Kinder Grade Materials for 4/20-6/3

Name: _____ **Teacher:** _____

Kindergarten Reading

April 20th - April 24th

- ❑ Read or have someone read to you the “Lime Cake”. You will want to read this story a couple of times over the week.
- ❑ Don’t forget to read or have someone read to you at least 20 minutes a day out of a book of your choice! A parent, siblings, or friends may read to you or you may choose online books from Epic, Vooks, Storyline, or Reading A-to-Z/RAZ kids.
- ❑ Pick 2 activities from the reading response choice board to complete with either story.

April 27th - May 1st

- ❑ Read or have someone read to you the “Hen and Mule”. You will want to read this story a couple of times over the week.
- ❑ Don’t forget to read or have someone read to you at least 20 minutes a day out of a book of your choice! A parent, siblings, or friends may read to you or you may choose online books from Epic, Vooks, Storyline, or Reading A-to-Z/RAZ kids.
- ❑ Pick 2 activities from the reading response choice board to complete with either story.

May 4th - May 8th

- ❑ Read or have someone read to you the “Rice Race”. You will want to read this story a couple of times over the week.
- ❑ Don’t forget to read or have someone read to you at least 20 minutes a day out of a book of your choice! A parent, siblings, or friends may read to you or you may choose online books from Epic, Vooks, Storyline, or Reading A-to-Z/RAZ kids.
- ❑ Pick 2 activities from the reading response choice board to complete with either story.

May 11th - May 15th

- ❑ Read or have someone read to you the “Val and Pop”. You will want to read this story a couple of times over the week.
- ❑ Don’t forget to read or have someone read to you at least 20 minutes a day out of a book of your choice! A parent, siblings, or friends may read to you or you may choose online books from Epic, Vooks, Storyline, or Reading A-to-Z/RAZ kids.
- ❑ Pick 2 activities from the reading response choice board to complete with either story.

May 18th - May 22nd

- ❑ Read or have someone read to you the “Apes”. You will want to read this story a couple of times over the week.
- ❑ Don’t forget to read or have someone read to you at least 20 minutes a day out of a book of your choice! A parent, siblings, or friends may read to you or you may choose online books from Epic, Vooks, Storyline, or Reading A-to-Z/RAZ kids.
- ❑ Pick 2 activities from the reading response choice board to complete with either story.

May 25th - June 3rd

- ❑ Read or have someone read to you the “The Best Fig”. You will want to read this story a couple of times over the week.

- ❏ Don't forget to read or have someone read to you at least 20 minutes a day out of a book of your choice! A parent, siblings, or friends may read to you or you may choose online books from Epic, Vooks, Storyline, or Reading A-to-Z/RAZ kids.
- ❏ Pick 2 activities from the reading response choice board to complete with either story.

Reading Response Choice Board

Key Ideas/Details *RL/RI K.1 With prompting and support, ask and answer questions about key details in a text.*	What was the big problem or event in this story? How did they solve the problem?	Who was in this book? What do we know about them?
Retelling *RL K.2 With prompting and support, retell familiar stories, including key details.*	Draw what happens at the beginning, middle, and end of your story in three boxes.	Make a sock puppet by putting a sock on your hand. Create a puppet show or have your sock puppet retell one of your favorite stories.
Setting *RL K.3 With prompting and support, identify characters, settings, and major events in a story.*	Describe the setting. Did the setting stay the same or did it change in the story?	Create an illustration to go with the setting in your story.
Characters *RL K.3 With prompting and support, identify characters, settings, and major events in a story.*	List and discuss characters. Did the characters learn anything?	Are the characters alike? How are they different?
Ask and Answer Questions *RL/RI K.4 With prompting and support, ask and answer questions about unknown words in a text.*	Review difficult words found in read aloud books. Discuss meaning and give examples.	Ask your student, " Are there any words that confuse you?" Create a picture to illustrate the word.
Craft and Structure *RL K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.*	Write the name of the author and define his/her role.	Write the name of the illustrator and define his/her role.
Illustrations *RL K.7 With prompting and support, describe the relationship between illustrations and the story.*	Discuss how the pictures helped tell the story. Is there anything in the picture that helps you understand the story better?	Picture walk through the book before and after reading the story to help students understand what they will be reading or hearing.
Main Topic/Supporting Details *RI K.2* With prompting and support, identify the main topic and retell key details of a text.	What facts did you learn about (topic)?	What do you think the author wants the readers to know?

April 20th - April 24th

Activity #1
Activity #2

April 27th - May 1st

Activity #1
Activity #2

May 4th - May 8th

Activity #1
Activity #2

May 11th - May 15th

Activity #1
Activity #2

May 18th - May 22nd

Activity #1
Activity #2

May 25th - June 3rd

Activity #1
Activity #2

Kindergarten Word Study

RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.

April 20th - April 24th

- ❏ Using the attached list of high frequency words, pick 8 words to study this week and color in the box on the chart.
- ❏ Choose 3 activities from the Word Study choice board to complete.

April 27th - May 1st

- ❏ Using the attached list of high frequency words, pick 8 words to study this week and color in the box on the chart.
- ❏ Choose 3 activities from the Word Study choice board to complete.

May 4th - May 8th

- ❏ Using the attached list of high frequency words, pick 8 words to study this week and color in the box on the chart.
- ❏ Choose 3 activities from the Word Study choice board to complete.

May 11th - May 15th

- ❏ Using the attached list of high frequency words, pick 8 words to study this week and color in the box on the chart.
- ❏ Choose 3 activities from the Word Study choice board to complete.

May 18th - May 22nd

- ❏ Using the attached list of high frequency words, pick 8 words to study this week and color in the box on the chart.
- ❏ Choose 3 activities from the Word Study choice board to complete.

May 25th - June 3rd

- ❏ Using the attached list of high frequency words, pick 8 words to study this week and color in the box on the chart.
- ❏ Choose 3 activities from the Word Study choice board to complete.

Kindergarten Words-to-Know/High-Frequency Word List

RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.

the	a	see	I	to	by
my	am	at	go	man	no
is	can	and	you	on	it
has	ran	he	she	did	in
put	sits	me	with	big	good
his	very	got	on	here	of
lot	not	are	was	had	be
do	ten	but	up	look	want
him	us	for	her	yes	help
too	they	six	have	some	we
get	hot	or	where	if	stop
come	from	red	as	that	our
cut	must	said	when	off	will
down	so	back	let	were	what
then	this	could	now	tell	well
your	who	same	take	know	out
home	like	many	right	keep	made
why	would	make	time	all	into
came	gave	about	one	just	pick
because	play	ate	them	again	how

Sounds/Word Study Choice Board

Say the names of fruits or vegetables. Clap the syllables in the words together. Then ask your child to say the beginning and end sounds for each word.	Write each word in 3 different colors.	Draw each word with bubble letters	Chalk words on your sidewalk.	Draw meaningful pictures for 5 of your words.
Challenge your child to hunt for objects that start with a particular letter sound. Make a list.	Ask your child to tell you a word that starts or ends the same way as another word: Tell me a word that starts/ ends like _____.	Write your words in ABC order.	Sort words by initial sound.	Sort words by number of letters in the word.
Play word changer games! Say a two-syllable word and ask your child to drop a syllable. Say rabbit without rab. (bit) Say beetle without tle. (bee)	Make 2 sets of flashcards with your words and play memory with them.	Choose two words and write a sentence.	Make flashcards and practice reading cards. Play "Capture the Card". If your student reads the word correctly, they keep the word. If not, it goes back into the pile of cards. Continue until your child is able to read all the cards.	Make "Word Family" ladders.  Example: • cat • flat • bat • mat
Say a word and ask your child to change the first or last letter-sound. Change the f in fog to d. (dog) Change the g in dog to t. (dot)	Scramble words for students to unscramble. examples: a t c = cat i d a s = said	Pick a letter and write three words that begin with that letter.	Rhyming Play "I Hear With My Little Ear." "I hear with my little ear something that rhymes with…"	Play – "I Spy the Sound" by asking your child to spy words that begin with a certain sound, or letter. For example, "I spy with my little eye, something beginning with the sound 'mmm'," or, "I spy with my little eye, something beginning with the letter m."

April 20th - 24th

Activity #1
Activity #2
Activity #3

April 27th - May 1st

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Activity #3

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Activity #3

May 11th - May 15th

Activity #1
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Activity #3

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Activity #1
Activity #2
Activity #3

May 25th - June 3rd

Activity #1
Activity #2
Activity #3

Kindergarten Writing

While you are at home, we would like you to keep a journal. Please try to make a journal entry at least twice a week. Daily writing is important. You can choose from activities on the writing choice board or you can choose what you want to write. These writing prompts may be completed with support or dictated to someone.

Writing Choice Board

Draw a picture and label the parts.	Draw a picture and write a sentence or story to go with your illustration..	Write about what you miss about going to school?	Interview a family member.
Write about what you are grateful for today.	Write an opinion about……. I like ___ because _____ .	Write your teacher a letter about what you have been doing.	Write a letter to a friend that you miss seeing.
Scramble a sentence for your child to unscramble and then write the sentence correctly.	Write the room. Parents would write words on flashcards and place them around the room. Your child would find them and write on a paper.	Support your child to write “how-to” texts by writing a list of steps and reading them aloud.	Write about what you enjoy about being home from school?
Read a book and then write down all the sight words you found in the book.	Write about what you are doing outside today.	Write about how you are moving your body today.	Write about how you are connecting with others today.
Share opinions with your child using “I think” and “In my opinion.” Make sure to give reasons why! Your child could illustrate and write about one idea.	Ask your child to share opinions throughout the day. For example: Do you think we should eat tacos or hamburgers? Why? Write one example.	Encourage your child to ask you questions. Have your child write and answer one question from the day.	When reading together, stop when you encounter an unfamiliar word and look it up in the glossary or a dictionary. Illustrate and use the word in a sentence.

Kindergarten Writing Checklist

Did I use capitals?	Did I include punctuation marks?
Did I use finger spaces?	Did I write neatly?
Does my sentence make sense?	Did I stay on topic?
Did I sound out my words?	Did I include details?

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Mifflin
Harcourt
hmhco.com

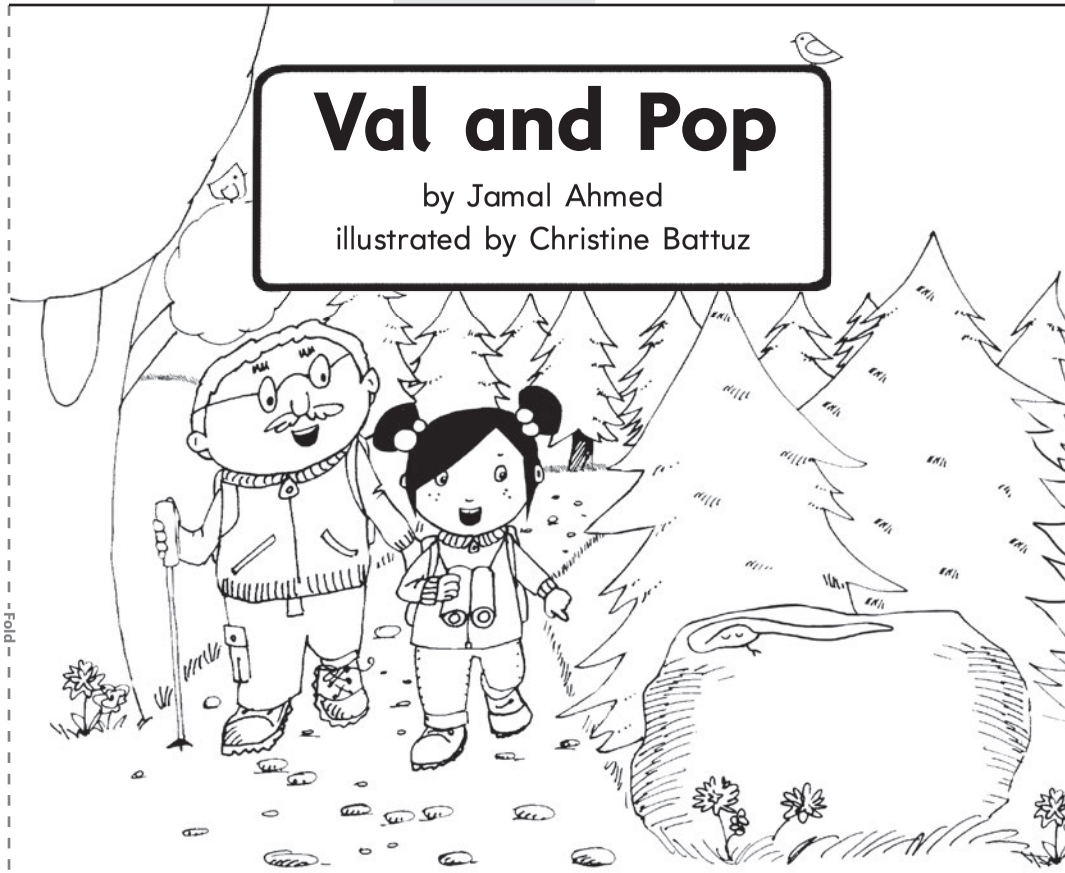
This book belongs to

_____

_____

Val and Pop

by Jamal Ahmed
illustrated by Christine Battuz



"Pop!" yells Val. "See the snake on that stone!" Pop nods. "Yes, Val."

Val sees a flat spot.
"A deer came by and had
a nap here," said Pop.

Fold

WORD WORK

Blend and Read

Read these words.

den	dots	dust
nods	hops	yells
nap	spot	tap

Word Hunt

Find these words in the story.

then	made	out

Then Pop gave one tap with his pole. It made a spot.
"You did it!" yells Val.
Pop nods.

Val sees a hole. One fox hops out!
"Pop! A fox den!" yells Val.
Pop nods.

Val sees dots in the dust. "Were they made by mice, Pop?"
"Yes. Mice feet," said Pop.

"Pop! See that spot?" yells Val.
"Yes. It was made by a snake that hops," jokes Pop.

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This book belongs to

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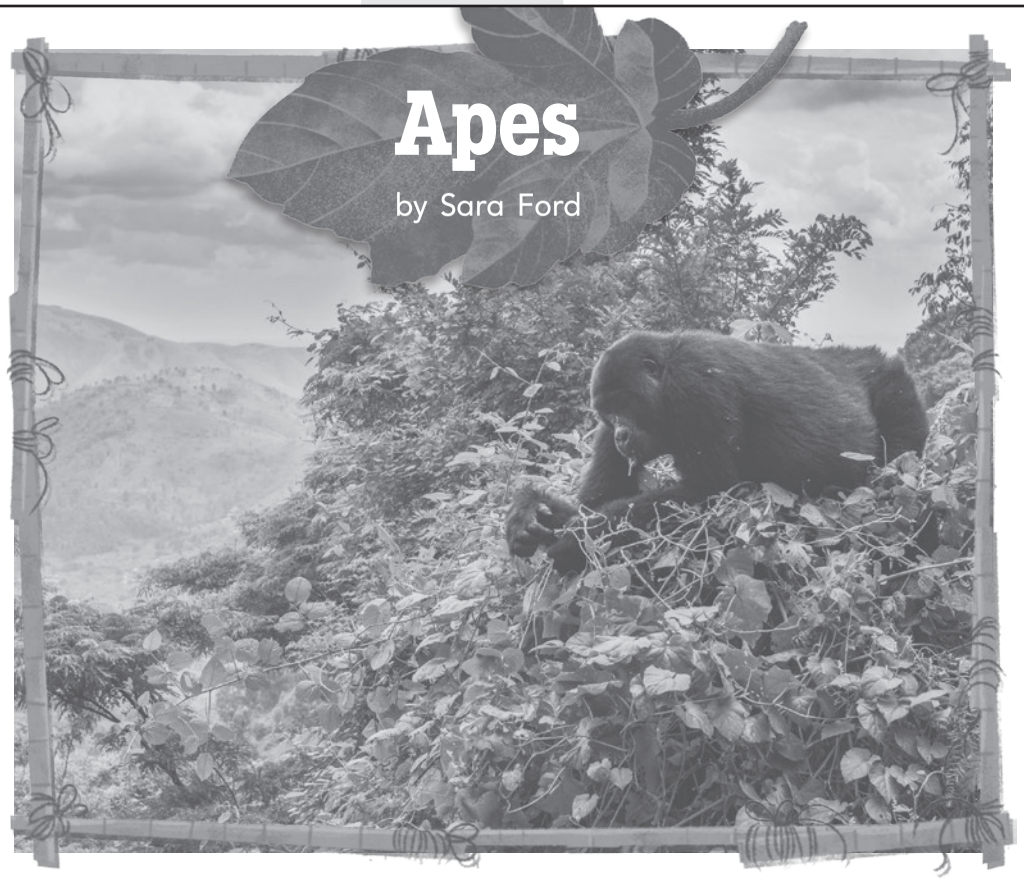
Fold



Apes

by Sara Ford

This land has hills and vines.
It is wet. It has lots of shade.
It is just right for apes!

Apes feed on seeds and bite stems.

Fold

WORD WORK

Blend and Read

Read these words.

spot	land	flop
nests	sticks	stems

Word Hunt

Find these words in the story.

right	like	time	make

Apes must pick a safe spot where big cats can not get them. Then they can sleep. Sleep well, apes!

Figs are nice snacks, too. Apes pick big figs to feed on.

Apes like to play. They hop, flop, poke, and nip.

Fold

Apes do not play when the sun sets. At that time, apes pick sticks to make nests.

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Mifflin
Harcourt
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This book belongs to

_____

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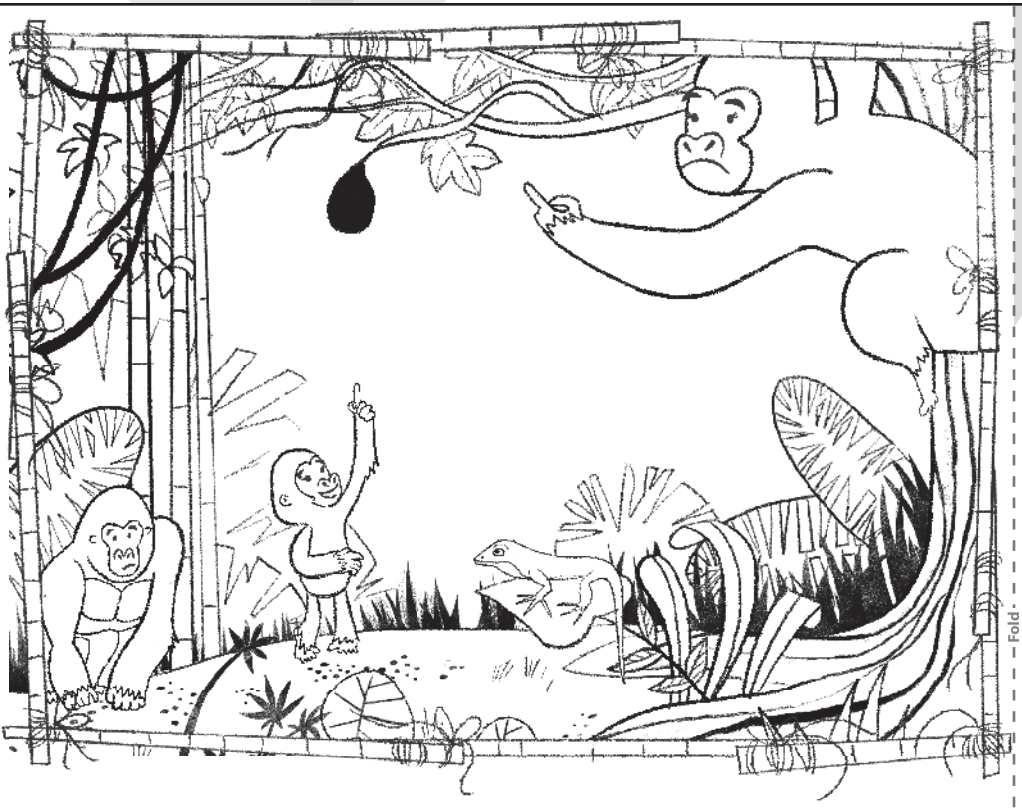
The Best Fig

by Sara Ford
illustrated by The Brave Union

Jane spots a nice fig.
"That is just what I need."
Jane hops, but can not get it.



"Mom! Can you pick that fig?"
"No, Jane, because apes can not step on slim stems," Mom tells her.

WORD WORK

Speed Read

Read these words to be a better reader.

makes	why	one
pick	just	because

Show You Know

Tell about the story.

lands	best	stick

Jane wants the ____ fig.
She jabs it with a big ____.
It ____ in her hand.

The fig lands in her hands!
"At last!" yells Jane.

Jane stands on Dad. She hops and hops. But Jane still can not get it.

"Why that fig?" said Dad.
"Because it is the best fig!"
Jane tells him.

Jane gets sticks and vines
and makes one big stick.
She jabs at the fig.
Snap! It pops off.

Name _____

Literacy Centers

Write the Room ABCs

Write a word that begins with each letter.

Aa	
Bb	
Cc	
Dd	
Ee	
Ff	
Gg	
Hh	
Ii	
Jj	
Kk	
Ll	
Mm	

Name _____

Write the Room ABCs

Write a word that begins with each letter.

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

My Special USA Patriotic Alphabet

My name

Aa Bb Cc Dd Ee

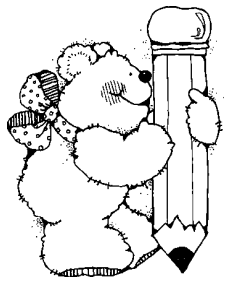
Ff Gg Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

ABC Handwriting Practice



Name _____

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

Name _____

Word Search

A word search hides real words in jumbled letters.

 Read the words in each box.

 Find and circle the hidden words.

back	from
gave	he
keep	look

down	if
just	play
put	yes

x	a	p	z	h	e
m	k	e	e	p	r
z	l	g	f	c	h
g	a	v	e	x	b
f	z	b	a	c	k
r	p	c	v	h	m
h	f	r	o	m	x
l	o	o	k	x	v

q	p	u	t	w	d
f	j	n	a	l	i
o	p	l	a	y	q
j	u	s	t	d	e
a	w	p	y	e	s
i	q	f	l	j	u
s	d	o	w	n	t
n	e	i	f	o	y

Name _____

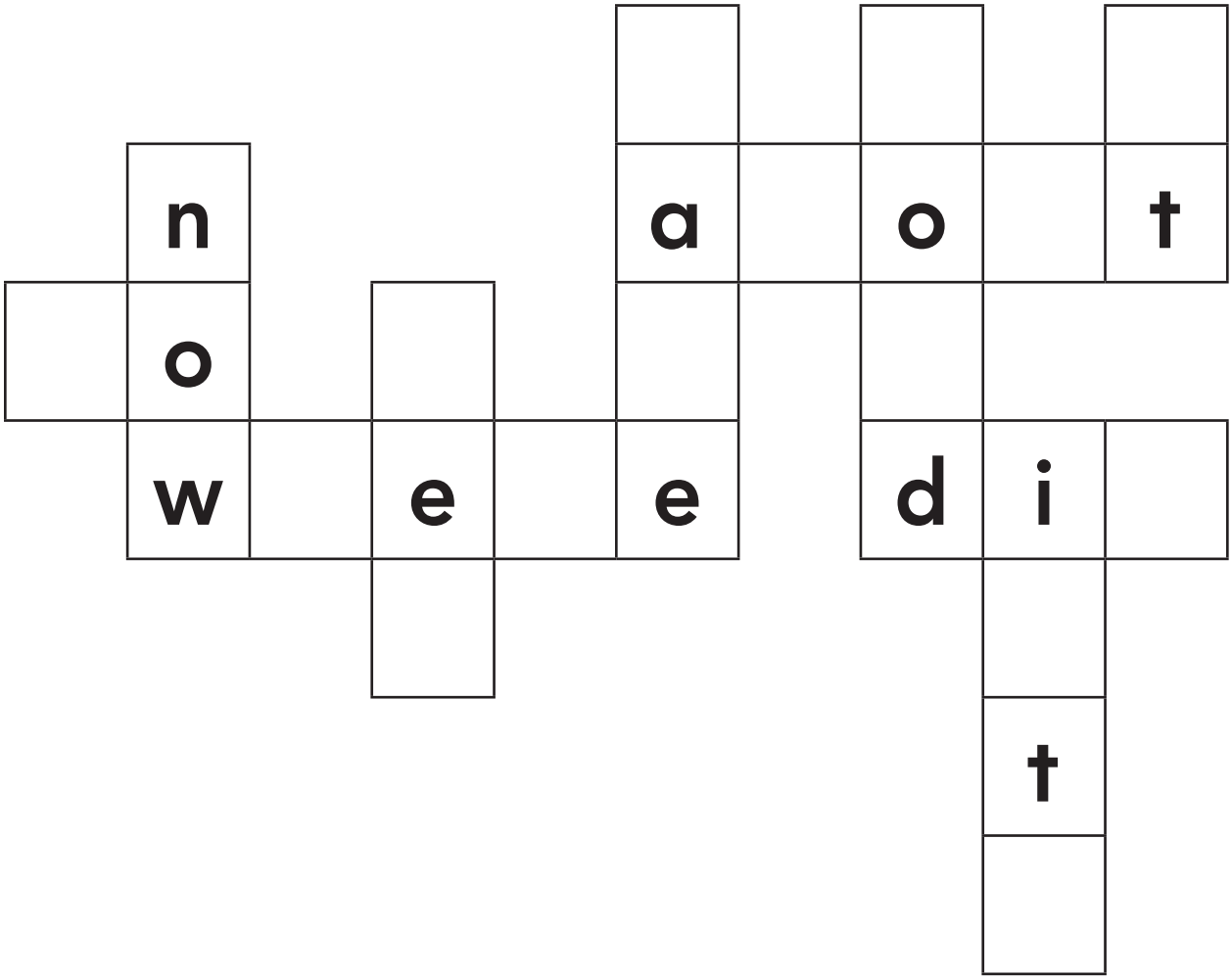
Crossword Puzzle

A crossword is a puzzle of words that can be read across or down.

Read the words below.

about	at	did	do	have
good	into	now	see	where

Write a letter in each empty box to make the words above.



Ask and Answer Questions

Ask questions about the text

before, **during**, or **after** reading.

Answer questions using the text.

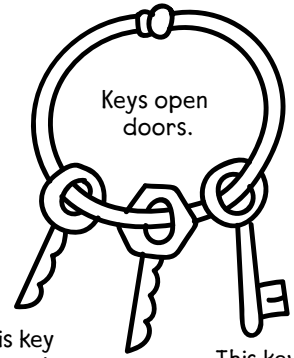
Central Idea and Key Details

topic
what a text is about in one or two words

central idea
the most important idea in a text

key details
facts or examples that give information about the central idea

Keys



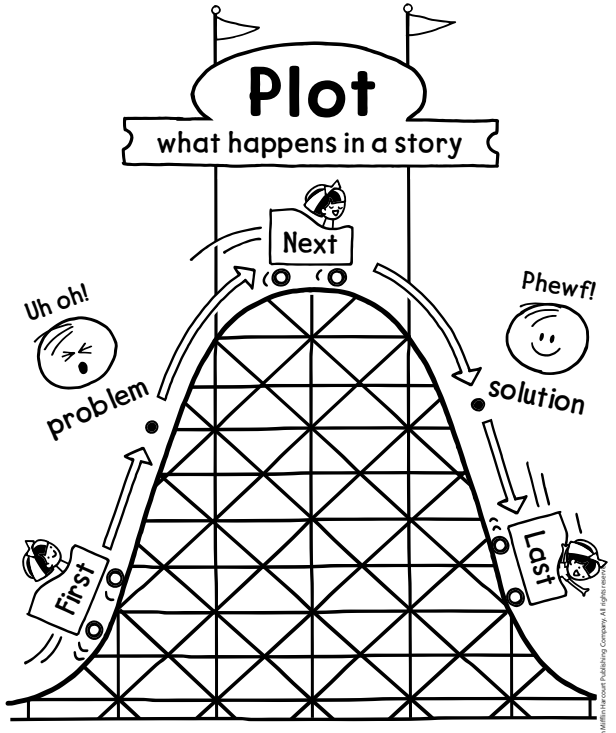
This key opens the front door.

This key opens the garage door.

This key opens a secret door!

Plot

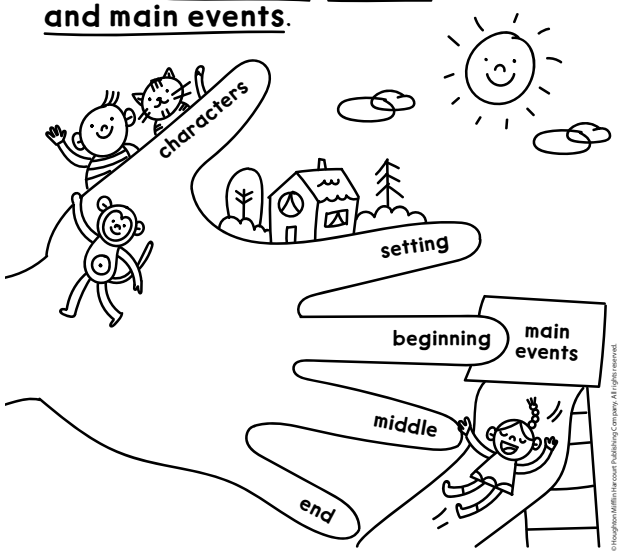
what happens in a story



beginning ⟹ middle ⟹ end

Retell a Story

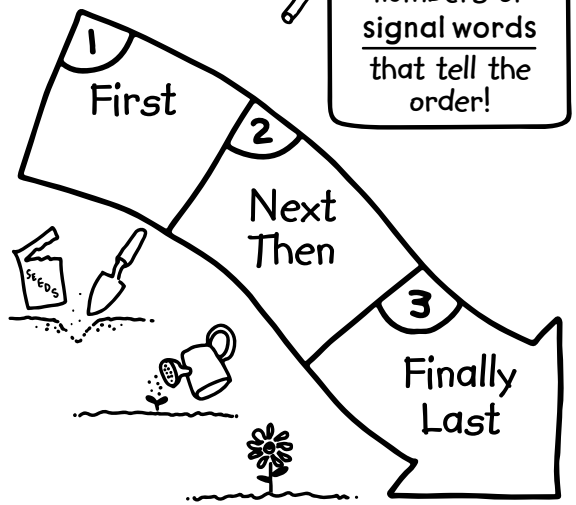
Use your own words to tell the **characters**, **setting**, **and main events**.



Steps in a Sequence

Authors tell events or steps in the order that they happen.

Look for numbers or signal words that tell the order!



Characters

the **people**, **animals**, or **creatures** in a story

Setting

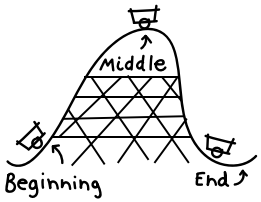
where and **when** a story takes place

Story Elements

the parts of a story

Plot

what happens in a story

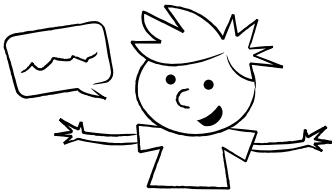


Theme

the **message** or **lesson** in a story

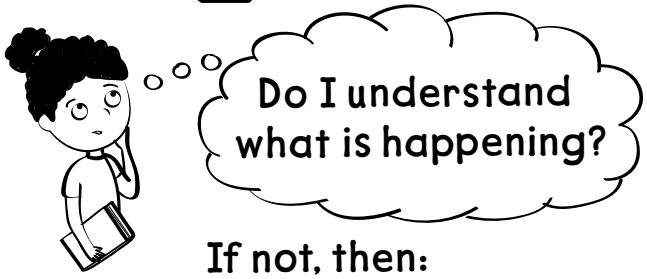
Character Clues

Use picture and text clues to notice how characters

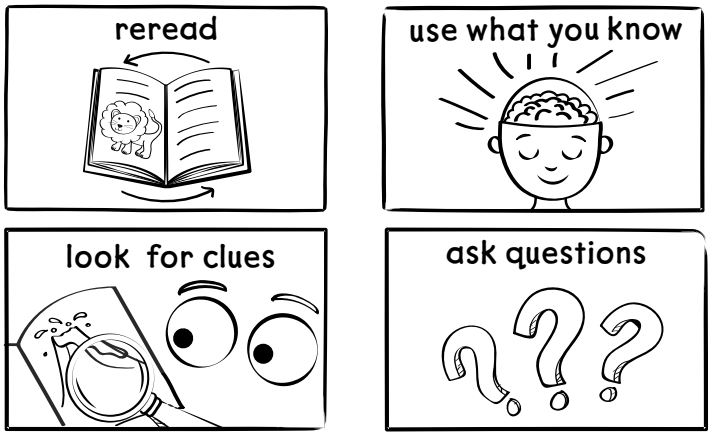
act	speak
	
think	**feel**
	

Check for Understanding

STOP and think:



If not, then:

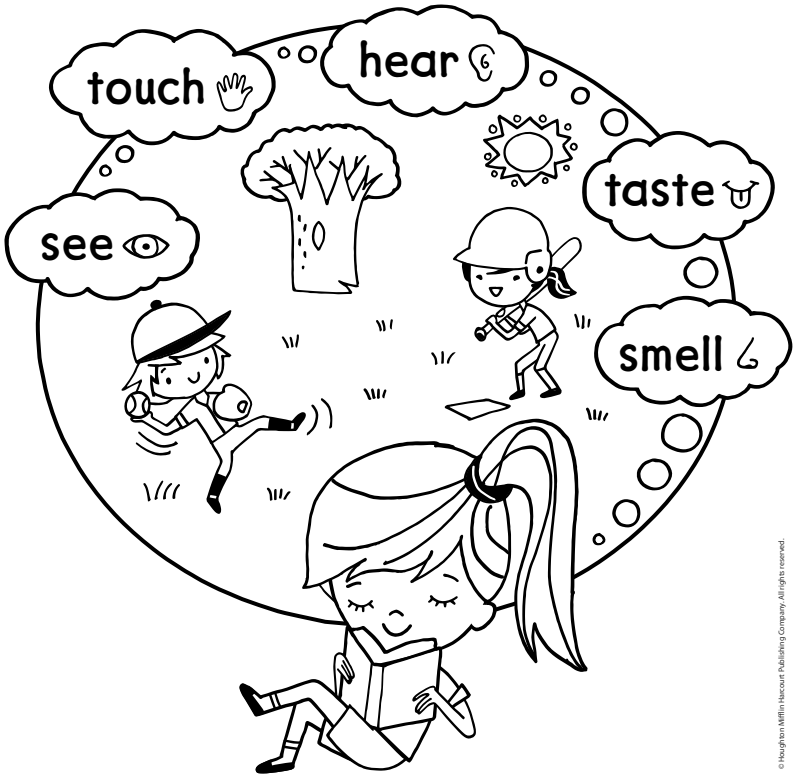


Give a Summary

Use your own words to tell the **central idea** and the most important **details**.

Picture It!

Create a picture **in your mind** of what is happening in the text.

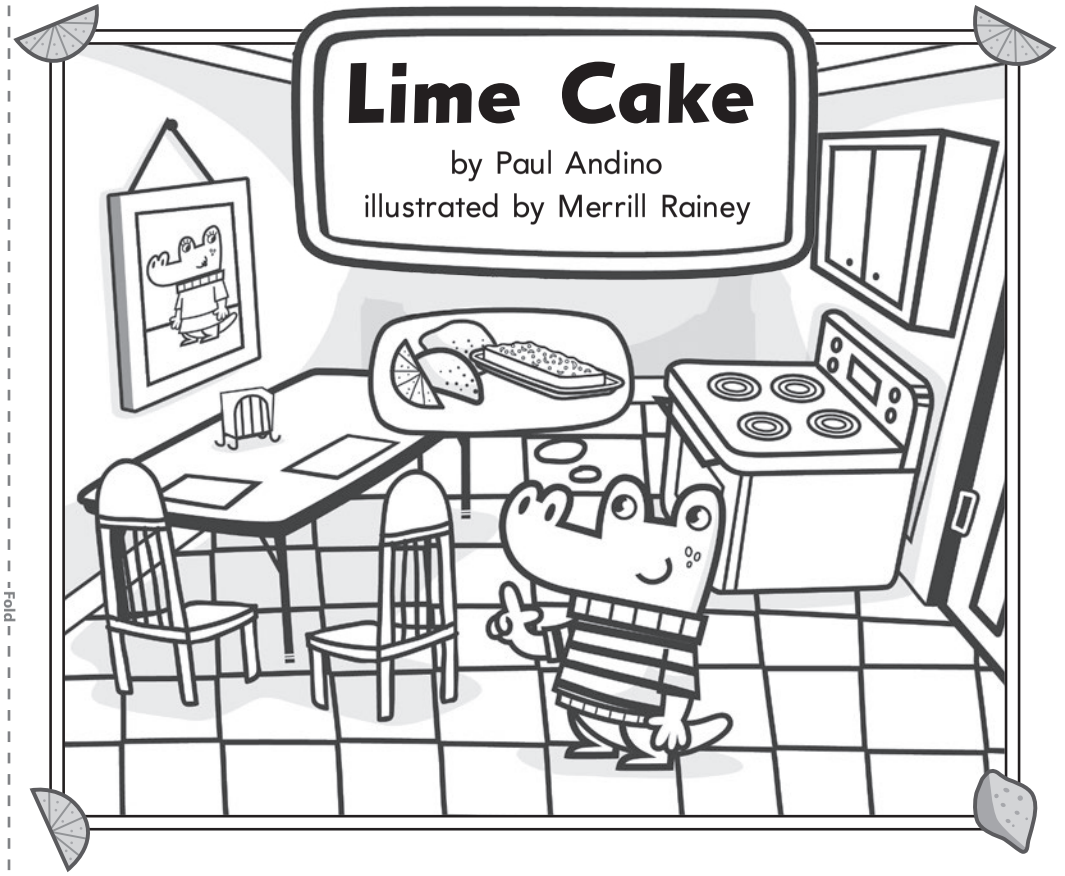


Houghton
Mifflin
Harcourt
hmhco.com

This book belongs to

_____

_____



Lime Cake

by Paul Andino
illustrated by Merrill Rainey

"I know Kate likes limes," said Mike. "I will bake lime cake for Kate."

Mike must get limes.
So, Mike picks them.
He stuffs them in a pine box.

Fold

WORD WORK

Speed Read

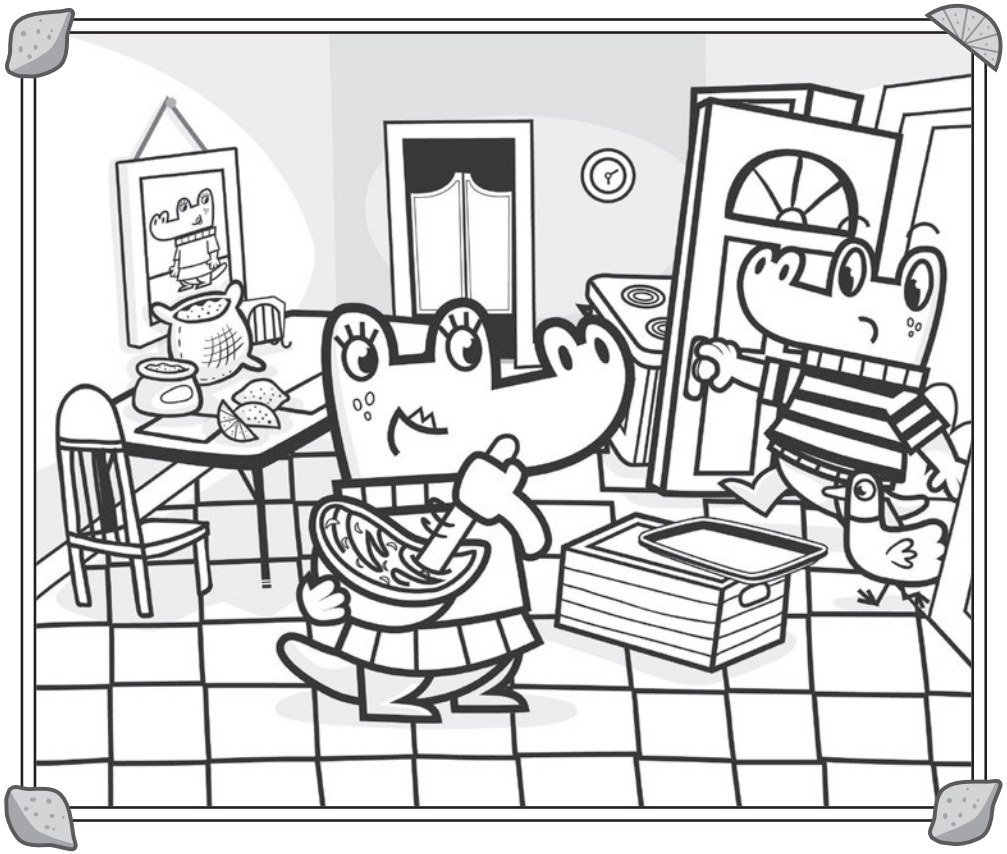
Read these words to be a better reader.

so	that	out
take	same	know

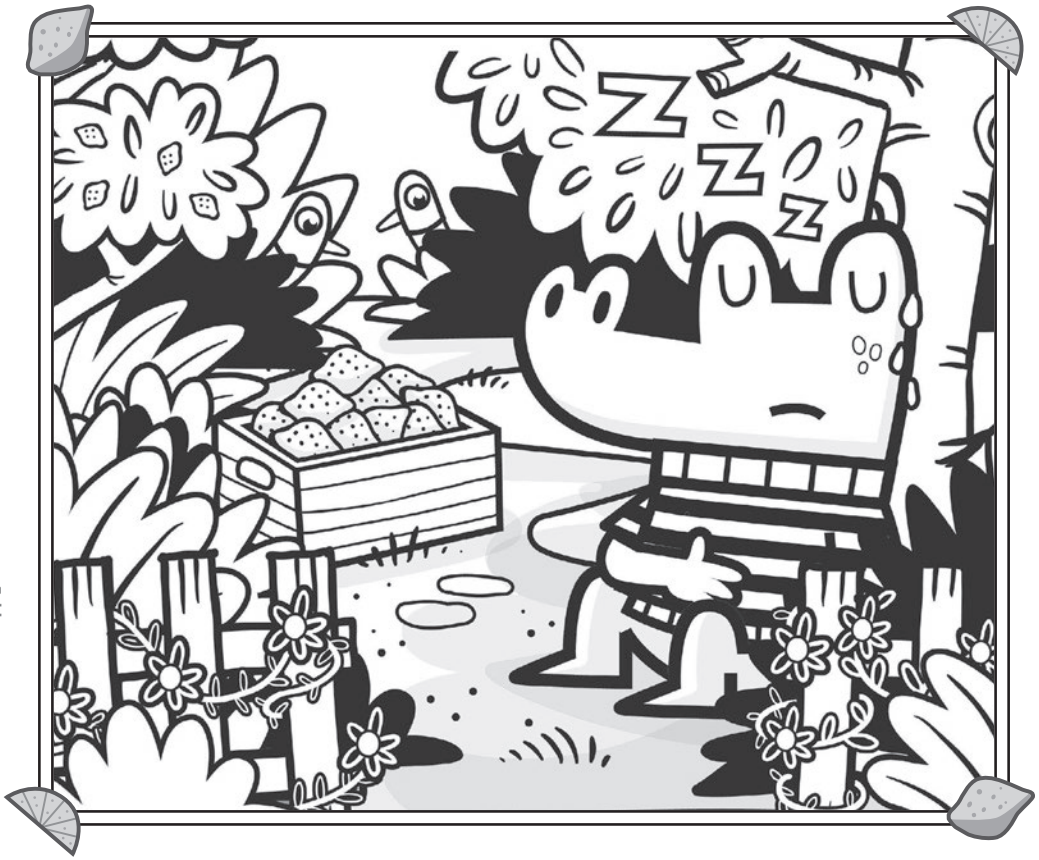
Picture Hunt

Find these pictures in the story.

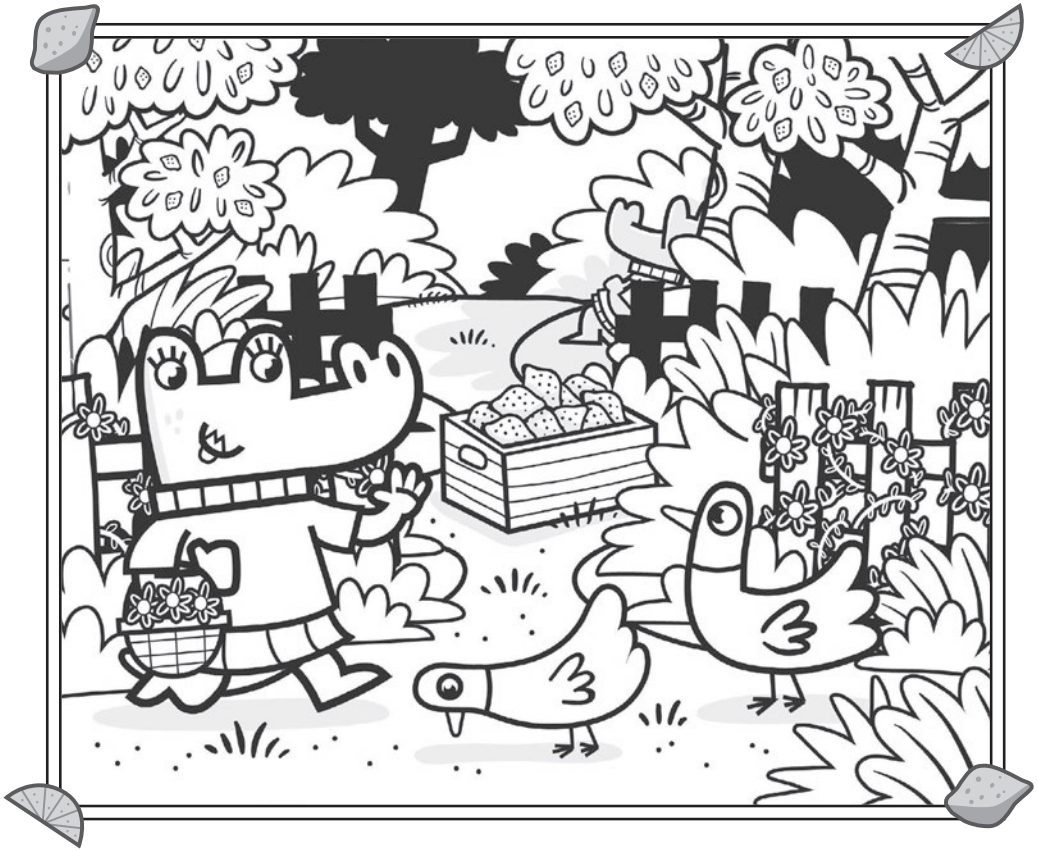
shade cake lime vine



"Check it out, Mike!" yells Kate. "I know you like limes. I will bake you lime cake."

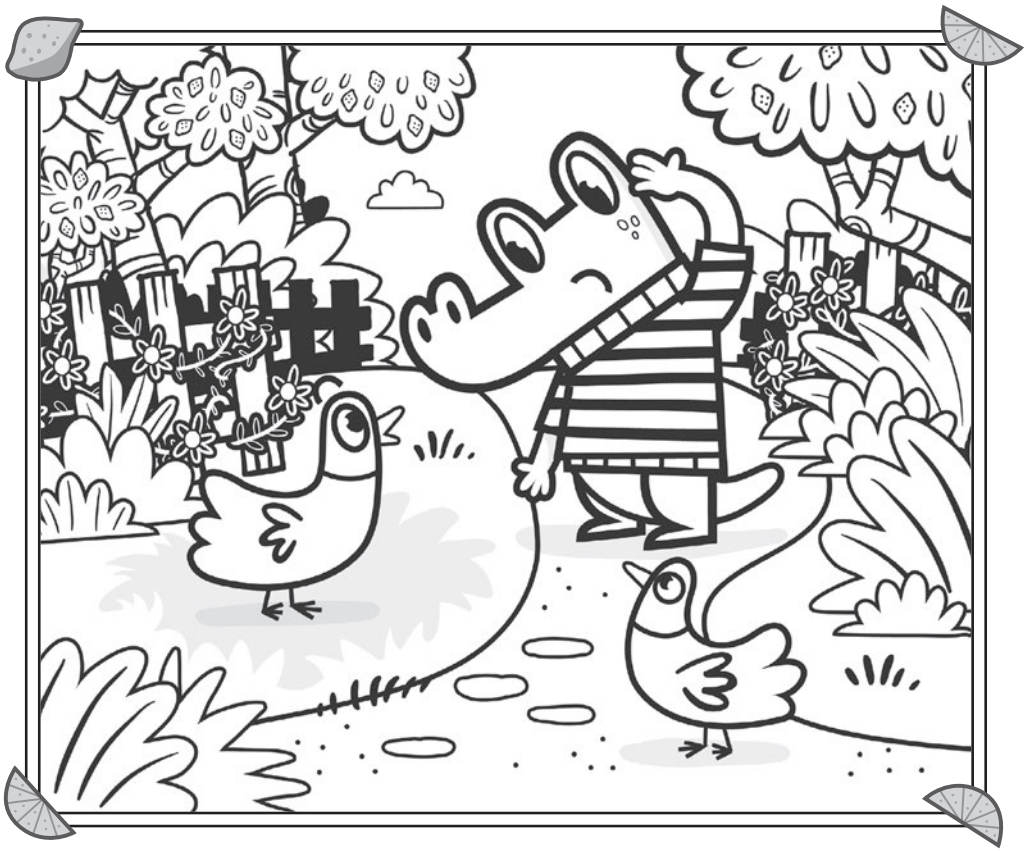


This job makes Mike hot. Mike flops in the shade to take a nap.



At the same time, Kate spots the pine box.
"Limes! Yum!" yells Kate.

Fold



Mike wakes up at last.
"Where did that box go?
Did Kate take it?"

Houghton
Mifflin
Harcourt
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This book belongs to

_____

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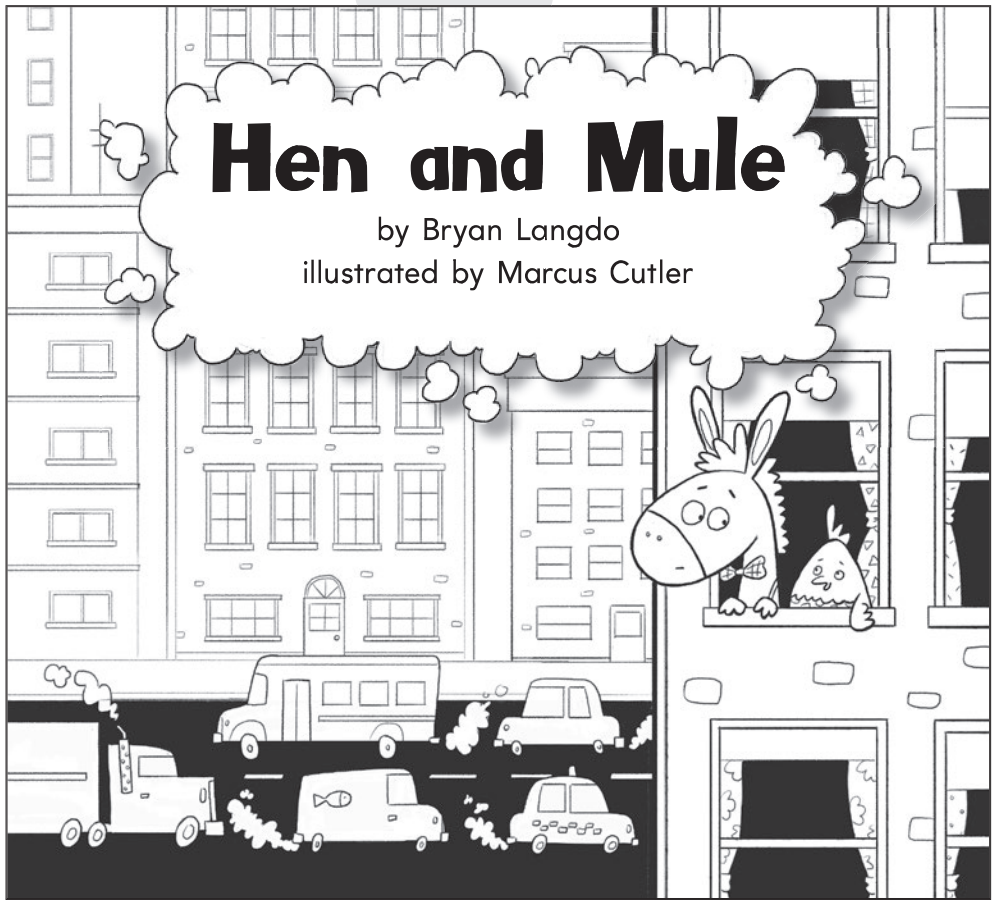
Hen and Mule

by Bryan Langdo
illustrated by Marcus Cutler



Hen and Mule have a home.
It sits on a wide lane.

Vans zip right past it.
Fumes puff from cabs.
"Too many fumes!" yells Mule.

Fold

WORD WORK

Speed Read

Read these words to be a better reader.

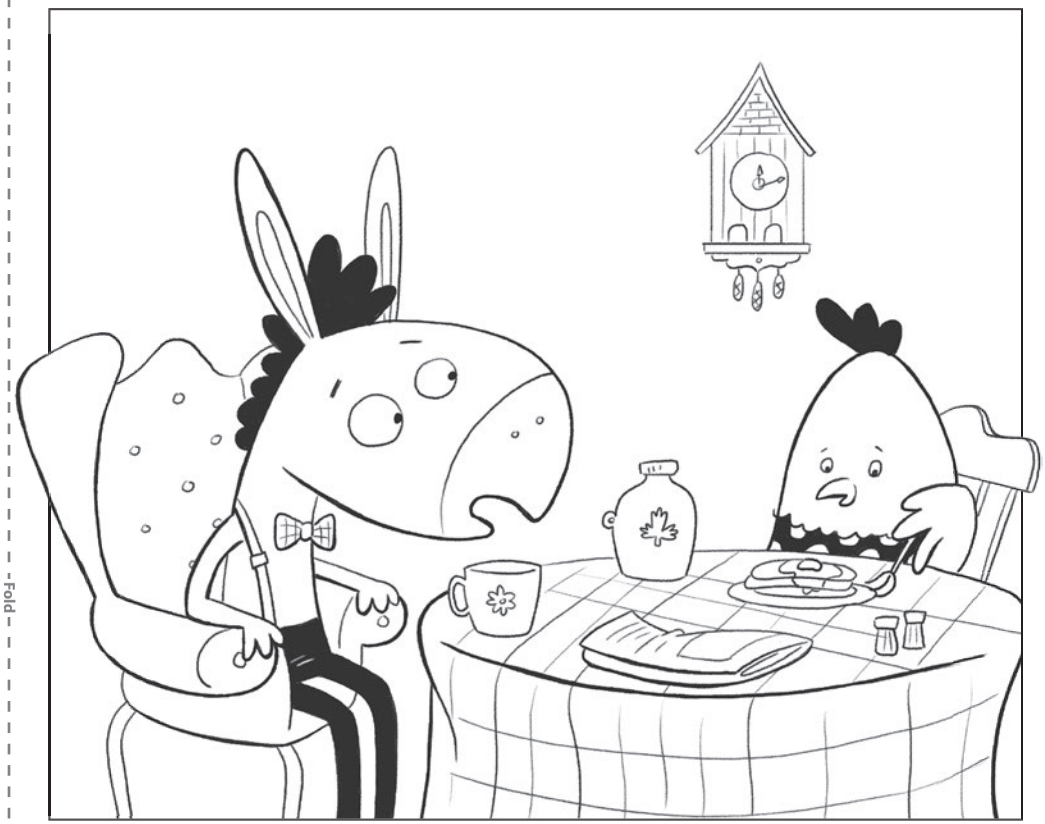
this	will	right
like	home	many

Picture Hunt

Find these pictures in the story.

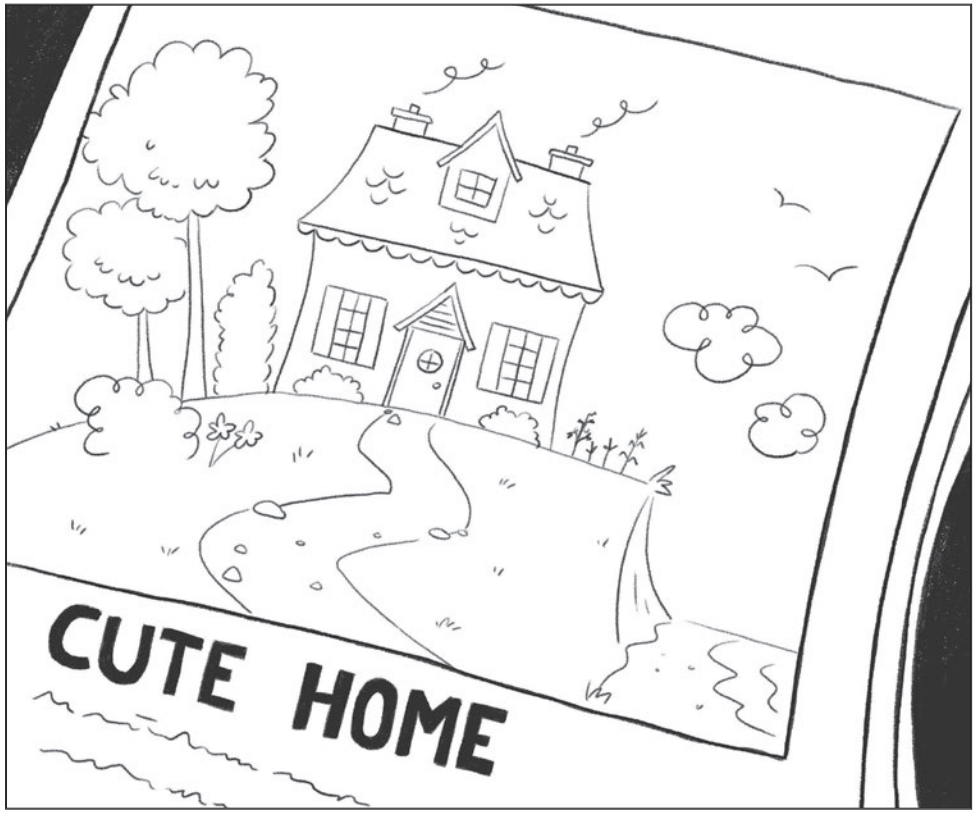
fumes	rope

"Get big bins, Hen. Get tape.
Get rope. We will pack up
and go to the cute home!"



Hen pokes at her snack.
"Do you like this home, Mule?"
"I do not, Hen."

Mule spots an ad.
"Check out this cute home, Hen."



"It sits on a slope, Hen.
No vans or cabs pass it."
"I like it, Mule!" states Hen.

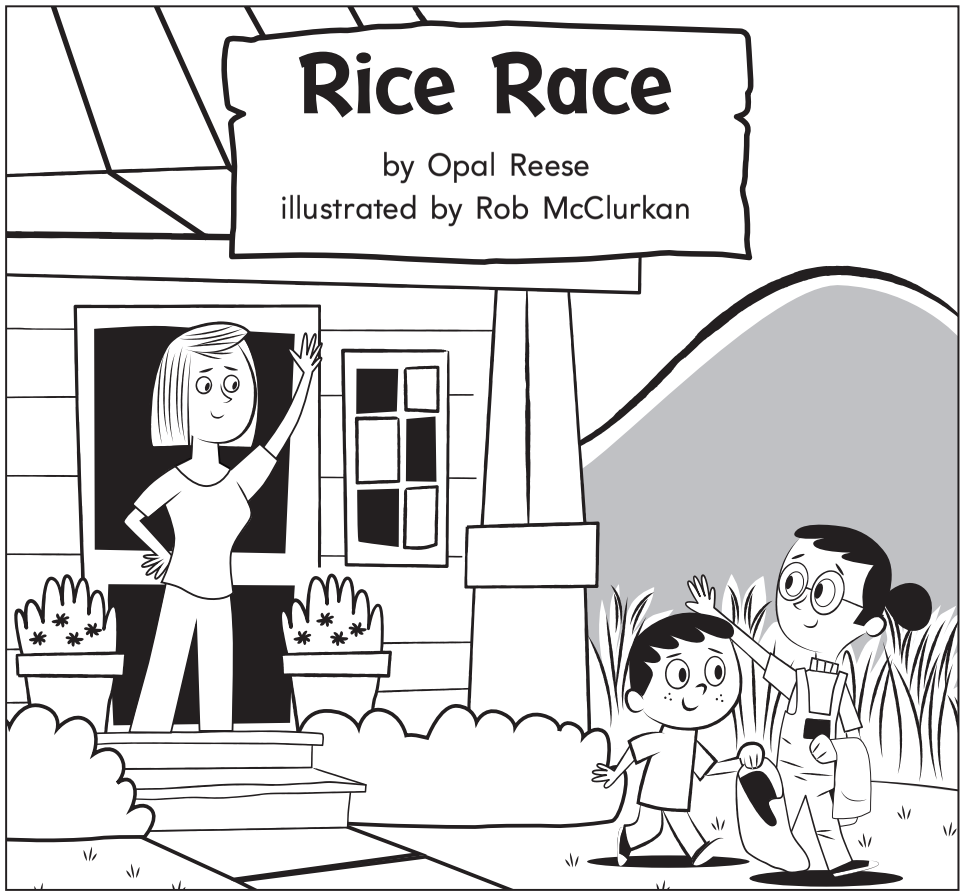
Houghton
Mifflin
Harcourt

hmhco.com

This book belongs to

_____

_____



Ace and Gem must pick rice for Mom.

"Gem, we can race. I can pick ten bags of rice stems in no time!" said Ace.
Gem nods.

Fold

WORD WORK

Speed Read

Read these words to be a better reader.

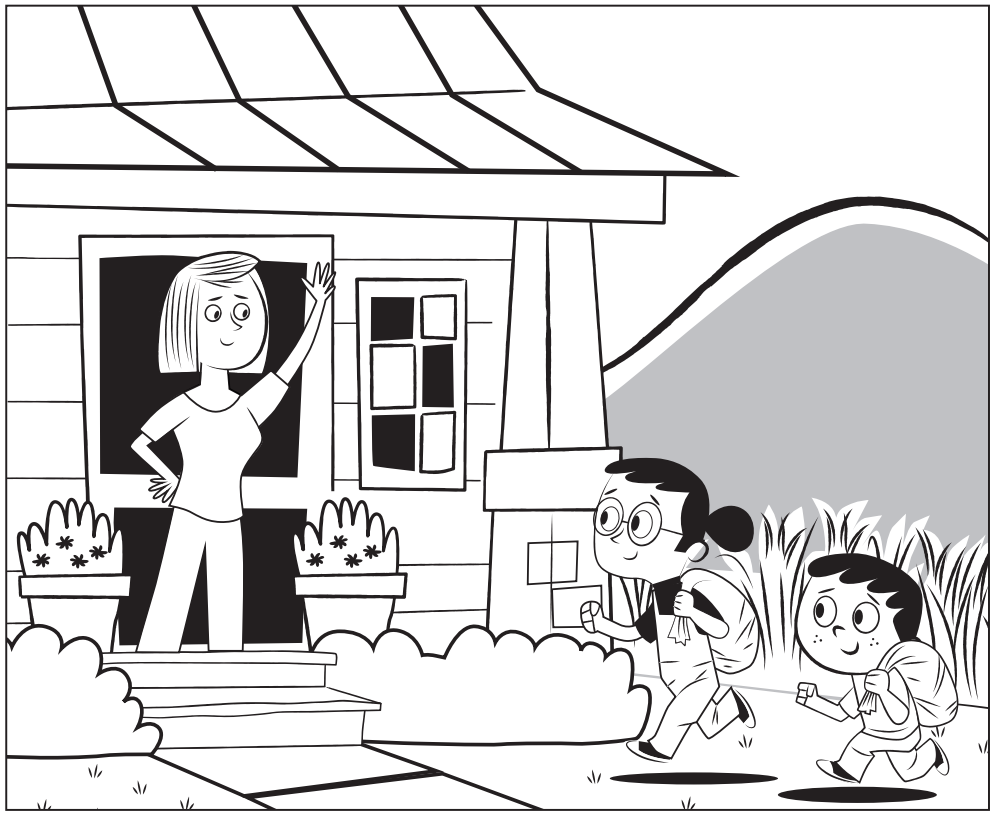
back	takes	into
make	home	time

Show You Know

Tell about the story.

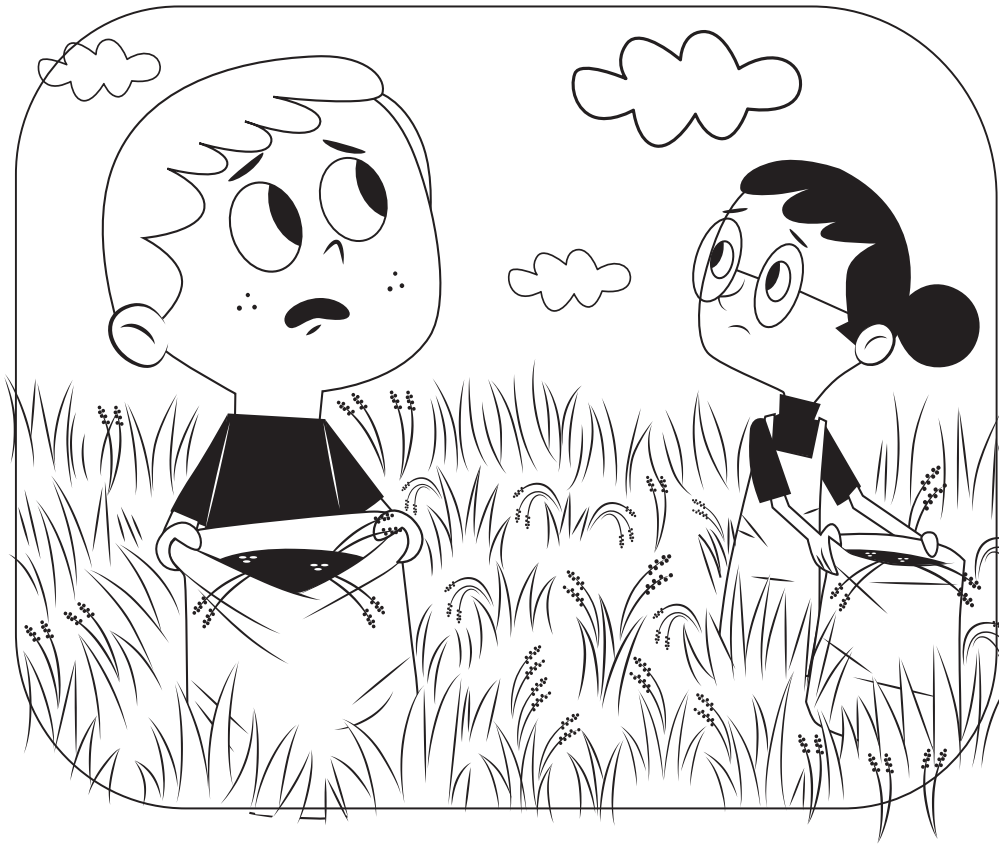
race	rice	Gem

Ace and Gem pick ____ for mom.
They have a rice ____.
Ace and ____ do a nice job.



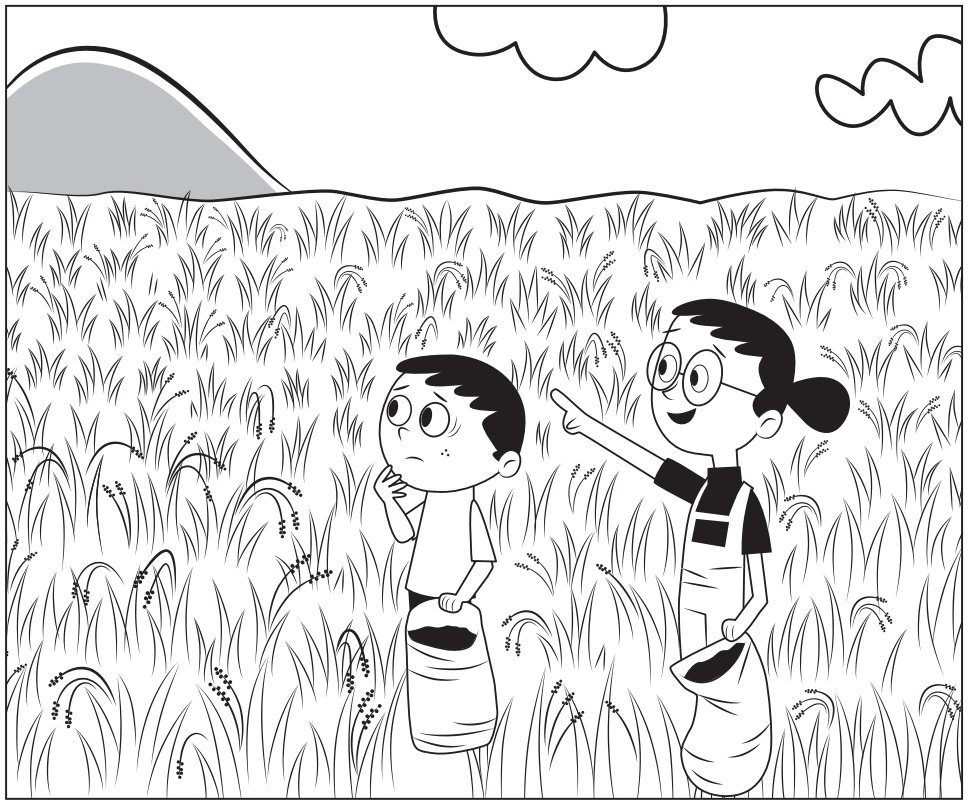
Ace and Gem race back home.
"Just in time!" yells Mom.
"Nice job!"

The race takes them deep into the rice stems. They pick rice at a quick pace.



The kids stop to rest.
Ace wipes his face. "Gem?
Where are we, Gem?"

Fold



"Ace, our home is past that huge hill. We will make it back just fine," Gem tells him.

Name_____ **Teacher** _____

Math Work Packet Outline Kindergarten

✓	**Week 4/20-4/24** **Pick some activities from the Family Letter Related Activities to Try at Home pages 37-38 and 53-54 to do this week.**	
	Monday	Complete Student Practice Page # 2
	Tuesday	Complete Student Practice Page # 39
	Wednesday	Complete Student Practice Page # 43
	Thursday	Complete Student Practice Page # 56
	Friday	Complete Student Practice Page # 57

✓	**Week 4/28-5/1** **Pick some activities from the Family Letter Related Activities to Try at Home pages 77-78 and 97-98 to do this week.**	
	Tuesday	Complete Student Practice Page # 79
	Wednesday	Complete Student Practice Page # 80
	Thursday	Complete Student Practice Page # 95
	Friday	Complete Student Practice Page # 96

✓	**Week 5/4-5/8** **Pick some activities from the Family Letter Related Activities to Try at Home pages 107-108 & 137-138 to do this week.**	
	Monday	Complete Student Practice Page # 109
	Tuesday	choose a math game to play
	Wednesday	Complete Student Practice Page # 111
	Thursday	choose a math game to play
	Friday	Complete Student Practice Page # 139

Name_____ **Teacher** _____

✓	**Week 5/11-5/15** **Pick some activities from the Family Letter Related Activities to Try at Home pages 117-118 to do this week.**	
	Monday	Complete Student Practice Page #112
	Tuesday	choose a math game to play
	Wednesday	Complete Student Practice Page # 113
	Thursday	choose a math game to play
	Friday	Complete Student Practice Page # 144

✓	**Week 5/18-5/22** **Pick some activities from the Family Letter Related Activities to Try at Home pages 149-150 & 159 to do this week.**	
	Monday	Complete Student Practice Page # 154
	Tuesday	Complete Student Practice Page # 135
	Wednesday	choose a math game to play
	Thursday	Complete Student Practice Page # 151
	Friday	Complete Student Practice Page # 152

✓	**Week 5/26-5/29**	
	Tuesday	Complete Student Practice Page # 161
	Wednesday	choose a math game to play
	Thursday	Complete Student Practice Page # 157
	Friday	choose a math game to play

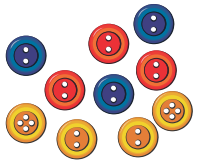
NAME DATE

About the Mathematics in this Unit

Dear Family,

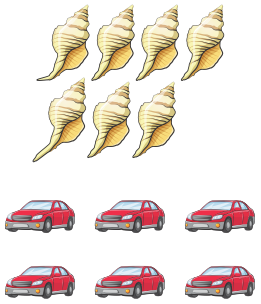
Our class is starting a new unit in mathematics called *Counting Quantities, Comparing Lengths*. The focus of this unit is on counting and comparing quantities and beginning to explore measurement by directly comparing objects to see which is longer.

Throughout this unit, students will be working toward these goals:

BENCHMARKS/GOALS	EXAMPLES
Count and count out a set of up to 10 objects.	How many buttons are there?  "Can you count out 8 pencils?"
Describe length and decide which of two objects is longer.	Which is longer? 

NAME DATE

About the Mathematics in this Unit

BENCHMARKS/GOALS	EXAMPLES
Compare two quantities up to 10 to determine which is greater.	Are there more cars or shells? 

In our math class, students engage in math problems and activities and discuss the underlying concepts. They are asked to share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

In the coming weeks you will receive more information about this unit as well as suggestions for activities to do at home.

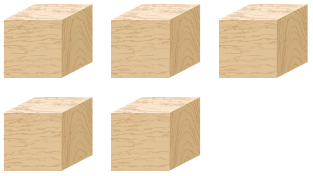
NAME DATE

Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently studying in school. Doing them together can enrich your child's mathematical learning.

Counting A major focus of this unit is counting. You can help your child learn to count fluently by finding many opportunities to ask your child to count in different ways. For example, sometimes count aloud together and see how high you can count. At other times, ask your child to count a small set of objects ("How many books are on the table?") or the number of pictures on a page. A slightly different kind of question is "Can you make a group of 6 blocks?" or "Can you count out 7 pennies?" You can also ask your child to count to solve a problem; for example, "If everyone needs a fork, how many forks do we need to set the table?"



Grab and Count Gather a set of objects, such as toy cars, blocks, or foam peanuts. Ask your child to grab a handful and count how many he or she grabbed. Then, ask your child to predict whether you will be able to grab more or less. Try it and find out. Your child can also grab two handfuls and see which holds more, the left hand or the right.

NAME DATE

Related Activities

Which Is Longer? Another major focus of this unit is comparing objects to see which is longer. Find opportunities to ask your child about the length of different objects; for example, "What do you think the longest part of this cereal box is? Do you think the cereal box is longer than the milk carton? How could we find out?"

Playing *Compare* We have been playing a card game called *Compare* that is similar to the familiar card game, *War*. You could play at home with a deck of playing cards. Each player gets half of a deck of cards and puts them in a pile facedown. Both players turn over their top card, and the person with the greater number says, "Me." Ask your child to explain how he or she knows which number is greater. The game is over when all of the cards have been turned over.

Math and Literature You can find the following counting books in your local library and read them together. Ask your child to count the objects on each page, and see what mathematical concepts your child discovers.

- Bowman, Anne. *Count Them While You Can...: A Book of Endangered Animals.*
- Gayzagian, Doris. *One White Wishing Stone: A Beach Day Counting Book.*
- Krebs, Laurie. *We All Went on Safari: A Counting Journey Through Tanzania.*
- Mora, Pat. *Uno, Dos, Tres: One, Two, Three.*
- Martin, Bill. *Chicka Chicka 1, 2, 3.*
- Wormell, Christopher. *Teeth, Tails, and Tentacles.*

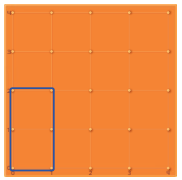
NAME DATE

About the Mathematics in This Unit

Dear Family,

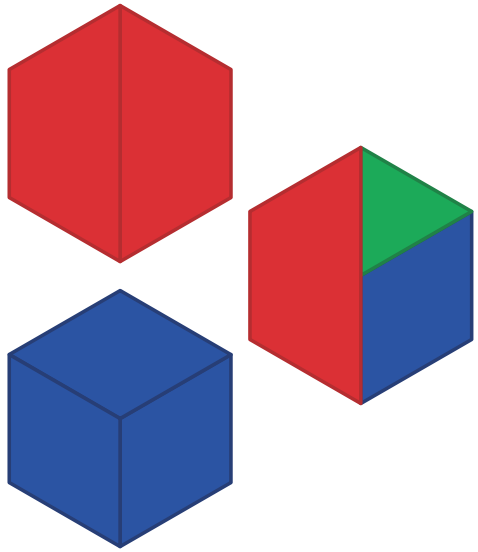
We are beginning a new unit in mathematics called *Make a Shape, Fill a Hexagon*. This geometry unit focuses on two-dimensional shapes. In this unit, students look for and identify two-dimensional shapes in their environment and make a Class Book of Shapes and a Shape Mural using geometric shapes to depict the objects they see. They look carefully at the attributes of shapes as they describe, identify, compare, construct, and represent 2-D shapes. Students also combine shapes to make new shapes (e.g., 2 trapezoids make a hexagon).

Throughout this unit, students will be working toward these goals:

Benchmarks/Goals	Examples
Identify and describe the overall size, shape, and features of familiar 2-D shapes.	"It has a triangle on one side." "It's big." "It would make a good ramp." "It looks like a piece of pie." "One part is pointy."
Make 2-D shapes.	 

NAME DATE

About the Mathematics in This Unit

Benchmarks/Goals	Examples
Combine shapes to make 2-D shapes.	

In our math class, students engage in math problems and activities and discuss the underlying concepts. They are asked to share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

In the coming weeks, you will receive information about activities to do at home.

NAME DATE

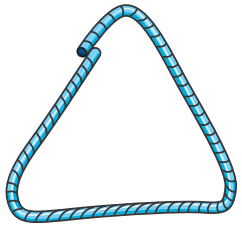
Related Activities to Try at Home

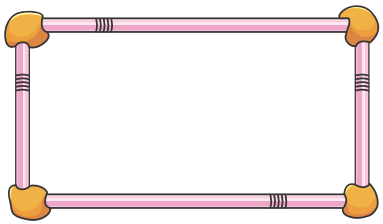
Dear Family,

The activities below are related to the mathematics in the geometry unit *Make a Shape, Fill a Hexagon*. Doing them at home together with your child can enrich your child's mathematical learning.

Shape Hunt Shapes are everywhere. Talk with your child about the shapes you see every day. Together, you can look at everything from the shapes of buildings in your neighborhood to the shapes of boxes and cans in the supermarket. Sometimes you can include descriptions of shapes in what you say. For example, "Look at that part of the building shaped like a trapezoid." At other times, you can ask your child to look for specific shapes: "See how many things you can find that are triangles, while we walk down the street."

Making Shapes Making shapes is a great way to learn about them. At home, your child might use clay, drinking straws, or a loop of yarn or rope to make different shapes.





Ask your child, "Can you make a shape with three sides? . . . Do you know what that shape is called?" Or, you can make different shapes and ask your child to name and describe them.

NAME DATE

Related Activities to Try at Home

Drawing Shapes Drawing shapes is also fun. In class we have been making a class book of shapes and a shape mural. Your child might like to design his or her own shape book, picture, or mural using many different shapes that he or she has drawn or cut from old magazines.

Seeing Shapes Inside Shapes Encourage your child to look for patterns or designs made from different shapes. For example, ask: "Can you find squares on the floor (or wallpaper or clothing)?" or "Are there any patterns made from triangles?" or "Do you see any hexagons?"

Math and Literature Here are some suggestions of children's books that contain relevant ideas about geometry. Read them together and talk about the shapes you find.

Blackstone, Stella. *Ship Shapes*.

Burns, Marilyn. *The Greedy Triangle*.

Dodds, Dayle Ann. *The Shape of Things*.

MacDonald, Suse. *Shape by Shape*.

Onyefulu, Ifeoma. *A Triangle for Adaora: An African Book of Shapes*.

Schachner, Judy. *Skippyjon Jones Shape Up*.

The Metropolitan Museum of Art. *Museum Shapes*.

Thong, Roseanne. *Round Is a Mooncake*.

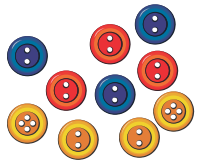
NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

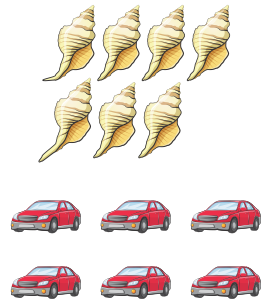
Nuestra clase va a comenzar una nueva unidad de matemáticas, llamada *Contar cantidades, comparar longitudes*. En esta unidad, los estudiantes aprenderán a contar y comparar cantidades. También comenzarán a explorar la medición, comparando objetos para ver cuál es más largo.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/Objetivos	Ejemplos
Contar un conjunto de hasta 10 objetos.	¿Cuántos botones hay?  "¿Puedes contar hasta 8 lápices?"
Describir la longitud y comparar dos objetos para saber cuál es más largo.	¿Cuál es más largo? 

NOMBRE FECHA

Las matemáticas en esta unidad

Puntos de referencia/Objetivos	Ejemplos
Comparar dos cantidades hasta 10 para determinar cuál es mayor.	¿Hay más carros o caracoles? 

En nuestra clase, los estudiantes hacen problemas y actividades de matemáticas, además de comentar los conceptos subyacentes. Se les pide que comenten el razonamiento y las soluciones dadas. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando.

Puede encontrar más información y actividades sobre esta unidad en los materiales que se enviarán al hogar en las próximas semanas.

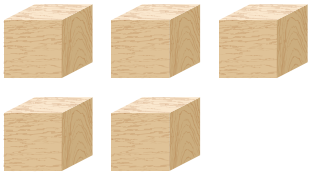
NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades que aparecen a continuación se relacionan con las matemáticas que estamos estudiando en la clase. Hacerlas juntos puede enriquecer el aprendizaje matemático de su hijo(a).

Contar El conteo es un tema importante de esta unidad. Usted puede ayudar a su hijo(a) a aprender a contar con fluidez buscando oportunidades para pedirle que cuente de distintas maneras. Por ejemplo, algunas veces puede contar con él o ella en voz alta para ver hasta qué número llegan. Otras veces, puede pedirle que cuente los objetos de un conjunto pequeño ("¿Cuántos libros hay sobre la mesa?") o las ilustraciones de una página. Un tipo distinto de pregunta es "¿Puedes formar un grupo de 6 bloques?" o "¿Puedes contar hasta 7 monedas?". También puede pedirle a su hijo(a) que cuente para resolver un problema; por ejemplo, "Si cada uno necesita un tenedor, ¿cuántos tenedores tenemos que poner en la mesa?".



Tomar y contar Reúna un conjunto de objetos, como carros de juguete, bloques o maníes. Pídale a su hijo(a) que tome un puñado y cuente cuántos juntó. Luego, pídale que prediga si usted podrá tomar una cantidad mayor o menor. Inténtelo para comprobar. Su hijo(a) también puede tomar un puñado con cada mano y ver en cuál de las dos juntó más objetos.

NOMBRE FECHA

Actividades relacionadas para hacer en casa

¿Cuál es más largo? Otro tema importante de esta unidad es comparar objetos para ver cuál es más largo. Busque oportunidades para preguntarle a su hijo(a) sobre la longitud de diversos objetos; por ejemplo, "¿Cuál crees que es la parte más larga de esta caja de cereal? ¿Te parece que la caja de cereal es más larga que el cartón de leche? ¿Cómo podemos averiguarlo?".

Jugar *Compáralo* Hemos jugado un juego de cartas llamado *Compáralo*, que es similar al conocido juego de cartas *Guerra*. Puede jugarlo en casa con una baraja de cartas. Cada jugador recibe media baraja y la coloca en una pila boca abajo. Ambos jugadores voltean su carta de arriba, y el que tiene el número más grande dice "Yo". Pídale a su hijo(a) que explique cómo sabe cuál es el número más grande. El juego termina cuando se han volteado todas las cartas.

Matemáticas y literatura Busque estos libros en su biblioteca local y léalos con su hijo(a). Pídale que cuente los objetos de cada página y observe qué conceptos matemáticos descubre.

- Cowley, Joy. *Grande y pequeño*.
- Mora, Pat. *Uno, Dos, Tres: One, Two, Three*.
- Nieker, Diane. *Alto y bajito*.
- Nieker, Diane. *Ancho y delgado*.
- Trumbauer, Lisa. *¿Por qué medimos?*
- Trussell-Cullen, Alan. *Toma la medida*.

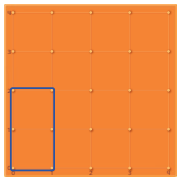
NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

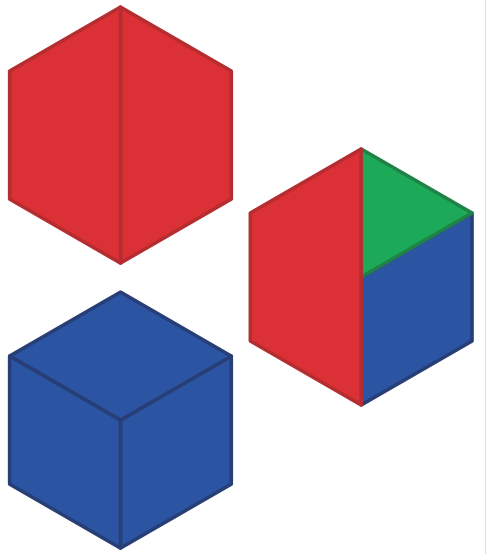
Comenzamos una nueva unidad de matemáticas llamada *Hacer una figura, llenar un hexágono*. Esta es una unidad de geometría que se enfoca en las figuras bidimensionales. En esta unidad, los estudiantes buscan e identifican figuras bidimensionales en el mundo que los rodea. También hacen un Libro de figuras y un Mural de figuras, donde usan figuras geométricas para representar los objetos que ven. Los estudiantes observan con atención los atributos de diversas figuras bidimensionales a medida que las describen, identifican, comparan, construyen y representan. También combinan algunas figuras para obtener otras nuevas (p. ej., 2 trapecios forman un hexágono).

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/Objetivos	Ejemplos
Identificar y describir el tamaño, la forma y los atributos de figuras bidimensionales conocidas.	"Tiene un triángulo en un lado". "Es grande". "Sería una buena rampa".  "Parece una porción de pastel". "Una parte es puntiaguda".
Hacer figuras bidimensionales.	 

NOMBRE FECHA

Las matemáticas en esta unidad

Puntos de referencia/Objetivos	Ejemplos
Combinar figuras para formar figuras bidimensionales.	

En nuestra clase, los estudiantes hacen problemas y actividades de matemáticas, además de comentar los conceptos subyacentes. Se les pide que comenten el razonamiento y las soluciones dadas. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando.

Puede encontrar más información y actividades sobre esta unidad en los materiales que se enviarán al hogar en las próximas semanas.

NOMBRE FECHA

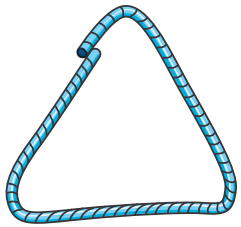
Actividades relacionadas para hacer en casa

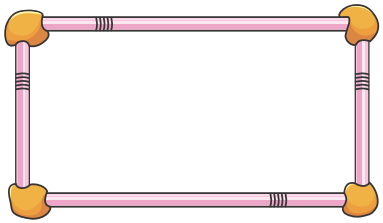
Estimada familia:

Las actividades sugeridas a continuación se relacionan con las matemáticas de la unidad de geometría *Hacer una figura, llenar un hexágono*. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

En busca de figuras Las figuras están por todas partes. Hable con su hijo(a) sobre las figuras que se ven en la vida cotidiana. Juntos pueden observar muchas cosas, desde las figuras presentes en los edificios de su vecindario hasta las formas de las cajas y las latas en el supermercado. A veces, puede incluir descripciones de figuras cuando hable con su hijo(a). Por ejemplo: "Mira esa parte del edificio con forma de trapecio". En otras, puede pedirle que busque figuras específicas: "Fíjate cuántas cosas con forma de triángulo encuentras mientras caminamos por la calle".

Hacer figuras Hacer figuras es una muy buena manera de aprender sobre ellas. En casa, su hijo(a) puede usar plastilina, pajillas de beber, lana o cuerdas para hacer diversas figuras.





Pregúntele: "¿Puedes hacer una figura de tres lados?... ¿Sabes cómo se llama esa figura?" o haga diferentes figuras para que su hijo(a) las nombre y las describa.

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Dibujar figuras Dibujar figuras también es divertido. En clase hemos hecho un libro y un mural de figuras. Tal vez su hijo(a) se entusiasme con la idea de crear su propio libro, cuadro o mural de figuras con muchas figuras diferentes que haya dibujado o recortado de revistas viejas.

Ver figuras dentro de las figuras Anime a su hijo(a) a buscar figuras diferentes en patrones o diseños. Por ejemplo, pregúntele: "¿Puedes encontrar cuadrados en el piso (o el papel tapiz o el estampado de una prenda)?" o "¿Hay algún patrón formado por triángulos?" o "¿Ves algún hexágono?".

Matemáticas y literatura Aquí le sugerimos algunos libros infantiles que contienen ideas relevantes de geometría. Léanlos juntos para hablar sobre las figuras que encuentren.

Blackstone, Stella. *Oso en un cuadrado.*

Candell, Arianna. *Las formas.*

Emberly, Rebecca. *Mis formas.*

Gill, Janie Spaht. *Círculos.*

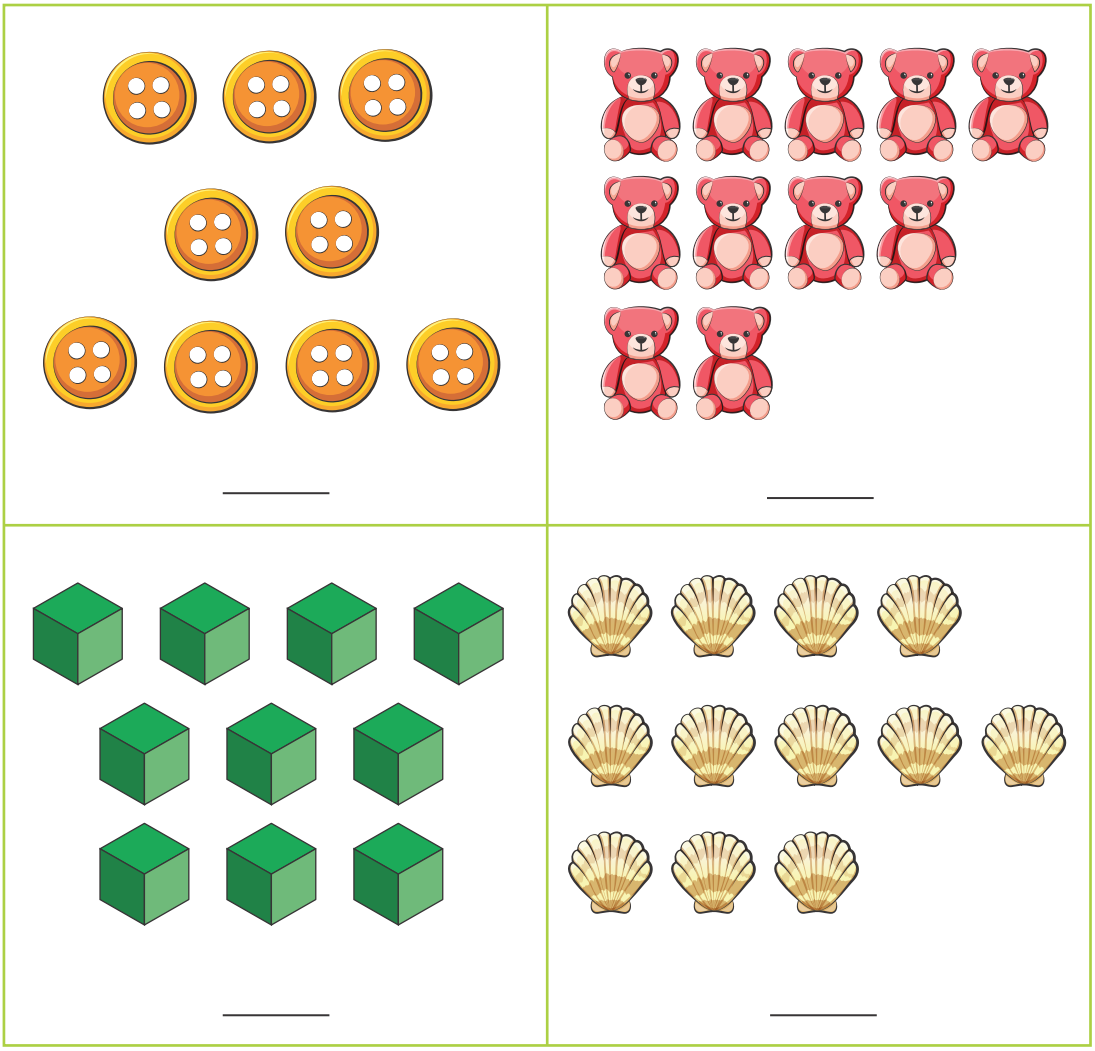
Gill, Janie Spaht. *Figuras, figuras por todas partes.*

Rissman, Rebecca. *Las formas en el arte.*

NAME _____ DATE _____

Grab and Count

Mia played *Grab and Count*. How many did she grab?



_____ _____

_____ _____

NOTE

Students have been playing Grab and Count at school.
MWI **Ways to Count**

NAME _____ DATE _____

Longer or Shorter Than My Hand

Compare the length of objects at home to your hand. Draw the objects.

Shorter than my hand	Longer than my hand

NOTE

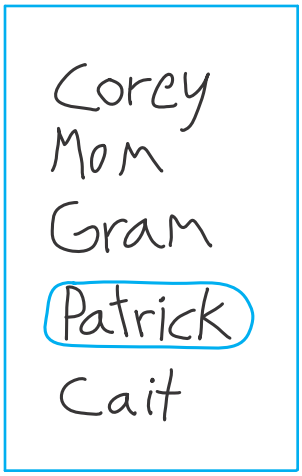
In class, students have been comparing the length of two objects to see which is longer. Tonight students compare the length of objects at home to their hand. They draw or make a list of objects that are longer than their hand and shorter than their hand.

MWI **Shorter Than or Longer Than**

NAME _____ DATE _____

Names at Home

Write the names of people at home.
Circle the name with the most letters.



Name	How Many Letters?

NOTE

In class, students counted the number of letters in their names and compared names to find out which are longer and shorter. Tonight, students count and compare the number of letters in the names of the people at home.

MWI **One More and One Fewer**

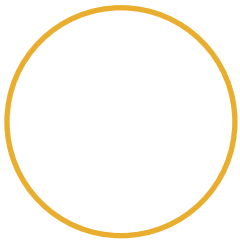
NAME _____ DATE _____

Shape Hunt at Home

Dear Family,

Your child will be looking for objects in your home that contain these shapes. For example, a door is shaped like a rectangle. After your child draws the object, you can help your child write the word for each object that is found. Please remind your child to bring this sheet back to school either tomorrow or the next day.

Circle



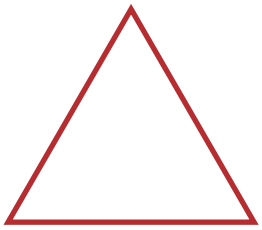
Square

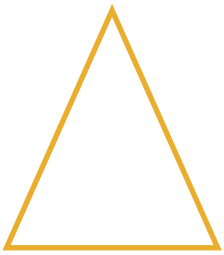
Rectangle

NAME _____ DATE _____

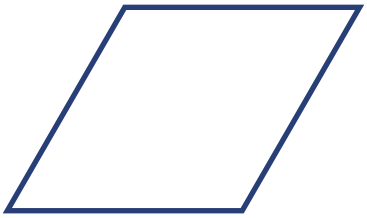
Shape Hunt at Home

Triangle

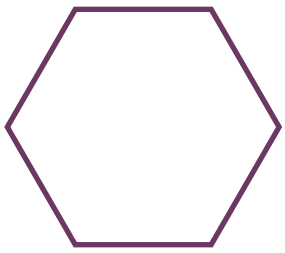




Rhombus



Hexagon



NOTE

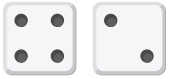
Students look for shapes and draw objects containing these shapes.
MWI **Geometry and Shapes in the World**

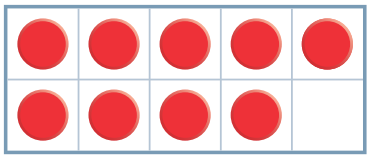
NAME DATE

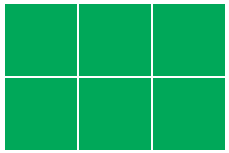
About the Mathematics in This Unit

Dear Family,

Our class is starting a new unit in mathematics called *Collect, Count, and Measure*. The focus of this unit is on counting and measuring. Students line up craft sticks or cubes to measure the length of objects, including the length of their shoes. They develop visual images for quantities up to 10 as they roll dot cubes, work with Ten Frames, and find many different ways to arrange and describe a set of 5 to 10 tiles.





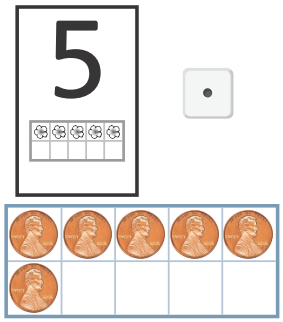


Students count and compare quantities throughout this unit. These activities support students as they make connections between counting and combining, which helps them begin to add and subtract small numbers. For example, they solve simple story problems and play games that ask them to figure out the total when 1, 2, and 3 are added or when 1 is taken away.

NAME DATE

About the Mathematics in This Unit

Throughout this unit, students will be working toward these goals:

Benchmarks/Goals	Examples
Count, and count out, a set of up to 15 objects.	How many pennies are there?  Can you make a tower with 15 cubes?
Figure out what is one more or one less than a number.	What's 1 more than 5? 

In our math class, students engage in math problems and activities and discuss the underlying concepts. They are asked to share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

In the coming weeks, you will receive information about activities to do at home.

NAME DATE

Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently studying in school. Doing them with your child can enrich your child's mathematical learning.

Measuring Shoes In school, we have been using cubes to measure the length of our shoes. Your child may enjoy investigating the length of shoes at home. Just as we do in school, your child can trace shoe outlines on paper, and then use paper clips (or another same-sized item such as blocks or toothpicks) to measure the length of the outline. Ask your child to put the shoe lengths in order from the shortest to the longest.

Counting We continue to focus on strategies for counting accurately. At home, find many ways to count together with your child; for example, count aloud, count sets of objects, ask your child to count out specific amounts, and pose problems that he or she can solve by counting. The list of suggested books below includes several counting books that you can read together.

One More or Less Find opportunities to ask your child about one more and one less, an idea we have been working on in class. For example, after your child counts a set of objects such as pennies, ask, "What if I gave you one more penny? Then how many would you have?" or "What if I took one penny back? Then how many would you have?" Then, add (or remove) a penny. That way, your child can recount the set from one to find out or to double-check the answer.

Many counting books that count up from one (i.e., from 1 to 10) present situations of "one more"; books that count back (i.e., from 10 to 1) present situations of "one less." (See list of books.)

FAMILY LETTER

NAME DATE

Related Activities to Try at Home

Playing *Double Compare* We have been playing a card game called *Double Compare* that is similar to the familiar card game, *War*. This game uses the cards 0–6. You could play at home with a deck of playing cards. Each player gets half the deck and puts the cards in a pile, facedown. Both players turn over their top two cards, and the person with the larger total says, "Me." Ask your child to explain how he or she knows which total is greater. The game is over when all of the cards have been turned over.

Math and Literature You can find these books in your local library and read them together. These books focus on measuring, counting forward, and counting back.

Books About Measuring

Murphy, Stuart J. *Super Sand Castle Saturday*.

Counting Forward

Krebs, Laurie. *We All Went on Safari: A Counting Journey Through Tanzania*.
Mora, Pat. *Uno, Dos, Tres, One, Two, Three*.
Wormell, Christopher. *Teeth, Tails and Tentacles: An Animal Counting Book*.

Counting Back

Dale, Penny. *Ten in Bed*.
Murphy, Stuart J. *Monster Musical Chairs*.
Wise, William. *Ten Sly Piranhas*.

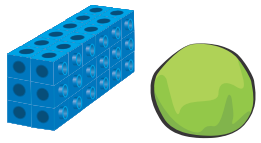
NAME DATE

About the Mathematics in This Unit

Dear Family,

We are beginning a new unit in mathematics called *Build a Block, Build a Wall*. This geometry unit focuses on three-dimensional shapes. In this unit, students look for and identify three-dimensional shapes in the real-world as they go on Shape Hunts in school and at home. They create, identify, describe, compare, represent, and build with 3-D shapes. They also explore the relationship between 2-D and 3-D shapes as they match the faces of Geoblocks—a set of related three-dimensional wooden blocks—to corresponding 2-D shapes.

Throughout this unit, students will be working toward these goals:

Benchmarks/Goals	Examples
Understand words that describe relative position.	• above • on top of • below • beneath • beside • next to • in front of • behind
Identify and describe the overall size, shape, and features of familiar 3-D shapes.	"It has a triangle on one side." "It's big." "It would make a good ramp."  "It looks like a piece of pie." "One part is pointy."
Make 3-D shapes.	
Combine shapes to make 3-D shapes.	

NAME DATE

About the Mathematics in This Unit

In our math class, students engage in math problems and activities and discuss the underlying concepts. They are asked to share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

In the coming weeks, you will receive more information about this unit as well as suggestions for activities to do at home.

NAME DATE

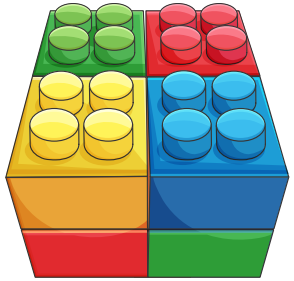
Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in the geometry unit, *Build a Block, Build a Wall*. Doing them at home together with your child can enrich your child's mathematical learning.

3-D Shape Hunt Shapes are everywhere. Talk with your child about the shapes you see every day. Together, you can look at everything from the shapes of buildings in your neighborhood, to the shapes of boxes and cans in the supermarket. Sometimes you can include descriptions of shapes in what you say. For example, "Look at that part of the building that is shaped like a cylinder." At other times, you can ask your child to look for specific shapes: "See how many things you can find that are shaped like a cube while we walk down the street."

Making Shapes Making shapes is a great way to learn about them. At home, your child might use clay, building blocks, drinking straws and clay, or other types of construction toys or materials to make different shapes.



Ask your child, "Can you make a cube? How many faces (sides) does it have?" "Can you make a shape that looks like this shoebox?" Or, you can make different shapes and ask your child to describe and copy them.

FAMILY LETTER

NAME DATE

Related Activities to Try at Home

Drawing Shapes While it is difficult to draw 3-D shapes, some students enjoy the challenge. Talk together about ways to draw a shape so that it "looks 3-D" and practice.

Math and Literature Here are some suggestions of children's books that contain relevant ideas about geometry. Read them together and talk about the shapes you find.

Hoban, Tana. *Cubes, Cones, Cylinders and Spheres.*

Murphy, Stuart J. *Captain Invincible and the Space Shapes.*

Nagel, Karen. *Shapes that Roll.*

Onyefulu, Ifeoma. *A Triangle for Adaora: An African Book of Shapes.*

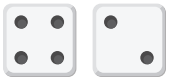
Thong, Rosanne. *Round is a Mooncake: A Book of Shapes.*

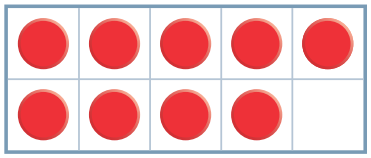
NOMBRE FECHA

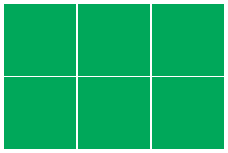
Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una nueva unidad de matemáticas llamada *Reunir, contar y medir*. En esta unidad, los estudiantes aprenderán a contar y a medir. Los estudiantes alinearán cubos o palillos de manualidades para medir la longitud de los objetos, incluidos sus zapatos. Desarrollarán imágenes visuales de cantidades hasta 10 que obtienen en los dados, trabajarán con marcos de 10 y hallarán varias maneras de ordenar y describir un conjunto de 5 a 10 fichas.





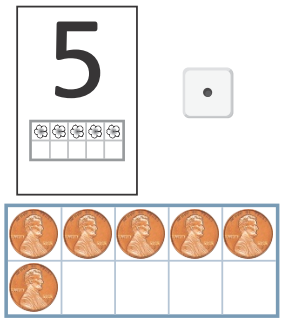


Los estudiantes cuentan y comparan cantidades a lo largo de toda esta unidad. Estas actividades les sirven de apoyo mientras establecen conexiones entre el conteo y la combinación para comenzar a sumar y restar pequeñas cantidades. Por ejemplo, los estudiantes resuelven sencillos problemas-cuento y participan en juegos en los que deben hallar cuál es el total si se suma 1, 2 y 3 o se quita 1.

NOMBRE FECHA

Las matemáticas en esta unidad

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/Objetivos	Ejemplos
Contar un conjunto de hasta 15 objetos.	¿Cuántas monedas de 1¢ hay?  ¿Puedes hacer una torre de 15 cubos?
Hallar cuánto es uno más o uno menos que cierto número.	¿Cuánto es uno más que 5? 

En nuestra clase, los estudiantes hacen problemas y actividades de matemáticas, además de comentar los conceptos subyacentes. Se les pide que comenten el razonamiento y las soluciones dadas. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando.

Puede encontrar más información y actividades sobre esta unidad en los materiales que se enviarán al hogar en las próximas semanas.

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos que estamos estudiando en la escuela. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Medir zapatos En la escuela hemos usado cubos para medir la longitud de nuestros zapatos. Tal vez su hijo(a) disfrute de investigar la longitud de los zapatos que hay en casa. Tal como hacemos en la escuela, su hijo(a) puede dibujar contornos de zapatos para luego medir la longitud del contorno con clips (o cualquier otro objeto de tamaño estándar, como bloques o palillos de dientes). Pídale que ordene de menor a mayor las longitudes de los zapatos.

Contar Continuamos enfocándonos en estrategias para contar correctamente. En casa, busque muchas maneras de contar junto con su hijo(a); por ejemplo, cuenten en voz alta, cuenten conjuntos de objetos, pídale que cuente cantidades específicas y plantee problemas que su hijo(a) pueda resolver mediante el conteo. La lista que sugerimos en la próxima página incluye varios libros para contar que usted puede leer junto con su hijo(a).

Uno más o uno menos Busque oportunidades para plantear situaciones en las que se agregue o se quite un objeto, una idea que hemos trabajado en la clase. Por ejemplo, luego de que su hijo(a) haya contado un conjunto de objetos, como monedas de 1¢, pregúntele: "¿Y si te diera una moneda más? ¿Cuántas tendrías?" o "¿Qué ocurre si te quito una moneda? ¿Cuántas te quedarían?". Luego, agregue (o quite) una moneda. De esa manera, su hijo(a) puede volver a contar el conjunto desde uno para hallar o confirmar la respuesta.

Muchos libros para contar desde uno (p. ej., de 1 a 10) presentan situaciones de "uno más"; los libros para contar hacia atrás (p. ej., de 10 a 1) presentan situaciones de "uno menos". (Vea la lista de libros).

CARTA A LA FAMILIA

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Jugar *Doble comparación* En clase hemos jugado *Doble comparación*, similar al conocido juego de la *Guerra*. En este juego de cartas, usamos las tarjetas del 0 al 6. En casa puede jugarlo con una baraja de cartas comunes. Cada jugador recibe la mitad de la baraja y voltea las cartas boca abajo en una pila. Ambos jugadores voltean las dos cartas superiores de su pila y el que tiene el total más grande dice "¡Yo!". Pregunte a su hijo(a) cómo sabe qué número es más grande. El juego termina cuando ya no quedan cartas boca abajo.

Matemáticas y literatura Busque estos libros en su biblioteca local para leer con su hijo(a). Son libros sobre medición, conteo hacia adelante y conteo hacia atrás.

Bruno, Pep. *Libro de contar.*

Carle, Eric. *La oruga muy hambrienta.*

Dowling, Paul. *Sally juega con los números.*

Litchfield, Jo y Felicity Brooks. *Primeros números.*

Rathmann, Peggy. *Faltan 10 minutos para dormir.*

Ring, Susan. *Una rana verde.*

Thomassen, Oli y Helle. *Once damas atrevidas.*

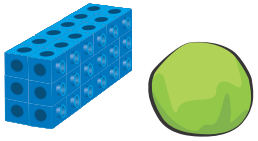
NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una nueva unidad de matemáticas llamada *Hacer un bloque, hacer una pared*. Es una unidad de geometría que se enfoca en las figuras tridimensionales. En esta unidad, los estudiantes buscan e identifican figuras tridimensionales de la vida diaria, tanto en la escuela como en su casa. Crean, identifican, describen, comparan, representan y construyen cosas con figuras tridimensionales. También exploran la relación entre las figuras bidimensionales y tridimensionales uniendo caras de *Geoblocks*—bloques de figuras tridimensionales—con sus correspondientes figuras bidimensionales.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/Objetivos	Ejemplos
Comprender palabras que describen la posición relativa.	• arriba • encima de • bajo • debajo de • al lado de • junto a • delante de • detrás de
Identificar y describir el tamaño, la forma y las características generales de figuras tridimensionales conocidas.	"Tiene un triángulo en un lado". "Es grande". "Sería una buena rampa".  "Parece una porción de pastel". "Tiene una parte puntiaguda".
Hacer figuras tridimensionales.	
Combinar figuras para hacer figuras tridimensionales.	

CARTA A LA FAMILIA

NOMBRE FECHA

Las matemáticas en esta unidad

En nuestra clase de matemáticas, los estudiantes hacen problemas y actividades de matemáticas, además de comentar los conceptos subyacentes. Se les pide que comenten el razonamiento y las soluciones dadas. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando.

Puede encontrar más información y actividades sobre esta unidad en los materiales que se enviarán al hogar en las próximas semanas.

NOMBRE FECHA

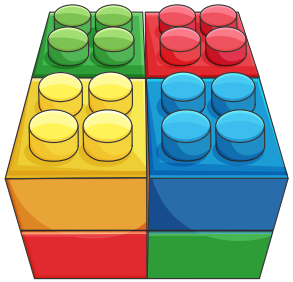
Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con las matemáticas de la unidad de geometría *Hacer un bloque, hacer una pared*. Realizarlas con su hijo(a) puede enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Búsqueda de figuras tridimensionales Las figuras están en todas partes. Hable con su hijo(a) sobre las figuras que se ven en la vida cotidiana. Juntos pueden observar muchas figuras tridimensionales, desde las que aparecen en los edificios de su vecindario hasta las cajas y latas que se venden en el supermercado. En algunas oportunidades, puede incluir descripciones de figuras cuando habla con su hijo(a). Por ejemplo: "Mira esa parte del edificio con forma de cilindro". En otras, puede pedirle que busque figuras específicas: "Fíjate cuántas cosas con forma de cubo encuentras mientras caminamos por la calle".

Hacer figuras Hacer figuras es una manera muy buena de aprender sobre ellas. En casa, su hijo(a) puede usar plastilina, bloques de construcción, pajillas de beber u otros juguetes y materiales similares para hacer diversas figuras.



Pregúntele: "¿Puedes hacer un cubo? ¿Cuántas caras (lados) tiene?", "¿Puedes hacer una figura parecida a esta caja de zapatos?". O haga diferentes figuras para que su hijo(a) las describa y las copie.

CARTA A LA FAMILIA

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Dibujar figuras Dibujar figuras tridimensionales es difícil, pero algunos estudiantes pueden disfrutar el desafío. Conversen sobre maneras de dibujar una figura para que "parezca tridimensional" y practíquenlas.

Matemáticas y literatura Aquí le sugerimos algunos libros infantiles que contienen ideas relevantes de geometría. Léanlos juntos para hablar sobre las figuras que encuentran allí.

Blackstone, Stella. *Oso en un cuadrado*.

Candell, Arianna and Francesc Rovira. *Las formas*.

Gill, Janie Spaht. *Círculos*.

Gill, Janie Spaht. *Figuras, figuras por todas partes*.

NAME _____ DATE _____

Grab and Count at Home: Two Handfuls

Dear Family,

Tonight your child will teach you how to play *Grab and Count: Two Handfuls*. You will need a container of small objects, such as small blocks, bottle caps, pennies, buttons or small blocks.

What did you grab? _____

How many did you grab? _____

Show how many.

NAME _____ DATE _____

Grab and Count at Home: Two Handfuls

What did you grab? _____

How many did you grab? _____

Show how many.

NOTE

Students count and record numbers of objects.

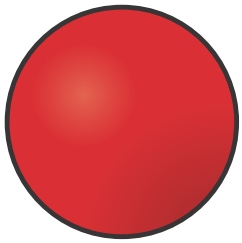
MWI **Counting to 10**

NAME DATE

3-D Shape Hunt at Home

Dear Family,

Your child will be going on a Shape Hunt at home to look for real-world objects that look like these three-dimensional shapes. As you hunt for shapes with your child, help them record the name of each object.



Sphere

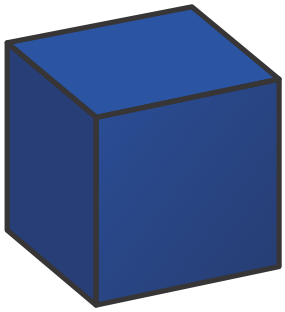
Cylinder

NOTE

Students identify and record names of objects that look like 3-D shapes.
MWI **Geometry and Shapes in the World**

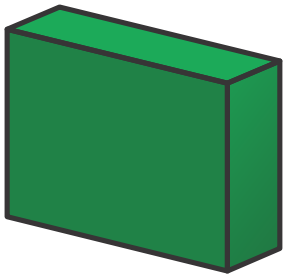
NAME _____ DATE _____

3-D Shape Hunt at Home



Cube

Cone



Rectangular Prism

NOTE

Students identify and record names of objects that look like 3-D shapes.
MWI **Geometry and Shapes in the World**

NAME DATE

About the Mathematics in This Unit

Dear Family,

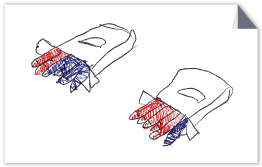
Our class is starting a new unit in mathematics called *How Many Now?* The focus of this unit is on combinations, counting, and addition and subtraction. Students record different ways a set of two-color counters can land, figure out how many blue and red crayons could be in a set of five crayons, and play a card game in which they look for combinations of cards that total six. All of these activities focus on the idea that one number can be broken apart in many ways: 6 is 3 and 3 or 5 and 1 or 2 and 2 and 2. Students also count sets of up to 20 objects, and continue making sense of addition and subtraction through story problems and games that ask them to combine or separate small amounts.

Throughout this unit, students will be working toward these goals:

Benchmarks/Goals	Examples
Count and count out a set of up to 20 objects.	How many pennies are there?  Can you make a tower with 20 cubes?
Write the numbers to 10.	How many are red? How many are yellow?  Red: 2 Yellow: 4

NAME DATE

About the Mathematics in This Unit

Benchmarks/Goals	Examples
Represent and solve addition problems within 10.	How many counters should Mia take?  3 + 4 = 7 Jack had 6 blocks. Carmen gave him 2 more. How many blocks did Jack have then?  8
Decompose a number into two addends in more than one way.	I have 6 crayons in all. Some are red and some are blue. How many of each could I have? How many blues? How many reds?  4 blue 2 red 1 blue 5 red

In our math class, students engage in math problems and activities and discuss the underlying concepts. They are asked to share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

In the coming weeks, you will receive information about activities to do at home.

NAME DATE

Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently studying in school. Doing them with your child can enrich your child's mathematical learning.

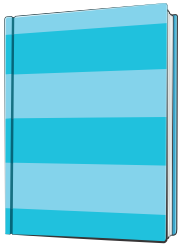
Sorting Your child can sort collections of objects you have at home: coins, stamps, toys, containers, even laundry. He or she can sort just for fun or to organize some things in your home. As your child sorts a collection, ask him or her questions, such as: "How are some of the buttons the same? How could you sort them into groups? What is the same about all of these? Is there a different way you could sort them?" Your child can also count the number of items in each group and compare the totals.

Surveys In this unit, students conduct their own surveys. Help your child take a survey of your family, friends, or neighbors. Your child can choose a question that is of interest to him or her, create a sheet to record people's responses, ask people the question, and then record their responses. Afterward, ask your child some questions about the results of the survey. For example, ask: "What did you find out? How many people said they liked the ocean? How many people didn't like the ocean? Did more people like the ocean than did not? Were you surprised by people's responses?"

Counting to Collect Data You can encourage your child to collect data about the number of certain items in your home: How many forks are there? How many windows? How many chairs? How many doors?

NAME DATE

Related Activities to Try at Home



Math and Literature You can find the following books in your local library and read them together.

Aber, Linda Williams. *Grandma's Button Box (Math Matters)*.

Baer, Edith. *This Is the Way We Eat Our Lunch*.

Keenan, Sheila. *More or Less a Mess*.

Murphy, Stuart. *The Best Vacation Ever*.

Pluckrose, Henry Arthur. *Sorting (Math Counts)*.

Todd, Mark. *Food Trucks!*

NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

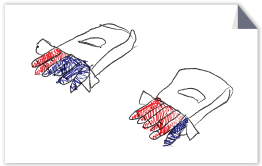
Nuestra clase va a comenzar una nueva unidad de matemáticas llamada *¿Cuántos hay ahora?* Esta unidad se enfoca en las combinaciones, el conteo, la suma y la resta. Los estudiantes anotan diferentes resultados que se obtienen al arrojar un conjunto de fichas de dos colores, calculan cuántos crayones azules y rojos puede haber en un conjunto de cinco crayones y participan en un juego cuyo objetivo es hallar combinaciones de tarjetas que sumen seis. Todas estas actividades se enfocan en la idea de que un número puede descomponerse de distintas maneras: 6 es 3 más 3, o 5 más 1, o 2 más 2 más 2. Los estudiantes también cuentan conjuntos de hasta 20 objetos y adquieren mayor comprensión de la suma y la resta a través de problemas y juegos que requieren combinar o separar pequeñas cantidades.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/Objetivos	Ejemplos
Contar un conjunto de hasta 20 objetos.	¿Cuántas monedas de 1¢ hay?  ¿Puedes hacer una torre con 20 cubos?
Escribir los números hasta 10.	¿Cuántas son rojas? ¿Cuántas son amarillas?  Rojas: 2 · Amarillas: 4

NOMBRE FECHA

Las matemáticas en esta unidad

Puntos de referencia/Objetivos	Ejemplos
Representar y resolver problemas de suma con resultados hasta 10.	¿Cuántas fichas le tocan a Mía?  3 + 4 = 7 Jack tenía 6 bloques. Carmen le dio 2 más. ¿Cuántos bloques tiene Julián ahora?  8
Descomponer un número en dos sumandos de más de una manera.	Tengo 6 crayones en total. Algunos son rojos y otros son azules. ¿Cuántos de cada uno podría tener? ¿Cuántos azules? ¿Cuántos rojos?  4 azules 2 rojos 1 azul 5 rojos

En nuestra clase, los estudiantes hacen problemas y actividades de matemáticas, además de comentar los conceptos subyacentes. Se les pide que comenten el razonamiento y las soluciones dadas. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando.

Puede encontrar más información y actividades sobre esta unidad en los materiales que se enviarán al hogar en las próximas semanas.

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con las matemáticas que estamos estudiando en la escuela. Hacerlas juntos puede enriquecer el aprendizaje matemático de su hijo(a).

Agrupar Su hijo(a) puede clasificar y agrupar colecciones de objetos que encuentre en su casa: monedas, estampillas, juguetes, recipientes e incluso la ropa para guardar. Mientras su hijo(a) agrupa los objetos, hágale preguntas como: "¿En qué se parecen algunos de los botones? ¿Cómo podrías agruparlos? ¿Qué tienen todos estos en común? ¿Se te ocurre otra manera de agruparlos?". También puede pedirle que cuente los objetos de cada grupo y compare los totales.

Encuestas En esta unidad, los estudiantes realizan sus propias encuestas. Ayude a su hijo(a) a hacer una encuesta entre los miembros de su familia, sus amigos o sus vecinos. Su hijo(a) puede escoger una pregunta que le interese, crear una hoja para anotar las respuestas, encuestar a distintas personas y anotar sus respuestas. Después, hágale algunas preguntas sobre los resultados que obtuvo. Por ejemplo, pregúntele: "¿Qué averiguaste en la encuesta?", "¿Cuántas personas dijeron que les gustaba el mar?", "¿A cuántas no les gusta el mar?", "¿Encontraste más personas que respondieron *sí* o más personas que respondieron *no*?", "¿Te sorprendieron las respuestas?".

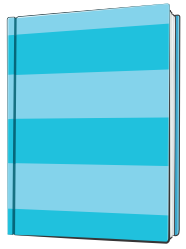
Contar para reunir datos Anime a su hijo(a) a reunir datos sobre objetos específicos que haya en su casa: "¿Cuántos tenedores hay?", "¿Cuántas ventanas hay?", "¿Cuántas sillas?", "¿Cuántas puertas?".

CARTA A LA FAMILIA

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Matemáticas y literatura Busque estos libros en su biblioteca local para leer con su hijo(a).



Carle, Eric. *10 patitos de goma*.

Christian, Cheryl. *¿Cuántos hay?*

Cronin, Doreen. *Clic, clac, plif, plaf*.

Dowling, Paul. *Sally juega con los números*.

Espejo, Guadalupe. *Uno, dos y tres*.

Sempere, Vicky. *1•2•3, Vamos a contar*.

NAME _____ DATE _____

Counting on the Number Line

Write the missing numbers on the number line.

1

2

3

4

NOTE

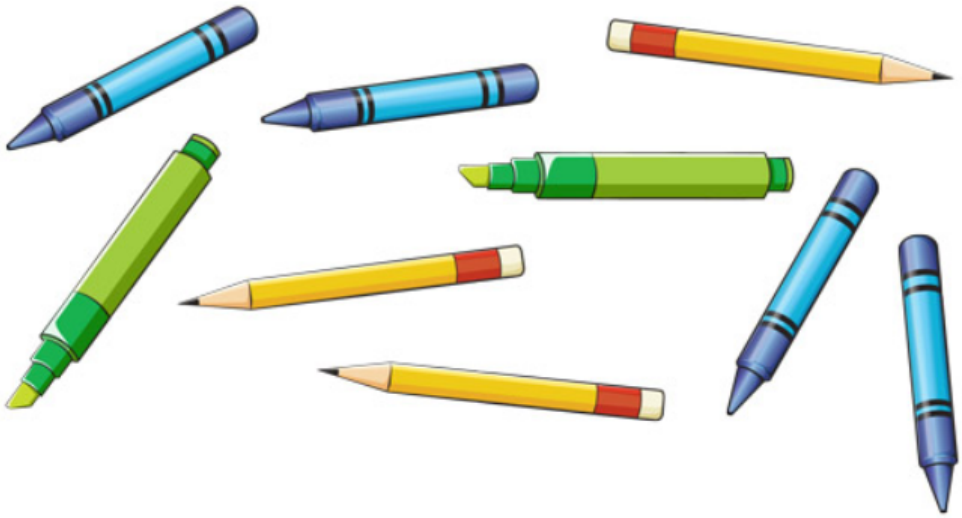
Students practice writing numbers and counting.
MWI **Counting on the Number Line**

NAME _____ DATE _____

Inventory Bag

Count the number of crayons, markers, and pencils.

Count how many there are in all.



_____ pencils 

_____ crayons 

_____ markers 

How many are there in all? _____

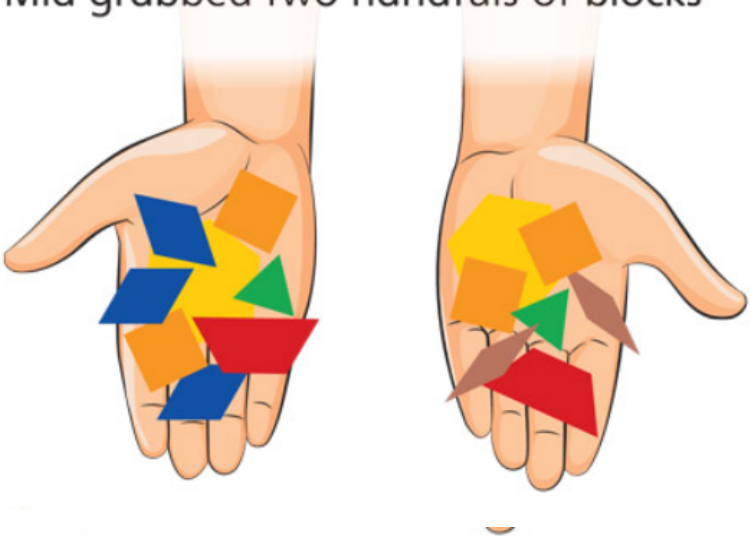
NOTE

Students practice counting and writing numbers.
MWI **How Many? (9–10)**

NAME _____ DATE _____

How Many Pattern Blocks?

Mia grabbed two handfuls of blocks



1 How many of each block did Mia grab?

Shape						
How Many?						

2 Put the numbers in order:

_____ _____ _____ _____ _____ _____

3 How many did Mia grab in all? _____

NOTE

Students practice counting objects and writing numbers.
MWI **Ordering Fewest to Most**

NAME DATE

Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently studying in school. Doing them with your child can enrich your child's mathematical learning.

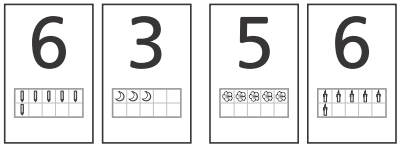
Counting We continue to focus on strategies for counting accurately and are practicing counting sets of up to 20 objects. This is more challenging because there are more objects to keep track of, but also because the number sequence in the teens doesn't follow the same pattern as the rest of the numbers. For example, think about 21, 22, 23 (or 31, 32, 33 or 41, 42, 43), and then consider the fact that we don't say ten-one, ten-two, ten-three for 11, 12, 13. You can support your child by finding lots of ways to count together at home.

Solving Story Problems In this unit, students have many opportunities to solve problems about combining (addition) and separating (subtraction) small amounts. At home, find ways to present problems about common situations: "There are six people in our family. But Grandma and Grandpa are joining us for dinner tonight. How many people will there be?". Or, "Usually, we have six people at our dinner table, but José is eating at a friend's house. How many people will there be?". Or, "If James wants three tacos, and Maria wants four, how many tacos do I need to make?". Encourage children to explain how they solve such problems. Most kindergarteners count from one. Some may count on (or back) or "just know" some combinations.

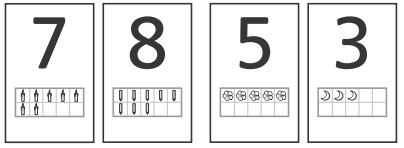
NAME DATE

Related Activities to Try at Home

Playing Double Compare We have been playing *Double Compare* with all of the cards from 0 to 10. You could play at home with a deck of playing cards. Each player gets half the deck. Both players turn over their top two cards, and the person with the greater total says "me." The game is over when all of the cards have been turned over. Be sure to ask your child to explain how she or he knows which number is greater. You might be surprised—although many children count or add to find and compare the totals, some children do not. Instead they reason about the numbers:



"I have 6 and 3. You have 6 and 5. We both have 6, so you have more because 5 is more than 3."



"Both of my numbers are bigger than both of yours. So I have more."

Or, "I have 2 big numbers, and you have 2 small numbers. I have more."

Math and Literature You can find these books in your local library and read them together. These books focus on measuring, counting forward, and counting back:

Bang, Molly. *Ten, Nine, Eight.*
Dale, Penny. *Ten in the Bed.*
Bowman, Anne. *Count Them While you Can...: A Book of Endangered Animals.*
Deitz Shea, Pegi, Cynthia Weill, and Pahm Viet-Dinh. *Ten Mice for Tet!*
Heo, Yeumi. *Ten Days and Nine Nights: An Adoption Story.*
Martin, Bill. *Chicka Chicka 1, 2, 3.*
Metropolitan Museum of Art. *Museum 123.*
Sayre, April Pulley and Sayre, Jeff. *One is a Snail, Ten is a Crab.*

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con las matemáticas que estamos estudiando en la escuela. Hacerlas juntos puede enriquecer el aprendizaje matemático de su hijo(a).

Contar Continuamos enfocándonos en estrategias para contar correctamente y hemos comenzado a practicar el conteo con conjuntos de hasta 20 objetos. Este ejercicio es más difícil que los anteriores, no solo porque hay más objetos de los que es preciso llevar la cuenta, sino también porque los números del 10 al 20 no siguen el mismo patrón que el resto. Por ejemplo, piense en la secuencia 21, 22, 23 (o 31, 32, 33 o 41, 42, 43) y luego considere que no decimos diez y uno, diez y dos, diez y tres para los números 11, 12, 13. Puede apoyar el aprendizaje de su hijo(a) buscando diversas oportunidades para contar juntos en casa.

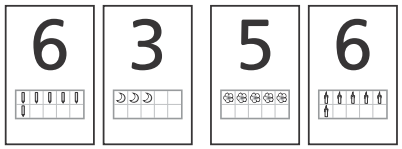
Resolver problemas-cuento En esta unidad, los estudiantes encuentran varias oportunidades para resolver problemas de combinación (suma) y separación (resta). En casa, busque maneras de presentar problemas relacionados con situaciones comunes: "En nuestra familia somos seis. Pero hoy vienen la abuela y el abuelo a cenar con nosotros. ¿Cuántas personas habrá en la mesa?". O: "Casi siempre somos seis en la cena, pero hoy José come en casa de un amigo. ¿Cuántos seremos hoy en la cena?". O: "Si James quiere tres tacos y María quiere cuatro, ¿cuántos tacos tengo que preparar?". Anime a sus hijos a explicar cómo resuelven esos problemas. La mayoría de los estudiantes que cursan kínder cuentan a partir de uno, pero hay algunos que cuentan desde un total previo (hacia adelante o hacia atrás) o "simplemente saben" ciertas combinaciones.

CARTA A LA FAMILIA

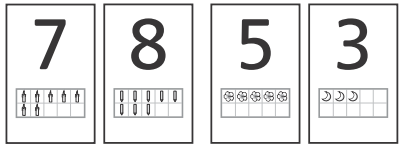
NOMBRE FECHA

Actividades relacionadas para hacer en casa

Jugar *Doble comparación* En clase hemos jugado *Doble comparación* con las tarjetas del 0 al 10. En casa puede jugarlo con una baraja de cartas comunes. Cada jugador recibe la mitad de la baraja y voltea las cartas boca abajo en una pila. Ambos jugadores voltean las dos cartas superiores de su pila y el que tiene el total más grande dice "¡Yo!". El juego se termina cuando todas las cartas se han volteado. No deje de preguntarle a su hijo(a) cómo sabe cuál es el número mayor. Es posible que se sorprenda. Aunque muchos niños cuentan o suman para comparar los totales, hay algunos que no necesitan hacerlo porque hallan el resultado razonando sobre los números.



"Yo tengo 6 y 3. Tú tienes 6 y 5. Los dos tenemos 6, por tanto tú tienes más, porque 5 es más que 3".



"Mis dos números son más grandes que los dos tuyos, así que yo tengo más".

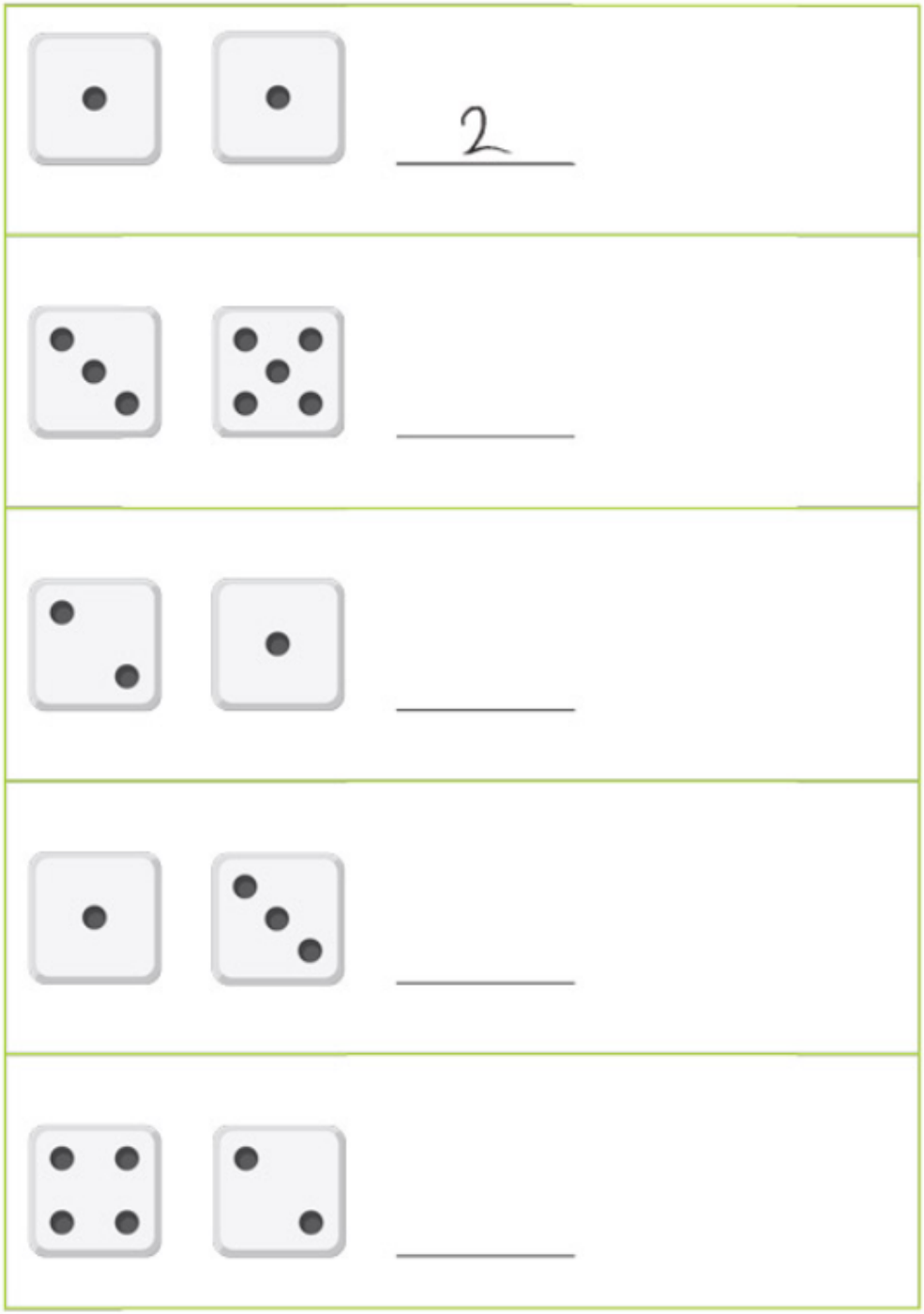
"Yo tengo 2 números grandes y tú tienes dos números pequeños. Yo tengo más".

Matemáticas y literatura Busque estos libros en su biblioteca local para leer con su hijo(a). Son libros sobre medición, conteo hacia adelante y conteo hacia atrás.

Litchfield, Jo y Felicity Brooks. *Primeros números*.
Oli y Helle Thomassen. *Once damas atrevidas*.
Rathmann, Peggy. *Faltan 10 minutos para dormir*.
Rigol, Francesc. *Aprendo con Dan y Din*.
Sempere, Vicky. *1•2•3, Vamos a contar*.
Trumbauer, Lisa. *¿Por qué medimos?*
Trussell-Cullen, Alan. *Toma la medida*.

Roll and Record

Write the total.



NOTE

Students combine two amounts to find the total.
MWI **How Many? (0–6); How Many? (7–8)**

NAME _____ DATE _____

Inventories at Home

Dear Family,

Your child will be taking an "inventory" of a related set of objects at home. Examples might be: a collection of stuffed animals, toy cars, books, or a set of items from the kitchen such as silverware or canned goods. They should count each type of item, for example: 4 red cars, 5 black cars, 2 green cars; count how many in all, and record all the information below or on the back of this page.

What did you Inventory? _____

How many objects were in your Inventory? _____

Show how many.

NOTE

Students count related sets of objects.
MWI **Numbers 0 to 30**

NAME _____ DATE _____

My Family: How Many Noses, Hands, and Fingers?

This is my family.

How many?


Noses _____


Hands _____


Fingers _____


Legs _____


Feet _____


Toes _____

NOTE

Students practice counting body parts and writing numbers.
MWI **Ways to Count**

NAME DATE

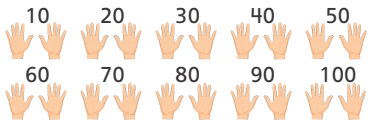
About the Mathematics in This Unit

Dear Family,

Our class is starting a new unit in mathematics called *Ten Frames and Teen Numbers*. The focus of this unit is on understanding and solving addition and subtraction problems in a variety of contexts (i.e., games, activities, story problems), recording and representing solutions on paper, making sense of the teen numbers (10–19) as a group of ten ones and some number of leftovers, and counting by 1s and 10s to 100.

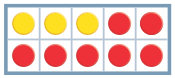
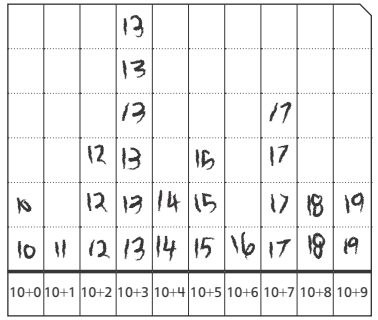
Students solve story problems and discuss and compare their solution strategies with classmates. They practice counting by 10s as they count the number of fingers on 10 students. They play games where the cards that indicate how far to move (or how many to take) have "facts" on them, so that students develop fluency adding and subtracting within 5 (e.g., $3 + 2$ and $4 - 1$). They also work on a variety of activities that involve number combinations focusing specifically on combinations that make ten and on the teen numbers.

Throughout this unit, students will be working toward these goals:

Benchmarks/Goals	Examples
Represent and solve subtraction story problems within 10.	There are 6 birds in a tree. Two birds flew away. How many birds are left in the tree?
Count by 1s up to 100, starting from any number. Count by 10s to 100.	start with … get to 80 82 84 86 88 90 92 94 96 98 100 102 104 "85, 86, 87, …, 100!"  10 20 30 40 50 60 70 80 90 100 "10, 20, 30, 40, …, 100!"

NAME DATE

About the Mathematics in This Unit

Benchmarks/Goals	Examples
Add and subtract fluently within 5.	$\boxed{2+3}$ $\boxed{5-1}$
Given a number, figure out what number to add to make a total of 10.	 $3 + \boxed{7} = 10$
Write the numbers to 20.	 10+0 10+1 10+2 10+3 10+4 10+5 10+6 10+7 10+8 10+9
Show that the teen numbers are made up of 10 ones and some leftover ones.	 $10 + 3 = 13$

In our math class, students engage in math problems and activities and discuss the underlying concepts. They are asked to share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

In the coming weeks, you will receive information about activities to do at home.

NAME DATE

Related Activities to Do at Home

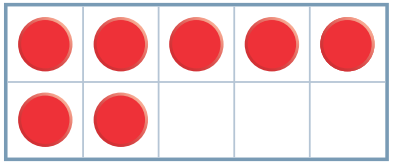
Dear Family,

The activities suggested below are related to the mathematics we are currently studying in school. Doing them with your child can enrich your child's mathematical learning.

Counting While we continue to focus on strategies for counting a set of 20 objects accurately, we are also practicing the rote counting sequence with larger numbers. As a class, we often count aloud from one number to another. For example, we might start at 40 and count to 55. Find opportunities to count aloud together, letting your child pick the starting and ending numbers. In addition to counting by ones, we have begun to learn the counting by 10s sequence. You can also practice counting together by 10s to 100.

Addition and Subtraction We've been solving addition and subtraction problems, and thinking about strategies for solving subtraction problems. Find ways to present problems about common situations: "Usually, we have five people at our dinner table, but Maria is eating at a friend's house. How many people will there be?" Or, "There were six cookies, but Joe took two for snack. How many are left?" Encourage children to explain how they solve such problems. Most kindergarteners show the starting amount with counters or on their fingers, remove the amount that is taken away, and then count how many are left. Some may count back or "just know" some answers.

Combinations of 10 Ten is an important number in our number system, so we've been thinking about how to make 10. For example, how many dots are there? How many more do you need to have 10?



You can play a similar game with your fingers. Display a number of fingers, and ask, "How many to 10?" Students can represent and solve such problems on their fingers.

NOMBRE FECHA

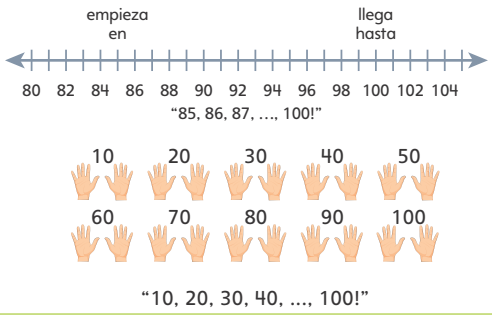
Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una nueva unidad de matemáticas llamada *Marcos de 10 y los números del 10 al 19*. En esta unidad, los estudiantes interpretan y resuelven problemas de suma y resta en diversos contextos (p. ej., juegos, actividades y problemas-cuento), anotan y representan las soluciones en una hoja, visualizan los números del 10 al 19 como un grupo de diez unidades sumadas a otras que sobran y cuentan por unidades y decenas hasta 100.

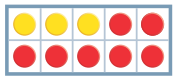
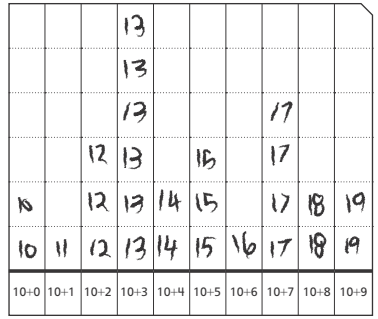
Los estudiantes resuelven problemas-cuento, explican sus estrategias de resolución y las comparan con las de sus compañeros. Practican el conteo por decenas contando los dedos de 10 estudiantes. Participan en juegos con tarjetas que indican cuánto hay que avanzar (o cuántos hay que tomar) por medio de "operaciones", con el objetivo de adquirir fluidez en la suma y la resta de números hasta el 5 (p. ej., $3 + 2$ y $4 - 1$). Los estudiantes también hacen diversas actividades que contienen combinaciones de números, enfocándose en las combinaciones que forman diez y en los números del 10 al 19.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/Objetivos	Ejemplos
Representar y resolver problemas-cuento de resta hasta 10.	Había 6 pájaros en un árbol. Dos pájaros se volaron. ¿Cuántos pájaros quedan en el árbol?
Contar por unidades hasta 100, comenzando en cualquier número. Contar por decenas hasta 100.	

NOMBRE FECHA

Las matemáticas en esta unidad

Puntos de referencia/Objetivos	Ejemplos
Sumar y restar con fluidez hasta 5.	$2+3$ $5-1$
Dado un número, hallar qué número falta para llegar a 10.	 $3 + \boxed{7} = 10$
Escribir los números hasta 20.	
Mostrar que los números del 10 al 19 están formados por 10 unidades y otras que sobran.	 $10 + 3 = 13$

En nuestra clase, los estudiantes hacen problemas y actividades de matemáticas, además de comentar los conceptos subyacentes. Se les pide que comenten el razonamiento y las soluciones dadas. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando.

En las próximas semanas enviaremos más información sobre las actividades para hacer en casa.

NOMBRE FECHA

Actividades relacionadas para hacer en casa

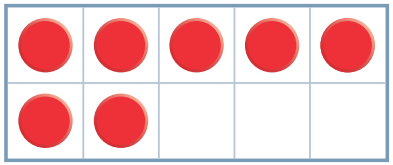
Estimada familia:

Las actividades sugeridas a continuación se relacionan con las matemáticas que estamos estudiando en la escuela. Hacerlas juntos puede enriquecer el aprendizaje matemático de su hijo(a).

Contar Mientras continuamos trabajando con estrategias para contar correctamente un grupo de 20 objetos, también practicamos la progresión del conteo de memoria con números más grandes. Contamos todos juntos en voz alta desde un número hasta otro. Por ejemplo, podemos empezar en 40 y contar hasta 55. Busque oportunidades para contar con su hijo(a) en voz alta, permitiéndole que escoja los números de partida y de llegada. Además de contar por unidades, hemos comenzado a contar por decenas. Ustedes también pueden practicar juntos el conteo por decenas hasta 100.

Suma y resta Además de resolver problemas de suma y resta, pensamos en distintas estrategias para resolver problemas de resta. Busque maneras de presentar problemas sobre situaciones comunes: “En general somos cinco para cenar, pero hoy María come en casa de una amiga. ¿Cuántos quedamos?”. O “Había 6 gallletas, pero Joe se comió 2 para merendar. ¿Cuántas quedan?”. Anime a su hijo(a) a explicar cómo resuelve estos problemas. La mayoría de los niños de esta edad muestran la cantidad inicial con fichas o con los dedos, quitan la cantidad que se resta y después cuentan lo que quedó. Es posible que algunos cuenten hacia atrás o “simplemente sepan” algunas respuestas.

Combinaciones de 10 El diez es un número importante en nuestro sistema numérico. Por eso hemos pensado en maneras de formar 10. Por ejemplo, ¿cuántos puntos hay? ¿Cuántos faltan para llegar a 10?



Usted puede hacer un juego similar con su hijo(a). Muestre determinada cantidad de dedos y pregunte: “¿Cuántos faltan para 10?”. Los estudiantes pueden representar y resolver estos problemas con sus dedos.

NAME _____ DATE _____

Do You Like Pizza?

Max asked his friends if they liked pizza.
He showed the data on this chart.

Yes	No
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓

1. How many people like pizza? _____

2. How many people do not like pizza? _____

3. How many people did Max ask? _____

4. Ask your family and friends if they like pizza.
Record your data on the chart below.

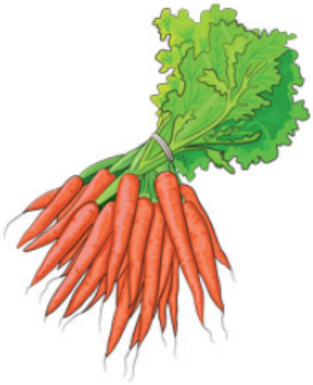
Yes	No

NOTE

Students analyze survey data and collect data from their family and friends.
MWI **A Food Survey**

NAME DATE

How Many Carrots?



Read the problem. Show your work.

Meg was making soup for dinner.

She bought 6 carrots.
She used 2 carrots.

How many carrots are left?

NOTE

Students practice solving subtraction story problems.
MWI **A Story Problem About Removing**

NAME DATE

How Many Birds?

Solve the problem. Show your work.

There were 5 birds in a tree.
2 of the birds flew away.
How many birds are left in the tree?

How Many Pencils?

Solve the problem. Show your work.

There are 6 pencils in the box.
Max gave 3 pencils to Mia.
How many pencils are left in the box?

NAME _____ DATE _____

Teen Number Hunt

Dear Family,

Your child is looking for examples of the numbers 10–19 around their home. They record the number they find and then draw a picture of where they found the number. For example, they might record the numbers 10, 11, and 12, and draw a picture of a clock and write the word "clock."

I found these teen numbers:	This is where I found them:

10 11 12 13 14 15 16 17 18 19

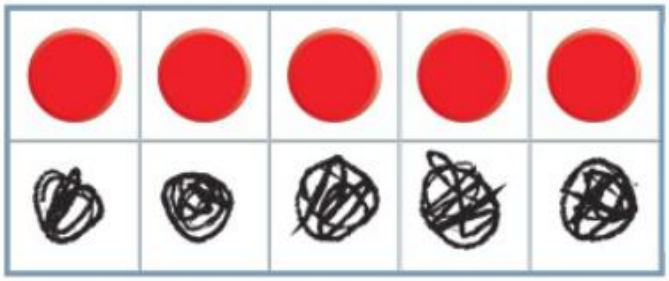
NOTE

Students look for and write examples of teen numbers.
MWI **Teen Numbers**

How Many to 10?

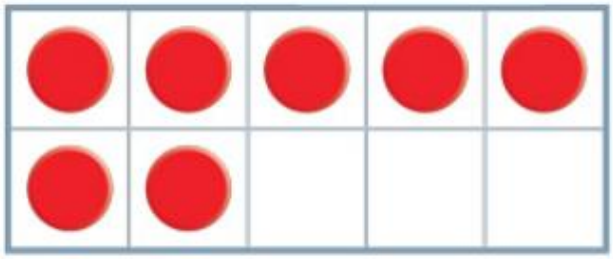
Fill in each Ten Frame to make 10. Write the equation.

Example:



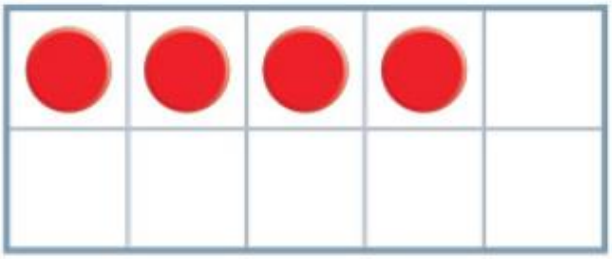
5 + 5 = 10

1



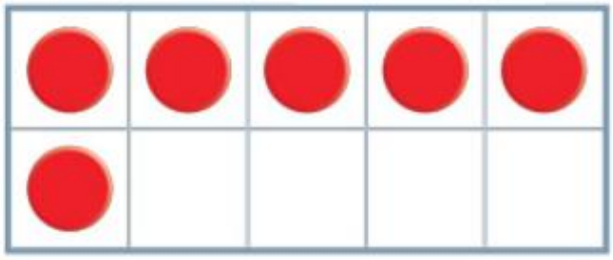
_____ + _____ = 10

2



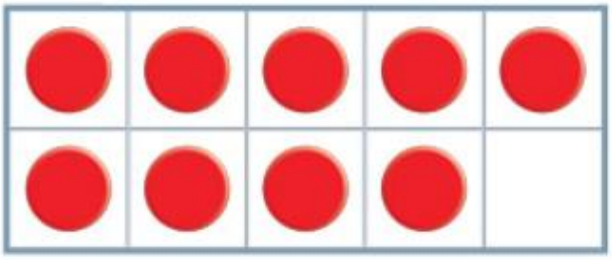
_____ + _____ = 10

3



_____ + _____ = 10

4



_____ + _____ = 10

NOTE

Students practice combinations that make 10.

MWI **Making 10**

NAME _____ DATE _____

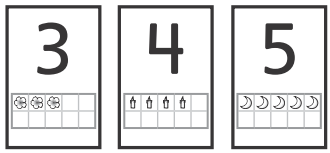
Build It/Change It Gameboard

NAME _____ DATE _____

Build It/Change It Directions

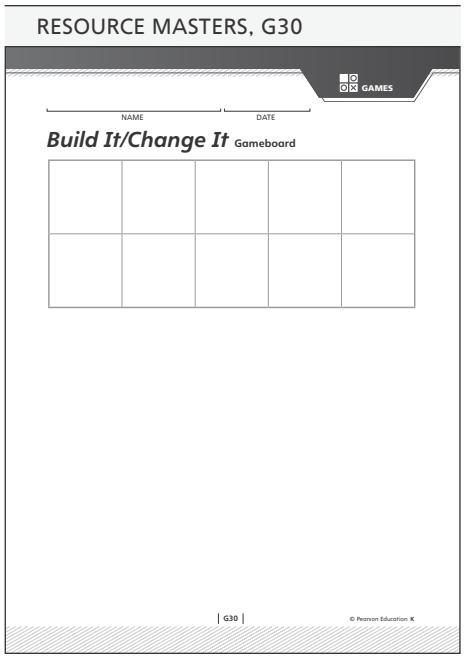
You need

- Primary Number Cards (without Wild Cards)
- Gameboard (G30)
- Pennies or counters



Play with a partner. Work together.

1. Player 1 picks a card.
2. Player 1 places that many counters on the gameboard.
3. Player 2 picks a card and changes the gameboard to show the new amount.
4. Switch roles after each round.



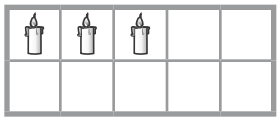
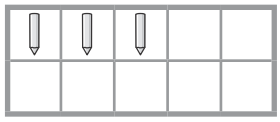
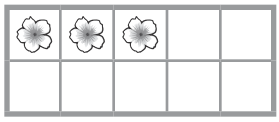
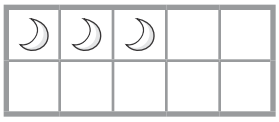
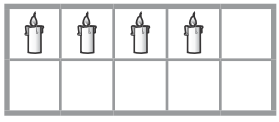
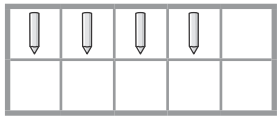
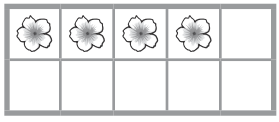
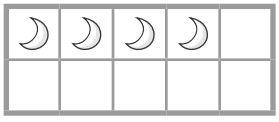
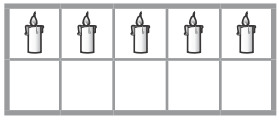
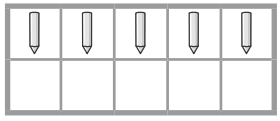
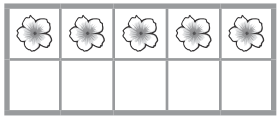
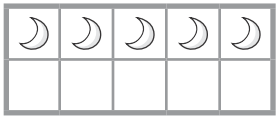
NAME _____ DATE _____

Primary Number Cards

0	0	0	0
1	1	1	1
2	2	2	2

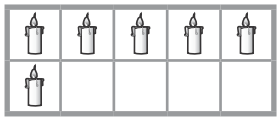
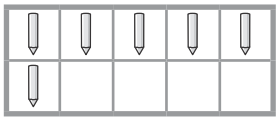
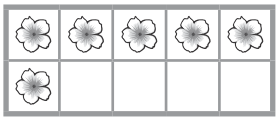
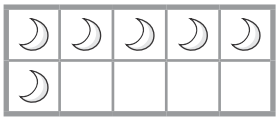
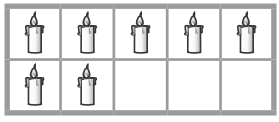
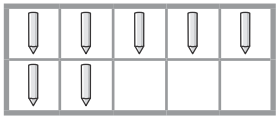
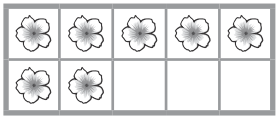
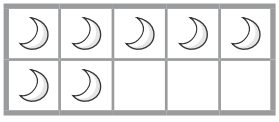
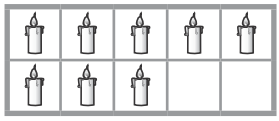
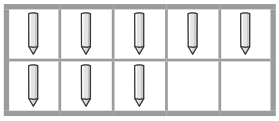
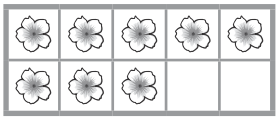
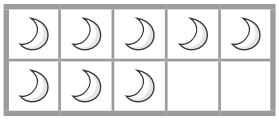
NAME _____ DATE _____

Primary Number Cards

3 	3 	3 	3 
4 	4 	4 	4 
5 	5 	5 	5 

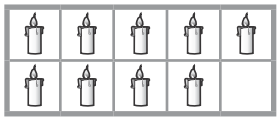
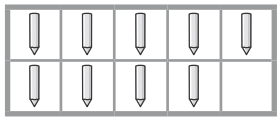
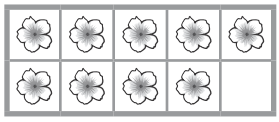
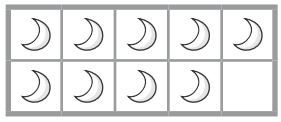
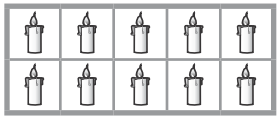
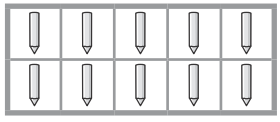
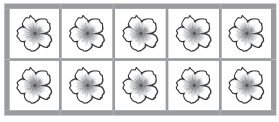
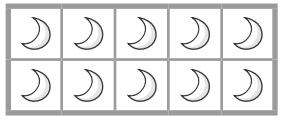
NAME _____ DATE _____

Primary Number Cards

6 	6 	6 	6 
7 	7 	7 	7 
8 	8 	8 	8 

NAME _____ DATE _____

Primary Number Cards

9 	9 	9 	9 
10 	10 	10 	10 
Wild Card	Wild Card	Wild Card	Wild Card

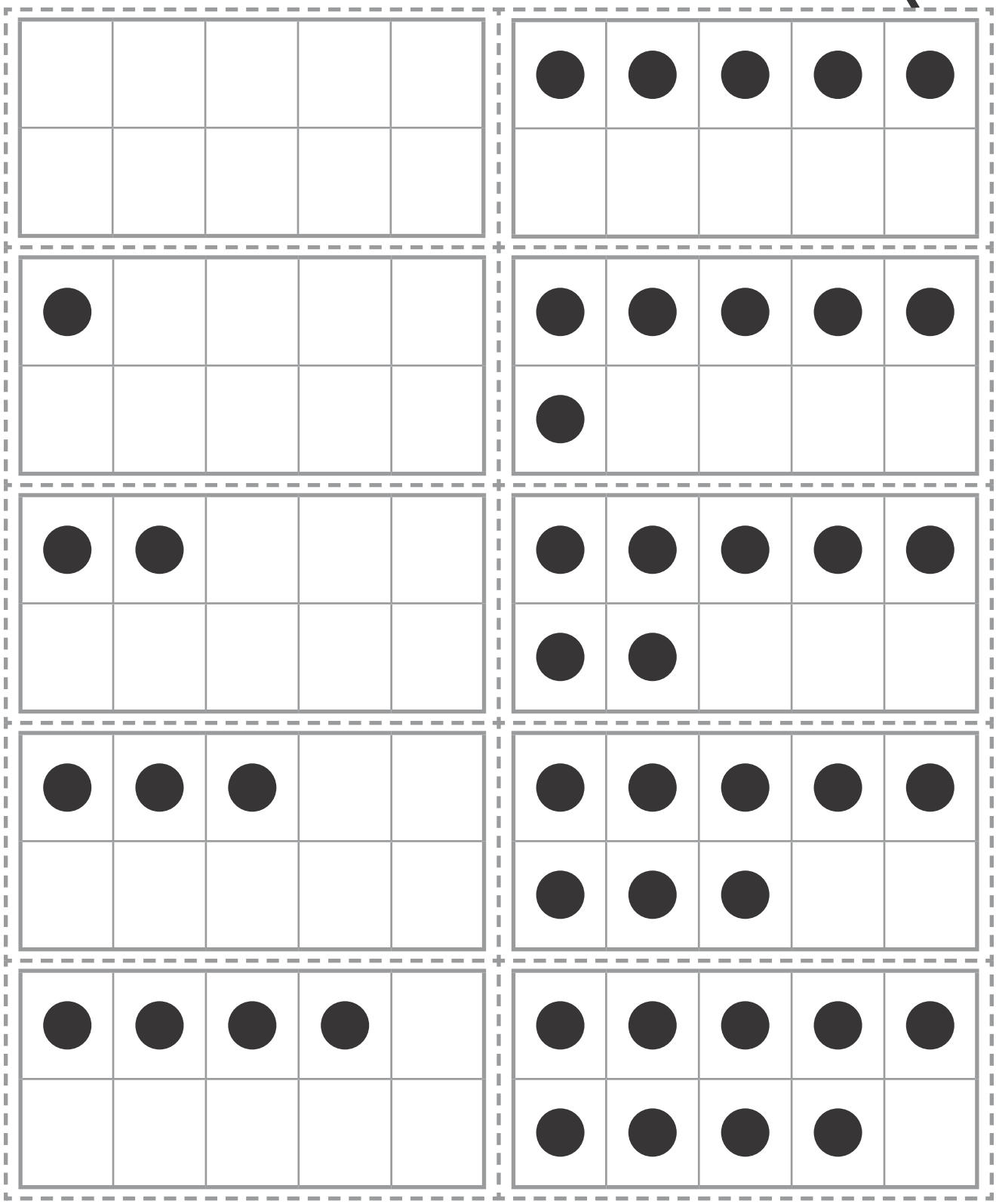
NAME DATE

Fluency within Five Cards

1+1	1+2	1+3	1+4
2+2	2+3	5−1	5−2
5−3	5−4	4−1	4−2
4−3	3−2	3−1	2−1
2+1	3+1	4+1	3+2

NAME DATE

Ten Frame Cards



NAME _____ DATE _____

Teen Number Cards

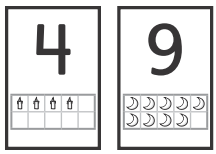
10	10	11	11
12	12	13	13
14	14	15	15
16	16	17	17
18	18	19	19

NAME DATE

Double Compare Directions

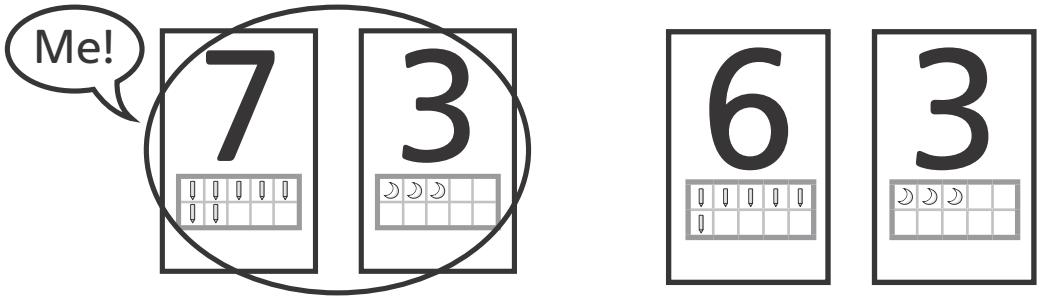
You need

- Deck of Primary Number Cards (without Wild Cards)



Play with a partner.

1. Deal the cards facedown.
2. Both players turn over their top two cards.
3. The player with the larger total says "Me!" and takes the cards. If the totals are the same, both players turn over two more cards.



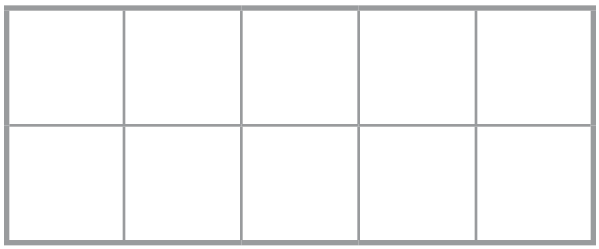
4. Keep turning over two cards. Each time, the player with the larger total says "Me!" and takes the cards.
5. The game is over when there are no more cards to turn over.

More Ways to Play

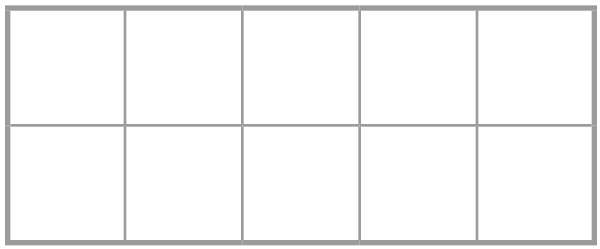
- The player with the **smaller** total says "Me!"
- Play with 3 players.
- Play with the Wild Cards. A Wild Card can be any number.

NAME _____ DATE _____

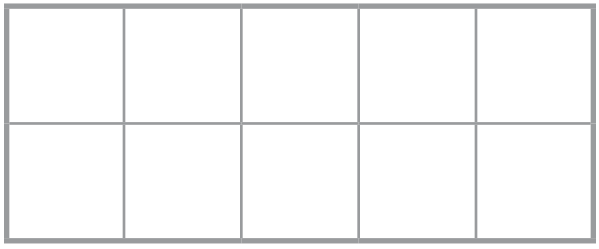
How Many to 10? Recording Sheet



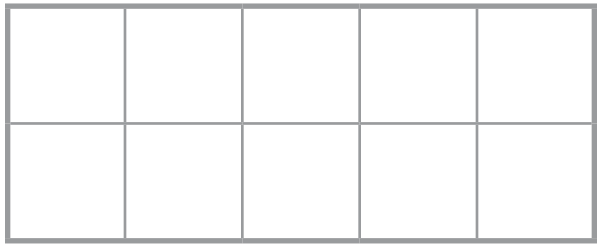
_____ + _____ = 10



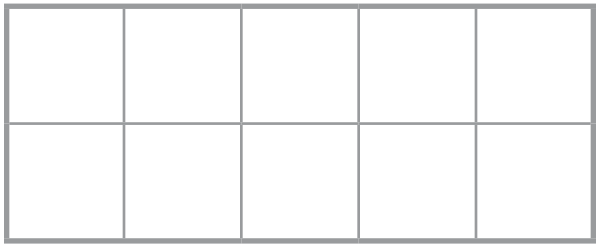
_____ + _____ = 10



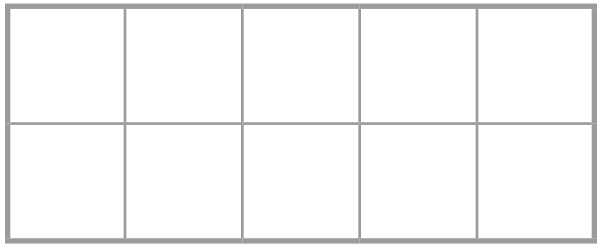
_____ + _____ = 10



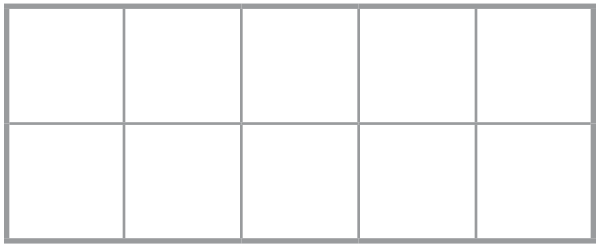
_____ + _____ = 10



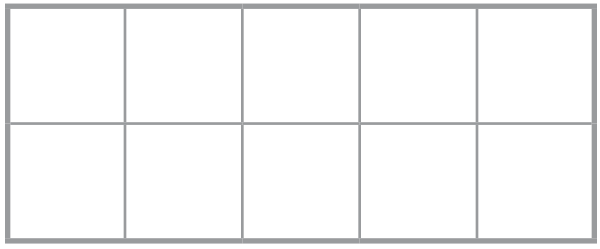
_____ + _____ = 10



_____ + _____ = 10



_____ + _____ = 10



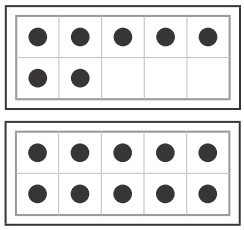
_____ + _____ = 10

NAME _____ DATE _____

How Many to 10? Directions

You need

- Ten Frame Cards
- Drawing materials in two colors
- *How Many to 10?* Recording Sheet (G69)

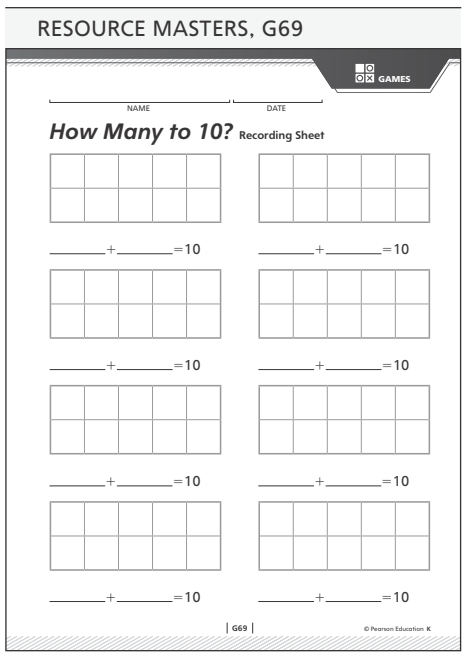


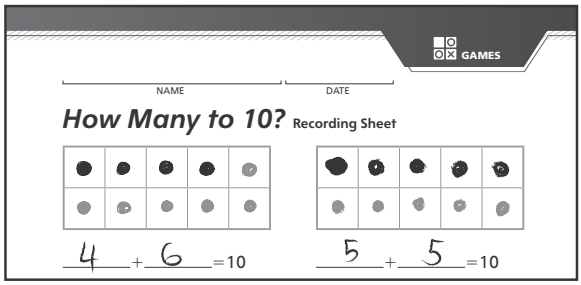
Play with a partner. Work together.

1. Player 1 takes a card.
2. Players figure out how many dots.
3. Each player colors that many dots.
4. Players figure out how many dots they need to get to 10.
5. Each player adds that many dots in another color.
6. Each player completes the equation.

More Ways to Play

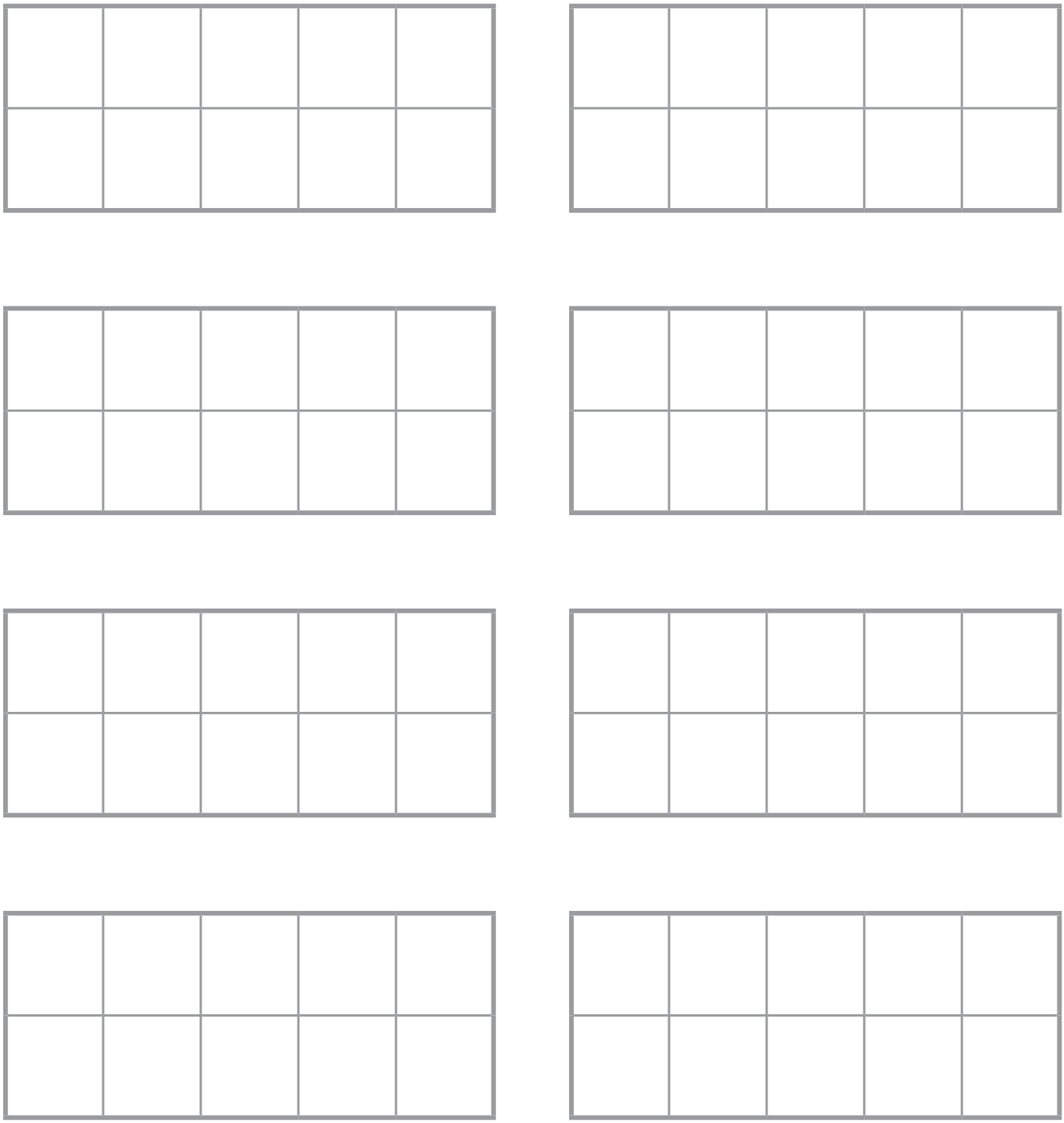
- Play using *How Many to 10?* Recording Sheet 2 (G71).





NAME _____ DATE _____

How Many to 10? Recording Sheet 2



Name_____ **Teacher** _____

Math Work Packet Outline Kindergarten

✓	**Week 4/20-4/24** **Pick some activities from the Family Letter Related Activities to Try at Home pages 37-38 and 53-54 to do this week.**	
	Monday	Complete Student Practice Page # 2
	Tuesday	Complete Student Practice Page # 39
	Wednesday	Complete Student Practice Page # 43
	Thursday	Complete Student Practice Page # 56
	Friday	Complete Student Practice Page # 57

✓	**Week 4/28-5/1** **Pick some activities from the Family Letter Related Activities to Try at Home pages 77-78 and 97-98 to do this week.**	
	Tuesday	Complete Student Practice Page # 79
	Wednesday	Complete Student Practice Page # 80
	Thursday	Complete Student Practice Page # 95
	Friday	Complete Student Practice Page # 96

✓	**Week 5/4-5/8** **Pick some activities from the Family Letter Related Activities to Try at Home pages 107-108 & 137-138 to do this week.**	
	Monday	Complete Student Practice Page # 109
	Tuesday	choose a math game to play
	Wednesday	Complete Student Practice Page # 111
	Thursday	choose a math game to play
	Friday	Complete Student Practice Page # 139

Name_____ **Teacher** _____

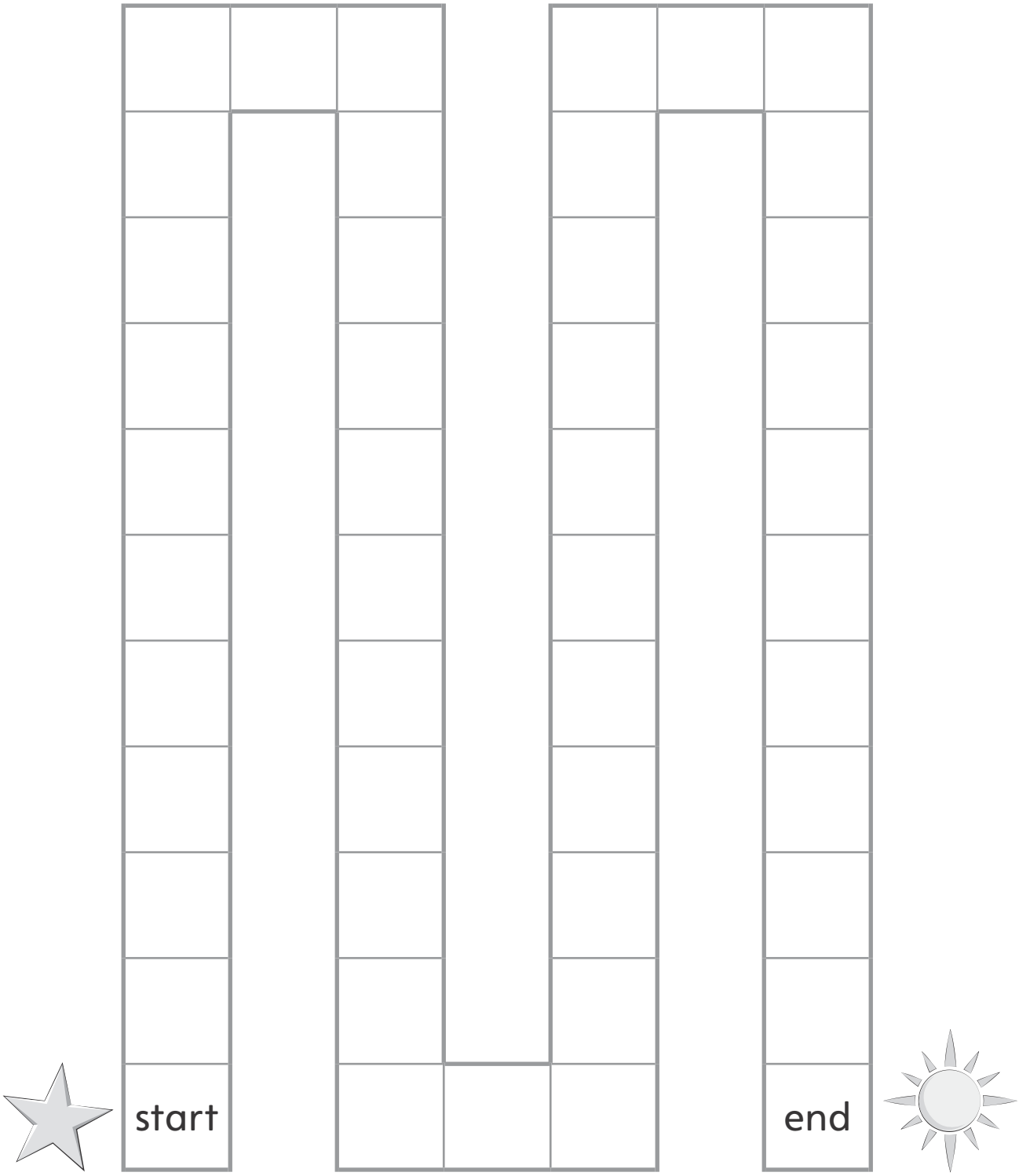
✓	**Week 5/11-5/15** **Pick some activities from the Family Letter Related Activities to Try at Home pages 117-118 to do this week.**	
	Monday	Complete Student Practice Page #112
	Tuesday	choose a math game to play
	Wednesday	Complete Student Practice Page # 113
	Thursday	choose a math game to play
	Friday	Complete Student Practice Page # 144

✓	**Week 5/18-5/22** **Pick some activities from the Family Letter Related Activities to Try at Home pages 149-150 & 159 to do this week.**	
	Monday	Complete Student Practice Page # 154
	Tuesday	Complete Student Practice Page # 135
	Wednesday	choose a math game to play
	Thursday	Complete Student Practice Page # 151
	Friday	Complete Student Practice Page # 152

✓	**Week 5/26-5/29**	
	Tuesday	Complete Student Practice Page # 161
	Wednesday	choose a math game to play
	Thursday	Complete Student Practice Page # 157
	Friday	choose a math game to play

NAME DATE

Race to the Sun Gameboard

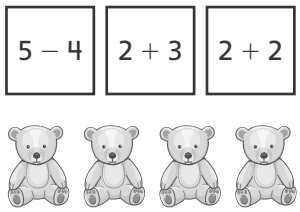


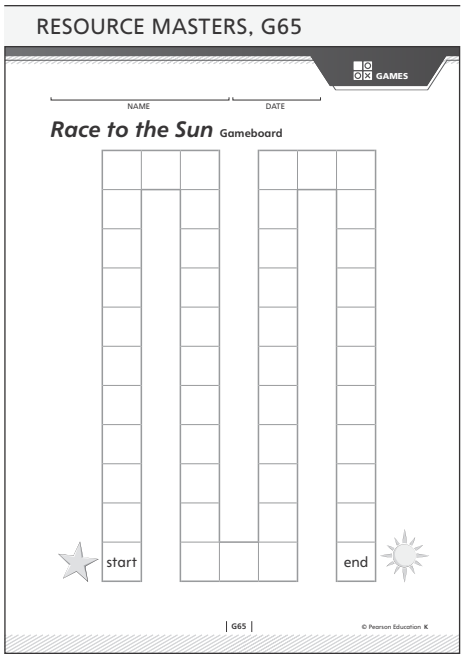
NAME _____ DATE _____

Race to the Sun Directions

You need

- Fluency within Five Cards
- Teddy bear or other counters
- *Race to the Sun* Gameboard (G65)





Play with a partner.

1. Player 1 takes a card.

   2 + 2

2. Player 1 solves the problem and moves their counter that many spaces.

   2 + 2 = 4

3. Player 2 takes a turn, using Steps 1–2.
4. The game is over when one player reaches the sun.

More Ways to Play

- Play until both players reach the sun.

NAME _____ DATE _____

Race to the Top: Ten Frames Recording Sheet

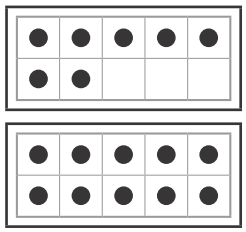
10	11	12	13	14	15	16	17	18	19

NAME _____ DATE _____

Race to the Top: Ten Frames Directions

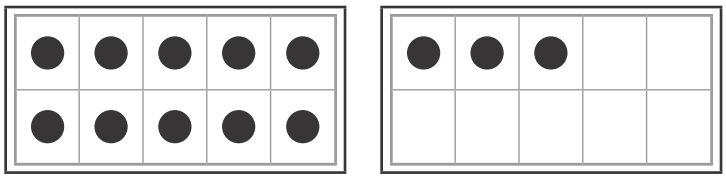
You need

- Ten Frame Cards
- Ten Cards
- *Race to the Top: Ten Frames* Recording Sheet (G77)

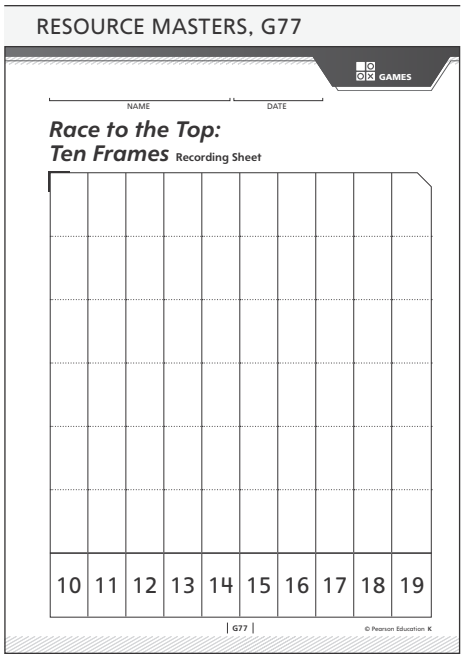


Play alone.

1. Take a Ten Card. Take a Ten Frame Card.



2. Find the sum. Write that number on your recording sheet.
3. The game is over when one column is full.



RESOURCE MASTERS, G77

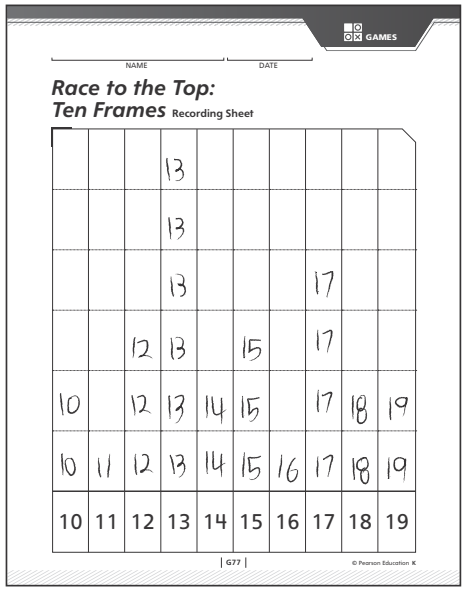
GAMES

NAME DATE

Race to the Top: Ten Frames Recording Sheet

10	11	12	13	14	15	16	17	18	19

G77 © Pearson Education K



GAMES

NAME DATE

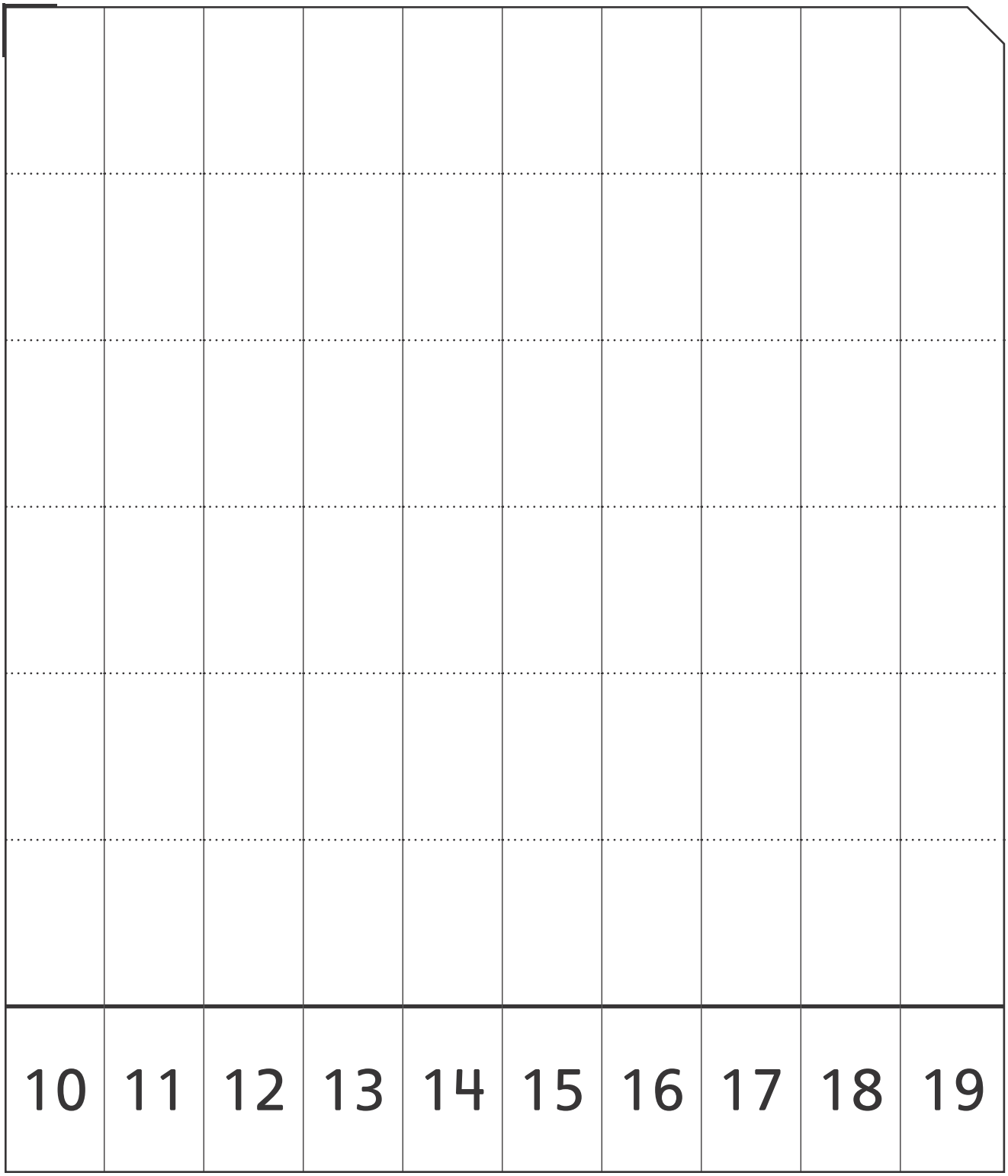
Race to the Top: Ten Frames Recording Sheet

			13						
			13						
			13				17		
		12	13		15		17		
10		12	13	14	15		17	18	19
10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19

G77 © Pearson Education K

NAME _____ DATE _____

Race to the Top: Teen Numbers Recording Sheet

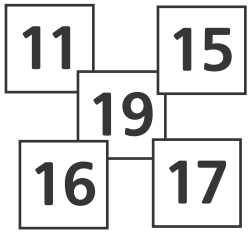


NAME _____ DATE _____

Race to the Top: Teen Numbers Directions

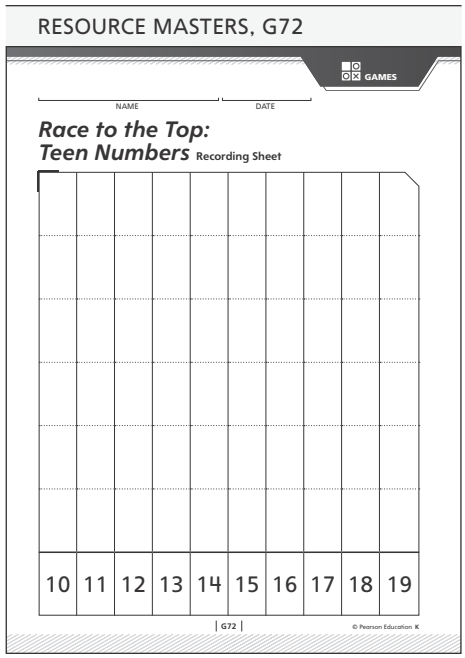
You need

- Teen Number Cards
- *Race to the Top: Teen Numbers* Recording Sheet (G72)



Play alone.

1. Take a card.
2. Write that number on your recording sheet.
3. The game is over when one column is full.


RESOURCE MASTERS, G72

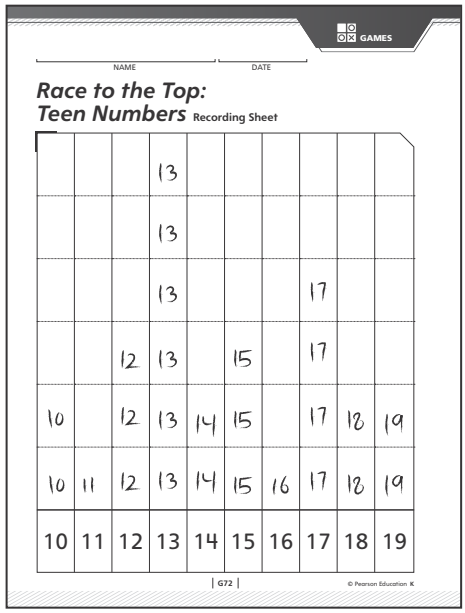
GAMES

NAME DATE

Race to the Top: Teen Numbers Recording Sheet

10	11	12	13	14	15	16	17	18	19

G72


GAMES

NAME DATE

Race to the Top: Teen Numbers Recording Sheet

			13						
			13						
			13				17		
		12	13		15		17		
10		12	13	14	15		17	18	19
10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19

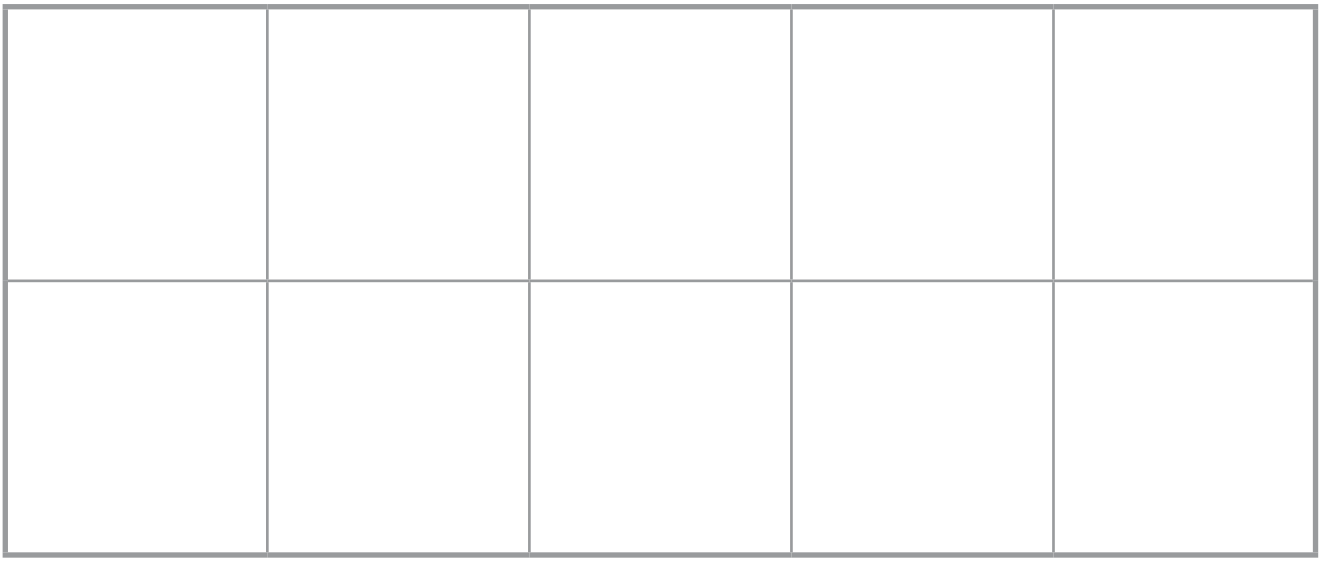
G72

NAME _____ DATE _____

Ten Frame

NAME _____ DATE _____

Two Ten Frames



Kindergarten Computer Science & Integrated Technology "Unplugged" Lessons!

Students can choose to do 1 or 2 items each week from the choice board below.

Computer Science & Integrated Technology	Innovative Designer	Digital Citizen	Creative Communicator	Computational Thinker
WEEK 1 April 20 – April 24	Fold a piece of paper different ways to see how to make it fall faster	Draw a picture of how to be a good digital citizen	Have a parent share about a favorite video game from their childhood	Draw and name as many computer parts as you can
WEEK 2 April 27 – May 1	Make something from empty paper towel or toilet paper rolls	Draw a picture of something you like to do when you are taking a break from using your technology	Describe to a family member how to make a sandwich and let them follow your directions exactly	Tell what the spacebar and the backspace keys are used for on a keyboard
WEEK 3 May 4 – May 8	Draw a picture of your favorite space in your house	Ask a family member to help you create a list of rules to help your family have time without computers and phones	Play a card game that has numbers and letters	Have someone read you a story and review what came first, next and last in the story
WEEK 4 May 11 – May 15	Ask a family member to help you fix a broken toy (instead of throwing it away)	Tell a family member three things you must keep to yourself when you use the Internet	Draw 10 circles and turn each into something (pizza, wheel, etc.)	Play a board game
WEEK 5 May 18 – May 22	Draw a picture using only triangles and rectangles	Tell a family member why you should use a password to log in to a computer	Draw a picture of something in your house that is a computer	Count by 1s, 2s, or 5s to 100
WEEK 6 May 25 – May 29	Watch an episode of "How Its Made" from the Science Channel	Create a "Digital Citizen SuperHero" and tell why they are a super digital citizen!	Have a family member help you find the oldest item in your house	Tell about your favorite computer game

We all miss you and look forward to seeing you again!

Our contact information:

Bordewich Elementary: Mr. Crittenden - jcrittenden@carson.k12.nv.us
Empire Elementary: Mr. Koop - jakoop@carson.k12.nv.us
Fremont Elementary: Mr. Ellis - kellis@carson.k12.nv.us
Fritsch Elementary: Mrs. Waltz - iwaltz@carson.k12.nv.us
Mark Twain Elementary: Ms. Bobula - tbobula@carson.k12.nv.us
Seeliger Elementary: Mr. Dineen - ddineen@carson.k12.nv.us

Elementary PE Activity Calendar

Students: As we continue remote learning during this uncertain time, your PE teachers would like you to understand that one of our biggest goals in teaching is to get you to love movement and learning through movement. As we conclude this school year, please use this calendar below as a starting point, at least one time during the day, if not more, to be physically active. As you do these activities, please take this time to learn what you enjoy doing. This is a perfect time in your life to develop a love of physical activity. We want you to love it. So, please try different activities. Please create your own activity. Being physically active while being asked to stay at home is an important part of your overall health, both physically and mentally. We miss you, we think about you and we can't wait to see you again. Should you have any questions, please email your PE teacher listed below; we would be glad to help you in any way.
Parents, we encourage you to continue to email pictures of your children doing these activities as we truly miss their smiles.

INSTRUCTIONS: Choose at least one activity from each day. Check box when completed.
Below are the standards we are focusing on during this time. Please stay active and be safe.
Standards: 1.2.4 & 1.5.4 "Demonstrate safe practices while participating in physical activities."
Standards: 3.2.2 & 3.5.2 "Demonstrate healthy activity patterns by participating in physical activity."

Contact(s):
Fritsch Elementary: bhenry-herman@carson.k12.nv.us
Bordewich Elementary: lhurzel@carson.k12.nv.us
Mark Twain Elementary: ckaten@carson.k12.nv.us
Student Support Services: vmidboe@carson.k12.nv.us
Empire Elementary: mgardner@carson.k12.nv.us
Fremont Elementary: drand@carson.k12.nv.us
Seeliger Elementary: thornemann@carson.k12.nv.us

	Monday	Tuesday	Wednesday	Thursday	Friday
April 20-24	❑ Watch your favorite TV show, during commercials run in place. ❑ Crab walk to another room. ❑ Have a dance party to at least one song. ❑ Physical activity of your choice.	❑ How long can you balance on one leg? Try both sides. ❑ Go for a fifteen-minute walk. ❑ Jump rope thirty times, with or without a rope. ❑ Physical activity of your choice	❑ Create your own game. ❑ Thirty jumping jacks. ❑ Hold a plank as long as you can. ❑ Physical activity of your choice	❑ Read a book while doing a wall-sit. ❑ Take a walk. ❑ Perform daily stretches. ❑ Physical activity of your choice	❑ Walk straight lines, walk curved lines, and then walk backward. ❑ How many push-ups can you do? ❑ Complete a chore around the house. ❑ Physical activity of your choice
April 27 - May 1	❑ Do ten burpees. ❑ Play a vigorous game of hide and seek. ❑ Draw different formations of lines with chalk on your sidewalk/drive-way and balance on them. ❑ Physical activity of your choice	❑ Toss with a partner or self-toss an object (underhand). ❑ Do planks during commercials while watching your favorite show. ❑ Go outside for a walk and find five things that start with the first letter of your first name. ❑ Physical activity of your choice	❑ Jump side to side over an object or line. ❑ Crawl like a seal: lay on your stomach and use your arms to pull your body along. ❑ Bear crawl for 1-3 minutes. ❑ Physical activity of your choice	❑ 30 squats. ❑ Practice juggling with empty plastic bags; toss, toss, catch, catch. ❑ 20 front kicks, 3 times throughout the day. ❑ Physical activity of your choice	❑ Go for a walk and find three things that make you smile. ❑ Lunge to a destination and bear crawl back. ❑ Do as many wall push-ups as you can. Do three times throughout the day. ❑ Physical activity of your choice

	Monday	Tuesday	Wednesday	Thursday	Friday
May 4-8	❑ Play a game with your family. ❑ Play a song and make up a dance. ❑ Balance a book on your head and walk around the house. ❑ Physical activity of your choice	❑ 64 basketball jump shots with or without a ball. ❑ Make a ball out of a sock and play toss and catch. ❑ Skip around your house. ❑ Physical activity of your choice	❑ Have a sit-up or curl-up challenge with a partner. ❑ Roll a ball at an empty can and see how many times you can knock it over in a minute. ❑ Spell your first and last name while doing jumping jacks. ❑ Physical activity of your choice	❑ Have a plank challenge with a partner. ❑ Practice your bottle flip, outside preferred. ❑ Stand in front of a mirror and flex every muscle you can think of. ❑ Physical activity of your choice	❑ Stretch all your body parts. ❑ While laying on your back see how long you can keep your legs in the air. Legs straight and off the ground. ❑ Do three sets of twenty bicycle crunches in one day. ❑ Physical activity of your choice
May 11-15	❑ Dribble a ball for fifteen minutes. ❑ Juggle and/or kick a ball around with your feet. ❑ Go for a ten-minute walk. ❑ Physical activity of your choice	❑ Pretend hula hoop to a song. ❑ High knees or marches to a song. ❑ Hold a squat and/or wall-sit for as long as you can. Perform three times throughout the day. ❑ Physical activity of your choice	❑ How long can you hold your arms out in front of you? Perform three times. ❑ Balance on your various body parts. ❑ Rock-paper-scissors with a partner. The loser does 5 jumping jacks. Winner gets a drink. Play multiple rounds. ❑ Physical activity of your choice	❑ Jump over an object twenty times. ❑ Pretend there is a puddle in front of you. Practice jumping in it, over it, around it, etc. ❑ Throw sock balls into a laundry basket, repeat multiple times. ❑ Physical activity of your choice	❑ Make up a dance to a song. ❑ Make bubbles and chase them around the yard. ❑ Go on a ten-minute walk. ❑ Physical activity of your choice
May 18-22	❑ Have a scavenger hunt in your house. ❑ Go on a walk with your family. ❑ Volley a balloon. How many times can you keep it up? ❑ Physical activity of your choice	❑ Frog hop or leapfrog around your house. ❑ Flutter like a butterfly around your house. ❑ Crab walk around your house. ❑ Physical activity of your choice	❑ Set up your own obstacle course. ❑ Make a jump rope and jump. Try different supplies to make one. ❑ Get on some wheels (with your helmet) and cruise around safely. ❑ Physical activity of your choice	❑ Waddle like a penguin and swim like a fish. ❑ Jump from room to room. ❑ Show me your ninja moves. ❑ Physical activity of your choice	❑ Pop like popcorn and melt like a popsicle. ❑ Jungle yoga: stand like a lion, hang like a monkey, and sit like a panda. ❑ Pretend to be a PE teacher and make up a routine for someone. ❑ Physical activity of your choice

	Monday	Tuesday	Wednesday	Thursday	Friday
May 25-29	HOLIDAY Enjoy the break!	❑ Go for a walk. Time yourself how fast you can walk around your house. ❑ Bounce pass a ball with a partner. Dribble and toss the ball back and forth. ❑ Volley a ball or balloon with someone. ❑ Physical activity of your choice	❑ Google: "Minute to Win It" games and play one with your family. ❑ Go for a hike. ❑ Go for a walk and find 5 yellow things. ❑ Physical activity of your choice.	❑ Toss and catch a penny or other coin. ❑ Take a mindful minute. (i.e. breathing, relaxation, etc) ❑ Drink six cups of water today. ❑ Physical activity of your choice.	❑ Eat healthy today. ❑ Do bicep curls with a can or other items. ❑ How far can you roll a ball? Roll a ball 5 times as far as you can. ❑ Physical activity of your choice.
6/1 - 6/3	Physical activity that makes your heart beat fast.	Physical activity that makes you sweat.	Physical activity that makes you happy.		

Kindergarten Music Lessons!

Students can choose to do 1 or 2 items each week from the choice board below.

M	U	S	I	C
WEEK 1 April 20 – April 24	Listen to a song and draw how it makes you feel.	Draw squiggly lines and try making your voice follow the path you created.	Dance or move to the beat of your favorite song.	Sing your favorite music class songs to your stuffed animals.
WEEK 2 April 27 – May 1	Draw and name as many instruments as you can.	Blow a bubble and follow it with your voice. (When the bubble rises in the air, your voice should rise, too!)	What are all of the ways you can move your body to music? Can you wiggle like a worm or bounce like a rabbit?	Sing a song in a loud voice. Sing a song in a soft voice. Which is your favorite?
WEEK 3 May 4 – May 8	Take a listening walk (inside or outside) and list all of the sound you hear around you.	Have someone read you a story. Add sound effects using your voice and household items.	Try to find a fast song. Now, try to find a slow song. You can dance fast and slow along with your songs!	Make up your own song and sing it to your family.
WEEK 4 May 11 – May 15	Have a parent sing you a favorite song from their childhood.	Find something in your house you can use as a drum and play rhythms you make up.	Put on some music and march, skip, or hop to the beat. Change your movement when the music changes	Sing and Dance to your favorite song for your family or pets!
WEEK 5 May 18 – May 22	Ask a family member to play an instrument or sing to you.	Use found sounds (Pencils, Keys, Spoons) to tap the beat of your favorite song.	Teach somebody your favorite dance moves!	Play an instrument you have, or make, for your family or a stuffed animal.
WEEK 6 May 25 – May 29	Find things in your house that move Slow or Fast. Write about them, or draw pictures!	Clap rhythms you make up to your favorite song.	Practice singing a song. Move your hand to show where it goes higher and lower.	Put on a concert for your family, either singing or playing and instrument.

We all miss you and look forward to seeing you and making music again! If you need to contact your music teacher, below are our email addresses and links to additional music resources you can use if you want even more music fun!

Bordewich- Mr. Catron- acatron@carson.k12.nv.us **Empire**- Ms. Robinson- crobinson@carson.k12.nv.us

Fremont- Mrs. Van Orman- sreynolds@carson.k12.nv.us **Seeliger**- Mr. Van Orman- dvanorman@carson.k12.nv.us

Fritsch- Ms. Witkowski- nwitkowski@carson.k12.nv.us or you can reach her on Class Dojo

Mark Twain- Mrs. Bourne- cbourne@carson.k12.nv.us or visit her school webpage https://bit.ly/2Vfofga or her YouTube Channel "Bourne to Teach Music"