

Daily Bundle - Beach

Specific activities below target literacy, math, and science each day.

Complete the tasks outlined with a focus on specific standards in the NC Foundations for Early Learning. No technology is needed for these activities:

https://docs.google.com/document/d/1AER5vMmLS5U2bBs2MwsBeh_P4IWxEwUewB3732d6_qwY/edit

Day 1:

Literacy/Letters and Reading

- And Then Comes Summer <https://youtu.be/00Zl0kM0Gi8>
- Learning Letter Sounds-Version 2 Jack Hartmann <https://youtu.be/vwxNB0nhRrM>
- Sesame Street A to Z Songs-Letter of the day <https://youtu.be/IMWC6ngKMCU>

Gross Motor

- Boom Chicka Summer Dance Song <https://youtu.be/hfZ-438Drls>

Science

- Fun Summer Science <https://youtu.be/H40ZfAujcp4>

Music

- Summer Song for Kids-The Singing Walrus <https://youtu.be/mVhh0oATqBI>

Math/Numbers

- Math Journey With a Pirate-Harry Kindergarten <https://youtu.be/g--0Tinc7ZY>

Arts/Crafts

Ice Cream Cones

Cut a toilet tissue roll lengthwise. Overlap one end and pull to a point. Secure with tape, glue or stapler. Use colored tissue paper, colored paper or marker colored paper towels or paper. Wad into a large ball then stuff into the top of the cone.

Day 2:

Literacy/Letters and Reading

- I See Summer- Stories for Kids <https://youtu.be/bTmJYJplghk>
- Letterland Action Tricks and Letter Sounds <https://youtu.be/gi1dwHp1ppU>
- Workout to the Letter Sounds | Version 2 https://youtu.be/VFa0b_IIRac

Gross Motor

- Swimming Song-The Learning Station <https://youtu.be/ZsaywRY5iP0>

Science

- 5 Fun Science Experiments for Kids <https://youtu.be/EfhmSGT0xqI>

Music

- Let's Go to the Beach-English songs for kids <https://youtu.be/EcBhiDqyibo>

Math/Numbers

- Counting to 10 at the Beach-123ABC tv <https://youtu.be/CDXxqLGqvHk>

Arts/Crafts

Paper Plate Beach Ball

Draw 5 sections onto a paper plate (or white circle cut from paper). Fill in each section of the circle with different colors. You can color the sections, use colored tissue paper or construction paper squares or color white paper and cut into squares. Cut a small circle to place in the center of the "beach ball".

Day 3:

Literacy/Letters and Reading

- Froggy Learns to Swim https://www.youtube.com/watch?v=ell_Yq423-Y
- Alphabet Song - Have Fun Teaching <https://youtu.be/36IBDpTRVNE>
- ABC Dance Medley <https://youtu.be/mrklhHnKOTs>

Gross Motor

- Baby Shark Summer The Learning Station <https://youtu.be/6D46PyZCapY>

Science

- Slipping, Sliding Science <https://youtu.be/Ps90zArJEJY>

Music

- Olaf sings In Summer - https://youtu.be/rnEB2F_v_cE

Math/Numbers

- Bubbles Song-Counting to 20 <https://youtu.be/HRwUMD8UQK4>

Arts/Crafts

Watermelon Game

Cut several circles from green paper or white paper colored green. Cut the same number of smaller circles from red/pink paper or white paper colored red/pink. Glue the smaller circle on top of the larger circle. Cut the layered circle in half. You can make a number or an alphabet game by making dots (seeds) on one half and writing the number on the other half or writing a capital letter on one half and the lower case letter of the other half. Let your child match the pieces together to play the game.

Day 4:

Literacy/Letters and Reading

- Clifford and the Missing Beach Ball <https://youtu.be/29Nmlr-Pc7A>
- Workout to the Letter Sounds - Version 3 <https://youtu.be/gi1dwHp1ppU>
- Alphabet Sing and Sign | ASL Song for Kids
<https://www.youtube.com/watch?v=7BUlfsKe4c0>

Gross Motor

- Have Fun This Summer - Jack Hartmann <https://youtu.be/VE-BI2WRnBU>

Science

- Why Should You Wear Sunscreen <https://youtu.be/ZwpbuCJr63E>

Music

- The Ice Cream Song <https://youtu.be/KbrSWbuWtmc>

Math/Numbers

- Count by 5's - Grandma and Grandpa at the Beach <https://youtu.be/r176jXywct8>

Arts/Crafts

Ice Cream Patterning

Cut out five or six different colored circles (all the same size). Cut out a triangle cone. On a smaller piece of paper draw a cone and five or six colored scoops on the cone. (Make several different patterns.) Have your child use the larger pieces to copy each of the patterns.

Day 5:

Literacy/Letters and Reading

- Little Critter - Just Grandma and Me <https://youtu.be/SpiTLNJZJcw>
- Let's Learn the Alphabet https://youtu.be/ACUc9bdZi_w
- Letterland Megamix https://youtu.be/WJBbpfX_ESM

Gross Motor

- Silly Pirate Song - <https://youtu.be/cBcrVzY4hDE>

Science

- Fun With Bubbles https://youtu.be/XxU_QenI054

Music

- There's a Hole in the Bottom of the Sea <https://youtu.be/R10n2bcZRT0>

Math/Numbers

- Learn Addition +1 - Ice Cream Math <https://youtu.be/dXLnVW93ozU>

Preschool Remote Learning - Week 8

Addressing NC Foundations for Early Learning and Development during remote learning.

No technology is needed.

The NC Early Learning and Development Progressions: Birth to Five provide child development information by domain and in smaller age increments.

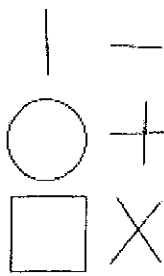
Between birth and age five, children rapidly achieve many important milestones that create the foundation for later growth and development. Each child grows and develops at his or her own rate. Some activities may need to be varied to meet the child's developmental level. The following are examples of short activities to support your child's growth and learning.

APL: Approaches to Play and Learning - *embedded in all domains*

ESD: Emotional and Social Development, HPD: Health and Physical Development

LDC: Language Development and Communication, CD: Cognitive Development

Younger Preschooler: 3- to 4-year-olds, **Older Preschooler:** 4- to 5-year-olds

	ESD	HPD	LDC	CD
Day 1 Read 15 Mins ---	<input type="checkbox"/> After writing the child's name during the activities to the right, spend time with the child adding drawings and/or words as the child describes him/herself. Suggested Questions: What do you look like? What are you really good at doing? Who do you like to be with? What do you like to do with them? Where do you like to go? An example may include: the child's name in the middle of the paper, a picture of a horse for the child's favorite animal that they know a lot about, and a tent because the	<input type="checkbox"/> If the child is not yet writing letters, practice drawing shapes. Children who can draw the shapes/ lines below are better able to write letters.  It is ok for a younger preschooler's letters to start out looking like scribbles. They are learning print carries meaning. With more practice, the letters will be more recognizable while being upside down and/ or backwards. LDC 14a	<input type="checkbox"/> Write the child's name. Ask a younger preschooler to point to the letters of their name or ask what each letter is. Ex. Where is the 'a'? or What letter is this? It is often helpful to make a chant or song to help a child remember the letters in their name. Ex. A five letter name sung to B-I-N-G-O in the song about a farmer who had a ___. LDC 12d Ask an older preschooler to name the letters in their name. The goal is for the child to name many, if not all the letters in their name. LDC 12e	<input type="checkbox"/> Talk about the weather. Ask a younger preschooler what the weather is like. Have the child use vocabulary such as sunny, cloudy, foggy, hot, cold, warm, and cool. CD 14h With an older preschooler talk about today's weather <u>and</u> discuss the season's typical weather (fall, winter, spring or summer). CD 14o

	child likes to camp with family ESD 1k, 1o.	An older preschooler will often write letters that are recognizable to others. Writing letters backwards is still acceptable at this age. LDC 14c		
Day 2 Read 15 Mins ---	<div>□ Let's make a goal!</div> <div>Ask the child what they would like to learn to do.</div> <div>Ex. draw a ___, build a ___, ride my bike, write my name or numbers to 5</div> <div>ESD 2l, 2o</div>	<div>□ Strengthening the small muscles in a child's hands and fingers is very important. From the list below or using materials you have, spend time playing with the child.</div> <div>Play-Doh®</div> <div>Cut with Scissors</div> <div>Complete a Puzzle</div> <div>Tweezers/ Clothespins to pick up small items</div> <div>Stickers (pulling off sheet)</div> <div>Hole Puncher</div> <div>Shape Sorter (putting small shapes in small holes)</div> <div>HPD 5k, 5o</div>	<div>□ After the child completes an activity, ask the child to tell you or another adult what they did, supporting their ability to retell a story.</div> <div>Example activities Include playing with toy cars, having a tea party, playing outside, building with cardboard and helping prepare a meal.</div> <div>For both younger preschoolers and older preschoolers, ask questions to help the child tell stories with more details.</div> <div>Ex. Adult: What did you do today? Child: I helped make dinner. Adult: What did you make? Child: We made pizza! Adult: How? Child: We put cheese on it. Adult: What did you do after that? Child: Cooked it in the oven. Then waited so it wasn't too hot.</div> <div>LDC 2j, 2m</div>	<div>□ Talk about the weather again. Is it the same as yesterday's weather? Is it different?</div> <div>CD 14h, CD 14o</div> <div>Take a few toys outside.</div> <div>Have a younger preschooler compare the lengths of 2 toys' shadows by asking, "Which shadow is the longer?" and/or "Which shadow is shorter?". Switch the toys used and repeat.</div> <div>CD 11h</div> <div>Have an older preschooler compare the lengths of the toys' shadows <u>and</u> point out where the sun is and how it shines in the same direction of the shadow. Trace the shadow. At a different time of day, have the child look at the shadow of the same toy again. Talk about how the shadow is in a new spot, still in the same direction the sun is shining.</div> <div>CD 11n, CD 14o</div> <div>If it is not sunny, this</div>

			LDC 5e, 5f	activity can be done in a dark room with a flashlight or on another day.
Day 3 Read 15 Mins —	<input type="checkbox"/> Discuss how the goal you made yesterday can be reached. Ask: How can you meet your goal? What do you need (materials, people)? Take time to practice. Celebrate the child's hard work, even if they are not fully successful. Celebrating their hard work teaches them to stick with tasks even when they are hard. ESD 2m, 2p	<input type="checkbox"/> Create an obstacle course. Give them multiple attempts. Time how fast the child can complete the course. Record the child's time. Tomorrow, they will try to do it faster! Younger preschoolers may enjoy crawling under chairs, hopping on chalk-drawn shapes, races to a finish line, etc. Older preschoolers may find hopping from one place to another, balancing on a line or leaping from one place to another challenging. HPD 4o, 4r	<input type="checkbox"/> Repeat familiar songs, chants or rhymes with the younger preschooler and older preschooler . Familiar rhymes include nursery rhymes such as those used in last week's activities: "Humpty Dumpty", "Hickory Dickory Dock", and "It's Raining, It's Pouring". Familiar songs include songs from a favorite TV show/ movie or a song similar to "Five Little Monkeys Jumping on the Bed" and "The Wheels on the Bus". LDC 7k, 7o.	<input type="checkbox"/> With a younger preschooler and an older preschooler say if you think or know the child likes or dislikes the same food. Have the child tell a food that he/she likes/dislikes. Talk about how different people like different things. Ex. Adult: I like cheese. I know you like the cheese too because yours is all gone! Child: I like yogurt but you don't. CD 3g, 3j
Day 4 Read 15 Mins —	<input type="checkbox"/> While looking at the drawings you and the child create (activity to the right), ask the child what makes them feel happy in the home. Ask the child why the item/ place makes them happy. Repeat with several emotions such as excited, lonely, sad and angry. Explain the feeling word if needed. Ex.	<input type="checkbox"/> Using sidewalk chalk or paper and a drawing utensil (pencil, pen, crayon, paintbrush, etc.), have the child draw their home. The child may draw the inside, outside, or both. A younger preschooler may draw simple shapes such as squares, circles and rectangles to represent items in and around their home. HPD 5j	<input type="checkbox"/> While talking about their home (activity to right), the child will respond to requests for information by answering your questions. LDC 1l, 1n	<input type="checkbox"/> Ask the child to tell you about their home. Ask questions to extend the conversation for both younger preschoolers and older preschoolers . Ex. What size is your house/ apartment? What is inside your apartment? What is in your yard/ common area? How many bedrooms/ bathrooms do you have? CD 9b, 9f

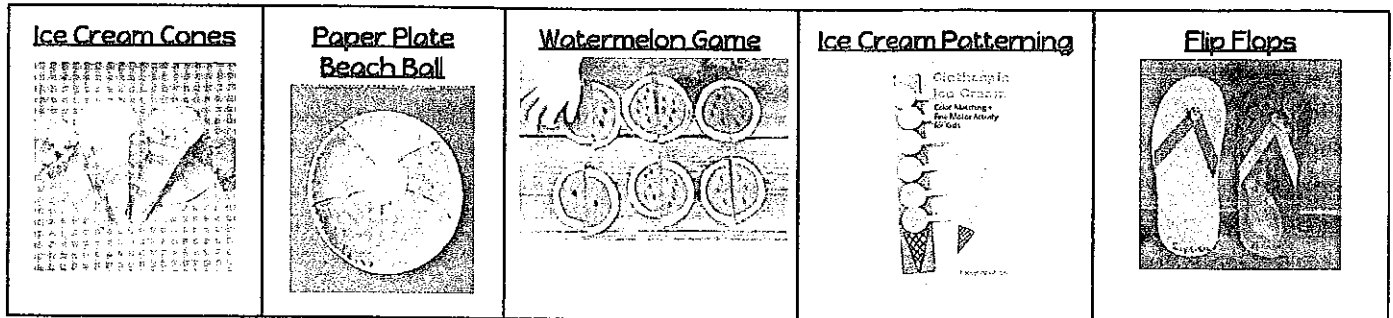
	<p>Adult: Where do you feel happy in the house?</p> <p>Child: The kitchen.</p> <p>Adult: Why?</p> <p>Child: Because I get to spend time with Mommy.</p> <p>ESD 6n, 6r</p>	<p>An older preschooler may draw with more detail such knobs on doors, eyes on toys, and trees or bushes outside the home.</p> <p>HPD 5m</p>		
<p>Day 5</p> <p>Read 15 Mins</p> <p>---</p>	<p>☐</p> <p>Reaching your goal from Day 1.</p> <p>What has been hard? Discuss a "can do" attitude and how more practice will help.</p> <p>Take time to practice.</p> <p>Ask:</p> <p>Have you reached your goal?</p> <p>What did you do to reach your goal?</p> <p>If you haven't reached it yet do you need different people? Do you need different materials?</p> <p>ESD 2m, 2p</p>	<p>☐</p> <p>Play a game of catch using a ball or other object you can throw. For both younger and older preschoolers focus on supporting a smooth release of the ball (rather than jerky, less intentional movements). Start close together for supported success and then move farther and farther apart.</p> <p>HPD 4n</p>	<p>☐</p> <p>Have the child give directions while playing Simon Says. (see activity to right)</p> <p>The younger preschooler will practice using longer sentences in their home language.</p> <p>LDC 6g</p> <p>An older preschooler will practice their ability to speak in full sentences, rather than one word or a short phrase.</p> <p>LDC 6i</p>	<p>☐</p> <p>Play Simon Says using <u>positional</u> words (in front of, beside, behind, under, over, on top, through, etc)</p> <p>Give both younger preschoolers and older preschoolers directions to follow such as, "Simon says put your hands <u>on top</u> of your head", "Simon says put the napkin <u>under</u> the fork", or "Simon says put your plate <u>next to</u> the yellow plate".</p> <p>CD 12h, 12k</p>

Arts/Crafts

Flip Flops

Trace and cut out one of your child's shoes on colored paper. If you have paint, paint your child's foot and make a print on the shoe cut out. If you don't have paint you can trace and color the foot. Use ribbon or cut small strips to attach to the shoe cut out to make a flip flop.

Arts/Crafts Examples



Worksheet Directions

Day 1

1. **Sand Toys Letter Tracing** - Trace the letters on the sand buckets. Fill in any missing letters as you go.
2. **Count & Write** - In each box determine the number represented on either the domino or the fingers. Write that number in the empty square.
3. **Color in the Ocean Patterns** - For each row, make a pattern using the number at the beginning of each line. Ex. Row 3 - color 3 fish pink, color 3 fish purple, color 3 fish pink...
4. **Summer Patterns** - Cut out the four squares at the bottom of the page. "Read" the pattern in each line. Use a square you cut out to complete each pattern. These are all ABAB patterns.

Day 2

1. **Prewriting Practice** - Beginning at the sea animal, trace the dotted line to reach the seaweed. Be sure your child goes from left to right.
2. **Ocean Life Beginning Sounds** - Color in the circle with the beginning sound for each picture. (turtle, octopus, crab, fish, starfish, whale, dolphin, jellyfish, seahorse)
3. **Ice Cream Number Tracing** - Trace the number on each ice cream cone. Color the ice cream cones.
4. **Seashell Counting** - Count the seashells in each box. Color the number that indicates what you counted.
5. **Land or Water Sort** - Cut out all the boxes at the bottom. Determine if the item cut out belongs on land or in the water. Glue into the correct section.

Day 3

1. **I Can Write My Name** - In the top box rainbow write your name using at least 3 different colors. In the next box write your name with a marker. In the third box write your name with a pencil. In the final box make your name with letter magnets, letter tiles or paper squares with the letters written on them.
2. **Beach Ball Colors** - Using the color chart in the box, color each of the beach balls. It may be helpful to your child if an adult marked the color words in the box with the correlating color.
3. **Sea Life Beginning Sounds** - For each box, circle the letter that begins each word. (crab, dolphin, octopus, shark, turtle, starfish, whale, seahorse, jellyfish)
4. **Watermelon Number Order** - Trace the numbers on the watermelon slices. Cut out the squares. Put the squares in number order then glue them into the empty squares.
5. **Watermelon Seed Counting** - Draw a line from the number to the watermelon slice with the same corresponding seeds.

Day 4

1. **Frozen Alphabet** - Fill in the missing lowercase letters on the empty popsicles. Color the pictures.
2. **My Name in Cones** - Write your name on the lines at the bottom of the page. Color the cones that have letters that are in your name.
3. **I Can Draw Sets** - Color in the ten frames to match the indicated number. Ex. For 15

●	●	●	●	●	●	●	●	●	●
●	●	●	●	●	●				
4. **Pool Toys Tallies** - Count the pool toy tally in each box. Circle the number that represents the same number.

Day 5

1. **Ice Cream Patterns** - Cut out the four squares at the bottom of the page. "Read" the pattern in each line. Use a square you cut out to complete each pattern. This page has a variety of patterns: ABB, ABC, AB, ABA.
2. **I Can Write the Beginning Sound** - Write the beginning sound that matches the pictures. (sock, apple, pumpkin, goat, jellyfish, door, table, bat, queen, horse, keys, elephant, ulmbrella, cake, robot, igloo, light bulb, frog)
3. **Ice Cream Scoops Counting** - Count the number of scoops on each cone. Use the number line to help with counting if needed. Write the number of scoops in the box. (This is counting not measuring.)
4. **Count and Color Matching Sets** - Count and color the number of mermaids indicated.
5. **Will the Watermelon Sink or Float?** - Family Activity - Have each family member predict if they think a watermelon will sink or float. Fill the bathtub, sink, color or bucket with water. Place the watermelon in the water. Did it sink? Did it float? If you don't have a watermelon make your predictions then watch this video.
<https://youtu.be/jdmd0od0txo>

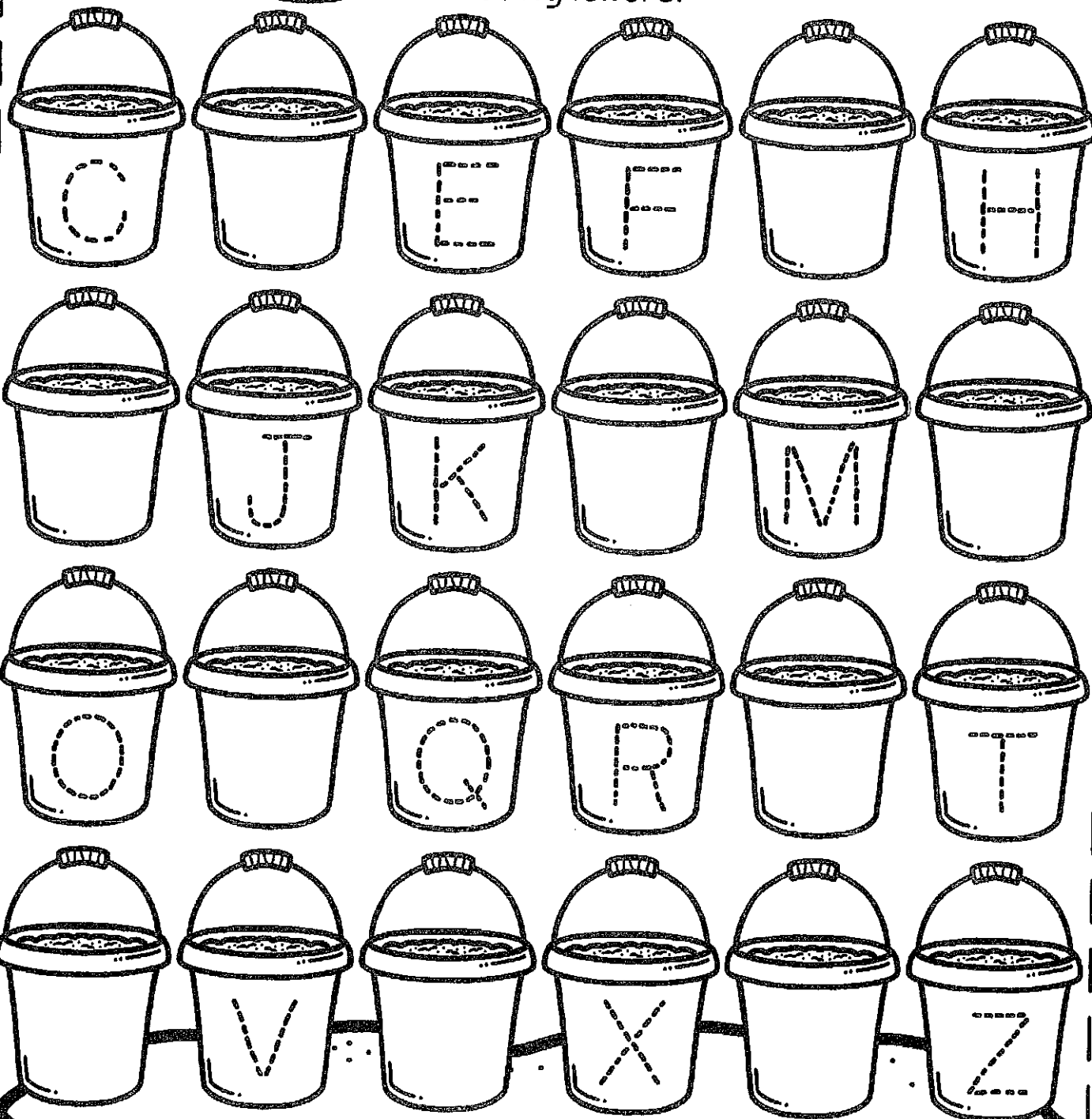
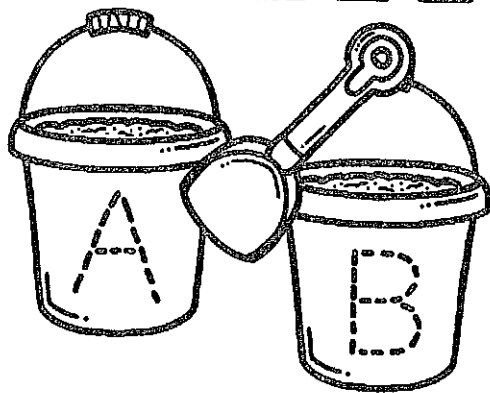
Additional Resources available:

- Scholastic Learn at Home - <https://classroommagazines.scholastic.com/support/learnathome.html>
- Happy Numbers - <https://happynumbers.com/> (use information to log in shared by your child's teacher)
- www.abcmouse.com
- www.starfall.com
- www.pbskids.org
- <https://www.google.com/url?q=https://tools.atozteacherstuff.com/printable-handwriting-practice-worksheet-maker/&sa=D&ust=1585315508129000&usq=AF0jCNEKDwWcm3xpEQtt3PIA-652GsZWBA> (This is for name making worksheet for those who can print at home).
- <https://www.teachyourmonstertoread.com/>

Name _____

Sand Toys Letter Tracing

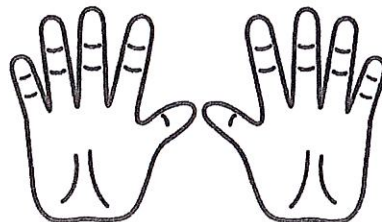
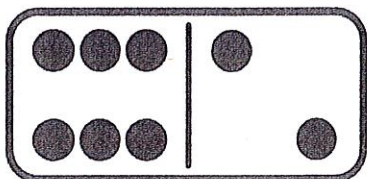
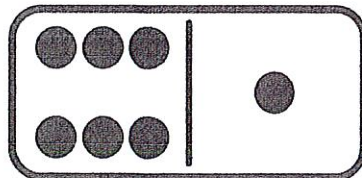
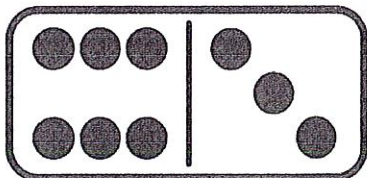
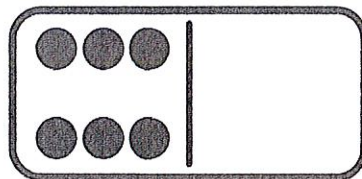
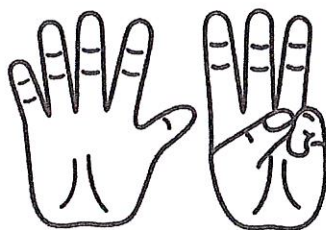
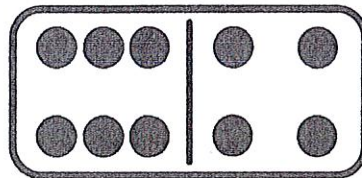
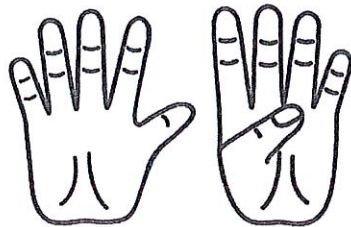
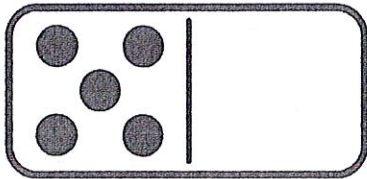
Directions: Trace the letters. Fill in the missing letters.

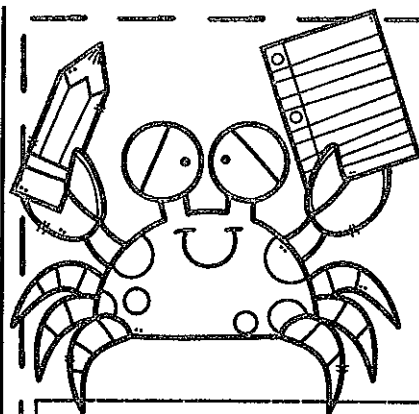




I can count and write the matching number.

Directions: Count and write the correct amount.

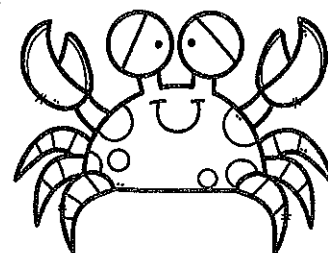
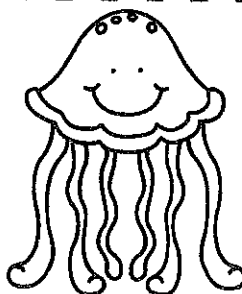
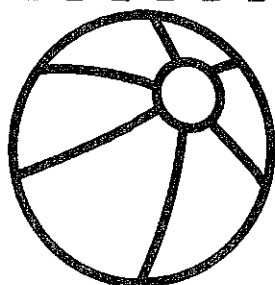
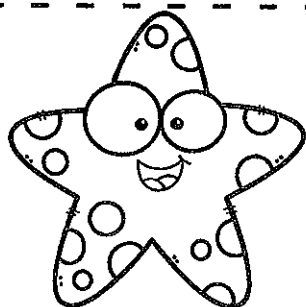
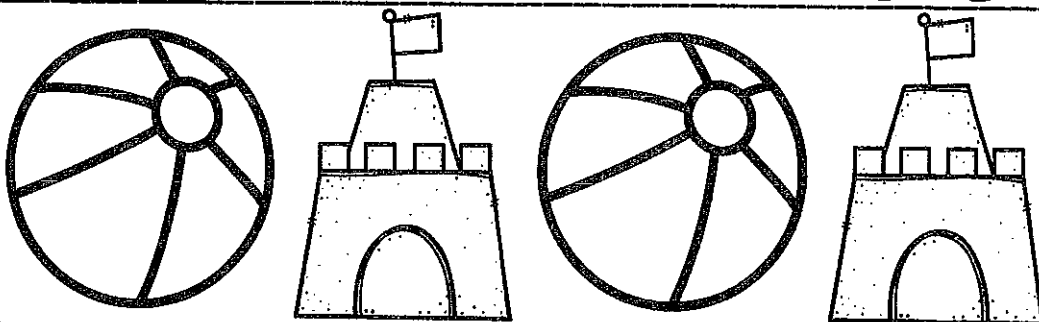
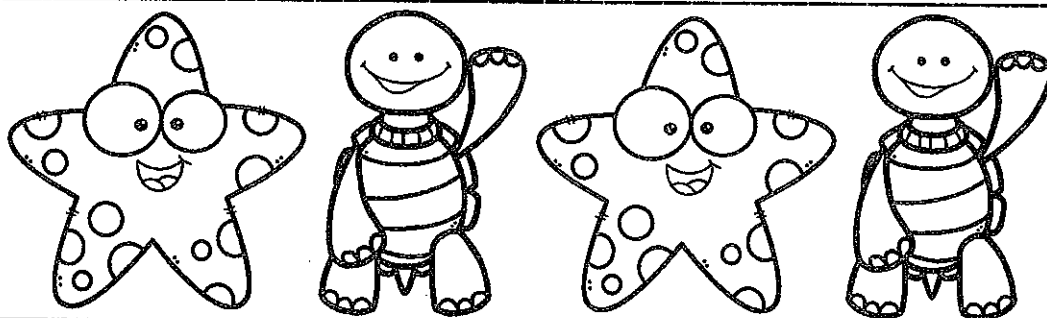
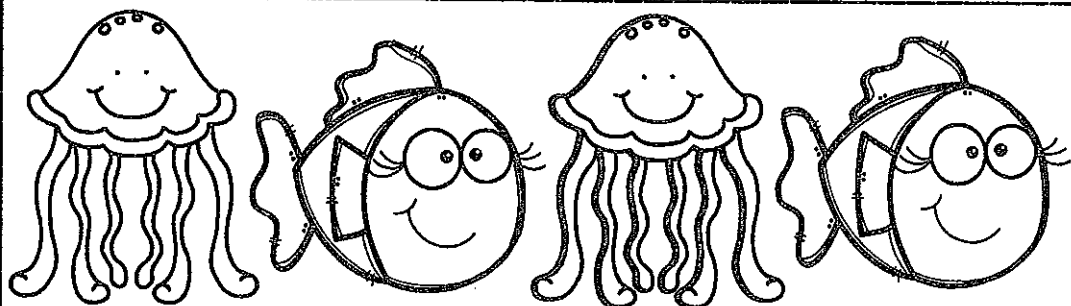
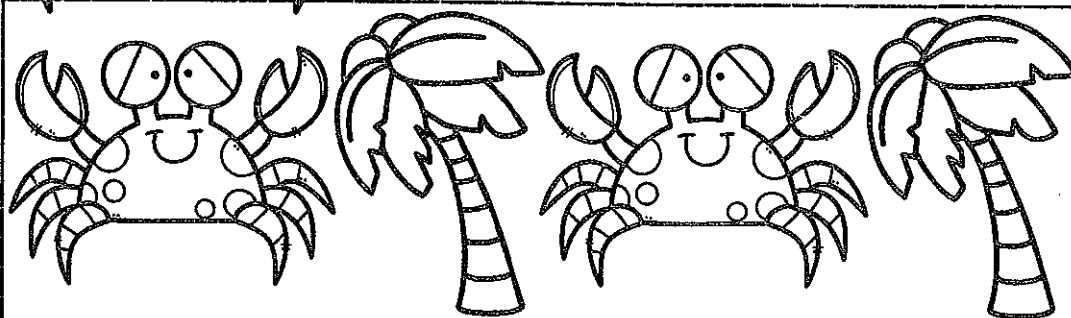




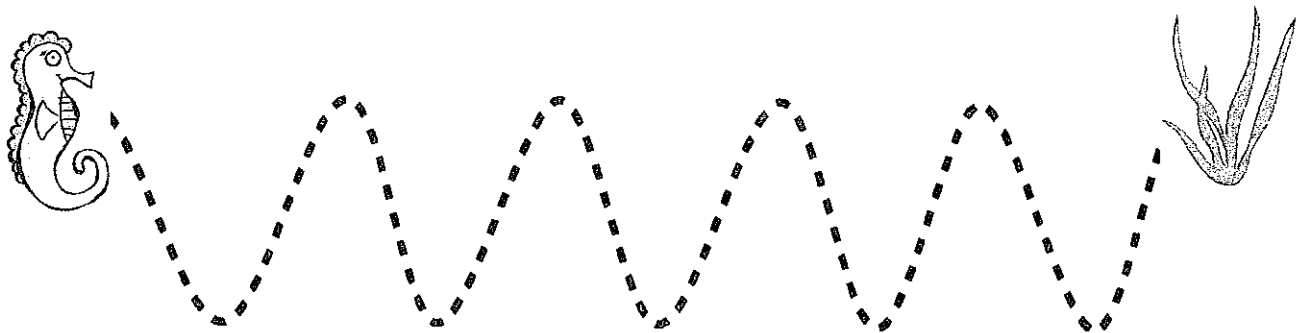
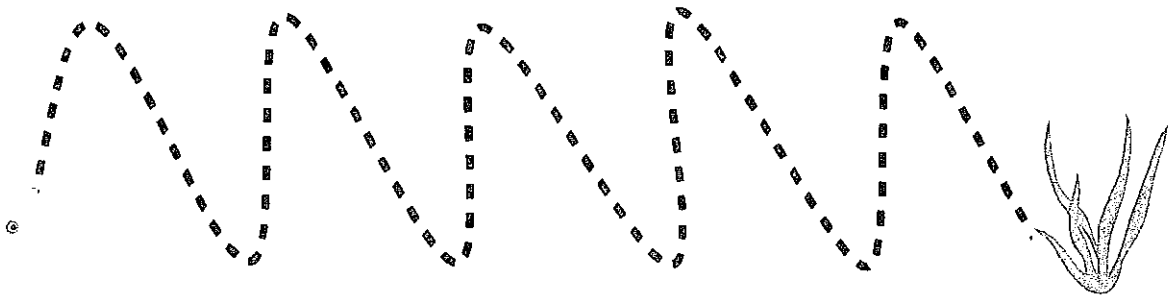
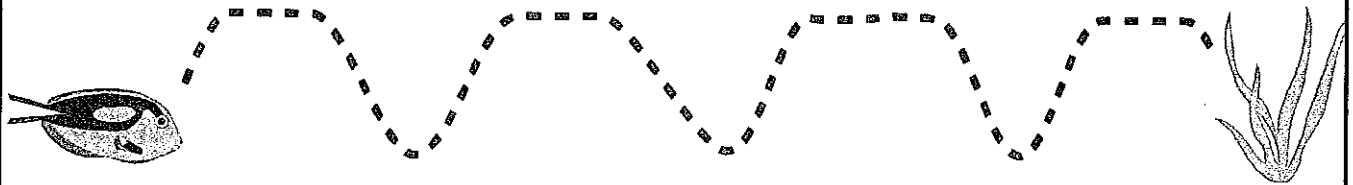
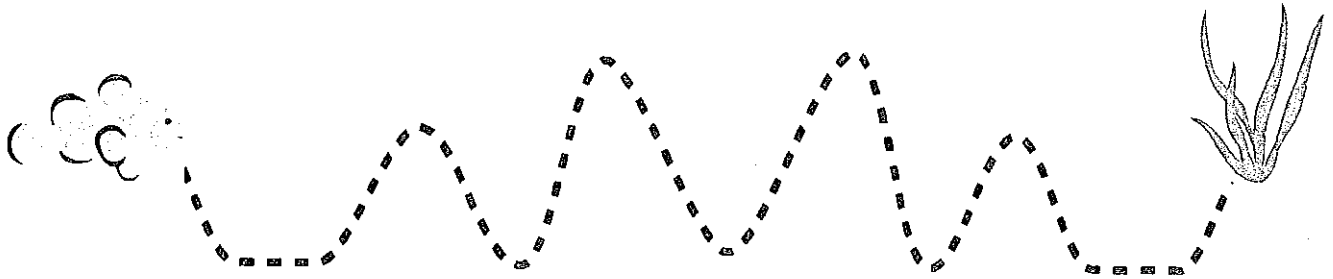
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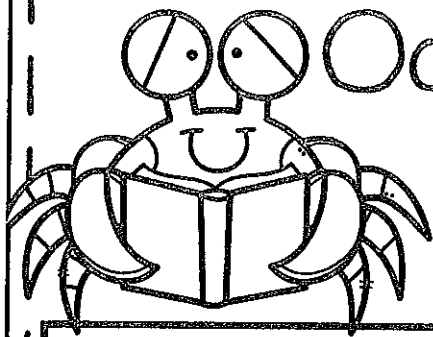
Summer Patterns

Directions: Color the pictures. Cut and paste to complete the pattern.



Prewriting Practice



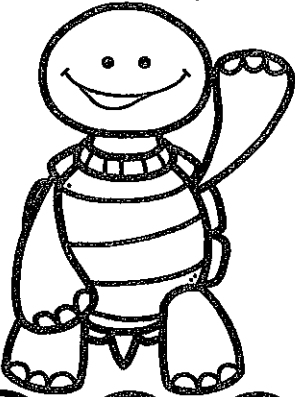


Ocean Life

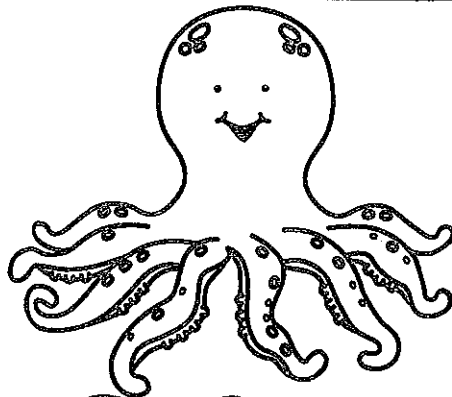
Name _____

Beginning Sounds

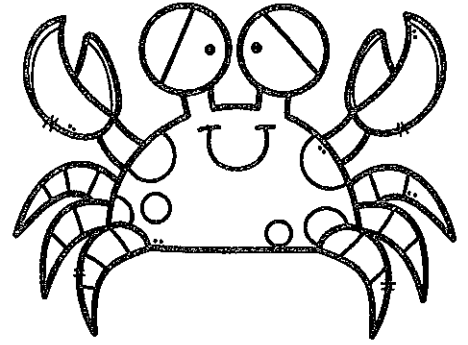
Directions: Fill in the circle with the beginning sound for each picture. Then color the pictures.



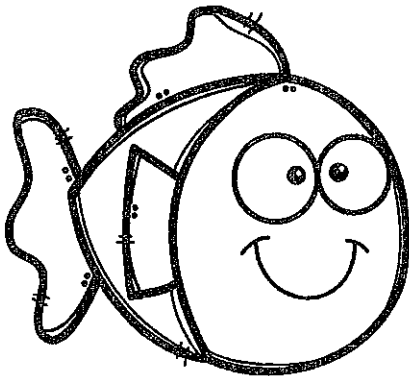
(b) (t) (r)



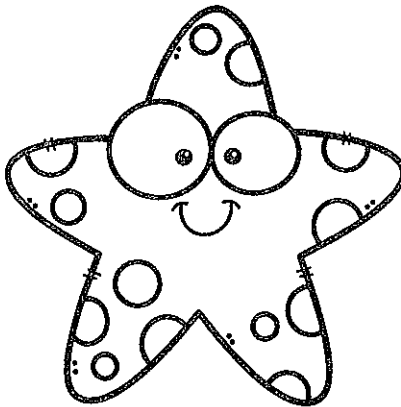
(o) (e) (u)



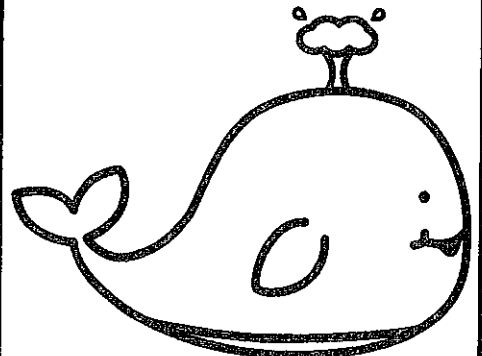
(a) (n) (c)



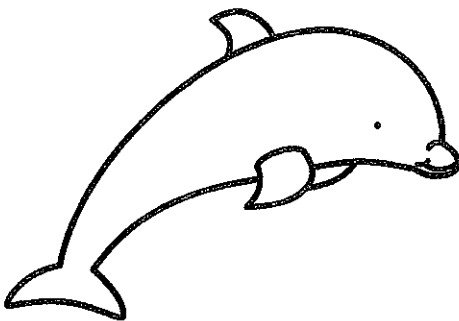
(f) (h) (p)



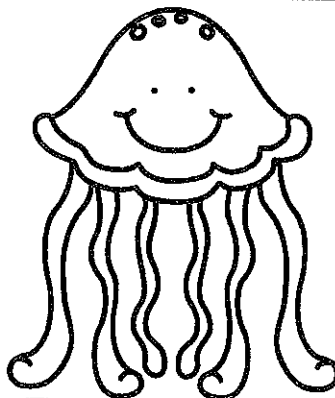
(b) (z) (s)



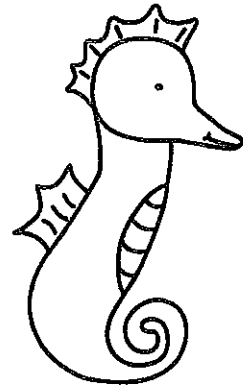
(m) (w) (l)



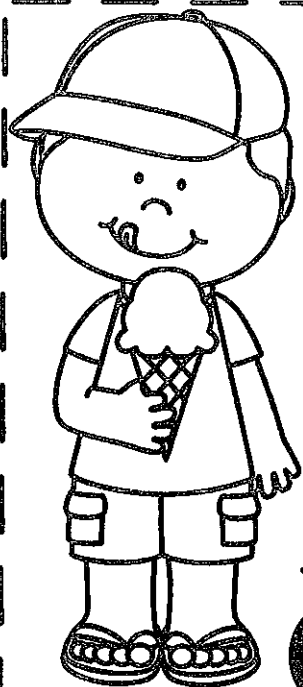
(g) (p) (d)



(j) (r) (w)



(s) (f) (k)

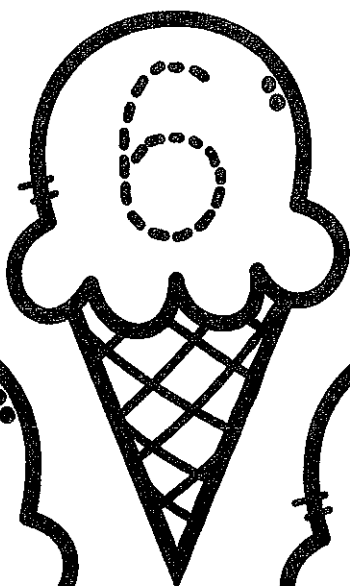
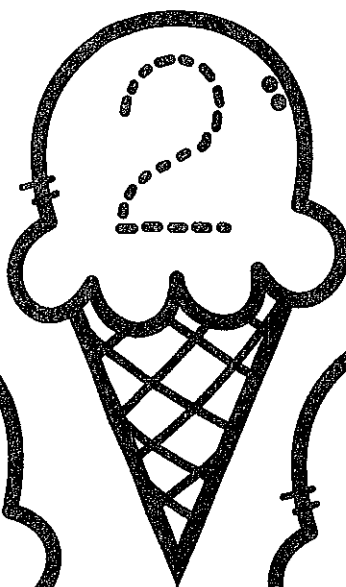
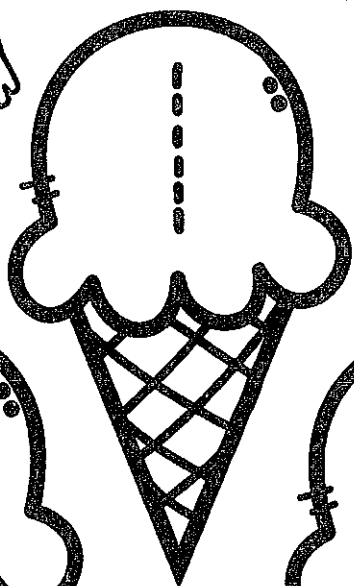


Ice Cream

Name _____

Number Tracing

Directions: Trace the numbers. Then color the ice cream cones.

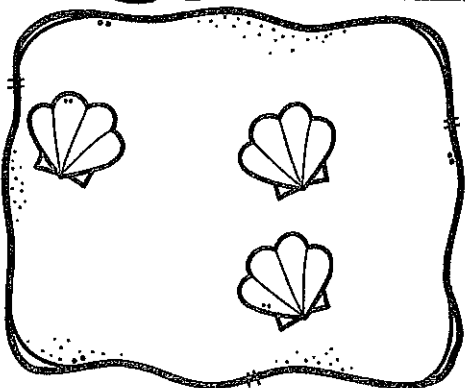




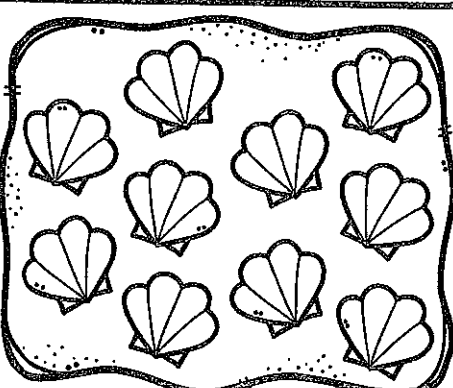
Name _____

Seashell Counting

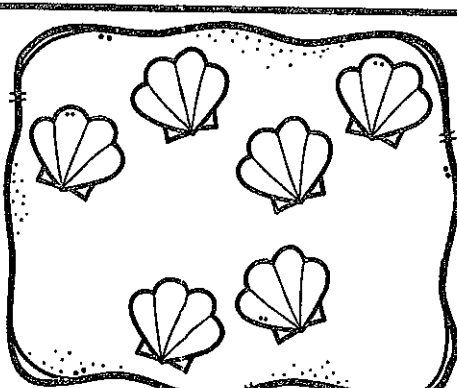
Directions: Count the seashells. Fill in the correct circle.
Color the seashells.



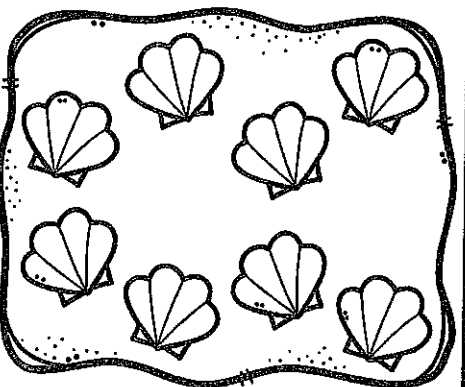
3 2 4



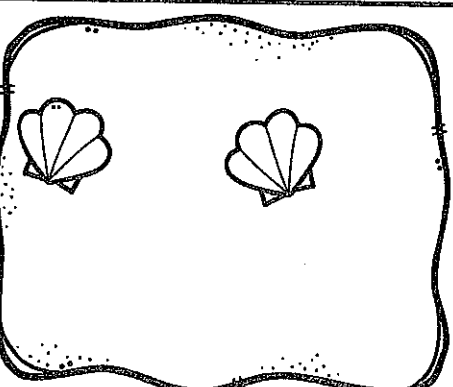
8 9 10



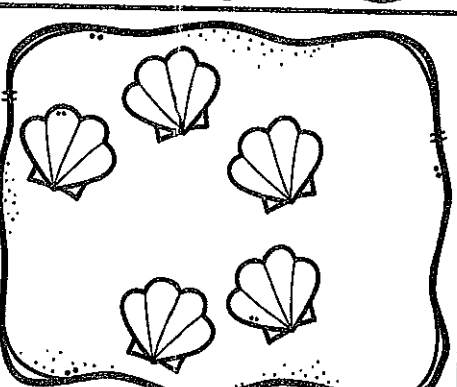
7 6 8



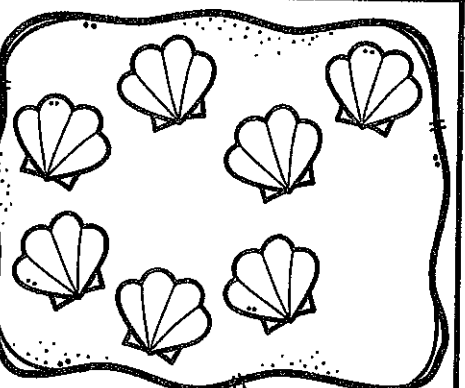
10 8 9



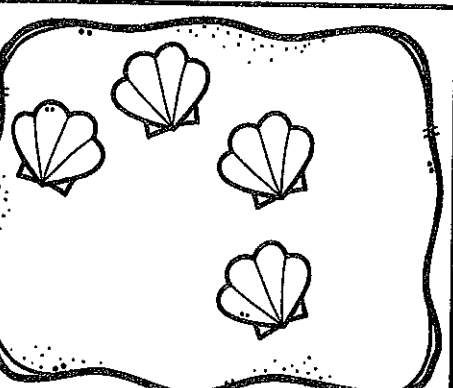
1 3 2



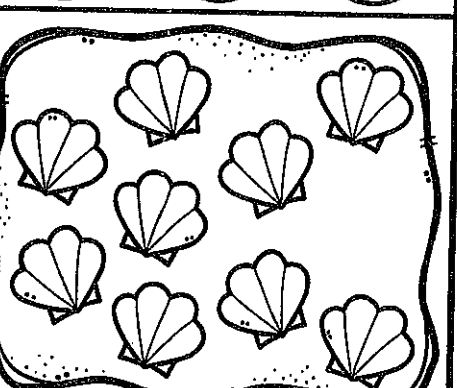
5 6 7



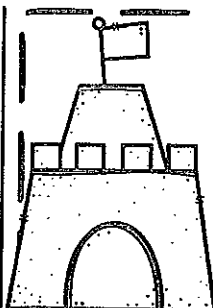
8 7 9



4 3 5



7 10 9



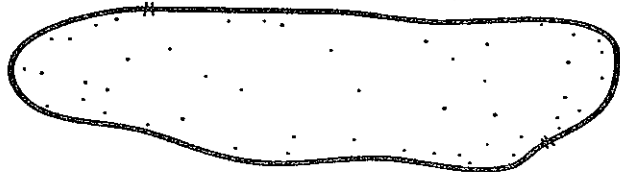
Name _____

Land or Water

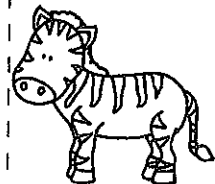
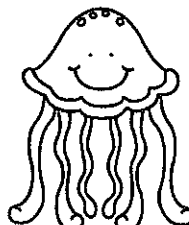
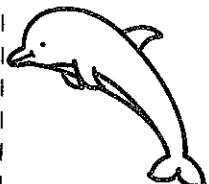
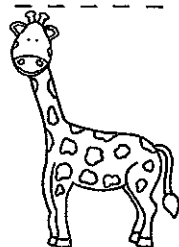
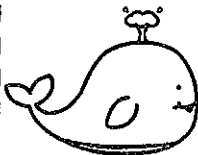
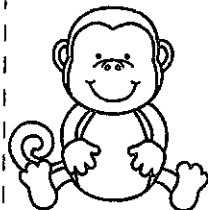
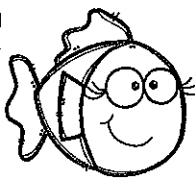
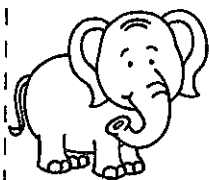
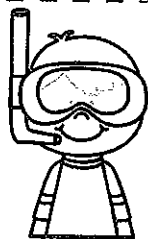
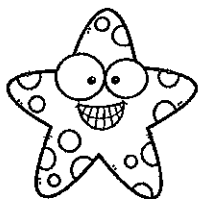
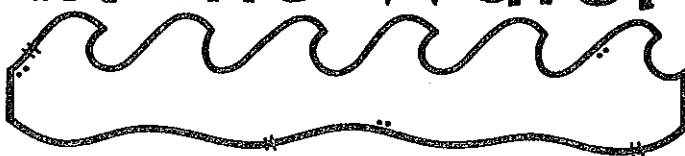
Word Sort

Directions: Color the pictures. Cut and paste them into the correct box.

On Land



In the Water





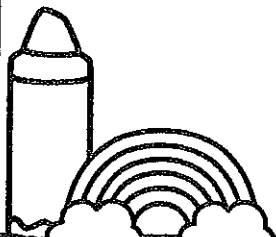
Let's
Write

Name: _____

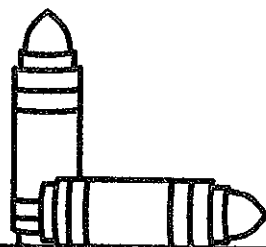
I can write my name.

Directions: Students will practice writing their name.

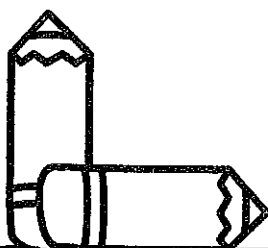
Rainbow It



Marker It



Pencil It



Build It

abc



Name _____

Beach Ball Colors

Directions: Use the code to color the beach balls.

1 - green

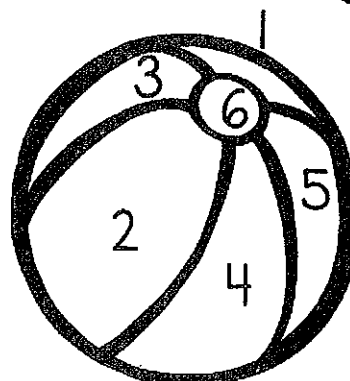
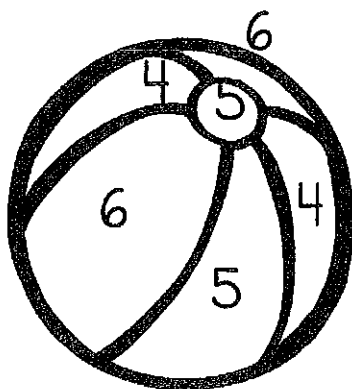
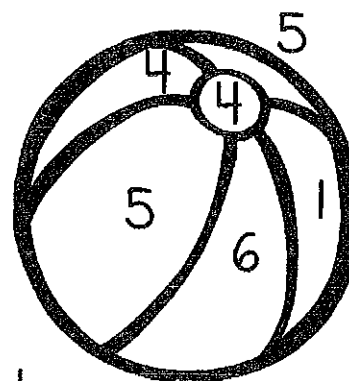
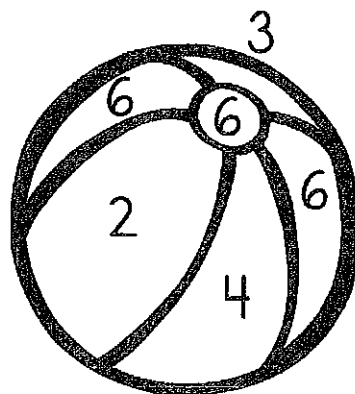
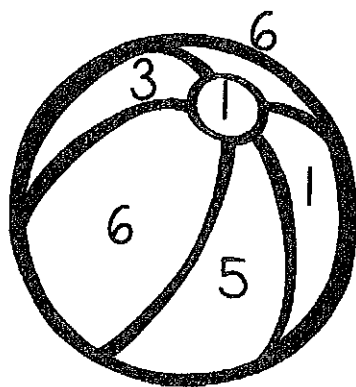
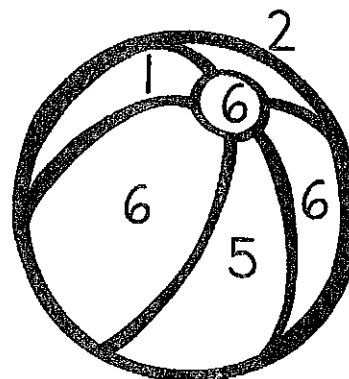
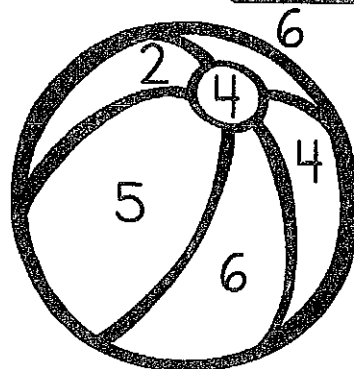
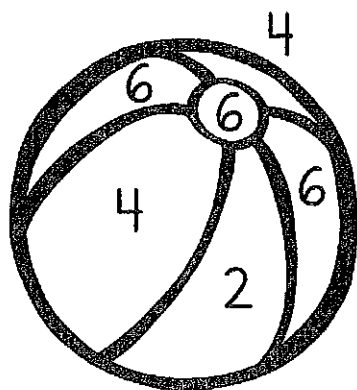
4 - red

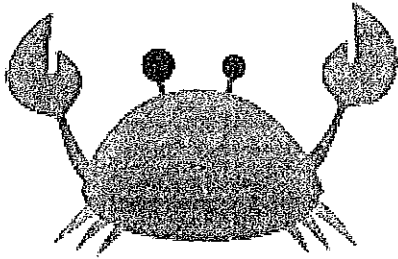

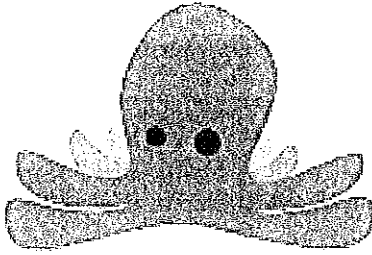
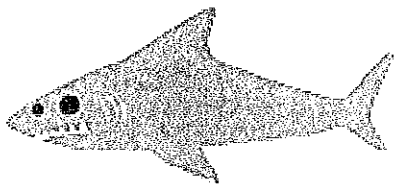
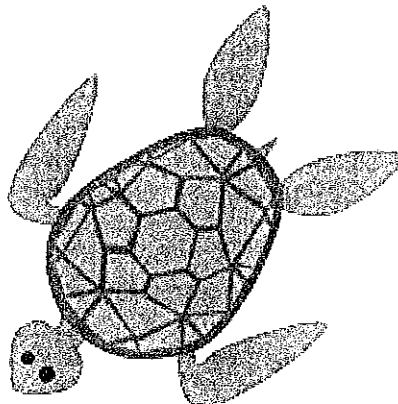
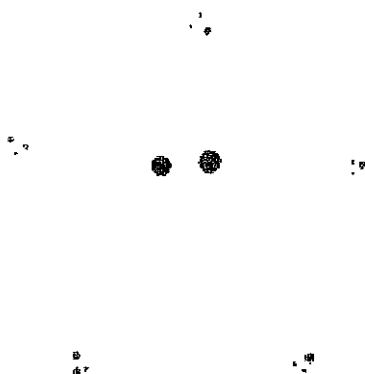
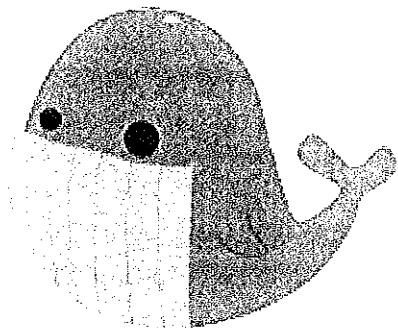

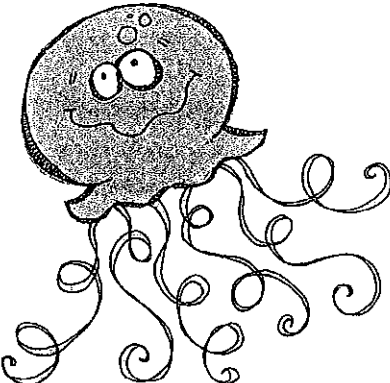
2 - yellow

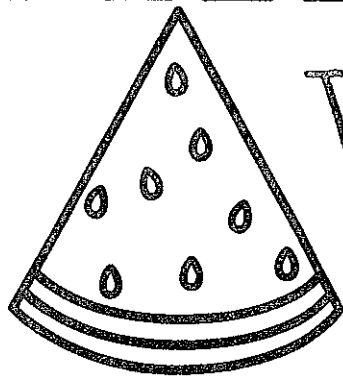
5 - blue

3 - orange

6 - white



								
B	C	R	D	N	H	P	C	O
								
K	S	R	U	T	R	T	S	R
								
H	W	L	H	S	E	E	F	J

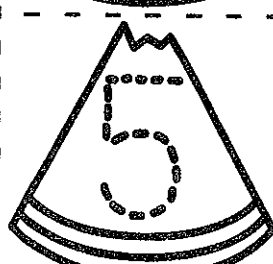
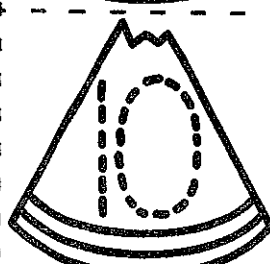
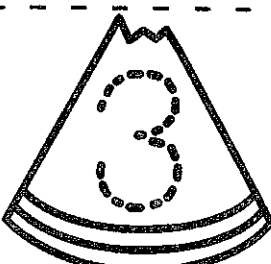
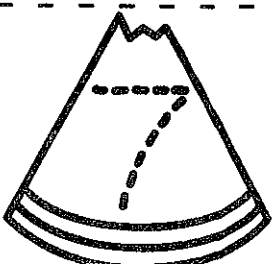
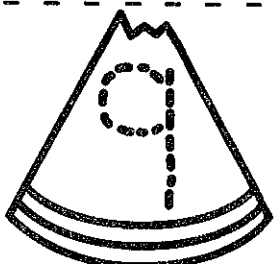
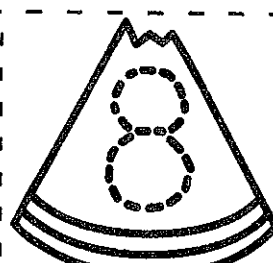
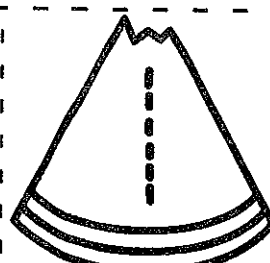
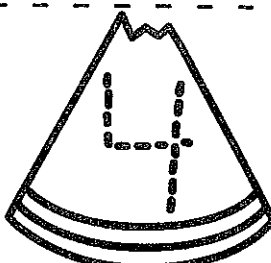
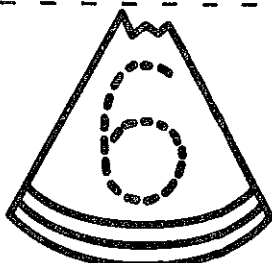
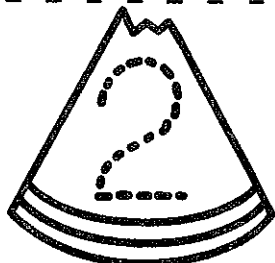
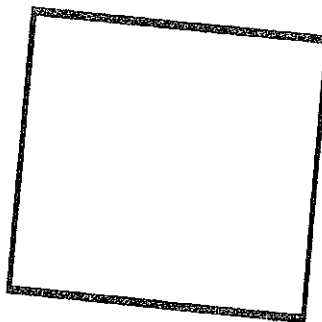
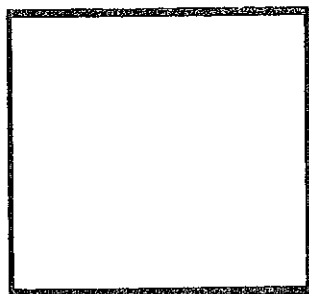
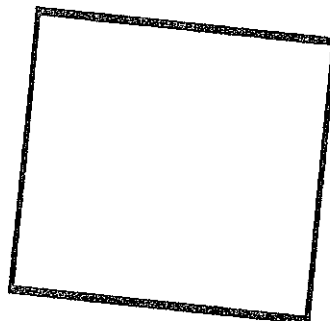
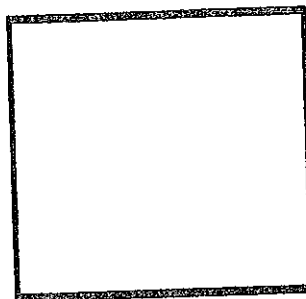
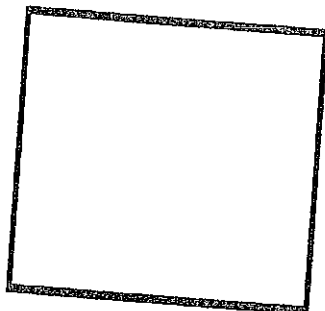
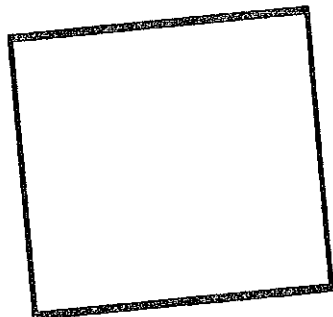
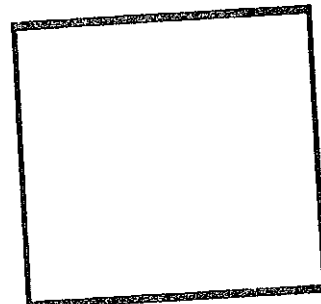
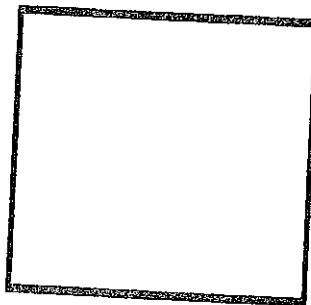
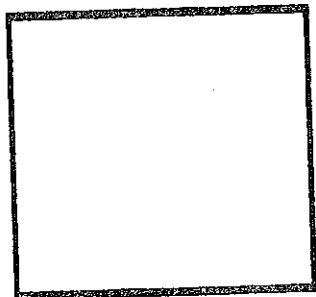
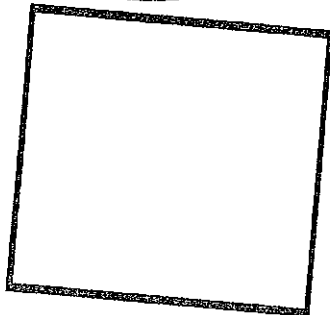


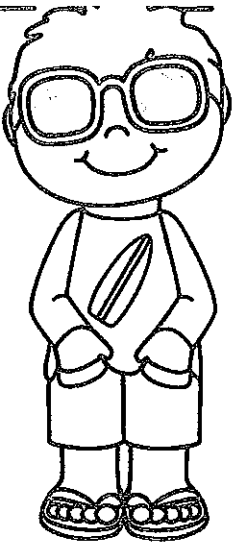
Name _____

Watermelon

Number Order

Directions: Color, cut and paste the melon slices in order.



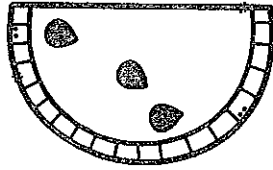


Name _____

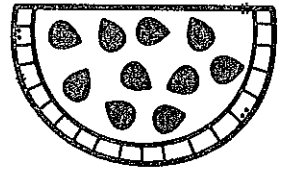
Watermelon Seed Counting

Directions: Count the seeds in each slice of watermelon.
Draw a line to the correct number. Color the pictures.

1



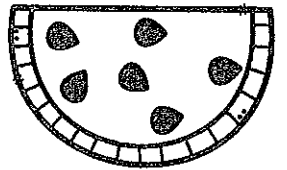
2



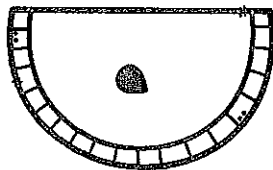
3



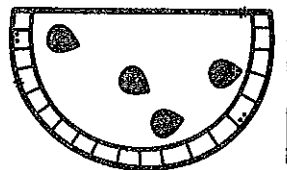
8



9



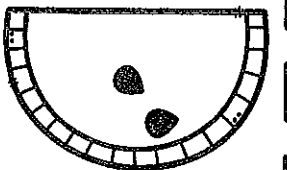
10



5



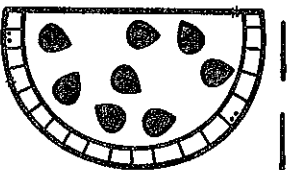
6



7



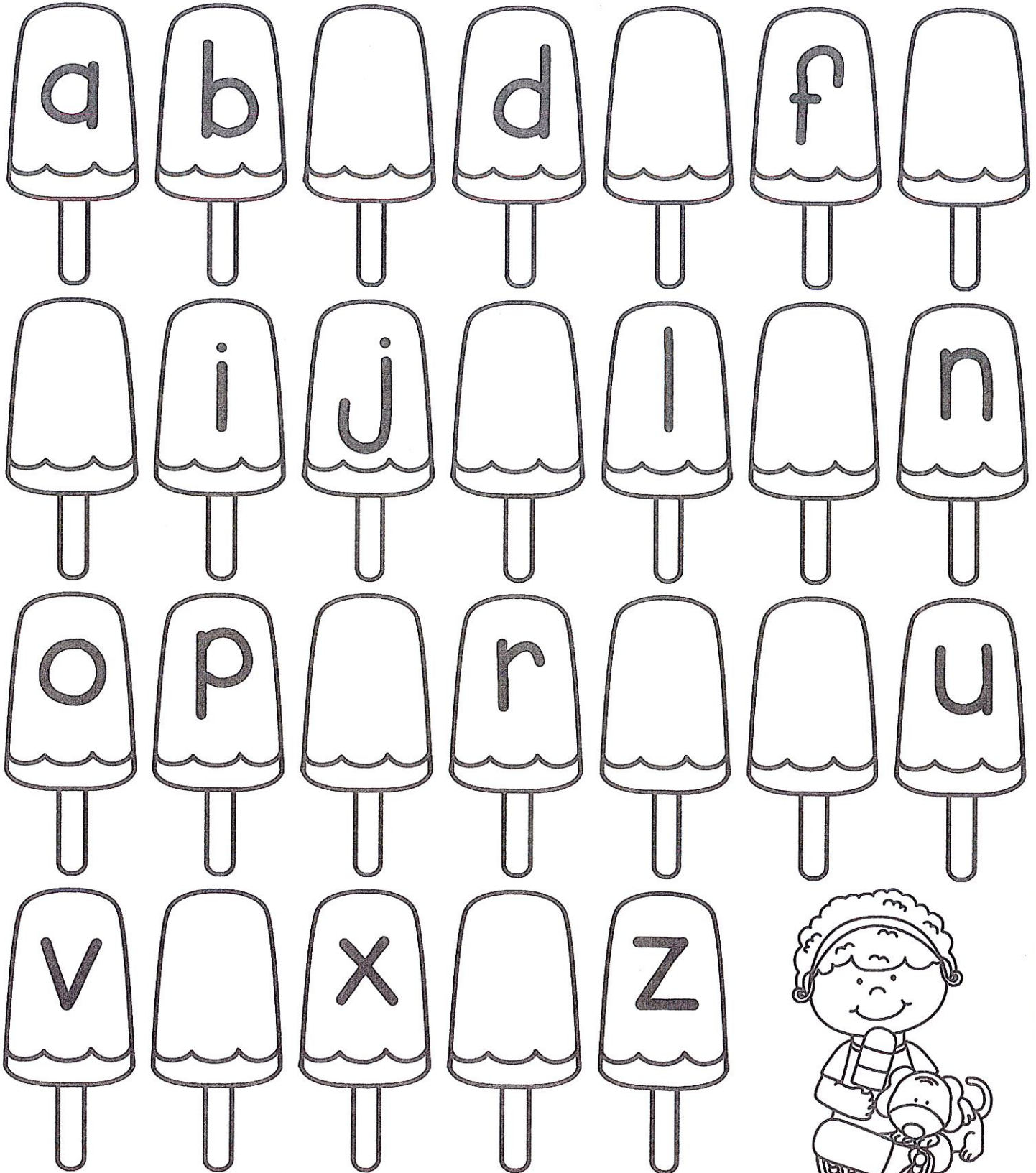
4

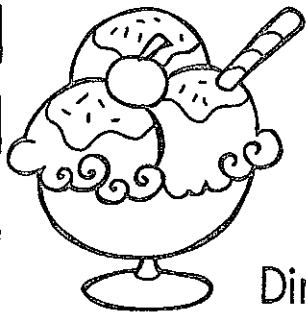


Name _____

Frozen Alphabet

Directions: Fill in the missing letter popsicles.
Color the pictures.



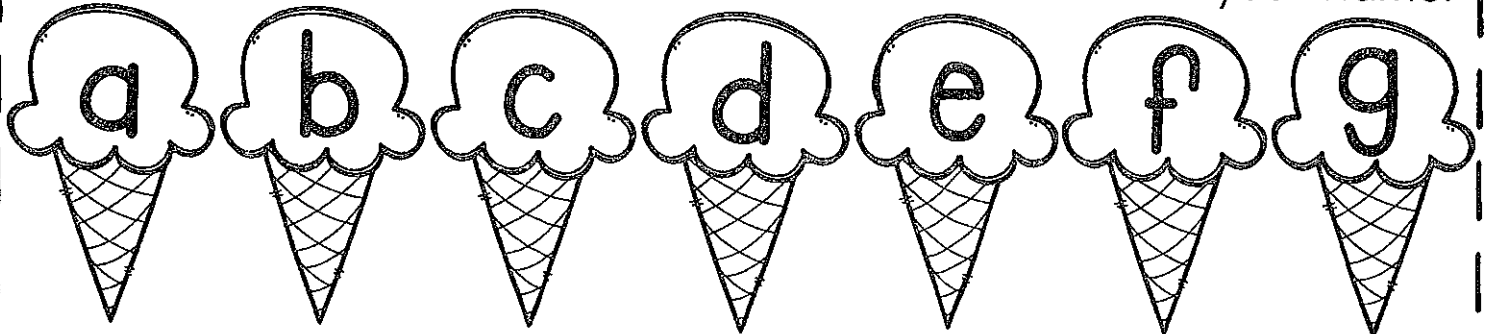


Name _____

My Name

in Cones!

Directions: Color the cones with the letters of your name.



My Name is: _____





I can draw sets.

Directions: Complete each ten frame.

17



14



16



12



20



19

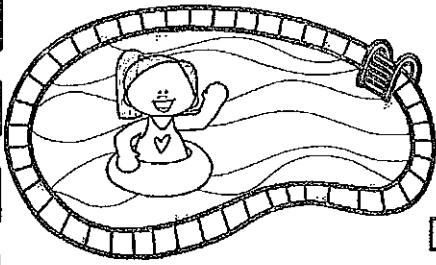


13



18

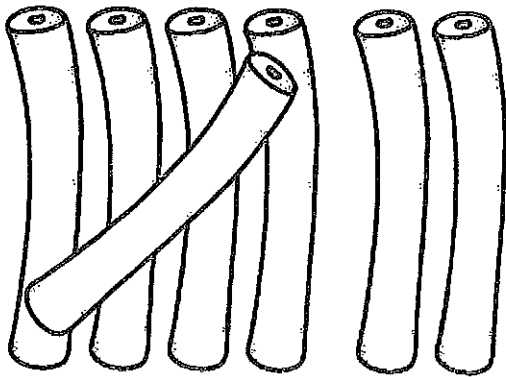




Name _____

Pool Toys Tallies

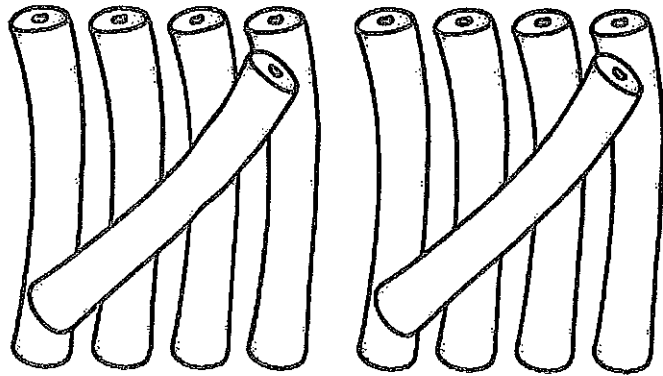
Directions: Count the tallies. Color the pictures.



7

9

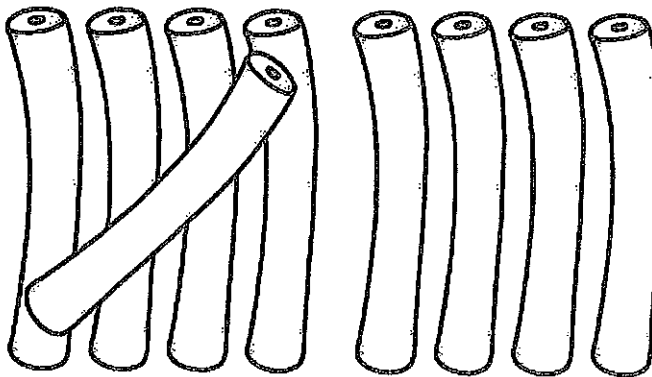
8



9

10

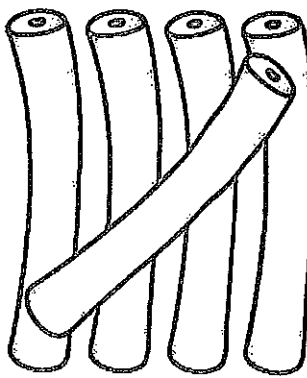
8



9

8

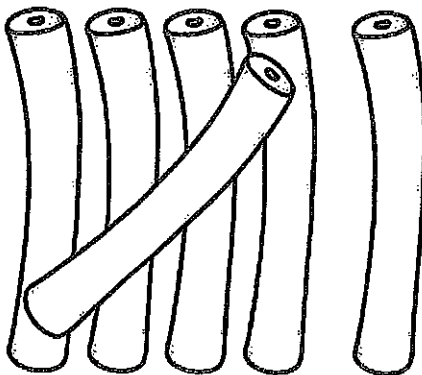
10



6

4

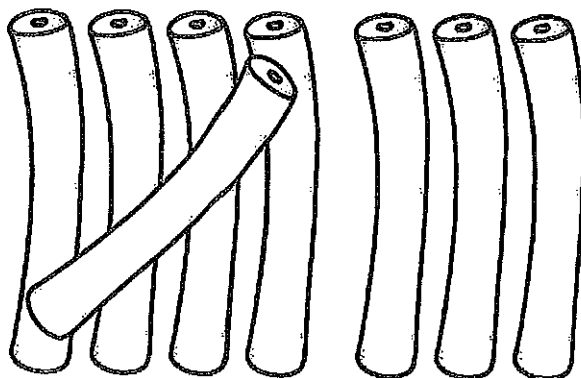
5



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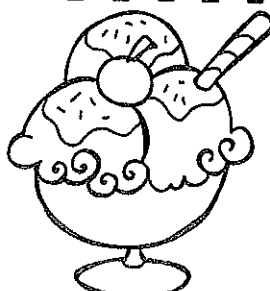
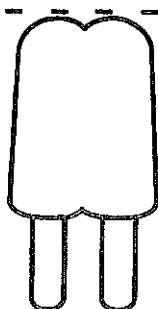
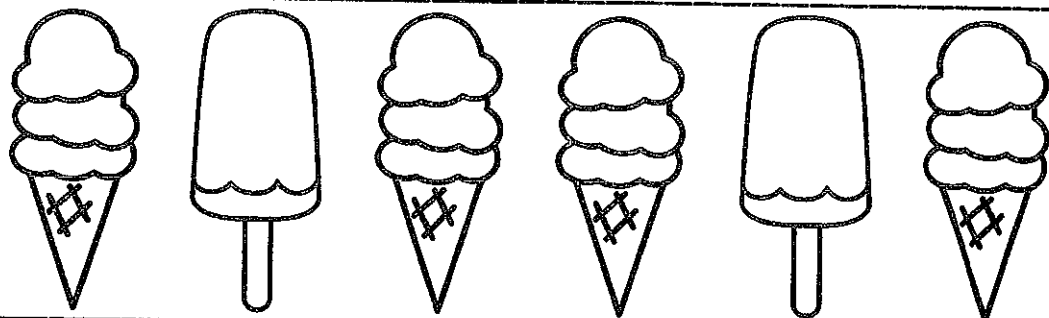
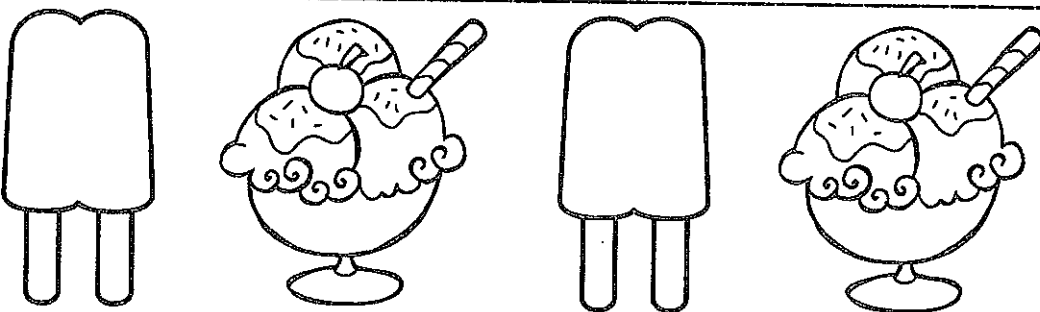
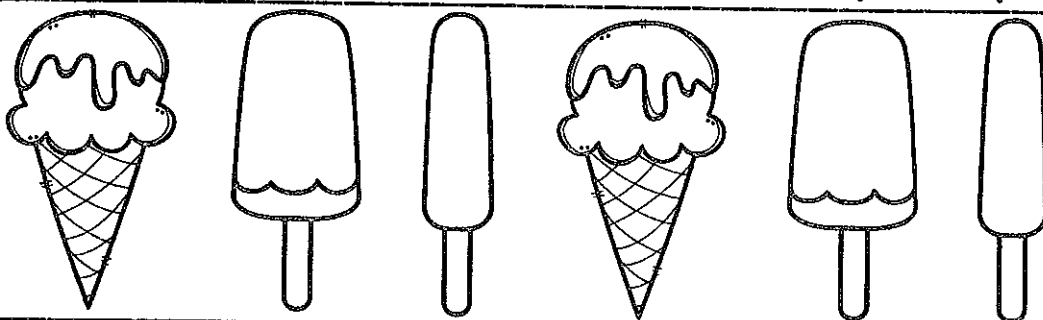
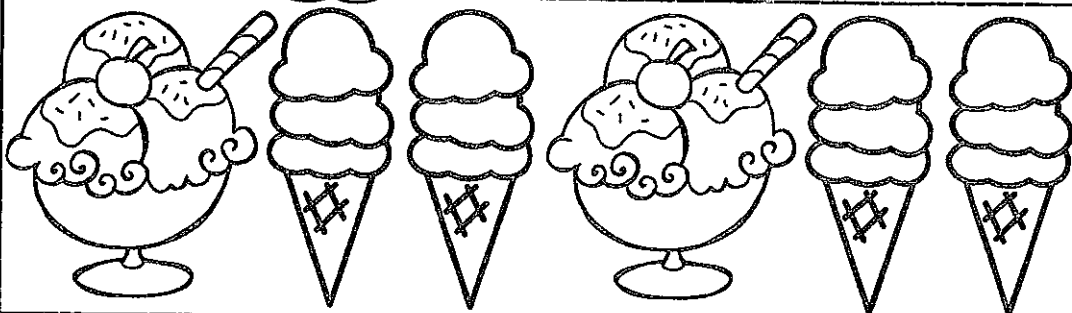


Ice

Name _____

Cream Patterns

Directions: Color the pictures. Cut and paste the pictures to finish the patterns.



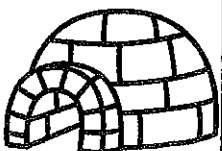
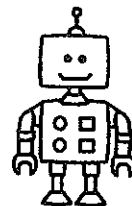
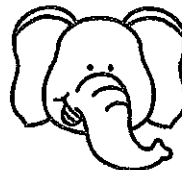
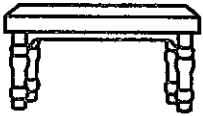
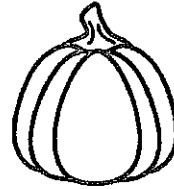
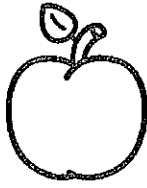


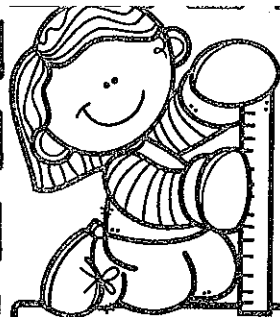
Let's
Write

Name: _____

I can write the beginning sound.

Directions: Students will write the matching beginning sound.



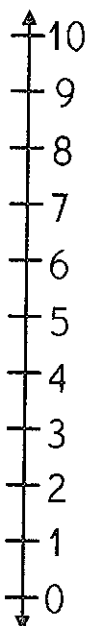
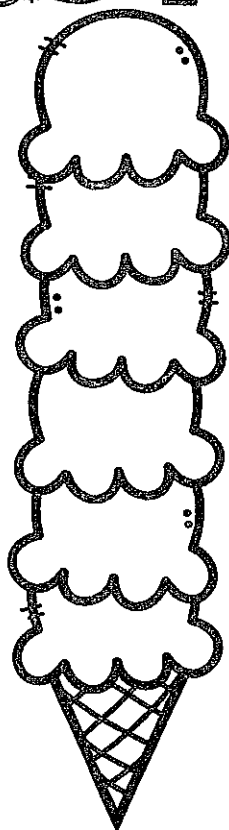


Ice Cream Scoops

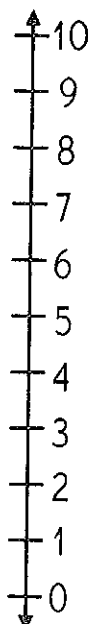
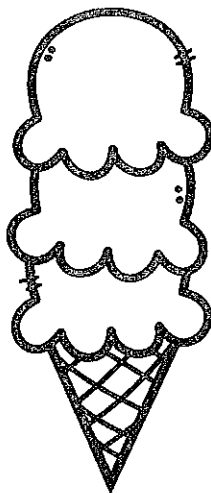
Name _____

Counting

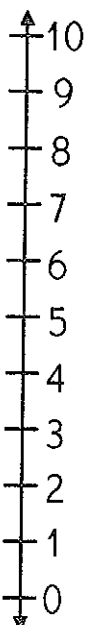
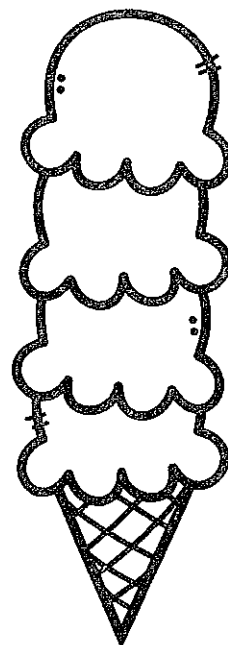
Directions: Use the numberline to count the scoops.



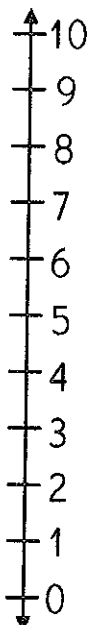
How Many scoops?



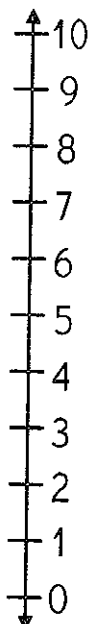
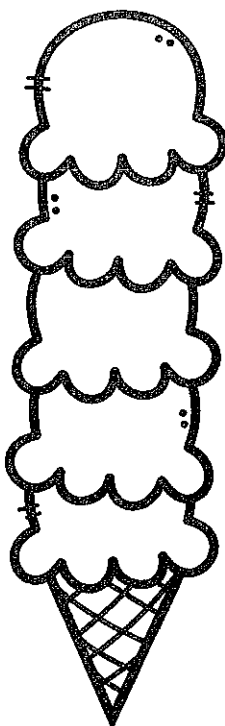
How Many scoops?



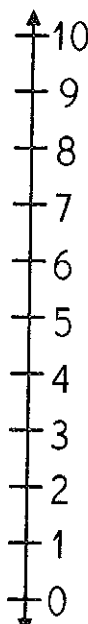
How Many scoops?



How Many scoops?



How Many scoops?




How Many scoops?

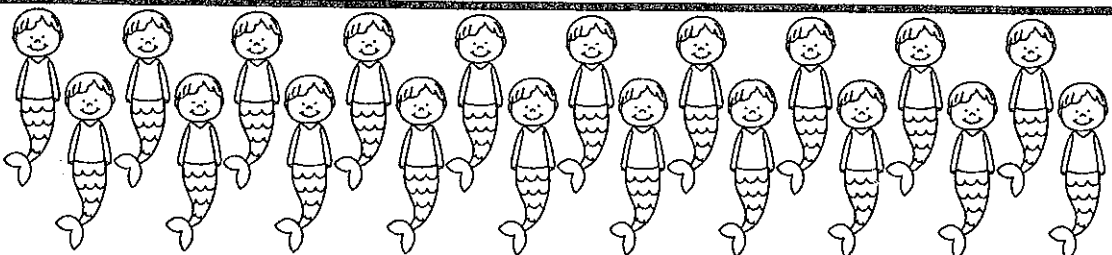



I can count and color matching sets.

Directions: Count and color the matching sets.

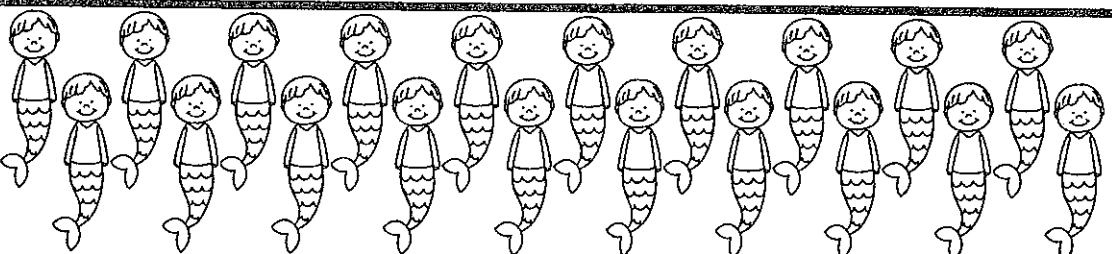



11



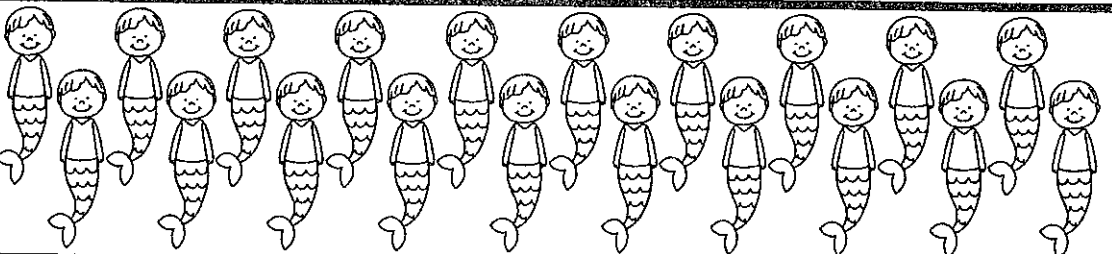



20



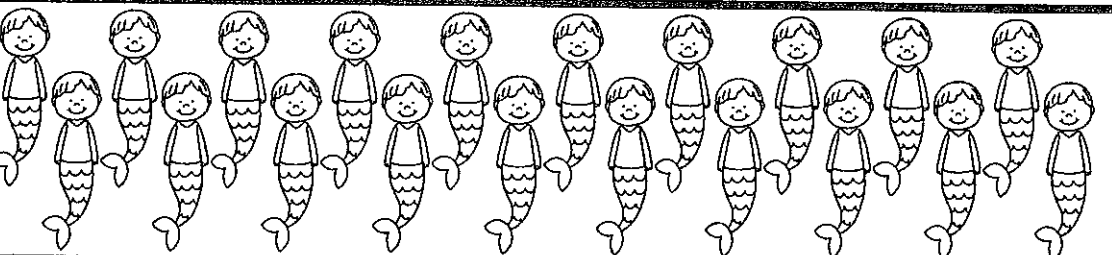



18



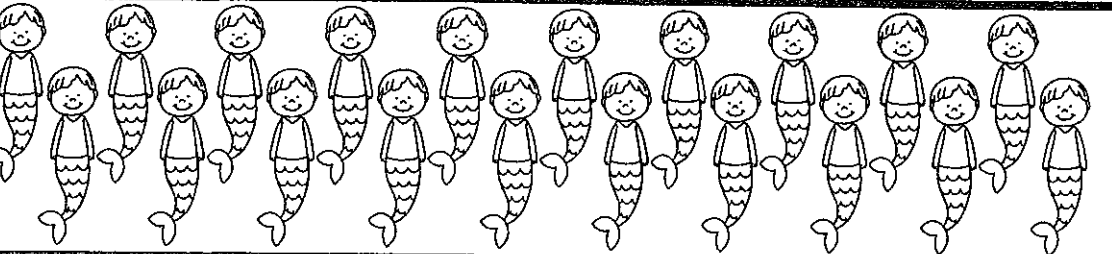


12





10



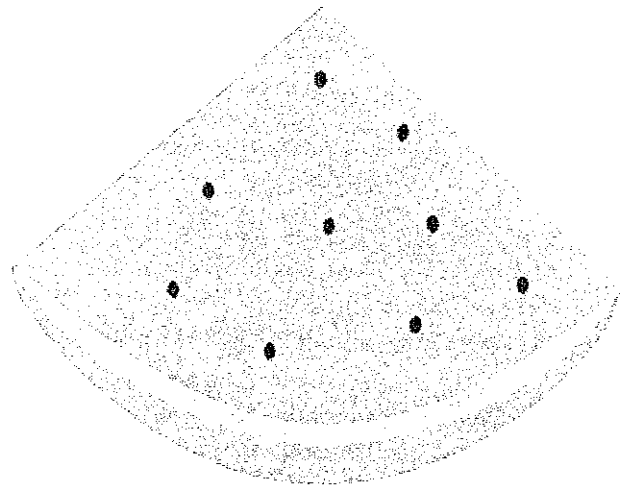
Name: _____

Will the Watermelon sink or float?

Graph & Tally the class predictions.

sink	float

sink	
float	



Did it float?
