



Kindergarten

4/20/20-5/1/20

Distance Learning Activities



TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

Dear families,

These learning packets are filled with grade level activities to keep students engaged in learning at home. We are following the learning routines with language of instruction that students would be engaged in within the classroom setting. We have an amazing diverse language community with over 65 different languages represented across our students and families.

If you need assistance in understanding the learning activities or instructions, we recommend using these phone and computer apps listed below.



Google Translate

- Free language translation app for Android and iPhone
- Supports text translations in 103 languages and speech translation (or conversation translations) in 32 languages
- Capable of doing camera translation in 38 languages and photo/image translations in 50 languages
- Performs translations across apps



Microsoft Translator

- Free language translation app for iPhone and Android
- Supports text translations in 64 languages and speech translation in 21 languages
- Supports camera and image translation
- Allows translation sharing between apps

DESTINATION EXCELLENCE

3027 SOUTH NEW HAVEN AVENUE | TULSA, OKLAHOMA 74114

918.746.6800 | www.tulsaschools.org



Queridas familias:

Estos paquetes de aprendizaje tienen actividades a nivel de grado para mantener a los estudiantes comprometidos con la educación en casa. Estamos siguiendo las rutinas de aprendizaje con las palabras que se utilizan en el salón de clases.

Tenemos una increíble y diversa comunidad de idiomas con más de 65 idiomas diferentes representados en nuestros estudiantes y familias.

Si necesita ayuda para entender las actividades o instrucciones de aprendizaje, le recomendamos que utilice estas aplicaciones de teléfono y computadora que se enlistan a continuación:



Google Translate

- Aplicación de traducción de idiomas para Android y iPhone (gratis)
- Traducciones de texto en 103 idiomas y traducción de voz (o traducciones de conversación) en 32 idiomas
- Traducción a través de cámara en 38 idiomas y traducciones de fotos / imágenes en 50 idiomas
- Realiza traducciones entre aplicaciones



Microsoft Translator

- Aplicación de traducción para iPhone y Android (gratis)
- Traducciones de texto en 64 idiomas y traducción de voz en 21 idiomas
- Traducción a través de la cámara y traducción de imágenes
- Permite compartir la traducción entre aplicaciones

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Listen and Learn

Main Topic



The **main topic** is what a book, or part of a book, is all about.

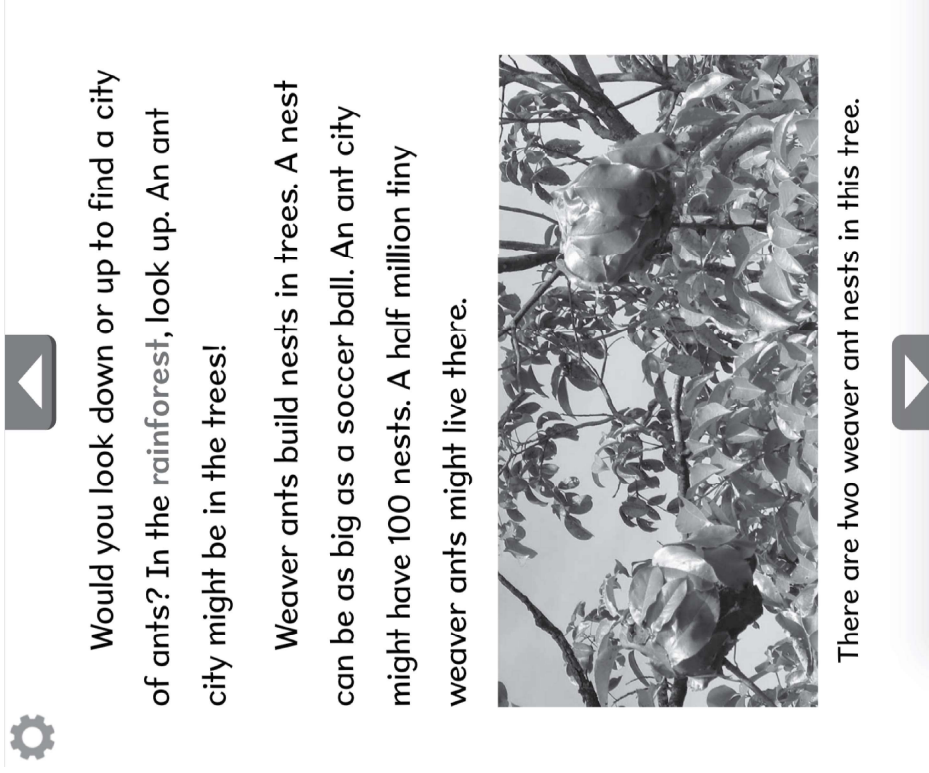
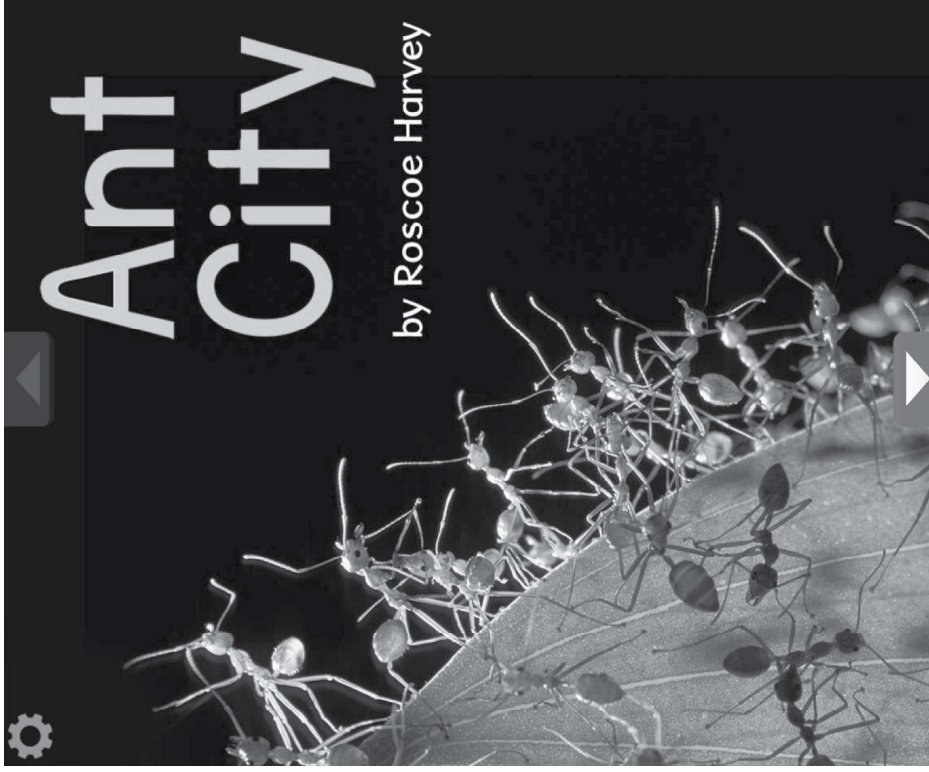
When you are reading or listening to an information book, ask:

- What is this book all about?
- What are the key details?

The main topic is what the key details are all about.

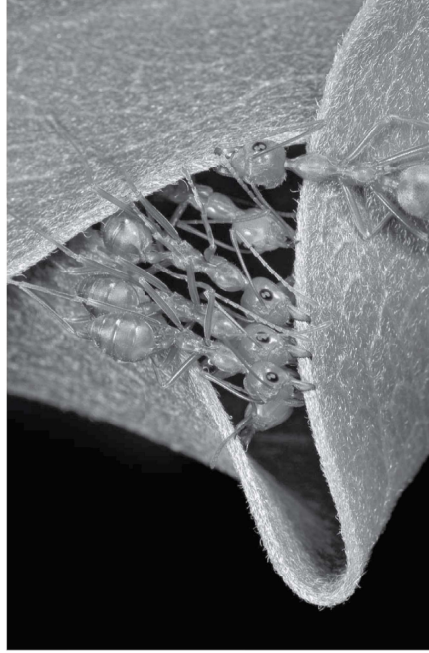
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Part 1: Introduction • Lesson 7 61





Weaver ants work in teams to build nests. The worker ants pull leaves together. They use their mouths and legs. The ants are strong.

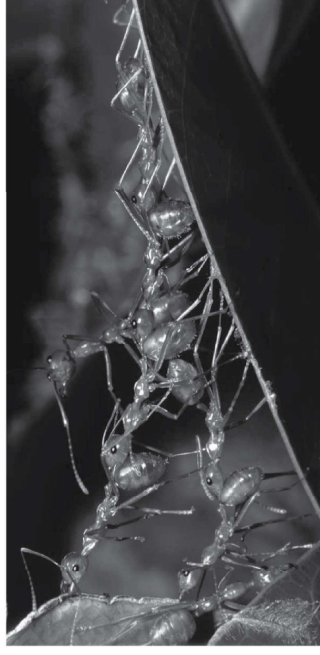


A team of ants works together.



If a leaf is too far away, the ants crawl over each other. Each ant grabs the middle of another ant. They hold each other up. It is an **ant chain!**

More ants go across the chain to get to the next leaf. Then the ants pull the two leaves together.



The ants are making an ant chain.





Now the worker ants wait. They need help. Soon other ants come. They bring worms that have hatched from ant eggs.

Each ant taps and squeezes its worm. The worm makes sticky spit. The spit is like glue. It sticks the leaves together. Leaves and spit make a good nest.



An ant squeezes a worm.



Each nest is part of a whole city of ants. The ants build an ant city in the trees.



Weaver ants work together.



Question 1 (from p. 1 of passage)

Where do weaver ants build their nests?

- a. in the city
- b. in trees
- c. on the ground

Question 2 (from p. 2 of passage)

Which picture shows how many weaver ants work on a nest?



Question 3 (from p. 2 of passage)

What do weaver ants need to make their nests?





Question 4 (from p. 3 of passage)

Why do ants build an ant chain?

- a. so they can get stronger
- b. so they can reach leaves
- c. so they can climb a tree

Question 5 (from p. 4 of passage)

What do the ants get from the hatched eggs?

- a. birds
- b. worms
- c. leaves

Question 6 (from p. 4 of passage)

What do the ants do with the worm spit?

- a. The ants clean the eggs with worm spit.
- b. The ants stick leaves together with worm spit.
- c. The ants build an ant chain with worm spit.

Question 7 (from p. 5 of passage)

Look at the photo. What does it show?



- a. an egg
- b. a nest
- c. a city

Question 8 (from p. 5 of passage)

What is this text mostly about?

- a. Weaver ants are strong ants in the rainforest.
- b. Weaver ants protect the eggs in their nest.
- c. Weaver ants work as a team to build their nests.

The Chicken That Laid the Golden Eggs

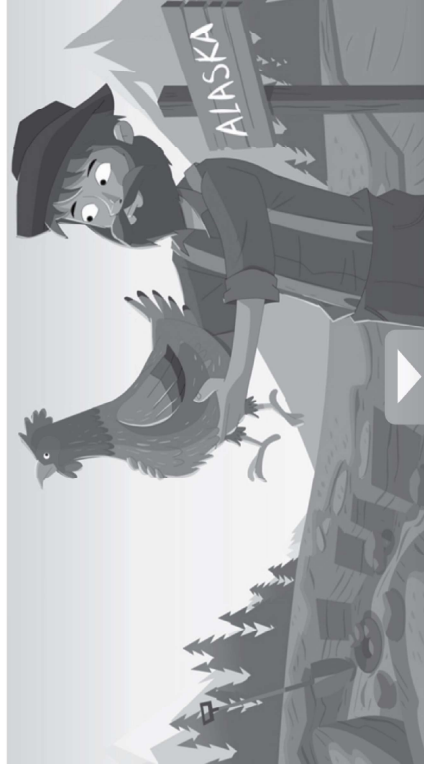
by Anna Nowak



Jasper was a gold miner. He went to Alaska to dig for gold. Jasper dug and dug. But he did not find any gold.

One day, Jasper found a chicken. Jasper said, “Maybe my luck is changing.”

Jasper’s luck did change! That chicken laid a golden egg!





“Gold! I found gold!” Jasper bragged. The other miners got mad. They had not found any gold.

The next day, Jasper’s chicken laid another golden egg. Jasper went to brag again. But the other miners did not listen. They had found a lot of gold.



Jasper was jealous. And he was greedy. He wanted more gold. Jasper yelled at the chicken. “I want ALL your golden eggs now!”

The next day, the chicken laid a new egg. This egg **BROKE** when Jasper grabbed it.

“This is not a golden egg! Where is my golden egg?” Jasper yelled.





Jasper tried being kind. He fed the chicken the fattest worms. He let it sleep in his bed.

But it was too late. The chicken laid an egg each day. But it did not lay any more golden eggs.



Jasper got tired of eating eggs. The eggs piled up. They got rotten and smelly. Jasper shouted at the chicken, “You must have more golden eggs! Lay them for me.”

The chicken squawked and flapped away. “Fine!” Jasper said. Then he went to sleep.





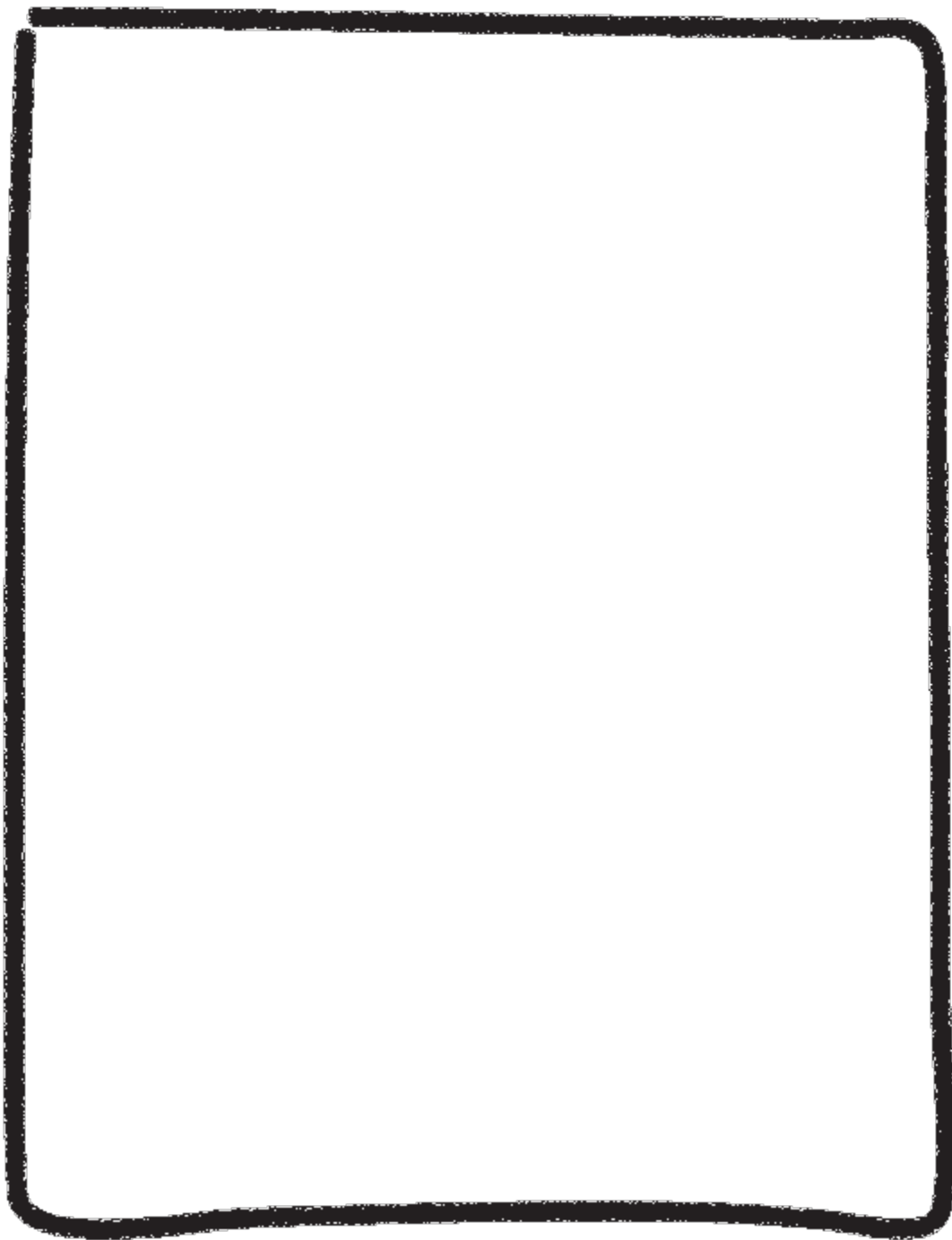
Jasper was hungry when he woke up. He looked for the chicken. He wanted an egg.

But the chicken had gone away. Now Jasper had no new eggs of any kind.

So he traded his two golden eggs for a ham sandwich and a train ticket out of Alaska.



 **Draw or write.**



Listen and Learn

Identifying Setting



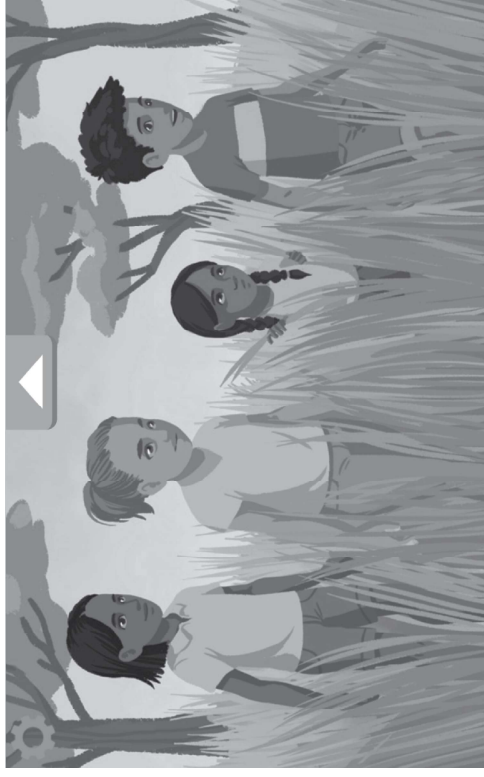
The **setting** is when and where a story takes place.

When you are reading or listening to a story, ask:

- When does the story take place?
- Where does the story take place?

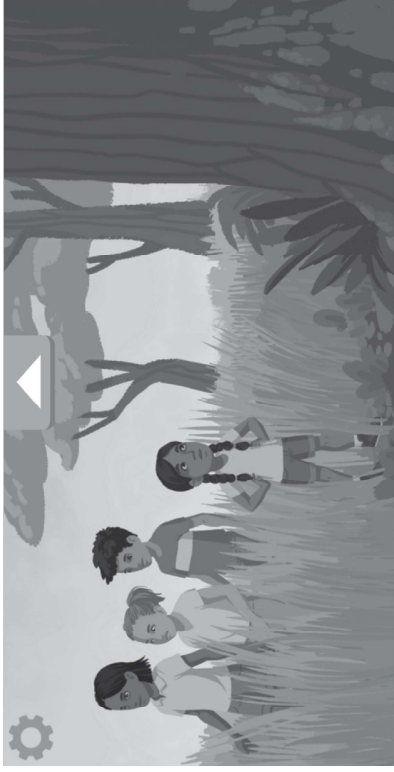
Thinking about the setting helps you understand the story.

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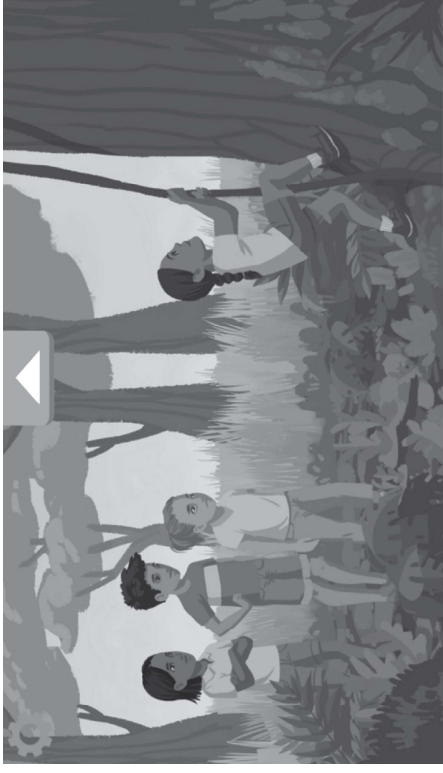
Ana was the smallest girl in her class.
Her friends teased her all the time. “Ana, you
are so short! We can not see you over the
grass,” they laughed.

The tall grass tickled the top of Ana’s
head.



Ana frowned. She hated being teased for being small. She looked up at the sky and listened. Monkeys chattered. Birds tweeted. She wanted to join them. She wanted to be as tall as the towering trees.

Ana had an idea. “Wait until you see how tall I can be,” she called to her friends.



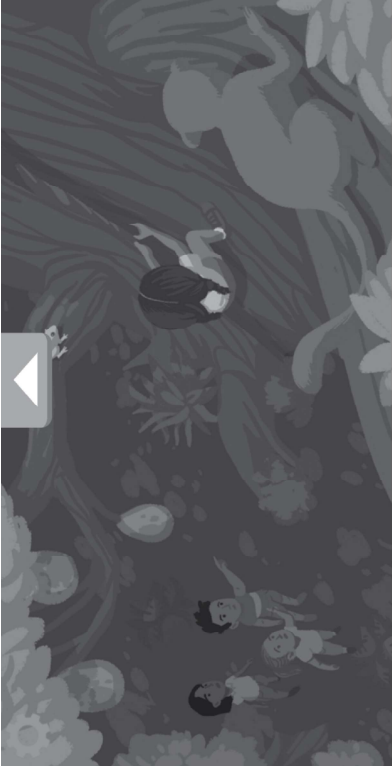
Ana stepped into the trees. She saw a long, thick hanging vine. She reached for it.

“What are you doing?” her friends asked.

“I am going to climb,” she said.

Ana grabbed the vine with her hands. She pulled herself up. She used her feet, too.



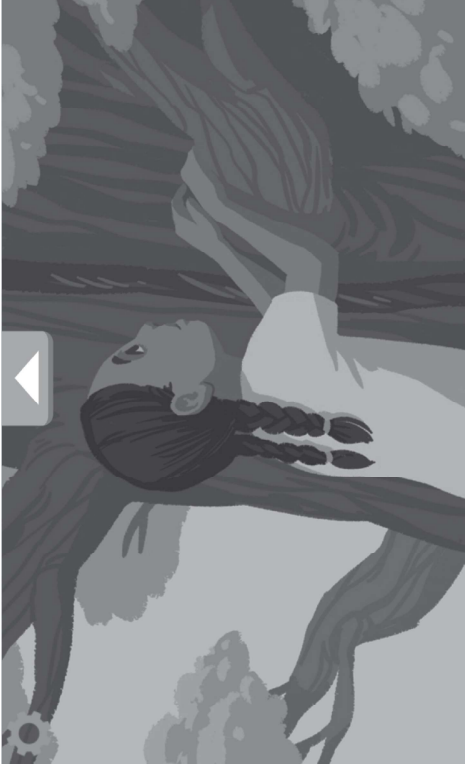


“Wow! Look at her go!” the kids shouted.

Ana was fast. Soon she was in the green leaves of the trees. Monkeys munched on coconuts as she went by. She saw giant fruits, large nuts, and colorful tree frogs.

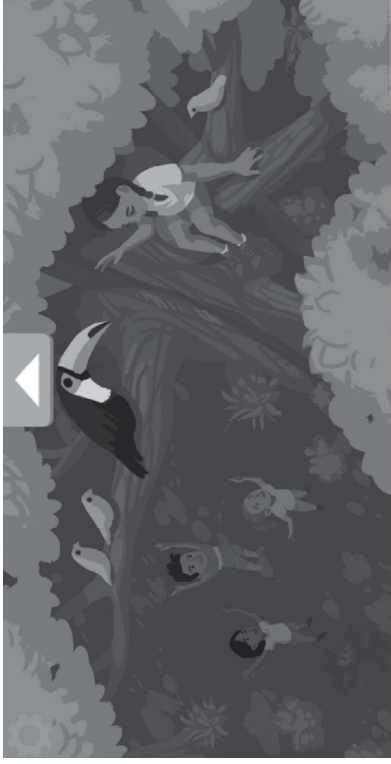
“Look how high she is!” cried the kids.

“I will climb even higher!” called Ana.



Ana looked up to the tree tops. “Can I make it to the canopy?” she wondered. She took a deep breath. “Of course I can,” she whispered.

Ana climbed higher. She moved from branch to branch. Up and up she climbed.



Soon Ana saw a bird with so many colors that it looked like a rainbow! She was in the canopy.

Ana waved and smiled. Her friends cheered. They could not tease her for being small now. She had done it. Ana was the tallest girl in the jungle!

Question 1 (for p. 1 of passage)

Why are Ana's friends teasing her?

- a. She is the most ticklish.
- b. She is lost in the grass.
- c. She is the shortest one

Question 2 (for p. 2 of passage)

Where does this part of the story happen?

- a. Up in the sky with the birds.
- b. In the trees by the monkeys.
- c. On the ground near the jungle.

Question 3 (for p. 3 of passage)

How does Ana use the vine?

- a. She uses it to catch a monkey.
- b. She uses it to help her friends.
- c. She uses it to climb the tree.

Question 4 (for p. 4 of passage)

Why are Ana's friends excited?

- a. Ana has hit a coconut.
- b. Ana has climbed high.
- c. Ana has saved a frog.

Question 5 (for p. 5 of passage)

Where will Ana go next?

- a. She will go up to the top.
- b. She will go find a fruit.
- c. She will go back down.

Question 6 (for pp. 1-6 of passage)

What happens at the beginning of the story?

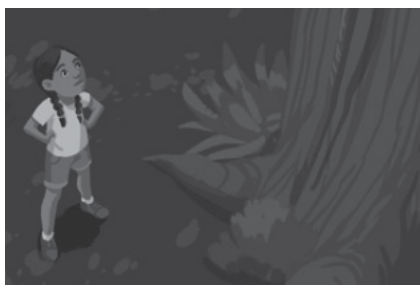
a.

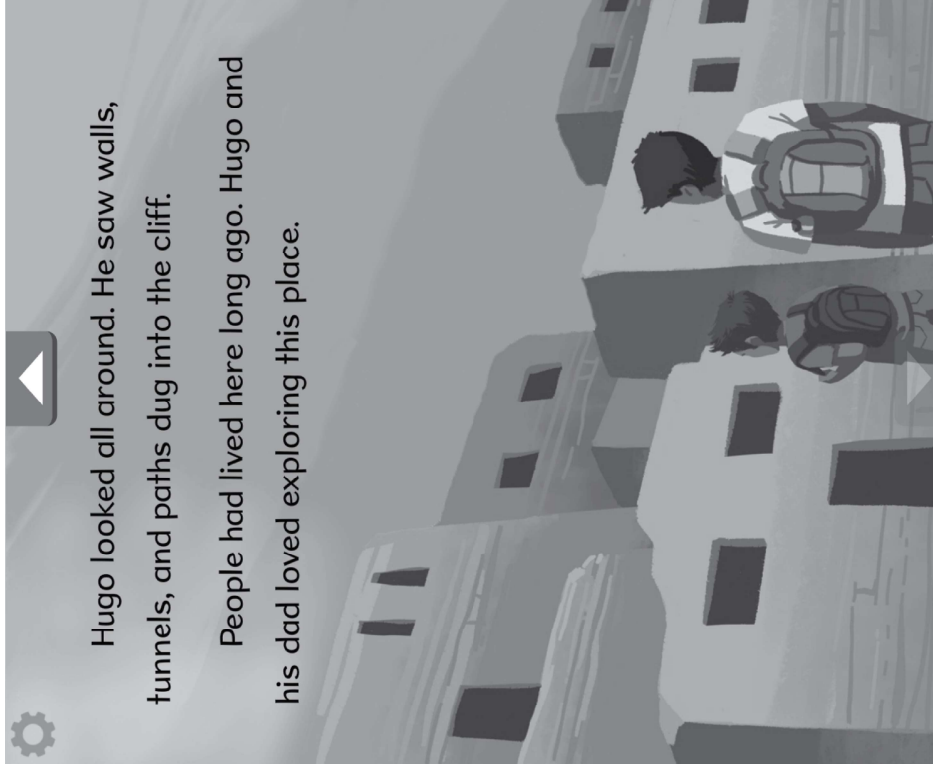
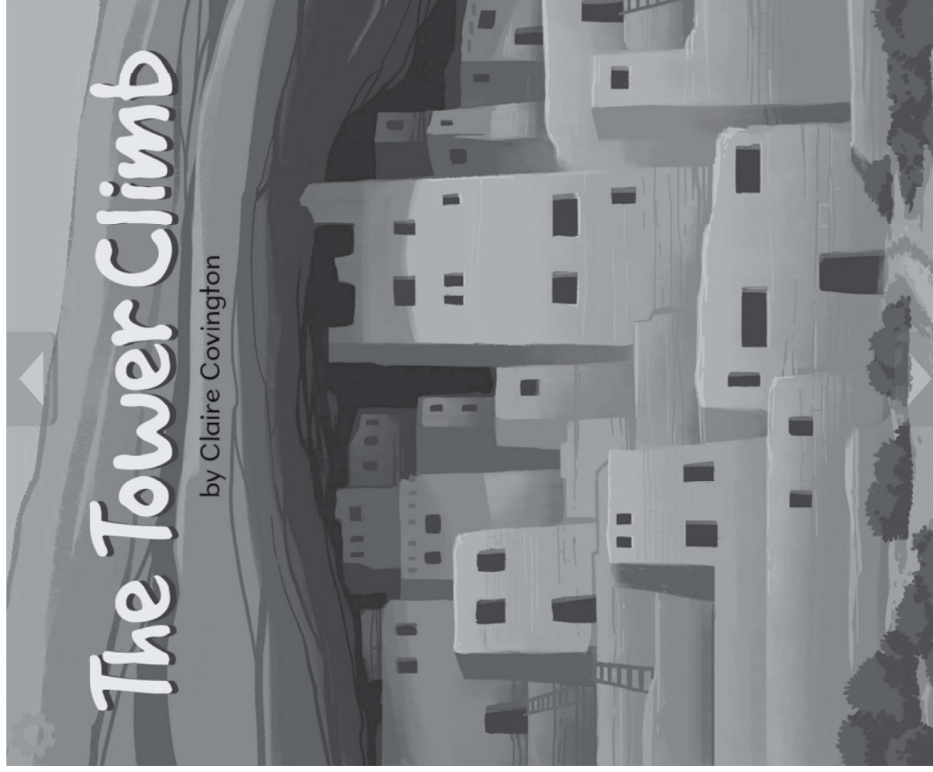


b.



c.





Hugo looked all around. He saw walls,
tunnels, and paths dug into the cliff.

People had lived here long ago. Hugo and
his dad loved exploring this place.



Hugo crawled into a tunnel. The tunnel led him up and up. Hugo saw a ladder. It went almost straight up! Hugo climbed.

Suddenly, Hugo felt the sun. He was in a high tower!



Hugo heard a tiny sound. He saw a little animal. “What is that?” he asked.

“It looks like a spotted owl,” said Dad.

Hugo frowned. “Look! The owl has a broken wing. Can we take it with us? We can get help at the bottom.” His dad said yes.

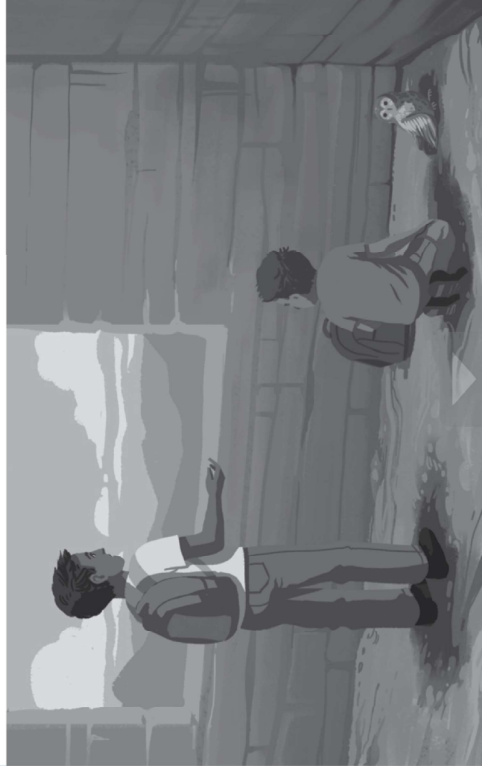




“It’s a long way down, Dad. How can I keep the owl safe?”

Dad said, “Well, the people who lived here long ago carried babies on their backs. They used flat boards or baskets.”

Hugo said, “I know what to do!”



Hugo got his backpack. He put the owl inside it. “Stay safe,” he whispered.

Then Hugo led the way down. He did not slip on the ladder. He did not bump the walls of the tunnel. He did not trip on the path.





Hugo and his dad were at the bottom of the cliff. Hugo gently opened his backpack. The tiny owl was safe.

“Come on, little one. Let’s fix that broken wing,” Hugo said.



Question 1 (for p. 1 of passage)

Where are Hugo and his dad in this part of the story?

- a. They are outside an old town.
- b. They are beside a long path.
- c. They are inside a big tunnel.

Question 2 (for p. 2 of passage)

Where is Hugo when he feels the sun?

- a. Hugo is inside the tunnel.
- b. Hugo is on the ground.
- c. Hugo is up in the tower.

Question 3 (for p. 3 of passage)

Why does the owl need Hugo's help?

- a. The owl is lost.
- b. The owl is hot.
- c. The owl is hurt.

Question 4 (for p. 4 of passage)

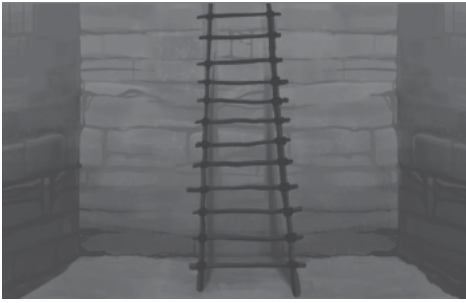
Where does Hugo need to take the owl?

- a. Higher in the tower.
- b. Back into the tunnel.
- c. Down to the ground.

Question 5 (for p. 5 of passage)

What does Hugo do first on his way down?

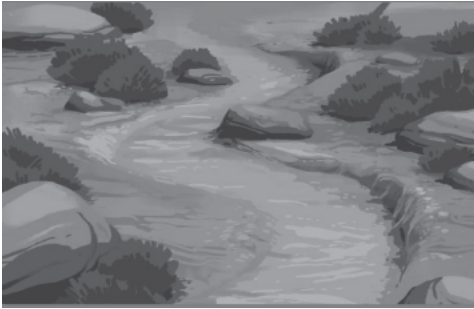
a.



b.



c.



Question 6 (for p. 5 of passage)

Why is Hugo careful as he comes down from the tower?

- a. He is worried about the hurt owl.
- b. He is worried about getting lost.
- c. He is worried about the ladder.

Question 7 (for p. 6 of passage)

Where are Hugo and his dad now?



- a. They are in the tower.
- b. They are on the ladder.
- c. They are on the ground.

Question 8 (for pp. 1–6 of passage)

What happens at the beginning of the story?





c.

KEY CONCEPT OVERVIEW

During the next week, our math class will use objects, numbers, and number bonds to break apart numbers 6, 7, and 8 into number pairs. Students will use objects to represent multiple stories with the same whole, or total, each time, finding that they can break apart a whole in many different ways. For example, 6 is 5 and 1, but it is also 4 and 2, 3 and 3, and 6 and 0. Just like the five fingers on one hand, **5-groups** help students see that 5 is a part of 6, 7, and 8. Thinking of numbers 6 through 8 as being 5 *and some more* helps students to remember number pairs.

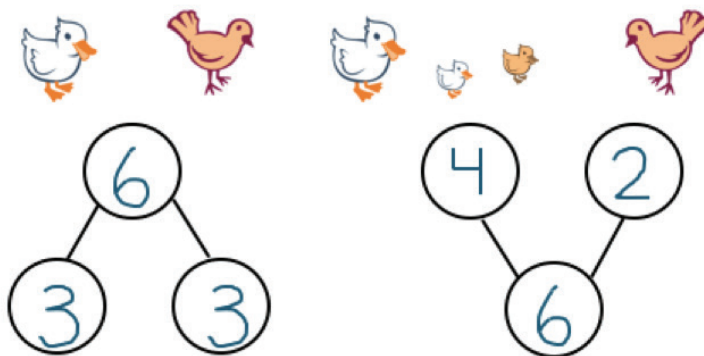
You can expect to see homework that asks your child to do the following:

- Look at a picture of 6, 7, or 8 objects. Find different number pairs for the whole.
- Write number bonds to match a picture.
- Complete a sentence (e.g., 6 is 4 and 2) to match a picture.
- Look at a number bond. Show the two parts by coloring squares with two different colors.
- Color squares with two different colors; then complete a number bond and sentence to match.

SAMPLE PROBLEM (From Lesson 7)

Look at the birds. Make two different number bonds to match. Tell an adult about the numbers in one of your bonds.

NOTE: Answers may vary.



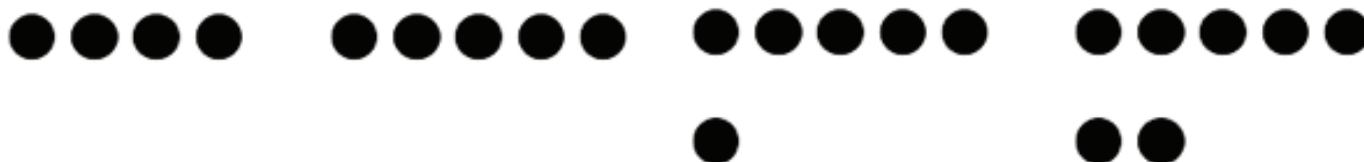
Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- Encourage your child to use objects in your home to show various number bonds for numbers 6 through 8. Be sure your child includes 0 as a part of some number bonds.
- Invite your child to gather 6, 7, or 8 small objects and tell a take apart/put together story about them.
- Challenge your child to arrange and draw sets of 6, 7, or 8 objects arranged in 5-groups. Draw attention to the idea that the total is 5 and some more. Encourage your child to say a sentence to match each set, for example, “7 is 5 and 2 more” or “8 is 5 and 3 more.”

TERMS

5-group: A math drawing with up to two rows of five dots per row. It is used to draw special attention to the 5 in numbers 6 through 10, as illustrated in the examples below.



KEY CONCEPT OVERVIEW

During the next week, our math class will begin learning about addition with totals of 6, 7, and 8. Students will first receive all of the numbers in a story and write an addition sentence to match the story. Because students do not have to solve for an unknown number, they can focus on what each number stands for in the addition sentence. Then, students solve number stories in which the total is unknown. For example, “There were 4 kittens playing in the yard. Two more kittens came to the yard. How many kittens are now playing in the yard?” Some addition sentences start with a total and ask students to find a number pair that matches the total. For example, “There are 8 toys. Some are on a shelf, and the rest are in a toy box.” In this example, $8 = 6 + 2$ is one correct answer, but there are several others.

You can expect to see homework that asks your child to do the following:

- Write number bonds and number sentences to match a picture.
- Write addition sentences to match a picture, with the total both on the left ($7 = 4 + 3$) and on the right ($4 + 3 = 7$).
- Draw a picture and use addition to solve number stories.
- Choose a way to take apart 6, 7, or 8 and write an addition sentence to match.

SAMPLE PROBLEM (From Lesson 13)

Fill in the addition sentences to match the picture.

There are 6 cars on the road; 2 cars are blue, and 4 cars are orange.



$$\boxed{6} = \boxed{4} + \boxed{2}$$

$$\boxed{6} \text{ is } \boxed{4} \text{ and } \boxed{2}$$






























Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](https://www.GreatMinds.org).

HOW YOU CAN HELP AT HOME

- Invite your child to gather 6, 7, or 8 small objects. Ask her to separate the objects into two groups and to tell a put together story and say or write an addition sentence to match. For example, if she creates groups of 7 and 1, your child might say, “There are 7 puppies playing. One more puppy comes to play. Now there are 8 puppies playing. The sentence is $7 + 1 = 8$.”
- Place 6, 7, or 8 pennies in a cup. Shake the cup, and then pour the pennies out. Write an addition sentence to match the number of heads and tails. For example, if one penny lands heads up and five pennies land tails up, the matching number sentence is $6 = 1 + 5$.
- Provide a situation that totals 6, 7, or 8. For example, you might say, “There are 8 vehicles on the road. Some are trucks and some are cars. Say and write some addition sentences to show how many of each there could be.” Repeat with several different situations. Take turns with your child writing and saying the matching addition sentences.



Circle the number to make 7.

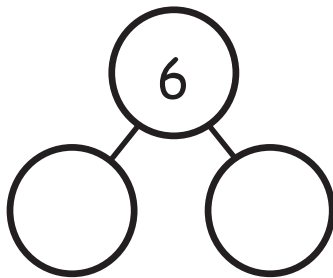
1				
2				
3	* * * * *	* *	* * *	
4				
5				
6	* * *	* * *	* * * *	* *
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8				
9	* *	* *	* * * * *	* * * *
10	2	2	5	4
11				
12				
13	1	2	6	5



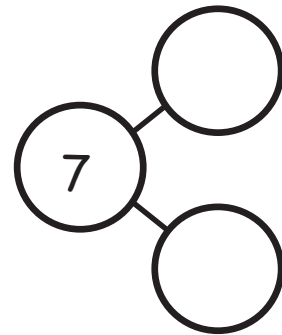
Name _____

Date _____

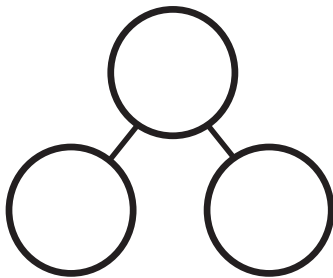
These squares represent cubes. Draw a line to break the stick into 2 parts. Complete the number bond and number sentence.



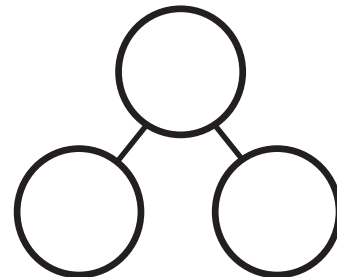
6 is and



is and



is and



is and

On the back of your paper, draw a cube stick with some red cubes and some blue cubes. Draw a number bond to match.



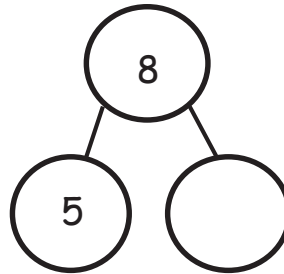
Name _____

Date _____

5 squares are colored. Color 3 more squares to make 8. Complete the number bond.



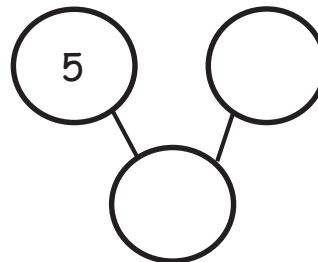
5 and more is



5 squares are colored. Color more squares to make 7. Complete the number bond.



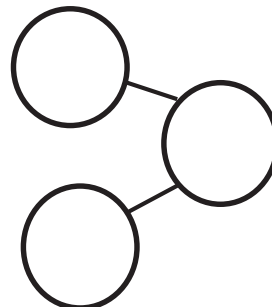
5 and more is



Color 6 squares. Complete the number bond.

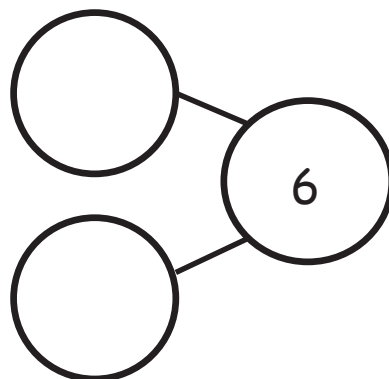


5 and more is



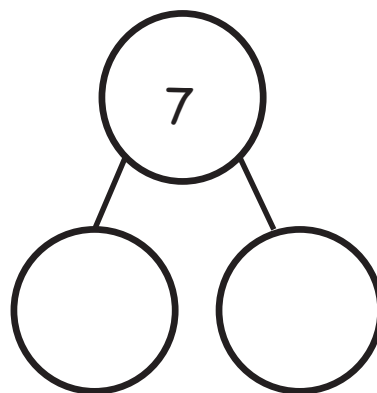
Draw more squares to make 6. Complete the number bond.

--	--	--	--	--



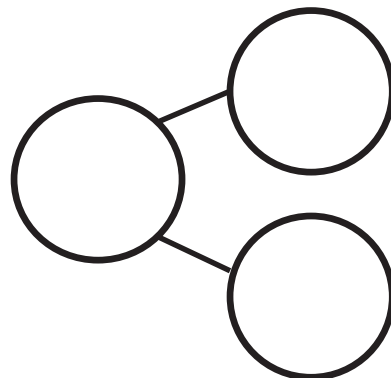
Draw more squares to make 7. Complete the number bond.

--	--	--	--	--



Draw more squares to make 8. Complete the number bond.

--	--	--	--	--



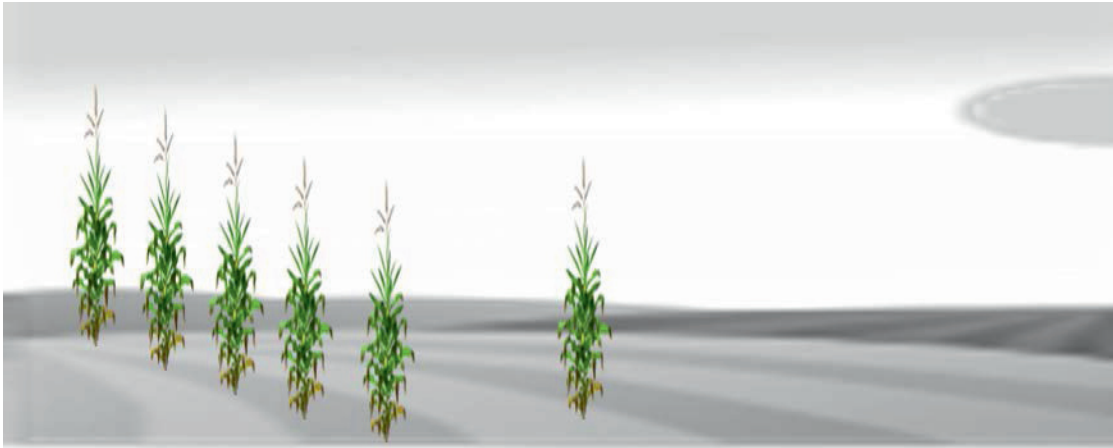
two 5-group mat



Name _____

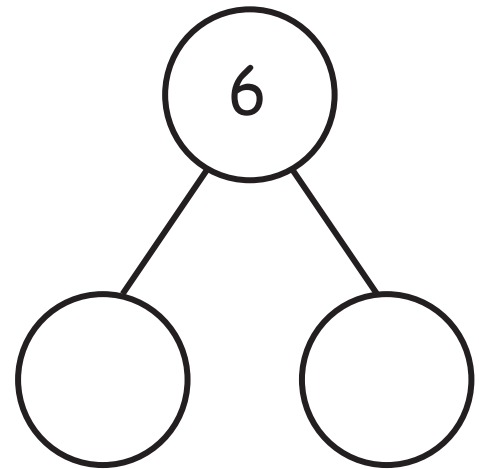
Date _____

Fill in the number bond and number sentences.



There are 6 cornstalks. 5 cornstalks are in the first row. 1 cornstalk is in the second.

$$6 = \square + \square$$



There are 6 cars on the road. 2 cars are big, and 4 are small.



$$\begin{array}{ccccc} \square & \text{is} & \square & \text{and} & \square \\ \square & = & \square & + & \square \end{array}$$

3 geckos have black spots, and 3 geckos have no spots. There are 6 geckos.



$$3 + 3 = \square$$

$$\square = 3 + 3$$

There are 6 monkeys. 4 monkeys are swinging on the tree, and 2 monkeys are taking a nap. Draw a picture to go with the story.

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

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

Create your own story, and tell your partner. Have your partner draw a picture of your story and create a number sentence to go with the picture.

Draw more to make 6.

○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○	○ ○ ○ ○
○ ○ ○	○ ○ ○ ○
○	○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○	○ ○ ○ ○
○	○ ○ ○ ○

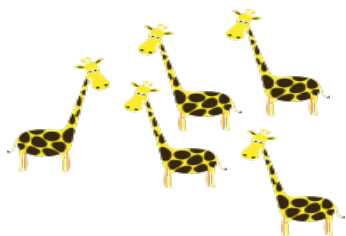
make 6



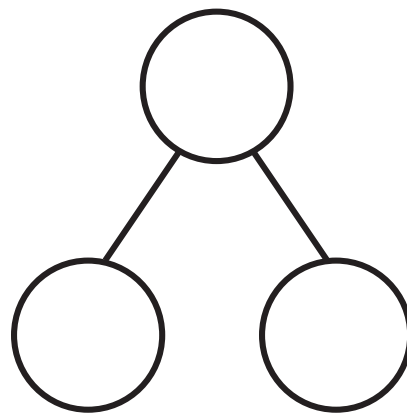
Name _____

Date _____

There are 7 animals. There are 5 giraffes and 2 elephants.



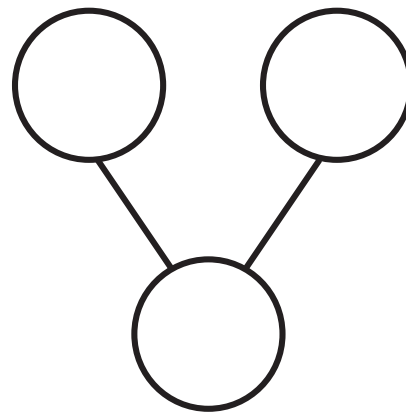
$$= 5 + 2$$



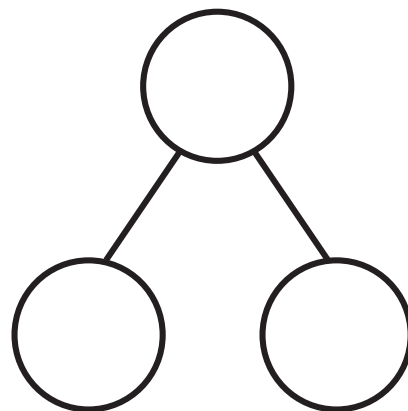
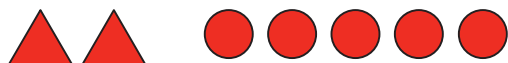
At the store, there was 1 big bear and 6 small bears. There were 7 bears.



$$1 + 6 =$$



$$= 2 + 5$$



The squares below represent cubes.

4 gray cubes and 3 white cubes are 7 cubes.

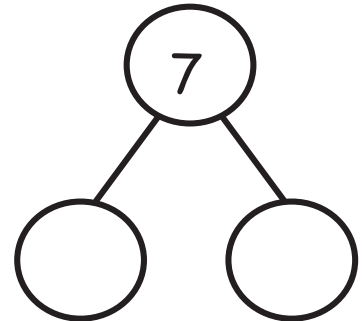
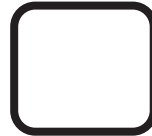


4

+

3

=



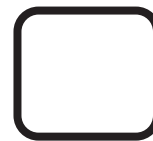
Color the cubes to match the cubes above. Fill in the number sentence.



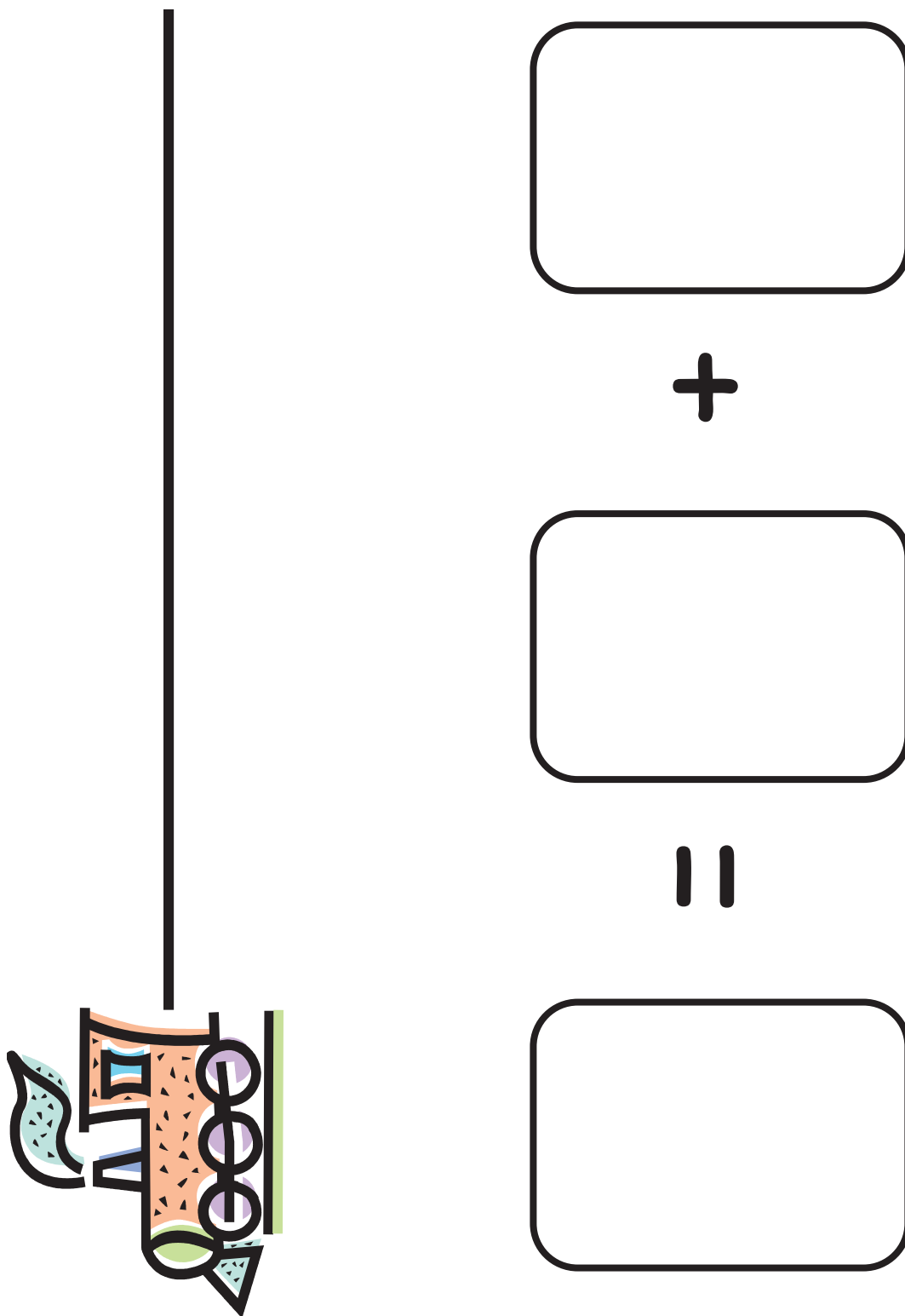
=



+



Create your own story, and tell your partner. Have your partner draw a picture of your story and create a number sentence to go with the picture.



+



=



train

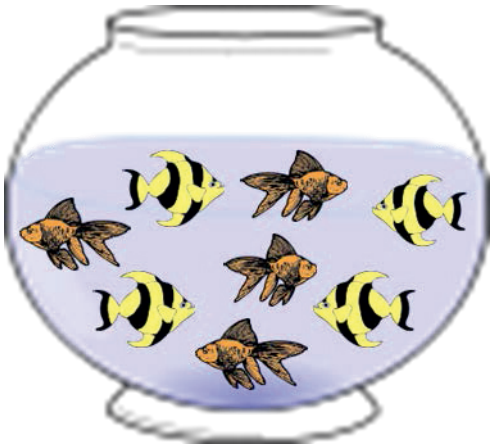


Name _____

Date _____

Fill in the number sentences.

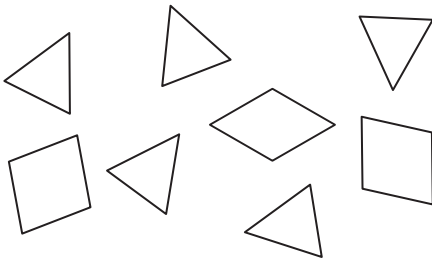
There are 8 fish. There are 4 striped fish and 4 goldfish.



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

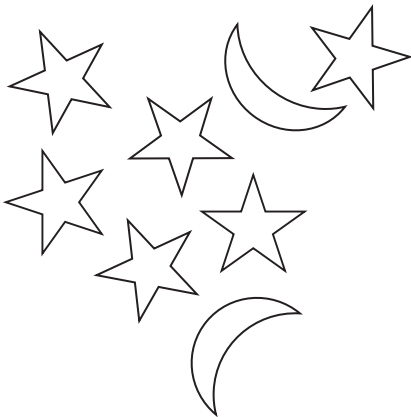
$$\square + \square = \square$$

There are 8 shapes. There are 5 triangles and 3 diamonds.



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

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



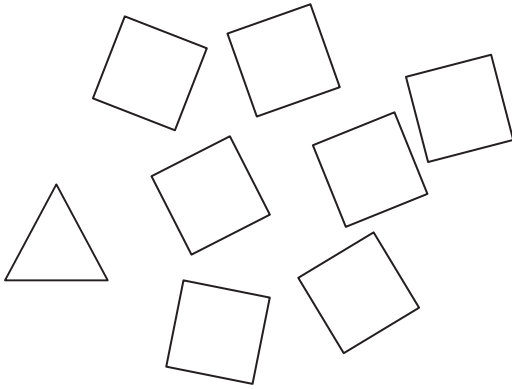
There are 6 stars and 2 moons.

There are 8 shapes.

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

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

There are 8 shapes. Count and circle the squares. Count and circle the triangle.



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

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

There are 8 flowers. Some flowers are yellow, and some flowers are red. Draw a picture to go with the story.



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

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

Create your own story, and tell your partner. Have your partner draw a picture of your story and create a number sentence to go with the picture.

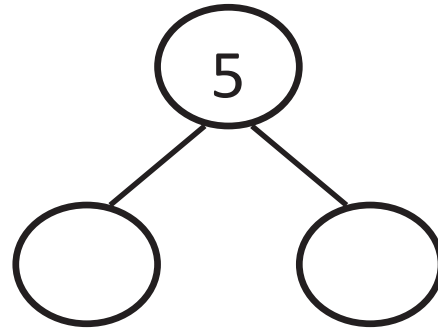


Kindergarten Mathematics for the week of 20 Apr - 24 Apr 2020

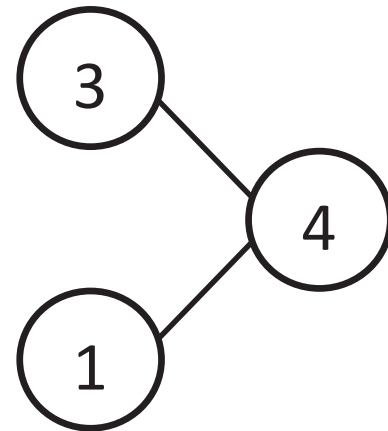
Name _____

Date _____

Fill in the number bond. Tell a story about the birds to your friend.

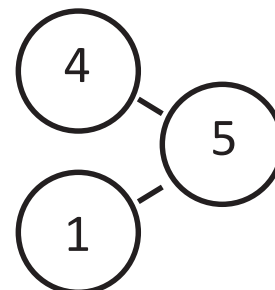
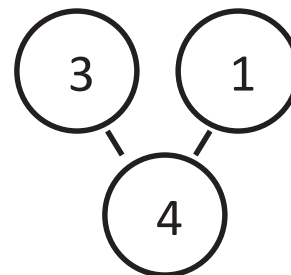
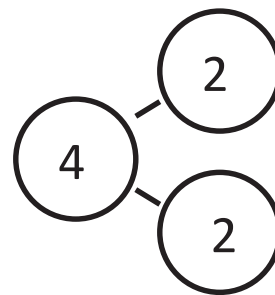
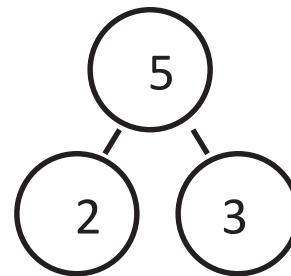


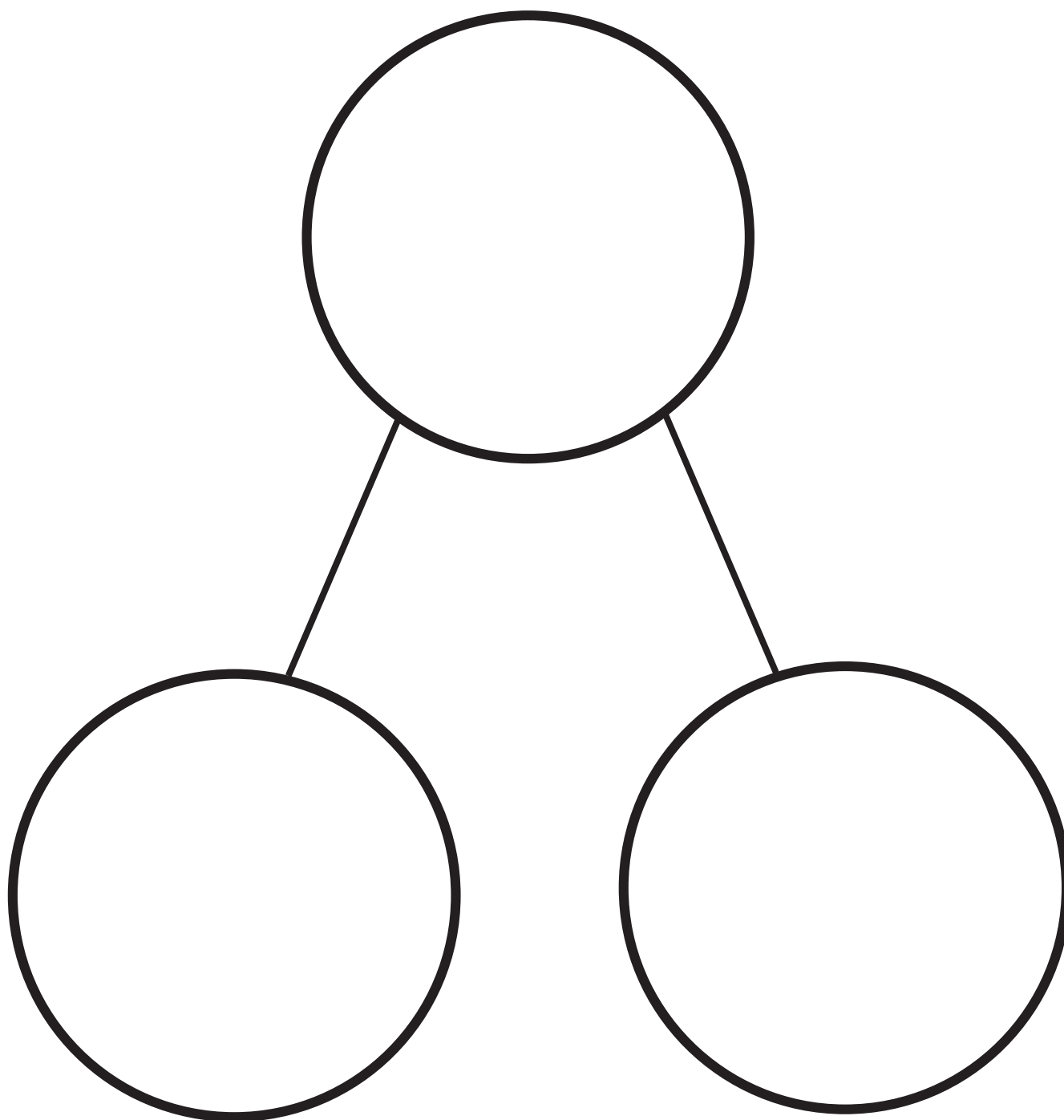
Tell a story that matches the number bond. Draw pictures that match your story.



Tell a story. Draw pictures and a number bond that match your story.

The squares below represent cube sticks. Draw a line to match the number bond to the cube stick.





number bond

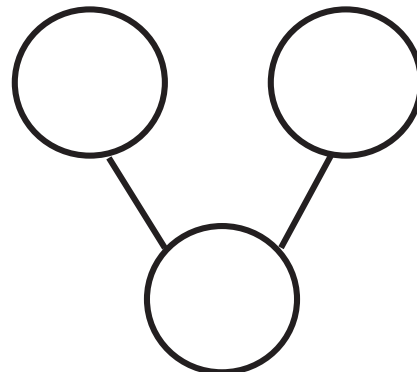
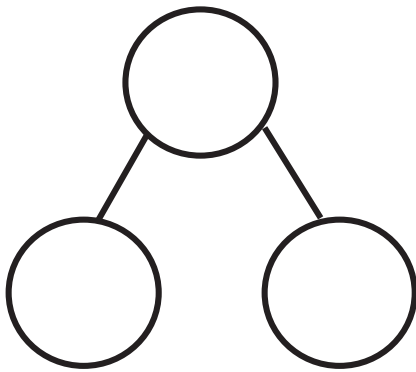


Name _____

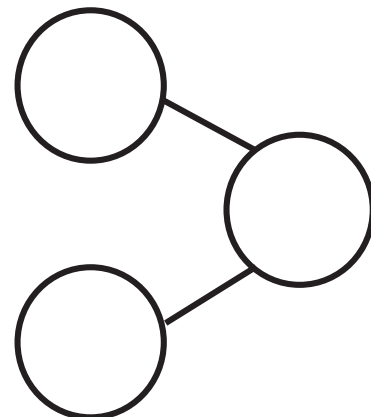
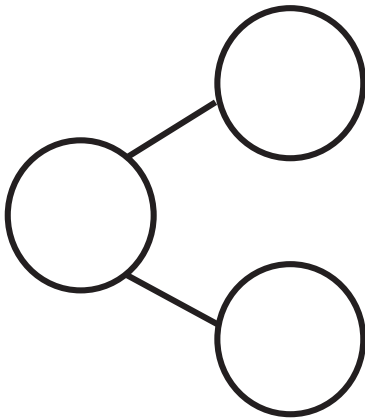
Date _____

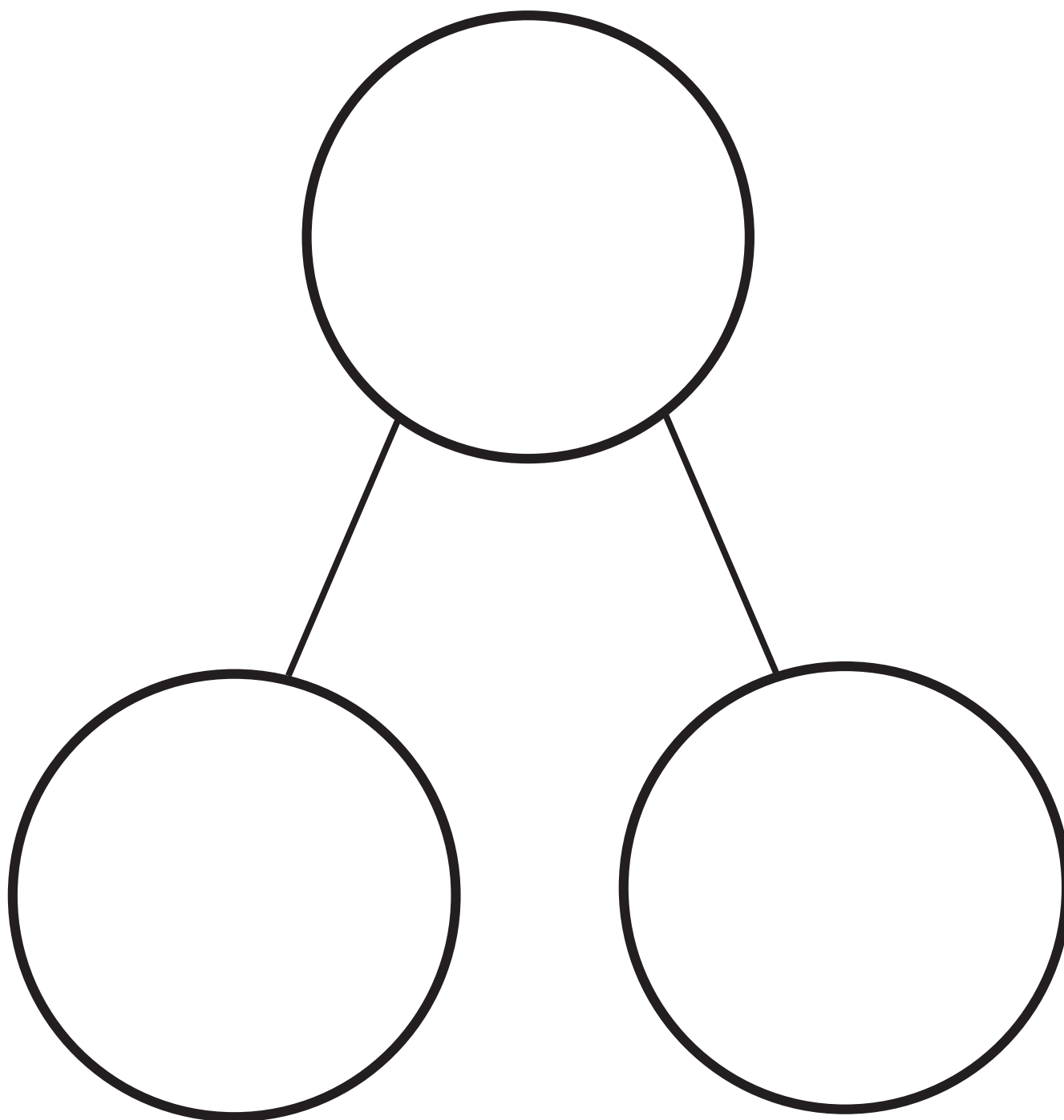


Look at the birds. Make 2 different number bonds. Tell a friend about the numbers you put in one of the bonds.

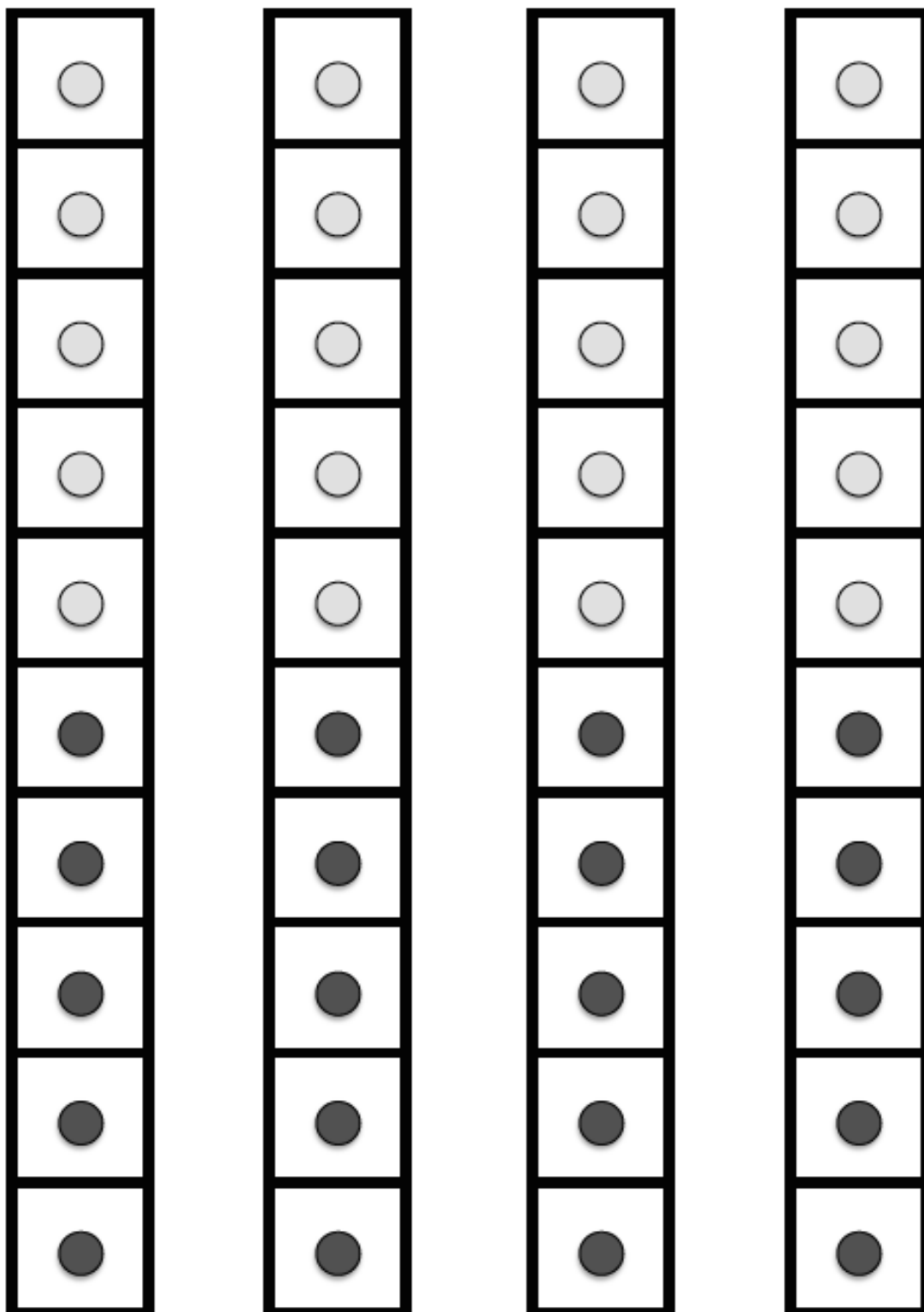


Color some squares green and the rest yellow. Write numbers in the bonds to match the colors of your squares.





number bond



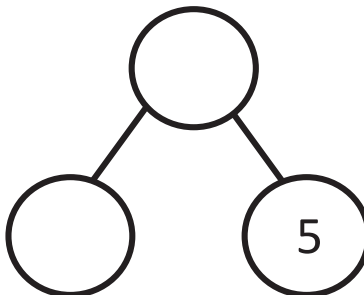
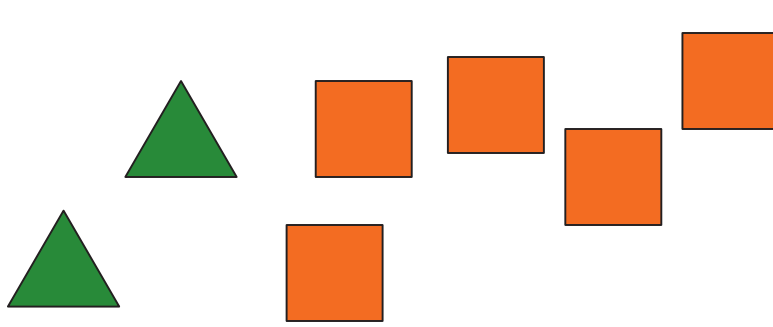
dot path



Name _____

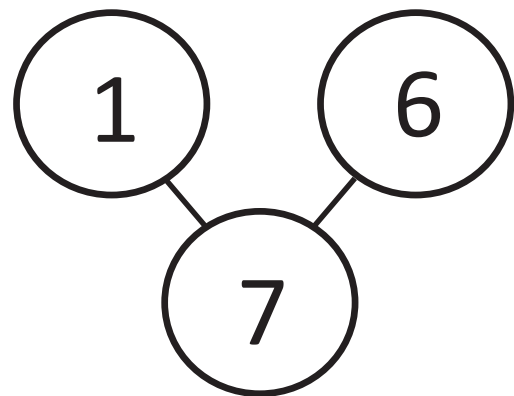
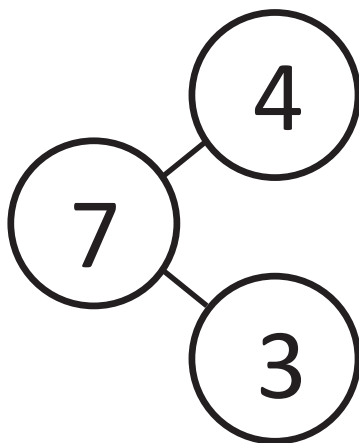
Date _____

Tell a story about the shapes. Complete the number bond.

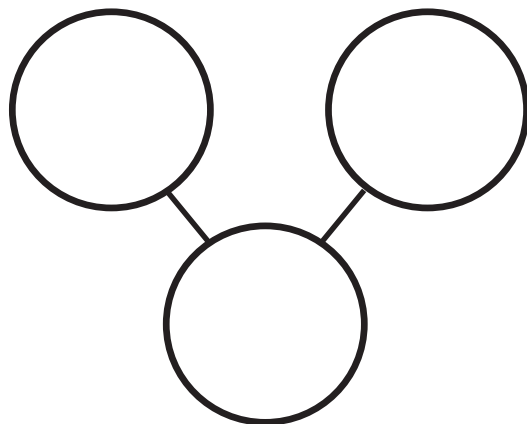
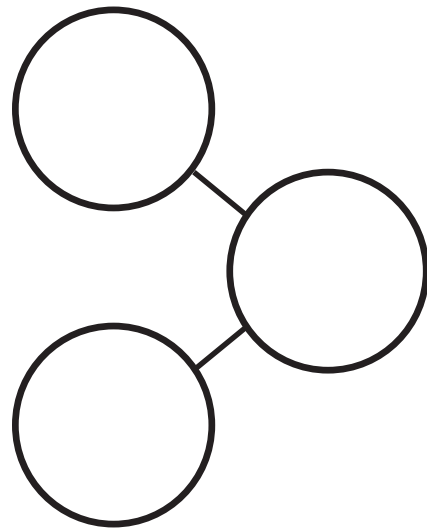
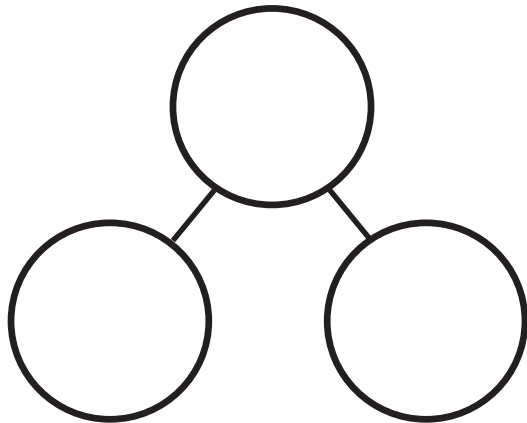


triangles squares make shapes

The squares below represent cube sticks. Color the cube stick to match the number bond.



In each stick, color some cubes orange and the rest purple. Fill out the number bond to match. Tell a story about one of your number bonds to a friend.



Draw a 7-stick, and use 2 colors to make 7. Make a number bond, and fill it in.

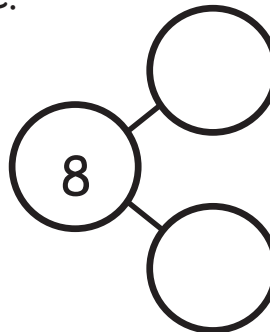
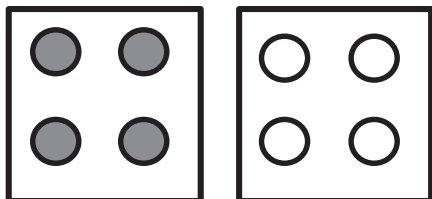




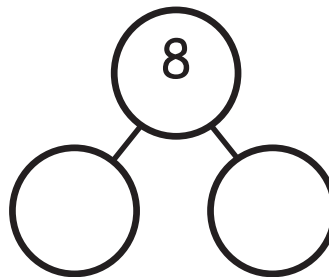
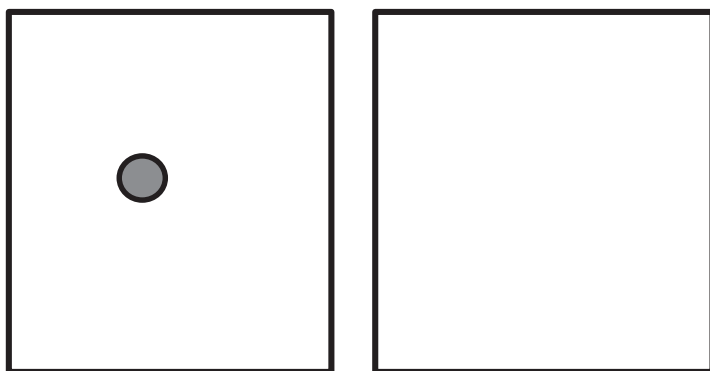
Name _____

Date _____

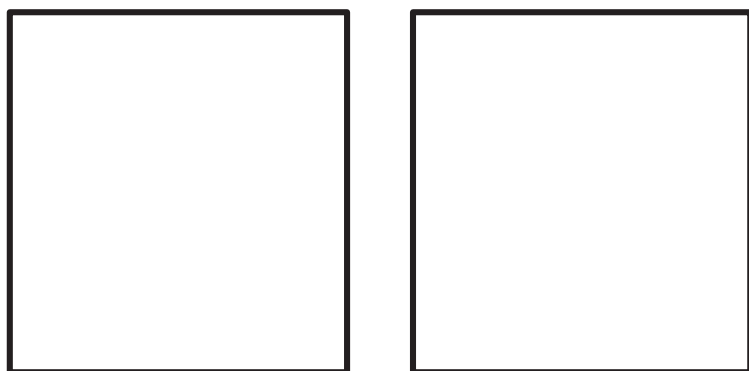
Fill in the number bond to match the picture.



Draw some more dots to make 8 dots in all, and finish the number bond.

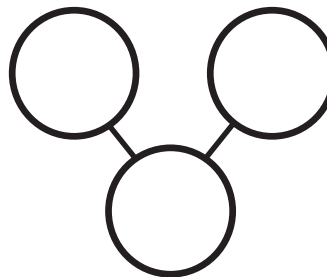


Draw 8 dots, some blue and the rest red. Fill in the number bond.

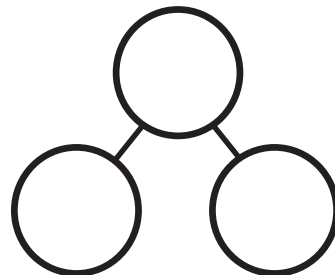
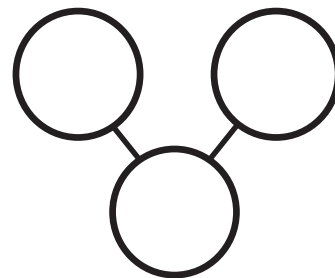
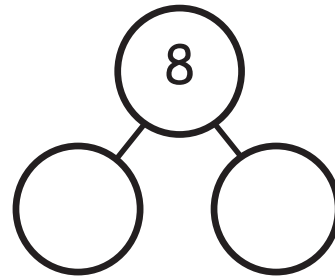
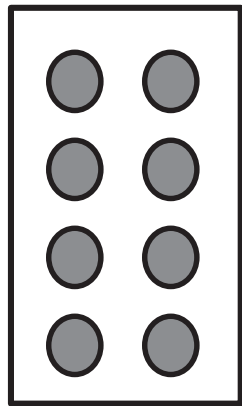
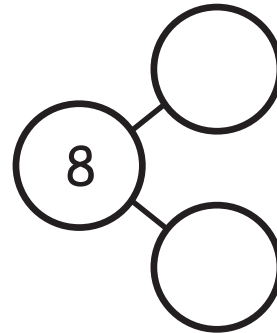
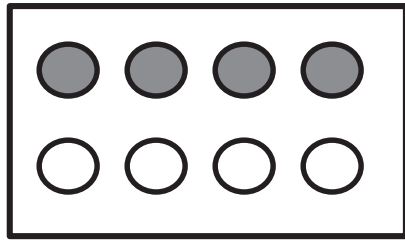


Blue Dots

Red Dots



Draw a line to make 2 groups of dots. Fill in the number bond.

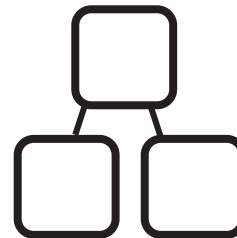
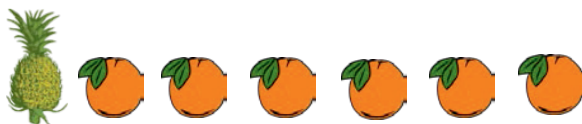
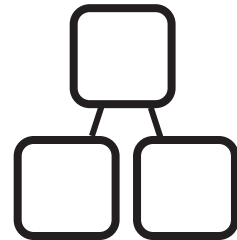
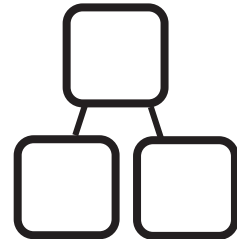
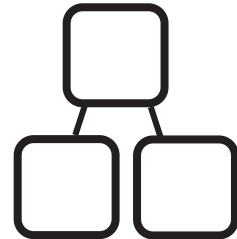
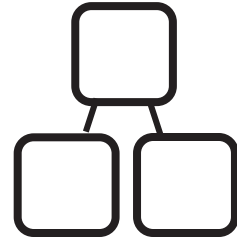
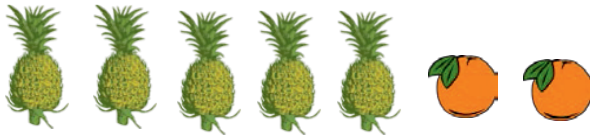
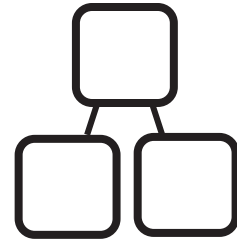
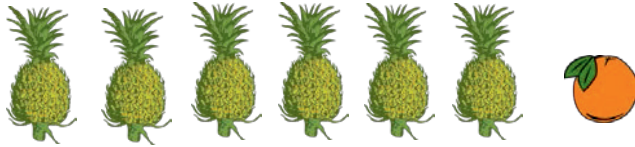




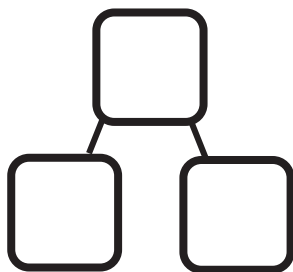
Name _____

Date _____

Fill in the number bond to match.



Color some of the faces orange and the rest blue. Fill in the number bond.



6

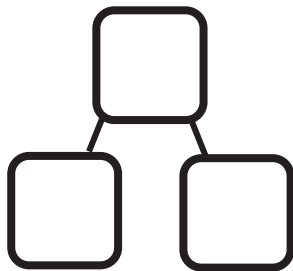
is



and



Color some of the faces orange and the rest blue. Fill in the number bond.



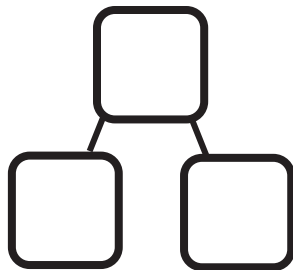
is



and



Color some of the faces orange and the rest blue. Fill in the number bond.



is



and



Earth Day

Find one natural item for each of the letters of the alphabet.
Draw or write what you found in the box with the correct letter.

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy
Zz	Bonus	Bonus	Bonus	Bonus

At Home Activities and Resources for Families (English Language Development)

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities. You do not need to print any activities as responses can be written on a separate sheet of paper.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

Actividades en el hogar y recursos para familias (Desarrollo del idioma inglés)

Saludos querido padre/tutor. Gracias por apoyar el aprendizaje de su hijo en casa. Los recursos en este paquete le brindarán a su hijo oportunidades para practicar su desarrollo del inglés a través de diferentes actividades de vocabulario, gramática y lectura.

Cada paquete tiene historias para leer en inglés con preguntas y actividades de vocabulario. No necesita imprimir ninguna actividad, ya que las respuestas pueden escribirse en una hoja de papel por separado.

Gracias nuevamente por su entusiasmo en completar las actividades con su hijo en casa.

The Apple

He is happy. He is glad.

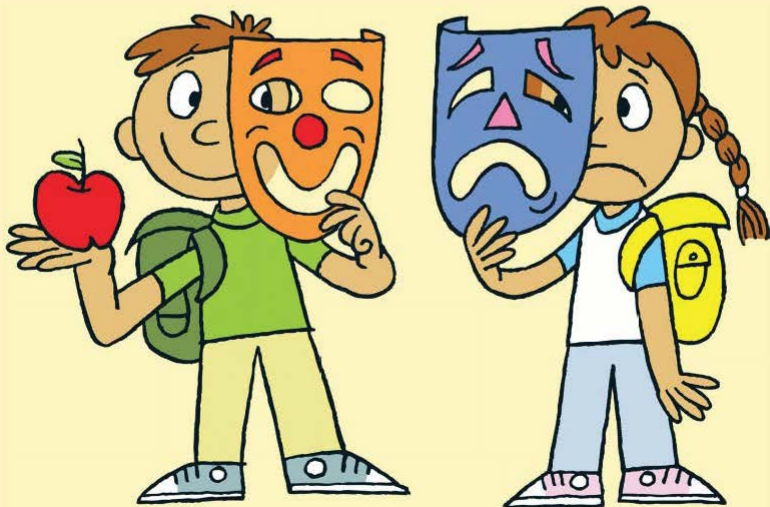
She is mad. She feels so sad.

He is glad to have a snack.

She didn't bring one in her pack.

He will share his snack today

So she'll smile and they can play!

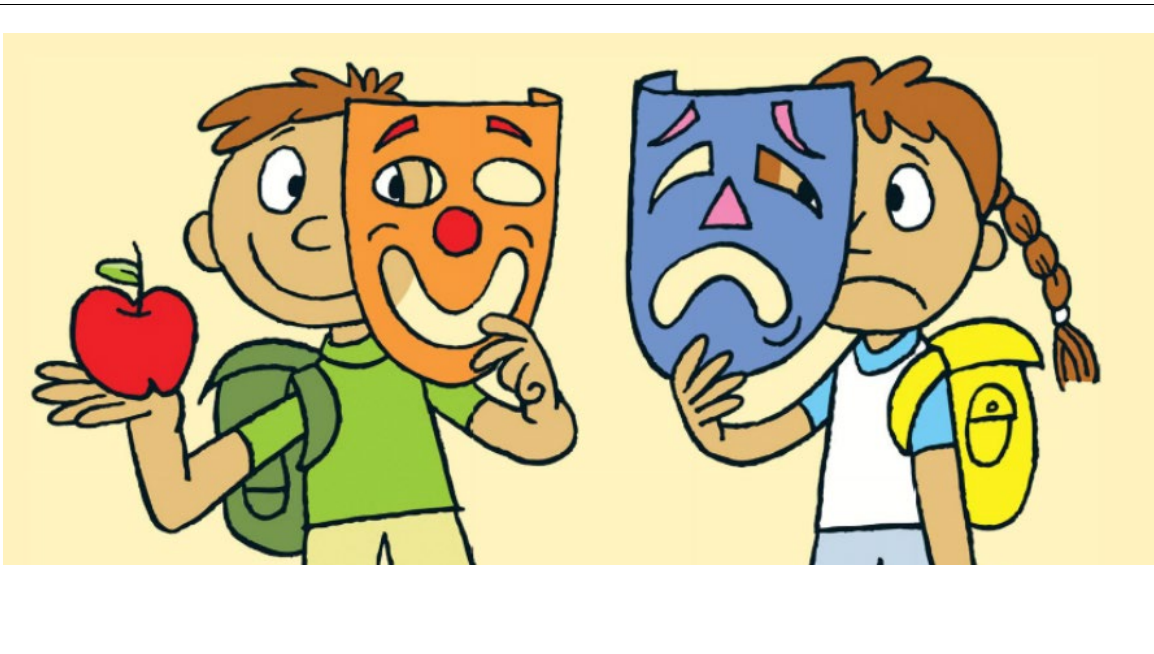


Activity 1:

Directions: Listen to **The Apple** song and respond to the questions:

Why the girl is mad and sad?

The girl is _____ because _____.



How can boy help the girl?

The boy can _____ to help the girl.

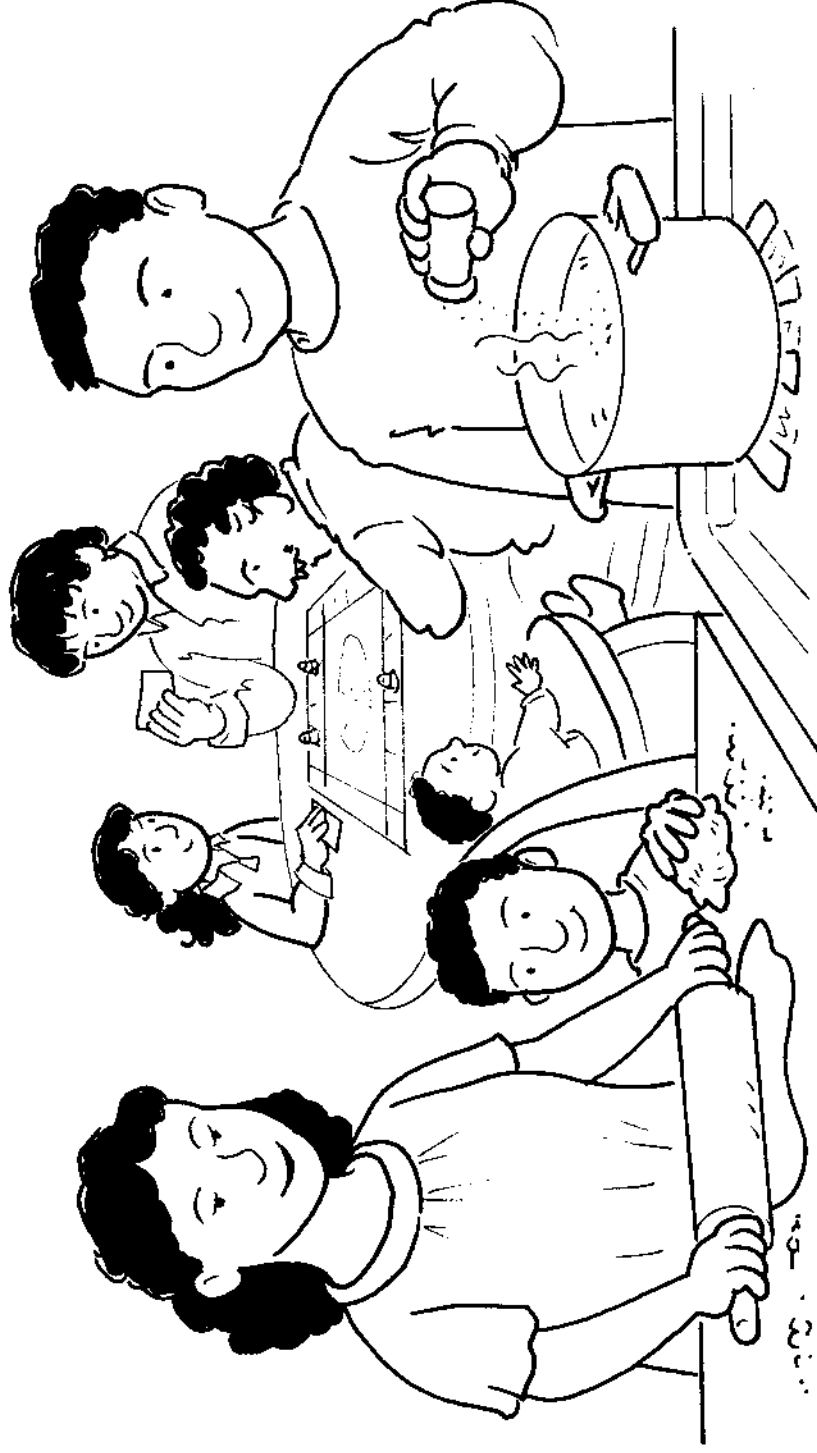
Word Bank

apple sad mad share

Name _____

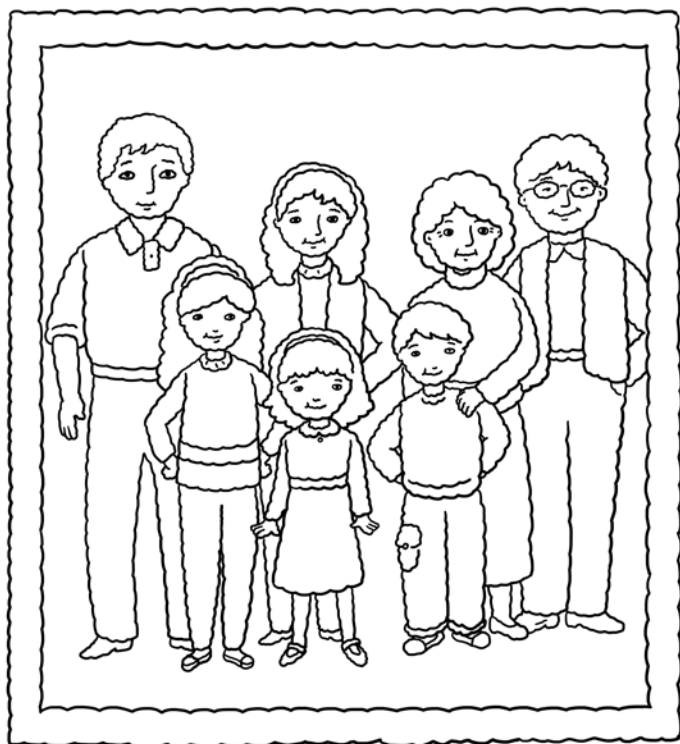
Vocabulary

Family



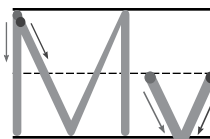
baby brother father grandma grandpa sister mother

Directions: Have children color the pictures. Read each word aloud. Then have children draw a line from the word to the correct family member.

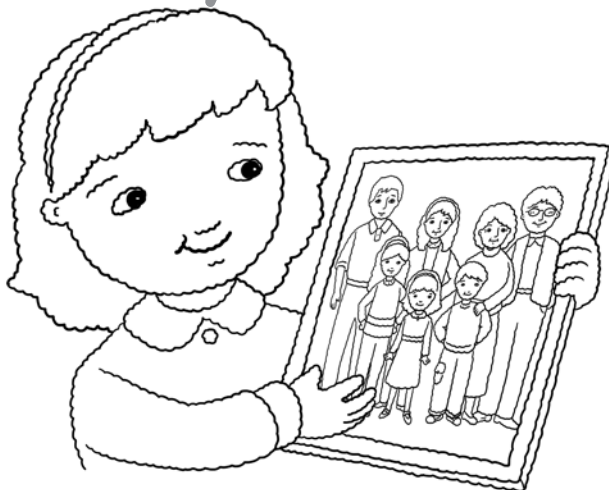


8 This is _____ family.

This Is

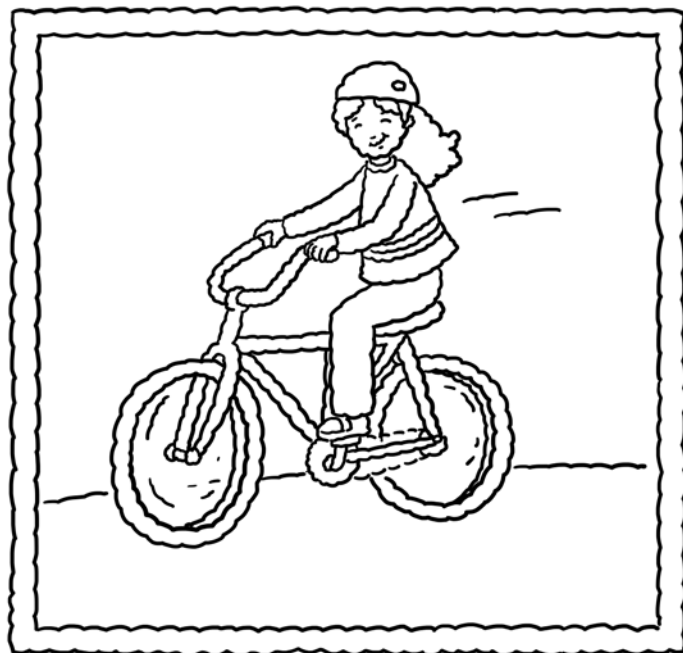


Family



_____ 's Book

1



This is _____ sister.

6



This is _____ father.

3



2 This is _____ mother.



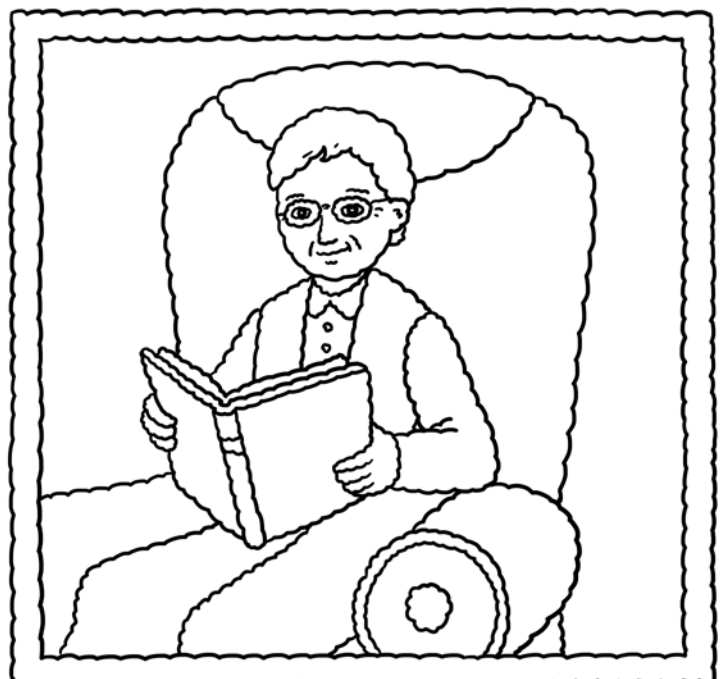
This is _____ brother.

7



This is _____ grandma.

4



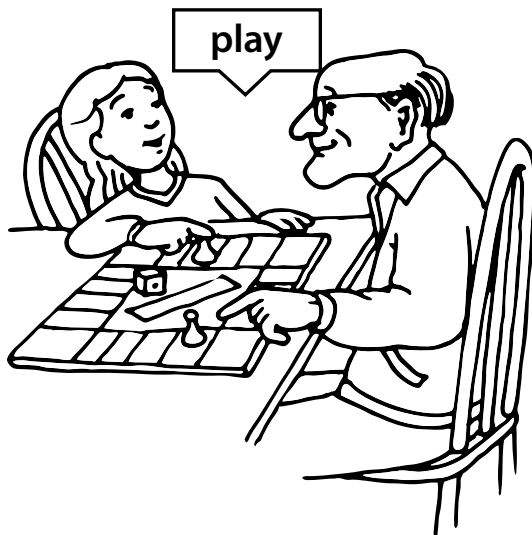
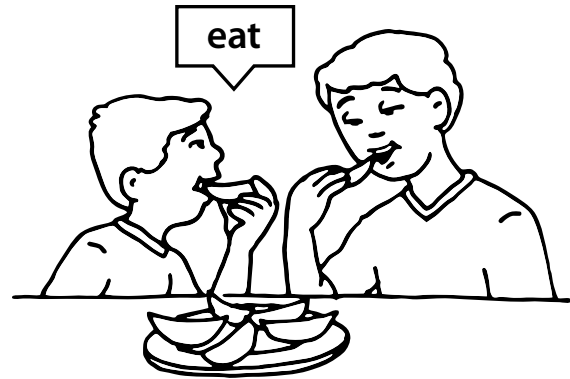
This is _____ grandpa.

5

Name _____

Vocabulary

Actions



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Directions: Have children color the pictures. Then have them play a game with a partner. One partner chooses an action and acts it out. The other partner points to the action on the page or names it.

Name _____

Vocabulary

Feeling Words

bored



excited



surprised

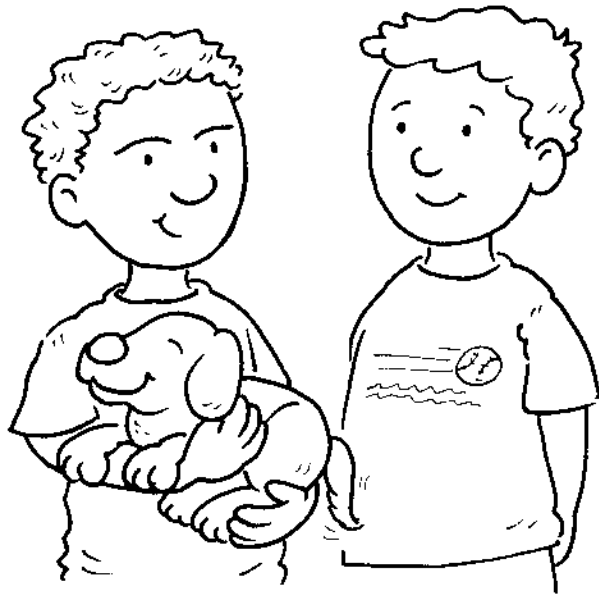


angry



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Directions: Read aloud each word. Have children look at each set of pictures and circle the picture that best describes the feeling word. Then have children color the pictures.

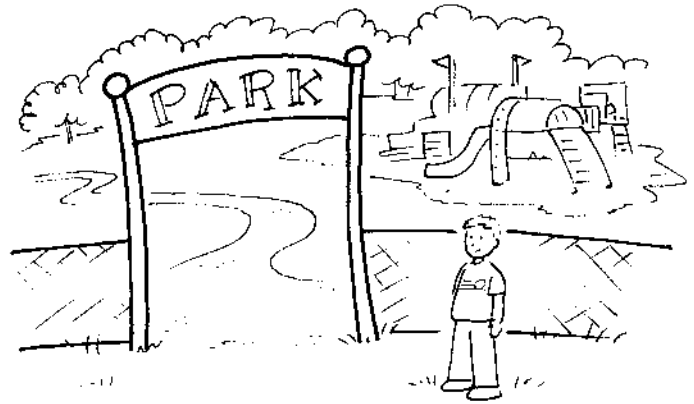


How does _____ feel?

8

How Does

He Feel?

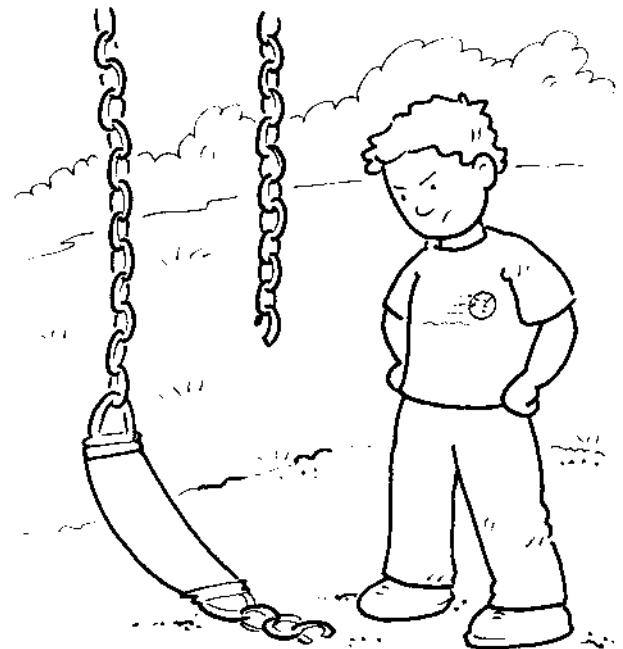


_____ 's Book

1



_____ is excited.



_____ is angry.



_____ is bored.

2



_____ is happy.

7



_____ is sad.

4



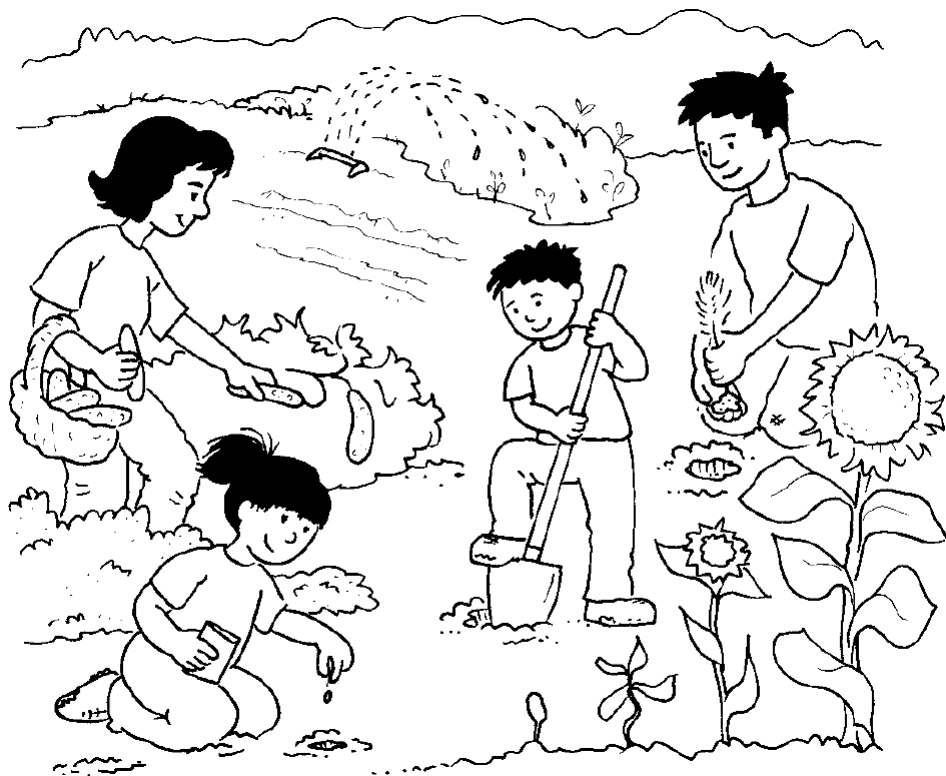
_____ is surprised.

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Practice Master 2.20

5

Growing Plants



What Plants Need

Plants **and** trees and flowers
Need water, soil, and light.
They need these things
So they grow big in height.
I want you to remember this.
You should always know
That when you plant a living thing,
Make sure you help it grow!



Activity 1:

Directions: Listen to **What Plants Need** song and respond to the question:

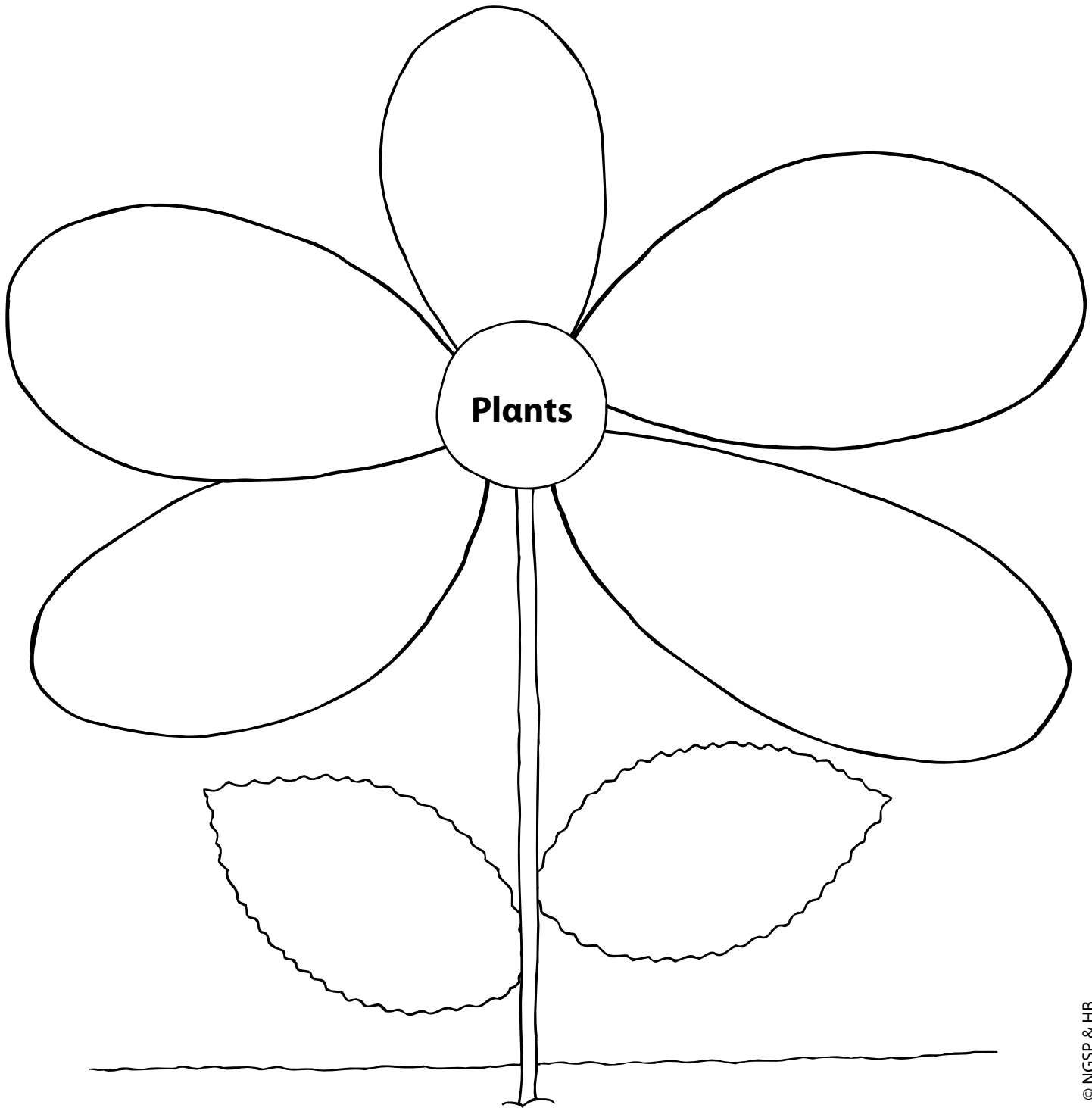
What plants need to grow?

Plants need ____, ____, and ____ to grow.



Name _____

Unit Concept Map



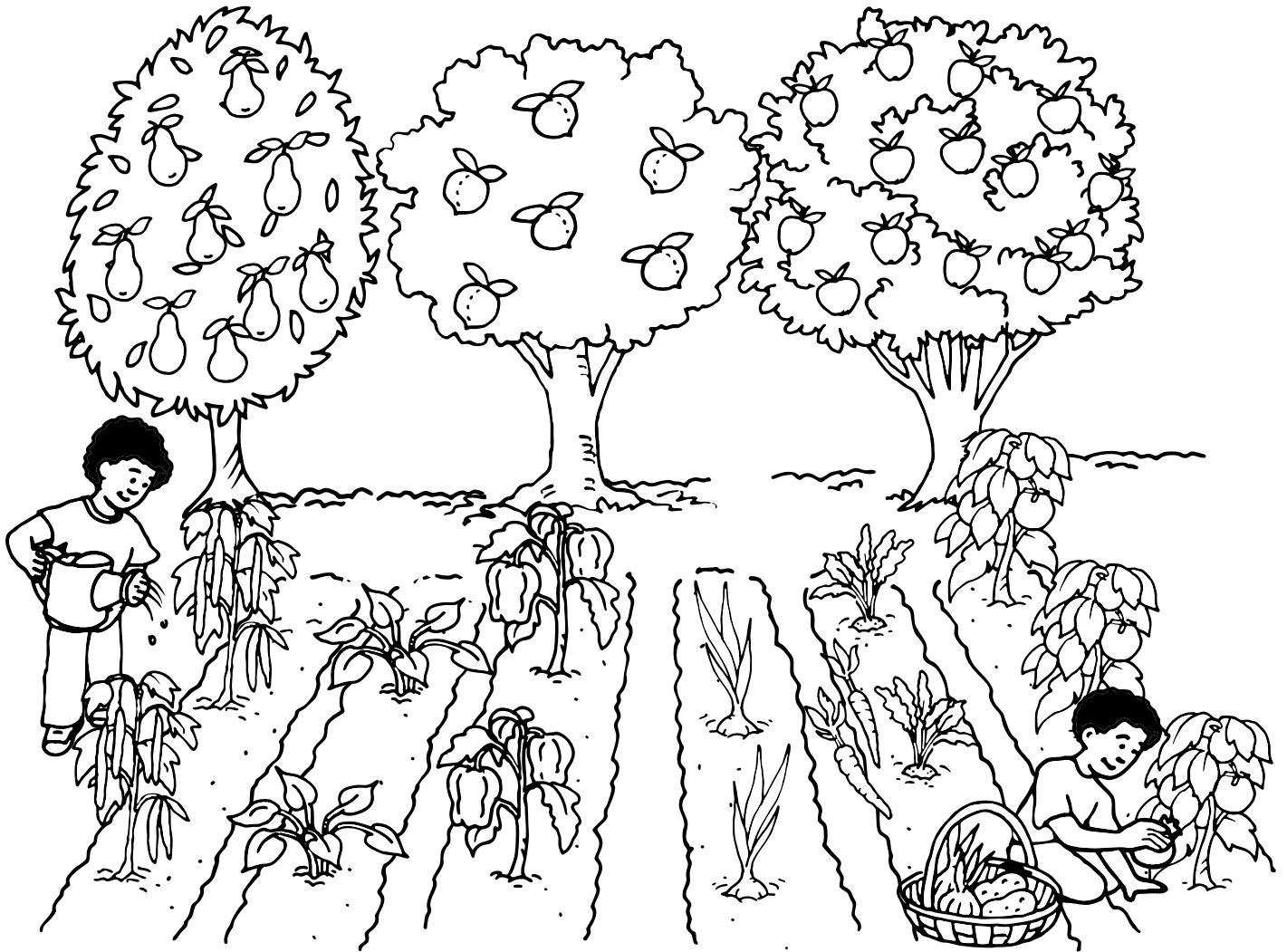
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Directions: Have children write plant names, or draw or glue pictures of plants in the petals and leaves of the concept map.

Name _____

Vocabulary

Our Garden



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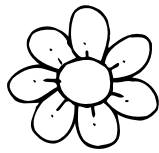
Directions: Have children find each fruit and vegetable in the garden and color it. Then have one partner point to a fruit or vegetable while the other partner names it.

Name _____

Vocabulary



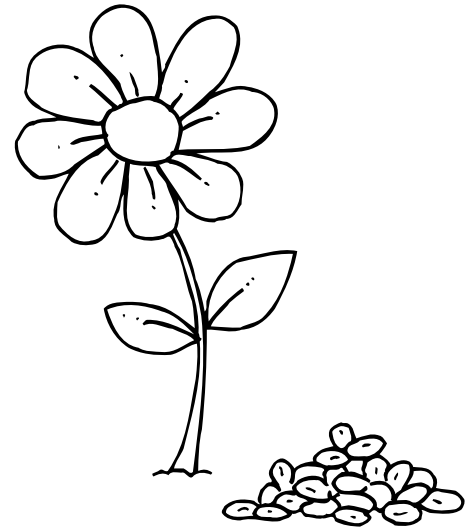
stem



flower



seeds



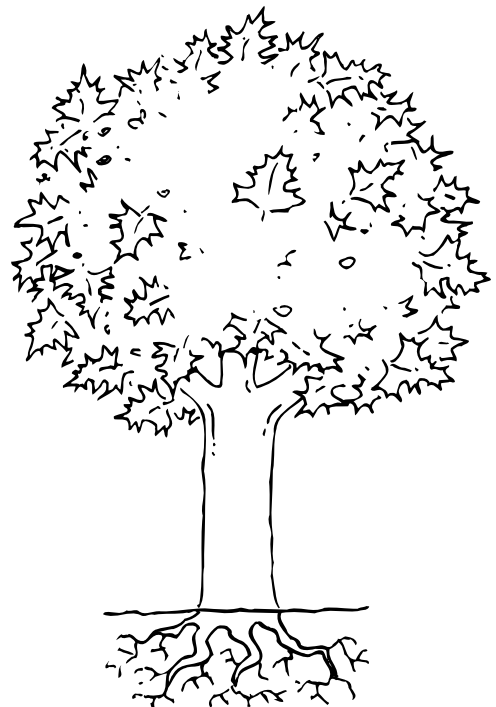
root



leaf



trunk

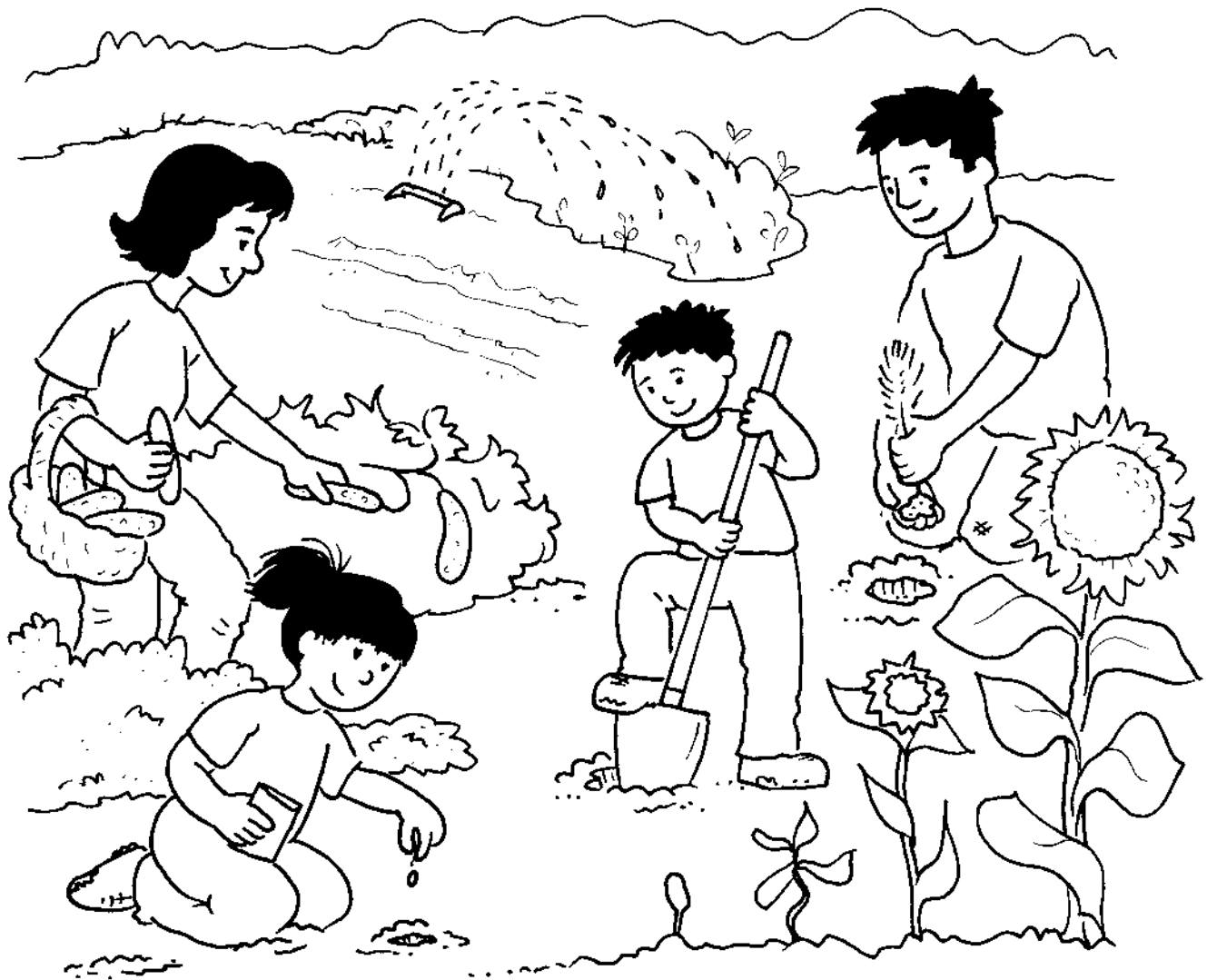


Directions: Have children color the pictures. Then have children draw a line from each plant part on the left to the corresponding part on the plants at right. Have partners take turns naming the parts of each plant.

Name _____

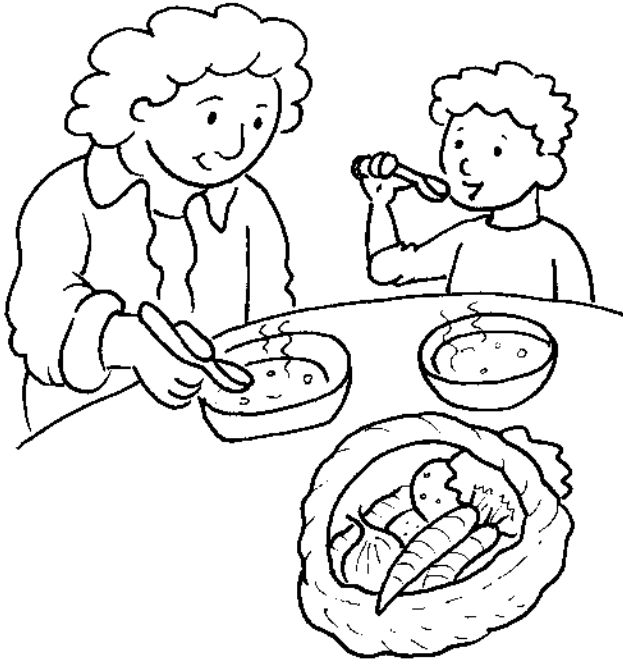
Vocabulary

Action Words



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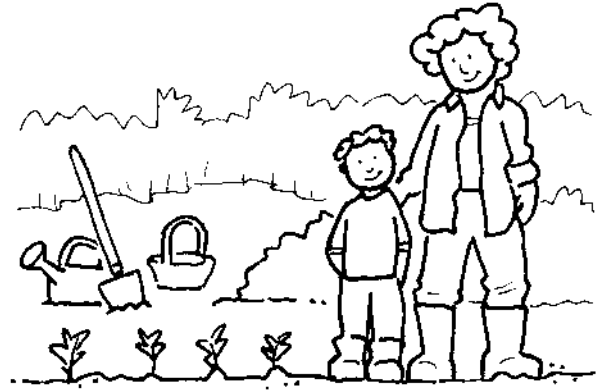
Directions: Have children color the page. Then have them play a game with their partner. Have one partner act out the actions. The other partner guesses the action.



8

_____ eat the soup!

You Grow a Garden!



_____ 's Book

1



© NGSP & HB

_____ pick carrots.

6



_____ plant.

3

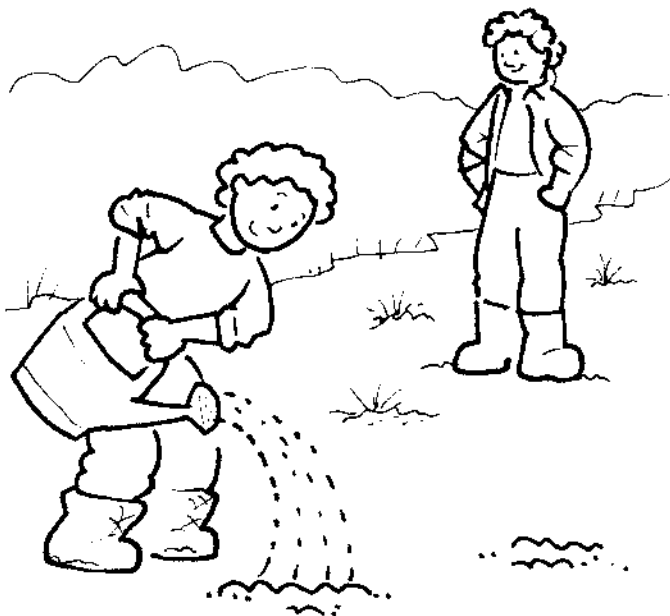


2

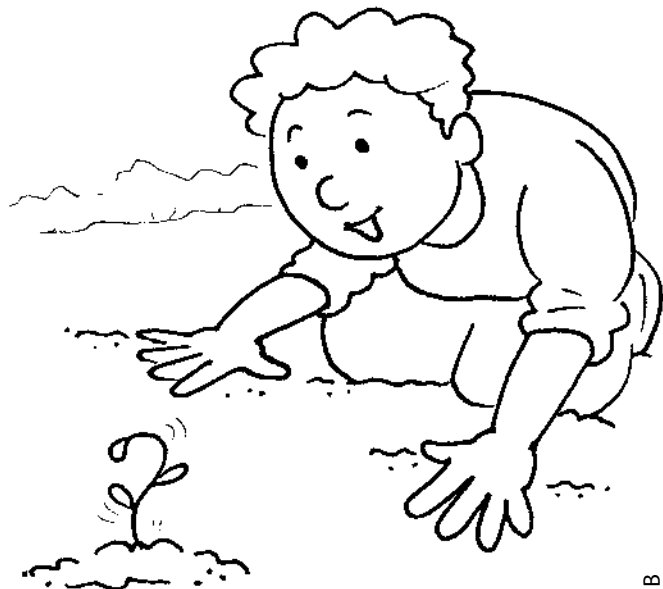
dig.



put carrots in the soup. 7



water.



grow carrots.

4

5

Try each activity! Now see if you can do each activity for 20 seconds!



TABATA





1. JUMPING JACKS



10 SEC REST

20 SEC MOVE



Jumping Jacks!



2. PUSH-UPS



10 SEC REST

20 SEC MOVE



Push-ups



3. CRUNCHES



10 SEC REST

20 SEC MOVE



Crunches



4. BURPEES



10 SEC REST

20 SEC MOVE



Burpees or Plank



5. HIGH KNEES



10 SEC REST

20 SEC MOVE



High Knees



6. JOG IN PLACE



10 SEC REST

20 SEC MOVE



Jog in Place