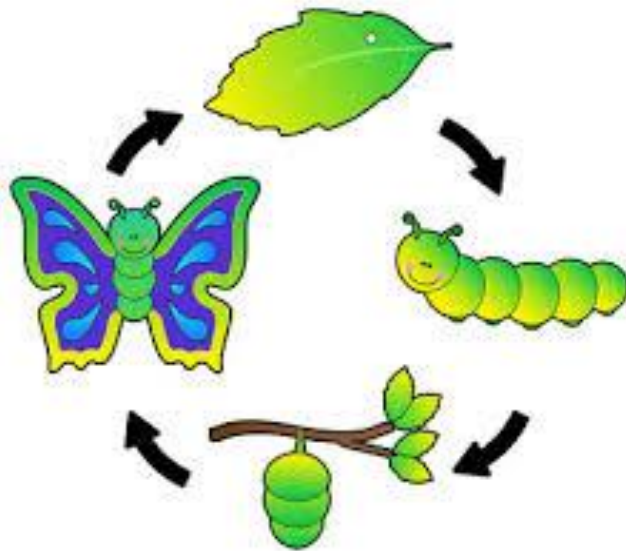


# Session 1: Lifecycles



Name: \_\_\_\_\_

If you see this image:




Take a picture of this finished page and send it to your teacher!

Please send a picture of the completed work via text, email, or another form of communication.

# Math-Weeks 1 and 2

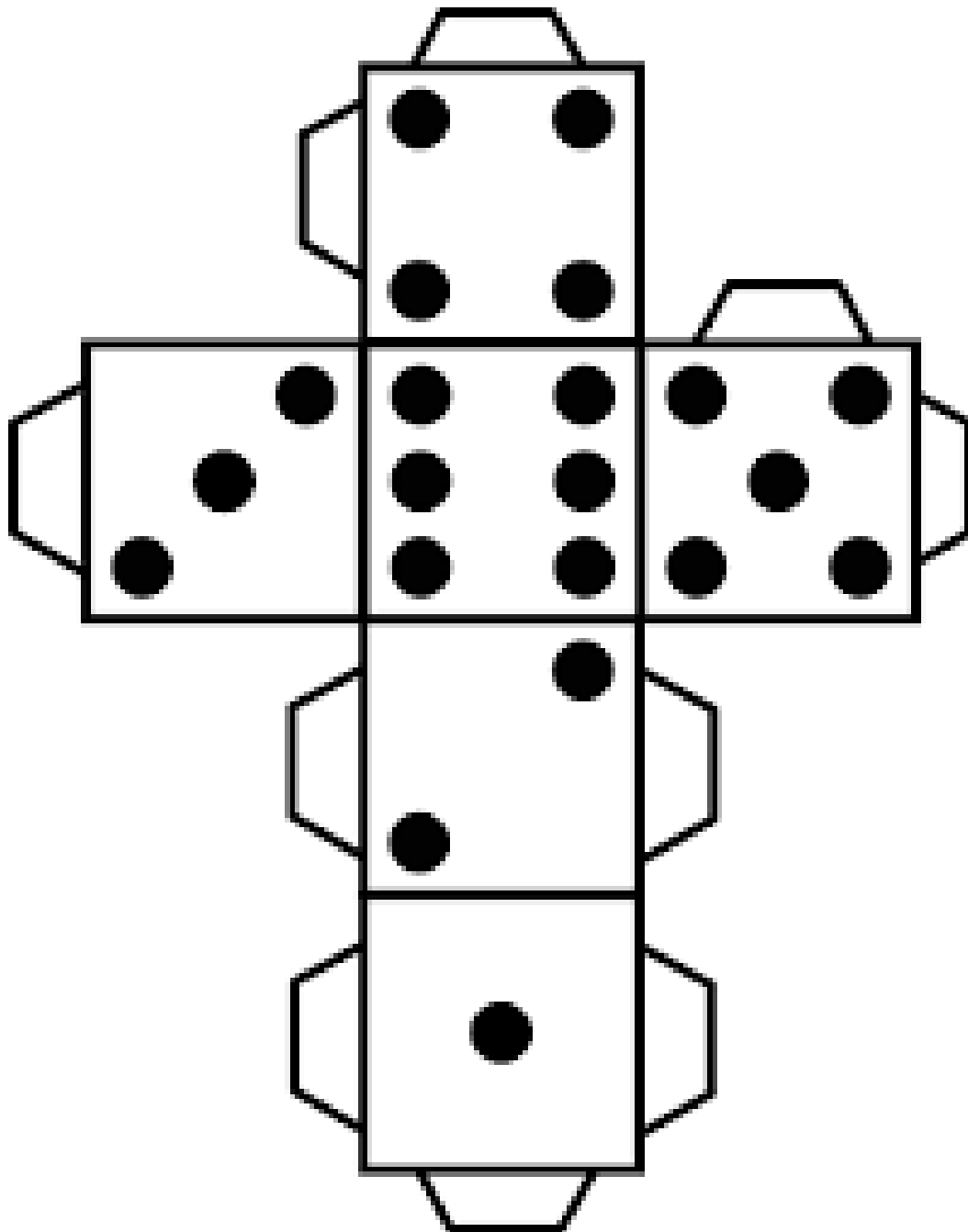
We are working on counting to 100 and adding and subtracting within 20. Here are some ideas to do for math each day of the week. You can also continue to do IXL everyday. Please let me know if you need help signing in.

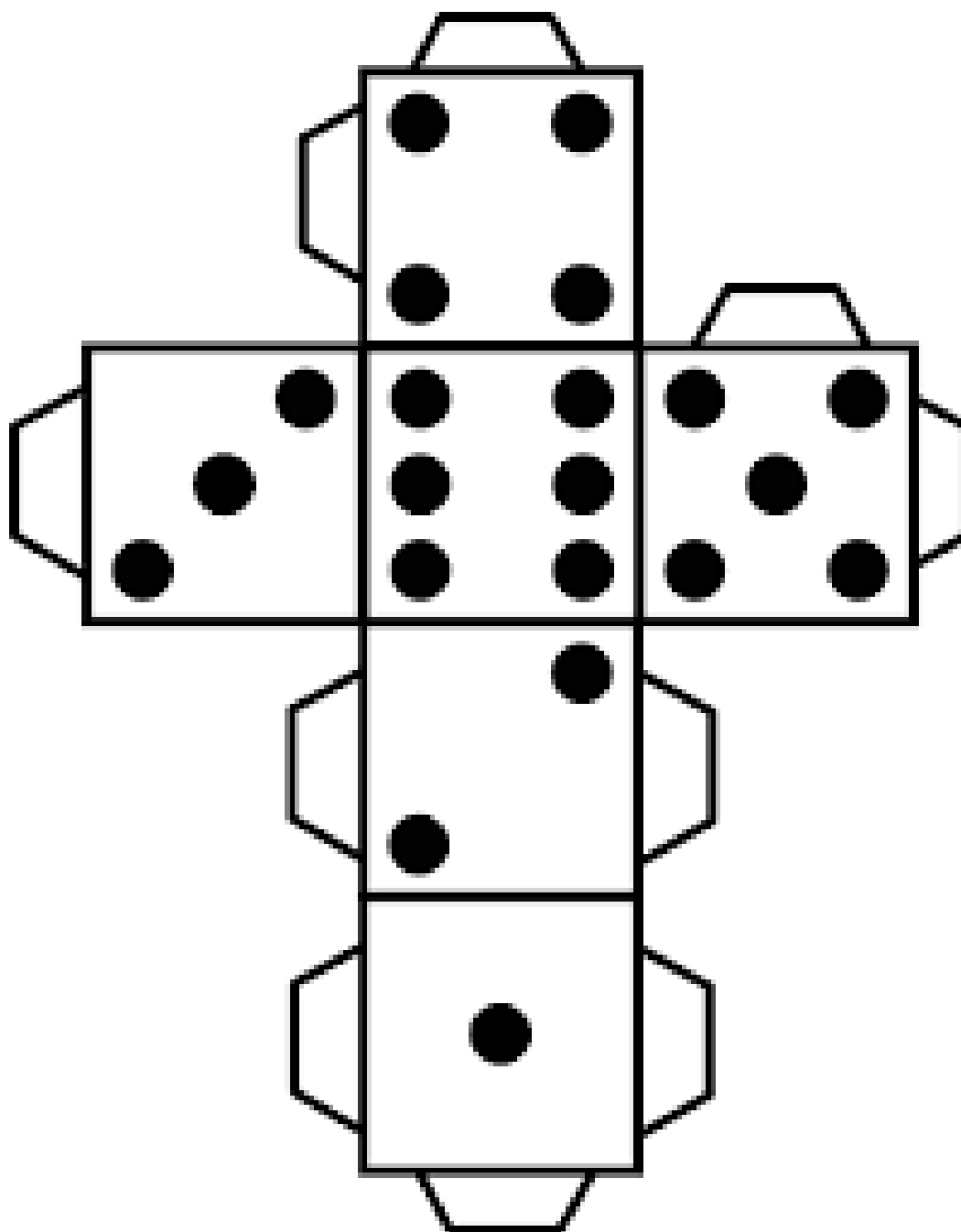
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Count to 100 by 1's to your parents.</p> <p>Practice your adding skills today by rolling two dice and adding the numbers (dots) together. (If you do not have dice at home, there is an attachment below that you can cut out to make your own set) Write down your totals below.</p> <p>_____ + _____ = _____</p> <p>_____ + _____ = _____</p> <p>_____ + _____ = _____</p> <p>_____ + _____ = _____</p> <p>_____ + _____ = _____</p> <p>_____ + _____ = _____</p>	<p>Count to 100 by 5's and 10's (If you need help, use the chart below)</p> <p>Count all of the doors that are in your house and write it here</p> <p>_____</p> <p>Count how many windows you have in your house</p> <p>_____</p> <p>Which number is the biggest? Smallest?</p>	<p>Count to 100 with exercise, remember Mr. Jack Hartman? (Parents, you can find him on this link:<a href="https://www.youtube.com/watch?v=cVwjmC-gpBU">https://www.youtube.com/watch?v=cVwjmC-gpBU</a>)</p> <p>Practice your subtraction skills today by rolling two dice and subtracting the biggest number from the smallest. Write down your totals below.</p> <p>_____ - _____ = _____</p> <p>_____ - _____ = _____</p> <p>_____ - _____ = _____</p> <p>_____ - _____ = _____</p> <p>_____ - _____ = _____</p> <p>_____ - _____ = _____</p>	<p>Count to 100 using your 100's chart and pointing to each number as you count.</p> <p>Can you find 100 things around your house? For example, 100 noodles, pieces of cereal, legos, dinosaurs? Anything! You can put these in groups of 10 to help you count to 100.</p> <p>Send me a picture of yourself with your 100 items.</p>	<p>Challenge: See if you can count higher than 100 today and write down the number that you got to.</p> <p>_____</p> <p> <b>Take a picture of this whole page when you are done and send it to your teacher!</b></p>

# Hundreds Chart

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

Feel free to assemble this dice if you don't have one for math activities.







# Reading Week 1

Please read the book, *How Frogs Grow* (use this book to help you with writing)




New sight words for the week: **are, have, now**

Review these words every day before reading your book.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Before you read, talk about these vocabulary words:</p> <ul style="list-style-type: none"> <li>- Tadpole</li> <li>- Grow</li> <li>- Eggs</li> </ul> <p>Read <u>How Frogs Grow</u> to a Grownup.</p> <p>1.) Underline words you don't know</p> <p>2.) Talk about the new vocabulary words, what do they mean?</p>	<p>Before you read, highlight the new sight words in your book with a yellow marker.</p> <p>Reread the book <u>How Frogs Grow</u> to your pet.</p> <p>(Make sure a grown up is still listening.)</p> <p>Find these text features in your book and color them according to the color:</p> <ul style="list-style-type: none"> <li>*Title - Red</li> <li>*Author and Illustrator - Blue</li> </ul> <p> <b>Take a picture of this when you are done and send it to your teacher!</b></p>	<p>Reread <u>How Frogs Grow</u> in your silliest voice. (Make sure a grown up is still listening.)</p> <p>1.) Retell the book to a parent or older sibling.</p> <p>2.) What was one thing you learned about frogs?</p> <p>Use the book to help you during writing today.</p>	<p>Reread <u>How Frogs Grow</u> to a favorite stuffed animal</p> <p>(Make sure a grown up is still listening.)</p> <p>1.) In this book, you learned about how frogs change as they grow. How do other animals look as they grow? What other living things change as they grow?</p>	<p>Reread <u>How Frogs Grow</u> to your older or younger sibling. (Make sure a grown up is still listening.)</p> <p>1.) Ask your sibling what is one thing that they learned about frogs.</p> <p>2.) On the blank pages in the back of the book, draw a picture of a frog or a picture of you reading the book with your sibling.</p> <p> <b>Take a picture of this when you are done and send it to your teacher!</b></p>

## Writing Week 1

For this week's writing work, please use the attached 'KWL' Chart. This will be used to show what you already **K**now about Frogs, **W**-what you would like to learn about Frogs, **L**-what you have learned about Frogs. Also attached is a Frog Life Cycle diagram and a writing paper for the week.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Write two or more things that you already know about frogs in the "K" part of the KWL chart below. (ex. <i>Frogs can hop.</i>)</p> <p>Try your best to sound out your letters as you write your sentences.</p>	<p>Write two or more things that you want to learn about frogs in the "W" part of the KWL chart below.</p> <p>Try your best to sound out your letters as you write your sentences.</p>	<p>Complete the 'Life Cycle of a Frog' diagram below.</p> <p> Take a picture of this when you are done and send it to your teacher!</p>	<p>Write two or more things that you learned about frogs in the "L" part of the KWL chart below.</p> <p> Take a picture of this when you are done and send it to your teacher!</p>	<p>Using the paper provided, draw a picture of what you have learned about frogs or their life cycle this week. Then write two to three sentences about your picture. I can't wait to see yours!</p> <p> Take a picture of this when you are done and send it to your teacher!</p>

## Week 1 KWL Chart

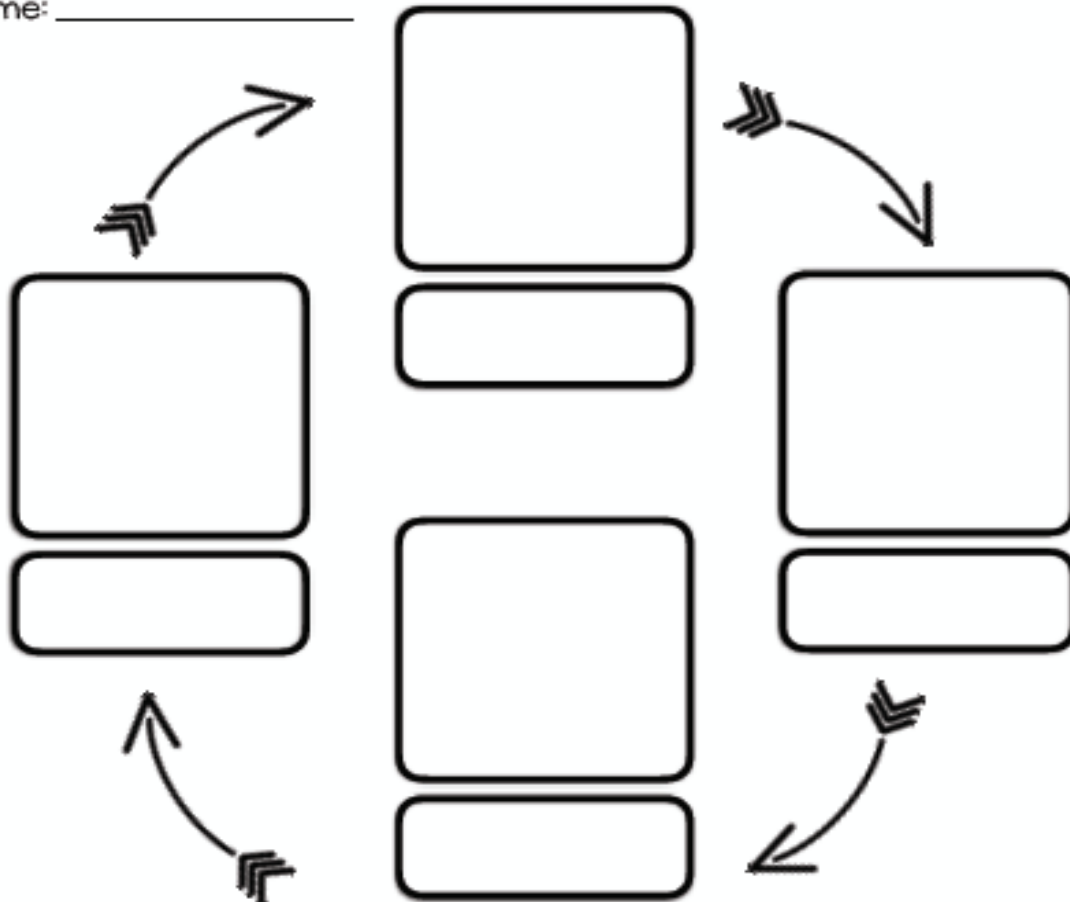
K: What I already <u>know</u> about frogs.	W: What I <u>want</u> to learn about frogs.	L: What I <u>learned</u> about frogs.





# Frog Life Cycle

Name: \_\_\_\_\_



frog

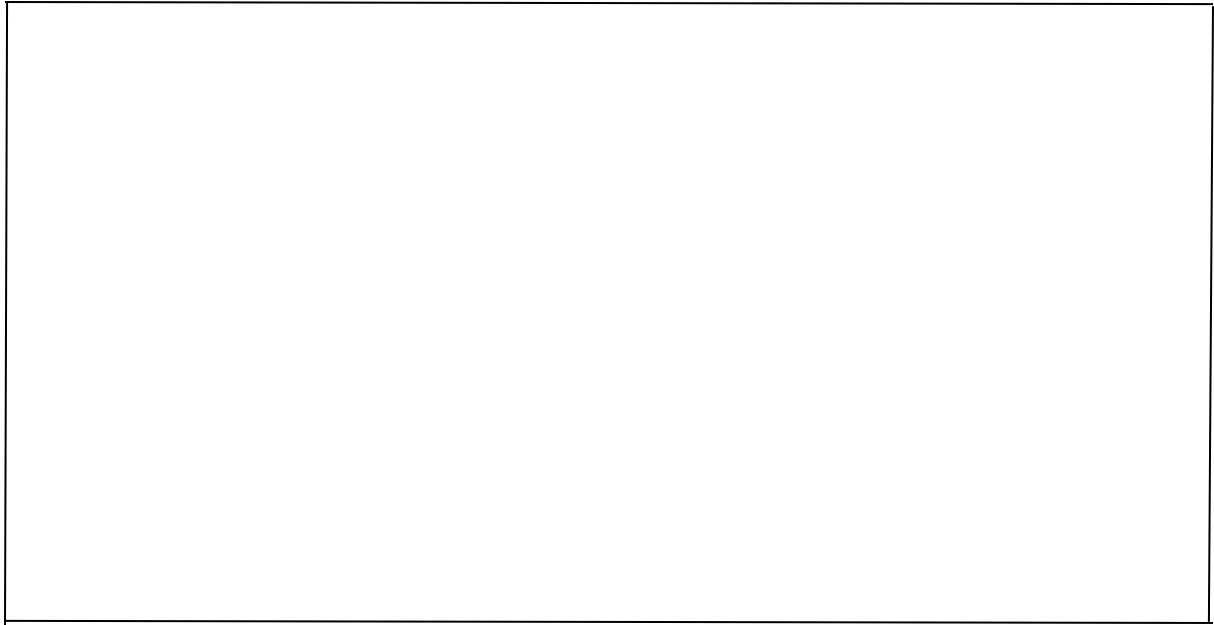
tadpole

egg

froglet



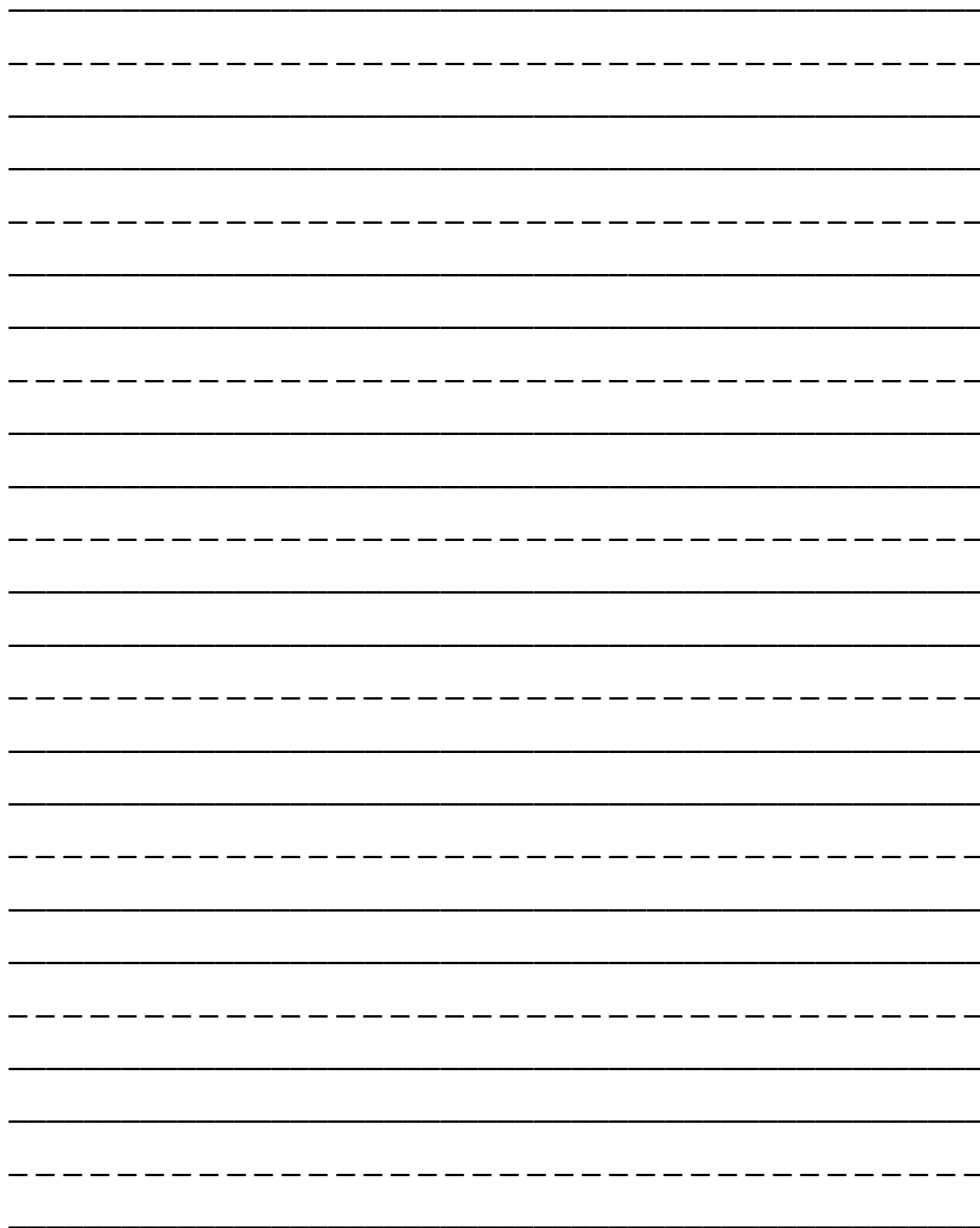
emily hubbard, 2016



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A series of horizontal lines for handwriting practice, consisting of solid top and bottom lines with a dashed middle line, repeated ten times down the page.

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## Reading Week 2

Please read the book, *From Caterpillar to Butterfly*. (use this to help you with writing)

This weeks new sight words: **this, is, an**

Review these words every day before reading your book.




Day 1	Day 2	Day 3	Day 4	Day 5
<p>Before you read, talk about these BIG vocabulary words:</p> <ul style="list-style-type: none"> <li>- Pupa</li> <li>- Life Cycle</li> <li>- Molting</li> </ul> <p>Read <u>From Caterpillar to Butterfly</u> to a grownup.</p> <p>1.) Underline words you don't</p>	<p>Before you read, highlight the new sight words in your book with a yellow marker.</p> <p>Reread the book <u>From Caterpillar to Butterfly</u> to your pet.</p> <p>(Make sure a grown up is still listening.)</p> <p>Find these text</p>	<p>Reread <u>From Caterpillar to Butterfly</u> in your best teacher voice.</p> <p>(Make sure a grown up is still listening.)</p> <p>1.) Retell the book to a parent or older sibling.</p> <p>2.) What was one thing you learned</p>	<p>Reread <u>From Caterpillar to Butterfly</u> to a favorite stuffed animal.</p> <p>(Make sure a grown up is still listening.)</p> <p>1.) In this book, you learned about how butterflies change during their life cycle, what is your favorite part of the</p>	<p>Reread <u>From Caterpillar to Butterfly</u> to your older or younger sibling.</p> <p>(Make sure a grown up is still listening.)</p> <p>1.) Ask your sibling what is one thing that they learned about butterflies.</p> <p>2.) Have your</p>

<p>know</p> <p>2.) Talk about the new vocabulary words, what do they mean?</p>	<p>features in your book and color them according to the color.</p> <p>*Title - Red</p> <p>*Labels - Green</p> <p> <b>Take a picture of this when you are done and send it to your teacher!</b></p>	<p>about butterflies?</p> <p>Use the book to help you during writing today.</p>	<p>butterflies life cycle?</p> <p>2.) Can you imagine being wrapped in a chrysalis? How would you feel?</p> <p>*Maybe you could call your teacher today to read this book to her and answer the above questions.</p>	<p>sibling explain to you what they think their favorite part of the butterflies life cycle is and share yours also.</p>
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## Writing Week 2

For this week's writing work, please use the attached 'KWL' Chart. This will be used to show what you already **K**now about Butterflies, **W**-what you would like to learn about Butterflies, **L**-what you have learned about Butterflies. Also attached is a Butterfly Life Cycle diagram and a writing paper for the week.

Day 1	Day 2	Day 3	Day 4	Day 5
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<p>Write two or more things that you already know about butterflies in the “K” part of the KWL chart below.</p> <p>Try your best to sound out your letters as you write your sentences.</p>	<p>Write two or more things that you want to learn about butterflies in the “W” part of the KWL chart below.</p> <p>Try your best to sound out your letters as you write your sentences.</p>	<p>Complete the ‘Life Cycle of a Butterfly’ diagram below.</p> <p> <b>Take a picture of this when you are done and send it to your teacher!</b></p>	<p>Write two or more things that you learned about butterflies in the “L” part of the KWL chart below.</p> <p> <b>Take a picture of this when you are done and send it to your teacher!</b></p>	<p>If I were a Caterpillar, I would have a really hard time waiting to be a butterfly. What is something you can’t wait for?</p> <p>Complete the Caterpillar writing page below using at least two sentences. I can’t wait to see yours!.</p> <p>Try your best to sound out your letters as you write your sentences.</p> <p> <b>Take a picture of this when you are done and send it to your teacher!</b></p>
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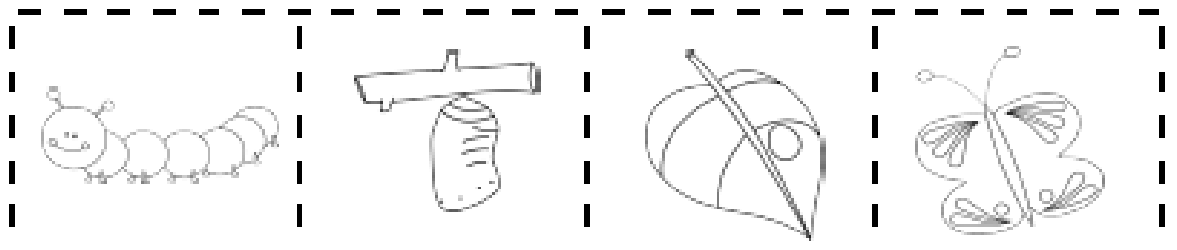
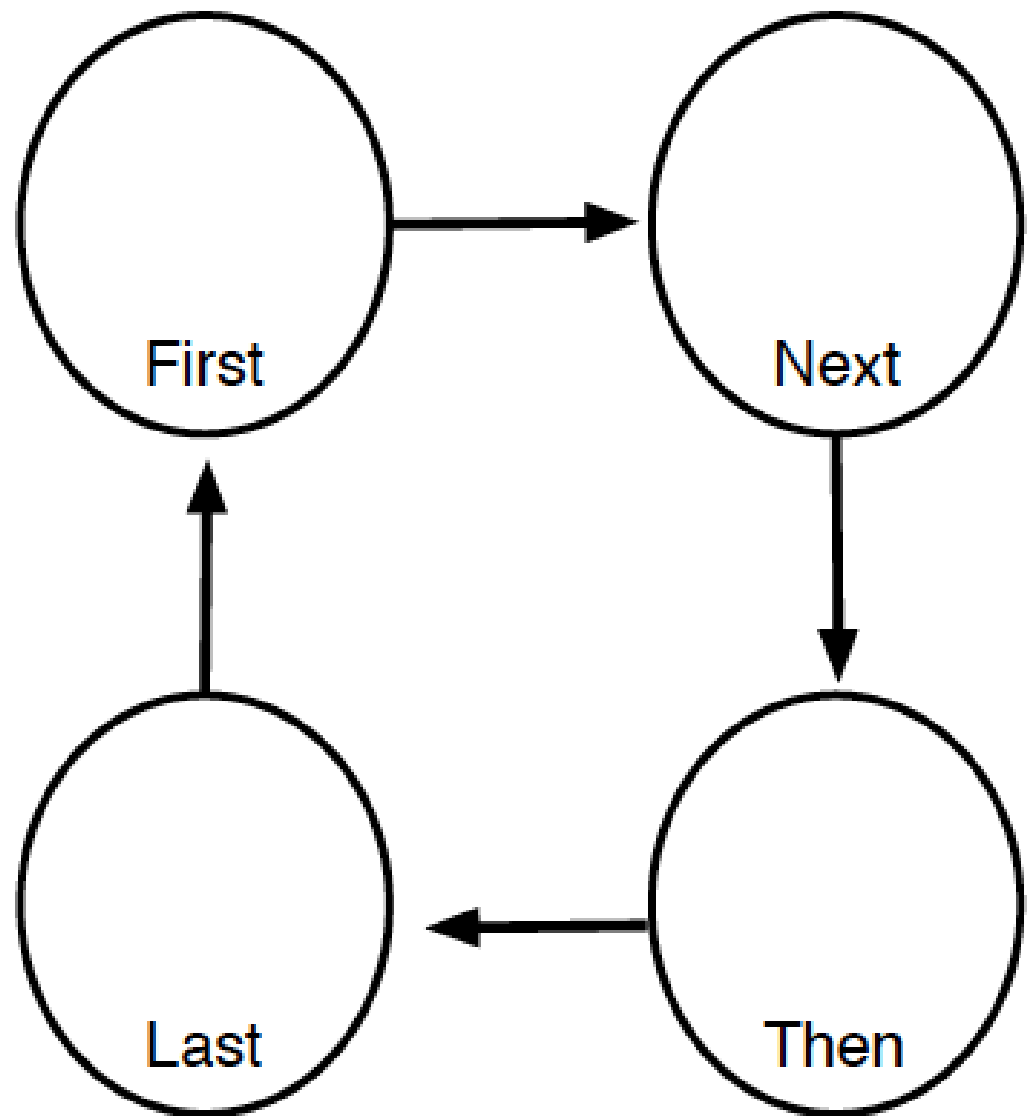
### Week 2 KWL Chart

<b>K: What I <u>know</u> about butterflies.</b>	<b>W: What I <u>want</u> to learn about butterflies.</b>	<b>L: What I <u>learned</u> about butterflies.</b>
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NAME \_\_\_\_\_ DATE \_\_\_\_\_

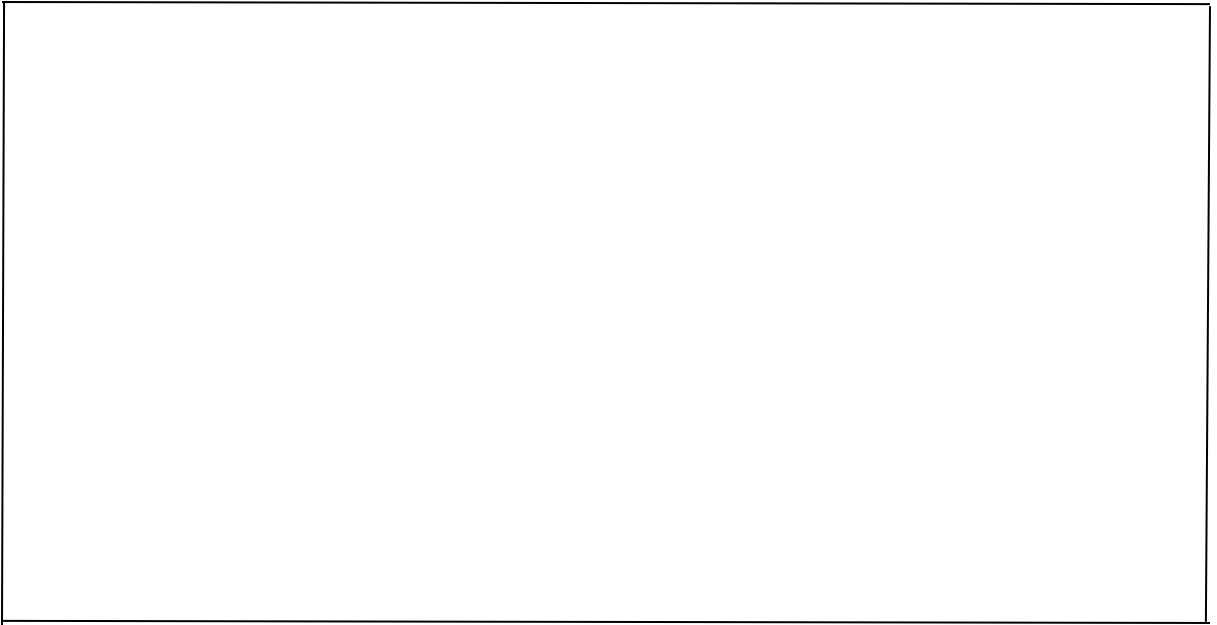
## Life Cycle of a Butterfly



# Caterpillar Can't Wait Activity

Week 2 - Day 5

Directions: If I were a Caterpillar, I would have a really hard time waiting to be a butterfly. What is something you can't wait for? Draw a picture of what you can't wait for and write about it below.

A large, empty rectangular box with a thin black border, intended for a child to draw a picture and write about something they can't wait for.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

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Here are some great reminders to use while you are writing!

### Writing Checklist

- ☐ Use a capital letter at the beginning of every sentence.  
**A B C**
- ☐ Use finger spaces.  
I \_ like \_ cats.  

- ☐ Use ending punctuation.  
**. ? !**
- ☐ Use the word wall to help spell sight words.

A	B	C
and	boy	can
are	by	cat

Name: \_\_\_\_\_



## Science At Home

**I can show how animals and plants grow and survive.**

Choose one activity to complete each day (you do not need to do all boxes). Have an adult initial the box you choose to do. When you are done, choose your favorite two activities to take a picture of and share with your teacher!

<p>Draw and label a picture of an adult animal and baby animal. How are they the same and different?</p> <p>Adult Initial: _____</p>	<p>Choose a stuffed animal and find out where that animal would live. Create a habitat for it (place it lives) using things around your house. Don't forget to include food that it can find!</p> <p>Adult Initials: _____</p>	<p>Draw a picture of your favorite animal. Label the parts that help it survive. For example: turtle's have shells to keep their soft bodies safe.</p> <p>Adult Initials: _____</p>
<p>Animals have different kinds of ears. Choose your favorite type of animal ears and draw a picture of yourself with those ears. Write a sentence about the</p>	<p>Find pictures of adult and baby animals in a magazine. Cut them out and glue them to a page. Write a sentence telling how the parents and</p>	<p>Camouflage is a way that animals blend in with the things around them. Cut out a butterfly shape and color it so it blends into something around your</p>

<p>kind of ears you picked and why you picked them. Adult Initials: _____</p>	<p>babies are the same. Adult Initial: _____</p>	<p>house. Challenge your family to find it! Adult Initials: _____</p>
<p>Watch the Mystery Science Video Below: <a href="https://mysteryscience.com/secrets/mystery-5/plant-needs-light/132?r=6511186">https://mysteryscience.com/secrets/mystery-5/plant-needs-light/132?r=6511186</a> What do seeds need to grow? Imagine that you are trying to grow a plant. Draw a diagram of everything your seed would need in order to grow. Adult Initials: _____</p>	<p>Think about two animals and the parts they have. Draw a comic about how they would protect themselves if they battled each other. Which one do you think would win?  Adult Initials: _____</p>	<p>Watch this video about plants. Draw a picture of a plant from the video and label the things it uses to survive. <a href="https://www.youtube.com/watch?v=4yvUjw2-jl">https://www.youtube.com/watch?v=4yvUjw2-jl</a>  Adult Initials: _____</p>
<p>Use legos or another building material to make a model of a plant. Include roots, a stem, flowers, seeds, and leaves.  Adult Initials: _____</p>	<p>Make a book or comic about an animal growing up. What does it look like as a baby and how does it change as it becomes an adult.  Adult Initials: _____</p>	<p>Look outside at your yard. What could you put in your yard that would make it a place animals would like to visit. What would the animals need in order to survive in that environment? Draw a Map of your yard with everything needed to meet the animal's needs. Adult Initials: _____</p>

**Choose 2 of your favorite projects and take a picture of them to share with your teacher!**



Take a picture of this finished page and send it to your teacher!



# How Frogs Grow

A Reading A-Z Level C Leveled Book

Word Count: 48

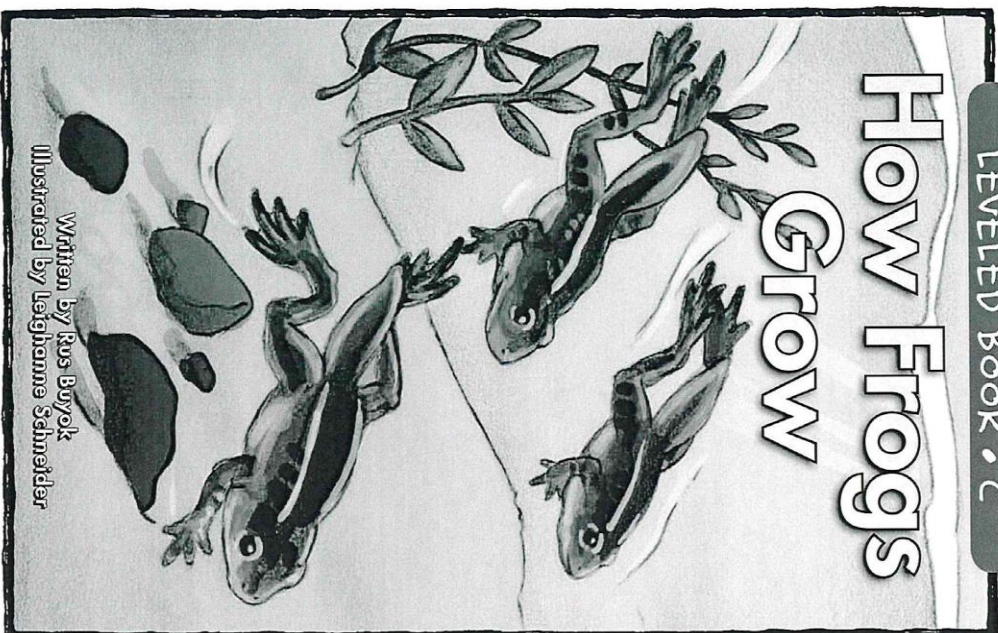


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LEVELED BOOK • C

# How Frogs Grow



Written by Rus Buyok  
Illustrated by Leighanne Schneider

[www.readinga-z.com](http://www.readinga-z.com)



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How Frogs Grow  
Level C Levelled Book  
© Learning A-Z  
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Illustrated by Leighanne Schneider  
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## Correlation

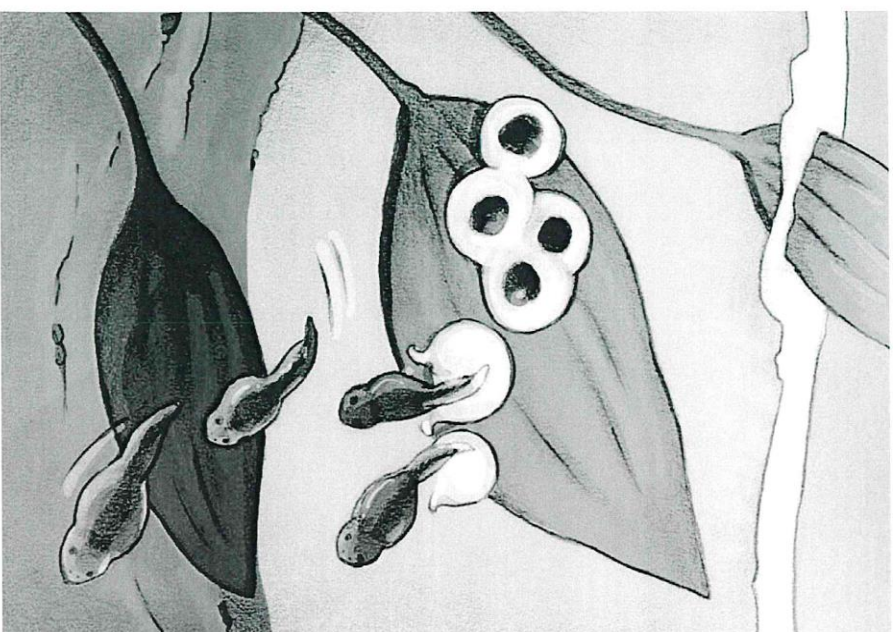
LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4



A frog lays eggs  
in water.

How Frogs Grow • Level C

3



Tadpoles come out  
of the eggs.

4





The tadpoles have long tails.

How Frogs Grow • Level C

5



The tadpoles grow back legs.

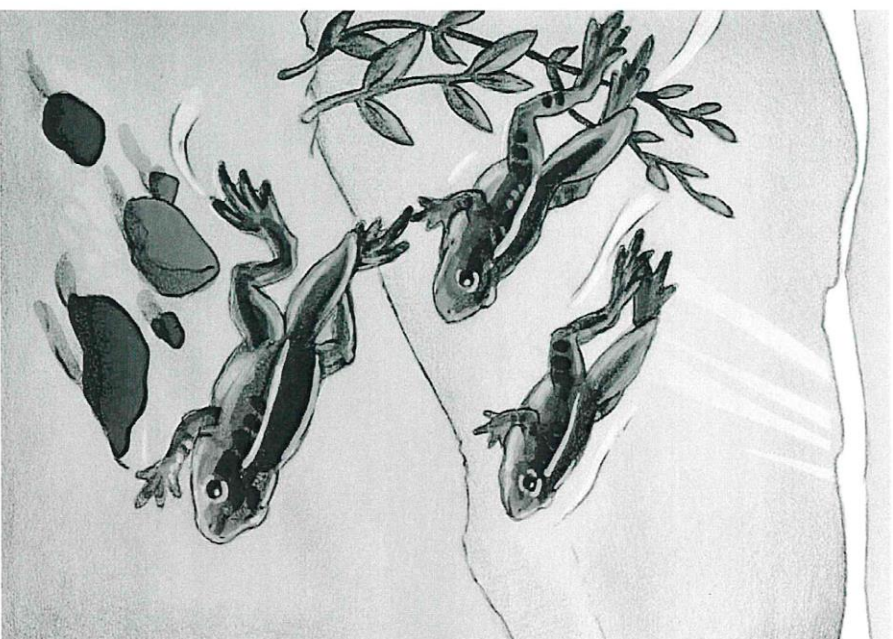
6



The tadpoles grow  
front legs.

How Frogs Grow • Level C

7



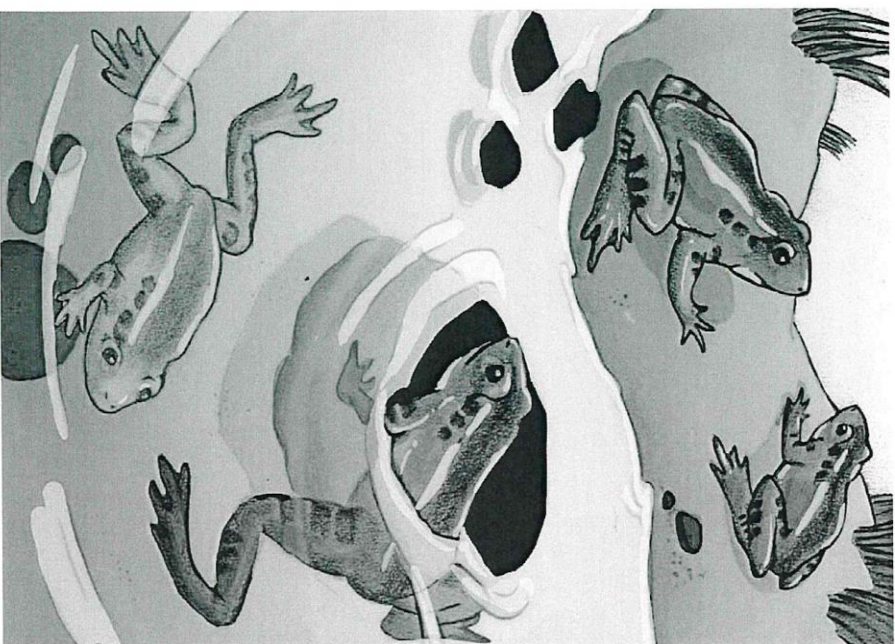
The tadpoles are  
now froglets.

8

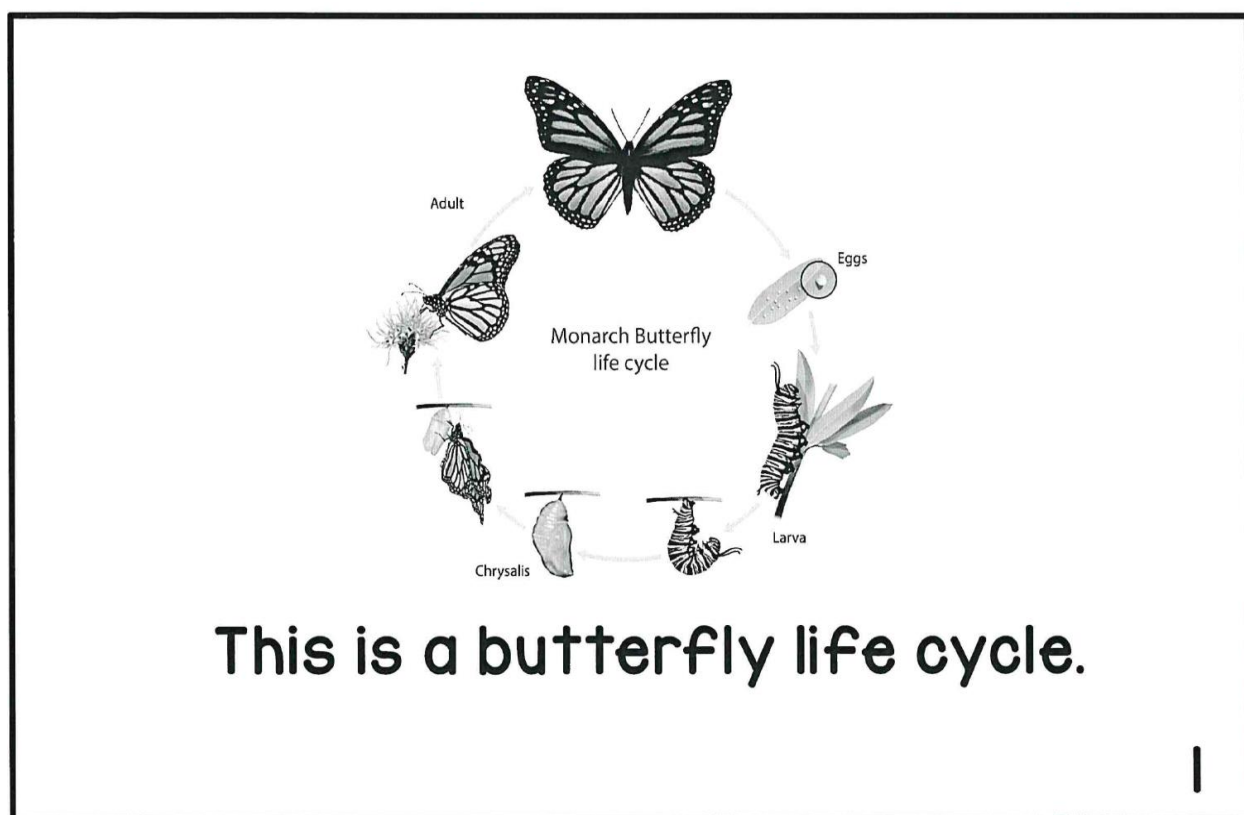
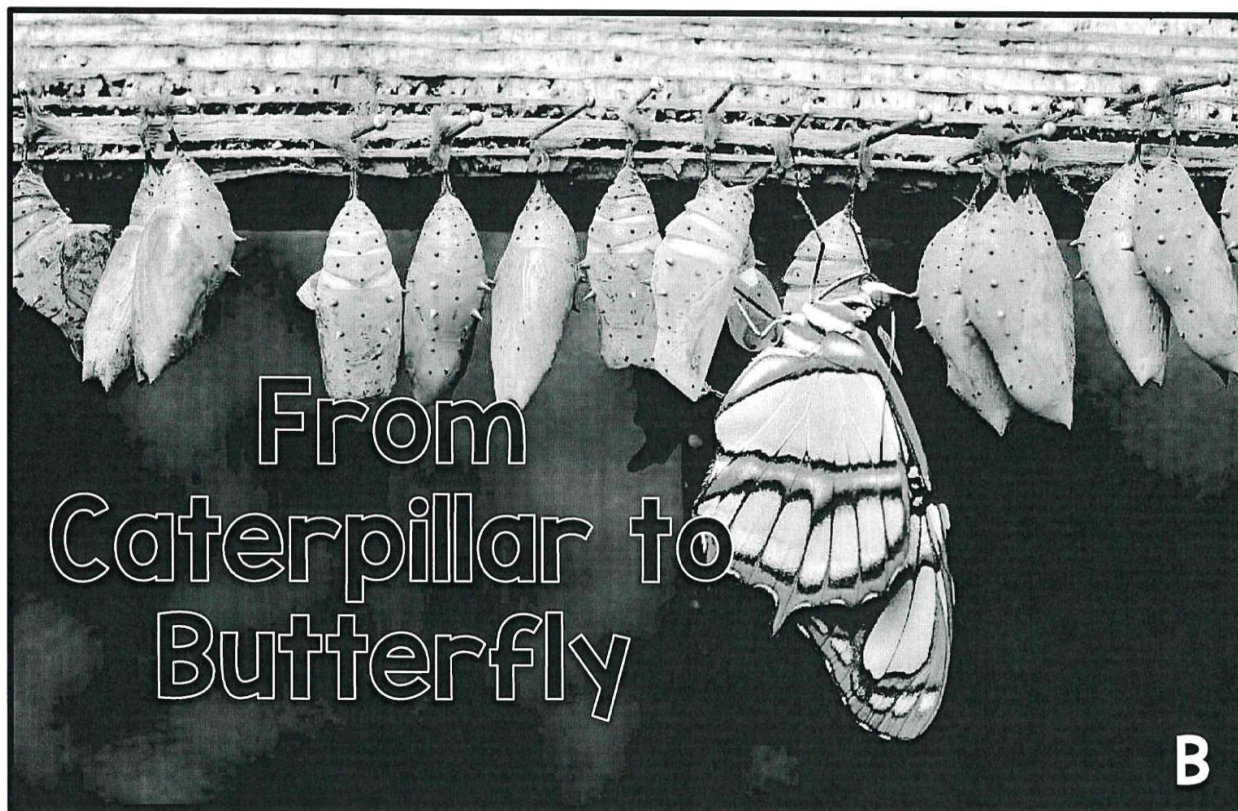




The froglets grow  
and grow.  
Their tails get smaller  
and smaller.



The froglets are  
now frogs.







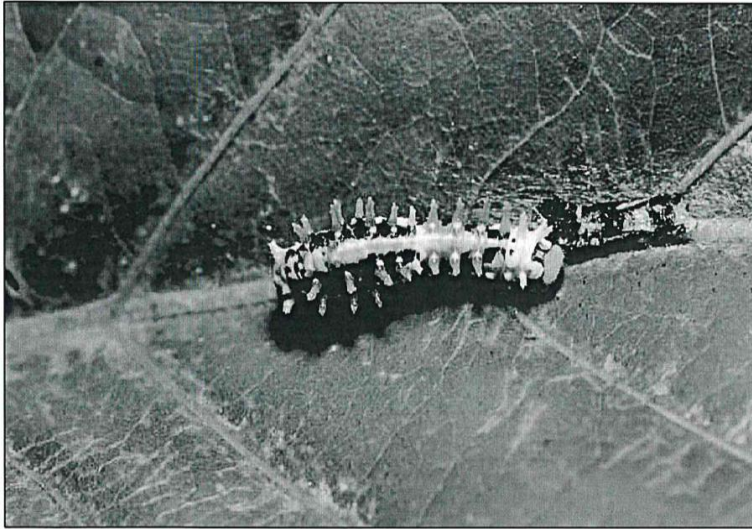
**These are butterfly eggs.**

**2**



**This is a striped caterpillar or pupa.**

**3**



A caterpillar  
molts its skin  
when it  
becomes  
too tight.

**This is molting caterpillar.**

**4**

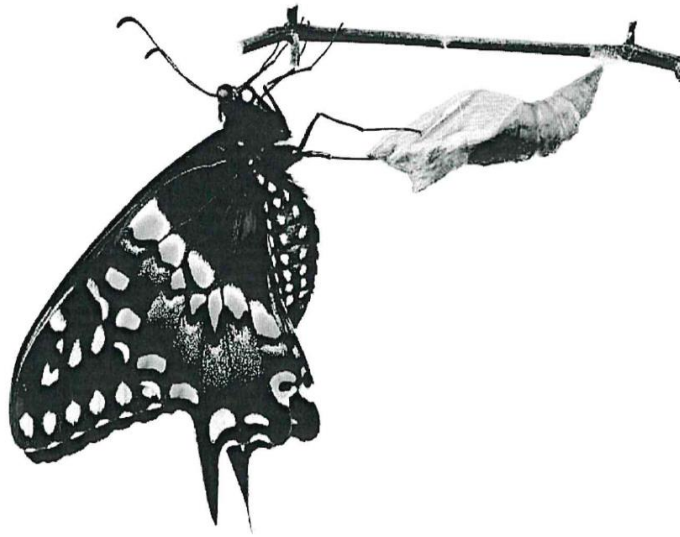
A chrysalis can also be called a pupa.



**This is a butterfly chrysalis.**

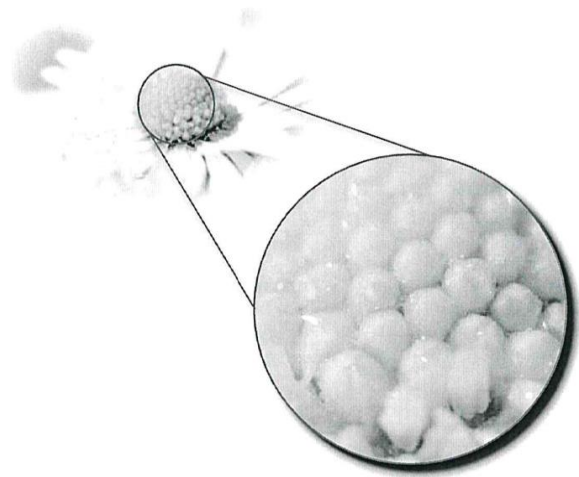
**5**





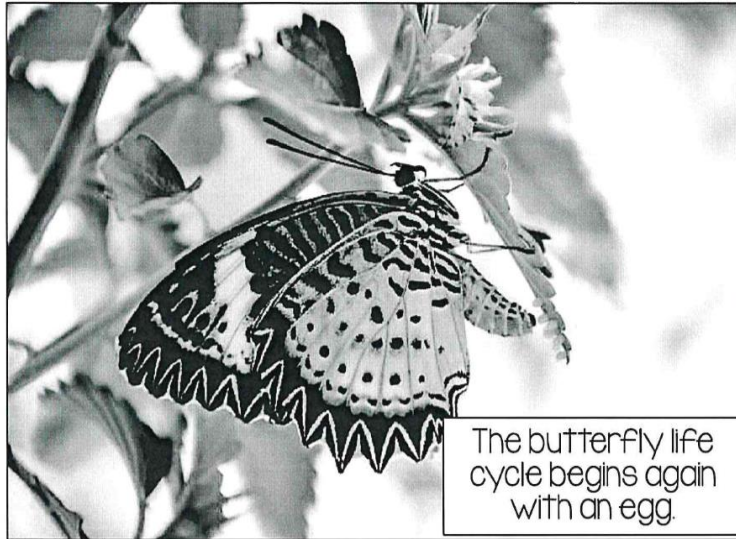
This is a spotted butterfly.

6



This is flower nectar.

7



**These are butterfly eggs.**