



**Kinder  
Week 3**

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](http://www.ucps.k12.nc.us/domain/2917).

Stay safe and healthy!

Marzo 2020

Estimados Padres de Familia,

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 (EmpowerED (Portal Familiar Empoderado) en nuestro sitio web. Véalos en [www.ucps.k12.nc.us/domain/2917](http://www.ucps.k12.nc.us/domain/2917) .

¡Esperamos que se mantengan seguros y a salvo!

## 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

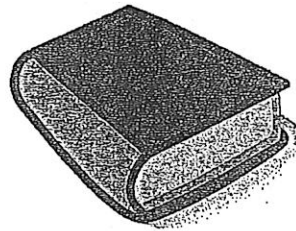
Day 11	Day 12	Day 13	Day 14	Day 15
<p><b>Independent Reading:</b> Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p><b>Reading Short Reads:</b> Read the story and answer the questions and complete the activity.</p> <p><b>Language Activity:</b> Stair Step Words Activity</p> <p><b>Discovery Time:</b> Bird Feeders</p> <p><b>Materials:</b> shortening or peanut butter, String, Pine cone, Birdseed</p> <ol style="list-style-type: none"> <li>1. Tie a piece of string around the widest part of the cone.</li> <li>2. Mix the shortening or peanut butter and seeds together.</li> <li>3. Press the mixture into the branches of the cone.</li> <li>4. Use the string to tie to a tree.</li> </ol>	<p><b>Independent Reading:</b> Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p><b>Reading Short Reads:</b> Read the story and answer the questions and complete the activity.</p> <p><b>Language Activity:</b> Stair Step Words Activity</p> <p><b>Discovery Time:</b> Read the <i>Pink Bird</i> to your child and write three facts about flamingos.</p>	<p><b>Independent Reading:</b> Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p><b>Reading Short Reads:</b> Read the story and answer the questions and complete the activity.</p> <p><b>Language Activity:</b> Stair Step Words Activity</p> <p><b>Discovery Time:</b> Read the <i>A Busy Bird</i> to your child and answer the questions.</p>	<p><b>Independent Reading:</b> Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p><b>Reading Short Reads:</b> Read the story and answer the questions and complete the activity.</p> <p><b>Language Activity:</b> Stair Step Words Activity</p> <p><b>Discovery Time:</b> Choose a bird to research, make a picture about the bird.</p>	<p><b>Independent Reading:</b> Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p><b>Reading Short Reads:</b> Read the story and answer the questions and complete the activity.</p> <p><b>Language Activity:</b> Middle sound activity</p> <p><b>Discovery Time:</b> Choose a bird to research, make a picture and write information about the bird.</p>

# Independent Reading

1. Read for 20 minutes.



2. Choose 1 of your books.



3. Pick a task.

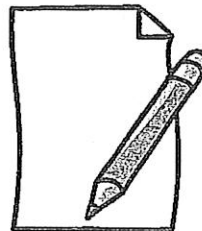
Reading Task  
Book Report

Pick a Task	
<b>Character</b> 1. What was the character's name? 2. What was the character's personality?	<b>Setting</b> 1. Where did the story take place? 2. How did the setting affect the story?
<b>Theme</b> 1. What was the main message of the story? 2. How did the author express this message?	<b>Plot</b> 1. What was the main problem in the story? 2. How did the author solve the problem?

Pick a Task	
<b>Style</b> 1. What was the author's style? 2. How did the author use language?	<b>Point of View</b> 1. What was the point of view? 2. How did the point of view affect the story?
<b>Language</b> 1. What words or phrases did the author use? 2. How did the author use these words or phrases?	<b>Structure</b> 1. How was the story organized? 2. How did the organization affect the story?

4. Do the task.



# Reading Task

## Choice Boards



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

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



Kindergarten Grade Week 3  
Reading Short Reads

Day 1: Being Brave

- Read the story with your child and discuss the problem. Ask your child the following comprehension questions.
  - Why do you think mom tells Pat to be brave?
  - Why does mom give Pat a cookie?
- Retell the events in the story beginning, middle, and end or draw a picture and write about your favorite part.

Day 2: Pizza

- Read the story and discuss the problem in the story. Ask your child the following comprehension questions.
  - Why does Pat call the dogs "bad dogs?"
  - Why do you think Bella and Rosie want the pizza?
  - How were Bella and Rosie clever in the story?
- Retell the events in the story beginning, middle, and end or draw a picture and write about your favorite part.

Day 3: Basketball

- Read the story and discuss how Jim feels when the kids tell him that he is too little.
  - Why don't the big kids want Jim to play basketball?
  - Why do the big kids let Jim play basketball?
  - How would you describe the big kids? Why?
- Draw a picture that shows how Jim feels at the beginning of the story and at the end.

Day 4: Goodnight, Space Monster

- Read the story and discuss how Bobby feels about going to sleep.
  - How does mom help Bobby feel better?
  - Why do you think mom keeps telling Bobby to go to sleep?
  - Describe Bobby and explain why you described him that way.
- Draw a picture that shows Space Monster.

Day 5: A Day at School

- Read the story and discuss how the kids feel about having a dinosaur at school.
  - Why do you think Little Dinosaur wants to go to school?
  - What happens when Little Dinosaur tries to sit in the chair?
  - Why do you think Little Dinosaur tells Little Dinosaur that he likes going to school with him?
- Fold a piece of paper in half. Draw your favorite part of the story and write about why that's your favorite part.

# Being Brave



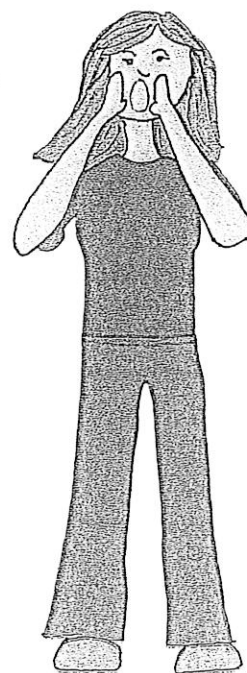
Here is Pat.

Pat is riding a bike.

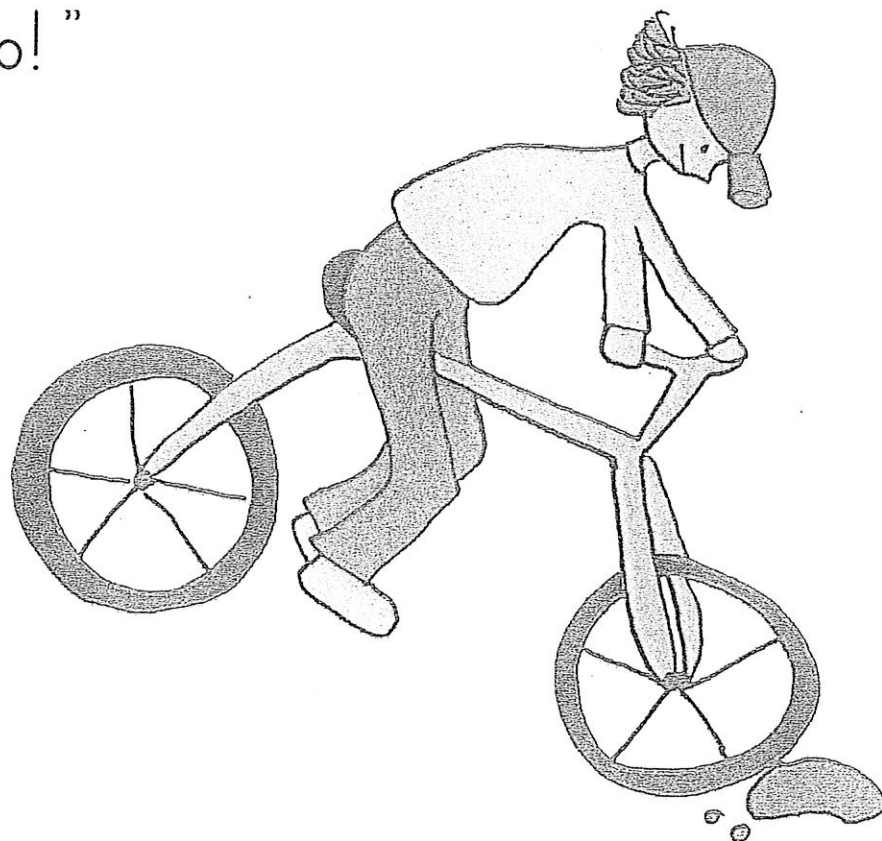


"Look where you are going!"  
said Mom.

"Look where you are going!"



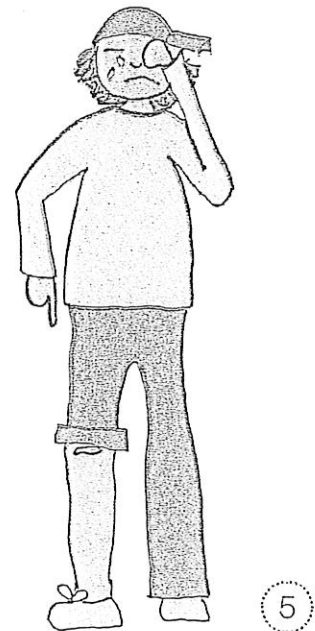
"Oh, no!"



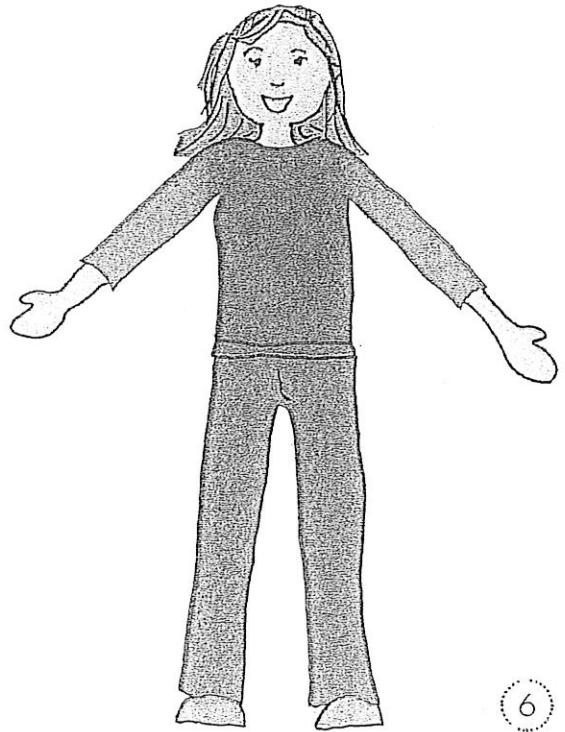
Pat is bleeding.



"Look, Mom.  
I am bleeding," said Pat.



"You are so brave,"  
said Mom.



6

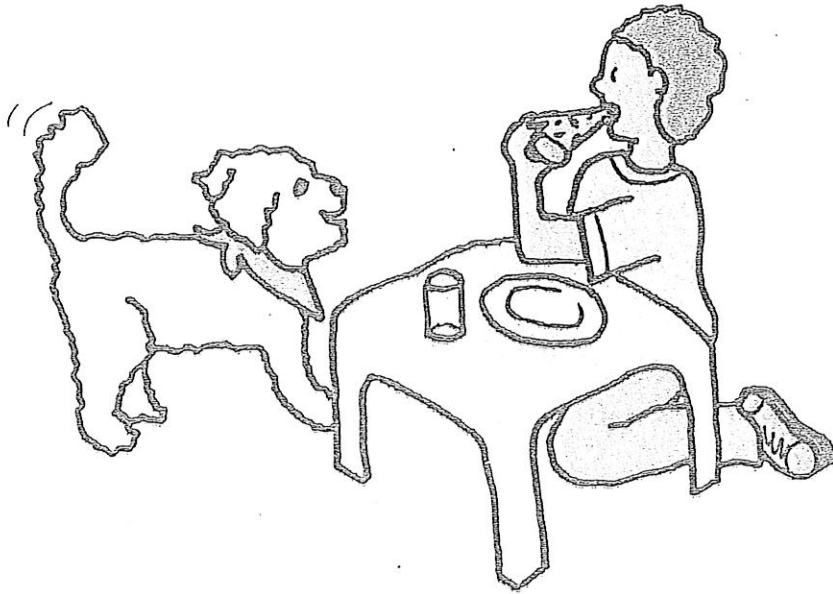
"Here is a bandage  
and here is a cookie,"  
said Mom.

"Thank you,"  
said Pat.



7

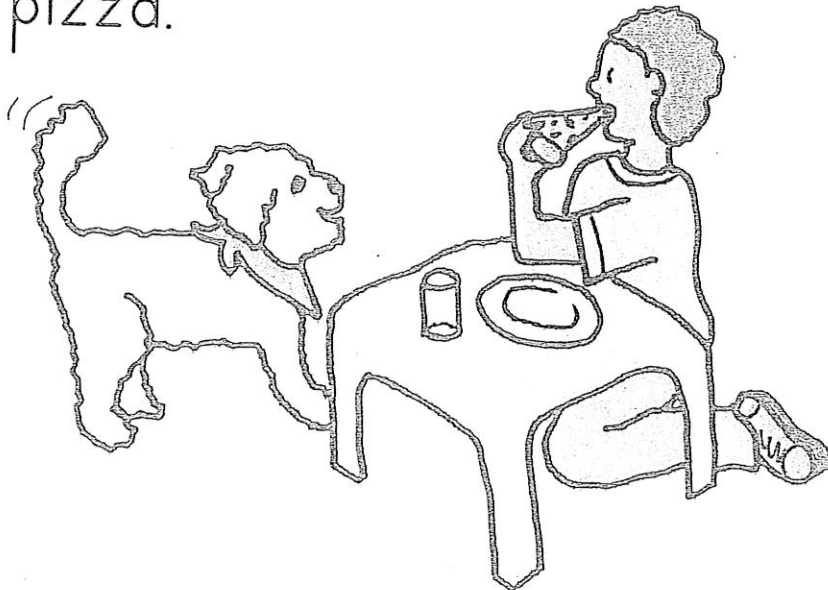
# Pizza



"Look," said Bella.

"Pat is eating pizza.

I love pizza."



"Woof, woof," said Bella.

"No Bella," said Pat.

"This is my pizza.

Go away."



2

"Look," said Rosie.

"Pat is eating pizza.

I love pizza."

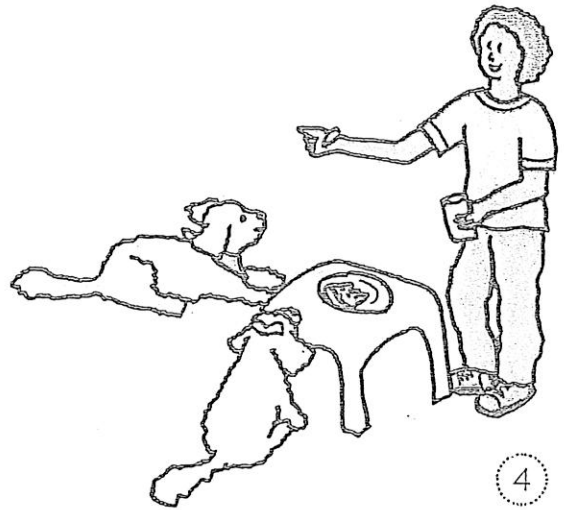


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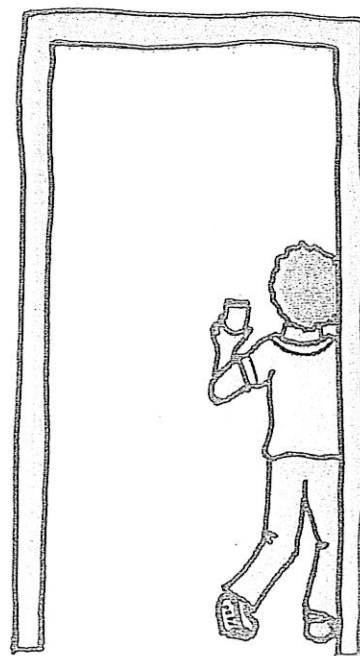
"Woof, woof," said Rosie.

"No Rosie," said Pat.

"This is my pizza.  
Go away."

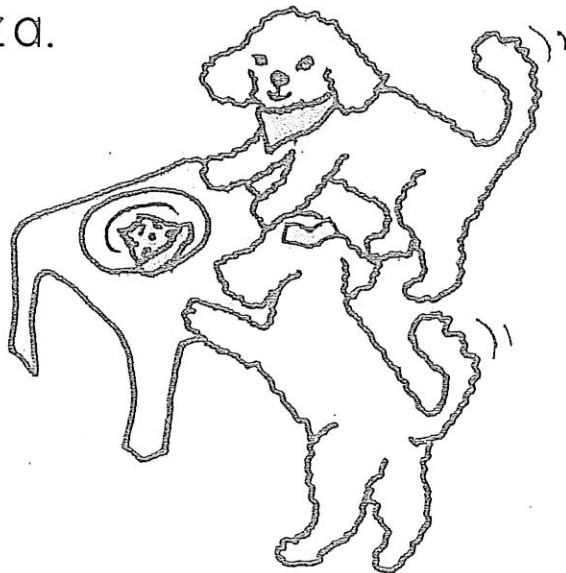


Pat went  
to get some milk.





Rosie and Bella looked at Pat.  
Then Rosie and Bella looked  
at the pizza.

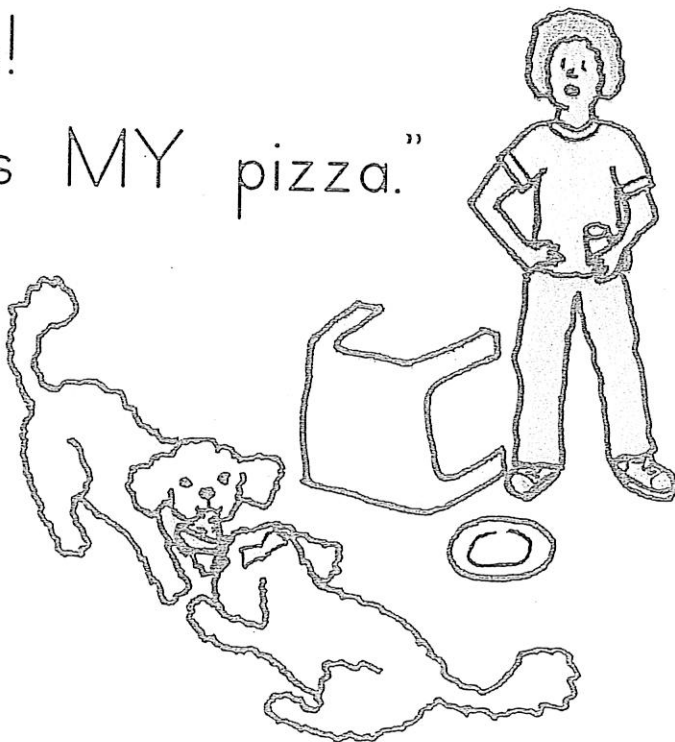


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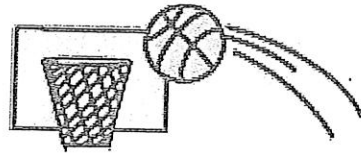
"Stop!" said Pat.

"Bad dogs!

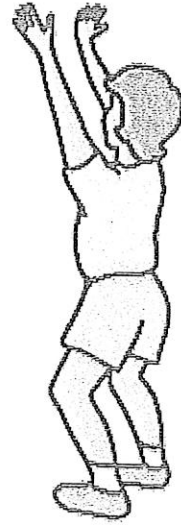
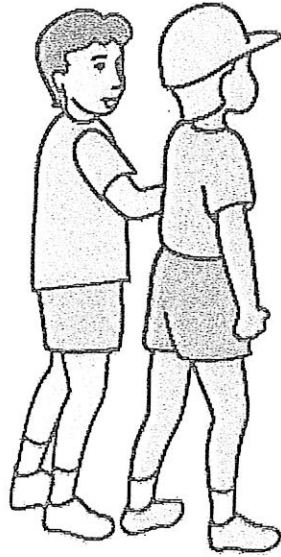
That was MY pizza."



7

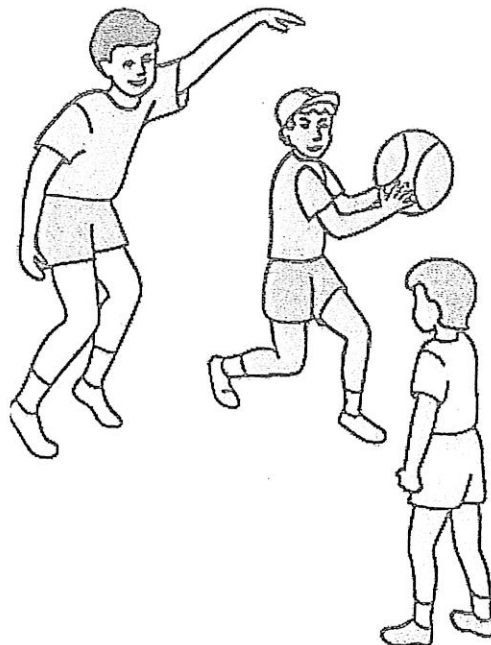


# Basketball

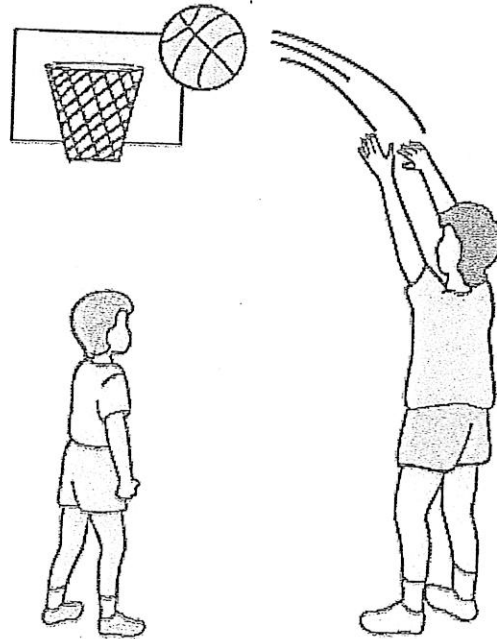


"Look," said Jim.

"The big kids are playing basketball.  
I like basketball."

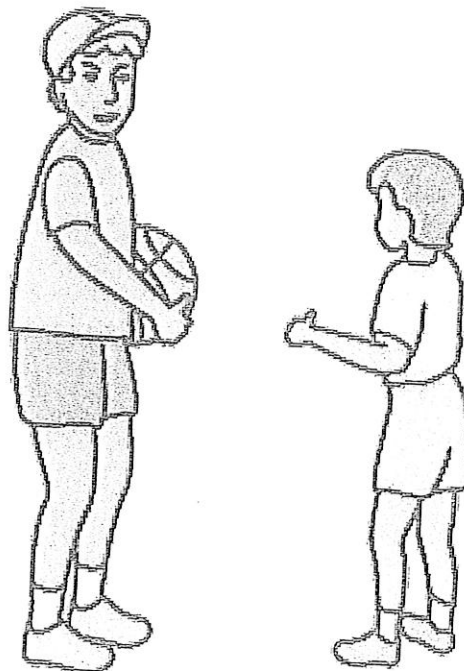


"Can I play basketball  
with you?" said Jim.



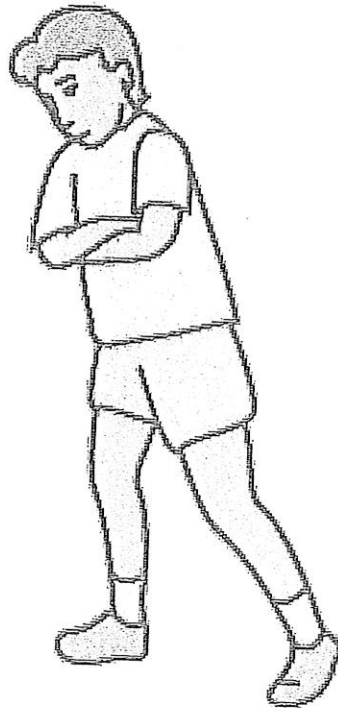
2

"No," said a boy.  
"Go away.  
You are too little."



3

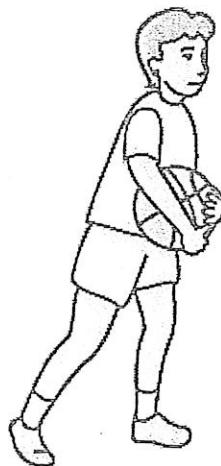
Jim went away.



4

"I am not too little,"  
said Jim.

"I am not too little to play basketball."  
Jim got a basketball.

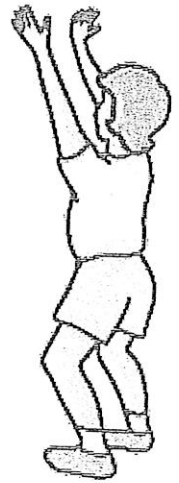
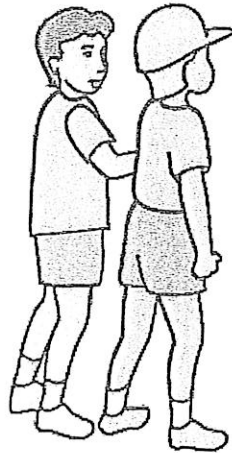
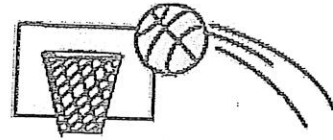


5

Jim shot the ball  
into the hoop.

"Look," said the big kids.

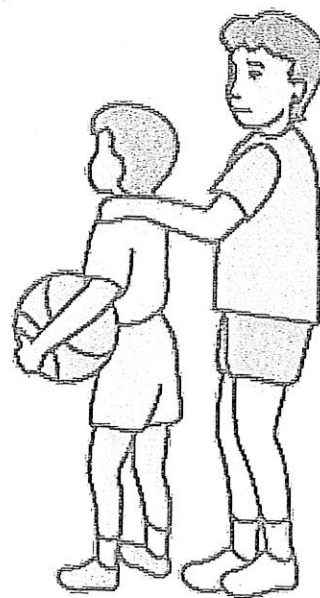
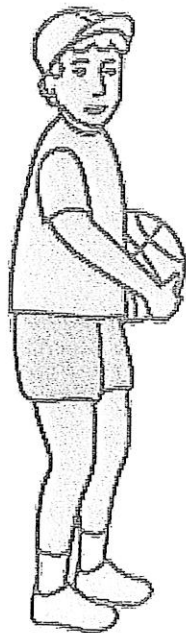
"Look at Jim  
shoot the ball."



6

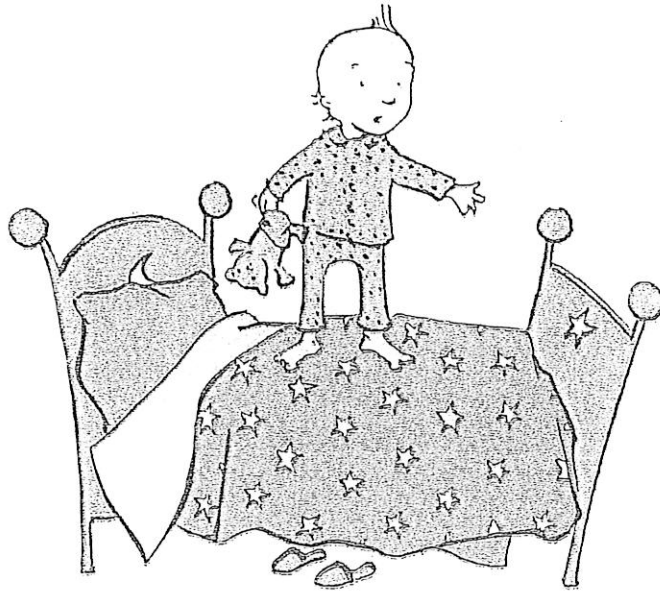
"You are not too little," said the big kids.

"You are not too little to play with us."

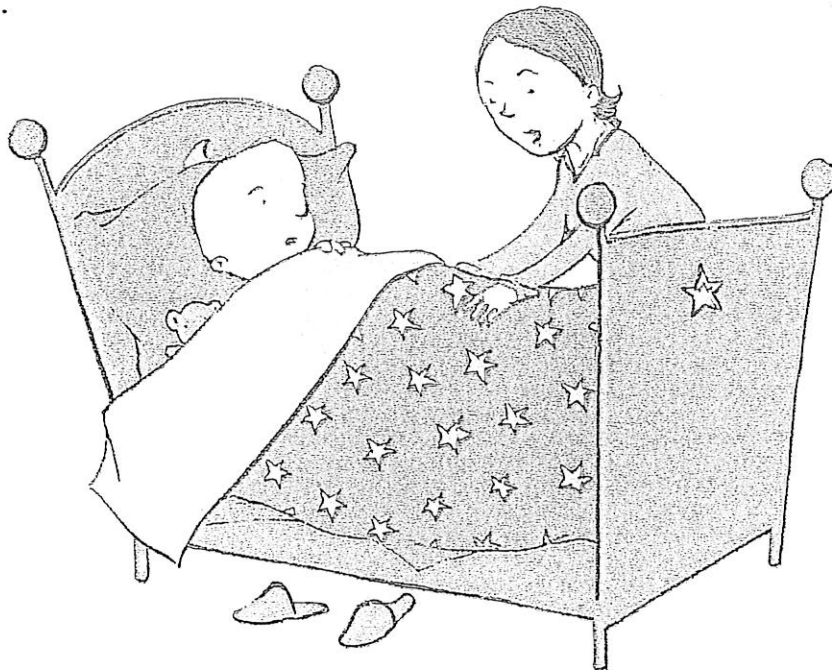


7

# Goodnight, Space Monster

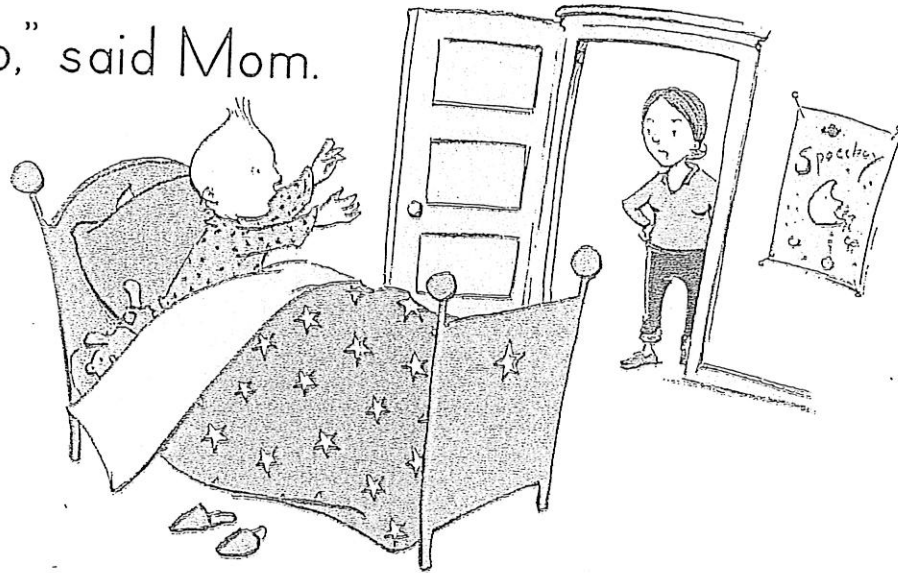


"Go to sleep, Bobby,"  
said Mom.



"Mom! Mom! I can't sleep,"  
said Bobby.

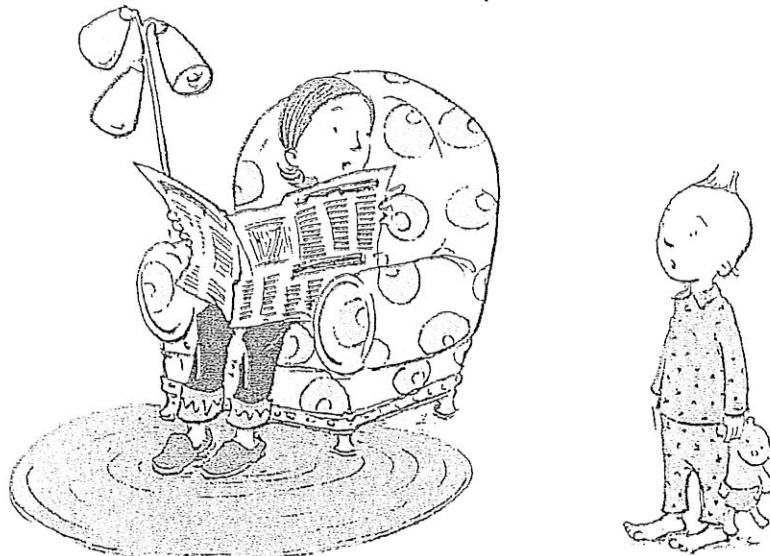
"Go to sleep," said Mom.



2

"Mom! Mom! I can't sleep,"  
said Bobby.

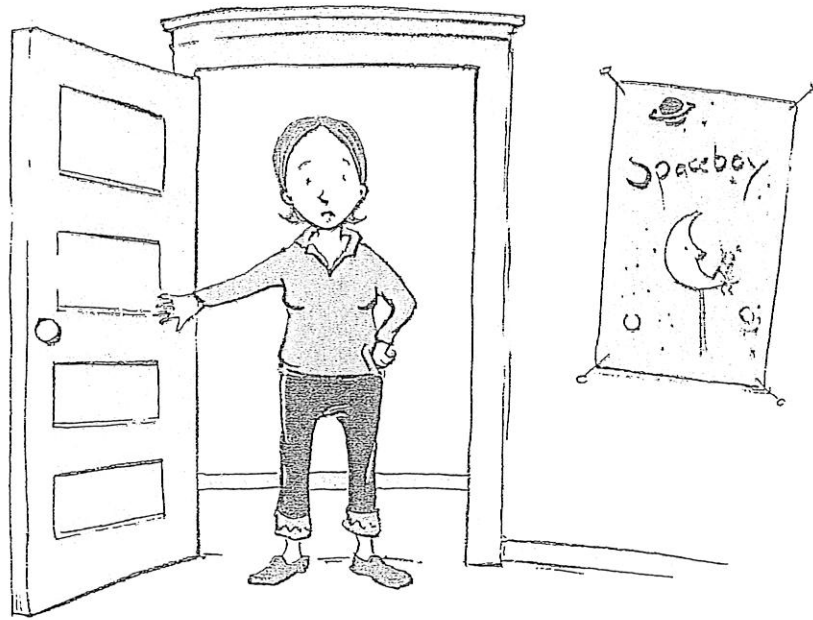
"Look! Space Monster is in my closet!"



3

"Go to sleep, Bobby," said Mom.

"Space Monster is not in your closet!"

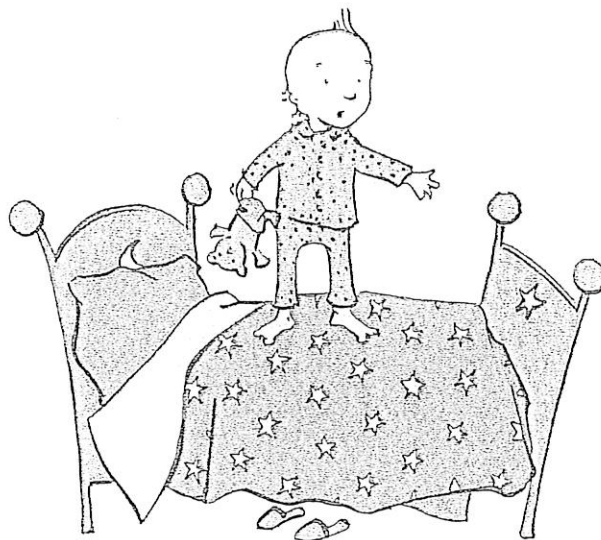


4

"Mom! Mom!" said Bobby.

"I can't sleep.

Space Monster IS in my closet!"



5



"Oh," said Mom.

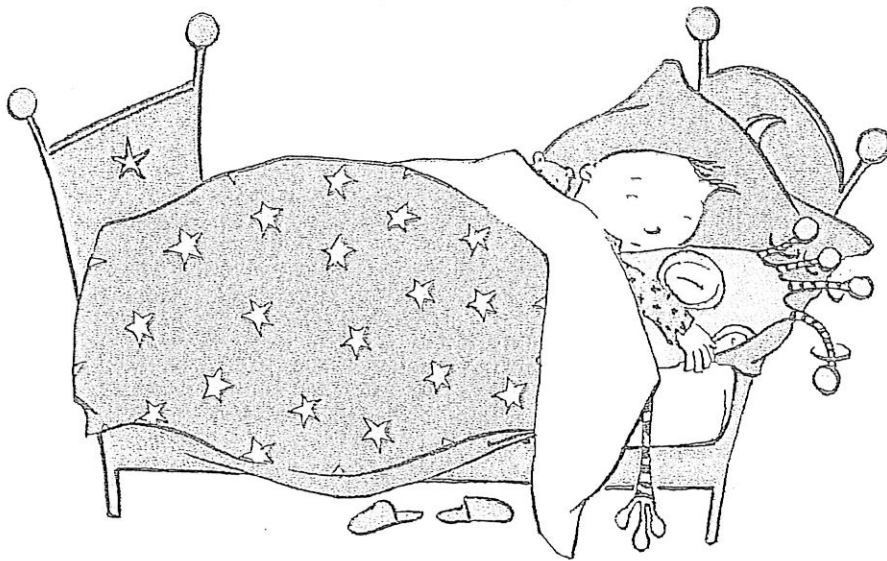
"Space Monster IS in your closet.  
It's bedtime, Space Monster."



6

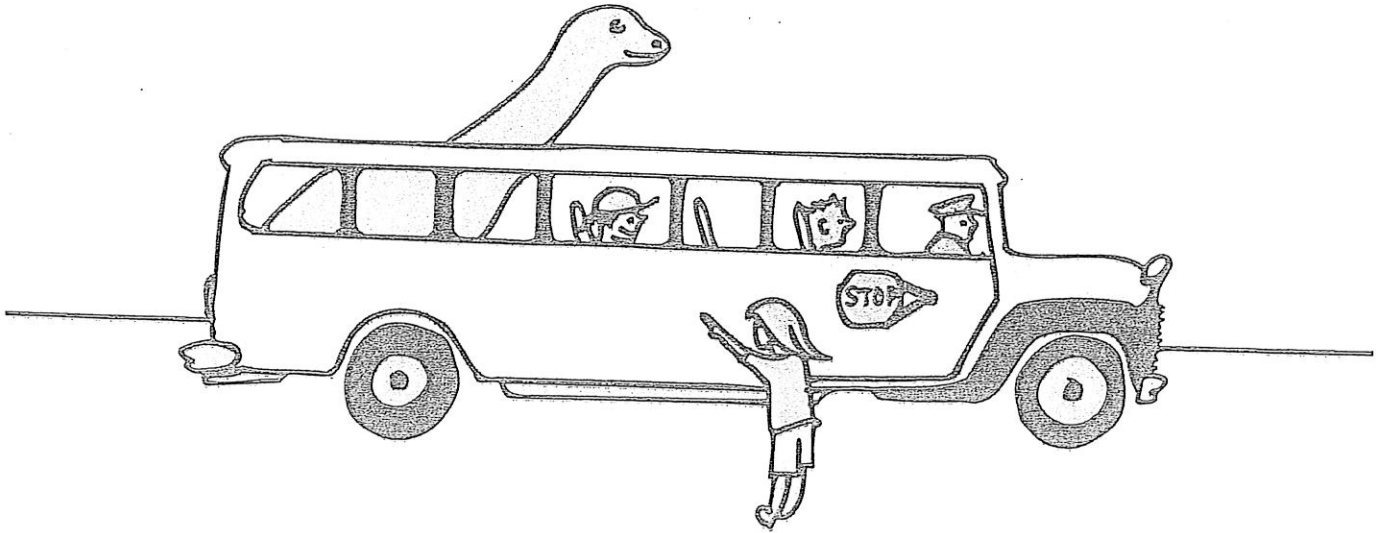
"Goodnight, Mom," said Bobby.

"Goodnight, Mom," said Space Monster.



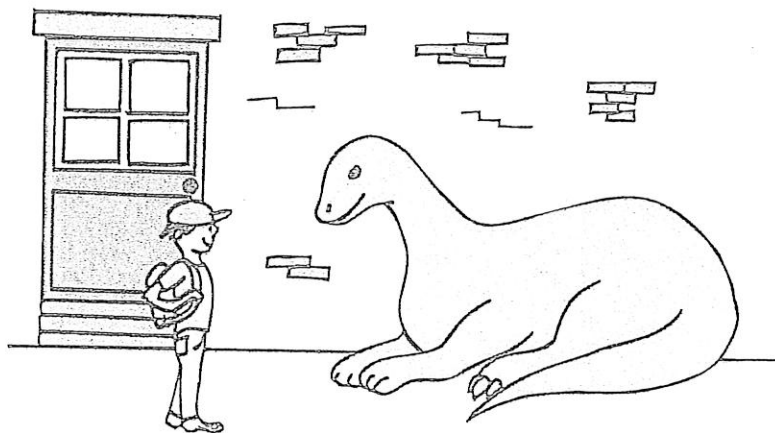
7

# A Day at School



"Troy, where are you going?"  
said Little Dinosaur.

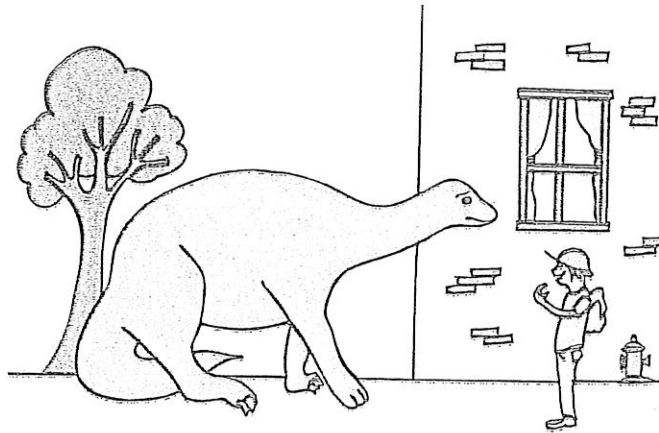
"I'm going to school," said Troy.



"Can I come?" said Little Dinosaur.

"OK," said Troy.

"You can come to school with me."



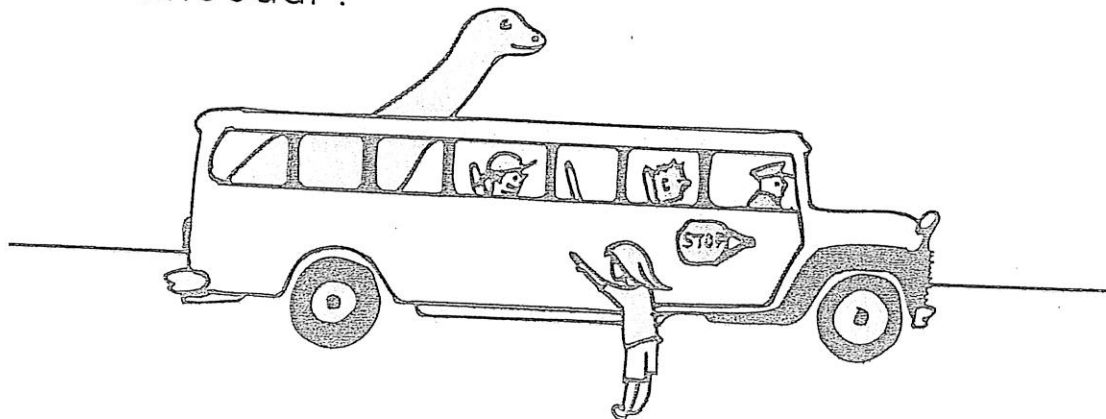
2

Troy got on the bus.

Little Dinosaur got on the bus, too.

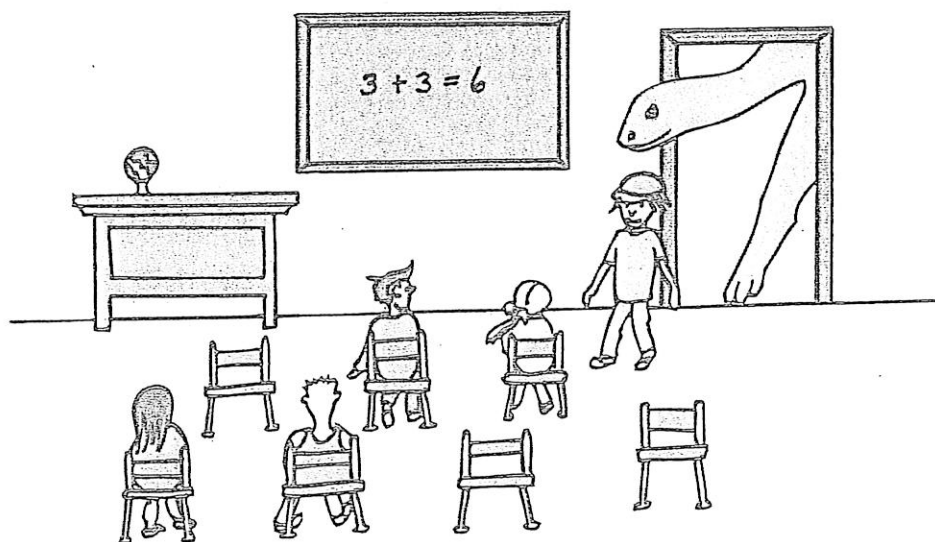
"Look!" said Liz.

"Troy is on the bus  
with a dinosaur!"



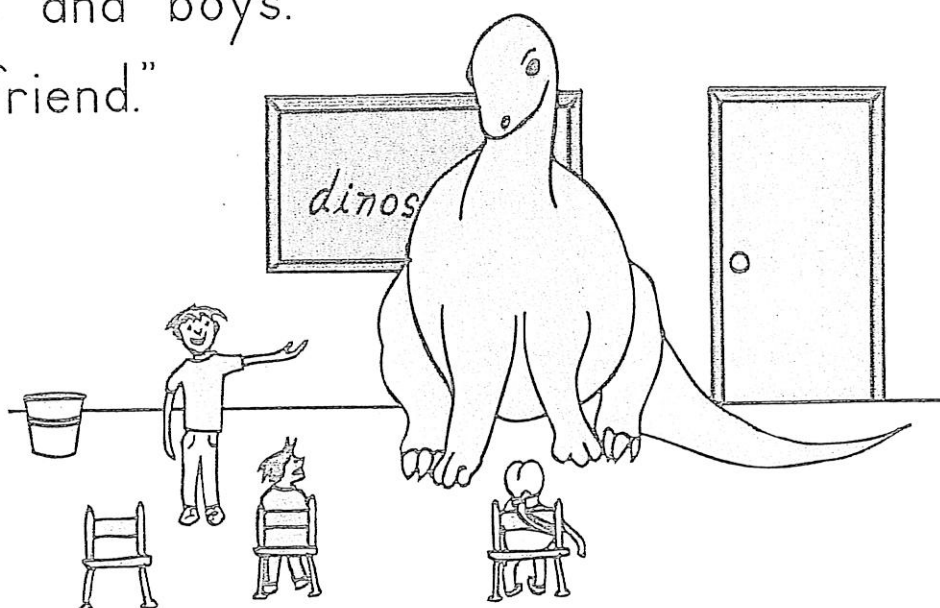
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At school, Troy  
went into the classroom.  
Little Dinosaur went into the classroom, too.



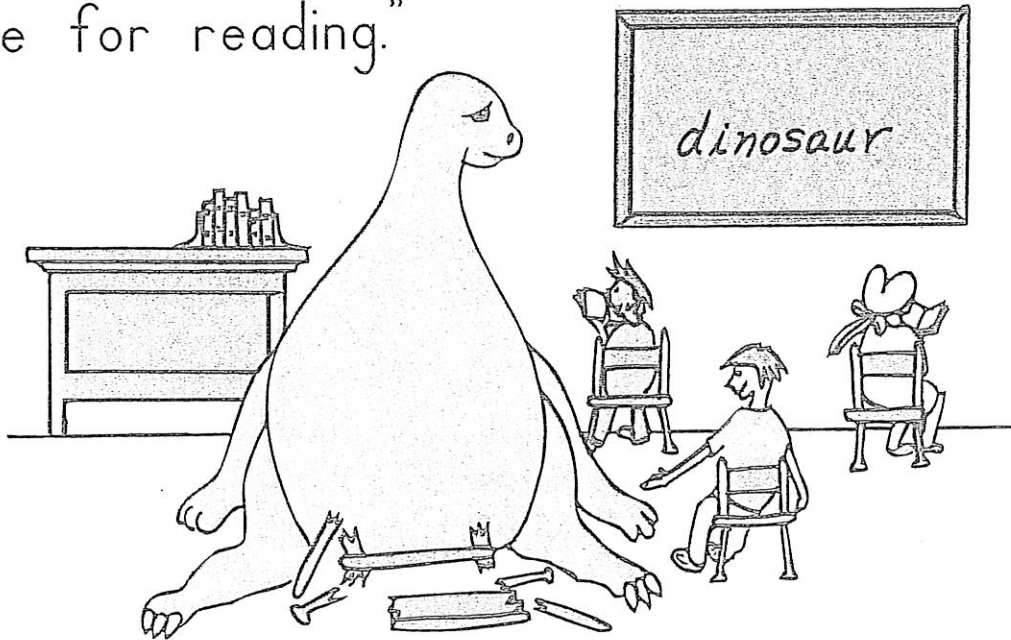
4

"This is Little Dinosaur,"  
said Troy  
to the girls and boys.  
"He is my friend."



5

Sam said,  
"You can sit here.  
It's time for reading."



6

"I like going to school," said Little Dinosaur.

"Me, too!" said Troy.

"I like going to school with you!"



7

## Stair Step Words

In this game your child can make words by moving one letter to create words.

1. Your child cuts the letters from the bottom of the student sheet and places them in a row.
2. The child moves one letter to make a new word.

Example: Cat

Pat

Sat

Set

3. Record the word on the step.
4. Continue until all the steps are filled.

Day 1  
Name \_\_\_\_\_

Word Steps

P.035.SS1d



cat

c a t s e

p m b i



Day 2

Name \_\_\_\_\_

P.035.SS1a

Word Steps

tip

t i p d n s a

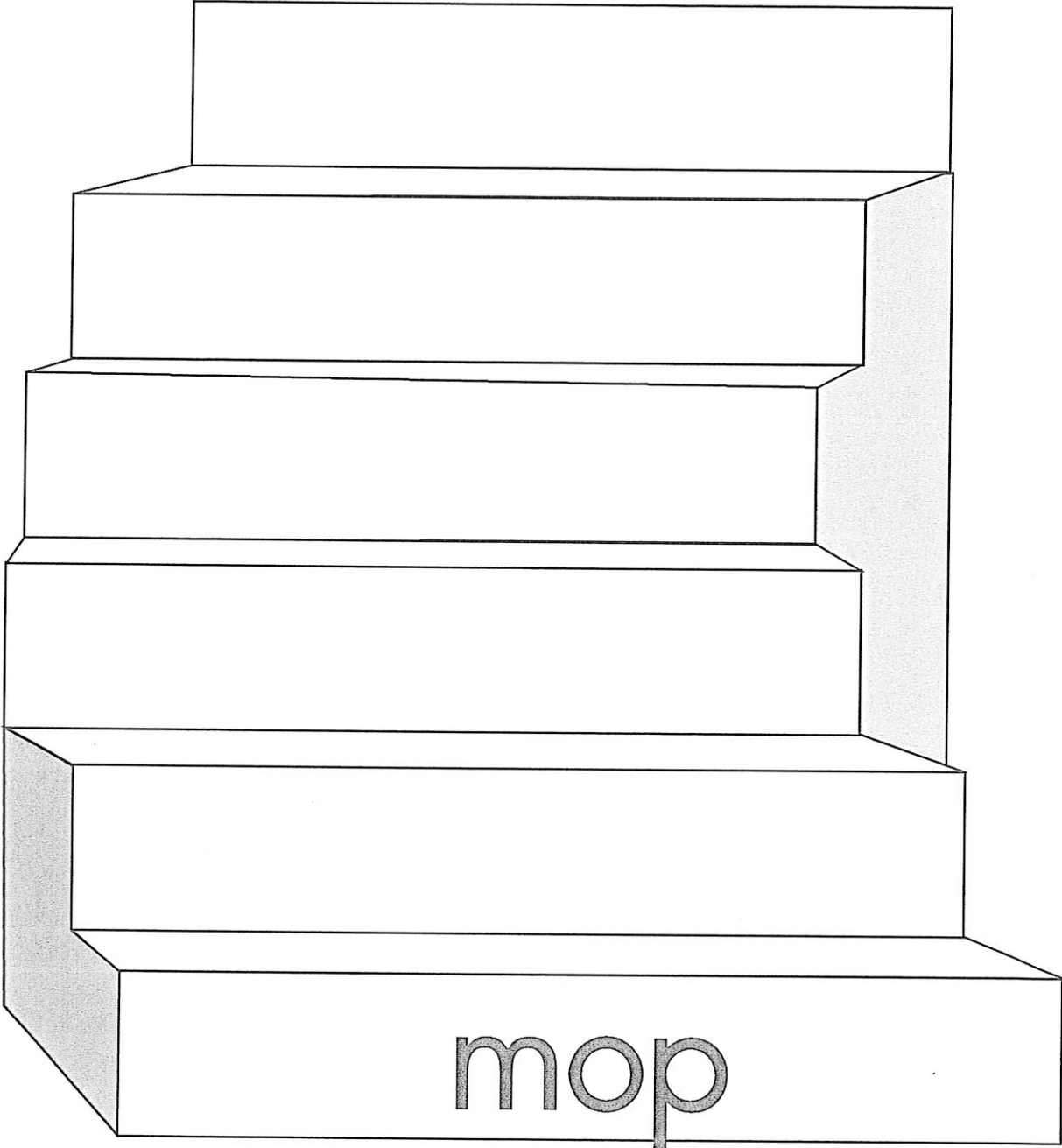


Day 3

Name \_\_\_\_\_

Word Steps

P.035.SS1b



mop



m o p u h i t g

Day 4

Name \_\_\_\_\_

P.035.SS1c

Word Steps

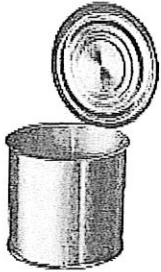
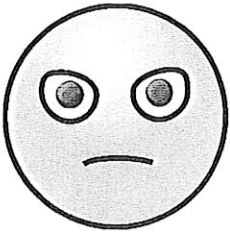
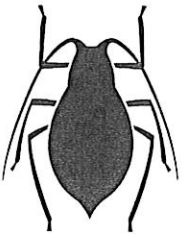


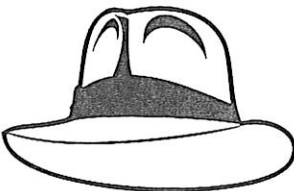
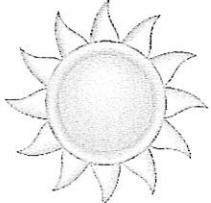

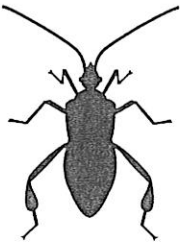


cot

c o t d g l u h

Name \_\_\_\_\_

Say the first picture. Circle the picture that has the same middle sound.

Do the first one together.

# Pink Bird

by ReadWorks

Try standing on one foot. Is it easy or hard? Flamingos spend a lot of their time on one foot! Flamingos are interesting birds.

Flamingos are large pink birds. But they are not born pink! Flamingos are born with gray or white feathers. As they get older, flamingos change color! Flamingos eat lots of shrimp and fish. What they eat causes them to turn pink.



*flamingos*

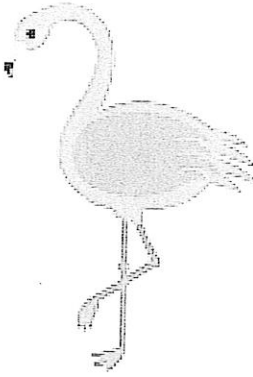
They also have a straight beak when they are born. Their beak curves as they get older. They use their beak to eat fish.



What is your favorite bird?

## Pink Birds

Write three interesting facts you learned about flamingos.



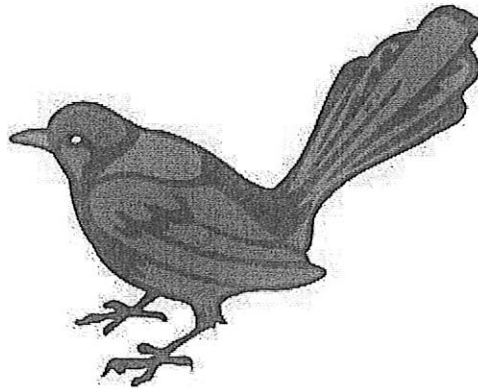
1.

2.

3.

# A Busy Bird

by ReadWorks



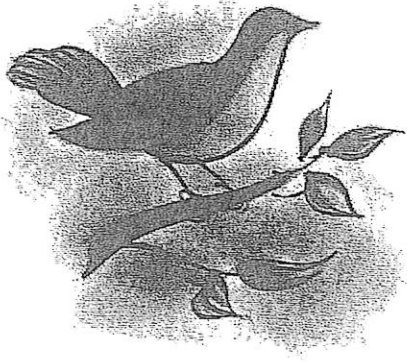
Carlos walked outside. He looked at his favorite tree. He saw a bird in the tree.

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?



*a bird*

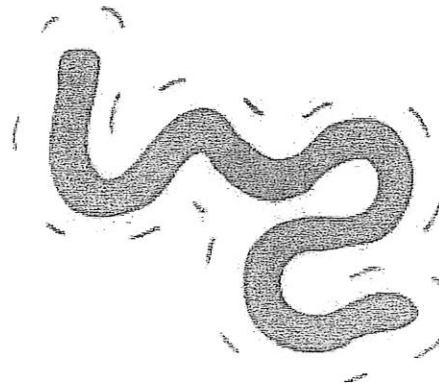


*a cat*

2. What did the bird have in its beak?

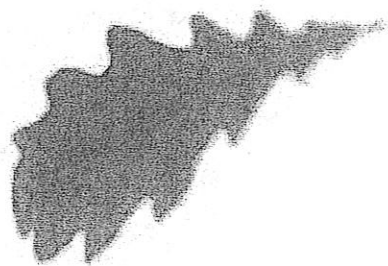


*twigs*

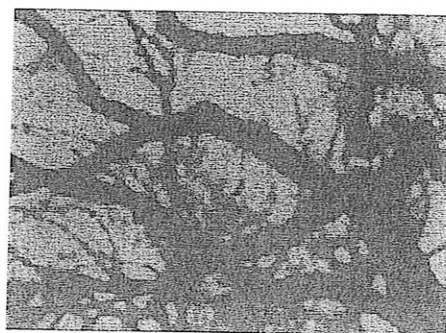


*worms*

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



*on a leaf*

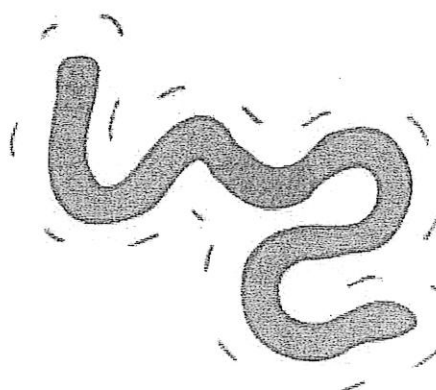


*on a branch*

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.



## Kindergarten- Week 3

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

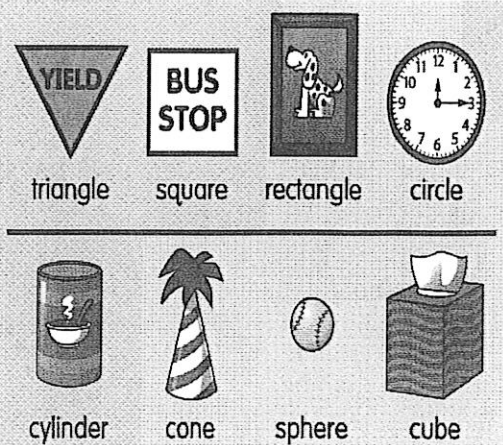
1. Complete lesson practice pages
2. Complete an extension activity included in the lesson plan or the center activity that follows the practice practices pages, (if your child finishes before the 40 minute block).

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

Day 11- See Position and Shape	Day 12- See Position and Shape Day 2	Day 13- Name Shapes	Day 14- Build Shapes	Day 15- Shapes Review
<p>Pg. 251 Color the child with a book, the child in <u>front</u> of him, and the window <u>above</u> the child with the book. Then, color the child <u>next to</u> the squirrel, leaves <u>below</u> the cone, and one object <u>above</u> the bus. Discuss the positional words underlined.</p> <p>Pgs.253 &amp; 254; Circle objects that are above, behind and below, beside,</p> <p><b>Extension Activity:</b> Play I Spy with objects around the house that are in front of, above, below, above.</p>	<p>Pg. 252 Circle the flowers beside the bench and color the flowers below the tree purple. Color the object in front of the bench red and the boats behind the bench blue. Then you can color the rest of the picture. Discuss the positional words <u>beside</u> and <u>behind</u>. As you color the rest of the picture, use the words <u>above</u>, <u>below</u>, and <u>next to</u>, to describe the objects in the picture.</p> <p><b>Extension Activity:</b> Play I spy with objects around the house or in the yard with positional words, (beside, behind, above, below, next to).</p>	<p>Pg. 259 Color the squares, rectangles, circles, triangles, and a hexagon on the page. Next, color a sphere, cube, cone and a cylinder. After you color the shapes, point to the shapes and say their names.</p> <p>Pg.260-263 Identify and sort shapes in categories.</p> <p><b>Extension Activity:</b> Go on a shape hunt in and around the home. Find everyday objects that are squares, circles, triangles, a sphere, cone, cylinder, cube, etc.</p>	<p>Pg. 275 Use one color to color a rectangle that is made from triangles. Use a different color to color a square made from smaller squares. A third color to color a triangle made from smaller triangles. You can continue to color the rest of the picture</p> <p>Pg.276-278 Use the boxes to try to find the shapes that created the larger picture. Practice drawing and completing the shapes.</p> <p><b>Extension Activity:</b> Draw a picture using only shapes. How many different objects can you make? Play I Spy or go on a Shape Hunt. See how many new shapes you can find.</p>	<p>Pg. 281 Compare shapes with 3 sides and shapes that have a circular face.</p> <p>Pg. 282 Make a picture of your own by coloring the triangles.</p> <p><b>Extension Activity:</b> Go on a shape hunt in and around the home. Find everyday objects that are squares, circles, triangles, a sphere, cone, cylinder, cube, etc. Draw a picture using only shapes. How many different objects can you make?</p>

Position language such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to* are used to describe the location of objects.

There are many different shapes that can be seen within real-world objects. Recognizing shapes in his or her environment will help your child prepare for upcoming geometry lessons about shape attributes such as sides and corners.

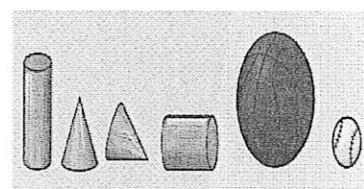


He or she will also learn some of the ways to describe shapes. For example, triangles, hexagons, rectangles, and squares have corners and straight sides. A hexagon has 6 sides and a square has 4 equal sides. Circles, cylinders, spheres, and cones have curves. Learning some of the ways to describe shapes will help your child identify and distinguish between different shapes in geometry lessons and in the real world.

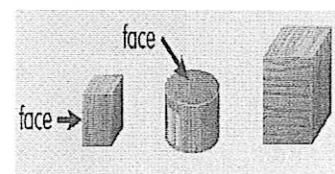
Flat Shapes		
Triangle	Hexagon	Circle
Side → Corner →		
Rectangle	Square	

Solid Shapes			
Cylinder	Sphere	Cone	Cube

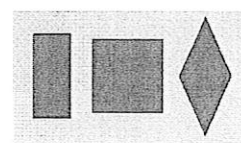
In order to compare shapes you need to think about their attributes. For example, the cylinders, cones, and spheres below are alike because they are solid shapes that can roll.



Some solid shapes are alike because they can stack, such as the 3 shapes below. The first and third shapes, which are cubes, are most alike because they each have 6 square faces. A flat surface of a solid shape is called a **face**.



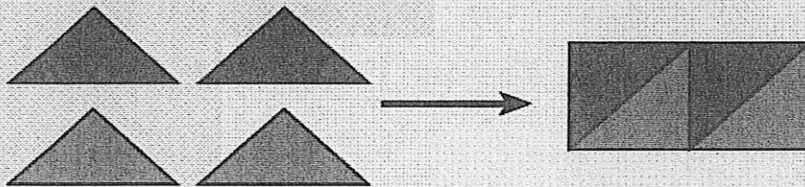
When comparing flat shapes, such as the those below, you can compare the number of sides and the lengths of sides. For example, each shape below has 4 sides. But only the first and third shapes, which are squares, have all sides of equal length.



Shapes can be put together to form larger shapes. For example,  
2 squares can be put together to form a rectangle.



Also, 2 triangles can be put together to form a square and 4 triangles  
can be put together to form a rectangle.

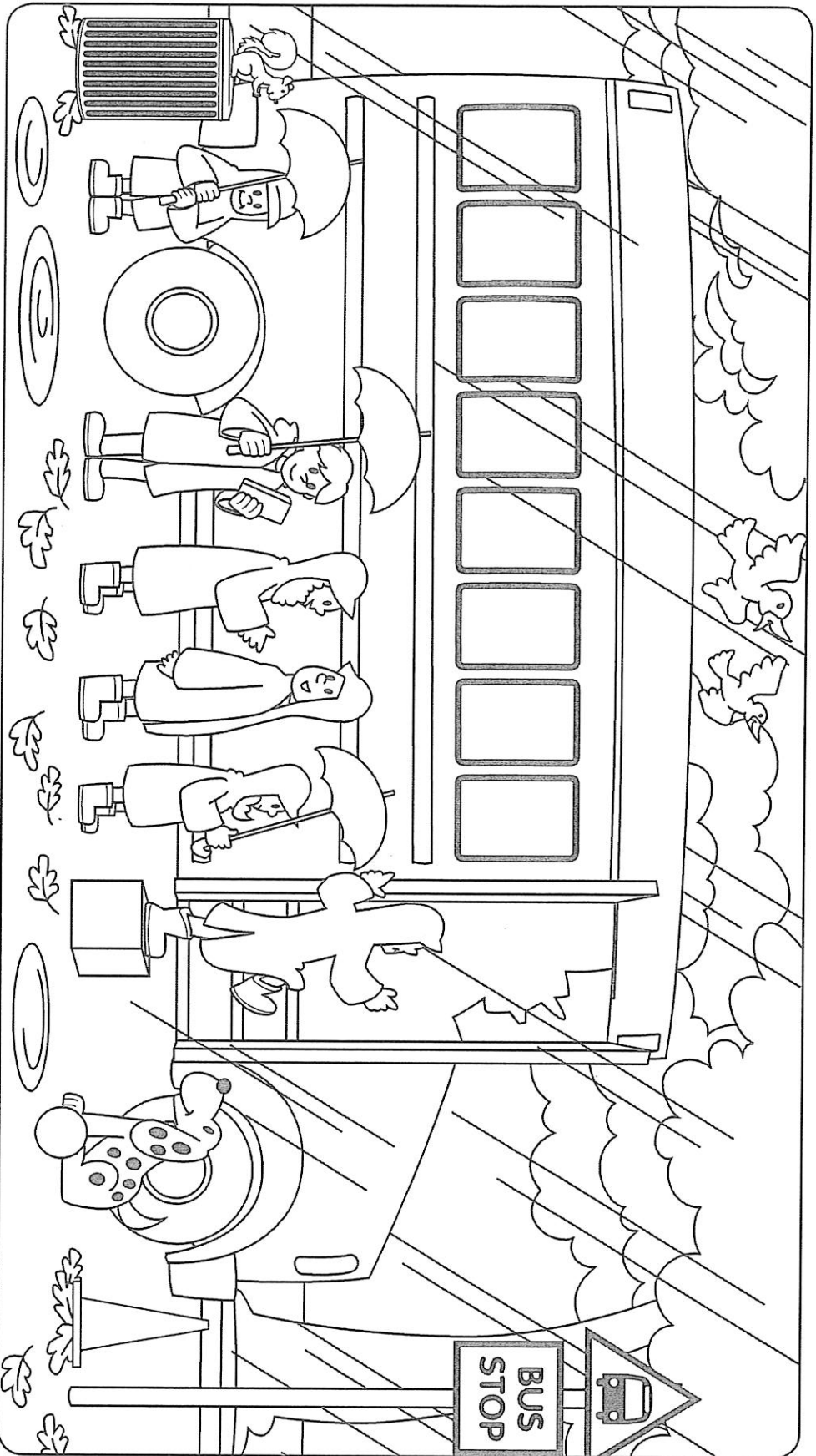


Learning to place shapes side by side to form larger shapes will help  
your child build a foundation for work in later grades with equal parts,  
fractions, and area.

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

# See Position and Shape

Name \_\_\_\_\_



**Observe as you ask your child to color different objects on the page.** Have your child color the child with the book, the child in front of him, and the window above the child with the book. Then have your child color the child next to the squirrel, the leaves below the safety cone, and one object above the bus. Tell your child to color the rest of the picture.

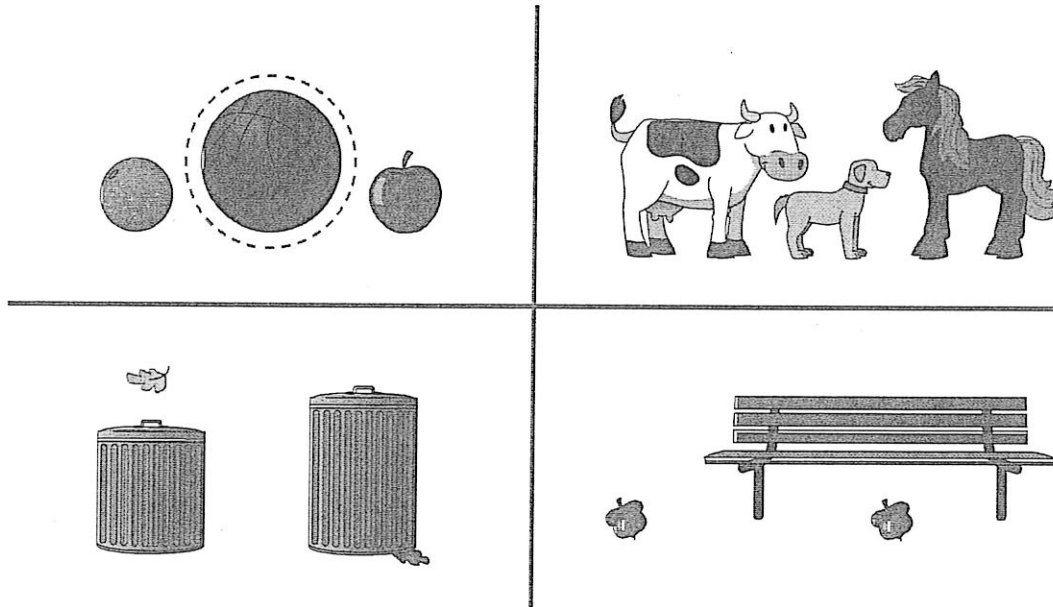


## See Position and Shape

Name \_\_\_\_\_

Day 11

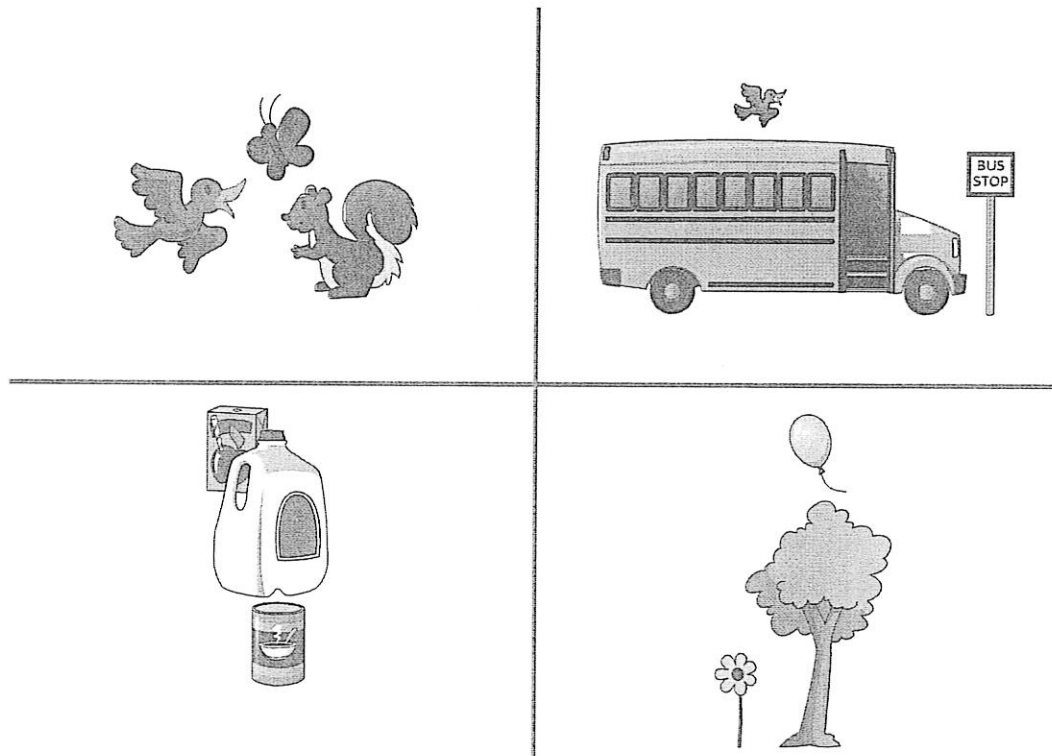
Example



Guide your child to identify objects that are next to, above, behind, or below. Have your child circle the object that is next to the apple and the trash can with the leaf above it. Then have your child circle the animal that is behind the dog and the acorn that is below the bench.

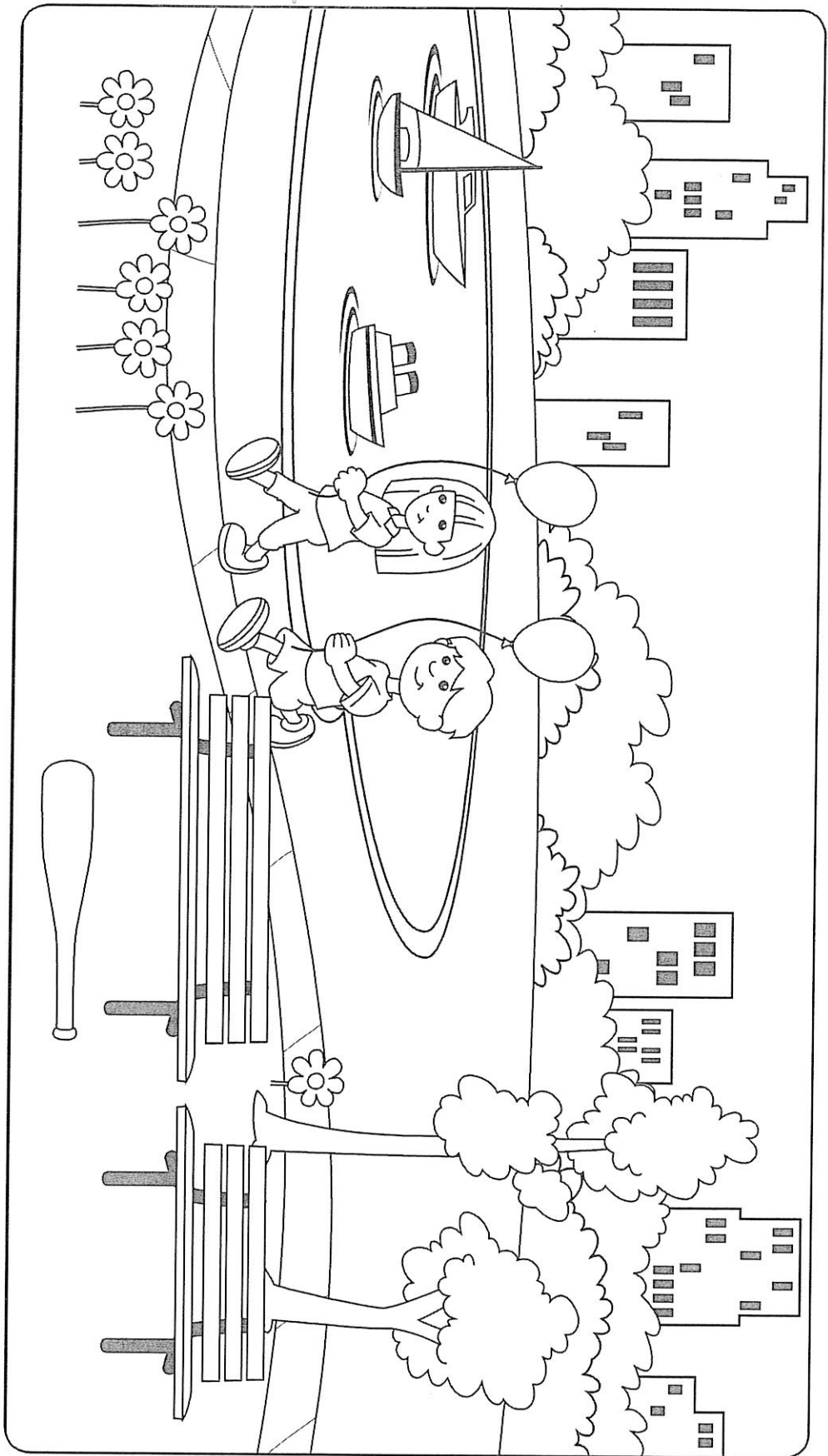
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Lesson 29 See Position and Shape 253



Guide your child to identify objects that are above, behind, in front of, or beside. Have your child circle the animal above the squirrel and the object behind the milk. Then have your child circle the object in front of the bus and the object beside the tree.

## Day 12



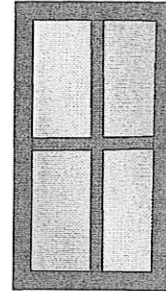
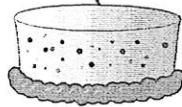
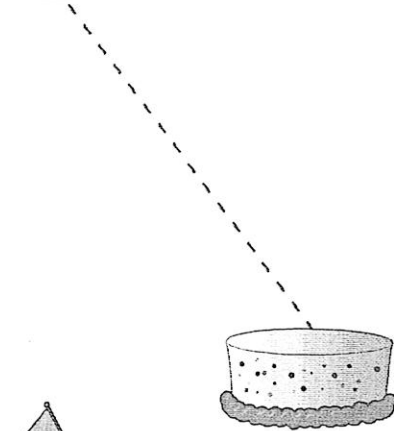
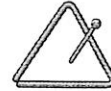
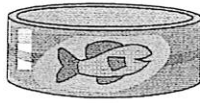
**Guide your child to circle the flowers beside the bench and color the flower below the tree purple.** Have your child color the object in front of a bench red and the boat behind the sailboat blue. You may wish to then allow your child to color the rest of the picture.

## See Position and Shape

Name \_\_\_\_\_

Day 12

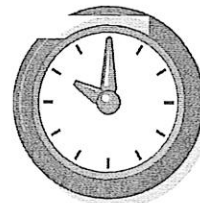
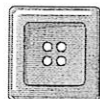
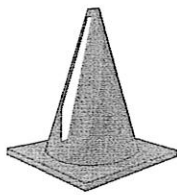
Example



Guide your child to match shapes with the same name. Have your child draw lines to connect the objects with the same shape and then name the shapes. Use real objects to help your child recognize that position or size do not change the name used to describe the shape.

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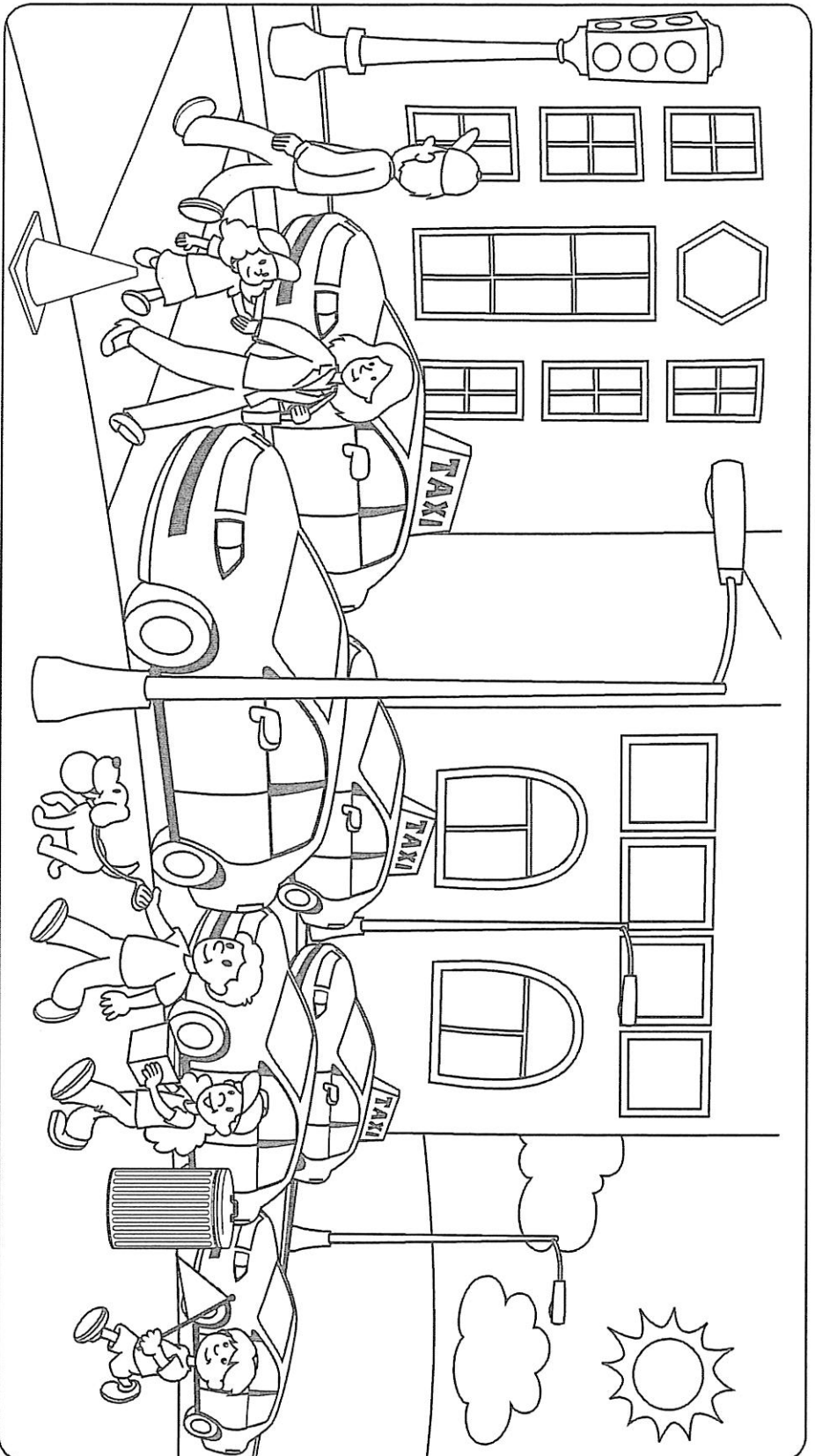
Lesson 29 See Position and Shape 255



Guide your child to match shapes with the same name. Have your child draw lines to connect the objects with the same shape and then name the shapes. Use real objects to help your child recognize that position or size do not change the name used to describe the shape.

# Name Shapes

Name \_\_\_\_\_

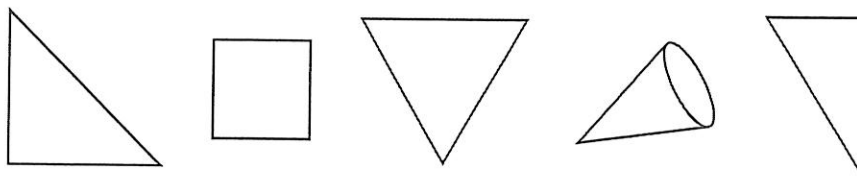
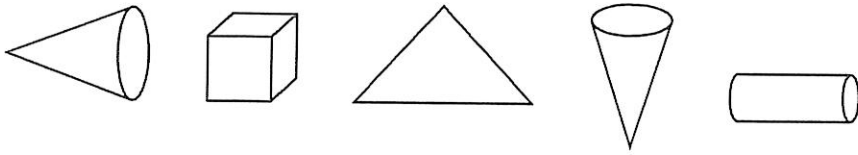
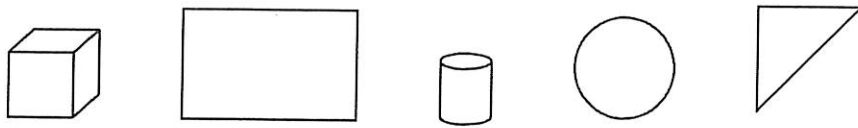


Day 13

Observe as you ask your child to color different shapes on the page. Have your child color a square, a rectangle, a circle, a triangle, and a hexagon. Then have your child color a sphere, a cube, a cone, and a cylinder. Have your child color the rest of the picture.



# Day 13



Guide your child to identify and sort shapes into categories. Have your child color all the flat shapes in the top row and all the solid shapes in the middle row. Then have your child color all the triangles in the bottom row.

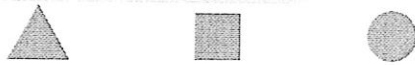
## 260 Lesson 30 Name Shapes

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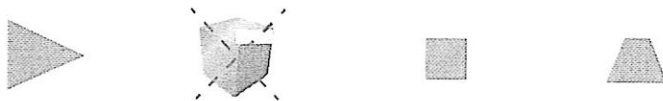
Lesson 30

## Name Shapes

Name \_\_\_\_\_



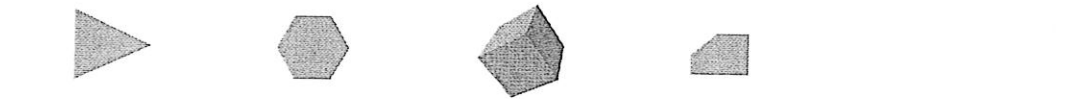
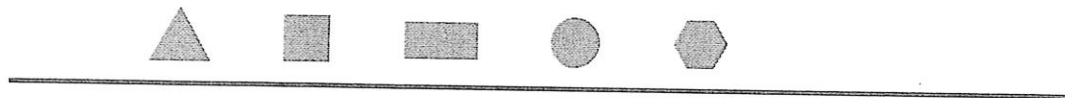
Example



Guide your child to distinguish flat shapes from solid shapes and then identify the flat shapes. Have your child mark all the solid shapes with an X. Then have your child ring (circle) the triangle at the top of the page red, the square green, and the circle blue. Have your child use those colors to ring the other triangles, squares, and circles.

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# Day 13



Guide your child to distinguish flat shapes from solid shapes and then identify the flat shapes. Have your child mark all the solid shapes with an X. Then have your child ring (circle) the triangle at the top of the page red, the square green, the rectangle purple, the circle blue, and the hexagon yellow. Have your child use those colors to ring the other triangles, squares, rectangles, circles, and hexagons.

## 262 Lesson 30 Name Shapes

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### Lesson 30

## Name Shapes

Name \_\_\_\_\_



### Example

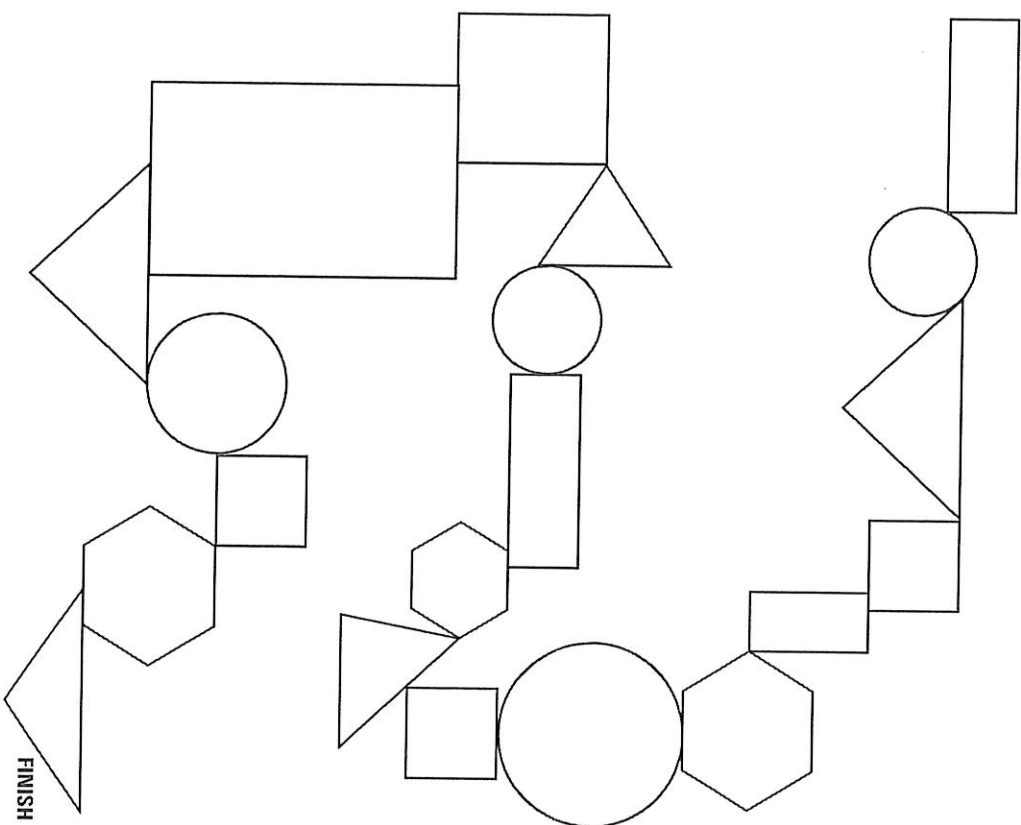


Guide your child to distinguish flat shapes from solid shapes and then identify the solid shapes. Have your child mark all the flat shapes with an X. Then have your child ring (circle) the cube at the top of the page purple, the cone red, the sphere green, and the cylinder blue. Have your child use those colors to ring the other cubes, cones, spheres, and cylinders.

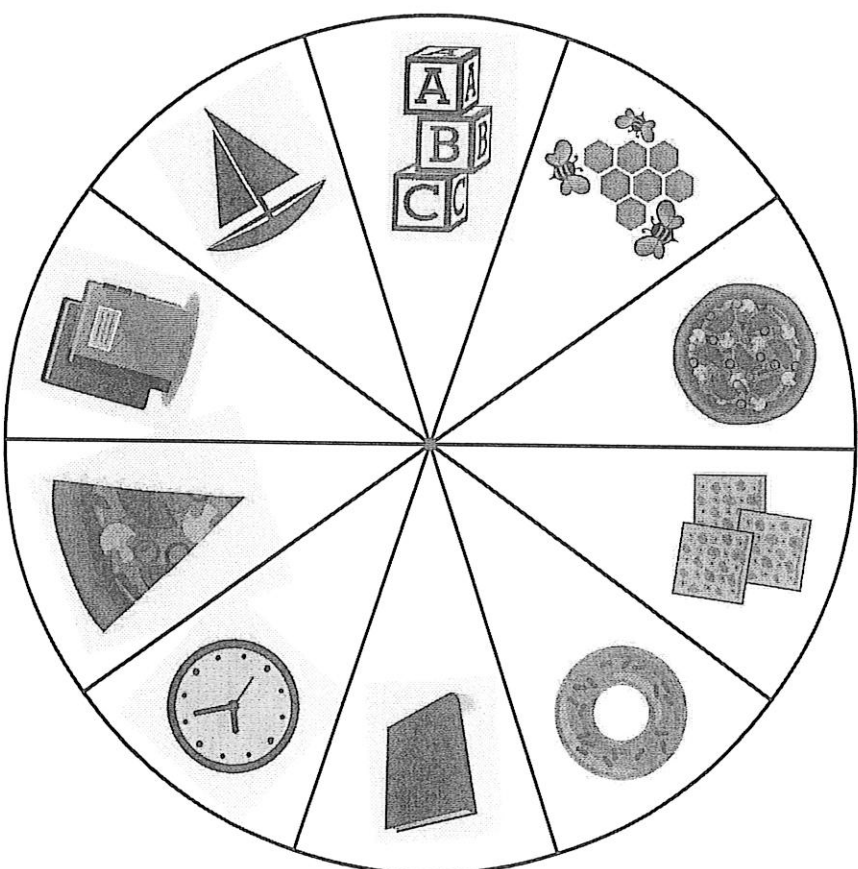
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## The Shape Path

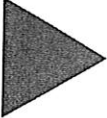
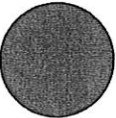

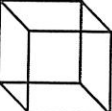
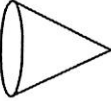
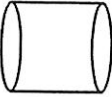
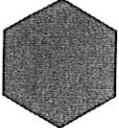
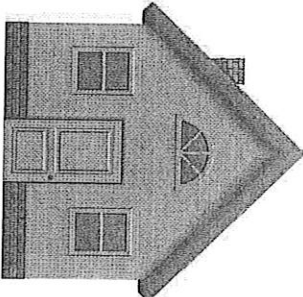
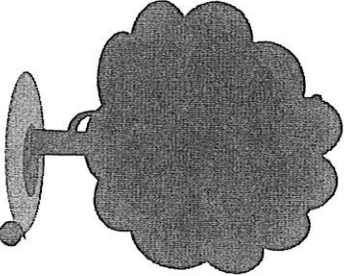

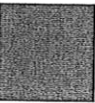

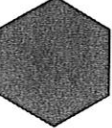
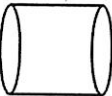
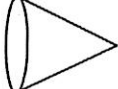
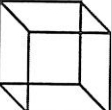

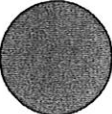
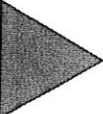
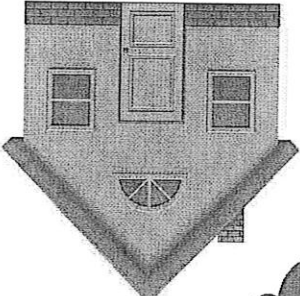
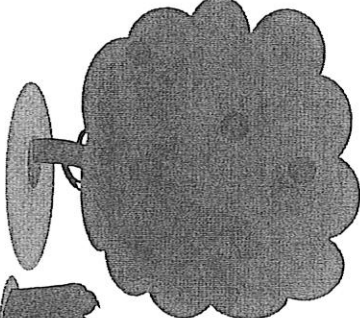
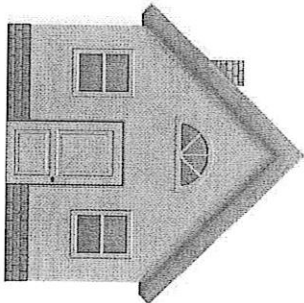
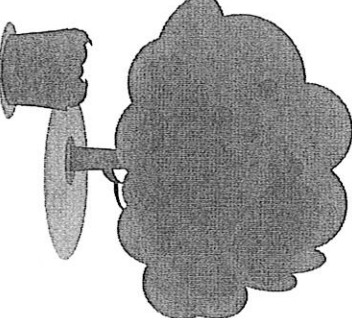
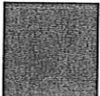
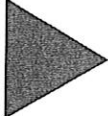
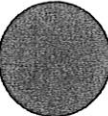

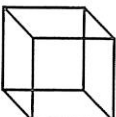
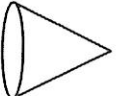
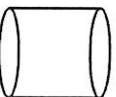
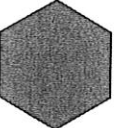


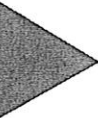
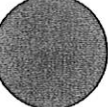

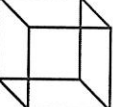
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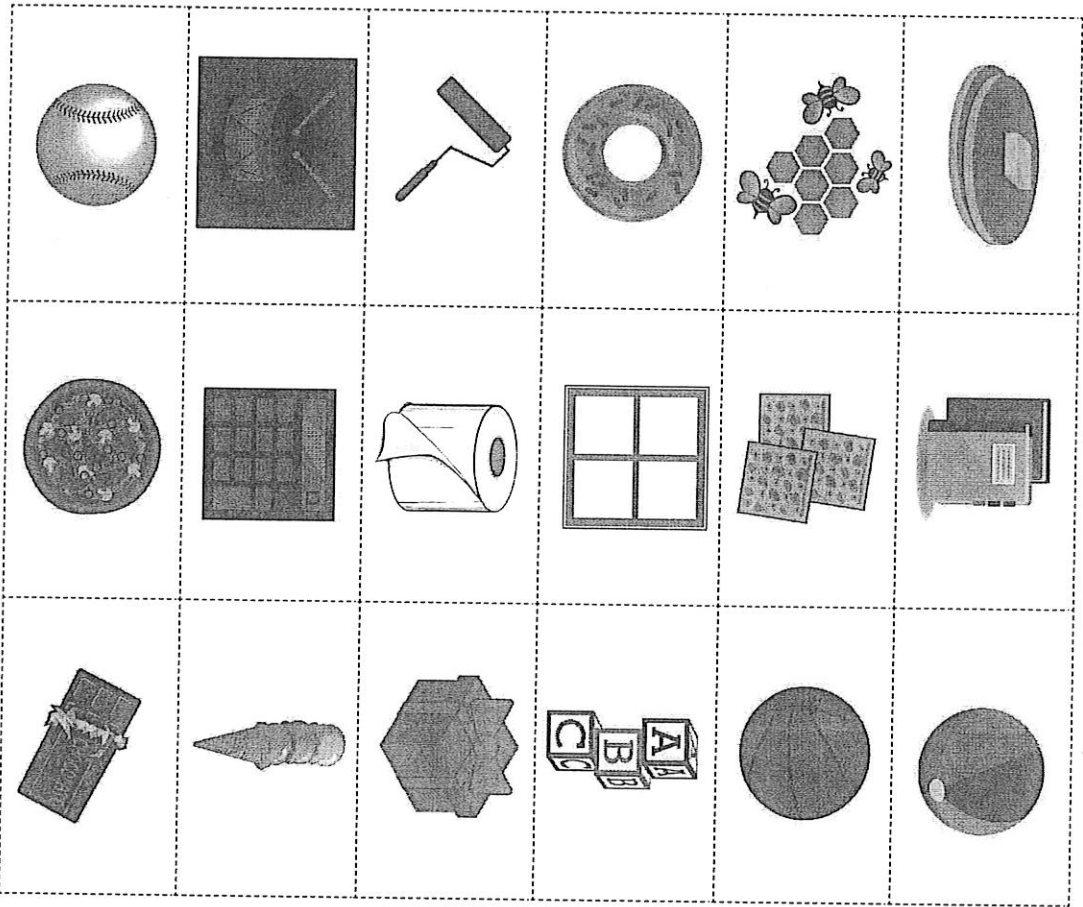
## The Shape Path



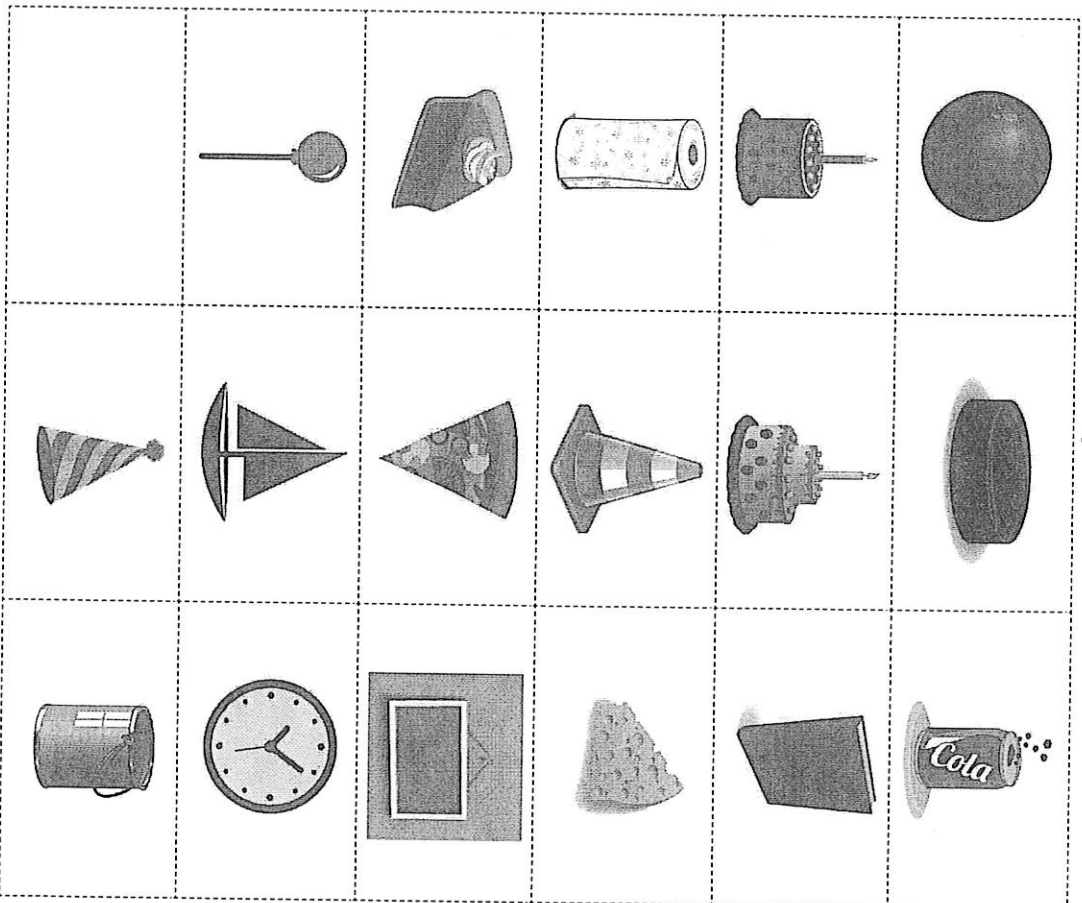
# Shape Land

START							
 				 			
							
 				 			
							
							FINISH

## Shape Land



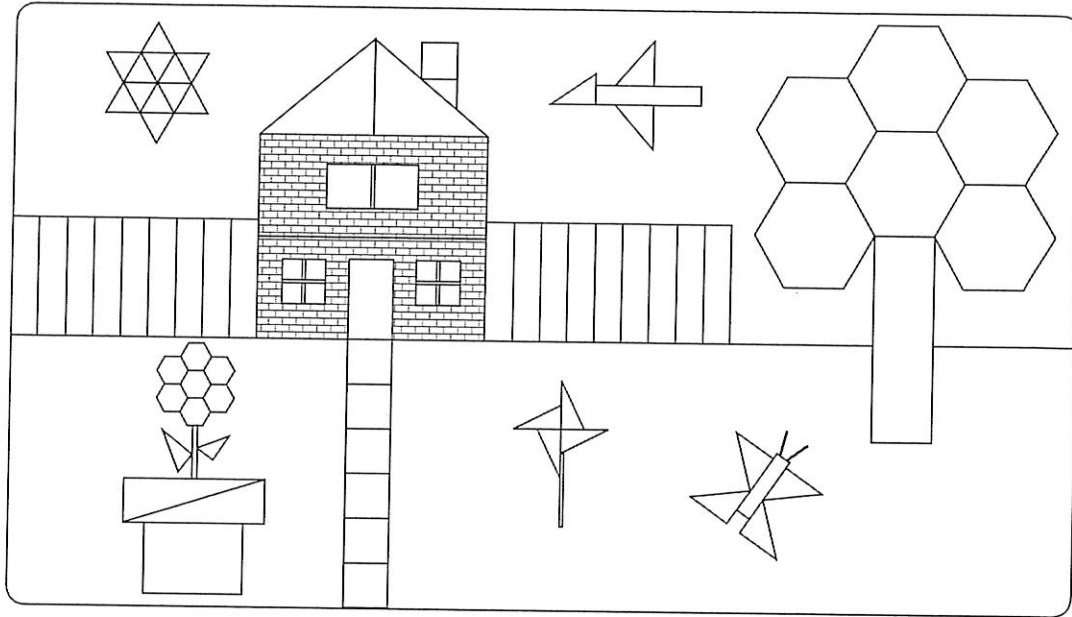
## Shape Land



## Build Shapes

Name \_\_\_\_\_

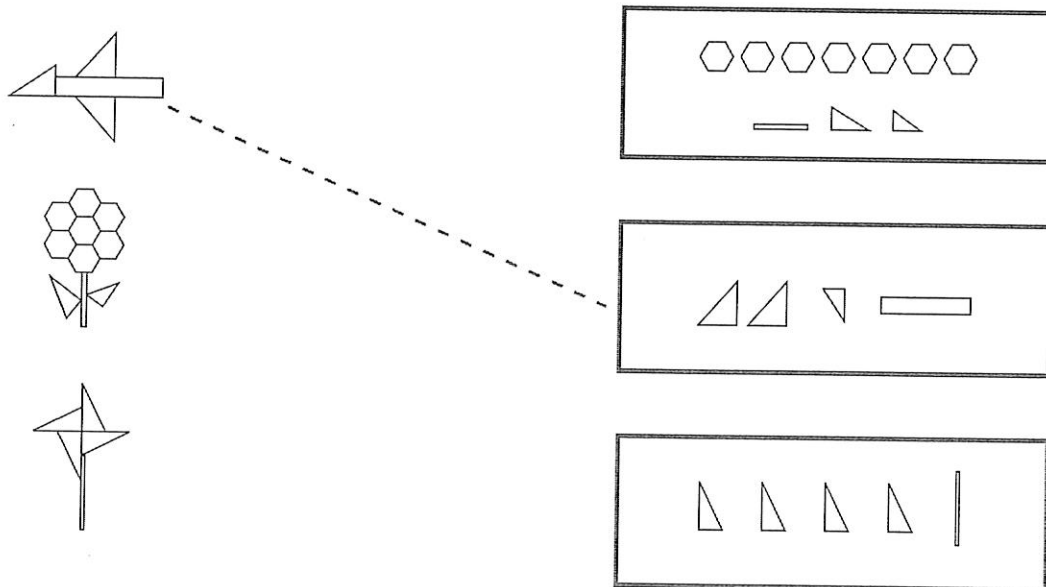
Day 14



Have your child use one color to color a rectangle that is made from triangles. Then ask your child to use a second color to color a square that is made from smaller squares and a third color to color a triangle that is made from smaller triangles. Have your child color the rest of the picture.

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Lesson 32 Build Shapes 275



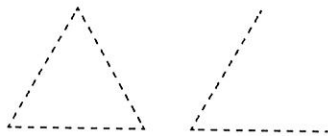
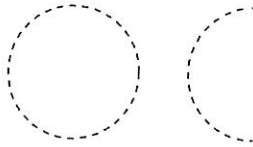
Guide your child to identify small shapes within a larger shape. Have your child look at the different shapes used to make each object. Then have your child draw lines to match each object to the group of smaller shapes used to make that object.



# Build Shapes

Name \_\_\_\_\_

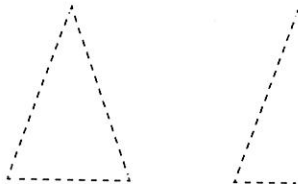
## Day 14

**Example**


Guide your child to trace a shape, complete a partial shape, and then draw another of the same shape. After tracing the first of each shape, discuss its features, such as the number of sides and corners, and guide your child to include those features in his or her work.

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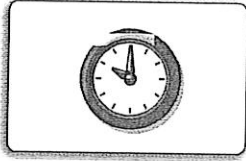



In the first two rows, guide your child to trace a shape, complete a partial shape, and then draw another of the same shape. After tracing the first of each shape, discuss its features, such as the number of sides and corners, and guide your child to include those features in his or her work. In the third row, ask your child to draw a rectangle.

**Check Understanding**  
Hold up the card with the gingerbread cookie. Have the child draw and name the shape of the frame.


## What You Do

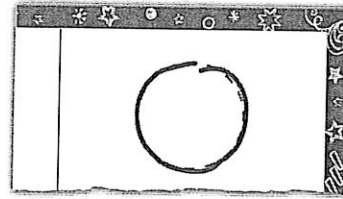
 **Take a card.**



 **Find a match.**



 **Trace the shape. Name an object with the same shape.**



A penny is also a circle.

### What You Need

- crayon for each child
- 2 sets of Shape Object Cards
- 2 copies of the Game Board for each child

### What You Do

1. Mix and stack the cards facedown in a pile.
2. Take turns. Pick a card from the pile.
3. Find a matching shape outline on the **Game Board**.
4. Trace the outline of the shape. Say the name of the shape and an object with the same shape. Return the card to the bottom of the pile.
5. The first player to trace three shapes in a row wins.

### Go Further!

Take turns. Pick a card and give clues about the object. Your partner traces the shape that matches.

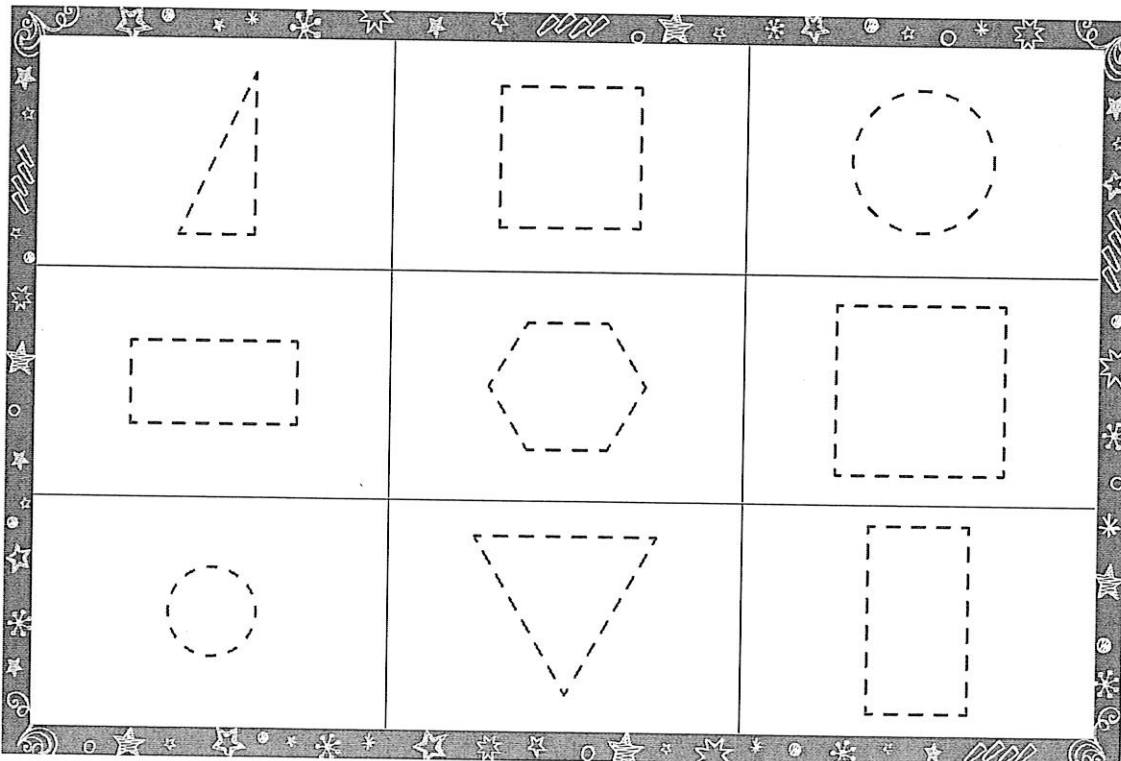
Geometry

1

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## Ready® Center Activity K.49 ★★★ Game Board

Name \_\_\_\_\_

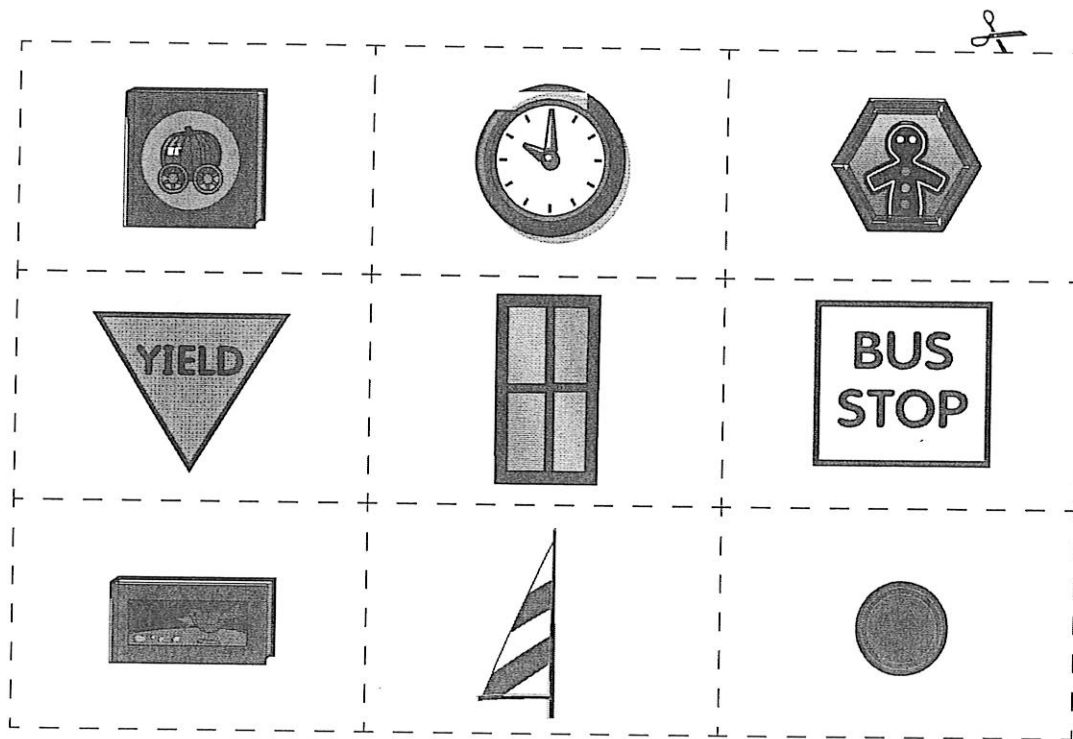


Geometry

2

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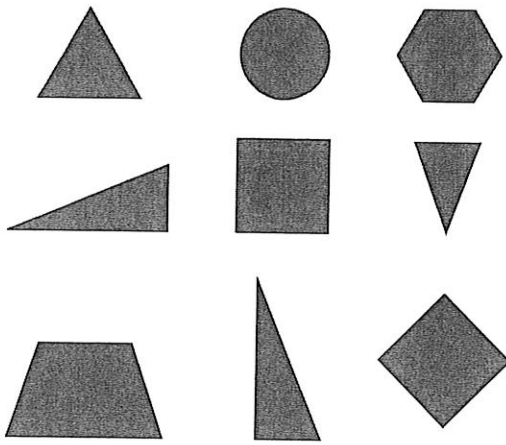




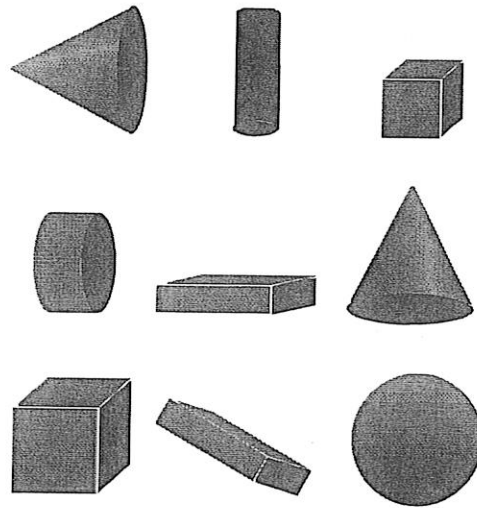
## Shapes

Name \_\_\_\_\_

3 sides



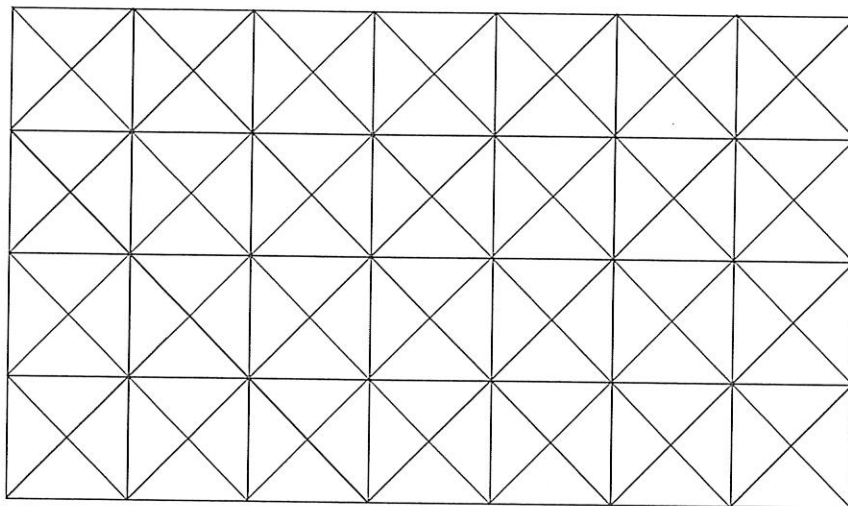
○ face



Have children analyze the flat shapes and solids and look for those with the given characteristic. On the left, children ring (circle) figures with three sides. On the right, children ring solids with a circular face.

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Have children combine shapes to make a picture. Have children use the guidelines to color triangles and squares and make a picture or pattern of their own.



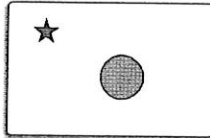
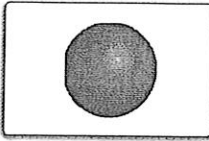
# Find and Tell

**Check Understanding**  
Display a hexagon and a rectangle. Ask: *How are these shapes alike?*

## What You Do



**Find shapes.**

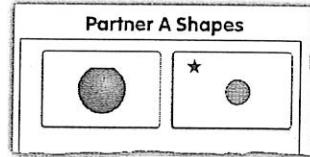


**Tell how they are alike and how they are different.**

Both shapes do not have corners.  
The sphere is a solid.  
The circle is flat.



**Glue.**



### What You Need

- glue stick for each child
- Shape Cards
- Starred Shape Cards
- Recording Sheet

### What You Do

1. Spread out the shape cards faceup. Spread out the starred shape cards faceup.
2. Take turns. Find a shape from each group of cards that is alike in some way.
3. Describe how they are alike and how they are different.
4. Have your partner check your work. If your partner agrees, glue the shapes on the Recording Sheet.

### Go Further!

Find shapes in the classroom that match each of the different shapes on the Recording Sheet.



# Find and Tell

Recording Sheet

Partner A \_\_\_\_\_

Partner B \_\_\_\_\_

## Partner A Shapes


## Partner B Shapes