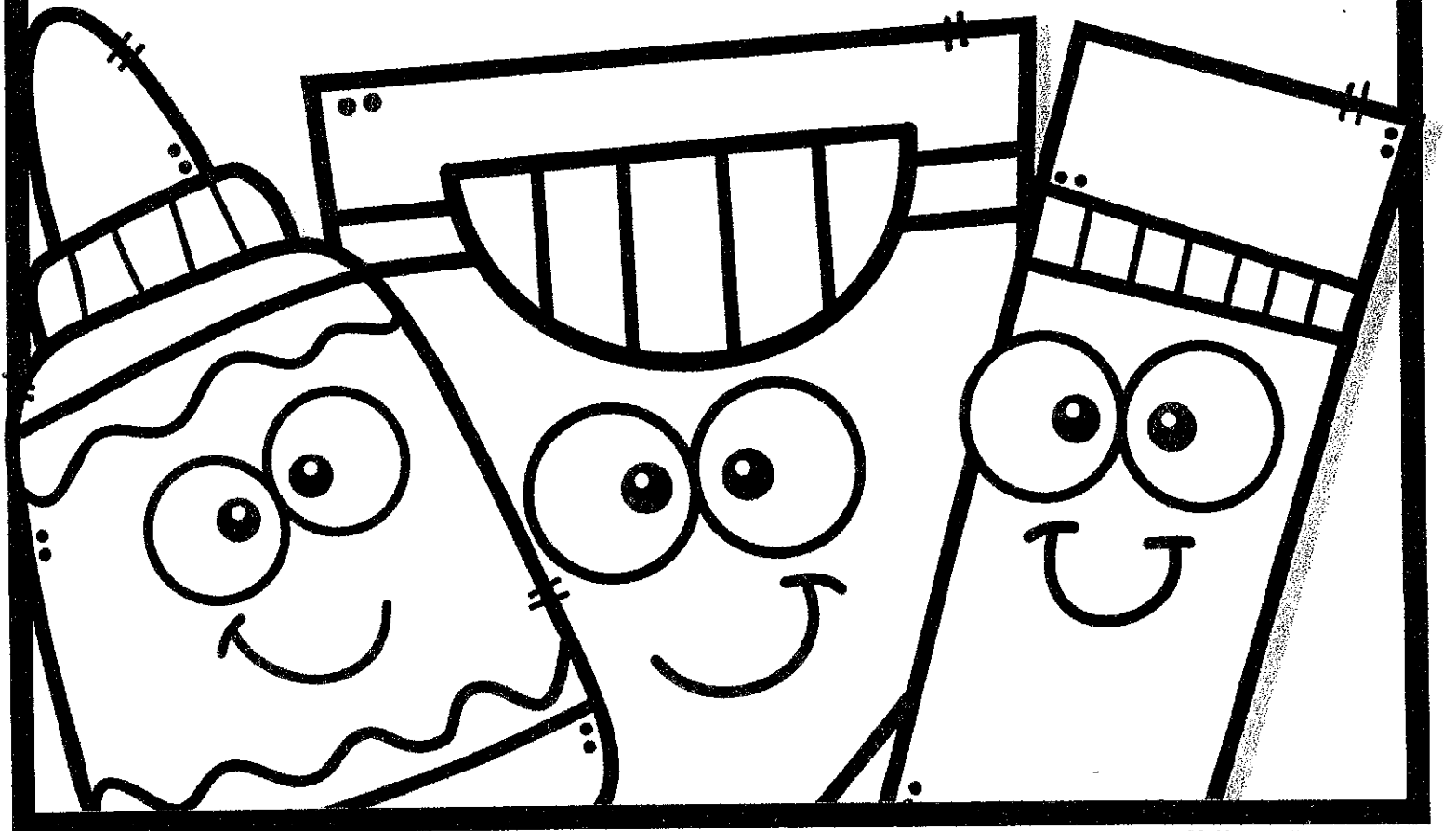


Week 3

TAKE HOME FOLDER

Kindergarten



Use three crayons and rainbow write each word.

is is is is

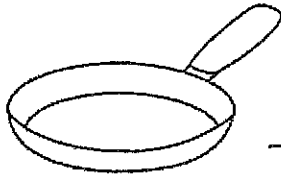
to to to

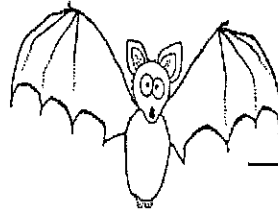
this this this

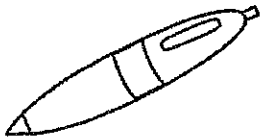
went went

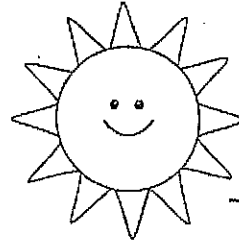
not not not

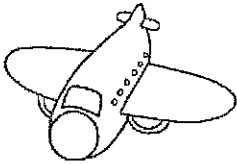
Write and read the CVC words.

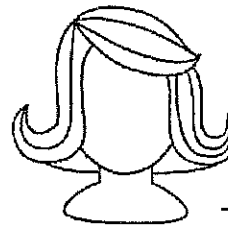


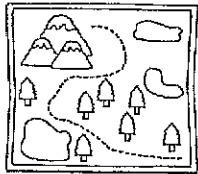


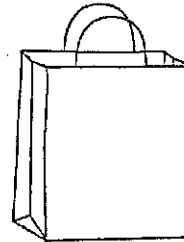


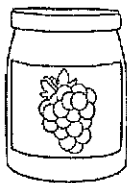


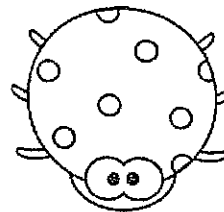


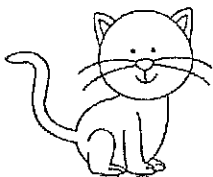


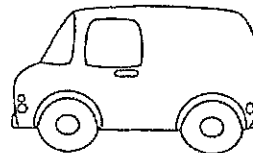








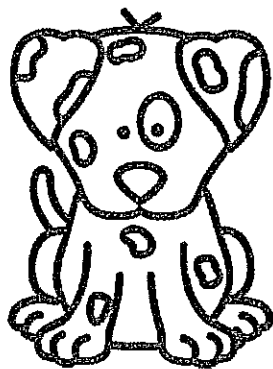




Name: _____

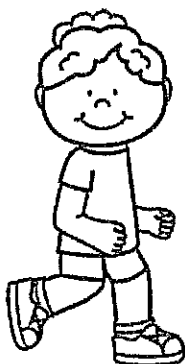
-og

Say, Trace, Write, and Color



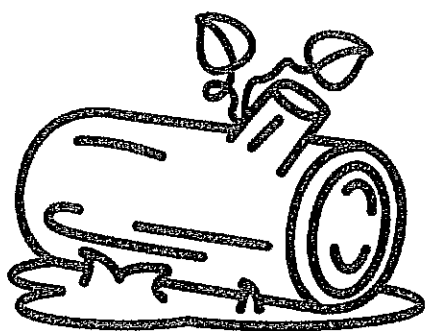
dog

dog



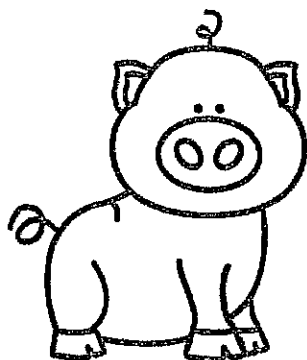
jog

jog



log

log



hog

hog

Name: _____

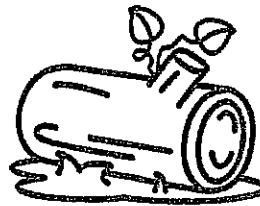
-og

Write and dab the -og words.









hog

cop

hot

dog

mom

lot

log

box

top

pot

hot

cob

jog

rod

bob

fog

sob

hop

dog

pop

job

log

fox

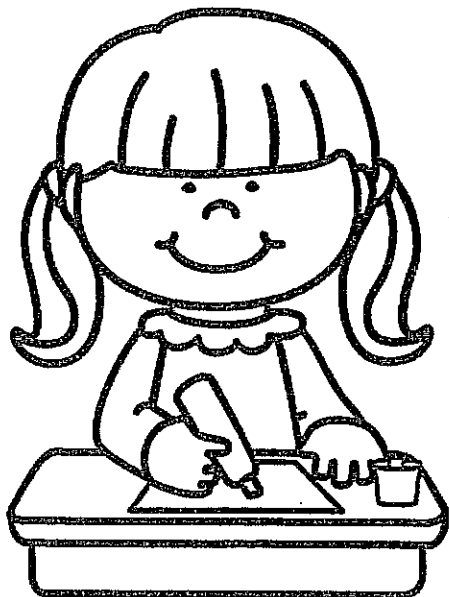
cop

jog

Name: _____

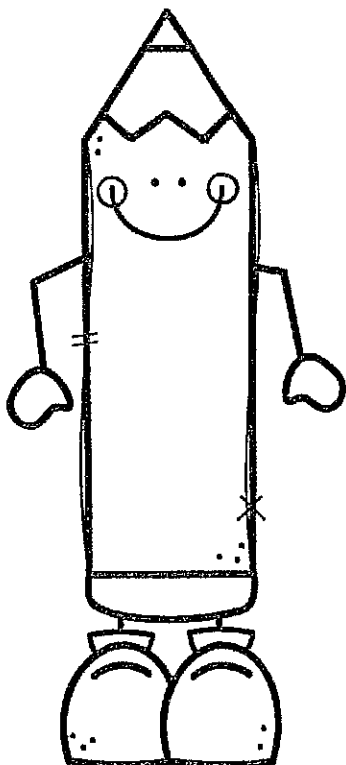
-og

Say and find the -og words



pop	dog	hot	hog
cob	box	rod	cod
jog	pod	log	cop
top	fog	rot	mob

Write the words.



1

2

3

4

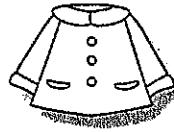
5

B

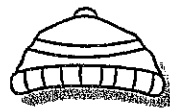
Name _____

I Am Ready

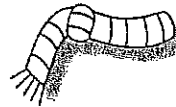
I put on my jacket.



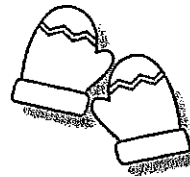
I put on my hat.



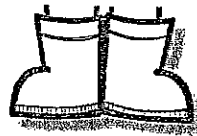
I put on my scarf.



I put on my mittens.



I put on my boots.



I am ready!



① Which did she put on?

sunscreen

scarf

gloves

② Retell the story. Who did you tell?

B

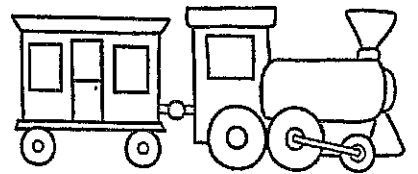
Name _____

Here We Go

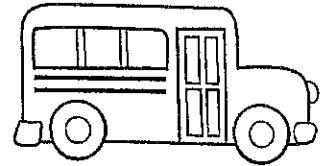
Look, a car!



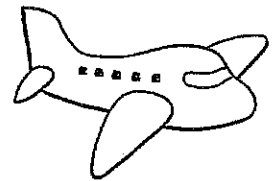
Look, a train.



Look, a bus.



Look, a plane.



Here we go!



① Which one is NOT in the story?

bus

plane

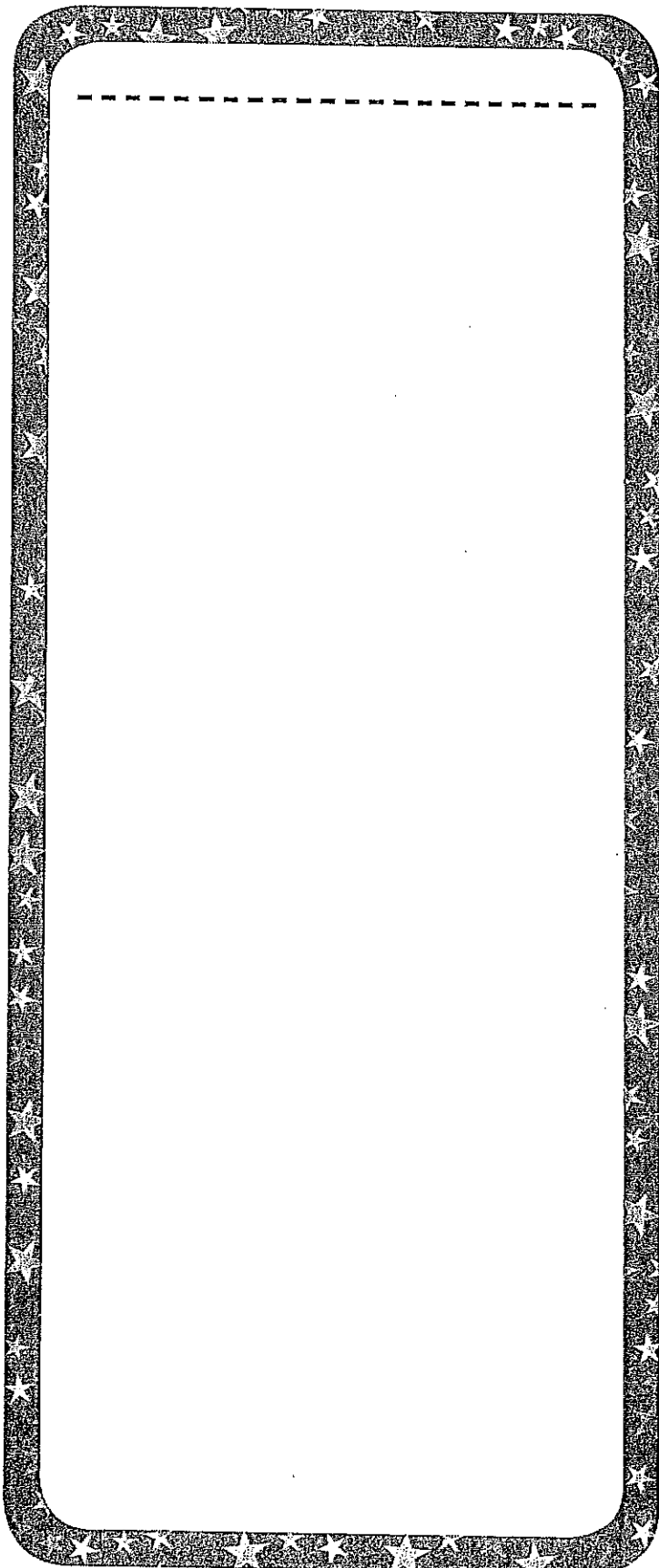
boat

② Retell the story. Who did you tell?

Use What You Know

Name _____

Measure Length



cubes

cubes

Children build cube trains and express their lengths using the number of units. Have each child build a cube train using 5, 7, or 9 connecting cubes and describe their train to a partner in as many ways as they can. Have pairs

compare the lengths of their cube trains on the workmat and describe the comparisons with the terms *shorter*, *longer*, and *same as*. Then have pairs describe their cube train as a number of cubes and record the length of each.

Measure Length



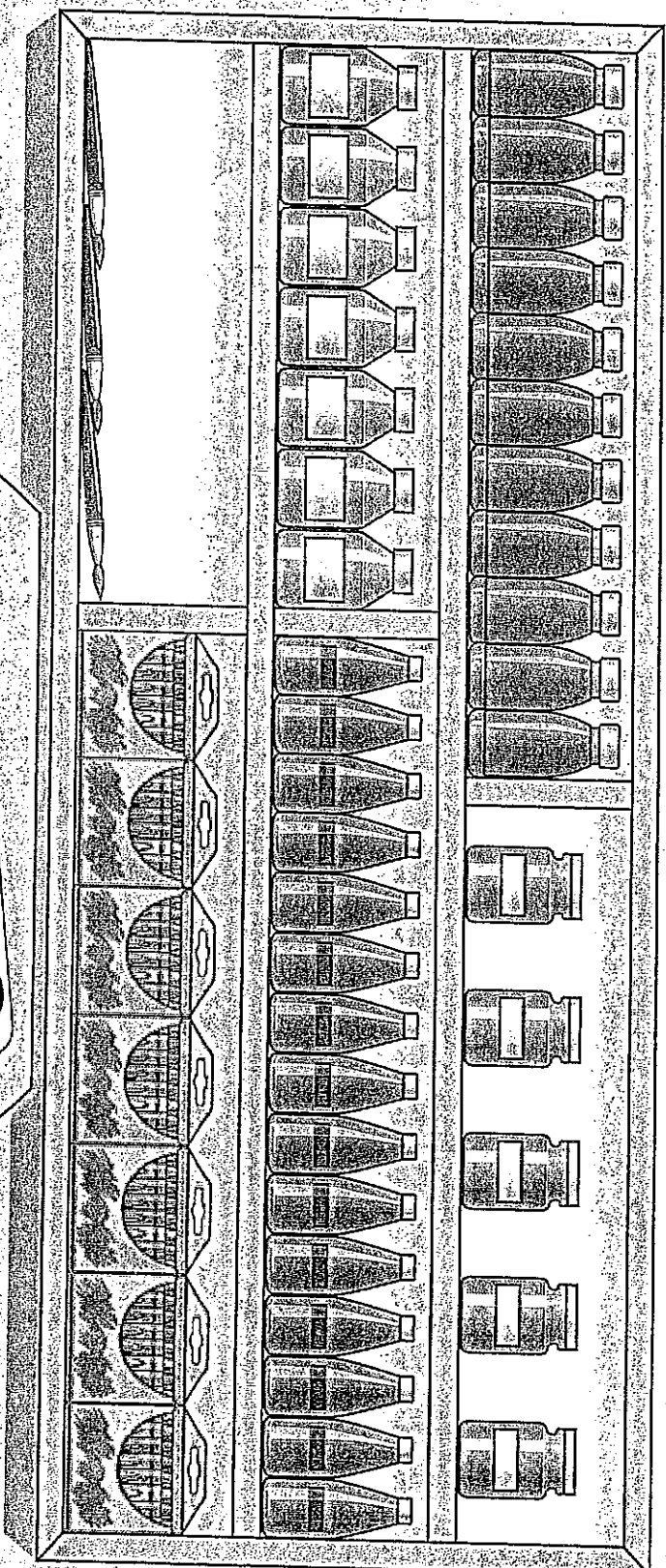
A large rectangular area with a decorative border of stars. Inside the rectangle, there is a horizontal dashed line near the top, followed by a large blank space for writing or drawing.

Children compare the length of cube trains to a straw and then find classroom objects that are the same length as the cube trains. Give each child a straw that is 4, 6, or 8 cubes long. Invite children to compare the length

of their straw to the length of their cube train on the workmat. Have children look for objects in the classroom that match the length of their train, and then for objects that match the length of their partner's train.

Measure Length

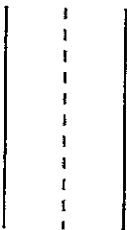
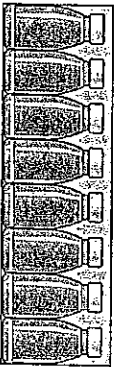
Name _____



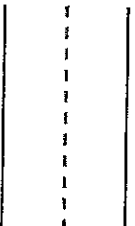
Encourage children to describe length measurements using units. Ask questions, such as: *How many blue bottles long is the shelf with the blue bottles?* Have children record and describe the number of units, for example: *The length of the shelf is 11 blue bottles long.*

Talk About It How are the shelves with the paintbrushes and pink bottles different from the other shelves?

Measure Length



long



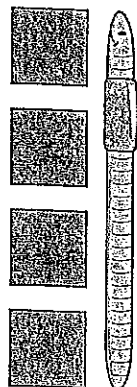
long

Guide children to count the units to find how long each object is. Have them record the number of units long.

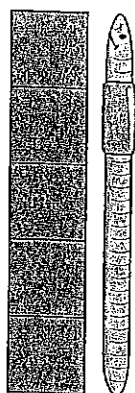
Talk About It How did you know how many units long the objects are?

Measure Length

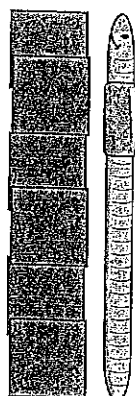
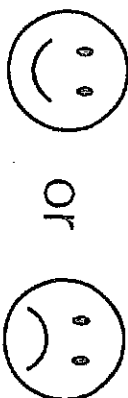
Name _____



4  long?



5  long?



6  long?

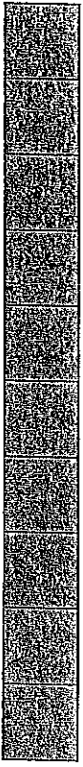
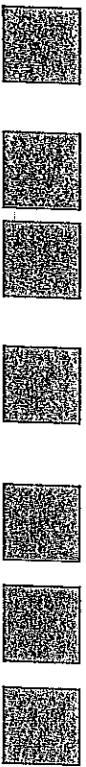


Guide children to find if the object's length is correctly measured using units.
Have them color the happy face if the measuring is correct or the sad face if the measuring is not correct.

Talk About It What are the measuring mistakes?
How would you fix the mistakes?

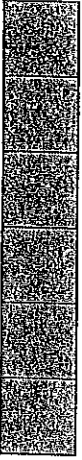
Practice by Myself

Measure Length





long





long

Have children circle the row of tiles which are used correctly to measure each pencil length. Have them record the correct number of units long.

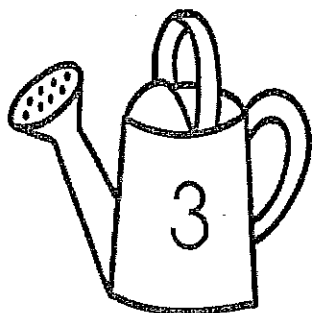
Talk About It Tell how you know when units are used correctly to measure a length.

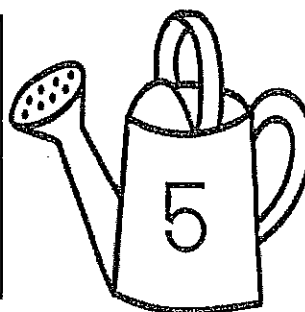
Name _____

WATERING TEN FRAMES

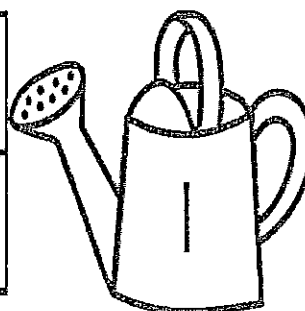


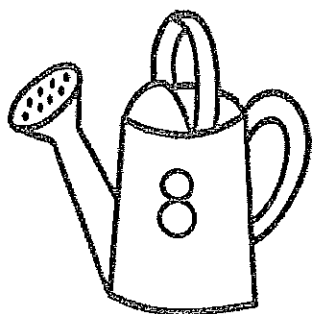
Directions: Fill in the ten frames to match the number.

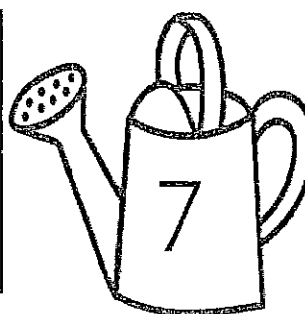


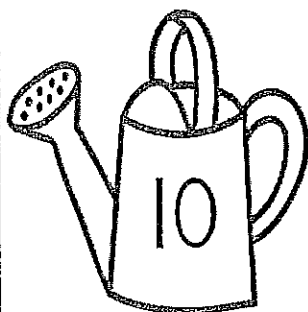


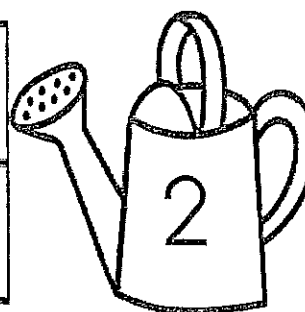










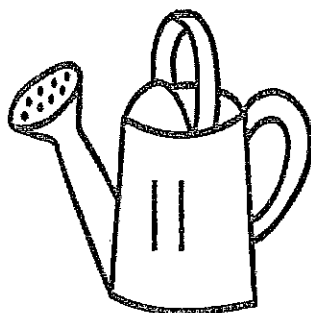


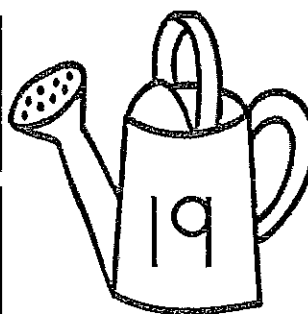
Name _____

WATERING TEN FRAMES

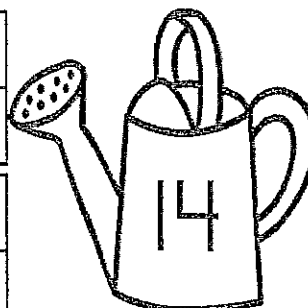


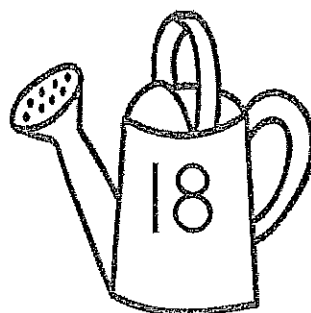
Directions: Fill in the ten frames to match the number.

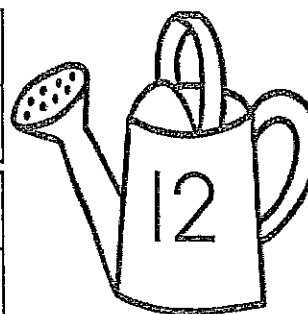


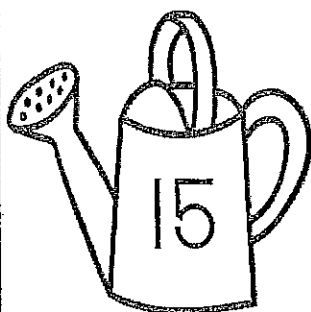


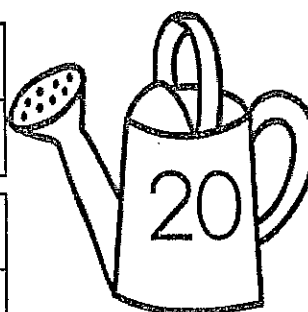












Name _____

Word Problem:

Mom makes 3 hot dogs. She makes 3 more. How many hot dogs did Mom make?

I can draw a picture of the problem:

I can show the problem on a ten frame:

My Answer
is:

I can write an equation for the problem:

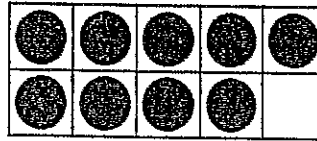
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Name: _____

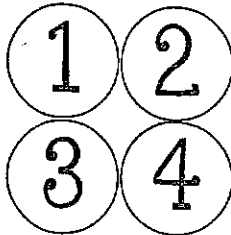
Beginning
Sound



Ten
Frame



Syllables



Before &
After



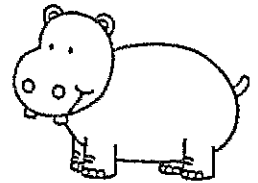
GVC



Measurement

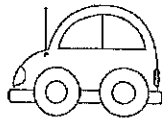


or

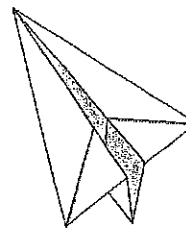


Heavier

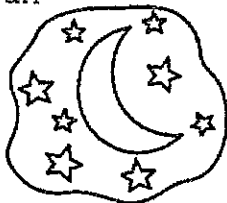
Rhyming



Shapes



Dolch
Noun



a. milk

b. night

c. sun

Addition

$$4 + 2 = \underline{\quad}$$

Read

**She saw
a squirrel.**

Subtraction

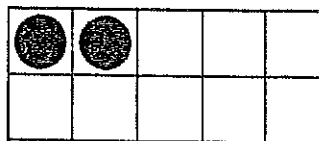
$$3 - 3 = \underline{\quad}$$

Name: _____

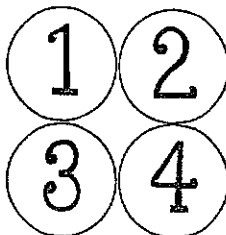
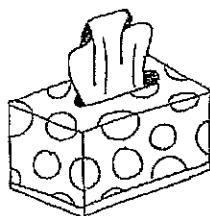
Beginning
Sound



Ten
Frame



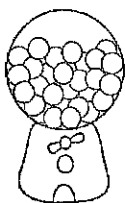
Syllables



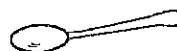
Before &
After

18

CVC



Measurement

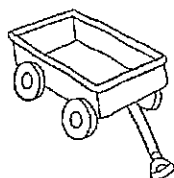
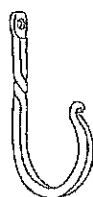
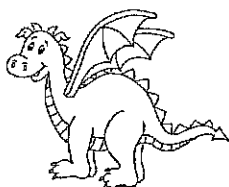


or

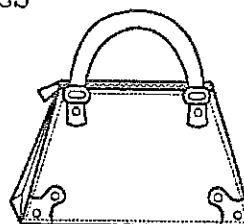


Holds less

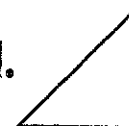
Rhyming



Shapes



a.



b.



Dolch
Noun



a. stick

b. school

c. sheep

Addition

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

Read

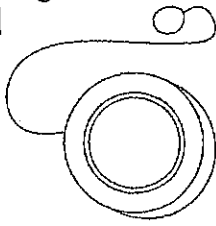
The food is
on the table.

Subtraction

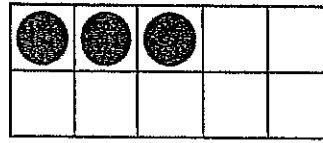
$$2 - 0 = \underline{\quad}$$

Name: _____

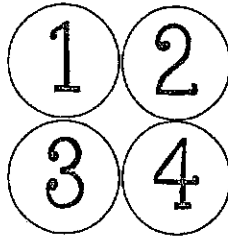
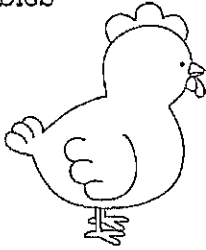
Beginning
Sound



Ten
Frame



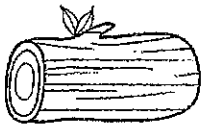
Syllables



Before &
After

_____ **6** _____

GVC



Measurement

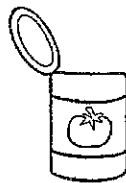


or

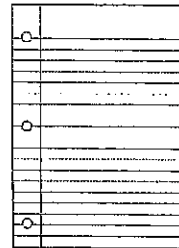


Colder

Rhyming



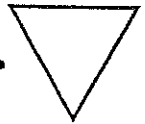
Shapes



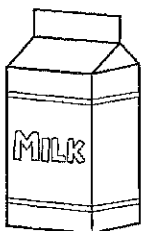
a.



b.



Dolch
Noun



a. bread

b. milk

c. money

Addition

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

Read

**He cut the
paper.**

Subtraction

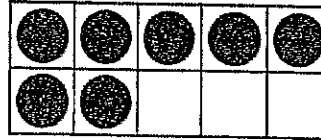
$$5 - 2 = \underline{\quad}$$

Name: _____

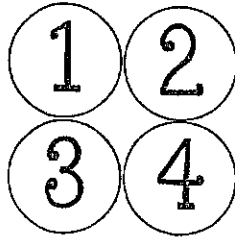
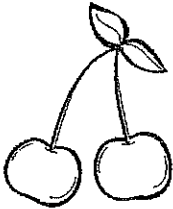
Beginning
Sound



Ten
Frame



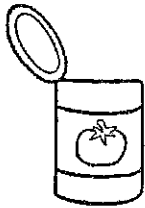
Syllables



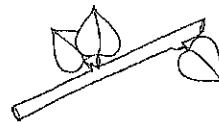
Before &
After

9

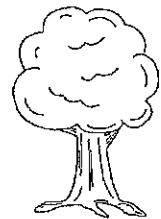
CVC



Measurement

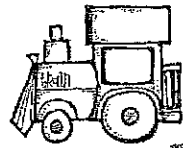
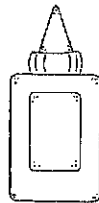


or

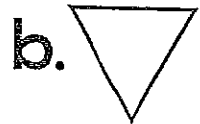
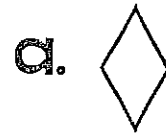
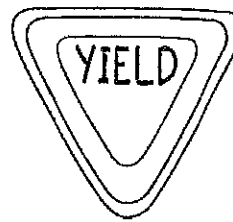


Lighter

Rhyming



Shapes



Dolch
Noun



a. read

b. horse

c. bell

Addition

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

Read

I saw a
chicken.

Subtraction

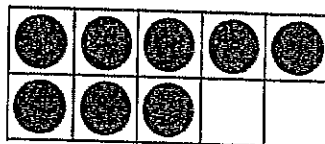
$$4 - 0 = \underline{\quad}$$

Name: _____

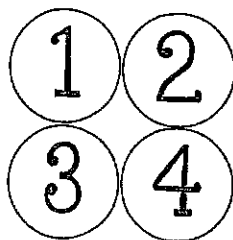
Beginning
Sound



Ten
Frame



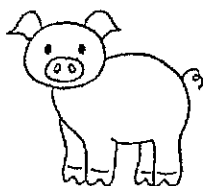
Syllables



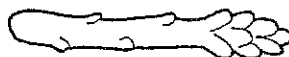
Before &
After

4

GVC

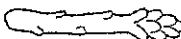


Measurement



or

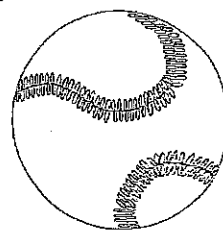
Shorter



Rhyming



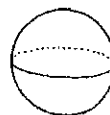
Shapes



a.

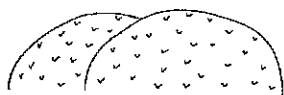


b.



Dolch
Noun

a. hill



b. day

c. song

Addition

$$2 + 4 = \underline{\quad}$$

Read

The sun is up in
the morning.

Subtraction

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