

Monday, March 30<sup>th</sup>
☐ Recess: go outside and play before lunch
 ☐ PDR: What do you plan to do today?
**Reading:****Phonics/Phonemic Awareness:**
☐ Day 1 click this [link](#): for our phonics slideshow for the week.

☐ Click for Apples & Bananas Song: listen & watch the vowels.
**Handwriting/Phonics Writing:** Yy Click for the lesson
☐ Practice writing the letter 'y' on their whiteboard.
**Word Work**
☐ are practice page
**Reading Independent:**
☐ Read the book [Hum, Bug, Hum](#).
**Reading Comprehension:**
☐ Click this link to listen to the book.
**Writing:** Click for the lesson
☐ Draw and label picture about your life in your GREEN writing book.
**Math**
☐ **Calendar Folder:** Click for the lesson Day 30
**10 Frame Addition** Click for the lesson
☐ [Lesson Plan](#)
☐ [Student Page](#)
☐ iReady either math or ready lesson
**Bonus:**
[Play math link games](#)
Tuesday, March 31<sup>st</sup>
☐ Recess: go outside and play before lunch
 ☐ PDR: What do you plan to do today?
**Reading:****Phonics/Phonemic Awareness:**
☐ Day 2 click this [link](#): for our phonics slideshow for the week.

☐ Click for Apples & Bananas Song: listen & watch the vowels.
**Handwriting:**
☐ Pick a page from your handwriting book to work on.

☐ Trace the numbers on your April calendar page.
**Word Work**
☐ Sort U word picture sort
**Reading Independent:**
☐ Read the book [Y](#)
**Reading Comprehension:**
☐ Click this link to listen to the book.
**Writing:** Click for the lesson
☐ Write about your life (in your GREEN writing book.
**Math**
☐ **Calendar Folder:** Click for the lesson Day 31
**I can represent addition problems to 10.**
☐ [Lesson Plan](#)
☐ [Student Page](#)
☐ iReady either math or ready lesson
**Bonus:**
☐ [Play math link games](#)
☐ [Explore on of the links on our Resources page](#)

Wednesday, April 1<sup>st</sup>

☐ Recess: go outside and play before lunch

☐ PDR: What do you plan to do today?

**Reading:**

**Phonics/Phonemic Awareness:**

- ☐ Phonics Practice on Whiteboards: (get your board):

Please slowly say the word for your child and then have them write the word on their whiteboard.

sun	tub	run	fun
	cub	cubs	hug

**Word Work**

- ☐ no practice page

**Reading Independent:**

- ☐ Read the book Hum, Bug, Hum.

**Reading Comprehension:**

- ☐ Scholastic News Click

**Scholastic News: Diagram fire truck paper**

- ☐ Diagram fire truck. label

**Math**

- ☐ **Calendar Folder:** Click for the lesson Day 1

**I can subtract from the number 5.**

- ☐ [Lesson Plan](#)

- ☐ [Student Page](#)

- ☐ iReady either math or ready lesson

**Bonus:**

[Play math link games](#)

[Explore on of the links on our Resources page](#)

Thursday, April 2<sup>nd</sup>

☐ Recess: go outside and play before lunch

☐ PDR: What do you plan to do today?

**Reading:**

**Phonics/Phonemic Awareness:**

- ☐ Phonics Practice on Whiteboards:

Please slowly say the word for your child and then have them write the word on their whiteboard.

sun	tub	run	fun
	cub	cubs	hug

**Handwriting.**

- ☐ Pick a page from your handwriting book to work on.

**Word Work**

- ☐ Sort i word picture sort

**Reading Independent:**

- ☐ Read the book A Yack

**Reading Comprehension:**

- ☐ Click this link to listen to the book.

**Writing:**

**Opinion Writing Day:** in your GREEN writing book draw and write your opinion. Which do you prefer, crayons or markers. I prefer \_\_\_\_\_ because\_\_\_\_\_. Click here to watch my modeled writing.

**Math**

- ☐ **Calendar Folder:** Click for the lesson Day 2

**I can subtract from the number 10.**

- ☐ [Lesson Plan](#)

- ☐ [Student Page](#)

- ☐ iReady either math or ready lesson

**Bonus:**

☐ [Play math link games](#)

☐ [Explore on of the links on our Resources page](#)

Friday, April 3<sup>rd</sup>

☐ Recess: go outside and play before lunch

☐ PDR: What do you plan to do today?

**Reading:**

**Phonics/Phonemic Awareness:**

- ☐ **4 Square Writing**

Get your whiteboard ready or a blank piece of paper.

Divide your board or paper Into 4 parts. Parents, please say the word to your child and then they need to write the word and sketch a picture of the word.

**Handwriting.**

- ☐ Pick a page from your handwriting book to work on.

**Word Work**

- ☐ are practice page

**Reading Independent:**

- ☐ Read the book Y

**Math**

- ☐ **Calendar Folder:** Click for the lesson Day 3

**I can subtract from the number 10 on a ten frame.**

- ☐ [Lesson Plan](#)

- ☐ [Student Page](#)

- ☐ iReady either math or ready lesson

**Bonus:**

☐ [Play math link games](#)

☐ [Explore on of the links on our Resources page](#)

# Sight Word Work

Name: \_\_\_\_\_

Trace it:

Color it:

are

are are are are

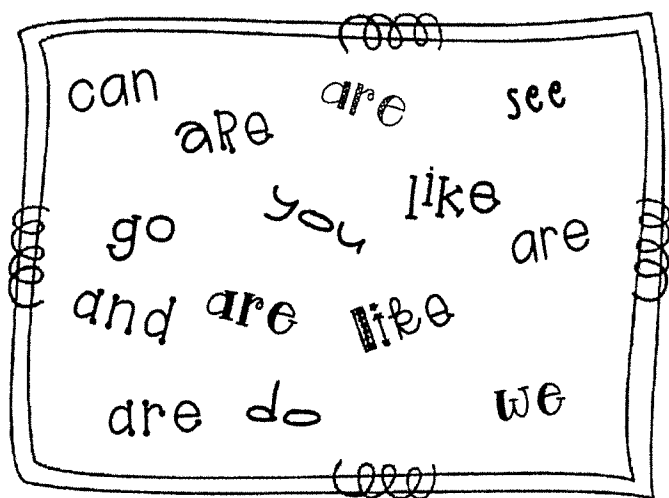
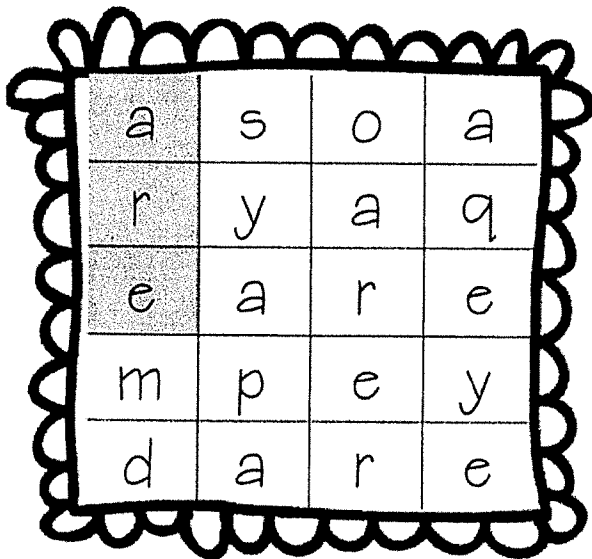
Write it:

Box it:



Find it:

Circle it:



Glue it:

--	--	--	--

Cut it:

a e r are

Sound-Spelling: Short *u*

bug      hum      mud

run      up      yum

High Frequency Word

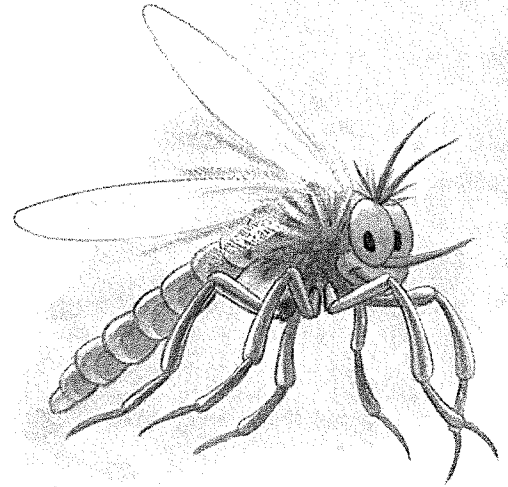
are

8

WORD COUNT: 32

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# Hum, Bug, Hum

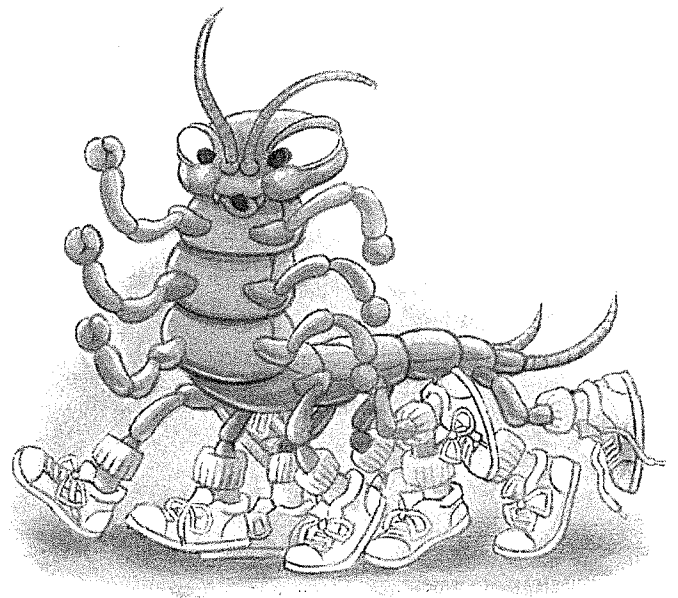


1



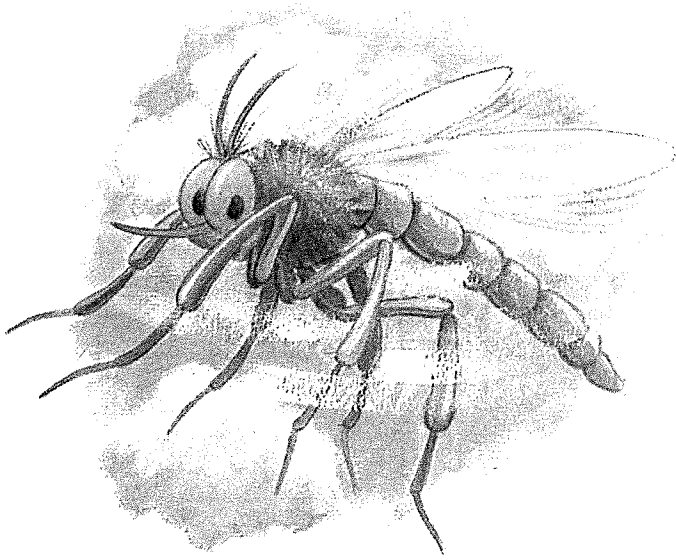
Dig mud, bug. Dig, dig!

6



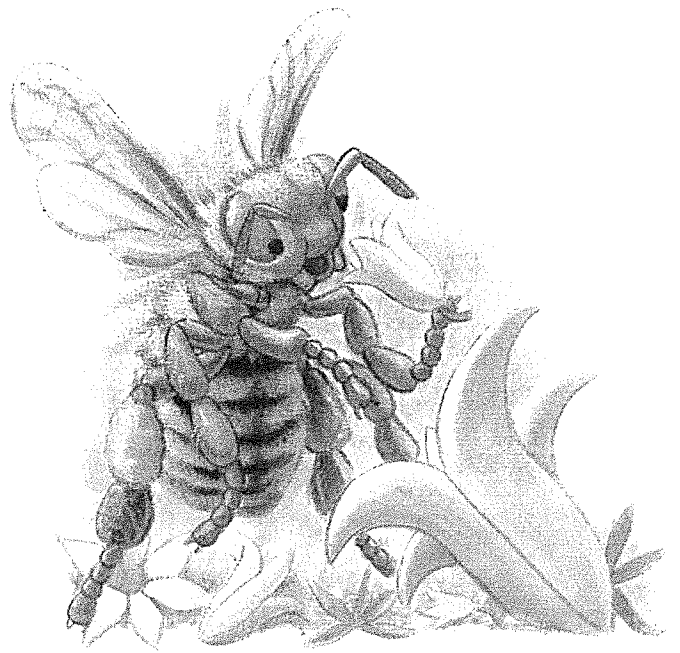
Run, bug. Run, run!

3



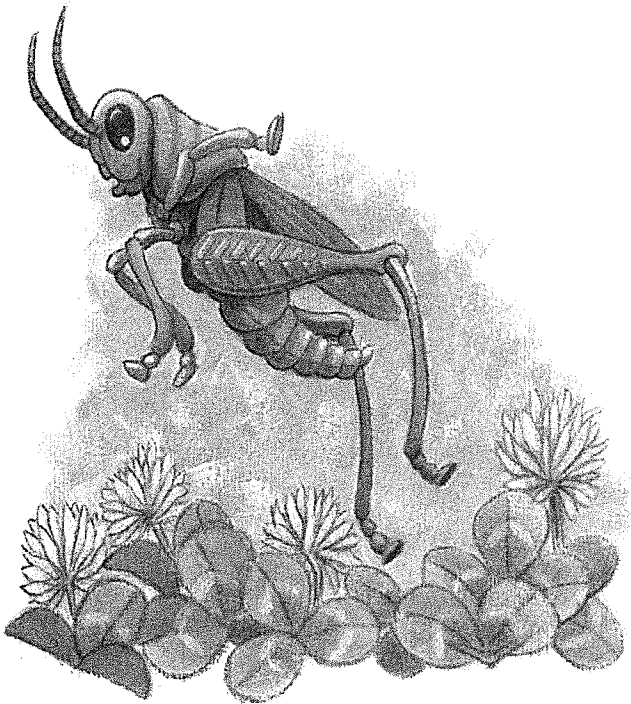
Hum, bug. Hum,  
hum!

2



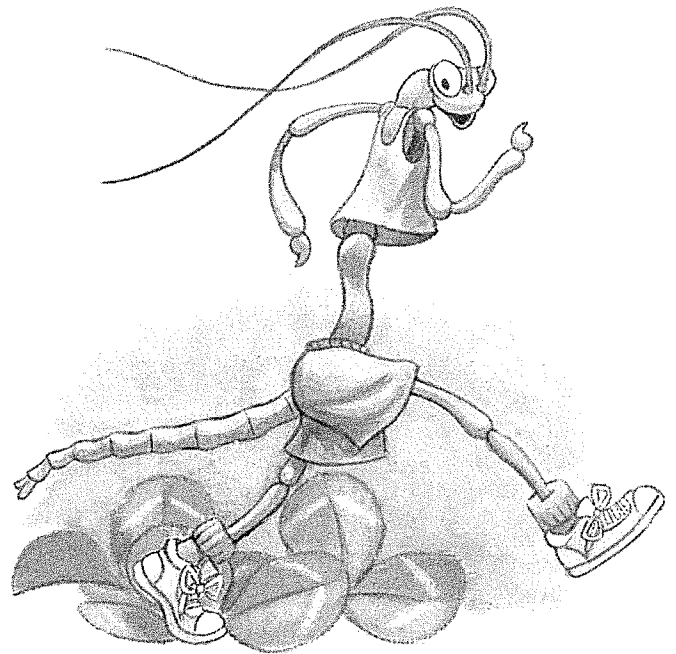
Sip, bug. They are  
good! Yum, yum!

7



Hop up, bug. Hop,  
hop!

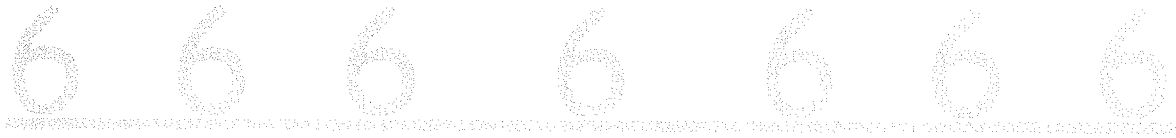
4



Jog, bug. Jog, jog!

5

Trace the number 6.



Write the word Six.



Show the number on a ten frame.


Circle the number 6 on a number train.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Draw 6 objects.

--

## Count by 10s on the Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Addition Problem $3 + 2$

Draw a picture to match the addition problem.

Show the solution in a ten frame.

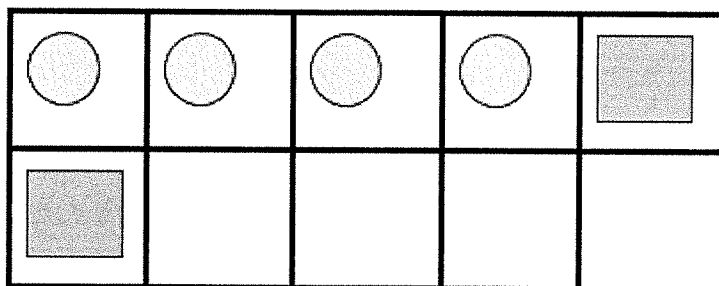

Show the solution on a number train.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Write the equation.

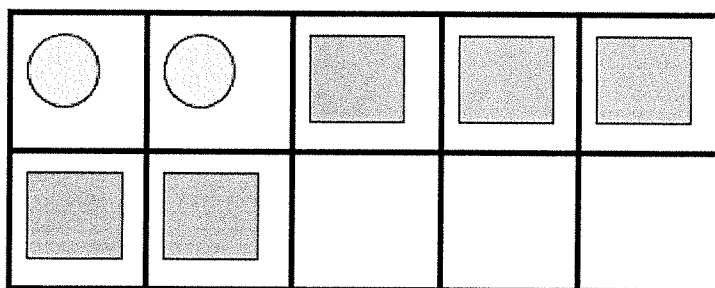
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Write an addition equation to match the ten frame.



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

Write an addition equation to match the ten frame.



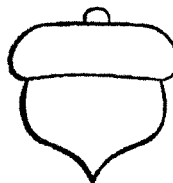
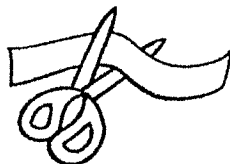
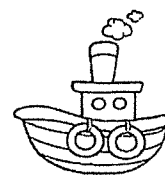
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Name \_\_\_\_\_

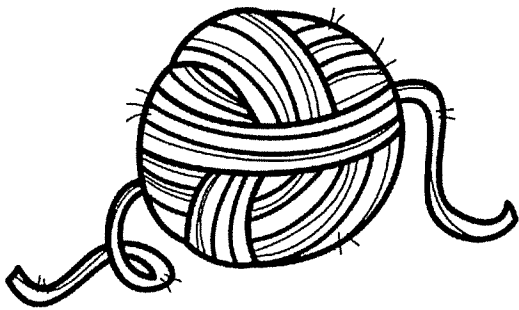
Short U – ug/ut

ug

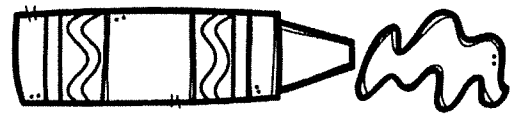
ut



Yy



**Y is for yarn.**






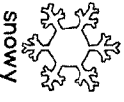



**Y is for yellow.**

# April 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

# April Weather Graph

	1	2	3	4	5	6	7	8	9	10
 sunny										
 partly cloudy										
 cloudy										
 foggy										
 rainy										
 snowy										
 stormy										

Trace the number 7.



Write the word Seven.



Show the number 7 on a ten frame.


Circle the number 7 on a number train.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Draw 7 objects.

--

# Count by 10s on the Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Addition  $4 + 3$

Draw a picture to match the addition problem.

Show the solution in a ten frame.

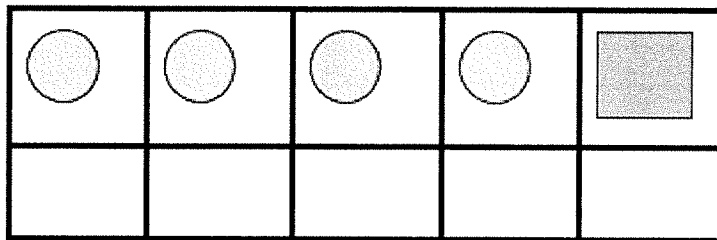

Show the solution on a number train.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Write the equation.

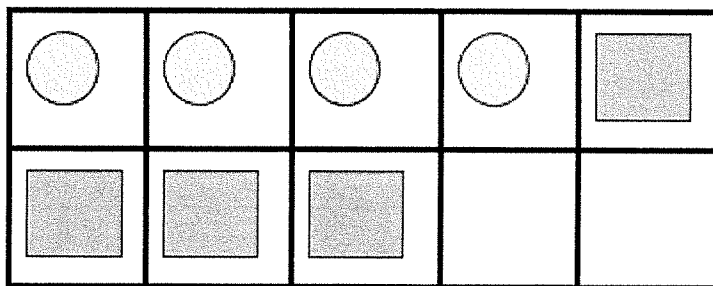
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

What addition problem does this ten frame solve?



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

What addition problem does this ten frame solve?

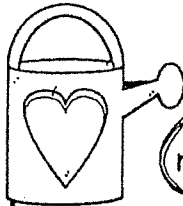
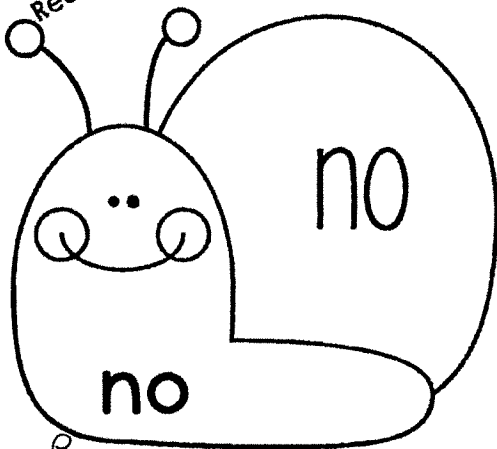


$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

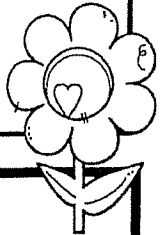
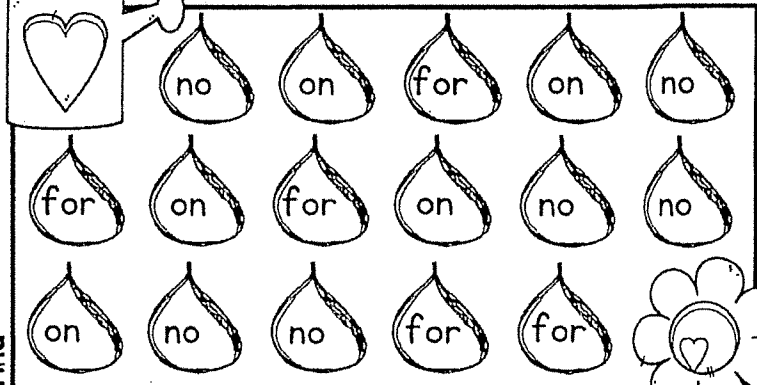
# Spring Word:

no

Read



Find



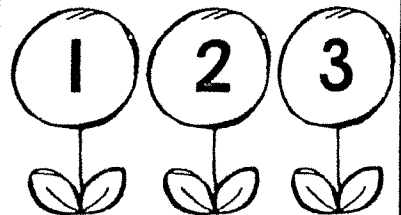
Color

no

Trace

no

Clap



Box



Write

\_\_\_\_\_

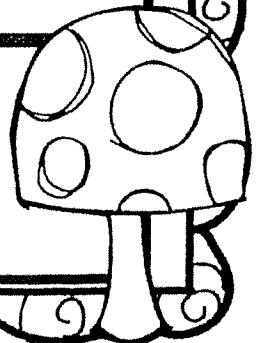
-----

\_\_\_\_\_

Rainbow Write



Build



o

n

Sound-Spelling: Yy

yak      yes      Yin

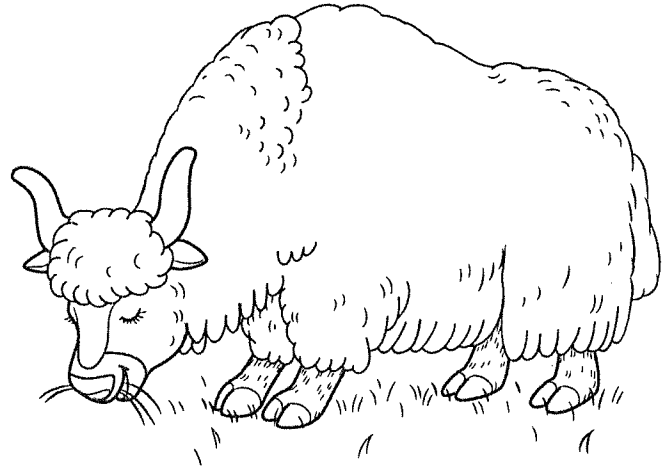
yip

High Frequency Words

from      no

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# A Yak



Yin can ram.

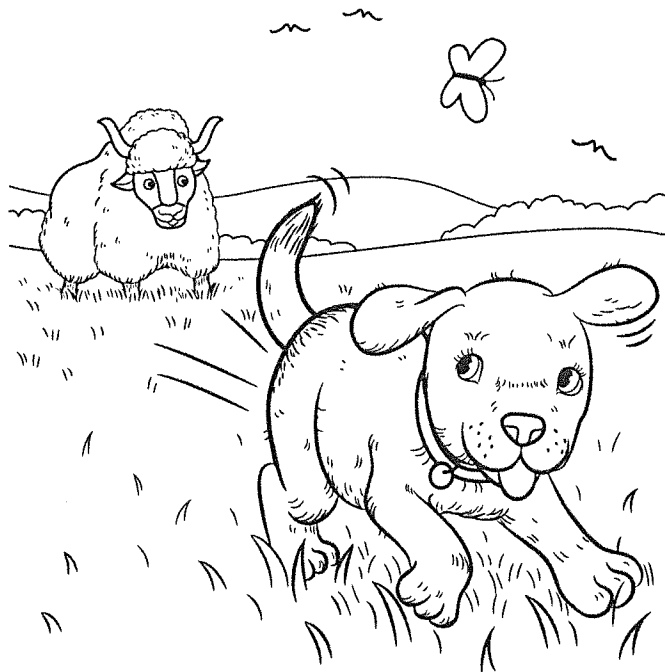


Can Yin nip?  
Yes, Yin can nip.



Yin is a yak.

2



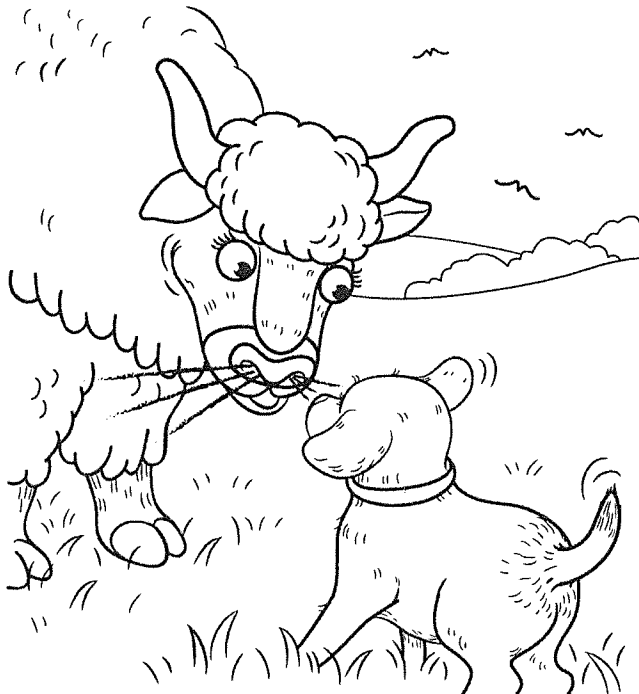
Pup can run from Yin.  
Run, Pup, run!

7



Pup can yip.

4

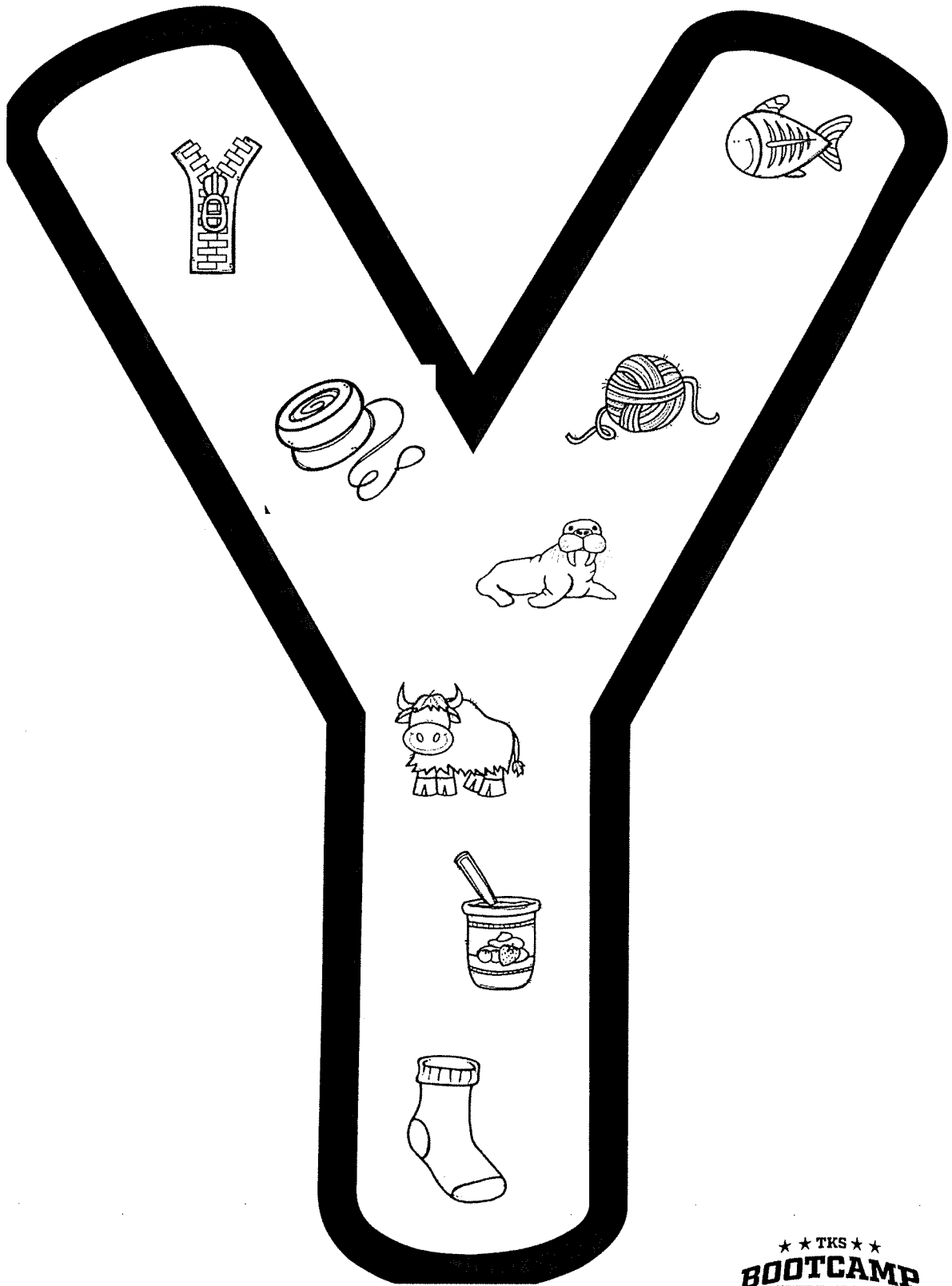


Can Yin yip?  
No, Yin can not yip.

5

Name \_\_\_\_\_

Say. Color.

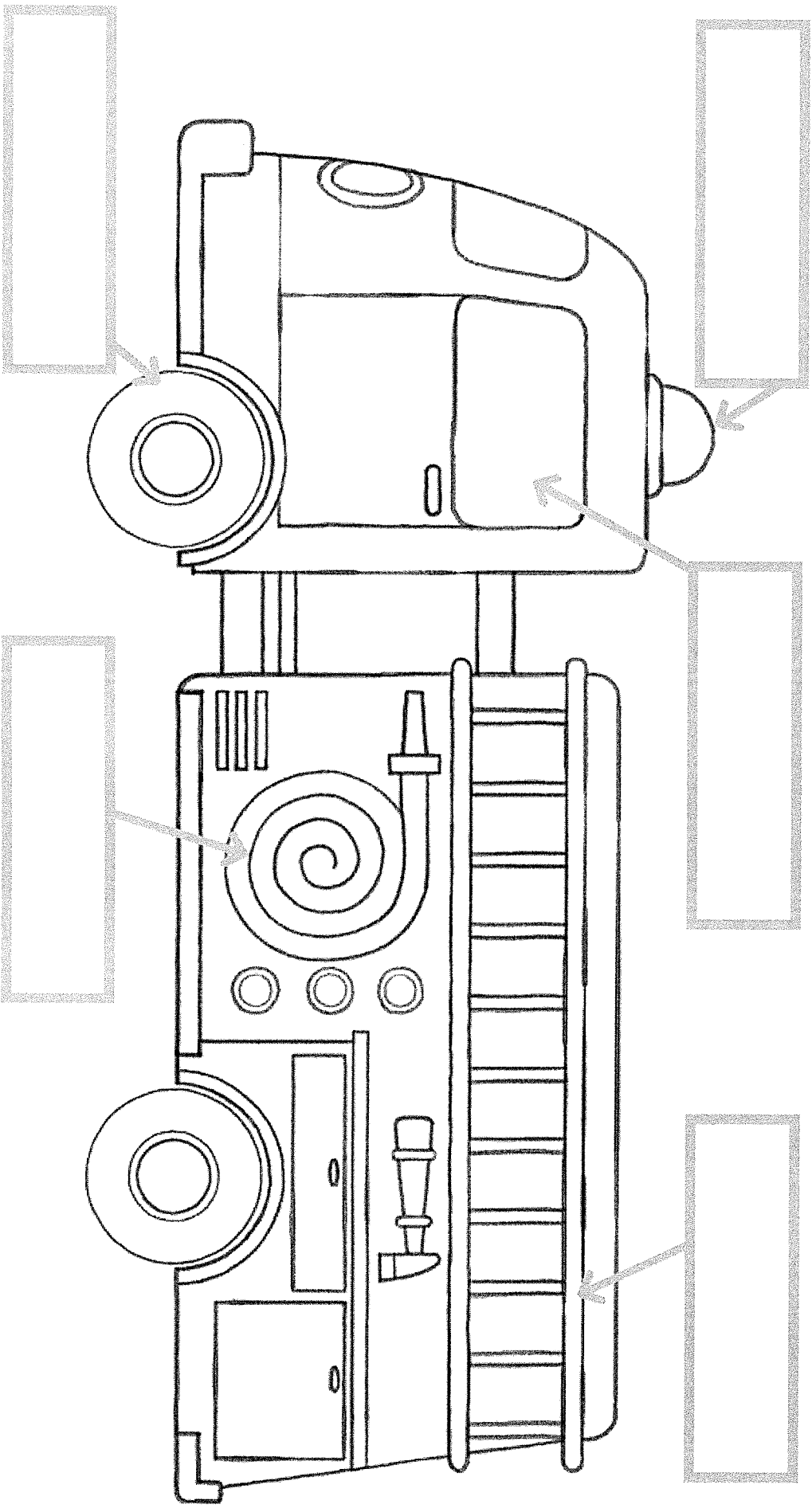


My name \_\_\_\_\_

# My Fire Truck Diagram

A diagram shows the parts of something. The labels name the parts.

Cut and paste the labels to complete the diagram.



window | siren | ladder | wheel | hose | 
 

# Number of the Day 8

Trace the number 8.



Write the  word Eight.



Show the number on a ten frame.


Circle the number 8 on a number train.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

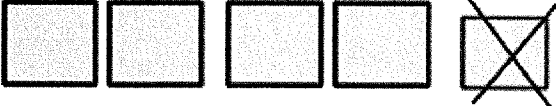
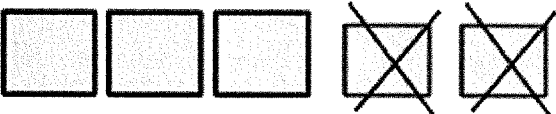
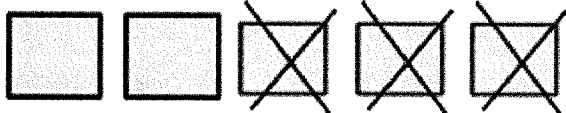

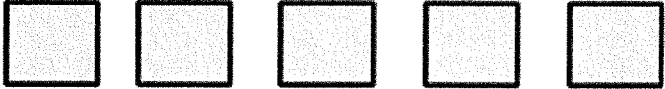
Draw 8 objects.

--

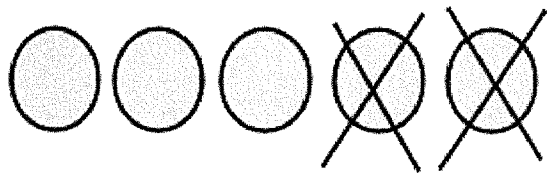
## Count by 10s on the Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

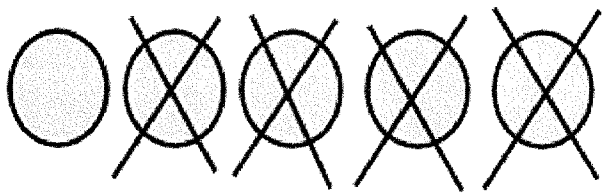
Subtract 1 square at a time and write the equation.

	$5 - 1 = 4$
	$5 - 2 = 3$
	$5 - \underline{\quad} = \underline{\quad}$
	$5 - \underline{\quad} = \underline{\quad}$
	$5 - \underline{\quad} = \underline{\quad}$

Write an equation that goes with this drawing.



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



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

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

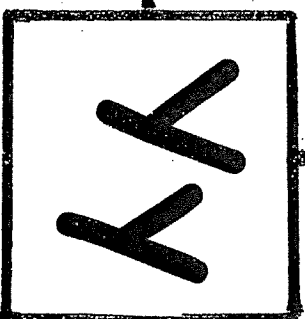
Four Square Writing name \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

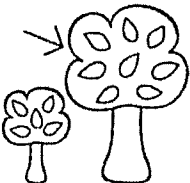
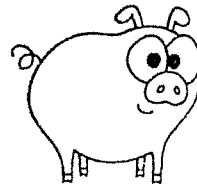
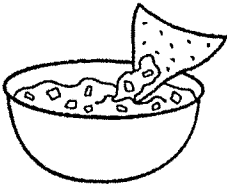


Name \_\_\_\_\_

Short I - ip/ig

ip

ig



## Number of the Day 9

Trace the number 9.



Write the word nine.



Show the number on a ten frame.


Circle the number 9 on a number train.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

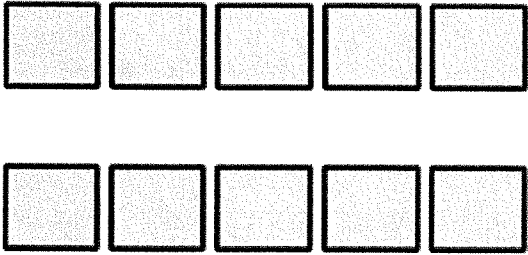
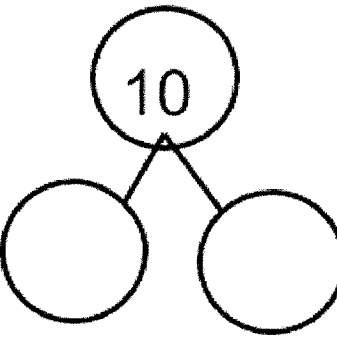
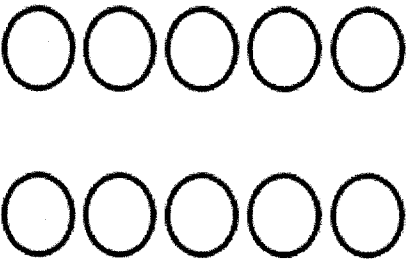
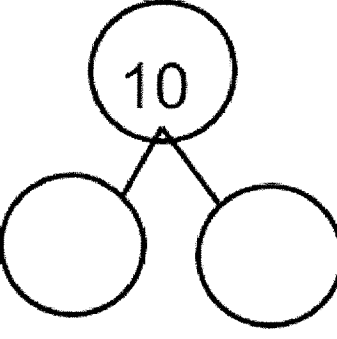
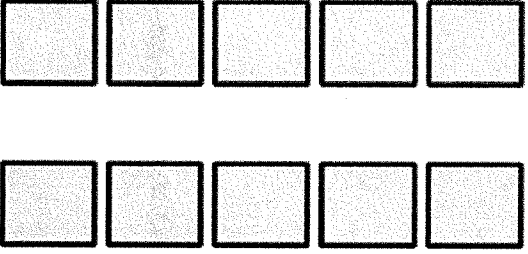
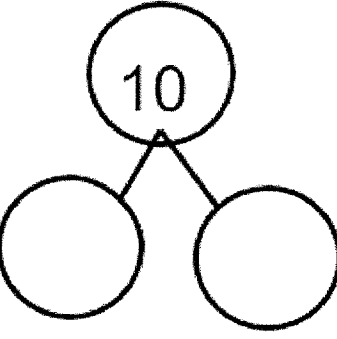
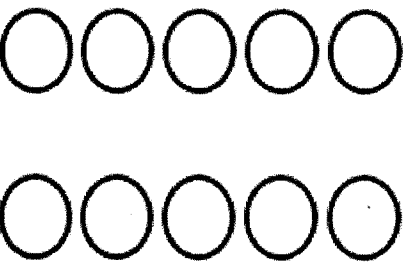
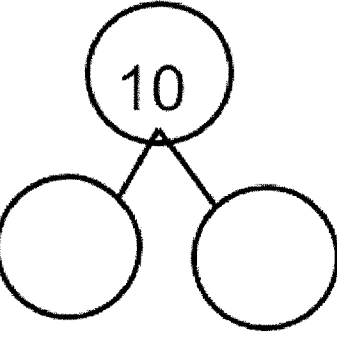
Draw 9 objects.

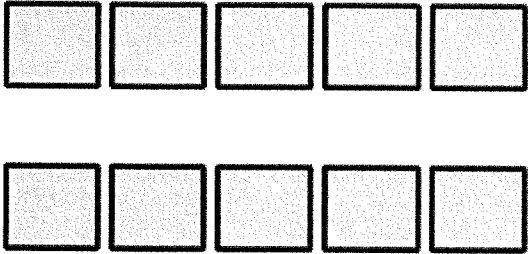
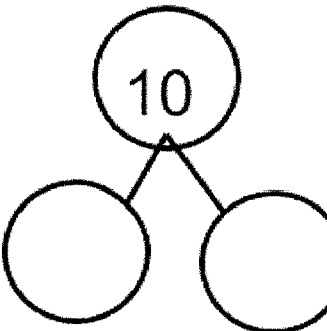
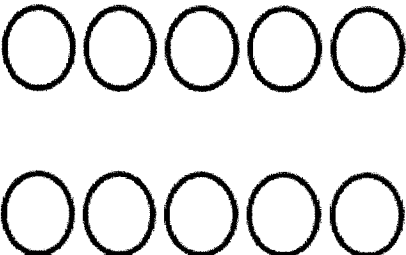
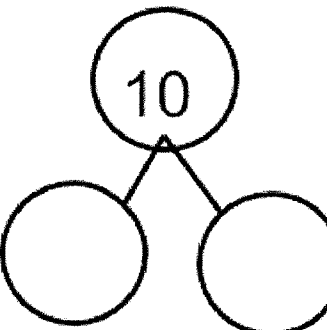
--

**What are all the combinations of numbers that add to 10?**











Cross out the shapes one at a time and represent the numbers in a number bond and then write the equation .

<div><div><div></div><div></div><div></div><div></div><div></div></div><div><div><div></div><div></div><div></div><div></div><div><div></div></div></div></div></div>	<div><div>10</div><div>1</div><div>9</div></div>	<div>10 - 1 = 9</div>
<div><div><div></div><div></div><div></div><div></div><div></div></div><div><div><div></div><div></div><div></div><div><div></div></div><div><div></div></div></div></div></div>	<div><div>10</div><div>2</div><div>8</div></div>	<div>10 - 2 = 8</div>
<div><div><div></div><div></div><div></div><div></div><div></div></div><div><div><div></div><div></div><div></div><div></div><div></div></div></div></div>	<div><div>10</div><div></div><div></div></div>	<div>10 - ____ = ____</div>
<div><div><div></div><div></div><div></div><div></div><div></div></div><div><div><div></div><div></div><div></div><div></div><div></div></div></div></div>	<div><div>10</div><div></div><div></div></div>	<div>10 - ____ = ____</div>

		$10 - \underline{\quad} = \underline{\quad}$
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		$10 - \underline{\quad} = \underline{\quad}$
		$10 - \underline{\quad} = \underline{\quad}$

		$10 - \underline{\quad} = \underline{\quad}$
		$10 - \underline{\quad} = \underline{\quad}$

Write the equation that goes with this ten frame.

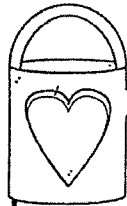
$$\underline{\quad\quad\quad} - \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

# Spring Word: from

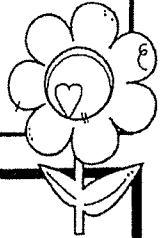
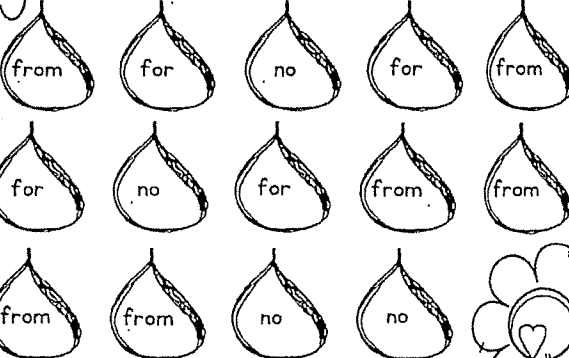
Read

FROM

from



Find



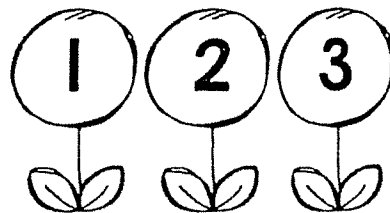
Color

from

Trace

from

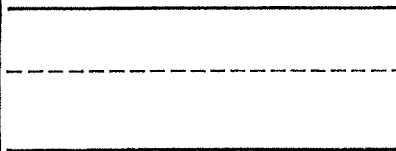
Clap



Box



Write



Rainbow Write



Build

f m o r

My name \_\_\_\_\_

# Fire-Safety Scavenger Hunt

**Teachers:** Use this sheet with the activity on page 6 of your Teacher's Guide.  
 Walk around your school. Make a mark in the box each time  
 you see one of the items.

Fire Safety Item	How Many I Saw
<b>Smoke Alarm</b> 	
<b>Fire Extinguisher</b> 	
<b>Exit Sign</b> 	
<b>Fire Alarm</b> 	
<b>Sprinkler</b> 	

Trace the number 10.

10 10 10 10 10

Write the word ten. race the number.

ten ten ten ten

Show the number on a ten frame.


Circle the number 10 on a number train.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Draw 10 objects.

--

## Count by 10s on the Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Subtract one more apple in each ten frame and write the equation that goes with it.

<b>Subtract 1</b> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											$10 - 1 = 9$
<b>Subtract 2</b> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											$10 - 2 = 8$
<b>Subtract 3</b> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											$10 - \underline{\quad} = \underline{\quad}$

## Subtract 4


$$10 - \underline{\quad} = \underline{\quad}$$

## Subtract 5


$$10 - \underline{\quad} = \underline{\quad}$$

## Subtract 6


$$10 - \underline{\quad} = \underline{\quad}$$

## Subtract 7


$$10 - \underline{\quad} = \underline{\quad}$$

## Subtract 8


$$10 - \underline{\quad} = \underline{\quad}$$

## Subtract 9


$$10 - \underline{\quad} = \underline{\quad}$$

Write the equation that goes with this 10 frame.


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