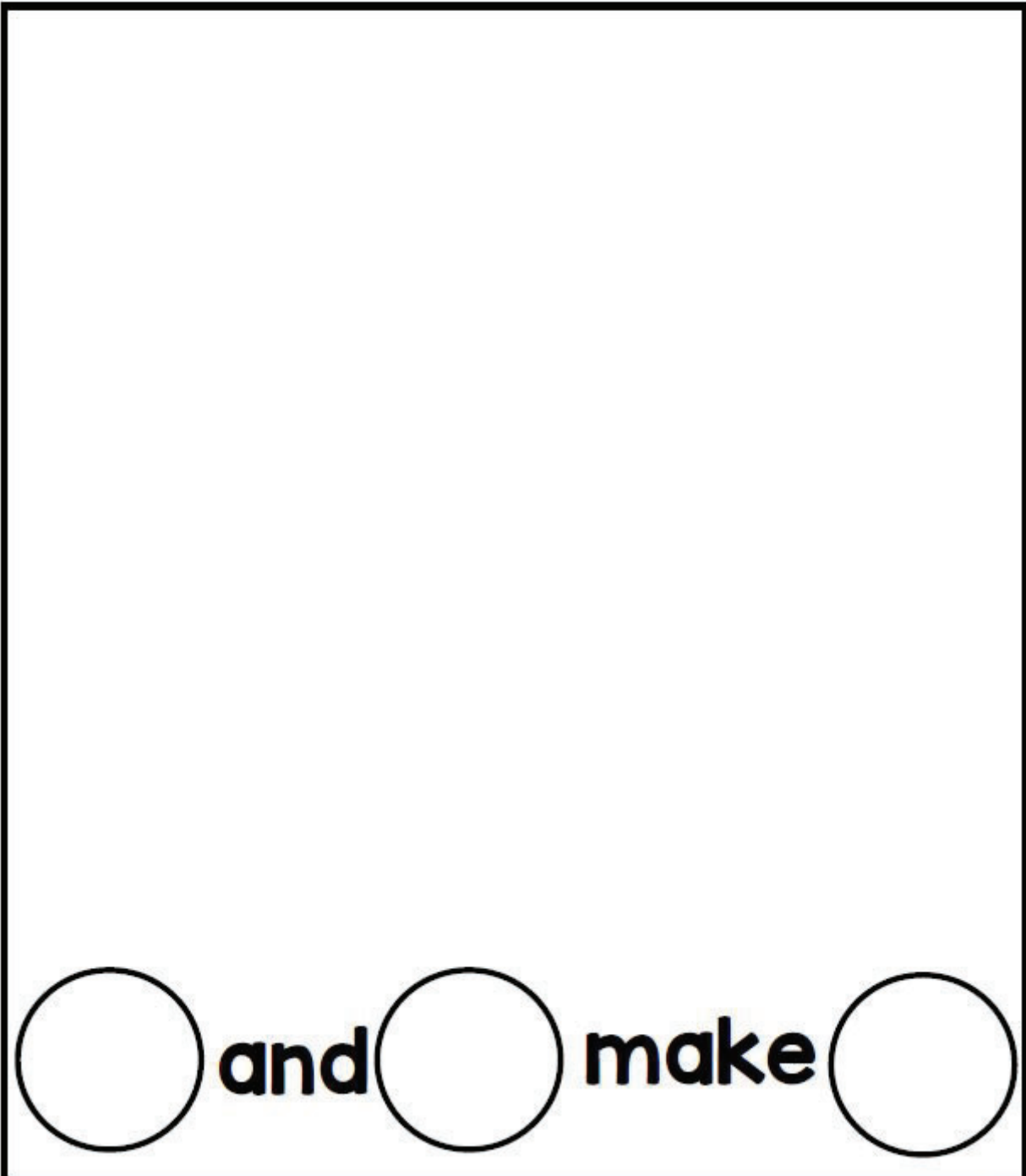
Directions: Color the circles to make the statement true.

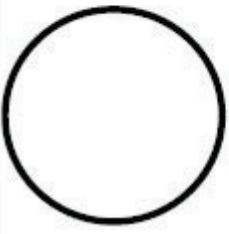
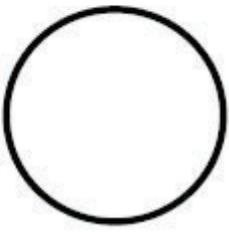
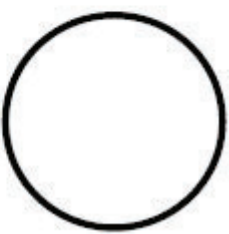
**2 and 3****1 and 4****4 and 1****5 and 0****0 and 5****4 and 1****5 and 0****3 and 2****2 and 3****0 and 5**

**I Can Show
My Work!**

Name:

Directions: Illustrate a picture and number sentence.



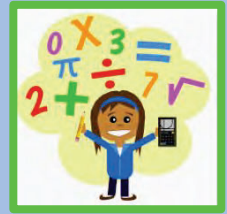
 **and**  **make** 



Mini Lesson Day 44- Students will be able to understand that addition is taking two parts and putting them together.

[Click here](https://www.youtube.com/watch?v=5dvqmhDBDdM)

<https://www.youtube.com/watch?v=5dvqmhDBDdM>



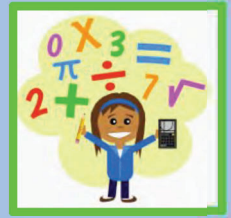
Warm - Up Watch the video above on addition strategies. Tell someone you live with about one of the strategies you use to add numbers.	Daily Activities Use a strategy to solve these addition problems. $4 + 3 =$ $5 + 2 =$ $6 + 0 =$ $1 + 7 =$ $3 + 3 =$	Technology Extension Have your child log onto for 15 minutes to practice math skills. <u>Addition song</u>	Lesson Extensions <u>Addition Fluency</u>
---	--	---	---



Lección Día 44- Los estudiantes podrán comprender que la suma consiste en tomar dos partes y unir las.

Enlace aqui

<https://www.youtube.com/watch?v=5dvqmhDBDdM>



Empezar Con

Mire el video de arriba sobre estrategias de suma. Cuéntale a alguien con quien vivas sobre una de las estrategias que usas para sumar números.

Actividad Diaria

Use una estrategia para resolver estos problemas de suma.

$$4 + 3 =$$

$$5 + 2 =$$

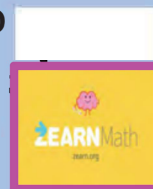
$$6 + 0 =$$

$$1 + 7 =$$

$$3 + 3 =$$

Extensión Tecnológica

Inicie sesión todo



días durante **15 minutos** para practicar habilidades matemáticas.

Enlace aqui:

[Addition song](#)

Actividad de Enriquecimiento

Enlace aqui:

[Addition Fluency](#)

Name _____

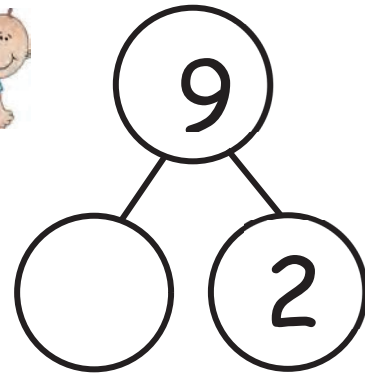
Date _____

Fill in the number sentences and number bonds.

There are 9 babies playing. 2 crawl away. How many babies are left?



$$9 - 2 = \underline{\quad}$$

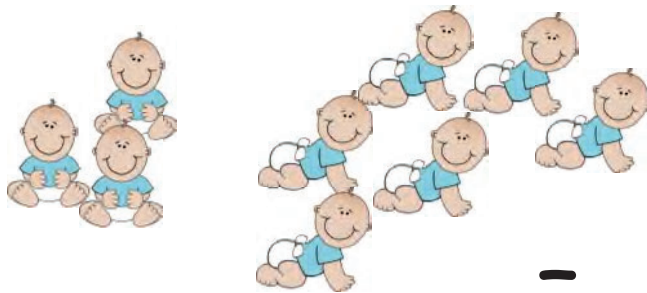


There are 10 babies playing. 1 crawls away. How many babies are left?

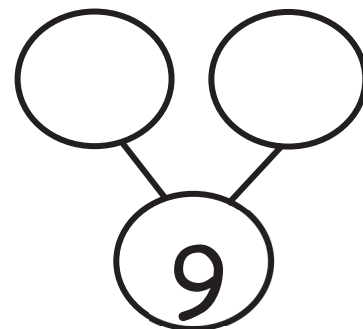


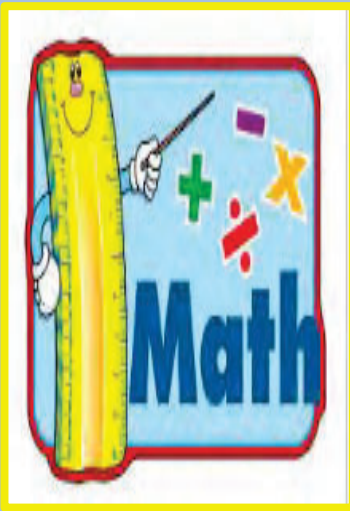
$$\underline{10} - \underline{\quad} = \underline{\quad}$$

There are 9 babies playing. 6 crawl away. How many babies are left?



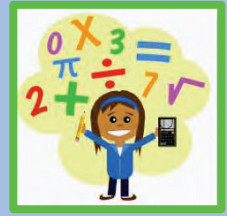
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$





Mini Lesson Day 45- Students will be able to understand that addition is taking two parts and putting them together.

[Click here](#)



Warm - Up

[Count backwards from 10](#)

Daily Activities

Practice counting backward from 5 to 1 (5, 4, 3, 2, 1)Next count backward from 10 to 1(10, 9, 8, 7, 6, 5, 4, 3, 2, 1). Use your fingers to show how many as you use the count back strategy.

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

[Addition Song](#)

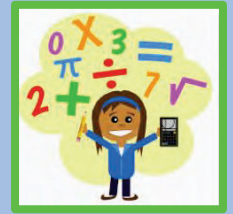
Lesson Extensions

[Addition Fluency](#)



Lección Día 45- Los estudiantes podrán comprender que la suma consiste en tomar dos partes y unir las.

[Enlace aqui](#)



Empezar Con

Enlace aqui:
[Count backwards from 10](#)

Actividad Diaria

Practique la cuenta regresiva de 5 a 1 (5, 4, 3, 2, 1) Luego cuente de 10 a 1 (10, 9, 8, 7, 6, 5, 4, 3, 2, 1). Use sus dedos para mostrar de cuántas maneras "utiliza la estrategia de cuenta regresiva".

Extensión Tecnológica

Inicie sesión todos los



días durante **15 minutos** para practicar habilidades matemáticas.

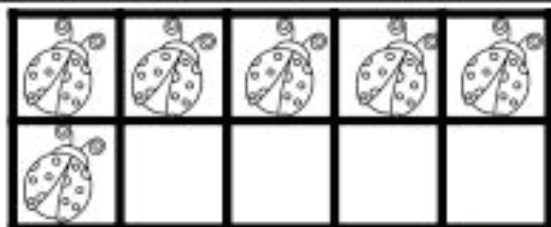
Enlace aqui:
[Addition Song](#)

Actividad de Enriquecimiento

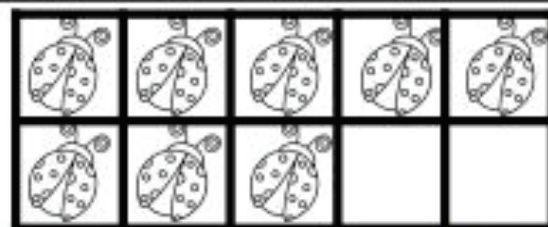
Enlace aqui:
[Addition Fluency](#)

Making 10

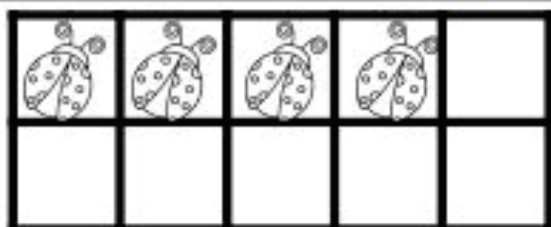
Count the bugs. How many more do you need to make 10?
Write the addition fact.



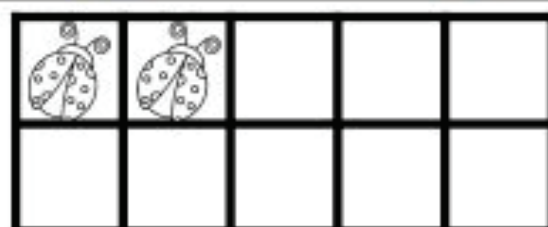
$$6 + \underline{\quad} = 10$$



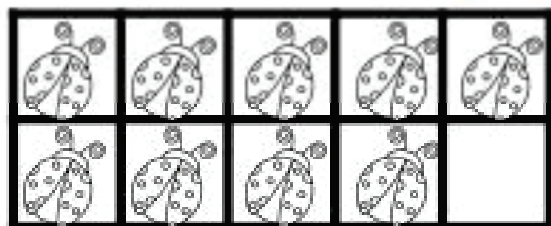
$$8 + \underline{\quad} = 10$$



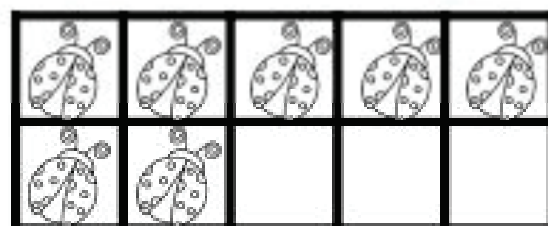
$$4 + \underline{\quad} = 10$$



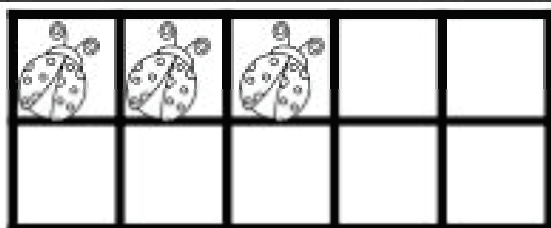
$$2 + \underline{\quad} = 10$$



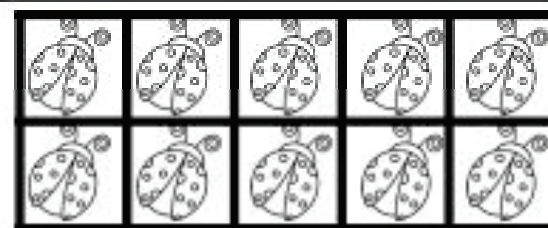
$$9 + \underline{\quad} = 10$$



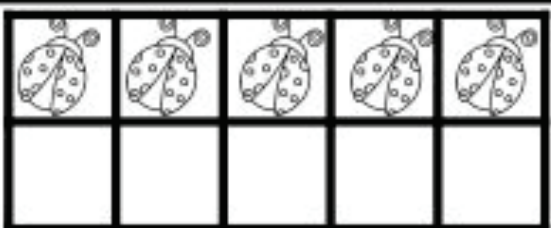
$$7 + \underline{\quad} = 10$$



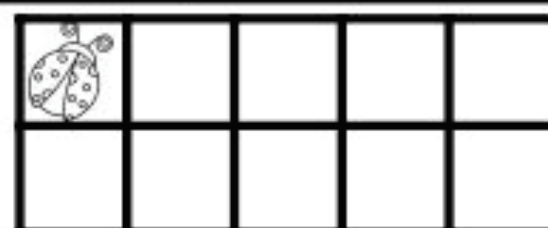
$$3 + \underline{\quad} = 10$$



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



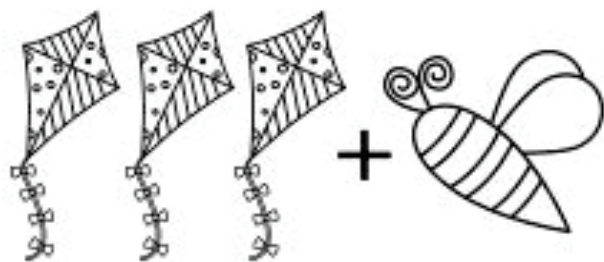
$$5 + \underline{\quad} = 10$$



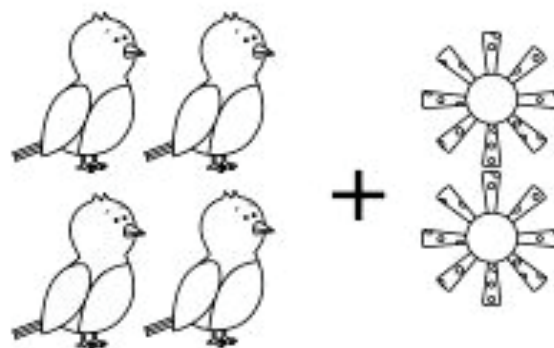
$$1 + \underline{\quad} = 10$$

Spring Addition

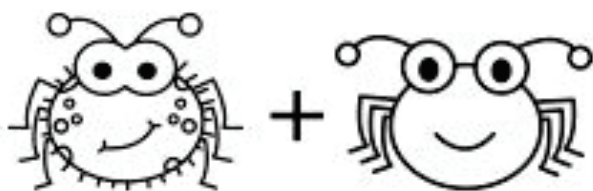
Add the Spring objects. Color the matching answer.



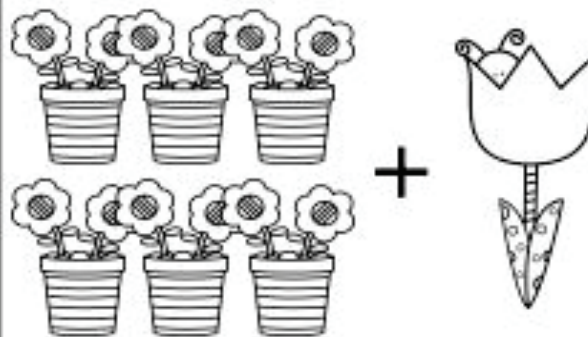
4
5



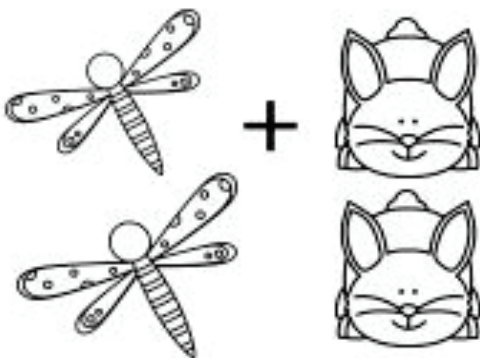
7
6



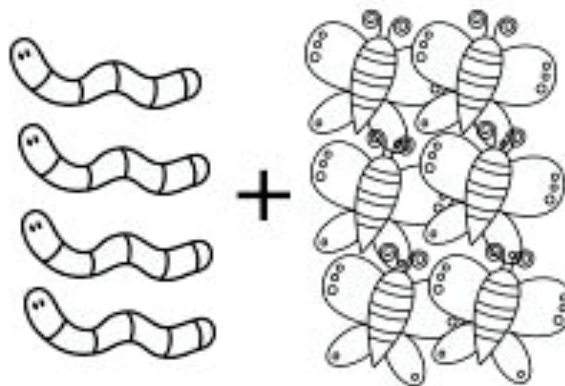
2
3



7
8



4
5



10
9



2
3

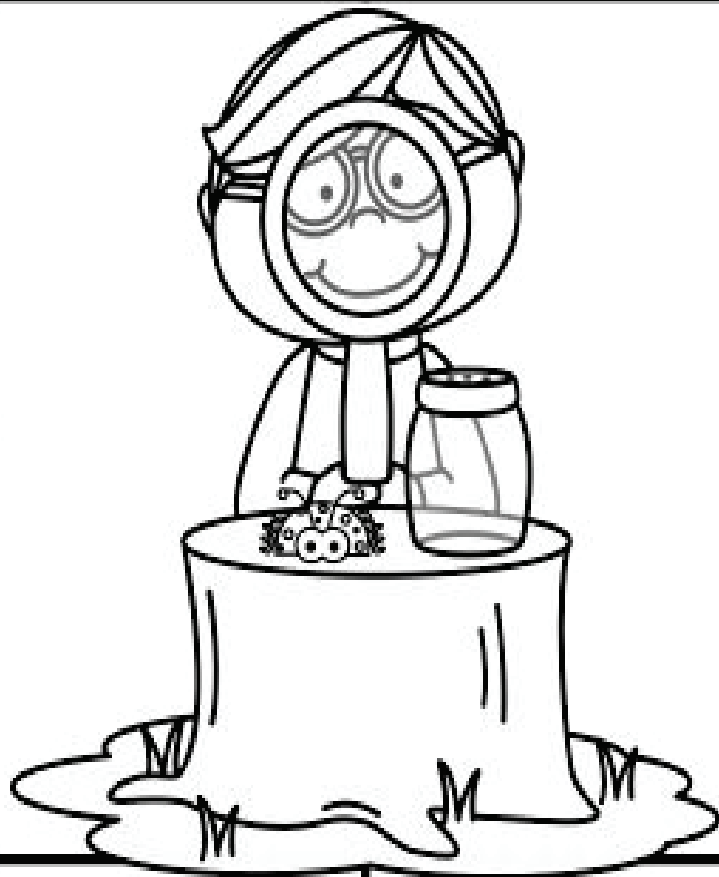


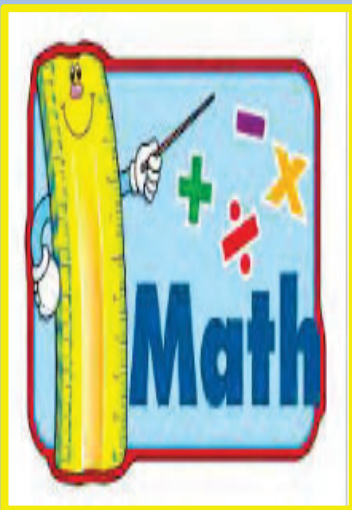
0
1

Name: _____

Bug Addition

Use the counters to solve the addition problems.

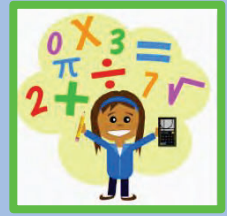
$4 + 3$ 786	$8 + 1$ 698	$4 + 4$ 786	$8 + 2$ 1098
$2 + 5$ 867		$1 + 5$ 756	
$9 + 0$ 9810		$3 + 3$ 876	
$5 + 3$ 897		$3 + 6$ 9108	$3 + 1$ 574



Mini Lesson Day 46- Students will be able to understand subtraction as taking apart and taking from.

[Click here](#)

<https://www.youtube.com/watch?v=eg9iSgMAJZc>



Warm - Up Subtraction song

[Subtraction](#)
[with Linus the](#)
[Minus and](#)
[more](#)
[subtraction](#)
[songs](#)

Daily Activities

Use objects or pictures to model subtraction for both computation and story problems. I have 8 pennies. If you take 2 pennies away, how many do you have now?

____ - ____ =

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

Lesson Extensions

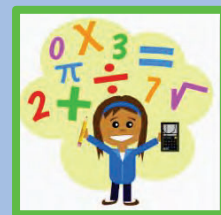
[Click here](#) Use buttons or any household item to practice subtraction. Ask your child to tell you a story about Pete the cat and his groovy buttons. Have your student act this out and write number sentences to match the stories.



Lección Día 46- Los estudiantes podrán entender que resta es cómo quitar .

[Enlace aquí](#)

<https://www.youtube.com/watch?v=eg9iSgMAJZc>



Empezar Con

Enlace aqui:
[Subtraction song](#)

Enlace aqui:
[Subtraction with Linus the Minus and more subtraction songs](#)

Actividad Diaria

Use objetos o imágenes para modelar sustracciones.
Tengo 8 centavos. Si le quitas 2 centavos, ¿cuántos tienes ahora?

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

Extensión Tecnológica

Inicie sesión todos los



días durante **15 minutos** para practicar habilidades matemáticas.

Actividad de Enriquecimiento

Enlace aqui:
[Click here](#)

Use botones o cualquier elemento del hogar para practicar la resta. Pídale a su hijo que le cuente una historia sobre el gato Pete y sus botones maravillosos. Haga que su estudiante represente esto y escriba oraciones numéricas para que coincidan con las historias.

Name _____

Date _____

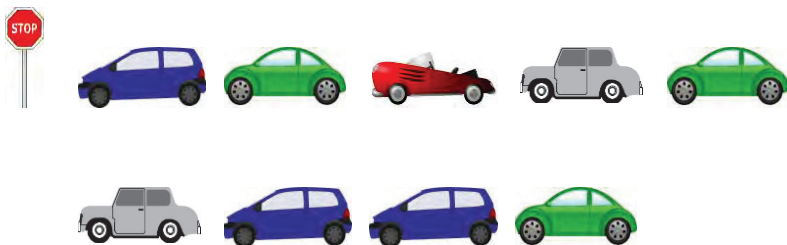
Fill in the number sentence to match the story.

There were 7 trains. 2 trains rolled away. Now there are 5 trains.



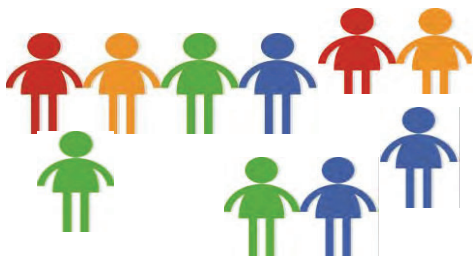
$$\underline{\quad\quad\quad} - \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

There were 9 cars at the stop sign. 7 drove away. There are 2 cars left.



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

There were 10 people. 6 people got on the bus. Now there are 4 people.



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

Draw the story. Fill in the number sentence to match.

The bus had 10 people. 5 people got off. Now there are 5 people left.

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

There were 9 planes in the sky. 3 planes landed. Now there are 6 planes in the sky.

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

Name _____

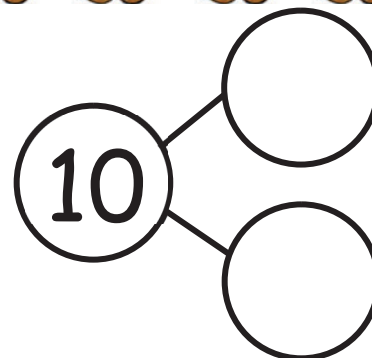
Date _____

Fill in the number sentence and the number bond.

There were 10 teddy bears. Cross out 2 bears. There are 8 bears left.



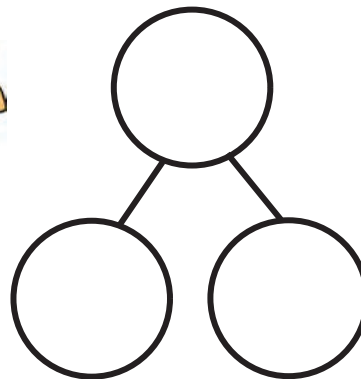
$$\underline{10} - \underline{\quad} = \underline{\quad}$$



There were 10 teddy bears. Cross out 9. There is 1 left.



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



There were 10 teddy bears. Cross out 3. There are 7 bears left.



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

Draw a line from the picture to the number sentence it matches.



• $10 - 1 = 9$



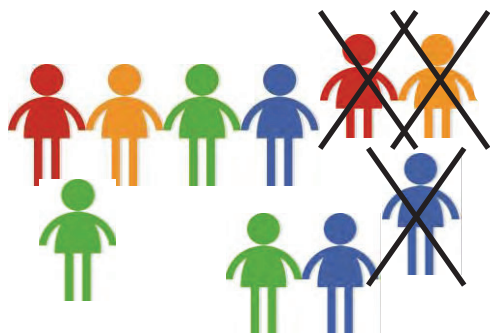
• $10 - 3 = 7$



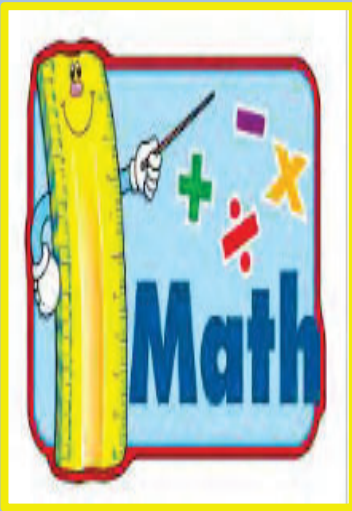
• $9 - 4 = 5$



• $9 - 8 = 1$



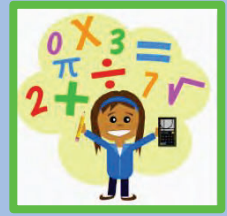
subtraction equation



Mini Lesson Day 47- Students will be able to understand subtraction as taking apart and taking from.

[Click here](https://www.youtube.com/watch?v=G9aL_UGaRec)

https://www.youtube.com/watch?v=G9aL_UGaRec



Warm - Up

[Subtraction Song](#)

Daily Activities

Draw this math story. Be sure to circle the symbol that means take away.

The flower had 5 petals. 2 petals fell off. How many petals are still on the flower?

____ - ____ =

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

Lesson Extensions

[Subtraction story](#)

Use your fingers to show this subtraction story.

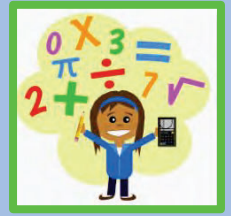
10 - ____ = ____



Lección Día 47- Los estudiantes podrán entender que resta es cómo quitar .

[Enlace aqui](https://www.youtube.com/watch?v=G9aL_UGaRec)

https://www.youtube.com/watch?v=G9aL_UGaRec



Empezar Con

Enlace aqui:
[Subtraction Song](#)

Actividad Diaria

Dibuja esta historia matemática. Asegúrese de marcar con un círculo el símbolo que significa quitar.

La flor tiene 5 pétalos. Se cayeron 2 pétalos. ¿Cuántos pétalos aún hay en la flor?

_____ - _____ = _____

Extensión Tecnológica

Inicie sesión todos los



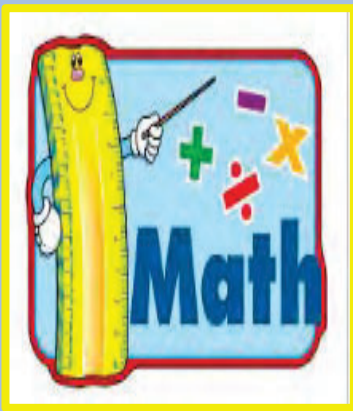
días durante **15 minutos** para practicar habilidades matemáticas.

Actividad de Enriquecimiento

Usa tus dedos para mostrar esta historia de resta.

10 - _____ = _____

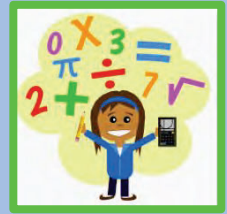
Enlace aqui:
[Subtraction story](#)



Mini Lesson Day 48- Students will be able to understand subtraction as taking apart and taking from.

[Click here](https://www.youtube.com/watch?v=k9ftCthv9mQ&feature=youtu.be)

<https://www.youtube.com/watch?v=k9ftCthv9mQ&feature=youtu.be>



Warm - Up
Listen to the story
[Who Stole the Cookies from the Cookie Jar](#)

Daily Activities
Draw a cookie jar on a sheet of paper. Have your student draw some cookies (1-10). Next have your student cross out some of the cookies and write the number sentence that matches.
For example:
 $6-2=4$
Ask your child to circle the minus sign.

____ - ____ =

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

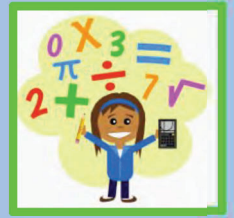
Lesson Extensions
[SMASH! Subtraction](#)



Lección Día 48- Los estudiantes podrán entender que resta es cómo quitar .

[Enlace aqui](#)

<https://www.youtube.com/watch?v=k9ftCthv9mQ&feature=youtu.be>



Empezar Con

Escucha la historia

[Who Stole the Cookies from the Cookie Jar](#)

Actividad Diaria

Dibuja un tarro de galletas en una hoja de papel. Haga que su hijo dibuje algunas galletas (1-10). Luego haga que su hijo tache algunas de las cookies y escriba la oración numérica que conozca. Por ejemplo: $6-2=4$
Pídale a su hijo que circule el signo menos.

_____ - _____ = _____

Extensión Tecnológica

Inicie sesión todo



días durante **15 minutos** para practicar habilidades matemáticas.

Actividad de Enriquecimiento

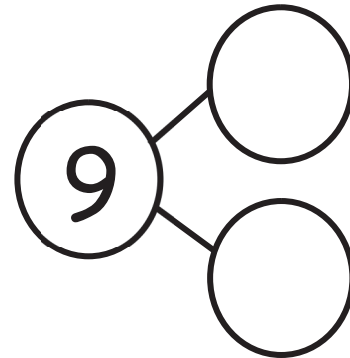
o

Enlace aqui:
[SMASH! Subtraction](#)

The squares below represent cube sticks.

Carlos had a 9-stick. He broke off 4 cubes to share with his friend.

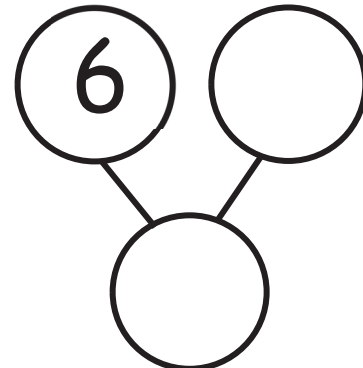
How many cubes are left? Draw a line to show where he broke his stick.



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

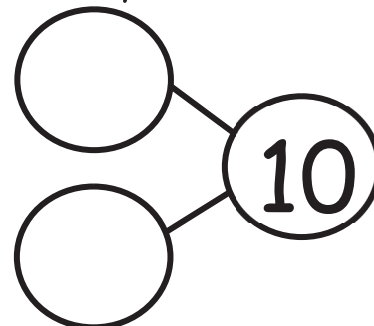
Sophie had 10 grapes. She ate 6 grapes. How many grapes are left?

Draw her grapes, and cross off the ones she ate.



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

Spot had 10 bones. He hid 8 bones in the ground. How many bones does he have now? Draw Spot's bones.

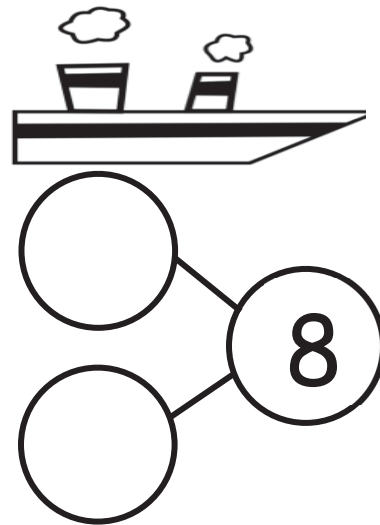
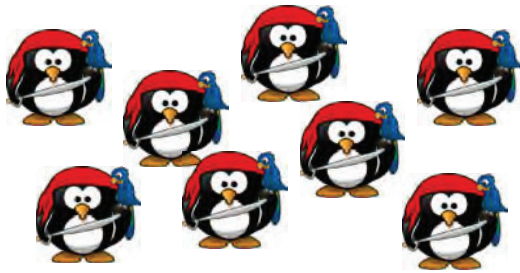


$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Name _____

Date _____

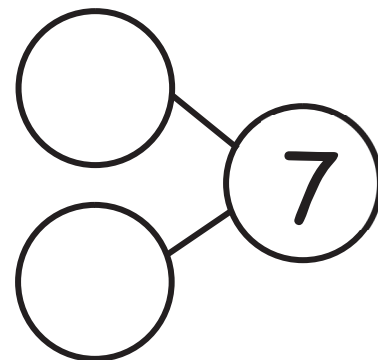
There were 8 penguins. 2 penguins went back to the ship. Cross out 2 penguins. Fill in the number sentence and the number bond.



$$8 - 2 = \underline{\quad}$$

The squares below represent cubes.

Count the cubes. Draw a line to break 4 cubes off the train. Fill in the number sentence and the number bond.



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

There are 10 bears. Some go inside the cave to hide. Cross them out.
Complete the number sentence.



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

Complete these number sentences.

$$5 - 1 = \square$$

$$\square = 2 + 3$$

$$\square = 5 - 4$$

$$2 + 2 = \square$$

Complete these number sentences.

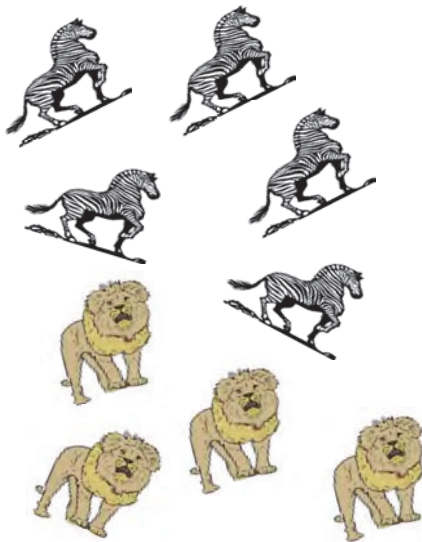
$$3 - 1 = \square$$

$$\square = 1 + 3$$

$$\square = 4 - 2$$

$$1 + 2 = \square$$

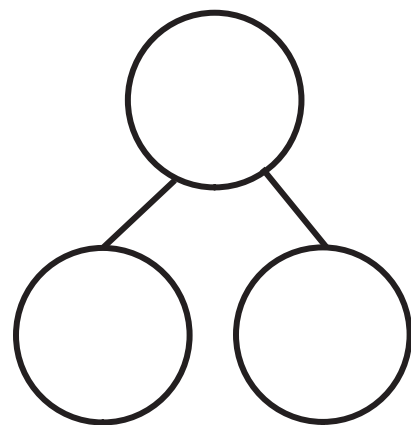
Shane played with 5 toy zebras and 4 toy lions. He had 9 animal toys in all. Draw black and tan circles to show the zebras and the lions in the 5-group way. Fill in the number sentence.

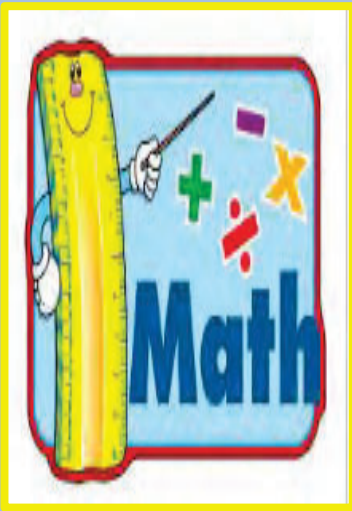


$$\square + \square = \square$$

Jimmy had 9 marbles. 8 were red, and 1 was green. Draw the marbles in the 5-group way. Fill in the number bond and number sentence.

$$\square + \square = \square$$

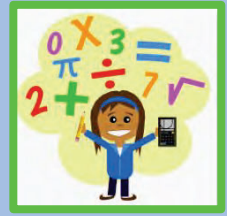




Mini Lesson Day 49- Students will be able to solve subtraction problems.

[Click here](https://www.youtube.com/watch?v=K_ZR6CSZGBw)

https://www.youtube.com/watch?v=K_ZR6CSZGBw



Warm - Up

Use the number line to practice counting numbers 1 to 10.



Daily Activities

Listen to [Subtraction story problems for kids](#) and write a math sentence.

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

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

Lesson Extensions

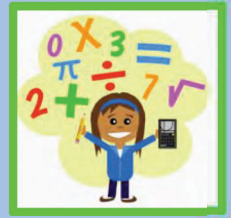
[Subtraction fluency](#)



Lección Día 49- Los estudiantes podrán resolver problemas de sustracción.

Enlace aqui

https://www.youtube.com/watch?v=K_ZR6CSZGBw



Empezar Con

Usa la recta numérica para practicar contar números del 1 al 10.



Actividad Diaria

Escucha la historia de sustracción y escribe una oración matemática.

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

Extensión Tecnológica

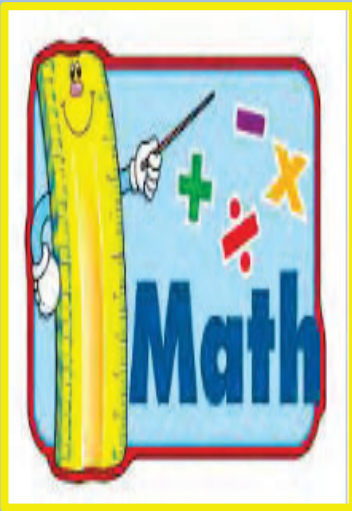
Inicie sesión todo



días durante **15 minutos** para practicar habilidades matemáticas.

Actividad de Enriquecimiento

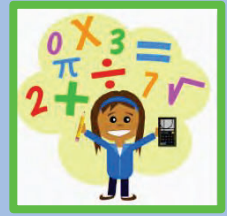
Enlace aqui:
Subtraction fluency



Mini Lesson Day 50- Students will be able to solve subtraction problems.

[Click here](https://www.youtube.com/watch?v=GxX0j4EnMDA&feature=youtu.be)

<https://www.youtube.com/watch?v=GxX0j4EnMDA&feature=youtu.be>



Warm - Up

Draw a number line from 0-10.

Daily Activities

Draw a number line on a piece of paper.

Show this number sentence:

$$9 - 5 = 4$$

Technology Extension

Have your child log onto



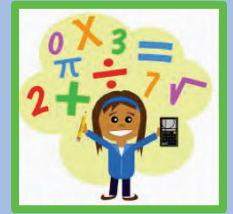
for **15 minutes** to practice math skills.

Lesson Extensions

[Subtraction fluency](#)



Lección Día 50 -Los estudiantes podrán resolver problemas de sustracción.
[Enlace aqui](#)



Empezar Con

Dibuja una recta numérica del 0 al 10.

Actividad Diaria

Dibuja una recta numérica en una hoja de papel.
 Mostrar esta oración numérica:
 $9-5 = 4$

Extensión Tecnológica

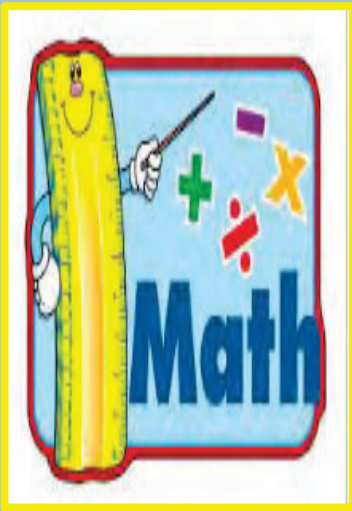
Inicie sesión todos los



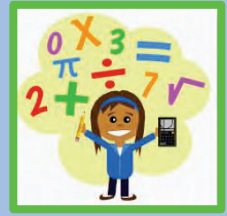
días durante **15 minutos** para practicar habilidades matemáticas.

Actividad de Enriquecimiento

Enlace aqui:
[Subtraction fluency](#)



Mini Lesson Day 51- Students will be able to solve subtraction problems.
[Click here](#)



Warm - Up

[Addition and Subtraction Song](#)

Daily Activities

Solve these subtraction sentences using your fingers, number path, or drawing a math picture.

$$5-1 =$$

$$4-2 =$$

$$2-1 =$$

$$3-2 =$$

$$1-1 =$$

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

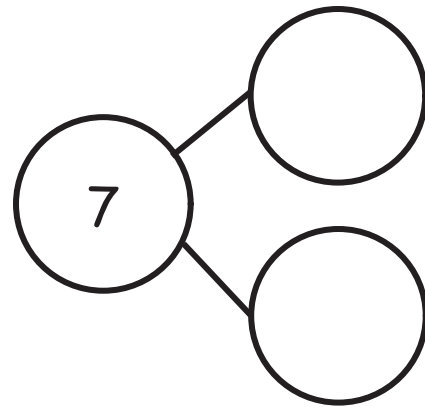
Lesson Extensions

[Subtraction fluency](#)

Name _____

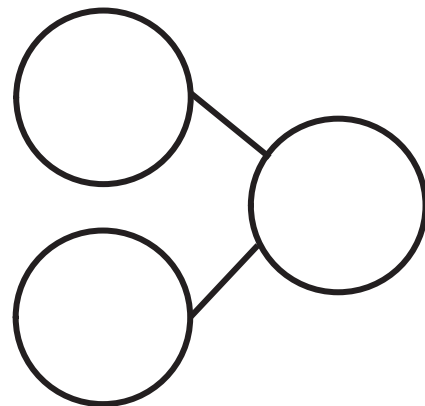
Date _____

Jack found 7 balls while cleaning the toy bin. He found 6 basketballs and 1 baseball. Fill in the number sentence and the number bond.



$$7 = \boxed{} + \boxed{}$$

Jack found 7 mitts and 2 bats. He found 9 things. Fill in the number sentence and the number bond.



$$\boxed{} + \boxed{} = \boxed{}$$

Jack found 8 hockey pucks and 1 hockey stick. He found 9 hockey things. Draw the hockey pucks and stick in the 5-group way. Fill in the number sentence.

$$\square = \square + \square$$

Jack needs a snack. He found 9 pieces of fruit. 5 were strawberries, and 4 were grapes. Draw the strawberries and grapes in the 5-group way. Fill in the number sentence.

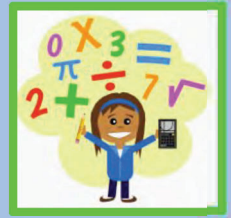
$$\square + \square = \square$$



Lección Día 51 -Los estudiantes podrán resolver problemas de sustracción.

Enlace aqui

<https://www.youtube.com/watch?v=GxX0j4EnMDA&feature=youtu.be>



Empezar Con

Enlace aqui:
[Addition and Subtraction Song](#)

Actividad Diaria

Resuelve estas operaciones de resta con tus dedos, ruta numérica o dibujando una imagen matemática.

5-1 =
4-2 =
2-1 =
3-2 =
1-1 =

Extensión Tecnológica

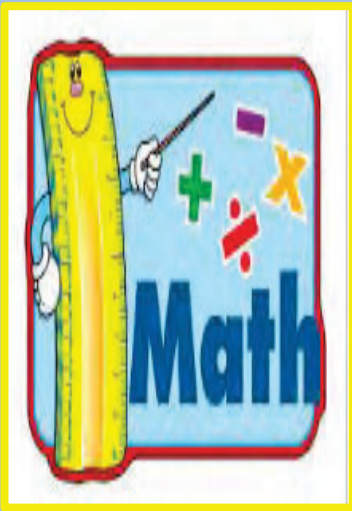
Inicie sesión todo



días durante **15 minutos** para practicar habilidades matemáticas.

Actividad de Enriquecimiento

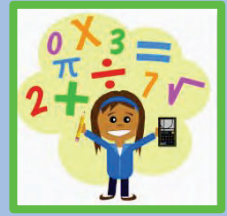
Enlace aqui:
[Subtraction fluency](#)



Mini Lesson Day 52- Students will be able to solve subtraction problems.

[Click here](https://www.youtube.com/watch?v=u0CApngJgx0)

<https://www.youtube.com/watch?v=u0CApngJgx0>



Warm - Up

Count out loud forwards and backwards to 20.

Daily Activities

Solve these subtraction sentences using your fingers, number path, or drawing a math picture.

$$6-1 =$$

$$5-2 =$$

$$4-1 =$$

$$3-2 =$$

$$2-1 =$$

Technology Extension

Have your child log onto



for **15 minutes** to practice math skills.

Lesson Extensions

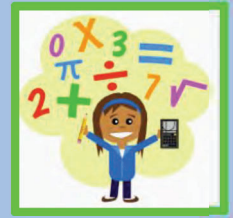
[Subtraction fluency](#)

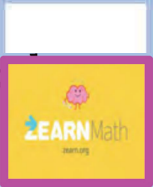


Lección Día 52-Los estudiantes podrán resolver problemas de sustracción.

[Enlace aqui](https://www.youtube.com/watch?v=u0CApngJgx0)

<https://www.youtube.com/watch?v=u0CApngJgx0>



Empezar Con	Actividad Diaria	Extensión Tecnológica	Actividad de Enriquecimiento
Cuenta en voz alta hacia adelante y hacia atrás hasta 20.	Resuelve estas operaciones de resta con tus dedos, ruta numérica o dibujando una imagen matemática. 6-1 = 5-2 = 4-1 = 3-2 = 2-1 =	Inicie sesión todo  días durante 15 minutos para practicar habilidades matemáticas.	Enlace aqui: <u>Subtraction fluency</u>

May 5th Science

Day 34- Watch the BrainPOP Jr. Video, "Parts of a Plant." In this video, you will learn how the different parts of a plant help it to get what it needs to survive. After you watch the video, draw a picture of a plant and label the parts (roots, stem, leaves, flowers) or click below for a printable worksheet.

Parts of a Plant Worksheet

Día 34 - Mire el video de BrainPOP Jr., "Partes de una planta". En este video, aprenderá cómo las diferentes partes de una planta ayudan a esta a obtener lo que necesita para sobrevivir. Después de ver el video, dibuje una planta y etiquete las partes (raíces, tallo, hojas, flores) o haga clic a continuación para obtener una hoja de trabajo imprimible.

Parts of a Plant Worksheet <--Hoja de trabajo

May 6th Science

Day 35 - We have been learning about the things plants and animals need to survive. Plants and animals depend on their **habitat** (environment) to survive.

May 5th Social Studies

Day 34- Today, we are going to learn how to read a map. Watch the BrainPOP Jr. video, "Reading Maps" again ---> Reading Maps.
<https://jr.brainpop.com/socialstudies/ geography/readingmaps/>

After the video, discuss the following questions with your family.

- Where can you look to find out what symbols mean on a map?
- What is a compass rose?
- What is a map scale?

Día 34 - Hoy vamos a aprender a leer un mapa. Mire nuevamente el video en BrainPOP Jr., "Leyendo mapas" ----> Reading Maps. Después del video, discuta las siguientes preguntas con su familia.

- ¿Dónde puede buscar para saber qué significan los símbolos en un mapa?
- ¿Qué es una brújula del mapa?
- ¿Qué es una escala del mapa?

May 6th Social Studies

Day 35 -Listen to the book, "Me on the Map" by Joan Sweeney ---> Me on the Map Read-Aloud.
<https://www.youtube.com/watch?v=21keh7LS8K8>

Read pages 1-8 in "Eagle; Eagle, What Do You Need?" Then, talk about how the *eagle*, *salmon*, and *eelgrass* depend on each other and their environment to survive.

Eagle; Eagle, What Do You Need?
<https://drive.google.com/file/d/1IPNEXimO68EK6AEuxbKTishHIlqIyf5U/view>

Día 35 - Hemos estado aprendiendo sobre las cosas que las plantas y los animales necesitan para sobrevivir. Las plantas y los animales dependen de su hábitat (medio ambiente) para sobrevivir.

Lea las páginas 1-8 en "Águila; Águila, ¿qué necesitas? Luego, hablen sobre cómo el águila, el salmón y la zostera marina dependen unos de otros y de su entorno para sobrevivir.

Águila; Águila, ¿qué necesitas? → Eagle; Eagle, What Do You Need?

After the story, answer the following questions with your family.

- What street do you live on?
- What city do you live in?
- What state do you live in?
- What country do you live in?
- What continent do you live on?
- What planet do you live on?

Día 35 - Escuche el libro "Yo en el mapa" de Joan Sweeney ---> Me on the Map Read-Aloud. Después de la historia, conteste las siguientes preguntas con su familia.

- ¿En qué calle vive?
- ¿En qué ciudad vive?
- ¿En qué estado vive?
- ¿En qué país vive?
- ¿En qué continente vive?
- ¿En qué planeta vive?

May 7th Science

Day 36 - We have been learning about the things plants and animals need to survive. Plants and animals depend on their **habitat** (environment) to survive.

Read pages 9-16 in "Eagle; Eagle, What Do You Need?" Then, talk about how the *coyote*, *cactus*, and *squirrel* depend on each other and their environment to

May 7th Social Studies

Day 36 - Use the information you learned yesterday after reading "Me on the Map" to complete the activity below. Draw the chart on a blank piece of paper and use pictures and words to fill in the boxes.



survive.

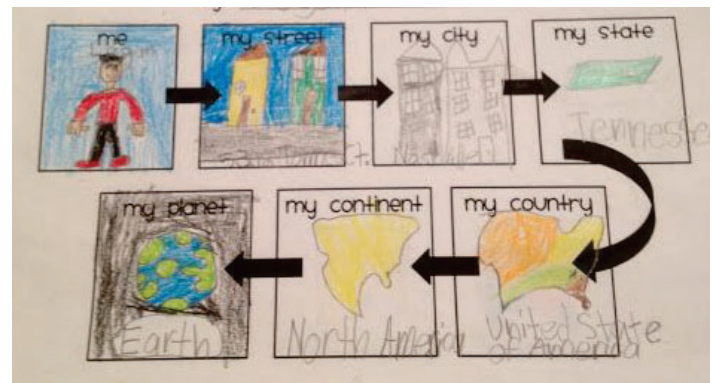
Eagle; Eagle, What Do You Need?

Día 36 - Hemos estado aprendiendo sobre las cosas que las plantas y los animales necesitan para sobrevivir. Las plantas y los animales dependen de su hábitat (medio ambiente) para sobrevivir.

Lea las páginas 9-16 en "Águila; Águila, ¿qué necesitas? Luego, hable sobre cómo el coyote, el cactus y la ardilla dependen el uno del otro y del medio ambiente para sobrevivir.

Águila; Águila, ¿qué necesitas? → Eagle; Eagle, What Do You Need?

Día 36 - Use la información que aprendió ayer después de leer "Yo en el mapa" para completar la actividad a continuación. Dibuje el cuadro en una hoja de papel en blanco y use imágenes y palabras para completar los cuadros.



May 8th Science

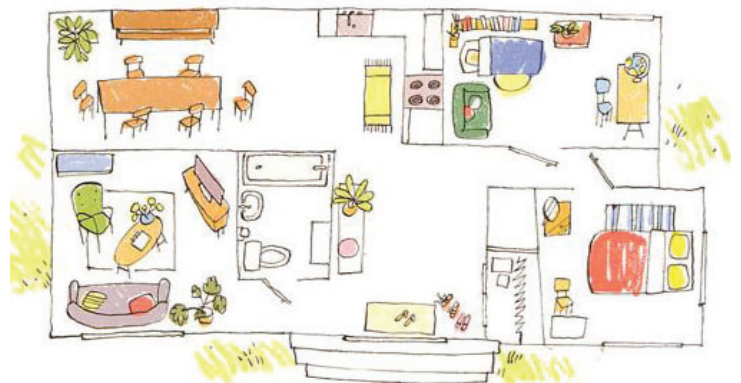
Day 37- We have been learning about the things plants and animals need to survive. Plants and animals depend on their **habitat** (environment) to survive.

Read pages 17-24 in "Eagle; Eagle, What Do You Need?" Then, talk about how the *kelp*, *otter*, and *sea urchin* depend on each other and their environment to survive.

Eagle; Eagle, What Do You Need?

May 8th Social Studies

Day 37- Draw a map of your home (like in the book "Me on the Map"). Label the different rooms in your home. See the example below.



Día 37- Hemos estado aprendiendo sobre las cosas que las plantas y los animales necesitan para sobrevivir. Las plantas y los animales dependen de su hábitat (medio ambiente) para sobrevivir.

Lea las páginas 17-24 en "Águila; Águila, ¿qué necesitas?" Luego, hable sobre como las algas marinas, la nutria y el erizo de mar dependen unos de otros y de su entorno para sobrevivir.

Águila; Águila, ¿qué necesitas? → [Eagle; Eagle, What Do You Need?](#)

Día 37 - Dibuje un mapa de su hogar (como en el libro "Yo en el mapa"). Etiquete las diferentes habitaciones de su hogar. Vea el ejemplo a continuación.



May 11th Science

Day 38 - Choose one of the habitats from "Eagle; Eagle, What Do You Need?" (river, desert, or sea).

Draw a picture of the habitat you chose and write 1-2 sentences about how the plants and animals depend on that environment (Ex: This is a desert. The squirrel gets water from the cactus.).

Día 38- Elije uno de los hábitats de "Águila; Águila, ¿qué necesitas?" (río, desierto o mar).

Dibuja una imagen del hábitat que elegistes y escribe 1-2 oraciones sobre

May 11th Social Studies

Day 38 - What are the large bodies of water on a map called? What are the large bodies of land on a map called? Draw a map. Color the land **green** and the water **blue**. Label the land and water.

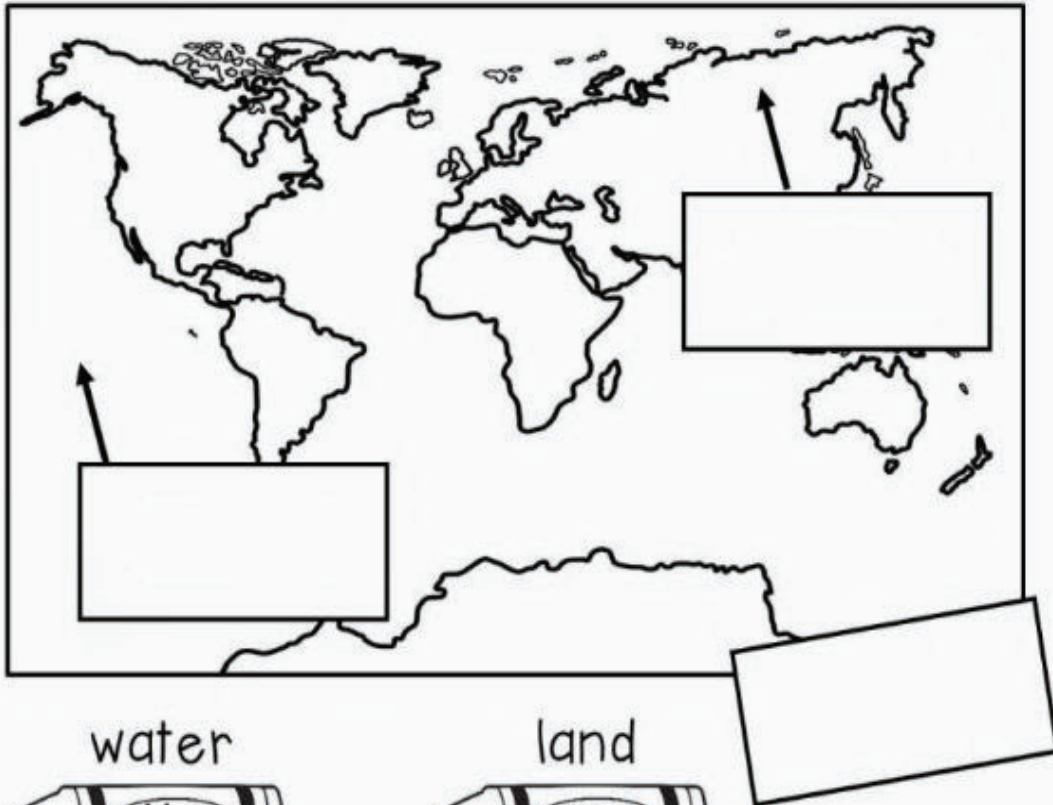
Click the link below for a cut and paste activity.

[Label a Map](#)

Día 38- ¿Cómo se llaman los grandes cuerpos de agua en un mapa? ¿Cómo se llaman los grandes cuerpos de tierra en un mapa? Dibuja un mapa. Colorea la tierra verde y el agua azul. Etiqueta la tierra y el agua.

LABELING A MAP

Name _____



water



land



Latoya Reed 2014

water

map

land

como las plantas y los animales dependen de ese entorno (Ej: Esto es un desierto. La ardilla obtiene agua del cactus).

Haga clic en el enlace a continuación para ver una actividad de cortar y pegar.

Etiquetar un mapa → [Label a Map](#)

May 12th Science

Day 39 - Think about a plant or animal that you might see in Peekskill (squirrel, deer, bird, tree, etc.).

Talk with your family about how this plant or animal gets what it needs to survive.

Draw a picture of the plant/animal you chose and write a sentence about what that plant/animal needs to survive (Ex: The deer eats plants to survive).

Día 39 - Piensa en una planta o animal que puedas ver en Peekskill (ardilla, venado, pájaro, árbol, etc.).

Hable con su familia sobre cómo esta planta o animal obtiene lo que necesita para sobrevivir.

Haga un dibujo de la planta/animal que elija y escriba una oración sobre lo que esa planta/animal necesita para sobrevivir (Ej: El venado come plantas para sobrevivir).

May 12th Social Studies

Day 39 -Reading a Map: Click below to complete the "Reading a Map" activity:

[Reading a Map](#)

If you are unable to print the document, discuss the questions with your family OR draw your own map of the park and create a map key

Día 39 - Leer un mapa: haga clic a continuación para completar la actividad "Leer un mapa":

[Reading a Map](#)

Si no puede imprimir el documento, discuta las preguntas con su familia O dibuje su propio mapa del parque y haga una leyenda o clave del mapa

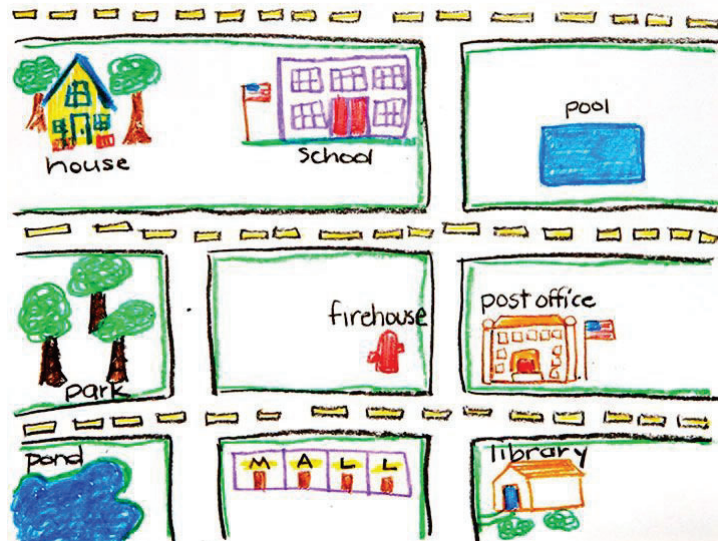
May 13th Science

Day 40 - We are going to start learning about ladybugs! Are ladybugs plants or animals? What do you think a ladybug needs in order to survive? Try to name all four things!

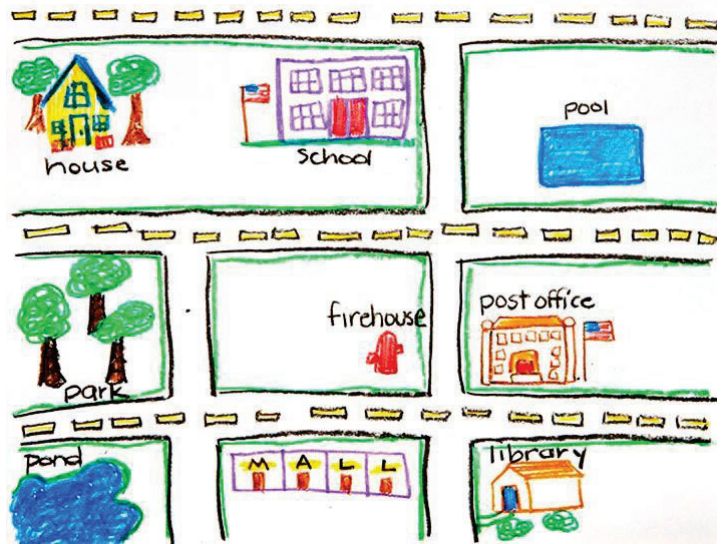
Día 40 - ¡Vamos a comenzar a aprender acerca de las mariquitas! ¿Las mariquitas son plantas o animales? ¿Qué crees que necesita una mariquita para sobrevivir? ¡Intenta nombrar las cuatro cosas!

May 13th Social Studies

Day 40- Draw a map of your neighborhood. Create your own map key with at least **three** different symbols (Ex: house, park, school, bank, police station, etc.). See below for an example.



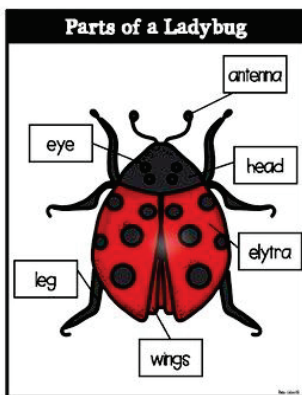
Día 40 - Dibuja un mapa de tu vecindario. Haga su propia clave o leyenda del mapa usando por lo menos **tres** símbolos diferentes (Ej.: casa, parque, escuela, banco, estación de policía, etc.). Vea un ejemplo a continuación.



May 14th Science

Day 41 - Did you know that ladybugs are *insects*? Watch this BrainPOP Jr. video to learn more about insects -----> [Insects](#).

Draw a picture of a ladybug and label the parts. See the image below as an example.



Día 41-¿Sabías que las mariquitas son

May 14th Social Studies

Day 41 - Draw a **compass rose**. Label each direction - North, South, East, and West.

Click the link below for a cut and paste activity.

[Compass Rose](#)

Día 41-Dibuje una brújula del mapa. Etiqueta cada dirección: norte, sur, este y oeste.

Haga clic en el enlace a continuación para ver una actividad de cortar y pegar.

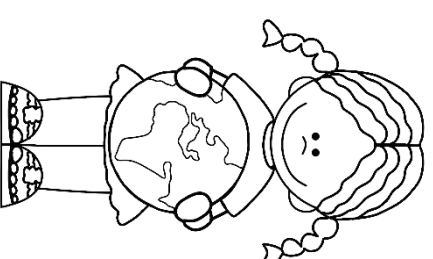
[Compass Rose](#)

Name _____ Date _____

Label the
compass rose.

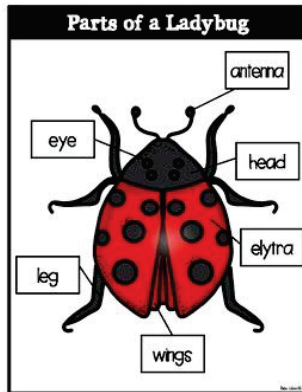


NORTh
SOUth
EASt
WESt



insectos? Mire este video de BrainPOP Jr. para obtener más información sobre los insectos ----->[Insects](#).

Haga un dibujo de una mariquita y rotule las partes. Vea la imagen a continuación como ejemplo.



May 15th Science

Day 42 - Today, you are going to learn about the life cycle of a ladybug. Watch the video below -----> [Life Cycle of a Ladybug](#). Then, draw pictures to show the life cycle of a ladybug (egg, larva, pupa, ladybug) or click below for a printable cut & paste activity:

[Life Cycle of a Ladybug](#)

Día 42 - Hoy aprenderá sobre el ciclo de vida de una mariquita. Mire el video a continuación -----> [Life Cycle of a Ladybug](#). Luego, dibuje imágenes para mostrar el ciclo de vida de una mariquita (huevo, larva, pupa, mariquita) o haga clic a continuación para obtener una actividad

May 15th Social Studies

Day 42 - Complete the "Reading a Map" activity below. Use the map to answer the following questions.

Name: _____

Apples and ABC's

Show the ladybug grow!

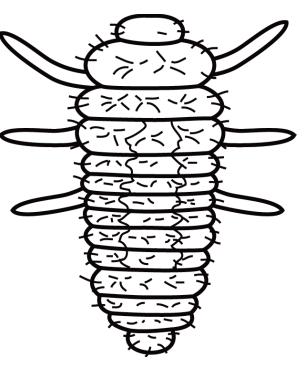
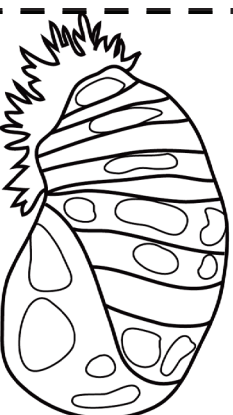
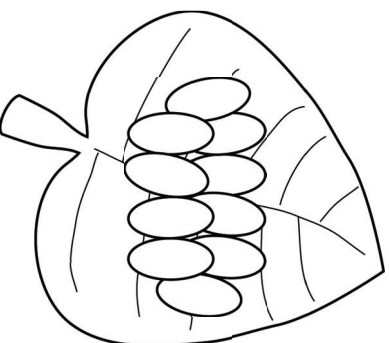
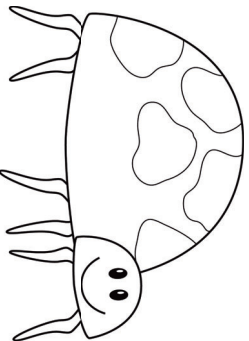
Cut and Paste the Photos in the correct order.

1

2

3

4

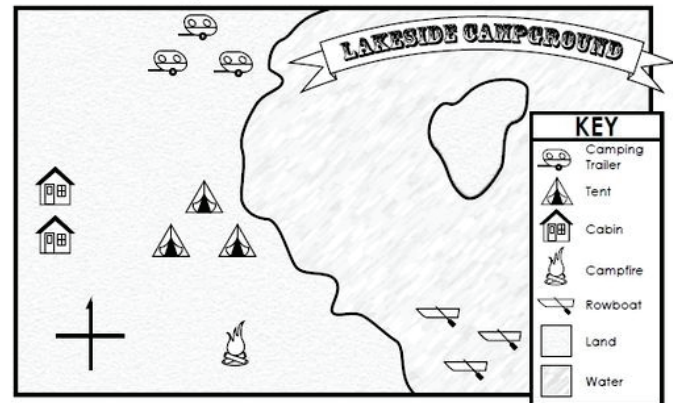


imprimible de cortar y pegar:

Life Cycle of a Ladybug

Name: _____

Reading a Map



1. Label **N**, **S**, **E**, and **W** on the compass rose.
2. Color the land **green** and the water **blue**.

Write **north**, **south**, **east**, or **west** to complete each sentence.

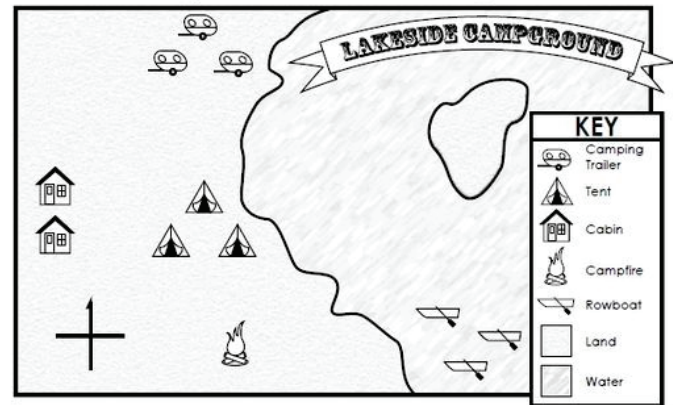
3. The rowboats are _____ of the campfire.
4. The camping trailers are _____ of the tents.
5. The cabins are _____ of the tents.
6. The campfire is _____ of the camping trailers.
7. The island is _____ of the cabins.

Super Teacher Worksheets - www.superteacherworksheets.com

Día 42 - Complete a continuación la actividad "Leyendo un mapa" . Use el mapa para responder las siguientes preguntas.

Name: _____

Reading a Map



1. Label **N**, **S**, **E**, and **W** on the compass rose.
2. Color the land **green** and the water **blue**.

Write **north**, **south**, **east**, or **west** to complete each sentence.

3. The rowboats are _____ of the campfire.
4. The camping trailers are _____ of the tents.
5. The cabins are _____ of the tents.
6. The campfire is _____ of the camping trailers.
7. The island is _____ of the cabins.

Super Teacher Worksheets - www.superteacherworksheets.com

May 18th Science

Think of a question you have about ladybugs. Then, watch the video below to learn some interesting facts! Listen closely to see if your question was answered!

Piense en una pregunta que tenga sobre las mariquitas. Luego, mire el video a continuación para conocer algunos datos interesantes. ¡Escuche atentamente para ver si su pregunta fue respondida!

[Ladybug Facts for Kids](#)

May 18th Social Studies

We are going to learn about the symbols of our country.

- What country do we live in?

Look at the picture below. What is it a picture of? (American Flag)

<https://www.youtube.com/watch?v=cYJSLK3FX6M>



- What colors do you see?
- What shapes do you see?
- Where have you seen an American flag?

The American flag is a **symbol** of our country. A **symbol** is something that stands for something else. The flag is a symbol of the *whole* country.

Vamos a aprender sobre los símbolos de nuestro país.

- ¿En qué país vivimos?

Mire la foto de arriba. ¿De qué es esa foto? (Bandera estadounidense)

- ¿Qué colores ve?
- ¿Qué formas ve?
- ¿Dónde ha visto una bandera americana?

La bandera estadounidense es un símbolo de nuestro país. Un símbolo se usa para representar algo. La bandera es un símbolo de *todo* el país.

May 19th Science

Write and draw about **one** interesting fact you learned about ladybugs from the video yesterday. Use the sentence starter, "I learned..."

Escriba y dibuje sobre un hecho interesante que aprendió sobre las mariquitas en el video de ayer. Comience con "Yo aprendí..."

May 19th Social Studies

Yesterday, you learned that the American flag is a symbol for our country. How many stars are on the flag? How many stripes are on the flag? What do the stars and stripes on the flag stand for?

Draw and color a picture of the American flag **or** click the link below to print an American flag coloring page.

Ayer aprendieron que la bandera estadounidense es un símbolo para nuestro país. ¿Cuántas estrellas tiene la bandera? ¿Cuántas rayas tiene la bandera? ¿Qué significan las estrellas y rayas en la bandera?

Dibuje y coloree una imagen de la bandera estadounidense o haga clic en el siguiente enlace para imprimir una página para colorear la bandera estadounidense.

Click/**clic** → [American Flag Printable](#)

May 20th Science

We have learned that ladybugs need shelter in order to survive. If you were going to create a shelter/home for a ladybug, what would you use (Ex: grass, sticks, etc.)? Draw a picture of your ladybug habitat.

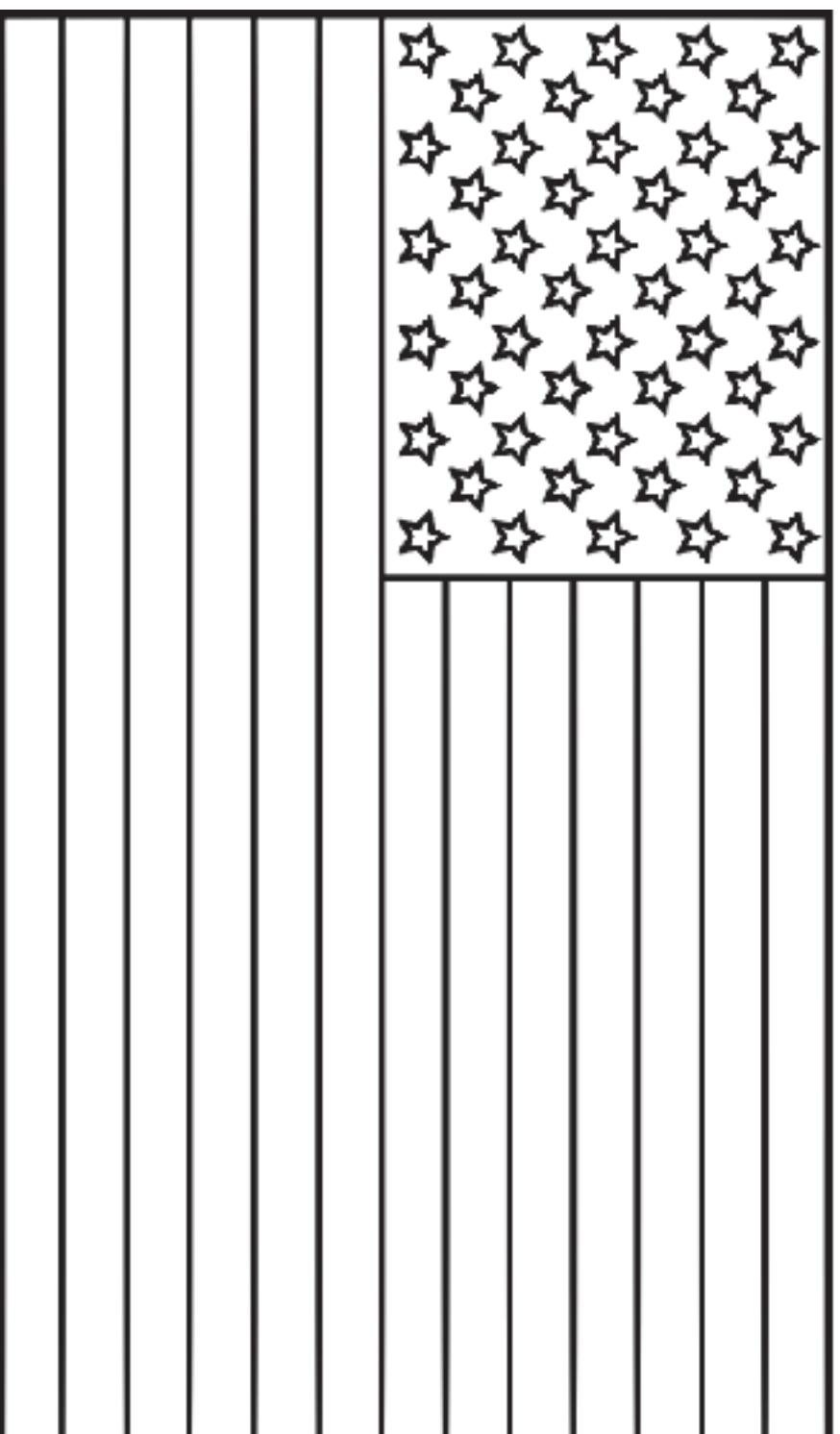
May 20th Social Studies

Listen to "F is for Flag" by Wendy Cheyette Lewison ---> [Read Aloud: F is for Flag](#).

<https://www.youtube.com/watch?v=p57BhYHBA58>

Write about **one** thing the American flag stands for, using the sentence starter,

COLOR the FLAG of the USA.



Hemos aprendido que las mariquitas necesitan refugio para sobrevivir. Si fuera a crear un refugio / hogar para una mariquita, ¿qué usaría (por ejemplo, césped, palos, etc.)? Haga un dibujo del hábitat de su mariquita.

"The American flag stands for..."

Escuche "F is for Flag" por Wendy Cheyette Lewison ----> [Read Aloud: F is for Flag](#). Escriba sobre una cosa que representa la bandera estadounidense, comenzando la oración con "La bandera americana representa..."

May 21st Science

Today you are going to make your own ladybug habitat! Go outside and collect materials (Ex: grass, leaves, twigs, etc.). Use a plastic cup, bowl, or container to make your habitat!

¡Hoy va a hacer su propio hábitat de mariquitas! Salga y recolecte materiales (Ej.: pasto, hojas, ramitas, etc.). ¡Use un vaso, tazón o recipiente de plástico para crear su hábitat!

May 21st Social Studies

Practice saying the Pledge of Allegiance. **Practique diciendo el juramento de lealtad.**

The Pledge of Allegiance



"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

May 22nd Science

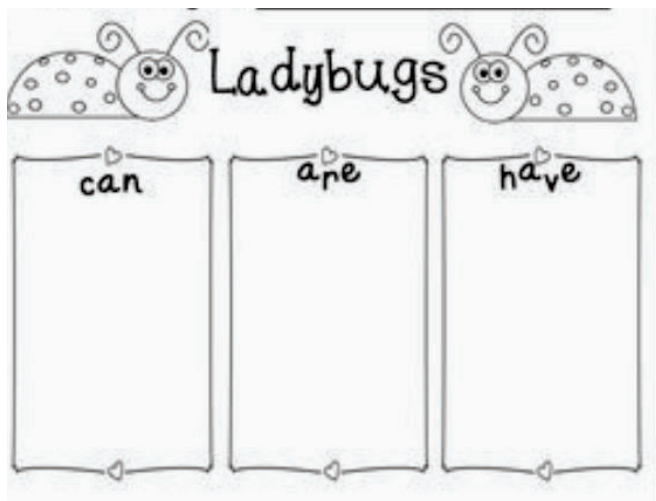
You have learned so many interesting facts about ladybugs. Today you are going to think about everything you have learned. Make a chart (like the one below) and write 1-2 ideas under each section.

Han aprendido muchos datos interesantes sobre las mariquitas. Hoy va a pensar en todo lo que ha aprendido. Haga una tabla (como la que se muestra a continuación) y escriba 1-2 ideas debajo de cada sección.

May 22nd Social Studies

Every country has its own flag that is a symbol of that country. Pick another country and research their flag! Talk to your family about the flag you chose.

- What country is it a symbol of?
- What colors do you see?
- What shapes do you see?
- Are there special symbols on it? What do they stand for?



Draw and color the flag you chose **or** print a picture of the flag and color it!

Cada país tiene su propia bandera que es un símbolo de ese país. ¡Elige otro país e investiga su bandera! Hable con su familia sobre la bandera que eligió.

¿De qué país es un símbolo?
 ¿Qué colores ve?
 ¿Qué formas ve?
 ¿Hay símbolos especiales en él? ¿Qué representan?

¡Dibuja y colorea la bandera que elegiste o imprime una imagen de la bandera y coloréala!

May 25th Science

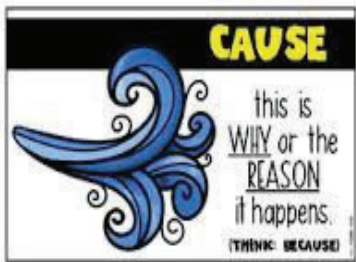
How do living things change the environment to meet their needs?

The environment changes due to different reasons. This is called **cause** and **effect**: one event (the cause) makes another event happen (the effect). Example: I am sick. (cause). I took some medicine. (effect). Animals may have a

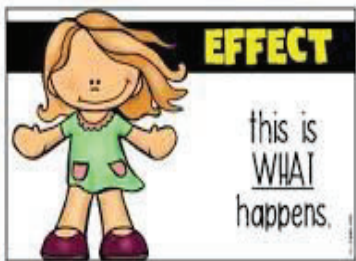
May 25th Social Studies

Today is a special holiday called **Memorial Day**. On this day in the United States, we honor and remember all of the men and women who have given their lives so that we can have the freedom that we enjoy in our country. Today, write a letter to a soldier to let them know that you appreciate them! You can print the paper

reason to change their habitat, they may need to build a shelter from the weather;



they may need a safe place to have their babies; they may need to hide from predators, etc. Below, look at the pictures of a beaver building a dam and discuss cause and effect with your family.



¿Cómo cambian los seres vivos el entorno para

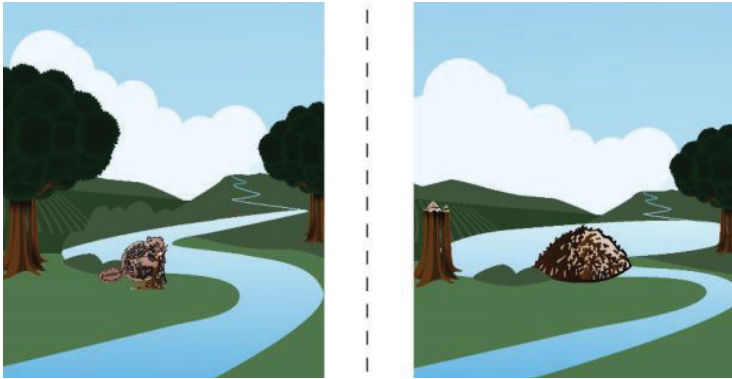
satisfacer sus necesidades?

El entorno cambia debido a diferentes razones. Esto se llama causa y efecto: un evento (la causa) hace que suceda otro evento (el efecto). Ejemplo: Estoy enfermo. (causa). Tomé un poco de medicina. (efecto). Los animales pueden tener una razón para cambiar su hábitat, pueden necesitar construir un refugio contra el clima; pueden necesitar un lugar seguro para tener a sus bebés; pueden necesitar esconderse de los depredadores, etc. A continuación, mire las fotos de un castor construyendo una presa y discuta la causa y el efecto con su familia.

below or use paper that you have at home.

Hoy es un día festivo especial llamado Memorial Day-Día de los Caídos en Guerra. En este día en los Estados Unidos, honramos y recordamos a todos los hombres y mujeres que han dado sus vidas para que podamos tener la libertad que disfrutamos en nuestro país. ¡Hoy, escriba una carta a un soldado para hacerle saber que lo aprecia! Puede imprimir el papel a continuación o usar el papel que tiene en casa.

Memorial Day Writing Paper



May 26th Science

Scientists can use questions to guide how they approach a problem. After a scientist asks questions, they make observations to infer how animals and plants can change the environment to meet their needs. As the scientist that you are, look at the two pictures/photos below. Write the cause and effect.

Los científicos pueden usar preguntas para guiarse en cómo enfrentar un problema. Después de que un científico hace preguntas, hacen observaciones para inferir cómo los animales y las plantas pueden cambiar el medio ambiente para satisfacer sus necesidades. Como científico que eres, mira las dos imágenes/fotos a continuación. Escribe la causa y el efecto.

May 26th Social Studies

We have already learned that the American flag is a symbol of the United States of America. There are other symbols that represent our country. Watch the BrainPOP Jr. video, "U.S. Symbols" ---> [U.S. Symbols](https://jr.brainpop.com/socialstudies/citizenship/ussymbols/).
<https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>

Ya hemos aprendido que la bandera estadounidense es un símbolo de los Estados Unidos de América. Hay otros símbolos que representan a nuestro país. Mire el video de BrainPOP Jr. "Símbolos de E.U." → [U.S. Symbols](https://jr.brainpop.com/socialstudies/citizenship/ussymbols/).



May 27th Science

You have been learning about cause and effect. In the winter, it is very cold, so birds fly south where it's warmer. That's an example of how the environment has a cause and effect on animals. Now think of something that you did. For example: You didn't clean your mess. What did your mom do? She gave you time out. That is cause and effect too. Draw a picture of the cause and effect of something that

May 27th Social Studies

Write about **one** other American symbol you learned from yesterday's video. Use the sentence frame, "The _____ is an American symbol. It stands for _____." Draw a picture of the American symbol you chose.

Escriba sobre otro símbolo estadounidense que aprendió del video de ayer. Copie y complete las oraciones "El

you did. Label it "cause" and "effect".

Han estado aprendiendo sobre causa y efecto. En invierno hace mucho frío, por lo que las aves vuelan hacia el sur donde hace más calor. Ese es un ejemplo de cómo el medio ambiente tiene una causa y un efecto en los animales. Ahora piense en algo que hizo. Por ejemplo: No limpió su desorden. ¿Qué hizo su mamá? Ella no lo dejó ver televisión. Eso es causa y efecto también. Haga un dibujo de la causa y el efecto de algo que hizo. Rotúlelo "causa" y "efecto".

_____ es un símbolo americano. Este representa ____." Haga un dibujo del símbolo americano que eligió.



May 28th Science

Animals change their environment to meet their needs: Beavers build dams in rivers. Squirrels bury acorns that may grow into trees. Earthworms/moles/ants move, condition and aerate the soil looking for food. Birds build nests in trees. Bees/yellow jackets build nests in trees near houses, even sometimes underground. Rabbits/chipmunks/meerkats dig burrows. Woodpeckers build nests by pecking holes

May 28th Social Studies

Look at the image below. Read each clue to figure out what American symbol they are describing. Name the correct symbol for each clue.

Mire la imagen debajo. Lea cada pista para descubrir qué símbolo estadounidense están describiendo. Nombre el símbolo correcto para cada pista.

in trees. Humans - build roads, schools, houses, malls, parking lots, etc. Click on the link below to watch the woodpecker video below. Talk about the cause and effect with your family. Write about what you learned and illustrate your sentence(s).

Los animales cambian su entorno para satisfacer sus necesidades: los castores construyen represas en los ríos. Las ardillas entierran bellotas que pueden convertirse en árboles. Las lombrices de tierra/topos/hormigas se mueven, acondicionan y airean el suelo en busca de alimento. Las aves construyen nidos en los árboles. Las abejas construyen panales en los árboles cerca de las casas, incluso a veces bajo tierra.

Conejos/ardillas/suricatas cavan madrigueras. Los pájaros carpinteros construyen nidos haciendo agujeros en los árboles. Humanos: construyen caminos, escuelas, casas, centros comerciales, estacionamientos, etc. Haga clic en el enlace para ver el video del pájaro carpintero a continuación. Hable sobre la causa y el efecto con su familia. Escriba sobre lo que aprendió e ilustre sus oraciones.

--->[Woodpecker Video](https://www.youtube.com/watch?v=LPICAPibtr4)

<https://www.youtube.com/watch?v=LPICAPibtr4>

I am made of fabric and have stars.



I wear a crown and hold a torch.



I have a crack, but still mean freedom.



The President lives and works here.



© 2008 by The White House

May 29th Science

As human beings, we are responsible for

May 29th Social Studies

Look at the image below. Read each

our environment. Look at the pictures below. Discuss them with your family. How can you help to change the environment you live in? Why is this important? What can happen if we don't? What things can you do to change the environment and make it a better place for all?

Cómo seres humanos, somos responsables de nuestro medio ambiente. Mire a las imágenes debajo. Discútalas con su familia. Mire el bote de basura desbordándose, eso está bien? ¿Porqué? ¿Cómo puedes ayudar a cambiar el entorno en el que vives? ¿Porque es esto importante? ¿Qué puede pasar si no lo hacemos? Escriba sobre las cosas que puede hacer para cambiar el entorno y hacerlo un mejor lugar para todos.



sentence and fill in the blank using the American symbols on the bottom of the page.

You do not need to print this page - just discuss them with a family member

Mire la imagen debajo. Lea cada oración y complete el espacio en blanco con los símbolos estadounidenses en la parte inferior de la página.

* No es necesario imprimir esta página, solo discútalos con un miembro de la familia *

Name _____

American Symbols

These symbols stand for freedom.

The [] is a big statue of a lady.

The President lives in the []

The [] is our national bird.

We say the pledge to the []

The [] is cracked.



June 1st Science

This week, we are going to learn about beavers! How do living things change the environment to meet their needs? Have you ever seen a beaver? Discuss with your family how beavers change their environment to create shelter for themselves: **Beavers** build dams in rivers or streams and **change** the flow of the water. This **can** flood areas of land, which is a very big **change** to the **environment**. Click on the link below to watch the video.

Castores: ¿Cómo cambian los seres vivos el entorno para satisfacer sus necesidades? ¿Alguna vez has visto un castor? Discuta con su familia cómo los castores cambian su entorno para crear refugio para sí mismos: los castores construyen represas en ríos o arroyos y cambian el flujo del agua. Esto puede inundar áreas de tierra, lo cual es un gran cambio para el medio ambiente. Haga clic en el enlace para ver el video:

→ [How Beavers Build Dams](#)

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

June 1st Social Studies

Look at the image below. Read each clue and match it to the correct American symbol.

You do not need to print this page - just discuss them with a family member

Mira la imagen debajo. Lea cada pista y combínela con el símbolo estadounidense correcto.

*** No es necesario imprimir esta página, solo discútalos con un miembro de la familia ***

Name _____

I am thinking about informational text I have read.

Clue Match Up

Read the "I am" facts. match them with their correct symbol

I am a living animal.

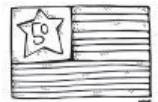
I am where the President sleeps.

I look like a lady.

I have 50 Stars.

I am a mountain with 4 faces.

I once rang for freedom.



June 2nd Science

Click on the link below to watch the video. Then, write a sentence about one thing you learned about beavers and illustrate it. Use the sentence starter, "I learned..."

Haga clic en/presione el enlace debajo para ver un video. Luego escriba una oración sobre una cosa que aprendió sobre los castores y haga un dibujo. Copia y completa la oración "Yo aprendí..."

→ All About Beavers for Children
<https://www.youtube.com/watch?v=oL5SD6z7AG8>

June 2nd Social Studies

Write about your favorite American symbol and tell why it is your favorite. Use the sentence frame, "My favorite American symbol is ____ because ____." You can print and use the paper below **or** any paper you have at home. Draw a picture to match your sentence.

Escriba sobre su símbolo americano favorito y diga por qué es su favorito. Use y complete la oración, "Mi símbolo americano favorito es ____ porque ____". Puede imprimir y usar el papel a continuación o cualquier papel que tenga en casa. Haga un dibujo que coincida con su oración.

My Favorite American Symbol Writing Paper

June 3rd Science

Make a beaver out of a paper bag, sock, playdough, paper plate or anything you want. Be creative!

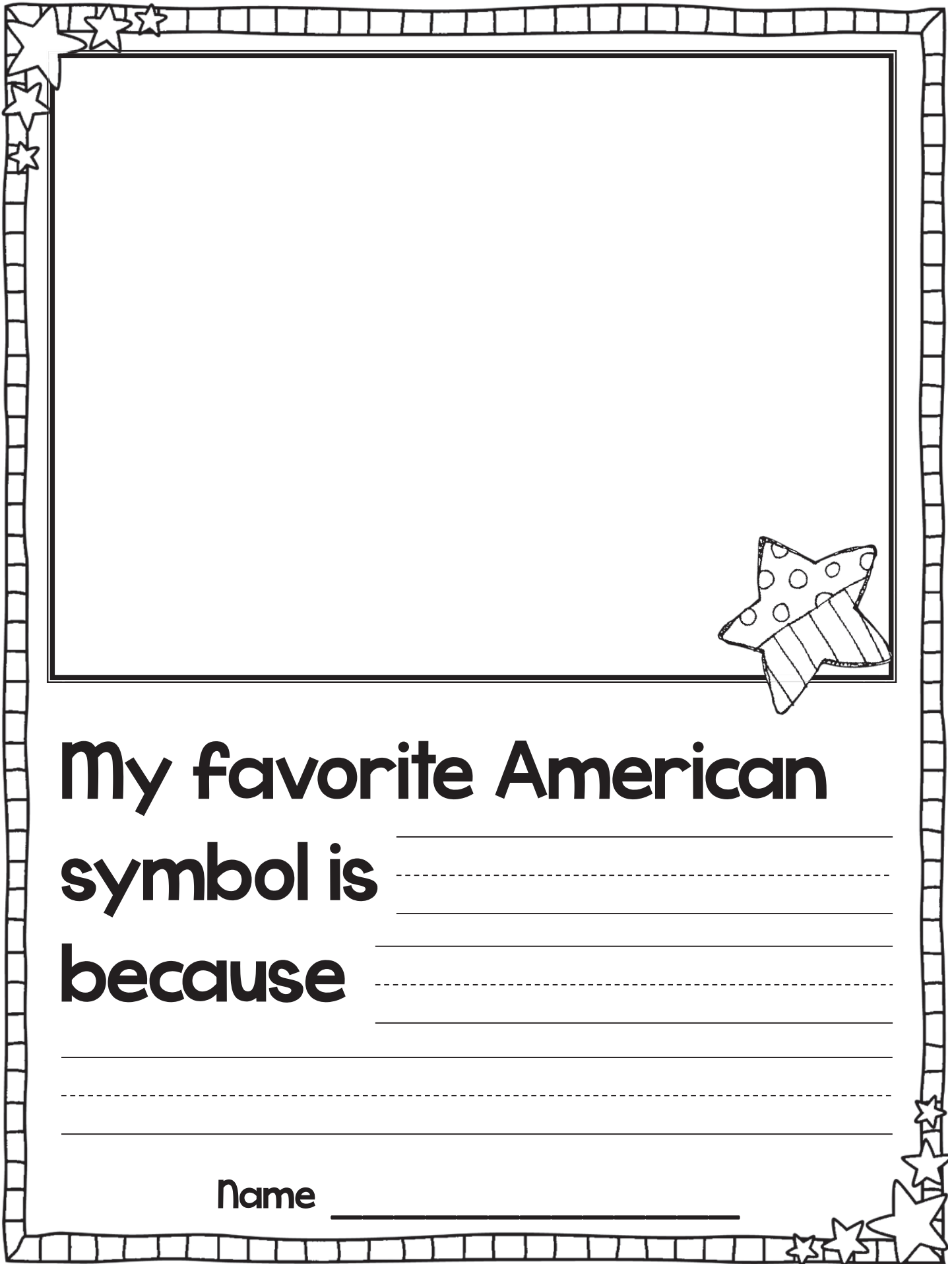
Haga un castor con una bolsa de papel, calcetín, plastilina, plato de papel o cualquier cosa que desee. ¡Sea creativo!



June 3rd Social Studies

We have learned about many different American symbols. Every country has their own symbols that represent them. What country is your family from? Find **one** symbol that represents that country.

Hemos aprendido sobre muchos símbolos estadounidenses diferentes. Cada país tiene sus propios símbolos que los representan. ¿De qué país es tu familia? Encuentra un símbolo que represente ese país.



June 4th Science

Today, your job is to go on a neighborhood walk. Collect many twigs/sticks. You will need them for tomorrow's activity.

Hoy, su trabajo es salir a caminar por el vecindario. Recoja muchas ramitas. Los necesitará para la actividad de mañana.

June 4th Social Studies

Choose another country. Find **one** symbol that represents that country. What does it stand for? Draw a picture of the symbol and write a sentence using the sentence frame, "The ____ is a symbol of ____." For example: "The bald eagle is a symbol of strength and freedom".

Elija otro país. Encuentre un símbolo que represente ese país. ¿Que significa? Dibuje una imagen del símbolo y escriba y complete la oración "El ____ es un símbolo de ____". Por ejemplo: "El águila calva es un símbolo de fortaleza y libertad"

June 5th Science

Beavers change their environment to create shelter for themselves. With the sticks you gathered, build a dam to stop the flow of water like a beaver does (look at the pictures below). Put some water in a plastic bin or container and build the dam to stop the flow of water. You can also draw a picture. Click on the link to watch the video ---> Fooled by Nature: Beaver Dams

<https://www.youtube.com/watch?v=Na2HYq11yuM>

Los castores cambian su entorno para crear refugio para ellos mismos. Con las ramitas que recogió, construya una presa para detener el flujo de agua como lo hace un castor (mire las imágenes a continuación). Ponga un poco de agua en un

June 5th Social Studies

We have learned that a **symbol** stands for or represents something else. Today your job is to draw a symbol that represents you! Why did you choose that symbol? Why does it represent you?

Hemos aprendido que un símbolo es algo que representa otra cosa. ¡Hoy tu trabajo es dibujar un símbolo que te represente a tí! ¿Por qué elegiste ese símbolo? ¿Por qué te representa?

recipiente o contenedor de plástico y construya la presa para detener el flujo de agua. También puede hacer un dibujo. Haga clic en el enlace para ver el video---->

[Fooled by Nature: Beaver Dams](#)



June 8th Science

Let's Review! - Wildlife Café

This week you will use what you have learned (from the book "[Eagle; Eagle, What Do You Need?](#)") about what plants and animals need to survive. Look at the placemat below. Then, look at the "menu" and decide what survival items you will choose for the plant/animal on your placemat.

Esta semana usará lo que aprendió (del libro "[Águila; Águila, ¿qué necesitas?](#)") acerca de lo que las plantas y animales

June 8th Social Studies

It's "Virtual Field Trip Week!" Each day this week you will take a virtual field trip to a different location! Today, you are going to the San Diego Zoo in San Diego, California ---> [San Diego Zoo Kids](#). Choose your favorite animal and watch them live!

<https://kids.sandiegozoo.org/videos>

¡Es la "Semana de Excursiones Virtuales!"
¡Cada día de esta semana realizará una excursión virtual a un lugar diferente! Hoy va al zoológico de San Diego en San Diego, California -clic---> [San Diego Zoo Kids](#).
¡Elija su animal favorito y mírelos en vivo!

necesitan para sobrevivir. Mire el mantel de abajo. Luego, mire el "menú" y decida qué elementos de supervivencia elegirá para la planta/animal en su mantel individual.

Placemat

Click/clic → Wildlife Cafe Menu

June 9th Science

Let's Review! -Wildlife Café

This week you will use what you have learned (from the book "Eagle; Eagle, What Do You Need?") about what plants and animals need to survive. Look at the placemat below. Then, look at the "menu" and decide what survival items you will choose for the plant/animal on your placemat.

Esta semana usará lo que aprendió (del libro "Águila; Águila, ¿qué necesitas?") acerca de lo que las plantas y animales necesitan para sobrevivir. Mire el mantel de abajo. Luego, mire el "menú" y decida qué elementos de supervivencia elegirá para la planta/animal en su mantel individual.

Placemat

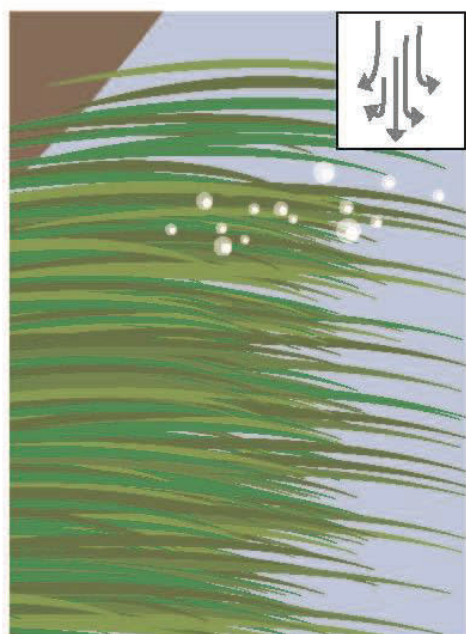
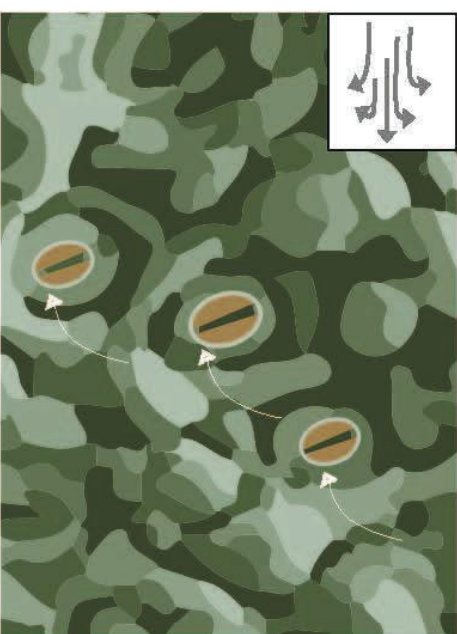
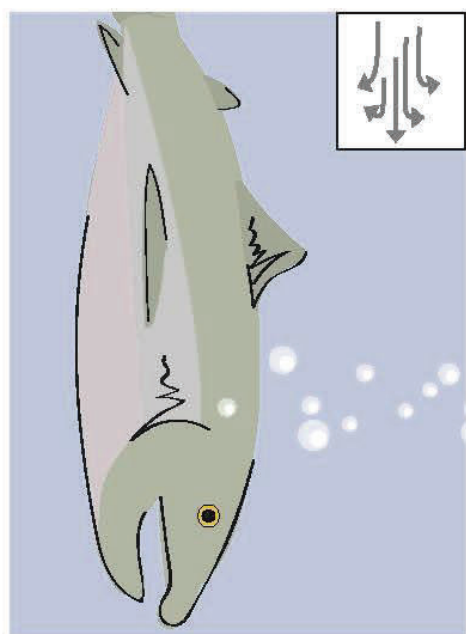
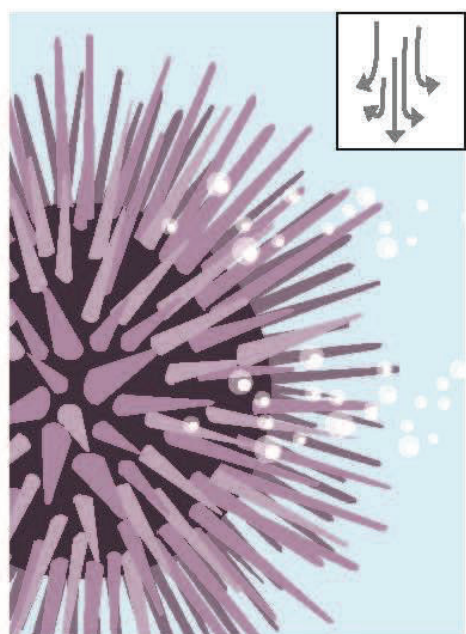
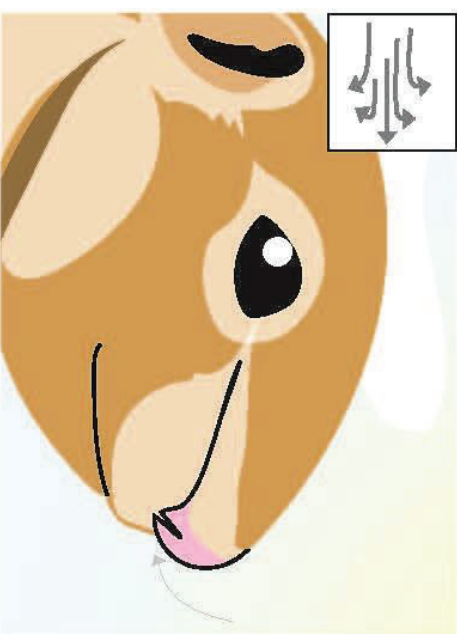
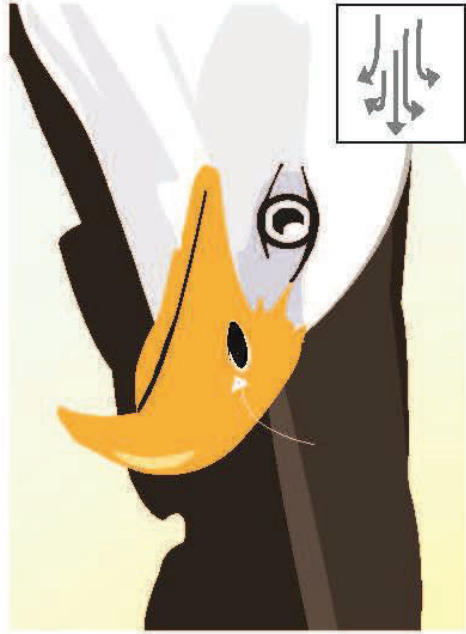
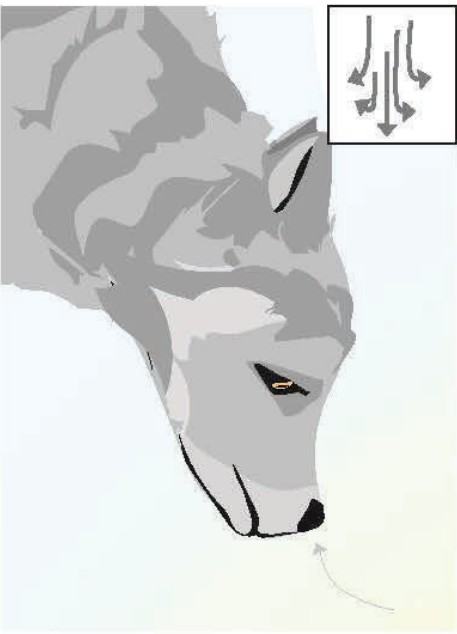
Wildlife Cafe Menu

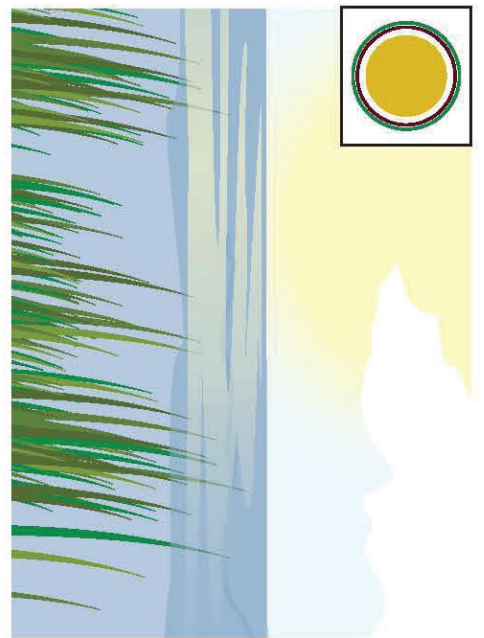
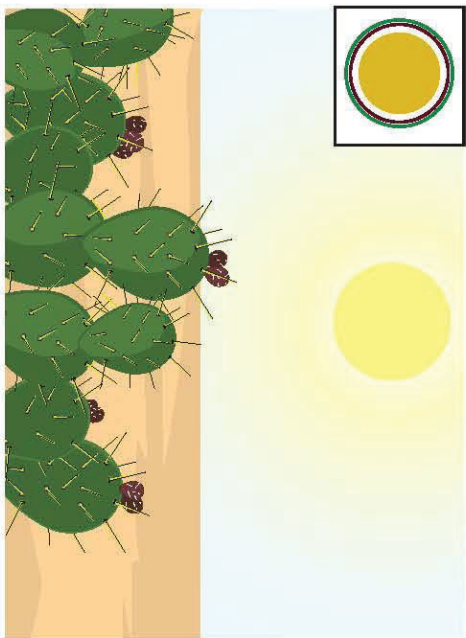
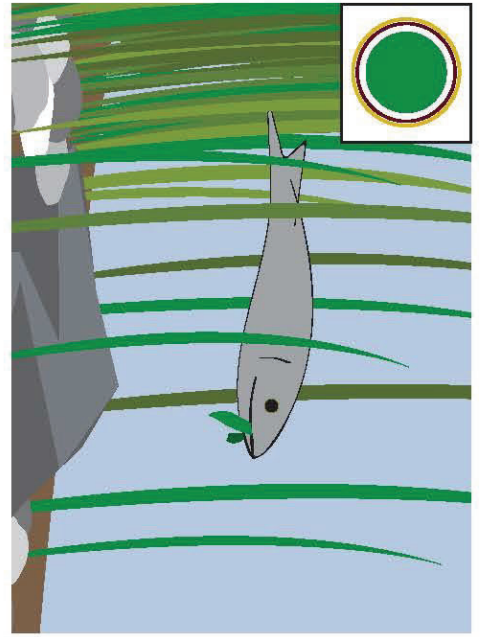
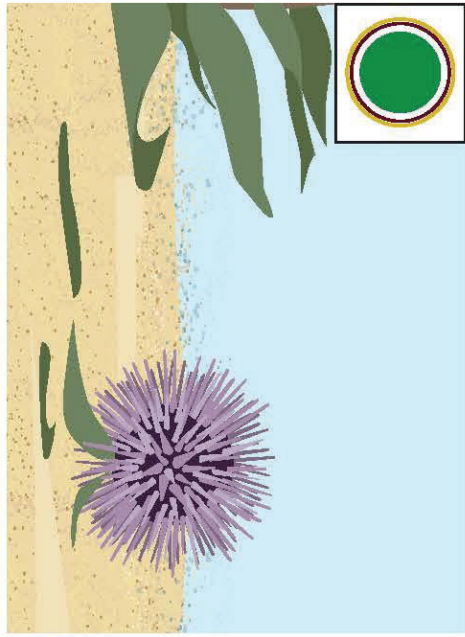
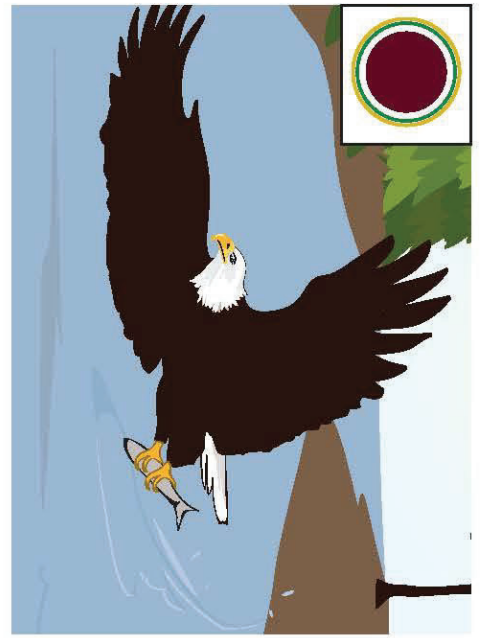
June 9th Social Studies

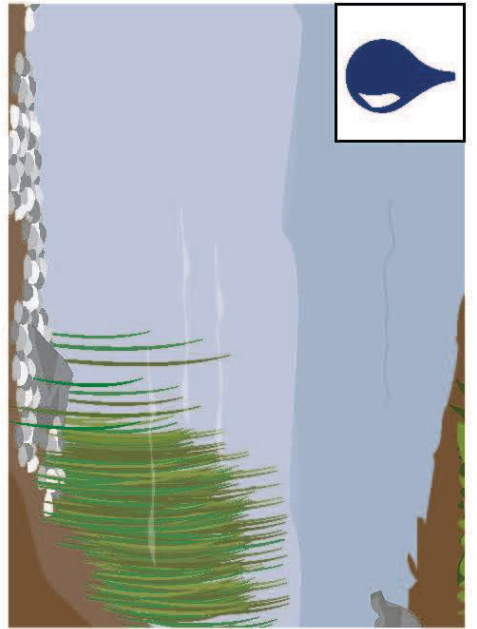
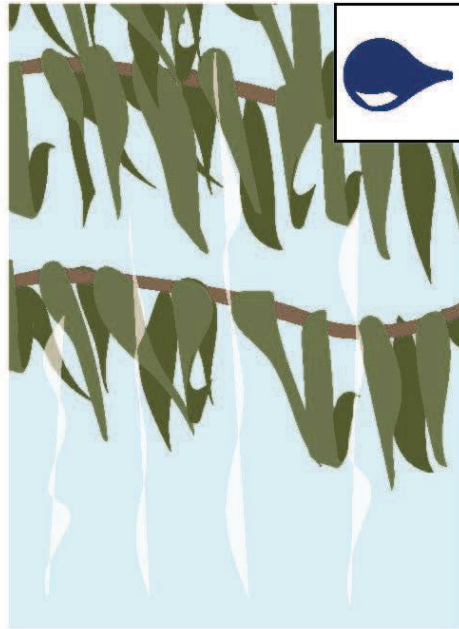
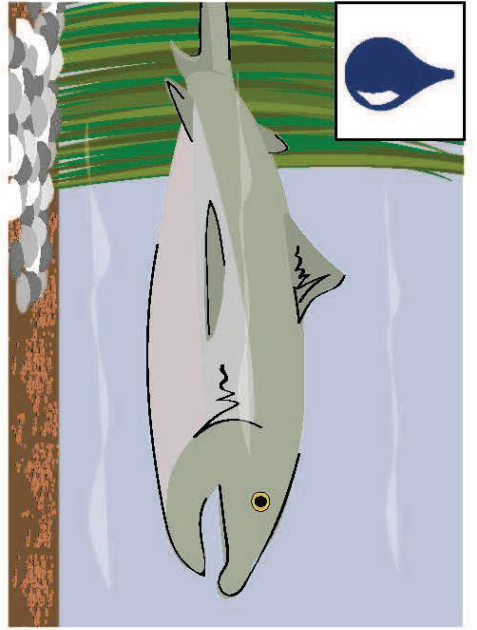
It's "Virtual Field Trip Week!" Each day this week you will take a virtual field trip to a different location! Today, you are going to the Monterey Bay Aquarium in Monterey, California ---> Monterey Bay Aquarium. Tune into a live web cam to experience the wonders of the ocean!

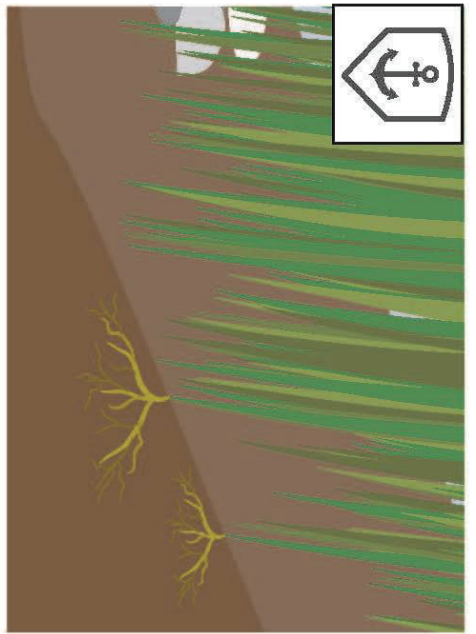
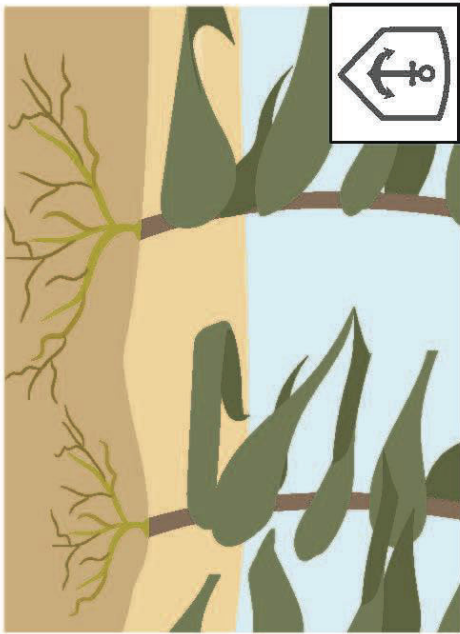
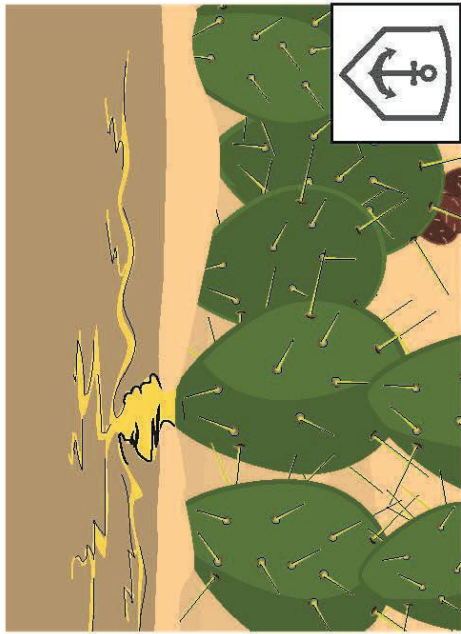
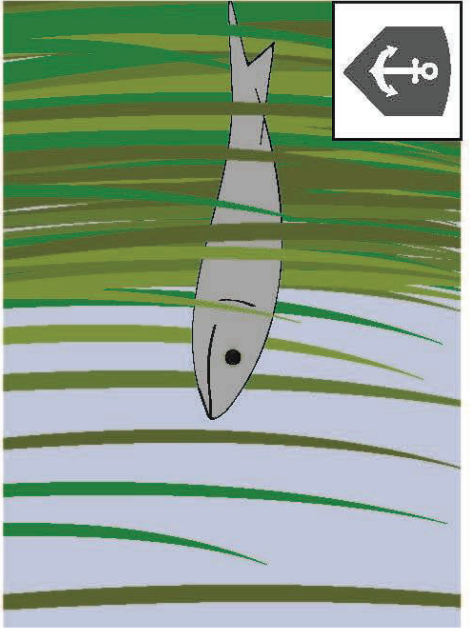
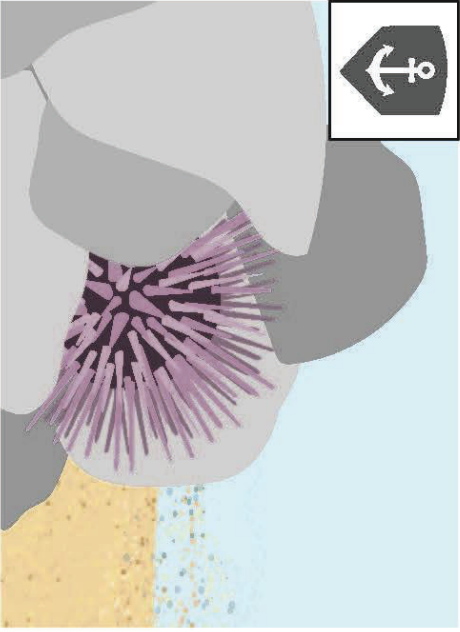
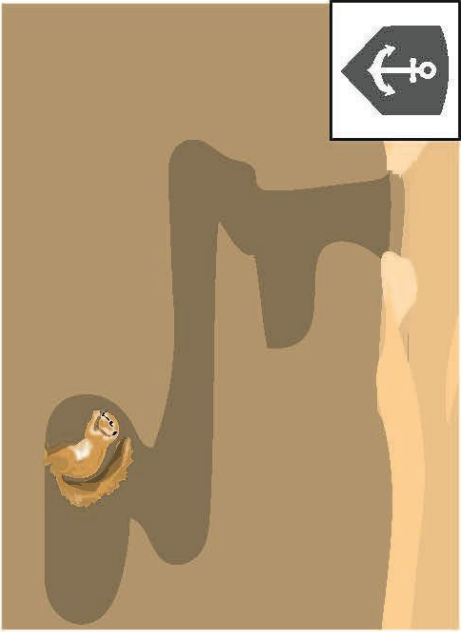
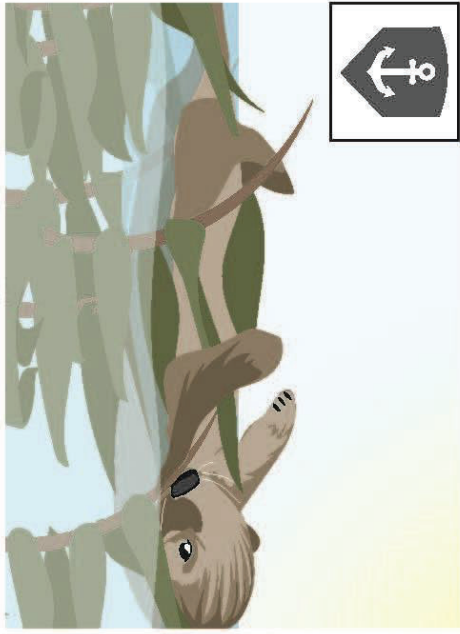
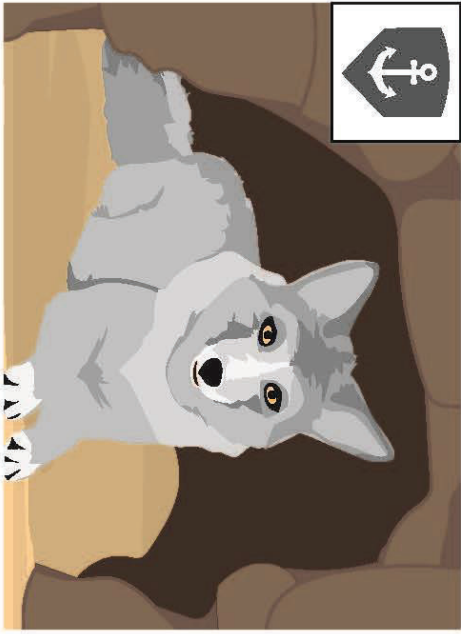
¡Es la "Semana Virtual de Excursiones!"
¡Cada día de esta semana realizará una excursión virtual a un lugar diferente! Hoy va al Acuario de la Bahía de Monterey en Monterey, California ---> Monterey Bay Aquarium. ¡Sintonice una cámara web en vivo para experimentar las maravillas del océano!

<https://www.montereybayaquarium.org/animals/live-cams>









June 10th Science

Let's Review! -Wildlife Café

This week you will use what you have learned (from the book "Eagle; Eagle, What Do You Need?") about what plants and animals need to survive. Look at the placemat below. Then, look at the "menu" and decide what survival items you will choose for the plant/animal on your placemat.

Esta semana usará lo que aprendió (del libro "Águila; Águila, ¿qué necesitas?") acerca de lo que las plantas y animales necesitan para sobrevivir. Mire el mantel de abajo. Luego, mire el "menú" y decida qué elementos de supervivencia elegirá para la planta/animal en su mantel individual.

Placemat

Wildlife Cafe Menu

June 10th Social Studies

It's "Virtual Field Trip Week!" Each day this week you will take a virtual field trip to a different location! Today, you are going to the Amazon RainForest! There are so many amazing plants and animals to see ---> The Amazon Rainforest

¡Es la "Semana Virtual de Excursiones!"
¡Cada día de esta semana realizará una excursión virtual a un lugar diferente!
¡Hoy va a la selva amazónica! Hay tantas plantas y animales increíbles para ver
---> The Amazon Rainforest

<https://www.virtualfieldtrips.org/the-amazon-rainforest/>

June 11th Science

Let's Review! -Wildlife Café

This week you will use what you have learned (from the book "Eagle; Eagle, What Do You Need?") about what plants and animals need to survive. Look at the placemat below. Then, look at the "menu" and decide what survival items you will choose for the plant/animal on your

June 11th Social Studies

It's "Virtual Field Trip Week!" Each day this week you will take a virtual field trip to a different location! Today, you are going to The Smithsonian, National Museum of Natural History in Washington, D.C. ---> Museum of Natural History. Take a virtual tour of their many exhibits!

placemat.

Esta semana usará lo que aprendió (del libro "Águila; Águila, ¿qué necesitas?") acerca de lo que las plantas y animales necesitan para sobrevivir. Mire el mantel de abajo. Luego, mire el "menú" y decida qué elementos de supervivencia elegirá para la planta/animal en su mantel individual.

Placemat

Wildlife Cafe Menu

¡Es la "Semana Virtual de Excursiones!"
¡Cada día de esta semana realizará una excursión virtual a un lugar diferente! Hoy va a ir al Museo Nacional de Historia Natural de Smithsonian en Washington, D.C. ---> [Museum of Natural History](https://naturalhistory.si.edu/visit/virtual-tour).
¡Haga un recorrido virtual por sus muchas exhibiciones!

<https://naturalhistory.si.edu/visit/virtual-tour>

June 12th Science

Let's Review! -Wildlife Café

This week you will use what you have learned (from the book "[Eagle; Eagle, What Do You Need?](#)") about what plants and animals need to survive. Look at the placemat below. Then, look at the "menu" and decide what survival items you will choose for the plant/animal on your placemat.

Esta semana usará lo que aprendió (del libro "Águila; Águila, ¿qué necesitas?") acerca de lo que las plantas y animales necesitan para sobrevivir. Mire el mantel de abajo. Luego, mire el "menú" y decida qué elementos de supervivencia elegirá para la planta/animal en su mantel individual.

Placemat

Wildlife Cafe Menu

June 12th Social Studies

It's "Virtual Field Trip Week!" Each day this week you will take a virtual field trip to a different location! Today, you are going to Marineland Dolphin Adventure in Florida ---> [Marineland Dolphin Adventure](https://www.marinelanddolphinadventure.com). You will get to see all of the amazing animals that live there!

¡Es la "Semana Virtual de Excursiones!"
¡Cada día de esta semana realizará una excursión virtual a un lugar diferente! Hoy va a Marineland Dolphin Adventure en Florida ---> [Marineland Dolphin Adventure](https://www.marinelanddolphinadventure.com).
¡Podrá ver todos los increíbles animales que viven allí!

<https://www.youtube.com/watch?v=nGImD-h0eFQ>

June 15th Science

You have worked so hard as scientists this year! This week you are going to do some fun activities!

Today you will play, "Sink or Float?" Fill the sink, tub, or a plastic container with some water. Then, find 5-10 items around your home (coins, pencil, rock, small toys, etc.). **Predict** whether each item will *sink* or *float* when you put it in the water. Were your predictions correct? Why do items sink or float?

¡Han trabajado tan duro como científicos este año! ¡Esta semana van a hacer algunas actividades divertidas!

Hoy jugará, "Se hunde o flota?" Llena el fregadero, la bañera o un recipiente de plástico con un poco de agua. Luego, encuentre entre 5 y 10 artículos alrededor de su casa (monedas, lápices, piedras, juguetes pequeños, etc.). Prediga si cada elemento se hundirá o flotará cuando lo ponga en el agua. ¿Fueron correctas sus predicciones? ¿Por qué los artículos se hunden o flotan?

June 15th Social Studies

Kindergarten is coming to an end. You have grown in many ways and learned so much! This week we are going to think about all of the ways you acted safe, responsible, and respectful this year.

Think about how you acted **safe** in school. Write about **two** things you did to keep yourself and others safe (Ex: walking in the hallway, keeping my hands to myself, etc.). Use the sentence frame, "I acted safe by ____ and ____). Draw a picture to match your sentences.

El kindergarten está llegando a su fin. ¡Ha crecido de muchas maneras y ha aprendido mucho! Esta semana vamos a pensar en todas las formas en que actuó de manera segura, responsable y respetuosa este año.

Piense en cómo fué cuidadoso en la escuela. Escriba sobre dos cosas que hizo para mantenerse a sí mismo y a los demás a salvo (por ejemplo: caminé en el pasillo, mantuve mis manos en mí sin molestar a los demás, etc.). Complete la oración, "Actué cuidadoso ____ y ____). Haga un dibujo para que coincida con sus oraciones.

June 16th Science

You have worked so hard as scientists this year! This week you are going to do some fun activities!

Today, you are going on a "Bug Hunt." First, watch this video ---> [Insects](#). Then, go outside and see what insects and other bugs you can find! Draw a picture and label the insect.

<https://jr.brainpop.com/science/animals/insects/>

¡Han trabajado tan duro como científicos este año! ¡Esta semana van a hacer algunas actividades divertidas!

Hoy, va a ir en una "Cacería de insectos". Primero, mire este video ---> [Insects](#). Luego, salga y mire qué otros insectos puede encontrar. Dibuje una imagen y etiquete (escriba el nombre de) el insecto.

Click/clic --> [Bug Hunt](#)

June 16th Social Studies

Kindergarten is coming to an end. You have grown in many ways and learned so much! This week we are going to think about all of the ways you acted safe, responsible, and respectful this year.

Think about how you acted **responsible** in school. Write about **one** thing you did to be responsible. Use the sentence starter, "I was responsible because I ____". Draw a picture to match your sentence.

El kindergarten está llegando a su final. ¡Ha crecido de muchas maneras y ha aprendido mucho! Esta semana vamos a pensar en todas las formas en que actuó de manera segura, responsable y respetuosa este año.

Piense en cómo se comportó de manera responsable en la escuela. Escriba acerca de una cosa que hizo para ser responsable. Copie y complete la oración "Fui responsable porque yo ____". Haga un dibujo que coincida con su oración.



BUG HUNT

Field Notes



Bug type: _____
Location: _____

Bug type: _____
Location: _____

Bug type: _____
Location: _____

Bug type: _____
Location: _____



June 17th Science

You have worked so hard as scientists this year! This week you are going to do some fun activities!

Today you are going to use your **five senses** while you go on a nature walk!

¡Han trabajado tan duro como científicos este año! ¡Esta semana van a hacer algunas actividades divertidas!

¡Hoy va a usar sus cinco sentidos mientras camina por la naturaleza!

Yo ví

Yo olí

Yo escuché

Yo toqué

Yo saboreé/
probé

MY nature walk

I saw 	
I smelt 	
I heard 	
I touched 	
I tasted 	

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June 17th Social Studies

Kindergarten is coming to an end. You have grown in many ways and learned so much! This week we are going to think about all of the ways you acted safe, responsible, and respectful this year.

Think about how you acted **respectful** in school. Write about **one** thing you did to be respectful. Use the sentence frame, "I was respectful because I _____. Draw a picture to match your sentence.

El kindergarten está llegando a su final. ¡Ha crecido de muchas maneras y ha aprendido mucho! Esta semana vamos a pensar en todas las formas en que actuó de manera segura, responsable y respetuosa este año.

Piense cómo fué respetuoso en la escuela. Escriba sobre una cosa que hizo para ser respetuoso. Copie y complete la oración "Fui respetuoso porque yo ____." Haga un dibujo que coincida con su oración.

June 18th Science

You have worked so hard as scientists this year! This week you are going to do some fun activities!

Today you are going to make paper towel art! Check out this link for directions ----> [Paper Towel Art](https://www.messylittlemonster.com/2020/04/magic-paper-towel-art-science.html). Have fun!

iHan trabajado tan duro como científicos este año! iEsta semana van a hacer algunas actividades divertidas!

iHoy va a hacer arte de toallas de papel! Consulte este enlace para obtener instrucciones ----> [Paper Towel Art](https://www.messylittlemonster.com/2020/04/magic-paper-towel-art-science.html). iQue se divierta!

<https://www.messylittlemonster.com/2020/04/magic-paper-towel-art-science.html>

June 18th Social Studies

Kindergarten is coming to an end. You have grown in many ways and learned so much! This week we are going to think about all of the ways you acted safe, responsible, and respectful this year.

What is the most important thing you learned in Kindergarten? Write a sentence using the sentence starter, "The most important thing I learned in Kindergarten is ____."

El kindergarten está llegando a su final. iHa crecido de muchas maneras y ha aprendido mucho! Esta semana vamos a pensar en todas las formas en que actuó de manera segura, responsable y respetuosa este año.

¿Qué es lo más importante que aprendiste en Kindergarten? Copie y complete la oración, "Lo más importante que aprendí en Kindergarten fué ____".

June 19th Science

You have worked so hard as scientists this year! This week you are going to do some fun activities!

Today, try this awesome "Walking Water" experiment ---> [Walking Water Experiment](#)

¡Han trabajado tan duro como científicos este año! ¡Esta semana van a hacer algunas actividades divertidas!

Hoy, prueba este increíble experimento clic → [Walking Water Experiment](#)

<https://www.youtube.com/watch?v=hGwG-GZEfw>

June 19th Social Studies

Kindergarten is coming to an end. You have grown in many ways and learned so much! This week we are going to think about all of the ways you acted safe, responsible, and respectful this year.

What will you miss the most about being in Kindergarten? What are you excited to learn in first grade? Write about it using the sentence starters, "I will miss _____. I can't wait to learn _____ in first grade!"

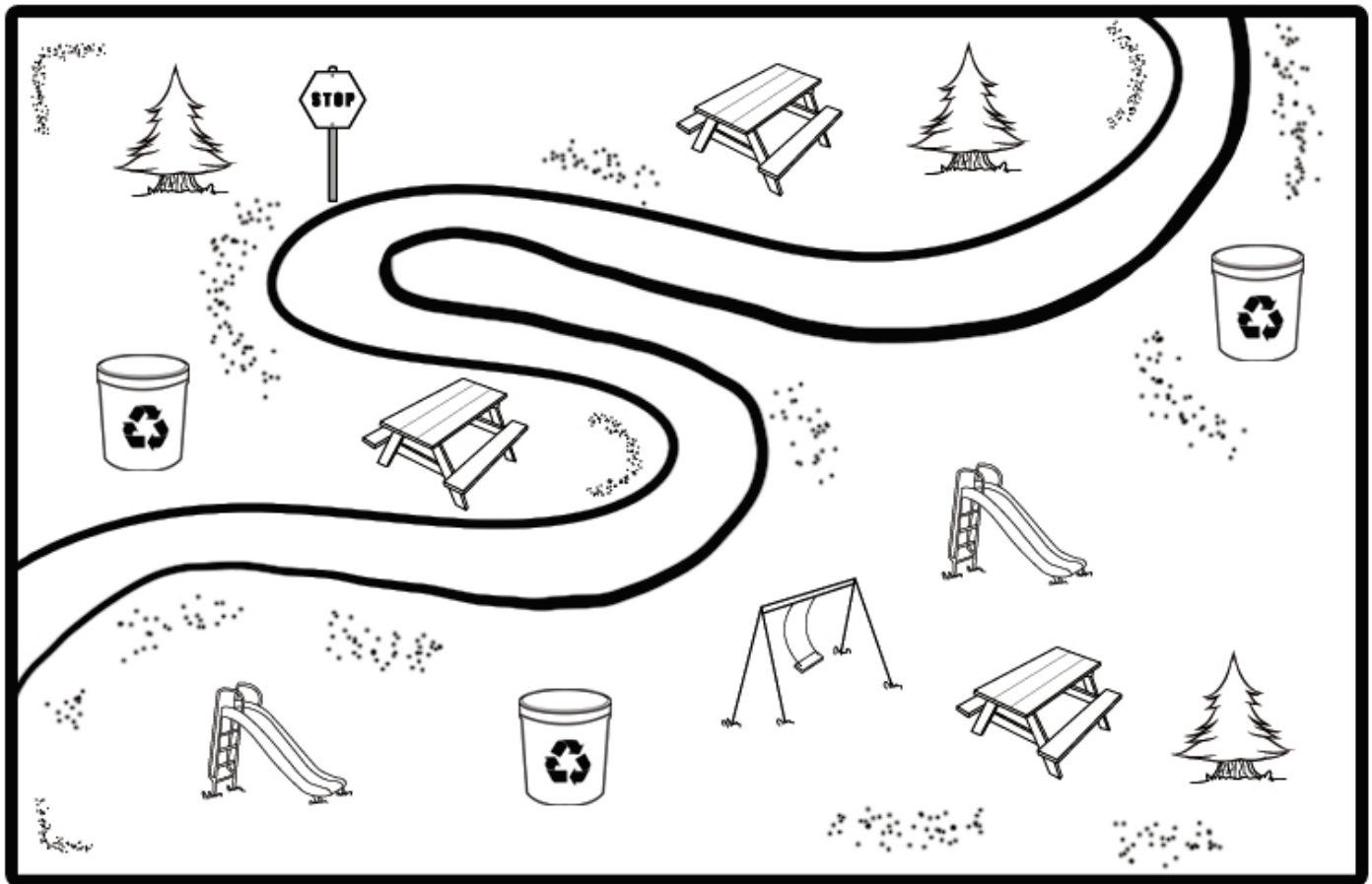
El kindergarten está llegando a su final. ¡Ha crecido de muchas maneras y ha aprendido mucho! Esta semana vamos a pensar en todas las formas en que actuó de manera segura, responsable y respetuosa este año.

¿Qué es lo que más extrañará de estar en Kindergarten? ¿Qué le emociona o le gustaría aprender en primer grado? Escriba sobre esto completando las oraciones: "Extrañaré _____. ¡No puedo esperar para aprender _____ en primer grado! "

Reading a Map

Study the map of the park. Then, complete the steps below.

1. How many picnic tables are in the park? _____
2. Draw a circle around the swings.
3. Color the trash cans blue.
4. Draw a triangle around the stop sign.
5. How many slides are in the park? _____



Map Key



Trash



Picnic Table



Stop Sign



Slide



Swings

ART – How to...

With Ms. Hoagland

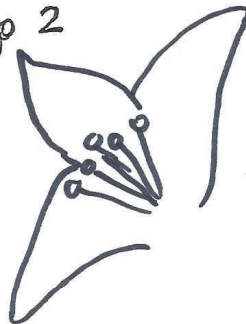


How to draw a flower

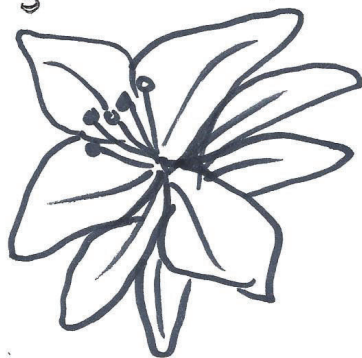
Step 1



Step 2



Step 3



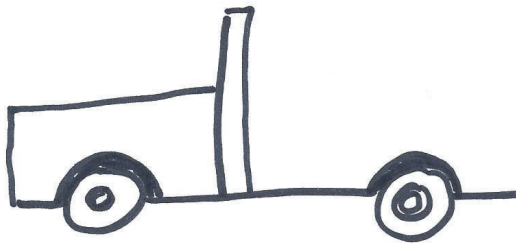
Step 4



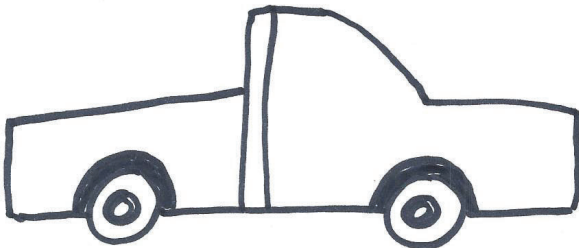
Step 1 How to draw
a truck



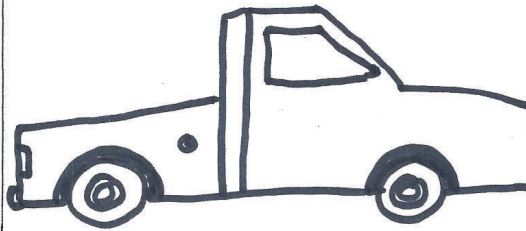
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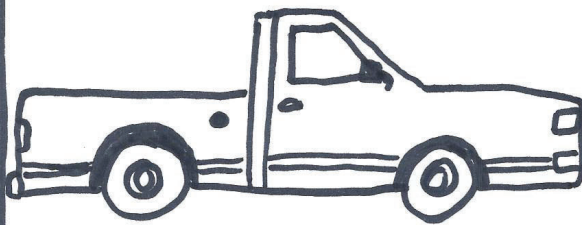
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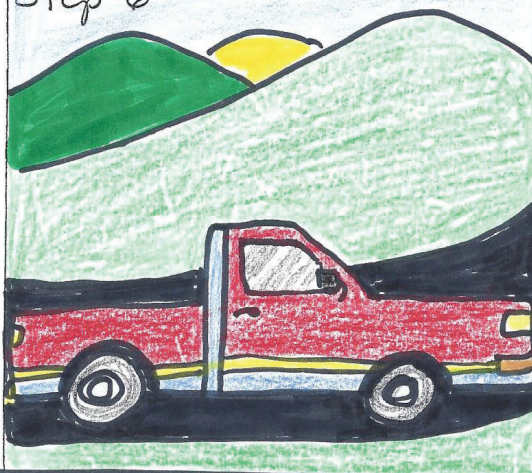
Step 4



Step 5

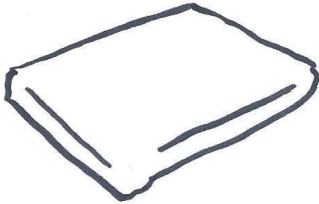


Step 6

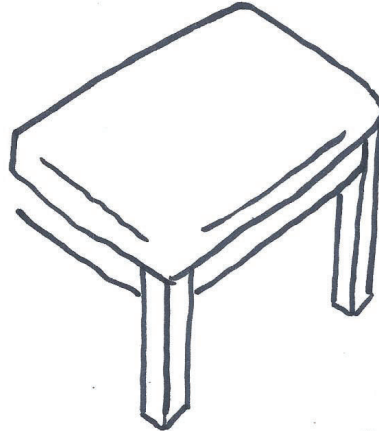


Step 1

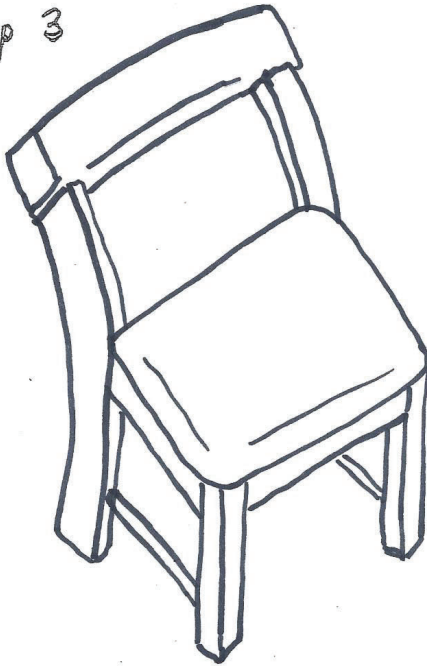
How to draw
a chair



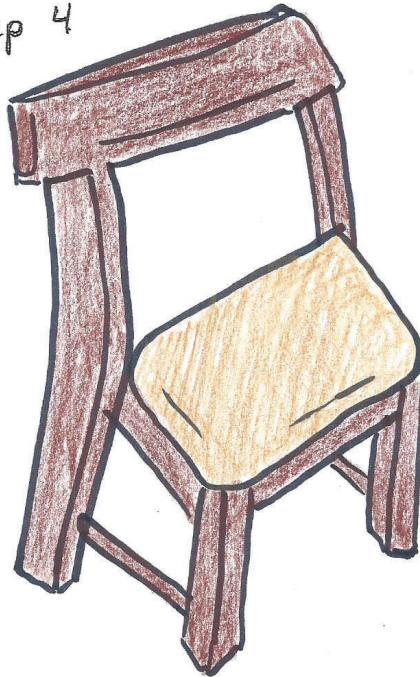
Step 2



Step 3

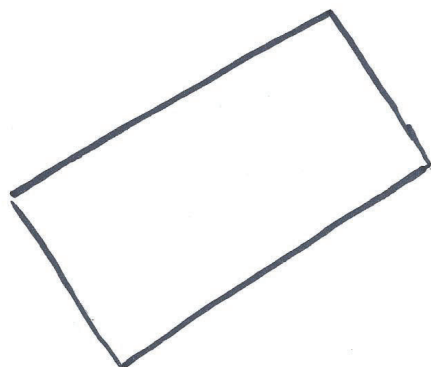


Step 4

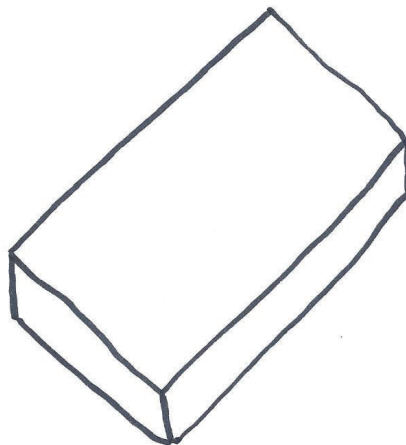


How to draw a bed

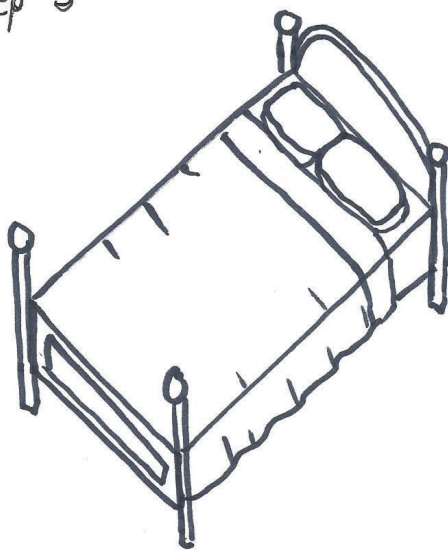
Step 1



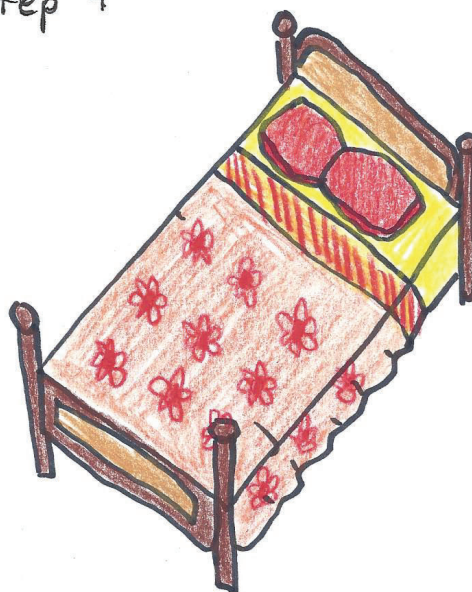
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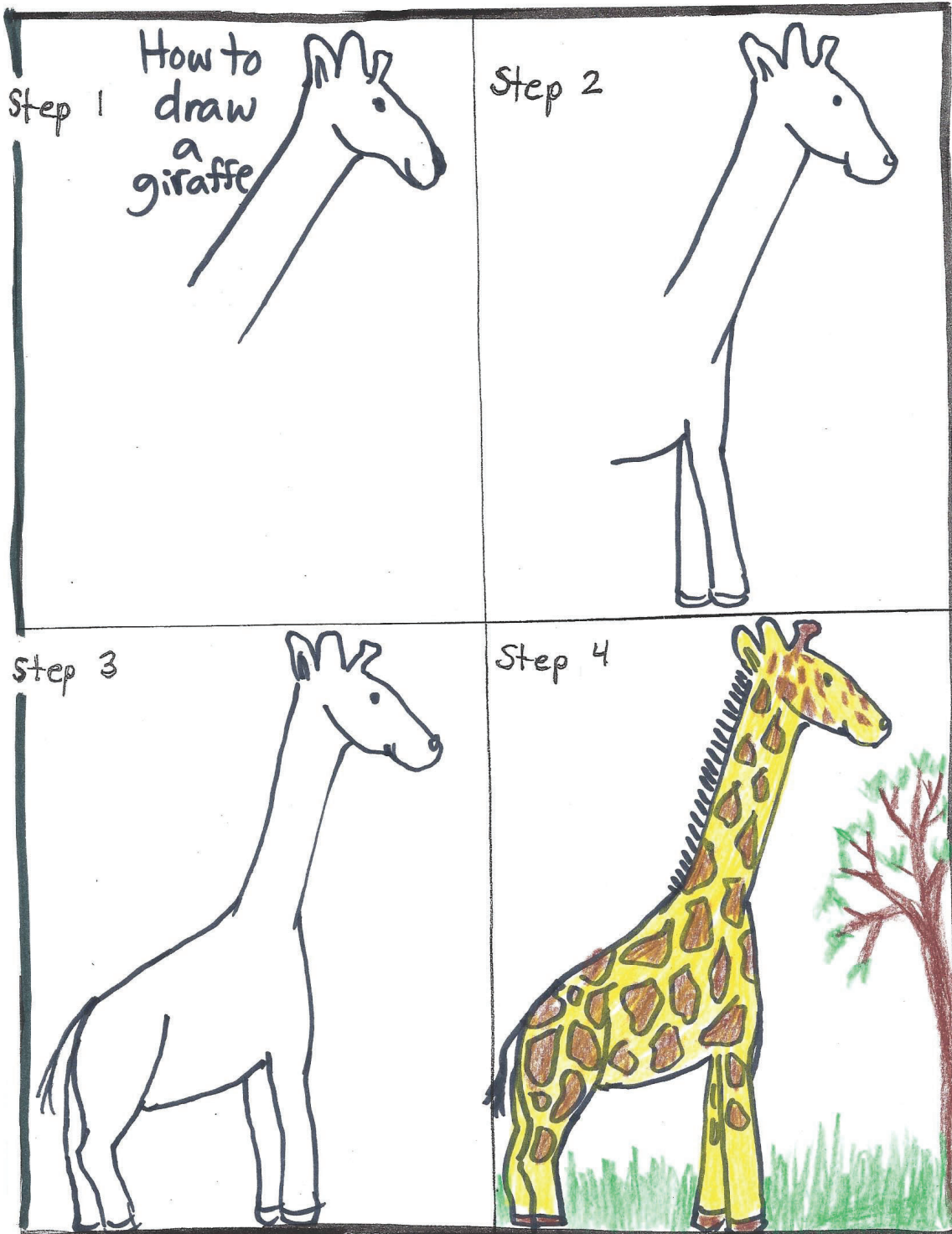


Step 3



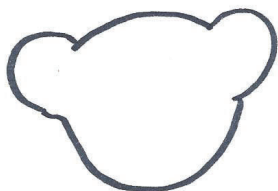
Step 4





How to draw a Koala

Step 1



Step 2



Step 3



Step 4



Mrs. Moffett's Music Class Assignment-May 13

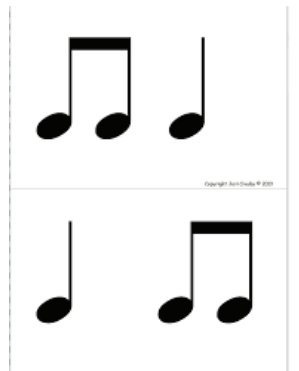
Hi Everyone!

Wednesday will be music day. I am thinking about you all the time. I hope that you are all safe and well. I miss you very much.

1.) Rhythm writing activity

Directions:

Practice writing the note symbols for the quarter note (Ta) and the paired eighth notes (ti-ti).



1. Clap the top rhythm? (ti-ti ta)
2. Clap the bottom rhythm (ta ti-ti)

Can you create a four beat rhythm pattern with the note symbols or words?

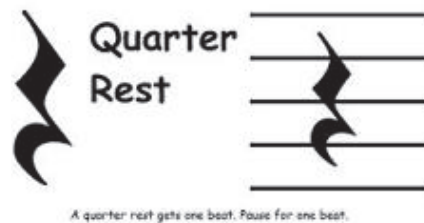
Ta = 1 beat Think of the Ta as a walk
ti-ti = 1 beat Think of the ti-ti as running

On a nice day, collect rocks to use as the note , and twigs or sticks can be used to make the stems. Make a ta and a ti-ti note symbol with your materials.

Singing assignment: Remember the song “If your happy and you know it?” Try thinking of some things that make you happy and sing the song during the day. Add some new movements to the song.

Have a great week. Stay safe and well.

Early one morning, Peter opened the gate and walked out into the meadow.



This week we will add the silent beat.

It is called the rest. We are going to add one silent beat. So, do not clap on the rest beat. It is quiet. Just open your hands apart and mouth the word “rest” when you see the note symbol for the rest. Try clapping these rhythm pattern

Click to enter text

Click to enter text

Click to enter text

Click to enter text

Can you think of any words that fit into a ta or ti-ti note?

For example: Spring is a Ta word because you clap once. Flowers are a ti-ti because you clap twice.

Write words from a favorite melody about the spring. Sing your song in the mirror.

PETER AND THE WOLF-Read the story and color the pictures. Additional information about the story and links to listen to the story with music are provided below the coloring pages. If you have computer access, color each picture as you listen to the event in the story.

Peter and the Wolf



"Hungry Wolves Are in the Forest."



"I'm Not Afraid of Any Wolf."

Coloring-Page.net



"Want to Go Hunting, Sasha?"

Coloring-Page.net



Coloring-Page.net

"We Can Catch Any Wolf."



Sonia the Duck

Coloring-Page.net



"We're Out to Hunt the Wolf."



Frightened Friends



"The Wolf!"



Curious Hunters



Peter and Ivan Have the Wolf



"Won't Grandfather Be Proud!"

Story Summary



Sergei Prokofiev wrote the story and composed the music for Peter and the Wolf in 1936. It was written in two weeks for a children's theatre in Moscow. He wrote the music as a child's introduction to the orchestra with each character being represented by an instrument or group of instruments. Peter and the Wolf was an immediate success and continues to be enjoyed today by children all over the world.

Beginning

The story is about a boy named Peter who lives with his grandfather. Grandfather does not want Peter going out of their garden because there are wolves around. One day Peter goes out the garden gate and sees a duck swimming in a nearby pond. The duck is arguing with a little bird. Peter sees a cat approaching and warns the little bird who flies up into a tree.

Middle

Just then, Peter's grandfather comes outside and scolds Peter for going out of the garden. They go back into the garden and Grandfather locks the gate. Soon a wolf does appear from the woods. The cat climbs a tree to escape the wolf, but the duck is swallowed by the hungry wolf. Peter gets a rope and climbs over the garden wall into a tree. The bird distracts the wolf by flying over his head while Peter lowers a noose and catches the wolf by his tail.

End

Hunters then come out of the woods and fire at the wolf but Peter stops them. They all bring the wolf to the zoo and at the end, the duck can be heard quacking in the wolf's stomach.

***** Additional Links:

WATCH AND HEAR THE STORY WITH INSTRUMENTAL THEMES THAT REPRESENT EACH CHARACTER IN THE STORY:

<https://youtu.be/wKgy5ztbXZU>

Mrs. Moffett's Music Class Assignment- June 3

Review of the Percussion family

Name _____

MATCHING: Match the instrument name to the picture.

1. MARACAS



2. HAND DRUM



3. GUIRO



4. TAMBOURINE



5. BELLS



6. BONGO



7. CABASA



8. Name one instrument you **TAP** _____

9. Name one instrument you **SHAKE** _____

10. Name one instrument you **SCRAPE** _____

MOVE LIKE THE MUSIC

Play some music. Use your iPod, radio, TV show, etc.

Listen to the music with some of your family members and talk about how it makes you feel.

Happy? Sad? Silly? Sleepy?

Repeat the activity with different types of music.

Poetry and music assignment:

Write 5 sentences starting with the words:

I like myself because_____.

Sing the words to a favorite Nursery Rhyme tune.

Can you name the instrument?



woodwind family
flute, oboe, English
horn bassoon,

1. **Circle the correct answer for the instrument .**
2. **Circle the correct answer for the family that it belongs to.**

Brass family
trumpet, french
horn, trombone,

percussion family
drum, tambourine, triangle

string family **violin, viola, cello, double bass**

Listen to some music and see if you can hear the instruments.
Pretend you are playing along on your instrument.

Moffett's Music Class Assignment -June 17



Violin



Viola



Cello



Double Bass

1. Circle the correct instrument family.

woodwind

brass

strings

percussion

2. Put a circle around the instruments that belong to the Brass Family.



Tuba



French Horn



Snare Drum



Timpani

3. Circle the Instrument that belongs to the String Family



Harp



Flute



Clarinet



Oboe

Name some instruments that belong to each family

Woodwinds

Strings

Percussion

Bass

Write a song about some fun things you want to do this summer.
You can use a melody to a song you know.

Draw some pictures of yourself doing things that you are looking forward to do this summer.

Hold up each picture as you sing the words in your song.

Have a great summer! I'M looking forward to seeing all of you again soon.

STAY SAFE AND HEALTHY.

I REALLY ENJOYED BEING YOUR MUSIC TEACHER THIS YEAR.

wishing you all the best,

Mrs. moffett

Woodside Music Teacher

MRS. MOFFETT



May

June

Name: _____ Teacher: _____

Purpose:

This calendar encourages families to become more physically active and take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions:

After a student completes a day's activity, an adult should place their initials and a check mark in the space provided. You are allowed to miss one day (activity) each week. If you do, place an "X" in the space instead of a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Take a walk.
	2	A kiwi has ~60mg of vitamin C. Do 60 air punches.
	3	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	4	Family Fun: Play your favorite physical education activity with your family.
	5	Do as many trunk-lifts as you can.
	6	Juggle a ball with your feet for 5 minutes.
	7	Perform jumping jacks while naming words that start with "M."
	8	Take a walk.
	9	1 cup of broccoli has ~60mg of calcium. Do 60 air kicks.
	10	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	11	Family Fun: Go to the park together.
	12	Do as many squats as you can.
	13	Spend 5 minutes tossing and catching a ball.
	14	Perform squats while someone calls out math problems for you to answer.
	15	Take a walk.
	16	Beans have ~500mg of potassium. Jog in place as you count to 500.
	17	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	18	Family Fun: Take turns selecting an exercise to do together.
	19	Do as many push-ups as you can.
	20	Spend 5 minutes volleying a balloon in the air.
	21	Hold a plank while naming all the cities that you can think of.
	22	Take a walk.
	23	Half a cup of blueberries has ~40 IU of Vitamin A. Do 40 plank-jacks.
	24	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	25	Family Fun: Build an obstacle course together.
	26	Do any workout you want!
	27	Pick any sports skill and practice it for (you guessed it) 5 minutes!
	28	Name as many muscles in the body as you can while jumping in place.
	29	Take a walk.
	30	A serving of spinach has ~20mg of magnesium. Do 20 squat-thrusts.
	31	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.

Remember

- Get adult permission before doing activities.
- Return this calendar to your teacher when it's done.

Name: _____ Teacher: _____

Purpose:

This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions:

After a student completes a day's activity, an adult should make a check mark and initial in the space provided. Each week, you are allowed to miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Spring into Action: Find someone to do 20 jumping jacks with you.
	2	Say your math facts while doing reverse lunges.
	3	Take a walk.
	4	Did you know soda has ~39 grams of sugar? Do 39 mountain climbers.
	5	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	6	Help a neighbor or friend with some spring cleaning!
	7	Do as many trunk-lifts as you can.
	8	Spring into Action: Find 2 people. Do 30 jumping jacks together.
	9	Do push-up shoulder taps while reciting your spelling words.
	10	Take a walk.
	11	Did you know ice cream has ~13 grams of fat? Do 13 squat thrusts.
	12	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	13	Using an old container, gather soil, and plant flowers seeds.
	14	Do as many squats as you can.
	15	Spring into Action: Find 3 people. Do 40 jumping jacks together.
	16	Perform squat-jumps while naming the continents.
	17	Take a walk.
	18	Did you know donuts have ~280 calories? Jog in place for a 280 count.
	19	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	20	Get 60 minutes of MVPA. You choose how!
	21	Do as many push-ups as you can.
	22	Spring into Action: Find 4 people. Do 50 jumping jacks together.
	23	Read a book while doing a wall sit.
	24	Take a walk.
	25	Did you know hot dogs have ~530 mg of sodium? Raise the roof 530 times!
	26	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	27	Invent a game and try it out!
	28	Do as many curl-ups as you can.
	29	Spring into Action: Find 5 people! Do 60 jumping jacks together.
	30	Spring into Action: Find someone to do 20 jumping jacks with you.

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.



LIBRARY LESSONS

Aesop was a Greek storyteller who lived over 2,000 years ago. He was a slave for part of his life. He was very smart and made up stories to teach children important lessons about living with others. Aesop's story characters were almost always animals that acted like people.

The Wolf & the Crane

A Wolf had been feasting too greedily, and a bone had stuck crosswise in his throat. He could get it neither up nor down, and of course he could not eat a thing. Naturally that was an awful state of affairs for a greedy Wolf.

So away he hurried to the Crane. He was sure that she, with her long neck and bill, would easily be able to reach the bone and pull it out.

"I will reward you very handsomely," said the Wolf, "if you pull that bone out for me."

The Crane, as you can imagine, was very uneasy about putting her head in a Wolf's throat. But she was grasping in nature, so she did what the Wolf asked her to do.

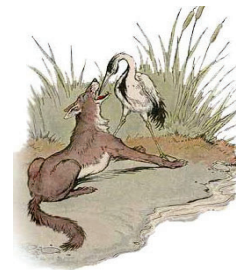
When the Wolf felt that the bone was gone, he started to walk away.

"But what about my reward!" called the Crane anxiously.

"What!" snarled the Wolf, whirling around. "Haven't you got it? Isn't it enough that I let you take your head out of my mouth without snapping it off?"

Which proverb do you think this story teaches?

- a). Kindness is never wasted.
- b). Expect no reward for serving the wicked.
- c). It is better to be poor and secure than rich and in danger



*If you chose b, you are correct. The wolf is not trustworthy so the Crane should not have expected him to keep his word.

The Lion and the Mouse

A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse. "Please let me go and some day I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

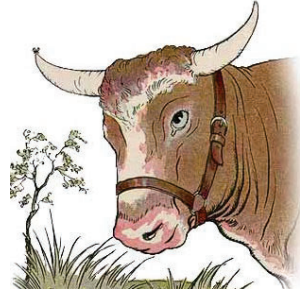
"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."



Which proverb do you think this story teaches?

- a). Kindness is never wasted.
- b). Expect no reward for serving the wicked.
- c). It is better to be poor and secure than rich and in danger.

*If you chose a, you are correct. The Lion was kind when he let the mouse go and then the mouse saved his life.



The Gnat & the Bull

A Gnat flew over the meadow with much buzzing for so small a creature and settled on the tip of one of the horns of a Bull. After he had rested a short time, he made ready to fly away. But before he left he begged the Bull's pardon for having used his horn for a resting place.

"You must be very glad to have me go now," he said.

"It's all the same to me," replied the Bull. "I did not even know you were there."

Lesson: We are often of greater importance in our own eyes than in the eyes of our neighbor.

In this story the gnat thinks he is disturbing the bull when really, the bull doesn't even notice him.

The moral (or lesson) of this story reminds us that what we are doing is not as important to others as it is to us.

* Can you remember a time when you did something embarrassing and you couldn't stop thinking about it afterwards? Draw a picture of what happened on the back of this sheet and write a few words about it. *

This is a good lesson to remember when something embarrassing happens like when you call your teacher "Mom" or trip over your shoelaces. It's really embarrassing to you and others notice it for a moment but then they move on to think about other things and forget all about your mistake. You should too!

The Plane Tree



Two Travellers, walking in the noonday sun, sought the shade of a wide-spreading tree to rest. As they lay looking up among the pleasant leaves, they saw that it was a Plane Tree.

"How useless is the Plane!" said one of them. "It bears no fruit whatever, and only serves to litter the ground with leaves."

"Ungrateful creatures!" said a voice from the Plane Tree. "You lie here in my cooling shade, and yet you say I am useless! So ungratefully do men receive their blessings!"

Moral (or lesson): *Our best blessings are often the least appreciated.*

The men in the story took the shade of the tree "for granted". Taking something for granted means you don't think about how lucky you are to have it. I think I took seeing my friends "for granted", but now that we have to stay home a lot, I really miss not spending time with my friends.

What is something you "took for granted" before the Coronavirus began and now you really miss? Write about it below.



The Crow & the Pitcher

In a spell of dry weather, when the Birds could find very little to drink, a thirsty Crow found a pitcher with a little water in it. But the pitcher was high and had a narrow neck, and no matter how he tried, the Crow could not reach the water. The poor thing felt as if he must die of thirst.

Then an idea came to him. Picking up some small pebbles, he dropped them into the pitcher one by one. With each pebble the water rose a little higher until at last it was near enough so he could drink.

Which moral (or lesson) do you think this story teaches?

- a). When you are faced with a problem, stop, look and think.
- b). It is better to give in than to come to harm by being stubborn.
- c). Look before you leap.

*If you answered a), you are correct. Take the time to stop and think and your great brain can often come up with a solution. If not, ask a trusted adult to help you think about the problem.

The Two Goats

Two Goats, playing on the rocky steeps of a mountain valley, chanced to meet, one on each side of a deep chasm through which poured a mighty mountain torrent. The trunk of a fallen tree formed the only means of crossing the chasm, and on this not even two squirrels could have passed each other in safety. The narrow path would have made the bravest tremble. Not so our Goats. Their pride would not permit either to stand aside for the other.

One set her foot on the log. The other did likewise. In the middle they met horn to horn. Neither would give way, and so they both fell, to be swept away by the roaring torrent below.

In this story, the two goats meet on a thin log over a dangerous chasm. Neither goat will back up so that the other goat can pass by. Soon they both fall into the river.

If you were one of the goats, what would you do?

