

Session 3: Past, Present, and Future



Name: _____

If you see this image:



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

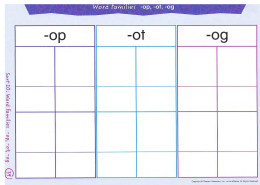
Please send a picture of the completed work via email, text, , or another form of communication.

Reading/Writing- Week 1

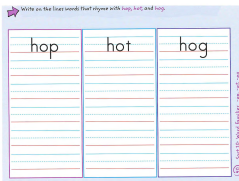
This week we will be working on reading and writing using the *-op*, *-ot*, and *-og* word families. Your child may need to take frequent breaks and that is common. Please don't feel that you have to complete everything, just do what you and your child feel comfortable with. I've added small pictures of what you will be looking for in the packet. Please feel free to call me with any questions.

Day 1-Monday, May 18

1.) Word Sort: Cut out and glue the *-op*, *-ot*, and *-og* word sort. Read the words to your parents.



2.) Fill in the words that rhyme with 'hop,' 'hot,' and 'hog.' Can you think of other words that you can write in?



3.) Before you read the book, 'What Has These Spots', talk about these sight words and make your own flash cards: *what *spot *has *of

Read the book, 'What Has These Spots.' Underline words you don't know.



 Take a picture of this when you are done and send it to your teacher!

Day 2-Tuesday, May 19

1.) Look at your word sorts from yesterday and read them with a grownup. Did you think of any more words to rhyme with 'hop,' 'hot,' and 'hog'?

Write on the lines words that rhyme with hop, hot, and hog.

hop	hot	hog

2.) Cut out the pictures and letters for the -ot family and separate the pictures. Mix all of the letters up and then see if you can spell all 5 of the -at family words. Once you've sorted them out, write all five words down and send me a picture of your great work! Challenge yourself to sound them out! I've included lined paper in the packet for you to use.
(Save all of the pieces for tomorrow)



3.) Before you read, highlight the new sight words in your book with a yellow marker.
*what *spot *has *of

Reread the book, 'What Has These Spots?' to your pet or stuffed animal. (Make sure a grown up is still listening.) Retell the book to a parent or older sibling.



📷 Take a picture of this when you are done and send it to your teacher!

Day 3-Wednesday, May 20

1.) Take out your *-ot* word sorts from yesterday and challenge yourself today! See if you can make some of the words without looking at the picture.

2.) Write three sentences. For each sentence, include one or more of the *-ot* words. (ex. I like hot days.) Be creative! If you can think of other words that end with *-ot*, you can write a sentence about that also. I've included lined paper in the packet for you to write your sentences on. Remember to sound out your words as you spell each word. You can do it! :)

_ot			
t	o	h	
sh	t	o	
t	p	o	
t	d	o	
o	c	t	

3.) Reread the book, *"What Has These Spots"* in your silliest voice. (Make sure a grown up is still listening.) As you are reading, make a guess as to what animal you think will be on the next page. Tell the grown up that is listening what your favorite part of the book was. My favorite was the cheetah.



 Take a picture of this when you are done and send it to your teacher!

Day 4-Thursday, May 21

1.) Cut out the pictures and letters for the **-op** family and separate the pictures. Mix all of the letters up and then see if you can spell all 5 of the **-op** family words. Once you've sorted them out, write all five words down and send me a picture of your great work! Challenge yourself to sound them out! (Save all of the pieces for tomorrow) I've included lined paper in the packet for you to use.

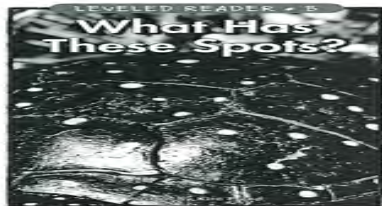
_op			
	o	h	p
	p	m	o
	p	o	sh
	st	o	p
	o	t	p

2.) Reread the book, *'What Has These Spots'* in a fort or under a table. (Make sure a grown up is still listening.) When you are done reading, use the picture-lined paper included in your packet to draw a picture of your favorite animal that has spots. After you have drawn your picture, write a story about why that is your favorite spotted animal. I can't wait to see your completed work!



Lined paper for writing a story about the favorite spotted animal.

© 2013 This is a picture of the book cover and not the book itself.



Day 5-Friday, May 22

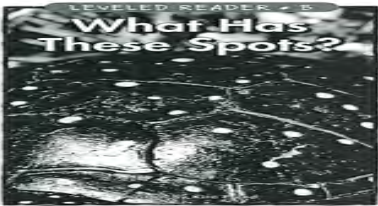
1.) Take out your **-op** word sorts from yesterday and challenge yourself today! See if you can make some of the words without looking at the picture.

—op

	o	h	p
	p	m	o
	p	o	sh
	st	o	p
	o	t	p

2.) Write three sentences. For each sentence use one or more of the **-op** words. (ex. I need to mop.) Be creative! If you can think of other words that end with **-op**, you can write a sentence about that also. I've included lined paper in the packet for you to write your sentences on. Remember to sound out your words as you spell each word. You can do it! :)

3.) Call your teacher today and read me your book and tell me everything that you have learned this week! We can also practice our **-ot** and **-op** word families together. I can't wait to hear from you!



Word Families -op, -ot, -og

Sort
10

pot

hog

cot

hop

log

frog

top

jog

mop

dot

hot

pop



Sort 10: Word Families -op, -ot, -og (37)

-op						

-ot						

-og						



Write on the lines words that rhyme with *hop*, *hot*, and *hog*.




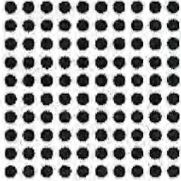

hop

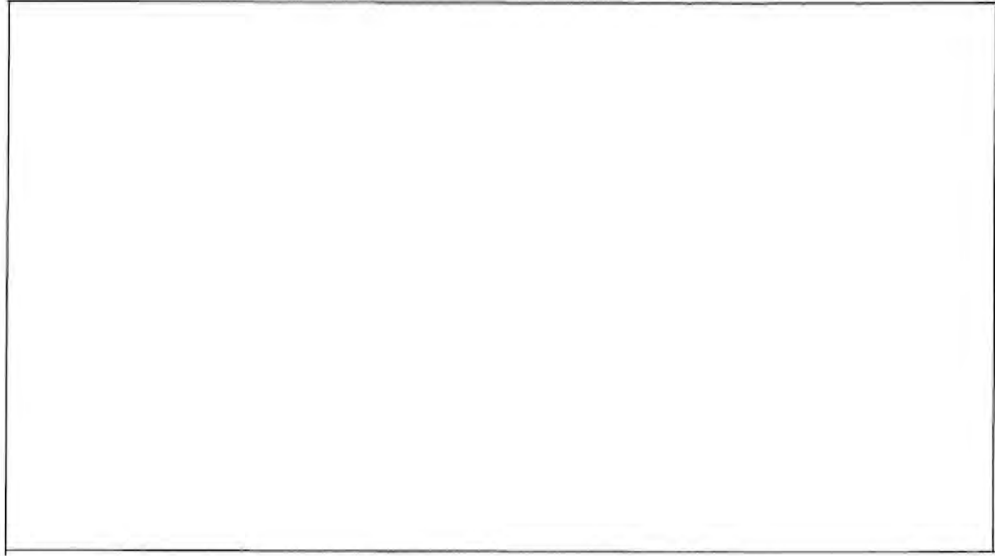
hot

hog

(40) Sort 10: Word Families -op, -ot, -og

___ot

t	o		h
sh		t	o
t	p		o
t	d	o	
	o	c	t








Four sets of primary writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



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

___op

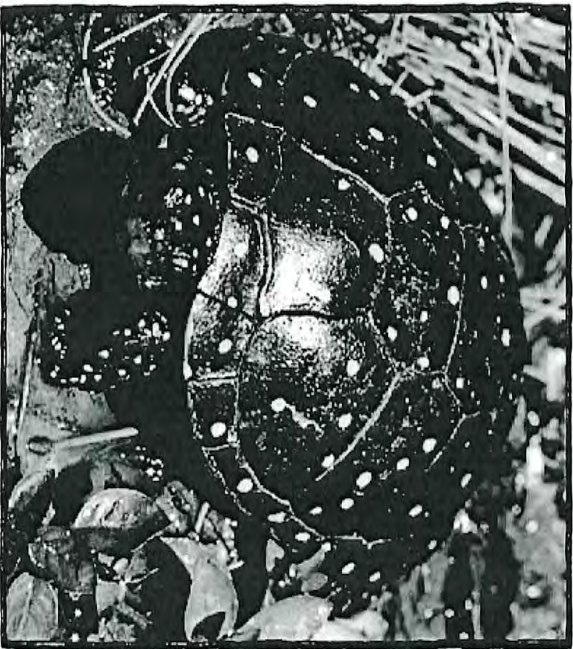
	o	h	p
	p	m	o
	p	o	sh
	st	o	p
	o	t	p

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance. The page contains 10 sets of these three-line guides.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance. The page contains 10 sets of these three-line guides.

What Has These Spots?

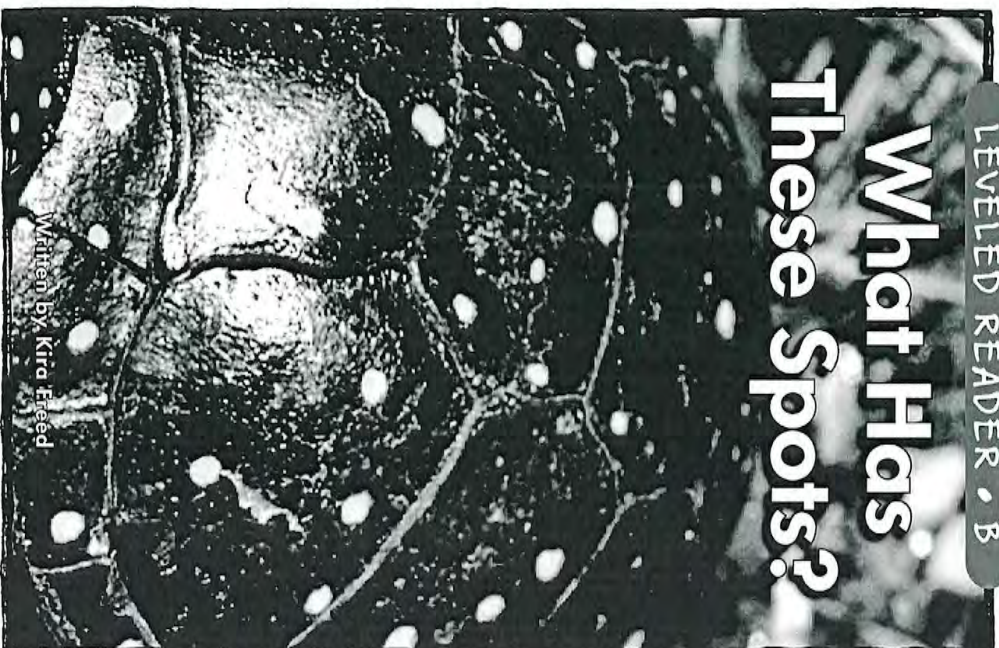
A Reading A-Z Level B Leveled Reader
Word Count: 51




Visit www.readinga-z.com
for thousands of books and materials.

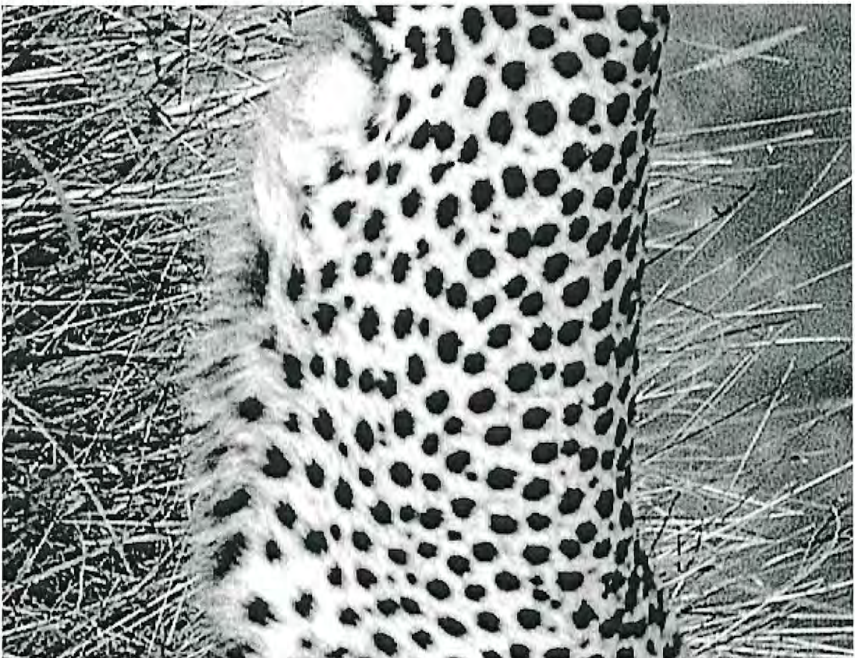
LEVELED READER • B

What Has These Spots?



Written by Kira Freed

www.readinga-z.com



What kind of animal
has these spots?

3



A cheetah has these
black spots.

4



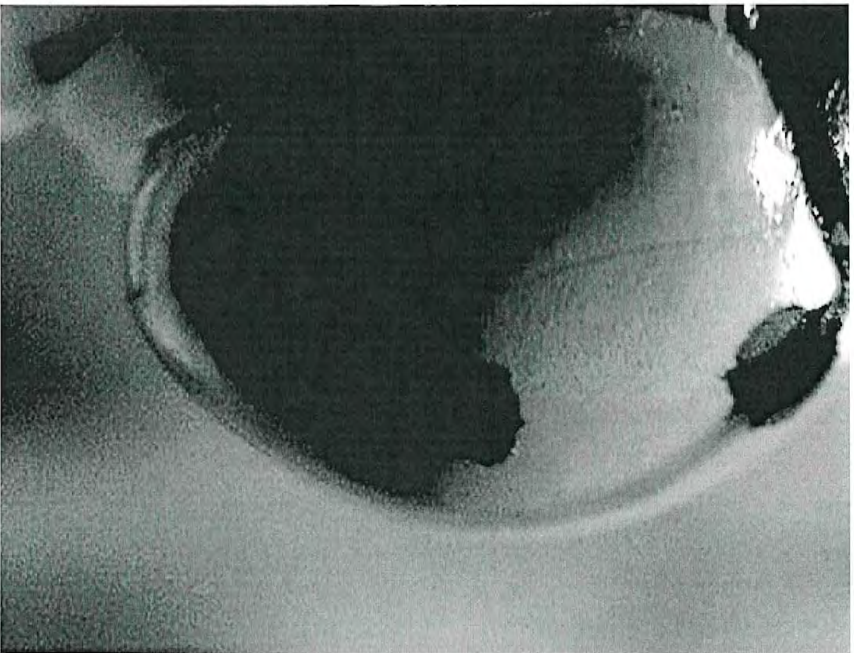
What kind of animal
has these spots?

5



A fawn has these
white spots.

6



What kind of animal
has these spots?

7



A bug has these
tiny spots.

8



What kind of animal
has no spots?

9



A lemur has no spots.

10

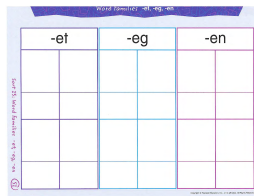
Reading & Writing- Week 2

This week we will be working on reading and writing using the *-et*, *-eg*, and *-en* word families. We will be working on subtraction for math. Your child may need to take frequent breaks and that is common. Please don't feel that you have to complete everything, just do what you and your child feel comfortable with. I've added small pictures of what you will be looking for in the packet. Please feel free to call me with any questions.

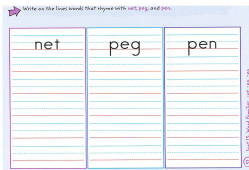
****Attached, on pages 32-35 is a Time Capsule for this COVID-19 time period. Feel free to complete this if you'd like an extra activity to do at home with your child. You may want to ask your child the questions and help them fill out the paper or write it with them.**

Day 1-Monday, May 25

1.) Word Sort: Cut out and glue the *-et*, *-eg*, and *-en* word sort. Read the words to your parents.



2.) Fill in the words that rhyme with '*net*,' '*peg*,' and '*pen*'. Can you think of other words that you can write in?



3.) Before you read the book, '*Playful Puppy*', talk about these sight words and make your own flash cards: *let *it *see *be

Read the book, '*Games We Play*' to a grownup. Underline words you don't know.



Day 2-Tuesday, May 26

1.) Look at your word sorts from yesterday and read them with a grownup. Did you think of any more words to rhyme with 'net,' 'peg,' or 'pen'?



2.) Cut out the pictures and letters for the -et family and separate the pictures. Mix all of the letters up and then see if you can spell all 5 of the -et family words. Once you've sorted them out, write all five words down and send me a picture of your great work! Challenge yourself to sound them out! I've included lined paper in the packet for you to use.

(Save all of the pieces for tomorrow)



3.) Before you read, highlight the new sight words in your book with a yellow marker.

*let *it *see *be

Reread the book, *'Playful Puppy'* to your pet or stuffed animal. (Make sure a grown up is still listening.) Retell the book to a parent or older sibling.

Playful Puppy



Day 3-Wednesday, May 27

1.) Take out your *-et* word sorts from yesterday and challenge yourself today! See if you can make some of the words without looking at the picture.

2.) Write three sentences. For each sentence use one or more of the *-et* words. (ex. I love my pet.) Be creative! If you can think of other words that end with *-et*, you can write a sentence about that also. I've included lined paper in the packet for you to write your sentences on. Remember to sound out your words as you spell each word. You can do it! :)

__et

	e	p	t
	t	n	e
	w	t	e
	v	t	e
	e	j	t

3.) Reread the book, *"Playful Puppy"* in your silliest voice. (Make sure a grown up is still listening.) After you are done reading, tell the grown up that is listening what your favorite thing was that the puppy wanted to play.

Playful Puppy



Day 4-Thursday, May 28

1.) Cut out the pictures and letters for the **-en** family and separate the pictures. Mix all of the letters up and then see if you can spell all 5 of the **-en** family words. Once you've sorted them out, write all five words down and send me a picture of your great work! Challenge yourself to sound them out! (Save all of the pieces for tomorrow) I've included lined paper in the packet for you to use.



2.) Reread the book, *"Playful Puppy"* in a fort or under a table. (Make sure a grown up is still listening.) When you are done reading, use the picture-lined paper included in your packet to draw a picture of your favorite part in the book. After you have drawn your picture, write a story about why that is your favorite part of the book. I can't wait to see your work!




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Day 5-Friday, May 29

1.) Take out your **-en** word sorts from yesterday and challenge yourself today! See if you can make some of the words without looking at the picture.

n	e		t
p		n	e
e	n		m
n	h	e	
	e	B	n

2.) Write three sentences. For each sentence use one or more of the **-en** words. (ex. I need a nap..) Be creative! If you can think of other words that end with **-en**, you can write a sentence about that also. I've included lined paper in the packet for you to write your sentences on. Remember to sound out your words as you spell each word. You can do it! :)

A series of horizontal lines for handwriting practice, consisting of three solid top lines, three dashed midlines, and three solid bottom lines.

3.) Call your teacher today and read me your book and tell me everything that you have learned this week! We can also practice our **-et** and **-en** word families together. I can't wait to hear from you!

Playful Puppy



Word Families -et, -eg, -en

Sort
13

net

pen

leg

hen

peg

beg

pet

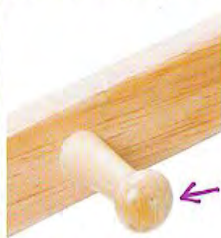
jet

wet

men

ten

Meg



Word Families -et, -eg, -en

-et	-eg	-en








Write on the lines words that rhyme with **net**, **peg**, and **pen**.

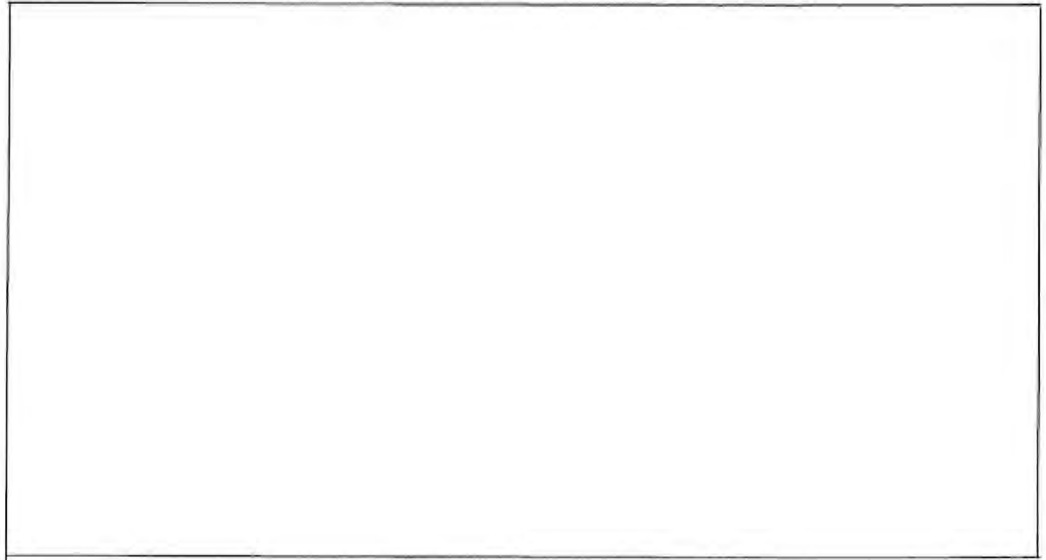
net

peg

pen

___et

	e	p	t
	t	n	e
	w	t	e
	v	t	e
	e	j	t








Four sets of primary-ruled lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



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

___en

n	e		t
p		n	e
e	n		m
n	h	e	
	e	B	n

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance. The page contains 10 sets of these three-line guides.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance. The page contains 10 sets of these three-line guides.

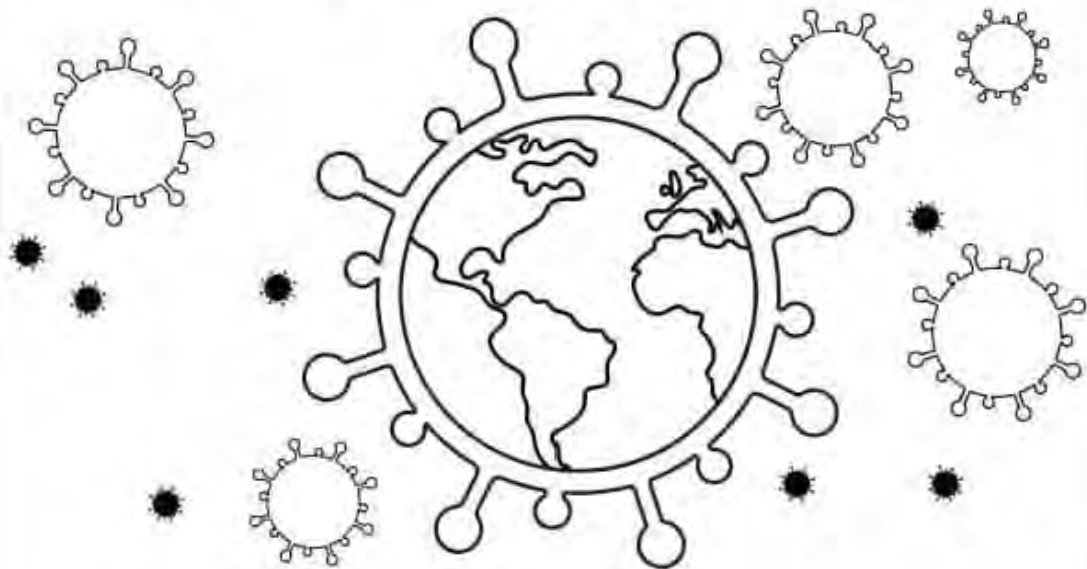
What is a time capsule?

A time capsule is something people make to help them remember an important time in their lives. People create a time capsule by writing things down about themselves, drawing, and saving small items and then putting them in a box or envelope for a long time so that they can find it and open it when they are older. Most people wait a couple of years before opening their time capsule, this makes it more exciting to remember what is inside when you are older! This week you get to create your own time capsule about being at home right now! We have given you an envelope that you can put your important items in when you are done. We think it would be really fun to wait until the end of fifth grade to open them up again! Do you think you will remember everything you wrote down? Have fun!

Examples of small items you could save:

- A picture of you or your family
- A note from a family member
- Your best drawing

MY 2020 COVID-19 TIME CAPSULE



BY: _____

♥♥ ALL ABOUT ME ♥♥

I AM

YEARS
OLD

I STAND

INCHES
TALL

I WEIGH

POUNDS

SHOE SIZE

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

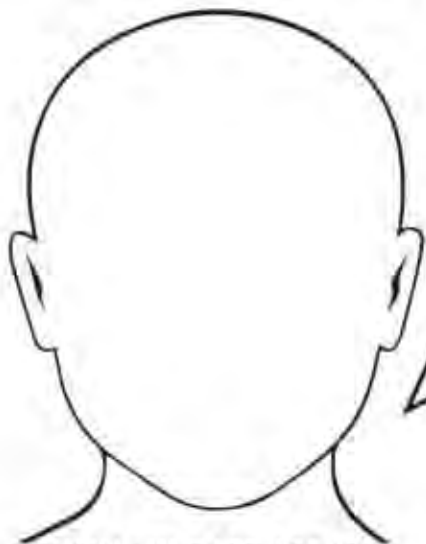
SONG: _____

MY BEST FRIEND/S:

WHEN I GROW UP I WANT TO BE:

DATE: _____

HOW I'M FEELING



HOW MY FACE LOOKS



I AM MOST THANKFUL FOR

WORDS TO DESCRIBE HOW I FEEL:

WHAT I HAVE LEARNT MOST
FROM THIS EXPERIENCE:

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

LEVELED READER • B

Playful Puppy



Written by Joe Slade • Illustrated by Catalina Rankin

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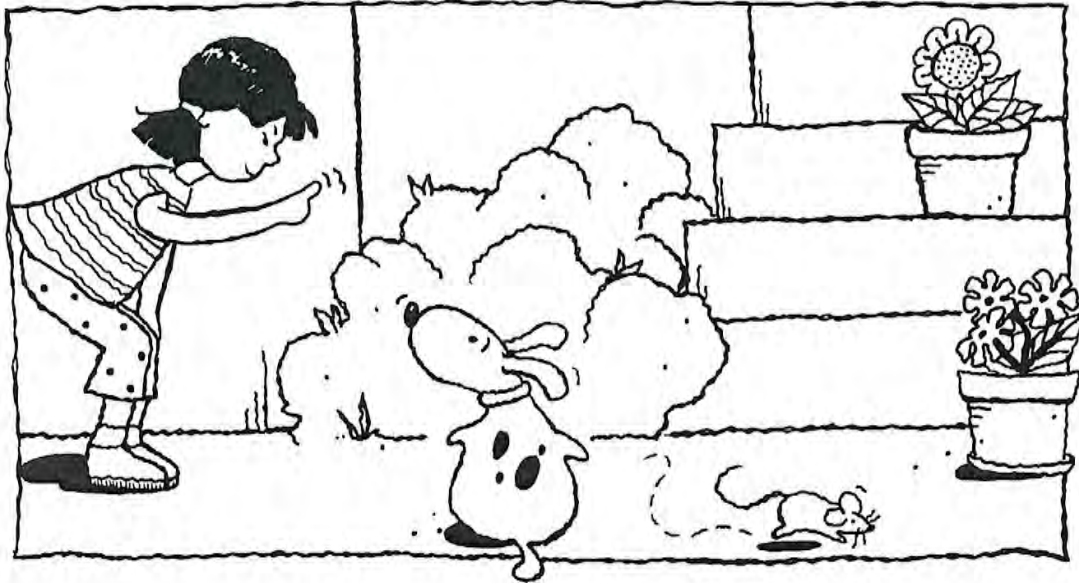
Playful Puppy

A Reading A-Z Level B Leveled Reader • Word Count: 36



 Reading a-z

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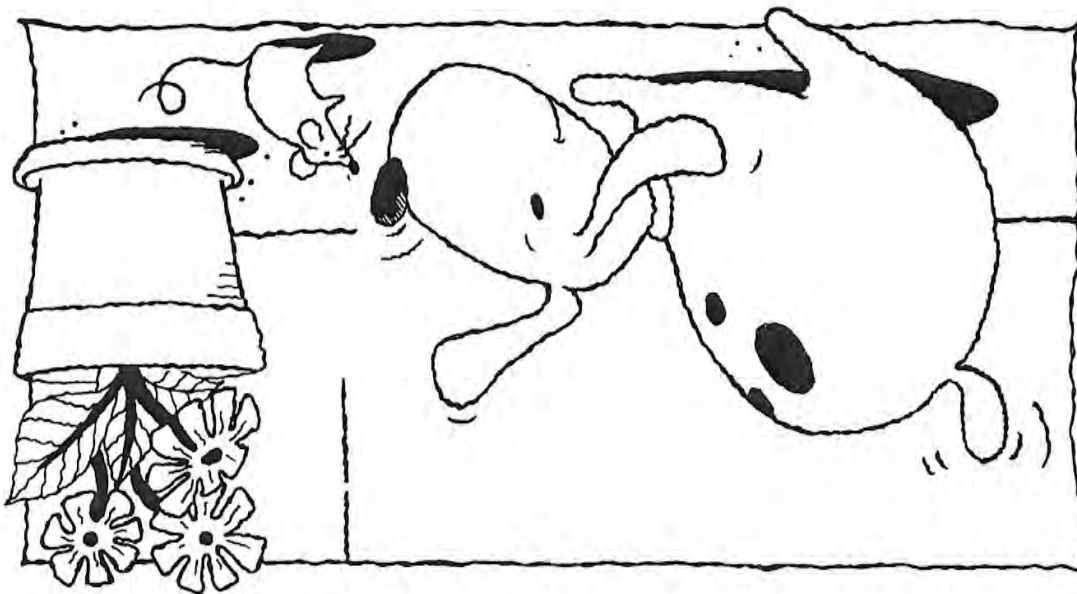


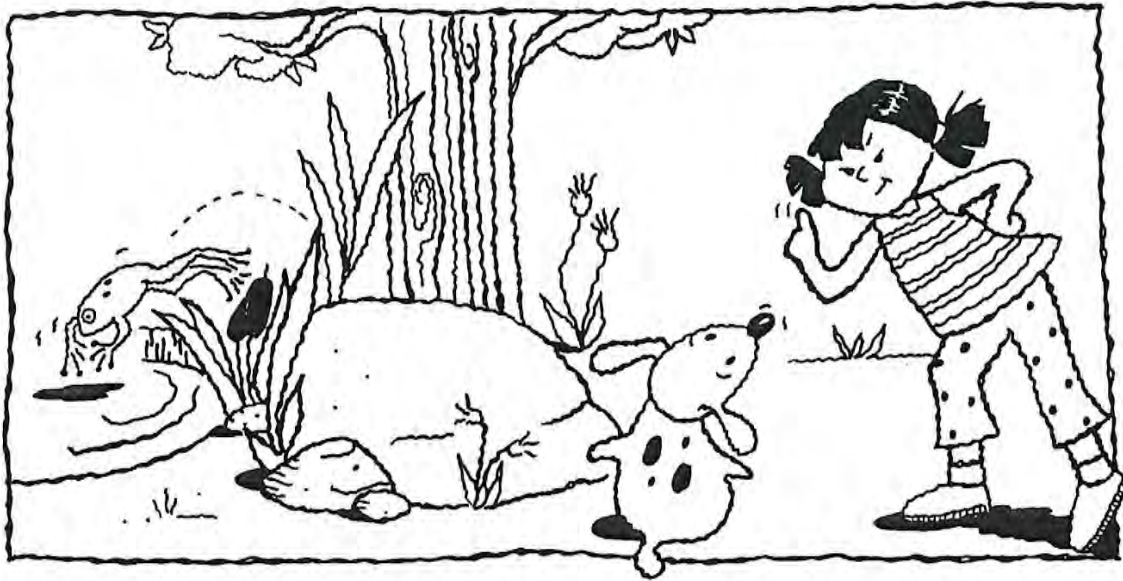
Let it be, Puppy.

4

3

Puppy sees a little mouse.



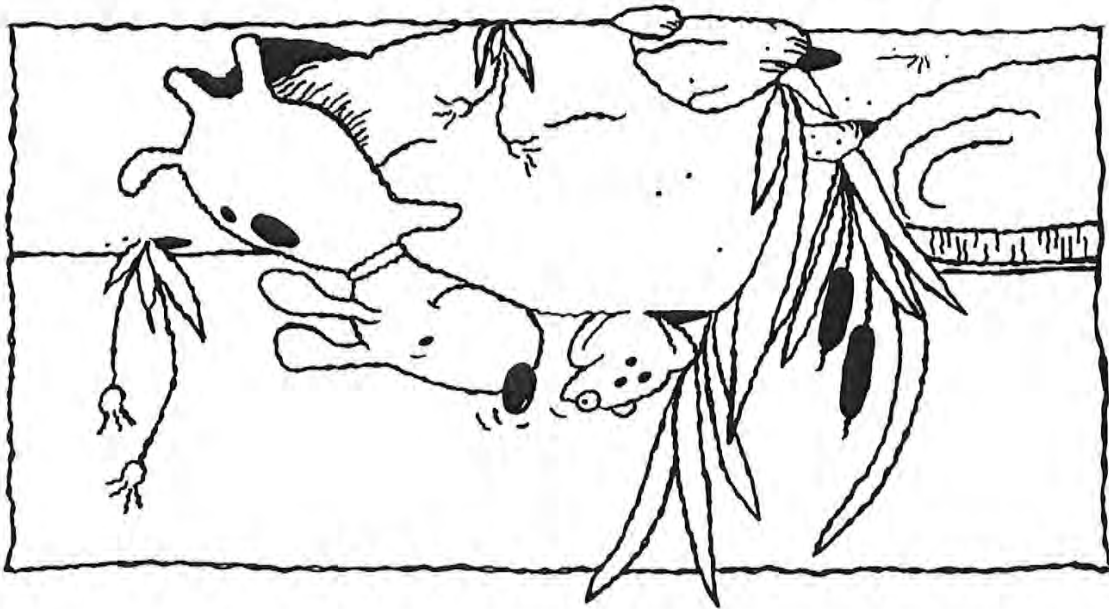


Let it be, Puppy.

6

5

Puppy sees a little frog.



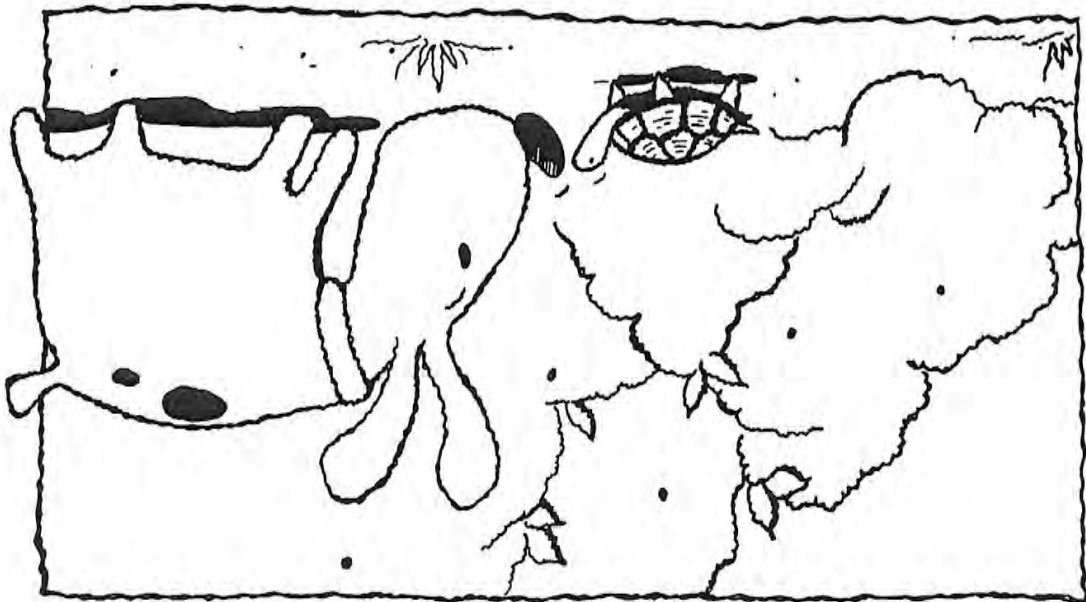


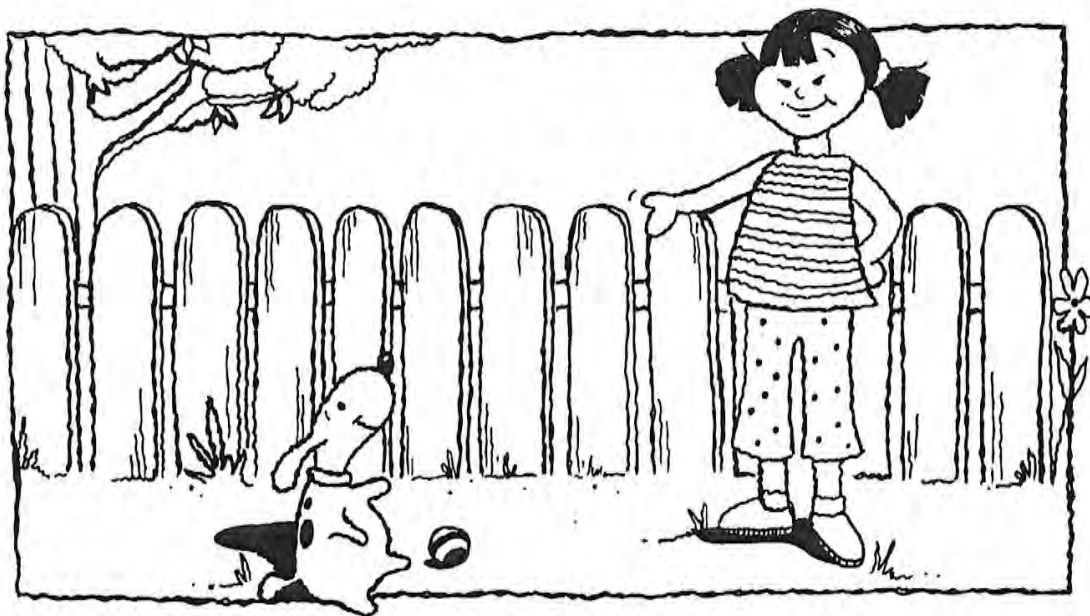
Let it be, Puppy.

8

7

Puppy sees a little turtle.



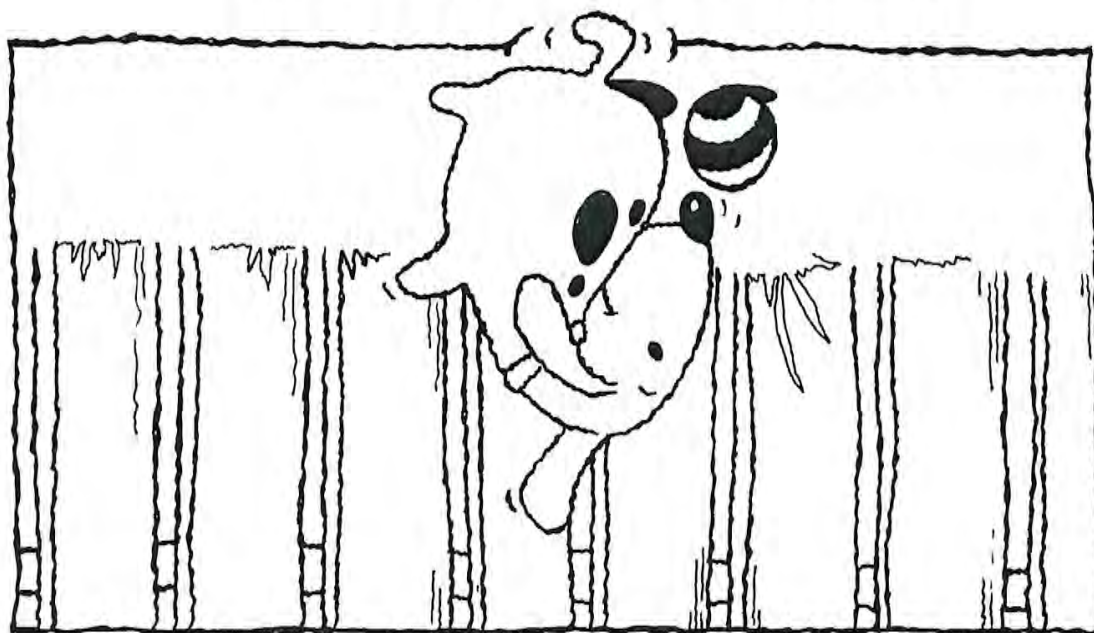


Get the ball, Puppy.

10

9

Puppy sees a little ball.





Social Studies At Home

I can compare the past, present, and future.

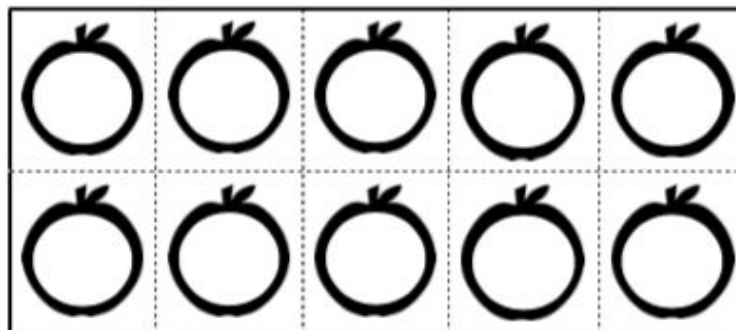
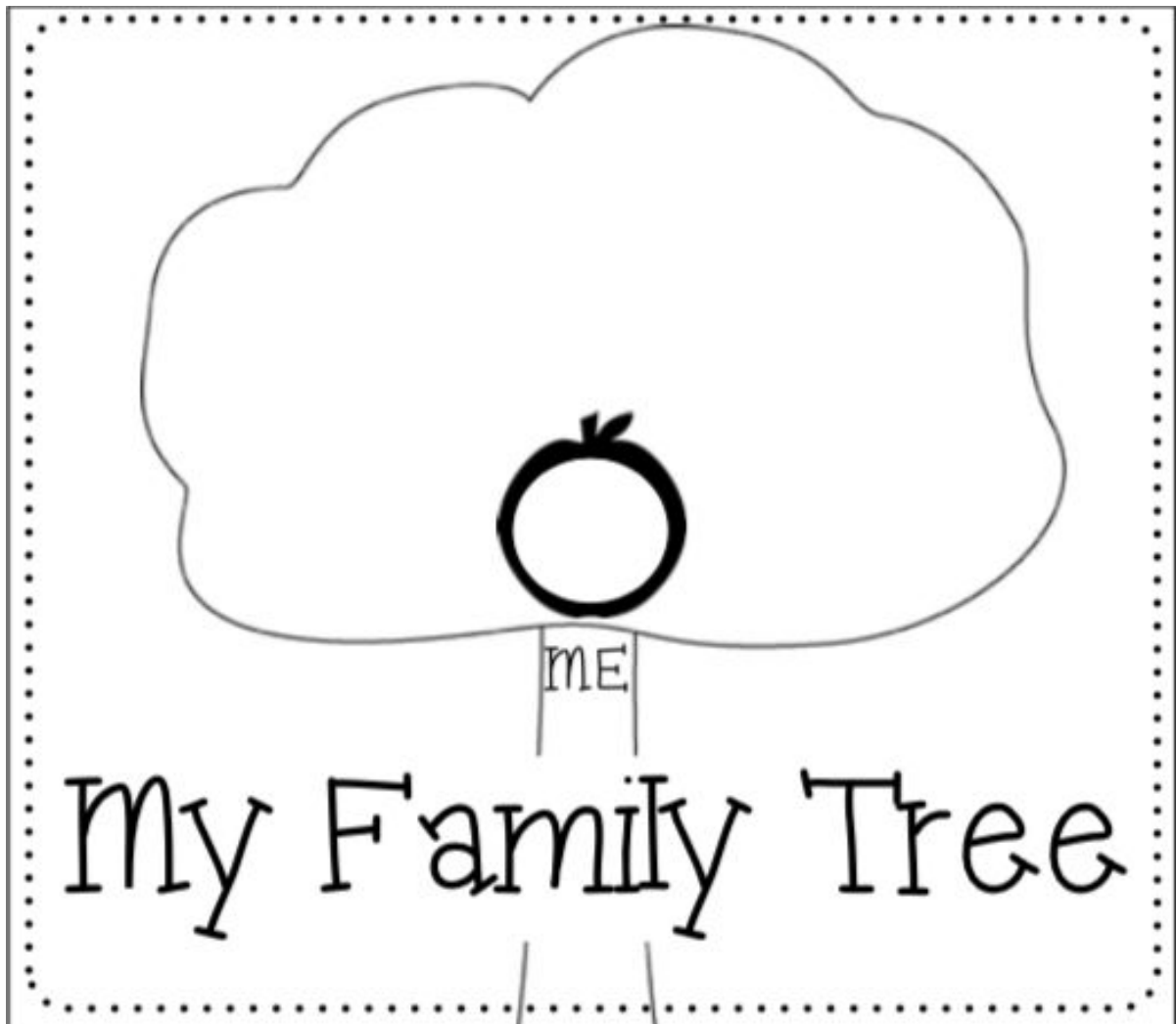
Choose one activity to complete each day (you do not need to do all boxes). Have an adult initial the box you choose to do. When you are done, choose your favorite two activities to take a picture of and share with your teacher!

<p>Family Tree:</p> <p>Create a family tree on page 43. Draw pictures on the apples of your family members and cut out the labels to say how that person is related to you. Paste the apples and labels into your family tree.</p> <p>Adult Initials: _____</p>	<p>Past - Present - Future Timeline:</p> <p>Fill out the timeline on page 44 to show one thing that you did in the past, one thing you are doing now in the present, and one thing you hope to do in the future.</p> <p>Adult Initials: _____</p>	<p>Call a grandparent (or older adult) and ask them about their life when they were your age.</p> <p>What toys did you play with? _____</p> <p>What did you do for fun? _____</p> <p>What were phones like? _____</p> <p>Adult Initials: _____</p>
<p>Make a time capsule with your family.</p> <p>Find a box or something to place objects in. Put things inside the box that are important to you now and things that tell about the present.</p> <p>Hide your time capsule and plan a date in the future when you can open it.</p> <p>I will open my time capsule on this date: _____</p> <p>Adult Initials: _____</p>	<p>What will the world look like in the future?</p> <p>Things are always changing! Draw a picture of what you think the world will look like in the future.</p> <p>What will cars look like? What will houses look like? How will people travel?</p> <p>Add labels to your picture of the future!</p> <p>Adult Initials: _____</p>	<p>Comparing the Past and Present:</p> <p>Cut out the “long ago” and “today” flaps found on page 45. Glue the top of each flap to a piece of paper so that you are able to write under each one. Tell how toys, transportation, and communication have changed over time. Example: phones used to have a cord but they now are small and don’t have a cord.</p> <p>Adult Initials: _____</p>



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

<p>Write to your future self:</p> <p>Write a letter that you will open when you are graduating high school.</p> <p>Write about the things you like to do now and what you think you will be like when you are in high school.</p> <p>Ask an adult to put it somewhere safe for you to open when you are in high school.</p> <p>Adult Initials: _____</p>	<p>Look at old videos or photos of yourself. How have you changed?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Adult Initials: _____</p>	<p>Watch this video: https://www.youtube.com/watch?v=zEvWGYgmaTE</p> <p>Write about something that changed in the video. How did it change?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Adult Initials: _____</p>
<p>Write a letter to someone you care about.</p> <p>Write about something you did in the past with them. Something you are doing at home right now (present) and something you hope you can do with them in the future.</p> <p>Adult Initials: _____</p>	<p>Watch & Read along with the story: Long Ago and Today https://www.youtube.com/watch?v=GXNjYuLrXkE</p> <p>Ask your parents: What was your favorite toy when you were young like me?</p> <p>_____</p> <p>Adult Initials: _____</p>	<p>Past - Present Color Sort:</p> <p>Color the drawings on page 46 to show if they happened in the past or the present.</p> <p>Past: Blue</p> <p>Present: Green</p> <p>Adult Initials: _____</p>



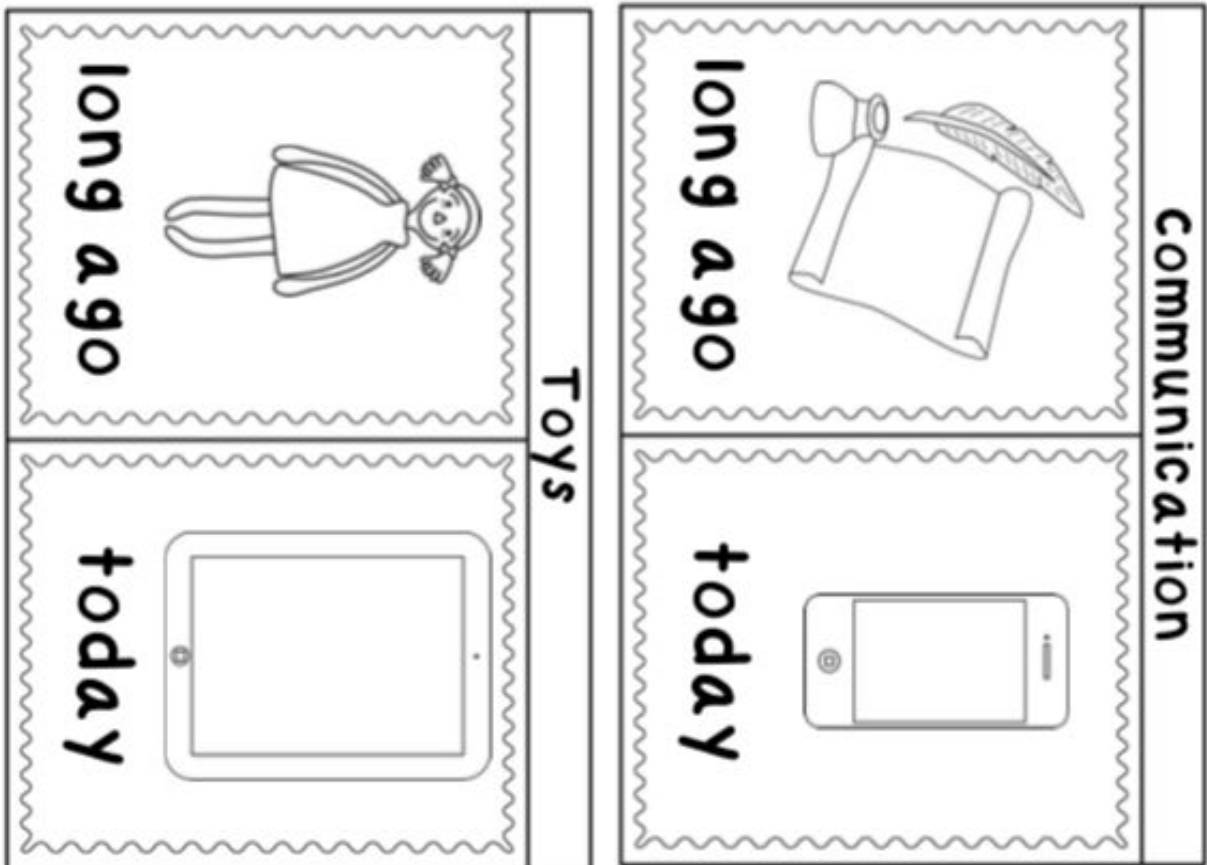
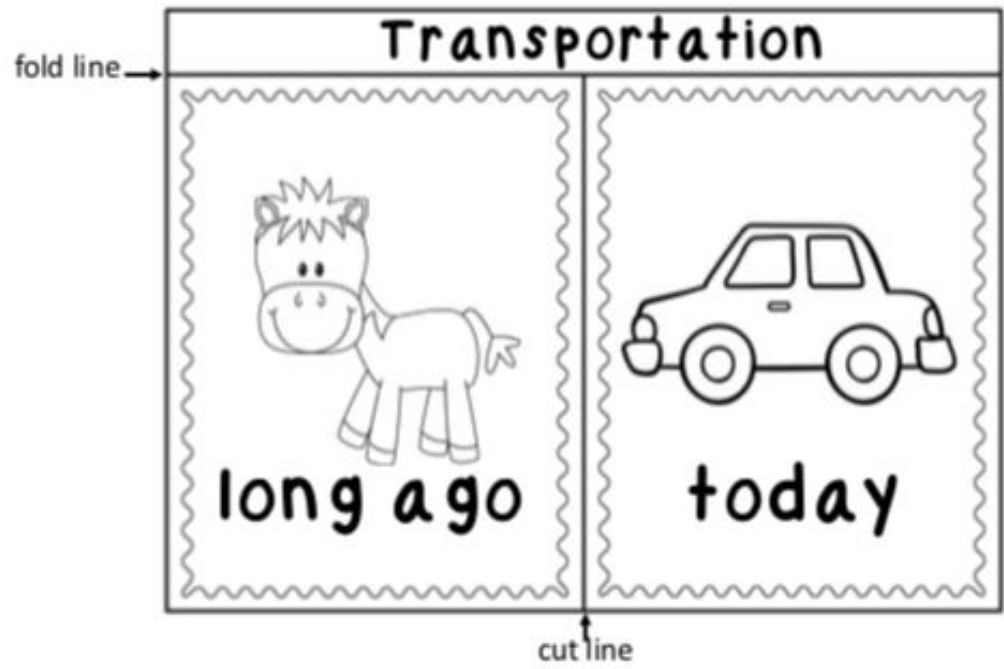
Mom	Dad	Sister	Pet
Sister	Brother	Brother	Sister
Grandparent	Grandparent	Pet	Brother

'S Life Timeline

Past

Present

Future



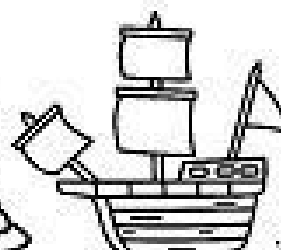
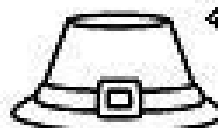
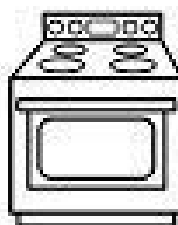
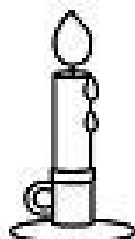
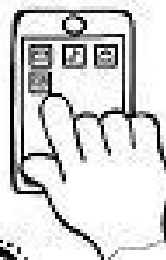
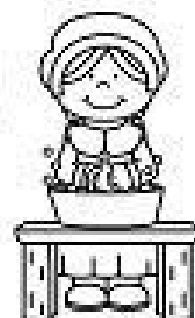
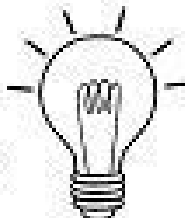
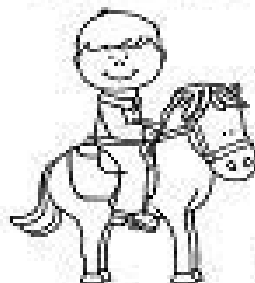
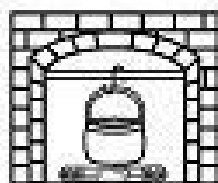
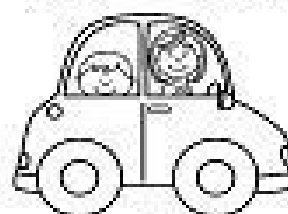
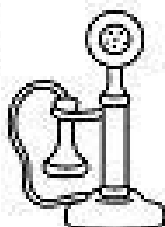
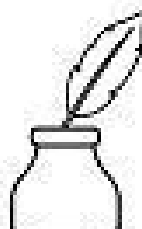
Name _____

© Mary Graff

PAST or PRESENT

Then  BLUE

Now  GREEN



Math: Parent Information Sheet

Week 1: Attributes of Shapes

Students will identify attributes of 2D and 3D shapes. Students will build and draw shapes that have defining attributes. Defining Attributes are the characteristics that define a shape - Examples: Triangles have 3 sides and 3 corners, Triangles are closed, Squares have 4 sides and 4 corners, Squares have sides that are equal in length.

Non-Defining Attributes are other characteristics that can describe a shape, but not define it - Examples: A Triangle can be blue, A hexagon can be small, A square can be large, A Rectangle can spin to face another direction. Students will need to understand the defining attributes of shapes in order to create and identify them. Examples:

Circle: 2D, a round closed shape with no corners

Triangle: 2D, 3 sides, 3 corners, closed shape

Square: 2D, 4 equal sides, 4 corners, closed shape

Rectangle: 2D, 4 sides (opposite sides equal in length), 4 corners, closed shape

Hexagon: 2D, 6 sides, 6 corners, closed shape

Sphere: 3D, 1 face, 1 edge, no vertices (corners)

Cone: 3D, 2 faces, 1 edge, 1 vertex (corner)

Cylinder: 3D, 3 faces, 2 edges, no vertices

Cube: 3D, 6 faces, 12 edges (of equal length), 8 vertices

Rectangular Prism: 3D, 6 faces, 12 edges, 8 vertices

Extension activities:

Challenge your student to identify more shapes and their defining attributes: Pentagon, Octagon, Trapezoid, Rhombus, Pyramid, Triangular Prism, etc.

Week 2: Data

Students will organize, represent, and interpret data.

Students will need to understand how to collect data and share data in tally charts and bar graphs. Students will ask/answer questions about data.

Title: What Color Do Students Like the Most?

COLOR	Votes
Blue	
Green	
Yellow	
Other Color	

Total Votes: 10

Most Popular Color: Blue

Example:

How many students chose Green as their favorite color? (2)

How many students chose Blue and Yellow all together? (6)

How many more students chose Blue than Green? (3)

Extension activities:

Challenge your student to write out their questions and answers for their graphs in complete sentences.



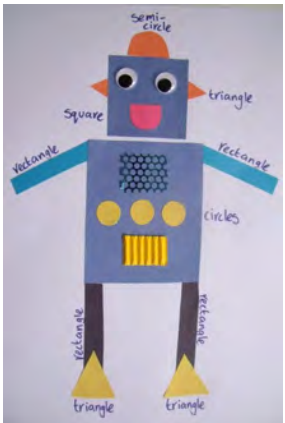
Name: _____

Math at Home: Week 1

I can make and identify shapes based on their attributes.

Choose one activity to do each day. Have an adult initial the box you choose.

At the end, take a picture of the grid and send it to your teacher!

<p>2D Shape Search!</p> <p>Search around your house for 2D shapes. Write down how many of each of the following shapes you find.</p> <p>_____ Circles _____ Triangles _____ Squares _____ Rectangles _____ Hexagons</p> <p>Adult Initials: _____</p>	<p>Go to IXL and do:</p> <p>V.1 Name the two-dimensional shape</p> <p>V.2 Select two-dimensional shapes</p> <p>W.2 Name the three-dimensional shape</p> <p>W.4 Select three-dimensional shapes</p> <p>Adult Initials: _____</p>	<p>Grab some sticks from outside (or use straws, toothpicks, etc.) to make the following 2D shapes:</p> <p><input type="checkbox"/> Triangle <input type="checkbox"/> Square <input type="checkbox"/> Rectangle <input type="checkbox"/> Hexagon</p> <p>Adult Initials: _____</p>
<p>Roll a 3D Shape Game:</p> <p>Play the “Roll a 3D Shape” game with a partner on page 56 using the dice on page 55.</p> <p>Gather two different colored writing tools. Take turns rolling the dice. If you can name the shape, you get to color it on the board. Take turns until the board is filled. Whoever has the most shapes colored wins!</p> <p>Adult Initials: _____</p>	<p>Eat 2D Shapes:</p> <p>Put together the “Eating Shapes” book on pages 52-53. Draw as many foods as you can think of for each 2D shape. Label your food.</p> <p>Adult Initials: _____</p>	<p>Create a Shape Robot using different 2D shapes for each part. You can draw your robot or cut out the pieces and glue them together. Have an adult help you label the shapes.</p>  <p>Adult Initials: _____</p>

<p>Drawing 2D Shapes:</p> <p>Use chalk outside (or write on paper) to draw the following shapes:</p> <ul style="list-style-type: none"> -trapezoid -hexagon -circle -square -triangle -rectangle <p>Roll the 2D shapes dice on page 9 and run to the matching shape. When you step on it, say its name.</p> <p>For more fun, race a family member to the shapes.</p> <p>Adult Initials: _____</p>	<p>3D Shape Search!</p> <p>Search for the following 3D shapes around your house. Write down the name of the item you found next to each shape.</p> <p>Cylinder: _____</p> <p>Sphere: _____</p> <p>Cube: _____</p> <p>Cone: _____</p> <p>Rectangular Prism: _____</p> <p>Adult Initials: _____</p>	<p>Draw or build 2D shapes using sticks from outside (or use straws, toothpicks, etc.)</p> <p>How many different shapes can you make with each number of sides?</p> <p>Write down the shapes you made:</p> <p>3 sides: _____</p> <p>4 sides: _____</p> <p>_____</p> <p>5 sides: _____</p> <p>6 sides: _____</p> <p>Adult Initials: _____</p>
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Take a picture of this finished page and send it to your teacher!



Name: _____

Math at Home: Week 2



I can organize and represent data in tally charts and bar graphs. I can ask and answer questions about the data.

Choose one activity to complete each day. Have an adult initial the box you choose to do. Send a picture of the completed board to your teacher.

<p>Roll & Graph:</p> <p>Make the fruit dice on page 57. Roll the fruit dice 10 times and graph how many times you roll each fruit using the bar graph on page 58.</p> <p>Which fruit did you roll the most? _____</p> <p>Which fruit did you roll the least? _____</p> <p>Adult Initials: _____</p>	<p>Go to IXL and do:</p> <p>O.2 Interpret picture graphs</p> <p>O.3 Which tally chart is correct?</p> <p>O.4 Interpret tally charts</p> <p>O.7 Interpret bar graphs I</p> <p>O.8 Interpret bar graphs II</p> <p>Adult Initials: _____</p>	<p>Coin Tally Chart:</p> <p>Search for coins around your house. Complete the tally chart below to show how many of each coin you have. p.63</p> <table border="1"> <thead> <tr> <th>Coin</th> <th>Tallies</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Penny</td> <td></td> <td></td> </tr> <tr> <td>Nickel</td> <td></td> <td></td> </tr> <tr> <td>Dime</td> <td></td> <td></td> </tr> <tr> <td>Quarter</td> <td></td> <td></td> </tr> </tbody> </table> <p>Adult Initials: _____</p>	Coin	Tallies	Total	Penny			Nickel			Dime			Quarter		
Coin	Tallies	Total															
Penny																	
Nickel																	
Dime																	
Quarter																	
<p>Graphing Legos (or other blocks):</p> <p>Look through your legos and find blocks that are the same size (different colors). Create a bar graph with the blocks by sorting and stacking them by color.</p> <p>Which color has the most: _____</p> 	<p>3D Shape Bar Graph:</p> <p>Complete the 3-D shape count and graph paper on page 59.</p> <p>How many more cubes did you have than spheres?</p> <p>_____</p> <p>How many total 3D shapes did you graph all together?</p> <p>_____</p>	<p>Get a Penny: flip it (or toss it) 20 times. Tally how many times it lands heads up and how many times it lands tails up. P. 64</p>  <p>How many heads? _____</p> <p>How many tails? _____</p>															

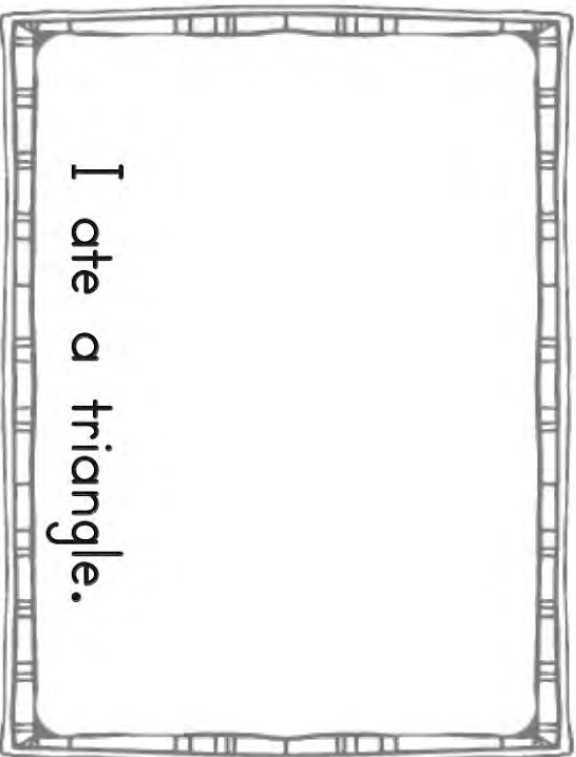
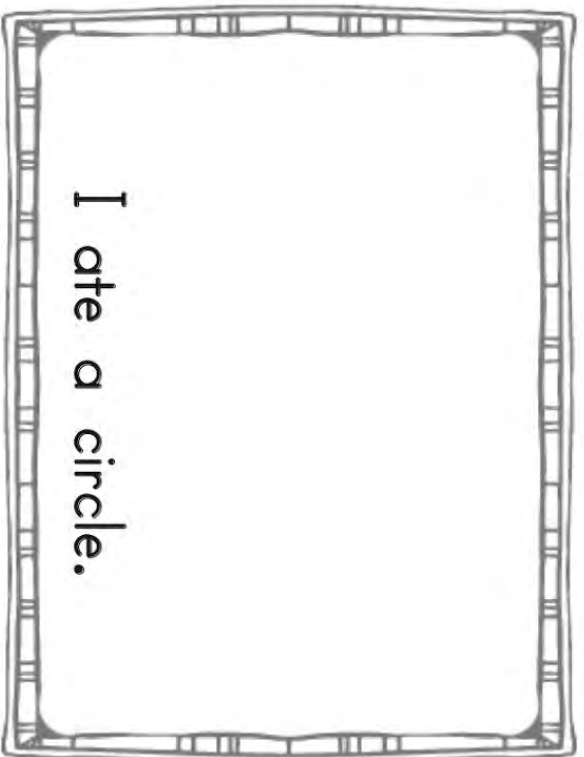
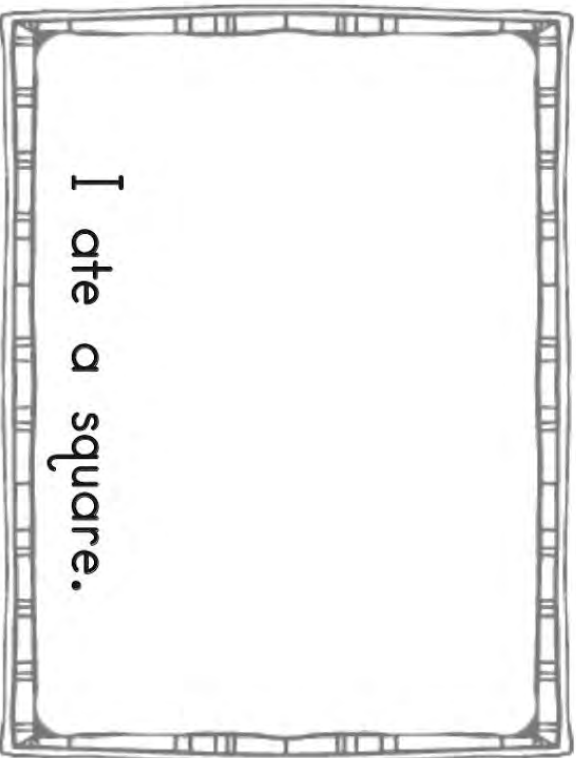


Take a picture of this finished page and send it to your teacher!

	Adult Initials: _____	Adult Initials: _____																																																																																																																
<p>Favorite Animal Bar Graph:</p> <p>Ask everyone in your house which of the animals below is their favorite. Graph the results. p.61</p> <div data-bbox="219 535 586 955"> <p style="text-align: center;">Favorite Pet Graph</p> <table border="1"> <tr><td>9</td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td></td><td>Dog</td><td>Cat</td><td>Hamster</td></tr> </table> <p style="text-align: center;">Pet</p> </div> <p>Which animal got the most votes? _____</p> <p>How many people voted for cats as their favorite pet? _____</p> <p>Adult Initials: _____</p>	9				8				7				6				5				4				3				2				1					Dog	Cat	Hamster	<p>Graphing Food by Color:</p> <p>Take a pack of fruit snacks, candy (m&m, skittles, etc.), or a handful of snack mix or cereal. Graph how many of each color you have. p.60</p> <div data-bbox="641 609 1013 1060"> <table border="1"> <tr><td>10</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">pink</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">yellow</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">white</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">purple</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">green</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">orange</div> </div> </div> <p>How many Green and Yellow did you have all together? _____</p> <p>Which color has the most? _____</p> <p>Which color has the least? _____</p> <p>Adult Initials: _____</p>	10						9						8						7						6						5						4						3						2						1						<p>Create your own tally chart:</p> <p>Come up with a question that you can collect data on. Examples: What is your favorite color? What is your favorite sport?</p> <p>Collect data from people in your home and record your data on the following tally chart. p.62</p> <p>Remember to write the title of your graph and to label each of your choices.</p> <div data-bbox="1047 955 1421 1176"> <table border="1"> <tr> <th>Choice</th> <th>Tally</th> <th>Total</th> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </table> </div> <p>What is a question you can ask and answer about your tally chart?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Adult Initials: _____</p>	Choice	Tally	Total									
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Take a picture of this finished page and send it to your teacher!





I ate a rectangle.



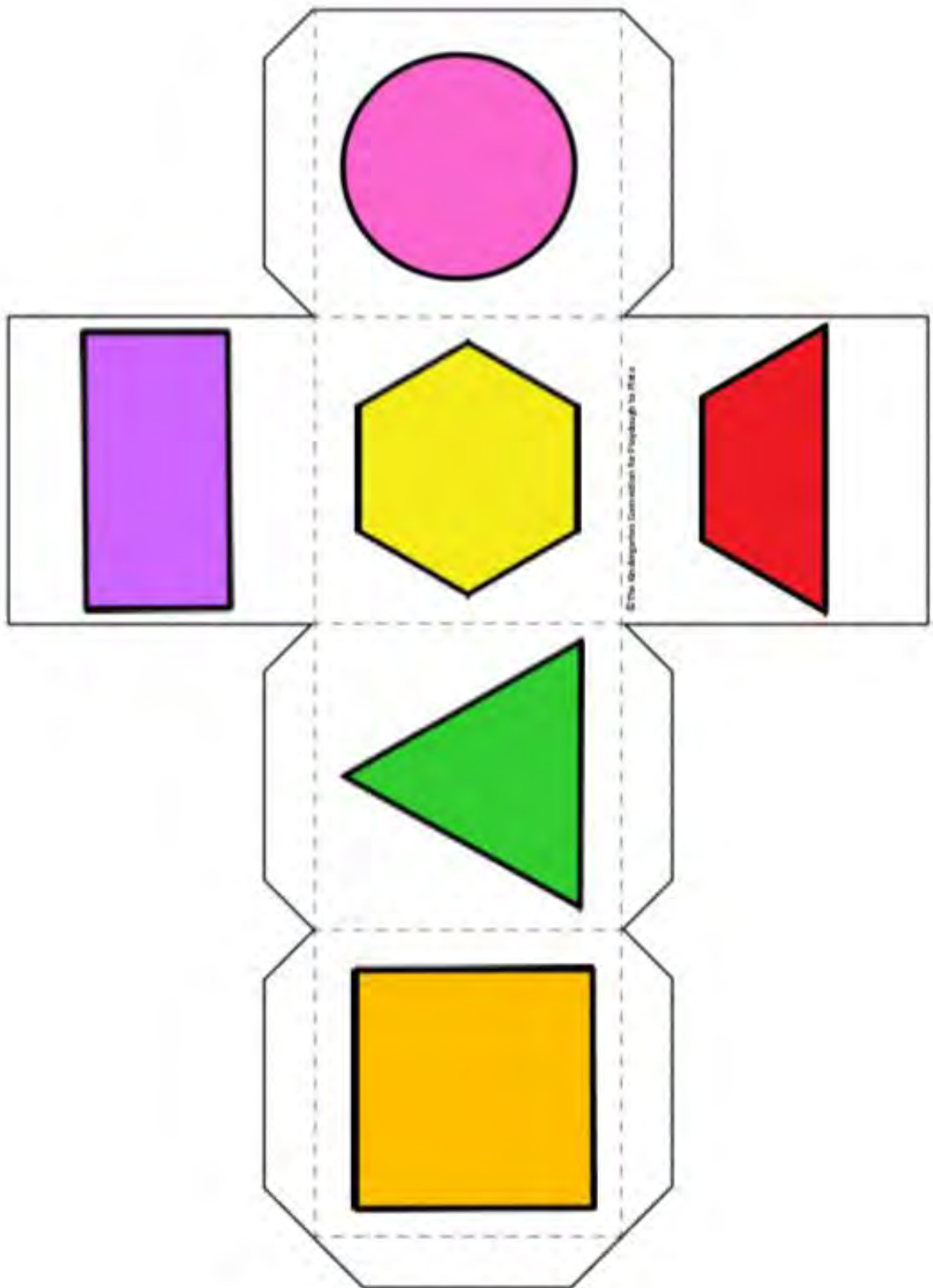
I ate an oval.

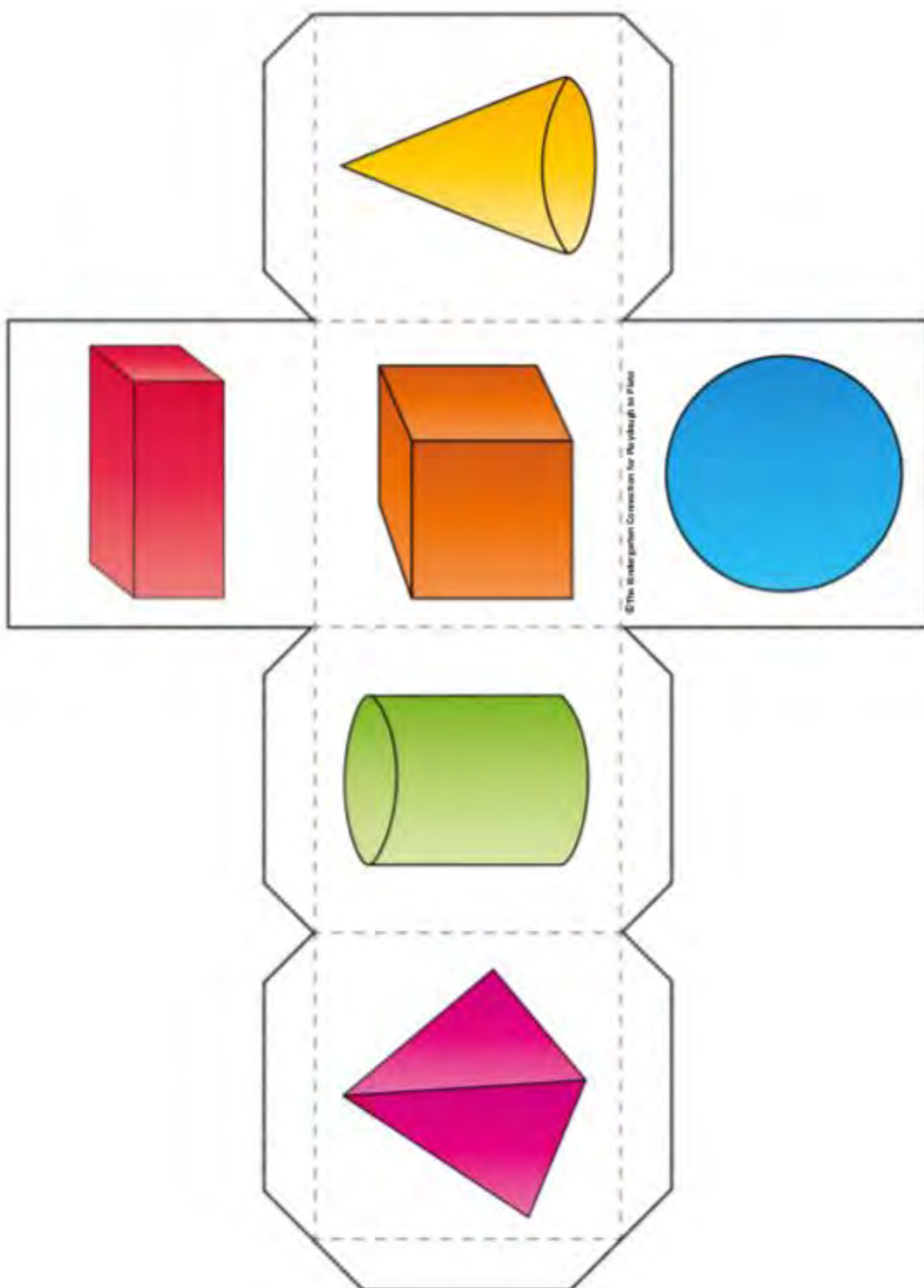


Yum, yum!



The End

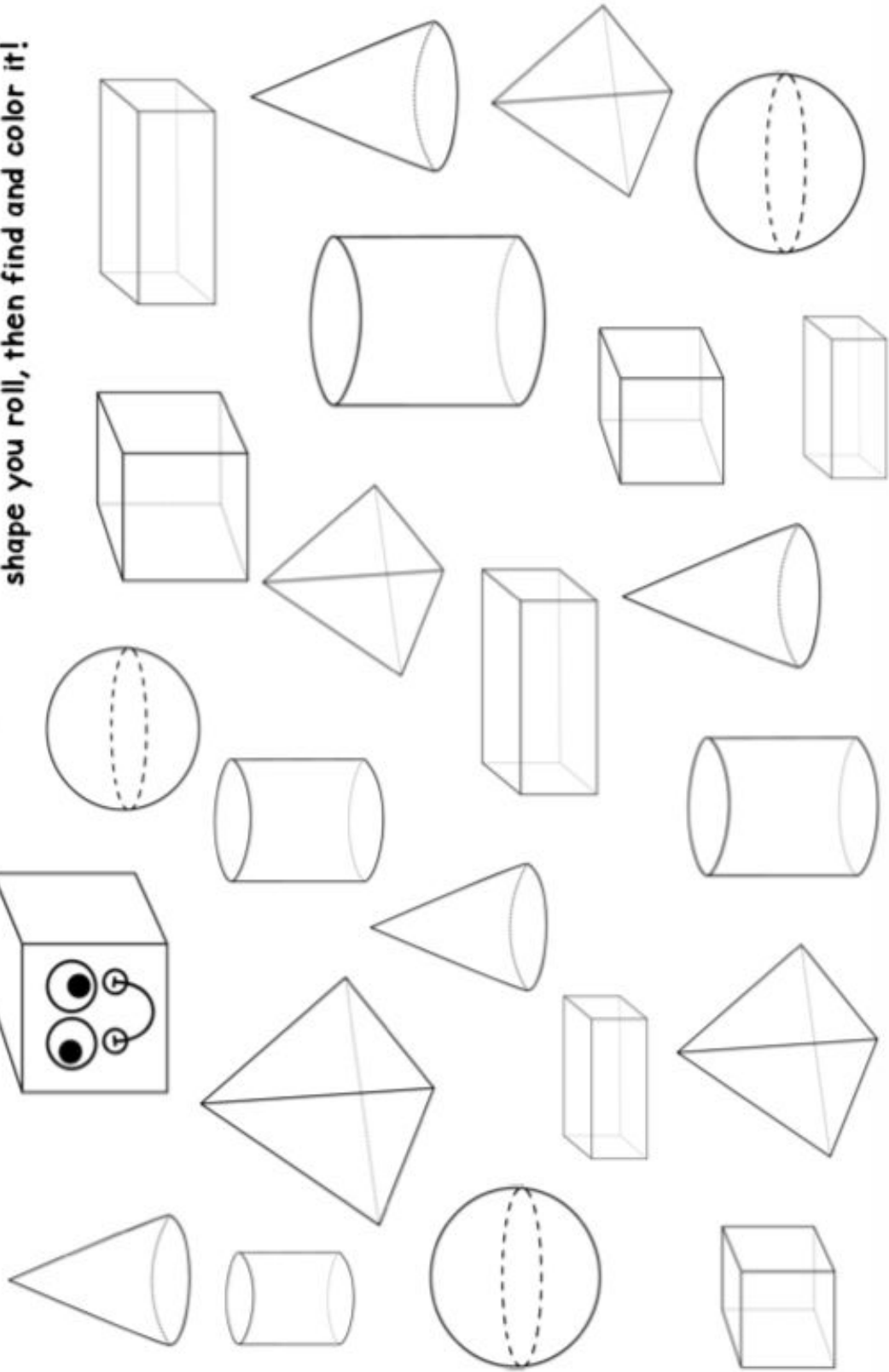
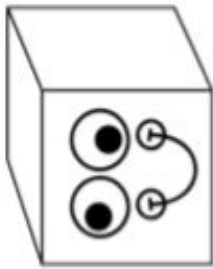




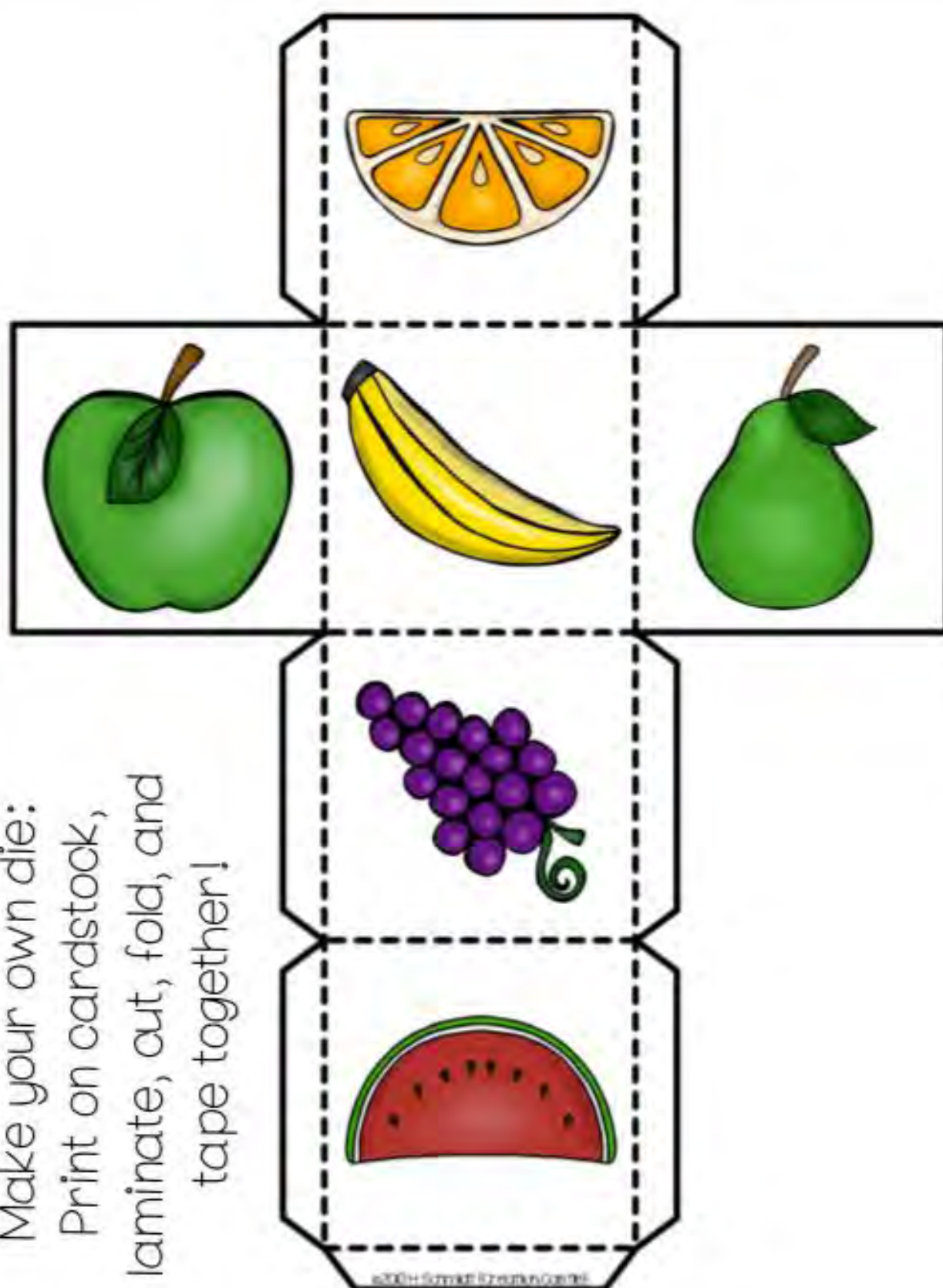
Roll a 3D Shape

Name _____

Roll the shape die. Say the name of the shape you roll, then find and color it!









Make your own die:
Print on cardstock,
laminiate, cut, fold, and
tape together!



Name _____

Fruit Roll and Graph

Facts about my data:

Color the fruit you rolled the MOST:



Color the fruit you rolled the LEAST:

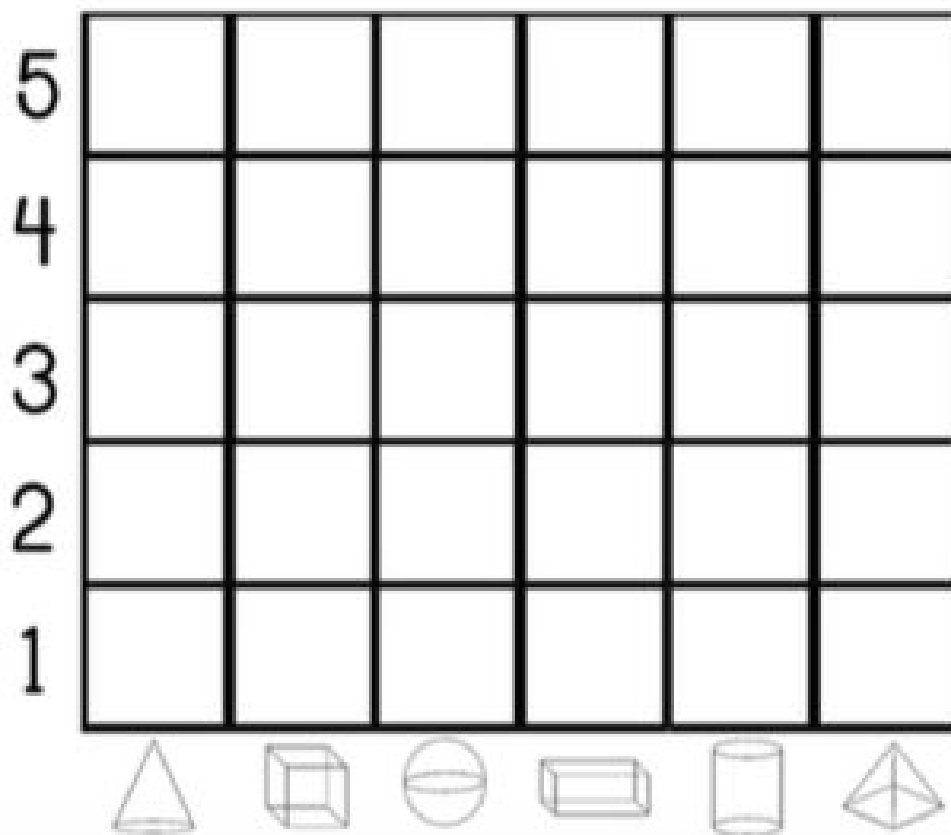
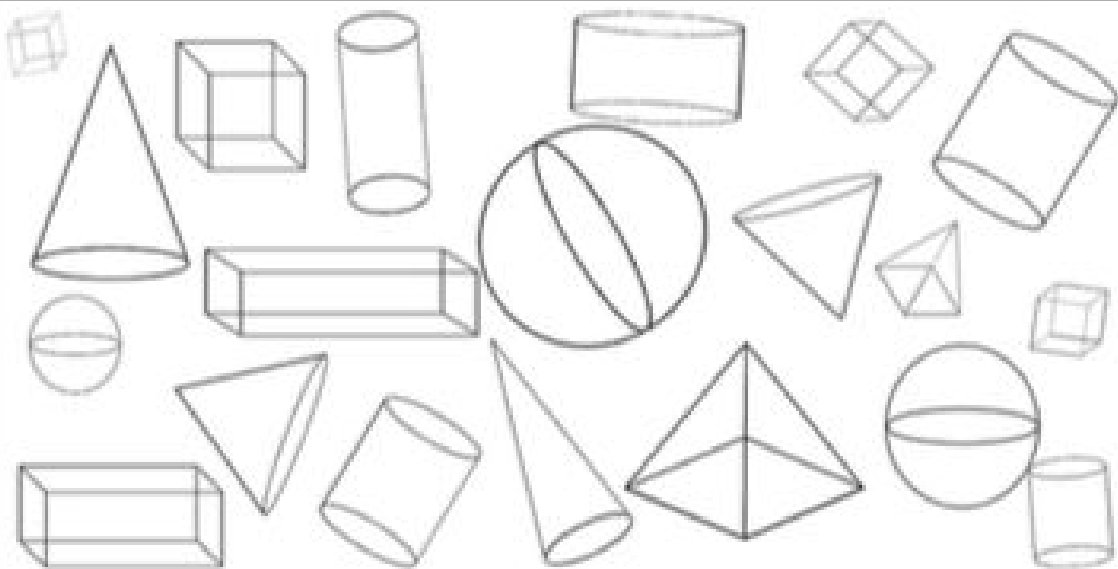


Color the fruits you rolled the SAME amount:

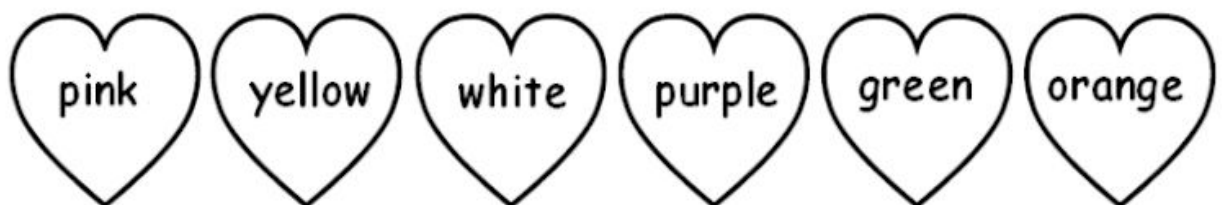


Name _____

3D Shape Count and Graph



10					
9					
8					
7					
6					
5					
4					
3					
2					
1					



Favorite Pet Graph

N
u
m
b
e
r

9			
8			
7			
6			
5			
4			
3			
2			
1			
	Dog	Cat	Hamster

Pet

Choice	Tally	Total

Coin	Tallies	Total
Penny		
Nickel		
Dime		
Quarter		

