K2 Week 11

(5/25/20-5/29/20)

The grid below displays the content for your child to complete daily. Below you will also find a parent letter explaining the content that will be taught and provides more information about some projects your child can work on this week, as well as additional resources your child can work on that will supplement their learning.

***Reminder:** your child can attend **3 Zoom Sessions** with their teachers! Look for the times below. Don't forget to submit your photo challenge pictures!* *Video Explaining Week 11*

	**Weekly Photo Challenges - Send to your teacher's email or through the Class Dojo App** • Send in a photo of your child's "Measuring with Hands" Project. • Send in a photo of your child completing the science project on weight & capacity. • Send in a video of your child writing the beginning letter of their name using their body (check out the Alphabet Workout video for help).
	**Sing these songs daily:** • Alphabet Workout • Story Elements Song • Teen Number Song • Count to 120 by 1's

	Monday 5/25/20	Tuesday 5/26/20	Wednesday 5/27/20	Thursday 5/28/20	Friday 5/29/20
Daily Content	**Memorial Day Holiday No School**	1. Attend either the AM or PM **Phonics Zoom Lesson** for your class: Gateway: 9:30AM or 1:30PM Prospect: 9:00AM OR 3:00PM Webster: 9:30AM OR 2:00PM	1. Watch the **Network Math Video** from Ms. Fullerton: K2 Math Lesson Measurement	1. Attend either the AM or PM **Math Zoom Lesson** for your class: Gateway: 9:30AM or 1:30PM Prospect: 9:00AM OR 3:00PM Webster: 9:30AM OR 2:00PM	1. Attend either the AM or PM **Culture Building Zoom Lesson** for your class: Gateway: 9:30AM Prospect: 9:00AM Webster: 9:30AM
		2. Watch your teacher's **Tuesday Youtube Video**- check your email or DoJo.	2. Complete the **"How Many Hands Tall Am I?"** project (see instructions below).	2. Complete the **Math Scavenger Hunt Activity** (see worksheet below).	2. Watch the **Network PE Video** from Mr. Shields: PE Get Your Bodies Jumping
		3. Watch the **Network Science Video** from Ms. Flynn: Science with Ms. Flynn!	3. Watch the **Network Spanish Video** from Mrs. Melendez: K2 Spanish Lesson	3. Watch the **Network Phonics Video** from Ms. Hale: Ms. Hale's Phonics Video	3. Go on ST Math for 30 Minutes.
		4. Complete the Lego Measurement craft.	4. Go on ST Math for 30 minutes.		4. Play the online game: Measurement Game
Reading		Read for 20 minutes every day and complete a reading log below. Choose a book from home or log on to Reading A-Z https://www.raz-plus.com/. Practice reading & spelling your sight words: Sight Word Lists Students can also practice by playing sight word games Sight Word Games.			
Science		Check out these websites for kids and do some exploring on your own! https://www.exploratorium.edu/ https://kids.nationalgeographic.com/ https://www.thamesandkosmos.com/index.php/educators/scienceathome https://www.kiwico.com/blog/2020/03/14/activities-for-5-8-year-olds-at-home/ https://mysteryscience.com/school-closure-planning			
Enrichment		Keep your body moving and your creativity flowing with these additional resources: http://disneyjunior.disney.com.au/games https://www.funbrain.com/			

		http://www.nickjr.com/ https://www.virtualfieldtrips.org/video-library/videos-by-grade/ https://www.artforkidshub.com/ https://www.brainpop.com/artsandmusic/ https://www.gonoodle.com/ https://www.cosmickids.com/category/watch/ https://switchzoo.com/

K2 Semana 11

(5/25/20 – 5/29/20)

La siguiente tabla muestra el contenido que el alumno debe completar diariamente. Encontrará abajo una carta para los padres que explica el contenido que se enseñará y proporciona más información sobre algunos proyectos en los que su hijo/a puede trabajar esta semana, así como recursos adicionales en los que su hijo/a puede trabajar que complementarán su aprendizaje.

Por favor note: ¡a partir de esta semana, ***su hijo/a debe asistir a 3 Sesiones de Zoom*** *con sus profesores! Busque los horarios a continuación. ¡No olviden enviar sus fotos de su hijo/a's trabajo al el correo electrónico de la maestra o a ClassDojo!* Semana 11 Video

	**Reto Semanal de Foto – Envie al correo de sus maestras o a través de ClassDojo App** ● Envíe una foto del proyecto "Medir con las manos". ● Envíe una foto del estudiante completando el proyecto de ciencia sobre peso y capacidad ● Envía un video escribiendo la letra inicial de tu nombre con tu cuerpo (mira el video de Entrenamiento de Alfabeto (Alphabet Workout) para ayuda)
	**Cante estas canciones diariamente:** ● Entrenamiento del alfabeto Alphabet Workout ● Canción de elementos de la historia Story Elements Song ● Canción de números 13 al 19 Teen Number Song ● Cuenta hasta 120 por 1 Count to 120 by 1's

	Lunes 5/25/20	Martes 5/26/20	Miercoles 5/27/20	Jueves 5/28/20	Viernes 5/29/20
Contenido Diario	**Día Conmemorativo Día Feriado**	1. Asiste a la **lección de ZOOM de fonética AM o PM** para su clase: Gateway: 9:30AM o 1:30PM Prospect: 9:00AM o 3:00PM Webster: 9:30AM o 2:00PM	1. Vea el video **de Matemáticas de la Srta. Fullerton:** K2 Math Lesson Measurement	1. Asiste a la **lección de ZOOM de Matemáticas AM o PM** para su clase: Gateway: 9:30AM o 1:30PM Prospect: 9:00AM o 3:00PM Webster: 9:30AM o 2:00PM	1. Atienda la sesión de **Edificación Cultural vía Zoom** con su clase: Gateway: 9:30AM Prospect 10:30AM Webster: 9:30AM
		2. Mira el video de su maestro en **Youtube para el Martes** en DoJo.	2. Completa el **"¿Cuántas manos de altura tengo?"** proyecto (vea las instrucciones a continuación).	2. Completar la actividad de **Búsqueda del Tesoro de Matemáticas** (ver hoja de trabajo abajo).	2. Vea el **video de educación física** del Sr. Shields: PE Get Your Bodies Jumping
		3. Vea el video de la **Sra. Flynn sobre la ciencia:** Science with Ms. Flynn!	3. Vea el **video de la Sra. Meléndez de Español:** K2 Spanish Lesson	3. Vea el **video de fonética** de la Sra. Hale: Ms. Hale's Phonics Video	3. Vaya a ST Math por 30 minutos:

		4. Completar la actividad: Lego Measurement craft	4. Vaya a ST Math por 30 minutos.		4. Juego de medidas: Measurement Game
Lectura	Lea por 20 minutos todos los días y complete el registro de lectura abajo. Escoja un libro de casa o entre a Reading A-Z https://www.raz-plus.com/. Practique leer/deletrear sus palabras de vista: SightWordLists Su hijo/a también puede practicar jugando juegos de palabras a primera vista: Sight Word Games.				
Ciencias	Revise estos sitios web para niños y explórelos! https://www.exploratorium.edu/ https://kids.nationalgeographic.com/ https://www.thamesandkosmos.com/index.php/educators/scienceathome https://www.kiwico.com/blog/2020/03/14/activities-for-5-8-year-olds-at-home/ https://mysteryscience.com/school-closure-planning				
Enriquecimiento	Mantenga su cuerpo en movimiento y su creatividad fluyendo con estos recursos adicionales: http://disneyjunior.disney.com.au/games https://www.funbrain.com/ http://www.nickjr.com/ https://www.virtualfieldtrips.org/video-library/videos-by-grade/ https://www.artforkidshub.com/ https://www.brainpop.com/artsandmusic/ https://www.gonoodle.com/ https://www.cosmickids.com/category/watch/ https://switchzoo.com/				

Letter to Parents Explaining this Week's Content
Carta Para Los Padres Explicando El Contenido De Esta Semana

Due to the Memorial Day Holiday on Monday, May 25th we will not have any remote learning plans.
Debido al día feriado, el Lunes 25 de Mayo no tendremos ningún plan de aprendizaje a distancia.

MATH

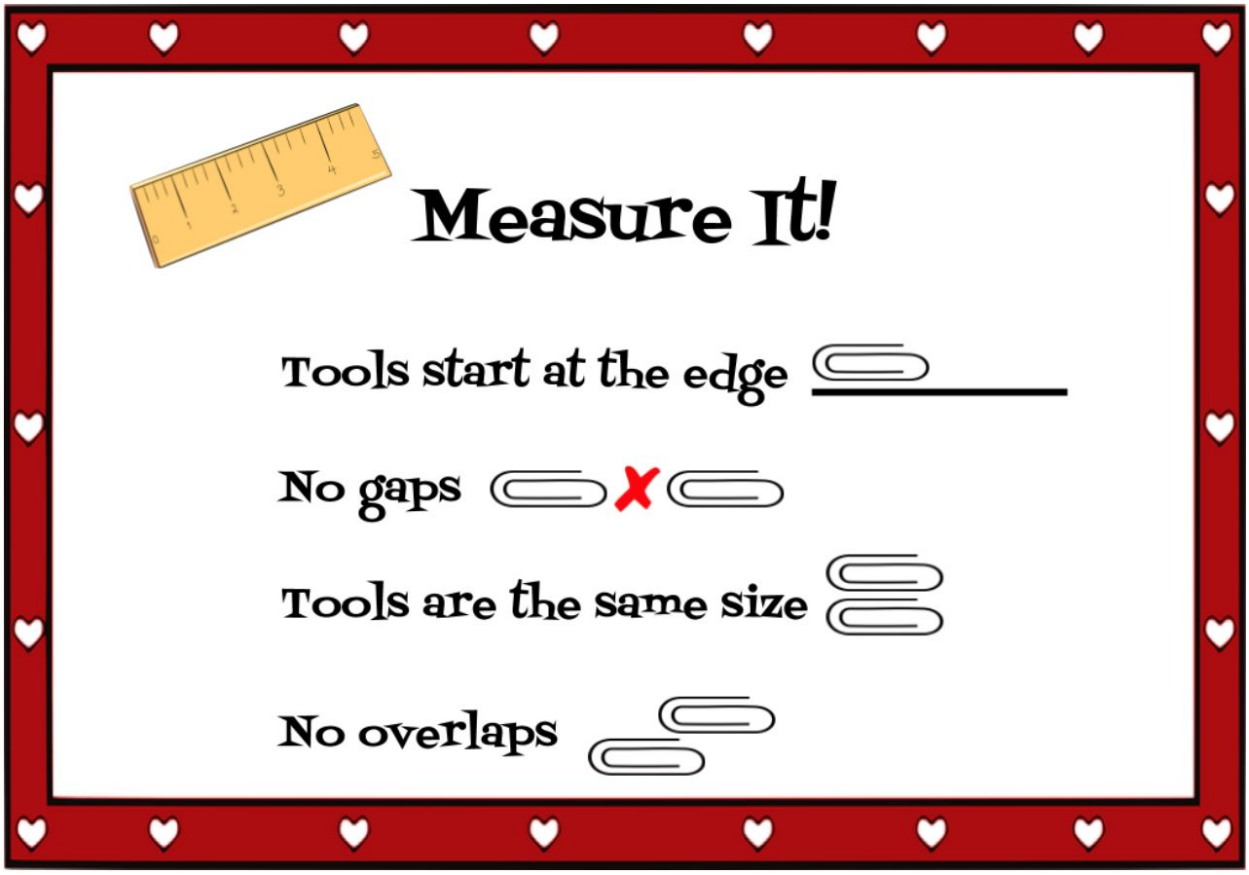
This week your child will be introduced to the topic of Measurement. In Kindergarten, your child will need to describe measurable attributes of objects, such as their length, weight, height, or capacity. Students will also need to be able to directly compare two objects with a measurable attribute in common. For example, directly compare the heights of two children and describe one child as taller and the other as shorter. Students will also need to be able to directly compare 3 or more objects using the terms, short, shorter, shortest OR long, longer, longest OR tall, taller, tallest. Here is a great website for your child to use to strengthen their measurement skills: Measurement Games

In Kindergarten, students will also have to understand that you can measure objects by using many different types of tools. Students can measure how long or tall something is by using crayons, pencils, paperclips, cubes, coins, etc. In order to understand how to use different tools to measure objects, we included this anchor chart that helps to illustrate some of the rules of Measurement!

MATEMÁTICAS:

Esta semana su hijo/a será introducido al tema de Medida. En el jardín de infancia, su hijo/a tendrá que describir los atributos medibles de los objetos, como su longitud, peso, altura o capacidad. Los estudiantes también necesitarán ser capaces de comparar directamente dos objetos con un atributo medible en común. Por ejemplo, comparar directamente las alturas de dos niños y describir a un niño como más alto y al otro como más bajo. Los estudiantes también deberán ser capaces de comparar directamente 3 o más objetos usando los términos: corto, más corto, más corto O largo, más largo, más largo O alto, más alto, más alto. Este es un sitio web para que su hijo/a lo utilice para fortalecer sus habilidades de medida: Measurement Games

En el jardín de infancia, los estudiantes también tendrán que entender que se pueden medir los objetos utilizando muchos diferentes tipos de herramientas. Los estudiantes pueden medir la longitud o la altura de algo usando crayones, lápices, clips, cubos, monedas, etc. Para entender cómo utilizar diferentes herramientas para medir objetos, incluimos este gráfico de anclaje que ayuda a ilustrar algunas de las reglas de medición!



The project your child will be completing this week is called **How Many Hands Tall Am I?** This project will help your child to understand that you can measure things using different tools! The tool used in the project will be cut-outs of your child's hand. Look for more information on this fun project below!

This week your child will also be completing a Measurement Scavenger Hunt (see below), where they will strengthen their knowledge of length and height.

El proyecto que su hijo/a completarán esta semana se llama **¿Cuántas manos mido de altura?** Este proyecto ayudará a su hijo/a a entender que puede medir cosas usando diferentes herramientas! La herramienta utilizada en el proyecto será el recorte de la mano de su hijo/a. Busque más información sobre este divertido proyecto a continuación!

Esta semana su hijo/a también completarán una **Búsqueda de Tesoro de Medidas** (vea abajo), donde reforzarán su conocimiento sobre la longitud y la altura.

Here are some questions you can ask your child:
Aqui estan preguntas que le pueden hacer a su hijo/a:

- Ask your child to measure different items in your home using different tools (ex. use pencils to measure how long the microwave is; use coins to measure how tall the cereal box is; use crayons to measure how long the piece of paper is, etc.)/ Pídale a su hijo/a que mida diferentes artículos en su casa usando diferentes herramientas (por ejemplo, use lápices para medir la longitud del microondas, use monedas para medir la altura de la caja de cereal, use crayones para medir la longitud del papel, etc.)
- What tool can you use to measure this object?/¿Qué herramienta puedes usar para medir este objeto?

- Which one is longer? Which one is shorter?/¿Cuál es más largo? ¿Cuál es más corto?
- Who is the tallest? Who is the shortest?/¿Quién es el más alto? ¿Quién es el más bajo?
- Which object is heavier? Which is lighter?/¿Cuál es el objeto más pesado? ¿Cuál es más ligero?
- Which container can hold more? Which one can hold less?/¿Qué contenedor puede contener más? ¿Cuál puede contener menos?

In kindergarten, students need to develop a strong foundation with numbers in order to grow their math skills. To practice number skills this week, please have your child listen to the songs to help them write teen numbers, and count all the way to 120.

- Teen Number Song
- Count to 120 by 1's

We have also included additional measurement worksheets below, which are optional.

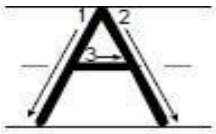
En el jardín de infantes, los estudiantes necesitan desarrollar una base sólida con los números para aumentar sus habilidades de matemáticas. Para practicar las habilidades numéricas esta semana, su hijo/a puede usar las canciones listadas para ayudar a escribir números del 13 al 19, y contar hasta 120.

- Canción de números 13 al 19
- Contar hasta 120

También hemos incluido hojas de trabajo de medidas adicionales al final de este plan de lecciones, que son opcionales.

ELA/LECTURA

Uppercase Letter Writing Guide/Guía para escribir letras mayúsculas:



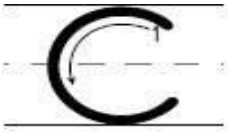
Start on the top line.

1. diagonal left (lift)
2. diagonal right (lift)
3. line across



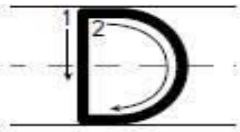
Start on the top line.

1. long line down (lift)
2. half a circle to the right
3. half a circle to the right



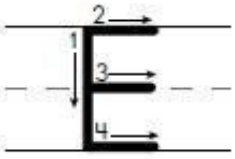
Start just below the top line.

1. most of a circle to the left



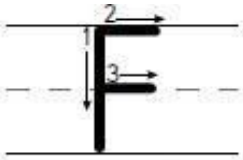
Start on the top line.

1. long line down (lift)
2. half a circle to the right



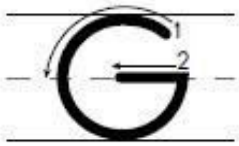
Start on the top line.

1. long line down (lift)
2. line across (lift)
3. line across (lift)
4. line across



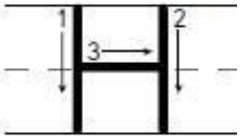
Start on the top line.

1. long line down (lift)
2. line across (lift)
3. line across



Start just below the top line.

1. most of a circle to the left
2. line across



Start on the top line.

1. long line down (lift)
2. long line down (lift)
3. line across

During our Phonics lesson this week we will focus on learning how to write uppercase letters for the first 8 letters of the alphabet: 'A', 'B', 'C', 'D', 'E', 'F','G' 'H'. This week we will also read two new stories from the decodable reader *Sam "*The Van*" and "*On the Bus.*"* The stories we will read are included below with comprehension questions. In these stories, we will practice reading words with apostrophes and what an apostrophe means in text as well as previous and new tricky words. Our new tricky word for this week is: *was*. We will also continue reviewing the previous tricky words *the, a, of*, and *all*, *one* and *from*. Please see below to find the sight words along with the videos for each sight word.

Durante nuestra lección de Fónica de esta semana nos enfocaremos en aprender a escribir letras mayúsculas para las primeras 8 letras del alfabeto: "A", "B", "C", "D", "E", "F", "G" Y "H". Esta semana también leeremos dos historias nuevas del libro Sam "La Camioneta" y "En el Autobús". Las historias que leeremos se encuentran a continuación con preguntas de comprensión. En estas historias, practicaremos la lectura de palabras con apóstrofes y lo que significa un apóstrofe en el texto, así como las palabras difíciles anteriores y nuevas. Nuestra nueva palabra difícil para esta semana es: era, fue. También seguiremos revisando las anteriores palabras difíciles la, a, de, y todas, una y desde. Por favor, vean a continuación para encontrar las palabras clave junto con los videos de cada palabra clave.

Of (de)	**A (a)**	**all (todos)**	**The (el)**	**One (uno)**	**From (desde)**	**Was (era,fue)**
Click on Video for "of "	Click on the video for "a"	Click on the video for "all"	Click on the video for "the"	Click video for "one"	Click video for "from"	Click on the video for "was"

Students need to know the following sight words: Sight Word Lists To make it fun to practice have your child practice spelling their sight words by spraying shaving cream on a cookie sheet. Students can write their sight words into the shaving cream saying the letters as they go. For example, “t-h-e” spells the.

Los estudiantes deben saber las siguientes palabras de vista: Lista de Palabras de vista Para que sea divertido hacer que los estudiantes practiquen la ortografía de las palabras de vista rociando crema de afeitar en una hoja de galletas. Los estudiantes pueden escribir sus palabras de la vista en la crema de afeitar diciendo las letras sobre la marcha. Por ejemplo, "t-h-e" deletrea the.

READING/LECTURA:

What should my kindergartener be doing to practice reading?

It is really important to make sure your child is reading every day. The two stories found in the resources below are stories that they will read with their teachers in their video (listed above in the grid) and in their Phonics Zoom class. Make sure to have your child re-read the stories to you multiple times to build their confidence, fluency, & expression!

¿Que debe practicar el estudiante de jardín de infantes para lectura?

Es muy importante asegurarse de que su hijo/a esté leyendo todos los días. Las dos historias que se encuentran en los recursos abajo son historias que ellos leerán con sus maestros en la lección de video llamada fonética de Zoom. Asegúrese de que su hijo/a le lea las historias varias veces para aumentar su confianza, fluidez y expresión!

What sounds should my Kindergartener Know?

At this point in the school year your child should know **all of their letter names and sounds & they should know the sounds that the digraphs ch, sh, th, ng, and qu make**. If your child needs more help with their letter & digraph sounds you can have them watch the beginning of Ms. Hale’s Phonics Video (**Click on Ms. Hale's Phonics Video**) again and you can help them create flashcards so that your kindergartener can review these sounds daily.

¿Que sonidos debe saber el estudiante de jardín de infantes?

En este momento del año escolar su hijo/a debe saber **todos los nombres de las letras y los sonidos y debe saber los sonidos que hacen los diagramas ch, sh, th, ng y qu**. Si su hijo/a necesita más ayuda con los sonidos de las letras y los diagramas, puede ver el principio del video de la Srta. Hale (**Click on Ms. Hale's Phonics Video**) otra vez y puede ayudar a crear tarjetas de memoria para que ellos pueda revisar estos sonidos diariamente.

What kind of words should my kindergartener be reading?

Students should be able to read -cvc words or three letter words like ***pat, bed, and pit*** with relative ease. In March, kindergarteners were being introduced to reading **4 and 5 letter words** like ***chip, slip, melts, and brings.*** These words might be a bit harder for students but our online programing will help them start to become more confident reading these 4 and 5 letter words!

¿Que palabras debe estar leyendo el estudiante de jardín de infantes?

Los estudiantes deben ser capaces de leer palabras de tres letras como **"pat", "bed", y "pit"** con mucha facilidad. En Marzo, los estudiantes fueron introducidos a la lectura de palabras de 4 y 5 letras como **chip, slip, melts, y brings**. ¡Estas palabras pueden ser un poco más difíciles para los estudiantes, pero nuestra programación en línea ayudará a los estudiantes a empezar a tener más confianza en la lectura de estas palabras de 4 y 5 letras!

By the end of first grade we expect students to be able to read the words on our Sight word list fluently: Sight Word Lists We start practicing sight words in kindergarten and expect students to read about ½ the words on the list so that by grade 1 they are ready to continue learning and building a strong foundation for reading. Students should practice reading their sight words daily. We call them sight words

or tricky words because they don't follow the typical sound patterns your students have learned. These words are also frequently found in most books. If students can read these words quickly then they will have an easier time reading longer text!

Al final del primer grado esperamos que los estudiantes puedan leer las palabras de nuestra lista de palabras de la vista con fluidez: **Sight Word Lists** Comenzamos a practicar las palabras a la vista en el jardín de infantes y esperamos que los estudiantes lean sobre ½ las palabras de la lista para que en el primer grado estén listos para continuar aprendiendo y construyendo una base sólida para la lectura. Los estudiantes deben practicar la lectura de las palabras de la vista diariamente. Las llamamos palabras de la vista o palabras difíciles porque no siguen los patrones de sonido típicos que los estudiantes han aprendido. Estas palabras también se encuentran frecuentemente en la mayoría de los libros. Si los estudiantes pueden leer estas palabras rápidamente, ¡tendrán más facilidad para leer textos más largos!

Science/Ciencias:

Students will review content of last week's video on **buoyancy and density** and connect it with new content about weight and capacity. Students will then take part in weighing objects on a scale and will end with a fun capacity activity to try at home with their families!

Los estudiantes revisarán el contenido del video de la semana pasada sobre la **flotabilidad y la densidad** y lo conectarán con el nuevo contenido sobre el peso y la capacidad. Los estudiantes participarán en el pesado de objetos en una balanza y terminarán con una divertida actividad de capacidad para probar en casa con sus familias.

Materials needed for this week's lessons
Materiales que necesitan para la lección de esta semana

Math Materials/Materiales de Matemáticas

How Many Hands Tall Am I?

Measuring with kind hands and acts of kindness

Materials needed:
Colored paper, Scissors, Marker, Pencil

Step 1: Place your child's hand on a piece of paper. Have them trace their hand on the paper.



Step 2: Make enough hands to measure with (between 15-25).



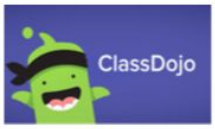
Step 3: Help your child write ways they can be kind to others on each of the hands they cut out.



Step 4: Have your child lay straight on the floor, and use the hands to help measure how many hands tall they are



Step 5: Take a picture and send the picture to your child's classroom teachers on class dojo!



Proyecto de Matematicas

¿Cuántas manos soy alto?

Midiendo con Manos Amables y Actos de Bondad

Materiales: papel de color, tijeras, marcadores y lápiz

Paso 1: Coloque la mano de su hijo/a en el papel y haga que tracen su mano. Cortar cada mano.

Paso 2: Haz suficientes manos para medir (como 15 a 20).

Paso 3: Haga que su hijo/a escriba maneras de ser amable con los demás en cada mano cortada.

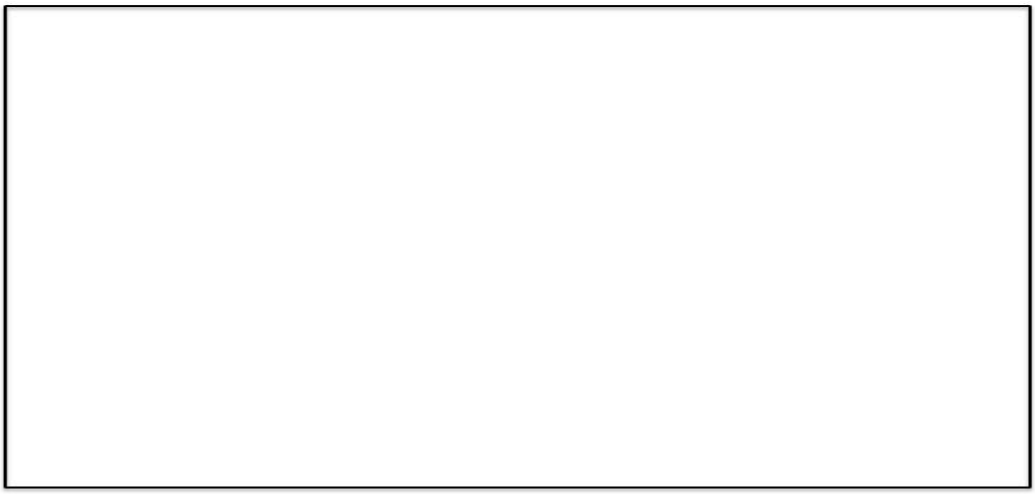
Paso 4: Haga que su hijo/a se acueste en el piso, y usando las manos recortadas mida qué tan alto es.

Paso 5: Tome una foto de su hijo/a que muestre su altura con las manos recortadas y envíe una fotografía al maestra a través de ClassDojo.

Name: _____ Date: _____

How Many Hands Tall Am I?

Draw a picture of how you used hands to measure yourself!



I am _____Hands Tall.

¿Cuántas manos soy alto?
Pídale a su hijo que dibuje cómo utilizó las manos para medirse.

Name: _____

measurement scavenger hunt



Directions: Work with your partner to complete each of the scavenger hunt tasks below.

TASK 1:
Find something longer than 4 paper clips long in your house.

_____

is **longer** than 4 paper clips.

TASK 2:
Find something shorter than 20 paper clips long.

_____

is **shorter** than 20 paper clips.

TASK 3:
Find something taller than you.

_____

is **taller** than me



Name Date

Handwriting Practice – Capital Letters

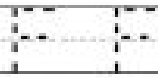
A 

B 

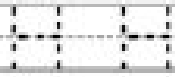
C 

D 

E 

F 

G 

H 

Letter G Alphabet Tracing Worksheet

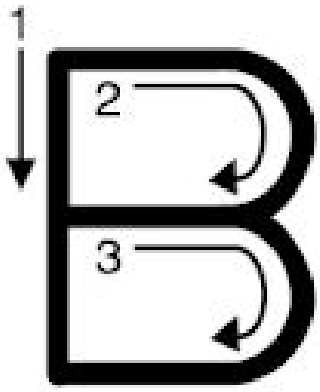
Uppercase Letter

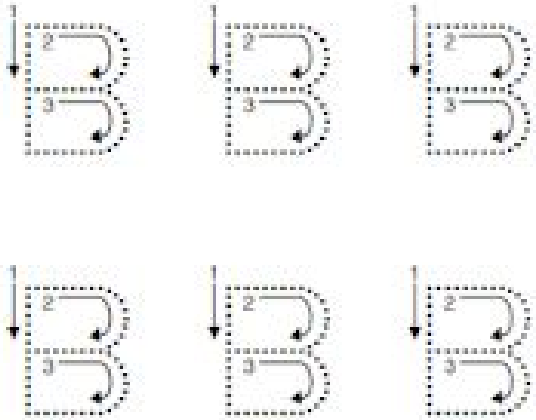
Name _____

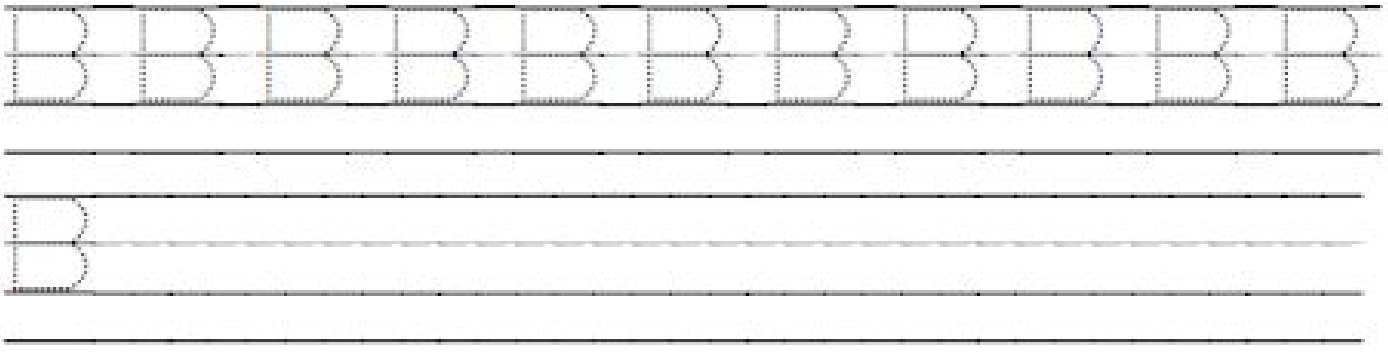
G



DoozyMoo.com © Doozy Moo







EarlyLearning.MomTrusted.com

Name _____



Name : _____

was Sight Word Practice



"Trace the letter with your finger. Trace the letters with pencil"

was

was

was

was

Fill the missing letter:

_as

w_s

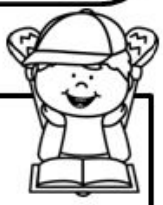
_a_

Color the word was

there	brown	he	ride
was	was	was	was

read & write

How was your day?



Smart Lady

© Smart Lady 2017

These are Uppercase/Lowercase Memory Cards. Only use letters A-H this week. Keep the rest for future weeks.

Estas son tarjetas de memoria en mayúsculas/minúsculas. Solo use letras A-H esta semana. Guarde el resto para las próximas semanas.

A	B

C	D
E	F

G	H
I	J

K	L
M	N

O	P
Q	R

S	T
U	V

W	X
Y	Z

a	b
c	d

e	f
g	h

i	j
k	l

m	n
o	p

q	r
s	t

u	v
w	x

y	z

The following stories are the stories that your child will read during their lesson this week. Have them re-read the stories for fluency and answer the comprehension questions.
Las siguientes historias son las historias que su hijo/a leerán durante sus leccion esta semana. Haga que ellos vuelvan a leer las historias por fluidez y respondan las preguntas de comprensión.

The Van

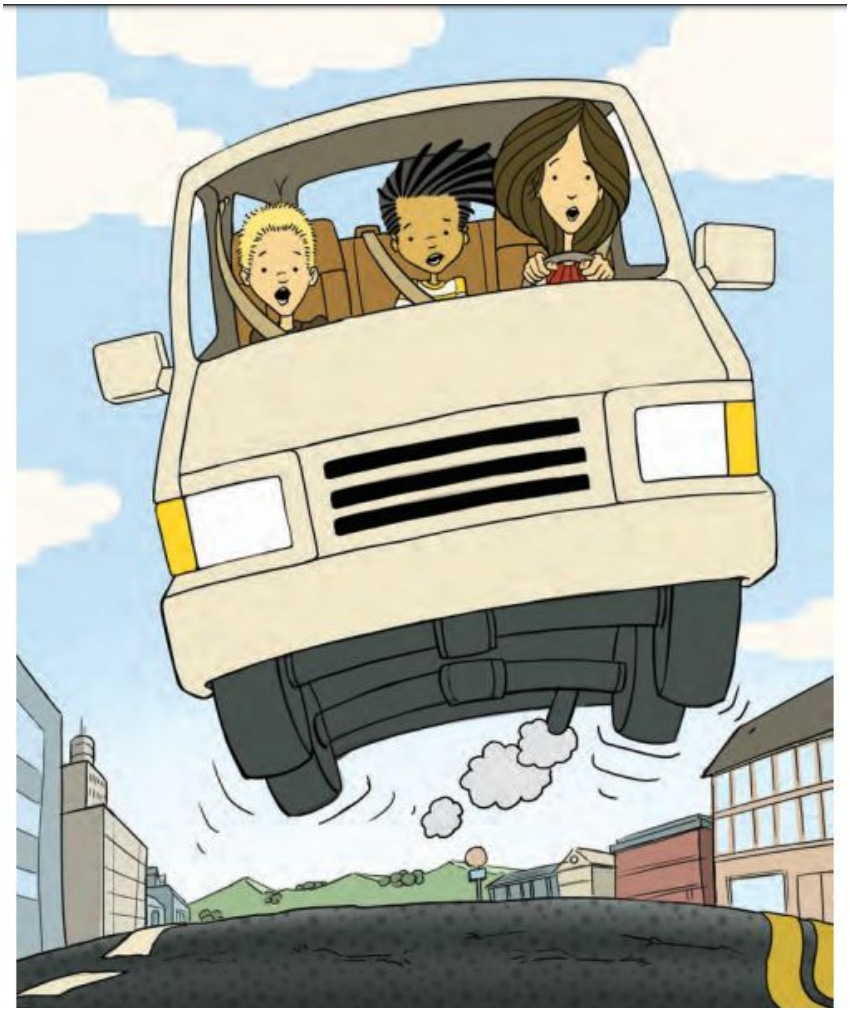
Sam's mom has a van.

Sam is in the van.

Sam and his mom got his pal, Chad.

Then the van hit a big bump.

The van will jump up, up, up.



Then, slam!

The van hit the land.

Crash!

Smash!

Crunch!

Snap!

Pop!



The van was bent.

The van had lots of dents.

The van did not run.



Sam's mom got a fix-it man.

The fix-it man had a big fix-it kit.

The fix-it kit did not help much.

The fix-it man did not fix the van.



Sam's mom got a cab.

The kids got in the cab.

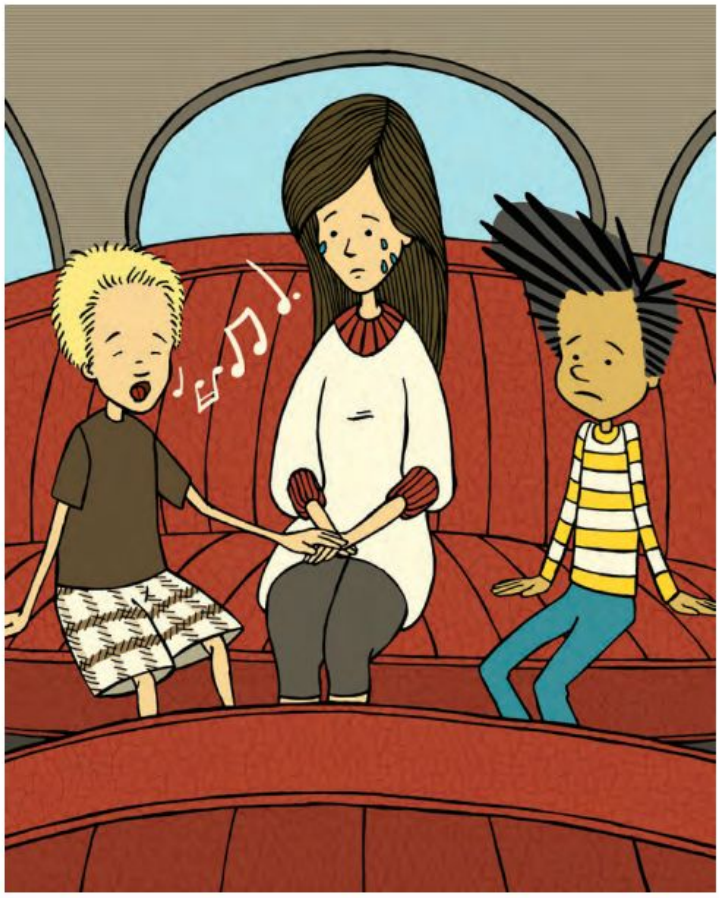
Sam's mom was sad.

Sam held his mom's hand.

Then Sam sang his mom a song.

"Mom," Sam sang,

"a van is just a van!"



Directions: Read the story **"The Van"** and answer the questions. If you don't have a printer, you can write the answers down on a blank piece of paper.
Instrucciones: Lea la historia "**The Van/La Camioneta**" y responda a las preguntas. Si no tiene una impresora, puede escribir las respuestas en un papel.

"The Van" Comprehension Questions/Preguntas de Comprehención

1. What does the van hit that sends it into the air?

The van hits a _____.

2. What noises does the van make when it hits the land?
The noises the van makes are _____, _____, _____,

_____, and _____.

3. Does the fix-it man fix the van? (circle the answer)

YES NO

4. Why is Sam's mom sad?

Sam's mom is sad because _____.

On the Bus

The van is in the fix-it shop.

Sam's mom must get on the bus.

The bus pulls in at the bus stop.

Sam's mom gets on and sits in ba**ck**.

The bus bumps up the hi**ll**.

Sam's mom hangs on with <u>one</u> hand.



Sam's mom rings the be**ll**.

The bus stops at the next stop.

Sam's mom gets o**ff**.



Directions: Read the story **"On the Bus"** and answer the questions. If you don't have a printer, you can write the answers down on a blank piece of paper.
Instrucciones: Lea la historia " **On the Bus/En El Autobus** " y responda a las preguntas. Si no tiene una impresora, puede escribir las respuestas en un papel.

"On the Bus" Comprehension Questions/Preguntas de Comprehención

"On the Bus" Comprehension Questions:

1. Why must Sam's mom take the bus?

Sam's mom must take the bus because

_____.

2. What was the bus ride like? Describe the bus ride.

The bus ride was

_____.

3. Why did Sam's mom ring the bell on the bus?

Sam's mom rang the bell because _____

_____.

Sight Words Bingo (Up to **2** players)

Directions: Sight Word Bingo is played exactly like regular **Bingo**, only instead of calling numbers; you will call **sight words and the pictures.** In order to **win,** the entire chart must be covered up**. Below** you will find the bingo cards and the grey squares to use as cover up chips to cover the words and pictures.

Have fun!

Instrucciones: **Sight Word Bingo** se juega exactamente como el Bingo normal, solo que en lugar de llamar a números, llamará palabras de uso frecuente y las imágenes. Para ganar, se debe cubrir toda la tabla. A continuación encontrará las tarjetas de bingo y los cuadrados grises para usar como fichas de cobertura para cubrir las palabras y las imágenes. ¡Que te diviertas!

A	All		From	Of
Was	One	FREE★		The

	The	Of	A	One
Was	From	FREE★		All

Bingo Cards/Cover-up chips

Directions: Cut out the bingo cards and the cover-up chips on the dotted line to use for the game.
Instrucciones: Recorte las tarjetas de bingo y las fichas de encubrimiento en la línea punteada para usar en el juego.

✂----------

A	One	The	From
All	Was	Of	

Additional Resources/ Recursos Adicionales

Reading Log/*Registro de Libros*

Date/*Fecha*	Title of Book Read/ *Titulo de libro leido*	Time Reading/ *Tiempo deLeyendo*	Family Signature/ *Firma de Familia*
Monday/Lunes			
Tuesday/Martes			
Wednesday/Miercoles			
Thursday/Jueves			
Friday/Viernes			

Skill – Size

Name: _____

Smallest to Biggest

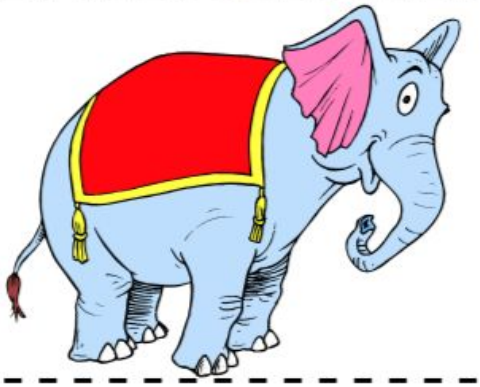
Directions: Cut out the boxes below. Put the animals in order from smallest to biggest.













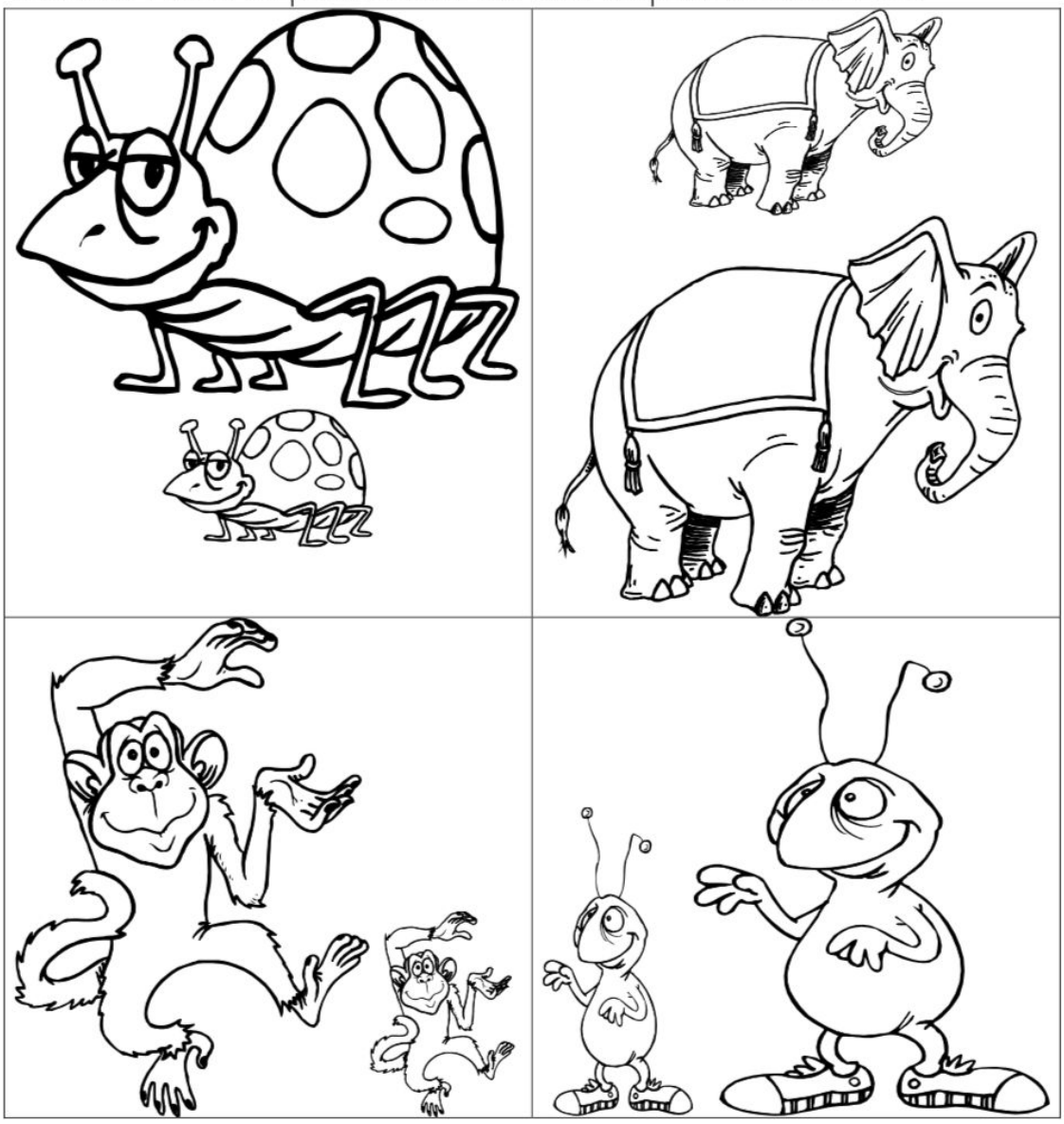
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Skill – Big and Small

Name: _____

Big and Small

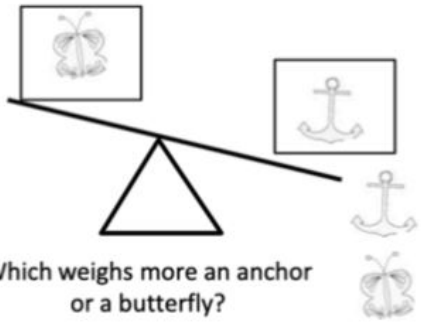
Directions: Look at the pictures in each box. Color the pictures that are BIG.



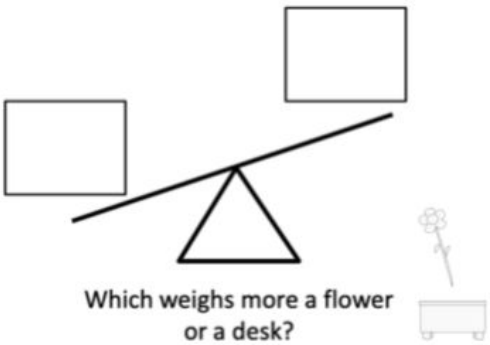
©www.HaveFunTeaching.com

Name_____

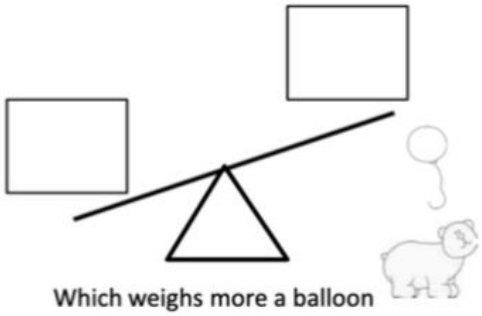
Draw the items on the scale. Circle the item that is heavier.



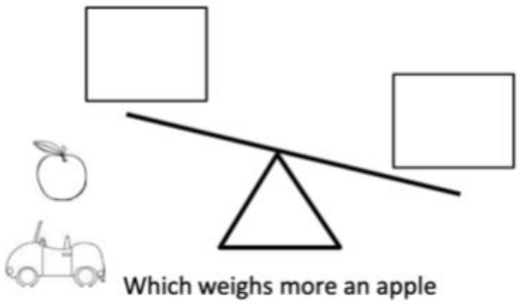
Which weighs more an anchor
or a butterfly?



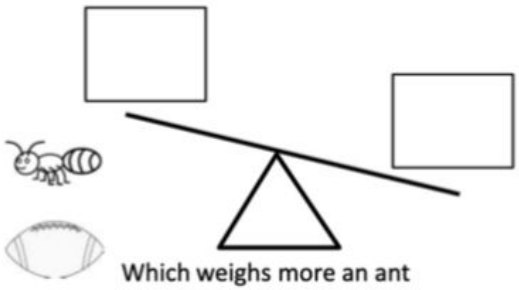
Which weighs more a flower
or a desk?



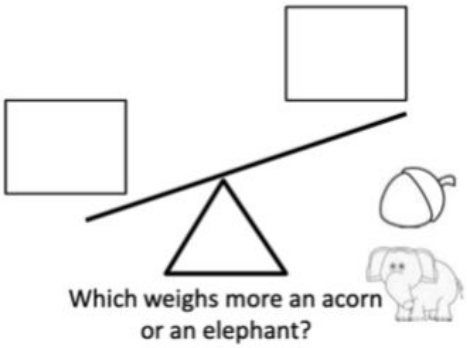
Which weighs more a balloon
or a bear ?



Which weighs more an apple
or a car?



Which weighs more an ant
or a football ?



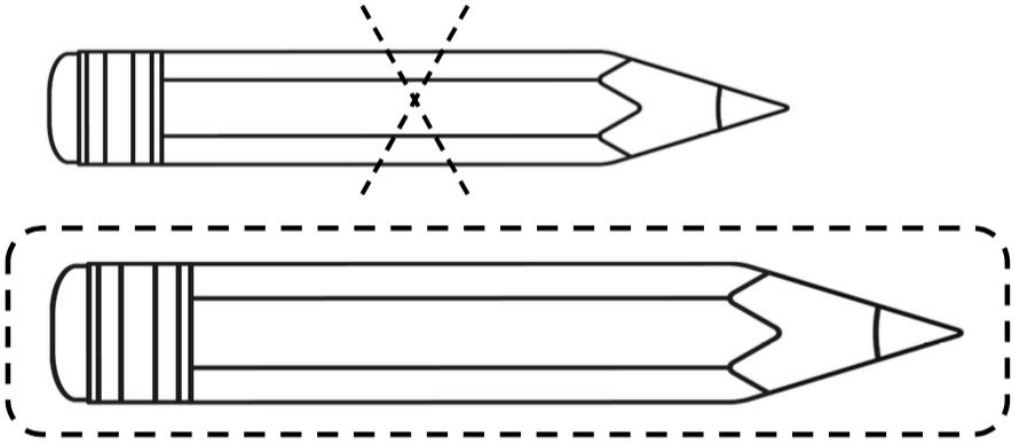
Which weighs more an acorn
or an elephant?

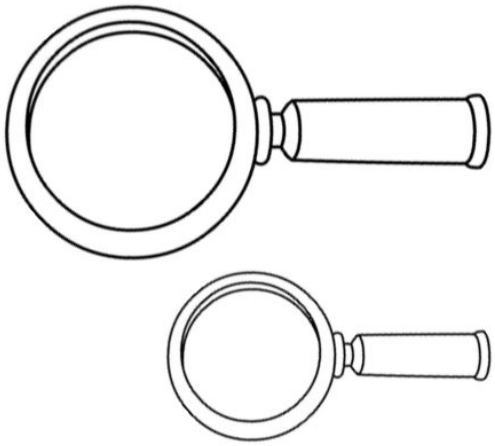
© Sherry Clements 2014

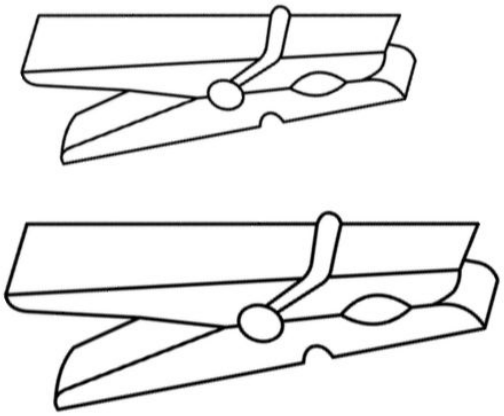
Name _____

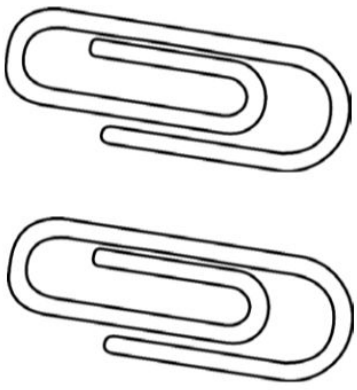
Compare Length

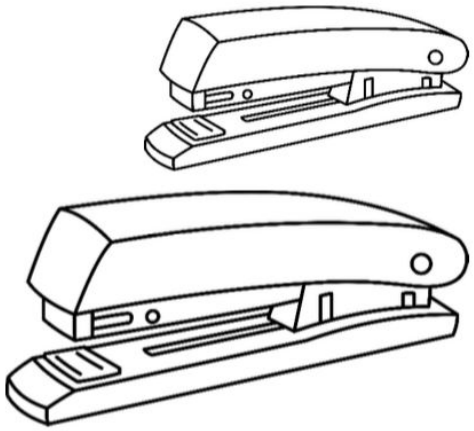
Compare the two objects. Circle the object that is longer. Draw an X on the object that is shorter. Circle both objects if they are the same length.











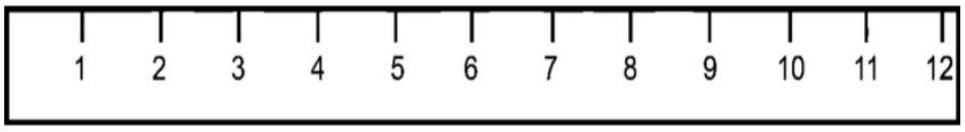
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Name _____

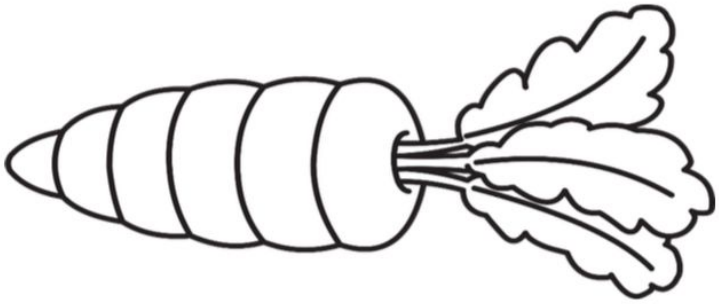
Use a Ruler to Measure Length

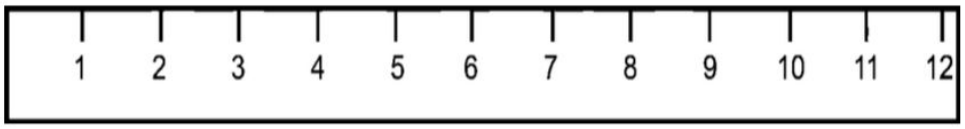
Look at the length of the vegetable. Write the number that shows how long each vegetable is.

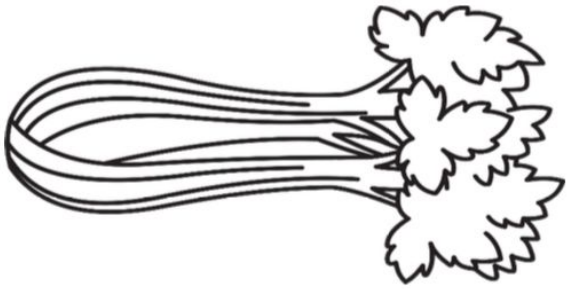


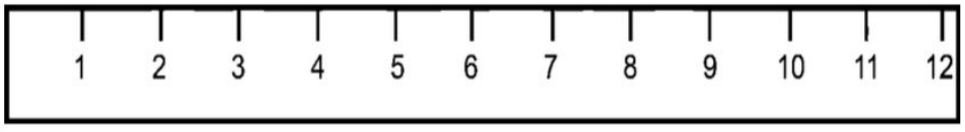


5





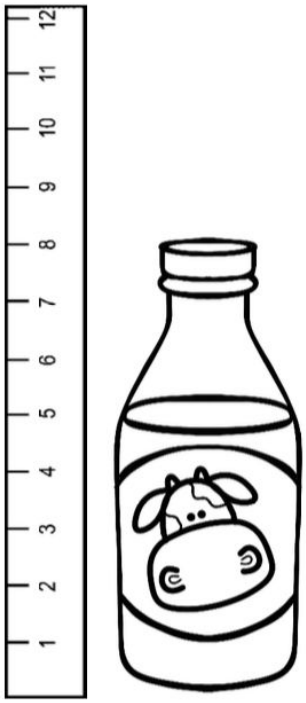


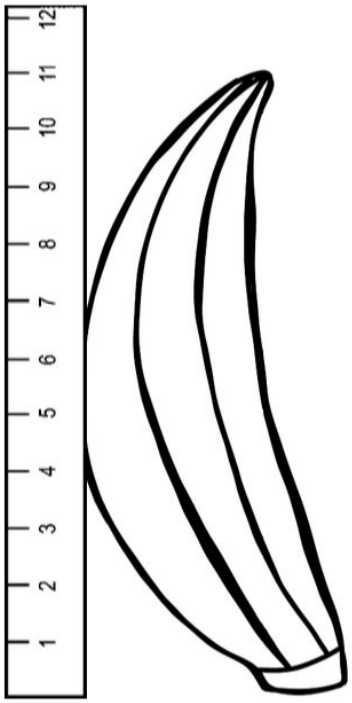


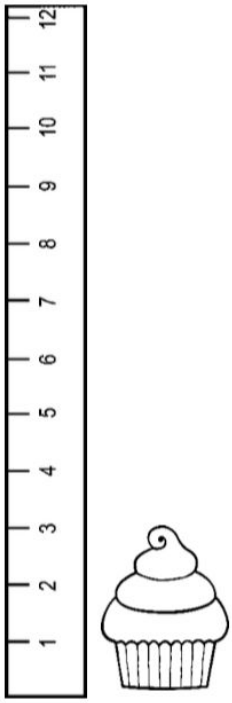
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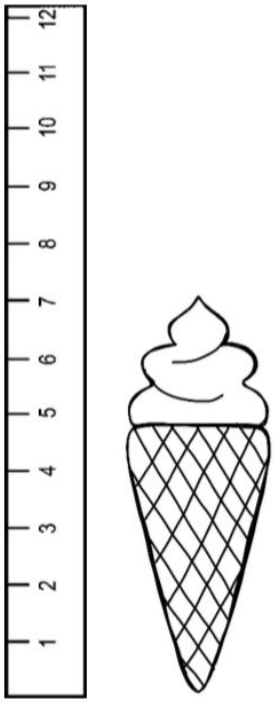
Name _____

Use a Ruler to Measure Height continued









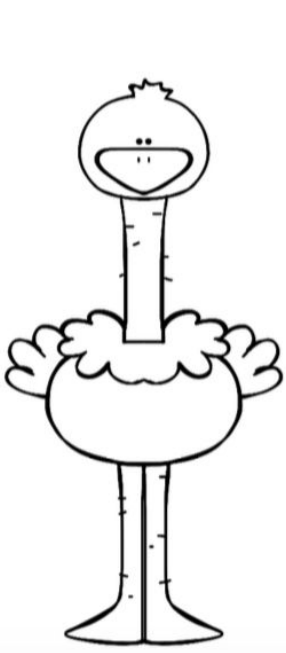
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Name _____

Order by Size

Cut out the animals below and glue them in size order. Explain the way you sized them.

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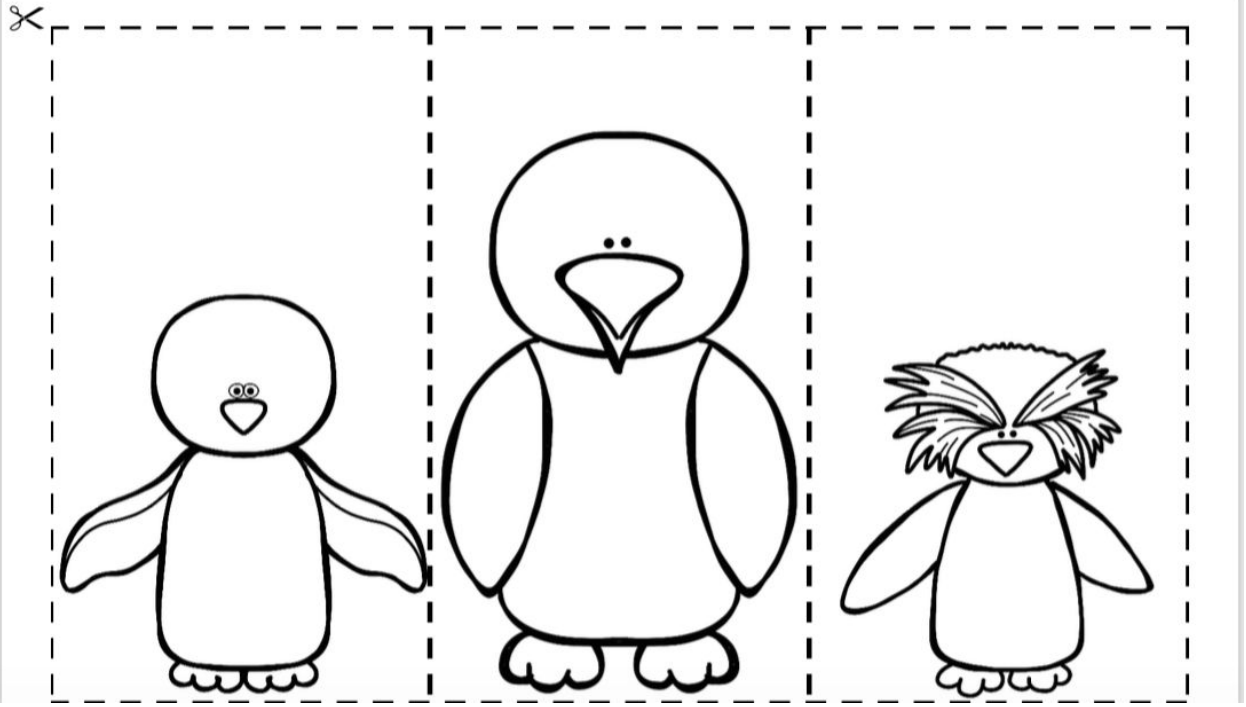


Name _____

Order by Size 2

Cut out the penguins below and glue them in size order. Explain the way you sized them.

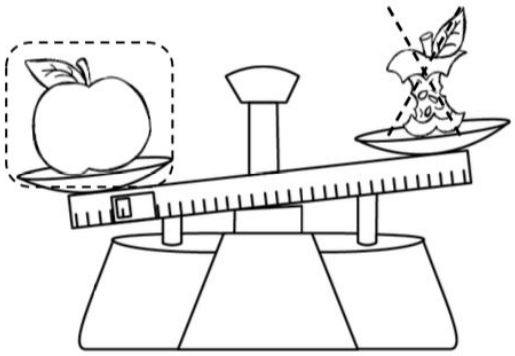
Copyright © Erin Thomson

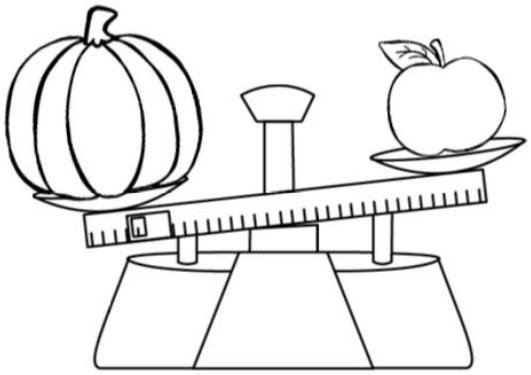


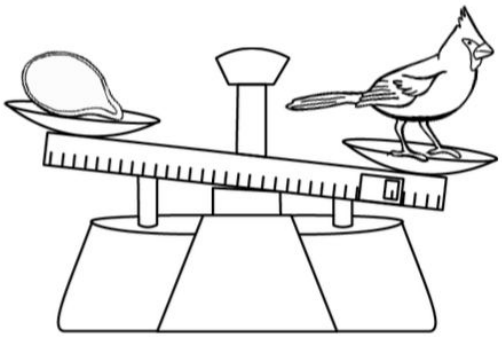
Name _____

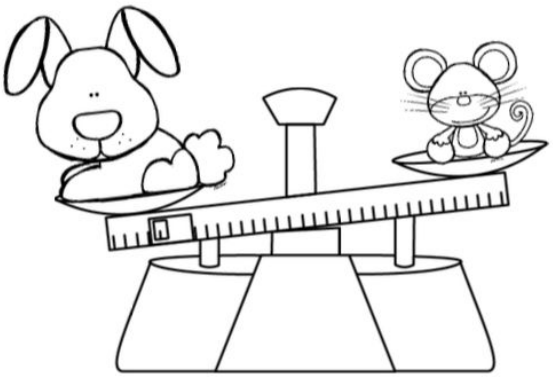
Compare Weight

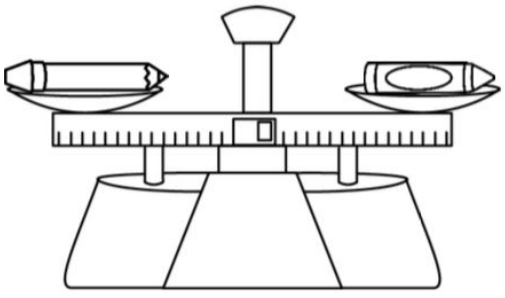
Compare the two objects. Circle the object that is heavier. Draw an X on the object that is lighter. Circle both objects if they are the same weight.

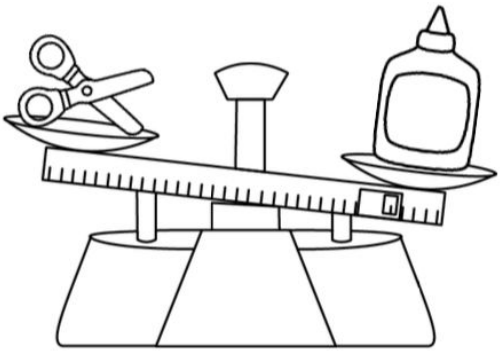










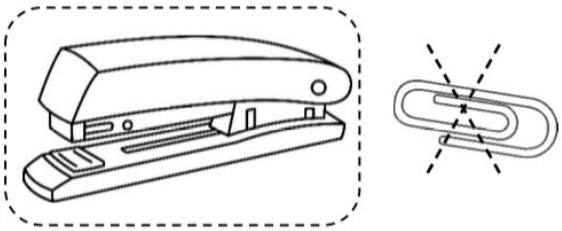


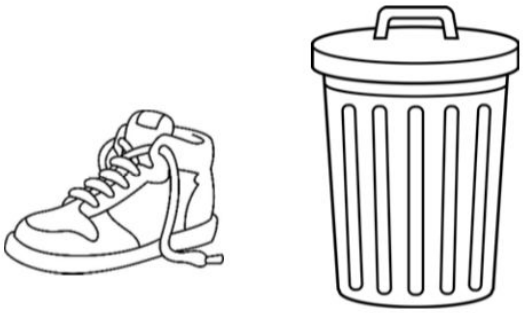
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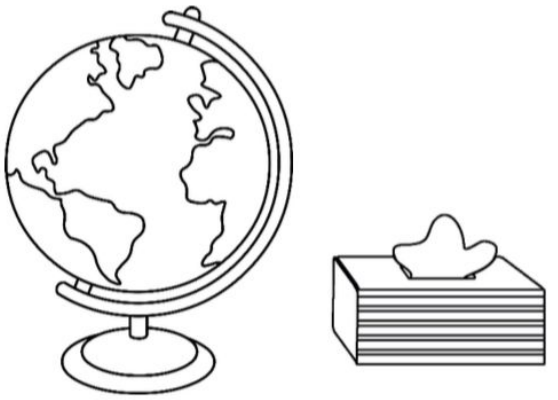
Name _____

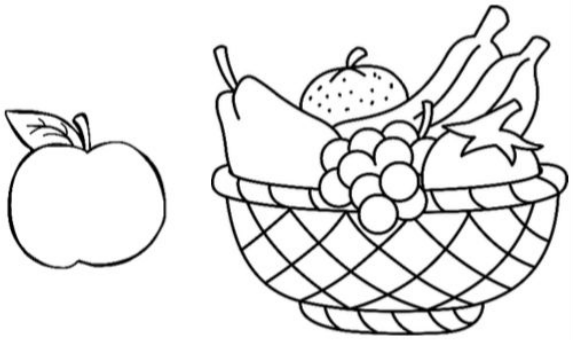
Review: Compare Weight

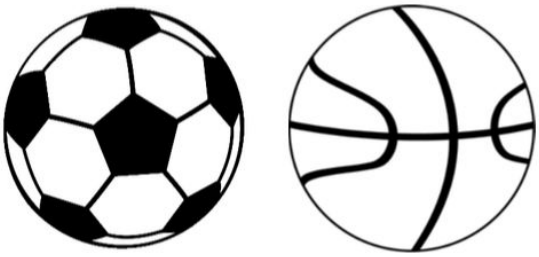
Compare the two objects. Circle the object that is heavier. Draw an X on the object that is lighter. Circle both of the objects if they are the same weight.

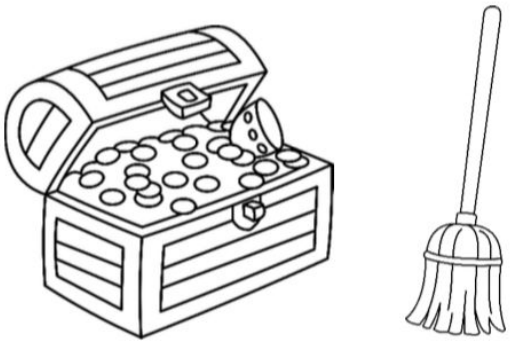










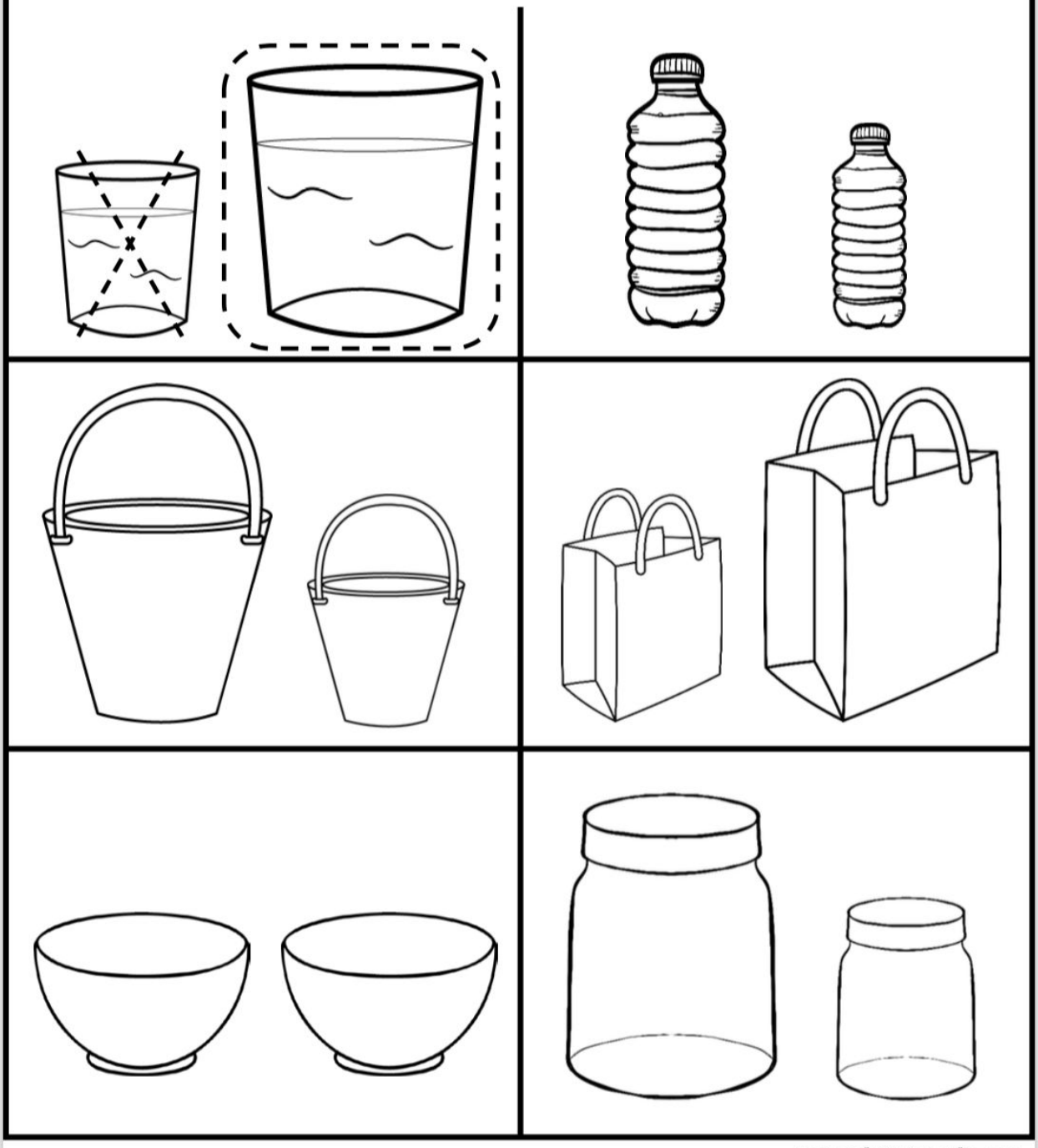


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Name _____

Compare Capacity

Compare the two containers. Circle the container that would hold more. Draw an X on the container that would hold less. Circle both of the containers if they would hold the same amount.

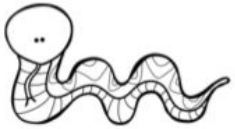


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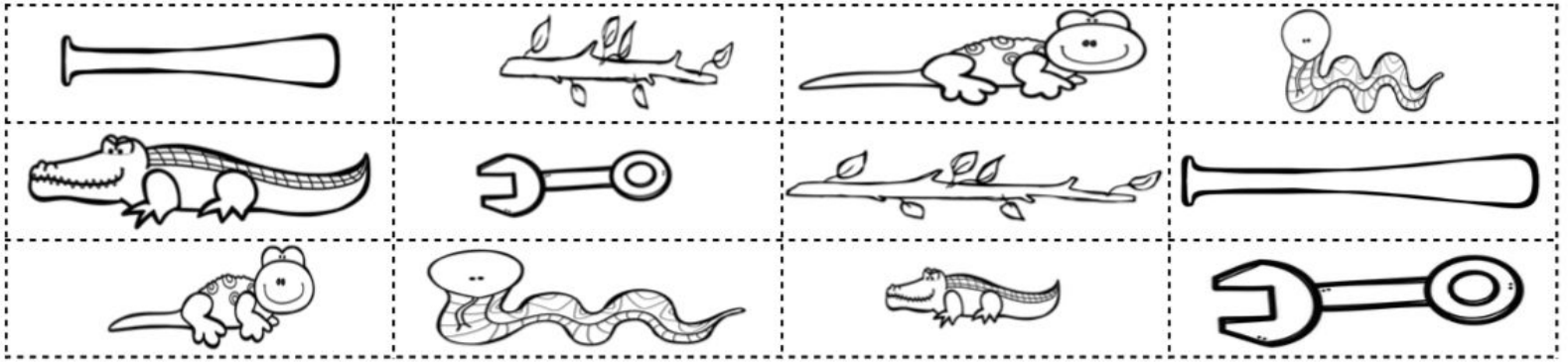
Shorter or Longer

Directions: Fin and match the shapes to show which is shorter or longer.

Shorter	Longer	Shorter	Longer
			
			
			

Topic 12

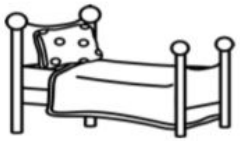
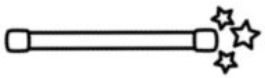
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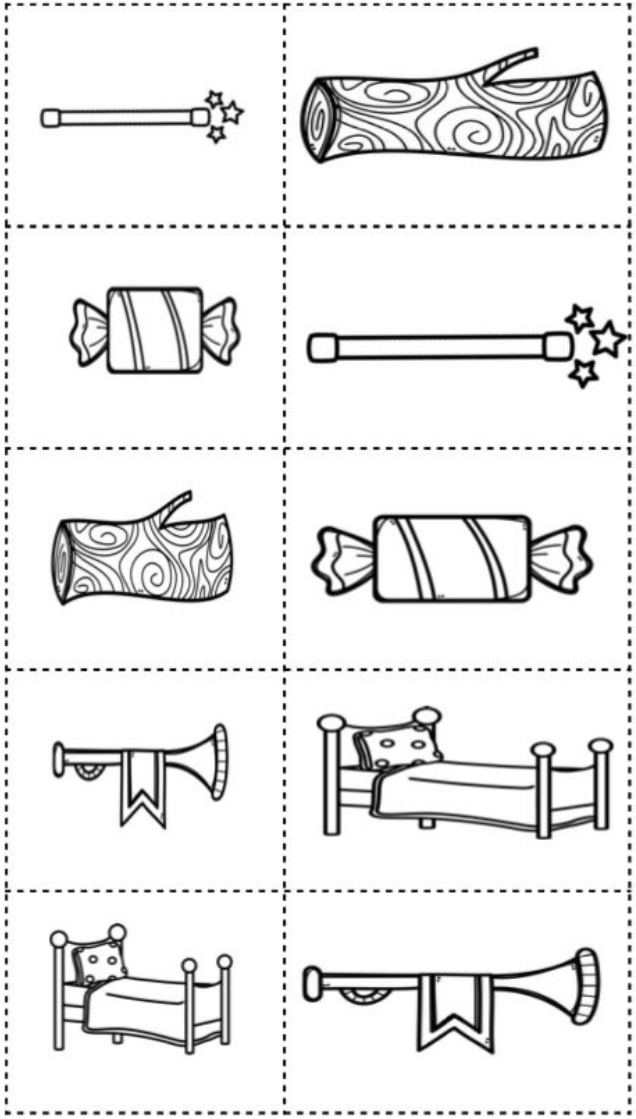
Shortest and Longest

Name _____

Directions: Match the shapes to show which is shortest or longest.

Shortest		Longest
		
		
		
		
		

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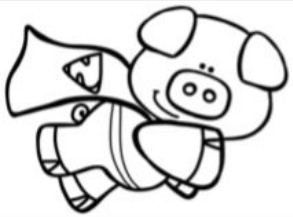


Name _____

Line Them Up



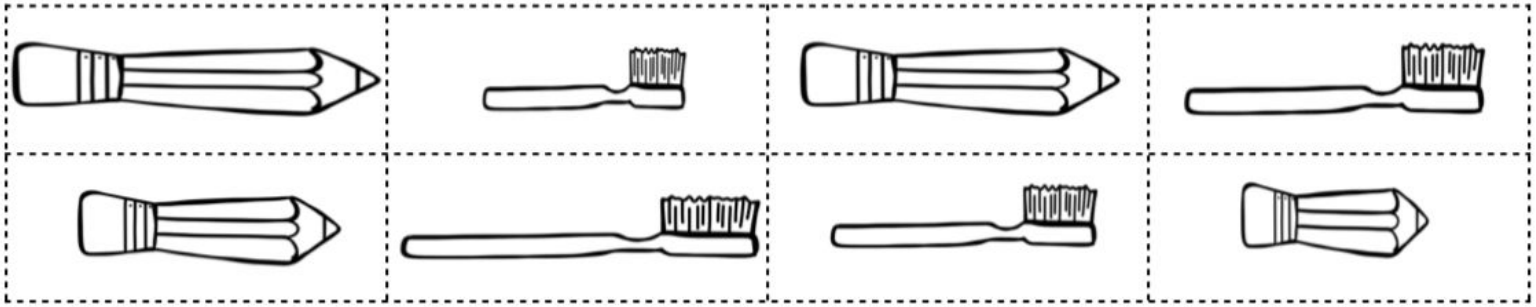
Directions: Put the toothbrushes in order from the shortest to the longest.



Directions: Put the pencils in order from the shortest to the longest.

Topic 12

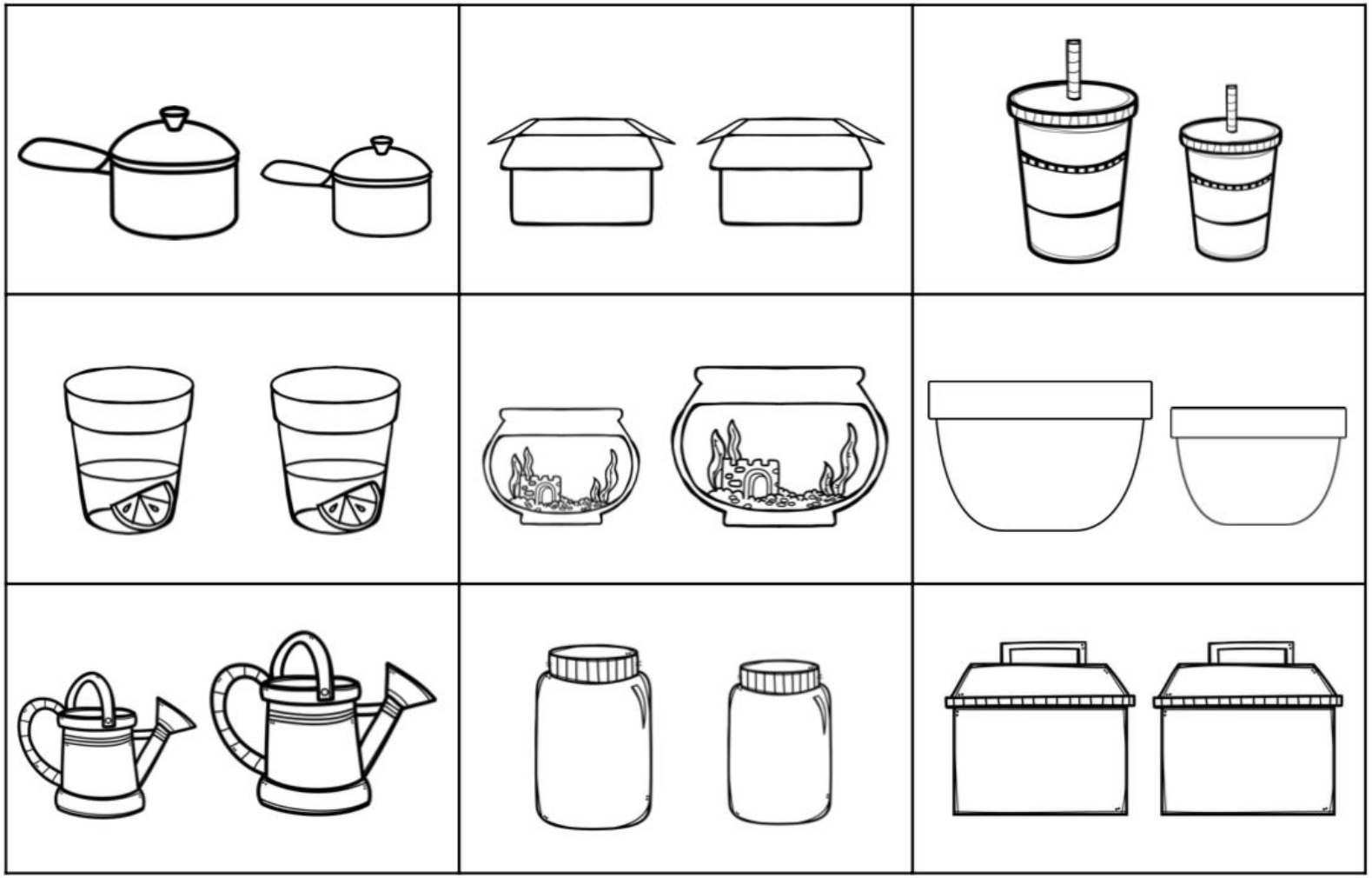
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Name _____

Comparing Containers

Directions: If the container holds more, color it green. If it holds less, color it purple If they are the same, color them orange.

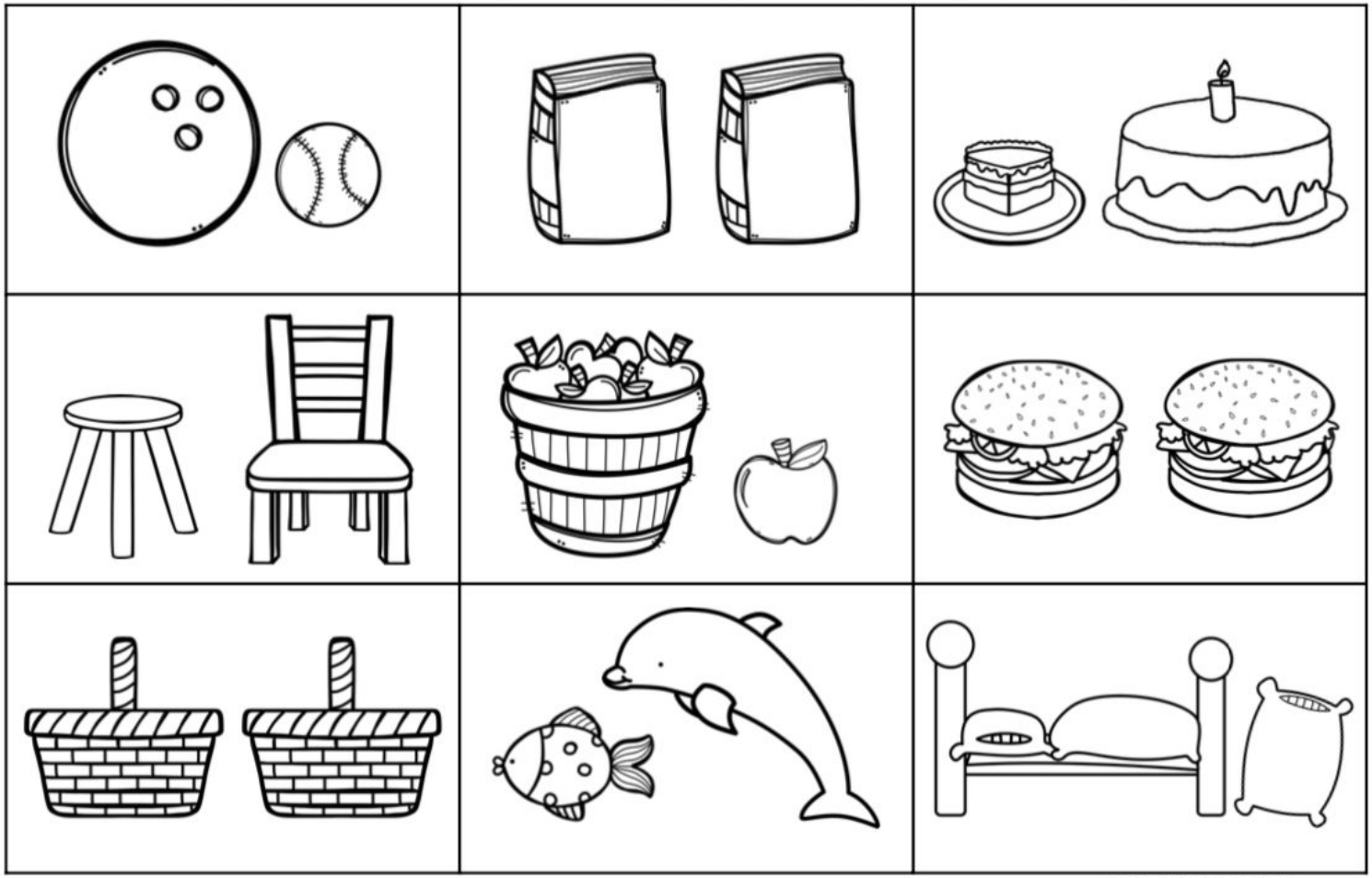


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Comparing By Weight

Directions: If the object is heavier, color it yellow. If it is lighter, color it blue. If they are the same, color them red.



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Jump! Into Spring



What is the goal of the Jump! into Spring Fitness Challenge?

This challenge has multiple goals. The first is to improve cardiovascular endurance. Secondly, jump rope will improve dynamic balance and coordination, reflexes, bone density and muscular endurance.

The 1-minute Speed Rope Challenge

Count how many times you can successfully jump your rope in one minute.
Jumps **do not** need to be consecutive. Calculate your daily total on the jump rope log.

What if I don't have a jump rope?

No problem at all! Simply perform the challenge by jumping with an *invisible* rope. Pretend to turn the rope as you jump.

What if I'm unable to jump rope YET?

Try to perform the number of jumps listed on the JUMP into Spring Daily Tracker *with* the rope. For the 1-minute challenge, stretch the rope out on the ground. Count how many times you can jump back and forth over the rope in one minute. Don't worry! With practice, you'll be jumping rope soon.

Choose a level that's comfortable yet challenging for you:

Level 1 – Perform the number of jumps listed each day followed by the 1-minute speed rope challenge.

Level 2 - *Double* the number of jumps listed each day followed by the 1-minute speed rope challenge.

Level 3 - *Triple* the number of jumps listed each day followed by the 1-minute speed rope challenge.