



Race to the Pond

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Roll the die to move along the path. If you land on a word, read it aloud. If you're correct, move ahead 1 space. If you land on a lily pad, go back 3 spaces. It's a race to the pond!



	jab	cat	ran	rat		yap	
cat	tan		sag	sap		jam	wag
had			mad	man		nap	lap
bag	pan		hat	tab		sat	
	bad			pat			Pat
can	rag		van	sad		map	gap
cap	cab		ham			lad	nag
fan	dad		mat	tap	cat	ram	Sam
							

I

and

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could

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by

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do

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went

look

little

very

saw

put

I	with	came	new	by
like	my	on	said	there
the	you	will	was	do
and	what	be	could	went
see	are	that	she	little
we	is	your	her	have
a	how	who	when	look
to	of	here	he	very
come	where	they	no	saw
me	from	play	away	put

Every school counselor and student assistance counselor is available to support students during this time. Please feel free to reach out to them via email to set up a time to talk. Linn-Mar specific information and resources can be found at <https://tinyurl.com/wecareaboutyou>

Name: _____



Handwriting practice lines consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Comparing Activities

Kindergarten

Fill in the boxes with the $<$, $>$, or $=$ sign to show less than, greater than, & equal to.

8 9

4 10

7 5

6 0

Remember...

$<$

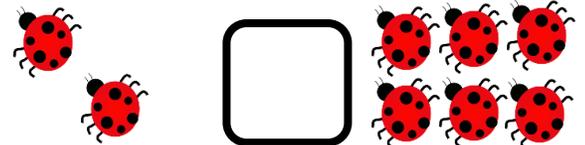
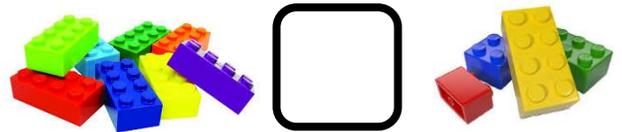
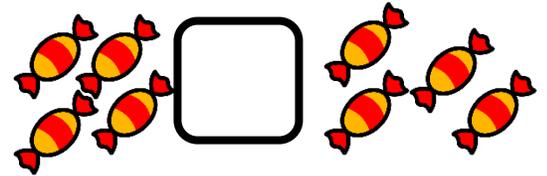
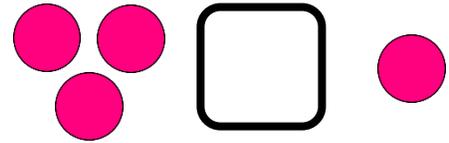
less than

$>$

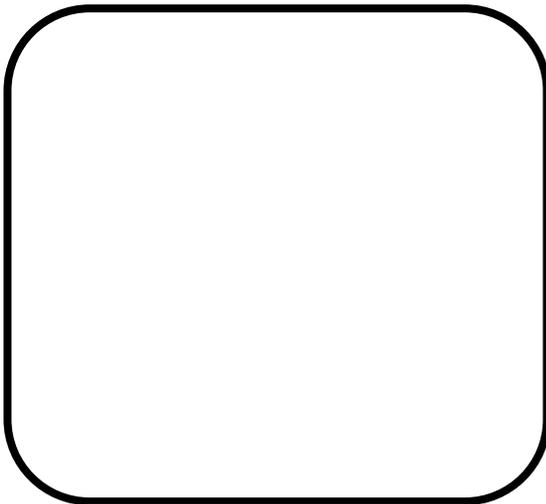
greater than

$=$

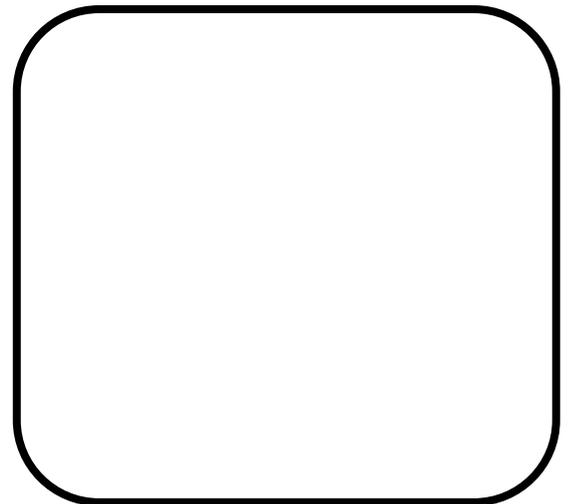
equal to



Draw 2 different amounts of objects (circles, stars, etc) in the boxes below to make the sign in the middle true!



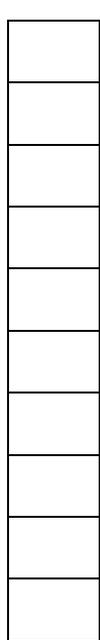
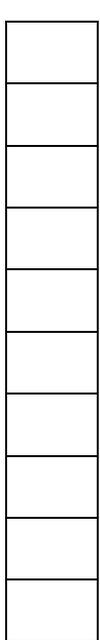
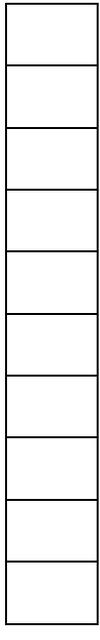
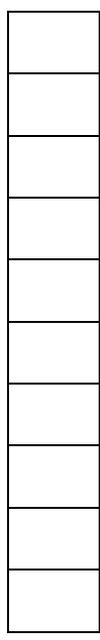
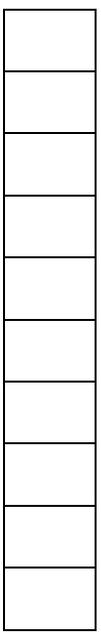
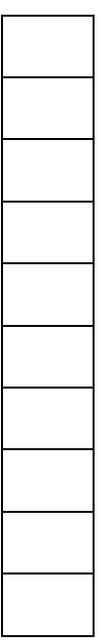
$>$



Count by 1's to 100 by taking turns with a family member saying every other number until you reach 100!



Color the amount of cubes to match the number found right below it!

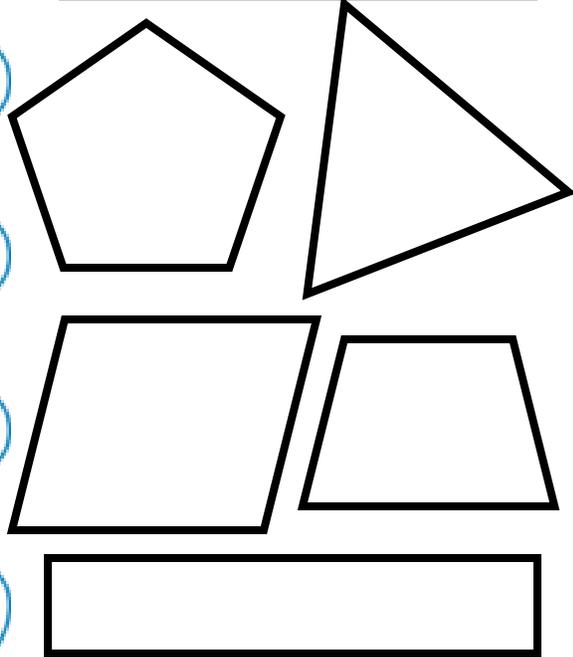
					
8	2	7	10	5	3

Circle the **GREATEST** number of cubes! Put a giant X over the one with the **LEAST** number of cubes!

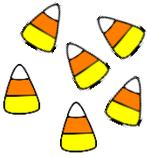
Circle the **SMALLEST** number in each box below.

4	7	2	9
10	5	3	0
1	6	8	4
20	8	12	7
15	14	18	16

Color the shape with the **GREATEST** amount of sides **BLUE!**
Color the one with the **LEAST** sides **ORANGE!**



Circle the group with the **GREATEST** amount.

		
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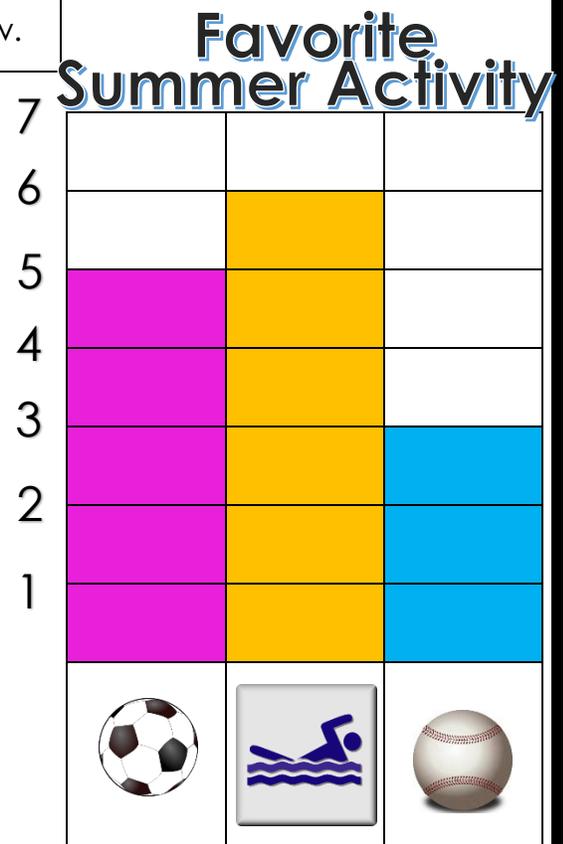
Jack has an ice cream cone with 4 scoops on it. Meg has a cone with 6 scoops on it! Hank has a cone with 2 scoops on it. Draw a picture to match this number story. Then circle the ice cream cone with the greatest number of scoops!

Use the graph to the right to answer the questions below.

Which summer activity do kids like the most? _____

How many kids liked soccer best? _____

Which summer activity had 3 kids choose it as their favorite?



SCAVENGER HUNT

Directions: Look for numbers in magazines and newspapers! Cut them out and glue them below to complete each number comparison!



20 >

> 11

< 100

34 >

> 0

20 <

53 >

19 <

Directions: Fill in the empty boxes with numbers that are greater than or less than 10!

Kindergarten

Numbers Greater Than

10

Numbers Less than

10



KINDNESS SCAVENGER HUNT

Directions: Try to complete as many acts of kindness as you can over the next week.

- Read to a younger sister or brother
- Do someone else's chore
- Help make dinner
- Write a letter or draw a picture for someone in your family
- Give someone in your family a hug
- Give a pet or family member a treat
- Play a game with a family member
- Donate toys you don't play with to charity
- Donate food to local food bank or food pantry

Lesson 13: Managing Frustration

What Is My Child Learning?

Your child is learning that feelings vary in strength and that strong feelings need to be managed. Your child will learn that saying "Stop" and naming their feeling is an effective way to begin to calm down.

Why Is This Important?

Naming a feeling can help it feel less powerful, which can help your child when they're upset or overwhelmed by a strong emotion.

During this time of uncertainty, children may be experiencing a whole range of big feelings. Being able to name their feelings and practice Calming-Down Steps will help children manage their emotions appropriately and feel a greater sense of control in coping with frustration, anger, or worry.

Vocabulary

Practice these words with your child before or during the lesson:

- Strong feelings: when your feelings are very big and you might not be able to control them
- Frustrated: feeling upset or angry because you're not able to do what you're trying to do

After the Lesson

- Ask your child to describe a scenario when they might feel frustrated.
- When your child is picturing that frustrating scenario, have them practice putting their hands on their tummy, saying "Stop," and naming their feeling.

Daily Practice

- Try doing these activities with your child to help reinforce what they've learned:
- Play the [Clap and Count Brain Builder](#) at home.
- Listen to "[The Calm-Down Song](#)."
- Talk about a recent time when you felt frustrated and what made you feel better.

Create a Second Step Account

1. Go to www.secondstep.org
2. Under New Users, click "Create Account"
3. Complete the required fields
4. Add Program Activation Key: SSPK FAMI LY70

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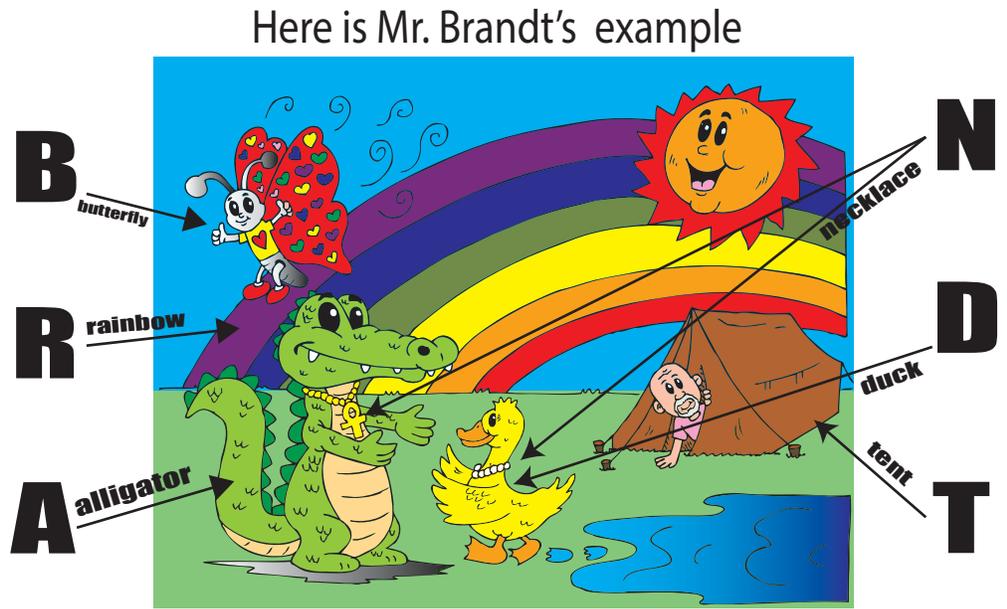
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Caring

1. Talk about Empathy. Empathy is when you're able to understand and care about how someone else is feeling. Empathy is not the same as feeling sorry for someone.
2. Read/Watch [Rainbow Fish to the Rescue](#)
3. Discuss as a group:
 - a. What does it mean to be caring?
 - b. What are some words that describe the character trait of caring?
 - c. What are some ways that we show that we care?
 - d. Why is it important to care for others?
4. As a family, read and discuss each scenario.
 1. Read the scenario, and discuss empathy and caring (how you would feel). What could you do for that person?
 - i. Scenario 1 - There's a new student at your school who wears clothes that are different from what everyone else wears. People begin to make fun of what the new student is wearing.
 1. Practice what you would say to the person who is being teased.
 2. Practice what you would say to the people who are teasing.
 - ii. Scenario 2 - Four friends are playing together out at recess. Two of the girls start to whisper to each other and then begin to laugh.
 1. Practice what you would say to the person who is being whispered about.
 2. Practice what you would say to the people who are whispering.
 - iii. Scenario 3 - There is a game of tag at recess. The person who is it tags a boy too hard and the boy falls down, scraping his knees and hands.
 1. Practice what you would say to the person who is hurt.
 2. Practice what you would say to the people who pushed him.

Make a picture using the objects for each letter of **YOUR** name from alphabet below.

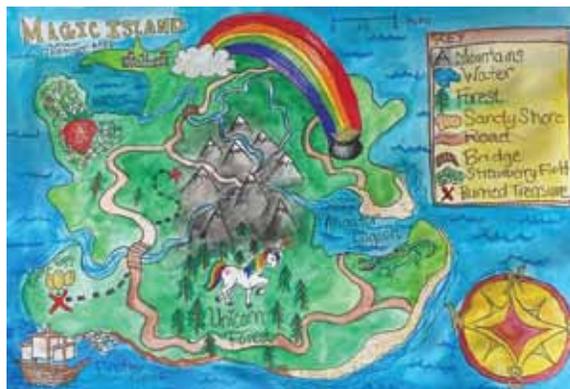


- A- Alligator
- B- Butterfly
- C- Carrot
- D- Duck
- E- Egg
- F- Fox
- G- Grapes
- H- Heart
- I- Igloo
- J- Jellyfish
- K- Key
- L- Leaf
- M- Mushroom
- N- Necklace
- O- Octopus
- P- Plant
- Q- Queen
- R- Rainbow
- S- Strawberry
- T- Tent
- U- Unicorn
- V- Vegetable
- W- Waldo
- X- X-ray
- Y- Yarn
- Z- Zipper

See examples below.

Can you find **YOUR** art teachers work below?

Mrs. Havlicek, Mrs. McDonald, Mrs. Boyle, Mrs. Krause, Mrs. Bailey, Mrs. Wheeler



Kindergarten

Kindergarten Music Lesson for the Week of May 11, 2020.

National Standard Focus: Creating and Performing

MU:Cr1.1.1a With limited guidance, create musical ideas for a specific purpose.
MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.

I Can Statements:

- 1-I can sing a Sol/Mi melody
- 2- I can create a Sol/Mi melody

Watch the video of Ms. Rosenkranz explaining and practicing Sol and Mi (High and Low).

Activity:

1. Use four objects: cereal boxes, stuffed animals, books, anything really that you can position in high and low patterns.
2. Create different high/low patterns and sing the patterns that you make!
3. Send a picture or a video of the patterns you make to your music teacher.

Extension:

1. Decode the pattern of "Rain, Rain, Go Away" and use your boxes (objects) to show the pattern.
2. Lyrics of the song: Rain, rain, go away.
Come again another day,
Little children want to play!
Rain, rain go away.