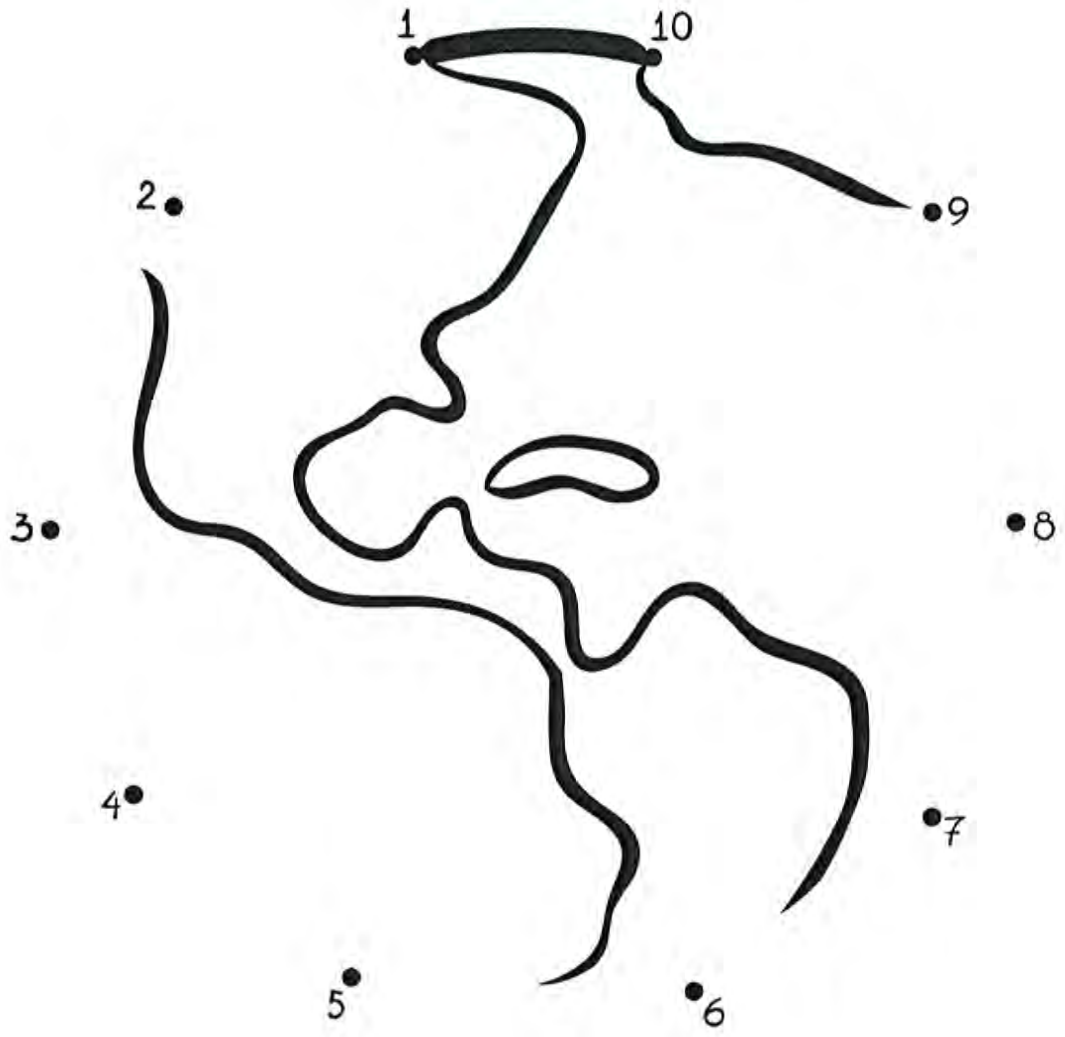
Kindergarten Remote Learning Packet

Session III - May 18th - May 29th

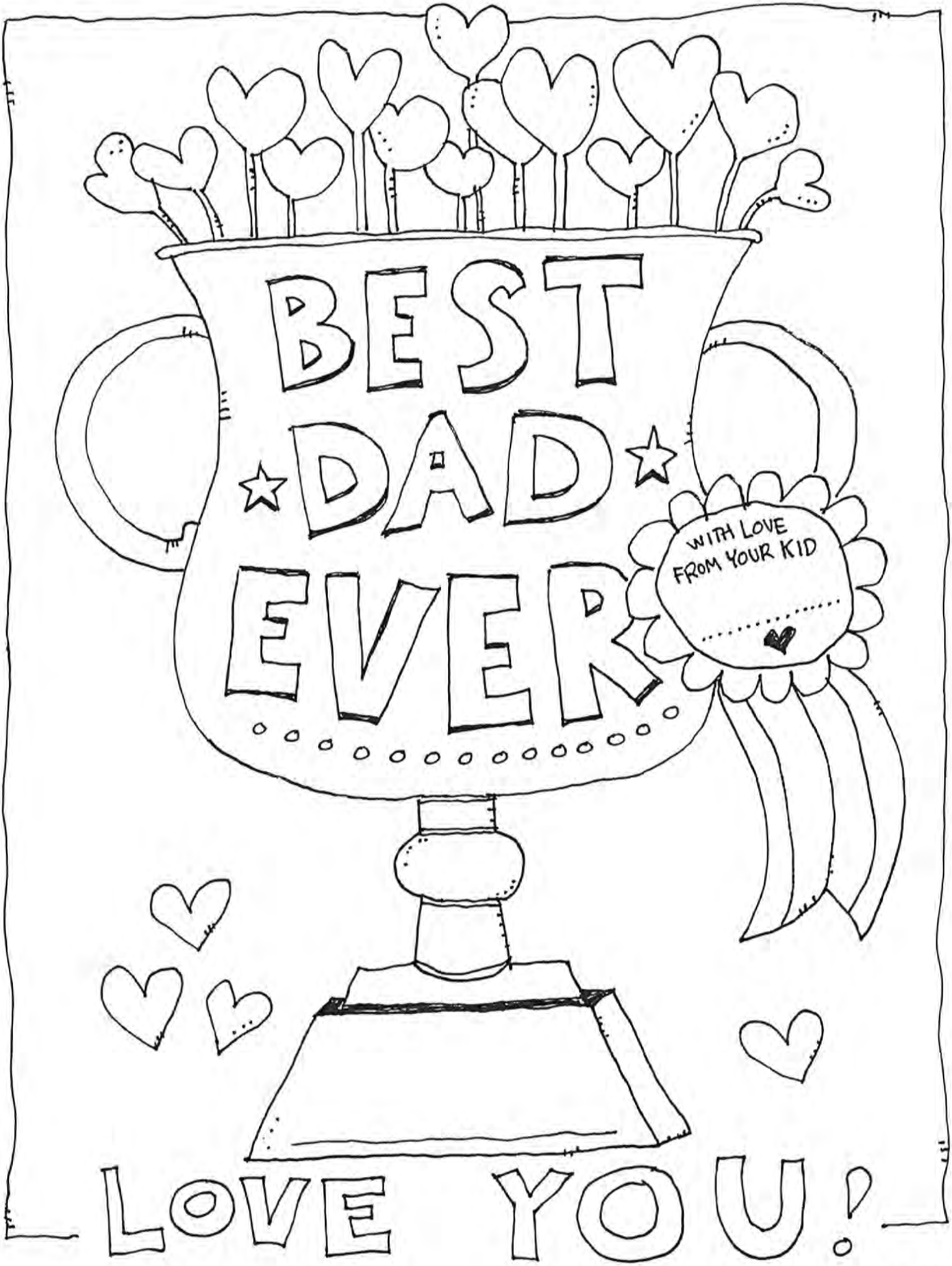
Theme - Our Earth



Dear Kinder Families,

Please complete and submit to your child's teacher. You may submit completed pages via pictures, conversation or by returning the completed packet. If you have questions, please ask!

Love,
Kindergarten Teachers



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Week 1: May 18-22

📷 : Where you see this, you can submit a picture of finished work to your teacher via email, Class Dojo, or other form of communication. Have fun!

Content/Goal	Monday 5/18	Tuesday 5/19	Wednesday 5/20	Thursday 5/21	Friday 5/22
Reading: **RI.K.2:** With prompting and support, identify the main topic and retell key details of a text. **I can** talk about what I learned from a non-fiction text. **Writing:** **W.K.2:** Use a combination of drawing, dictating, and writing to compose informative texts in which they name what they are writing about and supply some information about the topic. **I can** draw, tell, and write about the environment, and how I can protect it.	**Parents, <u>each day,</u>(Mon-Thurs):** Choose <u>one</u> of the provided texts on taking care of the Earth. Read the text **<u>to/with</u>** your child and complete the writing on the back. *Comprehension Questions: Write short answers to show what was learned. Use careful handwriting. *Writing Web: Place one fact learned in at least 4 of the 6 circles. 📷 Take a picture of your work and send it to your teacher.				**Flex Day** Catch up on something missed during the week. Read the Scholastic Weekly Reader: "Don't Be a Litterbug"
Science: **K.ESS3.3:** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. **I can** share what I can do to help take care of the Earth.	**AS you <u>read</u> and <u>write</u>,** • Discover and talk about: ○ Ways that people hurt the environment (Earth). ○ How can you change the impact you have on the Earth? ○ Name one way you will help take care of your environment. ○ What can you do to encourage other people to take care of the Earth? **After Reading/Writing:** • Choose a science activity/craft to complete. 📷 Take a picture of your work and send it to your teacher.				
Phonics: **S** Blends sp/sk/sm **RF.K3.a:** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. **I can** read words with s-blends. **Sight Words:** **RF.K3c:** Read common high-frequency words by sight. **I can** read/write words I have learned.	**Phonics:** • Choose one word sound practice page for each day this week. Follow the directions printed on the page. • Sort the word pictures one day and Glue them onto the sorting page another day. **Sight Words:** Work on words your student needs to master. Choose 6-8 words at a time and play one of the games or practice with a given activity. Make it fun!! End of year goal for Kindergarten is to know 45+ words on sight (without sounding it out). 📷 Take a picture of your work and send it to your teacher.				
Math: **K.CC3:** Decompose numbers less than or equal to 10 in more than one way. **I can** show a number in many ways. **K.CC.6:** Identify whether a number of objects in one group is greater than, less than, or equal to the number of objects in another group. **I can** compare numbers.	**Choose ONE activity to practice math each day:** 📷 Take a picture of any activities this week as you participate. • Rainbow combinations • Cut and Paste to Make 5/ Cut and Paste to Make 10 • Let's Recycle! Graph and compare • Camp, Picnic, & Cool Compare- finding more, less, and equal. • Games (included in the packet) ○ Totally 10 ○ Making 10 Bingo ○ Bears in Cave				

*If you would like additional resources for enrichment activities, contact your classroom teacher. 😊

Week 2: May 25-29

Content/Goal	Monday 5/25	Tuesday 5/26	Wednesday 5/27	Thursday 5/28	Friday 5/29
Reading: **RI.K.2:** With prompting and support, identify the main topic and retell key details of a text. **I can** **Writing:** **W.K.2:** Use a combination of drawing, dictating, and writing to compose informative texts in which they name what they are writing about and supply some information about the topic. **I can** draw, tell, and write about the environment, and how I can protect it.	**Memorial Day** --No work is scheduled for this day. Take time to relax and enjoy your family!	**Parents, <u>each day,</u>(Tues-Fri):** Choose <u>one</u> of the provided texts on taking care of the Earth. Read the text **<u>to/with</u>** your child and complete the writing on the back. *Comprehension Questions: Write short answers to show what was learned. Use careful handwriting. *Writing Web: Place one fact learned in at least 4 of the 6 circles. 📷 Take a picture of your work and send it to your teacher.			
Science: **K.ESS3.3:** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. **I can** share what I can do to help take care of the Earth.	**AS you <u>read</u> and <u>write</u>**, Discover and talk about: ○ Ways that people hurt the environment (Earth). ○ How can you change the impact you have on the Earth? ○ Name one way you will help take care of your environment. ○ What can you do to encourage other people to take care of the Earth? **After Reading/Writing:** • Choose a science activity/craft to complete. 📷 Take a picture of your work and send it to your teacher.				
Phonics: S Blends sc/sn/sw **RF.K3.a:** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. **I can** read words with s-blends. **Sight Words:** **RF.K3c:** Read common high-frequency words by sight. **I can** read/write words I have learned.	**Phonics:** • Choose one word sound practice page for each day this week. Follow the directions printed on the page. • Sort the word pictures one day and Glue them onto the sorting page another day. **Sight Words:** Work on words your student needs to master. Choose 6-8 words at a time and play one of the games or practice with a given activity. Make it fun!! End of year goal for Kindergarten is to know 45+ words on sight (without sounding it out). 📷 Take a picture of your work and send it to your teacher.				
Math: **K.CC.1-2:** count to 100 by tens and ones; starting from any number. **I can** count to 100. 📷 Take a picture of any activities this week.	**Choose ONE activity to practice math each day:** • Counting to 100 • Jump on In-Counting On! • Games (included in the packet): Race to 100 (dice game) • Other games that practice counting: ○ Chutes and ladders, Candyland, Trouble, Sorry, Monopoly, etc. SPLAT!(from Math Talks) primarygames.co.uk/pg2/splat/splatsq100.html ; **printed game board included**				

*If you would like additional resources for enrichment activities, contact your classroom teacher. 😊

Reading, Writing & Science

(20-25 minutes per day)

Contents:

- 6 Non-Fiction Earth Day Articles w/ writing activity on the back
- Scholastic News: "*Don't Be a LitterBug*"
- Earth Writing Activity: I can help the Earth by...

Instructions:

Week 1:

- M-Th: Read **ONE** Earth Day article and complete the writing page on the back 📷 **Take a picture and share with your teacher!**
- F: Flex Day- Use this day to 'catch up' on something you may have missed! Optional: Read Scholastic News: *"Don't Be a LitterBug"*
    - Answer these Science questions:
        - What are some ways that people hurt the Earth?
        - What are some ways you can protect the Earth?

Week 2: Monday--Memorial Day

- T-F: Read **ONE** Earth Day article and complete the writing page on the back (review articles the rest of the week if your child has read/completed all 6 articles--focus on Earth Day **vocabulary**)
  📷 **Take a picture and share with your teacher!**
    - Answer these Science questions:
        - What are some ways that you can care for the Earth?
        - What are the three R's? (Reduce, Reuse, Recycle)

Natural Resources

Week 1

Natural resources are supplies we get from the Earth. Since we get them from the Earth, we cannot make natural resources on our own. Natural resources can be classified as renewable or nonrenewable. A renewable resource is a resource that can be re-made for continued use. A renewable resource can be sun, wind, plants and animals. Nonrenewable resources come from the Earth, but cannot be replenished. Some examples of nonrenewable resources are fossil fuels, metals and minerals. Natural resources are important supplies we get from Earth.

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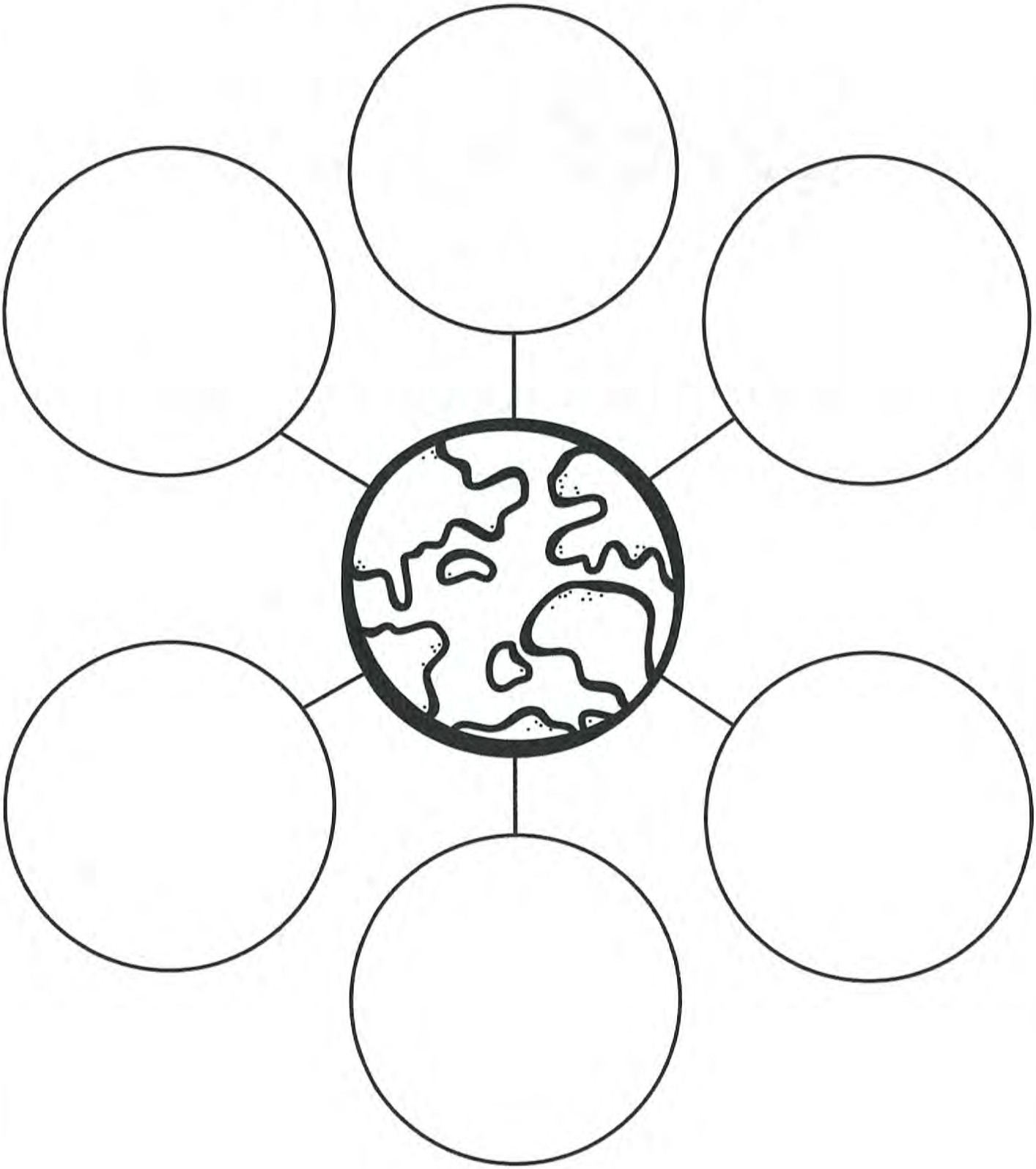
Name _____ Date _____

natural resources



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Week 1

Landfill

A landfill is an area of land where trash is buried. A landfill usually has layers of plastic, trash and then soil. The plastic keeps dangerous waste material from leaking into the soil or ground water. The soil helps to bury the trash in order to keep rodents out and reduce the smell. Tractors compact the trash and soil down to help make more room.

Landfills are filling up, so we must reduce the amount of trash that is brought to the landfills. When a landfill is full they cover it with more soil. Grass may also be planted so it looks like a natural hill.

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Name _____

Landfill Questions

After reading the text, answer the questions below using a complete sentence.

1. What are landfills?

_____

_____

_____

2. Why are there layers in most landfills?

_____

_____

_____

3. Why is it important to reduce the amount of trash in landfills?

_____

_____

_____

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Week 1

Pollution

Pollution is when the Earth is dirty, or contaminated with waste. There are three main types of pollution: air, land and water. Air pollution mainly comes from cars and factories when they release gases into the air. Air pollution can make you cough. Land pollution is when people throw their waste onto the ground. Land pollution is not good for animals or people. Water pollution is when waste is put into the water. The waste can be trash or chemicals. People and animals need clean water to drink.

All pollution can lead to diseases, so the best way to stop pollution is to prevent it.

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Name _____

Pollution Questions

After reading the text, answer the questions below using a complete sentence.

1. What is pollution and what are the main types?

_____

_____

_____

2. What are the main sources of air pollution ?

_____

_____

_____

3. What is the best way to stop pollution?

_____

_____

_____

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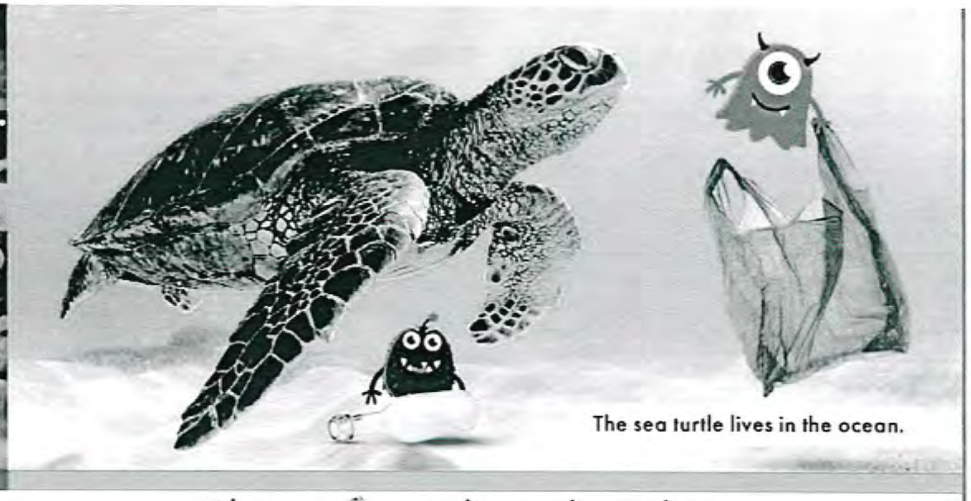
This needs a clean home.
crab
Stop littering, litterbugs!
2

This needs a clean home.
deer
Stop littering, litterbugs!
3

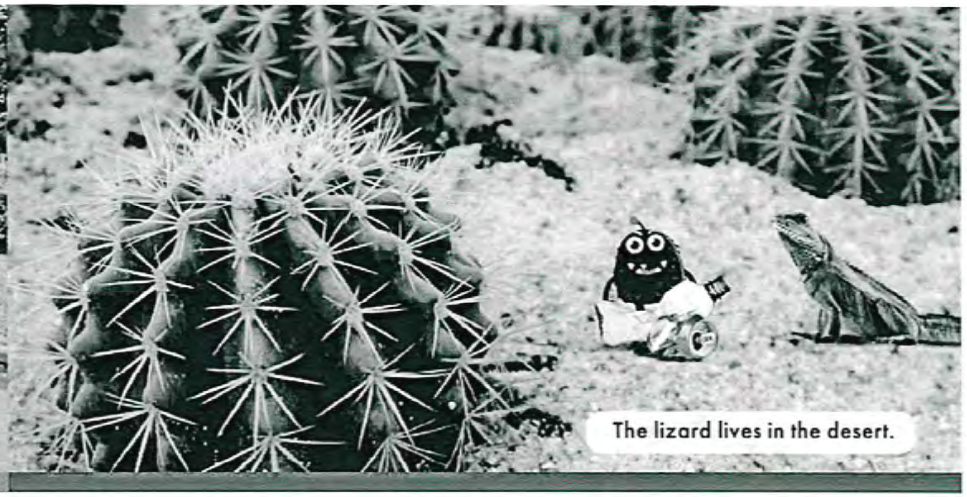
Week 1

This needs a clean home.
frog
Stop littering, litterbugs!



This needs a clean home.
sea turtle
Stop littering, litterbugs!

This needs a clean home.
squirrel
Stop littering, litterbugs!



This needs a clean home.
lizard
Stop littering, litterbugs!

These kids need a clean playground.

Stop littering, litterbugs!

Week 1

Science Activities

Week One

Please enjoy these hands-on science activities with your child throughout this week.

Leaf Rubbing

You will need paper, crayons, and a leaf.

Scavenger Hunt

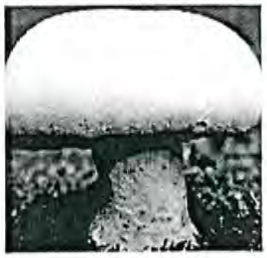
Please see backside for scavenger hunt worksheet.

Nature Binoculars

Using toilet paper or paper towel rolls, make nature observing binoculars.

Nature Scavenger Hunt

Date:_____

1 Flower	1 Seed	1 Leaf	3 Pine needles
Something Yellow	Something Purple	Something Green	Something Brown
1 Fungi (mushrooms) 	1 Pinecone	Tree Bark	1 Stem
Something Prickly	Something Soft	Something Hard	Roots

Week 2

Reduce

When you reduce, you buy or use less of something which will result in less waste. When you reduce the amount that you buy or use, you are using less of our natural resources that are needed to make products.

There are many ways to reduce. One of the main ways is to buy only what you need or use less of what you already use. Another way to reduce is to buy things in bulk. When you buy in bulk, you are using less packaging. You can also bring your own bags or use your own water bottles. When you use your own bags or bottles, you are not using paper or plastic which preserves our natural resources.

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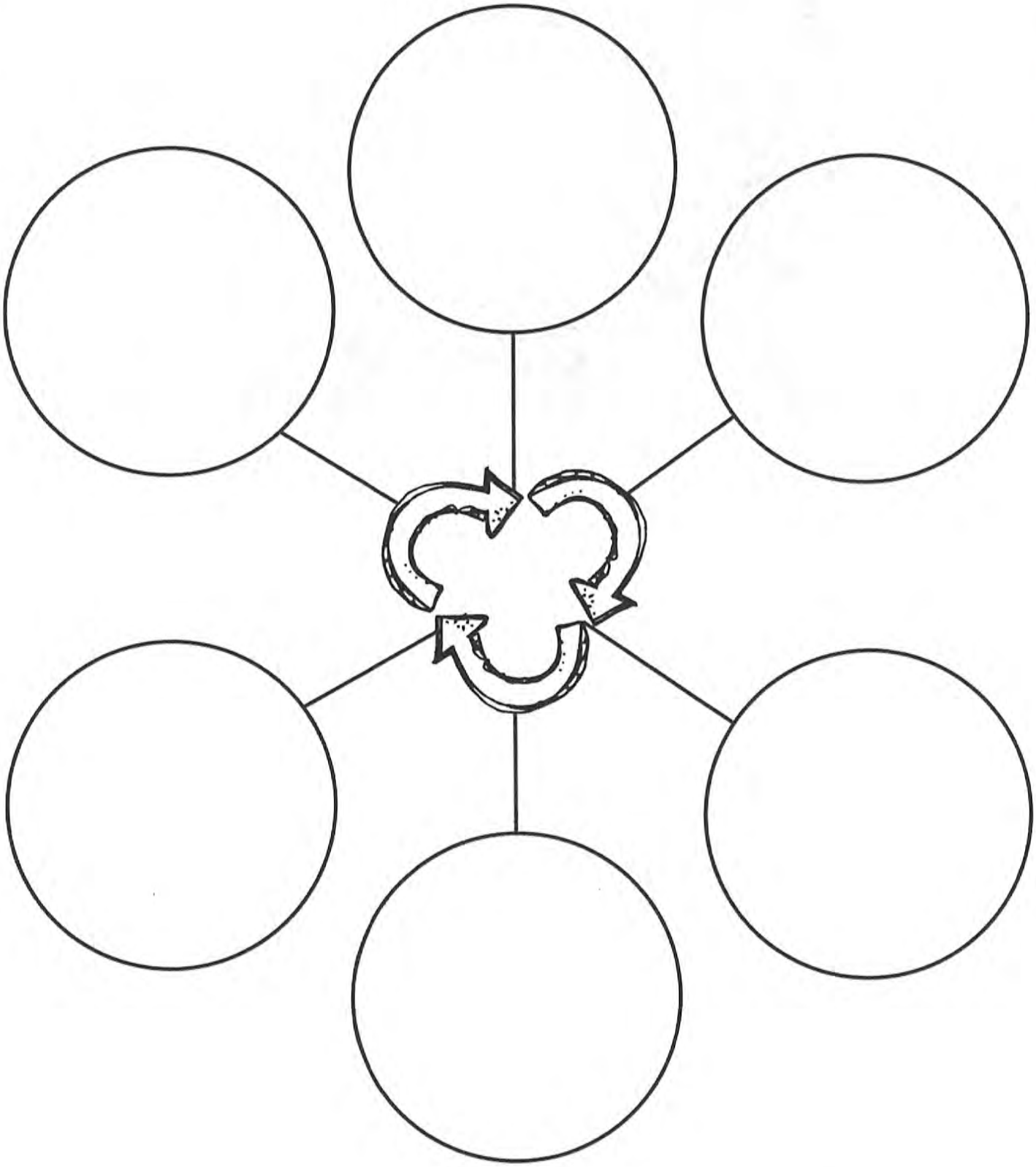
Name _____ Date _____

reduce



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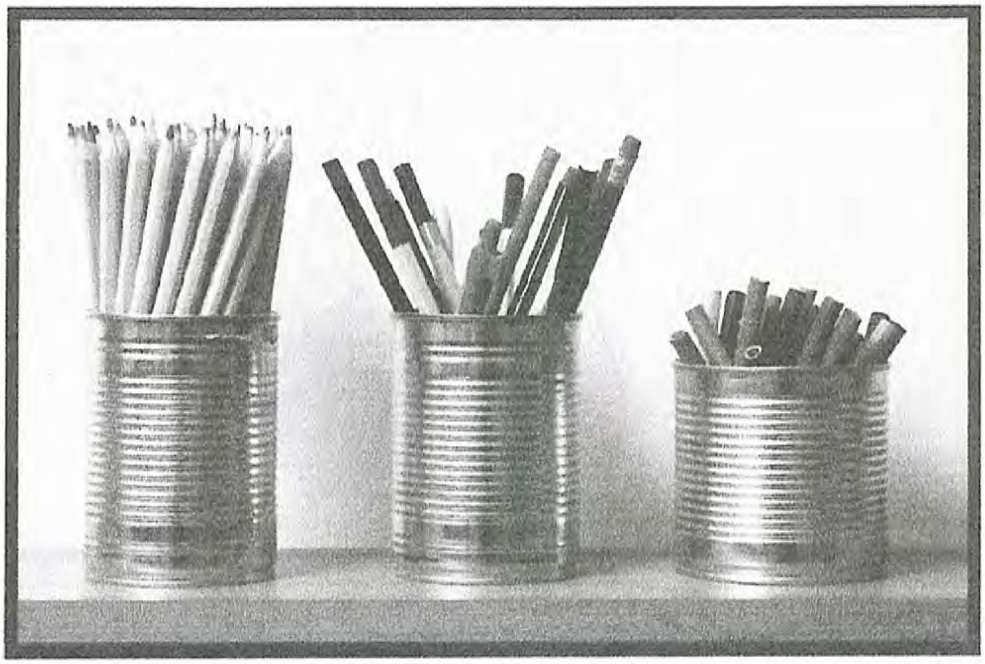
Reuse

Week2



When you reuse something, you use it again. You can resue it in the same way, or you can reuse it in a way that is different than it was originally meant to be used for. When you reuse things, you keep it from going into the landfill. If you reuse something that is recylable, you save energy that might have been used to recycle that item.

Reusing can also mean giving something you no longer need or want to someone who can use it. An example of this would be with clothes that are too small for you. Instead of throwing them away, give them to someone else to use.

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Name: _____

I can help our Earth

by

Recycle

Week 2

Recycling is making a new product from the parts of an older product. When you recycle these items, you can make them into the same thing or into something new. Many things can be recycled. Some examples of recyclable items are paper, plastic, glass, cardboard and metal. Recycling these items keeps them from going to the landfill.

Many recyclable items have a recycling symbol on them. The symbol is a triangle shape with arrows. This symbol tells you that it can be recycled and you don't need to throw it into the trash.

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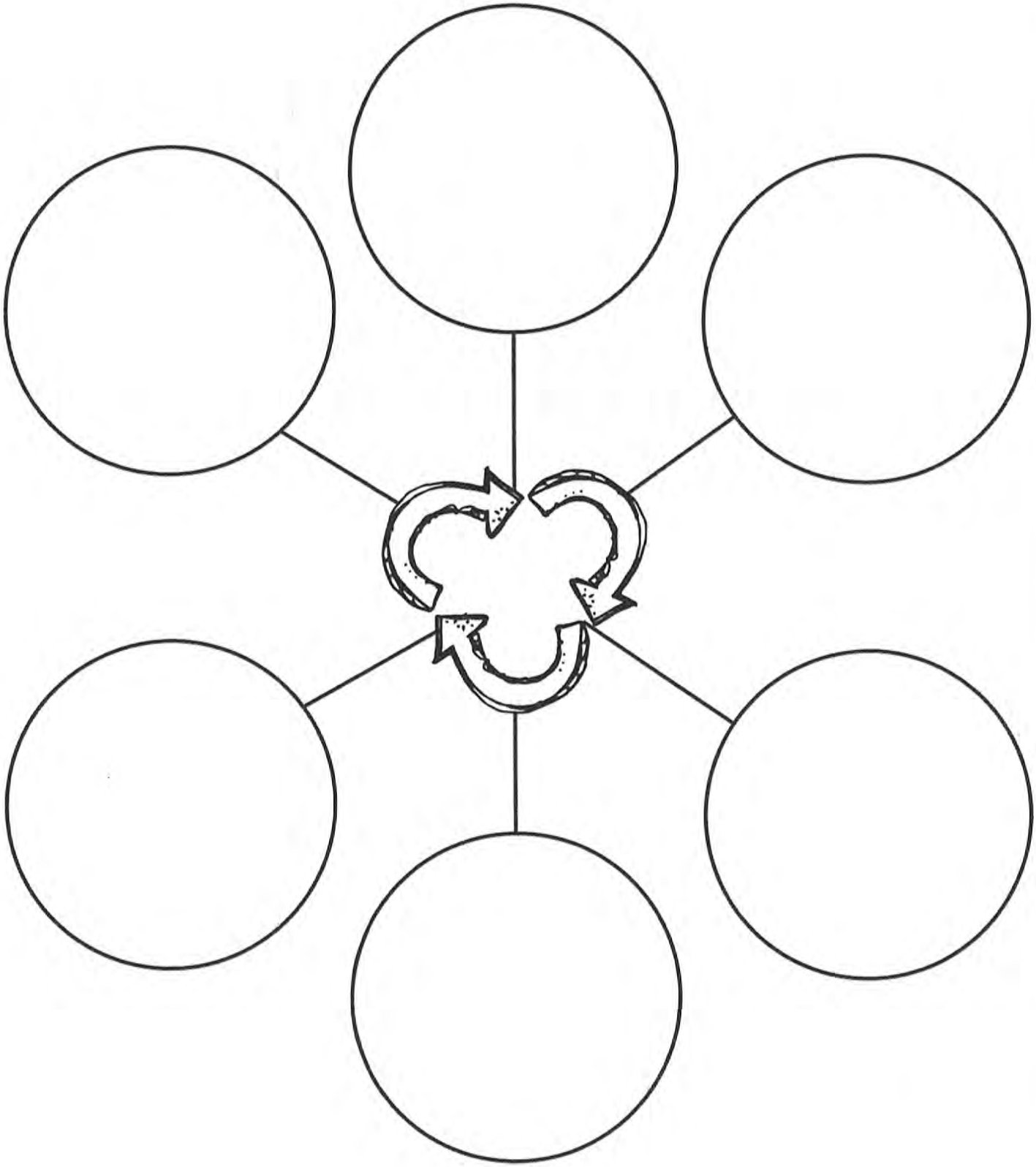
Name _____ Date _____

recycle



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Week 2

Name: _____

I can help the earth by

Science Activities

Week Two

Please enjoy these hands-on science activities with your child throughout this week.

Leaf Person

Using different sized leaves, create a leaf person.

Treasure Box

Using a recycled egg carton or other container, create a nature treasure box.

Plant Journal

Please see backside for plant journal worksheet.

MY PLANT JOURNAL

Today's Date: _____

Today, I saw a

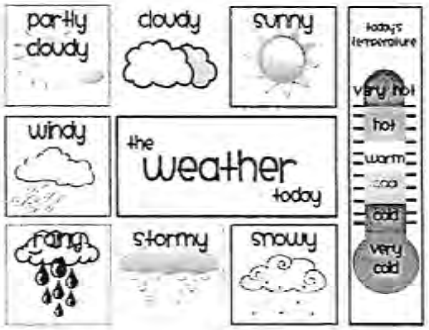
_____ plant.

Here it is!

Does your plant have a flower?

YES or NO

What is today's weather like?



What are the four parts of a plant?

1. _____
2. _____
3. _____
4. _____

Phonics

(10 min. per day)

Instructions:

- Focus skill: Blends-
  - Week 1: sp/sk/sm--2 word practice activities, Word Sort (2 days)
  - Week 2: sc/sn/sw--2 word practice activities, Word Sort (2 days)
- Words Their Way Sort:
  - Week 1: sp/sk/sm; smell, ski, spoon, skeleton, sponge, spool, smock, spill, skunk, skateboard, skull, skirt, skip, smoke, spear
  - Week 2: sc/sn/sw; score, swim, scarf, swan, switch, scale, scarecrow, snake, school, snowman, sweep, snap, sweater, scout, snow
- Choose **ONE** activity per day to complete.
- 📷 Take a picture and share with your teacher!

Sight Words

(10 min. per day)

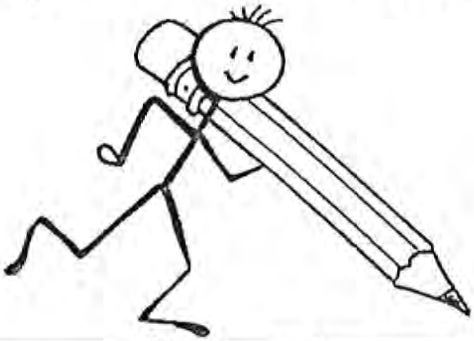
Instructions:

- List of first 200 sight words
- Goal for end of Kindergarten is 44+
- Choose 6-8 each week your child NEEDS to learn
- Play a game each day for practice

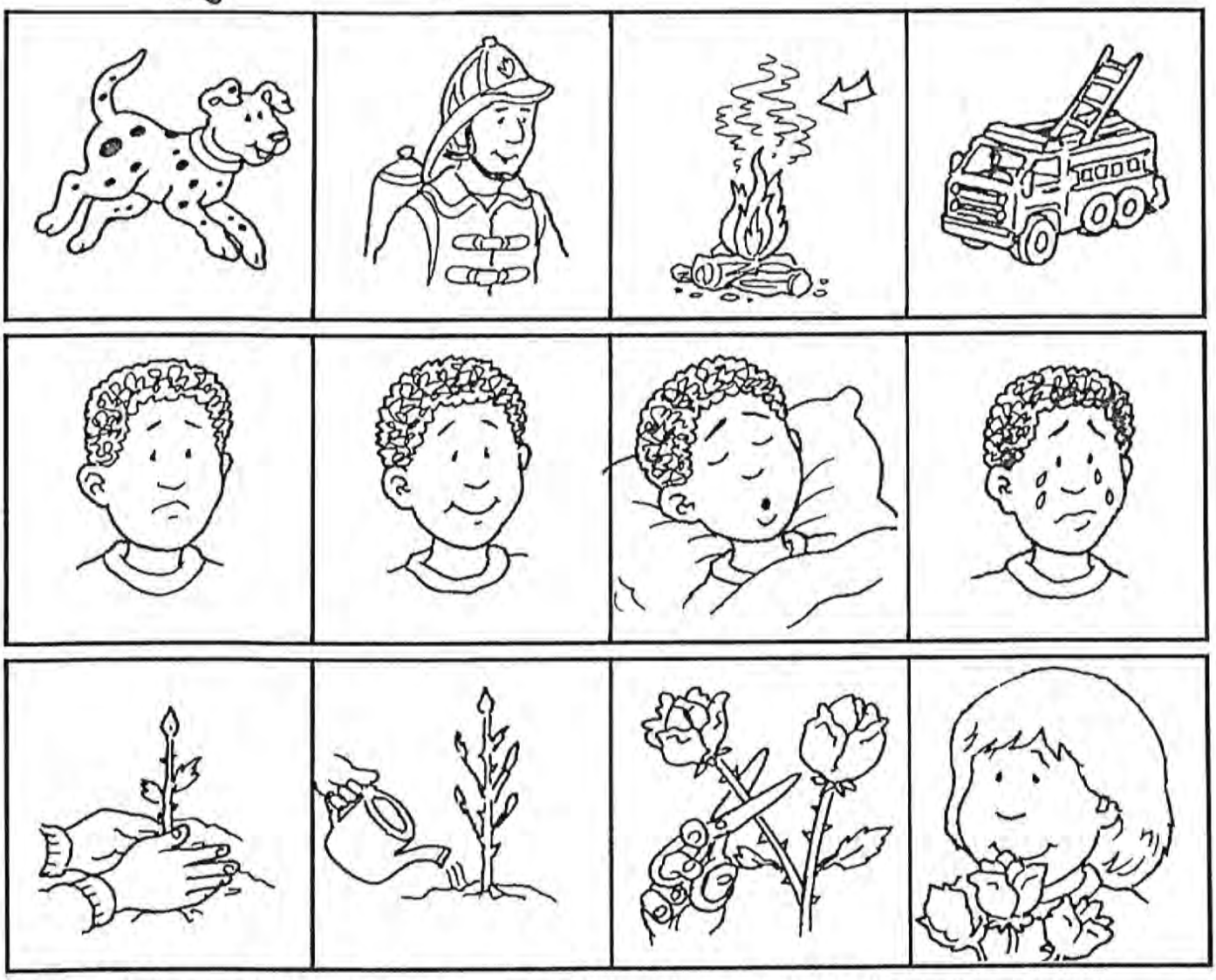
Name _____ Week 1 **sm blend**

Smiley Smith

Sm *makes the sound you hear at the beginning of the words* **Smiley** *and* **Smith.**



Help Smiley Smith find the correct answers. He is looking for one picture in each row that begins with **sm**. Draw a smiley face in each box whose picture begins with **sm**.



She knows all the answers on every test. She makes straight A's. She can learn quickly. What would you say she is? It is a word that begins with ***sm*****. On another sheet of paper, make a list of five things you would like to learn so you can be this word.**

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☆85☆ Name: Week 1 Consonant Blends: sk

Trace the letters.

sk unk sk unk

Write **sk** to complete each word.

ull

irt

ate

i

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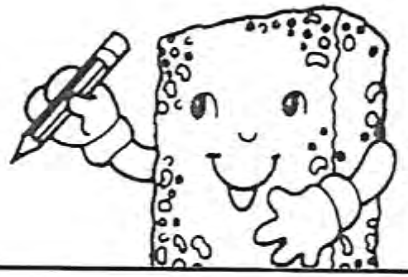
☆☆☆ 91 ☆ Name: Week 1 Consonant Blends: sp

Trace the letters.

sponge sponge



Write **sp** to complete each word.

ot

out

oon

ider

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Week 1

Day 1: Cut out and Sort
Day 2: Sort and Glue onto Blank Page

SORT 19 *sp, sk,* and *sm* Blends

Say the Word: Lay it with the Category

sp	sk	sm

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SW

Name _____ Week 2

swan sweep swim swing swirl switch

Trace each word.

switch

swirl

Write each word. Use words from the box above.

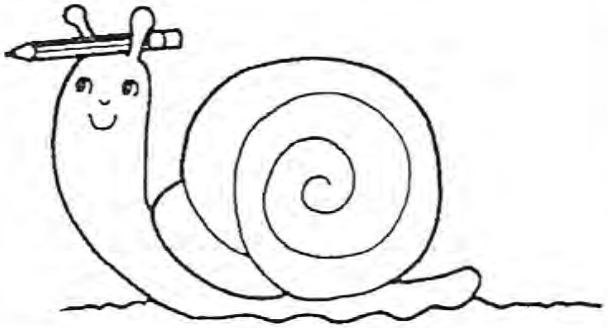
Circle each **sw** word. (Hint: There are 6.)

v	h	d	s	p	s	w	i	r	l
g	s	o	w	c	m	u	q	j	s
l	w	x	i	a	t	z	b	k	w
j	i	b	n	u	r	v	f	g	e
y	m	f	g	k	s	w	a	n	e
c	s	w	i	t	c	h	d	o	p

☆ 89 ☆ Name: Week 2 Consonant Blends: sn

Trace the letters.

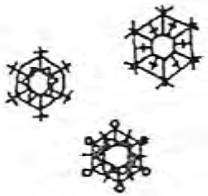
snail snail



Write **sn** to complete each word.

ap

eeze



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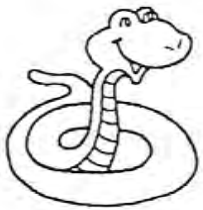

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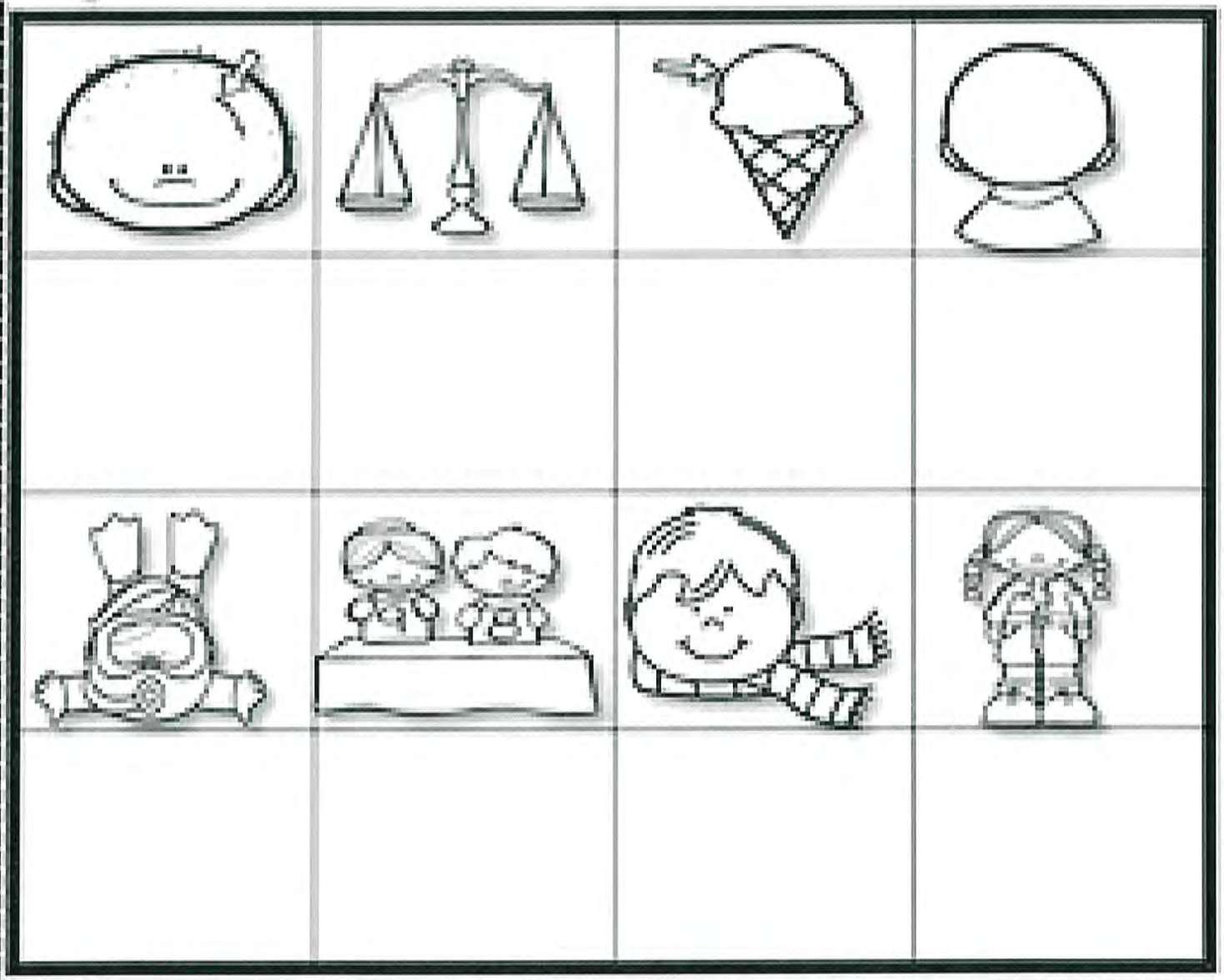
Week 2

Cut and Paste



score | scuba | scout | scoop

scar | scalp | scarf | scale

Week 2

Day 1: Cut out and Sort

Day 2: Sort and Glue onto Blank Page

SORT 20 *sc, sn,* and *sw* Blends

Say the Word: Lay It with the Category

sc	sn	sw

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SIGHT WORD SONG

Sing to the tune of BINGO.

There was a sight word of the day,
and _____ was our sight word.

(spell sight word)
Repeat x2.

And _____ was our sight word!

Example:

There was a sight word of the day,
and **from** was our sight word.

f-r-o-m
f-r-o-m
f-r-o-m

And **from** was our sight word!

SIGHT WORD GAME IDEAS

Write the Room
Using index cards or cut up pieces of paper, write down some sight words and hang them up around the house. Have your child write the sight words as he/she finds them.

Memory/Matching
Create this game using cut up index cards or paper; write down some sight words (2x per word). Lay the cards face down and see if you can find matching sight words (reading and spelling as you flip each card over).
BONUS: You can even play Go-Fish with this set of cards!

Puddle Jumping
A fun indoor or outdoor activity! Write some sight words out on paper, or using sidewalk chalk, lay them out on the floor. Say a sight word and have your child hop to that word.
CHALLENGE: Have he/she spell it while hopping!

Ghost Words
On white paper, write a sight word with a white crayon. Then use colored paint or a marker to color over the crayon. Watch the word magically appear!

Hide and Seek
Write sight words on disposable cups, then hide a fun object under one of those cups. Have your child name/spell a sight word to guess where the object is hiding.

Hopscotch
Like Puddle Jumping, a fun indoor or outdoor activity! Write some sight words out on paper, or using sidewalk chalk, lay them out on the floor in a hopscotch pattern. Have your child hop to each word, reading and spelling as he/she goes!

Flashcards & Beyond
Make standard flashcards to help your child practice. Other ideas include, having them spell sight words in the sand, with sidewalk chalk, on a cookie sheet with shaving cream, or rolling the letters out of Playdoh!

Build It!
Using Legos or other building blocks, build, spell, and read sight words.

Sight Word SPLAT!
Using index cards or paper, write out some sight words, then lay them out flat. Using a flyswatter (or something similar), name or spell a sight word and have your child "SPLAT" it!

Sight Word Toss
Using a balloon or ball, cover the surface by writing out sight words. Toss the balloon/ball back and forth with your child, reading and spelling the sight word your right thumb lands on when you catch it.

Sight Word Scramble
Write out a sight word with the letters scrambled out of order. Have your child play detective to spell the word correctly.

Tic-Tac-Toe
Draw out a tic-tac-toe board, filling each square with a different sight word. Read and spell the word as each square gets used.

X	X	O
O	O	X
X	O	X

Fry Sight Words

First 100 Words (#1-100)

the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	words	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	called
was	when	her	who
for	your	would	oil
on	can	make	sit
are	said	like	now
as	there	him	find
with	use	into	long
his	an	time	down
they	each	has	day
I	which	look	did
at	she	two	get
be	do	more	come
this	how	write	made
have	their	go	may
from	if	see	part

SIGHTWORDS.com

Fry Sight Words

Second 100 Words (#101-200)

over	say	set	try
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
years	too	even	air
live	means	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
things	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world

SIGHTWORDS.com

Math

(10-15 min. per day)

Contents:

- 8 Practice Pages
- 4 games
- Make your own dice

Materials Needed:

Scissors
Glue
Crayons
Game pieces: pennies, dry beans, beads, etc.
Dice (or make your own)

Online resource:

primarygames.co.uk/pg2/splat/splatsq100.html

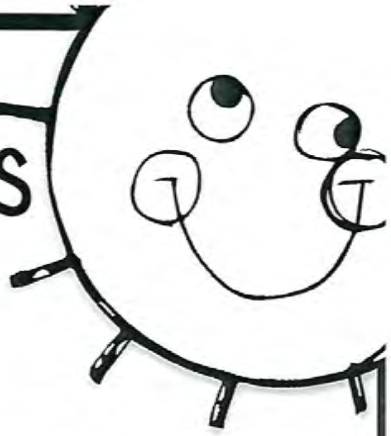
Instructions:

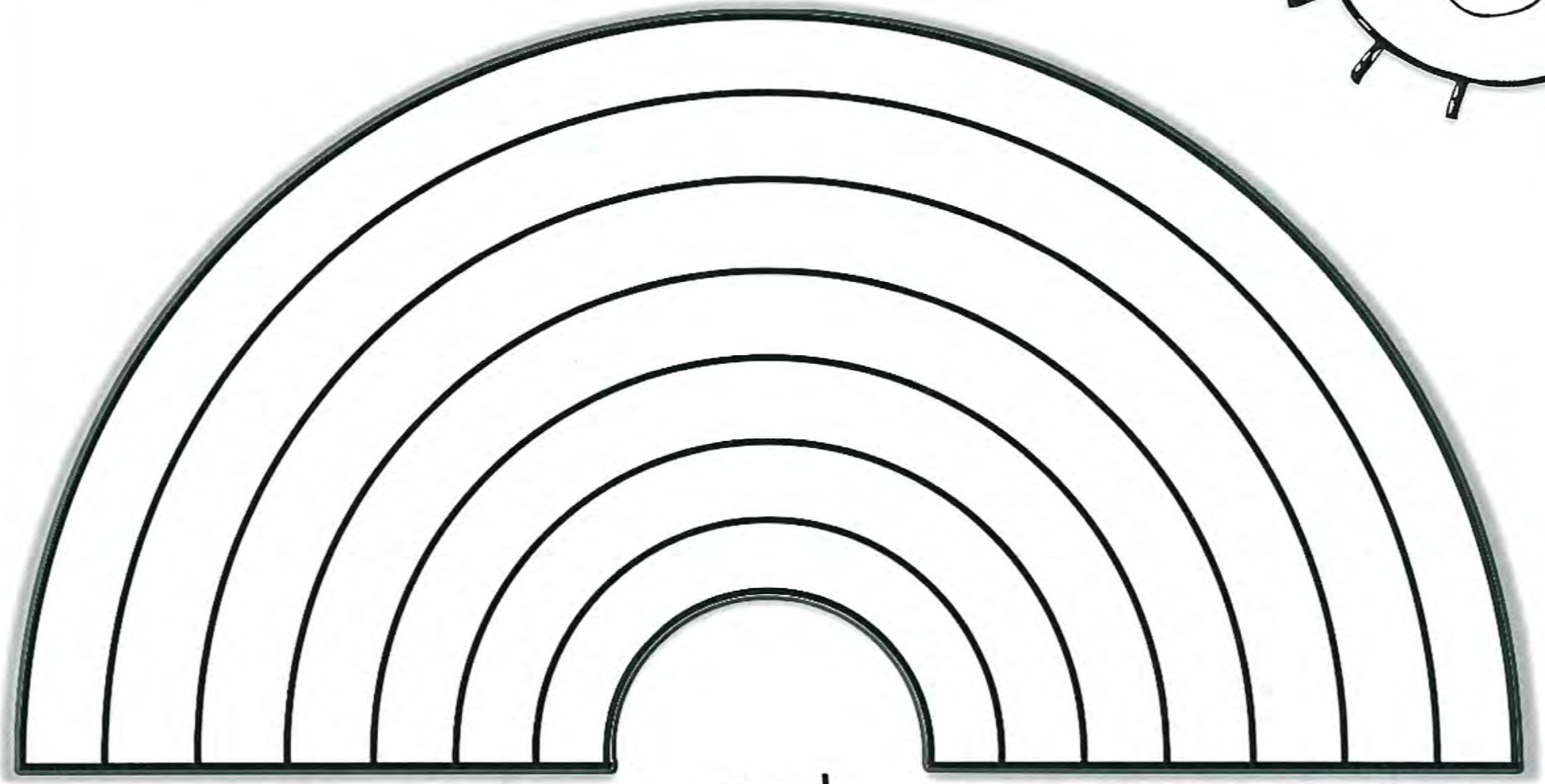
Weeks 1 & 2: Choose 1 practice page or game each day-- Take pictures of play and share with your teacher!

- **NOTE:** You can pick and choose when to do each activity, as long as you are practicing MATH. 😊

Name: _____

Rainbow Combinations



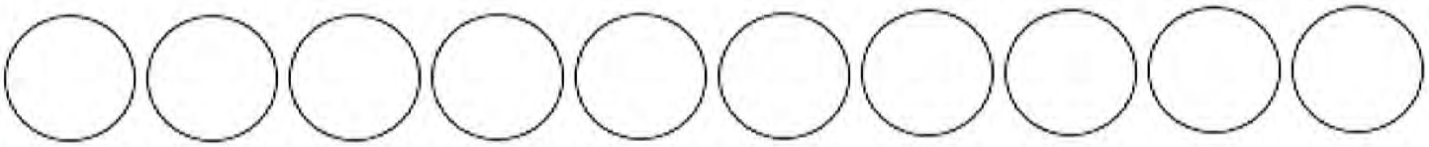


6 5 4 3 2 1 0 and 10 9 8 7 6 5 4

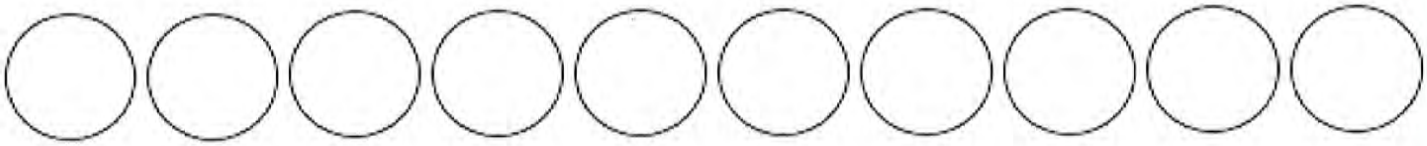
WK 1

©Tara West

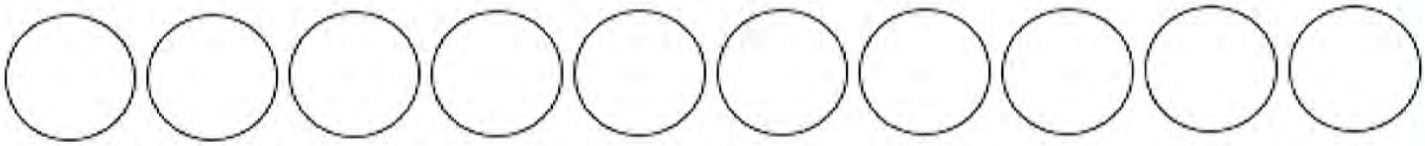
Name: _____ **Stick it to 10!**



____ and ____ make 10



____ and ____ make 10



____ and ____ make 10

©Tara West

Wk 1

D. Cut and paste to make 5.

Use these shapes to complete the page above.

1

3

4

2

2

3

Wk 1

D. Cut and paste to make 10.

Use these shapes to complete the page above.

5

8

6

5

2

4

WK 1

Name _____

Let's Recycle!

Count the recyclable items and color in one square in the graph for each.

plastic jugs										
aluminum cans										
newspapers										
	1	2	3	4	5	6	7	8	9	10

Write answers to the questions.

1. Are there more newspapers or plastic jugs? _____
2. Are there more aluminum cans or newspapers? _____
3. Which item is there the least of? _____

Month-by-Month Math Practice Pages © Mary Rosenberg, Scholastic Teacher Resources

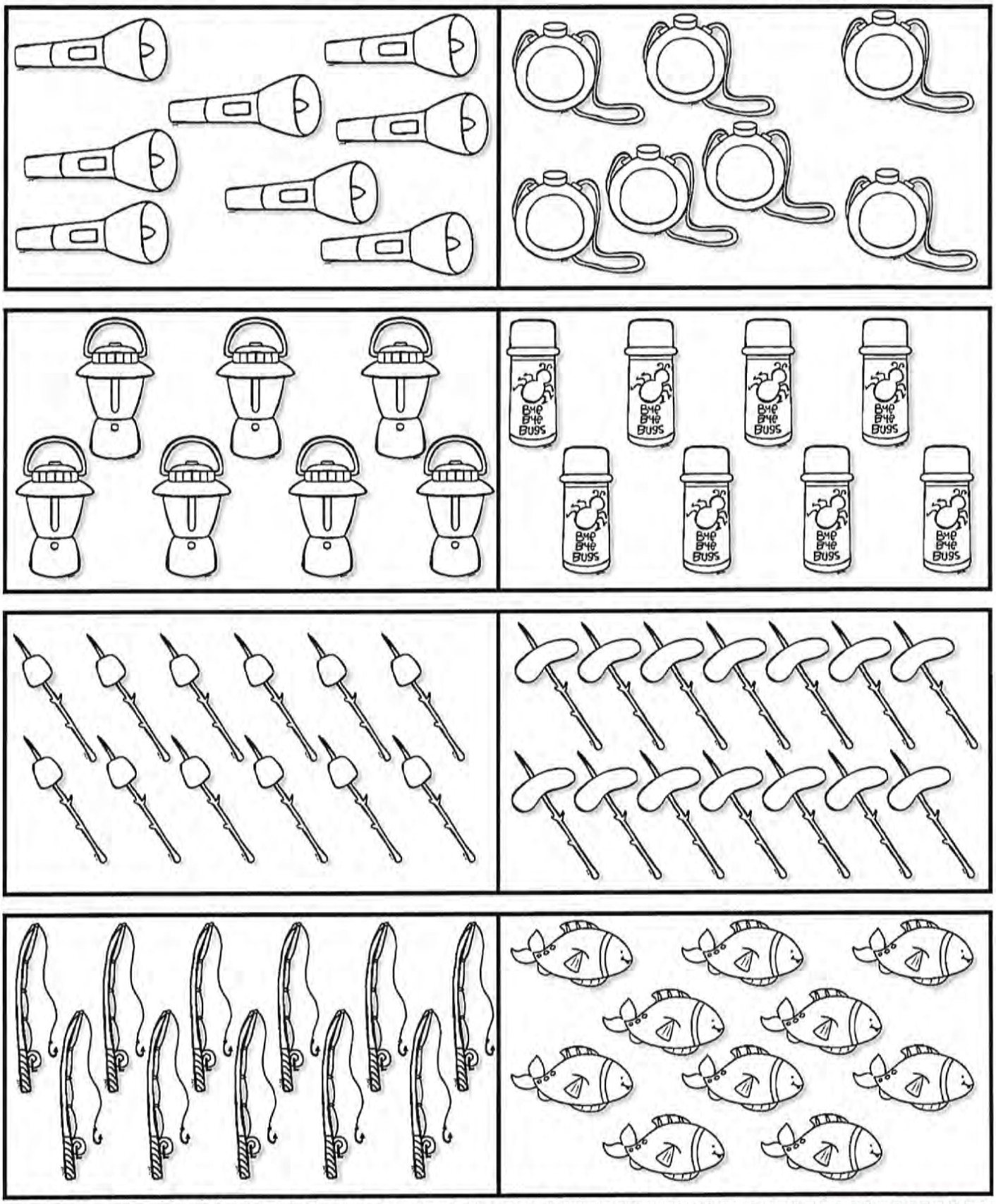
K.CC.C6 6

Wk 1

CAMP Compare

Name: _____

Color the group that has **more** green.



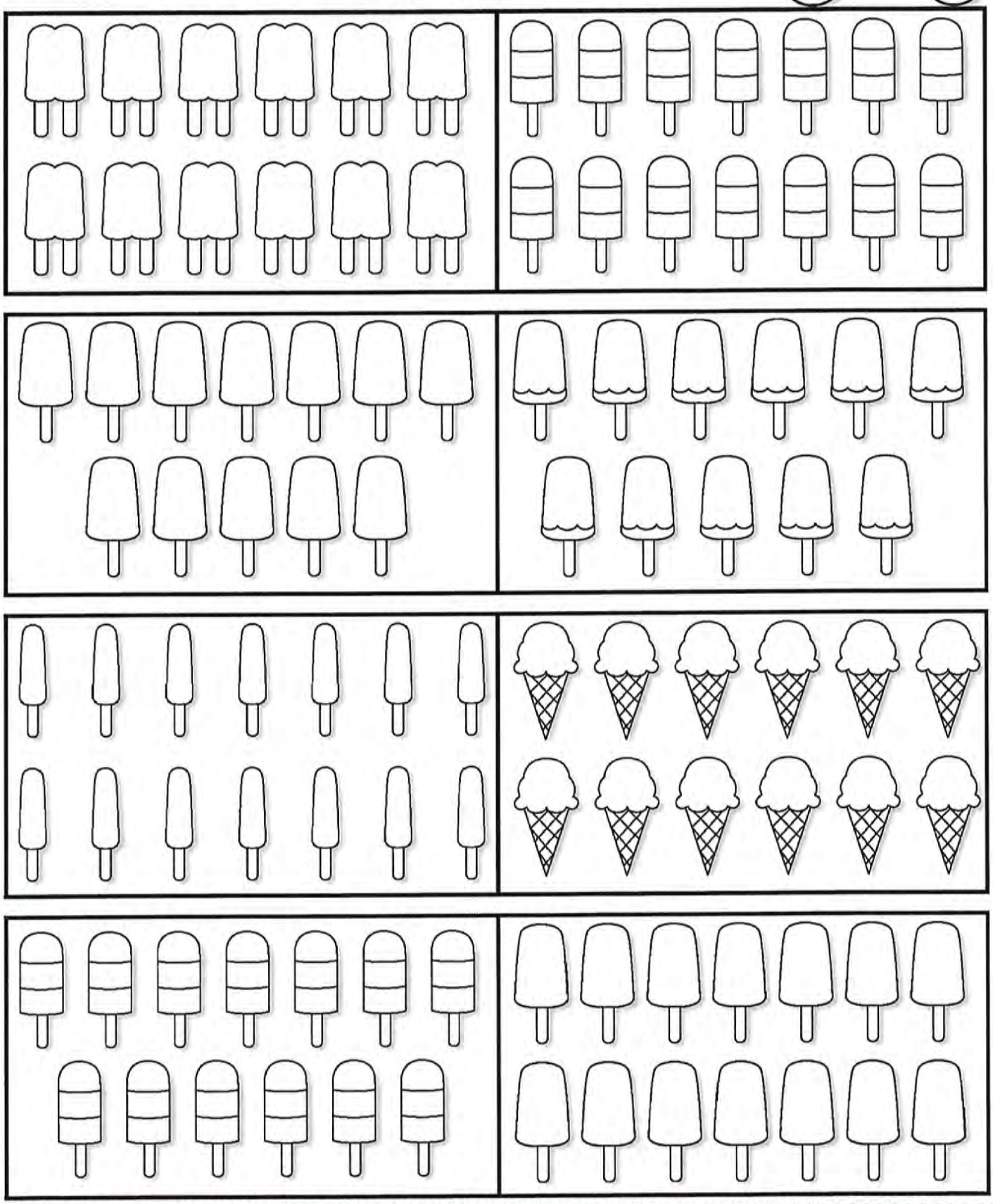
Jump and Will 2014

KCCC6 6

Cool Compare

Name: _____

Color the group that has **less** yellow.



Jump and Will 2014

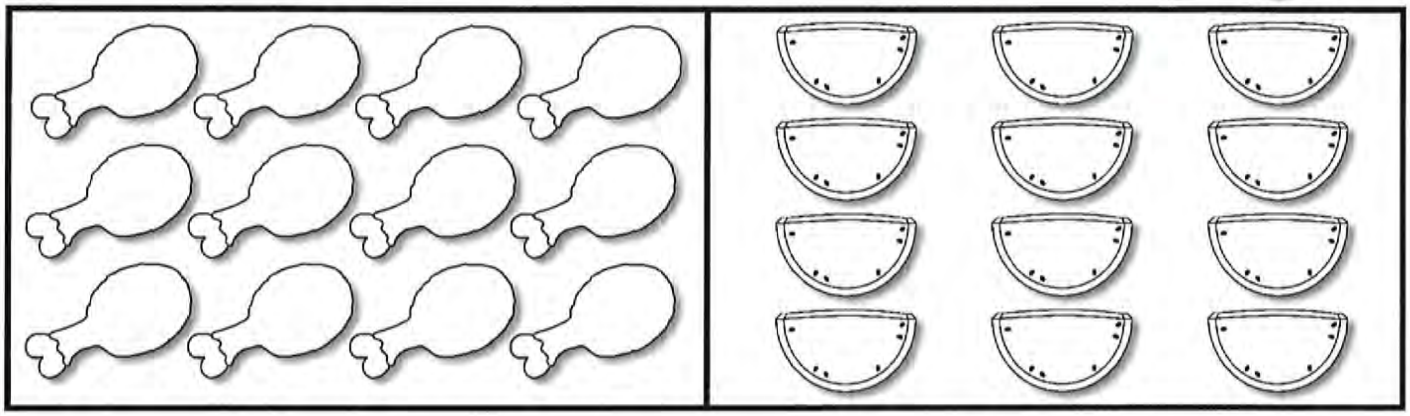
K.CC.C6 6

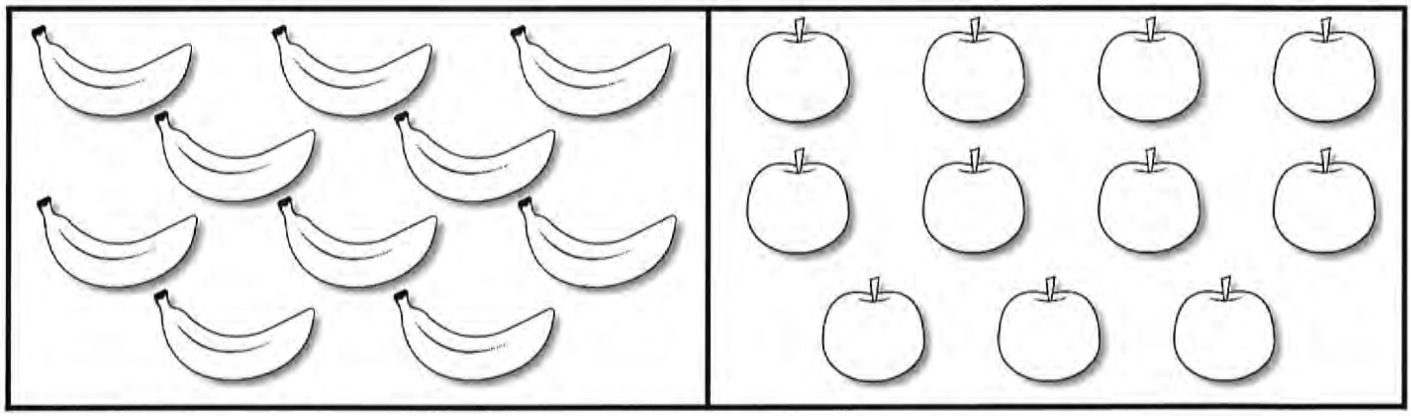
Picnic Compare

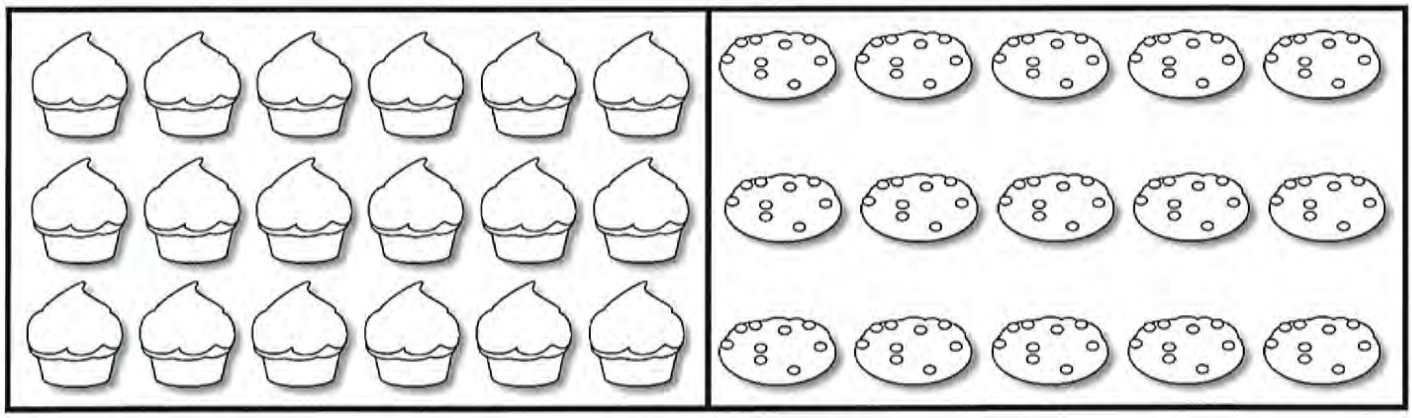
Wk1

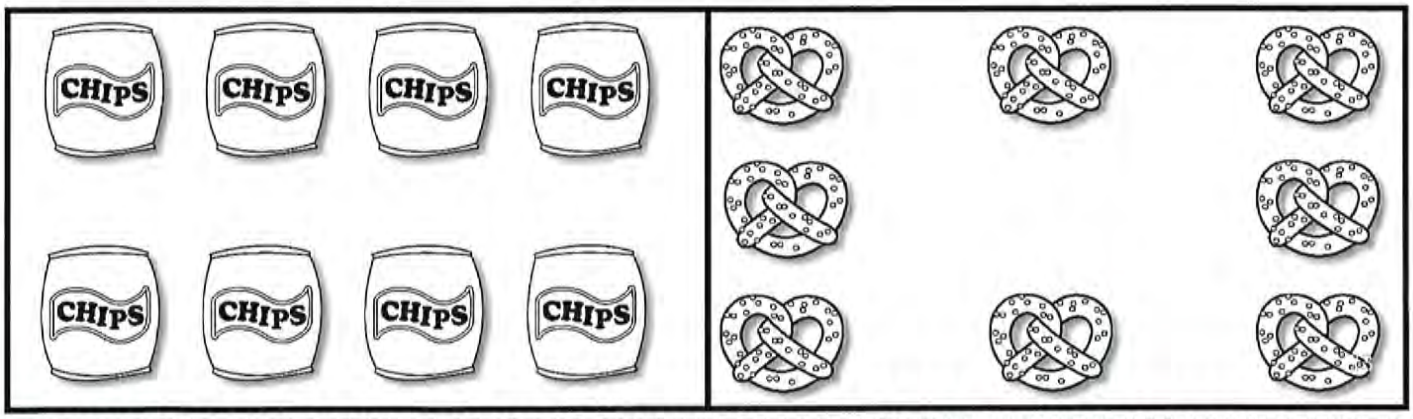
Name: _____

Color the groups that are **equal** yellow.









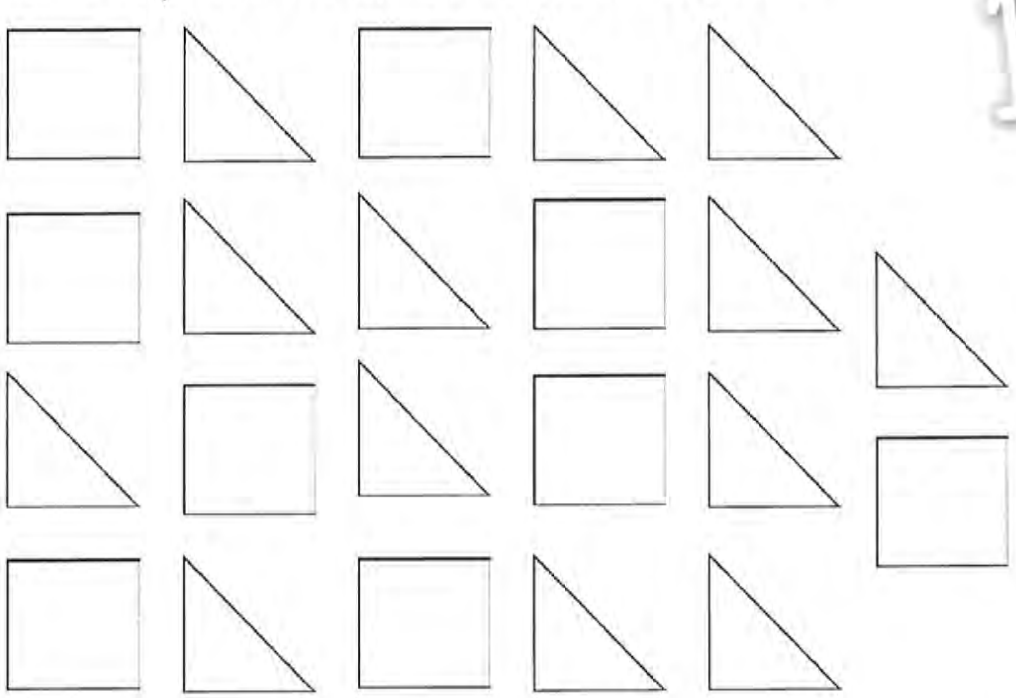
Jump and Will 2014

Wk1

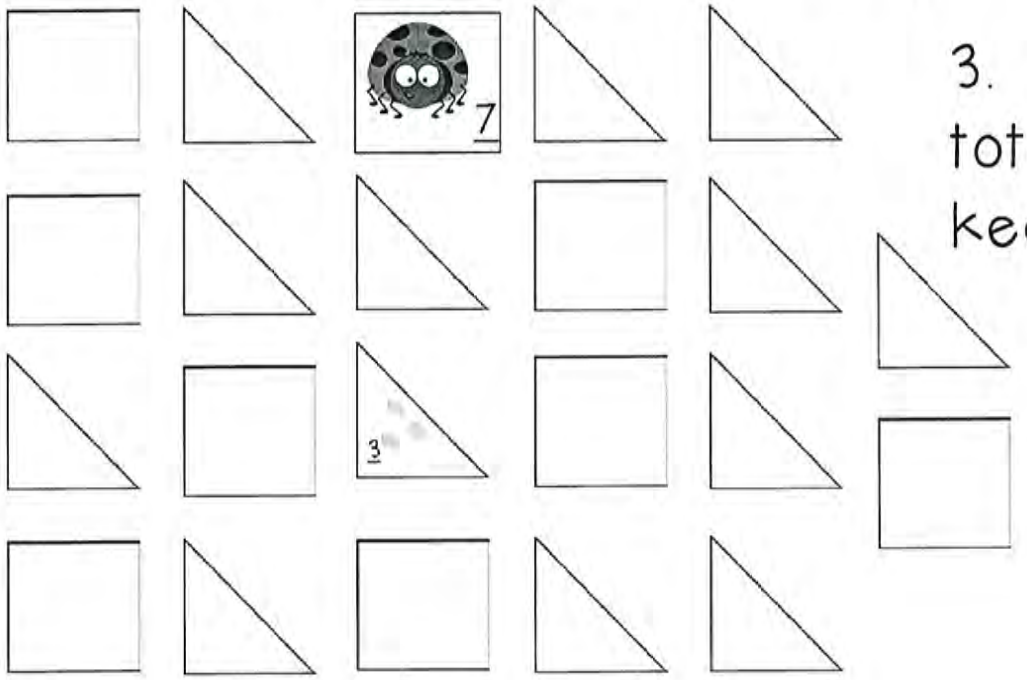
I can...

Totally 10!

1. Lay the cards face down.



2. Turn two cards over (1 triangle and 1 square).



3. If the cards total 10, you can keep them.

$7 + 3 = 10$

Another turn

2014 Jump and Wills

WK 1

WK 1

Wk1

Game: Bears in a Cave

Learning Goal: I can tell two numbers that make 10.

What do you need?

10 small objects (or you can use the bears on the following page)

A container that you can hide some or all of the objects under.

How do you play?

Lay out all 10 objects and have student check that there are 10.

Say "There are 10 bears"

Have student look away or close their eyes. No Peeking! ☺

Hide some of the objects under the container.

Say "Some went into the cave to take a nap. How many stayed in the sun?"

Students count how many are out and use that number to figure out how many are hiding in the cave.

Notes:

When you start, hide a small number. As students get better at the game, hide more and more in the cave. Having the smaller number and finding the bigger number is tougher.

Sometimes it is helpful for a student to have 5 of one type of object and 5 of another. They can then use 5 to help them figure out how many are missing.

Example: You have 5 pennies and 5 buttons. You hide 4 of the buttons. Student can see all 5 pennies are there and 1 button. This is 6.

You can also make up your own stories to go along with the game.

Game: Making 10 Bingo

Wk 1

Learning Goal: I can tell two numbers that make 10.

What do you need?

A bingo board for each player

Objects to cover numbers on the bingo board

Set of cards found on the following page.

How do you play?

Put the cards face down in a pile or spread out on the table.

Players take turns flipping over a card.

Player will decide how many dots are on the card and then will decide how many more it would take to make 10.

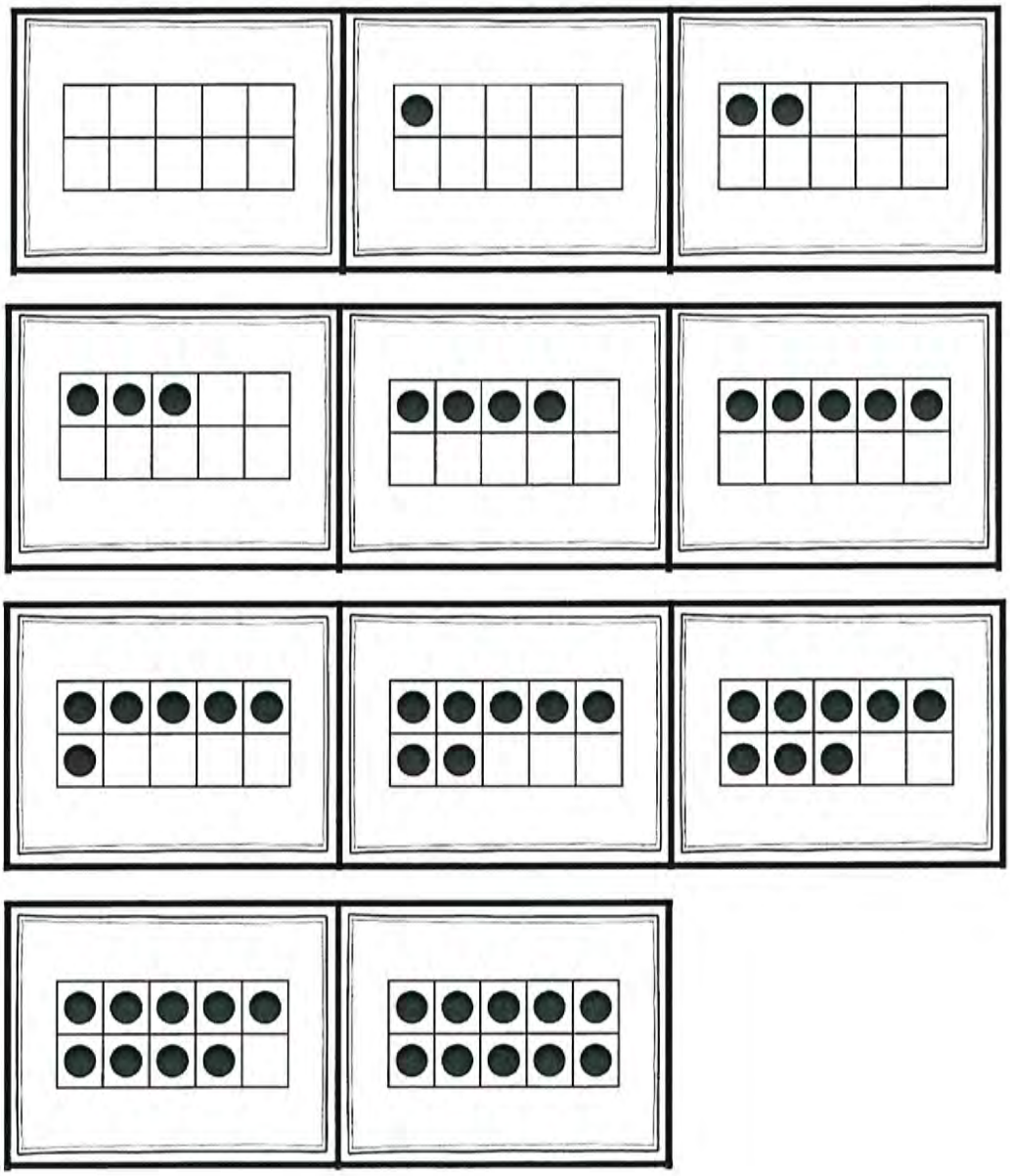
The number of dots it would take to make 10 is covered.

First with 4 in a row wins.

Example: Card has 8 dots and so 2 more dots make 10. 2 is covered on the board.

NOTE: It's ok if more than one player has the same board since they take turns picking up cards.

Wk 1



Wk1

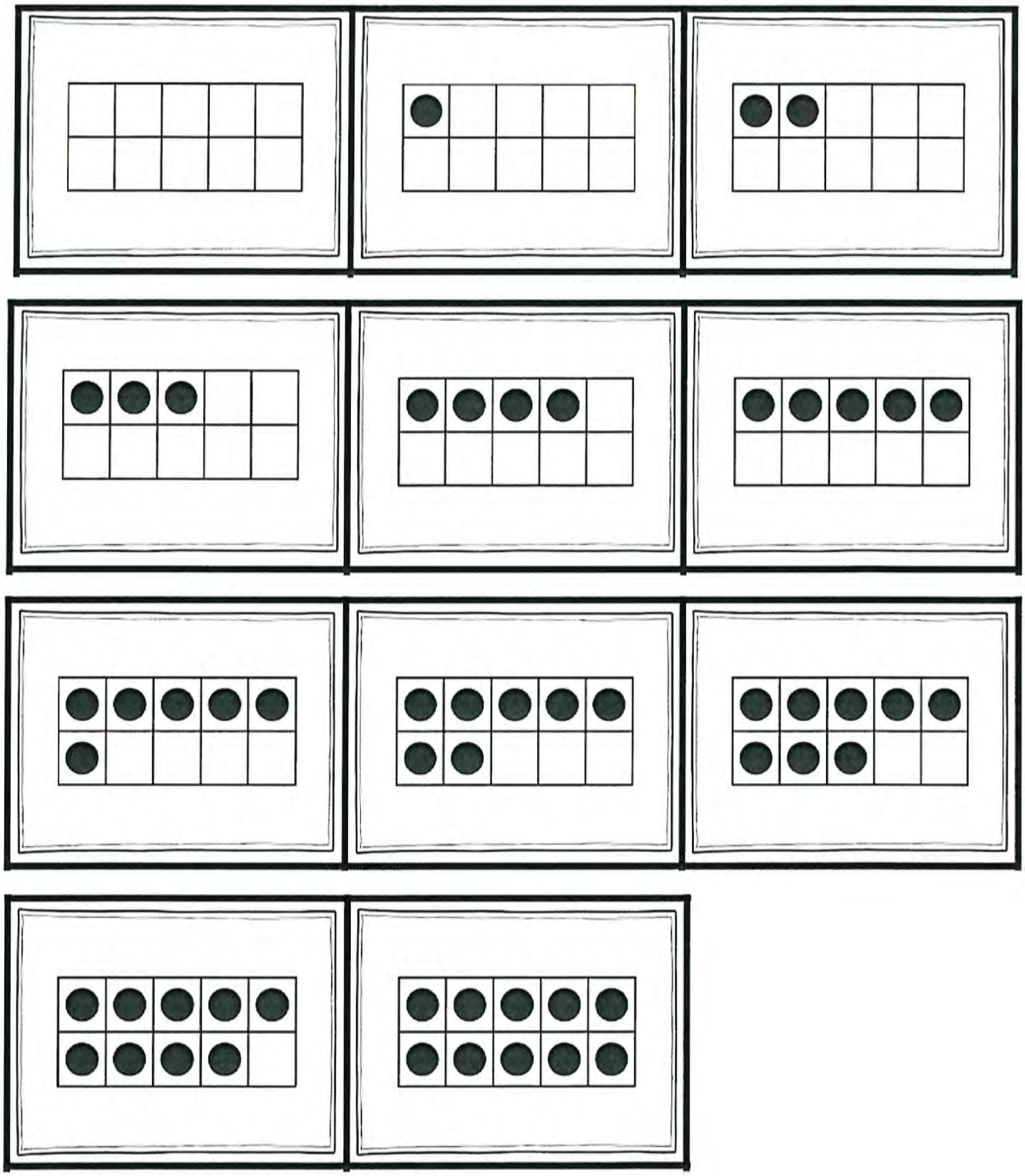
MAKING 10 BINGO

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

MAKING 10 BINGO

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

Wk 1



Wk2

Name _____ Date _____

Counting to 100!

1				5					10
		13							
					26				
	32								
						47			
			54						60
							68		
71									
		83							
									100

RACE TO 100!!

Roll a dice. Move that many spaces. First to 100 wins!

2 to 5 Players

START

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
														16
31	30	29	28	27	26	25	24	23	22	21	20	19	18	17
32														
33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
														48
63	62	61	60	59	58	57	56	55	54	53	52	51	50	49
64														
65	66	67	68	69	70	71	72	73	74	75	76	77	78	79
														80
95	94	93	92	91	90	89	88	87	86	85	84	83	82	81
96														
97	98	99	100											

FINISH

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WK 2

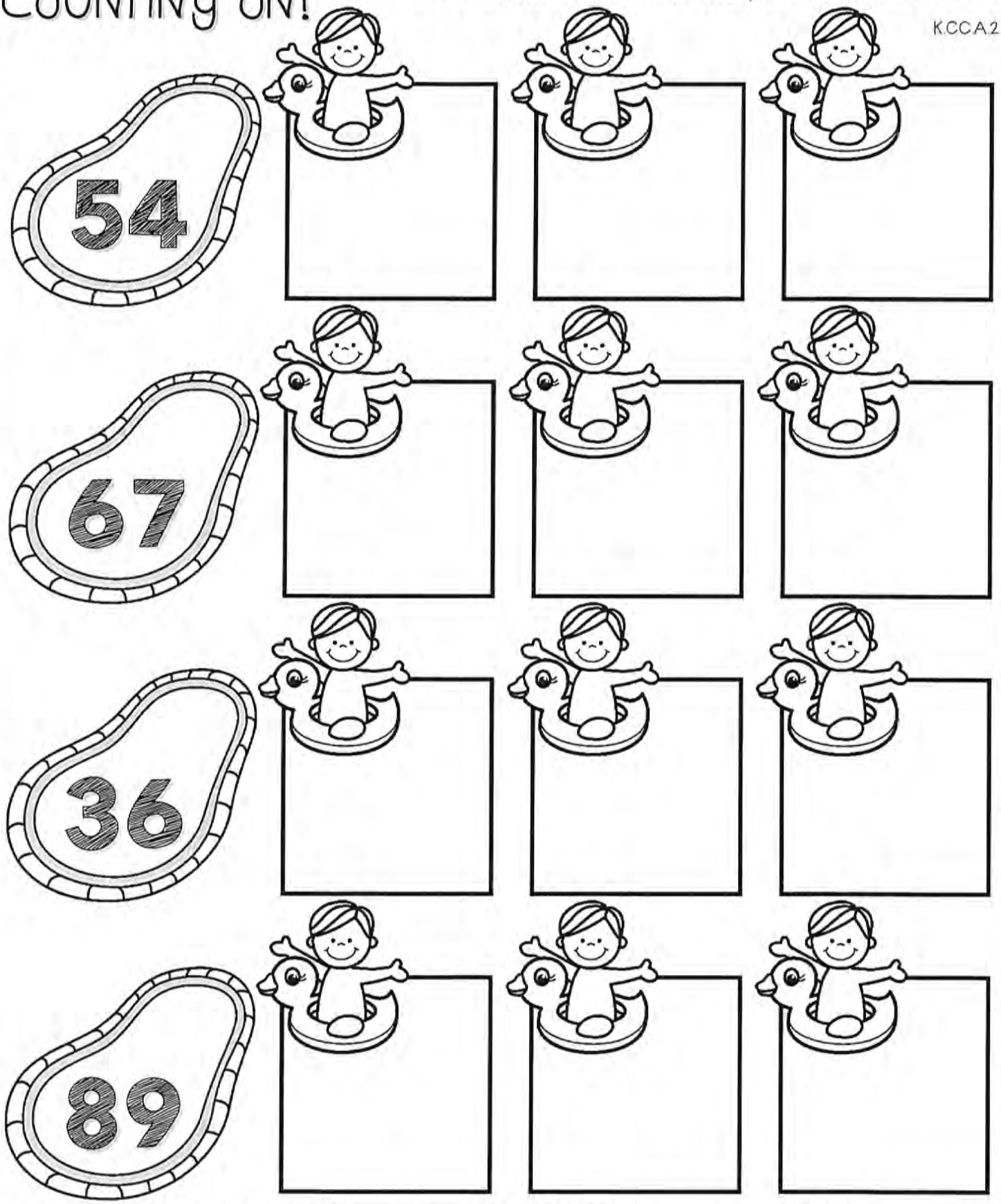
Jump on in!

Name: _____ Wk2

Counting on!

Look at the number in the pool and count on.

K.CC.A.2



Jump and Will 2014

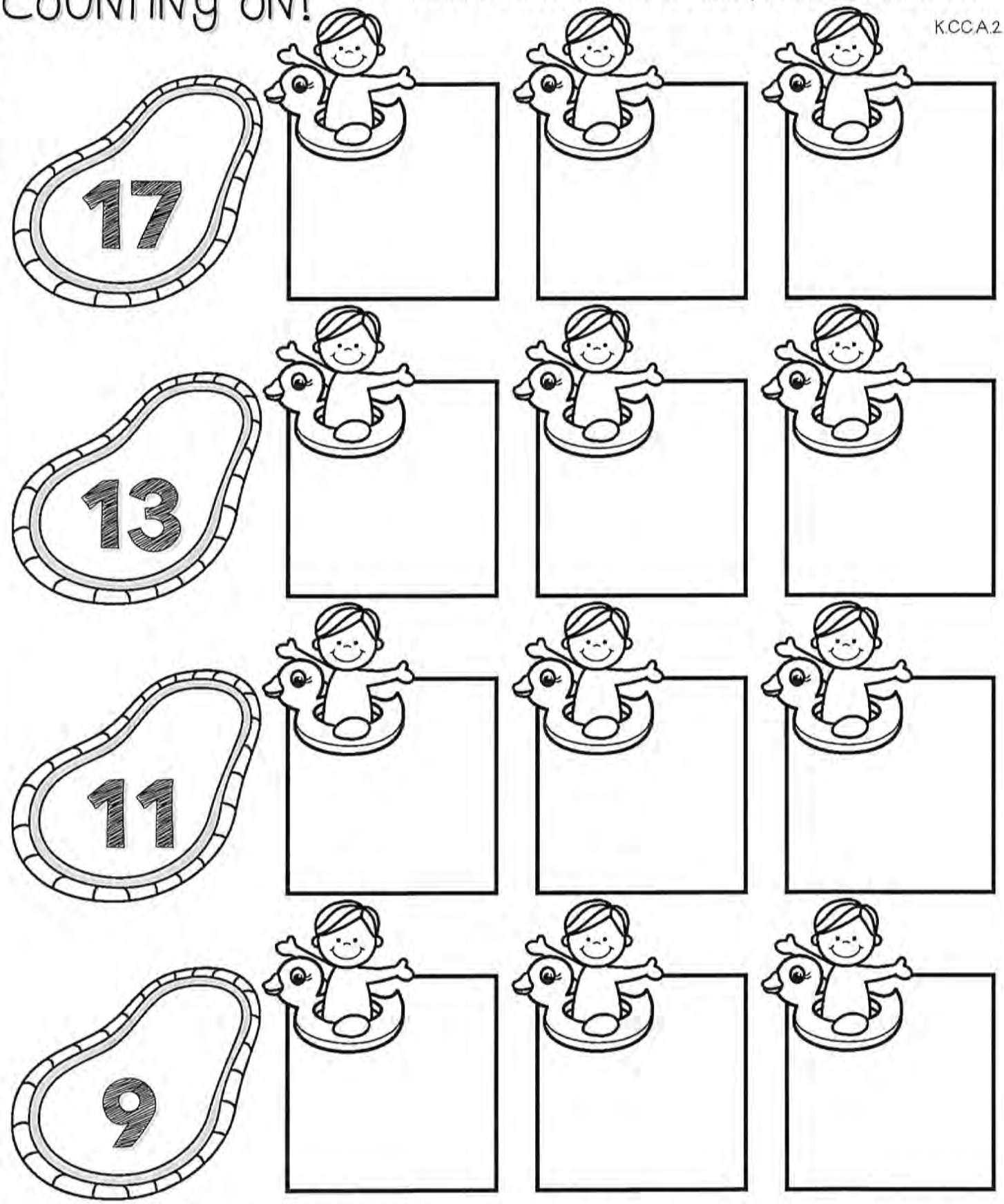
Jump on in!

Name: _____

Counting on!

Look at the number in the pool and count on.

K.CC.A.2



Jump and Will 2014

Wk2

SPLAT SQUARE

1 - 100

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1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Directions: Choose a starting number. Use a penny (or other object) to cover that number and practice counting on by 10s. For example, starting at 47, I can count on...57, 67, 77, 87, 97.

PE/Music/
Social-Emotional

(30 min. per day, total)

Ideas for:

- Physical Education (Mr. Lindsay)
- Music fun (Mrs. Kallenbach), and
- Social-emotional Support (Mr. Wosinski)