



Kinder Week 1

March 2020

Hello Parents,

We hope that this letter finds you doing well. In an effort to help our students keep their skills sharp, we have provided packets of optional activities for your child to work on from home. These packets are full of review material for your child and will not need to be returned to school.

UCPS is also offering many other resources on our EmpowerED Family Portal on our website. Check them out at www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Marzo 2020

Hola padres

Esperamos que todos se encuentren bien. En un esfuerzo para ayudar a nuestros estudiantes a mantener sus habilidades académicas, hemos creado paquetes de actividades opcionales para que su hijo pueda trabajar en casa. Estos paquetes están llenos de material de repaso para su hijo. No es necesario que su hijo los devuelva a la escuela.

UCPS también ofrece muchos otros recursos en nuestro Portal Familiar Empoderado en nuestro sitio web. Véalos en www.ucps.k12.nc.us/domain/2917.

¡Esperamos que sigan seguros y de buena salud!

Additional Print Resources

Parent/Guardian Instructions:

You will find learning opportunities for reading, math, science/social studies. These lessons and activities are intended to provide you with 30-40 minutes of learning support **per subject** for each day. All materials listed in the learning calendar below are provided in these additional print materials. Read daily with your child for twenty minutes. Have your child choose a book they will enjoy. Some math activities may require items such as counters. You may use materials commonly found at home (ie: buttons, cereal, beans, playing cards, beads, etc.).

Reading

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Independent Reading: Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p>Language Activity: Choose one activity from the choice board and complete the activity with your child.</p> <p>Discovery Time: Go bird watching and have your child record one page in their bird research notebook.</p> <p>**Record something different on each page throughout the week.</p> <p>Complete the read and solve riddles. Write about a bird you saw.</p>	<p>Independent Reading: Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p>Language Activity: Choose one activity from the choice board and complete the activity with your child.</p> <p>Discovery Time: Go bird watching and have your child record one page in their bird research notebook.</p> <p>Read <i>A Busy Bird</i> and answer the questions.</p>	<p>Independent Reading: Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p>Language Activity: Choose one activity from the choice board and complete the activity with your child.</p> <p>Discovery Time: Go bird watching and have your child record one page in their bird research notebook.</p> <p>Read <i>Birdwatching with Mom</i> and answer the questions.</p>	<p>Independent Reading: Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p>Language Activity: Choose one activity from the choice board and complete the activity with your child.</p> <p>Discovery Time: Go bird watching and have your child record one page in their bird research notebook.</p> <p>Read <i>What is a Bird</i> and answer the questions.</p>	<p>Independent Reading: Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p>Language Activity: Choose one activity from the choice board and complete the activity with your child.</p> <p>Discovery Time: Go bird watching and have your child record one page in their bird research notebook.</p> <p>Complete the activity sheet. Match the beaks to what the birds eat.</p>

Kindergarten - Week 1

Daily Math Directions: (The math block should take approximately 40 minutes to complete.)

1. Complete lesson practice pages
2. Complete an extension activity included in the lesson plan or the center activity that follows the practice practices pages, (if your child finishes before the 40 minute block).

(*Iready and Dreambox online instruction is available for all students who have digital access as an alternative option.*)

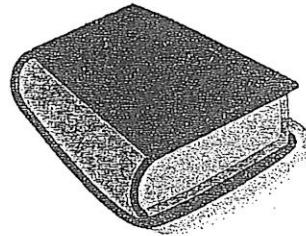
Day 1- Understanding Addition	Day 2- Adding Within 5	Day 3- Understanding Subtracting	Day 4- Subtracting Within 5	Day 5- Facts to 5
First, match pictures to the correct equation. Then, write the number of cubes in each set below and practice reading the equation. Last, draw lines to match each picture with its equation.	Write equations to match the dot cards. Then write the total in each equation.	Match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then draw lines to match.	Write equations to match the pictures. Then write the answer to each subtraction equation.	Use the pictures to help complete each equation. Read each equation aloud, compare, and try to look for patterns. For example, $1+2=3$, so if you start with 3 and take away 2, you have 1 left.
<u>Extension Activity:</u> Draw your own pictures and write matching equations.	<u>Extension Activity:</u> Dot card activity- Hold the card up for 5 seconds and then put the card down. Ask, "How many dots were on the card"? Continue to practice with the cards and play as a game. The goal is to memorize and see the dots as a pattern.	<u>Extension Activity:</u> Using objects you can find at home, (pennies, buttons, toy cars, etc), draw 2 subtraction pictures and write a matching equation.	<u>Extension Activity:</u> Draw your own subtraction picture using dots and write a matching equation.	<u>Extension Activity:</u> Practice Dot Cards or Create 2 equations using pictures that have a similar pattern. For example, $1+2=3$, so if you start with 3 and take away 2, you have 1 left.

Independent Reading

1. Read for 20 minutes.



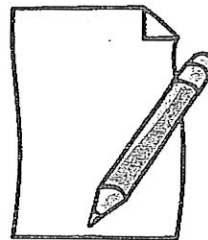
2. Choose 1 of your books.



3. Pick a task.

Reading Task Choose one	
Explain • What was the main idea of the text? • How did the author develop the main idea?	Summarize • What is the main idea of the text? • How did the author develop the main idea?
Compare • How are the two texts similar? • How are the two texts different?	Reflect • How does the text make you feel? • How does the text make you think?
Write • Write a letter to the author. • Write a letter to a friend about the text.	Draw • Draw a picture of the text. • Draw a picture of the author.

4. Do the task.



Reading Task

Choice Boards



Fiction (Story Books)	
Characters <ul style="list-style-type: none"> Who were the characters in this story? Draw and label a picture of the characters. 	Setting <ul style="list-style-type: none"> Where did the story take place? Draw and label a picture of the setting.
Events <ul style="list-style-type: none"> What are the most important events in this story? Draw or write the events in order. 	Feelings <ul style="list-style-type: none"> Find a part where the main character had a big feeling. Write about the feeling and tell why the character was feeling that way.

Nonfiction (Teaching Books)	
Main Topic <ul style="list-style-type: none"> What is the book all about? What are the key details? <p>Main Topic- What the book is all about. Key Details- The big ideas in the book that support the main topic.</p>	Title <ul style="list-style-type: none"> Write the title. Why do you think the author chose this title? Write about it.
Topic Words <ul style="list-style-type: none"> Find words that the author used that are important to the topic. List the words. 	Pictures <ul style="list-style-type: none"> Choose a picture in the book. What can you learn from the picture? Write about it.

Daily Language Activity

**Week 1: Choose one activity
to do each day.**

Rhyme Memory Match	Compound Word Hunt	Choose and Chat	Making Words
Making More Words	Making Playdough	Making a Cake	CVC Word Memory



Phonological Awareness

PA.007

Rhyme

Rhyme Memory Match

Objective

The student will recognize rhyming words.

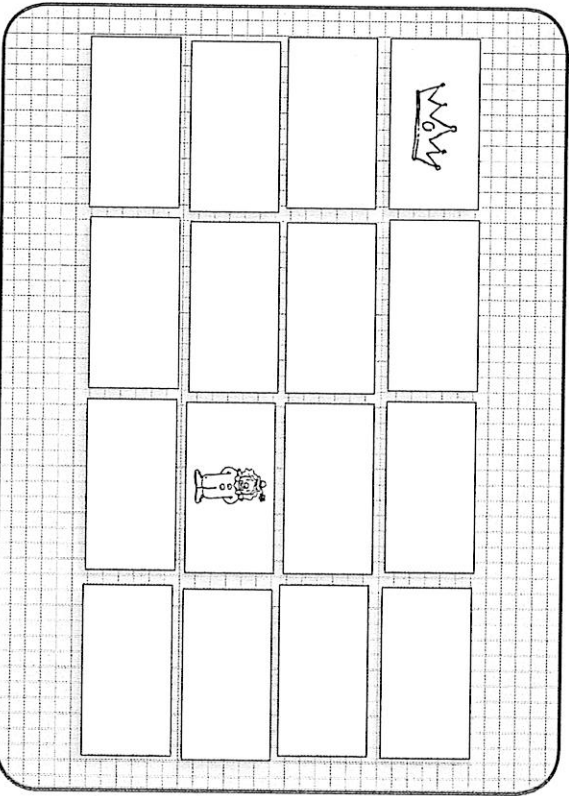
Materials

- ▶ Rhyming picture cards (Activity Master PA.007.AM1a - PA.007.AM1g)
- Select target rhymes.*

Activity

Students match rhyming pairs of picture cards.

1. Place the rhyming picture cards face down in rows.
2. Taking turns, students select two cards, name the picture on each (e.g., "crown, clown"), and determine if there is a match.
3. If there is a match, pick up the cards and place to the side. If cards do not match, return them to their original positions.
4. Continue until all rhyming pairs are made.
5. Peer evaluation



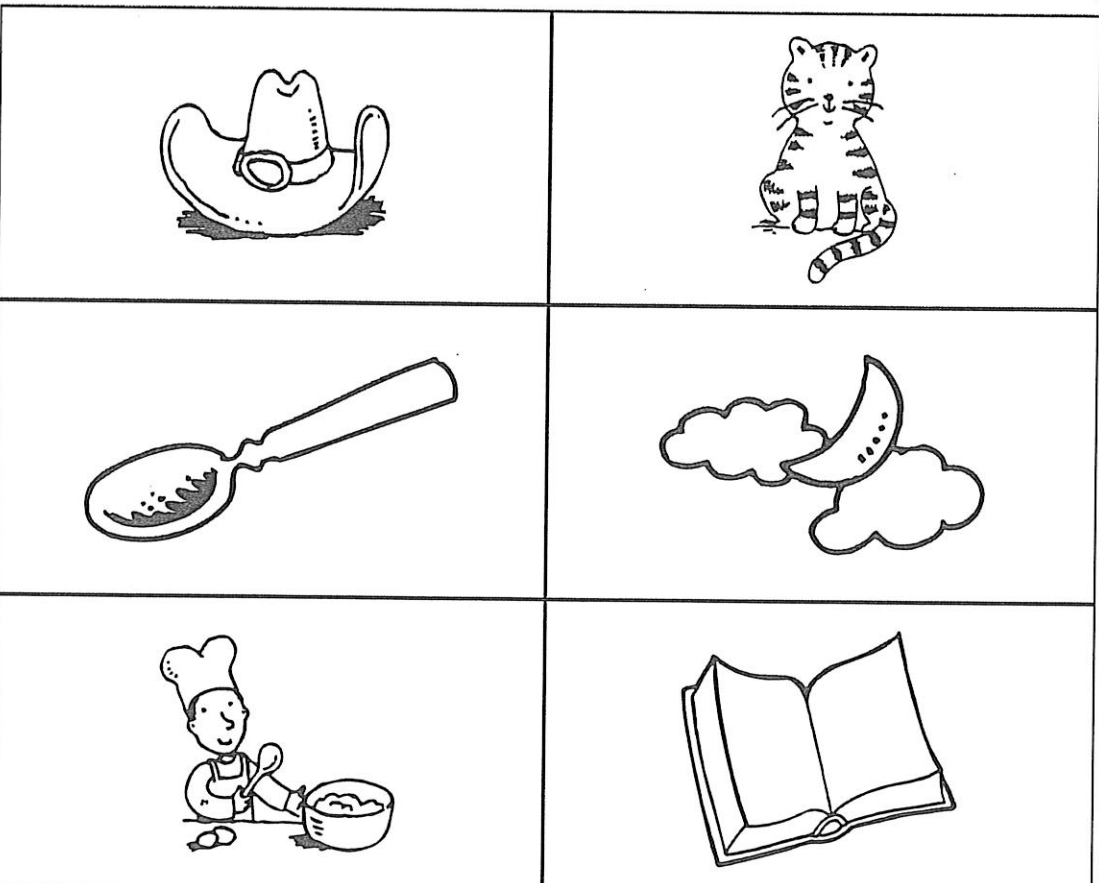
Extensions and Adaptations:

- ▶ Sort cards on a pocket chart and review rhyming pairs.
- ▶ Play using initial sound picture cards (Activity Master PA.007.AM2a - PA.007.AM2e).

Phonological Awareness

Rhyme Memory Match

PA.007.AM1a









rhyming picture cards: cat, moon, book, hat, spoon, cook

Phonological Awareness

PA.007.AM1d

Rhyme Memory Match

rhyming picture cards: clown, mouse, sheep, crown, house, jeep



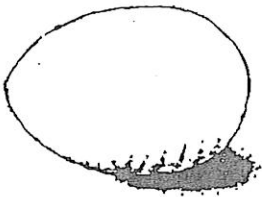
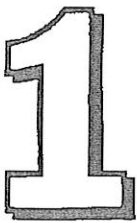
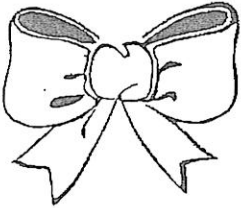

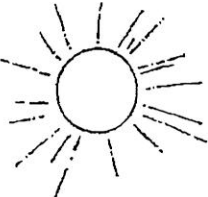

PA.1 Student Center Activities: Phonological Awareness

©2009 The Florida Center for Reading Research (Florida, 2009)

Phonological Awareness

Rhyme Memory Match

PA.007.AM1e

rhyming picture cards: egg, one, bow, leg, sun, toe



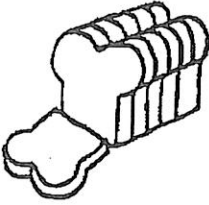


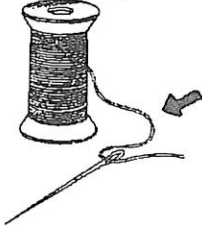


©2009 The Florida Center for Reading Research (Florida, 2009)

PA.1 Student Center Activities: Phonological Awareness

Phonological Awareness

PA.007.AM1b

Rhyme Memory Match

rhyming picture cards: bread, beach, can, thread, peach, pan

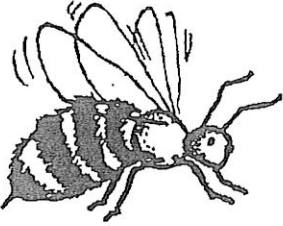



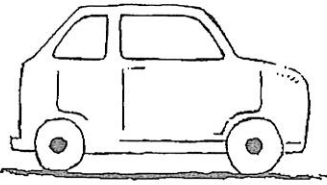
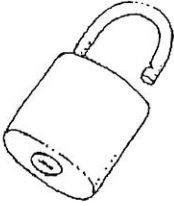
K-1 Student Center Activities Phonological Awareness

©2005 The Florida Center for Reading Research (Florida, 2005)

Phonological Awareness

Rhyme Memory Match

PA.007.AM1c

rhyming picture cards: bee, star, sock, knee, car, lock



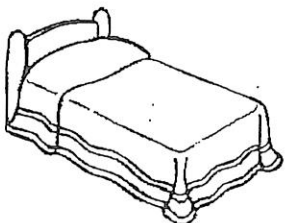

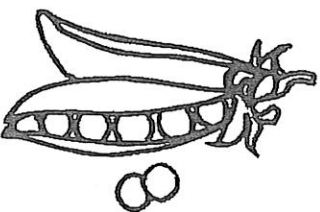
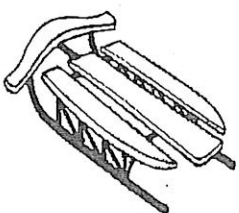
©2005 The Florida Center for Reading Research (Florida, 2005)

K-1 Student Center Activities Phonological Awareness

Phonological Awareness

PA.007.AM1f

Rhyme Memory Match

rhyming picture cards: mitten, key, bed, kitten, pea, sled

g


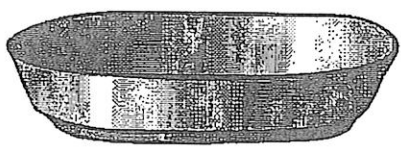


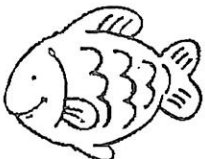

PA.007.AM1f

©2008 The Florida Center for Reading Research (Florida, 2008)

Phonological Awareness

Rhyme Memory Match

PA.007.AM1g

rhyming picture cards: pie, dish, nose, tie, fish, nose

g

PA.007.AM1g

©2008 The Florida Center for Reading Research (Florida, 2008)

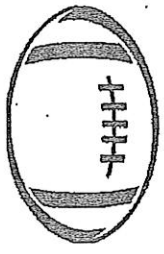
Vocabulary

V.009.AM2b

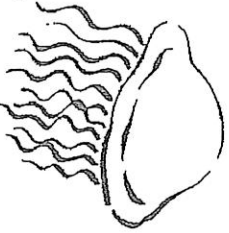
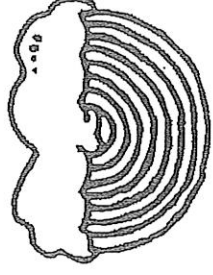
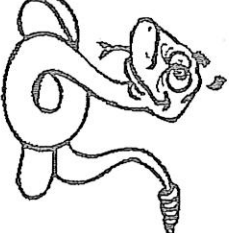

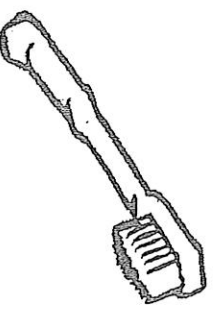
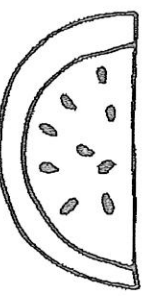
Compound Word Hunt

Compound Words: Cut apart the picture cards and word cards. Keep them separated. Place the picture cards face down and scatter the word cards face up. Choose a picture card, then find the two word parts that make the compound word. Example:

Foot ball



Write the words that you make here:

picture cards: jellyfish, rainbow, rattlesnake, sunlight, toothbrush, watermelon

Not Student Center Activities Vocabulary

©2000 The McGraw-Hill Companies, Inc. All Rights Reserved. (Revised 2008)

Vocabulary

V.009.AM1.c

Compound Word Hunt

rattle	snake
sun	light
tooth	brush
water	melon

compound word cards

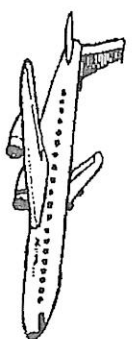
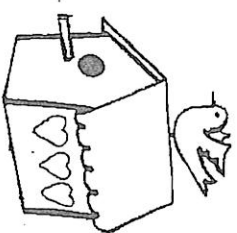
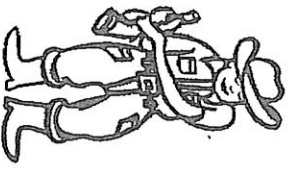
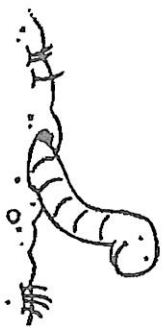
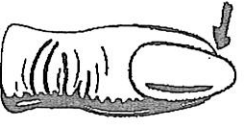
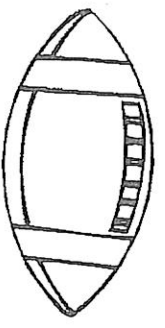
K-1 Student Center Activities Vocabulary

©2005 The Florida Center for Reading Research (Orlando, 2005)

Vocabulary

Compound Word Hunt

V.009.AM2.a

picture cards: airplane, birdhouse, cowboy, earthworm, fingernail, football

©2005 The Florida Center for Reading Research (Orlando, 2005)

K-1 Student Center Activities Vocabulary

Vocabulary

V.009.AM1a

Compound Word Hunt

air	plane
bird	house
cow	boy
earth	worm

gk

compound word cards

K-1 Student Center/Activities Vocabulary

©2005 The Franklin Center for Reading Research (Franklin, 2005)

Vocabulary

Compound Word Hunt

V.009.AM1b

finger	nail
foot	ball
jelly	fish
rain	bow

gk

compound word cards

©2005 The Franklin Center for Reading Research (Franklin, 2005)

K-1 Student Center/Activities Vocabulary

Name _____

Choose and Chat

Choose an object in your house. Write 4 words that describe the object.

_____ object

Describing Words

1. _____

2. _____

3. _____

4. _____

_____ object

Describing Words

1. _____

2. _____

3. _____

4. _____

_____ object

Describing Words

1. _____

2. _____

3. _____

4. _____

_____ object

Describing Words

1. _____

2. _____

3. _____

4. _____

Making Words

Cut apart the letter cards and the word chunk cards. Choose a word chunk card and place one letter at the beginning. If it makes a word write that word. Keep going until you have made all the words you can. Then choose another word chunk card and make more words.

___ell	___an
___ag	___ed
___ot	___ip

Making Words Word Chunk Cards

ur

re

ri

ue

ru

ro



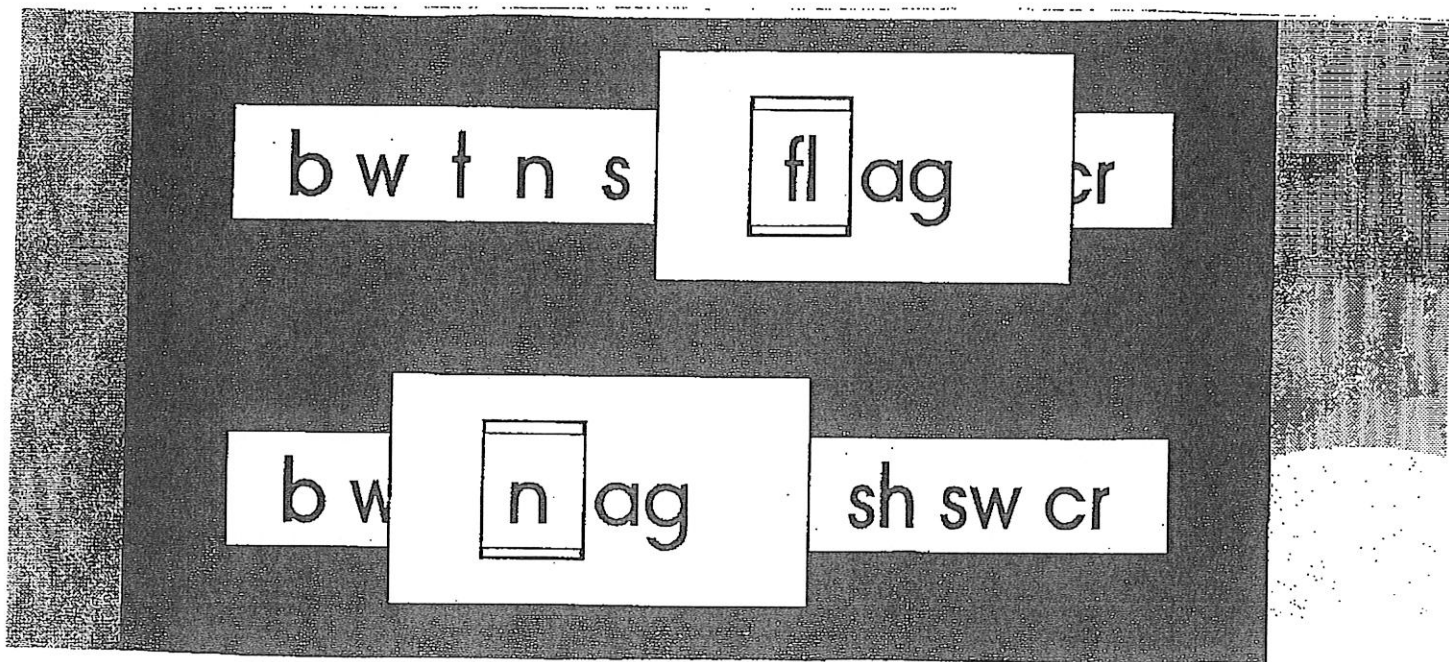
Making Words Letter Cards

t	i	
o	o	
r	w	
s	c	
m	u	p



Making More Words

Cut out the letter card strips and the word chunk cards. Insert the letter card strip into the word chunk and slide it until you make a word. Make a list of the words as you make them. Choose 3 words and write a sentence with each word.



③ im	① ag
④ ate	② ail

b w t n s b r f l s h s w c r ①

n m s t w p f s n t r q u ②

d h r T b r g r s l s w t r w h ③

d g l k r c r g r p l s k s t ④

Making More Words

Name _____

Write a word in each box.

Write the 3 sentences here.

1- _____

2- _____

3- _____

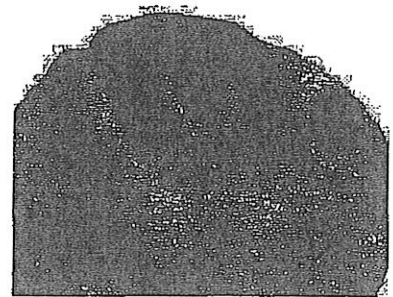
How to Make Play Dough

You will need:

measuring cups
4 plastic containers

Ingredients:

1 cup warm water
3 cups flour
1 $\frac{1}{2}$ cups salt
 $\frac{1}{4}$ cup vegetable oil
food coloring



Steps:

- ① Work with an adult. Mix these ingredients together in a bowl—water, flour, salt, and oil.
- ② Add more flour if the mixture is too sticky. Knead the dough until it feels soft and smooth.
- ③ Divide the dough into four parts. Add 4 to 6 drops of food coloring to each part. Knead the coloring into the dough.
- ④ Store the play dough in airtight containers. It will keep for several weeks.

Making a cake

Cut apart cards. Put them in order of how to make a cake. Glue each picture on the papers provided (front and back) and write what to do in each step of making the cake. (Included are 2 blank sheets of paper.)

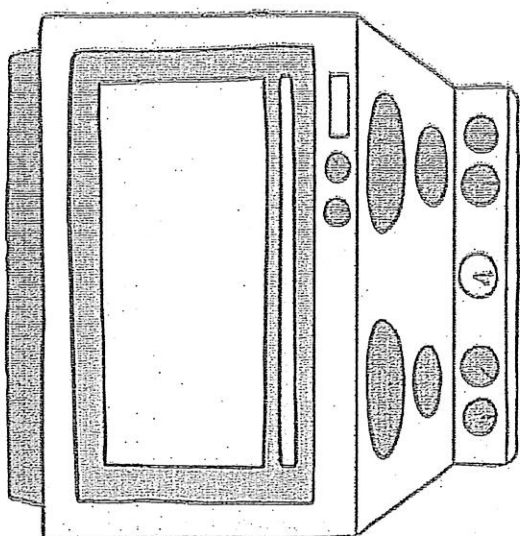
Picture	Words
---------	-------

Making a Cake

Step-by-Step

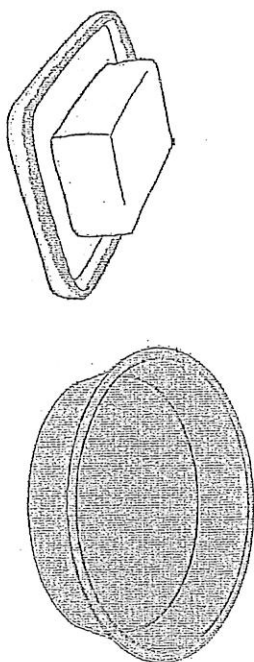


Making a Cake



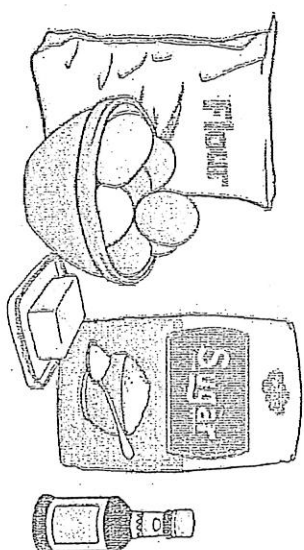
1.

Making a Cake



2.

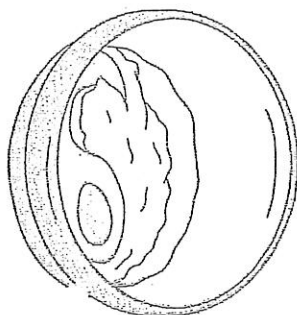
Making a Cake



3.

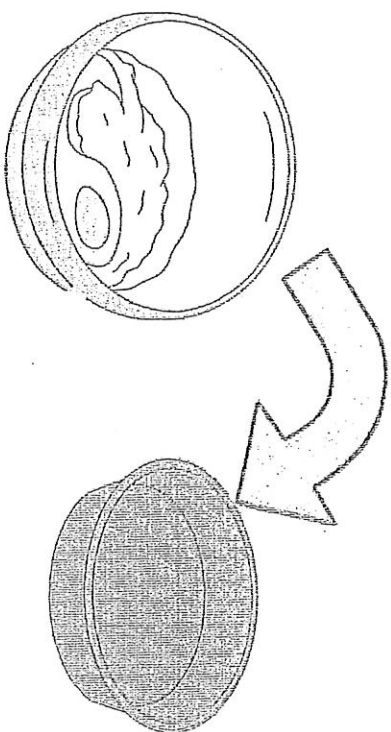
Making a Cake

4.



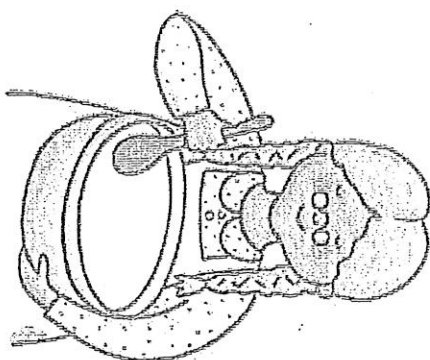
Making a Cake

6.



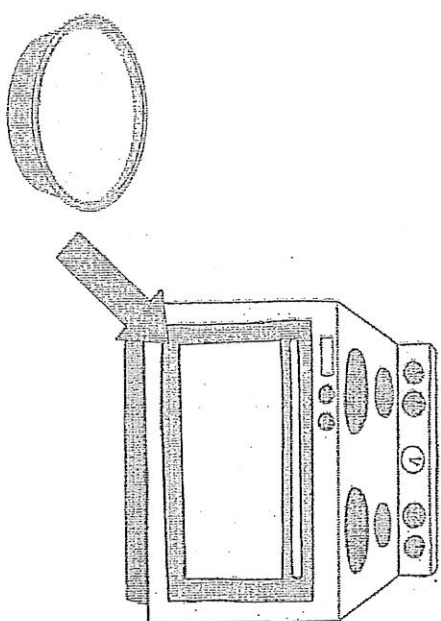
Making a Cake

5.

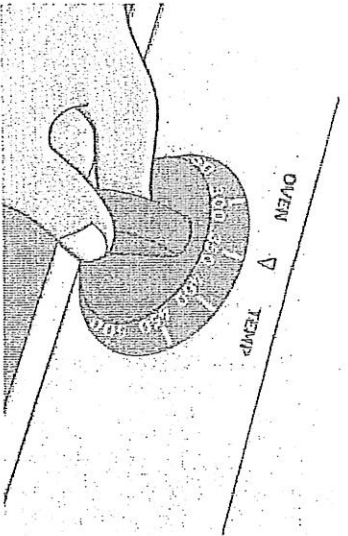


Making a Cake

7.

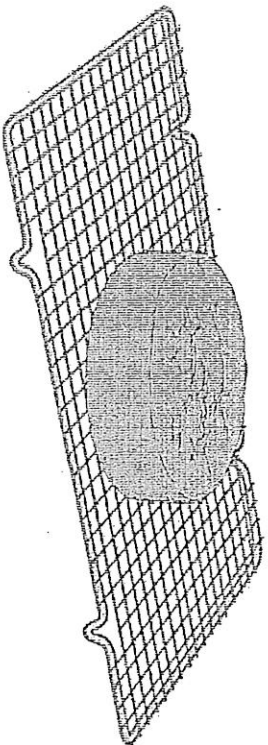


Making a Cake



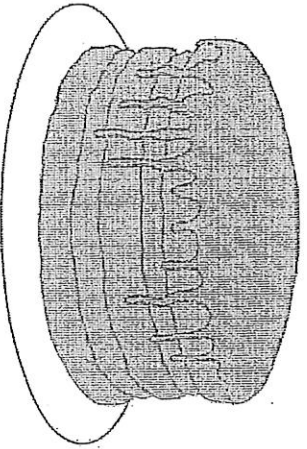
8.

Making a Cake



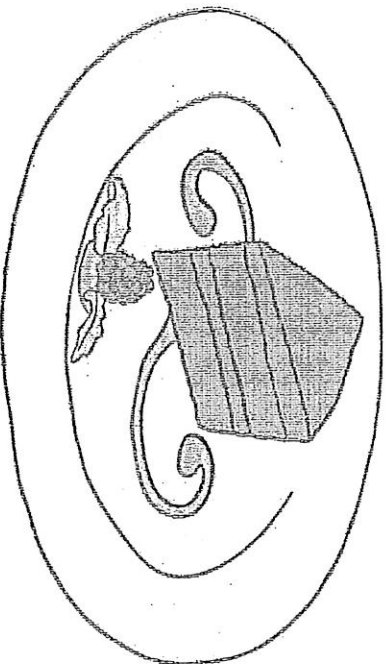
9.

Making a Cake



10.

Making a Cake



11.

net

man

hug

map

pig

dog

cup

pot

hot

tap

dig

bin

rat

red

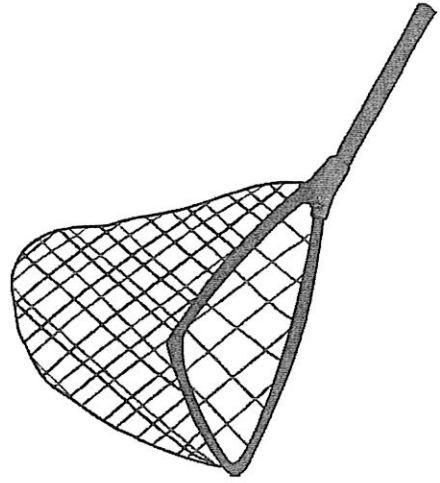
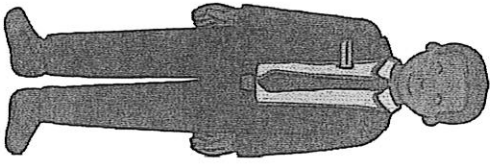
hat

wet

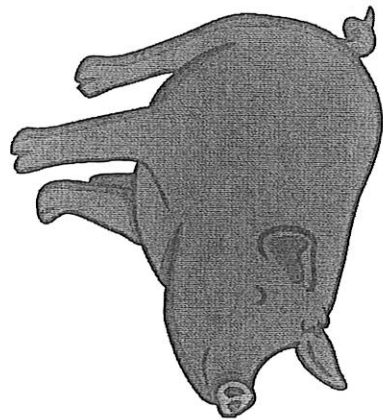
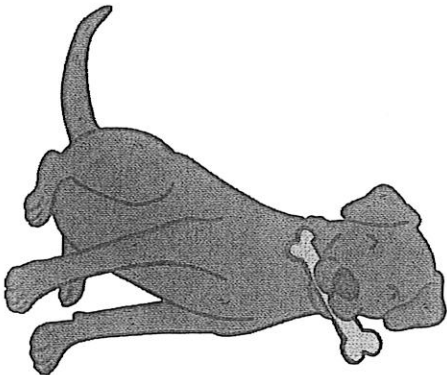
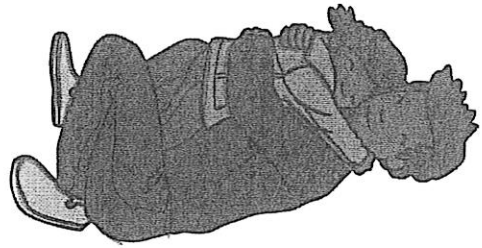
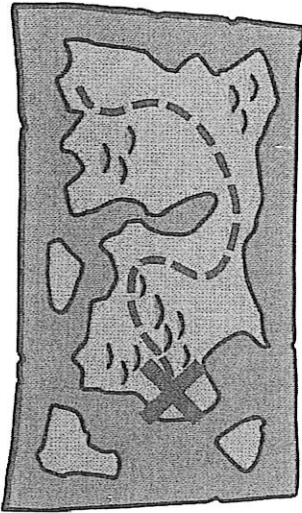
log

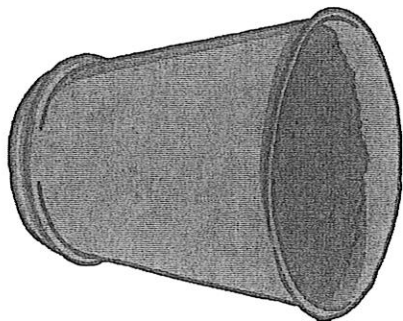
leg

twinkl.com

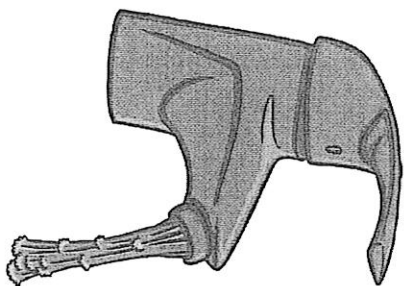


twinkl.com

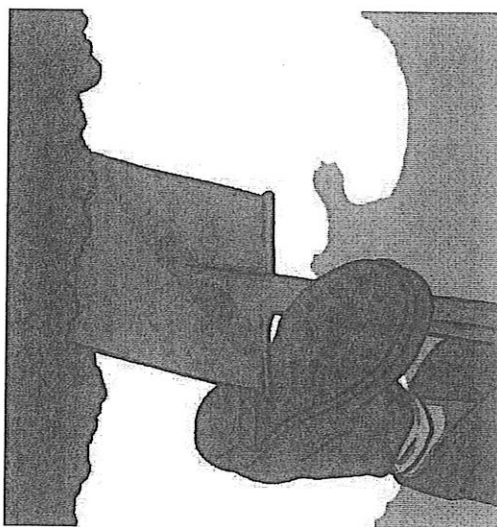
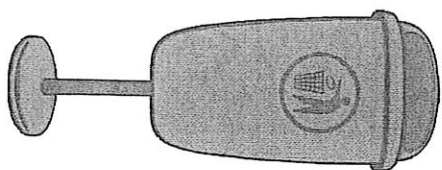
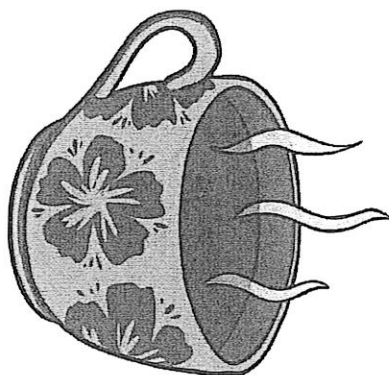


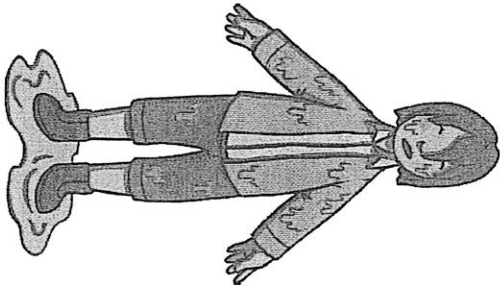


twinkl.com

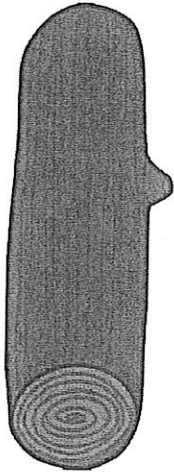
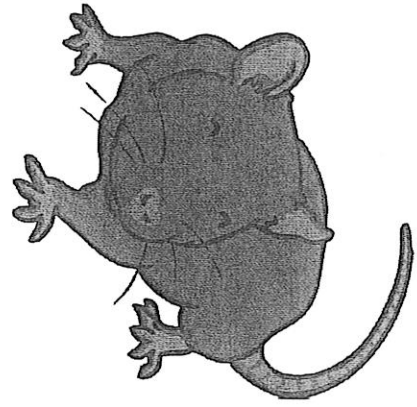


twinkl.com

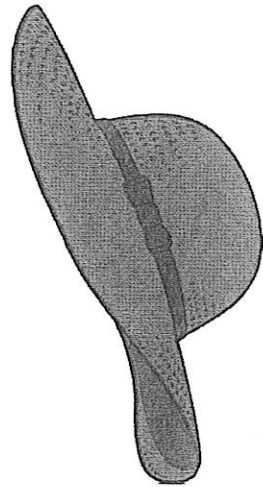
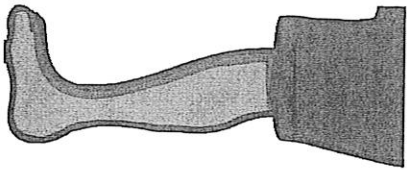
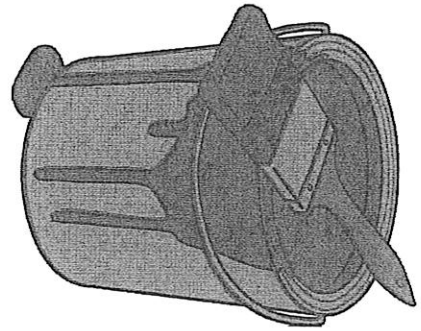




twinkl.com

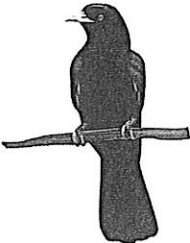
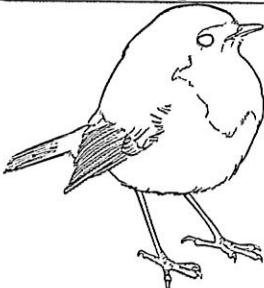
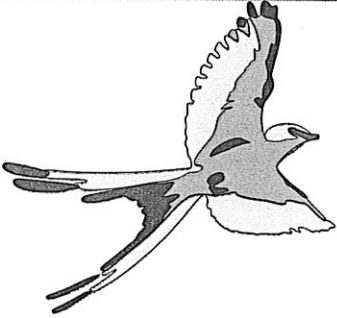
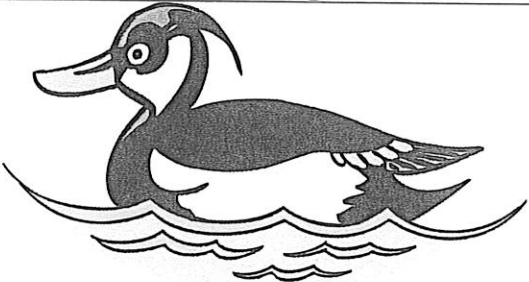


twinkl.com



twinkl.com

Bird Watch Tally

Description	Tallies	Total
 Sitting		
 Walking		
 Flying		
 Swimming		

Discovery Time:

1. Read and solve this riddle:

We are animals.

We can be big or small.

We can be different colors.

Some of us fly. Some of us run. Some of us swim.

We hatch from eggs.

We all have wings.

We have beaks.

We have feathers.

What are we?

1. Write your answer: _____

2. Underline the words in the riddle that helped you.

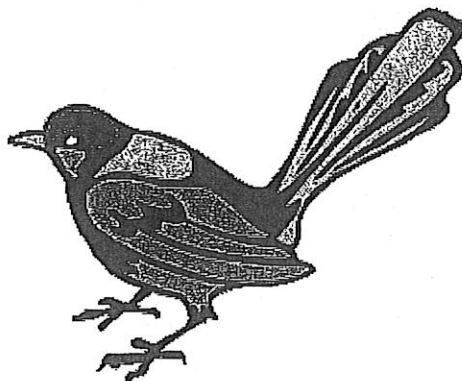
Discovery Time:

3. Think about a time when you saw a bird. Write about it below.

A large rectangular box for writing, divided into a top section and a bottom section with horizontal lines.

A Busy Bird

by ReadWorks



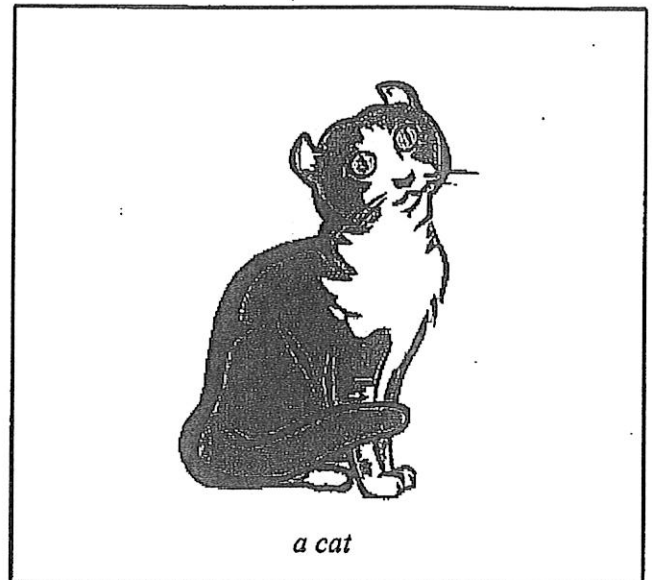
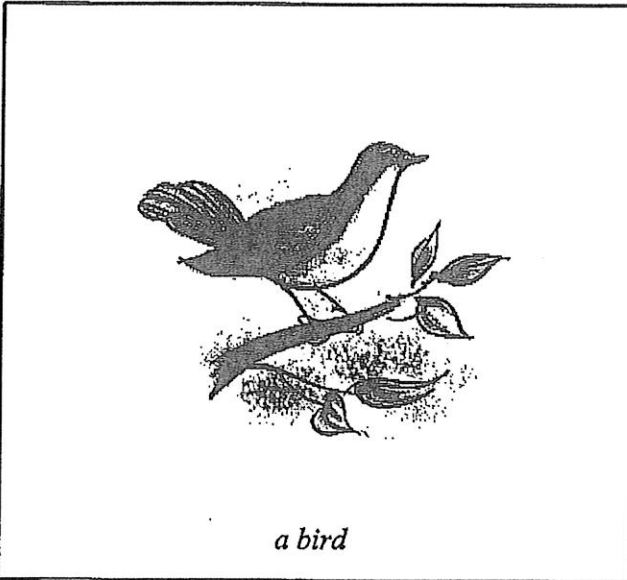
Carlos walked outside. He looked at his favorite tree. He saw a bird in the tree.

The bird was busy. The bird had twigs in its beak. The bird put the twigs on a branch. Then the bird flew away.

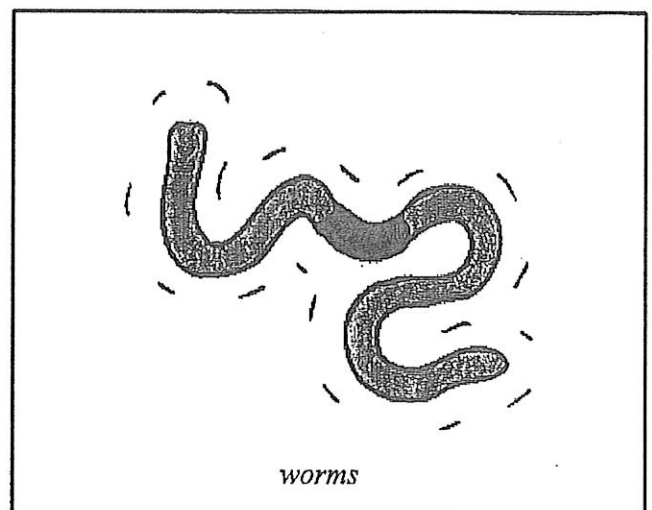
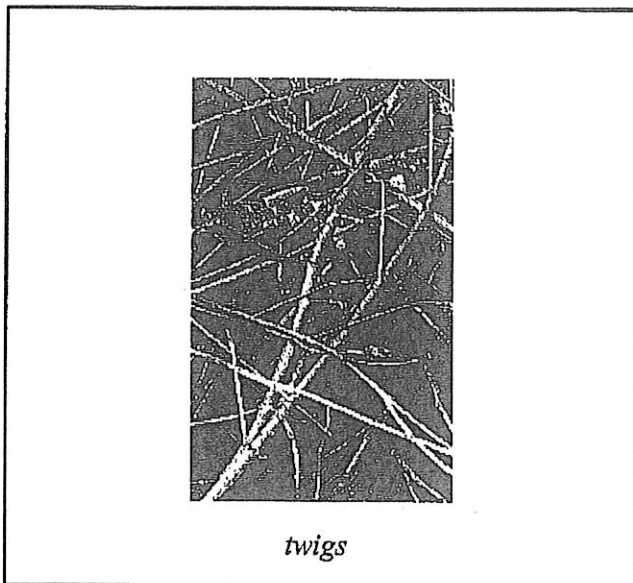
It came back with more twigs. The twigs were in a pile. The pile was getting bigger. Carlos thought for a minute. Then he knew what he saw. The bird was building a nest!

Name: _____ Date: _____

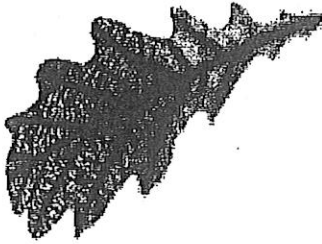
1. What animal did Carlos see in his favorite tree?



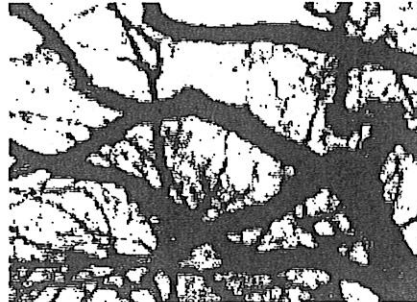
2. What did the bird have in its beak?



3. Where does the bird put the twigs in its beak?



on a leaf

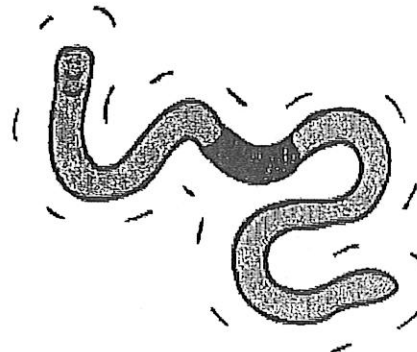


on a branch

4. What did the bird fly away to get?



more twigs



worms

5. What was the bird building in the tree?

6. What did you learn from "A Busy Bird"?

7. Draw a picture of Carlos, the bird, and the tree at the *end* of the passage.

Discovery Time:

1. Read this story:

Birdwatching with Mom

Gabe and his mom were sitting at the window. They liked to watch the birds at the bird feeder.

They saw big birds. They saw small birds.

They saw brown birds. They saw colorful birds. Then they saw a bright red bird.

"What kind of bird is that," asked Gabe.

"It is a cardinal," said mom. "A cardinal is a songbird. It has a special song that it sings. I know that this one is a male, because it is bright red. The females are grayish brown."

"It is eating the bird feed," said Gabe.

"Cardinals are omnivores," said mom. "They eat both plants and animals. So you will see them eating seeds from the bird feeder. You will also see them eating insects from the yard."

"I'm going to go draw a picture of a cardinal for my bird journal," said Gabe.

Discovery Time:

2. Answer these questions:

Who was in this story? _____

What were they doing? _____

What new kind of bird did they see? _____

What color is a male cardinal? _____

What do cardinals eat? _____

What Is a Bird?

by Rachelle Kreisman



A bird is an animal with feathers and wings. Most birds can fly. Birds have two legs. They can walk, run, or hop.

All birds have a backbone. It is also called a spine. Birds have many hollow bones. Hollow bones have empty space inside. They make a bird's body lighter. That helps birds fly.

Birds are warm-blooded. They make their own body heat.

Birds lay eggs. The shells are hard. Birds keep the eggs warm. How? They sit on them until the eggs hatch! Then the bird takes care of its chicks.

Name: _____ Date: _____

1. What makes a bird's body lighter?

- A. two legs
- B. feathers and wings
- C. hollow bones with empty space

2. How does the text describe birds?

- A. Birds are colorful and noisy, and they are messy pets.
- B. Birds are cold-blooded and have scales.
- C. Birds have feathers, wings, two legs, and a backbone.

3. Baby birds are called chicks, and they come from bird eggs. What part of the text tells us that this is true?

- A. Birds have many hollow bones.
- B. When a bird's eggs hatch, the bird has chicks to take care of.
- C. Birds keep their eggs warm by sitting on them.

4. What is "What Is a Bird?" mainly about?

- A. how birds have babies
- B. the characteristics of birds
- C. bird backbones

5. What do birds have that help them walk, run, or hop?

Birds have

6. What did you learn from "What Is a Bird"?

7. Class Discussion Question: Use information from the text to explain how birds keep their eggs warm.

8. Draw a picture of a bird.


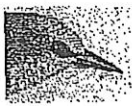
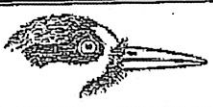





Discovery Learning

HOME BIRDS OF ATLANTA ANATOMY & PHYSIOLOGY ADAPTATIONS BEHAVIOR ACTIVITIES MORE >>

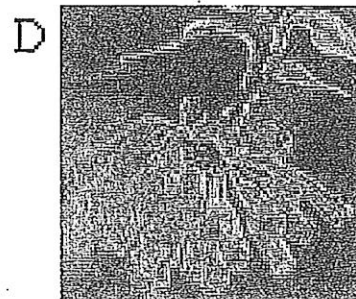
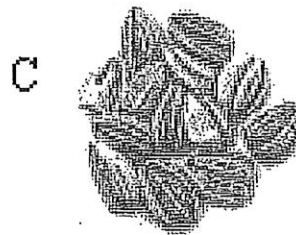
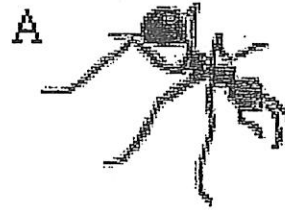
Bird Beaks

Did you ever wonder why there are so many types of bird beaks or bills? The most important function of a bird bill is feeding, and it is shaped according to what a bird eats. The bill is one of the characteristics used to identify birds. You can learn about bird behavior by looking at the bill and thinking about what it eats. Then you may think about where it lives, and so on. Below are some common bill shapes and a description of the food they are especially adapted to eat.

After reviewing this material try the Beaks to Eats Activity.

	A cone shaped bill is found in many birds such as finches and grosbeaks. It is a strong beak used for cracking seeds.
	Thin, slender, pointed beaks are found mainly in insect eaters. They are used to pick insects off leaves, twigs, and bark. This warbler is a good example.
	Woodpeckers have strong beaks which taper to the tip, forming a chisel for pecking holes in trees for food or nests. Most feed on insects which live under the bark.
	Hummingbirds have long, tubular bills that resemble straws, which they use to sip nectar from flowers.
	Mergansers, specialized for eating fish, have sharp tooth-like structures on the edge of the bill to hold fish tightly.
	Hawks, owls, and other birds of prey which catch and kill live prey have sharp, "hooked" beaks. These are used to bite the skull or neck and also to tear the body into pieces small enough to swallow.
	The edges of a Mallard's bill are fringed to strain plants, seeds, and small animals from mud and water.
	Beaks which are flat and wide at the base are found in birds which catch insects in flight, such as flycatchers. These birds also often have "whiskers," which are actually modified feathers, at the corners of the mouth, which effectively widens the mouth opening, allowing more effective capture of prey.

Please match the following bird beaks to the type of food they are designed to eat. (In the space provided place the letter of the food type beside the bird that has the beak to eat it)



Kindergarten- Week 1 Math Concepts

This lesson explores the idea of what it means to add. It also introduces the plus sign and the equal sign as a way to represent the joining together of two groups of objects into a single group. Your child will use connecting cubes as physical models and drawings as visual models to show adding two groups.

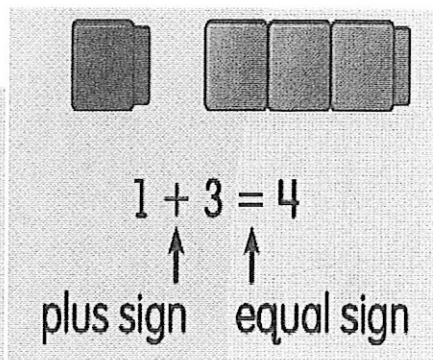
The lesson also introduces different problem situations.

Add To: *There are 2 birds in a tree. 3 more birds join them. How many birds are in the tree now?*

Put Together: *2 oranges and 3 apples are in a bowl. How many pieces of fruit are in the bowl?*

Physically modeling addition, drawing pictures, writing expressions, and exploring different problem situations will help your child make connections to how addition is used in everyday life.

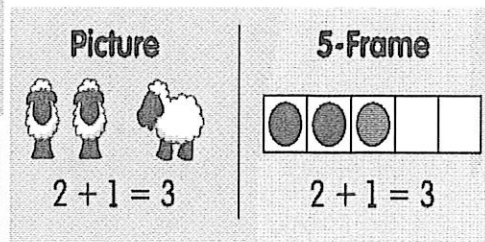
Invite your child to share what he or she knows about addition by doing the following activity together.



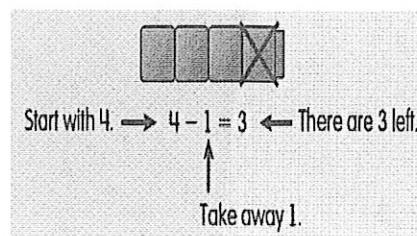
This lesson includes solving addition problems with totals up to 5. It also connects story problems to pictures, objects, 5-frames, and number sentences. This will provide your child with a strong foundation as he or she eventually moves from solving problems shown with pictures or models to solving problems shown only with numbers.

Story problems about numbers or objects being added are presented to connect math to the real world. Your child will create such story problems. This lesson introduces a new problem situation in which there is more than one possible answer.

Put Together, Both Addends Unknown: *Wes has 5 crackers. How many can he eat? How many can he share with a friend? (The solution could be 0 and 5, 1 and 4, 2 and 3, 3 and 2, 4 and 1, or 5 and 0.)*



This lesson explores the idea of what it means to subtract and introduces the minus sign and the equal sign as a way to represent taking away objects from a group. Your child will use counters and/or connecting cubes as physical models and drawings as visual models to show taking away from a group.



Modeling subtraction in these ways can help make connections to subtraction number sentences. For example, one side of a subtraction number sentence shows how many you start with and how many you take away. The other side shows how many are left.

This lesson also explores take-away problem situations.

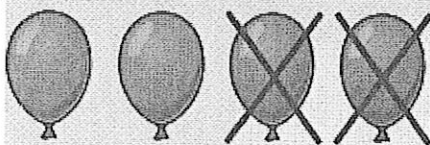
Take From Result Unknown: *There are 5 birds in a tree. 2 birds fly away. How many birds are in the tree now?*

Physically modeling subtraction, drawing pictures, writing expressions, and exploring subtraction problem situations will help your child make connections to how subtraction is used in daily life.

When pictures of objects are shown with subtraction problems, you can cross out objects to show the action of taking away. The lesson starts by crossing out pictures of real-world objects such as cups or balloons. Then it ends by crossing out pictures of counters on 5-frames.

Connecting pictures, models, and subtraction stories to number sentences helps build a strong foundation for subtraction. Eventually your child will transition from solving problems shown with concrete objects or drawings to solving problems shown only with numbers.

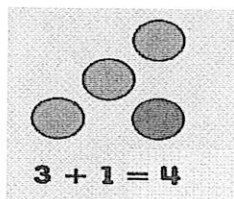
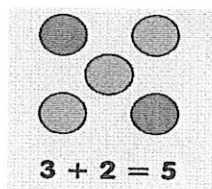
Picture



5-Frame



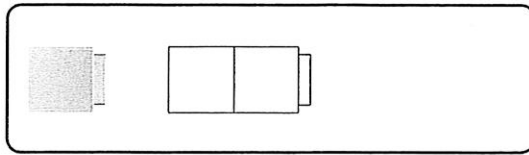
This lesson begins to show how addition and subtraction facts relate to each other. For example, knowing that $3 + 1 = 4$ can help you find that $4 - 1 = 3$. And knowing that $3 + 2 = 5$ can help you find that $5 - 2 = 3$. Focusing on the relationships between math facts will help your child build strong problem-solving skills, as well as solve addition and subtraction problems more quickly and accurately.



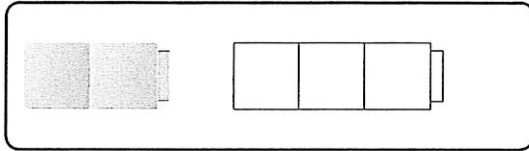
This week's lesson progresses from solving problems shown with pictures to solving problems shown only with numbers. Even with numbers-only problems your child will be encouraged to use any strategy he or she likes for solving, such as modeling with fingers.

Understanding Addition

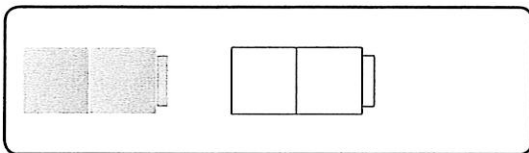
Name _____



$$2 + 3 = 5$$



$$2 + 2 = 4$$

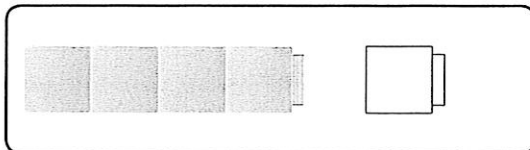


$$1 + 2 = 3$$

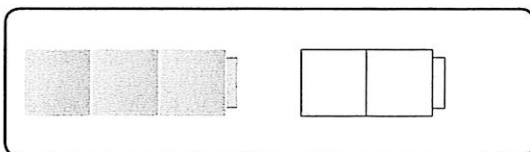
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Understanding Addition *continued*

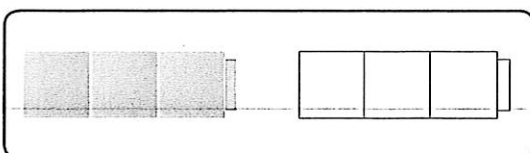
Name _____



$$3 + 3 = 6$$



$$4 + 1 = 5$$

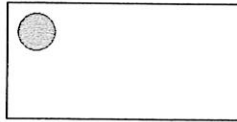
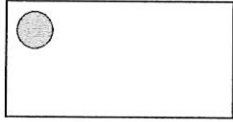


$$3 + 2 = 5$$

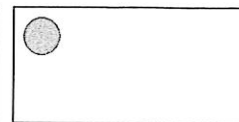
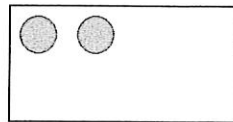
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Name _____

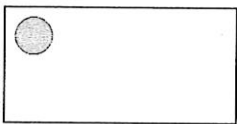
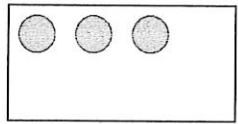
Example



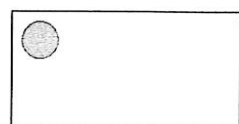
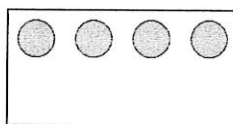
$$1 + 1 = \underline{\quad 2 \quad}$$



$$2 + 1 = \underline{\quad \quad}$$



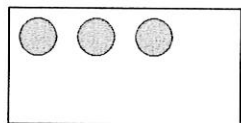
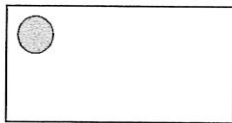
$$3 + 1 = \underline{\quad \quad}$$



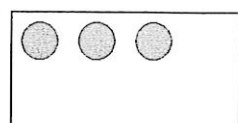
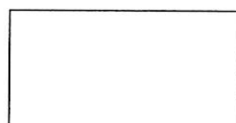
$$4 + 1 = \underline{\quad \quad}$$

Ask children to write equations to match the dot cards. Have children write the total in each equation.

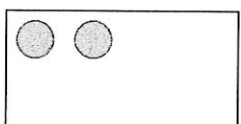
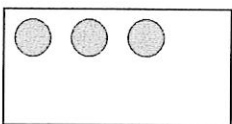
Name _____



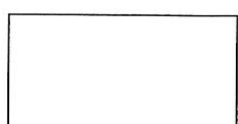
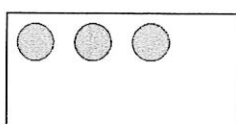
$$1 + 3 = \underline{\quad \quad}$$



$$0 + 3 = \underline{\quad \quad}$$



$$3 + 2 = \underline{\quad \quad}$$



$$3 + 0 = \underline{\quad \quad}$$

Ask children to write equations to match the dot cards. Have children write the total in each equation.

Day 2

What You Do



Take a card.

$$2 + 1 = \underline{\quad}$$

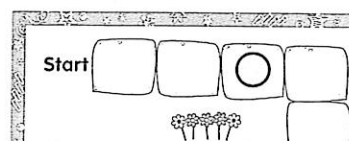


Add and write.

$$\begin{array}{c} \bigcirc \bigcirc \quad \bigcirc \\ \hline 2 + 1 = 3 \end{array}$$

1,2

Move that many spaces.



What You Need

- 5 counters
- 2 game markers
- Addition Fact Cards
- Game Board
- Recording Sheet

What You Do

1. Shuffle the cards and stack them facedown.
2. Take turns. Pick a card and add the numbers with counters. Write the matching number sentence on the **Recording Sheet**.
3. Look at your total and move your game marker that number of spaces on the **Game Board**.
4. Each player takes three turns. The player that makes it the farthest on the Game Board wins!

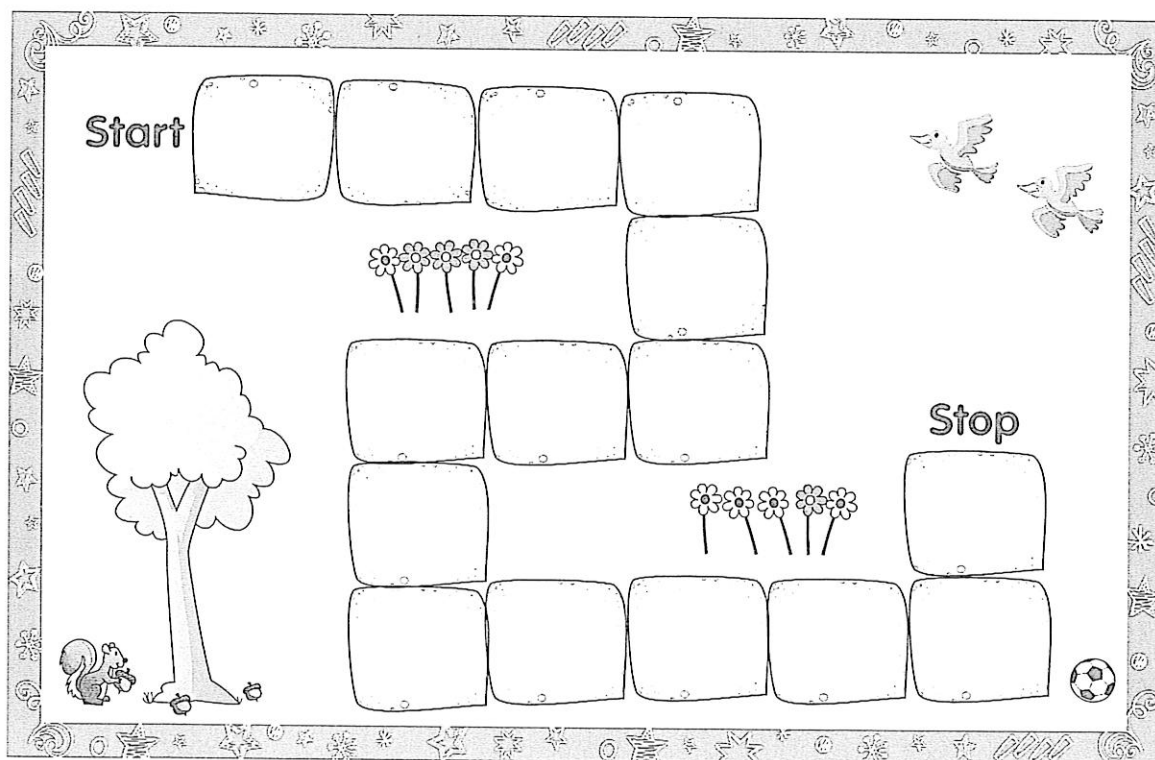
Go Further!

Play again. This time, set all the cards face up in rows. On your turn, choose a card. Add the numbers and move that number of spaces on the Game Board. Play until the first person reaches the end.

Ready® Center Activity K.26 ★★ Game Board

Player A _____

Player B _____





Player A _____

Player B _____

Player A	Player B
$\begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array} + \begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array} = \begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array}$	$\begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array} + \begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array} = \begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array}$
$\begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array} + \begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array} = \begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array}$	$\begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array} + \begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array} = \begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array}$
$\begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array} + \begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array} = \begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array}$	$\begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array} + \begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array} = \begin{array}{ c } \hline \\ \hline \\ \hline \\ \hline \end{array}$

Ready® Center Activity K.26 ★★ Addition Fact Cards

$2 + 1 =$	$1 + 4 =$	$1 + 3 =$	$1 + 2 =$	$1 + 1 =$
$2 + 2 =$	$2 + 3 =$	$3 + 1 =$	$3 + 2 =$	$4 + 1 =$

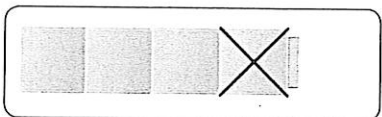
Understanding Subtraction

Day 3

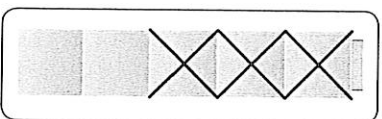
Example



$$4 - 1 = 3$$



$$2 - 1 = 1$$

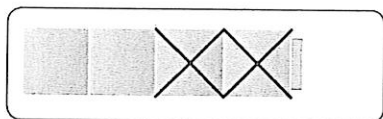


$$5 - 3 = 2$$

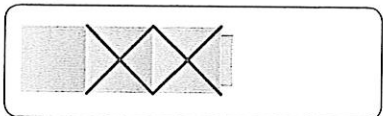
Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Understanding Subtraction

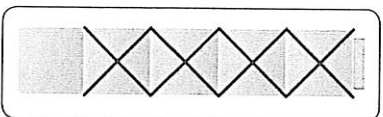
Name _____



$$5 - 4 = 1$$



$$4 - 2 = 2$$



$$3 - 2 = 1$$

Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Subtracting Within 5

Day 4

Name _____

Example



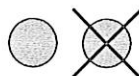
$$5 - 1 = \underline{\quad 4 \quad}$$



$$3 - 1 = \underline{\quad \quad}$$



$$4 - 1 = \underline{\quad \quad}$$



$$2 - 1 = \underline{\quad \quad}$$

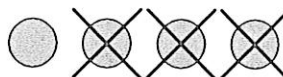
Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

Subtracting Within 5 *continued*

Name _____



$$2 - 2 = \underline{\quad \quad}$$



$$4 - 3 = \underline{\quad \quad}$$



$$3 - 2 = \underline{\quad \quad}$$



$$4 - 4 = \underline{\quad \quad}$$

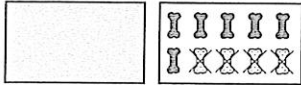
Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

**Subtract and Match****Day 4****Check Understanding**

Have the child choose a subtraction picture card and tell the subtraction that is shown.

What You Do

Turn two cards.
Find a match.



Say the
subtraction.

10 minus 4 equals 6.



Draw a line to
show the match.

**What You Need**

- 2 crayons, one color for each child
- Subtraction Picture Cards
- Number Cards
- Recording Sheet

What You Do

1. Mix each set of cards. Put the number cards facedown in one row and the picture cards in another row.
2. Take turns. Turn over one card from each row to find a match. You have a match when the number tells how many are left after the subtraction on the picture card.
3. If you have a match, say the number sentence. Your partner checks your subtraction. If you are right, keep both cards. Draw a line on the **Recording Sheet** to match the subtraction picture to the number.
4. If you do not have a match, flip the cards over. Your turn ends.

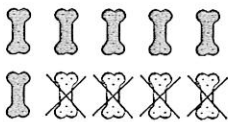
Go Further!

Take turns. Pick a number card. Draw a subtraction picture that shows that number.

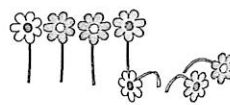
**Subtract and Match****Recording Sheet**

Partner A _____

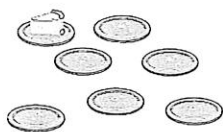
Partner B _____



1



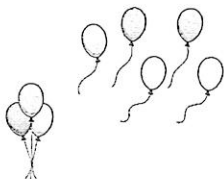
4



6



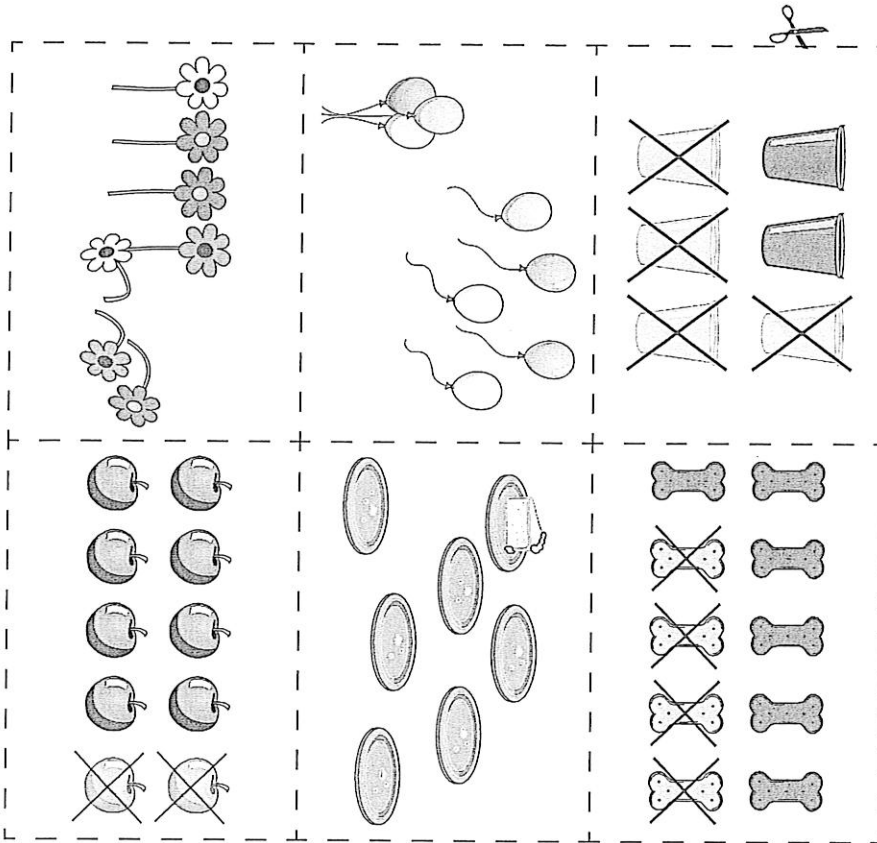
8



3



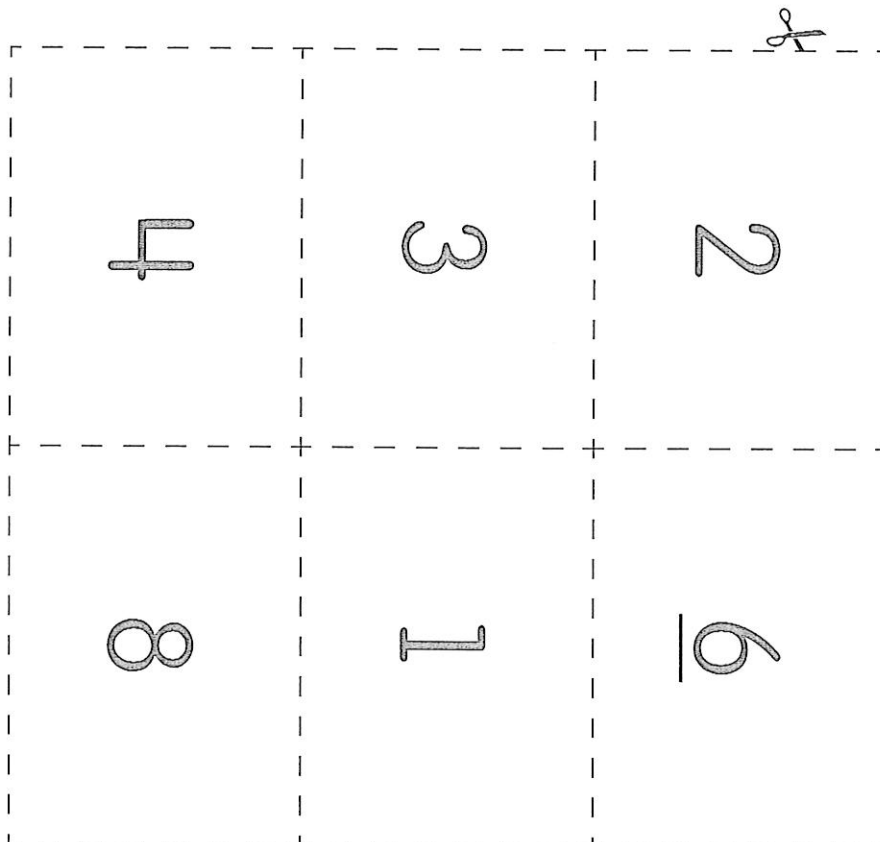
2



Operations and Algebraic Thinking

3

©Curriculum Associates, LLC Copying permitted for classroom use.



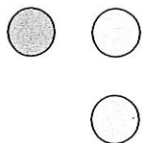
Operations and Algebraic Thinking

4

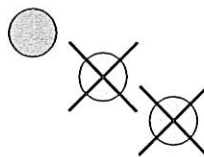
©Curriculum Associates, LLC Copying permitted for classroom use.

Name _____

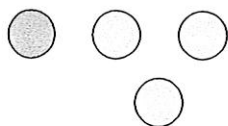
Example



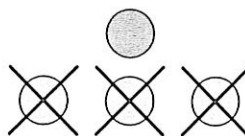
$$1 + 2 = \underline{\quad 3 \quad}$$



$$3 - 2 = \underline{\quad}$$



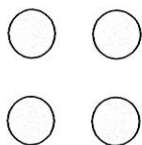
$$1 + 3 = \underline{\quad}$$



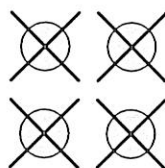
$$4 - 3 = \underline{\quad}$$

Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, $1 + 2 = 3$, so if you start with 3 and take away 2, you have 1 left.

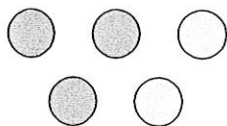
Name _____



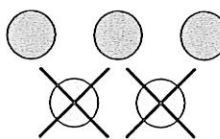
$$0 + 4 = \underline{\quad}$$



$$4 - 4 = \underline{\quad}$$



$$3 + 2 = \underline{\quad}$$



$$5 - 2 = \underline{\quad}$$

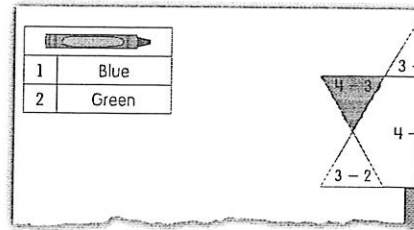
Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, $1 + 2 = 3$, so if you start with 3 and take away 2, you have 1 left.

**What You Do****Pick a subtraction.**

$$4 - 3$$

**Say.**

4 minus 3

**Subtract and Color.****What You Need**

- blue and green crayons
- 5 counters
- Recording Sheet

What You Do

1. Take turns. Pick a subtraction expression on the **Recording Sheet**.
2. Say the subtraction aloud. Find how many are left after taking away the number. Use counters if needed.
3. Find that number on the color key. Use the color next to that number to color the subtraction expression on the picture.

Go Further!

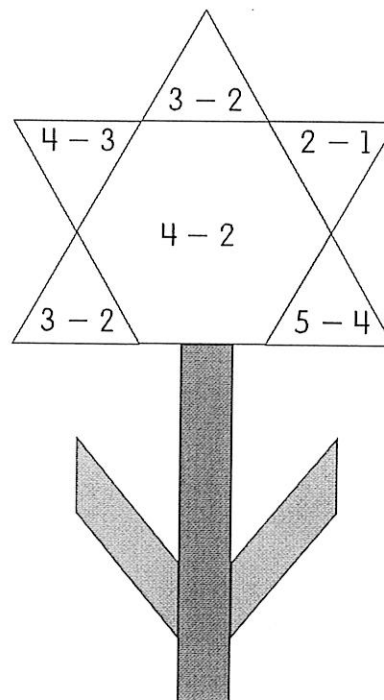
Take turns. Choose a subtraction expression on the **Recording Sheet**. Tell a subtraction story to match. Have your partner solve.



1	Blue
2	Green

Partner A _____

Partner B _____



Extension Activity

1

6

2

7

3

8

4

9

5

10

11

16

12

17

13

18

14

19

15

0

